

Appendix

A | Practical

1. Project Brief

B | Ethnography

2. Overview of ethnographic activities in Venserpolder
3. Overview of ethnographic activities in LIFE project
4. Template for personal field notes
5. Example of personal written field notes
6. Template for collaborative field notes
7. Example of filled in collaborative ethnographic document
8. Analysis of the challenges at community centres
9. Analysis of the EMP design process in LIFE

C | Context

10. Introduction to community centres in Venserpolder

D | Results

11. Overview of the challenges

E | Design

12. Materials workshop
13. Instructions workshop

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ADOBE READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according to the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1!

family name van Malssen
 initials _____ given name _____
 student number _____
 street & no. _____
 zipcode & city _____
 country _____
 phone _____
 email _____

Your master programme (only select the options that apply to you):

IDE master(s): IPD DFI SPD

2nd non-IDE master: _____

individual programme: - - (give date of approval)

honours programme: Honours Programme Master

specialisation / annotation: Medisign

Tech. in Sustainable Design

Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right!

** chair Prof. dr. Bregje van Eekelen dept. / section: HCD / DA
 ** mentor dr. Abhigyan Singh dept. / section: HCD / DCC
 2nd mentor Hans Roeland Poolman
 organisation: AMS Institute
 city: Amsterdam country: The Netherlands

comments (optional)

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.

- 1 Second mentor only applies in case the assignment is hosted by an external organisation.

- 1 Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Prof. dr. Bregje van Eekelen date _____ signature _____

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 33 EC

Of which, taking the conditional requirements into account, can be part of the exam programme 30 EC

List of electives obtained before the third semester without approval of the BoE

YES all 1st year master courses passed

NO missing 1st year master courses are:

name _____ date _____ signature _____

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks?
- Does the composition of the supervisory team comply with the regulations and fit the assignment?

Content: APPROVED NOT APPROVED

Procedure: APPROVED NOT APPROVED

_____ comments

name _____ date _____ signature _____

Initials & Name _____ Student number _____

Title of Project Enabling an inclusive design process of an energy management platform

Enabling an inclusive design process of an energy management platform project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 14 - 12 - 2021 25 - 05 - 2022 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

The city of Amsterdam is currently in the energy transition. This transition is complex, due to the many different stakeholders, technical and social problems that arise during this transition. The LIFE project, short for Local Inclusive Future Energy, is working on ways to make this transition easier and faster, by looking at how local produced energy can be stored and used locally (peer-to-peer energy) and how it can be arranged by using an energy management platform. This local energy supply is not timed perfectly, causing several problems, such as electrical grid congestion and poor power quality. This is due to a larger energy supply than the demand. This has a negative effect on the local communities: the electricity prices rise, public space decreases due to extensive works etc. Eventually, this can lead to energy poverty*.

The focus of LIFE is on Amsterdam Southeast, mainly the ArenApoort, Venserpolder and Urban Interactive District. This is a mixed district with (large) entertainment centres, offices, small businesses and housing. The LIFE project aims to make the energy transition inclusive. But what does that mean? The LIFE project starts off with saying that an energy management platform is inclusive when all stakeholders have access to the benefits of it. But this is only one definition, other perspectives on the energy transition can lead to other definition. Besides, the way you reach inclusiveness, can also be different per group. A part of this research will therefore be to find out what inclusion means in this particular context for a specific group. In the literature various definitions can be found, for example the five dimensions of inclusion that Danni describes (Danni et al., 2021): social, economic, spatial, environmental and political inclusion. From these five, 'social inclusion' might be relevant to the LIFE project. Social inclusion protects and secures equal rights and participation for all citizens, among which the vulnerable groups in the society. It makes sure that people have a home to live in and they are not evicted, when, for example, they cannot pay their (energy) bills anymore. Lastly, it ensures an equal increase of opportunity development, considering the needs and preferences of the social members (Danni et al., 2021).

Inclusion (in this sense: enjoying the benefits of the energy transition) is most important for vulnerable groups in this area: people that have a higher risk of needing humanitarian assistance or to be excluded from financial or social services. In the Venserpolder these are people with for example a migration background, who experience language barriers, low educated people, unemployed people and people that live in poverty. The vulnerable groups of people mainly live in the high rise social housing buildings. Sustainability is not their highest priority, making them more vulnerable to exclusion. The Venserpolder is a so called 'ontwikkelbuurt' and has priority to be improved. There are quite some social-economic problems in the Venserpolder. For example 11% of the households have social security payments, almost twice the average in Amsterdam. (Principenota Venserpolder, 2020)

However, it is important that the energy transition does not contribute to the increase of inequality and energy poverty*. Therefore it is important to keep an eye on the vulnerable groups that are affected by this energy transition and make sure they also enjoy the benefits of the energy transition, just as much as -or maybe even more than- other stakeholders. A side effect of an inclusive energy transition is that it will accelerate the process.

*Energy poverty is when people have limited access to affordable heating, cooling and lighting or any energy service that is fundamental to a decent quality of life.
(www.health.tno.nl/nl/over-tno/nieuws/2020/11/energiearmoede-en-de-energietransitie/)

space available for images / figures on next page

introduction (continued): space for images

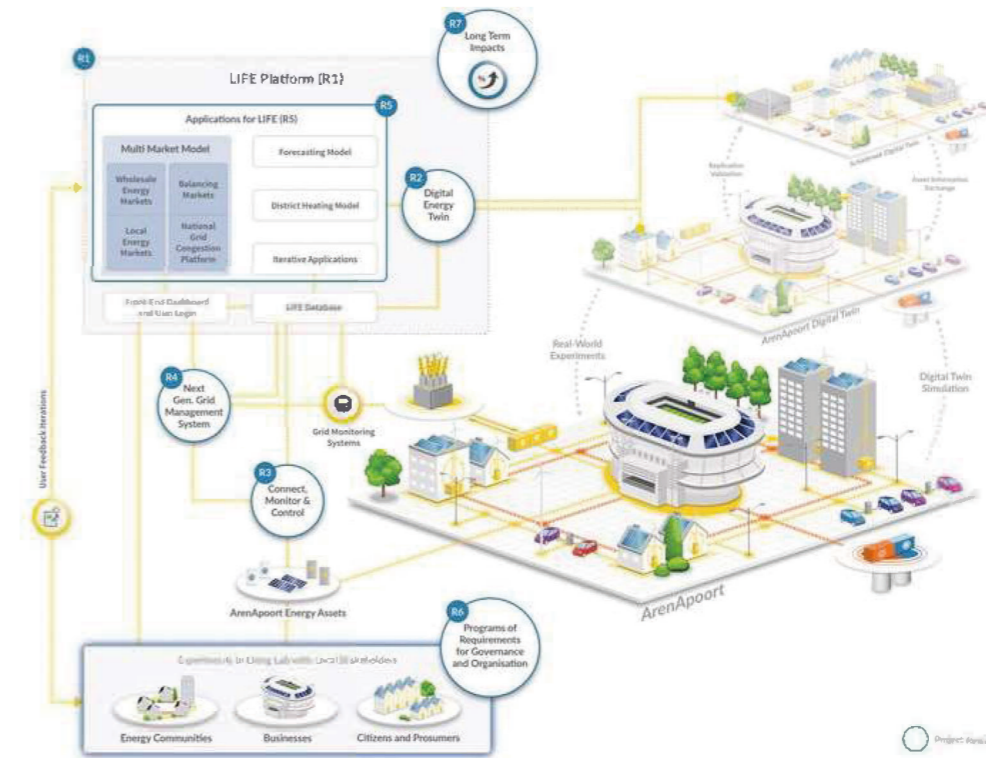


image / figure 1: An overview of the LIFE platform

TO PLACE YOUR IMAGE IN THIS AREA:

- **SAVE THIS DOCUMENT TO YOUR COMPUTER AND OPEN IT IN ADOBE READER**
- **CLICK AREA TO PLACE IMAGE / FIGURE**

PLEASE NOTE:

- **IMAGE WILL SCALE TO FIT AUTOMATICALLY**
- **NATIVE IMAGE RATIO IS 16:10**
- **IF YOU EXPERIENCE PROBLEMS IN UPLOADING, COVERT IMAGE TO PDF AND TRY AGAIN**

image / figure 2: _____

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

There are different reasons why I was drawn to doing this project. First of all I like being in the context of the problem and learning everything about it and being with the people I will eventually design for. The research and design methods that can be used in this project, such as contextmapping, interviewing and setting up and doing co-design sessions, match well with my own interests. During my master Design for Interaction, I followed some electives in which I learnt these methods. I would really like to practice these skills in my graduation project.

Ethnography is a new research method to me, which I would like to learn and practice too. I believe that this, in combination with other context research methods, can be very useful for me in future work as well. I want to really understand people, and find out what the underlying motivations and thoughts are.

Following up on this, I enjoy figuring out larger and more complex problems and finding the connections between events, and the origins of problems. During the course research methodology, I approached researching a problem through the systemic view, which means you not only look at the context, but create a more holistic view. My graduation project is not long enough to create a total overview, but this approach might help understanding the context well.

There is a strong drive in me to change the world into a more fair place, where everyone is welcome, treated equally and have similar chances in life. Of course that is an ideal and in the close future, an impossible world, but all small bits help. In the past I did various volunteer work, so I am excited to be addressing societal issues such as inclusion in the energy transition in my graduation project too.

