

## **Exploring Home**

Design for cohabitating local and refugee students

**Danique Hoekstra**

Master thesis

# **APPENDICES**

## Appendix A: Project Brief

DESIGN  
FOR our  
future

TU Delft

### IDE Master Graduation

Project team, Procedural checks and personal Project brief

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

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

**USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT**  
Download again and reopen. In case you tried other software, such as Preview (Mac) or a webbrowser.

#### STUDENT DATA & MASTER PROGRAMME

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

family name	Hoekstra	Your master programme (only select the options that apply to you):	
initials	DR	given name	Daniëke
student number	4559274	IDE master(s):	<input type="radio"/> IPD <input checked="" type="radio"/> DfI <input type="radio"/> SPD
street & no.		2 <sup>nd</sup> non-IDE master:	
zipcode & city		individual programmer:	- - (give date of approval)
country		honours programme:	<input type="text" value="Honours Programme Master"/>
phone		specialisation / amendment:	<input type="text" value="Medisign"/>
email			<input type="text" value="Tech. in Sustainable Design"/>
			<input type="text" value="Entrepreneurship"/>

#### SUPERVISORY TEAM \*\*

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

** chair	Sine Celik	dept. / section:	DOS
** mentor	Deger Ozkaramanli	dept. / section:	HCD
2 <sup>nd</sup> mentor	Maaike Gosselaar		
organisation:	Stichting Herontwikkeling tot Studentenhuisvesting		
city:	Delft	country:	The Netherlands
comments (optional)			

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

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

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

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30

Page 1 of 7

## Procedural Checks - IDE Master Graduation

### APPROVAL PROJECT BRIEF

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

chair Sine Celik

date

   -    -   

signature



### CHECK STUDY PROGRESS

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

Master electives no. of EC accumulated in total:    EC

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

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



☒ YES all 1<sup>st</sup> year master courses passed

☐ NO missing 1<sup>st</sup> year master courses are:



name

date

   -    -   

signature



### FORMAL APPROVAL GRADUATION PROJECT

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

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

Content: ☒ APPROVED ☐ NOT APPROVED

Procedure: ☒ APPROVED ☐ NOT APPROVED



comments

name

date

   -    -   

signature



## Design for cohabitating in the midst of the clashing crises

project title

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

start date 18 - 04 - 2023

19 - 09 - 2023 end date

### INTRODUCTION \*\*

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

Worldwide, millions of people flee their homes due to war, armed conflicts, famine and human rights violations. According to the United Nations High Commissioner for Refugees (UNHCR), an estimated 117.2 million people will be forcibly displaced or stateless worldwide in 2023 [UNHCR]. The number of refugees worldwide escalated in 2015, largely due to unrest and wars in countries such as Libya, Syria and Iraq, and again in 2022 due to the war in Ukraine. Many of these people fled to countries in Europe seeking safety and protection, risking an uncertain and often dangerous journey. After having braved this stressful experience and once having arrived in this new place, many refugees face a plethora of new obstacles. Besides the navigation of an unfamiliar asylum procedure, along with the challenges this brings with it, people are forced to live in overcrowded shelters or settle in urban areas where they face challenges such as inadequate housing, limited access to healthcare and education, and discrimination [Amnesty International].

The housing crisis is another global issue that has become increasingly acute in recent years. In many parts of the world, there is a shortage of suitable housing to accommodate its demand [Coupe, 2021]. This has led to skyrocketing housing costs, making it difficult for people to afford safe and secure housing. This has resulted in homelessness, overcrowding and substandard living conditions.

Despite the Netherlands being one of the most prosperous countries in the world [Legatum Prosperity Index 2023], its housing market has made it difficult for many residents to find suitable housing. The high cost of housing and long waiting lists for social housing has made it difficult for low-income individuals such as students and starters to find affordable housing [NOS]. Besides this, an increasing number of employed people are homeless, living between accommodations, on couches of friends and relatives or other make-shift accommodations [NOS]. The challenges faced by these people in finding housing also apply to the refugees that come to the Netherlands to seek safe housing. Despite efforts by the government and NGOs to provide assistance, many refugees are left in limbo, unable to secure permanent housing and forced to rely on temporary accommodations.

Stichting Herontwikkeling tot Studentenhuisvesting (SHS) is a Delft-based organization that renovates empty buildings into temporary student housing, addressing the housing crisis among students that is currently prevalent in The Netherlands. They have a new development on the Polakweg in Rijswijk, consisting of 3 adjacent buildings with a total of 300+ rooms. After having successful projects in Delft housing students, here they wish to create housing for not only Dutch students, as they have done in the past, but also refugees who have gained a living permit in the Netherlands. In this way, SHS aims to address both the housing crisis as well as the refugee crisis with their new project in Rijswijk.

SHS has formulated a profile for the candidates with a refugee background, which includes: students now or to be within 1 year, between the ages of 18 and 28, and basic Dutch language proficiency, among other requirements. The difference in background and lifestyle between the Dutch students and the newcomers can create tensions as well as, I believe, opportunities.

space available for images / figures on next page

[illegible]

image / figure 1: SHS's envisioned target groups and functions for the Polakweg

image / figure 2:

## Personal Project Brief - IDE Master Graduation

### PROBLEM DEFINITION \*\*

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

Within the building complexes in Rijswijk, SHS would like to create a cooperative living situation with Dutch students and the newcomers. Initially, SHS aimed for a situation in which "the Dutch students help the newcomers integrate" with Dutch society. When worded as such, this is a rather one-sided exchange that overlooks the fact that the newcomers also have value to offer. Therefore I would like to reframe this and aim for an equitable exchange.

Nevertheless, these two groups can clash with respect to culture, values, norms and lifestyles. In addition to this, it's understandable that newcomers can hold trauma - either from war experiences in their country of origin, or their journey to Europe (such as the appalling conditions in which refugees end up in mass camps Libya or the boat trip across the Mediterranean) or even from the stressful asylum seeking experience within the Netherlands. The other residents within the building will need to be prepared to willingly deal with this.

Similar housing projects have received mixed coverage in the media. Stek Oost is a project in Amsterdam with 50% starters and 50% newcomers which was negatively covered in Dutch news in 2022 due to complaints of nuisance and unsafe situations including sexual intimidation and property damage [AT5]. SHS has found in their own research that a way to prevent these problems and to increase livability is to have a lower percentage of newcomers to students, which is why they have chosen to place one permit holder per living group. However, this situation could create a power dynamic that favors the Dutch students and "others" the newcomer. Therefore, I wish to explore living situations in which the power dynamic is as equal as possible in order to support understanding between these two groups.

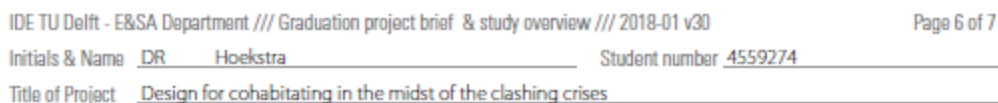
### ASSIGNMENT \*\*

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

Using a combination of design research methods, from social design and systemic design - I aim to explore how Dutch students and newcomers can live together in a way in which both groups can thrive [be happy, be themselves while respecting others]. How can we best create an understanding [and equitable value flow] between the students and the newcomers?

Since I want to take a systemic approach, I believe the final result will not necessarily be a "solution" - but more likely a probe to the system. To further pre-define what this probe will be would not be advantageous to the project, I believe, because it would limit the design freedom and therefore potentially the impact on the system. The result can range in abstraction - from interventions on an interaction-level to interventions on a higher, more abstract level - meaning product can be anything from a physical object to a game to a service, legislation or guidelines for designing in such a context. It could perhaps even be a combination of these, as long as it has been deduced from my research.

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



## Personal Project Brief - IDE Master Graduation

### MOTIVATION AND PERSONAL AMBITIONS

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

My main ambition with this project is to gain more confidence and experience in social and systemic design. These are areas of design that theoretically resonate with me immensely, but with which I have had little experience in practice. I believe that systemic design is one of the best approaches to the problems we face today, as it is one of the most holistic approaches within the field of design. Relative to traditional design, systemic design takes into account a wider scope of influential factors, in addition to viewing the issue at hand from various frames and at various levels. Although I pride myself to be an open-minded, (mentally) flexible person, I expect this abstraction-agility to be a challenge for me - specifically the transitions and translations between higher-level, zoomed out perspectives and more zoomed-in concrete ones. But I am excited to explicitly engage with complexity during this project.

This specific project appeals to me because it offers me an opportunity to engage and learn more about the refugee situation which has been heightened in Europe for the past years. The general lack of empathy for non-European refugees and way in which refugees are "othered" is something that disturbs me, which is why I'd like to see ways in which we could tackle this.

With regard to competencies I wish to develop and deepen: with this project I aim to gain more experience in empirical research. I enjoy doing interviews, and after having enjoyed the block-elective course Creative Facilitation, I would also like to further develop the skill of facilitating co-creative sessions.

