

Bonusbuur



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Executive summary

From February to June 2026, I conducted my Final Bachelor Project at the Department of Industrial Design at Eindhoven University of Technology, exploring how design can help reduce pressure on care for older people in the Netherlands. As the population ages and professional home care faces shortages, the government encourages older adults to live independently for longer. This creates a gap in practical, social and non-medical support that neither professional care nor family can always provide.

Guided by the Reflective Transformative Design Process (RTDP) (Hummels & Frens, 2009), the project led to the following question: how can an intergenerational service be designed to address the informal care gap between professional home care and family support for elderly residents in Eindhoven? The result is Bonusbuur, a service connecting students with older residents in the same neighborhood, where the relationship between them is central. The service is supported by first meeting cards, a two-sided agreement, a website, and a legal and financial structure in which students are directly employed through a non-profit foundation. Bonusbuur is one possible answer, not the only one, and one I hope to continue developing into a social enterprise. It does not prove that an intergenerational service can solve the informal care gap, but it shows what such a service could look like and that its core elements can work. This report follows the designing of it.

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Prologue

Throughout my bachelor, I became increasingly interested in how design can create societal impact and contribute to change on a larger scale. This means beyond individual products or purely technical solutions, and instead interacting with the larger systems and contexts in which problems exist. I became particularly interested in service and systems design, as these approaches focus on understanding relationships between people, organisations, and everyday experiences in order to create meaningful change.

Before starting my Final Bachelor Project, I set two goals for myself. First, I wanted to create something I could genuinely be proud of. Second, I wanted the project to have real potential to improve people's lives in a meaningful way. The Transforming Practices approach felt like a good fit for these ambitions, as it offered the opportunity to work on real societal challenges while developing a deeper understanding of systemic change. I believed this squad would allow me to bring together my interests and design ambitions in a final project that felt both meaningful and worthwhile, and ultimately one I could truly stand behind. In hindsight I am deeply proud to be able to claim that in my opinion, I achieved both goals.

Then, as a final note, I should be clear about where I stand in relation to the people I am designing for. I am not elderly, I am not a professional caregiver, and I don't have the experience of relying on home care or of carrying the load of caring for a family member. What I know, I know from research, from sitting with people and listening, and from collaborating with the organizations already in this space. I have tried throughout this project to have my assumptions corrected by evidence. Where my own perspective could have shaped a decision, I have tried to say so.

Introduction

The problem

The Netherlands is growing older, and the system meant to care for its older people is under pressure. Projections warn that, if nothing changes, the shortage of healthcare workers could rise to around 301.000 by the mid-2030s (Rijksoverheid, 2026a). More specifically, the home care sector alone was already projected to need roughly 125.000 additional carers and nurses (Inspectie Gezondheidszorg en Jeugd, 2022). At the same time, government policy actively encourages older people to keep living at home for as long as possible (Rijksoverheid, 2026b), and a lot can: most older adults can live independently: 77% of people aged 65-74, 55% of 75-84, and 32% of over-85s (Planbureau voor de Leefomgeving, 2019). The pressure, in other words, is not only about medical care. It is also about everything surrounding that.

When professional capacity runs short, the load shifts to family and friends, the informal caregivers (in Dutch mantelzorgers), and they are increasingly overstretched. The Rijksinstituut voor Volksgezondheid en Milieu (RIVM, 2026) warns that the accumulation of caring tasks and other problems is pushing informal carers toward overload. The government's answer is better cooperation: clear agreements about which tasks professionals may delegate to informal carers (Rijksoverheid, 2026a). Whether this is sufficient is debatable. The Social and Cultural Planning agency (Sociaal en Cultureel Planbureau, SCP) argues that the 'longer at home policy' (langer thuis beleid) combined with the downscaling of professional care while not properly strengthening the foundations of informal care, is pushing informal caregiver overload higher (SCP, 2024; MantelzorgNL, 2026). As MantelzorgNL puts it, "Informal caregivers are the foundation of the care system, not replacements for formal care". The result is a growing group of older people living at home with needs that no one is clearly responsible for.

It helps to picture the support around an older person as three layers. The first is professional home care: trained and educated carers delivering medical and personal care, but only what has been formally indicated, and only within a tightly defined scope. The second is informal care from family and friends, which often is voluntary, finite, unpaid, and prone to burnout. Between these two layers, a third kind of need falls through. Help with a phone or a letter from the municipality, accompaniment to a hospital visit, company on a quiet afternoon, a hand with a small grocery run or simply staying socially connected to the neighbourhood. These needs are not medical, so professional care does not cover them and family cannot always absorb them, especially when they live far away or are already stretched. This is the informal care gap, and it is where this project eventually landed.

The process

I say landed deliberately, because finding this gap was one of the main outcomes of the project, definitely not its starting point. I started somewhere quite different and changed direction roughly three times as my research changed what I thought the problem even was. I worked rather reflectively, led by what I heard and learned, and willing to let go of a framing if evidence pointed elsewhere. That way of working is also why I chose the Reflective Transformative Design Process as my overarching approach, and why I tell this project as a journey over time instead of a fixed set of phases. I explain that choice, and why I left out more linear or analytical methods, in the Approach section.

The result

Once the focus settled, the goal of the project became this: to design an intergenerational service that addresses the informal care gap for older residents in Eindhoven, in a way that is trustworthy and safe, that can realistically be sustained, and that complements the professional and informal care. This led to the design question that guided the second half of the project: "How can an intergenerational service be designed to address the informal care gap between professional home care and family support for elderly residents in Eindhoven?"

Intergenerational means connecting two groups who each have something the other lacks: university students with time, energy and a willingness to help, and older residents with a need for support and a lot of life behind them.

The service I designed in answer to this question is called **Bonusbuur**. An important framing throughout this report is that Bonusbuur is one answer to the question, not the question itself. It is on the other hand also one I intend to carry beyond this project into a real social enterprise, which is why I treated legal, financial, and organizational design just as seriously here as the service experience.

The rest of this report follows the project chronologically supported by different stages of the RTDP as will be explained in the next chapter.

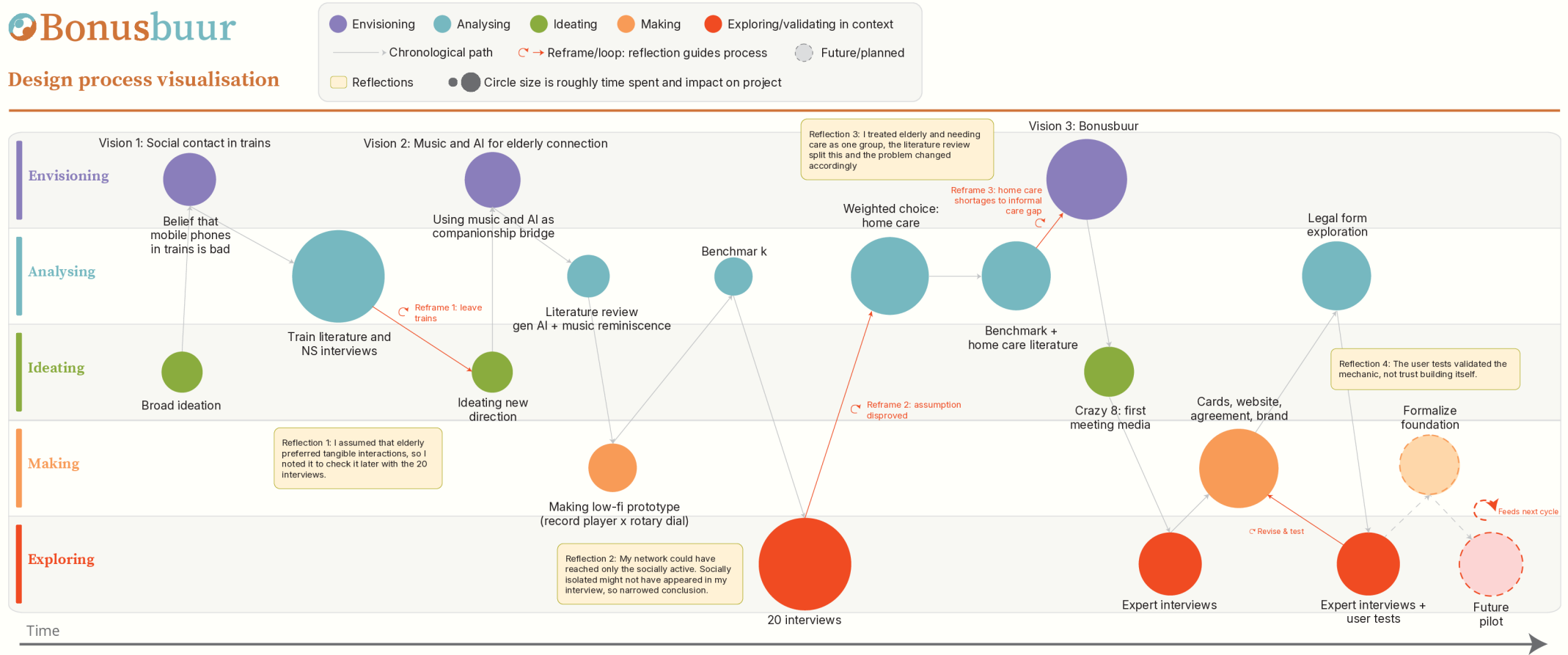


Figure 1: Visualisation of Design Process

Approach

At the start of my Final Bachelor Project, I did not yet have a clearly defined project scope. Because of this, I chose to work with the Reflective Transformative Design Process. My interpretation of the RTDP is that it is an iterative design process that allows designers to move flexibly between activities such as envisioning, making, analysing, exploring and ideating through continuous reflection (Hummels & Frens, 2009).

Since I still needed to discover what topic I wanted to focus on, I needed a process that allowed for flexibility and reframing. The RTDP enabled me to move back and forth between different activities throughout the project, helping me shape both the problem and the direction of the project through new insights.

Other approaches were considered as well. The Double Diamond also begins by framing the problem before developing solutions, but it expects you to pass through that framing once and commit. Since I anticipated to have to reframe a couple of times, the RTDP's flexibility fit better. I also thought about using the Systemic Design Framework, which suits complex societal challenges like this one, but I chose not to use it as my main process because my focus at the start of the project was not yet on understanding one clearly defined system, but rather on exploring and defining the design challenge itself. Nevertheless, systemic thinking and systems-oriented methods were used throughout the project where relevant.

Another reason why I chose the RTDP is because it fits me as a person. I enjoy continuously learning, developing myself and improving over time, as I believe this is one of the most rewarding and sustainable ways to approach life. The reflective nature of the RTDP allowed me to reflect not only on my actions, but also on what I learned from them. These reflection moments helped me make more informed decisions and evaluate assumptions throughout the project.

Within the RTDP, I used methods such as literature reviews, expert and stakeholder interviews, affinity diagramming, benchmarking, weighted decision-making, prototyping and validation activities to support my design process. Also, to better understand the problem space, I aimed to speak with both experts and stakeholders whenever possible. I believe that collaborating with knowledgeable people can significantly strengthen the quality of a design process instead of trying to figure everything out independently. For this reason, I took a proactive approach in reaching out to experts throughout the project.

Although the RTDP supported the project well, reflecting on the process afterwards showed that I relied more heavily on analysing and reflection than on experimentation through making. In hindsight, earlier and more frequent ideating through prototypes could have strengthened the exploration of earlier concepts.

To make this way of working visible, Figure 1 shows the full project mapped onto the five RTDP activities. Each circle is an activity, the connecting line follows the chronological path, and the red arrows mark the three reframes and other loops where reflection redirected the process. Building on this, each section of the Design Process chapter is marked with a small RTDP icon (see Figures 2 to 6). The highlighted circle shows which activity was dominant at that point and since the RTDP is not linear, these icons make visible how the project moved back and forth between activities rather than through fixed phases.

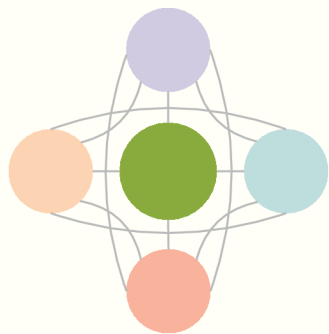


Figure 2: Ideating

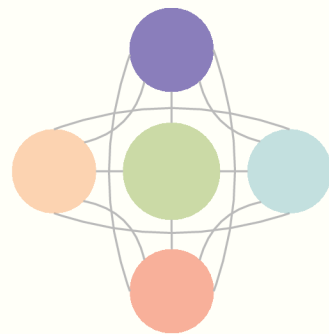


Figure 3: Envisioning

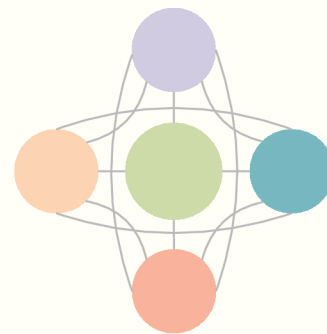


Figure 4: Analysing

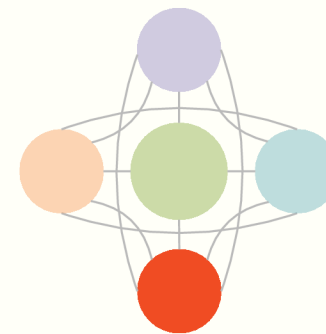


Figure 5: Exploring

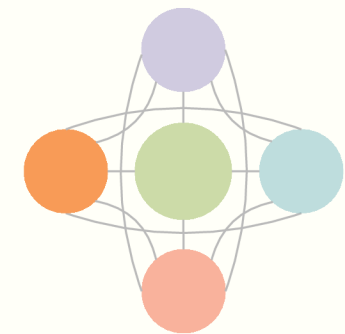


Figure 6: Making

Design process

Finding a direction

I started this project without a clear topic yet. This meant that my first design decision was not what to make, but how I would decide what to make. Every direction had to meet the two requirements from my prologue.

I used brainstorming to put as many possible directions on the table as I could, with no filter (see Figure 7 and appendix A for more details).

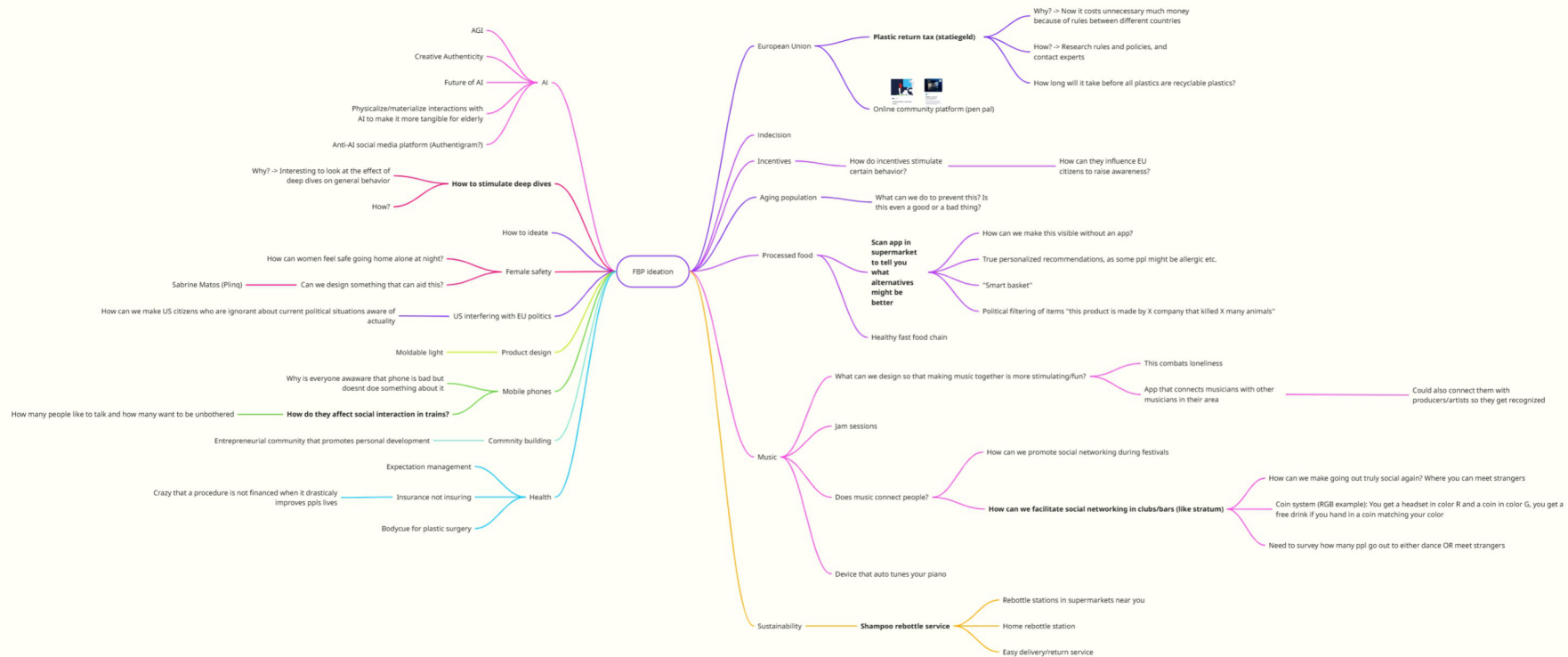


Figure 7: Brainstorming

Then based on these requirements, three directions stood out all based on things I had personally noticed. Notably, two of the three came back to the same underlying interest: how people do, or don't, connect with one another.

- The first was trains. During my own commutes, I noticed how talking to strangers can actually be enjoyable, yet almost everyone isolates themselves by looking at their phone.
- The second was social interaction in clubs, where I noticed that people often stay in closed groups all evening, while the night could be much more social if strangers interacted more.
- The third was sustainable packaging, mainly because of the scale of the problem and the positive impact a better solution could potentially have.

In the end, I chose trains. Sustainable packaging was less feasible because meaningful change in this area often depends on regulations, which felt too large to realistically influence within one semester. This made it less suitable considering my goal of creating real impact. That left the two social-interaction directions, and trains drew me more than clubs while seeming to offer greater impact. What I committed to at that point was not necessarily one specific context, but more the theme of stimulating social interaction between people. Trains were the first concrete setting in which I wanted to explore this idea, leading to my first project direction: How can we stimulate social interaction in trains? As the next section will show, this setting later changed based on new insights, but the underlying interest in improving social connection remained.

Social interaction in trains and the first reframe

I first wanted to better understand the context, so I started with a literature review, which showed that designers had already experimented with social interaction in trains. One of the most relevant examples was the multi-year What if Lab: Nederlandse Spoorwegen collaboration during Dutch Design Week (Dutch Design Foundation, 2020; Dutch Design Week, 2018).

One project that stood out was Happy Train Interior, which explored whether more active train furniture could improve the travel experience. Its most relevant finding for me was that although passengers spend most of their journey on their phones, 43% indicated they were open to a chat and perhaps only needed an icebreaker. Yet the concept never became part of regular train travel, partly due to strict safety regulations and the further development still required.

To understand this gap between a promising experiment and lasting change, I held exploratory interviews with two former NS employees: one involved in the DDW experiment as Head of Concept Design & Innovation, the other a Customer Experience Manager and Social Innovator with over ten years of experience. I synthesized the results using affinity diagramming (see Figure 8).

