

# Fly out, Land well

Encouraging a positive transition for young asylum seekers from minor shelters to regular shelters

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# Preface

Dear reader,

I am very excited to share my graduation project with you. I am glad I had the opportunity to choose a topic that is close to my heart. The idea of this topic started when meeting many Venezuelan refugees when I was studying abroad during my exchange in Colombia. Although, we were all foreigners in Colombia, the contrast between my life and their hardships they faced was confronting.

I think it is natural to live your life and look at refugees distantly, but simply interacting with each other makes you realise they are just normal people in extremely unfortunate circumstances. The time in Colombia made me reflect that there are people in the Netherlands in similar situations.

Asylum seekers are often excluded from Dutch society, and their desire to stay raises political discussions. But zooming in, they are all individuals, just like us, but had bad luck. They are all human, but without homes. They can all laugh and have fun, but have a lot of trauma to recover from. With this project I hope to have a positive impact in the life of young asylum seekers.

From a design perspective, I like to unravel contexts that are unfamiliar to me. These hidden context are places I normally do not interact with. An Asylum seeker shelter is one of these contexts. I find it fascinating to learn about groups in society and their needs and behaviours. My

goal is to design an intervention that will help these groups. Before getting into the contents of this project, I want to give special thanks to: Sandra, whose enthusiasm made my project at COA possible, Gesrow & Sijmen for being my contacts at the shelter and giving valuable feedback to my report. Additionally, thanks to the teams at the shelters for giving me a peek into your work.

Furthermore, I would like to thank my IDE family, for the free coffees, feedback, chats and laughs.

I want to thank my parents, I felt your support in many ways. Thank you for always rooting for me, from texts, to free meals, borrowing the car to being actively participating in research and providing feedback. Lastly, my supervisors from the TU Delft, thank you for your valuable feedback, embracing all my post its, brown papers and prototypes. Your guidance taught me a lot.

This thesis would not have been possible without all of you!

Mirjam de Korte



# Abstract

Unaccompanied minor asylum seekers housed in minor shelters face a major change when they turn 18. In the minor shelter, they receive personal supervision, live amongst peers and create a home. At 18 this drastically changes when they have to leave the minor shelter and need to go to a regular shelter, focussed on mass housing. This change is especially difficult for this vulnerable group, since it not only ends a relatively stable period, it also triggers an earlier trauma of being forced to leave their home behind.

Using a Positive Design approach, this design project aims to Design a product that supports young male asylum seekers in building confidence and adapting well to life in a new shelter environment when moving from minor to regular shelter.

Two shelters in the Netherlands collaborated with the designer of this project. A literature review and qualitative research were conducted to gain rich insights into the experiences of young asylum seekers and other stakeholders. Contextmapping is a key method used during this project. This structured process helps designers explore users' experiences, needs, and dreams by involving them actively in the design process. The research findings substantiated seven design opportunities and a design vision: Fly out, Land well.

An elaborate ideation phase resulted in the Fly out, Land well Kit. By effectively addressing the found design opportunities, the kit helps minors leave with confidence and stability, and settle in safely and positively at their next destination.

By supporting this transition, the Fly out, Land well Kit helps minors to prepare for this step, gain confidence and feel ready to live at the new location. The kit consists of two main parts: the Bridge, a tangible and creative tool that a mentor uses to prepare and communicate the transition to a minor, and the Booklet, used to reflect, personalize their goodbye period and create a memento. Together, they guide the mentor and minor through the transition process.



Vlieg uit!  
... en land goed

Vlieg uit!  
... en land goed

Hoe bereid je  
je goed voor?

Hoe zor  
je thuis  
de nieu



Reis  
voorbereiding



# Glossary

## **Unaccompanied minor**

Unaccompanied minor is the English term for AMV (Alleenstaande Minderjarige Vreemdeling) referring to minor asylum seekers that come to the Netherlands to request residence on their own (without family). Unaccompanied minors are housed in minor shelters.

## **COA**

“Anyone who applies for asylum in the Netherlands is usually entitled to reception. The Central Agency for the Reception of Asylum Seekers (COA) offers reception facilities such as: safe housing, necessary resources and guidance in preparation for a future in the Netherlands or the country of origin.” (COA - Central Agency for the Reception of Asylum Seekers, n.d.-a)

## **Regular shelter**

The term ‘regular shelter’ in this report refers to an azc (Asielzoekerscentrum (Dutch for “asylum seekers centre”) that houses adult or families that requested asylum. These centres provide housing and support services for people seeking asylum while their applications are being processed.

## **Minor shelter**

The term ‘Minor shelter’ in this report refers to an asylum seeker shelter that shelters unaccompanied minors aged 15-18 years old. They provide housing and other support services for unaccompanied minors until their asylum application is completed or until the minor comes of age.

**Design thinking**

Design thinking is a human-centred, iterative approach to problem-solving that emphasizes understanding users' needs, generating creative ideas, and testing solutions. This methodology is practiced at the Industrial Design Engineering faculty of TU Delft.

**Co-creation**

In a co-creation session, parties involved in the topic get to work on solutions, products or ideas. To gather all input, you often work with brainstorming, mind mapping, etc. Everyone can share their ideas to come up with innovative solutions, making the process more inclusive, engaging, and aligned with the needs and preferences of everyone involved



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# 1. Introduction

**This chapter provides an introduction to the graduation project, outlining the context and collaborating stakeholders.**

These helped shape the design goal of this project. Lastly, the design approach and the reading guide are explained to give the reader a clear overview, before diving into the project's details in the next chapters.



*Refugee at traffic jam (Sinyaev, 2022)*



# 1.1. Project Context

When minor asylum seekers aged 15-18 years, arrive in the Netherlands unaccompanied, they can apply for a residence permit. This process can last from a few months to a few years (Naturalisatiedienst, 2025). During this process, they are housed in minor shelters with their peers by COA (The Central Agency for the Reception of Asylum Seekers) throughout the Netherlands. Since they are underage, they receive daily supervision, a legal guardian and go to school.

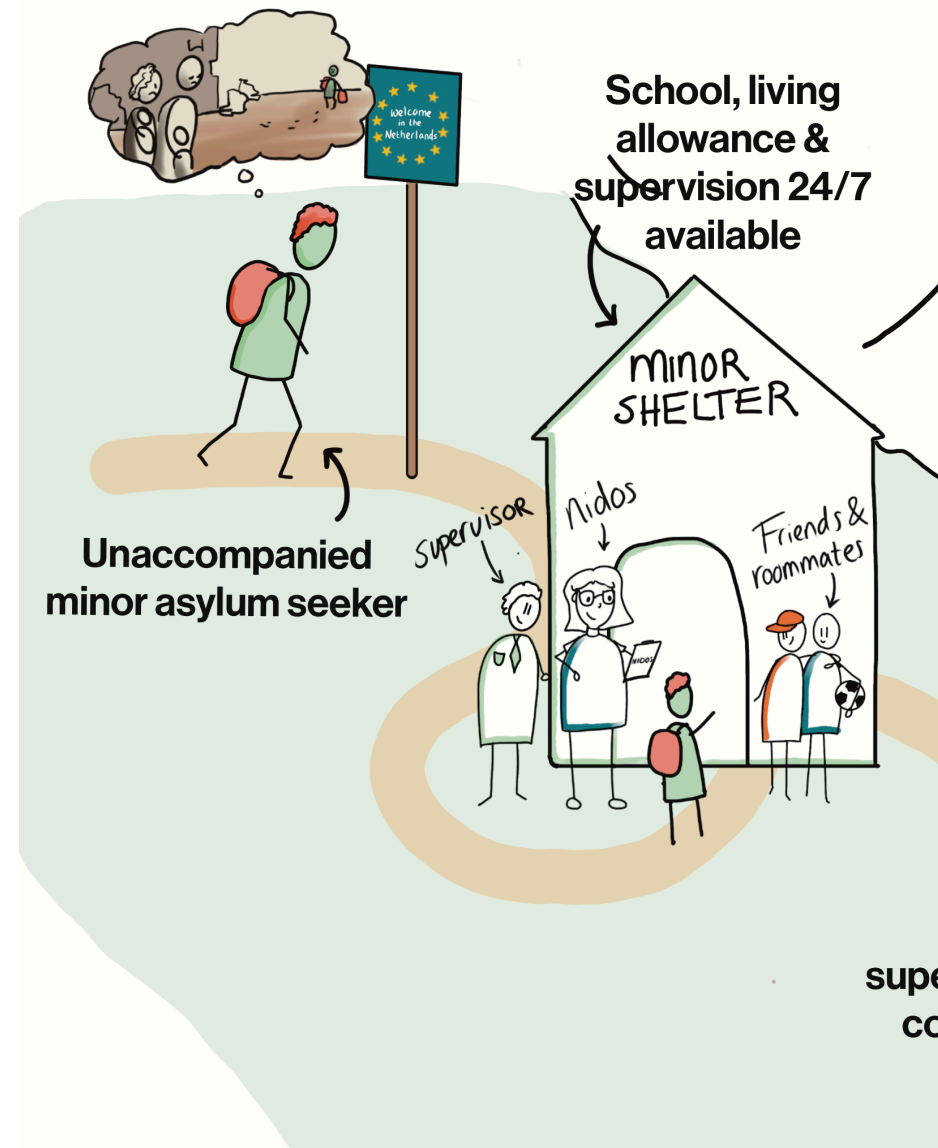
When the young asylum seekers come of age, this right expires and they face a major transition. They must leave the minor shelter where they build their new home and are moved to a regular shelter, where adults and families that requested asylum are housed. These regular shelters focus on mass housing and the personal supervision given to minors is not available.

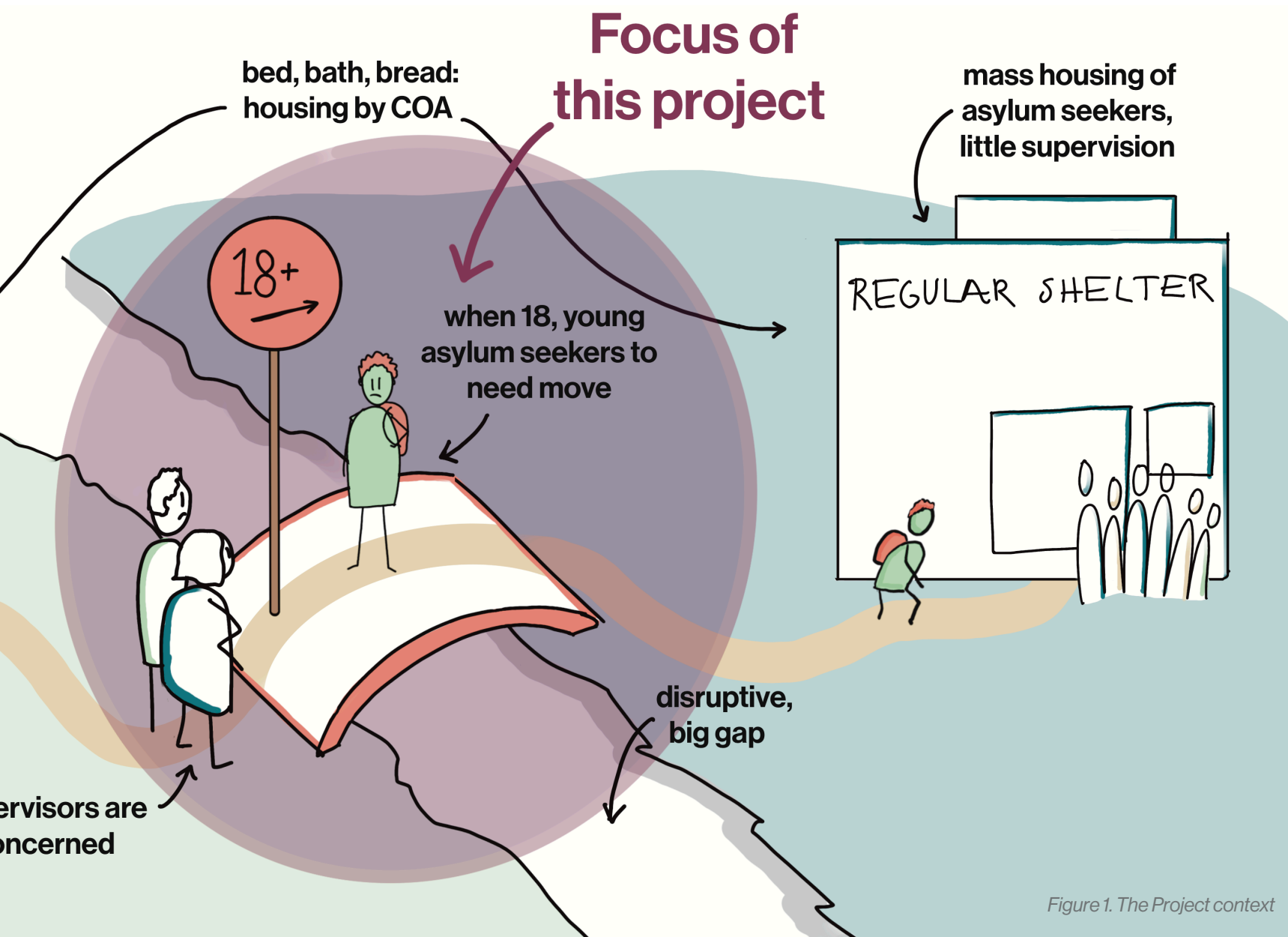
This hard change is not only practically challenging, but also emotionally disruptive. It often triggers the trauma of having to leave their home alone at a young age.

**In response to concerns expressed by COA employees about the emotional impact and this transition and the wellbeing of young asylum seekers after they leave the shelter, this thesis explores: How design can improve the experience of moving between these shelters for unaccompanied minor asylum seekers in the Netherlands (figure 1).**

Through contextual research, collaboration with minor shelters, and an open design approach, this project led to the creation of the Fly Out, Land Well kit, which supports mentors and young asylum seekers prepare for the transition. The following chapters will further explain the project context.

*For ease of reading, unaccompanied minor asylum seekers can be referred to as “unaccompanied minors” or simply “minors” throughout this thesis.*





# 1.2. Stakeholders

## Minor shelter Rotterdam & COA Zwijndrecht

### 1.2.1. Collaborating stakeholders of this project

This project is carried out in collaboration with COA and two shelter locations. The graduating designer has an internship contract with COA during this project to formalize the collaboration. The COA location in Zwijndrecht is both a regular shelter with families and adults and includes a department for unaccompanied minors (See figure 2). This previous hotel now houses around 300 asylum seekers, of which about 60 unaccompanied minors (COA, Zwijndrecht, n.d.). The second shelter location is in Rotterdam. Close to the central station, there is an monumental building that houses only (male) unaccompanied minors (See figure 3). This location is outsourced to another party, called Zorg & Perspectief. They house 37 minors. (Rijnmond, 2023)

Throughout the project the location manager of the minor department in Zwijndrecht and one of the founders of Zorg & Perspectief were contact persons that helped during the research phase and gave feedback on the concepts and report.

### 1.2.2. The value of the design project for the stakeholders

The stakeholders saw the value of doing a design project that could explore the transition of young asylum seekers. When framing the project they expressed that they want the minors to grow into independent youngsters, who are self-reliant, know what they are capable of and can achieve in their lives. However, after turning 18 they leave the minor shelter and are out of view of the supervisors and the context they are familiar with. Supervisors are concerned that the young asylum seekers have a hard time on their own and the youth even end up on the wrong side of society (figure 4).

Recognizing the impact of this issue, the stakeholders saw the value of design project that can further research this context and provide a valuable design that improves the experience of young asylum seekers that transition to a new location.



Figure 2 COA location Zwijndrecht (Google Streetview)



Figure 3 Minor shelter Rotterdam (Rijnmond, 2023)

# 1.3. Design goal

Based on these needs and concerns from the stakeholders (see section 1.2.2.), this graduation project focuses on the design goal:

Design a product that supports **young male asylum seekers** in building **confidence** and **adapting well** to life in a new shelter environment **when moving** from minor to regular shelter.



Figure 4 Concern COA employee (interview)

# 1.4. Design Approach

To gain rich insights into the experiences of young asylum seekers and the other stakeholders, qualitative research was conducted. A key method used is called **Contextmapping**. This structured process helps a designer explore users' experiences, needs, and dreams by involving them actively in the design process (figure 5) (TU Delft, Contextmapping, n.d.).

Within this Context mapping process, generative sessions were organized with stakeholders to share their expertise and experiences. These sessions involved creative tools such as post-its and facilitation techniques to find valuable knowledge (Heijne & Van Der Meer, 2019). Through each stage of the design process, from research, to ideation and finally evaluation, stakeholders are involved in the project. This ensures that the final product aligns closely with the user's needs and expectations (Interaction design foundation, 2023).

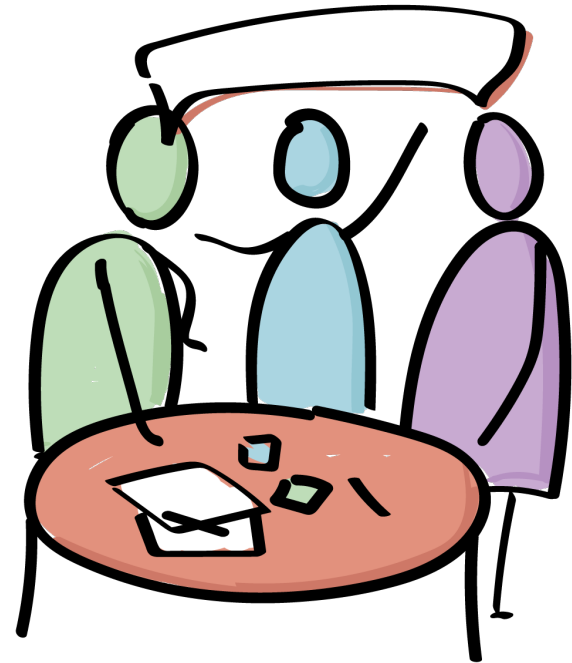


Figure 5 Stakeholders are involved throughout the design process



GZA: 4 dagen.  
8:30 - 17:00  
daar buiten:  
telefonisch:  
praktijk lijn / helpdesk  
↳ HAP



Wollen in

AZC

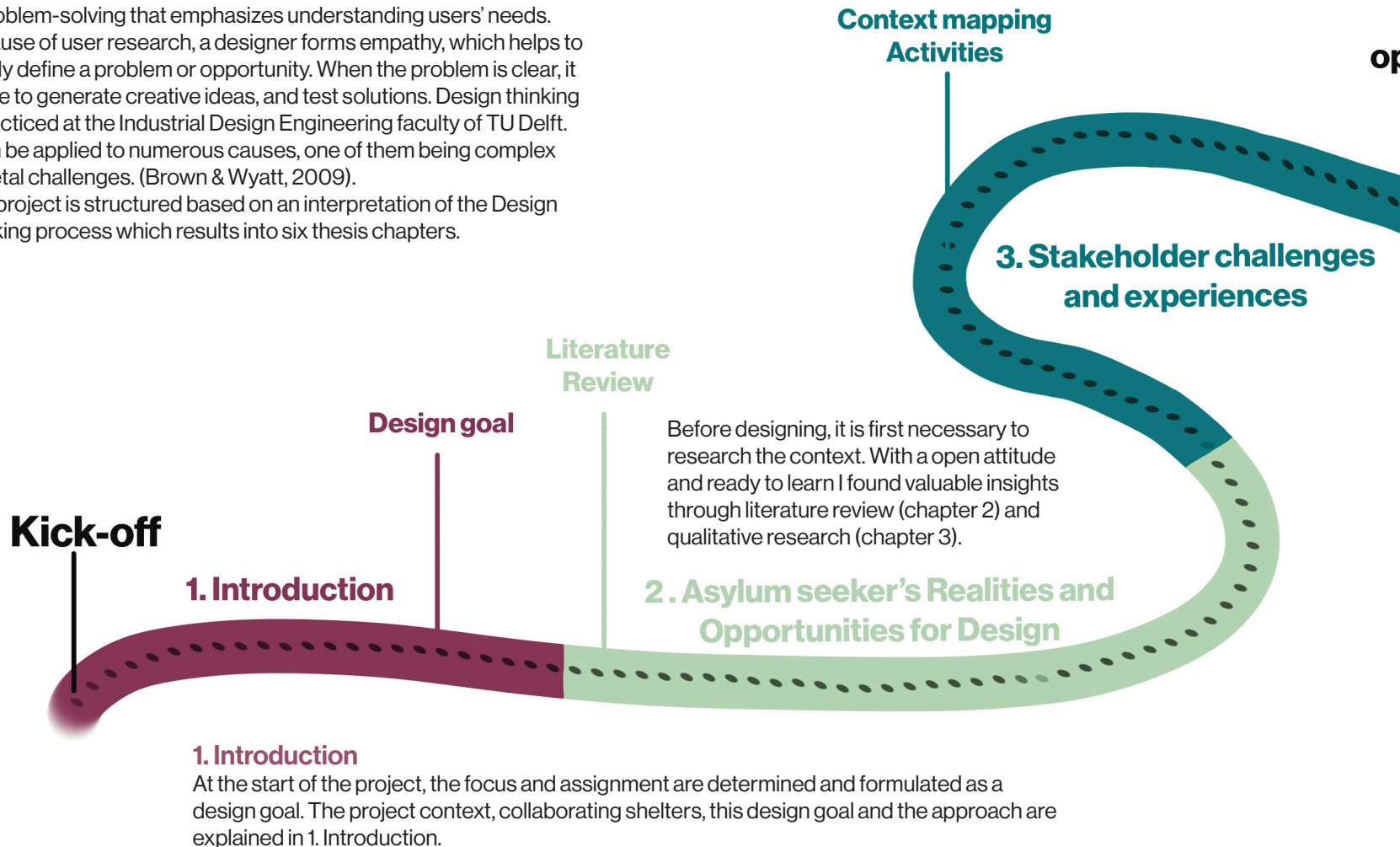
Welke stam ben  
je "What is  
my tribe"  
Generativ  
↳ families tot  
geplot

### Generative interview results with GP nurse at a shelter



# 1.5. Reading guide

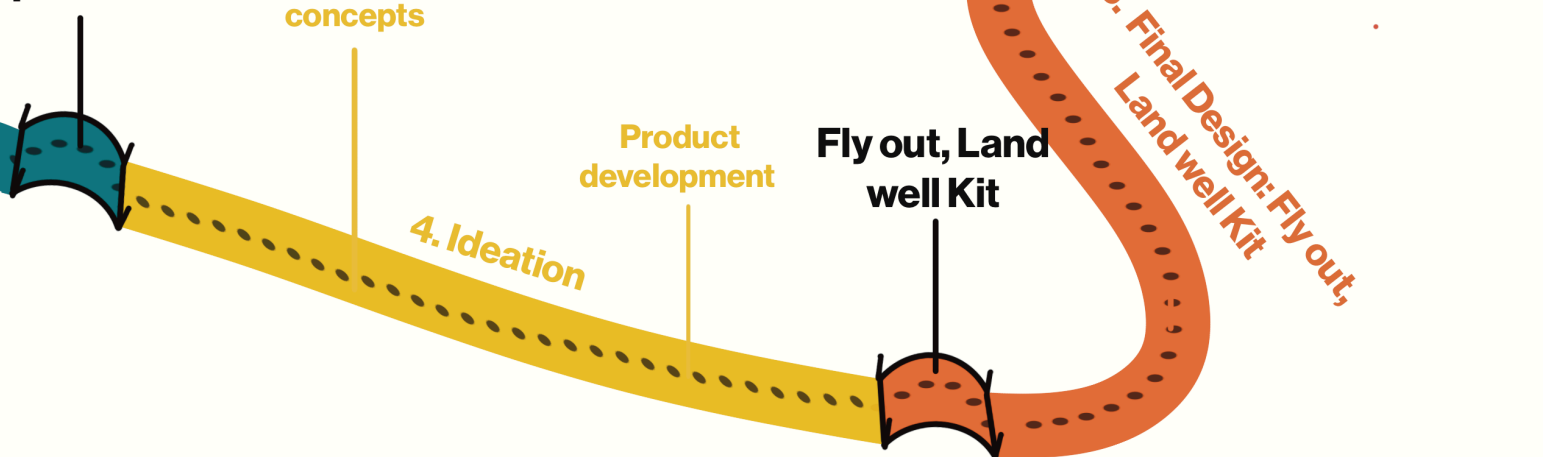
Content-wise, the project follows a Positive Design approach. However, structure-wise, this project is build up by a Design Thinking structure. Design thinking is a human-centred, iterative approach to problem-solving that emphasizes understanding users' needs. Because of user research, a designer forms empathy, which helps to clearly define a problem or opportunity. When the problem is clear, it is time to generate creative ideas, and test solutions. Design thinking is practiced at the Industrial Design Engineering faculty of TU Delft. It can be applied to numerous causes, one of them being complex societal challenges. (Brown & Wyatt, 2009). This project is structured based on an interpretation of the Design Thinking process which results into six thesis chapters.



## 2. Asylum seeker's Realities and Opportunities for Design

During the research phase, a literary review in chapter 2 explores the Dutch asylum seeking system and the stakeholders. This review gives insight to the realities of this vulnerable group of young asylum seekers and identifies possible benefits of using design in this context.

## Design Opportunities



## 3. Stakeholder challenges and experiences

Qualitative research is conducted at the collaborating shelters. Activities such as generative interviews with stakeholders gave valuable data on the context. Analysing these, resulted into important clusters, insight cards, a deeper understanding of unaccompanied minors and a Design Vision shown in chapter 3.

## 4. Ideation

Design Opportunities based on the research form the base for ideation in chapter 4. In the ideation phase, different ideation methods are used to create an abundance of ideas. Ideas that have potential are developed into concepts, of which some are prototyped. Simple prototypes are, but through cycles of iteration result into high-end prototypes of the concept: the Fly out, land well Kit.

## 5. Final design: the Fly out, Land well Kit

The final design *the Fly out, Land well Kit* is presented in Chapter 5. The kit has a positive impact on the transition from minor to regular shelters. The kit is explained through text, photos and visuals. To find strengths and possible improvements, the Kit is evaluated by stakeholders of the minor shelters. Results and strengths are discussed.

## 6. Recommendations & Conclusion

Some improvements could not be treated in the scope of this project. These are considered in the recommendations of Chapter 6. Limitations are discussed and I conclude and reflect on the project.

# 2. Asylum seeker's Realities and Opportunities for Design

In this chapter the current developments of forced migration are highlighted. (2.1) Furthermore, it showcases the rights and acts to protect (minor) asylum seekers. These unaccompanied minors need extra support and protection, which unfortunately stops when they turn 18 (2.2). Section 2.3 explains how the Dutch asylum seeker system works. This project aims to improve the wellbeing of young asylum seekers at minor shelters through positive design (2.4).

The questions answered in this chapter are:

1. What are the **developments of forced migration** around the world and in the Netherlands?
2. Why do we need to offer **unaccompanied minors** and young asylum seekers **extra support** and protection?
3. How are young asylum seekers housed and supported in their **transition between shelters**?
4. How can the **wellbeing** of young asylum seekers be improved through design?





Asylum seekers at Ter Apel (Directie Voorlichting, n.d.-a)

# 2.1. Global situation of forced migration

To understand the scale of the target group of this graduation project, this section outlines different types of migrants, the global developments and sizes of refugee groups. This section answers the research question:

*What are the **developments of forced migration** around the world and in the Netherlands?*

## 2.1.1. (Forced) Migration

There are different reasons to migrate (move to another place). Roughly they can split up in three groups: (1) Asylum migration, when people search for a safe place, (2) labour migration, to look for work or (3) knowledge migration, to study (Ministerie van Algemene Zaken, 2018). Comparatively, the last two groups are biggest, but **this project focuses on the first, smaller group of asylum migration. Specifically, unaccompanied minor asylum seekers in minor shelters.**

9% percent of the immigration to the Netherlands are asylum seekers, whereas 3% are families of refugees (see figure 6, UNHCR. 2024a) Ukrainians in the Netherlands are part of the European Temporary Protection Directive and are not seen as asylum seekers (Immigratie- en Naturalisatiedienst, 2024c).

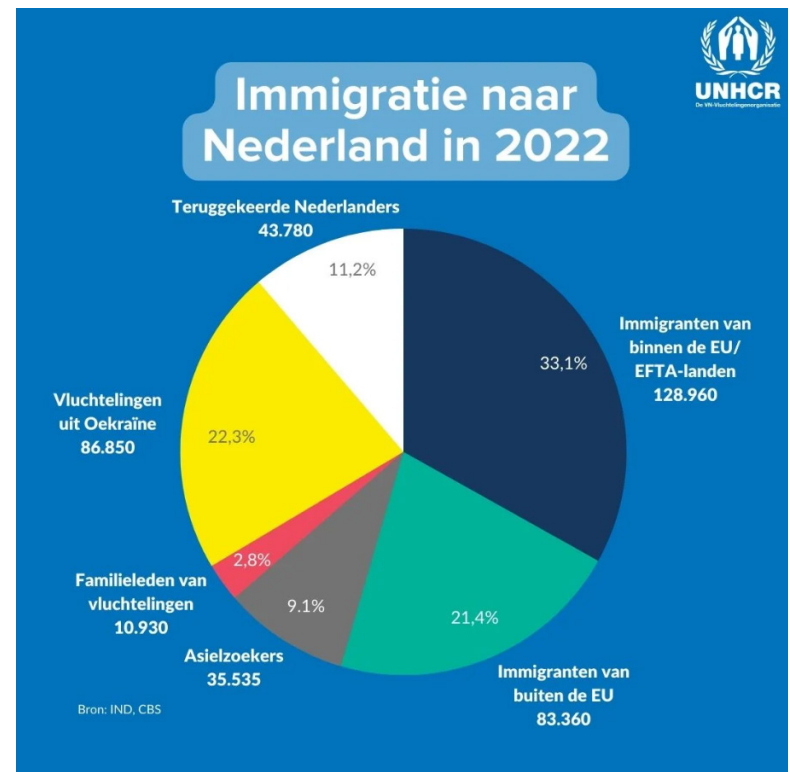


Figure 6. Immigration to the Netherlands in 2022, (UNCHR, 2024a)

## 2.1.2. Migrant, asylum seeker or refugee?

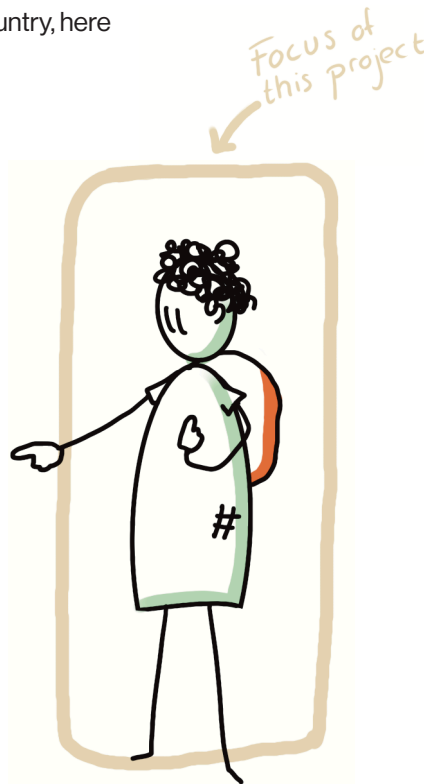
Often they are used interchangeably, but there is a difference between the terms refugee, asylum seeker and migrant. **This project focuses on minor asylum seekers.**

Although they all describe people who have left their country, here their distinction is explained (Figure 7):



**Refugee**

Refugees are individuals that are at risk of severe human rights violations and persecution in their country of origin. They seek safety outside their country and have a right to international protection (Amnesty International, 2024).



**Asylum seeker**

Asylum seekers have also left their country, seeking protection, but are not legally recognized as refugees yet. Asylum seekers need to wait for a decision on their asylum request. Seeking asylum is also a human right. When their request is approved, they become status holders, which is a term in the Netherlands used to describe refugees. They have a legitimate reason not to go back to the land of origin (UNHCR, 2024b).



**Migrant**

Migrants are globally seen as persons outside of their state of origin and who are residing in a foreign country for longer than a year, irrespective of their reason to migrate (Migration and Home Affairs, n.d.).

*Figure 7 Differences between refugees, asylum seekers and migrants*



## 2 | Asylum seeker's Realities and Opportunities for Design

### 2.1.3. Global support for refugees

The United Nations agreed to share the responsibility of hosting and supporting the world refugees in 2018. (See more in appendix B) However, most aid remains focussed on short-term humanitarian assistance. What is truly needed are longer-term investments that offer support and infrastructure to the refugee stream. Furthermore, limited investment in human capital, including refugees' skills and knowledge, hinders refugees' ability to contribute to society (Kelley (2022)).

**Part of refugee aid should focus more on investing in human capital (refugee's skill and knowledge) so refugees are able to contribute to society**

*(Kelley, United Nations High Commissioner for Refugees, 2022)*

### 2.1.4. Refugees & numbers

At the end of June 2024, 122.6 million people worldwide remained forcibly displaced due to persecution, conflict, violence, human rights violations or events seriously disturbing public order. This states the mid-year trend report from UNHCR, the UN refugee agency (UNHCR, n.d.-a). 50,5 million of them left their country and are refugees, asylum seekers or persons in need of protection. The rest are internally displaced persons, still residing in their country of origin. 69% of refugees are being hosted by neighbouring countries (UNHCR, 2024c).

By the close of 2021, fewer than 10% of the world's refugees, along with a small proportion of internally displaced people, resided in the EU. However, due to the war in Ukraine, this share rose to over 20% by the end of 2022. By the end of 2023, the percentage of refugees in the EU remained steady at 23% (European Commission, Statistics on Migration to Europe, n.d.).

So, lots of people lost their homes and are now displaced. Most reside inside their country of origin or in neighbouring countries. A small amount comparatively ends up in Europe and the Netherlands, although numbers are growing.

The Netherlands hosted about 132 000 refugees or status holders (excluding Ukrainians) at the end of 2023. (UNHCR, 2024d) In that year, **38.377** People requested asylum for the first time in the Netherlands (Vluchtelingenwerk, n.d.).

**Worldwide, 40% of all refugees are underage or children (UNHCR, 2024d). In the Netherlands, 5804 unaccompanied minors requested asylum, which makes up 15% of asylum seekers (in 2023). Unaccompanied minors arrive without family and are also called AMV (Alleenstaande Minderjarige Vreemdelingen). (CBS Statline, 2023).**

### 2.1.5. Conclusion

Forced migration continues to be a pressing global challenge, with millions seeking protection and amounts of people displaced growing. Most refugees are displaced in their own country or are hosted in neighbouring countries. The current focus of short-term humanitarian aid should shift to longer-term aid. Refugee aid should focus more on investing in human capital (refugee's skill and knowledge) so refugees are able to contribute to society.

**While asylum seekers represent a smaller portion of migration, their needs are critical, particularly for unaccompanied minors.** Around 40 000 asylum seekers requested asylum in 2023 in the Netherlands. About 15% of that group was underaged and arrived alone. **This group is called the unaccompanied minors or AMV (Alleenstaande Minderjarige Vreemdelingen) and is the focus of this project.**

## 2.2. Unaccompanied minors turning 18 as a vulnerable group

Fleeing your homeland is traumatic and disruptive, especially for a child without its family. This chapter explains the main reasons to request asylum as an unaccompanied minor. Since this group is underage, alone and lived through traumatic events it can be assumed the group is vulnerable. A comparison is made with other youth support and the case is made that young asylum seekers that have turned 18 should receive additional support.

The question answered in this section is:

---

*Why do we need to offer **unaccompanied minors** and young asylum seekers **extra support** and **protection**?*

---

### 2.2.1. Unaccompanied minors: Family & Reasons to request asylum

The IND, (Immigration and Naturalization Service) is responsible for residence applications and naturalisation requests in The Netherlands (Immigratie- en Naturalisatiedienst. (2024b). She states in her report the most important reasons to send a child ahead to request asylum in another country (NOS, 2023):

1. There is no money to pay for the travel of other family members.
2. The trip is presumably cheaper for minors
3. The father of the family needs to keep providing for the family in the country of origin

Family is universally accepted as a “natural and fundamental unit of society” (International Covenant on Economic, Social and Cultural Rights, 1966) which has a right to be protected. The right of children to family unity and family life is specifically safeguarded under international law. This right holds particular significance in the context of (minor) refugees (Global Family Reunification Network, n.d.).

**Family is universally accepted as a “natural and fundamental unit of society”**

*(International Covenant on Economic, Social and Cultural Rights, 1966)*

Family reunification is the process where a refugee in a host country is able to reunite with their family members. **Family reunification for refugees is an essential component of refugee protection** (Nicholson, 2018). Its protective aspect for example, is that vulnerable family members, for which fleeing can be more dangerous, can stay behind and be brought over to safety. (Borelli, 2024) The right is recognised internationally, but each State can provide their own procedures.

In the Netherlands, a refugee can apply for family reunification if they have their asylum residence permit (Immigratie- en Naturalisatiedienst, 2024a). Several requirements need to be met to determine eligibility for the reunification. Among others, their application needs to be done within three months of receiving the permit. This is called a “nareistermijn” or post-arrival period. Unaccompanied minors can only apply for reunification with their parents (Vluchtelingenwerk, 2024).



## 2 | Asylum seeker's Realities and Opportunities for Design

### 2.2.2. Unaccompanied minors as a vulnerable group

In areas of conflicts, children living in dire situations have been exposed to traumatic events. Studies show a high prevalence of mental health problems among young refugees and asylum seekers, resulting from their forced migration. (Gadeberg et al., 2017) Additionally, refugee children and youth are also vulnerable to secondary traumatization caused by their parents or caregivers. (Hjern et al., 1998)

Not only experiencing forced migration has an effect on an asylum seeker's wellbeing, but also the stay at shelters has an impact. A study in Denmark among asylum seeking children showed that a stay longer than one year increased the risk of having mental difficulties. Besides that, multiple relocations within the asylum system have a negative effect on the mental health of children and minor asylum seekers (Nielsen et al., 2008).

Providing certain factors during the time at the shelter can positively influence their wellbeing. The quality of life (school participation, friends, and language proficiency) during their time at asylum seeker centres are important for a child's ability to recover from early traumatization. This insight was concluded from a follow-up study of 131 11-to-23-year-old refugees. (Montgomery, 2011)

Unfortunately, unaccompanied minors reside in their host country without their close family. Separation from family can hinder successful integration into the host country according to the

European Union Agency for Asylum (EUAA) (2022). The presence of family members can have a protective effect on refugees' mental health and provide emotional and social support in exile. (Phillimore et al., 2023)

**All in all, unaccompanied minor asylum seekers are a highly vulnerable group. Meaning, they have a higher risk of harm being done, triggering situations and misuse. Their vulnerability is caused by their age, distance from home and parents, previous exposure to witnessing extreme violence, trafficking and abuse before and/or after arriving in Europe.**

*(European Union Agency for Asylum (EUAA), n.d.)*

Since they are a vulnerable group, they have a higher risk of being drawn into criminal activity or becoming a victim to sexual exploitation. (Ministerie van Justitie en Veiligheid, 2023b) To address these vulnerabilities, The Netherlands has implemented some measures. Every accompanied minor has a legal guardian until their 18th birthday from Nidos. Younger children under the age of 15 are placed with foster families or small housings, whereas minors from the age of 15 are housed in small-scale shelters with close supervision (COA, n.d.-c).

Municipalities monitor vulnerable minor groups closely, such as in Rotterdam. The municipality of Rotterdam runs a program to prevent youth criminality and protect vulnerable youngsters in their city. (Gemeente Rotterdam, n.d.)

*Figure 8. A young asylum seekers' problems and their vulnerability do not disappear after 18 © Mariette Carstens (COA, n.d.-a)*



### 2.2.3. Additional support needed after 18

Thus, extensive research and funding highlight the necessity to invest in the wellbeing of unaccompanied minors in the Netherlands. This necessity is reinforced by legislation. However, upon turning 18, they lose the protection granted by the United Nations Convention on the Rights of the Child (1989).

This implies drastic changes for the young refugees. Amongst others, their support and close supervision at the minor shelter stops and the unaccompanied (previously) minors need to move to an asylum seeker centre. (COA, n.d.) **But logically, all their problems, traumas and their vulnerability to higher risks do not disappear on their 18th birthday (figure 8).**

In 2019, the Committee of Ministers adopted Recommendation CM/Rec(2019)4 on Supporting Young Refugees in Transition to Adulthood. This recommendation urged member states' governments to provide additional temporary support to young refugees beyond the age of 18, ensuring they can fully access their rights (Council of Europe, 2023).

### 2.2.4. Similarities with Transition in Child Welfare Services (Jeugdzorg)

The importance of supporting youth after the age of 18 is not only recommended for refugees but is also recognized in similar sectors in the Netherlands. In the Netherlands, the Youth Act states that municipalities offer child welfare services. They are responsible to offer care for youth and ensure they can grow up safely. This ranges from parenting aid to out-of-home placement or fostering of a minor. (Jeugdzorg Nederland, 2024)

At the age of 18, the obligation to offer Child welfare services of the municipalities ceases. This creates large problems, stress and uncertainty for children in the complex youth care. (Van Der Galiën, 2022) Some are uncertain if they could stay at their current residence and in the worst case become homeless.

Foundation the Forgotten Child (Het vergeten Kind), along with other Dutch organisations involved, made a plea to stop ending youth support at the age of 18 (BNNVARA, 2023). Some municipal funding and programs to lengthen support until the age of 23 do exist now.

However, they are insufficient and municipalities are cautious in granting this extended youth support (Van Der Galiën, 2022).

### 2.2.5. Conclusion

Unaccompanied minors can request for family reunification when they receive their status permit. This is the most important reason to request asylum as an unaccompanied minor.

**The minors are a vulnerable group**, with a higher risk of harm being done, triggering experiences and misuse. **Unfortunately, the right for support largely vanishes when a young asylum seeker turns 18, but their needs and problems do not.** The same problem occurs in Child welfare services when youth support stops at 18. Multiple organisations recommend to provide additional temporary support beyond the age of 18.

## 2.3. Dutch asylum seeker system

Each country can establish its own system of supporting refugees and processing asylum requests. To provide context for this project, the Dutch asylum seeker system is examined in detail. Specific attention is given to the differences between minor and regular shelters. The research question addressed in this section is:

---

*How are young asylum seekers housed and supported in their **transition between shelters**?*

---

*The information provided in this section (2.3) is based on the COA website (COA, n.d-a), unless stated otherwise.*

### 2.3.1. Requesting asylum

The Dutch asylum system is a structured process designed to handle asylum applications and in the meantime provide protection to those in need. When arriving in the Netherlands, asylum seekers register and identify themselves to the Aliens Police at for example Ter Apel. Afterwards the asylum process starts.

Two main organisations are involved in the process: COA, for shelter and support and the IND (Immigration and Naturalisation Service), conducting the asylum procedure.

The **IND** (Immigration and Naturalisation Service, figure 9) conducts the general asylum procedure. They investigate whether the applicant has reason to fear persecution or inhumane treatment in their country of origin and thus is eligible for an asylum status permit. Asylum seekers are interviewed two times by the IND, firstly in an application interview, followed by a detailed interview to explain their reasons to seek asylum.



Immigratie- en Naturalisatiedienst  
Ministerie van Asiel en Migratie

Figure 9. Logo IND (Immigratie- en Naturalisatiedienst, n.d.)

The IND has 6 months to decide on an asylum application, but since waiting times increase, a 9-month extension is granted for applications made between September 27, 2022, and January 1, 2025. Currently, Applicants need to wait more than a year on average for a decision on their asylum permit. Besides that, the IND has a stop on Syrian applications due to the fall of Assad's regime at the time of writing (Immigratie- en Naturalisatiedienst, 2025).

This reception includes housing, a weekly allowance, access to healthcare and education for children. It is based on the right to reception in Regulation for Provisions for Asylum-Seekers and Other Categories of Foreign Nationals (Act Rva, 2005) Next to rights, the act also comes with obligations for the asylum seekers, such as complying with house rules. Residents need to report to COA regularly and Asylum seekers must undergo medical screening and possible treatment (UNHCR, Asylum in the Netherlands, n.d.-b).



Figure 10. Logo COA (Beeldbank COA, n.d.)

The second organisation involved provides shelter. **COA** (the Central Agency for the Reception of Asylum Seekers, figure 10) is responsible for the shelter, support and guidance of asylum seekers.



Entrance sign Ter Apel (Directie Voorlichting, n.d.-b)



### 2.3.2. Outflow from a minor shelter

Unaccompanied minor asylum seekers are sheltered at minor shelters. Section 2.3.3 describes in detail the circumstances of the minor shelters. There are generally three types of locations and reasons that a young asylum seeker leaves this shelter (COA, n.d.-b), see figure 11. This project focusses on the last type: **Transition to a regular shelter since a minor turns 18.**

#### Outflow types:

##### 1. Moving to a home for Status holders

When a minor receives his residence permit, they become status holder and can leave the asylum procedure. Since they are still underage, they move to small living groups led by NIDOS.

##### 2. Moving to a shelter for return

Minors whose asylum request is denied, move to a different shelter until departure to their country of origin is possible.

##### 3. Moving to a regular shelter at 18

When minors turn 18, or are declared overage, they cannot stay at the minor shelter any more. They move to a regular shelter, that houses adults and families. This project focusses specifically on this transition.