Finally, another personal ambition of mine is to gain more perspective on what I would like to do professionally after graduating. I don't have a clear picture of what this will be, but as I currently see it, I would like to pursue social design. Through this process, I hope to see if this is indeed something that I would like to do.

### FINAL COMMENTS

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

## **Appendix B: Initial tenant interview questions**

### **About the participant:**

- How old are you and where are you from?
- What do you do in your daily life?

### **Regarding their mixed co-housing project:**

- Since when have you been living in [project name]? How did you end up here?
- What attracted you to live here?
- Could you share your experiences from when you first moved here until now?

### **Social interaction:**

- Can you describe the people you live with in the house?
- How would you describe the vibe/atmosphere in your living group?
- To what extent do the tenants interact with each other?

### **Dealing with differences/clashes:**

- How was it to navigate different norms and values?
- Can you provide an example of a clash?
- How were these clashes handled?

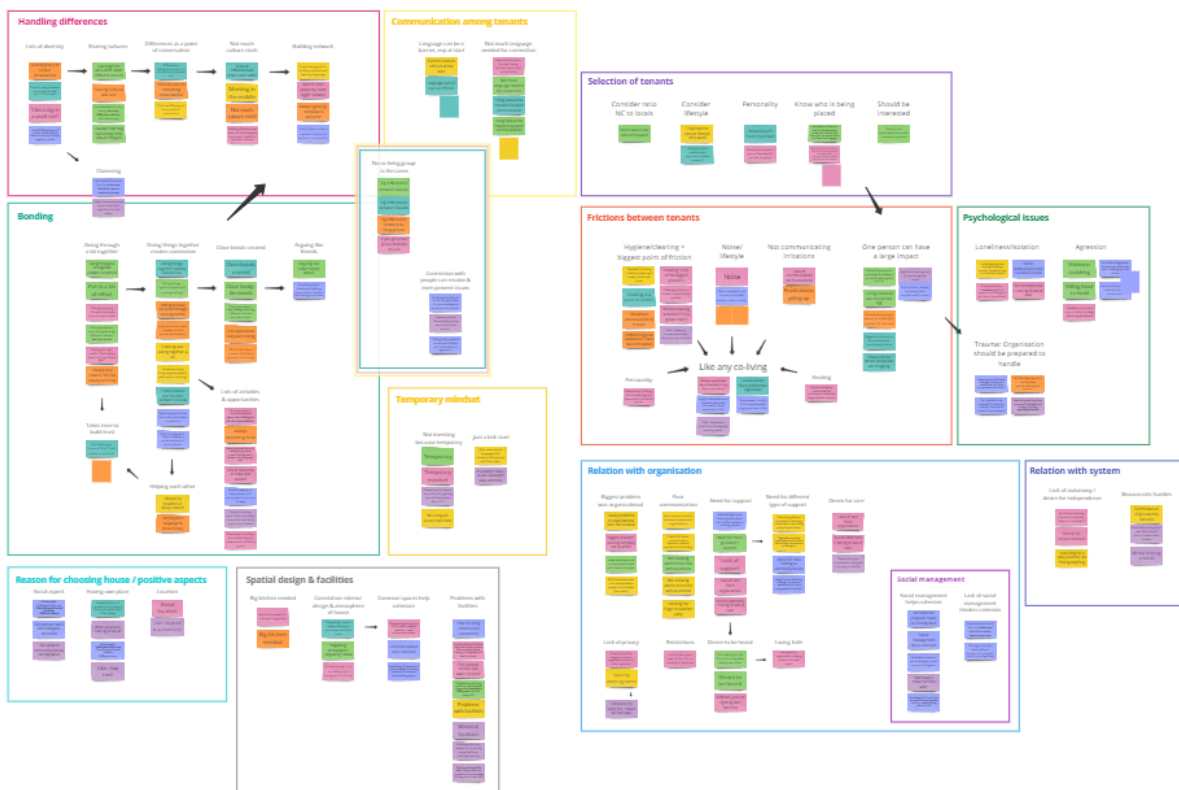
### **Personal experience:**

- What are the enjoyable aspects?
- Were there any aspects you would have liked to be different?
- How would you improve [project name]?

### **Terminology:**

- What is your opinion on the term "statushouder" (status holder)?
- What is the best word for people with a refugee background who have been granted a housing permit?

## Appendix C: Findings map initial tenant interviews: iteration 1



## Appendix D: Findings map initial tenant interviews: iteration 2

## KEY EXPERIENCES OF MIXED CO-HOUSING



# Appendix E: Participatory session materials

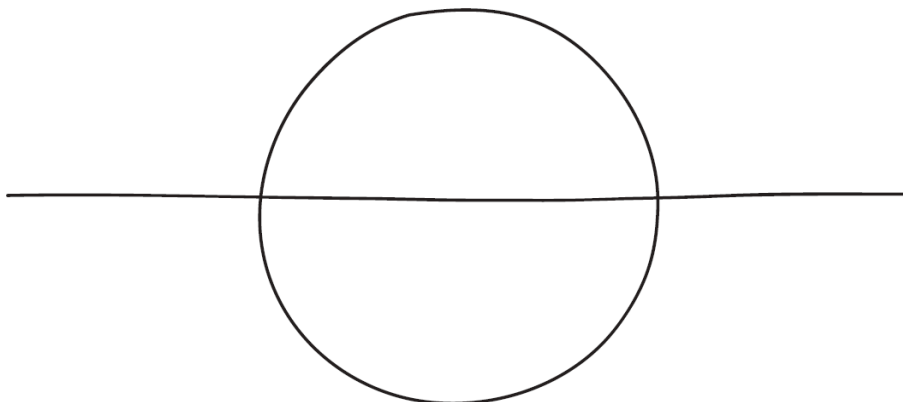
## Digital sensitizing booklet



### Activity 1 |

When I think of my co-housing experience, this is what I think of...

Think about your time living in the co-housing project and how you felt living there. Probably a lot of thoughts arise! Put down whatever comes up - you can make drawings or use words. You can use the line, but feel free to disregard the line all together and dump all your thoughts on the page.



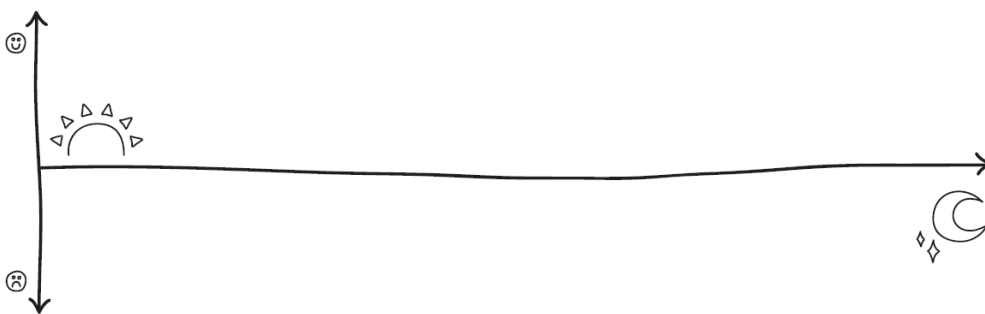
Feel free to include the good, the bad and the ugly (and the beautiful?)

3

### Activity 2 |

A typical day for me in co-housing looked like this...

1. Start by thinking again about your time living in co-housing.
2. Think about a typical day. You can take some time for this. Of course, every day is different - but try to think of what made a typical day there. What did you do? Where did you go? Who did you talk to? How did you feel?
3. Start by adding your main activities - don't worry about making it 100% accurate - add on from there. Use whatever you like (words, drawings, stickers, etc) to show what your day looked and felt like there.
4. Additionally, you can think about when you did (not) feel independent? When did you (not) feel supported?

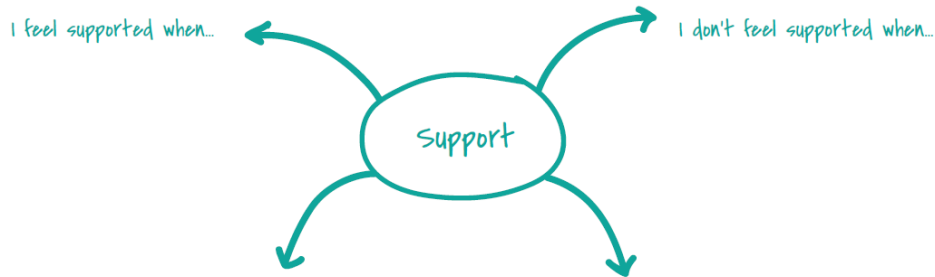


4

### Activity 3 |

#### What does support mean to you?

This exercise is to get you thinking about what support means to you. You can relate it to your time in cohousing, but you can also relate it to beyond this. Put down whatever comes up - you can make drawings or use words.



