

Validation of design for value in social design projects

Presentation of a Value Validation Framework to assess the realisation of values in social design projects, supporting a more profound design for value process

Validation of design for value in social design projects

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Executive Summary

Anno 2021, designers engage with questions of increasing complexity and impact. Designers are involved in creating services and systems that reach beyond an individual user, ultimately reshaping society. This realisation motivates the question of how designers should deal with the accompanying responsibility. The domain of Design for Values (van den Hoven et al., 2015) encourages conscious innovation with the call for a deliberate design for values and advocates a thoughtful stance towards the creation of artefacts. As social design is concerned with societal well-being and commitment to design for the common good (Tromp, Hekkert, 2017), it is regarded as a specificity of Design for Values.

This thesis opens up the conversation of impact in social design practices by researching how designing for values is validated within social design projects. Although the mission for conscious design is vital, frameworks to assess the adequate operationalisation of values are lacking, and impact methodology in the field of social design is fairly under developed. Hence, measures to guarantee value manifestation and safeguard engagement with claims made are missing. For this reason, both domains of Design for Values and social design will be enhanced by a framework that supports assessing the design for value, as a result enabling validation of value realisation within design projects.

The Value Validation Framework introduced in this thesis presents the structure of reasoning towards a valid value claim. It is argued that to make a valid claim, designers must specify their value claim in terms of effects on behaviour, substantiate a claim with proper evidence and provide justification for these specifications. This ensures construct validity for the claim being made and above all, that designers discern what they are factually achieving. As a result, the framework administers a critical stance towards the impact that can be ascribed to projects.

First, the Value Validation Framework was constructed out of theoretical models enriched with qualitative data from an explorative study among professionals. This framework enabled to assess social design projects and was used in the second part of this thesis, the case study research. In this study, five social design projects are assessed concerning the validity of their claim to realise a particular value with their design. The study provided an increased understanding of how designers structure their design projects and this information was used in the third part of this thesis. In which the analysis was used to reflect on ways to make valid value claims.

Social designers involved in the case study research endorse the unique perspective that the Value Validation Framework provides and emphasise that the conducted analysis has provided a meaningful assessment of their social design projects. A commitment to value claim validation provides an opportunity for social designers to enhance their considerations of effect and focus on the substantial impact they accomplish. As a result, contributing to a renewed perspective on how they can enhance their design project and fundamentally commit to a better world.

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Besides my university advisors, I want to thank The Social Design Showdown for allowing me to engage with the social design field and especially Madelaine Berlis for your personal concern. This involvement has enriched my project in so many ways. The acknowledgement of the field was an exciting thrill to encounter and made my project come alive outside the walls of my own - or university room. I want to thank all the social designers participating in the case studies for opening up their project to my research. I am grateful that with the case studies the overall project looks beyond the ivory tower of design research and touches upon real design practice. Thanks for your time, energy and openness to my analysis. Also, I want to thank all stakeholders involved that made time to be interviewed. I have to say that besides an insightful addition to the research part of my project this has also been a personal joy. Because of these interviews, I have met so many diverse and interesting people from all different backgrounds; from a farmer to people working in youth-care. Not the average daily conversations and something that brought extra excitement to my days.

Lastly, I want to thank my family and friends for their endless support, even when from a distance. They have shown neverending care; co-reading, cooking, comforting, celebrations, welcome distractions and more. Especially to my parents and roommates that, whenever I brought up the subject of values or social design, were always ready to listen, genuinely interested. Thank you all so much, to have such caring people around me is something I deeply cherish.

There is something intriguing about the meaning disclosed in artefacts which surround us daily. In this thesis, I intend to open up the dialogue between social design and design for values as a considerate perspective on innovation and matters of impact. Working on this project has only raised more questions for me about the role of designers and the manifestation of values in our current world and systems. When are we truly creating something good for society? Most of these questions probably involve a life long journey to find a satisfying answer and are definitely not solved in just 20 weeks. I wish the reader of this thesis the best of luck on their journey to find such answers. Hopefully, my work, a first step to illustrate that it is possible to validate the design for values, provides some proper food for thought along the way.

Enjoy the read!

Anniek Moll

Table of Content

1. Introduction	page 10		
1.1 Literature review			
1.2 Outline of thesis			
1.3 Relevance of study			
2. Social design as specification of design for values	page 18		
2.1 Design for Values			
2.2 Social design: an emerging field			
2.3 Validation			
2.4 Conclusion			
2.5 Summary main insights literature research			
3. Value Validation Framework	page 32		
3.1 Introducing the Value Validation Framework			
3.2 Underlying principles			
3.3 Components of Value Validation Framework			
3.4 Conclusions on the proposal of the Value Validation Framework			
4. Research approach	page 46		
4.1 Incentive of case study research			
4.2 Selection of projects			
4.3 Methodology			
5. Case-study of five leading social design projects	page 50		
6. Insights & advice	page 94		
6.1 Insights on the reasoning of researched social design projects			
6.2 Insights on construct validity of researched social design projects			
6.3 Reflection on the feedback of designers			
6.4 Contribution of the Value Validation Framework			
6.5 Advice for social designers			
7. Conclusions	page 102		
7.1 Validation of design for value			
7.2 Implications for social design			
8. Discussion	page 106		
8.1 Limitations of the study			
8.2 Future recommendations			
8.3 Food for thought			
		Appendix I	page 110
		Personal reflection	
		References	
		Appendix II	page 113
		Iterations on Value Validation Framework (1-4)	
		Main take-aways from session with Afdeling Buitengewone Zaken	
		Notes interviews with experts in value assessment and value realisation	
		Evaluation session Social Design Showdown - blogpost	
		Miro board used in session Social Design Showdown	
		Purpose of Value Validation Framework while designing: loop of refinement	
		Interview questions	
		Transcripts	
		Mapping	
		Stakeholder opinions	
		Link driving value of social design component & value claim of project	
		Approved project brief	

1. Introduction

Presentation of subject of this thesis, overview of undertaken research project and relevance of the study

1. Introduction

This chapter provides an overview of the project 'Validation of design for values within social design projects'. It describes the theoretical background of the project and its defined challenge. The outline of the thesis is given, including the different phases that the conducted research features and lastly, the significance of the study is presented.

The phenomenon 'design', and accordingly the role of designers has changed significantly over the last decades. Where Industrial Design Engineering used to be associated with the creation of coffee-machines and other consumer goods created for the masses, the concept of what defines a design has drastically transformed. Designers today do not solely create physical objects but interactions, services, and systems. Ultimately: the structuring of complex networks. These artefacts have no particular physical manifestation, cannot be grasped and yet, effectively influence peoples lives while living through them. One can raise the question: when designs affect users (unconsciously) within an interaction, how do designers deal with this given responsibility?

Artefacts are created by human action and therefore manifest a particular meaning and instrumentality: they become created for a reason. Through innovation humans are managing their environment, conclusively creating the world they live in and want to live in. However, the things man create are not value-less. As Heidegger (1977) famously stated: "the essence of technology is nothing technological" (Heidegger, 1977, p35). The sole point that something becomes created is already a value statement in itself. Moreover, artefacts acquire significant agency beyond the reach of designers once manifested in the world, ultimately shaping the way humans give meaning to their existence. In the same spirit philosophers such as Horkheimer and Adorno (2002), and Marcuse (2007) express how the material world expresses societal structures and stimulate a particular mode of being. Other philosophers of technology endorse the active nature of artefacts too and emphasise the forceful role artefacts play in daily lives. Examples are Latour (2007) that proposes a different stance towards artefacts as complex assemblies by designating them as 'things', and Verbeek (2006) with the perspective of 'acting artefacts'. These stances underline that in our time of high paced innovation, it is more important than ever for makers to become aware of the dynamic interplay of design and question the value frameworks that their designed artefacts possess and manifest in the world.

Luckily, more and more professionals working in the field of engineering and design are conscious of the impactful role that innovation plays in current society. Events such as "What Design Can Do" (www.whatdesigncando.com) and the Delft Design for Values Institute (www.delftdesignforvalues.nl) illustrate how designers recognise the influential power of design and rather use this awareness for the better. Instead of regarding value manifestation as the by-product of a design with initial instrumental focus, value realisation is positioned as the main object of interest. In this manner, designing is becoming a purposeful attempt at value demonstration. As such, innovation and the act of design becoming utilised to take deliberate action in improving society.

The challenges human existence is facing today are obscure and demand thoughtful responses. The mission to consciously design and impact the world in an attentive manner is grand, but can success be substantiated? How to illustrate that a particular design indeed manifests a specific value in the world and thereby significantly contributes to an improved circumstance? If

we genuinely want design to contribute to a better world, the assessment of success also needs to be taken seriously. Only in such a manner can legitimately be reflected upon whether the design is an appropriate realisation of values and serves as a proper response to the issue at stake.

Therefore, this thesis will focus on the assessment of value realisation within design, in which design is regarded as a deliberate attempt to demonstrate a particular value. Up until now, research concerning designing for values has mainly focussed on the specification of values within design processes. Although this is crucial in understanding how values can become operationalised, this does not necessarily prove whether the value has effectively been manifested. This thesis intends to expand the discourse by examining how the realisation of values in design can become assessed, ultimately defining how the claim to design for a particular value can be validated. This will inform a deeper reflection on value demonstration and can inspire further conscious contemplation on how to effectively substantiate design for values and maintain value expression in our current societies. Supporting a more serious outlook on the effect of design and encouraging designers to uphold a self-critical stance towards their answer to the topic that initially demanded (their) involvement.

1.1 Literature review

In the following paragraph the main theoretical stances that inform the question 'how to validate the realisation of social values within a social design process?' are introduced.

1.1.1 Design as possibility for deliberate value realisation

Design demands human involvement by definition, and is therefore a subjective undertaking. Designed phenomena are not naturally present, but crafted by someone, somewhere, and sometime. Hence, designs possess particular intentionality and exhibit value-systems within interaction (Kroes, Meijers, 2006). Through the entities that designers create, they effectively manifest particular meaning. For this reason, the act of design can be understood as a meaning giving activity and the establishment of values in the world.

However, when discussing value representation in design, there is a dichotomy concerning what characterisation of 'value' is meant in the context of the design project. There is a distinction between the perceived value of the design project and the value that involves the leading principal. The two notions of value are closely linked but characterise a distinctive perspective.

- A) Value as: perceived value, as in worth: e.g. "the value of the project is that governments start taking initiative and conversations on the topic are rising"
- B) Value as: ideal for realisation: e.g. "in this project we want to make youngsters more autonomous"

Notion A discerns value as a qualitative judgement: what makes the project accounted for to be of value. Notion B distinguishes value as ideological focus point: what value is intended to be realised. When discussing the design for a particular value, as deliberate value manifestation, the latter characterisation, notion (B), is signified.

The consideration that values become expressed within design and that this can be accomplished deliberately by explicit articulation, is fundamental to the understanding of Design for Values. These approaches underline the possibility of combining design with values in an "active value-driven steering of and intervention in technological development" (van den Hoven et al., 2015, p3). They understand designers as being capable of realising values within design, and emphasise that they can be held accountable for doing so. Design for Values "recognizes designers as far more important professionals since they not only can provide us with technical means but can also address the values of people and society and think about expressing them in material culture and technology." (van den Hoven et al., 2015, p3). The values addressed in approaches of Design for Values involve moral values with a normative character which inform the technological development, but constitute no practical intentionality in themselves.

When accounting for design as a deliberate attempt to realise particular values, design becomes a means to substantiate normative judgements and turns in to the possibility to maintain a morally sound world. The notion of Design for Values opens up the dialogue concerning the moral agency of design and the ethical role of design in the social domain. Expecting that most designers intend to contribute to an advancement rather than a deterioration, it is presumable that the intentions designers exhibit towards value realisation are of good will. However, to properly commit to such an end requires conscious reflection of what constitutes a beneficial situation and a deliberate expression of value judgement.

Although from a theoretical perspective the understanding of a deliberate design for values appears convincing, the comprehension of design activity as value realisation also raises new questions. When are such values guiding a design process and how can these values become operationalised? When does a design realise values such as inclusivity, justice or safety? Ultimately questioning: when and how can values deliberately become realised?

1.1.2 Design as contribution to a better world

A field of design that deliberately focuses on improving society by aiming at the realisation of social values is the domain of social design. Directed at designing to benefit society as a whole (Tromp, Hekkert, 2019), it has a value claim at its core and can therefore be identified as a specification of designing for values. The crucial thing of social design is that to be accounted for as a social design there needs to be an explicit articulation of what is the advancement to the common good. Hence, not every design that involves people is necessary a social design. In this manner, one can understand how normative judgements become intertwined within social design. It is the deliberate attempt to make design reflect an ethical stance to advance society: a design for realisation of particular values.

Although the mission to design for improvement of society is grand, the assessment of effect is challenging. How can one validate that a social design succeeded? How can a designer assess that its design for a social value in fact benefits society as a whole? As the topics of inquiry often concern marginalised people, dangling on the frayed edges of society, these issues demand a serious reflection on the success of the design. Not only to genuinely acknowledge their situation but also to do justice to the mission of social design to truly commit to the design for a better world.

1.1.3 The challenge when purposely designing for values

The domain of Design for Values has provided substantial research on how designers can be involved with values in their projects. Introducing frameworks that emphasise how values become operationalised by specification (van de Poel, 2013). Yet, what these increased understandings highlight is the judgement that designing for values is intimately intertwined with designer's perspectives and interpretations. Values are abstract, non-quantifiable and meaningless when un-contextualised. The process of translating values into meaningful specifications is precisely where we find the fragile point of Design for Values. Frameworks or structured methods for assessing the adequate operationalisation of values are lacking. Because of this, the claim being made (to design for a certain value) remains unvalidated and therefore unsteady. The domain could benefit from methods that facilitate validating that a particular intervention is a good representation of a particular value. Substantiating a more fundamental stance towards the conviction to truly design for values.

Over the years, social design has become an increasingly popular field of design practice and research. However, the growing interest in social design brings challenges for this young field of design and research. Many designers wish to contribute to society and initiate diverse design projects with the best intentions. Yet, it is questionable whether all these projects are committed to impacting at large and are grounded in a reflection on societal values. Clear, universal methodologies and assessment tools are still underdeveloped. The field is also divergent concerning the meaning and the main objective of social design. Consequently divided how impact can be determined and validated. As a result, an exact consideration of what distinguishes social design from other types of design remains difficult to exercise.

Especially since social design aims to impact society at large, a research project on the question how social design can assess the manifestation of design for value is vital. This will mature the field of social design by reflecting more specific on how it can substantiate that interventions connect to a value claim and manifests particular impact. Simultaneously, it will advance the domain of Design for Values by developing a basis for assessment frameworks that ultimately will enhance the field and its accompanying mission.

1.1.4 How validation theory can remedy assessment issues Design for Values & Social Design are facing

The deliberate involvement of values within interventions and the commitment to realise values might be relatively new in the field of design, but is something that has naturally progressed in other disciplines such as the political, policy management and health-care. The last one involving a domain that has developed ways to move from the abstract to the tangible, by effectively constituting methods to validate particular realisation of values within treatments. The ability of health-care to substantiate value manifestation reflects how, although values might be abstract, there are still manners to validate the realisation of values in concrete and representational manners. Such a methodology can inspire future assessment of Design for Values.

Especially the field of (clinical) psychology has developed a strong validation methodology that serves as the backbone of many research studies in different domains. The Standards (2014) provide a perspective on structuring proper validation research and building construct validity arguments. Ensuring that evidence collected serves the right hypothesis and an identified relationship

is justified evidence for a posited claim. Effectively, their research focuses on translating values in something measurable, quantifiable.

The insights from the aforementioned discipline regarding assessment of value presentation and how to argue for value realisation, will contribute to constructing a validation methodology for Design for Values. Ultimately, if one intends to contribute to the common good and desires to realise particular value, it is significant to understand whether one achieved this goal. The expertise on structuring a valid argumentation is what can support Design for Values and social design as specificity, in arguing that a particular design is a proper manifestation of a value. Hence, supporting determining the success of realising an answer to a societal concern.

1.2 Outline of thesis

To answer the main question 'how to validate the realisation of social values within a social design process?' this thesis is divided into three phases that together will provide the necessary structure to enclose the proposed solution and substantiate adequate answers. The phases are depicted in figure 1 (p17) to give a schematic overview.

Phase 1: constitution of framework

To be able to validate design for values, a structure needs to be defined on how reasoning for such a valid claim should be arranged in the first place. This framework can then be used to facilitate the evaluation of design projects that intend to realise a particular value. Hence, the first part of this thesis will set out a theoretical analysis of how values become realised and how their presence can be determined. This analysis will contribute to the evaluation of how values are translated from the abstract to the actual, ultimately informing an understanding of how a design for values can be identified in concrete demonstrations. Prominent in this analysis will be the consideration of how values play a role in social design projects, thereby understanding what the relationship is between value realisation and proper social design. When the dynamic interplay of value specification within social design projects is distinguished, the existing approaches towards value validation will be disclosed. The core line of reasoning within these approaches will be unpacked and translated to the topic of validating a design for values within social design projects.

The following points will be central:

- How do values become operationalised in a design process?
- What distinguishes social design conceptually from other design domains?
- What are indicators for established social values?
- How to structure a valid claim to realise a particular value?

To answer these questions an extensive literature study is exerted and an orientation regarding design practice and other domains that involve the realisation of values is exercised. These insights inform the conceptual formation of the Value Validation Framework. This framework provides a first step towards the assessment of values within social design projects. The framework demonstrates the structure of a valid reasoning to design for value in the context of social design. In this manner it substantiates evaluation of a particular claim and aids structuring subsequent design for a particular value.

Phase 2: case study analysis

The first part of this thesis focusses on setting out a framework to structure the claim to design for value based on analytical considerations. In the second part of this thesis, the theory has been brought to life by evaluating real design practice using the proposed framework. As the Value Validation Framework is committed to assessing the design for value in social design, five successful social design projects have been examined in a case study research. The intention of conducting this research served two main goals. On the one hand, it provides judgement of the Value Validation Framework itself, justifying the appropriateness and effectiveness of the framework for assessing design for value. On the other hand, it demonstrates the insights concerning social design projects and their claim for a particular impact that result from assessment with the framework. Ultimately resulting in more insights regarding the topic of realisation of design for values in social design projects.

Hence, the second part of this thesis will focus on the following points:

- How do social designers structure their social design projects and distinguish significant effect?
- How do values become specified and realised within social design projects?
- What argumentation for a particular value claim do these projects present and what can be improved in this line of reasoning to argue a solid design for a value?

To answer these questions and gain a substantial understanding of the design projects, the designers in charge have been interviewed. To have a complete comprehension of the undertaken project and its perceived meaning, different stakeholders involved have been interviewed as well. This data has been combined to get a recognition of the completed design project and has been analysed using the Value Validation Framework.

Phase 3: improved insights

In the third and final phase of this thesis, the data of the case study analysis is studied. This amounts to observations on the social design projects and their fulfilment of design for a value. Contributing to insights on the validation of a particular effect within the undertaken projects. The aforementioned analysis also leads to conclusions on the usage of the Value Validation Framework itself and its contribution to the assessment of social design projects. Ultimately, these insights provide an understanding of how and when the design for values can be validated in social design projects. Conclusively a discussion on the limitations of the conducted study is put forward and suggestions for future improvements are given.

The third part of this thesis will focus on answering the main question: how to validate the realisation of social values within a social design project? To do so, the following points will be set out:

- What stands out from the line of reasoning portrayed in the examined projects and how does this inform their ability to validate a design for value?
- To what unique considerations does the Value Validation Framework lead that have otherwise been neglected?
- What can be withdrawn from these examinations, substantiating the validation of design for values within social design projects?

Deciding upon these points has been done by means of a study on the data analysis. This has guided conclusions on the social design projects and, a general conclusion and discussion on the completed project on validation of values in social design including the proposed Value Validation Framework.

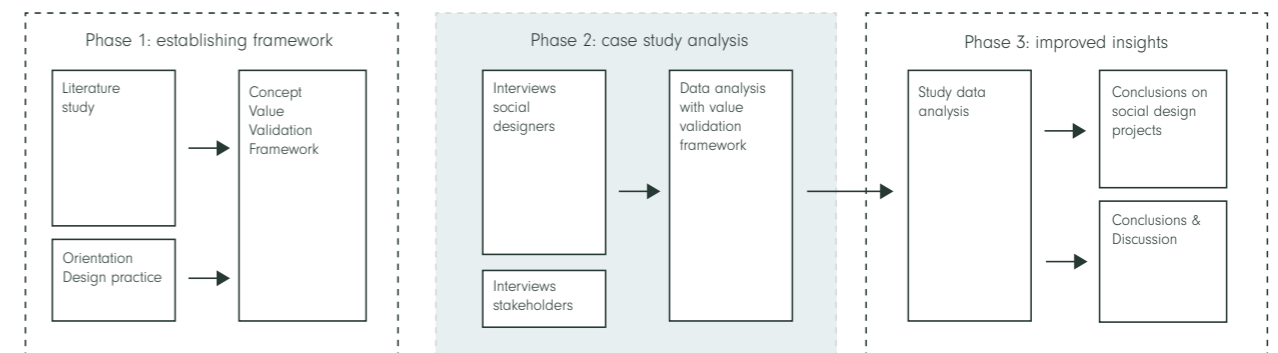


Figure 1, schematic overview different phases of undertaken project

1.3 Significance of the study

Apart from clearly contributing substantially to the domain of Design for Values, there are two other areas of concern to which this thesis will mainly boost an already ongoing discussion or will provide a new perspective.

1. Demonstration of impact in Social Design

The field of social design is increasingly aware that although it intends to be impactful, lacks methodologies to substantiate this. The presence of initiatives such as the Social Design Showdown (www.socialdesign.nu) underline how the field, while investigating its essence, is willing to share knowledge and desires to advance in methodologies that guide their impact indication. This thesis offers a proposal for social design practice to become more aware of explicit value claims within their designs as a means to be focussed on sustaining particular effect throughout the project. As such, the proposed framework provides a measure for social designers to structure their project in such a manner that they can validate their effect in a more explicit way, with a stronger comprehension of their actual impact as result. This will secure that social designers become more self-critical towards their undertaken project and provides them with the opportunity to better communicate their significant effect to the outside world.

2. Lack of emphasis on assessment within design practice in general

The problem of assessment methodology that social design faces is a symptom of an issue that seems to reach beyond the particular domain. In daily conversations, many designers express the point that within design education, little attention is being given to the adequacy assessment of designs. Within education most attention is directed towards the conceptualisation and development of the design. The part of implementation and evaluation of effect is often neglected or briefly touched upon. As a consequence, designers are not equipped with knowledge of how to properly assess their own designs in terms of impact. The emphasis on the relevance of assessment and validation as proposed in this thesis can contribute to affirmation of coherent reasoning, which can be applied to other types of design as well. Not only when designing for societal impact, but in any design project it should be important to investigate whether the design properly realises intentions. Only in this manner can design properly accomplish its potential to constitute improvements and contribute to well-being.

2. Social Design as specification of Design for Values

Literature research on Design for Values, Social Design and theory on validation: positioning of project in the field and theoretical basis for Value Validation Framework

2. Social Design as specification of Design for Values

In the following chapter the theoretical foundation of the thesis will be set out. To do so, leading perspectives on designing for values as meta discipline will be further explained. After this, social design as specific field of design (for values) will be clarified. Lastly, dominant structures on validity arguments will be set out. These considerations contribute to a strong theoretical framework that will position and influence a framework for validation of designing for values within social design projects.

2.1 Design for values

How are design and values intimately involved with one another? The last decade a stronger awareness has developed about the non-neutrality of values within technology. There is an increased consciousness that artifacts are not only a representation of functional needs, but are created through involvement of people that have their own moral and societal viewpoints. In fact, as it is by virtue of designers conviction that the artifact is brought to existence, initial presence of an artifact can be regarded as a moral statement itself. As a result, personal perspectives on values become (unintentionally) intertwined within resulting artifacts and consequently, these artifacts as unconscious value manifestation affect users through expression and interaction. Instead of solely accounting for implicit value expression, designers themselves are increasingly conscious of their influence on society and shifting towards a more deliberate position to realise moral and social values in new products and services. An attentive attitude towards design for values involves the deliberate desire to manifest values, the design ultimately constituting active normative judgement. In the following subchapter, Design for Values as a deliberate method to design for values will be explained, issues that confront the domain will be highlighted and various perspectives towards value operationalisation will be demonstrated. These insights will contribute to argument that Design for Values is in need of assessment frameworks.

2.1.1 Design for Values: different perspectives

Design for Values can be seen as the overarching meta term that characterises a diversity of approaches, backgrounds, applications in which the design for values is fundamental. In "Design for Values: An Introduction" (van den Hoven et al., 2015) the mission is stated to break away from traditional views and to see values as an externality of design. Arguing it is time to practice a deliberate Design for Values. "Design for Values integrates design with our values and allows an active value-driven steering of and intervention in technological development." (van den Hoven et al., 2015, p3). Van den Hoven et al. (2015) express the importance of accountability towards designers that include deliberate expression of value commitment. An explicit and transparent articulation of values is important for innovation as it can contribute to detecting dubious value commitments.

Diverse methods on Design for Values share three characteristics that are identified as the main fundament to all approaches and the core of Design for Values. Firstly, there is an understanding and claim that values can be expressed and embedded within products, services, technologies etc. Secondly, there is a claim that it is morally significant to consciously and explicitly think about values in designs. Thirdly, and lastly, is the awareness that such recognition should take place early on in the design process.

One of the most well-known approaches of Design for Values is Value Sensitive Design (VSD) (Friedman, Hendry, 2019) which has its origin in computer information science and is quite established. It is influential in

particular domains and has contributed extensively to the awareness of value manifestation within technology. However, the VSD approach is not entirely appropriate to give an all encompassing answer to the quest of how to design for a value as it does not provide a method that enables one to do so in every case, for every domain. Consequently, other sources of design theory such as participatory design and technological assessment methodologies have been addressed and provide insightful contributions on how values are to be approached within design. These understandings have strengthened an enriched perspective, resulting in Design for Values.

Design for Values intends to combine different perspectives in order to establish a lookout that can enable to design for any value. Within the field of Design for Values, values explicitly have no instrumental value and are therefore significantly different from other values that inform engineering design. They are primarily used for their own sake (Kroes, van de Poel, 2015). Kroes and Van de Poel (2015) underline how there is lack of consensus how certain values are to be defined. General rules do not always provide directions for specific cases and accordingly, there are no universal interpretations of values. For some values such as sustainability and safety the understanding how to design for such values may be understood as quite accomplished. Yet, Design for Values also points towards values that are still underdeveloped. How to profoundly design for values such as democracy, responsibility, justice are currently challenging the field. A value such as justice or responsibility, has evidently no universal nor general interpretation. The association of a specific value in terms of its connection with moral goodness is influenced by an interpretation that is always context-dependent. "It depends on second-order value judgments on which values are affected by a design and should be taken into account in the design process." (Kroes, van de Poel, 2015, p170). This implies that albeit there are general definitions of values, it remains the case that these values become translated and interpreted within a specific project. The specification of values and the evaluation criteria are both steps that involve the specificity of a context and consequently always involve meaning giving and translation, in other words: second-order value judgements.

VSD leaves room for interpretation of what constitutes a value. By means of this it intends to be value-neutral, refraining from providing guidelines on what defines a 'good' value to design for. Doing so, VSD does not present a methodological stance on what actually can be regarded as a (moral) value. This avoidance is also criticised as it leads to unclarity what actually can be accounted for as a value, when desiring to intentionally design for one. As proposed by Davis and Nathan (2015) "...among the many things that stakeholders consider important in life, how does the investigator determine which ones correspond to values of ethical import that ought to be attended to in design?" (Davis, Nathan, 2015, p11).

2.1.2 Operationalising values

In order to account for moral values in designing technology, values have to be operationalised (Kroes, van de Poel, 2015). Otherwise, it would not be possible to evaluate various designs with regard to these values. However, this brings another challenge for the field: how to pursue an objective measurement for operationalisation of values when second-order value judgements are always involved in the process of designing for values? Different interpretations of what constitutes a value can provide constraints to unambiguously assessing the

operationalisation of a particular value. Ultimately questioning: how to 'prove' that a particular artifact is the expression of a specific value?

This is a sensitive topic for the domain of Design for Values as "it is taken to be a defining feature of moral (normative) issues that they cannot be resolved empirically" (Kroes, van de Poel, 2015, p155). Therefore in case of measuring moral values, Design for Values should not strive for assessment tools that provide neutral objectivity, but would be more resourceful when it explores ways to measure values in an intersubjective manner. When there is a widespread consensus that one design option is morally better than the other, it might not abide an objective measurable feature but it still can provide a compelling consideration. This understanding emphasises that the subjective character of the argument does not necessarily comprises a less valid argument.

Existing frameworks can aid to clarify how (adequate) operationalisation of values within technological artifacts become established. These frameworks support pulling apart the process of designing for a value and recognise that a particular line of reasoning is performed. Using an example of the design of a refrigerator, steps in operationalising values are further explained by Kroes and van de Poel (2015). In the first step, evaluation criteria (energy efficiency) associated with a value (sustainability) are defined. These criteria are more concrete and specific than abstract values. But these evaluation criteria are not directly measurable. For this, they need to be given attributes (coefficient of performance) that can be measured and for which measurement methods exist. In the process of choosing adequate evaluation criteria and attributes, second-order value judgements come in to play. Selection on these specifications of the abstract value, effectively distinguish how the value can be indicated and recognised. Therefore it may always remain under interpretation whether that operationalisation of a value is a 'good' measurement of the value.

Accordingly, "The crucial difference between the measurement of physical quantities and the measurement of values is that in the case of the measurement of values, we lack such a network of theories to guide the choice of second-order value judgments; as a result these second-order value judgments seriously undermine the construct validity of any measurement of values." (Kroes, van de Poel, 2015, p171). It is inherent to Design for Values that the specification of values relies on the particular product and evaluation criteria and are therefore always context dependent.

To explain how values become translated into design requirements, van de Poel (2013) proposes the notion of a value hierarchy (figure 2). "A values hierarchy is a coherence structure that is held together by two relations." (van de Poel, 2013, p254). In this hierarchy, 'specification' is the relation by which higher level elements are translated into lower level elements and 'for the sake of' is the relation that connects lower level elements, such as design requirements, to the higher level elements such as general norms and values. This hierarchy model can be used to translate abstract values into concrete design requirements and can contribute to identify the relationships that exist among them. It supports to discuss how values (top of the hierarchy), via norms (middle) can be operationalised into design requirements (bottom of hierarchy) and vice versa. (Bos- de Vos, 2020).

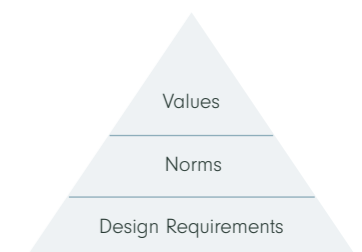


Figure 2, Value hierarchy as proposed by van de Poel

The relationship between the different layers in a value hierarchy is not deductive. "Elements at the lower levels cannot be logically deduced from higher level elements." (Van de Poel, 2013, p259). The higher levels play a motivating and justifying role for lower level elements. The design requirements are context dependent and result from a process of interpretation, yet they are still maintained 'for the sake of' a higher element. The value hierarchy can support a designer to make chosen specifications and implied value judgements more transparent to others.

Value assessment methodology in the domain of Design for Values seems much more to be relying on the specification of a line of reasoning than a standardised checklist. Abstract notions always first have to be translated to a more concrete notion, by means of interpretation and reflection within a specific setting. For this reason, Design for Values could benefit better from a framework that would contribute to constructing validity arguments concerning operationalisation of values. Possibly supporting designers in ensuring they design for the value they intend to, thereby securing construct validity in the process.

2.1.3 Achieving operationalisation of values: grand goals and diverse attitudes

In many domains it seems to be increasingly popular to discuss the relevance of values. However, it is completely vague what people actually mean when they say they intend to 'capture a value'.

Bos-de Vos (2020) intends to bring some clarity in the manner designers discuss values. She presents a framework that can help distinguish different levels that belong to the values being discussed among designers. In order to do so, she distinguishes between 'value as ideal' and 'value as worth'. Value as ideal is used to direct the way a team works together within a project. For example 'working for inclusivity' would then be operationalised by maintaining inclusive principles within the management of the team. When intended as value as worth, inclusivity becomes the quality that is intended to be operationalised in the intervention and what the design should manifest in the world, for a target group. This last one is according to Design for Values what comprises designing for a value.

When discussing the topic of values with designers they are often not clear nor explicit (or maybe not even aware) about this distinction and use different interpretations simultaneously. As "Value is rarely explicitly discussed, or discussions are either very abstract or overly specific." (Van de Poel, 2013) the proposed framework by Bos-de Vos (2020) supports a more structured conversation regarding the identification of values, when designing for values.

Another intriguing example of value assessment can be found in the domain of healthcare. While claiming to have 'value-based' healthcare, it becomes compelling how healthcare research determines assessment of these values. The health-care domain illustrates that by operationalising a value, value validation is decided upon by the one being held legitimate to assess and validate, in this case the patient as final user (Baltussen et al., 2017). They play a decisive role in determining what constitutes the right evaluation criteria to later inform assessment of value representation. To build a stronger case and comprehensive reflection on identification of evaluation criteria, also experts are involved. For this reason the identified value criteria are not intuitive judgements of a doctor but the result of diverse considerations that together

build a more cohesive understanding of what each value means, how it should be operationalised and how it can be identified (in treatment). Designers could benefit from such an interdisciplinary approach too when specifying value representation and designing for a value.

2.1.4 Conclusion on the challenge for Design for Values

What can a Design for Values context learn from the proposed (pragmatic) approaches towards values and assessment? Involving different parties for setting out (value) criteria in a design process, could contribute to an extension of argumentation and more solid decision making regarding the interpretation of a value. Thereby forcing designers to really define what the perspective of the project is regarding a specific value and not hide in abstract value labelling. This can contribute to a more fundamental operationalisation of the value and a structured criteria-based assessment. Finally, making the design not as much an intuitive judgement but a more profound case. One field of design that is explicitly committed to societal wellbeing and therefore purposely involved with realising social values, is social design. As this domain is a specificity of Design for Values, it is further explained in the following subchapter. Contributing to the understanding that especially this field would be supported with value assessments.

2.2 Social design - an emerging field

The position of designers within society has changed drastically over the years. In a more complex world than ever, there is a renewed perspective on the contribution of designers to society. Designers today take up questions that go far beyond the traditional scope of product-design but are involved in questions that inform new services and systems that do not only impact a specific target-group but often have an effect that reaches beyond. This involves that designers take on questions with increased complexity and heightened impact, ultimately affecting the development of humanity as a whole.

Over the years, social design has become an increasingly popular field of design research and practice. Many designers express the ambition to design for social well-being and feel the need to frame their practices as contribution to such issues. Yet, although the domain is increasing in popularity and many designers identify themselves as a social designer, the field remains young and under-established. It is not always evident to both the 'outside world', and within the 'design world', what social design entails and how this practice can contribute to tackle current societal issues. This subchapter presents the definition of social design that will be used within this study, demonstrate challenges that accompany the emerging field and conclude why especially this domain of design would benefit from a framework for value validation.

2.2.1 What is social design?

Social design practice generally aims at creating products and services that contribute to a societal effect, substantiating better living conditions and a better world for all. Ultimately: designing for the common good. Intended to "benefit society as a whole" (Tromp, Hekkert, 2019), social design is focussed at establishing broader impact by placing collective concerns as focus point. Especially this emphasis on collective and long-term concerns is what substantiates the effect of designers on society. "[...] a design whose objective is social - and thus seeks to improve society as a whole - requires designers to explicitly articulate what is of benefit to society as a whole and in the long run." (Tromp, Hekkert, 2019, p20). When a design is aimed at

changing attitudes toward specific issues Fokkinga et al. (2014) stress that “this type of impact touches upon the political value systems we hold as to what we consider a society of high quality” (Fokkinga et al., 2014, p7). Naturally, as social design directs at changing society as a whole, it is fundamentally intertwined with value judgements on what defines a better society and bears a value claim at its core. As such, social design can be distinguished as a specificity of Design for Values.

It is fair to suggest that the interpretation of what defines impact is inherent to the type of project and is therefore related to the form of social design one considers. Koskinen and Hush (2016) argue that distinctive social designs are build on different premises. These different stances, characterise particular intentions and thereby underline how they enclose a distinctive quest for impact. Varying between utopian social design that works from within a particular vision, molecular social design that intends to change society step by step and sociological social design that desires to target entire social structures. The different interpretations are quite nuanced and result from diversity in approach, perspective and scope. Yet what they all have in common is well defined by Armstrong as the understanding that “social design highlights the concepts and activities enacted within participatory approaches to researching, generating and realising new ways to make change happen towards collective and social ends, rather than predominantly commercial objectives” (Tromp, Vial, 2021).

Hence, social design can be regarded as the meta term for distinguishing a doctrine of design that is directed at social issues and operates in the public domain. Schaminee (2018) highlights the added value of design for public organizations. He refers to the wicked problems (Dorst, 2015) which concern societal issues that change while working on them. Schaminee (2018) puts forward how in the public sector there are many of these wicked problems that cannot be addressed by one person and require a designer perspective.

2.2.2 Distinguishing components of social design

To bring clarity to the field of social design, a framework to distinguish existing forms of social design is presented by Tromp and Vial (2021). With this framework they intend to define the concept of social design and present a clear conceptualisation of what social design entails by identification of different components. The framework contributes to a more in-depth discussion on the essence of social design, supports a critical attitude towards validating impact of social design projects and adds to the development of theory on social design in general. By that, advancing the knowledge of social design as discipline and maturing the domain itself.

This framework (portrayed in figure 3, p31) consists of three elements: a core axiom that distinguishes what all social design activities and projects have in common; the primary purpose to serve the common good, around this core a circle with social values and an outer circle representing social goals. These social values are the values that drive the design activity to commit to the common good and “the social goals are the specifications of the common good that correspond to the social values” (Tromp, Vial, 2021, p9). The diagram enables to define five ways in which designing for the common good can be organised, establishing five components of social design. In order to contribute to the common good, each design must be driven by one or several of the social values and this should lead to an achievement of related social

goals. According to Tromp and Vial (2021), the five social values fundamental to social design are: care, responsiveness, political progress, social capital and resilience. As stated earlier, while designing for the common good, a particular ethical statement is posited. In this manner there is always a value claim at the core of a social design. Yet, attitudes towards the demonstration of common good can vary. This shows how a designer can specify the social design component by argumentation and interpretation. Although there is a defined value core and social incentive of contributing to a common good, the ways in which values become operationalised and are connected to a specific goal is by argumentation and project specific.

The framework presented by Tromp and Vial (2021) contributes to the understanding that when social designers want to validate that they design for a social value, they should specify how they interpret that value and emphasise how (and why) they contribute to a particular social goal by establishing that value. This can support their argumentation, guide how the social goal of their intervention encapsulates a social value and thereby connects to the common good. The five different components help designers to define the aspired effect on society and facilitate a coherent line of reasoning. Ultimately to validate their project as a social design. Yet, what remains undefined is how, within design projects, designers give particular meaning to such value. Adequate methods to guide designers in these steps and to facilitate clear connection between the value framing, the particular social goal and the establishment of these assets to improve the common good are missing. Effectively, the theoretical framework to identify how each social design connects to a particular social value is there, but a manner to explore how a designer gives meaning to such value within a design project is currently missing. Hence, a newly proposed framework that defines this process is needed.

2.2.3 Reflections on values and defining the impact of social design on society

The aim to design for society at large is grand, but how to truly argument for established impact is the question. As the field is non-homogenous regarding the essence of social design, it is also non-uniform in terms of defining how to specify and assess impact of social design. This phenomenon could be explained by the different interpretations that exist among diverse approaches. Different types of social design have different aims and therefore a different scope. That the concept of impact is rather undefined can be valuable since it leaves room for the openness of design and the diversity of projects that are undertaken. At the other hand it also brings a problem for arguing how social design, as a discipline, contributes to impact society. It appears to be a trend that most research on impact is directed at answering what contributes to design for impact in the best possible manner rather than describing how to validate the actual impact itself. For example indicators are researched that can help establish the greatest impact (Yee, White, 2015). Yet, having descriptions of what actually involves impact of social design can support the field extensively. This can facilitate the collection of evidence for establishment of impact and thereby enrich the field with more substantiated claims to succes.

Von Busch and Palmås (2016) criticise the tendency of social designers to focus on the design process itself rather than outcomes. They argue that the process of a social design, which involves stakeholders that work together in a collective manner, does not necessarily align with the outcome, the social end. This reflection emphasises the understanding that impact evaluation of projects should be relational to the initial effect that a project intends to achieve.

Some social designers define that a new outlook comprises the added value of social design and what demonstrates true effect of such projects. Designers often reframe a question and direct their project towards a response to this new question. The manner in which designers frame a design task already creates a new perspective on the task itself. (Vermaas et al., 2015). As reframing “provides an entirely new approach to a complex problem situation, rather than attempting to generate solutions to a problem that cannot move forward in its original terms” (Vermaas et al., 2015, p2) it is especially adequate to tackle the complexity that defines societal issues. (Social) designers in this viewpoint, provide a new outlook on a problem and can thereby help society move forward. Bijl-Brouwer (2019) emphasises how the process of framing is distinctive within the area of social innovation. These complex societal problems demand a systemic design principle as systemic design understands humans in relation to the context of the larger whole, in the context of social issues, society. “By developing different perspectives on the problem, new pathways for contextualized ‘solutions’ can be opened up.” (Bijl-Brouwer, 2020, p401).

However, Vermaas et al. (2015) stress that this reframing in itself is not by definition consequential for positive impact as it does not necessarily lead to success. Framing can also lead to failure when goals are not realised as set in the design task or when design solutions can not be adopted. This emphasises the notion that reframing indeed can be a valuable activity undertaken by designers but is not by definition of added value and should not be approached as an unquestionable accomplishment. If a new frame indeed contributes to a positive effect, this should still be argued for.

The prefix of ‘social’ is easily used as a disclaimer to promote the ethical intentions and effects of a project, while the process can still be unjustified to meet the social end and be ill-aligned with needs of actual clients. Von Busch and Palmås (2016) underline that “the deployment of such design processes do not necessarily produce socially beneficial outcomes” (Von Busch, Palmås, 2016, p276). Social innovation may also produce anti-social effects by making users dependent on the development of more aid with the introduction of a particular intervention. For this reason Von Busch and Palmås (2016) stress that there is a substantial risk that by focussing too much on the social process, the project may actually fail to deliver. In the end, reflections on the social benefit of such a social process, should consider success for the target group and an avoidance of this should not be masked by an emphasis on the ‘social’ benefit of the process. For this reason, “Designers engaged in social innovation need to consider that social means do not justify poorly-evaluated, corruptible ends.” (Von Busch, Palmås, 2016, p287).

The problem of assessment is something that authors working in the field of social design research underline “current logics and accountabilities are not adequate to the challenge of understanding and assessing the outcomes resulting from social design research” (Kimbell, Julier, 2019, p13). Within social design projects there is a dynamic interplay of actors, framings, devices and infrastructures through which value is assessed, this obstructs one interpretation on conceptualising value. Kimbell and Julier (2019) ask the relevant question: who determines worth and whose view matters? They conclude that the ways value and valuing are conceptualised in research are underdeveloped. While social design researchers intend to produce positive impact, judgement on assessing the outcomes is ever entangled with (institutional) framing and

the decision on whose perspectives are considered relevant regarding the determination of value.

It is evident that the concept of impact within social design is a rather slippery slope. What we find are two distinctive stances in order to deal with that uncertainty. One attitude focuses on the process itself, based on considerations that final impact is hard to distinguish with current equipment and believes that determination of impact is ultimately a matter of perspective. The other attitude acknowledges that current logistics make it hard to define ‘objective’ impact, but believe this should not result in skepticism nor in a refraining of the initial task. As long as one stays connected to the context, it is should be possible to validate effect and illustrate societal impact. Although different designers can have different approaches and stances, by deducting what their actual impact is, a conversation regarding that identified impact can unfold and the underlying assumptions that fuel a project might become considered. This can administer a basis for conversation and inquiry by bringing transparency. Providing a stepping stone to overcome the fuzzy tone that currently accompanies the conversation on impact among social designers.

2.2.4 Conclusions on social design and assessment of impact

The previous considerations contribute to the assertion that social design can no longer hide in pointing towards the process and their reframing, in order to substantiate their impact. Reflecting on the definition of the five components of social design, it can be argued that a social design should establish the design for a social value and the social goal in order to validate its contribution to societal impact. In the end: if a social design attempts to make a change on society, this specification should be the focus point for evaluation of impact. All other effects can be very valuable, but they should be regarded as side-effects and not distract one from the main focus: the social goal that was about to be achieved. By making a clear distinction between the impact on society in accordance with an effect on the common good and impact as side-effects that not affect society as a whole, designers can advance and mature their impact indications. A design that only has impact on side-effects can still be regarded as ‘impactful’ but should deeply reflect on its societal impact in relationship with the main purpose of the social design project itself. Ultimately questioning whether it should call itself an accomplished social design at all in that case.

Due to its involvement towards societal impact, social design has a value claim at its core and can be identified as a specification of designing for values. Following theory, social designers make a particular value claim connected to a specific social goal that they design for. By assessing how projects establish the design of values, designers can indicate the effect of their project. As this study focuses on social design as design for values, impact will be distinguished as the manifestation of design for social values. Value assessment will not cover all the possible ways to measure the impact of a social design but it will be a stepping stone towards a more comprehensive assessment of design outcomes and a more sincere answer to the claim to benefit society. Ultimately enduring a critical stance towards its effect and improving understanding of how this effect can be extended even more. In this manner the domain can mature and develop in to a more comprehensive field of design.

2.3 Validation

As discussed in the preceding paragraphs, social design is in need of value assessment tools. One field of research that is rather established in operationalising values and conducting thorough value validation research is the realm of (mental) health-care. With an extensive record of advancement on validation methodologies, clinical psychology has matured into a field that can inform other disciplines on how to effectively measure and verify effect. For this reason, a study has been done on the existing leading validation practices within psychology. Also the area of persuasive game design for health-care, which may seem as an odd specificity at first, has been examined more closely. Within game design, validation practices of both psychology and health-care have already been adapted to a design project. Therefore this discipline provides an example on how such validation methodologies can also be appropriate for developing validation practices in a design-context. Observations from approaches in the areas discussed will inform how a theoretical framework for the validation of design for social values can unfold.

Albeit not always exercised in reality, there is a certain consensus that claims being made need to be validated in order to be regarded as truth-apt. However, it does not always seem entirely clear what considerable validity entails. The following explanation on validation has been given: "Validation is an ongoing process in which various sources of validity evidence are accumulated and synthesized to support the construct validity of the interpretation and use of instruments." (Zumbo, Chan, 2016, p4) Although in speech people tend to use validation and validity interchangeably, there is a significant difference between the two concepts that are worthwhile eliciting here. "Validity refers to the quality of the inferences, claims, or decisions drawn from the scores of an instrument and validation is the process in which we gather and evaluate the evidence to support the appropriateness, meaningfulness, and usefulness of the decisions and inferences that can be made from instrument scores..." (Zumbo, Chan, 2016, p9). So, the process of validation leads to an argument of validity. One needs to be aware that this argument on validity is (still) the result of interpretation and judgement of gathered evidence: it is never an absolute given. In order to strengthen the validity argument, evidence needs to be accumulated that support the interpretations. (Zumbo, Chan, 2016) Validation should thus not be approached as a one-size-fits all process. On the contrary, it is a process that is context- and project dependent.

2.3.1 Validation in (mental) healthcare

To help and guide validation research in psychology, The Standards for Educational and Psychological Testing (2014) were initiated. These standards give a clear overview on how to be consistent and how to build up a strong validity argument and claim. It would be too extensive to summarise all 25 standards here, but the essence is that each one of them contributes to the overarching goal of establishing validated claims. Every standard aims at ensuring that the test to be done, will result in a judgement that is coherent with the approach and evidence. Fundamentally underlining the importance of consistency in the case of validation and validity arguments.

Validity is a matter in which evidence and theory should support the particular interpretations for specified uses. In the Standards (2014), the terminology 'construct' has been used to refer to the concept or characteristic that the test is intended to measure. What they elegantly put forward is how there is

rarely one possible meaning that can be attributed to a score. "... the test is not a measure of a criterion, but rather is a measure hypothesized as a potential predictor of that targeted criterion." (AERA et al, 2014, p17). This emphasises that only by specifying an interpretation, evidence collected will be meaningful. The manner in which the construct is distinguished determines what is representative for a valid argument." Decisions about what types of evidence are important for the validation argument in each instance can be clarified by developing a set of propositions or claims that support the proposed interpretation for the particular purpose of testing." (AERA et al. 2014, p12). Only when this is done in a systematical way, there can exist something as proper evidence for validity. Expert judgements can substantiate the representativeness of items and can thereby contribute to building a stronger judgement.

'Construct validity' is therefore an important concept in ensuring that evidence provided by a test, gives actual evidence (thereby validity) for the claim being made. Although it might seem as stating the obvious, questioning construct validity ensures to define the logical relations that exist between measures. It safeguards that the test measures the intended ability and guarantees that the test results relate to evidence for the particular claim.

Accordingly, evidence of validity is an analysis of the relationship between: the content of the test and the construct it intends to measure. The connection between these variables is what determines the evidence. For this reason, "Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment" (Zumbo, Chan, 2016, p95). This consistency in reasoning and specifications needs to ensure that meaning does not arise from inadequate representations or aspects.

