Ac**knowledge**

A strategy to break the silence, to learn from our history

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Ac**knowledge:** *A strategy to break the silence, to learn from our history.*



Preface

In your hands, or on your screen, you are viewing my design thesis
*'Ac**knowledge**: breaking the silence, to learn from our history'.*
This is my final assignment as a student at Delft University of Technology, 'de TU', and the faculty of Industrial Design Engineering.

In the six years I have been walking around in this faculty, I have gained theoretical knowledge, but foremost gained practical handholds to design strategically. For this last stretch, I have defined a project brief with personal attachment, one that presents a complex problem that I wanted to find a solution for. In collaboration with the Nationaal Archief, I have enriched the current visitor journey of the 'Centraal Archief Bijzondere Rechtspleging' (CABR) - an archive containing files of the more than 300.000 people who were accused of collaborating with the German occupiers, of joining the German's armed forces, of treason or of membership of the NSB after the Second World War.

Specific chapters of Dutch national history have remained a sensitive topic. It has taken 150 years for our parliament and monarchy to apologize and ask for forgiveness for their role in the colonial past. It took the monarchy 75 years and two generations to speak about its role in the Second World War. ***To apologize, one needs to acknowledge something went wrong. To acknowledge, one needs to know about what has happened and process this.***

As I am a firm believer in that we can learn and grow from our diverse cultures and historical backgrounds, I wanted to contribute to the perceived significance of history. To be able to acknowledge a part of one's past, one needs to gain knowledge of what has happened, interpret, and process this. I have been driven to apply strategic design thinking and its principles into this historical context, to show and understand the added value.

The knowledge and experience I gained throughout my studies, enabled me to structurally analyze and enrich the visitor journey and create interventions that aim to support people in the exploration of their familial history. To support them to understand their ancestor's role within the historical context, to give them support to process this information, and to give them handholds on how to share their insights with the generations that have come after them.

Remaining silent is never the solution. Now, I place the ball in your court.

Preface

Fortunately, I did not spend the past six years on my own.

For this project, I would like to thank the following people by saying *thank you*...

Frido Smulders: *for telling me I should choose a project that is close to my personal interests. For telling me that not going the easy route at the beginning, could make the journey easier in the end. I believe you were right.*

Willemijn Brouwer: *for your positive attitude, continuous enthusiasm, and for the drawings that you made when I started rambling. I wish I had saved them.*

Annemiek van Boeijen: *for your open door policy every time I knocked. For a faculty promoting agile working, you form one of the great examples. For asking questions when I started talking about something that was one (or two...) steps ahead.*

To Nick (& Paul): *for listening to my progress and for providing me with the chance to set foot in the Nationaal Archief. For listening to my observations, feedback, struggles. For taking me seriously, and for opening the doors of others. For showing that you can end up anywhere as an engineer. For showing that being an outlier can be used as an advantage.*

To Candice: *for all of your invaluable feedback and for sharing your vision. For championing my ideas from the start. For the laughter.*

To Femke, Julia & Jeltje: *We often still talk about how we met during the ladies intro, and how, at that moment, we never would have thought we would become close friends two months later. On that day, we did not even know whether we graduated from secondary school yet. Luckily, we all met again in the EJW. To Denise: thank you for planning to graduate in the same period as me. Otherwise, the process would have been much more lonely.*

To Marloes: *I hope we can continue expressing our constructive criticism to one another.*

Executive Summary

1. Purpose

In the moment of writing, history is taught through the sharing of the '**Grand Narrative**': the abstracted history of our country, continent, and planet. These lessons have been defined by those who create methods of teaching, are taught through textbooks and thereby contribute to the act of forgetting (Grever & Van der Vlies, 2017). A recent report underlines this finding: a significant amount of Dutch youngsters believe the Holocaust in the Second World War has been exaggerated or did not take place at all (Conference Claims, 2023). Over the past decades, The Netherlands has become more multicultural and diverse than ever: the effect of our unique familial histories that we bring with us (CBS, 2023). As a consequence, it has become increasingly difficult to create one inclusive Grand Narrative.

The enriched visitor journey aims to contribute to the perceived significance of history by adolescents. The exploration of one's familial history is of added value during the youngster's development, helps to create an understanding of cultural diversity, and could potentially increase the perceived significance of history.

2. Vision

Initially, this formed my motivation and the foundation of this project: **could the exploration of one's familial history contribute positively to the perceived significance of history, and by whom and how could this exploration be facilitated?** 1001 solutions could be designed for this wicked challenge, for example in the cultural domain and educational domain. After reading published research, the relevant stakeholders and their position in contextual layers were specified and visualized.

Almost 50 years ago, a psychologist called Bronfenbrenner came up with a now famous framework to understand the development of humankind: the Ecological Systems Theory (1977). Since this assignment focuses on adolescents, this framework is adapted to the relevant context: (familial) history.

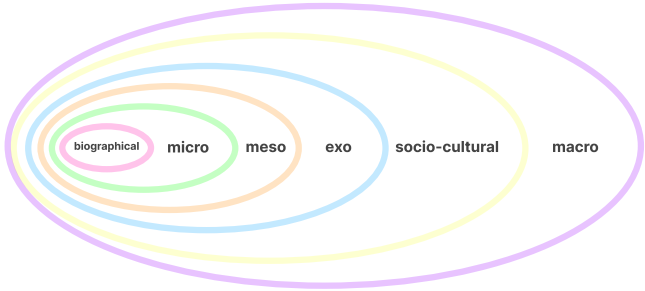


Figure 1: Adapted Ecological Systems Theory by Bronfenbrenner (1977)

To build upon the theoretical findings that have been found in the past, further research was executed by interviewing adolescents and experts from the field in The Netherlands: for instance, policymakers focusing on the subject history, content creators for museums, and historians.

This led to three areas of opportunity for design:

1. With the rise of the digital age, memories are no longer only stored in tangible objects, they are also **saved** and **shared digitally**. *How does this new way of storing history affect the perception of significance?*
2. Secondly, there seemed to be an opportunity for public institutes in private settings. *Where do their responsibilities stop and how could they be of value?*
3. During the development, **the integration of the extended family** could incentivize the exploration of familial history.

Executive Summary

These areas of opportunity are interesting for the **Nationaal Archief**: they save history through archiving, are now looking into digitalizing archives, are a public institution and welcome mainly people of age. Only recently, they started looking into integrating the human measure. Through the involvement of the Nationaal Archief, this gave clear goals to design for.

3. Mission

Based on this, the initial project brief was framed to how **current visitors, mainly consisting of people of age, could be used as a gateway to youngsters**.

It would have been wrong to:

1. Assume that all visitors would be **willing** to share their insights;
2. Assume that these visitors have the **confidence** to do so.

Based on observations, interviews with visitors at the Nationaal Archief, and employees, it became clear that to realize this mission, there is a need to **gain access to archives, but also the need to create expertise to understand the information and the need for emotional support in this exploration**. This is especially relevant for sensitive archives: the **CABR (Centraal Archief Bijzondere Rechtspleging)** is a great example. This is an archive maintained by the Nationaal Archief and contains files of those who were accused of collaborating with the German occupiers, of joining the enemy's armed forces, of treason or of membership of the NSB after the Second World War.

Based on my experiences and the experiences of employees, the sensitivity is still very much present during the offspring's visit to the Nationaal Archief in The Hague.

4. Strategy

The current visitor journey is a well-defined process, but there is room for opportunity in the facilitation of knowledge transfer and emotional support. To enrich the current visitor journey, interventions were created to integrate the human measure in the exploration of familial history in the CABR.

In close collaboration and communication with **(past) visitors, archive assistants, service employees, and communication advisory,** six points of intervening were defined. As organizations can be hesitant towards change, a **bottom-up** approach was combined with support from the **top down**, thereby paving the way for future implementation and making it possible to test the created interventions.

5. Interventions

The designed interventions aim to **break the silence** regarding our history: to **acknowledge** the happening of historical events, there is the need for **knowing, understanding, and processing** what happened first. This has resulted in a proposal for an enriched visitor journey for the offspring of suspects at the Nationaal Archief for the upcoming 1,5 years. Based on the interviews, recommendations were defined in light of the transition of this visitor journey from physical to digital from January 2025.

All designed interventions have an added value that has been recognized by the employees. Furthermore, most interventions have been tested with (past) visitors, with positive feedback.

Executive Summary

My design background was used to create solutions that not only focus on the visitor but also other members of the familial history they are discovering the client. This is in line with the ambition of the Nationaal Archief to have reached all Dutch citizens by 2026. Existing resources form the starting point of designing the interventions.

In the final stages of this report, the visitor journey and interventions have been iterated upon based on the evaluation of the different feedback groups:

- visitors in context (n=7);
- past visitors (n=4);
- archive assistants and service employees; working in the study hall and at the service desk (n=5);
- communication advisory team at the Nationaal Archief (n=6);
- Director of the Nationaal Archief;
- Expert in Law.

This has resulted in:

- improved information accuracy based on feedback from historians;
- improved readability according to in-house inclusive writing experts;
- further defined implementation touch-points;
- championing of the solution by employees;
- positive feedback by past visitors as well as the visitors in context.

This design thesis has been executed in a time of 20 weeks. Consequently, there are some limitations and recommendations regarding the findings that were derived along the way, the enriched visitor journey, and its interventions.

Through proposing an enriched visitor journey based on the current visitors' needs and the experience of employees in the study hall, the conversation regarding the integration of the 'human measure' came up. Employees' visions differed significantly. Employees are also not aware of the variety of perspectives.

The vision of the bottom of the organization and the top is aligned. The layers in-between envision the future strategy of the Nationaal Archief differently.

As the amount of sensitive archives maintained by the Nationaal Archief keeps growing, the organization should define a policy not only for how to treat the archive but also its visitors.

This proposal has shown the need to define a policy to be able to integrate the human measure into the visitor journey. To be able to repurpose the journey, and to move from a vision to an implementation in the future, this policy should be communicated and championed in all interviewed layers of the organization (services and communication).

The process from purpose to concept has been visualized in the Onion model on the following page (p. 8).



Figure 2: From Purpose to Concept

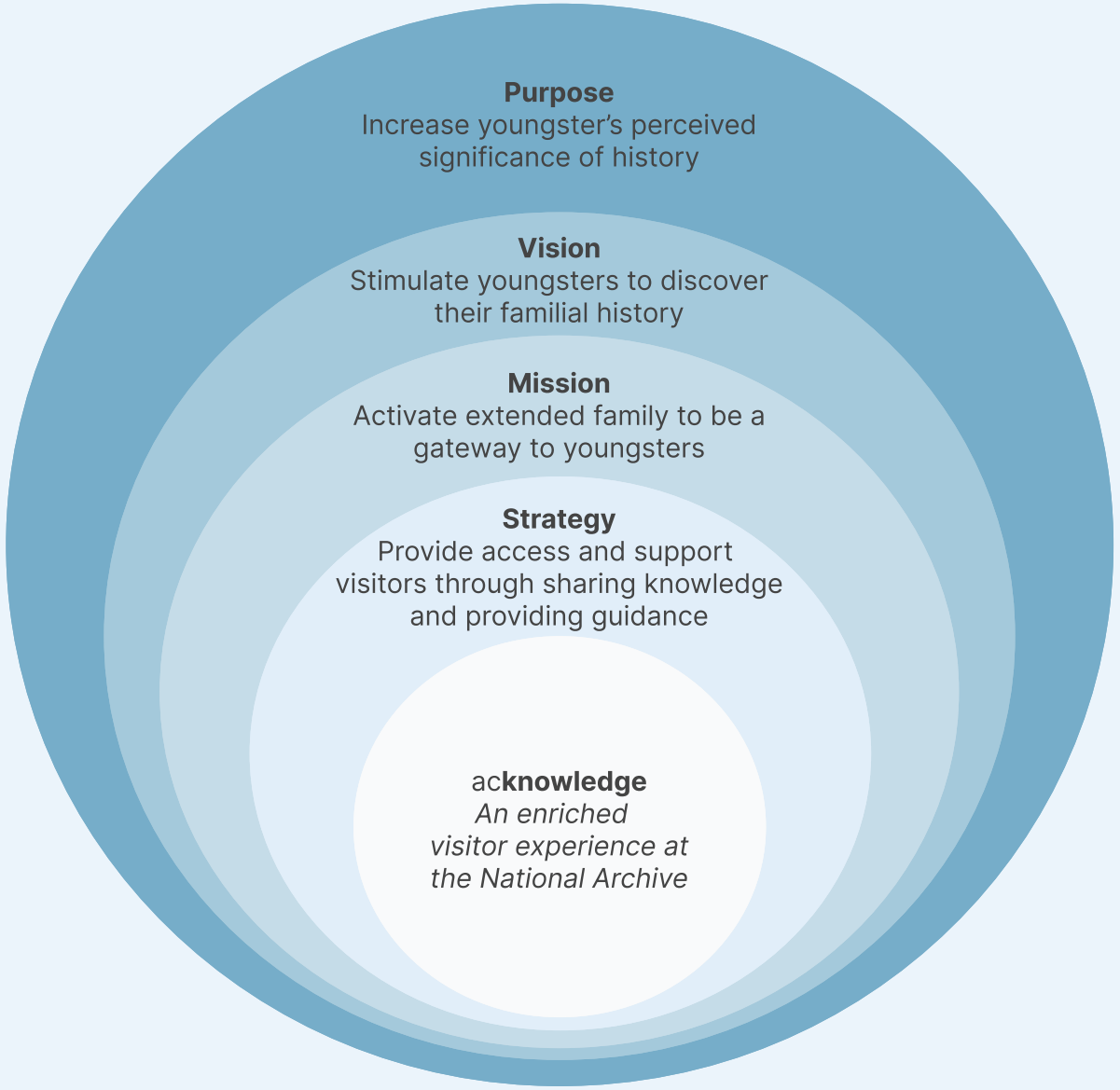


Figure 3: From Purpose to Final Concept

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Heading (this is a page title)

This page represents the start of a chapter

With these questions, I aim to stimulate your personal reflective process

This contains an introduction

This contains a personal note/reflection to guide you through my process.

This is a sub-heading

This is a quote or a citation



This is a concluding step, conclusion or main finding

Common Terms

Archive Assistants: working at the service desk close to the entrance and in the study hall; explaining the guidelines and restrictions to the visitor and supplying them with the requested files.

CABR: Centraal Archief Bijzondere Rechtspleging [ENG: Central Archive of Justice]. It contains files of the more than 300.000 people who were accused of collaborating with the German occupiers, of joining the enemy's armed forces, of treason or of membership of the NSB after the Second World War.

Double Diamond Theory: the Double Diamond is a visual representation of the design and innovation process. It's a simple way to describe the steps taken in any design and innovation project, irrespective of the methods and tools used (Design Council, 2004).

Grand Narrative: a theory that tries to give a totalizing, comprehensive account of various historical events, experiences, and social, cultural phenomena based upon the appeal to universal truth or universal values (Lyotard, 1979)

Nationaal Archief: the Nationaal Archief [ENG: National Archives] is the biggest archival institution in the Netherlands. It is a public organization and has one physical study hall in The Hague.

OvdR: Oorlog voor de Rechter [ENG: War in Court]. The project name of the digital publication of the CABR.

Service Employees: doing research based on access requests of visitors. Part of this department also sits at the service desk near the entrance of the study hall to answer research-related questions.

Stichting Werkgroep Herkenning: it is a foundation that offers a platform for the offspring of those who stood on the side of the occupier in the Second World War (Stichting Werkgroep Herkenning, n.d.).

Transactive Memory: memory stored outside of the human body, i.e. in objects.

Wicked Problem: a problem that has innumerable causes, morphs constantly, and has no correct answer. It can be tamed, however, with the right approach (Camillus, 2008).

Zoekhulp: the Nationaal Archief has made digital overviews of archives, with contextual information.

AA - Abbreviation for archive assistant [working for the Nationaal Archief]
C - Abbreviation for the communication department of the Nationaal Archief
IL - Abbreviation for observations by the designer (Inge-Lien)
SE - Abbreviation for service employee [working for the Nationaal Archief]
SWH - Abbreviation for 'Stichting Werkgroep Herkenning'
V - Abbreviation for visitor [to the CABR]

Wat echter niet uit het oog verloren kan worden is het feit dat in een significant deel van Europees Nederland de erkenning van dit deel van de Nederlandse geschiedenis nog geen draagvlak heeft. Wat is dan de aarzeling?

Achterstelling, onder advisering, institutioneel racisme hebben impact op de levens van nazaten. Met de kracht van de voorouders baant zich men een weg door het moeras van uitsluiting, maar soms is een investering noodzakelijk.

Ik denk dat om te komen tot heilzame verwerking, we bereid moeten zijn om het ongemakkelijke gesprek eerst met onszelf en daarna met elkaar te voeren. *Alleen dan kan Nederland op basis van gelijkwaardigheid invulling gegeven worden aan het proces na de komma, kan invulling gegeven worden aan de ambitie van dit Kabinet om de gemeenschap als uitgangspunt te nemen en kunnen we als samenleving nader tot elkaar komen. (NiNsee (Linda Nooitmeer), 2023)*



Figure 4: National Historic Slavery Remembrance Day, 2023
Left: Queen Máxima
Middle: Linda Nooitmeer, Chairwoman NiNsee
Right: King Willem-Alexander

1. Initiation

What do you think about the King's apologies of our colonial past?

Phase 1 - Introduction

Phase 1 - Initiation shares the journey to the initial project brief. It provides a superficial understanding of the problem and underlines the reason this project is relevant. The first step concludes with the initial project brief that was defined in collaboration with the support team and was proposed to, and later approved by the exam committee. To answer this initial project brief, project aims and research questions are specified. The framework providing structure to this project has been explained in the approach. To give an initial insight into the methodology used, this has been briefly summarized.

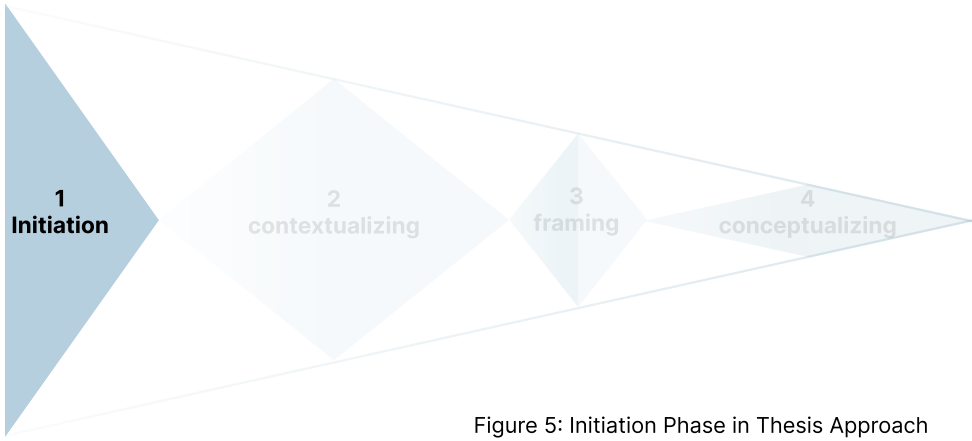


Figure 5: Initiation Phase in Thesis Approach

Mindset

Intrinsically Motivated: *The subject of this project is not an obvious one. I have experienced the inter-generational effects of our past and have always wondered how my familial history has shaped me and my surroundings. During my studies, designers always design for our future. Our past, however, provides us with valuable information on why the present has shaped itself to its current form. Why is this not explored by citizens?*

Intuitive: *This project is the first in which I had complete freedom to define the design objective. It felt good to follow my personal interests and intuition.*

Reliant: *Although my intrinsic motivation and intuition formed the primary push towards this project brief, it is as important for me to add value to something that has been questioned before and of which its significance has been underlined. I searched for a rationale that would provide this project with a concrete foundation to research and design for. Furthermore, I wanted to make use of my position as a developing student: I am driven by the belief of the added value in others, therefore, I discussed this topic with design experts from the faculty, historians, fellow students, and other experts.*

Curious: T*o find information, I had to look beyond academic resources. Therefore, I looked into outings on social media, newspapers, and other sources.*

Step 1 - Rationale

In this part of 'Initiation', the foundation of the initial project brief is described, resulting in a rationale for this project. The initial project brief formed the starting point of the graduation project. The approved project brief can be found in Appendix 1.

Below, the three main reasons for defining this project brief are described.

1. Challenges of the grand narrative in a multicultural society

The Grand Narrative is based upon a reconstruction of the history of the majority. As time goes by, it becomes increasingly difficult to construct a grand narrative that represents the multicultural past & present, including more minorities than ever, that is adopted by the entirety of a society (Ahonen, 2017).

According to the field of history,
if one has knowledge of what has happened
in the past, it should not have to repeat itself again
(Van Rossem, 2015).

The Grand Narrative forms the main foundation for education. As more and more individuals identify themselves with minorities, it becomes more difficult to recognize themselves and feel part of this storyline. It has long been acknowledged that there is no 'one size fits all' in clothing, why is our history educated in one uniform storyline then?

2. Educational challenges

One of the most recent traumatic events in our national history is found exaggerated or denied by a significant amount of people in younger generations (Conference Claims, 2023).

It has also been recognized that textbooks, through which history is educated in primary and secondary school, do not have the desired effects (Grever & Van der Vlies, 2017).

History textbooks contribute to the
act of forgetting (Van der Vlies, 2017).

3. The continuous impact of historical periods on societies

Recent apologies by the highest public authorities underline how historical periods continue to live on in societies even though the generations physically present have long passed (Rijksoverheid, 2022).

At the opening of 'The Remembrance Year of our Slavery Past', the cabinet has shown its presence at the National opening in Amsterdam, but also abroad in Suriname and the Antilles (Rijksoverheid, n.d.).

From the 1st of July 2023, on Keti Koti,
'The Remembrance Year of our Slavery Past' will start.
(Rijksoverheid, n.d.)

Step 1 - Rationale

Based on this reasoning for the foundation of this project, three questions arose:

1. How future-proof is the Grand Narrative that forms the basis for teaching? How can all individuals and minorities be included to represent our diverse society?

2. As the well-researched findings regarding historical periods are interpreted otherwise, does that put the lessons that we should learn in danger?

3. Public institutions still feel a need to organize public activities to acknowledge the past. Based on the response to the public activities and apologies, the liveliness of the past is still very much present, even though no one had been physically present;

The purpose
These questions resulted in one, more wicked research question including the purpose of this design thesis:



How can we increase the perceived significance of the field of history?

The public apologies by the higher authorities show that, especially in minorities, history lives on and forms their interests, forms an incentive for activities, and results in activism if undermined (Brassem, 2021).

In one's development, the search for one's identity takes place (NJI, n.d.). Therefore, it would be meaningful to design something that underlines the significance of the field of history for this determinative period in one's life.

Based on research by the Dutch Youth Institute, adolescents between the age of 10 and 17 develop their identity. (NJI, n.d.)

Step 1 - Rationale

Although history and memories can be shared with one from a young age, history is obliged to be educated in primary school and secondary school in The Netherlands. It could be said, that this forms the only setting in which history is spoken about regularly and universally (SLO, n.d.). Within the family setting, history is not something that is regularly spoken about. Based on this information, the target group is defined:

How can we target adolescents between the age of 12-15?

The lessons that should be learned are well defined by policymakers, although the methodology to do this in a meaningful way relies on the educator and the school (SLO, 2023). This has been named as a reason why the integration of familial history within education is not, and cannot be a fundamental aspect. This provides us with an initial hypothesis: could the (re)connection of youngsters to their familial history improve their perception of the significance of the field of history?

Based on this, the initial project brief is defined.

The initial project brief defines the initial scope of the project and its main objective, which addresses an almost wicked challenge. It was meant to leave room for exploration to define the context and its stakeholders. The challenge stated below is what has been approved by the University's examination committee.

The initial project brief

The initial brief that is to be further explored from the kick-off of this graduation project was defined as followed:

How can we (re)connect youngsters between the age of 12 to 15 to their past?

Only from the age of 12, historical education is focused on critical reflections and interpretations of historical themes. History can be dropped once scholars choose their curriculum, which is approximately at the age of 15. (SLO, n.d.)

Step 2 - Research Questions

To specify the initial project brief, the project aims and the research questions are defined. The approach, step 3 of this chapter, will describe the different phases.

Project Aim

Phase 2 & 3 [Contextualizing & Framing]

The aim is to gain an understanding of how (familial) history shapes itself and is kept alive. To map out the ecosystem in which this takes place and to detect trends and developments within this context. Based on the progress, the output is an identified stakeholder that can provide a solution to an opportunity within the initial project brief. This project brief is framed based on this stakeholder, their context, and their resources.

Phase 4 [Conceptualizing]

The aim is to create a strategy for the involved stakeholder. Based on this strategy, (an) intervention(s) is/are created that create(s) value for the framed problem (the output of phase 3).

Research Questions

To be able to meet these project aims, research questions have been formulated.

Phase 2 & 3 [Contextualizing & Framing]

'Which stakeholder can provide a fitting opportunity to stimulate adolescents to explore their familial history and what is this opportunity?'

a. *'How does history manifest itself?'*
b. *'In which contextual layers does (familial) history play a part?'*
c. *'Which stakeholders are present in these contextual layers and what is their perception on stimulating adolescents to explore their familial history?'*
d. *'What is the perception of the significance, relevance, and presence of history of adolescents?'*
e. *'Which other developments and trends should be taken into account?'*
f. *'What are current and future barriers and opportunities in the perceived significance of (family) history?'*

Phase 4 [Conceptualizing]

'How can the involved stakeholder [The Nationaal Archief], stimulate adolescents to explore their past?'

a. *'What are present and future opportunities and limitations for this stakeholder?'*
b. *'What intervention could be created to, directly or indirectly, stimulate adolescents?'*
c. *'How can this be implemented with the existing resources of the stakeholder at the given ?'*
d. *'How does this fit into their longer-term strategy?'*

What do you recollect from history class?

Step 3 - Thesis Approach

In this step of the first phase, the approach is described. This is presented to understand the way of working that has been integrated in the duration of this project. This approach formed the framework for the planning that can be found in Appendix 1.

During this Graduation Project, I was driven to create value for the initial project brief:



How can we (re)connect youngsters between the age of 12 to 15 to their past?

By writing this approach, I have not yet dived into the process of finding ways to solve this wicked challenge.

'How can we' is a way of formulating a defined, given problem. The starting point of this project can be perceived as wicked: a problem that seems impossible to solve, and contains multiple related sub-questions, for example:

- Who is the 'we' that is referred to? Who is going to adopt the output of this graduation project? Based on whose resources should the designer design?
- Is it realistic to design a solution for all 12 to 15-year-olds in The Netherlands?
- Which part of our past is most relevant in our identity development? We learn about hunters and gatherers, about medieval periods. Is this still relevant or should we focus on modern history only?

For this reason, the project aims and research questions have been defined. These can be read on p. 19. The time limit in some cases has resulted in accelerated decision-making processes based on intuition by the designer. These are validated through conversing with the client and the support team from the university.

Step 3 - Thesis Approach

In this step of the initiation phase, the approach is further detailed through the introduction of a specific framework called the 'Double Diamond'. The thesis approach is presented on the next page (p. 23).

There are three milestones in this project:

1. **the kick-off (wk 0)**: at the beginning of the project with the support team, to set expectations and decide on the initial project brief;
2. **the mid-term meeting (wk 8)**: halfway through the design process, the project team looks back on the progress and looks into the future to see if expectations are met and to set future expectations. To define the project frame for the involved stakeholder. This is in collaboration with the supervisory team and the Nationaal Archief;
3. **The ceremony (wk 20)**: the celebratory presentation of the final concept with all relevant stakeholders. Four weeks in advance, there is a 'Green Light meeting' in which the progress is shared and the project team decides whether the ceremony can be planned.

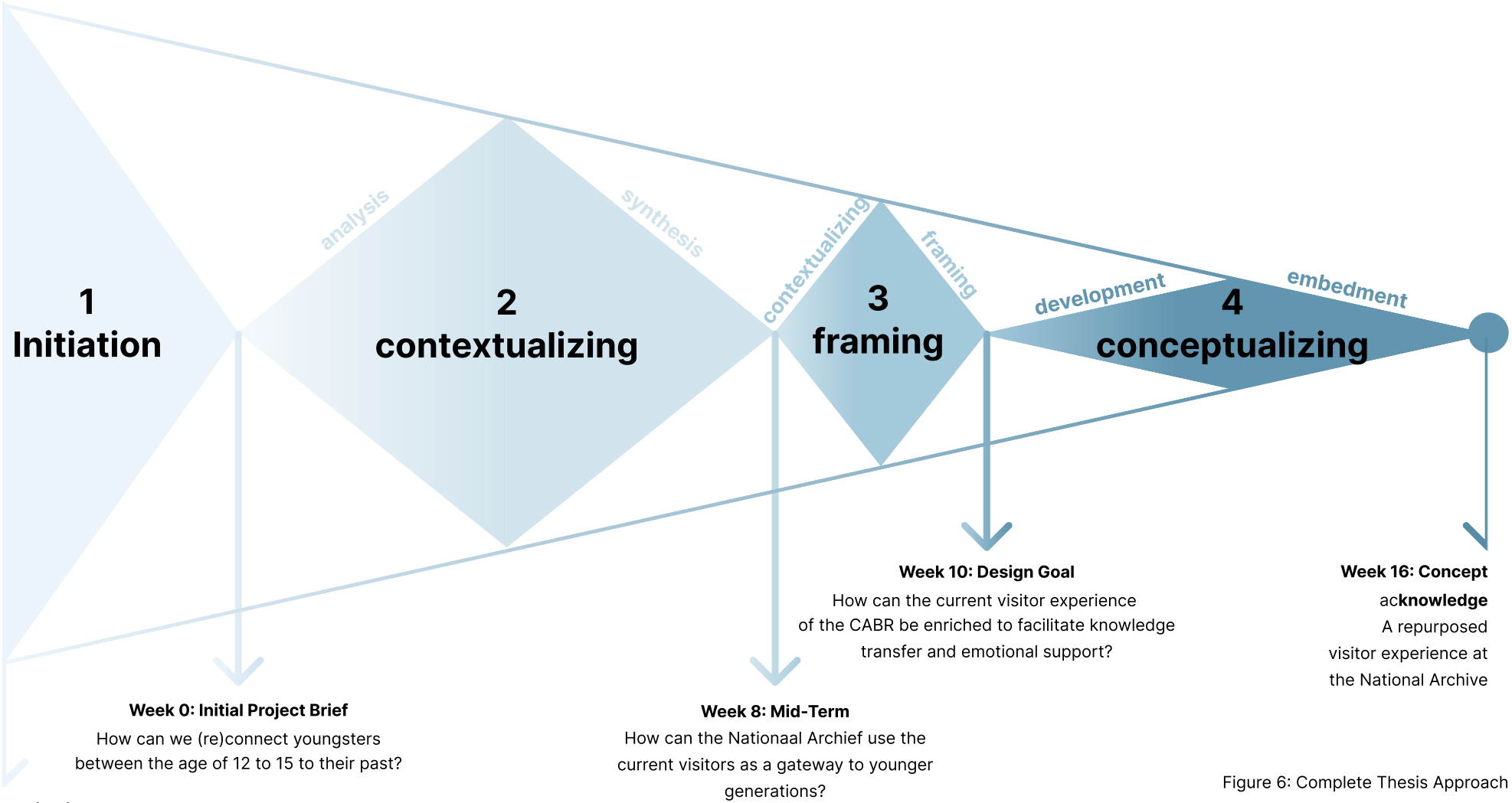
This still leaves a lot of freedom regarding planning. I will explain my approach by introducing the **Diamond Approach** (Design Council, 2004). For this thesis, the diamond approach can be visualized through three complete diamonds. At the end of each diamond, the output is more concise than the input at the starting point. This phase, initiation, can be seen as the input for the first complete diamond (contextualizing).

This approach is visualized on the next page (p. 23), with the input and output of each diamond as well as a rough timeline.

The reason why the diamond framework works so well is because it is an abstract framework, it thereby allows space for iterations and personalization. It is concrete enough to plan my activities and decide which diamond I want to focus on and which one I want to go through at a higher speed.

Each diamond, including this phase, forms a different chapter of this design thesis.

Step 3 - Thesis Approach



Motivation
How can we increase the perceived significance of history?

Week 0: Initial Project Brief
How can we (re)connect youngsters between the age of 12 to 15 to their past?

Week 8: Mid-Term
How can the Nationaal Archief use the current visitors as a gateway to younger generations?

Week 10: Design Goal
How can the current visitor experience of the CABR be enriched to facilitate knowledge transfer and emotional support?

Week 16: Concept
ac**knowledge**
A repurposed visitor experience at the National Archive

Figure 6: Complete Thesis Approach

Step 4 - Methodology

I believe that the added value of strategic designers lies in their perspective and the methodology we carry with us. The field of strategic design might be new, especially within this historical context. To explain my way of working, I have created an overview of 5 techniques I have used in different parts of this design thesis and my mindset in the total duration of this project.

Below, a brief overview is given of the methodology used within this project. Although we are designing for the future, I incorporated 'historic' findings. The effectiveness of past and present strategies was analyzed. Five main activities were performed:

1. Desk Research

Building the foundation of this project was done by analyzing existing research, i.e. studies in the field of history and behavior studies. When found applicable, these insights are integrated into the report, meaning that they contributed to the design process. In phase 2, these insights contributed to a profound understanding of the context and thereby resulted in the framed project brief presented in phase 3.

2. Field Research

Throughout the entire project, field interviews were executed with stakeholders that are part of the Ecological Systems Theory adapted to (familial) history and the adolescents that formed the initial target group. This network was created during the project. Especially in phase 2, these conversations contributed to a richer understanding of the literature gained through desk research and helped to gain a perspective on what is going on in society.

Most findings rely on qualitative insights.

3. Expert & Potential User Insights

To gain insight into what was desirable, viable, and feasible, experts from the field and employees working for the involved stakeholder were integrated into the contextualizing and conceptualizing process. Through discussing ideas and interventions, these were iterated. By working closely with archive assistants, working first-hand with the future end-user, and having multiple years of experience doing so, the desires from a user perspective and company perspective became more clear. These visitors were also interviewed in multiple steps of the process.