Besides this, I am also interested in sustainability and how we can change our behaviour towards a more sustainable one. Transitioning to the use of sustainable energy sources is one way to do this. However I am still learning about the challenges that come with this transition, I am very curious to learn about it during this project.

This project also holds a couple of personal challenges for me. First one is that I am new to working in a large project such as LIFE and only being responsible for a small part of it. Not having the control over the larger whole and not knowing what the future holds, will teach me a lot. Differentiating important and relevant information from information that might be interesting, but not relevant to the project and keeping the project manageable will also be a personal challenge.

Personal ambitions:

- Gain experience working at a company
- Become more secure of my own competences
- Learning ethnography
- Research through design

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

Ethnography 2 - Overview of ethnographic activities in Venserpolder

#	Date & Time	Activity	Site	Team members participating
1	17-11-2021 13:30-16:30	Field visit to Venserpolder	Venserpolder	Gijs
2	23-11-2021 14:00-17:00	Field visit to Venserpolder and ArenApoort	Venserpolder and ArenApoort	Abhigyan, Diede, Gijs, Jinnan
3	15-12-2021 12:00-15:00	Visit Community Centers Venserpolder	Venserpolder	Diede, Gijs, Jinnan
4	24-01-2022 14:45-16:00	Conversation at Stichting SES about volunteer work	Stichting SES	Diede, Gijs
5	28-02-2022 13:00-16:00	Open volunteering day at Bloei&Groei	Bloei&Groei	Alisa, Diede, Gijs
6	02-02-2022 16:00-18:00	Volunteering at Stichting SES	Stichting SES	Diede, Gijs
7	5-3-2022 13:00-16:00	Helping at Bloei&Groei	Bloei&Groei	Alisa
8	15-3-2022 14:30-17:00	Brainstorm Energy	Groene Hub	Alisa, Diede, Gijs
9	16-03-2022	Visit Bloei&Groei	Bloei&Groei	Diede
10	17-03-2022 10:30-11:00	Field Visit	Spinnewiel	Diede, Gijs
11	22-03-2022 11:00-12:30	Campaign Meeting	Groene Hub	Alisa
12	23-03-2022 13:30-16:00	Flyering	Reigersbos Market	Alisa
13	05-04-2022	Minitraining flyering	Groene hub	Alisa, Diede, Gijs
14	13-04-2022	Flyering Groene Hub	Groene Hub	Diede, Gijs
15	26-04-2022	Flyering Groene Hub	Groene Hub; Maldenhof	Alisa, Gijs
16	17-05-2022	Flyering Groene Hub	Reigersbos Market & Maldenhof	Alisa, Diede
17	17-05-2022	Information Night IR panels	Groene Hub	Diede, Gijs
18	21-06-2022	Mini conference and festive opening of the bio digester	Groene Hub	Alisa, Diede, Gijs
19	5-07-2022 11:00-12:30	A bike ride through Venserpolder organised by LIFE	Venserpolder and ArenApoort	Diede, Gijs, Jinnan

#	Date & Time	Activity	Site	Team members participating
1	22-12-2021 <i>11:00-12:00</i>	Conversation with Wouter from Co-Force	Teams, online	Diede, Gijs, Jinnan
2	11-01-2022 <i>14:00-15:00</i>	Conversation with Baudouin from Stichting !WOON	Teams, online	Diede, Gijs, Jinnan
3	08-03-2022 <i>09:30-12:30</i>	LIFE consortium meeting Use cases	Johan Cruijff ArenA	Abhigyan, Diede, Gijs, Jinnan
4	22-03-2022	LIFE PM meeting	Teams	Gijs
5		Preparation meeting use cases	Teams	Diede, Jinnan
6		Discussion meeting use cases group 4	Teams/AMS institute	Diede
7		Attending project meetings and LIFE talks at Huis van de Toekomst	Teams, Huis van de Toekomst	Diede

###-###-22 [what]

What:

Who: ...

When: ...

Where: ...

Field notes:

...

Attention: (to things happened... thoughts...)

Concerns:

Obstacles for participation (in any kind of way):

Opportunities for participation:

...

Thoughts:

...

Ideas:

...

Self reflection:

...

16-03-22 Bloei en Groei (vaste vrijwilliger)

What: Gardening in the Bloei&Groei tuin

Who: Diederik, around 10 women

When: 16 March 2022, 12:00-14:00

Where: Bloei&Groei Venserpolder

Field notes:

Toen ik binnenkwam rond 12:00 was er een aantal vrouwen aan het tuinieren. Stuk of 8 in totaal denk ik. Twee vrouwen (de oudere donkere vrouwen) zaten op het bankje. Ik keek wat zoekend om me heen en hoorde toen een enthousiaste "Hooiii!" Van [redacted]. Ze kwam even naar me toe, verwelkomde me en vroeg naar hoe het was en we praatten een beetje. Vervolgens gaf ze mij en twee andere vrouwen, [redacted] en [redacted] een taakje om bloembolletjes te planten die ze net uit de kas had gehaald. Ze gaf duidelijke uitleg en daarna moest ze zelf even wat doen; vragen bij Multibron of ze de beamer mochten lenen.

Ik zat daar dus met twee vrouwen en het bijna tweejarige kindje van [redacted]. Ze spraken eerst in het Spaans tegen elkaar, af en toe zei ik wat tussendoor. [redacted] merkte op dat ze alleen maar Spaans aan het spreken waren en zei sorry. Daarna spraken ze wel Nederlands.

Ze vroegen hoe vaak ik zou komen en wat ik deed. Dus ik vertelde dat ik in Delft studeer, wat ik doe en dat ik nu stage loop in Amsterdam. (Ik wist even niet zo goed wat ik moest zeggen op de vraag waarom ik hier was... voelde niet helemaal eerlijk. Wist niet zo goed wat ik moest zeggen ook..).

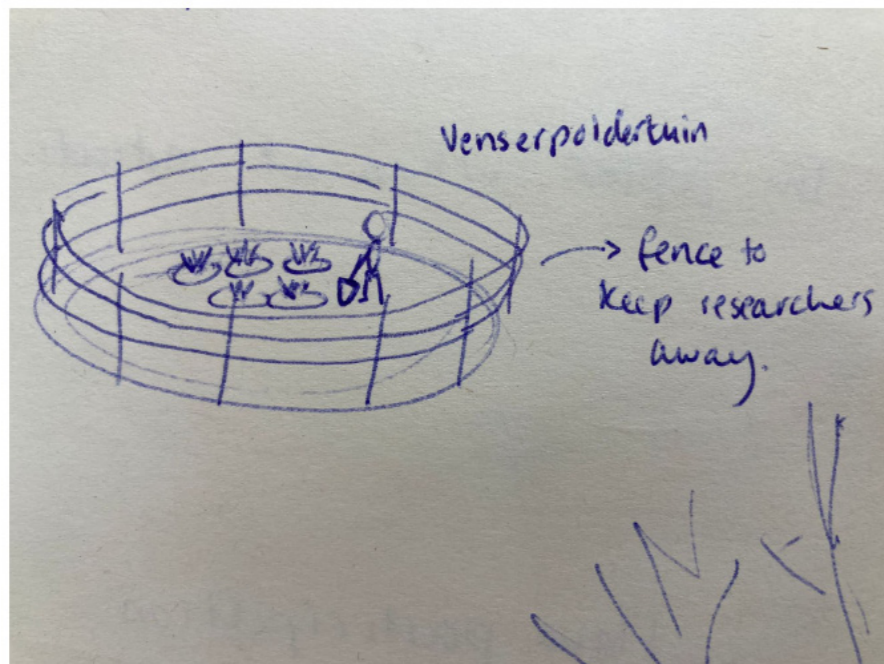
Op een gegeven moment zei ik dat mijn oma vroeger ook een moestuin had, waar ze o.a. Rabarber in groeide. Dat ik het daarvan kende. En dat mijn ouders het later ook hadden. [redacted] vroeg verder en het gesprek werd al snel persoonlijk van beide kanten. Zij vertrouwden hier hun verhaal aan mij toe, een gevoelig verhaal, terwijl we op onze hurken samen bloembolletjes aan het planten waren.

Daarna kreeg ik een nieuw taakje: een bedje in de productie tuin klaarmaken. [redacted] legde me uit wat ik moest doen en een andere vrouw vertelde (er half dwars doorheen) ongeveer hetzelfde. Ze wilde denk ik laten zien wat ze had geleerd. [redacted] had al het eerste gedeelte gedaan en zou het nog afmaken, maar dat heb ik nu gedaan. [redacted] had het aan mij uitgelegd en ging vervolgens met een paar vrouwen kijken hoe ze pepertjes konden voorkweken? [redacted] kwam op een gegeven moment naar me toe om hoi te zeggen, zich voor te stellen en te bedanken dat ik het nu voor haar had gedaan [denk dat ze ook even wilde komen zeggen dat zij al een deel had gedaan, soort ownership over wat er gebeurde?]