Hence, there are two important matters at stake when determining validation in healthcare. Firstly, the test and measurements need to be organised in such manner that they provide evidence for the right hypothesis. That is, the one being researched. Secondly, the identified relationship needs to be argued for as justified evidence for the claim being made. The Standards have brought transparency to the domain of validation by giving actual guidelines on how to build the structure of a solid validation process and how to operate this in a comprehensive manner. This precision and consistency in constructing a particular process is exactly what validation in the field of social design could benefit from.

2.3.2 Effect validation and assessment in persuasive game design

A frequent used and popular method to validate impact is the use of Randomized Control Trials (RCT's). RCT is "often referred to as the "gold standard" approach to evaluating treatments in healthcare" (Siriary et al., 2018, p49). This method systematically compares the before and after effects of groups that have undergone the 'treatment' and compares these results with a baseline or placebo treatment. It is a time and costly method but it provides quantified data that contributes to an accurate validated evidence.

Although RCT methodology is attractive for its quantified findings and works efficient for a domain such as health-care, it is not entirely appropriate for projects in the context of design that is much more involved with experiential

effects on users. Van der Kooij et al. (2015) highlight an important feature of RCT methodology that explains the difficulty of exclusively using RCT validation in a design context. As they put forward: “a basic assumption of the RCT is that the variables studied (e.g. game use and nicotine abstinence) can be isolated from their context, such that a proper control condition can be developed.” (van der Kooij et al., 2015, p54) For medical drugs there is active content that can be developed and measured. Yet, in the context of (game) design, play is intertwined with users’ real-world context and it becomes difficult to control. Van der Kooij et al. (2015) therefore ask the relevant question: what exactly is the independent variable in serious game research?

Yet, persuasive game design provides another example on validation that social design can learn from. This type of design is committed towards achieving a specific effect and the design process is accompanied by an awareness of urgency to assess and validate results. Resulting in the incorporation of existing assessment methodologies from other fields of research within the design process. “The core of persuasive game design is to ‘transport’, the user’s experience from a real world experience towards a more motivational game world experience in order to facilitate the realization of aimed-for transfer effects in the real world.” (Siriaraaya et al., 2018, p37). In this manner, persuasive game design (PGD) is aimed at behaviour change in real life. The design is therefore not primarily focused on the use experience itself but the effect it will have on behaviour after use outside the game experience; in reality. This goal-effect is in PGD models discussed as ‘transfer effect’.

In psychological therapy both form and active ingredient are experience-based. Van der Kooij et al. (2015) conclude that serious games are to be distinguished as “[...] somewhere in between medicine and therapy as they are physical products that derive their efficacy from the experiential and behavioral effects on the user.” (Van der Kooij et al., 2015, p55). It is thereby useful to distinguish between the form and the active content as change catalyst, that is, the part of the game that designers hold responsible for the transfer effect. By defining this ‘responsible’ part, let us state ‘active content’, there is a construct that can be researched and validated as establishing effect. Ultimately, the goal is to demonstrate behavioural change effect on the user. Therefore, establishing the control condition is crucial for building any conclusion regarding the causal relationship between variables. “Without a control condition, we cannot know whether an observed effect is due to the independent variables or to circumstantial factors.” (van der Kooij et al., 2015, p55).

Van der Kooij et al (2015) distinguish different levels of impact that each require different measurement tools. In this manner the serious game can lay claim on different levels of functioning. They stress how designers should evaluate the level of impact and question whether validated measurement tools exist for the specific variable. In order to determine effect, one should be aware that each level of impact also brings its own challenges and opportunities. The RCT method emphasises how validation research requires evidence on causality that cannot be met without a control condition. Designers should be aware of the effect they wish to establish with their design and which variables contribute to that effect. In that manner a control condition can be identified and validation of effect can be researched more properly.

2.3.3 Conclusions on effect assessment and lessons learned

So, what do the different sources on validation have in common and how do they contribute to shaping the validation process of design for values? Firstly, validation can be regarded as a process in which effect is measured in a systematical and consistent manner, to build an accurate argument. Validation begins with an explicit statement of a proposed interpretation. This argument can be strengthened by evidence for the specific interpretation. Designers could learn from validation research how, in order to make a fair statement on impact, they should be specific about the construct they intend to present, how they can measure the visibility of this construct and how this fundamentally arguments for a particular claim. When becoming concise in this, they will be directed towards a more comprehensive approach and consistent reasoning. Understanding and specifying the relationship between construct and evidence is crucial to make a validated claim to design for a particular value.

Secondly, a design for values context could incorporate the methodological approach by specifying on beforehand clearly for which specific value will be designed and how this value becomes interpreted in the context. The manner in which this value is characterised to be manifested needs to be described to identify criteria that make up this presence. Validation requires fundamental consistency in reasoning as every step in the process should re-connect to measuring this construct. Measuring value characteristics ultimately becomes a manner of defining whether the value is being realised. Resulting in a value claim that can possibly be validated. Finally, a control condition is a necessary requirement in order to validate any effect.

2.4 Conclusion

The undertaken literature research makes apparent that there is a gap of knowledge concerning value assessment within the domain of Design for Values and the field of social design as specificity. These domains can be supported by a framework that distinguishes how the design for values should be structured and how significant effect should be identified. Ultimately, supporting the validation process of the design for value.

The observations on operationalisation of values will serve as the basis of a newly formed framework for defining how the process of value validation should evolve. By incorporating the line of thought of validation literature on topics such as construct validity and control conditions, and translating these to a design for values context, a value validation framework will be constructed. Especially the field of social design can benefit from such a framework as 1) it makes a value claim at its core by designing for the common good and thereby fundamentally deals with social values and 2) demands assessment tools to validate impact in order to mature and develop as a professional domain.

2.5 Summary main insights literature research

Design for Values

- There are three fundamentals to Design for Values, namely: 1. values can be expressed within designs, 2. it is morally significant to consciously think about values in designs & 3. such recognition should take place early in the design process.
- The translation of values into design requirements is context dependent and requires specification and interpretation.
- Values can be defined intersubjectively in a specific context.
- Frameworks and structured methods for assessing the adequate operationalisation of values are lacking.
- The domain would benefit from methods that facilitates validating that a particular intervention is a good representation of the interpretation of a particular value.

Social Design

- Social design is specified as: designing for the common good and requires designers to explicitly articulate what is of benefit to society as a whole.
- Social design is therefore involved with value judgements on what defines a better society: there is a value claim at its core.
- Hence, social design is a specificity of Design for Values.
- Social values are the values that drive the design activity to commit to the common good and inform five distinctive components of social design.
- A social design should always intend to accomplish a particular value in accordance with a social goal.
- A framework to identify how each social design gives meaning to a particular value is currently missing.
- Assessments of value claim and effect will facilitate conversation regarding the impact of social design projects and will contribute to clarify different stances.

Validation methodology

- Consistency is key in the case of validation and validity arguments.
- Construct validity: the logical relations between measures and evidence for a particular claim being made.
- Measurements should be organised in such a way that they provide evidence for the right hypothesis.
- Identified relationship needs to be argued for as a justified evidence for the claim being made.
- Validation demands appropriate measurement methods for different kinds of effects.

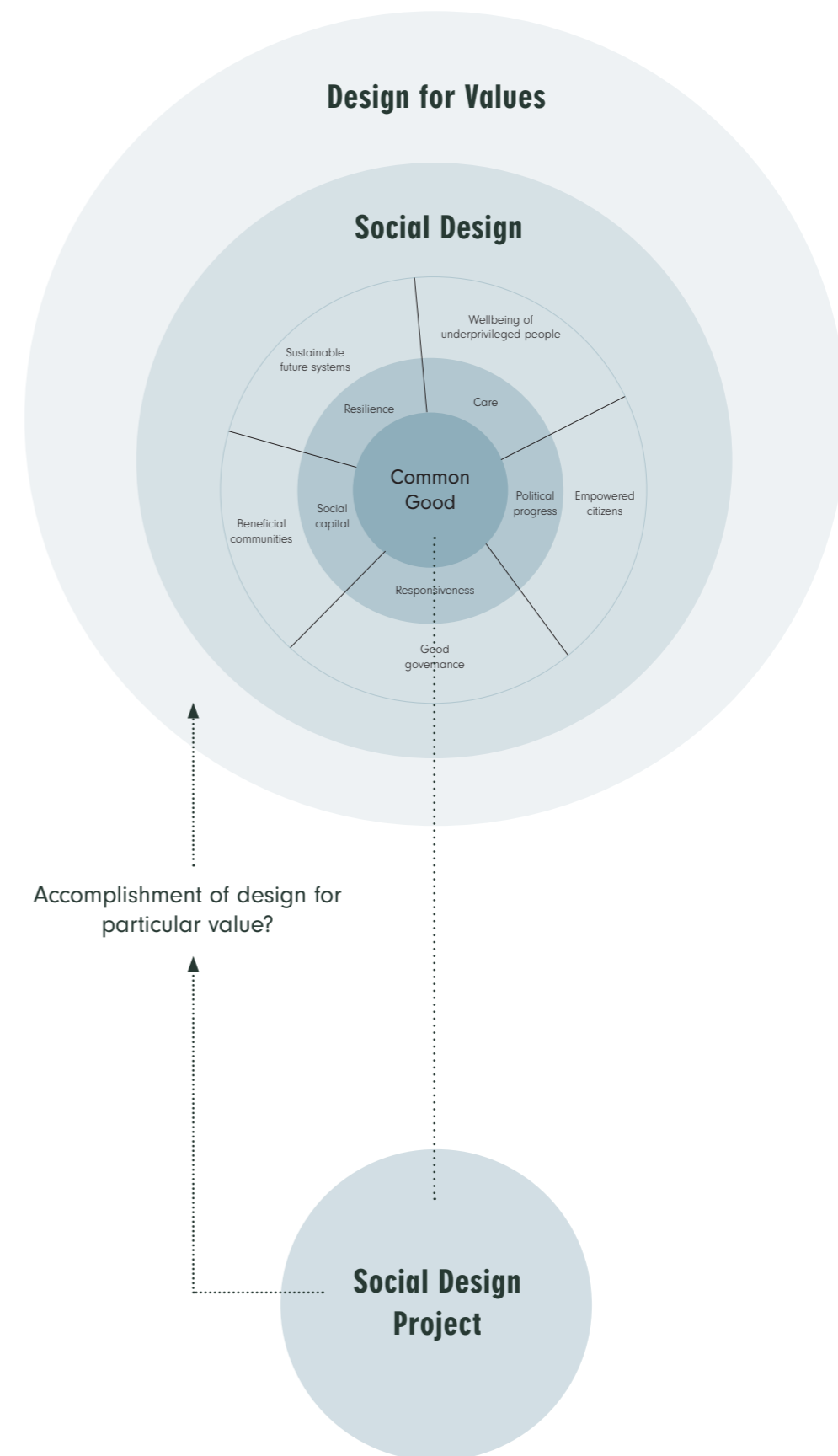


Figure 3, schematic overview Design for Values and social design

3. Value Validation Framework

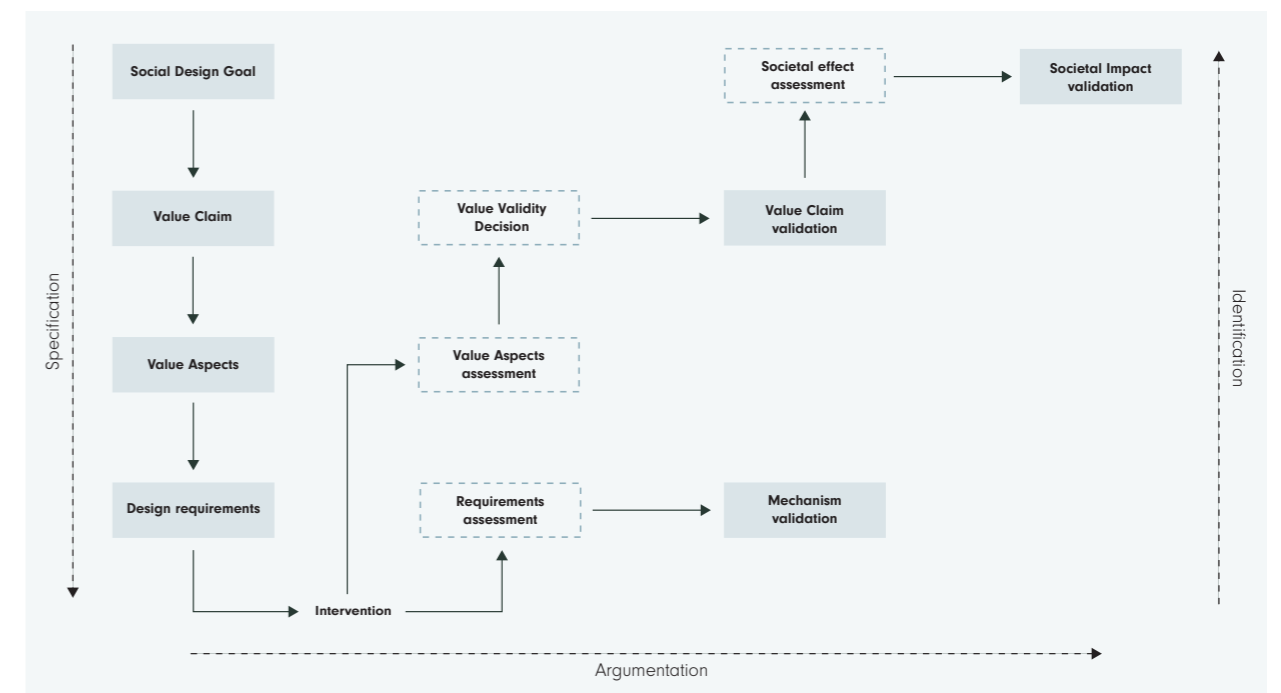
Introduction of the proposed framework to structure and guide validation of design for a value. Contributing to the evaluation of value realisation in design projects and supporting deliberate design for value.

3. Value Validation Framework

In the following chapter, the Value Validation Framework is introduced. This framework presents the structure of composing a valid claim to design for a particular value. To that end three types of validation are distinguished and a significant perspective on value operationalisation is put forward. The different components that together structure reasoning towards a valid value claim will be further explained. It is specified how the framework contributes to increased understanding on how to create desired impact throughout a project. Finally, it is evaluated why the framework serves as an appropriate tool to evaluate design projects and contributes to the validation of design for values in social design projects.

3.1 Introducing the Value Validation Framework

The presented Value Validation Framework (figure 4) defines the structure of coherent reasoning to design for a particular value. The 'value claim' comprises the value claimed to be realised with the design and is the assertion that needs to be validated. In this manner the framework can be utilised to assess the claim designers position after their project is done ("with this project, we designed for value X") but simultaneously supports designers in structuring coherent reasoning to design for a value ("within this project, we intend to design for value X"). As such, designers can use the framework at the start of a design process to arrange their process in such a manner that it will address all of the necessary components to work towards consistent reasoning. Thereby constituting a valid value claim and committing convincingly to the effect that they desire to manifest. Hence, the Value Validation Framework is a first proposal to substantiate the fulfilment of design for values in real practice.



3.1.1 Structure of the framework

The Value Validation framework demonstrates the rationale of consistent reasoning while designing for a value. To do so, it defines different components that need to be addressed so one may compose a valid claim to realise a particular value in a social design project. In the structure, all boxes represent

Figure 4, Value Validation Framework

components that need to be indicated in such a line of reasoning. The filled boxes represent declarations of how the project specifies a specific component and the boxes with striped lines signify activities that should be initiated, to be able to specify the following components and proceed in the line of reasoning. The internal arrows, therefore, represent chronological steps in the process of building particular reasoning towards a valid claim. A design process can (and probably will) take place more iteratively. Hence this framework flow does not necessarily illustrate how the design process, in reality, took place but represents the flow of reasoning that should be delineated from the project, to comprise a valid claim.

3.1.2 Origin of the framework

The proposed Value Validation framework originates from a series of iterations (Appendix II, p114). These iterations are fuelled by theoretical considerations as well as perspectives from concrete design practice. As a pilot, a preliminary structure has been tested in a workshop with a social design agency Afdeling Buitengewone Zaken. This session was intended to explore how conversations with designers on the topic of value realisation in projects could be facilitated and to research how designers talk about values in general. The session took 1,5 hour and was held through Zoom. A Miro whiteboard was created to aid the conversations. In this platform, questions were organised that guided the conversation and facilitated a stepwise analysis of the undertaken project. This session has been evaluated together with ABZ and has led to many insights. See p118 for the reporting of this session. Also, undertaken conversations with practitioners from diverse domains concerned with value realisation have substantiated insights on the positioning and structuring of the proposed framework. These practitioners involved: a research psychologist, specialist on value assessment in clinical psychology (Fjord and Youz), professionals working at an institute that researches how the public domain can solve problems in a value-driven manner (Instituut Voor Publieke Waarden), design researcher assessing impact (IDOLS project) and a PhD student on public administration (University of Tilburg & Nederlandse School voor Openbaar Bestuur) see Appendix II (p120) for notes of these meetings. Lastly, reflections resulting from meetings with the supervisory team have built to constructing the proper arrangement of the framework.

The different sources from theory and practice have been iteratively combined to shape the presented structure of the proposed Value Validation Framework. Additionally, the case-study research has informed some detailing of components, however no crucial adjustments concerning the structure of the framework have been initiated by this.

3.2 Underlying principles

In the following paragraph, three particularities that are fundamental to the arrangement of the Value Validation Framework are further explained. It will be specified how these elements contribute to the structure of reasoning for a valid claim to design for value in the context of social design projects.

3.2.1 Operationalisation involves defining representative effect

A crucial step when designing for values is the translation from values to design requirements. Van de Poel (2013) proposes the value hierarchy model to illustrate how this relationship of specification evolves. The Value Validation framework connects to this hierarchical model but also involves a particularity concerning value operationalisation that is worth eliciting here.

Van de Poel advocates that a value, through norms (and end-norms), becomes specified into design requirements. This model especially relates to values that align with technological purposes, for which in the norms of a particular situation already exist. For example for 'animal welfare,' there are clear norms, that guide ethical rules and measurement methods. Also, the value hierarchy is rather an artefact orientated as van de Poel describes end-norms as the properties, attributes and capabilities that an artefact should possess.

As social design is effect-oriented, I, therefore, advocate that values need to be distinguished as an identifiable effect primarily, before further being specified as a design requirement for a future intervention. This particular effect is ultimately the reflection of an ethical positioning of what will substantiate an improved societal situation. Yet, prescriptive norms for the appropriate operationalisation of social values in context are not so omnipresent as they are for values with more technological emphasis and practical objective. For example, how the value 'autonomy' is realised may differ per context. Hence, part of the operationalisation of a social value is the specification of particular effects that define value manifestation in a specific context, see figure 5. Accordingly, how a value becomes realised should be demonstrated as a particular effect on the behaviour of the target group. This specification will make a value turn measurable and identifiable in a particular situation.

The term 'aspects' is introduced to reflect the multi interpretative character of values and emphasises how a value can be differently indicated for within distinctive contexts, as such demonstrating a different 'aspect' of the value. Hence, this awareness demands that designers specify which interpretation they involve in their project. As such, 'norms' that are appropriate for the context of technological artefacts, have been replaced in the hierarchy of operationalisation, by 'value aspects' that are adequate for interventions within a social design context. There can be multiple value aspects that would reflect a particular value realisation. Design requirements are then a further specification of requirements that initiate that these value aspects, as a particular effect, become achieved. Therefore, the 'for the sake of' relationship that the value hierarchy of van de Poel (2013) defines, is maintained.

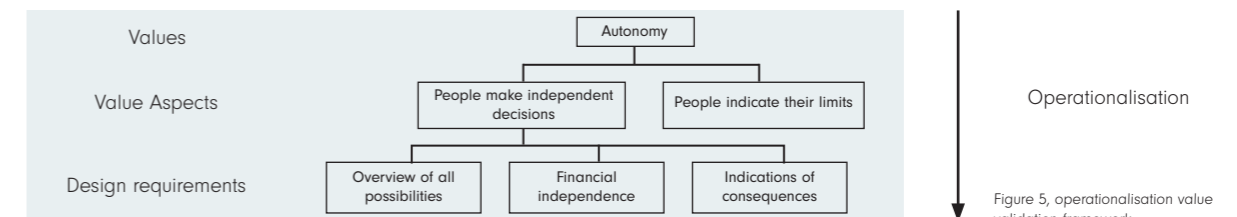


Figure 5. operationalisation value validation framework

Principally focussing on effect is not peculiar to design methodology, for example the Vision in Product (ViP) methodology by Hekkert and Van Dijk (2016) also emphasises to first envision the effect one desires to establish. Yet, what is crucial about the desired effect in the context of designing for a value, is that this specified effect results from the value claim - which is a normative positioning of how the designed intervention is committed to the common good and answers to the societal issue at stake.

As such, value aspects in the context of social design are understood as:

- Specifications of the value as effect on behaviour of the target group.
- Thereby a context-dependent detailing of what realises the value.
- Normative reflections of what would comprises 'good' behaviour in the context, which is expected to result in improvement of societal well-being.

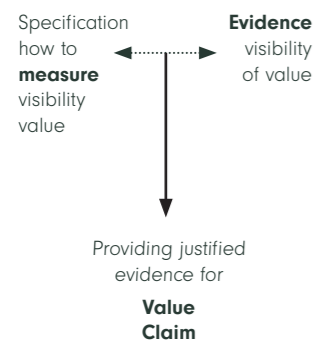


Figure 6, schematic representation of construct validity for value claim

3.2.2 Construct validity argumentation for value claim

Essential to ensure a valid claim is maintaining construct validity in the line of reasoning. ‘Construct’ refers to the characteristic that the test is intended to measure. In the case of assessing design for a particular value, the construct is the value that has been claimed to be established within the design project. The realisation of this value is what needs to be ‘measured’. Essentially, how the Standards (2014) defines construct validity is: 1. providing evidence for the right hypothesis and 2. identified relationship is argued for as justified evidence for the claim made. To constitute a valid claim to design for a particular value, construct validity concerning this value thus must be substantiated across the board of reasoning. Measures and evidence need to be aligned to lead to a justified claim. Hence, to make a fair statement on value realisation: designers should be specific about which value they intend to present, how they can measure the visibility of this value and why evidence of visibility fundamentally arguments for the particular claim to have realised the value.

So, ensuring construct validity in the line of reasoning of design for value demands that: a value becomes measurable in the first place. This is done by a specification of the value in terms as specified effect on behaviour, that is; as value aspects. It must be determined how these value aspects, as an effect on behaviour, can become measured. E.g.: While realising social cohesion in a neighbourhood, one of the value aspects is: increased amount of interactions. A way to substantiate this effect is by measuring the significant amount of interactions between strangers. It can be argued that strangers do not know each other, hence when they meet there are more interactions occurring than before.

This underlines how the relationship between measure and evidence is context determined. Hence, to ensure that this substantiates justified evidence for the value claim:

- Value aspects need to be argued for as justified indications of value realisation.
- The measurement must be substantiated as justified indication of the specified value aspects.

To acclaim any effect to the undertaken project, measured effects must be identified as significant.

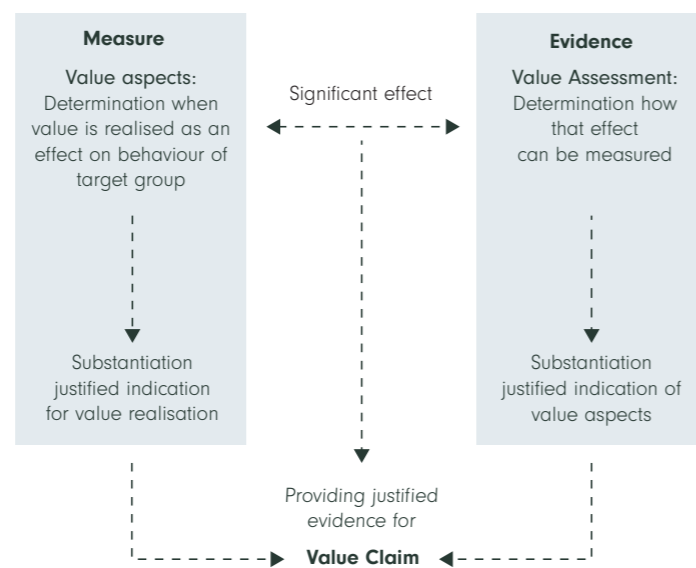


Figure 7, construct validity for value claim

The entire structure of the Value Validation Framework is committed to ensuring such construct validity. The consistency that needs to be maintained for a valid claim has served as the basis of organising how a valid line of reasoning should be organised in social design projects and guided establishing the structure of the presented Value Validation Framework.

3.2.3 Three types of validation

The predominant purpose of the Value Validation framework is to structure reasoning towards a valid value claim in the context of a social design project. However, to ensure a focus on this type of validation, the positioning of other validation categories needs to be distinguished as well. Different types of validation argue for different matter, hence they bear distinctive lines of argumentation from a methodological perspective. Yet, from the undertaken exploration of design practice can be concluded that designers often are unconscious of this differentiation and argue for diverse types of validations interchangeably. Thus to retain focus on value claim validation in the context of social design projects, it is necessary to establish a clear discrepancy between distinctive validations. As such, the Value Validation framework distinguishes between three types of validation: value claim validation, mechanism validation and societal impact validation.

Value claim validation

Primarily, we want to use the Value Validation framework to research the claim that within a particular social design project, design for value has been accomplished. That is the claim: intervention (A) realises the design for value (X). To validate that intervention (A), establishes value (X), it needs to be identified that intervention (A) has effects (Xb,c,..) that are defined as indicators of value (X).

Intervention (A) → Measurement effect (Xb,c,..) → Value (X)

To make a valid claim that particular effects (Xb,c,..) indicate the value (X), these effects must first become specified as legitimate indicators of the value, as proposed in paragraph 3.2.1 and 3.2.2. When evidence of these effects is presented, there is a valid claim to design for the particular value.

Mechanism validation

To install value aspects, design requirements are defined that are expected to accomplish the anticipated effects. Mechanism validation concerns the argumentation that the presented intervention (A) manifests the requirement (B) and therefore the intervention accomplishes the specified effect (Xb). As such, leading to argumentation that intervention (A) has initiated mechanism (C) to trigger the realisation of value (X).

Intervention (A) → Requirement (B) → Effect (Xb) → Mechanism (C)

Structuring reasoning towards a valid mechanism argumentation is therefore not necessary for a validated value claim but it does invite to assess whether an intervention is designed in the best possible manner to establish the desired effect. By distinguishing mechanism validation from value claim validation there is a focus to reason whether the intervention itself contains the most appropriate ‘mechanisms’ to tackle the issue at stake.

In defining the construct validity of a claim to design for a value, we are particularly interested in the realised significant effect of the intervention. However, as designers tend to discuss effect and means interchangeably, the distinction between mechanism - and value validation forces to reason more precise and measure consistent with what is (to be) claimed. Designers are for example inclined to state: "with this project we designed for autonomy because we gave people an overview of all possibilities". But it is not because the intervention provides an overview of all possibilities (means) that design for value can be claimed validly, but because this ensures that people can make independent choices (effect), that the design for autonomy is realised. Having an overview of possibilities can amount to many considerations, but making independent choices demonstrates autonomy. The mechanism validation and value claim validation are approached distinctively in the Value Validation Framework so that the distinctive elements in the line of reasoning become identified and explicit. Thereby informing different reflection and understanding.

Societal impact validation

Ultimately the claimed value is what drives the design activity to commit to the common good and is therefore positioned to have a particular effect on society. That is the claim: by establishing the value (X) with the intervention (A) the societal issue (C) is tackled.

Intervention (A) → Value (X) → Societal issue (C)

Societal impact validation involves the assessment of whether the establishment of value X indeed results in a changed situation of societal issue C. This type of validation is the most difficult since measuring as legitimately investigating and defining impact on society may take many years. Therefore this is not further researched in this thesis. The importance of identifying societal impact validation in the structure of reasoning for a valid value claim is that it substantiates to what goal the value claim is posited. The social design goal of the project and the societal impact validation provide a horizon from which the value claim emanates and to what final effect the project is committed. This also brings perspective as it contextualises the specification of the value aspects and the value validity decision.

Valid differentiation

The Social Implication Design (SID) methodology that focuses on societal concern (Tromp, Hekkert, 2019) is a variant of the Vision in Product design approach (Hekkert, Van Dijk, 2016). In this effect-driven method, a statement is introduced to define the envisioned effect. This demands that the designer designates: why this effect should be realised, how it will be valuable to society at large and how this effect will be obtained. One can easily discern the alignment of this with the proposed distinction of three types of validation. The 'why' of effect is touching upon value claim validation, 'how' to obtain effect is concerned with the mechanism validation and how it is valuable to society at large as societal impact validation.

As SID is a recognised methodology for social design, the distinction between mechanism validation, value claim validation and societal impact validation is an appropriate distinction to be made in the field of social design.

3.3 Components of Value Validation Framework

The Value Validation Framework structures the line of reasoning to construct a valid claim to have realised the design for value in a social design project. The previously explained principles have been integrated into the framework to ensure construct validity and to enforce consequent reasoning.

3.3.1 Purpose of defining components in structure

The framework can be used to assess a value claim, posited regarding an undertaken project. In such a case, the framework can be used to identify the different components that make up complete reasoning. There are two possible consequences when all the components are identified and placed in the structure:

1. They align and make up coherent reasoning. This will substantiate arguing that the undertaken project organises a valid claim.
2. They do not align. This will substantiate considerations that there is not a valid claim to be made. Yet, since the different components have become made explicit, this can support adequate reflection on improvement.

When the framework is used beforehand to structure a deliberate design for value, the different components serve as a guide for necessary elements to be identified and can inform a loop of refinement (see Appendix II, p124) throughout the design project.

3.3.2 The components that arrange the Value Validation Framework

The left part of the framework consists of components that are related by specification. This specification involves adding content as with each component, it is particularised further how to move from an abstract social goal to an intervention. The horizontal relationships are distinguished by argumentation. Moving upwards between components is accomplished by identification. The different components all address a distinctive element in the line of reasoning and will be further explained (schematically depicted in figure 8, on p41).

Social design goal - contribution to society that design project destines

Each social design project should involve a particular societal issue that determines the final goal of the design project. As such, defining a particular contribution to the common good (Tromp, Hekkert, 2019). Inherent to the social design goal is an implicit ethical statement of what is a desirable society.

Value claim - value that is claimed to be realised within the design project

There is a claim to realise a particular value. It must be clarified to whom the value is 'acclaimed'. Establishing the value is expected to create an effect that will advance the situation, thereby driving the project's commitment to societal wellbeing. Hence, the value claim is a specification of how the social design goal is addressed.

Value aspects - specification when this value can be recognised as being realised

Defining value aspects is necessary to define (and be able to validate) value manifestation. It must be specified how the value will demonstrate itself as an effect on the behaviour of the target group. Value aspects are definitions to the question "when can we identify the value being realised in this context?" In this manner, value aspects give content to the value claim by providing a specification of how to identify the value as a particular circumstance. There

can be multiple value aspects that will make up value manifestation in a particular context. These should be prioritised in a hierarchy of importance concerning the establishment of the value. To ascribe significance of the intervention to the realisation of these distinguished effects, a zero-measurement for each value aspect must be undertaken. Furthermore, it must be argued why the specified value aspects serve as evidence for the realisation of the value.

Design requirements - properties to instigate specified value aspects

Design requirements are specifications of how the value aspects can be achieved. This, to specify what requirements the intervention should possess, to establish mechanisms that make the claimed value become realised. In reality, many different points inform design requirements, but for the sake of clarity on value claim validation, these are neglected in the line of reasoning.

Intervention - medium to realise the design for value

The intervention is not regarded as the goal itself, but as a medium to initiate the realisation of a particular value. As such, to address the societal issue. It is, therefore regarded as an instrument in the analysis of design for value.

Requirements assessment - assessing the requirements of the intervention

It must be assessed whether the intervention contains the set requirements and to what effect these requirements amount. This will lead to a judgement of the appropriateness of the intervention to establish the desired effect.

Mechanism validation - argumentation intervention mobilises mechanism

When the design requirements have been met, and this leads to the desired effect, it can be argued that the intervention triggers a particular mechanism.

Value aspect assessment - assessing the recognisability of effect

The particular effects that have been specified as value aspects need to become assessed. This includes: defining how these effects can be properly measured. It needs to be established whether the particular effects on behaviour are significant due to the presence of the intervention.

Value validity decision - construct validity argumentation

To refrain from non-committal claims to design for value, an argumentation why the value is demonstrated must be built. Ultimately: establishing a construct validity argument. The value aspects need to be argued for as justified indicators and the measurements need to be argued for as a justified means to indicate for the specified value aspects. It must be determined whether the effect is significantly attributed to the presence of the intervention. In the end, the main goal is to present a meaningful answer to the social issue by establishing the value. Hence, it would be appropriate if designers reflect whether the realised effects provide a satisfying impression of value manifestation in a particular context.

Value claim validation - arguing for a valid claim to design for value

When there is a significant demonstration of the identified value aspects in the particular context, and these aspects are (well) argued for as indicators for the realisation of the claimed value, there is a valid claim to be made that design for the value has been accomplished. However, this will not lead to an objective, universal validated claim. As validation is a process in which is evaluated whether the evidence supports the claim being made, it depends

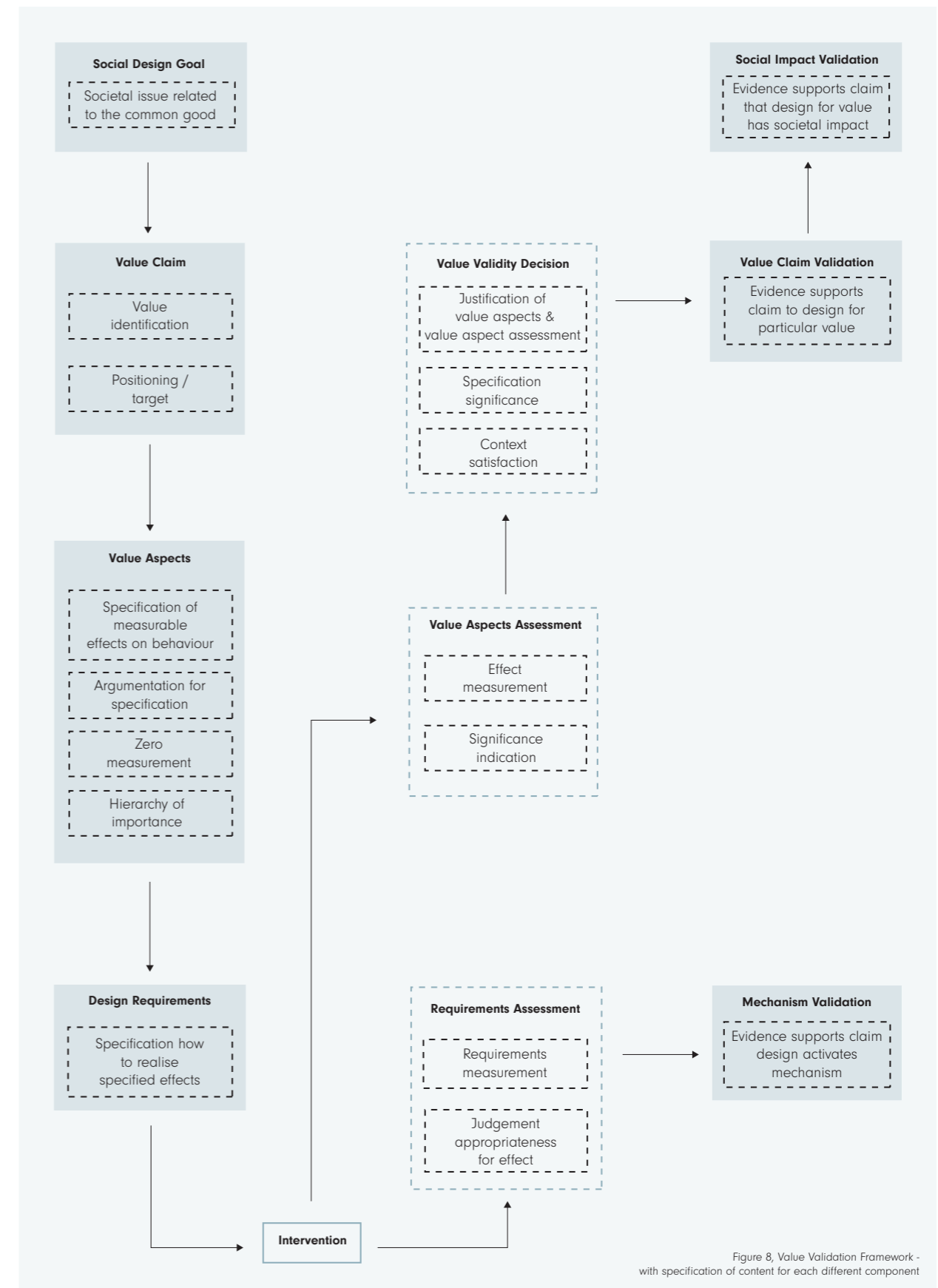


Figure 8, Value Validation Framework - with specification of content for each different component

whether other people accept the identified value aspects as right indicators too. Yet, the stronger and more coherent the line of reasoning is, the more probable it is that other people will accept the claim.

Societal impact validation

Societal impact validation should involve defining value significance: a reflection on whether designing for the claimed value indeed provides a satisfactory answer to the societal issue. This should involve a societal effect assessment. To legitimately investigate societal effect is not further researched in this thesis.

3.4 Conclusions on the proposal of the Value Validation Framework

To answer the main research question of this thesis: how to validate the realisation of social values in social design projects, the following understandings have been crucial:

- Frameworks and structured methods for assessing the adequate operationalisation of values are lacking.
- A framework to identify how each social design gives meaning to a particular value is currently missing.

Therefore, to assess whether designers have realised the design for value with their project and make a valid claim, phase 1 of this thesis focussed on defining the required framework that could identify their line of reasoning. For that reason, the Value Validation Framework has been proposed. By depicting the structure of coherent reasoning, this framework brings clarity. It contributes to disclose what line of reasoning is constructed and it serves as a measure to determine whether the identified reasoning is coherent. In this manner, the imposed positioning of a project in the structure of the Value Validation Framework can contribute to the assessment of the validity of a claim to have realised a design for value within the undertaken social design project.

The Value Validation Framework has been presented at an event of the Social Design Showdown on impact and has been used in a workshop during this event (see Appendix II, p122). For a written reflection on this event by the organisation see: www.socialdesign.nu. In the workshop designers stated that the framework invited to reflect on their project differently and lead to new insights. One person for example reflected that if they had been using this framework in their design project they might have ended up with a different solution. Because of the framework structure, she realised they had lost track of one of their initial desired effects. These considerations contribute to the conviction that the Value Validation Framework indeed provides a new perspective in the field of social design and adds to design methodology.

It has been explained how the proposed Value Validation Framework connects to existing methodologies in social design, incorporates fundamental structures of validation theory and has a substantiated focus on effect assessment. To these current approaches, the Value Validation Framework adds by offering a possibility of measuring value realisation, making structures of reasoning explicit and offers the first framework for assessment. The introduction of the distinction between mechanism - and value validation is a core element to make designers understand and reflect on the actual effect of their design. This concludes why and how the Value Validation Framework presents an appropriate instrument to research social design projects with and will therefore be used in the next phase of this thesis: the case study research.

4. Research approach

Outline incentive and methodology of case study research

4. Research approach

The following chapter specifies the incentive of the case study and the approach of the analysis. The use of the data is explained and the appropriateness of the study is described.

4.1 Incentive of case study research

The first part of this thesis focused on setting out the Value Validation Framework, that defines the coherent reasoning necessary to validly claim to design for a particular value. Accordingly this framework can be used to assess projects claiming to realise a value. From a theoretical perspective, social design is a specificity of Design for Values. Since it is expected that successful social design projects address a societal issue and therefore realise design for a particular value, it is compelling to assess social design projects with the Value Validation Framework. Reasoning from this outlook, the following is questioned:

- How do these projects determine their effect and substantiate impact?
- How do these projects give meaning to design for value?
- Essentially: (how) do values become realised within these projects?

Accordingly, a case study research to assess the design for value in social design projects has been undertaken. Using the Value Validation Framework it has been determined whether these projects construct a consistent reasoning towards a value claim. Ultimately to evaluate whether these social design projects actually have realised a particular value and providing necessary insights on value realisation in social design projects.

Hence, the following research questions were driving the case study:

1. How do designers argue and structure their design for value within a social design project?
2. In what manner does the Value Validation Framework contribute to the comprehension of reasoning within social design projects?
3. To what extent does the analysis with the Value Validation Framework provide insightful considerations on social design projects?

Assessment of social design projects with the Value Validation Framework will lead to insights in the projects as design for value, and on the appropriateness of the framework as a tool to evaluate social design projects with. In this manner data from the case study research will enhance improved understanding of social design practices and will contribute to an indication of the added value of the Value Validation Framework.

4.2 Selection of projects

This case study is grounded in the understanding that to be a social design, there must be a claim to contribute to the common good. So, it can be reasoned that every proper social design realises a particular value claim as it establishes a type of effect to encourage societal advancement. Alertness to this effect is something that we can expect from exemplary social design projects, as it is a manner to foster a self-proof social design project. For this reason, the cases used in this research to assess the design for values of social design projects in practice, are to be distinguished as 'successful' and self-claimed design for value projects.

What defines a successful social design has been determined by the field itself. In the newsletter of the Social Design Showdown a call for successful and

exemplary projects to study has been placed. Social designers could propose their own project or advise projects of others. From these suggested projects, 5 projects have been selected to participate in this study.

This selection has been based on the following criteria:

- The project is aimed at societal impact; it has to be distinguished as a social design.
- The project makes a particular value claim.
- The (possible) stakeholders are approachable.
- Projects are open for research.
- The project is seen as successful by all stakeholders or there is no stakeholder consensus regarding the success of the project.
- The project is finished.

4.3 Methodology

To evaluate the realisation of design for value in the specified cases, the projects have been evaluated utilising the Value Validation Framework. This assessment is constructed out of different phases. Firstly data was collected. This data has been processed secondly, to reconstruct the project. Thirdly this reconstruction has been analysed and lastly this analysis has been verified by the designers themselves.

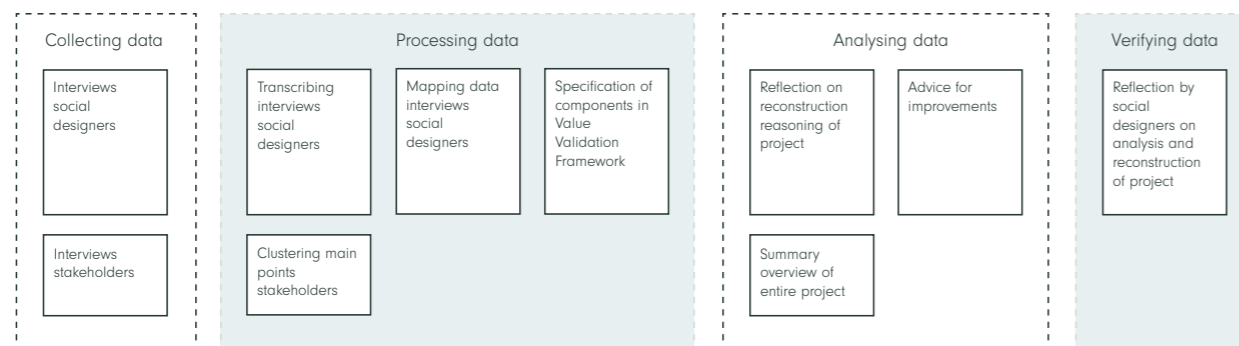


Figure 9, case study research methodology - overview of different phases

0 - Preparation

To evaluate the projects properly, the Value Validation Framework was used to guide the interviews with designers. In that way the right components can be identified. To do so, questions (see Appendix II, p125) were identified per component.

1 - Collecting data

The questions were asked in a semi-structured interview, meaning that the questions have been discussed in an unstructured and informal manner. The interviews were held using the online meeting tool Zoom and were recorded with consent. Together with the designers, significant stakeholders to be interviewed were identified. For each project at least one stakeholder has been interviewed.

2 - Processing data

The interviews with designers have been transcribed for the parts that were relevant to the different components of the Value Validation Framework (Appendix II, p125). On the basis of identified clusters, this data has been mapped. Hence, a deductive thematic analysis approach (Guest, et al., 2011) has been exercised.

Mapping the data of interviews concerned the following approach:

1. The following clusters have been defined:
project goal / social design / intervention / value / desired effect / effect measurement / effect determination
 2. The transcriptions of the interviews were mapped based on their connection towards the topic of these clusters. This functioned as the first step to separate distinctive information that would amount to different parts in the structure of reasoning (Appendix II, p144).
 3. For each cluster was concluded which statements were most relevant, adequate and summarised the designers perspective on the project best.
- Hence, the content of the components is not invented by the researcher, but the structuring of the project in these components is of course under interpretation.

Specification of components concerned the following approach:

1. The Value Validation Framework was filled out with the content that could be deducted from the clusters. The data has been paraphrased in a component of the Value Validation Framework.
2. When significant, a supporting direct statement was added, to substantiate the accuracy of the paraphrasing.

The data from stakeholder interviews have been used to provide a multi-perspective on the projects and on the decisive effects indicated for. The main focus involved their perspective on the following points: project goal, value claim, desired effect, established effect and success of the project. These have been summarised in a table to gain an overview of the different stakeholder perspectives (Appendix II, p150).

3 - Analysing data

It is reflected upon how the project manages each of the different components structuring the Value Validation Framework. Based on this analysis, suggestions for enhancement of the line of reasoning have been given. It is evaluated how well the design project manages to realise the claimed value and therefore how valid the posited value claim is. Weak points in argumentation have been indicated and suggestions for improvements have been given.

Stakeholder opinions contributed to the perspective on the perceived impact of the projects. These viewpoints have been included in the introduction story of each project in the case study booklet and have substantiated particular arguments made by designers in the analysis part.

4 - Verifying data

The analysis of the design projects has been sent to the designers for feedback. This was especially vital since the analysis of the projects was based on a thematic deductive analysis of the interviews. Also, designers have been asked to give their opinion on the reflection and on given recommendations. A reflection part is included in the case study booklet where these designer evaluations have been placed.

5. Case study of five leading social design projects

Value claim analysis of social design projects by application of the Value Validation Framework

5. Case study of five leading social design projects

The following chapter presents the resulting analysis from the case study research. In this study, five social design projects have been researched concerning their particular claim to design for a social value as a means to contribute to society. Each case is evaluated and discussed individually.

5.1 Introduction of the case study analysis

While respecting the work of projects discussed and acknowledging their creative initiatives to establish effect, this analysis from within the perspective of value validation provides a distinctive and critical outlook on how the design for values can be managed more thoroughly within social design projects. Ultimately to enhance and benefit design for fundamental social impact.

The study of each case is divided into three parts. First, (1) a description of the entire project and its involving stakeholders is given. After this, (2) the analysis of the project is presented. The line of reasoning that could be deducted from designer interviews has been depicted in rectangles. These boxes represent different components of the Value Validation Framework, serving as the backbone of consistent reasoning that is required for a valid value claim. Next to the proposed line of reasoning, the analysis of the researcher has been placed. Following this assessment, (3) an evaluative reflection including recommendations on how the project could be managed to work towards a stronger value claim is proposed.

The value claim that has been researched, is the value claim that designers themselves put forward concerning their project. The explanation of projects given by designers has been interpreted to be placed within the framework, enabling to evaluate their line of reasoning to design for a particular value and benefit society. Consequently, this includes that designers might not have been aware of the positioning of their project in connection to the framework and accompanying terminology while explaining their project. To ensure that the given overview does not portray (mis)interpretations by the researcher, the depicted overview has been checked by designers themselves. The designer perspective is provided at last.

Note that in this case study, the predominant focus has been on analysing and evaluating the design for a particular value. Finally, societal impact, which is in the end the main purpose of any social design, has been regarded as something that is too ambiguous to validate at this moment. This would require a study of long-term impact on a big scale. For this reason, the societal implications of the projects are briefly touched upon in the analysis. However, for each project is explicitly indicated how it intends to establish societal impact and accordingly which component of social design (Tromp, Vial, 2021) it mainly involves. This emphasises how the project positions itself in the field of social design and informs the designer's framing of their project as a design for a particular value.

5.2 Projects participating in case study

1. Doehetzelfkip
2. Groeikaarten
3. Monnie
4. Het Bouwdepot
5. Peerby

The following pages display the analysis of the social design projects as discussed and depicted in the case study booklet.

01/

Studio Ultra-Ultra
Vera Bachrach
2018

Doe-het-



1.1 Doehetzelfkip

Stakeholders interviewed: Foodup Brabant, Twynstra & Gudde, farmer, participants
 Website: www.doehetzelfkip.nl

Initial question

Foodup Brabant, an organisation initiated by the municipality of Brabant, works together with farmers to explore new strategies and business models for a future proof and resilient farming industry. Twynstra & Gudde, a consulting company, supports Foodup Brabant in this process and invited Studio Ultra-Ultra to do a project regarding consumer perception on the worth of meat. The rationale was that when consumers become aware of how much energy, time and effort is involved in the production process of meat, they will be inclined to start paying more for the meat they buy in shops. This increase in income would allow farmers to make more sustainable and ethical changes to their current farming systems.

Doehetzelfkip

Studio Ultra-Ultra took up the challenging task of turning this sensitive topic into an interesting project that turned out to become a conversation booster. With respect for farmers and their expertise, they initiated a campaign that revolved around the topic of reconnecting with food. In their opinion, people are currently detached from the source of their food and have no clue where it originates from or how it is produced. Ultra Ultra wanted to bring consumers back in touch with their responsibility as a purchaser. Reasoning that as a consumer of meat you are implicitly determining the conditions of meat production through the choices you make in the market.