4. Creative Session

Facilitated by the designer, fellow design students participated in a brainstorming session. Based on the framed project, the students collaborated and came up with ideas or aspects for potential ideas that formed inspiration. Appendix 8 presents the output.

5. Testing

To gain insight into the possible championing of the interventions by employees, the implementation route, and the perceived added value of visitors, I created interventions that I tested with visitors within the context, with past visitors, and with employees.

Side-note: Cultural Sensitivity

Culture-sensitive design recognizes that different cultures have different ways of understanding and interacting with the world and that these differences can have a significant impact on how people use and respond to design (van Boeijen & Zijlstra, 2020). Culture and familial history are undoubtedly linked to one another, stressing the importance of acknowledging the diversity in culture and ensuring the designed interventions add value in these sensitive settings. Especially whilst interviewing the (past) visitors of the CABR, I strived to create a dialogue in which the sensitivity of the topic was used as insightful and would form not a big constraint in the interviewee's comfort.

Have you been stimulated to explore your familial history?



Er was ook die andere realiteit. Medemensen, medeburgers in nood, voelden zich in de steek gelaten, onvoldoende gehoord, onvoldoende gesteund, al was het maar met woorden. Ook vanuit Londen, ook door mijn overgrootmoeder, toch standvastig en fel in haar verzet. ***Het is iets dat me niet loslaat.***

Oorlog werkt generaties lang door. Nu, 75 jaar na onze bevrijding, zit de oorlog nog steeds in ons. Het minste wat we kunnen doen is: niet wegkijken. Niet goedpraten. Niet uitwissen. Niet apart zetten. Niet 'normaal' maken wat niet normaal is. *En: onze vrije, democratische rechtsstaat koesteren en verdedigen. Want alleen die biedt bescherming tegen willekeur en waanzin.*

Jules Schelvis doorstond de hel en wist toch als vrij mens weer iets van het leven te maken. Veel meer dan dat. "Ik heb vertrouwen in de mensheid gehouden", zei hij. Als hij het kon, kunnen wij het ook. Wij kunnen het, wij doen het samen. In vrijheid.
(Koning Willem-Alexander, 2020)

Figure 7: Nation Commemoration of Remembrance Day, 2020

2. Contextualizing

Phase 2 - Introduction

In the contextualizing phase of this project, I deep-dived into the context by executing a lifestyle analysis, desk research, and defining and interviewing stakeholders. I have conjoined both through mapping the context according to the Ecological Systems Theory Model by Bronfenbrenner (1977). The insights of the desk and field research are redefined into opportunities and barriers to the exploration of an adolescent's familial history. Based on these opportunities and barriers, three areas of opportunity for design are defined. 'Analyzing' presents the diverging phase, and 'synthesizing' presents the converging phase within the contextualizing phase.

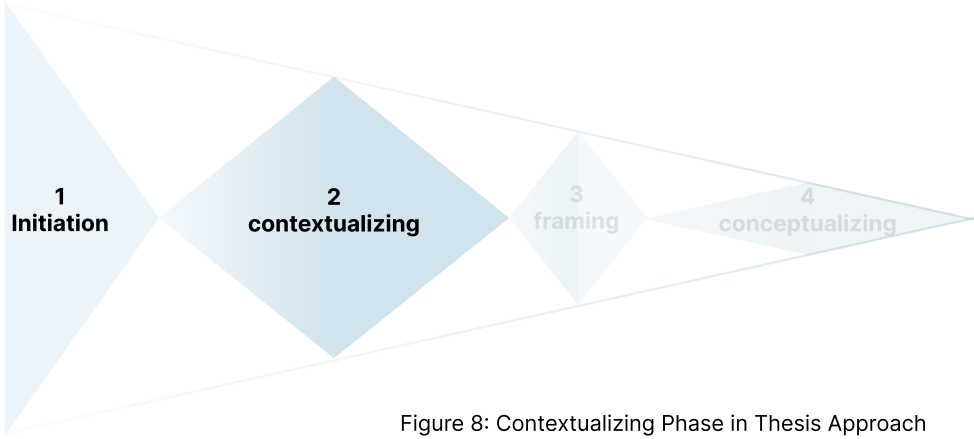


Figure 8: Contextualizing Phase in Thesis Approach

Mindset

Explorative: *It was time to set a helicopter view and gain a broad understanding of all the different considerations and developments that could be of value in the future duration of this project.*

Fast-paced: *As the initial project brief is very broad, it is important to work at a higher speed, otherwise it could form a problem in the planning.*

Social: *I had to interview the target group for the lifestyle analysis and approach experts from the field to execute the field research.*

Accurate: *Especially during desk research, it is important to read precisely and note the findings down in a traceable way for reporting purposes.*

Phase 2 - Meaning of Colors

To distinguish the different layers in the context, these contextual layers have different coloring. This context is presented in Figure 9.

The meaning of the layers is defined below:

1. **Autobiographical:** The **individual** creating the autobiographical narrative, can reflect upon these memories and reconstruct these;
2. **Micro:** The direct family of the individual, their **household**. Together, they can co-construct shared experiences. Furthermore, autobiographical narratives can be (sub)consciously shared;
3. **Meso:** The **extended family** of the individual and is household: aunts, uncles, cousins, grandparents... Through the interaction, (auto)biographical narratives and corresponding values can be shared with multiple generations;
4. **Exo:** One can save their memories **outside of the mind**: in pictures, diaries, letters... Objects/artifacts can evoke memories by providing a point of recall;
5. **Socio-Cultural:** People and objects in the socio-cultural environment can evoke and share memories as well. This socio-cultural layer is unique to the individual.
6. **Macro:** The public context, which partially overlaps with the socio-cultural layer, although it is more abstract and could be applied universally.

On p. 49, an overview is presented of specific stakeholders within these contextual layers.

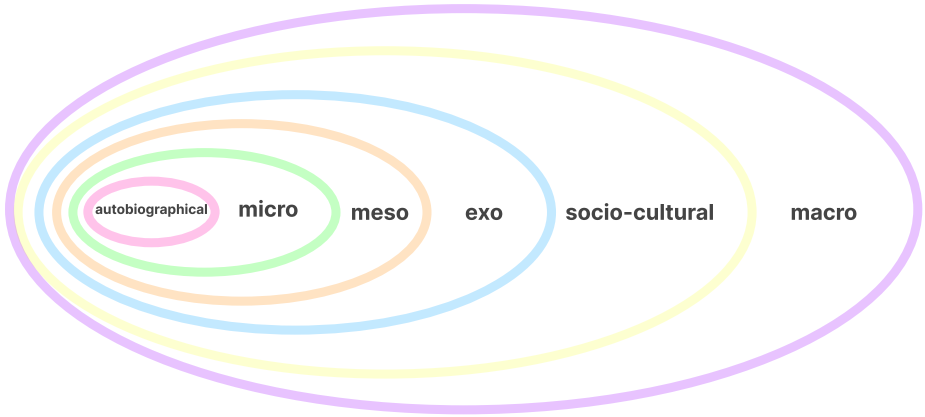


Figure 9: Adapted Ecological Systems Theory by Bronfenbrenner (1977)

2.1 Analyzing

Phase 2.1 - Introduction

In ‘analyzing’, I have focused on the exploration of the context. This chapter provides insight into the lifestyle of the previously defined target group, history, memories and the context in which history, and memories situate. The output of the desk research and field research created in the analyzing phase, forms the input for the ‘synthesizing’ phase.

The rationale explained in the first phase, initiation, has resulted in the initial project brief:

How can we (re)connect youngsters between the age of 12 to 15 to their past?

To design for this, the following questions are answered in the analyzing phase: what should be taken into account regarding the lifestyle of the target group, those adolescents between the age of 12-15? What is the liveliness of history among adolescents? Are there any economic, political, ecological, and technological considerations based on literature and experts from the field that increase or decrease the desirability, feasibility, or viability of that that is to be designed?

The output is in line with the aim of the contextualizing phase and answers the sub-questions defined on p. 19. The following is presented:

1. An insight into the **lifestyle of adolescents** between the age of 12-15, based on existing research by Slot et al. (2019) **[step 1]**;
2. An insight into the **perceived liveliness** of the field of (familial) history according to the target group (thereby forming an answer to sub-question d) **[step 1]**;
3. An understanding of how **memories** and **(familial) history** were, are, and will be developed, shared and preserved **[step 2]**;
4. A mapped-out **ecological system** in which this takes place, based on desk and field research (thereby forming an answer to sub-questions a & e) **[step 3]**;
5. A **context** based on the field and desk research, in which the field of history is placed in a system consisting of contextual layers and stakeholders within these (thereby forming an answer to sub-question b & c) **[step 3]**;
6. **Findings** that form barriers or opportunities to stimulate the exploration of their past and barriers that discourage the exploration **[step 4]**.

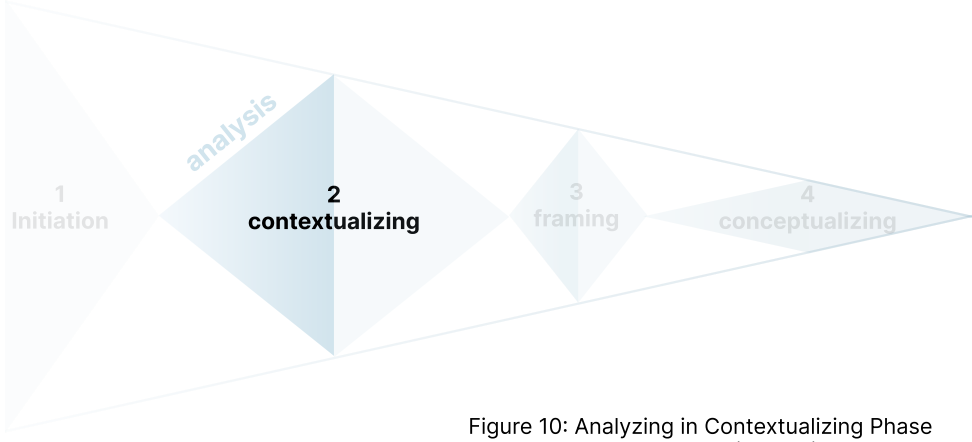


Figure 10: Analyzing in Contextualizing Phase in Thesis Approach

What were your hobbies as a teenager?

Step 1 - Lifestyle Analysis

Firstly, I had to gain insight into the general lifestyle & interests of my target group, to understand how they spend their time and what activities could provide areas of opportunity to design for within this project brief. It was important to gain a grip on what drives them, interests them, and how value could be delivered. Secondly, I aimed to gain an insight into how they currently perceive the liveliness of (familial) history.

Slot et al. (2019) have conducted research regarding this target group in the Netherlands, adolescents from 12-15 years old. Over 2 weeks, these youngsters were asked to report their activities across three different contexts: in their household (micro layer), with their friends and with their peers in school (socio-cultural layer). These three different contexts are colored according to the contextual layer they situate in based on the overview presented at the beginning of this phase(p. 30). Based on the quantitative insights reported in their published research, I have redefined these into more qualitative insights that are relevant to this context. These are shown on the following page (p. 35).

This is research that has been conducted in the past. I was driven to gain a richer understanding by conducting spontaneous short interviews with the target group. I conducted these in a public library in Delft. I wanted to gain an insight into their perception of the impact and liveliness of history in their surroundings. The output can be read from p. 37.

Step 1 - Lifestyle Analysis

The research by Slot et al. (2019) formed the starting point of the lifestyle analysis. The quantitative findings are presented in a qualitative manner to gain a richer understanding of how adolescents spend their time across different contexts.

Friends (Socio-Cultural Layer)



"I spend as much time socializing as I am consuming media."

"With friends I do not spend as much time on school work."

"We mostly do leisure activities!" (43%)

"I spend as much time consuming media with friends as with peers."

Peers at School (Socio-Cultural Layer)

" I do not spend that much time on leisure activities..."

"School work by far takes up most time!"

"I spend more time consuming media than socializing!"

"I spend the least time socializing in this context."



Household (Micro Layer)

"I still need to finish my homework sometimes." (4%)

"Socializing is something that I do almost as much as doing fun leisure activities." (16% & 20%)



"I love to interact and consume media, also with my family, with them I watch TV and movies!" (50%)

"At home is where I also spend most of my time eating and cleaning my room..." (7%)

Figure 11: Adolescents' interest experience in daily life in and across family and peer contexts (Slot et al., 2019)

Step 1 - Lifestyle Analysis

The research by Slot et al. has been conducted in the past (2019). To gain a better of understanding of adolescents and their perception of the impact and liveliness of (familial) history in the present, I conducted spontaneous interviews.

To realize this, I interviewed my target group, adolescents between the age of 12-15, in a public library in Delft (roughly 10 minutes per adolescent). During the semi-structured interviews, that can be characterized as short conversations, I listed down their responses to the questions in a Google form. This was how I kept a record of the conversations. After this, I checked all the responses with the interviewee to get their approval.

To structure these interviews, the following interview guide was created:

Interview Guide (NED)

- *Zie jij geschiedenis terug in jouw omgeving? Hoe?*
- *Zie jij de gevolgen van iemand zijn/haar familiegeschiedenis terug in jouw leeftijdsgenootjes?*
- *Waarin uit zich dat? (bijv. diversiteit in de klas, in je vriendengroep)*
- *Hoe beleef jij jouw familiegeschiedenis? Vind je dit belangrijk? Waarom?*
- *Wie of wat doen jou denken aan jouw familiegeschiedenis?*
- *Heb jij zelf wel eens uitgeprobeerd om te achterhalen waar jouw familiegeschiedenis uit bestaat?*
- *Of waar jij vandaan komt? Waarom wel/niet? Zo ja: hoe?*
- *Heb je de wens om jouw familiegeschiedenis te delen? Zo ja: met wie?*

Interview Guide (ENG) [for reporting purposes]

- *Do you see any visible signs of history in your environment? Where?*
- *Do you see the consequences of one's familial history in peers?*
- *How does this show? (i.e. diversity in your class, among your group of friends)*
- *How do you view your familial history? Do you think this is important? Why?*
- *Who or what makes you think of your familial history?*
- *Have you tried to explore your familial history? How? With whom?*
- *Or have you ever researched where you come from? Why yes/no? If so: how?*
- *Do you feel the desire to share your family history? If so, with whom?*

Step 1 - Lifestyle Analysis

Based on the conversations (n=13), the insights are described in this section. These are categorized into the contextual layers that were introduced on p. 30. These were used to gain a richer understanding of what is happening in society and to define possible barriers and opportunities in the synthesizing phase.

autobiographical

An impact on the interest of adolescents in their familial history is the lack of influence they can exert. The fact they cannot change it lowers their interest.

"I cannot change it. It just happens to be this way."

Only three adolescents (n=13) connect their family history to their characteristics and future life.

" I only find musical history within my family interesting, the rest does not interest me."
"Because you learn more about where you came from and why you are the way you are."
"Because I want to think about my future."

The majority of adolescents have not explored their family history by themselves, as generations before them already have or have not been mandated to do so.

"If I would, I would ask questions. To my grandparents"
"I have not thought about researching it."
"As far as I know, I know most interesting things already."
"My dad already did, so I do not have to."
"I can look it up through the internet and family."

A minority of adolescents have explored their family history by themselves as they have been mandated to do so, had seen somebody else do it so, or because they had become curious because other's started sharing theirs.

"I had to in primary school and I found it interesting. I asked my family many questions."
"Because I found it interesting, I tried to make a family tree."
"I was curious to know how far back my family would go. I looked it up on the internet."
"I randomly came across it and became curious. I have a booklet at home with my family tree in it."
"A guest came and taught their family history. Through a website and with the help of this person, I looked up some information."

Step 1 - Lifestyle Analysis

meso

The extended family is mentioned more than the household to give incentive one to think of one's family history (%).

exo

Old pictures, letters, and agendas incentives the majority of respondents to think of one's family history.

socio-cultural

Diversity in culture is often named as a visible consequence of unique family histories. Traditions and habits are also mentioned.

Unique characteristics (interior and appearance) of others are often named as a visible consequence of family history.

From socio-cultural incentives, monuments and history lessons are named the most often.

macro

Public initiatives, such as museums, archives, and national remembrances are rarely mentioned.

"If I would explore my familial history, I would do so by asking questions to my grandparents."

"Especially in culture, such as slavery."
"Many different cultures." "Many people have different habits because of their family."
"Many people copy their families' religion and their traditions."

"Everybody is different in my surroundings."
"I don't see a difference in people in my surroundings, apart from how they look."
"Appearance."

Step 1 - Insights

Based on the analysis, it appears that the sharing of one's familial history does result in the realization of diversity: something that is valuable for society as a whole. Adolescents do not seem to realize that through the exploration of one's familial history, one could learn more about their own characteristics.

The fact that a minority of adolescents have explored their familial history, shows that adolescents need to be stimulated/mandated to do so. Stimuli could be the extended family, family heirlooms, and other tangible objects. Furthermore, it is interesting that no adolescent mentioned any public initiative as something that incentivizes them to think about their familial history.

These findings are taken into account in defining the main takeaways forming the output of this phase. Based on the literature research and interviews, it was desirable to find out a richer understanding of the questions raised. In the desk research presented in **step 2** and the field research presented in **step 4**, answers to these questions were created:

Is the time that adolescents spend consuming and interacting with media meaningful for all members within these contextual layers?

How can we make the exploration of one's history in collaboration with family members be viewed as a leisure activity?

Does the lack of awareness of the impact of familial history on themselves impact the adolescents' perceived significance of (familial) history?

How can public institutions contribute to the liveliness of familial history?

How can tangible historical artifacts (i.e. family heirlooms) be included in the exploration of adolescents' familial history?

Which artifacts or technologies make you relive memories?

Step 2 - Desk Research

Furthermore, I wanted to gain an understanding of how memories are created, maintained, and shared, how history establishes itself, and define into who and what could form possible opportunities as well as barriers for design.

The initial project brief was defined through the following assumption: could the (re)connection of youngsters improve their perception of the significance of the field of history?

Therefore, it was needed to research if history can indeed in theory be meaningful to youngsters and if so, how? I have attempted to answer this question and the questions that arose in **step 1** in this desk research.

Based on the presented information, multiple contextual layers were derived that impact the exploration of the past by the adolescent and form an ecological system of the exploration of one's familial history. This is presented in **step 3** of this analyzing phase.

The interactions stated in the desk research have been visualized into a supporting visual that can be viewed in Appendix 2.

Step 2 - Desk Research

To frame the initial project brief, the different aspects of this brief needed to be better understood. This is done by researching validated desk research focusing on (familial) history and adolescents between the age of 12-15 and the interaction.

History vs. Memories

History is the universal memory of humanity - (collective) memories are partial and biased, embodied by individuals and/or groups. Once memories are abstracted and severed from their original context, they can be integrated into history. In this project, memories could be named as more important than history as they bridge the past, present, and future. History separates the past from the present and is disconnected from the identity of individuals and the groups they identify with. Memories create values and meaning and provide motivation and orientation for action (Assmann, 2008).



Memories are more significant for the development and search for one's identity

Today, the period of WW2 is of high interest as it is at the transitional point between memory and history (Goertz, 1998).

The experiences of the past, create a historical memory, influence our actions in the present, and can define a prognosis for our future (van Straaten et al., 2016).

Maintaining Memories

Memories are more vulnerable to the act of forgetting. Memories are the most precious yet fragile possessions (Hoskins, 2014). They are difficult to protect by the exterior. Only narratives that are solidified can be checked on their truth. Narratives contain thoughts, emotions, motivations, intentions, and/or evaluations. "Autobiographical memories are individual and not reproducible: it dies within the person." (Sontag, 2003) These memories can be shared, through three different means: verbalizing in oral narrative, through text, or visualizing in imaging. According to research, these images demand a narrative (Hirsch, 1992). Memories can thus be stored outside of the body, this is then called 'trans-active memory'. With the digital age, this is not anymore limited to pictures and artifacts, pen and paper but can also be done on a chip, or social media. This digitization has left little room in defining how these memories make the owner unique. Sparrow et al. (2001) concluded that the impact of Google results in knowing where the information is stored, rather than knowing about the information itself.

Socrates was not a supporter of the development of writing, as this was a substitute for carrying the words inside your head. He feared people would become forgetful. (Ong, 2002)

Step 2 - Desk Research

Passing on memories

A memory becomes a collective memory once it is shared and/or adopted by the group. Once part of this group, memories can be passed to later generations who were not physically present at the time and can even be experienced as their own (Atwood, 1997). Values are historically contextualized but have a timeless validity. These are under-focused (Wansink et al., 2017). These memories shape us as social beings. As memories are passed on to second and third generations, memories become more homogeneous as they are reconstructed by historians and influenced by media (Birkner & Donk, 2020).



The past is often restaged to bring it in line with the taste and interests of specific groups (Assmann, 2008).

Silence needs to be broken to preserve and publish memories. Through sharing, memories are revisited, confirmed, and/or corrected (Hoskins, 2009). Interaction of adolescents in the Netherlands primarily takes place through media (Slot et al., 2019).



Present adolescents have only known a wireless, hyperlinked world (McCrindle & Wolfinger, 2009).

To remember, a memory is needed. During individual remembrance, memories are constantly reconstructed as the context of the individual changes. Through the commemoration of one collective memory, a social collective can remember. Places of remembrance are focal points due to their symbolic value, these can create a common identity (Faro, 2015).

The content needs to be translated for each generation of listeners; to convert it to a more accessible and relevant format.

Step 2 - Desk Research

Educating History

The subject ‘History’ has been long associated with memorizing factual knowledge, representing closed narratives consisting of objectified facts. It focuses on common history and national identity, which are both limiting. It doesn’t challenge the pupil’s intuitive conceptions (Wansink et al., 2017). School forms a mandated activity, being less likely to facilitate self-defining experiences. Freely chosen activities provide a context through which adolescents can asses their values and identity (Coatsworth et al., 2005).

Evocative Objects

Modern memory relies on the materiality of the trace (Nora, 1989). Objects can (in)directly evoke (auto)biographical narratives. Objects have the power to store information and maintain these stories. In one’s life, there are multiple, infinite amounts of objects that store narratives. These objects can be directly evocative, reinstating multi-sensory information, or indirectly evocative, in this case, it forms a focal point of memory and helps the subject to create a point of encounter with the object such that it becomes a focal point to elicit memories about the autobiographical owner and share these memories with others. We have to learn how to read objects that were meant to be used. The context is as important as the object itself (The Huntington, n.d.).

Damaged, faded, or non-functional heirlooms have a lower match between the context of encoding and retrieval. Therefore, the (auto)biographical recall, quantitatively and qualitatively, it creates, increases once it is repaired to the original state or how the original owner would have experienced it (McCarrol & Kirby, 2023). Family heirlooms with visible personal attachments, such as portraits of ancestors, have less montary value than something that is abstracted (Robinson, 2020).

Physical borders are non-existing digitally. People move further away for shorter amounts of time. Multi-sited belongings make people feel at home in several places (McCrindle & Wolfinger, 2009).

‘The Repair Shop’, a show by BBC, presents the emotional value of (intact) family heirlooms. In this program, individuals present damaged inherited heirlooms that are then repaired to their original state, or the state that their ancestors found them in.

Step 2 - Desk Research

Family History and Adolescence

During adolescence, the exploration of identity becomes the primary concern (Erikson, 1959). Narratives of others can be used to understand yourself. These narratives of others become part of their own and guide their future. During adolescence, specifically, adults in the extended family contribute positively to the development (Claes et al., 2012). Interviewing extended family makes history tangible (Hülsken, 2018).

When the sharing of narratives is done in collaboration, and memories of shared experiences are co-constructed, more emotions are expressed and a better explanation is created. (Reese et al., 2017)

The family unit has been recognized as core to attitudes among immigrant children and adolescents. Children copy their parents' behavior and parts form their identity (Vermeulen et al., 2019). An elaborative conversational style produces earlier memories among children (Jack et al., 2009). Adolescents who know more about family history have a higher level of identity development (Fivush, 2008). During adolescence, the primary development concern becomes the exploration of one's identity (Erikson, 1959).

Through reflection on narratives, adolescents think about the world they inherit, inhabit, and leave behind (Clark & Seider, 2017).

In a bad-case scenario, experiences and constructed autobiographical memories can result in inter-generational trauma. Often, rather than sharing autobiographical memories, open wounds are inherited by following generations (Goertz, 1998) (Grünberg & Markert, 2012). In this case, new generations can fight, flight, or freeze. Remaining silent is rarely an effective strategy for healing (Rosenblum, 2009).

In the case of the Holocaust, the offspring have described themselves as 'Museums in which our parents and grandparents have locked away their memories, experiences, and nightmares.' (Kogan, 2002)

More and more environmental crises gain attention, that visibly impact life. (Wray-Lake et al., 2010)
Since the outbreak of the Russian/Ukrainian war, political tensions have become more visible and hit closer to home. (Neuman & Hurt, 2023)

Step 2 - Desk Research

The opening of archives provides individuals and institutes with personal narratives; archives play a vital role in constructing an objective view and delegate the responsibility to remember (Nora, 1989). Public archives can become more widely accessible through digitization (Jaillant, 2022)

Uprise of Media

In the past, historians had the full authority to define and present the past, but with the rise of media, this presentation is now co-constructed. Through sharing knowledge, history can become collective memory. This activity relies on the enhancement of empathy and identification (Aaker & Williams, 1998). Social media allows for argumentative exchange and discussions (Birkner & Donk, 2020).

Social media has formed a big influence on our collective memory (Hoskins, 2009). The media is a combination of facts, as well as fiction (Hjavard, 2008). In this changing ecology, new debates about self-image and self-understanding arise (Birkner & Donk, 2020).

One might entangle another narrative in one's own, i.e. when you are watching a movie regarding something similar you have experienced yourself.

The development of societies

In light of the development of our multicultural society, it is important to understand the formation of our social identity. Dutch society has become more multicultural (CBS, 2023). Belonging is an important source of social identity. Research has shown that national identification goes hand in hand with some sense of belonging to one's origin, or that of one's parents (Vermeulen, 2019). The religious involvement of Dutch citizens has decreased (CBS, 2020).

Younger generations are losing their knowledge of the Grand Narrative (Ahonen, 2017).

Selection and exclusion of details play a leading role. Due to cultural shifts over time, migration to different geographic areas, or language differences, sometimes shared stories regarding the past might be illegible in the present (McCrindle & Wolfinger, 2009).

How do you preserve your memories?

Step 3 - Family History Context

Based on the named people, relations, and organizations in the research by Slot et al. (2019), the interviews with adolescents, and the desk research, I have contextualized the information. On the next page, the exact stakeholders can be found.

Based on the previously presented information in the lifestyle analysis and desk research, six distinguished contextual layers can be defined. This context is mapped based on Bronfenbrenner's Ecological Systems Theory (1977). The original model by Bronfenbrenner (1977) consisted of four layers. This systems theory has been adapted before to specific (historical) contexts (i.e. Fivush, 2016).

The layers in this model have been described in the overview at the start of this phase (p. 30). There, one can find a description of the exact meaning of each layer and how it distinguishes itself from the others.

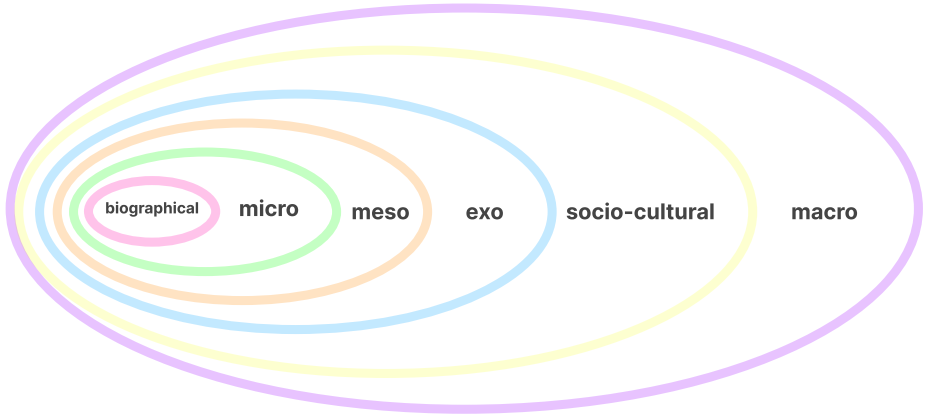


Figure 13 : Adapted Ecological Systems Theory by Bronfenbrenner (1977)

Step 3 - Family History Context

Based on the Ecological System by Bronfenbrenner, contextual layers and corresponding stakeholders were defined. This formed the basis for the field research, as it gives an idea of who could share valuable input.

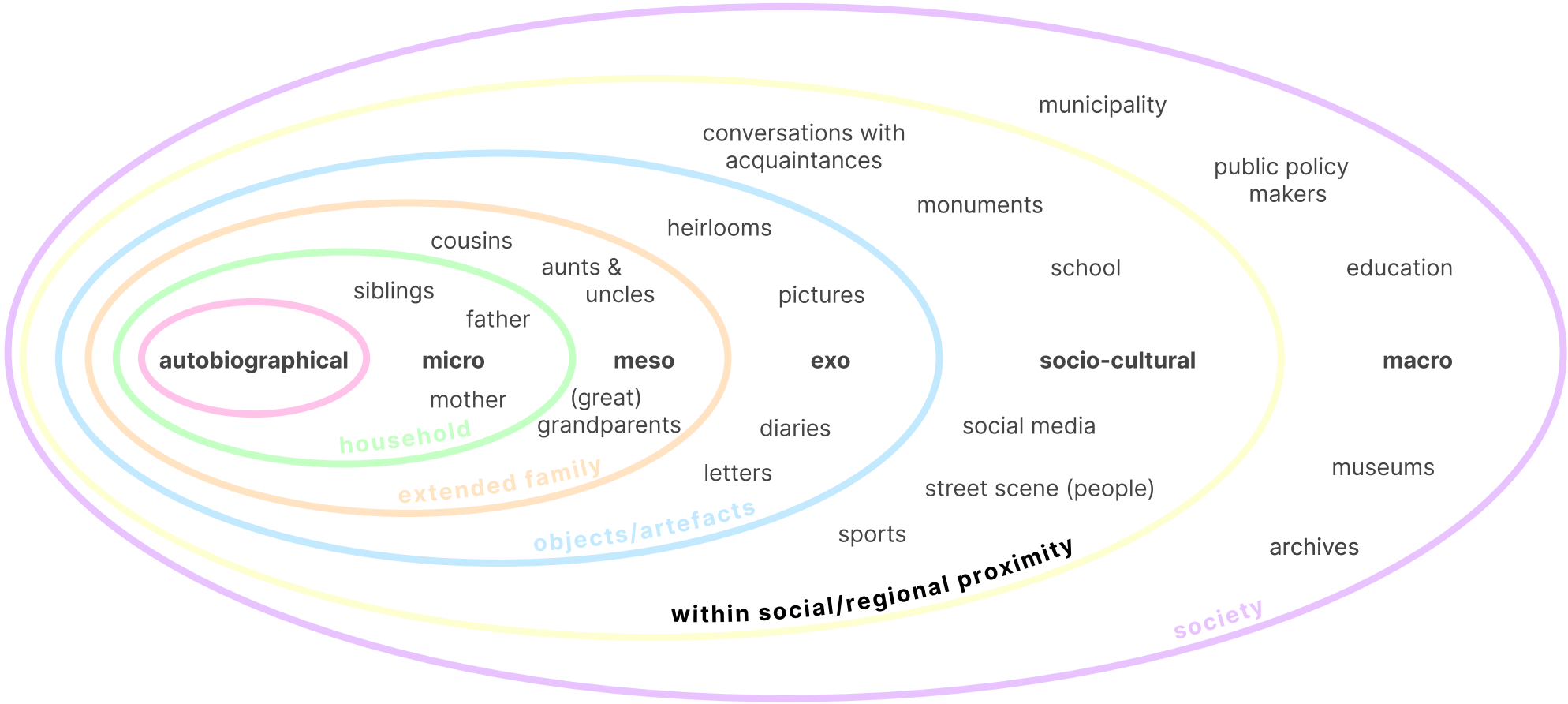


Figure 14: Stakeholders within adapted Ecological Systems Theory by Bronfenbrenner (1977)

Do you share your memories with others? How? With whom?

Step 4 - Analysis Stakeholders

The family history context presented on p. 49 has provided me with stakeholders who could provide insightful information based on their experience in the field.

Through semi-structured interviews with experts from the field, the field research was executed. Through online video meetings ranging from 30 min. to one hour, they provided me with insight into the following areas:

1. Based on your occupation, what interests adolescents? And what does not? How would you describe their behavior?
2. What are the considerations if you create services for this target group?
3. What is often falsely assumed about this target group?

Based on the insights gained from desk research, I asked questions relevant to their expertise. Due to time limitations, I gained contact with as many different stakeholders by reaching out personally. This leaves little room to validate their bias/perspective through interviewing multiple experts.

The stakeholders interviewed are:

- Service designer at the Municipality of Amsterdam;
- Archival expert at the NIOD Insitute for War, Holocaust and Genocide-studies;
- Content creator for the National Holocaust Museum;
- Content creator at Museum aan de Stroom (Antwerp);
- Historian and senior editor of history magazine;
- Historian, columnist, and presenter;
- History education policy maker;
- Secondary school educator, subject of history;
- Artist creating a Holocaust memorial in collaboration with youngsters.

To converge the findings of the lifestyle analysis, desk research, and the field research, the main take-aways of the analyzing phase are defined on p. 52. If applicable, these are supported by citations from the field research interviews. A full overview of the citations can be found in Appendix 3.



Figure 15: Maarten van Rossem

A personal highlight was a phonecall with prof. dr. Maarten van Rossem, one of our country's most famous historians.

Phase 2.1 - Main Take-aways

autobiographical

The reconstruction and reflection upon narratives keeps them intact and reveals values, but one should also be aware of the context of when the autobiographical memory was created and how that has changed since.

Historian: “When the context surrounding a story is unclear, the reflective activity can become less meaningful or potentially dangerous.”

Underlining the presence of history (in the public and/or personal context) can increase the adolescent’s interest

History teacher: “Once children are aware of the present impact of history, it increases their interest.”

Narratives and memories can form an insightful source in an adolescent’s development and search for identity, as it helps in finding unique qualities but should not stand alone.