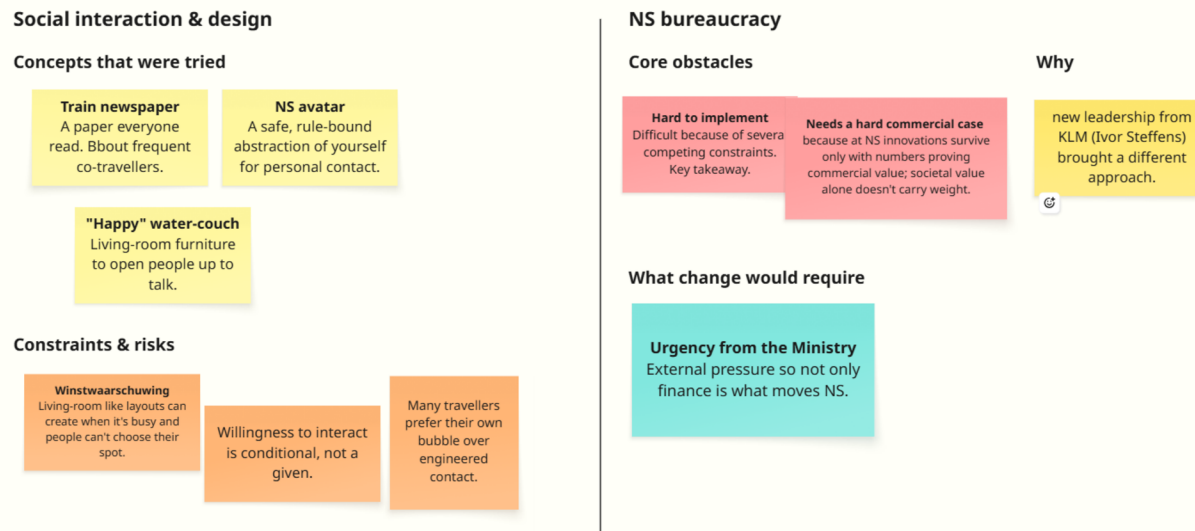


Figure 8: Affinity Diagram of two expert meetings

The interviews changed my perspective that the main barrier was not creativity or technology, but the organisation itself. New ideas within NS needed a strong commercial business case; societal value alone was rarely enough. Customer experience teams once had more freedom to work on traveller needs, but after management changes the focus shifted to efficiency and cost reduction, leaving little room for such projects. The interviewees did not expect this to change soon.

This insight made me reconsider the direction. The main barriers appeared to be structural and mostly outside of my control. For my FBP, this became especially important because almost all trains in the Netherlands are operated by NS. Testing concepts in a real train setting would most likely depend on collaborating with NS, something that felt unrealistic within the limited time of one semester. Since validating ideas in their real context is important for a design process, I decided to move away from trains as a project direction.

Even though I moved away from trains, my underlying interest stayed the same: stimulating social interaction between people. Trains had simply been the first setting where I explored this interest. Since this direction no longer felt realistic, I started looking for another context.

At that point, I became interested in elderly people and social interaction. I had often heard that older adults can experience loneliness and lack social contact. From previous conversations with elderly people, I also experienced them as grateful, experienced and interesting people to learn from. This made me interested to explore this topic. Compared to trains, this direction also matched my Personal Identity and Vision (PIV) much better. It involved a relatively more complex societal challenge with multiple stakeholders and offered more opportunities for service and system design, areas I wanted to develop myself in further. Because of this, I decided to continue the project in this direction.

Turning to elderly and social connection

The switch to elderly people gave me a target group, but not yet a clear focus. Based on what I had heard about older adults sometimes lacking social contact, I framed the project to be about maintaining existing relationships rather than creating new ones. This led to the following design question:

"How can we design tangible interactions that help elderly people maintain meaningful connections with caregivers, relatives, and friends in everyday life, to support social interaction and wellbeing?"

I deliberately focused on tangible interactions. However, in hindsight, this was initially based more on an assumption than evidence. I expected that older adults would benefit more from a physical product than a digital one, mainly based on my own impression at the time. Later I reflected on whether this assumption was actually correct.

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To better understand this direction, I conducted another literature review. I learned that music can be a strong trigger for reminiscence and that AI could potentially support these experiences (Engelbrecht et al., 2024; Jin et al., 2024). This inspired an early concept that I wanted to explore further. Following the RTDP principle of learning through making, I created a low-fidelity prototype in SolidWorks and 3D printed it: a combination of a record player and a rotary dial (see Figure 9).

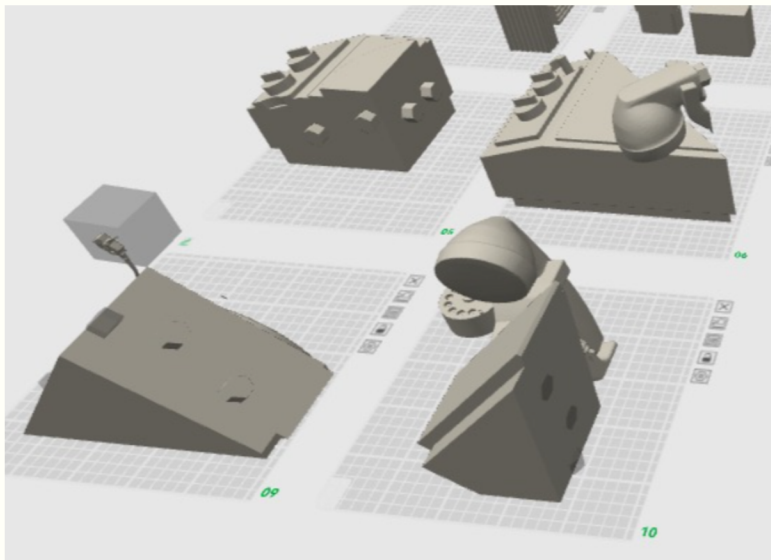


Figure 9: 3D mockup model waiting to be 3D printed



Figure 10: Midterm demo day presentation

The idea behind the concept was that an older person could “call” a relative, friend or caregiver through a familiar physical object and reminisce together through shared music. The goal was to support warm and meaningful contact through an interaction that felt tangible and recognisable. I presented the prototype during the midterm demo day (see Figure 10). While the prototype helped me think through ideas by making, I realised that I had not yet validated the assumptions behind it with the target group. This led me to take a step back and first validate the direction before continuing. I started with a benchmark of existing products and TU/e projects (see Figure 11).

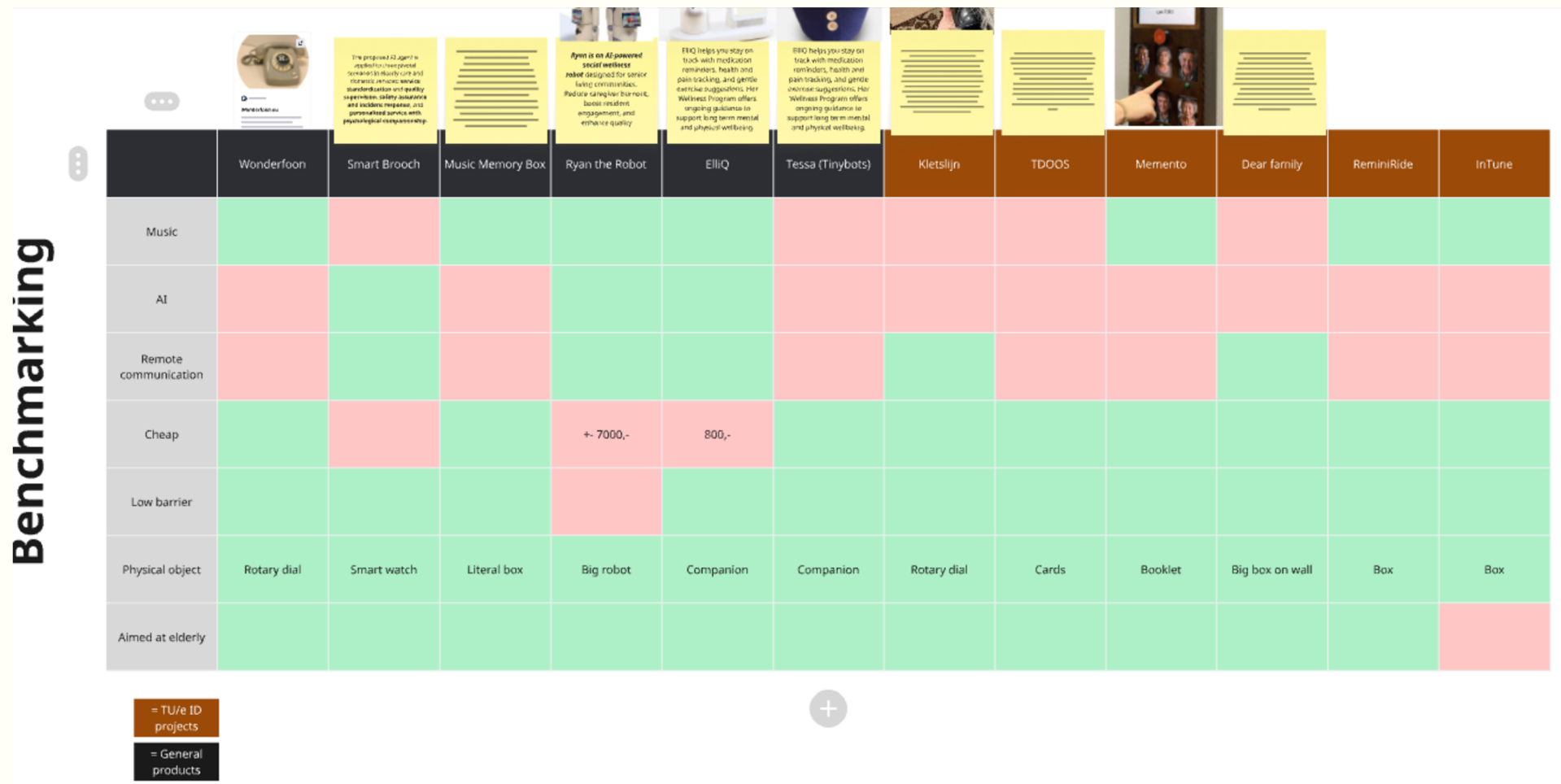


Figure 11: Benchmark of existing products from both TU/e students and real products. See Appendix L for more details

This showed that while there are clear alternatives surrounding the similar topic, there was still room for a concept which integrates music reminiscence, AI companionship and remote communication targeted at elderly. At the same time, I had to be careful because something is new does not necessarily mean people actually need it. So, I set out to better understand the needs and experiences of elderly people.

The 20 interviews and the second reframe



To test those assumptions with the people themselves, I chose interviews over a survey because at this exploratory stage I cared more about understanding actual experience and surfacing needs I hadn't anticipated than about measuring anything. Qualitative depth was worth more here than plain numbers. Furthermore, while focus groups are good for uncovering the why, I avoided these for two main reasons: older people often have surprisingly full agendas, which makes coordinating a group hard, and if you could manage to do so, there is a chance participants influence one another, which makes the individual perspectives I was after harder to discover.

To find participants, I contacted Wim Smeets, chairman of Senior Organisation Woensel (SBW), and utilized my personal network in my hometown Best. Through reaching out to the Health and Inclusive Design squad, I also reached De Meerpaal neighbourhood centre. In total I interviewed 20 people: 10 via SBW, 5 from Best, and 5 from De Meerpaal. I analysed the interviews with affinity diagramming to reveal key themes of what people actually said instead of sorting it based on what I expected beforehand (Figure 12).

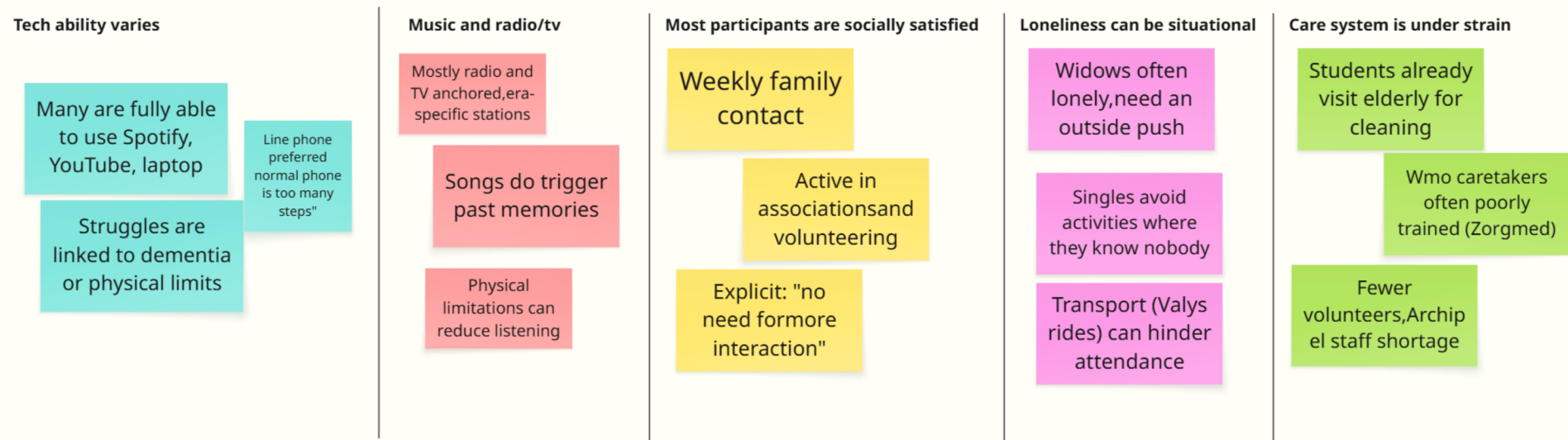


Figure 12: Affinity diagram to analyse all findings.

The result proved my assumptions wrong. The people I spoke to were in general socially active and did not feel they lacked contact with friends, family, or caregivers. I concluded that if they already had enough social interaction, designing something to stimulate more of it made little sense.

I have to be honest about a flaw here: recruiting through my own network and community organizations meant I likely reached the more socially active elderly, while the isolated people my concept assumed never appeared in my sample. So the conclusion I can stand behind is narrower: the people I interviewed didn't lack social contact.

Within the project's timeframe, a second round of interviews aimed specifically at socially isolated elderly was not feasible anymore as the first round already took three weeks, so I worked with the insights I did gain instead. The interviews were far from wasted as they revealed three other needs as an unintended benefit of the loose criteria. Two of which have to be treated with caution, because they were second-hand. A few participants mentioned that transport can be a barrier to social activities, with services like Valys and public transport taking a long time. Other participants mentioned that widows often struggle to step out of the "bubble" they shared with a partner, having done everything together before. Once again neither was something the speakers had experienced themselves.

The third insight was different, because it was first-hand and specific. One participant described waiting more than twenty minutes for expected home care, and described a neighbor who had been left calling for help:

"Last week, a man was here next to me. He lay gasping for help for half an hour."

That insight sparked my interest. It was not a shortage of social contact, but a problem in care these people were suffering from. This became my second pivot.

Choosing among other directions

The story about home care stood out most to me, but it was not the only direction that came out of the interviews. Since multiple needs had surfaced, I did not want to focus only on the most memorable story without properly comparing it to the others first. I therefore gathered the main directions that emerged from the interviews: home-care staff shortages, widow accompaniment, and transport barriers, and compared them before making a decision.

To compare these directions, I scored them on four criteria. The first was time realism: whether the direction was realistic to explore within the available project time. The second was PIV fit: how well it aligned with my Personal Identity and Vision. Third was perceived impact: my estimation of how meaningful the societal impact could be. Finally, I considered personal interest, since motivation plays an important role in maintaining energy throughout a long project. Each direction was scored on a scale from 1 to 5 (see Table 1).

Criteria /5	Home care staff shortages	Widow accompaniment	Offloading social interaction care givers	Transport obstacle
Time	3	4	4	3
PIV fit	5	3	3	4
Actual impact	5	3	2	4
Own interest	5	4	2	4
Total	18	14	11	15

Table 1: Direction evaluation

It is important to mention that these scores are based on my own judgment and are not objective measurements. Some criteria, such as personal interest and PIV fit, are also intentionally personal. I included them because I believe that motivation and alignment with personal values influence the quality of a project and the likelihood of following through successfully. The scoring therefore helped structure my thinking.

Home care scored highest overall. It felt like the direction with the clearest potential for impact and aligned best with my PIV. The need also felt more concrete, since it came from first-hand experiences shared during the interviews rather than only second-hand accounts. In addition, a service connecting students and elderly people fit well with my interest in systemic and intergenerational design.

Transport barriers scored relatively high as well, but aligned less with the kind of relationship-focused design I was interested in. Widow accompaniment and reducing the social burden on caregivers scored lower, partly because these directions relied more heavily on second-hand information. Because of this, I decided to continue with home care as the main direction. However, as the next section will show, understanding the topic better later changed how I defined the problem itself.

Understanding home care, and the third reframe to the informal care gap

Before moving further, I first wanted to better understand the context, so I conducted a literature review focused specifically on home-care shortages. What I found not only confirmed the problem, but also changed how I looked at it.

One insight that strongly influenced the concept was related to fragility among older adults. While ageing can lead to increased vulnerability, far fewer older adults require intensive care than I had initially assumed.

As the introduction mentioned, research shows that around 55% of people aged 75-84 and even 32% of people over 85 can still live independently with limited support (PBL, 2019). Until then, I had unintentionally treated “elderly people” and “people in need of care” almost as the same group. The literature made clear that this is not the case. Most older adults still live independently, meaning that many of their challenges are not purely medical.

This changed how I defined the problem. The shortage in home care is real, but I also had to be realistic about what I could meaningfully influence within an FBP. Solving a national staff shortage is far beyond the scope of a semester wide design project. Instead, I started focusing on the needs that exist around professional care: the practical, social and non-medical support that often falls between formal home care and what family members can realistically provide. This is also the area where informal caregivers can become overloaded and where elderly people may slowly lose independence. It felt like a space where a well-designed service could realistically make a difference. Because of this, I shifted the focus away from “solving the home-care shortage” towards addressing this informal care gap.

The first idea for how this gap could be addressed came from the interview that originally sparked my interest in home care. One participant shared frustrations about constantly changing cleaners who often felt rushed or did not provide the same warmth and reliability as previous caregivers had. This interested me. If one of the missing elements was consistent, non-medical and human support, then I believed students could potentially help with providing it. Students are relatively flexible, affordable, and, when properly trained and screened, could offer both practical and social support. Together with the reframed problem definition, this became the basis for the rest of the project: a service connecting students and older adults to support the everyday needs that often fall between professional care and family support.

Shaping Bonusbuur, the concept and key choices

To make sure I was not designing something that already existed, I benchmarked similar initiatives (see Figure 7), including Saaraan Huis, Zorgmaatje, Senior&Student, Careibu and Helppeer. These services clearly overlap with parts of my idea, which meant the question was not whether something similar already existed, but what would make Bonusbuur different and worth developing.

Three elements stand out. First, the relationship between student and older adult is central to the concept, rather than a side effect. Senior&Student also connects students with elderly people, meaning that an intergenerational match alone is not new. What makes Bonusbuur different is how this relationship is built. This includes a structured first meeting using the first meeting cards and matching people within the same neighborhood, which has the benefit of easier weekly visits, promoting continuity. It also includes a two-sided agreement where both people reflect on what they want to get out of the relationship. The practical help creates the reason to meet, but the social connection is what gives the service its actual value.

Criteria	Stichting Senior & Student	CarelBU	Stichting Present	NLvoorelkaar	Wehelpen.nl	Kleinzoons.nl	Saar aan Huis	Studentaanhuis.nl	Gerda aan huis	Hepling (bankrupt)	Wijleindhoven	Zorgmaatje aan huis	Bonusbuur (my concept)
Uses PGB						?							
Eindhoven													
For students													
For elderly in specific			Broader	Broader	Broader								
WMO tasks	Sometimes		Sometimes	Sometimes	Sometimes	Tech only		Tech only		Cleaning only			
Only cleaning						Tech only		Tech only					
Paid (helper receives money)												€22,50	
Cheap (< €25 /hour to client)	Free					?	€29+		€31,20+			€34,50	
Non ZZP form for helper						?		ZZP/employee mix	?	ZZP-like (caused bankruptcy)			
High touch matching				Self serve	Self serve								
VOG required for helper			Case by case			?		?					
Liability insurance covered				Helpers own	Helpers own	?		?	?				
Intergenerational positioning							40+ helpers						

Figure 13: Benchmark existing services

This idea was strengthened through conversations with experts. Trudy van Helmond highlighted the social value of connecting generations, explaining:

"You bring society together, which is many times more important than money."

