MIRRORING

THE CITY

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

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EXECUTIVE SUMMARY

The objective of this thesis was to bridge the gap between the municipality of The Hague and the residents with lower digital proficiency, by answering the main research question: How can less digitally proficient residents be included in resident research?

STADSKAMER
& INCLUSIVE RESIDENT RESEARCH

This project was carried out in collaboration with the municipality of The Hague, specifically The Stadskamer. The Stadskamer is part of the municipality-wide expertise centre of the Innovation and Services team. Here, residents can provide feedback and share ideas about municipal services, actively participating in their improvement. The Stadskamer uses resident research to examine how the municipality can improve its services. They believe in the potential of inclusive resident research: this type of research focuses on reaching and involving residents who are usually underrepresented in resident research.

The Stadskamer works hard towards inclusive resident research, yet the reality is still different. Many groups have not yet been involved in research, preventing (policy) decisions from being made that align with reality.

CONTEXT

One of the underrepresented groups were residents with lower digital proficiency. This group was not very visible for the Stadskamer and they had little means to effectively involve them in resident research. Their current research strategy was not working. There is also a dearth of literature specifically addressing the needs of digitally less proficient residents. This research therefore focused on bridging the gap between existing literature and practice and design a strategy-based intervention for the municipality to contribute to a better and more inclusive approach to resident research.

APPROACH

In order to design the intervention, I conducted literature- and desk research, and I embarked on an exploratory journey to discover the best strategic approach. I used experiential learning as a central methodology. It consists of four stages: experiencing, reflecting, thinking, and acting. This approach aligns well with the needs of conducting inclusive research, as it emphasizes learning from direct experiences and observing the actions and consequences of others.

DESIGN RESULTS

The final design concept is the strategy for involving less digitally proficient residents in resident research, including research tools, presented in the form of a handbook. This handbook provides all the practical guidelines needed to successfully conduct research with less digitally proficient residents. The strategy consists of five building blocks, each representing a step in the process of including the target group in research. These include identifying, reaching, approaching and involving less digitally proficient residents, and providing feedback.

CONCLUSION

Applying this strategy, showed that it is feasible, viable and desirable. It can be concluded that the final design successfully provides the Stadskamer with a strategic approach that facilitates the inclusion of digitally less proficient residents in the resident research.

This thesis also contributes to the field of science and design as it validates and generates knowledge that is directly applicable. The findings provide a basis for the development of more effective municipal policies and address the gap in existing literature by providing specific information on conducting research with this target group.

5. FEEDBACK

Close the feedback loop by communicating the project progress and results and expressing gratitiude for their involvement

4. INVOLVING

Consider the residents' needs, preferences, and barriers for effective involvement.

3. APPROACHING

Follow overarching guidelines for an optimal approach and invitation to residents to participate

2. REACHING

Devise an approach for how you intend to reach the residents.

1. DETERMINING

Clearly who you aim to reach with your policy or intervention.

TABLE OF CONTENT

READING GUIDE

This is quite a long thesis report, which makes it not as easy to read. I would love for you to read all my work, so here are some tips to help you.

Colour coded
As shown in the table of contents to the left, the thesis has seven chapters. Each chapter has its own colour to help you keep track of where you are. The chapter titles at the bottom of the page should help too!

Note
This graduation project entailed more than I could fit into this report. I refer to appendices at several points in the thesis. You can find a separate appendix document on the TU Delft Repository website.

01

INTRODUCING THE PROJECT

This first chapter gives an introduction to the project, the context, the municipality of The Hague, and the project aim. Furthermore, it explains the project approach, the used methods and tools as well as the structure of the report.

CONTEXT OF THE PROJECT

MUNICIPALITY OF THE HAGUE: STADSKAMER

This project is being carried out in collaboration with the municipality of The Hague. Specifically, it has been initiated by the Innovation and Service Team (ID), which falls under the Department of Public Service. Team ID runs a program called "Human-Centred Insight." The Stadskamer is also part of this and can be used to improve municipal services and communication. In the Stadskamer, residents of The Hague can provide feedback and share ideas about municipal services, actively participating in their improvement. The Stadskamer focuses on the residents, making decisions based on genuine feedback.

The human-centred approach is a theme in the current vision of The Hague's municipal services. Human-centred service, which takes into account the diversity of the people, starts with research. Listening to and engaging with the city provides insights into what residents and entrepreneurs need and expect from the municipality.

Through its research, the Stadskamer puts the residents of The Hague at the centre and ensures that the municipality can learn and improve from the city's perspective. Residents and entrepreneurs, regardless of background, income, education level, and other relevant characteristics, should be able to participate in the research.

To make policy decisions that align with reality, it is essential that the insights from the Stadskamer reflect the city. Human-centred insight will then enable the organization to make decisions based on reliable data and facts, which is currently a challenge.

THE BIGGER PICTURE

The municipality of The Hague faces several key challenges that shape its approach and policies. Three overarching developments are crucial: growing distrust in the (local) government, advancing digitalization, and the need for resident participation. These developments are reasons for the municipality of The Hague to take action in order to bridge the gap between the government and the residents.

Declining trust in the municipality

One of the most urgent issues is the declining trust of citizens in the government. Trust in the local government has also significantly decreased. Less than half of the residents of The Hague had (much) trust in the local government. There is a low-trust society. This indicates a substantial gap between the local government and its residents (Centraal Bureau voor de Statistiek, 2023; Engbersen et al., 2021).

The municipality of The Hague seeks to reverse this trend by bridging the gap between the government and its residents and adopting a more transparent and participatory approach.

Digitalization and participation

The Hague is committed to inclusivity, driving a digital transformation aimed at making digital platforms accessible to all, regardless of their digital proficiency. Recent efforts have seen significant enhancements in digital services, propelling The Hague to lead in digital service delivery. However, despite these efforts, a significant portion of the Dutch population has very low digital proficiency, facing hurdles in a rapidly digitalizing society and are economically vulnerable (Gemeente Den Haag, 2020; Non & Dinkova, 2021).

Digitalization presents both opportunities and challenges. While it can enhance the efficiency and accessibility off municipal services, it also risks excluding residents from (digital) participation. Given the city's diverse demographics, coupled with a high percentage of low literacy (24%), it can pose additional obstacles for full engagement (Gemeente Den Haag, 2020).

This issue extends beyond mere participation; it encompasses a broader influence gap, where voices of vulnerable residents or those who have lost trust in the government are often sidelined. This widening gap threatens not only participation but also the influence of different resident groups (de Bruijn et al., 2023).

The strategic use of digital tools holds the potential to lower participation barriers, facilitating time- and location-independent engagement. Yet, caution is warranted to ensure inclusivity. Recognizing this, the Stadskamer is actively exploring new avenues to enhance resident participation and influence in policy and service improvements. Digital tools offer promise in diversifying participation avenues, making them more accessible and inclusive. However, it is not a panacea, since it excludes digitally less proficient individuals (Digitale tools maken inwonerparticipatie niet vanzelf divers | Movisie, 2019).

Ultimately, The Hague aims to bridge the influence gap, ensuring that policies align with the diverse needs of its residents and are democratically legitimized. Addressing these issues is therefore essential to ensure that digitalization does not hinder citizens from participating and giving feedback, making The Hague a more inclusive and connected city (Gemeente Den Haag, 2020).

PROJECT AIM

The stadskamer believes in the potential of inclusive resident research, yet the reality is still different. Until now, many groups have not yet been involved in research, preventing (policy) decisions from being made that align with reality.

Bregman (2020) illustrates this problem in his book Humankind: A Hopeful History.

But who do you think can make a better decision about what we need? A bureaucrat in his office, who has never visited our community, or someone from that community itself?

Building on this, the purpose of this thesis is to research:

HOW TO INCLUDE RESIDENTS WITH LOW DIGITAL PROFICIENCY IN RESIDENT RESEARCH?

To be able to answer this question, the biggest challenge of this thesis is to bridge the gap between the municipality and the less digitally proficient residents.

In other words, it was aimed to investigate how to design a strategy-based intervention for the municipality to contribute to better and more inclusive approach of resident research. Specified on identifying, reaching, approaching and involving the residents with lower digital proficiency.

STADSKAMER

The Stadskamer is part of the municipality-wide expertise centre of the Innovation and Services team. The Stadskamer uses resident research to examine how the municipality can improve its services both offline and online. By integrating the Stadskamer into the regular process from the start of service projects more frequently, the municipality ensures that (new) initiatives align directly with the needs of residents, entrepreneurs, and social organizations. Additionally, it prevents costly remedial work later on (Municipality of The Hague, 2020).

The Stadskamer is working hard towards inclusive resident research. In this section, the ultimate dream of the Stadskamer is explained, along with the steps currently being taken to achieve it and where this thesis fits into the overall picture (Figure 1).

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

Fig. 1 The ultimate dream of the Stadskamer:

ULTIMATE DREAM
In Figure 2, the ideal image of the research system is presented. However, the current approach to resident research is not functioning properly, resulting in the current low-trust society. The Stadskamer wants to turn the tide. In green are the factors where the Stadskamer can exert influence and intends to act upon to create a positive loop within the entire system.

This system clearly illustrates the factors that influence each other. Where tension fields exist, challenges and opportunities arise. These will be addressed. This thesis focuses specifically on this aspect for a subset within this system: the less digitally proficient residents.

Low digital proficiency

Underrepresented groups

| Inclusivity research approach | → | Diversity participants | → | Inclusivity research | → | Human-centered insight | → | Representiveness and quality |

Research question → Resident research → Results

External recruitment → nr. participants ← Feedback

Awareness of participation opportunities

Innovation services

Reachability

Ability to participate

Research tools and methods

Motivation

Involvement residents

Trust in the government

Residents' perception of the municipality

Resident satisfaction

Fig. 2 Ultimate dream research system

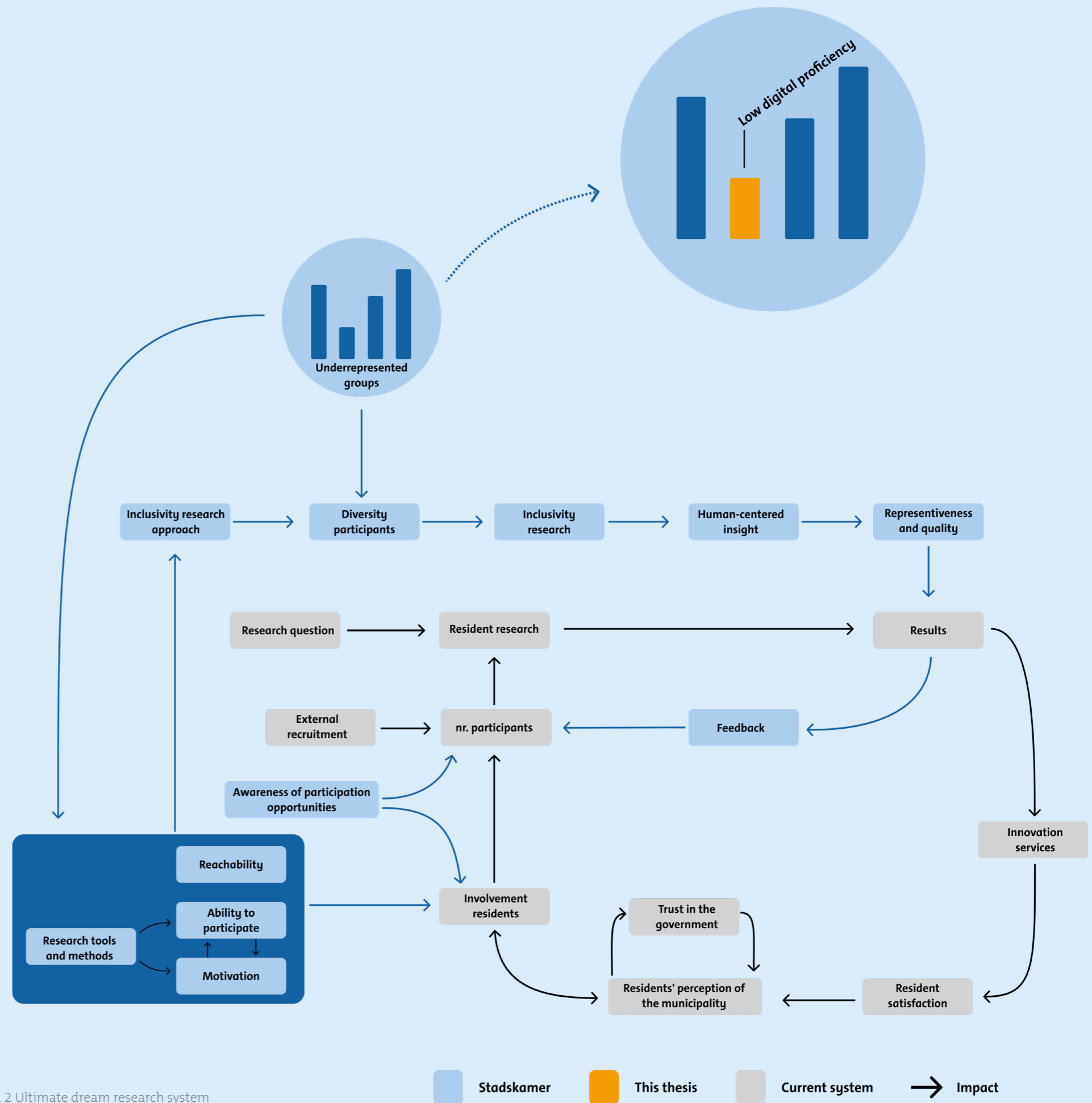| ■ Stadskamer | ■ This thesis | ■ Current system | → Impact |

DESIRED EFFECTS OF THE ULTIMATE DREAM

The Stadskamer also has several guiding principles in mind with this dream:

1. Inclusive insight through inclusive research methods

2. The municipality can learn from the perspective of the entire city; The Stadskamer serves as an inclusive mirror, allowing the municipality to gain insights from the perspectives of all residents.

3. Enhancing the quality of Stadskamer research by better reaching underrepresented target groups.

4. Collecting more representative feedback from the city to ensure that municipal services align better with citizens' needs and organizational values.

5. Facilitating the participation of all residents of The Hague in research efforts.

6. Contributing to more inclusive decision-making processes to ensure that policies are aligned with a good representation of the city's perspective.

Design solutions they have in mind to achieve their dream may include the following:

1. Research methodologies / interventions approach tactics, collaboration strategies (involving agencies, partners, and key figures), recruitment tools, guidelines for incentives, and assistance in choosing appropriate research methods.

2. Toolkit communication and recruitment tools, conversation pieces.

SIMULTANEOUS ONGOING PROJECTS

The Stadskamer is actively working towards achieving its dream. During my project, several other ongoing projects have also been running, gathering valuable insights. There has been a lot of information and knowledge exchange, with everyone sharing the same goal. All findings need to be applicable and adaptable for the team, so it's essential to align the output accordingly. Additionally, I have participated in research sessions with other underrepresented target groups to gain insights into how to reach, approach, and engage them effectively (Appendix B)

Other underrepresented groups
Simultaneously, research is being conducted on youth, low-literacy individuals, and people with debt. These projects share the same objective as this thesis: 'How can these groups be reached and involved in resident research?' The focus here is primarily on qualitative research methods. For youth, online participation is also being created.

Stadskamer Op Wielen
This refers to a mobile approach of the Stadskamer, where researchers actively hit the streets and engage residents using a cargo bike. This initiative aims to increase resident engagement and enhance the visibility of the Stadskamer in the city. By going out into the city, participation becomes more accessible, and allowing researchers to gain better insights into the resident's needs and opinions. The idea is to dynamically and interactively connect with citizens, which also provides opportunities to make the Stadskamer more present in the city and strengthen the bond between the Stadskamer and the residents.

Closing the loop
To strengthen the bond between the municipality and its residents, the relationship must be viewed as reciprocal: it's a matter of give and take. The municipality

seeks engagement from its residents, so providing feedback is important. People participate in research and often want to know the results and actions taken, as scepticism and reluctance arise from the belief that their input won't be acted upon. To change this, a newsletter and an online platform will be created to share research findings transparently.

STARTING POINT
A good inclusive resident research starts with a solid foundation. It's crucial that the research is well-designed from the outset with a focus on inclusivity. Firstly, the Stadskamer has identified which target groups are underrepresented. To include them, the following tools have been developed:

- Human-Centred Recruitment Framework
- Target Group Game
- Geo-map

The framework and the target group game are interconnected. Applying these ensures a conscious choice in involving the target groups. The framework helps specify which target groups need to be involved in the research, taking into account their diverse backgrounds, challenges, and perspectives on the municipality (Figure 3).
Together with the use of the target group game, you create an overview of the groups that will and will not be included in research, along with a rationale for the choices made. This determines the scope of the research, the relevance and feasibility of target groups, and a follow-up plan (Figure 4).

Subsequently, the geo-map can be deployed. This map shows the locations of the (underrepresented) target groups. The aim is to continuously expand this map and establish collaborations with these locations (Figure 5).
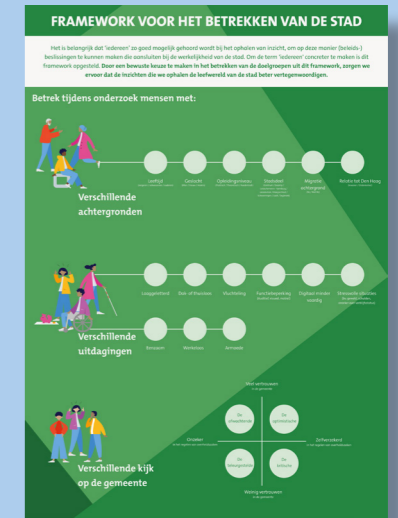

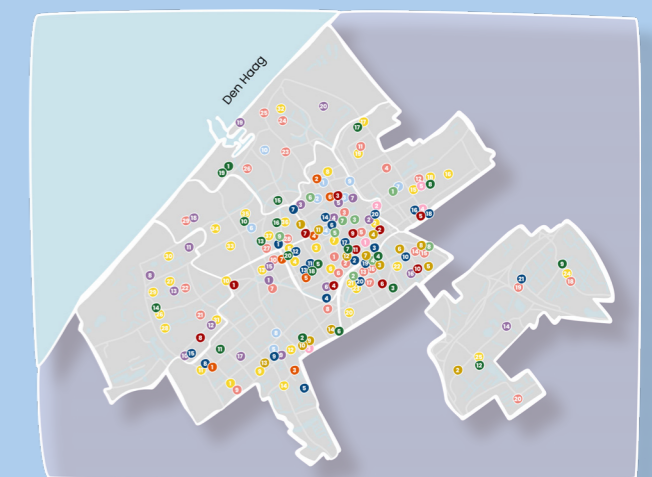Fig. 3 Human-Centred Recruitment Framework

Fig. 4 Target group game

Fig. 5 Geo-map

PROJECT APPROACH

In this project for the Stadskamer, my primary focus was to research and design an effective approach for how they should conduct research with less digitally proficient residents. This involved developing a strategy and interventions that Stadskamer could utilize to engage and include this target group in their resident research.

Understanding the unique challenges faced by less digitally proficient residents was essential to crafting an approach that met their needs. By actively involving the target group in my project, I gained valuable insights into their specific needs and preferences. This process allowed me to design a research approach that is both inclusive and effective, ensuring that Stadskamer could gather accurate and comprehensive insight from this target group.

Note: I conducted research (with the target group) to find the best approach for Stadskamer on how to conduct research with the target group. The insights from the process and all the steps I have taken resulted in the approach that they will ultimately use to carry out the research process themselves.

APPROACH
I began my project using design thinking and the commonly taught and applied double diamond methodology. I quickly realized that this approach was not effective for this specific project, so I decided to discard it. Instead, I embarked on an exploratory journey to discover the best strategic approach for including less digitally proficient residents in resident research for the Stadskamer.

To design an approach that truly fits (the needs of the) target group, it was crucial for me to involve the target group in this process. This first required me to reach the target group and engage in conversations to understand their specific needs and challenges.

Since this was completely uncharted territory (for me and the municipality), I experimented with various approaches to find out what worked and what did not. You could say that I was the guinea pig with this project. I seized all opportunities and possibilities, such as attending webinars, computer classes, and related projects.
Alongside immediately finding my way to the target group, I also conducted preliminary research. Since I started out with a different plan, I had already started with thorough preliminary research to gain more insight into the context.

This way of working is, as I like to call it, a learn-by-doing approach. Also known as experiential learning, which I thus used as a central methodology for this project (Figure 6). As I progressed, all the puzzle pieces became clearer, and I was able to place them correctly, allowing the process to take shape organically.

EXPERIENTIAL LEARNING
Experiential learning, as outlined by Kolb (1984), is a widely recognized model in entrepreneurial education. Kolb's model stands out for its iterative process consisting of four stages: experiencing, reflecting, thinking, and acting. This approach aligns well with the needs of conducting inclusive research, as it emphasizes learning from direct experiences and observing the actions and consequences of others (Holcomb et al., 2009).

Kolb's model begins most of the time with engaging in a new experience, followed by reflection on that experience. The learner then conceptualizes and adjusts the experience to fit their own context, ultimately using these insights to set up new experiments and actively engage in them again. This iterative cycle of action and reflection aims to foster deep learning through hands-on experience and continuous improvement (Arpiainen & Kurczewska, 2017).

Applying Kolb's experiential learning model to my project involved continuous reflection and reaction to my experiences, allowing me to dynamically adapt my approach. Neck & Greene (2011) further connect experiential learning to design, explaining that from a design perspective it helps to recognize and pursue unique (business) opportunities. This involves using design techniques such as observation, fieldwork, and understanding stakeholder values.

Through iterative experimentation and reflection, I was able to refine the research approach, incorporating feedback from the target group and adjusting the strategy as needed. This hands-on, experiential learning approach ensured that the final strategy is practical and tailored to the unique characteristics of the less digitally proficient residents.

Ultimately, my learn-by-doing approach enabled me to apply theoretical knowledge and gain practical insights crucial for the success of the project.

FEELING

Concrete experience

DOER
Accommodating

Learn through trial and error, trying new ideas, adapting quickly, and learning primarily through practical experience and experimentation.

DREAMER
Diverging

Assess experiences, value feelings, enjoy brainstorming, and use imagination to understand situations from different angles.

Active experimentation

DOING

Reflective observation

WATCHING

DECIDER
Converging

Making decisions and applying ideas to new experiences, bridging theory and practice through practical solutions like schemas, checklists, and step-by-step plans.

THINKER
Assimilator

Understanding and analyzing information, integrating new experiences into existing frameworks or concepts through thorough reasoning and holistic assessment
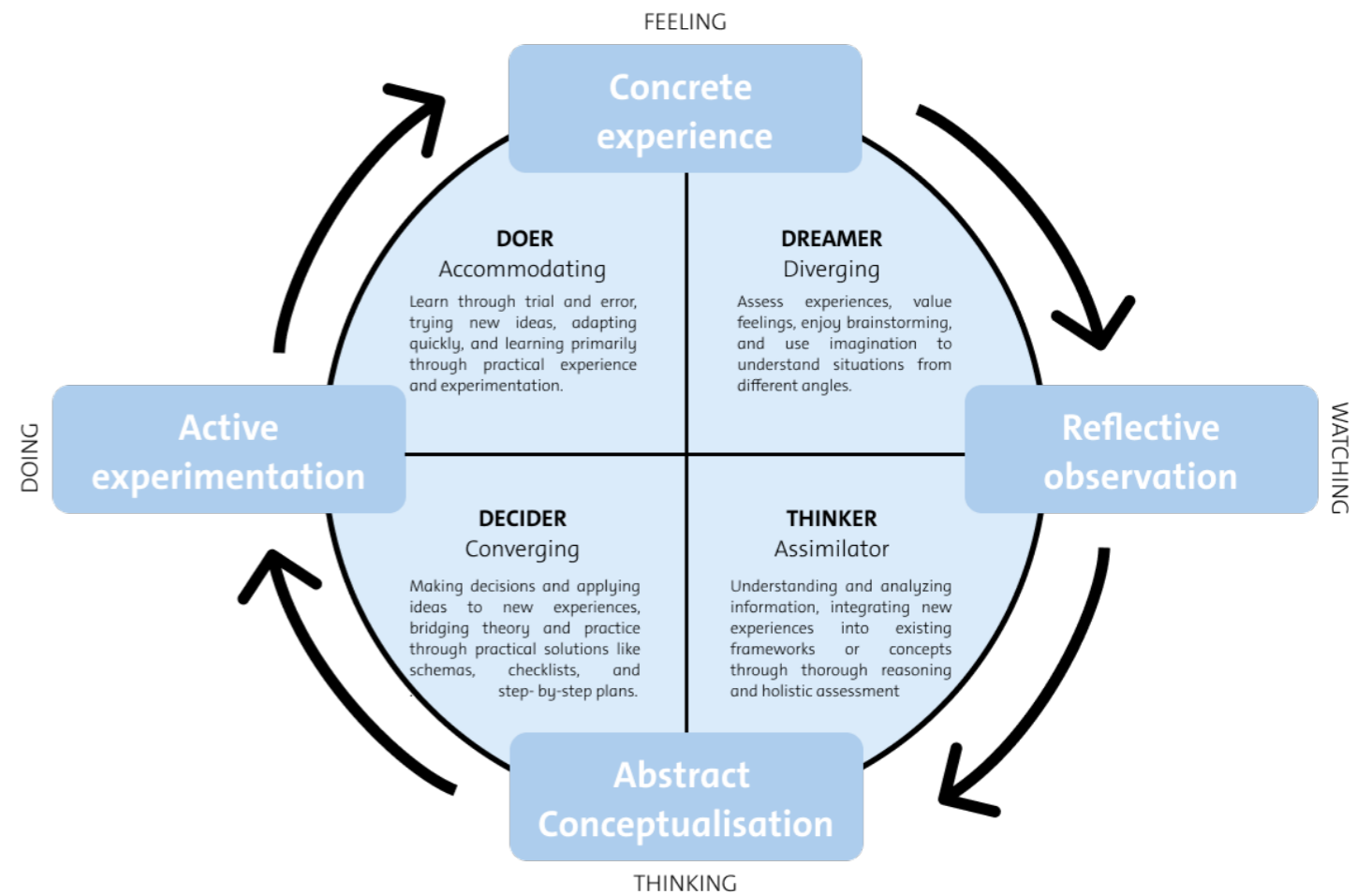
Abstract Conceptualisation

THINKING

Fig. 6 Kolb's experiential learning model

REPORT STRUCTURE

The path I followed during this project was quite chaotic, and far from linear, going back and forth between different steps and iterating with gathered insights. To be able to tell the story clearly, a simplified and linear version of the design process is presented within the report. This structure is chosen to document the insights and outcomes of the design process in an understandable and readable way. The chapters are organized according to design phases that led to the final product. As said, the actual process was much messier than visualized here (Figure 7). To give more insight in the design process, the used tools and methods are listed below each phase. In the following section, these methods and tools are further elaborated.

CH.1

INTRODUCING THE PROJECT
ORGANIZING AND DIRECTING
The first phase is to clarify the project's goal. Delineating the context, defining the starting point, and determining the approach.

CH.2

UNDERSTANDING THE CONTEXT
EXPLORING AND ANALYSING
The exploring and analysing phase aims to gain a broad understanding of the context. I conducted literature and desk research, paired with an internal analysis. This is divided into four search areas: understanding inclusive research, understanding underrepresented groups, understanding digital proficiency, and understanding the Stadskamer.

CH.3

STRATEGY TO INCLUDE THE RESIDENTS
EXPERIENCING AND LEARNING
The third phase describes the development of the research strategy's building blocks. This part emphasizes the learn-by-doing approach, focusing on experimenting, reflecting, and iterating to find the best possible strategy.

CH.4

DEFINING THE DESIGN DIRECTION
CREATIVE BRIEF
This section delves deeper into one of the building blocks. A creative brief is created, outlining three design directions. One of these directions is further developed based on a design goal and design requirements.

CH.5

RESEARCH TOOLS
INNOVATING AND EXPERIMENTING
In the following phase, two concepts are designed, prototyped, and tested.

CH.6

DELIVERING THE HANDBOOK
CONCRETISING AND DEVELOPING
This phase focuses on delivering the tool. To ensure the design can be immediately and effectively implemented by the municipality, a handbook is developed. The design as a whole is introduced by explaining its purpose, context, research steps, and listing its value.

CH.7

ENDING THE PROJECT
FINALISING AND REFLECTING
Finally, the project goals are revisited. The project is concluded with an evaluation of the design and final recommendations.

Fig. 7 Project process

METHODS AND TOOLS

This project involves the utilisation of a number of methods and tools to gain insights, learn, explore and design. In this section, the methods and tools are described in greater detail, with literature and desk research excluded as it is assumed that these methods are generally well-known.

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.

A semi-structured interview approach was employed throughout. The method was selected for its flexibility, enabling the inclusion of both focused questions and depth in unexpected topics. This approach facilitates detailed and nuanced responses, leading to valuable insights. Additionally, standardized questions ensure comparability across different respondents. The responsiveness of this method enables probing and follow-up questions, thereby enhancing the quality of information obtained. The combination of structured and rich qualitative data proved to be an optimal approach for my research.

Nevertheless, I discovered that despite thorough preparation, my own demeanour could potentially influence respondents' answers, such as through enthusiastic reactions. This was a valuable learning experience. Furthermore, it proved challenging to achieve an appropriate balance between exploring in-depth responses and maintaining the structure of the interview. Fortunately, all participants were forthcoming and I could reach out for further clarification if needed.

The insights from these interviews can be found in Appendix C.