History teacher: “Through exploring their family history, children become aware of the origin of diversity.”
Historian: “Narratives can make sense, but can also make one feel locked in their identity.”

micro

Room for collaboration and allowing space for elaboration should be stimulated when conversing inter-generationally about familial history.

Narratives and attitudes can shape members consciously and subconsciously, with positive and negative consequences.

It is important to approach the different generations in different manners, fitting their behavior and interests.

Museum & Municipality employees: A challenge is to speak in the language of adolescents, whilst also respecting the needs of other visitors.

Phase 2.1 - Main Take-aways

meso

As interviewing this group results in higher tangibility, this could positively contribute to the adolescents' perceived significance of the past.

Historian: "It would be interesting to ask your ancestors how their puberty looked like, and what they did in their youth."

Interviewing extended family, in contrast to the micro layer, contributes positively due to the development of adolescents.

Policymaker History Education: "In this age group, adolescents often actively move away from their parents and household."

It would be a fun way to open the dialogue by asking how their ancestor's life was when they were of the adolescent's age.

History Teacher: "Adolescents are not aware of how different the past used to be. Through conversing with family members, they realize that the context that they grow up has already changed so significantly."

exo

Objectified memories could for a good conversation starter as they form a presentation of the past and evoke these memories.

Historian: "Through objects and heirlooms, one can preserve their familial part of the past as well as converse today."

The fact that the history is tangible, adds to the perceived liveliness by youngsters.

Archival Expert: "Tangible sources have a historical sensation."
Archival Expert: "The tangibility of an artifact influences the perception of the liveliness of archives."

During the conversation, the context is as important as the content to understand the narrative.

Historian: "Objects also represent the changing needs and the continuously changing function/meaning of artifacts."
Museum Employee: "Adding color to black and white photos decreases the perceived distance between then and now."

Younger generations create transactive memory through a different means: it is now digital, rather than tangible artifacts.

Historian & Archival Expert: "Current adolescents don't construct tangible transactive memory - all that is there, is digital."

Phase 2.1 - Main Take-aways

socio-cultural

The socio-cultural layer shows some of its history, thereby forming itself as a valuable layer.

Historian: “If children come from a background that is homogeneous, you should also make them aware of that.”

Through sharing familial histories with others in their socio-cultural context, pupils realize why society is diverse.

History teacher: “Through listening to other’s stories, students realize that diversity exists.”

With a more multicultural society, it becomes harder to identify with historical textbooks that teach one Grand, national Narrative.

Mandated activities, such as in school, are less likely to contribute to self-development. Freely chosen activities allow the assessment of their own values and identity.

Social media allows for argumentative exchange and discussions.

macro

The common history and Grand Narrative are limiting and do not challenge intuitive conceptions. It is also more and more difficult to make this inclusive.

If public institutions want to attract youngsters, they need to adapt their services to different customer segments.

Museum employee: “Not all museums, consciously, alter their services to adolescents because it could interrupt the visitor journey of others.”

Public institutions form an interesting position as they possess historical objects, yet remove these from their original context and thereby the authenticity.

Museum employee: “Museums form a common place to discuss memories that are triggered by certain objects.”

How have you gained insight in your familial history?

2.2 Sythesizing

Phase 2.2 - Introduction

The main take-aways of sub-questions a to e, presented in the analyzing step of the contextualizing phase, can be redefined in barriers and opportunities to design for. These are presented in this phase ‘synthesizing’ of the design thesis.

The initial project brief has defined the primary design goal. This brief was very broad: there were thousand-and-one ways one could design a solution that could add value to this. Based on the aim described in the research questions (p. 19), this brief is iterated upon and redefined based on a found opportunity.

The research sub-question that has not been answered yet, is the following:

f. What are current and future barriers and opportunities in the perceived significance of (family) history?’

These barriers and opportunities are defined in relation to the different contextual layers created in the ecosystem and are categorized in 5 different clusters. The outcome of this chapter, ‘synthesizing’, are three areas of opportunity for design, that will form the starting point of the framing phase.

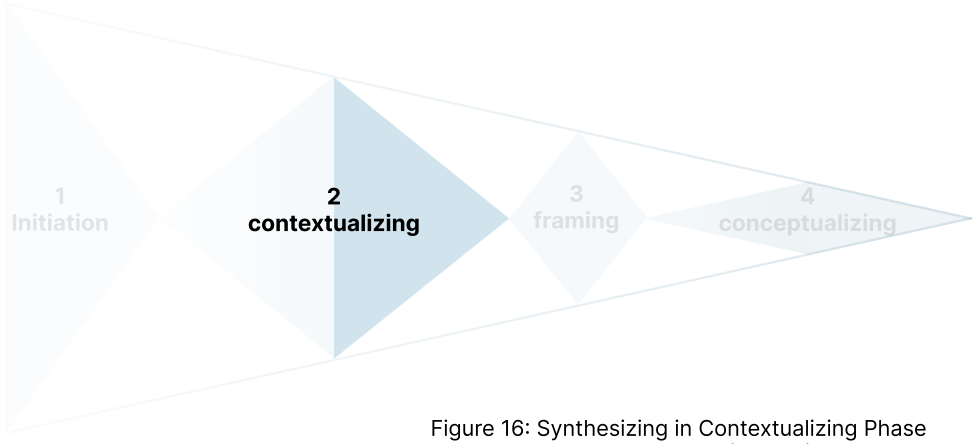


Figure 16: Synthesizing in Contextualizing Phase in Thesis Approach

What has stopped you from exploring your familial history before?

Step 1 - Barriers & Opportunities

Based on the main take-aways presented on p. 52 and 53 in the analyzing phase, barriers and opportunities for the exploration of the past by adolescents can be defined.

These barriers and opportunities are categorized into five clusters:

1. **Self-identification and development of adolescents:** barriers and opportunities for the exploration of their past relating to the identifying purposes and development of adolescents;
2. **Perception of Significance:** barriers and opportunities that encourage or discourage the exploration relating to the perceived significance of their past;
3. **Members:** barriers and opportunities that encourage or discourage the exploration as certain stakeholders are involved;
4. **Tangibility of (Auto)biographical Narratives:** the positive and negative impact of the tangibility of memories and history on the exploration of their past;
5. **Preservation of Narratives:** the encouraging or discouraging role of the preservation of the past on the exploration of their past;

Each barrier and opportunity is color-coded based on the original contextual layer the barrier or opportunity comes from (p.30).

To summarize these areas and opportunities, **three areas of opportunity for design** are derived (p. 65). This forms the output of this phase and is used as input for the framing phase.

autobiographical | micro | meso
exo | socio-cultural | public

Step 1 - Barriers

Based on the take-aways, the clustered barriers are defined below. I was looking for barriers that would explain how adolescents can be discouraged to explore their familial history.

Self-Identification and development of adolescents

Although it is important to show the present presence and impact of biographical narratives, it is not desirable to let the adolescent identify with these characteristics

A minority of adolescents have explored their family history by themselves

The relations in the micro layer, the household consisting of siblings and parents, are not the most fitting co-reconstructor

Adolescents in this age group spent a lot of time in a digital context

The past cannot be used to form a common identity amongst adolescents that do not have a shared biographical narrative

Perception of Significance

Adolescents feel that their own family history cannot be changed, even though literature reports these narratives are constantly re-constructured and (subconsciously) altered through time;

Adolescents do not realize how rapid the pace of change was in generations prior to the one they are part of in their family;

Family heirlooms with visible (auto)biographical connection are less valuable in terms of monetary return;

Some adolescents are not aware of the (visible) effects of their unique autobiographical narrative;

Only once adolescents share their biographical narrative with others, they recognize the diversifying effect that autobiographical narratives have;

Members

Every participant in the co-reconstruction process speaks a different language;

Practice shows that not all shareholders are included equally in the co-reconstruction process: the paternal line is reconstructed more often than the maternal line;

There is not always room for marginal groups, there is a focus on the dominant one;

History books exclude and therefor publicly disrepect historically disadvantaged and thereby marginalized groups.

It is not always perceived to be desirable to attract adolescents and actively act upon their behavior and interests;

autobiographical | micro | meso

exo | socio-cultural | public

Step 1 - Barriers

Based on the take-aways, the clustered barriers are defined below. I was looking for barriers that would explain how adolescents can be discouraged to explore their familial history.

Tangibility of (Auto)biographical Narratives

The storage of the autobiographical narrative into transactive memory is often an subconscious process;

The storage of the autobiographical narrative into transactive memory is often an subconscious process;

Every individual's storage of transactive memory is unique and often intangible for non-autobiography, thereby often resulting in indirect evocative objects;

The recent storage points of transactive memory have expanded due to the uprise of the digital age: it is not limited to tangible artifacts, but also digital;

Preservation of Narratives

There is no awareness on how one can preserve the transactive memory in objects;

The focus on what one leaves behind in terms of materiality used to be less than it is now;

History is educated through the grand, traditional narrative, resulting in many services and tools accommodating to those themes;

What is saved of (auto)biographical narratives is constrained by technological developments and political interests;

The past is often re-staged and can get exploited according to comply with the taste and interests of specific groups;

The majority of adolescents do not feel the need to share their (auto)biographical narrative;

Younger generations are losing their knowledge on the Grand Narrative;

autobiographical | micro | meso

exo | socio-cultural | public

Step 1 - Opportunities

Based on the take-aways, the clustered opportunities are defined below. I was looking for opportunities that would explain how adolescents can be encouraged to explore their familial history.

Self-Identification and development of adolescents

Supporting the co-reconstruction of narratives through the integration of (contextual) facts

Contextualizing the origin of values;

Adolescents rarely connect their history to their own life, socio-cultural context, characteristics and (future) life.

Facilitating sharing of narratives, to ensure nightmares are not subconsciously locked into future generations

Media can be used as a touchpoint - “how can the time spent interacting with and consuming become meaningful for all shareholders in this context?”

Creating awareness in the entirety of the household of their intergenerational (sub)conscious impact

Make a non-mandated activity as this is more in line with a self-defining experience

Adolescents have only known a wireless, hyperlinked world. How can the past, present and future appear to be hyperlinked?

Perception of Significance

Create awareness that their living family members were apart of the rapid change in the past.

The question of what one leaves behind is more pregnant in the present-day

The solution should be facilitating the challenging of whatever is presented to the participants

It is in line with the objectives of citizenship and history education

The mystery in stories is what triggers adolescents. Through gaining insight in their historical narrative, they are aware of diversity as they realize this story is unique.

Rather than learning facts, you make activities in which pupils have a central role: interviewing, theatre and debate.

In a rapidly changing world, new debates of self-image and self-understanding arise.

Bring the visibility of the past close to home and make it tangible.

autobiographical | micro | meso
exo | socio-cultural | public

Step 1 - Opportunities

Based on the take-aways, the clustered opportunities are defined below. I was looking for opportunities that would explain how adolescents can be encouraged to explore their familial history.

Members

During adolescence, youngsters actively move away from their parents

The co-constructing process should not be limiting to the freedom of the participants

All co-reconstructors should be approached in different manners

The relations in the meso layer appear to be the most fitting co-reconstructor;
The inclusion of extended family

Differentiate for adolescents and adults

A non-themed intervention/strategy that could involve all chapters in one's (auto)biographical narrative

Culture (traditions and habits) and diversity (interior and exterior) are often named as a visible consequence of the unique family histories

The past can be used to form an understanding of the presence (i.e. the visible diversity)

Tangibility of (Auto)biographical Narratives

Reporting autobiographical narratives into objects that can be evocative in the future

How can the different means of transactive memory be connected to underline the changing significance?

Co-constructing through interviewing creates tangibility

Co-constructing through dialogue allows for a better understanding and challenging of the (auto)biographical narrative

Old objects including (auto)biographical narratives represent the relevance of history - they objectify the change in functionality and emotional value

The integration of social media in the co-construction to allow argumentative exchange to understand and challenge

Geographically bound archives become more widely accessible through digitization.

From public incentives, monuments and history lessons are named the most often to remind them of their (auto)biographical history

Senses trigger emotions, imaginations and thereby memories

autobiographical | micro | meso

exo | socio-cultural | public

Step 1 - Opportunities

Based on the take-aways, the clustered opportunities are defined below. I was looking for opportunities that would explain how adolescents can be encouraged to explore their familial history.

Preservation of Narratives

Create awareness of the significance of evocative objects and the technological constraints

Create awareness of the liveliness of (digital) transactive memory

Physical borders are non-existing digitally. People move further away for shorter amounts of time. Multi-sited belongings make people feel at home in several places

The authenticity of objects should be acknowledged and kept in state

The minority of adolescents feeling the desire to share their family history, wants to share this with their direct family, their extended family and/or best friends

Adolescents grow up in a world in which pro environmental behaviours have become normative - preserving and extending lifecycles are part of this lifestyle

The education of how to preserve private heirlooms and (auto)biographical legacy

Step 3 - Areas of Opportunity for Design

Based on the barriers and opportunities, three areas of opportunity for design in this thesis are defined. The colors correspond to the contextual layers presented on p. 30.

transactive memory
exo to socio-cultural

From a historical perspective, transactive memory was often stored in tangible, physical objects. These evocative objects storing narratives, can in the digital age be replaced by (sub)consciously storing the autobiographical narrative through digital social media.

This results in a transition of transactive memory stored in the exo layer to the socio-cultural layer in which social media situates itself.

Furthermore, archives store information that is digitalized into the public space. How does this change the perceived value and interest?

archives
public to exo

Although archives are formerly placed in the public layer, families also create private archives, situated in the exo layer. Could these interact with what can be found in the public archives, and thereby propose a new value proposition?

Which role do these public archives play in the private setting?

members in exploration
micro vs. meso

Although the Ecological Systems Theory Model by Bronfenbrenner proposes that the inclusion of the direct household, mapped in the micro layer is in a closer position to the individual. Theory shows that the extended family in the meso layer contributes positively to the developmental stage characterized by a progressive distancing from parents.

This is supported by the interviews with adolescents, more often reporting the extended family reminding them of their family history in comparison to their household.

Discussion

One might wonder why there is a need to specify the initial project brief. In this discussion the reasoning behind this is explained.

I suggest to go back to the thesis approach as presented on p. 23. If one would continue to analyze and not synthesize in the contextualizing phase, continue to diverge and not converge, one would not have the time within this thesis to conceptualize something that adds value within a specific context.

Therefore, it is essential to define barriers and opportunities, as done in the synthesizing phase, to frame a concrete challenge based on the research done previously.

That does not mean, that options that would have been discovered through further contextualizing (lower visualization in figure 17), would not lead to as interesting areas of opportunity for design. Given the time-limit, it is necessary to bring one activity to a halt and start the decision-making process with the gathered information that is at hand.

As a consequence, it can be said that that the design process is a personal one, that every designer would go through a different process and make their own decisions based on different findings and considerations.

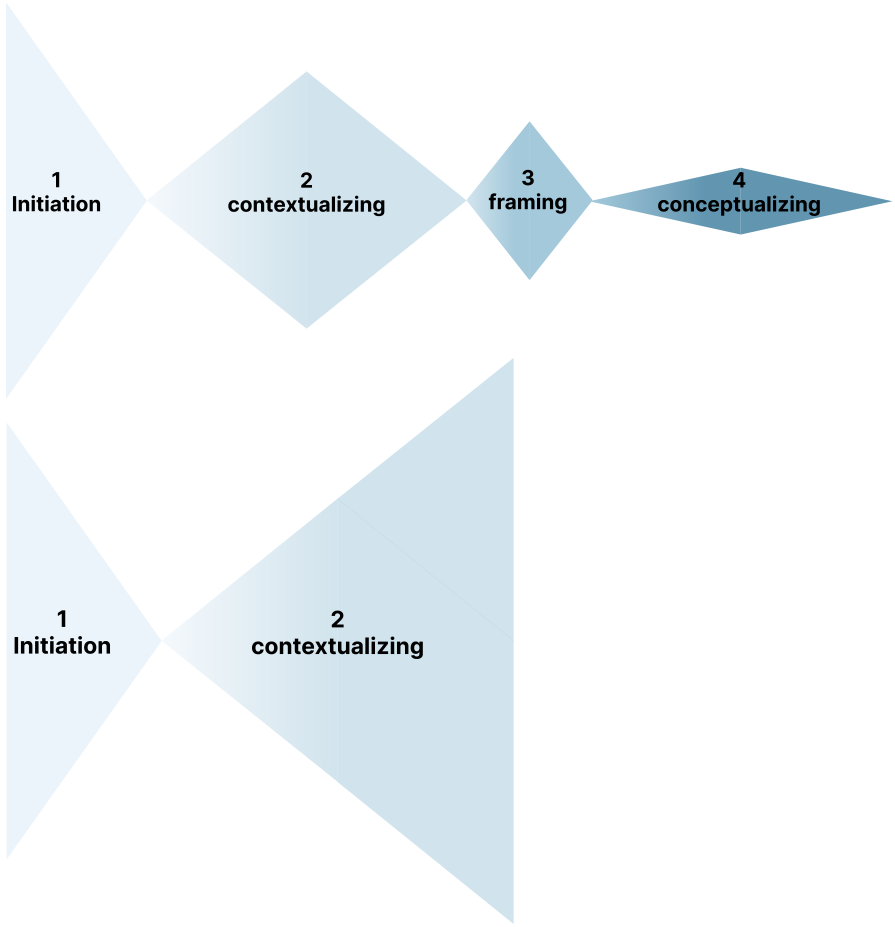


Figure 17: Discussing the effects of skipping the synthesizing



Mijn moeder werd Joods door de oorlog. Ze werd ineens teruggebracht tot dat ene facet van de veelzijdige diamant die zij was, die ieder mens is. **Ieder mens, ieder kind, heeft een naam, een gezicht, een eigen geschiedenis, een eigen verhaal.** *Maar hoe makkelijk brengen we zelf nog altijd mensen terug tot één deel van hun verhaal.*

Het is heel mooi 1 dag per jaar twee minuten te herdenken, maar eigenlijk zouden dit soort vragen ons elke dag bezig moeten houden. ***Wat kunnen we leren van de geschiedenis, hoe doen we het zelf?*** *Daar sta ik bij stil en niet alleen op 4 mei. (Nationaal Comite 4 & 5 mei (Dieuwertje Blok), 2023)*

Figure 18: Nation Commemoration of Remembrance Day, 2023

3. Framing

Phase 3 - Introduction

During the ‘contextualizing’ phase, the previous chapter you read, the context of (familial) history was defined. An understanding of the context in which the exploration of familial history takes place has been created. For the stakeholders within this context, multiple barriers and opportunities to facilitate the exploration of familial history were defined.

As an outcome of the contextualizing phase, three areas of opportunity for design were given defined. All three areas could be specified into interesting project frames.

For the future duration of this thesis, the challenge needed to be framed, by specifying the initial project brief. A relevant stakeholder was involved.

As an outcome of this phase, the framed project brief is presented.

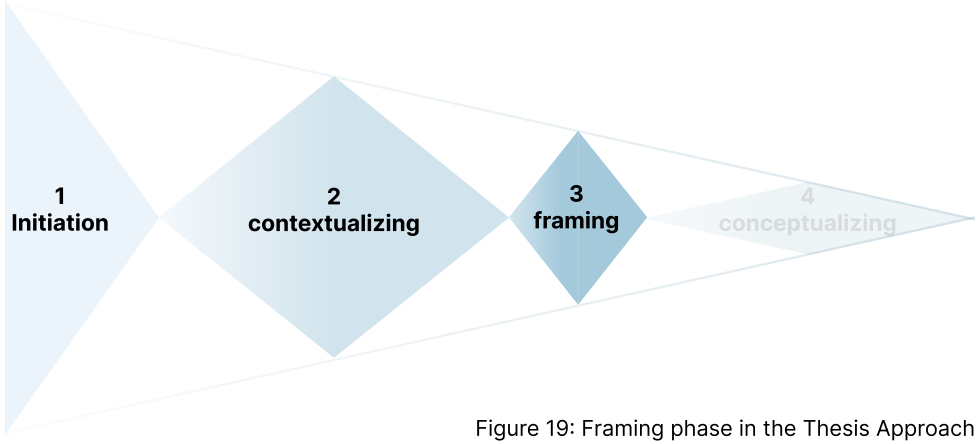


Figure 19: Framing phase in the Thesis Approach

Do you have an archive at home? What do you think public archives store about yourself?

Phase 3 - Introduction Nationaal Archief

Based on the areas of opportunity for design presented on p. 65, the Nationaal Archief was contacted.

Based on the conversations and desk research executed before, I contacted the Nationaal Archief with the areas of opportunity for design stated on p. 65 and was curious to find out whether they would be interested to take on the role of key stakeholder and problem owner.

The Nationaal Archief was interested in this project taking shape. To frame a project brief, I needed to specify the challenges based on their current services and strategy.

This context was given shape by answering the following sub-questions:

1. Which services does the Nationaal Archief deploy now and how will this change in the future? How does this affect current visitors?
2. What are the values of the National Archief and what is their ambition?
3. What are the present limitations and opportunities that could give current visitors the incentive to share their insights with family members, among which adolescents?
4. How can the Nationaal Archief adapt its strategy and services to support this with currently available resources?
5. How does this fit into the strategy in the longer term?

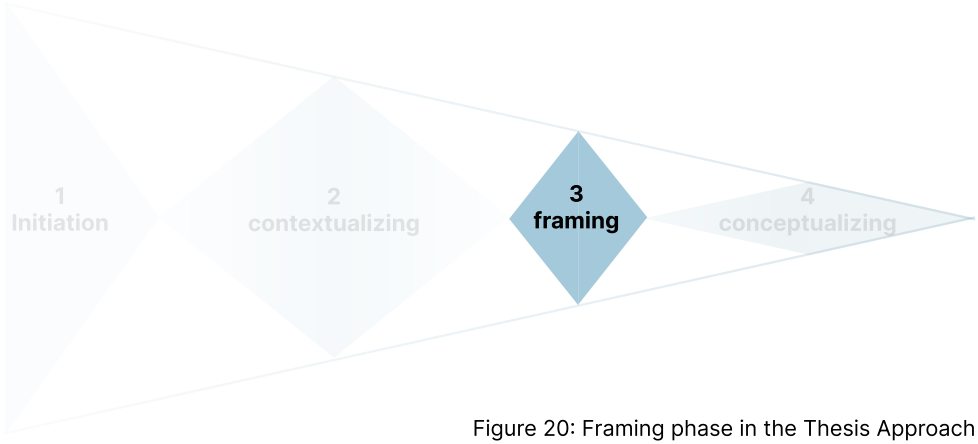


Figure 20: Framing phase in the Thesis Approach

Step 1 - Analysis Nationaal Archief

Based on explorative research on the internet and speaking to employees, I gained an insight into current services and how these will change in the future.

The Nationaal Archief provides access to our 'national memory' for Dutch citizens, both digitally via www.nationaalarchief.nl and physically at the Nationaal Archief in The Hague. The Nationaal Archief falls under the Ministry of Education, Culture, and Sciences (Rijksoverheid).

Their services can be divided into three branches:

1. **Research**: The Nationaal Archief maintains a plethora of archives that relate to administrative functions within the public domain of the Kingdom of the Netherlands. This ranges from archives containing personal data of citizens to archives containing maps of different geographical areas;
2. **Experience**: The Nationaal Archief organizes exhibitions and tours within these archives and provides educational workshops for primary and secondary education;
3. **Archiving**: The Nationaal Archief is seen as the expertise center within the Rijksoverheid and provides fellow public institutions with knowledge and handholds so they can store their information in a desirable, feasible, and viable way, for the organization as well as the citizens of the Netherlands.

These branches are visualized in Appendix 4.

It is important to note that there are multiple archival institutions in The Netherlands that fall under the public domain: regional archives, city archives, and theme-related archives such as the NIOD (Nederlands Instituut voor Oorlogs-, Holocaust- en Genocide studies). The Nationaal Archief is the biggest.

> "The right to information for the citizen is central to us. We provide all citizens with access to the information they need. That's why we support governments in being conscious about the information they create, managing information sustainably, and making it publicly available. (Nationaal Archief, n.d.)

Step 1 - Analysis Nationaal Archief



Figure 21: Inside the Nationaal Archief

Present

The Centraal Archief Bijzondere Rechtspleging (CABR) is currently the most frequently visited archive by visitors looking for **information regarding their familial history.**

This archive is most frequently accessed by the offspring of suspects, journalists, and scientific researchers. It falls under restricted access.



Figure 22: National Slavery Monument, Amsterdam

July ‘23

‘The year of our Colonial Heritage’ starts

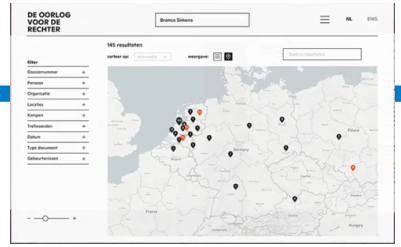


Figure 23: Website concept for Oorlog voor de Rechter

Jan 2025

The CABR becomes publicly accessible to **all Dutch inhabitants**.

The CABR becomes accessible **digitally** via the website **oorlogvoorderechter.nl**



Figure 24: The Nationaal Archief in The Hague

2026

The Nationaal Archief strives to have reached **all Dutch inhabitants**

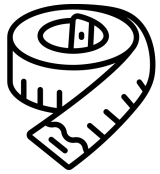
Key Values



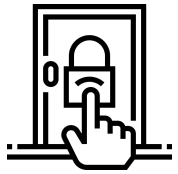
“Our National Memory”



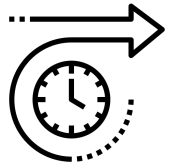
“Closer to the Citizen”



“The Human Measure”



Facilitating Access



“Conserving for our Future”

Step 2 - Challenge

The Nationaal Archief is quite ambitious: to have reached all Dutch inhabitants by 2026.

Based on the conversations with employees, the following can be stated:

The CABR forms an interesting starting point as relatively many visitors do research regarding their familial history in this archive.

Most visitors to the Nationaal Archief are people of age.

It is unclear what these visitors expected of their visit, how they view their experience and what they do with their insights afterward.

As a consequence, the following questions arose:

1. What is the visitor's purpose for coming to the Nationaal Archief, and specifically the CABR?
2. How do they view their experience?
3. How do they save their insights?
4. Do they have the desire to share this with people/others?
5. Do they share these insights? If so, with whom? If so, how do they plan on doing this?

Step 3 - Project Frame

With the support of the Nationaal Archief, the initial project brief was framed to a fitting challenge within their context.

As can be read in the initiation phase, the initial project brief was defined as followed:



How can we (re)connect youngsters between the age of 12 to 15 to their past?

By reviewing the barriers and opportunities, the clusters, and the areas of opportunity, this initial project brief is framed to:



How can the Nationaal Archief use the current visitors as a gateway to younger generations?

Of course, the inclusion of a problem owner at this stage of the process required new field and desk research. That forms the starting point of the conceptualizing phase, focus. Based on this focus, an enriched visitor journey is proposed, including supporting interventions.

Has your extended family shared memories with you?



*Hier in het Nationaal Archief spreekt de geschiedenis tot ons in miljoenen documenten. **En ook al horen we de ongeschreven stemmen uit het verleden niet, het verhaal dat uit al die archiefstukken naar voren komt, is niet alleen maar mooi.** Het is vaak ook lelijk, pijnlijk en zelfs ronduit beschamend. Dat geldt zeker voor de rol van Nederland in het slavernijverleden.*

Ik heb die verandering in denken ook persoonlijk doorgemaakt – daar wil ik open over zijn. Lange tijd dacht ik dat het niet goed mogelijk is op een betekenisvolle manier verantwoordelijkheid te nemen voor iets dat zo lang geleden is, en waar niemand van ons zelf bij is geweest. Lange tijd dacht ik dus eigenlijk: het slavernijverleden is geschiedenis die achter ons ligt.

*Maar ik had het mis. Want eeuwen van onderdrukking en uitbuiting werken door in het hier en nu. In racistische stereotypen. In discriminerende patronen van uitsluiting. In sociale ongelijkheid. **En om dat te doorbreken, moeten we ook het verleden open en eerlijk onder ogen zien.** Een verleden dat we delen met andere landen, waardoor onze samenlevingen voor altijd op een speciale manier ofmet elkaar zijn verbonden. (Rijksoverheid, 2022)*

Figure 25: Speech of prime-minister Mark Rutte regarding the colonial past 19 december at the Nationaal Archief, The Hague

4. Conceptualizing

Phase 4 - Introduction

In the conceptualizing phase, the involved stakeholder is further analyzed, design goals are defined and interventions are created. This formes the fourth phase in this design thesis.

This phase consists out of five steps:

1. **Focus**: by researching the current services and strategy further, a focus is placed on the project frame presented in phase 3;
2. **Visitor Journey**: through placing a focus, specific design goals were derived, leading to an enriched visitor journey with ideas for interventions;
3. **Interventions**: based on the points of intervening, interventions are created;
4. **Testing**: the interventions created in the third step are tested with different stakeholders;
5. **Refined Interventions**: Based on the tests and the feedback, the interventions proposed in step 3 are redesigned and points for implementation are specified.

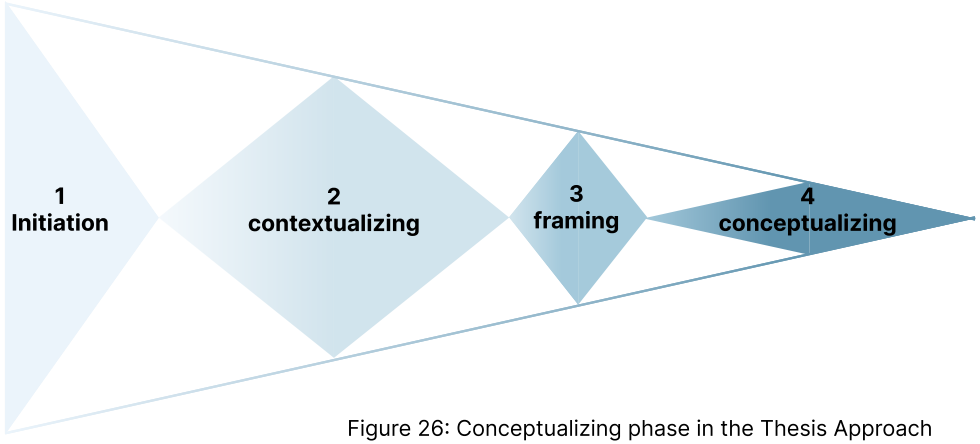


Figure 26: Conceptualizing phase in the Thesis Approach

4.1 Focus

Phase 4.1 - Introduction

As can be read in phase 3, the Nationaal Archief became involved as the problem owner for the future duration of the project. Based on their services and strategy, the initial project brief was framed.

Thereby, further research needed to be executed to gain an understanding of the context the designer was going to work with. This was done by finding answers to the questions defined below:

1. Which services does the Nationaal Archief deploy in the present and how will this change in the future? How does this affect current visitors?
2. What are the values of the Nationaal Archief and what is the ambition?
3. How are the current services perceived by the visitors?
4. How can we further integrate the ambitions of the Nationaal Archief in the services?
5. How can the Nationaal Archief adapt its strategy and services with currently available resources?
6. How does this fit into the strategy in the longer term?

As an outcome, a focus is placed on the presented problem frame in phase 3.

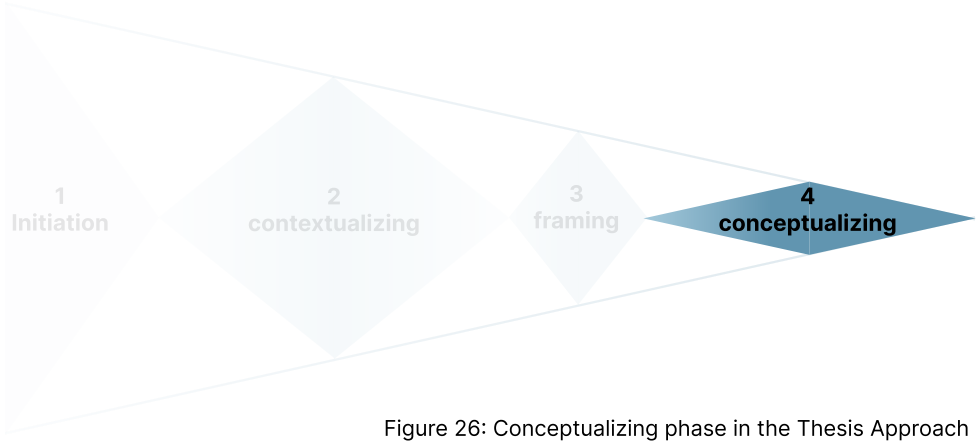


Figure 26: Conceptualizing phase in the Thesis Approach

Step 1 - Research Questions

The CABR is the most frequently accessed archive at the Nationaal Archief by people looking for information regarding their familial history. The service design of the CABR will drastically be changed in 1,5 years, as it will be published digitally. There is still a lot undecided by the Nationaal Archief and the organization that will be held responsible for the website, www.oorlogvoorderechter.nl, 'OvdR' in short. It is an archive that remains a sensitive one in the collection of the Nationaal Archief. This collection of sensitive archives is growing with the recent placements of the adoption files and the colonial archives.

This has given me reasons to scope this assignment to the service design of this archive in specific:

- How is the human measure integrated into the current services regarding this archive?
- How can the Nationaal Archief enrich the current strategy to add further value for the visitor?
- These learnings could also be insightful for the service design of other sensitive archives in their collection;
- Current visitor insights can be applied to the strategy and design of the future digital publication of this archive.

The strategy behind the digital publication of the archive is left out of scope. Only the effects on current visitors is taken into account during interviews. This is based on the Project Frame (p. 75). This resulted in the following questions that were researched through interviews with visitors, policymakers, service employees and archive assistants.

Research Questions

a. *What does the current visitor journey to the CABR look like?*
b. *What does the future visitor journey to the digital CABR look like?*
c. *How does the digitization affect visitors?*
d. *What forms the motivation of current visitors to access the CABR?*
e. *How do current visitors save and share their gained insights?*
f. *How can the Nationaal Archief enrich these visitors' experience?*
g. *How can the Nationaal Archief support its visitors in this transition?*

Step 2 - Context of the CABR

The ‘Centraal Archief Bijzondere Rechtspleging’, shortened to ‘CABR’, is the archive consisting of files of suspects of collaboration during the German occupation in the Second World War in the Netherlands. This is the most frequently accessed archive maintained by the Nationaal Archief by citizens exploring their familial history.



