



Radboud Universiteit

Master Thesis

“Exploring the impact of residential insecurity on the subjective well-being of international students in Nijmegen: A multidimensional stakeholder perspective and strategy development.”

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Acknowledgements

Before you stand my master thesis: *“Exploring the impact of residential insecurity on the subjective well-being of international students in Nijmegen: A multidimensional stakeholder perspective and strategy development”*. With this research I aim to make a difference for international students in finding housing, as they are a marginalized group that have troubles with obtaining housing in the Netherlands. This thesis involves a deep exploration of the struggles that these international students face, and how they affect their subjective well-being (SWB), together with the development of organizational strategies for the Radboud University to mitigate the negative effects of residential insecurity.

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Abstract

This thesis delves deeper into the effect of residential insecurity on the subjective well-being (SWB) of international students in the context of the Dutch housing crisis. By using the Multi-Stakeholder Partnership (MSP) approach, it addresses why and how residential insecurity affects the international students differently from Dutch students and proposes organizational strategies to mitigate its negative effects. The thesis unveils that international students face significant obstacles in finding housing, which are exacerbated by intercultural and language barriers, financial constraints, and time-consuming processes. These challenges lead to higher levels of stress, anxiety and diminished SWB among international students compared to their Dutch counterparts. The perspectives of diverse stakeholders are incorporated, including the students, Radboud housing team, SSHN (Stichting Student Huisvesting Nijmegen), and the ministry of Dutch affairs, which, consequently, developed two strategies: awareness and expectation management. The awareness strategy entails the fostering of social cohesion between Dutch and international students, while expectation management encompasses transparent communication about the housing market realities and availability of support services. The thesis contributes to the literature by providing a comprehensive understanding of residential insecurity's difficulties and by offering practical solutions for addressing this issue. It also sheds light on the need for further research, including longitudinal studies, an exploration of alternative strategies, and to enhance support for international students in the Netherlands.

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1. Introduction

The Dutch housing crisis presents a complex challenge, as it impacts different segments of the population, including international students in Nijmegen. This group of students face unique difficulties as they explore the housing market, which is characterized by high demand and limited supply (Fang & Liempt, 2021; Rijksoverheid, 2023; Suijkerbuijk, 2022). In this thesis, the housing crisis is termed “residential insecurity”, referring to the difficulties individuals face in acquiring and maintaining housing (DeLuca & Rosen, 2022). This issue is especially significant for international students, since they face more obstacles than their Dutch counterparts due to discrimination, cultural-and language barriers, lack of social networks, and unfamiliarity with the housing market (Fang & Liempt, 2021). Reports of the RIVM shed light on the rising stress, loneliness, and even suicidal thoughts of young adolescents in the Netherlands, which could be impacted by the issue of residential insecurity for marginalized groups like international students (RIVM, 2024). This could be the case, as Hock et al. (2023) and Chan and Wong (2022) have investigated the impact of residential insecurity on the subjective well-being (SWB) of individuals, which refers to the personal assessment that individuals have over their life (Chan & Wong, 2022; Diener & Lucas, 2000; Hock et al., 2023). They found that residential insecurity has an effect on the SWB of individuals, as the lack of basic needs, like having housing, increases stress and anxiety levels among individuals, especially young adolescents. Residential insecurity is a complex problem due to its multifaceted nature and its high levels of uncertainty (DeLuca & Rosen, 2022). The Multi-Stakeholder Partnership (MSP) approach, which lays its foundation on the stakeholder theory of Freeman (1984), is often used in the literature to tackle such problems. Applied in business-case environments, and particularly leveraged at an organizational level (Dentoni, Bitzer & Schouten, 2018), the MSP approach emphasizes the importance of incorporating various perspectives of relevant stakeholders to come up with solutions or strategies to tackle complex issues (Dentoni et al., 2018).

Fang and Liempt (2021) have investigated how residential insecurity in the context of the Dutch housing crisis is prevalent among international students in the Netherlands. Their study focuses solely on the difficulties and barriers that international students face regarding finding housing. Some of these barriers, like the lack of a social network and feelings of discrimination due to intercultural and language differences were the most prevalent indicators of the struggles international students experienced. However, their study is limited,

because they have focused on the perspective of the international students in the city of Utrecht. Therefore, they called to extend their findings, by investigating the ‘Dutch side’ of the story and by looking at cities beyond Utrecht to get a more complete and comprehensive view on the problem. The ‘Dutch side’ is important to know, as this gives a different perspective of issues like intercultural and language differences. Looking beyond Utrecht is important, as there might be other housing dynamics at play which may have different effects on the international students. Some research has also been conducted whether residential insecurity impacts the SWB of individuals. Chan and Wong (2022) acknowledged that novel, exploratory research is needed to investigate why and how residential insecurity affects the SWB of these individuals. Hock et al. (2023) report similar findings, however, they instead insisted on trying to focus on the effects of residential insecurity on the SWB of marginalized groups, as these groups are particularly vulnerable for the effects of such complex problems, like international students. Furthermore, complex problems can be combatted through the MSP approach, involving the various, unique perspectives and contributions of stakeholders who are affected by such a complex problem (Dentoni et al., 2018). Although such problems often found considerable viable solutions, the MSP approach has been predominantly utilized at an organizational level. This impedes direct application towards an issue like residential insecurity which is prevalent at the individual level (i.e., the students) and institutional level (i.e., the Dutch government) (DeLuca & Rosen, 2022). Moreover, the MSP approach finds itself having an underlying conceptual problem. The MSP approach emphasizes collaboration to address complex problems (Eweje, Sajjad, Nath & Kobayashi, 2020). However, challenges arise from power imbalances among stakeholders, impacting decision-making authority, agenda-setting control, and resource distribution (Lin, Ho & Shen, 2018). Such imbalances could significantly affect strategies to mitigate residential insecurity, potentially disadvantaging international students in securing suitable housing (Fang & Liempt, 2021).

There are several reasons to focus on the effects of residential insecurity on the SWB of international students and to find solutions or strategies to mitigate the effects of residential insecurity. First, international students often face unique challenges, like discrimination due to intercultural and language differences, but also the adaptation to the unfamiliarity with the housing market and the lack of social networks, which can intensify the effects of residential insecurity (Bortes, Ragnarsson, Strandth & Petersen, 2021; Fang & Liempt, 2021). Second, residential insecurity can severely affect academic performance, as the students are forced to spend valuable time trying to find housing, which could otherwise be spend on their studies

(Fang & Liempt, 2021; Lee, Zhao, Reesor-Oyer, Cepni & Hernandez, 2021). Third, since the shortage of housing in the Netherlands seems to persist in the upcoming years (Rijksoverheid, 2023), it is crucial that strategies are developed and implemented in the short term to alleviate the effects of residential insecurity. Successfully adapting the MSP approach beyond the organizational level and addressing power imbalances could facilitate the development of strategies by leveraging the contributions of various stakeholders involved in this complex issue.

This thesis adopts a qualitative research approach to explore the impact of residential insecurity on international students' SWB in Nijmegen. Semi-structured interviews with Dutch and international students provide insights into these issues and their effects on SWB. Furthermore, the MSP approach is leveraged for its unique strength of incorporating various stakeholders' perspectives to come up with organizational strategies to mitigate the negative effects of residential insecurity and to get a better understanding of the general problem at hand. Dutch students, international students, Radboud housing team, SSHN (stichting student huisvesting Nijmegen), and the ministry of Dutch affairs were interviewed through semi-structured interviews, involving their own unique strengths and knowledge to solve this complex issue.

Building on the research by Fang and Liempt (2021) to explore the 'Dutch side' of the housing crisis in a different city in the Netherlands and its impact on international students, this thesis also answers the call from Hock et al. (2023) and Chan and Wong (2022) for an exploratory and qualitative research approach to understand how residential insecurity affects the SWB of marginalized groups. By investigating these issues in Nijmegen, this study aims to develop strategies using the MSP approach by incorporating perspectives from different stakeholders. This collaborative effort seeks to mitigate the problems of residential insecurity and to enhance the SWB of international students. Therefore, the research question is formulated as follows:

Why and how does residential insecurity, in the context of the Dutch housing crisis, affect the subjective well-being (SWB) of international students, and what strategies can be used to address international students' residential insecurity?

I begin with an overview of SWB and explore how residential insecurity impacts SWB. Then I discuss the organizational strategy development, highlighting the use of the MSP approach to create strategies addressing residential insecurity. The methodology section covers the research strategy, data collection methods, interview criteria, data analysis, and ethics. Next, I add the findings and analysis section, and I finish off with the discussion and conclusion, elaborating on the discussion, implications, limitations, and future research suggestions.

2. Theoretical background

First, I delve into the concept of subjective well-being (SWB). Second, I introduce residential insecurity within the Dutch housing crisis as an issue impacting international students' SWB. Third, I propose organizational strategy development to mitigate the effects of residential insecurity. Fourth, I elaborate for the use of the Multi-Stakeholder Partnership (MSP) approach to collaborate with various stakeholders in developing these strategies. Finally, I address the conceptual challenges associated with the MSP approach.

2.1 Subjective well-being (SWB)

Well-being is considered “a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life” (American Psychology Association – Dictionary, 2018). Well-being is a complex, and often inconsistent concept which needs to be adapted to the setting of the study and as such can take various forms (Casas & Gonzàles-Carrasco, 2019). The context-dependency of well-being calls for a more applicable concept for this research: subjective well-being (SWB).

The SWB of an individual refers to the personal assessment an individual has over their life and encompasses elements like the level of happiness, satisfaction, emotional, and overall well-being as perceived by the individual (Diener & Lucas, 2000). The subjective and holistic nature of SWB creates space for understanding the unique perspectives of individuals experiencing any kind of feeling, be it physical or emotional, positive or negative (Kahneman & Krueger, 2006).

SWB has three dimensions: life satisfaction, positive affect, and negative affect (Kahneman & Krueger, 2006). Life satisfaction is a more general indication of a persons' assessment of overall life experiences, which can entail components like their overall well-being, finances, and social relationships, (Diener & Lucas, 2000). ‘Positive affect’ are the perceived feelings of individuals in terms of positive emotions, like joy, excitement, and happiness. ‘Negative affect’ refers to the negative emotions that individuals experience and can encompass elements like stress, anxiety, anger, and sadness.

In this research the following sensitizing definition for SWB is used: the personal assessment that individuals have over their life (Diener & Lucas, 2000). This definition of SWB has been chosen as the subjective nature of this concept can be studied through interviews allowing for personal assessments of the individuals involved. This chosen definition allows for a more detailed exploration of how international students perceive and

experience their unique housing situations. By emphasizing individual perspectives, this definition facilitates a deeper understanding of the different factors that influence the SWB in the context of residential insecurity, which will be elaborated upon in the next paragraph.

2.2 Residential insecurity

The term ‘residential insecurity’ has been used in various contexts, ranging from residential insecurity for young adolescents (Hock et al., 2023) to whole city populations (Chan & Wong, 2022). The diverse nature of the concept of ‘residential insecurity’ is discussed by DeLuca and Rosen (2022) who stress the need of a standalone definition and a call for the focus on a more dynamic concept: *“the state of having difficulty acquiring housing, having minimal control over one’s housing, being at risk of losing housing, being uncertain about tenure, or living in housing that does not meet basic household needs.”* (DeLuca & Rosen, 2022, p. 346).

Although the definition of DeLuca and Rosen (2022) captures various aspects of residential insecurity, it does not encompass any specific description on how residential insecurity is experienced by individuals and how it affects the SWB of these individuals in different contexts. This implies that there are different factors depending on the context of this study contributing to the complexity of residential insecurity which, consequently, could negatively affect the SWB of international students.

To understand how different factors might contribute to the complexity of residential insecurity, it is imperative to first find out how residential insecurity might affect the SWB of international students. Leung, Faarooqi, Wolfson and Cohen (2021) have conducted a study on different components of basic needs and their idiosyncratic impact on students. Among the components of basic needs stands residential insecurity, which has a negative impact on academic performance (Fang & Liempt, 2021). Basic needs, like having an instable housing situation, which are not met leads students to spend more time on searching and acquiring them, thereby reducing the temporal time they can allocate to their studies, which ultimately results in diminished academic performance (Leung et al., 2021). Lower academic performance, measured in the GPA score of a student, can lead to lower levels of SWB (Bortes et al., 2021), especially in terms of the ‘negative affect’ dimension of lower self-esteem (Steinmayr, Heyder, Naumburg, Michels & Wirthwein, 2018). Lower academic performance affects the perception of competence due to lower grades and imposes self-doubt on students. Self-doubt, in turn, leads to lower levels of self-esteem (Leung et al., 2021). This

implies that residential insecurity affects the SWB of students. However, the effect of residential insecurity on the SWB of international students may be exacerbated, as they experience additional difficulties in achieving adequate educational performance. For instance, educational performance is harder for international students to achieve due to the different culture in the host country that they experience and the adaptation to a new academic culture (Elliot, Reid & Baumfield, 2016). This suggests that residential insecurity might have a stronger negative effect on the international students' SWB compared to their Dutch counterparts.