Daarna was het tijd voor koffie, thee en het instructiemoment. We zaten aan de grote picnic tafel. [redacted] was jarig geweest dus ze had een taartje mee (ronde cake met chocolade op de bovenkant, met m&m s erop) en sommigen hadden een soort hartig zelfgemaakt snackje gekregen met spinazie en turkse(?) kaas. [redacted] wilde wat gaan vertellen over grond en aarde. Toen een vrouw nog even naar de wc was en tegelijkertijd ook iets anders gaande was. [redacted] (die ik ken van SES) kwam ineens binnen om te vragen of ze ene klaptafel kon lenen. Bij [redacted] zag ik geen enkele blik van herkenning 😊 dat was een beetje gek/ongemakkelijk. Ik keek wel

Obstacles for participation (in any kind of way):

- That the garden is a safe space. So there is a sort of fence around it. The garden organisers are very careful with who they let in



3. Data collection activities details

For every activity conducted, please fill in the following template. The template can be adapted accordingly depending on the setup of the activity.

Date:

Time:

Site:

Method used:

Tools used:

Team-members:

Participants:

Key insights and takeaways:

1. Insight 1
2. Insight 2

General description of activities:

- Comment 1
- Comment 2

Description and observations about the participants:

- Participant 1
- Participant 2

Reflection on methods and tools used:

- Tool 1
- Tool 2

Follow-up questions and next steps:

- Idea 1
- Idea 2

Analytical reflection:

- Idea 1
- Idea 2

4.8 Brainstorm Energy at Groene Hub

Date: 15-03-2022
Time: 14:30 – 16:30 (17:00)
Site: Groene Hub

Method used: Open Brainstorm
Tools used: PC & digiboard for hybrid meeting

Team-members: Gijs, Diede en Alisa

Participants:

4 inhabitants [redacted]
6 employees of de Groene Hub [redacted]
4 researchers [redacted]

Key insights and takeaways:

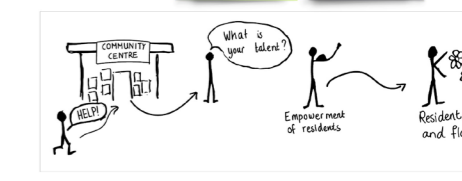
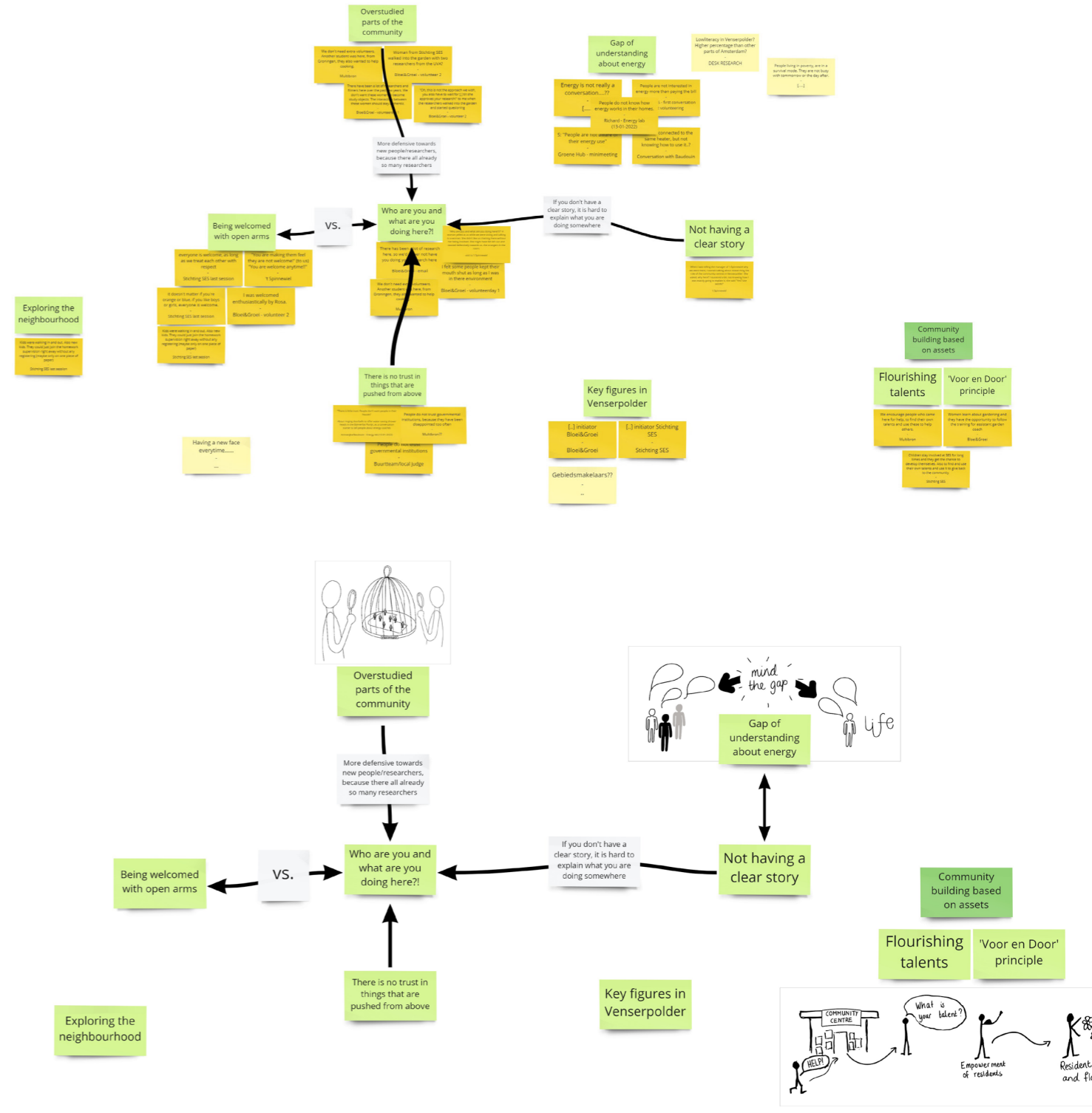
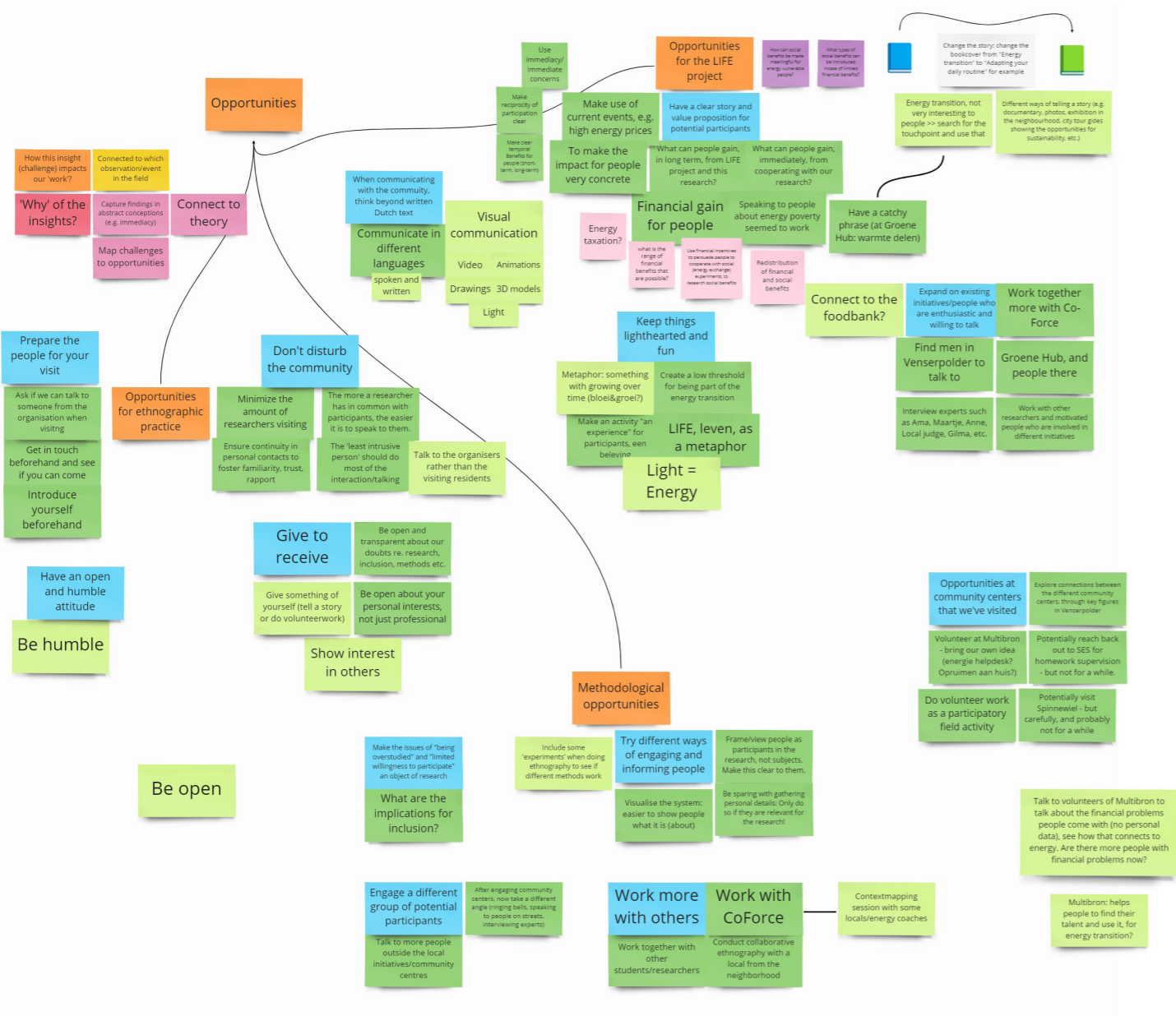
- Relative high number of researchers, almost the quadruple helix from the living lab was present (public, private parties, researchers and inhabitants (end-users))
- Most people present had a personal connection with [redacted] so personal relations seem important to the showing up at events like this.
- Being part of transition was mentioned by a really low threshold: for example, get a panel for doing volunteering work, or use locally produced energy get a relatively low discount, by this way people can say: I am part of the energy transition with low up-front investment costs
- Groene Hub is a place where everyone can come together to work together (students, professionals, locals, etc.)
- Personal connections are important when recruiting participants for such a brainstorming session.
- Different ways of brainstorming have pros and cons. Writing things down and reacting to each other's ideas and asking everyone for some input, seem to be pros.
- Groene Hub is located in an old school building. Antikraak, so government can throw them out any time. Government helps, but still in power.
- Groene Hub is a cooperative with solar panels.
- Discussion started on technicalities of infrared panels, saving money, efficiency etc. Later the discussion shifted from technical aspects to social ideas. What should the campaign look like, it should be about solidarity, een "belevenis" etc.
- Keep it lighthearted: don't talk about "must do this", "have to do that", etc.
- Most people willing to contribute something, but not sure how. Nobody wants to overload themselves for this campaign. Might also have been because of the setup: There was no "next action" or next meeting decided, maybe also because maartje was online!