With doehetzelfkip they brought people back in touch with the production process of poultry meat. What starts with an egg that needs to be hatched, ends with the slaughtering of a full-grown chicken. It takes care, energy and attention but most surprisingly, only 8 weeks of grow time. Two farmers that are involved in the Foodup programme selected possible participants from a pile of applications. In the end, 6 chosen participants, most of them a team of family or friends, started with their doehetzelfkip kit and took it home or placed it at the office. The farmers functioned as a help service for participants. Providing guidance and knowledge when needed.

Stakeholder opinion

The reactions of involved stakeholders were all unanimous: doehetzelfkip is a successful project, directed at awareness-raising. With all the attention given in diverse media, Foodup Brabant as the main client was incredibly happy and satisfied. This project has taught them a great deal on how to initiate a dialogue and how to commence a movement as government.

Twynstra & Gudde underlines how Ultra Ultra has managed to accomplish a project on such a sensitive topic with great care for ethical reflections and deep respect for the farmers. The doehetzelfkip is distinguished as a layered and a well-thought concept based on serious considerations.

Two participants were interviewed and indicated how their participation initiated interesting conversations with many people within their environment. It also had led to discussions with people that thought the project was controversial or that felt provoked by it. These conversations were often fuelled by sentiment and emotional reflections. To the participants, this illustrated how the topic of meat consumption and especially the responsibility towards the death of animals, is uncomfortable for many people. As a participant, they suddenly also had to deal with the confronting effect the project had on their surrounding. However, the participants did not mind this side-effect since they believe that people have to become conscious of meat production and in general need to regain connection with the origin of the food they consume. These conversations fuelled awareness according to them.

Defining impact

Doehetzelfkip has been given a lot of media attention and also in the political debate the topic was noticed. However, the long-term impact is non defined and hard to distinguish.

One stakeholder, a farmer, expressed that people still remember him nowadays (more than 2 years later) for being involved with the project. However, other stakeholders, both interviewed participants, indicate that although it had led to meaningful conversations with people in their circle, they also do not know whether the project has influenced their own behaviour on a long-term scale. Yes, they do eat less meat and are more conscious of the meat they buy, yet they were already very interested in food and considered to be conscious consumers before participating. Doehetzelfkip felt for them as a natural thing to do or as something that they wanted to explore once, out of curiosity and interest. The true impact for them was in sharing the process at the moment, not on a significant change of behaviour in the present. Foodup Brabant as the main stakeholder, expresses that nothing can be said on long term behaviour effect since this was not measured. But for them, this is not affecting the success rate of doehetzelfkip at all. They value its impact in terms of media attention, which it has been given undoubtedly.

1.2 Analysis

SOCIAL DESIGN GOAL

This project can be accounted for as a **resilience-driven** social design in the way it intends to achieve a greater awareness around meat consumption. Ultimately addressing more **sustainable futures** for society.

VALUE CLAIM

As a design for values project, it can be argued that Doehetzelfkip is to be taken as a design for **responsibility** project.

ARGUMENTATION

Expected is that when people feel more responsible for meat production they will also make more conscious choices regarding meat purchasing and meat consumption. In this manner designing for responsibility answers to the social design goal at stake.

VALUE ASPECTS

A comprehensive description what defines 'the responsibility' in terms of **recognisable value aspects is lacking**. There are multiple focus points that responsibility can be directed towards in the context of meat consumption. Therefore the characterisation of responsibility in this project remains relatively undefined.

DESIGN REQUIREMENTS

Proposed is that to feel responsible for the entire process, people need to **explicitly become responsible** for the entire process, in action.

INTERVENTION

The Doehetzelfkip kit is the designed medium to demonstrate responsibility. It is evident that with the Doehetzelfkip kit, the **entire process of growing poultry meat has been placed in the hands of participants** and that they are responsible for the potential actions to be undertaken.

Reconstruction of designer's reasoning - specifying

SOCIAL DESIGN GOAL

Creating a sense of understanding for the actual 'worth' of meat. Ultimately: how to make consumers value meat to a greater extent and make them willing to pay more for the meat they buy.

VALUE CLAIM

"In this project we haven given **the responsibility** for meat production to consumers themselves, making them more aware of the role they play "

ARGUMENTATION

"We believe it's valuable that people are conscious of their choices. How are you dealing with that responsibility? How will this influence their perception on meat and the worth of meat?"

DESIGN REQUIREMENTS

Making consumers become responsible of the entire process of 'growing' poultry meat. Therefore it had to be as an Ikea-design, in which you are also guided through the process step by step.



VALUE ASPECTS

Responsibility is further defined as: "Not just giving people the feeling of responsibility but let them have **the responsibility**." People will become more conscious of their choices, also the ones they make implicitly.

"That's what matters most to us: that people become conscious of their responsibility and that will happen by giving it in an explicit manner."

Expected is that when people are given this responsibility they will regard meat consumption less lightly since they will acknowledge how much time and effort this requires.

INTERVENTION

Doehetzelfkip involves a kit that enables to go through the process of growing a chicken at home. It provides the essential tools and guidelines to inform users on necessary steps to undertake in the process.

DESIGN REQUIREMENT ASSESSMENT

The Doehetzelfkip kit contains everything that people need to be responsible for the process of growing poultry meat. They are provided with all the necessary tools and information. For these reasons can be judged that the intervention complies with the set design requirements.

MECHANISM VALIDATION

With the kit, participants have become responsible for the process of growing a chicken. Therefore it seems **valid** to judge that the Doehetzelfkip realises a **mechanism to make people responsible for producing meat**. How this mechanism of responsibility for a self-grown chicken will link to the bigger societal responsibility of meat production is not argued for.

VALUE ASPECT ASSESSMENT

No assessment has been done, so **no significant relationship** between the intervention and current behaviour is argued for.

VALUE VALIDITY DECISION

No aspects of responsibility have been identified, which makes it undefined how responsible behaviour would present itself. As there has been no before - and after measurements it is **unclear what effect on participants can be acclaimed to the intervention of doehtzelfkip**.

VALUE CLAIM VALIDATION

Although people obviously have been given responsibility with the intervention itself, the question remains whether they **are** more responsible because of this. As this is has not been assessed, the project makes an unvalidated claim to design for responsibility.

SOCIETAL IMPACT VALIDATION

Involved stakeholders are happy, yet it is unsure to what extent people now regard the worth of meat differently. There is no significant change in behaviour of Dutch citizens that can be identified.

Reconstruction of designer's reasoning - identifying

DESIGN REQUIREMENT ASSESSMENT

The provided tools and guidelines are all conform regulations by law. The kit is therefore not grounded in the designers conviction of what is needed to grow a chicken but is based on what is distinguished as necessary by law. Obviously, also conform regulations, the final stage of the meat production process is done under supervision of authorities and professional butchers.

MECHANISM VALIDATION

With the kit, participants are provided with all the required tools and knowledge to take care of growing chickens. It is up to the participants how they cope with these given guidelines and utensils; basically how they deal with their given responsibility. In the end, it is their choice whether they will kill the chicken or will refuse to do this.

VALUE ASPECT ASSESSMENT

A lot of participants stated that the project has changed their perspective on meat consumption and production. It had made them more conscious of the worth of meat.

However, "we did not do any measurement to check whether participants now behave differently... it would have been good if we had done a zero-measurement on beforehand and after"

VALUE CLAIM VALIDATION

With the doehtzelfkip, participants have become responsible for the entire production process of their poultry meat, especially since the slaughter part has been taken out of the anonymity. Although not measured, the designer is sure to conclude that "if you give people the responsibility they do not take this light-hearted"

SOCIETAL IMPACT VALIDATION

The doehtzelfkip was never intended as a new businessmodel but always as a consciousness awareness process and with over more than 9.000.00+ reach, the project has been given substantial attention. By sharing the entire process, the project was given a lot of considerations in newspaper articles, on social media and even initiated a political debate in the house of representatives of the Netherlands. Foodup Brabant was happy with all the media attention for their organisation and their mission to explore new solutions for future food systems.

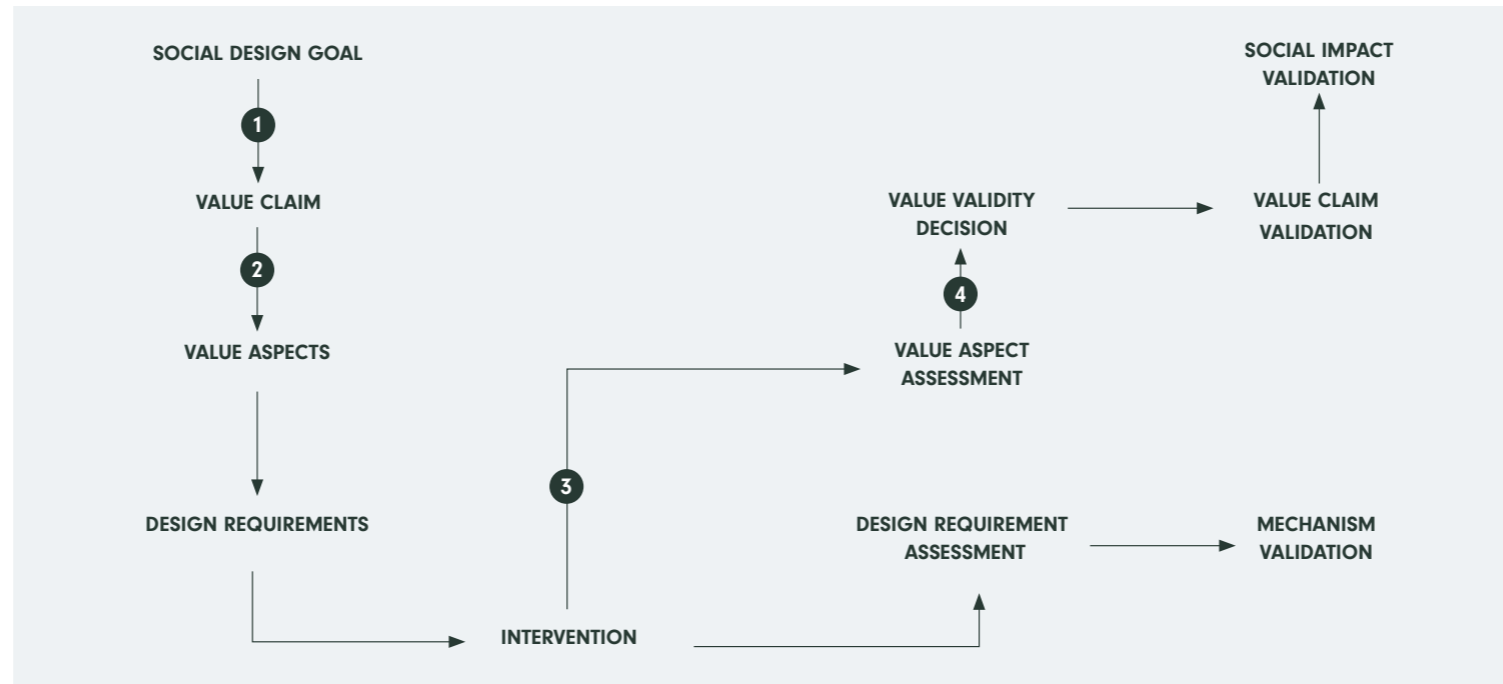
1.3 Reflection on the process of Doehetzelfkip

1 Recognise the difference between value claim as intended effect and approach to accomplish this effect

The designer stated that 'responsibility' has been the value that was designed for. Yet, there was a strong driving force behind this framing as expectations were that designing for responsibility would lead to the desired effect: increased awareness with participants. In other words, responsibility can also be seen as a means to facilitate the conscious behaviour that was desired rather than distinguishing the core value that was intended to be manifested.

In the end, the question is: do the designers with this project want to make people responsible for meat production or do they want to make people aware of their accountability within meat production? If the latter is true then this should be the starting point and value claim. Later can be explored and researched how this awareness can be defined in different value aspects. By keeping an eye on this actual desired effect it can be explored and researched on a wider notion of how this value could be established. Maybe after reflection, indeed giving people responsibility is a good way of realising these aspects and ensuring that people become more conscious of their meat consumption and the role they play. In this manner establishing the desired outcome of awareness.

The risk of focussing on responsibility early on is that it could result in a slight tunnel vision. Is designing for responsibility for instance the best manner to enhance people's consciousness (in the case that heightened awareness remained the desired focus of the project)? By mainly focussing on the means (responsibility) one can forget to what effect this means actually should result. Because of this focus, the desired effect gets lost out of sight within the design process and reflection on this end goal turns arbitrary. In this manner, the design will succeed in accomplishing a design for responsibility but a reflection on the "why" of this, is lost out of sight. The fact that it should amount to increased consciousness will not be evaluated nor challenged. In terms of design for values, the project will lose its profoundness because, without connection to the desired effect, the intervention has no substantial meaning. Remaining focussed on the core effect and not the means itself will result in a sharper answer to the initial question.



2 Provide a description of what defines manifestation of the value in context

When discussing aspects of the value responsibility, we can find that the designers express expected effects rather than indicators of established effects. How can we know participants have been successfully made responsible? How does this show in their behaviour, how do they express this and more important: why would these be justified indicators of responsibility? Also, of what do participants need to become responsible; their own meat consumption? The enormous impact of meat consumption on climate? The impact of their choices on farmers possibilities?

A description of how responsibility is interpreted would be helpful. This can be done by defining value aspects: what are indicators that responsibility has been realised in the context. Describe when and how people show responsible behaviour. A relevant contribution would be to define why these value aspects are good indicators of the establishment of the value responsibility in the context.

For example, responsibility is manifested when:

- people express they exclusively buy more expensive meat.
- people express they have started eating less meat

These can be two of multiple given aspects, prioritised in a hierarchy of importance. If there is more focus on a definition of the value in such aspects, it would also become easier to recognise effect and define impact of the intervention later on.

3 Assess specific aspects of the value to demonstrate realisation

The question remains: how will this mechanism of becoming responsible for a self-grown chicken and its death, relate to the bigger effect of becoming conscious of ones own responsibility regarding meat production. Are people behaving more responsible after the intervention? Do they have a heightened feeling of responsibility? Are they more conscious of the relationship between consumers and farmers within the meat industry? As there has been done no before and after effect measurement, the indicators of an effect that would distinguish realised value aspects are unidentifiable.

The designer has expressed this herself as well, but a zero-measurement would have enhanced the project's claim significantly. An easy thing to add to the process would be to let participants fill out a questionnaire beforehand and afterwards. This would have given substantial data to make a stronger judgement on the project's success and effect as it enables us to get grip on the participants' sense of responsibility rather than speculation.

Thinking of questions that indicate aspects of responsibility on beforehand also contributes to the design process itself by making designers evaluate what characterises responsibility conceptually and how to realise the right portrayal of this in context. In this manner, incorporating research activities such as measurements within the process is not necessarily a diminishing of design exercises but rather an enhancement of it.

4 Evidence builds a stronger and more valid argument for value claim

Doehetzelfkip has been a project that has received many positive commentaries. People involved were enthusiastic and underlined its impact. However, there is a missed opportunity to turn this sense of success into evidence of success.

It is unclear what effect on participants can be acclaimed to the intervention of Doehetzelfkip. Although people obviously have been given responsibility with the intervention, the question remains whether the fact that they were made responsible has had a significant effect and made them become aware of the role they play, as a consumer, in the meat production.

When assessments had been done and the evidence had not been satisfactory, other manners in which responsibility can be increased could have been explored. Ultimately reflecting more critically whether the Doehetzelfkip, as it was now, is appropriate for realising the desired effect.

With evidence of impact on peoples behaviour, the designers could have proven in a more consistent manner that they succeeded in making people responsible and that by giving people responsibility, they become more conscious. Consequently arguing that indeed, responsibility is an adequate manner to establish an awareness effect and answer to the initial societal goal. In this way, they could have proven that not only they designed a right mechanism for responsibility but also designed for a substantial effect and hence, realised a design for responsibility.

Designer Response

"I think you are completely right in your analysis: it is really hard to say what kind of impact Doehtzelkip has had! It definitely would have been of value if we had done a zero-measurement and if we had considered impact research on beforehand..

I have to say that I also found it quite difficult to think of the value claim in hindsight, during our conversation. I think it is right to make a distinction between mechanism and claim. Responsibility is indeed an important mechanism in the project but I don't think it would be the right value claim for the project. Also because the project, in that manner, becomes analysed too strictly. In our projects, it is often the conversation between people (participants, neighbours, surrounding), in the media and political domain that becomes initiated due to the intervention that we design, that is of particular worth. It is a good insight for us to better define what the effect of that would be and how we can measure that!

I really enjoyed reading the analysis and to be part of the research! It has also given us starting points for our future projects."

- Vera Bachrach

02/

Studio Flessenpost
Marleen Klapwijk &
Simone van Daelen
2019 -

Groei kaarten



2.1 Groeikaarten

Stakeholders interviewed: Youth-care Province Utrecht, Taal doet meer, ROC
 Website: www.studioflessenpost.nl

Initial question

Groeikaarten is grown out of what once was the graduation project of Marleen Klapwijk and Simone van Daelen, studio Flessenpost. At the time, the youth-care department of Utrecht was struggling to have proper consults with low-literate parents. Different professionals indicated that they were having a hard time explaining complex matter such as cognitive development to low-literate parents. For this reason, youth-care Utrecht was searching for a means to facilitate these conversations and improve communication. This is where studio Flessenpost as trained graphic designers came in the picture and how they have become involved in solving the issue of communication with low-literate.

Groeikaarten

Groeikaarten is a set of cards that facilitates care professionals in explaining complex subjects to low-literate parents. As each card portrays a visual representation of an advised activity, the cards enable professionals to clarify topics with figurative stimuli. On the back of a card, information is provided why this activity will contribute to the development of a child and for which age-group the activity is intended. Because of their visual depiction, the cards serve as a conversation tool during consults. The main idea is that professionals can build their story around the cards and give the cards, as a present, to parents when they return home. In this manner, the cards become a gift that also functions as a visual reminder of the information discussed in the consult.

Stakeholder opinion

Although youth-care as commissioning stakeholder is incredibly enthusiastic about the Groeikaarten, they also have certain hesitation. The cards do provide information positively and optimistically, but it is hard for professionals to actually use the cards in the routine of their consult. Using them feels like an extra step to undertake in the already small amount of time that is available, rather than an enhancement of their competence.

Unfortunately, low-literate parents could not be interviewed for the sake of this study. Also for the designers, the opinion of parents has been hard to be collected as they are, ironically, hard to communicate with and hard to be reached out to. It is therefore unknown how parents are opinionated about the effectiveness of the Groeikaarten.

However, in the mother-baby groups that are also initiated by youth-care, the cards play a much more prominent role. In these events, parents from different cultural backgrounds with limited knowledge of Dutch language, come together.

The cards demonstrate to be a valuable addition to the events. According to youth-care, parents are clearly happy when they receive a visual explanation and the cards stimulate parents to come up with ideas of their own as well. In this way, the cards function as an actual outreach to the parents according to youth-care.

Another involved stakeholder is language volunteer organisation 'Taal doet meer' that also uses the cards and is incredibly positive about their use. They express that the Groeikaarten stimulate to build a partnership between volunteer and parent. When they train volunteers they utilise the cards and they advise their volunteers to use them when visiting families as it is a comfortable tool to support the (voluntary) work. For example, volunteers undertake depicted activities together with parents or the cards serve as an accessible manner to involve parents properly in the conversation.

Finally, Groeikaarten is also used in care education. A teacher described the cards as a dignified means to help people, as it enables putting people in their own strength. She especially valued the set of cards as a tool to be helpful towards clients. By using the cards in class, it gives students insights in tangible actions and to her opinion education is brought more closely to real practice. Besides the practical use, the cards also brought awareness to professionals within the education system of how visual stimuli can be of great help when explaining and consulting clients.

Defining impact

Groeikaarten have received many positive remarks in terms of the aesthetics and the positive stimuli they appear to provide. However, in the context they were designed for, they do not turn out to be a practical solution. Yet, in other contexts with more time and a different purpose, they appear to be useful. Different stakeholders have a positive attitude towards the cards and want to remain using them in the future. Nonetheless, it is also hard to distinguish how effective the Groeikaarten are in these situations. More important, how low-literate parents are opinionated about the cards is not defined.

Different stakeholders have the inclination that using the Groeikaarten supports them in clearly expressing a message. However what effect can ascribe to the usage of the cards? What substantial effect is obtained due to using cards, apart from obtaining a feeling of success by caregivers themselves?

2.2 Analysis

SOCIAL DESIGN GOAL

This project can be accounted for as a **care-driven** social design as it intends to create an inclusive care system and in this way contributes to the **wellbeing** of underprivileged people.

VALUE CLAIM

From the perspective of design for values this design can be positioned as a design intended for **accessibility**.

ARGUMENTATION

Expectations are that by enhancing accessibility, information given in consults will be easier to comprehend. This is expected to ensure that conversation is smoothened and parents take in information more effortlessly. Ultimately **enabling parents** to know how they can support the development of their child.

VALUE ASPECTS

As there is no specific positioning of 'accessibility', it is **undefined** how accessibility exactly is realised in the chosen context. Characterisation of accessibility is rather defined in **characteristics of the intervention** that due to the lack of specification of justification for particular effect, seem appropriate without further justification.

DESIGN REQUIREMENTS

It is argued that to manifest accessibility, the design needs to provide information of practical activities in an **inclusive manner**. Both in depiction and in possibilities for real-life action. Besides that, it needs to be **concise, visual and analogue**. These requirements have been argued for with a research on information communication.

INTERVENTION

Groeikaarten is a **set of cards** that functions as a medium to foster accessibility by **lowering the threshold** to understand and undertake activities.

Reconstruction of designer's reasoning - specifying

SOCIAL DESIGN GOAL

Facilitating conversations between professionals and low-literate parents on cognitive development of children. The supporting societal benefit is as follows: when more parents know how to contribute to development of their child, there will be less children with a pre-existing deficit of capabilities when starting at school.

VALUE CLAIM

"In every decision that we made, that **accessibility** and understandability was very important to us"

VALUE ASPECTS

Accessibility would be realised when easing to discuss the topic among professional and parents.

Other aspects of accessibility are already defined in the shape of desired effects of design characteristics: Providing practical advice of activities in a visual and analogue manner, should be easier to understand for low-literate parents and so information becomes more accessible.

INTERVENTION

A set of cards that provide ideas for simple, practical activities with a low-threshold that parents can undertake together with their child. The cards also explain why this is a good activity for a child.



ARGUMENTATION

"Also positivity and inclusivity were very important for us... we investigated as many possibilities in which the cards would be comprehensible and appealing for everyone"

DESIGN REQUIREMENTS

Based on communication research, to enhance accessibility: information has to be given in small bits, not all at once.

The activities proposed need to be practical and easy accessible, this means that the activities revolve around objects that everyone can find in their home.

The imagery needs to be inclusive and thereby accessible for everyone as well, minding cultural and gender attention.

DESIGN REQUIREMENT ASSESSMENT

Since the target group has expressed that the cards portray activities which are **easy to undertake**, it can be concluded that the Groeikaarten meet the set requirements of providing ideas for practical activities with a low-threshold.

MECHANISM VALIDATION

Since several stakeholders underline the accessibility of the Groeikaarten, it can be argued that the cards **substantiate a mechanism** that stimulates accessibility. Yet, this **appropriateness is context** - and especially **time dependent**. Since in the initial context they are not adequate, the mechanism does not appear to be validly argued for.

VALUE ASPECT ASSESSMENT

Actually, since no effect measurement has been undertaken **no significant effect can be indicated**.

VALUE VALIDITY DECISION

The mere fact that the cards are being used, does not tell us anything about their effectiveness and ability to manifest accessibility, thereby establishing accessible knowledge communication. Specification of value aspects as **indicators of established accessibility are missing**. Ergo, reflection what defines accessibility from a value perspective (thus not immediately in a set of cards) has not been undertaken.

VALUE CLAIM VALIDATION

There is **no evidence** that using Groeikaarten results in an accessible conversation between professional and parents, resulting in a weak claim to design for accessibility.

SOCIETAL IMPACT VALIDATION

In future years the actual societal impact of using the cards can be examined.

Reconstruction of designer's reasoning - identifying

DESIGN REQUIREMENT ASSESSMENT

"Of course we have tested with the target group of low-literate parents: are the cards as accessible as we wanted them to be. We got back that indeed, the activities proposed are fun, easy to undertake together with your child and that they are very accessible."

MECHANISM VALIDATION

Professionals do not use the cards often in consults but in peer discussion groups where there is more time, the cards are frequently used and valued contributors. Also language volunteers that work with low-literate adults at home, use the cards to explain activities to undertake with children to enhance language development. Lastly, the cards are also used to explain cognitive development in care education.

VALUE ASPECT ASSESSMENT

Unfortunately they could not test the cards in the consults between youth-care and parents due to privacy regulations. For this reason it is not been tested whether in practice the cards result in the desired effect.

Based on experiences of professionals can be concluded that the cards do not function well in the context of consults. They are too time-costly and do not connect to the workflow of professionals.

In the context where the cards are positively received, no effect has been measured.

VALUE CLAIM VALIDATION

"The fact that it had to be accessible to everyone and joyful, definitely worked"

The point that they also appeal to non low-literate parents and are used in different contexts illustrates according to the designers how the cards are definitely accessible for everyone.

SOCIETAL IMPACT VALIDATION

Different parties underline the cards' multipurpose in the context of education on cognitive development. The (long-term) effect of using the cards in households has not been identified, therefore their societal impact is not distinguishable yet.

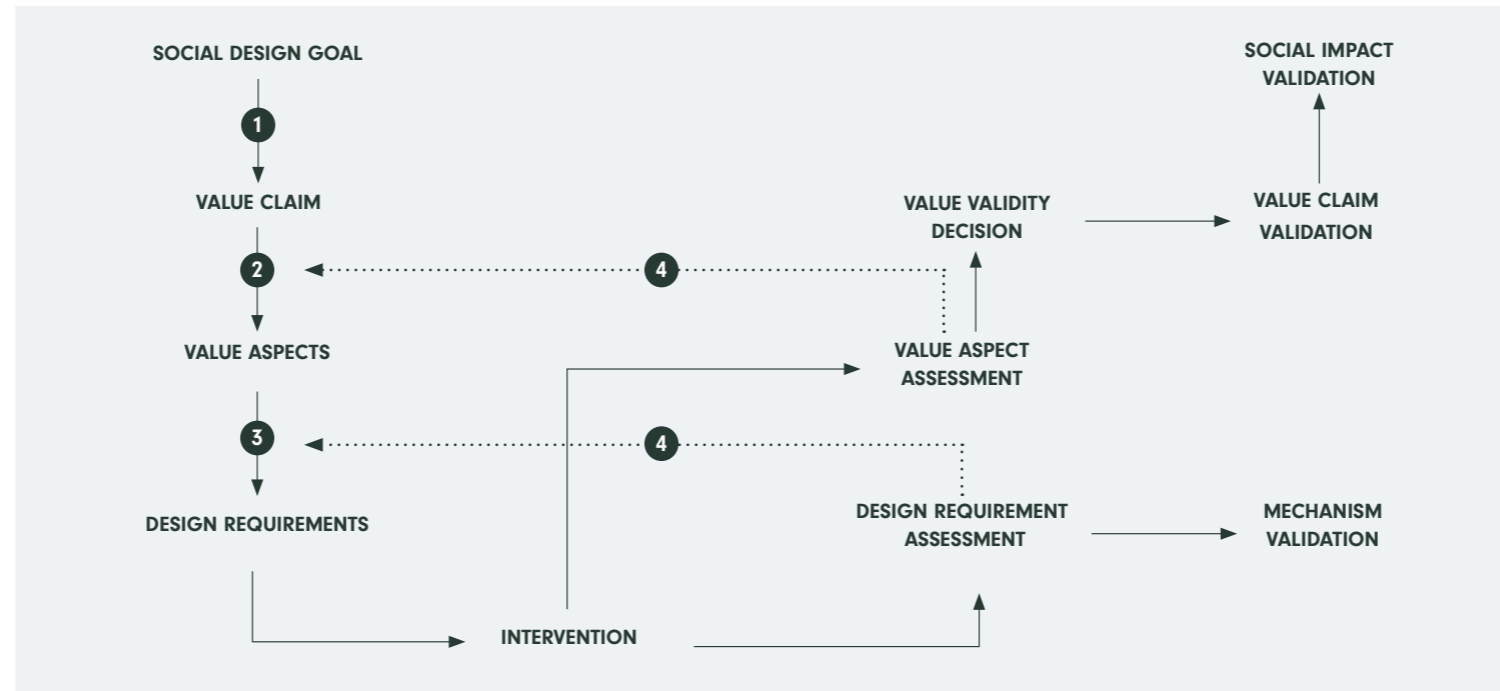
2.3 Reflection on the process of Groeikaarten

1 Define clearly from within which perspective the value is prioritised and contextualised

The designers expressed that the main purpose of their project was to design for accessibility, translated from the Dutch 'laagdrempeligheid'. As the designers do not specify this further, there is some unclarity to whom this accessibility should apply to. The project could benefit from a sharper description of who involves the target group. Who should benefit from the change that will result from enabling accessibility; the professional or the parent? Or both? It can be the case that both professional and parent are equally important. However, these target groups probably have different needs and therefore inform distinctive characterisations of establishing accessibility. Reasoning why focussing on accessibility would resolve the problems for both target groups in relationship to accessibility is missing.

For example, a line of reasoning could be the following. Low-literate parents do not understand complex stories regarding cognitive development. Designing for accessibility could result in an intervention that can support them in comprehending such conversations. Professionals have a problem with explaining themselves in a manner that is understandable for low-literate. By making the information accessible, parents will understand the conversation better and this will support the professional in accomplishing the task of counselling. Reasoning in this manner makes clear that by designing for accessibility, both become emancipated because it enables them both to cope with the conversation and be empowered.

Explicitly defining their relationship to the value goal of accessibility makes it easier to remain focussed within the design process on what should be prioritised to realise the desired effect. Important is to keep in mind that in this case, the accessibility is directed at the parent and the desired effect of this, is an improved conversation from both professional and parent perspective. The project is therefore not successful if the professional 'thinks' the explanation is improved because they feel empowered by the cards, but the parent has no significant improved understanding. Lastly, specification of how accessible the current system is according to parents is necessary. This information is presently lacking and is significant as it would provide the crucial basis for comprehension of what should be improved to support their needs and why.



2 Specify what makes value become realised before thinking of interventions

The lack of target specification also results in a lack of identification of value aspects. What defines accessibility in this context? When is accessibility realised for the specific target group (the low-literate parents?)? The designers do not ask the question: how can we know that parents will feel the information is more accessible to them, but directly focus on the design requirements that can establish accessibility in a design. Hence, there is no given identification of what accessibility in this context means or represents for them as designers of this project and what the desired effect truly signifies.

The designers clearly have an idea of what requirements the design should meet to provide information in an accessible manner. But immediately focussed on the realisation of accessibility. Consequently, the question remains: why are these requirements good operationalisations of accessibility? When will any intervention actually succeed in establishing accessibility in this context?

Reflecting on these questions will lead to a definition of value aspects. This consideration from a broader perspective supports a deepened understanding of how accessibility can be realised and what makes something succeed in manifesting this interpretation of accessibility without an immediate focus on the

specific intervention. An advice is to first determine what accessibility in the context of the project means on a conceptual level; what characterises accessibility for parents in conversations on the cognitive development of their child. Contemplating these aspects will

- 1) define what characterises the value in context and thus what interpretation is given to 'accessibility' by the designers and will
- 2) detail how can be indicated when the design is successful in realising accessibility and proves accomplishment.

An example of defining value aspects of accessibility would be the following. Accessibility is recognisable when:

- parents can rephrase the advised activity to someone else
- parents rate the conversation with professionals as understandable and comfortable

In describing these value aspects the final intervention is not mentioned yet since the intervention is a medium to establish the value, not the goal itself. Be aware that this effect is a description of how we recognise the value in behaviour aspects. By proving later on that these aspects are significantly recognisable, one can argue that the design succeeds as a design for the particular value, accessibility. For this, a zero-measurement of the situation before any intervention is necessary.

3 Moving from value aspects to design requirements gives consistency

At this moment the project focuses on a set of cards, while there is uncertainty regarding the effectiveness of this mechanism on improving communication. Moving from value aspects to requirements provides focus. When there are a strong definition and accompanying argumentation of which aspects build up a representation of the value, turn these into requirements that the intervention should possess in order to operationalise the value. For example by first asking: how can we ensure that parents undertake the activity once per week (a specified value aspect)? Many possible interventions can serve as answers and can be explored. This is what the designers already have shown to be especially capable of.

4 Use insights from assessments to improve the intervention

There has been done no measurement whether low-literate parents understand activities better due to the cards, whether both professionals and parents have the idea the conversation is improved and most of all whether parents start undertaking activities with their child due to the accessible explanations. How can we conclude the project was able to design for accessibility if there are no results that indicate significant behaviour? Effect measurement is necessary to argue for a validated claim.

To conclude on effect two important types of measurements should be undertaken:

- 1) Both professional and parent have to be interviewed regarding their experiences before the intervention and afterwards.
- 2) Assessment on how the value aspects are recognisable in parent behaviour before the intervention and afterwards. This, in order to subscribe significant effect to the intervention on behaviour and argument for impact.

These evaluations possibly inform how the cards could be improved in order to accomplish 'accessibility' in a more fundamental manner if assessment did not provide the desired outcomes or maybe inform new interpretations of what accessibility truly means for low-literate parents and when this can be realised. If there had been a description of value aspects and a significant representation of these aspects identifiable on the behaviour of parents, the project would make a more successful claim to design for accessibility.

Designer Response

"Anniek's research has given us a number of leads to better investigate the effectiveness of our project. A baseline measurement would certainly be useful, in order to get an idea of the size of the problem, and then to be able to compare it with the situation in which our product is used. It would also be valuable to formulate a measurable effect that we are working towards, so that it is easier to say whether this has been successful or not. It might help to formulate more clearly what accessibility means for our dual target group (parents on the one hand and care professionals on the other). And to be able to say something about the effect, it is absolutely essential that we also speak to parents.

A point that has not yet been addressed in the text above is implementation. If this is not done properly, it can also have consequences for the effectiveness of your product. This is something we have also learned in this project, so it probably did not reach its full potential. That is why we wanted to mention it again. A good concept does not automatically mean that it will be used in reality as it was conceived."

- Marleen Klapwijk & Simone van Daelen

03/

Garage 2020 & ABZ
Jacco Pols & Jan Belon
2019 -

Monnie



3.1 Monnie

Stakeholders interviewed: Garage2020, Afdeling Buitengewone Zaken, Albeda-College
 Website: www.seevapp.nl

Currently, Monnie has been rebranded to Seevapp, but at the time of this case study was still called 'Monnie'. Therefore in this analysis is referred to this former branding.

Initial question

Monnie was initiated by Garage 2020 and Afdeling Buitengewone Zaken as a shared project 3 years ago. They identified that debts were a huge problem faced by youngsters between the age of 18 and 25. At that age, young people are treated as adults and held responsible while often they are actually still teenagers, both emotionally and cognitively. However, companies and institutions treat them as financially participating adults. Hence without being fully aware, youngsters quickly build up debts. As they lack capabilities to comprehend and tackle their situation adequately they already start with a deficit. These debts create a multi problematic situation, resulting in negative consequences on professional and personal situations.

This gave rise to the understanding that something fundamentally needed to change in the prevailing system. Garage 2020 and ABZ cooperated to research how the buildup of debts with young people could be minimised or even prevented. It was identified that a behaviour change needed to be initiated on both sides, creditors and debtors (youngsters). Currently, creditors take too little social responsibility for the reception of their message, but ultimately also have an interest in faster, easier transactions with their debtors. Therefore stakeholders were closely involved and invited to participate in the design process.

Monnie

Years later, the answer has become Monnie. Initiators emphasise that it is not just a project, but an initiative with the purpose of becoming self-reliant. Monnie actually consists of two assets: the app and the movement. The app mainly focuses on facilitating an easier transaction process and prevention of debts. It provides users with an overview of all bills necessary to pay and manages that they effectively do so. Also, it supports in administering a time schedule for payment and help is provided when situations seem to become alarming. The movement focuses on advocating a different attitude towards the collection of bills. For this, they engaged all kinds of stakeholders involved in cashing young people. They gathered in a meet-up and together signed the Monnie-fest, under scribing their commitment for a new collection system. New partners are continuously approached to spread the movement.

Stakeholder opinion

Albeda-College is an important stakeholder for Monnie as they are closely involved in pilot testing. Albeda-College was facing a problem with the enormous amounts of debts that students acquired at their school. Tuition fee and bills for books were often neglected and this leads to enormous amounts of money that the school still needed to receive from students. In this manner, the school became a creditor of its own students. Researchers at Albeda were diving into the entire crediting system of Albeda and identified all bottlenecks in the system, pointing to specific moments where things went wrong.

This is when they met Garage2020 and ABZ. Together they continued with the development of Monnie and shared their insights.

Albeda-College underlines how Monnie has contributed to the facilitation of conversations on the sensitive topic of debts with students. Because of Monnie, they were able to build a trusting relationship, gain knowledge of the matter that fails and understand how debts become structured. Monnie has given students an actual say, a literal voice, in the process of debt collection and has managed that the school has come more close to what truly moves their students.

Students have not been interviewed for the sake of this research but their opinion has been retrieved from testimonials and research data provided by ABZ and Garage 2020. From this can be concluded that the app suits their lifestyle and students state to feel more understood because of Monnie.

Defining impact

Monnie has been awarded a Dutch Design Award 2020 in the category Service & Systems. The jury stated that Monnie has a strong concept, a well-chosen name and unmistakable impact. As it makes stakeholders co-responsible for prevention of debts and supports young people with payment of bills and existing backlogs, Monnie undeniable focuses on societal impact. But what involves this effective impact of Monnie?

Albeda could identify that Monnie had a significant impact on the students. The process established a sense of importance and belonging for the students. This is what the real goal of the project is according to Albeda; that Monnie fundamentally recognises the student and their perspective, that students feel important and supported. This will eventually strengthen them in becoming strong citizens in society. With Monnie, they have given students a sense of recognition. Also, Monnie has functioned as a catalyst for a conversation regarding the well-being of students at Albeda. Because of Monnie, the school came in contact with other stakeholders (other creditors of students) such as DUO, the municipality and the Rabobank. Monnie has made them realise that they need to communicate in another way to their students in order to help and support them in a proper manner. Now, Albeda is changing its entire debtors' policy and communication system. This ensures an impact beyond the Monnie initiative and the Monnie-app itself.

The Monnie team has conducted a pilot test with 100 students at Albeda to test the app and verify assumptions. This has resulted in changes being made to the functionality of the app. In the end, the group of students that participated was too small to make fundamental claims on effectiveness concerning debt prevention. However, small indicators of success were recognisable. There was a small increase in paid bills compared to the zero- test group. Yet, the Monnie team expresses that it is still too quickly to fundamentally conclude that when using Monnie you will receive more money as a creditor and as a youngster, debtor, your problems with paying bills will be solved. Further testing will be done in the future with a bigger test group. For this, T-Mobile as a new stakeholder will be involved.

3.2 Analysis

SOCIAL DESIGN GOAL

This project can be seen as a **resilience-driven** social design as it intends to make a systemic change to society by preventing young people from becoming involved in debts. In this manner focussing on a **sustainable future**. As the problem is regarded as a shared issue that involves multiple stakeholders changing the situation requires time.

VALUE CLAIM

As a design for values project, Monnie is to be taken as a design for **equality**.

ARGUMENTATION

Expected is that by approaching the problem from a position of equality, the **vicious circle can be breached**. Both parties (creditor and debtor) will have equal responsibility for the situation. Facilitating an easy and clear transaction, thereby **preventing debts**.

VALUE ASPECTS

Early in the project 'equality' was defined as approaching in a manner that creditors & youngsters **start at an equal position**. It is specified that equality is manifested when the communication and system connect to young people, so they will **equally understand** the situation, becoming **equally responsible**. Besides that, equality is characterised as approaching young people as adolescents that need **space to learn**. This was characterised to the motto "you need to fuck up to grow up".

DESIGN REQUIREMENTS

Proposed is that to realise equality, the manner of **communicating, informing and collecting** the money must take place in a manner that **suits young people** and connects to their lifestyle.

INTERVENTION

The Monnie app supports young people in getting overview of all their bills and paying them in time. Communicating in an informal manner, that they understand.

Reconstruction of designer's reasoning - specifying

SOCIAL DESIGN GOAL

Debts are a problem that are deeply interwoven within the structures of society. Young people are approached as full responsible adults and become easily caught up in huge amounts of debts that result in a problematic vicious circle. Further negatively affecting other aspects of life.

VALUE CLAIM

"The current system radiates inequality therefore with Monnie, we designed for **equality**"

ARGUMENTATION

"If you treat unequally, then you are creating a situation in which you are actually stimulating that vicious circle, currently they already start at -1". Youngsters are not fully experienced and responsible people and should not be approached as such. Thus the motto became: "you need to fuck up to grow up".

VALUE ASPECTS

Equality, in this context, is realised by connecting the system to the lifeworld of young people.

Equality is established by a system that communicates to young people in such a manner that they can understand what is communicated to them.

Equality involves shared responsibility, meaning creditors also take responsibility for the reception of their message.

Equality means that they are approached as young people that still need to learn.

DESIGN REQUIREMENTS

This means: clear language, choice of planning of payment, option to pay in terms, option to make mistakes (wildcard).

INTERVENTION

With the Monnie - app, youngsters are approached from within an integral perspective. The app gives a clear overview of all bills that need to be paid and facilitates to do so in an easy manner. Users can make a payment plan that suits their preference.



DESIGN REQUIREMENT ASSESSMENT

The communication has been adapted to a style that connects to young people.

An app facilitates direct and easy communication. The functionality of the app has been tested with students, the target group to validate design decisions.

MECHANISM VALIDATION

Opinions of users underline that the app fosters understanding and facilitates the process of payment by providing guidance and flexibility. Hence, Monnie realises **mechanisms** that **facilitate communication** that suit the target group and treat them as **young people that still need to learn**.

VALUE ASPECT ASSESSMENT

A qualitative assessment has been done in the shape of interviews. The **value aspects** of connecting the system to the lifeworld of youngsters and communicating in a manner they understand **are identifiable**.

VALUE VALIDITY DECISION

As young people identify themselves that they feel more understood and the app suits their lifeworld, it can be concluded that Monnie succeeds in designing for **most of the specified value aspects** that establish **equality in this context**.

VALUE CLAIM VALIDATION

Therefore there is a **substantial claim** to design for equality. Yet, the value aspect of equal responsibility is not distinguished further and therefore it remains unsure how Monnie affects the responsibility of users. Therefore it is not fundamentally validated that the situation should now be distinguished as entirely 'equal'.

SOCIETAL IMPACT VALIDATION

The effectiveness of the app on payment of bills still requires further testing with a bigger group. The designers themselves are very critical regarding success. In order to have more substantial effect with this design for equality they intend to have more impact and ultimately solve the entire problem of young debtors in the Netherlands.

Reconstruction of designer's reasoning - identifying

DESIGN REQUIREMENT ASSESSMENT

The process between creditor and debtor needed to be simplified. A letter does not suit young people, they will not read it. Just a link, that can be easily paid is much more appropriate. For this reason an app became the solution. It simplifies communication and solves a direct transaction. In a few 'clicks', the necessary actions can be undertaken. The Monnie team is involved to give help or intervene when things appear to go down hill.

MECHANISM VALIDATION

The entire process of paying bills has become simplified with Monnie. In a pilot session the usability of the app has been tested with students (target group) of Albeda college. This was to test assumptions behind the functionality of the app and validate design decisions.

VALUE ASPECT ASSESSMENT

Although the test group was a little too small to make big quantitative statements, there was a small indicator that after use there were less open bills.

Qualitative testing through interviews with youngsters showed that approaching them through Monnie gave users the feeling that there is attention for the way they deal with those kinds of things and what style suits them. "Due to the language we feel more understood" they stated.

VALUE CLAIM VALIDATION

The designers are very critical towards claiming success in terms of realising equality. "For me it is successful when thousands of students can use Monnie and that equality really becomes manifested". But a really nice effect has been that Albeda College, as creditor, has changed its entire debtors policy to make it more suited to the target group of students. "That is already more impact than what we manifested with the app" In this manner also other students, that do not use the app, will be affected by the process of Monnie.

SOCIETAL IMPACT VALIDATION

"Debts are a long term measurement, for this we are here too short". The project is successful "until there are no more young people with debts and all organisations in the Netherlands collect bills differently with adolescents". Until that time, the designers remain very self-critical. They have good intentions but are not there yet.

3.3 Reflection on the process of Monnie

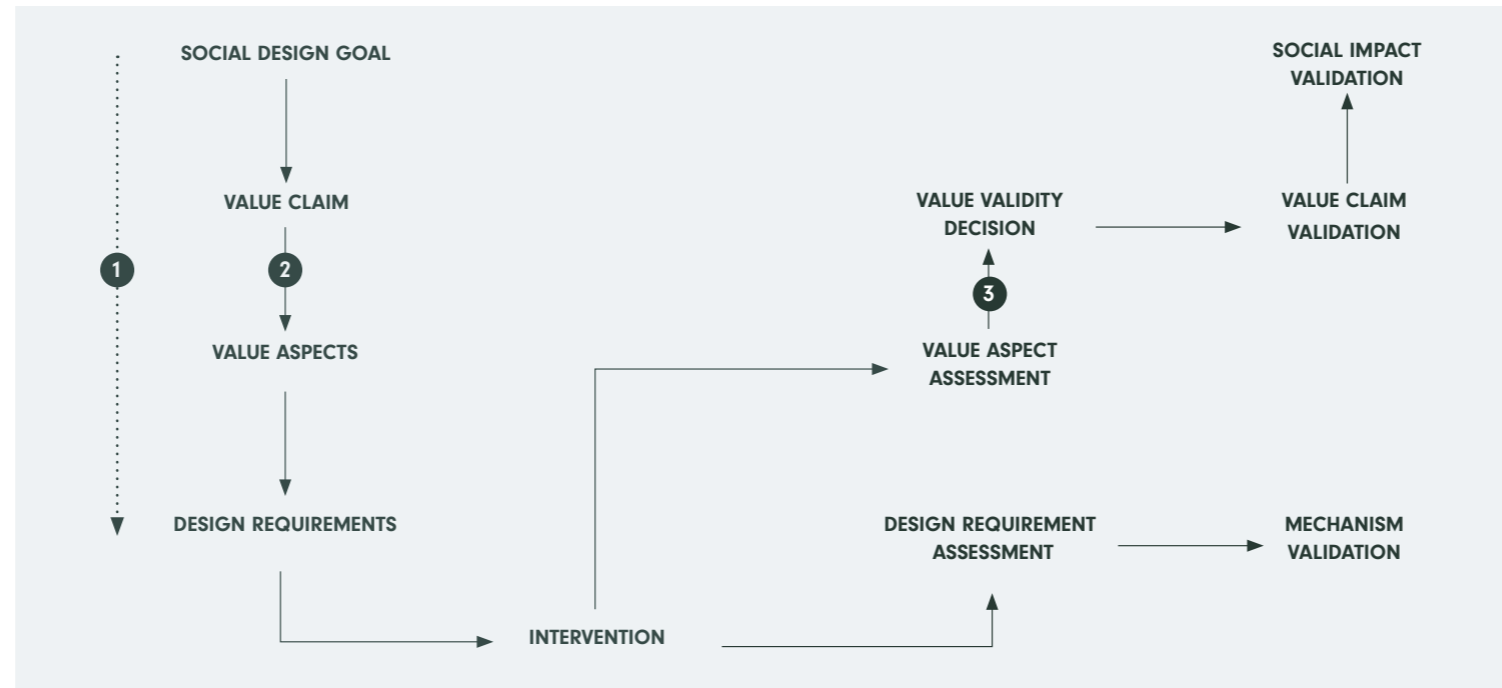
1 Consistent reasoning from initial problem to value claim, to value aspects

What stands out in the project of Monnie is the consistency in reasoning. It is defined that there is a particular inequality stimulating the issue of debts with young people, resulting in a vicious circle. Consequently, to solve the problem, it is argued that this inequality needs to be resolved. After this, it is specified what would distinguish 'equality' in the context of youngsters and creditors. These value aspects represent what would stimulate an equal situation. The defined value aspects are not general descriptions of what distinguishes equality on an abstract level but are specifications of what would characterise equality in the specific context. This is well done as it enables to clearly define later on why and when equality can be identified and define success. All in all, the translation from initial social problem to value aspects is consistent and therefore decisions come across as sensible and well-considered.

2 Argumentation for specified value aspects would build an even stronger case

Although the identified value aspects result from a systematical consideration, some additional argumentation would substantiate the choice of aspects considerably. For this reason, the following reflections point towards ways in which Monnie can enhance the argumentation of when and why they consider these value aspects as accurate characterisations of equality.

There has been specified that to establish equality, both parties need to take equal responsibility. Traditionally, creditors do not take care of the reception of their messages nor of the initial debt build-up. Monnie intends to overcome this shady situation and wants to hold institutions accountable for the part they play: the moment when young people become involved in debt creation in the first place. This responsibility part is mainly explored in the Monnie-movement, that focusses on involving different parties and changing the way companies collect their bills. The main understanding is that to communicate your message in a fair, equal manner, one should also make sure the receiver understands that message. This conviction appears viable and suited to the position of equality in the sense of



fairness. In the end, it is only reasonable to say that if one communicates information, it is important the receiver takes in the send message. By making the message itself incomprehensible, one is disqualifying the other in advance.