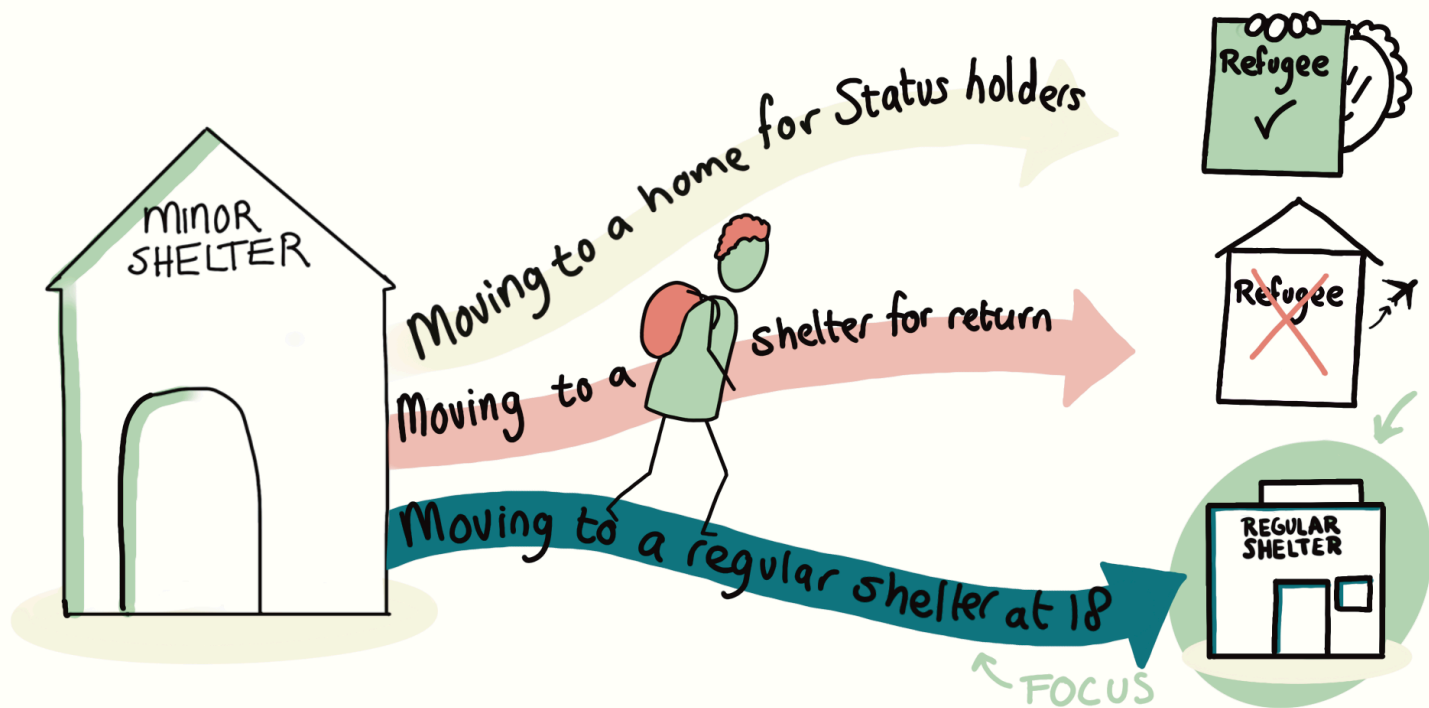


Figure 11. Different types of outflow from minor shelters

### 2.3.3. Minor & Regular Shelter

COA has around 300 reception centres throughout the Netherlands. One type of shelter is called asylum seeker centre or azc in Dutch. This report refers to an azc as a regular shelter. This subsection describes the main differences between living at a minor and regular shelter. Unaccompanied minors turning 18 will experience living in both shelters.

*This information is based on interviews with supervisors at minor shelters in Rotterdam and Zwijndrecht. It could be that other minor shelters differ in numbers or facts.*

### Living at a minor shelter

Unaccompanied minor asylum seekers will be homed in minor shelters after their asylum application in the Netherlands. They stay there until they come of age or the process of requesting a residence permit is completed. COA & NIDOS share responsibility for the young unaccompanied minors aged 15 to 18. Most of them are boys (Ministerie van Justitie en Veiligheid, 2024). NIDOS acts as the legal guardian of the minors.

The minors are ideally housed in small locations, but some minor shelters may be in a combined location with a regular shelter, as seen in Zwijndrecht. In Total, there are 5212 minors in the shelters of COA (Personen in De Opvang Van Het COA, December 2024).

Life at a minor shelter could be compared to a boarding school. Residents share rooms with two to four people per room, go to school and cook for themselves (figure 12). They either go to the International transition class (ISK) to learn Dutch. If their Dutch level is sufficient, they can join a mbo school.

The minor residents receive living allowance and food money (if they need to provide their



Figure 12. Minors receive cooking classes in a small minor shelter and cook their own meals in the shelter kitchen  
© Inge van Mill (COA, n.d-a.)

own meals), in total a maximum of €73,11 per week (Refugeehelp, 2025). The height of these allowances differ per shelter. At a large kitchen area they can cook for themselves. Some minors join sports, such as football practice.



*Figure 13 At a regular shelter, the young asylum seekers share rooms with about 4 other residents of all ages (Algemene Rekenkamer, 2023)*

## Living at a regular shelter

Regular shelters house families and adult asylum seekers that arrive in the Netherlands until the process of requesting a residence permit is completed. This includes the 'ex'-unaccompanied minors that turned 18.

40 764 residents were sheltered by COA in January 2025. (COA, Personen in De Opvang Van Het COA, 2025) Facilities and activities at a regular shelter differ per location.

At the regular shelter in Zwijndrecht, the residents of the regular shelter share rooms with 5 people (figure 13). Meals are provided, so the residents receive a living allowance of €14.87 per week. (Refugeehelp, 2025)

If they want, Asylum seekers can join Dutch classes, join organised activities and do volunteering work. After 6 months, asylum seekers are allowed to work, but they have to arrange it themselves. (Ministerie van Justitie en Veiligheid, 2024)



## 2 | Asylum seeker's Realities and Opportunities for Design

### 2.3.4. Supervision differences between minor & regular shelters

When an unaccompanied minor moves from the minor shelter to a regular shelter, they are confronted with the difference in supervision.

**At the minor shelter**, minors can always reach out to the supervisors present 24/7 in their smaller group home. Twice a day, attendance is checked. **Since it is a smaller scale, they know each other well. Each supervisor is a mentor over a few minors (4-7 per mentor).** Mentor and minor have planned conversations (figure 14) about well-being and goals, such as hygiene or school, which is documented in an online dossier. Next to that, The legal guardian from NIDOS assists them at interviews with the IND.

In the first month at the minor shelter, minors will follow a Future Training. Given by the supervisors, the group of minors will learn practical information about the asylum procedure, possible outcomes and future scenarios. Additionally, they will participate in the Future game. A game that creates a roadmap that helps youngsters to find their talents, competences and goals. These goals can be discussed with their mentor later on (Toekomsttraining amv, COA, 2022).

Minors receive a lot of support at the minor shelter compared to a **regular shelter**. Of course there are also COA employees available at the regular shelter, A team of case managers, activity supervisors and living supervisors manage and support the group of residents. At night, security is present. But they oversee a larger group. For example, case managers that help asylum seekers with their application procedure each are responsible for more than 100 residents.

**“Regular shelters are made for mass housing, not for the personal attention a young adult needs.”**

*Case manager during interview*

Furthermore, the regular shelters are open facilities, meaning residents can move and leave freely. Monitoring measures such as a weekly attendance check are in place, **but most responsibility and freedom lies with the asylum seeker**. A major change from the minor shelters, where a minor's presence is closely monitored and they need to ask for leave if they want to stay over at family.



Figure 14. Minors receive personal supervision from their mentor at the minor shelter © Mariette Carstens (COA, n.d.-b)

### 2.3.5. COA approach on transition

*Disclaimer: The approach described here was used until April 2025. Since then, some alterations were made to the approach. As a result, some explanations made here might no longer fully reflect the current process. However, they still give an useful overview of the approach.*

COA recognises that this transition is a major and disruptive step for asylum seekers. To sufficiently prepare the unaccompanied minors, they created a methodology that was introduced in 2021 on the transition from unaccompanied minor asylum seekers to regular asylum seekers' centres. Internal research showed this was a theme in need of improvement. (*werkwijze Overgang van AMV naar regulier, Vakgroep bijzondere opvang/amv 04-01-2021, COA*)

The methodology consists of a guide for mentors and a written handout for minors. This handout explains the differences between life at the minor shelter and the regular shelter they will move to. A checklist at the end of the hand-out shows if the minor is prepared for the transition. (Read more on this methodology in appendix C).

These practical goals should be reached to have a smooth transition:

- know where the youngster can go with requests for help;
- be able to ask for help independently;
- be able to arrange day care themselves;
- able to travel around the Netherlands by train and bus entirely independently;
- able to move safely in traffic;
- handle money responsibly.

These goals are detailed and communicated to the minor as a **checklist**.

**The minor, mentor and often the legal guardian discuss the checklist during an 'almost 18 meeting' three months before a minor turns 18 (see figure xx).** Furthermore, the minors dossier is completed and the minor's mentor prepares both a written transfer document as a warm transfer.

**Employees notice this disruptive gap between minor shelter and regular shelter still exists with the current methodology.** Initiatives are or were organised locally to overcome this, but no overall improvements are made yet. Some examples are; a youth worker that

focuses some workload on 18-23 year-olds (Sneek); buddy programs between previous minor residents and a regular resident or volunteer; (Baexem, Den Helder & Oisterwijk) and extra support or attention from the regular team in the initial period (Maastricht).

### 2.3.6. Conclusion

The Dutch asylum system aims to provide shelter and support for asylum seekers during their asylum application process. Unaccompanied minors are housed in dedicated minor shelters managed by COA and NIDOS. These shelters are specified to the needs of this group. The smaller groups have 24/7 supervision, personalized mentorships as well as legal guardians from NIDOS. The minors attend school and receive a living allowance.

**Significant challenges arise when minors turn 18 and they have to transition from minor shelters to regular shelters.** Regular shelters house single adults and families. These shelters are larger and made for mass housing instead of personal guidance. Supervisors expressed their concern for this disruptive and overwhelming transition, but current methodology is lacking. **Addressing this gap is crucial to ensuring a smoother transition for minors as they come of age and need to be independent at the regular shelter.**

## 2.4. Improving (mental) wellbeing through design

Methodologies exist that show how to intervene in vulnerable groups and improve their wellbeing. This section explores these methodologies, with a particular focus on how positive design could have a valuable and relevant impact at the transition from minor to regular shelters.

The research question addressed in this section is:

---

*How can the **wellbeing** of young asylum seekers be improved **through design**?*

---

### 2.4.1. Methodologies for mental wellbeing of vulnerable groups

Even with the current methodological approach, Initial interviews done at the start of this project showed that COA employees of both minor shelters as regular shelters still raised concerns on the disruptive effect of the transition and the lack of support.

**“I am afraid that when a young asylum seeker leaves from the minor shelter, they don't end up well.”**

*Location manager minor shelter during interview*

A manager at a minor shelter explained that the minors in that uncertain situation go into their 'lost-child mode'. Meaning: they feel lost and abandoned and might act out. This is one of the modes from the therapeutic approach SafePath. SafePath combines principles

of schema therapy and positive psychology to create a safe and supportive environment for clients, particularly those with complex personality disorders and externalizing behaviour problems. It originated in the Netherlands and is used for example in forensic youth facilities. (Lorenz, 2024)

The intervention that would help is to show nearness or familiarity to this 'lost child'. However, this is difficult, since supervisors might be unaware, the minor moves from their familiar surroundings or the new staff at the regular shelter cannot offer this.

The importance of familiarity is also shown in another methodology. The “Protective Cloaks” Methodology is an effective approach for working with refugees and migrants in social care. This method, developed by Kitlyn Tjin A Djie, focuses on creating safety and connection by enveloping people with familiar elements from their culture and past. Since fleeing is a major and difficult change in someone's life, Protective Cloaks can give support and strength. These cloaks could be traditions, smells, objects or food from the culture of origin. (Bureau Beschermjassen, 2023)

### 2.4.2. Positive design & culture sensitive design

The situation unaccompanied minors are in and their move to a regular shelter already has a lot of problems or challenges that could be solved through design. However, the main approach of this project is inspired by Positive Design or possibility driven Design (appendix D). This approach tries to create positive outcomes from opportunities that go beyond neutral experiences. This is different from problem driven design, where a solution is designed that eliminates the

problem, and thus creating a neutral experience in the end. (Desmet & Hassenzahl, 2012; Desmet & Pohlemeyer, 2013).

Inspired by the third space of design for wellbeing (Hajdu et al, 2023) this graduation project revolves around finding pain points, through problem-driven design, and using this as borders of the design space to create a positive experience with a possibility driven design approach.

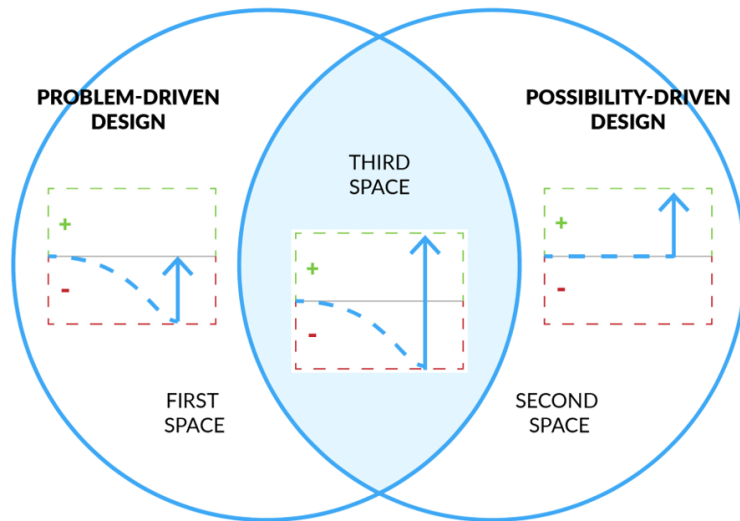


Figure 15 Third space of design (Hajdu et al. 2023)

Figure 15 shows a comparison of the three spaces of design for wellbeing. (Hajdu et al, 2023).

Design is relevant and effective once it satisfies people's needs. They are a source of meaning and pleasure. Desmet and Fokkinga (2020) provide a typology of 13 fundamental psychological needs that are recognised across all cultures. For example the need for security and the need for Community are 2 of these 13 needs. Moving homes is disruptive for the youth and some needs are neglected. Analysing this event through the 13 fundamental needs, will show which needs are neglected and will give insight in which direction the design should give support or improvement (Appendix E).

Since the cultures of the asylum seekers are different from the designer, it is important to better understand the values of the cultures

the design is for. Inspiration is drawing from design methods such as Cultura (Hao, 2019) to research the cultures and cultural diversity at the minor and regular shelters.

### 2.4.3. Relevance of the project

This project hopefully has an effect and gives long term societal impact. It is valuable for COA to improve their service of housing young asylum seekers. Ensuring a smooth transition for young asylum seekers promotes their integration into society, reducing the risk of social exclusion, mental health challenges, or marginalization. It promotes Human Rights by boosting the treatment of vulnerable groups and helping give them equal opportunities. Lastly, it is relevant to municipalities. By addressing the needs of young asylum seekers early, society can prevent issues such as unemployment and reduce long-term costs related to social welfare or criminal interventions.

### 2.4.4. Conclusion

**The transition between shelters creates emotional challenges for the young asylum seekers, leading to feelings of abandonment and stress.** Methodologies such as SafePath and Protective Cloaks emphasise it is important to show nearness and familiarity during these feelings. However, the current system struggles to provide this.

**Positive Design offers an alternative perspective, and has the potential to help both supervisors as young asylum seekers navigate this transition.** By helping COA invest in the wellbeing of young asylum seekers at this stage, this project aims to create longer-term societal impact. Ensuring a smooth transition for AMV youth supports their integration into society, reducing the risks of social exclusion, mental health challenges, or marginalization.



# 2.5 Conclusion of chapter 2

Forced migration remains a global crisis. Asylum seekers, especially unaccompanied minors, face significant challenges. The Dutch asylum seeker system offers dedicated support to unaccompanied minors at minor shelters. However, the transition to a regular shelter at 18 poses critical difficulties. This abrupt shift to independence, a new location and less support can lead to distress and extra vulnerability, which negatively impact their wellbeing.

Creating extra support during this transition, incorporating methodologies and using positive design principles can create a more humane system. Through a design intervention, this project seeks to bridge the existing gap and to prioritize the needs of the young asylum seekers at this stage. This design intervention would improve their wellbeing and ultimately their integration into society.

The next chapter zooms into the challenges and experiences of the stakeholders. Contextual research at the collaborating shelters gives insightful insights that lead to design opportunities.



# 3. Stakeholder Challenges and Experiences

**As a designer, I needed to become ‘an expert’ in the context of minor shelters.**

In this way I gained empathy with the stakeholders involved and I could fully understand where problems and opportunities lied. This ensures the design based on this research will be a valuable improvement. I did contextual research, based on a well known Delft design process called Context Mapping to map out life at the minor shelters, procedures, the experience of transitioning shelters and more.

This chapter presents these stakeholder challenges and experiences. It begins by explaining the scope and the method of the contextual research. This is followed by addressing the insights gained about the stakeholders, specifically the experiences of unaccompanied minor boys. These insights were then analysed, which led to the design directions that are discussed in chapter 4.



*Boys in their room at a minor shelter © Inge van Mill (COA, n.d.-b)*



# 3.1. Scope & Focus

The scope of this contextual research covers the bigger picture of the structure and life at minor shelter and the people involved. Additionally, their life at the regular shelter and how it changed compared to the AMV was included.

**The main focus of this research lied on the period of about 3 months before and 3 months after turning 18 (see figure 16).**

The goal of this contextual research is to answer the research question:

---

*How do **young asylum seekers** look towards and have **experienced moving** to another location when **they turned 18 & why?***

---

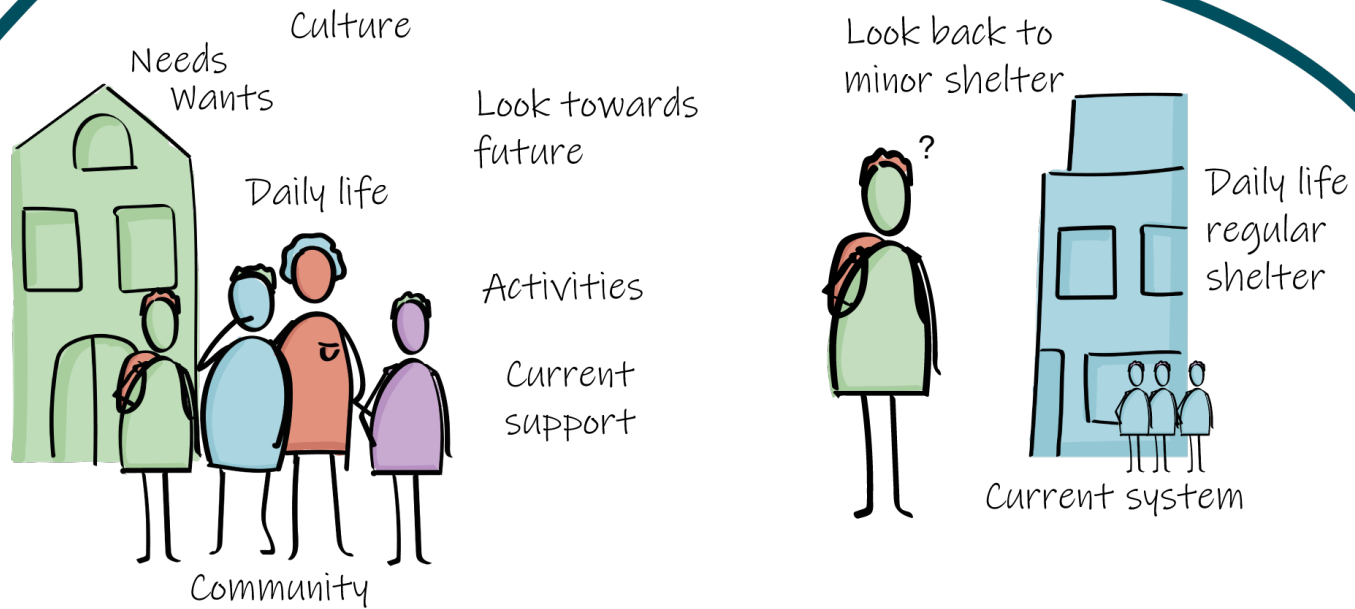
## Research topics included in the scope were:

- Experiences and daily life at a minor shelter
- How refugees and supervisors look towards the future
- The interactions and connections at the minor shelter and the regular shelter
- Needs and wants of the refugee youth
- The supervision refugee youth currently get/procedures
- Process of moving and time afterwards
- The differences in culture, trauma and age that are special to the target group

## Sub questions:

- What is the daily life of living at a minor shelter?
- What is the daily life working at a minor shelter?
- What do they find important and valuable at the minor shelter?
- What are the needs and wants of the stakeholders involved during the transition period?
- How does the current procedure go when moving and how is that experienced?
- What are future plans of the refugee youth?
- How did 18 year olds experience moving and their first period at the regular shelter?
- Opportunities/what works well and why?

# Scope



# Focus

How do young asylum seekers look towards and have experienced moving to another location when they turned 18 & why?

Minor shelter

Regular shelter

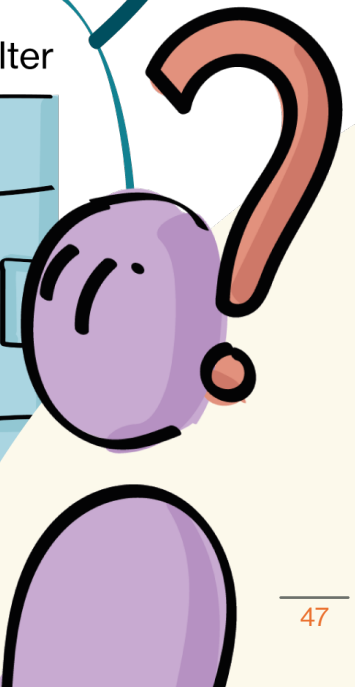
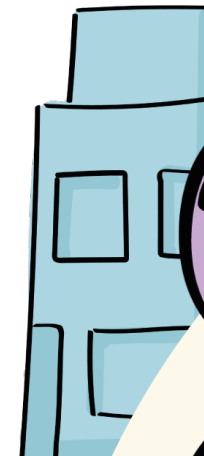
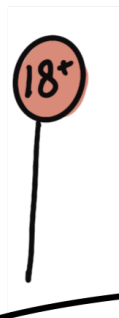
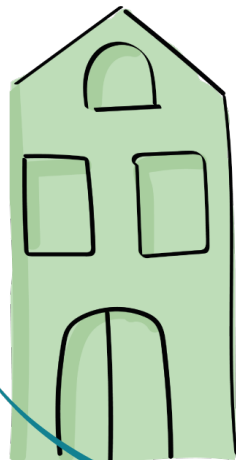
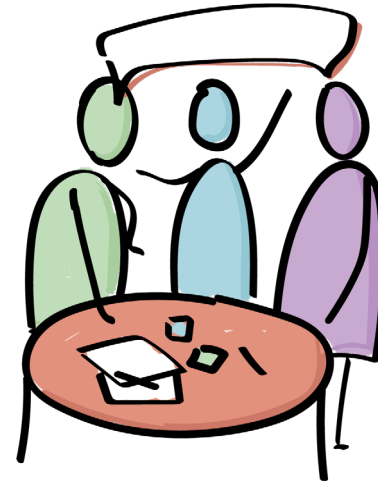


Figure 16 Scope & focus of this research

## 3.2. Method

I conducted contextual research which involved a mixture of qualitative methods with stakeholders including supervisors from minor shelters, care workers and young asylum seekers. A well known Delft design process called *Context Mapping* (TU Delft, n.d.) helps to understand the general steps: Collecting user insights through drawings and post-its, analysing them to find gaps and needs and communicating the findings in a visual and compelling way, which lead to valuable and deep knowledge of the context. This section dives deeper into the method used during the contextual research study.



### 3.2.1. Research approach

This contextual research and analysis phase spanned two months and began with an open approach. This allowed exploratory research could be done within the project scope and helped me to become an expert with the context. Halfway, an interim analysis was performed halfway through the research. This led to valuable insights and research gaps. As gaps in research emerged, I knew which areas I had to investigate and additional activities were planned accordingly.

The research methods existed of both **observations** and **generative** interviews. This choice of research methods is based on the different layers of knowledge (Sanders & Stappers, 2013, p. 67), whereas interviews provide explicit knowledge, observations observable and generative research tacit and latent knowledge (see figure 17).

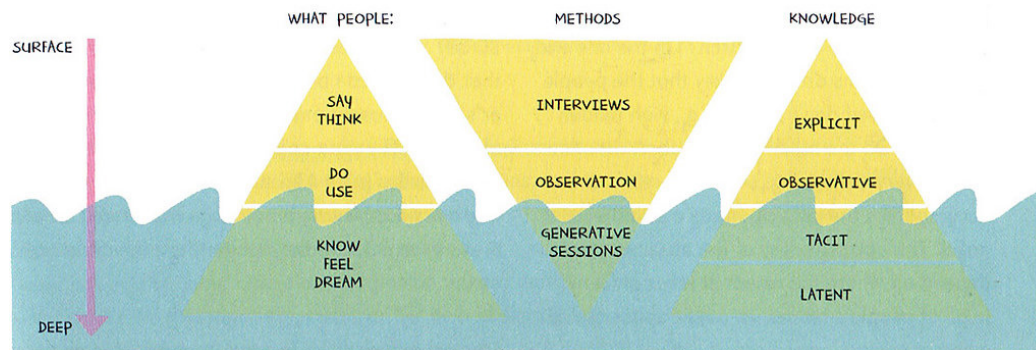


Figure 17 Different methods access different levels of knowledge (Sanders & Stappers, 2013, p. 67)

### 3.2.2. Setup observations & generative research activities

During the days of **observation**, I took quick written or drawn notes in a notebook. The multiple interviews had a generative set up. These **generative interviews** were exploratory. I used them to **explore people's experiences, motivations, and values**. The goal was not to merely gather factual information, but to uncover deeper emotional and contextual insights.

The setup of these interviews entailed different brown papers with a template of the interview topic were prepped, with drawings of the topic and prompting post-its in pink (see figure 18).

Throughout the interviews, the brown paper templates were filled with post-its to collect data. To test the first interview setup, I held a pilot test with 2 participants with experience working or living at a boarding school. For all research activities, see appendix F and for interview reviews, see appendix G, H, I L, & M).

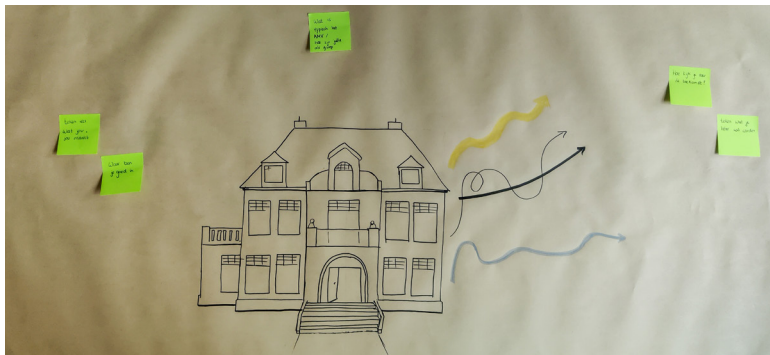


Figure 18 Prepared brown paper for research experiment at minor shelter (see results in appendix G) This experiment, held with minor asylum seekers, focussed on a creative activity to show their identity, interests and dreams.

### 3.2.3. Data collection

Asylum seekers, and especially unaccompanied minors are a vulnerable group. Protecting their privacy is of utmost importance. Therefore all data gathered is anonymous and measures were taken against re-identifiability. To protect participants, data is written down and not recorded. This unfortunately also means that no pictures could be taken and shown in this report of the minor shelters and research activities to help readers empathise with the context. Publicly available images are added for some context.

Data was collected on post-its and written notes. This raw data was afterwards analysed and rewritten into insight cards. These cards had a quick drawing and an explanation of an insight (see figure 19). These insight cards were powerful tools. I used them to cluster, show connections and an overview of the scope. Furthermore, they revealed research gaps. The most inspiring insight cards were also used as conversation starters or communicator during meetings with stakeholders.

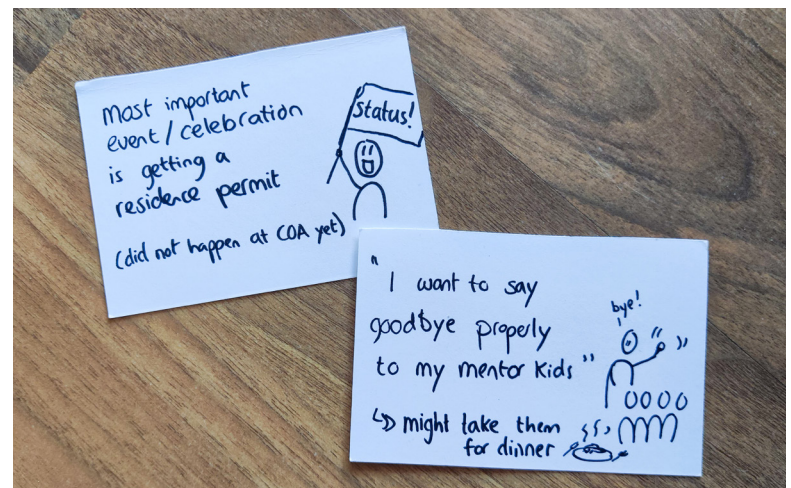


Figure 19 Insight cards were used to process and analyse data and as conversation starters



### 3 Stakeholder Challenges and Experiences

#### 3.2.4. Participants

The contextual research largely took place at the collaborating shelters: The minor shelter in Rotterdam and the COA location in Zwijndrecht. There, I conducted research on both the minor department as the regular shelter.



This study involved participants from a wide range of stakeholders, under which:

- Minor asylum seekers (m) (n=4) at the minor shelter
- 18 year old asylum seekers (n=4) at the regular shelter
- Former asylum seeker
- Minor shelter supervisors (n=4)
- Senior Support Worker/supervisor at the minor shelter
- Behavioural expert (Orthopedagogue) at the minor shelter
- Care coordinator at the minor shelter
- GP nurse at the regular shelter
- Municipality manager of asylum
- Location managers (n=2) at minor shelters
- Pilot: 2 participants with experience working or living at a boarding school

Furthermore, observations at both locations, include a bigger scope of participants. Legal guardians are also informed of the research. Participants were recruited through the location managers or through warm contacts. Eligibility criteria required that participants worked with refugee youth around the age of 16-20. Or that participants live(d) on a shelter location themselves. Ethical approval was obtained from the HREC of the TU Delft. Furthermore, a collaboration contract with COA was made to ensure a safe research environment and all participants provided informed consent before the study began.

#### 3.2.5. Data analysis

The first analysis phase was done with the insight cards. These were clustered, which gave me a better understanding of the scope, and of the research gaps that still existed. After doing more research I continued with a second analysis phase that ultimately let to design opportunities. Central in this step were the 13 fundamental needs of Desmet & Fokkinga (2020).

Firstly, I collected all insights from all research activities (**step 1**). I clustered these (**step 2**) and afterwards added the most important fundamental need and subneed that were addressed in that (sub) cluster (**step 3**).

These clusters and their needs were divided over the minor shelter, regular shelter and the transfer in between. (**step 4**) Some needs were met in one situation whereas in another they were lacking. In **step 5** the needs were mapped on the three consecutive situations, to see if they were met or not. Noticeably most needs were not met during the transfer and at the regular shelter.

Since no need really stood out that could lead to a design opportunity, I chose to continue with the elaborated clusters of step 4. I picked the most inspiring, insightful or important clusters and added keywords and a title to each of them. (**step 6**) (see appendix K for these elaborated clusters).

Ultimately, these let to seven opportunities that can lead to valuable design ideas. (**Step 7**). These opportunities are addressed in chapter 4. (See all steps visualised in figure 20.)

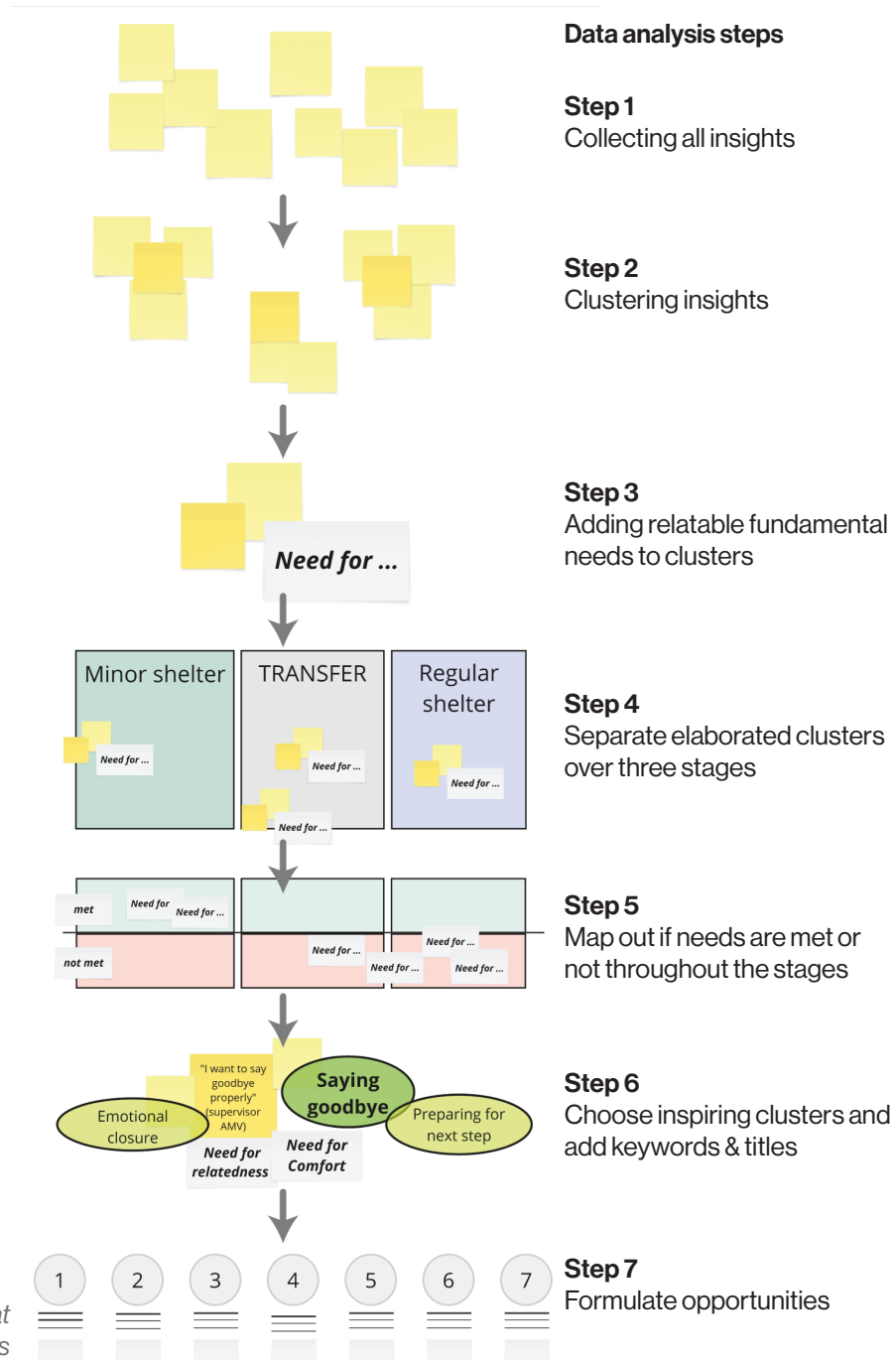


Figure 20 Analysis steps that led to design opportunities

# 3.3. Results

The contextual research activities and analyses done during the contextual research resulted in valuable insights and knowledge about the stakeholders and their challenges. These are presented in this section.

## 3.3.1. Target group: unaccompanied minor boys

Most unaccompanied minors in the Netherlands are boys. In 2023, 5110 of the 5800 unaccompanied minors were boys (see figure 21, Centraal Bureau voor de Statistiek, 2023).

Minor shelters are either fully sheltering boys, mixed or only girls. The two collaborating minor shelters of this project only shelter boys. So, the largest group in the Netherlands are boys and the shelters I had access to housed boys.

Therefore, the design is designed to appeal the chosen target group: **Unaccompanied minor male asylum seekers of the age of 17, when the goodbye period starts, until they leave the minor shelter.**

Furthermore, research in this chapter is predominantly based on research at the minor boy shelters and this is shown in the output.

Alleenstaande minderjarige vreemdelingen

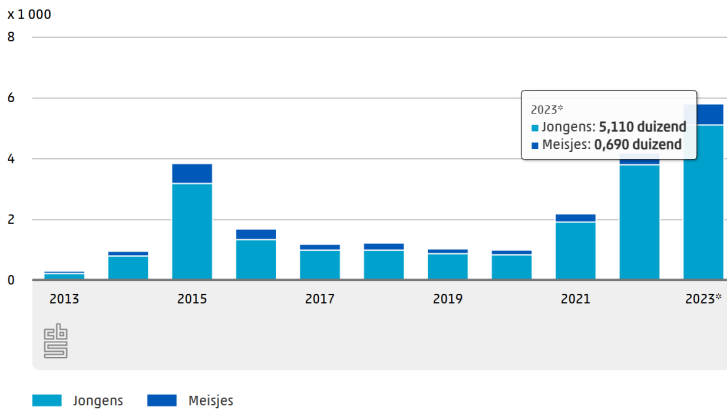


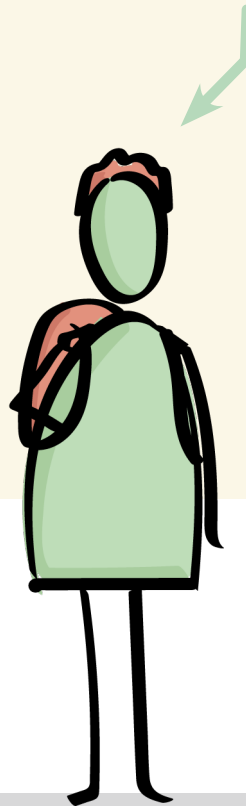
Figure 21 Most unaccompanied minors in the Netherlands are boys (Centraal Bureau voor de Statistiek, 2023).

# Target group:

Unaccompanied minor male asylum seekers of the age of 17-18

**15%** of asylum seekers arriving in the Netherlands are unaccompanied minors without parents, called AMV (Alleenstaande Minderjarige Vreemdelingen). (CBS Statline, 2023).

5110 of the 5800 unaccompanied minors were boys in 2023 (Centraal Bureau voor de Statistiek, 2023).

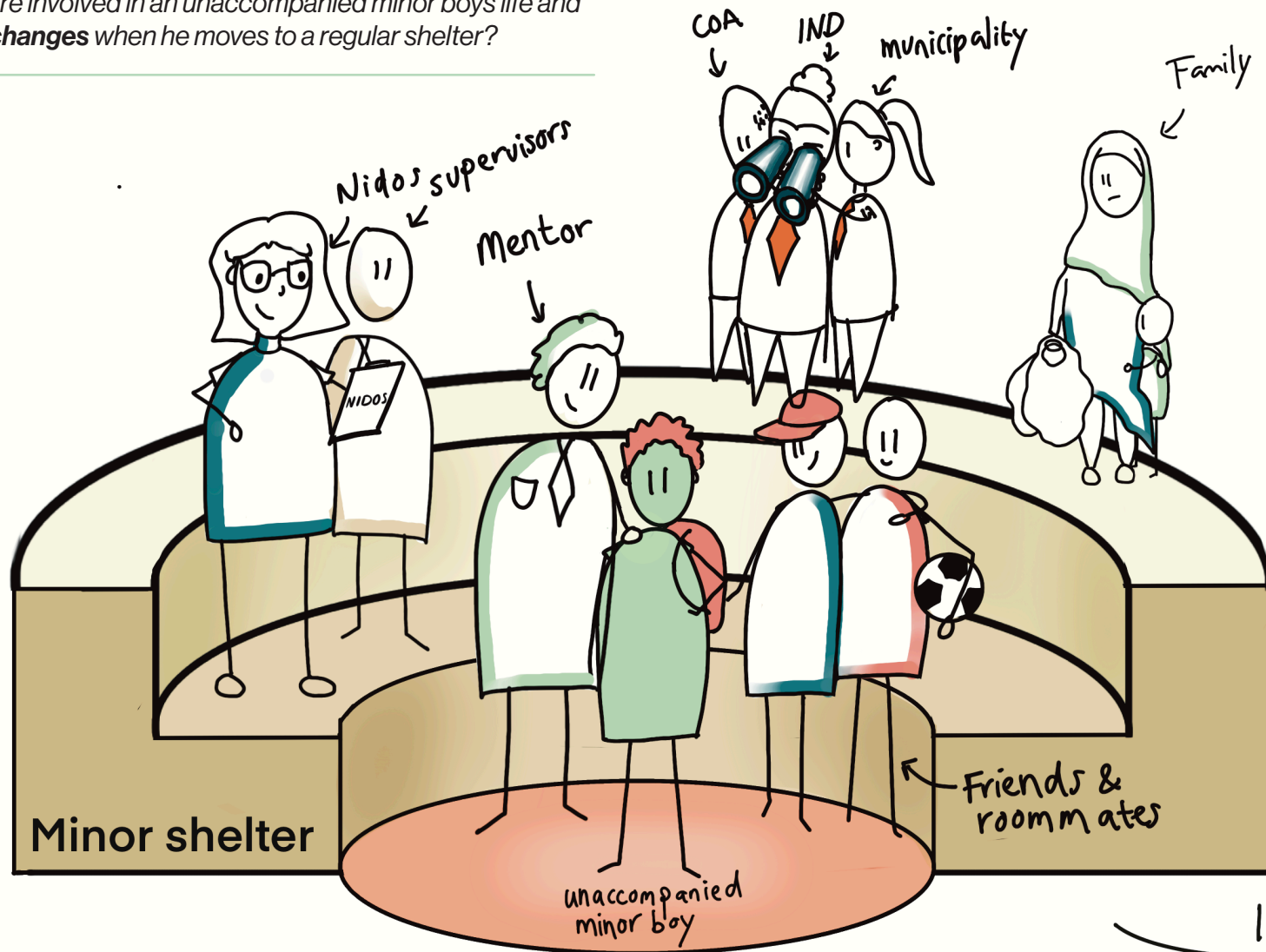




#### 3.3.2 Stakeholders

These visuals (figure 22) map out the stakeholders and their relation to a unaccompanied minor boy in both the minor shelter and the regular shelter. They answer the research question:

**Who** are involved in an unaccompanied minor boys life and **what changes** when he moves to a regular shelter?



### At the minor shelter

At the minor shelter, an unaccompanied boy's closest circle includes his roommates, friends, and mentor. Slightly farther removed, an assigned NIDOS legal guardian maintains contact and oversees his welfare. In daily life, the boy interacts with supervisors, available 24/7 at the minor shelter, attends school, and socializes with other residents (group size of 35-60). Unfortunately, family is more distant; Since they arrived unaccompanied in the Netherlands, contact with parents is often limited due to challenging circumstances. COA provides housing, while the IND assesses whether he qualifies for a residence permit. The municipality monitors the boys' well-being and remains vigilant about potential criminal activity.

**At age 18, when they move to the regular shelter, the support network shifts. Their inner circle often empties:**

### At the regular shelter

Friends are left behind, they have less in common with older roommates and often do not go to school at first. With no legal guardian or personal mentor, they primarily engage with location management at the regular shelter and other residents. However, family ties may strengthen, as they often spend more time staying in touch online.

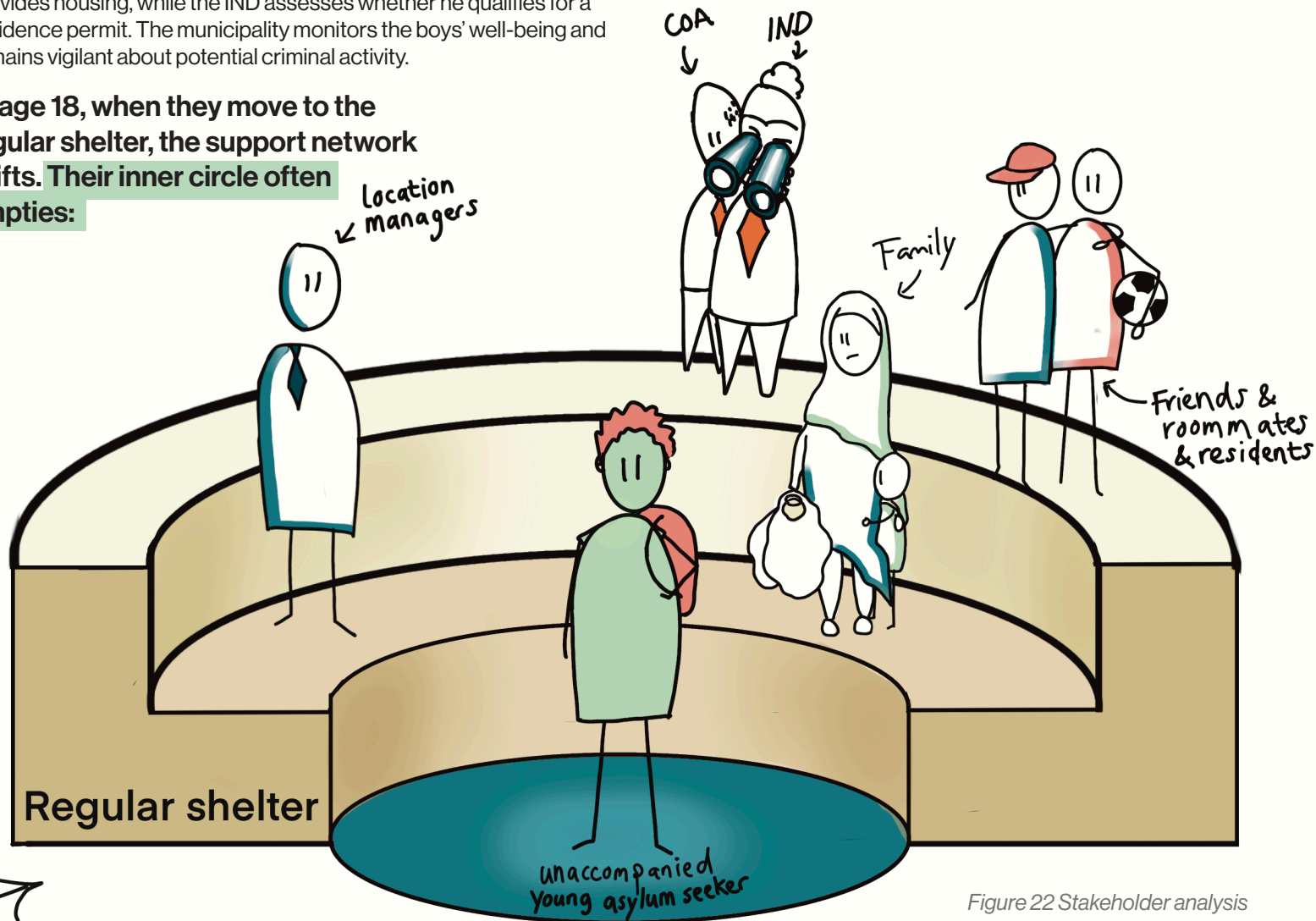


Figure 22 Stakeholder analysis

#### 3.3.3. Key insights

Both my observations and interviews from the minor shelter as well as interviews with 18 year-olds at the regular shelter (n=4), a former refugee and a municipality manager let to insights that I clustered. Some insight cards sparked my interest and could be inspiration for

design opportunities. Furthermore, they were used as conversation starters with other research activities. Some important clusters and insights are communicated here. (See all insights in appendix J).