My belief that an intergenerational service could help rebuild stronger social relationships between generations. Second, Bonusbuur works with paid students instead of volunteers. Many similar initiatives rely on volunteers, but multiple experts explained that volunteers are difficult to recruit and tend to stop after a short period, making long-term relationships difficult. And that free help can be perceived as lower quality, while paying for support can increase trust and expectations. Paying students helps address these challenges and creates more stability in the relationship. Jos Donkers strongly emphasized the importance of continuity:

"Continuity of care. Every week, every week. When they don't show up, you see the panic people fall into. What a hell it is."

Third, affordability became an important design principle. Services such as Saar aan Huis and Zorgmaatje cost between €29-48 and around €34 per hour respectively, which interviewees mentioned would be too expensive for many of the people I wanted to reach. Even the proposed €18 hourly rate for Bonusbuur can still be challenging for some people, meaning affordability is essential to making the service accessible.

To reduce costs, Bonusbuur was designed as a non-profit foundation, with students employed directly rather than through self-employed (in Dutch zzp) constructions. Besides reducing costs, this also avoids risks related to false self-employment (in Dutch schijnzelfstandigheid). More on this in the Legal structure and ECTS exploration chapter.

Furthermore Jos Donkers pointed out that students cannot simply be sent into someone's home without preparation:

"You first have to give people a conversation and a training about what it means to offer household help."

He also stressed the importance of knowledge about practical help:

"They really need proper training in what cleaning actually involves. All those cleaning products they're given, you do need knowledge of that."

This made clear that screening and training are essential parts of making a paid student model safe and trustworthy.

Designing the service and its touchpoints



Once the concept became clearer, the focus shifted from what the service was to how it could work in practice. The expert interviews had made clear that beyond training, a service where a student enters an older person's home only works if both people feel safe. Trust therefore became the central design principle of this phase, shaping three things: the first meeting, the boundaries of the service, and the identity of the organization.

The first meeting

A relationship between a student and an older adult has to start somewhere, but first meetings between strangers can feel uncomfortable or uncertain. To better understand how strangers build connection, I looked into research on relationship building. One important insight was that reciprocal self-disclosure, where both people take turns sharing personal information, can increase trust and connection between strangers (Sprecher et al., 2013). This gave me an important design requirement: the first meeting should feel like a mutual conversation rather than an intake or interview.

Using the Crazy 8 method to force quantity and speed over convergence, I explored different ways to support this first interaction (see Figure 14), including an app, a guided conversation, a facilitator and a physical card set. I eventually chose a physical card set based on the evaluation of the following criteria:

- Does it produce escalation? A controllable, intro-to-deeper progression rather than random or flat depth?
- Is it symmetric? Both people disclose, instead of one asking and one answering?

- Is it accessible to a 75+ person with no tech literacy and possibly reduced vision?
- Does it give the awkward first meeting structure so neither party has to carry it?
- Is it cheap and portable enough for a low-capital foundation launch with no infrastructure?

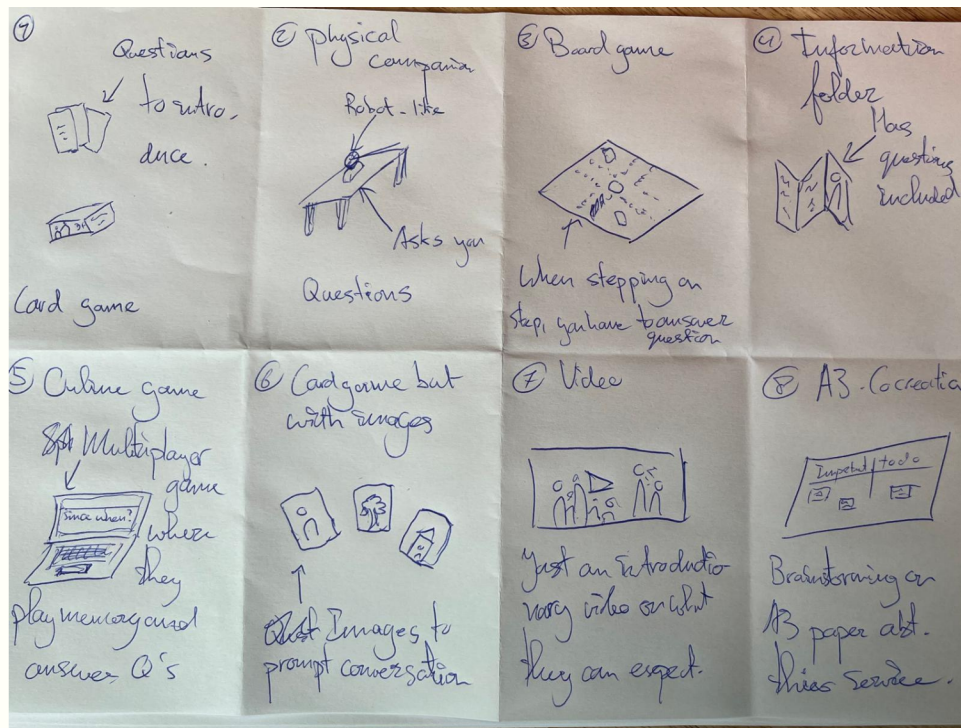


Figure 14: Crazy 8 ideation technique

A physical card deck allows to control that escalation. Different levels help steer the conversation from light to personal, and turn-taking keeps it balanced, so the first meeting is as reciprocal as possible. I weighed seven other media against the same five demands (see Table 2) and concluded that cards were the only option that met all of them. Accordingly, I developed the cards into different levels, gradually moving from lighter topics to more personal questions. Figure 15 shows a mockup of what a real deck would look like and Figures 16 till 24 show one card of each category. See appendix B for more details on the designing of the cards including all cards.

Medium	Controlled escalation	Symmetric disclosure	Accessible 75+	Gives structure	Cheap + portable
Physical card deck	✓	✓	✓	✓	✓
Physical companion	✓	✓	✓	✓	✗
Board game	✓	✓	~	✓	✓
Information folder	✗	✗	✓	~	✓
Online game	~	✓	✗	✓	✓
Image card game	✗	✓	✓	✓	✓
Video	✓	✗	~	✓	✓
A3 cocreation	✗	✓	~	~	✓

Table 2: Medium comparison



Figure 15: Mockup of card deck

The four categories follow the escalation logic from Aron et al. (1997). Introduction covers everyday, low-stakes topics in the present: who are you right now? What we share moves into memory and identity: who have you been? Boundaries then makes the more careful territory of limits and care discussable, and Conclusion closes the conversation by looking forward to what comes next. So the deck moves from present to past to relational to future, which lets both people deepen the conversation step by step instead of jumping straight to sensitive topics. The questions themselves were first tested in a quick session with Dick Rijsssemus, whose reactions led to early rewording before the more structured feedback rounds with Trudy van Helmond.

When testing the concept with Trudy van Helmond, her feedback helped improve it further. She emphasized that the wording needed to feel equal for both sides, so I changed the wording in Dutch from u (formal) to jullie (us). She also highlighted an important point: a positive first conversation should lead to clear agreements about what happens next which led to the next design decision.

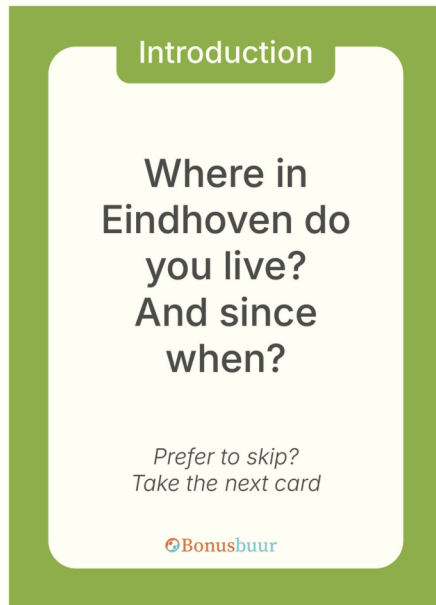


Figure 16: Introduction card

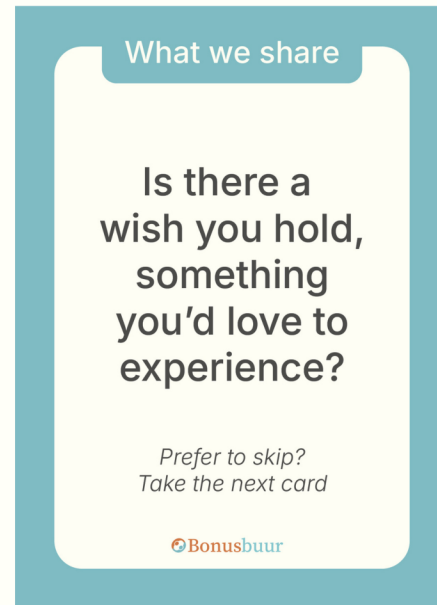


Figure 17: What we share card

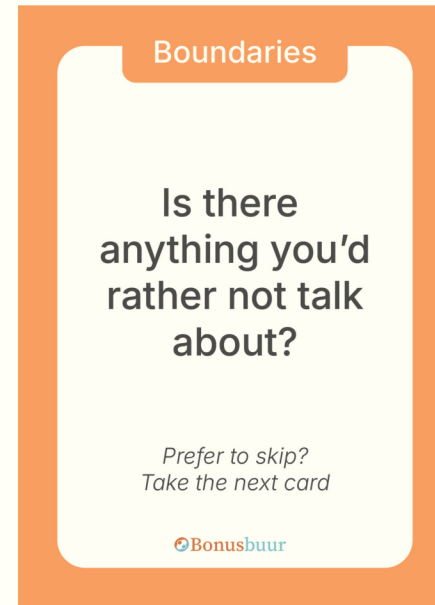


Figure 18: Boundaries card

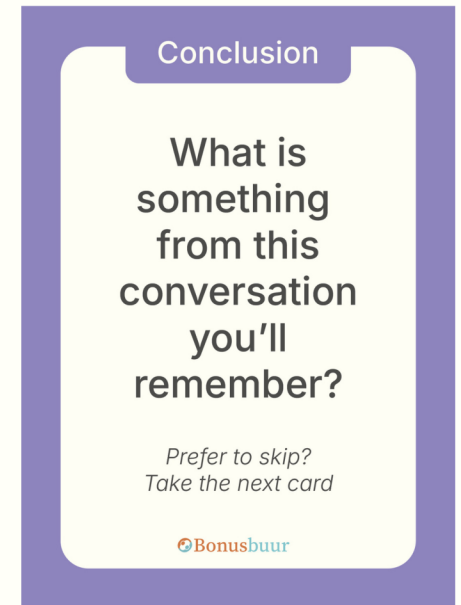


Figure 19: Conclusion card



Figure 20: Introduction card back



Figure 21: What we share card back



Figure 22: Boundaries card back



Figure 23: Conclusion card back

The scope agreement

To create clarity and avoid misunderstandings, I designed a scope agreement (see Appendix C) that clearly describes what the service does and does not include. Given previous insights, I deliberately designed it to be intergenerational rather than one-directional. Instead of only asking what kind of help the older person wants to receive, it also asks what they would like to give. Maybe a skill, a story, company or craft. This keeps the relationship reciprocal, and reinforces that the older person is a participant in the exchange, instead of just a recipient of care. So while the first meeting cards support relationship building, the scope agreement helps create clear and safe boundaries

The brand identity

Finally, the service needed an identity that signals trust. Most care organizations brand in warm reds and purples. To be recognizable yet distinct, I chose a calmer palette of light blue/teal and light brown on a soft cream background to feel fresh, trustworthy and approachable without becoming clinical. That is also the reason I went with a serif font for titles and sans serif font for body. The identity had to reassure both elderly people and families inviting someone into their home, and students judging whether this is a well-run organization worth joining (see Appendix D for the full visual identity exploration).

The website (bonusbuur.nl)

For the service to work, the three groups it depends on, elderly residents, their family, and students, first have to be able to find it. That is why I built a website. For elderly visitors the goal is simple: explain what the service offers, how it works, and who to call. For students the site does one thing more, letting them read about how it works and apply directly.

Because the elderly are the primary users, I designed for their needs first. The most important buttons are larger than 44 px, the minimum touch target for people with limited dexterity or other physical disabilities (Access Guide, 2026). From Ons Magazine (2026) I also learned that a digital service for this group should always offer a clear non-digital route alongside it, so I made sure a phone number stays clearly visible at all times.

For building it I chose WordPress over a prototyping tool like Figma. The reason is because I want Bonusbuur to become a real foundation, and WordPress let me actually publish the site instead of only mocking it up. I also wanted to learn to build it myself without using AI, so I used Elementor Pro, a drag-and-drop page-builder plug-in for WordPress that made assembling the components more manageable (see Figure 24).

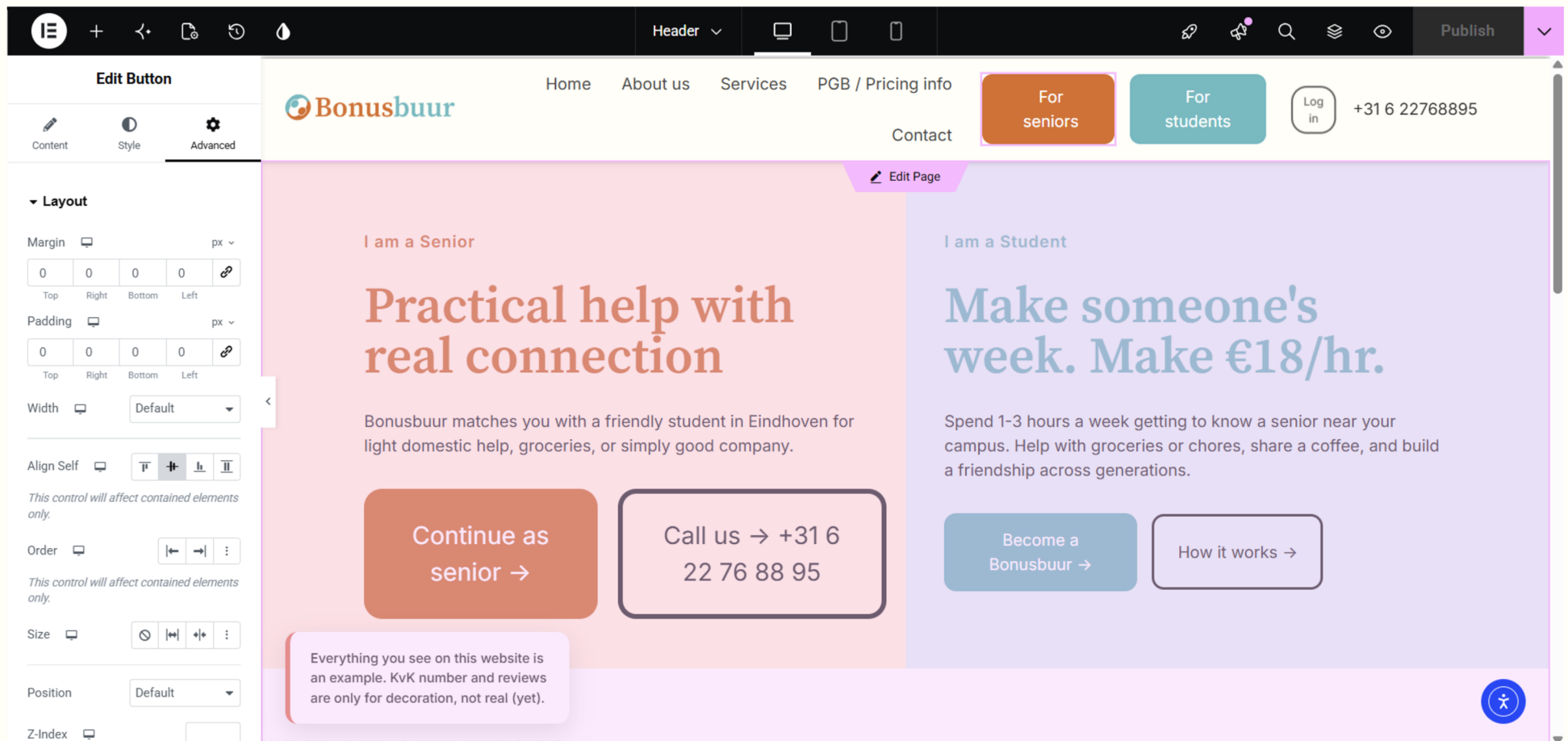


Figure 24: Page-builder Elementor in WordPress

Legal structure and ECTS exploration



A service can only work long-term if the people doing the work are compensated fairly and legally. For Bonusbuur, one of the biggest challenges was not deciding what students should earn, but figuring out how to compensate them in a way that remained affordable for elderly people and legally justified. During this phase, I mainly explored two directions: a direct-employment model and an additional form of non-financial compensation through the university.

At first, more obvious employment routes seemed promising, such as working with self-employed students (zzp) or using the Home Services Scheme (in Dutch *Regeling Dienstverlening aan Huis*). However, after further research, both options raised concerns. In practice, Bonusbuur would still determine things such as working hours, compensation and expectations, which creates risks of false self-employment. In addition, the Home Services Scheme would make the elderly person the legal employer, with them carrying the liability of the student. This was contradictory to the service, since one of the goals of Bonusbuur is to reduce burdens for older adults rather than create new responsibilities.

Because of this, I decided to work with a direct-employment model, where students are employed by Bonusbuur and receive €18 per hour, while the elderly person simply receives support without employer responsibilities. The hourly rate also needs to work for both students and elderly people. If the pay is too low, students are less likely to stay committed over time, which is important for building stable relationships with elderly people. It could also start to feel more like cheap labor than meaningful work. Besides, going lower, to €17 an hour, would undercut the roughly €18 that university jobs pay (Technificent, 2026) which is the realistic alternative Bonusbuur competes with for the same students. At the same time, paying more is not automatically better. A rate such as €25 per hour would become too expensive and move closer to professional home care prices, making subsidies less realistic. Even increasing the wage slightly to €19 would likely not make much difference for students, while it would increase costs for elderly people over time because their contribution scales with the hourly wage rather than being fully absorbed by subsidy (see Appendix E for full cost breakdown). Because of this, €18 felt like the right balance between fair pay for students, affordability for elderly people, and keeping the service financially realistic.

At the same time, this choice also created a financial challenge. Once employer costs, taxes and insurances are included, the actual cost becomes much higher than the hourly rate students receive. Based on conversations and research, I realized that many elderly people in the target group would not realistically be able to afford these costs themselves. This means that external

funding is necessary for the service to work financially.

This insight also influenced the legal structure of the concept. Bonusbuur was therefore designed to initially operate as a foundation with ANBI status (non-profit status for tax benefits), making it eligible for grants and donations. In the longer term, an operational BV (for-profit structure) could become relevant if the organization grows large enough. More details on this structure can be found in Appendix F.