5

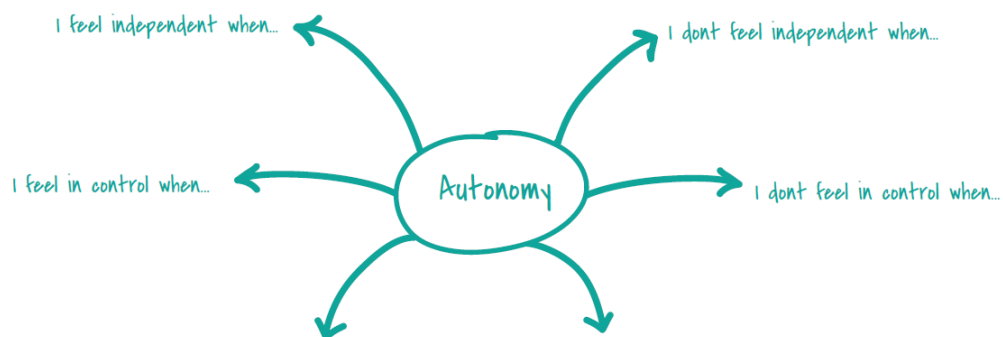
### Activity 4 |

#### What does autonomy mean to you?

This exercise is to get you thinking about what autonomy means to you. Again, you can relate it to your time in cohousing, but you can also relate it to beyond this. Put down whatever comes up - you can make drawings or use words.

But wait, what even is "autonomy" ?

Having autonomy means being the cause of your actions and feeling like you can do things your own way. Like being independent and in control, rather than feeling like external conditions and other people determine your actions.



6

## Thank you!

Congratulations, you have made it to the end of the booklet!

Thank you for taking the time to complete it and for participating in the study.

Please take this with you to group session.  
I look forward to seeing you there!

Groetjes,  
Danique



## Appendix F: Participatory session plan

### Practicalities

#### Participants

- Tenants of various projects (SoZa Den Haag, perhaps Riekerhaven Amsterdam and Woon Diversiteit Delft)
- Social management employee?

#### Location

SoZa, The Hague

#### Date & Time

Thursday October 26, 13:30

*(as to give myself enough time to develop and prepare materials, as well as give participants enough time to fill in sensitizing material)*

### Session premise

#### Focus

Experiences of autonomy (in relation to social guidance, within the scope)

#### Scope

Living in mixed co-housing (social management, social relations with tenants), integration

#### Assumptions from previous research

My literature research as well as field research found that there is a tension between feeling autonomous and receiving support.

My field research found that many tenants of mixed co-housing experience the feeling of a lack of support. Tenants have often felt ignored by organizations (within the building but also beyond, e.g. municipality). A desire for more support is experienced by both locals and newcomers, but come from slightly different angles. For locals, this desire mainly regards guidance relating towards the navigation of intercultural communication. For newcomers, the guidance relates more to becoming independent within Dutch society. However, the desire for being autonomous was a prevalent theme throughout the interviews, both with locals and newcomers. This raises the question: What is the optimum balance between autonomy and support? What does it look like?

**Objectives:**

1. *Exploring the tension between autonomy & support*
  - What does autonomy mean to them (within the scope)?
  - In what ways does it manifest (within the scope)?
2. *Envisioning optimal balance between autonomy & guidance*
  - What does this world look like?
  - How would it be different than it is now? How would it be similar?
    - Where would this optimal autonomy manifest? How would it manifest?
3. *Identifying opportunity points to intervene within the context of autonomy*

The focus of the session lies on the objectives of exploring and identifying the opportunity points for me to intervene within the context of autonomy in mixed co-housing.

**Research question**

How can we improve the balance between autonomy and support within the context of mixed co-housing?

- How are autonomy and support currently experienced? In what domains do they currently manifest?
- How would tenants of mixed co-housing want to be supported? By whom?
- Where do leverage points lie to improve the balance between autonomy and support?

# Plan

## Before session

### **0a. Prepare sensitizing materials, fix location & time**

### **0b. Send sensitizing exercises**

→ *Get participants thinking about to think about their time in mixed co-housing project (as most of them do not live there anymore) and get them to start thinking about autonomy and guidance*

#### Activities

*[Sensitizing materials below]*

- a. Collage/mind dump: Living in [mixed co-housing] was like...  
→ *Goal: Stimulate participants to think about their lives there*
- b. Typical day in the life  
→ *Goal: Stimulate participants to think about their lives there (& for me to potentially later identify pain points regarding autonomy?)*
- c. What does support mean to you?  
→ *Goal: Stimulate participants to start thinking about support*
- d. What does autonomy mean to you?  
→ *Goal: Stimulate participants to start thinking about autonomy*

### **0c. Prepare materials needed for session [list below]**

## During session

### **1. Welcome participants & introduction**

→ *Set ground rules, create safe space.*

#### Activities

Introduction, explain schedule, ground rules, consent forms

### **2. Icebreaker**

→ *Lessen awkwardness, get to know each other (& initiate creative thinking? Extent to which this can be achieved depends on icebreaker activity. Preferably it also has some kind of connection with the rest of the subject matter)*

### Activities

Icebreaker such as: “Briefly introduce yourself & answer the question ‘If you could choose to live with an animal as a housemate, what animal would you choose and why?’”

## **3. Warming up to premise:**

→ *Get people in the mindset to talk about life in co-housing*

### Activities

- Quick round of sensitizing materials about co-housing (talking about their thoughts and typical day) [2-3 mins per person?]

## **4. Exploring autonomy & support: Mind storm autonomy/**

→ *Get people to talk about what these concepts mean to them [perhaps not ask them literally because it is an expansive concept?] and how it manifests in this context.*

### Activities:

#### Mindstorm

- Split the group in half: Half of the group make a mind storm about autonomy, other half about support
- Switch after 5-10 minutes [depending on how much is being produced]
- Review the two mind maps

Facilitation prompts:

Think about the past

Think about the present

## **5. Envisioning the ideal balance of autonomy & guidance**

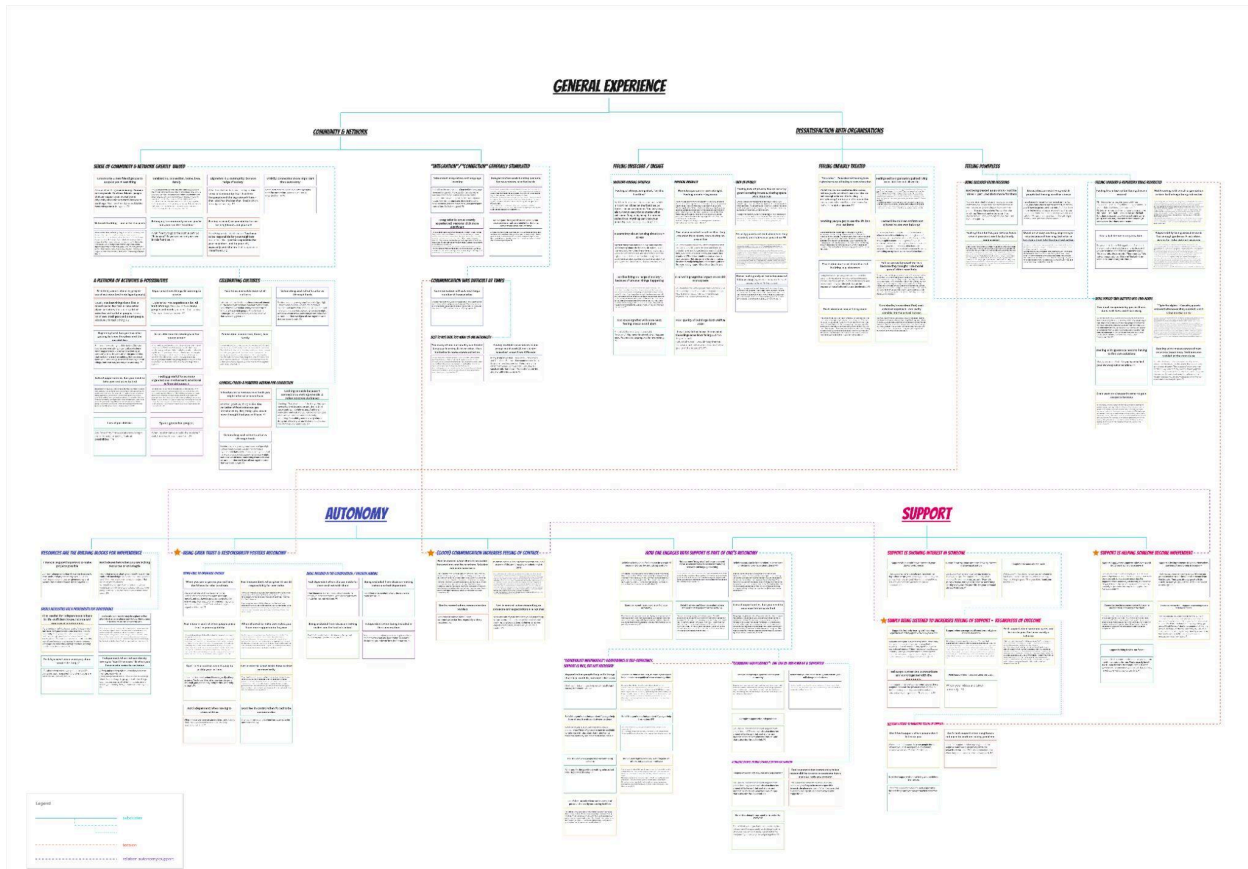
→ *Using the insights of step 4 (the past & current manifestations of autonomy) and step 5 (envisioning ideal situation) to identifying leverage points*

### Activities

- Discussion: if you look back at your time in cohousing, how could you have been better supported?

