APPENDICES

MIRRORING THE CITY

An inclusive and human-centred research approach to involve the residents in The Hague with low digital proficiency in resident research.

GHISLAINE BOLMAN

Strategic Product Design
Master thesis

July 2024

APPENDICES OVERVIEW

APPENDIX A 3
Approved project brief

APPENDIX B 9
Research other target groups

APPENDIX C 15
Interviews

APPENDIX D 19
Insights webinars inclusive research

APPENDIX E 21
Paths taken to reach the target group

APPENDIX F 23
Initial contact with the residents

APPENDIX G 25
Ideation

APPENDIX H 29
Recommendations other design directions

APPENDIX I 31
Creative brief

Appendix A

APPROVED PROJECT BRIEF

TU Delft

IDE Master Graduation Project

Project team, procedural checks and Personal Project Brief

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

- Student defines the team, what the student is going to do/deliver and how that will come about
- Chair of the supervisory team signs, to formally approve the project's setup / Project brief
- SSC E&SA (Shared Service Centre, Education & Student Affairs) report on the student's registration and study progress
- IDE's Board of Examiners confirms the proposed supervisory team on their eligibility, and whether the student is allowed to start the Graduation Project

STUDENT DATA & MASTER PROGRAMME

Complete all fields and indicate which master(s) you are in

Family name	Bolman 7145	IDE master(s)	IPD ☐ DfI ☐ SPD ✓
Initials	G	2nd non-IDE master	
Given name	Ghislaine	Individual programme *(date of approval)*	
Student number	4653416	Medisign	☐
		HPM	☐

SUPERVISORY TEAM

Fill in he required information of supervisory team members. If applicable, company mentor is added as 2nd mentor

Chair	Steven Flipse	dept./section	Design, Organisation and Strategy
mentor	Silje Dehli	dept./section	Design, Organisation and Strategy
2nd mentor	Benji Broekhof / Manon van de Schilde		
client:	Municipality of The Hague - team ID		
city:	The Hague	country:	The Netherlands
optional comments	Silje, an experienced all-round designer and former BEP coordinator, will oversee the design process, integrating strategic principles. Steven, a former CDI professor, brings expertise in science communication and design, his insights and guidance provide great support.		

! Ensure a heterogeneous team. In case you wish to include team members from the same section, explain why.

! Chair should request the IDE Board of Examiners for approval when a non-IDE mentor is proposed. Include CV and motivation letter.

! 2nd mentor only applies when a client is involved.

APPROVAL OF CHAIR on PROJECT PROPOSAL / PROJECT BRIEF -> to be filled in **by the Chair** of the supervisory team

Sign for approval (Chair)

Name Steven Flipse Date 01 april 2024 Signature

CHECK ON STUDY PROGRESS

To be filled in **by SSC E&SA** (Shared Service Centre, 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 _____ EC

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

★	**YES**	all 1st year master courses passed
	NO	missing 1st year courses

Comments:

Sign for approval (SSC E&SA)

Robin den Braber Digitaal ondertekend door Robin den Braber Datum: 2024.04.25 11:00:33 +02'00'

Name Robin den Braber Date 25-04-2024 Signature

APPROVAL OF BOARD OF EXAMINERS IDE on SUPERVISORY TEAM -> to be checked and filled in by IDE's Board of Examiners

Does the composition of the Supervisory Team comply with regulations?

YES	★	Supervisory Team approved
NO		Supervisory Team not approved

Comments:
- but only one external mentor is allowed, the second can act as advisor

Based on study progress, students is ...

★	**ALLOWED** to start the graduation project
	NOT allowed to start the graduation project

Comments:

Sign for approval (BoEx)

Monique von Morgen Digitally signed by Monique von Morgen Date: 2024.04.25 11:18:18 +02'00'

Name Monique von Morgen Date 25/5/2024 Signature

Personal Project Brief – IDE Master Graduation Project

Name student Ghislaine Bolman Student number 4653416

PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT
Complete all fields, keep information clear, specific and concise

Project title Human-centered insight initiative: fostering community engagement of digitally less skilled citizens in The Hague

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.

Introduction

Describe the context of your project here; 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)

The municipality of The Hague aims to increase trust in the government among its citizens, with inclusive service provision as the overarching theme. The goal is to consciously offer services that meet the needs of the citizens. Team Innovation and Design is working on gaining human-centered insight by listening to and engaging with the city to understand what citizens and entrepreneurs require. These insights form the basis for improvements in services and contribute to learning and improving the municipality from the city's perspective. Progress requires that the insights reflect the reality in the city (Van Werkhooven & Heuzels, 2023).

The project aims to find ways to systematically improve reaching and involving the digitally less skilled citizens in The Hague for citizen insights. Key stakeholders include the municipality itself, including their research and design proposition, the digitally less skilled citizens of The Hague, and organizations closely connected to or advocating for this demographic, such as Direct Duidelijk, the library, and digital assistance organizations.

Access to the internet, now and in an increasingly digital future, is necessary for social participation and leading a fulfilling life (van Deursen, 2018). Since twenty percent of the Dutch population lacks basic digital skills, another approach is required for them (Non & Dinkova, 2021). This group of people often has to deal with low literacy. In The Hague, 24% of the population has low literacy, which indicates that digital skills in the city are also likely to be lower (Den Haag in Cijfers, n.d.).

Other opportunities are possible collaborations between organizations and the municipality; support for other organisations from the municipality for shared goals; involve the target group in devising a fitting solution; find out what motivates and/or hinders less digitally skilled people to participate in a research of the municipality of The Hague.

Image 1. This overview is taken from the perspective of the target audience. The distance to the target audience's cirkel represents the estimated distance that the stakeholder has to the target audience.

➔ *space available for images / figures on next page*

introduction (continued): space for images

click to add picture

image / figure 1 Stakeholder overview - onion model.

image / figure 2

Personal Project Brief – IDE Master Graduation Project

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)

As described, the starting of my project is that the municipality of The Hague seeks human-centered insights from its citizens, meaning that the group of citizens contributing to a research reflects the diversity of the city's population. Currently, the municipality does not reach the digitally less skilled citizens, and therefore, they do not receive the input of the digitally less skilled citizens.
The overarching issue is that the current service provision does not consciously align with the needs of the digitally less skilled citizens in The Hague. This stems from the specific problem I am addressing, namely, the municipality has no insight into this target group and has not reached them to date.
Challenge: Discovering who this target group is, where and how they can be reached, identifying if there is resistance within the target group to provide input, and determining how this can be addressed.
All parties could benefit from engagement with one another. When the target group participates in the municipality's research, the municipality can better respond to the needs of this group. By gaining a more inclusive understanding of the citizens in The Hague, the municipality can assist this target group more effectively, ultimately enabling them to better navigate the current digital society. I can be of value by creating insight and designing a solution that provides tools for the municipality to engage more with these citizens.

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 (Design/Investigate/Validate/Create), and you may use the green text format:

Design a strategy-based intervention that helps the municipality to structurally reach and involve the less digitally skilled citizens in the city for their input in research.

Then 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)

The approach is based on the double diamond model, divided into research and design phases. I intent to iterate when needed, e.g. when improving the concept.

1. Understanding the context involves desk research, literature review, gaining internal and external perspectives. Conducting (depth) interviews with the target group, organizations, experts and the municipality. Acquiring knowledge from literature on digital skills, participation and motivation, digital inclusion, inclusive research. Additionally, conducting a stakeholder analysis to identify and involve relevant parties in The Hague.

2. Analyzing the findings and defining the scope. Examining cases to establish connections, potentially using a causal loop diagram or customer journey. Determining key takeaways, followed by defining three design directions for the intervention and the design brief.

3. Designing the intervention. Collaborating with the target audience and the municipality in a creative session to design the intervention. This ensures that the concept is created with the target audience, utilizing their perspective and input, thereby validating the design. Subsequently, testing the tool with the target audience and incorporating insights into the final design.

4. Delivering the intervention. Developing the concept, possibly through a blueprint or scenario, accompanied by an evaluation and recommendations.