EXPERTS

Social designer
Knowledge about designing for underrepresented groups

Direct Duidelijk
Knowledge about inclusive and clear communication

Recruitment agencies
Understanding whether or not they reach target group

ORGANISATIONS

ServicepuntXL
Knowledge about computer classes and the target group

IDO desk
Understanding the target audience and providing assistance

Library
Knowledge about computer classes and the target group

Stichting Voorall
Knowledge about inclusivity and residents of The Hague with disabilities + Digital Accessibility Advice

INTERNAL

Researcher

Designer of civic participation

Digital accessibility specialist

Fig. 8 Interview plan

CAUSAL DIAGRAM
Causal diagrams are highly effective analytical tools that support the intuitive processes needed to bridge the gap between diagnosis and change strategy. This method, part of systems thinking, emphasizes managing relationships between events and provides a visual representation of these relationships (Vermaak, 2003).

I intended to use this method to represent the entire resident research process and extract insights. However, it proved unsuitable, as I encountered significant difficulties. I then returned to the core approach. The reason I wanted to apply this method was to visualize the resident research system as a whole and get a clear overview. I ultimately did this myself, focusing on the relationships between all influencing factors, as shown in Figure 9.
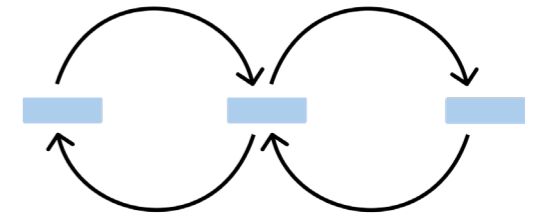

Fig. 9 Illustration causal diagram

FORM LANGUAGE
Form language is a methodology that draws an analogy between architectural form and communication to contribute to complex problem-solving processes (Kamp, 2018). I applied form language visualize the gap between the municipality and less digitally proficient residents and the currently used communication channels. This method facilitated analysis, structuring information, and generating ideas for solutions. While primarily used as a tool rather than for facilitating discussion, I adapted a digital 2D variant due to access constraints, focusing on size, proportion, and translucency to convey openness and clarity (Figure 10).

Fig. 10 Illustration form language

Reflecting on this, form language effectively helped me grasp the broader context and spatial dynamics of the challenges faced. It provided a structured approach to analyse critical details while maintaining a holistic view.
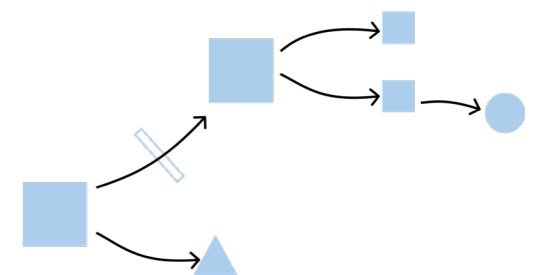
RESIDENT JOURNEY

'Journey mapping is a method for understanding people's experiences around a specific topic over a certain period of time and place' (van Boeijen et al., 2020). This way, I gained insight into different phases of people's experiences with resident research (Figure 11). It not only helped me better understand participants' experiences but also identified potential improvements and challenges in the process. We conducted this in a creative team session using a fictional case study.

It allowed me to construct my understanding, and the resulting visualizations were useful for discussing my insights with the team, making decisions, and generating ideas. This was very valuable and insightful.

Fig. 11 Illustration resident journey

STAKEHOLDER MAP

A stakeholder map is a visual representation of all stakeholders (persons and organisations) involved in the issue, including their connections with each other and their interactions (Figure 12). It provides an overview of the complex group of stakeholders that play a role in the issue. The stakeholder map facilitated the identification of the relationships between stakeholders, their respective roles in the issue, their potential involvement in a solution, and the parties that should be considered when developing a solution (Stakeholder Mapping | Impact At The Core | Erasmus University Rotterdam, n.d.).

There are various ways to structure a stakeholder map, with the focus in this case being on the distance between the municipality and the stakeholders and the connections between them. I placed the Stadskamer at the centre, representing the municipality.
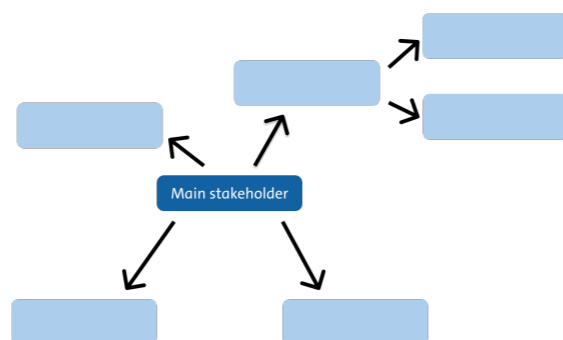
Main stakeholder

Fig. 12 Illustration stakeholdermap

BRAINSTORM

Brainstorming is a specific approach for generating lots of ideas (Figure 13). They are among many methods used in creative thinking, based on the assumption that quantity leads to quality (van Boeijen et al., 2020).
Multiple brainstorm group sessions were organised throughout this project. These sessions were with fellow students and the team from the municipality. I use this often, sometimes big sometimes small. It really helps me when I get stuck in my own thoughts. I do get more creative when I can bounce on thoughts and ideas of others and have a conversation about it. So not only have I used it for the main idea generating part, but also for tweaking little things along the way. Such as, what places can I reach out to in order to reach the target group, or how can I structure this thesis report? As you can see, it really did help me.
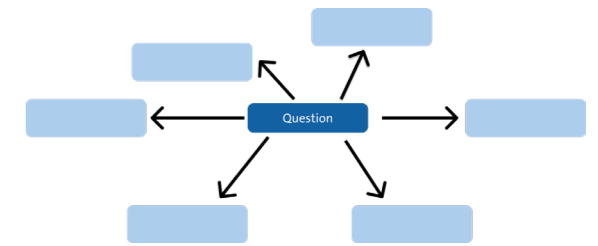
Question

Fig. 13 Illustration brainstorm

HOW TO

How-Tos are problem statements written as questions to support brainstorming and idea generation (Figure 14). They help formulate hands-on design problems in various ways to stimulate creativity (van Boeijen et al., 2020). These questions address 'how to do something,' with the action verb being key. For example, I asked, 'How can I reach less digitally proficient residents?' and 'How to make a questionnaire non-digital?'.

I used this method individually to keep an open mind about possible opportunities and approaches for the project. Additionally, I employed it in brainstorming sessions with fellow students to generate ideas.
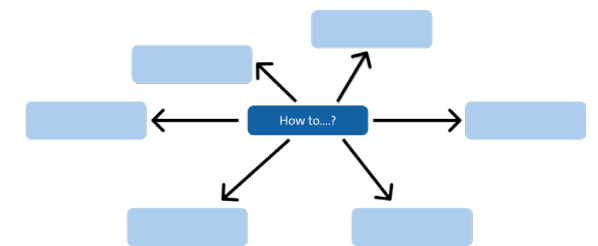
How to...?

Fig. 14 Illustration how-to

IDEA EVALUATION

When developing new research tools, the most promising ideas were selected from a large pool using two methods: vALUe/PMI (Van Boeijen et al., 2020) and a matrix based on the APEASE criteria (Michie et al., 2014).

vALUe and PMI

The methods of vALUe and PMI are elementary means to evaluate and screen early design ideas in a systematic way. vALUe stands for Advantages, Limitations, Unique elements and PMI means Plus, Minus, and Interesting (Figure 15).

I used this to find out what kind of ideas have potential. Therefore, a structured way of evaluating early stage ideas was developed based on the convergent mindset 'affirmative judgment,' which entails looking for what makes the idea good. It also provides new insights in the solution space by listing the pros and cons of an idea, such as new criteria or crucial parameters.

Matrix

In the end the designs must consider accessibility and effort for both the municipality and the residents. I plotted the ideas on a matrix considering these aspects (Figure 16). These 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.
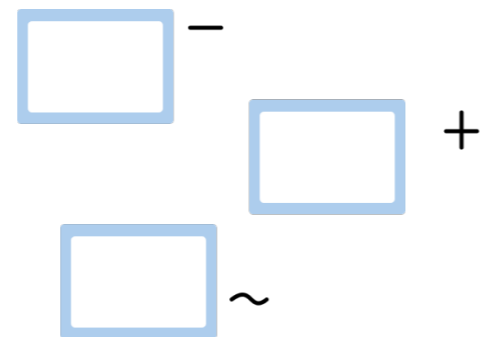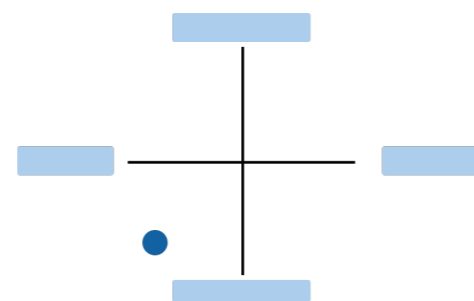
Fig. 15 Illustration PMI method

Fig. 16 Illustration matrix

SAMPLING

Time-location sampling (TLS) and facility-based sampling (FBS) are methods I used to recruit the target group (Shaghaghi et al., 2011). These approaches are particularly useful for reaching underrepresented groups by targeting locations and facilities where they are likely to be found (at a certain time) (Figure 17).

In my thesis, I utilized a combination of TLS and FBS methods. I began by mapping various locations and facilities where members of the target group were known or highly likely to congregate. This involved a formative phase of identifying venues and establishments within the community. The mapping process created a sampling frame of venues and time periods, enabling targeted recruitment efforts.

While TLS focused on time-location patterns to capture individuals with varying attendance, FBS supplemented this approach by targeting specific facilities frequented by the target population. This dual strategy aimed to maximize inclusivity and representation within the sample.

Despite the methodological strengths of these methods, if not all relevant venues or facilities are identified, or if a significant portion of the target population avoids these locations, biases can affect the sample's representativeness.

By employing a combined TLS and FBS approach, I successfully accessed and engaged with a segment of the target group in my research. This methodological choice proved effective in overcoming barriers to reach them and gather valuable insights. It certainly has opened the door for the Stadskamer.

Fig. 17 Illustration Location based

COM-B

The Behaviour Change Wheel by Michie et al. (2014) is a method for developing evidence-based behaviour interventions (Figure 18). The model posits that behaviour, depicted in the inner circle, arises from an interaction between capability, opportunity, and motivation (Pol & Swankhuisen, 2020).

Capability
Physical and psychological skills, knowledge, strength, or endurance to engage.

Opportunity
Social and physical factors facilitating behaviour, including interpersonal influences, time, and locations; these are external factors.

Motivation
Reflective and automatic processes, encompassing all internal brain processes that energize and direct behaviour.

There are several other models for structuring human behaviour (e.g., FOG and the Theory of Planned Behaviour). The COM-B model was chosen because it aligns well with elements of the CLEAR model and other literature in this thesis. Additionally, it suited insights from practice.

EAST

While there is no simple, universal formula for effecting behavioural change, there are four principles that can be used to increase the likelihood that the target group will participate in resident research. The EAST model, developed by the Behavioural Insights Team (BIT), presents four simple strategical approaches to encourage or discourage behaviour (Service et al., 2014). The four strategies are as follows: make the desired behaviour easy, attractive, social, and timely.

This model is particularly effective as a checklist after the development of an intervention.

- **Easy:** Make participation as simple as possible. Make it convenient, logical, free of charge, requiring minimal effort, small steps, and straightforward.

- **Attractive:** Make the activity enjoyable. Personalise it, appeal to emotions, capture attention, and offer rewards.

- **Social:** Demonstrate that others are participating. Utilise existing networks and demonstrate social norms.

- **Timely:** Select a suitable time to initiate engagement with individuals. Invite them when they are most receptive and consider offering immediate benefits.

CLEAR

The CLEAR model by Lowndes et al. (2006) focuses on the enabling conditions for civic participation in local contexts, unlike models that solely address the role of citizens in policy processes, such as the participation ladder. It identifies five essential elements (Can, Like, Enabled, Asked, Responsive), whose initials form the acronym CLEAR. These elements establish prerequisites for participation, emphasizing interaction as crucial. The model provides literal clarity on what is necessary for effective civic engagement, stressing the need for participatory strategies tailored to local contexts and dynamics (de Graaf et al., 2010).

In my thesis, I draw inspiration from and utilize the CLEAR model as a framework to both analyse participatory processes in advance and evaluate it afterwards, focusing on practical applications and local relevance. This approach aligns well with other literature on inclusive research practices. Notably, previous research has not specifically targeted less digitally proficient individuals, presenting an opportunity I explored in my study.

USER TEST

A user test, also known as a usability test, evaluates the usability, the concept and user experience of a product, service, or system by observing real users while they perform specific tasks (van Boeijen et al., 2020). The steps that the process involves can be seen on the right.

User tests provide valuable feedback from real users, in this case, the target group itself, helping to identify design flaws, so I could make improvements and redesign the tools, and for further development recommendations.
Within this project I did several user test to iterate, evaluate and validate de designs.

1. **Setting objectives:** Defining the goals and aspects of the product to be evaluated.

2. **Creating scenarios and tasks:** Designing realistic scenarios and tasks that users should be able to complete.

3. **Recruiting participants:** Selecting participants who represent the target user group.

4. **Conducting the test:** Inviting users to perform tasks while they verbalise their thoughts and interactions.

5. **Observing and documenting:** Watching and documenting users' behaviour, reactions, and any issues encountered.

6. **Analysing results:** Analysing collected data to gain insights into usability and identify areas for improvement.

7. **Reporting and recommendations:** Presenting findings and making recommendations for enhancing the product or system.

User test 1: The initial contact with the residents

This was a combined user test and interview with the target group (Figure 19). The Stadskamer had recently designed a conversation piece for underrepresented groups, including low-literacy individuals, as a conversation starter for qualitative research with residents. Given the overlap between low-literacy and low digital proficiency groups, I wanted to see if this tool was suitable for my target group. I tested the tool directly and conducted 8 interviews with the target group, aligning its content with my project about resident participation. It was a two-in-one solution.

Reflecting on this approach, I remain satisfied as it provided valuable insights testing two aspects simultaneously. It was beneficial to conduct this with a colleague, allowing one of us to focus on the conversation while the other took notes. However, maintaining clarity between the two tasks was occasionally challenging during the process.
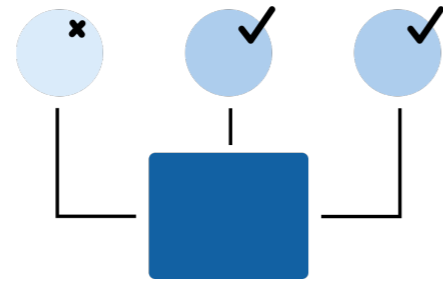

Fig. 19 Illustration user test

User test 2: Qualitative research tool

Based on insights from the initial user test, I developed a new qualitative research tool tailored to the target group. To evaluate its usability and the concept itself, I conducted a second user test at two locations (Figure 20). One was at the library in Laak with participants from the smartphone course, and the other was at the community centre in Schilderswijk, involving participants from computer lessons.

During these approximately 15-minute tests, prototypes of the concepts were explained, tested, and discussed with a total of 10 participants. Six of these tests were conducted individually, while at the smartphone course, there was a 30-minute group session where participants discussed and assisted each other.
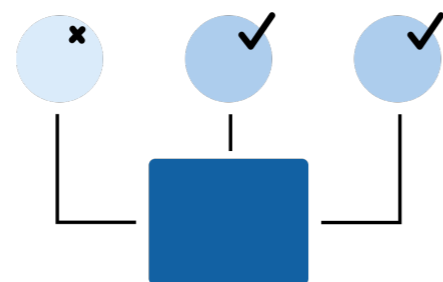

Fig. 20 Illustration user test

User test 3: Quantitative research tool 1.0

In addition to the qualitative tool, I also designed a quantitative tool for conducting research with the target group. The initial version of this concept is based on a brief questionnaire displayed on a poster, where participants respond by placing stickers. The focus of the test was primarily on usability; the model needs to be practical, understandable, and accessible. After completing the questionnaire, I held brief evaluation discussions with the participants.

This user test was conducted at the central library, involving participants from computer lessons and visitors to the information desk (Figure 21). There were a total of 10 participants, and each test lasted up to 10 minutes per person. I also discussed the concept with the teacher and the information desk staff to incorporate their expertise and insights into working with the target group.
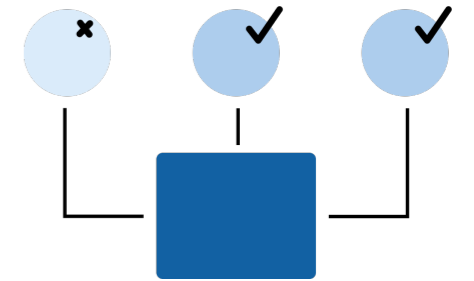
Fig. 21 Illustration user test

User test 4: Quantitative research tool 2.0

The quantitative tool 2.0 underwent iteration and was used for a second user test (Figure 22). This time, the test aimed to determine if the concept could function independently. The poster was displayed on the community centre's bulletin board in Segbroek for a week and a half. Ultimately, 11 people completed the questionnaire without any encouragement from staff. Insights from this test were used to formulate recommendations for further development at the Stadskamer.

While the model is usable, there are steps needed to make it an effective independent tool. I initially hesitated about conducting this second test, but in hindsight, it was the right decision. Even with a small-scale test like this, we gained valuable insights that were previously unavailable.
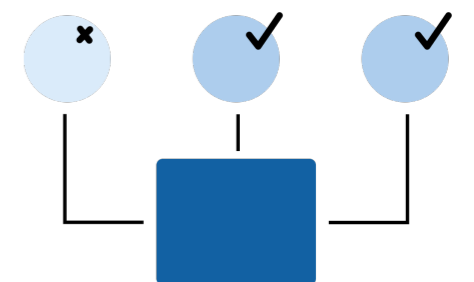
Fig. 22 Illustration user test

02

UNDERSTANDING THE CONTEXT

The focus of this chapter is on exploring the context to gain a clear understanding and insight into the problem. The aim is to gain understanding of inclusive research, underrepresented groups, digital proficiency, and the current way of working in the Stadskamer.

UNDERSTANDING INCLUSIVE RESEARCH

Imagine hosting a dinner for your new neighbours. What will you cook? Are you aware of any allergies or dietary preferences they might have? In such situations, it is quite a challenge to figure out what would genuinely please someone. This challenge is likewise faced by researchers and designers. To make meaningful statements about a person, to design for their needs, it is essential to understand who that person is you are designing for. The same applies to the municipality. It has been agreed within the municipality that they want to use research to substantiate policy. However, to create policies for a specific group, you need to know who you are talking about.

In this paragraph, we delve deeper into the meaning of inclusive research. What is inclusive research? How to conduct inclusive research? What changes in the research field? And what is the importance of inclusive research? During the first weeks of the project, extensive desk research was conducted to answer these questions. The report prepared by the municipality itself on inclusive resident research in The Hague was included here, along with other literature, a documentary, interviews, and webinars (Appendices C & D).

WHAT IS INCLUSIVE RESEARCH?
Inclusive research encompasses various aspects, fundamentally, it boils down to involving everyone in your research who you ultimately want to say something about (Pharos, Expertisecentrum Gezondheidsverschillen, 2021). As Walmsley et al. (2018) state, it aims to contribute to social change, that helps to create a society, in which excluded groups belong, and which aims to improve the quality of their lives.

The municipality specifically refers to inclusive resident research, which is focused on reaching and involving residents who

are usually underrepresented in resident research (van Werkhooven & Heuzels, 2023). The coalition in The Hague also emphasizes the municipality's commitment to inclusivity. This has led to the increasing importance of inclusive research. Therefore, conducting inclusive research is high on the priority list of the Stadskamer.

In science, there is variation in the terms and meanings of inclusive research. You often see terms recurring in the literature, including participatory, emancipatory, collaborative, and action research. In addition, I can affirm what Nind (2014) mentions about using inclusive research as a generic term to embrace this entire family of approaches, all of which are aimed at promoting democracy in the research process. In other words, they strive to make the research more accessible, inclusive, and participatory, involving various stakeholders in the research process. Within this project, inclusive research is thus used as an umbrella term that includes various methodologies and approaches.

In the literature, the term inclusive research is prominently present in studies related to intellectual disability and learning disability, as seen in the works of Walmsley and Johnson (2003), (Nind, 2014). Whereas, in the Netherlands, including the municipality of The Hague, it is discussed in terms of engaging underrepresented and vulnerable target groups. These groups are often difficult to reach (Abidi et al., 2021; Pharos, Expertisecentrum Gezondheidsverschillen, 2021a). This may include individuals with various demographic characteristics and social identities. In this project, the context is thus broadened.

Inclusive resident research is defined within the municipality as follows: "The active involvement of residents who are generally underrepresented in resident research because

they are (consciously and unconsciously) excluded from participating in research. This way, more representative research can be achieved, leading to recognizable research outcomes for the entire population and policy decisions that better align with reality." (van Werkhooven & Heuzels, 2023) (Figure 23).

THE ACTIVE INVOLVEMENT OF RESIDENTS WHO ARE GENERALLY UNDERREPRESENTED IN RESIDENT RESEARCH BECAUSE THEY ARE (CONSCIOUSLY AND UNCONSCIOUSLY) EXCLUDED FROM PARTICIPATING IN RESEARCH

THIS WAY, MORE REPRESENTATIVE RESEARCH CAN BE ACHIEVED, LEADING TO RECOGNIZABLE RESEARCH OUTCOMES FOR THE ENTIRE POPULATION AND POLICY DECISIONS THAT BETTER ALIGN WITH REALITY

Fig. 23 Definition Inclusive resident research

This definition emphasizes two important aspects: the involvement of underrepresented groups and the awareness of excluding certain groups.
There is a focus on raising awareness about the inclusivity of research. The awareness itself is highly valuable. An analysis by Pharos (2021) reveals that 1 in 3 people are not included in research, including those with low digital proficiency. Therefore, research must be conducted more consciously and in a more human-centred manner.

To make conscious decisions about which groups are part of the research, the municipality has created the framework (Figure 3) to facilitate intentional and human-centred recruitment. Along with the 'target group game,' to determine which target groups should be involved in the research.

Moreover, a researcher must be aware of the choices regarding research methods and their potential impacts. The chosen research method can also result in exclusion. For instance, distributing a survey only in Dutch excludes large segments of the population. Sending it out online excludes those with lower digital proficiency. Using complex language makes it inaccessible to those with low literacy levels.

By employing appropriate research questions and a suitable research method, you ensure that everyone's perspective is included in the results. This leads to a more accurate understanding of reality and gives a voice to all individuals.

THERE IS NO ONE SIZE FITS ALL METHOD

There is not one particular way of doing inclusive research. It is not a one size fits all. As mentioned before, inclusive research entails many methodologies and approaches. It is about finding ways to work fruitfully together. However, some characteristics and principles are identified. Walmsley et al. (2018) did this in the context of people with learning disabilities. Which mostly overlap with the characteristics that are pinpointed by Abidi et al. (2021):

- It is often collaborative; your target group is actively involved.
- Study materials are accessible to your entire target group.
- Your target group is able to exert some control over the research process.
- It furthers the interests of people, for example your research results can be beneficial to the lives of your target group.
- Researchers are aware of their own role in the research process and critically reflect on exclusion mechanisms within their own research.

The characteristics and principles outlined by Abidi et al. (2021) align with the necessary actions identified by the municipality to conduct inclusive resident research (Table 1). These actions are linked to the various phases of conducting research (van Werkhooven & Heuzels, 2023). Within this project, the focus is on the first three research phases as a first step towards conducting inclusive research with residents who have low digital proficiency.

TABLE 1. NEEDED ACTIONS FOR INCLUSIVE RESIDENT RESEARCH

Phase	Action
1. AWARENESS	• A conscious decision is made to pursue inclusive research, recognising that this requires extra effort. • The target groups that need to be actively recruited have been identified. • The size of the population is (nearly) known, and a correct sample distribution has been established.
2. REACH	• The recruitment method for respondents aligns with the characteristics of the target groups. • Relevant channels are utilised for each target group (recruitment).
3. INVOLVE	• The chosen research instruments align with the capabilities of the target groups. • The motives/incentives to participate in the research appeal to the target groups.
4. RETAIN	• The target groups can recognise themselves in the questions / questions are relevant to the experiences of the target groups. • The questions are understandable for the target groups. • When using questionnaires, these have been pre-tested by the target group.
5. DESCRIBE	• The sample is appropriately weighted for analysis. • The target groups are accurately described in the reporting. • Conclusions related to the target groups are drawn thoughtfully. • The efforts made to achieve inclusive research and the ultimate outcome are accurately described.

THE IMPORTANCE OF INCLUSIVE RESEARCH

The importance of inclusive research can be viewed from two perspectives: scientific and practical. These two aspects are particularly interconnected when dealing with social issues.

As Abidi et al. (2021) point out, scientific research is used to find answers to important questions. However, you cannot assume that the answers will be applicable to the entire society if certain groups are excluded from the research. The groups that are often excluded are far removed from highly educated researchers, so they cannot bring that perspective into the research themselves. This is why conducting inclusive research is so important, as it enhances both the quality and the societal relevance of the research.

> ' *Research is flawed if it is not representative.*
> *- Prof. dr. Maria van den Muijsenbergh* '

Furthermore, Nind (2016) discusses the value of inclusive research, emphasizing the importance of recognizing the knowledge and experiences of all participants, regardless of their background or abilities. Overall, Nind advocates for an approach to inclusive research that honours the diversity of human experience and contributes to more equitable and actionable research outcomes.

From the scientific standpoint, it is thus crucial that the quality and value of the research process and its results are high. The outcomes of research subsequently impact the lives of those involved in practice. If the research is not representative, it can have negative consequences. Healthcare, to give an example. Traditionally, medical research has been based on the male body. As a result, women can receive incorrect or missed diagnoses because their symptoms do not match the "standard" male symptoms. There are countless other examples of the negative consequences of excluding groups from research.

The main reasons this happens in research are money, time, support, and knowledge (Pharos, Expertisecentrum Gezondheidsverschillen, 2021a). These constraints are often unavoidable when conducting research. However, what is within your control is being aware that compromises must be made. It is important to make conscious choices and document the consequences and risks.

DEMOCRATIZATION OF RESEARCH

There is a shift in the research field towards conducting research with the people it concerns, rather than merely researching about or on them (Nind, 2014; Pharos, Expertisecentrum Gezondheidsverschillen, 2021a). This is seen as a form of democratization of research, which also involves questioning what is considered authoritative knowledge. Advocates of inclusive research believe that it can lead to more authentic knowledge because it is grounded in the experiences and values of those involved. This interest in the democratization of research is seen as part of a broader trend towards democracy in society (Nind, 2014).

Referring back to the anecdote of Bregman, this paints a picture of reality. The distance between the government and the residents resulting in a lack of trust in the government and can hinder the effectiveness of policies. Being more in touch with residents and reestablishing the connection, through democratization, is a way to address this problem and restore trust in the government. Thus, beyond the practical aspect of policy implementation, inclusive resident research also addresses the social dimension of this complex problem. Besides being a noble endeavour by the municipality to include everyone's voice, residents feel heard and seen. This is a fundamental need (van Schaijk et al., 2020). This acknowledgment increases their sense of recognition and contributes to greater trust in the government.

When people feel heard and seen, it contributes to society's trust in the government.
- Janneke de Jong, Director of Participation at the Ministry of Infrastructure and Water Management

INCLUSIVE RESIDENT PARTICIPATION

The primary goals of this approach are twofold: ensuring all voices are heard and utilized, and aligning policy and services with residents' needs. The method of inclusive research emphasizes participation, focusing on conducting research with the target group within this thesis.

The first goal is a prerequisite for the second goal. To create policies and services that truly meet the needs of residents (Goal 2), it is essential to gather and leverage the experiences of a broad and diverse group of residents with experiential knowledge (Goal 1). Because residents are the experts of their own lives, and recognizing that their involvement and input are crucial for developing suitable policies is fundamental. This approach leads to more inclusive resident participation.

Although a well-functioning local democracy involves more than just connecting with residents, the municipality struggle with achieving this engagement. The challenge lies in effectively utilizing resident participation methods (van Ostaaijen et al., 2018).
It's not just about collecting experiences but collaborating throughout the entire process such as in policy and service adjustments, and providing feedback to residents. Residents' experiential knowledge leads to better developments (van Schaijk et al., 2020). The ideal interaction between residents and the municipality is illustrated in Figure 24.

This collaboration raises questions, such as: What role do these residents want and can they play in the adjustment or development of services? Research by van Schaijk et al. (2020) into renewed forms of resident participation in five municipalities identified five characteristics that effectively promote this collaboration: together, flexibility, proactivity, close by, and early engagement. Working as partners, collaborating early,

being flexible and proactive in attitude, role, and approach to participation methods—these practices bring the municipality closer to the residents' lived experiences, fostering better collaboration than before.

This approach shifts the involvement from merely informing and consulting residents to actively seeking their advice. There are different ways residents can participate in local democracy and research. Empowerment is often associated with various forms and levels of participation. Residents can play different roles and influence policy (Figure 25). The model by Siegers (2016) effectively depicts the level of participation from the resident's perspective (de Bruijn et al., 2023).

In this thesis, the focus is on participatory democracy, where residents can engage and contribute to policy-making. Participatory democracy can take various forms, such as inviting residents to participate in municipal policy through surveys or advisory groups.