## **7. Debriefing**

## Appendix G: Participatory session findings map



## Appendix H: Follow-up interviews

After the participatory session, short interviews were conducted with two participants to clarify quotes that were still ambiguous or unclear. Below are the questions of these interviews. Additionally to the questions listed below, often part of the transcript was read aloud to give a better idea of the context in which the quote was said.

### Follow up questions P1

1. When talking about your general experiences in SoZa, you talked about how you felt like the organisations were ungrateful, but because you did a lot of work for them, like painting the living room, but then you were not allowed inside after.  
→ Was this during Covid? Could Covid measures have been part of the reasoning behind this?
2. When we were talking about the concept of independence, you talked about feeling out of control when you are depending on someone outside of your circle and this person does not deliver up to expectations.  
→ This sounds like a specific case, but you didn't go very much further into details, could you tell me more about this?
3. When talking about support, you said that you think support is not necessary.  
→ Does this mean that you believe that people do not need others?
4. At a certain point, you were talking about how your group was seen as the "ideal group" and that therefore people assumed you were happy and didn't need any attention or help. But I got the impression that this wasn't the case.  
→ In what ways was your group unhappy?  
→ In what way would you have liked to be helped in this situation?

*"Our group was the ideal group here, actually, in Soza. Always used as an example. We were the best group in Soza, so you know, then it didn't matter with our group. They thought, 'Hey, they don't need us. They are all happy.' All my neighbours, I had an Iraqi neighbour, a Syrian neighbour, a Kurdish neighbour, they could not speak Dutch. They needed help with posts, emails, and subscribing for something. But then I helped them with my Dutch neighbour, we are still friends, Marusha. So yes, luckily for them we were*

*there, but if it wasn't like that... Het Jet had to do their job anyway. And their job is to help all groups, not just this group and this one."*

## Follow up questions P4

1. When talking about your general experience in Soza you talked about "being on the frontline."  
→ Could you be more specific about what you meant by this?
2. When we were talking about the meaning of independence, you mentioned that you feel independent when you don't have to "start from zero everytime."  
→ Can you explain what you meant by this?
3. When we were talking about control, you said "I don't feel in control when I'm pushed to be someone else."  
→ This sounds like a specific situation. When and how did you feel like you were being pushed to be someone else?
4. Quote: *"And also dealing with the consequences of your own solution or the reaction of the people. But nobody looks to the cause of action. There is the cause of action and then the reaction. And normally, nobody should judge the reaction. They should go first to the action and then judge the reaction. But everybody goes immediately to the reaction because you are the weakest part that they can attack and throw everything on."*  
→ Could you explain further what you meant by this action and reaction?

# Appendix I: Multicultural student housing communication: Interview questions

## English

### **Interviewee**

- How old are you and where are you from?
- How long have you been living in [a multicultural student house]?

### **House composition**

- What is the composition of your house? How many housemates do you have and how many are Dutch vs international?
- What language(s) are usually spoken in the house?
- What modes of communication do you have with your housemates?

### **Expectations**

- What do you look for in a housemate?
- Could you elaborate on some expectations that you have, or your house has, for your housemates?
- How does your house deal with communicating these expectations?

### **Frustrations**

- Have there been frustrations between housemates, and if so, what kind of frustrations were these?
- Have you ever had frustrations with housemates, and if so, what kind of frustrations were these?
- How does your house deal with communicating these frustrations?

### **House communications**

- Have there been [other?] issues you ran into concerning communication with your housemates?

- Have there been any aspects of communication with housemates that you think work well?
- To what extent do you think that having people from different cultures affected the communication within your house?
- Do you think that there are things to take into consideration concerning communication with the Dutch housemates?

## **Dutch**

### **Geïnterviewde**

- (Hoe oud ben je en) Waar kom je vandaan?
- Hoe lang woon je al in [een multicultureel studentenhuus]?

### **Samenstelling van het huis**

- Wat was de samenstelling van jullie huis? Hoeveel huisgenoten had je, en hoeveel Nederlands, hoeveel internationaal?
- Welke taal(talen) worden er meestal gesproken in het huis?
- Welke communicatiemiddelen gebruiken jullie met je huisgenoten?

### **Verwachtingen**

- Waar let je op bij het kiezen van een huisgenoot?
- Zijn er bepaalde verwachtingen die het huis had van huisgenoten?
- Hoe gaat jullie huis om met het communiceren van deze verwachtingen?

### **Frustraties**

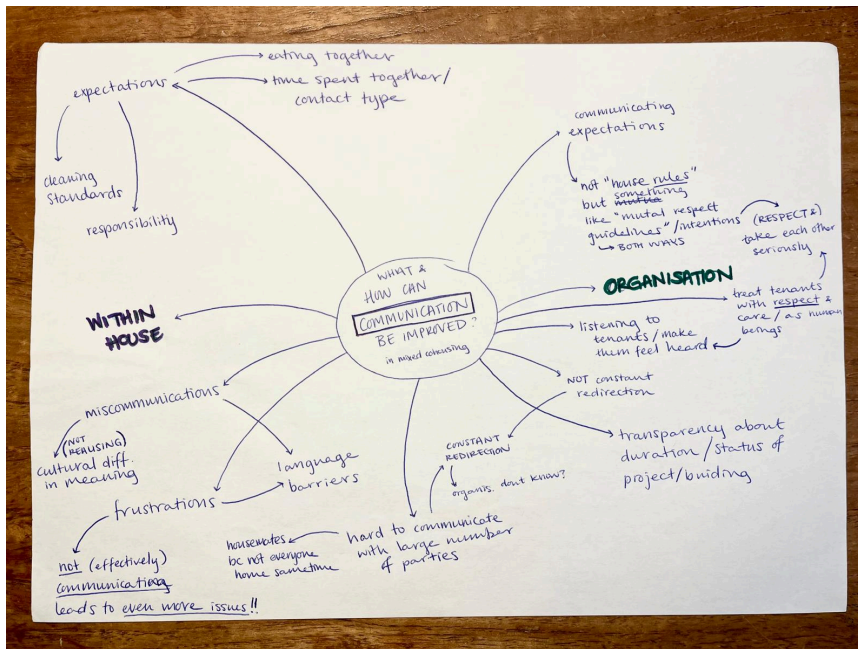
- Zijn er frustraties geweest tussen huisgenoten, en zo ja, wat voor soort frustraties waren dat?
- Heb je ooit frustraties gehad met huisgenoten, en zo ja, wat voor soort frustraties waren dat?
- Hoe gaat jullie huis om met het communiceren van deze frustraties?

### **Communicatie in het huis**

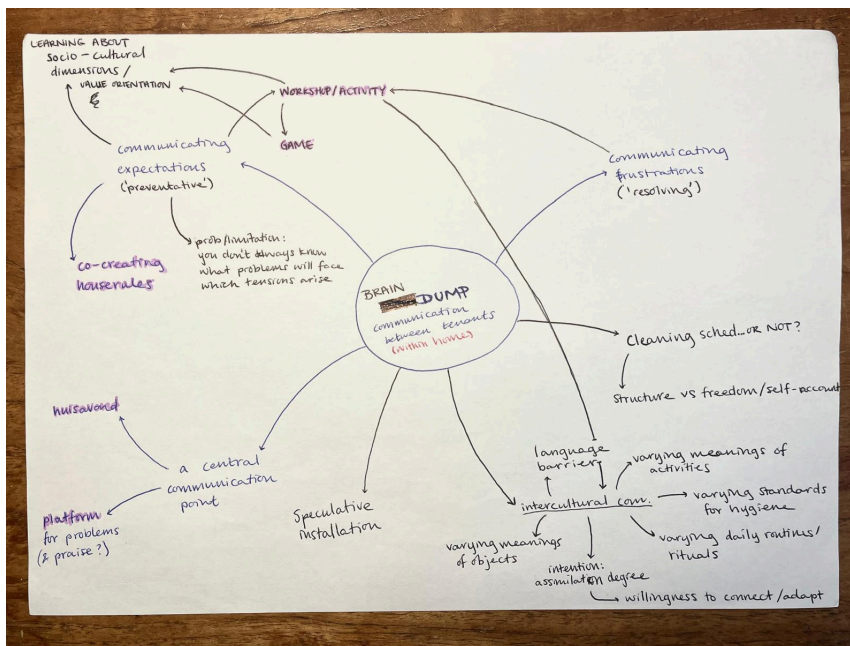
- Zijn er [andere?] problemen geweest met communicatie met je huisgenoten?