Project planning and key moments

*To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a **kick-off meeting**, **mid-term evaluation meeting**, **green light meeting** and **graduation ceremony**. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).*

Make sure to attach the full plan to this project brief.
The four key moment dates must be filled in below

Kick off meeting	28/2
Mid-term evaluation	24-4
Green light meeting	12-6
Graduation ceremony	10-7

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	
For how many project weeks	
Number of project days per week	

Comments:

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 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. Personal learning ambitions are limited to a maximum number of five.
(200 words max)

I look forward to my graduation at The Hague Municipality. Addressing a human and tangible issue where I believe a well-designed solution can make a meaningful impact. This aspect always appeals to me in design - when something can genuinely be of use. A win-win for everyone.

I am eager to apply my learnings from my strategic internship and combine them with the things I learned from communication design for innovation. This project allows me to broaden my knowledge about inclusive thinking and participation.

Additionally, I believe that communication is key in virtually everything.
Multiple parties are involved, each with their own interests. An interesting challenge, haven't been in this position before. “Practice what you preach", I will need to communicate effectively to ensure the success of this collaboration.

I enjoy the fuzzy front end, creating an overview, getting all the puzzle pieces in the right place, and gaining a deep understanding of the problem or challenge is crucial to create the best-fitting solution.
The challenge is to keep things simple and concrete. It's oddly easy to complicate matters, but every party benefits from simplicity and tangibility. I tend to overcomplicate things in my head, so keeping it simpel and tangibible is going to be a learning point for me.
I will have to learn to accept help from other people and it will also be necessary to actively involve and deploy people to

Appendix B

RESEARCH OTHER TARGET GROUPS

Parallel to my project, the design agency The Revolution is working on a similar project that focuses on the target groups of people with low literacy, individuals in debt, and youth. They are exploring the best ways to conduct qualitative research with these groups.

Designing Inclusive Research Methodologies: How can we reach and involve underrepresented groups in research?

Associated Research Questions:

- How can we work in a low-barrier manner?
- How can we ensure that a researcher becomes a recognizable face?
- How do we take participants seriously in a way that they genuinely feel respected?
- What is perceived as an appropriate compensation (type, form, amount)? What factors influence this (time, duration, travel time, etc.)?
- How do we provide good feedback, and what does that look like?
- What existing initiatives, organizations, locations, etc., can we connect with? What is needed for that?
- In what visual style do we best communicate?
- How can we align with the rhythm and life of the target groups? What does their rhythm and life look like?
- To gain insights, experiment, understand the city and its residents, and fully immerse myself in the context of inclusive research with underrepresented groups, I joined their research efforts.

This section will elucidate the experiments and the main insights that were useful for my thesis. The experiments included: the toastie concept, the dilemma game, advisory concept, and compliment concept.

General findings

- Approaching the target group in an environment that is safe for them works well. The organisation welcomes us, so the target group has the confidence that it is all right.
- This trust also creates a lot of openness in the conversations.
- Reward/compensation does not have to be something tangible. Time and listening are also appreciated.
- Please note: Ramadan now - giving out food and drink may not be tactical.
- Help from the organisation to start a conversation works very well. For them to introduce you or ask someone if they would like to start the conversation.

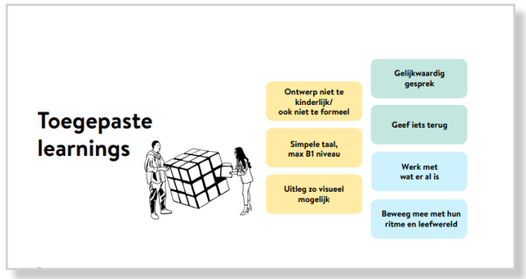
TOSTI

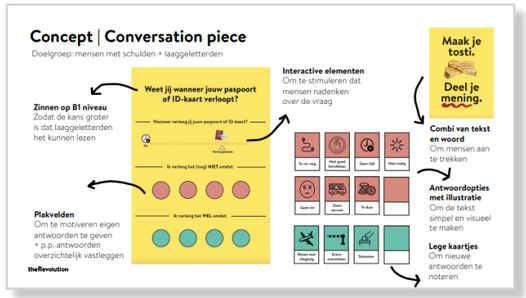
Situation

At the MOC community centre, distribution point for food packages. Talking mainly to people in debt. Many people do not speak Dutch well. The idea here was to create waiting time to make room for conversation. Tosti and other food were used as compensation.

Insights

- Using food as compensation worked very well. There was a need for it among this target group, which means it has a lot of value for them.
- Language is sometimes a real barrier
- Positive reactions that it was something special
- The visuals, design and colour were well received. Clear communication.





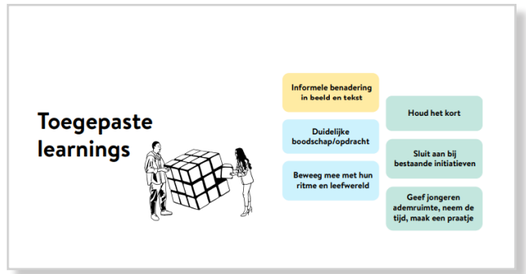
DILEMMAS

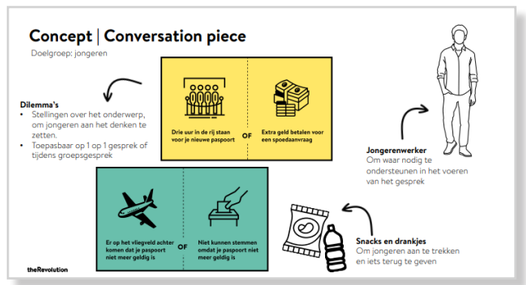
Situation

At the De Wissel community centre. Talked to young people who come there to do their social work internship. Snacks as compensation. Conversation based on dilemmas.

Insights

- Using food as compensation was not necessary here. They really enjoyed the conversation.
- Help from the organisation to start a conversation works very well.
- Dilemma game as a fun, creative way to start a conversation
- Heard many personal stories about the choices made in the dilemmas.





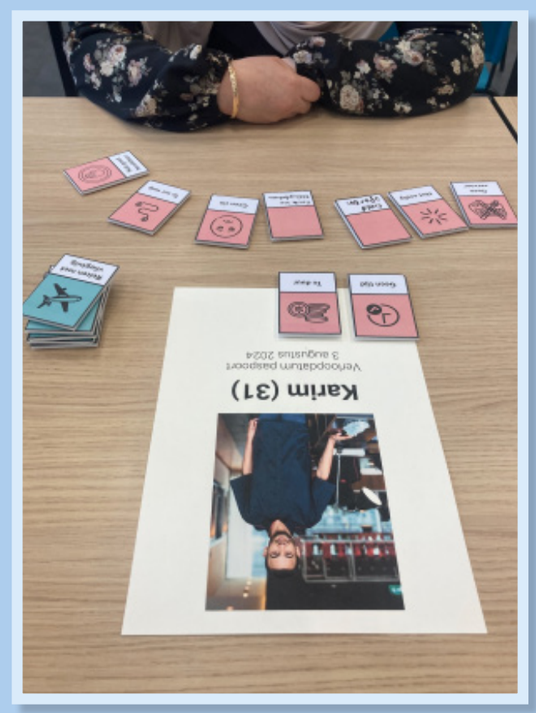
ADVICE

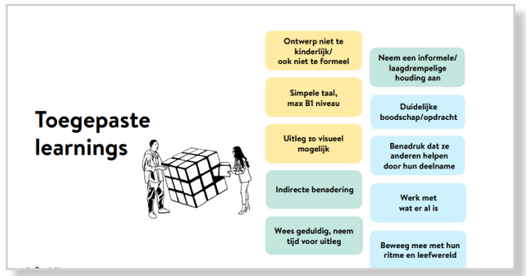
Situation

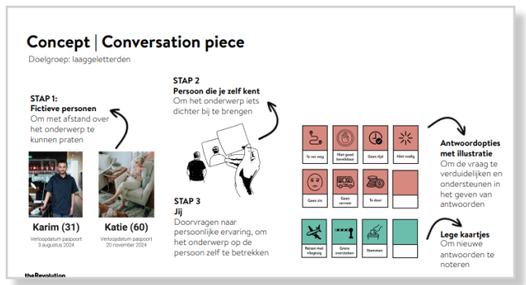
At the language school, I spoke to people who were taking Dutch lessons there. They were taken out of class and asked if they wanted to talk to us. Treats were used as compensation.