However, although sensible from the position of creditors, it could be better defined what this responsibility involves from the side of the youngsters. Now, everything needs to be adapted for young people to understand what is communicated to them, to ensure they will start paying their bills. Based on the understanding that now they are behind this aid is given to youngsters to balance and enforce an equal situation. But in terms of equal responsibility: where does their 'responsibility' come in to play? If they only start paying their bills because of the app: is that showing their responsibility?

It could help if Monnie could specify, instead of only mentioning what new attitudes of equal responsibility would involve from a creditor perspective, what this attitude beholds from a debtor perspective. Is it for instance necessary that users of Monnie will feel more responsible to establish equal responsibility? Or is simply paying bills enough to realise their responsibility? By stating what this equal responsibility beholds we can also better understand how effective Monnie is in establishing that effect and this would make a stronger link between the consequential relationship between the realisation of responsibility resulting in the establishment of equality.

Then there is the main motto "you need to fuck up to grow up". This is an important factor of the societal issue; young people becoming involved with debts at a young age has consequential effects that will haunt them a lifetime. A lot of people miss out on this opportunity to have a safe space to make mistakes, grow, learn and evolve as a person. Although there has been substantial theoretical research behind this motto, it would be even stronger if Monnie would explicitly state on which theory this motto is to build and what the interrelation is between establishing 'equality' and giving space 'to fuck up'. Underlining why it is so crucial for an equal system, that young people have space to make mistakes.

Lastly, there is the aspect of connecting the payment system to the lifeworld of youngsters. It is convenient as it ensures that they will pay their bills easier and quicker. Yet the question is: why is this a more equal system? Why is a system in which people can decide that they want to pay in terms more equal? What does this, let's say flexibility, have to do with equality? It suits the lifestyle of youngsters but why is it a more equal manner of payment? Again, either theoretical background or evidence from field research as extensive argumentation would substantiate the case for this interpretation.

For Monnie, value aspects have been specified quite thoroughly. Yet what is missing is a particular hierarchy in which value aspects are prioritised. This would help to better understand when equality fundamentally is

realised according to the designers. For instance the specified value aspect equal responsibility, there is no evidence of the effect on this - but how important was this value aspect for establishing equality? If the designers would assert which value aspects are crucial & which ones are less important, it facilitates a sharper outlook on success.

3 Assessment of change in behaviour is a significant indicator of effect

For usability of the app both quantitative and qualitative assessments have been undertaken and more tests, with a bigger scale, are also planned. These tests aid the evaluation of Monnie as case study of design for a particular value: there is actual evidence and decisions are supported by judgements that are based on assessments.

At this moment, the value aspects mostly refer to system characteristics, they mainly focus on what the system should have in order to be equal, rather than how an equal system should make people feel or act. Yet, these characteristics consist of reflections on what would stimulate equality before moving to specific conditions of the intervention and are therefore not considered too artefact focussed.

In order to show that they have really succeeded in establishing an equal system for transactions between young debtors and creditors, it could be an enhancement to specify how young debtors should behave or feel after using Monnie. Because indeed, maybe they will start paying their bills due to Monnie and this will solve the societal issue at stake. But it will remain the question whether the system now initiates a more 'equal' situation and what effect this design for equality has on youngsters apart from solving a practical issue.

If the designers of Monnie could specify what behaviour youngsters should portray after being treated equally, for example showing more responsibility or planning skills, it becomes easier to illustrate that not only the system has become equal because it has characteristics that realise equality, but also because users show changed behaviour. That is, changing behaviour as a logical consequential relationship with being involved in an equal system. In this manner Monnie can show in another way that it really has an effect, their design for equality has succeeded and they make a substantial impact on peoples lives.

Designer Response

"In all honesty, it takes a certain mindset to read through it! I have had a few busy weeks, and I really needed to sit down and read this. That's immediately a compliment, because your analysis is sharp and refreshing. Your view on equality and whether the flexibility of payments is so equal fascinates me. It is great to read how you, as an outsider, view and summarise this. I am triggered that we also have to do something with that initial awareness of equality among young people: entering into a payment commitment at all requires an awareness among young people as well.

From now on, Monnie will be known as Seevapp. In the period that young people start working with the spread payment system, we offer them a safe haven: they are ultimately responsible, but "on behalf of the system" we provide some incentives on the sidelines to ensure that they can live more independently in the future. For me, this fits in well with tackling equality. The fact is that very many young people are not brought up on an equal footing when it comes to financial awareness or welfare. Our system works in such a way that they are immediately screwed as well, and that is completely unequal.

That brings me to my last point: we are continuing with our initiative: the foundation has been set up, the new brand is in place, and last week we also got the green light for a scaled-up pilot at Albeda College. That is really great news and gives us the opportunity to include the questions you ask in our analysis and evaluation of the pilot."

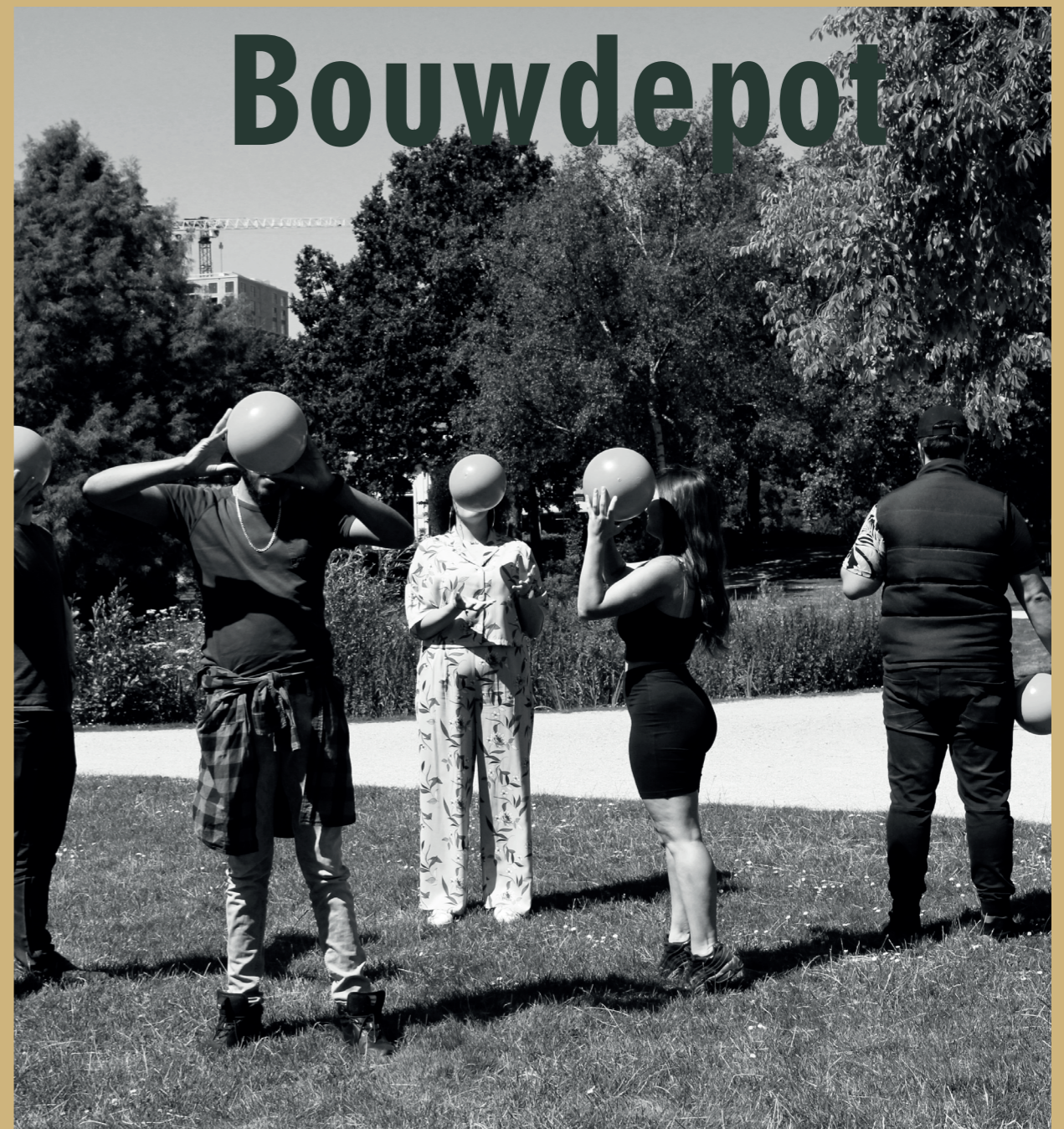
- Jan Belon

04/

Team of Bouwdepot
Manon van Hoeckel
2020

Het

Bouwdepot



4.1 Het Bouwdepot

Stakeholders interviewed: Stichting Zwerfjongeren Nederland, Neos, participant
 Website: www.hetbouwdepot.nl

Initial question

In the Netherlands, there are more than 12 000 homeless adolescents. Young people that often escaped from violent, unsafe situations at home and now sleep in crisis shelters, on the street or someone's couch. Homeless adolescents in the Netherlands receive an allowance of only 250 euro per month the moment they turn 18. This is too little to live from, with the consequential effect that young people get caught up in huge amounts of debts. There has been substantial research done, arguing that investing will provide more return than by cutting them short on allowances. Initiators of Bouwdepot, a team consisting of social designer Manon van den Hoeckel, Stichting Zwerfjongeren Nederland and more, concluded something needed to be done. Instead of discussing research outcomes, they believed it was time to put words to action and explore to what results this would amount in.

Het Bouwdepot

Bouwdepot is a pilot programme in which five homeless adolescents, between the age of 18 and 21, receive a basic income for one year of 1050 euro per month. With this monthly income, they can build on their future. Together with a tutor they make a plan (a 'bouwplan') and define what will become their focus points to work on in the coming year. This plan concerns their own goals and wishes, not the involvement of what other parties may believe they should work on. Tutors are always there to support them when needed and give guidance when asked to. In this manner the income serves as 'tuition fee'; money to learn from and with.

Bouwdepot believes that young people need equal opportunities. The current system does not provide the means for homeless adolescents to escape from a vicious circle. With the Bouwdepot system, participants can focus, just like their peers, on other assets of their lifeworld; their education, a side job or a place to live of their own. By taking away the financial stress, adolescents have the opportunity to actually start building on their life and progress.

Especially since Bouwdepot is a pilot, they intend to share their learnings and insights with people, initiating a dialogue on the topic. To do so, they also created a podcast in which they interview professionals, academics and participants regarding their opinions and experiences.

Stakeholder opinion

Neos, as care institution one of the involved stakeholders of Bouwdepot, is very content with the results. They endorse how the programme provides

participants with the opportunity to progress from a mode of surviving to a mode of actually living. One of the counsellors expressed that the space Bouwdepot creates for participants, enables them to undergo a particular development that will continue after the programme is finished.

As an organisation that intends to prevent youth homelessness, Stichting Zwerfjongeren Nederland (SZN) is the initiator and optimistic stakeholder of the project. However, they also emphasise that this pilot is just the start and a lot of work still needs to be done. As a connecting organisation, they manage to involve municipalities and policymakers in discussions. They notice that Bouwdepot really helps to get more people on board for a new approach towards the problem of homelessness among adolescents. A certain consensus is starting to rise that a different type of approach is truly helpful. Policymakers and municipalities have not been interviewed for the sake of this study. However, the interviews in the podcasts with different experts working at municipalities, indicate how policymakers start to become more aware of the pressing issue and agree that something needs to be fundamentally changed.

Also, Marleen van der Kolk from SZN expresses she is amazed how Manon van den Hoeckel as a designer has managed to set up a programme which also possesses beauty. Everything from the website, the visual style, to the activities, expresses this beauty and in her opinion shows to the target group of homeless adolescents that they are worthy of attention and better opportunities.

Most important, participants feel supported and are very happy with the programme. For them, this felt like a 'once in a lifetime opportunity'. At first, they almost could not believe that this was given to them. One participant underlined that Bouwdepot really supported her to work on her mental health which now resulted in the possibility for her to also tackle other problems that she was facing and make substantial changes to her life.

Defining impact

Interviewed stakeholders are enthusiastic and the second group of participants has started. This shows that a certain momentum has been brought about. However, as Bouwdepot is still in a pilot phase it is too early to ascribe substantial effect and impact to the programme. Apart from the positive effects on the lives of participants, it is hard to pinpoint to what considerable effect Bouwdepot has amounted (yet). Bouwdepot initiators firmly position Bouwdepot as a project that is directed from a value of trust. How does this take shape and to what impact in terms of significant effect does this truly lead?

4.3 Reflection on Het Bouwdepot

1 Define focus point of value positioning

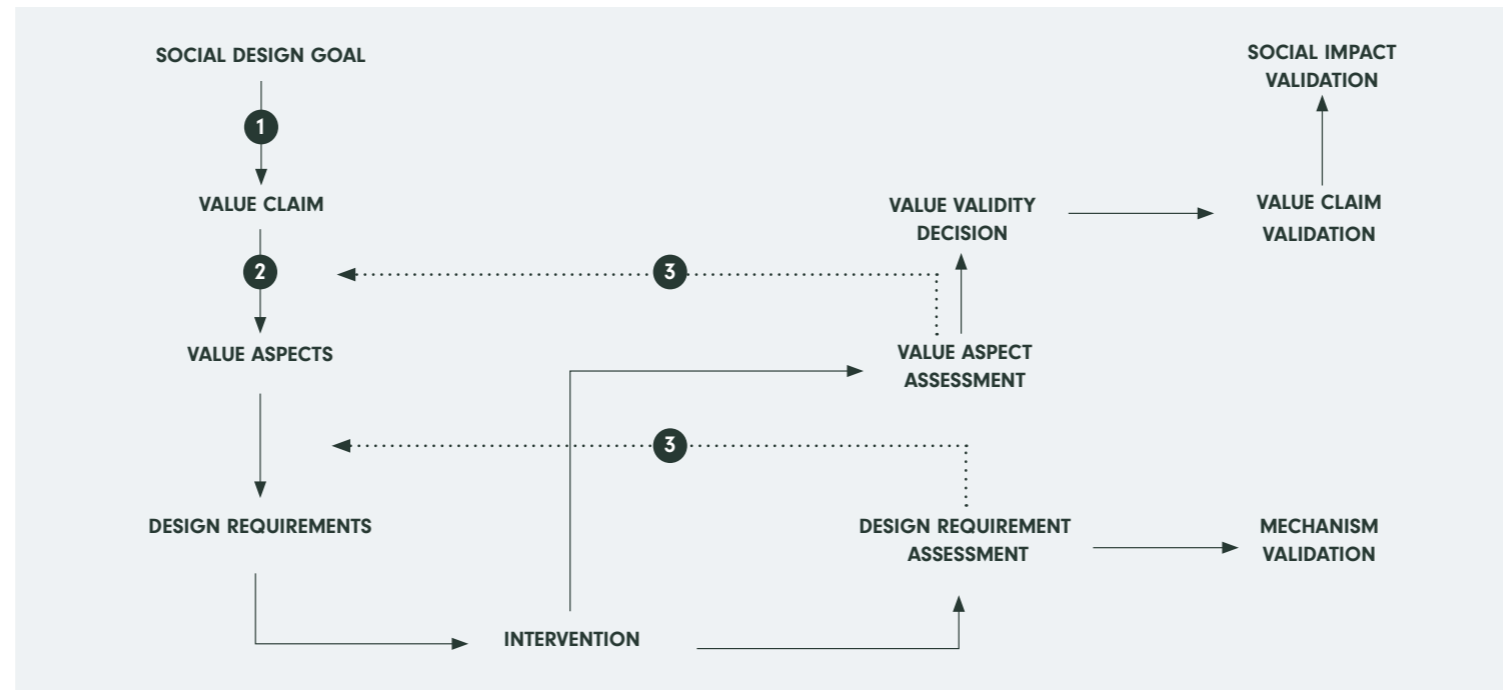
Bouwdepot positions itself as working from a position of trust. Yet, it is a bit unclear what this value strictly involves, therefore it remains fuzzy and feels intuitively defined what can be accounted for as aspects of working from within trust. First of all: who is trusting? Do municipalities need to trust homeless adolescents? Then, do these adolescents need to necessarily feel trusted and do they need to trust municipalities too? Or should adolescents just only be approached from within a mode of trust which will realise certain effects on their side? In this case, the desired effect is not necessarily a realisation of being trusted in itself but the desired effect is identified as what will result from being treated that way.

Also, it is important to define whether 'trust' serves a higher effect goal or is the goal in itself. If both are the case then it is also helpful to separate these two parts of the 'trust' value claim that is being made. Then we have the claim to design for trust as a value that needs to be realised in terms of aspects identified in system effects and that needs to be realised in terms of emotional effect on participants. So to say, the design for the value trust has succeeded when the system is structured by trust and participants feel more trusted. Bouwdepot needs to specify to what 'trust' is directed, this will bring more focus and clarity on how the value can be operationalised and assessed later on.

Lastly, the question also rises if "trust" is actually the value that is being designed for. Is trust the end goal or is trust the means to arrive at the establishment of a different value such as self-development?

2 Define value aspects as effects that can be assessed and together realise value

Based on interviews the designer indicated that a lot of homeless adolescents feel mistrusted. Therefore approaching them from a position of trust became the fundamental core of the project, to illustrate how such a different approach would trigger new behaviour. However, no assessment or indications have been done on how participants feel or behave before Bouwdepot. This makes it hard to define any results as a significant effect after the project.



Moreover, it is not defined what effects can be identified in the behaviour of adolescents when they are 'trusted'. How can we know, from the effects in attitudes of the participants, that the project has succeeded in realising a design for trust? So when designing for trust; how does trust present itself (value aspects); as what effect do these aspects become realised and recognisable?

In Bouwdepot, the aspects that define a value of trust are immediate translations to the system characteristics. The question remains: why is this in the context exemplary for an interpretation of trust. It is helpful to first define how trust will be established in this particular context and then question how this should be translated into a design. So without knowing what the final intervention will be, there is a certain effect that needs to be realised for adolescents. Bouwdepot wants them to experience trust or let them portray behaviour that is identified as resulting from 'trusting'. By specifying this first, it can become much easier to assess the efficacy of the intervention later on.

So for example, adolescents show to feel trust when:

- they are regarded as an authority, make decisions
- they start to initiate other activities
- they do not feel being controlled

From this can be deducted what requirements the system should realise, to establish these effects. It is important to understand that the value served as a starting point but also is a reference point of

what should be the realised effect at the end of the intervention. The intervention is purely a medium to establish this effect. The design elements of the system should always have a consequential relationship with an aspect of trust that is realised and can be indicated in the behaviour of participants. As in the end, the choice for a specific element has to contribute to the manifestation of trust. For example, the money is transferred to their bank account and Bouwdepot does not require to get something back in return. This is a manner of actualising the value aspect of them to be an authority of their own decisions.

This also implies the importance of investigating the experience of participants before and after the programme. If you define that trust presents itself as a feeling of lack of control, it is relevant to question whether participants feel less controlled to assess the success of Bouwdepot in realising a design for trust. In this manner describing aspects as an effect on behaviour enables to assess to what extent the intervention, in the end, manages to establish trust.

3 (Re)define necessary value aspects of 'trust' based on learnings from pilot

Before any contemplation of 'what could be a suitable manner to establish a trusting attitude towards adolescents' occurred, there was already

the initial conviction that they just need to receive more money. Rather, Bouwdepot wants to explore what the outcomes will be when adolescents are released from their financial stress. That is, with this particular approach. To show effects more consistently, assessments of development would be a valuable addition. In this way, the project will become more specific in identifying success factors and this will contribute to showing significant development to municipalities, convincing them that the Bouwdepot approach is a better one. Yet, Bouwdepot is still in the process of learning what success involves and what value aspects of 'trust' are by exploring the current intervention. Therefore they remain in the loop of iterating on the intervention, sharpening value aspects and design requirements to accomplish desired effects.

Currently, the ease and rest that participants portray is for them an indicator that they manage to manifest trust. But why is this an aspect of trust? Why is the point that participants are taking up other problems an indicator of realised aspects of trust? It would be helpful if Bouwdepot could indicate these relations more fundamentally, by emphasising consequential relationships. It would be valuable to link certain witnessed effects to particular design choices to convince why these argue for a new understanding of trust. Or accept that some effects are valuable but not necessarily belong to the design for trust. For instance, if participants now show a significant increase in self-love, that is very valuable. The question should be raised whether this fundamentally belongs to an aspect of design for trust in a particular context. Meaning that if others would like to copy this approach; is their project failed if participants do not show increased self-love? For each effect should be reflected whether it fundamentally belongs to working from trust.

Conclusively, Bouwdepot should really closely examine what they define as necessary aspects of trust and what are just beautiful side-effects as they provide an example to other institutions. By learning from this pilot they acquire a deeper understanding of what trust involves in the context and how it can be manifested in the design of the programme. Separating matter such as goal and means, value-aspects and side-effects will bring clarity in building up a validated design for trust and will also contribute to becoming a stronger example for others.

Designer Response

"The analysis of Anniek made us conscious that in the next pilot, in which 25 youngsters will participate, we need to define the trust-aspect further to make it more explicit.

The analysis also brought forward that trust is indeed a very important value within het Bouwdepot, but it is not the main value that we want to measure. It is important that youngsters are approached and treated from within a position of trust, but the actual final goal is that youngsters become in control of their own lives and that they can develop on their own pace."

- Manon van Hoeckel

05/

Peerby
Anna Noyons
2013 -

Peerby



5.1 Peerby

Stakeholders interviewed: users

Website: www.peerby.com

Initial question

Daan Weddepohl, the founder of Peerby, lost his house including all belongings in a fire. While battling through the difficult time that followed, he noticed that a lot of people wanted to help him out and share stuff with him. This triggered an idea: what if he could scale this principle and let strangers share stuff with each other? In this way fewer products would have to be sold, diminishing extreme consumerism and contributing to a more sustainable world. He tested the principle idea and it turned out that people were willing to lend goods to strangers as well. This was the starting point of what later became Peerby. For this case study, Anna Noyons, former CPO of Peerby has been interviewed.

Peerby

Peerby is a platform that enables the sharing of products among people in a neighbourhood. In order to do so, the platform shows listings that are placed within a particular distance. The platform works in two ways. One option is for people to place a request that they are looking for a particular product. On such an ad, people that have this product at home can respond to lend their product. Another option is that people place an ad, share the products they own and are willing to lend to other people. In this manner, all users contribute to an overview of all products that are available for borrowing in their neighbourhood. Peerby thus requires both people that want to lend goods and people that want to borrow goods. In the end, both types of users can find each other by placing an ad on the platform.

Stakeholder opinion

For the sake of this case study, two users of Peerby have been interviewed. These users were defined as the main stakeholders because ultimately, actual users of Peerby should benefit from the platform and are experts on the experienced value.

One user was situated in Delft and the other user was situated in Utrecht. Both users expressed how the experiences with Peerby were rich and memorable. It made them connect with neighbours that they otherwise would not have met. The user in Delft explained how using Peerby had made her feel good as it caused her to meet someone that appeared quite lonely. Because of their arrangement by Peerby, she spends some time with this person, chatting longer than necessary. This made her value the exchange even more. She was supported by borrowing the product, but she also comforted the person she was borrowing from. In this way, it felt like she was not the only person benefiting from the situation.

The user in Utrecht had used Peerby more frequently and expressed how each of these encounters had been interesting. It had given a joyous feeling to meet new people and to see who was part of their neighbourhood. Also, people turned out to be extremely helpful and offered that they could always borrow something again if needed. This had been a very welcoming experience. Both users remarked that although their experiences with Peerby had been years ago, they still remember these encounters very well. This underlined for them how it establishes a special interaction. When you borrow something from an acquaintance you probably will not remember this at all or probably not vividly.

However, both users also indicated that their past experiences with Peerby occurred a few years ago. The platform has changed and now users have to pay, which heightens the threshold to make use of Peerby. Also, their personal living conditions have changed. They now both have a joined app-group, consisting of people in their neighbourhood. If they need to borrow tools or something else, they would first request it in that group app. One of the stakeholders expressed how the group app consists of all the people that live in the building. Therefore it feels more convenient to first use that app then to search on Peerby. In a way, these app groups have substituted Peerby for both of them. There is no incentive anymore to look on Peerby.

Defining impact

Often, Peerby is mentioned as an exemplary project for good social design. Although it appears to have a sustainable focus by the commitment to the sharing economy, Peerby's societal impact is mostly defined on the basis of the number of interactions it creates among strangers. Also, the University of Amsterdam has done research on the significant impact of Peerby on the wellbeing of neighbours. They defined that there was a significant positive effect. People gained more trust in their neighbours and felt more positive about their neighbourhood because of Peerby. Hence, in this case study the value claim of social cohesion has been researched. The scale of this established impact is unknown. Meaning that there has been identified that Peerby results in positive effects but it is unidentified how far this effect reaches and how many people are impacted by this.

Especially since there is so much positivity regarding the impact of Peerby, it becomes interesting to look more closely how this project is structured to design for social cohesion and how strong the line of reasoning is.

5.2 Analysis

SOCIAL DESIGN GOAL

This project can be accounted for as a **social capital - driven** social design as it adopts social interactions as medium to build a stronger community. Ultimately to facilitate a sharing economy for **beneficial communities**.

VALUE CLAIM

As a design for values project, it can be argued that Peerby is to be taken as a design for **social cohesion**.

ARGUMENTATION

As people want to be part of a community and contribute to their community, the sharing of belongings can be regarded as **a means to facilitate belonging to a community**. In this way, although sharing stuff was the initial societal goal, Peerby argues that by doing so they make a substantial claim to design for social cohesion.

VALUE ASPECTS

By establishing a **community effect** it is argued that Peerby establishes social cohesion. **Pro-social behaviour and the interactions between strangers**, were identified as value aspects that illustrate how Peerby realises an effect of social cohesion. These value aspects have been argued for with theory from Psychology and policy of the Dutch government.

DESIGN REQUIREMENTS

In order to achieve this, the intervention stimulates that people **help each other out** and **acts of pro-social behaviour** become **visible**. Also, the intervention illustrates **which specific person** is lending/borrowing and it **facilitates encounters** between strangers.

INTERVENTION

Peerby is a platform that portrays what can be borrowed or what is lend in a neighbourhood and facilitates meetings among neighbours to manage exchange.

Reconstruction of designer's reasoning - specifying

SOCIAL DESIGN GOAL

Stimulating sustainable behaviour by facilitating sharing products instead of buying new things. The main societal purpose was to encourage this sharing of belongings and enable people to find each other (locally).

VALUE CLAIM

"With Peerby, we committed to the societal value of sustainability, but truly had significant impact on **social cohesion**"

ARGUMENTATION

"Quite soon we realised that our hypothesis was right; people like to help each other and this can be scaled to people that are unknown". Following the law of reciprocity, it is known that people become happy of contributing and "pro-social behaviour provokes pro-social behaviour, this we know from psychology"

VALUE ASPECTS

A community effect creates social cohesion. Aspects that establishes this community effect are: When people help each other they become happy.

"The government pushes policy for improvement of social cohesion. They can even put an economical worth indication on the interaction between 2 strangers, we could show that we facilitate this with Peerby"

INTERVENTION

Peerby is a platform that enables neighbours to borrow or lend stuff. The platform provides an overview of everything that is borrowed and how many people respond to a message in a neighbourhood.

DESIGN REQUIREMENTS

To accomplish this, the following was important:

Stimulating people to help each other out and find each other in a neighbourhood. Making acts of pro-social behaviour visible to all users. Facilitating meetings between strangers.



DESIGN REQUIREMENT ASSESSMENT

With Peerby, users can help their neighbours by responding to calls placed on the platform. Also, they can request something themselves. As such, the platform indeed facilitates the possibility for an interaction among neighbours that do not know each other.

MECHANISM VALIDATION

Since users acquired an overview of people involved in their neighbourhood and gained understanding how and when they could help their neighbours, through Peerby, strangers within a neighbourhood started helping each other out. Therefore Peerby as platform validly **realises a mechanism** to realise social cohesion.

VALUE ASPECT ASSESSMENT

With Peerby there was a significant **increase in amount of new interactions** between strangers. Also, it has been assessed that people significantly gained **more trust** in their neighbourhood.

VALUE VALIDITY DECISION

Peerby substantiates its claim to establish social cohesion especially since it has proof of a **consequential relationship** with an improvement in trust of neighbours and positivity regarding the neighbourhood. Since these value aspects (significant effects) are considered to be **appropriate indicators of social cohesion**, their claim to design for social cohesion is well argued.

VALUE CLAIM VALIDATION

Since Peerby invited pro-social behaviour, facilitated new interactions and as a result made people feel better, Peerby makes a **fair claim** to indeed establish a positive effect on communities. Thus their value claim to **design for social cohesion appears valid**.

SOCIETAL IMPACT VALIDATION

With more than 500 000 members, Peerby has a significant reach and is undeniably impactful. The question remains how many people use Peerby frequently and therefore ensure its societal impact both socially and environmentally.

Reconstruction of designer's reasoning - identifying

DESIGN REQUIREMENT ASSESSMENT

The Peerby app makes visible how many people are part of the platform in a specific neighbourhood and shows which specific transactions were taking place in a neighbourhood. It portrays who requests a particular object and how many people respond to this question. In this manner it makes pro-social behaviour visible.

MECHANISM VALIDATION

As a result, the mechanism of sharing stuff that Peerby instantiates had as consequence that strangers started to meet each other in neighbourhoods. These interactions facilitated by the platform had to be among strangers, otherwise they would have just given each other a call. Also, the platform itself provided an outlook on pro-social behaviour taking place in a neighbourhood.

VALUE ASPECT ASSESSMENT

The average amount of interactions on the platform could easily be indicated. These all represent a significant amount of new interactions between strangers, facilitated by Peerby.

Also, research has been done by the UvA on the significant effect of Peerby on perception of trust in neighbourhoods. It was identified that people significantly gained more trust in their neighbours. Resulting in a more positive feeling concerning the neighbourhood in general.

VALUE CLAIM VALIDATION

"With Peerby a really strong community effect was created". This resulted in loyal Peerby fans. Everyone that made use of the platform was overwhelmed by the experience of being helped by strangers and the amount of new interactions that were taking place. For this reason it is argued that "socially, we had the most impact on establishing this social cohesion in neighbourhoods". Sustainability effects were difficult to substantiate but social cohesion was evidently established, "that's been researched and measured".

SOCIETAL IMPACT VALIDATION

Peerby was initially intended to promote sustainable behaviour and ensure that people buy less stuff. Based on the interactions on the platform they can make an estimation of how many products are not newly purchased because of the sharing platform. Yet, the impact of this on sustainability effects is harder to substantiate. The societal benefit of Peerby is much more evident when looking at the social effects.

5.3 Reflection on the process of Peerby

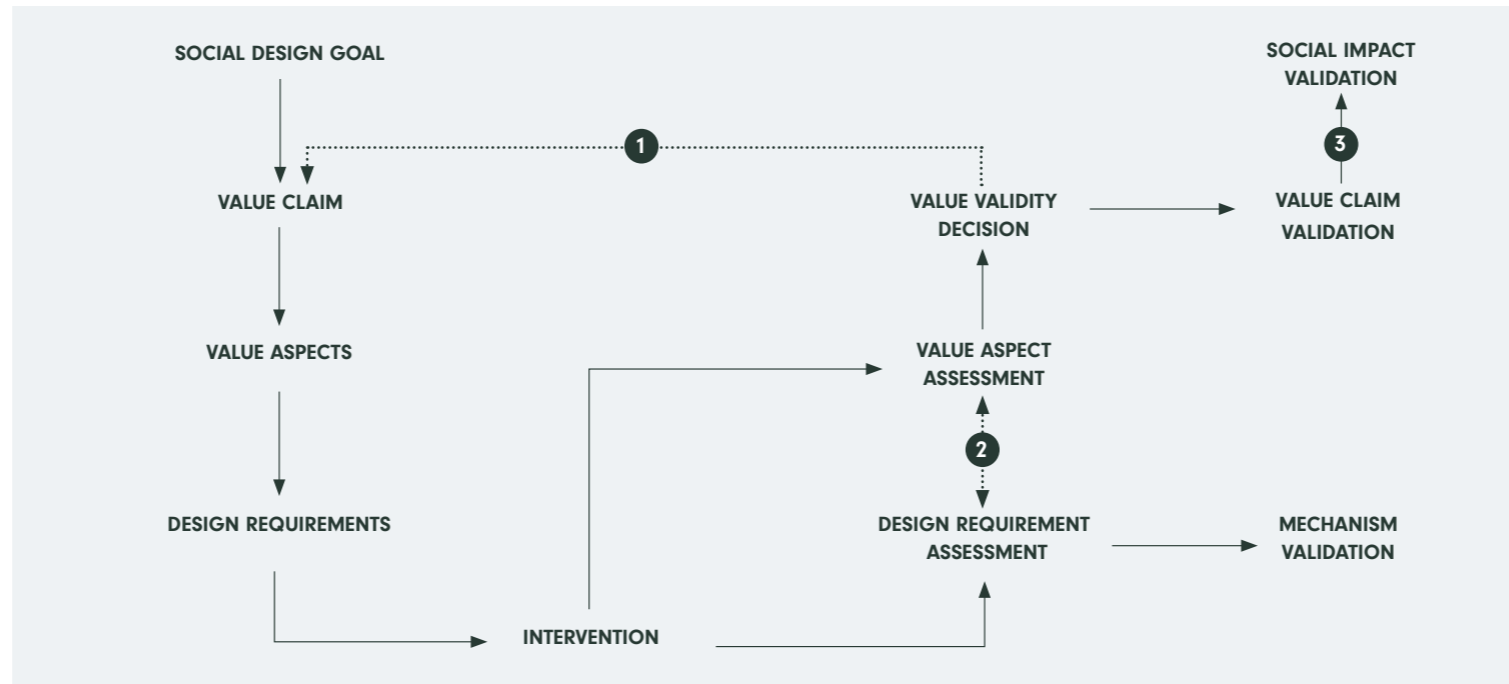
1 Strong value claim based on well argued value aspects resulting from indicated effect

Peerby makes a strong claim to design for social cohesion. Their claim is strong because they provide value aspects as characterisation of social cohesion that is argued for with a theory of Psychology and reflect current policies of the Dutch government. This makes it more probable that their identification of what realises social cohesion is a viable one. Especially since they have evidence of assessments that portray the significant effect of Peerby on these aspects, they can make a strong claim that their design succeeds in establishing social cohesion. In other words, Peerby makes a valid claim to design for social cohesion because:

- 1) they identify a characterisation of social cohesion that is in line with existing theory
- 2) Peerby, as intervention, has a significant effect in establishing these characterisations

It is interesting to note that Peerby is a distinctive design for value, compared to the other projects. Although Peerby is intended to have a positive effect on peoples lives, it was not framed as a design for social cohesion from the start. The initial purpose of the platform was to enable sustainable behaviour and facilitate sharing. It was not positioned as a design for social cohesion. This involves that instead of first positioning a value claim of social cohesion and reflecting how this value could be operationalised, there was already an existing (early version) platform with a particular effect. These realised effects amounted to a judgement that the platform establishes social cohesion, resulting in the consideration that Peerby in terms of design for values, could actually also be a design for social cohesion. This acknowledgement probably informed the design process additionally in how to manage the manifestation of social cohesion even more extensively and making Peerby a comprehensive design for social cohesion.

Since they made this value positioning after first identifying the significant effect that could be related to the value of social cohesion, there is a strong evidential cycle. The value claim resulted from recognised evidence. This makes their approach and ability to prove the validity of design for value stand out from the other studied projects. These projects started with an initial value claim, as an ideological goal that they intended to achieve. The manner in which they succeed in operationalising the value and realise the desired effect is a journey



of specification and argumentation. Peerby moves in the other direction: by first creating a particular effect, reasoning to what specification of design for value this amounts and then improving the design to accomplish this in the best possible manner.

2 Clear interconnection between value aspects & design requirements

Design requirements come across as well-argued and not accidental as they have a clear connection with a specific effect, causing to achieve the presence of a value aspect. There is a particular consistency in the reasoning of design requirements that are assessed and value aspects that are being realised. Because of this consequential relationship, it supports the understanding that Peerby, as a platform, is a valid medium to establish the design for social cohesion. We find this clear interrelationship in the following characteristics.

There is a design requirement that the platform indeed makes pro-social behaviour visible. Consequentially, it is identified that users gain significantly more trust in their neighbours and feel more positive about their neighbourhood by seeing acts of pro-social behaviour (value aspect assessment) When the platform satisfies the requirement of making pro-social behaviour more apparent, the connected value-aspect of feelings

regarding social cohesion will also be satisfied more thoroughly. In this manner, the mechanisms that are activated in the medium, the platform, inform the realisation of value aspects and hence the accomplishment of social cohesion.

As specified earlier, the interaction between strangers is a well-argued value aspect of social cohesion. In other words, if two strangers meet each other through usage of Peerby it would be encountered as an act that stimulates social cohesion according to the Dutch government. The platform obviously provides the opportunity to arrange encounters between strangers. But it also manages that people feel safe to undertake such activity and lowers the threshold to actually meet a stranger. In this way, the designed characteristics, as active mechanisms, ensure that potentiality becomes more probable to become realised. The design requirement of facilitating that strangers meet each other has a consequential effect on the realisation of the value aspect: letting strangers interact. If the platform manages to satisfy the design requirement of facilitation of meetings in the best possible manner, there will be more interactions as result. That is, a heightened value aspect representation.

This underlines how there is a strong relationship between the specific design requirements that cause specific value aspects to be distinguishable. In this way, Peerby really appears to be an example of how mechanisms of the intervention do influence how the value, as an effect, can be maintained.

3 Impact of design for social cohesion on what scale?

Peerby makes a valid claim to design for social cohesion based on well-considered indicators and significant effect. Yet, it remains a question of how far the impact of this value claim reaches. To substantiate the societal impact of an establishment of design for social cohesion further assessment needs to be done.

If people use Peerby, indeed, there is a valid claim that they will be affected by a design for social cohesion. However, this result will be achieved at the moment they already make use of Peerby. The important question for societal impact would be to ask: how many people effectively use Peerby and for what duration does Peerby have an effect on their sense of social cohesion. In this way distinguishing what the actual effect on social cohesion in The Netherlands is by Peerby - as a design for social cohesion.

As Peerby makes a proper claim to be a design for social cohesion it would be interesting to see how they would approach the next step - validation of societal impact. How will they ensure that people keep using Peerby, how will they show the long-term effect of Peerby on social cohesion? Is there even a long-term effect on social cohesion distinguishable or are the effects only symptomatic? This would be very interesting to assess further as this would substantiate to what extent their design for value reaches and to what significant impact this amounts. In the end, it is great to have a validated design for social cohesion - but the substantial realisation of that potentiality as an actual impact on society would be even greater.

Designer Response

" I am very happy with Annieks' research. It's been interesting to read an objective evaluation of something I've worked so passionately on and also somewhat uncomfortable. However, it made me all the more inspired to do more and better next time.

Social Design is a relatively young profession with a big mission: impacting society and people's life for good. How might we use that responsibility and not only not create harmful designs, but design for good instead. This obviously raises the question: What is good? And right after that: How do we measure that? That this is extremely important for our profession to be able to advance is obvious. How else can we claim that what we do contributes to a better world? That it is worth investing in, often costly, design projects? That we need designers to work on big questions? But that this conversation is difficult to have is also something I've clearly noticed in my own work and that of colleagues. For some part because we're trying to figure out the right words. The right frameworks, the right methods. To which this project is a great contribution! But also simply because it's difficult to judge what you've created objectively right after it was brought into the world with often much inspiration and effort. It's painful to discuss each others' work in terms of 'success' of 'failure'.

But that doesn't mean we shouldn't do it! On the contrary; I believe that if we are not able to measure and prove the effects we design for, social design has no reason to exist. So I am very happy that people like Anniek take on this brave journey and hopefully spark a debate that won't fade. An honest conversation within and outside of the field of social design that will all make us all better at what we do. So that this profession can grow up and be taken seriously in realising its true potential. I can't wait!"

- Anna Noyons

6. Insights & advice

Insights resulting from case study research on social design projects. Reflection on feedback of designers & advice on how to substantiate design for value.

6. Insights & advice

This chapter describes the insights from the case study research and discusses the evaluations by designers. The use of the Value Validation Framework is reflected upon and finally, the considerations on social design practice are translated into an advice for social designers.

The incentive of the case study research was to utilise the Value Validation Framework to research social design projects as value-driven practice and research the adequacy of the framework as an assessment tool. Hence the following research questions were leading:

1. How do designers argue and structure their design for value within a social design project?
2. In what manner does the Value Validation Framework contribute to the comprehension of reasoning within social design projects?
3. To what extent does the analysis with the Value Validation Framework provide insightful considerations on social design projects?

In the following paragraphs, these questions are addressed.

6.1 Insights on the reasoning of researched social design projects

The line of reasoning demonstrated within projects has become apparent by the organisation of the data into the different components of the Value Validation Framework. Reflection on this analysis resulted in different considerations concerning the organisation of these projects to design for a value. These reflections could be summarised into the categories: specification, evidence, argumentation, design for value.

1. Insights on specification

Value claims without perspective or too solution-oriented make value specification vague

In Bouwdepot and Groeikaarten it is unclear to whom the value claim amounts to and from within which perspective the value is accounted for. Therefore the value claim comes across as vague and it also becomes unclear when the design is successful in achieving the desired effect. In Doehetzelfkip the value claim already involves a specific solution to establish a particular effect rather than encompassing the initial value that is intended to be realised to address the societal issue. Contextualising the value claim, gains more depth and clarity, as seen in Peerby and Monnie that clearly state to whom/what the claimed value of their project is directed towards and how this value relates to the societal concern.

Contribution of specification value as an effect is: defining the accomplishment

Some of the cases (Doehetzelfkip, Groeikaarten, Bouwdepot) do specify that their design realises a particular value, but this is rather argued for by particular mechanisms of the intervention itself. Further specification of how the value would be demonstrated (which would involve defining value aspects) does not involve specifications of effect but specifications of mechanisms. E.g. for Groeikaarten: visual explanation and analogue medium. So, a project becomes positioned as a design for value X, but there is no specification when this value is realised as an effect. As there is no specification of value aspects in terms of identifiable effect, there is an immediate focus on the intervention without reasoning **why** this is an appropriate demonstration of the value. First specifying value aspects helps to define how the value can be recognised as seen in Peerby and Monnie and substantiates convincing that a design not only instantiates particular mechanisms but effectively realises distinctive effects and so, realises a particular value.

Specification of value claim & value aspects appears to contribute to focus on effect

From these five researched projects it stands out that those two (Peerby, Monnie) that explicitly defined their value claim and value aspects (earlier) in the process, make a more valid value claim. It is probable that an initial explicit specification of the desired value realisation contributes to a focus on maintaining this throughout the process. Decisions in the process are consistent with this goal and the argumentation is consequential, resulting in a more structured path. Ultimately substantiating a strong design for the value claim.

2. Insights on evidence

(Zero) measurement is necessary to prove effect

(Zero) measurement is necessary to prove an effect. Too few projects execute assessments of effect while this is necessary to prove any effect. Projects that did perform assessments (Peerby, Monnie) are significantly better at identifying and substantiating their impact. Yet, when assessments are completed, designers tend to mainly focus on the functionality of the intervention. Monnie is an example of this. Such assessments are important to validate the adequacy of functions of the intervention (e.g. the understandability of the interface of the app) but are not enough to validate the design for value. To prove the design realises a particular value, the value aspects need to be identified as significant effects on the behaviour of users.

Blind focus on intervention without evidence of the significant effect

Astonishing enough, all projects intend to change a prevailing situation but only two of the five projects can considerably argue for significant effect. As for the others, as zero indications are not identified it is unclear how the intervention has a notable influence. As a result of the lack of effect assessment, there is a focus on a particular intervention without assurance that this intervention establishes the intended result and manages a serious impact. Projects (Groeikaarten, Doehetzelfkip, Bouwdepot) focus on a specific intervention that intuitively feels right or is reasoned to be appropriate. Their case could be strengthened by defining (significant) effect. Also because it is a missed opportunity to accentuate the significance of the intervention.

3. Insights on argumentation

Without value aspects, intervention becomes weakly argued for as realising the value

Without the specification of value aspects, the intervention brought forward seems to be appropriate by chance. Specifying what effects establish value realisation and assessing that these aspects are recognisable builds argumentation that the intervention is appropriate. Peerby and Monnie illustrate that the intervention has specific design requirements that establish an effect, which realises the value manifestation. Therefore they have a better position to communicate how their intervention demonstrates the value and why they make a valid claim to have accomplished a design for that value.

Identification of value aspects needs backing for justification as proper evidence

Identification of representative behaviour effects for a particular value, which is the specification of value aspects, is stronger when it is convincingly argued why this behaviour is a signifier of the realised value. This ensures that a certain value claim is not made without obligation. The stronger this justification is, the more convincing the specified value aspects are. For example, Peerby supports the identified value aspects with a theory on Psychology. Effect descriptions that conform to prevailing interpretations of the value enhance the construct validity argumentation for the claim to have realised the value.

4. Insights on the projects as design for value

Differences of value claim focus on individual level or focus on system approach

In the researched projects there is a difference that can be indicated in the positioning of the value claim. Some designers claim to realise a value that concerns changing the approach of an entire system, e.g. the system has to become more 'equal', 'accessible' and 'trusting' (Monnie, Groeikaarten, Bouwdepot). Other designers claim to design for a value that is realised on a human, individual level, e.g. people become 'responsible', there is increased 'social cohesion' (Doehetzelfkip, Peerby). These differences in value focus involve that they define distinctive types of value aspects that make a value is manifested. The projects that focus on establishing effect that initially concerns individuals, reason that an effect on the individual, will contribute to the bigger picture of improving society in the end. Values for a system are described as characteristics that should manage a particular arrangement. The challenge for these cases is to refrain from immediate intervention characteristics, as we still want to know why the particular system-features realise the value. The projects for a systemic change would benefit from defining their value aspects as structural effects on individuals as well. This makes the recognisability of value aspects less generic, turns them into measurable assets, and facilitates to judge of whether the system has changed as desired.

Different starting points - ideological value vs framing for value deductively

The researched projects can be divided into two types of design for values. The first is projects that start with an initial value claim (Monnie, Doehetzelfkip, Bouwdepot, Groeikaarten). The value claim in these projects serves as the goal that needs to be achieved to respond to the societal issue at stake. The other type of value claim is made by design projects that have been undertaken without a specific value framing in advance. Yet, they recognise the specific effects of their design that correspond to a particular value X. For this reason, they recognise the possibility of their intervention being an example of design for X and further organise their project in such a manner. Peerby is such a project. Although the second type feels like an easy way out, the legitimacy to make a value claim is not diminished. The two types of projects simply have a different starting point and a distinctive approach to design for value. One can secure success by managing a value focus from the beginning of the project or one can find consistent reasoning and evidence within the existing project to assert a value claim. As long as there is a valid structure of argumentation, specification and significant effect there is a possibility to validate the claim.

6.2 Insights on the construct validity of researched social design projects

The reconstruction of projects according to the different components of the Value Validation Framework has given substantial insights into the reasoning and approach of social design projects towards the realisation of a particular effect. In the end, all the social design projects desire to accomplish a distinctive development, to contribute to a societal issue. The delineation of reasoning facilitates evaluation of the project's claim of realising a particular effect which would confirm the demonstration of a design for value.

The following points can be pinpointed in the arrangement of projects as diminishing the ability to argue they effectively maintain to do so.

1. Significance of effect is undefined.
2. Specification of value is not considered on the level of effect on behaviour.
3. Argumentation that intervention realises value is not justified or identified.

These points precisely determine the component 'value validity decision' and this is where we find the issue of construct validity argument for a value claim. Because the line of reasoning has been dismantled by the structure of the Value Validation Framework, we can identify discontinuity in projects concerning the value claim being posited and the evidence provided. From the analysis of the different components, the construct validity argument of projects could be deducted. In other words: it could be identified whether they provide coherent reasoning to substantiate design for a specific value.

Doehetzelfkip and Groeikaarten have not specified further how their projects should realise particular effects on the behaviour of users and as such do not compose value aspects that can contribute to the justification of a value claim. Bouwdepot remains in the phase of formulating value aspects as specific effects on behaviour. These projects are not able to argue the significant effect of their project. Monnie and Peerby are the projects that are most able to indicate how their project presents the realisation of design for value and how they make a justified value claim. This becomes apparent by inserting their projects in the construct validity scheme (see figure 10).

Peerby demonstrates an entire coherent structure. Monnie has a few points that it still requires extensive backing or specification. This has also been addressed in the study of the project. Distinguishable in these projects is that there is a coherent structure of identified value aspects as the effect on behaviour - which have been justified for as value representation - and demonstrations of how those value aspects can be measured - which has been justified for as to why these expose the value aspects. Precisely this coherent structure is what defines a construct validity argument for a valid value claim. Accordingly, these projects can make a strong(er) case that they indeed realise the design for value.

6.3 Reflection on feedback of designers

The analysis is well received and designer responses have been positive. The outsider perspective on their project resulted in new observations and insights on management of effect for designers. The following insights were prominent.

Realisation necessity of (zero-) measurements

Several projects remarked that it would have been good if they had done measurements. They (now) realise that this is essential to acclaim any effect.

Consideration of effect analysis requires contemplating of approach beforehand

Designers (Doehetzelfkip, Groeikaarten, Bouwdepot) express that it would be valuable to specify what the desired effect of the project is and identify how this can be measured. Also when the focus is not on value realisation, but rather on initiating a conversation (Doehetzelfkip) it is argued that is helpful to distinguish how this impact can be identified. **The insight that this needs to be approached from the beginning of a project is crucial.**

Starting points for further research & enhancement of future projects

The analysis has been addressed as "sharp and refreshing" (Monnie) as it has triggered new reflections on the realisation of values in their project and inspiration for further development of the project (Monnie & Bouwdepot). The analysis has been happily received as it "made me all the more inspired to do more and better next time" (Peerby). Groeikaarten have expressed that this analysis has given them a lot of points and material to enhance their effect indication and Doehetzelfkip underlined that "it has also given us starting points for future projects".

