

IDE Master Graduation

Project team, Procedural checks and personal Project brief

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

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

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

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

STUDENT DATA & MASTER PROGRAMME

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



family name Mastenbroek

initials N.F. given name Noor

student number 4536258

street & no. [REDACTED]

zipcode & city [REDACTED]

country [REDACTED]

phone [REDACTED]

email [REDACTED]

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

IDE master(s): IPD Dfl SPD

2nd non-IDE master: _____

individual programme: - - (give date of approval)

honours programme: Honours Programme Master

specialisation / annotation: Medisign

Tech. in Sustainable Design

Entrepreneurship

SUPERVISORY TEAM **

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

** chair Annemiek van Boeijen dept. / section: HCD/DA

** mentor Stella Boess dept. / section: HCD/AED

2nd mentor Marthe van Gils

organisation: De Veldacademie

city: Rotterdam country: The Netherlands

comments
(optional)
:
:
:

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



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



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

APPROVAL PROJECT BRIEF

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

chair Annemiek van Boeijen date - - signature _____

CHECK STUDY PROGRESS

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

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

YES all 1st year master courses passed

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

NO missing 1st year master courses are:

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

name _____ date - - signature _____

FORMAL APPROVAL GRADUATION PROJECT

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

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

Content: APPROVED NOT APPROVED

Procedure: APPROVED NOT APPROVED

comments

name _____ date - - signature _____

Welcome to the neighborhood

project title

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

start date 17 - 10 - 2022

20 - 03 - 2023

end date

INTRODUCTION **

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

This project will be done in collaboration with De Veldacademie.

This organization has formed a research platform for socio-spatial urban development, initially to create a link between the municipality of Rotterdam and educational institutes. By now, a broad network is established of public and private actors, students, professionals, and residents themselves. Currently, the '10-year resilient BoTu 2028 neighbourhood development program' is active in Bospolder-Tussendijken. This has two goals: (1) to become the first resilient neighborhood in Rotterdam and (2) to make the neighborhoods rise on the Social Index (Gemeente Rotterdam, 2022) to the Rotterdam average. Veldacademie monitors neighborhood development in BoTu as part of the Resilient BoTu 2028 program and therefore looks at how (community) resilience is developing in the neighbourhood. This is mainly about how local networks develop; an important indicator of (community) resilience (see more at verhalenvanbotu.nl, 2022)

De Veldacademie applies the method called research through design and works according to an action research method. This means that the goal is to not only gain something from the research, but also bring it into account and contribute. Research through design is a method where the findings are directly tested in practice to find out what works – here, the residents are engaged to act as consultants. This knowledge platform is created to contribute to build a better city, with the strive for community resilience. Many projects and local initiatives have been realized as a result of this.

De Veldacademie has asked to focus on several neighbourhoods in Rotterdam: BoTu and M4H as seen in Figure 1. In both neighbourhoods, a development program is in process and De Veldacademie is monitoring the district developments. These areas are high in diversity and experience continuous change, which adds to the challenge of achieving community resilience. Part of the aim for resilience is ensuring that current residents are adapting to the change in composition of the neighborhood and this includes acceptance of this change.

For this project, I will be focussing on newcomers in the area.

The refugee system is a complex one and consists of several phases (see Figure 2). As of January 1st 2022, the new Integration Law has been deployed (Ministerie van Sociale Zaken en Werkgelegenheid, 2022). The type of integration/naturalization - which is often focused on learning the language - is now dependent on the newcomer and designed to be more personalized. Next to that, it has been decided that municipalities play a bigger part in this process and are responsible for the guidance during the integration phase (phase highlighted in pink in Figure 2). This asks for adaptation from multiple parties which results in new challenges, such as that the integration process will now be dependent on the assigned municipality of the newcomer.

Overall it is argued that the process stills lacks the support for newcomers to build a social network. In an article in De Groene Amsterdammer, founder René Frissen comments that the new law is still focused on naturalization and not on integration: "Newcomers in the Netherlands are still having a hard time due to the lack of a proper integration policy. The final goal, letting people participate in society, is therefore not met."