General description of activities:

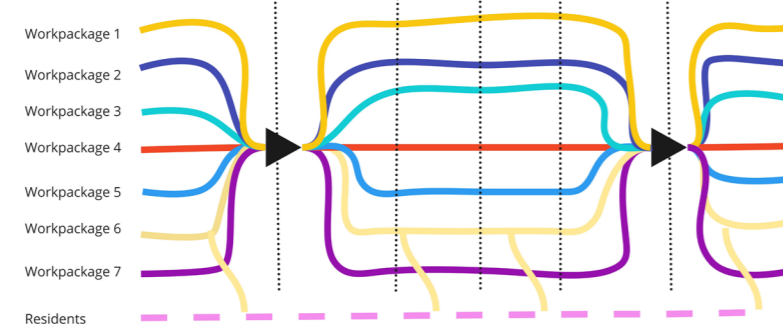
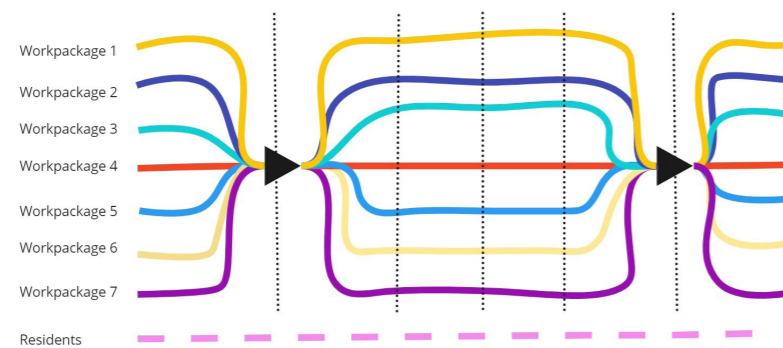
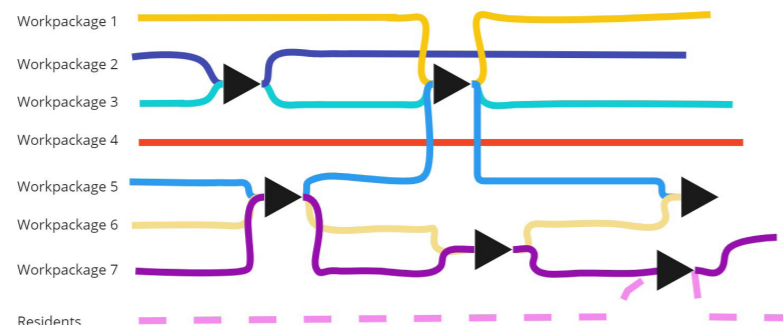
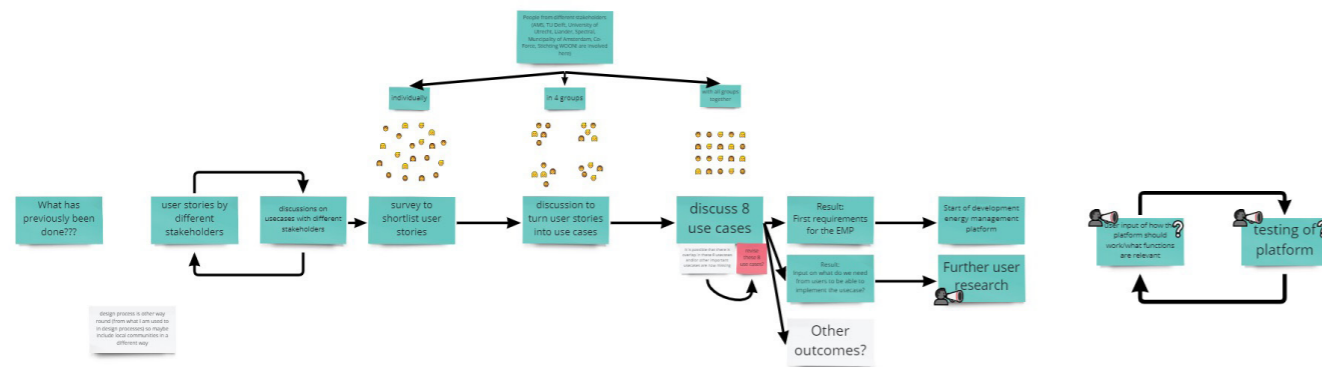
- We went because we saw a folder about reducing gas consumption (see files). It already mentioned several ideas about how this could be done with donation, sharing, etc.

- Brainstorm on a campaign by de Groene Hub on how we can benefit from reducing our gas use. This was initiated to co-create the campaign with inhabitants instead of a more top-down approach, also intended to make the campaign more fruitful by letting people join early on. (Inside -> out)
- Discussed benefits were our own wallet but also to take responsibility for the War in Ukraine, it was a relevant topic considering time
- Started with video from peoples' experiences with infrared panels. Feedback: would be interesting to have some numbers/figures to compare different measures
- About the process: not everyone was speaking at the same time, taking turns. Some ideas were left in the air and lost potentially. When [redacted] grabbed the flipover things were written down and thus went better. Everyone got a turn to say something, instead that people talk through each other which is more chaotic. Also, [redacted] said that we should not burn each other's ideas down. Turn-taking: pros and cons.
- [redacted] was campaign leader, but joining online, so was harder for her to participate in the discussion.
- [redacted] was a good facilitator, giving everyone a chance to talk and share the ideas that they have.
- Interesting about the infrared panels and other measures: heating locally, and sharing warmth!
- Consensus that Ukraine situation should be deemphasized, as it might lose momentum. Focus more on solidarity, doing it together.
- Technical details: may be a bit exclusive, for those not "in the know". Either ignore the costs and details, or have them clear and prepared beforehand.
- At some point, consensus (initiated by [redacted]): Don't tunnelvision on the panels.
- Turning point: [redacted] intervention, good idea from [redacted] about sharing warmth. Looking with caribbean glasses -> diversity.
- [redacted] asked [redacted] and [redacted] to repeat what they said on camera.
- Discussion about behavioural change
- Donating panels or part of panels. Volunteering work to earn your panel (in kind returns!). Volunteering by contributing to the campaign, becoming an ambassador, volunteer...
- Before the brainstorm started, [redacted] explicitly mentioned that all ideas are welcome and that at that point there are no bad or good ideas. For me that is obvious, but apparently this wasn't the case for all participants, as in the discussion before, ideas were already discussed intensively and judged.
- What I also noticed about the brainstorm was that in the beginning we were all just saying things, but nothing was being written down en public. It was as if the ideas were floating in the air and they could easily float out of the window. That was until [redacted] started writing the ideas down on a flipover.
- [redacted] led this brainstorm and gave everyone a turn one by one. On the one hand, it was nice that everyone had a chance to say something and also was kind of forced to come up with an idea. On the other hand, it was more difficult to instantly react on the ideas of someone else and to build on each other's ideas. For example: [redacted] had a lot of ideas, one of which I wanted to follow up on, but then she came with a few more ideas and there were two people in between me and her... so when I finally could say something, it felt like 'mosterd na de maaltijd'.

Description and observations about the participants:



Ethnography 9 - Analysis of the EMP design process in LIFE



Context 10 - Introduction to community centres in Venserpolder



Buurtwerkkamer Multibron

www.buurtwerkkamer.nl

Buurtwerkkamer Multibron is a community centre in Venserpolder and is meant to encourage vulnerable and new residents to participate in the community. The centre offers help in different ways. Firstly they help people with for example financial problems until these problems are solved. Secondly they help people to find ways to use their talents to contribute to the community or help other people with their own skills. The motto of the Buurtwerkkamer is “Everyone can do something, that another cannot.” (De kern, 2019).