##### 1. Triggering trauma: kicked out of the nest again

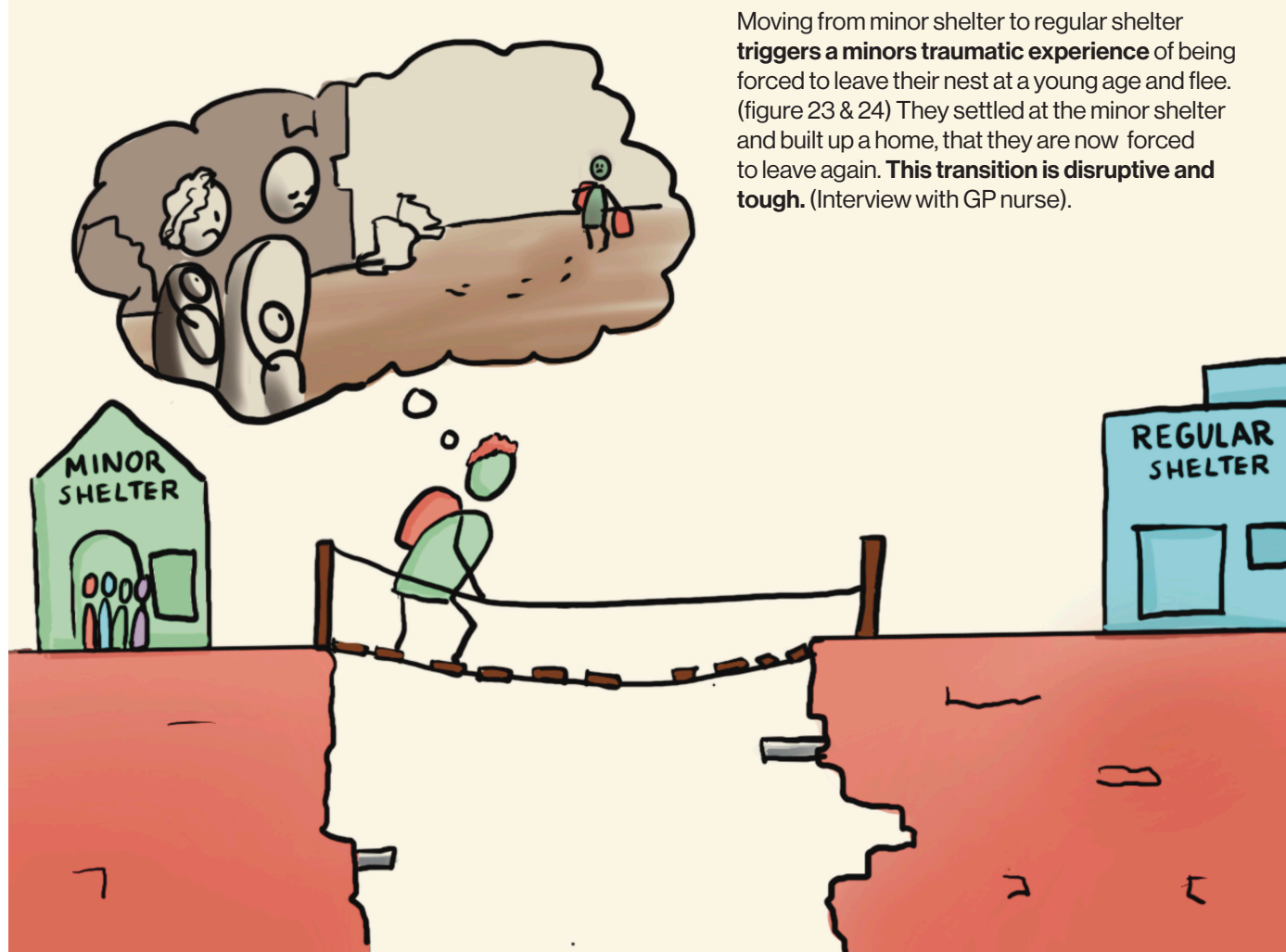






Figure 24 Unaccompanied minors needed to leave their family behind at a young age (vluchtelingenWerk, n.d)

# KEY INSIGHTS

## 2. Hidden hurt

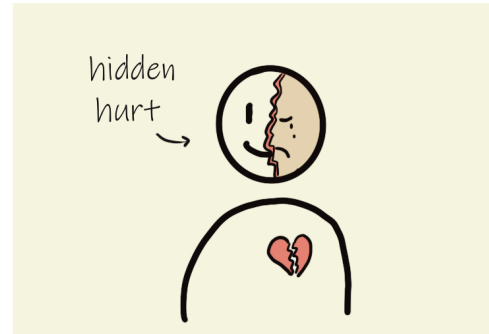


Figure 25 Unaccompanied minors have hidden hurt

When they arrive in the Netherlands, the boys are in survival mode. They need to feel safe again and unlearn bad coping mechanisms (figure 25, Behavioural expert).

## 3. Missing colour: A personal touch



Figure 26 Missing colour

Observations at the shelters showed that there was little self expression, personal touch and colours at the shelters (figure 26). Furthermore, supervisors expressed the hope to invest more in the personal development of the minors. All in all, colour was missing at the life at the shelter.



#### 4. Dare to flee



Figure 27 Minors have an entrepreneurial mindset

Taking the step to flee takes courage. The journey to safety requires perseverance. Most unaccompanied minors have an entrepreneurial mindset (figure 27). They are resourceful and driven to build a better life (*interview with former refugee*).

#### 5. Familiarity warms you

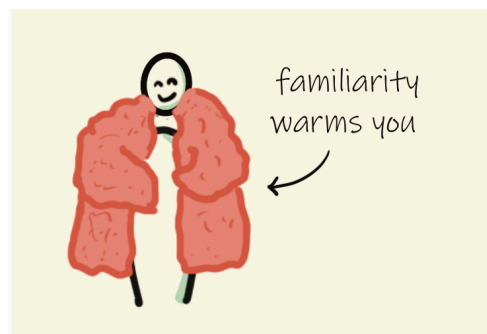


Figure 28 Familiarity warms you like a warm coat

Migrants benefit from enveloping themselves in old familiar aspects of their culture, when they are in a difficult life stage transition (Protective coats theory, Bureau Beschermjassen, 2023). At the shelters, religious and cultural events are important for the residents and are well celebrated (figure 19).

#### 6. Between two fires: Family expectations & waiting at the IND



Figure 29 Boys are between to fires and under pressure

The boys experience a lot of pressure (figure 29). On one side, they worry about the outcome of their asylum request, anxiously awaiting the IND's decision. On the other, their family might rely on them to get a residence permit. Whether to provide for his family or to request family reunification. However, they cannot do much except wait for the IND to make a decision.

### 7. Need for a proper goodbye

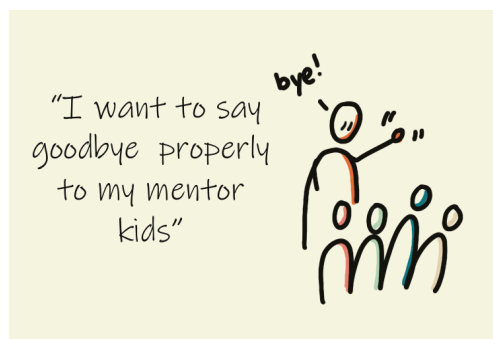


Figure 30 Need for a proper goodbye

One supervisor was leaving the minor shelter. "I want to say goodbye properly to my mentor kids" he said in an interview (figure 30). He might take them to dinner. The importance of taking a moment to say goodbye when a boy would leave the minor shelter was also expressed by others. Both for the emotional closure for the boy, as for the supervisors.

### 8. Bridge the gap

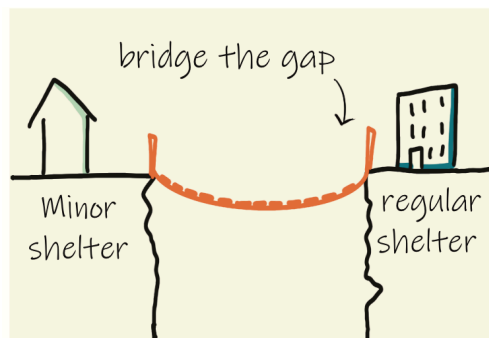


Figure 31 Bridge the gap between shelters

Currently, minor shelters and regular shelters each manage their own shelter and facilities. Very shortly before a minor needs to leave, his new location is announced to the stakeholders. However, the transition process lacks clear responsibility, as neither side fully oversees the move. Regular shelters typically only take over once the new resident arrives. To ensure a smoother transition, it is important to bridge this gap. (figure 31, *interview with municipality manager*).

### 10. Quite the change

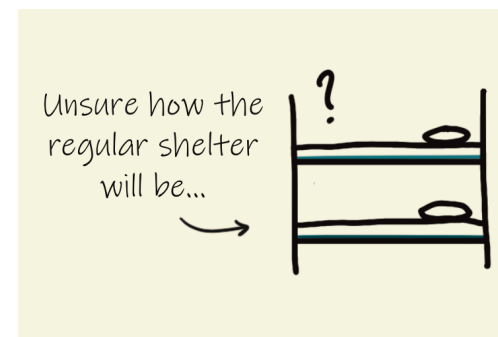


Figure 32 The new shelter will be quite different

Going from the minor shelter to a regular shelter will be quite the change (figure 32). Not only the supervision alters, but also the location and facilities. The rooms are shared with five people, a young asylum seeker could be housed in temporary shelters or even emergency housing at a sports hall. Furthermore, he is expected to be more independent. (*supervisor minor shelter*).

## 11. At home at the minor shelter



Figure 33 The minors shelter tries to offer a home

"This is your home" is the vision one of the minor shelters wants to communicate to the boys (figure 33). The minor shelter wants boys to feel at home, and always welcome to come over (care coordinator). The founders, who also have a migratory background, want to share their own story and hope to inspire the young asylum seekers that a lot is possible here. Through this they aim to create a safe place and possibilities for the boys.

## 12. Regular shelter: Not a home

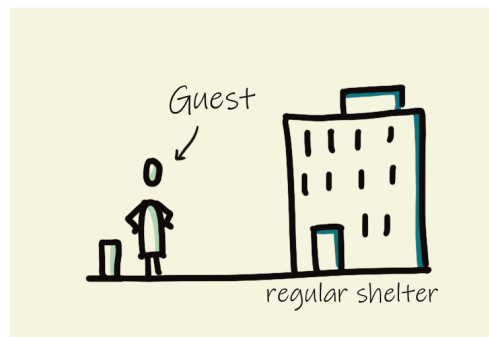


Figure 35 At the regular shelter it is clear residents are guests

The adult regular shelter is more pragmatic. "You know you are a guest here [at the regular shelter], you know you are not permanently at the shelter location." (Figure 34, *former refugee*). COA is always aware that an asylum seeker might not get a resident permit. They do not want to raise the expectation and promise asylum seekers can stay here. (*Municipality manager*).

## 13. Challenge to make friends and connections

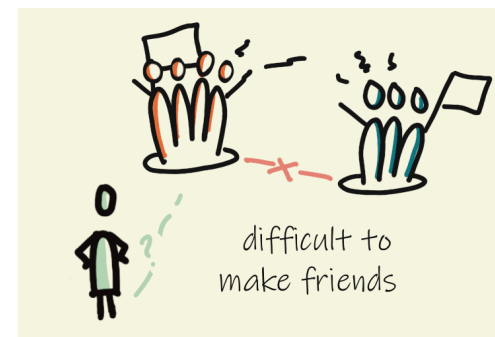


Figure 35 Multiple barriers discourage making connections

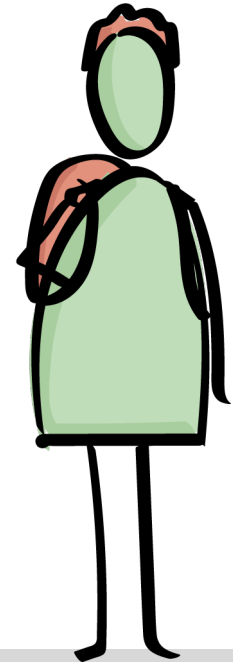
Some cultural backgrounds don't mix well, for example Kurdish and Arabic people. Furthermore, connecting with roommates that are way older or from a different culture, is difficult to a new 18 year old. (*18+ interview*). These are barriers that make it challenging to make friends and connections (figure 35).

# KEY INSIGHTS

### 3.3.4. Understanding an unaccompanied minor

What an unaccompanied minor boy experiences is tragic yet unique. For an outsider it is hard to put yourself in their shoes. To fully understand these young asylum seekers themselves, research was done on their needs, wants, culture, background and what is on their mind.

The main research activity was a generative interview with a GP nurse of a shelter. This nurse had 10+ years of experience of working in the Middle east and could share a lot about this group (appendix L). The insights were communicated in a poster. The poster (see figure 36) was edited after new data was found.







Group of boys - Photo by Oscar Omondi on Unsplash, 2021



# Unaccompanied minor: Gaining a deeper understanding

## An unaccompanied minor boy's background and culture

Arabic cultures are overall honour/shame cultures. They are collectivist, meaning the group is more important than the person. Family and groups play a crucial role, although men and women live their life mostly separated. If possible, asylum seekers talk to family everyday. Boys even walk hand in hand in the Middle East, something rarely seen in the Netherlands.

The boys in these cultures grow up in a shame-based system, whereas western European countries have a guilt-based system (Lucenay, 2022). In a shame culture, the goal is to avoid shameful situations. This sometimes clashes with COA employees. For example the boys find that 'truth is what the other wants to hear'. Resulting in irritation, because COA employees value honesty more and this could result in unreliable information that might hinder their work.

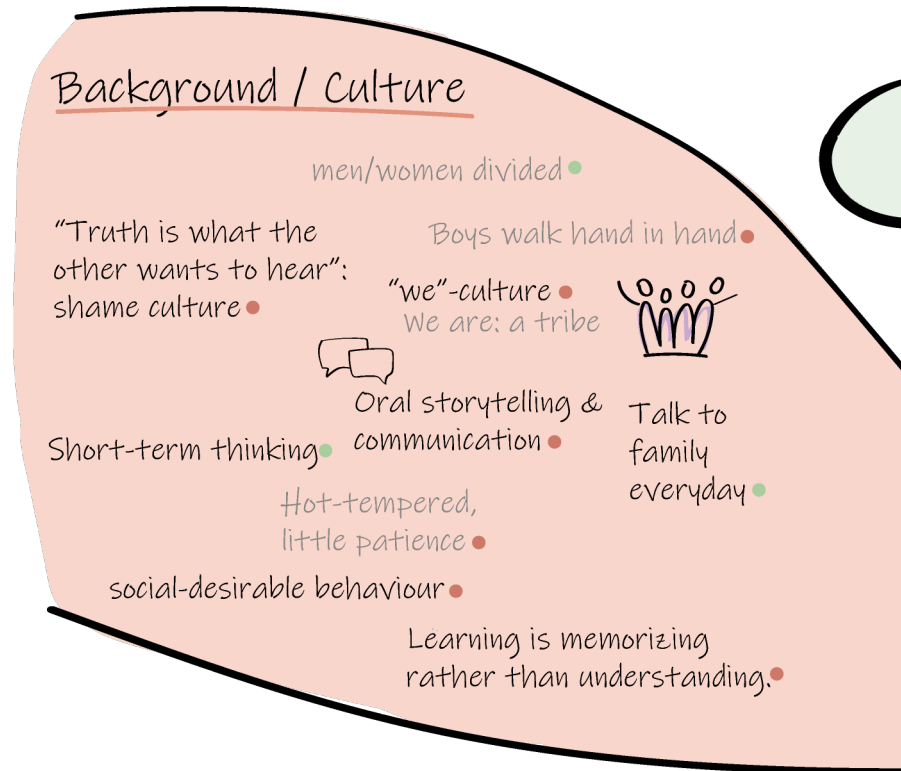
Lastly, people from Arabic cultures tend to communicate more with oral storytelling. Furthermore they focus more on short-term thinking and are more hot-tempered with less patience compared to European cultures (based on insights from care workers).

## An unaccompanied minor boy's worries

Unaccompanied minor boy's are part of a vulnerable group (see section 2.2.2) When arriving at the minor shelters, they have a lot of (open) trauma that has not been processed. Furthermore, they are lonely and feel homesick to their culture and family. Being alone is especially hard, since they come from a collectivist culture.

Furthermore, they boys feel powerless and under pressure. They feel pressure from their families to take care of them and get a status, but they also know that they have little power to do something about it (based on insights from care workers and supervisors).

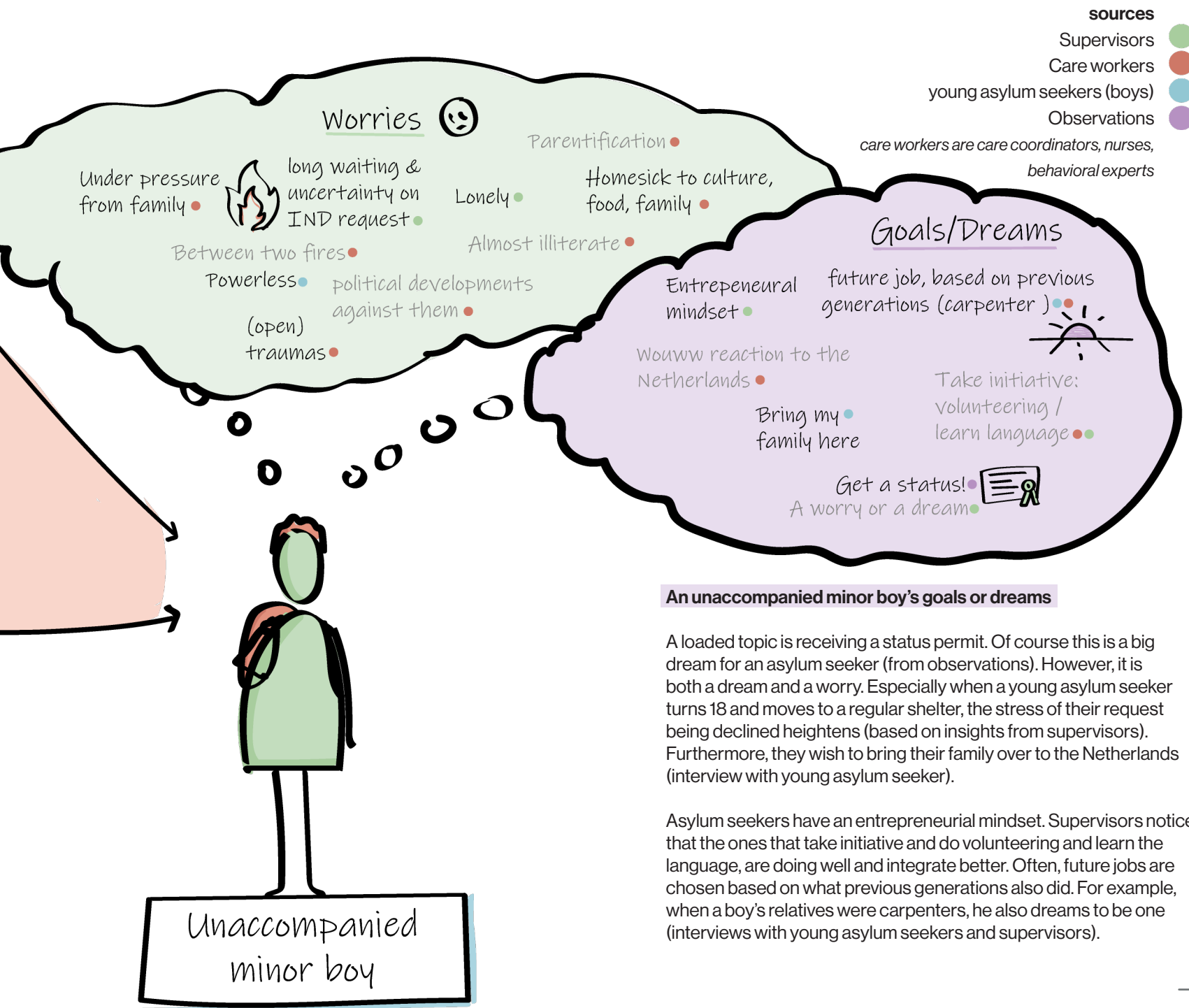
Another (unwanted) responsibility of this group is parentification, where children take on adult roles beyond what is expected for



their age. Part of this responsibility could be acting as translators for parents, contributing financially to the household or mediating family conflicts (Titzmann, 2011).

Depending on the situation, political developments against them also strains these young asylum seekers. (Insight from care worker). Currently, the new parlement wants to declare an asylum crisis, which would have mayor consequences for the asylum process (Vluchtelingenwerk Nederland, 2024).

Figure 36 Poster showing aspects of a unaccompanied minor boy



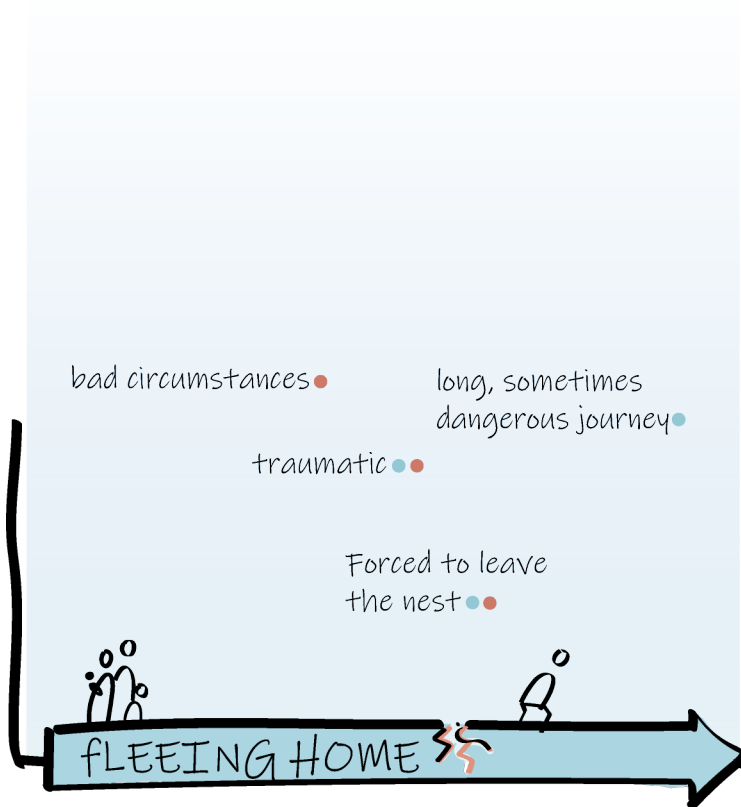
#### An unaccompanied minor boy's goals or dreams

A loaded topic is receiving a status permit. Of course this is a big dream for an asylum seeker (from observations). However, it is both a dream and a worry. Especially when a young asylum seeker turns 18 and moves to a regular shelter, the stress of their request being declined heightens (based on insights from supervisors). Furthermore, they wish to bring their family over to the Netherlands (interview with young asylum seeker).

Asylum seekers have an entrepreneurial mindset. Supervisors noticed that the ones that take initiative and do volunteering and learn the language, are doing well and integrate better. Often, future jobs are chosen based on what previous generations also did. For example, when a boy's relatives were carpenters, he also dreams to be one (interviews with young asylum seekers and supervisors).

### 3.3.5. The journey of a young asylum seeker

This section describes the different experiences of a young asylum seeker through multiple stages of his journey (figure 37).



#### An unaccompanied minor boy fleeing home

When an unaccompanied minor boy is forced to leave his home, they are also losing their family and everything they knew. This is very traumatic. The journey is long and dangerous, especially over sea. Asylum seekers gain injuries from being cramped up in the boats for too long or experienced their boat capsized at sea. (interviews with care workers and young asylum seekers).



#### An unaccompanied minor boy at the minor shelter

At the minor shelter, supervisors noticed that the boys form a tight group. After a while, most boys change from being scared and uncomfortable to being more relaxed and outgoing. Mentors and supervisors try to support the boys and make them feel at home. Throughout the day, boys have small interactions and fun chats with the supervisors (from observations). Still, improvement can be made on focussing on personal development. Furthermore, supervisors and boys build up a bond which breaks when a boy needs to leave. There is a need to say goodbye properly to each other.

## sources

Supervisors ●

Care workers ●

young asylum seekers (boys) ●

Observations ●

*care workers are care coordinators, nurses, behavioral experts*

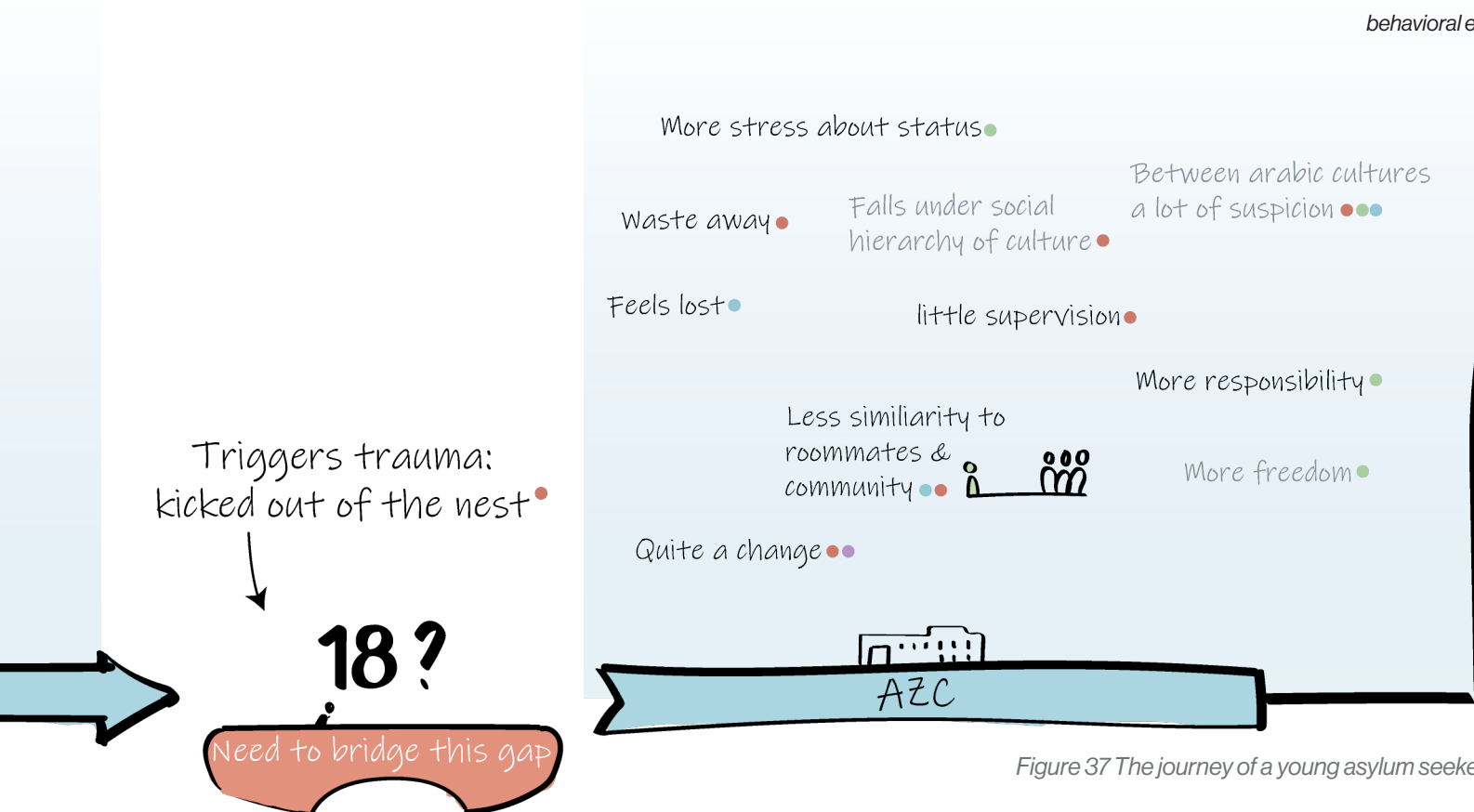


Figure 37 The journey of a young asylum seeker

### An young asylum seeker at the regular shelter

Arriving at the regular shelter is quite a change. The young asylum seeker has less similarities with his roommates and the residents and he left his old friends behind. The boy might feel lost and even start to waste away. Especially when the boy cannot go to school (yet) or hears bad news about his status application, he will feel lost at this new location. Yet, since the regular shelter has little supervision and gives more freedom and responsibility to the residents, some boys begin to flourish. They are ready for that new step of freedom.

A boy then leaves alone to his new location. This means he leaves his friends and school behind. Being kicked out of the place where he built his new home, triggers the trauma of being 'kicked out of the nest' at a young age when he needed to flee.

### 3.3.6. Emotional well-being throughout the journey of a young asylum seeker

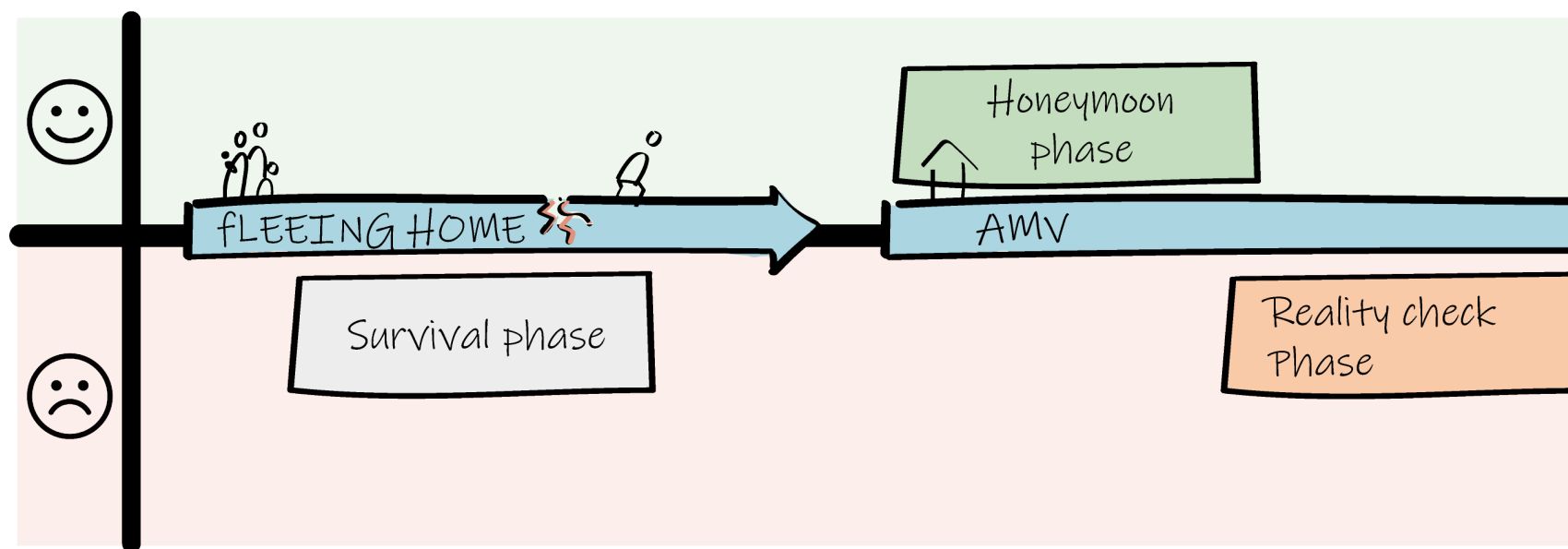
During generative interviews with 18-year-old asylum seekers (n = 4) living at the regular shelter, we explored their experiences transitioning from a minor shelter to a regular shelter. I asked them which emotions they would assign to different stages of their journey. (See appendix M & N).

By combining their insights with the research conducted at the minor shelter, an overview of their emotional well-being throughout the process was created (see figure 38). **Each individual's story is unique, especially the period before arriving in the Netherlands, but we can generally divide the journey into phases.**

The phase of fleeing home, while not elaborated further in my research, is assumed to be a challenging time. Furthermore, a behavioural expert stated that when the boys arrive they are still in survival mode. Therefore it is called the **survival phase**.

Their time spend at the minor shelter can be divided in two phases. The first phase is a **honeymoon phase**. During this phase, everything is fun and new. Often, supervisors get to know the minors well during this time.

However, a while minors are confronted with reality. In this **reality check phase**, they realise they are not yet where they want to be and miss their family. In this difficult phase worry, depression and aggression problems often arise. In this phase, minors start to attend training and after a while they prepare for their transition to a regular shelter (based on insights from the 18+ interviews and supervisors).





This **transition phase** is tough. The wellbeing of a minor drops more. Most young asylum seekers do not want to leave their current shelter. Because when they transfer to another location, they lose their community and they might not be able to travel to the same school anymore. This means their education stops, until they request a spot at a new school, which is a long and demotivating process.

When a minor is motivated, social or independent, it is possible to quickly accept their new situation and recover after the transition phase **(1)**.

However, some minors end up in isolation, because they feel lost or alone. Furthermore, they could feel angry at COA for forcing them to move out. **(2)** Although they are angry, they know they cannot

do anything about the situation, which makes them feel even more powerless. In this **isolation and adjustment phase** the wellbeing of the young asylum seekers has dropped even lower. In some cases, the minor's wellbeing does not improve, especially when he is isolated and loses hope **(3)**. Having no connection with roommates or hearing negative news about their status application keeps them down.

Adjusting to the new location takes time, and it is still possible and desirable to recover to the **independence and exploration phase**. **(4)** Having a daily purpose, such as volunteering or going to school have a positive impact on recovery. Also having friends or a community (from the same culture or language) improves the asylum seekers wellbeing.

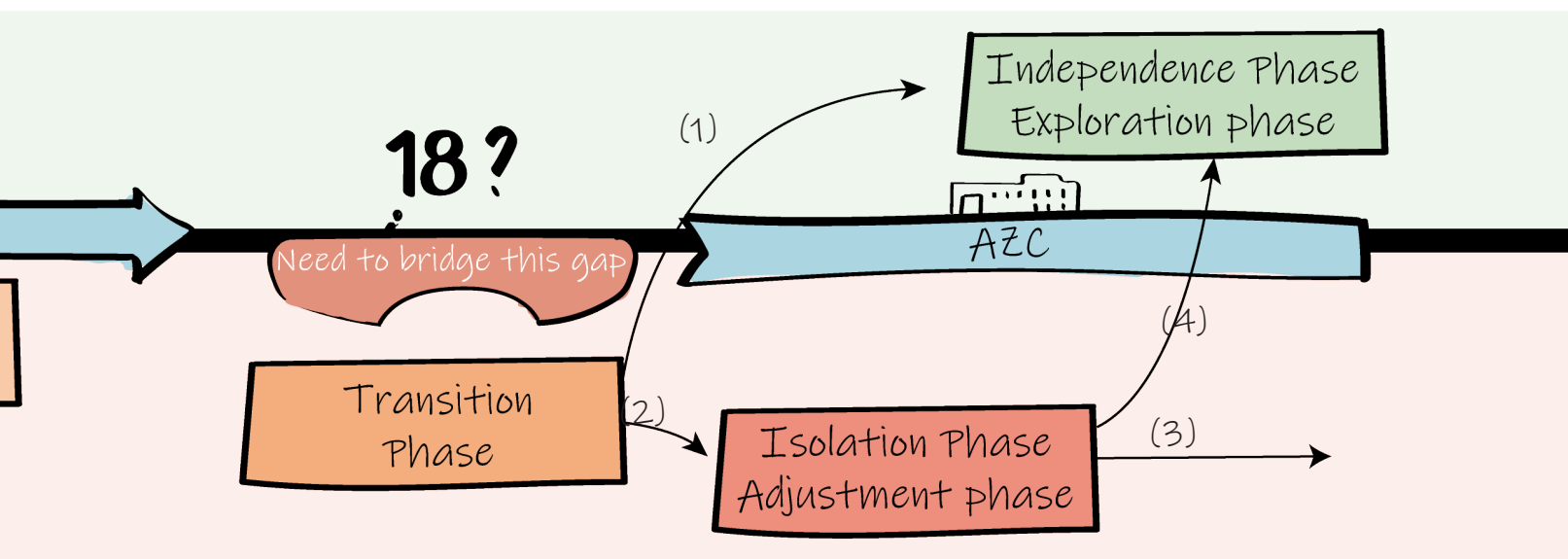


Figure 38 Emotional well-being throughout the journey of a young asylum seeker

## 3.4. Conclusion of chapter 3

Unaccompanied minor boys go through a tough journey during their time in the Dutch asylum seeker system. Traumatized, they arrive at the minor shelters, where they start to build up a new community and a home. They make friends of their age group, go to school and learn how to adapt to living in the Netherlands. They have support from different sides; Nidos, their mentor and other COA supervisors. At first they grow and are happy, but soon reality kicks in. At 18 they leave the minor shelter, even though they might want otherwise. This transition is tough. Their wellbeing is often negatively impacted and at the regular shelter they have the risk of isolation. People that stood close to the young asylum seeker now disappear or are more distant. It is possible to recover again and gain independence at the new shelter, but this is hard work.



Boys cooking at minor shelter © Chris Lans (COA, n.d.)

next steps

Use this **deep knowledge** from this and previous chapter to **formulate design opportunities**. These opportunities could then lead to valuable design **ideas**.

Supervisors express the concern for this harsh transition. They wish to prepare the minors well, so that when they come of age, they are ready for their transition.

This lead to the design vision. Ideally, when boys come of age, they are confident and ready to have more freedom in a regular shelter. When they arrive at their new 'home' they feel welcome, settle in well, and have purpose. My vision is that the design will give them the feeling of freedom to fly out into the future, and have the confidence to land safely at their new place (figure 39).

## 3.5. Design vision

# Fly out, land well



*Movements of an owl flying – Hot spot media (Daily, 2011)*

*Figure 39 Design vision: Fly out, land well*

# 4. Ideation

**I want to create a design concept that will have a positive impact on (some of) the design opportunities**

At the third stage of the design process, the research and analysis are completed. These led to valuable design opportunities (see section 4.1). I used these opportunities as the base for ideation.

The goal of this phase is to create lots of ideas that lead to concepts (more elaborate ideas) and in the end one chosen design concept that will have positive impact on (one of) the design opportunities.

I will further develop that chosen design towards a final design in chapter 5.

## The ideation process

Creating ideas is a creative process that can often appear chaotic or unstructured. However, most ideation phases follow a similar pattern (figure 40):

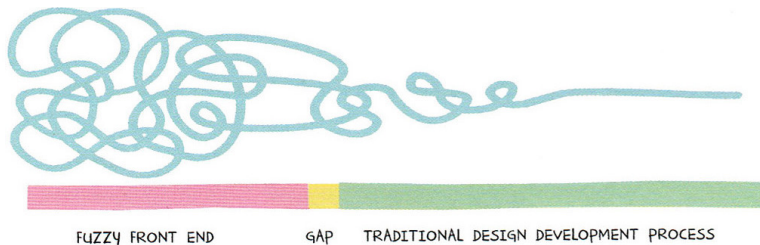


Figure 40 Most design processes start with a 'Fuzzy front end' (Sanders & Stappers, 2013 p.22)

In the initial stage, a large number of ideas are generated. They can be vague, ingenious, out of reach or inspiring, contributing to the big burst of ideas.

Next, the most viable ideas are refined into concepts. These concepts are then iterated upon, assessed, and either developed further or discarded, ultimately leading to one design.

The design process consists of two key phases: Diverging, where many ideas are explored, and Converging, where the strongest ideas are selected and improved. At each stage of the design process, the designer goes through this iteration cycle, which is often visualised as the "(double) diamond". Such as when going from an idea to a concept (figure 41).

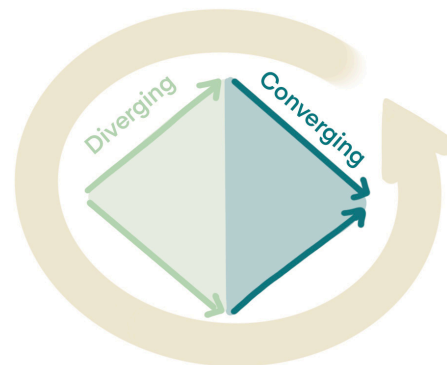



Figure 41 The design process as a diamond





Support  
Knuffel,  
Kddybear



Amvler krijgt  
knuffel/ming van  
de mensen  
die hij gaat  
missen

in moment  
scenari  
begrijpen

AMV  
Oefende  
Feelje

(18-23)  
Niet optuut  
litten bij einde  
procedure

en Reguliere  
traffen opleggen  
maar de correctie  
methodiek van  
AMV hanteren

Verwelkomen  
met knuffel  
(Hug)

Co creation session with casemanagers of a regular shelter



# 4.1. Design opportunities

From the deep pool of knowledge based on the research, 7 design opportunities were formulated. See 3.2.5. for the analysis that led to these design opportunities.

The first four opportunities focus on the transition from minor to regular shelter, whereas the last three address more the overall life at the shelters. Each opportunity shows a title, keywords and some of the 13 fundamental psychological needs (Desmet and Fokkinga, 2020) that are addressed within this opportunity.

## 1. The change from minor to regular shelter

The difference between the two shelters is very large. Not just a new location but more so the loss of personal guidance and new responsibilities have a significant impact. The change is disruptive and even traumatic, as it reminds minors of having to leave home alone at a young age. As a result there is a large gap that needs to be bridged between these shelters.

# 1

### The change from minor to regular shelter

Bridge the gap  
Quite a change  
Traumatic  
Disruptive

***Need for Relatedness***  
(Need to nurture and care, emotional support)

***Need for Security*** (Need for social stability)

***Need for community*** (Need for rooting)

***Need for Competence*** (Need for skill progression)

## 2

### Saying goodbye properly

Emotional closure  
Preparing for next step

**Need for  
relatedness** (Need  
for nurture and care)

**Need for Comfort**  
(Need for peace of  
mind)

#### 2. Saying goodbye properly

Both mentors and minors express the need for a proper farewell. Taking the time to acknowledge the period spent at the minor shelter and offering a moment of personal attention and appreciation is crucial. However, this is currently not facilitated by the shelters. A meaningful goodbye can provide emotional closure and help minors prepare for the next phase of their lives.

## 3

### Arriving at the regular shelter / feeling at home

Lonely  
Helplessness  
Unwelcome

**Need for  
Recognition**  
(Need for respect)

**Need for  
Security** (Need  
for social stability)

**Need for  
Morality** (Need  
for a just society)

**Need for  
Community** (Need  
for conformity)

**Need for Relatedness**  
(Need for emotional  
support)

#### 3. Arriving at the regular shelter/ feeling at home

When arriving at the regular shelter, the minors are sad or angry for leaving the minor shelter. They feel isolated and unfamiliar with their new surroundings. Since the regular shelter is meant for mass housing instead of personalized care, they feel unwelcome and left to their own devices.

# 4

## Connect with new community

Challenging to connect  
Belonging  
Community  
Roommates

**Need for Relatedness**  
(Need for rooting -  
tradition, culture)

**Need for  
relatedness** (Need  
for camaraderie)

**Need for  
Community**  
(Need for rooting)

**Need for  
community** (Need for  
affiliation (group  
identity)

### 4. Connect with new community

At the minor shelter, minors lived in a group with only peers and went to school. They had friends and roommates that formed their community. In contrast, the regular shelter houses a more diverse group, often with few peers their age, making it harder to relate to others. However, belonging to a group or a community is important for mental well-being, especially at a young age.

# 5

## Give purpose in daily life

(Daily) purpose  
Activate  
Lethargic, waiting

**Need for  
Recognition** (Need  
for appreciation)

**Need for Purpose** (Need for  
life goals and direction,  
meaningful activities,  
personal growth)

**Need for  
Stimulation**  
(Need for novelty)

**Need for  
Competence** (Need  
for skill progression)

**Need for Comfort**  
(Need for overview  
and structure)

### 5. Give purpose in daily life

18-year-olds now living in regular shelters often recall feeling happier at the minor shelter because of their structured daily routines. They were busy with school, groceries, cooking and sports. These structures and small purposes in a day are important for the minors. At the regular shelter, the lack of activities and prolonged waiting periods can lead to feelings of lethargy. The young asylum seekers need opportunities to stay engaged and active.

# 6

## Battle powerlessness

Lethargic, waiting  
Powerlessness  
(No) trust in COA

**Need for Impact**  
(Need for influence)

**Need for Impact** (Need for influence)

**Need for Autonomy**  
(Need for freedom of decision)

**Need for competence** (Need for environmental control)

## 6. Battle powerlessness

Many minors hope to reunite with their parents if they obtain their residence permit. Unfortunately, they feel immense pressure regarding this process while being powerless to influence the outcome, as decisions are made by the immigration authorities (IND). The transition to a regular shelter, though legally required, often feels forced and beyond their control, heightening feelings of powerlessness. This can also strain their trust in the COA, as they find it difficult to grasp or accept the necessity of the move.

# 7

## Missing colour

What warms you  
Colour, expression & beauty  
Express themselves

**Need for Relatedness**  
(Need for rooting - tradition, culture)

**Need for Beauty** (Need for natural beauty and Need for elegance and finesse)

**Need for autonomy**  
(Need for creative expression)

## 7. Missing Colour

At the minor shelter, the environment is very sober, and there is little self expression or personal touch. Mentors work on learning goals with the minors, but most of the focus lies on practical goals, such as hygiene and school and less on strengths, dreams or self expression. Yet, the needs for self-discovery, creativity, and individuality are crucial for well-being, especially for vulnerable young asylum seekers.

next steps

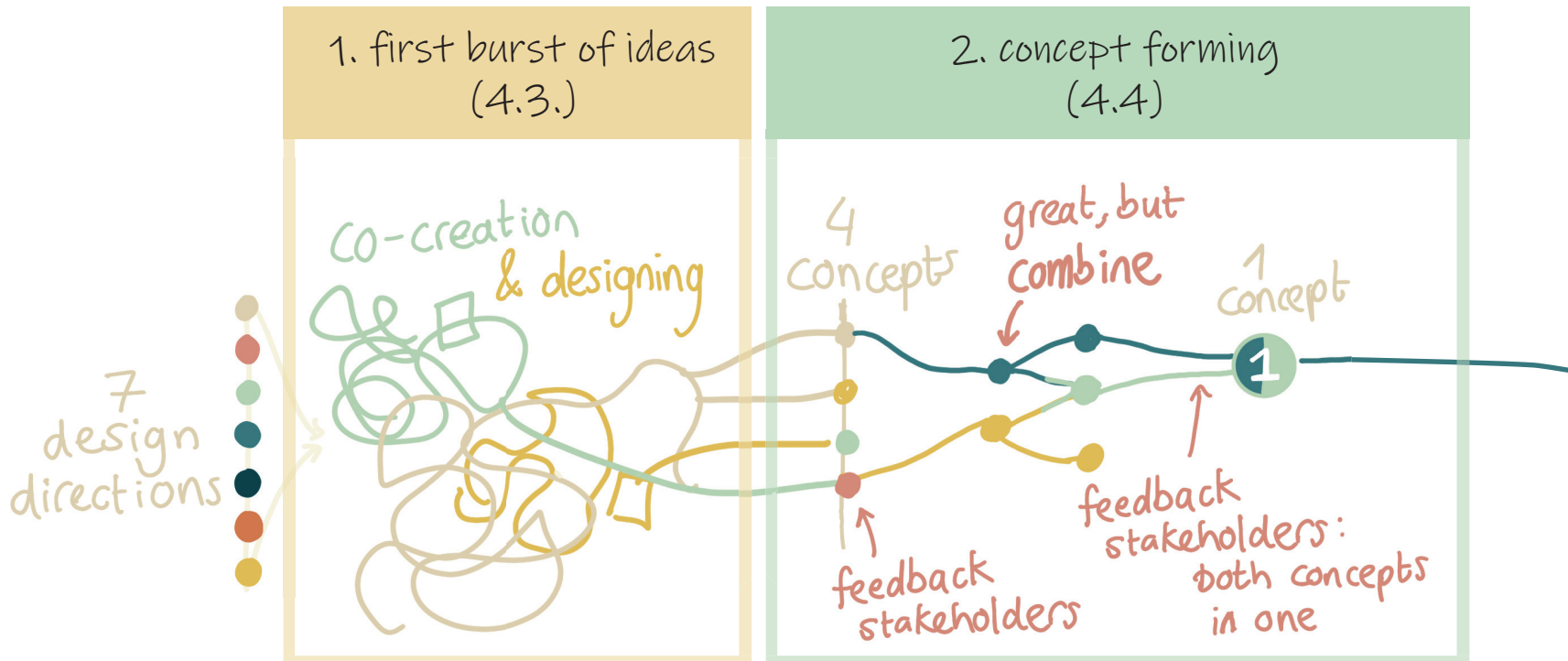
Since **all** opportunities could generate a **valuable or inspiring idea**, the first step of idea generating will have a **broader focus** of all opportunities, instead of already scoping down to one opportunity.

