



TU Delft



Triodos
Bank



Engaging the next generation

*Optimising customer retention within the teenage
segment for Triodos Bank Netherlands*

Master Thesis

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Simone van der Velde

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Author
S.H.E. (Simone) van der Velde

Graduation committee
Chair (TU Delft) - Dr. ir. S.C. (Sylvia) Mooij
Mentor (TU Delft) - Ir. GH (Gert Hans) Berghuis
Company mentor (Triodos Bank) - Ir. M. (Marijke) Verhoef

Preface

Dear reader,

You are about to read the final result of my graduation project, 'Engaging the Next Generation: optimising customer retention within the teenage segment for Triodos Bank Netherlands'. This report marks the final step towards completing my Master's in Strategic Product Design at the Faculty of Industrial Design Engineering at TU Delft. After six and a half memorable years in Delft, of which a little over five were spent at the IDE faculty, I am proud to present this work.

Over the past six months, I have worked with Triodos Bank to explore how younger generations, teenagers in particular, can be engaged with the bank's mission to build long-term customer relationships. This report presents the process that led to the development of a two-layered final solution, aimed at strengthening emotional connections with Triodos Bank's teenage customers. The solution supports teenagers in their identity development and helps make the impact of money clear and personally meaningful.

This project has been an important step in my journey of discovering where I want to go both as a designer and a person. Being educated as a strategic designer offers endless opportunities, which can sometimes feel overwhelming (especially for someone enthusiastic about many things and not always the best in making decisions). This project has brought me one step closer to finding my way.

A special thank you goes to my supervisory team. Sylvia, thank you for your guidance throughout the process, for helping me navigate decisions, and for enabling me to make confident, independent choices. Your sharp feedback and ability to bring out the best in me have been invaluable. Gert Hans, thank you for holding up a mirror and helping me to look at my work realistically. This has been incredibly valuable in gaining perspective and staying grounded.

Marijke, thank you for the opportunity to once again work on a project for Triodos Bank. I truly appreciated your warm welcome, involvement, and supportive feedback throughout the process.

To the rest of the Personal Banking team of Triodos, thank you for your input, feedback, and enthusiasm, which ensured that my project always felt relevant and connected to practice.

Mom and Dad, thank you for your unconditional support throughout my entire study, for reading my entire (!) report, and for always being there for me.

Ties, thank you for endlessly listening to my thoughts, doubts, and challenges, and for thinking along with me in a project far outside your daily world. Your input, but most of all your support, patience and help in letting go throughout this process meant a lot to me.

Thank you to all my friends, especially Sam and Chanine, for the many endless brainstorming sessions and coffee breaks that helped me move forward. To my roommates, Lidewij, Suze, Floor, Hannah, and Daphne, thank you for helping me let go, reflect, and gain perspective when needed. Lied, thank you for understanding and being enthusiastic about the Double Diamond and Suus, thank you for your patience with all my insecurities.

A big thank you to all teenagers, parents, experts, and others who contributed to this project: without you, the project would not have become what it is today.

This project has been a journey in which I have learned a lot about myself, both as a designer and as a person.

I hope you enjoy reading this graduation report as much as I enjoyed working on it!

Simone Henriëtte Emilie van der Velde
26 April 2026



Executive summary

In today's financial landscape, teenagers grow up in a world where managing money is increasingly digital, seamless and less tangible. While this creates convenience, it also makes it more difficult to maintain financial overview. At the same time, growing competition from fintech companies challenges traditional banks to remain relevant and distinctive. Within this context, Triodos Bank, a purpose driven bank that focuses on sustainable and ethical banking, faces challenges in engaging and retaining its teenage customers.

This graduation project explores how Triodos Bank Netherlands can strengthen its relationship with current teenage customers, aged 10-18, to reduce customer outflow at age 18 and build long-term customer relationships. The project is guided by the following research questions:

RQ1: What does the financial landscape look like now and in the future, and what is Triodos Bank's role and current strategy to retain teenagers aged 10–18?

RQ2: What are the current (financial) behaviours, experiences and challenges of teenagers aged 10–18, and how do these shape their relationship with money & their bank?

RQ3: How can insights from the first two research questions be translated into a design intervention that bridges teenagers' financial experiences and Triodos' sustainable banking mission?

This graduation project follows a triple diamond approach, switching between diverging and converging phases. To answer the research questions, multiple methods are applied. Desk research and internal analysis provided insight into the financial landscape and Triodos Bank's current position and strategy. In addition, methodological triangulation, combining literature research, semi-structured interviews and generative design sessions, enabled a deep understanding of teenagers' (financial) behaviour, values and needs.

The findings show that teenagers primarily interact with banking services in a functional and reactive way, with limited awareness of the broader impact of their financial choices.

Although they express a growing interest in sustainability and future-oriented values, their behaviour is largely driven by convenience and short-term decision-making. Parents play a key role in shaping financial behaviour, while peers and the broader social context are highly important influencers of the lives of teenagers.

Based on these insights, the project defines a design goal aimed at strengthening the emotional relationship between teenagers and Triodos Bank by making the impact of money visible, understandable and personally meaningful. Using co-creation and gathering expert- and user feedback, this resulted in a two-layered final solution:

- A redesigned banking app interface that integrates impact-driven features into everyday banking interactions, including a rewarding system that leverages partnerships with business banking clients of Triodos Bank, to increase motivation.
- A proposal to increase brand awareness within teenagers' social context through influencers as Triodos Bank ambassadors, acting as relatable role models.

The project concludes that Triodos Bank should reduce customer outflow at age 18, by strengthening emotional engagement with its teenage customers. This requires moving beyond a purely functional relationship by adding value to existing interactions within the banking app, while extending engagement beyond the app through increased visibility and relevance.

The final solution was validated on desirability, feasibility, viability and responsibility with both experts and the target group. While promising, it is not a fully finalised solution. Its effectiveness depends on integration within a broader strategy, including active marketing, continuous communication of the bank's mission and ongoing optimisation. This project therefore provides a clear and well-founded direction for further development.

Terminology

List of definitions

Adolescents

People between the ages of 10 and approximately 22-24 years. Adolescence is the developmental phase of children towards adulthood and consists of three phases: early (10-13 years old), middle (14-17 years old) and late (17-21/24 years old) adolescence (Crone & Fuligni, 2020).

Co-creation

A collaborative process that facilitates participation among stakeholders and users

Current account

A banking account for everyday use, allowing the user to withdraw cash, make payments and receive money straight straight away. It offers immediate access to funds, often with little or no interest.

Fintech

Financial technologies. New technologies that improve financial services, resulting in more seamless and integrated financial systems. It also refers to the companies that develop these technologies.

Influentials

Describe four groups of people that are shaping the environment of teenagers. These groups are home, peers, school and other educators.

Minors

All children below the age of 18

Neobanks

A fintech based bank that operates solely digitally or via the mobile app and does not have any physical branches.

Teenager(s)

The target group of this research. It is an indication for children in the age group between 10 and 18 years old.

Vibecoding

The process of rapid prototyping through AI-driven tools without writing actual coding

Youth banking

Products and services that banks offer to minors

List of abbreviations

BNPL

Buy Now, Pay Later

AI

Artificial Intelligence

DEPEST

Demographic, Economic, Political, Environmental, Social and Technological.

FBM

Fogg Behavioural Model (Fogg, 2009)

Hi-Fi

High Fidelity

TB

Triodos Bank

TBBE

Triodos Bank Belgium

TBES

Triodos Bank Spain

TBNL

Triodos Bank Netherlands

TBUK

Triodos Bank United Kingdom

UX

User Experience

VPC

Value Proposition Canvas

Reading guide

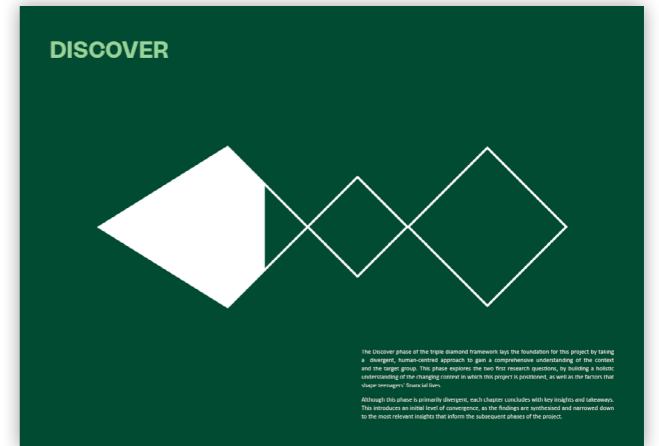
The chapters in this report follow the structure of the triple diamond approach and are organised into its different phases. Each phase begins with a visual representation of the phase of the process and introduces the main focus of that phase.

Each chapter will start with an introduction page, showing the subchapters and introducing shortly what can be expected in the chapter. The colour of this introduction page corresponds to the phase of the Triple Diamond method (explained in chapter 1.3) in which the chapter is positioned.

Each chapter concludes with a subchapter titled ‘Insights and key takeaways’, summarising the most important points discussed. These sections also contribute to answering parts of the research questions introduced in Chapter 1.

In this report, coloured blocks are used to show critical reflections on research findings throughout the process. They show my own reflection on what is presented and highlight some of the learning points in this graduation project. These blocks are used to give insight into my thinking and learning process throughout the entire project.

Quotes appear in beige blocks, offering supportive input from involved participants or stakeholders in the project.



Critical reflection

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“Quote”

- #Participant

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Introduction

1.1 Project introduction

1.2 Stakeholders

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1.5 Use of AI

01

This chapter introduces the context of this graduation project and defines the core problem and its relevance for Triodos Bank. It outlines the three research questions that guide the process of this graduation report. The key stakeholders and the target group are then presented, followed by a description of the research approach and ethical considerations. The chapter ends with an overview of the use of AI within this graduation project.

1.1 Project introduction

1.1.1 Project context

Triodos Bank is a Dutch bank, recognised for its goal to use money consciously by financing initiatives that contribute positively to society and by encouraging customers to make sustainable financial choices.

This graduation project takes place in the field of finance; the sector in which Triodos Bank operates. The field of finance is undergoing a rapid transformation, which is driven by digital innovations, or so-called fintechs (Revira Puspasuci Amelia, 2022). These developments result in a broad ecosystem of digital financial services such as digital-only banks, digital wallets and 'buy now, pay later' (BNPL) services. These digital innovations have evolved from being a supporting function towards core components of the financial industry. Furthermore, an increasing number of actors, both start-ups and tech giants, such as Google and Apple, are entering the financial domain (Koskelainen et al., 2023).

These developments are forcing (traditional) banks to adopt a more user-centric approach to meet the changing needs and expectations of customers that come with this shift toward digitalisation (Sadiku et al., 2022).

Younger generations, such as teenagers, play a central role in the ongoing digitalisation of the financial sector. Growing up in a full-digital environment, they are the customers who change financial norms, needs and expectations (Hyman, 2025). As digital natives, they are increasingly expecting financial services to be fully digital, highly accessible and intuitive to use. As a result, these generations are pushing the financial industry towards a digital-first and customer-centric environment (Tuong et al., 2025). At the same time, this increasing digitalisation also has implications for how young people manage their finances. As payments become more fragmented and less tangible, young people lack a clear overview of their spending. This can contribute to more short-term oriented behaviour such as impulse purchases (NOS Nieuws, 2026).

Triodos Bank, needs to keep innovating to stay relevant across all generations. Besides the digitalisation of the financial sector, banks are increasingly positioning themselves as 'green' and 'ethical', which makes it more challenging for Triodos Bank to continue to clearly differentiate itself as an originally sustainable and ethical bank.

1.1.2 Problem definition

Triodos Bank currently lacks a deep understanding of how teenagers aged 10 - 18 perceive banking, develop financial habits and experience their interactions with financial services in the earlier phases of life. While teenagers increasingly encounter important financial 'life-events', such as opening their first bank account, making digital payments or using new payment services, their underlying needs, motivations and expectations remain underexplored. This limited understanding presents a challenge for Triodos Bank, as the bank experiences a significant outflow of young customers around the age of 18 as can be seen in Figure 1 in the confidential Appendix (Triodos information, 2025).

When a teenager turns 18, they are legally recognised as an adult: a transition that brings significant changes in financial responsibility and autonomy. At this point, they become financially independent, taking responsibility for matters such as their own bank accounts and health insurance. They are no longer required to obtain parental or guardian consent to make payments, request loans or use services such as BNPL. This means that this legal transition is a sudden shift in which individuals are expected to be financially competent, regardless of their preparedness.

At the same time, teenagers are growing up in a rapidly changing world, including a financial landscape that is increasingly shaped by digital interactions, growing expectations of autonomy and a rising interest in social and environmental issues. For Triodos Bank, as a sustainable and ethical bank, gaining deeper insight into how teenagers think about money, form (financial) habits, and make (financial) decisions is essential. These insights are crucial for identifying opportunities and developing strategies that support the creation of long-term and value-driven customer relationships.

1.1.3 Project goal

This graduation project addresses the challenges Triodos Bank faces in retaining teenage customers. By developing concepts that meaningfully engage teenagers aged 10-18 (from now on referred to as “teenagers”), this research aims to strengthen long-term customer relationships by reducing the outflow of customers around the age of 18. Based on this objective, the project goal is defined as follows:

“Enable Triodos Bank to meaningfully engage teenage customers aged 10–18 and strengthen long-term customer relationships with this target group by designing opportunities that align with Triodos Bank’s sustainable banking mission.”

The initial project brief on which this project goal is based can be found in Appendix A.

To structure this graduation project and work towards the project goal, three research questions are formulated. The research phase centres on the first two questions, focusing on the context in which Triodos operates (including the bank’s current position) as well as on the target group. The third and last research question guides the design phase. The research questions are formulated as follows:

RQ1: What does the financial landscape look like now and in the future, and what is Triodos Bank’s role and current strategy to retain teenagers aged 10–18?

RQ2: What are the current (financial) behaviours, experiences and challenges of teenagers aged 10–18, and how do these shape their relationship with money & their bank?

RQ3: How can insights from the first two research questions be translated into a design intervention that bridges teenagers’ financial experiences and Triodos’ sustainable banking mission?

An overview of the structure of the research questions and the project goal is visualised in Figure 2. Subchapter 1.3 will outline the research approach and overall project structure.

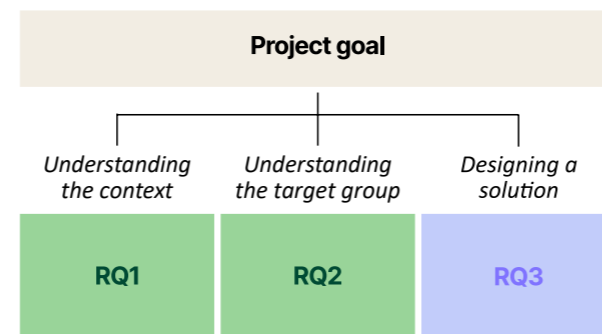


Figure 2: Overview of project goal and research questions for this graduation project.

1.2 Stakeholders

Triodos Bank

This graduation project takes place at Triodos Bank and is supervised by Marijke Verhoef. Triodos Bank is a Dutch sustainable and ethical bank, founded in 1980. Triodos Bank is recognised for its goal to ‘use money consciously’ by financing initiatives that contribute positively to society and by encouraging customers to make sustainable financial choices. Triodos is therefore known for its commitment to sustainability and so-called ethical banking (About Triodos Bank, n.d.).

The past years, Triodos bank has been working on improving its products for different customer segments, and therefore, they divided their customers into segments based on age. Triodos Bank operates in multiple European countries: Spain, the United Kingdom, Belgium, and the Netherlands. The focus for this project will be on exploring the Dutch market, as will be explained in subchapter 2.2.

TU Delft

This graduation project will be the final part of the master’s Strategic Product Design at Delft University of Technology. This project focused on developing skills in human-centred design in the field of sustainable finance and will mark the end of a highly valuable learning experience.

Teenagers & parents

The primary target group of this graduation project consists of teenagers aged 10-18 years old. As this project is a human-centred design project, they are placed in the centre and actively involved throughout the process.

In addition, parents are considered a key stakeholder in the lives of teenagers, as they (mainly) live at home, and are influenced by their parents’ decision-making. Therefore, they are also involved in this project.

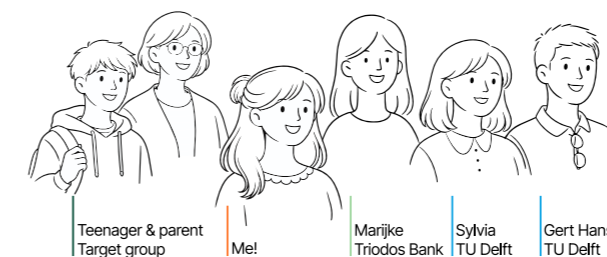


Figure 3: Stakeholders involved in this graduation project

1.3 Approach

Double diamond to triple diamond approach

This graduation project is based on the double diamond approach, which consists of four phases that switch between diverging and converging (Kochanowska et al., 2021). It focuses on getting a comprehensive understanding of the problem during the research phase (diamond 1), after which possible solutions and designs can be developed and tested (diamond 2). Unlike a traditional Double Diamond approach, in this graduation project, an additional diamond between the define and develop phase is introduced (Figure 4). This diamond can be described as an additional design sprint, that focuses on exploring the solution space, before narrowing down to the specific design goal that guides the develop and deliver phase.

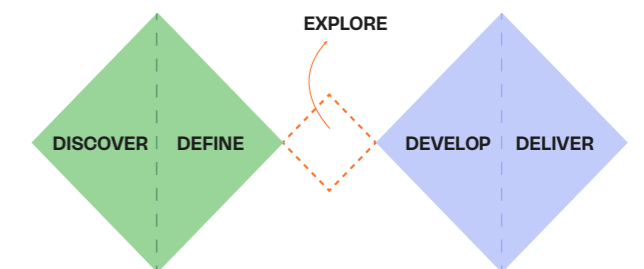


Figure 4: From a double diamond to a triple diamond approach in this graduation project

Figure 5 provides an overview of the approach used in this graduation project. It illustrates how the research questions relate to the overall approach and presents an overview of all chapters in this report in relation to the triple diamond framework.

As the Discover phase was the most extensive part of this project, it is visualised as the largest section.

Discover

During the *Discover* phase, desk research and qualitative research methods, including interviews and generative design sessions, were combined to develop a deep understanding of the context in which the problem is situated, as well as the target group at the centre of this project.

The desk research focused on exploring the broader context and establishing a theoretical foundation regarding the target group. Following this, semi-structured interviews were conducted to gain deeper insights into the financial behaviour of teenagers.

The goal of these interviews was to understand how financial behaviour is formed and develops over the years, what teenagers' spending habits are, and how they relate to their bank.

Based on the insights from these interviews, generative design sessions were organised to further explore and validate potential changes in teenagers' values over time, since the target group in this research covers a relatively broad age range.

Define

By combining all data collected during the *Discover* phase, the *Define* phase focused on synthesising the findings and answering the first two research questions. Although insights had already been gathered per research method, this phase aimed to bring all findings together and combine them to identify the key challenges, opportunities, and the design direction that would guide the following *Explore* phase.

Explore

The *Explore* phase can be described as an additional "diamond" or "design sprint", in which co-creation sessions and literature research were used to briefly diverge the solution space. Based on these explorations, the final design goal was formulated that guided the solution space of this graduation project and formed the starting point of the *Develop* phase.

Develop

After formulating a specific design goal in the previous phase, the *Develop* phase is used to first dive into literature again to create a theoretical grounding in designing for behavioural change. Next, multiple concepts were designed that could lead to the design goal. Gathering feedback from both experts and the target group itself led to the final concept that is explained in the next phase.

This phase focused on translating insights from the previous phases into practical application

Deliver

In the final phase of this project, the *Deliver* phase, the final solution is presented. This phase starts with a description of the value proposition and then elaborates on the final solution that consists of two main building blocks.

The first part of the final solution consists of a redesigned teenager banking app interface that includes multiple features aimed to increase interaction and engagement with Triodos Bank's sustainability mission. The second part consists of a proposal to increase brand awareness within the social context of teenagers. The final solution is validated and an implementation plan is presented.

Finally, this report will end with the conclusion, discussion and recommendations.

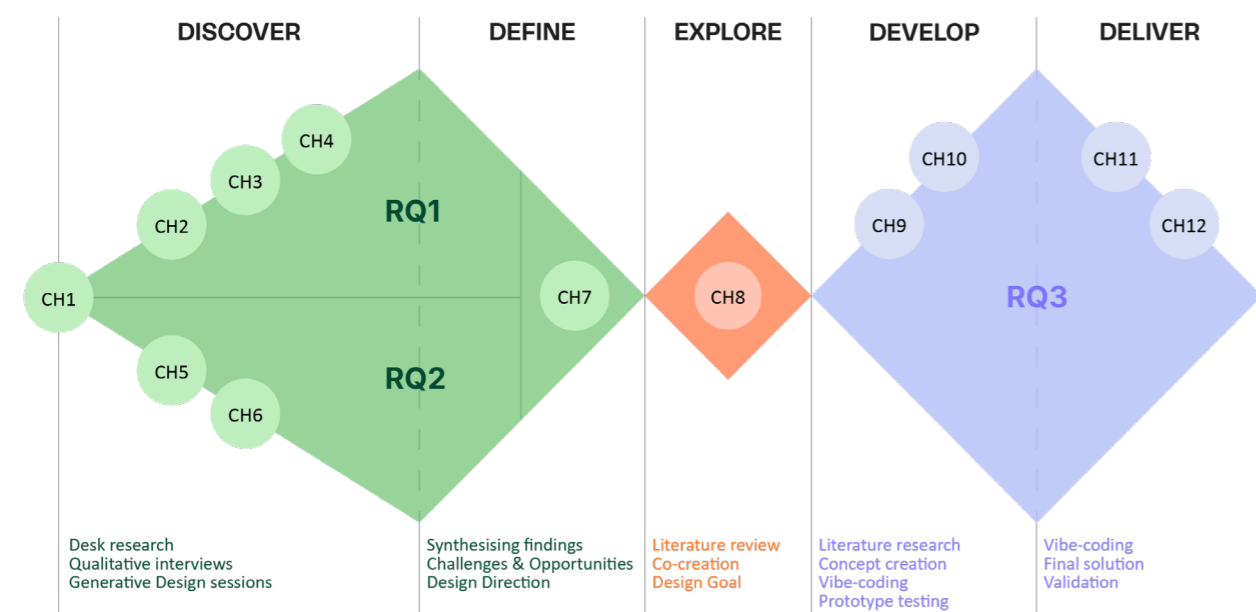


Figure 5: Design process with RQ's, based on the double diamond method, specified to this graduation project

1.4 Ethics

This study includes research involving human participants, including both adults and minors. For every minor involved in the study, a parent or legal guardian was contacted to explain the purpose of the research and highlight the voluntary nature of participation. A consent form was provided and signed by a parent or guardian for each minor. In addition, the minors themselves signed the assent section of the form to provide their own written agreement to participate. The consent forms used for this project can be found in Appendix B.

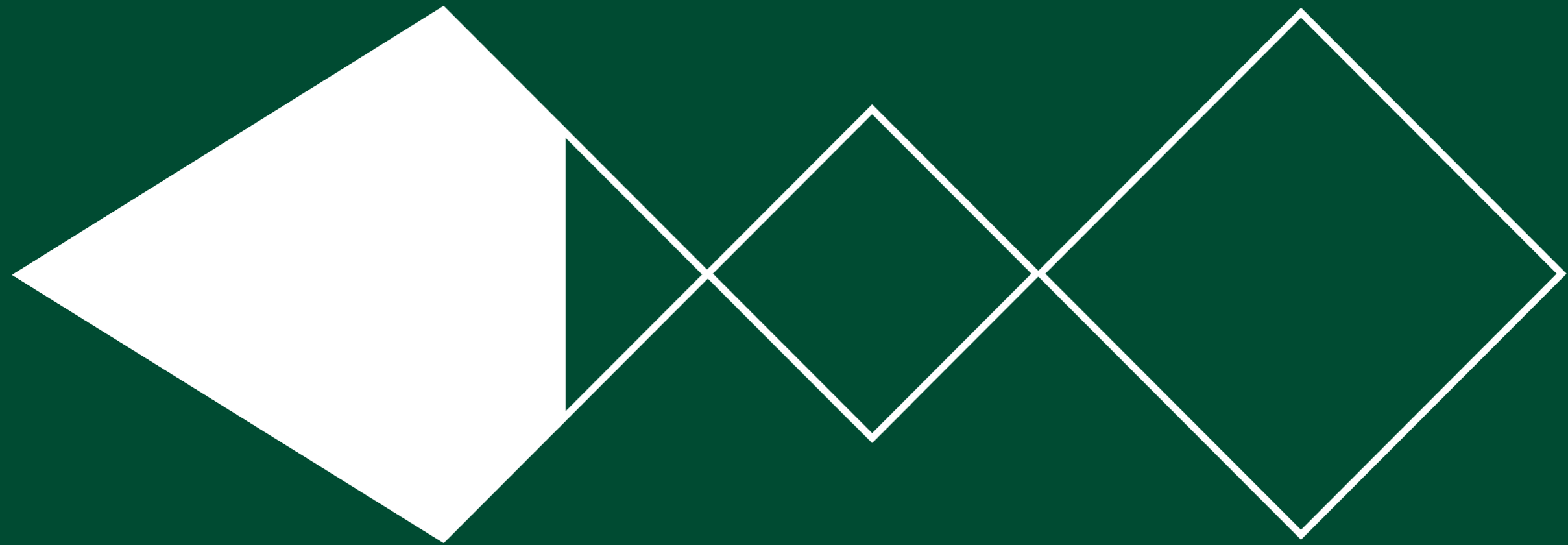
1.5 Use of AI

For this graduation project, Artificial Intelligence is used as a supporting tool throughout the process. Table 1 provides an overview of the tools used and their purposes.

Table 1: Overview of AI tools used in this graduation project

AI Tool	Purpose
ChatGPT	<ul style="list-style-type: none"> Used to summarise articles and literature; Used to summarise insights; Used to brainstorm on ideas for designing generative sessions; Used to analyse results from generative sessions; Used to support with writing the report: grammar checks, shorten text.
NotebookLM	<ul style="list-style-type: none"> Used to summarise articles & literature.
Transcribe.ai	<ul style="list-style-type: none"> Used to transcribe interviews.
Triobot	<ul style="list-style-type: none"> Used to support with writing the report: grammar checks, shorten text; Used to brainstorm on ideas.
Co-Pilot	<ul style="list-style-type: none"> Used to support with writing the report: grammar checks, shorten text; Used to brainstorm on ideas for the prototypes;
Lovable	<ul style="list-style-type: none"> Used to vibe code prototypes.
Grammarly	<ul style="list-style-type: none"> Used to perform grammar checks.

DISCOVER



The Discover phase of the triple diamond framework lays the foundation for this project by taking a divergent, human-centred approach to gain a comprehensive understanding of the context and the target group. This phase explores the two first research questions, by building a holistic understanding of the changing context in which this project is positioned, as well as the factors that shape teenagers' financial lives.

Although this phase is primarily divergent, each chapter concludes with key insights and takeaways. This introduces an initial level of convergence, as the findings are synthesised and narrowed down to the most relevant insights that inform the following phases of the project.

Introducing Triodos Bank

- 2.1 Mission & approach to positive impact
- 2.2 Products & markets
- 2.3 Current strategy for teenagers
- 2.4 Insights & key takeaways

02

Since this graduation project is conducted in collaboration with Triodos Bank, it is essential to develop a clear understanding of the bank and its context. This chapter provides an overview of Triodos Bank, focusing on its core values, its approach to banking, a short overview of its branches and lastly its segmented approach. By diving into these aspects, this section builds the foundation for understanding how Triodos Bank operates, to later be able to understand how it differentiates from other financial institutions. This chapter presents Triodos Bank's current approach to the teenager segment, answering (a part of) research question 1.

2.1 Mission & approach to positive impact

Triodos Bank originated in 1968, when a group of Dutch pioneers began exploring how money could be used more sustainably and responsibly. This led to the establishment of the Triodos Foundation in 1971. In 1980, Triodos Bank N.V. was founded with the mission to finance initiatives that contribute to a fair and sustainable economy. The launch of its first green investment fund in 1990 marked the start of significant growth and international expansion across Europe, while the introduction of current accounts in 2006 made sustainable banking accessible to individual customers. Today, Triodos Bank is recognised as a leading sustainable bank, known for transparent communication and a strong commitment to positive societal impact.

Triodos Bank's mission is still rooted in making money work for a positive, social, environmental and cultural change. They focus on enabling individuals, organisations and businesses to use their money in a positive way (About Triodos Bank, n.d.).

Triodos Bank uses a values-based and impact-driven decision process for lending and investing. Its approach is based on three pillars:

- Evaluating the content of an activity and focusing on its sustainable impact
- Assess its viability
- Assessing whether the idea is rooted in society and supported by the entrepreneur's surroundings.

In this way, Triodos Bank aims to redefine sustainable banking as a revision of the role of money in the economy, moving away from conventional financial institutions that focus primarily on short-term financial performance. Rather than concentrating only on short-term returns, Triodos Bank integrates impact, risk and return to understand its overall development and its place within society (About Triodos Bank, n.d.).

Core values & main themes of Triodos Bank

Three core values form the foundation of Triodos Bank's identity and guide their activities (Onze Missie En Waarden, n.d.):

1. **Freedom:** meaning to have the ability to act, think, speak and grow, while taking into account equality and responsibility towards others and the planet.
2. **Equality:** Triodos Bank recognises that equal treatment is not always fair when circumstances differ. A just approach focuses on closing opportunity gaps by giving people what they need, ensuring everyone has equal chances.
3. **Responsibility:** Triodos Bank believes in taking ownership of decisions and being aware of the impact on others and the environment. Responsibility reflects reliability, integrity and ethical behaviour, which is essential for building trust.

Triodos Bank focuses all its activities on three themes, to offer a broad range of sectors, shown in Figure 6. The bank exclusively provides loans to organisations and entrepreneurs that aim to create a positive impact and align with Triodos Bank's mission and values. This principle is embedded in its operations, as lending decisions are guided by clearly defined criteria to ensure that financed initiatives contribute to lasting, positive change.

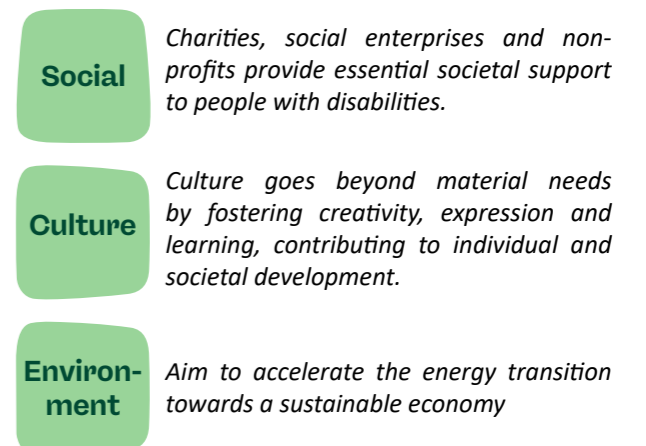


Figure 6: overview of three themes that form the focus of Triodos Bank's activities to move towards a sustainable economy

2.2 Products & markets

Triodos Bank has over 747.000 customers and has 24.1 billion euros in total assets under management. They operate in multiple countries, including the Netherlands, Belgium, the United Kingdom, Spain and Germany. In 2025, Triodos Bank announced that it would wind down its operations in Germany. Therefore, Germany is left out of the description in this section.

Triodos Bank has customers in multiple branches: personal, business and private banking. Since the teenager segment falls under personal banking within Triodos Bank, that segment is considered when comparing the different countries Triodos Bank operates in. In Appendix C, an overview can be found of the different products that Triodos Bank offers in the different countries.

What becomes clear is that product names, product types and approaches to reach customers are highly different within the different countries that Triodos Bank operates in. For example, Triodos Bank Netherlands (TBNL) offers the most extensive youth product offerings, where, for example, Triodos Bank Belgium (TBBE) does not offer any current accounts, Triodos Bank United Kingdom (TBUK) is currently not accepting any new youth applications, and Triodos Bank Spain (TBES) offers no current accounts as well.

Besides the differences within the company in relation to their product offerings, the banking sector of each of the four countries mentioned is highly different. A market analysis of Triodos Bank in 2024 showed the highly different markets that the bank operates in. These differences make it difficult to integrate all branches within the scope of one project. Therefore, it is chosen to focus on the Dutch market, as this is Triodos Bank's biggest and most active market in relation to teenagers.

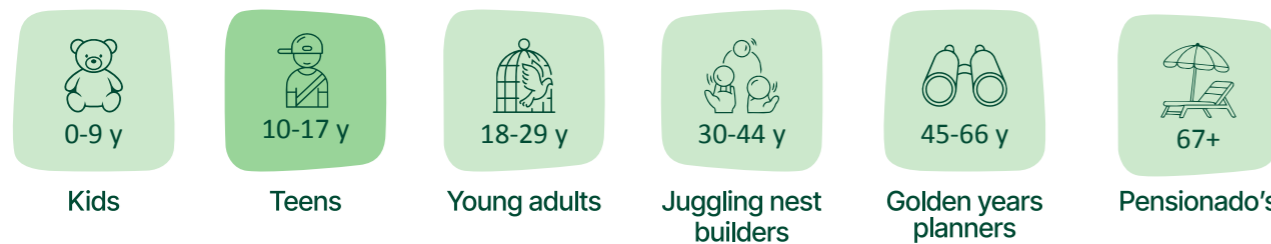


Figure 7: These categories form the various customer segments Triodos Bank Netherlands works with. The target group of this graduation project is the teenage segment.

2.3 Current strategy for teenagers

TBNL approaches its customers based on segments divided by age. Different customer segments may have varying interests in financial, social and environmental issues. Therefore, examining customer segments based on age allows for a more focused, tailored and effective approach in commercial activities. The long-term goal of this approach for Triodos Bank is to eventually become the bank for the whole family.

The customer segments that TBNL distinguishes are divided based on phases in life that potentially trigger certain (financial) needs (Figure 7). As described within the scope of this project, the focus segment will be the teenagers.

As mentioned, TBNL has the most extensive offering for youth compared to its branches in other countries. Figure 5 shows an overview of TBNL's products aimed at minors, when they can be purchased, and the current communication strategy aimed specifically at teenagers.

Conversations with members of the marketing team of TBNL revealed that communication aimed at minors happens through their parents, as they are bound to this by law. This means that messaging, such as e-mails, is sent to the parent, as parents are linked to the account, as the parents are required to give consent for opening an account and can oversee it until the child is 18. The aim of the current communication is primarily focused on commercial goals and cross-selling of products: meaning, for example, to make parents who have a savings account for their child, acquire another product such as the current account. The focus here is to encourage current account openings with messaging centred on functionality rather than values that could strengthen long-term engagement.

Currently, this appears to be the main- and only way in which the bank engages with this target group (Triodos information, 2025).

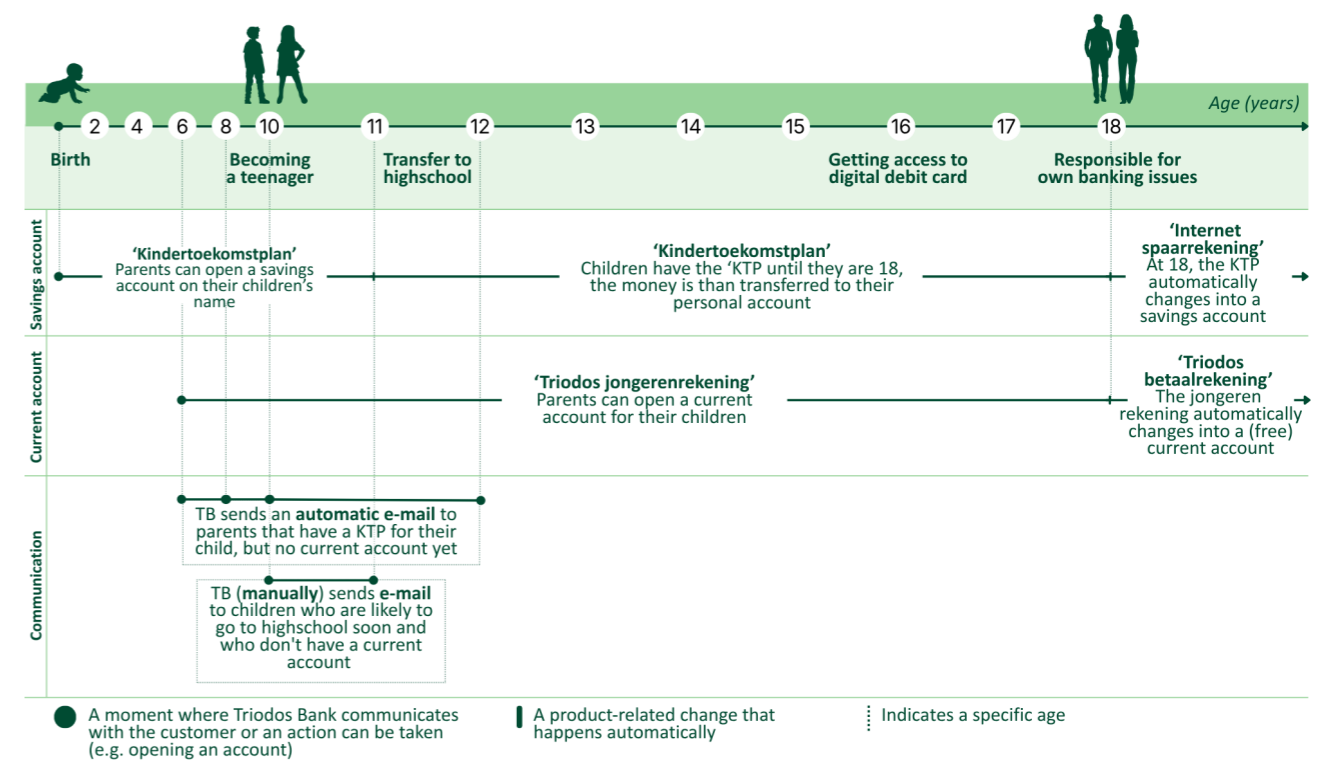


Figure 8: Current product offering of Triodos NL for minors, including moments when Triodos sends communication to parents aimed at children.

2.4 Insights & key takeaways

The following insights help formulate an answer to (a part of) the first research question of this graduation report (chapter 1.1):

- Triodos Bank focuses solely on investing in sustainable and ethical initiatives and is a leading sustainable bank in the Netherlands.
- The markets in which Triodos Bank operates differ significantly from one another, as do the product offerings in each country. Therefore, this research focuses on the Dutch market as a starting point.
- Triodos Bank Netherlands uses a segmented approach based on phases of life. The intention is that this leads to a more focused, tailored and effective approach in commercial activities.

- At present, TBNL does not (actively) engage with teenagers as a specific target group. Existing interactions are primarily directed at parents and are largely commercial in nature, focusing on cross-selling products through email communication. It highlights a significant opportunity for TBNL to establish more direct and meaningful interactions with teenagers.
- As the scope for this project is defined as the Dutch market, from now on, when referred to Triodos Bank, the Dutch market is referred to.

Now that Triodos Bank's position and approach towards teenagers is clear, the next chapter will dive into the broader context in which this graduation project is placed.

Setting the current context

- 3.1 Background of the financial landscape
- 3.2 Competitors shaping the field
- 3.3 Insights & key takeaways

03

This chapter focuses on developing a comprehensive understanding of the current context in which Triodos Bank and the problem addressed in this project are situated. First, it presents an overview of the financial landscape in the broader sense, after which the competitors that are now shaping the field are looked into. This chapter aims to answer (a part of) research question 1 by creating a clear overview of the current financial landscape.

3.1 Background of the financial landscape

Before diving into the deeper current context of this project, it is important to create an understanding of the entire industry in which the problem is placed. Therefore, literature is used to create an image of the entire landscape related to finance. Understanding the basic principles of finance is essential, as it forms the basis of how financial services are designed. This will support the development of concepts in the later stages of this project

3.1.1 What is finance?

'Finance' is a broad and essential field that focuses on the management and allocation of money and capital (Fagnan et al., 2013). Finance can be explained as an 'umbrella term' that covers various aspects of monetary activities. It involves the management, movement and raising of money. The term finance is all about understanding the sources and uses of money and applying economic principles to make decisions related to the allocation of money (Dahlquist & Knight, 2022). Finance can therefore be described as the broader concept that covers everything that relates to money and capital management.

Finance can describe how people, companies, and governments allocate their money. Therefore, finance can be divided into three categories: personal, corporate and public finance (Hayes, 2025). This research focuses on the interaction between teenagers and money and is therefore focused on personal finance.

3.1.2 What are financial services?

Financial services are the practical economic activities and products provided by the finance industry. This includes the management of money for individuals, businesses, and governments as mentioned earlier. In everyday life, this means that finance is primarily experienced through interactions with financial services. There are multiple types of (traditional) institutions that provide financial services, such as banks, investment companies or insurance companies (Fasnacht, 2018). These traditional institutions form the core of financial services.

However, financial services today are no longer offered exclusively by traditional institutions. New companies are entering the field and use technological

developments to offer new services and provide users with more customer-centric features, improving people's day-to-day interactions with the field of finance (Broby, 2021). These technologies are commonly referred to as 'Fintechs'. Fintech should be understood not as a single type of company, but as an umbrella term for technological developments that reshape how financial services are designed and experienced. At the same time, Big Tech companies such as Apple and Google, leverage fintech technologies to embed financial services within their existing digital ecosystems. By doing so, they enter the financial domain without operating as a financial institution themselves. Alongside big techs leveraging fintech, there are companies founded specifically around fintech, focusing on the development of financial technologies and services that directly reshape day-to-day interactions between people and money. These companies are now an integral part of the broader financial landscape. Chapter 3.2.2. will elaborate on various sorts of Fintechs.

3.1.3 What is the role of banks?

Banks offer financial services and are therefore a core component of the finance sector. They play a critical role in the stability and growth of the broader economy. Banks function as an intermediary between savers and borrowers and provide a safe way to store, send and process money (Broby, 2021).

For a retail customer, a bank is primarily a service provider that functions as a secure accounting system for transactions and a portfolio system for storage of assets. Customers generally experience a bank through practical services it offers, such as payments, cards and loans (Broby, 2021).

The traditional banking institutions face upcoming competition from digital developments, as mentioned. Triodos Bank is a Dutch bank and falls, therefore, under these traditional banks within the field of finance (Figure 9). The following section dives into the players defining the field and context.

3.2 Competitors shaping the field

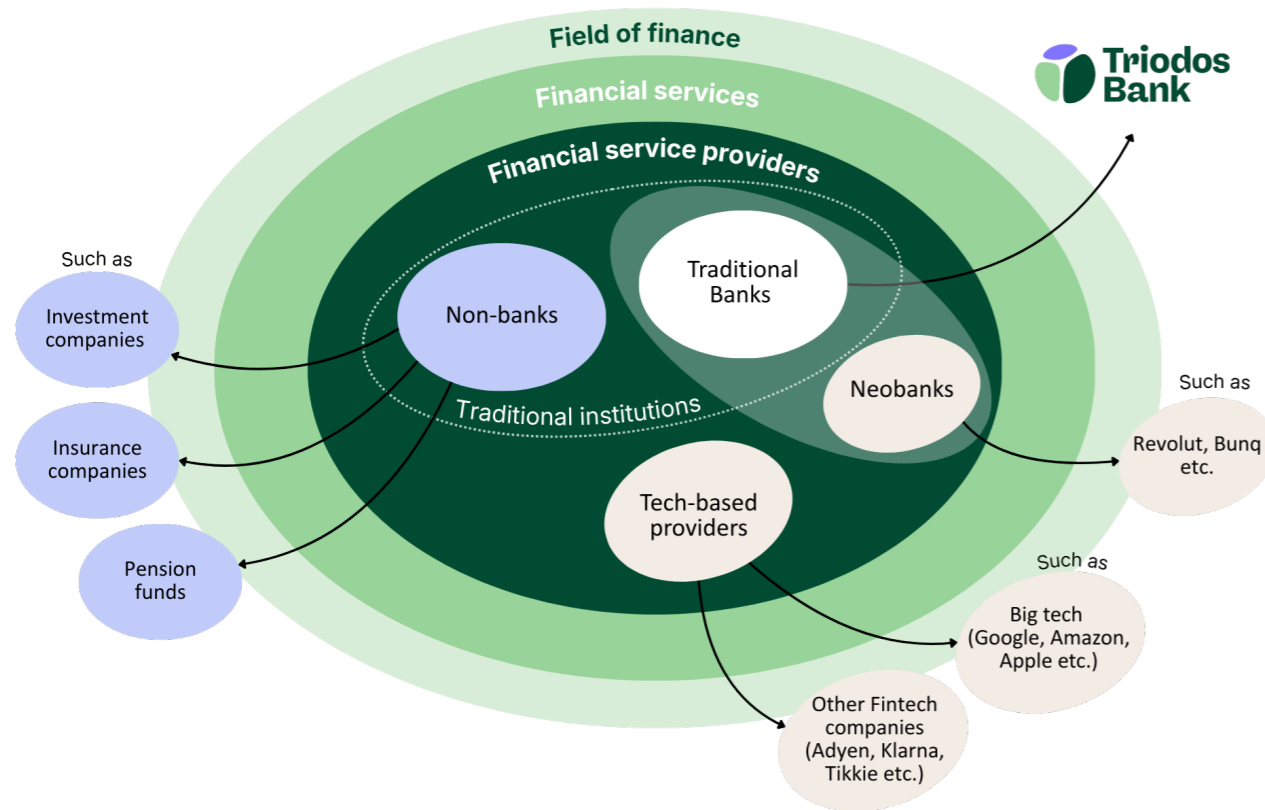


Figure 9: Visualisation of the financial landscape as an ecosystem, positioning banks as one type of financial service provider within the broader field of finance. It highlights the presence of both traditional institutions and technology-based providers and places Triodos Bank within this evolving context

To create a complete understanding of the current context of this project, focused on youth banking in the Netherlands, it is important to look at all players that shape the field of financial services, as mentioned previously. Understanding other players in the field can help identify opportunities to further build upon.

The field in which Triodos Bank operates is undergoing a significant transformation: the rise of fully digital banks, called neobanks, is challenging traditional banking institutions, while financial technologies add increasing complexity to the financial landscape, expanding the indirect competitors of banking institutions such as Triodos Bank.

3.2.1 The Dutch banking landscape

Figure 9 shows that Triodos Bank can be categorised into the group 'traditional banks'. Therefore, the direct competitors of Triodos Bank, other banks operating in the Netherlands, are analysed. To structure the Dutch banking landscape, two key themes were identified as most relevant: the degree of digitalisation and the extent of having a sustainability focus. These themes determine how banks operate, position themselves and interact with customers.

Based on these themes, two axes were identified, on which the banks are mapped (Figure 10). The horizontal axis distinguishes between traditional banking models and digital-first banks. Digital-first banks primarily operate through digital channels with limited or no physical branches and design their services around mobile-first and online user experiences. Neobanks are positioned at the far right of this axis. Traditional banks, while increasingly digitalised, remain rooted in established banking structures, often characterised by broad and complete product portfolios.

ASN Bank stands out here. Since 1 December 2025, they have taken over all branches of SNS and RegioBank, strengthening ASN's physical presence with 341 offices in the Netherlands. While RegioBank previously was focused on the provinces, ASN is now also targeting the big cities in the Netherlands. To increase visibility here, they are opening so-called 'flagship stores' in Utrecht, Rotterdam and Amsterdam. The first has been opened in Utrecht on December 8th. (Banken.nl, 2025a) While other traditional banks are shifting more towards

digital services, ABN Amro and Rabobank are closing more physical offices. ING is also reducing its branch network but is expanding physical service points where customers can receive support with digital banking.