Multibron started in July 2013 and is part of a co-operation of buurtwerkkamers. There are two other centres located in Amsterdam South East, and five centres elsewhere (Multibron, 2021). Both volunteers as paid employees work at these centres. Often they live in the same neighbourhood.

Bloei&Groei

Bloeiengroei.org

Bloei&Groei is a local initiative that has five gardens in Amsterdam, where women can come to enjoy gardening and take time for themselves (Bloei&Groei, 2022a). The garden in Venserpolder started as a healing garden, especially for women who can use some extra time to work on themselves. After the women of this community formed a tight community, it became a community garden (Bloei&Groei, 2022a) to make it more accessible for other women too. All the gardens have food gardens where the women can grow biological, healthy vegetables and herbs, which are not accessible for them in the local super markets (Bloei&Groei, 2022b).

Each garden has one or more coaches that teach the women about gardening, but also help women on a personal level (Bloei&Groei, 2022b).

The Bloei&Groei community is thriving. They organise lots of workshops, the women can take part in the ‘tuin academy’, where they are trained to become an assistant garden coach, and so on. It is



a place where women can relax and grow.



Stichting SES
StichtingSES.com

Stichting South East Stars is founded by Gilma over 10 years ago, as she felt the need to create a safe space for children and youngsters in the neighbourhood. It is a community centre in the courtyard of one of the residential blocks in Venserpolder and is a lively place. It has become a second home to the children of the neighbourhood, where they can go to after school for activities varying from homework support to doing sports. Also their parents can meet each other there and find a sympathetic ear for their struggles. Thirdly, Stichting SES started a foodbank during the COVID



pandemic for people who need it.

Groene Hub
groenehub.org
The Groene Hub is not located in Venserpolder, but in Holendrecht in an old school building. It is a “Doe- en leergemeenschap voor sociale en duurzame koplopers” (Doing and learning community for social and sustainable frontrunners) and started in December 2019. Both volunteers and paid employees work towards a sustainable future by taking action and encouraging their friends, families and neighbours to participate as well. The projects differ from activating people to bring their organic waste to a bio-fermentor in

the neighbourhood to encouraging people to use infrared panels to warm their living room instead of using natural gas.

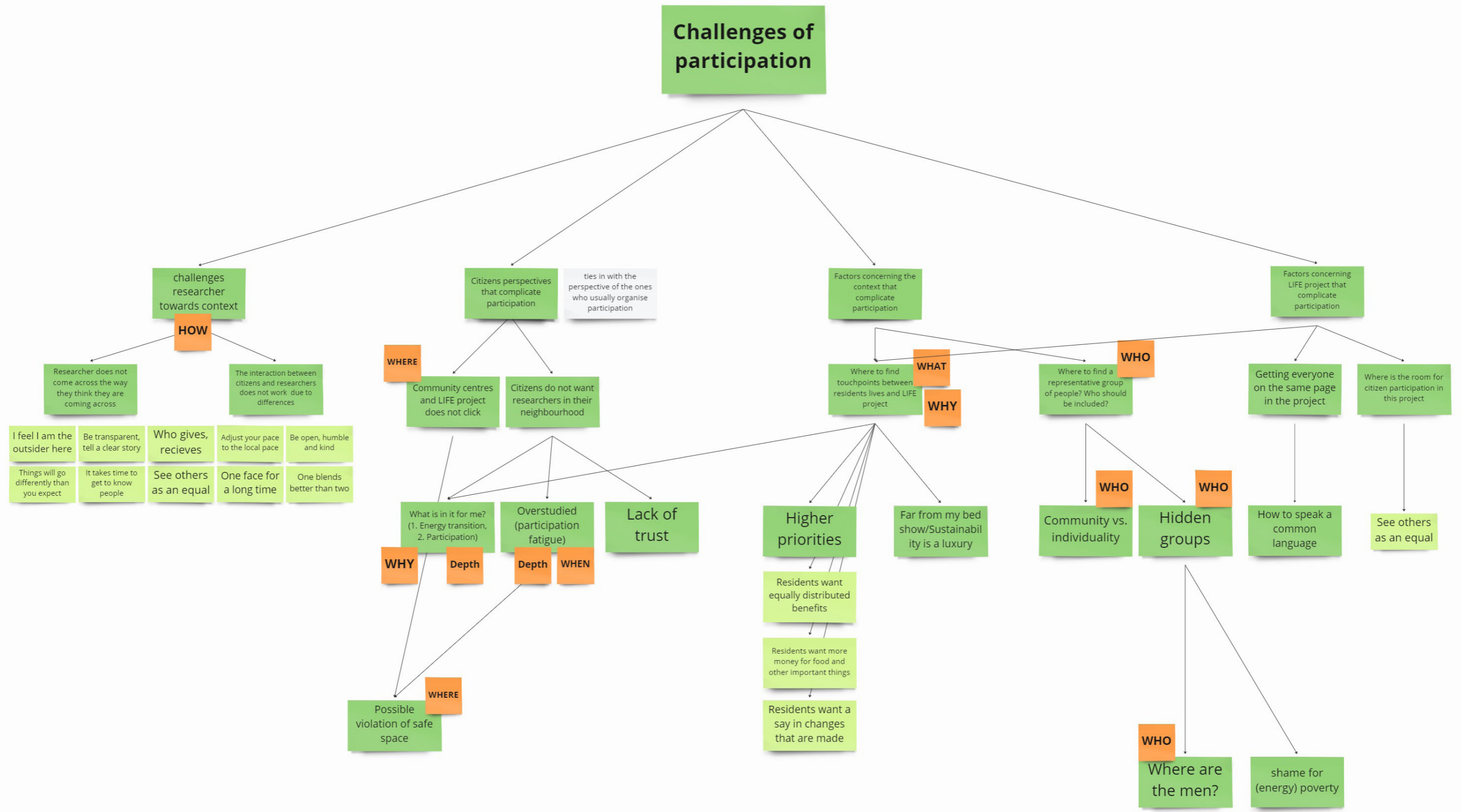
Groene Hub also finds the social side of becoming a more sustainable community very important. To enhance the inclusion of people who cannot afford expensive sustainable solutions, they make use of so-called donut deals: Through this way, people can earn their (e.g.) infrared panel through doing something they are good in that contributes to the community.

Buurtsalon 't Spinnewiel
buurtsalonzuidoost.nl

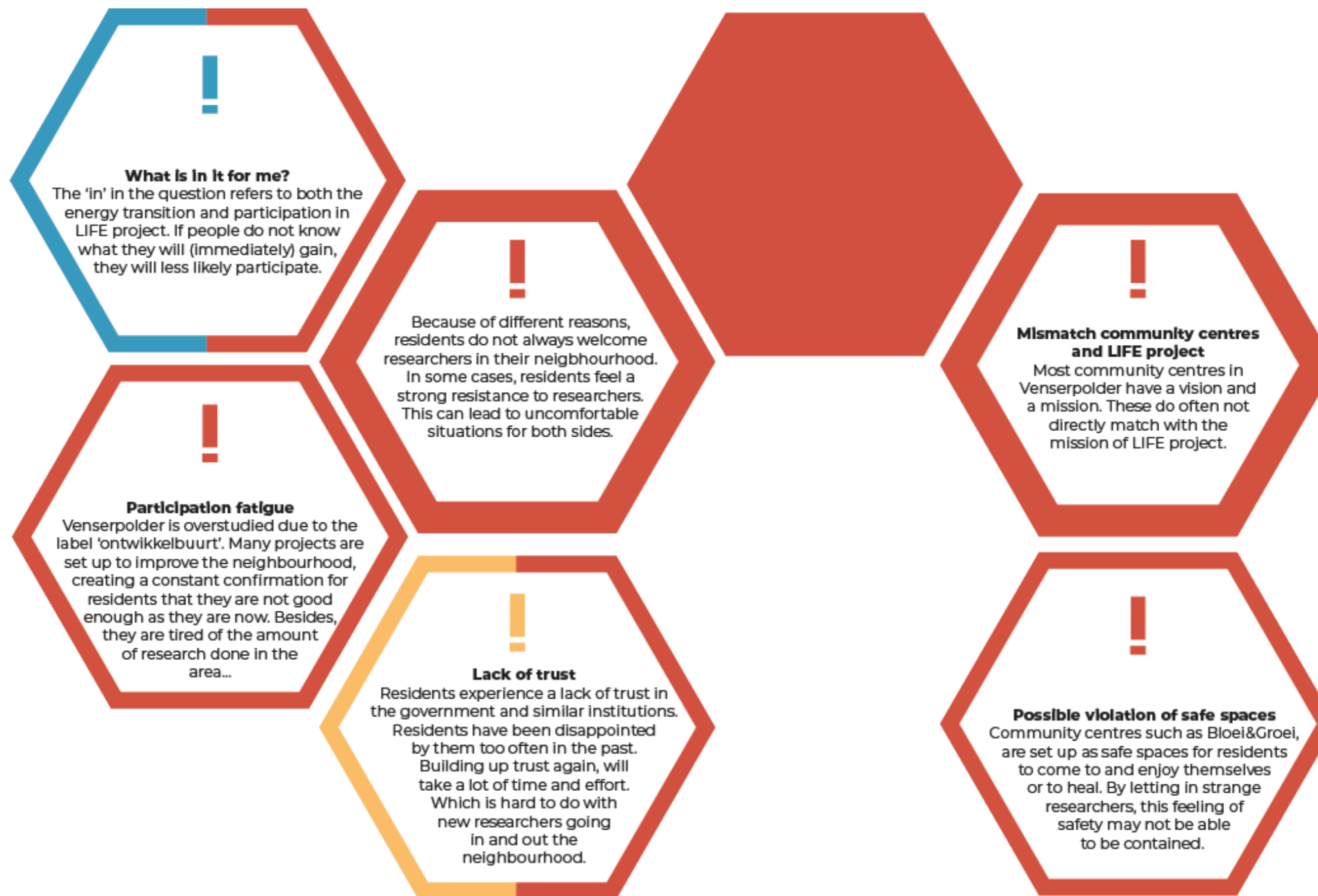
Buurtsalon 't Spinnewiel is a community centre in