## 4.2. Design journey

Throughout the project stakeholder input is important. In the ideation phase they were involved through co-creation and sounding board sessions. The Ideation phase is split up in three stages (see figure 42).

**(1)** The first burst of ideas gives a lot of ideas. In the concept forming stage **(2)**, these ideas are combined into concepts. The concepts are combined and iterated, leading to one chosen concept. In the third stage **(3)**, the chosen concept is detailed and developed into a design.

The end result is a final prototyped design. The following sections (4.3, 4.4 & 4.5) will share more about the activities and designs in these three stages.





### 3. Detailing chosen concept to a design (4.5.)

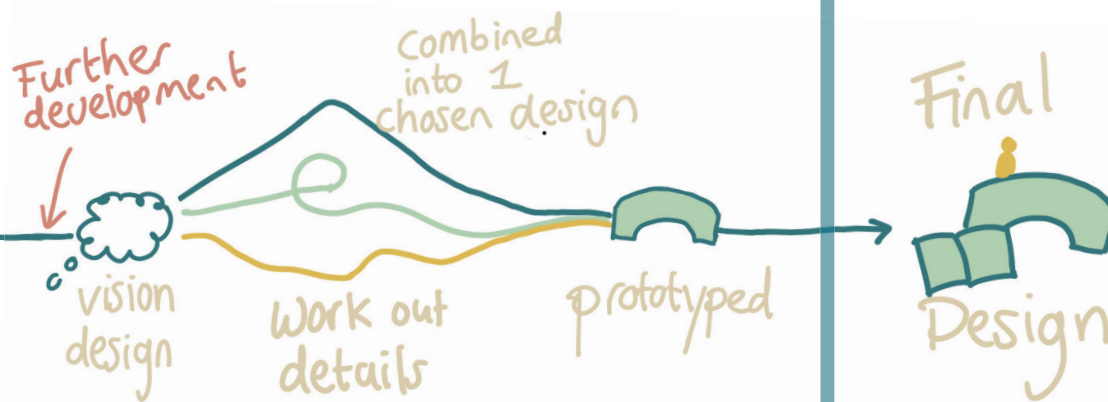


Figure 42 Design journey of the ideation phase

# 4.3. The first burst of ideas

The first burst of ideas consisted of three activities. A co-creation session with stakeholders, Ideation by me, the designer and a co-creation session with design students.



## Definition

In a **co-creation session**, parties involved in the topic get to work on solutions, products or ideas. To gather all input, you often work with methods like brainstorming or mind mapping. Everyone can share their ideas to come up with innovative solutions together. For the designer that facilitates the session, not only the ideas are important, but moreover why participants like or dislike ideas. This gives information on important values for a good design.

## 4.3.1. Activity 1: Co Creation session with stakeholders

### Goal:

*Come up with **ideas** on how to **improve the transition** from a minor shelter to a regular shelter for young asylum seekers. **2 or 3 ideas** with potential will be **further elaborated** with explanations and why they would work*

### Participants

two case managers of the regular shelter in Zwijndrecht. They are stakeholders in this project since they are responsible for all the cases of residence permit requests and help 18-23 year-olds as a secondary task. Lastly, I, the graduating designer, joined.

### Method

This co-creation session was constructed of elements from creative facilitation. I consulted Road map for creative problem solving techniques (Heijne & Van Der Meer, 2019) to create a session that would inspire to create ideas and prototypes. The full session playbook can be found in appendix O. The participants did several rounds of creative brainstorming, continued with dot voting the best ideas and lastly each created a prototype and did an elevator pitch to present their chosen idea.

### Reflection

Involving stakeholders throughout the project and improving as a designer in using participatory activities are two goals of this project. Therefore, I prepared and facilitated this co-creation session as part of the ideation. My main concern was that participants not used to ideation, would not create ideas and prototype. That is why I integrated icebreakers and built up the intensity of the session. Fortunately, the participants were enthusiastic and were actively involved throughout the session.

## The session

In different rounds of each 3-4 minutes the participants created ideas and noted all down on post its. This round (figure 43) started with a random object, drawing qualities from that object and brainstorming ideas with those qualities.



Figure 43 Co-creation round with post its

Participants each received 16 green stickers for Dot voting. With dot-voting, participants stick these dot stickers to post-it ideas they liked (Figure 44) This gives a clearer overview which ideas have potential. From those ideas, three were chosen to create a prototype with at this co-creation session.

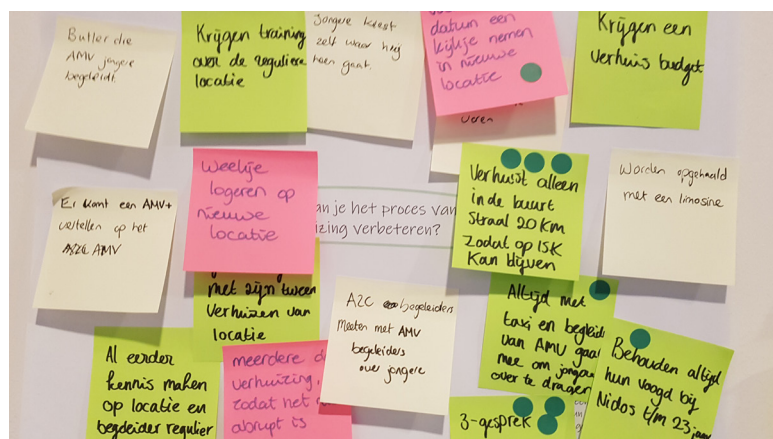


Figure 44 Dot voting on inspiring ideas

A box filled with scrap and arts and crafts materials was used to prototype the chosen ideas in 15 minutes. Afterwards participants pitched their ideas which were recorded for later processing (figure 45).

## Quotes from case managers

**"I would design a location for only 18-23 year-olds. There, supervision would focus on development and transitioning to more freedom, when they move to a regular shelter location"**

*Case manager about her prototyped design*

At the end of the session we generated different levels of ideas; from sheets with post its to prototyped and pitched ideas. See appendix O for elaboration on the prototyped ideas.

**"I find it important to thank them that they visited the regular shelter. I want them to feel welcome, that we are honoured to have them at the shelter, and that they are not one of many."**

*Case manager about her idea: "An Open day at the regular shelter"*



Figure 45 Participants prototyping their idea at the co creation session

### 4.3.2. Activity 2 & 3 brainstorm & Co-creation

Activity 2 and 3 of the First burst of ideas were conducted over the span of two days. Firstly, I brainstormed ideas on each opportunity by small sketches on designated A3s. In several rounds with different brainstorm techniques I came up with a large amount of ideas (figure 46).

With the ideas generated at activity 2, I held a co-creation session with two design students.

#### Goal:

*Generate new ideas or use the ideas already made for each of the 7 opportunities and vote for the inspiring ones.*

#### Participants

3 design students (including the graduating student)

#### Method

The session lasted 1,5 hours and started with rotating each opportunity sheet. Every designer had a few minutes to draw or write ideas and afterward they were pasted onto the next person. After this activity, we discussed each sheet and generated more ideas together. We finalized the session by dot voting ideas that were inspiring or had potential.



Figure 46 Generating ideas for each opportunity (activity 2)

### 4.3.3. Conclusion: combining to concepts

This stage of ideation was concluded by combining both generated post-it ideas from the co-creation with the stakeholders (activity 1) and the sketched ideas on the design opportunities from activity 2 & 3. All the ideas were sorted by design opportunity and presented to the supervisors during a coach meeting.

→ next steps

All the ideas that were created were now small, and only fitted one of the seven design opportunities. My supervisors **advised to combine these ideas into bigger concepts.**



For example, together we came to the concept of an inspirational “cookbook” filled with ideas and options for a way to say goodbye and to help settle at the new location that the mentor and minor can use together.

(see figure 47)



Figure 47 Small ideas turned into a concept: Inspirational cookbook



# 4.4. Concept forming

**Concepts** are larger ideas, build up from different design opportunities or an elaboration on inspiring ideas from the burst of ideas. This new design cycle led to 4-5 concepts. (see appendix P for elaborated posters on concepts) In this chapter these concepts are introduced, evaluated (with stakeholders) and resulted in one chosen concept.

## 4.4.1. Introducing the concepts

### Concept 1: Fly out land well bridge

This concept is a physical bridge, that is a metaphor for the transition the minors are making when moving. The first part represents the current shelter, the last the new location and the middle part the preparation and bridging of the transition. The bridge is a physical object that can be used at minor-mentor meetings (figure 48).

Minors choose how they want to say goodbye to the old shelter and how they want to be welcomed in the new shelter. They can choose a corresponding card from the deck of inspirational cards and add it to their bridge. Integrated into the bridge could be the practical steps to prepare their move.

#### Goals

- The bridge visualizes the transition and procedures that will happen.
- This concept stimulates a better transition experience from minor to regular shelter by preparing a plan and guiding expectations. (opportunity: Change from minor to regular shelter)
- With this concept, the transition is personalised by choosing a goodbye and arrival for the boy.

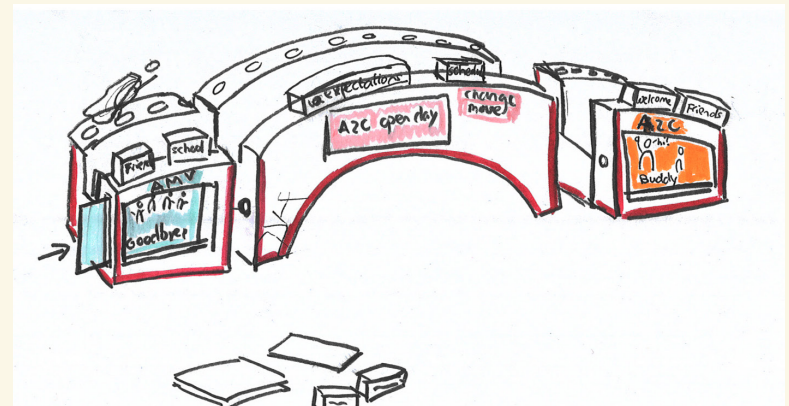


Figure 48 concept 1: fly out, land well bridge

**Opportunities reached:** Battle powerlessness, Missing colour, change from minor to regular shelter, Saying goodbye properly & Arriving at the regular shelter.

## Concept 2: Fragment map

This map exists of shards that together form who the minor asylum seeker is. The magnetic board can be filled by the minor with pieces from different themes. For example, his or her flag, name, cultural images, hobbies, dreams or skills. Minors will build up their map during their time at the minor shelter (figure 49).

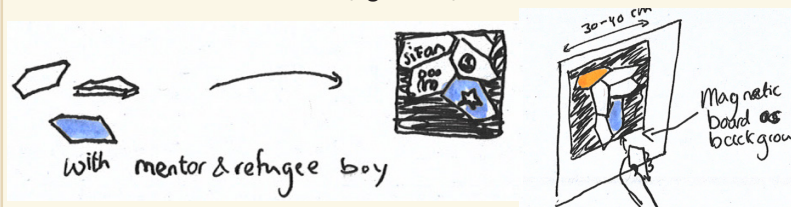


Figure 49 shards together map out a minor's identity

They can hang the map in their room and when they leave they can bring it with them. On the back of the shards is the possibility for friends or supervisors to leave a message before they leave (figure 50).

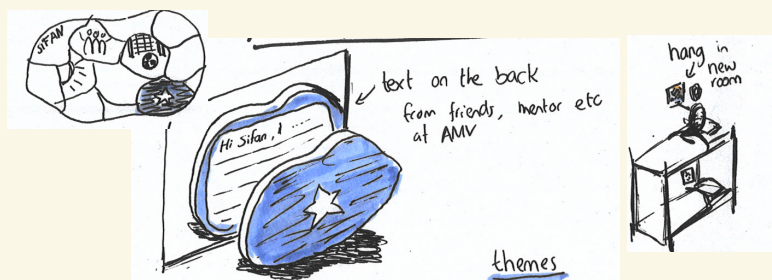


Figure 50 At the back of the shards, messages are left when a minor leaves the minor shelter. The boy can hang the map up at his new home

### Goals

- Re-find the identity of a minor and his or her goals and dreams
- Gather messages and memories from friends and supervisors when moving to a new location
- Express him or herself at the new regular shelter and have a reminder of their old home

**Opportunities reached:** Missing colour, change from minor to regular shelter, Saying goodbye properly & Arriving at the regular shelter / feeling at home.

## Concept 3: Welcome Kit New Roomie

When a minor arrives at the regular shelter he is assigned a room. He will share this room with around 4 roommates. The welcome kit 'New roomie' is given to the roommates before the new roomie arrives. This welcome kit consists of multiple elements that help the young asylum seeker feel at home. The kit for example consists of party flags, personalised items and a game the roommates can play together to get to know each other. The roommates use the kit and welcome the new roomie (figure 51).



Figure 51 The welcome kit for a new roomie helps a young asylum seeker feel at home at the new shelter

### Goals

- This kit makes a new young asylum seeker feel at home at the regular shelter
- It connects the new young asylum seeker with his new roomies, so he starts to build a new community
- The kit makes roommates look forward to a new roommate, instead of being annoyed they need to share their room with one more.

**Opportunities reached:** Missing colour, Arriving at the regular shelter/ feeling at home and connecting with new community.

### Concept 4: Pathfinder

The pathfinder app helps newly arrived young asylum seekers find their way at the regular shelter. The app is used in the first few days at the new shelter and contains daily challenges. Each challenge lets the user discover their new surroundings or makes them connect with their new community (see figure 52).

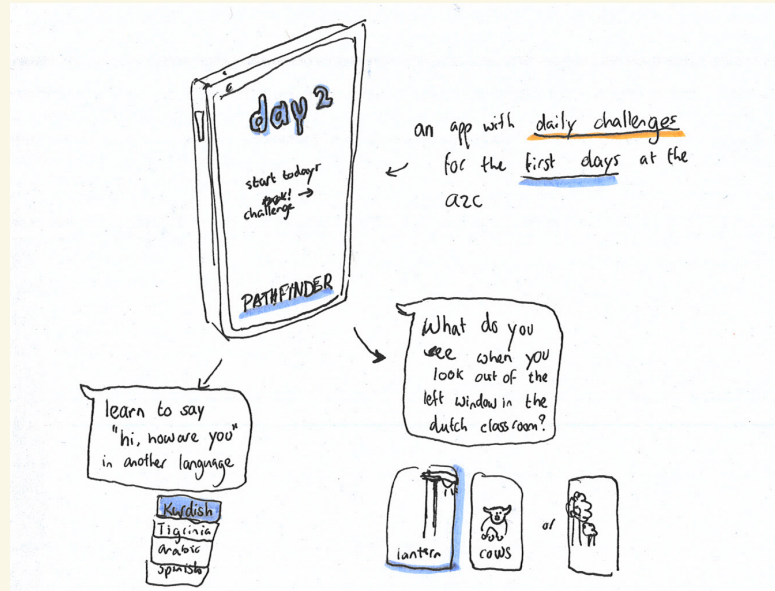


Figure 52 Pathfinder offers daily challenges that help young asylum seekers feel at home at their new shelter

#### Goals

- Pathfinder makes the young asylum seekers connect with their new community through activities or challenges
- The minor explores the shelter and its surroundings
- The daily challenges give a little purpose on those first days at the new shelter

**Opportunities reached:** Arriving at the regular shelter/ feeling at home, connecting with new community, Give purpose in daily life & battle powerlessness.

### 4.4.2. Evaluation of concepts

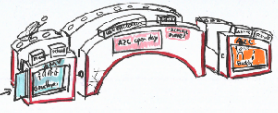
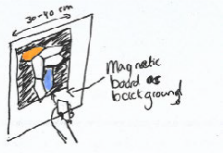


These four concepts all cover different opportunities and goals. To choose which concepts could be valuable to continue developing in the next stages of the design process, I scored each concept on how it fulfils each opportunity with a **Harris profile**. (see appendix Q) Furthermore, I had a **sounding board session** with my two contact persons at the shelter to gather their expert insight.

**Definition** **Sounding board session:** “klankbord sessie” in Dutch, is a technique to propose an idea or concept to an expert or stakeholder and receive feedback, based on their knowledge of the subject or feasibility of the idea. In this way the expert or stakeholder does not test the concept but gives an expert insight on the feasibility of the idea.

**Definition** **A Harris profile** (Delft Design Guide, Van Boeijen et al. 2013, p139) is a visual presentation of a concept's strengths and weaknesses. Each concept is evaluated on important criteria; in this case opportunities. The designer assesses how well each concept meets these criteria, assigning a score ranging from **-2** (poor fulfilment) to **+2** (strong fulfilment). These scores are visualized in a table, showing a clear overview which concept overall scores best.

**Concept 1** 'fly out, land well bridge' and **Concept 2** 'Fragment map' fitted best. A combination of both the harris profile as the sounding board session with experts led to this result. (see table 1 for clarification).

**Table 1 Main advantages and disadvantages of concepts**

Concept 1: Fly out land well bridge	Concept 2: Fragment map	Concept 3: Welcome Kit New Roomie	Concept 4: Pathfinder app
 <ul style="list-style-type: none"> <li>+ Good metaphor and visualisation of the coming transition</li> <li>+ Helps minors to be well prepared</li> <li>+ Personalized</li> </ul>	 <ul style="list-style-type: none"> <li>+ Express their identity</li> <li>+ Collect memories</li> <li>+ Support at the new shelter</li> </ul>	 <ul style="list-style-type: none"> <li>+ Newcomer feels welcome</li> <li>- Adult roommates are used to new arrivals and aren't motivated to give a special welcome</li> <li>- Other residents will compare and complain</li> </ul>	 <ul style="list-style-type: none"> <li>+ Helps with onboarding process</li> <li>- An app is not tangible</li> <li>- Might be a higher threshold to use alone</li> </ul>

next steps

Since both the bridge as the fragment map had valuable aspects that ideally shouldn't be lost, a new ideation cycle was held to **create a concept that combines both ideas into one.**



### 4.4.3. Concept 5: fly out, land well booklet

This booklet can unfold and first reveals a similar element as in the fragment map (see figure 53). A map that shows who the minor is, what he or she likes and what their goals or dreams are. When the booklet is unfolded even more, it reveals the bridge visual. There, the minor has space to describe his goodbye and welcome and has a space for messages and advise from friends and supervisors.

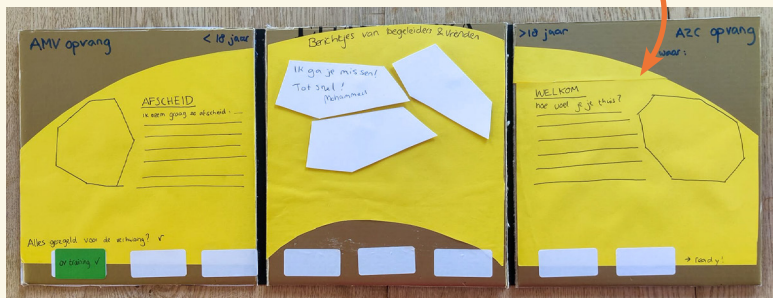


Figure 53 The Fly out, land well booklet unfolds, revealing a fragment map followed by a bridge

### 4.4.4. Present concepts to stakeholders

The three concepts that had potential were all prototyped in rapid prototyping sessions (see figure 54). In this way, stakeholders and supervisors could give feedback.



Figure 54 Rapid prototypes: the fragment map, the fly out, land well booklet and the bridge.

These three concepts were presented to two stakeholders in an in-person sounding board session. The senior supervisor and the behavioural expert of the minor shelter gave feedback and input on the concepts. (see appendix R for the elaborated feedback).

**“If at the end of this project we could have this physical bridge for our meetings that would already be great”**

- senior supervisor

**They loved** the tangibility of the transition that was provided by the bridge and liked the personal touch the Fly out and well booklet provided. They advised to use them both in the final design. The bridge during minor-mentor meetings, and each minor got their own booklet document their own personal journey and development.



#### 4.4.5. Conclusion

So, **the chosen concept is The Fly out, Land well Bridge & Booklet.** Starting from the 'Almost 18 meeting' at around 3 months before a minor turns 18, this design will be used to prepare the minor for his move. The minor will receive the booklet, which he can fill in at his own time. A batch of inspirational cards is attached that will help in shaping his goodbye and his settling at the new shelter.

Over the course of a few meetings in these three months, The mentor uses the bridge to explain the upcoming transition. Together, the minor and mentor work through the practical preparations of the move. Stepstones incorporated into the bridge represent the current checklist, ensuring that practically the minor is fully prepared. Lastly, they plan the goodbye the minor has chosen and discuss ways to help him feel at home at the new location.

 next steps

The bridge and booklet are really **still concepts**. The bridge has been rapidly prototyped from foam and the booklet does not feel personal yet. **In the next chapter, I will explore what the user should experience when using the design** and if the physical bridge should really be a bridge or if there is a better metaphor for the transition. This new design cycle will lead to a **developed design**.

# 4.5 Detailing chosen concept to a design

In this section another iteration cycle explores how the chosen concept “fly out, land well Bridge & Booklet” (figure 55) could develop into a design. This design is elaborated and details are thought out. Both practical considerations and the user’s experience are taken into account, leading to the best-fit solution that is eventually prototyped.

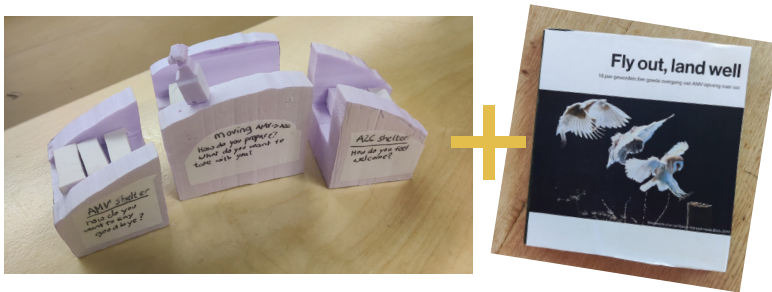


Figure 55 The chosen concept, Fly out and land well booklet that could be developed into a design

To reach this design, a few research & design questions are answered in this iteration cycle.

- 
- How do my vision, mission and design guidelines substantiate my design? - **4.5.1.**
  - How do I want users to experience the design? What design vision would communicate these experience properties? — **4.5.2.**
  - How to visualize transition or moving from A > B? — **4.5.3.**
  - How to improve the practical design and the experience of the booklet? — **4.5.4.**
  - How to develop the chosen (bridge) metaphor? — **4.5.5.**
-

4.5.1. Vision, mission and design guidelines of this project & design

Before starting a new iteration cycle, which would mean diverging and afterwards converging (diamond, see 4. Introduction), **it is important to first clarify what substantiates the design.** This involves the main research insights that led to the design goal of this project. Therefore a moment is taken to clarify the starting point of this iteration. So the research question of this section is:

*How does my vision, mission and design guidelines substantiate my design?*

Vision

I believe that minors in asylum seeker shelters are often unprepared for the transition to a next location or life phase (see figure 47). My design focusses on 5 crucial aspects: visual communication, Mental wellbeing, Emotional closure, practical preparation and a future perspective (see figure 48). By effectively addressing these issues, the design helps minors fly out with confidence and stability, and settle in safely and positively at their next destination.

Value proposition (Promise)

Fly out, Land well: A good transition to a new shelter

Mission

During this graduation project I visualise the challenges for minors at minor and regular shelters and raise awareness about the need for solutions. The goal of this project is not only to gain recognition for this problem, but also to lead to targeted action. I offer a designed product as a concrete and fitting solution that enable shelters to take steps independently and offer advice for the implementation.

Design guidelines

The needed transition is reached by integrating these five aspects into the design (figure 56):



Figure 56 Design guidelines

- 1. **Visual communication:** A visual and tangible communication to guide minors through their transition
- 2. **Mental wellbeing:** Gives support to help minors redefine their identity
- 3. **Emotional Closure:** Helps minors process their past experiences and say goodbye in a healthy way
- 4. **Practical Preparation:** Ensures minors are equipped with essential skills and knowledge for a smooth transition
- 5. **Future perspective:** Helps minors create a sense of direction for their next phase of their journey

By integrating these five aspects into the design, minors will be better prepared to transition with confidence, emotional resilience, and practical readiness, ensuring a smoother and more positive settlement in the new shelter. These five aspects will be used as design guidelines during further development of the design.

### 4.5.2. Preferred experiences of interactions visualised in design visions

Overall, I want the young asylum seekers to Fly out and Land well at the new shelter. This is the overall interaction vision. However, each interaction inside the design has its own preferred experience. Therefore this section answers the questions:

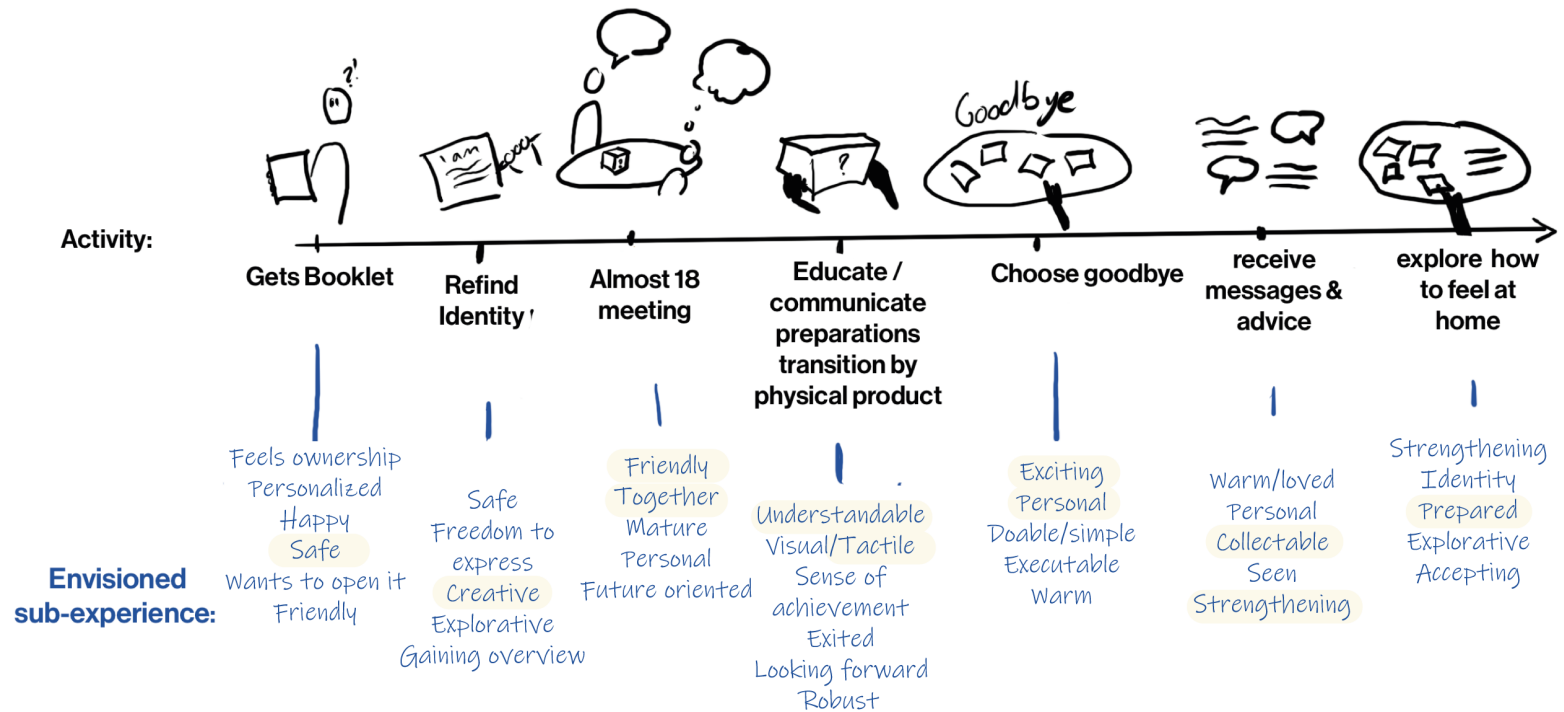
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*How do I want users to **experience** the design?  
What **design vision** would **communicate** these  
experience **properties**?*

---

To help users experience what a designer intends, she can shape a design that sparks this experience. For example, a teddy bear with a soft coat, will feel warm and cuddly, and makes users want to pet or hold it. Would the teddy bear have a metal or plastic coat, it would be left alone untouched or even regarded as an art object.

For each interaction activity the chosen user experience is determined in figure 57. These are translated into preferred properties of the design, which would spark these experiences.



### All properties:

### Properties:

Giving overview	Personal	Collectable
Understandable	Secure	Explorative
Tactile	Friendly	Strengthening
Looking forward	Creative	Identifiable
Robust	Seen	Confident
Exciting	Natural	Prepared
Doable	Mature	
Ownership	Warm	

From this large amount of properties, 10 main properties are selected. The properties are:

1. Tactile
2. Robust
3. Confident
4. Personal
5. Secure
6. Friendly
7. Warm
8. Explorative
9. Exciting
10. Mature

Figure 57 Preferred properties of envisioned sub-experiences



### Design vision mood boards

These properties are still abstract. Design vision mood boards are used to visualize how these properties are communicated in the design. They are used as inspiration for the graphic and physical development of the design. Three different design visions were created that communicate these 10 properties in different ways. Design vision 2 is used the most (see figure 60).

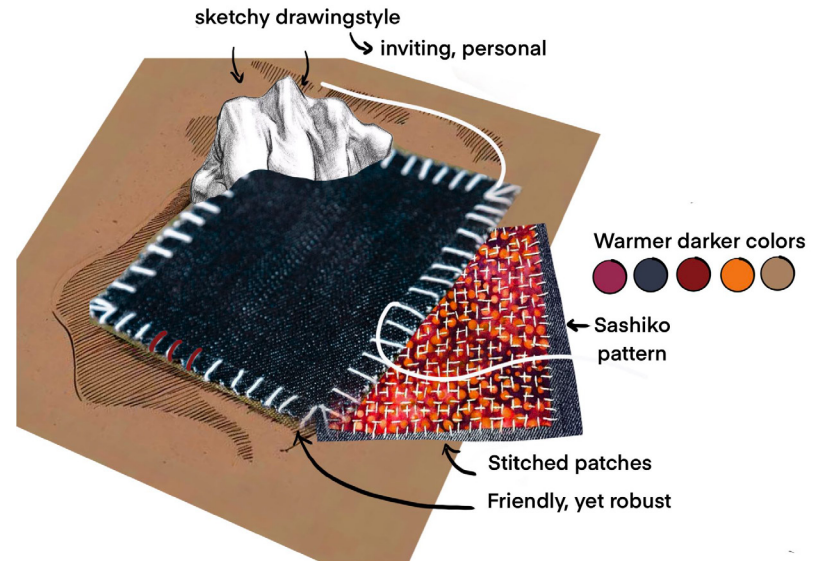


Figure 59 Design vision mood board 3

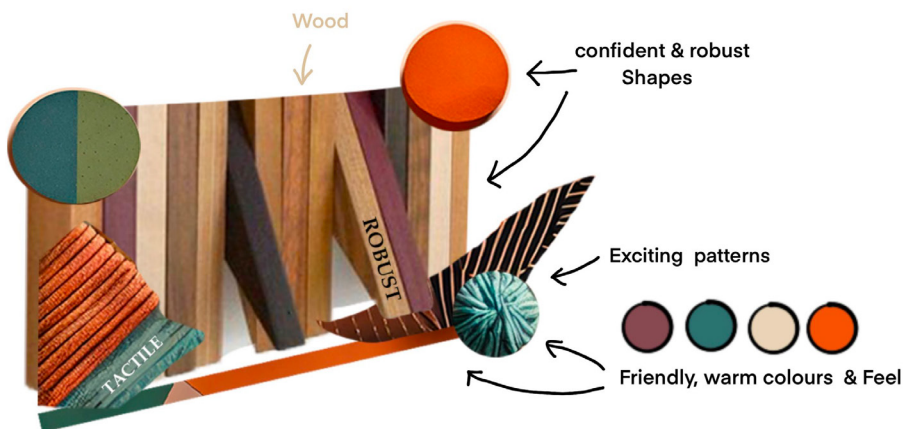


Figure 58 Design vision mood board 1

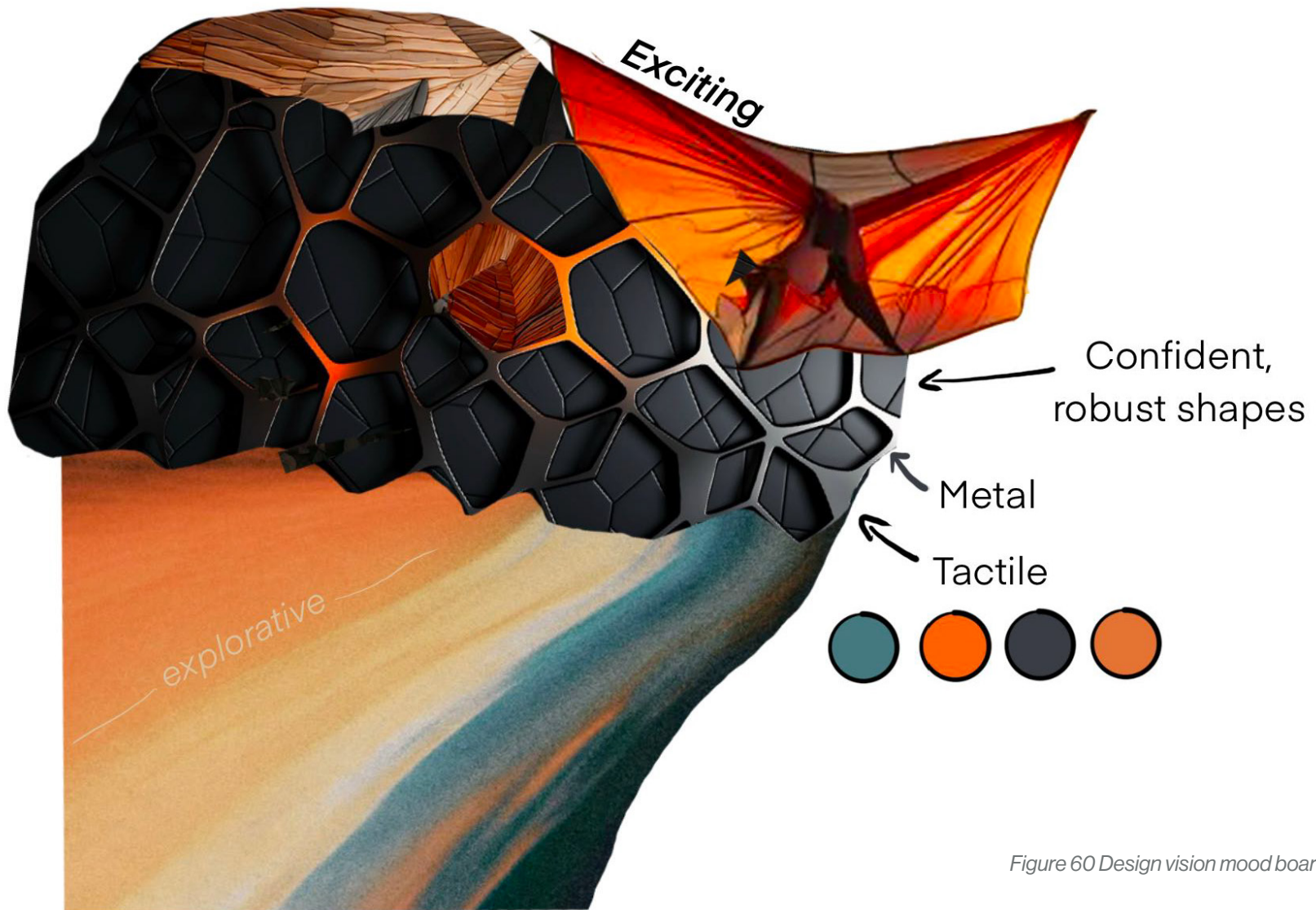


Figure 60 Design vision mood board 2

### 4.5.3. How to visualize a transition?

Initially I thought of a bridge to visualize the transition a minor will go through when moving to a new shelter. However, there might be other metaphors that suit this goal. So this brainstorm question was formulated:

*How to visualize **transition** or moving from **A > B**?*

I explored different metaphor options in the mindmap in figure 62. An important consideration that has to be taken into account, is that a lot of modes of transport might have negative memories bound to them for this specific target group. For example, a boat moves from one place to another, but an asylum seeker's harsh journey to the Netherlands might have included a traumatizing boat trip over sea.

#### Designing metaphors into products

Next to the already existing bridge, three other ideas of suitable metaphors were further designed. The concept explanations of A *moving truck*, *Stepstones*, and *Map* can be found in appendix S.

#### Stepstones

Stepstones visualize the practical steps that need to be taken to prepare to get to a new location (figure 61). The mentor and minor together fill up the space in between the stepstones to reach the new home.

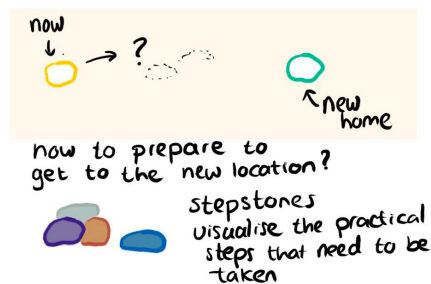


Figure 61 Stepstones visualise steps to a new home

#### Conclusion on visualizing transition

The physical object should feel robust, mature and friendly when using it. A toy sized Moving truck might feel robust and friendly, but the interaction of moving the truck is not mature but rather childish. The stepstones are flexible and explorative, encouraging to play with and place. However they are 2D and not that tactile. The map restricts the order of the checklist and is also 2D.

Therefore, **the bridge is the best metaphor to visualize the transition**. It can be robust, mature and friendly. Instead of blocks that visualize the practical preparation topics (checklist items), stepstones are also an interesting visual and might be added to the design.

next steps

Design and **prototype bridges** that fit the design vision (4.5.5), but first improve the **booklet** based on the envisioned experience (4.5.4.)



Figure 62 A brainstorm on how to visualise moving from A to B



### 4.5.4. Improving the booklet based on envisioned experience

The conceptual design of the booklet unfolds like this (figure 63) :

There are some concerns with this conceptual design.

- 1) It feels out of place that the I am... page is next to the goodbye page, since they are two different topics.
- 2) It does not fit the design vision yet in looks and feel.
- 3) Noting down your identity, dreams and advice is private and the booklet should feel like a safe place to do so.

Therefore this chapter answers the question:

*How to improve the practical **design** and the **experience** of the **booklet**?*

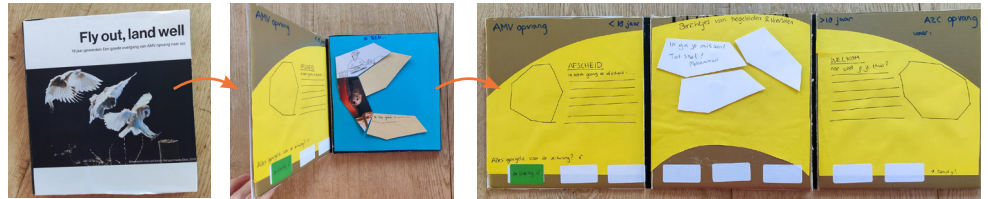


Figure 63 Unfolding concept design of booklet

#### Unfolding the booklet

Different ways to open and unfold the booklet encourage different experiences. (Appendix S shows the exploration of these booklets.

The improved practical design of the booklet looks like this (figure 64):

The handheld booklet is square when closed (1). Opening it shows the bridge. On the left the user can place an inspiration card for his goodbye and on the right one for feeling at home. Space is left for an explanation (2).

The bottom of the pages can unfold upwards (3), creating a big square. Here, a minor can write about himself, let the mentor write advice, discuss his dreams and on the lower pages there is space to paste messages from friends and supervisors (4).

Unfolding at the bottoms of the pages is **explorative**, and since the bigger square with personal information is hidden initially, its use feels **secure**.

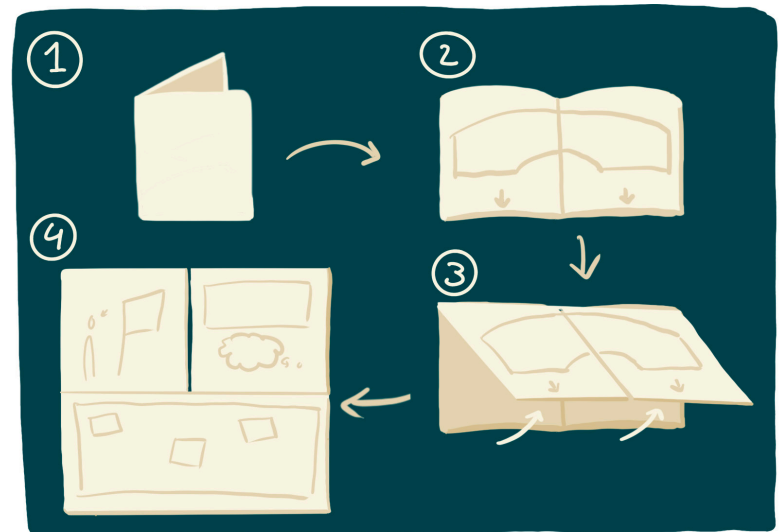


Figure 64 Explanation of unfolding the redesigned booklet



## Graphic design booklet

Graphically, the design should fit the design vision.  
Different graphic designs of the front of the booklet were explored,  
see figure 65.

### Graphic design booklet

#### Inspiration

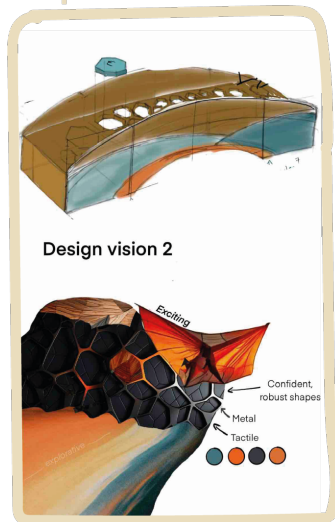


Figure 65 Different graphic styles for the booklet were explored

The graphic style should encourage exploration and look friendly but also feel mature. Therefore, this is the chosen graphic style (figure 66)

Figure 66 Chosen graphic style of booklet



### 4.5.5. Developing chosen bridge metaphor

The bridge is chosen as the best metaphor to visualise the transition from A > B (see 4.5.3). In this chapter the bridge is sketched and designed so that it fits the design vision. This design is prototyped and evaluated.

#### *How to develop the chosen (bridge) metaphor?*

The designed and prototyped bridge should meet these requirements:

##### Bridge requirements

- The bridge is build from wood, since it has a robust and friendly feel
- The bridge consists of three parts, representing the current shelter, new shelter, and the preparation needed to transition.
- Into the bridge, the current checklist items are incorporated
- The different elements of the bridge encourage interaction
- The bridge is designed to fit the design vision
- The parts of the bridge are of a handheld size
- The bridge invites users to discuss a minors goodbye and settling in their new home

### 4.5.5.1 Development of stepstone bridge

Although the bridge is the best metaphor, the stepstones (4.5.3.) are also interesting and organic elements that could be integrated into the design of the bridge. The black rasterized part of Design Vision 2 inspires a stepstone pattern (see figure 67).

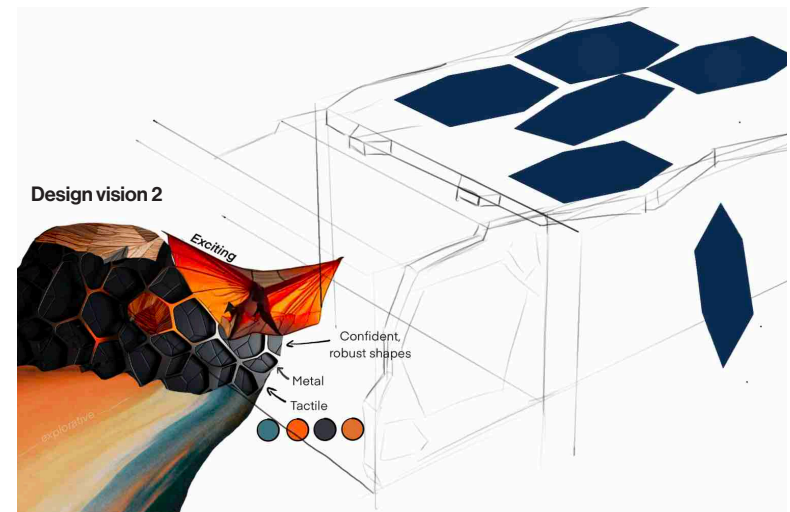


Figure 67 The design vision moodboard inspired the stepstones

Design drawing let to different stepstone bridge options (see figure 68). Since the surface of the bridge is small, the stepstones should have even shapes. On one side of the stepstone it could show an icon representing the checklist, on the other side, the text. On the outside of the bridge, questions or conversation starters are placed. The bridge is laser cut, constructed and painted. (See appendix T for the production).