Insights

- It was not necessary to use food as compensation.
- Just talking to us in Dutch was of enormous value to them. It was a way for them to practice Dutch with us
- Help from the organisation to start a conversation works very well.
- A lot of appreciation for taking the time to talk to them
- There was a lot of trust immediately, many personal stories were shared.
- It's nice that this research was done by Dutch women.







COMPLIMENT AND TALKING BOARD

Situation

At the De Crompvlietplein community centre. Talked to people who come there for help and support for financial situations, Dutch lessons or walk in hour. Conversation is guided by the talking board and we handed out flowers with a compliment for a positive boost.

Insights

Participants were able to express their opinions simply by sticking cards (with short texts and symbols) on a board. The mostly non-English speaking residents commented that this made them curious and was a nice way to contribute ideas. It reassured them that we understood what they meant.

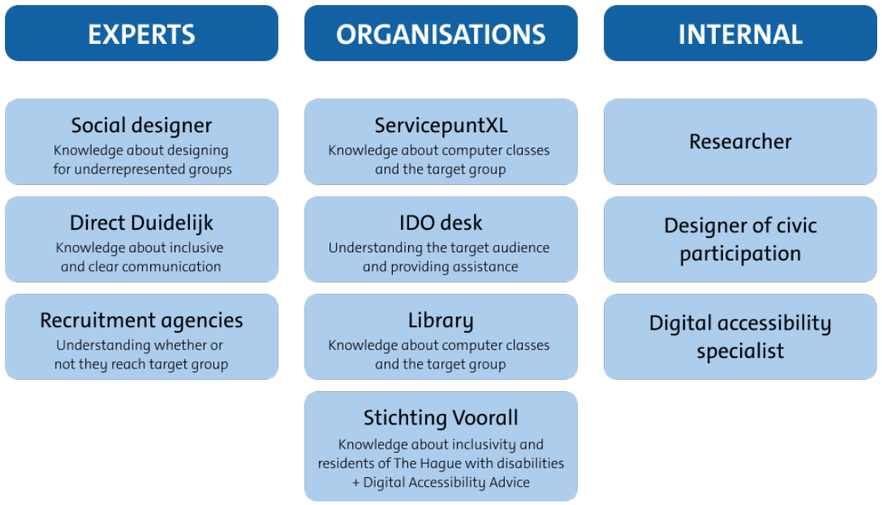
We know that many people come to these places feeling insecure and ashamed. We worked with a compliment flower and each participant received this with a personal handwritten message. One lady was very moved and said that she appreciated the fact that she felt so seen, even though it was a short conversation. It changed her perception of the community and gave her a boost for the day.

Appendix C

INTERVIEWS

In order to gain a good understanding of the project context, I conducted interviews with individuals from a variety of backgrounds (Figure 8). The objective was to obtain insights on inclusive research, digital literacy, the target audience, and the Stadskamer.

Bewlo you can see an overview of the different people/organisations I have talked to. The main insights are highlighted after.



EXPERTS

Social designer

I spoke to the social designer working on a similar project to find out how she does this effectively. What she looks for and how she deals with inclusive research in her work

Insights

- Going beyond the barriers you are currently experiencing. Sometimes it is uncomfortable and you can express that you find something difficult to ask. As long as you are open to people, they can be open to you. Show that you are human too.
- Try everything, ask people what they think, be open. Be curious, think about what you want to learn
- Be aware that people are sometimes in a difficult situation. A lot of empathy is needed in conversations

Direct Duidelijk

I spoke to someone of the Direct Duidelijk team to get insights on how to communicate effectively and clearly.

Insights

- there are guidelines for the municipality, and more tips on the website.
- tip: visit the webinar
- use visual aids, they are working on visual letters
- B1 langauge level, check on the website ishetb1.nl
- ask the participants themselves for feedback on the text

Recruitment agencies

I have spoken to 2 recruitment agencies that the municipality works with to recruit residents. One (A) does not reach the target group, while the other (B) is somewhat successful. I want to find out why and how they work.

Insights

The way A works is completely digital. People have to register online, online questionnaires are sent out and they do not do qualitative research. They recruit the people and then the municipality can do the research itself.

It is different with B. They send the question to their panel whether someone in their environment is less digitally literate and then do a dual interview. However, this is often a small group. Because they work nationally and the question is only for residents of The Hague, they do not have as many people in their database.

INTERNAL

Researchers

I talked to the research team to find ou tmore about their way of working. What hinders them, what they would want differently, what does work for them etc.

Insights

- It helps to really go out on the streets, adapt to their world and show some effort
- Make sure it is clear for people that you do not want to sell something, that keeps them off
- It is important to be transparent about your research and its results in order to assess its value. Especially if important decisions are to be made based on it. Be transparent about who you are not reaching and what the risks are.
- Quantitative research is not mostly online
- There is no insight on less digitally proficient residents

Digital accessinility specialist

I talked to a digital accessibility specialist of the municipality to find ou tmore about the digital accessibility of the website and services.

Insights

- There are guidelines for digital accessibility from WCAG and a auropean norm for the government. However, these guidelines have been adopted and are being deployed. However, this is not tested on residents to see whether it works effectively for them.
- seldomely they test a component of the website with residents. They then contact Stichting Voorall
- All informtion is written in language level B1 to make it accessible
- The website itself has been made as accessible as possible, but you need to be independent and digitally literate enough to access the website, turn on a computer, etc.

Designer of civic participation

I talked to a designer of civic participation from the participation team that works closely with team ID. They do lots of different participation projects.

Insights

- Research and participation is seperated in the municipality, however the residents do not seem to notice any differents. participating in research or another project feels te same for them.
- They make extensive use of key figures. They find that it makes it much easier to get in touch with people. It removes a lot of mistrust, it motivates people and it means you know you have the right group of people.

ORGANISATIONS

Stichting Voorall

I spoke to someone from the Voorall Foundation. This is an organization that works for residents with disabilities.

Insights

- Their knowledge is not so much about digital literacy, but about digital accessibility for people with disabilities.
- They believe that everyone should be able to find all the information on a website independently. This is in line with the discussion of the municipality's digital accessibility specialist. This requires that someone is able to navigate to the website.
- This organisation has a good overview of the social networks that exist in the neighbourhoods and many social workers are known to them.
- I have been given tips on places where I can find the target group: Library, Wijkz, Spinozahof, nursing homes, language schools, PEP The Hague

ServicepuntXL

I spoke to an employee of ServicepuntXL and a volunteer who offers computer classes and tutoring.

Insights

- Their location mainly attracts people over 70.
- Younger people often don't speak the language, which makes it difficult for them to do government business properly online.
- It helps to bring an incentive for the people if you want to do research with them.
- The Service Point is part of Wijkz, so other activities are also facilitated in the communicty Centre, which varies from location to location.
- A lot of uncertainty among the target group, they are afraid of clicking on the wrong thing.

Library

I spoke to the programme manager of the library, he knows all about the computer classes, programs, help desk etc.

Insights

- Before, the new thing was the computer, which was fun to try out. Now people find it frightening, there is a lot of uncertainty among the target group. That is why security and risks are carefully explained.
- safe and familiar space is important.
- Mainly over 50s, and it contains a large group that struggles with their digital skills
- They also want to launch a campaign to reach more people who are less digitally literate. They also face the problem of not knowing how or where to find these people.
- Tips: The doctor and word of mouth work well. Use existing networks and remember the nursing home. The courses are full, there is a lot of demand. The click and tap walk-in hours are also popular. Many people come back to learn more.

IDO

Talked to IDO Desk staff. The IDO desk is a helpdesk for questions about digital government.