the East of Venserpolder where everyone should feel welcome. Through the activities that are organised by and for the residents, under the guidance of the program coordinator and the manager (Buurtsalon Zuidoost, 2021), a place is formed where residents can meet each other. These activities are for example a coffee club, a creative club and cooking workshops (Buurtsalon Zuidoost, 2022). This way, loneliness can be fought. The volunteers manage the building themselves. The location can also be rented by local initiatives or other organisations.









How many people should conduct research in an area for the same project?



How do researchers think they come across?



How should the goal of your research be communicated?



How should researchers think of citizens in regard to the project?



What is needed to make it easier to interact with one another?



How do differences between researchers and residents influence their interactions?



How strong is the trust in the researcher?

How do researchers approach residents?

How do researchers approach residents?

! **One researcher blends better than two**

One new face can be experienced as less intrusive than two. Besides, it is always easier to start a conversation with one person than with two.

! People can have the best intentions when they step up to someone. However, the perception of another person can be completely different. Not being aware of this, can cause awkward situations for both sides.

! **Be transparent, tell a clear story**

In Venserpolder, people have little trust in governmental institutions. Therefore, researchers are not always as welcome here. Having a clear and honest story about the reason of the presence, helps residents to decide whether they will allow you in their world.

! **See others as an equal**

Both researchers and residents can learn much from each others experiences. Being aware of this and seeing each other as real people, enhances an equal exchange.

! Due to the differences there are in background, culture, language, education, etc., it can be difficult to interact with each other and effectively communicate. This can lead to citizens not being able to make clear what they need.

! Take the time to get to know people and build up trust. Having one regular researcher in the area is better than different faces every time. A researcher with an open, humble and kind approach, will minimize the chances to overwhelm residents. Lastly, by giving something of yourself (e.g. a story), people will more likely give something back.

! **Lack of trust**

Residents experience a lack of trust in the government and similar institutions. Residents have been disappointed by them too often in the past. Building up trust again, will take a lot of time and effort. Which is hard to do with new researchers going in and out the neighbourhood.



Which residents are best at hide and seek?



What keeps people from being found?

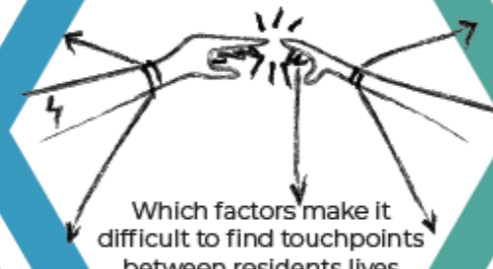


Do residents know their neighbours?

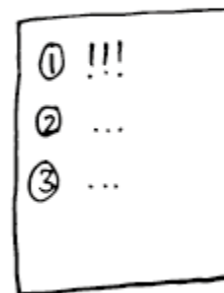
How do characteristics of the neighbourhood influence participation?



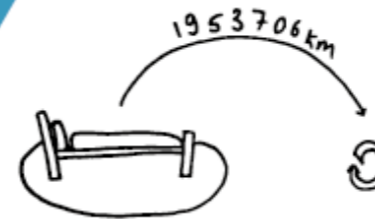
Why would residents (not) want to participate?



Which factors make it difficult to find touchpoints between residents lives and renewable energy projects?



What is most important for residents in their daily lives?



How do residents feel about sustainability?

!

Hidden groups
(Energy) poverty can cause people to become isolated from social life. They can be ashamed of their situation, and therefore not participate in community life or other things. Undocumented people and vulnerable groups are also likely to stay under the radar. So are the men, where are they?

!

Community vs. Individuality
The tight communities that have grown around the lively community centres and initiatives, form a big contrast with the individuality that is also present in Venserpolder. Whereas there is a lot going on in and around the community centres, people barely know their own neighbours in the housing blocks in the neighbourhood

!

Who should participate?
In Venserpolder, little amount of people walk on the streets. In community centres, there were mainly women (with children). It is a challenge to find a representative group of people willing to participate.



!

Finding a common ground as starting point, enables a good collaboration between residents and LIFE project. For example: using food as a metaphor for sharing energy.

Currently, several factors keep residents and LIFE project away from each other.

!

Higher priorities
Residents do not only feel a distance to sustainability, they often have more important urgent things on their minds too. The amount of low income households in Venserpolder is high, the priority is to make it through the month with the money they got.

!

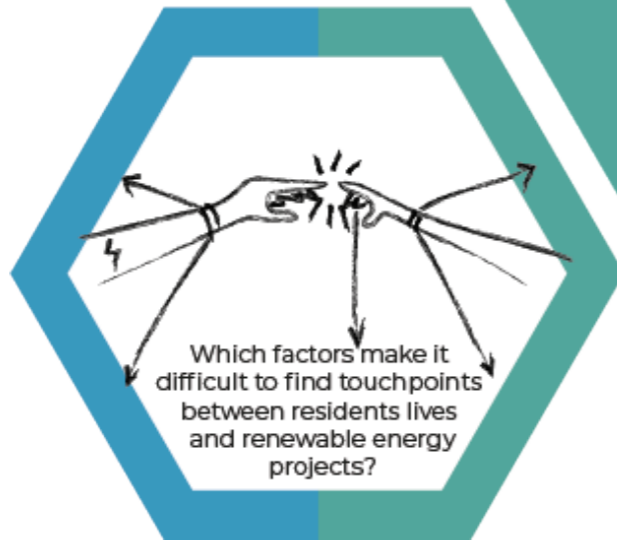
Far from my bed show!
Sustainability is seen as a luxury that is "not for us". Sustainable solutions are often expensive and therefore only accessible for rich people. This enhances the imago that sustainability is only for the lucky few. However, these residents often live much more sustainably than they might think.

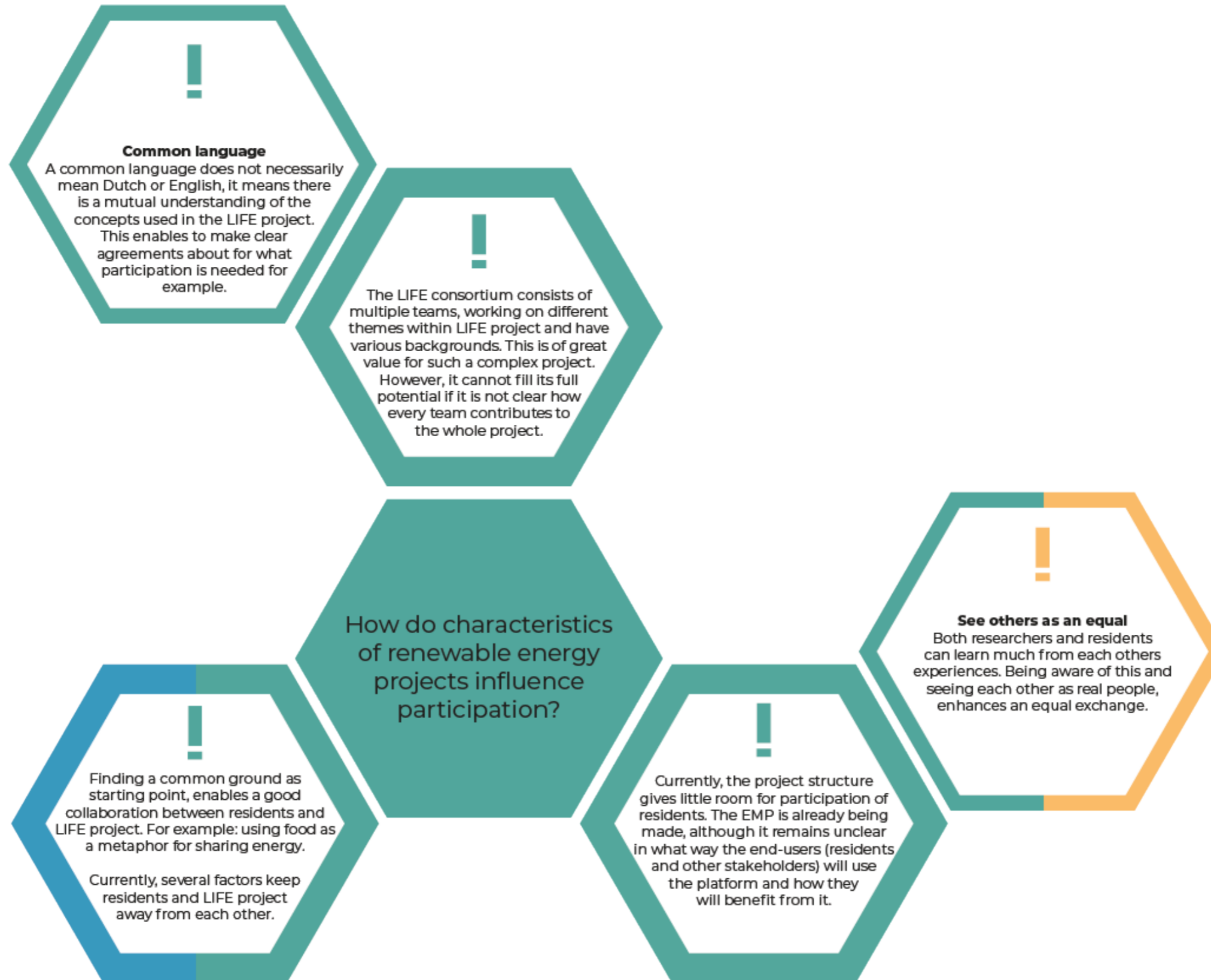
!