The vertical axis represents the extent to which banks focus on sustainability. The positioning of the banks is based on their scores in the 'Eerlijke Geldwijzer' (or the 'honest money guide' in English) (Schepers et al., 2026) as well as information from the banks' own websites. This axis illustrates that Triodos Bank dominates the highest position in terms of sustainable banking.

However, this axis shows that Triodos Bank is not the only bank with a strong sustainability focus, as ASN is also highly ranked on sustainability. While this analysis shows that Triodos Bank is one of the most strongly sustainability-driven banks, the increasing attention to sustainability among other banks makes it more challenging to clearly differentiate itself towards customers solely on this aspect.

In addition, traditional banks (except for ASN) are shifting towards a digital-first focus by closing offices in response to customer needs. This creates a unique position for ASN, which is unlike the other banks, still working on expanding its physical presence.

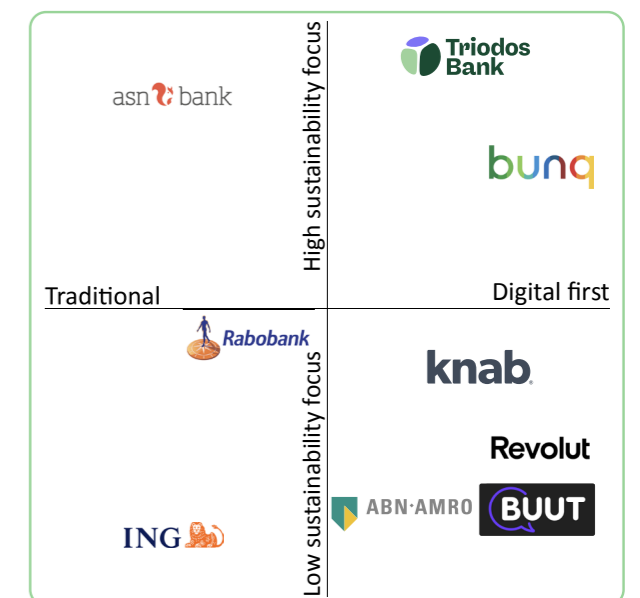


Figure 10: Operational focus of banks in the Netherlands vs their commitment to sustainability.

Product offering comparison

The banks shown in Figure 10 are also compared to each other in relation to product offerings for minors (people below the age of 18 years old), by analysing the banks' websites and mobile apps. The overview of this analysis can be found in Appendix D. From this analysis, it is concluded that youth banking (banking aimed at minors) has become a standard offering, indicating that it is important for banks to focus on this target group. Most of the banks offer free accounts for minors, lowering the threshold for parents to open a bank account for their children. Competition in this segment can take place in the domain of (personal) user experience, digital features and parental involvement.

Design differences

When comparing product offerings across banks by analysing their websites and mobile applications, clear differences in digital design strategies can be observed (examples can be seen in Figure 11). Traditional banks primarily address parents rather than minors directly on their websites. Their communication focuses on providing clear and comprehensive information, highlighting safety, responsibility, and transparency. Design choices support strong parental oversight and control, reflecting a risk-averse approach in which financial autonomy for teenagers is introduced gradually.

In contrast, some digital-first banks adopt a mobile-first, app-centred strategy (such as Bunq). Their interfaces prioritise real-time insights, instant feedback, and continuous interaction. A noticeable difference in tone of voice can be observed, which appears to be more informal compared to the more traditional banks. Neobanks (digital-only banks) seem to frame financial services as part of everyday life rather than as formal activities.

This distinction is highly visible in the case of BUUT, a neobank developed by ABN Amro specifically for teenagers. BUUT places strong emphasis on autonomy and engagement, offering features such as budgeting 'jars', spending insights, and push notifications. These tools are designed to embed financial learning into daily interactions, shifting financial education from a reflective activity to an ongoing, experiential process.

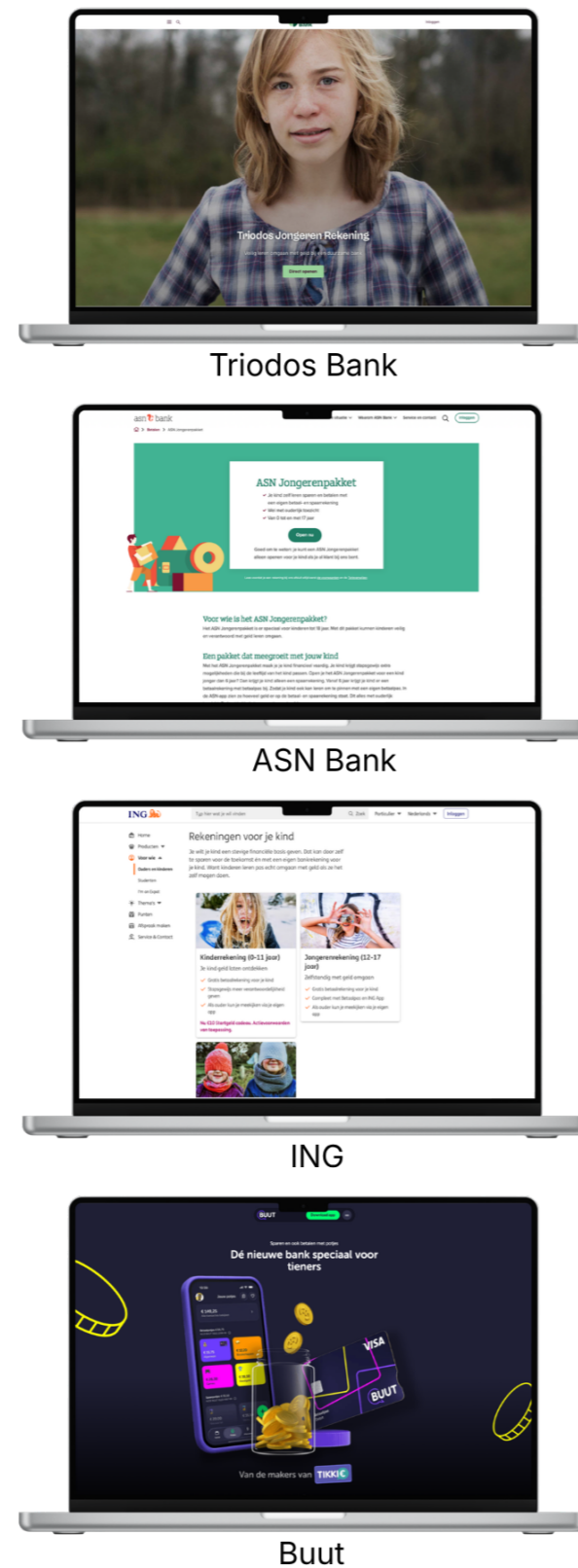


Figure 11: Examples of webpages containing products for teenagers of different banks in the Netherlands

Strategies of banks aimed at minors

Banks use different strategies to convince parents to open bank accounts for their children. These strategies go further than the financial product itself and include incentives, personalisation and educational content aimed at both parents and children. Some examples can be seen in figure 12.

One approach is the use of financial incentives. Some banks, for example ING, Buut and ABN Amro, offer small amounts of money in return for opening a children's account. Other banks use tangible rewards, such as Rabobank's educational game 'Wat doe je met je monies?', which frames opening a bank account as both playful and educational.

In addition, banks make use of personalisation features to appeal to both parents and children. For example, ING and Revolut allow children to design their own debit cards. These features can be aimed at improving the feeling of engagement.

Beyond features and incentives, financial education increasingly becomes part of banks' communication strategies. Digital-first banks integrate educational elements directly into their products. Buut for example, offers budgeting 'jars' and spending insights that are designed to teach minors budgeting skills and controlled spending behaviour through everyday interactions.

On top of tools integrated in the platforms, several banks provide educational platforms aimed at parents. ASN and ING offer web pages with tips and guidance on how to teach minors about money, including information on financial milestones and practical advice that can be applied in everyday family life.

ABN Amro similarly provides a platform focused on helping parents educate their children about money, complemented by downloadable practical tools that can be used at home to support financial literacy.

At present, Triodos BankNL offers a book when parents open a 'Kindertoekomstplan' (a savings account held on behalf of a child). However, this is the only incentive currently offered in exchange for becoming a customer. Besides this, they offer an article on their website, 'The Colour of Money', in which they share about different sorts of topics. This article is aimed at parents and explains how parents can teach their minors about money. This article was one time shared and published in 2022, showing it is not something they are focusing on right now.

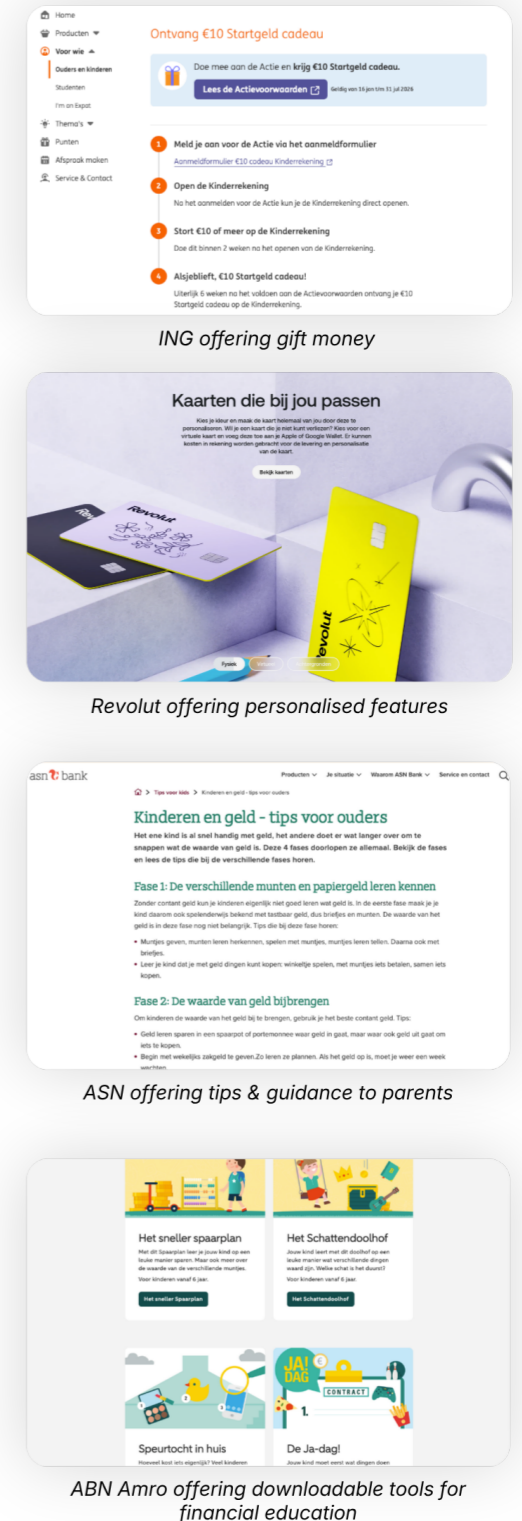


Figure 12: Examples of banks offering different incentives to minors and parents to open bank accounts

3.2.2 Fintechs

As presented in Chapter 3.1, the financial landscape is no longer shaped solely by banks. Therefore, when exploring the market and assessing competitors, fintechs also need to be considered. With the rise of fintechs, the definition of financial services has broadened significantly. The sector now includes a wide range of non-bank actors, such as start-ups and big technology companies, such as Google, Apple and Amazon, which offer services like digital payments and wallets. As a result, financial services are increasingly provided outside traditional banking institutions (Koskelainen et al., 2023).

These fintechs, are reshaping how consumers and businesses interact with money, by transforming the way financial services are delivered, experienced and integrated into everyday life. Rather than operating as formal institutions like banks, fintechs function as digital ecosystems that combine finance with technology, data, and behavioural design (Sadiku et al., 2022). This shift results in new business models, innovative forms of customer interaction and new financial decision-making environments (Koskelainen et al., 2023).

This digital transformation reduces the tangibility and visibility of money. Spending, saving and borrowing become more seamless, immediate and abstract, often requiring less conscious reflection. As a result, users experience money differently, particularly younger generations, who grow up in digital-first, always-connected environments. These changes have a great impact on financial behaviour, financial literacy and the role of responsibility in personal money management (Tuong et al., 2025).

These developments require that banks keep an eye on these shifts, since their market position is threatened by these digital developments. To survive, 55% of banks worldwide have already started to partner with fintechs to provide the digital services their customers expect (Sadiku et al., 2022).

Fintech companies act as both complements and substitutes for traditional institutions. Below are some examples of fintech companies.

- **Digital payments and wallets as substitutes for physical cards**

Paypal, Apple pay and google wallet provide digital wallets that act as repositories for personal information and facilitate seamless, contactless payments (Sadiku

et al., 2022), removing the need for having a physical debit card.

- **Transformation of responsible lending**

Buy Now Pay Later services transform responsible lending towards short-term debt options. Companies like Klarna can be seen as a substitute for traditional credit cards. These kinds of services increase average order value and purchase frequency among customers (Gerrans et al., 2022).

- **Payment infrastructure and embedded financial services**

Adyen is an example of a fintech company that provides payment infrastructure enabling businesses to accept and process payments across online, mobile, and in-store channels through a single platform. By making payments seamless and embedded within digital services, companies like Adyen improve customer experiences while reducing the visibility of traditional banks in the payment process.

- **Peer-to-peer payment services**

These services simplify the process of requesting and transferring money between individuals. Applications such as Tikkie, developed by ABN Amro, allow users to send payment request through messaging platforms such as WhatsApp and Signal, after which recipients can complete the payment through a single link. Services like Tikkie reduce friction in everyday financial interactions and shift the payment experience away from traditional banking environments (Betaalrekeningen, 2026).

Fintechs are essential for banks to pay attention to, as they shift the financial landscape from a product-driven, traditional focus to a customer-centric, digital-first ecosystem. Fintechs are setting new standards for speed, convenience and user experience (Koskelainen et al., 2023). Younger generations (Gen Z) are digital natives and, unlike older generations, they prioritise technological innovation, security and seamless user experiences over long-term institutional relationships. They focus on functional values, rather than social status, when choosing a bank (Windasari et al., 2022).

3.2.3 Financial education platforms

The rise of companies and platforms aimed specifically at improving the financial literacy of minors cannot be overlooked. It was mentioned that banks are focusing on helping parents in financially educating their children. However, there is also a rise of companies and platforms aimed specifically at improving the financial literacy of minors. These platforms can be seen as fintech, but since they are highly relevant for this project, they need to be mentioned separately, and they cannot be overlooked.

These platforms indicate that financial education is emerging as a separate segment, operating alongside traditional banks and neobanks. Rather than offering full banking services, these initiatives focus on developing financial skills, awareness and responsible money behaviour from an early age. Several examples of such platforms are presented below:

- **Gimi**

Gimi is a financial education app, designed to help children (aged 8-13) learn money management through practical experience, interactive lessons and parental supervision. The app allows children to set saving goals, earn money by completing chores and work through gamified lessons and quizzes to build financial understanding. Gimi focuses on making money tangible again in a digital world, by encouraging children to actively think about saving, spending and earning under the guidance of their parents. The platform has partnered with ABN Amro in the Netherlands as a co-branded youth banking app.

- **Woli**

Woli is a mobile money app and visa debit card aimed at children and teenagers (aged 8-18), that combines financial education with real payment functionality. Through the Woli app, parents and children can work together to manage pocket money, set savings targets and develop financial habits. The platform includes educational elements such as quizzes and tasks that help children understand money management while providing parents with tools for parental controls, real-time notifications and spending oversight. Woli positions itself as both a financial learning tool and a way for children to start handling money independently in a safe environment.

- **Greenlight**

Greenlight is a family finance app with a focus on teaching children and teenagers' money management, savings and investing through a combination of practical tools, parent-managed controls and educational content. The platform provides flexible parental supervision and allows families to automate allowances, set spending limits and track progress against goals. Greenlight also included interactive financial literacy features and games that help youth understand saving, spending and the basics of investing, emphasising financial confidence and decision-making.

These platforms operate at the intersection between financial behaviour, education and daily money practices. These are all areas that have traditionally been part of the banking sector but are now increasingly shaped by other developments outside of banks.

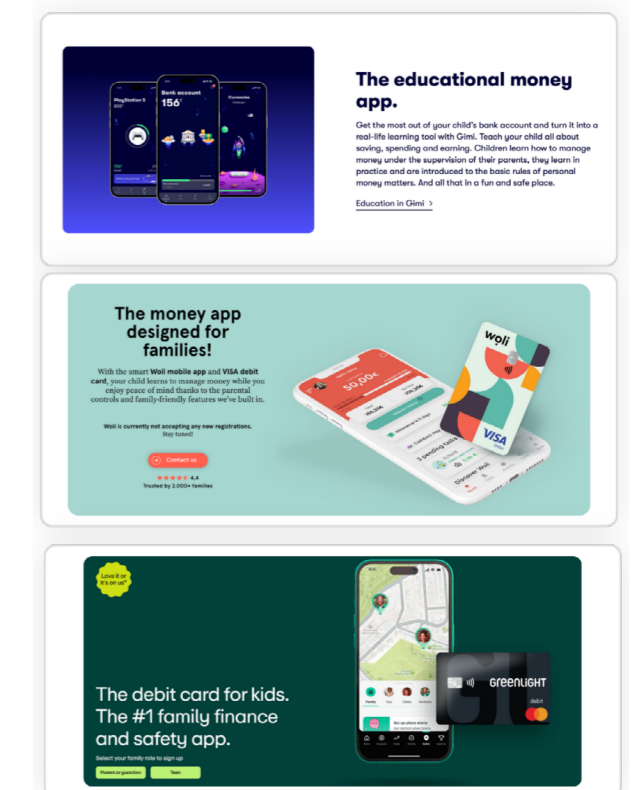


Figure 13: Examples of financial education platforms Gimi (top), Woli (middle), Greenlight (bottom)

3.3 Insights & key takeaways

The following insights help form the answer to research question 1 and are a summary of what the current financial landscape looks like.

- The financial landscape is evolving. Triodos Bank is a bank offering traditional financial services. However, financial technologies are reshaping the field by shifting from being product-driven to becoming customer-centric using digital innovations.
- Triodos Bank currently has the highest sustainability score. However, it is no longer the only bank with a strong sustainability focus, making it increasingly challenging for Triodos Bank to differentiate itself solely on its identity as an originally sustainable and ethical bank.
- Offering a full product portfolio to minors (including products such as current accounts and savings accounts for free) in the Netherlands has become standard when looking at Triodos Bank's competitors. This highlights the importance for Triodos Bank to also offer a broad range of products to be able to compete with the other banks.
- Different strategies are being used by competitors to convince parents to open a bank account for their child, including incentives, personalisation and educational content aimed at both parents and minors. These strategies are focused on instant gratification when buying a product.
- Triodos Bank now offers a welcoming gift for parents who open a savings account in the name of their child and has shared an article on financial education. These incentives are small compared to those of other banks. They do not offer any incentive for opening a current account for minors.

- Increasingly, fintech companies develop services that move financial interactions away from traditional banking environments, such as peer-to-peer payment applications like Tikkie and various digital payment methods. At the same time, a growing number of platforms focus on financial education, offering guidance and tools for parents and minors. Because such educational resources are already widely available outside the banking sector, it becomes more challenging for banks to differentiate themselves by providing similar forms of financial education.

This chapter has outlined the current context in which this graduation project is positioned. To complement this understanding, it is important to explore the developments and trends shaping the future context. The next chapter therefor focuses on these trends in more detail.

Exploring the future context of youth banking

- 4.1 Trends shaping the field
- 4.2 Regulatory constraints
- 4.3 Insights & key takeaways

04

Digital developments have already been addressed in chapter 3. However a broader exploration of future developments is needed to gain a more complete understanding of the evolving landscape of youth banking in the Netherlands. This chapter, therefore, explores trends that are likely to shape the future of youth banking, as well as the regulatory constraints that define the design space for concepts aimed at teenagers, completing the final part of research question 1.

The environment considered in this analysis includes both the financial sector and the target group of this research. Together, these perspectives provide insight into the opportunities and limitations that will influence how Triodos Bank can meaningfully engage teenagers in the future.

4.1 Trends shaping the field

To understand the challenges and opportunities for Triodos to engage teenagers and build long-term relationships, it is essential to explore the broader macro-environment of youth banking. An extensive trend analysis was conducted, using the DEPEST framework, which categorises developments into Demographic, Economic, Political, Environmental, Social and Technological factors (Jonker & Faber, 2021).

These categories structure external developments that organisations cannot directly influence, but that strongly impact strategic decision-making and innovation processes (Kooij, 2022). This section describes the most relevant trends for this research project.

Demographic trends

The proportion of young people in the Netherlands is decreasing. Whereas youth (people up until 18 years old) made up around 45% in the late 1960s, this number decreased to 27%. The total population is growing, but this is due to the ageing population. At the same time, it is expected that birth rates will rise again when the young adult's generation of today (2026) begins to form families (Kofi & Centraal Bureau voor de Statistiek, 2025).

In the Netherlands, the number of minors who live in a single-parent household is also increasing. This number has risen to 13 percent in 2005 and is most of the times resulting from parental divorce or separation (Kofi & Centraal Bureau voor de Statistiek, 2025).

Economic trends

More than 80% of young people aged 12-29 experience stress related to money. 64% report difficulties making ends meet at the end of the month, and 14% are almost always short of money at the end of the month (NOS Nieuws, 2025b).

In addition, young people often lack a clear overview of their spending, as their payments are spread across multiple apps, platforms and payment moments. As a result, it seems that young people are spending more than they are consciously realising (NOS Nieuws, 2025a). There is an increase in the use of payment requests, for example, 'Tikkie'. In 2025, 170 million 'Tikkies' were sent, which is good for €8,5 million (Ziedses Des Plantjes, 2025). At the same time, teenagers between the ages

of 10 and 16 send one to three payment requests per month to only their parents, making it harder for parents to keep an overview of the money they give to their children (Banken.nl, 2025b).

95% of younger people aged 16-19 years old highlight buying 'little treats' as a reward for small tasks or activities, such as completing a test or finishing a long day at school. These 'little treats' are often impulse purchases, resulting in teenagers spending more money than they want, showing that purchasing behaviour is often short-term focused (NOS Nieuws, 2026).

Lastly, there is a noticeable change in how children are interacting with money for the first time. Pocket money is often the first concrete touchpoint through which minors learn about financial concepts, and the way they receive it is changing rapidly. There is an increase in digital pocket money. Among children aged 8-9, only half still receive pocket money entirely in cash, which is over a quarter less than in 2018. This shows the fast transition from physical to digital pocket money. (Nibud, 2023).

Social (media) trends

Nearly half of minors experience stress when turning 18, due to the administrative and financial responsibilities that come with turning 18. One third highlights to feeling insecure about the future because of this, and the same number of minors experienced a feeling of being alone in this transition (Hollander et al., 2024).

Some support can be found at social media platforms such as TikTok, Instagram and YouTube, since they increasingly function as informal spaces for financial education. The rise of so-called 'Fintok' and financial influencers has made financial topics more accessible for younger generations. While this content can stimulate interest in and open conversation about finance, banks and other institutions are hesitant about adopting similar communication styles, due to regulatory constraints. Although information is easily accessible on these social media platforms, it is not always reliable (Aggarwal et al., 2022).

Technological trends

In previous chapters, technological developments have already been touched upon. As mentioned, fintech platforms are reshaping the financial sector. Lending through non-bank fintech platforms has nearly doubled in recent years, and Buy Now, Pay Later (BNPL) services have become widely adopted. These fintechs change the way people interact with money on a day-to-day basis (AFM, DNB, 2025). Although BNPL services have age boundaries, they are easy to work around. Therefore, these BNPL services are also expected to cause a lot of trouble for minors since they are tempting for younger and more vulnerable consumers and have been demonstrated to lead to more debts at a young age (NOS Nieuws, 2024).

Also, financial interactions are increasingly embedded in everyday digital environments, through mobile banking, integrated payment methods and real-time feedback.

AI is increasingly applied in the financial sector to personalise services, automate customer support and support fraud detection. This can improve efficiency but also brings growing ethical concerns around privacy and transparency. On top of this, many financial technologies are being developed by non-European tech companies, increasing dependency and vulnerability for European banks and other institutions (AFM, DNB, 2025).

Environmental trends

Younger generations are more likely to express concern about sustainability and climate change compared to, for example, Boomers (born between 1940 and 1955). At the same time, there is a growing sense of collective responsibility, rather than individual responsibility. Many young people already feel like they are doing as much as they can to make a positive impact and feel like it is more of a 'we' problem than an individual one: the responsibility for addressing climate change has shifted from "me" to "we" (Bender & Ipsos, 2025).

Political trends

Recently, the Dutch government has introduced concrete guidelines for schools to implement national smartphone ban in Dutch schools (Ministerie van Algemene Zaken, 2025). In addition, political discussions and policy initiatives increasingly address raising the recommended age for the access to social media. This marks the first time the government has explicitly intervened in the digital upbringing of children. These developments are driven by growing concern about the negative consequences of intensive screen and social media use among young people (Bouma, 2025).

Regulatory constraints related to youth marketing and financial services play a significant role in shaping youth banking. This will be explicitly elaborated upon in the next section.

4.2 Regulatory constraints

Since this research involves minors, it is particularly important to consider regulatory developments within the (youth) financial sector. These regulations can define the boundaries within financial institutions can design services for, communicate with and engage minors. Through talking to experts at Triodos Bank, several key regulatory considerations related to youth banking were identified. These insights provide important context for understanding constraints and opportunities that shape the possibilities of financial services targeted at teenagers.

The constraints that were identified are related to data processing, consent, advertising and financial activities, and are particularly relevant for digital developments and marketing strategies.

One key area of regulation considers the processing of personal data of minors under the EU General Data Protection Regulation (GDPR). This is a law of the European Union, setting strict rules for how organizations worldwide must handle the personal data of European citizens. Article 8 of the GDPR specifies that when information society services are offered directly to a child, the processing of their personal data is lawful, only if the child is at least 16 years old. This means that children up until 16 years old cannot be directly communicated with, since they can and may not formally give the required consent to do so. In the Netherlands, this means that minors under 16 cannot give consent for themselves to process their personal data in connection with digital services, without parental authorisation (Vollmer, 2023).

Apart from data protection, marketing and advertising targeted at minors fall also under specific guidelines developed by Dutch regulators. In 2023, the 'Samenwerkingsplatform Digitale Toezichthouders (SDT)' published joint principles for advertising and marketing directed at children online. These principles were established together with the Autoriteit Consument & Markt (ACM), Autoriteit Persoonsgegevens (AP) and the Dutch Financial Markets Authority (AFM). These principles highlight that advertising must clearly communicate its commercial purpose, be understandable to minor audiences, avoid manipulating children's decision-making and respect

children's vulnerability to commercial messaging ((Acm, 2023); (Autoriteit Consument en Markt (ACM) et al., 2022); Toezichthouders Van SDT Breiden Samenwerking in Digitaal Toezicht Uit, n.d.)).

In addition, the Dutch Reclame code contains specific rules regarding advertising for children. For example, advertisements that involve promotions or offers must not require children under 16 to provide more personal data than strictly necessary and advertisers must ensure children's data are not used without explicit parental consent (Kind & Reclame - Stichting Reclame Code, n.d.).

Lastly, financial products and activities themselves also fall under specific regulatory constraints. For example, minors are often legally restricted from engaging in certain financial activities such as investing or entering binding contracts, due to legal incapacity. These rules also influence what can and cannot be communicated in campaigns aimed at minors. While this constraint is grounded in general contract law, rather than in specific marketing regulation, it remains relevant for designing and communicating in youth-focused finance.

These regulatory constraints are important in the further phases of this project and must be considered when designing concepts to engage teenagers within Triodos Bank.

4.3 Insights & key takeaways

This chapter completes the analysis of the project context. It provides last insights needed to build a comprehensive understanding of the context in which the project is positioned, and how it is influenced by trends, developments and regulatory constraints. This chapter addressed (parts of) research question 1. The following key points summarise the main findings of this chapter:

- Youth now represent a relatively small share of the Dutch population, making early engagement even more important for building long-term relationships.
- Digitalisation brings efficiency and convenience, but it also reduces the visibility of money, contributing to stress and loss of overview among teenagers.
- Teenagers increasingly receive financial education outside banks, especially through social media and fintech platforms.
- Sustainability remains a topic of interest, but young people experience it more as a 'we' problem than a 'me' problem.
- Regulations limit direct engagement and communication with minors, making parental involvement in potential interactions with banks even more important.
- Innovations, concepts and designs must comply with relevant rules and regulations.

Now that the context of the project had been established, it is essential to gain a deeper understanding of the target group. The following chapters therefore explore teenagers through a theoretical lense and dives into financial behaviour through qualitative interviews.

Understanding the target group

5.1 Methodological triangulation

5.2 Introducing teenagers: a literature review

5.3 Understanding financial behaviour: a qualitative study

5.4 Insights & key takeaways

05

The next chapters dive into the target group to create an understanding of the customer segment central to this research, directly relating to research question 2. This chapter aims to create a general understanding of the target group and its influencers, enabling the design of concepts in a later phase that align with the wishes, needs, and behaviours associated with this age group. First, a literature review is performed on the development of the target group, after which qualitative interviews are used to create an understanding of how financial behaviour is shaped and what the current relationship of teenagers and their banks looks like.

5.1 Methodological triangulation

The target group for this research is teenagers aged 10-18 and is one of the segments Triodos Bank is working on (Figure 7, chapter 2). For Triodos Bank, they are a crucial target group, as they see a significant peak in customer outflow once teenagers turn 18 (Figure 1, chapter 1).

To create a deep understanding of the target group, methodological triangulation is applied. Methodological triangulation can be applied to validate research findings and increase credibility and viability (Bans-Akutey et al., 2021). This approach provides a broader image and a more complete response to a research problem than a single method could offer (Dźwigoł & Dźwigoł-Barosz, 2020). In this project, different qualitative methods are used to access multiple layers of knowledge of the target group, allowing the methods to complement one another and strengthen the resulting insights. All methods applied are qualitative in nature, representing a within-method or intra-method triangulation approach (Santos et al., 2020).

This chapter introduces the first two methods used to build an understanding of the target group.

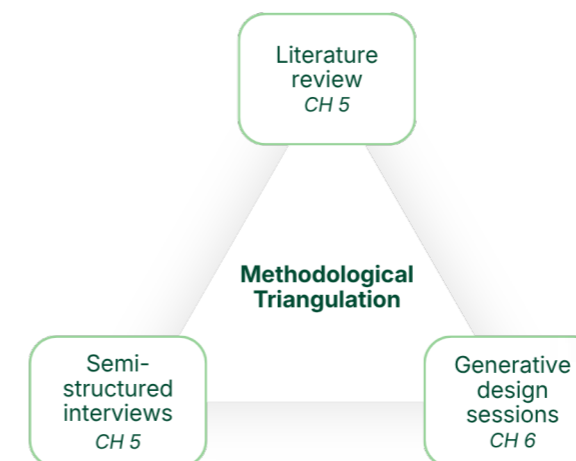


Figure 14: Visualisation of methodological triangulation in this graduation project

5.2 Introducing teenagers: a literature review

A literature review has been done to create a first understanding of the target group. Research shows that the period of age 10 until age 18 cannot be described as one homogeneous phase, but can be divided into three subphases, all with their own characteristics, values and attitudes (Ahn et al., 2022). Literature is reviewed on these phases to develop an understanding of their general behaviour.

5.2.1 Three phases of adolescence

Adolescence is defined as the transition phase between childhood and adulthood, typically spanning from approximately 10 years old to somewhere in the beginning of their 20s (between 22 and 24 years old). The end of adolescence is biologically less clear, as individuals adopt mature social roles and transition to 'emerging adulthood' (Crone & Van Drunen, 2024).

When talking about the social-emotional development of young people, three different phases can be distinguished: the early adolescence (10-14 years old), the middle adolescence (14-16) and late adolescence (16-22). Each phase is characterised by different behaviour that can be observed, but also the way teenagers feel. This has a direct effect on the way they handle decision-making and the ability to overlook the consequences of certain decisions (Crone & Fuligni, 2020).

Nelis and Van Sark (2025) describe the different phases of adolescence in their book 'Puberbrein binnenstebuiten' and highlight differences in their being, doing and thinking and feeling. Table 2 gives an overview of the different phases described by Nelis and Van Sark (2025).

Table 2: Overview of the different phases of adolescence (Nelis & Van Sark, 2025).

	Phase 1 - early adolescents 'Living in the here and now'	Phase 2 - middle adolescents 'The experiment 'me, myself and I'	Phase 3 - late adolescents 'Unexpectedly mature unexpectedly immature'
Age	10 -13 Years old	14-16 years old	17-21/24 years old
Being	<ul style="list-style-type: none"> • Break away from their parents • Form new emotional bonds with peers 	<ul style="list-style-type: none"> • Developing one's own identity • Dare to deviate more and more 	<ul style="list-style-type: none"> • Increasingly self-aware • Developing more of their own identity
Doing	<ul style="list-style-type: none"> • Acting impulsively (here and now) • Do not want to stand out, want to belong to a group 	<ul style="list-style-type: none"> • Experimenting with all sorts of things • Taking more and more risks 	<ul style="list-style-type: none"> • Behaving more responsibly towards themselves and others • Less sensitive to peer pressure
Thinking/ Feeling	<ul style="list-style-type: none"> • Emotionally sensitive • Sensitive to peer pressure 	<ul style="list-style-type: none"> • Have a lot of mood swings 	<ul style="list-style-type: none"> • Thinking more ahead • Becoming increasingly capable of self-reflection • Occasionally falling back into immaturity unexpectedly (often in social situations) • Motivation shifts from "belonging to the peer group" to having their own opinion and putting their own interests first

Transitioning to high school around age 11 increases the amount of time teenagers spend with their peers. Early adolescents are highly sensitive to peer influence: they want to wear the same clothes, have the same hobbies, and share similar interests. Their brains are not yet fully developed, resulting in an overactive reward system: they want to immediately satisfy their needs and tend to act impulsively. They lack the ability to think ahead or reflect on their decisions. When things go wrong, they are still comfortable relying on their parents for support.

As teenagers enter mid-adolescence, they no longer just want to belong to a peer group. They also want to stand out. They begin experimenting with their appearance and exploring their personal style. While not all teenagers act out boldly, many will try out small new things to express themselves and differentiate a little. This is a period of boundary-pushing and risk-taking. Although their decision-making is slightly more considered than in early adolescence, long-term thinking is still not fully developed. Emotionally, this phase is marked by vulnerability and mood swings. Teenagers start reflecting more on their choices, but rational thinking is still developing.

In late adolescence, teenagers become more self-aware. They turn inward, gaining a more positive self-image.

They are less influenced by peer pressure and more focused on what they want for themselves. They show greater responsibility and develop a stronger capacity for long-term thinking. This is essential, as this phase often involves moving out, starting college, or having a first job. Although they display more signs of maturity, unexpected situations or consequences can still trigger sudden feelings of insecurity (Nelis & Van Sark, 2025).

Differences between boys and girls

Although the different phases of adolescence described here are a general overview of the development of teenagers, it needs to be highlighted that there are also notable differences in these phases between boys and girls. Physically, puberty typically begins one to one and a half years earlier in girls than in boys. Neurologically, a difference can be seen in the development of a part of the brain (the medial orbitofrontal cortex (OFC)) that is associated with decreased risk-taking in girls but increased risk-taking in boys. In adolescent girls, relatively high secretions of testosterone can be linked to adaptive exploratory behaviour (Crone et al., 2016). These differences may also influence financial behaviours, potentially leading to a difference in decision-making and risk-taking.

5.2.2 Different influentials of teenagers

Teenagers relate to other people constantly and are surrounded by social interactions a large proportion of their time. These interactions influence their behaviour in various ways. Nelis and Van Sark (2025) describe four types of so-called 'influentials'. These influentials are groups of people that give meaning and structure to adolescents in different ways. The four categories of influentials are:

- Home (parents and guardians)
- School (teachers)
- Peers (other adolescents)
- Other educators (neighbours, other family members, sports coaches, etc.)

Together, these influentials form a circle around the adolescent, who is in the middle with a developing brain (Figure 15). Sometimes, these influentials provide structure and rules; other times, they provide context, helping the adolescent understand what matters and what something means.

The role and strength of each influential can shift over time. It depends on the adolescent's age, the topic of conversation and personal characteristics such as gender or level of independence. For example, younger adolescents are generally more sensitive to influentials than older ones. Research shows that from the age of 12, teenagers are more influenced by peers and advertisements when it comes to spending behaviour, while parents become more important again when the topic concerns education or making career choices.

These four influentials are not the full picture yet. Digitalisation and social media now play a major role across all four domains of influentials. Through digital media, teenagers are exposed to much larger social circles. Peers, for example, are no longer limited to classmates or neighbours: social networks extend beyond those traditional boundaries (Nelis & Van Sark, 2025).

Besides digital media channels, social media influencers can be seen as both an extension of the inner and outer circles of influence (Figure 15). On the one hand, companies and institutions increasingly use influencer marketing to reach younger generations. On the other hand, influencers play a significant role in shaping adolescents' identity formation (Lajnef, 2023).

Next to the expansion in peer- and social media influence, there is another group trying to influence teenagers. These are groups that operate outside of the inner circle and are known as the 'seducers and informers'. They include marketers, employers, charities, governments, banks and other institutions. These actors are more distant from teenagers' daily lives but are actively seeking ways to connect with and influence the younger generations. The complete overview of all influentials, informers and seducers is shown in Figure 15.

Informers and seducers attempt to reach teenagers by raising awareness, offering guidance or even trying to change behaviour. The seducers often come from the business world and use persuasive, emotionally engaging strategies to target adolescents.

These actors do not always speak directly to teenagers. They often use the inner circle to carry their message. For example, some messages are communicated and structured through parents to trigger a conversation at home. Others are communicated through schools, often through educational materials or campaigns (Nelis & Van Sark, 2025).

Triodos Bank can be positioned within this outer layer of 'informers and seducers', as it operates as a financial institution aiming to engage younger generations. As shown in chapter 3.2 banks often reach teenagers indirectly through parents, for example by offering incentives to open banking accounts. Within this model, Triodos Bank's influence is therefore largely indirect, as it currently primarily interacts with teenagers through actors in the inner circle, such as parents.

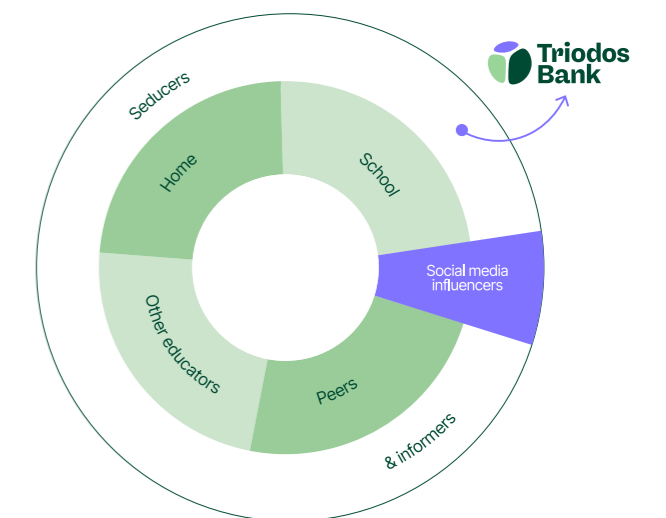


Figure 15: Different influentials in the environment of adolescents, divided into two layers. TB can be positioned in the outer circle (Nelis & Van Sark, 2025).

5.2.3 What younger generations expect from their banks

Although research on teenagers' specific expectations toward financial institutions is still limited, studies on Gen Z (people born between 1997 & 2012) as a broader group offer relevant insights (Revira Puspasuci Amelia, 2022). While younger generations are often described as those who are most concerned with climate activism and social equality, N. Jonker et al. (2025) show that this does not translate directly into higher expectations of their bank. Although they are often labelled as 'the most conscious generation', they do not prioritise climate or social goals within the banking sector more than other generations.

Instead, the themes that truly align with these young people are more personal and immediate. Cost efficiency, convenience, and rebellion against traditional institutions are stronger drivers than abstract environmental ideals. Concepts like thrifting (buying second-hand clothing or goods) are attractive to younger generations because they combine saving money with uniqueness. The positive environmental aspect is often not the primary motivator (Ipsos I&O, 2025).

This aligns with broader behavioural patterns among adolescents: when sustainability aligns with personal goals such as saving money or standing out, it becomes meaningful to these age groups. Research highlights that teenagers are most engaged when information is relevant to their current life stage and concerns, as adolescents are more focused on the here and now than on looking ahead (Crone & Van Drunen, 2024).

From a developmental perspective, this also makes sense. Teenagers are driven by a growing desire for autonomy, meaning that teenagers respond best to messaging that supports their need for independence. They, therefore, may find a bank more appealing if the bank's services are framed as an opportunity to satisfy their need for autonomy (Van De Wetering et al., 2024).

While insights from research on Gen Z offer useful direction, it is important to recognise that this group includes a broader range than just teenagers or adolescents. However, certain behavioural patterns and motivational trends do appear also in the adolescent phases and can therefore serve as a starting point. These insights can be considered when exploring how to engage teenagers specifically.

5.3 Understanding financial behaviour: a qualitative study

Subchapter 5.2 outlines the general development of the target group, the different phases teenagers go through, the key influencers that shape their behaviour and what the younger generations expect from their bank. This provides a general overview and forms a first step in understanding the target group.

However, these insights remain relatively broad and do not yet explain how financial behaviour among teenagers is formed or how they interact with and perceive their bank in everyday situations. Therefore, it is necessary to build upon the insights retrieved from the literature and develop a deeper understanding of the target group, specifically in relation to their financial behaviour and their relationship with their bank.

This research aims to address multiple layers of knowledge (Figure 16). This is useful, as deeper insights can drive innovation (Sleeswijk Visser et al., 2007). Therefore, a combination of qualitative research methods is used.

First, explicit knowledge (what people say and think) is explored through multiple in-depth, semi-structured interviews. This subchapter explains the research approach and presents the results of these interviews.

Second, to uncover tacit and latent needs, a generative research method is applied. Generative design sessions are used to access the deeper, often unarticulated experiences. Chapter 6 will elaborate on the generative design approach and presents the results of this research, completing the methodological triangulation.

5.3.1 Methodology

The first method used to access deeper layers of knowledge is multiple semi-structured interviews. These interviews aimed to gain insights into teenagers' (financial) behaviours, identify key moments in financial upbringing and recurring behavioural patterns in their daily lives.

The interviews conducted for this research used a semi-structured interview approach. This method allowed for flexibility within the conversation, so that the discussion could adapt to the interviewee's responses while still covering key topics. As a result, it was possible to gain deeper insight into the individual experiences, perceptions and behaviours of each interviewee (Kircher & Zipp, 2022).

Interviews for this research were conducted both in person and online, depending on the interviewees' (and the researcher's) availability and their preferences. Whenever possible, interviews (especially those with teenagers) were held in person. Conducting interviews in a familiar context can help interviewees feel more comfortable and support more natural and open conversations (Gielen, 2008).

All interviews lasted between 30 and 60 minutes. Clear differences were observed in how openly teenagers expressed themselves during the conversations. Some participants gave short and concise answers, while others were more talkative and elaborated extensively on their experiences. This variation underscored the importance of flexibility within the interview structure, allowing each teenager to communicate in a way that felt natural and comfortable to them.

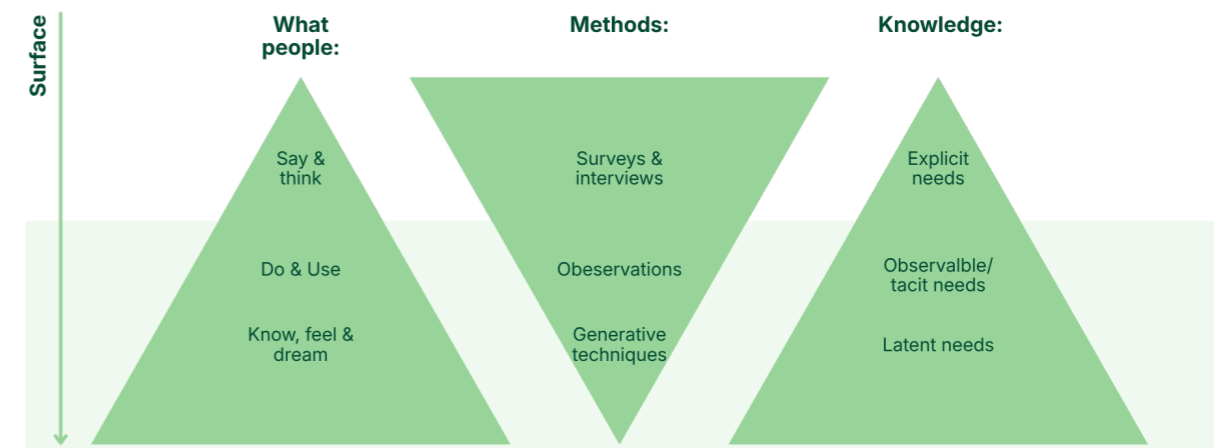


Figure 16: Different layers of knowledge and methods to access them according to Sleeswijk Visser et al. (2007)

5.3.2 Participants

To create a holistic perspective of the target group, interviews were conducted with the target group itself, as well as with key influentials (described in chapter 5.2.2) in teenagers' lives, such as parents and schoolteachers. The following participant groups were interviewed:

- **Teenagers (T)** were interviewed to gain first-hand insights into their financial behaviours, experiences and motivations in everyday life. The sample included both Triodos Bank and non-Triodos Bank customers, covering the full age range of the target group. Availability and accessibility played an important role.
- **Parents (P)** were interviewed to understand the context in which financial behaviours are shaped. Since parents have a strong influence on children's financial understanding, this is an important influential to consider.
- **School teachers (S)** were interviewed to gain indirect observational insights into teenagers' behaviours and attitudes, based on patterns teachers observe in educational and social settings over time.

Table 3 presents an overview of all participants. In two cases, participants were interviewed together, as this was their preference. The interviews are presented in chronological order. In total, 11 interviews were conducted with teenagers, three with schoolteachers and six with parents.

Table 3: Participant overview - semi-structured interviews (S= schoolteacher, T= Teenager, P= Parent)

Interviewee	Role	Interview date	Contact	Triodos Bank customer
S1	School teacher	03/12/2025	Online	No
T2	Teenager	06/12/2025	In person	No
P3	Parent	07/12/2025	In person	No
P4	Parent	09/12/2025	Online	No
T5	Teenager	10/12/2025	Online	Yes
S6	School teacher	11/12/2025	Online	No
S7	School teacher	12/12/2025	In person	No
P8	Parent	16/12/2025	In person	No
P9	Parent	17/12/2025	Online	No
T10	Teenager	17/12/2025	Online	No
T11	Teenager	17/12/2025	Online	Yes
T12	Teenager	18/12/2025	In person	Yes
T13 + T14	Teenagers	18/12/2025	In person	Yes
T15	Teenager	22/12/2025	Online	Yes
T16	Teenager	22/12/2025	In person	No
P17 + P18	Parent	22/12/2025	In person	No
T19	Teenager	26/12/2025	In person	No
T20	Teenager	26/12/2025	In person	No
T21	Teenager	26/12/2025	In person	No
P22	Parent	29/12/2025	Online	No

5.3.3 Process

Based on qualitative research methods, the process of the interviews followed the following steps:

1. **Creating an interview guide** based on the research questions and insights from desk research. One interview guide is created for each participant group (teenagers, parents, schoolteachers).
2. **Seeking and contacting participants:** for this, snowball sampling was applied using personal connections and network. Since these participants were mostly non-Triodos Bank customers, the internal communication page of Triodos Bank was used to recruit participants who are Triodos customers.
3. **Conducting semi-structured interviews** and writing down notes and first insights directly after interviews. All interviews were recorded with the consent of the participants.
4. **Transcribing interviews** using the recordings and making statement cards.
5. **Analyse interviews** by clustering statement cards and performing a thematic analysis.