Hock et al. (2023) and Chan and Wong (2022) investigated the connection between residential insecurity and the SWB of individuals. They found that residential insecurity indeed impacts the SWB of individuals. Hock et al. (2023) found this effect for young adolescents as well. Chan and Wong (2022) suggested for future research that a study is needed to investigate in what ways residential insecurity affects the SWB of individuals through a qualitative research approach. Hock et al. (2023) extends this question by asking to focus on marginalized groups who face residential insecurity, among them, international students.

For residential insecurity, I use the definition as provided by DeLuca and Rosen (2022), who have created a dynamic concept encompassing multiple facets of residential insecurity: *“the state of having difficulty acquiring housing, having minimal control over one’s housing, being at risk of losing housing, being uncertain about tenure, or living in housing that does not meet basic household needs.”* (DeLuca & Rosen, 2022, p. 346).

2.3 Organizational strategy development

Residential insecurity is considered to be a complex problem due to its uncertain and multifaceted nature (DeLuca & Rosen, 2022). In order to address complex issues like residential insecurity among international students, employing organizational strategies is imperative for viable long-term solutions. For instance, Radboud University could implement organizational strategies to mitigate the negative effects of residential insecurity for its international students. By focusing on organizational strategies, Radboud University can directly address the individual needs and experiences of students, and therefore mitigate the struggles in terms of residential insecurity for international students.

Involving multiple perspectives is important to understand what organizational strategies should be developed to address complex issues (Conklin, 2006). In this case, it means that different stakeholders who are affected and/or have the capacity to impact should be involved in developing organizational strategies addressing residential insecurity. This requires knowing the needs of the stakeholders and consider the current organizational strategies which have already been established. Before going into the use of different stakeholders to create organizational strategies, it is important to know what the current organizational strategies of Radboud University are in terms of mitigation of residential insecurity.

First year bachelor students, first year master students, and exchange students get help from the Radboud University in finding housing. These students obtain a primary status, which means that the available housing of SSHN (stichting student huisvesting Nijmegen) or other organizations that Radboud University collaborates with are given priority to these students. Furthermore, the university provides information on the visa, residence permits, Dutch bank accounts, and work opportunities ((Internationale studenten – Radboud (n.d.)). However, despite the greater difficulties international students face in acquiring and maintaining housing (Fang & Liempt, 2021), support for these students is lacking.

2.4 The MSP approach: a conceptual problem

The MSP approach integrates diverse stakeholder perspectives, fostering collaboration, leading to an understanding of issues and the development of multifaceted, holistic solutions to complex problems (Easter, Murphy & Brannen 2023). The MSP approach presents several advantages. First, the different stakeholders provide a range of diverse perspectives, and the incorporation of different views provides opportunities to use various interests of individuals in discussing residential insecurity. Second, building on the advantage of using different stakeholders in terms of representation, the quality of the outcomes of decision-making is enhanced, as the incorporation of various perspectives increases the knowledge obtained, creates more awareness among limitations, improving the quality of the decisions made. Lastly, the integration of multiple perspectives of different stakeholders offers more accountability and transparency, as the different stakeholder groups provide checks and balances, and ensure that decisions align with the stakeholders' goals and values. The different stakeholders can provide a broader range of resources in terms of expertise

knowledge on their perspective and yield social connections (Pfajfar, Shoham, Małecka & Zalaznik, 2022).

The MSP approach is predominantly utilized at the organizational level (Dentoni et al., 2018), which means that the selected stakeholders who collaborate together are most often business actors, whose primary motivation is to improve business performance (Dentoni et al., 2018; Sobhanallahi, Gharaei & Pilbala, 2016). By extending the number and diversity of the stakeholders involved, it is possible to come up with organizational strategies which are non-business related, which means that the objective of generating revenue is not necessarily the main goal of the stakeholders. However, simply extending the number of stakeholders and letting them collaborate together may not be enough. Because although the MSP approach emphasizes the importance of including various individuals to participate, approaches involving multiple stakeholders face issues regarding power imbalances across stakeholders. Different individuals collaborating with each other have different levels of power and influence, which affects how much they can contribute and speak up when taking large decisions (Lin, Ho & Shen, 2018). Power imbalances can manifest themselves in various ways within MSP approach. First, the power imbalances in stakeholder dynamics can advantage those with authority, particularly during policy initiation and formulation stages (Yami, van Asten, Hauser, Schut & Pali, 2019). This imbalance may prioritize the interests of powerful stakeholders and impact decision-making equity and inclusiveness (Fassin, 2012). The unequal power imbalance regarding decision-making authority may lead to certain interests being preferred and prioritized over those of stakeholders who possess lower levels of power, which, consequently, impacts the equity and inclusiveness in decision making (Fassin, 2012). In the context of this thesis, the decision-making authority might be affected by power imbalance in terms of developing strategies to mitigate the effects of residential insecurity. International students lack power for decision-making, as they do not have much power related to obtaining housing due to their international background. Their lack of social networks and the limitation of available housing forces them to accept housing offers which are far from ideal for them (Fang & Liempt, 2021).

Second, power imbalances can impact agenda-setting control. Due to the unequal power distribution across stakeholders, the individuals who possess greater power are able to decide what kinds of problems are addressed in the partnership (Fischer & Strandberg-Larsen, 2016). Those stakeholders who possess power have a greater capacity to determine which problems are prioritized and how they are addressed. The unequal distribution of power might lead to diminished levels of attention to those issues and perspectives of other stakeholders

who are less powerful, which, consequently, leads to a limitation in terms of diversity and relevance of the outcomes from the partnerships (Fisher & Strandberg-Larsen, 2016). In the context of this thesis, the prioritization of problems regarding residential insecurity might differ across stakeholders. International students' primary priority lies in finding adequate and affordable housing (Fang & Liempt, 2021), while Radboud University's priority could be to invite as many international students as possible in order to enhance the University's reputation as an internationally oriented and inclusive university, and to increase revenue, as international students pay more tuition compared to Dutch students (Radboud, n.d.). This conflict of interest might lead to Radboud University preferring to prioritize the invitation of international students, whereas international students themselves would benefit from fewer international students being admitted.

Third, power imbalances affect resource distribution and strategy development in partnerships. Stakeholders with more power gain easier access to resources, expertise, and support, giving them an advantage in pursuing their goals (Scholz, Bocking, Platania-Phung, Banfield & Happell, 2018). In contrast, stakeholders with less power may struggle to access necessary resources for full participation, exacerbating existing power imbalances (Scholz et al., 2018). International students often lack financial resources to acquire housing in the Netherlands, as their student status limits their ability to work full-time during their studies (Fang & Liempt, 2021). When conflict of interests arises, other stakeholders who have more resources, like the Radboud University itself, might exacerbate the already existing power imbalance between these stakeholders, as the international students are forced to go along with the interest and goals of the university, as they do not have any power due to the lack of financial resources available (Fang & Liempt, 2021).

The MSP approach's limitations, which are disparities in decision-making authority, agenda-setting, and resource access among stakeholders, can hinder organizational strategy development (Yami et al., 2019). This is often exacerbated by prioritizing the interests of powerful stakeholders or neglecting marginalized groups, resulting in less successful strategies. Addressing power imbalances is important to have fair decision-making and improving strategy development outcomes in approaches involving multiple stakeholders (Hawkins & Rundle, 2024).

Nonetheless, the MSP approach remains relevant by addressing power imbalances among stakeholders. An effective solution involves empowering marginalized stakeholders, such as international and Dutch students, by granting them equal decision-making authority alongside more influential stakeholders, like the SSHN (Zanini, Migueles, Gambirage &

Silva, 2023). In the context of this thesis, it could mean that by incorporating stakeholders at different levels in the development of organizational strategies, the power imbalance between the different stakeholders would be reduced, which would result in improved solutions due to the more diverse interests and input of various stakeholders (Zanini et al., 2023).

To reduce power imbalances, I aim to incorporate the perspectives of various stakeholders at different levels: international and Dutch students (individual level stakeholders), Radboud housing team and ministry of Dutch affairs (institutional level stakeholders), and SSHN (organizational level stakeholder). The incorporation of these various stakeholders at different levels and giving each stakeholder an equal stake in terms of providing information, the power imbalances can be mitigated.

I seek to understand how residential insecurity affects the SWB of international students and consider their unique experiences about this issue. By integrating multiple perspectives, including those of international students, Dutch students, and the Radboud university housing department staff, SSHN, and ministry of Dutch affairs, I aim to contribute to the development of effective organizational strategies to reduce the residential insecurity, enhancing the SWB of international students in the Netherlands. Therefore, I formulated the following research question:

Why and how does residential insecurity, in the context of the Dutch housing crisis, affect the subjective well-being of international students, and what organizational strategies can be used to address international students' residential insecurity?

3. Methodology

3.1 Research strategy

The aim of my thesis is to understand how residential insecurity affects the subjective well-being (SWB) of international students and to develop organizational strategies by exploring the perspectives of different stakeholders. I used a qualitative research approach to investigate the complex phenomenon of residential insecurity and to capture the experiences of the students (Jackson, Camara & Drummond, 2007).

To tackle the complex issue of residential insecurity, I opted for an ethnographic case study approach. This involves conducting semi-structured interviews to capture the qualitative insights into the challenges faced frequently by international and Dutch students. Case studies delve into daily social situations (Bleijenbergh, Lansu, & van Engen, 2023), and this ethnographic method allowed for an exploration of the social phenomenon of residential insecurity in the context of the Dutch housing crisis (Bleijenbergh et al., 2023).

For this thesis, I read all the relevant information on the Radboud website and then conducted semi-structured interviews with key stakeholders, omitting document analysis since all relevant information was accessible on the Radboud website. Although case studies often involve longitudinal observation, I used cross-sectional data due to time constraints (Menard & Elliott, 1990). This helped to achieve a comprehensive examination of the daily experiences of international students regarding residential insecurity's impact on SWB, which aligns with the setting of a case study.

To investigate the understudied phenomenon of residential insecurity and its impact on the subjective well-being (SWB) of international students, I adopt an inductive research strategy. This is particularly suitable to study complex phenomena (Bleijenbergh et al., 2023), like residential insecurity (DeLuca & Rosen, 2022). Although the effects of residential insecurity for international students and the effect of residential insecurity on the SWB of individuals in general is studied separately (Fang & Liempt, 2021; Chan & Wong, 2022), there is a gap of understanding how these two aspects interact.

The MSP (Multi-Stakeholder Partnership) approach is commonly used in business contexts (Dentoni et al., 2018), and has not been applied to residential insecurity. This approach has the potential to explore the multiple perspectives of stakeholders to develop organizational strategies to mitigate the effects of residential insecurity for international students. Due to the lack of literature between residential insecurity and SWB among international students, and limited strategies available to address this issue, an inductive

research approach is suitable, as this allows for development of generalizations based on patterns emerging from the data (Boeije & Bleijenbergh, 2023).

This thesis aligns with the ‘subjective ontology’, which means that reality is socially constructed by multiple actors and not fixed (Bleijenbergh et al., 2023). The impact of residential insecurity on the SWB of international students varies, as individuals perceive their SWB differently. The subjective ontology is consistent with the interpretivism paradigm, which emphasizes the different viewpoints individuals use to interpret reality (Bleijenbergh et al., 2023).

This thesis adopts an inductive approach, omitting a conceptual model. Inductive research finds general conclusions from data patterns (Bleijenbergh et al., 2023), which enables richer, and more diverse data collection without any predefined concepts (David, 2003). Including a conceptual model could limit research flexibility, and potentially constrain findings (Weissensteiner, Abernethy & Farrow, 2009). Omitting a model allows for unexpected findings to emerge, which enriches understanding. Context is crucial for a holistic understanding; omitting a conceptual model allows for the capture of the diverse participants’ perspectives (Hayes, Heit & Swendsen, 2010). This approach emphasizes flexibility and insight into unexpected findings regarding residential insecurity’s impact on international students’ SWB.