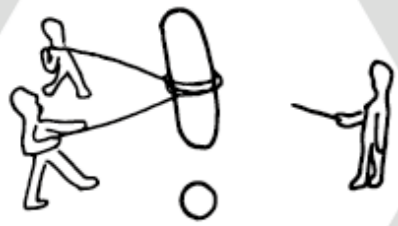
What is in it for me?
The 'in' in the question refers to both the energy transition and participation in LIFE project. If people do not know what they will (immediately) gain, they will less likely participate.



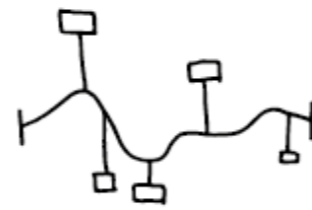
How do characteristics of renewable energy projects influence participation?







How much influence do citizens have in this project?



At which moments in the project timeline can citizens participate?



Depth

Consider how much influence citizens have in the project and shape the participation process to it. Citizens' effort should be in balance with their gains. It can be a disappointment if citizens do not recognize their input in the results.



Time

The timing of participation in your project depends on what the objective is and how much power influence citizens have in the project. It might be unclear what people can gain when bringing in citizens too early. Involving citizens too late, can lead to aversion towards made plans.

How can participation be organised?

How can participation be organised?



What is the reason for participation?



Where should participatory activities take place?



Object

It depends on the object of participation how the process is shaped. Consider both sides: What does the project want to gain from participation? What can citizens gain from participation, and therefore be a motivation to participate?



Space

Consider where participatory activities take place. Do citizens stay in familiar territory or are they invited to a new environment? Is it online or offline? It depends on the project and the objective of the participation.

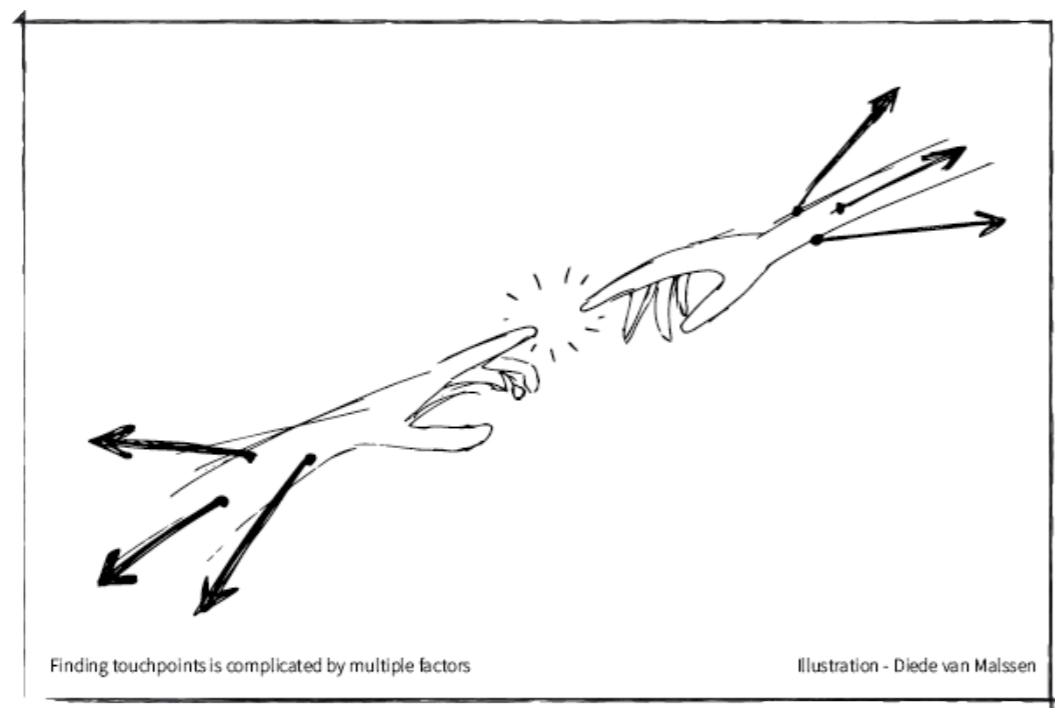
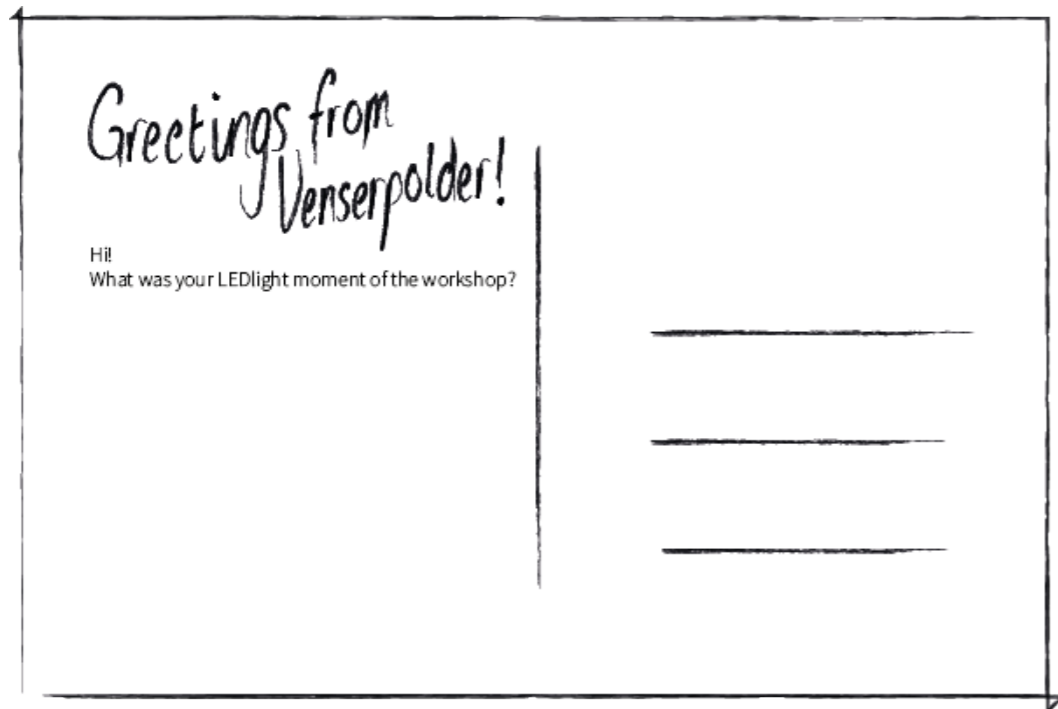


Whose voices are needed for the project?



Breadth

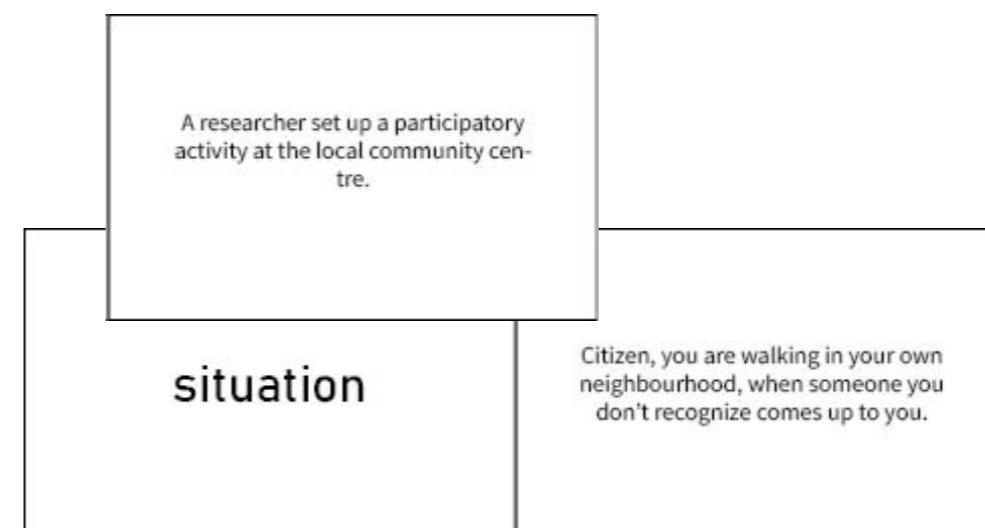
A good representation of the target group is important to create a product that fits its users. Carefully consider who should be invited, to prevent burdening other people who do not have anything to gain from that participation.