### Stepstone bridge

Even though this bridge has nice aspects (see figure 69), there are some alterations that need to be made for a new version.

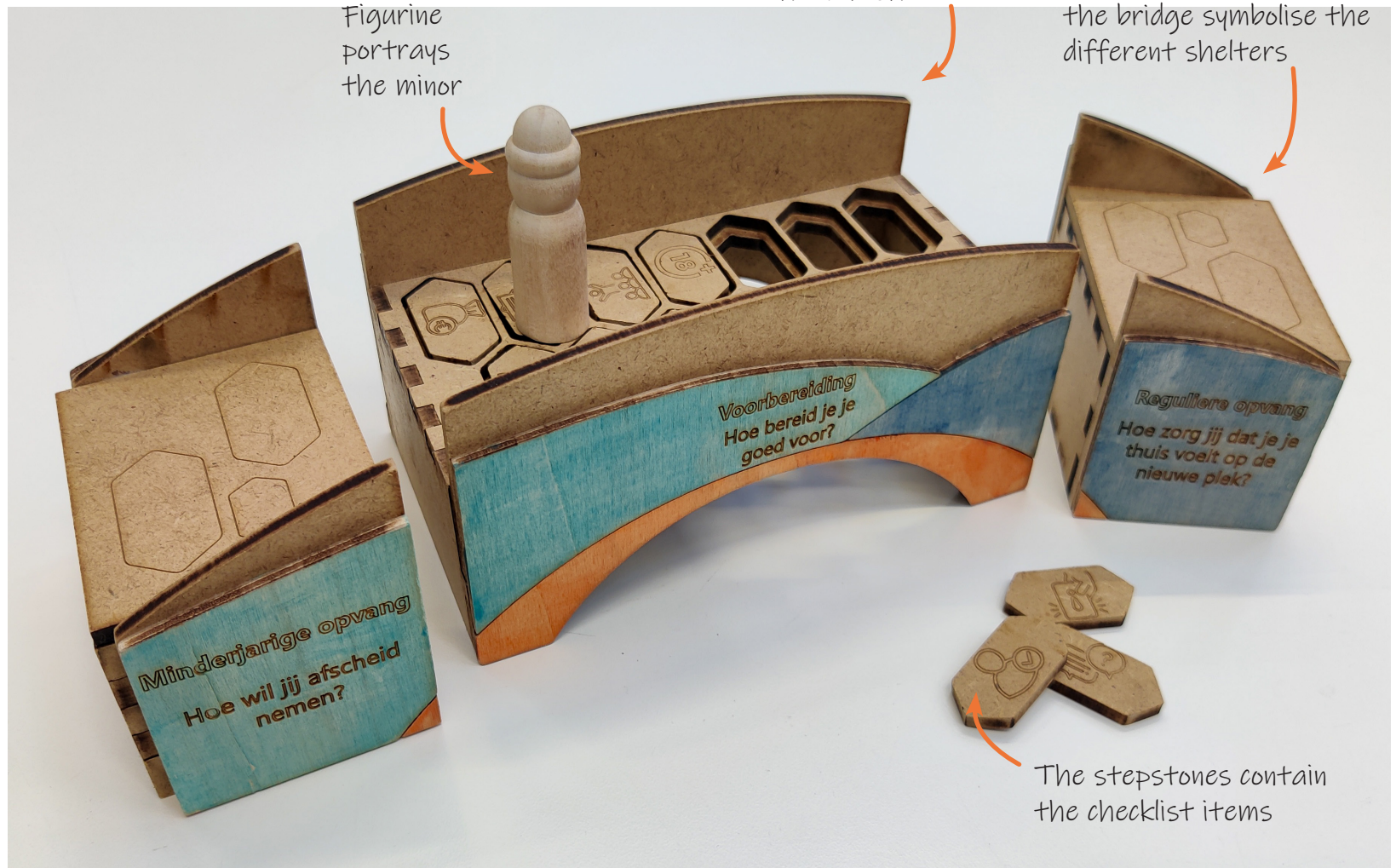


Figure 69 The prototyped bridge with annotations

## Alterations

1. The stepstones have a nice look, and the fact that the bridge is not walkable without putting the stepstones in because of the physical holes, visualizes the effect that you need to prepare before being able to cross. However, the stepstones are not very practical. They are small to pick up and can fall through the holes. Also readability is low because of the small font. A possible solution is **not to use stepstones but incorporate the checklist into straight planks,** like a wooden pedestrian bridge.
2. Currently, the bridge gives a lot of attention to the practical checklist, but not much to the personal journey of a minor: saying goodbye and feeling at home. In the redesign this should draw more attention.
3. Perhaps the bridge is too wide and the borders of the bridge too thin. The new version could have a smaller yet more robust shape.



next steps

Most prominently, a new design should have **planks** instead of stepstones, so they are easier to hold and are more bridge-like. Furthermore, a design should be explored based on another **design vision moodboard**. Lastly, the whole design needs to increase in **readability**.



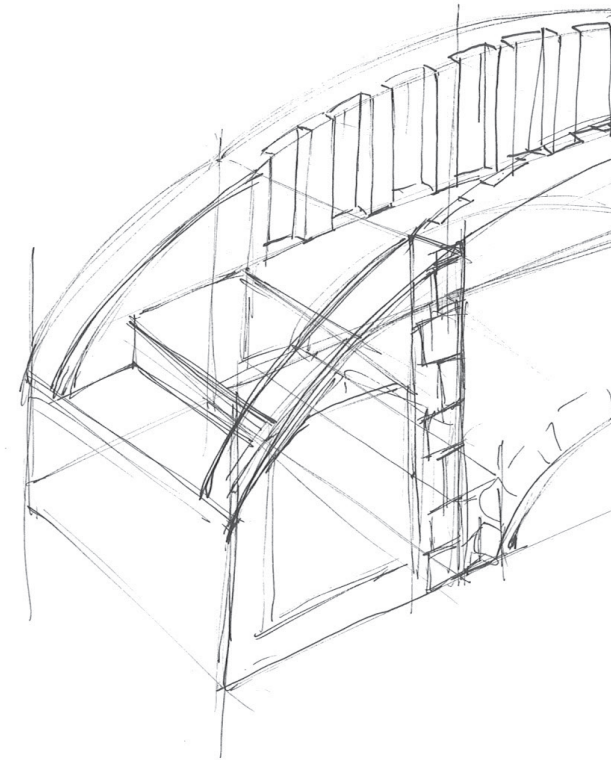
### 4.5.5.2 Development of Plank bridge

The plank bridge is a redesign of the stepstone bridge, but has planks instead of stepstones. The main design challenges that are treated in this chapter are:

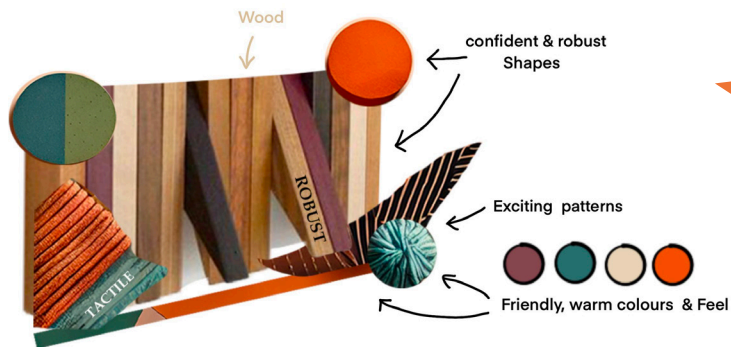
#### Design challenges:

- How are the planks fitted into the bridge?
- How to fit a lot of text in a small area of planks?
- How will the design fit the design vision and make it feel robust and friendly?
- How does the personal journey of saying goodbye and feeling at home get more attention in the design?

The development of the plank bridge again started with sketches of different designs (see figure 70). This was followed by an exploration of the design vision, solving main challenges and prototyping the bridge.



#### Design vision 1



Implementation of  
Design vision 1

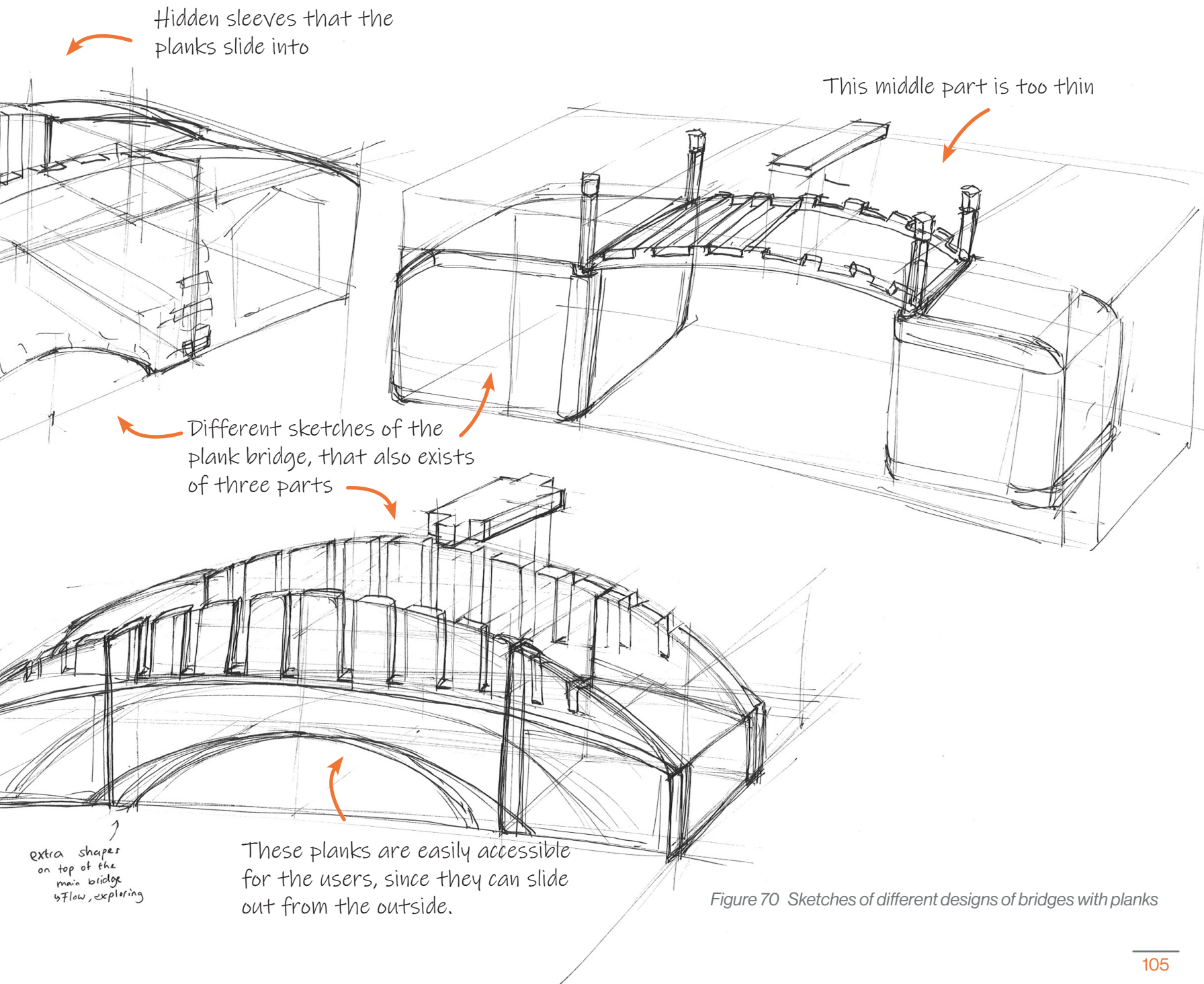
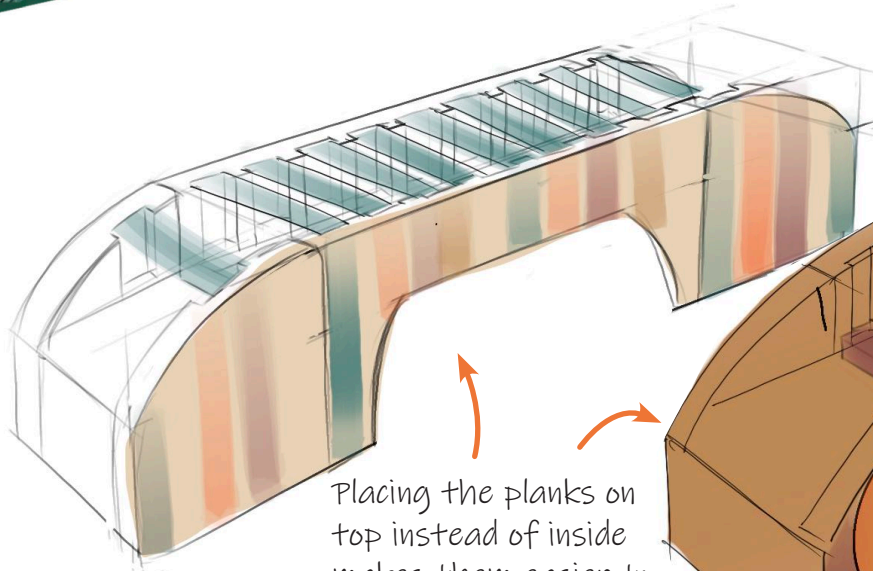
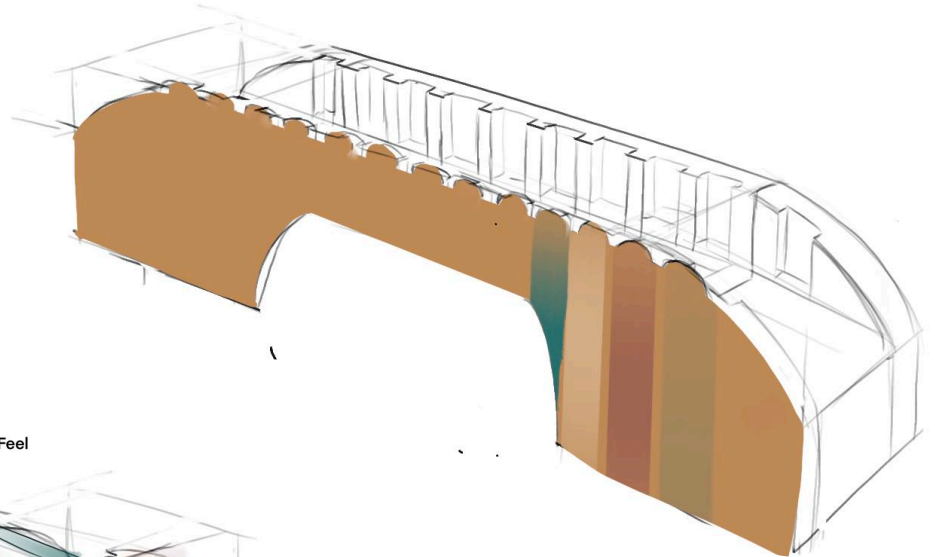
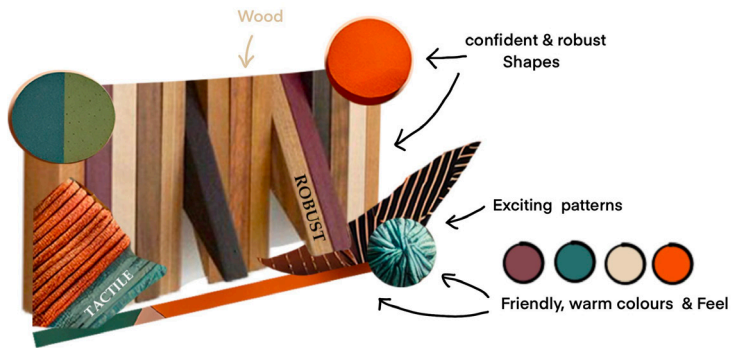


Figure 70 Sketches of different designs of bridges with planks

### Fitting design vision 1 onto the plank bridge

Design vision 1 showcases nice woodwork with straight lines. The wood makes it robust, and the colours friendly. Different bridge shapes and graphic styles were explored (figure 71).

#### Design vision 1



Placing the planks on top instead of inside makes them easier to read

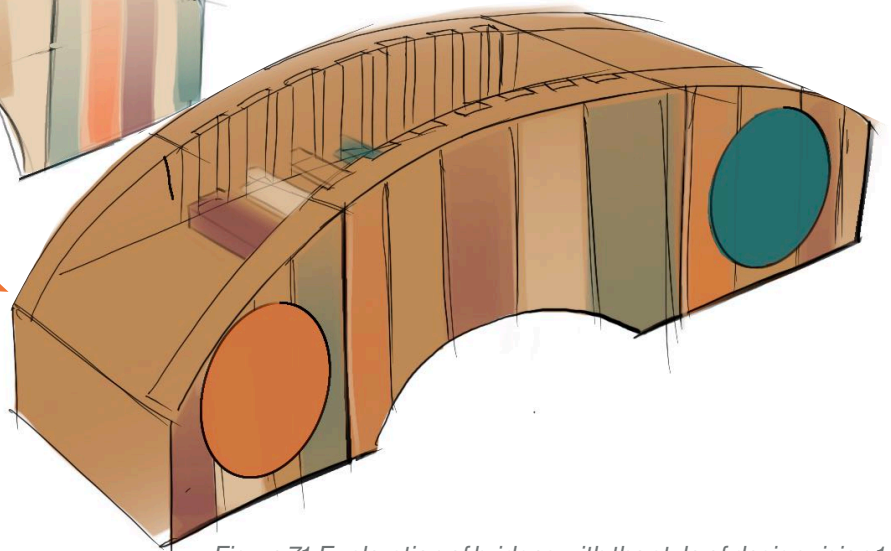
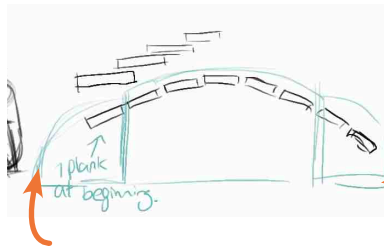


Figure 71 Exploration of bridges with the style of design vision 1

## Design challenges

A challenge when prototyping the bridge is that the text should be readable and big enough on the planks. However, 13 planks with a sentence in a big font would create a very large bridge if you place them all after each other (figure 72).



Planks placed next to each other take up a lot of space

If the planks are placed on top of the bridge, they are easier to read by the user.

Figure 72 Planks might take up a lot of space

Secondly, the planks need to be placed inside the bridge by the minor or mentor. They can be hung or placed into the bridge. Ideally, there is a real gap in the walkway of the bridge and the planks are not placed on top of a current surface (figure 73).

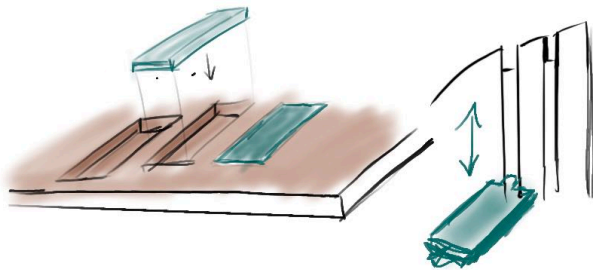


Figure 73 Different options to place the planks onto the bridge.

The chosen design of the planks, has two sides. On the top, only a keyword showcases the main topic of that plank. On the side, a larger space can hold more text for an explanation. In this way, the planks do not take too much space in length individually, but it is still possible to display larger pieces of text (figure 74).

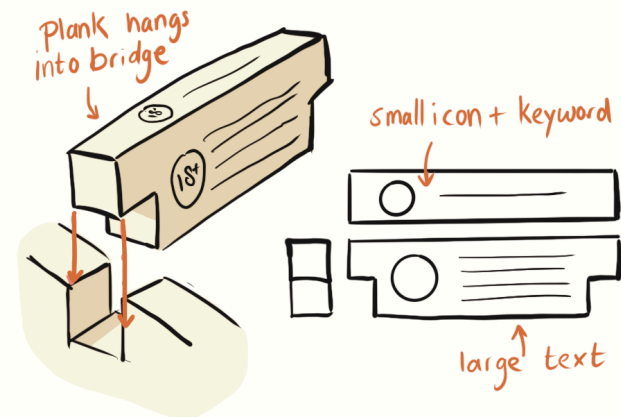


Figure 74 Chosen design of the planks

In this design, the goodbye and feeling at home activity should gain more attention. Therefore, there is now a place on top of the bridge pieces to place a card of the minors choice of goodbye/welcome. This personalizes the bridge (figure 75).

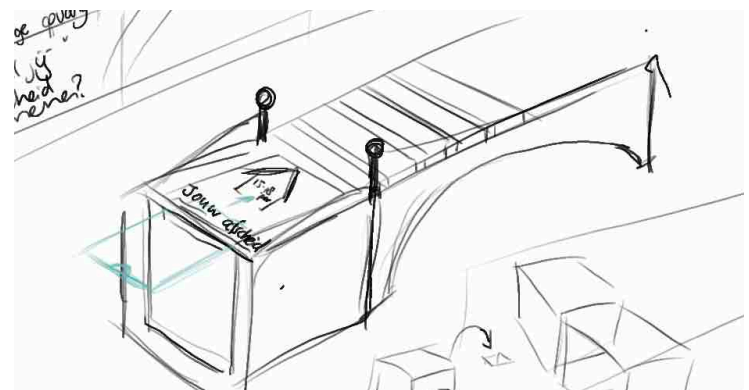


Figure 75 cards are placed on top of the bridge to draw more attention



### Prototyped plank bridge: Chosen design

The figures 76, 77 & 78 show the prototyped plank bridge. The bridge includes the alterations proposed on the stepstone bridge. It can be used during minor-mentor meetings.



Figure 76 Placement of planks on the plank bridge



The minor places his chosen goodbye card inside the slot of the bridge. This personalizes the bridge and communicates what kind of goodbye a minor would want to organise.



Figure 78 Friendly plank bridge prototype

The bridge has a colourful and friendly appearance

next steps

The design process, the booklet and the final bridges need feedback from the supervisors and after approval and alterations, it can be evaluated with stakeholders.

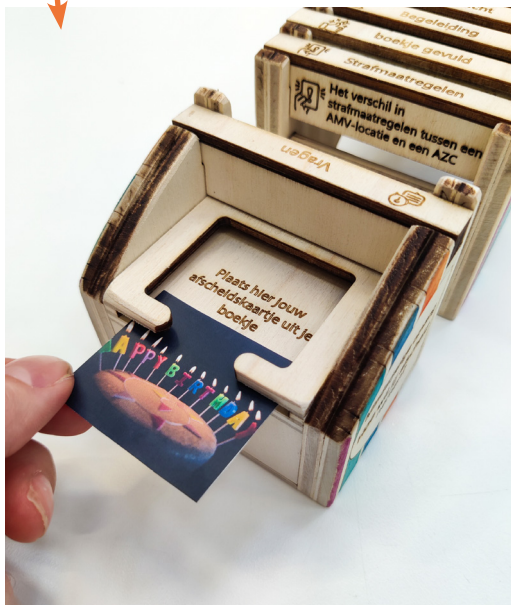


Figure 77 Placing picked goodbye card in the bridge

# 4.6. Conclusion of chapter 4

To explain the design journey from the chosen concept to the chosen design, all design work was presented to the supervisor in an exhibition. Together, we agreed that the bridge and booklet reached the design goal, and that the iteration step was successful. Some alterations are recommended for the final design in chapter 5. This final design will be used in evaluation with stakeholders at the minor shelters.

## Adjustments for final design

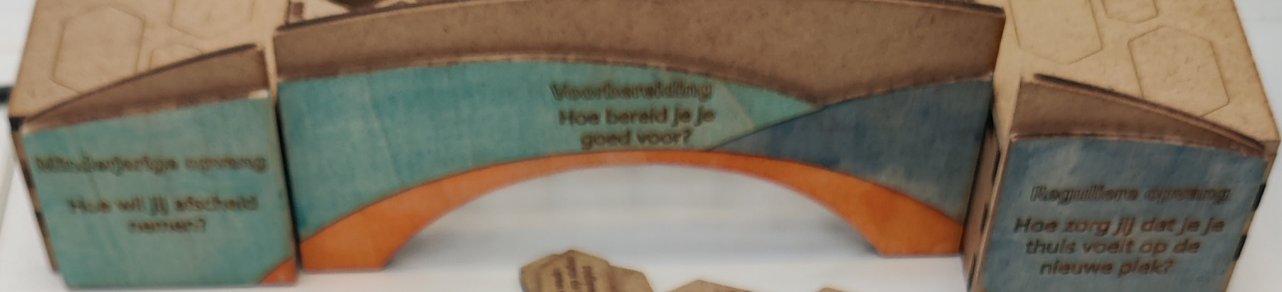
### Bridge

- The outside graphic style of the stepstone bridge is more organic and flowy, which is preferred above the style of the plank bridge
- The bridge can be a whole lot bigger. Now some interactions feel too small ('priegelig' in Dutch) which contradicts the experience of being robust.
- Even though the text is bigger on the planks than the stepstones, readability is still low. Since the minors have low Dutch linguistic skills, and the check list items will always be explained by the mentor, it is better to display every check list item with an inviting icon or graphic and one or two words.
- The difference between the minor shelter and the regular shelter should be visualized on the corresponding parts of the bridge.
- Overall, the bridge can be less complex, the value of the bridge shows more in its simplicity.

### Booklet

- The material of the booklet can be a bit thicker, but not as sturdy as card box.
- When using the booklet, a minor also needs other materials and tools, such as the inspiration card set, message cards and markers. How will these be stored?
- Currently, the poster part of the booklet does not have a lot of explanations. How can these be given but don't feel too constricting?





5-18 jaar opvang  
 teerd, jy bent (byna) 18!  
 t nu veel veranderen.  
 eekje is van jou en mag  
 nemen naar  
 de locatie

Mijn afscheid

hoe zou jij afscheid  
 van de minderjarige op

18+ reguliere opvang

Wennen aan een nieuwe  
 plek is lastig. Wat helpt jou  
 om je thuis te voelen op een  
 nieuwe plek?

Zo voel ik me thuis

Kies een plaatje wat  
 jou doet denken aan  
 je thuis voelt.

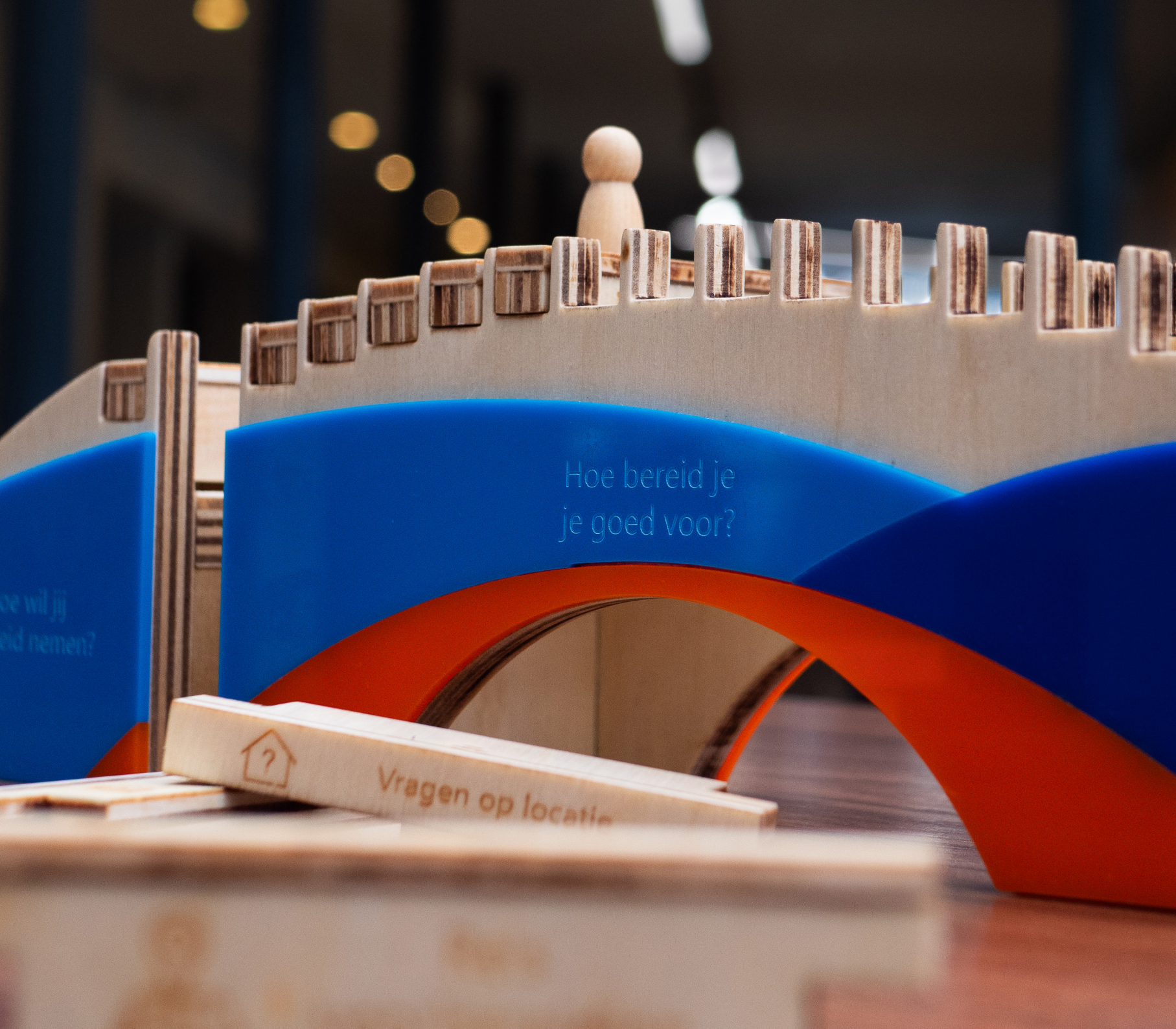
# 5. Final design:

## The Fly out, Land well Kit

**This chapter introduces the Final Design: *The Fly out, Land well Kit*.**

The design is explained through photos, descriptions, a use case scenario and detailed on the positive impact it will have. Furthermore, the kit is evaluated at two minor shelters to find strengths and possible improvements from the view of stakeholders.





Hoe bereid je  
je goed voor?

oe wil jij  
eid nemen?



Vragen op locatie



# 5.1. Introducing the Fly out, Land well Kit

## The problem

In the current situation, young asylum seekers are often unprepared for the transition from a minor shelter to a regular shelter when they turn 18. COA supervisors expressed their concern for the wellbeing of these youngsters when they make this transition.

The transition is often profoundly disruptive for the young asylum seekers, since they made a new home at the minor shelter, which they are forced to leave at 18. This forced transition is especially traumatic, since it resembles strongly the fact they were forced to leave their own home in their country of origin alone at a young age.

## The solution

Therefore, the Fly out, Land well Kit is designed to support the process of moving to a new shelter (see figure 79). The kit helps minors move out to their new location with confidence and settle well at the new shelter.







Land well Kit

naar de volgende locatie

Hoe bereid je  
je goed voor?

Hoe zorg je dat je  
je thuis voelt op  
de nieuwe plek?

Vlieg uit!

... en land goed

Figure 79 The Fly out, Land well Kit

### 5.1.1. Incorporating the COA methodology

The kit is designed for mentors of the minor shelter to use in the current Goodbye phase (figure 73) (see more in section 2.3.5.), which starts six months before a minor turns 18. It can be incorporated in the existing methodology of the shelter, preserving its qualities, while offering an improved design that can be smoothly implemented and easily adopted. In this period of time, mentors and minors will have “almost-18” meetings and work towards preparing for the transition (figure 80).

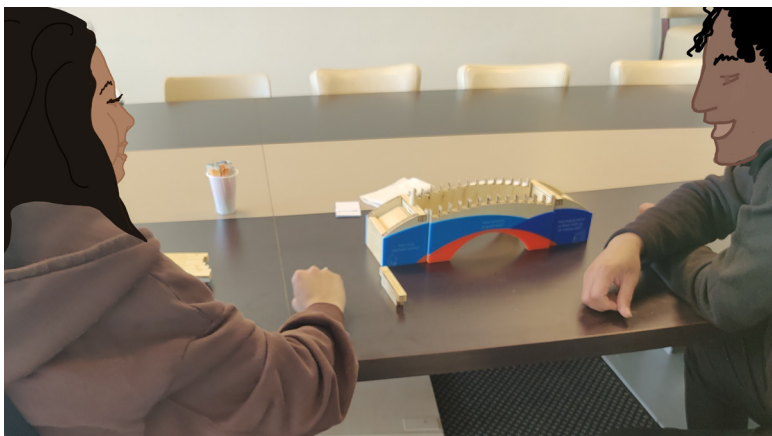


Figure 80 Mentors roleplaying an almost-18 meeting with the Fly out, Land well Kit during evaluation

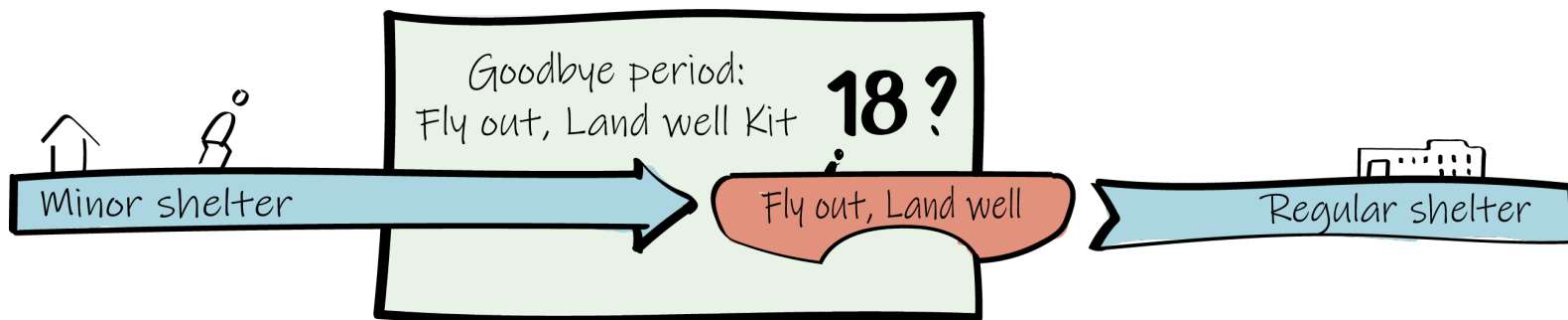


Figure 81 The Fly out, Land well Kit is used during the Goodbye phase of the minor shelter



## 5.1.2. Parts of the kit

The kit consists of two main parts (figure 82). The first, the **Bridge**, acts as a physical representation of the transition process. It includes interactive elements that help minors to practically prepare for the transition (further explained in the coming sections). The Bridge is used during minor-mentor meetings and helps minors understand what will happen, by providing a physical, tangible metaphor to an abstract event, it gives minors rest and clarity.

“It really helps that the **Bridge** makes the transition visual. Often, it's a jumble in a minor's mind, and this helps to make the transition visually clear and tangible. The steps of the Bridge **clearly show** how far someone is in their preparation.”

*mentor, minor shelter (during evaluation)*



Figure 82 The kit exists of two main parts, the Bridge & Booklets



## 5 | Final design: The Fly out, Land well Kit

Secondly, each minor receives their own **Booklet** at the start of the Goodbye phase. This Booklet enables minors to create their own personal journey, focussing on reflection and personalisation (figure 83). The Booklet helps is intended to help them re-find their identity, and to collect memories and advice from friends and supervisors. Additionally, it provides space to personalise their goodbye and envision how they will feel at home at the new shelter.



Figure 83 The booklet helps a minor create his personal journey

Young asylum seekers ideally **bring their Booklet with them to their new home** as a source of comfort and support. They can revisit their memories and reflections whenever they need.

**The combination of the Bridge and Booklet together help a young minor to be ready to move to a new location** (figure 84). In the next section I will demonstrate how the Fly out, Land well Kit has a positive impact to this transition using an example scenario.

**“Every minor has their own way and need of saying goodbye. This part of the Booklet helps to find inspiration and reflect on that”**

*mentor, minor shelter (during evaluation)*



Figure 84 Minors take their booklet to their new home



## Minderjarige opvang

Gefeliciteerd, jij bent (bijna) 18!

Er gaat nu veel veranderen. Dit boekje is van jou en mag jij invullen en meenemen naar de volgende locatie.

Mijn afscheid



Hoe zou jij afscheid willen  
minderjarige opvang?

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MIJN OV  
DE REGU



## 5 | Final design: The Fly out, Land well Kit

### 5.1.3. Scenario

To better understand how the kit works, let's imagine Omar, a young asylum seeker, who will turn 18 in a few months. This means his Goodbye period is coming up.



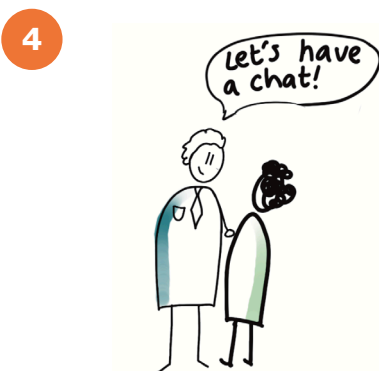
Omar has been living at a minor shelter for the past 10 months. He is going to the International Transition Class, has made friends with his roommates and sometimes cooks food from his home country.



One day, his mentor gets a notification that Omar will turn 18 in six months!



This means that Omar's Goodbye period is initiated. Once he comes of age, he is no longer allowed to stay at the minor shelter and needs to move to a regular shelter.



Going to the regular shelter will be a big change, so the mentor plans in a meeting with Omar to kick off the Goodbye period.

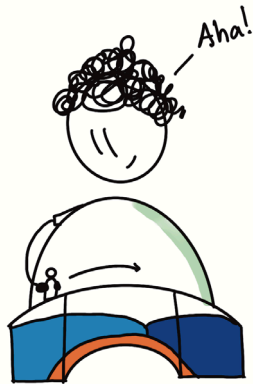


Luckily, the mentor can use the Fly out, Land well Kit to help prepare Omar for this change during multiple meetings.



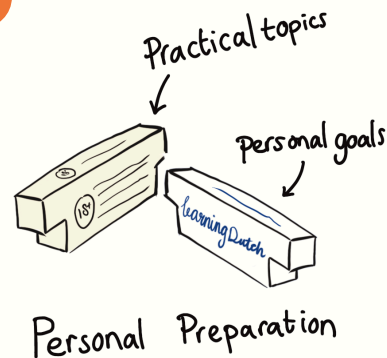
This means that Omar's Goodbye period is initiated. Once he comes of age, he is no longer allowed to stay at the minor shelter and needs to move to a regular shelter.

7



This helps Omar grasp what will happen and to visualise the coming period.

8



Omar needs to work on personal goals and take practical steps to prepare before he is ready to move to the new shelter. Each topic is written on a plank. Every time a topic is finished, he can place a plank in the Bridge and take a step forward to the other side of the Bridge.

9



Omar not only has to prepare for his move, he also should take a moment to say goodbye to his minor shelter. He gathers messages from his friends and supervisors, which he places in his Booklet as memories. He also picks a goodbye activity that suits him well.



Scenario  
continues



10



Lastly, this period revolves around reflecting and looking forward. Omar reflects in his Booklet about his strengths, identity and time at the minor shelter. Together with his mentor, he looks ahead to this new step in his life. They discuss his goals and dreams and his mentor notes down personal advice in the Booklet.

11



When it is time to leave, Omar takes his Booklet with him to his new location. With the help of the Fly out, Land well Kit, Omar is well prepared and can confidently transition to the regular shelter.



*A mentor uses the kit to explain the upcoming transition*



*With help of the Fly out, Land well kit, a young asylum seeker confidently says goodbye and moves to the regular shelter*

## 5.2. Zooming in: Fly out, Land well Kit in detail

This section exhibits the individual parts of the Fly out, Land well Kit in greater detail. Additionally, some of the choices that went into the design are explained.

### 5.2.1. The design

The kit feels robust, yet friendly. Therefore, the Bridge is made from wood. It has a mature look with colours that appeal to the minor boys. Some organic elements are incorporated, to encourage exploration. The design is inspired by Design vision mood board 2 in figure 85. See appendix U for the production of the Bridge.

#### Design vision 2

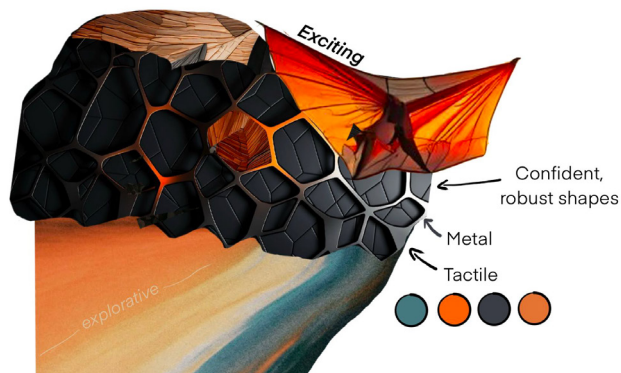


Figure 85 Inspiration of the design

### 5.2.2. The Bridge metaphor

The Bridge is a conversation starter during minor and mentor meetings (figure 86). It symbolises moving from A to B; in this case, transitioning from a minor to a regular shelter.

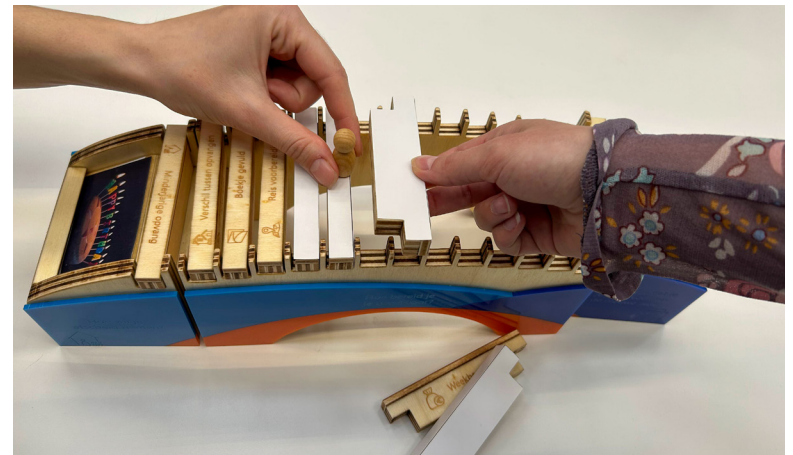


Figure 86 The Bridge is used by minors and mentors during minor-mentor meetings



### 5.2.3. The three parts of the Bridge

The mentor can use the Bridge to explain the transition. The Bridge exists of three parts that split up the transition process (figure 87).

**The first part** symbolises the shelter where the minor currently lives. Together, they can discuss how the minor wants to say goodbye and close off this period. **The middle part** focusses on the preparation to cross over to the new shelter. It asks the minor how he could prepare himself well. **The last part** symbolises arriving at the regular shelter. The central question to this part of the process is how the minor will make himself feel at home at the new shelter.



Figure 87 The Bridge exists of three parts



### 5.2.4. Personalising a minor's Goodbye period

The kit helps personalise a minor's Goodbye period in multiple ways. On the first pages of the Booklet, a minor considers how he personally wants to say goodbye to the minor shelter and his friends and supervisors there. Within limits, he can choose and organise this in an activity or event, with help of the mentor. He picks his goodbye activity based on one of the association cards. Possible activities include, for example, having a game night, having dinner, or celebrating his birthday. He picks one and explains his choice of goodbye activity it in the Booklet (see figure 88).



Figure 88 Association cards are placed inside the Booklet

The minor is represented by a figurine crossing the Bridge, that will go through different steps of the Goodbye period (figure 89). The Bridge is further personalised to the unique journey of the minor by adding the association cards that were picked by the minor. They can be taken out of the Booklet and placed into the Bridge (figure 90).



Figure 89 A figurine resembles the minor



Figure 90 Association cards are placed into Bridge

#### **i** Using association cards:

Included in the kit are association cards. These association cards give inspiration on either different types of goodbye or welcome.

During research activities, association cards were used when interviewing young asylum seekers. Notably, they reacted very well on them. They could choose a card as answer to a question and then explain why they chose it in simple Dutch or English. The visuality of the cards helps cross the language barriers that are typical for this group and helped to initiate responses and discussions.

### 5.2.5. Feeling secure using own Booklet

The Booklet opens and shows the Bridge, along with a goodbye and welcome section (see figure 91). Moreover, the Booklet has another (hidden) section: the top pages can unfold at the bottom, revealing a poster sized page (figure 92).



Figure 91 Open Booklet

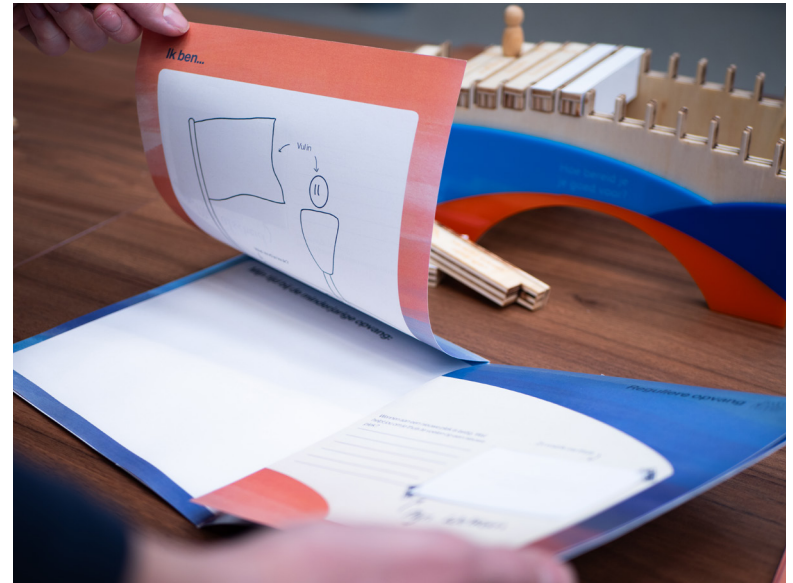


Figure 92 Unfolding the Booklet reveals a hidden poster

In addition to association cards, the kit also includes **message cards**. Minors can hand them out to others and ask if they could write a message for them (figure 93). These messages and memories can be glued in the bottom section of the poster. By having separate message cards that are later on added to the Booklet, the Booklet remains private.