3.2 Data collection

3.2.1 Choice data collection method

As previously mentioned, residential insecurity is considered a complex problem due to its multifaced and uncertain nature (DeLuca & Rosen, 2022). Moreover, this exploratory study examines the impact of residential insecurity on international students’ SWB in Nijmegen and develops organizational strategies to address this issue. Semi-structured interviews gather novel data while maintaining structure, with predetermined questions enhancing control and reliability by allowing consistent questions across interviewees (Bleijenbergh et al., 2023). Based on the preferences of the international and Dutch students I have chosen not to do an observation, as many of the students emphasized not to want their personal lives to be compromised and prefer to keep their privacy. Besides, there are no observations possible for SSHN, Radboud housing team, or the ministry of Dutch affairs, due to access reasons, as their day-to-day work activities involve the working with strict private information of these students. Additionally, document analysis was not conducted because no relevant documents

of the Radboud housing team were available, and as previously mentioned, the necessary information was already detailed on the Radboud University website and incorporated into the theoretical background.

3.2.2 Interview criteria

Based on the MSP approach, five types of stakeholders were interviewed to tackle the complex problem of residential insecurity (Dentoni et al., 2018): international students, Dutch students, Radboud housing team, SSHN (stichting student huisvesting Nijmegen), and the ministry of Dutch affairs. For participant selection, I used a purposive sampling method, and identified these relevant individuals based on specific criteria, considered suitable for specific groups (Esezi, 2023).

By interviewing students from different countries, I aim for a comprehensive understanding of the issue. This approach sheds light on how residential insecurity manifests across cultures. To develop strategies for Radboud University to address this issue and its impact on the SWB of international students, I focused solely on Radboud University students, and interviewed six of them.

In addition to international students, Dutch students were interviewed to explore their role in housing arrangements and their impact on international students' housing experiences. Fang and Liempt (2021) showcase how Dutch students' involvement in 'hospiteeravonden' (viewing nights) has contributed to feelings of discrimination among international students seeking accommodation. Consequently, Dutch students organizing 'hospiteeravonden' were targeted for interviews, selected based on criteria indicating discriminatory characteristics, like stating 'no internationals allowed'. These interviews included students from various educational institutions in Nijmegen to ensure representation. Five Dutch students were interviewed, including two organizers of 'hospiteeravonden' and three students experiencing residential insecurity themselves, thereby enabling a comparison with international students.

Additionally, one member of the Radboud housing team with expertise in international student housing affairs has been interviewed (Radboud – Huisvesting voor internationale studenten, n.d.), providing their unique insights and role in addressing residential insecurity. These interviews aim to showcase the feasibility and applicability of the strategy ideas that the international students and Dutch students came up with.

Also, the SSHN corporation has been interviewed, as this corporation works directly with the Radboud housing team to provide housing for international students (Radboud n.d.).

One interview has been conducted, aiming to obtain their viewpoints about their perspective on the residential insecurity, and to see where conflict of interest might emerge between them and the other stakeholders due to their potentially different goals.

Finally, a member of the ministry of Dutch affairs has been interviewed to enhance the understanding of the issue of residential insecurity. The institutional level nature of this stakeholder could contribute to the understanding of how residential insecurity is prevalent on the government-level. This particular individual works for the ministry of Dutch affairs, specializing in housing issues for ‘vulnerable groups’, among them international students.

By including multiple stakeholders beyond solely international students, I aim to achieve triangulation. This approach leverages diverse perspectives to enrich the findings and ensures a more comprehensive and better understanding of residential insecurity from different angles (Bleijenbergh et al., 2023). I provided a list of the different stakeholders in figure 1. Due to privacy concerns, all the stakeholders have been given a pseudonym. The interview protocol including questions for different stakeholders can be found in appendix A.

Type of stakeholder	Name	Nationality	Age
International student	Sophie	Finnish/Turkish	21
International student	Mehmet	Indonesia	31
International student	Sebastian	Bulgarian	22
International student	Christ	Polish/Congolese	21
International student	Alisa	Russian	24
International student	Luca	Vietnamese	27
Dutch student	Kane	Dutch	24
Dutch student	Jean-Paul	Dutch	22
Dutch student	Elano	Dutch	21
Dutch student	Willem	Dutch	24
(Hospiteeravond organizer)			
Dutch student	Ferdinand	Dutch	21
(Hospiteeravond organizer)			
Radboud housing team	Suzanne	Dutch	
SSHN	Frank	Dutch	
Ministry of Dutch Affairs	Peter	Dutch	

Table 1: List of interviewees

3.3 Data analysis

After conducting semi-structured interviews, I transcribed them, and then the transcripts were deconstructed into excerpts and coded to extract meaningful insights. Manual coding was chosen for its efficiency and flexibility, allowing for a deeper understanding of the data through repeated review (Bleijenbergh et al., 2023). In the inductive procedure, open coding revealed the key characteristics, which were then analyzed for their common themes

through axial coding (Boeije & Bleijenbergh, 2023). Selective coding was used to identify the main categories and to relate them, which enhances the emerging theory's precision (Boeije & Bleijenbergh, 2023). This approach is consistent with the grounded theory principles and prioritizes empirical data over preconceived theoretical frameworks (Bleijenbergh et al., 2023). Two code trees in Figures 1 and 2 have been created, encompassing a variant for international students and Dutch students to compare their struggles and to obtain a better idea of how residential insecurity is prevalent among international students. A list containing all the open codes, axial codes, selective codes, and the corresponding excerpts can be found in appendix B.

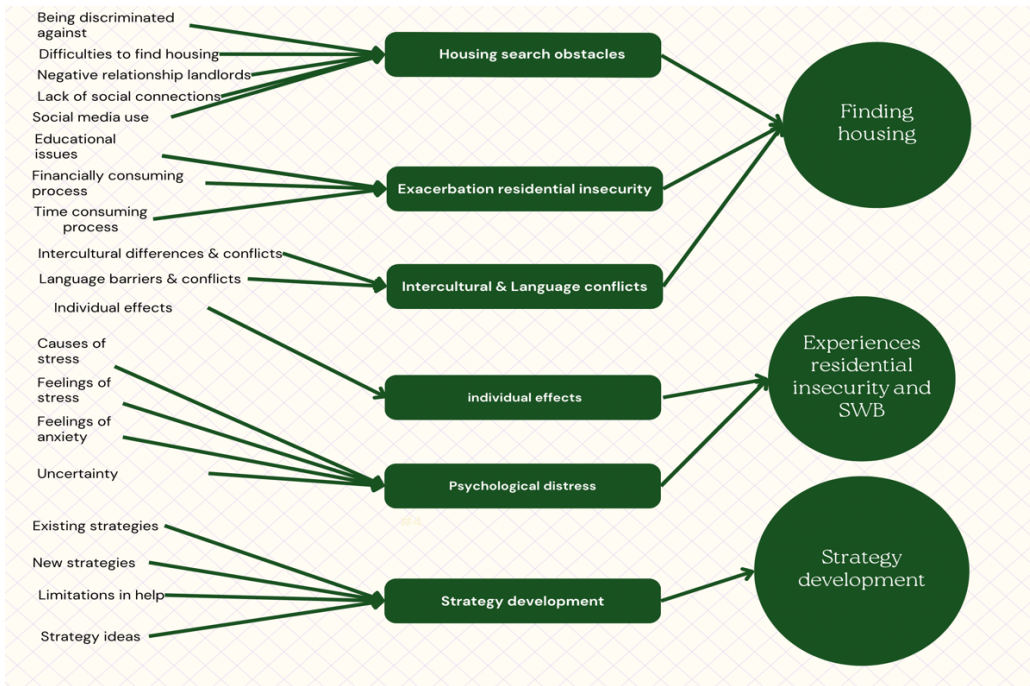


Figure 1: Coding tree international students

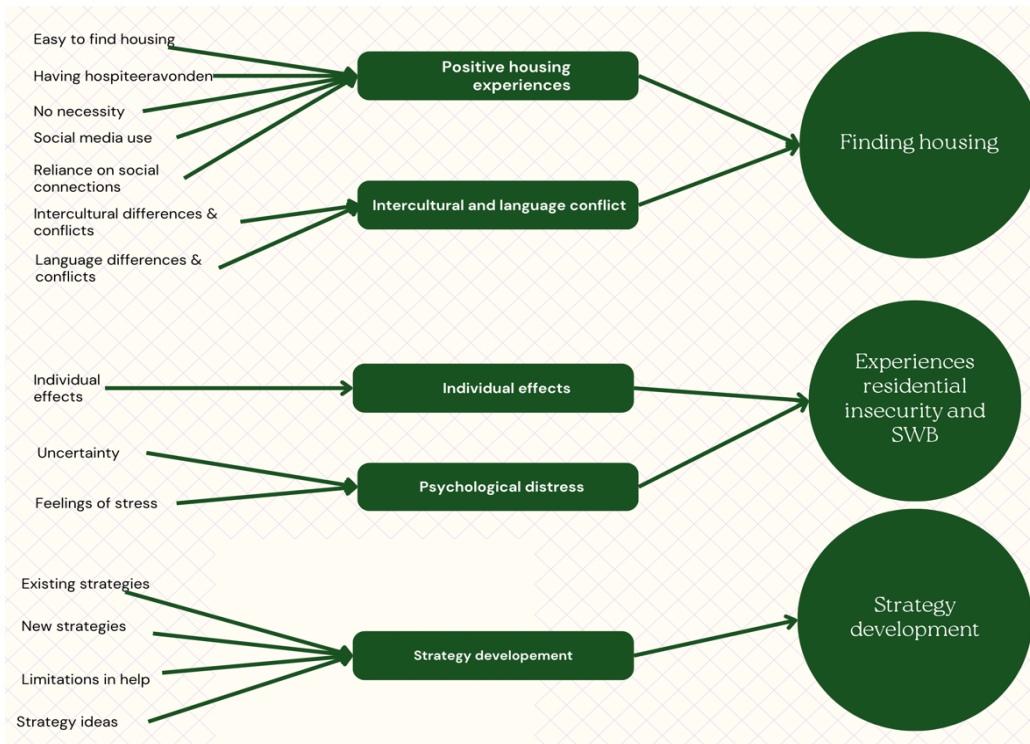


Figure 2: Coding tree Dutch students

3.3.1 Analyzing interview transcripts students

During the initial data analysis, open codes such as “being discriminated against”, “difficulties to find housing”, “negative relationship with landlord”, “reliance on social connections,” and “social media use” emerged among international students’ coding process. For instance, “social media use”, and “difficulties to find housing” were frequently mentioned in the interviews. “Difficulties to find housing” was often used to describe the urgency to find housing and the difficulties during hospiteeravonden when trying to find housing, and “social media use” were used to elaborate on their limited availability of options and on the use of channels by which they could find housing. Additionally, themes like “being discriminated against”, “negative relationship with landlord”, and “lack of social connections” emphasized the perception of finding housing in Nijmegen as “housing search obstacles” for international students, hence the axial code name given: “housing search obstacles”. Conversely, Dutch students portrayed finding housing as relatively easy. For instance, their “reliance on social connections” and “social media use” were the exact opposite experience compared to international students. Despite employing similar methods, Dutch students’ existing social networks facilitated an easier process:

“(…) die heeft een e-maillijst waar je dan op kan komen te staan en dat krijg je te horen wanneer de kamers vrij zijn.” (Kane, interview, 18/04/24).

However, the international students often had to rely on their social media use due to their limited existing social network:

“(…) I didn't really have that many friends who lived by themselves (...) so I wouldn't say the friends helped.” (Sophie, interview, 18/04/24).

The axial code ‘positive housing experiences’ of Dutch students stems from the open codes which, when combined, rely upon the indication that finding housing is an easy process. The remaining open codes that form this indication were: “easy to find housing”, “having hospiteeravonden”, and “no necessity”. The former two emphasize that finding housing is not considered as a hard process, as Dutch students frequently found themselves having hospiteeravonden and being accepted more often due to their greater social networks on which they can rely. “No necessity” emerged during the data analysis itself; testimonials supported the argument that Dutch students did not feel much pressure compared to the international students in finding housing (Fang & Liempt, 2021), like Jean-Paul (22, Dutch):

“Maar dat ik er zelf ook nog niet heel veel noodzaak achter zette (in finding housing).” (Jean-Paul, interview 24/04/24).

During the data analysis, I identified several unique struggles experienced by international students, which were reflected in open codes like: “educational issues”, “financial consuming process”, and “time consuming process”. These codes showcased unique difficulties during their housing search. For example, many interviewees described how “educational issues”, such as maintaining high grades, exacerbated their housing situation. Sophie (21, Finland/Turkey) expressed her concern, stating:

“I have had very good grades my whole life (...) then what happened was that I had to (...) worry about this housing.” (Sophie, interview, 19/04/24)

I realized that “educational issues”, “financial consuming process”, and “time-consuming process” exacerbated international students’ residential insecurity. Conversely, Dutch students did not mention such challenges. Consequently, the axial code “exacerbation residential insecurity” was created to encapsulate the additional difficulties faced by international students in finding housing.