While collaboration with residents is crucial, some questions remain: How does the municipality connect with the target group and optimally gather their experiences? How do you engage these residents? Practical guidelines and answers to these questions are discussed in the following section.
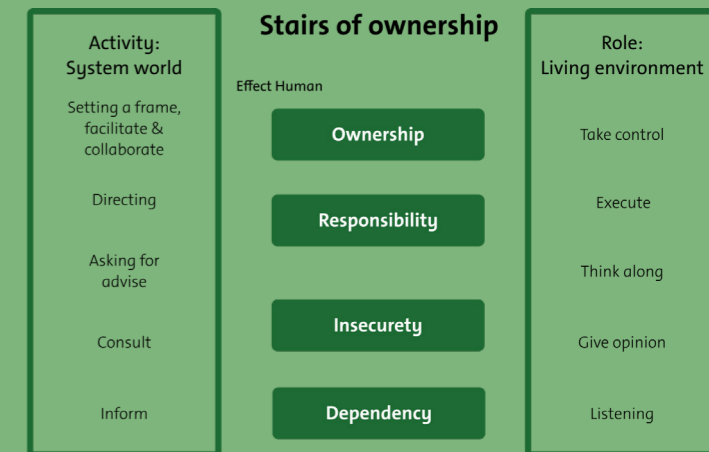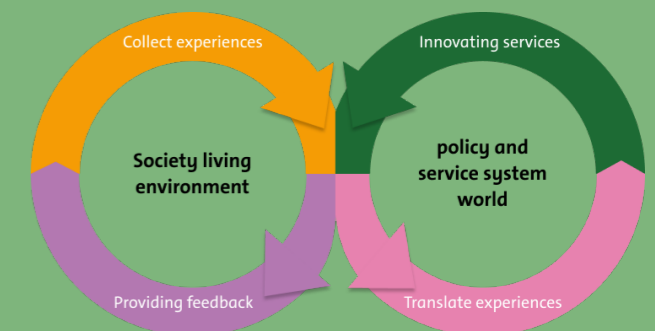

Fig. 24 Stairs of ownership

Fig. 25 Participation loop

EVALUATING RESIDENT PARTICIPATION

Resident participation is the key approach for conducting inclusive resident research in this thesis. However, ensuring a diverse range of residents participate poses a challenge, especially considering that the Stadskamer currently lacks the means and methods to effectively engage a wide audience.

There are numerous methods, models, and advice for fostering participation, activation, and behaviour change:

- **Behaviour Change Wheel** (Michie et al., 2014): This model explains that behaviour arises from an interaction between capability, opportunity, and motivation.

- **Pharos** (2023): Pharos has developed building blocks for reaching and engaging people with lower socio-economic status or a migration background. These building blocks include:
  - **Exploring**: Understanding the context and needs.
  - **Establishing Contact**: Building trust with the community.
  - **Involving**: Actively engaging participants in the process.
  - **Aligning**: Ensuring the interventions meet the community's needs.

- **The CLEAR Model:** This model provides insights into the barriers and requirements for organizing effective participation (van Ostaaijen et al., 2018).

While there is significant overlap among these models, they complement and support each other. None of these models explicitly or specifically target residents with low digital proficiency.

Behaviour Change Wheel and Pharos Building Blocks are more practical, focusing on how to conduct the research and areas to address. The CLEAR Model functions as an ideal type—outlining what is necessary for civic participation—and serves primarily as an analytical tool. It can be used to assess whether participation is appropriate both before and after the process. Unlike the citizen participation ladder, the CLEAR model focuses less on the specific roles of residents in policy processes and more on the enabling conditions for civic participation in the local context. Given its broader scope, the CLEAR model is discussed in more detail in Figure 26.

These models and methods serve as inspiration for designing a suitable strategy for engaging residents with low digital skills. Additionally, the CLEAR model is used at the end of the process as an analytical tool to evaluate the overall design.

FIVE ELEMENTS OF RESIDENT PARTICIPATION

CAN DO
COMPETENCIES AND KNOWLEDGE
Can residents participate, that is, are they competent, do they have enough capacity to participate; for instance, do they speak the language?

LIKE TO
MOTIVATION
Do residents want to participate; that is, do they see enough reasons or benefits to make the effort, are they motivated? If so, how do residents want to participate? Have there been previous experiences, and is there insight into their motivation to get involved?

ENABLED TO
OPPORTUNITY AND FACILITATION
Are residents enabled to participate; that is, are they given the opportunity to participate, do they get the chance? If so, how are residents enabled to participate?

ASKED TO
INVITATION AND MOBILIZATION
Are residents asked to participate: is there an external positive incentive for participation?

RESPONDED TO
RESPONSE: INCLUDING LISTENING, TAKING SERIOUSLY, PROVIDING FEEDBACK
Is feedback provided to residents about both the content and the process? If so, how is feedback given to them?

Fig. 26.. CLEAR - model

UNDERSTANDING UNDERREPRESENTED GROUPS

Inclusive resident research is, as explained, about reaching and involving residents who are underrepresented in the research. This section explains the meaning of underrepresented groups, elaborates on which groups these are in The Hague, and provides building blocks on how to reach and engage them in the research.

MEANING OF UNDERREPRESENTED GROUPS

In this thesis, the term underrepresented target group refers to the underserved and vulnerable target groups. Also known as hard-to-reach groups. It describes those sub-groups of the population that are difficult to reach or involve in research due to their physical, geographical, social, or economic situation. An alternative term used in the literature is "hidden population," particularly referring to individuals who actively avoid being located or contacted, such as homeless people (Shaghaghi et al., 2011).

There is a reason why I chose the term 'underrepresented' over 'hard-to-reach'. Are these groups difficult to reach, or have they simply not been reached yet?
Often, groups perceived as hard to reach are indeed reached by youth work, family, neighbours, associations, and socio-cultural and religious institutions. For this reason, it is better to speak of 'not-yet-reached target groups'.

CAUSES FOR NOT REACHING THOSE GROUPS

- The use of standardized processes and methodologies;
- Constraints such as funding, time, lack of awareness, and knowledge.
- Unable to find the target group; they do not know where their whereabouts are;
- Unable to interest people from the target group in the information or project;
- Using the wrong communication channels. (de Wilde et al., 2013)

HARD-TO-REACH GROUPS ARE GROUPS FOR WHICH THE MUNICIPALITY HAS A MESSAGE, BUT COMMUNICATION WITH THE TARGET GROUP DOES NOT OR IS EXTREMELY DIFFICULT TO ESTABLISH

Fig. 27 Definition of hard-to-reach groups:

UNDERREPRESENTED GROUPS IN THE HAGUE

For the municipality in The Hague, Van Werkhooven and Heuzels (2023) identified a list of which groups are often underrepresented in resident research and/or where additional actions need to be taken to better involve the voices of these target groups in resident research (Figure 27). This list includes, among others, elderly individuals, individuals with low literacy levels and individuals with low digital proficiency. From the whole list, two types of target groups stand out:

- **People dealing with a disability or other limiting condition** making them physically or mentally unable to participate in research or difficult to reach to invite them to participate. This includes, in particular, people who cannot read or write, individuals experiencing homelessness, or people with a disability.

- **Target groups often do not participate due to a lack of time or interest.** This includes, in particular, young people, entrepreneurs, or residents who are critical of research and/or the government.

The residents with low digital proficiency mostly fit into the first type of group. Therefore, the emphasis will primarily be on reaching them and enabling their participation.

THE IMPORTANCE OF INCLUDING THEM

It is essential to include target groups typically overlooked in resident research. Yet, some in policy and research warn against "target group thinking" due to associated risks. By solely focusing on one group, others who could benefit might feel excluded. Additionally, this approach risks perpetuating stereotypes and stigmatization. Moreover, individuals within a target group are diverse, complicating tailored policy development. Thus, while prioritizing underrepresented groups is crucial, it's important to consider broader impacts and avoid oversimplification.

In addition to all the previously mentioned benefits of inclusive research and participation, these individuals often greatly benefit from services they currently struggle to access. The fact that the question of how to reach these groups arises already indicates how little these people are recognized (Pharos, Center of Expertise on Health Disparities, 2021). Resulting in many individuals who could potentially benefit from available help consistently missing out (Cortis, 2012).

EFFECTIVE APPROACHES

Conducting research with underrepresented groups requires tailored approaches to ensure their voices are heard. As mentioned, the expertise center Pharos (2023) has developed four building blocks to help municipalities reach and support vulnerable population groups. There are several other effective methods for reaching and engaging these populations.

- **Facility-Based Sampling (FBS)**
Facility-based sampling involves recruiting members of the target group from various facilities. This method allows researchers to reach individuals who frequent certain places, such as community centres, church or healthcare facilities (Shaghaghi et al., 2011).

- **Time-Location (Space) Sampling (TLS)**
Time-location sampling targets groups who gather at specific locations within the community. By identifying and visiting these locations, researchers can recruit underrepresented groups, who may not be accessible through traditional methods (Shaghaghi et al., 2011).

- **Empowerment through Relationship Building**
Building relationships and adopting a human-centred, inclusive practice is crucial for reaching underrepresented groups. This strategy emphasise the importance of trust and personalised engagement (Cortis, 2012).

- **Networking and Partnership**
Collaborating with other organizations can help identify the needs of underrepresented groups and gain access to them. Partnerships allow sharing of skills and resources, enhancing service capacity, and ensuring continuity for access (Cortis, 2012).

These methods collectively provide a robust framework for engaging underrepresented groups in research, ensuring that their experiences and needs are accurately represented and addressed.

UNDERSTANDING DIGITAL PROFICIENCY

Can you still remember creating a report for school with pen and paper, using books from the library? This report would have looked very different, I can tell you that.

A lot has changed over the years due to developments in digital technology, and these advancements continue at a rapid pace. No wonder some people struggle to keep up. We will take a closer look at the world of digital proficiency, to understand when someone is less digitally proficient. This section, covers the meaning of digital proficiency, the digital levels of The Netherlands and residents of The Hague, and the impact of the digital transition of the municipality of The Hague on them.

MEANING OF DIGITAL PROFICIENCY

There is no universally accepted definition of what exactly is meant by digital proficiency. Digital proficiency encompasses a wide range of competencies. Due to its complexity, defining digital proficiency is challenging (Grissom, 2019; Non & Dinkova, 2021). So, how does one define what digital proficiency is?

Digital proficiency is an overarching term that includes digital literacy, fluency, and mastery (Dias-Trindade, 2020; Grissom, 2019). It is the measure of how effectively an individual uses those skills or abilities.

- **Digital Literacy** is the skill or ability to utilize information to find, analyse, evaluate, and communicate information. It requires basic skills to make effective use of digital tools like computer use, internet navigation, and understanding software.

- **Digital Fluency** is the level at which digital skills have become second nature, and people possess the ability to get things done easily, with accuracy and precision. Besides knowing the 'what' and the 'how', integrating the 'when' and 'why'.

THE NECESSARY COMPETENCES FOR ADULTS TO FUNCTION INDEPENDENTLY. THIS PRIMARILY INVOLVES PERFORMING EVERYDAY TASKS FOR SELF-SUFFICIENCY AND SOCIETAL PARTICIPATION

Fig. 28 Definition basic digital proficiency (Bersee et al., 2019)

- **Digital Mastery** is having a full understanding and competency of digital tools and being able to push them beyond their obvious. Using it effectively and creatively while also understanding the underlying principles.

Within the scope of this thesis, my focus is on digital literacy. The decision to focus on digital literacy within this thesis stems from the lack of digital fluency and mastery among individuals with low digital proficiency. Digital literacy encompasses the essential knowledge and abilities required to effectively use digital tools and technologies. This foundational competency is crucial not only for enabling individuals to participate fully in the increasingly digital society, such as accessing municipal services, but also to participate in resident research with the current approaches.

DIGITAL LITERACY

Digital literacy is structured into three levels: entry level, basic level 1, and basic level 2, each encompassing five distinct domains (Table 2) (Bersee et al., 2019; de Hoo et al., 2018). My primary focus will be on residents at the entry level and below. The rationale behind this focus is that these individuals are currently excluded from resident research due to their inadequate digital literacy, which significantly impairs their access to municipal services.

Now that the municipality is making good progress with the digital accessibility of the website and services. Meaning that once a person visits the municipality's website, everything is made as accessible as possible. Taking into account potential disabilities such as the inability to use a mouse or the need for a reading function. However, it is required that the person can navigate to the website themselves. From the basic level on, someone can easily manage this (Figure 28). Therefore, the other levels are excluded from the scope.

DOMAIN 1. USE OF ICT SYSTEMS

USING (FUNCTIONS OF) VARIOUS ICT SYSTEMS LIKE COMPUTERS, SMARTPHONES, PRINTERS, AND DIGITAL DEVICES LIKE SMART TVS.

Turning on and unlocking a phone or tablet, using a basic app, entering a personal username, password entering a PIN.

DOMAIN 2. SECURITY, PRIVACY AND HEALTH

ADHERING TO RULES FOR SAFE AND HEALTHY USE OF ICT SYSTEMS.

Keeping passwords secret, recognizing secure websites, shutting down/logging out of a computer.

DOMAIN 3. INFORMATION RETRIEVAL

SEARCHING, FINDING, SELECTING INFORMATION.

Recognizing web addresses, looking up contact information on a website. Can recognize and understand what a website or application is about.

DOMAIN 4. INFORMATION PROCESSING

CONVERTING INFORMATION INTO TEXT, CHARTS, TABLES, OR IMAGES, AND FILLING OUT FORMS.

Typing a message, filling out a simple digital form, recognizing spell check.

DOMAIN 5. DIGITAL COMMUNICATION

COMMUNICATING WITH INDIVIDUALS OR ENTITIES DIGITALLY, SUCH AS VIA EMAIL OR MESSAGING APPS

Receiving and responding to a message, Presenting oneself on the internet with an online profile.

DIGITAL PROFICIENCY IN NUMBERS

Facts about digital proficiency are readily available, shedding a (for me) surprising light on the situation in the Netherlands. Research shows that one in five Dutch individuals lacks digital proficiency (Ponsioen, 2023). People with low digital literacy are often characterized by low literacy and a practical educational background (Non & Dinkova, 2021). People who struggle with reading and writing are three times more likely to be less digitally proficient, as basic digital competences are closely linked to language and numeracy competences (Probiblio). For the 24% of residents in The Hague who struggle with reading, writing, and numeracy, digital participation is often additionally challenging.

Meaning that this target group is quite sizable within The Hague and exhibits significant overlap with other underrepresented groups, such as individuals with low literacy, those with practical educational backgrounds, and the elderly (Figure 29). These overlaps mean that many residents face compounded barriers to full participation. Due to these multiple challenges and the diverse nature of the target groups, designing an appropriate approach becomes extra complex. Each subgroup within this broader demographic brings unique limitations and needs that must be carefully considered.

THE IMPORTANCE OF INCLUDING THEM

Digitalization presents both opportunities and challenges. Although it can improve the efficiency and accessibility of municipal services, it also risks excluding residents from participation. Given the city's diverse demographics and a high rate of low literacy (24%), these factors can further hinder full engagement (Gemeente Den Haag, 2020).

Including residents with lower digital literacy in citizen research is crucial for improving municipal services. Inadequate digital literacy affects various aspects of a person's daily life, from accessing municipal services and healthcare to pursuing educational and employment opportunities. Many essential services now require online interactions, excluding those without the necessary skills from full participation in society. This digital divide exacerbates existing inequalities and limits personal and professional growth. By incorporating the perspectives and needs of less digitally skilled residents, municipalities can develop more inclusive and effective services that cater to the entire population, ensuring that no one is left behind.
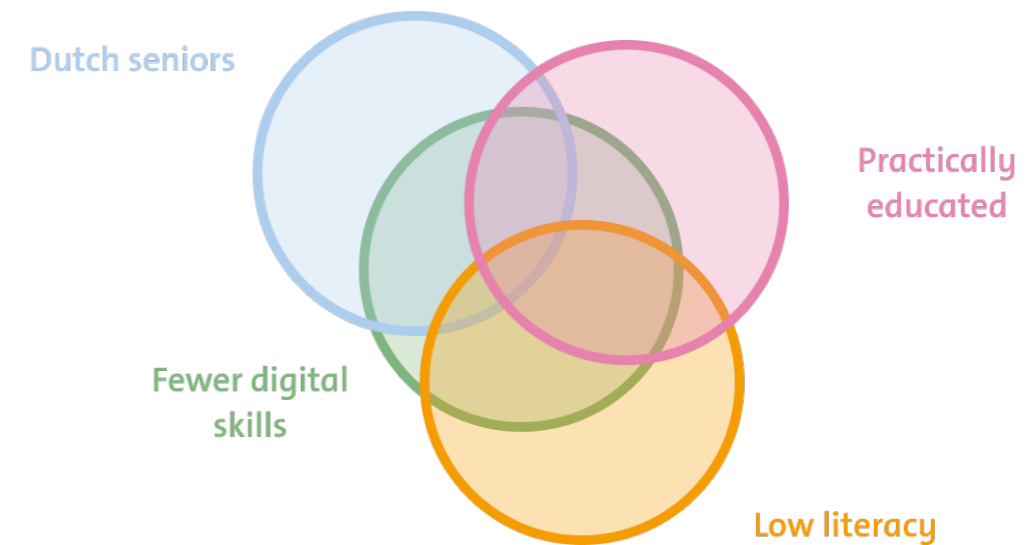
Fig. 29 Overlap underrepresented groups

UNDERSTANDING THE CURRENT WAY OF WORKING

As a final part of understanding the context, I have analysed the current way of working of the Stadskamer. This was achieved through semi-structured internal interviews, consultations with experts, and a creative session with the team (Appendix C). By gaining a clear picture of the current research approach and residents' experiences, we can effectively identify both the strengths and the areas for improvement.

FORM LANGUAGE

Form language, as described by Kamp (2018), is a methodology that draws an analogy between form and communication to contribute to complex problem-solving processes. This approach enables communication through form, which can be valuable in dealing with complex, ill-structured, or wicked problems commonly encountered in the field of design and (science) communication. The challenge is analysing and understanding critical details without losing sight of the big picture.

I applied this method to better visualize the bigger picture and to experience the actual distance between the municipality and the less digitally proficient residents (Figure 30). It serves both as a tool to analyse and structure information and to generate ideas for possible solutions. Secondly as a language to support discussion and to communicate the results.

The focus for me was primarily on using it as a tool, rather than to facilitate a discussion. There was no confusion or disagreement on this subject. Additionally, I did not have access to the full set to host a creative session, so I opted for a digital 2D variant. The aspects of this method that were applicable to this thesis were using size and proportion as reference objects and a variety in translucency to communicate openness.

INSIGHTS

- **One-way communication:** There is a need to build relationships, better connections, and engagement. Effective feedback can play a significant role here.

- **Significant distance to the target group:** There is a considerable gap between the municipality and the target group.

- **Many intermediaries:** There are too many middlemen complicating the communication process.

- **No stable structural access to the target group:** There is no consistent way to reach the target group. Even through intermediaries, communication is unstable.

- **Commonly used communication channels and methods are ineffective:** The current communication methods do not work as intended. Much of the information does not reach the target group. When it does, residents often need to sign up online to participate in research, which is another barrier.

Therefore, there is much to be gained. Shorter and more stable communication lines and a different approach to communicating with the target group are essential to improve effectiveness.

Fig. 30 .Current way of working Stardskamer

THE RESIDENT JOURNEY

How do residents experience participating in research? The municipality conducts many research and participation projects, originating from various departments and having different names. For a resident, these distinctions are irrelevant; whether it's called research, participation, or a community meeting, it all seems the same. Therefore, it's valuable to examine this process from the resident's perspective.

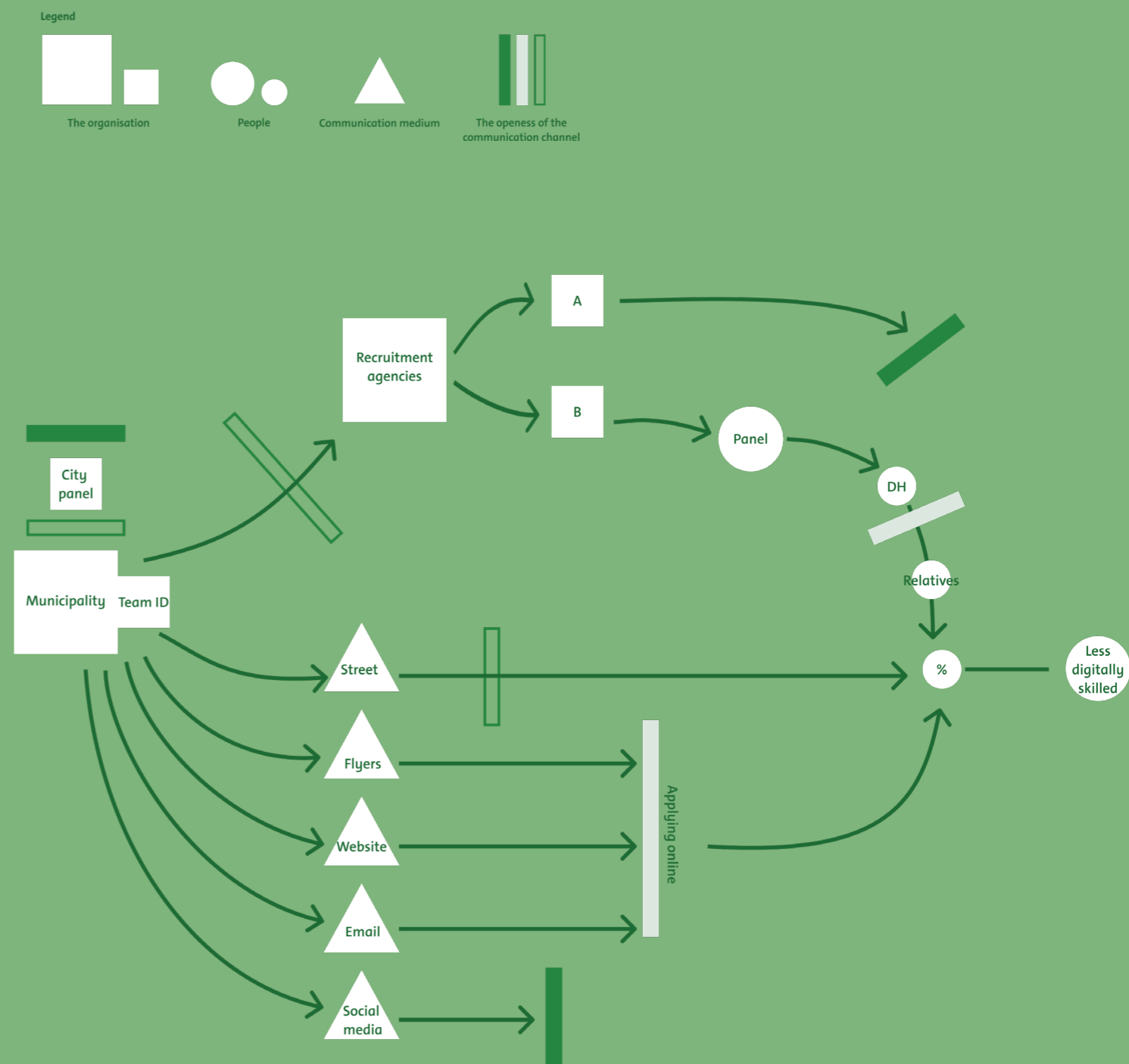During a creative team session, we used a fictional case to illustrate this resident journey (Figure 31).

INSIGHTS

- **Four Phases of Participation:** While creating the journey map, four main phases emerged: Knowing you can participate, wanting to participate, actually participating, and having participated. The elements of the Behaviour Change Wheel and the CLEAR model are reflected in these phases: motivation, ability, opportunity, and feedback. However, the feedback element is excluded from this project, as the Stadskamer already has a separate project focusing on closing the feedback loop.

- **Responsibility and Unawareness:** The actions and tasks a resident can undertake to participate are mostly responsive, which is entirely logical. However, if a resident wants to actively engage in municipal projects, there are only few opportunities for this. The municipality needs to take more responsibility and ownership. How can a resident know their input is desired if they are not asked? The visibility and awareness of the Stadskamer's opportunities need to be increased.

- **Mediocre Experience:** The resident's experience is predominantly poor. This can stem from feeling unseen and unheard, and a bunch of barriers that arise. With better insights into the target group, being able to reach them, and aligning with their needs and wants, a world of difference can be made.

PHASES IN THE RESEARCH PROCESS

Phase 1	Phase 2	Phase 3	Phase 4
I know I can participate	I want to participate	I (can) participate	I have participated

ACTIONS AND TASKS

Reading post/mail · Keeping eyes and ears open · sharing private information · Proactive registration · Engage in conversation · Prepare · Free up time · Engage in conversation · Visit location · Keeping eyes and ears open

EMOTIONS AND PAIN POINTS

Not feeling heard and seen · Bad communication · Not knowing who to turn to · Not knowing what is going on · Receiving information too late · Social barrier · exhausting · stress · does not feel like the right person · time · disappointment · fear · low self-esteem · rights and duties · does not understand the point · does not understand the research · feels like nothing will be done with the input anyway · cynical · accessibility · frustration about user friendliness · frustration about the subject · too long or boring · minimal effort · disappointed · lost effort · getting no feedback

TOUCHPOINTS AND CHANNELS

Social media · flyer · email · website · street · schools · panel · street · Stadskamer · online · physical meeting · website · email

MUNICIPAL TASKS

initiating a conversation on the street · website as contact point · recruitment agencies · flyers/letters · offer an incentive · collect personal contact information · lend a sympathetic ear · offer a playground for children · conduct research · giving an incentive

OPPORUNITIES FOR IMPROVEMENT

be active · choose effective communication channels · be more known · approach residents · Communicate clearly · provide feedback · use effective channels · communicate goal clearly · providing information about the Stadskamer · use a fitting approach · allaying fears - communication · Enrolling people on site · Make it clear why the input is important from this person · at the location of the group · suitable research methods · Evening session - other times · Making research appropriate to target group · Showing what you do with the input · be transparent during the whole process · Also let them know if the project is stopped · thank you note · provide feedback
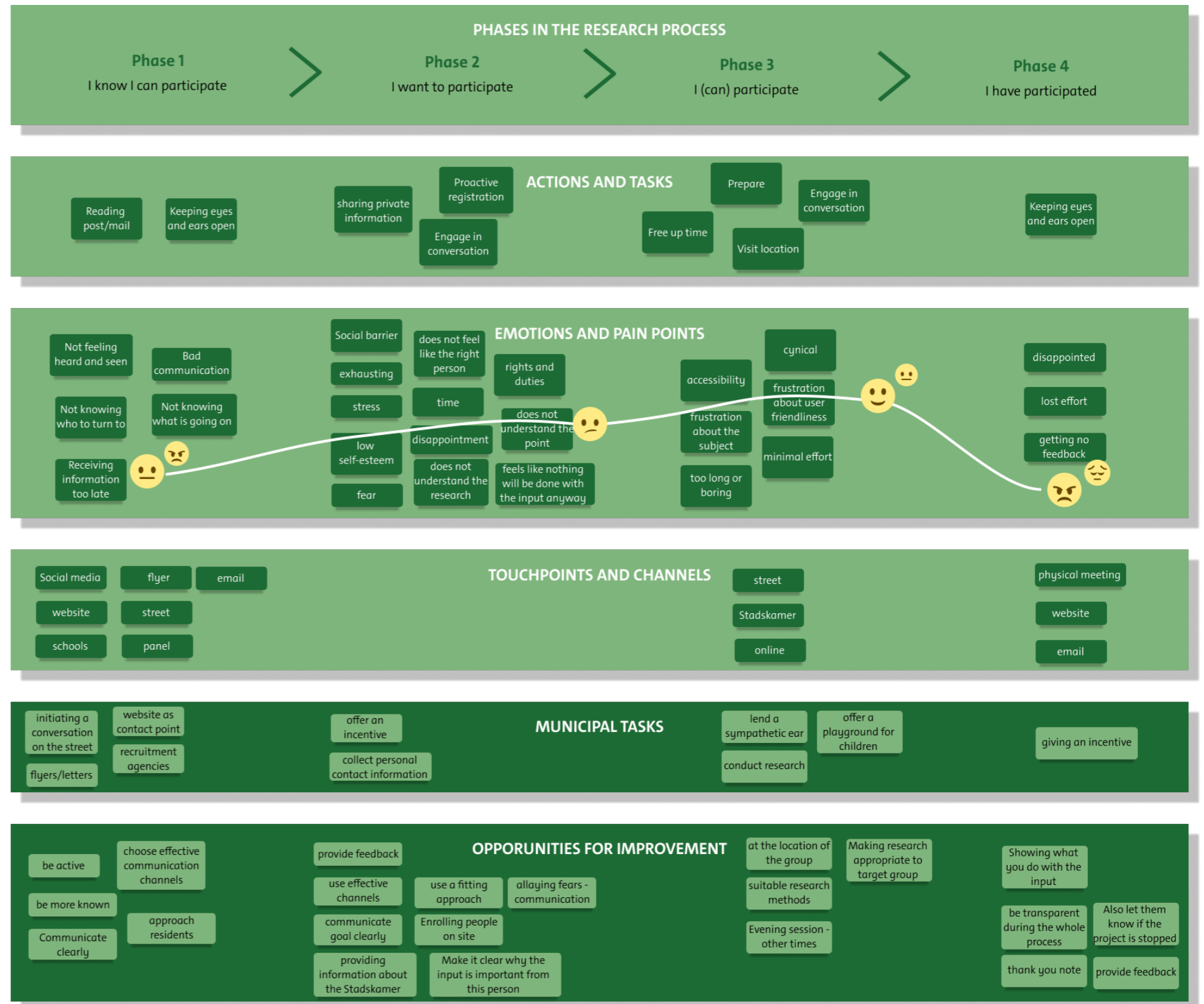
Fig. 31 Resident journey

CONCLUSION

The thesis identifies the central importance of including the target group in resident research. Inclusive resident research enhances the quality and reliability of data, ensures the target group's sense of ownership, and boosts resident satisfaction and happiness. Moreover, fostering trust, social cohesion, and inclusive municipal services is vital for the democratic process and municipal operations.

FOCUS AREAS

The target group for this project is residents of The Hague who are at the entry-level of digital literacy and frequently encounter a multitude of complex challenges, in addition to low digital proficiency (e.g. low literacy, practical educational background). The insights gleaned from the various models highlighted in this thesis have provided valuable, practical tools and highlighted the existing barriers for participation within this target group, in line with the barriers identified within the Stadskamer. This has led to a focus on reaching the target group and facilitating their participation.

Identifying the target group

The process of identifying the target group involves mapping out the target group, since it is crucial to ascertain precisely who the research is intended for. Furthermore, in order to reach them it is necessary to gain an understanding of their whereabouts.