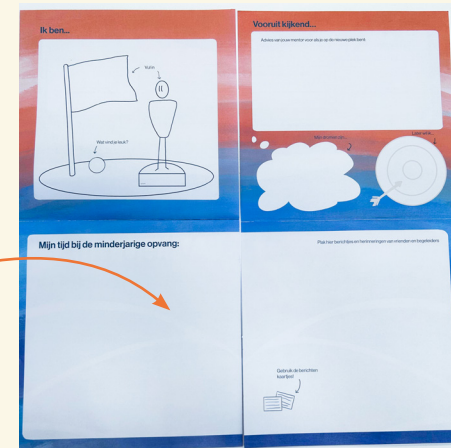
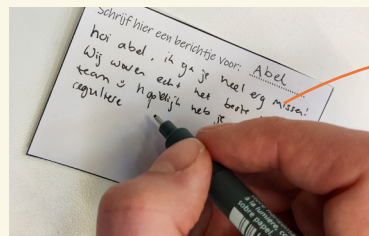


Figure 93 Messages can be glued on the poster of the Booklet



## 5.3. Planks: Step by step until ready

Crossing the Bridge to the new shelter requires some preparation. The lack of preparation is represented in the Bridge by a gap (see figure 94). This gap can be filled by the minor by adding planks (see figure 95). Each plank corresponds to one topic that helps minors prepare for their crossing. The mentor helps them with each topic.

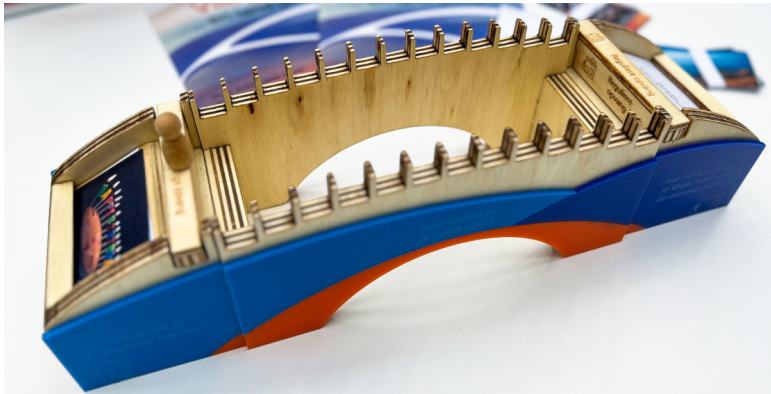


Figure 94 There is a gap in the Bridge without preparation

Evaluations done with the Fly out, Land well Kit (see section 5.4) led to the biggest iteration of the design that could be feasibly implemented within the scope of the project, which is improving the planks of the Bridge. The final design of the planks is explained here.

Figure 95 The gap is filled by adding planks



### 5.3.1. Bridge planks

The Goodbye period includes several preparatory topics that are applicable to every minor. Each topic is engraved onto multiple wooden planks, covering themes such as: *understanding differences in supervision, variations in rules, and managing a monetary budget* (figure 96). **The planks are used as a conversation starter. The mentor will explain the topic and they will discuss its implications.**



Figure 96 Example of a predefined plank: Reis voorbereiding (Travel preparation). The mentor has detailed information of what a minor needs to know on each topic

The rest of the planks are **blank**. This means the mentor and minor can together determine what the minors personal learning goals and needs are and write that on the planks. The empty planks have a thin layer of **whiteboard sheet**, which means the planks are erasable and reusable (figure 97).

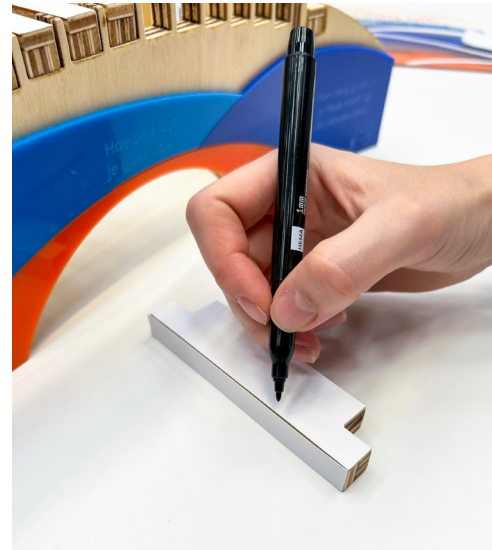


Figure 97 Personal learning goals are written on the blank planks

### 5.3.2. Two sets of planks

An optional addition to the kit are two sets of planks: one with elaborate practical topics (the original entire checklist), which might be used if a minor has a lot of questions about the differences between the shelters, or if the goodbye period is very short. The second set of planks exists of completely white planks: to offer full freedom to shape their own Goodbye period (see figure 98).

Figure 98 Two sets of planks: one with practical topics, the other empty





### 5.3.3. Flexible placement

Once the minor and mentor have completed the item, the plank may be placed onto the Bridge, allowing the figurine to move forward. This continues into the Bridge is full (see figure 99).



Figure 99 The Bridge is filled

Sometimes it happens not all topics or goals are completed. Therefore, **the planks can be placed onto the Bridge in two ways:** The small hanging way (figure 100), so all planks fit on the Bridge, or on the flat way (figure 101). Then, each plank takes more space and the figurine is able to reach the other side with only a few planks. This should prevent the minor does from losing motivation when completing all their goals is not possible due to circumstances, such as when his moving date is brought forward.



Figure 100 The planks are placed hanging, fitting all planks



Figure 101 The planks are placed in wide orientation flat, taking more space

# 5.4. Implementation at COA Shelters

The following section outlines how the Fly out, Land well Kit can be successfully introduced and implemented in the COA shelters.

## 5.4.1. Ambition

The aim of this project is to have a minor shelter use the designed kit as a leading example of effective supervision for young asylum seekers during the Goodbye period. Ideally, this shelter serves as an inspiration and shows the clear advantages of the design. My goal is that at least 10 other shelters follow this example, try out the kit and learn from it, so that more and more young asylum seekers get a solid foundation for their future. In this way, we create a movement that makes sustainable impact inside and outside the shelter community.

## 5.4.2. Implementation plan

The Fly out, Land well Kit can be purchased by minor shelters to support their team in preparing minors. I recommend that each shelter acquires a full set of Booklets, along with multiple Bridges, since several mentors might need to use the Bridge at the same time.

### Training

To ensure the kit is integrated effectively, I am available to give an initial training to all mentors. This training would cover the purpose and structure of the kit, practical demonstrations, group exercises, and role-playing scenarios. In this way, mentors will have the opportunity to practice using the tools, exchange experiences, and give each other feedback.



### Follow up

After 1 to 2 months we have a follow up. Here, mentors can share experiences, give feedback and together reinforce best practices. This will help mentors actively integrate the kit.

In addition to this training and follow up, a short guide will be added for reference, and a point of contact is available for support or troubleshooting. **In this way, the Fly out, Land well Kit can become a valuable part of the shelter's work with minors.**

# 5.5. Evaluation

The Fly out, Land well Kit was evaluated at the two collaborating minor shelters by involved stakeholders. **This evaluation was instrumental in determining the kit's strengths, and highlighted potential improvements of the design.** This section details the evaluation approach, results and insights that show the valuable aspects of the Fly out land well kit, through the expertise of stakeholders. Some design iterations are incorporated into the design (5.4) others are explained in Recommendations (6.1). Limitations are clarified in section 6.2).

*Since this project is a graduation project with a limited amount of time and a learning objective, it was not possible to perform a large-scale evaluation to test the effectiveness of the design in context. Instead, this evaluation presented here was designed to focus on investigating the strengths and limitations of the design that could lead to improvements.*

## 5.5.1 Evaluation method

### Evaluation questions:

- 
- What are the **strengths** and the **gaps** of the Fly out, Land well Kit when used to prepare minors at minor shelters for their transfer to a regular shelter **according to stakeholders**?
  - How and in what level do the **design guidelines** (see 4.5.1.) help minors become confident and ready for their move to the new shelter?
- 

### Participants: (total N = 16\*)

- Minor supervisors that have experience as a mentor (N = 13)
- Behavioural expert (Orthopedagogue) at the minor shelter (N = 1)
- Managers minor shelter (N = 2)

\* Minor asylum seekers are a vulnerable group. Testing the design with them might result in confusion and division. According to the behaviour expert, allowing some minors to use the design in their mentor meetings might make others feel disadvantaged. Therefore, it was not possible to test the Bridge with minors. Instead, mentors roleplayed as minors to simulate a use-case scenario.

### This evaluation has multiple objectives:

1. Identify **strengths** of the design from the stakeholders perspective
2. Detect **gaps or limitations** that could lead to valuable recommendations for improvement
3. **Introducing** the design to the **collaborating shelters**







## 5 | Final design: The Fly out, Land well Kit

### Evaluation situations

There were three different evaluation situations (figure 102):

#### 1. Roleplaying evaluation with two mentors (5 participants)

The Fly out, Land well Kit is explained, and then the mentors can ask questions and respond. Afterwards, a roleplay is started, where one mentor acts as mentor and one as a minor. Since these mentors have a lot of experience doing these conversations, they can easily step into the role of a minor. They are asked to play out an almost 18 meeting, incorporating the Bridge and the Booklet.



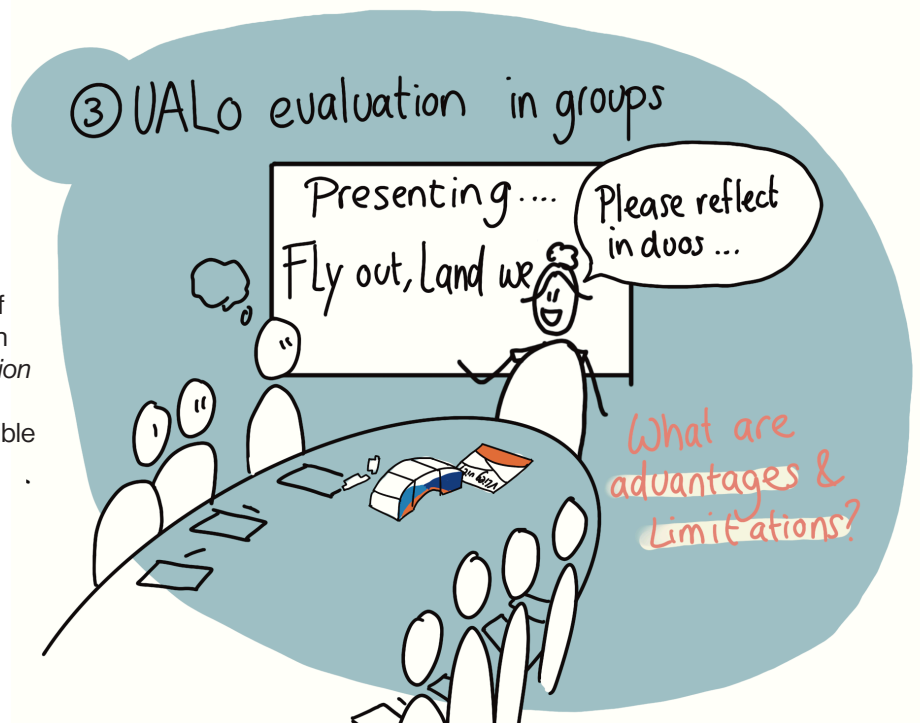
#### 2. Evaluation with expert stakeholder (2 participants)

This is an half-open conversation. The participant can interact with the Fly out, Land well Kit and give feedback. The 5 design guidelines (*Visual communication*, *Mental wellbeing*, *Emotional closure*, *Practical preparation* and *Future perspective*) will be used as conversation starters and as evaluation topics during the conversation. The participants are managers or behavioural experts.

Figure 102 Three evaluation situations

### 3. UALo evaluation in a group (15 participants)

The design research and the kit is presented to the entire team of the minor shelter. Afterwards, the audience gets time to reflect on the kit in duos. The technique called “*Unique, Advantages, Limitation and overcoming limitations*” (Heijne & Van Der Meer, UALo, 2019, p187) is used to evaluate the kit, find strengths and address possible improvements.



#### Elements used during the evaluations:

The final design of the kit was used during the evaluations, except the blank white board planks (see 5.3.). These blank planks are a direct improvement from the evaluations shown in this section and were added afterwards. The evaluated kit still had only predefined topics engraved on each plank, based on the checklist of the COA methodology. All elements are shown here (figure 103).



Figure 103 Elements used during the test: Box, Bridge, Booklets, Association/message cards, planks, pawn & checklist

## 5 | Final design: The Fly out, Land well Kit

### 5.5.2. Results & insights

In total, 16 participants evaluated the kit, spread over the three evaluation situations. (See figure 103). In this section, key results and insights for each evaluation situation are discussed.

#### 1. Roleplaying evaluation with two mentors (5 participants)

The Fly out, Land well Kit is explained, and then the mentors can ask questions and respond. Afterwards, a roleplay is started, where one mentor acts as mentor and one as a minor. Since these mentors have a lot of experience doing these conversations, they can easily step into the role of a minor. They are asked to play out an almost 18 meeting, incorporating the Bridge and the Booklet.

#### Every mentor can use the kit in their own way

This mentor (figure 104) started roleplaying with showing the figurine, and explained that it represented the minor. She continued to move the figurine over the Bridge to show the minor the transition to a new location he will undertake.

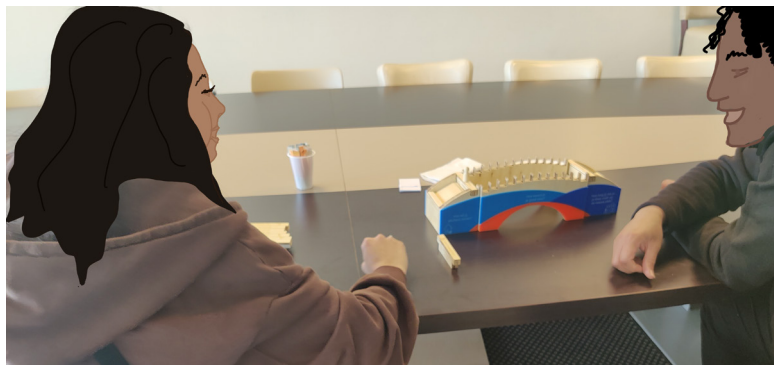


Figure 104 One mentor acts as a mentor, whereas another roleplays as a minor, when using the bridge

**“It’s an easy way to make the transition more visual. It’s playful, which helps ease the tension a bit.”** – she said afterwards.



Figure 105 Each mentor had her or his own approach when using the Fly out, Land well Kit.

In this evaluation (figure 105), the mentor let ‘the minor’ choose which items of the checklist he first wanted to discuss, by placing all the checklist planks in front of the Bridge. This gave the minor some leadership over the conversation.

**Each mentor has their personal style of working.** This was clearly visible in how each mentor wanted to use the kit in the goodbye period. **Therefore, the kit should support this flexibility and freedom even more.** For example, by removing text on the planks and creating a blank space that can be filled in as desired.

#### The kit helps give clarity in a chaotic mind

**“With this Bridge, the minor automatically goes through a process of reflection, because you work with it step by step. For example, since there are so many small steps between the minor shelter and moving to regular shelters, the minor becomes aware that a lot is going to change. Seeing the steps helps them think, ‘Okay, I already know all of this,’ which boosts their confidence.”**

– mentor, minor shelter

## Sharing information in pieces

Participants were often a bit hesitant to decide what to use first, the Bridge or the Booklet. They noticed a lot of information needed to be shared, and that doing that in **one meeting** would be too overwhelming for the minor.

According to the mentors the concentration of the minors is not that long and they have a lot to process. Therefore, at each meeting, a few planks could be treated and the minor could fill in or reflect on parts of the Booklet in between sessions, which are then treated during the session.

## Choosing a goodbye activity

**“Every minor has their own way and needs when it comes to saying goodbye; the kit [and its association cards] really helps them find inspiration and reflect on it. If their preferred way of saying goodbye isn’t included, they can still print out their own option.”**

*– mentor, minor shelter*

Mentors found that saying goodbye in this way is great, since the cards help to draw inspiration and there is not a strict plan. That is good, since every one wants a different goodbye. One of the employees recalled they also did the same at Youth Services at the end: To ask what kind of goodbye a youngster wanted.

**Tip:** The cards should have a number, so that it can be easily documented in the system and you know what kind of goodbye he picked.

## A low barrier to use the kit at work

Mentor: **“The kit is very accessible. If I see: Owh a minor will come of age in 6 months, I just think: let me just grab the Bridge!”**

**Tip:** One shelter should have more than one Bridge, two or three, if one Bridge is already in use.

Some mentors did not do an almost 18 meeting yet, this showed that it was important to first teach them possible ways to use the Bridge and Booklet to help with implementation (see 5.4.).

**“And, when are we gettin’ a little bridgie like that?”**

*Comment of a mentor*



## 5 | Final design: The Fly out, Land well Kit

### 2. Evaluation with expert stakeholder (2 participants)

*Evaluation with behavioural expert and location manager*

**“By using the Fly out, Land well Kit, minors gain a greater sense of confidence and more insight into their future.”**

*– Behavioural expert*

#### The behavioural expert dived into the 5 design guidelines of the kit:

*(Visual communication, Mental wellbeing, Emotional closure, Practical preparation and Future perspective)*

“For me it is loud and clear that the kit **visually communicates** the important aspects of the goodbye period.

The kit helps give a minor more confidence and more peace, **improving his mental wellbeing** during this time, since he is less insecure of what is coming.

Writing the messages and having a goodbye activity encourages a minor to **emotionally close off** this phase. It is important to have some boundaries within what is possible, but these can also be communicated vocally by the mentor.

The **practical preparation** side of the kit is for me **the biggest advantage**

What is stilling missing is reflection on internal qualities and strengths, so the intrinsic values of a minor. These strengths he can bring everywhere he goes and he can use to create a new home (**future perspective**).

**(Improvement):**

So other questions to ask the minor could be:

“What are some of your strengths and which ones do you bring with you? Or: In the Booklet, a place, where it says: write down 3 strengths or strong qualities of yourself.

**They are not yet aware of what they can do, but they are capable of so much.**

”

*– Behavioural expert*

#### Implementation of a new methodology

The minor shelter is implementing a new methodology, which is different from the one that I investigated. The main difference is that the goodbye period is lengthened from 3 to 6 months. Furthermore, the approach is more personalized and focusses on learning goals.

This means that the goodbye period will look like this:

- *In Week 1* = The minor is 17 years and 6 months. At this age, the goodbye period starts and they have their first meeting about the fact a minor will need to move when they are 18. In this moment, the first intervention could start with the Bridge.
- *In Week 25* = In this week minors will have their almost 18 conversation. This will be 1 or 2 weeks before turning 18.

In between these weeks, the minor and mentor will have planned meetings.

**The impact of this change in methodology if further discussed in the limitations section (6.2).**

## Improvement: Planks with personal learning goals

*The evaluated kit still had only predefined topics engraved on each plank, based on the checklist of the COA methodology.*

The location manager advised to add more **flexibility and freedom in the Bridge**. He knows **some minors are already further in their development than others**. So some minors just need some final preparations until they are ready at a life in a regular shelter, whereas others need more help.

The predefined topics of the checklist are necessary, but only **educational**. To ensure a minor is personally ready for the transition, the planks should **contain personal learning goals** that answer amongst others:

- What do you personally need to Bridge this gap between the minor and regular shelters?
- What do you need still to be ready to live more independently at this regular shelter?
- What happens if something is not available at a new shelter, that helped you here?

These could be written onto the planks at the start of the Goodbye period.



**IDEA:** create two sets of planks: one with the checklist items, one with the empty planks. The checklist items can be used for general knowledge a minor should know. If the minor is uncertain about a specific part, they can generate a special learning goal on that topic, and write it on the empty planks.

## Improvement

So the first step of the Goodbye period could exist of education: understanding the situation and working through the checklist. Now that a minor knows the differences between shelters, the next crucial step is identifying what the minor himself **NEEDS** to be ready for living at a regular shelter. These learning goals can be written on the empty planks, and treated during mentor minor meetings.



## 5 Final design: The Fly out, Land well Kit

### 3. UALo evaluation in a group (15 participants)

The current team present at the minor shelter, existing of mentors & supervisors, location manager, secretary and behavioural expert.

**UALo** = **U**nique, **A**dvantages, **L**imitation and **o**vercoming limitations

During the presentation, I noticed many nodding faces of recognition, when I explained the concerns and needs of minor asylum seekers. Especially the drawing of the boy that crosses the Bridge between minor and regular shelter, who sadly remembers the time he needed to flee his family, hit home. (see section 3.3.3.). They were very enthusiastic about the Bridge and Booklet and applauded after the evaluation (figure 106).



Figure 106 At the end of the team meeting, I could present the Kit to the whole team and they gave feedback through UALo forms

### Evaluatie Fly out, Land well Kit

Ingevuld door: (voornaam + functie)

.....*anu. Begeleiding*.....

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen fouten antwoorden. Alvast bedankt!

De Fly out, Land well-kit helpt AMVers om met vertrouwen naar hun nieuwe locatie te verhuizen en zich daar goed te vestigen.

De kit is ontworpen voor mentoren om te gebruiken in de huidige Afscheidperiode. Het verbetert de huidige afscheidperiode door verschillende manieren, zoals bijvoorbeeld aandacht voor het persoonlijke proces van een jongere of visuele communicatie.



#### Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

*Interactief, Tastbaar,  
leuk om iets mee te nemen.*

#### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

*Dat de jongeren rustigere weggeeft,  
Beter voorbereid, Inzichtelijker heeft  
wat hij/ze nog moet doen.*

#### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

*Ook lege blokjes die kunnen gebruik  
om persoonlijke behoefte te kunnen  
bespreken.*

Figure 107 Page 1 of evaluation form. Participants were asked to fill in a UALo evaluation form to give their feedback on the kit

## 15/15 participants want to have the kit at their shelter

*15/15 of the participants answered YES on the question "Would you want to have this kit at your shelter: YES / NO / MAYBE"*

The team at the minor shelter found the kit very inspiring. They saw a lot of advantages, amongst which a clearer overview for minors, creative way of working, and a good goodbye.

### A selection of responses that show this give a general impression given through the UALo forms (see appendix V):

It is unique that the kit raises awareness around the triggering of traumas in this situation."

In this way they can keep a memento and hold onto their time at the minor shelter.

This makes the explanation during almost-18 meetings way easier

"This is something that is still missing at COA, and I think it will be very valuable"

With the kit, a young asylum seeker leaves calmly, he is better prepared and he has a clear view on what he needs to do.

"I think the Bridge beautifully illustrates how the journey from minor to regular shelter should go"

It is great the kit is a practical illustration of the current methodology.

An almost-18 conversation is in this way a lot more interesting and feasible to execute.

Because of the different planks, we could easily check which conversation topics have already been discussed. This could bring a lot of peace of mind to the minors.

Minors have their own choice of saying goodbye

## Improvements

The participants noted some improvements of the Kit:

- The Booklets in multiple languages
- A version of the toolkit that is suitable for Return (minors going back to their country of origin, because their request is declined)
- Add empty planks that could be used to discuss personal needs and goals
- More attention to minors with doubts and resistance
- This version is not suitable for groups (would be nice if a version could be developed). This could be shaped as a game.

### 5.5.3. Conclusion evaluations

All in all, the kit was received positively. Employees of the minor shelter saw various added values and all expressed they would like to have a kit at their location. The evaluation and roleplaying led to some improvements. One improvement that was addressed in each evaluation is incorporated in the final design iteration, namely adding blank planks to give users more freedom (see section 5.3). However, others are not feasible within this project. These are discussed in the Recommendations (6.1).



next steps

The next section uses the **validation** of these evaluations to formulate strengths and advantages of the Fly out, Land well Kit.



# 5.6. Strengths & Advantages

## Impact of the design in five aspects

The strengths and advantages of the Fly out, Land well Kit are displayed here. These were validated during multiple evaluations. Five aspects of the kit ensure that the design vision (Fly out, Land well, section 3.5.) is reached and young asylum seekers do in fact “Fly out & Land well” when they transition from the minor to the regular shelter (see figure 108).

The five aspects are addressed in different parts of the kit, and they each have their valuable impact on the minor’s preparation. I will further explain the impact of each aspect and give examples from the evaluation to showcase their value.

## Other strengths:

The kit gives **flexibility and freedom** for supervisors to incorporate in their style of working as a mentor.

Using the kit is very easy and accessible. A mentor stated: “**if I see: Owh a minor will turn 18 in 6 months, I just think: let me just grab the Bridge!**”.

Lastly, the kit **raises awareness** among COA employees. It uniquely emphasises how this situation can trigger trauma in minors and asks for a sensitive approach.

## Practical Preparation:

The Bridge incorporates personalised topics as individual planks, each designed to help minors prepare for the transition. Physically writing, discussing and adding these planks to the Bridge, ensures minors are equipped with essential skills and knowledge for a smooth transition.

**“This practical side is for me the biggest advantage”**

– Behavioural expert

**“An advantage of this kit is that the important aspects of a departure are reviewed step by step, so the minor experiences as few surprises as possible.”**

– UALO evaluation reply

## Emotional Closure:

Minors are encouraged to process their past experiences and say goodbye in a healthy way, by choosing a goodbye activity with the association cards and receiving messages from friends and supervisors.

**“Every minor has their own way and needs when it comes to saying goodbye; the kit [and its association cards] really helps them find inspiration and reflect on it.”**

– mentor, minor shelter

### Future perspective:

Together with their mentor, minors look towards the future. They discuss the minor's strengths, identify what will help them feel at home at their new location and envision their dreams and goals. This, together with personal advice from the mentor, is documented in the Booklet.

**"They [minors] are not yet aware of what they can do, but they are capable of so much."**

– Behavioural expert

### Visual communication:

The Bridge offers a visual and tangible communication to guide minors through their transition. It is a creative way of explaining the transition and actively involves the minor in their goodbye.

**"I think the Bridge beautifully illustrates how the journey from minor to regular shelter should go."**

– UAlo, mentor minor shelter

### Mental wellbeing:

The kit helps prepare the minor for the transition that will happen, ensuring it is less disruptive. Furthermore, the Booklet offers support to help minors reflect and redefine their identity. The kit gives minors more confidence and peace, as they no longer feel uncertain of what lies ahead (behavioural expert). The Booklet serves as a physical memento, which young asylum seekers can take with them to the regular shelter.

**"With the kit, a young asylum seeker leaves calmly, he is better prepared and he has a clear view on what he needs to do."**

– UAlo evaluation reply

**"By using the Fly out, Land well Kit, minors gain a greater sense of confidence and more insight into their future."**

– Behavioural expert

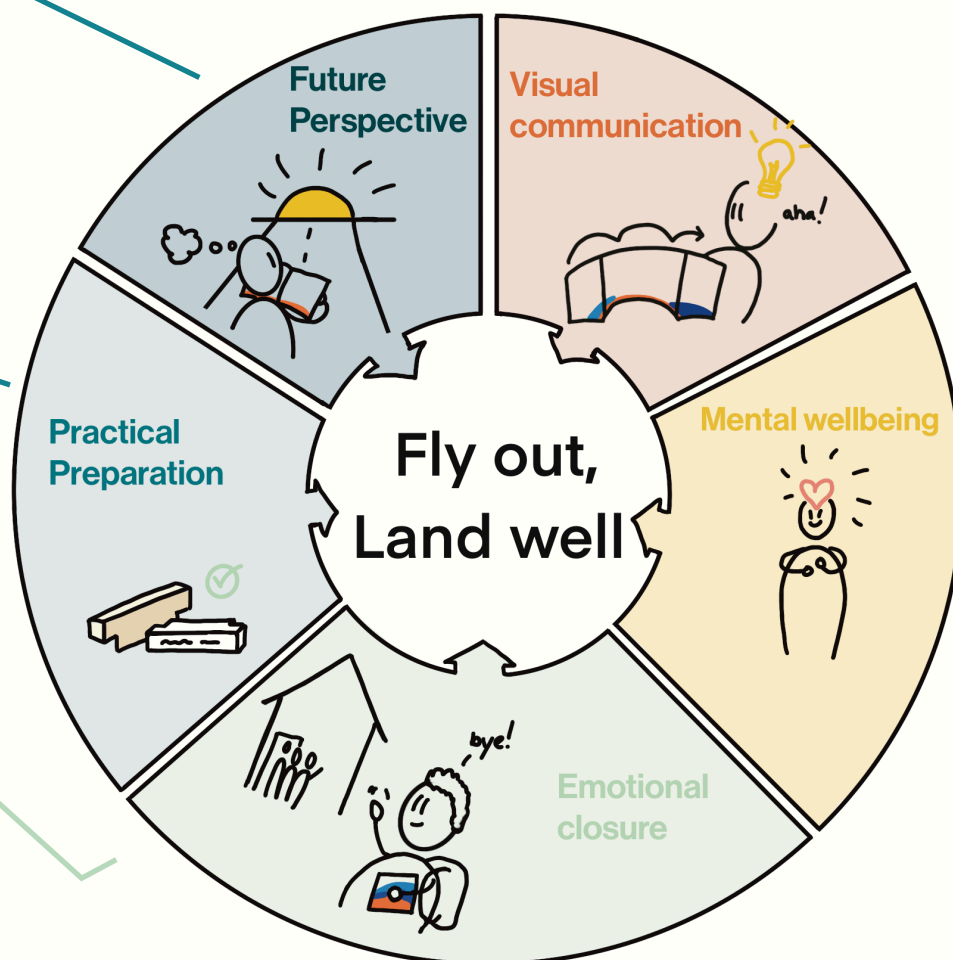


Figure 108 Design aspects that lead to Fly out, Land well

# 6. Recommendations & Conclusion

This chapter shows the recommended design improvements I would advise to make, showcases limitations of this design project and answers the design goal in the conclusion.





Wederjense opvang

1e Jaar Woldan

Bceke gevuld

Regelgeving

Weekbegroting



# 6.1. Recommendations

The Fly out, Land well Kit helps young asylum seekers transition to the regular shelter with confidence. A working version of the design has been evaluated and positively received by stakeholders. However, since this graduation project has a limited amount of time, some design recommendations for future development has to be given. These recommendations are based either on feedback from stakeholders, or from my own expertise as a designer.

## Redesigning for emergency transitions

Currently, the kit is used for the situation where minors hear 3-6 months before they turn 18 that they need to leave. However, another situation can occur, where a minor is suddenly determined to be 18 (or older) based on research that showed up. When this happens, the minor shelter is notified, and they have only a few days before the minor needs to leave to a regular shelter, since he is suddenly treated as an adult. This 'emergency transition' takes place in a extremely short timespan, compared to the normal goodbye period. Using a visual tool like the Bridge and a Booklet to help the young asylum seeker what will happen in this urgent change, would be beneficial and was also requested by COA employees during evaluation. However, different needs might arise in this situation. Therefore I would recommend to design a Fly out, Land well Kit specifically for this situation, based on research to the needs of a young asylum seeker in these moments.

## Redesigning for other destinations

During evaluation, COA employees noted that there might be a version of the kit made suited for other destinations than the regular shelter. For example, when a minor receives a status and goes to a minor house for status holders, or on the other side: when a request is declined and the minor needs to go to a shelter focused on return to the country of origin. In both cases, the Bridge and Booklet would fit, except for the plank topics that are discussed. If the destination is different, minors would need to prepare differently. I would recommend that for these destinations, a different set of plank topics is designed that can be used when these situations occur.

## Redesigning for groups

The Fly out, Land well Kit is currently used in individual meetings. Location managers from the minor shelter noted that it might be valuable to also create a version or addition to the Bridge where the kit can be used in a group setting. The minors are interacting mostly with peers in their daily life. Covering this topic of transition together, might give them support or help them in the process of accepting that every minor will take the next step to a new location eventually.

## Booklet in other languages

I would advise that the Booklet is not only published in Dutch, but also in other languages. This helps overcome language barriers and lets minors understand the Booklet fully. The Booklet could for example be in Arabic, Tigrinya, English, French, or Spanish, next to Dutch.

## Booklet poster

A new version of the poster page inside the Booklet should also encourage minors to think about their own strengths and qualities. This will help build their resilience and confidence, which is needed to settle well at the regular shelter.

## Elaborate pilot with minors

Since a validation with minor asylum seekers was not possible within the scope of this project, a pilot with the Fly out, Land well Kit with minors that are in their goodbye period would give extra insights into the best way to use the kit and offer the best support in that period of time.

## Fly out, Land well Kit for female asylum seekers

As a designer, I always try to take female perspectives into account and to avoid treating male experiences as a default. However, I chose to design the kit specifically for male asylum seekers, since the largest part of this group is male, and both collaborating shelters housed solely boys. Therefore, the design choices I made might not fit one on one when used with female asylum seekers. I recommend further research before applying the kit with this target group.

# 6.2. limitations

This section discusses some limitations that have affected this design project and outcome.

## **Research context at temporary male minor shelters**

The qualitative research was conducted at two temporary shelters that housed only male minors. Meaning, COA had a contract for this location for a limited amount of time. Facilities or certain conditions might therefore be different then at permanent, mixed shelters. During the research period I chose not to broaden the scope to these shelters, but to deepen the insights from the collaborating shelters. The found insights and key observations that build the base of the design, could therefore not be transferable to permanent shelters or shelters with different demographics.

## **Gaps that are left open**

This project started with an open research mindset. The contextual research and literature review, revealed various pain points and needs of the minors in asylum seeker shelters. These led to different design opportunities that could improve the wellbeing of the minors (see section 4.1). The Fly out, Land well Kit positively impacts some of these found needs. However, there are still gaps that the kit does not cover, such as battling powerlessness or giving purpose in the daily life of asylum seekers. I hope this research serves as an eyeopener for shelters and encourages them to support minors in those other needs as good as possible.

## **Cultural sensitivity and the design**

As a Dutch designer, I now designed the kit from my perspective and cultural context, which may have unconsciously shaped my design choices. Although, I took into account the diverse cultural background of the minor boys, (discussed in section 3.3.4.) some elements of the kit might not translate across cultural boundaries. While, I aimed to design with empathy and inclusivity, I was not able to evaluate the design with these minors. This limits my design, since the intended use might not be perceived as such by minors with a different cultural background. For example, they might find the activity to reflect at their

time in the minor shelter difficult, since they might not be used to doing reflection activities in their upbringing.

## **Limitation of design: updates or changes in COA methodology**

A current limitation of the kit is that if the methodology of a shelter is changed, the Bridge or Booklet needs to be updated again. This occurred during this graduation project. The COA methodology for the goodbye period, created in 2021, was updated right before evaluation. This meant that some parts of the procedure changed. For example, the new procedure focusses more on personal learning goals, instead of a predefined checklist. Furthermore, the goodbye period is lengthened from three months to six months. This vulnerability is slightly intercepted by the design iteration in 5.3 which offers more freedom and flexibility.

## 6.3. Conclusion

This graduation project started with a contextual research and literature review to answer the research question:

---

*How do **young asylum seekers** look towards and have **experienced moving** to another location when **they turned 18 & why?***

---

I dived into the life of asylum seekers and the challenges and experiences stakeholders have at Dutch Asylum seeker shelters. This research was the first step to reach the **goal of this design project**.

**The design goal of this graduation project:**

Design a product that supports **young male asylum seekers** in building **confidence** and **adapting well** to life in a new shelter environment **when moving** from minor to regular shelter.

The research findings substantiated seven design opportunities and a design vision. By effectively addressing these design opportunities, the design helps minors fly out with confidence and stability, and settle in safely and positively at their next destination. Through analysis and ideation, I designed the Fly out, Land well Kit to reach the design goal.

### Answering the design goal

The Fly out, Land well Kit addresses a crucial period in the lives of young asylum seekers: The transition from minor to regular shelters when they turn 18. Although it is a formal, standard procedure, the transition has deep impact on the wellbeing of these minors.

Not only does it end a relatively stable period, where minors were supported, have a community and could develop, it also triggers an earlier trauma of being forced to leave their home behind. Life at the regular shelter requires young asylum seekers to start over and be more independent, since elaborate supervision stops.

By supporting this transition, the Fly out, Land well Kit helps minors to prepare for this step, gain confidence and feel ready to live at the new location. The kit consists of two main parts: the Bridge, a tangible and creative tool to prepare and communicate the transition, and the Booklet, used to reflect, personalize their goodbye period and create a memento. Together, they guide the mentor and minor through the transition process.

### Implications

Practically, the kit gives mentors a hands-on tool to help minors make sense of this big change. Furthermore, it gives minors the support to process, reflect and feel ownership of their goodbye period by actively involving them. The positive impact of the kit is strengthened by the involvement of supportive COA employees.

If implemented broadly at minor shelters, the Fly out, Land well Kit has the potential to raise awareness of these transitional moments. Instead of looking at it as a practical departure, the kit acknowledges and supports the emotional impact the transition has on young asylum seekers.

Ultimately, this project invites shelters (and the systems they are part of) to see the value of positive design: How relatively small design interventions can have impact on life in shelters; where emotional wellbeing could be valued, next to practical care.



## 6.4. Personal reflection

At the time of writing, I am at the end of my graduation project. Only the last deadlines remain. I can look back to an impactful and exciting period of my academic years. I am happy and proud I chose this socially valuable topic and I could contribute through my design. My aim is to use my design, research and creative skills to bring happiness. In Juli 2024 I spoke first with Pieter about graduating on a project with refugees. "If you can pull it off and arrange it, then I will be your chair" he said. So I started. In that I moment I did not even know the difference between refugees and asylum seekers. Since then, a whole world opened up.

What I realised again, is that it is so easy as an outsider to label someone "refugee" or "asylum seeker" and stop there. But someone isn't just a asylum seeker, there is a whole individual, with hobbies, own interests, dreams and a heavy story of their life behind that label. He or she is someone you can laugh with and chat about your day. When observing, I saw laughter and warm greetings between minors and supervisors happen often. Of course, sometimes the traumatic stories surfaced, showing what a vulnerable group this is and how much they have lived through. So, even more important to invest in these minors.

The thing I struggled with most was my own feeling of powerlessness. During my qualitative research so many pain points came up that I felt overwhelmed with all the things I could not solve on my own through this graduation project. I had to accept that before I could continue creating ideas that would help these minors and their supervisors.

What helped is that I organised a volunteering project at the shelter in Zwijndrecht around that time, where we had immediate practical positive impact. Together with a group of friends from my church we created a living room area for the asylum seekers resident there. This hands-on project let us work together with asylum seekers, give something valuable for their daily life at the shelter and helped me in understanding the context and get in a more positive mindset. Furthermore, I knew that if I continued using the design skills I had developed in these almost seven years of studying, I would create something that could bring impact.

Over the past few months, I gratefully used the possibility to hop by both shelters to do interviews, share my sketches, and show initial prototypes. Always, there was time to give me valuable feedback. Finally, I brought the Fly out, Land well Kit and presented it to the team and my contact persons. This was a moment of validation that showed that the Fly out, Land well Kit will have a positive impact on the Goodbye period of young asylum seekers at minor shelters. I hope that after I graduated, the Kit will be used at these shelters. Already, I think this project showed the supervisors and employees of the shelters how design can have valuable impact to life at the minor shelter.

I am happy to be finalizing my Master's degree with this project.

Yours sincerely,

Mirjam de Korte







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# Appendix

In this chapter, all the appendices are included. These contain extra information that substantiate the thesis. Here an overview of the appendices are listed.

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# Appendix A Initial Project brief



Name student Mirjam de Korte

Student number

## PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT

Complete all fields, keep information clear, specific and concise

Project title Encouraging a Positive Transition for Refugee Youth from Minor to Adult azc Shelter

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

### Introduction

Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)

Due to wars, abuse, slavery, threats and other unsafe home situations people are forced to flee their homes or are sent away by their families. (NOS; Hoorntje, 2023) They seek a new place to call home, often in Western Europe. (NOS, 2023) However, in the Netherlands, they face a lengthy and overburdened process to determine their right to stay. 15% of refugees arriving in the Netherlands are unaccompanied minors without parents, called AMV (Alleenstaande Minderjarige Vreemdelingen). (CBS Statline, 2023)

Minor refugees will be housed in AMV shelters after their arrival in the Netherlands until they come of age. (See figure 1). COA (Central Agency for the Reception of Asylum Seekers) is responsible for young refugees aged 15 to 18. Most of them are boys. (Ministerie van Justitie en Veiligheid, 2024) AMVs are ideally housed in small locations, but some may be in adult asylum centers with families, as seen in Zwijndrecht. (see figure 2)

There, they receive 24/7 supervision and also go to school. One of the supervisors' goals is to raise them to be independent before they are 18 and have to move out. Stakeholders in this project include supervisors, COA, municipalities, AMV shelters in Rotterdam and Zwijndrecht, local citizens, and the refugee youth themselves.

Refugees are often excluded from Dutch society, and their desire to stay raises political discussions. But zooming in, they are all individuals, just like us, but had bad luck. They are all human, but without homes. They can all laugh and have fun, but have a lot of trauma to recover from

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## Personal Project Brief – IDE Master Graduation Project

### Problem Definition

*What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice.  
(max 200 words)*

Refugee teenagers that arrive in the Netherlands do not have it easy. They have fled from their homeland for a reason, due to war, abuse, religion, etc. and have experienced hardships. They do not yet know the language, have not completed their education or are illiterate. I made these observations after meeting some AMVs in Rotterdam. These are a few reasons of why this is a vulnerable group.

During my first conversations at the azcs I learned that the supervisors of the AMV (Unaccompanied minor foreigners) want the teenagers to grow into independent youngsters, who are self-reliant, know what they are capable of and can achieve in their lives. However, after 18 they leave the AMV and are out of view of the supervisors and the context they are familiar with. The supervisors concern is that they have a hard time on their own and the youth even end up on the wrong side of society.

Next to that, an immigrant who has been a minor refugee himself told me that legislations, language barriers and trauma make personal development difficult during the time spent in the shelters.

### Assignment

*This is the most important part of the project brief because it will give a clear direction of what you are heading for. Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence)  
As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:*

Design an intervention that helps shelters to prepare refugee youth who will turn 18 for their move from AMV to AZC shelter.

*Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)*

The project includes 5 phases: Research, Analysing, Ideation, Product Development and Validation. The Positive Design approach will guide the project searching for opportunities to design a product that aims to support a positive transition for refugee youth from AMV to azc shelter. (Desmet, 2013)

In the Research phase, I will conduct desk research and user research. Desk research will focus on the refugee system and exploring design methods. User research will involve supervisors and teenage refugees (17-18) in both AMV and adult shelters. I will apply tools based on designing for emotions, context mapping and culture sensitive design because these refugees have a different cultural background than most other stakeholders. (A. van Boeijen & Y. Zijlstra, 2020) In the next phase I will analyse findings and generate focus areas.

In Ideation I will brainstorm and co-create with stakeholders to develop concept ideas, followed by developing prototypes in the Product Development phase. Finally, for Validation, stakeholders will test the prototype, and I will compare the design to the current situation.

Project planning and key moments

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

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

Kick off meeting30 Sep 2024

Mid-term evaluation12 Dec 2024

Green light meeting11 Mar 2025

Graduation ceremony15 Apr 2025

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

Part of project scheduled part-time	✓
For how many project weeks	25
Number of project days per week	4,0

Comments:  
I want to do my graduation part time. I feel I could better balance the study load and pressure of this project

Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five.  
(200 words max)

I want to be a social designer. I find it fascinating to learn about groups in society and their needs and behaviours. I like unravelling contexts that are unfamiliar to me. During a design project to create a child-friendly Emergency Department I did this by collaborating with the team and going “under-cover” at the location.

For my graduation, I wish to immerse myself in a new context. I chose refugees because I studied abroad in Colombia last year. There, the difference between poor, rich, refugee and homeless were more visible to me than here. Lots of Venezuelan refugees are mistrusted by most Colombians. However, when I got interacted with some, I found they were just normal people in extremely unfortunate circumstances. I believe it is important to come out of my bubble, gain new perspectives and help others. The refugee situation in the Netherlands is a tense political situation, but I hope to explore ways to make the lives of refugee youth here a bit more humane with my graduation project.

My learning ambitions for my graduation are to understand and implement positive design, to engage in co-creation and context mapping with stakeholders, to design with cultural differences and improve my prototyping skills.

# Appendix B Global support for refugees

## Global support for refugees

In 2018 in New York, the United Nations members affirmed the Global Compact on Refugees, which begins with agreeing to share the burden and responsibility for hosting and supporting the world's refugees. It states that the refugee situation was at that time in the initial phase of a humanitarian crisis and that there is a need to build short-term humanitarian responses next to medium- to long-term development (Kelley: United Nations High Commissioner for Refugees, 2022)

Historically, people in danger are given protection by other communities because of war, disasters and persecution. A big step was taken after world war II by drawing up the 1951 Convention to legalize this and ensure fundamental rights for refugees. However, people forced to flee (Kelley, 2022, p34) showcases main efforts that restrict the rights of refugees and erects barriers. One of those reasons is that responses to conflict and large refugee streams and forced displacement were short term humanitarian assistance, because other countries saw the events as short term phenomena. By looking at the situation as short term, host countries did not invest in longer-term investments and could offer insufficient support and infrastructure to refugee streams. Furthermore, little effort was made to invest into human capital: The skills and knowledge that could enable individuals in need of protection and let them become productive members of society.

# Appendix C Elaboration on current approach

## COA

**Disclaimer:** *The approach described here was used until April 2025. Since then, some alterations were made to the approach. As a result, some explanations made here might no longer fully reflect the current process. However, they still give an useful overview of the approach.*

COA recognises that this transition is a major and disruptive step for asylum seekers. To prepare the minors, they created a new approach that was introduced in 2021 on the transition from unaccompanied minor asylum seekers to regular asylum seekers' centres. Internal research showed this was a theme in need of improvement. unaccompanied minors were insufficiently prepared for the transition from minor shelter to regular shelter. (werkwijze Overgang van AMV naar regulier, Vakgroep bijzondere opvang/amv 04-01-2021, COA) The goal of this approach is to guide the youngsters towards self-reliance, remove bottlenecks and create a continuous path of guidance between minor and regular shelter.

The approach can be divided in three parts:

1. Preparing the unaccompanied minor through interviews
2. Transfer towards the asylum seekers' centre by the mentor
3. Introduction of the young adult to life in an asylum seekers' centre

### 1. Preparing the unaccompanied minor through interviews

According to the minor shelter methodology, the minor is assigned a supervisor that acts as mentor upon arrival at the minor shelter. Each mentor supports a few minors. Mentor and minor together work towards independence of the minor.

The preparation of moving to the regular shelter starts at the age of 17,5 years. In the beginning of this farewell period, there will be a meeting with the mentor, minor and legal guardian from NIDOS. Then, all learning goals related to the transition will be inventoried and aligned.

Minimally every 12 weeks a meeting with mentor, minor and legal guardian will happen and every 6 weeks with mentor and minor. During those meetings, learning goals are monitored and discussed. The mentor documents the process in IBIS, an online dossier.

These practical goals should be reached to have a smooth transition:

- know where the youngster can go with requests for help;

- be able to ask for help independently;
- be able to arrange day care themselves;
- able to travel around the Netherlands by train and bus entirely independently;
- able to move safely in traffic;
- handle money responsibly.

These goals are detailed and communicated to the minor as a checklist.

A few weeks before turning 18, the Almost-18 meeting takes place between minor, mentor and legal guardian. Afterwards, the mentor writes a transfer document for the regular shelter. When the location of the regular shelter is announced, the mentor and minor have a transfer meeting. Here they look at the new location and facilities. (This is often less than 7 days before the move, due to the overloaded system).