Eventually, it became evident that “language barriers & conflict” and “intercultural differences & conflict” came across in both international and Dutch students interview transcripts. International and Dutch students both mentioned these issues as a result of explaining why they thought that international students had problems in finding housing during hospiteeravonden. For instance, the open code “language barriers & conflict” came forward through Mehmet (31, Indonesia), who stated:

“ (...) it might be easier for them (Dutch students) to share their opinions and also telling their stories and stuff in Dutch, right, rather than in English.” (Mehmet, interview 24/04/24)

The open code “intercultural barriers & conflict” also emerged frequently across both international and Dutch student as a main reason for why international students face struggles in finding housing during the data analysis phase. Kane (24, Dutch) explained:

“ Het is een soort vertrouwen. (...). Als je een eigen landgenoot op een buitenland tegenkomt, voel je (...) bekendheid.” (Kane, interview, 18/04/24).

I quickly realized that the open codes ‘intercultural barriers & conflict’ and ‘language barriers & conflict’ might simply be a representation of an axial code named “intercultural and language conflicts”, as this theme captures the various elements related to cultural and language differences as a reason for conflict arising in finding housing for international students.

The axial codes “housing search obstacles”, “exacerbation residential insecurity”, and “intercultural & language conflicts” were used repeatedly to describe the struggles in finding housing for international students. For the Dutch students, the axial codes “positive housing experiences” and “intercultural and language conflict” have been mentioned frequently by the interviewees. Therefore, the selective code “finding housing” has been created, as this refers to an overarching theme of all experiences related to finding housing by both international and Dutch students.

After discovering the prevalence of residential insecurity among international students, I began exploring its impact on their SWB. I introduce the open code “individual effects” to capture the unique ways in which residential insecurity affects both Dutch and international students’ SWB. This coding approach acknowledges the individual nature of these challenges and emphasize the personal impact on each student’s experience.

However, during the data analysis, I discovered that certain struggles related to the SWB of both international and Dutch students were similar across interviewees. Stress and anxiety were particularly prevalent among international students, while only one Dutch student reported experiencing stress. For international students, the open codes “causes of stress”, “feelings of stress”, and “feelings of anxiety” emerged. I grouped these codes under the overarching category of “psychological distress” to unify their emotional suffering as a broader category. Similarly, although only one Dutch student experienced stress, this aspect was also categorized under “psychological distress” as a unifying theme.

“Uncertainty” emerged as a common theme among both international and Dutch students and reflected feelings of a lack of control due to residential insecurity. This uncertainty intensifies challenges faced by students in their process of finding housing. The open code “uncertainty” was assigned to both groups and grouped into the axial code “psychological distress” to capture the issues of being out of control. For instance, Willem (24, Dutch) elaborated:

“Helemaal gezellig doen om je plekje te veroveren in zo'n huis, (...) daar was ik wel onzeker over.” (Willem, interview 24/04/24).

The second selective code is “experiences residential insecurity and SWB” for both the international and Dutch students. This selective code encapsulates the three axial codes “individual effects” and “psychological distress” as an overarching theme, which emphasizes the effects of residential insecurity on the SWB of students.

3.3.2 Analyzing interview transcript of housing team at Radboud University, SSHN and ministry of Dutch affairs

The housing department team at Radboud University, the SSHN corporation, and the ministry of Dutch affairs were interviewed specifically to identify feasible strategies and to understand the limitations in strategy development. Therefore, their open codes “existing strategies”, “limitations in help” and “new strategies” have been integrated together with the students’ open code “strategy ideas”. For these stakeholders, “existing strategies” refers to the current measures they employ to mitigate residential insecurity. “New strategies” encompasses potential ideas from both international and Dutch students which seem feasible to these stakeholders and could be implemented to address residential insecurity. “Limitations in help” highlights the constraints that the stakeholders face and acknowledges that not all strategies are feasible. For instance, Suzanne (Radboud housing team) mentioned a challenge that limit the implementation of certain strategies:

” Is geen kerntaak van de universiteit. Dus meer dan bemiddelen kunnen wij eigenlijk ook niet doen.” (Suzanne, interview 16/05/24).

Similarly, “limitations in help”, “existing strategies”, and “new strategies” were also prevalent among the ministry of Dutch affairs and SSHN. These interviewees elaborated much on the current limitations on how much help they could provide and what strategies were already in place. For instance, Peter (ministry Dutch affairs) elaborated:

“De problemen die wij horen van corporaties, marktpartijen, is dat er een tekort aan grond, aan locaties, dat speelt. Wat ook meespeelt is de bouwkosten, die zijn hoog, (...) de problemen (...) spelen ook bij studentenhuisvesting.” (Peter, interview 24/05/24).

Frank (SSHN) also emphasized that limitations were at play:

“(...) is dat er soms een discrepantie zit tussen de nominale studieduur en de contractenduur van de short-staying, (...) de slaagkans gewoon lager ligt van internationale studenten” (Frank, interview 28/05/24).

The open codes “existing strategies”, “new strategies”, “limitation in help” and “strategy ideas” commonly refer to the development of new strategies. Therefore, the axial code “strategy development” has been used to encapsulate all the ideas, issues, and feasibility related to the development of strategies.

Finally, the last selective code is “strategy development”, which refers to the creation, limitations, and ideas of the different stakeholders involved. This selective code has been given the same name as the axial code “strategy development”.

3.4 Research ethics

Research ethics are important, particularly for marginalized groups like international students, who may trust researchers too fast due to their vulnerable status (Wiles, Charles, Crow & Heath, 2006). Therefore, adhering to research ethics for this study is imperative. Interviewees have received a consent form outlining the research purpose, emphasizing transparency, and including a confidentiality agreement based on the General Data Protection Regulation. The form ensures voluntary participation and provides my personal contact information (Bleijenbergh et al., 2023). Participants have been informed on their right to withdraw at any time, assured of confidentiality, and offered access to research results. Additionally, I have fully disclosed the research goals during the interviews and provide my contact details on the consent form. Lastly, respondents can request to read my master thesis by providing an email address, and I provided them with an informal invitation to attend my master thesis defense, thereby showcasing them how important their contribution was in writing this master thesis.

4. Findings & Analysis

In this section, I aim to first analyze the process of ‘finding housing’, thereby delving into the struggles of residential insecurity international students face compared with their Dutch counterparts. After, I showcase the effect of the residential insecurity on the SWB of these international students. Lastly, I utilize the MSP approach to discuss potential organizational strategies and limitations among the various stakeholders in my thesis.

4.1 Finding housing

4.1.1 Housing search obstacles: urgency vs no necessity

The “housing search obstacles” refers to the difficulties that international students encounter when finding a place in Nijmegen and considers various aspects which make the residential situation of international students more challenging. For instance, international students express more of an urgency to find housing, driven by the pressing need to avoid homelessness.

Sophie (23, Finnish/Turkish) reported:

“Oh shit, I’m gonna be homeless and like nobody is there going to help me.” (Sophie, Interview, 19/04/24).

Sebastian (24, Bulgarian) mentioned:

“You know that like if you don’t find another place then you might eventually like even end up homeless (...).” (Sebastian, interview, 26/04/24).

The urgency of obtaining housing varies between international and Dutch interviewees. International interviewees view their housing search as a necessity, while Dutch interviewees see it as a desire to enjoy the city, not an immediate need. Elano (21, Dutch) and Jean-Paul (22, Dutch) exemplify this. Elano states:

“Maar bij mij is het niet echt noodzakelijk hoog, omdat ik natuurlijk wel dichtbij woon, (...) qua behoefte zou ik wel heel graag nu weer een kamer willen hebben.”

Additionally, Jean-Paul adds:

“Maar dat ik er zelf ook nog niet heel veel noodzaak achter zette (...).” (Elano, interview 24/04/24; Jean-Paul, interview 24/04/24).

4.1.2 Positive housing experiences vs housing search obstacles: reliance social connections vs use social media

International and Dutch students leverage different channels to find housing in Nijmegen. International students primarily rely on social media platforms because they often lack social connection and are ineligible for help from the Radboud housing team, leaving social media as their only option. Christ (21, Polish/Congolese) recounted his experience:

“I found an announcement on Facebook, where someone announced that we have a room to rent, and I said: I am interested. (...) I sent an email asking, you know, for assistance in housing to the Radboud. (...) as I remember, did not get much help” (Christ, interview, 18/04/24).

Conversely, Dutch interviewees mainly use their social networks to find housing in Nijmegen. They understand the importance of social connections and often rely on family and close friends, which improves their chances of securing housing. Dutch students believe landlords prefer tenants with social connections over strangers, which makes this approach more effective. Kane (24, Dutch) used his family network to find housing:

“(...) de ouders van mijn neef, die zijn vrienden met die huisbaas (...) Ik denk dat familie daarbij geholpen heeft. (...) Het is inderdaad anders dan dat jij iemand op een e-maillijst hebt staan die je echt niet kent en denkt van... Je kent die persoon, je kent je vrienden, dus mijn oom en tante in dat geval” (Kane, interview, 18/04/24).

Some Dutch students initially searched for housing through social media, however, facing immense competition, turned to their social networks. For example, Ferdinand (21, Dutch) used his connections to secure accommodation in Nijmegen, showcasing the benefits of a well-established social network, stated:

“En dat werd mijn kans gewoon tien keer groter om daartussen te komen, want je bent toch wel meer de veilige optie. Dus ik denk dat dat belang heel groot is, dat je al mensen kent (...).” (Ferdinand, interview, 24/04/24).

4.1.3 Intercultural and language conflict: cultural misunderstandings

“Intercultural & language conflict” refers to various elements related to cultural and language differences as a reason for conflict arising in finding housing for international students.

All international students I interviewed encountered obstacles in securing housing through social media platforms, which stems from their exclusion from hospiteeravonden (viewing nights) for the desired housing. Sophie (23, Finnish/Turkish) also found difficulties in trying to get invited for a hospiteeravond due to her international background.

Sophie stated: *“look for housing through Facebook mainly, but there you have a lot of ‘no internationals’, right? And that was like very annoying.”* (Sophie, interview, 19/04/24).

The exclusion of international students from hospiteeravonden is due to several factors, as explained by Willem (24, Dutch) and Ferdinand (21, Dutch). These Dutch students have posted an advertisement on Facebook, asking for new tenants, and mentioning that ‘no international students’ would be invited. Both students rationalize this exclusion based on perceived language barriers and cultural differences. Willem (24, Dutch) elaborated, stating: *“ze zijn misschien ook wel iets aanhankelijker van je, in de zin van als ze een brief van de gemeente krijgen of zo, dat jij dat dan even kan vertalen, dat soort dingen.”* (Willem, interview, 24/04/24). Although Dutch students posit language differences as a barrier, the cultural barriers have been more prevalent in their indication of why international students are not preferred in their house. Ferdinand (21, Dutch) argues that they seek someone with similar norms and values:

“Dat komt ook omdat je dezelfde gewoontes hebt en dezelfde taal spreekt (...) het voelde voor ons wel fijn dat je wel iemand hebt die niet een beetje dezelfde geloofsovertuigingen per se, maar dezelfde normen en waarden heeft, hetzelfde over dingen denkt.” (Ferdinand, interview, 24/04/24).

Both Willem (24, Dutch) and Ferdinand (21, Dutch) indicated not having any problems regarding internationals themselves and emphasize instead a preference for a shared cultural understanding among their Dutch co-nationals. Willem (24, Dutch) stated:

“Het is niet per se dat ik internationale studenten niet zo gezellig vind. (...) thuis vind ik het wel zo lekker om gewoon chill Nederlands te kunnen praten (...) want ik merk gewoon als een internationale student bent, of internationale persoon in je huis, dan moet je daar altijd rekening mee houden, in de zin van je praat Engels met elkaar.” (Willem, interview 24/04/24).

Ferdinand (21, Dutch) argued similar sentiments, and emphasized potential clashes as a result of different lifestyles:

“(…) maar als jij een aantal mensen hebt die zo'n ander leefpatroon hebben dan anderen, dan gaat dat op den duur wel een keer botsen. Dus wij wouden dat probleem liever helemaal uit de weg gaan.” (Ferdinand, interview, 24/04/24).

4.1.4 Exacerbation residential insecurity: time, finances, and educational issues

“Exacerbation residential insecurity” emphasizes the additional challenges international students face compared to Dutch students. Limited housing and frequent rejections intensify these challenges, forcing international students to seek more expensive options. Consequently, they have to work more to afford housing, diverting time away from their studies. Mehmet (31, Indonesian) mentions:

“The demand is actually a lot more compared to the availability of housing option (...) if I want to have additional options for the housing that requires me to be student/worker (...) there is a, there is a probability that I will get an option, a housing option that is above my threshold, (...) If it's beyond that, I feel like I need to maybe do even more part time work.” (Mehmet, interview, 24/04/24).