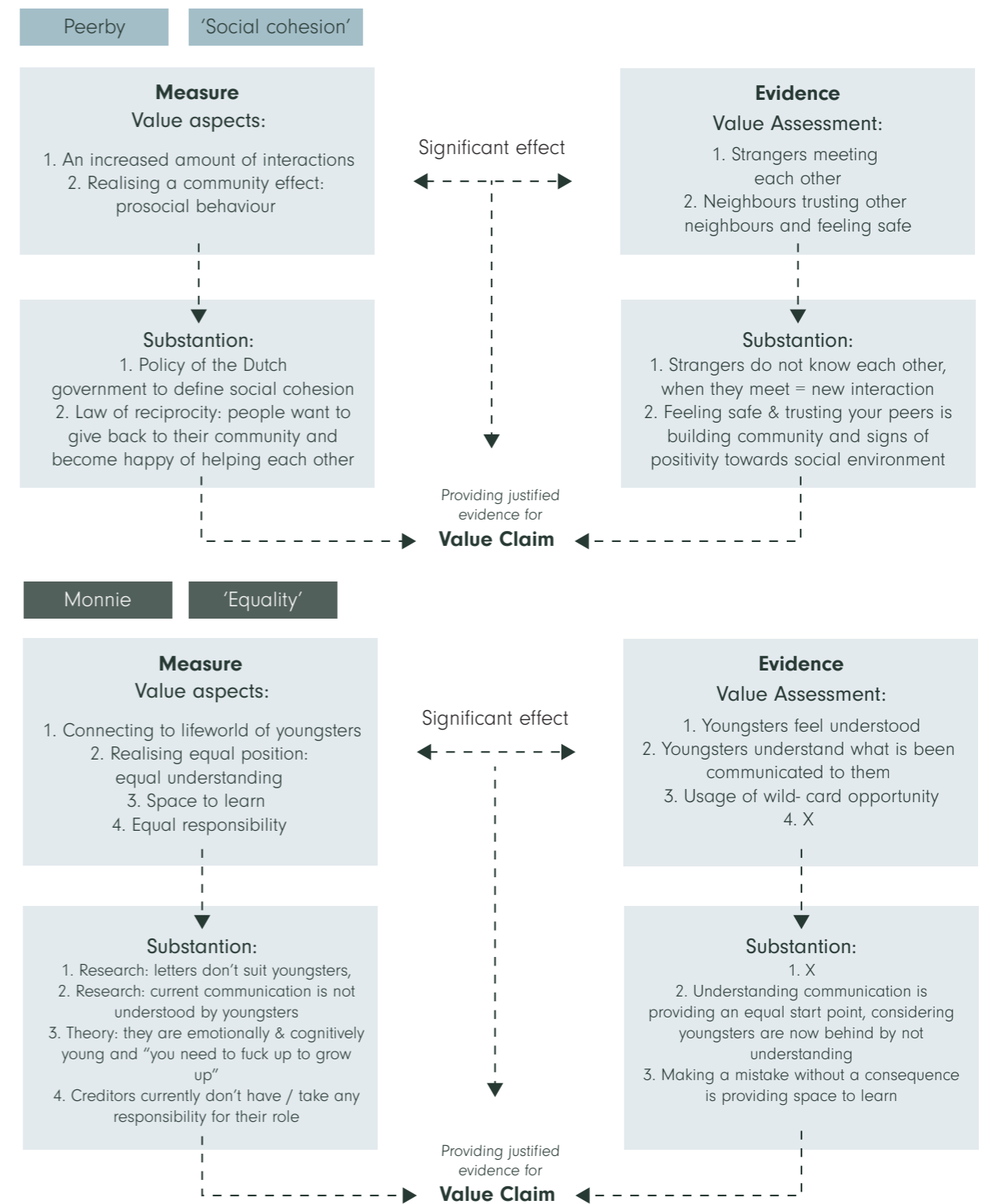


Figure 10, construct validity argument - Peerby & Monnie

The distinction between mechanism and value claim: new perspectives on the actual goal of a project

The distinction between mechanism validation and value claim validation has been judged as proper to make. However, the strict distinction has also brought somewhat awkwardness. This is the case for the projects Doehtzelfkip and Bouwdepot, that both realised that the value framing of their project in this manner was too strict and did not encapsulate the effect that they intend to realise and wish to validate. The explicit value claim analysis of this study made apparent that the claimed value to have realised is not always a reflection of the real effect that projects intend to establish or believe to have established. The projects then feel to be analysed too strictly. However, it is only because of this analysis that designers realise they have improperly framed their project and it becomes clear what the actual desired effect of the project is. This recognition then results in a possibility for reflection on how that actual goal can be managed. In the end, this provides a more fundamental understanding of how the project can realise a significant impact. This is also what Bouwdepot and Doehtzelfkip have indicated.

6.4 Contribution of the Value Validation Framework

The Value Validation Framework facilitated the evaluation of social design projects by identifying the entire reasoning in the first place. The concise consideration of value realisation and effect management could not have been obtained in the way designers talk about their project, then things get rather mixed up. Because of the analysis with the Value Validation Framework, it was possible to identify the following regarding the social design projects:

- **Pulling apart what designers indicate to do and to what topic (e.g. intervention, mechanisms, value realisation, societal impact) this connects and means something.**
- **Provides a reflection on what actually constitutes the appropriate value claim of a project by contemplating the ultimate goal.**
- **Aids contemplation and specification of when a value is truly realised in a context.**
- **Aids identifying whether the steps between intended value and intervention are consequential for establishing realisation.**
- **Enforces to define and reflect what effect can be acclaimed to a project.**
- **Helps to organise the approach of assessments.**
- **Manages that the construct validity argument of a project becomes apparent.**
- **In general initiates a more reflective and self-critical stance among designers towards their project.**

6.5 Advice for social designers

Based on the preceding considerations the following points stand out as main advice for social design projects to enhance their claim when designing for a particular value and substantiate realisation of a particular effect.

1. **To validly claim to design for a value, one must specify the value in terms of value aspects that signify realisation.**
Ultimately answering the question "how can we indicate the establishment of value X?"
2. **The value aspects are most adequate when described as an effect on behaviour.**
This ensures that the value becomes 'measurable' and will make it easier to assess and illustrate the effect.
3. **It is necessary to define a logical relationship between these value aspects and the value claim.**
Arguing why these value aspects accomplish that value. Although a value claim remains a particular interpretation, one can not claim this entirely without obligation. Using existing theory, practices, literature, etc. to build this line of argumentation makes the reasoning stronger and claim justified.
4. **Contemplate early in the process how value aspects can be properly measured.**
Defining what kind of measurement will provide a judgement on the development of effect. Argue why this type of measurement is a proper indicator of the specified value aspect and thus of value realisation.
5. **To prove any significant effect, (zero) assessments are necessary.**
Without a definition of zero status, there is no ground to attribute an effect to the project. Possible qualitative methods to define this are surveys, focus groups, context mapping approaches etc.
6. **Regard the intervention as a means to establish an effect, not the goal in itself.**
To do so, separate the functionality of the intervention and the effect of the intervention as two different assets that need to be designed and validated for.
7. **To ensure impact, focus on the effects not the mechanisms.**
An intervention can instigate several mechanisms. Yet, their presence do not necessarily signify that a value is realised, particular effects do. If you genuinely want to contribute to a better world with your design, focus on demonstration of effects.
8. **Assessments of the effect helps to re(de)fine design.**
By distinguishing whether the desired effect is established yes/no, designers create the opportunity to reflect and re-specify the road to success. Maybe this will result in a reframing of the initial goal, the implementation of a new iteration step or an increased understanding of how the initial goal is actually realised.
9. **A fundamental design for value and profound social design.**
Thoroughly questioning when the value is realised, can also result in a sharper reflection on how to establish societal improvement. Reasoning that, by executing a consistent design for value process, one is administering a greater response to the societal issue at stake.

7. Conclusion

Conclusions on the Value Validation Framework and implications for the field of Design for Values and Social Design.

7. Conclusion

The following chapter concludes on the topic of validation of design for value in social design projects. Furthermore, implications for the field of social design as a domain and specificity of design for values will be offered.

7.1 Validation of design for value

The leading question of this thesis is: "How to validate the realisation of social values within social design projects?" Ultimately questioning how social design projects can claim they accomplished a particular impact. Social design is aimed at realising a social effect. The types of effects that are aimed at by social design practice are characterised by moral perspectives to instigate an improved circumstance. Hence, it is not just an elementary effect-driven type of design but a normative-effect driven design. Therefore in this thesis, it is firmly argued that social design is (and should be regarded as) a specificity of Design for Values. For this reason, to research the impact of a social design project it is crucial to investigate its ability to realise a particular value and in such a manner addresses the response to the societal issue at stake.

7.1.1 How to assess the realisation of a value

The Value Validation Framework presented in this thesis enables defining whether design projects legitimately claim to have realised a value. This framework supports the evaluation of evidence and claim, thereby clarifying the construct validity argument of a project. Informing the determination of whether a project makes a valid claim to design for value. It offers the first proposal for delineating the structure of argumentation and identifying the process of meaning giving within design projects. With the deliberate division between mechanism - and value claim validation it enforces more thoughtful reflection on the design for value. As the domain of Design for Values lacks frameworks to assess the adequate operationalisation of values in design, the Value Validation Framework provides a considerable contribution to both the field of Design for Values and social design.

7.1.2 How to validate the design for a value

Conclusively, how does a project validly claim to have designed for a particular value? Fundamental for a valid claim to design for value is to identify a coherent structure of (1) specification - (2) evidence - (3) justification.

1. Designers need to establish what their value claim means. More specifically, they need to specify the value in measurable effects on behaviour. In the Value Validation Framework referred to as value aspects.
2. Designers need to provide proper evidence for a specific value claim. This involves that they need to demonstrate that their project has realised a significant effect that is representative of a distinctive value.
3. This involves that it needs to be defined why the evidence is suitable and how the identified effects relate to the manifestation of the specified value.

The process of constructing a valid claim to design for value administers to identify substantial effect and compose consistent argumentation. This builds a stronger case, supporting fundamental comprehension of an issue and commitment to providing an adequate answer. In such a manner ensuring that people do not make idle claims. The more coherent that line of reasoning is, the more convincing it is that the design for value has been accomplished. Yet, there is no certainty that this will lead to a universally validated claim as validation remains a subjective undertaking. When other people acknowledge the coherent structure of the identified value aspects, the evidence and the justification, this contributes to the validity of the value claim.

7.2 Implications for Social Design

The undertaken research of social design projects with the proposed Value Validation Framework has led to insights and conclusions for social design as a discipline. The main implications are the following.

- **A deliberate design for value invites a deeper reflection on how to enforce a design that honestly adds to society and manages societal impact.**

The current lack of effect assessment within the field of social design seriously undermines to advocate for impact. The process of constructing a valid value claim contributes to the development of a consistent argumentation. This invites to fundamentally comprehend whether a value is realised and to define specific effects that demonstrate an improved ethical situation. Accordingly, the validation of the realisation of a value contributes to substantiate the impact of social design projects.

- **The Value Validation Framework aids designers in delineating the structure of their design projects including the management of effects.**

For designers that do not frame their project as design for a particular value, the framework still invites to reflect on the effect that they realise. Even without an explicit normative goal, we can assume that every social designer intends to contribute to society. The Value Validation Framework helps them to reflect on their design project in such a manner that they may establish whether the design is structured coherently with consistency among intended goals and identifiable effects. Hence, the claim to effect will become clearer and more justified.

- **The Value Validation Framework invites to become more critical towards the claim of projects to substantiate society and to mature as a domain.**

The Value Validation Framework offers to have a structured conversation and to have a clear overview of projects. As illustrated by the cases of Bouwdepot, Groeikaarten and Doehetzelfkip the framework provides a measure to gain insight into the true concern of a project in a more profound way. The framework helps ascertain the asserted impact and presents anchors for future development. Effectively defining if and when projects substantiate a positive impact and how social design contributes to society. In this way, the framework will also be of help to mature social design practice.

- **Feedback from designers illustrates that social designers are very much ready for a critical stance.**

Both Bouwdepot and Monnie want to continue the value analysis of their project and have asked me to stay involved. They see great potential for incorporating the analysis of this thesis in their design approach. In their view, it will contribute to their current research practices and will advance the impact of their design projects. The value claim analysis leads to new insights that are meaningful and provides a crucial perspective on the assessment of social design projects.

These conclusions underpin the convictions that the proposed Value Validation Framework adds to the field of social design methodology and that the analysis of social design in terms of value realisation provides a unique perspective on the achievements of projects. Opening up crucial contemplation on how to realise an impact and how social designers can contribute to a genuinely better world.

“This project is a great contribution to establishing the right methods, right frameworks to define and measure the contribution of design to the good. That this is extremely important for our profession to be able to advance is obvious. How else can we claim that what we do contributes to a better world?”

- Anna Noyons, founder of (ink).

“This research has given us a number of leads to better investigate the effectiveness of our project.”

- Simone van Daelen & Marleen Klapwijk , Studio Flessenpost

8. Discussion

Limitations, future recommendations for further development and food for thought

8. Discussion

In the following chapter, limitations of the undertaken research are discussed. Future recommendations are provided and food for thought is proposed.

8.1 Limitations of the study

There are a few conditions that have brought some limitations to the undertaken study. These will be explained in the following section.

- In this thesis only five projects have been studied, hence the research is qualitative. A bigger set of data was beyond the scope of this thesis project but would enhance the possibility to identify patterns and draw more fundamental conclusions on social design practice in general.
- From a theoretical perspective, social design is a specification of Design for Value. This implies that every social design project can be regarded as a design for value and therefore contains a value claim. Based on this recognition, social design projects are assessed. Yet, this also involves a particular framing of the projects. The value claim that designers framed concerning their project make it questionable whether they all completely understood what a value claim is and how this informs their design project. When being confronted with the description of their value claim in the analysis, this also resulted for some in a renewed perspective concerning the actual value claim and purpose of their project. Underlining that it is not necessarily obvious that every social designer is aware of what composes a particular value claim. Then it becomes questionable whether it is fair to assess the structure of their design project to reason towards a value claim. However, the analysis was indeed justified, because designers did frame their project as a design for value X themselves. It was due to the value claim analysis that they realised their project actually concerns a different claim. Therefore the ambiguity concerning value claims is also a reason to remain assessing projects that do not entirely understand the meaning of the concept of 'value claim', since strict analysis provides room for reflection on the true commitment of a project and improved comprehension.
- From an analysis with the Value Validation Framework, no conclusions can be drawn on the interrelationship between the different types of validation and how they are necessarily affecting one another. This interrelatedness has not been researched in the study, and for this reason not identified in the structure of the framework.
- Since an intervention is used in a particular context, it remains somewhat questioned what effect is significant to the presence of this intervention and what effect is by the chance of contextual factors. Precise (zero) measurements should take most of the coincidence away, but there is always a part that remains undefined: a designer can not control the entire context and its influencing power. Therefore, if we look very critically at effect assessment, every contextual factor should be determined as well. However, such specification involves a comprehensive assessment approach that does not seem appropriate for design practice. This reflects the ambiguity of the issue that is fundamental to validation practices within the discipline of design and is beyond the scope of this project to solve. The Value Validation Framework emphasises to define at least zero definitions of the value aspects that one intends to instigate effect on and hence be able to determine development on this aspect. This is a proper step in the direction of more validated design practices, to begin with.

8.2 Future recommendations

The Value Validation Framework provides a considerable improvement to the assessment of designing for values but is also the first proposal. More steps need to be undertaken to improve the framework and ultimately foster a rigid assessment of design projects.

8.2.1 Room for improvement in Value Validation Framework

Extensions that would be valuable to incorporate in future development:

- Researching how assessments could be expanded to increase the substantial basis for identification of significant effect. Including the development of possible ways to incorporate these adequately and fitting in a validation structure that is still appropriate for design practice.
- Societal impact validation has been mainly left untouched within this thesis. Future research needs to be done on the connection between the value claim and the societal impact. Hence, identifying what the significance of value realisation is for societal evolution. This involves that possible manners to conduct long-term studies have to be investigated.
- The specification process of establishing crucial value aspects that are context-specific could be developed further. The role of respondents in such a process would be interesting to research. Instead of making designers solely in charge of defining crucial value aspects, stakeholders and final users could be invited to contribute to this as well. It will be useful to research how such specification can be set up and built into the framework. Market research tools can provide a possible inspiration as this domain has many methods on attribute generation with big amounts of respondent groups.

8.2.2 Future research: reflections on relationship social design component & value claim of project

To strengthen the theoretical connection between Design for Values and social design it is compelling to research their interrelatedness and connection further. For each project in this study has been specified to what specific component of social design (Tromp, Vial, 2021) the project relates. Hence, it would be essential to have a closer look at the relationship between the social design component and the value claim that is being made in a design project. This would provide extensive information on how a value claim directs a particular social design project and orchestrates the commitment to the common good. A reflection on this concerning the evaluated projects has been proposed and can be found in Appendix II, p152. However, the undertaken study was too small to draw comprehensive conclusions. Therefore researching the relationship between particular social design components and the value claim being made within a project is highly recommended for future studies with bigger data sets.

Possible future research questions:

- What is the relationship between the social design components and the value claim within a design project?
- What is the relationship between the value claim positioning (system or individual) and the accompanying social design components?
- What is the relationship between the framing of a value claim (ideological or deducted) and the social design components?

8.2.3 Alternative future research

These questions concern the interrelatedness of Design for Values and Social Design, enhancement of structural design for value practices and the conditional relationship between different types of validation.

- What difference can be indicated between projects that are initially structured by the Value Validation Framework and projects that are not?
- What necessary value aspects can be identified for particular value claims?
- How does the positioning of a value claim (system/individual) inform the potential for validity of the value claim?
- What is the relationship between mechanism validation and value claim validation?
- To what extent does a valid value claim ensure societal impact?
- How to structure the assessment of societal effect?

8.3 Food for thought

This project has raised many questions on social design practice and the realisation of values. Two points of consideration are discussed below. One is invited to reflect on this 'food for thought' and the suggestions they involve for future discussions.

Identification of a solid social design

If a social design is about addressing the common good, then without identifying societal impact, a project can never make a valid claim to be a social design. This brings the question of whether the identification of a social design should be based on a particular mission or on proof of establishment. When can a project be judged to be a social design: if it intends to establish the effect on the common good or if it has an impact on the common good?

Appropriateness other domains: policy administration

Interestingly enough, the Value Validation Framework can also benefit value-driven disciplines outside of the domain of design. The field of politics and public administration is by definition driven by values. As a particular policy has no specific target group but is directed to a whole (the Dutch population), policies are often fueled by a generic description of values that they intend to establish. For example to have a care system that is driven by 'dignity' or are dedicated to creating a more 'equal' schooling system. These terms are used to describe a policy but remain meta terms that have not been defined in specifics of a particular context. Hence, becoming quite meaningless in practice. What a dignified care system factually involves is for example not clear. Different scholars argue for a more contextualised value description in the field of policy administration. What a value means in a particular context is incredibly important to administer good policy, yet tools to reflect on this sufficiently are lacking. They underline how in policy management they are not well aware of how values become demonstrated in everyday practice and how they can properly reflect on manifestation. (Faber, et al., 2018)

The Value Validation Framework can contribute to defining a more contextualised value interpretation by the specification of realised effects and therefore invites a context-worthy assessment of whether the value has been demonstrated. In this manner, policy administration can refrain from generic descriptions of values and provide a meaningful policy that resonates with the desired effect in a particular setting.

Personal reflection

This project combined two of my passions: philosophical thinking and design for a better world. I believe it is a rare opportunity that I was able to combine these two interests in one graduation project and something that I am very thankful for. Especially in these difficult (pandemic) times, I am grateful for the opportunity to interview designers, connect with the field and make the theory come alive. This is surely a reason why I am still enthusiastic about the topic while writing this reflection.

Working on my own with such an abstract topic has been a challenge at times. Especially after a year of working solo on distinctive graduation projects, I am looking forward to working together with people on projects again. The feeling of progressing together and using each other as soundboard is something that I have missed occasionally in this project. Effectively we need others to think. I realised this after each coaching meeting, in which the discussion always resulted into a fresh perspective on the topic. I believe that we need others to get out of our heads and progress. Also, to be complimented at times and grow as designers, as researchers, as humans. The questions raised by my supervisors have definitely pushed me to approach the research thoroughly. As a consequence, I believe I have grown as a researcher in this project.

The positive feedback of designers on my work has been a confidence booster. As I am highly critical of my work and do not have a proper compass for defining the quality of my work, it is supporting me when people underline the added value. This project has made me realise that the capabilities that I take for granted, are not usual strengths, but something original. Philosophical abstract thinking and the ability to translate this to meaningful implications in a design context is an original combination and something that I should cherish. I am thrilled that designers want to continue with the value analysis and have asked for my involvement with their projects, I am looking forward to what the future will bring. The journey for a more conscious and deliberate design for values in social design has just begun!

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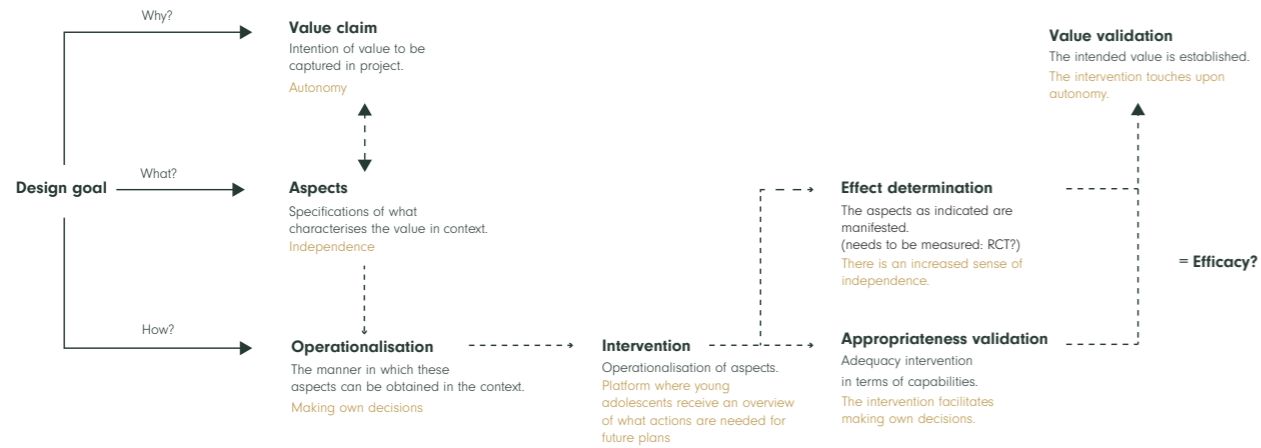
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Appendix II

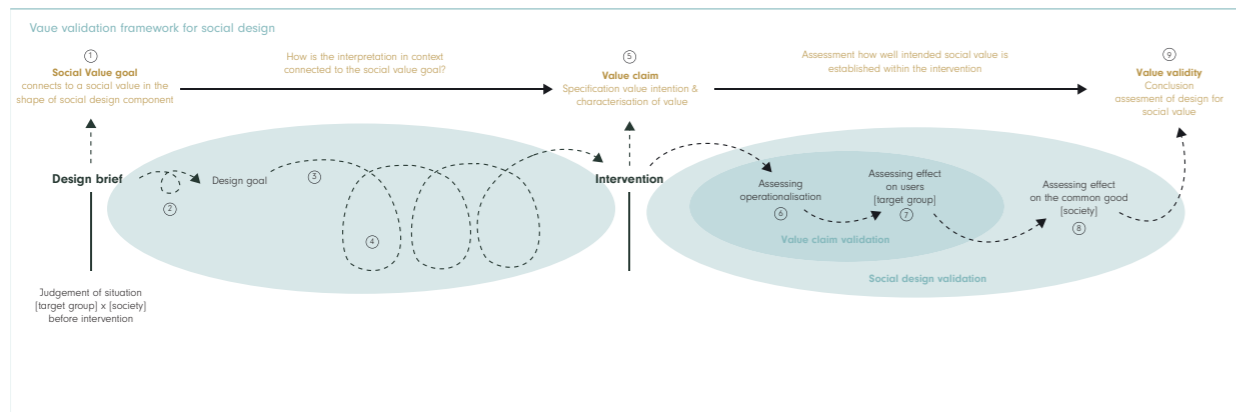
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Preliminary structures of frameworks

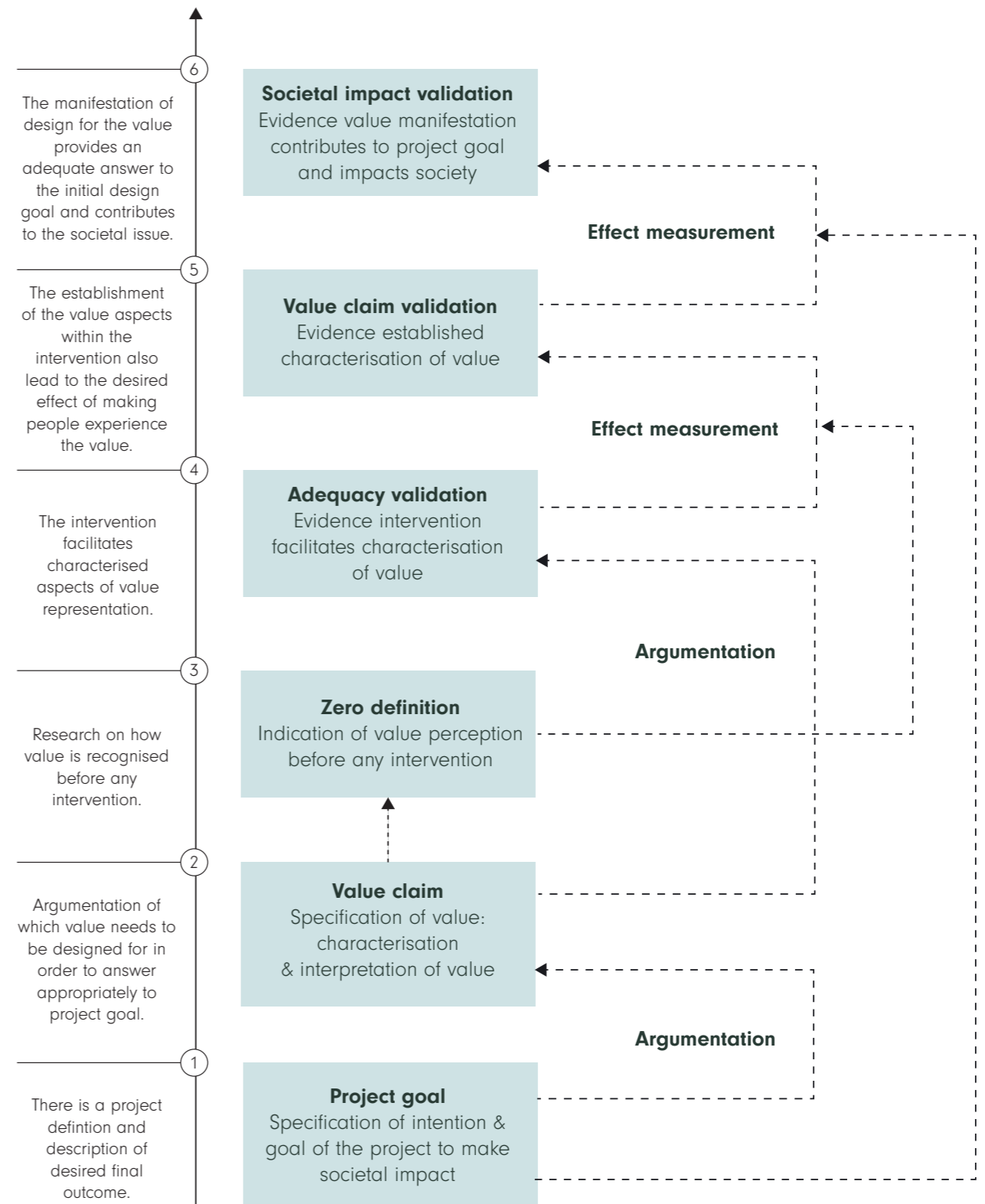
Value Validation Framework 1.0



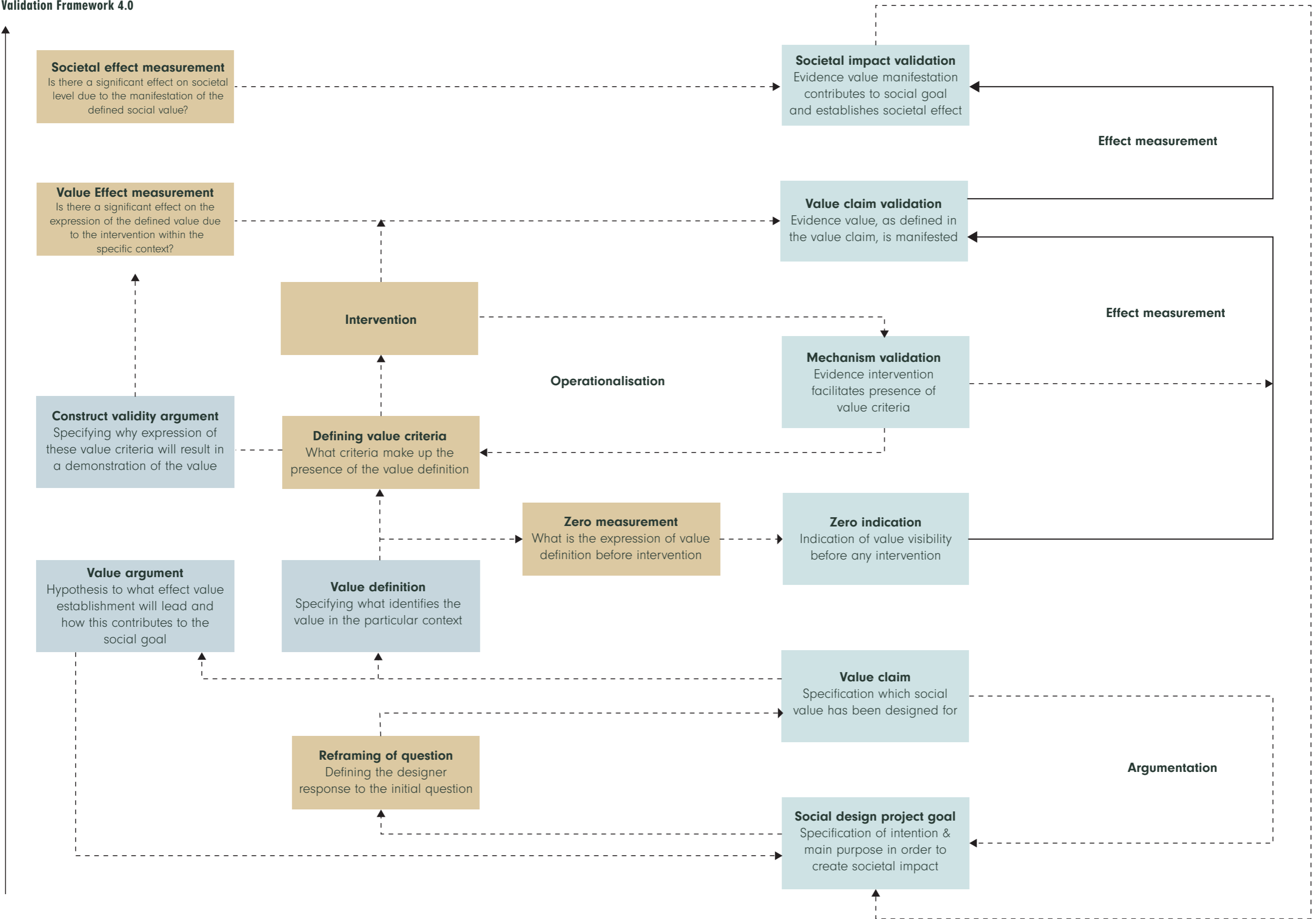
Value Validation Framework 2.0



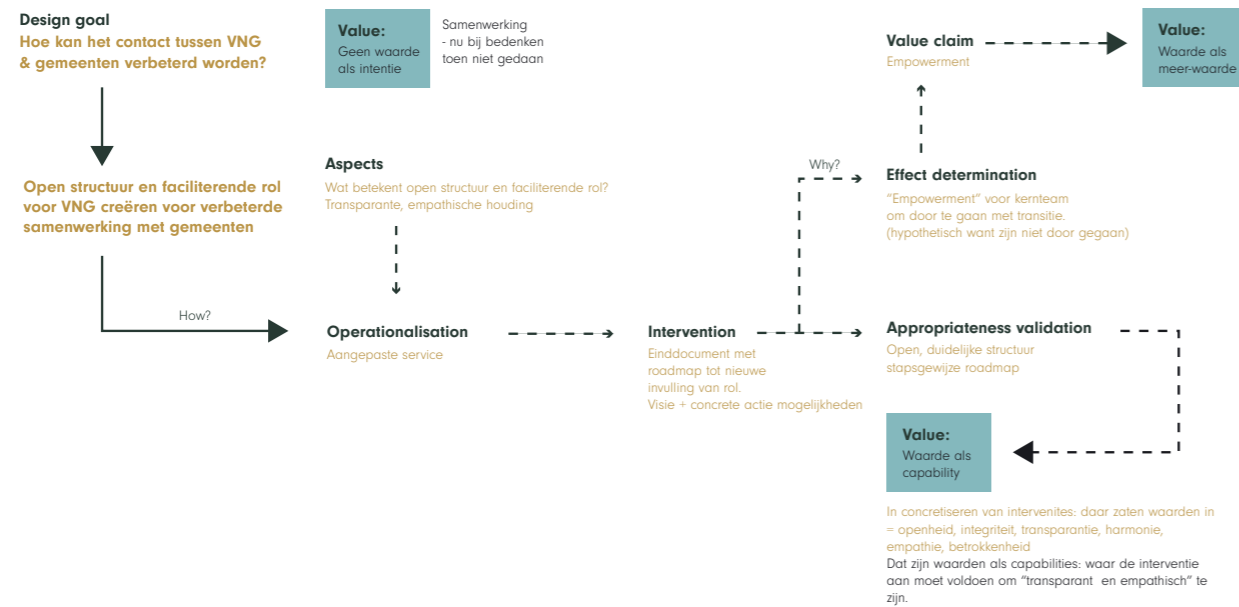
Value Validation Framework 3.0



Value Validation Framework 4.0



Value evaluation session ABZ



Main take-aways from session for ABZ

- They were not aware of the value claim during the project. If they had been more explicit about this in the beginning they could have made this more concrete in the intervention and could have thought of more possibilities. Reflecting on this during the project could have been valuable.
- Not staying true to own values during process is not ok if you want to contribute to designing for that value. Necessary to put the value into practice yourself as well.
- Discussing values is a level of abstraction that is too high vs we should do this way more often. "We could practice it."
- Now it is easier to talk about it than while we were doing this.

Observations

- There is a difference between how they discuss value-claims that give direction to the project and values that determine the intervention.
- Validation of operationalisation value within intervention and effect validation of intervention itself. Not: validation of intervention towards initial design goal or validation of intended aspects.
- 'Valuable' as impact of use and not the success of the intervention itself. Again: different levels of validation that are discussed in an irregular manner.
- Values are discussed in many different ways and with different interpretations.

Food for thought

- What is the interpretation of 'social values' within social design as design for values?
- At which level is this value exercised?
- Is it only about operationalisation or also about effect? Or necessarily both?
- Do we want to validate that it is an operationalisation of a value or do we want to validate that the effect connects to a value-claim?
- Value claim on the level of the design goal as design for values is different than a value claim on the level of the value of the intervention aspects. The latter refers to the value of the design manifestation while the first refers to the effect that needs to be obtained.
- Are designers capable of answering the question: 'for which value did you design?'

Miro board used in session ABZ

Ik

Ze weten niet wat service design is

concrete voorbeelden van interventies als gesprekstof

Notes conversations with experts in value assessment and value realisation

Sjouk de Boer, onderzoekspsycholoog bij de Fjord, psycholoog bij Youz

- Kan je de onderliggende claim waar maken, is er verandering opgetreden
- Psychologie
- hoe was de situatie vooraf, 0-meting ; hoe autonoom zijn mensen nu
- Vragenlijst , liefste 1 die al gebruikt, gebestudeerd is
- Vragenlijsten als instrumenten, die klachten en problemen in kaart brengen
- Je past de vragenlijsten aan , valide instrumenten gebruiken voor specifieke doelgroep
- autonomie wat versta ik daar onder: aantal aspecten → operationaliseren in aantal kenmerken: waar iemand die autonoom is aan voldoet
- wat wil je veranderen?
- Klopt de claim? als je nu gaat meten met dat instrument blijkt iedereen dan wel niet-autonoom te zijn met 0-meting
- Problemen zijn niet vergaand onderzocht, niet per se veel onderzoek om te inventariseren hoe groot het probleem is?
- Is er achteraf gekeken hoeveel het gebruikt wordt etc?
- Wat zijn de doelstellingen → wat zijn de doelen van die producten waar zijn ze op gericht en bereiken ze die ook?
- Op basis van de aspecten van autonomie geoperationaliseerd, daar zitten ze goed op → dan kan je autonomie als waardeclaim gebruiken
- vragenlijst 90 vragen, 1-5 in welke mate heb je daar last van → score
- veel klachten binnen, knapt op bij het verlaten na de behandeling → score anders
- maar allerlei factoren die mee spelen; dus kan niet zeggen het ligt sowieso aan de behandeling
- Binnen psychologie validatie vooral via de vragenlijsten → welke lijsten moet je dan gebruiken en wat wil je vragen ; afhankelijk van je vraagstelling , wat is het doel
- Bij elk project : wat is de doelgroep, wat zijn de doelstellingen (waar richt het zich op), wat is daar over bekend aan het begin (hoe is dat gedaan), is er aan het eind ge-evalueerd (en hoe zou je dat kunnen doen)
- Indirect naar waardes vragen bijv. peerby ; voelt u zich fijner in de buurt?
- Likart schaal → 0 is helemaal niet, 7 is helemaal
- Wat bedoel je daar mee? met autonomie anders is het een te grote term
- Algemene termen kan iedereen zelf iets anders bedenken, specifiek maakt het duidelijk
- Likart schaal geef je scores, makkelijker kan je ook groepen maken
- Randomized clinical trial → random groep die niet de behandeling heeft
- Het is altijd bij benadering, niet absoluut
- **Je meet aspecten van de waarde die je wilt implementeren**
- je moet goed nadenken over die aspecten (en soms bestaan er vragenlijsten voor het meten van zo'n aspect)
- **Per aspect nadenken hoe je dat goed in kaart kan brengen**
- 5 projecten ; welke meetlat leg ik er naast (is er echt over die waardes gesproken of is dat iets wat ik nu onderliggend er in vind)
- zijn er aanpassingen gedaan tijdens het project
- achteraf hoe wordt er nu naar gekeken

Eva Legemaate, IDOLS project

- IDOLS opgezet door federatie creatieve industrie → taart punt om creatieve (ontwerp) culturele sector vergroten (kunstenaars) , vanuit ministerie geld verdeeld over projecten. Vorig jaar zomer konden studio's/ probleemeigenaren

- zich opgeven. Aan verschillende eisen voldoen. Meerdere stakeholders per project ; om zo samen te werken. Vooral om te laten zien: hoe goed creatievelingen complexe vragen kunnen oplossen.
- Onderzoek gedaan worden of het gelukt is. Impact meting; 4 pilaren volgens Marieke
- Onderzoeksteam richt zelf op 4 pilaren, te meten.
- Tijd en geld is op, oplossingen worden afgeraffeld → reflecteren schiet er dan bij in
- Publieke instellingen willen impact weten. Wat is impact? Hoe meet je dat?
- Hoe de ontwerper impact ziet is misschien niet hoe de zorginstelling oid het ziet.
- Iedereen wil heel graag impact meten om zo dan weer subsidies krijgen
- Questionnaire: wanneer vind jij dat er impact gemaakt is in de context van het IDOLS project?
- IDOLS: coach per project, multi-stakeholder, maatschappelijk vraagstuk
- 'Waarden' die bij IDOLS gebruikt worden gaan (denk ik) meer over 'meerwaarde' dus; wat heb je aan IDOLS gehad, wat heeft het mee-doen je gegeven etc.

Andrea Frankowski, PhD student Universiteit Tilburg & werkt bij NSOB

- Value claim: kan goed duidelijk maken waarom dit de claim is van de ontwerper. - omdat de vertaling van het initiële vraagstuk en onderzoek naar alle stakeholders al daar voor zit: in het proces tussen design goal & value claim. Vertaling van input stakeholders zit dus daar voor. Value claim is uiteindelijk het antwoord voor de ontwerper om dat vraagstuk te beantwoorden.
- Interessant is dan: die societal impact validation, daar kan je niet komen zonder weer bij je stakeholders te rade te gaan; hoe staat dit weer in verhouding met design goal. Die terugkoppeling heb je dan dus nodig.
- Wat vind de samenleving; van waarde validatie naar waarde duiding. Als de samenleving niet veranderd is: is dat erg? Of moeten ambities bijgesteld worden? Als stakeholders er anders naar kijken; is dat dan erg?
- De vraag is dus wie valideert en bepaalt? De ontwerpers - claim

Checken:

- Publicatie NSOB opgavegericht evalueren
- Waardelagen model van Edgar Schein -> waarde operationaliseren
- Lars Tummers; behavioural public administration (nudged)
- Maakbaarheidsdenken van Paul Frissen; grote idealen dat waarden maakbaar zijn, zijn niet altijd in combinatie met de voorwaarden in die context om dat te doen.
- Paper Andrea over zorg en maakbaarheid

Marjolein Huisman & Friso Landstra - Instituut voor Publieke Waarden

Another interesting perspective regarding the interpretation of values has been given by "Instituut voor publieke waarden" (<https://publiekewaarden.nl>) They maintain a much more pragmatic approach regarding operationalising values. Instead of getting tangled up in semantic discussions about values on a meta-level they intend to turn values into something quantifiable: values are only valuable if they determine actions. They want to make values insightful and therefore change perspective. So how to advocate that an initiative is valuable and parties should contribute? In order to do so, Instituut voor publieke waarden asks the question what is 'of value' to institutions. They identify what would make other parties want to participate in an initiative, and then use this

value indication to put it to practice. By showing how their initiative contributes to these values they believe they can come much closer to what is relevant to people and what a value means.

Rather than by discussing values on a meta-level, this institute shows that when interpretations of values become distinguished on an intersubjective level, they are relevant and adequate for the context. By having these pragmatic definitions of values, it also becomes more easy to evaluate and assess the operationalisation of values and the problem of translating (and evaluating) abstract values towards the current context is non-existent.

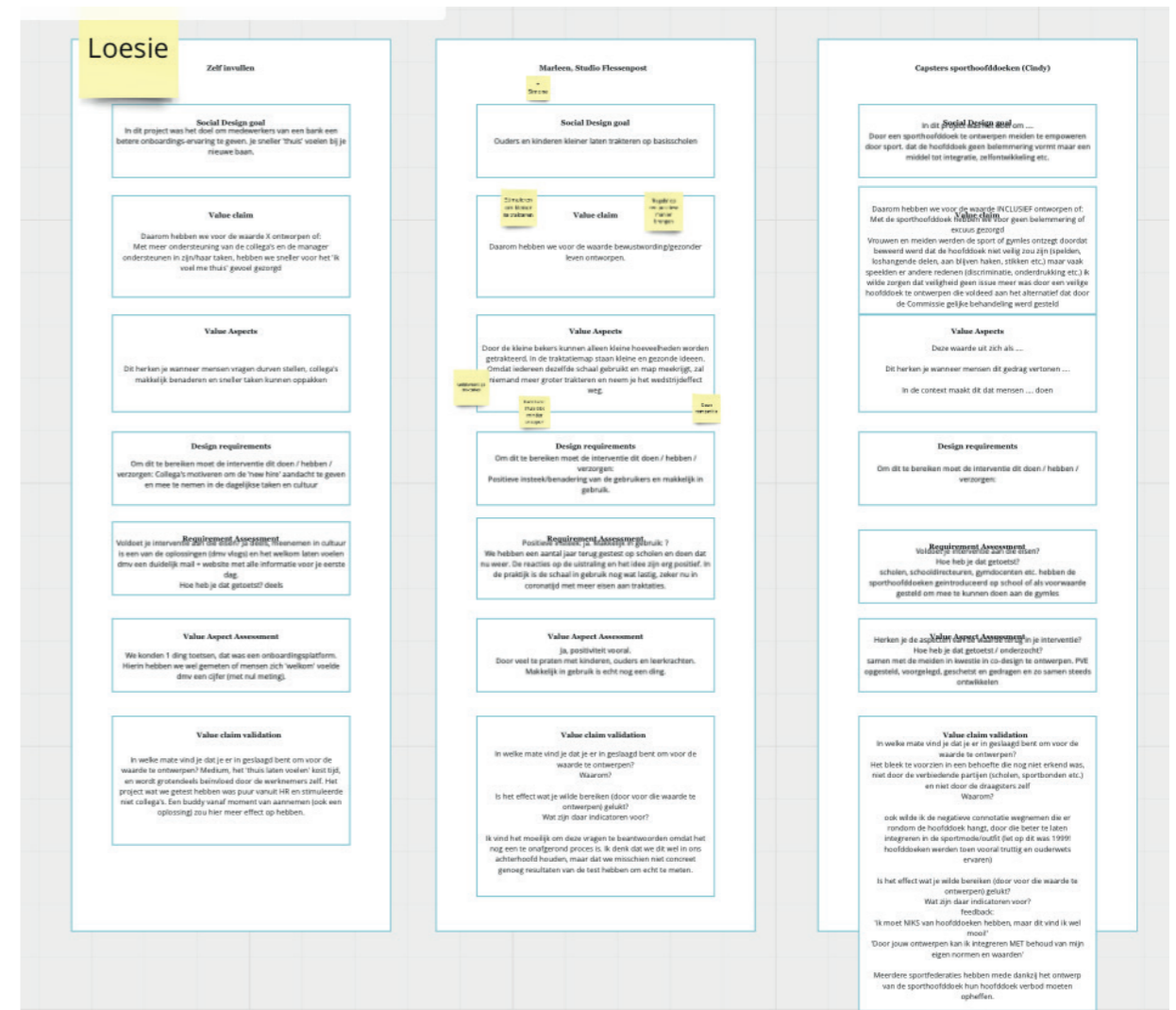
Evaluation session Social Design Showdown - blogpost

“In de waarde creatie sessie hebben we gekeken hoe verschillende projecten invulling geven aan het ontwerpen vanuit een bepaalde waarde om zo te achterhalen wat nu de daadwerkelijke impact van deze projecten was. Om dit te doen heeft iedereen eerst voor een eigen gekozen project de verschillende onderdelen van het waarde validatie model ingevuld. Daarna hebben we met elkaar besproken wat iedereen had ingevuld en hoe het überhaupt bevalt om op zo’n manier naar een project te kijken.

Door het invullen van het schema kwamen mensen tot nieuwe realisaties over hun project. Zo kwam iemand er achter dat ze tijdens het project 1 van de 2 missies die zij origineel hadden, naar de achtergrond hadden laten verdwijnen. Ook merkte we door het schema dat het moeilijk is om niet meteen in termen van interventies te praten als het gaat om het effect dat je wilt bereiken met je project. Maar juist door daar boven te hangen kan je op een hoger niveau nadenken over het effect en het uiteindelijke doel daar van. Iemand merkte op: ‘als we dit schema hadden gebruikt tijdens het werken aan dit project, waren we denk ik wel met een andere interventie gekomen’ en de gedeelde mening was dat deze manier van naar een project kijken interessante nieuwe inzichten gaf. Mooie gewaarwordingen dus!

Aan het eind ontstond ook nog een onderhoudend gesprek over hoe je nu écht impact kan maken en er voor kan zorgen dat je binnen een project verbonden kan blijven aan die missie. De realiteit biedt ook niet altijd de mogelijkheden om volledig een nobel streven te kunnen blijven najagen. In een kapitalistisch systeem, berustend op markt waarde moet je soms als ondernemer keuzes maken die je vorm van impact bepalen. Voordat we hier nog verder over konden praten was de tijd helaas al weer op, maar met zeker nog genoeg stof tot nadenken verlieten wij de break-out room.”