Facilitating participation

The aim of this stage is to facilitate participation. The first step in this stage is determining the most effective means of reaching them. It is of the utmost importance to ensure that effective communication channels are in place at this stage, in order to guarantee that the invitation to participate is received and understood.

This stage also entails identifying the competencies and skills of the target group, as well as their motivation and opportunities to engage. It is important to ensure that residents are not only willing to participate but are also equipped and given the chance to do so.

Closing the feedback loop

It should be noted that while feedback is an important element for effective participation, it falls outside the scope of this project. Nevertheless, it is crucial to bear in mind the significance of feedback. Furthermore, I am keeping an eye open for the potential of collaborations with other organisations. This could provide valuable support and resources for the Stadskamer.

NEXT STEP

The research has provided numerous insights, practical tools, and opportunities. This research aims to bridge the gap between existing literature and practice. There is a dearth of literature specifically addressing the needs of digitally less proficient residents. This research shows that the elements for effective participation are also relevant for this particular target group and how these elements can be applied.

03

STRATEGY TO INCLUDE THE RESIDENTS

This chapter presents the strategic approach designed for the Stadskamer to include less digitally proficient residents in resident research. It outlines the development of each step of the approach, its application to the target group.

THE STRATEGIC APPROACH

This section presents the building blocks of the strategic approach, which is tailored to the target group. It explains how this approach is designed, what the main steps are and why they are included. The following sections elaborate on each step by showing the learning loop and its application to the target group.

THE FIVE BUILDING BLOCKS

To facilitate the inclusion of residents with limited digital proficiency in resident research, five building blocks have been designed. Each of the five building blocks represents a step in the process of conducting effective research with the target group.

This approach was developed from the comprehensive data collected throughout the research process (Figure 32). The preceding chapter presents the findings of the preliminary research. This chapter presents the insights gained from the practice and the learning moments that have emerged. In conclusion, this has led to the identification of three focus areas. Of these, focus area 3 is only mentioned in this section and will not be elaborated on further. The aforementioned focus areas subsequently inform the five steps that constitute the building blocks (Figure 33).

Focus area 1: Identification of the target group
In order to engage with the target group and conduct research with them on how they can and want to be best involved in resident research, it was important to first identify the target group. It is unfortunate that there is no inherent indicator that an individual is less digitally proficient. In order to identify the most appropriate means of communication, it is first necessary to determine the target group (step 1). Once this has been done, the next step is to explore the most effective way of reaching them (step 2).
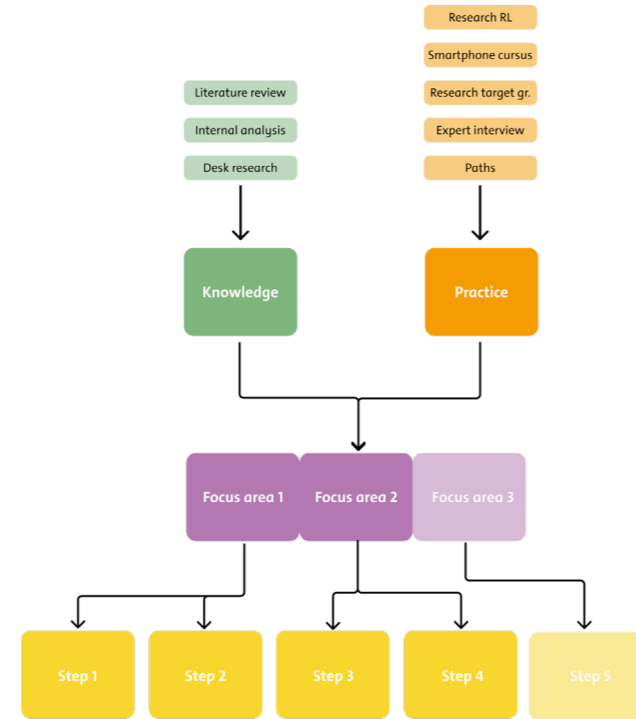

Fig. 32   Development of the approach

• Step 1: Determining the target group
The initial step is to define the target audience. It is crucial to ascertain precisely who the research is intended for. It is necessary to consider the characteristics and attributes of the target group.

• Step 2: Reaching the target group
Given that the less digitally-savvy residents are not reached by the current communication channels, an alternative method of reaching the target group is required. It is also beneficial to be aware of the locations where they can be found.

Focus area 2: Facilitate participation
The second focus area is to facilitate participation. Once the target group has been determined and can be reached, the focus is on involving the target group. This can also be divided into two steps: inviting and approaching the target group (step 3) and the actual involvement in participation (step 4).

• Step 3: Approaching the target group
Before the resident considers and decides whether to participate, the resident will first have to be asked to participate. It is important here to consider the method of approach.

• Step 4: Involving the target group
When actually involving the target group, it is important to consider the resident's needs, preferences and barriers. This is to ensure that the resident is given the opportunity to participate with the same ease as others. This plays into motivation, capability and opportunity.

Focus area 3: Providing feedback
This is about the after-care part, after participation. In order to foster a positive relationship and trust, it is beneficial to provide feedback (step 5).

• Step 5: Closing the feedback loop
The open and transparent communication of project progress and results demonstrates a commitment to the residents and values their input and participation.

5. FEEDBACK
Close the feedback loop by communicating the project progress and results and expressing gratitiude for their involvement

4. INVOLVING
Consider the residents' needs, preferences, and barriers for effective involvement.

3. APPROACHING
Follow overarching guidelines for an optimal approach and invitation to residents to participate

2. REACHING
Devise an approach for how you intend to reach the residents.

1. DETERMINING
Clearly who you aim to reach with your policy or intervention.

Fig. 33 Building blocks for including less digitally proficient residents

Step 1

DETERMINING THE RESIDENTS

This step shares the insights from my journey of discovery of the characteristics of the target group and the importance of their involvement in resident research.

DETERMINING THE TARGET GROUP

This section will present the first step in the approach, namely the identification of the target group. This step involves determining the characteristics of the target group. The genesis of this step is delineated via a learning loop, accompanied by other valuable insights and the cited literature. The practical application of this approach in the context of the target group will be outlined subsequently.

THE ESSENCE

Identifying the target group clearly is crucial for effective resident research and policy-making. This ensures that efforts are focused and impactful. It involves understanding the facts and figures within the relevant theme and determining precisely whom you want to reach and involve.

Once identified, it is essential to discuss these figures. What do these numbers mean? Which factors influence them? Engaging with residents to discuss these statistics helps ascertain whether they recognize the factors influencing them. This collaborative approach grounds the research and interventions in real-world experiences and insights, making them more relevant and effective (Pharos, 2023). Understanding a specific group's unique needs ensures that policies and solutions are genuinely beneficial.

THE KNOWLEDGE BEHIND IT

In design, defining the target group is paramount, guided by design thinking principles that are inherently human-centred. The first step in any design challenge is to identify the target group. Designing for 'everyone' is impractical and essentially means designing for 'no one.' The goal is to focus on solving a problem for a specific group of people. While others may also benefit, the starting point must be a well-defined, deliberately chosen target group (Baker III & Moukhliss, 2020).

Defining the target group should be based on both behavioural and demographic data within the design context. Demographic data such as age, gender, and socio-economic status provides limited insight into people's lives. For effective design, it is more valuable to delve into deeper layers of behaviour, beliefs, and values. This nuanced understanding helps in creating more relevant and effective solutions, as will be further explored in step 4.

LEARNING JOURNEY

Since the less digitally proficient residents are not yet on the radar of the Stadskamer, I chose to identify the target group in general. The goal was to comprehensively map out who falls within this group. The target group and their characteristics were identified and defined using various information sources: desk and literature research, seven expert interviews, eight conversations with the target group, and four experiments involving overlapping target groups (Figure 34).

Learning loop: Expert Interviews

Through desk and literature research, two characteristics of the target group were already established: the level of digital skills and the associated challenges (Chapter 2) (reflective observation). To gain as broad and complete an understanding of the target group as possible, I developed an interview plan to speak with various experts (conceptualisation). I interviewed the program manager of the library, employees at the ServicepuntXL, Stichting Voorall, and a computer teacher (experimentation). This provided deeper insights into the target group and validated existing knowledge from the research (experience and reflective observation). Insights from the interviews are detailed in Appendix C.
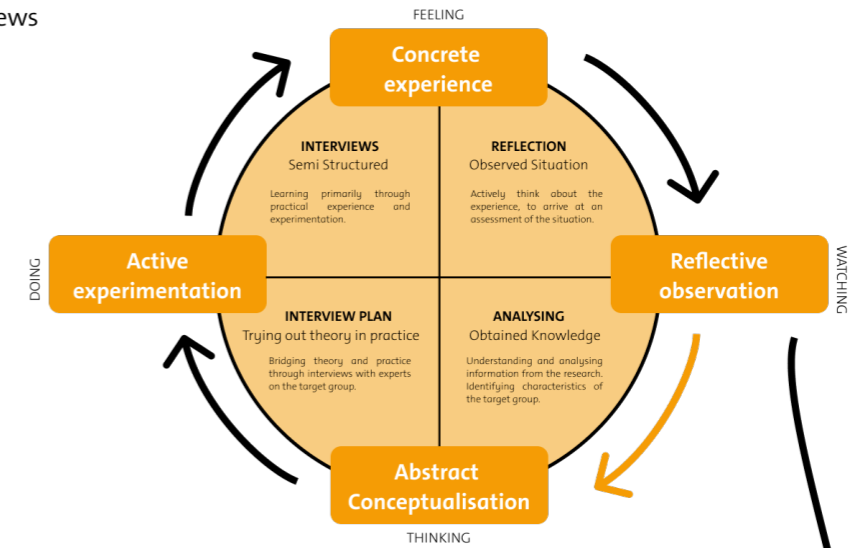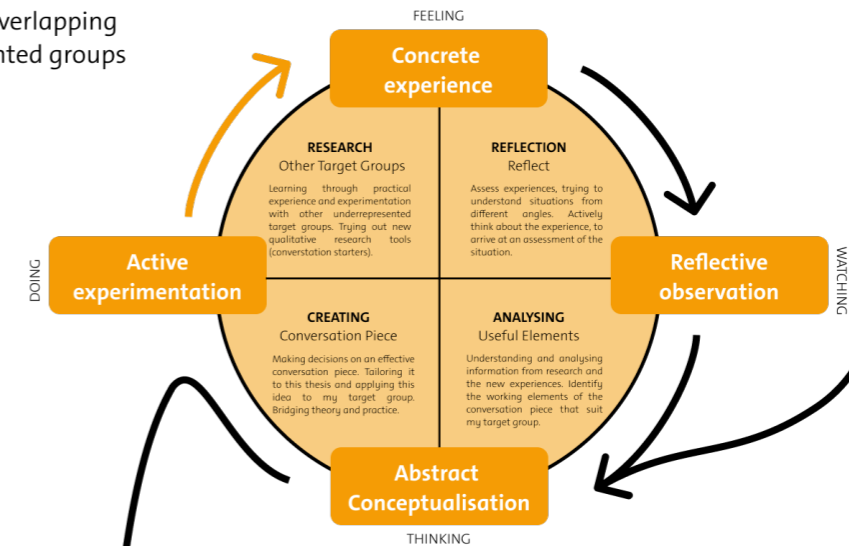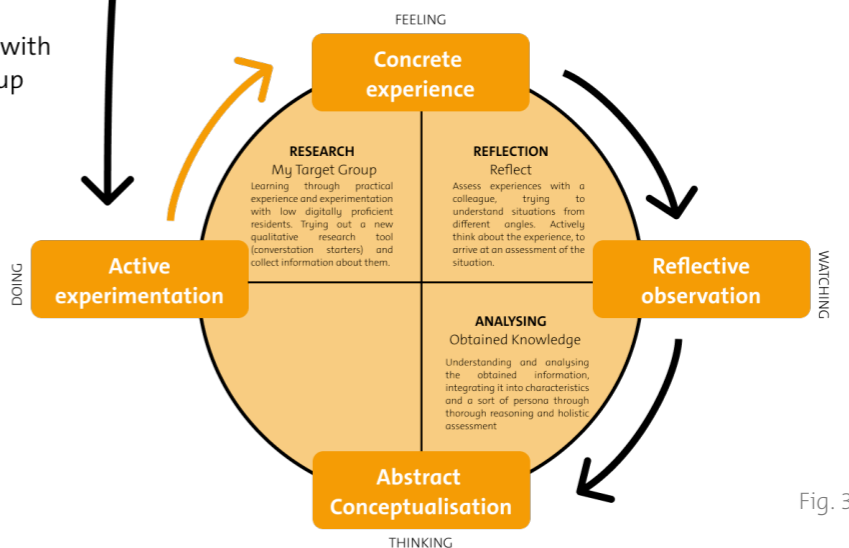
Fig. 34 Learning loops step 1

Learning loop: Research on overlapping underrepresented groups

I learned the value of using diverse conversation pieces in discussions with underrepresented groups (experimentation). These conversation pieces included a conversation board, a dilemma game, and a persona with questions about the passport. These tools were used as conversation starters to conduct qualitative research with target groups, including individuals with low literacy. I observed what happened during these conversations (experience) and reflected on why these events occurred (reflective observation). We encountered, among other things, a language barrier. Reflecting on the insights from learning loop 1, the conversation pieces, the effective elements, and their applicability to my target group gave me a clear understanding of effective ways to engage with the target group (conceptualisation). The experiment with the other target groups, including insights, is described in Appendix B.

Learning loop: Initial contact with the target group

With the gathered insights and a new idea for a conversation piece, I conducted research with the target group at two locations (experimenting). This was my first direct contact with the target group. It was an insightful experience, and along with a colleague, I carried out and observed this experiment (experience). We then debriefed to discuss everything that had happened (reflective observation). The characteristics of the target group that emerged are shown in Figure 35. The experiment and its insights are further detailed in step 4.

INSIGHTS

As previously known and now confirmed, the group of less digitally proficient residents in The Hague is relatively large. This group often overlaps with individuals who have low literacy, practical educational backgrounds, and older demographics. The latter can now be further specified to Dutch elderly people aged 70+, who are retired and face no language barriers in communication.

Additionally, the learning loops revealed that people's attitudes towards digital technology are a significant factor. Some hesitate to use it due to fear of the unknown or fear of making mistakes. Municipal services often involve personal and sensitive matters, and incidents like the childcare benefit scandal exacerbate these concerns. Satisfied non-users prefer traditional methods, seeing no necessity for digital solutions and not recognising their benefits. This does not mean they lack digital proficiency per se. Therefore, a third category is added to the characteristic of digital proficiency level. Lastly, there are those who embrace digital technology and actively work on mastering digital competencies.

As highlighted in Chapter 2.4, the current research approach has not yielded the desired results for the Stadskamer. So, it is crucial to consider how these residents can be included in resident research. Trends like digital inclusion and accessibility are valuable, but will not resolve the problem, especially not in the short term. Technology evolves rapidly, leaving behind those who struggle to keep pace (New Future Lab & DigiHandig, 2023).

For example the extensive use of QR codes nowadays, just a quick scan to fill out a form. Who would have thought? There will be many developments to come, and given the dual challenges faced by the target group, it is important to include them to innovatively and inclusively improve services.

Who | What this target group generally consists of

Proficiency level

0	Entry level	Analog Idealist
No digital proficiency	Minimal digital proficiency	Digitally proficient

Often occurs in relation to less digital proficiency

Practical	Low literacy	Dutch seniors
Educational level	Not proficient in Dutch language	70+

NT 1	NT 2
Dutch native speaker	Different native language

Attitude

Hesitant technology user	Enthusiast	Satisfied non-user

Fig. 35 Characteristics residents with low digital proficiency

Step 2
REACHING THE RESIDENTS

This step shares the insights from my journey of discovery of the whereabouts and key locations of the target group. Key locations are places frequently visited by individuals who are not or less digitally proficient. The research inspires and provides a starting point for establishing collaborations for accessible and nearby locations.

FINDING THE TARGET GROUP

This section will present the second step in the approach, namely the locations where you can find and thus reach the target group. This step involves finding the key locations, figures and moments to reach the target group. The genesis of this step is delineated via a learning loop, accompanied by other valuable insights and the cited literature. The practical application of this approach in the context of the target group will be outlined subsequently.

THE ESSENCE

Once the target group has been clearly identified, the next step is to establish contact with them. A great deal of effort is required, given that the target group has not been reached via the general communication channels. Consequently, the essence of this step is to identify an appropriate methodology for effectively reaching the target group.

THE KNOWLEDGE BEHIND IT

In order to establish contact with the target group, it is possible to leverage several factors (Chapter 2.2).The right location plays a crucial role; for instance, asking people to visit the Stadskamer can be a barrier. By stepping closer towards the residents, the municipality makes a significant gesture of accessibility. Additionally, the timing is important, such as coordinating with times when computer classes are held.

Utilising the existing network of organisations in the neighbourhoods is also valuable. This helps identify where and when to reach the target group, as well as through whom. Given the current lack of trust in local government, involving key figures is especially helpful. Key figures are people within this network who are connected to the target group and have insight into their community. These include

social workers, volunteers, and computer instructors. Collaborating with these key locations and figures ensures consistent access to the target group and helps build relationships. This approach facilitates the attainment of the target group (de Wilde et al., 2013; Shaghaghi et al., 2011; van den Muijsenbergh et al., 2019; van Werkhooven & Heuzels, 2023).

LEARNING JOURNEY

Are the residents truly difficult to reach, or has the municipality simply not found them yet? I embarked on a journey of discovery, trying out various ways to determine what works and what does not (Figure 37). To get inspired, I started with desk and literature research; I interviewed 2 recruitment agencies and 4 experts, approached several locations where the target group might be found, and of course, spoke directly with the target group to verify all insights.

Learning Loop: Paths taken to reach the target group

Based on knowledge about key figures and locations, I considered which ones in The Hague could be relevant for less digitally proficient residents (reflective observation). I then created a roadmap for myself with paths that could lead me to the target group (conceptualization). The routes I tested to reach the target group were (Figure 36) (experimentation):

- The IDO desk and computer assistance and lessons at the library
- The ServicepuntXL locations of Wijkz
- Through relatives of residents in the city panel
- Haags Ontmoeten
- Housing groups for the elderly
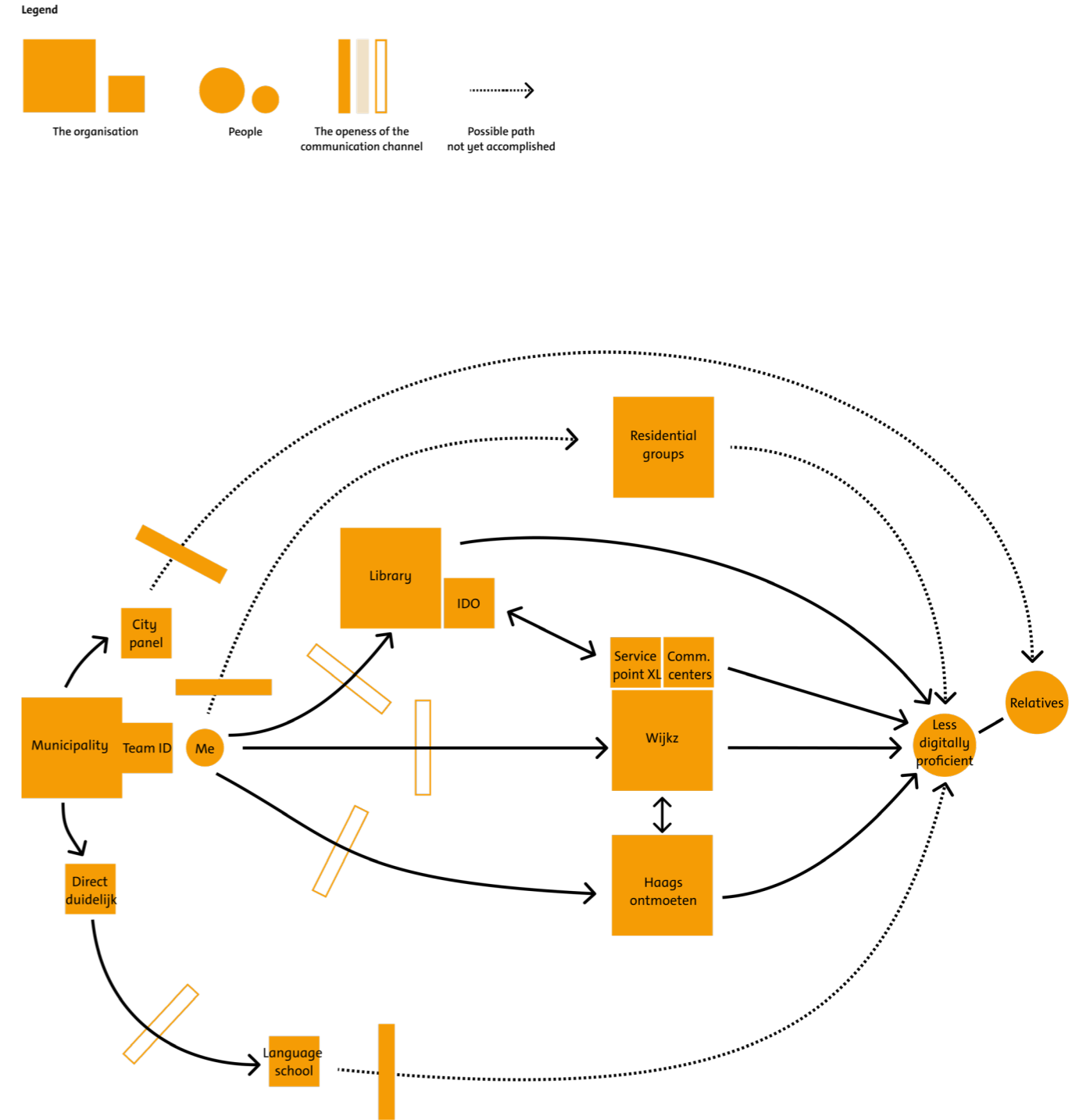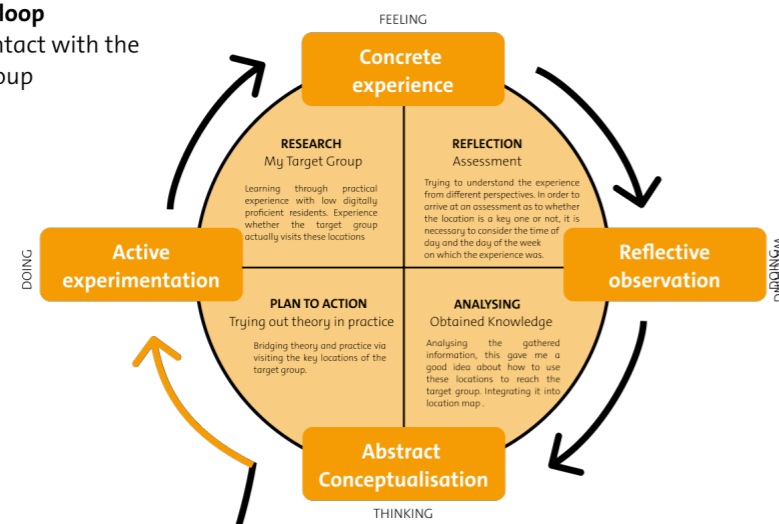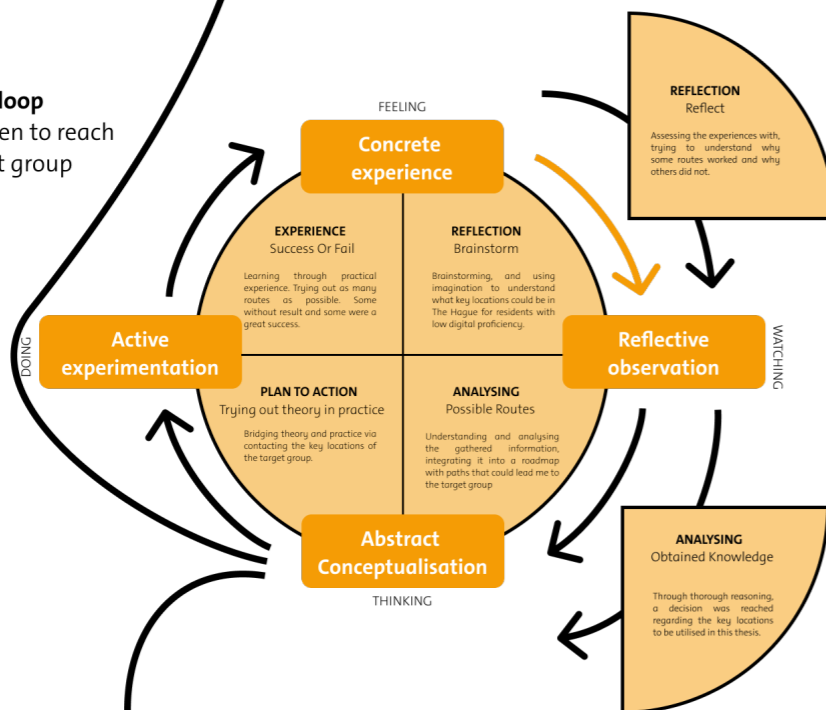- The language school of ROC Mondriaan

Legend
The organisation
People
The openess of the communication channel
Possible path not yet accomplished

Fig. 36 Paths taken to reach the target group

Learning loop
Initial contact with the target group

FEELING

Concrete experience

RESEARCH
My Target Group

Learning through practical experience with low digitally proficient residents. Experience whether the target group actually visits these locations

PLAN TO ACTION
Trying out theory in practice

Bridging theory and practice via visiting the key locations of the target group.

REFLECTION
Assessment

Trying to understand the experience from different perspectives. In order to arrive at an assessment as to whether the location is a key one or not, it is necessary to consider the time of day and the day of the week on which the experience was.

ANALYSING
Obtained Knowledge

Analysing the gathered information, this gave me a good idea about how to use these locations to reach the target group. Integrating it into location map .

Active experimentation — DOING

Reflective observation — WATCHING

Abstract Conceptualisation

THINKING

Learning loop
Paths taken to reach the target group

FEELING

Concrete experience

EXPERIENCE
Success Or Fail

Learning through practical experience. Trying out as many routes as possible. Some without result and some were a great success.

PLAN TO ACTION
Trying out theory in practice

Bridging theory and practice via contacting the key locations of the target group.

REFLECTION
Brainstorm

Brainstorming, and using imagination to understand what key locations could be in The Hague for residents with low digital proficiency.

ANALYSING
Possible Routes

Understanding and analysing the gathered information, integrating it into a roadmap with paths that could lead me to the target group

REFLECTION
Reflect

Assessing the experiences with, trying to understand why some routes worked and why others did not.

ANALYSING
Obtained Knowledge

Through thorough reasoning, a decision was reached regarding the key locations to be utilised in this thesis.

Active experimentation — DOING

Reflective observation — WATCHING

Abstract Conceptualisation

THINKING

Learning loop
Expert interviews

FEELING

Concrete experience

INTERVIEWS
Semi Structured

Learning primarily through practical experience and experimentation.

INTERVIEW PLAN
Trying out theory in practice

Bridging theory and practice through interviews with experts on the target group.

REFLECTION
Observed Situation

Actively think about the experience, to arrive at an assessment of the situation.

ANALYSING
Obtained Knowledge

Understanding and analysing information from the research. Identifying characteristics of the target group.

Active experimentation — WATCHING

Reflective observation

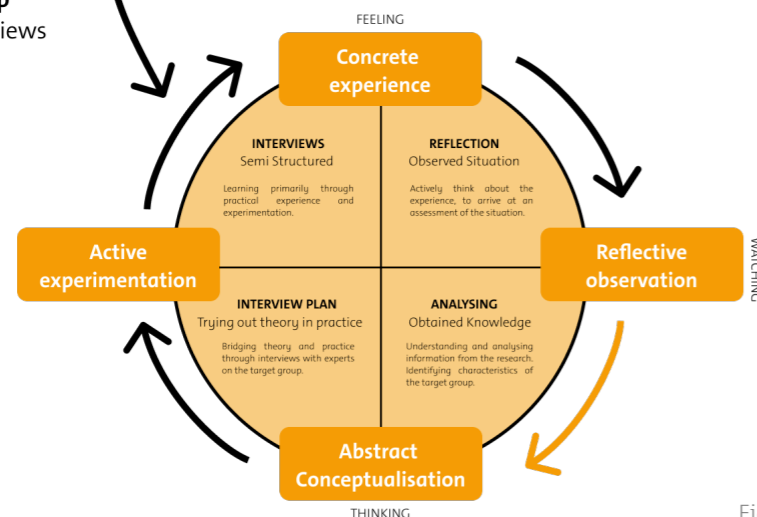**Abstract Conceptualisation**

THINKING

Fig. 37 Learning loops step 2

It is also evident that not every attempt was successful (experience). In Appendix E, you can read in more detail how this went. It also includes several potential key locations that were not tested and an overview of al these stakeholders in a stakeholder map.

Learning Loop: Expert Interviews
In the previous section, I presented the expert interview learning loop. This coincided with the 'Paths taken to reach the target group' learning loop in practice. Some target group experts came from the approached key locations. These experts also served as key figures in my project and provided an entry point to reach the target group.

Learning Loop: Initial contact with the target group
At two of the key locations, I conducted an experiment with the target group (experiment), also to see if the target group actually came there (experience). Afterwards, I reflected on all the new impressions to see how things had gone (reflective observation). This gave me a good idea of how to use these locations to reach the target group. The target group can definitely be found at these locations; the timing of computer classes and the digital walk-in consultation hour ensures this. Activities specifically for certain target groups, such as coffee hours for the elderly, also provide consistency.

INSIGHTS
I would like to highlight the key locations that proofed to be very useful and contributed to this project, enabling me to reach the target group (massive thank you!). The locations are mapped out in Figure 38.

Wijkz: De Burcht, 't Lindenkwadrant, and De Regenvalk
Wijkz is The Hague's welfare organization, active in seven city districts where they collaborate with residents to create a liveable city. The locations mentioned above are a few of the Wijkz community centres where ServicepuntXL is located. ServicepuntXL is the place for advice, information, help, activities, and volunteer work. Here, you can find computer classes, walk-in hours for digital assistance, and a place to drop by for a cup of coffee.