5.3.4 Interview guide

As mentioned, a separate interview guide was developed per participant group to support the semi-structured interviews. These guides formed the core of the conversations, while allowing for flexibility and a deep dive into individual experiences when needed. Since money can be a sensitive topic, and it was important to explore personal experiences, sensitising questions were asked at the start of the interviews to make the participants feel at ease.

The questions in the interview guides were aimed to guide the conversation and to build upon through probes, allowing for adaptation to individual experiences, contexts and backgrounds. The interviews with schoolteachers were mainly aimed at getting insights into teenagers' daily behaviour, social dynamics and attitudes. Figure 17 shows a simplified version of the structures used in the interviews. The figure shows the different topics that form the core of the interview guides, and some examples of supporting questions. Appendix E shows the complete interview guides.

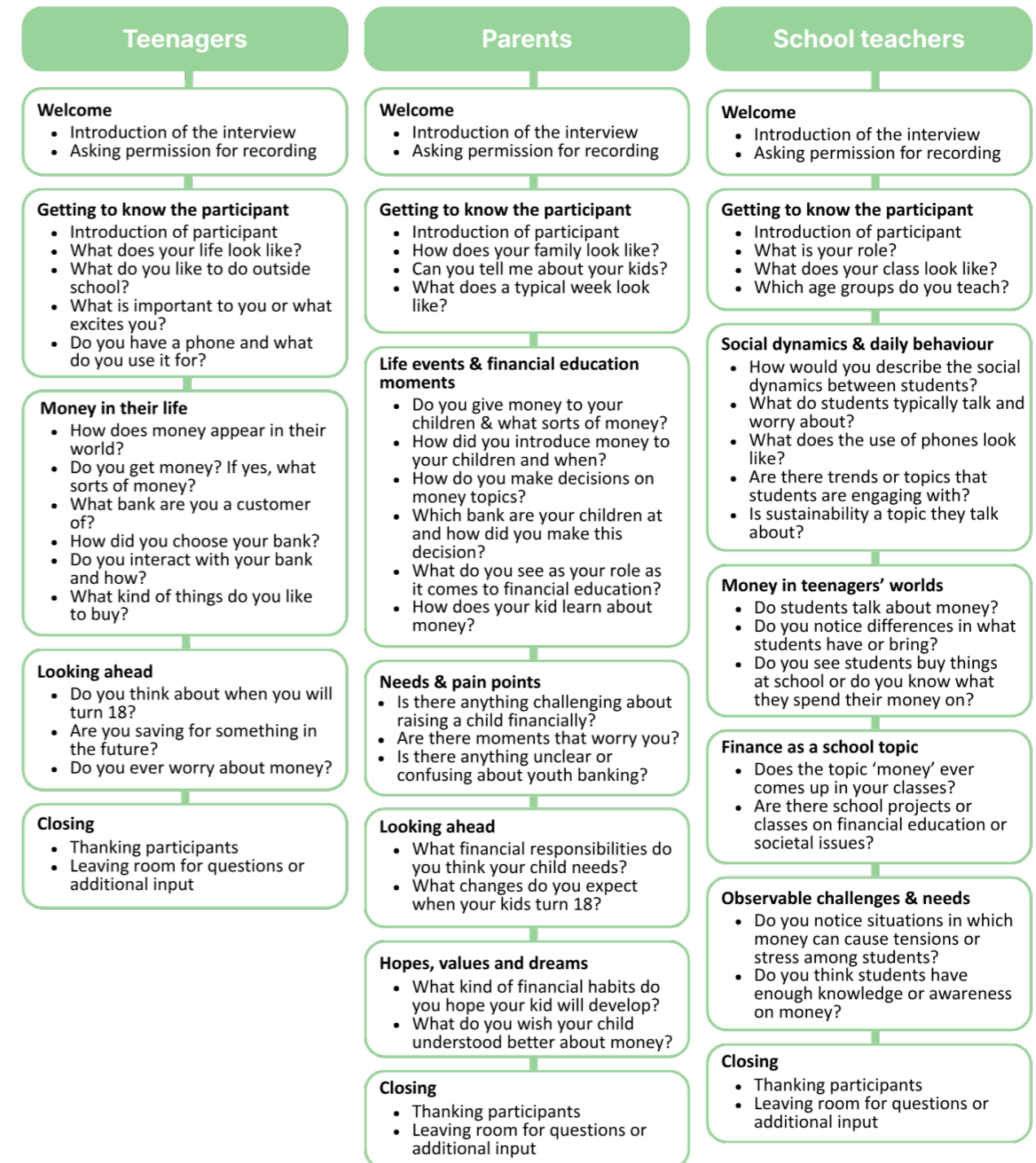


Figure 17: Simplified overview of interview guides for semi-structured interviews with different participant groups

5.3.5 Results

Two different approaches were applied to analyse the interviews. Since the goals for interviews with teachers differed from those with teenagers and parents, these interviews are used as indirect observations and therefore interpreted. The results of these interviews function as an extra source of insights into teenagers' lives. However, they are not directly used further in this project and therefore only the most important insights are presented here:

- Younger teenagers are highly peer-oriented, while self-awareness increases with age
- Spending behaviour seems to be impulsive and focused on the here and now.
- Older students prioritise part-time work over school and show decreased interest and concentration spans.
- Openness to learning and self reflection increases in later teenager years.

A summary of all insights of the interviews with schoolteachers can be found in Appendix E.

A thematic analysis was conducted on the 19 interviews with parents and teenagers. The process of this analysis is visualised in Figure 18. As both groups addressed similar topics during the interviews, their responses were analysed together. In the results, quotes are clearly labeled to indicate whether they originate from parents (p), or teenagers (t). The simplified thematic map can be seen in Figure 19. Appendix F presents a complete overview of all themes, subthemes and examples of corresponding quotes.

First general impression

Before diving into the thematic analysis, an overview is given of the first general impression. What was noticed is that parents are focused on the future, wanting to prepare their kids for independence and being able to make financial choices for themselves. They seem to seek a balance between wanting control and letting their children figure things out by themselves, as learning by doing seems a way to learn about money management. In general, the teenagers who were interviewed seemed to be more focused on short-term spending, and only the older teenagers talked about having clear long-term saving goals.

Money seems to be introduced when children are at primary school, mostly through pocket money. As teenagers grow older, parents try various things to teach them on money, such as making them do chores, introducing clothing money or, when they grow older, motivating them to have a side job. It seems that parents think it is easiest to teach children about money using physical and tangible touchpoints, whereas teenagers nowadays are highly digital-focused and are almost never interacting with physical money anymore.

The following page presents the simplified thematic map, after which the themes are explained using supportive quotes.

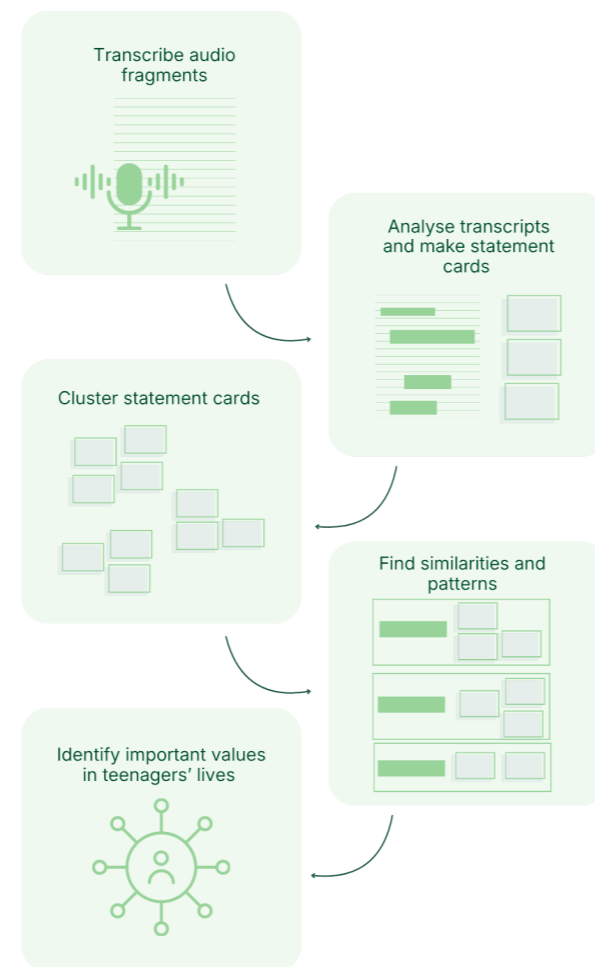


Figure 18: Process of thematic analysis of semi-structured interviews with teenagers and parents

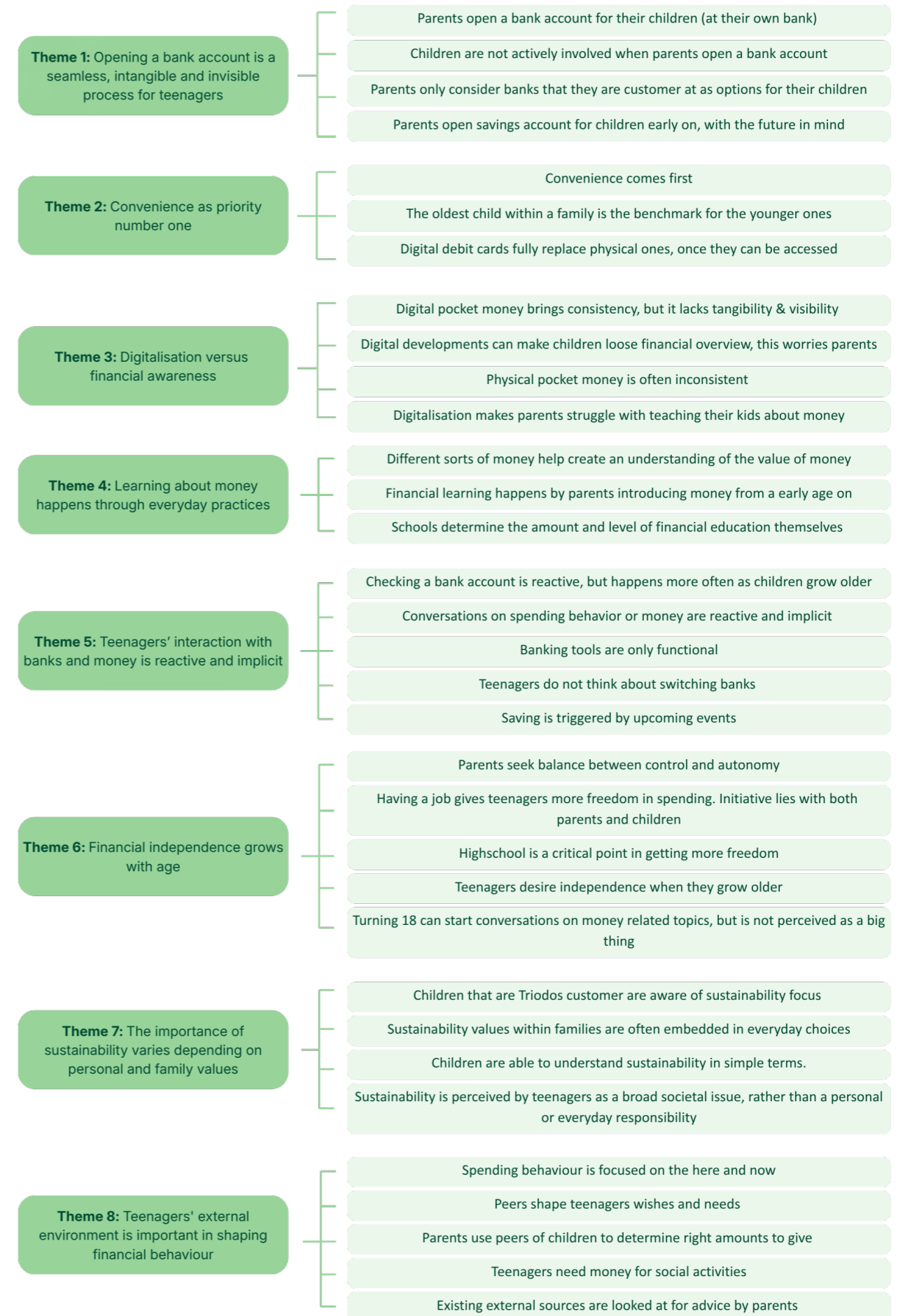


Figure 19: Simplified thematic map of interview insights, excluding supporting quotes. Main themes are shown on the left with subthemes on the right. Subthemes are ordered from most to least prevalent based on the number of statement cards.

Results thematic analysis

1. Opening a bank account is a seamless, intangible and invisible process for teenagers

Teenagers are often not consciously involved in the process of opening a bank account. Most of the time, parents open a bank account for their children at their own bank, without actively considering alternative options. With just a few clicks, a bank account is opened, and a few days later, the debit card arrives at home. As a result, there is little to no physical barrier in the process of getting a bank account, making this process largely invisible for teenagers. This limits their awareness of how and why a bank account is created and means that it is not experienced actively by them.

"I think my mother simply arranged it through her app, and then she could start a new thing [account] for her child, and a bank card was just delivered to our home for me."

— T2

"At a certain point, I just had one [a bank account with a card.]"

— T12

2. Convenience as priority number one

When parents consider opening a bank account for their children, convenience appears to be the primary priority. Parents typically choose a bank they are already customer of, rather than actively exploring alternative options. In most cases, one of the parents opens the account by requesting it through their own banking app. This way, banking-related decisions are made reactively, rather than consciously and parents seem to avoid any additional effort that can be associated with the process.

Convenience also plays a key role in the ongoing use of banking services. Both parents and teenagers value ease of use in their interactions with the bank. As such, convenience is not only a factor in the initial decision-making process, but remains important throughout the entire customer relationship.

"They then opened a bank account, simply at the bank where we already do our banking. We didn't actively think about it. Basically, we just opened a savings account at the bank we were already with. That's simply easy."

— P3

"It was actually easiest to stay with the bank we were already with. The nice thing about this is that we also have insight into all the accounts together. So when I open my own app now, I can see at a glance what the children have as well."

— P4

3. Digitalisation versus financial awareness

A clear difference is seen between teenagers and parents in their perception of digitalisation. Parents often focus on creating financial awareness and consciousness among their children and value physical money as something tangible and visible. They believe this helps in understanding and controlling spending. In a rapidly digitalising financial world, parents experience increasing challenges in creating this awareness, highlighting the difficulties they face in teaching teenagers about money in a digital world.

Teenagers on the other hand, are (once they grow older) fully oriented toward digital solutions. As they grow older, digital payment methods, such as Apple Pay or Google wallet feel natural and necessary and physical debit cards are perceived as unnecessary. Managing money through a mobile phone aligns with their daily habits and sense of convenience.

This highlights a gap between the way parents aim to support their children's financial development and the digital-first tools that teenagers prefer.

"It is difficult to convey the value of money when they never have cash in their hands anymore. It's on a card or in an app. It doesn't really feel 'alive' anymore, so to speak."

— P4

"Yes, I installed it immediately, because I now have a phone. But I don't have a wallet where I keep my cards, so I only carry an ID card. I used to keep my bank card in my bag, but now I don't have to do that anymore, and I really liked that."

— T10

4. Learning about money through everyday practices

Teenagers primarily learn about money through everyday practices at home. Parents use different forms of money, such as pocket money, clothing money or money earned through chores to help children understand the value of money. This process often starts at primary school and evolves as teenagers grow older. Once they grow older, teenagers are encouraged to take on more financial responsibility, for example by finding a job.

"Pocket money was there, but in the end, they didn't really have to do much for that. At a certain point, we started with clothing allowance as well, specifically to help them understand the value of money."

— P8

"If you want to do fun things, that's possible. But we can't keep paying for everything for you. So if you really want things, then yes, you'll have to do something for it. I think it's also good for children to learn at an early age what it means to work and to do something, and that you get paid for it."

— P9

5. Teenagers' interaction with banks and money is reactive and implicit

Teenagers do not actively engage with their bank. Bank accounts are often opened for them at a young age, somewhere during primary school, without their conscious involvement. Teenagers only interact with their bank through a current account and have limited awareness of their bank as an institution. As teenagers grow older, their interaction with the banking app increases. However, the banking app stays their only point of contact with the bank, making it a crucial platform for engaging with this generation. Interaction with the app is mainly reactive and triggered by specific moments such as making a purchase or (as they grow older) receiving income.

"I check whether someone has already paid a Tikkie or, for example, if I want to buy a sweater, then I need to see how much money I have left to be able to pay for it."

— T10

"Only when I'm actually going to buy something do I check whether I still have the money. Yes, exactly, that's when I think about it."

— T16

6. (Financial) Independence grows with age

Teenagers gain and seek more financial independence as they grow older. A key transition occurs when they start high school, as this is often a moment when parents give their children more freedom. This includes getting more responsibility and being introduced to, for example clothing money.

The next phase (around the age of 14), teenagers start considering jobs to increase their financial independence and to have more money. Parents, in general, value their children having a job, since this is a way for them to learn responsibility and become more independent in general.

"Yes, I did want to earn more money myself. More money than just clothing allowance."

— T16

"And then I got a debit card when I was eleven, I think. At first, I didn't really spend that much. But when I went to secondary school, it gradually became more."

— T19

"She is in her first year now, and you suddenly see her actively using her debit card, because she now occasionally wants to buy something or go into town after school."

— P4

7. The importance of sustainability varies depending on personal and family values

The interviews revealed that teenagers who are customers at Triodos Bank are aware of its sustainable focus. They could describe in simple terms what the meaning of 'sustainability' was and a difference was observed in the understanding of sustainability, increasing with age. Teenagers who are aware of the meaning of sustainability most often mentioned that this was due to family values. Sustainability was then in general also embedded in other daily practices besides banking, such as being a vegetarian.

Although teenagers expressed an understanding of the meaning of sustainability, it was also perceived as a broader societal issue than a problem that an individual could contribute to, confirming findings of the DEPEST analysis in chapter 4.1. The main insight on this theme was that the level of importance and understanding of sustainability varies highly per teenager and family.

"It's basically the same as the banks you have now. It's just that Triodos is a bit more focused on sustainability, so to speak."

— T11

"When you're 18 or 19 and you've just moved out, you don't really have the money at that age to already go and save the world, so to speak."

— T15

8. Teenagers' external environment is important in shaping financial behaviour

Teenagers' spending behaviour is highly influenced by their external environment such as peers. Teenagers live in their own world and spending is most of the time focused on short-term purchases often related to social activities with their friends. Wishes and needs are often based on what friends want and have, so that the teenagers can belong to the group. Besides teenagers themselves, parents also rely on the environment of the teenagers. Parents use peers to determine the appropriate amounts of money to give and also external sources such as Nibud are accessed for advice.

"They actually came up with the idea of clothing allowance themselves as well, because they saw that their friends had it. And then, well, we just said yes, that's fine."

- P3

"We were also looking at how this roughly works within children's peer groups. What friends do with their children, classmates, and so on."

- P8

Concluding on teenagers' values and needs in relation to banking

The literature shows that there are differences in needs and preferences across the three phases of adolescence. The semi-structured interviews further show that various values and needs are important for teenagers in relation to financial learning and their relationship to their bank.

The thematic analysis highlights the importance of ease of use in interacting with a bank (theme 2), the desire for increasing autonomy and independence (theme 6), and the strong influence of peers on financial behaviour (theme 8). At the same time, parents remain key influencers in relation to financial topics, particularly in decision-making related to banking, shaping financial understanding (theme 4) and the level of sustainability awareness and understanding (theme 7).

Literature suggests that as teenagers grow older, their level of awareness and forward-looking behaviour increases, which may also apply to financial behaviour.

However, differences between the three phases of adolescence was not researched on yet during the interviews.

Therefore, shifting values will be further explored across the different phases of adolescence in the next chapter.

5.4 Insights & Key takeaways

This chapter provides an overview of the (financial) behaviour of the target group and therefore aims to answer research question 2. The following points are important to consider in further research:

- The target group can be divided into three phases of adolescence: early, middle and late adolescence, each characterised by distinct behaviours and values.
- The ecosystem surrounding teenagers is multi-layered. The inner circle consists of so-called influencers and can be divided into four domains (home, school, peers and others). The outer circle consists of informers and seducers, who try to approach teenagers through the inner circle. Social media influencers can be seen as an expansion of both the inner- and outer circle.
- Interviews with schoolteachers confirmed findings from the literature and highlighted a developmental shift toward increased self-awareness, consciousness, and the ability to reflect.
- Both the literature and interviews highlighted a wish and need for becoming more autonomous as teenagers grow older.
- Interviews with parents and teenagers highlighted the reactivity of children interacting with their bank. They do not yet feel the need to make conscious banking choices. Teenagers prioritise convenience and digitalisation, while parents struggle to find suitable ways to teach their children the value of money in an increasingly digital world

- The transition to high school is a key moment in which teenagers gain more financial freedom, and parents simultaneously grant them more financial freedom.
- All interviewed Triodos Bank customers were aware, to a certain level, of the bank's sustainability focus. Although not all fully understood its meaning, it was clear that sustainability is a recurring topic at home and part of their broader environment.
- The current account in their banking app is the only point of interaction that teenagers have with their bank.
- Teenagers show a strong preference for digital tools, while parents actively seek tangible methods to teach their children about money.

This chapter was used to create a first understanding of the target group, how financial behaviour is shaped and what teenagers' relationship with money and their bank is. Literature highlights that there are shifts in values and needs throughout the different phases of adolescence.

As this graduation project focuses on teenagers across a wide age range, understanding these differences is essential. Therefore, the next chapter aims to create a deeper understanding of how needs and values evolve across adolescence.

Diving deeper into teenagers' values

- 6.1 Generative design research
- 6.2 Teenagers' banking interaction map
- 6.3 Creating persona's
- 6.4 Insights & key takeaways

06

Chapter 5 showed that teenagers go through different developmental phases, all with different behaviours, values and needs. This chapter will dive deeper into understanding the values of teenagers and aims to map how they change over time. It introduces the generative design approach as the method used to access these deeper layers of knowledge. After explaining the method, the results and conclusions are presented. In addition to exploring the different values, the method used in this chapter also serves to confirm earlier findings and provides an opportunity to observe behaviour within the target group

6.1 Generative design research

To gain a deeper understanding of teenagers' values, behaviours, and their relationship to money and banking, this project combines semi-structured interviews with generative design research. While the interviews provided initial insights into the general (financial) behaviour of the target group, the generative research aimed to access deeper, often unspoken layers of knowledge (figure 16). These sessions were specifically designed to uncover possible value shifts as teenagers grow older. Such sessions are valuable for Triodos Bank, as they can engage more meaningfully with this target group and build long-term customer relationships. In addition, conducting group conversations with teenagers can reveal new insights that one-on-one interviews do not.

6.1.1 Methodology

As teenagers are the central focus of this graduation project, it is essential to involve them as active participants. Therefore, generative design research is used. This is an explorative, qualitative method that allows participants to express their inner thoughts, experiences, and needs, often in ways that go further than verbal responses (Gielen, 2025). It is:

- Explorative: aiming to discover the unknown.
- Human-centred: focusing on beliefs, motivations, and meaning.
- Creative: using visual or expressive tools to reveal deeper insights.
- Design-oriented: intended to inform and inspire innovation.

The generative sessions were designed following principles from the TU Delft online course Co-creation with Youth, developed by Mathieu Gielen (Faculty of Industrial Design Engineering). This approach is particularly effective for youth research because teenagers are experts in their own experiences, they hold unique, often underrepresented perspectives, and (creative) tools can help them express ideas (Gielen, 2025).

6.1.2 Participants

Based on the findings from the literature review (chapter 5.2) and qualitative interviews (chapter 5.3), the decision was made to focus on high school students for the generative sessions. Teenagers in primary school were excluded, as money and banking were not found to play a meaningful role in their daily lives.

The research identified that the different developmental phases of adolescence show different priorities. To explore this further, three generative sessions were organised, each with a different high school age group. Participants were recruited through direct contact with teachers and snowball sampling during earlier interviews.

Sessions 1 and 2 were conducted at a high school in Delft, and session 3 was conducted within a group of friends in Breda. An overview of the participants can be found in Table 4.

Table 4: Participant overview - generative design sessions

Session	Number of participants	Session date	Highschool grade	Age indication	Male/Female
S1	7	09/01/2026	1	11-13	2 male, 4 female
S2	5	09/01/2026	3	14-15	2 male, 3 female
S3	4	10/01/2026	6	17	All Female

6.1.3 Process

Context-mapping is a way to structure generative design research (Sleeswijk Visser et al., 2007). The process for this project followed a typical context-mapping structure, adapted to suit the age group and topic. The process that was used is visualised in Figure 20.

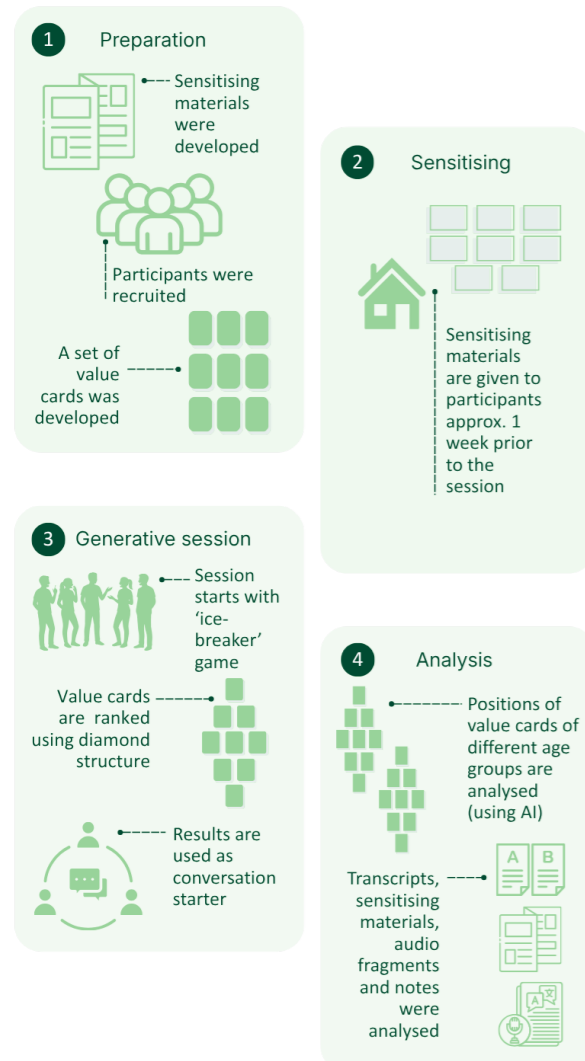


Figure 20: Visualisation of the steps used for the generative sessions.

Sensitising materials

Because the interviews showed that teenagers rarely reflect consciously on money or banking, sensitising materials were used to activate awareness on the topic. Additionally, they were used to confirm findings from the semi-structured interviews. Sensitising materials are small, creative assignments or activities that participants complete before participating in a generative session. These assignments helped participants access relevant memories, form opinions and prepare them for the sessions. The sensitising materials focused on the following topics and can be found in Appendix G:

1. Daily routines and personality (getting to know the participant)
2. Types of money and spending behaviour
3. Interaction with their bank or banking app
4. Who teaches them about money
5. A “money timeline” to reveal when and how they received money
6. Who makes financial decisions
7. Space for personal input

Designing the value card exercise

To explore how values differ across age groups, a set of nine value cards was developed for use during the group sessions (Figure 21, a larger version can be found in Appendix H).

The content of these value cards, was derived from key themes identified in both the literature review and the semi-structured interviews presented in Chapter 5. These themes reflect potential values and needs of the target group in relation to banking. The generative sessions aimed to explore whether and how these values evolve over time, to be able to eventually design concepts that align with the wide age range of the target group of this graduation project.



Figure 21: Set of value cards used in the context mapping session

Based on the literature review, semi-structured interviews and personal observations, four themes were selected to be important in relation to teenagers' relationship with money and banking. These themes were selected for further exploration through the value cards:

- **Independence & autonomy:** this theme reflects teenagers' increasing desire for control as they grow older. Both the literature and the interviews (theme 6, Figure 19) highlight independence as an important aspect of growing up, especially in relation to financial decision-making and the evolving role of parental involvement.
- **Convenience:** this theme emerged as a central factor throughout the entire customer relationship with a bank. The thematic analysis (theme 2, Figure 19) showed the importance of ease of use not only when opening a bank account, but also when interacting with the bank. Additionally personal observations highlight this theme as important to further explore.
- **Influence of peers:** the literature (Chapter 5.2) identifies peers as an important influential of teenagers. This is reinforced by the thematic analysis (theme 8, Figure 19), which highlights the role of the social environment in shaping financial attitudes and behaviours, therefore making it a relevant theme to further explore.
- **Understanding of sustainability:** The thematic analysis (theme 7, Figure 19), revealed varying levels of understanding of sustainability among teenagers. Given that sustainability is a core value of Triodos Bank, this theme is relevant for further exploration.

These themes were subsequently translated into a set of value cards. However, the themes could not be directly translated one-to-one into individual value cards, as it was expected (based on personal judgement after having conversations with teenagers previously) that (especially younger) teenagers would not completely understand the meaning of the themes.

To ensure alignment with teenagers' experiences and level of understanding, the themes were formulated as more tangible and relatable concepts. As a result, the value cards represent the themes, but are not a literal translation of them. Additionally, the number of cards

per theme was not evenly distributed.

Some themes were represented by multiple cards, as they could be expressed in different ways. This allowed for a more nuanced exploration of these themes in the conversations.

Each card was structured around a central theme, linked to one of the selected themes. This theme was supported by a quote derived from the semi-structured interview transcripts, grounding the card in real user insights. Finally, each card included an example to clarify its meaning and support participant's understanding during the sessions. An overview of all cards in relation to the themes can be found in Appendix H.

Figure 22 shows an example of a value card and its structure.



Figure 22: Example of one of the value cards that belongs to the overarching theme 'independence & autonomy', structured using a theme, quote and an example

The themes, quotes and examples were written in a tone of voice that was expected to be understandable for the target group. The cards only served as conversation starters. Observing how participants interpreted the concepts and whether understanding increased with age was also considered valuable for the research.

It is important to note that the value cards primarily served as a means to initiate conversations around the previously identified themes, with the aim of exploring potential differences between age group. As such, the exact wording or definition of the cards was not considered critical, as their main function was to stimulate discussion.

Diamond ranking exercise

The value cards were used during the generative session in combination with the 'Diamond ranking method'. This is a participatory prioritisation method to explore value positions and to facilitate discussions (Clark, 2012). The teenagers were asked to individually structure the various value cards on the level of importance and recognition (Figure 23): the card that they found most important needed to be put at the top of the diamond, and the card they valued least needed to be at the bottom of the diamond. After completing the ranking individually, participants were asked to share their input, functioning as a starting point for conversation on similarities and differences within the age group. This method allowed for revealing underlying motivations and understanding how value prioritisation can shift with age. In addition, conducting qualitative research in group settings allowed for observing both verbal and non-verbal reactions to different themes and observing different group dynamics.

This approach aligned with Crone & Van Drunen (2024), who argue that adolescence is a key period for developing societal values. The value card method provided a structured but flexible way to start the conversation.

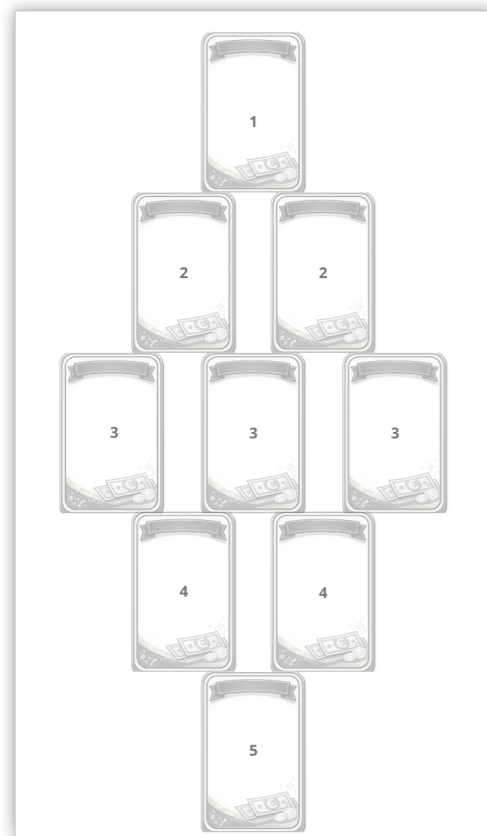


Figure 23: The template for diamond ranking used to prioritise different values

6.1.4 Results

The generative sessions confirmed earlier findings from the interviews, while additional insights were gained regarding the evolving values of teenagers. Observing the group dynamics and how teenagers interacted with their peers also offered important new perspectives to consider. The results of the diamond rankings per session can be found in Appendix I.



Figure 24: Impressions of the three generative sessions

To analyse the different group sessions, a structured approach was used:

1. Analysing session notes describing impressions and observations
2. Analysing audio fragments using quotes, cluster them into insights and link them to themes
3. Analysing the outcomes of diamond ranking using AI

First general impression

The different age groups showed clear differences in the way they responded to and interacted with each other. The most pronounced differences were observed between the youngest age group and the two older groups. Participants in session 1 were highly focused on their peers. This was observed during the ice-breaker

game "over de streep", where children actively looked at others before choosing a side.

This peer focus was also visible during the individual ranking of the value cards using the diamond templates. Participants frequently looked at others to ensure that their results were not too different from those of their peers. An attempt was made to prevent this by creating physical distance between the participants. However, some participants were standing up and talking to their peers. One participant even changed her outcomes once the individual exercise shifted back to a group setting, highlighting a strong urge to belong and not to stand out. This confirms findings from literature that describe early adolescence as a peer-oriented phase.

In general, the understanding of the value cards increased with age. Participants in the first session, the youngest group, asked many questions during the individual exercise, whereas the older groups were more focused on themselves. This can be explained by both a more limited understanding of the values presented on the cards and by the fact that younger children tend to be more explicit in verbalising their thoughts. Participants in the second session (the middle-aged group) appeared to think more thoroughly before giving answers and sharing their thoughts.

An interesting finding was that the participants within the youngest group did not have a complete understanding of their bank in general. So, what a bank is, how it works and what it does with their clients' money was not completely clear. On the contrary, participants in the second session seemed eager to share their knowledge about banking and finance, at times diving deeper into specific topics such as interest rates

Participants in both the second and third sessions appeared to be less concerned about sharing their

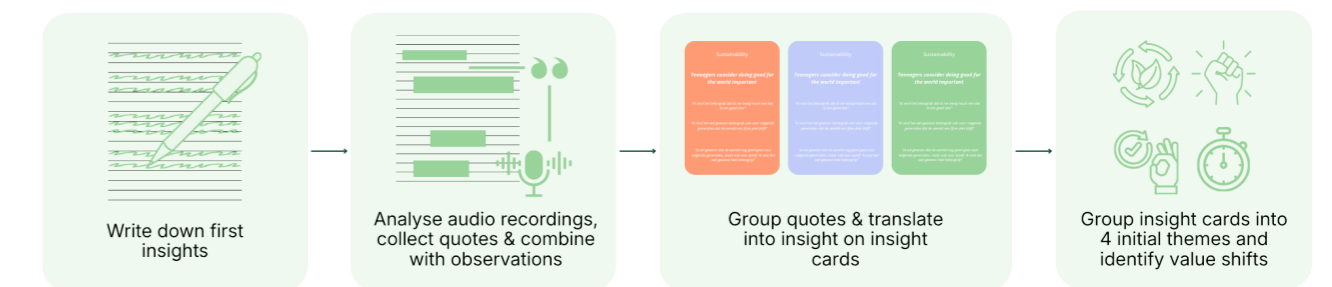


Figure 25: Process of analysis of generative design research

opinions and whether these differed from those of their peers. This was also reflected in the individual ranking, during which these groups worked in silence rather than continuously seeking confirmation from others.

Analysis using insight cards

After identifying the general insights and first impressions from the sessions, the audio recordings were analysed in more detail. Relevant quotes, combined with observed behaviours, were documented and grouped, resulting in an initial set of insights. These insights were then clustered into the four different overarching themes on which the value cards were based (being: independence & autonomy, convenience, influence of peers and understanding of sustainability). This process is visualised in Figure 25.

To present the findings, insights were translated into insight cards. Insight cards are a method to extract reflections based on actual data ((TCU of Brazil & INTOSAI, n.d.). Inspiration to use insight cards is also gained from other graduation students of the IDE faculty, Juliëtte van Driel and Lois Schrijver, who have also used this method in different phases of their projects.

Each insight card consists of one leading theme, supported by a core insight and illustrated with participant quotes (Figure 26, presented on the next page).

This analysis is intended to identify shifts in values across age groups and to understand which themes are relevant for Triodos Bank to engage with at different stages of adolescence. By comparing insight cards across age groups, opportunities emerge for Triodos Bank to tailor its communication, products, and services to the evolving values and motivations of the target group. Appendix J provides an overview of all 27 insight cards, clustered by theme and age group.

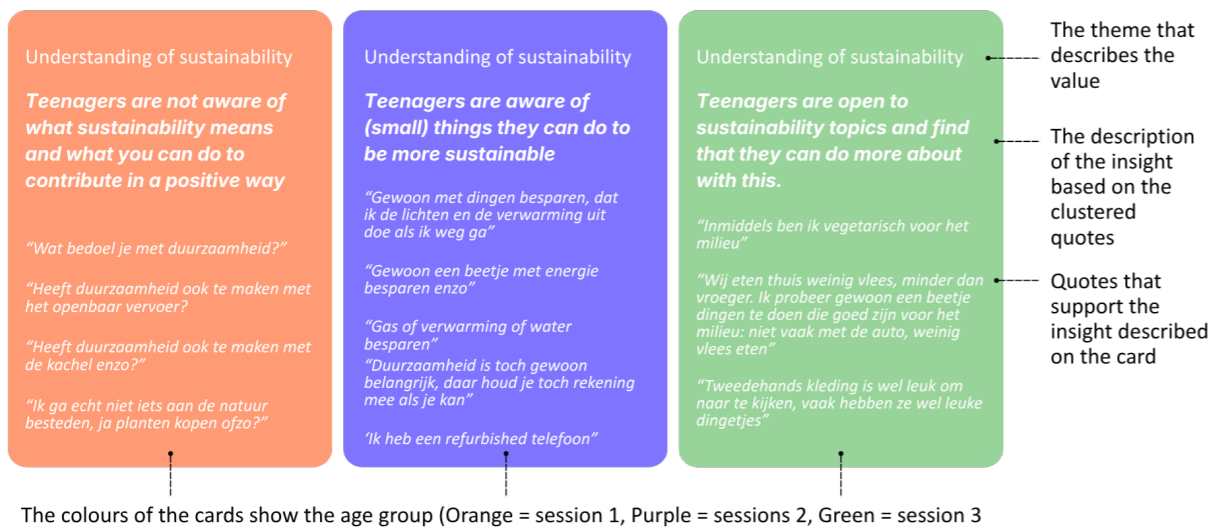


Figure 26: Examples of insight cards used for the analysis of the generative sessions

As the generative sessions included the use of various types of 'cards' and 'themes' an overview and summary of the process of the generative design research is visualised in Figure 27

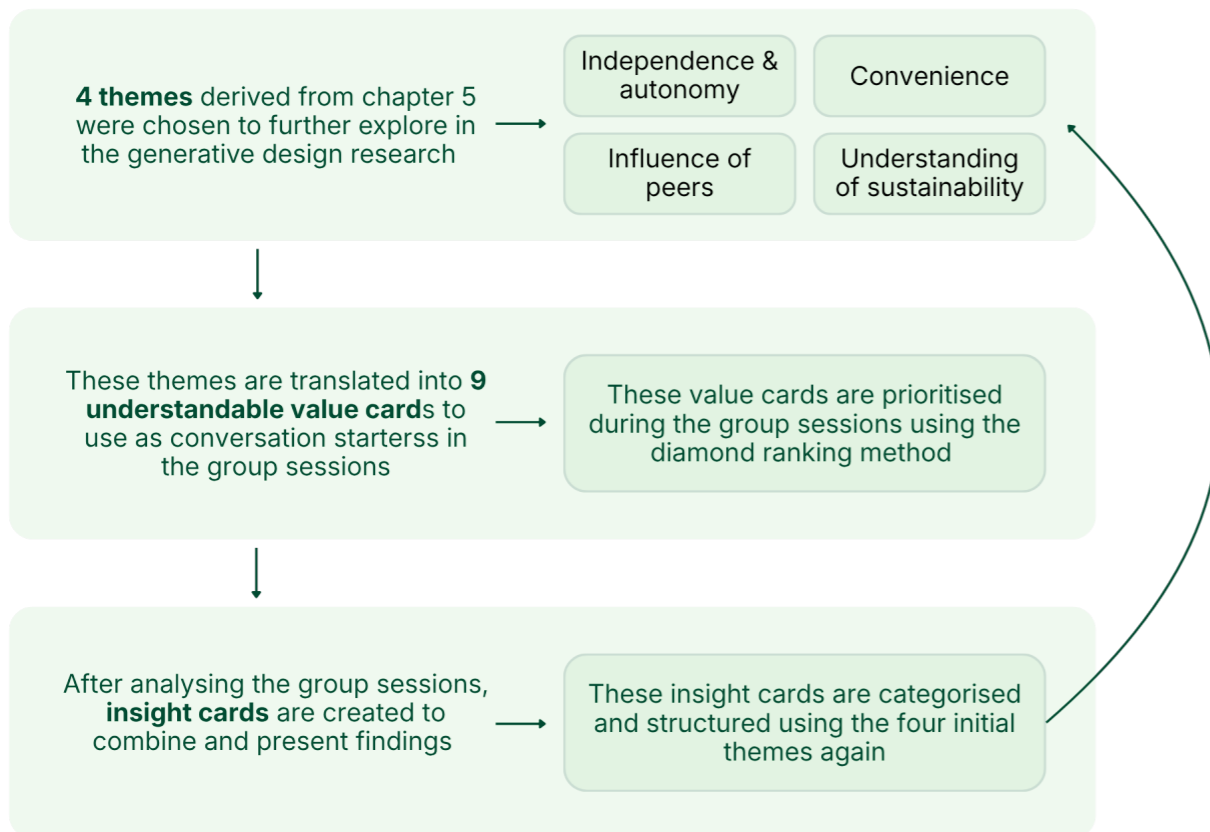


Figure 27: Overview of the process from initial themes to the development and use of value cards, and the resulting insight cards

Conclusions from insight card analysis

- Independence & autonomy

Across the age groups, independence & autonomy is consistently important, but the way it is experienced and desired changes with age. Younger teenagers accept more parental control over their spending, as it provides structure and guidance. As teenagers grow older, they increasingly want control over their own money in order to learn by doing. Parental involvement is still valued, but mainly as a safety net rather than as active control. In late adolescence, autonomy is strongly linked to responsibility and independence, with teenagers wanting to make their own choices while knowing support is available if needed.

- Convenience

Across all age groups, convenience plays a central role in how teenagers relate to money and banking. Younger teenagers focus mainly on being able to spend money easily. As teenagers grow older, convenience becomes more closely linked to having an overview and control over their finances, supporting independence and conscious decision-making. At the same time, easy payment methods lower the threshold for spending, making convenience both enabling and potentially risky. Overall, convenience remains one of the highest priorities across ages and often outweighs other considerations, such as sustainability, unless these align with ease of use.

- Influence of peers

Across age groups, peers play an important role in shaping teenagers' financial behaviour and decision-making. Among younger teenagers, spending is strongly influenced by social activities and wanting to fit in, with money primarily being used for short-term shared experiences such as buying food. They rarely seem to think about the long-term impact of their immediate spending behaviour.

As teenagers grow older, peer influence seems to stay important, but becomes more nuanced. While social environments still shape spending behaviour and needs such as clothing money, teenagers begin to develop more their own preferences and become more aware of the impact of their financial choices. Peers seem to be able to encourage spending, but also influence behaviour towards saving.

The eldest teenagers showed to become more confident in balancing short-term spending on social activities

with their personal financial goals, such as saving for college or a holiday. While peers continue to play a role, teenagers are better able to make independent decisions, even when these differ from those of their social environment.

- Understanding of sustainability

Across the age groups, the concept of sustainability shifts from being unclear and distant to something that feels more relevant and personal. Younger teenagers are often unaware of what sustainability means or how their own actions, especially related to money, can make a difference. As teenagers grow older, they become more open to sustainable choices and are increasingly aware of small actions they can take. For the oldest group, contributing positively to the world is considered important, but sustainability is still weighed against factors such as convenience and price.

Critical reflection

Since the generative sessions were hectic because of the many participants, transcribing the recordings was difficult. Therefore, I chose to analyse the sessions as soon as possible afterwards, while the insights were still fresh in my memory.

I did not conduct the sessions alone. Other students joined to provide an extra set of eyes and ears, helping to capture interesting insights. To reduce researcher bias (the influence of my own perspective), I discussed my findings with the students who participated in the sessions. This helped to validate my interpretations and allowed me to step back from my own viewpoint.

Analysis of the diamond ranking using AI

ChatGPT was asked to analyse the results of the diamond rankings and present observable patterns within the age groups and highlight differences across age groups. The result of this analysis is shown in Appendix K.

When reviewing the analysis conducted by ChatGPT, most of the identified patterns and age-related differences aligned well with my own interpretation of the data. In general, the AI-supported analysis provided a clear and structured overview of the results.

However, a difference occurred regarding the value card Help & safety. While the results show that this value is consistently deprioritised as age increases, ChatGPT initially interpreted this theme as more important for the mid-adolescent group. This misinterpretation highlights the limitations of automated analysis and highlights the need for human interpretation when analysing (qualitative) data such as diamond rankings. Therefore, this analysis is not presented here.

6.2 Teenagers' banking interaction map

The generative design research confirmed and enriched earlier findings from the semi-structured interviews regarding how a minor's interaction with a bank is initiated and how this develops over time. Based on these insights, an interaction map was created, visualised in Figure 28.

This map illustrates the (simplified) different stages of interaction, starting from the initial trigger (often introduced by parents), to the gradual development of independent financial behaviour. It highlights how teenagers move from guided experiences towards more autonomous interactions and decision-making, while still relying on their parents.

The interaction map is relevant as it provides a structured overview of how teenagers engage with banking over time. This understanding helps to identify opportunities for Triodos Bank to better support teenagers at different stages of their development and to design interventions that align with their evolving needs and behaviours.

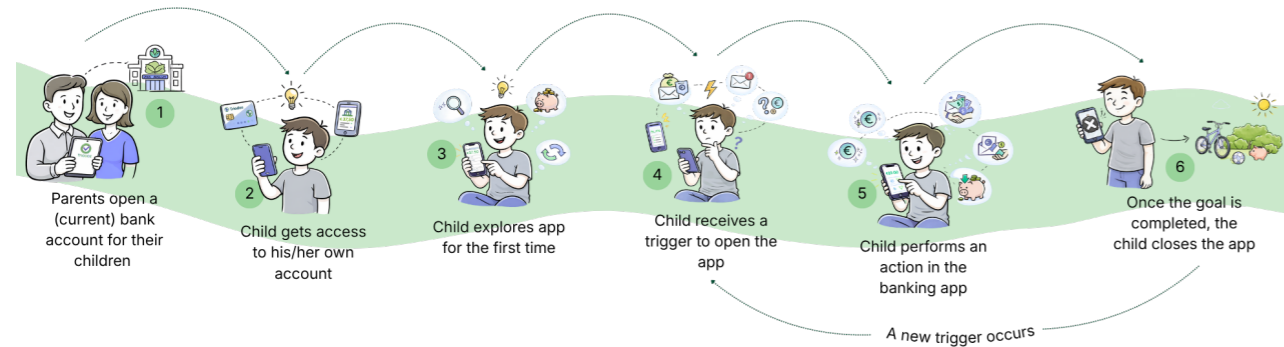


Figure 28: Interaction map of teenagers and their bank

6.3 Creating personas

Drawing on insights from the literature review on teenagers, the semi-structured interviews on financial behaviour, the observed behaviour, and the analysis of the generative sessions, three personas are created. These personas provide insights into teenagers' relationship with money, values, and behaviour that change over time. These personas provide examples to bring the target group of this research to life, helping to bring together motivations, needs, sustainability understanding and financial behaviours.