Insights

- It's difficult to help people if you can't see their data. So you can only help until you have to log into DigiD. Then the misery starts, so it is frustrating. There is an online training environment. That way you can explain something, even if it is in a roundabout way.
- People are redirected from the service desk in the town hall to the IDO desk if they do not have all the forms ready. The IDO desk cannot always help, so they refer people to Service PointXL.

Appendix D

INSIGHTS WEBINARS INCLUSIVE RESEARCH

In order to gain a good understanding of the project context, I conducted interviews with individuals from a variety of backgrounds (Figure 8). The objective was to obtain insights on inclusive research, digital literacy, the target audience, and the Stadskamer.

Below you can see an overview of the different people/organisations I have talked to. The main insights are highlighted after.

WEBINARS

Webinar on new ways of doing democratic and inclusive research

Challenges in research
- Hard to reach target groups
- Leading questions lead to socially desirable answers
- epistemic injection --> experts are convinced that their interpretation is better.

Involving people in your research through co-creation

Appreciative inquiry and what can we do together? Reflect and build on positive experiences
- Provides a shared picture of the situation
- shared ambitions
- Strengthened relationships and cooperation (opportunities)

Follow-up/Return of results
- Return results to participants in an accessible way
- Learning together from what went well and how we can strengthen it
- Provides ownership

Spread the word

Qualitative and quantitative ...
- Numbers: objectivity and overview
- Stories: depth, layers and involvement
- numbers tell the what, tell the why
- more stories give insight into patterns

... and participatory (individual and collective)
- people know best what they want to tell with their story
- involving storytellers leads to better insights and recommendations

The power of stories
- We all use stories to make sense of the world around us.
- Stories are contextually rich, layered and nuanced: therefore better understanding of complexity.
- Stories reveal implicit knowledge and information.
- Open story questions can provide insight into what you do not yet know or what is emerging (but still small).
- The invitation to tell a story provides space and attention: the other person feels heard and can say what is important (talking with instead of talking about).

Webinar about inclusive research Pharos

Importance of Inclusive Research:

Inclusive research is vital for creating inclusive policies and treatments. Without it, any policy or treatment cannot truly address the needs of the entire population.

Key Points from Experts:
- Drs. Majorie de Been, Program Manager for Person-Centered Care and Support
- Prof. Dr. Maria van den Muijsenbergh, GP and Professor of Health Differences and Person-Oriented Integrated Primary Care

Significance:
- Inclusive research ensures that care quality and accessibility are equal for everyone in the Netherlands.
- Social justice is a cornerstone, advocating that everyone should be able to participate in society.
- Scientifically, valid research must represent the diverse population to address the research question accurately.

Consequences of Exclusion:

Example: During the COVID-19 pandemic, the GGD's online questionnaire on behavioral measures excluded those with low education, language barriers, or digital skill deficiencies. This led to delays in understanding how well people could comply with measures.

Quote:

"Research is no good if it is not representative."
- Prof. Dr. Maria van den Muijsenbergh

Definition and Participation:

Inclusive research involves everyone about whom conclusions will be drawn. True participation means making research methods and questions relevant to all involved groups.

Current Exclusion:

One-third of the population often does not participate, including those with less digital proficiency. Groups often excluded are far removed from highly trained researchers, making it challenging to include their perspectives.

Awareness and Implementation:

Raising awareness of the importance of inclusive research is crucial.

Demonstrating that inclusive research is possible and highlighting its added value is essential.

Challenges:

Inclusive research can be more time-consuming and costly.
Providing simple and clear information that is accessible to everyone is necessary.

Reaching Target Groups:

The difficulty in reaching these groups indicates their underrepresentation.
Collaborating with organizations willing to connect with these target groups is beneficial.
Researchers need to engage directly with the people.

Measuring Instruments:

Validation of measuring instruments by the target group is crucial for accurate and inclusive research.

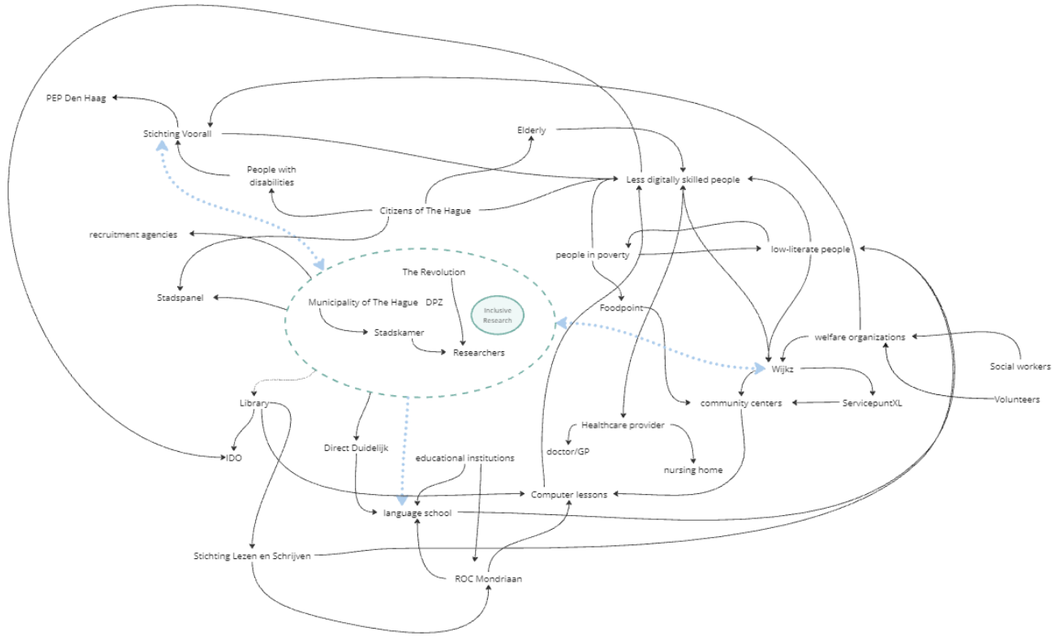
Appendix E

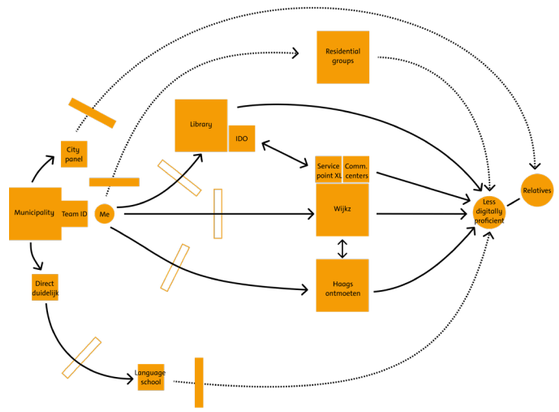
PATHS TAKEN TO REACH THE TARGET GROUP

What you can see so clearly in this figure is that almost all the organisations and foundations (key figures) are not connected to the municipality of The Hague. The pink lines represent the first contacts and collaborations that the Stadskamer is currently establishing. This is already a first step towards the target group. It is therefore important for the municipality to bridge the gap to those with lower digital skills. As you can see, there are many opportunities to do this. There are many involved organisations and foundations that could serve as key figures for the City of The Hague.

In order to find out which ones are best suited for this, I have personally explored various possibilities.

Note: Many organisations have the logo of The Hague municipality on their website or there is an official collaboration with the municipality, but this does not apply to the City Chamber. This is often due to funding or the fact that the municipality generally supports the organisation, but there is no substantive collaboration.





To identify potential key organizations, I initially reached out through the municipality's existing connections, such as the library and the language school. I began by contacting individuals within these organizations, conducting interviews, and discussing possible opportunities. It quickly became clear that trust is crucial—not only with the target audience but also with the organizations themselves. This is important to me because I want to respect the trust residents place in these organizations and also earn the organizations' trust before proceeding.

Since the library is part of the municipality in The Hague, it made sense to involve them in my project. The library offers numerous computer classes, digital government assistance, meeting spaces, and open hours. I was able to conduct tests there, in collaboration with the IDO desk and the computer classes.