reflection	How might the researcher feel in this situation?	How is the interaction between both going?
What do you feel by looking at this situation?	How might the resident feel in this situation?	

citizen	You not speak much Dutch/English, but have decided to join the participatory activity that was organised in the neighbourhood anyway. Your goal is to express your thoughts to the researcher.	You are a single parent working multiple jobs to afford to feed your children. This month the energy bill rose another €130. You are anxious about getting through the month and ashamed for the fact you are struggling to keep your household running. Do you want to talk about this?
----------------	--	--

researcher	Ask a citizen about their thoughts of setting up a communal energypark in their neighbourhood. It will cost citizens a small investment. You are convinced this is a great opportunity, they will benefit from. Find out how much they can afford.	You are researcher at the participatory activity and want to find out residents think about buying and selling energy to your neighbours.
-------------------	--	---





Workshop goal
10 minutes

Participation is important if you want to design a product that fits the needs and desires of the target group. However, there are many ways how participation can go wrong. This can harm citizens who were supposed to be empowered. Therefore, we will explore the ways in which participation can fail, to uncover the challenges we might face. This is a safe environment where we can explore these failures, so in real life the designed participatory process will be a success.

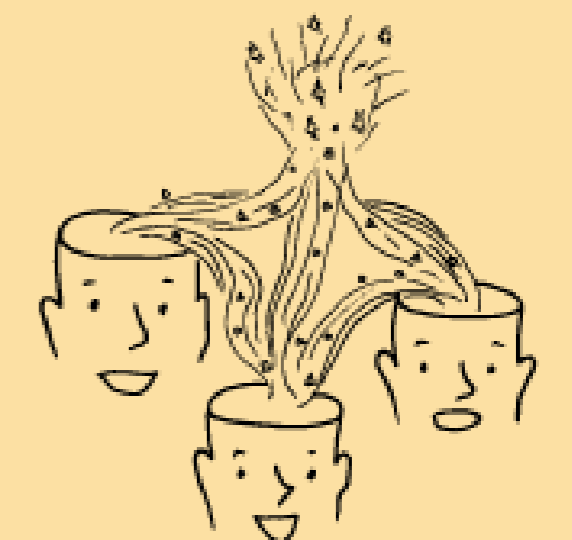
1. Explain the agenda and the code of conduct.
2. Do a short introduction round so everyone knows each other and has spoken out in front of the group. This makes it easier to engage in the workshop later on. Set the example, and start the introduction round.

Introduction

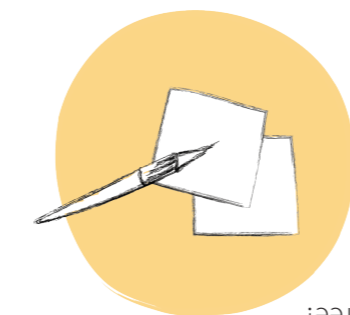
10 minutes

Workshop Instructions

Exploring the challenges of citizen participation in renewable energy projects



A workshop by Diede van Malssen for her graduation project from the master Design for Interaction February 2023



Goal
18 minutes

To get rid of all the first thoughts and assumptions on participation and create a mutual understanding of (failed) participation.

1. Explain post-it etiquette: "Write one idea per post-it. Use a readable handwriting. Tear the post-it from the side, then it will stay flat."
2. Individually, participants write everything down what comes to mind when thinking of (failed) participation
3. As a facilitator: start clustering the post-its on a wall or flipover and invite the group to help after a few minutes. If they have new ideas, these can be added to the board.
4. Go through the clusters and ask the participants to write their definition of failed participation.
5. Go through the definitions and create one overarching definition. Does everyone agree?
6. Write this definition of failed participation somewhere where it is visible to all.

Common starting point

18 minutes

General Instructions

Some general points for the facilitator to keep in mind:

1. Create and maintain a safe space where everyone feels comfortable and confident to engage in the workshop.
2. Encourage participants to contribute to the workshop. E.g. Ask "What are your thoughts on [topic], [name]?" to help more quiet participants to speak out.
3. You are the time keeper. Keep an eye on the time and do not be afraid to stop a discussion if time is up. Tip: Let participants note their last thoughts, so these do not go lost. Tip: Do not tell how long exercises exactly take, in case you need to make changes to the workshop.
4. You are a neutral person in the workshop. You can stir the discussions a little by asking questions, but try to not include your own opinions.
5. At the beginning of each new exercise, be sure to explain the goal and each step of the exercise, so the participants know what to do. Ask if there are any questions left after the explanation.
6. When you write things on a whiteboard or flipover, make sure that everyone can see it.
7. Do not forget to take a 10-15 minute break!
8. If participants' energy levels drop, do an energizer!



Goal
25 minutes

Make participants aware of the fact there are other perspectives on participation than their own and let them uncover the first challenges.

1. Ask two volunteers who want to act and give them a promptcard that describes their role. They have to keep these to themselves. They can use props to get into character.
2. Hand out question cards to the remaining participants who are the observers.
3. Outline the context in which the roleplay takes place and let the actors begin.
4. Whenever you feel they are done or there is enough to discuss, stop the play and reflect on the play with the group. Ask the observers about their questions.
5. Listen carefully to the discussions and write down any challenges you hear them discussing.

Step in the mind of...

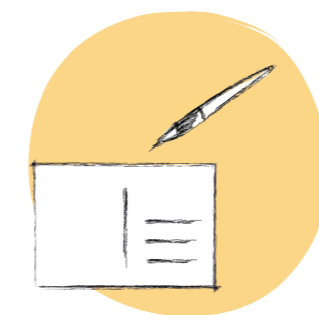
25 minutes

Wrapping up

Goal
10 minutes

To conclude what the participants have done during the workshop and give them a take-away from the session.

1. The facilitator concludes the workshop by shortly going through the key points of the session and what the identified future steps are.
2. Next, the participants receive a post card with a question on it, on which they can write their personal take-away from the session. They can choose whether they want to share this with the group or not.
3. Thank everyone for their participation and close the session.



Design 12 - Instructions workshop

Goal
40 minutes

The participants explore the (sub)challenges, that are a result of this graduation project, through discussion and finding new perspectives.

1. Place the cards of the challenge spaces on the table and ask which space the participants want to explore.
2. Put the chosen card in the middle and connect the first challenge card to it. Let the participants discuss the question.
3. Thoughts, new perspectives or questions can be written on the given template. Remember to write down a card ID! If the participants are too busy discussing, note key points yourself.
4. As facilitator you can stir the discussion by asking questions or making small comments.
5. When the discussion flow drops, place a new challenge card (or sub-challenge card) on the table.
6. When one space is explored, the participants can continue with a new space.
7. Discuss until time or the cards are up.
8. There are empty cards if any new challenges come up.

Exploring the challenges

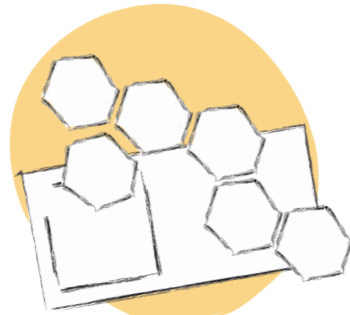
40 minutes

A moment to reflect

Goal
17 minutes

To let participants find out which challenges are most relevant to the project at this point and which questions are therefore important to ask themselves.

1. After the exploration, the cards can be flipped to read the explanation of the challenge.
2. Ask the participants which of the discussed challenges are most important for their project to tackle now and which are less relevant.
3. The cards regarding organisation of participation, might help the participants reflect.
4. The poster template that provides some questions, can help the participants to further reflect on the relevance of the challenges.





Goal of the workshop

The workshop helps the participants to understand the challenges there are for citizen participation in complex (renewable energy) projects. They learn how participation processes can fail and which questions they should find the answer to in their own project, before starting to involve residents in the project.



Duration of the workshop

Around 2 hours and 15 minutes, including a 10-15 minute break.



Participants

Suitable for 4 to 7 participants, who want to know about the challenges they can face when organising participatory processes. The group can be composed of people from the (LIFE) project. For extra insights and a refreshing perspective, a wild goose (someone who knows nothing or less about the topic or the specific project) or an external expert (someone with an expertise that not directly relates to the topic or project, but can give interesting input) can be brought to the group too.



Location

The workshop is designed to be done offline. With the digitalisation of the materials and the change of the exercise 'step in the mind of.:', it can also be conducted in an online environment such as Miro.



Materials

There are specially designed materials for each part of the workshop. Some materials are used during the whole workshop, such as pens and post-its. Cookies were provided to the participants as a snack and thank you.



Instructions

Instructions for the workshop are included in the workshop materials to provide people who want to conduct the workshop with all the information they need. Besides, the instructions and workshop materials can serve as an inspiration when project members want to design a workshop themselves.

The instructions are bundled in a small zine, with one page for each exercise and one page for general instructions. When the zine is unfolded, a large image becomes visible.