This graduation project will research: how newcomers can fruitfully manifest themselves in the neighbourhood of BoTu and M4H with regards to the New Integration Law. The project is intended to gain insights on the effect of the New Integration Law on changes in the process, the participation of the neighbourhood in welcoming newcomers and what is needed to facilitate this.

space available for images / figures on next page

introduction (continued): space for images

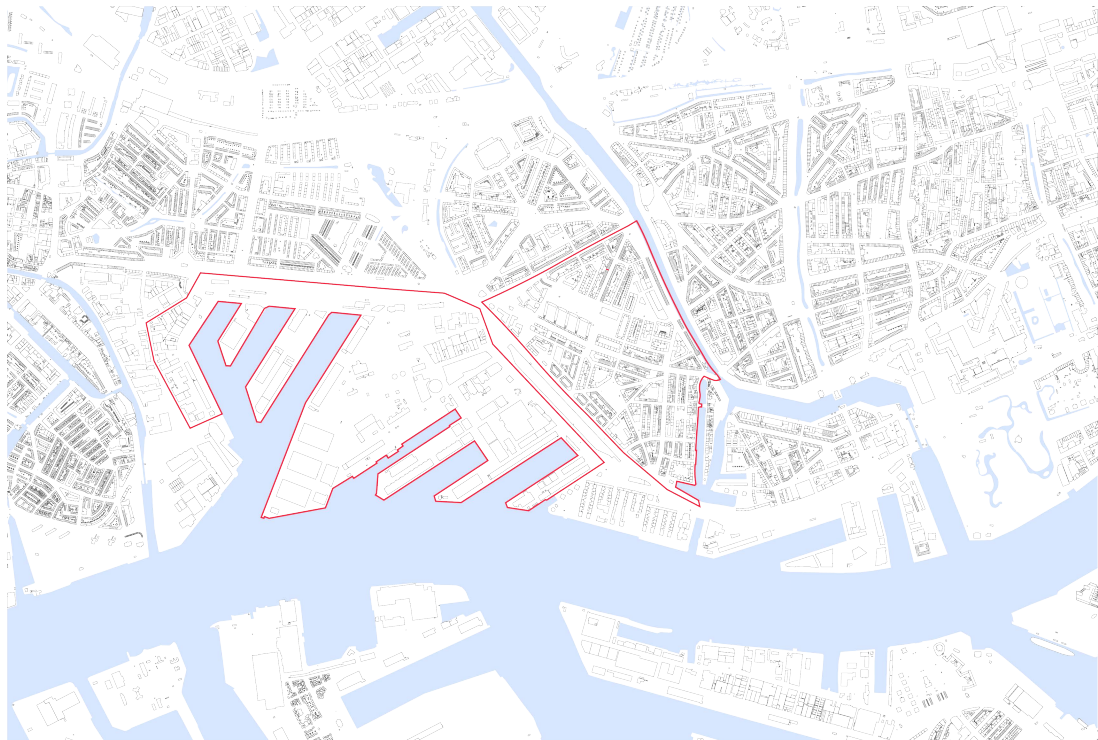


image / figure 1: Map of Rotterdam with highlighted neighborhoods (M4H and BoTu)