For each of the three phases of adolescence, a persona is created (Figure 29, 30, 31). This method helps to create a consistent and shared understanding of the users' values and needs (Van Boeijen et al., 2020).



“What I do on my own feels like it makes almost no difference in the bigger picture.”

Most important values

- Self-decision making
- Spending money now
- Easy payment
- My friends

Spending behaviour

Mostly short-term and social spending, such as snacks or small purchases with friends. Spending is impulsive and strongly influenced by peers.

Understanding of sustainability

Low
Low
High
High

Sustainability is still abstract and not yet clearly connected to his own financial behaviour. He does not yet understand what his actions can contribute to the bigger picture.

Importance of parental involvement

Low
Low
High
High

His parents still play an active role in guiding financial behaviour and setting boundaries. Whenever he needs anything, he will ask his parents and they will decide. However, since he is in highschool, he is allowed to make more choices himself.

Age: 12

Location: Rotterdam

Occupation: First grade of highschool

Phase: Early-adolescence

About

Milan has recently started high school. A lot of his daily life revolves around doing stuff with friends, fitting in and joining social activities. His pocket money is mainly something to spend on food or activities with friends. He does not think about saving for something specific and relies on his parents for structure. In the weekends, he likes to play football with his friends and be outside as much as possible!

Figure 29: Persona 1 - early - adolescence

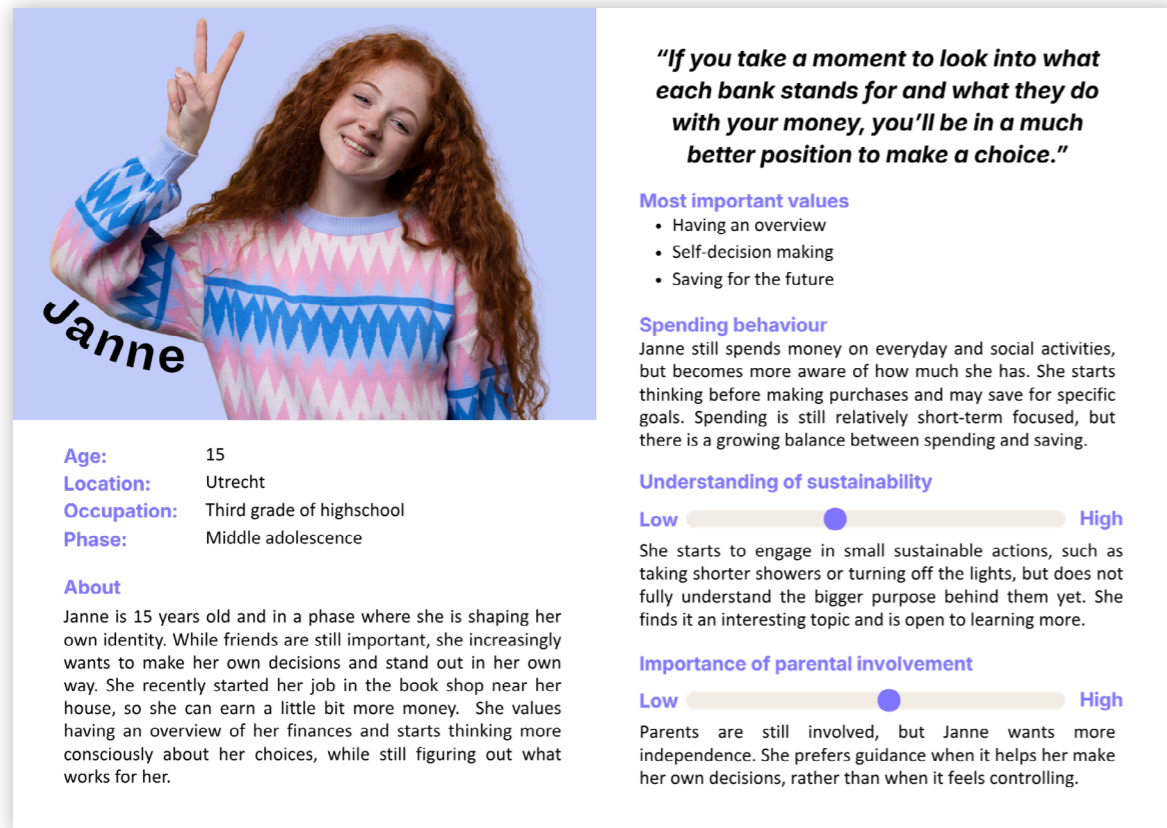


Figure 30: Persona 2 - middle - adolescence



Figure 31: Persona 3 - late - adolescence

6.4 Insights & key takeaways

The generative design research largely confirmed the insights from the literature review and the qualitative interviews, completing and enriching the methodological triangulation applied to answer Research Question 2.:

Teenagers generally have a reactive relationship with their bank, where financial decision-making is strongly influenced by parents, especially at younger ages. As they grow older, this gradually shifts towards more independence, with an increasing desire to manage their own finance and decision-making.

Financial behaviour evolves over time, moving from strong peer-oriented and short-term spending, towards a more balanced approach that includes the thinking of future goals. At the same time, convenience remains a key priority across all age groups. However, convenience can also become risky, as easy payment methods also lower the threshold for spending.

The most important findings of this chapter are:

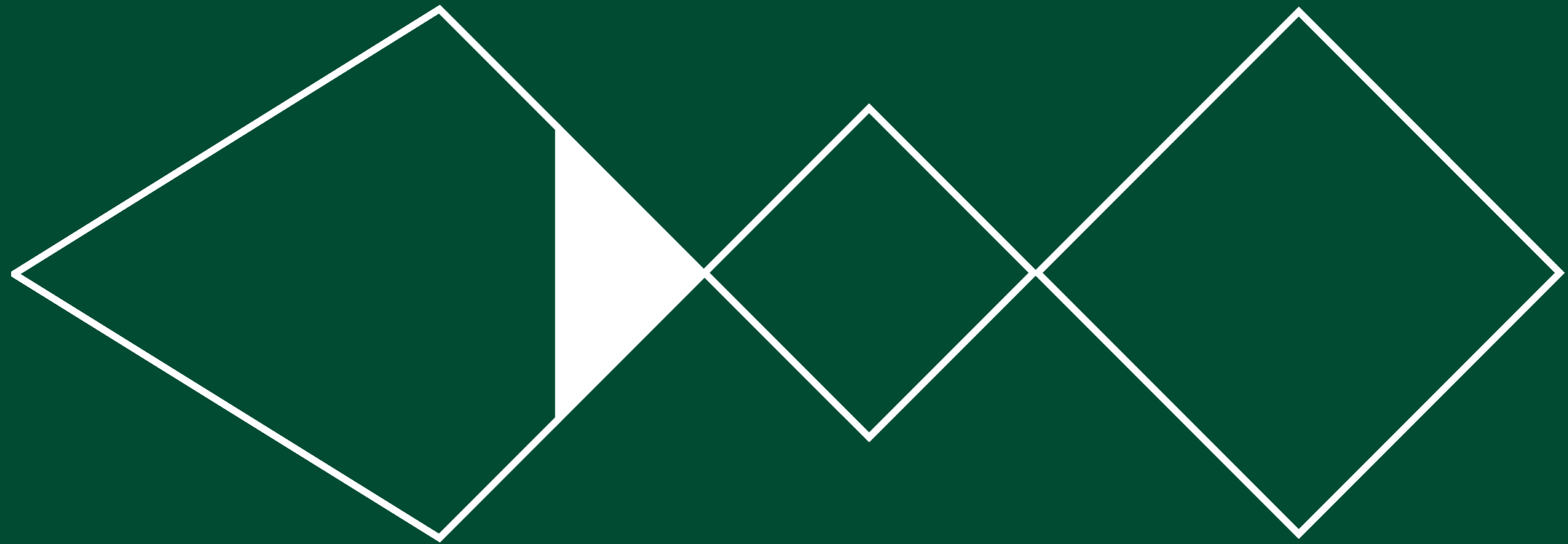
- Group dynamics observed during the generative sessions confirmed that the focus on peers gradually shifts toward a more self-focused orientation as teenagers grow older.
- The generative sessions revealed clear differences in teenagers’ understanding of topics such as sustainability:
 - Younger teenagers often do not understand what sustainability means and are mostly unaware of how they can contribute as individuals.
 - As teenagers grow older, their understanding of such topics increases, and they become more aware of their own potential contribution and the value of doing something good for the world. However, sustainable choices must still align with their daily behaviour and should not reduce convenience.

- Teenagers’ relationship with money evolves from immediate use to more planning:
 - Younger teenagers primarily focus on short-term spending often in relation to their friends, including food and social activities
 - Older teenagers increasingly see money as something to manage, save and plan with for the future
- Autonomy is a consistent value across age groups, but its meaning shifts:
 - Younger teenagers associate it more with freedom: being able to decide for themselves
 - Older teenagers associate it with responsibility, control and personal decision-making
- Convenience is important across all age groups and is one of the most important values a bank should offer.
- The role of parents evolves from control to support:
 - Younger teenagers accept and rely on parental guidance,
 - Older teenagers value independence, while still appreciating parents as a safety net,

With this chapter, the *Discover* phase of the triple diamond approach is concluded. Research has been conducted on both the broader context and the target group central to this graduation project.

As this phase generated a wide range of insights, the next chapter focuses on converging these findings. The *Define* phase is entered with the next chapter, where the most relevant insights are brought together to form a clear direction for the next part of the project.

DEFINE



The Define phase of the triple diamond framework is a converging phase in which the insights gathered during the discover phase are brought together and synthesised. The aim of this phase is to identify the most relevant findings and translate them into a clear direction for the next phase of the project.

Building on the first two research questions, this phase focuses on narrowing down the wide range of insights into key challenges, opportunities, a clear scope and design direction that guide the further development of concepts in the later phases of this project.

Design Brief

- 7.1 Synthesising findings
- 7.2 Challenges
- 7.3 Opportunities
- 7.3 Defining the scope & design direction

07

This chapter aims to bring all findings together from the first diamond, answering the first two research questions. This chapter forms the shift from the discover to the define phase of the first diamond.

All previous research insights are combined to ensure a clear design direction for the next phase of the project. In this chapter, the synthesised findings will be presented, after which an overview will be given from the main challenges and opportunities identified during the research phase. Lastly, the scope for the project is defined, and a clear design direction is formulated.

7.1 Synthesising findings

The first diamond of this graduation project combined multiple research methods to develop a comprehensive understanding of Triodos Bank, the current and future financial context and the target group. To research the context, desk research was applied, and to gain a deep understanding of teenagers aged 10-18, methodological triangulation was applied. This subchapter summarises the key insights that directly answer the first two research questions of this project.

RQ1: What does the financial landscape look like now and in the future, and what is Triodos' role and current strategy to retain teenagers aged 10–18?

Methods: desk research: internal analysis Triodos Bank (ch. 2), financial landscape analysis (ch. 3), competitor analysis (ch. 3), DEPEST analysis (ch 4), and regulation research (ch. 4)

Based on desk research into the financial sector and competitor analysis, it became clear that the financial landscape is rapidly evolving. Sustainability is no longer a unique differentiator: not only traditionally sustainable banks emphasise this theme, but established banks increasingly integrate sustainability into their propositions as well. At the same time, neobanks such as Bunq and Revolut combined with the broader rise of fintech, are reshaping the market with digital-first, highly engaging financial services. This results in a more dynamic and competitive landscape in which Triodos Bank must distinguish itself through more than sustainability alone.

From this analysis, it also became clear that the field of youth banking is developing rapidly. Banks are increasingly offering incentives to parents and children to open accounts, introducing gamified features focused on financial education, while fintechs respond to the need of parents to guide their children in a digital financial environment.

In contrast, internal analysis of Triodos Bank's current strategy showed that the bank hardly interacts with teenagers as a target group and mainly focuses on parents, offering only small incentives when opening an account. These developments make it difficult for Triodos Bank to differentiate itself to (teenage) customers and to remain relevant and visible in this changing field.

RQ2: What are the current (financial) behaviours, experiences and challenges of teenagers aged 10–18, and how do these shape their relationship with money & their bank?

Methods: Methodological Triangulation - literature review (ch. 5), semi-structured interviews (ch. 5) and generative design research (ch. 6)

Literature research showed that the target group touches upon the three different developmental phases of adolescence, each coming with its own typical behaviour, wishes and needs. Insights from semi-structured interviews and generative research revealed that parents & peers are the most important influential when it comes to teenagers' relationship with money and banking. Parents determine how and when their child starts engaging with money and shape their initial level of financial knowledge. Parents actively search for a balance between control and giving their children autonomy.

Teenagers themselves show a mainly reactive and functional relationship with their banks, with their only touchpoint being the banking app that comes with their current account. As observed in both interviews and generative sessions, their financial world is almost entirely digital, and the process of opening a bank account is often seamless and invisible to them. This results in low active involvement and limited intrinsic interest in banking-related topics.

Furthermore, the research showed that teenagers with a Triodos Bank account are to some extent aware of the bank's sustainable focus, but do not clearly understand what this means in practice. At the same time, the interviews and generative research indicated that sustainability is often already present in their home environment. This suggests potential for meaningful engagement with the topic, especially since the generative sessions showed that sustainability and having a positive influence become increasingly important as teenagers grow older. Their perspective evolves from a primarily self-focused one towards a broader view in which they begin to consider others, the future, and their own ability to contribute positively. To remind the reader of the overall project goal of this graduation project, it is stated one more time below:

"Enable Triodos Bank to meaningfully engage teenage customers aged 10–18 and strengthen long-term customer relationships with this target group by designing opportunities that align with Triodos' sustainable banking mission."

7.2 Challenges

Now that there is a clear understanding of the context and the target group of this project, multiple challenges for Triodos Bank were observed during the research phase. This subchapter presents these challenges and shortly describes them.

1. Increasingly difficult to differentiate

Although Triodos Bank NL holds a strong position in sustainability, the increasing focus on sustainability across the sector by banks as ASN and Bunq, makes it harder for Triodos Bank to differentiate itself.

2. Convenience versus personal values

While sustainability is perceived as an important value, teenagers and parents who are environmentally conscious still prioritise convenience in their interactions with banking services. Ease of use and low effort are at least as important as ethical and sustainable considerations, as interactions with a bank are typically reactive, triggered by specific moments such as checking a balance or receiving a salary.

As a result, users expect these interactions to be quick, seamless and effortless, making convenience the dominant factor in their relationship with a bank.

3. Competitive use of incentives and educational tools

Competing banks actively attract minors through short-term incentives (gifts in different forms) and through educational platforms that are aimed at both parents and minors. These gifts and tools are often engaging and position banks as supportive partners in financial education.

4. Banking and teenagers have an indirect and reactive relationship

Banks have limited direct contact with teenagers, as parents and guardians are the primary decision-makers. Teenagers' interactions with banking services remain mostly functional and reactive, responding only to needs and spending minimal time on financial matters. Their banking app functions as the main and only touchpoint of teenagers and their bank. This leads to low engagement and connection with the bank.

5. Limited relevance and existence of current communication towards teenagers

Current communication of Triodos Bank aimed at teenagers is promotional and commercially driven and targeted at parents. There is no direct interaction yet in any form with the target group itself, besides the app.

6. Different phases require different approaches

Teenagers cannot be treated as a homogeneous group. Differences within the group of teenagers, such as social orientation, financial awareness and independence, strongly influence teenagers' values and behaviours, resulting in currently low engagement of the target group.

7.3 Opportunities

Besides the challenges and other insights, the research also revealed multiple opportunities for Triodos Bank to tap into when wanting to reach the project goal.

1. Making sustainable and ethical values tangible and understandable

Most of the current teenage customers of Triodos Bank are aware of its sustainability focus. However, their level of understanding varies significantly. This creates an opportunity to translate abstract sustainability principles into concrete and age-appropriate experiences for teenagers, engaging them with the bank's core mission.

2. Aligning services with different stages of adolescence

Teenagers go through different developmental phases, each with different needs, values and behaviours. When playing into the needs of the different stages, Triodos Bank can align with the evolving needs of teenagers and become relevant in a more personalised and meaningful way across the entire target group.

3. Increasing visibility of banking and money management

For teenagers, banking and money management are invisible and seamless processes. Increasing clarity and visibility can improve awareness, understanding and strengthen engagement.

4. Leveraging convenience as an entry point for engagement

Teenagers primarily value convenience in their interactions with their bank. This presents an opportunity to design experiences in which convenience is not reduced, but instead used to introduce deeper engagement with money and its impact.

5. Turn invisible financial behaviour into reflective moments

There is an opportunity to transform teenagers' short interactions with their bank into meaningful moments of reflection that increase their awareness of being a Triodos Bank customer, their spending behaviour, and its impact.

7.4 Defining the scope & design direction

7.4.1 Scope

One of the findings from the research phase is that a current account is the only active touchpoint through which teenagers interact with their bank. Based on this insight, teenage customers who hold a current account are considered “active Triodos teenagers” within the scope of this project.

Within the teenager segment of Triodos Bank, three customer groups can be distinguished:

1. Teenagers who hold a current account at Triodos Bank
2. Teenagers who hold both a current account (managed by themselves) and a savings account (Kindertoekomstplan), managed by their parents
3. Teenagers who only hold a savings account (Kindertoekomstplan) and do not have a current account

Thinking in possible design directions, it could be valuable to encourage parents who currently hold a savings account for their children (the Kindertoekomstplan), being group 3 as described above, to also open a current account. This is called ‘cross-selling’ of products. However, research shows that the decision to open a current account is typically made before the age of ten. As this moment falls outside the teenage phase, it is considered out of scope for this project.

Additionally, teenagers who are not Triodos Bank customers at all could be targeted. However, as defined in the initial project brief, this project focuses on retaining customers and not acquisition, which is also not incorporated in the scope of this project.

7.4.2 Design direction

The synthesis of findings, and identifying the challenges and opportunities helped develop a design direction that functions as the starting point for the next phase of this graduation project. The design direction is formulated as follows:

“Design concepts that strengthen the relationship between Triodos Bank and teenage customers by moving beyond functional banking towards meaningful and engaging interactions, with a focus on financial education and sustainability awareness, aligned with different stages of adolescence.”

Critical reflection

For this project, I decided early on to focus on the defined target group of teenagers aged 10 to 18. As a result, I initially chose not to focus on the cross-selling of products. However, looking back, this could have been a valuable design direction. During the research phase, it became clear that a key touchpoint in customer retention is the interaction with the banking app.

Teenagers who have a current account and actively use the banking app of Triodos Bank seem to be less likely to churn when they turn 18. Looking back, this was a moment where I could have taken a broader perspective and explored whether focusing on cross-selling strategies might be more impactful than strictly holding on to defined age boundaries. This reflection highlights that I could have reflected on the initial scope and opened the conversation on this. Therefore, this insight will be considered in the recommendations later in this project.

Keeping the design direction relatively open at this point, allowed for a wide range of ideas to emerge during the brainstorming phase (as described in the next chapter). This exploration ultimately enabled me to make a well-founded and confident decision about the final direction.

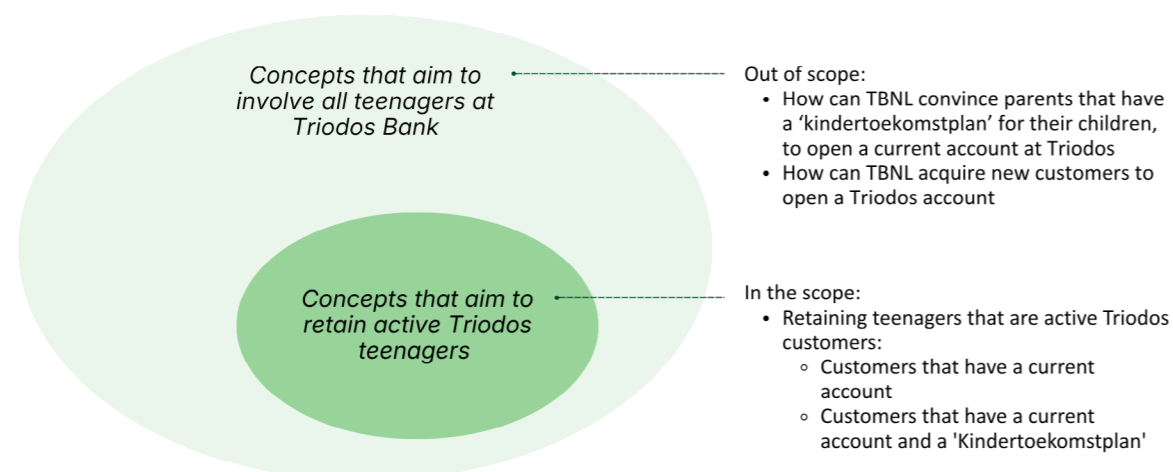
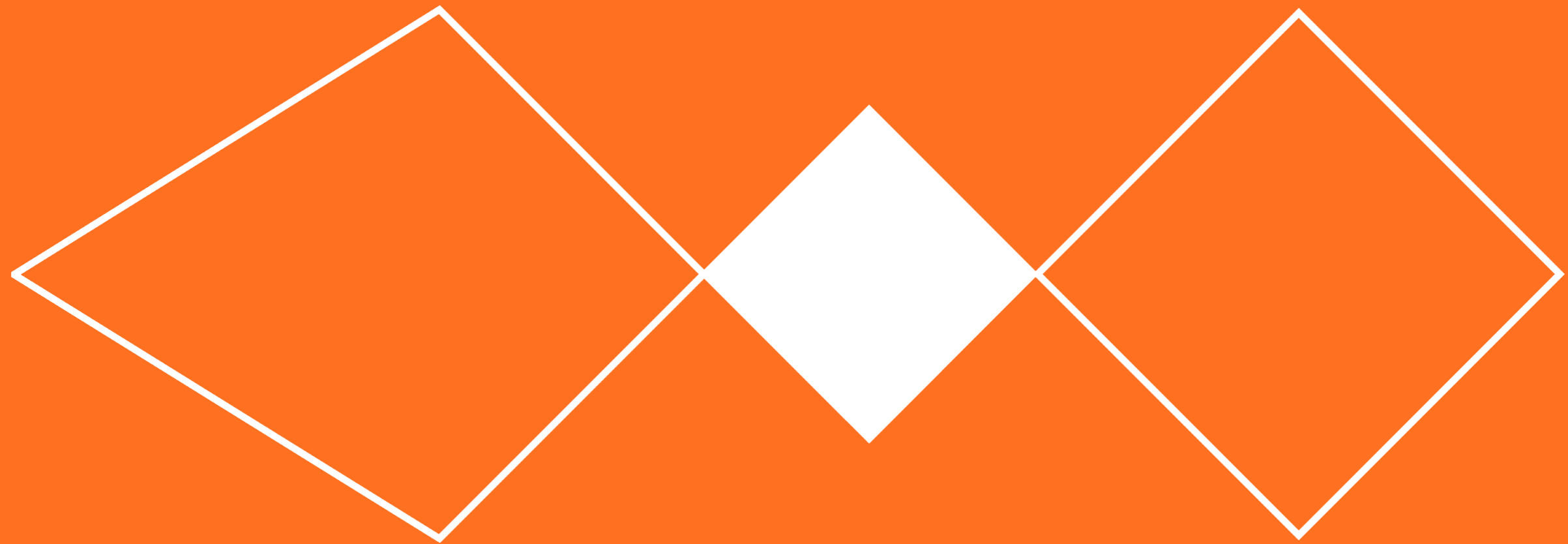


Figure 32: Defining the scope of this project

EXPLORE



With the Define phase, the first diamond of the triple diamond framework is concluded. The next chapter introduces the middle diamond: the Explore phase of this graduation project. This additional diamond is an extension of the traditional double diamond framework, introducing an extra design sprint between the problem and solution space.

The Explore phase adds an additional cycle of diverging and converging before moving into the final diamond, where concepts are developed. It builds upon the defined design direction and focuses on further clarifying the final design goal, allowing for well-founded and confident decision-making. This is achieved by revisiting relevant literature and conducting initial co-creation sessions to explore the solution space.

Design sprint: narrowing down the solution space

- 8.1 Customer engagement theories
- 8.2 Ideation through co-creation
- 8.3 Design goal
- 8.4 Added value for Triodos Bank Netherlands
- 8.5 Insights & key takeaways

08

Now that all the findings have been synthesised, challenges and opportunities are identified and the scope and design direction are formulated, this chapter functions as a bridge between the two traditional diamonds. Before diving into the solution space, a design sprint is added to the process. In this chapter, literature is accessed to dive into theoretical models that can be used when designing concepts later on. In addition, co-creation sessions are held that led to the development of potential directions for the solution space. Together with the literature insights, a well-considered decision is made for the final direction of this graduation project and the specific design goal that guides the solutions space is defined. This chapter presents the different elements of the design sprint and ends with the formulation of the design goal.

8.1 Customer engagement theories

To start the exploratory phase of this project, literature was consulted to develop a theoretical understanding of customer engagement. Besides ideating, theoretical frameworks were looked at to see how customer engagement can be stimulated, as this is the ultimate goal of the to-be-designed concepts.

Customer engagement refers to voluntary customer behaviours that extend beyond the transactional relationship. It includes both direct contributions (such as purchases) and indirect contributions (such as word-of-mouth, influence and feedback).

According to Pansari & Kumar (2016), engagement develops when a relationship is both satisfying and emotionally connected. Satisfaction, meaning the way customers experience the product, mainly drives direct contributions, while positive emotions stimulate indirect contributions. The combination of satisfaction and emotions contributes to customer engagement (Figure 33).

This relationship (between satisfaction and emotions) is further explained in the customer engagement matrix (Figure 34) where satisfaction is represented on the horizontal axis and emotions on the vertical axis. By combining these two axes, four relationship types emerge: indifference, attraction, passion and true love (Pansari & Kumar, 2016).

When mapping the current relationship of Triodos teenagers onto the customer engagement matrix, based on insights from the research, it becomes clear that teenagers have a predominantly functional and reactive relationship with their bank. Although basic satisfaction may be present (Triodos offers standard products that work as expected), the emotional connection appears limited. This positions them in the lower half of the engagement matrix.

For long-term customer loyalty, moving toward the upper-right quadrant (high satisfaction and high positive emotion) is desirable, as this would show active engagement. Strengthening emotional connection can therefore become an important design focus.

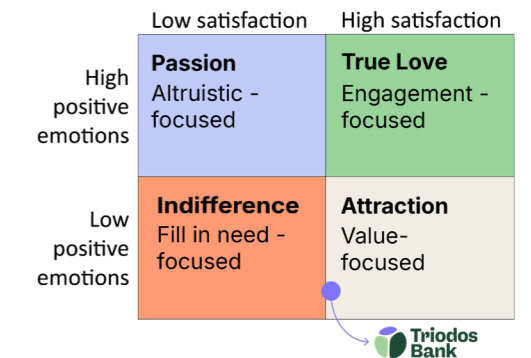


Figure 34: Engagement matrix by Pansari & Kumar (2016) with TB's positioning towards the teenage segment

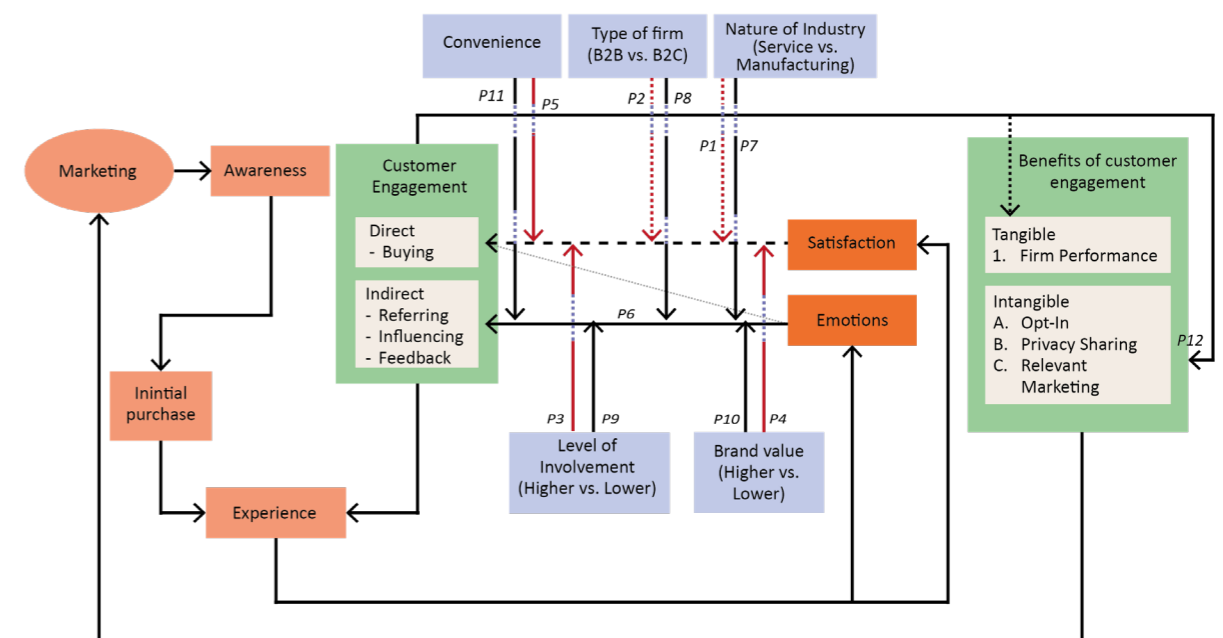


Figure 33: Engagement framework by Pansari & Kumar (2016) explaining that customer engagement can be reached by having both a satisfied and an emotional relationship

8.2 Ideation through co-creation

To broaden perspective and explore ideas within the design direction, two rounds of co-creation were organised. First, a co-creation session was held with TU Delft students from the faculty of Industrial Design Engineering. Secondly, a co-creation session was facilitated with colleagues from Triodos Bank from different departments.

The aim of these sessions was not to validate one specific idea, but to explore different opportunities and ideas to better understand which opportunity areas and questions required deeper exploration.

8.2.1 TU Delft students

At the start of the ideation phase, a co-creation session with six design students from TU Delft was organised to further explore the direction of this project (Figure 34).

The session started with a short introduction to the project, including key research findings and the design direction. Participants then individually formulated 'How Might We' (HMW) questions. After sharing and discussing these ideas, three HMW questions were collectively selected for further exploration.

Through three structured brainstorming rounds, participants built on each other's ideas. Rather than leading to fully developed concepts, the session mainly resulted in recurring themes and open questions that needed further definition in this phase. The direct results of this co-creation can be found in Appendix L.



Figure 34: Impression of the co-creation with students from IDE at TU Delft

Insights

Conversations during the co-creation sessions revealed the following insights:

When discussing financial education, it became evident that this topic may be more relevant for parents and guardians than for teenagers themselves. Earlier research showed that parents are actively looking for ways to teach their children about money and build awareness. Teenagers, on the other hand, do not actively look for a stronger relationship with their bank. This suggests that combining financial education with parents could hold more potential than targeting teenagers directly in this domain.

At the same time, there appears to be room for improvement in making Triodos Bank's mission understandable for teenagers. Research showed that teenagers are aware of the overall mission, but do not clearly understand what it means in practice. Building a stronger emotional connection here could therefore be valuable.

The main questions that remained were:

1. Should the intervention primarily focus on teenagers themselves, or on their parents?
2. What should the engagement focus on: is it either financial education, Triodos' sustainable mission, or a combination of both?



8.2.2 Triodos Bank co-workers

Building on the insights from the research phase, the critical reflections and the two questions that remained from the first co-creation session, a second co-creation session with colleagues from different departments within Triodos Bank was facilitated (Figure 35). This session aimed to explore possible interventions that could further narrow down the project's direction.

For this session, several 'How might Triodos...' questions were formulated, explicitly positioning the bank as the active stakeholder:

Brainstorm round 1

- A. How might Triodos help parents with the financial education of their teenagers?
- B. How might Triodos help teenagers get a deeper understanding of their sustainability values?

Brainstorm round 2

- A. How might Triodos tap into the (financial) life events of teenagers?
- B. How might Triodos become more visible in the lives of teenagers?

After a short introduction, participants engaged in collaborative brainstorming rounds focused on generating and expanding ideas.

Involving colleagues in this phase added different perspectives to the discussion and helped situate the challenge within a broader organisational context. The session concluded with a collective reflection on the generated ideas, aiming to identify the most promising opportunity areas.

Insights

Most ideas were generated around helping teenagers gain a deeper understanding of Triodos Bank's sustainability mission. It was concluded that Triodos Bank has clear room for improvement in this area. Possibilities were seen in using the existing banking app to provide information in a more fun and playful way, to increase engagement of both teenagers and their parents. Making use of existing 'cool' partnerships, such as Susan Bijl or 'Nice IJsjes', was also mentioned to make sustainability more tangible. Gamification was brought up as a potential approach.

To support parents in financial education, Triodos Bank could also build on existing sources such as Nibud and 'Wijzer in geldzaken'. On top of that, nudges (smart interventions that push customers in a certain direction) in the app could support parents during financial milestones, such as started clothing money, accessing Apple Pay or saving for a driver's license. Playing into these moments through targeted interventions could create connection, especially if both parents and teenagers are involved.

Increasing visibility in the lives of teenagers was mostly ideated around physical interventions, so for example hanging up posters in classrooms or inspiration was drawn from the 'penniemaat' from the former Postbank or the ING piggy bank.

Playing into financial milestones was brainstormed using so-called 'point interventions'. For example, opening a bank account could unlock the feature to design a personalised (digital) banking card. Turning 16 or 17 could trigger a message such as: "How can we help you save for your driver's license?"



Figure 35: Impression of co-creation session with Triodos Bank co-workers

8.2.3 Plotting the initial ideas

Inspired by the two co-creation sessions, a framework was developed in which the generated ideas are plotted. Across both co-creation sessions, recurring questions that kept popping up could all be traced back to the following two pillars:

1. **Who** are we directly designing for? (could be either teenagers or parents)
2. **What is the main goal** of the concept to be designed? (financial education or Triodos Bank's sustainability mission)

The design direction formulated in Chapter 7.4 did not yet define the answers to these two questions, but to be able to work towards a concrete solution, a more specific design goal is needed.

The two pillars (who & what) are combined into a two-dimensional framework. The vertical axis represents the primary actor (teenagers or parents), while the horizontal axis distinguishes between a focus on financial education and Triodos' sustainability mission.

The ideas generated during both co-creation sessions were clustered, after which the clusters were plotted in the framework (Figure 36). For a complete overview of the clustered ideas into themes, see Appendix M.

The initial ideas in combination with the framework revealed several potential directions for the solution space, rather than clearly defined quadrants. By clustering and positioning the ideas within the framework, patterns emerged that indicate different areas of opportunity within the solution space.

Most of the ideas gathered thus far are plotted in the upper part of the framework, focusing on direct interaction with teenagers. At first sight, this seems promising, since this direction focus on the direct target group.

However, the research revealed that parents play a crucial role in supporting teenagers' financial development and are actively seeking ways to teach their children about money management. This suggests that directions involving parents, particularly in relation to financial education, hold strong potential, even if they are less prominently represented in the ideation outcomes in this framework.

At the same time, the research showed that teenagers currently have a reactive relationship with their bank and are not intrinsically motivated to actively engage with financial education. This suggests that directions focused purely on educating teenagers may be less effective, unless they are integrated in more engaging approaches.

8.2.4 Choosing the final direction

The developed framework (Figure 36) revealed multiple possible directions to engage teenagers, targeting the teenagers or their parents, and leveraging different main focuses (financial education or Triodos' sustainability mission). Based on insights from the research phase, theoretical grounding in customer-engagement strategies, and personal preference, the focus was narrowed to the upper half of the framework, focusing the final solution directly on teenagers as the target group.

As described during the research phase, adolescence is characterised by identity exploration and increasing autonomy. This creates an opportunity for Triodos Bank to work on the development of an emotional connection with its brand. This approach aims to strengthen emotional engagement which should lead to long-term customer loyalty.

In addition, Triodos Bank has already taken steps to improve customer satisfaction by developing products and features that customers value, such as digital wallets (Apple Pay and Google Pay), offering a free account for customers aged 18–22, and enabling Triodos Bank payment requests directly from the app. However, efforts to strengthen the emotional connection between Triodos Bank's mission and the teenage segment have not yet been explored (based on conversations with Triodos Bank colleagues).

Since the chosen direction focuses directly on teenagers, the design space will also focus on concepts that can be integrated into their daily lives. The research phase revealed that teenagers prioritise convenience and ease of use. They are not very open to time-consuming interventions, and their relationship with their bank is reactive rather than proactive. Teenagers use their banking app when needed, but they do not actively seek engagement with financial or sustainability-related topics.

For that reason, the focus will be on teenagers' daily banking use and their existing touchpoints with the bank, being the Triodos banking app. Instead of creating separate or additional interventions, the aim is to build on moments that already occur in their everyday use. In this way, sustainability can become visible and meaningful within a context that teenagers are already familiar with, supporting long-term engagement without requiring additional effort.

Whilst it was decided to focus on this specific direction for this graduation project, it is worth mentioning that the other directions also offer strategic opportunities in engaging the target group of teenagers. Therefore, it is recommended that in further research, the other directions are also considered and explored as a possible intervention space to build on engagement strategies.

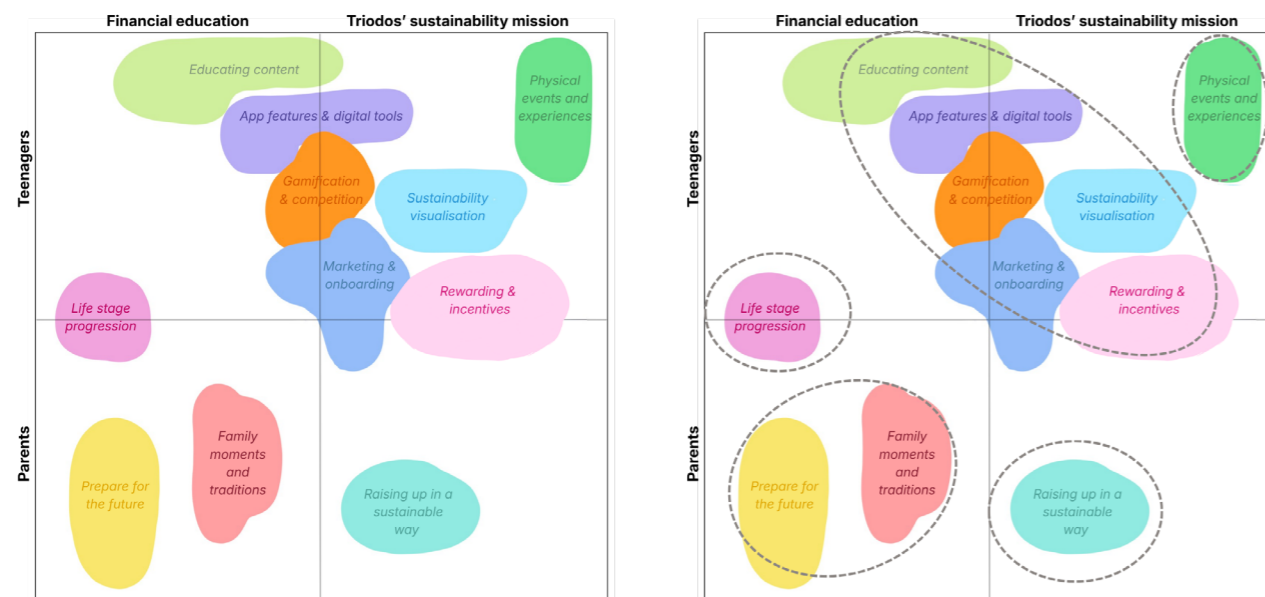


Figure 36: Framework structured along the dimensions of 'who' (y-axis), and 'what' (x-axis), showing clustered ideas and emerging directions for the solution space

8.3 Design goal

Now that it is clear which direction will be the main focus for this project, it is important to refine the design goal, as it is important to narrow down to come up with concrete concepts. Therefore, the final design goal is formulated as follows:

“Design a digital concept within the Triodos banking app that makes the sustainability impact of money visible, clear and personally meaningful for teenagers, supporting identity development and long-term value alignment throughout adolescence.”

- **Digital concept** refers to (interactive) features, tools or experiences that are integrated within Triodos’ digital banking channels, such as the mobile banking app. They are not separate platforms, campaigns or offline interventions, but part of the existing digital banking environment teenagers already use.
- **Sustainability impact of money** refers to the environmental and social effects that financial choices have, both through personal spending and through the way Triodos Bank invests and uses deposited money.
- **Personally meaningful** means that sustainability is connected to teenagers’ own interests, values and daily lives. It should not remain abstract or institutional, but feel relevant to who they are, what they care about and how they see themselves. It should also be presented in a way that aligns with teenagers’ interests, so that it becomes attractive to engage with.
- **Supporting identity development** means that the concept allows teenagers to explore, express and gradually shape their personal values. It should enable teenagers to acquire new insights and develop their own informed opinions.
- **Throughout adolescence** means that the concept should align with three identified phases between early and late teenage years. As teenagers gain more independence and responsibility, the way sustainability is presented and experienced can evolve accordingly.

8.4 Added value for Triodos Bank Netherlands

For Triodos Bank, improving emotional connection with teenagers can result in long-term customer engagement, which can reduce the outflow at age 18. The goal is to establish a more stable customer base and make sure that Triodos Bank grows with its customers across all age segments. When teenagers are more engaged by offering services aligned with their needs, they can also pass this on to other people and provide a basis for the next generations, aligning with Triodos Bank’s wish to become the bank for the entire family.

Why?

Teenagers represent a strategically important customer segment, as early engagement lays the foundation for long-term relationships. Currently, Triodos Bank risks losing customers at the age of 18, when teenagers transition into adulthood and reconsider their banking choices. Strengthening emotional connection during adolescence can reduce this outflow, contribute to a more stable customer base, and support Triodos Bank’s ambition to become a bank for all generations.

How?

This project addresses this challenge by designing a concept that connects Triodos Bank’s sustainability mission to the everyday lives, needs, and behaviours of teenagers. By embedding meaningful and supportive interactions within existing banking moments, the concept aims to strengthen emotional engagement without adding complexity or effort.

What?

The outcome of the next phase will consist of a customer-centric service concept that seamlessly integrates into teenagers’ daily banking experience. This concept is aimed at making the sustainable value of Triodos Bank tangible and personally meaningful.

In this next phase of the graduation project, the focus shifts from exploration to defining the ‘how’ and the ‘what’. By moving into concept development, the goal is to propose concrete design interventions that strengthen the relationship between Triodos Bank and its teenage customers.

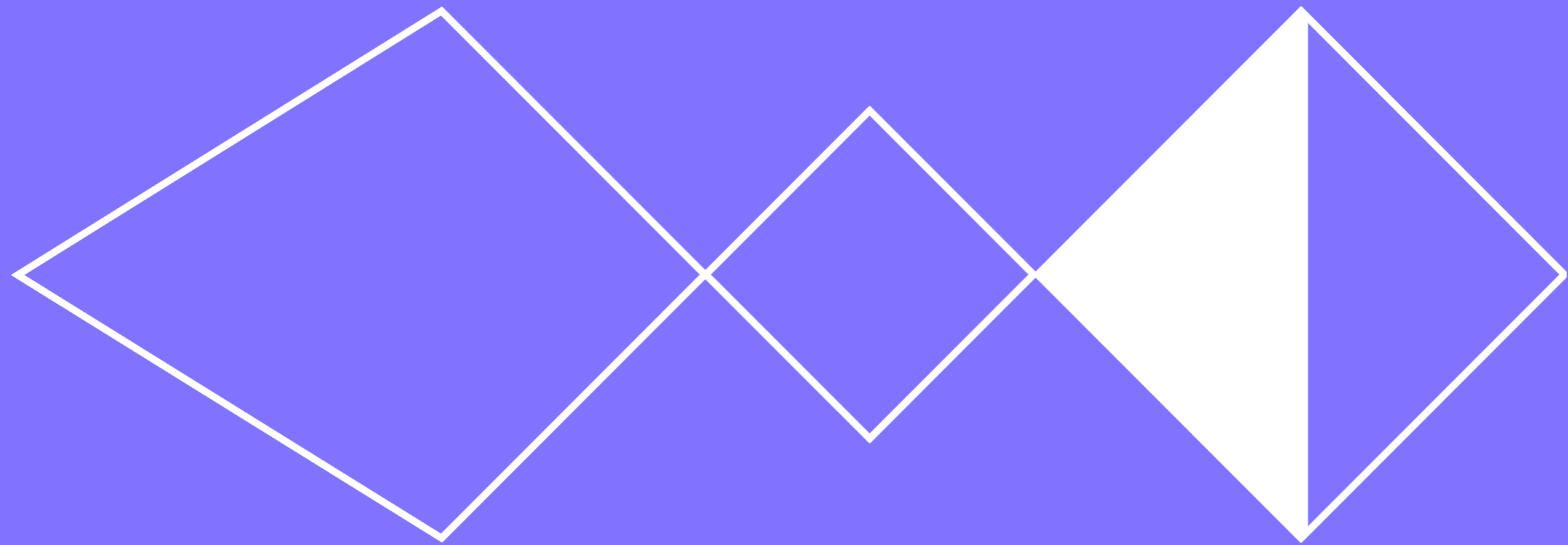
8.5 Insights & key takeaways

This chapter provided an extra design sprint in between the two phases of the traditional double diamond process. It was used as an extra step to specify the final design goal, allowing for well-grounded and confident decision-making. The following points are the most important insights:

- Customer engagement can be reached when the relationship between a company or brand and their customer is both satisfying as well as emotionally connected.
- The current relationship of teenagers with Triodos Bank can be described as satisfactoral, but not emotionally engaging, meaning that the basic satisfaction may be present (Triodos Bank offers standard products that work as expected), but the emotional connection (with the mission and values of Triodos Bank) is limited. The emotional connection needs to be improved to move the relationship to one that is both satisfactoral and emotionally connected, to contribute to long-term customer engagement.
- Two co-creation sessions with TU Delft students and Triodos Bank co-workers led to the development of a framework that highlights multiple potential directions for engaging teenagers through the final solution.
- For this graduation project, the chosen direction focuses on strengthening the emotional relationship with teenagers themselves. With this choice, the final design goal was formulated:

“Design a concept within the Triodos banking app that makes the sustainability impact of money visible, clear and personally meaningful for teenagers, supporting identity development and long-term value alignment throughout adolescence.”

DEVELOP



After the *Explore* phase, the *Develop* phase marks the start of the final diamond in the triple diamond framework. This phase is a diverging phase, focused on generating concepts to work towards a final solution.

Building on the formulated design goal, this phase focuses on developing multiple concepts within the solution space. As a diverging phase, it allows for the generation and iteration of concepts, enabling a broad exploration. This process supports informed decision-making before converging towards a final concept in the *Deliver* phase

Changing teenagers' behaviour: theoretical grounding

- 9.1 Understanding consumer behaviour
- 9.2 Designing for behavioural change
- 9.3 Insights & key takeaways

09

In chapter 8, customer engagement theory was used to define the final direction of this project. This chapter presents additional behavioural theories to understand the barriers behind teenagers' current behaviour and formulate the desired or so-called 'target behaviour'. Additional psychological levers are explored that can influence sustainable behaviour in order to define design guidelines to structure the development of concepts in the next chapter.

9.1 Understanding consumer behaviour

Since the goal of this *Develop* phase is to design a concept that influences the behaviour of teenagers, literature is reviewed to see how current behaviour can be explained and how interventions can be designed to work towards desired behaviour.