Conversations with recruitment agency B revealed that they recruit through personal networks. I wanted to test this approach using The Hague's city panel, but unfortunately, it wasn't possible at this time. The concern was overloading the panel members, which highlighted that the panel might not be functioning optimally due to either a lack of participants or an inability to gauge how much they can ask of the members.

The language school is still considering my request, as they are very busy. This demonstrates the importance of having multiple points of contact and building a strong relationship with an organization. Established communication channels and agreements about conducting research could facilitate quicker coordination.

Wijkz operates community centres across The Hague, many of which host ServicepuntXL, providing walk-in hours for digital skills assistance. These centres often offer computer classes or provide access to computers for personal tasks. I had a productive conversation with a coordinator and a volunteer from one of the districts, which led to collaboration at two locations for conducting research with the target group.

Another potential avenue was working with housing groups, where many elderly residents live. I contacted an organization in The Hague, which could forward my request to the housing groups. However, the groups would decide individually whether to participate. I chose not to pursue this further since I wasn't focusing on the subgroup of Dutch elderly residents. Nevertheless, this remains a viable option for future exploration.

Through Wijkz, I also connected with Haags Ontmoeten. However, I didn't develop this contact further as I was not focusing on that specific subgroup.

Appendix F

INITIAL CONTACT WITH THE RESIDENTS

The research is described in the report. Here you can see the research materials and tools used during the research.

Den Haag

Waarover denk jij mee met de Gemeente?

Waarom wil jij meedenken?

Op welke manier doe jij dat het liefst?

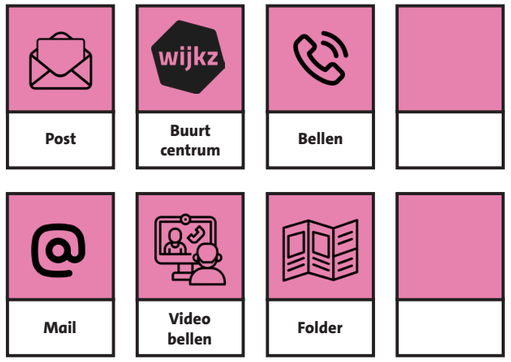
Hoe neem jij contact op met de gemeente?

Hoe wil jij dat de gemeente met jou in contact komt?

Bloem en een verrassing?

Deel je mening!

Den Haag



Deel je mening

1. Over het gesprek:

- Hoe vond je het om met ons te praten over het meedenken met de gemeente? ○ Heel leuk ○ Prima ○ Niet leuk
- Vond je de opdracht makkelijk? ☐ JA ☐ NEE ☐ EEN BEETJE
- Voelde jij je ontspannen bij ons? ☐ JA ☐ NEE ☐ EEN BEETJE
- Vond je het makkelijk om met ons te praten? ☐ JA ☐ NEE ☐ EEN BEETJE
- Heb je tips over dit gesprek? Wat kan er beter?

.....

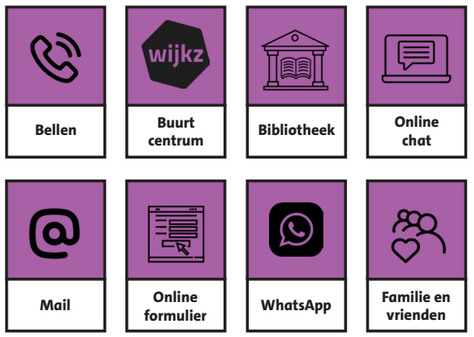
Nu heb je ook meegedaan aan een onderzoekje van de gemeente:

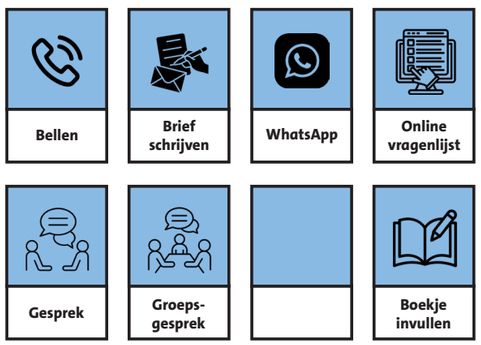
- Zou je dit vaker doen? Waarom wel/niet? .....
- Op welke manier zou je dit willen doen? .....
- Wat vind je fijn om als bedankje te krijgen voor zo'n gesprek?

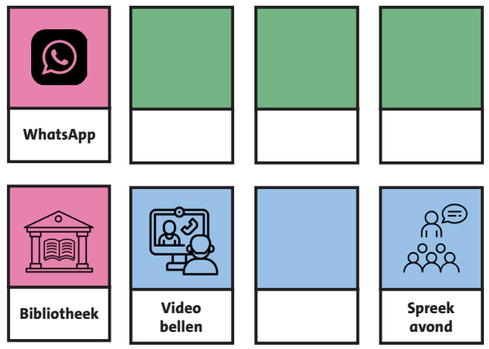
.....

2. Na het gesprek:

- Ik wil op de hoogte blijven van onderzoek ☐ NEE ☐ JA, via: .....
- Wat vind je van het krijgen van een compliment voor dit gesprek met ons?
- Ik had liever iets anders gekregen: .....







Dit complimentje is voor jou!

Dit complimentje is voor jou!

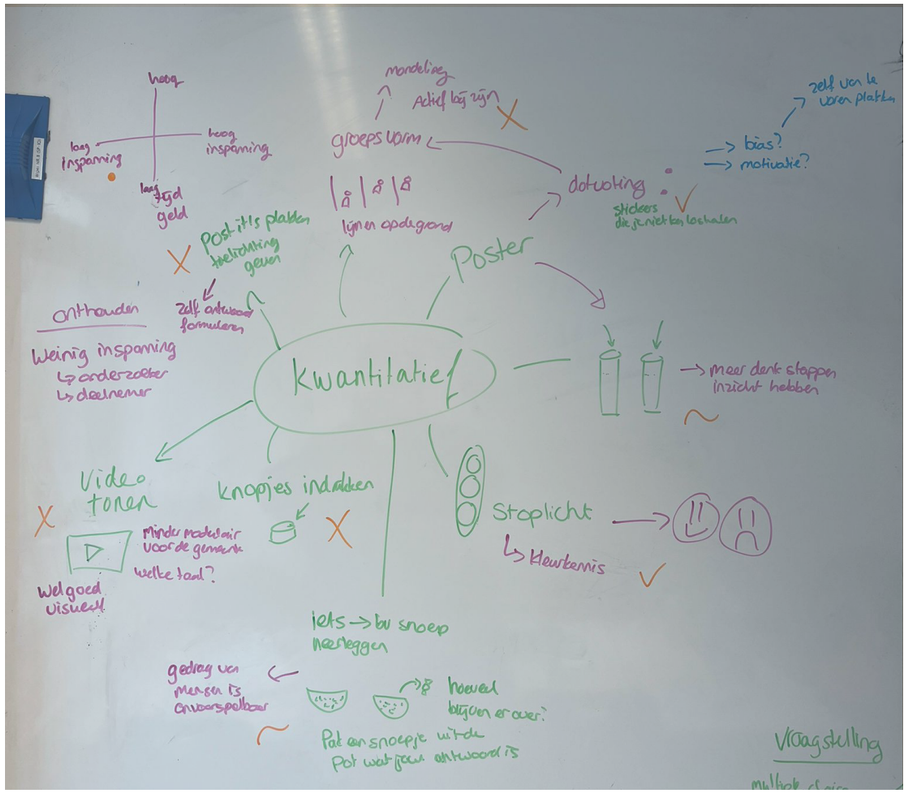
Appendix G

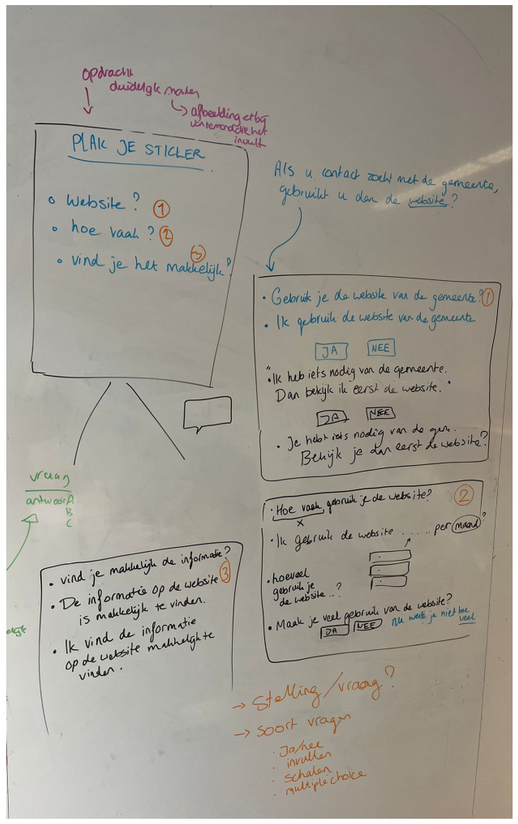
IDEATION

To design concepts, I held a creative session with fellow students. We generated ideas through brainstorming and “how-to” questions. We then applied the PMI (Plus, Minus, Interesting) method to gauge which ideas were headed in the right direction. The most promising ideas were further developed and assessed using a matrix.