The financial challenge also made me explore a second idea: compensation does not only have to be financial. If students could receive educational recognition, the work could remain valuable to them while lowering the financial barrier for elderly clients. This idea emerged during a meeting with an expert from the Health and Inclusive Design Squad, who suggested exploring ECTS as a possibility. To investigate this, I contacted Silvia Lenaerts, Rector Magnificus of TU/e, who referred me to Lilian Halsema, head of education policy. Through this conversation, I learned that students cannot simply receive ECTS for volunteer work. Credits must be connected to learning goals, university guidance and assessment. However, Halsema introduced me to Community Engaged Learning (CEL), which links academic learning to societal projects, as well as certificate systems that could still offer value without formal ECTS.

To better understand how CEL works, I spoke with someone at Utrecht University experienced in setting up similar programs. My key learning was that activities must directly connect to a study program. Now having a more concrete understanding and proposal, I contacted Lu Yuan who saw potential in the idea but advised starting smaller, through a pilot within the Transforming Practices and Health and Inclusive Design squads. After discussions with Gabriele Ferri who referred me to Eindhoven Engine, I am currently exploring this next step.



To validate the first meeting cards and the website, I conducted user tests with ten participants in total: a mix of six students and four elderly people. I tested with both groups separately multiple times. For the cards, I simulated a first meeting either between two participants or between myself and a participant, observing how the conversation developed. During each session, I used observation sheets and Likert scales to document both my observations and participant feedback.

It is important to be clear about what these tests could and could not show. The results suggested that the basic mechanics of the cards worked well. The turn-taking structure and gradual move from lighter to more personal questions helped keep conversations balanced and flowing naturally. However, the tests could not determine whether the cards actually help build trust or relationships better than a regular first meeting would. Answering that question would require testing real student-elderly matches over a longer period of time.

Within these limitations, the results were promising. Both students and elderly participants rated the cards positively on accessibility and their ability to stimulate conversation, which were the main goals of the test.

The website performed less well with elderly participants. Two of the four elderly participants had never used a laptop before, while the other two still experienced difficulties navigating the website. At the same time, the visible phone number did work well as an alternative contact route. This reinforced the importance of keeping a clear offline option available rather than assuming everyone can or wants to use a website.

Finally, at the end of each session I asked whether students and elderly participants would actually use the service if it launched. Four of the six students and all four elderly participants said they would. This interest showed up again on the final demo day, where I presented the complete service: the flyer, the poster, the website, the first meeting cards, the scope agreement and the service blueprint together as one experience (see Figure 25 and for more detail Appendix H). Several students spontaneously told me they would want to use Bonusbuur, and visitors could walk through a first meeting themselves. This is an encouraging signal of demand, even if it is a stated intention rather than proven behavior. Saying you would use a service is of course not the same as signing up for it once it exists.



Figure 25: Demo day set-up with me and Wim Smeets. Picture taken and used with consent.

Discussion

This project explored how an intergenerational service could be designed to address the informal care gap in Eindhoven. I will start with the most significant findings of the project. First of all, the informal care gap appears to be a real and specific issue. It mainly concerns practical, social and non-medical support that falls between professional home care and what family members can realistically provide. Professional home care mainly focuses on medical and indicated care, while family support is not always consistently available.

Second, I found that a relationship between student and older adult works best when it is mutual rather than one-sided. A service where both people share experiences and get something meaningful out of the interaction appeared to be more suitable than one where elderly people are only positioned as recipients of help.

Third, trust turned out to be essential. The first meeting cards helped create a structured and equal first meeting, while the scope agreement translated this first interaction into clear expectations and boundaries. Feedback from Trudy van Helmond especially reinforced the importance of creating this bridge between connection and clarity.

Finally, the research showed that employing students fairly and legally through direct employment is possible, but also financially challenging. Since the actual costs are higher than what many elderly households can realistically afford, the model would most likely depend on subsidies and investors during its early stages.

The research question asked how an intergenerational service could be designed to address the informal care gap, and this project resulted in Bonusbuur as a possible answer. At the same time, it is important to be realistic about what has and has not been validated. While individual parts of the service were tested and refined through interviews, user tests and stakeholder conversations, the service has not yet been tested as a complete system over a longer period of time. The first meeting cards, scope agreement and website received general positive feedback, and several care-related stakeholders and TU/e contacts expressed interest in further exploration. However, the concept has not yet been tested through real student and elderly matches over multiple weeks or months. Because of this, the long-term effects on social connection or pressure on the care system remain assumptions rather than proven outcomes.

Reflection on the Design Process

Looking back, the RTDP worked well as a guiding framework for this project. The reflective moments turned out to be the most valuable part of the process. They especially helped where I had to make difficult decisions, for example during the three reframes where evidence disproved assumptions. At the same time, I also noticed a weakness in how I used the process. While the RTDP promotes learning through making, I still often analysed first before making and testing. Especially in the first half of the project, while I was still ideating, I could have used more exploring through making. My instinct was to understand a direction well before committing it to a prototype, which I learned is a reasonable way to work too, but the RTDP suggests an opposite approach, where making becomes its own way of analysing and a rough object in front of a real person can teach you things analysis cannot. For example, instead of reasoning about if it made sense to design something that stimulated social interaction in trains, I could have built a quick prototype and watched how passengers responded. This went better later in the project where I tested low-fidelity versions of the first meeting cards for example.

Limitations and weaknesses

Furthermore several limitations should be acknowledged. Firstly, participants of interviews were mainly recruited through my network and organisations. This likely introduced a bias, since people who are already socially active or connected to my network may have been more open to such interviews. It also means the project may not have reached the most socially isolated elderly people, even though they are an important target group for a service like Bonusbuur. Second the number of participants was also limited, meaning the findings cannot be generalised to all elderly people in Eindhoven. Thirdly, the way I tested the first-meeting cards had two limitations. I ran the sessions in groups of either elderly participants or students, asking one person to roleplay the other side of the conversation rather than pairing a real elderly-student match. This meant I was observing a simulation of the first meeting, not the meeting itself. The social dynamic between a roleplaying peer and a stranger of another generation are not the same, so the reactions I saw may not reflect how the cards land in a real match. On top of this, most of the students I tested with were my own friends, which could have biased their feedback.

In addition, some of the early insights about different directions came from expert interviews rather than direct observations. This means that parts of the problem definition were initially shaped through the perspectives of others. And finally, the financial model is not yet fully self-sustaining. As of now, Bonusbuur would likely depend on subsidies, and questions such as whether a slightly higher hourly rate would improve feasibility still need further exploration.

Future Work

The most important next step is a field pilot in Eindhoven with five to ten real student-elderly matches in one neighbourhood, followed for at least three months. The pilot should measure whether relationships hold over time and how elderly participants experience the service in daily life. Besides, the financial model needs concrete funding partners so I plan to approach the municipality of Eindhoven (WMO innovation budgets) and local care funds, and to test whether a slightly higher hourly rate improves feasibility. Organisationally, this requires formalising the foundation with two additional board members and establishing screening and safeguarding procedures. The Community Engaged Learning route will be explored further through the pilot currently being discussed with Eindhoven Engine, and later extended toward Summa and Avans.

Conclusion

Overall, the project achieved most of what it set out to do. It answers the design question with a designed, pilot-ready service: Bonusbuur connects students with elderly people in the same neighbourhood to help address the informal care gap. If implemented well, it could help ease the everyday burden on families and the formal care system one neighbourhood at a time, while giving students a meaningful way to take part in their community.

The project was also a major learning experience for me as a designer. The different reframes throughout the process taught me to trust evidence over my first assumptions and to see changing direction as part of the process. I am especially happy that I learned to work with stakeholders more as collaborators than simply sources of information. I also learned a lot from exploring questions beyond the concept itself, such as legal, financial and organisational feasibility. This helped me better understand what it actually takes to turn an idea into something that could realistically exist.

Finally, the project helped me strengthen my identity of who I want to become: someone who wants to create actual societal impact through entrepreneurship and meaningful collaboration.

Acknowledgements

First, I would like to thank my coach Daisy Yoo for her excellent support throughout this project. She helped me understand my own design process more clearly, and her feedback consistently pushed the project to a higher level.

I also owe a great deal to Trudy van Helmond, whose knowledge of the problem space was invaluable and hard to find anywhere else. Beyond her expertise, I was always welcomed into De Meerpaal and she supported me at every turn.

My thanks also go to Wim Smeets for his amazing energy and wide network which opened doors to many of the people I spoke with, each of whom made the project stronger.

Finally, I am grateful to all of the other experts and participants who took the time to share their thoughts. The elderly residents, students, and professionals who spoke with me shaped this work in ways I could not have managed alone. This project would not have been possible without all of you.

AI Statement

I used Claude to help me improve the structure, grammar and sections of the text in this report, with prompts "Improve the structure and grammar of [text]" and "Help me rewrite [text]." In every case I provided the content, ideas, and direction myself, and I reviewed and edited the final text. The reasoning, design decisions, and conclusions are my own. I also used Claude to refine the text on the Bonusbuur website, using prompt: "Help me rewrite [text] using the tone of voice of Bonusbuur." I used Claude to help translate Dutch interview quotes and other Dutch material into English, which I checked for accuracy against the original. I used Gemini to generate the images of people shown on the flyer and the website.

In all cases, AI was used as a tool to support writing, translation, and visuals, not to generate the content, conclusions, or design of the project.

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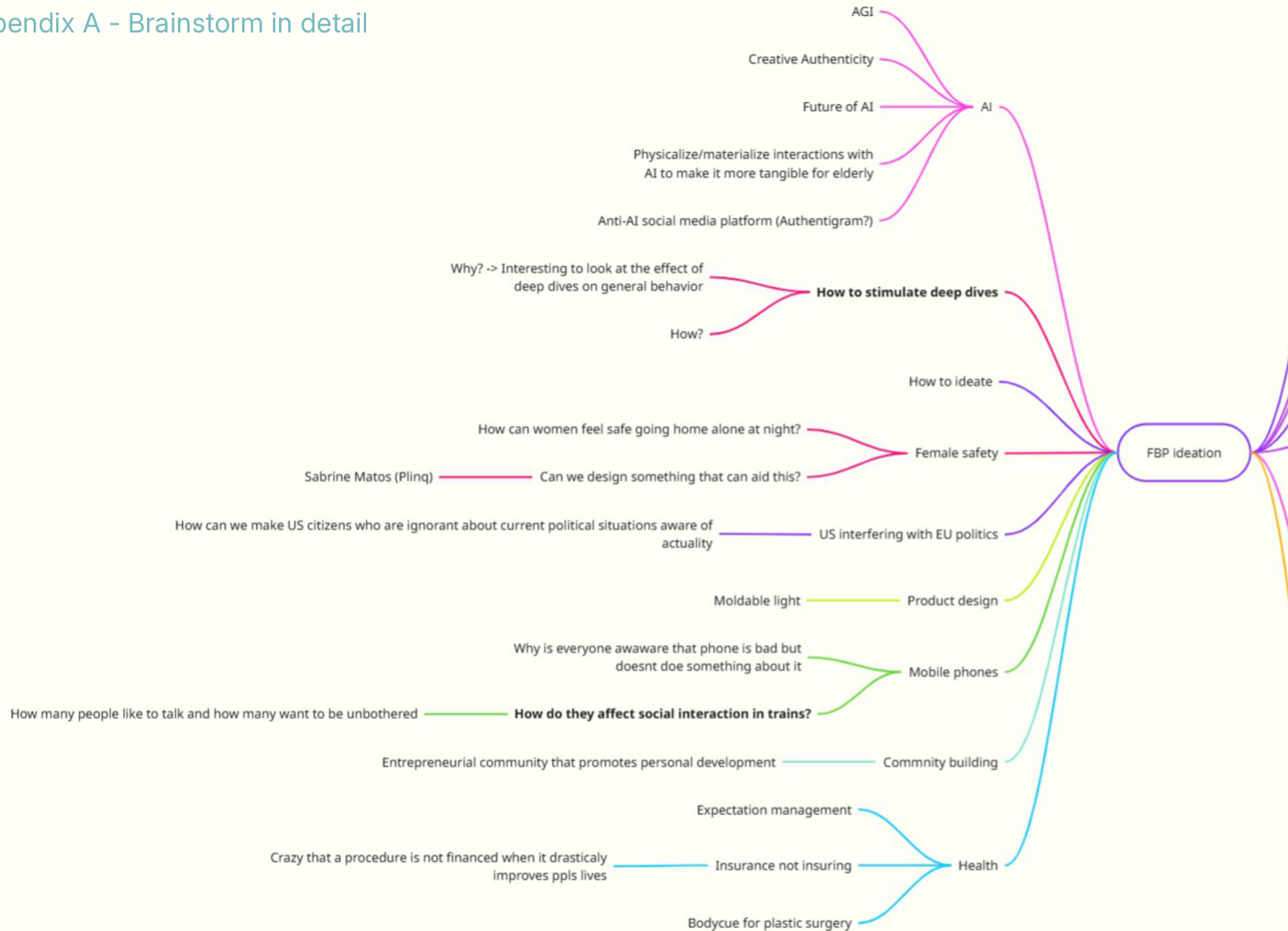
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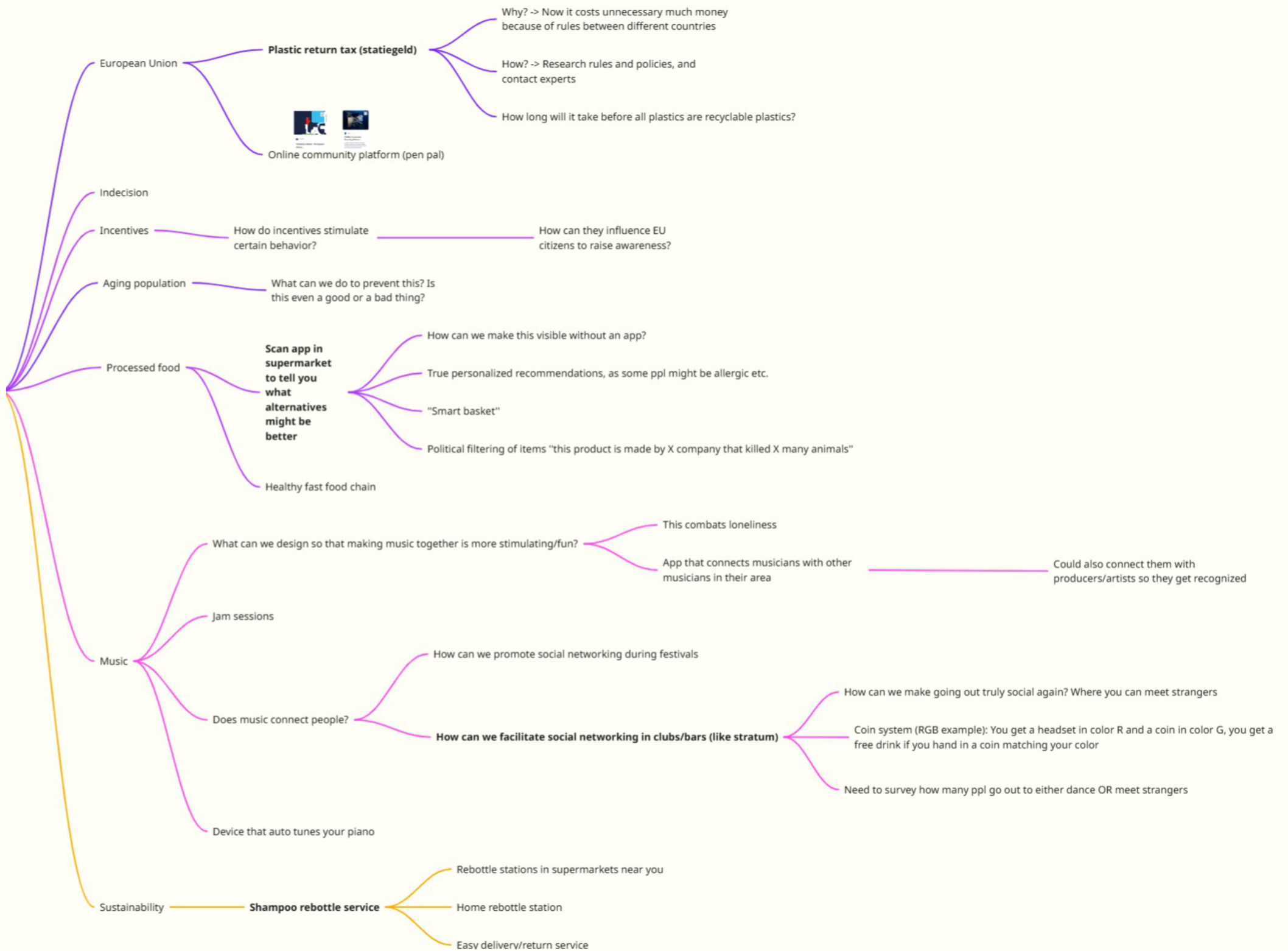
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Appendices

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Appendix A - Brainstorm in detail