9.1.1 Explaining the Fogg Behaviour Model

To understand why teenagers currently interact with the Triodos banking app in a primarily functional and reactive way, the Fogg Behaviour Model (FBM) provides a useful theoretical lens (Fogg, 2009).

According to Fogg, behaviour occurs when three elements converge at the same moment: motivation, ability and a trigger (Figure 37). If one of these elements is missing or insufficient, the target behaviour will not occur.

The goal of the framework is to combine the three elements to reach a certain target behaviour.

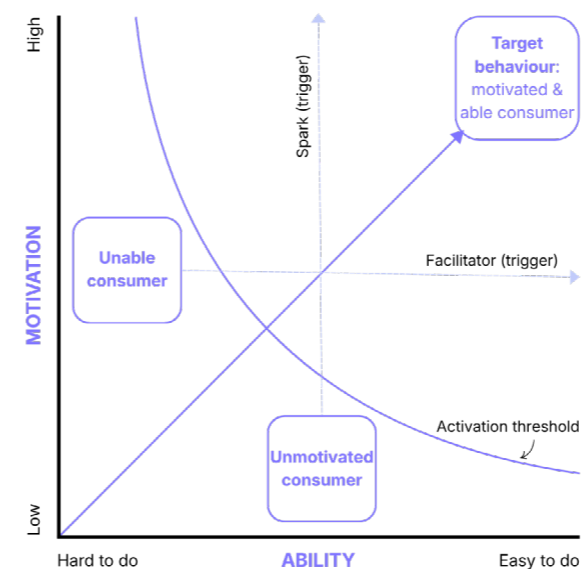


Figure 37: Visualisation of the FBM

The next section explains the different elements of the FBM in more detail and in relation to the behaviour of teenage customers.

9.1.2 Current behaviour of teenage customers

The research phase of this project revealed that teenagers mainly use their banking app for functional purposes, such as checking balances, reviewing transactions or confirming payments. Their interaction is reactive and task-oriented. Sustainability-related content is already available in the app, but it is not actively explored by the target group.

By applying Fogg's Behaviour model on this project, this pattern can be explained through the combination of motivation, ability and triggers.

Motivation

Teenagers do not perceive (sustainable) banking as urgent or directly relevant within their daily routines. Although they seem to be aware of Triodos Bank's overall mission, a deep understanding is lacking, and it is not strongly connected to their personal identity or immediate concerns. As a result, intrinsic motivation to actively explore sustainability-related content is currently limited.

Ability

When looking at teenagers' ability to use the app, this appears to be high: they are digitally skilled and familiar with mobile interfaces. However, engaging with sustainability-related content currently requires additional cognitive effort. The information is not embedded within routine flows and often requires intentional navigation. This increases required "brain cycles", which Fogg describes as not wishful since it reduces perceived simplicity. In a context of limited attention and low priority, even a small extra effort can significantly reduce the likelihood of engagement.

Triggers

The app currently provides mainly transactional triggers such as payment confirmations. These function as "signals" in Fogg's model: prompts for behaviours that users are already motivated to perform. However, no effective spark triggers are present that increase motivation for sustainability engagement, nor are there facilitator triggers that reduce friction and integrate sustainability cues within existing routines.

As a result of low intrinsic motivation, additional required cognitive effort and the absence of effective triggers, teenagers remain below the activation threshold for sustainability engagement through the app. Figure 38 shows the location of the current behaviour of teenagers in the FBM

The FBM clarifies that the design challenge in this project is not only to design engaging and informative content, but should also focus on increasing perceived ability, strengthening motivation and embedding meaningful triggers within daily banking moments.

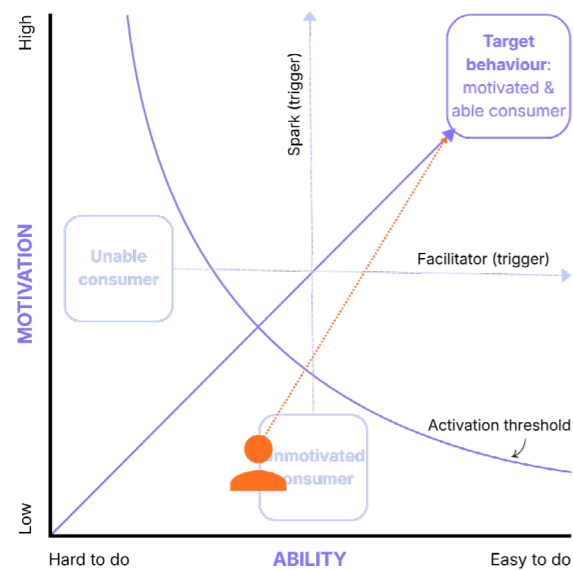


Figure 38: The FBM with the current behaviour of teenagers plotted in the model

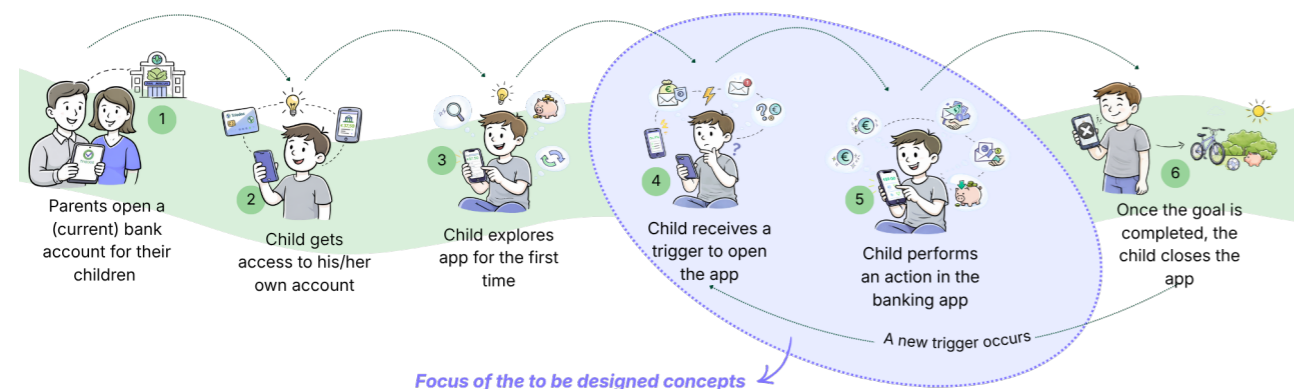


Figure 39: Focus of the to be designed concepts in the interaction journey of teenagers and their bank

9.1.3 Defining the target behaviour

Now that the current behaviour is analysed through the lens of FBM, we can define the target behaviour for this project with the design goal (chapter 8.4) in mind:

“Teenagers actively notice and engage with sustainability-related features within their daily banking interactions”

This does not mean that the concepts that will be designed should drastically change the behaviour of teenagers. Instead, the goal is to make teenagers interact with engaging concepts that show the impact of money within Triodos Bank’s existing banking environment, which could be the basis for emotional connection and therefore long-term engagement. The to-be-designed concepts should therefore focus on bringing more depth into steps four and five in the interaction journey of teenagers with Triodos Bank (Figure 39).

9.2 Designing for behavioural change

While the FBM explains why sustainability engagement currently does not occur, it does not specify how this topic can become personally meaningful or intrinsically motivating for teenagers. To guide the psychological design of sustainability-related interactions within the banking environment, the SHIFT framework was looked into (White et al., 2019).

9.2.1 Applying the SHIFT framework

The SHIFT framework identifies five key psychological levers that can influence sustainable behaviour: Social influence, Habit formation, Individual self, Feelings and cognition and Tangibility. Although this framework was originally developed in the context of consumer decision-making, its underlying mechanisms are highly relevant for designing (digital) concepts that aim to make sustainability personally meaningful.

In this project, SHIFT is not used to directly change teenagers’ purchasing behaviour. Instead, it functions as a framework that can inform how sustainability-related concepts can be presented in ways that increase intrinsic motivation and reduce perceived effort, directly addressing the barriers that are presented in the FBM.

Social influence

As research shows, adolescence is characterised by sensitivity to peer norms and social belonging. Making sustainability or Triodos Bank’s mission visible in relation to others can increase the perceived relevance. Rather than positioning sustainability as a commitment, it can be positioned as a shared norm or collective achievement. This lever primarily strengthens intrinsic motivation, addressing the motivational barrier identified in the FBM analysis.

Habit formation

Given that teenagers currently interact with the app in routine, transactional moments, sustainability cues should be embedded within these existing flows. By attaching sustainability to behaviours that are already habitual (such as reviewing transactions or sending payment requests), additional effort can be minimised. This directly increases perceived ability by reducing cognitive friction and integrating sustainability into existing routines.

Individual self

Identity development plays a central role during adolescence. Sustainability engagement can therefore be framed as an expression of personal values rather than as abstract institutional information. Allowing teenagers, for example, to select themes they care about, such as climate or animal welfare, can connect Triodos’ mission to their developing identity. This strengthens intrinsic motivation and supports the emotional connection required for long-term engagement.

Feelings and Cognition

Given teenagers’ limited willingness to invest cognitive effort in banking-related contexts, sustainability communication should remain emotionally engaging and cognitively accessible. Short, visually clear and hopeful messages are more likely to capture attention than complex and abstract explanations. This lever strengthens motivation and at the same time reduces the brain cycles, directly playing into the ability-related barrier in the FBM.

Tangibility

Sustainability in banking is often abstract and can be difficult to grasp. Making impact more concrete, for example, by visualising what sustainable investments can be in relatable terms, can increase understanding and relevance for teenagers. Tangibility can reduce abstraction and cognitive complexity, thereby increasing the perceived ability while at the same time strengthening emotional resonance.

9.3 Insights & key takeaways

This chapter elaborated on two framework that unravelled the current behaviour of teenagers in relation to their bank and gave insight in what is needed to reach the design goal. The following points summarise the most important insights & key takeaways:

- Teenagers currently stay below the activation threshold to interact with sustainability-related content as described by the FBM. There is a misalignment in motivation, ability and triggers:
 - Motivation for teenagers is low as sustainability is not always perceived as personally relevant or urgent
 - Ability is limited by the required cognitive effort to engage with current content, as it is not embedded in routine interactions
 - Triggers are insufficient as current prompts are purely functional
- To reach the design goal defined in chapter 8, the target behaviour is formulated as follows:

“Teenagers actively notice and engage with sustainability-related features within their daily banking interactions”
- The SHIFT framework uses 5 psychological levers that can influence sustainable behaviour:

- Social influence: adolescence is characterised by sensitivity to peer norms and social belonging. Making sustainability or Triodos Bank’s mission visible in relation to others can increase the perceived relevance.
- Habit formation: embedding sustainability within existing habits and routines is essential to lower the ability threshold
- Individual self: identity development plays a central role during adolescence. Sustainability engagement can therefore be framed as an expression of personal values rather than as abstract institutional information. This can increase intrinsic motivation to engage
- Feelings & cognition: Given teenagers’ limited willingness to invest cognitive effort in banking-related contexts, sustainability communication should remain emotionally engaging and cognitively accessible, by presenting it in short and visually clear messages.
- Tangibility: Making Triodos Bank’s mission, or sustainability, tangible and concrete, is crucial to increase understanding and perceived relevance

The next chapter will build on these insights by developing concepts that use the insights from the FBM and SHIFT framework to design engaging interventions for the teenage segment.

Critical reflection

At the start of this graduation project, consumer behaviour theories were briefly explored. At that time, however, the context and target group were not yet sufficiently understood, making an in-depth engagement with behavioural frameworks less relevant. As the design phase progressed, it became clear that these frameworks could provide useful guidance and structure when designing with a specific behavioural goal in mind. Therefore, these theories are introduced in the solution diamond rather than in the discover phase of the problem diamond.

Positioning them at the point in the process where they were actually applied proved the most logical. A more detailed exploration earlier in the project might have offered additional structure, but their integration at this stage aligns best with how the insights were developed and used.

Concept design

10.1 Design guidelines

10.2 Exploring concept directions

10.3 Collecting expert feedback

10.4 Synthesising into one final concept

10.5 Prototype testing with the target group

10.6 Insights & key takeaways

10

This chapter outlines the iterative design process that was followed to come to the final concept. Based on the design goal and the additional theoretical frameworks, a set of design guidelines is developed, after which the concept creation started. Building on previous ideas, multiple concepts are generated, grouped into three concept directions. The prototypes in these concept directions are presented to several experts, after which the feedback is synthesised and translated into one concept. This concept is then tested and validated with the target group. This chapter describes this iterative process, which forms the basis for the final solution of this graduation project.

10.1 Design guidelines

Customer engagement theories (as described in Chapter 8) define the relational goal for this project: building an emotionally connected relationship with teenage customers. The FBM (chapter 9) clarifies the structural conditions under which behaviour can occur and identifies that teenagers currently fall below the activation threshold for sustainability engagement. The SHIFT framework (Chapter 9) complements this analysis by providing psychological levers to increase intrinsic motivation and reduce perceived effort, thereby helping teenagers move beyond this activation threshold.

Based on these theories, a set of seven design guidelines is set up that complement the design goal defined in Chapter 8.4. As a reminder, this is the design goal for this project:

“Design a digital concept within the Triodos banking app that makes the sustainability impact of money visible, clear and personally meaningful for teenagers, supporting identity development and long-term value alignment throughout adolescence.”

Based on the FBM, in chapter 9, target behaviour is defined that is aimed to reach by designing concepts in this phase. As a reminder, this is the target behaviour defined for this project:

“Teenagers actively notice and engage with sustainability-related features within their daily banking interactions”

To reach the design goal and target behaviour, the following set of design guidelines has been developed, divided into three categories:

Increasing perceived ability: How easy is it for teenagers to pay attention to sustainability (content)?

1. Sustainability interventions must be easily accessible and therefore embedded within existing flows (e.g. after payments, within account overviews or monthly summaries), rather than only placed in separate sections.
2. Sustainability information must be presented in short, visually clear and immediately understandable formats that minimise required cognitive effort.

3. Sustainability interactions should require only minimal effort (e.g. tapping, swiping, or briefly viewing information), rather than asking teenagers to read long articles or complete complex steps.

Strengthening motivation: why would a teenager want to learn or be involved in sustainability?

4. Sustainability themes should be reflecting teenagers’ evolving personal values and developmental stage.
5. The impact of money should be translated into concrete, real-world outcomes that reduce abstraction and increase emotional relevance.

6. Sustainability features should highlight progress, contribution or positive impact, rather than emphasising problems, urgency or what teenagers are doing wrong.

Designing effective triggers: when and how can we trigger teenagers?

7. Sustainability-related triggers should function as facilitators embedded within natural app interactions rather than as intrusive notifications.

By combining these theories, the design challenge becomes even clearer: Triodos Bank’s mission should not only be communicated engagingly but embedded within routine banking moments in ways that are emotionally meaningful, cognitively accessible and identity relevant. These behavioural and psychological principles form the foundation for the concept development that is described in the following subchapters.

10.2 Exploring concept directions

Now that the design goal is clear, the target behaviour is identified, and a set of design guidelines is set up, it is time to design a concept. This subchapter describes the steps taken to come up with a final concept to reach the design goal.

The process started by revisiting ideas that had emerged during earlier co-creation sessions (chapter 8). These ideas were further explored and evaluated in relation to the design guidelines to determine which directions were most promising for further development.

When looking closer to the clusters that arose during the co-creation, five cluster in the chosen area were chosen as relevant starting points for concept exploration:

1. App features and digital tools
2. Gamification and competition
3. Sustainability visualisation
4. Marketing and onboarding
5. Rewarding & incentives

When analysing the five clusters mentioned above, it became clear that engaging teenagers with sustainability requires more than the addition of a single feature within the existing banking environment. The research phase showed that adolescents are strongly influenced by their social and digital surroundings, meaning that sustainability engagement must be supported through multiple interaction moments and touchpoints.

From this insight, three concept directions emerged, each guiding the development of different interventions. Each concept direction addresses specific behavioural barriers identified in the theoretical frameworks discussed in chapter 9.

10.2.1 Concept direction 1: Making sustainability visible & understandable

To reduce the effort required for teenagers to engage with sustainability-related information, it should be presented appealingly and intuitively. By making the topic more concrete, easier to understand, and integrated into everyday financial behaviour, it aligns with the SHIFT framework elements of Tangibility, Feelings & Cognition, and Habit Formation.

Since this concept direction focuses on making sustainability visible in teenagers’ everyday experiences, the main touchpoint of teenagers with Triodos Bank was examined more closely: the Triodos Bank app. After analysing the current app and some initial individual brainstorming, three initial ideas were selected. The current Triodos Bank app primarily uses dark colours. In all three ideas, the light colours of the brand (beige, light green, light purple) are used as a base, in combination with the bright and vivid colours (purple, orange, green). The reason for this is that research shows that particular younger demographics often have shorter attention spans. Using the right colours is crucial for mobile interfaces, which are often used on the go and require direct, explicit visual cues for easy navigation. The use of this colour combination can facilitate quick messaging and more intuitive navigation (Georgiadou et al., 2024).

The current Triodos Bank app was analysed to understand how Triodos Bank’s sustainability mission is currently presented. Analysis showed that this is primarily conveyed through the ‘impact’ page in the app. The content here is primarily communicated through text-based articles. While informative, this format requires high cognitive effort and may be less engaging for teenage users.

Therefore, various ideas were translated in small prototypes and explained here.

Prototype 1.1 – Video-based impact storytelling

This prototype (Figure 40) explores the use of short video content as a more engaging and accessible way to communicate sustainability topics. Video was chosen because it is a familiar and widely used medium among teenagers, allowing complex topics to be translated into short, visually appealing explanations.

In the prototype, impact-related content is presented through video-based tiles, each focusing on a specific sustainability topic such as energy, fashion, or nature. By tapping on a tile, users can watch a short video that explains the environmental impact of that topic in a concise and engaging way.

To increase visibility and reduce the effort required to discover sustainability content, these impact tiles are also integrated directly into the home screen of the banking environment. This ensures that sustainability is not placed in a separate section of the app but becomes visible within everyday banking interactions.

Through this prototype, the design explores how visual storytelling and improved placement of impact content can make sustainability information more accessible, engaging, and relevant for teenage users.

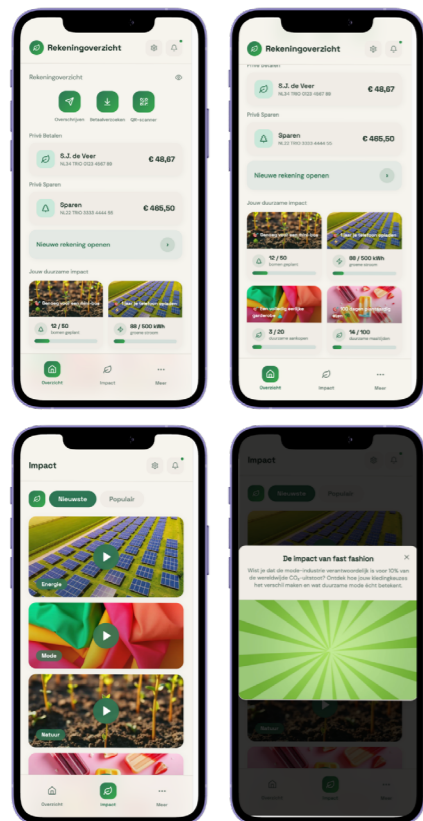


Figure 40: Visualisation of prototype 1.1

Prototype 1.2 - Story-based sustainability content

In the second prototype (Figure 41), sustainability content is presented in a format inspired by the way teenagers typically consume information on social media platforms. Here, information is presented through short, visually driven images. This prototype explores how sustainability topics could be translated into a story-like interaction format within the banking environment. Instead of presenting sustainability information as static text, the content is displayed as a sequence of visual slides that users can tap through, similar to social media stories.

Each story explains a specific sustainability topic, such as renewable energy projects funded by the bank. The content is presented through a combination of large visuals, short captions, and interactive movement, allowing users to quickly navigate through the information.

This format aims to make sustainability content easier to consume and more engaging for teenagers by aligning with familiar interaction patterns from their daily digital environments. By presenting sustainability topics in a visual, sequential, and interactive format, the prototype explores how sustainability information can be communicated in a way that aligns more closely with teenagers' media habits.

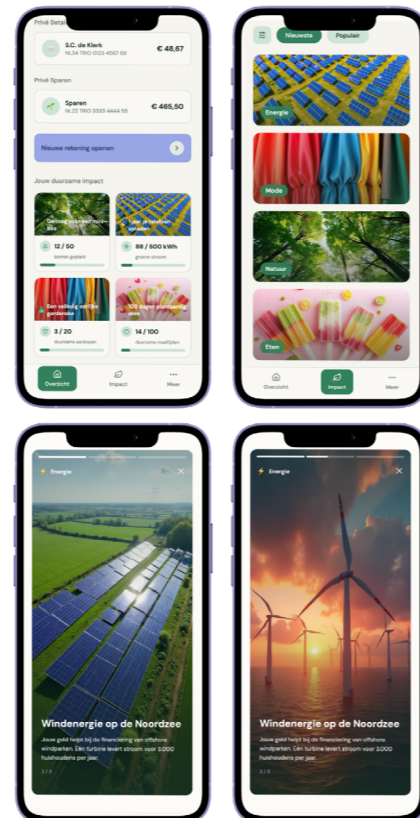


Figure 41: Visualisation of prototype 1.2

Prototype 1.3 - Social comparison, rewarding system and personalised sustainability engagement

The third prototype (Figure 42) focuses on increasing engagement with sustainability by introducing elements of personalisation, social comparison, and gamification. The concept explores how sustainability-related behaviour can be made more visible and motivating for teenagers by connecting it to progress, status, and rewards.

In this prototype, sustainability engagement is translated into a points-based system. Teenagers can earn points by performing certain actions within the banking environment that align with the values of Triodos Bank. Examples include making sustainable transactions or using features within the Triodos ecosystem, such as the payment request functionality, instead of external services like Tikkie.

The collected points contribute to a personal sustainability profile, allowing teenagers to track their progress over time. In addition, this prototype introduces social comparison, where users can see how their sustainability score compares to that of other teenagers. This mechanism is intended to stimulate engagement by making progress visible and by leveraging the influence of peer comparison.

To further strengthen motivation, the prototype also explores gamification elements, such as unlocking badges or achievements when certain milestones are reached.

Finally, the prototype introduces a personalised debit card design, which can be unlocked and displayed within the app. This element allows teenagers to express their identity, strengthening the connection between personal interests and their banking experience.

Through these features, the prototype explores how gamification, peer influence, and personalisation can support engagement with sustainability within the banking environment.

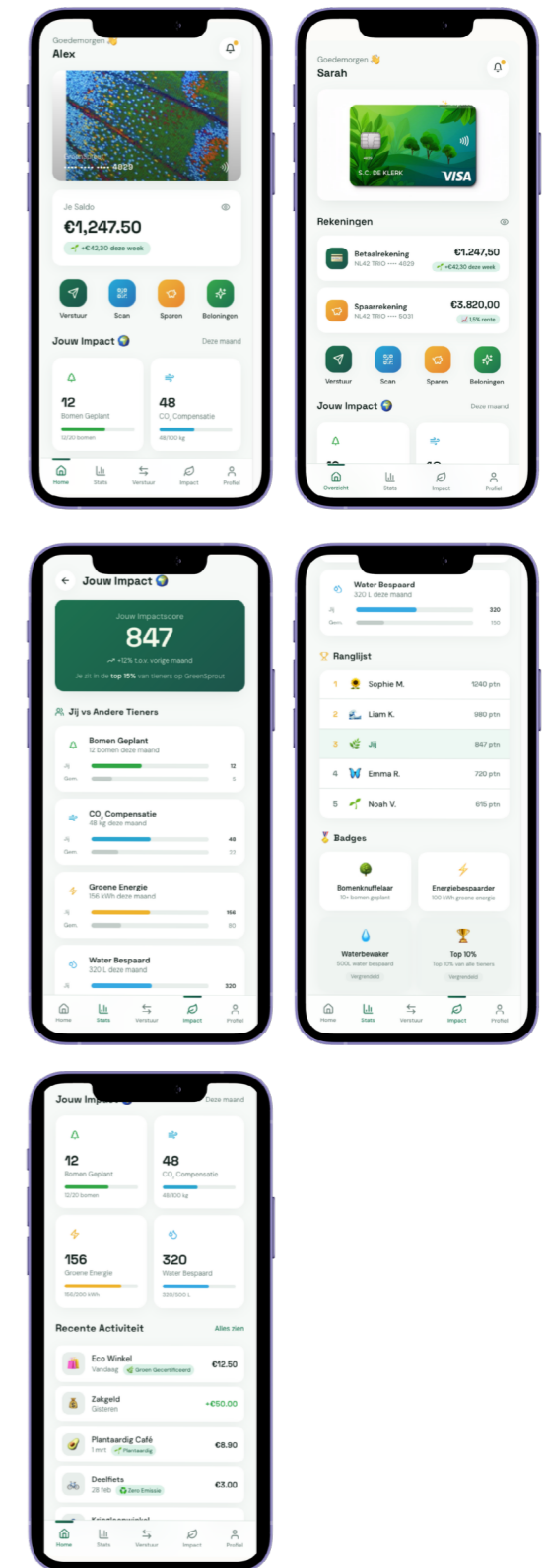


Figure 42: Visualisation of prototype 1.3

10.2.2. Concept direction 2: Creating engaging sustainability interactions

Focusing solely on making Triodos Bank's sustainability mission visible, will not guarantee engagement. Teenagers also need motivating reasons to interact with the sustainability-related content introduced earlier. This concept direction focuses on designing engaging interactions, triggers and experience that stimulate teenagers to explore sustainability topics and return to the app.

Making use of cues, or smart 'nudges' that can be integrated into existing banking interactions, can stimulate certain desired behaviour, which in this project is that teenagers interact with sustainability content. Nudges are subtle interventions that steer someone towards a certain action (Nudge, 2026). Besides placing sustainability content in separate sections of the banking app, information can also be embedded within familiar moments such as payments, transaction overviews or account summaries.

This direction addresses both motivation and triggers in the Fogg Behaviour Model. Within the SHIFT framework it mainly relates to Individual Self, Feelings, Social Influence, and Habit Formation, as engaging interactions can strengthen intrinsic motivation and stimulate recurring behaviour.

Prototype 2.1 - Impact notifications

Currently, the Triodos banking app already sends notifications after certain actions, such as when a payment request is accepted or when a transaction is completed. In this prototype, these existing notifications are used as behavioural triggers to encourage teenagers to reopen the app and interact with sustainability-related features.

Instead of only informing the user about the completed transaction, the notification invites the user to perform an additional action. For example, after a payment request has been accepted, the user receives a message encouraging them to check their balance and see how many sustainability points (introduced in prototype 1.3) they have earned with that transaction.

By connecting small interactive actions to existing banking notifications, the prototype explores how everyday banking moments can be used as triggers for engagement. This approach aims to increase the

frequency with which teenagers return to the app, while simultaneously making sustainability-related feedback more visible.



Figure 43: Visualisation of prototype 2.1

Prototype 2.2 - Gamified daily challenge

This prototype explores how gamification can be used to stimulate teenagers to return to the banking app more frequently. The concept introduces a daily challenge that users can access within the app.

Teenagers receive a notification inviting them to play a short daily game in which they can earn points. The prototype includes examples such as a sustainability quiz or a word-based puzzle inspired by popular games such as Wordle. By completing the challenge, users earn points that contribute to their overall sustainability score.

The aim of this concept is to create a lightweight and enjoyable interaction moment within the banking environment. By integrating short game-like experiences, the app offers an additional reason for teenagers to open the app beyond purely functional banking tasks.

Through these daily challenges, the prototype explores how playful interaction and reward systems can stimulate repeated engagement with the app while simultaneously exposing teenagers to sustainability-related topics.



Figure 44: Visualisation of prototype 2.2

Prototype 2.3 - Periodic impact insight

This prototype explores how periodic insights can stimulate engagement by providing teenagers with a clear overview of their financial behaviour and its sustainability impact. Inspired by formats such as Spotify Wrapped and similar features used by banks like Rabobank, the concept presents a monthly overview of spending and sustainability impact in a visual and interactive story format.

When the monthly overview becomes available, users receive a notification inviting them to explore their personal results. The overview presents insights such as total spending, spending categories, and highlights some of Triodos Bank's products to show what impact the teenagers made. These insights are translated into visually engaging frames that teenage customers can tap through.

In addition to providing information, this idea can also be linked to the reward system introduced earlier, by showing how many impact points were earned that month. By presenting this information in a visually engaging and story-like format, the prototype aims to make financial insights more understandable and engaging for teenagers.

Through this concept, the prototype explores how periodic reflection moments can encourage teenagers to revisit the app, while simultaneously helping them better understand the impact of their financial behaviour.

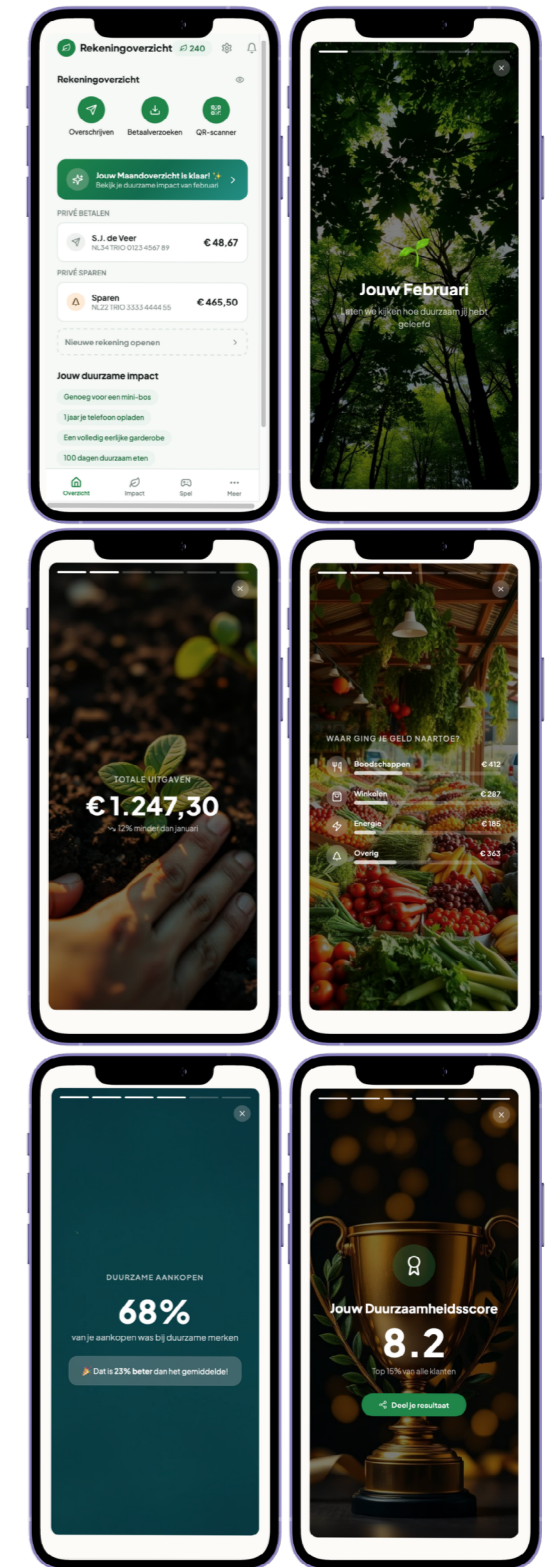


Figure 45: Visualisation of prototype 2.3

10.2.3 Concept direction 3: strengthening the social visibility of Triodos Bank

Adolescents are highly sensitive to social norms and peer influence as came out of the research phase of this project. When a brand is perceived as relevant within its social environment, teenagers are more likely to feel connected to it and incorporate it into their identity development.

This concept direction, therefore, focuses on increasing the social visibility and relevance of Triodos Bank among younger generations. By connecting sustainability and banking to platforms and channels that teenagers already use, such as social media, influencers, and peer-related touchpoints, the brand will become more present within their everyday context.

Within the SHIFT framework, this direction primarily relates to Social Influence, as social context and peer norms can significantly shape sustainable attitudes and behaviours.

To strengthen the visibility and relevance of Triodos Bank among teenagers, it is important to consider the role of social influence.

Triodos Bank has already explored the use of influencers in marketing campaigns aimed at younger audiences. These campaigns primarily focus on increasing brand awareness and attracting new customers. While customer acquisition falls outside the scope of this graduation project, the use of influencers can still be relevant when considering how the brand can become more visible and relatable also within the existing digital banking environment.

Instead of using influencers only for external promotional campaigns, this concept direction explores how they could also play a role within the banking experience itself. By integrating familiar faces from social media into the digital environment, influencers could help guide teenagers through sustainability-related features and content in the app.

Idea 3.1: Influencers as Triodos Bank ambassadors

This concept explores how influencers who are already involved in Triodos Bank campaigns could be transformed into 'Triodos ambassadors' across multiple channels such as marketing campaigns and the banking app. Inspired by guidance systems used in apps such as Duolingo, where a recognisable character supports and motivates the user throughout the learning journey, a similar role could be fulfilled by an influencer.

Within the banking environment, the influencer could appear in certain interaction moments to introduce sustainability topics, explain impact-related features, or encourage users to explore challenges and insights. By acting as a familiar and relatable guide, the influencer can act as a rolemodel and help make sustainability content feel more approachable and engaging for teenage users.

Through this concept, the prototype explores how social role models can strengthen the perceived relevance of Triodos Bank and its sustainability mission, while also supporting engagement with the app's sustainability features.

Critical reflection

Creating the prototypes was a valuable moment in my design process, as I initially struggled to bring my ideas to life. By actively starting to develop and visualise these ideas, the process became more tangible, allowing me to regain direction and continue moving forward.

I have often felt somewhat constrained when it comes to sketching and visualising ideas. However, using AI as a tool for prototyping and visualisation was an eye-opener. It allowed me to express ideas more quickly, without being critical of my drawing skills. This lowered the barrier for me to experiment and enabled a more iterative and explorative design process.

10.3 Collecting expert feedback

Through conversations with multiple experts, feedback was gathered on the proposed concept directions. The goal was to collect a first round of feedback from multiple perspectives, to be able to combine insights from all the ideas into one concept that can be tested with the target group. An overview of the various sessions in which feedback on the ideas was collected can be found in Table 5. This subchapter presents the feedback generated to integrate in the further design of the final concept.

Table 5: Participant overview of expert sessions

Expert session	Number of Participants	Role of expert(s)
1	1	Creative strategist (External)
2	1	Product manager (Triodos)
3	4	Personal banking team (Triodos)
4	1	Senior Segment Marketeer (Triodos)
5	2	UX designers (Triodos & External)
6	1	Marketeer & Editor in chief 'De Kleur van Geld' (Triodos)

10.3.1 Expert feedback 'Making sustainability visible'

The first concept direction focused on translating the existing impact content of Triodos bank into a more engaging and accessible format.

Experts indicated that the use of visual content, such as photos and videos, could be a promising direction. Currently, impact-related articles in the app are rarely consulted. Data shared during expert session 2 showed that in February 2026, only 1.6% of app sessions included opening an impact-related article. Although this data reflects overall usage and is not specific to the teenage target group of this project, it clearly illustrates that the current text-heavy format of impact content receives very limited engagement.

For this reason, the idea of presenting impact information through visual storytelling using images and videos was considered both realistic and valuable to be tested with the target group. However, experts also noted that earlier research performed by Triodos Bank showed that many users (particularly older

customers) prefer their banking app to remain primarily functional. Therefore, the placement and integration of visual elements such as videos and images should be carefully considered. It would also be interesting to explore whether this preference for a purely functional banking environment is equally applicable to younger generations.

The reward system with points, presented in prototype 1.3, was also perceived as a promising concept. Experts indicated that providing teenagers with a form of reward could create an additional incentive to engage with sustainability-related features. However, it was also noted that directly translating points into financial rewards might not align well with the values and identity of Triodos Bank. Instead, the reward system could be connected to existing partners or business clients that reflect the values of Triodos Bank. Examples mentioned include brands such as Susan Bijl and Nice Ice Cream, which could offer rewards or experiences that resonate with the interests of younger audiences

Finally, experts reflected on the idea of comparing sustainability scores between teenagers. While social comparison could stimulate engagement, it was suggested that it might be even more meaningful to highlight the collective impact created by teenagers together. Individually, sustainability insights should remain concrete, tangible, and easy to understand. At the same time, presenting the larger collective impact could strengthen the feeling that teenagers contribute to broader sustainability goals, which aligns with the developmental stage in which young people increasingly seek to belong to and contribute to something larger than themselves.

10.3.2 Expert feedback 'Creating engaging sustainability interactions'

The concept of using existing features, such as payment requests, was perceived as a promising opportunity. Experts indicated that encouraging teenagers to use the payment request functionality within the Triodos Bank app, instead of external services such as Tikkie, could indirectly increase the visibility of the Triodos brand. When teenagers send payment requests through the app, the Triodos name and logo become visible to others, effectively turning customers into informal ambassadors of the brand.

Experts suggested that this behaviour could be further stimulated by connecting it to the reward system proposed earlier. Rather than linking rewards to donations or external causes, the incentive should provide a direct benefit to the teenagers themselves. This was considered more motivating and better aligned with the intended engagement mechanisms.

In addition to the payment requests, multiple experts mentioned the use of a widget on a mobile phone. This could also be an existing feature that teenagers already use for other apps, and using this to showcase a saving jar or so, could also increase visibility among the teenage customers, making them constantly aware of that they are a customer of Triodos Bank.

The concept of a gamified daily challenge, such as a Wordle-like game, received more critical feedback. Experts indicated that a purely game-based feature might not strongly align with the mission and identity of Triodos Bank and could feel somewhat disconnected from the bank's (sustainability) focus. However, the idea of introducing short quizzes related to sustainability topics was considered more appropriate. Such quizzes could be integrated at the end of impact stories or educational content, allowing teenagers to test their knowledge after engaging with sustainability-related information. Adding a small action or interaction after consuming content could strengthen motivation and learning.

Finally, the concept of periodic insights into personal financial and sustainability behaviour was perceived as particularly promising. Experts indicated that presenting monthly overviews of spending behaviour and sustainability impact could help teenagers better understand the relationship between their financial decisions and broader sustainability outcomes. In addition, this concept was seen as an opportunity to contribute to financial education, which could also be valuable for parents who are involved in managing or supervising their children's banking behaviour. As such, periodic insights could function as both an engagement feature and an educational tool.

These insights were used to further refine the concept by focusing on meaningful interactions that align with the mission of Triodos Bank, while avoiding features that might feel overly gamified or disconnected from the bank's core values.

10.3.3 Expert feedback 'strengthening the social visibility of Triodos Bank'

The concept of using influencers not only for the acquisition of new customers but also to engage existing customers was perceived positively by the experts (mainly discussed in session 4 & 6). Triodos Bank already explores the use of influencers and social media in its marketing strategy to reach younger audiences. Translating these marketing efforts into the digital banking environment was considered an interesting opportunity to strengthen the connection with existing young customers.

In particular, the marketing expert highlighted the potential of introducing a recognisable "face of Triodos" that could appear across different communication channels, such as the website, social media, and the banking app. This person could act as a guide who introduces sustainability topics or explains certain features within the app.

As an example, the experts referred to the presenters of the NOS Jeugdjournaal, who are perceived as approachable and relatable for younger audiences. A similar approach could be applied by having a young and energetic presenter appear in video content within the app, helping to explain impact-related topics in a clear and engaging way.

Such a recognisable figure could strengthen the social visibility and relatability of the Triodos Bank brand, while also making sustainability-related content more accessible for teenage users. However, the expert also highlighted that the main goal of using influencers or channels like Instagram right now is to acquire new customers and to create brand awareness. Creating brand awareness is something highly important for the teenage target group, as their social environment plays a big influential role in their lives.

10.4 Synthesising into one final concept

Based on the expert feedback, the different prototypes & ideas were synthesised into an integrated concept that introduces the redesigned Triodos Teenager Banking app interface. This concept serves as the main touchpoint that teenagers interact with. In combination with the app interface, the final concept suggests cross-channel brand activation to strengthen the emotional relationship with teenage users.

Within the newly designed banking app interface of Triodos Bank, teenagers are guided through five recurring types of features to engage them with Triodos Bank's mission:

1. Triggers: Teenager is encouraged to open the app
2. Discover: teenagers encounter short, visual impact stories within the banking environment
3. Interact: small interactions such as quizzes, notifications or actions linked to functional messaging encourage engagement
4. Progress: a rewarding system is introduced in which teenagers earn points and build a personal sustainability profile, which shows their impact and provides incentive & motivates for engaging with sustainability content.
5. Reflect & belong periodic insights provide an overview of their financial behaviour and sustainability impact.

Together, these moments create a system in which Triodos Bank's sustainability mission becomes visible, interactive and aligns with teenagers' understanding, making it personally meaningful within everyday banking behaviour.

In addition to the in-app interaction flow, a complementary brand awareness layer is proposed. Expert feedback highlighted the opportunity to extend existing marketing plans into the banking environment by introducing recognisable Triodos bank ambassadors. These ambassadors could initially be used in marketing campaigns, and later on appear consistently across different channels such as social media, the website and within the app itself, acting as a relatable guide in explaining (sustainability-related) topics.

By combining these two layers, the final concept strengthens both direct emotional user engagement through the app and brand awareness through the external environment. This is particularly relevant for teenagers, whose perceptions and behaviours are strongly influenced by their social environment.

For this project, the main touchpoint, being the app interface, was developed into one prototype, accessible through the QR code in Figure 46, and tested with the target group. The brand awareness layer was not included in the prototype and is therefore not part of the user testing but remains part of the final concept.



Figure 46: Clickable prototype of the Triodos Teenager banking interface

10.5 Prototype testing with the target group

Since teenagers are the target group of this research, and they are experts in their own experience, it is important to integrate them in every phase of this project. Now that an extensive prototype is developed, the target group was involved again to provide feedback. Feedback was gathered by hosting sessions with teenagers who are Triodos Bank customers.

12 teenagers who are Triodos Bank customers were recruited, using the internal communication page of Triodos Bank. Colleagues were asked for the participation of their children if they had a current account with Triodos Bank. Table 6 provides an overview of the involved participants in the feedback sessions. All sessions took 20-30 minutes and happened online.

Firstly, the concept was explained to the teenager, after which the prototype was shown, and several questions were asked. After showing every feature of the new app, a general impression was asked for. Per the newly added feature, direct feedback is collected. The approach used in the prototype testing can be found in Appendix N.

The sessions revealed multiple points for improvement that should be considered when designing the final solution. All sessions confirmed that teenagers do not interact with the current impact page in the banking app. 10 teenagers even mentioned they did not know of the existence of this page.

Table 6: Participant overview prototype testing with the target group

Partici-pant	Age	Gender	Date of conversation	Highschool/ primary school
1	17	Male	16/03/2026	Highschool
2	16	Male	16/03/2026	Highschool
3	11	Female	17/03/2026	Primary school
4	12	Male	17/03/2026	Primary school
5	12	Female	18/03/2026	Highschool
6	14	Female	18/03/2026	Highschool
7	13	Female	19/03/2026	Highschool
8	11	Male	19/03/2026	Primary school
9 + 10	15 +17	Female	20/03/2026	Highschool
11	11	Female	20/03/2026	Primary school
12	13	Female	20/03/2026	Highschool

Easy, recognisable tasks increase the chances of engagement: story format vs. video

The story format was, in general, reviewed as the most wanted format to engage with content. Teenagers highlighted the need for having little text and learning in a quick and easy way. They did prefer the concept of using many visuals to learn something. The input was also given to try the 'Instagram real' format, in which you can scroll through short videos. It was highlighted that teenagers would like to know what they are going to look at, sparking the idea of using NOS shorts on Instagram as an inspiration. However, it is not desired to make teenagers addicted to Triodos video but using, for example, a maximum of 5 videos to scroll through could tackle this problem. However, it was also mentioned that videos might be looked at less, since the need for sound in videos could also make it less approachable to look at whenever and wherever you are. This would be a reason to not engage with video content. However, if it would fit in their occupation, teenagers highlighted that short videos are fun to watch and learn something new.

Teenagers highlighted that they liked the new format more compared to the current page. However, it was also mentioned that they did not expect to actively engage with the content themselves when they were not triggered to do so. This highlights the need for using smart nudges and triggers to lead them to the page.

"Story format is more convenient, as I can watch it anytime and can choose my own pace. Videos need sound, and then I cannot watch them in the train, for example. Maybe a bit of both would be fun"

Insights and wrapped

Teenagers' reactions to the insight page and the periodic 'Triodos wrapped' were very enthusiastic. Most teenagers mentioned that when the insight page would be available in the lower menu bar, they would actually use it, as it would be clearly visible. Additionally, the wrapped function was perceived as valuable and also a nice way to see the impact of Triodos Bank's projects. The teenagers highlighted that once per month seemed a good balance to get the wrapped.

Since many parents were present (in the background) during conversations, both the teenagers and their parents were asked what they would think of the option to also show the wrapped in the parents' app. Responses here were mixed: some teenagers did not mind that their parents would also see this information (mostly younger ones), as they "already have access to their bank accounts". However, some teenagers indicated that they strongly prefer not to have their spending displayed so explicitly to their parents. Teenagers suggested that it could be a solution for parents to receive a notification that informs them that the wrapped has been published to the teenagers, functioning as a conversation starter between parent and teenager.

Parents' own reactions were also mixed, with some wanting to see the overview. Here, the balance between giving autonomy and wanting control was visible again. This was also a balance that was a result of the thematic analysis of the qualitative interviews in chapter 5 (theme 6, Figure 19). Using a notification to inform the parents could be a solution for this, by offering them the opportunity to start the conversation, whilst also granting privacy to the teenagers.

"Having a clear overview of where I spend my money would be really nice. It would also help me learn how to budget better. Seeing this once a month is often enough. I would really like to have that overview and also see the Triodos projects briefly."

Reward system

Teenagers responded positively to the idea of a points-based reward system. Receiving something in return for interacting with the bank was seen as motivating and would encourage them to use the app and Triodos Bank's functionalities more frequently. Several teenagers noted that this could even motivate them to use Triodos Bank payment requests instead of Tikkie.

An important consideration is the value of the rewards linked to the points. Teenagers emphasised that if the rewards only allow them to do "lame things", the incentive would not be strong enough to drive engagement.

"Getting a discount is always fun! I am now also more motivated to do the other things like watching the stories. And I would definitely use the Triodos Payment requests instead of Tikkie"

Using the quiz

Teenagers highlighted that if a quiz does not take too much time and if they get anything in return (such as points) they are interested in learning about Triodos' mission and sustainability topics. However, they would not do it when they are not triggered to for example, by a notification. It is not something they would actively look up the app for, but it could be something that they would engage with. However, once it is the same format every day, teenagers mention that it could get boring. Renewing features like this seems to be important to grab the attention of the teenagers.

"If I get a notification, I can still choose to open it or not. I can imagine that when I have time, I would do it. It is a fun and easy way to learn, and I even get points for it!"

Personalisation features

Teenagers indicated that they would like to design their own debit card. They found this appealing because it feels personal and special, and because it is something they could talk about with their friends, sometimes even in a playful or humorous way. Teenagers responded very enthusiastically to this idea, regardless of age or gender. This suggests that personalised card design could be a relatively easy and effective feature to drive engagement. However, this feature is only engaging at the specific moment of getting the card.

“With my own designed card, it feels less basic and more like something special for me”

Additional feedback

All conversations ended with the free space to ask questions or share some more input. Seven of the participating teenagers highlighted the wish for clearer saving jars in the app. Currently, it is possible to open multiple savings accounts and to name them after a savings goal. However, teenagers elaborated on the wish to have one savings account, in which they could have multiple savings jars.

“I had a good idea: I have multiple things I want to save for, so if I could make saving jars in my savings account, that would help me a lot with reaching my savings goal”

General impression

The user feedback sessions gave valuable insights into how teenagers respond to the developed features in the app. Besides feedback on specific features, some more general patterns emerged that can be considered when designing the final solution.