The design must meet the criteria outlined in the report, considering accessibility and effort for both the municipality and the residents. The chosen criteria are based on the APEASE criteria (Affordability, Practicality, Effectiveness and cost-effectiveness, Acceptability, Side effects/ safety, and Equity). These criteria are commonly used by designers to determine which types of interventions are most likely to have an impact (Michie et al., 2014).

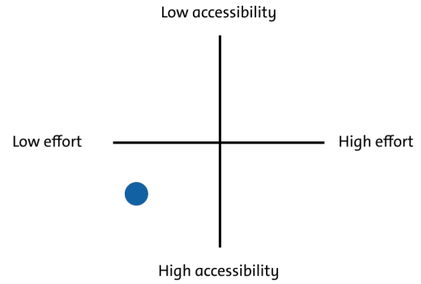
Accessibility encompasses acceptability, practicability (e.g., the time required from residents), and affordability. Effort includes the practicability of implementation feasibility and cost-effectiveness.





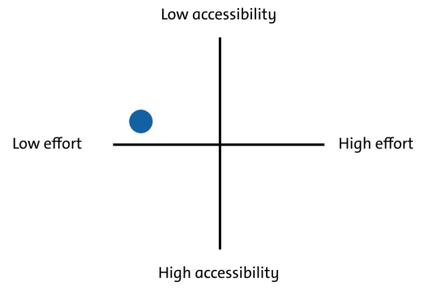
DOT VOTING

Very simple execution, well-known action. There is a chance of bias.



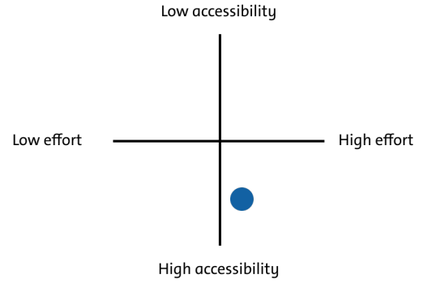
Colour use

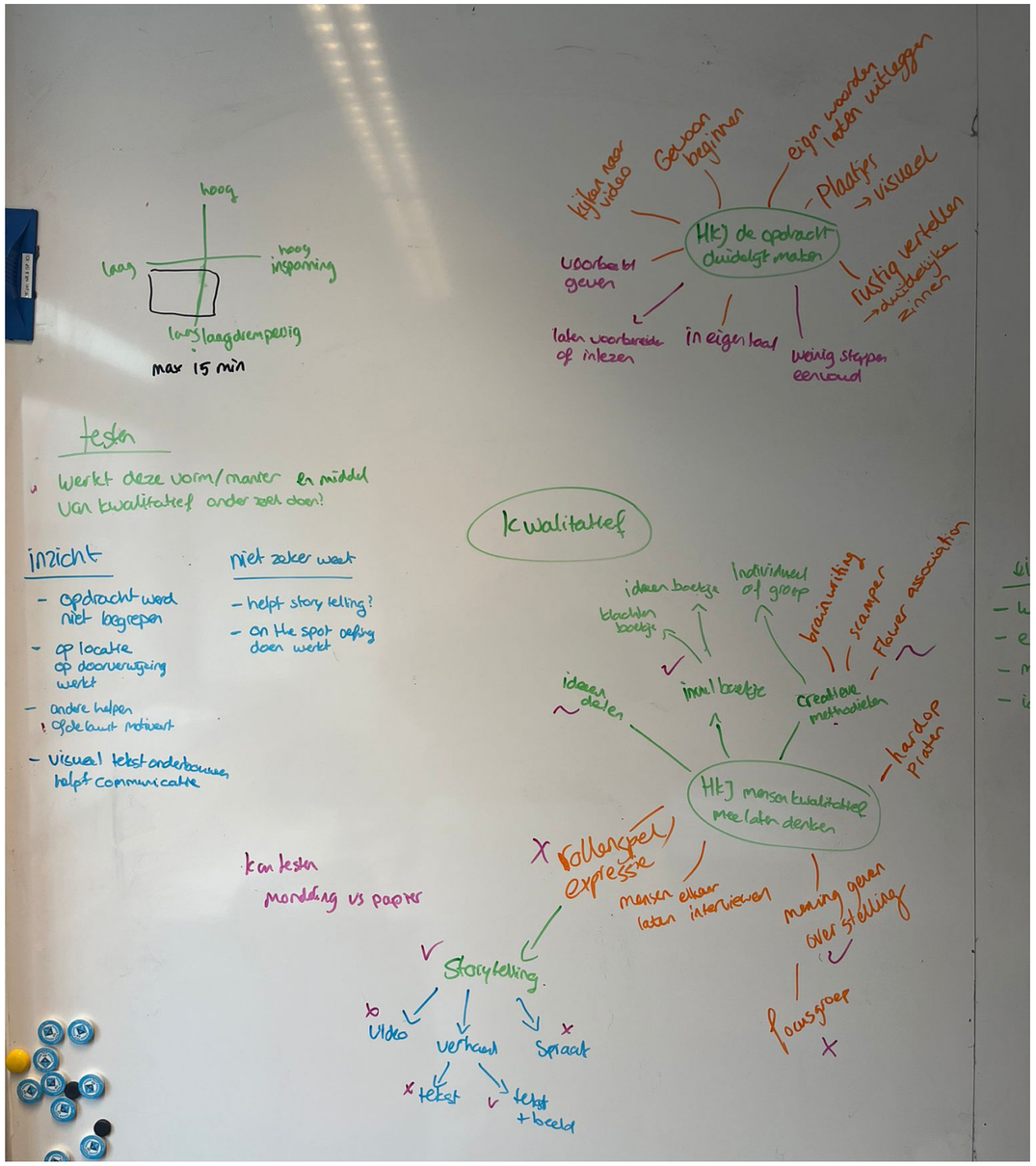
Using color can clarify communication. First find out whether colors have the same meaning for every culture. Color can also influence the answer.