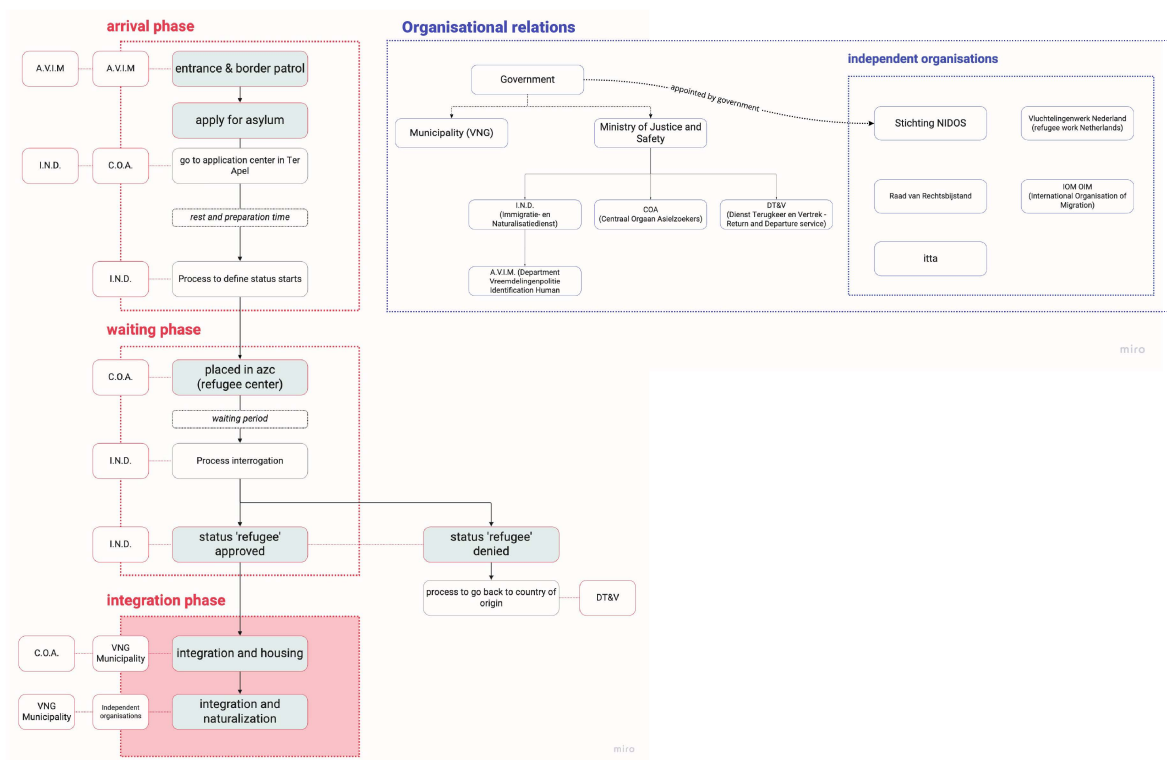


image / figure 2: Refugee trajectory in three phases (based on: graduation project by Kaila Vreeken/ COA, 2022)

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

De Veldacademie is working towards making BoTu and surrounding areas resilient. For this, current residents as well as new residents should cope with change. The newcomers in the area, as well as the organizations involved in their integration process are facing new challenges with the implementation of the new Integration Law. One challenge is the complexity of the process on a system level: there are many parties involved with each their own responsibilities. Here, a shift will take place as the responsibility of the municipality has grown with the new law. To manage the complexity, elements of the Transition Design Method (systemicdesigntoolkit, 2020) will be used in combination with the Double Diamond method. The TDM approach can help with for example, framing the stakeholder relations and interactions as a system with leverage points for change (see Planning & Approach). Next, a recurring term among the topic of integration is reciprocity (wederkerigheid). It is argued by several resources (René Frissen (OpenEmbassy), WelcomeApp, BMC) that the integration of newcomers should be considered a mutual process between newcomers and current residents, which up to now is not part of the process much. Therefore, a goal for this project is to engage both current residents and newcomers in researching and developing an intervention that facilitates neighbourhoods in welcoming newcomers. Amongst newcomers, the focus will be on newcomers with a refugee background of at least 18 years old when arriving in the Netherlands. This has been decided, since the amount of refugees that are minors is around 10 percent (IND, 2022) and therefore make up a significant smaller amount of the total group of newcomers. The process they go through from arrival differs from adults and will be too much to include within a project of this timeframe. However, the outcomes of the project might be applicable to them. The findings of the project are intended to contribute to the research platform of De Veldacademie. For the designed intervention, a product owner is not yet defined. This will be determined throughout the project; it could be an organization of the stakeholders and will likely be connected to a social physical space in the chosen neighbourhood.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

In this project I will develop a new tool, method or other intervention connected to a social physical environment that helps newcomers feel welcome in their neighborhood. I will research current opportunities and barriers that newcomers and locals face when integrating in BoTu and M4H. For the final deliverable, video will be used as an additional means of communication.