During the conversation with participant 8, it became clear that the transition to high school comes with a significant increase in autonomy. The other participants who were still in primary school also showed that they interact much less with their banking app compared to teenagers who are already in high school. This again highlights that this transition is a crucial moment that can be leveraged by Triodos Bank, confirming the insights from the qualitative interviews presented in chapter 5.3.

Based on these insights, it could be argued that the proposed concept in this graduation project should focus more specifically on teenagers who have just entered high school. This is not necessarily about a strict age group, but rather about a phase in life in which financial independence starts to play a bigger role.

In addition, differences were observed in the types of interactions teenagers are willing to engage with. Younger teenagers showed interest in quiz-based elements, while older teenagers indicated that they might get bored with these types of interactions over time. This highlights the importance of offering a variety of interaction formats that remain engaging as teenagers grow older. As this suggested app is one solution that should fit the needs of the wide age range of teenagers, it is important to incorporate features that are attractive to different phases of adolescence.

Critical reflection

To test the prototype with the target group, I initially planned to conduct survey research, mainly driven by time constraints and deadlines. However, I realised that qualitative feedback collection would be more appropriate and valuable at this stage of the project.

This shift proved to be highly valuable, as direct conversations with the target group provided much richer and more nuanced insights than I expected to have gathered through surveys. It also marked an important moment for me to step back and reflect on my approach, rather than staying too focused on execution and planning.

This experience highlighted the importance of clearly defining the goal of an activity first, then selecting the most suitable method, and then seeing how it fits within the timeline and how it can be made to work.

10.6 Insights & key takeaways

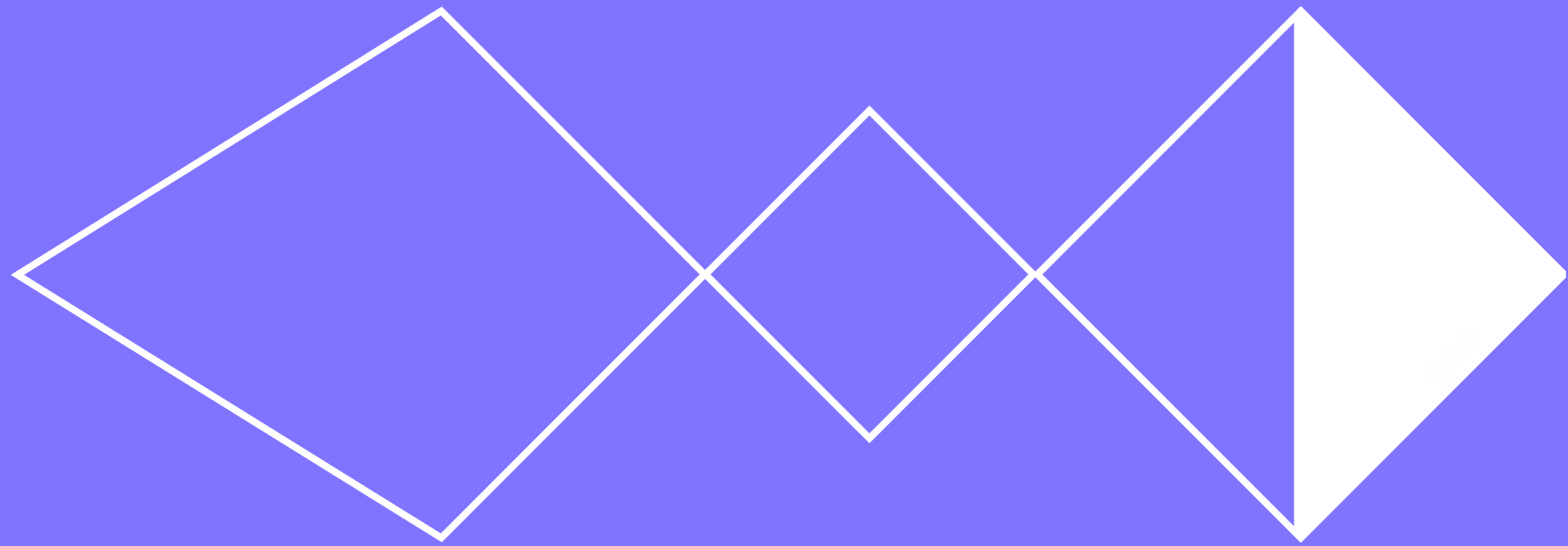
This chapter gives insight into the iterative design process that led to the development of multiple concepts. These concepts were presented to various experts, after which feedback was incorporated and synthesised into one final concept. The target group was involved to provide user feedback on this final concept. The following points summarise the most important insights and key takeaways:

- A set of design guidelines was formulated, divided into three main goals:
 - Increasing the perceived ability: make it easy for teenagers to pay attention to sustainability topics
 - Strengthening the motivation for teenagers to learn or be involved in sustainability-related content
 - Design effective triggers to draw the attention of the teenagers.
- Using the design guidelines, various concepts were developed within 3 concept directions:
 - Making sustainability visible & Understandable
 - Creating engaging sustainability interactions
 - Strengthening the social visibility of Triodos Bank.
- After gathering expert feedback, different elements of the prototypes were synthesised into one final prototype. The final prototype of the app was tested with the target group, revealing the following:
 - Content that can be tapped through is attractive to teenagers: they want to choose their own speed.
 - Using photos and videos is more attractive than mainly text.
 - Having insight into spending is desired, as well as receiving a periodic overview of spending and contributions to Triodos Bank projects.

- Having a reward system where points can be leveraged for discounts on products or experiences is reviewed positively.
- A quiz is fun to engage with, but if offered too frequently, it can become boring. Regularly refreshing or renewing these features is important to maintain interest.
- Personalised features such as designing your own digital debit card are highly valued by teenagers and can spark conversation among peers. However, this is an engaging feature at a specific moment, being the moment the teenager receive the card.
- The feedback sessions showed that teenagers are open to engaging with Triodos Bank's sustainability mission, if it is presented in a way that is easy, quick, and engaging. At the same time, more practical features, such as clearer insights into spending behaviour, improved savings jars, and tangible rewards like points or discounts, are also important to provide incentive and motivate continued engagement.

The next chapter integrates the user feedback into the final solution of this graduation project. With the next chapter, the final phase of this graduation project is entered, being the Deliver phase of the tripple diamond approach.

DELIVER



After the *Develop* phase, this graduation project now enters the final phase of the tripple diamond framework, being the *Deliver* phase. This is a converging stage in which all gathered insights and feedback from the previous diverging phase will be integrated into one final solution.

This phase proposes a two layered solution for Triodos Bank that is aimed to create long-term customer relationships with the teenage segment, directly addressing the overall goal of this graduation project.

Final solution

11.1 Value proposition for the teenage segment

11.2 Final solution design

11.3 Validation of the final solution

11.4 Implementation plan

11

This chapter begins by presenting the value proposition for Triodos Bank, developed with the aim of reducing customer outflow at 18 years old, by engaging the teenage segment. This value proposition synthesises the key insights and elements identified throughout this graduation project.

Following the value proposition, the final solution is described in more detail. A validation study is then conducted to assess the desirability, feasibility, viability and responsibility of the proposed solution. The chapter concludes with an implementation plan, outlining a step-by-step approach for how Triodos Bank can realise the proposed solution after the completion of this graduation project.

11.1 Value proposition for the teenage segment

To visualise the value created in this graduation project, a value proposition is developed. This value proposition builds upon Triodos Bank's own approach and follows the 'Need-Promise-Proof' framework (Figure 47).

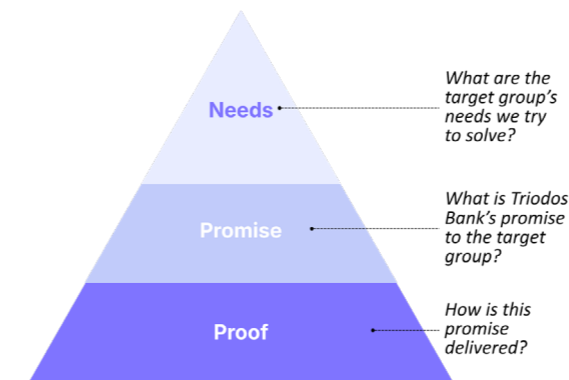


Figure 47: Visualisation of the structure of the value proposition approach by Triodos Bank

It summarises the elements for how Triodos Bank can achieve the initial project goal of this graduation project:

“Enable Triodos Bank to meaningfully engage teenage customers aged 10-18 and strengthen long-term customer relationships with this target group by designing opportunities that align with Triodos Bank’s sustainable banking mission.”

11.1.1 Needs

This part of the value proposition describes the target group's needs. The needs are derived from the research phase of this project and form the foundation for Triodos Bank's promise. The overall need that needs to be highlighted is the need for having a convenient, easy and seamless experience when interacting with their bank. The most important needs in relation to banking experiences are summarised below.

Teenagers aged 10-18 need:

- Fully digitalised and seamless financial experiences that require minimal cognitive effort

Teenagers' needs are strongly shaped by the ongoing digitalisation of the financial sector. As digital natives, they expect financial services to be intuitive, fast and fully integrated into their daily lives. They want to have interactions that require little effort and only want

to interact and engage with their bank when it feels relevant or necessary.

- Features that enhance financial overview and support understanding of their financial behaviour

Due to increasingly seamless payment methods and the invisibility of their money (partly) because of digitalisation, teenagers can easily lose track of their spending. They need clear and accessible tools that help them understand their financial behaviour and maintain control over their finances.

- Experiences that help them understand the personal impact of their financial choices

Although teenagers show an interest in sustainability (especially as they grow older), they often lack insight into how their own financial behaviour contributes to impact. They need experiences that translate abstract concepts into something relatable, understandable and personally relevant to engage with these topics and create a deeper understanding.

- Feeling that they are contributing to a positive impact on the world

Teenagers want to feel that their actions matter. As they grow older, they look further into the future and are motivated by the idea of contributing to a better world, but need confirmation that their behaviour actually makes a difference.

- Seeing their personal impact in relation to a larger collective impact and their social environment

Teenagers are strongly influenced by their social context. They need to understand not only their own impact, but also how it relates to others and to the collective impact they are part of.

- Growing independence in decision-making and being in control of their financial journey

Autonomy is a key value in this life stage. Teenagers want to make their own decisions and do not respond well to being told what to do. They need to feel in control of their (financial) choices and how they engage with their bank.

11.1.2 Promise

Triodos Bank promises to empower teenagers to take an active role in shaping their financial behaviour by making conscious choices that reflect their values. By offering seamless, intuitive, and engaging experiences, the bank encourages teenagers to explore the impact of their decisions and gradually grow into independent and responsible individuals.

Triodos Bank positions itself as a bank that shows teenagers the impact they are already making by translating sustainable banking into experiences that are personally relevant and meaningful. Rather than teaching or directing behaviour, the bank communicates in an engaging and accessible way that invites interaction with its mission, while leaving teenagers in control of their own financial decisions and interaction moments.

Instead of telling teenagers what to do, Triodos Bank enables them to recognise and value their own contribution, helping them to form their own perspective on sustainability and financial behaviour. They do this by consistently offering opportunities to engage with Triodos Bank's sustainability mission in different forms: sharing impact stories, offering interactive quizzes, and periodic reflection moments. In doing so, the bank takes on a modest, supportive and informative role that respects their need for autonomy.

By making both personal and collective impact visible, Triodos Bank connects what teenagers already do to a bigger story, showing how their everyday financial behaviour contributes to a better world, helping teenagers understand not only their individual impact, but also how it relates to others and to the collective impact they are part of. At the same time, the bank supports them in maintaining a financial overview through integrated and intuitive guidance, without increasing cognitive effort, creating the perfect balance between functional features and impactful experiences.

In this proposition, Triodos Bank does not act as a teacher or controller, but rather as a mirror and amplifier of the impact teenagers are already creating.

11.1.3 Proof

This part of the value proposition describes how the promise becomes tangible in the everyday experience of teenagers. It highlights interventions that teenagers can directly see, use and interact with through which Triodos Bank will deliver on its promise. Building on this part of the value proposition, the next subchapter will elaborate on the complete final solution that includes the different elements that support the proof.

Teenagers will experience control through a mobile-first banking environment that provides clear and accessible insight into their financial behaviour. Personal insights and intuitive overviews will help them understand their spending, while tools such as saving jars support goal setting. In addition, periodic reflection moments enable teenagers to gain insight into their financial behaviour over time, reinforcing their sense of control and independence.

Secondly, teenagers will experience the impact of their financial choices through engaging, story-based content and visualisations that translate abstract sustainability into something clear and tangible. By showing both personal and collective impact, these elements help teenagers recognise the contribution they are already making and understand how their financial behaviour is connected to a broader positive impact.

To motivate interaction, teenagers encounter engaging triggers within their everyday banking experience. Gamified nudges and a rewarding system provide immediate value in return for engagement, while interactive content sparks curiosity and invites further exploration. This creates a system in which engagement feels natural and meaningful without additional cognitive effort.

Lastly, beyond the banking environment, teenagers encounter Triodos Bank through relatable role models, social media content and campaigns. These touchpoints reinforce the bank's relevance within the target group by creating a better understanding within the social environment of teenagers. This will make Triodos Bank's mission more visible within the teenagers' social context. For Triodos Bank's internal purposes, an overview is created of the key elements of the value proposition. This overview is structured based on Triodos Bank's approaches to value propositions of other customer segments and can be found in Appendix O.

11.2 Final solution design

Building on the value proposition, the final solution of this graduation project can be seen as a two layered solution (Figur 48). The goal is directly derived from the value proposition and aligns with the overall goal of this graduation project. It focuses on enabling teenagers to meaningfully engage with Triodos Bank by making the impact of their financial behaviour clear, visible and personally relevant. This will contribute to an emotional connection with the target group, with the ultimate goal to reduce customer outflow at age 18.

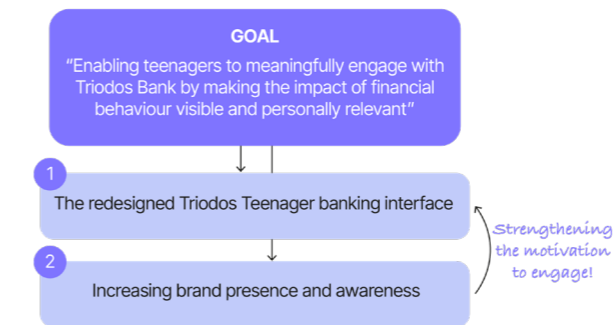


Figure 48: Two building blocks of the final solution

The final solution combines a redesigned in-app experience for teenagers to strengthen the emotional connection between the target group and Triodos Bank, which functions as the main environment in which this relationship is built. However, to interact with the teenagers, it is important that their motivation to engage is increased. Therefore, the final solution also focuses on increasing visibility and relevance of the Triodos Bank brand within the social context of teenagers. These two layers are elaborated on in the next sections.

11.2.1 In-app experience: the redesigned Triodos Teenager Banking interface

The redesigned Triodos Teenager banking interface forms the core of the in-app experience and functions as the main environment in which teenagers interact with the bank. While the app itself is not a new touchpoint for teenagers, the experience it delivers will be fundamentally transformed. The redesigned interface structures how engagement with Triodos Bank's sustainability mission is developed through recurring interaction moments.

These moments are embedded within everyday banking behaviour, allowing for easily accessible engagement without requiring (much) additional effort.

Since this project is focused on strengthening the emotional connection between teenage customers and Triodos Bank (explained in the engagement framework in chapter 8.1), most newly designed features are focused on conveying Triodos Bank's sustainability mission. However, since engagement is developed by having relationships that are both satisfying and emotionally connected, and because several teenagers indicated during testing that certain functionalities, such as saving jars, were missing, these have also been incorporated into the redesigned app.



Figure 49: Impression of the redesigned Triodos teenager banking interface & QR code to the clickable prototype

User Experience (UX) flow

The concept introduces a flow of interaction moments that gradually guide teenagers from discovering sustainability information to actively engaging with the impact of their financial behaviour. Rather than requiring teenagers to deliberately search for sustainability content, the concept embeds small interaction opportunities within everyday banking moments.

The UX flow can be described in five main stages and can be accessed through the QR code in Figure 49.

1. Trigger: Entering the app

The journey often starts with a trigger that encourages the user (teenagers) to open the app. This trigger can occur in several ways (Figure 50). Some examples are:

- A notification after a transaction or payment request
- A notification about a daily challenge in the form of a quiz
- A notification that the monthly impact overview is available
- A notification that there is new impact content to engage with

These triggers will lower the activation threshold to interact with sustainability content.



Figure 50: Example of a trigger to open the app

2. Discover: encountering sustainability content

Once teenagers open the app, sustainability content becomes visible within the existing banking interface. The home screen engages with the teenagers by showing that certain actions can be done, inviting to engage with the quiz or showing that new content is available, or inviting them to have a look at the personal impact score.

These nudges do not interfere with the functional features that the app is mostly made for, such as checking your balance or transferring money from savings to your current account. From the savings account, you can get directed to the impact page, or you can navigate there through the menu bar at the bottom of the screen.

The impact page is transformed into a clear, visual and fresh page where stories (short, clickable photos or

videos) are used to share content. Before clicking on a tile, the topic of the content is made clear, so that teenagers know what they are going to engage with. These interactions are designed to be quick and playful, requiring only small actions such as tapping or swiping. Teenagers can determine their own pace and level of engagement. The goal of this stage is to transform unattractive content into appealing and engaging formats.

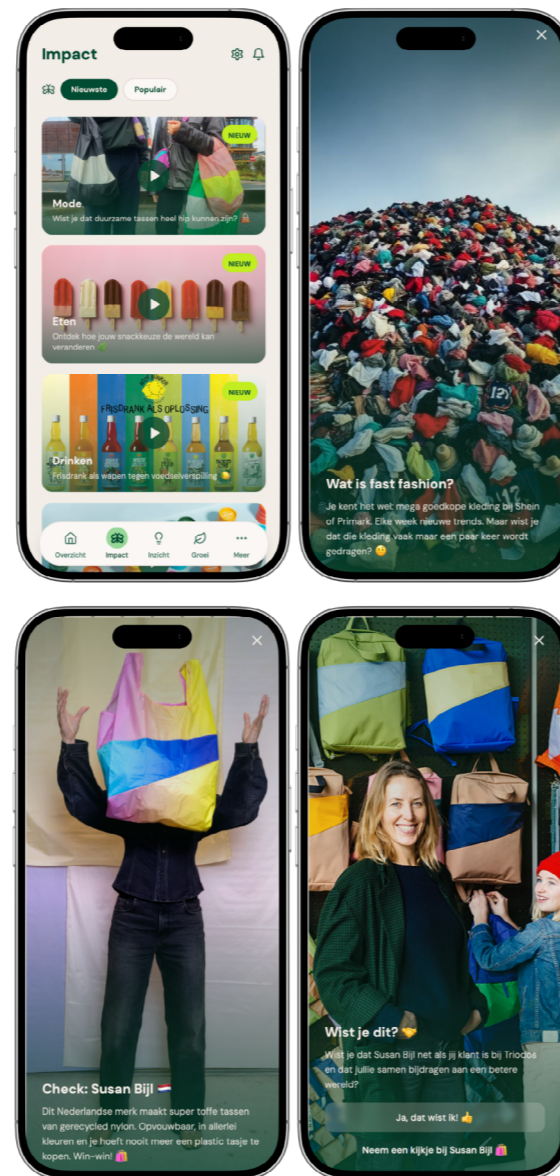


Figure 51: Mockup of the attractive, story-formatted impact content, using existing business banking clients

3. Interact: rewarding system

Besides attractively offering engaging content, teenagers are motivated to interact with this content using a rewarding system. To strengthen motivation while remaining aligned with the values of Triodos Bank, the concept introduces a reward system based on 'growth credits' ('groeipunten'). Teenagers can earn these points through small (sustainability-related) interactions within the banking app, such as viewing impact stories, using services in the app such as 'Triodos payment requests', or completing quizzes.

Instead of functioning as a traditional rewarding system focused on consumer products, the collected growth points can be exchanged for impact-related experiences and vouchers from organisations and brands that share the sustainability values of Triodos Bank. Existing business banking clients of Triodos Bank, such as Susan Bijl, Rialto film theatre, or Fun Forest Amsterdam, could be interesting for teenagers and included as partners. Also, new partnerships can be established here, for example with 'Natuurmonumenten' or the 'Nederlands openlucht museum' or other companies that align with Triodos Bank's values. This reward system will not only provide incentives to teenage customers, but it provides also an opportunity to enlarge Triodos Bank's visibility, by partnering with these organisations.

By offering meaningful experiences rather than purely commercial rewards, the system aims to reinforce the

sustainability mission of Triodos Bank while providing incentives that are relevant and valuable for teenage users.

4. Progress: building a personal sustainability profile

Each interaction of the teenager with the bank in the app contributes to the growth points and, therefore to the impact score. As a reward, users can unlock badges by for example, opening a savings account, completing a savings goal or sending payment requests. They can redeem their points for discounts at partner organisations. The app visualises this progress through a personal impact profile, allowing teenagers to see how their engagement evolves.

Here, the teenagers can also see their personal contribution in relation to the contribution of other Triodos Bank teenagers, highlighting the collective impact of the Triodos community. As teenagers indicated in the research phase that acting sustainably is perceived more as a "we" activity than an "I" activity, the concept aims to make this collective impact visible. Teenagers can see the combined sustainability contributions of all Triodos Teenagers and understand how their own actions fit into a larger shared goal.

The target group confirmed that this broader perspective helps them better appreciate the overall impact.

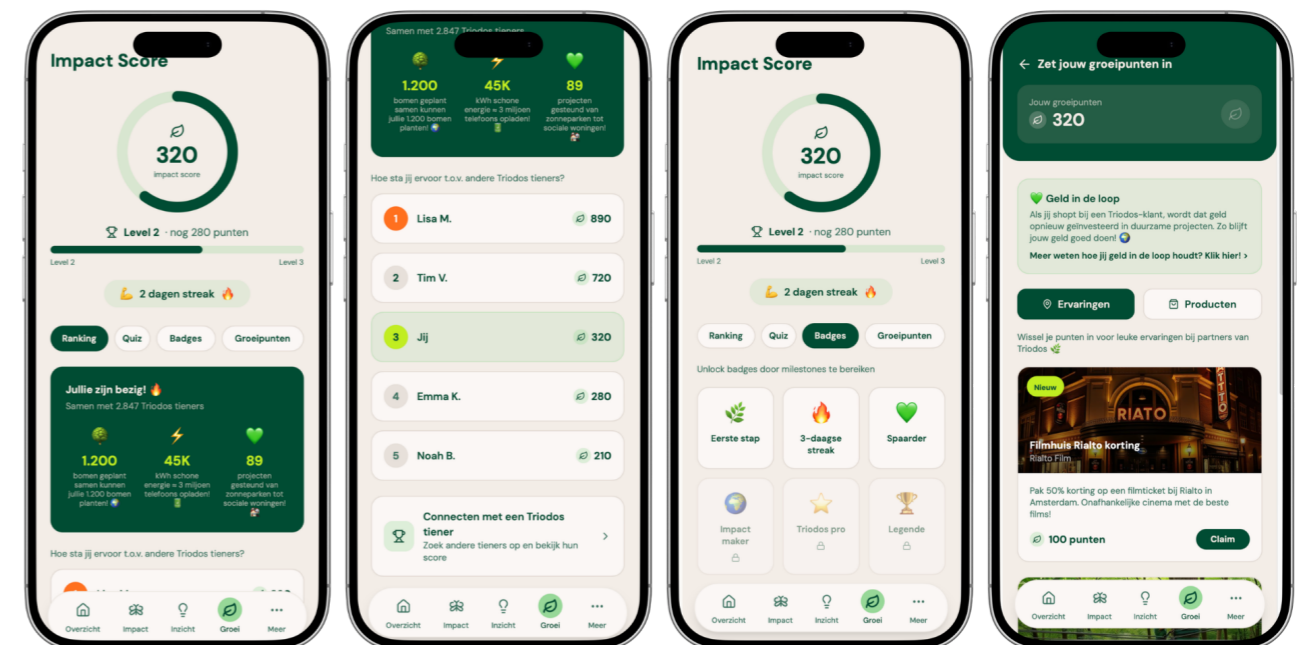


Figure 52: Mockup of the rewarding system, where growth points can be collected and exchanged for discounts at (existing) part-ners. The collective impact of Triodos teenagers is visible.

5. Reflect : understanding personal impact & keeping an overview

The app provides periodic reflection moments, called 'Triodos Terugblik', which offers insight into spending behaviour and highlights the impact made during that month. Each reflection moment showcases several projects or business banking clients, allowing teenagers to see the difference they can make and to learn more about Triodos Bank's mission. Inspired by formats such as Spotify Wrapped, this overview presents insights on:

- Total spending
- Spending categories
- Percentage of sustainable purchases
- Personal sustainability score
- Contribution to Triodos' projects

These insights are presented in a visual story format, making financial behaviour more engaging to explore. An opportunity is seen here in integrating parents (as they are an important influential) with the concept. To integrate parents with their teenagers, they will also receive a notification that the "Triodos terugblik" is shared with their children, encouraging them to talk to their children about it, while respecting the teenagers' wish for autonomy, aligning with the feedback gathered during prototype testing.

The target group confirmed that this broader perspective helps them better appreciate the overall impact.

Supporting functionalities

While the UX flow focuses on engagement with sustainability, the following additions improve the core banking experience, strengthening the 'satisfaction' part that leads to customer engagement. Feedback from the target group highlighted the need for clearer and more intuitive saving features. Therefore, the concept is extended and introduces a system of saving jars within the app. Instead of managing multiple separate savings accounts, teenagers can organise their savings within one account by creating different jars for specific goals. This feature supports clarity and ease of use in a fun and engaging way, while also contributing to teenagers' financial independence.

This functionality can also be linked to the "Triodos Terugblik", in which teenagers can periodically reflect on their saving behaviour and see progress towards their goals, further increasing the personal relevance and value of this feature.

Design choices

As Triodos Bank recently launched their new brand identity, including updated colours, fonts and tone of voice, the app interface is designed using one of the new colour packages. For this project, the most vibrant option, called 'Energised Colour System' is selected due to its energetic character. While UX designers at Triodos Bank mentioned to not yet have applied this palette in digital products, they indicated openness to exploring its use when appropriate and desirable.

11.2.2 Extending beyond the app: increasing brand presence and awareness

To strengthen the emotional relationship with teenage users, it is important that Triodos Bank is visible and known within their broader social environment. Many teenagers involved in this research mentioned that 'none of their friends' are Triodos Bank customers, meaning that they felt like they were different from their peers.

However, as shown in the research phase, teenagers, at the start of adolescence, want to belong and are strongly influenced by their peers and nowadays also by social media and other digital media. This means that engagement with Triodos Bank's mission is not only shaped by what happens within the app, but also by how the brand is perceived outside of it. Increasing brand awareness, therefore, can play an important role in supporting the overall engagement of this customer segment.

By strengthening the visibility of Triodos Bank in the daily lives of teenagers, the final solution of this project aims to increase familiarity, recognition and relevance for the younger customer segments. This can lower the threshold for interaction and increase the likelihood that teenagers want to engage with the app and its sustainability-related features.

To make this more concrete, it is suggested to build on existing marketing ideas by introducing influencers, or other role models that teenagers resonate with, to become Triodos Bank Ambassadors. This role model is envisioned to be a young and relatable person that could be introduced on multiple communication channels, such as social media, the website and even within the app itself. However, to define the suitable person for this goal, it is recommended to research who this figure could be.

This Triodos Bank ambassador can be used in marketing campaigns and act as a guide, introduce sustainability topics (in the app), explain features and encourage interaction. By appearing constantly across different platforms, this ambassador helps to create a sense of familiarity and continuity between external communication and the in-app experience.

It is important that the ambassador aligns with Triodos Bank's values so that this person can genuinely contribute to teenagers' identity development by

serving as an inspiring and recognisable role model.

Research shows that influencers can be leveraged by brands to expand their reach and expose their messaging and core values to a wider audience. When a consumer's favourite influencer endorses a brand, the consumer is more likely to become aware of that brand and develop a positive image of it (Munir & Watts, 2025).

This effect is particularly strong among younger generations, including teenagers, who often perceive influencers as relatable and trustworthy figures. Their opinions and lifestyle choices can influence how young people shape their own values, identity and decision-making. Because influencers actively engage with their followers, they create a sense of community and belonging, which is especially relevant in early adolescence, where peer influence is strong. Research shows that a significant number of young consumers are willing to adjust their opinions or behaviour based on influencer recommendations (Ntapiapis, 2021).

This strengthens the potential of a Triodos Bank ambassador not only as a communication tool to increase visibility but also as a means to build trust and emotional connection. At the same time, it highlights the importance of selecting an ambassador who authentically aligns with Triodos Bank's values, as this credibility is essential for these ideas to be effective.

Critical reflection

At the start of this graduation project, consumer behaviour theories were briefly explored. At that time, however, the context and target group were not yet sufficiently understood, making an in-depth engagement with behavioural frameworks less relevant. As the design phase progressed, it became clear that these frameworks could provide useful guidance and structure when designing with a specific behavioural goal in mind. Therefore, these theories are introduced in the solution diamond rather than in the discover phase of the problem diamond.

Positioning them at the point in the process where they were actually applied proved the most logical. A more detailed exploration earlier in the project might have offered additional structure, but their integration at this stage aligns best with how the insights were developed and used.

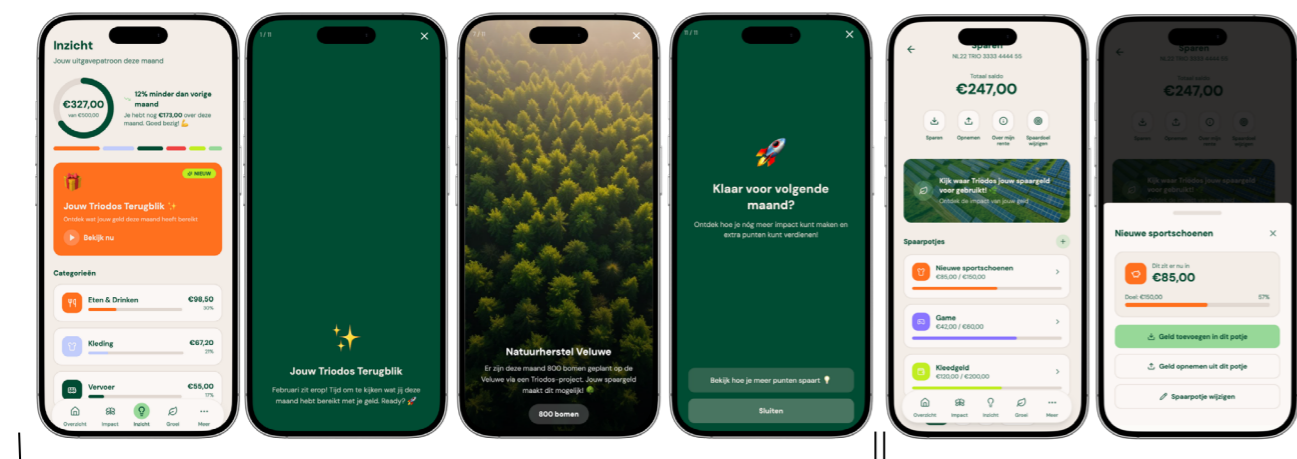


Figure 53: Mockup of the personal insight page, Triodos Terugblik (left) and the saving jars (right)

11.3 Validation of the final solution

To validate the final solution presented in this graduation project, multiple stakeholders are integrated in this final step. Both the target group and Triodos Bank are involved in this part of the project.

Desirability, feasibility, viability, responsibility

The success of a design can be measured in terms of desirability, feasibility and viability, meaning to define the success in terms of meeting human needs while being both technically feasible and financially viable. This 'regular' validation model is mostly focused on technical innovations, economic growth and focus on competitive advantage (Baldassarre et al., 2024). However, to make sure that organisations work on sustainable developments, Baldassarre et al. (2024) propose to assess desirability, feasibility and viability within an additional dimension, being 'responsibility' (Figure 54). This dimension focuses on designing mechanisms that are ethically acceptable for society and the environment.

As this framework aligns with Triodos Bank's ethical and sustainable mission and values, it is applied in this graduation project to validate the final solution.

11.3.1 Desirability

Based on the prototype testing sessions described in chapter 10.4, the proposed final solution is assessed as desirable by the target group. As the final interface does not significantly differ from the tested concept, these sessions provide a reliable indication of user perception. Teenagers responded positively to the combination of engaging and functional features, particularly those that offer personal insights, rewards and opportunities for personalisation, which are expected to increase motivation to engage with the app.

However, desirability strongly depends on maintaining a careful balance. Teenagers indicated they are unlikely to engage without a clear trigger, and can quickly lose interest if features become repetitive, intrusive or overwhelming. Therefore, it is essential to ensure that interactions remain relevant, varied and limited in frequency. Sustaining desirability over time, requires continuously stimulating intrinsic motivation without creating cognitive overload or fatigue.

The desirability related to increasing brand awareness was not explicitly tested in these sessions. As a result, further research is recommended to assess how this part of the final solution is perceived by the target group and how it will contribute to the overall engagement.

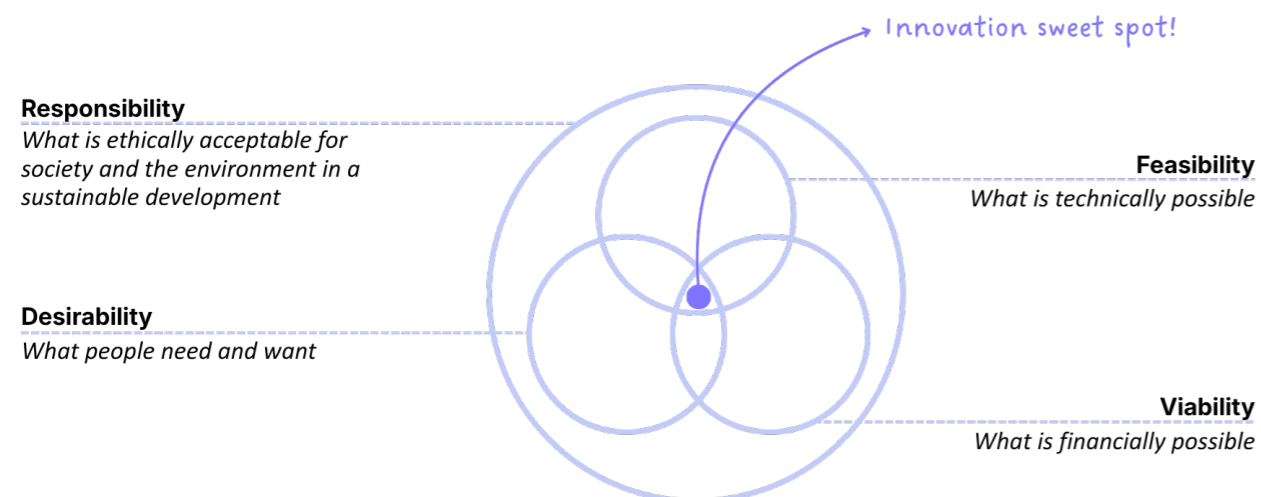


Figure 54: Desirability, Feasibility, Viability and Responsibility criteria to assess design outcomes. The innovation sweet spot is where all criteria meet (Baldassarre et al., 2024).

11.3.2 Feasibility

To assess the feasibility of the proposed final solutions, multiple colleagues from Triodos Bank were asked to provide their perspectives. Three conversations formed the basis for assessing the feasibility:

1. Director of private banking on the different elements of the redesigned Triodos Teenager interface
2. Domain lead mobile & internet banking on the different elements of the redesigned Triodos Teenager interface
3. Senior Segment marketer on the suggestions for increasing visibility of the Triodos Bank brand within the social context of teenagers

These conversations were also used to provide a simple overview of the expected costs of the final solution, which will be presented in the next subchapter on viability.

Feasibility of the redesigned Triodos teenager interface

The final solution was overall validated as technically feasible. However, the level of complexity varies across the different features of the redesigned Triodos teenager app interface. To visualise this, Figure 55 shows the use of a colour gradient: darker purple indicates high feasibility and low complexity, while lighter shades represent features that are more complex to realise and therefore less feasible in their current form.



Figure 55: Intensity of colour representing the level of feasibility

An important consideration raised during the sessions concerns the development of a fully separate interface for teenagers, also referred to as 'skinning'. This approach was perceived as costly and resource-intensive. Instead, it was suggested that feasibility could be improved by selectively adapting parts of the existing app interface. By tailoring specific sections to the teenage segment, a more targeted experience can be created without requiring a complete redesign of the app. An overview of the level of feasibility of different features is presented here.

Impact content in story formats

The implementation of impact content in story-based formats is considered highly feasible. Developing the technical space within the app is estimated to take approximately four weeks (or two design sprints), after which the primary effort shifts to ongoing content creation and management. This was assessed as manageable within the organisation.

Rewarding system

The reward system is moderately feasible. While the technical development of the interface is achievable, the feature relies heavily on internal collaboration and external partnerships. Its successful implementation requires coordination between multiple stakeholders, including relationship managers, IT, UX designers, and marketing or product teams, to ensure continuous relevance and maintenance.

Personal insights & periodic reflection moments

Features related to personal insights and of 'Triodos Terugblik', are also considered highly feasible. These build on existing infrastructure called personatics that is already in place for adults and mainly require extension to younger users and periodic content development. However, legal feasibility should be further investigated, particularly regarding data use for minors.

Saving jars

In contrast, the saving jars feature is currently the least feasible in its proposed form. Integrating this functionality into the existing savings account structure would require significant changes to the bank's core system architecture. As a result, it is recommended to further iterate on this concept and explore alternative implementations that achieve similar value with lower technical complexity.

Gamification

Gamified nudges are assessed as moderately feasible. As this functionality does not yet exist within the current system, development would require additional effort. Embedding these elements within existing features or pages, such as the story formats could increase feasibility by reducing the need for entirely new structures.



Finally, notifications are considered highly feasible. Since notification systems are already in place, the proposed improvements mainly involve adjustments in content, tone, and trigger mechanisms rather than technical redevelopment.

Additionally, it was noted that several elements of the proposed solution could be extended to other customer segments. Developing features with broader applicability could improve overall feasibility by distributing development costs and increasing organisational value.

The following section further elaborates on the financial implications and associated costs of the proposed solution.

Feasibility of increasing brand awareness

To assess the ideas related to increasing brand awareness and the use of influencers, the professional opinion of one of Triodos Bank's segment marketers was consulted. As this part of the final solution does not (yet) include a technical component that requires feasibility assessment, the conversation focused on evaluating whether the proposed ideas would be realistic for Triodos Bank to implement.

The discussion revealed that the use of influencers in campaigns is highly feasible, as this has been done before within the organisation for other customer segments.

Transforming influencers into role models and integrating them across multiple Triodos Bank channels, was considered promising. However, since this approach has not been implemented previously, it requires further research and elaboration. This can also require technical developments to be able to integrate the role models in the app. As a result, this idea is expected to be more feasible for long-term implementation and it was suggested to first focus on marketing campaigns towards the teenage customer segment.

Lastly, it was highlighted that targeting this specific customer segment would be most feasible on what Triodos Bank defines as 'brand awareness- and product level'. Therefore, integrating the redesigned app interface into the campaign to stimulate account openings, was identified as a suitable marketing strategy for Triodos Bank.

11.3.3 Viability

The final solution aligns with Triodos Bank's ambition to become the bank for the whole family and supports its goal of lowering the average age of its customer base by aiming to reduce customer churn. Insights from the validation sessions further emphasised the importance of engaging younger generations with the bank's sustainability mission. By helping teenagers understand both their individual and collective impact, the solution contributes to creating long-term awareness and advocacy, enabling them to carry and potentially spread Triodos Bank's values in the future.

To assess whether the proposed solution is viable in both the short- and long-term, an initial business case was developed. As the solution focuses on retaining teenage customers, it should be considered a long-term investment, in which strategic benefits, such as strengthening brand affinity and long-term customer relationships, are likely to be more significant than short-term financial returns.

Costs

Based on expert input from Triodos Bank's Domain lead Mobile & Internet banking and a Senior Segmenteer, a rough estimation on the costs of the proposed final solution has been made. This estimation includes the expected development time for the biggest in-app features, marketing costs, and the required input from co-workers, expressed in full-time equivalents (FTEs). An overview of this rough estimation can be seen in Table 7 in the confidential appendix.

Returns

While the implementation of new app features and brand awareness initiatives is expected to improve emotional relationships with the teenage segment and therefore will contribute to reduce customer churn at the age of 18, it will not immediately generate significant financial returns, as teenagers typically hold relatively low financial assets. The primary objective is therefore to build lasting customer relationships, allowing customer value to increase over time as their financial capacity grows.

A rough estimation of the potential return was made using Triodos Bank's internal data (see Appendix P). The analysis shows that the customer churn rate at around age 18 is xxx%, which is higher than the overall average churn rate of xxx% of all age groups.

To estimate the returns, the assumption is made that the churn rate around age 18 can be reduced to the overall average. Annual churn in this age group would then decrease from approximately xxx to around xxx customers. As a result, roughly xxx additional customers would be retained each year.

On average, customers around the age of 18, take €xxx with them when leaving Triodos Bank (Appendix P). Retaining 200 of these customers per year would therefore result in €xxx in additional retained funds annually.

Table 8 (confidential appendix) presents the average assets per customer across different age groups at Triodos Bank Netherlands. The data shows a clear increase in customer value with age, thereby supporting the assumption that retaining younger customers represents a valuable long-term investment.

An important insight from current data is that churn among teenagers is significantly lower when they hold both a savings account and a current account compared to holding only a savings account or a current account. The number of customers churning at age 18 is highest in the category of customers with only a savings account. This highlights a clear opportunity: encouraging customers to adopt both products could further strengthen retention. Therefore, one key recommendation is to target parents who currently hold only one product for their child, motivating them to open a second account for their children.

Additional data analysis suggests a potential relationship between app engagement and customer churn. Initial observations indicate that a relatively large share of churned customers had fewer than 25 mobile app sessions in the 365 days before leaving the

bank, whereas a smaller share had between 51 and 100 sessions. This distribution suggests that lower app usage may be associated with a higher likelihood of churn, providing further support for the strategic focus on increasing engagement through the app interface.

However, it is important to note that the proposed solution does not guarantee a reduction in customer outflow. Its effectiveness depends on its integration within a broader strategy, including active marketing, continuous communication of the bank's mission, ongoing engagement efforts and, regular monitoring of competitive offerings to ensure continued relevance for teenagers as they grow older and enter new life phases.

Overall, the final solution has the potential to contribute to reducing customer churn at the age of 18. However, it should be seen as a foundational step in strengthening long-term relationships with teenagers as a customer segment, rather than a standalone intervention. For actual decision-making, it is recommended to iterate and elaborate on the business case presented in this graduation project.

11.3.4 Responsibility

Besides being desirable, feasible, and viable, the proposed final solution should also be assessed in terms of its ethical responsibility towards society and the environment (Baldassarre et al., 2024). Based on conversations with Triodos Bank co-workers and personal insights, some critical insights in terms of responsibility are presented here.

The solution aims to increase interaction between teenagers and the Triodos Bank app, primarily to enhance their understanding of personal and collective impact. The goal is to support their development in sustainable and responsible financial behaviour, to eventually build an emotional relationship between the target group and the bank. In line with Triodos Bank's mission, all features should therefore contribute to the broader goal of promoting ethical and sustainable banking practices.

This implies that engagement-driven elements, such as gamified nudges, should be designed to support learning and personal development rather than solely increasing usage or driving commercial outcomes. In addition, features that provide financial insights and guidance can be considered responsible, as they help teenagers build financial awareness and independence.

At the same time, careful consideration is required regarding the frequency and intensity of interactions. Overstimulating or overly persuasive design could conflict with the intended supporting and informing purpose. Therefore, maintaining a balance between engagement and user well-being is essential to ensure the solution remains ethically responsible.

11.3.5 Concluding validation

It can be concluded that the final solution holds clear potential. However, additional user testing is required to validate the concept in practice. While the proposed teenager app interface is assessed as desirable by the target group, several features still require further iteration from a technical and financial perspective.

In addition, the elements aimed at increasing brand awareness need to be further elaborated to determine their most effective implementation. This includes identifying suitable approaches and conducting further research into which influencers and channels can best support the objectives of this graduation project.

Therefore, the final solution cannot yet be placed in the centre of the validation model. However, with recommendations, it is expected that the final solution has the potential to move towards the innovation sweet spot of the model (Figure 56).

11.4 Implementation plan

To provide a structured and actionable overview of how the final solution of this graduation project can be realised, an implementation plan is developed. This implementation plan is iterated on with feedback from Triodos Bank co-workers, to align it with their way of working. Taking into account feedback from Triodos Bank co-workers, this implementation plan does not include specific time stamps to implement, but is simply an overview of the needed steps before launching the final solution.

11.4.1 Phases of implementation

As the proposed solution consists of two main building blocks (Figure 48), it is essential to prioritise the development of the app interface with the proposed features, before scaling awareness efforts.

As one of Triodos Bank's value proposition developers highlighted: "the backend needs to be fully developed before focusing on the frontend". This highlights the importance of first ensuring a strong and functional product foundation before actively raising awareness on it.

The implementation plan is divided into various phases and visualised in Figure 57. Phase 0 has already been completed as part of this graduation project and forms the foundation for further development. The following phases outline the steps required to realise, launch and scale the solution.

Phase 0: Exploration & initial validation (April 2026)

This phase represents the foundation for engaging the teenage segment established within this graduation project. A prototype was developed for the teenager app interface, including several new features to conduct a first round of validation on desirability, feasibility and viability. Feedback is collected to build upon after this graduation project is finished.

Initial ideas for increasing brand awareness have been developed and tested on feasibility and viability.

Phase 1: Design & decide

Building on the initial design and validation conducted in the previous phase, this phase will focus on further strengthening and refining the solution in preparation for development and implementation.

The concept is elaborated in more detail, with a specific focus on its viability in terms of required investment, expected return and long-term (customer) value. The initial business case is further developed to provide clearer insight into costs, potential impact and overall strategic relevance for Triodos Bank Netherlands.

In addition, opportunities to extend different elements of the final solution to other target segments are explored. This could also influence the business case and could position the final solution within a wider organisational context.

Based on these insights, informed decisions are made regarding which elements will be implemented, focused on which final scope and the order of priorities.

Once decisions are made on the in-app features, the marketing strategy to improve brand awareness can be further specified. The target group, positioning and key messaging are defined more clearly, ensuring alignment between the solution and how it will be introduced to the customers.

The outcome of this phase will be an extensive, clear and strategically grounded concept, with a clear final scope and direction for development and implementation in the next phase.

Phase 2: Develop & implement

Following the decisions made in phase 1, the selected in-app features are developed and integrated in into the existing app environment. As the final solution consists of multiple interconnected features, development can take place in parallel where possible, while taking into account key dependencies between features. For example, elements such as impact content need to be in place before the rewarding system can function effectively. A clear prioritisation is outlined in the next section.

In parallel, the marketing campaign is further developed with the goal of increasing brand awareness among the target group. Given that the tangible outcome of this graduation project is the redesigned Triodos Bank app, the campaign focuses both on brand-level positioning and on promoting the current account for minors at the product level. The exact direction of the campaign builds on the strategic choices made in Phase 1, including the role of influencers within the overall approach.