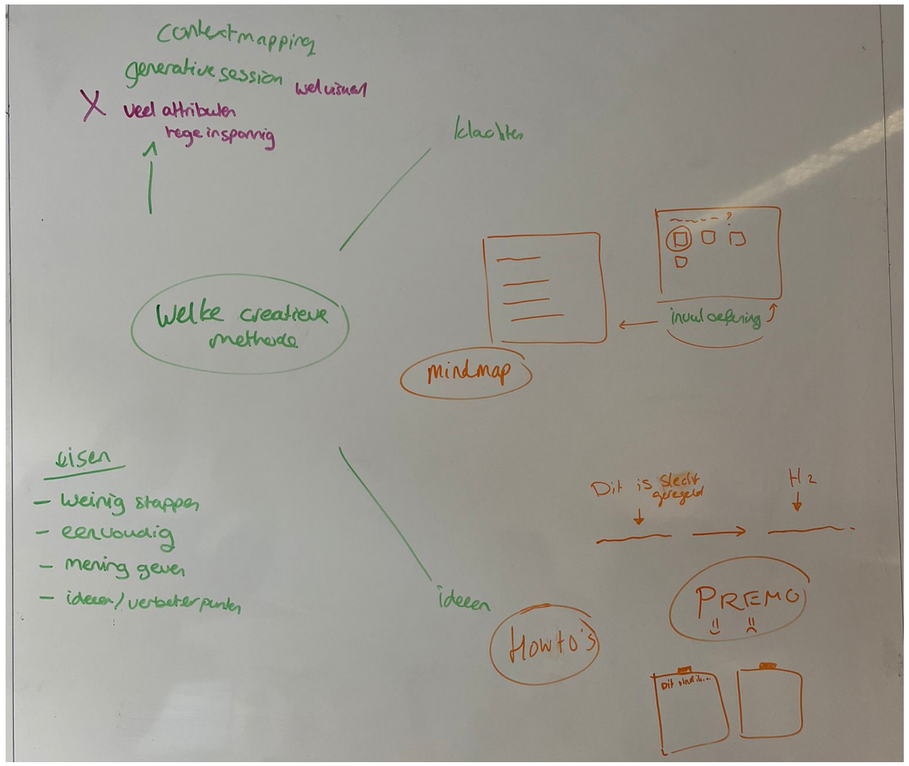


Candy bowl

People's behavior is unpredictable, this will need to be monitored more. Especially suitable for a small number of questions. Not everyone eats sweets.

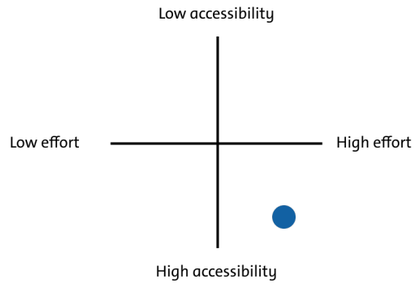






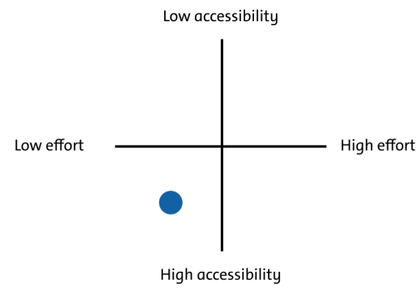
Video

A video is very useful to offer various communication options. This really requires a lot of effort for the municipality.



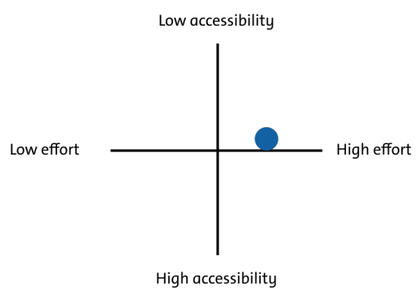
Booklet

Also provides many options for various communication options. Can people take the time to understand it properly?



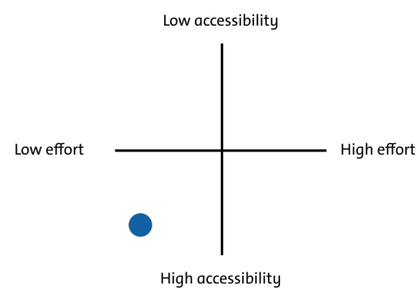
Idea sharing

Coming up with and sharing your own ideas requires creativity and psychological capacity



Complaints sharing

The Dutch are good at complaining. It is easy to indicate what you find annoying and what bothers you.



RECOMMENDATIONS OTHER DESIGN DIRECTIONS

This thesis proposed three design directions to better engage less digitally proficient residents in resident research. This section provides recommendations for the two directions that were not further developed.

VISIBILTY OF THE STADSKAMER

To ensure that residents of The Hague are aware of Stadskamer and its role in facilitating resident participation in municipal research, Stadskamer needs to significantly improve its visibility. This will help residents understand that they have the opportunity to contribute to municipal decision-making and recognise the city's commitment to inclusive resident research.

Steps to increase visibility:

- **Brand building and a clear proposition:**

Create a strong identity: Develop a recognisable brand for Stadskamer, including a memorable logo and tagline. This branding should be used consistently across all communication channels, including social media, printed materials and physical spaces.

Define and communicate the purpose: Clearly articulate Stadskamer's mission and the benefits of resident participation in community research. This statement should highlight how residents' input can shape policy and improve their communities.

Run campaigns to inform residents about the importance of their involvement:
Use simple and accessible language to explain how their feedback is used and its impact on policy decisions. Share success stories and testimonials from residents who have participated in previous research projects. This personalises the message and shows the tangible benefits of participation. This taps into the establishment of the feedback loop.

- **Engaging public displays:**

Interactive creations: Create interactive public creations to draw attention to specific research topics. For example, if you are researching waste management, place a giant replica of a rubbish bag in a prominent location. This not only attracts attention, but also makes the issue tangible and relatable to local residents.

Public art projects: Work with local artists to create public art installations that highlight current research issues. Art can be a powerful tool to engage residents and start conversations about community issues.

Stadskamer op Wielen: This will really help here.

ENHANCING MOTIVATION

To ensure that residents, particularly Dutch seniors aged 70 and above, are motivated to participate in resident research, Stadskamer needs to implement targeted strategies that address their specific needs and preferences. By gaining deeper insights into this subgroup, testing effective incentives, expanding partnerships, and utilizing covert research techniques, Stadskamer can foster greater engagement and participation among this demographic.

I have already identified and located key groups and gathered initial insights. The focus should now be on strengthening links with organisations such as Haags Ontmoeten to use their existing networks and resources for outreach and engagement. Partnerships with residential groups and retirement homes will also be crucial to reach seniors in their own environment, providing a comfortable and familiar setting for conducting research and gathering insights.

To effectively engage seniors, it is important to frame research activities as social interactions rather than formal studies. This approach can help to minimise any reluctance that seniors may have to participate in 'research' or 'community projects'. By encouraging informal conversations during community events, social gatherings and daily interactions, we can gather feedback on their opinions, complaints, barriers and ideas in a natural and unobtrusive way. Using participant-observation techniques, where researchers integrate themselves into community activities, allows us to gather insights without explicitly labelling the interactions as research.

A key insight from our early findings is that seniors often feel left out and forgotten. To address this, offering incentives can be an effective way to engage them. Organising events such as lunches, where seniors can enjoy a meal, socialise and feel valued, creates an opportunity for researchers to do their work while participants enjoy the event. This fosters a sense of being seen and heard, making them more likely to participate and share their valuable insights.

Appendix I

CREATIVE BRIEF

DESIGN DIRECTION FOR THE STADSKAMER

This creative briefing is prepared to communicate the creative direction and expectations. It provides a brief summary of the project and its insights. Furthermore, it formulates the solution space based on the design goal, target audience, stakeholders, challenges, and requirements and constraints.

The purpose of a creative briefing is to ensure that all involved parties have a clear understanding of what needs to be achieved and which creative approach should be followed.

Strategic foundation:
As human-centered researchers, we provide a handbook with suitable research methods so that all insights from the 'Stadskamer' reflect the city and thus resonate with the living environment of residents.

SUMMARY OF THE PROJECT

Design a strategy-based intervention that helps the municipality to structurally reach and involve the less digitally skilled residents in the city for their input in research.

This intervention is a deliberate action or measure carried out to alter and improve the current research situation and/or positively influence it. In this case, the intervention refers to a specific strategic approach to reach and involve less digitally skilled residents in the city in resident research. The goal is to ensure that this group also has the opportunity to contribute their input, despite potential limitations in digital skills, coupled with low language proficiency and practical education.

The starting point was the development of accessible communication channels, i.e., identifying the locations and key figures. Additionally, mapping the communication tools used and determining their effectiveness. Prior to this, an analysis of needs and barriers was conducted through individual conversations. Many insights emerged from these conversations that will be incorporated into the design.

WHAT DO WE AIM TO ACHIEVE? - ULTIMATE DREAM

An inclusive approach to conducting resident research ensures that all insights from the 'Stadskamer' accurately reflect the city, thereby ensuring that municipal services are aligned with residents' wants and needs.