The time spend on finding housing creates a vicious cycle. Mehmet (31, Indonesian) notes that his lower grades require him to retake a course next year, leading to the same housing struggle. He says:

“I actually do worse on my study because I work more often and next year I will need to find another housing again, which is (...) a headache.” (Mehmet, interview, 24/04/24).

In addition, it appears to be the case that the time-consuming process of finding housing and its exacerbating consequences is prevalent across several international students. Alisa (24, Russian) elaborates on this:

“it takes (...) a lot of time and energy, especially if you are searching for housing in Facebook (...) And when you are tired (...) it becomes really hard for you to do other tasks, which are also important.” (Alisa, interview 22/04/24).

4.2 Experiences residential insecurity and international students' SWB

4.2.1 Psychological distress: stress & anxiety

International and Dutch students face psychological distress from residential insecurity, leading to emotional suffering. Especially international students experience

elevated stress due to residential insecurity, significantly impacting their SWB. Stress primarily arises from housing scarcity and the exhaustive search process, as Alisa (24, Russian) explains:

“So, this is also, yeah, very stressful because you feel like you've put so much energy and everything into this, but like you were not even selected for a viewing.” (Alisa, interview, 22/04/24).

Five out of the six interviewed international students reported feeling stressed about the intensity of their housing search. Sophie (23, Finnish/Turkish) stated:

“(..) I have never been so stressed in my life before (...) I wouldn't sleep well during the nights because I was so stressed. (Sophie, interview 19/04/24).

In addition to stress, feelings of anxiety were also a prevalent theme in the interviews among international students when facing residential insecurity. Mehmet (31, Indonesian) elaborated on this:

“(...) make me a bit anxious about will I become homeless actually (...) while having no certainty about my housing situation.” (Mehmet, interview 24/04/24).

The urgent housing needs of international students, together with the array of challenges they encounter, elevate the pressure on their overall SWB. During the interviews, a contrast emerged between the Dutch interviewees and their international counterparts.

Among Dutch students who face residential insecurity, one interviewee expresses relatively lower levels of stress and frustration due to the housing difficulties. Elano (21, Dutch) said:

“Ja, en het frustreert gewoon, (...) maar dan kom je steeds met een koude kermis thuis, dus dat is zeg maar een beetje het frustratiepuntje (...) Ja, gewoon een beetje stress (...).” (Elano, interview, 24/04/24).

4.2.2 Individual effects: unique emotional effects

The “individual effects” refer to the negative experiences related to the international and Dutch students’ SWB which were specific towards each individual. Besides stress and anxiety, international students also face unique emotional effects stemming from their experienced residential insecurity. Luca (27, Vietnamese) described feelings of desperation and diminished happiness, which impact his academic performance:

“I feel like very desperate (...) cannot feel happy with this no (...) (finding) accommodation is one of the, one of the most challenging for me (...) and there, affects (...) my study outcome as well.” (Luca, interview, 29/04/24).

4.3 Strategy development: Ideas, limitations, existing-and new strategies

“Strategy development” in this research involves creating strategies by comparing students’ ideas with the existing strategies and limitations of the Radboud housing team, SSHN, and ministry of Dutch affairs. This process aims to develop organizational strategies. During interviews, both international and Dutch students suggested strategies to alleviate residential insecurity. For instance, Jean-Paul (22, Dutch) proposed improving social connections for international students:

“Of de universiteit zou iets moeten opzetten, een soort datingwebsite of iets waar dan studenten met elkaar bij elkaar kunnen komen en op die manier hun sociale enthousiasme wat vergroten”. (Jean-Paul, interview, 24/04/24).

Some of the suggestions of both international and Dutch students overlapped with existing strategies unknown to the interviewees. Regarding Jean-Paul’s idea, Suzanne from the Radboud housing team elaborated on existing strategies already implemented:

“Ja, dan heb ik hier alle internationale studenten kunnen naar een app. Speciaal voor studenten om met elkaar in contact te komen (...) Die heet Go in Go In.” (Suzanne, interview, 16/05/24).

Certain strategy ideas proposed by students were not adopted by Radboud University due to budget and workforce constraints, making their development and implementation too laborious. For instance, Sebastian (24, Bulgarian) suggested a strategy requiring legal expertise:

“The housing team to assess the contract that you are about to sign to, for them to check if there is like some potential frauds.” (Sebastian, interview, 24/04/24).

Suzanne (Radboud housing team) mentioned that although it would be a good idea, it is not considered feasible as her work-related activities are limited towards mediation of finding housing rather than legal obligations, which would require additional budget, which is simply not available:

“Nee, want ik ben geen jurist. Ik ben een bemiddelaar, dus contractueel, daar ga ik eigenlijk helemaal niet over (...) dat gaat niet gebeuren in een housing team. (...) Of er moet

heel veel budget komen (...) Ja, ik denk dat er ergens ook gewoon een grens is (...).
(Suzanne, interview 16/05/24).

Suzanne (Radboud housing team) showcased two strategy ideas that showed some promise in mitigating residential insecurity. Firstly, she mentioned a successful initiative aimed at reducing the intercultural gap between international and Dutch students through informal gatherings like the ‘global glass house’ pilot program, which opens up possibilities for international students to find housing. While effective, this strategy lacked consistency in implementation. Suzanne elaborated:

“Vorig jaar hebben we een heel mooi plan, dat heette de Global Glass House (...) ze hebben een ochtendprogramma met spelletjes, een lunch, een avondeten en zo zijn zij gewoon de hele dag met elkaar bezig geweest. (...) En het grappige is dat we daarna nog terugkregen dat sommige advertenties zijn aangepast naar internationals (welcome) (...) In principe heb ik nu begrepen dat het qua strategie misschien op dit moment het beste gaat over de bewustwording tussen de Nederlandse en internationale studenten.” (Suzanne, interview 16/05/24).

Suzanne (Radboud housing team) also mentioned the preference for preventing residential insecurity rather than addressing it after it occurs. Expectation management involves making international students aware of Radboud University’s capacities and limitations in assisting them. Suzanne noted that some international students seek assistance beyond the university’s capabilities and tasks, and highlights the need for clearer expectations:

“(...) Het is niet echt een heel leuk bericht, maar wel een beetje verwachtingsmanagement van dit is wat we kunnen doen en zo niet, dan houdt het op (...) veel studenten denken vanuit meldt me aan en het zal geregeld worden (...) want dan verwachten studenten ook dat ze geholpen worden, maar uiteindelijk hebben ze maar kans van 50% om überhaupt een kamer te krijgen.” (Suzanne, interview 16/05/24).

The strategy of raising awareness to facilitate housing opportunities aligns with Peter’s perspective, a senior policy maker at the ministry of Dutch affairs specialized in housing for vulnerable groups like international students. Peter outlined government plans to construct over 60.000 houses by 2030 but faces challenges due to limited resources and conflicting stakeholder interests. He stressed the necessity of innovative solutions to aid various groups,

suggesting that adaptive measures are needed to maximize the current housing availability. He states:

“(...) 60.000 woningen tot 2030 is het doel. (...) De problemen die wij horen van corporaties, marktpartijen, is dat er een tekort aan grond, aan locaties, dat speelt. Wat ook meespeelt is de bouwkosten, (...) maakt gewoon iets van zeven jaar voor, want vergunningen moeten worden aangevraagd, ook bij gemeenten. (...) Je ziet dat daar een soort belangenconflict zit. (...) als er ergens grond is, dat bijvoorbeeld SSHN daar wil bouwen. Maar er zijn ook projectontwikkelaars die daar misschien rijtjeswoningen willen bouwen. En (...) een corporatie, die gewoon appartementencomplexen hadden. (...) stel je kan inderdaad met meerdere personen in een woning wonen dan heb je best wel snel een mooie oplossing.”
(Peter, interview, 24/05/24).

5. Discussion & conclusion

5.1 Discussion

In this thesis, I addressed the following research question:

Why and how does residential insecurity, in the context of the Dutch housing crisis, affect the subjective well-being of international students, and what organizational strategies can be used to address international students' residential insecurity?

The goal of this research was to obtain a better understanding of the issue of residential insecurity in the context of the Dutch housing crisis, especially for international students, and how these issues affect the SWB of international students. The research conducted provided three answers to my research question.

Firstly, I found that international and Dutch students experience “finding housing” differently. International students encounter significantly more obstacles compared to Dutch students. This thesis sheds light on the intercultural and language conflicts and exacerbating challenges which are uniquely prevalent among international students.

Secondly, I studied ‘experiences residential insecurity and SWB’ for both international and Dutch students. I found that the unique struggles international students face impose stronger negative effects of residential insecurity on their SWB. Stress, anxiety and individual effects as a result of residential insecurity came forward significantly more often with international students than with Dutch students.

Lastly, this study has benefitted from using the Multi-Stakeholder Partnership (MSP) approach and extended its usability beyond the organizational level. The use of the MSP approach showed remarkable strength of incorporating the perspectives of stakeholders and, consequently, provided two organizational strategies to mitigate the effects of residential insecurity: awareness and expectation management.

5.1.1 Finding housing

Fang and Liempt (2021) suggested that research should be conducted on international students' struggle to find housing by incorporating the ‘Dutch side’, thereby delving deeper into the intercultural and language conflicts from the Dutch students' perspective. I found that there exists an ‘invisible wall’ of intercultural and language distance between these groups of

students: both groups are open for interaction but prefer to interact with co-nationals due to unfamiliarity with the other group's culture and language. This enhances the understanding of how residential insecurity experienced by international students by showing how the Dutch students' unfamiliarity and non-interaction contribute to the problem.

Moreover, Fang and Liempt (2021) argue that the time allocation to find housing diminished the academic performance as this time spent on finding housing is not allocated to international students' studies. My thesis extends this argument by showing how the interplay between time-consuming process, financially consuming process, and educational issues exacerbates the challenge of finding housing. Due to the high cost of available housing, international students need to work more hours, which imposes additional time constraints which would otherwise be dedicated to their studies. The reallocation of time towards employment diminishes their academic performance, leading to a vicious cycle to retake courses and repeatedly confront similar housing challenges. 'Finding housing' mainly answers the 'why' in my research question. It explores why factors like intercultural and language conflict and challenges exacerbating residential insecurity contribute to the complexity of the housing issues, highlighting the root causes of residential insecurity.

5.1.2 Experiences residential insecurity and SWB

International students' subjective well-being (SWB) is more affected by residential insecurity than Dutch students due to the unique challenges they encounter, including intercultural and language conflicts, time-and financial consuming processes, and educational issues. Unlike Dutch students, who generally have housing in the Netherlands with relatives, international students face an urgent need to find residence upon arrival, which increases levels of stress and anxiety. The urgency, together with other exacerbating challenges mentioned earlier, contributes to the 'negative affect' dimension' of SWB, which includes both emotional and physical negative feelings (Diener & Lucas, 2000). This implies that for international students, residential insecurity affects the 'negative affect dimension' of SWB, and mainly imposes stress and anxiety among them. In addition, the testimonials highlighted the complex nature of residential insecurity, revealing individual effects on the SWB of students, such as diminished happiness and feelings of panic. Such effects were prevalent among both international and Dutch students.

Building on Chan and Wong (2022), who linked residential insecurity to SWB, my thesis explores its specific impact on international students, emphasizing prominent

challenges like stress, anxiety, and panic. This work extends the literature by delving deeper into the international students' experiences, and answering Chan and Wong's call for further research, and focusing on the complex nature of residential insecurity's impact on their SWB.

My thesis also builds on Hock et al. (2023) who found a significant negative impact of residential insecurity on the SWB of children and young adolescents. In line with my results, they also found that residential insecurity imposes stress and anxiety as common experiences. Hock et al. (2023) called to study other marginalized groups, like international students, who are often overlooked in housing studies (Fang & Liempt, 2021). Understanding how residential insecurity affects the SWB of international students is crucial to develop organizational strategies to mitigate residential insecurity's negative effects on their SWB, and, consequently, enhancing the understanding of its impact on marginalized populations.

I address the research question by going deeper into 'how' residential insecurity impacts the SWB of international students. By looking into how residential insecurity is experienced by international students, the effects of stress, anxiety and certain individual effects have been understood as a consequence of residential insecurity. Now that we know how the SWB of international students is affected, strategies can be developed to find out how residential insecurity can be mitigated.

5.1.3 Strategy development

My thesis suggests organizational strategies to mitigate the negative effects of residential insecurity on international students' SWB, by focusing on 'finding housing'. Building on Dentoni et al. (2018), who showcased the MSP approach mainly at the organizational level, I extend this to the individual and institutional levels. The strategies from various stakeholders were examined, considering their limitations. This approach aims to provide practical solutions for international students facing residential insecurity.