The project will consist of a research phase and a Design phase; for each the research questions can be found below:

Research phase: Discover & Define

Main RQ1: How can newcomers fruitfully manifest themselves in the neighbourhood of BoTu and M4H with regards to the New Integration Law?

- RQ1.1: How do newcomers manifest themselves in the current context?
- RQ1.2: What relevant stakeholders are involved and what are their relations in the current context?
- RQ1.3: What are the boundaries in the organizational structure and in the project processes of the relevant stakeholders that discourage a fruitful integration process?

RQ2: How can the neighbourhood and its residents participate in welcoming newcomers to the area?

- RQ2.1: What factors contribute to feeling welcome with regards to newcomers?
- RQ2.2: What are the barriers and opportunities newcomers and locals face when being welcomed to the neighbourhood?
- RQ2.3: What is the desired future vision of welcoming newcomers to the neighbourhood?

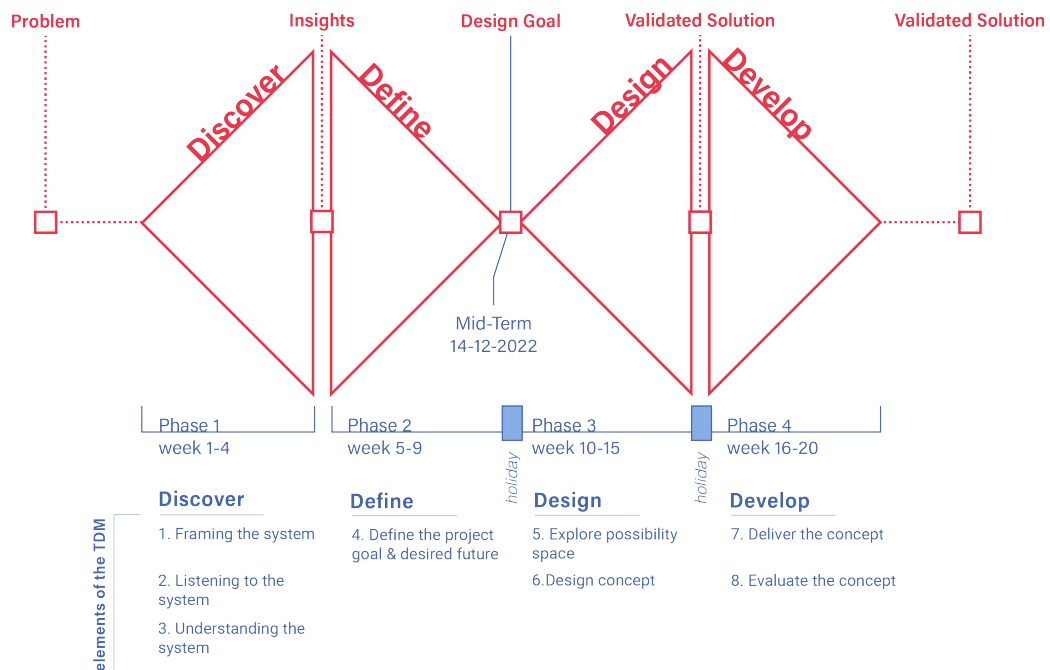
Design phase: Design & Develop:

RQ3: What intervention is needed to realize the desired future vision of welcoming newcomers to the neighbourhood?

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 17 - 10 - 2022 20 - 3 - 2023 end date



Within the structure of the double diamond method, elements of the Transition Design Method (systemicdesign toolkit, 2020) will be implemented to cover the complexity of the system. The TDM can be of guidance when mapping out the newcomers' process and stakeholders involved. Throughout, the scope will be narrowed down for a more in-depth understanding of the integration phase of the system locally. Below is explained what will be done for each step of the process. The elaborated planning can be found in the additional Gantt Chart file.