INSIGHTS

General

Conducting research is perceived as something large and heavy. Having informal conversations feels lighter and more accessible. Informally inviting people and engaging in personal conversations works well for this reason.

Trust is crucial. The topics people need help with are personal and vulnerable. They trust the organization, and especially the employees, to help them.

Approach

Not everyone is equally articulate, so the preferred communication method varies; being understood and human contact takes precedence.
Visual communication aids mutual understanding in the conversation.
Uncertainty about the results arises from language and comprehension barriers.

Motivation

There is motivation and willingness to participate, including from the organizations.
Referral by an employee works very well (trust).
Helping others or the neighbourhood is a motivating factor. This is perceived as important.

Design goal for engaging the target group:
How can we create a research tool that aligns with the preferences and needs of less digitally skilled residents by enhancing their ability during their participation in research at the service points?

The focus of the design is on aligning the research tool with the needs of the target audience, enabling them to participate in research with the same ease. This way, they can be effectively involved in resident research. I aim to adapt research tools, both qualitative and quantitative, to meet the needs and preferences of less digitally skilled residents.

WHAT IS THE CHALLENGE?

The current research tools do not align with the target group. Think of online surveys; Dutch language usage higher than level B1; not yet applied at locations, not very visual.
What I aim to achieve with the research tool is to increase the ability of the target group to participate in research. So that the participant feels heard and has had a positive experience after participating in the research. The challenge is to understand each other during the research to gather reliable and valuable insights. Conducting research can be perceived as something large and heavy, so the challenge is to keep it small, light, and manageable. Approachable and accessible.

WHO ARE THE TARGET AUDIENCE AND STAKEHOLDERS AND WHAT CONNECTS THEM?

Internal

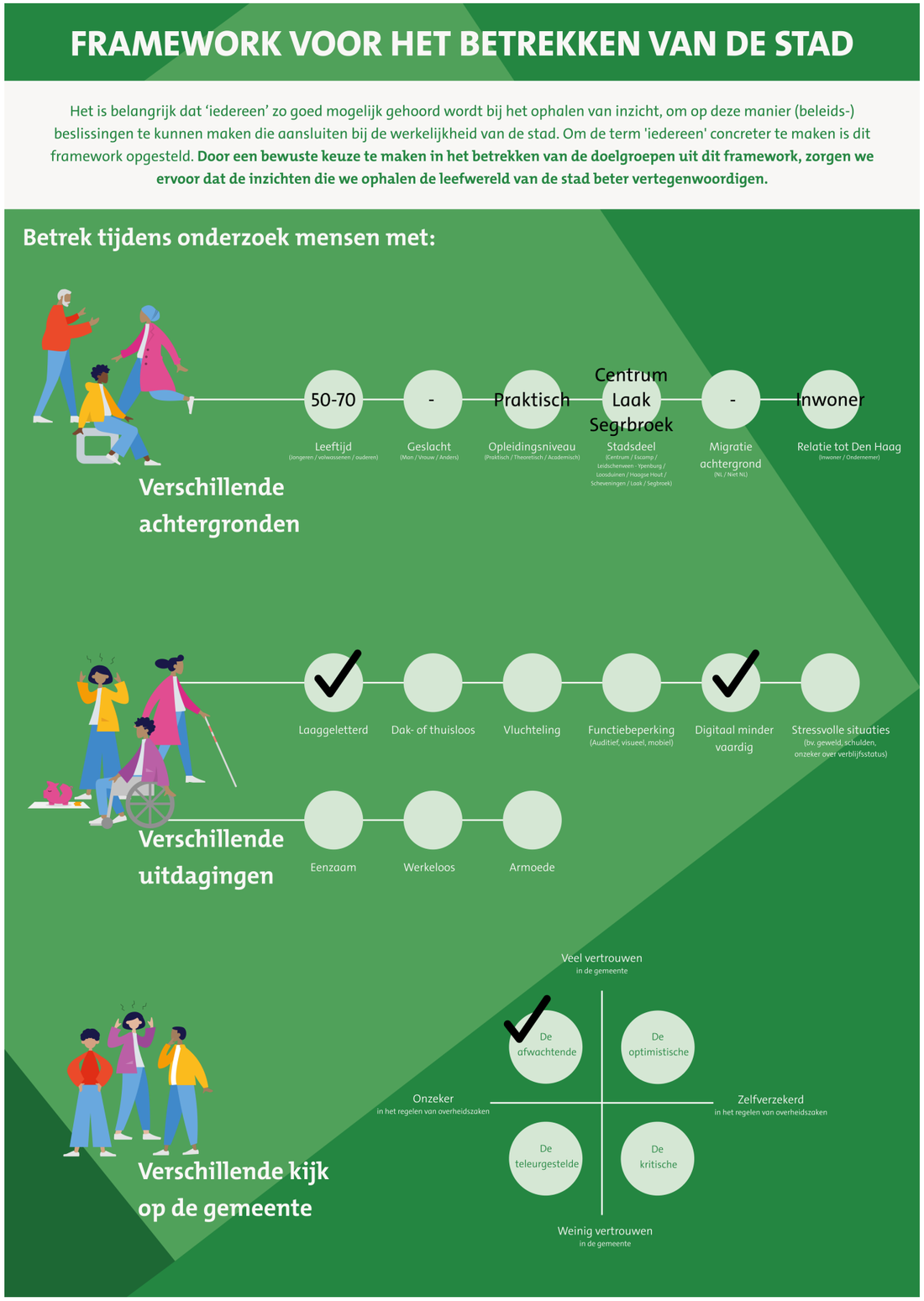
Team ID - The research team of DPZ municipality of The Hague. They want to involve the target audience. They should be able to handle the tool; the tool must be modular so that it can be adaptable for other researches. Realistically deployable, considering budget, time, and required effort.

External

Wijkz and the library are the places where the target group can be found. Assistance is provided here among other things.
Target audience - Approachable, small, simple actions, understandable language.
Wijkz - Communicate clearly internally.
Library - Keep it small, do not ask too much effort from employees and participants.

DELIVERABLES

Two concepts: a quantitative and qualitative offline research method to engage less digitally skilled individuals in research.



JUSTIFICATION FOR THE SELECTED DIRECTION

The direction is based on the locations Wijkz and the library, where the ServicepuntXL and computer lessons are also located. This communication channel is now accessible and trust is being built. By maintaining good contact, involving them in this project, and keeping them informed, this can further develop. This is also one of the main reasons for choosing this direction. It also enables the target group, residents with low digital proficiency overlapping with low literacy and education levels, to be involved in the research. On the left is the framework from the municipality of The Hague that concretely represents the target group.

Demographic aspects.

The target group is roughly between 50 and 70 years old. This is evident from the expert interviews and the target group interviews at these locations. The education level is practical. And the assumption is that which district people live in does not influence the desires and needs of the target group. With this project, research was conducted in the districts of Laak, Segbroek, and the city center. According to data (source), in Laak, ...% are low-literate, and in this district, there is a greater chance that the target group is located here. A migration background often leads to a language barrier. My design is not specifically tailored to people with a migration background. However, with a focus on minimizing language barriers, this is also useful for low-literacy individuals. The relationship of the target group is that they are residents of The Hague. Gender is not a factor that significantly influences. Women are more often digitally less skilled (source), but I do not specifically take this into account in my design.

Challenges

This project was initiated from the challenge faced by residents: low digital proficiency. Additionally, the overlap with low literacy is taken into account because language and comprehension are also essential for gathering accurate insights through research.

View on the Municipality

The less digitally proficient residents who frequent the locations of Wijkz and the Library have trust in the municipality. The library is owned by the municipality, and Wijkz is supported by the municipality. Additionally, no one expressed negative opinions about the municipality during individual conversations.

However, these individuals are uncertain when it comes to handling government affairs. That's why they seek assistance at these locations. This cautiousness makes the target group hesitant.

These individuals frequent the locations, making them reachable and able to provide their input. The assumption is that the eventual design will also be applicable to others facing similar challenges.