I developed two organizational strategies, 'awareness' and 'expectation management', by considering perspectives from international and Dutch students, the Radboud housing team, SSHN, and the ministry of Dutch affairs. These stakeholders have varying levels of power, hereby addressing of power imbalances for fair decision-making within the MSP approach (Hawkins & Rundle, 2024). Insights from international students showcase how residential insecurity affects their SWB and identified core struggles. Dutch students provided a comparative view. Both groups suggested strategy ideas to mitigate the negative effects of residential insecurity. The Radboud housing team and SSHN clarified the limitations and

existing strategies, while the ministry of Dutch affairs provided government-level perspective on residential insecurity. When I incorporated these perspectives, ‘awareness’ and ‘expectation management’ emerged as the most realistic strategies to combat residential insecurity.

The awareness strategy aims to reduce intercultural distance between Dutch and international students through informal social interactions, thereby improving social cohesion and opening up housing possibilities. Through sharing experiences, Dutch students gain a better understanding of the cultural and language challenges faced by their international counterparts, resulting in empathy and understanding. In addition, these interactions provide opportunities to practice language and intercultural skills, breaking down the invisible wall of social barriers and creating a supportive environment for forming cross-cultural connections. This strategy expands housing opportunities through novel social networks which benefit both international and Dutch students. The Radboud housing team has noted the success of this approach, emphasizing that an earlier pilot version on a micro level showcased Dutch and international students increasingly interacting with each other. Consequently, they found that on social media platforms like Facebook, advertisements became increasingly more welcoming towards international students. The Radboud housing team would find this strategy more valuable if it were implemented several times a year and involved more international and Dutch students, this approach could open up more housing possibilities for the international students.

Expectation management involves clearly communicating Radboud University’s capabilities and limitations to international students and help them understand what assistance they can expect. This strategy emphasizes awareness of the housing market reality and manages expectations about securing accommodation. By providing up-to-date information on the housing situation in the Netherlands the international students can start their housing search earlier to adjust their expectations, which reduces miscommunication and housing issues. This approach can also reduce pressure on the housing market and open up more space for international students, thereby reducing levels of stress and anxiety.

Extending the MSP approach beyond the organizational level, my thesis showcases the adaptability of the MSP approach in battling non-business-related challenges like residential insecurity. The collaborative engagement across stakeholders enhances the understanding and

solution quality and builds on Dentoni et al. (2018) and Easter et al. (2023), who emphasized the importance of inclusion of multiple viewpoints to solve complex challenges.

By involving diverse stakeholders, a deeper understanding of residential insecurity's complexity emerges, and it ensures that the strategies are grounded in the realities of various stakeholders and policy frameworks. This inclusive approach enhances decision-making quality, accountability, and transparency to address the various stakeholder needs (Pfajfar et al., 2022). Regarding the conceptual problem of power imbalances, my thesis addresses this by including a wide range of stakeholders and ensuring inclusivity and representativeness in decision-making. Each stakeholders' unique perspective, interests, and power contribute to the mitigation of power imbalances and fosters decision-making, thereby improving the quality of decisions made (Zanini et al., 2023; Nesrallah et al., 2023).

Lastly, by ensuring that the information is shared openly by all stakeholders through leveraging stakeholder perspectives', my thesis extends the MSP framework to tackle residential insecurity among international students. Inclusive decision-making promotes transparency, trust, and accountability among the stakeholders, leading to more effective outcomes in addressing this issue (Nesrallah et al., 2023).

5.2 Theoretical contributions

My research extends the understanding of residential insecurity among international students by incorporating the perspectives of the Dutch students, providing a more complete view on the problem. This aligns with Fang and Liempt's (2021) suggestion for a broader perspective. My research identifies how intercultural and language barriers, driven by mutual unfamiliarity, exacerbate housing challenges. This contributes to a new dimension to the understanding of residential insecurity. Additionally, it links financial constraints and the time-consuming housing search process to academic problems, highlighting a vicious cycle impacting students' SWB (Chan & Wong, 2022; Fang & Liempt, 2021; Hock et al., 2023).

My thesis contributes to the literature by showcasing that anxiety and stress are common among international students experiencing residential insecurity, a marginalized group (Hock et al., 2023). This expands on existing studies by focusing on the unique challenges these students face, such as urgent housing needs and intercultural conflicts, and thereby highlight addressing the issues to improve their SWB.

Using a MSP approach, my thesis develops strategies for awareness and expectation management to mitigate the negative effects of residential insecurity. I utilized the MSP

approach beyond the organizational level, and successfully managed to address the conceptual problem of power imbalances, thereby extending its use towards complex problems like residential insecurity prevalent at the individual-and institutional level (Dentoni et al., 2018).

5.3 Policy implications

Implementing an awareness strategy involves re-establishing the ‘glass house’ concept, where international and Dutch students can casually interact through games, meals, and leisure activities. The key is consistency, since success of this strategy relies on continuous applications, as suggested by the Radboud housing team (Suzanne, interview, 16/05/24). This initiative could be integrated into the Radboud University’s ‘projects and initiatives’ webpage, attracting both student groups by offering guidance to launch these projects. Also, Dutch students could benefit by including this socially beneficial project on their resumes, contributing to mutual benefits between them and international students.

Expectation management entails making international students aware of Radboud University’s housing assistance capabilities and limitations. Clear delineation of responsibilities and constraints should be communicated to mitigate residential insecurity. Pre-arrival emails, emphasizing Radboud’s housing support details, could address the prevalent unawareness among international students. Providing a webpage link in these emails detailing specific assistance services can improve the understanding. Direct phone contact can improve effective information communication. Specifically, emails should explicitly caution that not everyone is eligible for housing assistance and should mention that coming anyways despite the warning might impact their academic performance, emphasizing the student’s self-reliance during such moments.

5.4 Limitations

While this study provides valuable insights into the impact of residential insecurity on the subjective well-being (SWB) of international students in Nijmegen, several limitations should be acknowledged.

First, while a variety of stakeholders were interviewed, it was not feasible to include every possible stakeholder due to time constraints and limited access, such as those from the municipality of Nijmegen as well as more government-level stakeholders. This limitation

means that some perspectives may be underrepresented, potentially impacting the generalizability of the findings and the developed strategies.

Second, discussing sensitive topics like residential insecurity or discrimination can lead to socially desired responses from participants (Carian & Hill, 2021), which is not an accurate reflection of their attitude or behavior. Such bias might affect the accuracy of the data, even though I tried to create as comfortable and as open an interview environment as possible to mitigate this issue.

Third, my status as a student provided me with an insiders' view during interviews with students. However, a potential limitation is that while I may better grasp the 'Dutch perspective', my understanding of international students' experiences could be influenced by cultural and language differences. This may impact the interpretation of results, as international students may wish to convey different insights that I do not understand.

Fourth, because an MSc thesis is an individual assignment, coding interview transcripts was necessarily performed by a single researcher. This means that intercoder reliability was impossible to achieve (O'Connor & Joffe, 2020). Although my approach ensured consistency in the coding process, it necessarily lacks the validation multiple coders can provide.

5.5 Future research suggestions

First, conducting a longitudinal study could analyze the lasting effects of residential insecurity on the SWB of international students. Such a study would allow for a long-term effectiveness and success rate assessment of implemented strategies to investigate the long-term impacts of residential insecurity on marginalized groups' SWB.

Second, other stakeholder like international student organizations, housing right groups, and mental health professionals could provide additional insights into the challenges faced by both international and Dutch students. These different perspectives would enhance the understanding of residential insecurity encountered by students.

Third, as mentioned earlier, the Dutch housing crisis seems to persist in the upcoming years and may therefore be a prevalent indicator affecting the SWB of international students (Rijksoverheid, 2023). Therefore, other studies could be conducted to investigate other ways to improve the SWB of international students in the Netherlands besides the 'awareness' and 'expectation management' strategies.

Fourth, future research could investigate how the awareness strategy could be formally integrated into university policies. Such a study could evaluate the effectiveness of these policies in promoting social cohesion and reducing residential insecurity. Successful awareness strategies could be scaled up and adapted to different university settings, and research could focus on identifying the core elements that make these programs effective for different institutions.

Lastly, applying the MSP approach to address challenges beyond residential insecurity presents a promising idea for future research. Delving into the application in diverse contexts can enhance the applicability and problem-solving strategies of such approaches and is consistent with the call for inclusive approaches to address complex challenges and improve MSP's potential (Easter et al., 2023).

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Appendix

Appendix A: Interview protocols

Appendix A-1: Interview protocol Dutch students

Before the interview starts:

Mijn naam is Lennard van Aggelen, ik ben student aan de Radboud Universiteit en doe momenteel de master strategisch management. Op dit moment, voor de laatste fase van mijn universitaire carrière is ingezet, onderzoek ik hoe de huidige huisvestingssituatie in Nederland het welzijn van internationale studenten beïnvloedt en hoe verschillende individuen met oplossingen kunnen komen voor de huidige huisvestingscrisis. Ik neem een interview met jou af omdat ik denk dat je bepaalde ervaringen hebt in het vinden van een woonplek in Nederland, en ik jouw ervaringen wil vergelijken met dat van internationale studenten. Je bent daarom niet de enige die ik ga interviewen; ik wil ook een aantal van je medestudenten en een aantal beleidsmakers op het gebied van huisvesting, waaronder SSHN, het ministerie van binnenlandse zaken, en de Radboud Universiteit interviewen. Het interview wordt opgenomen door mijn telefoon (als je daarmee instemt) zodat ik het daarna schriftelijk kan uitschrijven. Afhankelijk van je antwoorden duurt het interview 1 uur. Alle informatie die we uit deze interviews krijgen, wordt alleen gebruikt voor onderzoeksdoeleinden en je kunt je op elk moment terugtrekken uit dit onderzoek. Als je een pauze nodig hebt tijdens het interview, zal ik het interview zelf onderbreken en je de tijd geven. Als je tijdens het interview vragen hebt, aarzel dan niet om deze aan mij te stellen. Als je na het interview nog vragen hebt, kun je het onderzoeksrapport lezen. Ik zal je mijn e-mailadres en telefoonnummer geven zodat je me achteraf vragen kunt stellen: (...). Ik zal ervoor zorgen dat de transcriptie naar je wordt gemaïld zodra deze klaar is en als er dingen niet duidelijk zijn, zal ik je dat laten weten en kunnen we hierover contact hebben.

Heb je nog vragen voordat we beginnen?

➔ Geef hier het toestemmingsformulier en laat het lezen en ondertekenen.

Translation in Dutch (interviewees who have found and one who cannot find housing):

Dutch students (who face residential insecurity): -> one student that was is not able to find housing and one that has found housing eventually.

(Sub)-research question	Interview question
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	<ol style="list-style-type: none"> 1. Kun je mij vertellen over je ervaringen in het vinden van een plaats om te wonen in Nijmegen? <ul style="list-style-type: none"> • Hoe is dit proces gegaan? 2. Hoe lang heeft het geduurd voordat je een woning kon vinden in Nijmegen? 3. Is er iets in het proces in het vinden van een woning wat je heeft verrast? <ul style="list-style-type: none"> • (welke andere problemen ben je tegengekomen in het vinden of behouden van een woonplek in Nijmegen? <p>*Uitleg SWB*</p> <ol style="list-style-type: none"> 4. (Aangezien je dit zei..) hoe heeft het proces van het vinden en behouden van een woonplaats jou emotioneel aangetast?
<p><i>Why and how does residential insecurity, in the context of the Dutch housing crisis, affect the subjective well-being of international students?</i></p>	<ol style="list-style-type: none"> 5. Welke uitdagingen ben je tegengekomen bij het vinden van een woonplek? Wat was de grootste uitdaging? En Waarom?
<p><i>Why and how does residential insecurity, in the context of the Dutch housing crisis, affect the subjective well-being of international students?</i></p>	<ol style="list-style-type: none"> 6. Naar jouw mening, in hoeverre was je bestaande sociale netwerk belangrijk in het vinden van huisvesting? Hoe dan?
<p><i>2nd part research question: How can different stakeholders collaboratively</i></p>	<ol style="list-style-type: none"> 7. Naar jouw mening, wat zou de universiteit kunnen doen om de

develop strategies to improve the international students' overall residential insecurity?	woonsituatie te verbeteren voor internationale studenten in Nijmegen?
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Appendix A-2: Interview protocol Dutch students who showcased discrimination

Before the interview starts:

Mijn naam is Lennard van Aggelen, ik ben student aan de Radboud Universiteit en doe momenteel de master strategisch management. Op dit moment, voor de laatste fase van mijn universitaire carrière is ingezet, onderzoek ik hoe de huidige huisvestingssituatie in Nederland het welzijn van internationale studenten beïnvloedt en hoe verschillende individuen met oplossingen kunnen komen voor de huidige huisvestingscrisis. Ik neem een interview met u af omdat ik denk dat u bepaalde ervaringen heeft in het beschrijven wat de redenen zijn waarom internationale studenten weinig woonruimtes kunnen vinden, en hoe en of je zelf woningproblemen hebt ondervonden in het vinden van huisvesting. Je bent niet de enige die ik ga interviewen; ik wil ook een aantal van je medestudenten en een aantal beleidsmakers op het gebied van huisvesting van SSHN, het ministerie van binnenlandse zaken, en de Radboud Universiteit interviewen. Het interview wordt opgenomen door mijn telefoon (als je daarmee instemt) zodat ik het daarna schriftelijk kan uitschrijven. Afhankelijk van je antwoorden duurt het interview 1 uur. Alle informatie die we uit deze interviews krijgen, wordt alleen gebruikt voor onderzoeksdoeleinden en je kunt je op elk moment terugtrekken uit dit onderzoek. Als je een pauze nodig hebt tijdens het interview, zal ik het interview zelf onderbreken en je de tijd geven. Als u tijdens het interview vragen hebt, aarzel dan niet om deze aan mij te stellen. Als je na het interview nog vragen hebt, kun je het onderzoeksrapport lezen. Ik zal je mijn e-mailadres en telefoonnummer geven zodat je me achteraf vragen kunt stellen: (...). Ik zal ervoor zorgen dat de transcriptie naar je wordt gemaïld zodra deze klaar is en als er dingen niet duidelijk zijn, zal ik je dat laten weten en kunnen we hierover contact hebben.