At some locations, such as De Regenvalk, meetings organized by Haags Ontmoeten also take place. Haags Ontmoeten facilitates meeting points in the city where the elderly can meet and participate in activities.

Library; Central and Laakkwartier
The libraries in The Hague are part of the municipality. Therefore, it is very feasible to build a strong collaboration with them.
The libraries in The Hague are places in the city for social interaction, personal development, and information. They also offer walk-in hours for digital assistance, such as 'click&tick', computer and smartphone classes, and have IDO-desks (Information Digital Government). These services are utilised extensively.
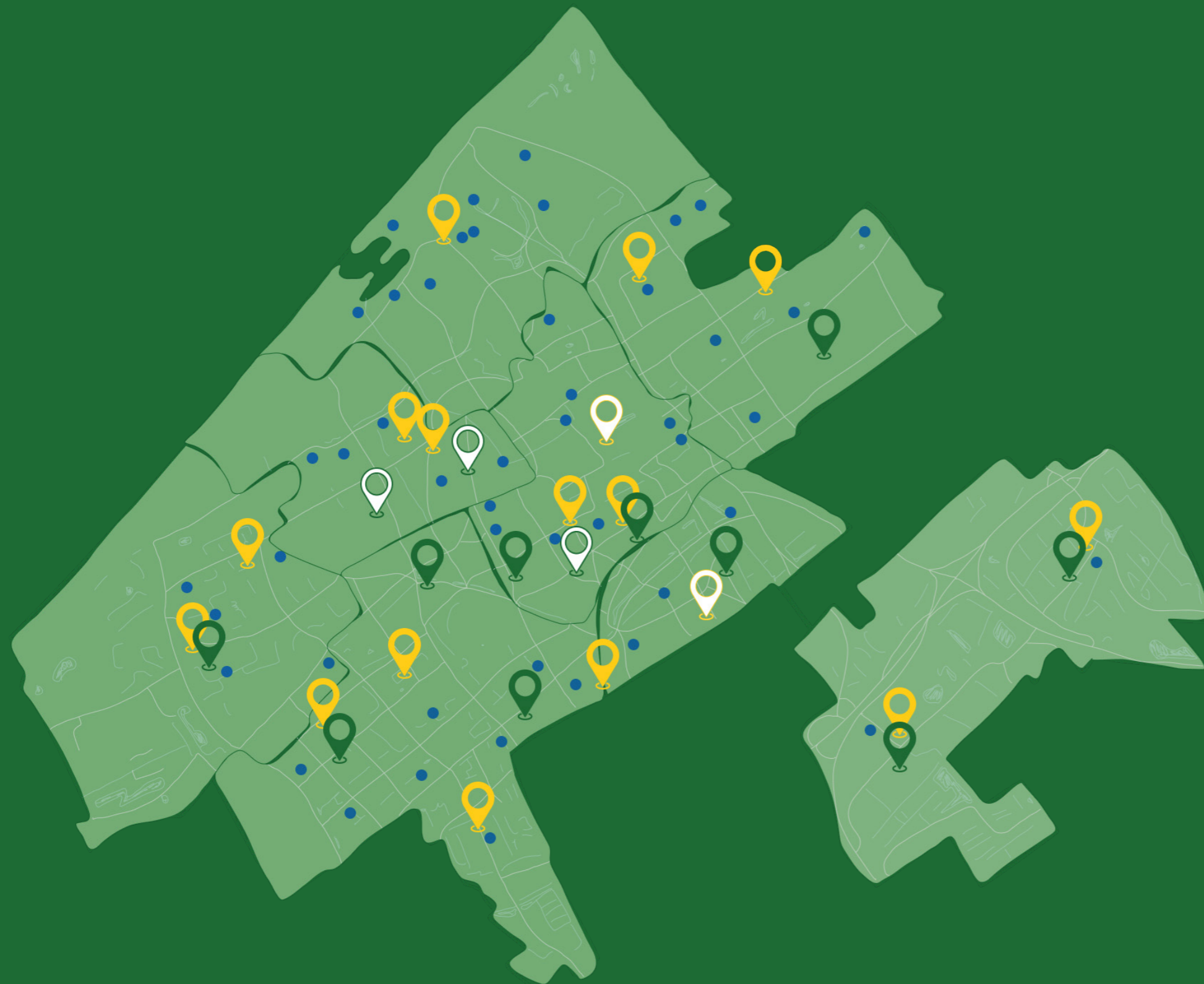
KEY LOCATIONS MAP
The map illustrates the locations where less digitally proficient residents can be found and reached in The Hague (Figure 38). These are the locations confirmed in my research. What is beneficial about these organisations is that they operate in (almost) all districts of the city, significantly expanding the municipality's reach. Undoubtedly, there are more neighbourhood initiatives and organisations that could be useful in reaching the target group, which can be further explored. As a first step, it is particularly wise to establish a strong foundation. Therefore, I chose to approach and involve these organisations. The accessibility of these locations makes it feasible for the municipality to enter into these partnerships. I also had very positive and productive interactions with the staff at these locations, enabling me to effectively pass the baton to the team. This has already facilitated fruitful collaboration opportunities for them.

These locations can also be added to the team's Geo-map. This ensures that this knowledge is well-preserved and easily accessible and usable.

ServicepuntXL, Wijkz   **Library**   **My locations**   **Haags Ontmoeten**

Fig. 38 Identified key locations

Step 3

APPROACHING THE RESIDENTS

For a successful approach, it is needed to consider the residents' needs, preferences, and barriers in your communication. This step provides guidelines for the initial encounter with the target group and offers guidance on an suitable approach for engaging with them.

FINDING THE RIGHT APPROACH

This section elaborates on the third step namely a suitable approach for the target group. This step involves overarching guidelines for an optimal approach and invitation to residents to participate in research. The genesis of this step is delineated via a learning loop, accompanied by other valuable insights and the cited literature. The practical application of this approach in the context of the target group will be outlined subsequently.

THE ESSENCE

Before involving residents in research, it is essential to understand how to approach and invite them effectively, so they are open to participation and consider getting involved.

The essence of this step is to provide guidelines for the optimal approach and invitation to residents to participate in research. It is additionally important that residents are informed of the potential for involvement in resident research.

THE KNOWLEDGE BEHIND IT

Firstly, it is important that people are invited. They need to be aware that community research exists, that they can participate, and that their participation is both important and valuable. Without this knowledge, many residents may not even consider taking part in the research.

Given the low level of trust in local government (Engbersen et al., 2021), it is crucial to ensure this does not negatively impact the research. Building trust with residents is essential for obtaining honest and valuable insights. This is where key figures and locations become significantly important. Trusted community members and familiar places can bridge the gap between researchers and residents, fostering a more welcoming environment for participation.

Furthermore, personal recruitment and contact are more effective (Pharos, Expertisecentrum Gezondheidsverschillen, 2021a). Personal invitations help create a sense of trust, making residents feel more comfortable and valued. This personal touch can significantly enhance the willingness of residents to engage in research activities.

LEARNING JOURNEY

To determine the best way to establish contact with the target group, I had no choice but to experiment with different approaches (Figure 39).

Learning Loop: Expert Interviews

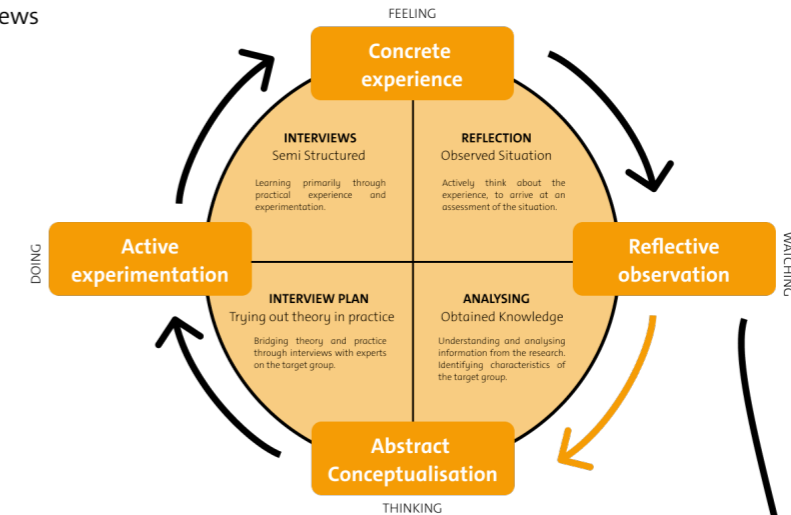This process is the same as previously described in step 1.

Learning Loop: Research on Overlapping Underrepresented Groups

For this step, the focus was different from what was previously described. By conducting research with various underrepresented groups, I approached and invited residents to participate multiple times (experiment). I also observed how social designers and staff at key locations handled this (concrete experience). By reflecting on these experiences (reflective observation) and analysing the acquired knowledge alongside desk and literature research, as well as insights from expert interviews, I developed guidelines for appropriately approaching the target group (conceptualization).

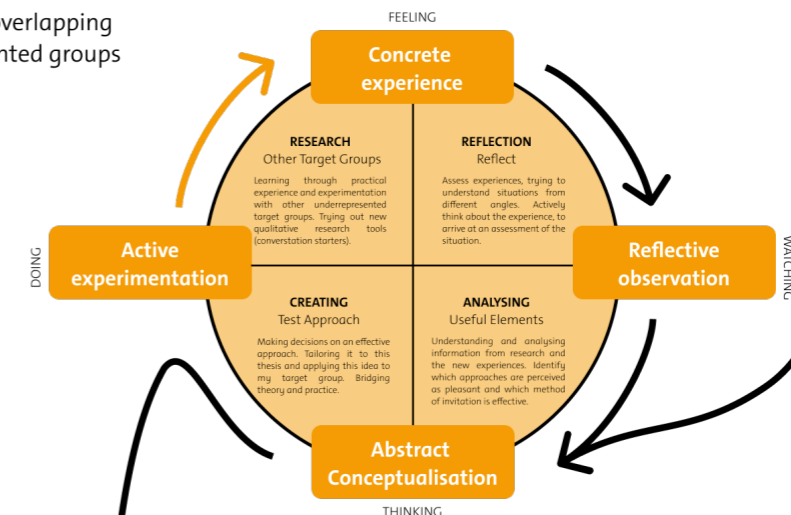### Learning Loop: Contact with the Target Group

Through the user tests conducted in this project (step 4 and Chapter 5), I tested these guidelines (experiment) and experienced their effectiveness (experience). Reflecting on these outcomes (reflective observation) allowed me to optimize and tailor the guidelines to better suit the target group (conceptualization).
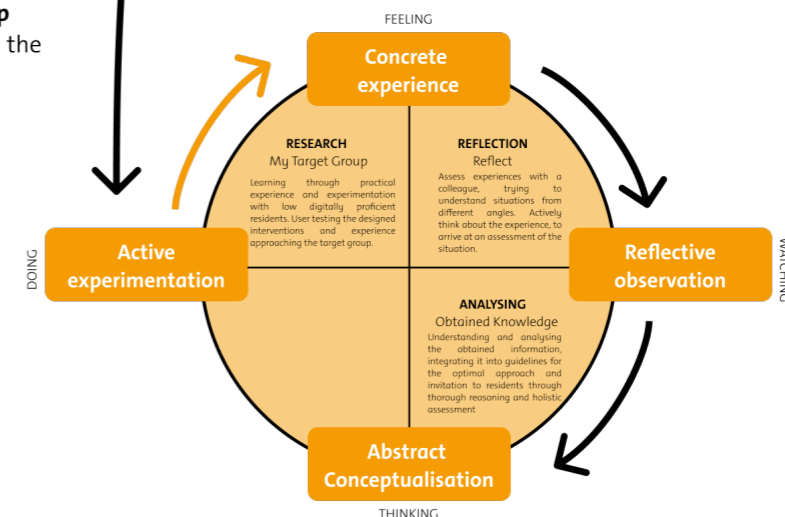

Fig. 39 Learning loops step 3

Invitations

The use of personal invitations is an effective method of creating a sense of trust and maintaining an informal setting. The personal recruitment and contact are more important than the invitation and information letter about the research (Pharos, Expertisecentrum Gezondheidsverschillen, 2021a). Open body language and a positive approach are essential. It is beneficial to establish a personal connection with the participants, as this facilitates a more relaxed and open atmosphere. Engaging in friendly conversation is a valuable way to do this and is always well-received. It is advisable to join existing activities when attempting to engage in conversations. This approach saves residents extra time and effort and places them in a familiar environment, making them more likely to engage with you.

Informal and Personal

An informal setting works well as it makes it easier to start a conversation. It helps to avoid wearing formal clothing. An informal approach can be achieved by the deployment of key figures.

Keeping the contact informal makes the situation also more personal. Introducing yourself and treating one another as equals, helps building trust and creates an environment whereby an open dialogue can be initiated.

Trust

Trust is essential when interacting with residents. Being in a familiar and comfortable location for them, and having the trust of the organisation there, helps them trust you more quickly. This trust is further reinforced if the employees act as intermediaries.

It is important to note that this process does require a time investment and an active listening attitude. This investment ensures the continuity of the relationship with the target group and increases the likelihood of successful research outcomes.

In light of the fact that the support of key locations and key figures is of the utmost importance, it is essential to ascertain what your organisation can offer these individuals. It is recommended that a sustainable partnership be established with these individuals, with the aim of providing mutual benefits.

Incitement

The active use of an incentive can encourage a lower barrier approach and make participation more attractive. One effective method is to use an enticement, such as an information board (Figure 40), that clearly communicates the reason for your presence at the site. By clearly stating what you are offering in exchange for residents' opinions, you lower the barrier to participation. It also makes it clear that you are not there to sell anything.

Be generous; giving something away can attract people. A busy table, in turn, makes others curious..

Fig. 40 Flower board

Step 4

INVOLVING THE RESIDENTS

In order to achieve effective involvement of the target group, it is important to consider the resident's needs, preferences and barriers. This is to ensure that the resident is given the opportunity to participate with the same ease as others. This step plays on motivating, enabling and awareness.

MEANS TO INVOLVE THE TARGET GROUP

This section will present the last step in the approach, namely involving the target group. This step involves three means of increasing the involvement of the target group in resident research. The genesis of this step is delineated via a learning loop, accompanied by other valuable insights and the cited literature. The practical application of this approach in the context of the target group will be outlined in the following chapters.

THE ESSENCE
The goal of this step is to understand how residents can be effectively involved in community research. This is achieved by identifying the needs, preferences, and barriers of the target group. With this knowledge, I can better facilitate and encourage the desired behaviour, which is participation.

THE KNOWLEDGE BEHIND IT
Various models address the factors influencing behaviour. In this project, I have kept two of these models in mind: The Behaviour Change Wheel by Michie et al. (2014) and The EAST model, developed by the Behavioural Insights Team (BIT) (Service et al., 2014). I compared these models against the CLEAR model and the four phases of the resident journey (Figure 41).
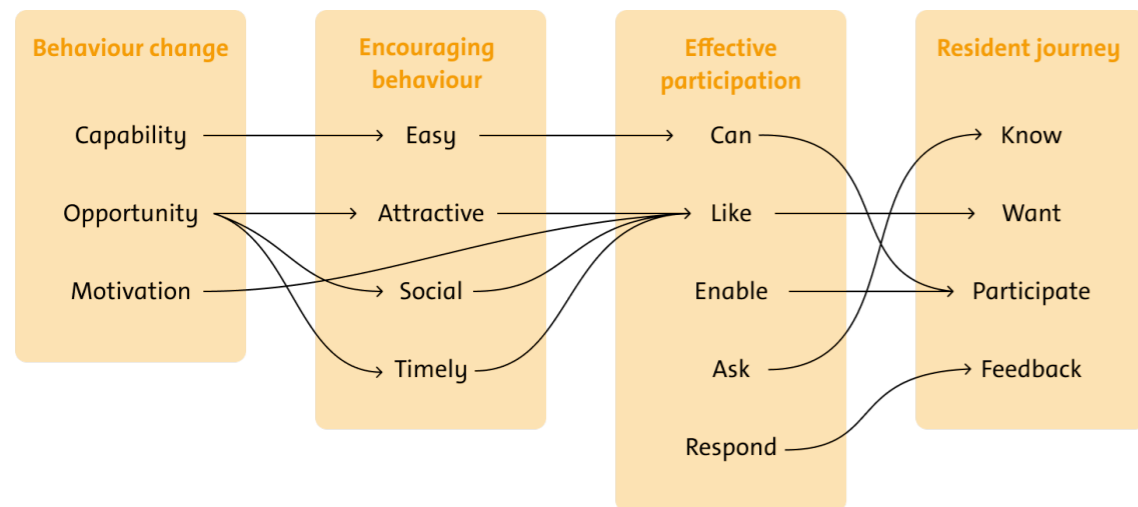
Note: Feedback is outside the scope of this study, but it will enhance engagement after previous participations.

There are different terminologies for the influential factors of behaviour. The COM-B model distinguishes between two forms of motivation: internal motivation, which it refers to as 'motivation', and external motivation, which it terms 'opportunity'. In contrast, the CLEAR model categorises 'opportunity' as a subcategory of 'enable'. The EAST model, however, does not incorporate internal motivation. Nevertheless, the factors within these models are not independent of one another. For instance, a task becomes more appealing if it is straightforward to complete.

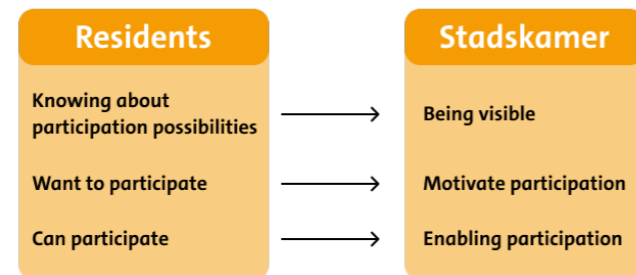To avoid confusion, I have chosen specific terms for these factors, as shown in Figure 42.

Residents	Stadskamer
Knowing about participation possibilities	Being visible
Want to participate	Motivate participation
Can participate	Enabling participation

Fig.42 Terms for influencing factors of behaviour

Fig. 41 The applied behaviour models

Learning loop
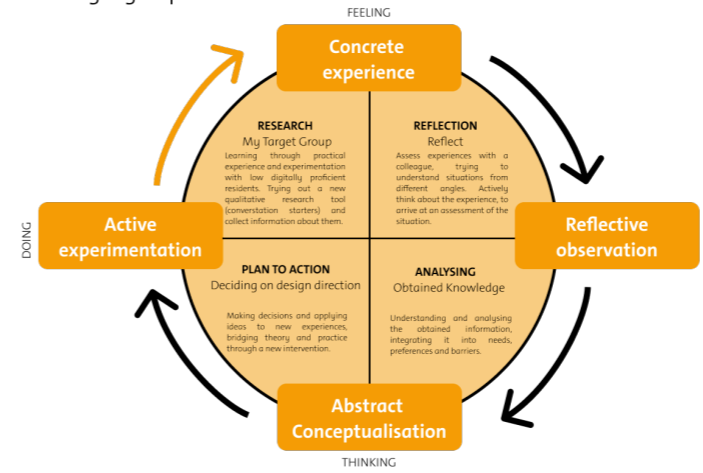Initial contact with the target group

Fig. 43 Learning loop step 4

LEARNING JOURNEY
The learning loop of step 1 enabled the successful identification of the target group, thereby facilitating the conduct of research with them. I proceeded to experiment with involving them in my own study, which led to the first user test: initial contact with the target group (Figure 43, 44 and Appendix F).

This test combined the methodologies of user testing and interviewing the target group. The Stadskamer had recently designed a conversation piece with the objective of facilitating qualitative research with residents from underrepresented groups, including those with low literacy levels. Given the overlap between low-literacy and low-digital proficiency groups, I was interested in determining the suitability of this tool for my target group. The tool was adapted to align with the research on resident participation.

With the sub-target group of residents with low-literacy and practical education were 4 interviews conducted at ServicepuntXL. At Haags Ontmoeten 4 interviews were conducted with Dutch seniors. This enabled me to gain insight into the process of involving residents, assess the suitability of the research tool, and investigate the motivation, ability, and awareness of the target group. To thank the residents for their participation, I gave them a flower and a compliment beforehand, which served to boost their confidence and motivation.

The results indicated that the tool was somewhat effective. It successfully attracted attention and initiated conversation, thus facilitating interactions. However, residents with low literacy and practical education sometimes lacked proficiency in Dutch or English, which hindered meaningful conversations. Additionally, the tool involved too many cognitive steps for some, and the number of answer cards was overwhelming. The sequence of the questions was also not fully understood. While the flower was highly appreciated, it was not a necessary component for participation.

The Dutch elderly residents presented a different scenario. I happened to join their coffee meeting, which consisted of at least 15 people. After introducing myself and inviting them for interviews, I found that they were not enthusiastic. I managed to speak with 4 individuals, but 2 expressed disinterest in engaging with the municipality, as the others were not inclined to chat with me at all.

Overall, this first attempt was not perfect, but it provided valuable insights into the target group's awareness, motivation and ability to participate. These are presented on the following page. The testing of the new intervention is discussed in Chapter 5, the ideation is shown in Appendix G.

Fig. 44 User test: Initial contact residents

KNOWING ABOUT PARTICIPATION

To effectively involve residents in research, they must first be made aware that this opportunity exists (Figure 45). As outlined in the previous steps, it is crucial to actively reach out, approach, and invite them. However, by bringing resident research and participation to the forefront and making it more visible, residents are given the space to adopt a more active role and become more involved with the Stadskamer. This proactive approach not only enhances participation but also fosters a sense of community and collaboration.

ENABLE RESIDENTS TO PARTICIPATE

To enhance the probability of their participation in research, offering an alternative to digital participation can be advantageous. By enabling them to participate, researchers can respond to their competencies and knowledge (Figure 45).

In the recruitment of participants, it is of the utmost importance to demonstrate that involvement is accessible. Pay attention to the language that is used both verbally and visually (for example, posters). Furthermore, it is advisable to consider the general aspects of the research, such as the location. For instance, it would be beneficial to visit the elderly in their own environment, as this may be more accessible for those with mobility issues.

An additional example is the avoidance of grandiosity and complexity. It is important to avoid intimidating potential participants. The term "research" can perceived as a weighty concept. However, for the municipality, this also just entails a brief conversation. It is therefore advisable to keep the intervention both simple and modest, in both a literal and figurative sense.

MOTIVATE RESIDENTS TO PARTICIPATE

People's motivation can be divided into extrinsic and intrinsic motivation. Simply put, extrinsic motivation comes from external sources, while intrinsic motivation comes from within oneself. Intrinsic motivation is driven by factors like interest, curiosity, and values. For instance, residents often find it important to help others. Therefore, if it is made clear to them that their participation will benefit other community members, their motivation to participate increases (Figure 45).

Examples of drivers for extrinsic motivation include rewards, sanctions, and social obligations. The research clearly showed that referrals from staff members are particularly effective.

INSIGHTS

There is a significant difference in the need for motivation and ability per sub-group. I noticed this due to the language barrier. To discuss and think about topics, understanding them is crucial, which often was hindered by the language barrier with the less literate.

Dutch seniors are not hindered by the used medium, as long as it is not digital. Their main issue is a lack of motivation. They feel unheard and unseen, and many are indifferent about participating in their later years. Although some expressed dissatisfaction and a desire for better municipal services, they didn't feel compelled to advocate for changes.

Conversely, the less literate and practically educated were highly motivated to participate. They enjoyed chatting and felt it was important to engage in discussions about their neighborhood and topics like safety. Many were positive about the municipality, appreciating the possibilities and arrangements made for them.

Know | Lowering the barrier to participation in research

Lower digital proficiency | Low literacy and/or practically educated

| Create more awareness | Be visible | Invite |

Can | Lowering the barrier to participation in research

Lower digital proficiency | Low literacy and/or practically educated | Lower digital proficiency| Dutch seniors aged 70+

Communication

- Write texts at B1 level
- Speak in active sentences
- Use short sentences
- Their native language
- Avoid using the hypothesis form of speaking and asking questions (e.g., 'Suppose that...')
- Keep questions and instructions as simple as possible, with few steps and understandable language

General tips

- Communicate as visually as possible, but not childishly
- Close to home, in the neighborhood considering traveling
- Not everyone is a speaker, consider options for participation in writing as well
- Keep it small
- Work with key figures

General tips

- Close to home, in the neighborhood considering traveling
- Keep it small
- Not everyone is a speaker, consider options for participation in writing as well
- Work with key figures

Want | Lowering the barrier to participation in research

Lower digital proficiency | Low literacy and/or practically educated | Lower digital proficiency| Dutch seniors aged 70+

Extrinsic motivation

- Provide something as a token of appreciation
- Referral from an employee at the location of the venue
- Asking for little time from people and allow them to stop at any moment without obligation

In their living environment

- At a place or during an activity that is free or low-cost
- Approach people in their own environment, at places where they often go and feel comfortable

Intrinsic motivation

- Emphasize that they are helping others by participating
- Topics such as: Safety and living comfort
- Interest in and concern about topics related to one's own living environment

Extrinsic motivation

- Provide something in return as a token of appreciation and to show gratitude

In their living environment

- Close to home, in the neighborhood
- At a place or during an activity that is free or low-cost

Intrinsic motivation

- Emphasize that they are helping others by participating
- Topics such as: Safety and living comfort
- Interest in and concern about topics related to one's own living environment
- Feeling heard and seen

Fig. 45 needs, preferences and barriers

04

DEFINING THE
DESIGN DIRECTION

This chapter outlines the shift from the strategic approach to intervention design. It delves into the solution space of step 4 and describes three approaches that contribute to the project's aim. The main insights that are found are highlighted in statements, while the following steps concentrate on outlining design requirements.

CONCLUDING INSIGHTS

All roads lead to Rome, and so does the strategy for involving less digitally proficient residents. To exploit the full potential of the Stadskamer to effectively involve residents, there are three solution spaces (Figure 47):

1. Ensuring that the Stadskamer is known and visible to the community.
2. Encouraging residents to participate actively.
3. Providing the necessary tools and support to facilitate participation.

These aspects are interconnected and influence one another. Focusing on one area will likely lead to improvements in the others, though the primary focus remains on the chosen aspect.

These three directions also relate to sub-target groups, as illustrated in Figure 46. This relationship emerged from research with the target group.

The insights supporting these solution directions are:

Fig. 46 Connection of the aspects

BOTH

NICE TO MEET YOU
HUGE DISTANCE BETWEEN BOTH

No direct relation between the both. Resulting in a lack of trust. Get out there to meet eah other

THIS DOESN'T FIT
THE TOOLS ARE NOT TAILORED

With unsuitbale research tools, a resident cannot participate properly.

STADSKAMER

I AM HERE
LACK OF VISIBILITY

The Stadskamer is currently not visible to residents. It's time to step out of the shadows and let your presence be known.

I NEED HELP
LACK OF KEY FIGURES

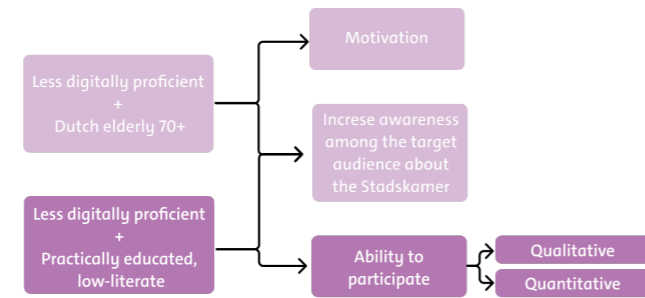It takes a village to raise a child. What about supporting an entire city? Ask for help and reach out to others.

NO, THANK YOU
LACK OF MOTIVATION

Not everyone is eager to participate. Discover and leverage what motivates them, and show the benefits.

MULTIPLE CHALLENGES
OVERLAPPING TARGET GROUPS

The overlap within the groups in The Hague, is making effective communication challenging. Keep it as simple as possible.

RESIDENTS

DESIGN DIRECTION

After identifying these solution spaces and presenting them to the municipality, it was decided to provide recommendations for addressing the first two issues regarding resident motivation, and raising awareness about the Stadskamer and the opportunity to participate (Appendix H). An intervention is designed for the last issue, enabling resident participation. This decision was made considering factors as location accessibility, established trust, and the feasibility of tool development.

APPROACH I
The Stadskamer is not visible or well-known enough among the residents. People are unaware of the opportunity to participate in research and engage with the municipality.

APPROACH II
Not all residents are motivated to participate. This is because there is no direct benefit for them. There actually is little attention for that. The Stadskamer could pay more attention to stimulating their motivation.

APPROACH III
The research methods and tools are not tailored to the needs and competencies of the residents. Since not every resident is the same, ensuring equal opportunities to participate is essential for inclusive resident research.

VISIBILITY
OF THE STADSKAMER
APPROACH I

ADVICE
BE MORE VISIBLE, LITERALLY

MOTIVATE
THE RESIDENTS
APPROACH II

ADVICE
BUILD TRUST AND USE INCENTIVES

ENABLE
THE RESIDENTS
APPROACH III

Fig. 47 Design directions for involving the residents

CREATIVE BRIEF

To ensure everyone understands the project's aim and the creative approach to be taken, a creative brief was formulated (Appendix I). The brief outlines the design goal into an actionable design statement, considering the target group, stakeholders, challenges, and requirements.

ENABLE THE RESIDENTS TO PARTICIPATE

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

DESIGN GOAL

Based on these design goals, a design statement was defined (Figure 48). The statement captures what the design is and what it should do in one sentence. The formulation of the design statement is constructed according to the 5W1H model (van Boeijen et al., 2020). This statement includes the description of what intervention I am designing (1), how (2), for who (3), why (4), when (5) and where to utilise it (6).

DESIGN CHALLENGE

Since the current research tools are not tailored to the prefernces and needs of the target group, I want create an intervention to increase the ability 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.