Figure 27: Arrest of suspect



Figure 28: The official courthouse in The Hague



Figure 29: Inside the Nationaal Archief

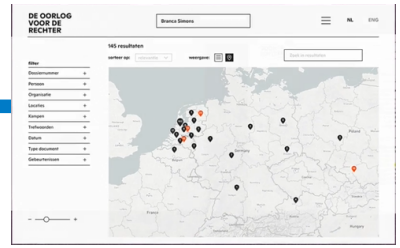


Figure 30: Website concept for Oorlog voor de Rechter

1944-1952

310.000 Dutch citizens got into contact with justice (Bijzondere Rechtspleging), as they got suspected of collaboration during the German occupation in the Second World War.

The CABR is the collection of gathered files regarding these suspicions, categorized by suspects.

1945-1952

After gaining liberty, many of the 310.000 suspects were arrested and put into camps.

20% of the total amount of suspects was convicted in court, 1900 individuals for a prison time of 10+ years.

After the completion of the special consultation, the suspicion was often kept private, due to the possibility of familial, social, or public humiliation and/or deterioration.

Now-2025

The archive is under restricted access.

Citizens with permission, based on evidence of death or explicit permission by the suspect, can request to access relevant files via the Nationaal Archief.

This access takes shape through a visit to the Nationaal Archief in The Hague.

2025-

Due to the expiration of current legislation, the archive will be published.

Due to technological advancements and its positive contribution to the preservation of the archive’s primary sources, it will be published on a website:
oorlogvoorderechter.nl
[“warincourt.nl”]

It remains unclear whether citizens are allowed to visit the physical archive once it is digitized.

Step 2 - Context of the CABR

Current Visitor Journey of Offspring of Suspects

To date



Figure 31: Arrest of suspects

Offspring have an interest to know more about the role of their ancestors during the occupation, have to gain evidence of their death or gain explicit permission.

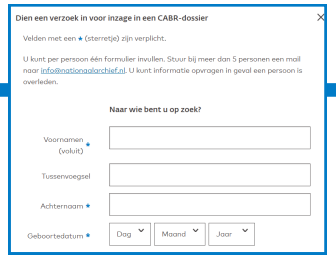


Figure 32: Digital access request form of CABR

A person visits the website of the Nationaal Archief, makes an account, and requests information by providing their own and their ancestor's details.

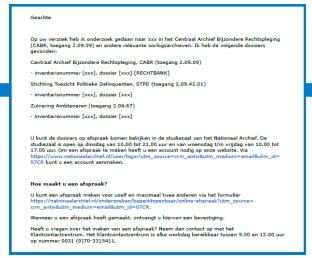


Figure 33: E-mail with results of research

Corresponds with the research department and receives the results through e-mail.

In this e-mail, the visitor is informed about the digital 'zoekhulp' for the archive.



Figure 34: Information desk

Makes an appointment, digitally or through calling, to visit the Nationaal Archief in The Hague

One has to be above the age of 12 to be allowed to enter the study hall.



Figure 35: Restricted area in the study hall

At the Nationaal Archief, there are set rules regarding the access as it is a publicly restricted archive. The visitor is not allowed to take their phone with them, has to put tape on the laptop cameras, and is not allowed to scan the files. The visitor is expected to act according to the AVG legislation.

2025

Expected Digital Visitor Journey to the CABR

2025



Figure 36: Website concept for Oorlog voor de Rechter

Citizen who have the desire to know more regarding the role of their ancestors and/or others during the occupation, can visit oorlogvoorderechter.nl.

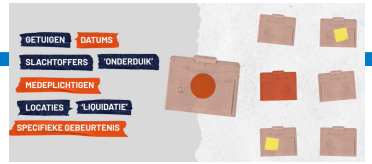


Figure 37: Overview of the widening of the rubrication scope

Visitors can search on surnames (not role-specific; i.e. suspect, victim, witness), geographical locations, and dates.

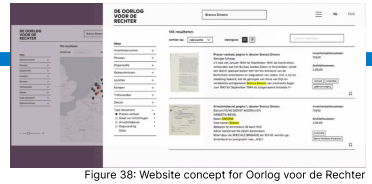


Figure 38: Website concept for Oorlog voor de Rechter

One can view all digitalized results on the electronic device.



Figure 39: Dutch Data Protection Authority

One has no restriction on how to save the presented information, yet has to act according to the AVG legislation.

Step 2 - Context of the CABR

This gives an overview of the current propositions to support the visitor logistically, emotionally, or content-wise in their journey to gain access to the CABR.

Before the visit

1. Digital Access Request Form. Required information:
   a. First- and Surname;
   b. Birth date;
   c. Proof of the suspect's death or explicit permission by the suspect if born after 1923;
2. E-mail with result, the decision of access, and request to make an appointment.

On the Website

- Information on what can be found in this archive;
- List of common abbreviations (abbreviation, definition, and description);
- Types of files stored in this archive;
- Information regarding the research done by employees;
- Information regarding access for (scientific) research purposes;
- List of other possibly insightful archives.

During the visit

1. The decision for access;
2. The presence of a service employee that can answer specific research- and/or content-related questions;
3. The presence of an archive assistant that can answer questions and explain the visitor journey, guidelines and restrictions.

The communication is based upon the logistic services. It does not communicate things of possible value to the visitor based on their needs, being offspring of a suspect.

Access Request *Result e-mail* (see Appendix 5)

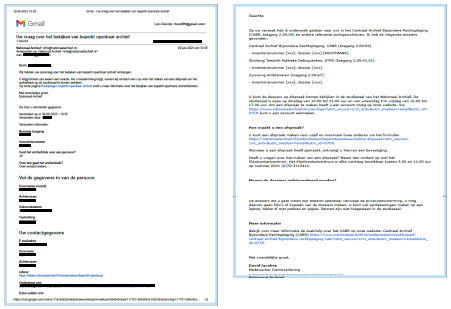


Figure 40: Communication Outings before the visit

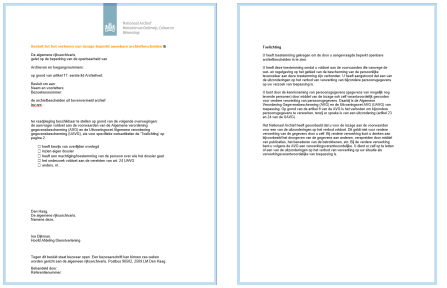


Figure 41: Communication outing received before and during the visit (Appendix 5)

Step 3 - Visitor Insights

To gain an understanding of the visitors' reasoning for their visit, their expectations of the visit and their experience, visitors were interviewed at the Nationaal Archief.

With the support of the Nationaal Archief, I was allowed to interview visitors at the Nationaal Archief. After they had returned their files, I asked whether they would be comfortable to share their experience with me, thereby forming input for my MSc thesis for Delft University of Technology. I quickly noticed this seemed to influence their interest in a positive way.

Through semi-structured interviews, I aimed to gain insight on:

1. The present sensitivity of the CABR;
2. Their perceived significance of this part of the familial history and the impact;
3. Their perspective on the digital publication;
4. How they were able to interpret the information during the access;
5. How they saved their insights;
6. Their idea on whether they would share their insights;
7. How they experienced their journey at the Nationaal Archief and whether this met their expectations.

In total, I talked to 15 visitors. Some conversations were more extensive and insightful than others, as visitors were often in an emotional state. These visitor are presented through the "V" in the citations. Through a conversation with the 'Stichting Werkgroep Herkenning', I also gained further insight into the perspective of offspring on the upcoming digital publication of the CABR. These findings are also integrated into the findings, with "SWH".

The insights are presented in 4 clusters:

- **Sensitivity**: reflections on the past and present sensitivity of this historical chapter in their personal life and in their family structure;
- **Support**: reflections on the expectations regarding their visit and their experience;
- **Significance**: reflections on the perceived significance of this part of their familial history and the exploration;
- **Interpretation**; reflections on how they saved their insights and whether they understood the archival files.

Step 3 - Visitor Insights

Sensitivity

1. Among a significant amount of current visitors, the impact of this suspicion on their familial history and structure remains significant and remains a sensitive topic;
2. Among a significant amount of current visitors, this topic remains especially sensitive when placing it outside of the **micro** and **meso layers** and even the **autobiographical layer;**
3. Among visitors, there can be a conflict in what their rationale tells them vs. what their emotions express;
4. There is a significant intensity of feelings of accountability, shame, and fear, although these decrease now that younger generations have never met the suspect him-/herself;
5. A significant amount of visits can be described as emotional.

SWH: "We have to respect those that have suffered in these circumstances. Innocent children were also traumatized. >95% of first-generation children have taken these secrets with them into their grave, due to shame."

V: "It contains vulnerable information, what if my neighbor realizes what my grandpa did? We have a well-known surname in our town..."

V: "I am ashamed, and scared of what others might think."

SWH: "I am scared that I will be punished yet again for my parents' actions."

V: "We didn't dare to ask my mom and grandparents [about their role in WW2], but we know something traumatizing had happened. That trauma was passed on to me."

V: "When I discovered this, I realized there has been a huge crisis in trust."

V: "I let my extended family know I was visiting. Some almost forbid me to go. Of course, it is my own decision."

V: "This part of history teared up my family long before I decided to find answers."

V: "My partner and my close friends do not understand why I feel these feelings. Rationally, I understand their perspective. Emotionally, it is not so easy to distance."

Support

1. The correspondence provides the future visitor with information regarding the logistic process, although this is rarely retrieved at the start of their visit. Besides informing visitors regarding the digital propositions through which the future visitor can create a knowledge background, there are more considerations that the future visitor could also be made aware of;
2. The digital propositions are rarely used when accessing the archive;
3. The Nationaal Archief places a primary emphasis on the logistics services, content-related support comes secondary and emotional preparation is not stressed.

V: "The first time, for example, I came with my brother. That was nice because we had each other. But on the other hand, I came back home and could not understand my notes..."

V: "I thought I was allowed to use my phone for recordings, but I could not take it with me, so then I had to use unlined paper..."

Step 3 - Visitor Insights

Significance

There are four main insights gained focusing on significance for the visitor as well as the people in their family (the micro and meso layer):

1. Visitors are aware that the insights gained during their access also are insightful for other family members;
2. Visitors are not confident on who would want to hear their insights gained;
3. Visitors are aware of the scientific value of this archive, although the sensitivity they experience results in the desire to not expand accessibility to those that are arbitrary (non-familial) and to keep the threshold to visit high;
4. Verbal communication is the main mean when people share their insights with others.

This has given me the insight that current visitors understand the value of sharing this part of their history, although they do not have a well-defined idea of how to do this.

V: “I will hand over the story to my grandson. Maybe we will read it together.”
V: “I am going to share it with my sister.” [...] “Maybe also with my other siblings, but not with anyone else.
SWH: “For scientific research and historic writing, it is good that it will be digitally accessible. But not for anyone.”
SWH: “Will all intentions of readers be good?”
SWH: “Searching through the public documents is iffy”
SWH: “I don’t think these disadvantages should be in the way.”

Interpretation

Regarding the interpretation of the accessed files, the following findings were derived:

1. Various approaches are used by visitors when writing their insights;
2. Visitors emphatically connect with the choices and actions of their ancestors;
3. Visitors critically reflect on the information presented in the CABR, questioning existing information that had been presented to them before;
4. Visitors attempt to position their ancestor between good and bad, realizing it is not as black and white as they thought it might have been;
5. Visitors rarely use digital handholds provided by the Nationaal Archief;
6. Visitors who are open to approach employees, ask many content-related questions.

This has given me the insight that the visit to the Nationaal Archief is not the starting point - throughout the years they have made an idea of what role their ancestors could have played. The added value of visiting the Nationaal Archief is underlined, although it is used as additive information. It does not stand alone in their reflection on the ancestor and their personality.

V: “The archive is not the only truth, I wonder if all that is in there is true and reliable information.”
V: “I found out that my grandfather did not only stand on the ‘false’ side.”
V: “Some information I have found contradicts what I have heard before.”

Step 4 - Focus

As the archive is rubricated on suspects, most visitors are the offspring of suspects. They are breaking the silence and are finally finding answers. The current threshold to visit is high. Because the moment visitors request information, they bring this part of their history into the public context. Because they often do not find support in their familial context. Because the information within this archive has been actively kept a secret until the moment the visitor sets foot into the study hall. I view them as pioneers and brave, they form an example for the 1.000.000+ that are offspring of the entire amount of 300.000 suspects, yet simultaneously they are extremely vulnerable, emotional, and fragile. This year, the archive will have a record amount of 13.000 people visiting. A big number, yet a fraction of the total amount mentioned before.

SWH: “100.000’s of grand-children are unaware of the war history of their grandparents, and/or consciously do not want to know and/or are too ashamed.”

By facilitating access to this archive, these people are not only finding answers, but they are also creating an opportunity to put their inherited feelings of shame, accountability, and resulting anger to rest, to distance themselves from the actions only their ancestors should be held accountable for. This archive does not only provide information, it evokes emotions as well.

SWH: “People say you’re born innocent, but that is not true. You inherit multiple things, on which you have no influence. You inherit your identity, your history, like a mole, that you cannot rub off.”

By designing an enriched visitor journey, I strive that visitors can come to terms with their ancestor’s actions, and put this part of their familial history to rest. To also prepare them for the upcoming digital publication that many of the offspring are scared of. One pattern that should be broken is remaining silent. Many of the visitors arrive at the Nationaal Archief alone, and I feel it is of societal value to give these visitors handholds to interpret and save their insights accordingly to their needs, handholds to speak about this with whomever they feel comfortable sharing it. To not create another, silently passed on, crisis in trust for future generations by remaining silent.

SWH: “Old wounds will open up.”
SWH: “Will this ever come to an end?”

What is your view on the scientific value of the publication of vulnerable archives vs. the privacy of personal data?

4.2 Visitor Journey

Phase 4.2 - Introduction

To be able to integrate the human measure, the current visitor journey needs to be understood and specific points for intervening need to be defined. The current visitor journey is built upon the logistic process of facilitating access to archives. This visitor journey is enriched through integrated the transfer of knowledge and facilitating emotional support.

As an outcome, the current visitor journey to the CABR is altered by adding two layers that were currently not visible nor significantly integrated into the visitor journey: knowledge transfer and emotional support.

Furthermore, the role of the current resources need to be understood and potentially available resources need to be found:

1. How do the archive assistants and service employees 'in the field' view the current visitor journey Nationaal Archief explained on p. 84 and how do they view possibly adding value through emotional/content-related interventions on top of the current propositions presented on p. 85?
2. What are the considerations of policymakers of the Nationaal Archief?
3. What are my observations of the visitor journey? [these findings are marked with **IL**]
4. What are the needs of visitors?

These findings were integrated into defining the enriched visitor journey of the CABR. The points of intervention were specified, including their contribution to either/and the knowledge transfer and emotional support layers of the strategy.

In the next phase of this part of this phase, the interventions were conceptualized and proposed to (past) visitors as well as colleagues from the Nationaal Archief.

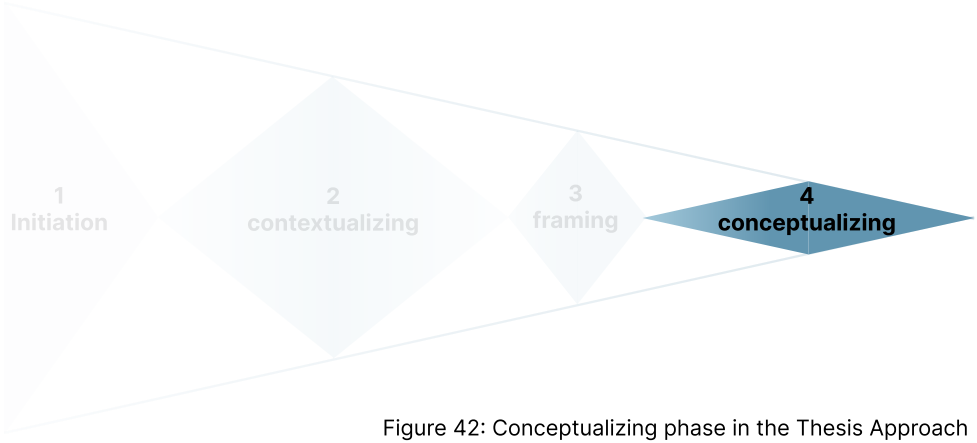


Figure 42: Conceptualizing phase in the Thesis Approach

Phase 4.2 - Reading Guide

In the conceptualizing phase of this project, an enriched visitor journey has been proposed by defining where value could be added. The current services are designed from a **logistic** point of view. This layer in the service design is the color blue in the logo of the Nationaal Archief.

In my proposal, I add two layers to this: knowledge sharing and emotional support. These colors are in line with the two other branches of the National Archive: **expertise** and **experience**, as presented in Appendix 2.

logistic services

knowledge sharing

emotional support

In the proposed enriched visitor journey on p. 101, the values of the National Archive are integrated:


"Our National Memory"


"Facilitating Access"


"Closer to the Citizen"


"Conserving for our Future"


"The Human Measure"

Step 1 - Context Insight: Arrival

When visitors of the Nationaal Archief have an appointment, regardless of whether they are accessing public or restricted archives, they first have to sign up at the service desk. If it is their first visit, the archive assistant will create a personalized visitor pass. Furthermore, the employee will explain the rules and restrictions during the visit to archives and give directions on where to head next.



Figure 43: In line for the first visit at the information desk

During the visit, archive assistants are the only point of contact for the Nationaal Archief. They have years of experience in the field and therefore, their insights are very relevant.

The majority of visitors are new to the National Archive. They do not know policies regarding public or restricted archives, what is allowed into the study hall, or where they can leave their belongings, although this is is communicated in earlier e-mail correspondence.

V: “So I cannot use my phone for voice recordings? ...”
V: “So I cannot make pictures or scans?”
V: “Do you really have to take a picture?”
V: “The website told me something else...”
V: “So I have to go all the way back to the locker room?”

The majority of visitors to the CABR do not know whether the archive they have access to is public or restricted and are unaware and not informed about the future digital publication.

V: “...”
AA: “Were you able to reserve these through the website or did you have to do it via e-mail?”
V: “Is there any way I can make scans of these personal files?”
V: “So everything that I just read will become public?”

Step 1 - Context Insight: Study Hall

After receiving their visitor pass, their arrival is noted and their requested archives are made ready to be retrieved. The CABR is restricted from public access, resulting in the visitors accessing this archive having to sit at an appointed table that is under the control of supervisors.



Figure 44: People accessing restricted files in the study hall

The responsibilities of the archive assistants go beyond logistically supporting appointments. They provide as a talking point and a question point.

The setup is quite daunting, especially considering the visitor has already taken a considerable step by requesting access, thereby often framing themselves as an offspring of a suspect and having to wait a long time.

V: “I see that [...] is written in this file, but I cannot find any further information regarding this. Do you know why or where that could be?”

AA: “There are people showing emotions that would benefit from help.”

IL: “There is one long table that everyone visiting restricted archives, mostly visiting the CABR, have to sit on.”

IL: “When it is busy, there is limited space to create one’s own research space.”

IL: “There is little privacy if one has brought along a partner.”

IL: “This archive is marked red, which is easily associated with wrong.”

IL: “There is a supervisor on one side of the table, not creating a balanced atmosphere.”

IL: “Although the chance is small, the experience is not personal and you could sit next to someone you know.”

Step 2 - Insights Archive Assistants

Based on the conversations I had with the three archive assistants, the following findings and supporting quotes are written down below. The archive assistants are of value as they have contact with the visitors at the start of their visit, during the visit and once they are done accessing the CABR. Based on this information, in combination with the context insights and visitor insights explained in phase 4.1, I defined design goals that are presented on page 98.

Their work schedule does not entail space in which the archive assistant is the employee they feel visitors need them to be

AA: "I am always busy. We would need another employee to be able to converse with visitors, even though that is their primary need."

The responsibilities of the archive assistants go beyond logistical support

AA: "For me, my responsibilities are more than just handing out boxes with files. I feel like I I should be a host."
AA: "We are only responsible to hand out boxes, thereby we leave our visitors on their own."

The archive assistants do not feel like they are stimulated to move closer to the citizens.

AA: "In the past 40 years, I have not been able to come closer to our visitor."

The archive assistants sometimes feel uncomfortable with the face-to-face questions asked.

AA: "For example, when a visitor asks if this information is presented digitally in a couple of years, I simply say that there is nothing sure about how this will evolve."
AA: "Face to face, visitors push more to get an answer."

The archive assistants do not feel equipped for some content-related questions or emotional visitors.

AA: "Where does our role end? There is no clarity regarding this. I try to empathize and show understanding."
AA: "We just give emotional visitors free coffee."
AA: "Visitors ask us specific questions we do not know the answer to, leaving them with questions."

Step 2 - Insights Archive Assistants

The front office employees do not feel engaged in the innovative projects that affect their work or to which their experiences could contribute. They feel like their input and ideas are not taken seriously.

AA: “We are the ones that are in closest contact with the visitors, yet we rarely get included in innovative projects to “become closer to the citizen.””

The archive assistants do not feel heard when they give feedback

AA: “I have only five more years to work here, I am done trying to change the organization. Instead, I initiate my own activities.”

The information sent in preparation for the visit is rarely remembered by the visitors.

AA: “I almost always have to explain all policy information, which feels unnecessary as it is stated on the website, in the e-mail, and is visible on this handout.”
AA: “Often, visitors ask if they can be an exception, which cannot be done.”

The barriers to visit are set quite high.

AA: “It takes 6-8 weeks waiting time before one can make their appointment to access their requested archives.”
AA: “Most of the requests to access are made by offspring of suspects, not others that could also be in files. Visitors feel emotional coming here because of the categorization.”

There is no clarity for the customer that there is a content-related expert at the information desk outside of the study hall.

AA: “Even though a researcher is sitting next to an archive assistant at the information desk, visitors still come to us with content-related questions.”

Step 3 - Design Goals

Now	To Design	Goal
Many fellow offspring will not be activated to find answers before the digital publication	Activation Call in Newspaper	Call upon fellow offspring to request access
The primary focus before the visit is on the logistics	Informative Communication a couple of weeks before the planned visit	Prepare current visitors in regards to the informative and emotional experience it could be
During the visit, there is little priority given to hostmanship	Accessible expertise and emotional support	Provide the visitor with context, by giving access to content-related information. Act upon the sensitivity
There is little transparency regarding the future publication of this archive	Information after they visit the study hall and have accessed the archive	Create an overview of reasoning and direct them towards involved organizations for questions/ thoughts
Visitors are given no handholds on how to process their insights and how to share these	Handguide & Existing Initiatives after their visit to the study hall	Give an overview of existing initiatives that have been helpful to fellow offspring

Step 4 - Enriched Visitor Journey

Based on these findings, an enriched visitor journey (p. 101) is defined for the period of ‘tomorrow’ until the 1st of January 2025 - the moment the CABR becomes digital.

The outline of these two layers was created by integrating the needs of visitors and the experience of the archive assistants and service employees that are in contact with the visitors. Furthermore, I have used the insights gained about the current existing resources:

1. The employees already have a heavy workload. It already takes up to 12 weeks from requesting access to accessing the CABR in The Hague, I did not want to increase this period by adding upon the existing job responsibilities;
2. I did not want to put employees into positions that they did not feel comfortable and/or equipped for;
3. I wanted to create output that would be implementable ‘tomorrow’, meaning:
    a. basing the information upon current communication outings;
    b. not requiring a significant budget;
    c. not requiring technologies that are state-of-the-arts for the Nationaal Archief;
    d. adding onto the current, established visitor journey, rather than transforming this.

This resulted in the enriched visitor journey proposed on p. 101. In the next phase, ‘interventions’, the six interventions are presented, that are connected to this presented journey as these are introduced in numbers **[1]** through **[6]**.

It is important to note that the visitor journey below is targeted towards to segment of offspring of suspects, other visitor groups to the CABR are left out of scope.

Step 4 - Enriched Visitor Journey

The elements of the enriched visitor journey are described below and are displayed on the next page to give an overview of what is proposed.

The **horizontal axis** contains two things:

1. The timing of the interventions, corresponding with the current visitor journey including the waiting time;
2. Where the intervention is aimed to take place: in the public space [macro], at the **Nationaal Archief**, or within the family context [meso], the reading guide on p. 30 describes these layers;

The **vertical axis** contains the following:

1. Target Group: specifying the customer segment that the intervention is designed for;
2. The design goals are divided into the three branches of services of the Nationaal Archief, using the corresponding colors described in the reading guide on p. 93:
   a. **logistic support**: activities including the employees at the Nationaal Archief that give visitors access to the CABR. **This layer is a representative of the current visitor journey**;
   b. knowledge sharing: giving visitors access to outings that inform, including contextual knowledge and thereby support the visitors to interpret the files in the CABR;
   c. emotional support: giving visitors access to outings that share insights on how to design their visit and outings that help them to process and share their insights.
3. These design goals are realized through the creation of interventions. These interventions are introduced with **[#]**. The color relates to the exact branch of services. The number corresponds with phase 4.3: interventions.
4. Describing the **values** of the introduced design goals and corresponding concepts that are already existing today, referring back to the values introduced on p. 73;
5. **Design**: a concise description of the concepts. The colors refer to the branches of activities this intervention adds value to.

	Public Layer	National Archive				Meso Layer
		Week 0	Week 4-6	Week 8-10		Week 8-10>
Target Group	**Dutch Citizens & Potential offspring of suspects/victims**	**Potential offspring of suspects/victims**	**Future visitors to the CABR**	**Visitors to the CABR**	**After accessing the archive**	**After accessing the archive**
Logistic Services	Activating potential offspring of supects and victims to request access (**communication department of NA**)	Processing the access request by sending the inquirer a confirmation of receival e-mail (**digital services**) Research by **service employees** is initiated	**service employees** executing research, once files are found, setting up an e-mail with found files	Organize files (**depot employees**), welcome, explain rules & hand out files (**archive assistants**)	Re-archive the accessed files (**depot employees**)	
Knowledge Sharing	Informing Dutch citizens about the extent of Collaborative activities [1]		Informing visitors to view the 'zoekhulp', as it contains contextual information and helps to create background knowledge useful during the access [2]	Give access to other handholds [3], access to contextual information [4], answer content-related questions (**service employee**)	Give access to information regarding future digitalization (oorlogvoorderechter.nl) [5]	
Emotional Support	Nuance the CABR by contextualizing [1] & stressing its (present) intergenerational impact [1]		Giving the future visitor tips on how they can 'design' their visit [2]	support in reading and writing process [3]	Give contact-information of involved organizations and give contact-information of involved interest groups [5]	Support to process and give handholds to share with micro layer or meso layer [6]
Values Nat. Archief						
Design	an informative, widespread communication outing		an additional informative e-mail	Information Outings (2x)	Information flyer about digital publication	Information flyer about existing initiatives

Does gaining knowledge automatically result in acknowledgement?

4.3 Interventions

Phase 4.3 - Introduction

During the intervention stage of the conceptualization phase, interventions are designed for the pinpointed areas of the enriched visitor journey. These pinpointed areas are presented in the enriched visitor journey on p. 101.

As an outcome of the enriched visitor journey, 6 interventions are designed that contribute to the knowledge transfer or emotional support. These interventions are presented one by one, showing their contribution to the knowledge sharing and/or emotional support layer In the upcoming phase.

These interventions are tested with visitors and colleagues from the National Archive in the following step of this phase (phase 4.4 - testing).

A larger, 2D, version of the interventions can be found in Appendix 6.

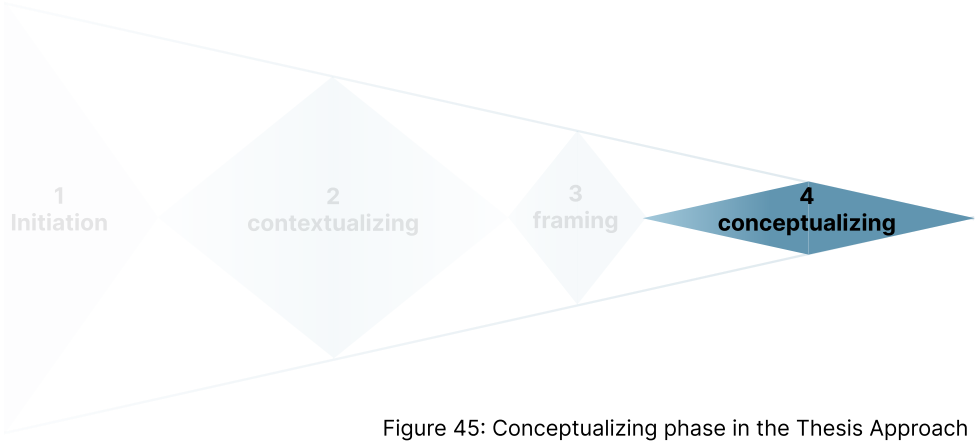
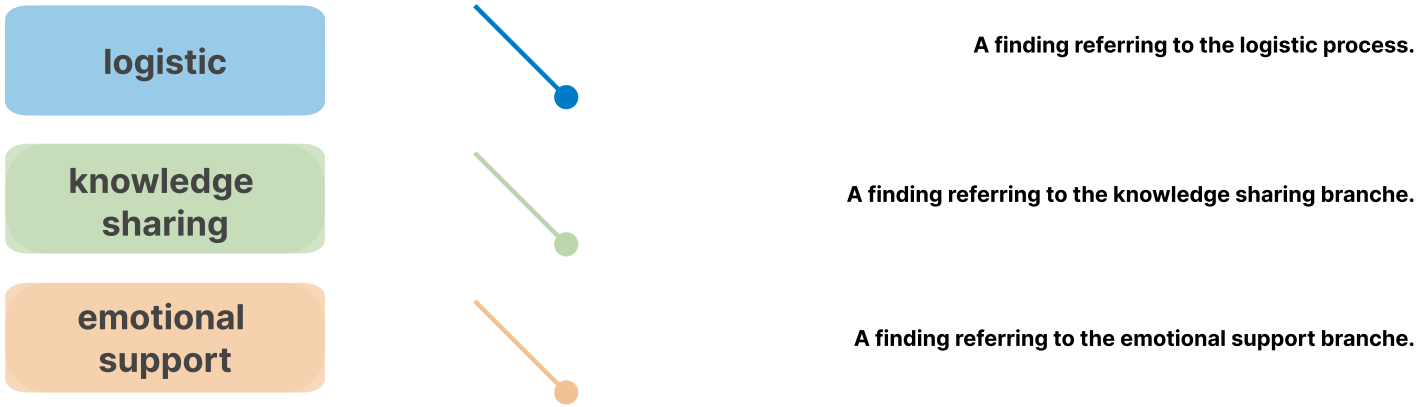


Figure 45: Conceptualizing phase in the Thesis Approach

Phase 4.3 - Reading Guide

After enriching the current visitor journey, this asked for the design of 6 corresponding interventions. These are presented in this step of the conceptualizing phase. These versions were the prototype used for testing, so there is a focus on the overall concept and idea, rather than the lay-out. The finalized communication-outings were made through integrating the feedback presented in phase 4.4 - testing.

In the presentation of the enriched visitor journey, the interventions are color-coded based on the value for the branch. The findings used for the creation of the interventions are categorized through applying the following color scheme:



Intervention 1

Phase 4.3 - Intervention 1

The first intervention focuses on the ambition of the National Archive:

The National Archive strives to have reached all Dutch citizens by 2026.

By implementing the following, the National Archive contributes to this ambition:

Activating potential offspring of supects and victims to request access (**communication department of NA**)

Informing Dutch citizens about the extent of collaborative activities in the Second World War [1]

Nuance the CABR by contextualizing [1] & stressing its (present) intergenerational impact [1]

The past years, the barrier to access the CABR has been quite high. The upcoming digitalization lowers this barrier significantly, but has also caused emotional responses by the offspring of suspects.

Only recently, the digital publication of this archive was officially approved. This was widely communicated in the media.

The communication by acknowledged media institutes has not always been nuanced or contextualized.

For reporting purposes, the titles have been translated. These headings give an illustration of what offspring of victims have been afraid of when this digital publication was announced. As can be read in van der Heijden's 'Grijs Verleden' (2001), the process to justice of suspects of collaboration was not a process in which suspects were categorized as either 'black' or 'white', 'red' or 'green' and 'right' or 'false'. Van der Heijden described it as a past that is grey. Next to this, not all processes were public, influencing the experience of the suspect but also the awareness in the suspects socio-cultural context and the macro context.

NOS: Archief collaborateurs WOII straks openbaar: 'Bijna alles ligt gevoelig'. (de Meijer, 2023)
RTL Nieuws: 'Wie was 'fout' in de oorlog? Vanaf 2025 kun je het opzoeken'. (RTL Nieuws, 2023)
[ENG: RTL Nieuws: 'Who was 'false' in the war? From 2025 onward you can look it up'. (RTL News, 2023)]
Historiek: 'Archief over 'Foute Nederlanders' vanaf 2025 online toegankelijk'. (Redactie Historiek.net, 2023)
[ENG: Historiek: 'Archive about 'False Dutch citizens' will become public online from 2025 onward'. (Editors Historiek.net, 2023)]

Phase 4.3 - Intervention 1

Lastly, an amount of suspects was dismissed: their suspicion was not grounded (enough). This is an aspect that is also invisible when reading the headings of these communication outings. The Nationaal Archief should create an opportunity to set this straight, not only for those aware that they are offspring, but also to reach those that are not aware their ancestor might have a file in this archive.

This intervention was also created to decrease the amount of people that are potentially surprised once the archive is digital. The digital publication has also been named as a reason of their visit: some people want to know exactly what could be in this archive before others find out.

[ENG: Dutch Broadcasting Foundation: Archive of Collaborators WO2 will become public: 'almost everything remains sensitive.' (de Meijer, 2023)]
[ENG: RTL Nieuws: 'Who was 'false' in the war? From 2025 onward you can look it up'. (RTL News, 2023)]
[ENG: Historiek: 'Archive about 'False Dutch citizens' will become public online from 2025 onward'. (Editors Historiek.net, 2023)]

Only a fraction (1.3%) of the total amount of citizens being offspring of suspects will request access to their ancestor's file in the CABR this year.

SE: "Until June, 2023 has given 6.500 citizens access to the CABR. Based on this information, the NA will reach a record amount of 13.000 people this year."