Miro board used in session Social Design Showdown

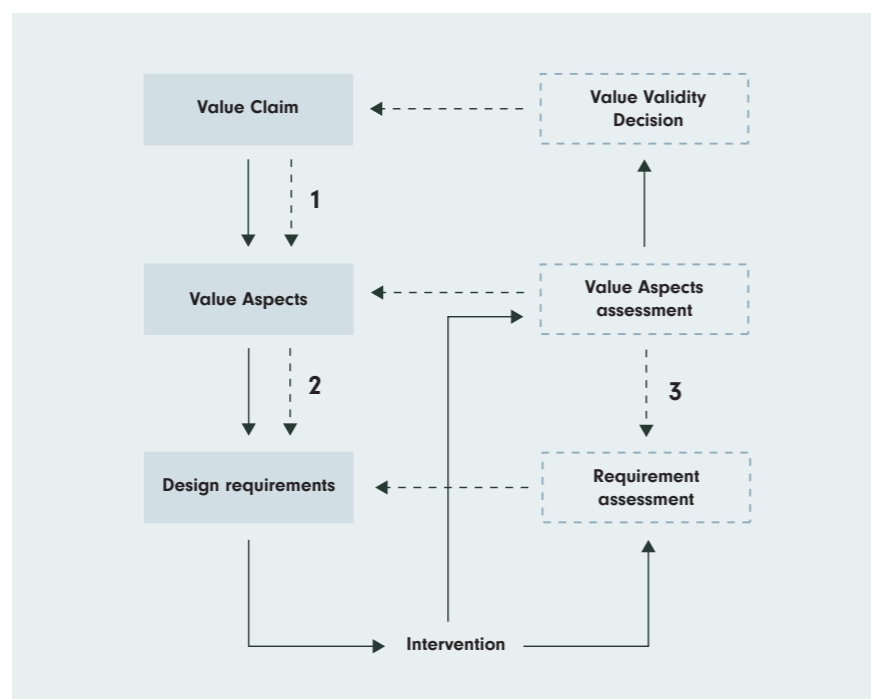


Possible purpose of use while designing: loop of refinement

The Value Validation Framework facilitates assessment of valid reasoning in finished projects, but the structure can also substantiate a design process when being used in an ongoing design project. The Value Validation Framework can contribute to constructing a loop of refinement (figure 8): a better understanding of what a value means in the context and how this value can become manifested. Possible implications are:

1. The identified value aspects are present but it still is considered to be weakly argued for that the design for value has been realised. Therefore the value validity decision is defined as inadequate, 'more needs to be done'. This can inform a renewed perspective on the value aspects. Possibly the ones specified, are not adequate in the specific context and new value aspects are identified as necessary effects.
2. This renewed perspective can also inform the identification of new requirements that need to be established in the intervention.
3. If a value aspect assessment illustrates that the desired effect is not present and conclusively, the value is not being realised, the relationship between the value aspects and design requirements can be researched further. If the requirement assessments show that particular requirements are not met exhaustively this can explain the lack of value aspect realisation. Or, the requirement assessments illustrate perfect demonstration of requirements; in that case, it can be questioned whether the right requirements have been identified to establish value aspect manifestation.

These considerations illustrate how the framework not only structures the validation process of a particular claim to design for a value but can also enrich the design process itself by evaluating internal relationships between mechanism and effect; consistency between measure and goal.



Value Validation Framework - loop of refining

Interview questions

Intro:

Kan je wat meer over je project vertellen? Voor wie heb je het gedaan, wie waren betrokken, hoe lang heb je er aan gewerkt?
 Op welke manier vind je dat dit een social design project is, in andere woorden: hoe draagt het bij aan de maatschappij?
 Wat was het doel, zoals omschreven in de brief en welke sociale waarde denk je dat daar aan ten grondslag ligt?
 Is dit doel nog tijdens het project veranderd? Waarom? Wat was de verandering?
 Hebben jullie een meting gedaan om de situatie in kaart te brengen voordat er een interventie geplaatst werd?

Value / Value Aspects/ Design requirements:

Voor welke waarde heb je ontworpen in dit project? (waarde)
 Wat is de karakterisering van die waarde in deze context? Hoe is die waarde herkenbaar? (Aspecten)
 Wat was het beoogde effect van de uiteindelijke interventie? (effect)
 Aan wat moest de interventie volgens jou voldoen om dat effect te creëren?
 Hoe heb je dat vorm gegeven in de uiteindelijke interventie (operationalisatie)

Mechanism validation:

Vind je de interventie geslaagd? Waarom?
 Vind je dat de waarde herkenbaar is in de interventie?
 Zorgt de interventie voor het beoogde effect?
 Hoe heb je dat gevalideerd? Heb je dat bij gebruikers onderzocht/ nagevraagd?

Value validation:

Zou je zeggen dat het gelukt is om een interventie te ontwerpen die het beoogde doel bereikt? Waarom wel/ waarom niet?
 Is het gelukt om voor de waarde x te ontwerpen? Waarom?
 (Hoe) heb je dat gevalideerd/ onderzocht?

Societal impact validation:

Hoe draagt dit project bij aan de maatschappij?
 Hoe bepaal je het effect op de maatschappij?

Defining impact / success:

Vind je het project geslaagd? Waarom?

Transcripts

Transcript - Doehetzelfkip - Vera Bachrach

Ik kreeg een telefoontje van Andre Schaminee, die begeleidde een project bij de provincie Brabant ... en hij is gespecialiseerd in het in zetten van ontwerpers op maatschappelijke vraagstukken in een overheidsetting. #00:00:52.48#

Hij kwam bij ons terecht omdat hij de tosti-fabriek had gezien en had gezien dat wij er goed in zijn om ethisch moeilijke vraagstukken op een open manier aan te kunnen gaan. Waarbij we ruimte weten te laten voor allerlei perspectieven en zienswijzen. #00:01:26.67#

Provincie Brabant is een provincie die haar geld van origine verdient met landbouw en intensieve veehouderij maar daar wel de laatste jaren ook wel in transitie wil want op steeds meer vlakken begint dit te wrijven. Van dierenwelzijn maar ook echt burens die problemen met elkaar krijgen omdat de buurman nog een varkensstal er bij wil bouwen en de andere buurman denkt Jezus nou ik heb het wel echt gehad. Allelei van dat soort aspecten. Provincie Brabant heeft daar een speciaal team voor: Foodup Brabant en die ondersteunen eigenlijk boeren die willen vernieuwen en die aan sociale en bedrijfsmatige innovatie doen. #00:02:37.15#

Aantal boeren bij hun aangeklopt die dingen anders willen doen. #00:02:44.51#

In de toekomst zullen we eigenlijk minder dieren moeten houden. Misschien moeten consumenten minder vlees gaan eten, maar om dat te realiseren moeten wij wel kunnen blijven bestaan. Dus zal er eigenlijk meer voor vlees betaald moeten gaan worden, als wij minder dieren gaan houden. Hoe krijg je de consument zo ver? Wat betekent dat voor mijn bedrijf? #00:03:10.45#

Uiteindelijk kwam Andre Schaminee bij ons terecht met de vraag: of wij een project konden doen over de waarde van vlees. Want het was de hypothese van de boeren onder andere en na veel praten met elkaar dat de waarde van vlees kan je puur economisch zien maar ook cultureel. En je kan ook daarvan denken van ja wij consumenten staan zo ver eigenlijk af van dat vlees wat we eten, we zien nauwelijks meer dat dat een dier is geweest en weten vrij weinig van hoe dat dier heeft geleefd. Hoe die op ons bord is beland, dus hoe kan je dan inschatten welke waarde dat heeft? #00:04:06.17#

Dat was de vraag: kunnen jullie een project bedenken over de waarde van vlees. #00:04:31.41#

Het liefste zouden ze dus willen dat wij dat vlees meer waard laten zijn. #00:04:45.15#

Kern van onze gedachte was: wat zou er gebeuren als wij consumenten zelf weer verantwoordelijk zouden laten zijn voor de productie, de

verwerking of de slacht en de consumptie van het vlees. Voor het hele proces. Dat vroegen we ons af. #00:05:27.24#

Eigenlijk ben je als consument natuurlijk ook verantwoordelijk voor het dier dat je op eet.#00:05:42.88#

Dat we iets wilde bedenken waardoor mensen zelf weer die verantwoordelijkheid krijgen. #00:05:56.71#

Er zijn 28 miljoen kippen in Brabant. Dus dat was wel een duidelijk aanwezige vleessoort. #00:08:23.15#

Toen bedachten we doehetzelfkip. Dat was een hele simpele gedachte. Kippen mag je thuis slachten, wat als je de consument daar weer verantwoordelijk voor maakt en dat proces laat uitvoeren wat gebeurd er dan met hun perceptie over vlees en de waarde van vlees? #00:08:54.34#

Het zou een soort Ikea-ontwerp moeten worden. Waarbij je stap voor stap als ware een kast in elkaar zet, door het proces wordt geleid. #00:09:26.73#

Die boeren bieden de uitkomst als een life line voor als er hulp nodig was. #00:09:48.06#

We hebben niet een soort uitgangspunt onderzoek, een soort voor en na meting gedaan. Wat heel goed zou zijn geweest. We hebben wel mensen.. wel natuurlijk eerst een prototype gemaakt en die getest met een klein groepje mensen. Gewoon of het te doen was, of het werkte, wat het teweeg bracht. En toen hebben we het groot en publiek aangepakt. Mensen die zich opgaven moesten zich wel van te voren via mailchip aangeven, dan hadden we een aantal vragen. Maar dat was meer een kwalitatief onderzoekje voor ons om te kijken van.. kijk we hadden een aantal dingen gezegd van ze moeten minstens een tuin of een balkon van zo en zo groot hebben. Anders hadden wij uiteindelijk bedacht dat het niet binnen kon, hoewel dat officieel wel zou mogen. #00:11:13.14#

We vroegen wat de motivatie was om mee te doen. #00:11:25.31#

In te schatten: zijn mensen serieus? #00:11:51.27#

Wij hebben bijna geen selectie gemaakt. Volgens mij geen en gewoon aan die boeren overgelaten wie ze interessant zouden vinden om mee te laten doen. #00:12:48.69#

Ja op verschillende vlakken. Dit gaat allereerst over een heel erg maatschappelijk thema namelijk: de toekomst van onze landbouw die ook voor sociale frictie zorgt. Met als voorbeeld die de provincie Brabant zelf gaf, mensen willen geen carnaval meer met elkaar vieren omdat er spanningen zijn tussen boeren die meer willen uitbreiden vs mensen in het dorp die last hebben van stank. #00:13:36.92#

Je hebt natuurlijk landelijk daar enorme discussie over, waar moet dat heen met de boeren, wat betekent dat voor de landbouw, wat betekent dat voor ons als consumenten. Dus het is nogal een sociaal vraagstuk want het gaat over: wat gaan we eten? Hoe verdienen boeren hun boterham? Eh dat. En ook nog hoe gaan we met de aarde om? Want vlees eten heeft ook natuurlijk een enorme voetafdruk. #00:14:13.37#

Dat zijn vragen die gewoon een hele grote impact hebben op het maatschappelijke domein. #00:14:21.11#

Het volgende aspect is dat het ontwerp plaats vindt midden in de samenleving, namelijk de kisten staan bij mensen thuis en die gaan een interactie aan met het ontwerp. Die gaan hen als het goed is tot reflectie dwingt en keuzes laat maken. #00:14:51.87#

En misschien ook wel hun gedrag beïnvloedt en de manier hoe ze kijken naar deze thema's. #00:14:56.43#

En dan heb je nog een laag, namelijk dat wij ons ontwerp altijd zo insteken, nou we maken, we bouwen iets. Maar dat gaan we ook heel erg. Wij spreken onszelf niet zo uit over de zaak, dat laten we echt over aan het ontwerp, en de mensen die daar mee interacteren, wat het met hen doet. #00:15:22.75#

En ondertussen zorgen we er voor dat dat proces heel erg gedeeld wordt. Eh via media, social media, nieuwsbrief in dit geval. En dat wordt als het goed is ook opgepikt door de media. Wat hier ook het geval was. #00:15:45.76#

Het was gelukt. En daarmee geef je natuurlijk ook echt een push aan het maatschappelijk debat. #00:15:53.61#

Dat social design zit hem er enerzijds in dat er bij mensen thuis in het sociale domein dat ontwerp van alles deed maar het zit hem ook op een maatschappelijk niveau. #00:16:14.64#
#00:17:03.43#

Voor welke waarde ontworpen?
Het eerste waar ik aan denk is die verantwoordelijkheid. #00:17:03.43#

Dat is een waarde zo van: als je consumeert, ben je verantwoordelijk. En hoe ga je met die verantwoordelijkheid om? Wat betekent dat?
Dat is een heel duidelijke waarde. #00:17:26.86#

Die zou je ook weer kunnen refrasen als: dat wij het van waarde vinden dat mensen niet onbewust zomaar iets doen maar zich bewust zijn van hun keuzes. Dat als je dit doet betekent het indirect dat je hier en hier een keuze over maakt. #00:17:47.63#

Die verantwoordelijkheid in die zin vorm gekregen door het hele proces in handen te leggen, via de kist, bij de consument. #00:18:42.87#

Dus wij hebben het proces van vlees eten, het hele productieproces van vlees, zo ontworpen dat het thuis plaats kan vinden onder beheer en verantwoordelijkheid van de vlees-eter zelf. #00:19:06.41#

Je kan natuurlijk ook die verantwoordelijkheid gaan zeggen, of een soort tour gaan maken langs weet ik veel en daar een gesprek over voeren. #00:19:18.00#

Maar wij hebben echt de verantwoordelijkheid in handen gelegd van #00:19:24.85#

Ook een soort waarde van: learning by doing. Je ondervindt aan den lijve wat de betekenis is, je kan wel heel veel lezen, je kan wel heel kwaad worden als er een slachtschandaal in de krant staat of heel verbouwereerd zijn dat mensen vinden dat je vega moet zijn. #00:19:51.57#

Als je het hele proces aan den lijve ondervindt wordt je je bewust van welke keuzes je eigenlijk impliciet maakt.#00:19:54.94#

Niet eens het gevoel.. We wilden gewoon de verantwoordelijkheid bij hun leggen. #00:21:15.53#

Het is aan jou om daar wat mee te doen. #00:21:25.48#

Het is hun keuze. #00:21:32.25#

We willen alleen laten voelen dat het hun keuze is, en dat het aan hen is. #00:21:44.34#

Dat vinden wij het belangrijkste, dat mensen zich bewust zijn van hun verantwoordelijkheid en dat word je door hem te krijgen, expliciet. #00:22:09.86#

Impliciet verwachten wij dat als je zelf een kip groot brengt en hem zelf slacht, dat je je daar, en hem dan op eet, dat je dan over het eten van die kip minder lichtzinnig nadenkt want je weet hoeveel tijd, zorg er in is gegaan. Misschien heb je zelfs een band opgebouwd met de kip en je hebt ervaren hoe je er mee om gaat. #00:22:53.07#
#00:23:30.77#

Ja dat hebben we dus achteraf gevraagd aan al die deelnemers. Daar hebben we het ook nog over gehad in een bijeenkomst. #00:24:02.59#

Wat mij sowieso al was opgevallen was als je die verantwoordelijkheid geeft, daar gaan mensen niet lichtzinnig mee om. #00:24:06.10#

Dus die gaan heel erg nadenken over het voer wat ze hun kip geven, hoe dat hok er uit moet zien, hoe groot dat dan moet zijn. Die denken misschien ook wel: jeetje, deze kip ik vind dit een klein hok maar in de industrie heeft een kip een veel kleiner hok wat grappig dat ik dat dan vind. #00:24:41.93#

Voor ons was de wetgeving leidend. We waren niet normatief. #00:25:01.80#
Dat is een waarde in ons ontwerp. #00:25:06.06#

Wij zeggen nooit wat iemand moet doen. #00:25:12.56#

Het was bij elke deelnemer anders maar als je het hebt over de waarde van kippenvlees was dit een heel waardevol stukje vlees. Ze hadden er zelf voor gezorgd er was heel veel tijd in gegaan etc etc. #00:26:53.79#

Dus hebben ze een heel speciaal diner van gemaakt met vrienden en familie. #00:27:11.67#

Ook door de ervaring natuurlijk een waardevol stukje vlees. #00:27:27.40#

Ik heb dat niet gemeten of ze nu ander gedrag vertonen. Maar zij zeiden natuurlijk allemaal van dit heeft mijn kijk op vlees veranderd. Dit heeft mij aan het nadenken gezegd over de waarde daar van. #00:27:59.27#

Eentje gaf aan: ik had de volgende dag toch een leeg gevoel, bracht ook emoties teweeg. #00:28:21.73#

1 opmerking heel mooi: 1 deelnemer aangaf dat hij die omkering zo bijzonder vond, normaal moet je je altijd verantwoorden als je geen vlees eet, als je vegetatier bent; waarom dan, wat ingewikkeld en weet ik veel en dat hij tijdens dit proces zich de hele tijd moest verantwoorden en waarom hij in hemelsnaam vlees at. #00:28:47.44#

Dat vond ik een hele mooie omkering. Hij zei: Ik heb me voor 1 keer moeten verantwoorden waarom ik vlees eet. #00:29:07.02#

Normaal wordt daar niet naar gevraagd. #00:29:15.09#

Er zijn natuurlijk ook groepen mensen op het platteland, die zelf kippen houden en voor wie dit heel normaal is. #00:29:57.78#

Die denken echt: what's the fuss met die hele doehetzelfkip kist? #00:30:02.43# Doe ik gewoon elke maand. #00:30:15.25#

Het is voor mij 1 van mijn lievelingsprojecten. #00:31:37.60#

Ik vond het gewoon, ik vond het zelf een heel leerzaam proces. I#00:31:52.82#

Wij stuurden elke week een nieuwsbrief. #00:32:31.92#

Eigenlijk al vanaf de aankondiging sprongen daar een aantal media mensen op van: bijna sensationeel. Soort van: deze kinderen gaan een kip slachten. Dat werd heel erg sensationeel gebracht, trouwens er waren ook journalisten die het helemaal gingen volgen vanuit een ander perspectief. #00:33:13.58#

Dat ging al snel. #00:33:17.85#

We vergroten eigenlijk wat er plaats vind en de reacties delen we weer. Daar zag je al snel dat mensen vast liepen op dit project en gewoon woedend werden. #00:33:51.37#

Die gingen op een hele agressieve manier daar over communiceren, namelijk die gingen dingen zeggen als: ze worden neer geknuppeld. Rare dingen. #00:34:10.69#

Ook onwaarheden. Maar ook dus weer heel provocatief verwoord en daarmee dat debat opstuwten. Maar daarmee ondertussen eigenlijk een vals alternatief aanbieden aan onze deelnemers. #00:34:37.02#
#00:34:34.40#

(kipstukjes)#00:34:37.63#

Maar dat deed ze eigenlijk meer voor de publiciteit denk ik dan dat een oprecht aanbod was want de manier waar dat aanbod werd gedaan was zo criminaliserend naar onze deelnemers wat ik heel jammer vond want het was eigenlijk heel leuk. #00:34:57.65#

Het had best gekund dat een van die deelnemers tijdens het proces was gaan twijfelen en dacht van: nou ik weet niet of ik het kan, ik weet eigenlijk niet of ik er eigenlijk achter sta om een dier te doden zodat ik het op kan eten. #00:35:14.53#

Was echt super leuk geweest als dat een van de uitkomsten was geweest, maar als je dan wordt neergezet als dierenbeul dan ga je daar natuurlijk niet op in. Dan ga je je verdedigen, dan graaf je je in. #00:35:32.40#

Daarmee wordt het eigenlijk ook een project over media en hoe dat werkt. #00:35:51.65#

#00:35:51.65#

Dat is een goed woord nog inderdaad, respectvol. Met respect voor het leven iets op eet omdat je weet wat het leven heeft ingehouden. #00:36:17.07#

Zit hier een verdienmodel in, als ik consumenten de mogelijkheid bied om dat proces te volgen of iets, zijn zij dan bereid om meer te betalen voor mijn kippenvlees. #00:37:59.08#

Zo zat hij er in. #00:38:11.50#

Voor Jan was het misschien geslaagder dan voor Cornee. #00:38:48.47#

Hij heeft er echt nog over na zitten denken van: wat betekent dit nou voor mijn bedrijfsmodel. #00:39:13.52#

Die kennis van het proces en daar deelgenoot van zijn, zorgt dat er voor dat vlees meer waard wordt. #00:39:26.94#

#00:39:27.23#

Het was niet als een businessmodel opgezet, het was echt als een bewustwordingstraject opgezet. Maar het was wel voor de overheid voor de provincie, voor de boeren een soort eerste stapje naar meer input krijgen van hoe werkt dat nou bij de consument en de waarde van vlees? #00:40:04.88#

Hun opdracht is om boeren te ondersteunen bij het vinden van nieuwe verdienmodellen. Dat kwam hier niet direct uit maar bood wel input. Maar zij waren ontzettend blij met de media aandacht omdat ze daarmee Foodup op de kaart zetten als: kijk deze organisatie die doet hele interessante, spraakmakende dingen over de toekomst van ons voedselsysteem. Dat vonden zij gewoon heel leuk. #00:41:09.77#

Dus iedereen had een iets ander belang er bij. #00:41:15.70#

Wij hebben natuurlijk gepusht wat wij interessant vonden. #00:41:18.93#

Ja. Volledig. Ik heb geen vinger uitgestoken meer. In dat ontwerp heb ik natuurlijk gewaarborgd dat alles netjes zeg maar binnen de wetgevende kaders plaats vond. Daarin waren zij vrij om te doen met hun verantwoordelijkheid wat ze wilden. #00:42:22.78#

Minder geslaagd#00:42:48.70#

Dit is nu achteraf mijn perspectief op dit project. En ik had het, maar dat is gewoon een soort professionaliseringslag die je kan slaan, als je dat wil. Ik denk dat het goed was geweest om een soort 0-meting van te voren te doen en achteraf en misschien twee keer, een jaar later ofzo, maar voor mij voelt dat wel meer als onderzoek dan mijn...#00:43:22.01#

Ik kan nu niet staven van.. ik kan de impact nu formuleren op de hoeveelheid artikelen die er over zijn geschreven, de hoeveelheid debat en posts op social media en m'n persoonlijke gesprekken met deelnemers. #00:43:55.04#

Dat is niet eens bewust. Ik koop nooit meer kip. #00:44:36.64#

Dat beseft ik me nu pas, nu ik het zeg!#00:44:50.08#

Tanscript Groeikaarten #00:00:00.00#

Wij hebben toen met zijn tweeën een opdracht gedaan voor de gemeente Utrecht. Waarbij zij eigenlijk als probleemstelling hadden dat zij het moeilijk vonden om met laaggeletterde ouders over een complex onderwerp zoals cognitieve ontwikkeling van een jong kind te praten. En dat ze daar eigenlijk iets voor zochten om dat gesprek makkelijker te maken. #00:01:15.60#

In eerste instantie dachten zij aan een animatie. #00:01:22.10#

Zo hebben we dus uiteindelijk een analoge kaartset gemaakt. Met allemaal eigenlijk heel praktisch, laagdrempelige activiteiten die ouder en kind samen kunnen doen om de ontwikkeling te stimuleren. Eerst ging het dus alleen om cognitieve ontwikkeling, later is daar ook nog motoriek en nog voeding bij gekomen. #00:02:03.40#

De kaartjes zijn dus eigenlijk zo ontwikkeld dat een verpleegkundige, of iemand die bij het consultatiebureau werkt de kaartjes kan gebruiken als gesprekstool. #00:02:17.96#

Als ze merkt het gesprek loopt een beetje moeilijk, ik heb het idee dat iemand mij toch niet zo goed begrijpt. Dan kan ze zo'n kaartje gepakt worden om dat gesprek iets makkelijker te maken. Dat je iets in handen hebt, wat visueel is aan de hand waarvan je iets kunt uitleggen en dat je het ook kunt mee geven, dat ouders het ook nog eens thuis kunnen bekijken. Dat er ook een herhalend element in zit, dat elke keer dat ouders bij het consultatiebureau komen ze een nieuw kaartje krijgen. Dat het zo opbouwt die kennis. #00:02:59.19#

Opdrachtgever was dus afdeling volksgezondheid van de gemeente Utrecht en dan specifiek JGZ daar binnen. #00:02:54.71#

We hadden dan als doelgroep in eerste instantie werd gezegd dat het om laaggeletterde ouders in de wijken Kanalenland en Overvecht in Utrecht ging. Maar eigenlijk is het natuurlijk zo dat de doelgroep van het product de professionals zijn die met die ouders in gesprek gaan. #00:03:45.41#

Het is niet zo dat het nu alleen in gezet wordt bij laaggeletterde ouders. #00:03:48.64#

We hebben het ontwikkelt met het idee dat je iedere keer een nieuw kaartje krijgt als je komt bij het consultatiebureau. Maar inmiddels worden de kaarten zo breed gebruikt dat sommige professionals ze niet mee geven. Bij de gemeente Utrecht gebruiken ze in boekvorm. #00:04:40.02#

Het wordt door de professional zelf bepaald hoe ze dat willen inzetten.#00:04:46.53#

Eigenlijk in al die kaarten gaat het dus heel erg over communicatie tussen ouder en kind. #00:04:59.98#

Dat het dus heel belangrijk is als ouder om aandacht te hebben voor je kind. #00:05:09.05#

Het gaat dus ook heel erg om die band tussen ouder en kind. #00:05:28.87#

Bij de gemeente Utrecht kwam het al voort uit een vraag van professionals. Dus zij hadden al geconstateerd, naja zij doen dan van die hoe noem je dat, van die intervisie gesprekken, daar was al geconstateerd dat dit een probleem was waar meerder professionals tegen aan liepen. Meerdere professionals hadden dit gemerkt. #00:06:51.19#

Het is een lastig onderwerp om aan te kaarten. #00:07:04.57#

Als je het wel besprak het een abstract onderwerp was en dat het lastig was om ouders daar dan mee aan de slag te zetten. #00:07:13.19#

Moeilijk om te zetten in een praktische handeling.#00:07:28.54#

Laaggeletterdheid is echt een taboe onderwerp. Het gaat natuurlijk vaak om meerdere culturen, anders taligheid. #00:07:33.88#

Het is een gevoelig onderwerp voor veel professionals.#00:07:35.20#

Wij zijn dus ook met die professionals in gesprek gegaan. We hebben gezegd dat wij dus meerdere mensen wilde spreken die in het werkveld tegen dit probleem aan liepen. #00:08:26.45#

Heel veel onderzoek gedaan naar laaggeletterdheid en naar die wijken waar ze het dan specifiek over hadden. #00:08:34.70#

Wat die cognitieve ontwikkeling dan is en hoe je daar als ouder aan kan bij dragen. #00:08:37.86#

Terwijl we in ons onderzoek er ook achterkwamen dat er best wel een digitale drempel is bij deze doelgroep.#00:08:51.27#

We zijn observaties gaan doen in wachtkamers bij consultatiebureaus. #00:09:01.10#

We hebben wel wat ouders zelf gesproken maar dat was minimaal. Het was lastig om in die fase al in contact te komen met ouders direct, 1 op 1. #00:09:12.16#

Die consultatie gesprekken zijn privacy gevoelig dus wij mochten daar niet bij. #00:09:19.90#

Je kunt er op verschillende manieren naar kijken natuurlijk. Maar ik denk dat wij, elke keuze die wij hebben gemaakt, dat die laagdrempeligheid en begrijpelijkheid dat we dat heel erg belangrijk vonden.#00:12:36.21#

Maar ook de positieve insteek. #00:12:42.16#

We hebben heel erg dat cultuur sensitieve in ons achter hoofd te houden. #00:12:55.95#

We hebben geprobeerd gender neutraal te werken. #00:13:10.79#

Het positieve was ook echt heel belangrijk voor ons, denk ik. #00:13:15.93#

Ik weet niet of je daar zo concreet 1 keuze in kan maken. #00:14:20.43#

Die laagdrempeligheid is een hele belangrijke, dat positieve is een hele belangrijke. Het inclusieve dan ook wel. Op die manier heb je een redelijke basis voor de kaarten. Mis ik dan nog iets? #00:14:37.06#

Met dat laagdrempelige, dan denk ik aan dat we op zoveel mogelijk manieren hebben gezorgd dat die kaarten voor iedereen begrijpelijk zijn en aanspreken ook. #00:15:27.45#

Dus dat genderneutrale en cultuursensitieve vind ik dan ook wel bij dat laagdrempelige horen. #00:15:36.59#

We hebben natuurlijk getest bij de doelgroep, is het wel zo laagdrempelig als we dachten. #00:15:51.53#

Voorleggen en heel droog vragen, wat zie je hier. #00:16:17.42#

Professionals die ze hebben gebruikt in de praktijk en daar kregen we ook veel reacties op terug. Dat gaat meer over de toepasbaarheid in de praktijk. #00:16:31.55#

Dat je gebruik maakt van voorwerpen die iedereen in huis zou moeten hebben. #00:17:20.23#

Als je voeding afbeeld dan moet je niet alleen de hollandse boterham doen. #00:18:38.19#

We hadden wel een lijstje met een aantal kenmerken waar het aan moest voldoen. Bijvoorbeeld ook dat analoge aspect was dus heel belangrijk voor laagdrempeligheid, want digitaal zou wel een drempel zijn. #00:19:29.18#

Informatie in kleine stapjes geleverd wordt. Niet alle informatie in 1 keer. Dat het praktisch is. #00:19:47.84#

Het grootste ding bij ons zit wel in de implementatie. Dat daar wel, wij zijn hier natuurlijk mee gestart toen we nog op school zaten en bij ons op school werd er geen aandacht besteed aan implementatie, dat is niet jouw taak als ontwerper. We zijn inmiddels wel achter dat we dat zelf niet vinden en dat we daar meer op hadden moeten zitten. #00:21:15.21#

Als dit zo en zo gebruikt wordt, dan moet het werken. Maar als je het niet kan uitleggen aan diegene die het gaat gebruiken dat ie het ook zo moet gebruiken dan.#00:21:50.26#

Als wij al eerder in het proces in contact waren geweest met de professionals die de kaarten gebruiken hadden we kunnen kijken van goh zou het misschien helpen als je het zo aanpakt, misschien kunnen we dit proberen. Daar is nu geen ruimte voor geweest en dat is uiteindelijk wel heel jammer.#00:22:27.42#

Wat ik wel heel geslaagd vind is dat naast die context waar we het voor hebben ontwikkeld dat er heel veel meer andere partijen zijn die er ook in geïnteresseerd zijn die het ook graag willen gebruiken. Dus dat vind ik eigenlijk heel mooi. Dat het op meerdere manieren inzetbaar is. #00:22:44.55#

Dat je er ook heel makkelijk een eigen invulling aan kan geven. Dat het een product is dat zo blijkbaar zo makkelijk uit zo'n context te halen is en ook weer ergens anders in te zetten. #00:22:12.77# #00:22:51.90#

Ze worden gebruikt in het onderwijs. Ze worden gebruikt als een setje wat iemand gewoon zelf heeft. #00:23:02.49#

ROC:#00:23:38.18#

In jaar 1 worden ze nog als algemeen ding gebruikt om te laten zien van wat voor rol jij zou kunnen spelen in zo'n context met ouders. Wat kun jij met ouders doen om ook dat stukje aandacht te geven. Dus niet alleen om te ondersteunen in de praktische kant van; ik heb net een kind gekregen. Maar ook de nadruk gaan leggen op die cognitieve ontwikkeling. #00:24:25.97#

In jaar 3 worden ze er ook weer bijgepakt en dat is dan voor studenten die kraamzorg in gaan, krijgen ze die sets ook mee om te gebruiken in hun praktische context. Maar dat is nog niet ontwikkelt op dit moment volgens mij. #00:24:42.56#

effect;#00:25:33.91#

Dat weten we dus wat mij betreft niet goed genoeg. #00:25:33.91#

Wat ik dus vooral heb gehoord is dat ze het dan lastig vinden om tussen al die kaarten het juiste kaartje te vinden. #00:25:46.80#

Maar of het echt helpt om gesprekken beter te voeren, ja dat weet ik eigenlijk niet zo goed. #00:26:00.71#

We weten dat het in andere contexten wel goed werkt, maar dat heeft dan met een tijdsfactor te maken. #00:26:01.46#

Op plekken waar meer tijd is, kunnen ze uitgebreider op die kaarten in gaan en werken ze dan ook beter. #00:26:08.63#

Dat maakt het dus in de context waar voor ze bedoeld zijn dus lastiger. #00:26:12.75#

Wij kunnen er nog niets over zeggen of het op lange termijn ook effect heeft op het kind. Want dat moet je kunnen meten. #00:26:28.92#

We krijgen over de kaarten zelf altijd hele positieve reacties. #00:27:06.87#

Het hele ding dat het toegankelijk moet zijn voor iedereen en dat iedereen een positieve input zou moeten zijn is wel echt gelukt denk ik. #00:27:29.38#

Dat was iets waar artsen en verpleegkundigen heel bang voor waren, dat het voor ouders te belerend zou over komen als je dit soort informatie gaat geven. #00:28:03.06#

Dat is onderdeel van het probleem wat zij constateerden, dat het een beetje een taboe ding is, ze zijn dan toch bang om te belerend over te komen in hun presentatie. #00:28:09.44#

Het enthousiasme waarmee we dat project hebben kunnen verder zetten met hun, nadat we afgestudeerd waren, dat wel heel erg blijkt van hoe blij ze er mee waren en inderdaad zo iets hadden van: hier willen we verder mee. #00:30:42.32#

Omdat zij eerst aan een animatie dachten en wij toen met die kaarten kwamen, dat ze het wel gewoon een heel goed idee vonden. #00:30:50.69#

Dat ze het gelijk zijn gaan gebruiken zegt al wel iets denk ik. #00:30:53.56#
#00:35:04.05#

Effect meten:

Daar mochten wij dus niet bij van de gemeente. Wij hebben echt ons best gedaan om bij dat soort gesprekken te zijn en wat meer hier zelf wat meer in te kunnen doen maar dat was iets wat zij zelf wilden oppakken. #00:35:04.05#

We hebben dus alleen die ervaringen bij die moeder baby groepen. #00:35:18.61#

Echt het inzetten van de kaarten en kijken hoe professionals dat ervaren en hoe ouders dat ervaren, dat wilden ze zelf doen. #00:35:31.97#

Dus feedback op die kaarten was: #00:36:24.18#

Dat er te weinig tijd was om ze in te zetten dus dat ze boekjes nodig hadden. Dus zijn we boekjes gaan ontwikkelen. #00:36:21.12#

Dat was eigenlijk ook op het punt dat wij in contact waren met andere organisaties die er wel meer tijd voor hadden. #00:36:28.73#

Wij zijn in principe de eigenaar van het product. Dus wij zijn ons op een gegeven moment ook heel erg gaan richten op het verder verspreiden van die kaarten bij andere organisaties en kijken welke mogelijkheden daar zijn. Dus wij zijn toen met die kaarten meer op dat stuk gaan focussen. #00:36:55.53#

Moeder baby groep is wel dezelfde doelgroep. #00:37:07.36#

Hele andere context. #00:37:15.78#

Omdat je daar dus veel meer tijd hebt en ook nog eens in een groepssetting zit krijg je ook veel meer mogelijkheden. #00:38:45.40#
#00:39:23.18#

Je hebt er meer tijd voor maar ook meer aandacht. Niet zo van meegeven en hopen dat iemand er wat mee doet. #00:39:23.18#

Normaal gesproken zitten vrijwilligers bij mensen thuis en dan hebben ze ook wat meer tijd om op andere manieren gebruik te maken van die kaarten dan alleen ik geef je nu een opdracht met je kind. Dan ga je juist met ouders samen met die kaarten aan de slag. #00:40:00.40#

Dat was een leuke openbaring voor ons. #00:40:05.64#

Dat maakt het ook wel een mooie doelgroep om bij te testen. Veel verschillende achtergronden, cultureel gezien. #00:41:51.76#

Soms waren ze nog wel een beetje aan het zoeken hoor, van wat is dit nou, wat moet ik er mee? #00:42:26.77#

Maar denk ook dat die sfeer in die groep zo leuk is, iedereen doet gewoon mee. Dat ze er ook wel gewoon heel erg voor open staan om dingen te leren. #00:42:49.09#

Het voelt voor ouders wel echt als een cadeautje. O ik krijg iets mee, wat leuk. #00:43:01.38#

Het is ook leuk om samen dingen met je kind te doen, daarmee werk je ook aan je band. Daarmee kan je je kind ook helpen voor in de toekomst, voor op school. #00:44:08.89#
#00:44:14.35#

Of die die scholing niet hebben gehad of denken dat komt straks wel als ze naar de basisschool gaan. #00:44:23.53#

Het is heel leuk juist om ouders de kracht te geven om daar iets aan bij te dragen. #00:44:14.35#
Om ze te laten zien van kijk eens jij kan dit gewoon en super leuk. #00:44:30.44#

Vooral terug gekregen voor mijn gevoel dat het in elk geval leuk is om te doen met je kind. Dat het inderdaad leuke, simpele activiteiten zijn en dat dat gewoon leuk en laagdrempelig te doen is. #00:44:58.17#

Niet van ouders terug gehoord of zij ook het gevoel hebben dat ze hun kinderen daar mee ook meer steunen. Ik denk dat wij daar niet genoeg intervallen van ouders mee hebben gehad, dat je iemand spreekt en dan na een paar maanden weer of zo. #00:45:06.41#

Social design?#00:45:12.62#

Als meer ouders weten hoe zij kunnen bijdragen aan de ontwikkeling van hun kind zijn er dus minder kinderen die een achterstand hebben als ze beginnen op school. #00:45:49.15#

Dat biedt gewoon meer kinderen kansen. #00:45:56.70#

Daarnaast denk ik dat het belangrijk is dat er dit soort projecten gedaan worden die dit soort problemen onder de aandacht brengen. #00:46:03.32#

Dit probleem is overal en nergens// Dat er heel veel abstracte problemen zijn die je op een zo helder mogelijke manier moet communiceren. #00:46:15.51#

Dat si echt wel mogelijk. ... Hoe meer van dat soort voorbeelden zijn hoe meer het ook opgepakt kan worden. #00:46:30.69#

Onderdeel van een beweging. #00:46:30.69#

Wij zijn er op basis van dit project achter gekomen dat wij dat überhaupt iets heel interessant vonden. Die manier van communiceren. #00:47:27.61#

Transcript Manon van Hoeckel - Bouwdepot#00:00:39.30# #00:00:46.03#

Ik werk sinds paar jaar op projectbasis voor stichting zwerfjongeren Nederland en die zetten zich in voor dak en thuisloze jongeren in Nederland#00:03:10.37#

Als je thuisloos bent zit je in een crisis opvang. #00:03:31.02#

Dakloos verstaan we onder mensen die echt geen dak boven hun hoofd hebben. #00:03:46.22#

Doelgroep waar wij ons op toespitsen nu is 18-21. Dat komt eigenlijk omdat veel jongeren rond hun 18e dakloos worden. #00:04:14.02#

Meer dan de helft van de jongeren die uitstromen uit de jeugdzorg op hun 18e, die vinden we een paar jaar later terug in de crisis opvang. #00:04:29.41#

Je weet dat daar iets mis gaat. #00:04:37.43#

Die stichting zwerfjongeren Nederland focussen zich eigenlijk op twee grote onderwerpen namelijk inkomen en wonen. #00:04:38.45#

Met dit project focussen wij ons op inkomen van jongeren tussen 18-21 omdat we weten dat hun uitkering heel erg laag is, dat is namelijk 255 euro per maand. Dat komt omdat de overheid verwacht dat ouderen van dit soort jongeren financieel bijspringen. #00:04:57.15#

Die ouders zijn buiten beeld, of in ieder geval financieel buiten beeld. Die jongeren maken daardoor echt heel snel schulden. Nibud hebben laatst geïnterviewd en die zegt dat jongeren in die situatie gemiddeld 660 euro per maand schulden maken. Dat stapelt zich elke maand op. #00:05:33.02#

Maar weinig geld gaat echt naar de doelgroep zelf. #00:05:48.96#

Worden veel stukken geschreven. #00:05:54.70# Daar wordt soms wel en soms niet iets mee gedaan. #00:06:01.84#

De ontwerpmentaliteit is echt, je kunt pas van iets leren als je het gaat doen. Dus niet eindeloos over iets onderzoek doen en schrijven maar gewoon proberen. #00:06:06.01#

Dus hebben we bedacht, laten we 5 jongeren, want dat is een beetje waar we subsidie voor konden krijgen, een jaar lang een vast inkomen in de maand geven van 1050 euro. Dat is gebaseerd op wat een volwassene volgens het Nibud nodig heeft om van rond te kunnen komen. #00:06:32.34#

5 jongeren uit 3 verschillende steden #00:06:36.57# #00:06:43.96#

Die jongeren worden begeleid door hun persoonlijke begeleiders die ze al kennen.#00:06:43.96#

Wat het anders maakt dan een uitkering is dat het op basis van vertrouwen is en dat er eigenlijk geen tegenprestatie in zit. #00:06:54.96#

Jongeren zijn zelf in de lead. #00:07:18.66#

Dat maakt het echt heel anders dan hoe het normaal gaat. #00:07:34.57#

Wat ons doel is eigenlijk, niet dat wij volgend jaar zelf 100 jongeren extra, dat we subsidie aanvragen voor 100 jongeren extra, maar dat

we deze manier van werken en wat we leren kunnen delen met allerlei gemeentes zodat zij dit hopelijk gaan overnemen. #00:07:55.73#

Daarom maken we ook maandelijks een podcast die we via whatsapp versturen naar allerlei ambtenaren. #00:07:57.86#

Op die manier delen wij ook de lessen die wij leren. Belangrijk punt daar in is ook dat we het doel hebben dat mensen uit het domein ook op een andere manier naar deze doelgroep gaan kijken. #00:08:25.99#

We zien het echt als jongeren waar je in kan investeren wat je later heel veel rendement gaat opleveren, niet alleen financieel maar ook sociaal maatschappelijk gezien. #00:08:34.72#

We kijken niet naar deze jongen als probleemjongeren maar als jongeren met problemen. #00:08:48.44# #00:10:06.78#

Dat sturen op vertrouwen, op werken vanuit vertrouwen in plaats van wantrouwen en controle. #00:10:22.85# #00:10:47.09#

Door heel veel in gesprek te gaan met dak en thuisloze jongeren. Hoe ervaren jullie het nu? #00:10:53.20#

Ook dat ze zich heel de tijd voor alles moeten verantwoorden. #00:11:10.84#

Ik denk dat we het er allemaal mee eens zijn dat als we zorgen dat iedereen die in Nederland woont gewoon een goed fijn, gelukkig leven heeft dat het ook uitstraalt naar de buurt waar je woont, het werk wat je doet. We leven in een land waar de zorg heel goed is en waar we ook dat streven hebben, dat iedereen gezond en gelukkig is. Maar het is natuurlijk gek dat deze jongeren de dupe zijn van een bepaald beleid wat dus helemaal niet bij hun aansluit. Fijn dat veel ouders het wel kunnen betalen om bij te staan, maar dat kan dus bij deze doelgroep niet. Ik denk dat het gewoon een plicht is om die jongeren te helpen en dat het dus gewoon heel veel oplevert uiteindelijk. #00:13:03.69#

Nu wordt er nog heel erg naar gekeken als een doelgroep die heel veel kost en er wordt nog niet zo heel erg gekeken van he, wat kan het eigenlijk opleveren op die verschillende vlakken.#00:13:14.96#

We kijken wat zou jij nou eigenlijk echt willen. #00:14:00.45#

Kijken samen met de jongeren wat voor afspraken moeten er nou gemaakt worden. #00:14:07.34#

Vragen ook aan henzelf : vind je dat er consequenties moeten zijn. #00:14:20.34#

Bouwplan ziet er per jongere anders uit. #00:14:30.35#

We proberen er ook zo open mogelijk in te staan. #00:14:57.44#

Dat we zien, dit jaar met het inkomen wat ze krijgen, zien als leergeld waarin zij kunnen leren en experimenteren in plaats van dat ze het volgens ons aan de goede dingen moeten uit geven. En proberen daar ook echt niet over te oordelen. #00:15:10.68#

Dat was ook wel een belangrijk onderdeel van het vertrouwen, er op vertrouwen dat jongeren er het juiste mee doen. Ook al is het het uitgeven aan iets wat voor ons in eerste instantie moeilijk te begrijpen is of waarvan wij denken is het nou zo verstandig en dat we er op vertrouwen dat jongeren ook fouten mogen maken omdat ze daar uiteindelijk het meeste van leren. #00:15:58.94#

En ze daar dus niet meteen op afrekenen. #00:16:05.32#

Wij proberen gewoon heel de tijd te bedenken: wat zou je bij je eigen kinderen doen? #00:16:51.41#

Het los laten wat die doelen moeten zijn en hoe ze dat moeten behalen. Dat die jongeren dat echt zelf mogen beslissen en daardoor ook heel veel vrijheid voelen. #00:18:26.70#

Dat jongeren in de lead zijn betekent dat ze zelf zo'n bouwplan schrijven. #00:19:30.98#

Helemaal werken op basis van vertrouwen is makkelijker gezegd dan gedaan.#00:19:32.69#

Het blijkt dat het echt een beetje in ons zit om te willen controleren. #00:19:45.95#

Dit is ook iets wat we moesten leren, in welke reflexen schiet je snel. #00:21:32.54#

Je leert onderweg eigenlijk. #00:21:47.61#

We merken wat de rol van een goede begeleider is en dat dat anders is dan een maatje die leuke dingen met je doet. #00:22:51.79# #00:22:58.85#

We merken dat het jongeren heel veel rust geeft, dat ze niet iedere maand die financiële stress hebben. #00:23:02.03#

Meer de ruimte voelen om de dingen te doen die voor hen belangrijk zijn. #00:23:10.53#

Als het gaat echt om dat vertrouwen en die waardering, wat ik zelf heb geleerd is dat ik daar, dat je daar ook een balans in moet vinden. Ik merkte op een gegeven moment dat ik zo flexibel wilde zijn naar die jongeren. #00:23:26.84#

Werken vanuit vertrouwen betekent niet dat je geen duidelijke afspraken kunt maken. #00:23:53.14#

En dat er bijvoorbeeld helemaal geen consequenties aan kunnen zitten. #00:24:11.15#

Het is wel belangrijk om duidelijke afspraken te maken en te laten zien dat er consequenties aan zitten. #00:24:21.94#

Dat hebben sommige jongeren ook wel nodig die duidelijkheid.#00:24:36.49#

Er zijn nu steeds meer gemeenten die meekijken naar het project en die interesse hebben om de pilot voort te zetten, dus dat is echt super positief. #00:24:43.90#

Ook wat we leren... dat we überhaupt er over nadenken: wat is nou eigenlijk succes? #00:25:02.22#

Waar streef je dan eigenlijk naar? #00:25:11.32#

Succes kan ook in kleine dingen zitten.#00:25:33.11#

Dat betekent dat zij zichzelf eindelijk de moeite waard vindt om haar verjaardag te vieren. #00:25:48.81#

Dat proberen we ook over te brengen als we met gemeentes praten, wat zijn voor jullie de kernwaarden en wanneer is het een succes? Meestal zegt een gemeente: dat soort verhalen daar kunnen we niet zoveel mee? En wij vragen dan, ja maar waarom eigenlijk niet. #00:26:01.84#

Want als dat voor iemand heel erg belangrijk is, waarom zou dat dan niet gezien kunnen worden als succes en moet het alleen maar gaan over werk en of school. #00:26:15.34#

Dat werken vanuit vertrouwen, kijk eigenlijk kan het. Iedere gemeente heeft de mogelijkheid om bijvoorbeeld zo'n uitkering die jongeren krijgen om op te plussen. Maar er zijn zoveel regels en eigenlijk zijn mensen volgens mij ook bang om het fout te doen. Daarom denken we ook dat door iets een pilot te noemen creëer je al veel meer veiligheid. Betekent niet dat we in het systeem iets omgooien maar voor nu doen we het zo. #00:27:09.85#

In die zin nemen we iedereen daar ook heel serieus in. Dat heeft ook wel te maken met vertrouwen. Dat je elkaar vertrouwt op elkaars expertise. #00:28:35.97#

Dat wij de begeleiders kennen, dat dat heel erg helpt. Dat het voor ons makkelijker is om iemand te vertrouwen omdat.. #00:33:22.17#

Dan snap ik vaak waar die keuze vandaan komt, en dat diegene nog aan het leren is. #00:33:40.40#

Daar zijn we ook wel naar aan het kijken als gemeentes dit overnemen, in welke vorm dat vertrouwen dat dan nog steeds plaats kan vinden. #00:34:06.92#

Op zo'n manier hebben ze dat niet uitgesproken. Maar we weten wel dat het krijgen van dat geld zonder tegenprestatie, dat dat voor die jongeren heel veel rust biedt. #00:35:20.70#

Normaal gezien als je je er wat voor terug moet doen, betekent ook dat je minder kan focussen op de dingen die voor jou belangrijk zijn. #00:35:24.55#

In die zin geeft het dus vooral rust en veel van de jongeren zeiden toen ze over dit project hoorden in het begin ze het gewoon niet konden geloven. #00:35:33.39#

Wij begeleiden de jongeren niet, dat doen de begeleiders die de jongeren al kennen. Wat wij eigenlijk doen is vooral de lessen ophalen. Wij bedenken het framework en halen de lessen op en communiceren dat dan weer met gemeentes. En proberen gemeentes te activeren en te motiveren om dit door te zetten. #00:36:27.25#

Het gaat over hun eigen persoonlijke doelen. Dat geeft natuurlijk motivatie. #00:37:16.20#

In die zin heeft het denk ik wel effect op hun. #00:37:24.83#

Het is ook lastig om het met iets te vergelijken.#00:37:41.05#

Een echt onderzoek kan eigenlijk niet met maar 5 jongeren. #00:38:21.02#

We merken wel dat het een eerste stap is waardoor gemeentes geïnteresseerd zijn of open staan om dit in het groter uit te rollen en dan een echt onderzoek te willen doen. #00:38:51.99#

Het is toch belachelijk dat we moeten laten zien wat dit financieel oplevert want dat weten we allang. #00:39:15.47#

Alsof dat de belangrijkste reden zou moeten zijn. #00:39:25.22#

Wij willen juist daarom die andere kant heel erg belichten. #00:40:17.59#

Dat het gewoon gelukkige mensen worden die uiteindelijk ook iets kunnen bijdragen aan een buurt, kunnen werken. Niet alleen omdat het geld oplevert maar omdat ze iets kunnen bijdragen aan de maatschappij.#00:40:48.89#