' We need to continue experimenting with various forms of participation to ensure that we do not overlook groups of residents - Liset Verschoore (Ministerie van Infrastructuur en Waterstaat, 2023) '

(1) CREATE A RESEARCH TOOL
(2) THAT ALIGNS WITH THE PREFERENCES AND NEEDS OF
(3) LESS DIGITALLY PROFICIENT RESIDENTS BY
(4) ENHANCING THEIR ABILITY
(5) DURING THEIR PARTICIPATION IN RESEARCH
(6) AT THE KEY LOCATIONS

Fig. 48 Design goal for enabling the residents

DESIGN REQUIREMENTS

ALIGN
THE PREFERENCES AND NEEDS OF THE RESIDENTS
Since not every resident is the same, the design should align with the specific needs and preferences of the residents with low digital proficiency. This will help tailor the resident research process more to the resident.

ENABLE
AN OPEN CONVERSATION
The design should enable residents to open up and share their thoughts with the same ease as others. The design should include diverse forms of communication; (non)verbal, visual, sound, and writing.

ENHANCE
THE COMPREHENSION OF THE RESIDENT
Because understanding each other in the conversation is essential for gaining useful insights, the design must enhance good and clear communication.

KEEP
IT SMALL AND APPROACHABLE
By keeping it small and approachable, participating becomes more inviting. The design should not frighten the residents but rather appeal to them.

DEVISE
A QUALITATIVE AND QUANTITATIVE INTERVENTION
It would help the municipality enormously if a qualitative and quantitative design is devised. Since there is no offline quantitative research method available for them at all. They also see the value of qualitative methods to gather more context around this target group.

05

RESEARCH
TOOLS

This chapter introduces the tools, outlining their purpose, characteristics, and value. The concepts undergoes testing, refinement, and validation through active engagement with the target group.

QUALITATIVE RESEARCH TOOL

The first design is a qualitative research tool in the form of a storybook. In the book, residents can read a short demo story about someone participating in the research, and then follow the same steps themselves.

This section introduces the tool, providing an overview of its purpose, characteristics, and values. The usability test is briefly explained, highlighting the most important insights. Finally, an evaluation of the tool's effectiveness and potential areas for improvement will be discussed.

ENABLE RESIDENTS TO PARTICIPATE BY HAVING AN OPEN CONVERSATION, WHILE UNDERSTANDING EACH OTHER. ALLOWING THE RESIDENT TO COMMUNICATE VERBALLY, IN WRITING, AND VISUALLY.

Fig. 49 The purpose of the qualitative tool

PURPOSE OF THE TOOL
The tool is designed to serve a clear purpose: to establish strong foundations for the research (FIgure 49). The tool has two distinct functions. On the one hand, it ensures that residents are fully aware of both the tool's objectives and the overarching research goals. The tool ensures that there is no room for uncertainty on the part of the participants or researchers regarding their participation or the tasks at hand, as well as the participants' responses and the results of the study. Conversely, it serves as a catalyst for discussion, fostering empathy and facilitating open dialogue about a subject.

FUNCTIONAL ELEMENTS
- **Storytelling**
- **B1 language level**
- **Variety of communication means**
- **Creativity**

THE DESIGN
This storybook tells the story of Noor, a research participant, and uses text and visuals to explain how the process works and what to expect. The storyboard consists of three parts and a sticker sheet (Figure 50).

1. **Introduction to the research**
Noor is introduced along with the researcher (in this case me) and the purpose of the research. This makes the benefits of participation and the aims of the research clear and avoids confusion.

2. **Explaining the tasks**
The creative tasks that the residents will carry out are first explained in a demo. It details what the tasks are and how Noor completes them.

3. **The creative tasks**
The tasks are designed to stimulate the conversation and elicit stories from residents.

Thoughts: Residents write or verbalise their thoughts about safety. Giving the researcher insight into residents' perspectives.

Feelings: As emotions affect residents' experiences and their relationship with municipal services, it is useful to know how they might feel. Emotions can be difficult to express. Stickers with body and facial expressions allow residents to express their feelings non-verbally. Words and time of day prompts on the sticker sheet provide additional support.

Ideas: The how-to exercise encourages residents to think creatively about how the municipality can improve neighbourhood safety. By asking about recent experiences, researchers can gather contextual anecdotes that provide a basis for further questions. This helps the researcher to better understand what is happening in the neighbourhood and encourages residents to think about solutions to improve these situations.

Cover

Noor denkt mee met de gemeente

1. INTRODUCTION OF THE RESEARCH
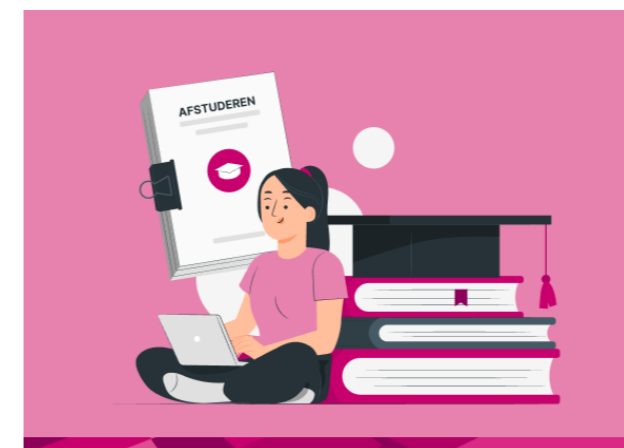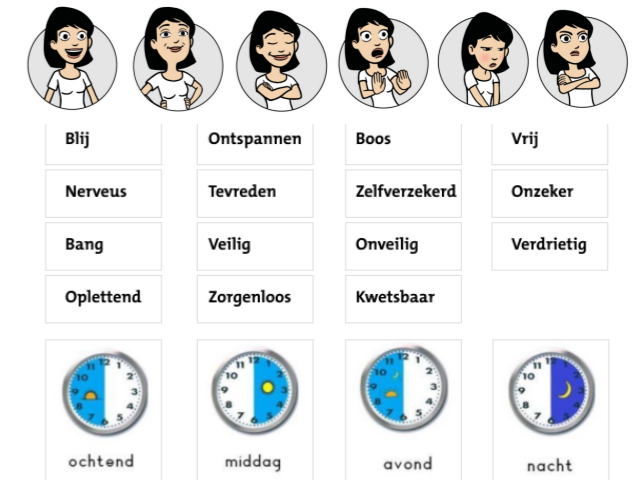
Dit is Noor.
Noor wil graag leren omgaan met de computer.
Ze volgt een computercursus bij Wijkz.

Een onderzoeker spreekt Noor aan in het wijkcentrum.
Een onderzoeker is iemand die informatie verzamelt om antwoorden te vinden op vragen.
Of om meer te weten te komen over een bepaald onderwerp.

De onderzoeker wil ook vragen stellen aan Noor.
Ze vraagt: 'Wil je meedenken met de gemeente?'

De onderzoeker is Ghislaine.
Ze is student en doet onderzoek voor de gemeente.
Ze wil graag weten hoe de veiligheid in de buurt beter kan.

Ghislaine komt langs bij het wijkcentrum van Wijkz om mensen te spreken.

In dit verhaal lees je hoe zij onderzoek doet met Noor.

Ghislaine vertelt wat ze gaat doen in het onderzoek.
Ze gaat Noor een boekje geven. In dit boekje staan 3 vragen.
Het invullen duurt maximaal 10 minuten.

Alles wat Noor zegt en opschrijft is belangrijk.
De naam van Noor wordt niet opgeschreven.

Noor mag de antwoorden opschrijven.
Ook mag ze de antwoorden vertellen aan Ghislaine.
Dan vullen ze samen het boekje in.

4. THE STICKERS

Blij	Ontspannen	Boos	Vrij
Nerveus	Tevreden	Zelfverzekerd	Onzeker
Bang	Veilig	Onveilig	Verdrietig
Oplettend	Zorgenloos	Kwetsbaar	

| ochtend | middag | avond | nacht |

Fig. 50 Qualitative research tool

2. EXPLANATION TASKS
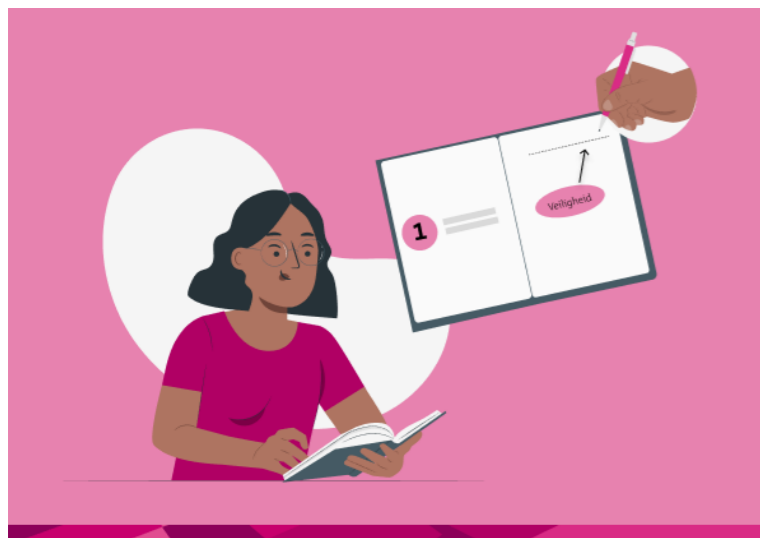
Noor leest eerst het boekje.
De vragen gaan over de veiligheid in de buurt.

Noor begint bij vraag 1 'Waar denk je aan bij veiligheid in de buurt?'.
Noor denkt aan veiligheid.
Ze schrijft haar gedachten op.

Noor leest vraag 2.
Voelt Noor zich veilig in de buurt?

Noor plakt plaatjes op.
Ze geeft antwoord op de vraag met de plaatjes.
De plaatjes laten het gevoel van Noor zien.
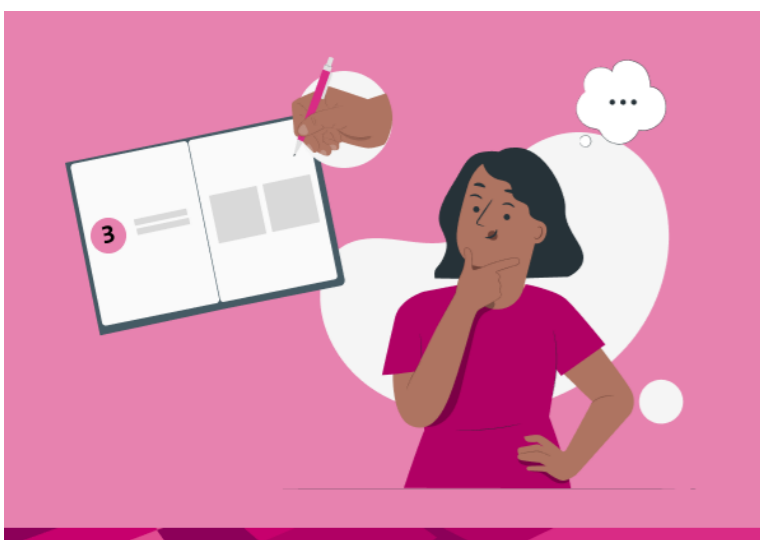
Vraag 3 is de laatste vraag.
Wanneer voelde Noor zich onveilig?

Ze denkt terug aan de laatste keer.
Ze schrijft haar ervaring op.

Hoe kan de gemeente dit verbeteren?
Noor bedenkt hoe de situatie beter kan.
Ze schrijft haar idee op.

3. THE TASKS

1

Waar denk je aan bij veiligheid in de buurt?
Wat betekent veiligheid voor jou?
Schrijf op waar jij aan denkt.
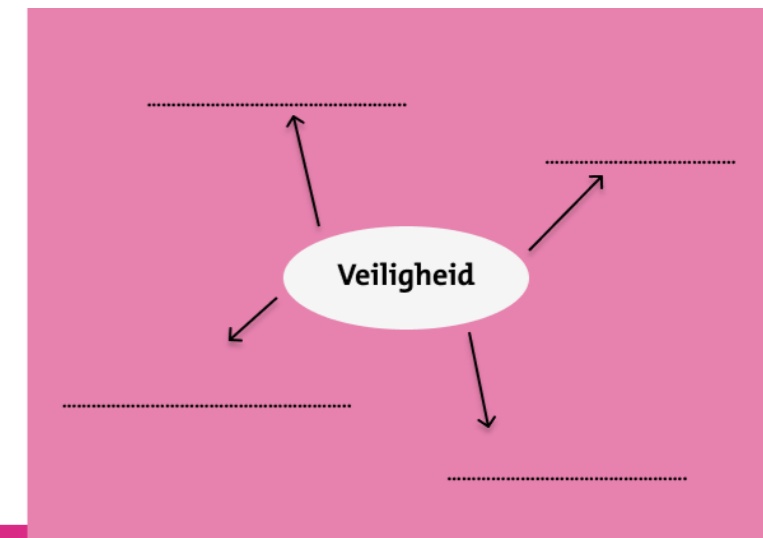
2

Voel jij je veilig in de buurt?
Plak op wat bij jouw gevoel hoort.
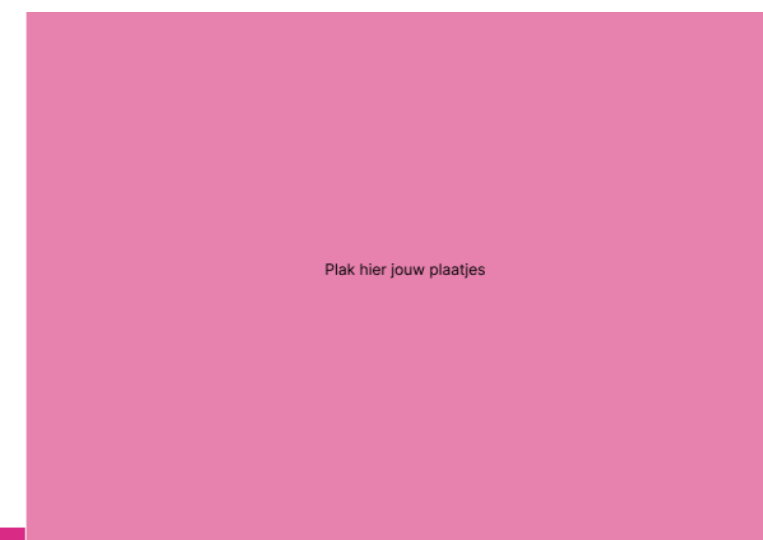
3

Wanneer voelde jij je onveilig in de buurt?
Schrijf een voorbeeld op.
De laatste keer dat jij je onveilig voelde in de buurt.

Bedenkt daarna hoe de gemeente dit kan verbeteren.

CHARACTERISTICS OF THE TOOL

This tool has been designed with the intention of facilitating participation by encouraging open dialogue and fostering mutual understanding. The tool utilises storytelling and enables residents to communicate in a variety of ways.

Storytelling

The tool employs storytelling as a means of simplifying the complexity of the research process, thereby making it more accessible and comprehensible. By offering context, it clarifies how the design corresponds to users' daily lives and experiences. In order to align with the target group, a concise core message in an appropriate language (level B1) and clear visuals are used to support the conversation (Pharos, n.d.; Twickler et al., 2009).

Furthermore, the creative tasks that residents are required to complete for the research project are initially explained through a step-by-step demonstration. The story provides an illustration of the tasks in question and how they are completed by the character of Noor. This approach is aligned with Kolb's learning cycle (1984). By initially observing the actions of another individual, residents are able to reflect on the information they have previously read and form their own ideas about the subject. They are then able to apply this learning immediately by completing the tasks.

Diverse Communication Methods

The tool also facilitates open dialogue among residents, thereby fostering mutual understanding and empathy. The tool enables residents to communicate through a variety of means, including verbal, written, and visual. The medium of storytelling enables communication via both text and visualisation. The tasks assigned to residents offer a variety of communication channels. The initial task is a mind map,

which provides the option of writing down or discussing thoughts with the researcher. The next task addresses the emotional states of the residents, who are able to utilise a combination of verbal expression, visual imagery and facial expressions in order to convey their feelings. These can be discussed with the researcher in an oral format. The final task may be completed in either written or spoken form.

In essence, the tool serves as a medium for meaningful interaction, ensuring that residents not only participate but also actively engage with one another, thereby enriching the research experience for all involved.

The tool offers the potential for both individual and group conversations, thereby fostering interaction. The duration of each individual conversation is approximately fifteen minutes.

Fig. 51 Qualitative research user test

THE USER TEST

In order to assess the usability of the concept and its applicability in a real-world setting, a user test was conducted One session was conducted at the library Laakkwartier with participants from the smartphone course (Figure 51), while the other was held at the ServicepuntXL at the Schilderswijk, involving participants from computer lessons.

The approximately 15-minute tests involved the explanation, testing, and discussion of the prototypes with a total of 10 participants. Six of the tests were conducted individually, while the smartphone course involved a 30-minute group session where participants discussed and assisted each other.
It is assumed that:
- **Storytelling facilitates mutual comprehension.**
- **A maximum of 15 minutes is deemed acceptable.**

The purpose of the testing was to ascertain:
- **Is the target group able to express opinions and ideas?**
- **Does it prove effective to engage staff from the location?**

The use of storytelling proved to be an effective method for enhancing the understanding of the research. In contrast to the preliminary test conducted with residents, there were no queries or reservations about the research and their involvement. One woman commented that it was beneficial to have an understanding of what to expect in advance, as it enabled her to prepare adequately. It is important to note that the participants had a basic proficiency in Dutch. For other participants, I provided oral explanations with the assistance of visual aids.

No clear preference was identified with regard to individual or group participation. Both approaches were found to be feasible.

The duration of the tests was deemed appropriate, with no indications that participants found them either too lengthy or too brief. The discussions centred on the participants' living environment, which they appeared to enjoy discussing. One resident initially expressed a lack of interest in participating, but was encouraged to do so by a member of the staff. The resident said,

"I usually never do surveys, but I'll do it this time."

Upon initiating a conversation about Schilderswijk, the resident became noticeably enthusiastic and actively engaged.

The involvement of staff from the location proved to be an effective strategy. For example, the instructor of the smartphone course allocated part of the lesson time for participation, which made it accessible for residents to participate.

The tasks were well-executed by the residents. The creative aspects of the process were positively received, making the experience more enjoyable than a traditional questionnaire. The initial task was found to be more challenging than anticipated. The original phrasing was as follows: "What does safety mean?" The question regarding definitions proved challenging for respondents to answer in a single word. The intent of the question was to idenitfy their associations with the concept of safety.
As predicted, the concluding task proved challenging for a number of participants. This task required a second cognitive leap, whereby participants were asked to suggest how the municipality could improve a given situation. While challenging, the task indicated that participants were being encouraged to think critically, providing an opportunity for those who succeeded to share valuable ideas.

PARTICIPATION CHECK

Using the four components of the EAST model, I assess whether this tool increases the likelihood of participation.

Easy

By testing at a key location, you ensure proximity and convenience for residents. The visual storyboard, designed at a B1 language level, and the divided creative tasks simplify the assignment. These tasks are broken into small steps with visual aids. The level of difficulty increases within the assignments to ease participants into the tasks. The tasks also offer multiple ways to communicate. This makes it easier and more accessible for residents to participate.

Attractive

The sticker sheet adds a fun and creative element to the activity. Discussing the neighbourhood where residents live and addressing important topics like safety makes participation more appealing.

Social

Since the research was conducted at a key location, the encouragement from a key figure helped prompt participation. During the smartphone course, the group session also contributed to the social aspect, encouraging residents to join in.

Timely

At the library in Laak, time was allocated for me during the smartphone course to conduct research with the residents, making participation very accessible. At ServicepuntXL, I was present during the walk-in hour, allowing me to engage with people while they were waiting to be assisted.

VALUES OF THE TOOL

This tool offers a valuable solution for conducting research among residents with lower digital proficiency. By providing a non-digital means for participation, it ensures that a wider demographic is included in local research efforts.

Additionally, the tool enhances the value of local research by providing more reliable insights. By using clear communication methods and encouraging participation through storytelling and visual aids, the tool minimises misunderstandings and increases the accuracy of the data collected. This leads to more trustworthy results that can inform better decision-making and policy development.

Furthermore, the tool aligns well with the diverse needs and preferences of the target audience. Recognising that the target group faces various challenges, the tool is designed to accommodate these differences, ensuring inclusivity.

EVALUATION

The desired outcome of the design has been successfully accomplished. The tool effectively enables residents to participate by having an open conversation, while understanding each other. Allowing the resident to communicate verbally, in writing, and visually.

The feasibility of this tool is supported by the fact that qualitative research is already being conducted by the Stadskamer. They are familiar with the creative methods applied within this tool, ensuring they have the expertise to implement it effectively. Additionally, the tool is designed using Figma, making it easily workable for the Stadskamer's existing processes.

The tool's viability is reinforced by its low cost and adaptability for future research projects. Its design allows for modifications and updates, ensuring it remains relevant and useful for various research needs over time. Furthermore, the clear communication facilitated by the tool leads to higher quality research results. This improved data quality can significantly benefit the municipality in the long term, making research efforts more efficient and effective.

Lastly, this tool adds significant value to the Stadskamer's research toolbox. It introduces storytelling, which had not been previously utilised. Moreover, it provides a means to engage residents who are less digitally proficient, ensuring broader participation. The tool is also potentially applicable to other target groups, enhancing its versatility and effectiveness in meeting diverse needs. The clear communication and reduced misunderstandings result in higher quality data. This improvement can lead to more informed decision-making and better outcomes for the residents, saving time and resources for the municipality in the long run.

RECOMMENDATIONS

It is highly recommended to be mindful of the empathy required from the researcher to conduct effective research using this tool, especially given the sensitive nature of the topic of safety. Conversations can quickly become deep and emotionally charged. Empathy is essential for facilitating a good and comfortable dialogue, making the resident feel heard, and extracting valuable research insights.

Additionally, it would be interesting to explore the possibility of applying this tool partially digitally. Creating an animated video could incorporate sound as a communication medium, alongside visuals and text. This would allow inclusion of residents who may not be proficient in reading Dutch but can understand spoken language. By applying the tool only *partially* digitally, the tool can still be used for people with lower digital proficiency. The researcher can start the animation, therefore there is no need for the participants to use their digital skills.

Lastly, this design serves as a great foundation for developing a sensitising booklet. Sensitising booklets are part of the Context-mapping Research method (Sanders & Stappers, 2012). Sensitising helps participants reflect on their experiences to discuss them in a group session with others.

QUANTITATIVE RESEARCH TOOL

The second design is a quantitative research tool in the form of a poster (Figure X). Residents can leave their opinions on the poster through stickers.

The purpose of this section is to introduce the tool, outlining its intended purpose, characteristics, and values. The usability test is then briefly explained, with the main insights highlighted. Finally, the effectiveness and potential areas of improvement of the tool will be evaluated in order to provide an overview of its application and impact within the research framework in a holistic manner.

BY KEEPING THE ACTION SMALL AND APPROACHABLE, THE TOOL ENABLES RESIDENTS TO PARTICIPATE EFFECTIVELY USING NON-VERBAL AND VISUAL METHODS.

Fig. 52 The purpose of the quantitative tool

PURPOSE OF THE TOOL

The tool is intended to provide a convenient means of accessing the research process (Figure 52). The objective is to ensure that participation is simple and minimises the time and effort required for residents and the municipality. Despite the potentially significant size of the poster, the action it prompts is quite small.

FUNCTIONAL ELEMENTS

- Dot voting
- B1 language level
- non-verbal means of communication
- Small effort required

THE DESIGN

This tool is a questionnaire presented as a poster that residents can complete using stickers (Figure 53). It consists of multiple choice questions where residents place a sticker next to the answer that best represents their view.

The main question is prominently displayed at the top to attract attention and clearly introduce the topic. The topic is relevant to residents' motivations and focuses on their neighbourhood and safety, which they have identified as important.

Below the main question, the purpose of the poster and the task are explained using both text and visual aids.

The questions are arranged vertically, with the corresponding answers listed directly below each question to maintain a clear hierarchy and structure.

This tool allows residents to participate non-verbally and completely anonymously, adding a valuable dimension alongside qualitative data collection methods.

Fig. 53 Quantitative research tool - quationnaire

CHARACTERISTICS OF THE TOOL

This tool is designed to facilitate participation. The task given to residents is deliberately small and simple to ensure this. The tool can be classified according to its usability and accessibility.

Usability
This tool can be used in two ways:

- Questionnaire

As shown in Figure X, the tool can be used as a questionnaire. This is particularly useful when more detailed information on a topic is needed, for instance at the beginning of a research project.

- Dot Voting

If there is already some understanding of the context, this tool can be used as a method of identifying issues or prioritising a large number of suggestions or ideas. This can be done through dot voting, also known as 'sticker voting', which is a form of cumulative voting (Figure 54). This allows residents to democratically vote on problems, ideas, solutions or potential changes (Figure 55) (Dalton, 2019).

Accessibility
The questionnaire follows the basic rules of Direct Duidelijk for the municipality of The Hague and Pharos (Van Bommel et al., 2021).

- The language used is at level B1, so that the content is understandable for most people.
- Sentences are limited to a maximum of 12 words.
- Three short multiple choice answers per question.
- The total number of questions does not exceed 20. This A1 poster currently contains 6 questions to ensure clarity, brevity and readability.

Fig. 54 Dot voting

Fig. 55 Quantitative research tool - dot voting

USER TEST 3: Quantitative tool 1.0

The first user test was conducted with the purpose of determining the suitability of this tool for the target group. The initial version of the concept involved the utilisation of a brief questionnaire displayed on a poster, whereby participants were required to respond by placing stickers (Fig. 56). The primary focus of the test was on the usability of the model. It was necessary to ensure that the model was practical, understandable, and accessible. The specific questions that were posed and subsequently addressed were as follows:

- **Are people able to understand the assignment?**

- **Will and can people complete it independently?**

- **Is this a suitable tool, based on the assumption that participation would be encouraged due to the low effort and minimal time required?**

The user test was conducted in the context of a computer class at the central library of The Hague, with the support of the instructor. This approach proved to be highly effective. The instructor introduced me and encouraged all participants to visit me either before or after the class. All ten students from the class participated in the study. Once the participants had completed the questionnaire, I conducted brief evaluation discussions with them.

The results of the test were highly satisfactory. My assumption was validated: the minimal effort required made participation more appealing. One participant even commented, "Is that all?" "Do you have any further questions? All participants demonstrated an understanding of the assignment and were able to complete it successfully. The majority of respondents indicated that they would also complete the survey if it were displayed on a larger scale in the library. Furthermore, they found the survey easy to complete. Consequently, the stickerboard proved to be an effective tool for this target group, given that this group had a basic proficiency in the Dutch language. The task was perceived as straightforward and no incentives were deemed necessary. Subsequently, I presented the concept to the instructor and Direct Duidelijk coaches at the Laak library. I also reflected on the test's outcome. The feedback and recommendations were as follows:

- Avoid using white stickers, as people might think they need to fill them out.
- The easel wobbles when placing stickers, which is inconvenient.
- Make the main question more prominent, as it was read late by two participants.
- Include more questions.
- Keep answers short.
- Remove the word 'question' from the poster.

In the light of the insights derived from the test and the feedback collected, a second design was created based on an iterative process. A second user test was conducted to assess the performance of the revised design.
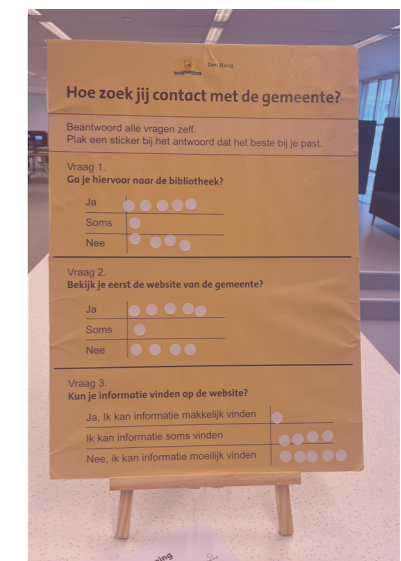

Fig. 56 Quantitative research tool 1.0

Following the positive outcome of the first user test with this tool, the focus of the second user test shifted. In this instance, I had two underlying assumptions and two main questions:

- **It was assumed that people would participate due to intrinsic motivation.**
- **It was assumed that the participants would be able to comprehend the assignment.**

- **Does involving staff from the location contribute to the efficacy of the intervention?**
- **Does it attract the residents' attention? It remains to be seen whether the poster will stand out. Does this setting attract sufficient attention?**

The purpose of the test was to ascertain whether the concept could function effectively as a standalone entity and to evaluate the iterations made (Figure 57). To ascertain the efficacy of the poster, it was displayed at the ServicepuntXL of Wijkz in Segbroek for a period of one and a half weeks (Figure X). The location was selected as a more central one, which would attract a wider audience, including those not belonging to the specific target group in question.

The results demonstrated that approximately 11 individuals completed the questionnaire without any prompting from staff members. The employees were preoccupied with their own duties and lacked the capacity to focus on this task.

In my opinion, the number of participants who completed the questionnaire is satisfactory, although it could be increased. Furthermore, it was observed that a significant number of folders, posters, and flyers were available for

residents to read, which may have divided their attention and potentially reduced the focus on the poster in question. This is a factor that should be considered.

In conclusion, the test was a success. The improvements I implemented were well-received; there were no questions or uncertainties reported back to me by the employees of ServicepuntXL. The tool also demonstrated its capability to function as a standalone method. However, there are steps to be taken to enhance its effectiveness as an independent tool.

Initially, I was uncertain about conducting this second test, but in retrospect, it was the appropriate decision. Even with a limited-scale test like this, we gained valuable insights that were previously unavailable. Insights from this test were used to formulate recommendations for further development at the Stadskamer.

Fig. 57 Quantitative research tool 2.0

PARTICIPATION CHECK

Using the four components of the EAST model, I assess whether this tool increases the likelihood of participation.