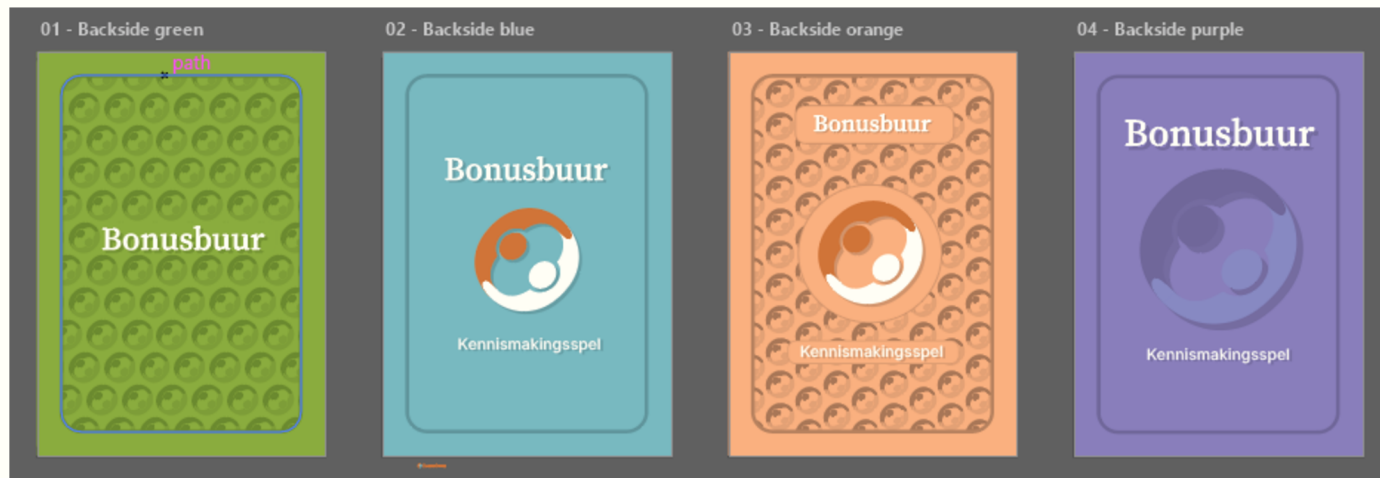




Appendix B - Design of first meeting cards



Form exploration. Choose for standing layout because of easier handling



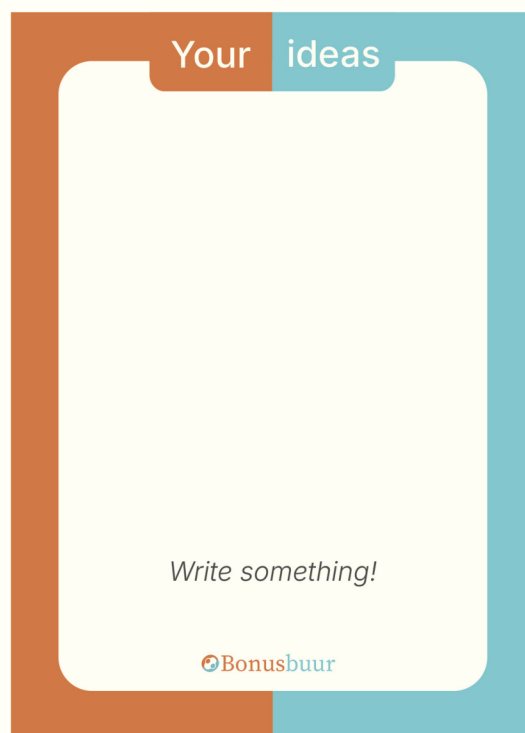
Back of cards exploration 1



Back of cards exploration 2



Back of demo day feedback card



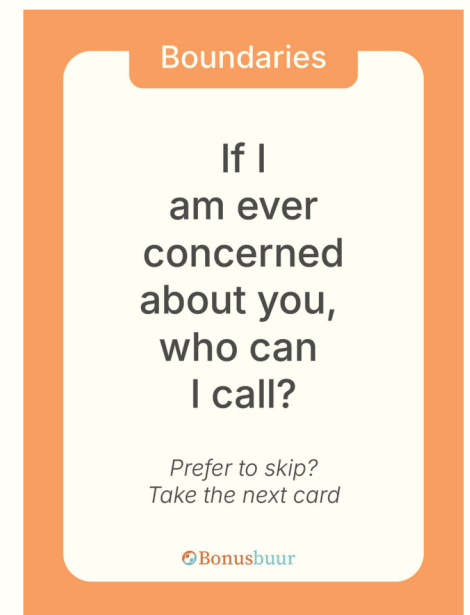
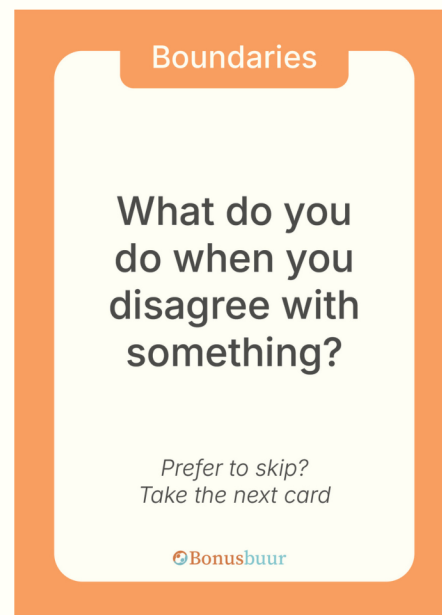
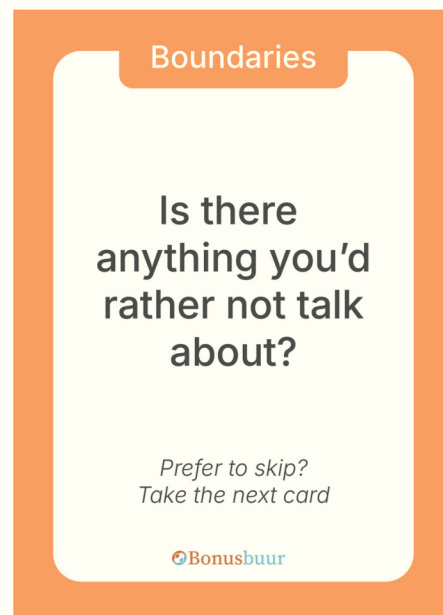
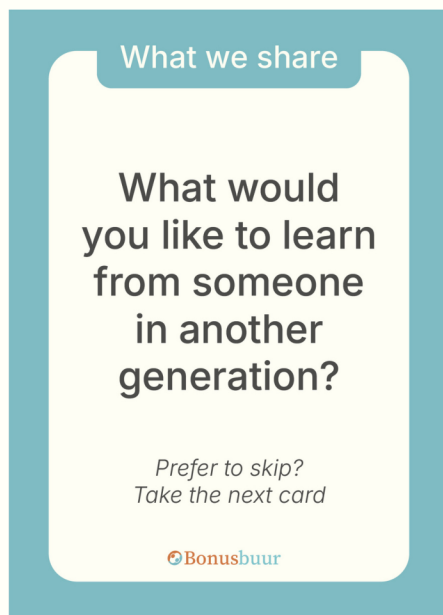
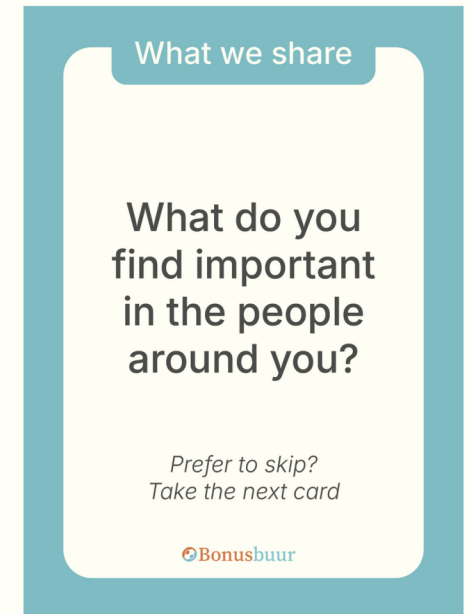
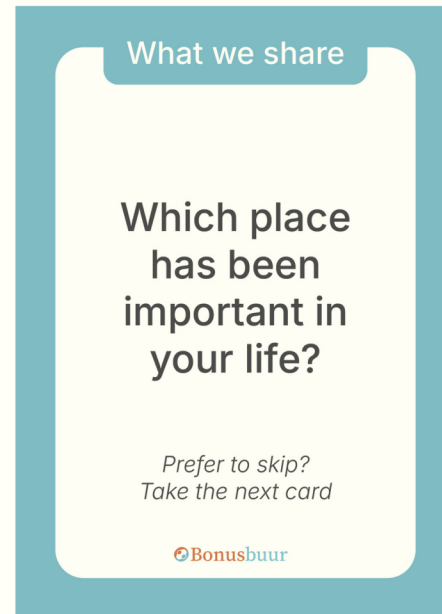
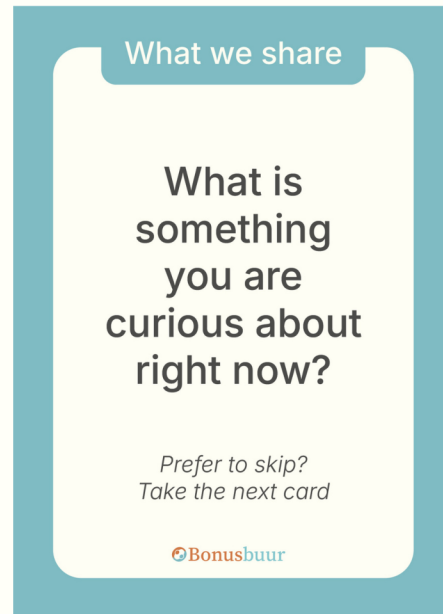
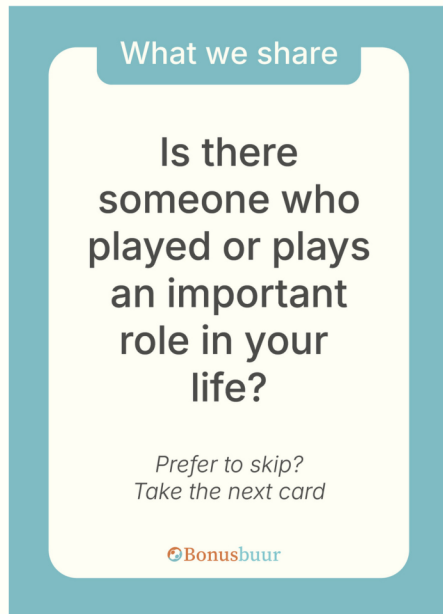
Front of demo day feedback card



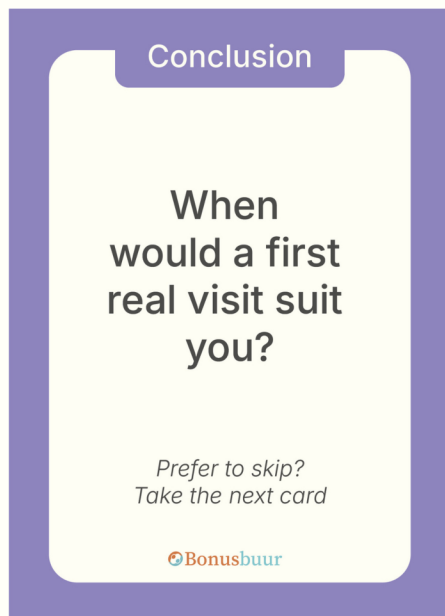
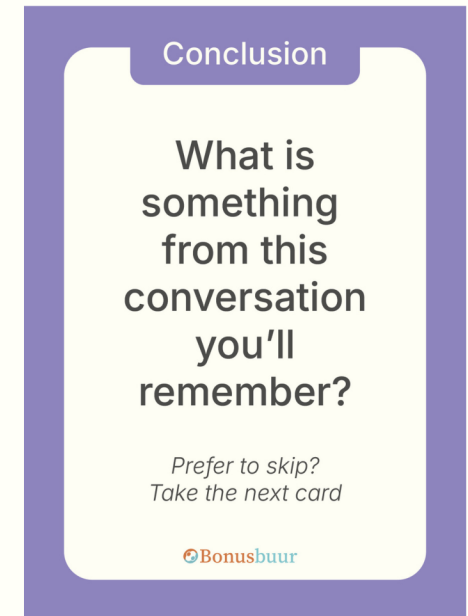
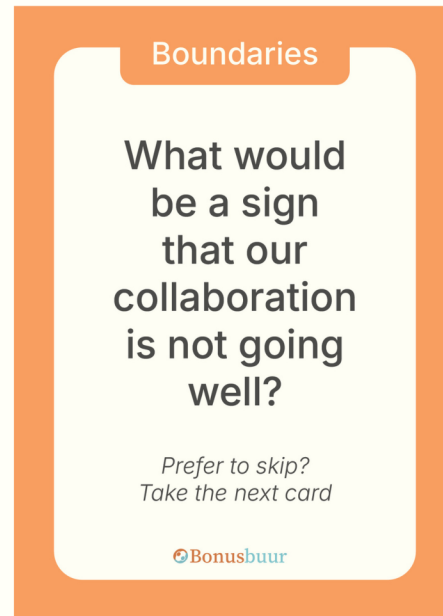
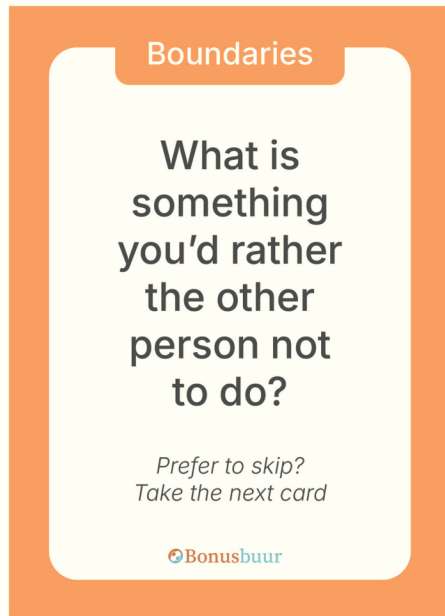
Final design of category Introduction



Final design of category What we share



Final design of category Boundaries



Final design of category Conclusion

The agreement card

We complete this document together during the first meeting, so that we both know what to expect. It is not a contract, but it is a serious agreement. Both parties receive a copy. If changes are needed later, we adjust the document together, in consultation with the coordinator.

Who we are**Client**

Name: _____

Address: _____

Phone: _____

Date of birth: _____

Student

Name: _____

Study: _____

Phone: _____

Email: _____

Coordinator

Name: _____

Phone: 040 - 123 4567

Email: info@bonusbuur.nl

Date of agreement: _____

Location of first meeting: _____

What we will do together

During the first meeting we discussed together what the student can help with. We summarise that below.

What the student can help with

- ☐ Help with phone, tablet or TV
- ☐ Accompaniment to appointments (general practitioner, hospital, municipality, other)
- ☐ Accompaniment for walks or social gatherings
- ☐ Grocery shopping or going to the store together
- ☐ Light household support (specify below)
- ☐ Help with paperwork or online forms
- ☐ Other: _____

What we do together

- ☐ Cooking or preparing a meal together, sharing recipes
- ☐ Looking through photos, music, or memories together
- ☐ A shared hobby or activity (cards, gardening, a craft, a game)
- ☐ Exploring the neighbourhood
- ☐ Learning from each other
- ☐ Companionship, a conversation, coffee together
- ☐ Other: _____

Specific agreements or preferences:

The senior can offer, but doesn't have to

(eg. a skill, historical knowledge, a recipe, life advice)

What we don't do

Bonusbuur is a supplement to professional care, not a replacement. The student therefore does not provide:

- Medical actions (wound care, injections, monitoring)
- Administering medication
- Heavy physical help or lifting
- Emergency response in medical situations. In an emergency, the student always calls 112

For this type of help, the general practitioner, district nurse, or a professional caregiver remain the right contact.

Special arrangement for personal care

Personal care (such as help with dressing or showering) is not automatically within the scope. If both parties wish to add this later, it only happens when:

- You have met at least twice and mutual trust is in place
- The student has completed a short training in personal care
- You sign an addendum to this agreement together with the coordinator

Until that point, the student does not provide this, even if asked.

Practical agreements

Frequency:

We agree that the student visits:

- ☐ Once a week
- ☐ Once every two weeks
- ☐ Once a month
- ☐ Other: _____

Duration per visit:

Hours: _____

Fixed day and time:

Day(s): _____

Time: _____

(This can be changed by mutual agreement if needed.)

How the student enters:

- ☐ Ringing the doorbell
- ☐ Knocking
- ☐ Calling
- ☐ Other: _____

Contact between visits

We agree that the student visits:

- ☐ Phone
- ☐ Text/app
- ☐ Only during visits, no contact in between
- ☐ Other: _____

Cancelling or rescheduling

If the student cannot come, she/he lets the client know as soon as possible: at least the evening before, except in case of illness or an acute problem.

The same applies if the client cannot make it. No reason needed.

First visit

Date: _____

Time: _____

Address: _____

Compensation

We have agreed that the client pays:

- ☐ €18,- per hour, through Bonusbuur
- ☐ Via Wmo-PGB, processed through the SVB
- ☐ Nothing, student gets ECTS from education (is still in exploration currently with the TU/e)
- ☐ Other: _____

Important contacts in emergencies

Who can we call if we are worried about the client?

Name: _____

Relationship: _____

Phone: _____

Clients general practitioner:

Name: _____

Phone: _____

In a medical emergency:

The student calls 112 immediately and stays with the client until professional help arrives. Afterwards, the student calls the coordinator and the contact person above.

Our boundaries

During the first meeting, we discussed what we'd rather not do or talk about. We record that here.

The client indicates:

The student indicates:

Signatures

By signing, we confirm that we have discussed these agreements together and that we are in agreement. We both understand that:

If son

Both par
feels un
first visit

- These agreements can be modified by mutual consultation
- We always treat each other respectfully
- We accept each other's boundaries
- In case of doubt or concern, we call the coordinator
- The match can be ended at any time by either of us

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Client

Name: _____

Signature: _____

Date: _____

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Student

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Name: _____

Signature: _____

Date: _____

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Both parties receive a signed copy. The original is kept in the Bonusbuur archive. Bonusbuur is a supplement to, not a replacement for, professional care.

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Signatures

By signing, we confirm that we have discussed these agreements together and that we are in agreement. We both understand that:

- These agreements can be modified by mutual consultation
- We always treat each other respectfully
- We accept each other's boundaries
- In case of doubt or concern, we call the coordinator
- The match can be ended at any time by either of us

Client

Name: _____

Signature: _____

Date: _____

Student

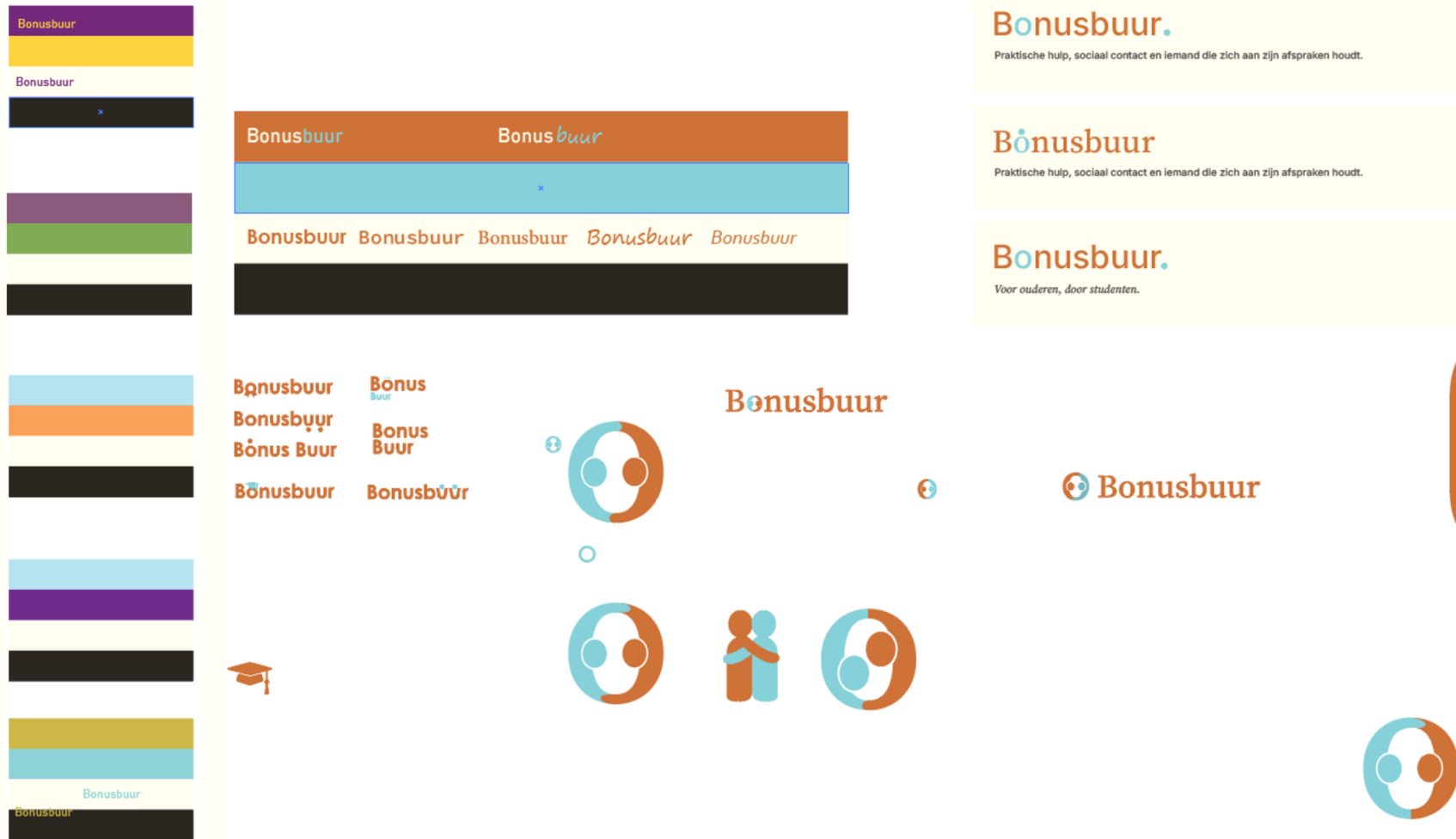
Name: _____

Signature: _____

Date: _____

*Both parties receive a signed copy. The original is kept in the Bonusbuur archive.
Bonusbuur is a supplement to, not a replacement for, professional care.*

Appendix D – Brand identity exploration

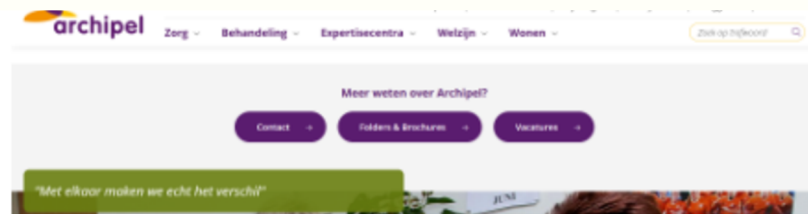


Color exploration

Font and logo exploration



Logo exploration



Competitor
analysis

Appendix E - Cost breakdown

Cost breakdown, keep in mind these are estimates according to Ondernemen Met Personeel (2026).