### 2. Transfer to regular shelter

The transfer should be ideally well prepared, since there are a lot of changes between the minor shelter and regular shelter. Therefore, the IBIS dossier is completed and the minor's mentor prepares both a written transfer document as a warm transfer. This warm transfer is either a real life meeting or a digital meeting with the mentor, the new supervisor at the regular shelter and in some cases also the youngster and legal guardian.

In the combined data from the IBIS dossier and the transfer document, the new supervisor is informed of the youngster, preferred approach, learning goals, details and other valuable information.

A textual transfer guide is available for the unaccompanied minor that explains the differences between life at the minor shelter and the regular shelter they will move to.

Since employees notice this disruptive gap between minor shelter and regular shelter, initiatives are or were organised locally to overcome this. Some examples are; a youth worker that focuses some workload on 18-23 year-olds (Sneek); buddy programs between previous minor residents and a regular resident or volunteer; (Baexem, Den Helder & Oisterwijk) and extra support or attention from the regular team in the initial period (Maastricht).



# Appendix D Notes on Positive design

Notes on:

Introducing the third space of design for well-being: Exploring the intersection between problem- and possibility-driven design through a design case on online dating experience. (Hajdu, E., Ertürkan, H., & Desmet, P. 2023).

Traditional design could also be called problem-driven design (Roozenburg & Eekels, 1995) Where a designer analyses an current problem or need and designs a solution that mitigates or eliminates the problem be solved by design. Such as the Dyson airdryer did when normal hand dryers proved to be slow and inefficient. This is an effective design solution, however, it mostly reduces ill-experiences. Positive Design strives to be a possibility- driven design approach. It tries to create positive outcomes from opportunities that go beyond neutral experiences. Typically, the design process is based on positive experience in the context. Going from neutrality to positive space. (Desmet & Hassenzahl, 2012; Desmet & Pohlmeier, 2013). The positive psychology view is since the second wave more nuanced. It states that many life experiences co-exists of both positive and negative aspects. (Lomas & Ivtzan, 2016) And thus, this paper states it is wise to consider negative experience in positive design projects as well as positive ones.

This paper compares the problem-driven design, the first space of design for well-being, with the second space of design for well being; possibility-driven design. The paper introduces a third space, that aims to combine both spaces. As you can see in figure 2 (Hajdu, 2023)

Possibility driven design:

Optimistic approach, thus leading to more creative outcomes, but there are challenges of possibility driven design:

With this approach it is difficult to frame the project well. With problem-driven design a clear focus is visual because of a current problem. Since possibility driven approach gathers positive experiences and opportunities, they often lack criteria that can guide the design process (Dorst, 2004). This gives a lot of uncertainty. Furthermore, designing positive experience that improve well-being is very subjective, individual and context dependent. (Lomas & Ivtzan, 2016).

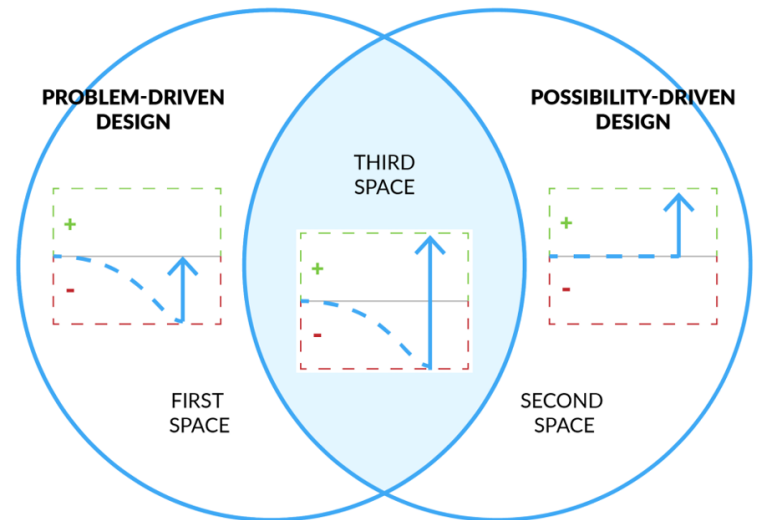


Figure xx Third space of design (Hajdu et al. 2023)

Personal fit is essential (Desmet & Pohlmeier, 2013). A solution could be to target universal needs or narrow down the target audience. Thirdly, since design criteria are absent, evaluating the design is challenging. Well-being assessments methods are needed to evaluate the design, such as the Happiness factor questionnaire (Kamp & Desmet, 2014).

The third space approach

This approach combines both problem driven design with possibility driven design. Interesting for me is that it is possible to use the positive design approach and design for well-being and not only design for no bad-feeling, when starting from a painpoint. Painpoints are used to create borders of the design space, but are not directly targeted. An important step is that after solutions are explored for the pain points, we take a step back identify the denominator of the solutions, so to find the underlying reason or overlapping theme of the solutions to define a design focus and requirements, and then continuing with refining of the final design, which is sort of a double diamond effect.

Furthermore, in the case study, they mapped experiences. Negative experiences were identified as pain points and later categorised into seven emotional injury types. (Winch (2013) )

This case study combines these insights with the 13 fundamental needs theory of Desmet and Fokkinga (2020), and generated 60 initial ideas, these were clustered and from each cluster an idea was chosen. These were shown to experts and they could explain what they saw valuable and as a problem with the design solutions. This is interesting, because you could learn what was valuable in general by discussing ideas. This led to a refined design goal and criteria based on these themes. After which they created a single concept product. Lastly they tested and validated it.

A threat could be that positive design in this way misses the opportunities in the context because they are only focussing on pain points.

Lastly, it is difficult right now to see a combination with cultura. Cultura could work to find a complete image of the context, with all the pain points or opportunities. But I am unsure if it focusses a lot on objective data and less on experiences? This might make it harder than easier to find underlying painpoints. I need to dive further into fundamental needs and cultura to find out how I can combine these.

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Notes on:

### Learning from the Positive:

#### A structured approach to possibility-driven Design

(s. Jimenez, a. pohlmeier, p. desmet, g. huzen, october, 2014)

Five staged possibility-driven design process

Problem to possibility

The problem could be that formulated as that it sucks to move to another place all alone and leave everyone behind. Thinking how I could make this event less disruptive could be a problem-oriented design goal. Perhaps I could change it into possibility driven goal, such as I want to give the refugee youth the confidence to fly out and land well at their next step. An overall goal would be to design for well being and make people flourish.

In the words of Roozenburg and Eekels (1995, P.84), 'design is a special form of problem solving. We speak of "a problem" when someone wants to reach a goal and the means to do so are not immediately obvious.

However, "neutralizing the negative by solving our everyday problems does not necessarily mean delivering a positive and worthwhile experience" (Desmet & Hassenzahl, 2012).

Pohlmeier and Desmet proposes a positive design structure where personal anecdotes are the main input for the design process. They gathered these through a diary booklet and interview session. Design for experience has a possibility driven view of design where the purpose is to design on individuals subjective well-being (Desmet & Pohlmeier, 2013). They are creating opportunities to help people flourish. positive psychology focuses its efforts on optimal human functioning and on studying what makes life most worth living (Seligman & Csik szentmihalyi, 2000). In other words, the goal is to reach an understanding of how and when people flourish, and not just to ensure the absence of unhappiness.

These authors (Jimenez et al., 2014) suggest an approach to find patterns underneath autobiographical stories in order to uncover the 'mechanism of the experience'; the elements that make it resonate.

#### The approach

- Step 1 Learn from positive examples of users. Collect happy moments, or positive role models.
- Step 2: Cluster anecdotes

- Step 3: Analyse the stories and create design themes based on general patterns
- Step 4: use themes and patterns to create concepts
- Step 5: Evaluate the concepts/final design

Two methods are suggested for the field study: diary-booklets and interviews.

Interview session

A set up similar to that of generative sessions was designed, 'Creating movie scenes' as a metaphor for the session.

For the analysing, clustering based on the positive psychology elements and dissecting the anecdote to find the generalizing the individual experience to find underlying elements that make it resonate are important.

After analysis, we a set of experiential specifications that the concepts should align to was determined. It is the main guidance for the design process.

After the design proposal is made, it can be evaluated. The experiential patterns are used to guide the concept ideas. Next, the client and stakeholders should be involved in the process. Lastly, letting the stakeholders test the prototype will see if it helps the experience and see if the feelings are recreated.

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Notes on:

### **13 Fundamental Psychological Needs**

by Pieter M.A. Desmet & Steven F. Fokkinga (2020)

Are needs pain points or opportunities for design? I guess when they are neglected they would be pain points. If you look at the third space of design, it is thus important to find design solutions that not only neutralize the need but also go further and create a positive fulfilment of the need, by going beyond into the possibility driven design space.

“Needs are the basic requirements for our functioning and the nutriments for our well-being and advancement.” – desmet & fokkinga, 2020. Only if all basic needs are satisfied van a human fully develop and flourish. If even one of the needs is neglected, this has negative consequences on your well-being

Design is relevant and effective once it satisfies people's needs. They are a source of meaning and pleasure. Desmet and Fokkinga (2020) provide a typology of 13 fundamental psychological needs, with each 4 subneeds. These subneeds are not fundamental but present universal concepts.

They can be a source of design inspiration, or as I thought in my research phase, be an visual exercise that helps understand which needs are and which are not present at the shelter, according to the targetgroups.

In comparison to Cultura, this might be more focused on human nature and individual needs, where as Cultura is more societal focused, and more on the norms, values and rules of a society. According to Pieter Desmet, Fundamental needs are fundamental for all humans, across all cultures. Cultura could then showcase how these needs are expressed in a single culture

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# Appendix E Fundamental Psychological Needs

Image source: Pieter M.A. Desmet  
& Steven F. Fokkinga (2020) Delft  
University of Technology Delft  
Institute of Positive Design The  
Netherlands ISBN: 978-94-6384-  
185-6



### Autonomy

Being the cause of your actions and feeling that you can do things your own way.

Rather than feeling as though external conditions and other people determine your actions.



### Beauty

Feeling that the world is a place of elegance, coherence and harmony.

Rather than feeling that the world is disharmonious, unappealing or ugly.



### Comfort

Having an easy, simple, relaxing life.

Rather than experiencing strain, difficulty or overstimulation.



### Community

Being part of and accepted by a social group or entity that is important to you.

Rather than feeling you do not belong anywhere and have no social structure to rely on.



### Competence

Having control over your environment and being able to exercise your skills to master challenges.

Rather than feeling that you are incompetent or ineffective.



### Fitness

Having and using a body that is strong, healthy, and full of energy.

Rather than having a body that feels ill, weak, or listless.



### Impact

Seeing that your actions or ideas have an impact on the world and contribute to something.

Rather than seeing that you have no influence and do not contribute to anything.



### Morality

Feeling that the world is a moral place and being able to act in line with your personal values.

Rather than feeling that the world is immoral and your actions conflict with your values.



### Purpose

Having a clear sense of what makes your life meaningful and valuable.

Instead of lacking direction, significance or meaning in your life.



### Recognition

Getting appreciation for what you do and respect for who you are.

Rather than being disrespected, underappreciated or ignored.



### Relatedness

Having warm, mutual, trusting relationships with people who you care about.

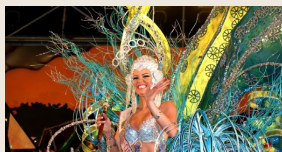
Rather than feeling isolated or unable to make personal connections.



### Security

Feeling that your conditions and environment keep you safe from harm and threats.

Rather than feeling that the world is dangerous, risky or a place of uncertainty.



### Stimulation

Being mentally and physically stimulated by novel, varied, and relevant impulses and stimuli.

Rather than feeling bored, indifferent or apathetic.

# Fundamental needs

# Appendix F Qualitative Research & analysis activities



Pilot test journey & persona refugee boy (23 October) ●

Observations at AMVs (28, 29 October) ●

Creating insight cards (29 – 31 October) ●

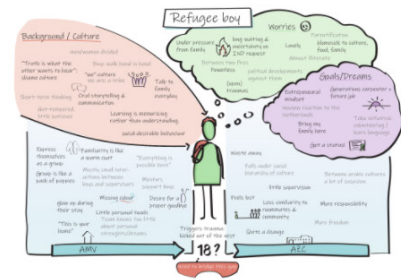


Journey & persona refugee boy (28 October) ●

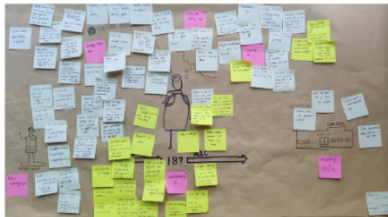


Clustering insight cards (31 October) ●

Creating a poster presenting "a refugee boy" (6 November) ●



Mapping background, culture dreams and concerns of a refugee boy (3 November) ●



Conversation with interim manager of municipality of Rotterdam (7 November) ●

Experiment: Creating a poster with and about AMV refugee boys (7 November) ●●



Interview with former refugee about azc experience (11 November) ●



Interviews with 18+ refugees in COA  
Zwijndrecht (13 November) ●



Stakeholder analysis  
(18 November) ●



Ideation: Co-creation session  
with COA casemanagers  
(27 November) ●

Clustering insights, finding  
design opportunities and  
directions (18-21 November) ●

Now

- Research activity
- Analysis activity
- Ideation activity

This visual shows an overview of all the research, analysis and ideation activities that were conducted in the first 40 days of the graduation project. The three different types of activities alternate (see coloured dots). After the first analysis (clustering), I noticed areas were missing data. This led to new research activities. With this new data I did a second round of analysis, and I already started ideating with a co-creation session.



# Appendix G I am... /We are... (Unaccompanied minors)

THURSDAY 7-11-24

Since I did not interact lengthy with the refugee boys at the AMV (minor shelter) yet, I created an small experiment to both gather research from their point of view and try out an idea solution.

I wanted to know:

1. Dreams/future views of the AMV boys
2. Look towards the AMV and themselves
3. Language skills
4. How do they react to a brown paper session, creating a poster together, drawing

**Idea:** creating something together might strengthen the group bonding of the AMV boys

## Method

I created a brown paper titled "I am/ we are..." with a drawing of the building the AMV is located in and added prompting questions on post-its.

I contacted the management staff to ask if I can speak with a few boys, they said they knew a few (n=4) that had a higher level of Dutch language skills.

## Execution

When I arrived and was still setting up, two boys already arrived, at the same time. I explained in dutch my project, and a supervisor asked if they understood in Arabic.

I explained the exercise by saying I had 3 questions: who they are and are good at, what they do + like at the AMV and what they want to do in the future/dream of.

When they started, they started to write, very big, their name and where they were from.

So I intervened and asked them to draw, but they didn't really want to. With reluctance they started to draw. (Ex.: One flag had a star in it, the boy didn't know how to create a flag and started to practice on a separate paper, eventually I helped him)

A lot of boys walked in and out during the session, sat on the table or looked over my shoulder when drawing.

Most of the time there were 3 boys at the same time.

They all had some professions they wanted to learn, and dreams. They shared positively about their travel here, probably hiding the badness from me. They had an international mindset, wanting to travel more on holidays in the future.

Each of them had a different experience of their stay at the AMV. Someone said he was all alone here, his hart broken. Another one always cooked with his roommates, which was special, but still said the AMV wasn't always fun (he sometimes got into conflicts with boys from another culture)

One boy reacted well to my idea to take something with them to the azc. He said it would be nice to do something with "memories" / herinneringen

Learningpoints:

Drawing might make sharing something a higher threshold, and slow us down. Association cards might do better. I wonder if they would be able to make an abstract object/scrap object.

They are 16-18, which makes them an age group when they are both tough and insecure. They prefer not to do something they are bad at. Each of them had a different experience of their stay at the AMV.

Someone said he was all alone here, his hart broken. Another one always cooked with his roommates, which was special, but still said the AMV wasn't always fun (he sometimes got into conflicts with boys from another culture)

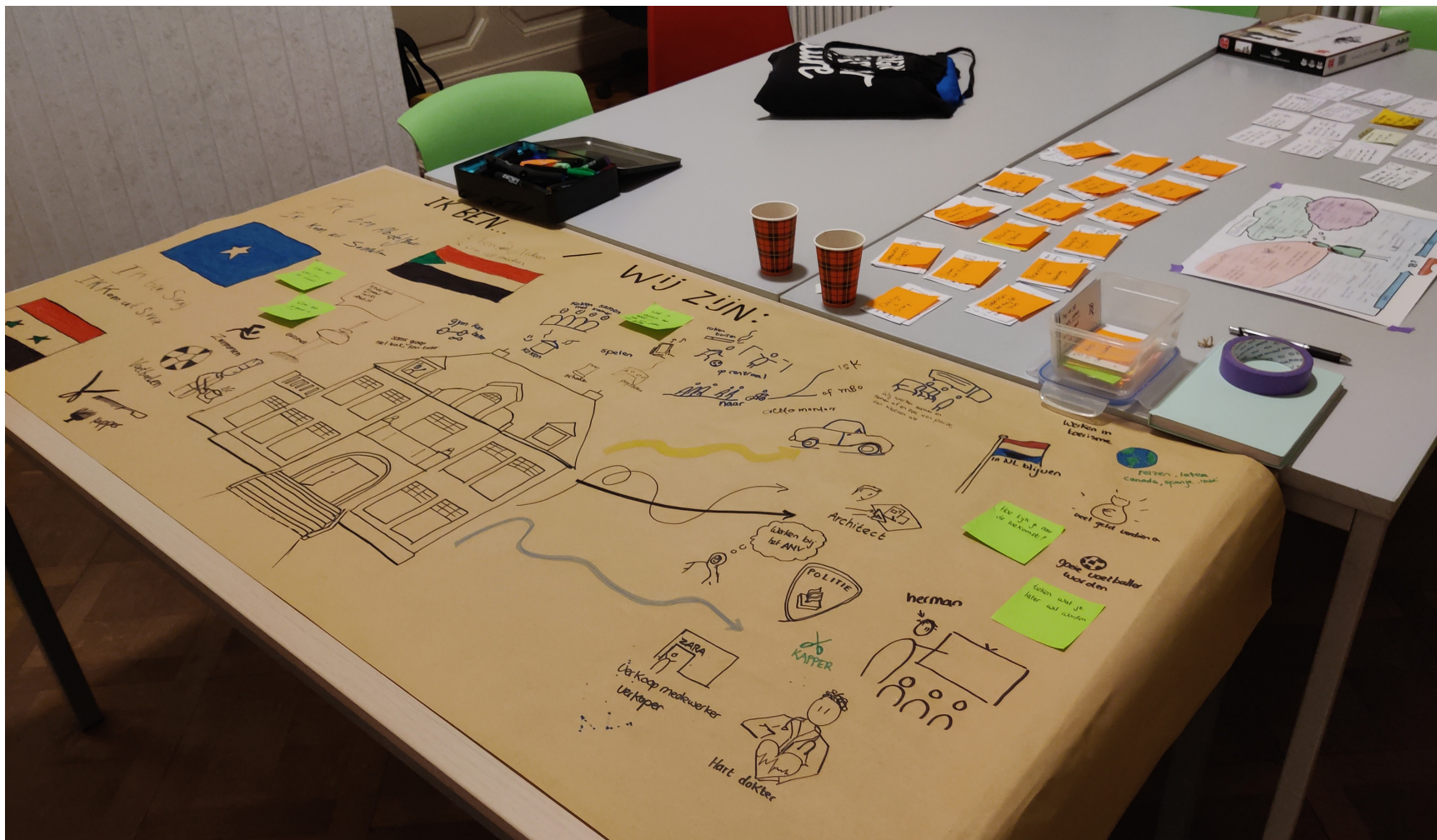
It was tough to draw answers from them

One boy was a trouble maker, I felt the atmosphere shift when he came in. The other boys were laughing but annoyed by his presence. They tried to get him out of the way. This might imply they preferred to do the exercise with me and did not want him to disturb it.

Google translate helped when we didn't understand eachother.

Afterwards the supervisors wanted to see the results, it felt tricky, because they were asking who draw or said something, but I did not have explicit permission to share it.

I am unsure if it would work better if I had conversations one on one



with the boys then at the same time.

There is some developmental delay in comparison to what I am used to from dutch youth their age.

In that age, dutch kids are already orientating on their future studies etc. Some less realistic dreams are already given up haha. So they don't want to be prof-footballer anymore.

Also, they did not seem to understand they were going to move out at the age of 18.

# Appendix H Meetup with Manager asylum seeker centres Gemeente Rotterdam

## Goal

Understand the role of BRIM and the municipality of Rotterdam in the recollection of refugees and specifically minor refugees. Learn more about policies in NL or Rotterdam on this topic and how they react to the poster of the Refugee boys.

## Set up

This was an open conversation, a first meetup with this manager in Rotterdam. We both were open to how we could help each other. And I prepared some questions and brought the Poster of Refugee boys.

## Reflection

She didn't understand that the insights I displayed in the poster, where from interviews and sessions and not from myself, I should make that clearer.

Furthermore, I learned that COA and Rotterdam both are responsible for the asylum seekers, but COA focusses on bed, bread, bath and Rotterdam builds on that.

Next, she exclaimed that she never thought about the gap that rises between AMV and azc locations

## Results

Bureau of Interim Management in Rotterdam is a municipal bureau that takes on projects others failed to succeed or in some way management dropped out. They take these interim projects on. Currently my interviewee was responsible for refugee recollection, before it was huiselijk geweld in Rotterdam.

In Rotterdam there are around 4 ships that harbour around 500 asylum seekers. COA is responsible for them. Another ship is filled with statusholders. When they get a 5 year permit, they need to leave the asylum seeker centre and go to a appointed home. However, since there is such an housing shortage, sometimes they need to stay at the asylum seeker centre or move to another shelter. Such as de sylvia. This ship houses 1600 status holders who are waiting for their housing.

This ship is mostly single man and a lot of Syrians. BRIMS goal is to keep them active. There is a party that takes care of that, by offering activities, swimming lessons, work, language lessons etc.

Mostly there are no families at the ships, Since they are not the best place for kids.

In Rotterdam, there is one AMV location, that BRIM keeps an eye out on signs for criminality. We find it important they don't become lonely, and stay active. They are a high risk group, they have a lower threshold to enter criminality and are quickly charmed by the idea to earn good money. We want to protect the boys, but also let them be themselves, let them be adolescents. BRIM organises trainings and if it goes wrong, the management on location reacts. The biggest punishment is to move for a few days to another location.

As said before, COA only offers bed, bread, bath, and not much more. We, the municipality of Rotterdam, wants to implement future-proof activation. This means we offer support that activates boys and makes them ready for the future, in the Netherlands or in their homeland.

This means for example they learn a trade that can also be useful in their homeland. So they can help rebuild and be of value in the future. This program is inspired by COA in Utrecht, that is an example shelter, where a lot of innovation is happening in the field of refugee sheltering. However, COA is always aware that they don't want to raise the expectation they can stay here, since they have no influence on that.

When explaining the gap between AMV and AZC, This manager said she was surprised because she never thought about it before.

The manager was unaware of the gap that needs to be bridged between AMV and AZC location. This insight was something she never thought of before, and she was surprised to find the gap there. This shows again this is a tricky period, where no one really takes responsibility and has possibly no policy to guide it.

Furthermore, she said that living in the Netherlands can be very different then people are used to. For example, when someone comes from a rural home, and sees so many new things, even something insignificant for Dutch citizens like an escalator, it all counts up and can be very overwhelming.



# Appendix I Interview former refugee

Ma 11-11-24

**Goal:** I want to understand and map out the experience of transitioning from AMV to AZC of a former refugee and how he looks back on that experience.

**Setup:**

This interview was an online interview. To document and communicate the interview, I called through teams and created a template in Miro.

During the interview I took notes with post its on this template. Reflection: It turned out that the template was not right. This person did not stay in a AMV location. He came to the Netherlands when he was overage. So in these first minutes I changed the template to fit his journey. Next time I want it to be more flexible and take into account no journey is the same.



**Participant:** This participant was a former refugee from Syria, that lives in the Netherlands for 10 years now and works in IT. He already had an education and was graduated before coming here.

**Results:**

When he arrived in the Netherlands, he went to Ter Apel. He stayed in a big dormitory with lots of people and was provided with a linen package. After a couple of days registration was complete. In these first days he mostly stayed at a dutch family he already knew before and travelled from there to ter Apel. After that he stayed in 4 different azc's in 5 months. This all happened about 10 years ago. In the azc COA provides everything. They give basics you need, like food. I moved a lot around, but COA did not tell the reason why. I did

not like that because I just got used to people around me, the other refugees and how everything works and then you need to move again. When he was at the azc, he was just waiting and wasn't allowed to work. There was not much he could do but wait for your decision. Not being productive, and being a long time without work is not good for someone's mental health. The system should push people and try to help them get work a little easier. Now he knows a lot of people that are still living on outcare, because they are so used to waiting and not being productive.

After he got a permit, he moved to another azc, solely for status holders. You receive 50eu/week to buy everything. With 3 or 4 people in a room he cooked together, so they spend less. The shelter was assigned by the municipality. In this shelter you can look for a job but it is very difficult. When he finally got an apartment, he wanted to work in the specialities he already was educated in, but the municipality told him he should focus on school in stead of work in IT. (ANGRY – emoji) So in his perspective, the Gemeente rather pays him then help him. The Dutch class was incredibly boring, so after a few months he stopped. These months were very demotivating to learn the language. He lived in Rotterdam for 5 years, and now he moved. He is working in IT and will stay here. Now he lives here for long, and this is his country.

**Insights:**

I don't want to bring all of my old culture here, or completely take over the Dutch culture but I want to push them together. Everything is new, nothing is comfortable or predictable when arriving in the Netherlands

You know you are a guest here (at the azc), you know you are not permanently at the shelter location. I feel like a guest at the shelter location.

COA did not tell me the reason why I needed to move all the time Ideally, a refugee doesn't move to much, because else his connections around him are taken away again.

Not being productive, and being a long time without work is not good for someone's mental health. And can even lead to staying in outcare after the azc. The system should push people and try to help them get work a little easier. With 3 or 4 people in a room he cooked together, so they spend less. In his perspective, the Gemeente rather pays him then help him. (find a job)

Now he lives here for long, and this is his country.



# Appendix J insight cards

**Hobbies**  
Soccer  
Football  
maxi roller  
They don't cook that much, lot of pan cakes or meal prep

**Having fun together**

**Entireties / Somewhere**  
make friends through church community or family = not

**Most activities boys lose enthusiasm after a few times**  
(music/dancing, chess)

**AMV Boys went to Mono clubs for fun activities**  
CIUS

**Stichting MANO offer activities to vulnerable youth such as AMV**  
MANO

**Boys are free to stay out at other place (someone's uncle) if checked before**

**Boys keep on eye out on each other**  
if someone had an important meeting (mo) they want to know how it went

**Girls are very interesting, know they can't whistle etc**

**Being Social is a protective factor**

**The pack survives Friends**

**At ISK school or church/mosque boys make friends, network outside AMV**

**With A1 dutch boys can transfer from ISK to mbo schools**  
A1-level  
mbo

**No school for 12 kids**  
not enough teachers ISK

**Going to school lot of absence**  
if possible  
if communicate with school  
if correct with parent  
more info

**At the ISK school they don't learn much**

**Responsibilities & Learning**

**The boys are entrepreneurial, coming here is a big step / journey**

**2 boys needed to do community service (in the rain)**  
But respectful to mentors

**Youth can earn €400 a week doing chores**  
important for supervisors to drink

**Boys (18-20) travel independently to appointments/family/friends with public transport**

**€73/-/week budget for all expenses**

**The first days the rules & rigors are explained to the boys**

**Supervisors only see boys left through their friends / video call**

**In AZC no close supervision, boys need to do everything themselves, (scheduled appointments, hygiene etc)**

**after 18+ not much after care**

**18+ need to move?**  
send them with 2 boys to public transport

**Good luck in the world, farewell**  
supervisor to leaving boy  
painful, but reality

**Saying Goodbye properly**

**I want to say goodbye properly to my mentor kids**  
might take them for dinner

**Everyone waves goodbye when boy leaves**

**Mentor writes a goodbye note on A4 when boy leaves**

**Quite a change going to an AZC**  
room with 3 people or sports hall  
bunkers

**Bridge Gap between AMV & AZC**  
noone takes full control

**IDEA**  
Poster  
Take something for in Room  
Book/Memories of time at AMV

**IDEA**  
Create something they can take to the AZC  
Bridge pad  
AMV

**IDEA**  
Boys visit AZC on afternoon day, before moving (Soft landing)

**lets achter laten van jezelf**  
lets go  
lets be rest ok

**Team of 20 supervisors mostly mbo education**  
practical/task focussed

**Supervisors are mentor of ~4 boys**  
- make, & carry conversations, questions etc

**NIDOS is legal guardian**  
- joint mentor-kid-SD conversations  
- legal affairs  
- questions

**Most boys come from IJssel or transfer from AMV to new start**



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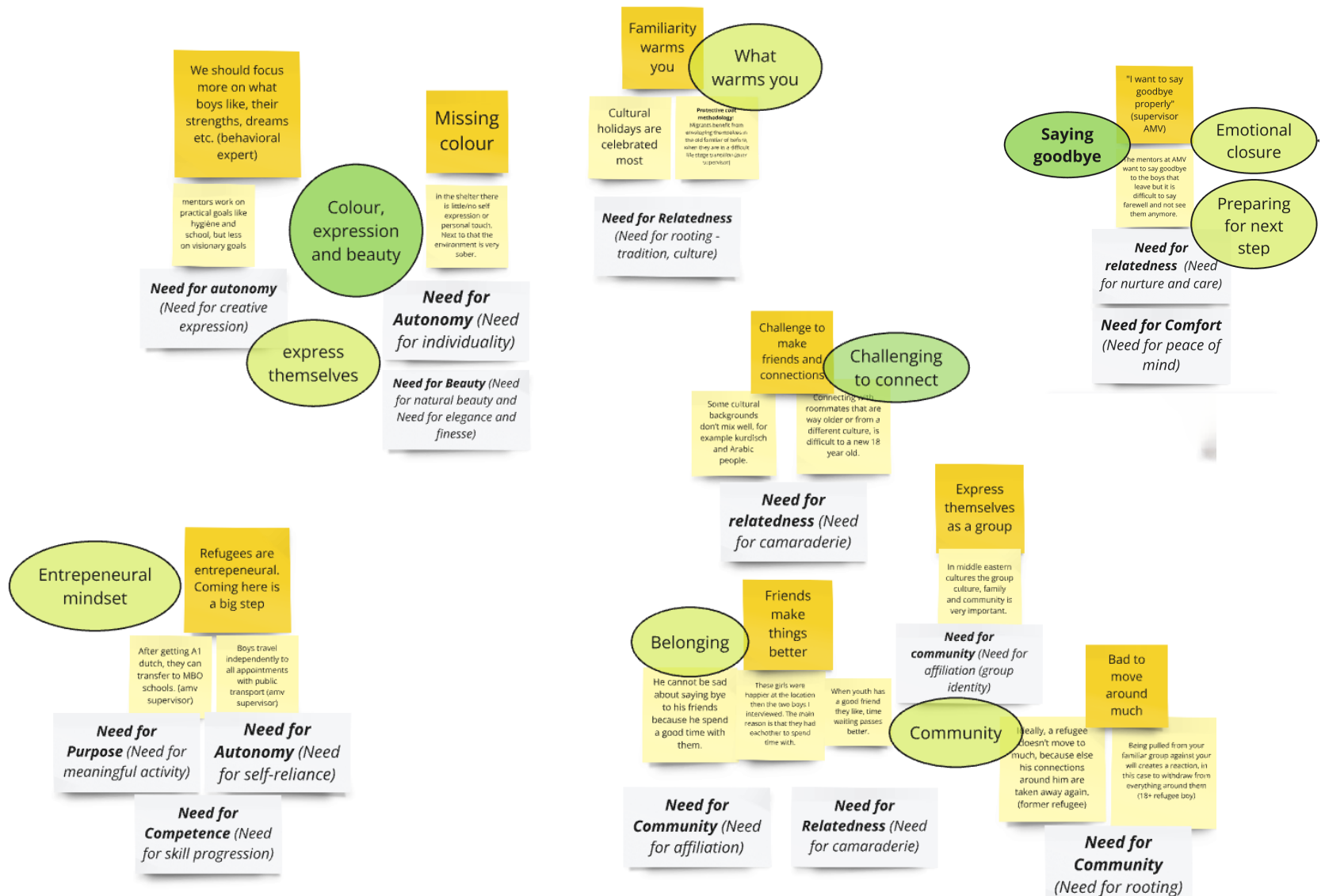


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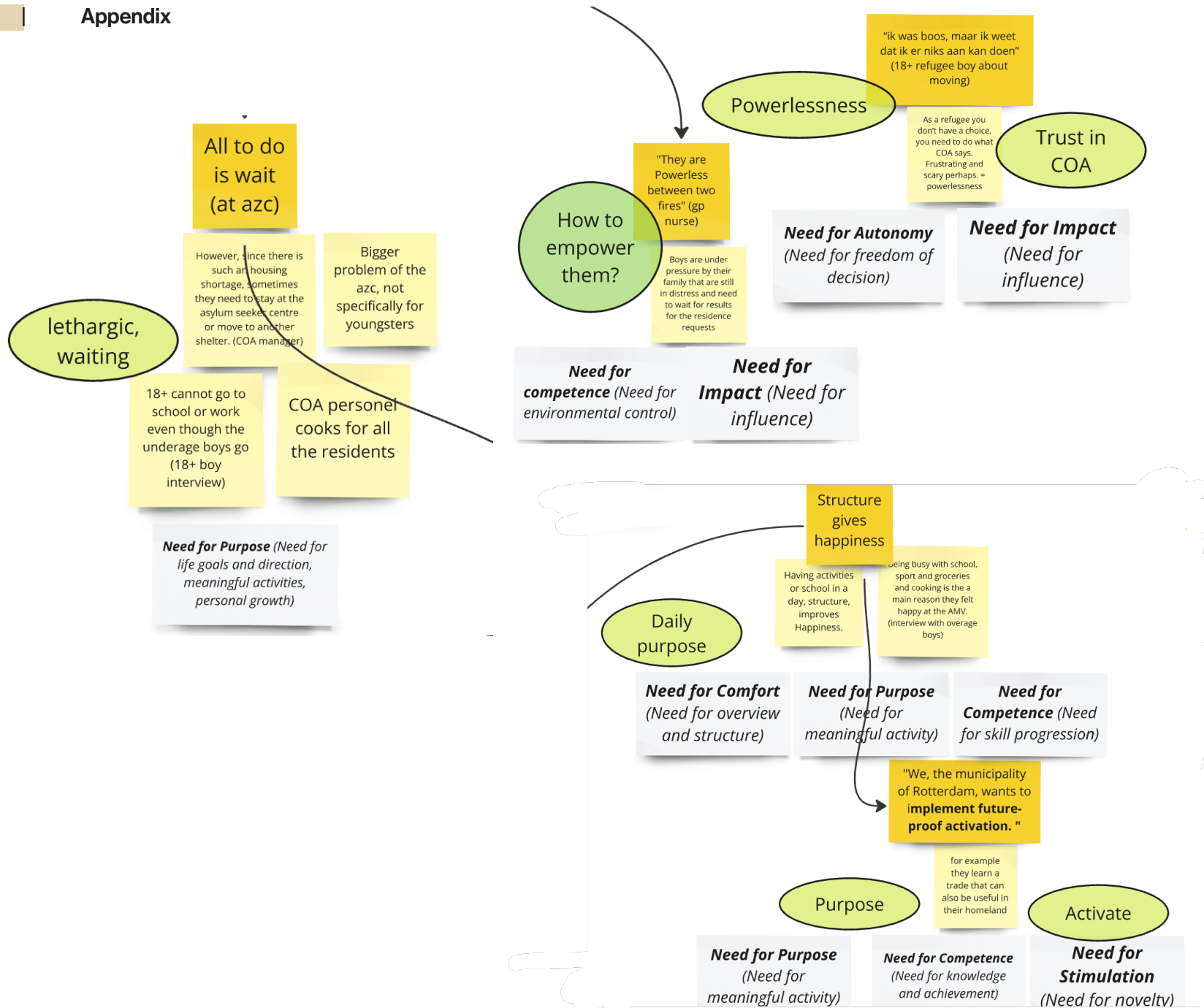


# Appendix K Opportunity clusters from analysis

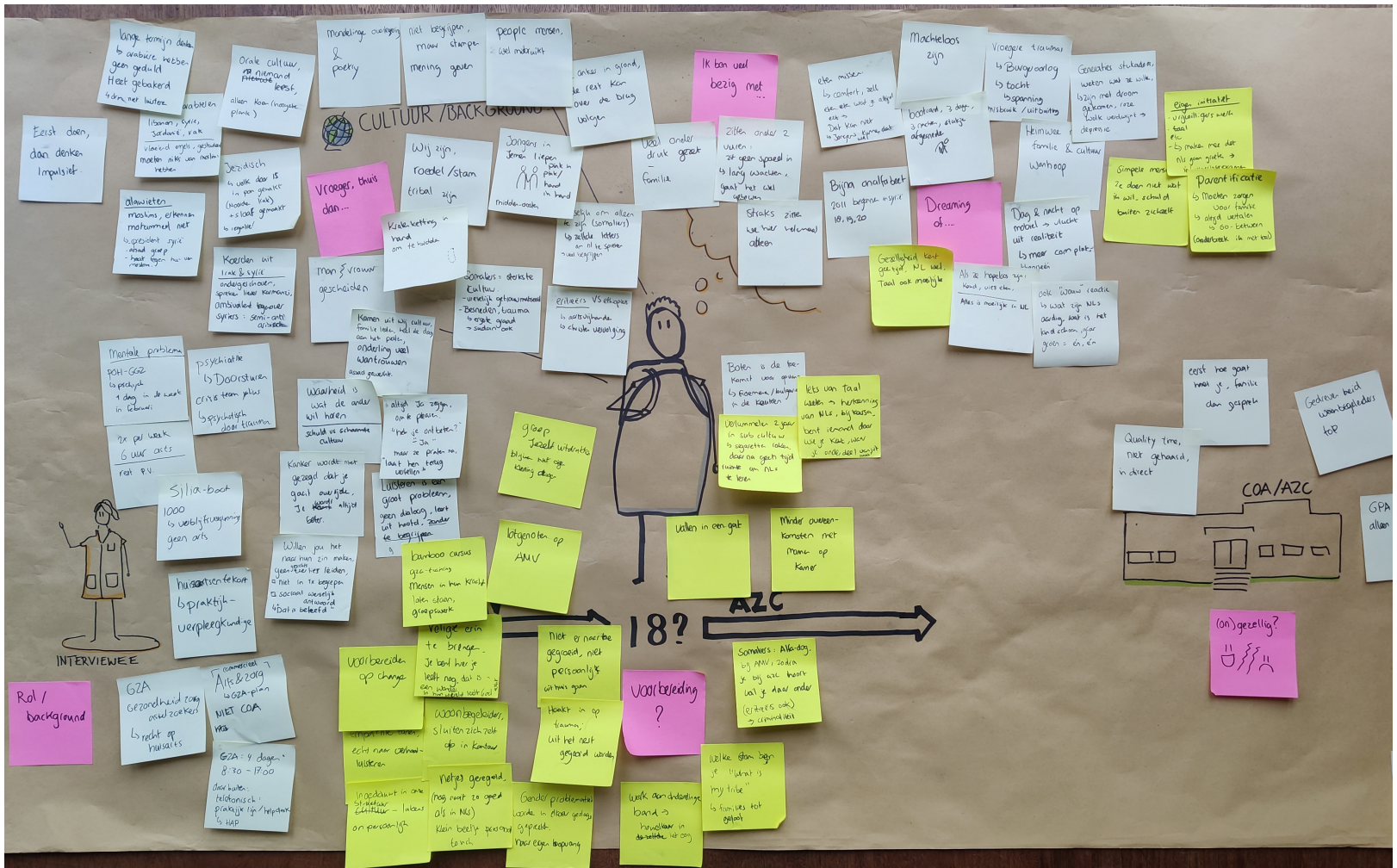








# Appendix L Generative interview with GP nurse



# Appendix M Generative Interviews 18+ers

13-11-24

**Goal:** how was the experience for 18 year olds to go from AMV to AZC location?

I want to focus on the goodbye and the adjustment period for a refugee youth. I want to know how they experienced that transfer, how it practically went and how they felt.

Lastly I wanted to see if they had any tips or advice to their younger selves to make the experience better. The focus is thus quite narrow, I am mostly interested in the transfer.

## Set up:

I learned from my interview with a former refugee (10yr in nls) that his story was way different then I expected, I needed to quickly adjust my template to fit his needs. Therefore this time, I created loose paper steps, that I could switch around if necessary.

I created another brownpaper, specified on the transition from AMV to AZC. See the image on which steps I created. Based on these steps I wanted to ask how that went for them. Which I noted on post its. I brought smileys representing the 5 basic emotions. After they told me about the step, I asked how they felt about it, with the smileys, and placed them under the post it. I prepped also an emotion graph, but in the end I did not use it, because of the lack of time and it felt redundant. Next to that, I brought association cards. These cards were partly images of the 13 fundamental needs (Desmet, 2013) and I added some more. These I used to discuss how they currently felt about Zwijndrecht and how they felt about it when they first arrived here, by asking: Choose a card that makes you think of how you feel about Zwijndrecht, and afterwards, why. I used this once as an opening question and once as a closing question.

In the end, I asked about what they wanted to be/do/dream of in the future, to prepare them to think ahead. Then I asked what they might want to change of this procedure now that they did it. However, because of the language barrier, this abstract question was hard to answer. Even with the help of google translate. Most improvements (or complaints) were focussed on their daily life in het azc and the lack of help of coa.



## Participants:

I interviewed 4 18 year olds that live in the COA location of zwijndrecht. This is officially a noodopvang, but overkoepelende term is azc.

Participant 1 was a koerdisch boy from Syria. He came here around the age of 16

Participant 2 was an Eritrean boy. Hhe was declared to be overage and he needed to live at the adult section of the shelter. Participant 2 only spoke tygrinia and thus an adult translate from English to tygrinia for us.

Participant 3 & 4 were two Eritrean girls. Communication was difficult, we used Dutch and google translate.

## Reflection:

Overall, the communication went way better then expected, I was worried about the language barrier, because of my conversation with the AMV boys, but with a tolk and one good dutch speaking boy it went okay.

Association cards worked really well, giving them an option to choose and then explained their reasoning.

The emojis were nice, except the disgust one, explaining that one no one understood. But they could choose for each step, and they liked that I placed it near the steps.

I had underestimated the time I needed.

I should translate the informed consent form to Arabic or tygrinia because now they were not 100% sure what they are signing, which is very uncertain for those boys. The girls chose not to sign, which I think



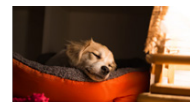


is smart. I explained to the boys that I needed their permission to use what I noted down on the post its to use for their project, and that it is fully anonymised and nothing that can identify them will be used. In all haste I sometimes forgot to explain my role a graduation student and researcher. I dived straight into the goal of this interview. The case managers were very nice, their neventaak is to help 18-23 year olds, which is also my target group. I discussed my problem and proposed to do an idea brainstorm session with them and the AMV. They declared to do it separately from the AMV and only do it together. I planned the session Wednesday 27th, but I will need to send the invite and plan the session.

### Participant 1

was a Kurdish boy from Syria. He already has his residence permit, but is still living at COA Zwijndrecht because there is no housing available yet. He wishes to become a bus or truck driver or own a own restaurant. His dream is to learn the language and to go to school.

### Association cards



The 1st card (kids) refers to the AMV, he said that there, he could go to school and go for walks with his friends. Now (2th card) there is nothing, like a desert. He can do nothing (card 3 and 4)

### Interview

Because he had to leave school, which was at the AMV location he is sad. He tried his best to arrange something about school, but it is not possible. (because there is no place etc)

Because of the stress he uses medication which makes him very sleepy.

At the AMV he had a busy and better life. Everything was good, because he had school, cycled there and back, went to football, did groceries and cooked. He also was only sharing with 2 people in a bedroom. The other residents were his friends.

He has no one here in the Netherlands, so he asked to stay close to the AMV location when turning 18. The supervisors said they would arrange this, but in the end they led him down because there was no place.

When he turned 18, they didn't celebrate it, which was fine, but he was sad and mad because he kept waiting for 2 weeks for a place closeby, but did not receive it. His friends did go there, even though he was 18 earlier. [SAD/MAD emoji]

His mentor tells him that he needs to go away. He doesn't have a lot of stuff, packing takes him like 2 minutes. It is just clothes, he has nothing here from Syria.

3 friends and two people from COA join him at his goodbye and walk to his taxi.

He cannot be sad about saying bye to his friends because he spend a good time with them. [HAPPY emoji]

6 months ago he arrived at COA zwijndrecht [SAD/ANGRY – emoji] feeling like that because he needed to leave school and his friends.



When arriving, he needed to wait 30 min in the lobby  
 He could only ask questions at 11:00 in the morning. Then he heard he needed to wait until after the holidays, and finally heard he was not allowed to start.  
 Someone came to pick me up and brought me to my room. [SAD-emoji] I was sad, because the room was busy and full of people.  
 Sharing a room with 5 people, means it is never calm.  
 My first room had 4 arabs (aged 44, 28, 19 and 18) This did not go well, we had fights because they were arabs and I am kurdish. (ANGRY-emoji)  
 He switched rooms which had 4 kurdish guys and one somalian. That was better, but still busy. (The somalian takes a lot of showers and starts calling at 6/7 in the morning.  
 The first days, no one comes to me, I needed to ask for help myself.  
 Next to that I slept a lot because of the medication, and I went to Rotterdam to the Refugee department for gezinsherreniging but with no success.  
 Overall the shelter is okay, other people probably think it is fine, but I cannot go to school and that is why I don't like it.

### Insights

"ik was boos, maar ik weet dat ik er niks aan kan doen"  
 He cannot be sad about saying bye to his friends because he spend a good time with them.  
 Being busy with school, sport and groceries and cooking is the a main reason they felt happy at the AMV.  
 I tried to learn as much as possible at the school when at the AMV, but now it is all has been useless.  
 The rooms are often very busy, people spend a lot of time at their rooms and they share 1 room with 5 people.  
 Some cultural backgrounds don't mix well, for example kurdish and Arabic people.  
 There was no warm welcome when arriving at the azc  
 Having activities or school in a day, structure, improves Happiness.  
 A lot of reasons why things don't go as refugees want are unclear to them. Refugees don't understand why they need to wait, cannot go to school or work and blame COA.  
 He has so much stress he needed medication

### Participant 2

Participant 2 was an Eritrean boy. He couldn't speak English or Dutch very well, so luckily a Eritrean man could translate from English to Tigrinya. Because he was declared overage, he learned he could

not stay with the other underaged boys. He wishes to become a electrician or a lawyer.