Potentieel dat zij in zich hebben, dat ze daar iets mee kunnen. #00:40:57.68#
#00:41:46.72#

Gemeente:
Die werkt niet op lange termijn. Die kijkt naar: wat kost het nu. #00:41:44.07# #00:41:50.68#

Maar tegelijkertijd ben ik me ook van bewust: we hebben nu niet een heel systeem veranderd.#00:42:36.94#

Maar wel een aanzet tot gedaan. #00:42:49.81#

Hoe ik merk hoe er nu wordt gereageerd steeds meer denk ik ook dat het een succes is. Dus ministeries meekrijgen wat we aan het doen zijn, het interessant vinden. Betekent niet dat het hele format zo 1 op 1 door iedereen overgenomen hoeft te worden. #00:43:21.48#

Vertrouwen dat je daar veel uit gaat leren en dat het daardoor dus eigenlijk niet kan falen. #00:43:49.31#

We hebben eigenlijk het idee dat het best goed gaat.#00:45:13.81#

Dat leren is heel erg gaande, in die zin is het dus succesvol.#00:45:26.85#

Ik had eigenlijk toen we gingen beginnen niet verwacht dat het zo zou gaan zoals het eigenlijk nu loopt en dat we die aandacht krijgen. #00:45:41.92#

In de zomer is er een groep van 5 nieuwe jongeren begonnen. #00:45:52.65#

Daar zijn we minder betrokken maar halen we wel de lessen op. #00:46:03.11#

Sturen op vertrouwen. #00:49:36.35#

Interview Monnie - Jacco Pols + Jan Belon

Monnie loopt al 3 jaar#00:00:30.10#

Zijn we als Garage zelf gestart. #00:00:37.65#

Hulpverleners zeiden ik ben 1/3e van mijn tijd kwijt aan schulden. Terwijl dat mijn werk helemaal niet is. #00:01:16.36#

Schulden zijn oorzakelijk voor andere problematiek. #00:01:29.39#

Hoe gaan we dat dan beïnvloeden? Op welke manier kunnen we er voor zorgen dat mensen minder last hebben van schulden. Of minder schulden. #00:01:51.70#

In de Westerse samenleving beschermen wij de schuldeiser. #00:02:33.26#

De schuldeiser heeft gelijk, die is ook beschermt. De schuldenaar is altijd schuldig, die is altijd de lul zeg maar. #00:02:41.19#

Als we een oplossing bedenken met die dus op meerdere stakeholders betrekken, oftewel we moeten daar de schuldeisende kant bij betrekken. #00:03:20.16#

Je moet eigenlijk een gedragsverandering hebben aan weerskanten van het proces. #00:03:28.65#

18-25 jaar, dat is de leeftijd dat je schakelt van kind naar financieel participerende volwassene. #00:03:55.94#

Het gaat heel vaak mis daar. #00:04:00.98#

Je hebt niet door dat je opeens heel veel schulden maakt. Als je even niet op let, dan gaat het mis. #00:04:17.38#

Schulden zijn intergenerationale. #00:04:35.13#

Eigenlijk zochten we een manier om die spiraal te doorbreken. #00:04:45.08#

Als je jongeren tussen de 14-18 jaar voorlichting gaat geven over geld, die zijn daar volstrekt niet in geïnteresseerd in. #00:05:31.04#

Die krijgen een brief, die lezen ze niet, snappen ze niet. Daar begint het natuurlijk al. #00:06:35.08#

Je hebt een instituut, die heeft een vordering op een jongere, die gaat communiceren en die andere kant, begrijpt niet eens wat er gezegd wordt. #00:06:42.81#

Je hebt dus eigenlijk verschillende factoren. We zijn ons op die communicatie gaan richten. #00:06:52.12#

Je hebt eigenlijk een communicatie en een transactie. Toen ontstond er toen eigenlijk contouren van; eigenlijk moet je dat anders ontwerpen. #00:07:07.46#

Dat traject, wat gebeurd er tussen die schuldeiser en schuldenaar: dat moet je anders vorm geven. Op een gegeven moment kwam daar uit: als je nou geen brief stuurt maar gewoon een linkje; hoe kun je dat eenvoudig weergeven. #00:07:41.64#

Zo kwamen we uit bij een app... Maar in dit geval leek dit een goede oplossing omdat die allerlei dingen kon doen waar wij van wilden dat die gedaan werd, Dat was communicatie vereenvoudigen en de transactie oplossen. #00:07:47.24#

Eigenlijk konden we vormgeven dat je in een paar klikken de gevraagde handelingen kon.. Je krijgt de informatie en in een paar klikken kan je gelijk alles regelen. #00:07:39.01#

Dat werd uiteindelijk Monnie, we hebben het hele proces gesimplificeerd#00:08:09.40#

In dit geval had het echt de gevraagde functie. #00:08:38.00#

Er zijn heel veel financiële apps. #00:09:18.08#

Wat we nu hebben gedaan, afgelopen jaar. We hadden de app gemaakt, maar moesten natuurlijk kijken of het dat ook deed. Bij het Albeda College, werkt de techniek. Zitten natuurlijk een aantal aannames achter die app, die willen we ook valideren. Klopt het dat mensen inderdaad minder betalingsproblemen krijgen, klopt het allemaal? Dat is gedaan. Toen stuitte we ook op allerlei technische dingen. #00:10:26.71#

Twee groepen hebben we gedaan. Volgens mij hadden we 100 studenten benaderd van het Albeda college. 50 daar van hebben de app gebruikt. Uiteindelijk waren het er niet echt 50. #00:11:09.84#

Gebruikers onderzoek: functies testen. #00:12:18.44#

Die slag daarna, dan zit je echt al in het gebruik van de app. Zo ver kom je vaak niet eens, je moet hem eerst maken. #00:12:18.44#

We hebben daarna de app gemaakt, daar gaat heel veel geld in zitten. #00:12:43.63#

Daar hebben we natuurlijk over nagedacht want als de andere partij er geen belang bij heeft dan gaat het natuurlijk gewoon niet door. Wat we hebben uitgezocht is, is er een probleem aan die kant? Heeft die andere partij, belanghebbende partij, heeft die ook een probleem. #00:13:41.32#

We hebben een aantal sessies gehouden. Bottlenecks opgelost. #00:13:52.87#

Wat je ziet is dat die schuldeisers hele grote problemen hebben rondom het incasseren van hun vorderingen. Het Albedacollege schrijft tonnen af aan niet gevorderde incasseringen. #00:14:13.53#

Ze wisten eigenlijk niet goed hoe ze dit moesten oplossen. #00:14:52.73#

Zilveren Kruis hetzelfde, telecom bedrijven; allerlei partijen ervaren dit probleem.#00:15:09.20#

Je kan zeggen: jullie krijgen je geld op een makkelijkere manier, je hoeft er minder tijd aan te besteden en het is veel klantvriendelijker. #00:15:19.30#

Eigenlijk kunnen we dit doen zonder dat de klant er voor hoeft te betalen. Want dat was ook het uitgangspunt he, dat de jongeren er niet voor hoeven te betalen. #00:15:38.97#

1 van de kern elementen is dat je altijd in termijnen mag betalen. #00:15:45.26#

Je mag zelf weten wanneer. #00:15:52.14#

Dat kost natuurlijk ook geld, want dan krijgen ze hun geld later. Maar omdat ze het vaker krijgen, wordt het interessant. #00:16:00.89#

Social design?#00:17:20.41#

De beoogde verbeterde maatschappij vanuit ons uit, dat was niet alleen een verbeterde maatschappij maar we hadden daar ook een idee bij. Dat was een maatschappij die meer verantwoordelijkheid neemt, en die verantwoordelijkheid zit hem dan in financiën. #00:17:46.90#

Bijvoorbeeld Wehkamp, verdient dus aan schulden. #00:18:06.47#

Dat probleem moeten andere partijen weer gaan oplossen. #00:18:52.77#

Ons streven is dit is een Monnie, dat dit leidt tot maatschappelijk verantwoord gedrag aan beide kanten. De schuldeiser moet goed nadenken: wat doe ik nou eigenlijk, ik bind iemand aan mij, ik geef hem een product in ruil voor wat geld. Kan dat eigenlijk wel? Heeft die persoon waar ik dit aan verkoop, kan die dat eigenlijk wel betalen? #00:19:20.31#

Zo willen we niet met elkaar samen leven. Onze aanname is wel: als het allemaal werkt, want dat moeten we allemaal nog even bekijken. Als je zo werkt: dat je een meer verantwoordelijke samenleving creëert met minder schulden. #00:20:09.95#

Er zit ook een droom achter, die hebben we ook geformuleerd. Als een soort moonshot. Dat is een generatie die opgroeit zonder schulden. #00:20:21.97#

Is maatschappelijke verantwoordelijkheid een waarde? #00:22:10.33#

Gedeelde verantwoordelijkheid dat is 1 denk ik. Het vraagstuk bestaat eigenlijk uit verschillende elementen. #00:25:07.48#

Het ene wat je nodig hebt is een meer maatschappelijk verantwoordelijke samenleving. Aan de andere kant heb je jongeren nodig met

bepaalde competenties. #00:25:37.81#

Een van die elementen, onderliggende gedachte die er onder ligt; dat je fouten moet kunnen maken als jongere, als je op groeit. #00:25:48.49#

You need to fuck up, to grow up. Dat is een soort uitgangspunt want we willen geen samenleving waarin je meteen afgeknapt wordt als je een fout maakt. #00:25:59.65#

Want zo werkt het gewoon niet. Je leert dingen door een keertje wat fout te doen, dan een beetje minder fout te doen. #00:26:04.78#

Op een gegeven moment doe je het in 1 keer goed. #00:26:17.51#

Die verantwoordelijke samenleving willen we creëren, willen we gebruiken om dit mogelijk te maken. Dat je een leerpad maakt voor mensen. Leerruimte. Nu is het een verdienmodel, nu als je een fout maakt, dan verdienen ze daar aan. #00:26:44.97#

Gedeelde verantwoordelijkheid; hoe zie je dat terug in Monnie?#00:27:49.54#

Als zender van de communicatie, ben je ook verantwoordelijk voor de ontvangst van jouw informatie. Nu zie je dat dat niet zo is, die tekst wordt opgesteld door juristen. Die moet kloppen als we voor de rechter staan. #00:28:26.10#

Niemand denkt er over na; de doelgroep van die brief is de lezer. Daar zijn ze helemaal niet mee bezig. De ontvanger van jouw brief, de lezer; daar moet je je op richten. #00:28:50.78#

Jij wil iets. Hoe gaan we de transactie vorm geven. #00:29:16.45#

Je moet precies zeggen hoe dat zal gaan. Je hoeft niet nu te betalen, maar wel over 30 dagen. Anders moet je meer betalen. #00:29:38.66#

Wij zeggen nee: of je moet direct betalen of je moet die ander de ruimte geven om te bepalen wanneer hij dan wel betaalt. #00:29:42.20#

Dat kan zijn dat ie over 4 maanden betaalt of de ene maand 50 euro betaalt etc. #00:30:06.23#

Wij hebben het hufferproof gemaakt. #00:30:12.20#

In deze werkwijze vind ik het meer geslaagd om de verantwoordelijkheid te delen. #00:30:33.39#

We moeten het nog onder heel veel gebruikers testen. #00:30:52.62#

Schulden is een langere meting, daar voor zijn wij er te kort. #00:31:22.04#

Meer mensen die betalen, als je vergelijkt met de 0 groep. #00:31:44.50#

Het percentage wat er normaal is van mensen die niet betalen of later, daar in zagen we wel een lichte daling. #00:31:44.50#

Maar de groep was eigenlijk te klein. Moet eigenlijk nog een keer met een grotere groep. Er waren wat verstoringen in het proces dat heeft er ook toe geleid dat het niet 1 op 1 hard te maken was. #00:32:06.50#

Kan niet zeggen, we hebben nu voor minder schulden gezorgd. #00:32:38.71#

Wel indicator: minder openstaande rekeningen.#00:32:45.98#

Bijvangst, maar wel heel belangrijk. Evaluatie met Albeda kregen we terug: dit hele proces, waarin we nadenken over Monnie, zijn we tot heel wat inzichten gekomen over ons normale werkwijze. Nu zijn ze hun hele administratieve proces aan het herinrichten door de inzichten van onze pilot. Dat was wel heel bijzonder, daar hadden we niet op gerekend. #00:33:29.98#

Onder andere: brieven schrijven die mensen niet begrijpen, dat moeten we niet meer doen. Dat was een inzicht voor hun. #00:33:32.76#

Zo waren er een hele aantal bevindingen. Mensen die straks niet Monnie gaan gebruiken, die hebben straks ook baat bij het proces van Monnie.#00:33:48.26#

Daar werd ik wel blij van. #00:33:50.59#

Al die inzichten, dat was ook het effect aan de kant van de schuldeiser. #00:35:37.27#

We hebben nog niet hard kunnen maken wat nou de besparingen zijn bijvoorbeeld. Daar hebben we grotere testen voor nodig. #00:36:08.98#

Dan moet je echt gaan kijken, als 3000 kinderen dit gaan gebruiken, wat voor effect heeft dat op de debiteuren administratie. Dat hebben we nog niet hard kunnen maken. #00:36:34.11#

Hoe duur mag Monnie zijn? Dat is ook een vraag. Dat zijn we nu ook aan het uitwerken in een business case. #00:37:08.69#

We zijn nu nog vrij duur, dat zakt vanzelf als het groter wordt. #00:38:43.24#

Krijgen positieve reacties van terug. #00:39:09.32#

Boekengeld traject is nu nog bezig.#00:40:21.72#

Sommige die hebben het al afbetaald, sommige zijn hebben het meer uitgesmeerd. Die moeten nu nog betalen. Dat doen ze met Monnie. #00:40:33.51#

Grotere groep met 500 studenten, samen werken met een telecom bedrijf. #00:41:16.23#

Dan kun je harder maken wat je rendement is. #00:41:16.23#

Ik denk dat het gelukt is om een gezamenlijk belang te vinden, ik denk dat dat wel de kracht is. Misschien ook wel voorwaardelijk, als je zo'n waarde wil creëren, dan moet er bij de verschillende stakeholders van dat onderwerp moet je gezamenlijke belangen vinden. Anders krijg je altijd weerstand, er is altijd wel een partij in staat om het tegen te houden. Ja, dat is gelukt. En er zit ook een bepaald enthousiasme op; niemand is voor schulden. Ook wel een thema waar heel veel good will op zit. Op zo'n stakeholder bijeenkomst zit het hier helemaal vol. #00:43:30.21#

Jan #00:00:00.00#

Maatschappelijk thema van schulden bij jongeren agendeert en daar wat aan probeert te doen. Schulden is als je maatschappelijk kijkt, 1 van de problemen die misschien het meest verwoven zit in de structuren van de maatschappij. Waarvan de maatschappelijke kosten ook enorm is. Er zijn veel studies naar het langetermijnvisie effect daar van, het heeft heel veel effect op relaties, educatie, op alles. #00:01:09.06#

Met Monnie proberen we juist op een punt te zitten waar we niet in de preventieve modus gaan. Dan ben je er ook nog niet vatbaar voor, dan denk je als jongere: waar heb je het over. #00:01:20.67#
Maar ook niet op het moment dat je in de schuldsanering zit, dat is heel reactief. Dan houdt iemand je hand vast. #00:01:32.24#

Dan ben je je zelfstandigheid kwijt.

Met Monnie gaan we precies daar zitten waar het voor de eerste keer fout gaat. We laten jongeren ook toe om die fout te maken, we zijn er dan wel als eerste om hen op te vangen, om hen te helpen, hen een hulpmiddel te bieden om hun financiën op de rit te krijgen. #00:02:12.03#

Voor ons begint het heel erg vanuit je naar jongeren kijkt. Schulden is een pervers thema. #00:02:41.01#

We behandelen ook iedereen als een volwassene. #00:03:09.28#

Je hebt onwil en onkunde, als het gaat om betalingsachterstand. #00:03:24.53#

We verwachten maar dat dat puberbrein rationeel naar zo'n rekening kijkt. #00:03:47.01#

Laten we jongeren wel benaderen zoals ze zijn, you need to fuck up to grow up. Dat is echt het grondbeginsel van Monnie. Samen met het delen van de schuld. #00:04:19.43#

Dan kom ik bij dat gedeelte van het perverse van schulden. Waar ook heel veel geld aan verdiend word. #00:04:28.14#

Je bent schuldig. In Nederland kennen we maar 1 woord voor schuld. Dat klopt niet vinden wij. Je moet ook je verantwoordelijkheid nemen als schuldeiser om de jongeren ook te helpen op een manier te communiceren, te innen, te informeren op een manier die bij hun past. #00:04:57.03#

Waarde als kwaliteit, en waarde als 'worth' kan zien. De ideële waarde, ik denk dat je die bedoelt, die achter Monnie zit is gelijkheid. #00:05:55.20#

Als je ongelijk behandelt, dan creëer je al een situatie waarin je eigenlijk een vicieuze cirkel aan het stimuleren bent.#00:06:01.38#

Je moet zeg maar op de plek duwen als het pijn begint te doen want als ze de pijn voelen, dan kan je gedrag veranderen. Je moet ze niet in de grond duwen. #00:06:23.14#

Voor ons zit de waarde heel erg in de gelijkheid maar ook in een realiteit. Van je hebt nu eenmaal dat puberbrein dat accepteren we en met dat als het referentiekader gaan we kijken van hoe we hem dan kunnen helpen. #00:06:42.24#

Ik ga jou verleiden met een verhaal en achteraf als je daar niet aan kan voldoen, dan ga ik je dubbel zo hard pakken. #00:07:26.50#

Als jongere sta je eigenlijk al op min 1. #00:07:34.75#

Je hebt een betalingsverplichting. Het is ook prioriteitsgedrag. Het is niet dat je jongeren niet als volwassen moet behandelen. (Ze moeten echt wel betalen) maar je moet ze wel behandelen op een manier die zij ook kunnen begrijpen. #00:08:05.31#

Dat is het punt van die brieven. We zijn de straat op gegaan met die incassobrieven en de vraag gesteld van: wat staat hier nou. #00:08:10.76#

Krijg je gewoon reacties terug van: ik heb eigenlijk geen idee. #00:08:22.21#

Hoogopgeleide jurist maakt die brief en mbo jongere denkt: wtf. #00:08:50.26#

Veel overheidscommunicatie haalt niet het taal b2. Heel veel Nederlanders hebben niet het niveau van B2. #00:09:28.34#

Het zit ook in de houding en de interactie met de jongeren die die ongelijkheid uitstraalt. #00:09:41.43#

Wat betekent gelijkheid dan wel voor jongeren ?#00:09:53.90#

Duidelijke eenvoudige taal#00:09:57.40#

Er zit nu ook een ongelijkheid in, dat administratie systemen niet ingericht zijn op flexibel af betalen. #00:10:22.46#

Monnie-app: zit op betalen, monnie-movement: waar die waarde vooral in zit, adviseren om socialer te incasseren. #00:10:43.06#

Met die app bieden we een middel waardoor je eigenlijk aansluit op de leefwereld van jongeren, waarmee je de mogelijkheid biedt om in termijnen te betalen. Wij zijn de tussenspel met die verouderde boekhouding die dat niet aan kan. #00:11:00.00#

Monnie handelt met die schuldeiser af, dat dat in hun boekhouding goed gedekt is. #00:11:12.83#

Hun boekhouding kan het niet goed aan als je niet alles meteen betaalt. #00:11:26.93#

Daar zit dus ook een ongelijkheid: dat het systeem niet aan kan wat die jongere misschien wenst. #00:11:36.94#

Ik moet eigenlijk zeggen, dat is wel echt de bijdrage van de filosoof die aangesloten is in Rotterdam. We hebben redelijk aan het begin van het project dat deel van; you need to fuck up to grow up en we delen de schuld, dat is wel.. Op een derde van het project is dat wel gedefinieerd en dat is wel de kapstok gebleven om alles aan te hangen. #00:12:51.15#

Het is opvallend dat we daar wel naar waarde toe aan het begin een duidelijke profilering hebben gemaakt. Dit is waar we het voor doen. Dit is waar we voor op staan. Iedereen in het Monnie project heeft daar een duidelijke mening over. #00:13:20.54#

De taal hoe we naar buiten communiceren, dat werkt heel erg als een selffulfilling prophecy. Door zo te gaan praten, word je project ook heel erg zo benaderd. #00:14:16.70#

In de app bijvoorbeeld, hebben we die waarde ook vertaald naar hoe zou dat er uit zien in de interactie in de app en daar zit bijvoorbeeld in, een jongere mag een betaalplan te maken. Je hebt 1 x de kans op een wildcard te gebruiken. Je mag gewoon een wildcard in zetten. Dan gaan we er wel op zitten, daarna. Dat met het handvat er bij, dat heeft de ontwerper concreet in de flow van de app gezet. #00:15:21.51#

Je kan zelf de wildcard aan zetten maar wij signaleren dat wel, dus bij ons zit je dan meteen op de radar. #00:15:39.35#

Wij is het Monnie-team. #00:15:49.55#

Monnie is echt een losstaand ding. Het is geen project maar een initiatief. #00:16:15.30#

Garage2020 wordt weer gesteund door stichting Enver en daar horen weer schuldhulpverleners bij. Het is wel de bedoeling dat vanuit Monnie die hulp geboden kan worden. #00:16:44.47#

Het is veel makkelijker dat Monnie jou contacteert dan dat T-Mobile jou benadert. Dus dat we jongeren integraal benaderen. #00:16:54.21#

Elke partij kan wel 1 op 1 proberen zijn geld terug te krijgen maar dat schiet niet zoveel op.#00:17:20.90#

Nee het is nog lang niet geslaagd. Het is pas geslaagd als alle organisaties in Nederland anders incasseren naar jongeren en er geen schulden meer opgelopen worden bij jongeren. #00:17:59.05#
Dat gaan we niet alleen doen en de kans is klein ook dat we dat gaan doen. #00:18:13.08#

Wat we denk ik wel al bereikt hebben, ook met zo'n Dutch Design Award is dat we onszelf op de radar hebben kunnen brengen. #00:18:22.11#
#00:18:43.22#

Bij het Albedacollege zijn ze hun hele debiteurenbeleid aan het herschrijven, voor het hele college. Dat is eigenlijk meer impact dan wat we met de App al gerealiseerd hebben.#00:19:01.01#

Daar proberen we ook altijd heel duidelijk in te zijn als we de effectiviteit van de app communiceren want de effectiviteit van de app zijn we eigenlijk nog aan het onderzoeken. Ik kan nog niet met zekerheid zeggen dat als je Monnie gebruikt dat ga je als schuldeiser meer terug krijgen en ga je als jongere gaat het ook opgelost zijn. #00:19:14.49#

We hebben toen best een groot project gedraaid, vorige zomer: IDOLS. Dat ken je misschien. Daar hebben we ook echt die impact vanaf dag 1 meegenomen. Dat kwam ook door gesprekken van, allemaal leuk en aardig die impact maar als je geen nul-punt hebt dan kun je die impact ook later niets over zeggen. #00:20:06.40#

We hebben toen vooral voor die projectaanvraag kwantitatieve doeleinden opgesteld om onszelf aan te meten. Waar van 1 ook was de effectiviteit van de app. In die pilot was die groep te klein om het hard kwantitatief te bewijzen. Met een nieuwe pilot bij T-Mobile en nog een pilot bij Albeda gaan we daar meer proberen om dat helemaal scherp te krijgen. #00:20:43.06#

Dat is het kwantitatieve, dus dat zit echt op de effectiviteit van de app. #00:21:04.28#

Monnie moet zonder subsidies kunnen bestaan. #00:21:14.87# We runnen Monnie wel als een onderneming.

Waarde niet als ideële kwaliteit maar waarde als “what’s it worth” he dus als waarde propositie. Dan zeggen we eigenlijk je betaalt zoveel euro om een betaalplan van een jongere aan te maken en daarmee rekenen we op termijn door hoe je op maatschappelijk impact daar van x euro kan zijn. Want heel veel berekeningen, want zoveel gaat minder school verlaten etc. #00:21:51.55#

We claimen niet dat we schulden oplossen op zo’n maatschappelijke case, maar we doen dat wel naar een schuldeiser want we zeggen: he we dragen er wel aan bij. Dus als jij mee doet met Monnie dan heb je er wel effect op, in the end. #00:22:18.78#

Als je naar de buitenwereld kijkt, is dat gesprek heel fuzzy. Je moet de meerwaarde kunnen aantonen. #00:26:19.63#

Ze maken het dus praktisch naar de buitenwereld, opdrachtgevers etc #00:26:19.63#

Ik denk dat er nu te weinig wordt gewerkt met jouw typen waarden. Ik pleit absoluut dat dat vanaf dag 1 aandacht krijgt. #00:26:33.75#

Als je alleen in dat domein blijft, dan mis je die vertaling naar de buitenkant.#00:27:18.97#

Hoe je die abstracte visie wel concreet probeert te maken. #00:29:15.05#

Die gelijkheid is vorm gegeven door de communicatie aan te sluiten, door in termijnen te betalen en de wildcard; past bij hun leefwereld. #00:30:44.68#

We hebben ook nog interviews gedaan met de jongeren die deelnamen en daar kwam letterlijk uit: door de taal voelen we ons meer begrepen. #00:31:16.77# #00:31:29.72#

Van die wildcard hebben maar weinig gebruik van gemaakt, dus daar hebben we niet veel effect bewijs van,#00:31:44.17#

Maar echt de manier hoe we hen benaderen vanuit Monnie gaf hen echt het gevoel van: we worden gehoord er is aandacht voor hoe je er mee om gaat. #00:31:53.61#

Er kwam wel letterlijk een keer een opmerking van.. #00:32:50.99#

Je hebt een onderwijs tak en een bedrijfstak#00:33:02.61#

Die twee praten eigenlijk amper met elkaar. Daar zie je heel erg dat dat voor conflict zorgt. #00:33:25.09#

Dat strookt heel vaak niet met sociale waarden die in de onderwijstak heerst. #00:33:41.06#

Daar heeft Monnie wel een link kunnen maken, en dat krijg je ook terug van studenten. #00:33:59.84#

Voelen jongeren zich nu meer begrepen? Ja maar voelde zij zich dan eerst onbegrepen?#00:34:26.78#

Ik denk dat het gelukt is om er voor te ontwerpen in de manier hoe we communiceren in de app en hoe die opgebouwd is. Daar zit die intentie heel erg terug. Voor mij is het pas succesvol als er duizenden tienduizenden studenten van Monnie gebruik kunnen maken en die gelijkheid ook tot uiting komt. #00:35:31.05#

Dus tot die tijd ben ik super kritisch. Dat is dus niet gelukt. De intentie was er wel en het zit er in. Wie er mee in aanraking komt die heeft daar profijt van. Alleen we moeten nog qua opschaling moeten we wel nog mijlen ver gaan. #00:35:58.34#

Ik ben altijd super kritisch daar op. Eigenlijk heb je nog heel weinig bereikt. En aan de andere kant ook weer wel. #00:36:33.86#

Soms zijn ze juist weer te kortzichtig om de proces waarde, de impact van het proces te benoemen. Want die is wel ook belangrijk. #00:37:26.74#

De showdown staat voor ontwerp kritiek. We proberen daar niet te veel Hosana te brengen. #00:38:28.89#

Interview Peerby - Anna

De oprichter Daan Weddepohl, die had een idee, die had eigenlijk al een paar softwarebedrijven gehad en die was eigenlijk between jobs en hij was bezig met, hij wilde zelf beginnen. En op dat moment zat hij in een fase dat zijn huis was afgebrand en zijn relatie ophield met bestaan dus hij had eigenlijk heel weinig meer om op terug te vallen. In die brand waren al zijn spullen vernield door de rook en het water. Dus hij had ook echt heel weinig spullen. En hij merkte toen dat ie hulp ging vragen aan mensen om hem heen en dat mensen eigenlijk heel toeschietelijk waren in die hulp en hem graag wilden helpen. En dus spullen met hem wilden delen. Dus ze gaven hem van alles en hij kon overal op zijn netwerk een beroep doen, met spullen. En ook mensen die hij niet per se heel dichtbij ervoer. #00:01:29.91#

Dat vond ie heel inspirerend. Toen dacht hij van: he, volgens mij hebben mensen ook heel veel spullen en hebben we ook allemaal te veel spullen. Hoe zou ik ervoor kunnen zorgen dat mensen sowieso meer spullen met elkaar gaan delen? In plaats van nieuwe spullen te kopen op het moment dat je wat nodig hebt. #00:01:45.62#

Dat was zijn uitgangspunt, toen is hij samen met de co-founder Eelke Peerby begonnen. En toen had ie dus een technisch persoon en hij

met een idee. #00:02:04.72#

Ik was net afgestudeerd voor de Hema, op een concept wat eigenlijk een beetje daar in de buurt kwam. Dat ging over hoe mensen in de buurt, in dit geval was het toegespitst op zwangere vrouwen en vrouwen die net waren bevallen grappig genoeg. Wat toen nog helemaal niet mijn situatie was.#00:02:33.07#

Die hebben wel heel veel spullen, die ze maar een korte tijd gebruiken. En ik had een soort applicatie gemaakt waarbij mensen konden zien in welke fase je was en je van elkaar spullen kon overnemen. #00:02:49.29#

Dus dat ging eigenlijk over het delen en het lokaal, dat was heel belangrijk, het lokaal mensen elkaar kunnen vinden om spullen te delen. #00:02:59.25#

Daan zocht iemand die dat product kon ontwerpen. #00:03:28.21#

Eerst ben ik toen begonnen met Daan advisereren gewoon, over dat product. Toen op een gegeven moment zei hij: wil je niet dat product gewoon komen bouwen voor mij. #00:04:05.29#

Dus dat heb ik toen gedaan. Toen werd ik CPO, hoofd product bij Peerby en zijn we daarmee begonnen. Daar lagen al een paar experimenten en dat ging over het vraaggestuurde effect, ook in mijn concept voor de Hema, als je iets nodig had dan moest je het vragen eigenlijk aan je burens. Dan schreef je daar een verhaaltje bij en dan gingen wij zorgen dat dat bij je burens terecht kwam. Bij andere leden in de buurt. #00:05:05.96#

Naarmate er dus meer mensen lid werden en hoorden van het idee, zagen we dat dat heel goed werkte. En dus inderdaad ontdekten we dat de hypothese klopte, dat mensen elkaar heel graag willen helpen en dat je dat dus ook op kan schalen naar mensen die onbekend zijn. #00:05:44.54#

Nou dat principe hebben we eigenlijk uitgebreid en daar hebben we toen een heel product omheen gebouwd. #00:05:48.04#

Daar ontstond ook echt een community. Alle leden die lid waren en de mensen die het een keer hadden geprobeerd, die waren zo overdonderd door het aantal mensen in de buurt die ze niet kenden maar die wel iets aan hen wilde uitlenen. Dat was een hele indrukwekkende ervaring. Alle mensen die dat hadden meegemaakt werden echt loyale fans van Peerby. #00:06:15.01#

Er ontstond heel erg een community gevoel rondom dat bedrijf. #00:06:27.37#

Daarnaast zaten we in een fase dat startups net op kwamen. Daan had zich in de Wereld Draait Door weten te lullen. #00:06:42.06#

Werden we een soort knuffel startup. Zo groeide onze community heel snel in Nederland. #00:06:55.53#

Uiteindelijk hebben we toen heel veel geld opgehaald. #00:07:05.04#

Wat ik heel interessant vind, maar daar zullen we het misschien zo nog wel over hebben, we zijn begonnen met een heel klein element, maar gaandeweg in het bedrijf zijn we altijd heel waarde gedreven gebleven. Daar was Daan ook altijd wel op gebrand. Hoewel we ook natuurlijk geld moesten verdienen. #00:07:32.98#

In het begin hadden we natuurlijk maar één gek idee. Maar toen dat bedrijf groter werd dan werd dat gesprek over waarde steeds relevanter. Maar merkte je ook wel, kwam steeds meer onder druk te staan. #00:07:45.94# #00:08:08.06#

Het kleine element is:

Mensen in staat stellen spullen te delen. Daar zat zowel een sociaal als een duurzaamheid gedachte achter. #00:08:11.54#

Dus het sociale gedachte was: mensen worden gelukkig van spullen delen. Of van elkaar helpen. Dat is natuurlijk veel fundamenteeler. En als mensen meer spullen met elkaar delen dan hebben we ook gewoon minder spullen nodig. #00:08:29.07#

Het voelde dus als een soort win-win. En dat was ook denk ik de gouden formule van Peerby. #00:08:32.16#

We noemden het ook wel eens de geluksmachine, vooral de mensen, en dat was ook uiteindelijk trouwens onze ondergang of het probleem, maar de mensen die spullen uit leenden die werden echt meetbaar gelukkig van Peerby. #00:09:03.16#

Mensen die leenden? #00:09:13.53#

Nou daar zat eigenlijk een psychologische kink in de kabel, is dat dat de wet van reciprocity, wederkerigheid. Mensen zijn evolutionair gezien heel goed in bijhouden hoeveel je van een gemeenschap ontvangt en hoeveel je aan een gemeenschap geeft. En daarom worden mensen ook gelukkig van geven, het voelt namelijk, als je bijdraagt aan je gemeenschap voelt als credits opbouwen. Dat geeft je meer kans op overleven. Dat geeft meer zekerheid in de community. Dat zullen mensen zich niet zo letterlijk beseffen maar daar komt wel dat geluksgevoel vandaan. #00:10:00.60#

Nemen van de gemeenschap voelt als interen op de credits die je hebt van je gemeenschap. Dus dat voelt, ergens voelt dat oncomfortabel. #00:10:13.20#

We moesten dus ook mensen, mensen die uit leenden, moesten we veel meer leren. Moesten we veel meer allerlei hacks voor bedenken dat mensen dat gingen doen dan voor het uitlenen. Maar dat was wel de motor natuurlijk, dat lenen. Dus mensen die een behoefte hadden dat ze dan gingen vragen aan hun burens mag ik dat van je lenen. Dat is de motor van het platform. #00:10:37.50#

Die drempel was heel erg cruciaal, want daarmee concurreerden we met bol.com of .. #00:11:07.32#

Hoe draagt Peerby bij aan de maatschappij, vind jij? #00:00:34.32#

Het stimuleert duurzaam gedrag, he dus dat was de opzet, doordat mensen gaan lenen in plaats van te kopen. Dat is natuurlijk niet zo duidelijk hard te maken want je weet niet zeker of mensen ook zouden hebben gekocht. Je kunt wel, je zou wel, hebben natuurlijk veel over nagedacht, of je dat wel hard kan maken. #00:01:03.91#

Je zou wel kunnen kijken, we hebben uiteindelijk gedacht van: je kan kijken naar het gemiddelde aantal interacties op het platform. En daar een soort van percentage nemen, dat is een aannemelijk percentage wat mensen , wat anders gekocht zou worden. Je kon ook wel per product kijken van, o ja als mensen dat niet hadden geleend dan hadden ze het wel gekocht. #00:01:38.99#

Maar nu, zoals bijvoorbeeld statafels. Die zijn heel goedkoop dus die zijn makkelijk om te kopen, heel vervelend om te hebben. Eén van onze populairste producten. Daar van konden we wel zeggen, daar van is een percentage in ieder geval niet gekocht omdat ze zo makkelijk geleend konden worden. #00:02:00.90#

Dus dat is een manier, maar ik denk eigenlijk dat sociaal gezien de grootste impact meer heeft gezeten op sociale cohesie in buurten. Wat er gebeurden was, we maakten inzichtelijk hoeveel mensen er lid waren van Peerby in een bepaalde buurt, aan gebruikers en ook welke transacties er plaats vonden in de buurt. #00:02:30.58#

Je kon de oproepen ook zien in je buurt en het aantal mensen wat daar op had gereageerd. En wat is gemeten. #00:02:53.52#

Volgens mij door de UvA, is dat mensen daar echt, dat ze aangeven daar veel meer vertrouwen van kregen in de mensen in hun buurt. Dus dat ze daardoor een positiever gevoel kregen en er vonden natuurlijk sociale interacties plaats. Daar kun je zelfs een economisch bedrag aan hangen, hoeveel een interactie tussen twee onbekenden, tot stand gekomen interactie in de buurt tussen twee onbekenden, hoeveel dat waard is in geld. De overheid die voert daar beleid op. Die hebben op een gegeven moment met 1 of andere ingewikkelde formule daar een bedrag aan gehangen. Hoeveel geld dat waard was. En dat was dus ook heel goed meetbaar. #00:03:56.95#

Wij konden gewoon zeggen, deze mensen hebben elkaar allemaal, hebben allemaal met elkaar geïnteracteed, die elkaar niet kenden want anders hadden ze wel gebeld of geappt, en die hebben elkaar ontmoet. #00:04:22.35#

Dus ik denk door die twee effecten, we vooral op het gebied van sociale cohesie impact hebben gemaakt. Nog meetbaarder dan duurzaam. #00:04:32.10#

Alles is meetbaar omdat het software is. #00:04:40.76#

Nee dat was niet iets wat per se zo intentioneel was. Maar wat wel, dus wel heel erg andere mensen gelukkig maken door ze te helpen en dus wel ergens dat idee van: we helpen elkaar uit de brand. Maar dat speelt eigenlijk op individueel niveau vooral. Dit effect is natuurlijk echt maatschappelijk. #00:05:23.76#

Duurzaamheid voor zover dat een waarde is die je kunt, of dat een maatschappelijke waarde is maar; een duurzamere wereld. #00:05:44.05#

Vertrouwen was heel belangrijk, hoe kunnen we er voor zorgen dat we een wereld ontwerpen waarin mensen elkaar vertrouwen en waarin we samen werken makkelijk maken. En daarmee het community effect. Dus we hadden heel erg dat merkten we al vanaf het begin, dat dat een heel belangrijk aspect was van Peerby. #00:06:12.19#

Maar dat was ook wel grappig, daar waren we het niet altijd over eens in het team. #00:06:23.21#

Dus voor Daan, de oprichter, was eigenlijk het duurzaamheids aspect denk ik het belangrijkste. En ik denk voor ons wat meer het sociale aspect. #00:06:33.43#

Je ziet nu ook dat het wat meer gepived is naar een deelplatform en wat minder naar een community. #00:06:46.74#

Het doel was echt: mensen spullen laten delen. Dat was echt het doel. #00:07:34.58#

En we wisten dat je daar mee bijvangst hebt. Dus we wisten dat je de spullen nodig hebt als excuus voor sociaal en duurzaam gedrag. #00:07:51.04#
#00:08:22.49#

Hoe sociaal en duurzaam waren mensen voor Peerby dan?
Nee zoals ik zei, daar worstelden we mee. Het was gewoon heel moeilijk te kwantificeren. Naast behalve dus dat we het aantal interacties konden meten en het aantal succesvolle interacties en dan een soort schatting konden maken van nou ja in ieder geval een percentage daar van zijn producten die in ieder geval niet zijn gekocht. #00:08:47.41#

We kwamen ook door die meetbaarheid achter zwaktes. We kwamen er ook achter dat als mensen iets meer dan 1 of 2 keer nodig hadden, dat ze het dan toch gingen kopen. Dus dat het echt een incidenteel ..#00:09:04.06#

Dat kwam dus weer door dat gevoel dat je niet te veel van je community wil vragen. #00:09:06.92#

Je wilt niet afhankelijk zijn. #00:09:09.22#

Terwijl het aanbod dus echt niet het probleem was. We hadden uiteindelijk uitgerekend dat we zoveel aanbod aan boormachines hadden dat we de hele Dam zouden kunnen volstorten met boormachines. Dus niemand hoefde ooit echt een boormachine te kopen, maar toch

gaat dat gevoel van autonomie dat is toch heel sterk. #00:09:41.85#

Dus dat werkte in ons nadeel. Daar hebben we ook wel dingen voor geprobeerd. Dat het zo makkelijk werd als kopen, of zo snel werd als kopen. Om het anoniemer te maken. Zodat het minder voelde alsof je van je buur leende en het meer als een service was. #00:09:57.33#

Uiteindelijk denk ik ook wel dat het waar is, eerst was alles gratis, nu niet meer. En ik denk dat dat eigenlijk heel goed helpt. Als je schuldgevoel en je credits die je van je gemeenschap leent al kan af betalen, al is het maar met 1 euro of met 5 euro dan voelt het niet meer als dat je een beroep hebt gedaan. #00:10:28.17#

Dus nu is Peerby eigenlijk een platform geworden voor producten die zich heel goed laten lenen en huren dus eigenlijk. En zijn mensen prima bereid om 8 keer een sta-tafel te huren voor 5 euro, in plaats van er 1 te kopen voor 10 euro. #00:10:45.56#

PROJECT GOAL

Met dit project focussen wij ons op inkomen van jongeren tussen 18-21 omdat we weten dat hun uitkering heel erg laag is, dat is namelijk 255 euro per maand. Dat komt omdat de overheid verwacht dat ouderen van dit soort jongeren financieel bijspringen

Laten we 5 jongeren, want dat is een beetje waar we subsidie voor konden krijgen, een jaar lang een vast inkomen in de maand geven van 1050 euro.

Belangrijk punt daar in is ook dat we het doel hebben dat **mensen uit het domein ook op een andere manier naar deze doelgroep gaan kijken**

SOCIAL DESIGN

Ik denk dat we het er allemaal mee eens zijn dat als we zorgen dat iedereen die in Nederland woont gewoon een goed fijn, gelukkig leven heeft dat het ook uitstraalt naar de buurt waar je woont, het werk wat je doet. We leven in een land waar de zorg heel goed is en waar we ook dat streven hebben, dat iedereen gezond en gelukkig is.

Dat het gewoon **gelukkige mensen worden die uiteindelijk ook iets kunnen bijdragen** aan een buurt, kunnen werken. Niet alleen omdat het geld oplevert maar omdat ze iets kunnen bijdragen aan de maatschappij

We zien het echt als jongeren waar je in kan investeren wat je later heel veel **rendement** gaat opleveren, niet alleen financieel maar ook sociaal maatschappelijk gezien.

EFFECT BEPALING

We merken dat het jongeren heel veel rust geeft, dat ze niet iedere maand die financiële stress hebben

Er zijn nu **steeds meer gemeenten die meekijken** naar het project en die interesse hebben om de pilot voort te zetten, dus dat is echt super positief.

We merken wel dat het een **eerste stap** is waardoor gemeentes geïnteresseerd zijn of open staan om dit in het groter uit te rollen en dan een echt onderzoek te willen doen.

We hebben eigenlijk het idee dat het best goed gaat

Daar zijn we ook wel naar aan het kijken als gemeentes dit overnemen, in welke vorm dat vertrouwen dat dan nog steeds plaats kan vinden.

Maar tegelijkertijd ben ik me ook van bewust: we hebben nu **niet een heel systeem veranderd**. Maar wel een aanzet tot gedaan.

Bouwdepot

WAARDE

Dat sturen op vertrouwen, op werken vanuit vertrouwen in plaats van wantrouwen en controle

Dat was ook wel een belangrijk onderdeel van het vertrouwen, er op vertrouwen dat jongeren er het juiste mee doen.

Dat we er op vertrouwen dat jongeren ook fouten mogen maken omdat ze daar uiteindelijk het meeste van leren

Werken vanuit vertrouwen betekent niet dat je geen duidelijke afspraken kunt maken

Wat het anders maakt dan een uitkering is dat het op basis van vertrouwen is en dat er eigenlijk geen tegenprestatie in zit

Dat werken vanuit vertrouwen, kijk eigenlijk kan het

Dat heeft ook wel te maken met vertrouwen. Dat je elkaar vertrouwt op elkaars expertise.

INTERVENTIE

Jongeren zijn zelf in de lead

Kijken samen met de jongeren wat voor afspraken moeten er nou gemaakt worden

Bouwplan ziet er per jongere anders uit.

Het los laten wat die doelen moeten zijn en hoe ze dat moeten behalen. Dat die jongeren dat echt zelf mogen beslissen en daardoor ook heel veel vrijheid voelen.

Dit jaar met het inkomen wat ze krijgen, zien als leergeld waarin zij kunnen leren en experimenteren in plaats van dat ze het volgens ons aan de goede dingen moeten uit geven. En proberen daar ook echt niet over te oordelen

BEOOGD EFFECT

Nu wordt er nog heel erg naar gekeken als een doelgroep die heel veel kost en er wordt nog niet zo heel erg gekeken van he, wat kan het eigenlijk opleveren op die verschillende vlakken

Wat ons doel is eigenlijk, niet dat wij volgend jaar zelf 100 jongeren extra, dat we subsidie aanvragen voor 100 jongeren extra, maar **dat we deze manier van werken en wat we leren kunnen delen** met allerlei gemeentes zodat zij dit hopelijk gaan overnemen.

Potentieel dat zij in zich hebben, dat ze daar iets mee kunnen.

Normaal gezien als je je er wat voor terug moet doen, betekent ook dat je minder kan focussen op de dingen die voor jou belangrijk zijn.

PROJECT GOAL

Een opdracht gedaan voor de gemeente Utrecht. Waarbij zij eigenlijk als probleemstelling hadden dat zij het **moeilijk vonden om met laaggeletterde ouders over een complex onderwerp** zoals cognitieve ontwikkeling van een jong kind **te praten**. En dat ze daar eigenlijk iets voor zochten om dat gesprek makkelijker te maken.

Daar was al geconstateerd dat dit een probleem was waar meerder professionals tegen aan liepen. Meerdere professionals hadden dit gemerkt.

SOCIAL DESIGN

Als meer ouders weten hoe zij kunnen bijdragen aan de ontwikkeling van hun kind zijn er dus **minder kinderen die een achterstand hebben** als ze beginnen op school.

Daarnaast denk ik dat het belangrijk is dat er dit soort projecten gedaan worden die dit soort problemen onder de aandacht brengen.

EFFECT BEPALING

Het hele ding dat het toegankelijk moet zijn voor iedereen en dat iedereen een positieve input zou moeten zijn is wel echt gelukt denk ik.

Omdat je daar dus veel meer tijd hebt en ook nog eens in een groepssetting zit krijg je ook veel meer mogelijkheden

Het is niet zo dat het nu alleen in gezet wordt bij laaggeletterde ouders

Professionals die ze hebben gebruikt in de praktijk en daar kregen we ook veel reacties op terug. Dat gaat meer over de toepasbaarheid in de praktijk

Wat ik wel heel geslaagd vind is dat naast die context waar we het voor hebben ontwikkeld dat er heel veel meer andere partijen zijn die er ook in geïnteresseerd zijn die het ook graag willen gebruiken. Dus dat vind ik eigenlijk heel mooi. **Dat het op meerdere manieren inzetbaar is.**

Vooral terug gekregen voor mijn gevoel dat het in elk geval leuk is om te doen met je kind. **Dat het inderdaad leuke, simpele activiteiten zijn** en dat dat gewoon leuk en laagdrempelig te doen is.

Dat je er ook heel makkelijk een eigen invulling aan kan geven. Dat het een product is dat zo blijkbaar zo makkelijk uit zo'n context te halen is en ook weer ergens anders in te zetten.

Wat ik dus vooral heb gehoord is dat ze het dan lastig vinden om tussen al die kaarten het juiste kaartje te vinden

Op plekken waar meer tijd is, kunnen ze uitgebreider op die kaarten in gaan en werken ze dan ook beter.

Groei kaarten

WAARDE

Maar ik denk dat wij, elke keuze die wij hebben gemaakt, dat die **laagdrempeligheid en begrijpelijkheid** dat we dat heel erg belangrijk vonden.

Die laagdrempeligheid is een hele belangrijke, dat **positieve** is een hele belangrijke. Het **inclusieve** dan ook wel. Op die manier heb je een redelijke basis voor de kaarten.

Met dat laagdrempelige, dan denk ik aan dat we op zoveel mogelijk manieren hebben gezorgd dat die kaarten voor iedereen begrijpelijk zijn en aanspreken ook

Bijvoorbeeld ook dat analoge aspect was dus heel belangrijk voor laagdrempeligheid, want digitaal zou wel een drempel zijn.

INTERVENTIE

Zo hebben we dus uiteindelijk een **analoge kaartset** gemaakt. Met allemaal eigenlijk heel praktisch, laagdrempelige activiteiten die ouder en kind samen kunnen doen om de ontwikkeling te stimuleren

De kaartjes zijn dus eigenlijk zo ontwikkeld dat een verpleegkundige, of iemand die bij het consultatiebureau werkt de kaartjes kan gebruiken als **gesprekstool**.

We hebben het ontwikkelt met het idee dat je iedere keer een nieuw kaartje krijgt als je komt bij het consultatiebureau.

Informatie in kleine stapjes geleverd wordt. Niet alle informatie in 1 keer. Dat het praktisch is

EFFECT METEN

Die consultatie gesprekken zijn privacy gevoelig dus wij mochten daar niet bij.

We hebben natuurlijk getest bij de doelgroep, is het wel zo laagdrempelig als we dachten.

Als wij al eerder in het proces in contact waren geweest met de professionals die de kaarten gebruiken hadden we kunnen kijken van goh zou het misschien helpen als je het zo aanpakt, misschien kunnen we dit proberen. Daar is nu geen ruimte voor geweest en dat is uiteindelijk wel heel jammer

Dat weten we dus wat mij betreft niet goed genoeg.

Ik denk dat wij daar niet genoeg intervallen van ouders mee hebben gehad, dat je iemand spreekt en dan na een paar maanden weer of zo

PROJECT GOAL

Provincie Brabant is een provincie die haar geld van origine verdient met landbouw en intensieve veehouderij maar daar wel de laatste jaren ook wel in transitie wil want op steeds meer vlakken begint dit te wrijven. Provincie Brabant heeft daar een speciaal team voor: Foodup Brabant en die ondersteunen eigenlijk boeren die willen vernieuwen en die aan sociale en bedrijfsmatige innovatie doen.