On top of this, there is a time limit: there is 1,5 years left to access the archive whilst it is still restricted and one can attempt to interpret and process this data before it is published.

Time has shown that it takes generations, decades, or one's dying, to find out what has happened.

Based on my interviews, at least 50% of visitors are only now ready to find answers, having waited for their ancestor's/first generation's passing. It was something that was never talked about.

The nuance of the role of suspects of collaboration and the knowledge transfer could result in an increased awareness by Dutch citizens on the sensitivity of this archive and how one should treat the information stored in this archive.

The digital publication of the archive is perceived as an exposure of offspring's personal story and data.

Phase 4.3 - Intervention 1

I have written a personal article based on my familial history and my professional experiences at the Nationaal Archief. Through writing this in an article format, I have attempted to make this story personal, sensitive, and start a discussion. Newspapers allow room to facilitate this conversation. This article has been intentionally presented small as I might try to publish it in the future.

This article has been evaluated by a senior editor at the Dutch Broadcasting Foundation [NED: NOS]. Although I have iterated this article multiple times, it is not directly of added value for the enriched visitor journey by the Nationaal Archief and therefore, it is left out of scope for the future duration of this project. The senior editor claimed the following:

“It is a very interesting piece. You should wait to publish this until the public digitization will come into the news.”

Although this might not be in line with the purpose of activating possible offspring, I do understand this point of view and will therefore follow his recommendation.

I have shared it with an old visitor to the CABR, being offspring of multiple suspects, and she was very touched.

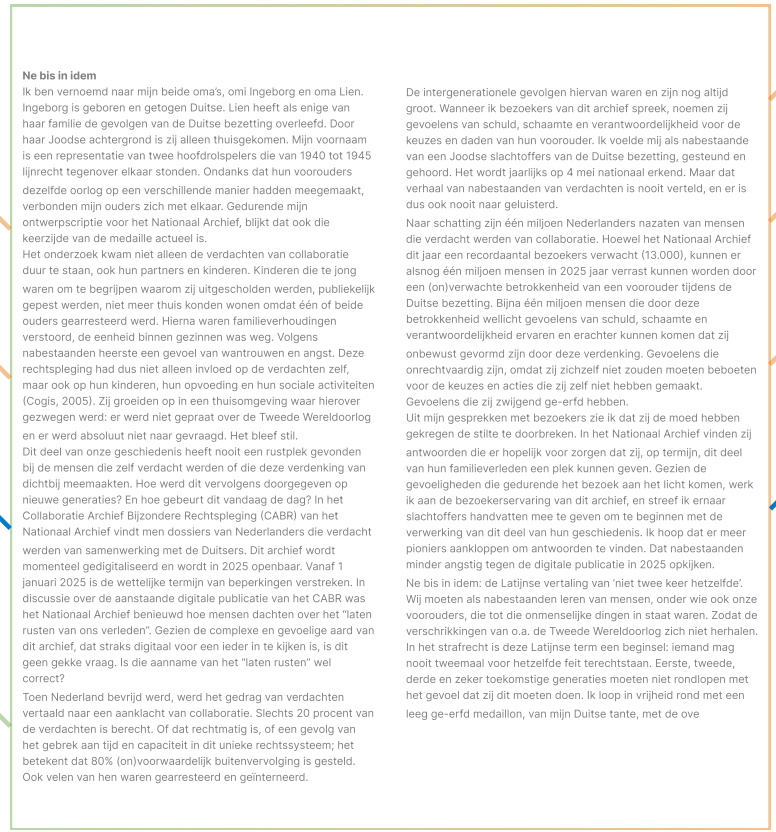
Phase 4.3 - Intervention 1

Focus on the offspring of ancestors and how the suspicion of their ancestors affected them.

Findings based on existing literature (desk research)

Role of Nationaal Archief & Announcement of Digital Publication

Context and Nuance to the ‘Bijzondere Rechtspleging’



Ne bis in idem

Ik ben vernoemd naar mijn beide oma’s, omi Ingeborg en oma Lien. Ingeborg is geboren en getogen Duitse. Lien heeft als enige van haar familie de gevolgen van de Duitse bezetting overleefd. Door haar Joodse achtergrond is zij alleen thuisgekomen. Mijn voornaam is een representatie van twee hoofdrolspelers die van 1940 tot 1945 lijnrecht tegenover elkaar stonden. Ondanks dat hun voorouders dezelfde oorlog op een verschillende manier hadden meegemaakt, verbonden mijn ouders zich met elkaar. Gedurende mijn ontwerpscriptie voor het Nationaal Archief, blijkt dat ook die keerzijde van de medaille actueel is.

Het onderzoek kwam niet alleen de verdachten van collaboratie duur te staan, ook hun partners en kinderen. Kinderen die te jong waren om te begrijpen waarom zij uitgescholden werden, publiekelijk gepest werden, niet meer thuis konden wonen omdat één of beide ouders gearresteerd werd. Hierna waren familieverhoudingen verstoord, de eenheid binnen gezinnen was weg. Volgens nabestaanden heerste een gevoel van wantrouwen en angst. Deze rechtspleging had dus niet alleen invloed op de verdachten zelf, maar ook op hun kinderen, hun opvoeding en hun sociale activiteiten (Cogis, 2005). Zij groeiden op in een thuisomgeving waar hierover gezwegen werd: er werd niet gepraat over de Tweede Wereldoorlog en er werd absoluut niet naar gevraagd. Het bleef stil.

Dit deel van onze geschiedenis heeft nooit een rustplek gevonden bij de mensen die zelf verdacht werden of die deze verdenking van dichtbij meemaakten. Hoe werd dit vervolgens doorgegeven op nieuwe generaties? En hoe gebeurt dit vandaag de dag? In het Collaboratie Archief Bijzondere Rechtspleging (CABR) van het Nationaal Archief vindt men dossiers van Nederlanders die verdacht werden van samenwerking met de Duitsers. Dit archief wordt momenteel gedigitaliseerd en wordt in 2025 openbaar. Vanaf 1 januari 2025 is de wettelijke termijn van beperkingen verstreken. In discussie over de aanstaande digitale publicatie van het CABR was het Nationaal Archief benieuwd hoe mensen dachten over het “laten rusten van ons verleden”. Gezien de complexe en gevoelige aard van dit archief, dat straks digitaal voor een ieder in te kijken is, is dit geen gekke vraag. Is die aanname van het “laten rusten” wel correct?

Toen Nederland bevrijd werd, werd het gedrag van verdachten vertaald naar een aanklacht van collaboratie. Slechts 20 procent van de verdachten is berecht. Of dat rechtmatig is, of een gevolg van het gebrek aan tijd en capaciteit in dit unieke rechtssysteem; het betekent dat 80% (on)voorwaardelijk buitenvervolging is gesteld. Ook velen van hen waren gearresteerd en geïnterneerd.

De intergenerationele gevolgen hiervan waren en zijn nog altijd groot. Wanneer ik bezoekers van dit archief spreek, noemen zij gevoelens van schuld, schaamte en verantwoordelijkheid voor de keuzes en daden van hun voorouder. Ik voelde mij als nabestaande van een Joodse slachtoffers van de Duitse bezetting, gesteund en gehoord. Het wordt jaarlijks op 4 mei nationaal erkend. Maar dat verhaal van nabestaanden van verdachten is nooit verteld, en er is dus ook nooit naar geluisterd.

Naar schatting zijn één miljoen Nederlanders nazaten van mensen die verdacht werden van collaboratie. Hoewel het Nationaal Archief dit jaar een recordaantal bezoekers verwacht (13.000), kunnen er alsnog één miljoen mensen in 2025 jaar verrast kunnen worden door een (on)verwachte betrokkenheid van een voorouder tijdens de Duitse bezetting. Bijna één miljoen mensen die door deze betrokkenheid wellicht gevoelens van schuld, schaamte en verantwoordelijkheid ervaren en erachter kunnen komen dat zij onbewust gevormd zijn door deze verdenking. Gevoelens die onrechtvaardig zijn, omdat zij zichzelf niet zouden moeten beboeten voor de keuzes en acties die zij zelf niet hebben gemaakt. Gevoelens die zij zwijgend ge-erfd hebben.

Uit mijn gesprekken met bezoekers zie ik dat zij de moed hebben gekregen de stilte te doorbreken. In het Nationaal Archief vinden zij antwoorden die er hopelijk voor zorgen dat zij, op termijn, dit deel van hun familieverleden een plek kunnen geven. Gezien de gevoeligheden die gedurende het bezoek aan het licht komen, werk ik aan de bezoekerservaring van dit archief, en streef ik ernaar slachtoffers handvatten mee te geven om te beginnen met de verwerking van dit deel van hun geschiedenis. Ik hoop dat er meer pioniers aankloppen om antwoorden te vinden. Dat nabestaanden minder angstig tegen de digitale publicatie in 2025 opkijken.

Ne bis in idem: de Latijnse vertaling van ‘niet twee keer hetzelfde’. Wij moeten als nabestaanden leren van mensen, onder wie ook onze voorouders, die tot die onmenselijke dingen in staat waren. Zodat de verschrikkingen van o.a. de Tweede Wereldoorlog zich niet herhalen. In het strafrecht is deze Latijnse term een beginsel: iemand mag nooit tweemaal voor hetzelfde feit terechtstaan. Eerste, tweede, derde en zeker toekomstige generaties moeten niet rondlopen met het gevoel dat zij dit moeten doen. Ik loop in vrijheid rond met een leeg ge-erfd medaillon, van mijn Duitse tante, met de ove

Findings based on field research (this graduation project)

The visitor gap & what this implies for the offspring

The positive effect of finding answers through visiting the CABR

Activating Call for potential visitors

Figure 46: Intervention 1

Intervention 2

Phase 4.3 - Intervention 2

The second intervention focuses on the preparation of the future visitor:

There are many things that can make a visitor better prepared.

The e-mail correspondence has room to be enriched, so that visitors could better prepare themselves and their visit.

service employees executing research, once files are found, setting up an e-mail with found files

Informing visitors to view the 'zoekhulp', as it contains contextual information and helps to create background knowledge useful during the access [2]

Giving the future visitor tips on how they can 'design' their visit [2]

The waiting time, based on the time it takes to execute research by the service employees and the current waiting time to reserve a working spot in the restricted area, could form an area of opportunity to prepare the future visitor better. The only way to communicate is through e-mail as this is the only contact data saved from the access request.

The communication in this 8 week waiting period is solely focused on the results of the preliminary research executed by research employees of the National Archive.

See e-mail correspondence in Appendix 4

The first visit is often emotionally charged.

V: "I am ashamed, and scared of what others might think now."
V: "I actually felt quite ashamed sitting there...."
V: "I did not realize I was going to feel this way..."

Phase 4.3 - Intervention 2

Based on the conversations with service employees, the content is experienced as difficult to interpret by historians. It is not scalable to guide all visitors through their files personally, but it would be wise to inform them regarding existing propositions, and share the learnings of other visitor's experiences.

The Bijzondere Rechtspleging is unique and therefor, existing knowledge is often limited.

Digital initiatives are rarely accessed during the visit to the CABR.

AA: "I think it is a combination of the age of current visitors, the vulnerability visitors feel during their visit, as well as the restrictions that decrease the use of these tools."

The waiting period could offer a space in which visitors could prepare themselves.

In the study hall, visitors share their reflection on their format of visiting. This format can relate to whether the visitor is accompanied by a partner or comes alone.

The 'format' of their visit can have informative/ emotional impact.

V: "I am glad I am reading this archive with my partner."
V: "I realized that coming with my brother had given the support I needed, but I needed to come back by myself to make notes. I had not thought about this beforehand, but it would have been a good consideration."

It is interesting to note that visitors rarely say they have thought about how they wanted to design their visit. Therefor, this is something that could be included in the e-mail correspondence before a visitor arrives in the study hall. At the appointment itself, it is not allowed to bring someone else if he/she has not been signed up before.

Phase 4.3 - Intervention 2

Based on these findings, the idea was made to send an e-mail prior to the visit, that informs the visitor regarding how they can prepare for their planned first visit to the Nationaal Archief. This relies on the following for implementation:

1. it is **technically feasible** to segment this correspondence to whomever is visiting the Nationaal Archief for the first time & in specific the CABR. This will need to be discussed with **digital services**; responsible for digital communication with the visitor prior to their visit;
2. It is found **desirable** to segment future visitors.

Acknowledging the waiting period

Giving referral to existing propositions by the Nationaal Archief regarding background knowledge

Underline the CABR is a legal translation of this historical period and might deviate from previously constructed history and inspiring them to reconstruct this also

Making them consider their format of visiting and make them aware of the impact of this format

Acknowledging the rules in regards to the restricted access

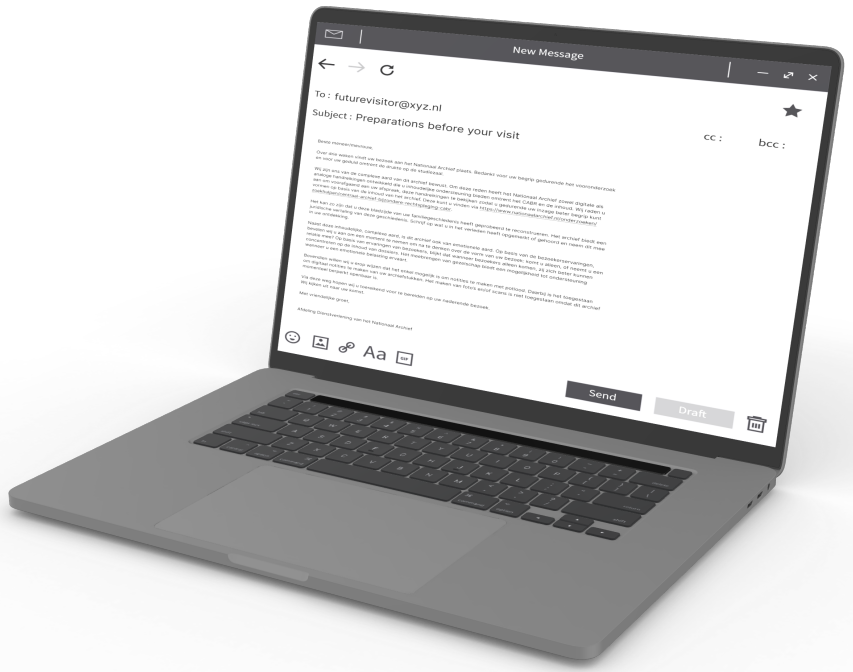


Figure 47: Intervention 2

Intervention 3 & 4

Phase 4.3 - Intervention 3 & 4

Even though the CABR has been recognized to be a sensitive archive, as soon as the visitor enters the study hall, there is no support or guidance.

Whilst accessing their file, there is no support or guidance from the Nationaal Archief.

As mentioned earlier, online, the Nationaal Archief has published contextual information in regards to the special justice, but these are rarely accessed.

Organise files (**depot employees**), welcome, explain rules & hand out files (**archive assistants**)

Give acces to other handholds [3], access to contextual information [4], answer content-related questions (**service employee**)

support in reading and writing process [3]

Based on my observations in the Study Hall, I have not seen one user use the digital tools offered by the Nationaal Archief. This gave me the idea to create something tangible, in line with the tangibility of the Nationaal Archief. Perhaps this would fit the experience better?

As well as digitally as physically, there is no guidance in how to read files or write notes.

Phase 4.3 - Intervention 3 & 4

Through conversing with past visitors, I gained input on what they would have liked to know, looking back on their first visit. This input was used as the basis of information for intervention 3.

Even though the Nationaal Archief their main responsibility is to give access to archives and files, the archive assistants and service employees are there in case a visitor could use emotional support and/or contextual knowledge in regards to what they find.

Visitors are not made aware of the accessible expertise or emotional support.

Digital initiatives are rarely accessed during the visit to the CABR.

V: “The first time i was so overwhelmed, I stopped halfway through my file.”
V: “I wanted to rewrite my notes, as I forgot some sources, dates...”
V: “There was so much I did not understand the first time, that took me multiple visits.”

Furthermore, time as shown that, often, visitors visit the archive more than once.

Lastly, through speaking with archive assistants and service employees, many visitors are under the assumption that the CABR is the only relevant archive for their exploration. At the Nationaal Archief itself and in other archival institutes, there is often more information that could make the story around one person more complete. Some of these archives are not restricted, and could be accessed the same day.

People are unaware of further research possibilities (at the Nationaal Archief & beyond).

Phase 4.3 - Intervention 3 & 4

Furthermore, as described in intervention 2 (p. 113), the CABR is a complex archive.

There are no hand-outs of the contextual information that is stated on the website.

Visitors are eager to place their story into the entirety of the special consultation.

These two findings formed the starting point for intervention 4.

Phase 4.3 - Intervention 3

Based on these findings, the idea came up to give access to a reading and writing guide, that informs the visitor regarding how they could report their insights and organize their moment of access. Furthermore, it informs them on the available expertise and/or supportive services by the Nationaal Archief that might be of added value during/after their visit.

Providing a guide with a multitude of steps

The input was gathered from past CABR visitors, archive assistants, and service employees

Informing the visitor of insightful details that might be overlooked in a first visit

Distinguishing the archival pieces and defining their purpose

Informing regarding available expertise, the possibility to receive pictures of meaningful archival pieces, and the possibility to create another appointment to spread the impact

Giving handholds on where to continue/expand their research

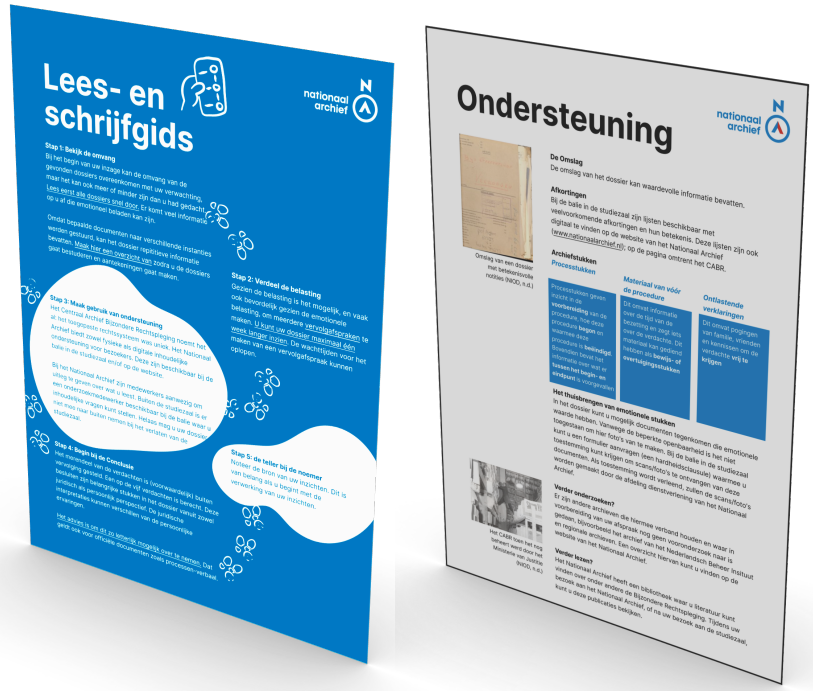


Figure 48: Intervention 3

Phase 4.3 - Intervention 4

Based on these findings, the idea was made to create a physical artefact of the expertise communicated on the website. The tangibility of the physical artefact corresponds better with the tangibility of the archive.

Creating an understanding of how the 'Bijzondere Rechtspleging' came to be

Nuancing the process, i.e. by informing them in regards to the amount

Allowing room to write the conclusion (as suggested in the guide)

Giving meaning to the conclusion and putting it into perspective regarding the entire process of the 'Bijzondere Rechtspleging'



Figure 49: Intervention 4

Intervention 5

Phase 4.3 - Intervention 5

As of February 2023, it has been evident that the CABR will be digitally published. The current legislation will terminate, meaning that it will become accessible without restriction. Although there is a digital website, current visitors at the Nationaal Archief are not informed about this digitalization.

The digital publication is a sensitive topic for offspring of suspects.

From speaking to visitors, this digitalization forms a reasoning for coming, but also causes emotional response: offspring have various opinions about the matter.

Re-archive the accessed files (depot employees)

Give access to information regarding future digitalisation (oorlogvoorderechter.nl) [5]

Give contact-information of involved organisations and give contact-information of involved interest groups [5]

Creating transparency could be of added value and is relevant as the Nationaal Archief maintains the archive until it will be published digitally and is one of the organizations involved in the project of digitization.

Furthermore, visitors have questions regarding this publication, and are now appointed to the archive assistants, who are not involved in the development, and do not have the insight to give them a concrete answer. On top of this, employees sometimes do not feel comfortable telling the truth, cautious of the emotional response this can evoke whilst they are not in the position in which they can communicate the feedback or do something with his/her thoughts and/or opinion.

Some employees do not feel comfortable sharing the information as this might put them in a vulnerable position.

Phase 4.3 - Intervention 5

Visitors have various questions in regards to the process of publication. It would be fair to give them a chance to ask these to the right people.

The website for this digital publication, www.oorlogvoorderechter.nl, gives the visitor information in regards to the status of this project and redirects digital visitors to the appropriate organization for their questions and/or thoughts.

The design goal is multi-layered:

- Increase transparency in regard to this project;
- Give employees handholds in their conversation with the visitor about the digital publication;
- Give visitors handholds on where they can go with their stories, thoughts and/or questions (interest groups as well as organizations involved this project).

The information based on the website formed the basis of this fifth intervention.

Phase 4.3 - Intervention 5

Based on these findings, the idea was to made a folder to take home for people interested in this project, or that have questions regarding this digital publication. This would not only ask for implementation by the Nationaal Archief, but also the involvement of the three other involved institutions.

Building upon the already existing visual elements

Acknowledging the present situation and the upcoming changing situation

Informing them regarding the reasoning of this project

Informing them regarding key aspects that the offspring often mentioned, such as the effect on the current visitor journey and whether everything will be published digitally

Referring to organizations involved if the visitor has questions or thoughts

Activating the visitor to stay up to date



Figure 50: Intervention 5

Intervention 6

Phase 4.3 - Intervention 6

Our king has stated it before: "*The impact of war lingers on for many generations. Even now, 75 years after our liberation, it remains with us. The least we can do is: not look away. Not justify it. Not erase it. Not brush it aside. Not normalize something that is anything but normal.*" *(Royal House, 2020)*.

On National Commemoration Day, the fourth of May 2020, he opened up about his familial role in WW2. That took the Dutch Royal Family 80 years since the start of the German occupation. For their share in the national colonial past, it took them almost twice as long: 150 years. Only this year they have started an objective official research into their role.

For visitors, their access is often the first step in processing this part of their familial past.

Staying silent, as many ancestors have done, has not been the solution. Therefor, opening the conversation within families forms a way that could help to prevent a similar situation in the future:

Support to process and give handholds to share with micro layer or meso layer [6]

The Nationaal Archief has no legal responsibility to support their visitors emotionally.

On the website, The Nationaal Archief mentions the foundation 'Stichting Werkgroep Herkenning' (Foundation for Recognition), although this would only be one way of processing, interpreting and coming to terms, or simply learning how to live with this past.

Phase 4.3 - Intervention 6

Visitors are unaware of existing initiatives that could help them.

Gaining **knowledge** forms the basis to be able to **acknowledge**. The Nationaal Archief takes on the main role in this first step: finding answers to the past that was often never discussed.

The Nationaal Archief could play a supportive role regarding to the offspring only now processing and potentially coming to terms with their familial history.

Therefore, the visitor journey should support in the following ways:

1. a good interpretation, in which intervention 3 and 4 play a supportive role;
2. a good processing in order to acknowledge this past;
3. sharing this with other members in the family.

These latter two steps are supported through the implementation of intervention 6.

Phase 4.3 - Intervention 6

Based on these findings, the idea was to give visitors access to information that could help them after their visit: in their process of processing their visit, and processing this part of their familial history. There are a multiple recognized institutions that could offer help, although these handholds are not currently provided to the visitors by the Nationaal Archief.

Latin principle that is explained on the back side: information on why processing is of importance

Referring to people with similar familial background to see how they interpret this part of their past

Informing about the added value of sharing & giving how to's (based on the input from desk research, and current & past visitors)

Informing about an established initiative where fellow offspring share their stories (with interaction possible)

Informing about an established, recognized organization that could give the visitor professional help

Stressing the intergenerational conversation



Figure 51: Intervention 6

4.4 Testing

Phase 4.4 - Introduction

The interventions presented in phase 4.3 needed to be tested to underline the added value for visitors and to underline that they are implementable for the Nationaal Archief. This process is described in phase 4.4

The process contains of three parts:

1. **The set-up:** which interventions can be tested on which people should be included in this process?
2. **The evaluation:** overall feedback from the different test groups;
3. **The feedback:** specific points of feedback, presented per intervention.

Based on the feedback from the visitors and the employees, the interventions were iterated, and a route to implementation has been defined. This information is presented in phase 4.5: refined interventions.

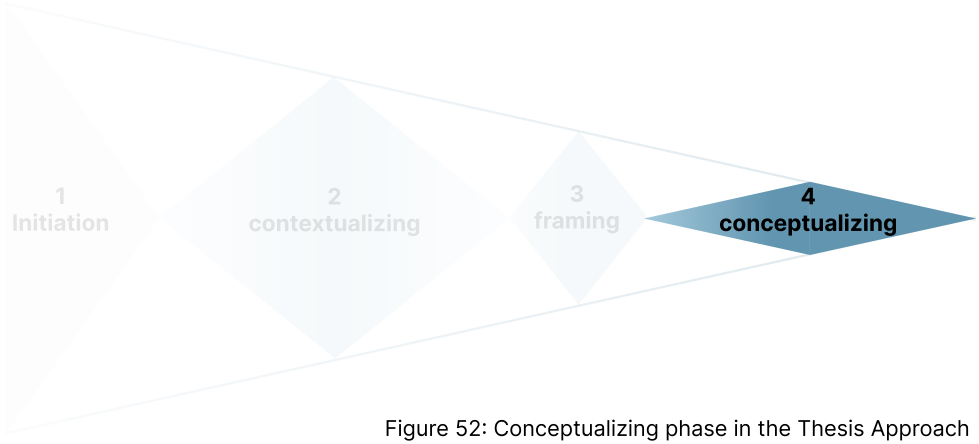


Figure 52: Conceptualizing phase in the Thesis Approach

Step 1 - Set-Up

The following people were asked to give feedback on the enriched visitor journey and corresponding interventions:

- first visitors in context (n=7);
- past visitors (n=4);
- archive assistants and service employees; working in the study hall and at the service desk (n=5);
- communication advisory team at the Nationaal Archief (n=6);
- Director of the Nationaal Archief;
- Expert in Law.

Due to limitations, not all interventions were tested in the context of the study hall: only intervention 3 and 4 were tested with visitors in context. Interventions 5 and 6 were tested with past visitors.



Figure 53 Two visitors reading the reading guide during their first visit



Figure 54: Two service employees analyzing and discussing the interventions

Step 1 - Set-Up

During the design process, I have integrated a visitor-central approach. During the testing, colleagues and visitors needed to be asked different questions.

To give an insight in the questions asked to the (**past**) **visitors**:

- Were the interventions of added value? Would you think these interventions would have been of added value in your first visit?
- What do you in particular resonate with? Is there something that you would have done differently looking back on your first visit based on the provided information?
- Would you like to take these interventions home, or would you also be OK leaving them for a next user?
- Is there anything you miss in the intervention?

To give an insight in the questions asked to the **employees**:

- Do you think there is an added value to the current visitor to the CABR?
- Do you think it fits within the current/near-future strategy of the Nationaal Archief?
- Do you think it is implementable on the short-term?

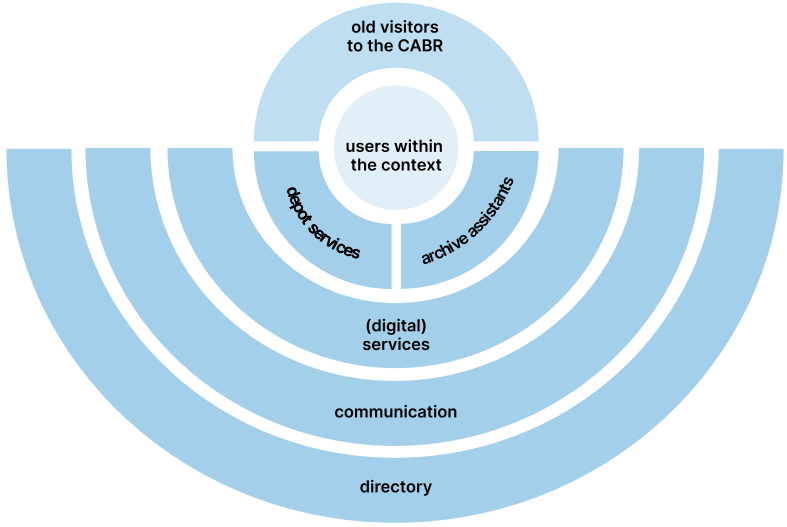


Figure 55: Overview of testing with a user-centered approach

Step 2 - Evaluation - Visitors

The tests within the context of use showed a positive attitude towards the supportive interventions by the targeted user.

All visitors found the two interventions to be supportive and of added value.

V: It is nice to have something that made me feel comforted and gave me confidence.

Furthermore, the worksheet had been filled in by all visitors I had given the hand-outs to. This gave me a validation that the information on the sheet was indeed readable and inclusive for these cases. Furthermore, one visitor stated: 'It is 'nice' to place this story into the whole context, so I can help my judgement and interpretation of this file in regards to other files. Even though my ancestor had been put to trial, there were little files available. This made me realize that does not necessarily reflect the 'rightness' or 'wrongness' that the size of the files initially made me think.'

Although I'd been driven to gain more concrete feedback, the visitors were in such an emotional state after they had accessed their ancestor's files. I did not want to add to this in a negative way.

By standing in the study hall, I also gained insight on how to spread this file. There are not only offspring of suspects requesting insight into the CABR, there are also journalists, scientific researchers and even offspring of victims sometimes.

It is difficult to detect whether visitors are finding answers for their personal familial history, regarding their ancestor being a suspect, or are researching this archive for professional purposes.

Although the visitors did not mind me asking, the archive assistants stated that it would be undesirable to ask every visitor for their reasoning of coming as it is too time consuming and not comfortable.

Step 2 - Evaluation Past Visitors

As the visitors were not able to give in-depth feedback on the interventions, I got into contact with visitors that I had spoken to earlier in the process. Through digital and physical conversations, I gained insight into their perspective, as they also gave more concrete feedback.

Expectations

Two past visitors claimed that they expected a certain support when arriving at the National Archive. Especially because the visitor goes through a thorough, lengthy process (requesting access, waiting period, showing the identity card, making a visitor pass, etc.), and then is left with just the box.

V: You receive too little for something that has driven my whole family apart, it is not about the legislative translation, it is about my family.

Lack of knowledge results into need of emotional support

[Point of view: current service strategy] At a certain point during my visit, I lost complete overview and did not comprehend where I was at in the process. That did not make this already loaded visit easier.

V: Op een gegeven moment zag ik door alle bomen het bos niet meer.

V: I had no idea I could ask for scans/pictures of diaries, pictures or handwritten letters? I have been coming here for one year!

Experience

For the offspring accessing this archive, this is very handy. The built up stress, increased by the current high barriers, is lowered by supporting the visitor through these two interventions.

It is nice to know the 'bigger picture', to know your ancestor was not the only one and to gain knowledge support in all those legislative terms.

The tools are informative and supportive, it is useful.

It is nice to know the Nationaal Archief supports visitors that could appear in a vulnerable state.

V: For example, the cover: I did not think it was important at all, until I heard from somebody else that it contains a lot of valuable information.

V: There were so many things I could have done differently I would have known this.

Step 2 - Evaluation Past Visitors

Two visitors described their first experience as one in which they felt alone.

The proposed tools are empowering.

V: The digital abbreviation list I have never used and does nothing for me. But I didn't even know they had a physical version. Is that new?

V: I hardly realized what I was reading (knowledge wise), missed quite a lot of context and felt completely dependent on what I had previously researched. It felt like I was operating in a vacuum."

Furthermore, multiple visitors have said they find it difficult to place the stories in the archive in to what they have heard in the past. They claimed that they would be helped by guiding them in their interpretation of this legislative translation.

V: Reflecting back on my experience and what I have heard from others based active on our platform, offspring often has difficulty placing what they have heard with what they are reading.

Support afterwards

It is important to give visitors a variety of options, the archive does not need to be supportive in this process.

V: I can imagine that SWH goes one step to far, because it also requires the acknowledgement of of being an offspring [of a suspect].

V: The visibility of these instances and other supportive channels can provide a sense of comfort and recognition.

V: I don't expect the archive to be empathetic and responsive, yet the archive should give a role to those who can take on that responsibility or that have experience doing so.

V: There must be so many from whom we can learn. But I felt alone, and did not know who could be that example.

Visitors do not expect the National Archive to support them.

Step 2 - Evaluation Archive Assistants

Overall, the feedback from the archive assistants in the study hall was very supportive and positive. I view this feedback as very valuable as they are the employees that are in constant contact with the visitor and often have years of experience.

Based on the interventions, I have created the abbreviation list that has now been printed and is available for loan in the study hall. The archive assistants especially saw an added value for the reading guide and the contextual overview of the CABR (interventions 3 & 4). The other interventions were at least of added value for their work.

The employees have often mentioned their willingness to support the visitors outside of the current logistic strategy and have expressed the confidence that this is a great first step.

Senior Conservation Officer: “We should have had these 100 years ago.”
AA: “This is so useful!!!”
AA: “This is nice because then the visitor knows where he/she stands.”

Low-threshold items that emotionally support and/or transfer knowledge to the visitors have been desired by employees for a long time.

Furthermore, the archive assistants stated that it would be undesirable to ask every visitor for their reasoning of coming.

AA:: “As we are working different shifts, it is hard to make all service employees accountable for giving this to every visitor with this specific reasoning.”
IL: The Service Employees were requested to give a questionnaire to visitors, which they rarely did, because they were too busy or did not feel comfortable.

There should be one counter appointed to supportive outings, at which visitors can take anything that is applicable.

The archive assistants also gave me some textual/communicative feedback that I have taken into account in the refined interventions.