Layer 1: Loaded cost of 1 worked hour

Item	Rate 2026	Per hour
Gross wage	-	€18,00
Holiday allowance	8%	€1,44
WW premium (flex contract)	7.74%	€1,50
Aof premium (small employer)	6.26%	€1,22
Whk (insurance average WGA+ ZW)	1.52%	€0,30

Zvw employer fee	6.10%	€1,19
Subtotal		€23,65
Vacation-day accumulative		€1,44
Loaded cost per worked hour		+ - €25,00

Layer 2: Fixed organizational overhead

Beyond the loaded cost of each visit hour (Layer 1), Bonusbuur carries fixed costs that are not tied to a single visit. The main items, with indicative annual figures, are:

- Coordinator (1 FTE, loaded salary): €45.000-60.000/yr
- Liability and accident insurance (students entering homes): €1.500-3.000/yr
- VOG screening: €41 per student
- Website hosting, scheduling and payroll software: €3.000-6.000/yr
- Accountant / payroll service: €2.000-5.000/yr

The coordinator costs significantly the most, and its weight per visit hour depends entirely on how many active matches one coordinator can hold. At ~100 active matches ($\approx 9,600$ visit-hours/year) a €54,000 coordinator adds roughly €5.60 per hour; at ~40 matches ($\approx 3,800$ hours) it rises to roughly €14 per hour. So we need an efficient coordinator. That is why Layer 2 is not loaded onto the hourly rate. The elder's co-payment and per-hour subsidy cover Layer 1. Structural funding (municipal subsidy, ANBI donations, foundation grants) covers Layer 2. This keeps the per-hour price affordable for the elderly and reflects a standard social-enterprise cost split. All figures are my estimates who need an actual accountant's verification.

Appendix F - Legal analysis

This analysis is based on my own research as a designer and was used to support design decisions. It should not be seen as legal advice. Before launching Bonusbuur, the final structure should be checked with a legal expert and accountant. I explored three possible ways to employ students.

Self-employed students (zzp)

In this option, students would work as freelancers and invoice either Bonusbuur or the elderly person. However, Bonusbuur would still decide things such as working hours, pay, training and expectations. This creates a risk of false self-employment, meaning students would officially be freelancers while actually working like employees. This could lead to legal and financial risks. Because of this, I decided not to use this option.

Regeling Dienstverlening aan Huis

This scheme allows people to hire help at home with fewer employer responsibilities. However, it would make the elderly person the legal employer. This means they would become responsible for things such as sick pay and the working relationship. Since Bonusbuur aims to reduce pressure on older adults rather than add responsibilities, this option did not fit the concept.

Direct employment through Bonusbuur (chosen)

In the final model, students are directly employed by Stichting Bonusbuur at €18 per hour. Bonusbuur takes care of taxes, insurance and employer responsibilities (see Appendix A). This is the most expensive option, but also the safest and legally strongest. It protects both students and elderly people, while removing employer responsibilities from the older adult.

Organisation structure

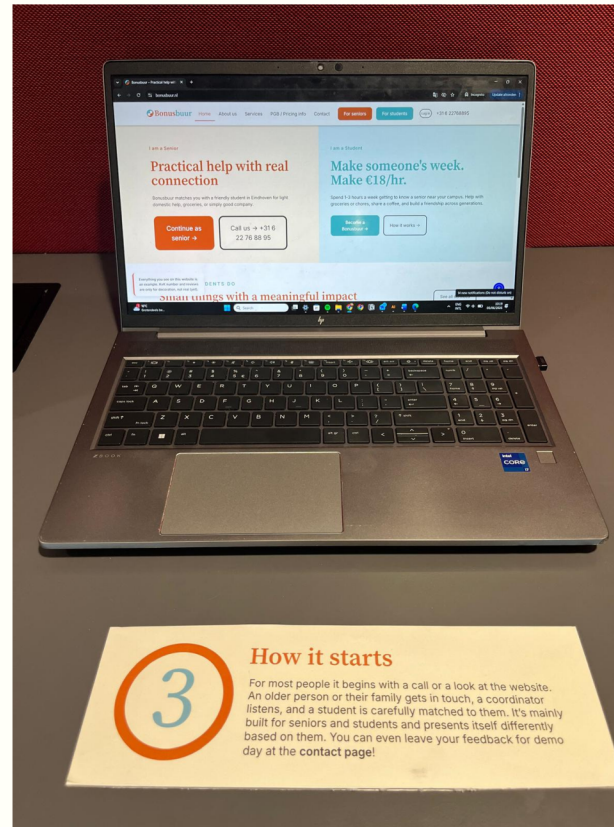
Bonusbuur would start as a stichting with ANBI status, allowing it to receive subsidies, grants and donations. Since elderly contributions alone are unlikely to cover all costs, this funding is important. If Bonusbuur grows in the future, a BV could later be added to separate commercial activities from the social mission. For example, municipalities, housing corporations or healthcare organisations could pay for larger partnerships or service packages through the BV. This would make Bonusbuur less dependent on subsidies alone and create more financial stability as the organisation grows. At the same time, keeping the foundation involved would help protect the social mission and ensure that impact remains more important than profit.

Appendix G - User test results

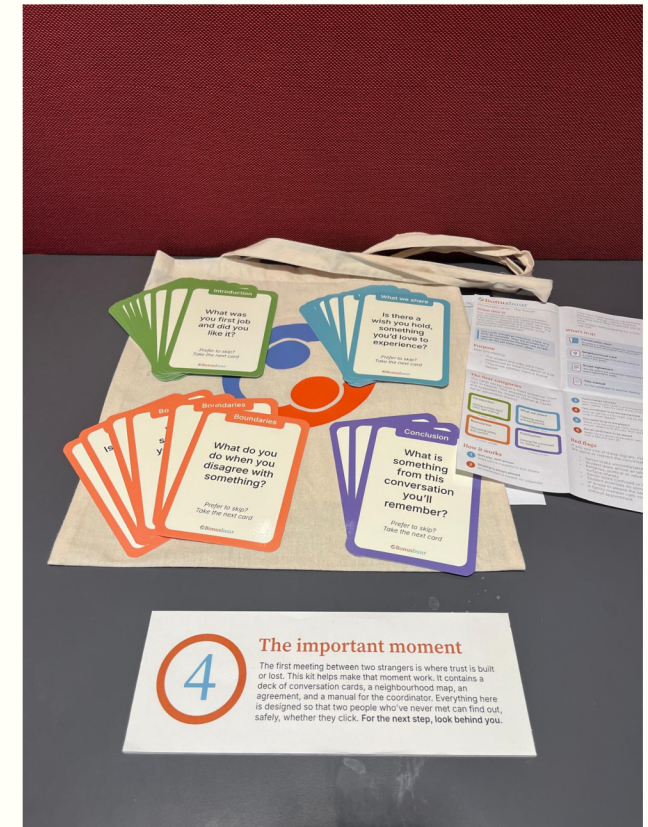
Appendix H - Final demo day photos



Flyer on demo day



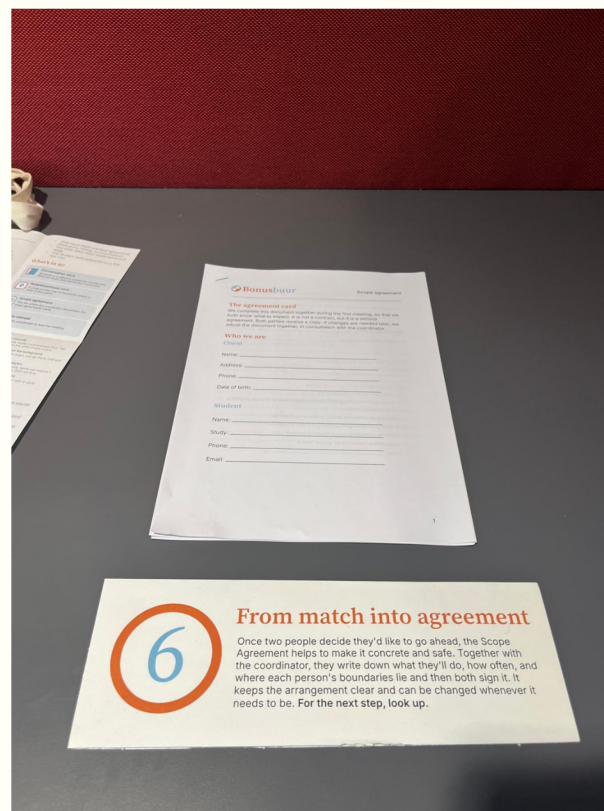
Website on demo day



First meeting cards on demo day



Experiencable first meeting cards on demo day



Scope agreement on demo day

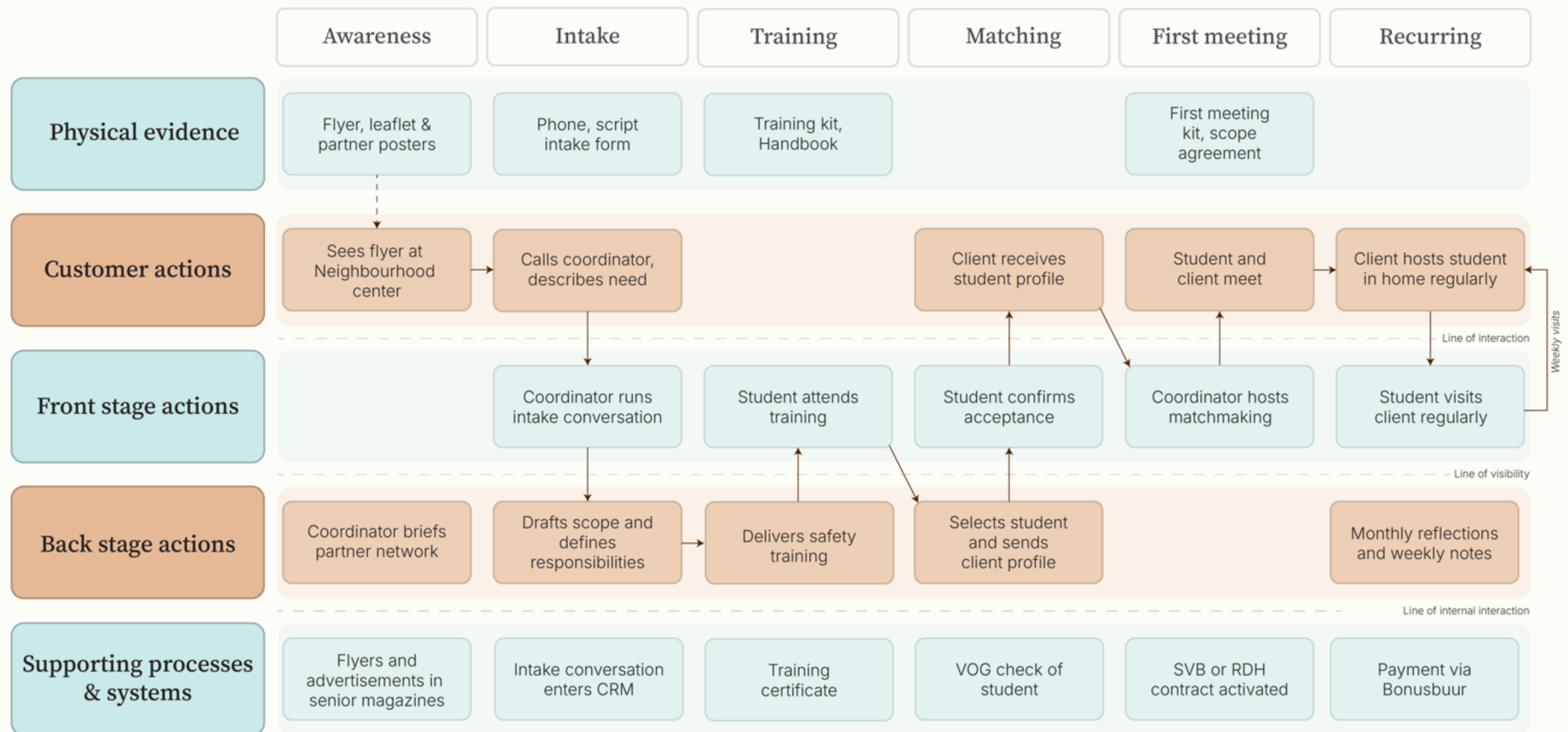


Feedback cards on demo day

Appendix I - Service Blueprint



Service Blueprint



Appendix J - First meeting cards manual

Bonusbuur

Introduction cards - The manual

What this is

The introduction cards are a conversation tool designed for the first meeting between a Bonusbuur student and an older adult who have been matched by the coordinator. The conversation takes place at home, in the presence of the coordinator.

The cards are not an interview, a test, or a form to complete. They are prompts for a natural conversation between two people who do not yet know each other.

Purpose

After this meeting:

- The student and older adult have established an initial foundation of trust
- They know whether there is mutual rapport

The four categories

The cards will be used in fixed sequence, from light to heavier. This sequence is intended and supported by research (Altman & Taylor, social-penetration theory).

Introduction

Getting to know each other, light sharing.

11 cards, green

What we share

Exploring values and background.

10 cards, blue

Boundaries

Discussing safety and comfort.

6 cards, orange

Conclusion

Closing the conversation, follow-up

3 cards, purple

How it works

- 1 Both play, both answer
Every card is a question to both players
- 2 Skipping is always allowed
No explanation is needed, nor judgement

- They have made practical agreements (frequency, timing, communication)
- The older adult feels respected and at ease
- The student feels prepared for a first real visit

What's in it?



Conversation deck

30 cards in 4 different categories: Introduction, What we share, Boundaries and Conclusion



Neighborhood card

A small printed map of Eindhoven which is used in this game



Scope agreement

The file where the coordinator documents the exact agreements made



This manual

For the coordinator to lead the meeting

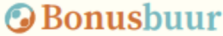
- 3 Turns change naturally
Who draws a card, reads it and answers first. The other replies. Then the other draws a card.
- 4 The coordinator is on the background
Don't sit still like it's an exam, just be there, chill and jump in when needed.
- 5 The speed is up to the players
There is no time limit per card. Some can lead to 1 minute, others to 10 minutes. Both are fine.
- 6 Not all cards have to be played
Better have a good conversation with 8 cards than a bad one with 25.

Red flags

If you see one of these signals, maybe pause the game or redirect the conversation.

- Senior looks uncomfortable but is kind
- Student does almost all talking
- Religious, political or value differences surface sharply
- Senior looks confused or not aware
- Student promises to do something outside of scope to please the senior
- A family member calls or comes in without appointment

Appendix K - Flyer



Someone reliable. Who comes by. Every week.

For as little as 18,- euro's an hour or via PGB!



Register
now!

Foundation Bonusbuur helps seniors connect with students in Eindhoven for light domestic help and social accompaniment

To find out more about Bonusbuur and our services,

visit **Bonusbuur.nl**
or call +31 6 22 76 88 95

©Bonusbuur 2026

For who is Bonusbuur?

Bonusbuur is for seniors in Eindhoven who could use some help. Maybe you recognize this:

"My daughter lives in Amsterdam and can't come by every week"

"Groceries are getting heavier, and I struggle to clean the house myself"

"It would be nice if someone could drop by just to talk to"

What do our students do?

What we do

- ✓ Help with mobile phone, tablet, tv etc.
- ✓ Accompaniment to appointments
- ✓ Groceries or light walk
- ✓ Light domestic help
- ✓ Help with getting dressed (if wished for)
- ✓ **Mainly:** company, a reliable and helpful visit

What we don't do

- ✗ Medical care or wound treatment
- ✗ Administer medicine
- ✗ Replacement of professional care
- ✗ Emergency response
- ✗ Tasks out of agreed scope

What now?

1. You call us, a coordinator listens to what you are looking for.
2. We look for a student, someone from Eindhoven who suits you (1-2 weeks)
3. We meet at your home or a neighbourhood centre with a coordinator.
4. The visits start. Every week, 1-3 hours per visit.

Appendix L - Benchmark gen AI and music elderly

	Wonderfoon	Smart Brooch	Music Memory Box	Ryan the Robot	ElliQ	Tessa (Tinybots)	Kletslijn	TDOOS	Memento	Dear family	ReminiRide	InTune
Music												
AI												
Remote communication												
Cheap				+~ 7000,-	800,-							
Low barrier												
Physical object	Rotary dial	Smart watch	Literal box	Big robot	Companion	Companion	Rotary dial	Cards	Booklet	Big box on wall	Box	Box
Aimed at elderly												

Ethics Review Template

Via this template you can create (or upload) your Ethics Review and request a review by the Ethical Review Board (ERB). This Ethical Review template should be completed for every research study that involves human participants or personal data.

Questions: If you have questions for the ethics committee, add them at the end of the form as a comment under "Activity".

Submit: Once you've completed the form, click "Submit". Your form will be automatically sent to the Ethics Review Board for revision.

1. Project Title *

FBP project Daniël de Goederen

2. Are you a? *

☒ Bachelor student

3. Name of the researcher (Student or Researcher) *

Goederen, Daniël de

4. Email of the researcher (Student or Researcher) *

d.x.d.goederen@student.tue.nl

When applicable, at least one supervisor should be mentioned.

5. Supervisor(s) Name(s)

Daisy Yoo

5a. Supervisor(s) email address(es)

d.yoo@tue.nl

Sharing: Add the person on the right side panel under the "Shared with" label (on low-resolution computers, this option appears at the end of the form).

6. Department *

Industrial Design (ID)

7. What is the purpose of this study? (select all that apply) *

- ☒ Educational purposes (as part of a course)
- ☒ Scientific purposes (possibly leading to a publication)

Ethical Review Board

8. What are your main research questions? *

How can we design tangible interactions that transform how elderly people maintain meaningful connections with caregivers, relatives, and friends in their everyday lives to support social interaction and wellbeing with the help of music?

9. Has your proposal already been approved by an external Ethical Review Board? *

☒ No

This means that your project has already been approved by an other Ethical Review Board (e.g. when you are collaborating with another university and the project has been approved by their Ethical Review Board, Medical Ethical Approval Board (METC) approvals, etc).

Device Information

10. Does your research include a device? *

☒ No

A device is a complete piece of **physical** hardware that is used to compute or support computer functions within a larger system.

Population & Measurement Information

15. Please check the box that indicates the relevant study population *

- ☒ General healthy population
- ☒ Other

15a. Please specify: *

Elderly

16. Age category of participants *

Ethical Review Board

- ☒ 18 years or older

17. Description of the research method and/or measurement (select all that applies) *

- ☒ (Semi-structured) interviews
☒ Group workshops/roundtable discussions
☒ Behavioral observations

Please attach any other relevant documentation (e.g. interview questions, survey questionnaire, text used for ads to recruit participants, text used for debriefings, etc.) to this ERB in question 18.