### Interview

When arriving to the Netherlands he didn't know where to go, so he asked, got to Ter Apel, applied as a minor and went to the AMV location.

At his previous location, everything was good. COA did everything for him, and a lot could be arranged. There were a lot of things to do. (HAPPY – emoji)

He stayed in xx for only a few months, until the entire group came here. Therefore, he didn't go to school for a long time.

He was declared overage. COA asked him for proof that he is still 16, but he could not show anything, because he cannot contact his family (since 3 years).

When I needed to go to the overage regular azc, I feel bad because I am not 18 years old. (ANGRY smiley), But I know I don't have a choice.  
 > solution finding

When he arrived, he was held apart and he needed to wait 2 hours.

After that he is taken to the 2th floor to have a room with overage people. He got a linen package and a bed appointed.

In his first days, someone from COA gave him his room and explained the Camp rules. For the rest he doesn't remember much because he was angry. (of not staying at the AMV underage location).

My first room, I stayed there for 2,5 months. They were all Arabic, they think different and I don't speak their language so that was not nice, but I just stayed in my room. I did not want to change, but COA appointed me to a different room after a while, with Eritrean people. Still the 2th room is not better. The roommates don't want to talk to me, because they are overage, and so they have a different kind of thinking and talking.

I don't really get angry, I just don't talk to my roommates and read books I hang out with my friends from the underage group I arrived with. However, when they go to school, I have nothing, so I just go outside and walk. Now he doesn't have a choice, he has to wait to get an interview with IND. He feels frustrated that underage people get their certificate, and because he is declared overage, he doesn't. He feels like COA doesn't want to help him.

His big problem and main worry is dat he has had no contact with his family. I doesn't know if they are dead, or where they are. Sometimes he gets so overwhelmed he just starts running all day, until he forgets. Insight: "I am happy because I am alive, but in this camp everything is more than bad"

### Participant 3 and 4

Participant 3 and 4 were 2 Eritrean girls. They were friends, who stayed at the same AMV in xx together. They both came to Eritrea alone. Their dream is to stay in the Netherlands. They want to go to school or work in a supermarket.

### Association cards

I asked what they thought of the azc location by choosing some cards.



From left to right:

One girl plays volleyball, and likes to listen to music. What they liked about this location is all the trees and it has a lot of green (Staatsbosbeheer locatie) and they can go run and walk. The other girl chose the last picture because she misses her father.

### Interview:

In their AMV there were only women. They liked it, they went to school to learn Dutch, cooked themselves and got 75 eu a week to spend. Someone from NIDOS told them when they got 18 they needed to leave. At the time of goodbye they were both sad and angry because one girl already turned 18 and needed to go (ANGRY and SAD emoji). This happened 4 months ago. 2 months later, they were reunited when the other girl came over as well. This was a special exception they arranged because the girls were very good friends.

They arrived at Zwijndrecht by taxi.

In Zwijndrecht they get only 14 euros per week to spend, which is way less than the 74 euros they got before.

In Zwijndrecht they are learning Dutch at the class given at the COA location.

They are happy with their bedroom, because it is 4 girls and they all speak Tigrinya. They have the top bunks and mostly talk together.

One is reading a Dutch book as well. There are no books in Tigrinya.

Improvements at the azc is that they are missing a gym. They want to sport more. Also perhaps more books.

### Insights

These girls were happier at the location than the two boys I interviewed. The main reason is that they had each other to spend time with. Besides that, they felt a bit less motivated to go to school or to learn for a job. So maybe the waiting was experienced less bad. This is my own assumption, because it goes against the fact that both girls

and boys need to go into military service in Eritrea and are supposed to work.

When youth has a good friend they like, time waiting passes better.

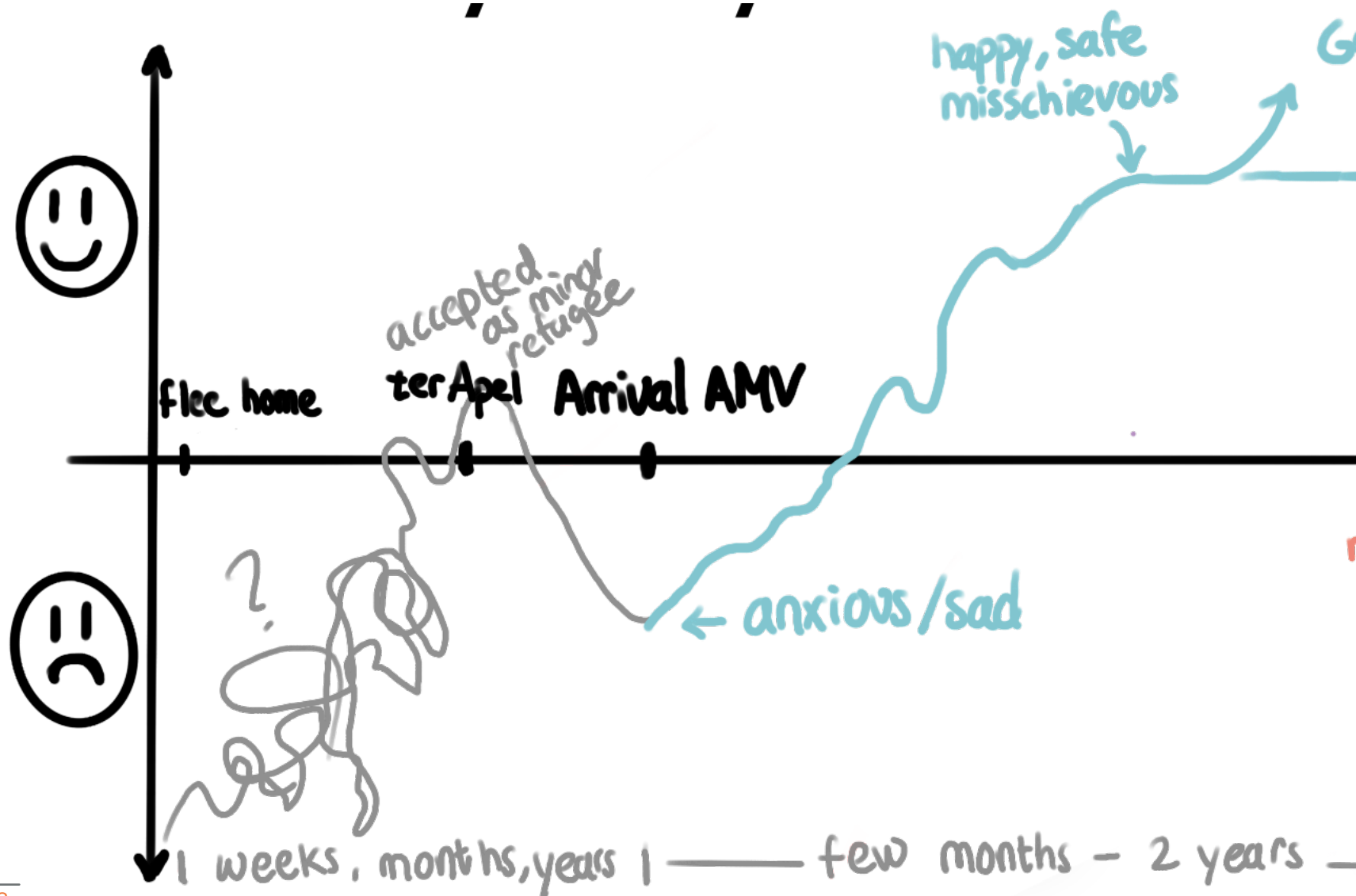
How much time spent in the AMV influences the level of Dutch they understand.

The girls were less angry and sad

In Zwijndrecht they get only 14 euros per week to spend

They missed their family back home.

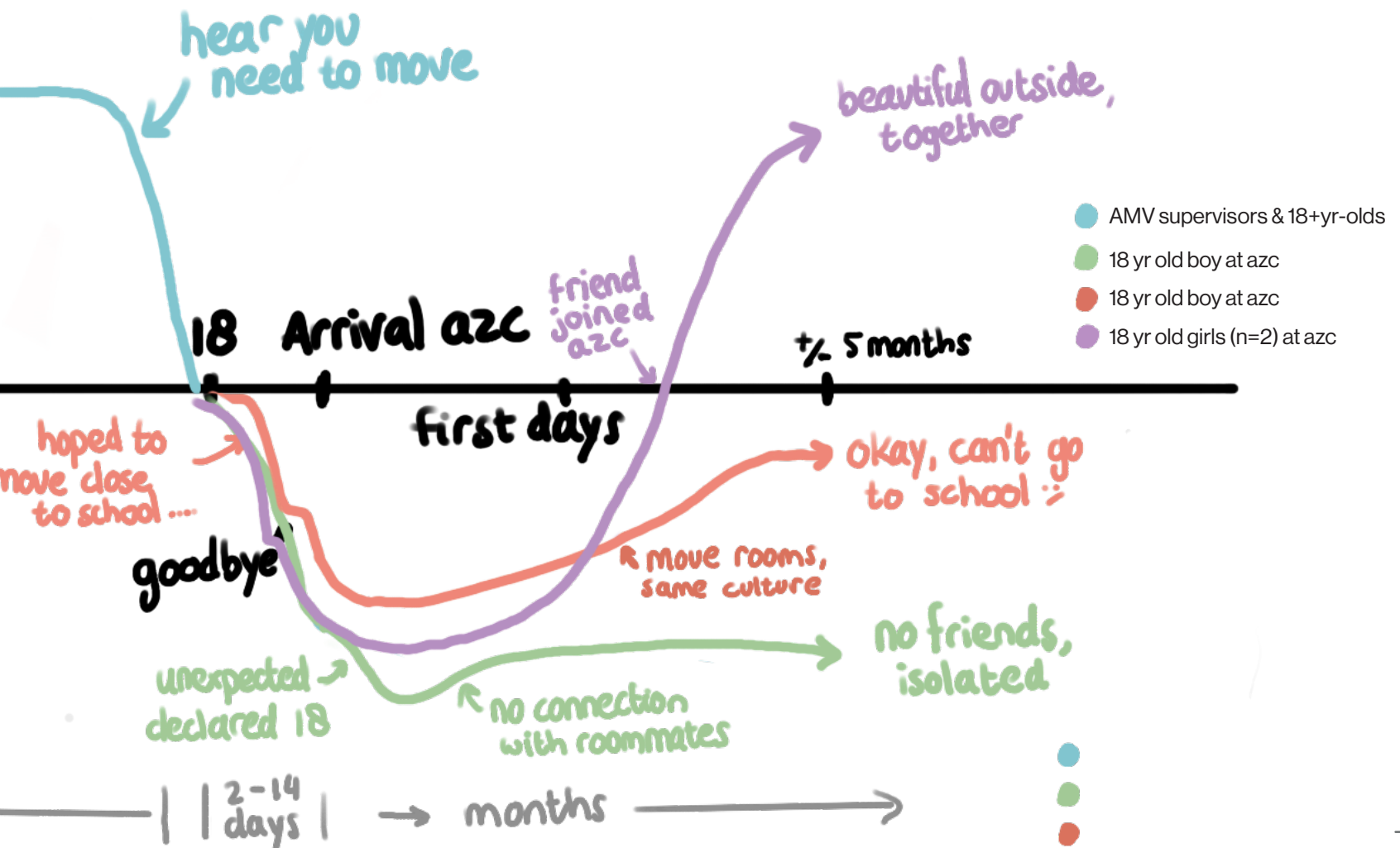
## Appendix N Emotional wellbeing per participant throughout their journey



With 18-year-olds living in an azc, I explored their experiences transitioning from an AMV to an azc. I asked them which emotions they would assign to different stages of their journey. By combining their insights with my research conducted at the AMV, I was able to create an overview of their emotional well-being throughout the process. Each individual's story is unique, especially the period before arriving at Ter Apel in the Netherlands. This phase, while not elaborated further in my research, is assumed to be a challenging time.

As this graph shows, after the AMV refugees hear they need to move, it goes very downhill.

et status





# Appendix O Co-creation session

PLAYBOOK of Session	actie	nodig	uitleg
15 min	Preparation	Stappenplan, grote vraag	
5	Welkom sessie uitleg	Stappenplan, informed consent. Explain rules of diverging	stappenplan
5	Icebreaker		Een icebreaker om ze op gekke ideeën te geven: object wat komt er in je op woorden? Associaties? Iets schrijven op post its: hoe het is om 16-18 jarige te zijn, wat wilde je toen worden, wat vond je toen leuk om te doen
5	Uitleg van inzichten + probleem	Versimpelde poster refugee boys	Verschil tussen amv en azc, 2 <sup>e</sup> trauma
5	Braindump optie	Groot a3/a2 vel	Eerste ideeën op vel, geef extra vragen: zie boven. Hebben jullie er al over nagedacht? Wat zijn de eerste ideeën die jullie hebben, zitten in de weg, daarom meteen even opschrijven
15	HKJ roulette: brainwriting	Losse a3 met HKJ vragen op post-its	3 hkj subvragen beantwoorden met doorschuiven. geef me je wildste ideeën, nog een x problem, what if.... 5 min per vel? Of 5 x 3 min met doorschuiven
10 min	Random object		Mini excursion: Woorden die je eraan doet denken 3 kiezen. (mogelijk herhalen) Waar doen deze 3 woorden je aan denken als je naar de research question kijkt? Welke ideeën komen dan in je op? [forced fit] daarna ideeën over maken
10 min	Break Ideeën delen		Koffie break en ideeën langs lopen
5 min	dot voting		Uitleg: dots delen en doorlopen van ideeën. Zelf en een aantal delen die je gaaf vond. Daarna 15 dots elk, dot voten
	<i>Maak fotos van dot voted ideeën</i>		Intermezzo: waarom vonden ze deze dotvoting ideeën goed als tijd korter is.
15 min	Concept maken		Kies een aantal inspirerende ideeën en verwerk dat tot een concept. Maak het idee met behulp van het scrap materiaal en klei, bedenk een titel en bereid een pitch voor
10 min	Elevator pitch		
5 min	Afsluiting		Bedanken, informed consent, fotos maken, trots maken op resultaat

## Reflection:

It went well, but beforehand I was very nervous and did not look forward to this session. I was afraid that the participants, managers, would not like to brainstorm or do arts and crafts to create a prototype. Until I spoke with a friend, who said that lots of people liked it and I realised I was doom tthinking. : NO doom thinking, expect a positive outcome

We went on 15 min longer then I expected, for this kind of session, you should plan 2 hours, in that way you can have a longer ending and a longer discussion about why ideas work or not and maybe iterate on those ideas.

For me I should prepare the first explanation of the session, what co-creation is and what diverging rules are. That makes it more clear for participants what they need to expect, they are safe and that every idea is a good one.

This time, I intervened when the two participants went into a discussion about input they gave over the problem area. I explained the rule of no judgement and that what ever they can say is good.

After dot voting, I made the decision to continue with prototyping the ideas instead of diving into the most voted topics. Unfortunately, in this way I didn't get insights on their motives of choosing best ideas, but I do have the elevator pitches and 3 ideas that are further elaborated.

The scrap materials worked well, cardboard is a nice material to work with, clay was nice but the quality needs to be good. Different coloured stifts/markers and stickers were also nice. Perhaps better clue or tape would help as well, or even glue sticks.

I doubted of skipping the icebreaker, but it was very nice. I presented it as a warm up exercise to make our brain think out of the box. I did the icebreaker of thinking of different uses of a paperclip. I brought one and handed it around.

At the end of a session the managers were sad that

they had so many good ideas, but currently none were implemented. They perceived it as not reachable to execute their ideas and did not like that. I explained that that was unfortunate and that it is important to create something that really will be used at the azc.

One of the ideas was a new azc for AMV+ residents (18-23yr olds) to make a warm transition. It might be interesting to let people create their dream azc (with help of scrap materials or association cards) in a co creation session.

### Research insights

At the regular azc in Zwijndrecht, COA has case managers, woonbegeleiders, and PBers (practical?) begeleiders. The first do more of the legal and administrative stuff and contact with the IND. The living supervisors are for the daily living and the PB'ers are more about schools and activities.

Prototyped ideas at the co creation session:

#### An AMV+ shelter (18-23yr)



An AMV+ shelter would be a location for only 18-23 year-olds. They would receive supervision such as they had at the AMV. They would focus on development and transitioning to more freedom, when they move to an azc location.

The AMV+ would be amongst peers and have an ESK (school) on location so they could continue learning. Fun activities and events can be organised.

#### Open day at the azc



This is an organised open day at the azc for AMV youths. In this way, when the new 18 year-olds arrives at the azc for real, they know what to expect. During the open day the AMV visitors should feel welcome. This can be done by giving them a buddy, so they have breakfast with an AMV+, take them to Dutch class, have lunch together and do an activity. The day ends with a dinner. Through their buddy they will hear stories experiences and rules of living here. "Important is that to thank them that they visited the azc. I want them to feel welcome and that we are honoured to have them at the azc, and that they are not one of many." - manager

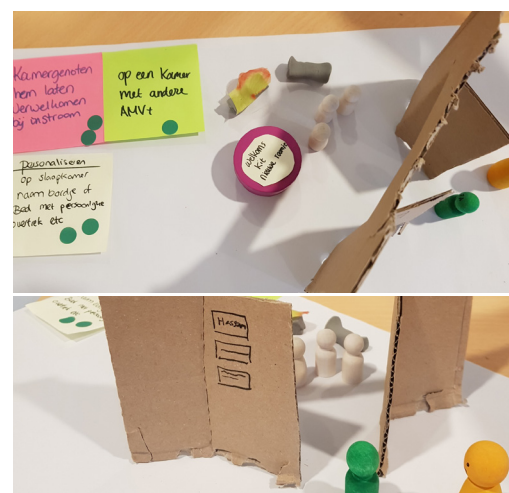
Boys feel lost at the azc, which resonated with the managers. Oftentimes, boys hear the verdict if they are allowed to stay, after they turn 18. Before, they mostly don't hear it. This gives extra pressure to the boys when they move to the azc. It lets them dream more, but they also spoke of a boy that did not get a positive result, making them feel more lost when the afzwaaiperiod started.

Thus, the dream of getting a status can turn into a very positive but also a very negative impact on their dreams and life.

ESK is a transition school after an asylum seeker turned 18. They can join this to finish their school period even if they have turned 18. However, the ESK are few and far apart. This means that it is not available for a lot of boys

AMV+ ers are residents at the regular azc in the age of 18 – 23, that lived at an AMV before coming to the azc.

#### Welcome Kit New Roomie



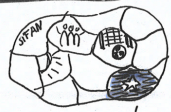
This welcomes kit is used by roommates that are expecting a new AMV room mate. Inside is different stuff that lightens up the room, makes the newcomer feel welcomed and an activity /moment they can share together. (Such as personalised bed/ locker, chocolate to share, flags, birthday, game etc)

The kit would help set the newcomer, who might be scared or uncomfortable, at ease, and would help the roommates to look forward to a new roomie (instead of being annoyed to share a room with one more.)

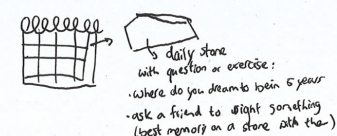
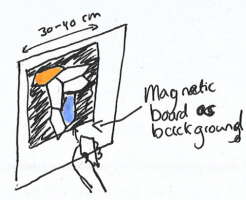
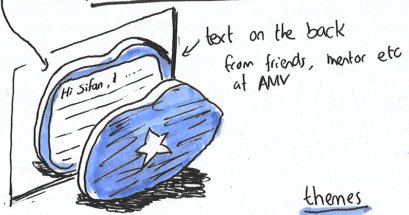




Wie ik ben - map  
memory board



all different pieces that  
click together = showing  
parts of who you are /  
what you like as AMV boy  
/ dreams and goals

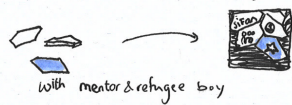


Vragen → antwoord weergeven op  
leeg plaatje (elke dag)  
↓  
ACT = voorkomen dat ze in  
depressie of criminaliteit belanden.  
(door waarna beter te hebben, duidelijke  
keers bewaren → een krantje, psycholoog, probeer)

Combination of ideas:  
• puzzle artwork with icons  
• memory booklet  
• vision board  
• tangible bridge.

opportunities reached  
• missing colour  
• change from AMV to AZC  
• saying goodbye properly  
• feeling home (arriving)

Goal 1  
Create a map who ~~you~~ refugee boy is & his goals & dreams

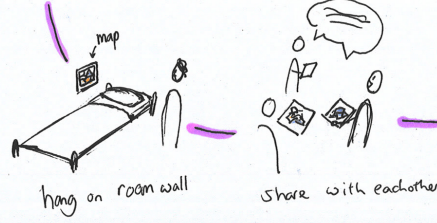


themes

- flag
- names
- textile texture / pattern
- hobby
- dream
- nature
- or empty, ....

Goal 2  
collect messages & memories from friends & supervisor AMV  
when moving to AZC  
↓  
read and look back on AMV time

Goal 3  
Express yourself / introduce yourself at the AZC  
and have a reminder of your old home as support at the AZC



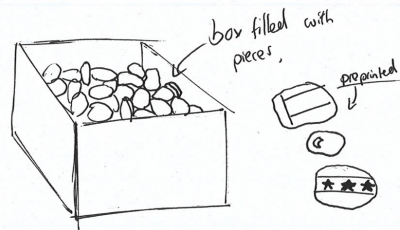
Friends & supervisors  
leave a goodbye  
message when a boy  
leaves



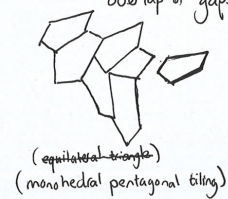
during arrival as  
regular introduction

hang in  
new room

as a memory,  
support and  
to express himself

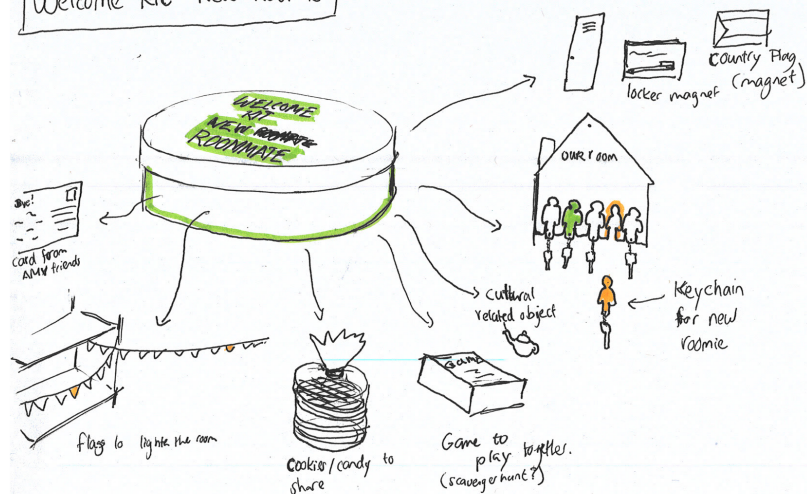


Tessellation =  
tilling covering shapes with no  
overlap or gaps





## Welcome Kit New Roomie



### Goal 1

Make a new refugee boy feel at home when arriving at the dzc

### Goal 2

Connect new refugee boy with his ~~new~~ new roommates, so he starts to build a new community

### Goal 3

Make roommates look towards a new roommate instead of being annoyed they need to share with more

### Combination of ideas

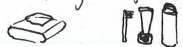
- welcome kit
- Key chain
- Flag

### opportunities reached

- receiving/feeding at home
- connected with new community
- missing colour.

### USES

linen package + hygiene package



Welcome Kit



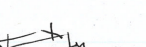
Supervisor informs of newbie coming & gives kit



Boys prep the room for new roommate



roommates welcome new refugee boy



Do activities in kit, let roommate settle in



Get room key that fits house

# Path finder



an app with daily challenges  
for the first days at the  
arc

learn to say  
"hi, how are you?"  
in another language

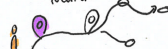
Kurdish  
Tigrinya  
Arabic  
Spirits

What do you  
see when you  
look out of the  
left window in the  
dutch classroom?



## Uses

Map out arc  
location



highlight key areas/  
amenities at arc

Use AI to  
generate questions/  
adjust it to different  
locations?



Find useful spots  
because of the  
challenges



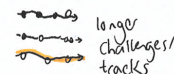
Wander around the  
new location, make your own



bring in contact  
with other residents

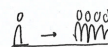


Game like design,  
(indoor) scavenger hunt



longer  
challenges/  
tracks

## Goals 1



connect with  
community  
through activities

## Goal 2



explore the  
arc and its surroundings

## Goal 3



have daily activities to  
give a little purpose on  
those first days

## (Goal 4)

Create a longer challenge with supervision  
to help start school activities/work again  
after moving

## combination of ideas

- welcome kit
- one-day arc
- scavenger hunt
- game to connect

## opportunities reached

- belonging, feeling at home
- connecting with community
- (daily) purpose
- battle powerlessness

# Appendix Q Harris profile

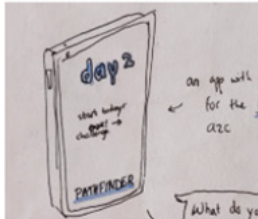
Fly out land well bridge



Fragment map



Pathfinder



1	2	3	4	5	6	7
Give purpose in daily life (Daily) purpose Activate Lethargic, waiting	Battle powerlessness Lethargic, waiting Powerlessness (No) trust in COA	Missing colour What warms you Colour, expression & beauty Express themselves	The change from AMV to AZC Bridge the gap Quite a change Traumatic Disruptive	Arriving at AZC / feeling at home Lonely Helplessness Unwelcome	Saying goodbye properly Emotional closure Preparing for next step	Connect with new community Challenging to connect Belonging Community Roommates



Green = positive impact

Red = no or negative impact



# Appendix R Feedback experts on three concepts

## Sounding board session with behavioral expert & senior supervisor minor shelter



### refind identity

When you migrate without your family, you loose a large part of your identifiers:  
"I am dutch, i live here, I am the daughter of..."

In this way you pay attention to describe yourself and your skills



senior supervisor minor shelter



behavioral expert  
*Orthopedagoog*

If it is possible, we for sure would like to have this bridge either way on our location



Visualisation of the current approach

Extra layer helps give a personalised journey for youngsters

Easier to understand and talk about the moving at mentor meetings

Everyone also checks the back: what should be on the back of the booklet

Design of the bridge in the booklet should look the same to the physical bridge

Every shelter is an azc, but the boys know that the AMV shelter is a minor shelter (maybe different name)

Nice to have the messages (to look back to as well)

Also a booklet for a minor that receives a status permit and goes to a NIDOS house (supervised living)

Great that the boys can take this with them to and from the meeting

Like this booklet the best, but in combination with the bridge

Have both the booklet and the bridge, the bridge is used during the meetings, and the booklet the boys take with them

### New insights

toekomststraining not yet started, first coming months

Every 6 weeks there are planned meetings between mentor and minor in between, conversations also take place, for example correction meetings, questions etc

Sometimes the daily business and tasks makes that mentors forget to pay attention to the upcoming birthday and the transit they need to prepare

The options of a goodbye are for sure possible, but within limits (not a night out in Amsterdam)

Make sure it is not location dependent

For the welcome: make sure it is formulated out of the boys perspective

How do I make sure I feel at home?

"I like football, and make friends through that, join a local football team"

What do I need to do that? (Practical forms,

How can I, with my qualities and personality, feel at home at a new location?

What will be shown at these spots? images/drawing/key points?

Question formulated on the boy himself: What do I need to feel at home?

Helps as a reminder after their move what they need to feel at home

Nice that they have boxes to tick of and shows the progress they make

Great they can be picked up and moved

refind identity

But right now, that is hard

Ideally they receive this booklet at their arrival at the AMV shelter

Coolle voorpagina

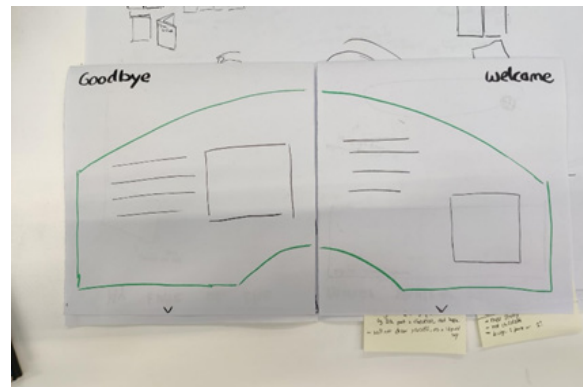
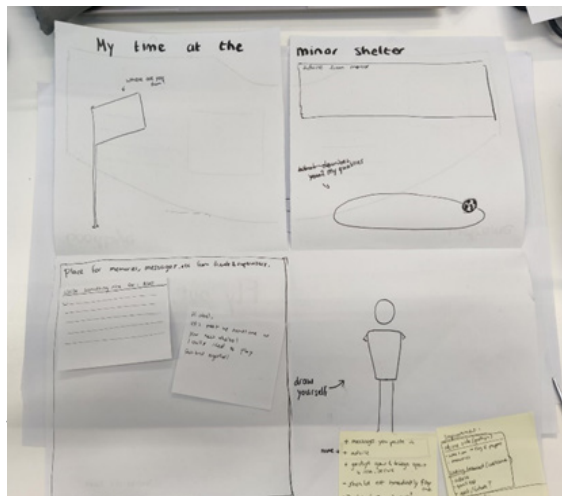
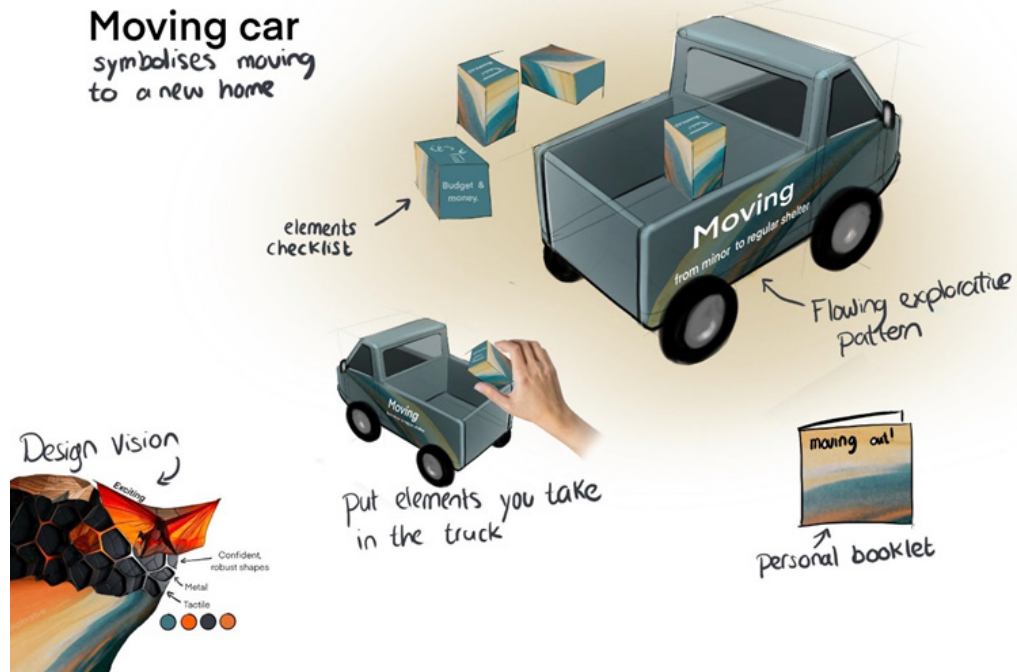
Maybe different versions, they can choose

Fly out, land well

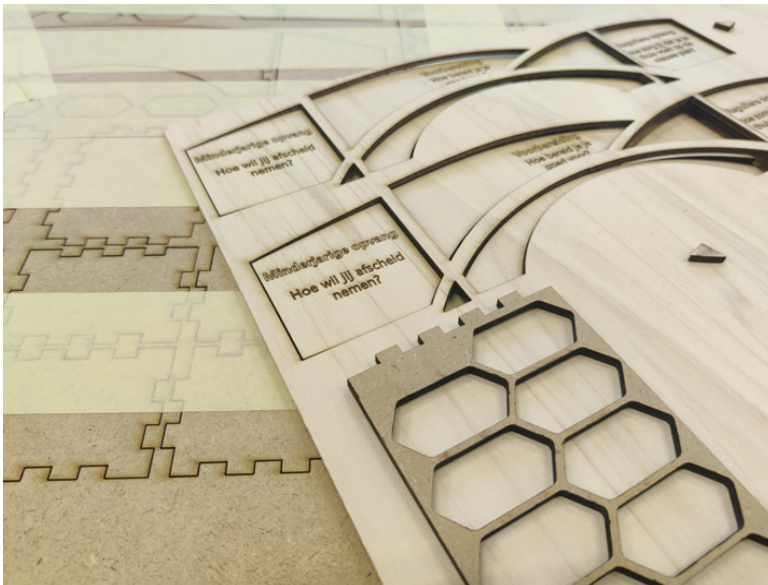


# Appendix S Paper prototypes of booklet

1 of the other concepts of transition:

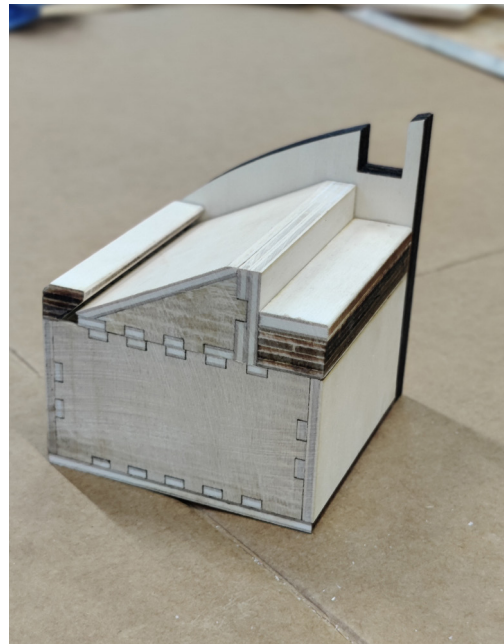
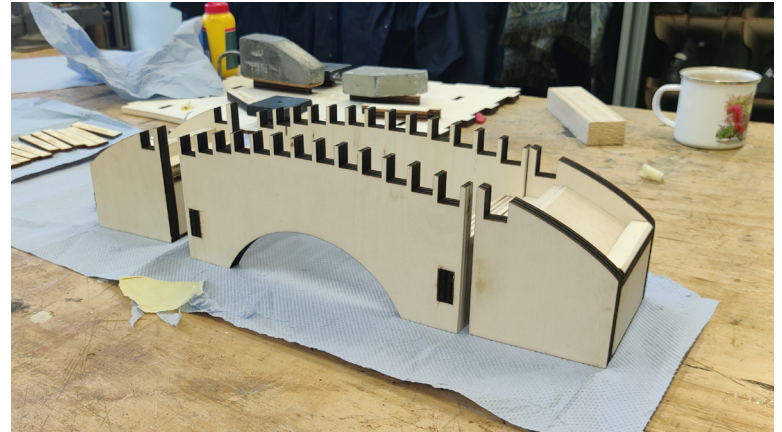


# Appendix T Production of plank & stepstone bridge





# Appendix U Production of Final Bridge





# Appendix V Evaluation: UALo Forms

## Evaluatie Fly out, Land well Kit

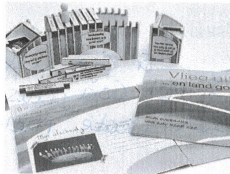
Ingevuld door: (voornaam + functie)

Jongdwerker & Woongeleider

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen fouten antwoorden. Alvast bedankt!

De Fly out, Land well-kit helpt AMVers om met vertrouwen naar hun nieuwe locatie te verhuizen en zich daar goed te vestigen.

De kit is ontworpen voor mentoren om te gebruiken in de huidige Afscheidperiode. Het verbetert de huidige afscheidperiode door verschillende manieren, zoals bijvoorbeeld aandacht voor het persoonlijke proces van een jongere of visuele communicatie.



### Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

dat er bewustwording wordt gecreëerd omtrent het aanpakken van trauma's

### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

- Het is een laagdrempelige manier om jongeren te betrekken bij de afscheidperiode.
- Creatieve manier van werken

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

- De boekjes in meerdere talen

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

Zou jij/jullie deze kit willen hebben op jullie opvang? ☒ JA / ☐ NEE / ☐ MISSCHIEN

Waarom: Er zijn veel ontwikkelingen en veranderingen bij het Coa, dus zal het mooi zijn als er een vaste methodiek.

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handtekening

Heel erg bedankt voor het invullen!



## Evaluatie Fly out, Land well Kit

..... functie)

..... Wombegelerder .....

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen fouten antwoorden. Alvast bedankt!

De Fly out, Land well-kit helpt AMVers om met vertrouwen naar hun nieuwe locatie te verhuizen en zich daar goed te vestigen.

De kit is ontworpen voor mentoren om te gebruiken in de huidige Afscheidperiode. Het verbetert de huidige afscheidperiode door verschillende manieren, zoals bijvoorbeeld aandacht voor het persoonlijke proces van een jongere of visuele communicatie.



### Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

moet dat deze in 3 delen is gemaakt  
past mooi bij de delen waar met jongeren  
aan gewerkt moet worden

### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

- fijn hulp middel
- het kunnen bewaren van een aandenken

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

Zou jij/jullie deze kit willen hebben op jullie opvang? ☒ JA / ☐ NEE / ☐ MISSCHIEN

Waarom: Lykt mij een fijn hulpmiddel  
om mee te werken

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handtekening

Heel erg bedankt voor het invullen!

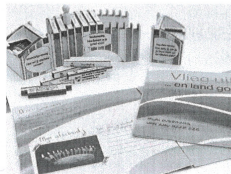
## Evaluatie Fly out, Land well Kit

Ingevoerd door: (naam + functie)

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen foute antwoorden. Alvast bedankt!

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De kit is ontworpen voor mentoren om te gebruiken in de huidige Afscheidperiode. Het verbetert de huidige afscheidperiode door verschillende manieren, zoals bijvoorbeeld aandacht voor het persoonlijke proces van een jongere of visuele communicatie.



### Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

~~Praktisch~~ goed bedacht, maakt de uitleg van het 18 jaar gesprek makkelijker

### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

jongeren kunnen goed op de hoogte gesteld worden.

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

N.v.t

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

N.v.t

Zou jij/jullie deze kit willen hebben op jullie opvang? ☒ JA / ☐ NEE / ☐ MISSCHIEN

Waarom:

ja, omdat het makkelijker te gebruiken

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

al erg bedankt voor het invullen!



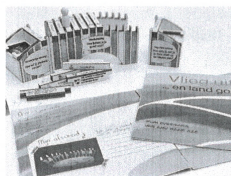
## Evaluatie Fly out, Land well Kit

Ingevuld door: (voornaam + functie)

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen fouten antwoorden. Alvast bedankt!

De Fly out, Land well-kit helpt AMVers om met vertrouwen naar hun nieuwe locatie te verhuizen en zich daar goed te vestigen.

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### Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

Heel praktisch en creatief

### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

Duidelijke uitleg naar de jongere.

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

Er kan ook een versie komen voor terugkeer

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

- Visueel plaatje maken
- Advies en bij benoemen

Zou jij/jullie deze kit willen hebben op jullie opvang? ☒ JA ☐ NEE / MISSCHIEN

Waarom:

Het is handig om te gebruiken

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handtekening

Heel erg bedankt voor het invullen!



## Evaluatie Fly out, Land well Kit

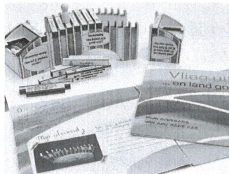
Ingevuld door: (voornaam + functie)

bedenker opvang

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen fouten antwoorden. Alvast bedankt!

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### Uniek / Inspirerend

Geef kort iets wat jij/ullie inspirerend of uniek aan de kit vindt/vinden

De brug is erg inspirerend. Zo wordt erg duidelijk gemaakt aan jongere waarom hij zelf kan optrekken

### Voordelen / Strengths

Geef kort aan wat jij/ullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

Positief is dat jongere een afscheid krijgt naar hoe hij dit wil

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

Verbeterpunten: 6 domeinen methodiek zou hierin meer in kunnen worden meegenomen:

- \* Zelfzorg
- \* Dagstructuur
- \* Sociaal Netwerk
- \* Persoonlijk Verbeelden
- \* Externe Contacten
- \* Toekomst Planning

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

6 domeinen methodiek meenemen

Zou jij/jullie deze kit willen hebben op jullie opvang? JA / NEE / MISSCHIEN

Waarom:

Dit is iets wat het Coa nog niet heeft en ik denk dat van waarde kan zijn

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handtekening

Heel erg bedankt voor het invullen!



## Evaluatie Fly out, Land well Kit

Ingevuld door: (voornaam + functie)

anu Bagekiding

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen fouten antwoorden. Alvast bedankt!

De Fly out, Land well-kit helpt AMVers om met vertrouwen naar hun nieuwe locatie te verhuizen en zich daar goed te vestigen.

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## Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

Interactief, Tastbaar,  
Leuk om iets mee te nemen.

## Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

Dat de jongeren rustiger weggaat,  
Beter voorbereid, Inzichtelijker heeft  
Wel hijkte nog moet doen.

## Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

Ook lege blokjes die kunnen gebruikt  
om persoonlijke behoefte te kunnen  
bespreken.

## Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

lego Blokjes toevoegen.

Zou jij/jullie deze kit willen hebben op jullie opvang? ☒ JA / ☐ NEE / ☐ MISSCHIEN

Waarom:

Een mooi fisueel hulpmiddel.

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handtekening

Heel erg bedankt voor het invullen!



## Evaluatie Fly out, Land well Kit

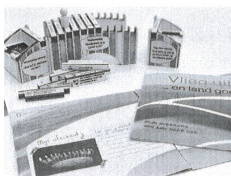
Ingevuld door: (voornaam + functie)

Joanbegeleider

Vul dit formulier (samen) in nadat de Fly out, land well-kit is uitgelegd. Voel je vrij om vragen te stellen. Met deze evaluatie wil ik de sterke kanten en verbeterpunten van de kit te vinden, vanuit het perspectief van betrokkenen. Er zijn geen fouten antwoorden. Alvast bedankt!

De Fly out, Land well-kit helpt AMVers om met vertrouwen naar hun nieuwe locatie te verhuizen en zich daar goed te vestigen.

De kit is ontworpen voor mentoren om te gebruiken in de huidige Afscheidperiode. Het verbetert de huidige afscheidperiode door verschillende manieren, zoals bijvoorbeeld aandacht voor het persoonlijke proces van een jongere of visuele communicatie.



### Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

Ik vind dat de brug heel mooi illustreert hoe de reis van regulier naar Amv zou moeten gaan.

### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

Dat er stapsgewijs wordt doorgenomen wat belangrijk is bij een vertrek. Zodat de jongere voor zo min mogelijk voor verrassingen komt te staan.

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

Zou jij/jullie deze kit willen hebben op jullie opvang? ☒ JA / ☐ NEE / ☐ MISSCHIEN

Waarom:

Het is een toevoeging/verbetering op het proces van de overgang van Amv naar regulier.

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handteker

Heel erg bedankt voor het invullen!



## Evaluatie Fly out, Land well Kit

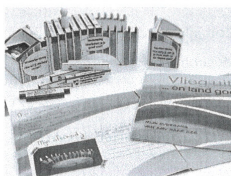
Ingevuld door: (voornaam + functie)

... AMV-begeleiders

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### Uniek / Inspirerend

Geef kort iets wat je/jullie inspirerend of uniek aan de kit vindt/vinden

Het is fijn dat de kit een praktische illustratie is van een bestaande werkwijze. Een byna-18 gesprek is in dit geval veel interessanter en beter uitbreikbaar. Ook het op een leuke manier de afscheidperiode voorbereiden op een leuke manier.

### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

Door de verschillende tracks blijven er wel gespreksmomenten al wel zijn besproken. Dit zou voor veel meer kunnen zorgen bij de jongeren.

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

Geen, het zou enkel fijn zijn om een versie voor uitstroom te ontwikkelen.  
uitstroom = negatieve beschikking

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

geen

Zou jij/jullie deze kit willen hebben op jullie opvang? (JA) / NEE / MISSCHIEN

Waarom:

Omdat de mentoren de byna 18-gesprekken om de ~~de~~ kit duidelijkheid kunnen creëren bij de jongeren

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handtekening

Heel erg bedankt voor het invullen!



## Evaluatie Fly out, Land well Kit

..... (voornaam + functie)

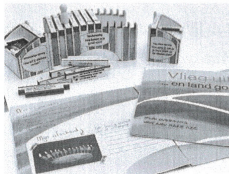
..... Voorbeelden: AMV.....

..... Manager AMV.....

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### Uniek / Inspirerend

Geef kort iets wat jij/jullie inspirerend of uniek aan de kit vindt/vinden

- \* plaatje/tekening met jongen op de brug
- \* De brug als tool

### Voordelen / Strengths

Geef kort aan wat jij/jullie voordelen of positieve kanten van de kit vinden als deze gebruikt zou worden tijdens de afscheidperiode

- \* ~~inzicht~~ Inzichtelijk wat de stappen zijn
- \* bewinnen wordt op tijd voorbereid
- \* makkelijk afscheid nemen
- \* Zelf wijze van afscheid kiezen

### Twijfels / Beperkingen / verbeterpunten

Welke twijfels of mogelijke verbeterpunten zie jij in het gebruiken van de kit tijdens de afscheidperiode?

- \* Jongeren met weerstand / twijfel
- \* niet in te zetten voor groep (versie ontwikkelen)
- \* Versie voor uitstroom richting land van toekomst

### Bovenstaande verbeterpunten overwinnen

Geef hier oplossingen aan voor de verbeterpunten die bovenaan zijn ingevuld

- \* Spel vorm voor groep (meerdere individuen samen voegen)

Zou jij/jullie deze kit willen hebben op jullie opvang? ☒ JA / ☐ NEE / ☐ MISSCHIEN


Waarom: helpt de jongeren op voorbereiding, en mentor goed de stappen te doorlopen

De invuller(s) geven toestemming om deze gegevens (anoniem) te gebruiken voor dit afstudeerproject en scriptie:

Handtekening

Heel erg bedankt voor het invullen!





*“Jouw project, het uiteindelijke ontwerp is ook daadwerkelijk te gebruiken op locaties, fantastisch. Het gaat jongeren echt helpen om de stap te maken en veiliger te landen op een reguliere locatie, dit is misschien wel het beste compliment dat ik je kan geven.”*

*- locatie manager*





astig. Wat  
een nieuwe

Zo voel ik me thuis

Kies een plaatje wat jou doet  
denken aan hoe jij je thuis voelt.  
Plaats het hier

Mijn Welkom