Step 2 - Evaluation Archive Assistants

Even though the interventions are designed for the visitor to use, they also resulted to have an added value to archive assistants who are in contact with the visitors during their visit.

All propositions are valuable for the archive assistants, as they can use this to gain confidence in conversations with the visitor.

AA: “Even though I might not be allowed to give these to visitors, it has given me handholds on what I could tell them if they need information and/or answers.”

AA: “The information we receive from the organization is the same as all other employees. As this is created with the visitor in mind, it is more relevant and insightful.”

AA: “It is very different with a visitor physically asking you questions face-to-face, rather than through the telephone or via e-mail.”

This is especially relevant for the communication in regards to the CABR, as it is difficult to converse about this face-to-face with customers. The archive assistants have explained this results in an emotional response in some cases. Therefore, it is very nice to be able to give them a flyer in which they can read more about the publication of the archive and also redirect these customers to the relevant organizations.

AA: “Before, I was not comfortable answering these questions and simply said “There is nothing exactly clear in regards to this project.” This gives the visitor a much more concrete answer, without putting me into a position that I do not feel comfortable in.”

The added value to visitors was clear, although there was feedback on the language used and the difficulty in writing.

Step 2 - Evaluation Service Employees

With the service employees, the responses varied. One could say, the further away from the daily contact with the visitors, the more resistance got given to the proposal.

There is no consensus amongst colleagues in regards to what the 'human measure' is and where the responsibilities of the Nationaal Archief stop.

SE: "We need to ask ourselves as an organisation where our tasks start and where they end. From a legislative perspective, this is more constrained than what these documents aim to do. These opinions should be formed into a question that should be formed an answer to.
SE: "We do not see ourselves as a aid organisation [NED: hulpverlenersorganisatie].

Furthermore, this topic was especially evocative for intervention 6. Although the senior service employee was initially against this outing, I compared it to the upcoming pilot in collaboration with Stichting Werkgroep Herkenning starting from the first of September. I have handed over the insights of this folder to be included in the communication outings that will get approved upon.

There is a fine line between informative communication and the Nationaal Archief feeling like they are imposing themselves.

SE: We can put into the zoekhulp that these documents exist. They can be offered in the study hall, although I would not suggest to offer these to every visitor of the CABR - you would prefer to let one chose rather than force this upon them.
SE: "Once my bag got stolen. When I went to the police, I got a folder with 'victim support', at the time that was not at all what I desired/needed, although it did not make me angry.

This is why I changed the tricks in the reading guide to Question and Answers. This is a construction that the National Archive already implements often on their website and starts with the point of view of an visitor having a question. After reviewing this new communicative style with a service employee, they were enthusiastic and more confident in the possible implementation of this intervention.

In regards to factual content, the service employees were of significant value.
Some service employees also gave feedback in regards to the visitors added value.

SE: "We need to make sure people don't start asking us questions because of this, because that will increase our workload."

Step 2 - Evaluation Communication

The feedback from the communication advisory was very useful, especially in regards to two aspects:

Inclusive communication

There are multiple things important to create inclusive communication outings. I have tried to incorporate these accordingly in the refined versions:

1. high contrast in colors (according to the color wheel and light vs. dark);
2. use writing cues (i.e. please turn over ('zie ommezijde');
3. use headings;
4. use bold fonts to guide the reader through;
5. make sentences of max. 15 words;
6. keep it concise.

DS: "Inclusive communication is very important in what we do, we cannot publish anything that does not follow these guidelines."
DS: "It is very difficult to write accordingly, as there are only guidelines and no defined rules."

If published, the communication outings should be checked if they are according to the visual style of the Nationaal Archief and according to inclusive writing guidelines (B1 level)

Technological feasibility

The second intervention would be difficult to implement. At this moment in time, visitors are not segmented and it is also not possible to register who has visited the archive before and should/should not receive certain information.

DS: "We do not segment our target groups and do not want to spam (professional) researchers or people that come multiple times with information that is not applicable."

We want to limit the amount of communication outings through e-mail as it can quickly become seen as 'spam' by those that come more often or do not fit into this segment.

It is also found undesirable to discuss certain points after the process of making appointments, as this would take up too much time.

Step 3 - Feedback Interventions

In the conversations with visitors and employees, there were specific points of feedback regarding the interventions. These are presented here, first generally and then one by one.

General feedback

- Before implementation, the tone of voice and the language needs to be checked by the communication department;
- According to the service employees, there is a thin line between informing the visitor and imposing a task.

Intervention 2

The digital services team was quite hesitant to create another mail, as the Nationaal Archief does nog segment their visitors or notes repeated visitors. As a result, the second intervention could be a source of irritation as it would be sent automatically to all visitors and would be sent every time.

- The added value for the visitor is explained well the intervention, but there is already a reference to the 'zoekhulp' in the e-mail correspondence about the results of the research. This piece can be better incorporated in the results mail;
- The information about the design of the visit is great, but can be better incorporated into the results mail as the appointment is not yet made then. It would prevent the visitor contact center of receiving calls to change the appointment details.

Intervention 3

The responses to the third and fourth interventions were overall positive.

- Some wording, such as 'guide', is too imposing, therefore, it would be good to consider different wording or a different format;
- Although the lay-out is nice and follows the guidelines of inclusive communication, it does not fit the style of communication outings that are currently published;
- Use bold instead of underlining the text;
- The sentences should be more concise - use less redundant information;
- The titles should inform enough on their own;
- Explain more why: why can this contain valuable information?

Step 3 - Feedback Interventions

Intervention 4

- The information in this intervention needs to be checked thoroughly with a historian and legal expert;
- More sub-headings should be used in the larger pieces of text;
- The title of the backside is a bit vague: it is not always a decision that was made;
- The worksheet is a format that the Nationaal Archief has never implemenetd before - there was a lot of speculation on whether visitors would fill this in;
- The service employees do not feel comfortable giving tasks to the visitor.

Intervention 5

The responses to the fifth intervention were positive, as it has both added value for the archive assistants as well as for the visitor.

- In order to print this, there is a need to collaborate with the other organizations involved in the project 'Oorlog voor de Rechter'. Right now it is good to give this to the archive assistants as they have reported it to be insightful for their conversations with visitors;
- Even though the visual style of the project was followed, digital services made comments about the contrast not being significant enough;
- Everything that folds needs to be only distributed outside of the study hall, as it provides a place in which people can put archival pieces.

Intervention 6

Although the sixth intervention was seen as valuable, it was often discussed whether this is/should be a responsibility of the Nationaal Archief.

- Many employees were not aware of the existence of the initiatives named;
- The title of the folder imposes a high threshold. The colors on the pages are quite daunting;
- By looking at the title, the past visitors and employees did not understand the value of this intervention. They had to read the back first.

4.5 Refined Interventions

Phase 4.5 - Introduction

The interventions presented in 4.3 needed to be iterated upon based on the feedback through testing in phase 4.4. A large size of the refined interventions can be found in Appendix 7.

Based on the feedback given in phase 4.4, the following interventions were iterated:

1. Intervention 3
2. Intervention 4
3. Intervention 6

The input for an iteration of the e-mail including the results has been delivered to Digital Services. This is based on the idea for intervention 2.

The archive assistants have all read and saved the flyer regarding 'Oorlog voor de Rechter', stressing the added value in their daily work. The communication department and the archive assistants have expressed their hope to distribute this to visitors in the near-future.

The input of intervention six has been distributed to Stichting Werkgroep Herkenning, as they have expressed the desire to include this into their communication regarding the pilot starting in September.

On the following page, the details regarding the implementation of interventions 3, 4, 5 and 6 is found.

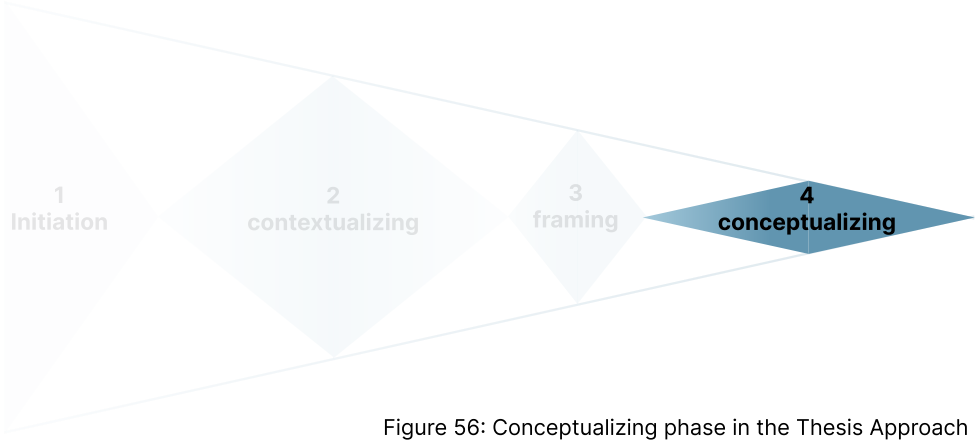


Figure 56: Conceptualizing phase in the Thesis Approach

Step 1 - Implementation

Based on the feedback, points of implementation for intervention 3 and 4 and intervention 5 and 6 have been defined.

Intervention 3 & 4
Interventions 3 and 4 can be best supplied in the study hall itself. On the counter, there is space for a designated area to supply supportive documents for visitors. Once development, the offering can be expanded to other sensitive archives, such as the archive containing adoption files and the archives containing information regarding the colonial past.

Intervention 5 & 6
As Interventions 5 and 6 fold, these can best be supplied at the service desk outside of the study hall. This is to prevent visitors from taking files from the archive home (whether consciously or subconsciously), by folding it into these communication outings.

There is an assigned area for communication outings regarding the current exhibitions and other running projects at the Nationaal Archief, such as a call for volunteers for the digitalization of an archive at the service desk outside of the study hall.



Figure 57: Service Desk inside the Study Hall



Figure 58: Service Desk near Entrance of Study Hall



"What happened can never be forgotten and can never be changed. But over time I learned that I can choose how to respond to the past. I can be miserable, or I can be hopeful - I can be depressed, or I can be happy. We always have that choice, that opportunity for control." *(Eger, 2017)*

Figure 59:Edith Eva Eger is a Slovak-born American psychologist. Born to Hungarian Jewish parents, she is a Holocaust survivor and a specialist in the treatment of post-traumatic stress disorder

5. Retro-perspective

Evaluation of the Thesis

The initial project brief was formulated as followed: *How can we (re)connect youngsters between the age of 12 to 15 to their past?*

The proposed enriched visitor journey and corresponding interventions do not directly encourage the exploration of the familial history by 12 to 15-year-olds, it is a proposal for one of the historical chapters in our national history that is still perceived as sensitive and often not shared in families. During this design thesis, it became clear that the decisions and actions made by previous generations can result in silence, feelings of fear to discover what has happened, and inherited feelings of shame, accountability, and anger when one finds out what previous generations have done. Remaining silent is not the solution.

Recent apologies have shown the time and generations it takes to be open to gain knowledge and also to publicly acknowledge their past. The socio-cultures, families, and individuals to whom those apologies are made, show the liveliness of the inter-generational impact in their reaction.

To acknowledge one's past, one needs to gain knowledge of what has happened, but also interpret this, process this, and gain handholds to share this. This is what the enriched visitor journey aims to contribute to. Through defining touchpoints in the current visitor, knowledge can be transferred to prepare or support the (future) visitor, and the (future) visitor is emotionally supported.

It would take more evaluation within the context and a pilot to quantitatively measure the added value, and the effectiveness to sharing this past with following generations.

Nevertheless, the company as well as past visitors have expressed to see an added value for future visitors. Visitors within the context have underlined the added value of the interventions during their visit.

The enriched visitor journey has the potential to contribute to the initial project brief, as it gives helps visitors in their interpretation of the insights, the processing of the insights and handholds to share this part of the familial history with following generations.

Discussion

The topic of this graduation project, exploring the familial history and stimulating this amongst adolescents, is an extensive subject. Research could be done in many different areas: in the field of history studies, psychology studies, behavior studies and societal studies. The field research could be executed within multiple contexts: analyzing the educational system, analyzing the effectiveness of cultural initiatives, research in family structures and/or household contexts... For this reason, it could be said that the desk and/or field research is not extensive enough, or even that crucial information has been left out of consideration. From the designer's perspective, the methodology was chosen to execute this project within the 20 weeks. Well-reasoned decisions were made by creating an extensive understanding of the subject. Nevertheless, any other designer, or the integration of other methods, could have resulted in different findings, different decisions, different mid-term results, and a completely different final concept.

Validity of the contextualization part

The initial project brief was formulated as followed: *How can we (re)connect youngsters between the age of 12 to 15 to their past?*

Due to the involvement of the client and the findings from field and desk results, this initial project brief was framed to: *How can the Nationaal Archief use the current visitor as a gateway to adolescents?*

This was in line with the findings of desk and field research:

1. The extended family contributes positively to the development of adolescents;
2. Elaborating on familial history contributes positively to the development of adolescents;
3. The extended family was often named as a stimulus to think of one's familial history in adolescents;
4. It would build upon the finding that tangible narratives form a stimuli to think of one's familial history among adolescents;
5. Conversing with extended family and/or interviewing them makes history more tangible; something that contributes positively to the perception of significance;
6. It would provide an opportunity for an institution in the public sector to possibly become a stimulus in the discovery of one's familial history;
7. It would add to the established propositions of the Nationaal Archief;
8. It has been recognized that with the creation of new generations, taboos become smaller.

Validity of the conceptualization stage

The framed project brief was based on desk and field research. The interventions were based on field results, but literature findings were also integrated. This increases the assumption that the enriched visitor journey would be of added value. Testing the interventions with employees as well as with past visitors and visitors within the context, underlines this.

Discussion

Implementing the Enriched Visitor Journey

It is important to note that the Nationaal Archief has positioned itself in line with its legal obligation: providing access to our national memory. Integrating the so-called 'human measure' is a relatively new value in the well-established business model. This proposal resulted in mixed responses in the organization.

In the field of Strategic Design, a top-down or bottom-up approach is often named as a method to create organizational change. It was interesting to see that the employees working with the citizen in the study hall or at the service desk, were very fond of this proposal and were claiming this is something that should have been made and implemented years ago. Following the salary-scaling, these employees form the bottom of the organization.

In a conversation with the director of the Nationaal Archief, the top of the organization, his vision for the Nationaal Archief was in line with the vision proposed in this thesis and the corresponding interventions.

When speaking to the employees in the middle, employees described the vision of the Nationaal Archief in various ways. Most employees explained their vision was based on the current and past positioning of the Nationaal Archief. It is worth discussing whether this vision, based on a well-established business model, can be called a future-proof vision if the past, current, and future needs that are not yet met, are not integrated in into the process of defining this vision. Furthermore, the employees that did not envision the Nationaal Archief to be an organization that would emotionally support their visitors, were confident that the rest of the organization would think the same.

The fact that both the bottom and the top of the organization support this proposal, but the 'middle' is most reluctant, could influence the implementation of the proposed interventions in the broader field of the organization.

Value for the Organization

I believe this is the biggest insight for the organization: there is no organizational alignment on the future business model of the Nationaal Archief. The testing phase of this enriched journey has shown this. As the collection of sensitive archives maintained by the Nationaal Archief is growing, it is worthy to discuss with employees how the organization perceives the integration of the human measure in the service strategy.

Value for the Public Sector

A significant amount of employees view the responsibilities of the Nationaal Archief to be in line with what the government expects from them, although it would be interesting to start a discussion whether the citizen for which the government has been put into place, should be put at the center of the strategy design process. This discussion could take place in the government, the ministry, as well as the Nationaal Archief.

Recommendations

Recommendations for the Nationaal Archief

Based on my experiences during my internship at the Nationaal Archief, the following recommendations were derived:

1. Create a feedback channel through which service employees and archive assistants can communicate feedback and ideas and transparently report feedback;
2. Facilitate collaboration between the policy maker, the service employees and the archive assistants;
3. Increase collaboration and knowledge sharing between the departments of services, communication, and digital services;
4. Define a principle on what the human measure means for the Nationaal Archief and adapt this to the departments;
5. Segment target groups, define needs, and adapt the service design accordingly to integrate the human measure in current operations;
6. Be more open to testing things out and creating pilots. Based on my experience, visitors are very open to trying concepts;
7. Give archive assistants further training in their role towards visitors to increase their confidence;
8. Define policies on whether sensitive digitalized archives are allowed to be physically accessed. At other archives, once digitalized, archives are not able to be physically accessed. Based on my observations and conversations with visitors as well as experts, the tangibility of archival pieces influences their experiences in a meaningful way.

Recommendations for this enriched visitor journey

1. Create an internal dialogue between colleagues regarding the human measure, using this as a basis. It might result into concrete output;
2. Create a pilot for the enriched visitor journey proposed;
3. Implement the sixth intervention when the pilot in collaboration with Stichting Werkgroep Herkenning starts (September 2023).

Recommendations

Recommendations for the organization of Oorlog voor de Rechter

- Test out ideas;
- Gain and implement learnings from the current physical services;
- Do visitor research at the Nationaal Archief to see how people experience access to this archive;
- Increase transparency at the Nationaal Archief about upcoming digital publication;
- The media has been putting on a very stereotyping scope - the other side of this story needs to be shared.

Considerations for the project Oorlog voor de Rechter

Based on observations in the study hall, the vulnerability of this archive is very much present: the role of offspring should be actively included in the process. Not only those that are engaged in Stichting Werkgroep Herkenning, but also those others that might not even know their family is in this archive/those that are aware but have never initiated finding the answers themselves.

The name 'Oorlog voor de Rechter' limits the possible widening scope that digitalization offers: from suspects, to suspects, witnesses and victims. Furthermore, it does not refer to the past and could lead to the false presumption that one can still form an opinion or judgment of one person that has already been researched: look into techniques that could postpone judgment. It should be stressed that this archive contains files about a legal process that has been finished.

"The name scares me."
"Will this part of our past become a sensation once again?"

Offspring of suspects are afraid that others will open old wounds. It is important to decide who is responsible for tracking the misuse or abuse of data.

"What is our privacy?"
"We are fearful of social media and journalism."
"I am losing control over my personal data."
"I am afraid control is lost over how people will use these resources."

Currently, children below the age of 12 are not allowed in the physical study hall. It would be interesting to find out what this decision based on and what is the role of this group is once this archive is published.

Using the current school curriculum as a basis of knowledge (or lack of), there is a big need for contextualization.

"First, history lessons need to be taught before family secrets should be shared."

Recommendations

Recommendations for the field of history education in the Netherlands

Close the Book

It has been found that teaching methods through integrating textbooks contribute to the act of forgetting (Grever & Van der Vlies, 2017). Act upon the findings of oral history: interview people to make history tangible. Start the dialogue and go into the field. There are also other means that fit better to the interests of the target group, i.e. social media and/or entertainment initiatives by critically acclaimed institutions.

Actions have consequences

Historical events have long-lasting, intergenerational effects, on society as a whole, on majorities and minorities. This should not be under-focused as it can contain valuable lessons about resilience and humanity as well.

To give an insight: In most historical methods used in primary and secondary education (Malmberg, Noordhoff, Nijgh Versluis), the consequences of the 'bijzondere rechtspleging' are not addressed. Only the treatment of the so-called "moffenhoeren" is sometimes mentioned (Eefting, 2015). Not only does this not educate the pupils about the impact of historical periods, but it also contains a narrative that is short-sighted.

Based on a conversation with a publisher, they have stated to being open to include the effects of the Second World War post 1945.

Use history to understand

Children have stated to see the effects of familial history on the diversity of our society. Use the subject history to create an understanding of this, which is especially beneficial for the multicultural and pluriform society of today.

Author History Teaching Method 1: "It could not hurt to think about including the post-war events."

Author History Teaching Method 1: "It does not have a priority as the WW2 is extensive the way it is currently included."

Author history teaching method 3: "To be honest, I did not think about including this topic."

Recommendations

Recommendations for the field of (culture-sensitive) design

Throughout this project, it became clear that many initiatives related to learning history, are created by historians. By reflecting upon the findings in the duration of this design thesis, I can define the added value of design in the following areas:

- Designers have a user-centered approach and actively include this in their approach, resulting in findings that have more power to change an organization;
- Designers integrate the past and present to create future-proof designs;
- Designers go into the field and do (part of) their research there, resulting in iterations and a validated added value;
- Designers integrate relevant stakeholders in the duration of the process, resulting into output that can be championed by multiple departments;
- Testing forms a focal point in the design process;

Furthermore, during this project, I came across multiple research areas that I would like to present for future research:

The changing storage points of narratives: from tangible to digital

Among adolescents, tangible heirlooms are viewed as a stimulus to think of one's familial history. I wonder if digitalized transactive memories have the same function. Furthermore, I wonder if the passing and the significance of digitalized transactive memory are perceived the same for future generations. Will digital transactive memory last through generations?

Design for sensitivity

Sensitive parts of our history are interesting to design for, as offspring does not only expect to gain insight into what exactly has happened but also how to interpret this data and how to process this. Furthermore, what do the choices and decisions made under a specific set of circumstances, tell the reader about this person's values and behavior in the entirety of his/her life?

Personal Reflection

This thesis presents my graduation project. Of course, the execution of this project is paired with other challenges.

Let's start at point zero: I just came back from my exchange in Sweden and was eager to start as soon as possible. Those four last words formed my main motivation in my search for a project, mentor and chair. Whilst talking about a project brief I had found interesting for academic reasons, Frido [Smulders, professor at IDE] asked: **but if you could design for a challenge that you find interesting in your personal life, what would you want to explore?**

I was aware that as a designer, you always design with a certain bias, formed out of personal interests, although I had not realized that this graduation project I would be starting, formed an opportunity to create a project brief based out of these personal interests.

As I created a brief with a personal drive, it became a lot easier to find people who wanted to jump in on this experience with me.

In conversation with Annemiek and Willemijn, I had expressed two ambitions that I wanted to achieve:

1. I wanted to finish as soon as possible;
2. I wanted to design for a company or organization.

At this point these two things contradicted each other, but luckily we were able to create a different approach in which it would be okay to explore the context first, and pinpoint stakeholders who could be interesting to involve.

I feel quite proud to have succeeded both these ambitions. This design thesis forms the first six-month, fulltime, individual project, I have executed. It feels like it is only the second time in which I walked through an entire design process alone. The first time turned out not to be a great confidence boost.

The faculty of IDE is an interesting place: I have always felt safe, yet there is also a lot of competition. To a certain extent, this competition is healthy: it drives one to reach their own maximum potential. After this extent, it becomes unhealthy: one has the desire to outcompete the others. With a personal project like this one, I created more design space for myself, looked less into the process of others, as none were quite similar to mine. I feel like this has resulted into a project that was well-managed, also by communicating expectations.

When I was exploring the offerings of BSc degrees, Industrial Design Engineering positioned itself as a place where you can 'design our future'. I hope that the past will form a more integral part of this, as it explains the presence and can predict the future. I believe it should be stressed more that IDE is a place where you can design your future, your own education and your own career, as this BSc is still so broad.

From my perspective, the MSc Strategic Design results in graduates that can offer added value in many places, in a variety of positions. Yet, there is no clarity in the perspective from the working population on the added value of Strategic Design. I have not only experienced this during my BSc degree, in internships, but also during my graduation project at the Nationaal Archief and by explaining my future step after I graduate.

Personal Reflection

This design thesis has shown myself, Annemiek, Willemijn, Nick and hopefully also the other colleagues at the Nationaal Archief, the value that our background and approach can offer in this context. The journey to getting there was challenging. It was sometimes challenging to convince myself of my added value in well-established organizations, and even more challenging to then convince others.

I have learnt through explaining my approach, through communicating my defined vision, by being transparent on asking for help from experts from certain fields, others can be very willing to contribute. **Strategic designers are not experts on certain topics, we are experienced on synthesizing these insights of experts into a compromise that is valuable for all (or most).**

This is something that I will continue to do in the future. **Keep reaching out to those who are at stake, those who have executed research on those stakeholders and those who have experience working with those stakeholders.**

That is my strategy to design in my future.

Looking back on the approved project brief by the exam committee, I am glad to say that I have indeed:

- created together with public entities;
- explored the presence and impact of culture sensitivity;
- combined historical (cultural) literature research with current developments and future works;
- explored the different roles, responsibilities and missions of (public) organizations.

A Personal Note

At the start of this assignment, my interest in familial history formed my drive to work on this challenge. I was named after my grandmothers: Ingeborg and Lien. The consequences of this past, the representation of their history in my name, my representation of their identities, created a strong personal interest in the Second World War, as it had shaped their lives in its duration and afterward. I am not exactly sure why, but the story line of Lien has always interested me more. Maybe because people say I look like her, maybe because it is easier to discover the victim role rather than the founder of that, maybe because I was simply raised in The Netherlands, not bilingually, and do not feel very connected to my German roots, even though these form 50% of me in essence.

You might wonder why I write this, but I feel like it is important to describe this bias when I first heard that the CABR would be publicly accessible, without its current restrictions. Firstly, I thought it was a statement rather than a decision made on logistic reasoning and preservation considerations. Secondly, I thought it was good to lower the barrier to lessons we can learn from our past.

Having interviewed multiple people at the Nationaal Archief, offspring of suspects, I realize that they belong to the victims of the Second World War also. A completely new category of war victims was defined in my head. These people were sometimes blamed for their ancestor's actions, put into internment camps (interneringskampen), were publicly put to shame, lost their dreams, experienced familial and socio-cultural negative consequences, and inherited traumas. Often, this offspring created their own sense of shame.

Suspects often kept their position in WW2 a secret, shoving it under the table. Even though many family members made presumptions, they did not dare to talk about this with their ancestors, or ask questions. Eighty percent of the suspects have not been convicted. At the start, I perceived this as a failure of the system, unaware of the effects that this had on their (grand)children. With the ancestors unable to create a public clean sheet, it might have resulted in the passing of feelings of guilt, shame, and accountability. Feelings that offspring rationally should not have as they are a different person, but have been passed on in silence anyway, inheriting emotions.

By visiting this archive, the visitors are breaking the silence and finally finding answers. They are pioneers, brave, and an example, even though this is not how they view themselves. I sincerely hope that each visitor can come to terms with their ancestor's actions, and is able to put this part of their familial history rest. One pattern that should be broken is remaining silent. Many of the visitors arrive at the Nationaal Archief alone. Through the enrichment of the current visitor journey, I have been driven to give these visitors handholds to save their insights accordingly to their needs, to give them handholds to speak about this with whomever they feel comfortable sharing it. To not create another crisis in confidence for future generations by remaining silent and to be able to learn from our past.

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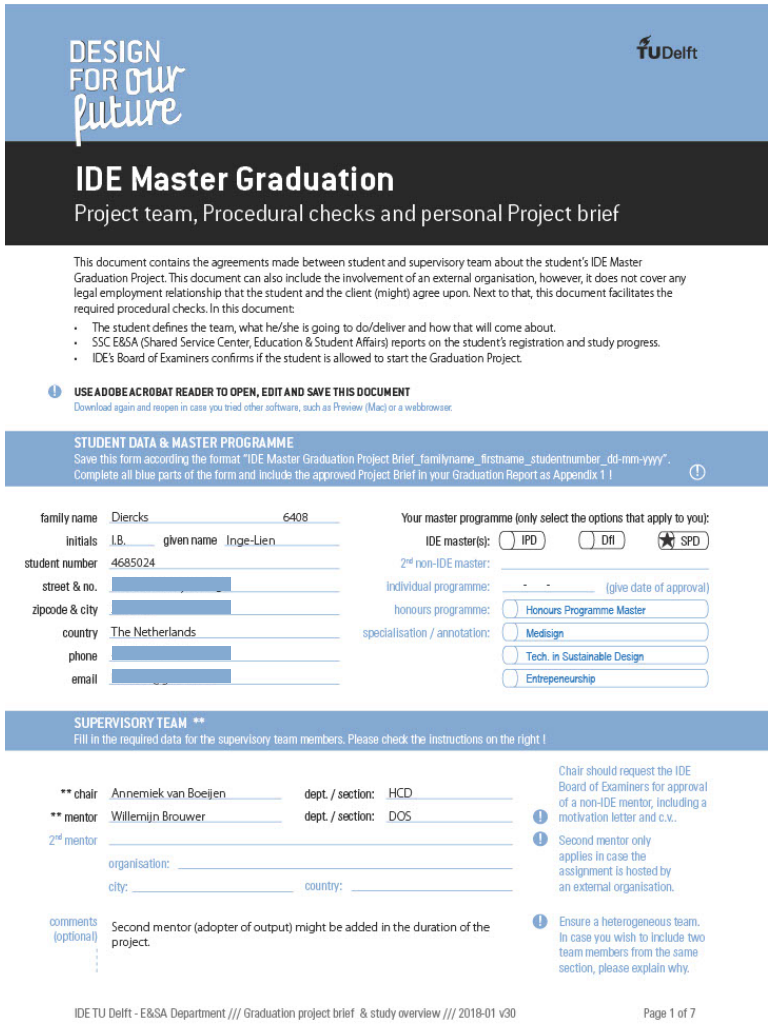
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appendix

Appendix 1 - Project Brief

The project brief approved by the exam committee.



DESIGN FOR our future

TU Delft

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: Diercks 6408
initials: I.B. given name: Inge-Lien
student number: 4685024
street & no.: [redacted]
zipcode & city: [redacted]
country: The Netherlands
phone: [redacted]
email: [redacted]

Your master programme (only select the options that apply to you):
IDE master(s): ( ) IPD ( ) Dfl (★) SPD
2nd non-IDE master:
individual programme: - - (give date of approval)
honours programme: ( ) Honours Programme Master
specialisation / annotation: ( ) Medisign ( ) Tech. in Sustainable Design ( ) Entrepeneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

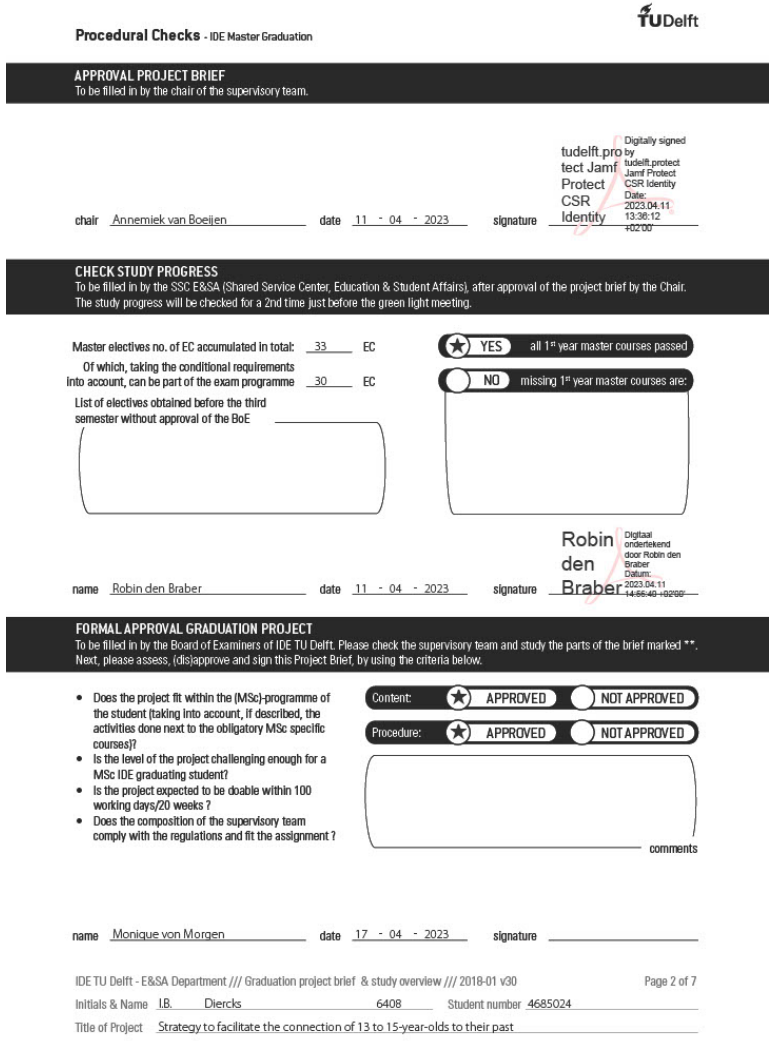
** chair: Annemiek van Boeijen dept. / section: HCD
** mentor: Willemijn Brouwer dept. / section: DOS
2nd mentor:
organisation:
city: country:

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.

comments (optional): Second mentor (adopter of output) might be added in the duration of the project.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.



TU Delft

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair: Annemiek van Boeijen date: 11 - 04 - 2023 signature: tudelft.protect Jamf Protect CSR Identity Digitally signed by tudelft.protect Jamf Protect CSR Identity Date: 2023.04.11 13:36:12 +02'00'

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: 33 EC
Of which, taking the conditional requirements into account, can be part of the exam programme: 30 EC
List of electives obtained before the third semester without approval of the BoE:

(★) YES all 1st year master courses passed
( ) NO missing 1st year master courses are:

name: Robin den Braber date: 11 - 04 - 2023 signature: Robin den Braber Digitaal ondertekend door Robin den Braber Datum: 2023.04.11 14:56:40 +02'00'

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
comments

name: Monique von Morgen date: 17 - 04 - 2023 signature:

Initials & Name: I.B. Diercks 6408 Student number: 4685024
Title of Project: Strategy to facilitate the connection of 13 to 15-year-olds to their past

Appendix 1 - Project Brief

The project brief approved by the exam committee.

TU Delft

Personal Project Brief - IDE Master Graduation

Strategy to facilitate the connection of 13 to 15-year-olds to their past — 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 27 - 03 - 2023 — 24 - 08 - 2023 end date

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, ...).

Whether based on personal experience or academic historical reflections, it can be stated that the past is shaping the present and will continue to exert influence in the future. With the passing of time, historical events are revisited, reanalysed, and reflected upon in different manners. In line with the reasoning 'those who know the past, don't have to repeat it', the recollection of historical events forms a significant focus point in the education of Dutch youth.

The study of history

A method used since 1857 is teaching Dutch youngsters history with the support of historical textbooks (Boekholt & De Booy, 1987). These often limit themselves to 'traditional narratives', and thereby, contradictory to its initial purpose, contribute to the process of forgetting within our society (Loewen, 2004). The 'design' of the curriculum of history is regularly revisited. In 2015, a renewed vision on the education in 2032 was presented, in which there is no longer a distinguished place for history but instead becomes part of the 'People and Society' curriculum (Platform Onderwijs2032, 2015).