18. Please use this box to attach any other relevant documentation (e.g. interview questions, survey questionnaire, text used for ads to recruit participants, text used for debriefings, etc.) *

c1de3876-e2c0-457a-a92c-19f3e1a11b72

19. Describe the procedures, measurements, and stimuli/treatments used in your study. *

The participants will be asked questions during the interview.

Please describe:

What participants will do or experience.

What data will be collected (e.g., surveys, observations, physiological measures).

What tools or materials will be used (e.g., validated scales, prototypes, databases).

If your study involves multiple stages or methods, please describe each step chronologically.

20. Describe and justify the number of participants and observations for each stage of your study. *

I need at least 20 participants so I can get a realistic grasp of the needs and wants of my target audience. 10 won't be enough because it allows for too much uncertainty.

Please specify:

How many participants are needed per method and why?

Whether participants will be involved once or multiple times.

If different and/or multiple participant groups are involved in each study stages, please describe them all accordingly.

21. Explain why your research is societally important. What benefits and harm to society may result from the study? *

This research focuses on elderly people who live independently at home, a rapidly growing group due to ageing populations. Understanding their daily experiences, needs,

Ethical Review Board

and challenges is essential for improving quality of life, supporting independence, and reducing pressure on healthcare systems.

By giving older adults a voice, the study helps ensure that policies, services, and technologies are better aligned with real needs rather than assumptions.

On the downside discussing health, loneliness, or dependence could be difficult for some participants.

22. Describe the way participants will be recruited *

☒ Personal network

How do you plan to recruit participants for your study? Consider methods such as distributing flyers, leveraging personal networks, or using panels.

23. Will the participants give their consent – on a voluntary basis – either digitally or on paper? Or have they given consent in the past for the purpose of education or for re-use in line with the current research question? *

☒ Yes

23a. Are you using the TU/e consent templates? *

☒ Yes

You can find the TU/e consent templates by clicking [here](#).

23b. Please upload here your consent template *

550b4981-1e1e-4d53-bd92-0e2b5ec88f7b

23. Provide a statement of the risks regarding the safety or well-being (think about stress, extreme emotions, visual or auditory discomfort) that you expect for the participants or others involved in the study and how you plan to mitigate them. *

Explain these possible risks and describe the way these risks are mitigated. Also take into consideration any personal data you may gather and associated privacy issues.

Participation in this study involves minimal risk; however, some potential risks to participants' safety and well-being could be

- Discussing personal topics such as health, loneliness, or daily challenges may evoke mild stress or emotional reactions
- Elderly participants may experience tiredness during interviews, especially if conversations are lengthy or require concentration
- Participants may feel uncomfortable sharing personal or sensitive information
- If interviews are conducted in person or online, there may be minor visual or auditory strain (e.g., screen use, hearing effort)

Ethical Review Board

To minimize these risks, the following measures will be implemented:

- Participants will be clearly informed about the purpose, topics, and voluntary nature of the study before participation
- Participants can pause or stop the interview at any time without providing a reason
- Questions will be asked in a respectful and non-intrusive manner, and participants can skip any question they prefer not to answer
- Interviews will be kept to a reasonable length, with the option to take breaks or reschedule if needed
- All data will be anonymized and handled confidentially in accordance with data protection regulations
- Interviews will be conducted via the participant's preferred method (phone, in-person, or online) and adjusted for comfort (e.g., speaking clearly, ensuring good audio quality).

24. Please provide a brief statement of the risks associated with the privacy and breach of data collected from the participants and how you plan to mitigate them. *

This study involves collecting personal experiences and potentially sensitive information from participants, which introduces a risk of privacy breaches or unauthorized access to data.

To mitigate these risks, participants will be clearly informed about the purpose of the study, the type of data collected, and their rights before participation, ensuring informed consent. All data will be anonymized or pseudonymized where possible, and any identifying information will be stored separately from interview data. Data will be securely stored on password-protected systems and only accessible to the research team.

Additionally, data will not be shared with third parties without explicit consent.

Participants will also have the right to withdraw their data at any time.

Self-assessment checklist

Questions: If you have questions for the ethics committee, add them at the end of the form as a comment under "Activity".

Ethical Review Board

If you answer "Yes" in questions 26 to 35, your request will not be eligible for fast-track approval.

26. Does the study involve human material? (e.g., surgery waste material derived from non- commercial organizations such as hospitals) *

☐ No

27. Will blood or other (bio)samples be obtained from participants? (e.g., hair, sweat, urine or other bodily fluids or secretions, also external imaging of the body) *

☐ No

28. Are the participants, outside the context of the research, in a dependent or subordinate position to the investigator? *

☐ No

Consider conducting research involving your own students or employees. If there is a dependency or power imbalance between you and the research participants, your answer to the next question should be 'yes'.

29. Does the study involve participants who are particularly vulnerable or unable to give informed consent? *

☐ No

Vulnerable people: children (<16 years of age), people with learning difficulties, patients, people receiving counseling, people living in care or nursing homes, people recruited through self- help groups, etc.

30. Will participating in the research be burdensome? *

☐ No

For example: requiring participants to wear a device 24/7 for several weeks, filling in questionnaires for hours, traveling long distances to a research location, to be interviewed multiple times, etc.

31. May the research procedure cause harm or discomfort to the participant in any way? *

☐ No

Harm or discomfort examples; causing pain or more than mild discomfort, stress, anxiety, administering drinks, foods, drugs, showing explicit visual material, etc.

32. Will financial inducement (other than reasonable expenses and compensation for time) be offered to participants? *

☐ No

For an explanation of what is considered a reasonable compensation, see the topic [participant fees](#) from the HTI group.

Ethical Review Board

33. Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g., covert observation of people) *

☒ No

34. Will the study involve actively deceiving the participants? *

☒ No

35. Will participants be asked to discuss or report sexual experiences, religion, alcohol or drug use, suicidal thoughts, or other topics that are highly personal or intimate? *

☒ No

Will participants be deliberately falsely informed, will information be withheld from them, or will they be misled in such a way that they are likely to object or show unease when debriefed about the study

Think about your research population. For some participants, particular topics can be considered sensitive or intimate, whereas the same topics will not be perceived as such by other participants.

Click the "submit" button in order to send it for review, this will send a message to your **indicated supervisor** based on provided e-mail for approval.

Once your supervisor has approved, it will automatically proceed for review to the Ethical Review Board (ERB).

Please wait a minute or so and **refresh** the page manually to see the next steps.

Appendix M - ERB confirmation email 1



Automation for Jira 2026-04-08 15:12

Dear Goederen, Daniël de,

Your application  **ERB-1073: FBP project Daniël de Goederen** **GOEDGEKEURD** | FBP project Daniël de Goederen has been automatically approved by the ERB.

We assume that you have answered all questions correctly. We will perform regular spot-checks so you need to keep your documentation (informed consent forms, surveys/interview questions, description of experiment/prototype etc.) available for at least 6 months.

Good luck with your research and have a nice day!

Instructiepagina

Research consent form LR

Het doen van wetenschappelijk onderzoek is een publieke taak die de TU/e heeft op basis van de wet. Het verwerken van persoonsgegevens bij onderzoek valt daarom onder de wettelijke grondslag: publieke taak van de TU/e. In jouw project worden geen bijzondere categorieën van persoonsgegevens gebruikt (zie [FAQ](#)).

Dit toestemmingsformulier is voor onderzoek waarin reguliere persoonsgegevens worden gebruikt (zie [FAQ](#)). Als er bijzondere categorieën persoonsgegevens, waaronder bijvoorbeeld gezondheidsgegevens, binnen jouw onderzoek worden gebruikt, dan heb je een ander formulier nodig.

Gebruik van deze template

Volg dit template zo nauwkeurig mogelijk. Breng zo min mogelijk wijzigingen aan in de kernboodschap van het document. Maar pas de formulering, daar waar nodig aan voor jouw (potentiële) onderzoekspopulatie.

In de zijbalk staan invul-instructies. Verwijder deze opmerkingen uit het definitieve document. De geel gearceerde blokken geven aan bij welke onderdelen informatie moet worden toegevoegd, aangepast of geaccepteerd – afhankelijk van de relevantie binnen jouw onderzoeksproject.

Op basis van de informatie die aan (potentiële) deelnemers wordt verstrekt, worden zij in staat gesteld om een geïnformeerde beslissing te nemen over hun deelname aan jouw onderzoeksproject.

Informatie in delen

Het is belangrijk dat deelnemers alle relevante informatie ontvangen, maar dat hoeft niet allemaal in één keer. Denk bijvoorbeeld aan verschillende informatiemomenten, zoals:

- Flyers;
- Meer informatie op de website;
- Debriefings.

Integreren in websurvey etc.

Het is mogelijk dit formulier te integreren in een online websurvey. Zorg in dat geval dat dit formulier aan het begin van de survey wordt ingesloten op dezelfde pagina als de survey en gebruik geen weblink die leidt naar een aparte pagina. Zo voorkom je dat de deelnemers de informatie versnipperd moeten opzoeken.

Controle

Voltooi het formulier door gebruik te maken van track changes en deel deze vervolgens met de [data steward van jouw faculteit](#) ter review. Voor aanvullende ondersteuning en maatwerk kan eveneens contact opgenomen worden met de data steward.

Informatieblad voor onderzoek "[Hoe kunnen we tastbare interacties ontwerpen die veranderen hoe ouderen betekenisvolle verbindingen onderhouden met zorgverleners, familieleden en vrienden in hun dagelijks leven, om sociale interactie en welzijn te ondersteunen met behulp van muziek?]"

1. Inleiding

De Technische Universiteit Eindhoven (TU/e) nodigt u uit om deel te nemen aan het onderzoek met als doel om te verkennen hoe tastbare (fysieke) interacties ouderen kunnen ondersteunen bij het onderhouden van betekenisvolle sociale contacten met zorgverleners, familie en vrienden. Hierbij wordt onder anderen gekeken naar de rol van muziek als middel om verbinding, communicatie en welzijn in het dagelijks leven te versterken. Het onderzoek richt zich op het ontwikkelen van oplossingen die aansluiten bij de behoeften, mogelijkheden en leefwereld van ouderen, zodat zij zich meer verbonden en ondersteund kunnen voelen. U ontvangt deze uitnodiging omdat u binnen de doelgroep valt en naar u is doorverwezen via kennissen. U ontvangt voor deelname aan dit onderzoek geen vergoeding.

Meedoen aan dit **onderzoeksproject is uw keuze. Uw deelname is volledig vrijwillig** en brengt geen lichamelijke, juridische of financiële risico's met zich mee. U bent niet verplicht vragen te beantwoorden die u niet wilt beantwoorden en u kunt zich te allen tijde uit het onderzoek terugtrekken, zonder dat u hiervoor een reden moet geven. Niet deelnemen of stoppen met deelname na de start van het onderzoek, hebben geen nadelige gevolgen voor u.

Tijdens het onderzoek, kunnen vragen aan u worden gesteld die gaan over eenzaamheid of sociaal. Wij stellen u deze vragen uitsluitend in het belang van het onderzoeksproject.

Voordat u besluit, kunt u de volgende informatie doorlezen. Zodat u weet waar het onderzoek over gaat, wat er van u verwacht wordt en hoe wij omgaan met uw persoonsgegevens. Na het doornemen van deze informatie, kunt u zich aanmelden op het bijgevoegde formulier.

Als u vragen heeft, dan kunt u deze aan ons stellen (contact gegevens staan hieronder). Ook kunt u de informatie uit dit informatieblad bespreken met mensen die u vertrouwt.

2. Wie zijn wij?

Dit onderzoeksproject wordt uitgevoerd door:

Technische Universiteit Eindhoven (TU/e) De Groene Loper 3 5612 AE Eindhoven	Verantwoordelijk voor uw persoonsgegevens binnen het onderzoek
--	---

Contactgegevens

Daniël de Goederen	d.x.d.goederen@student.tue.nl
Privacy Operations	privacy@tue.nl
Functionaris Gegevensbescherming	dataprotectionofficer@tue.nl

3. Wat houdt deelname aan de studie in?

In het onderzoek gaan we uw persoonsgegevens op de volgende manier verzamelen:

- Een keer op locatie te komen zodat wij u kunnen interviewen uw ervaringen met sociale contacten, het gebruik van muziek in uw dagelijks leven en hoe u contact onderhoudt met zorgverleners, familie en vrienden.
- Eenmalige interview over uw ervaringen met sociale contacten, het gebruik van muziek in uw dagelijks leven en hoe u contact onderhoudt met zorgverleners, familie en vrienden. . Uw

antwoorden worden genoteerd/opgenomen via een audio-opname/video-opname. Er zal ook een transcript worden uitgewerkt van het interview.

4. Welke persoonsgegevens verzamelen en verwerken wij van u?

Wij verzamelen de volgende persoonsgegevens die noodzakelijk zijn voor het doel van het onderzoek:

Categorie	Persoonsgegevens	Doeleinde	Bewaartermijn
Contactinformatie	Naam, email, adres, woonplaats	Met u communiceren, u uitnodigen voor evenementen, analyseren van de geografische herkomst van participanten en zodat u uw privacyrechten kunt uitoefenen	3 maanden na gegevensverzameling.

Uw persoonsgegevens worden enkel bewaard voor de termijn zoals genoemd in de tabel hierboven. Het bewaren van uw gegevens helpt ons om aan onze wetenschappelijke verplichtingen te voldoen.

Na deze termijn worden uw persoonsgegevens verwijderd of geanonimiseerd, zodat deze niet meer aan u gelinkt kunnen worden. Tenzij u expliciet toestemming geeft voor het gebruiken van herkenbare gegevens over u (bijvoorbeeld als u wilt dat uw naam of uw quotes worden vermeld in publicaties).

5. Stopzetten deelname en uw rechten

Als u besluit uw deelname te stoppen, dan gebruiken wij uw persoonsgegevens vanaf dat moment niet meer in het onderzoek.

Indien u vragen of klachten heeft, of indien u uw deelname wilt stopzetten, dan kunt u contact opnemen met de Daniël de Goederen via de contactgegevens zoals vermeld in sectie 2 hierboven.

Met zorgen of vragen over de omgang met persoonsgegevens kunt u een mail sturen naar de Functionaris Gegevensbescherming via de contactgegevens vermeld in sectie 2 hierboven. Ook kunt u een klacht indienen bij de Autoriteit Persoonsgegevens.

U heeft het recht een verzoek tot inzage, wijziging, bezwaar, verwijdering of aanpassing van uw persoonsgegevens te doen. Dien uw verzoek in bij team Privacy Operations via de contactgegevens zoals vermeld in de tabel in sectie 2.

6. Basis voor het verwerken van uw persoonsgegevens

Wij verwerken uw persoonsgegevens omdat het onderdeel is van onze publieke taak als Universiteit om wetenschappelijk onderzoek te doen, zoals is vermeld in artikel 1.3 van de Wet Hoger onderwijs en Wetenschappelijk onderzoek. Bij onderzoek houden wij ons aan de geldende gedragscode voor wetenschappelijke integriteit en de richtlijnen voor onderzoek.

7. Wie heeft toegang tot uw persoonsgegevens?

Alleen geautoriseerde medewerkers die betrokken zijn bij het onderzoek hebben toegang tot uw persoonsgegevens als dit nodig is voor hun taken. De geautoriseerde medewerkers behandelen uw persoonlijke gegevens vertrouwelijk.

8. Toekomstig onderzoek

Tijdens het onderzoeksproject kan blijken dat uw persoonsgegevens ook nuttig zijn voor nieuw, maatschappelijk relevant onderzoek. Wij hergebruiken uw gegevens in dat geval graag voor het nieuwe onderzoek. Dit gebeurt alleen als (1) de gegevens echt nodig zijn, (2) de erkende ethische normen voor wetenschappelijk onderzoek worden gevolgd en (3) als de nieuwe onderzoeksdoeleinden overeenkomen met de bestaande onderzoeksdoeleinden. Als uw gegevens worden gebruikt in toekomstig onderzoek, dan nemen wij alle redelijke stappen om u hierover te informeren. U kunt bezwaar maken tegen het gebruik van uw gegevens voor nieuw onderzoek.

Wij kunnen geanonimiseerde gegevens gebruiken voor nieuwe doeleinden, zoals onderzoek of onderwijs. Wij zullen er in dat geval voor zorgen dat de gegevens niet aan u gelinkt kunnen worden en we zullen niets vrijgeven waarin u herkenbaar bent.

Dit onderzoeksproject is beoordeeld en goedgekeurd door de ethische commissie van de Technische Universiteit Eindhoven.

***** Scroll naar beneden voor het toestemmingsformulier *****

Toestemmingsformulier onderzoek volwassene

Door dit formulier te ondertekenen verklaar ik:

1. Ik heb voldoende informatie over het onderzoeksproject uit het losse informatieblad gehaald. Ik heb het informatieblad gelezen en heb daarna de kans gehad om vragen te stellen. De vragen zijn naar tevredenheid beantwoord.
2. Ik neem vrijwillig deel aan dit onderzoeksproject. Er is geen expliciete of impliciete druk voor mij om deel te nemen aan dit onderzoeksproject. Ik begrijp dat ik op elk moment kan stoppen met deelname, zonder uit te moeten leggen waarom en ik hoef geen vragen te beantwoorden die ik niet wil beantwoorden.
3. Ik weet dat mijn persoonsgegevens worden verzameld en gebruikt voor het onderzoeksproject, zoals is uitgelegd in bijgevoegd informatieblad.

Daarnaast geef ik toestemming voor de volgende onderdelen van het onderzoek:

4. Ik geef de onderzoeker toestemming om mijn persoonsgegevens, waaronder bijvoorbeeld audio-opnames, antwoorden of quotes die ik gaf tijdens het onderzoek, te gebruiken in publicaties en/of in presentaties – zonder daarbij mijn naam te vermelden.

JA ☐ NEE ☐

5. Ik geef toestemming om mijn echte naam te vermelden in de publicaties en/of presentaties bij de onder 4 bedoelde [audio-opnames, antwoorden of quotes die ik gaf tijdens het onderzoek].

JA ☐ NEE ☐

Naam Deelnemer:

Naam Onderzoeker: **Daniël de Goederen**

Handtekening:

Handtekening: 

Datum:

Datum: **04/04/2026**

Ethical Review Board

Ethics Review Template

Via this template you can create (or upload) your Ethics Review and request a review by the Ethical Review Board (ERB). This Ethical Review template should be completed for every research study that involves human participants or personal data.

Questions: If you have questions for the ethics committee, add them at the end of the form as a comment under "Activity".

Submit: Once you've completed the form, click "Submit". Your form will be automatically sent to the Ethics Review Board for revision.

1. Project Title *

FBP project Daniël de Goederen

2. Are you a? *

☒ Bachelor student

3. Name of the researcher (Student or Researcher) *

Goederen, Daniël de

4. Email of the researcher (Student or Researcher) *

d.x.d.goederen@student.tue.nl

When applicable, at least one supervisor should be mentioned.

5. Supervisor(s) Name(s)

Daisy Yoo

5a. Supervisor(s) email address(es)

d.yoo@tue.nl

Sharing: Add the person on the right side panel under the "Shared with" label (on low-resolution computers, this option appears at the end of the form).

6. Department *

Industrial Design (ID)

7. What is the purpose of this study? (select all that apply) *

- ☒ Educational purposes (as part of a course)
- ☒ Scientific purposes (possibly leading to a publication)

Ethical Review Board

8. What are your main research questions? *

How can a community-anchored, intergenerational service be designed to address the informal care gap between professional thuiszorg and family support for elderly residents in Eindhoven?

9. Has your proposal already been approved by an external Ethical Review Board? *

☒ No

This means that your project has already been approved by an other Ethical Review Board (e.g. when you are collaborating with another university and the project has been approved by their Ethical Review Board, Medical Ethical Approval Board (METC) approvals, etc).