- Zijn er aspecten van de communicatie met huisgenoten die volgens jou goed werken?
- In hoeverre denk je dat de verschillende culturen een rol heeft gespeeld op de communicatie binnen jullie huis?
- Denk je dat er dingen zijn om rekening mee te houden wat betreft communicatie met de Nederlandse huisgenoten?

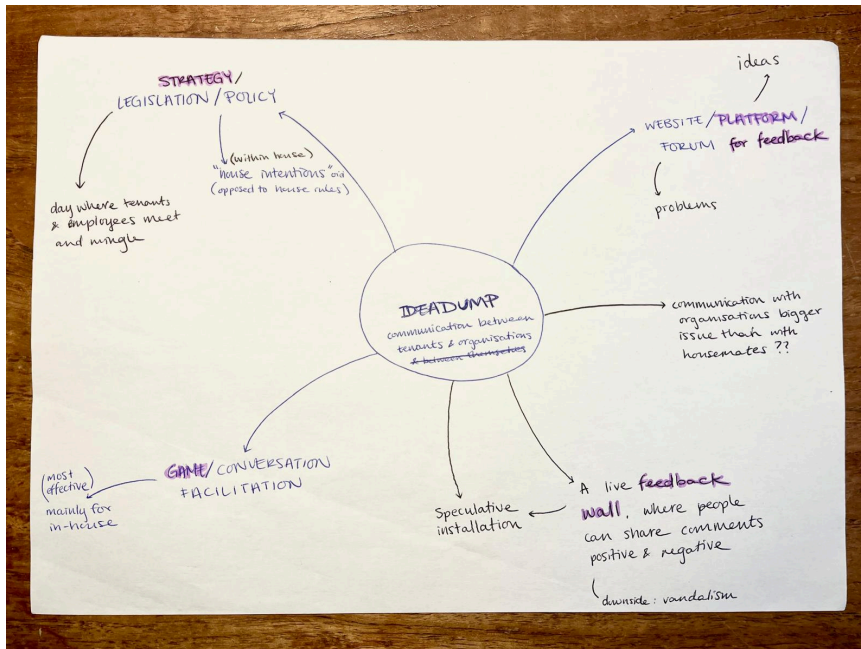
## Appendix J: Brainstorming sheets



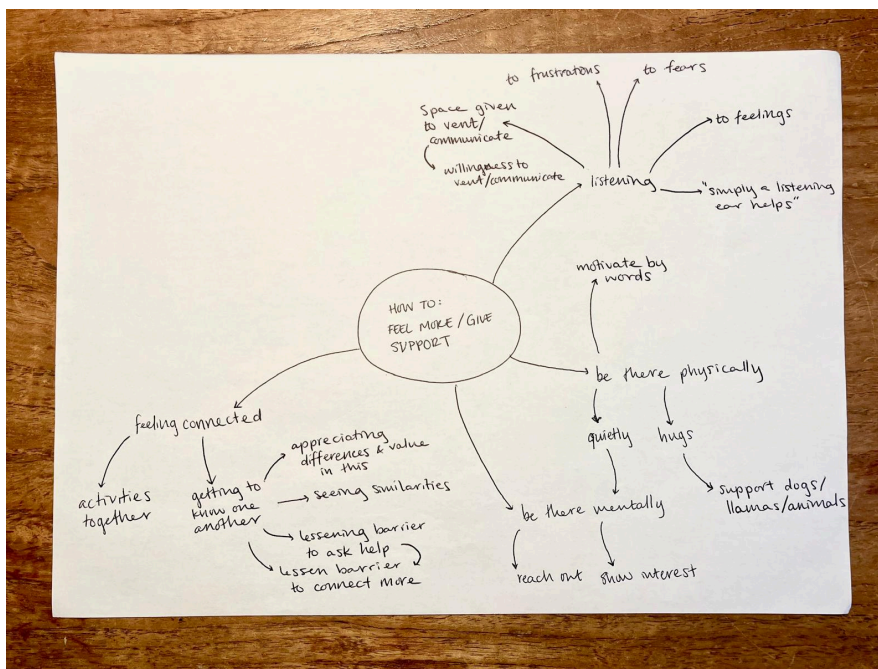
Brainstorm: How can communication be improved in mixed cohousing?



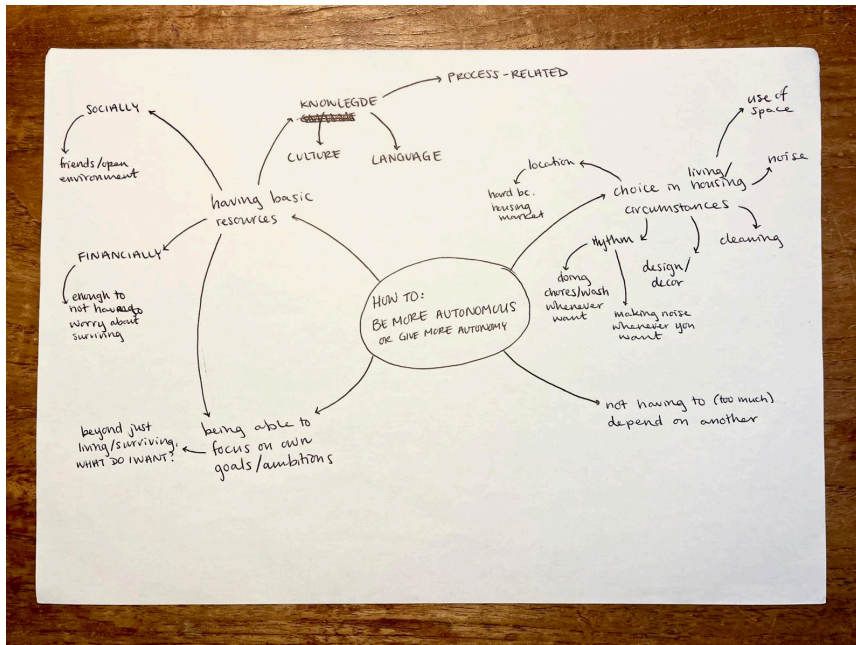
Brainstorm: Idea dump - communication between tenants (within house)



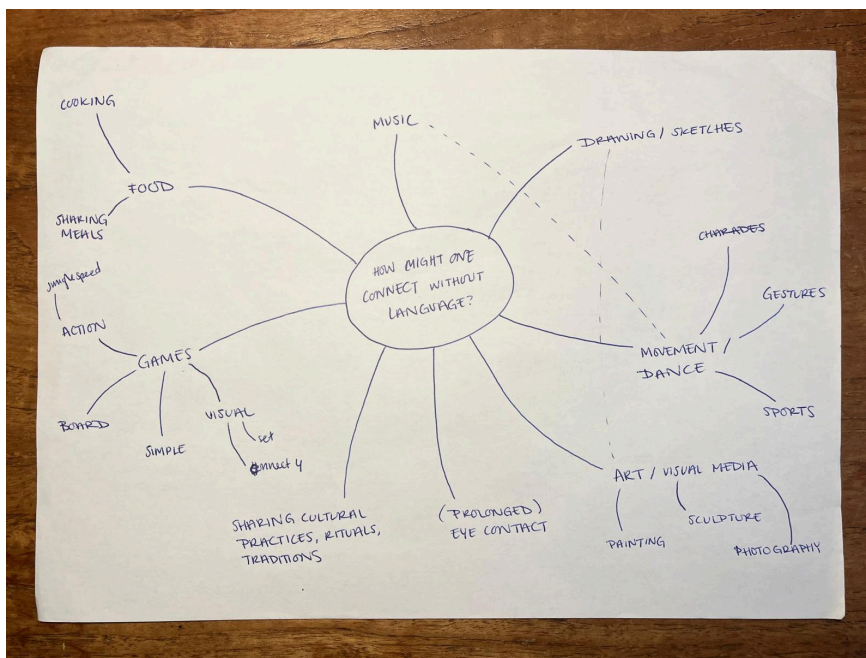
Brainstorm: Idea dump - communication between tenants & organisations



Brainstorm: How to feel/give more support?



Brainstorm: How to become more autonomous?



Brainstorm: How might one connect without language?

## Appendix K: Workshop evaluation: Information for external observer

### Role of Observer

The observer should focus on documenting behaviors, interactions, and overall dynamics, rather than interfering with activities. Additionally, they can help keep an eye on the time.