Easy

This tool was also tested on location, at the table where people often read other brochures. Stickering is a simple and quick task, making it easy for residents to leave their opinions. The visual explanation of the action also supports understanding.

Attractive

By putting up cheerful stickers, curiosity is piqued. Discussing the neighbourhood where people live, makes the poster more personal. Addressing important topics like safety makes participation more appealing.

Timely

During the computer class, I was permitted to invite residents to participate in the research project via the walk-in quarter. After the lesson, I stood on the way out to speak with any remaining residents, thus ensuring that participation was accessible and convenient.

By leaving the poster up for a week and a half at the community centre, every moment of the week was covered. This allows residents to participate at a time that is convenient for them.

VALUES OF THE TOOL

This research tool is characterised by its versatility. Firstly, it introduces a methodology for quantitative research with the target group for the municipality. Furthermore, this tool enhances the value of resident research by providing more reliable insights. This is achieved while requiring minimal effort, time, and financial resources, thus ensuring efficiency and cost-effectiveness.

Additionally, the versatility of the tool extends to a wide range of target groups, ensuring inclusivity. Since tools adapted to challenging groups can also be used for a more general audience, as they do not deter people with no challenge, it is possible to conclude that the aforementioned tools are suitable for use with a wider range of individuals (Meppelink et al., 2015).

Finally, its adaptability makes it suitable for a variety of contexts, including the Stadskamer op Wielen, thereby facilitating its integration into different settings and scenarios. Additionally, there is the option of independent use of the tool, which necessitates minimal supervision by Stadskamer.

EVALUATION

The desired outcome of the design has been successfully accomplished. The tool effectively enables residents to participate using non-verbal and visual methods, with a small and approachable action.

The tool is highly feasible, as it requires minimal effort to design and produce. The use of Figma for the creation of the tool ensures that the Stadskamer can manage it effectively, thus facilitating a smooth and efficient implementation process.

The viability is ensured by its low cost and adaptability for future research projects. The simplicity and flexibility of the tool make it applicable across a range of contexts within the municipality, allowing for widespread and sustained use.

Lastly, the tool addresses the values and needs of residents by ensuring that their views are heard and taken into account. Furthermore, it enhances the Stadskamer's existing toolbox by introducing an offline quantitative method, which was previously lacking. In addition, the tool effectively engages residents with limited digital proficiency and has the potential to be utilised for multiple target groups, enhancing its overall desirability and impact.

RECOMMENDATIONS

Visualisation Poster

The action required by the resident is visualised, though the questions and answers are not visually supported. During the tests, this did not present a problem; there was no confusion. Nonetheless, further testing could ascertain whether additional visualisation aids would enhance comprehension, thereby improving the tool's suitability for individuals with low literacy. When visual aids are added, it is important to avoid overcrowding or introducing confusion into the design of the poster.

The utilisation of the tool

The utilisation of the tool independently presents both advantages and disadvantages. The lack of supervision required for Stadskamer users allows for greater flexibility and cost savings, as there is no need for additional personnel. Nevertheless, there are some limitations to be considered.

- Participation and Motivation: Without the presence of a supervisor, it may be challenging to encourage and motivate individuals to participate, which could result in a smaller number of participants. This can be mitigated by partnering with key locations and engaging key figures. The poster itself can also be made more attention-grabbing in order to encourage participation (Figure 58 &59).

Fig. 58 Quantitative research tool - attention grabbing

- Tracking Participation: It is not possible to ascertain the number of stickers placed by each individual, a limitation that is similar to that encountered with online surveys, where respondents may choose to stop or complete them multiple times. However, It is recommended that stickers be used that cannot be peeled off.

- Target group: It is challenging to determine which residents are participating, reducing the certainty about the target group. Careful consideration of the location, such as placing the poster in a computer classroom rather than at a building entrance, can help ensure responses from a specific target group.

Dot Voting

The use of dot voting is not without its own set of pros and cons. The action is a simple, quick, and small action, making it highly accessible. However, it is possible that this method may introduce bias, where participants are influenced by the answers that are already on the poster. This can be mitigated by pre-placing some stickers to show a baseline distribution of answers. An alternative approach is to consider other forms of dot voting that prevent the seeing of others' responses, such as dropping a coin into a box or pressing a button.

Additional Recommendations

- Multi-language: It is recommended that the test be conducted in multiple languages in order to enhance accessibility for residents.

- Technology Integration: While it is possible to construct an interface for this tool, it is strongly advised against doing so, given the digital skills gap. Nevertheless, the introduction of technology can be considered, for instance, in the form of buttons for voting.

Fig. 59 Quantitative research tool - attention grabbing

06

DELIVERING
THE HANDBOOK

This chapter delivers the final concept of the strategy. This is done by introducing a handbook that outlines the strategy step by step. A user scenario is described to illustrate how the final design integrates into and supports the resident research process of the Stadskamer.

HANDBOOK

The final design concept is the strategy, including research tools, presented in the form of a handbook (Figure 60). This handbook provides all the practical guidelines needed to successfully conduct research with residents who are less digitally proficient. This section introduces the handbook by discussing its purpose, context, characteristics, and value. It then provides an overview of the contents of the handbook.

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to enable the Stadskamer to conduct inclusive research with residents who are less digitally proficient. The strategy and practical guidelines will facilitate the effective execution of this objective. The handbook offers insights into the target group, including their key locations, needs, and barriers, as well as methods for engaging with and thanking them. The handbook provides a variety of tools that facilitate effective and appropriate research, thereby ensuring inclusivity.

CONTEXT OF THE HANDBOOK

The handbook has been devised with the purpose of facilitating resident research involving residents who are less digitally proficient. It offers valuable guidance throughout the entire research process, providing accessible and practical guidelines for using effective research methods. Furthermore, the handbook will be beneficial for conducting more inclusive research across the municipality.

CHARACTERISTICS OF THE HANDBOOK

The handbook is consistent with the previously developed handbook by The Revolution for the Stadskamer on research with underrepresented groups. It incorporates new strategic steps that are specifically targeted at residents who are less digitally proficient. It provides an explanation of the relevance of the handbook, introduces the strategy, presents a practical case study, and provides additional information.

Each step is structured around five components, which are as follows:

- **Importance**
- **Knowledge**
- **Useful tips**
- **Useful tools**
- **Practical application**

This structure provides the Stadskamer with a concise yet comprehensive set of guidelines.

VALUE OF THE HANDBOOK

This handbook introduces a new target group to the reach and network of the Stadskamer. It will facilitate the first resident research projects involving this group. The implementation of the guidelines outlined in this handbook will facilitate greater resident involvement.

The implementation of the handbook will therefore increase engagement, which is essential for inclusive resident research. It will allow more attention to be paid to the perspectives of residents. By incorporating these perspectives earlier in the process, more valuable insights can be gained, which in the long term will lead to services that are more responsive to the needs of the target group. As a result, increased engagement leads to greater trust in the municipality and improves the quality of resident research.

Overall, the handbook adds significant value to the research process through the active involvement of residents. It is an intensive process and an investment, but a worthwhile endeavour. The handbook provides the research team with the tools to effectively begin this journey.

Fig. 60 Handbook

USER SCENARIO

Imagining a user scenario helps to explain and understand the design of the concept. Based on the way the Stadskamer works, a user scenario is described in which the research team goes through all the steps of the concept described in this thesis (Figure 61).

Start

The Department of Urban Management (DSB) is responsible for the appearance of the city. They ensure that public spaces are clean, intact and safe. Within the department, a team has been tasked with improving safety in the Laak district. They already have some ideas in mind, but before they develop them further, they want to gather input from residents about their needs. So they turn to The Stadskamer.

They present their situation to the Stadskamer and together they discuss an appropriate research approach for this issue. During this discussion, they realise that the Laak district has a high percentage of residents with low literacy skills, which is strongly linked to low digital proficiency. They decide that it is important to include this target group in the research. The Stadskamer then starts to set up the research using the handbook:

'Mirror of the City - 5 Steps to Effectively Engage Residents of The Hague with Low Digital Skills in Resident Research'.

HANDBOEK
SPIEGEL VAN DE STAD

INHOUD
VAN HET HANDBOEK

INHOUD

2

Fig. 61 Content of the handbook

Determining suitability

The research team begins to read the handbook (Figure 62). The first chapter describes the target group of the handbook and confirms that this handbook is useful for them as they decide to include residents with lower digital skills in the research. The handbook also highlights the importance of inclusive resident research, which makes them more enthusiastic about using the strategy.

The strategy

It outlines the structure of the book, which helps the team to use and understand the approach perfectly. The handbook describes the five steps for conducting effective inclusive research with residents. Each step is structured in the same way: (1) the importance of a step, (2) the knowledge behind it, (3) practical tips, (4) useful tools, and (5) an example and insights of that step in relation to residents with lower digital skills.

INTRODUCTIE
VAN HET HANDBOEK

BESTE LEZER,

Ben je een onderzoeker of beleidsmedewerker die inwoners met lage digitale vaardigheden wil bereiken? Dan biedt dit handboek van de Stadskamer praktische handvatten om effectief aan de slag te gaan. Het biedt concrete richtlijnen en strategieën om de leefwereld van deze doelgroep te begrijpen en diensten te verbeteren door inclusief inwonersonderzoek.

In dit handboek laat ik je zien hoe je bijvoorbeeld:
- Bepaald wie exact jouw doelgroep is
- De doelgroep wel bereikt
- Tools inzet om je doel te bereiken

Holistische aanpak

Veel minder digitaal vaardige inwoners hebben uitdagingen op meerdere vlakken, wat het lastig maakt om deze doelgroep te bereiken en duurzaam te helpen. Door aan te sluiten bij activiteiten of plekken waar jouw doelgroep al aanwezig is en te starten vanuit hun behoeften, kun je een integrale aanpak ontwikkelen die beter aansluit bij hun leefwereld. Dit vraagt om een nieuwe manier van werken en het loslaten van de huidige aanpak.

Gebruik dit handboek als je wil leren:
- Hoe je de leefwereld van digitaal minder vaardige inwoners ontdekt en binnen die context de dienstverlening verbetert.
- Hoe je stapsgewijs aansluit bij de leefwereld van inwoners met lage digitale vaardigheden en begrijpt hoe je deelname aan inwonersonderzoek het beste kunt aanbieden.
- Hoe je minder digitaal vaardige inwoners kunt betrekken bij inwonersonderzoek.

Introductie
VOOR WIE IS DIT HANDBOEK?
4

DE HAAGSE VISIE

De gemeente Den Haag wil haar dienstverlening inclusiever maken door meer vanuit de inwoner te denken. Team Innovatie en Dienstverlening werkt vanuit het programma Mensgericht Inzicht aan inclusief inwonersonderzoek om waardevolle inzichten uit de stad op te halen.

Dienstverlening weerspiegelt waar de gemeente voor staat en beïnvloedt het beeld van inwoners en ondernemers. De Haagse visie digitalisering en dienstverlening van 2020-2023 legde de basis voor verbeterde, inwonergerichte dienstverlening en vormde een belangrijke aanjager om de leefwereld van inwoners en ondernemers centraal te stellen. De nieuwe visie van 2024-2029 heeft als centrale ambitie het verbeteren van de gemeentelijke dienstverlening om zo het vertrouwen in de lokale overheid te vergroten.

Dit handboek biedt 5 praktische stappen om onderzoek te doen met minder digitaal vaardige inwoners, waarmee de gemeente deze inclusieve benadering verder wil uitbouwen.

Haagse Visie Dienstverlening 2024-2029

EXPZ Visie Dienstverlening 2024-2029

Introductie
DE AANLEIDING VAN DIT HANDBOEK
5

MENSGERICHTE DIENSTVERLENING

Dit handboek speelt in op de zes dienstverleningsprincipes van de gemeente Den Haag, die streeft naar inclusieve dienstverlening die rekening houdt met de situatie van alle inwoners, hen gelijke kansen biedt, en eenvoudig en toegankelijk is. De digitalisering biedt hierin vele kansen, maar brengt ook het risico met zich mee van het uitsluiten van minder digitaal vaardige inwoners. Aangezien een groot deel van de stad laaggeletterd is (24%), wat sterk samenhangt met lage digitale vaardigheid, kunnen online diensten extra obstakels vormen. Door deze ondervertegenwoordigde groep te betrekken in onderzoek, krijg je waardevolle inzichten voor gerichte verbeteringen van de dienstverlening. Dit handboek biedt de handvatten om deze doelgroep effectief te bereiken en te betrekken. Het is een investering die op lange termijn veel zal opleveren door beter maatwerk mogelijk te maken. Betrouwbare en duidelijke communicatie vergroot het vertrouwen van deze inwoners en zorgt ervoor dat iedereen, ongeacht digitale vaardigheid, zich welkom voelt.

TIJD VOOR VERANDERING

Door hetzelfde te blijven doen, verandert er niets. We gaan het dus anders aanpakken! Om de dienstverlening te verbeteren, heb je kennis nodig over de ervaringen van de doelgroep. Dit helpt om pijnpunten te identificeren en gerichte verbeteringen door te voeren. Inclusief inwonersonderzoek is essentieel om deze informatie te verkrijgen. Door gebruik te maken van kanalen en tools die aansluiten op de doelgroep, kun je hen effectief betrekken. De doelgroep is gemotiveerd, maar heeft soms een zetje nodig om te weten dat participeren mogelijk is. Tijd om in actie te komen!

Introductie
HET BELANG VAN DIT HANDBOEK
6

AAN DE SLAG

Als je minder digitaal vaardige inwoners wilt bereiken, is proactief handelen cruciaal. Wacht niet af, maar zoek actief contact met hen op. Hoewel dit aanvankelijk meer tijd kan kosten, zal dit zich later dubbel en dwars terugbetalen. Gelukkig hoef je niet alles zelf te organiseren. Met behulp van de kennis en tools van de Stadskamer kun je gebruik maken van de volgende 5 stappen om op vertrouwde plekken van de doelgroep te komen:

1. Bepalen: Identificeer de doelgroep en hun behoeften.
2. Bereiken: Zoek actief naar de doelgroep op locaties waar zij vaak komen.
3. Benaderen: Ga op een geposte manier het gesprek aan.
4. Betrekken: Faciliteer hun deelname door toegankelijke methoden en kanalen te gebruiken.
5. Bedanken: Waardeer en erken hun bijdrage aan het onderzoek.

Door deze stappen te volgen, kun je effectief en inclusief onderzoek uitvoeren dat de betrokkenheid van minder digitaal vaardige inwoners vergroot. Ik maak gebruik van design, wetenschap en de praktijk. Alle stappen heb ik in de praktijk uitgevoerd en nu zo opgeschreven zodat jij dit ook in de praktijk kunt toepassen.

BIJ ELKE STAP VIND JE DEZE INFORMATIE

HET BELANG
Kern van de stap. Wat is het doel en wat ga je leren? Waar ga je het voor inzetten?

KENNIS
Waarom werkt dit? Welke principes vanuit de wetenschap en de sociale design kun je inzetten?

TIPS
Praktische tips en houd rekening met.

TOOLS
Handige methoden die je kunt gebruiken in de praktijk om je te helpen bij de acties van de stap.

INZICHTEN
Toepassing van de stap op de minder digitaal vaardige inwoners in Den Haag.

Introductie
IN 5 STAPPEN DE DOELGROEP INCLUDEREN
7

BEPALEN 1	BEREIKEN 2	BENADEREN 3	BETREKKEN 4	BEDANKEN 5
Bepaal wie je doelgroep is, welke uitdaging(en) en kenmerken ze hebben.	Zoek op wat de vindplaatsen zijn van jouw doelgroep.	Bedenk wat een succesvolle aanpak is om het gesprek aan te gaan met jouw doelgroep.	Stel jouw doelgroep in staat om met hetzelfde gemak mee te doen aan het onderzoek. Kies een passend onderzoeksmiddel	Koppel de resultaten van het onderzoek terug naar de locatie en de betrokken inwoners

Introductie
OVERZICHT VAN DE STAPPEN
8

The team starts with Step 1: identifying the target group (Figure 63). They use the tools described in the handbook to specify their target group, to gain insight into the needs, preferences and barriers of their target group. In addition, they use the insights provided about residents with lower digital proficiency combined with low literacy and practical education. As their target groups overlap to quite a large extent, this is also very relevant for the team.

STAP 1
BEPALEN VAN DE DOELGROEP

HET BELANG

Het identificeren van de doelgroep is essentieel voor doelgericht en impactvol onderzoek, zodat resultaten bijdragen aan verbeterde dienstverlening. Door de unieke behoeften en barrières van de doelgroep te begrijpen, stem je de onderzoeksaanpak beter af. Aan het begin van het proces moet je duidelijk hebben wie je wilt betrekken, zodat je de juiste methoden en communicatiekanalen kiest en waardevolle inzichten verkrijgt.

KENNIS

Bij design staat het definiëren van de doelgroep voorop. Ontwerpen voor 'iedereen' is onpraktisch en betekent in wezen ontwerpen voor 'niemand'. Het doel is om je te richten op het oplossen van een probleem voor een specifieke groep mensen.

Het verdiepen in zowel gedrags- als demografische aspecten helpt bij het creëren van relevantere en effectievere oplossingen.

TIPS
- Wees zo concreet mogelijk
- Houd rekening met eventuele overlap tussen doelgroepen en/of subdoelgroepen

TOOLS

Het doelgroep framework en het doelgroep keuze spel helpen je om bewust na te denken over relevante doelgroepen voor je project en helpen om een weloverwogen keuze hierin te maken. Hierin leg je direct een aantal kenmerken van de doelgroep vast.

Stap 1: Bepalen
WIE IS DE DOELGROEP?

DOELGROEP FRAMEWORK

Het is belangrijk dat 'iedereen' zo goed mogelijk gehoord wordt bij het ophalen van inzicht, om op deze manier (beleids-) beslissingen te kunnen maken die aansluiten bij de werkelijkheid van de stad. Om de term 'iedereen' concreter te maken is dit framework opgesteld.

Door een bewuste keuze te maken in het betrekken van de doelgroepen uit dit framework, zorgen we ervoor dat de inzichten die we ophalen de leefwereld van de stad beter vertegenwoordigen.

10
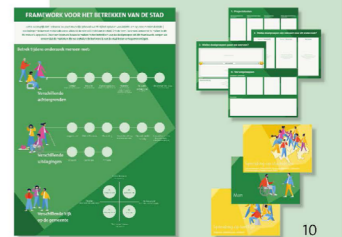
MINDER DIGITAAL VAARDIGE INWONERS

Wanneer ben je digitaal minder vaardig? Met digitale vaardigheid doelt in deze context op digitale geletterdheid. Dit is net als taal en rekenen op te delen in verschillende niveaus: instroomniveau, basisniveau 1 en basisniveau 2. Dit handboek richt zich op inwoners op het instroomniveau en lager, die momenteel belemmeringen ervaren bij toegang tot de dienstverlening en uitgesloten worden bij inwonersonderzoek. Inwoners vanaf basisniveau 1 kunnen zelfstandig navigeren op de gemeentelijke website, vandaar dat hier nu de grens is getrokken.

Digitale geletterdheid omvat de kennis en vaardigheden die nodig zijn om digitale hulpmiddelen en technologieën effectief te gebruiken. Deze competentie is essentieel om volledig deel te nemen aan de digitaliserende samenleving, inclusief het verkrijgen van toegang tot de dienstverlening en het deelnemen aan inwonersonderzoek.

Er zijn drie kenmerkende aspecten binnen de doelgroep: het niveau van digitale vaardigheid, de relatie tot andere uitdagingen, en de houding ten opzichte van digitale technologie. De minder digitaal vaardige groep in Den Haag is relatief groot en omvat vaak laaggeletterden, mensen met een praktische opleidingsachtergrond, en Nederlandse ouderen van 70+ (zonder taalbarrières). Hun houding varieert: sommigen vermijden digitale technologie uit angst voor het onbekende of voor fouten. Bij de inschatting van de gemeente gaat het vaak om persoonlijke en gevoelige zaken en incidenten zoals het schandaal over de kinderopvangtoeslag verergeren deze zorgen. Anderen geven de voorkeur aan traditionele methoden en zien de voordelen van digitale oplossingen niet in. Daarnaast is er een groep die de digitale technologie omarmt en actief werkt aan het verbeteren van hun digitale competenties.
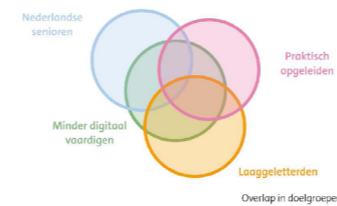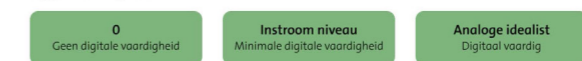
VAARDIGHEDEN DIE NODIG ZIJN OM ALS VOLWASSEN BURGER ZELFSTANDIG TE KUNNEN FUNCTIONEREN

Digitale basisvaardigheden

Stap 1: Bepalen
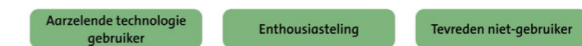**WIE IS DE DOELGROEP?**

11

Wie | Waar deze doelgroep globaal uit bestaat

Digitale vaardigheid

0 Geen digitale vaardigheid	Instroom niveau Minimale digitale vaardigheid	Analoge idealist Digitaal vaardig

Komt vaak voor in relatie tot minder digitale vaardigheid

Praktisch Opleidingsniveau	Laaggeletterd Nederlandse taal niet machtig	Nederlandse senioren 70+

NT 1 Nederlands moedertaal	NT 2 Andere moedertaal

Houding

Aarzelende technologie gebruiker	Enthousiasteling	Tevreden niet-gebruiker

Basis kenmerken minder digitaal vaardige inwoners

Stap 1: Bepalen
KENMERKEN

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DOELGROEP FRAMEWORK

Achtergronden

Dit handboek richt zich op minder digitaal vaardige inwoners van Den Haag, subgroep laaggeletterden en praktisch opgeleiden, in de leeftijdsgroep van 50 tot 70 jaar. Het geslacht heeft geen significante invloed op digitale vaardigheid, hoewel vrouwen vaker minder digitaal vaardig zijn. Deze nuance is echter niet specifiek opgenomen.

De veronderstelling is dat het stadsdeel waarin iemand woont, geen invloed heeft op hun wensen en behoeften. Voor dit project zijn de wijken Laak, Segbroek en het stadscentrum onderzocht. Met een laaggeletterdheidspercentage van 50% in Laak, komt de doelgroep hier vaker voor.

Een migratieachtergrond kan vaak leiden tot een taalbarrière. Hoewel dit handboek niet specifiek gericht is op mensen met een migratieachtergrond, maakt het minimaliseren van taalbarrières het ook nuttig voor laaggeletterden.

Uitdagingen

Dit handboek focust zich op de uitdaging minder digitaal vaardig. Rekening houdend met de overlap met laaggeletterdheid, omdat taal en begrip cruciaal zijn voor het verzamelen van nauwkeurige onderzoeksgegevens.

Kijk op de gemeente

De doelgroep heeft over het algemeen vertrouwen in de gemeente, dit is onder andere gebaseerd op de vindplaatsen ServicepuntXL en de bibliotheken (zie stap 2). De bibliotheek is eigendom van de gemeente en ServicepuntXL wordt ondersteund door de gemeente. De doelgroep is echter vaak onzeker over het afhandelen van overheidszaken en zoekt daarom hulp op deze locaties. De voorzichtigheid maakt hen terughoudend, maar het regelmatig bezoek aan deze locaties maakt hen goed bereikbaar voor deelname aan onderzoeken en het geven van input.

FRAMEWORK VOOR HET BETREKKEN VAN DE STAD

Betrek tijdens onderzoek mensen met:

Verschillende achtergronden

Verschillende uitdagingen

Verschillende kijk op de gemeente

Stap 1: Bepalen
DEMOGRAFISCHE ASPECTEN

13

BEHOEFTEN, VOORKEUREN EN BELEMMERINGEN

Effectieve participatie in inwonersonderzoek kan worden gefaciliteerd door kennis over gedragsaspecten te benutten. Door de behoeften, voorkeuren en barrières van de doelgroep in kaart te brengen, kun je hen beter begrijpen en stimuleren.

Om bewoners effectief bij onderzoek te betrekken, moeten zij zich eerst bewust worden van deze mogelijkheid. Door onderzoek en participatie meer op de voorgrond te brengen en zichtbaar te maken, krijgen bewoners de ruimte om een actievere rol te spelen en meer betrokken te raken bij de Stadskamer. Deze proactieve aanpak vergroot niet alleen de participatie, maar bevordert ook een gevoel van vertrouwen en samenwerking.

Daarnaast is het belangrijk dat inwoners willen participeren. Het is nuttig om te weten welke factoren hun motivatie beïnvloeden. Bewoners hechten vaak waarde aan het helpen van anderen. Als zij begrijpen dat hun deelname aan anderen ten goede komt, neemt hun motivatie toe.

Tot slot is het essentieel om rekening te houden met de competenties en kennis van de doelgroep, zeker gezien hun diverse uitdagingen. Om de kans op deelname aan onderzoek te vergroten, is het nuttig om alternatieve middelen voor deelname te bieden. Passende communicatie, zoals begrijpelijk taalgebruik en visualisaties, kan hierbij helpen.

Weten | Drempel tot deelname aan onderzoek verlagen
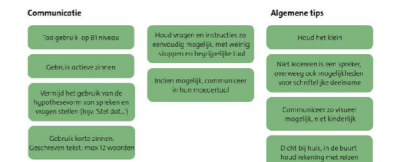
Meer bewustzijn creëren	Wees zichtbaar	Uitnodigen

Willen | Drempel tot deelname aan onderzoek verlagen

Extrinsieke motivatie	Intrinsieke motivatie	In eigen leefomgeving

Kunnen | Drempel tot deelname aan onderzoek verlagen

Communicatie	Algemene tips

Gedragsaspecten minder digitaal voordige inwoners

Stap 1: Bepalen
GEDRAGSASPECTEN

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Fig. 63 Step 1: Determining the target group

Step 2

Having identified the target group and its characteristics, the team moves on to Step 2: Reaching the target group (Figure 64). As the target group is difficult to reach through the normal communication channels of the municipality, this step is essential to locate and reach the target group. The team looks at the city map, which shows key locations where the target group can be found. These locations are accessible through established relationships with the city council. The team decides which locations are relevant for the research and contacts the locations.

STAP 2
BEREIKEN VAN DE DOELGROEP

HET BELANG

Nadat de doelgroep is bepaald, is de volgende stap het bereiken ervan. Omdat deze doelgroep vaak niet via algemene communicatiekanalen wordt bereikt, is er veel inspanning nodig om hen te vinden. Het doel van deze stap is daarom het vinden van de doelgroep.

KENNIS

Het identificeren van vindplaatsen – plekken waar minder digitaal vaardige mensen samenkomen – is essentieel. Benut hiervoor de bestaande netwerken van organisaties in de wijken. Dit is handig en waardevol, omdat dit inzicht biedt in waar en wanneer de doelgroep te vinden is.

TIPS

- Sluit aan bij geplande (gratis) activiteiten
- Houd rekening met tijden, benut pauze- en wachttijd om mensen aan te spreken
- Zorg dat je aanwezig bent bij de briefing van de dag of activiteit. Vertel kort wat je komt doen en hoe mensen kunnen helpen
- Vraag om/zoek een plek waar je zichtbaar bent én ruimte hebt om met mensen in gesprek te gaan.

TOOLS

Voor het vinden van de doelgroep kun je de Geo-kaart gebruiken. Deze tool brengt de doelgroep letterlijk in kaart.

Stap 2: Bereiken
DE VINDPLAATSEN

GEO - KAART

Dit is een stadskaart waarop de vindplaatsen terug te vinden zijn voor diverse doelgroepen. Deze vindplaatsen kunnen organisaties, locaties en medewerkers zijn. Je kunt filteren op stadsdeel, doelgroep, organisatie etc.

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MINDER DIGITAAL VAARDIGE INWONERS

Voorbeelden van vindplaatsen zijn buurthuizen, bibliotheken, en locaties waar computerhulp en/of -lessen worden gegeven. Door bewoners te benaderen op deze bekende en vertrouwde plekken, verlaagt je de drempels en toont je toegankelijkheid.

Graag wil ik de belangrijkste locaties uitlichten die zeer effectief zijn gebleken en hebben bijgedragen aan dit project, waardoor ik zelf de doelgroep heb kunnen bereiken.

ServicepuntXL, Wijkz: De Burcht, 't Lindenkwadrant en De Regenvalk

Wijkz is de welzijnsorganisatie van Den Haag, actief in zeven stadsdelen waar ze samenwerken met bewoners om een leefbare stad te creëren. De bovengenoemde locaties zijn enkele van de Wijkz-buurthuizen waar ServicepuntXL is gevestigd.

ServicepuntXL is de plek voor advies, informatie, hulp, activiteiten en vrijwilligerswerk. Hier kun je computercursussen volgen, inloopuren voor digitale assistentie bezoeken, en langskomen voor een kop koffie.
Op sommige locaties, zoals De Regenvalk, vinden ook bijeenkomsten plaats georganiseerd door Haags Ontmoeten. Haags Ontmoeten faciliteert ontmoetingspunten in de stad waar ouderen elkaar kunnen ontmoeten en deelnemen aan activiteiten.