Device Information

10. Does your research include a device? *

☒ No

A device is a complete piece of **physical** hardware that is used to compute or support computer functions within a larger system.

Population & Measurement Information

15. Please check the box that indicates the relevant study population *

☒ Students

☒ Other

15a. Please specify: *

Both students and elderly

16. Age category of participants *

Ethical Review Board

- ☒ 18 years or older

17. Description of the research method and/or measurement (select all that applies) *

- ☒ (Semi-structured) interviews
☒ Surveys
☒ Group workshops/roundtable discussions
☒ Behavioral observations
☒ User testing

Please attach any other relevant documentation (e.g. interview questions, survey questionnaire, text used for ads to recruit participants, text used for debriefings, etc.) to this ERB in question 18.

18. Please use this box to attach any other relevant documentation (e.g. interview questions, survey questionnaire, text used for ads to recruit participants, text used for debriefings, etc.) *

a3ce7075-a081-4265-baf6-4459f2b87c88, 6aae2556-6d27-489e-8230-eb50c1336b3e

19. Describe the procedures, measurements, and stimuli/treatments used in your study. *

I will interview both students and elderly (separately) where I introduce them to a first meeting kit including conversation starter cards. The questions on these cards will be light, not emotionally deep.

Please describe:

What participants will do or experience.

What data will be collected (e.g., surveys, observations, physiological measures).

What tools or materials will be used (e.g., validated scales, prototypes, databases).

If your study involves multiple stages or methods, please describe each step chronologically.

20. Describe and justify the number of participants and observations for each stage of your study. *

I want to speak to 4 elderly and 4 students, I don't have time for more and 4 is enough to get information about how the conversation cards are performing (user testing) and what needs to be improved

Please specify:

How many participants are needed per method and why?

Whether participants will be involved once or multiple times.

If different and/or multiple participant groups are involved in each study stage, please describe them all accordingly.

21. Explain why your research is societally important. What benefits and harm to society may result from the study? *

Ethical Review Board

My research is societally important because it addresses a growing gap between professional thuiszorg (structurally understaffed, with one-third of providers regularly delivering fewer hours than indicated, per SiRM/ActiZ 2023) and informal mantelzorg (with severely overburdened mantelzorgers rising from 14% to 22% between 2020 and 2024, per RIVM/GGD GHOR 2024). By interviewing my target audience I can improve the first meeting kit including the prompt cards, which allows me to better tailor them to their needs, improving succesful matches and generating trust between students and elderly during their first meeting. Risks might be that conversations can lead to personal topics which might cause small discomfort.

22. Describe the way participants will be recruited *

☒ Personal network

How do you plan to recruit participants for your study? Consider methods such as distributing flyers, leveraging personal networks, or using panels.

23. Will the participants give their consent – on a voluntary basis – either digitally or on paper? Or have they given consent in the past for the purpose of education or for re-use in line with the current research question? *

☒ Yes

23a. Are you using the TU/e consent templates? *

☒ Yes

You can find the TU/e consent templates by clicking [here](#).

23b. Please upload here your consent template *

b43891a9-10d5-49ca-9db8-e57bcce14f35

23. Provide a statement of the risks regarding the safety or well-being (think about stress, extreme emotions, visual or auditory discomfort) that you expect for the participants or others involved in the study and how you plan to mitigate them. *

Explain these possible risks and describe the way these risks are mitigated. Also take into consideration any personal data you may gather and associated privacy issues.

Participants may experience mild discomfort or fatigue during the session, particularly older adults who may tire more easily during conversation. Some prompt cards could touch on personal topics (life experiences, neighbourhood memories, daily routines) that may evoke unexpected emotions. There is also a minor risk of social discomfort during the simulated kennismaking with an unfamiliar conversation partner.

Mitigation:

Ethical Review Board

- Each card carries an explicit opt-out instruction ("Liever overslaan? Pak de volgende kaart") so participants never feel obligated to answer
- The researcher is present throughout the session and monitors for signs of discomfort or fatigue
- Participants are reminded before starting that they can pause, take breaks, or stop the session at any moment without consequence
- All prompts have been reviewed in advance to exclude sensitive topics (health, finances, loss, religion, politics)
- Sessions are scheduled in a familiar, comfortable location with water and tea available
- After the session, the researcher checks in with each participant before ending

24. Please provide a brief statement of the risks associated with the privacy and breach of data collected from the participants and how you plan to mitigate them. *

This study involves collecting personal experiences and potentially sensitive information from participants, which introduces a risk of privacy breaches or unauthorized access to data. To mitigate these risks, participants will be clearly informed about the purpose of the study, the type of data collected, and their rights before participation, ensuring informed consent. All data will be anonymized or pseudonymized where possible, and any identifying information will be stored separately from interview data. Data will be securely stored on password-protected systems and only accessible to the research team. Additionally, data will not be shared with third parties without explicit consent. Participants will also have the right to withdraw their data at any time.

Self-assessment checklist

Questions: If you have questions for the ethics committee, add them at the end of the form as a comment under "Activity".

If you answer "Yes" in questions 26 to 35, your request will not be eligible for fast-track approval.

26. Does the study involve human material? (e.g., surgery waste material derived from non-commercial organizations such as hospitals) *

☐ No

Ethical Review Board

27. Will blood or other (bio)samples be obtained from participants? (e.g., hair, sweat, urine or other bodily fluids or secretions, also external imaging of the body) *

☒ No

28. Are the participants, outside the context of the research, in a dependent or subordinate position to the investigator? *

☒ No

Consider conducting research involving your own students or employees. If there is a dependency or power imbalance between you and the research participants, your answer to the next question should be 'yes'.

29. Does the study involve participants who are particularly vulnerable or unable to give informed consent? *

☒ No

Vulnerable people: children (<16 years of age), people with learning difficulties, patients, people receiving counseling, people living in care or nursing homes, people recruited through self-help groups, etc.

30. Will participating in the research be burdensome? *

☒ No

For example: requiring participants to wear a device 24/7 for several weeks, filling in questionnaires for hours, traveling long distances to a research location, to be interviewed multiple times, etc.

31. May the research procedure cause harm or discomfort to the participant in any way? *

☒ No

Harm or discomfort examples; causing pain or more than mild discomfort, stress, anxiety, administering drinks, foods, drugs, showing explicit visual material, etc.

32. Will financial inducement (other than reasonable expenses and compensation for time) be offered to participants? *

☒ No

For an explanation of what is considered a reasonable compensation, see the topic [participant fees](#) from the HTI group.

33. Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g., covert observation of people) *

☒ No

34. Will the study involve actively deceiving the participants? *

☒ No

Will participants be deliberately falsely informed, will information be withheld from them, or will they be misled in such a way

Ethical Review Board

35. Will participants be asked to discuss or report sexual experiences, religion, alcohol or drug use, suicidal thoughts, or other topics that are highly personal or intimate? *

☐ No

that they are likely to object or show unease when debriefed about the study

Think about your research population. For some participants, particular topics can be considered sensitive or intimate, whereas the same topics will not be perceived as such by other participants.

Click the "submit" button in order to send it for review, this will send a message to your **indicated supervisor** based on provided e-mail for approval.

Once your supervisor has approved, it will automatically proceed for review to the Ethical Review Board (ERB).

Please wait a minute or so and **refresh** the page manually to see the next steps.

Appendix P - ERB confirmation email 2



smbdataintelligencel@tue.nl RDI Lab 2026-05-22 10:41

Dear Daniël Goederen, de,

Your application  **ERB-1369: FBP project Daniël de Goederen** **GOEDGEKEURD** | FBP project Daniël de Goederen has been automatically approved by the ERB.

We assume that you have answered all questions correctly. We will perform regular spot-checks so you need to keep your documentation (informed consent forms, surveys/interview questions, description of experiment/prototype etc.) available for at least 6 months.

Good luck with your research and have a nice day!

Instructiepagina

Research consent form LR

Het doen van wetenschappelijk onderzoek is een publieke taak die de TU/e heeft op basis van de wet. Het verwerken van persoonsgegevens bij onderzoek valt daarom onder de wettelijke grondslag: publieke taak van de TU/e. In jouw project worden geen bijzondere categorieën van persoonsgegevens gebruikt (zie [FAQ](#)).

Dit toestemmingsformulier is voor onderzoek waarin reguliere persoonsgegevens worden gebruikt (zie [FAQ](#)). Als er bijzondere categorieën persoonsgegevens, waaronder bijvoorbeeld gezondheidsgegevens, binnen jouw onderzoek worden gebruikt, dan heb je een ander formulier nodig.

Gebruik van deze template

Volg dit template zo nauwkeurig mogelijk. Breng zo min mogelijk wijzigingen aan in de kernboodschap van het document. Maar pas de formulering, daar waar nodig aan voor jouw (potentiële) onderzoekspopulatie.

In de zijbalk staan invul-instructies. Verwijder deze opmerkingen uit het definitieve document. De geel gearceerde blokken geven aan bij welke onderdelen informatie moet worden toegevoegd, aangepast of geaccepteerd – afhankelijk van de relevantie binnen jouw onderzoeksproject.

Op basis van de informatie die aan (potentiële) deelnemers wordt verstrekt, worden zij in staat gesteld om een geïnformeerde beslissing te nemen over hun deelname aan jouw onderzoeksproject.

Informatie in delen

Het is belangrijk dat deelnemers alle relevante informatie ontvangen, maar dat hoeft niet allemaal in één keer. Denk bijvoorbeeld aan verschillende informatiemomenten, zoals:

- Flyers;
- Meer informatie op de website;
- Debriefings.

Integreren in websurvey etc.

Het is mogelijk dit formulier te integreren in een online websurvey. Zorg in dat geval dat dit formulier aan het begin van de survey wordt ingesloten op dezelfde pagina als de survey en gebruik geen weblink die leidt naar een aparte pagina. Zo voorkom je dat de deelnemers de informatie versnipperd moeten opzoeken.

Controle

Voltooi het formulier door gebruik te maken van track changes en deel deze vervolgens met de [data steward van jouw faculteit](#) ter review. Voor aanvullende ondersteuning en maatwerk kan eveneens contact opgenomen worden met de data steward.

Informatieblad voor onderzoek "[How can a community-anchored, intergenerational service be designed to address the informal care gap between professional thuiszorg and family support for elderly residents in Eindhoven?]"

1. Inleiding

De Technische Universiteit Eindhoven (TU/e) nodigt u uit om deel te nemen aan het onderzoek met als doel om te verkennen Hoe lokale, intergenerationele dienstverlening ouderen kan ondersteunen bij praktische, sociale en alledaagse behoeften die buiten de professionele thuiszorg vallen door studenten uit de buurt te koppelen aan ouderen voor regelmatige, betrouwbare ondersteuning. Hierbij wordt onder andere gekeken naar de rol van structureerde kennismakings-momenten, gespreksondersteuning en tastbare service-artefacten (zoals kaarten en afspraakdocumenten) in het opbouwen van vertrouwen tussen vreemden van verschillende generaties. Het onderzoek richt zich op het ontwikkelen van een dienst die aansluit bij de behoeften, mogelijkheden en leefwereld van ouderen in Woensel-Zuid, zodat zij praktische hulp en sociaal contact ontvangen die hun zelfstandigheid en welzijn ondersteunen als aanvulling op, niet vervanging van, professionele zorg en mantelzorg. U ontvangt deze uitnodiging omdat u binnen de doelgroep valt en naar u is doorverwezen via kennissen. U ontvangt voor deelname aan dit onderzoek geen vergoeding.

Meedoen aan dit **onderzoeksproject is uw keuze. Uw deelname is volledig vrijwillig** en brengt geen lichamelijke, juridische of financiële risico's met zich mee. U bent niet verplicht vragen te beantwoorden die u niet wilt beantwoorden en u kunt zich te allen tijde uit het onderzoek terugtrekken, zonder dat u hiervoor een reden moet geven. Niet deelnemen of stoppen met deelname na de start van het onderzoek, hebben geen nadelige gevolgen voor u.

Tijdens het onderzoek, kunnen vragen aan u worden gesteld die gaan over sociaal contact. Wij stellen u deze vragen uitsluitend in het belang van het onderzoeksproject.

Voordat u besluit, kunt u de volgende informatie doorlezen. Zodat u weet waar het onderzoek over gaat, wat er van u verwacht wordt en hoe wij omgaan met uw persoonsgegevens. Na het doornemen van deze informatie, kunt u zich aanmelden op het bijgevoegde formulier.

Als u vragen heeft, dan kunt u deze aan ons stellen (contact gegevens staan hieronder). Ook kunt u de informatie uit dit informatieblad bespreken met mensen die u vertrouwt.

2. Wie zijn wij?

Dit onderzoeksproject wordt uitgevoerd door:

Technische Universiteit Eindhoven (TU/e) De Groene Loper 3 5612 AE Eindhoven	Verantwoordelijk voor uw persoonsgegevens binnen het onderzoek
--	---

Contactgegevens

Daniël de Goederen	d.x.d.goederen@student.tue.nl
Privacy Operations	privacy@tue.nl
Functionaris Gegevensbescherming	dataprotectionofficer@tue.nl

3. Wat houdt deelname aan de studie in?

In het onderzoek gaan we uw persoonsgegevens op de volgende manier verzamelen:

- Een keer op locatie te komen zodat wij samen met u de kennismakingskaarten van Bonusbuur kunnen testen, een set gesprekskaarten die wordt gebruikt tijdens de eerste ontmoeting tussen een oudere en een student. U speelt het kaartspel met een student en/of de onderzoeker,

waarna wij u kort interviewen over uw ervaringen met de kaarten, de vragen, en hoe het gesprek voor u voelde.

- Eenmalige sessie waarin u de kennismakingskaarten gebruikt in een nagespeelde eerste ontmoeting, gevolgd door een kort interview over uw ervaringen: welke kaarten goed werkten, welke ongemakkelijk waren, of het tempo passend was, en of u zich op uw gemak voelde tijdens het gesprek. Uw antwoorden worden genoteerd/opgenomen via een audio-opname/video-opname. Er zal ook een transcript worden uitgewerkt van het interview en de sessie.

4. Welke persoonsgegevens verzamelen en verwerken wij van u?

Wij verzamelen de volgende persoonsgegevens die noodzakelijk zijn voor het doel van het onderzoek:

Categorie	Persoonsgegevens	Doeleinde	Bewaartermijn
Contactinformatie	Naam, email, adres, woonplaats	Met u communiceren, u uitnodigen voor evenementen, analyseren van de geografische herkomst van participanten en zodat u uw privacyrechten kunt uitoefenen	3 maanden na gegevensverzameling.

Uw persoonsgegevens worden enkel bewaard voor de termijn zoals genoemd in de tabel hierboven. Het bewaren van uw gegevens helpt ons om aan onze wetenschappelijke verplichtingen te voldoen.

Na deze termijn worden uw persoonsgegevens verwijderd of geanonimiseerd, zodat deze niet meer aan u gelinkt kunnen worden. Tenzij u expliciet toestemming geeft voor het gebruiken van herkenbare gegevens over u (bijvoorbeeld als u wilt dat uw naam of uw quotes worden vermeld in publicaties).

5. Stopzetten deelname en uw rechten

Als u besluit uw deelname te stoppen, dan gebruiken wij uw persoonsgegevens vanaf dat moment niet meer in het onderzoek.

Indien u vragen of klachten heeft, of indien u uw deelname wilt stopzetten, dan kunt u contact opnemen met Daniël de Goederen via de contactgegevens zoals vermeld in sectie 2 hierboven.

Met zorgen of vragen over de omgang met persoonsgegevens kunt u een mail sturen naar de Functionaris Gegevensbescherming via de contactgegevens vermeld in sectie 2 hierboven. Ook kunt u een klacht indienen bij de Autoriteit Persoonsgegevens.

U heeft het recht een verzoek tot inzage, wijziging, bezwaar, verwijdering of aanpassing van uw persoonsgegevens te doen. Dien uw verzoek in bij team Privacy Operations via de contactgegevens zoals vermeld in de tabel in sectie 2.

6. Basis voor het verwerken van uw persoonsgegevens

Wij verwerken uw persoonsgegevens omdat het onderdeel is van onze publieke taak als Universiteit om wetenschappelijk onderzoek te doen, zoals is vermeld in artikel 1.3 van de Wet Hoger onderwijs en Wetenschappelijk onderzoek. Bij onderzoek houden wij ons aan de geldende gedragscode voor wetenschappelijke integriteit en de richtlijnen voor onderzoek.

7. Wie heeft toegang tot uw persoonsgegevens?

Alleen geautoriseerde medewerkers die betrokken zijn bij het onderzoek hebben toegang tot uw persoonsgegevens als dit nodig is voor hun taken. De geautoriseerde medewerkers behandelen uw persoonlijke gegevens vertrouwelijk.

8. Toekomstig onderzoek

Tijdens het onderzoeksproject kan blijken dat uw persoonsgegevens ook nuttig zijn voor nieuw, maatschappelijk relevant onderzoek. Wij hergebruiken uw gegevens in dat geval graag voor het nieuwe onderzoek. Dit gebeurt alleen als (1) de gegevens echt nodig zijn, (2) de erkende ethische normen voor wetenschappelijk onderzoek worden gevolgd en (3) als de nieuwe onderzoeksdoeleinden overeenkomen met de bestaande onderzoeksdoeleinden. Als uw gegevens worden gebruikt in toekomstig onderzoek, dan nemen wij alle redelijke stappen om u hierover te informeren. U kunt bezwaar maken tegen het gebruik van uw gegevens voor nieuw onderzoek.

Wij kunnen geanonimiseerde gegevens gebruiken voor nieuwe doeleinden, zoals onderzoek of onderwijs. Wij zullen er in dat geval voor zorgen dat de gegevens niet aan u gelinkt kunnen worden en we zullen niets vrijgeven waarin u herkenbaar bent.

Dit onderzoeksproject is beoordeeld en goedgekeurd door de ethische commissie van de Technische Universiteit Eindhoven.

***** Scroll naar beneden voor het toestemmingsformulier *****

Toestemmingsformulier onderzoek volwassene

Door dit formulier te ondertekenen verklaar ik:

1. Ik heb voldoende informatie over het onderzoeksproject uit het losse informatieblad gehaald. Ik heb het informatieblad gelezen en heb daarna de kans gehad om vragen te stellen. De vragen zijn naar tevredenheid beantwoord.
2. Ik neem vrijwillig deel aan dit onderzoeksproject. Er is geen expliciete of impliciete druk voor mij om deel te nemen aan dit onderzoeksproject. Ik begrijp dat ik op elk moment kan stoppen met deelname, zonder uit te moeten leggen waarom en ik hoef geen vragen te beantwoorden die ik niet wil beantwoorden.
3. Ik weet dat mijn persoonsgegevens worden verzameld en gebruikt voor het onderzoeksproject, zoals is uitgelegd in bijgevoegd informatieblad.

Daarnaast geef ik toestemming voor de volgende onderdelen van het onderzoek:

4. Ik geef de onderzoeker toestemming om mijn persoonsgegevens, waaronder bijvoorbeeld audio-opnames, antwoorden of quotes die ik gaf tijdens het onderzoek, te gebruiken in publicaties en/of in presentaties – zonder daarbij mijn naam te vermelden.

JA ☐ NEE ☐

5. Ik geef toestemming om mijn echte naam te vermelden in de publicaties en/of presentaties bij de onder 4 bedoelde [audio-opnames, antwoorden of quotes die ik gaf tijdens het onderzoek].

JA ☐ NEE ☐

Naam Deelnemer:

Naam Onderzoeker: **Daniël de Goederen**

Handtekening:

Handtekening: 

Datum:

Datum: **17/05/2026**