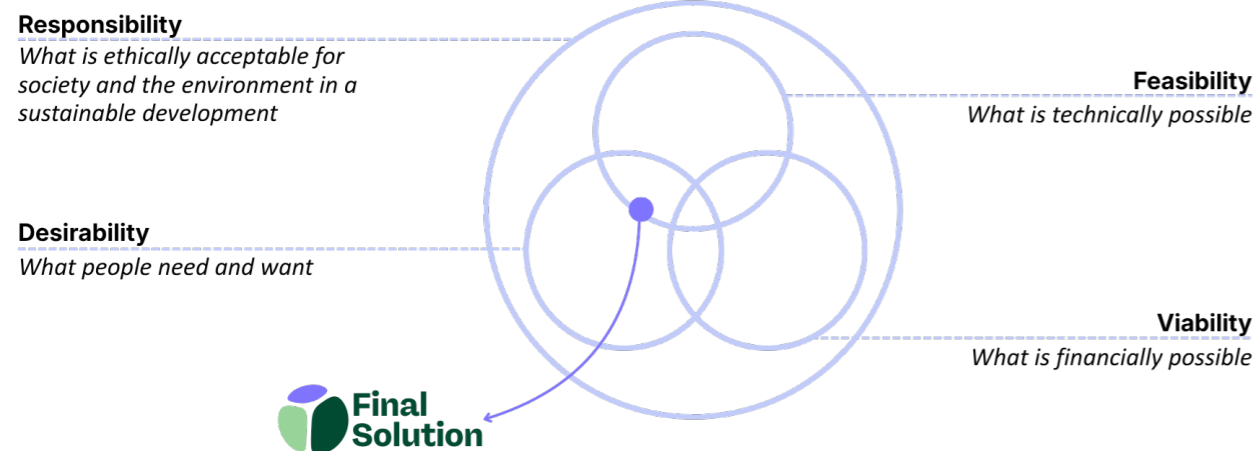


Figure 56: Current position of the final solution of this graduation project in the validation model (Baldassarre et al., 2024).

Additionally, initial marketing efforts can already be activated by focusing on cross-selling the current account to parents who currently only hold a savings account for their children. As described in chapter 11.3.3, data indicates a clear opportunity within this segment and communication is already in place, these efforts can be expanded and optimised as an early-stage activation.

The outcome of this phase is a functional app with integrated features, supported by a well-defined marketing campaign and initial activation efforts ready for launch.

Phase 3: Launch & activate

Once development is completed, the updated features are released within the existing app environment. At the same time, the marketing campaign is activated to increase brand awareness and drive engagement with the improved app experience.

This phase focuses on effectively reaching the target group and encouraging initial adoption and interaction with the newly introduced features.

The outcome of this phase is an active user base engaging with the new features supported by increased visibility of Triodos Bank among at least the teenage segment.

Phase 4: Optimisation

In the final phase, the focus shifts towards continuous improvement and scaling of the solution. User data and feedback are analysed to optimise features, improve usability and strengthen engagement over time.

Marketing efforts are refined and scaled based on successful campaign elements. After a brand and product campaign, the marketing focus for the teenage segment can shift to the so-called 'always on' level, meaning that there are consistent efforts to engage with the target segment. Influencers who prove effective and engaging can transition into longer-term ambassador roles and may be more structurally integrated into the Triodos Bank ecosystem, for example, within the app environment in the impact content page. Therefore, in-app technical developments need to be in place before being able to implement this.

The outcome of this phase is a continuously optimised solution that continues to evolve based on user behaviour and performance insights.

11.4.2 Prioritisation of in-app features

While the final solution in this graduation project is presented as one integrated system, it might not be realistic for Triodos Bank to implement all in-app features simultaneously. Therefore, a clear prioritisation of the different elements is outlined in this section. As certain features depend on others to function effectively, and differ in complexity and development effort, they are recommended to be developed and implemented in a specific order. This order is determined based on desirability, dependencies, complexity and strategic importance.

1. Personal insights and Triodos Terugblik (relatively easy to develop & implement, and highly desirable by target group)
2. Translation of impact content into story-formats (must-have before rewarding system)
3. Notifications (to activate engagement)
4. Rewarding system, including partnerships with business banking clients (motivation & incentive to engage)
5. Saving jars (highly desired by teenagers, requires more time for development. Can become part of rewarding system)
6. Gamification (nice-to-have as motivation for engagement)

11.4.3 Collaboration at Triodos Bank

For this value proposition and the final solution to be developed and brought to life, strong collaboration is needed. Currently (April 2026), Triodos Bank is undergoing an organisational transformation. Where teams are right now structured in columns, as of July 2026, the organisation will operate using so-called value streams. These value streams will be organised around customer needs, meaning that one team looks after a journey end-to-end. These teams will be multidisciplinary, allowing for an agile way of working. However, the detailed description and final structure is still relatively unclear. Therefore, an estimation is made of how the collaboration could possibly look like.

The final solution in this graduation report is envisioned to be developed within the newly created value stream called 'Omnichannel', as this value stream will include the mobile app and marketing automation.

Within this value stream, it is envisioned that there will be a team working on this teenager proposition, including at least co-workers with the following expertise:

- Proposition developers: to iterate on the value proposition and bring together all elements needed before starting to develop
- IT/ Software engineers: to develop the software for the in-app features
- UX designers: to design the interfaces
- Marketeers: to set-up ambassadorships with influencers and build a marketing campaign to raise awareness
- Relationship managers: to maintain and expand relationships with business banking clients, engaging them in the rewarding system by establishing their participation in providing incentives.

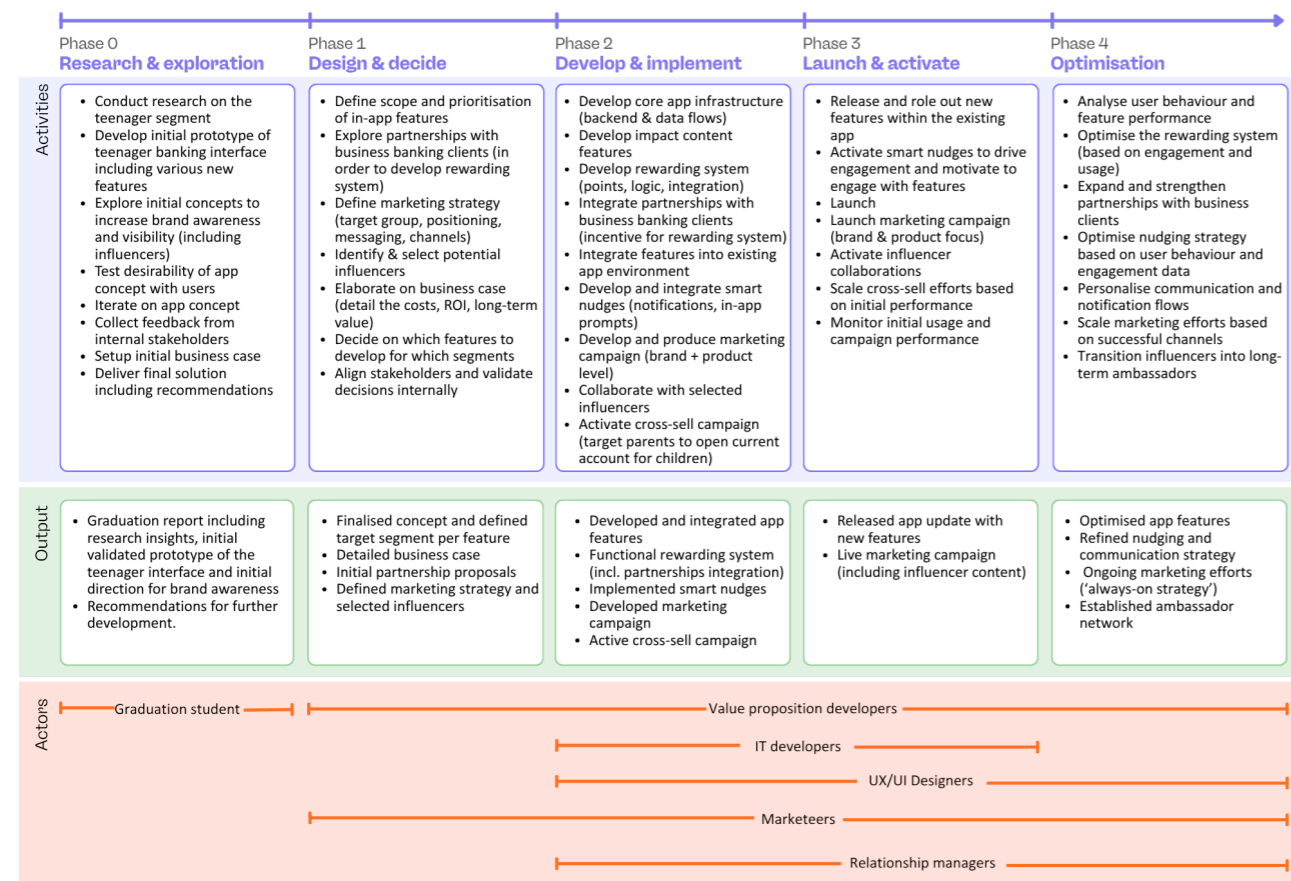


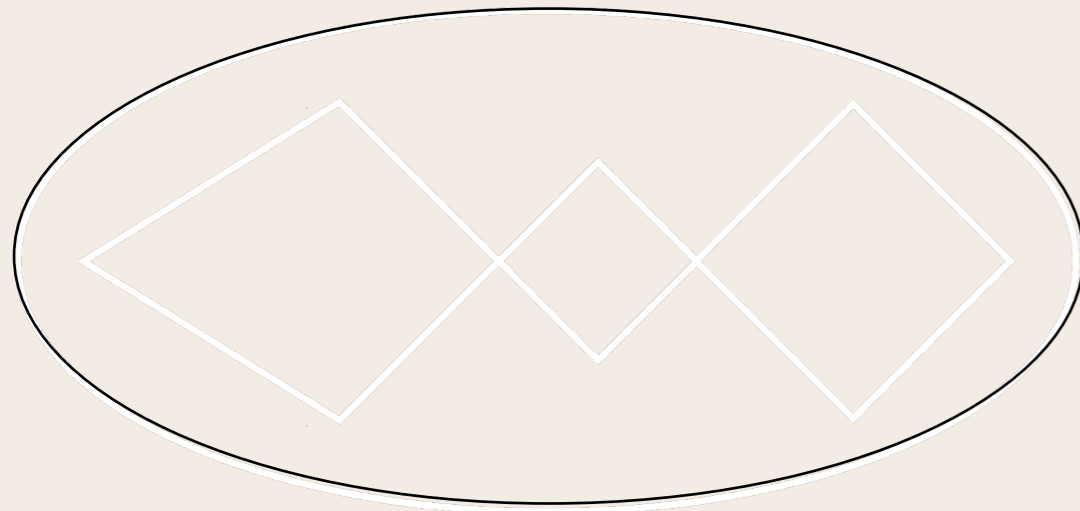
Figure 57: Implementation of the final solution, larger version in Appendix Q

Conclusion, discussion & recommendations

12.1 Conclusion

12.2 Discussion

12.3 Recommendations



12

This final chapter reflects on the process applied in this graduation project and the final results. It starts with the conclusion, after which limitations will be presented. The chapter ends with recommendations for the future, once this graduation project is finalised.

12.1 Conclusion

After almost six months of research and design, this graduation project resulted in a two-layered solution aimed at engaging teenagers with Triodos Bank by building an emotional relationship that aims to reduce customer outflow at age 18. The project resulted in a redesigned banking app interface, complemented by a proposal to increase the bank's visibility and relevance within teenagers' social context.

This section presents the conclusions in relation to the initial research questions, followed by an overall conclusion on the proposed final solution.

Addressing the research questions

RQ1: *What does the financial landscape look like now and in the future, and what is Triodos Bank's role and current strategy to retain teenagers aged 10–18?*

This research question was addressed through desk research and internal analysis, providing insights into both the broader financial landscape and Triodos Bank's position within it. The analysis explored the bank's current strategy towards teenagers in comparison to competitors, identifying opportunities for improvement.

The financial landscape specifically for teenagers is becoming increasingly digital, accessible and competitive, with multiple banks offering user-friendly and customer-centric applications and services. Within this landscape, Triodos Bank positions itself as a purpose-driven bank, focused on ethical and sustainable banking. However, its current strategy and communication towards teenagers is relatively limited compared to other banks and remains functional.

Besides banks, the financial landscape is driven by technological developments such as fintech companies that develop services that draw customers away from their bank, such as Tikkie and Klarna (BNPL). In addition to these embedded services, platforms are developed by parties that focus on financially educating minors and supporting parents in the guidance of their children, also taking over this responsibility from (traditional) banks.

These developments highlight the growing difficulty for Triodos Bank to differentiate itself and underline the need for more customer-centric and innovative approaches to remain relevant.

RQ2: *What are the current (financial) behaviours, experiences and challenges of teenagers aged 10–18, and how do these shape their relationship with money & their bank?*

To answer this question, methodological triangulation was applied, combining literature research with qualitative methods, including semi-structured interviews and generative design sessions. This approach resulted in a comprehensive understanding of teenagers' behaviours and experiences with money and their bank.

Teenagers primarily interact with their bank in a functional and reactive way, using it mainly for tasks such as checking balances and making payments. They often lack a clear overview of their finances, which makes it challenging to develop structured financial habits and a deeper understanding of their spending behaviour.

Parents play a crucial role in shaping teenagers' financial behaviour, as they decide on the bank, introduce money, and strongly influence levels of autonomy and spending patterns. The transition to high school marks an important moment in becoming more financially independent, as teenagers are typically given more responsibility and freedom in managing their money.

While teenagers show an increasing awareness of sustainability and future-oriented values, their financial behaviour remains largely short-term focused, with convenience as a key driver. They lack a deep understanding of the impact their money can have, yet they do express a growing interest in contributing positively to the world.

RQ3: *How can insights from the first two research questions be translated into a design intervention that bridges teenagers' financial experiences and Triodos' sustainable banking mission?*

Building on the research insights, theoretical frameworks and co-creation sessions with both students and Triodos Bank employees were used to define a clear design goal:

“Design a digital concept within the Triodos banking app that makes the sustainability impact of money visible, clear and personally meaningful for teenagers, supporting identity development and long-term value alignment throughout adolescence.”

The corresponding target behaviour was defined as:

“Teenagers actively notice and engage with sustainability-related features within their daily banking interactions”

Based on these definitions, a set of design guidelines was developed, resulting in a two-layered final solution.

The first layer of the solution is a redesigned banking app interface for Triodos Bank's teenage customers, which integrates impact-driven features into existing banking interactions. The aim is to move beyond purely functional use and support teenagers in developing meaningful connections with the bank's sustainability mission.

The second layer focuses on improving brand awareness among teenagers to strengthen the relationship between teenagers and Triodos Bank beyond the app environment. This layer focuses on making Triodos Bank more visible and relatable in teenagers' daily lives, through influencers that could function as role models by becoming Triodos Bank ambassadors. These ambassadors' values and interests should align with those of Triodos Bank. By doing so, the solution aims to position Triodos Bank not only as a functional service provider but as a meaningful and value-driven brand that teenagers can relate to and identify with.

The final solution was validated across four dimensions: desirability (through evaluation with the target group), feasibility (in consultation with Triodos Bank experts), viability (through the development of an initial business case based on feedback from Triodos Bank experts), and responsibility (by ensuring ethical design considerations).

At this stage, the final solution scores highest on desirability and feasibility. Together, the validations form a solid foundation for further development.

The report concludes with an implementation plan, providing a step-by-step approach to realise the proposed solution.

Overall conclusion

This graduation project evolved from an initial exploration of the project goal towards a clearly defined design direction, grounded in research. Through iterative design and co-creation, the solution space was explored and refined into a focused final solution

This project concludes that Triodos Bank should reduce customer outflow at the age of 18 by strengthening emotional relationships with its teenage customers. This requires moving beyond a purely functional relationship by adding value to existing interactions with the primary touchpoint: the banking app.

The proposed final solution addresses this by transforming the current banking app into a more engaging environment, incorporating impact-driven content in recognisable formats, a rewarding system that offers incentives and motivates continued use, periodic reflective features such as Triodos Terugblik and strategic partnerships to increase brand presence and awareness.

In addition, the introduction of Triodos Bank ambassadors extends the relationship beyond the app, creating additional touchpoints through relatable role models. This proposal aims to contribute to a stronger, meaningful and more consistent brand presence in teenagers' daily lives.

While the proposed solution shows strong potential to reduce customer outflow at age 18, it is not a fully finalised product. Its effectiveness depends on integration within a broader strategy, including active marketing, continuous communication of the bank's mission, ongoing engagement efforts and regular monitoring of competitive offerings to ensure continued relevance for teenagers as they grow older and enter new life phases. This graduation project provides a clear and well-founded direction for further development.

The following section outlines the limitations of this project, followed by recommendations for future steps.

12.2 Discussion

While the process and final solution were grounded in extensive research, various limitations need to be highlighted. This subchapter addresses the key limitations of this graduation project.

Researcher bias

As this research was primarily qualitative, researcher bias may have occurred at multiple stages of the process. During the semi-structured interviews, the creation of statement cards, and the thematic analysis, personal interpretation and intuition inevitably played a role. Furthermore, translating insights into the value card exercise involved a considerable degree of subjective decision-making. The analysis of the generative sessions and prototype testing also relied heavily on personal interpretation.

To mitigate these effects, efforts were made to remain as close to the raw data as possible and to regularly discuss findings with others, including IDE students who supported the generative sessions. Additionally, when defining a design direction within the solution space, continuous reflection was applied by critically questioning each decision (e.g. why is this choice being made?), ensuring that all decisions were grounded in the research findings.

Participants in qualitative research

Throughout the research, both teenagers and their parents were involved to gain a comprehensive understanding of the target group. However, participants for the qualitative interviews were mainly recruited through my personal network. Although efforts were made to diversify the sample, particularly in educational level, this was not successful, which is why the sample cannot be considered fully representative of the entire teenage segment. Therefore, this potential bias in the sample should be acknowledged as a limitation of the research.

Sample sizes during generative research

The three generative sessions provided valuable insights; however, the sample sizes and gender distribution across sessions were not fully balanced. Ideally, each session would have included an equal number of participants with a balanced gender distribution. In practice, participant availability was

a limiting factor, resulting in some variation between sessions. This may have influenced the dynamics and outcomes of the sessions.

Consumer acceptance and behavioural change

The proposed final solution assumes that teenagers will actively engage with the impact-related content and features introduced in the redesigned app interface. Although the design aims to lower the activation threshold (through the use of nudges and incentives) and prototype testing with the target group reflected the high desirability of the redesigned app interface, successful implementation ultimately depends on behavioural change. Teenagers need to move from passive, functional use of the app to more active and meaningful engagement. This transition is not fully guaranteed and remains a critical uncertainty within the proposed solution, which is why additional user testing is suggested in the recommendations.

Implementation challenge

Implementing the proposed final solution requires coordination across multiple actors and departments within Triodos Bank. For instance, marketing teams need to support the brand awareness layer, partnerships must be established with existing business banking clients and potential new partners, and software developers and UX designers are required to develop the redesigned app interface. Additionally, Triodos ambassadors need to be identified and engaged, and relevant content must be created, shared and maintained.

This makes the implementation complex and organisation wide. Furthermore, Triodos Bank is currently undergoing a reorganisation, which creates uncertainty regarding future structures, responsibilities, and ownership of initiatives, making it challenging to work towards the implementation of a potential new strategy.

12.3 Recommendations

This graduation project ends with the recommended next steps to take to build further on this research. This is done to provide insights into how the proposed solution can be iterated on and brought to life once this project is finalised.

Concept iteration, business case and implementation

Before implementing the proposed final solution, further iteration of the concepts is recommended. For the Triodos Teenager App interface, this involves developing a functional prototype that can be tested with the target group to evaluate whether the intended target behaviour is achieved. Insights from these user tests can provide valuable input for refinement before large-scale implementation.

In addition, several of the proposed in-app features, such as the story-formatted impact content, may also be relevant for other customer segments within Triodos Bank. It is therefore recommended to assess which features can be extended to other customer segments, as this may influence the business case and position the solution within a broader organisational context.

Regarding the brand awareness layer, further research is needed to identify suitable individuals to act as Triodos Bank ambassadors. These ambassadors should align with the bank's values while also being perceived as relatable role models by the target group. Once identified, a clear strategy should be developed outlining the frequency, channels and key messaging of their involvement.

Finally, the initial business case should be further elaborated by specifying expected costs and returns. This will support strategic decision-making and provide greater insight into the feasibility and long-term viability of the proposed solution.

Broadening the scope

The scope of this graduation project focuses on the retention of existing teenage customers of Triodos Bank NL, specifically within the age group of 10-18. As a result, the project centres on teenagers who already hold a current account at the bank.

However, this project revealed a clear opportunity in broadening this scope through cross-selling products.

Encouraging parents to adopt a combination of financial products for their children (specifically a current account alongside a savings account) appears promising, as this combination results in the lowest numbers of customer churn around age 18.

The current account serves as the primary touchpoint through which teenagers interact with their bank. Strengthening engagement within this touchpoint, therefore, holds significant potential for reducing customer outflow.

Based on these insights, it is recommended to develop a targeted marketing strategy aimed at parents. This strategy should leverage the unique selling points of Triodos Bank, as well as the concepts proposed in this graduation project. In doing so, the transition to high school presents a key opportunity, as this moment was identified in this research as a critical point at which parents give more financial freedom to their children.

Choice of solution direction

While the solution space of this graduation project focused on developing concepts directly targeted at teenagers, aimed at strengthening the emotional relationship, by leveraging Triodos Bank's sustainability mission, this was not the only direction that could have been chosen.

Therefore, it is recommended to further explore an alternative direction that focuses on parents as the primary target group, with an emphasis on financial education. The research showed that parents can be considered key influential in teenagers' financial learning and behaviour. Although some of the features in the proposed final solution, such as Triodos Terugblik and saving jars, already contribute to financial education, this direction offers additional potential.

When considering the broader context of teenage engagement, this direction could serve as a valuable complement to the current solution. By combining emotional engagement of the direct target group with support for parents in guiding their children's financial development in an increasingly digital context, Triodos Bank can strengthen its position in both retaining and acquiring customers within the teenage segment.

Reflection on the design process



Reflection on the design process

This project followed a triple diamond approach, building on the traditional Double Diamond as introduced in Chapter 1.3. As this project differed from the traditional structure, it is valuable to reflect on how the approach unfolded. Therefore, a short reflection per phase is presented, followed by an overall reflection on the process.

Discover

The discover phase formed the foundation of this project and covered the largest part of the process. It combined multiple research methods, focusing on both the context and the target group. At the start, I predefined the methods I wanted to use, including contextmapping, as I had learned its value in revealing deeper needs and wishes. Looking back, I was still quite uncertain in this phase, navigating both the large amount of information and the variety of methods available to me. I learned that it works better for me to first define what I want to uncover, and then select the most suitable method. When designing the generative sessions, I made some rushed decisions due to time pressure. In hindsight, I would have benefited from grounding these sessions more in earlier insights instead of moving forward too quickly.

Define

The define phase was particularly challenging, as decision-making is one of my learning goals. I tend to postpone decisions until I feel fully certain. Because I was not yet confident about the exact design direction, this resulted in adding an extra 'explore' phase before moving into concept development. Looking back, I could have taken more time to zoom out before narrowing down, especially when defining the target group and setting boundaries.

Explore

Adding this extra diamond brought a sense of calm and clarity to the process. It allowed me to further ground my decisions and created space to explore different directions before narrowing down. Given the complexity of the topic, combining teenagers and banking, two areas that do not naturally align, this phase proved particularly valuable. It enabled additional ideation and helped translate earlier insights into a clearer direction.

The theoretical model on customer engagement that was explored in this phase provided strong guidance and gave me concrete handles to work with in the final phase. However, this phase also required additional time, which is an important consideration for future projects.

Develop

The develop phase is the stage I feel least naturally comfortable in. I tend to see myself as stronger in research than in visual design. Therefore, this phase felt more challenging. Using vibecoding as a method turned out to be very helpful, as it created freedom to experiment and supported me in bringing ideas to life. For future projects, I would like to further explore tools that support visualisation, as I see this as a valuable opportunity, especially with the growing role of AI in design.

Deliver

In the deliver phase, I initially struggled with finalising the solution. I tend to overcomplicate things, feeling that they need to be more elaborate to be 'good enough'. With support from my supervisors, I learned that clearly presenting ideas as they are is often more effective. Developing the business case was new to me, but I found it to be a valuable and enjoyable part of the project. It added a layer of realism, as evaluating solutions on feasibility and viability reflects how projects are approached in practice.

Overall reflection

Overall, adding an extra diamond to the traditional framework proved valuable for this project. It provided the space needed for me to build confidence and make more grounded decisions, while also allowing for a broader exploration before narrowing down. At the same time, postponing key decisions requires additional time, which I should carefully consider when applying this approach in future projects.

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Appendix

- A - Approved project brief
- B - Participant consent forms
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A - Approved project brief

Project Proposal form IDE Master Graduation Project

In this proposal the agreements made between student and supervisory team about the student's IDE Master Graduation Project are set out. This document needs to be prepared for the Kick-off meeting and should be submitted in MyCase.

Name student Simone van der Velde Student number 5078695

Project title Engaging the next generation: a value proposition for teenagers at Triodos Bank

Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

MSc programme Design for Interaction Integrated Product Design Strategic Product Design

Other (in case of a double degree outside IDE): _____

Introduction

Describe the context of your project in the box below; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)

This graduation project takes place in the domain of financial services and will be carried out in collaboration with Triodos Bank. Triodos defines its mission as: 'aiming to enable individuals, organizations and businesses to use their money in ways that benefit people and the environment'. Triodos is recognized for its goal to 'use money consciously' by financing initiatives that contribute positively to society and by encouraging customers to make sustainable financial choices. Triodos is therefore known for its commitment to sustainability and so-called ethical banking.

This project will focus on teenagers aged 10 to 18 years old and financial services. As the financial landscape evolves, understanding the needs and preferences of younger generations becomes increasingly vital for banks. Triodos aims to build a strong relationship with teenagers, who are entering a critical phase in their financial lives. Triodos aims to strengthen this relationship to encourage long-term customer loyalty and social impact.

For this project, it is important to explore the context of financial services related to teenagers. Right now, the interactions of teenagers related to financial services are underexplored. The motivations, behaviour, and expectations are not fully understood yet (by Triodos), especially in relation to digital services, autonomy, and value-driven choices.

The main stakeholders in this project will be Triodos Bank, teenagers (aged 10-18 years old) and their parents or guardians, who often play a guiding role in financial decisions. Triodos is interested in identifying how it can best support, communicate with, and provide relevant services to this group and its parents in a way that aligns with the ethical values of the bank.

→ space available for images / figures on next page

Problem Definition

What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice. (max 200 words)

Triodos currently lacks a clear understanding of how teenagers perceive and use financial services and what they expect from their bank. Teenagers already encounter important financial 'life events' early on, such as opening a bank account, receiving their first salary, or making digital payments: events that can possibly shape their financial behaviour and perception of banks. The limited understanding creates a gap for Triodos. Without meaningful engagement, young customers can change to other banks as they turn 18 and become legally responsible for their own bank accounts, leading to customer outflow. Meanwhile, this group is developing their own expectations of banking, shaped by, for example, digital environments, a growing desire for independence and increasing attention to social and environmental responsibility. This creates an opportunity for Triodos to work on a strategic approach for long-term relationship building, to better connect with this target group.

This project will primarily focus on the Dutch market, but also consider the other countries where Triodos is active, such as Belgium, the United Kingdom and Spain. It offers an opportunity to align ethical banking with youth through meaningful (digital) experiences and socially aligned offerings. For Triodos, this means gaining insights into the motivations, expectations, and wishes of this target group. For teenagers and their parents, it can provide awareness of how sustainability can be part of financial decision-making.

Assignment

This is the most important part of the project brief because it will give a clear direction of what you are heading for. Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project (1 sentence. As you graduate as an industrial design engineer, your assignment will start with a verb (Investigate/Design/Validate/Create), and you may use the format:

(Investigate/Design/Validate/Create) a (what will be the deliverable → prototype/roadmap/process/intervention /approach/guideline/strategy/...) to (what should it do →(create/understand/evaluate/validate/improve/execute/analyse/...) (the objective → experience/value/process/product/...) for (whom → target group/client/...) in (what context).

Design a value proposition and propose potential banking concepts to improve the financial experience for teenagers aged 10-18 in the context of ethical banking at Triodos Bank.

Explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words).

This project will combine exploratory and human-centered design methods. A big part of this assignment will involve the context-mapping method to gain a deep understanding of teenagers' experiences, motivations, and values regarding banking. Qualitative methods such as interviews, sensitizing exercises, and co-creation workshops will be used to discover latent needs, wishes, and key 'moments of truth'. The perception of Triodos Bank by the described age group will be compared to competitors to identify opportunities for differentiation.

This assignment aims to provide Triodos with insights into what specific features or support teenagers and their parents expect from their bank, and to develop a future-proof and resilient strategy to meet these expectations and remain relevant in a changing context. Lastly, research will be done on how Triodos Bank can effectively communicate its values to connect with teenagers.

Potentially, the Vision in Product design method will be applied to develop a future-oriented design vision, to ensure alignment with both teenagers' expectations and Triodos Bank's sustainability-driven mission. This method can help to understand context and develop strategies to work towards a desired future. Since the problem relates to the current situation, the main focus will be on improving the present context, while keeping future developments in mind. The

Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some (max 5) personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology (200 words max).

For my graduation project, I specifically wanted to work in the context of banking, as I find it highly interesting to explore how my design background can be applied in the context of financial services. The collaboration with Triodos bank offers me a unique opportunity to work on a socially relevant challenge in which ethical banking is connected to the financial lives of youth. This generation is relevant, since they are the future and making an impact on them will influence the following generations on the long term.

I am motivated to work on a project in which sustainability is central. This project combines user needs and sustainability values with a focus on the future, which are both fields in which I am interested to work on after graduation. I want to learn and see how my background as a strategic designer can be applied in the professional world and how I can add value to a real organization.

Working on such project on my own, pushes me outside of my comfort zone and forces me to make decisions independently: something in which I really want to improve. On top of this, I think there is still a lot of room for me to improve in the field of research. Combining this with decision-making, is a really valuable experience for me and will help me grow professionally and personally.

I am eager to work on a project that I need to take full responsibility for and aim to apply all knowledge and skills developed during my bachelor and master.

B - Participant consent forms

TOESTEMMINGSFORMULIER

Afstudeerproject
TU Delft & Triodos Bank

U (of uw kind) wordt uitgenodigd om deel te nemen aan een onderzoek genaamd 'Engaging the next generation: a value proposition for teenagers at Triodos Bank' als onderdeel van een afstudeerproject van de studie Strategic Product Design aan de TU Delft. Dit onderzoek wordt uitgevoerd door Simone van der Velde, in samenwerking met Triodos Bank.

Doel van het onderzoek

Het doel van dit onderzoek is om beter te begrijpen hoe tieners tussen de 10 en 18 jaar (en hun ouders) denken over bankieren, financiële gewoonten, (online) bankervaringen en belangrijke financiële momenten (zoals het openen van een rekening). Deze inzichten worden gebruikt voor een afstudeerproject en kunnen Triodos helpen om hun diensten voor jongeren te verbeteren.

Wat wordt er van u/ uw kind verwacht?

U of uw kind wordt gevraagd om:

- Deel te nemen aan een interview (~30 minuten),

Ouders mogen bij alle onderdelen aanwezig zijn.

Gegevensverzameling en vertrouwelijkheid

Tijdens het gesprek wordt gemaakt van audio-opnames zodat het interview later kan worden teruggeluisterd en uitgeschreven. In de transcripties worden alle namen, locaties en andere identificerende gegevens geanonimiseerd. De ruwe data (zoals audio-opnames) is alleen toegankelijk voor:

- De onderzoeker(s)
- De TU Delft-begeleiders

Alle gegevens worden opgeslagen op beveiligde systemen. Zodra het onderzoek is afgerond, zullen audio-opnames worden verwijderd.

Het gesprek gaat alleen over ervaringen en meningen. Mocht u of uw kind een vraag niet willen beantwoorden, kan deze te allen tijde worden overgeslagen zonder enige consequenties.

Vrijwilligheid en recht om te stoppen

Deelname is volledig vrijwillig. U en/of uw kind mogen:

- Op elk moment stoppen
- Vragen overslaan

Contact

Voor vragen kunt u contact opnemen met:

Onderzoeker: Simone van der Velde – TU Delft

EXPLICIETE INSTMEMING

Voor deelnemers van 18 jaar of ouder

Ik verklaar dat ik:

- Vrijwillig deelneem aan dit onderzoek;
- Voldoende informatie heb ontvangen en vragen heb kunnen stellen;
- Begrijp welke activiteiten onderdeel zijn van het onderzoek;
- Toestemming geef voor het maken van audio-opnames (indien van toepassing);
- Begrijp dat mijn data geanonimiseerd wordt verwerkt;
- Begrijp dat ik op elk moment mag stoppen.

Ik geef toestemming voor het verzamelen van de volgende data tijdens het onderzoek:

Audio-opnames

Aantekeningen tijdens het gesprek

Naam deelnemer: _____

Handtekening: _____

Datum: ____ / ____ / _____

Naam onderzoeker: _____

Handtekening onderzoeker: _____

Datum: ____ / ____ / _____

Instemming door ouder/verzorger (voor kinderen < 18 jaar)

Ik, als ouder/verzorger, verklaar dat:

- Ik de informatie over het onderzoek heb gelezen of toegelicht heb gekregen;
- Ik toestemming geef dat mijn kind deelneemt aan dit onderzoek;
- Ik begrijp dat deelname vrijwillig is en mijn kind op elk moment mag stoppen;
- Ik begrijp dat audio-opnames gemaakt worden en daarna worden uitgeschreven;
- Ik begrijp dat alle data wordt geanonimiseerd en alleen wordt gebruikt voor het afstudeerproject.

Ik geef toestemming voor het verzamelen van de volgende data tijdens het onderzoek:

Audio-opnames

Aantekeningen tijdens het gesprek

Naam kind: _____

Leeftijd: _____

Naam ouder/verzorger: _____

Handtekening: _____

Datum: ____ / ____ / _____

Naam onderzoeker: _____

Handtekening onderzoeker: _____

Datum: ____ / ____ / _____

ASSENT (kind 10–17 jaar)

Ik begrijp dat ik mee mag doen aan een onderzoek waarbij ik mag vertellen over wat ik belangrijk vind en wat ik vind over mijn geldzaken. Ik mag altijd stoppen en ik hoef geen vragen te beantwoorden die ik niet wil.

Ja, ik wil meedoen

Nee, ik wil niet meedoen

Naam kind: _____

Handtekening: _____

Datum: ____ / ____ / _____

C - Overview of products & markets Triodos Bank

	The Netherlands	Belgium	The United Kingdom	Spain
Total number of total customers				
Number of customer retail banking				
Main focus	Personal & business banking	Saving & investing	Personal, business & charity banking	Personal & Business banking
General segmentation approach (retail customers)	Segment based on age	Only one segment (based on action & campaign)	Only one segment (based on action & campaign)	Segment based on capital
Main products offered	Daily banking - Personal current accounts Savings & investments - Savings accounts - Term deposits - Investment funds - Mortgage loans	Daily banking - No personal current account, or any other products Savings & investments - Saving accounts - Investment funds - Mortgage loans - Current accounts for businesses - Investment funds	Daily banking - Personal current accounts (18+) Savings & investments - Various saving accounts - Investment funds	Daily banking - Personal current accounts - Credit card Savings & investments - Savings accounts - Term deposits - Investment funds - Mortgage loans - Pension plans
Products for minors (<18)	Kindertoekomstplan: special savings account for children (with attractive interest rate) Triodos jongeren rekening: free youth current account (with apple and google pay 16+) Triodos Internet sparen: normal savings account) Streamlined transition to Triodos Internet betaalrekening	Triodos Impact savings Junior: special saving accounts for children Triodos Termijnrekening junior (special savings account with a fixed term) Investment account in name of child	Triodos Junior Cash ISA (tax free savings account) Right start saver (easy-access children's savings account)	Cuenta Infantil Triodos: children's savings account Minors cannot have a standalone current account. They can only be holder of the savings account. Savings account must be linked to a Triodos adult current account held by the parent or legal representative.
Notable differences	Most extensive youth offering, combining savings, current accounts and financial education.	Focus on savings and investment; no personal current accounts for individuals.	Limited youth products. For youth, Triodos UK is currently not accepting new applications	TBES has expanded in physical presence: unique within TB markets. They have an engagement plan to provide incentives to the most loyal and frequent TB customers, as this is standard within the Spanish banking landscape.

D Product comparison Dutch bankig sector

	Triodos Bank	ASN Bank	Rabobank	ABN Amro
Products for minors (<18)	Savings account: Kindertoekomstplan (0–18), in child's name, managed by parents Current account: Triodos jongeren rekening (6–18) Optional free savings account Account converted to Triodos Internet betaal rekening at age 18	Savings account: ASN JeugdSparen (0-18) in child's name, managed by parents ASN Jongerenpakket grows with child 0–6: savings account only 6+: payment account added 12+ youth debit card	Savings account: Rabo RegenboogRekening: in child's name, managed by parents Rabo JongerenRekening (0–18) Payment account with free debit card Optional free savings account	Savings account: KinderToekomst (10-18) in child's name, managed by parents Account grows with child automatically 0–11: Kinderrekening 12–17: Jongerenrekening Optional savings account
Costs	Free	Free	Free	Free

	ING	Bunq	Revolut	Buut
Products for minors (<18)	Savings account: Groei groter rekening: (10-18) in child's name, managed by parents Jongerenrekening Payment + savings account 0–11: Kinderrekening 12–18: Jongerenrekening Debit card from age 6 Access to app from age 8	Savings account: Groei groter rekening: (10-18) in child's name, managed by parents Jongerenrekening Payment + savings account 0–11: Kinderrekening 12–18: Jongerenrekening Debit card from age 6 Access to app from age 8	Revolut <18 for ages 6–17 Current account with debit card Managed through parent's Revolut account Physical and virtual cards International payments supported	Children between 9 - 16: Savings + current account Only for teenagers
Costs	Free	"Youth account free; parent requires paid subscription (€3.99+/month)"	"Free for 1 youth account; parent must have Revolut account"	Free

E - Interview guides semi-structured interviews

E1 - Interview guide: teenagers

semi - structured interviews - Teenagers		
<p>Goal: To understand how children experience money and banking in their daily lives: what matters to them & how they handle money. The interviews help to reveal the explicit needs and explore:</p> <p><i>What teenagers value nowadays</i> <i>How children think and feel about money and banks</i> <i>How money appears in their everyday lives (spending, receiving, saving)</i> <i>Who helps them and how they learn about money</i> <i>Which challenges, worries or confusing moments they experience</i></p>		
Structure	Things I want to get to know	Supporting questions
Welcome/introduction	Short introduction on the interview and project Asking permission for recording the interview	Do you understand what the interview is about and what I will use your answers for? Do you give permission to record the interview?
Getting to know them	What their life looks like (school, hobbies, friends) What matters to them Their social world What's currently exciting or important to them How they use their phone / apps	What is your name? How old are you? Can you describe your home situation? Can you tell me about a normal (school) day for you? What do you like to do after school?
Money in their life	How money appears in their daily world How they get money (pocket money, gifts, chores) What they spend money on Who helps them with money First experiences with buying something How they got their bank account What felt big or new or confusing	When do you think about money/ do you spend money? Do you get money? What sort of money? pocket/clothing money? How does that work? How do you get money (piggy bank, bank account etc)? Do you have an app? What bank are you with? How did you choose your bank and at what age? How did you open your bank account? (Online, in a office etc) What kinds of things do you like to buy?
Looking ahead	What they expect for the near future (school trip, job, turning 16/18) What they think will change with money What they worry about What they think they will need	Is something coming up this year that might cost money? Do you think things will change when you turn 18? Do you sometimes worry about money?
Closing	Anything they think is important but you didn't ask	Anything you want to ask me about money or banks? Thank you

E2 - Interview guide - parents

Semi - structured interview - Parents		
<p>Goal: to understand how parents guide, support and experience their teenager's relationship with money and banking, including their concerns, needs, expectations and hopes. The interviews will help to reveal the explicit needs & explore parents' perspectives on:</p> <p><i>their child's financial behavior and independence and reveal key moments in banking experiences</i> <i>the challenges and emotional aspects of teaching financial skills</i> <i>worries about finances and responsibility</i> <i>expectations for future financial moments</i> <i>values they want to pass on</i> <i>what support they feel is missing</i></p>		
Structure	Things I want to get to know	Supporting questions
Welcome/ introduction	Short introduction on the interview and project Asking permission for recording the interview	Do you understand what the interview is about and what I will use your answers for? Do you give permission to record the interview?
Getting to know them/their family	Family routines Parental role in children's daily life Their values and what they find important for their child The child's personality and needs How independence is encouraged	What is your name? What is your age? How many children do you have? Can you tell me a bit about your family dynamics? How does your family look like? What are your kids like? What does a typical week look like in your family?
Experienced life events & financial education moments	When and how parents introduced money (pocket money, bank account, first purchase) Moments that required financial learning Difficult or emotional past events (overspending, mistakes) How they supervise, guide or restrict How they feel about their child's current financial habits	Do you give money to your children? When and how did you introduce for example pocket money or clothing money? How do you give your children money? (piggy bank, bank account?) How do you determine the amount of money you give to your children? Which bank are your children with? (compared to your own?) Why did you choose that bank?
Needs & pain points	What is hard about raising a teenager financially Which moments cause stress, conflict or uncertainty What they find unclear about youth banking Their concerns regarding digital payments, scams, spending freedom	Is there anything challenging about raising a child financially? Are there moments that worry you? What is confusing or unclear about youth banking or digital payments? Do you ever feel unsure about how much independence
Looking ahead: expected life events & future financial responsibilities	What parents expect financially as their child grows When they think their child should become independent Concerns about turning 18 as big transition moment	What financial responsibilities do you think your child will need soon? What changes do you expect when they turn 18? Do you have any worries when you think about your child and their financial responsibilities? When do you think a teen is truly prepared and ready to
Parent Hopes, Values & Dreams	What parents ultimately want their child to learn about money Their hopes for their child's financial confidence and autonomy Values they find important (safety, responsibility, frugality, sustainability, generosity)	What kind of financial habits do you hope your child develops still? What does being 'good with money' mean to you? What do you wish your child understood better related to money? If you could design the perfect banking support for your
Closing	Is there anything they want to add Thank you for the interview	Do you want to add anything else? Thank you

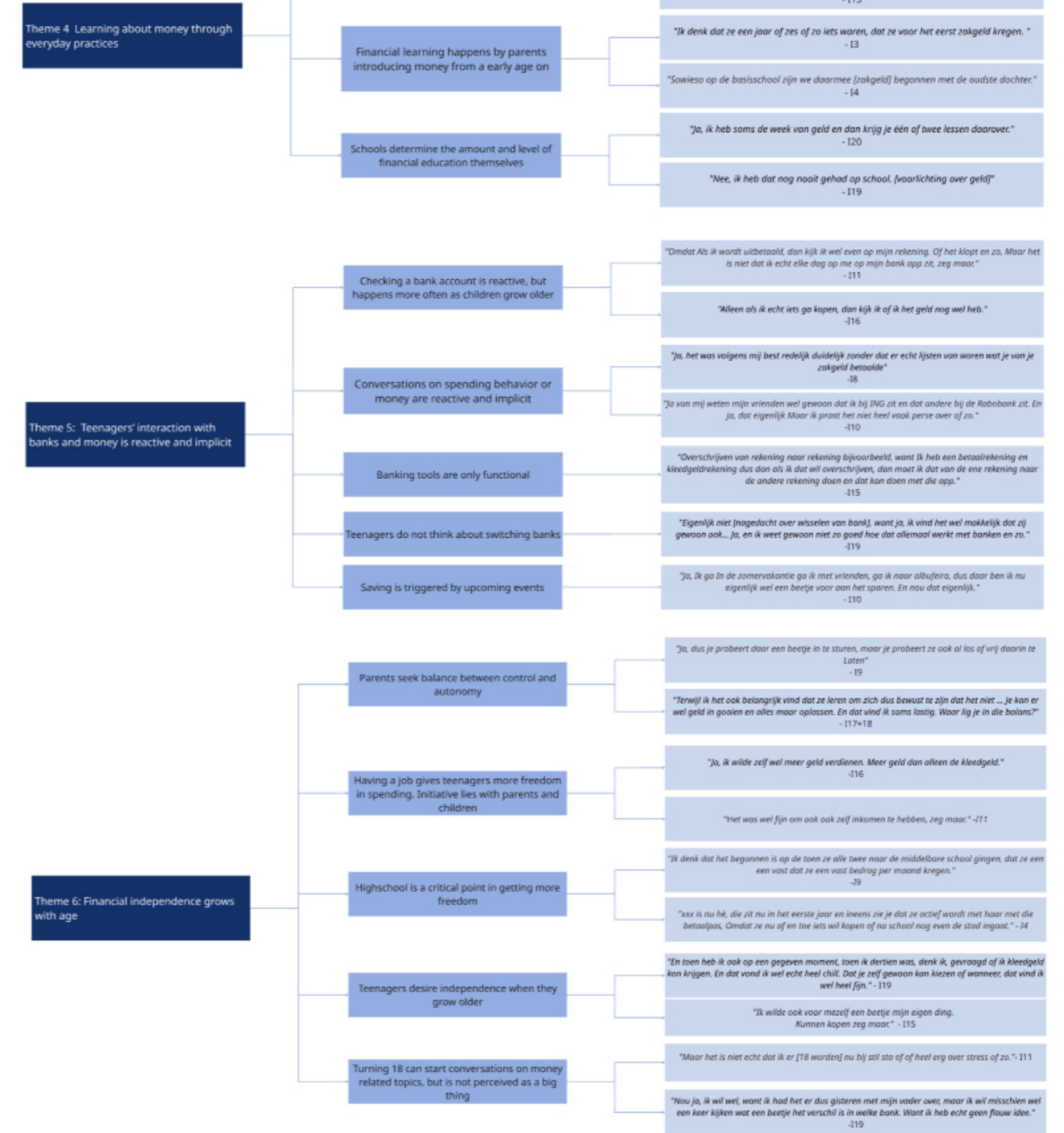
E3 - Interview guide: school teachers

Interview - teachers		
<p>Goal: to get insights into dynamics, daily behaviour, peer interactions, including what they notice about students' attitudes toward money. These interviews will help gain insights into:</p> <ul style="list-style-type: none"> social dynamics between teenagers what students talk about and care about socially behaviors teachers notice around trends whether and how money is discussed in class or among peers how digital tools (smartphones, payments, online shopping) show up in school life 		
Structure	What I want to know	Supporting questions
Welcome / introduction	Short introduction on the interview and project Asking permission for recording the interview	Do you understand what the interview is about and what I will use your answers for? Do you give permission to record the interview?
Getting to know the teacher/ class context	Teacher's role / students Their experience with the age group class environment	What is your name and role at the school? Which age group(s) do you teach? How would you describe the general atmosphere in your classes? Is there anything special or typical about this group of students?
Social dynamics & daily behavior of teenagers + sustainability	How students interact socially Group norms, peer pressure, popularity dynamics What they talk about in breaks How phones/everyday interests show up If sustainability is a topic among the teenagers	How would you describe the social dynamics between students? Are there clear groups or social clusters? What characterizes them? What do students typically talk about during breaks or before class? How do they use their phones during school time (before/after class)? Are there trends or topics that students seem very engaged in lately? Do students talk about sustainability? Do you see that this is a topic that lives among teenagers?
Money in teenager's world (as experienced by teacher)	Whether money shows up in conversations Visible behaviors: status symbols, clothing, tech, snacks Observations on financial differences Attitudes toward consumption	Do students talk about money at school? (e.g., buying things, saving, allowance) Do you notice differences in what students have or bring (e.g., clothing brands, phones, food)? Is money or spending ever a topic of comparison or status among students? Do you ever see students buying things at school (snacks, stuff for each other, online orders)? Do students talk about jobs, pocket money or earning money?
In-class topics: finance	Whether financial topics arise in class Any curriculum elements How students react to financial or societal discussions	Does the topic of money ever come up in your lessons (directly or indirectly)? Are there school subjects or projects that touch on financial skills or societal issues? How do students respond to discussions about responsibility, independence, or adult life? Do some students express (in)security about money or
Observed challenges & needs	Signals of stress, uncertainty or inequality Behavioral patterns around money or social pressure What teachers think students might need	Do you notice any situations in which money seems to create tension, stress or exclusion? Are there students who struggle socially because of financial differences? What do you think students of this age need in terms of guidance about money or digital spending? Do you think students have enough knowledge or awareness about money?
Closing	Anything the teacher finds important	Is there anything you would like to add?