Heb je nog vragen voordat we beginnen?

➔ Geef hier het toestemmingsformulier en laat het lezen en ondertekenen.

Geeft u mij toestemming om dit interview op te nemen?

Interview protocol Dutch students who showed pre-determined characteristics of discrimination

Research questions	Interview questions
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<p><i>Why and how does residential insecurity, in the context of the Dutch housing crisis, affect the subjective well-being of international students?</i></p>	<p>8. Kun je mij vertellen over je ervaringen in het vinden van een plaats om te wonen in Nijmegen?</p> <ul style="list-style-type: none"> • Hoe is dit proces gegaan? <p>9. Hoe lang heeft het geduurd voordat je een woning kon vinden in Nijmegen?</p> <p>10. Is er iets in het proces van het vinden van een woning wat je heeft verrast?</p> <ul style="list-style-type: none"> • (Welke andere problemen ben je tegengekomen in het vinden of behouden van een woonplek in Nijmegen)? <p>11. (Aangezien je dit zei...) hoe heeft het proces van het vinden en behouden van een woonplaats jou emotioneel aangetast?</p>
	<p>12. Hoe zou je de relatie tussen jou en internationale studenten qua interactie met elkaar en dagelijkse activiteiten beschrijven op de uni? En hoe zit dat met het vinden van een woonplek?</p> <p>13. Wanneer je een 'hospiteeravond' organiseert, zou je mij kunnen vertellen wat de reden is/wat de redenen zijn dat er geen</p>

	internationale studenten mochten komen?
	14. Naar jouw mening, in hoeverre is het hebben van een sociaal netwerk belangrijk in het vinden van een woonplek?
<i>2nd part research question:</i> How can different stakeholders collaboratively develop strategies to improve the international students' overall residential insecurity?	<p>15. Geloof jij dat international studenten speciale hulp zouden moeten krijgen van de Universiteit (of een andere actor) wanneer ze zoeken naar een plek om te wonen?</p> <ul style="list-style-type: none"> • Zo niet, Waarom? • Zo wel, door welke manieren zou de Radboud Universiteit hiermee kunnen helpen? • Is er nog iets wat je zou willen toevoegen aan het interview van waar we het over hebben gehad; zoals woononzekerheid, welzijn, sociale connecties?

Appendix A-3: Interview protocol international students

Before the interview starts:

Me: My name is Lennard van Aggelen, I am a student at the Radboud University, and I am currently doing the master strategic management. At this moment, for the last phase of my university career is set in motion, I am researching how the current housing situation in the Netherlands affects the well-being of international students and how different individuals can come up with solutions for the current housing crisis. I am conducting an interview with you because I think you may have certain experiences in the troubles of finding housing during your study time at Radboud University, and I would like to get to know your experiences. You are not the only one I am about to interview; I aim to interview some of your fellow students as well as some of the Radboud University housing policy makers, the ministry of Dutch affairs, and the SSHN corporation. The interview will be voice recorded by my phone (if you agree) so I can transcribe it in writing afterwards and should take about 1 hour to complete, depending on your answers. All the information that will be received from these interviews will only be used for research purposes, and you can withdraw from this research at any given time. If you need a break during the interview, I will pause the interview itself and give you time. If you have any questions during the interview, please do not hesitate to ask me. If you have any questions after the interview, you will be able to read the research report, I will give you my email address and phone number so you can ask me afterwards: (...). I will make sure that the transcription is emailed to you once it is finished and when things are not clear, I will let you know and we can have contact about this.

Do you have any questions you have before we start?

➔ Give consent form here and let it be read and signed.

Do you give me permission to record this interview?

General questions for all participants (except Radboud administrators):

- What is your name? -> Written in consent form
- What is your age?
- How long have you lived in the Netherlands for?
- What is your country of origin?

Interview questions international students:

<i>(Sub)-Research question</i>	<i>Interview question</i>
<p><i>Why and how does residential insecurity, in the context of the Dutch housing crisis, affect the subjective well-being of international students?</i></p>	<p>‘Explain Residential insecurity’</p> <ol style="list-style-type: none"> 1. Can you tell me about your experiences in finding housing in Nijmegen? <ul style="list-style-type: none"> • (How was this process)? 2. How long did it take for you to find housing in Nijmegen? 3. What surprised you in this process? <ul style="list-style-type: none"> • What other problems did you encounter in finding and/or maintaining housing? 4. (Given that you said this...) how did the process of finding and maintaining a place of housing affect you emotionally?
	<ol style="list-style-type: none"> 5. What challenges did you encounter when finding housing or during a hospiteeravond? What was the biggest challenge? Why? (When discrimination; follow up).
	<ol style="list-style-type: none"> 6. In your opinion how important is your social network in finding housing? How so?
<p><i>2nd part research question: How can different stakeholders collaboratively</i></p>	<ol style="list-style-type: none"> 7. In your opinion, what could the university do to improve housing

<p>develop strategies to improve the international students' overall residential insecurity?</p>	<p>conditions for international students in Nijmegen?</p> <p>8. Which current policies at Radboud University are you aware of? How did you learn about these policies? How helpful were they? What could be improved?</p>
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Appendix A-4: Interview protocol SSHN corporation

Interview protocol SSHN corporation

Me: Mijn naam is Lennard van Aggelen, ik ben student aan de Radboud Universiteit en doe momenteel de master strategisch management. Op dit moment, voor de laatste fase van mijn universitaire carrière is ingezet, onderzoek ik hoe de huidige huisvestingssituatie in Nederland het welzijn van internationale studenten beïnvloedt en hoe verschillende individuen met oplossingen kunnen komen voor de huidige huisvestingscrisis. Ik neem een interview met jou af omdat ik denk dat je bij kan dragen aan het begrijpen en het oplossen van het huisvestingsprobleem voor internationale studenten in Nederland. Je bent niet de enige die ik ga interviewen; ik heb ook de internationale en Nederlandse studenten geïnterviewd om erachter te komen waar de huidige problemen zitten met betrekking tot de woningonzekerheid die zij ervaren, en een aantal beleidsmakers op het gebied van huisvesting van de Radboud Universiteit interviewen en van het ministerie van binnenlandse zaken. Het interview wordt opgenomen door mijn telefoon (als je daarmee instemt) zodat ik het daarna schriftelijk kan uitschrijven. Afhankelijk van je antwoorden duurt het interview 1 uur. Alle informatie die we uit deze interviews krijgen, wordt alleen gebruikt voor onderzoeksdoeleinden en je kunt je op elk moment terugtrekken uit dit onderzoek. Als je een pauze nodig hebt tijdens het interview, zal ik het interview zelf onderbreken en je de tijd geven. Als u tijdens het interview vragen hebt, aarzel dan niet om deze aan mij te stellen. Als je na het interview nog vragen hebt, kun je het onderzoeksrapport lezen. Ik zal je mijn e-mailadres en telefoonnummer geven zodat je me achteraf vragen kunt stellen: (...). Ik zal ervoor zorgen dat de transcriptie naar je wordt gemaïld zodra deze klaar is en als er dingen niet duidelijk zijn, zal ik je dat laten weten en kunnen we hierover contact hebben.

Heb je nog vragen voordat we beginnen?

➔ Geef hier het toestemmingsformulier en laat het lezen en ondertekenen.

Geeft u mij toestemming om dit interview op te nemen?

Research question	Interview questions
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2nd part research question: How can different stakeholders collaboratively develop strategies to improve the international students' overall residential insecurity?

1. Kunt u mij vertellen over uw rol bij SSHN en hoe uw werk samenhangt met de huisvesting van internationale studenten?
2. Hoe zou u de huidige situatie rondom de woningnood voor internationale studenten beschrijven? (Wat zijn volgens u de belangrijkste oorzaken van dit probleem).
3. Hoe verloopt de samenwerking tussen SSHN en de housing team van de Radboud universiteit?
4. Wat zijn de grootste uitdagingen en beperkingen waarmee SSHN geconfronteerd wordt bij het bieden van voldoende en geschikte huisvesting voor internationale studenten?
5. Zijn er recentelijk nieuwe ideeën of initiatieven geïmplementeerd om de woningnood te verminderen? Kunt u enkele voorbeelden hiervan geven?
6. In hoeverre worden andere stakeholders (bijvoorbeeld gemeente, particuliere verhuurders, studentenverenigingen) betrokken bij het aanpakken van de woningnood?
7. Wat zijn volgens u de belangrijkste stappen die genomen moeten worden om de woningnood op lange termijn op te lossen?

Appendix A-5: Interview protocol ministry of Dutch affairs

Interview protocol Ministry of Dutch affairs

Me: Mijn naam is Lennard van Aggelen, ik ben student aan de Radboud Universiteit en doe momenteel de master strategisch management. Op dit moment, voor de laatste fase van mijn universitaire carrière is ingezet, onderzoek ik hoe de huidige huisvestingssituatie in Nederland het welzijn van internationale studenten beïnvloedt en hoe verschillende individuen met oplossingen kunnen komen voor de huidige huisvestingscrisis. Ik neem een interview met je af omdat ik denk dat jou op overheidsniveau een goed beeld kan geven over wat de huidige en toekomstige plannen zijn voor het oplossen van de woningonzekerheid in Nederland, en wat de limitaties zijn op dit moment waar je tegen aanloopt. Je bent niet de enige die ik ga interviewen; ik heb ook een aantal internationale en Nederlandse studenten geïnterviewd om erachter te komen waar de problemen met betrekking tot woningonzekerheid voor hen liggen, en hoe die groepen verschillen van elkaar. Daarnaast heb ik een aantal beleidsmakers op het gebied van huisvesting van de Radboud Universiteit geïnterviewd en van de SSHN corporatie. Het interview wordt opgenomen door mijn telefoon (als je daarmee instemt) zodat ik het daarna schriftelijk kan uitschrijven. Afhankelijk van je antwoorden duurt het interview 1 uur. Alle informatie die we uit deze interviews krijgen, wordt alleen gebruikt voor onderzoeksdoeleinden en je kunt je op elk moment terugtrekken uit dit onderzoek. Als je een pauze nodig hebt tijdens het interview, zal ik het interview zelf onderbreken en je de tijd geven. Als u tijdens het interview vragen hebt, aarzel dan niet om deze aan mij te stellen. Als je na het interview nog vragen hebt, kun je het onderzoeksrapport lezen. Ik zal je mijn e-mailadres en telefoonnummer geven zodat je me achteraf vragen kunt stellen: (...). Ik zal ervoor zorgen dat de transcriptie naar je wordt gemaïld zodra deze klaar is en als er dingen niet duidelijk zijn, zal ik je dat laten weten en kunnen we hierover contact hebben. Heb je nog vragen voordat we beginnen?

➔ Geef hier het toestemmingsformulier en laat het lezen en ondertekenen.

Geeft u mij toestemming om dit interview op te nemen?