1. Framing the system: to set the boundaries of the system in time and space, the refugee system should be understood in its broader sense prior to the integration phase. How did we get there and who is involved in this? I would like to research archive material of the past refugee system to understand how it came about. Next to that, stakeholders will be contacted to gain information of the current situation.
2. Listening to the system: The main goal of this phase is to listen to the local relevant stakeholders and gain more in-depth information on integration process locally. Existing initiatives, newcomers, locals and other stakeholders related to the three neighborhoods will be interviewed to understand the system's behaviour systemically and socially.
3. Understanding the system: In this phase, the information gained in the previous phases will be summarized to identify the leverage points to work with.
4. Defining the project goal & desired future: The relevant stakeholders will be involved to articulate the shared desired future and intended value creation for a fruitful integration in the neighborhood.
5. Exploring possibility space: Possible ideas will be explored for intervening on the leverage points.
6. Designing the concept: Design, prototype, test, iterate a fitting intervention to meet the design goal.
7. Delivering the concept: Present the concept to the relevant stakeholders within the context.
8. Evaluating the concept: Test the impact and reflect on the concept within its context.

MOTIVATION AND PERSONAL AMBITIONS

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

Motivation:

I have had a growing interest in social design since I first heard of the term near the end of my bachelors. I have always found it important to work on a meaningful project of which the value is clear. The refugee crisis is such a problem, which has grown in actuality. During my internship at social design studio Garage2020, I worked on a small project for minor refugees. There was a lot to work with, which inspired me to further explore this topic during my final project. I realized I underestimated the complexity of the process of the refugee system we currently have in the Netherlands. With the situation in Ukraine, the crisis is now 'closer to home' than before, which crookedly has made more people aware of the seriousness of the problem. Besides, if it wasn't for my grandmother I wouldn't be here myself, who came to the Netherlands as a refugee herself when she fled Germany (then East Prussia) as a little girl. I came across De Veldacademie through a friend at Architecture. I think we have a mutual understanding of the importance of engaging with the locals and the context during the process. In addition, their architectural perspective appeals to me due to my own interests in this field, gained during my minor House of the Future at the Architecture faculty.

Personal Ambitions:

I will certainly encounter challenges during this project, one of which is decision making. I have always felt I was able to flourish better in teams compared to individual projects, so this is something I hope to grow in. Besides that, I find it import to closely involve the target group in this project, so I wish to improve my skills in familiarizing with the context and connecting with the stakeholders.

Next, I learned a lot about myself - both personally and as a designer - over the last few years, which has made me more aware of my interests and strengths. That is why I decided to incorporate a dive into the archive and video making into my process - as storytelling is a major interest of mine. I plan to use this as a means to communicate my findings and vision.

'Heb één keer de balls om je uit te spreken over migratie'. (2021, 18 augustus). De Groene Amsterdammer. Geraadpleegd op 26 september 2022, van <https://www.groene.nl/artikel/heb-een-keer-de-balls-om-je-uit-te-spreken-over-migratie>

Ministerie van Sociale Zaken en Werkgelegenheid. (2022, 2 augustus). Wet inburgering 2021. Inburgeren in Nederland | Rijksoverheid.nl. Geraadpleegd op 26 september 2022, van <https://www.rijksoverheid.nl/onderwerpen/inburgeren-in-nederland/nieuwe-wet-inburgering>

Naturalisatiedienst, I. E. (2022, 10 augustus). Asielinstroom in juli 2022. IND. Geraadpleegd op 11 oktober 2022, van <https://ind.nl/nl/nieuws/asielinstroom-in-juli-2022>

Waarlo, N. (2022, 2 september). Wanneer is iemand asielzoeker, hoeveel komen er naar Nederland en waar komen ze terecht? de Volkskrant. Geraadpleegd op 4 oktober 2022, van <https://www.volkskrant.nl/nieuws-achtergrond/wanneer-is-iemand-asielzoeker-hoeveel-komen-er-naar-nederland-en-waar-komen-ze-terecht~b6b32588/>

FINAL COMMENTS

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

The theme of migration is now a recurring topic among students. Previous graduation projects will therefore be used as for inspiration and as additional resources to prevent from re-inventing the wheel. So far, this includes: 'Redesigning citizenship for a cultural inclusive society' by Kaila Vreeken, 'Shadow of the Future' by Boaz van der Kleij and 'Waarden!?' by Adinda de Lange.