Bibliotheek: Centraal en Laakkwartier

De bibliotheken in Den Haag zijn onderdeel van de gemeente, waardoor het zeer haalbaar is om goed samen te werken. De bibliotheken in Den Haag zijn plekken voor sociale interactie, persoonlijke ontwikkeling en informatie. Ze bieden ook inloopuren voor digitale assistentie, zoals 'klik&tik', computer- en smartphonecursussen, en hebben IDO-balie's (Informatie Digitale Overheid). Deze diensten worden veelvuldig gebruikt.
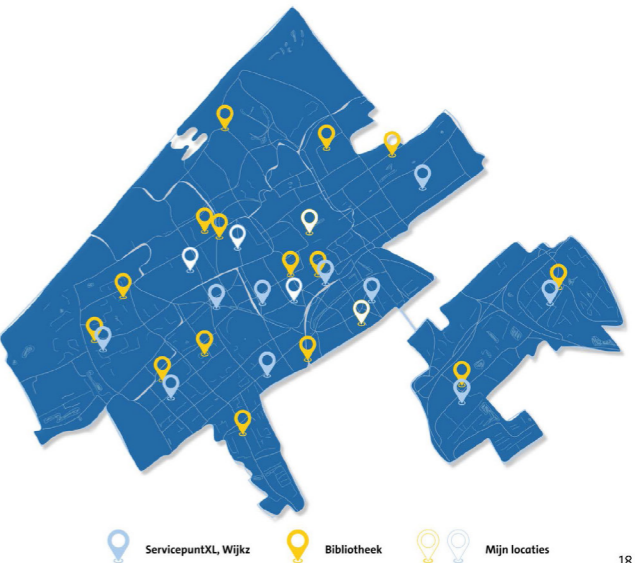
Stap 2: Bereiken
DE VINDPLAATSEN

17

DE VINDPLAATSEN OP DE KAART

Deze kaart illustreert de locaties waar minder digitaal vaardige inwoners in Den Haag kunnen worden bereikt. Dit zijn de locaties die in mijn onderzoek zijn bevestigd. Wat gunstig is aan deze organisaties, is dat ze in (bijna) alle wijken van de stad actief zijn, waardoor het bereik van en voor de gemeente aanzienlijk wordt vergroot. Ongetwijfeld zijn er meer buurtinitiatieven en organisaties die nuttig kunnen zijn om de doelgroep te bereiken, dit kan verder worden verkend. Als eerste stap is het voornamelijk verstandig om een sterke basis te leggen. Daarom heb ik ervoor gekozen om deze organisaties te benaderen en te betrekken.

Deze locaties zijn ook toegevoegd aan de Geo-kaart van de Stadskamer.

Let op: wijkorganisaties die geschikt zijn als onderzoek locatie worden vaak overvraagd. Dit geldt ongeacht of het onderzoek door wetenschappers, studenten of de gemeente wordt uitgevoerd. Neem daarom alleen contact op met onderstaande locaties via de Stadskamer.

Stap 2: Bereiken
DE VINDPLAATSEN

ServicepuntXL, Wijkz   Bibliotheek   Mijn locaties

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Fig. 64 Step 2: Reaching the residents

Step 3

Now that they know where to find their target group, they are ready to approach them (Figure 65). The handbook provides guidelines on how to approach and invite residents to participate in research. One of the tips highlighted in the handbook is the use of key figures. The team finds this to be a valuable and applicable insight. They decide to use an informal and personal approach using key figures. The handbook helps them to apply this.
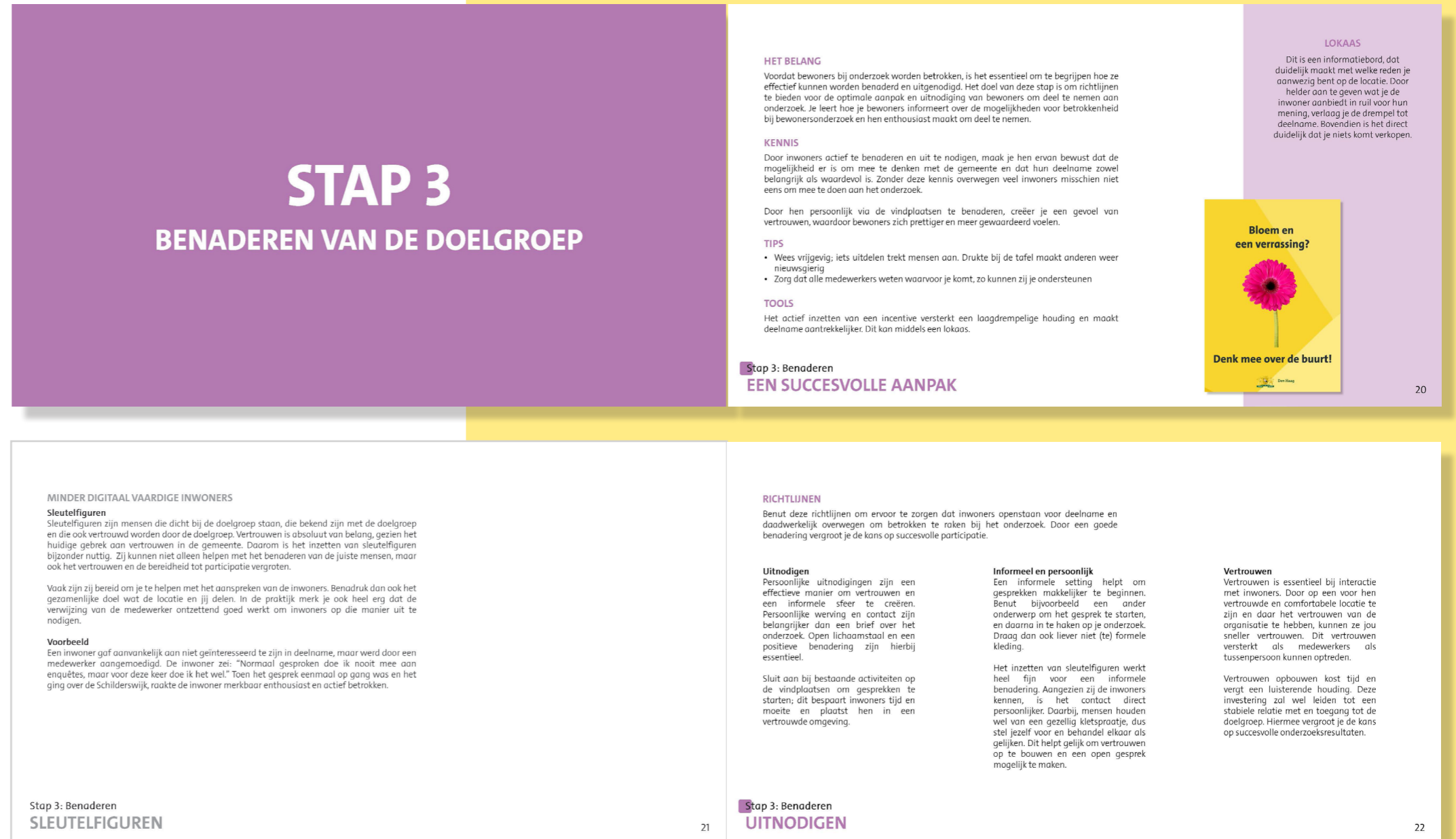
STAP 3
BENADEREN VAN DE DOELGROEP

HET BELANG

Voordat bewoners bij onderzoek worden betrokken, is het essentieel om te begrijpen hoe ze effectief kunnen worden benaderd en uitgenodigd. Het doel van deze stap is om richtlijnen te bieden voor de optimale aanpak en uitnodiging van bewoners om deel te nemen aan onderzoek. Je leert hoe je bewoners informeert over de mogelijkheden voor betrokkenheid bij bewonersonderzoek en hen enthousiast maakt om deel te nemen.

KENNIS

Door inwoners actief te benaderen en uit te nodigen, maak je hen ervan bewust dat de mogelijkheid er is om mee te denken met de gemeente en dat hun deelname zowel belangrijk als waardevol is. Zonder deze kennis overwegen veel inwoners misschien niet eens om mee te doen aan het onderzoek.

Door hen persoonlijk via de vindplaatsen te benaderen, creëer je een gevoel van vertrouwen, waardoor bewoners zich prettiger en meer gewaardeerd voelen.

TIPS
• Wees vrijgevig; iets uitdelen trekt mensen aan. Drukte bij de tafel maakt anderen weer nieuwsgierig
• Zorg dat alle medewerkers weten waarvoor je komt, zo kunnen zij je ondersteunen

TOOLS

Het actief inzetten van een incentive versterkt een laagdrempelige houding en maakt deelname aantrekkelijker. Dit kan middels een lokaas.

Stap 3: Benaderen
EEN SUCCESVOLLE AANPAK

20

LOKAAS

Dit is een informatiebord, dat duidelijk maakt met welke reden je aanwezig bent op de locatie. Door helder aan te geven wat je de inwoner aanbiedt in ruil voor hun mening, verlaag je de drempel tot deelname. Bovendien is het direct duidelijk dat je niets komt verkopen.

Bloem en een verrassing?

Denk mee over de buurt!

MINDER DIGITAAL VAARDIGE INWONERS

Sleutelfiguren

Sleutelfiguren zijn mensen die dicht bij de doelgroep staan, die bekend zijn met de doelgroep en die ook vertrouwd worden door de doelgroep. Vertrouwen is absoluut van belang, gezien het huidige gebrek aan vertrouwen in de gemeente. Daarom is het inzetten van sleutelfiguren bijzonder nuttig. Zij kunnen niet alleen helpen met het benaderen van de juiste mensen, maar ook het vertrouwen en de bereidheid tot participatie vergroten.

Vaak zijn zij bereid om je te helpen met het aanspreken van de inwoners. Benadruk dan ook het gezamenlijke doel wat de locatie en jij delen. In de praktijk merk je ook heel erg dat de verwijzing van de medewerker ontzettend goed werkt om inwoners op die manier uit te nodigen.

Voorbeeld

Een inwoner gaf aanvankelijk aan niet geïnteresseerd te zijn in deelname, maar werd door een medewerker aangemoedigd. De inwoner zei: "Normaal gesproken doe ik nooit mee aan enquêtes, maar voor deze keer doe ik het wel." Toen het gesprek eenmaal op gang was en het ging over de Schilderswijk, raakte de inwoner merkbaar enthousiast en actief betrokken.

Stap 3: Benaderen
SLEUTELFIGUREN

21

RICHTLIJNEN

Benut deze richtlijnen om ervoor te zorgen dat inwoners openstaan voor deelname en daadwerkelijk overwegen om betrokken te raken bij het onderzoek. Door een goede benadering vergroot je de kans op succesvolle participatie.

Uitnodigen

Persoonlijke uitnodigingen zijn een effectieve manier om vertrouwen en een informele sfeer te creëren. Persoonlijke werving en contact zijn belangrijker dan een brief over het onderzoek. Open lichaamstaal en een positieve benadering zijn hierbij essentieel.

Sluit aan bij bestaande activiteiten op de vindplaatsen om gesprekken te starten; dit bespaart inwoners tijd en moeite en plaatst hen in een vertrouwde omgeving.

Informeel en persoonlijk

Een informele setting helpt om gesprekken makkelijker te beginnen. Benut bijvoorbeeld een ander onderwerp om het gesprek te starten, en daarna in te haken op je onderzoek. Draag dan ook liever niet (te) formele kleding.

Het inzetten van sleutelfiguren werkt heel fijn voor een informele benadering. Aangezien zij de inwoners kennen, is het contact direct persoonlijker. Daarbij, mensen houden wel van een gezellig kletspraatje, dus stel jezelf voor en behandel elkaar als gelijken. Dit helpt gelijk om vertrouwen op te bouwen en een open gesprek mogelijk te maken.

Vertrouwen

Vertrouwen is essentieel bij interactie met inwoners. Door op een voor hen vertrouwde en comfortabele locatie te zijn en daar het vertrouwen van de organisatie te hebben, kunnen ze jou sneller vertrouwen. Dit vertrouwen versterkt als medewerkers als tussenpersoon kunnen optreden.

Vertrouwen opbouwen kost tijd en vergt een luisterende houding. Deze investering zal wel leiden tot een stabiele relatie met en toegang tot de doelgroep. Hiermee vergroot je de kans op succesvolle onderzoeksresultaten.

Stap 3: Benaderen
UITNODIGEN

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Fig. 65 Step 3: Approaching the residents

Step 4

The fourth step is to enable residents to participate (Figure 66 & 67). The manual provides the team with two concrete research tools. After reading about the function, purpose and appropriateness of the tools, the knowledge behind them and instructions on how to use them in practice, they decide to use the dot voting method. This tool allows them to collect quantitative feedback on the solutions they have developed to improve the safety of the neighbourhood. Fortunately, they find that the tool is easily adaptable to their questions.

Fig. 66 Steps for qualitative research

Fig. 67 Step 4: Involving the residents

Step 5

The final step for the team is to close the feedback loop (Figure 68). This step demonstrates the importance of providing feedback, as it shows commitment to residents and that their input and participation is valuable. This not only builds trust, but also encourages active resident participation. This applies not only to residents, but also to key locations and figures. After all, you have the same goal: to have the best interests of the target group you are trying to help.

STAP 5
BEDANKEN VOOR DE INZET

HET BELANG
De kern van de terugkoppeling aan de stad is het teruggeven aan de inwoners; daar doen we het immers voor. Het doel is om het vertrouwen van burgers in de overheid te verhogen. Met een terugkoppeling tonen we onze toewijding aan de inwoners en laten we zien dat hun input en participatie waardevol zijn.

KENNIS
Terugkoppeling aan de stad, ook bekend als "closing the feedback loop", speelt een cruciale rol in het verhogen van het vertrouwen van burgers in de organisatie. Het sluiten van de feedbackloop ervoor zorgt dat burgers meer vertrouwen krijgen in de acties en beslissingen van de organisatie. Door transparantie en open communicatie te bevorderen, voelen inwoners zich gehoord en begrepen, wat leidt tot een positieve perceptie van de gemeentelijke inspanningen en beleid. Zo versterkt dit niet alleen het vertrouwen, maar stimuleert het ook een actieve participatie van de inwoners.

TIPS
• Vraag deelnemers om hun contactgegevens.
• Wees consistent en transparant door regelmatige updates en open communicatie over de voortgang en resultaten. Niet enkel de successen, ook de uitdagingen en geleerde lessen.

TOOLS
De Stadskamer nieuwsbrief, is een handig middel om in te zetten voor de terugkoppeling. Om op een centrale plek terug te kunnen koppelen, kan een poster variant ook een uitkomst bieden.

Stap 5: Bedanken
TERUGKOPPELING VAN DE RESULTATEN

NIEUWSFLITS
Terugkoppeling in de vorm van een nieuwsbrief.

DE STADSKAMER
nieuwsbrief

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MINDER DIGITAAL VAARDIGE INWONERS
De toepassing van deze stap op de doelgroep is nog niet volledig gevalideerd, maar er zijn enkele eerste inzichten verzameld, zoals hieronder beschreven.

Houd rekening met de communicatiekanalen die je gebruikt om effectief terug te kunnen koppelen aan de doelgroep. Het inzetten van de sleutellocaties kan nuttig zijn om hen te bereiken voor terugkoppeling.

Daarnaast kun je kiezen voor persoonlijke terugkoppeling, mits de deelnemers dit wensen. In het onderzoek gaven inwoners aan dat ze een brief, e-mail of telefoontje prettig vinden. Bij een brief of e-mail helpen kinderen vaak met het lezen. Op die manier kunnen ze ook meer tijd nemen om de informatie goed te begrijpen. Bellen wordt ook gewaardeerd, omdat inwoners het fijn vinden om persoonlijk benaderd te worden; ze vinden dit de makkelijkste en ook een leuke manier. Dit persoonlijk contact zorgt ervoor dat mensen zich meer betrokken en gewaardeerd voelen.

Stap 5: Bedanken
TERUGKOPPELING INWONERS
33

SLEUTELLOCATIES EN SLEUTELFIGUREN
Het vinden van geschikte onderzoekslocaties en het aangaan van duurzame relaties met de medewerkers en vrijwilligers die daar aanwezig zijn, is essentieel voor het onderzoeksproces. Jullie delen immers hetzelfde doel: het beste voor hebben met de doelgroep die jullie proberen te helpen.

De medewerkers en vrijwilligers zijn net zo belangrijk als de respondenten. Zonder hun hulp en betrokkenheid zou je onderzoek niet mogelijk zijn. Door geïntroduceerd te worden door deze medewerkers, bouw je sneller vertrouwen op met de doelgroep. Investeren daarom in duurzaam contact. Zij kunnen gedemotiveerd raken als de gemeente slechts eenmalig langskomt. Door regelmatig contact te houden en dus terug te koppelen, laat je zien dat je hen waardeert en bouw je vertrouwen op.

Hun hulp en steun zijn onmisbaar, en het bedanken van hen versterkt de relatie. Transparant en open communiceren over de resultaten en de voortgang van het onderzoek toont respect en waardering. Bovendien, zoals eerder beschreven, kunnen deze locaties een brug vormen om terug te koppelen aan de inwoners. Het is dan gepast en respectvol om ook de medewerkers op de hoogte te houden.

Door samen te werken en regelmatig terug te koppelen, versterk je de relatie met de locaties en sleutelfiguren, wat uiteindelijk bijdraagt aan het succes van het onderzoek en de betrokkenheid van de doelgroep.

Stap 5: Bedanken
TERUGKOPPELING SLEUTELLOCATIE EN -FIGUREN
34

Fig. 68 Step 5: Closing the feedback loop

Additional

During the research process, the team read the case study at the end of the handbook and used it for inspiration (Figure 69). This made the information more tangible and helped the team to translate the findings into their research. One of the team members was very enthusiastic about this way of working. She decided to read the thesis as well to gain a deeper understanding of the strategy. She is trying to apply these insights in her daily work.

CASUS
VOORBEELD UIT DE PRAKTIJK

SMARTPHONE CURSUS – BIBLIOTHEEK LAAKKWARTIER

Ik heb onderzoek gedaan met vier deelnemers van de smartphonecursus die de overstap hadden gemaakt van een GSM naar een iPhone.

Tijdens het laatste half uur van de lestijd kreeg ik de gelegenheid om met hen het gesprek te voeren en onderzoek te doen. Dankzij de introductie en het vertrouwen dat de docent bood, konden de deelnemers gemakkelijk deelnemen.

Hoewel de deelnemers allemaal individueel het boekje wilden invullen, ontstond er toch een gesprek onderling. Door met hen mee te denken en in te haken op wat ze vertelden of opschreven, ontstonden er open gesprekken. Hierdoor kon ik ontdekken hoe de deelnemers denken over de veiligheid in de buurt, waar ze tegenaan lopen, en welke fijne ervaringen ze hebben.

De sfeer was goed en de deelnemers vonden het een leuke manier om mee te denken door de creatieve elementen in het onderzoeksmiddel.

Casus
VEILIGHEID IN DE BUURT

ACHTERGROND
INFORMATIE

THESIS: 'SPIEGEL VAN DE STAD'

Alle informatie in dit handboek komt uit mijn thesis: 'Spiegel van de stad: Een inclusieve en mensgerichte onderzoeksaanpak om inwoners van Den Haag met een lage digitale vaardigheid te betrekken bij inwonersonderzoek'.
Dit project is uitgevoerd door Team ID (Innovatie en Dienstverlening), specifiek voor het programma Mensgericht Inzicht.

Dit handboek is ontworpen om alle inzichten en de strategische aanpak voor onderzoek met de doelgroep praktisch toepasbaar te maken voor de Stadskamer. De Stadskamer werkt namelijk hard aan het realiseren van inclusief inwonersonderzoek en zijn flinke stappen aan het zetten om hun droom te verwezenlijken.

Mocht je meer willen lezen, verwijs ik je graag naar het thesisrapport. Hierin worden elke stap, context, achtergrondinformatie en wetenschappelijke onderbouwing gedetailleerd besproken.

De gehele aanpak is beoordeeld aan de hand van het CLEAR-model van Oostaaijen et al. (2018). Dit model biedt inzicht in de barrières en vereisten voor het organiseren van effectieve participatie en richt zich op de voorwaarden voor burgerparticipatie in de lokale context.

EEN INCLUSIEVE AANPAK VAN INWONERSONDERZOEK ZORGT ERVOOR DAT ALLE INZICHTEN UIT DE STADSKAMER EEN GOEDE AFSPIEGELING ZIJN VAN DE STAD EN DAT DE GEMEENTELIJKE DIENSTVERLENING AANSLUIT BIJ DE WENSEN EN BEHOEFTEN VAN INWONERS.

Ultieme droom

CLEAR MODEL
5 elementen voor effectieve inwonersparticipatie

CAN DO
De tools die voor stap 4 van de strategie zijn ontwikkeld, stellen de inwoners in staat om deel te nemen aan inwonersonderzoek, door het makkelijk te maken, rekening te houden met hun competenties en kennis en in te spelen op hun behoeften en belemmeringen.

LIKE TO
De doelgroep mist geen motivatie, maar extra motivatie is altijd nuttig. De nadruk op de waarde van hun deelname en de voordelen voor hen, helpt hierbij. Focus op belangrijke kwesties voor hen zoals veiligheid en leefomgeving, en leg uit dat hun bijdrage ook anderen helpt.

ENABLED TO
Bewoners kunnen deelnemen door geminimaliseerde barrières en toegankelijke communicatie. Informatie en uitnodigingen worden duidelijk gecommuniceerd, rekening houdend met verschillende niveaus van geletterdheid en taalvaardigheden. Zo wordt inwonersparticipatie gemakkelijk via diverse methodes.

ASKED TO
Bewoners kunnen nu worden uitgenodigd, omdat sleutellocaties en sleutelfiguren de Stadskamer in staat stellen om hen actief te benaderen. Richtlijnen over hoe dit te doen worden ook verstrekt.

RESPONDED TO
Door een actieve luisterhouding aan te nemen, empathie te tonen en de waarde en waardering van hun bijdragen uit te drukken, voelt de doelgroep zich gehoord en gewaardeerd. De resultaten van het Closing the Feedback Loop-project moeten worden aangepast aan de doelgroep om optimale betrokkenheid te garanderen.

Achtergrond
VERDIEPENDE INFORMATIE

Mail naar
stadskamer@denhaag.nl

Contact
STADSKAMER

EVALUATION

This section describes the evaluation of the concept in relation to the design brief. This is conducted using the five elements of the CLEAR model, as proposed by Lowndes et al. (2006). This enables the assessment of the strategy's effectiveness, ensuring that all insights gathered during this project are incorporated into the design concept. This section provides the basis for the following section, in which final recommendations for Stadskamer are presented.

CAN DO
COMPETENCIES AND KNOWLEDGE

The research tools developed for step 4 of the strategy enable the target group to participate in resident research. These tools make participation easy, taking into account the target groups competencies and knowledge, addressing their needs and barriers.

LIKE TO
MOTIVATION

This target group is not lacking in motivation. However, additional motivation can be beneficial. Emphasising the value of their participation and the benefits to them will help. This can be achieved by focusing on issues that are important to them, such as safety and their living environment, and explaining that their contributions will also help others. The research tools consider three aspects of the EAST framework - attractive, social and timely - to increase motivation.

ENABLED TO
OPPORTUNITY AND FACILITATION

Residents are given the opportunity to participate by minimising barriers. Communication is made accessible, meaning that information and invitations are communicated clearly and in a way that residents can understand, taking into account different levels of literacy and language skills. This allows them to participate in research with the same ease, but through different methods. Using key locations and activities creates easy and timely opportunities for the target group to participate. The strategy as a whole is designed to facilitate their participation.

ASKED TO
INVITATION AND MOBILIZATION

Residents can now be invited more easily, as key locations and key figures are identified. This enables the Stadskamer to actively reach out to them. Guidelines on how to do this are also provided.

RESPONDED TO
RESPONSE: INCLUDING LISTENING, TAKING SERIOUSLY, PROVIDING FEEDBACK

By adopting an active listening attitude, showing a high degree of empathy and expressing the value and appreciation of their contributions, the target group will feel heard and valued. The results of the Closing the Feedback Loop project need to be tailored to the target group to ensure optimal engagement.

PROJECT AIM

The objective of this thesis was to bridge the gap between the municipality and residents with lower digital proficiency, by answering the main research question: How can less digitally proficient residents be included in resident research?

Stadskamer had no visibility of this target group and even fewer means to effectively involve them in resident research. As their current research approach was not working, this was where change was needed. The aim was to design a strategy-based intervention for the municipality to contribute to a better and more inclusive approach to resident research. This involved identifying, reaching, approaching and involving residents with lower digital proficiency. By gaining a full understanding and insight into the context, the gap between the municipality and the target group is now being bridged. The insights from the residents' perspective largely contributed to this.

Based on validations and design evaluations, it can be concluded that the design of the handbook contributes to the achievement of the project goal. The handbook provides concrete guidelines and steps to implement the strategy, making it feasible for the research team to apply. It is provided in a PowerPoint format, making it practical for the Stadskamer to use.

The strategy is adaptable to different local contexts and specific needs of different target groups with lower digital proficiency. Based on validations and design evaluations, it can be concluded that the design of the handbook contributes to the achievement of the project goal.

The strategy aims for sustainable impact by actively involving residents in municipal initiatives and research, contributing to long-term engagement and participation. Its adaptability and simplicity make it applicable across the municipality.

The design enhances inclusivity by actively involving residents with lower digital proficiency in decision-making and research. Its social relevance lies in addressing diverse perspectives and needs, thereby increasing residents' trust in the municipality and improving the quality of resident research. This design has the potential to be applicable to a number of target groups, thereby offering improved inclusivity and long-term benefits in a cost-effective manner with regard to municipal services.

07

ENDING
THE PROJECT

This chapter describes the overall conclusion of the project
by presenting final recommendations and reflecting
on the initial assignment and defined design purpose.
Additionally, the relevance of the project is discussed.

FINAL RECOMMENDATIONS

This section provides final recommendations for the Stadskamer to conclude the delivery of this thesis. It draws upon the concept evaluation to identify starting points for further development.

CLOSING THE FEEDBACK LOOP
The ongoing feedback loop project should be integrated into step 5 of the designed strategy. Integrating this project will create a continuous loop of engagement in which residents not only participate, but are also thanked for their efforts and informed of research findings.

CONTINUE LEARNING AND DEVELOPMENT
Currently, the tool is available as a PowerPoint presentation and a printed booklet. To enhance the tool's effectiveness, it is recommended that an evaluation form or a similar mechanism be incorporated to collect data from the tool's application and the research conducted. This addition will facilitate the expansion of knowledge about the target group, allowing the concept to evolve continuously and be enriched with examples that can inspire future users. Furthermore, integrating a link to data from previously conducted research will help to prevent the unnecessary repetition of efforts. This ensures that others can build on existing insights, thereby enhancing the efficiency and productivity of the process.

EXPAND THE CONTEXT
To ensure the tool's effectiveness across different contexts, it should be validated with other research teams within the municipality. This step is crucial for ascertaining the tool's applicability for broader use within the municipality.

OTHER ROADS TO ROME
As indicated in chapter 4.1, there are three potential paths to achieving optimal involvement of less digitally proficient residents. While this thesis has focused on a solution for one of the influencing aspects, the other two should be considered for implementation.

EXPANDING TO THE OTHER SUBGROUP
The research tools have been developed for the subgroup of practically educated and low-literate residents. The next phase involves testing and validating these tools to determine their applicability to other subgroups, the elderly Dutch residents. Develop and refine an approach tailored to involve this subgroup in research.

KEY LOCATIONS AND FIGURES
Initial connections with the target group have been established through key locations and figures, which have played a crucial role in building trust. It is important to continue leverage this trust and formally include these key locations in the list of collaborators.

DISCUSSION

REFLECTION ON INITIAL ASSIGNMENT
The initial assignment of this thesis was to research how the digitally less proficient residents could be structurally reached and involved in resident research, so that more inclusive research could be conducted. During the research it became clear that the way research is currently conducted with residents is not suitable for inclusive research. This is preventing the Stadskamer from functioning optimally and achieving its full potential. A more holistic approach was needed. Therefore, the research question was redefined from a focus on reacing and involving residents towards completely including them in resident research. By redefining the challenge, even more valuable insights into the real problem emerged.

REFLECTION ON THE DESIGN GOAL
It can be concluded that the final design successfully achieves the formulated design goal (chapter 6.2). The design provides the Stadskamer with a strategic approach that facilitates the inclusion of digitally less proficient residents in the resident research. This strategy consists of 5 steps that offer practical guidance for conducting effective and inclusive research with the target group, thereby fulfilling the project's aim.

RELEVANCE FOR THE STADSKAMER
The thesis demonstrates that there are significant opportunities for inclusive resident research to flourish, enabling the Stadskamer to achieve its ultimate dream. However, realizing these opportunities requires several actions. Strong commitment, an open mindset, and a time investment are essential to ensure success.

This project not only highlights the challenges but also reveals the opportunities for addressing them. It adds a new target group to the Stadskamer's portfolio, expanding their reach and inclusivity. The developed concept is ready for immediate implementation and practical application, providing a clear path forward.

Additionally, the project offers valuable insights for overlapping target groups, broadening the scope of the research. Moving closer to fully inclusive research not only enhances the quality of the data collected but also provides long-term benefits for the cost-effectiveness of the municipal services. This inclusive approach will ultimately make the Stadskamer's work more comprehensive and impactful.

RELEVANCE FOR THE FIELD OF DESIGN
This thesis presents a (novel) approach to conducting inclusive research with residents who have lower digital proficiency. By exploring and validating practical insights, this thesis offers recommendations that can be directly applied in practice. This contribution is of significant value to the field of science and design as it validates and generates knowledge that is directly applicable in practice.

Moreover, the findings of this research provide a basis for the development of more effective municipal policies. This is a scientifically relevant contribution to knowledge, demonstrating how design interventions can enhance the efficiency and effectiveness of public services and the interaction between governments and residents.

Furthermore, this research addresses a gap in the existing literature by providing specific information on conducting research with this particular target group. By addressing this gap, the thesis provides valuable insights and practical guidelines for future studies and municipal initiatives.

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APPENDICES

The appendices can be found in a separate file attached to this document.

APPENDIX A
Approved project brief

APPENDIX B
Research other target groups

APPENDIX C
Interviews

APPENDIX D
Insights webinars inclusive research

APPENDIX E
Paths taken to reach the target group

APPENDIX F
Initial contact with the residents

APPENDIX G
Ideation

APPENDIX H
Recommendations other design directions

APPENDIX I
Creative brief

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