Dat was de vraag: **kunnen jullie een project bedenken over de waarde van vlees.**

Het liefste zouden ze dus willen dat wij dat vlees meer waard laten zijn

SOCIAL DESIGN

Dit gaat allereerst over een heel erg maatschappelijk thema namelijk: de **toekomst van onze landbouw** die ook voor sociale frictie zorgt.

Je hebt natuurlijk landelijk daar enorme discussie over, waar moet dat heen met de boeren, wat betekent dat voor de landbouw, wat betekent dat voor ons als consumenten. Dus het is nogal een sociaal vraagstuk want het gaat over: wat gaan we eten? ... En ook nog hoe gaan we met de aarde om? Want vlees eten heeft ook natuurlijk een enorme voetafdruk.

Het volgende aspect is dat het ontwerp plaats vindt **midden in de samenleving**, namelijk de kisten staan bij mensen thuis en die gaan een interactie aan met het ontwerp.

Dat social design zit hem er enerzijds in dat er bij mensen thuis in het sociale domein dat ontwerp van alles deed maar het zit hem ook op een maatschappelijk niveau.

EFFECT BEPALING

En ondertussen zorgen we er voor dat dat proces heel erg gedeeld wordt. En daarmee geef je natuurlijk ook echt een **push aan het maatschappelijk debat.**

Eigenlijk al vanaf de aankondiging sprongen daar een aantal media mensen op van: bijna sensationeel.

ik kan de impact nu formuleren op de hoeveelheid artikelen die er over zijn geschreven, de hoeveelheid debat en posts op social media en m'n persoonlijke gesprekken met deelnemers

Het was niet als een businessmodel opgezet, het was echt als een **bewustwordingstraject** opgezet. Maar het was wel voor de overheid voor de provincie, voor de boeren een soort eerste stapje naar **meer input krijgen** van hoe werkt dat nou bij de consument en de waarde van vlees?

Maar zij waren ontzettend blij met de **media aandacht** omdat ze daarmee Foodup op de kaart zetten als: kijk deze organisatie die doet hele interessante, spraakmakende dingen over de toekomst van ons voedselsysteem. Dat vonden zij gewoon heel leuk.

Doe het zelf kip

EFFECT METEN

We hebben niet een soort uitgangspunt onderzoek, een soort voor en na meting gedaan.

...dat hebben we dus **achteraf gevraagd** aan al die deelnemers. Daar hebben we het ook nog over gehad in een bijeenkomst

Ik heb dat **niet gemeten** of ze nu ander gedrag vertonen. Maar zij zeiden natuurlijk allemaal van dit heeft mijn kijk op vlees veranderd. Dit heeft mij aan het nadenken gezegd over de waarde daar van

Ik denk dat het goed was geweest om een soort 0-meting van te voren te doen en achteraf en misschien twee keer, een jaar later ofzo, maar voor mij voelt dat wel meer als onderzoek

als je die verantwoordelijkheid geeft, daar gaan mensen niet lichtzinnig mee om

WAARDE

Kern van onze gedachte was: wat zou er gebeuren als wij consumenten zelf weer **verantwoordelijk** zouden laten zijn voor de productie, de verwerking of de slacht en de consumptie van het vlees.

Kippen mag je thuis slachten, wat als je de consument daar weer verantwoordelijk voor maakt en dat proces laat uitvoeren wat gebeurd er dan met hun perceptie over vlees en de waarde van vlees?

Als je consumeert, ben je verantwoordelijk. En hoe ga je met die verantwoordelijkheid om? Wat betekent dat? Dat is een heel duidelijke waarde

... dat wij het van waarde vinden dat mensen niet onbewust zomaar iets doen maar zich bewust zijn van hun keuzes. Dat als je dit doet betekent het indirect dat je hier en hier een keuze over maakt.

INTERVENTIE

Het zou een soort Ikea-ontwerp moeten worden. Waarbij je stap voor stap als ware een kast in elkaar zet, door het proces wordt geleid

Die verantwoordelijkheid in die zin vorm gekregen **door het hele proces in handen te leggen**, via de kist, bij de consument.

Dus wij hebben het proces van vlees eten, het hele productieproces van vlees, zo ontworpen dat het thuis plaats kan vinden onder beheer en verantwoordelijkheid van de vlees-eter zelf.

BEOOGD EFFECT

Niet eens het gevoel.. We wilden gewoon **de verantwoordelijkheid** bij hun leggen.

Je ondervindt aan den lijve wat de betekenis is. Als je het hele proces aan den lijve ondervindt wordt je je **bewust** van welke keuzes je eigenlijk impliciet maakt

Dat vinden wij het belangrijkste, dat mensen zich bewust zijn van hun verantwoordelijkheid en dat word je door hem te krijgen, expliciet.

Impliciet verwachten wij dat als je zelf een kip groot brengt en hem zelf slacht, dat je je daar, en hem dan op eet, dat je dan over het eten van die kip minder lichtzinnig nadenkt want je weet hoeveel tijd, zorg er in is gegaan

Wij hebben natuurlijk gepusht wat wij interessant vonden

PROJECT GOAL

Met Monnie proberen we juist op een punt te zitten waar we **niet in de preventieve modus gaan**. Dan ben je er ook nog niet vatbaar voor, dan denk je als jongere: waar heb je het over. Monnie is echt een losstaand ding. Het is geen project maar een initiatief.

We jongeren wel benaderen zoals ze zijn, **you need to fuck up to grow up.**

Monnie, dat dit leidt tot maatschappelijk verantwoord gedrag aan beide kanten (Jacco).

SOCIAL DESIGN

Schulden is als je maatschappelijk kijkt, 1 van de problemen die misschien het **meest verwoven zit in de structuren van de maatschappij.**

Als jongere sta je eigenlijk al op min 1.

EFFECT BEPALING

We hebben ook nog interviews gedaan met de jongeren die deelnamen en daar kwam letterlijk uit: **door de taal voelen we ons meer begrepen.**

Maar echt de manier hoe we hen benaderen vanuit Monnie gaf hen echt het gevoel van: **we worden gehoord er is aandacht voor hoe je er mee om gaat.**

Nee het is nog lang niet geslaagd. Het is pas geslaagd als alle organisaties in **Nederland anders incasseren** naar **jongeren en er geen schulden** meer opgelopen worden bij jongeren.

we onszelf **op de radar** hebben kunnen brengen.

Bij het **Albedacollege zijn ze hun hele debiteurenbeleid aan het herschrijven**, voor het hele college. Dat is eigenlijk meer impact dan wat we met de App al gerealiseerd hebben.

Voor mij is het pas succesvol als er duizenden tienduizenden studenten van Monnie gebruik kunnen maken en die gelijkheid ook tot uiting komt. Dus tot die tijd ben ik **super kritisch. Dat is dus niet gelukt. De intentie was er wel en het zit er in.**

De effectiviteit van de app zijn we eigenlijk nog aan het onderzoeken. Ik kan nog niet met zekerheid zeggen dat als je Monnie gebruikt dat ga je als schuldeiser meer terug krijgen en ga je als jongere gaat het ook opgelost zijn.

Wel indicator: minder openstaande rekeningen.

WAARDE

Samen met het delen van de schuld.

Je moet ook je **verantwoordelijkheid nemen als schuldeiser** om de jongeren ook te helpen op een manier te communiceren, te innen, te informeren op een manier die bij hun past.

gelijkheid.

Als je ongelijk behandelt, dan creëer je al een situatie waarin je eigenlijk een vicieuze cirkel aan het stimuleren bent

maar je moet ze wel behandelen op een manier die zij ook kunnen begrijpen

Daar zit dus ook een ongelijkheid: dat het systeem niet aan kan wat die jongere misschien wenst.

Die gelijkheid is vorm gegeven door de **communicatie aan te sluiten, door in termijnen te betalen en de wildcard; past bij hun leefwereld.**

Het zit ook in de **houding en de interactie** met de jongeren die die **ongelijkheid uitstraalt**

Er zit nu ook een ongelijkheid in, dat administratie systemen niet ingericht zijn op flexibel af betalen

INTERVENTIE

We laten jongeren ook toe om die **fout te maken**, we zijn er dan wel **als eerste om hen op te vangen**, om hen te helpen, hen een hulpmiddel te bieden om hun financiën op de rit te krijgen.

Duidelijke eenvoudige taal

die waarde ook vertaald naar hoe zou dat er uit zien in de **interactie in de app** en daar zit bijvoorbeeld in, een jongere mag een betaalplan te maken. Je hebt 1 x de kans op een wildcard te gebruiken.

Met die app bieden we een middel waardoor je eigenlijk aansluit op de leefwereld van jongeren, waarmee je de mogelijkheid biedt om in termijnen te betalen.

BEOOGD EFFECT

Je moet zeg maar op de plek duwen als het pijn begint te doen want als ze de pijn voelen, dan kan je gedrag veranderen.

Monnie-app: zit op **betalen**, monnie-movement: waar die waarde vooral in zit, **adviseren om socialer te incasseren**

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De taal hoe we **naar buiten communiceren**, dat werkt heel erg als een selffulfilling prophecy. Door zo te gaan praten, word je project ook heel erg zo benaderd

Dat was communicatie vereenvoudigen en de transactie oplossen. (Jacco)

Monnie

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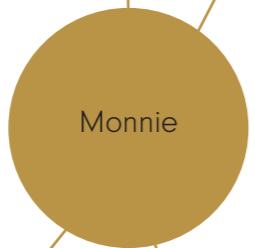
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Wel indicator: minder openstaande rekeningen.



EFFECT METEN

We hebben toen vooral voor die projectaanvraag kwantitatieve doeleinden opgesteld om onszelf aan te meten. Waar van 1 ook was de **effectiviteit van de app**.

In die **pilot** was die groep te klein om het hard kwantitatief te bewijzen. Met een nieuwe pilot bij T-Mobile en nog een pilot bij Albeda gaan we daar meer proberen om dat helemaal scherp te krijgen.

WAARDE

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Dat was communicatie vereenvoudigen en de transactie oplossen. (Jacco)

PROJECT GOAL

Hoe zou ik ervoor kunnen zorgen dat mensen sowieso meer **spullen met elkaar gaan delen**? In plaats van nieuwe spullen te kopen op het moment dat je wat nodig hebt

Het lokaal mensen elkaar kunnen vinden om spullen te delen.

SOCIAL DESIGN

Het stimuleert **duurzaam gedrag**, he dus dat was de opzet, doordat mensen gaan lenen in plaats van te kopen.

En dus inderdaad ontdekten we dat de hypothese klopte, dat **mensen elkaar heel graag willen helpen** en dat je dat dus ook op kan schalen naar mensen die onbekend zijn

Dus dat is een manier, maar ik denk eigenlijk dat sociaal gezien de grootste impact meer heeft gezeten op **sociale cohesie in buurten**.

EFFECT BEPALING

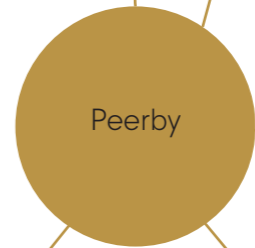
Daar ontstond ook echt een community. Alle leden die lid waren en de mensen die het een keer hadden geprobeerd, die waren zo overdonderd door het aantal mensen in de buurt die ze niet kenden maar die wel iets aan hen wilde uitlenen. Dat was een hele indrukwekkende ervaring. Alle mensen die dat hadden meegemaakt werden echt loyale fans van Peerby

Wat er gebeurden was, **we maakten inzichtelijk hoeveel mensen er lid waren van Peerby in een bepaalde buurt, aan gebruikers en ook welke transacties er plaats vonden in de buurt**

Volgens mij door de UvA, is dat mensen daar echt, **dat ze aangeven daar veel meer vertrouwen van kregen in de mensen in hun buurt**. Dus dat ze daardoor een positiever gevoel kregen en er vonden natuurlijk sociale interacties plaats. Daar kun je zelfs een economisch bedrag aan hangen, hoeveel een interactie tussen twee onbekenden, tot stand gekomen interactie in de buurt tussen twee onbekenden, hoeveel dat waard is in geld. De overheid die voert daar beleid op. Die hebben op een gegeven moment met 1 of andere ingewikkelde formule daar een bedrag aan gehangen. Hoeveel geld dat waard was. En dat was dus ook heel goed meetbaar.

Naast behalve dus dat we het aantal interacties konden meten en het aantal succesvolle interacties en dan een soort **schatting konden maken van nou ja in ieder geval een percentage daar van zijn producten die in ieder geval niet zijn gekocht**

500 000 leden



Anniek Moll

WAARDE

Mensen in staat stellen spullen te delen. Daar zat zowel een sociaal als een duurzaamheid gedachte achter.

Duurzaamheid voor zover dat een waarde is die je kunt, of dat een maatschappelijke waarde is maar; een duurzamere wereld

En daarmee het **community** effect. Dus we hadden heel erg dat merkten we al vanaf het begin, dat dat een heel belangrijk aspect was van Peerby.

Dus ik denk door die twee effecten, we vooral op het gebied van sociale cohesie impact hebben gemaakt. Nog meetbaarder dan duurzaam

En ik denk voor ons wat meer het **sociale aspect**.

INTERVENTIE

mensen spullen laten delen

Dat is doordat we **pro-sociaal gedrag zichtbaar maakten**.

Je kon de oproepen ook zien in je buurt en het aantal mensen wat daar op had gereageerd. En wat is gemeten.

BEOOGD EFFECT

En we wisten dat je daar mee bijvangst hebt. Dus we wisten dat je de spullen nodig hebt als **excuus voor sociaal en duurzaam gedrag**

Dat was dus in ons geval ook zo en mensen krijgen gewoon een beter mensbeeld van mensen in de buurt.

Dus het sociale gedachte was: mensen worden gelukkig van spullen delen. Of van elkaar helpen. Dat is natuurlijk veel fundamentele. En als mensen meer spullen met elkaar delen dan hebben we ook gewoon minder spullen nodig.

Dat is een heel belangrijke factor, we weten ook eigenlijk uit de psychologie dat **prosociaal gedrag, prosociaal gedrag uitlokt**.

EFFECT METEN

Je kan kijken naar het **gemiddelde aantal interacties** op het platform. En daar een soort van percentage nemen, dat is een aannemelijk percentage wat mensen , wat anders gekocht zou worden. Je kon ook wel per product kijken van, o ja als mensen dat niet hadden geleend dan hadden ze het wel gekocht

Maar die sociale cohesie is echt gemeten. **Daar is gewoon een onderzoek naar gedaan**

Wij konden gewoon zeggen, deze mensen hebben elkaar allemaal, **hebben allemaal met elkaar geïnteracteed**, die elkaar niet kenden want anders hadden ze wel gebeld of geappt, en **die hebben elkaar ontmoet**.

Stakeholder opinions

	Intended	Expressed		
	Designer	Gemeente	Boer	Deelnemer 1
<i>Doehetzelfkip</i>				
Project goal	Foodup Brabant & Gemeente, willen dat consumenten meer nadenken over hun consumptie. Zodat consumenten meer gaan betalen en boeren zich kunnen herdefinieren.	Mensen aan het denken zetten over hoe binnen de vleesconsumptie een levend dier voor jouw genot (als consument) geslacht wordt. Daar over laten nadenken zodat zij bewuster kiezen.	Mensen laten nadenken wat er achter hun vlees zit.	Een besef creëren waar eten vandaan komt.
Value claim	Verantwoordelijkheid	Bewustwording	Bewustwording	Bewustwording
Desired effect	Mensen bewust maken waar hun stuk vlees vandaan komt	Als resultaat van die bewustwording: gematigdheid. Er is een dialoog ontstaan, aandacht en debat. Nagesprekken met deelnemers laten zien dat zij er nu bewuster mee om gaan. Duidelijk gemaakt aan de overheid hoe je dingen duidelijk kan maken, wil je een beweging in gang zetten. Geen blijvend gedrag gemeten.	Vlees uit de anonimiteit halen.	Een besef dat we onze eigen positie zien t.o.v. voedselproblemen
Established effect	Veel media aandacht tot kamervragen aan toe Deelnemers bewuster gemaakt Gesprek op gang gebracht in omgeving van deelnemers Foodup Brabant op de kaart gezet		Veel publiciteit, zelf een interview op NPO 1 gegeven. Nog steeds nu mensen die er naar vragen en hem herkennen. Uitstraling van het initiatief naar verschillende mensen rondom de deelnemers.	Het heeft er aan bijgedragen om minder vlees te eten en door alle reacties van andere mensen mooie gesprekken gehad, onderdeel van ontwikkeling bewustzijn als mens.
Geslaagd?	Ja, maar geen zicht op langdurig effect	Ja, volledig	Ja, absoluut	Ja

Deelnemer 2	Andre Schaminee
Anders denken over vlees dat je zo makkelijk eet.	Bewustwording van de complexiteit van landbouw innovatie en nieuwe ruimte vinden voor mogelijkheden voor boeren in de toekomst.
Bewustwording	Verantwoordelijkheid
Mensen minder ver van voedsel komen te staan, dichterbij de boeren en dichterbij hun eigen waarde in de praktijk.	schakel tussen vakmanschap van de boer en de consument weg halen en daarmee op waarde niveau weer met elkaar verbinden.
Veel gesprekken met collega's gehad. Commotie in het gebouw en debat met andere mensen. Menu veranderd naar meer vega in kantoorpand. Partner is vega geworden. Bang, nu wel een beetje vergeten.	Potentie was explosief, ethisch heel goed gedaan, goed opgebouwd totaal naar meer vega in kantoorpand. Ook publieke reuring want het is een ongemakkelijke vraag.
Ja	Ja

	Intended	Expressed			
	Designer	Gemeente JGZ	JGZ / Moeder dochter groep	Taal doet Meer	ROC opleiding verpleegkunde & verzorging
<i>Groeikaarten</i>					
Project goal	Complexe gesprekken met laaggeletterde ouders vergemakkelijken voor zorgprofessionals.	Ouders bewust maken dat zij invloed hebben op de ontwikkeling van hun kind.	Manieren van communicatie verbeteren	Samen met ouders partnerschap aan gaan over ontwikkeling van kind.	Tools die gebruikt worden in de les maar ook meegeven aan leerlingen dat ze dit later in de praktijk ook kunnen meegeven.
Value claim	Op laagdrempelige manier uitleg over ontwikkeling van kind begrijpelijk maken.	Laagdrempelige bewustwording	Ondersteuning bieden	Empowerment / stimulering van ouders	Mensen in hun eigen kracht zetten, menswaardig
Desired effect	Dat de kaarten dienen als een gesprekstool waardoor verpleegkundige op een heldere manier dingen aan ouders kan uitleggen.	Ouders op een idee brengen wat ze kunnen doen. Verbeterde ouder-kind interactie	Ouders krijgen een handreiking op het gebied van kind ontwikkeling, en ook om zelf op ideeën te komen.	Positieve manier ouders bevestigen wat ze al doen en helpen bij wat ze nog meer kunnen doen.	Voorbeelden visueel maken, tool binnen het les geven en vertaling naar de praktijk.
Established effect	In de bedoelde context, het consultatiebureau niet. Maar bij andere groepen waar meer tijd is worden ze met veel enthousiasme gebruikt. Helpt om moeilijke dingen simpel uit te leggen aan iedereen. Voelt als een cadeautje voor ouders. Het toepasselijk is voor elke ouder, niet alleen laaggeletterden.	In de praktijk moeilijk om te laten werken, niet natuurlijk in een gesprek.	Soms helpt het echt bij een gesprek. Door de kaarten denkt zij duidelijker te zijn en dat adviezen beter blijven hangen. Veel collega's vinden het gedoe, en een opzichzelfstaande activiteit. In groepsbijeenkomsten komen ze veel beter tot hun recht. Andere dynamiek er is meer tijd.	Het werkt fijn bij trainingen, dient als een hulpmiddel en ondersteuning voor vrijwilligers. De kaartjes worden echt gebruikt, doen de activiteiten soms samen met ouders. Handige manier om ouders te betrekken bij gesprek. Het materiaal wordt als een cadeautje ervaren.	De kaarten werken als hulpmiddel bij het behulpzaam zijn naar cliënten. Dit helpt onderwijs zo dicht mogelijk bij de praktijk te brengen. Geeft studenten inzicht in concrete handelingen. Heeft ook opleiding bewuster gemaakt hoe visuele handreikingen kunnen helpen bij het geven van uitleg (aan cliënten).
Geslaagd?	Ja, doordat het in andere contexten gebruikt wordt	Nee, enthousiast maar geen succes	Nee, enthousiast maar geen succes	Ja, we willen ze blijven gebruiken	Ja

	Designer	Stichting Zwerfjongeren Nederland	Jongerenbegeleider - neos	Deelnemer
<i>Bouwdepot</i>				
Project goal	Mensen anders laten kijken naar de doelgroep:	Leren wat het met jongeren doet als zij een basis inkomen krijgen.	Jongeren van overleven naar leven laten gaan	Het helpt jongeren om omhoog te krabbelen
Value claim	Werken vanuit vertrouwen	Schoonheid & vertrouwen	Ruimte creëren	
Desired effect	Mensen anders laten kijken naar de doelgroep. Een manier van werken laten zien en delen met gemeentes zodat zij dit gaan overnemen.	Heel de tijd zijn er veel aannames over deze doelgroep. In plaats daarvan: laten we eens kijken wat er gebeurt. Kan het financiële rust geven en gaan ze daar door zelf de volgende stap zetten en zelf de keuzes maken	Door rust en ruimte te creëren is er een mogelijkheid voor ontwikkeling. Deze kan door gezet worden na het project.	Kans geven aan jongeren. Criminaliteit en depressie gaan naar beneden door dit.
Established effect	Gemeentes zijn geïnteresseerd of staan open om dit groter uit te rollen. Maar: we hebben nog niet een heel systeem veranderd.	Enorm veel aandacht en resonantie. Effectiviteit door professionals die het weer bij de ministeries brengen. Artikel in de Volkskrant. Het kwartje is wel gevallen: het helpt. Van overleefmodus zijn zij bejegend vanuit vertrouwen en hebben nu een jaar rust gehad.	Het heeft dingen aangewakkerd bij de gemeente en een draagvlak gecreëerd. Hoe groter dit wordt hoe meer mensen betrokken kunnen zijn en het doorgevoerd kan worden. Bij jongeren zie je dat door de gecreëerde ruimte zij nieuwe inzichten hebben en daardoor naar meer levensgebieden kunnen kijken en daar aan werken.	Heel veel gewerkt aan mentale gezondheid. Het bouwdepot geeft jongeren echt een kans, ze hebben helemaal niemand anders. Doordat de financiële stress weg valt had ze kans om aan mentale gezondheid te werken. Waardoor ze nu andere dingen kon oppakken en aan haar leven kon bouwen.
Geslaagd?	ja	"we zijn net begonnen"	Ja	Ja

	Designer	Gebruiker	Gebruiker
<i>Peerby</i>			
Project goal	Mensen spullen laten delen	Spullen laten delen	Spullen delen
Value claim	Sociale cohesie	Sociale interactie	Duurzaamheid
Desired effect	Mensen minder spullen laten kopen	Duurzamer gebruik, minder spullen gekocht worden en ook at je minder schuldig hoeft te voelen over dingen die je weinig gebruikt want die kan je op deze manier uit lenene en toch veel laten gebruiken.	Dat mensen minder spullen kopen
Established effect	Merken dat door die spullen als middel te gebruiken er allerlei interacties ontstonden en mensen een positiever beeld kregen over hun buurt. Dat was uiteindelijk een veel grotere impact die echt meetbaar was.	Dat je iemand helpt voelt goed. Je komt uit je comfortzone en daar voel je je trots over. Het gevoel dat jij iets goed doet, terwijl je leent.	Meteen welkom gevoel in de buurt gekregen en leuk dat je een begrip krijgt van wie er allemaal in je buurt woont. Mensen zijn ontzettend behulpzaam en boden ook aan vaker iets te kunnen uit lenen als dat nodig zou zijn.
Geslaagd?	Ja	Ja	Ja

	ABZ	Garage 2020	Albeda college
<i>Monnie</i>			
Project goal	Schuldenproblematiek bij jongeren aanpakken	Minder schulden bij jongeren	Het gesprek over welzijn van de student initiëren
Value claim	Gelijkheid	gedeelde verantwoordelijkheid	Zeggenschap
Desired effect	Jongeren beginnen nu al met een achterstand. Gelijkheid tussen jongere en schuldeiser creëren. Precies daar zitten waar het voor de eerste keer fout gaat.	Een gedragsverandering aan twee kanten initiëren zodat er minder schulden vormen onder jongeren. Een maatschappij die meer verantwoordelijkheid neemt. Jongeren moeten fouten kunnen maken.	Dat studenten zich gehoord voelen, dat het gesprek aan gegaan wordt, dat studenten een podium krijgen om hun perspectief te laten zien. Het gesprek over het welzijn van de student te voeren.
Established effect	De intentie is gelukt met de app maar moeten nog stappen maken met dit opschalen. Debiteurenbeleid van Albeda is een grote stap.	Gelukt om een gezamenlijk belang te vinden. Al lichte indicatoren dat Monnie effect heeft met de pilot. De hele debiteurenadministratie van Albeda die veranderd gaat worden is een groot effect.	Dat ze de studenten hebben kunnen bereiken. Hele debiteurenadministratie wordt nu aangepakt, veel beter contact met leerlingen, heeft het gesprek met leerlingen geopend, manier van communicatie intern aangepast.
Geslaagd?	Pas als alle jongeren in Nederland schulden vrij zijn	Ja maar wel pas als eerste stap, moet nog veel gebeuren	Ja

CASE	SOCIAL DESIGN GOAL	IDENTIFIED SOCIAL DESIGN COMPONENT	CORE OF SOCIAL VALUE	VALUE CLAIM OF DESIGN PROJECT
Peerby	Stimulating a sharing economy	Social capital driven for beneficial communities	Relationships & networks	Social cohesion
Het Bouwdepot	Investment in homeless youth	Care driven for underprivileged people	Responsibility for safety and well-being	Trust
Groeikaarten	Inclusive communication	Care driven for underprivileged people	Responsibility for safety and well-being	Accessibility
Doehetzelfkip	Conscious meat consumption	Resilience driven for sustainable future systems	Capacity of systems to cope: responding	Responsibility
Monnie	Diminishing amount of debts among youth	Resilience driven for sustainable future systems	Capacity of systems to cope: responding	Equality

Resilience driven social design

‘Resilience’, one of the social design components is specified as “the capacity of social, economic and environmental systems to cope with disturbances, responding in ways that maintain their essential function, identity and structure, yet allow for adaptation, learning and transformation” (Tromp, Vial, 2021, p11). Both Doehetzelfkip and Monnie have been identified as resilience - driven social designs as they intend to transform an entire system, wishing to contribute to a better, more sustainable future. Doehetzelfkip does this with an attention to the environment and Monnie with a social - economic focus. ‘Responsibility’ and ‘equality’ as value claims both relate to a condition that needs to be changed. The claimed values are proposed as adaptations that will result in establishing a resilient community. Again, establishing the values will amount to an effect that will contribute to manifestation of the core value of the social design component.

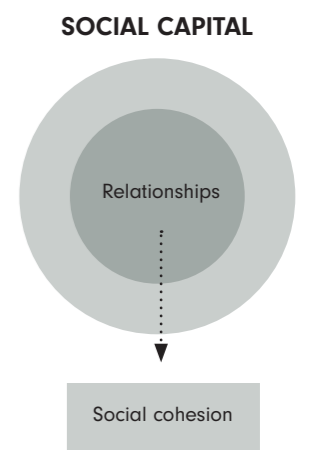
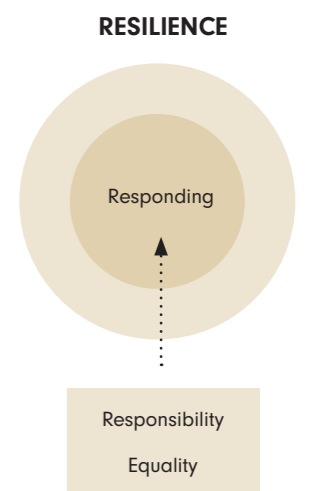
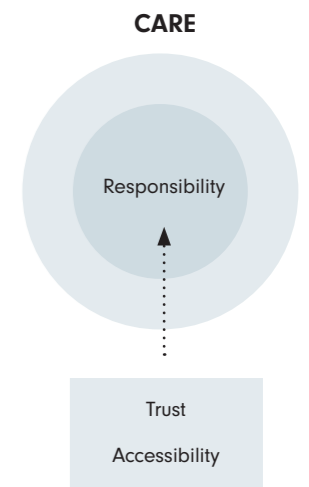
Social capital driven social design

At last, Peerby is defined as a social capital - driven social design. ‘Social capital’ is defined as “relationships and networks that can be mobilized either for personal benefit or for better cooperation in society” (Tromp, Vial, 2021, p11). Interestingly, social cohesion is not identified as means to establish strong relationships but rather the other way around, the network that was set up by Peerby lead to the manifestation of social cohesion. The core of social capital revolves around the notion of relationships. Social cohesion is obviously established between people, thereby fundamentally a relational phenomenon. In this way, the claim of social cohesion is not managed to establish the social capital goal but rather the effect that results from this.

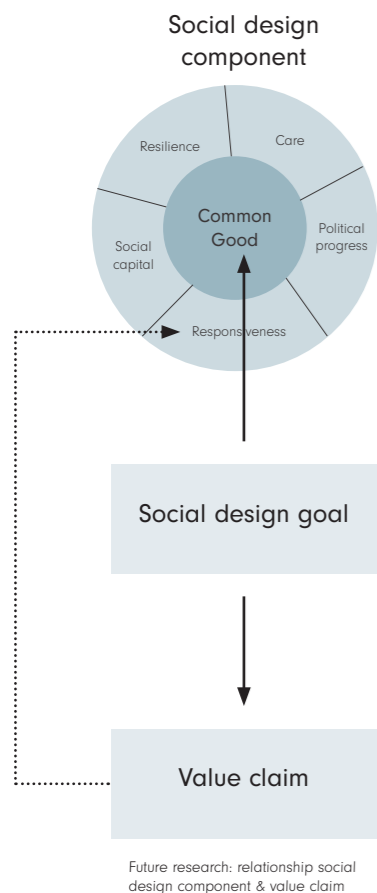
Identified connections

Although this case-study has been too small to draw fundamental conclusions a few suggestions can be made. In the cases where the value claim served as ideological goal of the project, it appears that the value is positioned as a means to establish an effect that will ensure manifestation of the social value component. An implementation of ‘responsibility for others’ (core of social value) is a value claim to design for trust and accessibility, thereby manifesting a caring community (social design component). In the same style, a manner of ‘responding’ (core social value) is promoting responsibility and equality, in order to accomplish a resilient society (social design component). Peerby is different in the sense that its claimed value of social cohesion is not a means but an effect. The identified effect was matched to the manifestation of a particular value and was then framed as a design with a claim to establish social cohesion. Yet, this social cohesion is also a performance of relationships, which is the core of social capital driven. Hence all projects portray a value claim that gives meaning to the underlying principle of the social goal they intend to establish.

From these reflections can be argued that there is a relationship between the value claim within a specific project as the operationalisation of the driving social value of the social design component. In other words, how the social value becomes specified within a particular context. This connects to the value validation framework that understands the value claimed within a project, as intended to address the particular societal effect. Therefore the value claim is connected to the social design goal by a ‘for the sake of’ relationship. Yet, more extensive studies on this internal relationship between the driving social value of a social design component and the value claim within a particular



Schematic overview of connection value claim and social design component



Future research: relationship social design component & value claim

Link driving value of social design component & value claim of project

Based on the five components of social design framework (Tromp, Vial, 2021) for each project in this study has been specified to what specific component of social design the project relates. Although projects can touch upon several components at the same time, for the sake of clarity there is only one component specified for each project within this thesis. This identified component relates to the main societal focus point of each project. The conducted study is not focussed on how each project defines itself as a social design, but how, as a social design project, a particular value claim is being made to be designed for. Hence, it is essential to have a closer look at the relationship between the social design component (that involves a value core as well) and the value claim that is being made in the undertaken design project.

Inherent to a social design goal is an ethical statement of what is a desirable society. A connecting social value drives that conviction and this social value is leading for the identification of a particular social design component. The specification and accompanying social value of the design component and value claim of the project can be found in table 1.

Care driven social design

The social value ‘care’ is defined as “responsibility for safety and well-being of someone or something” (Tromp, Vial, 2021, p11). Both Bouwdepot and Groeikaarten focus within their project on less-privileged people, establishing an inclusive society in which they can participate and have equal opportunities. Their value claims to design for ‘trust’ and ‘accessibility’ are precisely the framing of what is identified as missing in the current situation to manage the well-being of people. They argue that ensuring a trusting attitude and operating accessible communication should secure improvement for the target groups to cope in the prevailing system. The value claimed in the project, therefore appears to exactly concern the point of issue that needs to be resolved in order to establish a caring situation, that is an inclusive environment. The essence of care driven social design is the responsibility to care for others. The specified value claims, trust and accessibility, are values that are positioned in order to deal with this given responsibility.

project should be done for comprehensive argumentation. This thesis study does not involve enough cases to conclude on fundamental patterns.

From the conducted study, there seems to be no direct correlation between the leading social design component and whether the value claim is directed towards the attitude of an entire system or concerns a particular status for individuals. For example, within resilience - driven social design there is a framing of 'equality' - positioned towards the system and 'responsibility' of individuals has been asserted. However, this would be interesting to research further as it determines how effect should be identified per different component. This can inform guides on how different social designs should structure their process to assess effect.

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name	<u>Moll</u>	Your master programme (only select the options that apply to you):
initials	<u>A.E</u> given name <u>Anniek</u>	IDE master(s): <input type="radio"/> IPD <input checked="" type="radio"/> Dfl <input type="radio"/> SPD
student number	<u>4282523</u>	2 nd non-IDE master: <u>Philosophy of culture</u>
street & no.	_____	individual programme: <u>- -</u> (give date of approval)
zipcode & city	_____	honours programme: <input type="radio"/> Honours Programme Master
country	<u>Netherlands</u>	specialisation / annotation: <input type="radio"/> Medisign
phone	_____	<input type="radio"/> Tech. in Sustainable Design
email	_____	<input type="radio"/> Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair	<u>N. Tromp</u>	dept. / section: <u>ID/HCD</u>
** mentor	<u>P. Vermaas</u>	dept. / section: <u>TBM/VTI</u>
2 nd mentor	_____	
	organisation: _____	
	city: _____	country: _____
comments (optional)	

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..




Second mentor only applies in case the assignment is hosted by an external organisation.



Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair N. Tromp date 08 - 09 - 2020 signature 

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 39 EC YES all 1st year master courses passed

Of which, taking the conditional requirements into account, can be part of the exam programme 31 EC NO missing 1st year master courses are:

List of electives obtained before the third semester without approval of the BoE

name C. van der Bunt date 09 - 10 - 2020 signature _____

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content: APPROVED NOT APPROVED

Procedure: APPROVED NOT APPROVED

- mentor TBM approved

comments

name Monique von Morgen date 27/10/2020 signature _____

Validating effect when designing for social values project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 08 - 09 - 2020 end date 02 - 02 - 2021

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

'All technologies to some degree reflect, and reciprocally affect, human values' (Friedman, Hendry, 2019, p1) This is the core notion of value sensitive design as proposed by Batya Friedman and David G. Hendry. Over the couple years there is an expanded attention for the role technology plays in people's lives and therefore the accompanying responsibility for designers. No (technological) artefact is without values and there is an increased understanding that designers need to become conscious of the (implicit) ways in which they affect people through the use of artefacts.

Design for Values has become an important topic for debate and research. The presence of Delft Design for Values Institute (<https://www.delftdesignforvalues.nl>) is exemplary for the enhanced feeling of urgency and relevance that accompanies the topic of designing for values. If designers affect people and ultimately humanity through the interventions they place within the world, they can also use this responsibility to deliberately design for certain values and manifest these within the world. For this, designers need more methods and tools in order to be able to take up the important questions that need to be tackled, now and in the future. Delft Design for Values Institute works on creating these methods and tools to facilitate designers to address social values in designs.

The domain of Design for Values is based on the assumption that values can be expressed and embedded. However, 'in order to take into account moral values in designing technology, these values have to be operationalized or made measurable.' (Kroes, van de Poel, 2015, p151) This is where a problem arises: within the process of operationalising values, second-order judgements come in to play. In other words: in order to operationalise values, they become interpreted within a specific context and translated to attributes that define the resulting design. 'Because of the role of second-order value judgments in the operationalization of values, it may always be questioned whether a particular operationalization of a value will result in a "good" measurement of that value.' (Kroes, van de Poel, 2015, p171) Ultimately, resources to validate that these attributes connect to the initial value claim and that a specific (moral) value of a design is content valid, are missing.

Over the years, social design has become an increasingly popular field of design practice and research. Directed at designing to 'benefit society as a whole' (Tromp, Hekkert, 2019), it has a value claim at its core and can therefore be identified as a specification of designing for values. The growing interest for social design also brings its challenges for this young field of design and research. Clear, universal methodologies and assessment tools are still underdeveloped or lacking as 'current logics and accountabilities are not adequate to the challenge of understanding and assessing the outcomes resulting from social design research' (Kimbell, Julier, 2019, p13). The ambition to design for social values on a big scale is grand, but how to properly substantiate these aspirations and validate (effective) impact?

The Social Design Showdown (<https://www.socialdesign.nu>) offers a collective of social designers that want to professionalise and mature the field of social design. Together they organise events to work on important topics in the field of social design and create tools that can benefit the work of social designers. From within this professional domain the question of validation measurement also arises.

Especially since social design aims to impact society at large, a (research) project on how social design can assess established values would be relevant within both the bigger context of design for values and society in general. How can social designers substantiate that their interventions connect and answer to an initial value claim and more specific, a social value?

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introduction (continued): space for images

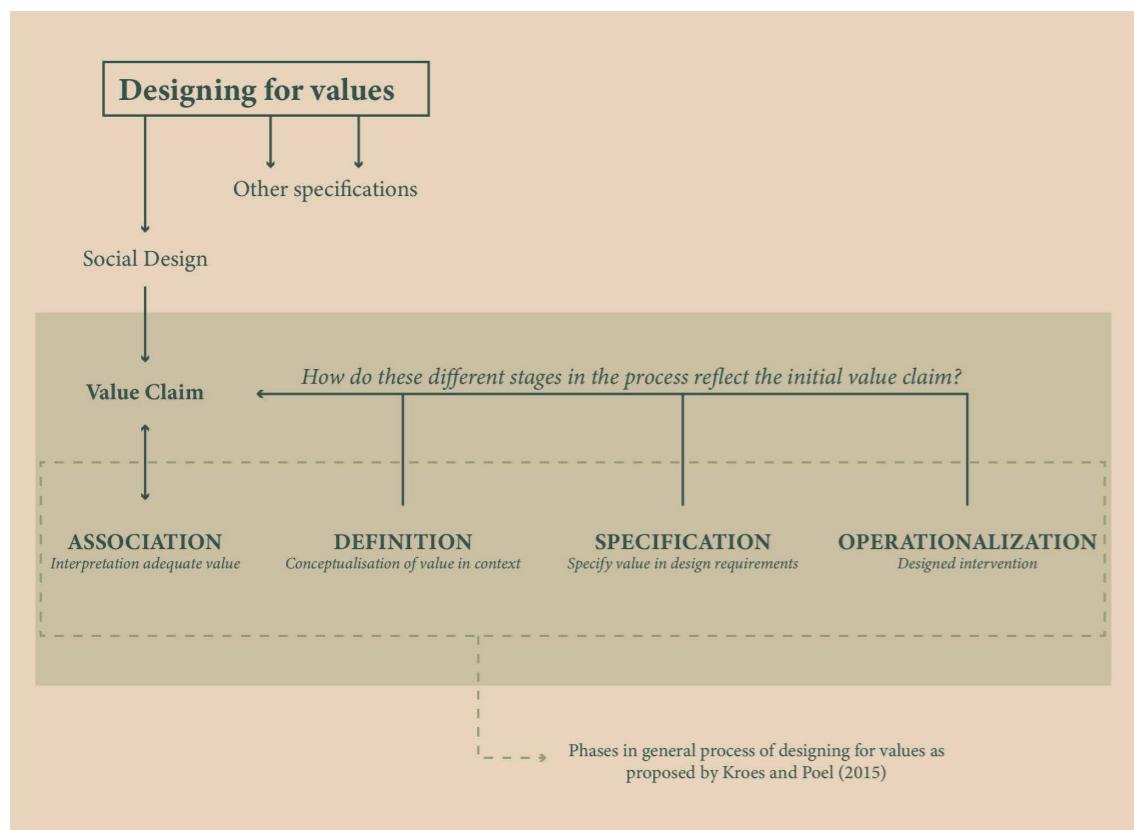


image / figure 1: Schematic overview of towards value operationalization based on model by Kroes and van de Poel

Bibliography:

Friedman, B., & Hendry, D. G. (2019). *Value Sensitive Design*. Amsterdam University Press.

Hoven, V. J. D., Vermaas, P. E., & Poel, V. I. (2015). *Handbook of Ethics, Values, and Technological Design: Sources, Theory, Values and Application Domains* (2015de editie). Springer.

Kimbell, L., & Julier, G. (2019). Confronting bureaucracies and assessing value in the co-production of social design research. *CoDesign*, 15(1), 8–23. <https://doi.org/10.1080/15710882.2018.1563190>

Tromp, N., & Hekkert, P. (2019). *Designing for society: Products and services for a better world*. London: Bloomsbury Visual Arts.

image / figure 2: Bibliography

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Both the 'theoretical' field of design for values and the 'practical' field of social design address the matter of effect measurement. There is a need for a framework that supports social designers in assessing their value claim(s). The focus of this project will therefore be on the operationalisation of social values and the evaluation of these values within social design projects. In this manner the project will contribute to research on the topic of validation in the domain of designing for values and social design in specific. On a wider perspective will be explored when social design projects are regarded as valuable within society. This will expand the knowledge on impact capabilities of social design as a design profession.

To answer the proposed problem, the following research questions are created.
 RQ: How to validate the realisation of social values within a social design process?

RQ1: How do values become operationalised?
 RQ2: What are indicators for established social values?

Questions that will guide the research of case studies:
 RQ3: What is the comparison between intended and resulted expression of values across different projects?
 RQ4: What is the relation between this comparison and different value types?
 RQ5: When is a social design project perceived to be of value?

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

This project is aimed at gaining insight in how values become realised within a social design process and how this impact can become validated. The obtained knowledge will inform a framework that will support designers in validating the effect of their social design.

In the context of social design, the successful realisation of values can be regarded as one of the manners in which a social design project impacts society. For this reason, a project on the validation of values can be seen as one possible approach to measure the impact of social design processes, rather than to provide an all-encompassing method.

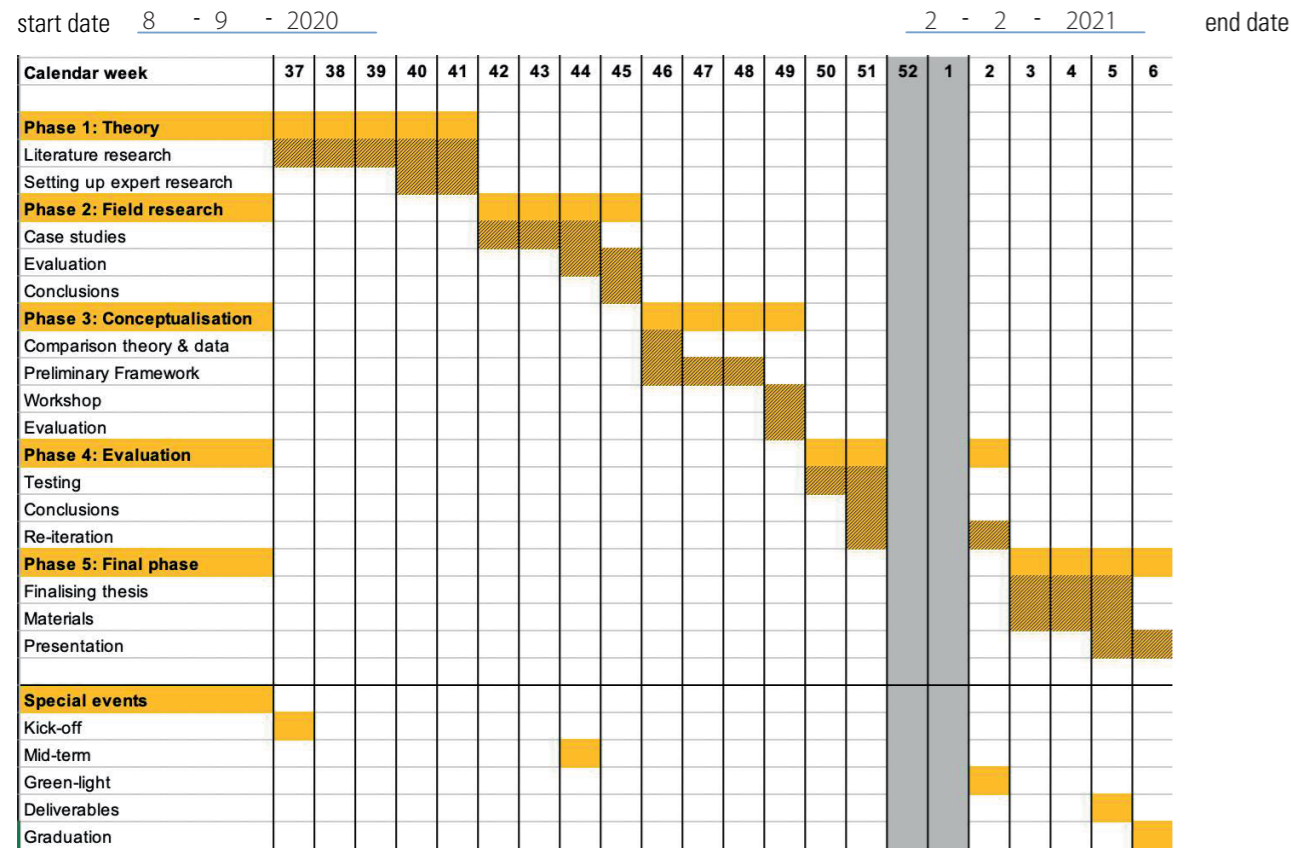
The theory of design for values will be used to reflect on design processes that wish to manifest values. From literature on psychology can be researched what indicators of (established) social values are. Furthermore, research on validation methods need to be explored.

In order to gain data from the real world and provide a realistic view, a retrospective case study approach will be maintained. For this, social design projects will be selected that involve stakeholders who are willing to participate in the research. Both designers and stakeholders will be interviewed separately and questioned regarding the established values within projects. This qualitative data will inform a further validation analysis.

From the combination of theory and real-life data, a framework will be established. Ultimately providing a tool for indication and validation of an effective establishment of values within a social design.

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.



The project can be divided in 5 parts. 1: literature research | 2: gaining qualitative data from 'the field' and assessment of this data | 3: drawing conclusions and suggesting framework | 4: evaluation, finalising | 5: rounding off project

Proposed approach for research of data:

- Retrospective case study approach
- Qualitative study

Method: interview, semi-structured

- +/- 7 cases
- Criteria for projects: address a complex societal issue / contain a value claim / stakeholders in contact / access to project materials / classified as successful: example of 'good' social design or classified as successful by only one stakeholder: realisation values might be not optimal
- Semi-structured interview with both designers and stakeholders, separately
- definition (by designers), reflection (by stakeholders), verification (definition of value involved by both parties)

Analysis: Inductive thematic approach

- Validation part: how does the data of designers relate to the data of stakeholders / what are indicators for (dys) synchrony?
- Exploration part: how do different value types relate to the synchrony between intended and resulted values / when do social design projects become regarded as valuable

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

As a double master student in Philosophy of Culture and Design for Interaction this project combines both my interests in philosophy and design. Over the years I have experienced that (as a design student), concepts have always inspired me more than actual objects. It is the ideology and ambition behind the artefact I find exciting, rather than the aesthetic or effective presence/ build-up.

In my master's programme in philosophy I enjoyed thinking, reflecting and being creative with ideas. But, where the design domain sometimes felt too quick with their assumptions on established values, the philosophical field does not always appear grounded in the real world around us. The given perspectives on human life are beautiful, but where and how do we find them in systems, existing in the world around us? This complex matter of the translation of ideas to the real world is something that has always fascinated me.

Social design is a field of research that fits best with my own aspirations to contribute to a conscious world. With its emphasis on social impact, it connects philosophy and design. In this project I wish to combine and expand my capability of setting out argumentations and deductive reasoning with my passion for a better world. The effects of (design related) actions on other people or the world have always been something to take into consideration for me.

If I manage within this project to create something that facilitates people to critically question whether they truly added value, I would be satisfied. When we all become more (self-)critical towards the ways in which we influence society, I believe we can truly make the world a more social place.

Personal learning objectives are:

- 1) I want to become (and remain) concrete, throughout the project. When discussing design approaches, designers often state that values are important. But how to make that translation of something so conceptual to the real world? How to know you succeeded? It is something I always questioned. Now it will become a true challenge, to let go of container terms and not to hide in vague conceptions anymore.
- 2) Also, I want to learn and understand more about my own capabilities and discover where my strengths lie. It would be nice if - within this project -, I can substantiate my ability to indicate the quality of my own work and in this way grow better at defining where I can add value (also in future projects) and grow more self-confident.
- 3) Within this project I want to explore whether the research side of the academic field is something that suits me. I do not picture myself as a product designer and I believe research-orientated environments suit my character and interests better. This research project over a longer period of time with extensive individual responsibilities and initiatives will give me the opportunity to explore whether this field of work would fit my ambitions and expectations on the longer run.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.