### Focus points for observer:

#### 1. Participant Engagement

- Are participants actively participating in activities (e.g., collaging, discussions)?
- Are they asking questions or contributing ideas during group discussions?
- Do they seem attentive or distracted during the workshop?

#### 2. Group Dynamics

- Is there collaboration and teamwork during group tasks?
- Are participants respectful and listening to each other?
- Are any individuals dominating or withdrawing from the conversation?

#### 3. Emotional Tone

- Is the overall mood positive, neutral, or tense?
- Are there moments of laughter, visible agreement, or shared understanding?
- Do participants appear frustrated or disengaged at any point?

#### 4. Facilitator Interaction

- How do participants respond to prompts and instructions?
- Is the facilitator able to engage the group effectively?
- Is there anything that doesn't go smoothly (things that are misunderstood/misinterpreted)?

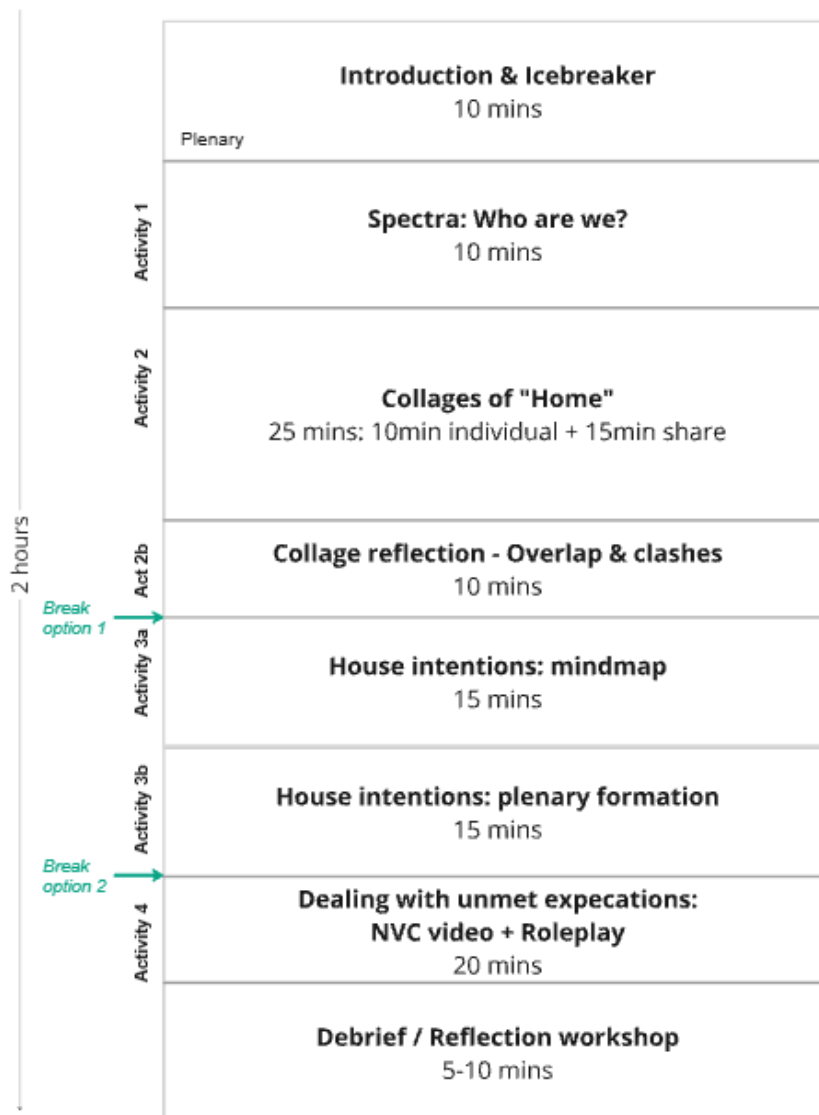
### Checklist

- **Camcorder:** still recording?
- **Pictures:** (I will likely also be taking some pictures myself)
  - Every activity: participants
  - Danique Facilitating

## Goals of workshop

1. Create a better understanding between new housemates by exploring and communicating expectations around living together
2. Learn how to deal with unmet expectations in an appropriate way

## Schedule



# Appendix L: Pilot workshop plan | “Exploring Home”

**Location:** Nieuwelaan

**Date & time:** 16 Oct 2024, 18:00-20:00

**Participants:** 6 of the housemates at Nieuwelaan

## Premise

### Goal of pilot test:

1. Test the flow and activities of the “Exploring Home” workshop in a multicultural student house setting
2. Test effectiveness of workshop in achieving the goals of the workshop

### Goals of workshop:

1. Create a better understanding between new housemates
2. Explore and communicate expectations of living together
3. Think about how to deal with unmet expectations in an appropriate way

## Schedule

Activity 1	<b>Introduction &amp; Icebreaker</b> 10 mins
	<b>Spectra: Who are we?</b> 10 mins
Activity 2a	<b>Collages of "Home"</b> 25 mins: 10min individual + 15min share
Act 2b	<b>Collages reflection: "Home" values</b> 10 mins
Break	
Activity 3a	<b>House intentions: mindmap</b> 15 mins
Activity 3b	<b>House intentions: plenary formation</b> 15 mins
Activity 4	<b>Dealing with unmet expectations:</b> NVC video + Roleplay 20 mins
	<b>Debrief: Reflection &amp; snacks</b> 5-10 mins

2 hours (excl. break)

# Plan

## Preparations before start

Inform observer/timekeeper with the workshop schedule and explain what they should be observing (External Observer information document)

Set up:

- Painters tape (for “Who are we” activity)
- Flipboard
- Writing & drawing materials
- Collaging materials
- Schedule
- Laptop for showing NVC Youtube video
- Designed materials:
  - House intentions sheets:
    - Mindmap
    - Final intentions
  - Scenario cards
- Consent forms
- Feedback forms
- Camera(s) for workshop evaluation
  
- Take a picture of the set up!

## Introduction

- Welcome everyone, introduce myself and the project.
- Explain the workshop:
  - The workshop is intended for new housemates. Exploring the concept of “Home” - as people can have very different ideas and expectations about this concept. This is especially true when people from different cultures, but people can even have different expectations within the same culture. When these expectations aren’t aligned or communicated properly, this can lead to irritations and problems that could very well have been avoided. So this workshop is intended to explore and learn about each other’s understanding of what the “ideal home” looks like, communicating expectations around it to create a better understanding between housemates and therefore set up for a better cohabitating environment.

- It will take about 2 hours, and consists of 4 short activities.
- Note for Nieuwelaan participants:
  - Although the workshop is actually intended for new housemates, for the most part I'd like you to engage with each other and the workshop in your existing relations, keeping in the back of your mind that it's intended for new housemates who don't necessarily all know one another. There will be one activity where I may ask you to pretend to be new housemates.
- Participation is voluntary and non-binding, you can opt out at any time.
- Any questions?
- Hand out consent forms

## Icebreaker

- Ask to share your names, nationality and answer the question: *What's an object that feels most like home for you?*

## Activity 1: Spectra - Who are we? (10 mins)

- The first activity is intended to get to know one another, while getting the blood flowing a bit. On the floor is a line, and this represents a spectrum. I will give you a question, and you can answer by standing on this line. Some of the answers will be relative to each other, others are not relative to each other, and you should just stand where you feel comfortable.
  1. To start off easy: What is your relative age?
  2. What time do you usually wake up?
  3. Are you more of a night owl or an early bird?
  4. Are you more of an introvert or an extrovert?
  5. What do you find more important in communication: Honesty or Politeness?

*With every answer, try to ask a person to explain*

### **Activity 2a: Collages of Home (25 mins)**

- For the next activity, we will be making collages.
- **Prompt:** I want you to try to describe your ideal “co-housing home” with this collage. What does it feel like? Who’s there? What does it look like? What does it smell like? Keep in mind that it should not become a moodboard on the interior design. It should be more of a tool to help you describe your ideal home.
- You can use any materials I’ve provided, but you can also draw or write words.
- You will have 10-15 minutes for this, after which we will share...

*After 10 mins:*

- Share works. *Ask to explain choices.*

### **Activity 2b: Collage Reflection - “Home” Values (10 mins)**

*On flipboard paper or on post-its:*

- I would now like to take some time to reflect on everyone’s collages.
- Ask the group: *What were some elements that we heard make up the ideal “co-housing”?*
- What values can be deduced from this?
- *Are there any elements or values that could clash?*
- Are there any you can think of that might clash which we haven’t yet discussed?


### **Activity 3a: House intentions - Mindmap (15 mins)**

- *Divide the group in smaller groups of 2 or 3.*
- Hand out mindmap sheets to brainstorm about your ideal cohousing situation. Explain the sheets: on them are pre-written categories under which you can brainstorm expectations or intentions you have which you believe should apply to your household. There is space for any expectations that do not fall under any pre-written category.