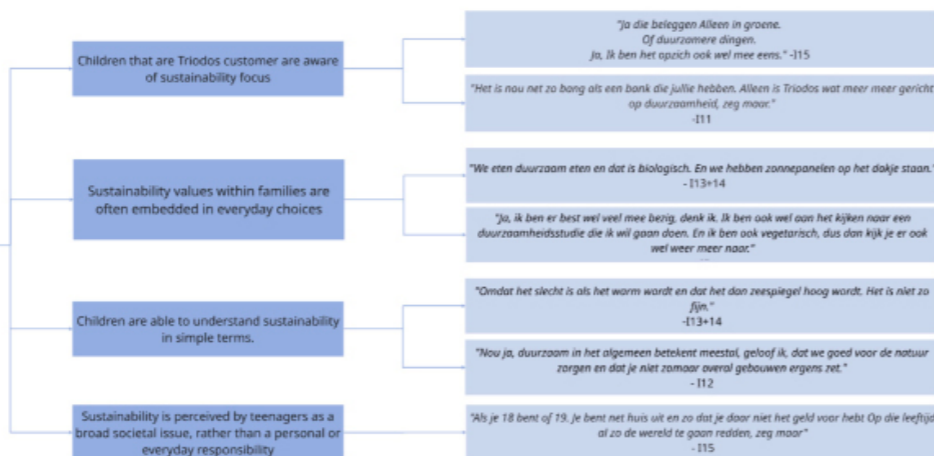
E4 - Results semi-structured interviews school teachers

Category	Insight	Explanation
Social behaviour & Peer dynamics	Transition from playing to hanging out	First-grade teenagers (generally aged 11–12) still approach school and social interaction in a playful way. From the second grade onwards, this gradually shifts toward “chilling” and “hanging out”.
	Strong peer orientation among younger teenagers	First-grade teenagers are highly focused on their peers. They strongly want to belong, avoid standing out, openly share their thoughts, and rarely consider the consequences of their actions.
	Development of self-expression	As teenagers grow older, they become increasingly confident in expressing their own opinions. In the upper grades, they show a stronger sense of self-identity.
Financial behaviour and awareness	Spending behaviour	Spending among high school students is largely focused on food and, often, unhealthy snacks, typically purchased during school breaks.
	Impact of home situation on financial awareness	Teenagers who have more responsibilities at home, or who come from families with fewer financial resources, tend to be more financially aware and financially literate than those whose spending is fully covered by their parents.
School engagement and attention	Work over school priorities	Students in the upper grades are strongly focused on having part-time jobs and often prioritise work over school. Concentration spans appear shorter, and school is not always seen as a priority.
	Mobile Phone bans	School phone bans are generally well respected. However, despite reduced phone use, teenagers still show decreased concentration during school activities.
Openness to development and learning	Openness to learning and feedback	From the fifth and sixth grade onwards, students become more approachable and open to learning and feedback. They show increased self-reflection and more active engagement in school.

F - Thematic map of interview insights



Theme 7: The importance of sustainability varies depending on personal and family values



Theme 8: Teenagers' external environment is important in shaping financial behaviour



G - Sensitising materials

MIJN BANK INZICHTEN!
Een onderzoek voor de TU Delft

Triodos Bank | TU Delft

HO!
Super fijn dat je mij wilt helpen met mijn afstudeerproject!

Waarschijnlijk heb jij al een eigen pinpas en gebruik je die wel eens om iets te kopen. Misschien krijg je zakgeld, verdienen je geld met een bijbaantje of krijg je soms geld cadeau. In je leven maak je – soms zonder dat je het doorhebt – best vaak keuzes over geld.

Voor dit project wil ik graag beter begrijpen:

- hoe jij met geld omgaat,
- wanneer je contact hebt met je bank of bankapp,
- wat jij fijn vindt aan je bank,
- en wat jij soms lastig, of onhandig vindt.

Dit onderzoek doe ik voor mijn studie én in samenwerking met Triodos. Het doel is niet om te kijken of je iets "goed" of "fout" doet, maar om te leren van jouw ervaringen. Jouw mening en verhaal zijn dus heel belangrijk!

HOE DIT BOEKJE WERKT
Dit boekje is onderdeel van een onderzoek naar hoe jongeren omgaan met geld en bankzaken. In dit boekje staan een aantal korte opdrachten. Er zijn geen goede of foute antwoorden. Het gaat erom wat jij denkt, doet en voelt. Neem rustig de tijd en wees eerlijk – alles wat je invult wordt alleen gebruikt voor dit onderzoek.

Goed om te weten:

- Omdat jij onder de 18 jaar bent, is er toestemming van jouw ouders nodig om dit onderzoek te mogen uitvoeren. Daarom vraag ik je of je het toestemmingsformulier op de volgende pagina wilt laten ondertekenen en mee wilt nemen naar het interview.
- Vul het hele boekje in vóór het interview.
- Je mag zo creatief zijn als je wilt: tekenen, schrijven, symbolen gebruiken: alles mag.
- Neem het boekje mee naar de sessie!

Alvast heel erg bedankt voor je hulp!

Heb je vragen?
Stuur dan vooral een bericht naar s.h.a.vanderveelde@student.tudelft.nl of naar +31 6 12467062

Wie ben jij?

Naam: _____

Leeftijd: _____

Klas: _____

Vertel iets leuks over jezelf:

Hoe ziet jouw thuis eruit?
Tekent of beschrijf het hier
Met wie woon je er? Heb je nog broers of zussen? (Inclusief!)

Voorbeeld

Hoe ziet jouw week eruit
Tekent hieronder de verschillende dingen die jij in je week doet. Je kan ook met woorden beschrijven hoe je week er uit ziet. Let op: het maakt niet uit hoe de tekening eruit ziet!

Ga je naar school? Wat doe je na school? Sport je? Werk je? Spreek je af met vrienden?

Voorbeeld

Jouw geld – wat komt er binnen?
Schrijf hier op welk geld jij krijgt in een normale week of maand. Dit kan geld zijn dat je elke maand krijgt, soms krijgt of bijvoorbeeld zelf verdient. Denk aan zakgeld, kleedgeld, loon van een bijbaantje, cadeautjes, vakantiegeld etc. Je hoeft geen bedragen te noemen. Schrijf er ook bij of je dit geld contant of op je rekening krijgt.

Zet een * bij welk geld je zelf mag bepalen wat je er mee doet!

Jouw geld – wat geef je uit?
Schrijf hier op waar jij meestal geld aan uitgeeft. Denk bijvoorbeeld aan eten of drinken, iets kopen op school, kleding, games of apps, cadeau's, uitjes (met vrienden), sparen, vakanties etc. Ook hier hoeft je geen bedragen te noemen. Bedenk ook wanneer en hoe (contant of pinnen) je deze dingen koopt en schrijf dat er bij.

Zet een * bij uitgaven die je zelf bepaalt en leg uit over welke dingen je bijvoorbeeld eerst met je ouders moet overleggen

H - Generative design research: value cards

H1 - Complete set of value cards

Mijn bank

Dit is de naam van mijn bank: _____

Waarvoor gebruik jij je bank of bank app?
Kruis aan wat voor jou past (je mag meerdere kiezen):

- Betalen
- Kijken hoeveel geld ik heb
- Geld krijgen
- Sparen
- Instellingen aanpassen
- Iets anders, namelijk: _____

Wat vind jij fijn aan jouw bank of bank app?
Noem minimaal 2 dingen en leg uit.
Denk aan makkelijk te gebruiken, snel, duidelijk, veilig, handig, ziet er leuk uit etc.

Hoe ziet jouw bank app eruit?

Beijk je bank app en teken hier hoe het eruit ziet.
Geef met pijltjes aan welke dingen jij vaak gebruikt.

Gebruik je spaarrekening, maak je geld over naar je spaar- of betaalkrekening, waar je van rekening etc.

Geld leren

Van wie of waar leer jij over geld?
Kruis aan wat voor jou klopt. (Je mag meerdere antwoorden aankruisen)

- Ouders/ verzorgers
- School
- Vrienden
- Social media (zoals tiktok, snapchat, YouTube, Instagram)
- Internet/ google
- Mijn bank of bankapp
- Iets anders, namelijk: _____

Zet een * op de plek waar jij het meeste over geld leert

Wat vind jij lastig aan geld?
Schrijf of teken iets wat je moeilijk vindt, niet goed snapt of waar je vragen over hebt als je denkt aan geld.

Tip: denk aan bijvoorbeeld: sparen, plannen, geld bijhouden, online betalen, later zelfstandig worden

JOUW GELD-TIJDLIJN

Op deze pagina ga je een tijdlijn van jouw leven met geld maken. Op deze lijn laat je zien welke momenten in jouw leven belangrijk waren als het om geld gaat. Gebruik de figuren en symbolen om je momenten te laten zien. Je kan natuurlijk je ouders vragen om te helpen als je iets niet meer weet.

- Waar ben jij nu en hoe oud ben je? Teken het op de lijn
- € Wanneer heb je geld gekregen en waarvoor? Teken een euroteken bij deze momenten en leg uit (tip: denk aan zorgeloze, loon, vakantiegeld, kledinggeld etc)
- ★ Wanneer heb je voor het eerst zelf iets gekocht en hoe heb je dat gedaan? Teken een ster en leg uit!
- ★ Heb je wel eens ergens voor gespaard en ben je nu aan het sparen? Teken een raket bij de keren dat je ergens voor hebt gespaard en leg uit! Let op: als je denkt in de toekomst ergens voor te gaan sparen, kan je dit ook op je tijdlijn zetten!

Voorbeeld

Samen beslissen

Wie beslist er over jouw geld?
Kruis aan wat voor jou klopt. (Je mag meerdere antwoorden aankruisen)

- Ik beslis zelf
- Mijn ouders/verzorgers beslissen
- We beslissen samen
- Dat verschilt per situatie

Wanneer beslis jij zelf?
Schrijf of teken voorbeelden van wanneer jij zelf over jouw geld een beslissing maakt

Wanneer beslissen jouw ouders of verzorgers?
Schrijf of teken voorbeelden van wanneer jouw ouders een beslissing maken

Tip: denk bijvoorbeeld aan snacks, sparen, kleding, cadeau'tjes, vakanties en ga zo maar door

Wat vind je er van als je ouders of verzorgers beslissen over geld?

Fijn Prima Soms lastig Niet fijn

DANK JE WEL VOOR HET INVULLEN VAN DIT BOEKJE!
Vergeet dit boekje en het ingevulde toestemmingsformulier niet mee te nemen naar het gesprek

Wil je zelf nog iets toevoegen? Dan kan je dat hier opschrijven

Triodos Bank | TU Delft

ZELF BESLISSEN

“Ik wil zelf bepalen wat ik met mijn geld kan en doe”

Bijvoorbeeld:
zelf mogen/kunnen bepalen hoeveel je spaart, of waar je je geld uitgeeft

HULP & VEILIGHEID

“Ik vind het fijn dat mijn ouders meekijken bij geld en mijn bank”

Bijvoorbeeld:
Zodat jouw ouders je kunnen helpen als je iets niet snapt of als er iets niet goed gaat

OVERZICHT HEBBEN

“Ik wil makkelijk kunnen inzien hoeveel geld ik heb en waar ik het aan uit geef”

Bijvoorbeeld:
Door een duidelijke bank app te hebben, waar je dit snel in kan zien

WERELD VERBETEREN

“Ik vind het belangrijk om iets goeds te doen voor de wereld”

Bijvoorbeeld:
Door je (soms) bezig te houden met duurzaamheid

BETER SPAREN

“Ik wil sparen voor iets groters of voor later”

Bijvoorbeeld:
voor een vakantie, iets groots en duurdurs of iets wat je later misschien wilt

POSITIEVE INVLOED

“Ik wil dat mijn bank iets goeds/positiefs doet met mijn geld”

Bijvoorbeeld:
Door jouw geld te gebruiken voor het klimaat, de natuur of bijvoorbeeld het helpen van mensen die het zwaar hebben

MAKKELIJK BETALEN

“Ik wil snel en zonder gedoe kunnen betalen”

Bijvoorbeeld:
met mijn pinpas of telefoon via apple of google pay

NU UITGEVEN

“Ik wil vooral geld hebben om nu dingen te kunnen doen”

Bijvoorbeeld:
Om iets te kunnen kopen meteen wanneer je het ziet

MIJN VRIENDEN

“Ik vind het belangrijk om geld te hebben, zodat ik dingen kan doen met vrienden/vriendinnen”

Bijvoorbeeld:
Om samen iets leuks te gaan doen of te sparen voor een vakantie

H2 - Overview of value cards and their corresponding themes

Independence & autonomy

BETER SPAREN

"Ik wil sparen voor iets groters of voor later"

Bijvoorbeeld:
voor een vakantie, iets groots en duurdere of iets wat je later misschien wilt

ZELF BESLISSEN

"Ik wil zelf bepalen wat ik met mijn geld kan en doe"

Bijvoorbeeld:
zelf mogen/kunnen bepalen hoeveel je spaart, of waar je je geld uitgeeft

HULP & VEILIGHEID

"Ik vind het fijn dat mijn ouders meekijken bij geld en mijn bank"

Bijvoorbeeld:
Zodat jouw ouders je kunnen helpen als je iets niet snapt of als er iets niet goed gaat

Understanding of sustainability

POSITIEVE INVLOED

"Ik wil dat mijn bank iets goeds/positiefs doet met mijn geld"

Bijvoorbeeld:
Door jouw geld te gebruiken voor het klimaat, de natuur of bijvoorbeeld het helpen van mensen die het zwaar hebben

WERELD VERBETEREN

"Ik vind het belangrijk om iets goeds te doen voor de wereld"

Bijvoorbeeld:
Door je (soms) bezig te houden met duurzaamheid

Influence of peers

MIJN VRIENDEN

"Ik vind het belangrijk om geld te hebben, zodat ik dingen kan doen met vrienden/vriendinnen"

Bijvoorbeeld:
Om samen iets leuks te gaan doen of te sparen voor een vakantie

Convenience

NU UITGEVEN

"Ik wil vooral geld hebben om nu dingen te kunnen doen"

Bijvoorbeeld:
Om iets te kunnen kopen meteen wanneer je het ziet

MAKKELIJK BETALEN

"Ik wil snel en zonder gedoe kunnen betalen"

Bijvoorbeeld:
met mijn pinpas of telefoon via apple of google pay

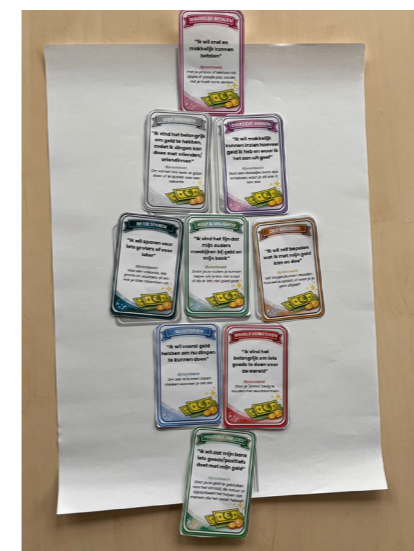
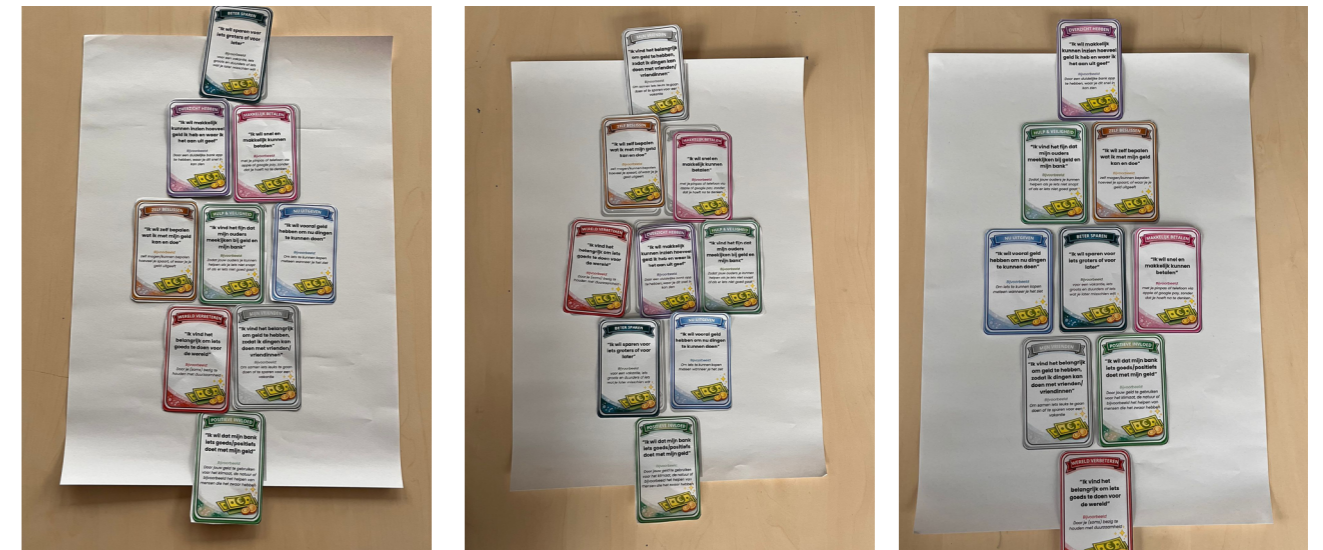
OVERZICHT HEBBEN

"Ik wil makkelijk kunnen inzien hoeveel geld ik heb en waar ik het aan uit geef"

Bijvoorbeeld:
Door een duidelijke bank app te hebben, waar je dit snel in kan zien

I - Generative design research: results diamond ranking

I1 - Session 1 (first grade)



J - Generative design research: insight cards

J1 - Theme: Independence & autonomy

Independence & autonomy

Teenagers spending behaviour is controlled by parents more when they are younger

"Ik vind het ook niet zo erg, maar ze kunnen niet zien wat ik precies koop. We hadden een keer Redbull gehaald en dat konden ze gelukkig niet zien"

"Ze zeggen soms wel van het is handig dat je nu even deze week niet meer iets koopt"

"Ik vind het wel belangrijk, want mijn ouders hebben al meer levenservaring met geld ook met geld uitgeven en dan denk ik mijn ouders hebben al behoorlijke aanschaffingen gedaan, dus dan denk ik mijn ouders hebben daar wel verstand van"

Independence & autonomy

Teenagers experience parental access to their bank accounts as providing a sense of safety

"Soms vind ik het wel fijn dat mijn ouders even meekijken met oef ik heb wel heel veel geld uitgegeven"

"Ik vind het fijn als ik het zelf kan zien maar ik vind het ook niet erg [dat ouders meekijken]"

"Daar helpt mijn vader me wel mee [overzicht maken van wat er binnen komt en wat ik uit geef]"

"Ik vind het wel fijn dat als er iets gebeurd, zij dan gewoon kunnen zien wat er gebeurd enzo"

Independence & autonomy

Teenagers want to have control about their money, so that they can learn by doing

"Je kan nergens meer met contant geld betalen, dus je hebt daar ook niks meer aan. Maar ik krijg gewoon geld en dan heb ik altijd geleerd door het gewoon te gaan doen en dan later spijt te hebben en dan doe ik het later niet meer"

"Dat was vroeger al als ik dan geld had gekregen voor mijn rapport dan ging ik er iets doms van kopen, maar dat leerde ik dan wel"

Independence & autonomy

Teenagers do not need the control of their parents, but it does feel safe that they have insight

"Ik heb er zelf geen verstand van, dus vertrouw wel op mijn ouders hun keuze [voor een bank]"

"Stel je weet iets niet, dan is het fijn dat ze mee kunnen kijken als het echt nodig is, maar dat is meer voor later"

"Ik vind het opzich een beetje fijn dat ze meekijken, maar voor mijn gevoel is het niet echt nodig."

Independence & autonomy

Teenagers want to have control on what to do with their money and when, since this gives them the chance to have responsibility and grow independence

"Daar leer je ook wel gewoon een beetje verantwoordelijkheid mee"

"Dat heeft te maken met zelfstandigheid en het is mijn geld dus ik vind dat ik mag bepalen wat ik er mee doe"

"Ik vind het gewoon fijn om zelf te bepalen wat ik met mijn geld doe"

Age group 1
 Age group 2
 Age group 3

Independence & autonomy

Teenagers want to make own choices, since it is also an opportunity to learn and become more independent

"Ik vind het belangrijk dat ik zelf mijn eigen keuzes kan maken en dat ik daar dan ook in leer hoe het werkt en dat ik het zelf ook leer"

"Ik heb hetzelfde ook wel [als bovenstaande]"

"Ik denk dat ik ook in staat ben om zelf keuzes te maken, het is goed om mijn ouders erbij te hebben, maar meer als ik zelf om hulp vraag."

Independence & autonomy

Teenager feel less need for parental control, more because they want to learn by doing themselves

"Ik vind het belangrijk dat mijn ouders meekijken, met bijvoorbeeld grote bedragen, maar ik vind de vrijheid ook fijn, zodat ik kan leren van als het bijvoorbeeld uit de hand loopt"

"Ik wil opzich wel de begeleiding van mijn ouders, maar ik wil het voor het grootste deel zelf ontdekken hoe het werkt en moet want ja uiteindelijk moet ik het ook zelf gaan doen"

"Als je hulp nodig hebt, kan je het ook gewoon zelf vragen"

J2 - Theme: Convenience

Convenience

Teenagers are focused on being able to spend money easily

"Ik vind het belangrijk dat je kan zien hoeveel geld je hebt en dat je makkelijk kan zien."

"Meestal doe ik toch niet zo veel met mijn geld, maar ik wil wel kunnen zien wat ik heb en wat ik er mee doe"

"Laatst had ik niet genoeg geld ergens voor en toen had ik mijn moeder gebeld en toen kwam het geld pas 5 minuten later binnen en dat was wel irritant"

Convenience

Teenagers want easy access and overview on their money and spending, because this also can help them in becoming more conscious and independent

"Dat [overzicht willen hebben] heeft ook wel veel te maken met bewustzijn over geld"

"Dat lijkt me handig en fijn"

"Ik vind het fijn om zelf te bepalen wat ik met mijn geld doe en daarvoor is het ook fijn als ik makkelijk overzicht heb in wat ik heb enzo"

Convenience

Convenience and price are primary considerations for teenagers. Sustainability is appreciated when it aligns with these priorities.

"Ik heb een refurbished telefoon, dat is goed, maar het is ook gewoon een stuk goedkoper"

"Goedkoper [en duurzaam] is gewoon een win-win situatie eigenlijk"

Convenience

Easy payment methods, such as paying with a mobile phone, bring convenience, but also make spending (too) easy

"Ik denk dat als betalen niet zo makkelijk gaat, de drempel om geld uit te geven wel wordt verhoogd. Maar ik vind het ook fijn dat je niks anders meer bij je hoeft te dragen dan je telefoon"

"Telefoon heb ik altijd bij me en als ik dan denk van oh dit heb ik nodig, kan ik dat altijd betalen"

"Ik heb geen bank app, want ik weet dat als k dat wel heb het heel snel ook leeg kan gaan, dus dit is mijn zelfbescherming"

Convenience

In relation to money and banking issues, convenience is one of the highest priorities

"Ik vind het belangrijk dat ik me bezig houd met dat ik iets goed doe. Ik zat wel te twijfelen. Ik vind het namelijk ook belangrijk dat ik snel en makkelijk kan betalen"

J3 - Theme: Understanding of sustainability

<p>Understanding of sustainability</p> <p>Teenagers are not aware of what sustainability means and what you can do to contribute in a positive way</p> <p>"Wat bedoel je met duurzaamheid?"</p> <p>"Heeft duurzaamheid ook te maken met het openbaar vervoer?"</p> <p>"Heeft duurzaamheid ook te maken met de kachel enzo?"</p> <p>"Ik ga echt niet iets aan de natuur besteden, ja planten kopen ofzo?"</p>	<p>Understanding of sustainability</p> <p>Teenagers do not think that what one individual can do, really has a positive effect. It does not matter what they do.</p> <p>"Het is een beetje dat als je als enige zielige persoon dan bent voor de wereld dan heeft het niet heel veel nut omdat je dat dan met heel veel mensen moet doen voordat het nut heeft"</p> <p>"Ja precies dat [in je eentje duurzame keuzes maken heeft geen zin]"</p> <p>"Stel ik doe in mijn eentje wat, dan is het echt nul komma nul duizend procent van heel de wereld en stel Nederland doet iets, dus eigenlijk maakt het niet heel erg veel uit"</p>	<p>Understanding of sustainability</p> <p>Teenagers do not know what a bank is in general and especially related to sustainability, they are unaware</p> <p>"Het is toch gewoon mijn geld, dus wat kunnen zij er dan mee doen?"</p> <p>"Ik dacht nou het is mijn geld en daar mogen zij niet aan zitten"</p>
<p>Understanding of sustainability</p> <p>Teenagers are more open for having a sustainable bank</p> <p>"Ik vind het belangrijk [duurzame banken]"</p> <p>"Ik vind het wel belangrijk. De wereld moet toch een beetje een fijnere plek worden en als je daar aan bij kan dragen door bewust je bank te kiezen zou ik dat zeker doen."</p> <p>"Als je je daar gewoon even over inleest over welke bank waarvoor staat en wat ze doen met je geld, denk ik dat je daar veel beter in kan kiezen"</p>	<p>Understanding of sustainability</p> <p>Teenagers are aware of (small) things they can do to be more sustainable</p> <p>"Gewoon met dingen besparen, dat ik de lichten en de verwarming uit doe als ik weg ga"</p> <p>"Gewoon een beetje met energie besparen enzo"</p> <p>"Gas of verwarming of water besparen"</p> <p>"Duurzaamheid is toch gewoon belangrijk, daar houd je toch rekening mee als je kan"</p> <p>"Ik heb een refurbished telefoon"</p>	<p>Understanding of sustainability</p> <p>Being or doing sustainable is seen as more expensive</p> <p>"Later als ik zeg maar grote mensen geld heb zou ik daar misschien wel meer bezig willen houden, maar daar heb ik nu het geld niet voor. Minder fast fashion en dat soort kleine dingen proberen"</p>
<p>Understanding of sustainability</p> <p>Teenagers are open to sustainability topics and find that they can do more about with this.</p> <p>"Inmiddels ben ik vegetarisch voor het milieu"</p> <p>"Wij eten thuis weinig vlees, minder dan vroeger. Ik probeer gewoon een beetje dingen te doen die goed zijn voor het milieu: niet vaak met de auto, weinig vlees eten"</p> <p>"Tweedehands kleding is wel leuk om naar te kijken, vaak hebben ze wel leuke dingetjes"</p>	<p>Understanding of sustainability</p> <p>Families are important in creating awareness about sustainability</p> <p>"We hebben een timer in de douche, zodat je korter doucht en dat is ook beter voor het milieu"</p> <p>"Thuis zijn we er wel mee bezig, maar ik denk dat het meer onbewust dan bewust is"</p> <p>"Niet heel bewust, maar we scheiden afval, wat ik kan fietsen fiets ik"</p>	<p>Understanding of sustainability</p> <p>Teenagers consider doing good for the world important</p> <p>"Ik vind het belangrijk dat ik me bezig houd met dat ik iets goed doe"</p> <p>"Ik vind het wel gewoon belangrijk ook voor volgende generaties dat de wereld een fijne plek blijft"</p> <p>"Je wil gewoon dat de wereld nog goed gaat voor volgende generaties, maar ook voor jezelf. Ik vind dat wel gewoon heel belangrijk"</p>

J4 - Theme: Influence of peers

<p>Influence of peers</p> <p>Teenagers do not think about the longterm yet. Therefore they want to have money to spend today with their friends</p> <p>"Omdat ik eigenlijk niet zoveel anders doe met mijn geld, maar ik vind het leuk om soms met vriendinnen naar de stad te gaan ofzo en dat ik dan daar genoeg geld voor heb en niet dat ik dan geld heb dat ik ga sparen, want dan kan ik niet meer echt dingen uitgeven aan andere dingen."</p> <p>"Als ik wil sparen gewoon voor later, voor een huis ofzo"</p>		
<p>Influence of peers</p> <p>Teenagers are more focused on the future and therefore active with their savings</p> <p>"Ik vind het heel belangrijk om nu alvast te sparen voor iets wat misschien ooit nog gaat komen, zodat je bent voorbereid. Ik denk nu al een beetje vooruit voor de toekomst"</p> <p>"Misschien voor als ik mijn rijbewijs wil of als ik op kamers wil"</p> <p>"Universiteit of vakantie na de middelbare wil ik wel voor sparen"</p>	<p>Influence of peers</p> <p>Teenagers do not need money for immediate spending. They rather save for more important things later on, such as holidays with friends</p> <p>"Ik vind het niet echt een noodzaak om nu geld uit te geven, dan spaar ik liever voor iets dan het gelijk uit te geven en geen geld te hebben op het eind van de maand bijvoorbeeld"</p> <p>"Ik spaar meer dan dat ik uit geef"</p> <p>"Ik denk er vaker wel wat meer over na als ik iets koop, iets minder impulsief zeg maar"</p>	<p>Influence of peers</p> <p>Teenagers do want to have money to spend on the short term to be able to do things with friends</p> <p>"Ik wil graag met vrienden wel iets kunnen doen en ja daarvoor moet je altijd geld op je rekening hebben"</p> <p>"Ik vind het wel belangrijk om, als ik iets met vrienden wil doen, altijd geld te hebben"</p>
<p>Influence of peers</p> <p>Teenagers are thinking about the future more often by consciously thinking about spending money</p> <p>"Ik wil niet dat ik later ouder ben en dan geen geld heb in de toekomst"</p> <p>"Ik ben er gewoon best wel veel mee bezig, dat ik niet al mijn geld in een keer uitgeef, maar opzij zet voor andere dingen"</p>	<p>Influence of peers</p> <p>Teenagers seek balance between spending and saving</p> <p>"Je kan alles opzij zetten voor de toekomst, maar je moet ook nu genieten, want het kan ook zo klaar zijn"</p> <p>"Ik vind het ook belangrijk om dingen met vrienden te doen"</p> <p>"Ik vind het leuk om dingen te doen met vrienden en af en toe een klein cadeautje voor iemand te kopen om ze blij te maken"</p>	

K - Analysis diamond ranking with AI

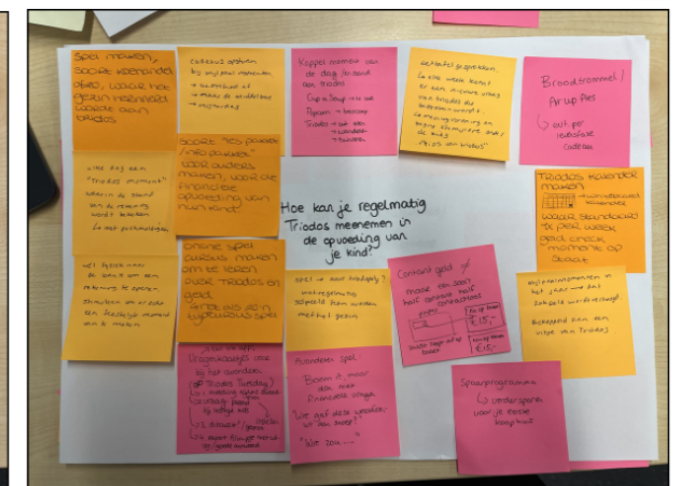
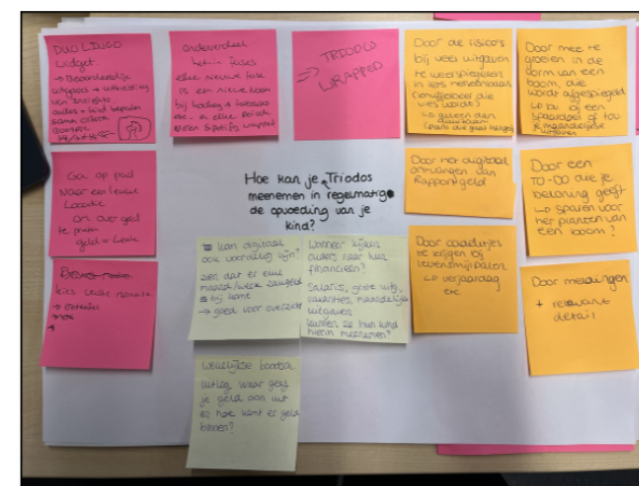
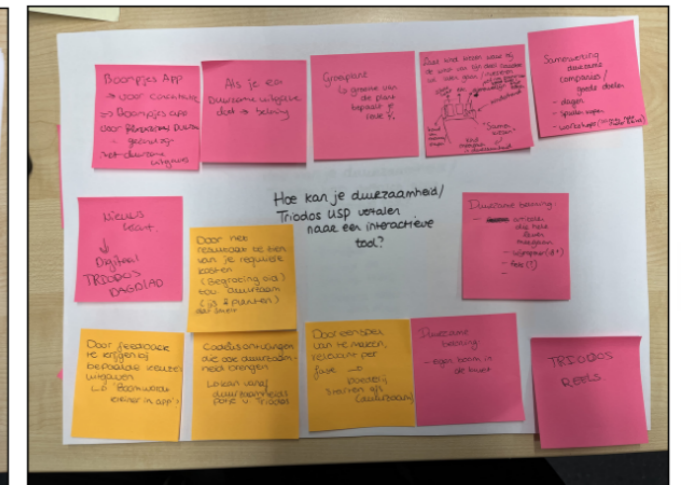
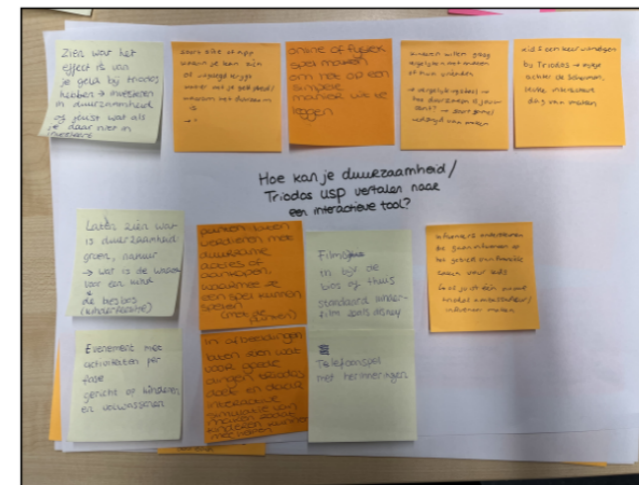
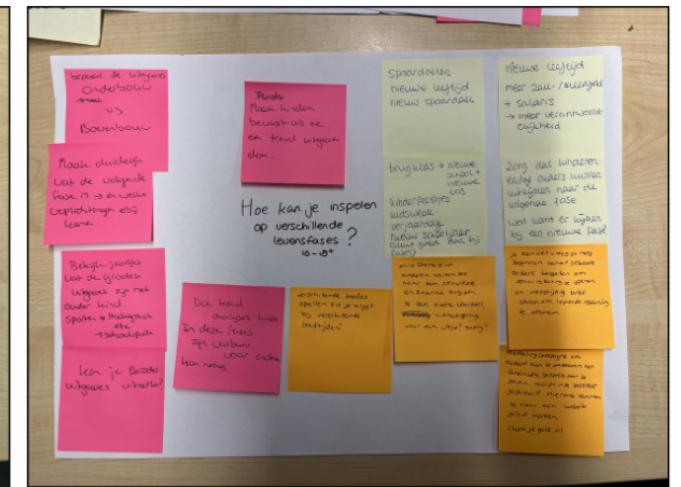
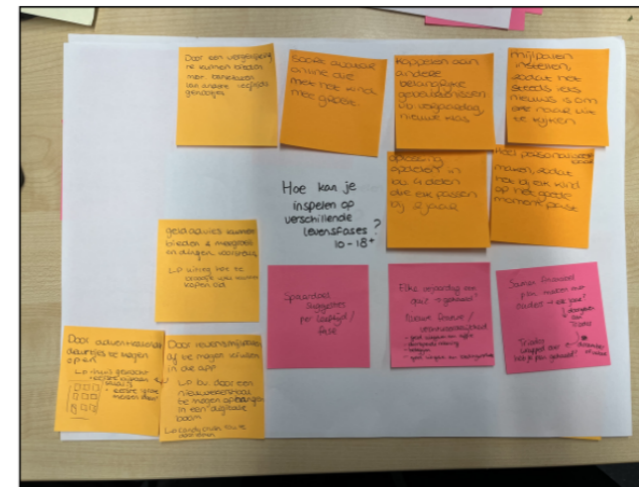
	S1 - First Grade (Age 11–13, n = 7)	S2 - Third Grade (Age 13–15, n = 5)	S3 - Sixth Grade (Age 17, n = 4)
Highly ranked values	<ul style="list-style-type: none"> Self-decision making Spending money now Easy payment My friends 	<ul style="list-style-type: none"> Having an overview Self-decision making Saving for the future Help & safety 	<ul style="list-style-type: none"> Saving for the future Having an overview Positive influence Improving the world
Indication	<ul style="list-style-type: none"> Immediate autonomy (“being able to decide for myself”) Short-term gratification Convenience and ease of use Social activities with friends 	<ul style="list-style-type: none"> Value insight and control over their finances Still strongly emphasize autonomy Are becoming more future-oriented, particularly regarding saving 	<ul style="list-style-type: none"> Think more strategically about money and long-term goals Value financial insight and planning Attach increasing importance to ethical and societal impact
Lower ranked values	<ul style="list-style-type: none"> Improving the world Positive influence Saving for later 	<ul style="list-style-type: none"> Help & safety Improving the world Positive influence 	<ul style="list-style-type: none"> Spending money now Easy payment
Interpretation	<p>Participants aged 11–13 primarily associate money with immediate personal freedom and enjoyment. Financial decisions are focused on short-term use, convenience, and social activities with friends. Abstract values such as saving for the future, sustainability, or societal impact play a limited role at this stage.</p>	<p>Participants aged 13–15 show an increasing focus on autonomy combined with insight and control over their finances. While awareness of saving and future-oriented thinking grows compared to younger participants, external support and safety mechanisms are actively deprioritised. Societal and ethical considerations remain of relatively low importance.</p>	<p>At age 17, participants demonstrate a more reflective and strategic understanding of money. Financial values are strongly oriented toward planning, saving, and maintaining overview, while ethical and societal impact becomes more prominent. Money is no longer seen only as a means for immediate use, but as a resource that can be managed responsibly.</p>

AI identified the following patterns when comparing the different age groups:

- From short-term to long-term orientation: spending money now decreases in importance as age increases.
- Growing importance of societal and ethical values: the older the children, the higher these value cards were placed
- Self-decision making is important across all age groups. However, younger participants associate autonomy with freedom, and older participants associate autonomy with responsibility and control.
- Changing role of parental support: Help and safety become more important with age, and older participants increasingly value parental involvement when it supports understanding rather than limits autonomy.

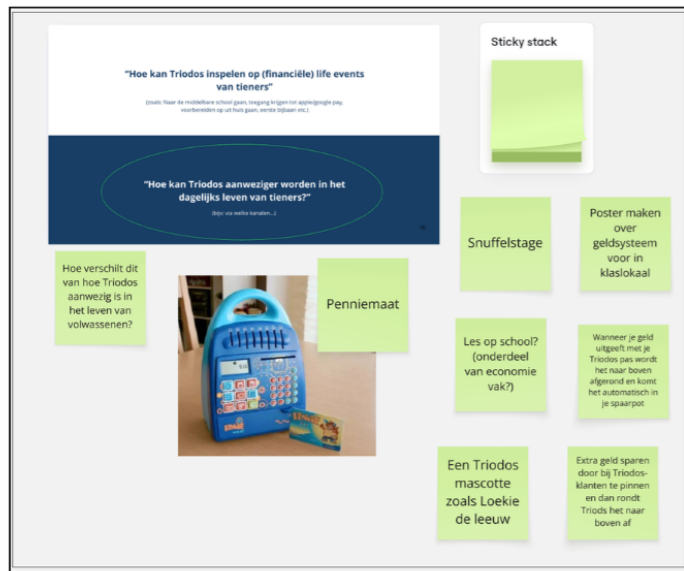
L - Results of co-creation

L1 - TU Delft students



M - Clusters of ideas

L2 - Triodos Bank co-workers



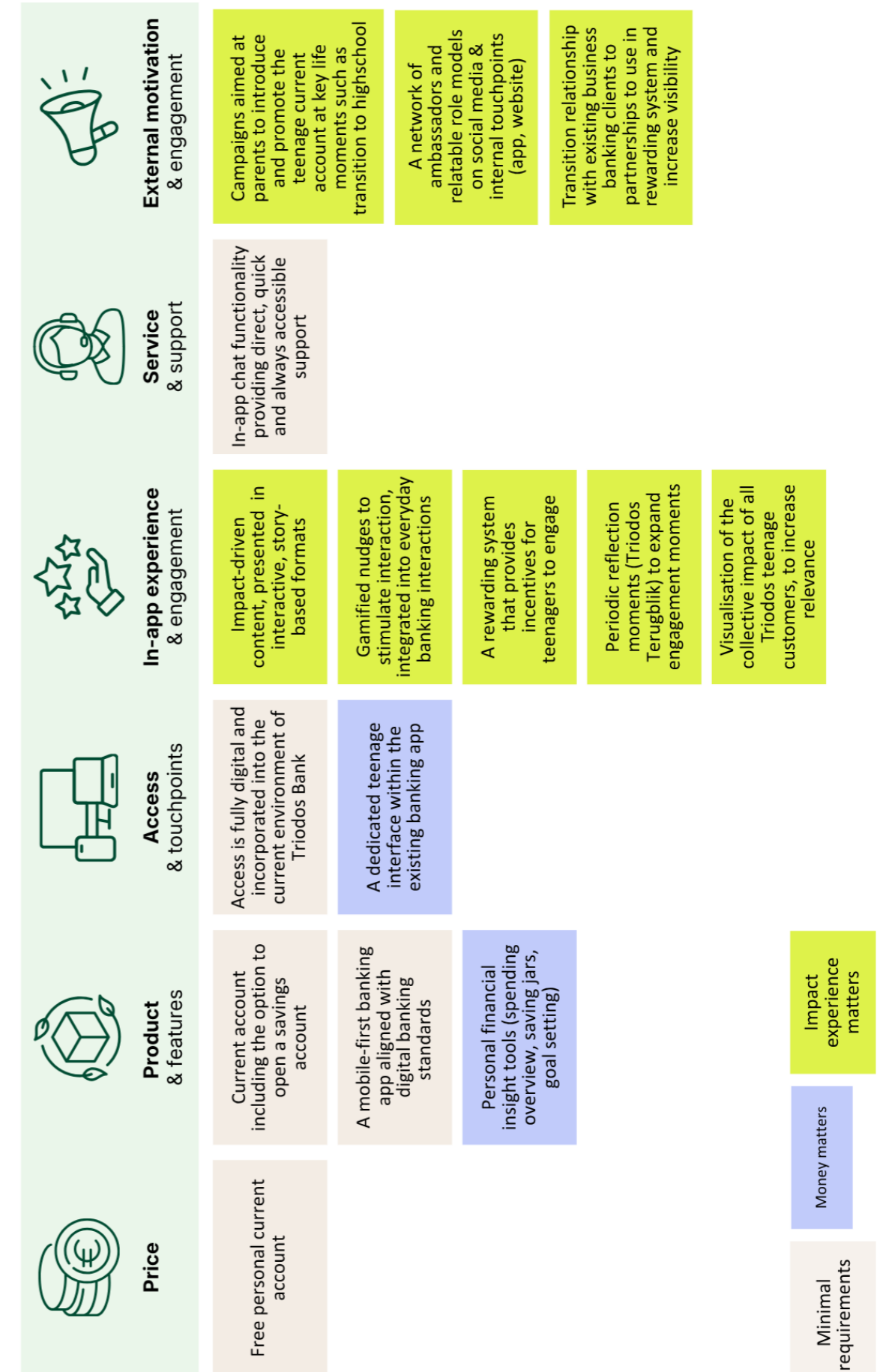
1. Leren/lezen Progressie jule (lage Progressies)	2. Gamificeren en interactieve Elementen	3. Educatieve Content	4. Tysche Diversa en Innovatie	5. Beloningen en Incentives	6. App Features en Digitale Tools	7. Familie Momenten en Klanten	8. Visueel maken	9. Marketing en Onderwijs	10. Voorbereiden op de toekomst	11. Duurzaam ogvreden
In betaalkrekening	Speels	Workshop lekker vega koken op a budget	Triodos vintage store?	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Mindfulness te prova	Gamificeren	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Kleedgeld	Gamificeren	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Speels over en in kleedgeld maken	Inneroef	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Start middelbare school	Gezamenlijke uitdagingen	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Rijbewijs	Tegen elkaar kunnen strijden	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Te bijkomen → salaris	Candy crash route doorlopen	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Verkenning van Triodos Bank karakteristiek van de bank	Te betaalkrekening ontwerpen	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Te vakantie met vrienden	Hyper personaliseren	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Voorbereiden op uit huis gaan: huur, betalen, verzekeringen	Stimuleer nudges in de app of andere kanalen	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Mijn budget naar de toekomst kijken en plan maken	Raad van de toekomst (ASN?)	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Opvoeding momenten maken lekker	Triodos rijkschool	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
App Triodos op smartphone	Triodos rijkschool	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?
Classificeren van uitgaven naar categorie	Triodos rijkschool	Triodos rijkschool	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?	Triodos city trips?

N - Approach prototype testing target group

Naam participant:
 Leeftijd:
 Datum:

- Intro
 Ik ben een app aan het ontwerpen voor Triodos. Het idee is om ervoor te zorgen dat tieners die een rekening bij Triodos hebben beter begrijpen wat de bank doet en meer betrokken raken bij duurzaamheid. Ik ben niet jou aan het testen, maar het ontwerp. Alles wat je zegt helpt mij.
 - Weet jij wat voor soort bank Triodos is? (of: wat denk je dat Triodos anders maakt dan andere banken?)
- Huidig gedrag (aannames testen)
 - Waar gebruik je meestal je bank app voor en hoe vaak doe je dit?
 - Kijk je wel eens op de impact pagina in de bank app? Waarom wel of waarom niet?
- Stories vs videos
 - Welke van de 2 zou je liever willen kijken? Waarom?
 - Wanneer zou je zoiets bekijken?
- Inzicht/ wrapped
 - Wat vind je van dit overzicht?
 - Zou je een overzicht zoals dit willen (de wrapped)
 - Hoe vaak zou je dit willen?
- Impactpunten systeem
 - Ik heb een systeem bedacht dat het leuker voor tieners moet maken om naar de app te gaan. Concept laten zien
 - Wat vind je ervan?
 - Zou dit een reden zijn om de app vaker te gebruiken?
 - Zou je het leuk vinden om de punten voor dit soort dingen te gebruiken?
- Quiz concept
 - Zou je een quizje doen als je er een melding over zou krijgen?
 - Wanneer zou je dat doen?
- Digitale bank pas ontwerpen
 - Zou je het leuk vinden om je eigen bankpas te kunnen ontwerpen?
- Eindvraag: open input
 - Denk je dat je met deze app beter zou begrijpen wat Triodos als bank doet?

O - Key elements of the value proposition for teenagers



Q - Implementation plan