The present-day perspective on World War II (WWII)

Supporting this finding, a recently published report stated that the significant amount of 6% of Dutch Millennials and Generation Z reported that they believe the Holocaust during WWII did not happen and 17% reported they believe the related numbers are exaggerated (Conference Claims, 2023). This indicates a serious threat to the future ability and willingness to recollect, reflect and learn from our country's history. Based on existing research, difference in age plays a significant role in determining in which aspects of the WWII the Dutch population is interested in. Although Dutch adults are mostly interested in the resistance movement and the impact on normal life, the youth is not nearly as interested in the latter (de Regt, 2019). As the post-war generation is shrinking, the activity of sharing experiences, reflections and lessons learnt of WWII could turn into a valuable lost resource.

The relevance of historical events

The underlying presumption for this project is that learning how different historic timeframes impacted familial generations could help young people to create awareness of events that should never repeat itself. For WWII, that could be that the genocide, the systematic, state-sponsored persecution of nearly 6 million European Jewish people, should not happen again. As our planet's history expands every day, future-proof interventions need to be defined to ensure our personal history will be viewed as something of significance in the near-future. Our personal history continues to shape individuals, even if present generations have not physically experienced the events that took place many years ago. This graduation project will focus itself on how youngsters can be stimulated to explore their personal history. As young people are discovering and developing themselves, this exploration could provide useful insights.

The role of stakeholders and shareholders

To incentivise the creation of a reconstruction of and reflection on one's individual past, there are many shareholders that could play an active role: close relatives, extended family members, peers, classmates, teachers, sport clubs, etc. On top of this, there are many different stakeholders within this cultural, historical and educational context that could be of value, i.e. historical institutes, archives and schools. As there are many different potential stakeholders and shareholders in this project brief, I aim to include these by using them as sources of expertise and input. In this stage of the project, it is not decided who will be the client most applicable for the adoption of the designed strategy and corresponding intervention. In the journey of defining this brief, I have come into contact with multiple institutes that have shared their interest and motivation to contribute to the project, i.e. NIOD Institute for War, Holocaust and Genocide Studies, the Ministry of Health, Welfare and Sport and Herinneringscentrum Westerbork.Their expertise and experience will give valuable input to the project and result in one stakeholder that could become the adopter of the purposed strategy, attuned to their capabilities.

space available for images / figures on next page

TU Delft

Personal Project Brief - IDE Master Graduation

Introduction (continued): space for images

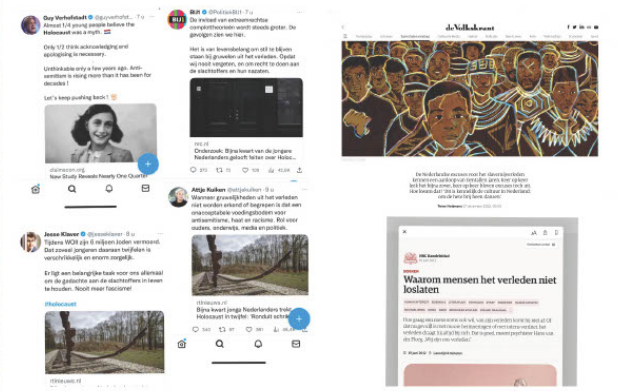


Image / figure 1: Tweets that underline the societal relevance of this project



Image / figure 2: The 'Button-Project' by Herinneringscentrum Westerbork in collaboration with Jeroen Krabbe

Appendix 1 - Project Brief

The project brief approved by the exam committee.

Personal Project Brief - IDE Master Graduation

TU Delft

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.

For reference. WWII is viewed as the biggest event in the last century of Dutch history (Historiek, n.d.). Regardless, other chapters of our country's history, i.e. slavery, the golden age and so-called 'Naval Heroes', have been revisited and only now apologised for by the highest public authorities. This clearly demonstrates the everlasting impact our history makes.

The search around how to facilitate the connection between Dutch youth and their personal history is a multi-layered challenge. Based on the socio-ecological model by Bronfenbrenner (1977), four layers should be taken into account to gain a understanding of the context these individuals situate in.
Firstly, the public level is reviewed, covering policies, laws and societal and cultural norms.
Secondly, there is the collective layer regarding the neighbourhood, social and/or religious organisations.
Thirdly, I will address the social layer. As time passes, taboos will move more into the background. Based on research, most conversations regarding WWII are held with the corresponding family of the Dutch youth. Unlike adults, only 50% of the young respondents answered that these conversations spark their interest in the topic. The current findings are mainly based upon quantitative data, leaving institutes with little understanding regarding the meaning of this data.
Lastly, a rich understanding of the individual characteristics of young people
needs to be defined in order to create a strategy that will incentivise the exploration of one's past. In order to incentivise youth to become involved in this, the underlying motivations, limitations and threats need to be defined.

Based on these insights, a new strategy and a fitting intervention can be developed. As the external client is defined accordingly to the framed problem, the strategy and interventions will be attuned to their capabilities and resources.

At the start, the target group has been further defined based on demographics and the current history curriculum.

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.

Create a strategy that will incentivise Dutch adolescents to reconstruct and reflect on their family history.
Create an intervention that will facilitate the reconstruction of one individual's family history and tailor this to the specified adopter.

In this project, I strive to create a future-oriented strategy that will incentivise Dutch youngsters between the age of 13 and 15 to (re)connect with their past. Based on an understanding of the context, the relevant stakeholders and shareholders, I aim to discover the context of history. The influence of time, resulting in new developments and trends, will need to be taken into account. Furthermore, an understanding of how stories get passed to future generations from an historical perspective will need to be gained. Also, I want to review the line of thought of already designed products and services to see if there is overlap and what the effects were. Lastly, the influence of the multicultural society needs to be outlined.

Once this new challenge is reframed, I will facilitate creative sessions with specified stakeholders and the target group, through which I can gain input during the development of my ideas. Through co-creation, evaluation, and iteration, I will define key recommendations and integrate these in an intervention that can be implemented by the client. As the outcome will be implemented in a public context, there might be a limitation of budget and money that can be allocated to this possible outcome. Thus, it is important to define a strategy that is tailored to the best-fitting institution.

Initials & Name I.B. Diercks 6408 Student number 4685024

Title of Project Strategy to facilitate the connection of 13 to 15-year-olds to their past

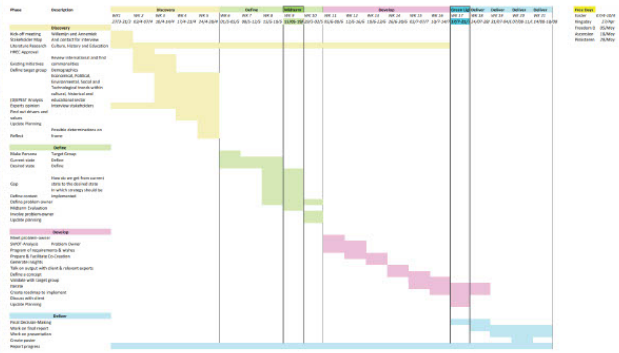
Personal Project Brief - IDE Master Graduation

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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.

start date 27 - 3 - 2023 24 - 8 - 2023 end date



I have split the thesis project into 4 phases, according to the double diamond methodology. For the specific methods I have based my planning on previous projects and literature (van Boeijen & Zijlstra, 2020). This project explores the overlap between strategic design and design for interaction. As personal history, i.e. the ancestor's role in WWII, can be viewed as a sensitive topic, the cultural sensitivity is taken into account in the duration of this project and will be an important factor in the approach. Through combining existing quantitative research with qualitative methodology, the project can add upon the current understanding of the Dutch youth and their norms, values and behavioural patterns and will contain recommendations that can be considered in future offerings. In the first phase, I aim to gain a profound understanding in how the past shapes the current state. What are rituals, symbols and contact points that the Dutch youth have with their individual past or our country's history? I intend to do this by doing a historical literature analysis, creating an overview of current and previous stakeholders and incentives and interviewing experts from relevant organisations. I would also be interested to observe how the youth currently experience history education and cultural institutions and events. I intend to do this by interviewing the target group and by talking to teachers. Lastly, I aim to discover the process of passing on experiences to future generations from an historical perspective. In the second phase, I will reverge and converge my findings from the discovery phase and define a specific challenge, the context in which this challenge currently takes place and which stakeholder can be the initiator. In the third phase, a concept will be co-created with the target group and the initiator. Storytelling could provide a good means in the final concept and is something that will be explored in this phase. By collecting multiple examples, I aim to give the initiator a practical insight in the added value of the final intervention. The final phase, the delivery, is of importance to translate relevant information, argumentation and the outcomes so that the future adopter gains ownership of the output. The inclusion of external institutions and the target group forms a challenge that I strive to tackle in the 1st and 2nd phase of the planning and is therefore implemented in the planning prior to the activities.

Initials & Name I.B. Diercks 6408 Student number 4685024

Title of Project Strategy to facilitate the connection of 13 to 15-year-olds to their past

Appendix 1 - Project Brief

The project brief approved by the exam committee.

Personal Project Brief - IDE Master Graduation

TU Delft

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.

For my graduation project, I want to work on a challenge that has clear societal relevance and that makes a positive impact on individuals.

Although my masters has taught me the added value of defining the complete context by zooming and defining all stakeholders, I believe it is of further added value to look into the past and see how this has shaped the current statues quo. But how does this apply to individuals? You, me, and the person sitting next to you? During my studies I have done this for organizations that offer commercialized products, however, I have never done this for human beings themselves, in cases where historical events have shaped minorities and societies and have made a lasting impact on current generations. I am curious to learn more on how experiences and learnt lessons have been passed, either consciously or unconsciously, to the next generation. On a personal level, I am keen to discover what effects this has on these generations that are now the generations of the future.

During my studies and internships, i have obtained skills that will contribute to this assignment:
- time and project management;
- stakeholder management;
- working in a multicultural, interdisciplinary setting;
- working together with professionals;
- creating synergy through the combination of quantitative and qualitative research;
- translating the process in an insightful way for non-designers;
- structuring and facilitating creative sessions.

I would like to develop competences and/or gain practical insight in the following fields:
- co-creating with public entities and youth;
- exploring the presence and impact of culture sensitivity;
- combining historical (cultural) literature research with current developments and future works;
- the different roles, responsibilities and missions of (public) organizations.

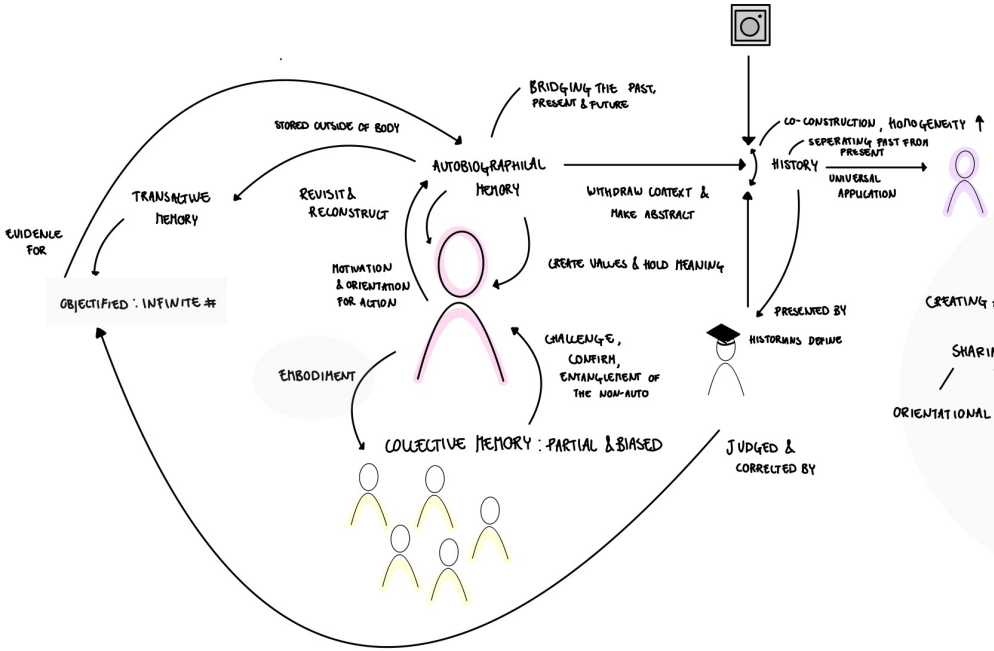
FINAL COMMENTS

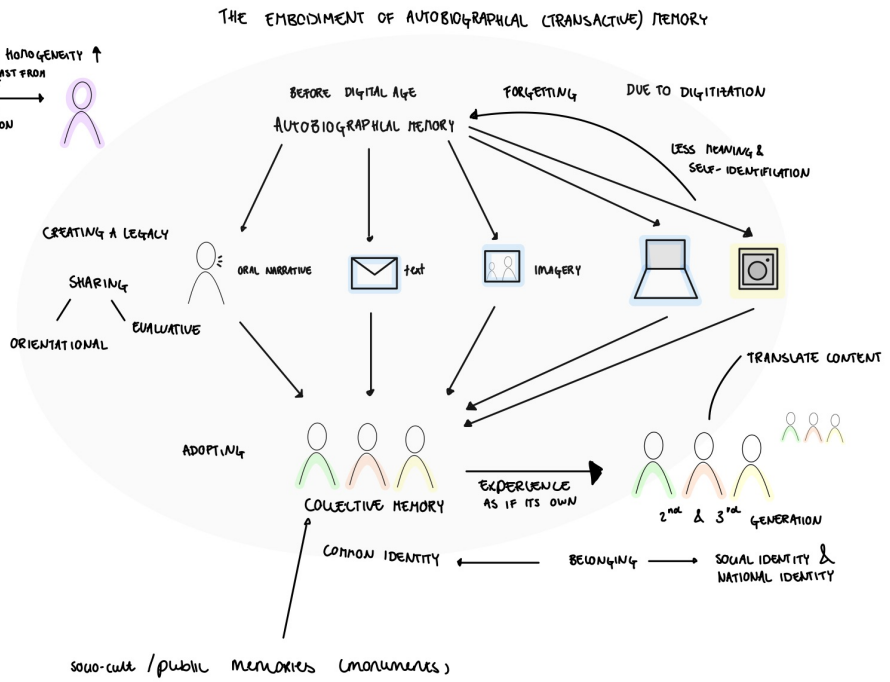
In case your project brief needs final comments, please add any information you think is relevant.

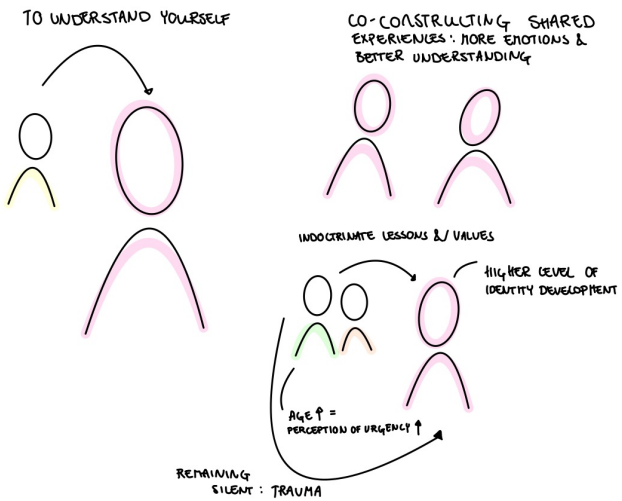
Initials & Name I.B. Diercks 6408 Student number 4685024

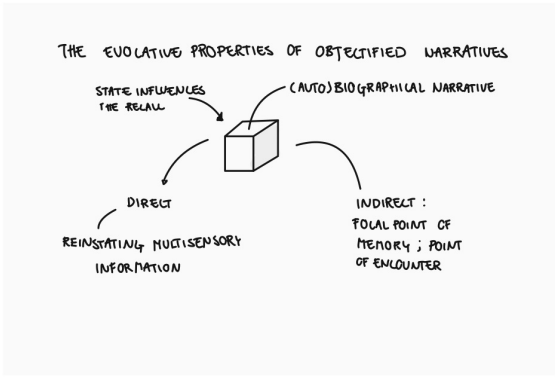
Title of Project Strategy to facilitate the connection of 13 to 15-year-olds to their past

Appendix 2 - Visual Desk Research









Appendix 3 - Citations Field Research

In this age group, adolescents often actively move away from their parents and household (Policy Maker History Education)

When the context surrounding a story in unclear, the reflective activity can become less meaningful or potentially dangerous (historian)

Narratives can make sense, but can also make one feel locked in their identity h(istorian)

There are specific activities, such as singing in a choir, that allow intergenerational collaboration (museum employee)

When one is approaching the micro-layer, a challenge is to speak in their language (museum employeee & historian).

There has been a drastic change in the storage of transactive memory (historian)

New experiences can give a new meaning to other historical experiences that one has experienced previously (history teacher) (museum employee)

It seems like, once there is a new generation in the family, the taboo decreases and it becomes easier to talk (historian)

The male line is reconstructed more often as this forms their family name (historian).

”It would be interesting to ask your ancestors how their puberty looked like, and what they did in their youth .” (historian)

Once children are aware of the present impact of history, it increases their interest (history teacher)

Narratives are essential, but can also be changed by yourself or through the influence of others. (historian)

Without realizing, the context in which our parents come from has also changed significantly (historian)

Adolescents are not aware of how different the past used to be. Through conversing with family members, they realize that the context that they grow up has already changed so significantly.” (history educator)

Through exploring their family history, children become aware of the source of diversity (history teacher)

Appendix 3 - Citations Field Research

Through objects and heirlooms, one can preserve their familial part of the past as well as converse in the present (historian)

The tangibility of an artifact influences the perception on the liveliness of archives (archival expert)

Monuments strive to make abstract numbers a representation of the historical figure and impact (artist)

Adolescents do not realize the memories objects can entail (historian)

Currently, there is a larger focus on what one leaves, as less people believe in the afterlife. As a consequence, the tangible footprint is more significant than before (historian)

With color in black and white pictures, you can decrease the perceived distance between that moment and the presence (museum employee)

In a diverse society, meeting spots are of big importance to bring people together (museum employee)

Current adolescents don't construct tangible transactive memory - all that is there, is digital (historian & archival expert)

Old objects also represent the changing needs and the continuously changing functional and/or emotional value of artifacts (historian)

If children come from a background that is homogeneous, you should also make them aware of that (historian)

Tangible sources have a historical sensation (archival expert)

Through using artefacts in their original way, you can pass on cultural heritage (museum employee)

People hold on to traditions and objects with cultural value, especially when they find themselves in a different culture (historian)

Appendix 3 - Citations Field Research

Through listening to other's stories, students realize that diversity exists (history teacher)

School needs to subjectify, socialize (emancipate) and qualify its pupils to ensure they are ready to enter the society and exert citizenship (policy maker history education)

Museums form a common place to discuss memories that are triggered by certain objects. These memories can be triggered through imaginations, emotions and senses (museum employee)

Democracy is characterized by the equal treatment of different people and giving them space (historian)

Our Democracy and Democratic Justice is reliant on the diversity of one society (historian)

The effects of their knowledge and stored information can result in affirmation and relive, but can also open up a vulnerable part of the past (historian)

The municipality positions itself as a communication centre, a personal talking point, although youngster view the municipality as something completely different. (employee municipality)

Not all museums, consciously, alter their services to adolescents. (museum employee)

The fact visitors can touch items, gives them a historical sensation (archival expert)

Only messages related to logistics put the people in our city into action (employee municipality)

Pupils are eager to learn that the influence of history on present-day life (history teacher)

Historical exhibitons need to be respectful (museum employee)

Communication needs to be inclusive (museum employee)

Appendix 4 - Branches Nationaal Archief

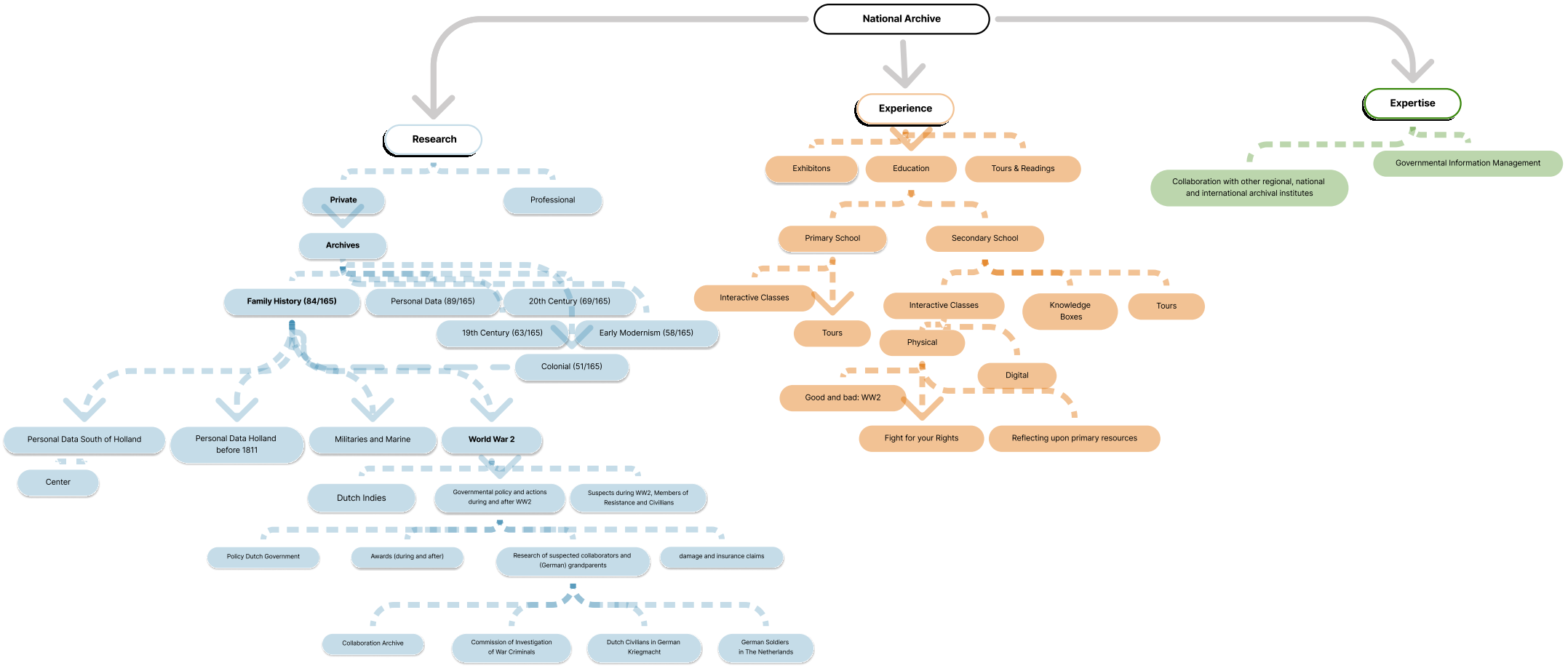
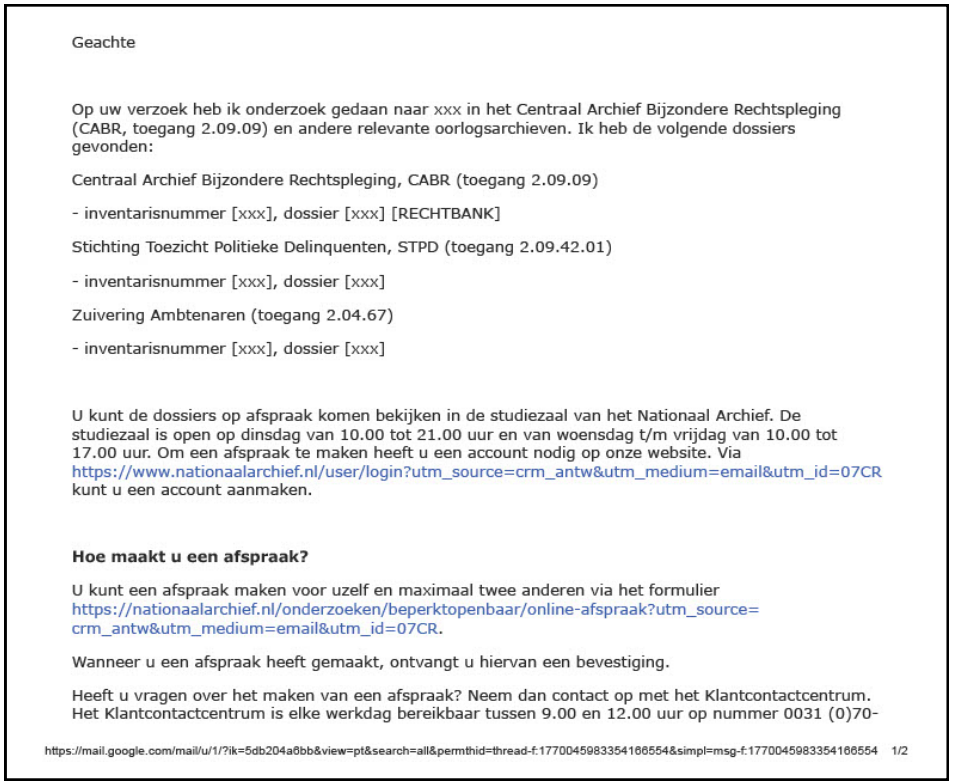


Figure 8: The National Archive's services

Appendix 5 - Current Communication

The e-mail with the results of the research done by service employees.



Geachte

Op uw verzoek heb ik onderzoek gedaan naar xxx in het Centraal Archief Bijzondere Rechtspleging (CABR, toegang 2.09.09) en andere relevante oorlogsarchieven. Ik heb de volgende dossiers gevonden:

Centraal Archief Bijzondere Rechtspleging, CABR (toegang 2.09.09)

- inventarisnummer [xxx], dossier [xxx] [RECHTBANK]

Stichting Toezicht Politieke Delinquenten, STPD (toegang 2.09.42.01)

- inventarisnummer [xxx], dossier [xxx]

Zuivering Ambtenaren (toegang 2.04.67)

- inventarisnummer [xxx], dossier [xxx]

U kunt de dossiers op afspraak komen bekijken in de studiezaal van het Nationaal Archief. De studiezaal is open op dinsdag van 10.00 tot 21.00 uur en van woensdag t/m vrijdag van 10.00 tot 17.00 uur. Om een afspraak te maken heeft u een account nodig op onze website. Via https://www.nationaalarchief.nl/user/login?utm_source=crm_antw&utm_medium=email&utm_id=07CR kunt u een account aanmaken.

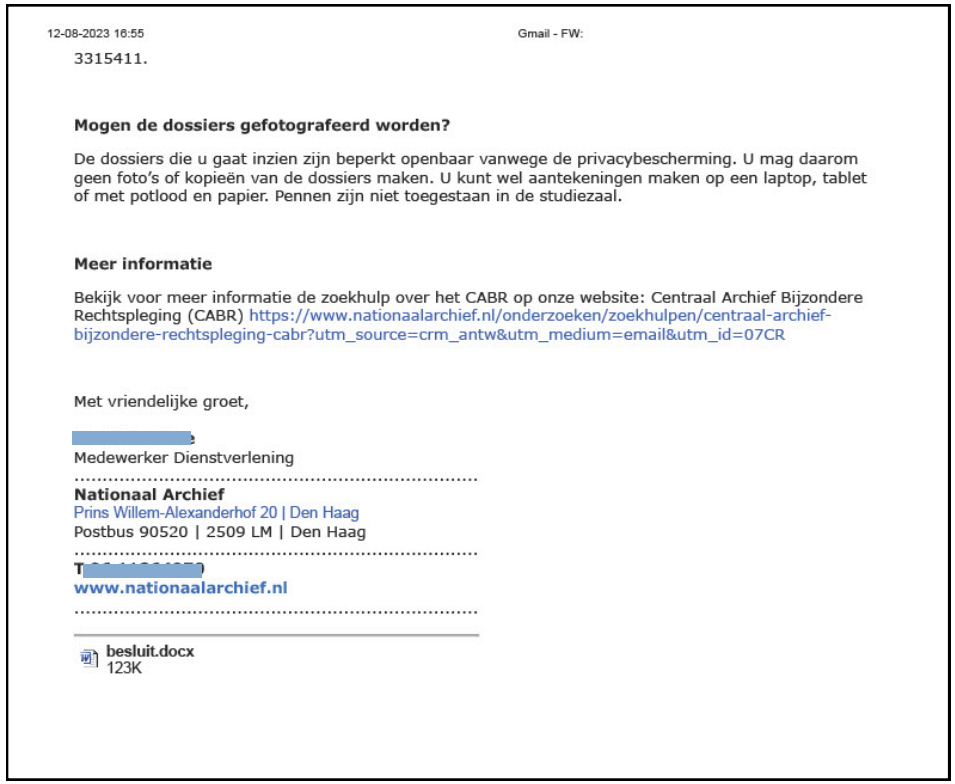
Hoe maakt u een afspraak?

U kunt een afspraak maken voor uzelf en maximaal twee anderen via het formulier https://nationaalarchief.nl/onderzoeken/beperktopenbaar/online-afspraak?utm_source=crm_antw&utm_medium=email&utm_id=07CR.

Wanneer u een afspraak heeft gemaakt, ontvangt u hiervan een bevestiging.

Heeft u vragen over het maken van een afspraak? Neem dan contact op met het Klantcontactcentrum. Het Klantcontactcentrum is elke werkdag bereikbaar tussen 9.00 en 12.00 uur op nummer 0031 (0)70-

https://mail.google.com/mail/u/1/?ik=5db204a6bb&view=pt&search=all&permthid=thread-f:1770045983354166554&simpl=msg-f:1770045983354166554 1/2



12-08-2023 16:55 Gmail - FW:

3315411.

Mogen de dossiers gefotografeerd worden?

De dossiers die u gaat inzien zijn beperkt openbaar vanwege de privacybescherming. U mag daarom geen foto's of kopieën van de dossiers maken. U kunt wel aantekeningen maken op een laptop, tablet of met potlood en papier. Pennen zijn niet toegestaan in de studiezaal.

Meer informatie

Bekijk voor meer informatie de zoekhulp over het CABR op onze website: Centraal Archief Bijzondere Rechtspleging (CABR) https://www.nationaalarchief.nl/onderzoeken/zoekhulpen/centraal-archief-bijzondere-rechtspleging-cabr?utm_source=crm_antw&utm_medium=email&utm_id=07CR

Met vriendelijke groet,

[redacted]
Medewerker Dienstverlening

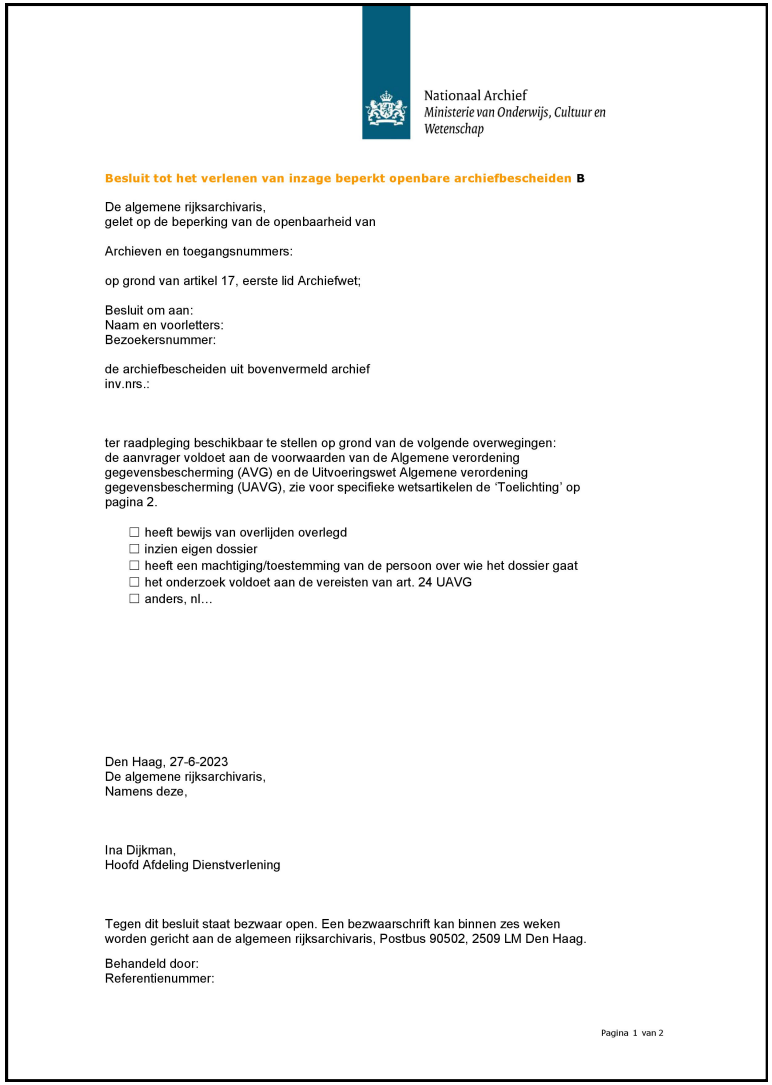
Nationaal Archief
Prins Willem-Alexanderhof 20 | Den Haag
Postbus 90520 | 2509 LM | Den Haag

T [redacted]
www.nationaalarchief.nl

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Appendix 5 - Current Communication

The e-mail with the decision.



Nationaal Archief
Ministerie van Onderwijs, Cultuur en Wetenschap

Besluit tot het verlenen van inzage beperkt openbare archiefbescheiden B

De algemene rijksarchivaris,
gelet op de beperking van de openbaarheid van

Archieven en toegangsnummers:

op grond van artikel 17, eerste lid Archiefwet;

Besluit om aan:
Naam en voorletters:
Bezoekersnummer:

de archiefbescheiden uit bovenvermeld archief
inv.nrs.:

ter raadpleging beschikbaar te stellen op grond van de volgende overwegingen:
de aanvrager voldoet aan de voorwaarden van de Algemene verordening gegevensbescherming (AVG) en de Uitvoeringswet Algemene verordening gegevensbescherming (UAVG), zie voor specifieke wetsartikelen de 'Toelichting' op pagina 2.