### **Activity 3b: House Intentions - Plenary Formation (15 mins)**

- Now that we have thought about what expectations you may have, it's time to set up communal house intentions. These are not "rules", but in the end should be something that you create together and all stand behind. In order to do this, you will share your mindmaps and see which expectations overlap.
- *Hand out House Intentions sheet, ask who would like to take the lead on writing down the intentions.*

## Activity 4: Approaching unmet expectations

- Now that we've defined our house intentions, it's time to discuss the situations in which someone's behaviour doesn't align with the house intentions or doesn't sit right with you. Research shows that small frustrations, if unaddressed, can build up and lead to bigger conflicts. That's why it's important to address them early and appropriately.
- Introduce NVC: Not the only approach, but a useful tool - a clear framework you can use to guide you in expressing concerns constructively.
- *Play video:*  Nonviolent Communication For Beginners
- *On flipboard, write down the NVC framework:*
  1. Observation
  2. Feeling
  3. Need
  4. Request
- **Roleplay Scenarios:**
  - I have made a few scenarios for you to practice using this framework. On each card is a scenario. And for each scenario I need someone to play Housemate A, Housemate B and the observer. Try to use the NVC steps to help guide your conversation.
  - Let's do a practice round together first:

"Your housemate has been leaving their dirty dishes in the living room the past few weeks, which you have ended up bringing to the kitchen on multiple occasions. How could you approach them using the NVC technique?"
- *Hand out cards*

- Reflection:
  - Do you think this technique (NVC) could be useful?
  - Based on this exercise, is there anything that we could add to the house intentions?

## **Debrief / Reflection**

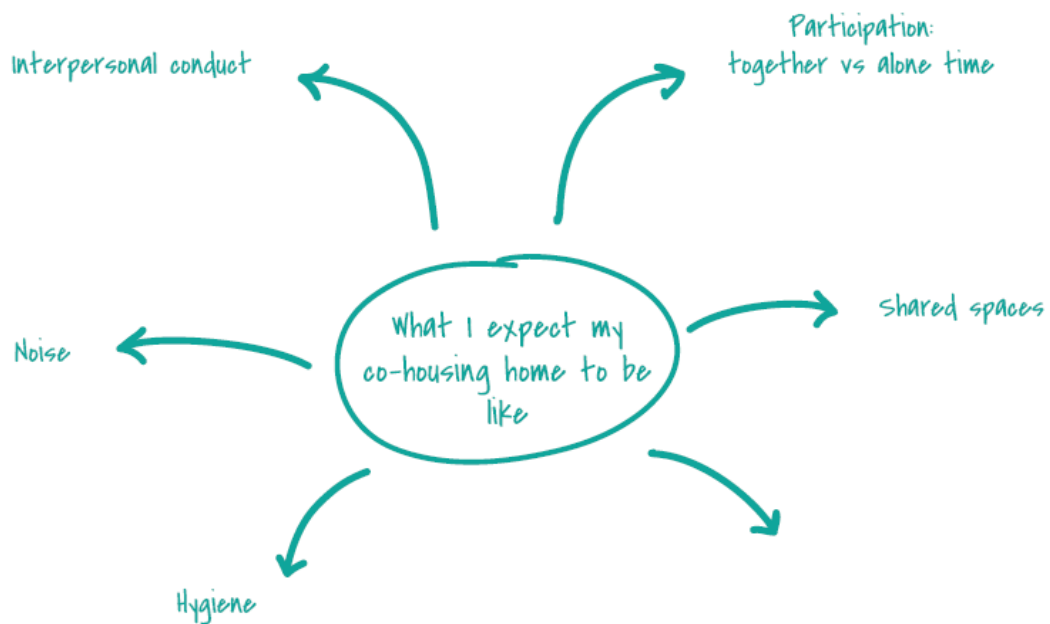
- Thank participants for joining
- Feedback form
- Share snacks

## **Appendix M: Pilot workshop survey**

<https://docs.google.com/forms/d/e/1FAIpQLScKJwAmTCAmuthLd4GSrsx31t2P0eBgJ8wbQqzbAgG9gg5L7A/viewform>

## Appendix N: Workshop materials

### House intentions mindmap



## House intentions: Intention setting sheet

**intentions**  
**Our house ~~rules~~**

This is what we all want our home to be like

**Interpersonal conduct**


**Participation**

**Noise**

**Hygiene**

**Shared spaces**

**Other**



# Roleplay scenarios

## Situation A: Loud guests

In the past few weeks, Housemate A has been having friends over frequently, and the gatherings tend to get quite loud, especially late at night. Housemate B, who values peace and quiet after a long day, has become increasingly frustrated, but hasn't spoken up yet. Last night, Housemate B was woken up again by the noise and decides it's time to have a conversation with Housemate A about it.

### Roleplay:

**Housemate B** will initiate the conversation, using Nonviolent Communication to express their feelings and needs without placing blame.

**Housemate A** will listen and respond, trying to acknowledge Housemate B's concerns while also expressing their own perspective.

**Goal:** practice sharing your frustrations and ask for what you need, in a way that helps others understand you, so that you can solve the problem together.



## Situation B: Missing food items

Housemate A has been using Housemate B's food items (like milk, eggs, or snacks) without asking for permission, thinking it's not a big deal. However, Housemate B feels upset because their groceries have been disappearing faster than expected, and they haven't discussed sharing food. Housemate B decides to talk to Housemate A about this.

### Roleplay:

**Housemate B** will initiate the conversation, using Nonviolent Communication to express their frustration and clarify their boundaries without blaming Housemate A.

**Housemate A** will listen and respond, acknowledging Housemate B's feelings and explaining their own perspective.

**Goal:** practice setting boundaries and ask for things respectfully, while keeping the conversation positive and cooperative.



## Situation C: Different Schedules

Housemate A doesn't have many early classes, so they often stay up late watching TV, playing music, or talking on the phone. Meanwhile, Housemate B has early university classes and needs a quiet space to sleep and prepare for the next day. Housemate B has been losing sleep due to the noise and decides it's time to discuss the issue with Housemate A.

### Roleplay:

**Housemate B** will start the conversation, using Nonviolent Communication to express how the noise is affecting their rest and studies, and make a request for quiet during certain hours.

**Housemate A** will listen, acknowledge the concerns, and work with Housemate B to find a solution that respects both their schedules.

**Goal:** practice handling different needs in a way that helps everyone understand each other and work together. The focus is on balancing different lifestyles in a shared home.



## Situation D: Kitchen Sharing

Housemate A enjoys cooking but really dislikes cleaning up afterward. They often leave the kitchen a bit messy afterward—sometimes dirty countertops, sometimes unwashed dishes, and sometimes food scraps. Housemate B, who prefers a tidy kitchen and uses it regularly, has become frustrated by the clutter. Housemate B decides to talk to Housemate A about keeping the kitchen clean after cooking.

### Roleplay:

**Housemate B** will start the conversation, using Nonviolent Communication to express their frustration and the impact the mess has on their kitchen use, while making a respectful request for change.

**Housemate A** will listen and respond, sharing their side and discussing how they might meet halfway.

**Goal:** practice expressing your needs and preferences in a positive way, while focusing on sharing responsibilities and respecting each other.



# Appendix O: Final workshop plan | “Exploring Home”

**Location:** Polakweg

**Date & time:** 25 november 2024, 20:00

**Participants:** 8 housemates

## Premise

### Takeaways last test for this iteration

1. Cut back on activities time, while maintaining the depth
  - a. Set timer with each activity
2. Focus more on stimulating conversation between strangers
3. Adjust activities to cater to a group of 10/12 participants

### Goals of workshop:

1. Create a better understanding between new housemates
2. Explore and communicate expectations around living together
3. Think about how to deal with unmet expectations in an appropriate way

### Goal of pilot test:

1. Test the flow and activities of the “Exploring Home” workshop
2. Test effectiveness of workshop in achieving the goals of the workshop

## Schedule

Activity 1	<b>Introduction &amp; Icebreaker</b> 10 mins
	<b>Spectra: Who are we?</b> 5-10 mins
Activity 2	<b>Collages of Home</b> Individual collage making 15 mins Sharing collages 10 mins
Activity 3	<b>Collage reflection: Commonalities &amp; Differences</b> 10 mins
	<i>Break</i>
Activity 4	<b>House intentions</b> Mindmap 5-10 mins Plenary formation 20 mins
Activity 5	<b>Approaching unmet expectations</b> NVC video 5 mins Roleplay 20 mins
	<b>Debrief: Reflection &amp; Snacks</b> 5-10 mins

2 hours (excl. break)

# Plan

## Preparations before start

- Inform the external observer of the workshop schedule and what they should be observing (see: External Observer information document)

Set up checklist:

- ☐ Flipboard
- ☐ Writing materials, i.e. coloured markers & pens
- ☐ Collaging materials
  - ☐ Scissors
  - ☐ Glue sticks
- ☐ Chart with schedule
- ☐ Laptop for showing NVC Youtube video
- ☐ *Optional*: Painters tape for on the ground during “Spectra” activity
- ☐ *For workshop evaluation*: Camera(s) & tripod

Print checklist:

- ☐ Sheets for house intentions
- ☐ Scenario cards
- ☐ Consent forms
- ☐ Workshop plan (alternatively: view on laptop)
- ☐ *Optional*: External observer information (link also available)
- ☐ *Optional*: Feedback forms (link available)
- Connect to wi-fi (for YouTube video)
- Lay materials on the table
- Decide where the figurative line will be for the “Spectra” activity
- *Note to self*: Take a picture of the set up for report

## Introduction & Icebreaker (10mins)

- Welcome everyone, introduce myself and the project.
- Explain the workshop:
  - The workshop is intended for new housemates. It's about exploring the concept of "Home" - as people can have very different ideas and expectations about this. This is especially true when people from different cultures, but people can even have different expectations within the same culture. When these expectations aren't aligned or communicated properly, this can lead to irritations and problems that could very well have been avoided. So this workshop is intended to explore and learn about each other's understanding of what the "ideal home" looks like, communicating expectations around it to create a better understanding between housemates and therefore set up for a better cohabitating environment.
  - **Schedule:** It will take about 2 hours, and consists of 4 short activities
- Set the ground for the creation of a safe space:
  - Be respectful and be mindful of one another
  - Participation is voluntary and non-binding, you can opt out at any time.
  - My role today is to guide you to together create a better understanding of each other.
  - If at any time you have a question, please feel free. I don't believe in stupid questions. Any questions? *If not: hand out consent forms*
- Icebreaker:
  - Please introduce yourself with your name, where you're from and answer the question: *What's an object that feels most like home for you?*

## Activity 1: Spectra - Who Are We? (10 mins)

- Activity description: The first activity is intended to get to know one another, while getting the blood flowing a bit. On the floor is a figurative line [indicate where until where], and this represents a spectrum. I will give you a question, and you can answer by your position on the line. There are no right or wrong answers here - just stand in the position that you feel best reflects you. You're invited to talk to each other about your answers to the questions.

*Set timer: 8 minutes (after: 2 minutes)*

- Questions:
  1. Are you more of a night owl or an early bird?
  2. Are you more of an introvert or an extrovert? Introvert = you get energy from being alone; Extrovert = you get energy from being with others.
  3. What do you find more important in communication: Honesty or Politeness?

*Facilitation note: If conversation is not naturally flowing, ask a person to explain why they've chosen their position - make sure that different sides of the spectrum are heard.*

## Activity 2: Collages of Home

### 2a: Individual collage making (15mins)

- For the next activity, we will be making collages to help you describe “*your ideal co-housing home*”. Keep in mind that it should not become a moodboard on the interior design. It should be more of a tool to help you describe your ideal home - it's about the contents, not the aesthetics. So think about the questions: What does it feel like? Who's there? What does it look like? What does it smell like? You can use any materials I've provided, but you can also draw or write words.

You will have 10-15 minutes for this - This passes very quickly! - and afterwards we will share..

*Set timer: 12 minutes (after: 3 minutes) If people are finished before then, continue. But it's likely that they will want more time for collaging*

### 2b: Sharing collages (10mins)

- If everyone is ready, we will share our works. Please listen carefully, and try to notice what is similar and what is different between your explanations, because we will be comparing and contrasting the elements of everyone's collage later.
- *Split the group into smaller groups of 3 or 4 people, if above 6 participants total.*
- *Set timer: 8 minutes (after: 2 minutes)*

*Try to stimulate people to talk about the choices they've made for their college, by observing and asking (“why”) questions.*

- *On the flipboard, write down: “Commonalities” & “Differences” for the next activity, so that participants are prompted to start thinking about this.*

### **Activity 3: Collage Reflection - Commonalities & Differences (10 mins)**

- I would now like to take some time to reflect on everyone's collages. What were some elements that we heard make up the ideal "co-housing"?
  - What are elements that overlapped? What values may be deduced from this?
  - Are there any elements that we saw in the collages that could clash?
  - Are there any values you can think of that might clash, which we haven't yet discussed?
- *Write down answers on flipboard*

*Set timer: 8 mins (after: 2 minutes)*

### **BREAK**

- 10–30 minute break
  - *Based on participants' preferences. However, avoid extending the break to keep the overall workshop duration manageable.*
- *Prepare worksheets & flipboard for house intentions (Activity 4).*
- *Set up NVC video on laptop for activity 5.*

### **Activity 4: House intentions**

#### **4a: Mindmap (5-10 mins)**

- *Split the group in smaller groups of 2 or 3 people. Hand out mind map sheets.*
- We're now going to work towards setting up some house intentions. These aren't strict 'rules' but shared agreements that everyone contributes to and supports. This activity has two parts:
  - In the first part, you'll brainstorm individually using a worksheet provided.

- In the second part, we'll come together as a group to create a shared set of house intentions.
- For this first part, you'll have 5–10 minutes to think about what you expect from co-housing. On the worksheet in front of you, you'll see five main categories. For each category, try to specify at least one expectation that you think everyone should agree to follow.
- *Set timer: 5 minutes (after: 5 minutes)*

#### **4b: House intentions - Plenary formation (20 mins)**


- Now I'd like to set up some house intentions with you. These are not "rules," but in the end should be something that you create together and all stand behind.
- We will do this by sharing your mindmaps and discussing which expectations overlap.
- *Hand out sheet. Ask who would like to take the lead on discussions and writing the house intentions down on the provided sheet, and assign them.*
- *Set timer: 15 minutes (after: 5 minutes)*

*To achieve more specificity, ask questions like:*

- What would that look like in practice?
- How do we define [X] in daily interactions?
- When we say "clean kitchen" - what specific actions does that include?
- What does "participation" mean for shared chores or house meetings?

## Activity 5: Approaching unmet expectations

### 5a: Video (5 mins)

- Now that we've established our house intentions, there may be times when someone's behavior doesn't align or doesn't sit right with you. Research shows that small frustrations, if unaddressed, can build up and lead to bigger conflicts. That's why it's important to address them early and appropriately.
- One useful tool for this is Nonviolent Communication (NVC). While it's not the only approach, it provides a clear framework that can guide you in expressing concerns constructively. The video we'll watch includes examples from an office setting, but the principles can easily apply to our co-housing environment
- *Show video:*  Nonviolent Communication For Beginners
- *After the video:* Do you remember what the four steps were? *Write down the NVC framework on the flipboard as participants answer:*
  1. Observation [What do you observe?]
  2. Feeling [How does this make you feel]
  3. Need [What do you need in this situation?]
  4. Request [How could this person help you?]

### 5b: Roleplay (15-20 mins)

- We will now be doing a role play activity to practice using this framework. There are four different cards, and on each card is a scenario that can come up in co-housing. For each scenario card, I need one person to play Housemate A, one to play Housemate B and one person to be the observer.
- Plenary practice round:
  - Let's first do a practice round together. The scenario is as follows:

“Your housemate has been leaving their dirty dishes in the living room the past few weeks, which you have ended up bringing to the kitchen on multiple occasions. How could you approach them using the NVC technique?”
- *Split the group into smaller groups of 3 or 4 people & hand out cards.*

- *Set timer: 15 minutes (after: set for 5 minutes)*

Points of attention:

- **Are participants using the NVC framework as intended?**
  - Observation: Are they observing instead of making judgements?
  - Feeling: Are they expressing emotions without veering into thoughts or opinions?
  - Need: Help participants identify underlying unmet needs driving their emotions and ensure they articulate these clearly.
  - Request: Encourage participants to make actionable and respectful requests.
- **Constructive interaction:** Offer gentle reminders of the NVC framework if participants struggle to stay on track, and help reframe unconstructive statements into NVC language when necessary.
- **Participation:**
  - Encourage participants and affirm them in expressing themselves.
  - Monitor whether all participants are equally engaged. Offer support to quieter individuals, if needed.
  - Be mindful of potential power dynamics and ensure everyone feels they have a voice.
- **Communication styles:** Recognize and respect the diversity of cultural norms and communication styles among participants.
- **Emotional safety:** Watch for signs of discomfort or emotional distress and intervene if the (unlikely yet possible) case that the activity feels too intense for anyone.

- **Reflection:**

- Ask how it went and what they think of this technique.
- Perhaps they know another alternative, or can think of a way to improve this technique?
- Based on this exercise, is there anything that we could add to the house intentions?

## **Debrief & Snacks**

- Thank participants for joining.
- Share feedback form: <https://forms.gle/ujzgbb8ZoQNe9njU7>
- Share snacks

## Appendix P: Final workshop Survey

Link: <https://forms.gle/uKCmu9zAwqh2G2ot5>