- ☐ heeft bewijs van overlijden overlegd
- ☐ inzien eigen dossier
- ☐ heeft een machtiging/toestemming van de persoon over wie het dossier gaat
- ☐ het onderzoek voldoet aan de vereisten van art. 24 UAVG
- ☐ anders, nl…

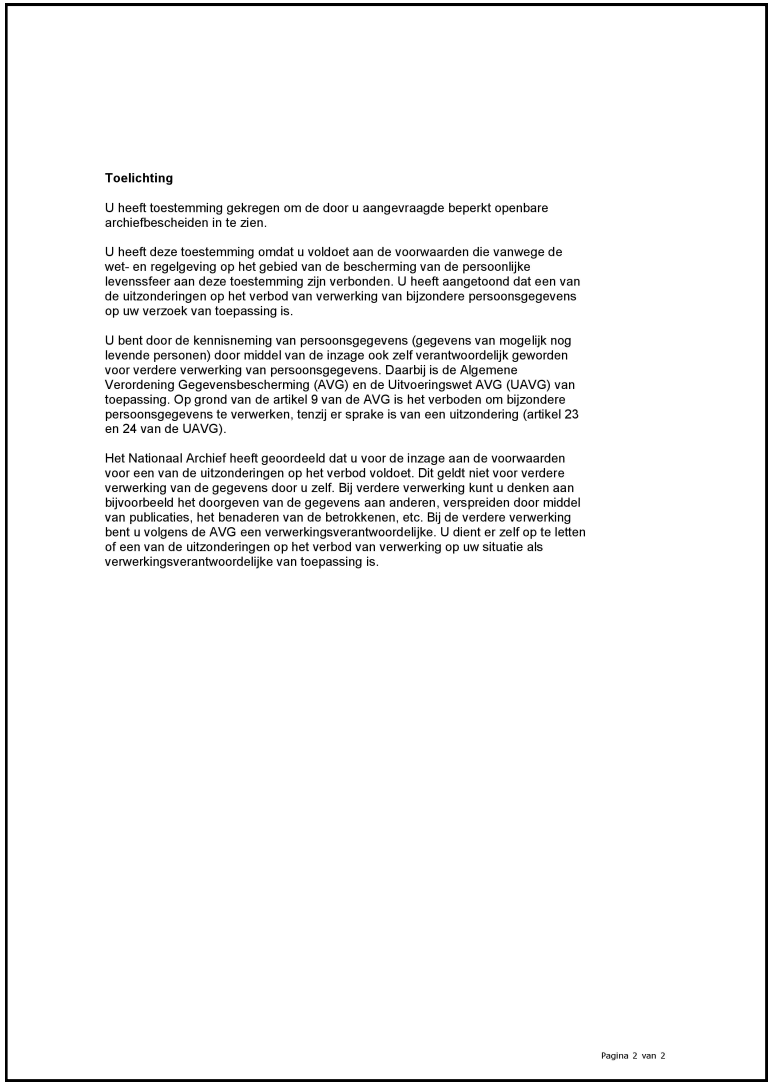
Den Haag, 27-6-2023
De algemene rijksarchivaris,
Namens deze,

Ina Dijkman,
Hoofd Afdeling Dienstverlening

Tegen dit besluit staat bezwaar open. Een bezwaarschrift kan binnen zes weken worden gericht aan de algemeen rijksarchivaris, Postbus 90502, 2509 LM Den Haag.

Behandeld door:
Referentienummer:

Pagina 1 van 2



Toelichting

U heeft toestemming gekregen om de door u aangevraagde beperkt openbare archiefbescheiden in te zien.

U heeft deze toestemming omdat u voldoet aan de voorwaarden die vanwege de wet- en regelgeving op het gebied van de bescherming van de persoonlijke levenssfeer aan deze toestemming zijn verbonden. U heeft aangetoond dat een van de uitzonderingen op het verbod van verwerking van bijzondere persoonsgegevens op uw verzoek van toepassing is.

U bent door de kennisneming van persoonsgegevens (gegevens van mogelijk nog levende personen) door middel van de inzage ook zelf verantwoordelijk geworden voor verdere verwerking van persoonsgegevens. Daarbij is de Algemene Verordening Gegevensbescherming (AVG) en de Uitvoeringswet AVG (UAVG) van toepassing. Op grond van de artikel 9 van de AVG is het verboden om bijzondere persoonsgegevens te verwerken, tenzij er sprake is van een uitzondering (artikel 23 en 24 van de UAVG).

Het Nationaal Archief heeft geoordeeld dat u voor de inzage aan de voorwaarden voor een van de uitzonderingen op het verbod voldoet. Dit geldt niet voor verdere verwerking van de gegevens door u zelf. Bij verdere verwerking kunt u denken aan bijvoorbeeld het doorgeven van de gegevens aan anderen, verspreiden door middel van publicaties, het benaderen van de betrokkenen, etc. Bij de verdere verwerking bent u volgens de AVG een verwerkingsverantwoordelijke. U dient er zelf op te letten of een van de uitzonderingen op het verbod van verwerking op uw situatie als verwerkingsverantwoordelijke van toepassing is.

Pagina 2 van 2

Appendix 6 - Large size interventions

Intervention 3

nationaal archief

Hoe kan ik... *een CABR dossier lezen?*

Tip 1: Lees het dossier globaal door
Bij een dossier van het CABR kunt u de hoeveelheid informatie verwachten die u had voorzien, maar het kan ook meer of minder zijn dan u had gedacht.

Omdat bepaalde documenten naar verschillende instanties werden gestuurd, kan het dossier herhalende informatie bevatten. Maak een overzicht van deze instanties.

Tip 2: Noteer de bron
Zo kunt u thuis inzien vanuit welk perspectief uw inzicht destijds geschreven is.

Tip 3: Begin bij het besluit
De besluiten zijn van groot belang in het dossier, zowel vanuit juridisch als persoonlijk perspectief. De juridische interpretaties kunnen verschillen van de persoonlijke ervaringen. Probeer deze besluiten zo letterlijk mogelijk over te nemen. Dit geldt ook voor de processtukken.

Zie ommezijde voor uitleg over het verscheidenheid in archiefstukken

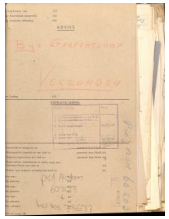
Tip 4: Expertise van het Nationaal Archief
Het Nationaal Archief biedt zowel fysieke als digitale ondersteuning aan bezoekers. Bij de informatiebalie buiten de studiezaal staat een onderzoeksmedewerker klaar om uw inhoudelijke vragen te beantwoorden.

Daarnaast biedt de website van het Nationaal Archief een zoekhulp voor het CABR, met veel achtergrondinformatie over dit archief.

Tip 5: Neem je tijd
Het lezen van een dossier kan emotioneel zwaar zijn. U kunt ervoor kiezen om hetzelfde dossier op een later tijdstip nog een keer in te zien. Aangevraagde dossiers kunnen tot één week in de studiezaal worden ingezien.

nationaal archief

De inhoud van een CABR dossier



Omslag van een dossier met betekenisvolle notities (NIOD, n.d.)

De Omslag
De omslag van het dossier kan waardevolle informatie bevatten, zoals de betrokken instanties en de periode waarin dit onderzoek werd verricht.

Archiefstukken

Processtukken	*Materiaal van vóór de procedure*	*Ontlastende verklaringen*
Processtukken geven inzicht in de **voorbereiding** van de procedure en de procedure zelf. Bovendien bevatten ze informatie over wat er **tussen het begin- en eindpunt van het onderzoek** is voorgevallen	Hieronder valt informatie over de tijd van de bezetting, die zegt iets over de verdachte. Dit materiaal kan gediend hebben als **bewijs- of overtuigingsstukken**	Dit omvat pogingen van familie, vrienden en kennissen om de verdachte **vrij te krijgen**

Afkortingen
Bij de balie in de studiezaal zijn lijsten beschikbaar met veelvoorkomende afkortingen en hun betekenis.

Archiefstukken met emotionele waarde
In het dossier kunt u stukken tegenkomen die voor u van emotionele waarde zijn: persoonlijke brieven en/of foto's. Vanwege de beperkte openbaarheid is het niet toegestaan om deze tijdens uw inzage te fotograferen of in te scannen. Bij de informatiebalie buiten de studiezaal kunt u een formulier aanvragen om, na beoordeling, via de mail scans/foto's te ontvangen. Dit formulier heet een **hardheidsclausule**.



Het CABR toen het nog beheert werd door het Ministerie van Justitie (NIOD, n.d.)

Verder onderzoeken?
Om uw verhaal van een persoon zo compleet als mogelijk te maken, kunt u onderzoek doen in archieven die verband houden met hem/haar. Een overzicht van de archieven over de Tweede Wereldoorlog kunt u vinden via Netwerk Oorlogsbronnen.

Verder lezen?
Het Nationaal Archief heeft een bibliotheek waar u literatuur kunt bekijken over onder andere de Bijzondere Rechtspleging.

Appendix 6 - Large size interventions

De Bijzondere Rechtspleging

Informatie over de Bijzondere Rechtspleging, het proces, de besluiten én de mogelijkheid om het besluit in uw dossier te plaatsen in dit geheel.

1940 — **1945**

Goed en Fout
Tijdens de Tweede Wereldoorlog namen de inwoners van Nederland verschillende rollen aan. Onder de heerschappij van Duitsland ontstond er in de samenleving een **'wij/zij', 'goed/fout' gevoel**.

Om de mensen die zich onvaderlandslievend hadden gedragen te berechten, werd er tijdens de oorlog een speciaal rechtssysteem opgezet dat was aangepast aan deze unieke omstandigheden: de **Bijzondere Rechtspleging**.



Onvaderlandslievend Gedrag
Al tijdens de bezetting voelde de samenleving de behoefte om de mensen die zich **onvaderlandslievend** en **ontrouw** hadden gedragen, te straffen. Het militair gezag arresteerde mensen die verdacht werden van politieke, economische en/of militaire samenwerking met de vijand.

Aantal
Na de bevrijding werden meer dan **300.000 Nederlanders** onderzocht. Bijna alle verdachten werden direct na de oorlog gearresteerd en vastgehouden in kampen, waarna onderzocht werd of de verdenking terecht was.

Het Centraal Archief Bijzondere Rechtspleging (CABR) bevat dossiers van alle gevallen die zich bevonden tussen de uitersten van 'goed' en 'fout'. Hieronder vallen zowel veroordeelde misdadigers als verdachten van wie bleek dat de beschuldiging ongegrond was; zij werden vrijgesproken.

1944 — **1952**

Kenmerkende Aspecten van de Bijzondere Rechtspleging



Slechts **20%** van de verdachten is **berecht**

Er waren drie instanties die oordeelden:



Procureur Fiscaal — **19 Tribunalen** — **5 Bijzondere Gerechtshoven**



Verdachten konden niet in Hoger Beroep - de **Bijzondere Raad van Cassatie** overzag de eenheid in rechtstoepassing en had de mogelijkheid de opgelegde berechting te wijzigen.

z.o.z.

Het **Besluitvormingsproces** van de **Bijzondere Rechtspleging**

Welk besluit staat in uw dossier?

Vink aan wat van toepassing is

Buitenvervolgingstelling

Door welke instantie is dit besluit genomen?

Procureur-Fiscaal

Dit besluitvormings-proces vond niet publiekelijk plaats.

Tribunaal

Dit besluitvormings-proces vond **publiekelijk** plaats, wat de ervaring van de verdachte sterk beïnvloedde.

Was het onvoorwaardelijk of waren er voorwaarden aan verbonden?

Onvoorwaardelijk

Gedurende de Bijzondere Rechtspleging bleek dat de verdenking **ongegrond** was.

Voorwaardelijk

Velen verdachten zaten in bewaring. Wanneer de ernst van hun daden en mogelijke straf even zwaar werd geacht als deze tijd van bewaring, konden er voorwaardes worden opgelegd:

- Tijdelijke afname van burgerrechten (o.a. kiesrecht)
- Gedragen als goede Nederlander
- Geldboete

Berechting

Door welke instantie is de betreffende berecht?

Tribunaal

Bij welke berechtingen was het tribunaal betrokken?

Het Tribunaal was betrokken bij het publiekelijk berechten van 50.000 Nederlandse verdachten die zich gedurende de Duitse bezetting **ontrouw** en **onvaderlandslievend** hebben gedragen.

Wat voor een straf stond hiervoor?

Wanneer schuldig verklaard, werd de verdachte aanvankelijk berecht tot een gevangenisstraf.

Bijzondere Gerechtshoven

Bij welke berechtingen waren zij betrokken?

Zij waren betrokken bij het publiekelijk berechten van ruim 16.000 Nederlandse verdachten die gedurende de Duitse bezetting een rol zouden hebben gespeeld bij **misdrijven** tegen het vaderland.

Wat voor een straf stond hiervoor?

Wanneer schuldig, werd de verdachte berecht tot een vrijheidsstraf (gevangenis/ bewaring) of zelfs de doodstraf.

Bijzondere Raad van Cassatie

Wat was hun functie?

De Bijzondere Raad van Cassatie overzag de eenheid in rechtstoepassing. Zij hadden de mogelijkheid om de straf opgelegd door de **Bijzondere Gerechtshoven**, te wijzigen.

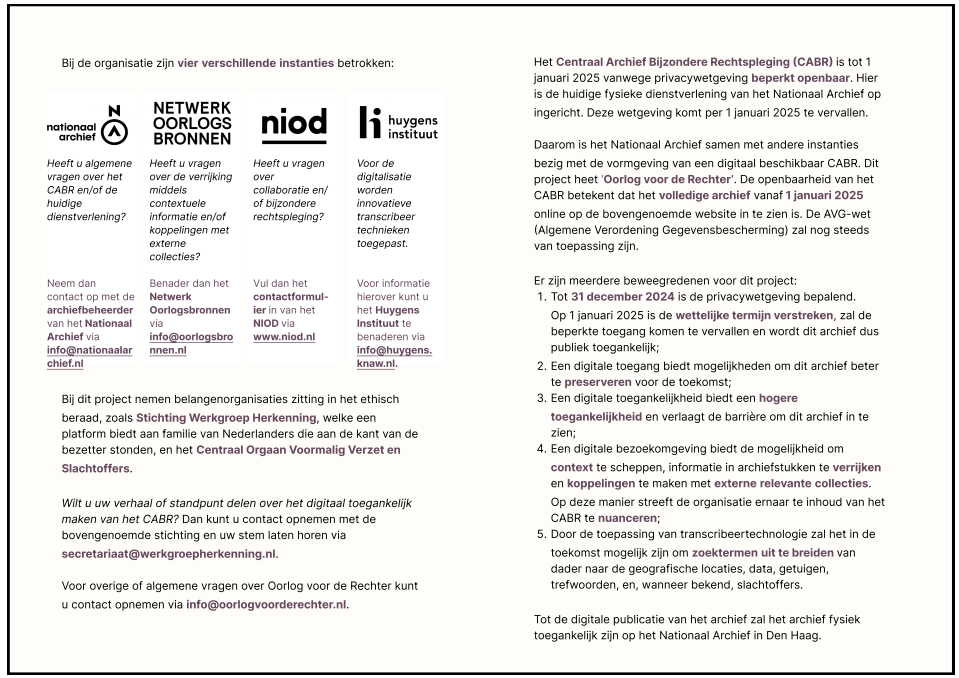
Kon de verdachte in hoger beroep gaan?

In dit rechtssysteem was het niet mogelijk om als verdachte in Hoger Beroep te gaan.

Appendix 7 - Large size interventions

Intervention 5





Appendix 6 - Large size interventions

Intervention 6

steun

Digitaal
Historicus, docente en schrijfster Marjonne Maan schrijft in haar interactieve blog over haar persoonlijke zoektocht naar het beladen oorlogsverleden van de familie Maan uit Monster.

www.marjonnemaan.nl

Digitaal & Fysiek
Stichting Werkgroep Herkenning (SWH) biedt een platform voor lotgenoten: nakomende generaties van 'foute' voorouders.

Middels hulpverlening helpt SWH tegen geestelijke en emotionele problemen. Dit doen zij op meerdere manieren:
1. Het bieden van een online platform;
2. de hulptelefoon, waar u kunt spreken met een lotgenoot;
3. gespreksgroepen, waar gelijkgestemde lotgenoten in vrijheid met elkaar hun ervaringen en vragen delen.

www.werkgroepherkenning.nl/

hulp

Aanspreekpunt Naoorlogse Generaties (ANG)
Het ANG biedt elke werkdag de mogelijkheid om te bellen of te mailen met een deskundige medewerker van het ANG.

Voor meer informatie over activiteiten voor naoorlogse generaties, informatie waar u gegevens kunt vinden over uw familiegeschiedenis in oorlogstijd, kunt bij het ANG terecht.

Het ANG is telefonisch bereikbaar op werkdagen van 9:00-12:00 via 088 - 330 51
Via de mail is het ANG bereikbaar via ang@arq.nl

ARQ Centrum '45
Dit expertise centrum is er voor mensen met complexe traumaklachten.

In samenspraak met de patient wordt een behandelplan opgesteld. Daarnaast voeren zij wetenschappelijk onderzoek uit.

Neem direct contact op via arqcentrum45@arq.nl

ARQ Nationaal Psychotrauma Centrum

ne bis in idem

nationaal archief

Ondersteuning bij het **interpreteren** en **verwerken** van uw inzichten na uw inzage in een CABR dossier

kennis.....delen



Verhalen & Literatuur
De afgelopen jaren is literatuur uitgebracht over de intergenerationele gevolgen van een voorouder die verdacht werd van collaboratie. Het Nationaal Archief beschikt over een digitaal verhalenarchief.

Het Verzwijgen (NPO - 2Doc)
Op de begrafenis van haar moeder hoort filmmaker Marieke van der Winden tot haar schrik dat haar grootouders fout waren in de Tweede Wereldoorlog. Als ze in de archieven op zoek gaat naar het oorlogsverleden van haar familie, stapelen de schokkende onthullingen zich op.


Marieke van der Winden (2Doc, 2023).

Zwijgen is niet de oplossing. Het delen heeft ook een positieve werking.

1. **verbaal**: kies een moment en nodig familieleden uit om te spreken over uw inzichten uit het CABR. Gebruik deze informatie als basis en **reconstrueer het verleden samen.**
2. **beeldend:** uit ervaring van lotgenoten blijkt dat het **tekenen van de familiegeschiedenis** helpt om het verhaal door te geven aan volgende generaties.

Bovendien kunt u het verhaal van een lotgenoot gebruiken om uw eigen verhaal te vertellen. Lees of bekijk dit verhaal samen.



Oorlog-stories (NPO Zapp)
Deze jeugdserie vertelt het verhaal van Antje, de dochter van een NSB'er. Het gaat over de invloed hiervan op haar familie en haar leven tijdens en na de oorlog.

Gedurende de aflevering wordt de kijker gevraagd naar zijn/haar mening en perspectief.

Gebeurtenissen binnen families kunnen doorleven in volgende generaties. Zo kan het collaboratie-verleden van een voorouder nog steeds gevoelig liggen.

Middels uw bezoek aan het CABR kunt u de keuzes en daden van uw voorouders interpreteren. De verwerking van uw inzichten net zo belangrijk, zodat u uw georven geschiedenis een plek kunt geven.

Het creëren en delen van kennis met volgende generaties, het vinden van steun en het krijgen van hulp is belangrijk zodat eenieder het verleden blijft ontdekken, begrijpen en doorvertellen.

'Ne Bis in Idem' is een latijnse spreuk die vertaald kan worden naar **'doe niet twee keer hetzelfde'** - het is van maatschappelijk belang dat de Tweede Wereldoorlog zich niet herhaalt.

Binnen het Strafrecht is het een beginsel: 'mensen mogen niet twee keer voor hetzelfde vervolgd worden'. U dus ook niet voor de keuzes en daden van uw voorouders.

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Appendix 7 - Large size interventions

Intervention 3

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Hoe kan ik... een CABR-dossier lezen?

Veelgestelde vragen van bezoekers beantwoord.

Wat kan ik aantreffen in het dossier?

In een dossier kunt u de hoeveelheid stukken aantreffen die u had verwacht, maar het kan ook meer of minder zijn. Bekijk het dossier eerst eens **globaal**.

Met welk archiefstuk kan ik het best beginnen?

Als eerste treft u in het dossier meestal **het oordeel** aan. Deze beslissing of deze uitspraak is de uitkomst van de opsporing, het onderzoek en de mogelijke berechting.

Zie ommezijde voor uitleg over de verscheidenheid in archiefstukken

Wat zijn belangrijke details?

Om ervoor te zorgen dat u thuis zeker weet welke betekenis een bevinding had in het proces, is het handig om **de bron** en **het jaartal** te noteren.

Ik zie verschillende instanties voorbijkomen. Wat was hun rol?

Het kan voorkomen dat het dossier herhalende informatie bevat, omdat stukken naar meerdere instanties werden gestuurd. Bij de uitgiftebalie is een uittreksel te vinden dat meer informatie bevat over veelvoorkomende instanties.

Ik heb een vraag over de inhoud van mijn dossier.

Bij de informatiebalie buiten de studiezaal staat een **onderzoek medewerker** klaar om uw inhoudelijke vragen te beantwoorden.

Daarnaast is er bij de uitgiftebalie een **uittreksel** te vinden met **contextuele informatie**.

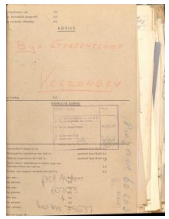
Ik wil op een later moment terugkomen, kan dat?

U kunt hetzelfde dossier op een later tijdstip nog een keer inzien. Voordat het dossier terug wordt geplaatst in het depot, kunt u tot één week de dossiers inzien. Deze verlenging kan alleen ter plekke **in de studiezaal** worden verwerkt. Het besluit blijft één jaar geldig.

Een vervolgafspraak kan **telefonisch** of via het **digitale afspraakformulier** worden gemaakt.

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Wat kan ik vinden in een CABR-dossier?



Omslag van een dossier met betekenisvolle notities (NIOD, n.d.)

De Omslag

De omslag van het dossier kan waardevolle informatie bevatten, zoals de betrokken instanties en de periode waarin dit onderzoek werd verricht.

Archiefstukken

Processtukken	*Bewijsmateriaal van vóór het proces*	*Ontlastende verklaringen*
Ofwel een **beslissing** over de (on)voorwaardelijke buitenvervolgingstelling, ofwel de **gerechtelijke stukken** (uitspraken en vonnissen, dagvaardingen en **processen-verbaal**) van rechtszittingen, de aanhouding en de verhoren.	Stukken die in beslag werden genomen als **bewijsmateriaal**. Dit kunnen persoonlijke stukken uit de bezettingstijd zijn, zoals foto's, brieven, dagboekaantekeningen, agenda's, lidmaatschapsbewijzen van NSB-organisaties, enz.	Pogingen van familie, vrienden en buren om de verdachte **vrij te krijgen**. Een enkele maal wordt een brief aangetroffen waarin iemand een ander aangeeft.

Afkortingen

Bij de balie in de studiezaal zijn geprinte overzichten beschikbaar met veelvoorkomende afkortingen en de omschrijving.

Archiefstukken met emotionele waarde

In het dossier kunt u stukken tegenkomen die voor u van emotionele waarde zijn: persoonlijke brieven en/of foto's. Bij de informatiebalie buiten de studiezaal kunt u een formulier aanvragen om, na beoordeling, via de mail scans/foto's te ontvangen. Dit formulier heet een **hardheidsclausule**.

Verder onderzoeken?

Om uw verhaal van een persoon zo compleet als mogelijk te maken, kunt u onderzoek doen in archieven die verband houden met hem/haar. Het Nationaal Archief beheert meer archieven die waardevolle informatie en persoonsdossiers kunnen bevatten. Sommigen zijn volledig openbaar; hier kunt u zelf onderzoek in doen. Een overzicht van andere nuttige archieven kunt u vinden in de zoekhulp van het CABR op onze website. Een overzicht van de archieven over de Tweede Wereldoorlog kunt u vinden via Netwerk Oorlogsbronnen.



Het CABR toen het nog beheerd werd door het Ministerie van Justitie (NIOD, n.d.)

Verder lezen?

Het Nationaal Archief heeft een bibliotheek waar u literatuur kunt bekijken over onder andere de Bijzondere Rechtspleging.

Appendix 7 - Large size interventions

Intervention 4

De **B**ijzondere **R**echtspleging

Informatie over de totstandkoming van de Bijzondere Rechtspleging, het rechtssysteem, de oordelen en de inhoud van uw dossier.

1940 — **1945** — **1944** — **1952**

Totstandkoming
Tijdens de Tweede Wereldoorlog dacht de Nederlandse regering in Londen al na over wat er moest gebeuren met de Nederlanders die met de bezetter hadden samengewerkt. De angst bestond dat het Nederlandse volk na de bevrijding de berechting van collaborateurs in eigen hand zou nemen.

Om de berechting in goede banen te leiden, werd in Londen een speciaal rechtssysteem bedacht dat geschikt zou zijn om zowel burgers als militairen te berechten: de **bijzondere rechtspleging**.



Het Rechtssysteem
In dit rechtssysteem konden zowel burgers als militairen berecht worden. Dit rechtssysteem bestond uit speciale politieke opsporingsdiensten, procureurs-fiscaal bij het openbaar ministerie, tribunalen, bijzondere gerechtshoven en een bijzondere raad van cassatie.

Aantal
In totaal kwamen **310.000 mensen** in aanraking met de bijzondere rechtspleging. Bijna allemaal werden ze vlak na de oorlog gearresteerd en geïnterneerd.

Het Centraal Archief Bijzondere Rechtspleging (CABR) is de neerslag van dit rechtssysteem. Zie ommezijde voor een overzicht van mogelijk aanwezige dossiers en bijbehorende instanties. De dossiers zijn geordend op naam van de verdachte.

Kenmerkende Aspecten van de Bijzondere Rechtspleging



Slechts **20%** van de verdachten is **berecht door een tribunaal of bijzonder gerechtshof**

Er waren verschillende oordelen:

Beslissing over (on)voorwaardelijke buitenvervolgingstelling (120.000 verdachten)
Deze beslissing werd gemaakt wanneer de ernst van de verdenking niet hoog genoeg was of de verdenking zelf ongegrond bleek. Wanneer de tijd van bewaring even hoog was als een gerechtelijke vrijheidsstraf, konden er voorwaardes opgelegd worden, zoals een (tijdelijke) afname van burgerrechten (onder andere kiesrecht), deelname aan reclasseringsactiviteiten en/of geldboete

Gerechtelijke uitspraak (66.000 verdachten)
Een **vrijheidsstraf**: een gevangenisstraf of zelfs de doodstraf. In tegenstelling tot het huidige strafrechtssysteem was in dit speciale rechtssysteem n mogelijk om als verdachte in **Hoger Beroep** te gaan.

De **archiefstukken** van een dossier in de **B**ijzondere **R**echtspleging

Dit uittreksel kunt u gebruiken om betekenis te geven aan de aanwezige archiefstukken. De dossiers aanwezig in het CABR, zijn in drie groepen te verdelen:

Archiefstukken over de Opsporing

Het doel van dit onderzoek was politieke verdachten op te sporen en aan te houden. Deze dossiers zijn gevormd door lokale of regionale politiediensten:

Politieke Opsporingsdiensten (POD) afkortingen helpt!	**Politieke Recherche Afdelingen (PRA) en de Politieke Recherche Afdelingen Collaboratie (PRAC)**
Lokale opsporingsdienst belast met de opsporing van politieke delinquenten tot 1 maart 1946.	Vanaf 1 maart 1946 belast met de opsporing van politiek delinquenten. De PRAC deed onderzoek naar economische delicten.

Dossiers van het Openbaar Ministerie

Procureur-Fiscaal (PF/OF)

De Procureurs-Fiscaal bij de Bijzondere Gerechtshoven hadden meerdere functies:

Leidinggevende	*Openbaar Aanklager*	*Coördinator*	*Besluitmaker*
De PF gaf leiding aan het opsporingsonderzoek.	De PF bracht zaken aan bij de rechter	Voor zaken die door een Tribunaal werden behandeld, had de PF een coördinerende functie.	De PF kon bij lichte gevallen beslissen een persoon buitenvervolging te stellen.

Dossiers over de berechting

Tribunalen (Trib.)	**Bijzondere Gerechtshoven** (BG)	**Bijzondere Raad van Cassatie** (BRC)
Belast met de tuchtrechtelijke berechting van 50.000 verdachten. Tribunalen waren speciale rechtbanken die belast waren met het bestraffen van Nederlanders die zich onvaderlandslievend hadden gedragen. Vanaf 1947 werden ook de lichte strafzaken door de Tribunalen behandeld.	Belast met de strafrechtelijke berechting van oorlogsmisdrijven. In totaal zijn er ruim 16.000 Nederlanders door de Bijzondere Gerechtshoven berecht.	Zij hadden de mogelijkheid om de straf opgelegd door de Bijzondere Gerechtshoven te wijzigen. Deze raad kon deze uitspraken vernietigen en zelf een straf opleggen of de zaak terugverwijzen.

Appendix 7 - Large size interventions

Intervention 6

Doorvertellen

Zwijgen is niet de oplossing. Het delen heeft ook een positieve werking. Bovendien leren hierdoor andere generaties over ons verleden.

Het CABR vormt een juridische vertaling van een de keuzes en acties van iemand die verdacht werd van collaboratie.

1. **Reconstrueer het verleden samen**: het CABR vormt een juridische vertaling van gebeurtenissen. Gebruik deze informatie als basis voor het gesprek.
2. **Gebruik hulpmiddelen:** uit ervaring blijkt dat lotgenoten dit deel van hun familiegeschiedenis hebben doorgegeven door het te tekenen, of uit te schrijven.



In deze roman schrijft Elmer den Braber (1981) over de gevolgen van de arrestatie van de 17-jarige Elsa. De ontreddering, het opbouwen van een nieuw leven, en het doodwijzen van het verleden. Over de zoektocht naar de waarheid en de onthulling.

3. **Neem ruimte voor vragen:** uit onderzoek blijkt dat interviewen een mogelijkheid biedt om de geschiedenis tastbaar te maken, ook voor jongere generaties.
4. **Verwerk tastbaar materiaal:** Maak je verhaal beeldend door foto's en/of memorabilia te verzamelen uit eigen collectie of door online te zoeken.



Oorlog-stories (Nederlandse Publieke Omroep)
Deze jeugdserie vertelt het verhaal van Antje, de 15-jarige dochter van een NSB'er. Het gaat over de invloed hiervan op haar familie en haar leven tijdens en na de oorlog.



De interesse van jongeren word gewerkt door het creëren van een belevenis (Herinner-ngscentrum Westerbork)

(er) ken nen

Ondersteuning bij het **interpreteren** en **verwerken** van uw inzichten na uw inzage in een CABR-dossier.

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Lotgenoten

Verhalen & Literatuur
De afgelopen jaren is literatuur uitgebracht over de intergenerationele gevolgen van een voorouder die verdacht werd van collaboratie. Het Nationaal Archief beschikt over een digitaal verhalenarchief.



Het Verzwijgen (NPO - 2Doc)
Op de begrafenis van haar moeder hoort filmmaker Marieke van der Winden tot haar schrik dat haar grootouders fout waren in de Tweede Wereldoorlog. Als ze in de archieven op zoek gaat naar het oorlogsverleden van haar familie, stapelen de schokkende onthullingen zich op.



Marieke van der Winden (2Doc, 2023)

Bestaande Initiatieven
Stichting Werkgroep Herkenning (SWH)
verleent ondersteuning en behartigt de belangen van kinderen en kleinkinderen van 'foute' ouders en familieleden.

Er is een dagelijks beschikbare telefoonlijn waar u over deze problematiek kunt praten via: 0031 (0)85-0004185.

U kunt ook een email sturen naar secretariaat@werkgroepherkenning.nl.

Aanspreekpunt Naoorlogse Generaties
Het ANG biedt elke werkdag de mogelijkheid om te bellen of te mailen met een deskundige medewerker.

Het ANG is telefonisch bereikbaar op werkdagen van 9:00-12:00 via 088 - 330 51

Via de mail is het ANG bereikbaar via ang@arq.nl

Het ANG maakt deel uit van ARQ Nationaal Psychotrauma Centrum

Keuzes en acties van familieleden kunnen doorleven in volgende generaties. Zo kan het collaboratie-verleden van een voorouder nog steeds gevoelig liggen.

Middels uw bezoek aan het CABR kunt u de keuzes en daden van uw voorouders interpreteren. De verwerking van uw inzichten is ook belangrijk, zodat u uw ge-erfde geschiedenis een plek kunt geven.

Het creëren en delen van kennis met volgende generaties, het vinden van steun en het krijgen van hulp is belangrijk zodat eenieder het verleden blijft **ontdekken**, **begrijpen** en **doorvertellen**.

Via deze weg streeft het Nationaal Archief u te ondersteunen in dit proces door u te informeren op ervaringen van lotgenoten en initiatieven die uit deze ervaringen zijn voortgekomen.

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Appendix 8 - Creative Session Output

To gain inspiration for my ideation, I facilitated a creative session.
After the introduction and purge, 2 short ‘how can you?’s’ were presented and ideas were shared. The colors do not have meaning.

H2: Create a Safe Space

- Use a different ‘neutral’ space that you can step in/out of
- Sit in a circle
- Make sure everyone is level, i.e. by sitting on the ground
- Create a dome of safety: hide with eachother and make sure you use the right lighting
- Ensure people make eyecontact
- Split up the listening phases and talking phases
- do not use digital products
- choose a chill moment
- make sure you share your intentions far in advance before the meeting
- use a talking stick
- talk clock-wise
- use a conversationleader that
- postpone judgment
- Keep the group small (6-8 people)
- Treat everyone the same
- Tell something personal and a personal dilemma

Appendix 8 - Creative Session Output

H2: Gain Background Knowledge

Game Format	“Who is it”	30 seconds
reflectionformat cardgame	add the character back then in the game	create a family tree and show where you are
create family tree together and let the young lead	ask all generations the same question: what was your youth like?	make a familybook
create an app with questions regarding the interests of youngsters and interests of parents and see when they match	keep it airy at the beginning	