Research question	Interview questions
<i>2nd part research question:</i> How can different stakeholders collaboratively develop strategies to improve the	1. Kunt u een overzicht geven van uw rol en verantwoordelijkheden binnen het Ministerie van binnenlandse

<p>international students' overall residential insecurity?</p>	<p>zaken, met name met betrekking tot huisvesting voor aandacht groepen?</p> <ol style="list-style-type: none"> 2. Welke bestaande strategieën of beleidsmaatregelen heeft het Ministerie momenteel om te voorzien in de huisvestingsbehoeften van aandachtsgroepen, en hoe effectief zijn deze geweest? 3. Worden er nieuwe of innovatieve strategieën overwogen of geïmplementeerd om de huisvestingsomstandigheden voor aandachtsgroepen te verbeteren, en zo ja, welke zijn dat? 4. Zijn er specifieke beperkingen of belemmeringen waarmee u te maken krijgt bij het bouwen van huizen voor aandacht groepen, en zo ja, hoe beïnvloeden deze uw inspanningen? 5. Wat zijn enkele van de belangrijkste uitdagingen of obstakels waarmee u wordt geconfronteerd in uw werk met betrekking tot huisvestingsontwikkeling en beleidsuitvoering? 6. Kunt u eventuele belangenconflicten bespreken die zich kunnen voordoen in het kader van initiatieven voor huisvestingsontwikkeling, en hoe navigeert u door deze uitdagingen? 7. Vooruitkijkend, hoe ziet u de toekomstige richting van het huisvestingsbeleid en -ontwikkeling
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	<p>voor aandachtsgroepen in Nederland, en welke rol ziet u voor het Ministerie in het vormgeven van deze toekomst?</p>
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Appendix A-6: interview protocol Radboud housing team

Before the interview starts:

Mijn naam is Lennard van Aggelen, ik ben student aan de Radboud Universiteit en doe momenteel de master strategisch management. Op dit moment, voor de laatste fase van mijn universitaire carrière is ingezet, onderzoek ik hoe de huidige huisvestingssituatie in Nederland het welzijn van internationale studenten beïnvloedt en hoe verschillende individuen met oplossingen kunnen komen voor de huidige huisvestingscrisis. Ik neem een interview met jou af omdat ik denk dat je goede informatie kan geven over de ideeën van de internationale en Nederlandse studenten, de limitaties die er zijn qua strategie implementatie, en wat de huidige en wellicht toekomstige strategieën op dit moment zijn. Je bent niet de enige die ik ga interviewen; ik heb ook een aantal internationale en Nederlandse studenten geïnterviewd om erachter te komen waar ze tegen aan lopen met betrekking tot het vinden van een woonplek en hoe dit hun welzijn aantast. Daarnaast ga ik een aantal beleidsmakers interviewen op het gebied van huisvesting, namelijk SSHN (waarmee je samenwerkt) en het ministerie van binnenlandse zaken. Het interview wordt opgenomen door mijn telefoon (als je daarmee instemt) zodat ik het daarna schriftelijk kan uitschrijven. Afhankelijk van je antwoorden duurt het interview 1 uur. Alle informatie die we uit deze interviews krijgen, wordt alleen gebruikt voor onderzoeksdoeleinden en je kunt je op elk moment terugtrekken uit dit onderzoek. Als je een pauze nodig hebt tijdens het interview, zal ik het interview zelf onderbreken en je de tijd geven. Als u tijdens het interview vragen hebt, aarzel dan niet om deze aan mij te stellen. Als je na het interview nog vragen hebt, kun je het onderzoeksrapport lezen. Ik zal je mijn e-mailadres en telefoonnummer geven zodat je me achteraf vragen kunt stellen: (...). Ik zal ervoor zorgen dat de transcriptie naar je wordt gemaïld zodra deze klaar is en als er dingen niet duidelijk zijn, zal ik je dat laten weten en kunnen we hierover contact hebben.

Heb je nog vragen voordat we beginnen?

➔ Geef hier het toestemmingsformulier en laat het lezen en ondertekenen.

Geeft u mij toestemming om dit interview op te nemen?

Research question	Interview question
<i>2nd part research question:</i> How can different stakeholders collaboratively	

<p>develop strategies to improve the international students' overall residential insecurity?</p>	<ol style="list-style-type: none"> 1. Kunt u mij vertellen over de werkzaamheden die u uitvoert binnen het Radboud housing department team? 2. Wat zijn de voornaamste problemen en limitaties die u tegenkomt bij het helpen met het vinden van huisvesting voor internationale studenten in Nijmegen? 3. Naar uw mening, hoe effectief is uw huidige systeem voor het vinden van huisvesting voor internationale studenten? Wat is succesvol, en waar ziet u ruimte voor veranderingen? 4. Met betrekking tot de toekomst, welke ideeën of strategieën heeft u voor het verbeteren van de huidige woning situatie van internationale studenten in Nijmegen? 5. Zijn er specifieke initiatieven of veranderingen die u verwacht of wilt implementeren in de toekomst? 6. Hoe ziet u de rol van samenwerking met andere afdelingen, maatschappelijke organisaties of externe partners bij het aanpakken van huisvestingsproblemen voor internationale studenten?
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	<p>7. Zijn er samenwerkingsinitiatieven of partnerschappen waar u momenteel mee bezig bent of die u onderzoekt?</p> <p>8. Met betrekking tot de de Radboud Universiteit naast het helpen bij het vinden van woningen, zijn er initiatieven voor gemeenschapsvorming, culturele integratieprogramma's of ondersteunende diensten die worden aangeboden om de algehele ervaring van internationale studenten in Nijmegen te verbeteren?</p> <p>9. Ik heb u afgelopen week een bestand gestuurd waarin mogelijke strategieën van zowel internationale studenten als Nederlandse studenten in voortkwamen, heeft u de kans gehad om deze te bekijken en ziet u potentie in een van deze mogelijke strategieën?</p>
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Appendix B: Coding process and corresponding excerpts

Note: When you see (...) it means that the next excerpt is elaborated upon, meaning that the next excerpt is also part of these particular codes. This is done to enhance a coherent story and to categorize the different excerpts easier per interviewee, thereby facilitating the understanding of the corresponding codes.

Open code	Axial code	Selective code	Excerpts
Easy to find housing	Positive housing experience	Finding housing	<p><i>"Ik heb eigenlijk best wel geluk gehad. Ik heb één keer een hospiteer avond gehad en ik kreeg meteen de woning. (...) Nou, ook in dat opzicht was ik vrij verrast dat het zo snel gelukt was. Ja. Dat ik al snel een woning had gevonden. (...) Alleen het nadeel daarvan is, als je zegt noodzaak, nee. Maar het is natuurlijk wel, als je in de stad woont is het makkelijker om mee te gaan met vereniging, activiteiten, gewoon eventjes studeren op de unie met andere mensen" (Kane, 24, Dutch).</i></p> <p><i>"Dus eigenlijk heb ik nooit heel erg problemen gehad met het zoeken van een woonplaats (...) Beide was wel echt een kort proces, denk ik. Ik denk, de eerste keer dat ik naar de woning ging was het meer wachten tot die vriend eruit ging, tot ik erin kwam. Dus dat was meer wachten en dan daarna overhuizen in een weekendje. Dat viel ook reuze mee." (Jean-Paul, 21, Dutch)</i></p>
Having hospiteeravonden	Positive housing experience	Finding housing	<p><i>"in mijn geval was het, soms wordt het door studenten gedaan, maar in mijn geval was de huisbaas zelf die een groepje, dus ik en ik geloof iets van zeven, acht anderen, naar twee woningen bracht, twee kamers. En daar kregen we uitleg over wat de woning inhield en een beetje wie wij waren, zeg maar (...) En dan zou je denken van, oké, daar zou zij dan wel naar op zoek zijn. Maar hij is het, ik denk, sowieso minimaal twee keer voor twee verschillende kamers niet geworden. (...) Want wat zou het alternatief zijn? Dan zouden ze het volledig op op statistische basis moeten bepalen, dat misschien gebeurt dat ook wel eens, maar ik denk dat het vaker het geval is dat een huisbaas gewoon een aantal criteria heeft wat hij verwacht van een huurder.." (Kane, 24, Dutch)</i></p>

		<p>“En veel via Facebook groepen. Ik ben er heel veel aan het reageren, maar ja, je krijgt vaak geen reactie terug. Of je wordt wel uitgenodigd, maar dan is het alsnog dat er tien mensen zijn uitgenodigd. (...) Dan is het meestal wachten, vaak hoor je niks, maar af en toe dus wel, dan word je uitgenodigd voor een hospiteeravond (...) Dan kom je er bijvoorbeeld langs in rondes van twee, drie mensen, of misschien een hele grote groep. En dan ga je gewoon even een gesprekje houden, een half uurtje, en dan hoor je het vaak die avond zelf of die avond niet. (...) Gewoon een beetje wat mijn interesses zijn. Wat ik studeer nu, dat ik al bekend in Nijmegen ben, want ik werk al drie jaar wel in Nijmegen, dus ik heb wel veel kennis in Nijmegen, maar veel vrienden ook. Dus dat wordt vaak gewaardeerd, heb ik ook een idee. Dus dat soort dingen, wat ik zoek in huis, wat ik verwacht van huis, hobby's een beetje.(...) Maar ja, toen dacht ik ook van ja, er waren tien mensen uitgenodigd, als al die tien mensen zeg maar leuk klikken, ja dan is het voor je ook natuurlijk gewoon moeilijk om te kiezen.” (Elano, 21, Dutch)</p> <p>En wij hadden het zo gedaan dat op een volgens mij woensdagavond kwamen er een aantal langs. En we deden ze dan om z'n beurt, dus niet tegelijkertijd, om gewoon zo'n goed gesprek te hebben. Kijken of het klikte. Wij vertelden vooral hoe het huis in elkaar zit. En of zij zichzelf daar ook wel in zagen. Want de sfeer in het huis vonden we heel belangrijk. (...)Nee, wij waren nu meer op zoek naar iemand die gewoon even... Lekker rustig was. Gewoon ook zo'n einde bachelor of master of whatever. Die gewoon serieus was met zijn studie. Omdat wij nu ook druk zijn met de studie. Ik zat toen met mijn pre-master en mijn master toe. (Willem, 24, Dutch)</p> <p>"Toen ben ik daar op die hospiteeravond geweest, kennis gemaakt met iedereen. Een</p>
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			<p><i>paar kende ik al, dus dat was makkelijk. En toen kreeg ik een paar dagen daarna al te horen dat ik in die kamer mocht. (...)Nou dat was eigenlijk best wel relaxed. Ja, je komt binnen en eerst begin je gewoon een standaard praatje over hoe het gaat en dit en dat"</i> (Ferdinand, 21, Dutch)</p>
No necessity	Positive housing experience	Finding housing	<p><i>"Want ik dat huurhuis waar we woonden daar was een buslijn in dezelfde straat die direct naar de universiteit ging ook al duurde dat dan 50 minuten en waar mijn ouders nu woonden zou ik in principe ook Binnen drie kwartier op de uni kunnen zijn."</i> (Kane, 24, Dutch)</p> <p><i>"Maar bij mij is het niet echt noodzaakje hoog, omdat ik natuurlijk wel dichtbij woon, maar ik zou wel, qua behoefte zou ik wel heel graag nu weer een kamer willen hebben. (...) Dus dat, ja, ik was ook eentje geworden, helemaal aan het begin van het hospiteeravond, alleen toen is het van mijn, uit mijn kant heb ik het niet gedaan, omdat ik toen de kamer te klein vond, (...) Maar ja, de behoefte is er nu wel echt op om naar huis te gaan. Dus ik heb, zeg maar niet dat ik nu echt noodzakelijk eruit moet, maar ik ben wel lekker aan het hospiteren. (...) En ik heb wel een beetje behoefte om gewoon wel in het centrum te wonen, ook omdat het niet per se noodzakelijk is, maar alleen omdat het een behoefte is, zeg maar."</i> (Elano, 21, Dutch)</p> <p><i>"En ik heb wel een beetje behoefte om gewoon wel in het centrum te wonen, ook omdat het niet per se noodzakelijk is, maar alleen omdat het een behoefte is, zeg maar."</i> (Jean-Paul, 22, Dutch)</p> <p><i>"Nou, ik wou wel graag op kamers omdat ik lastig zat met reistijd en ik vond het idee om op kamers gaan wel heel leuk."</i> (Ferdinand, 21, Dutch)</p>

			<p>"Maar dat ik er zelf ook nog niet heel veel noodzaak achter zette, kwam dat nog niet erg voor" (Willem, 24, Dutch)</p>
Social media use	Positive housing experience	Finding housing	<p>"Ik heb niet echt actief gezocht, ik heb wel me ingeschreven op pagina's op Facebook, misschien ook op andere plekken, maar zoals ik zei, het ging allemaal vrij snel, dus ik heb niet echt de noodzaak gehad om per se heel veel actief te zijn op andere manieren" (Kane, 24, Dutch)</p> <p>"Ja, veel via Facebook groepen, even een beetje via via als ik iets hoor, via vrienden of zo, dan zeg ik wel gewoon van als je iets weet, laat het weten. En via Facebook werkt wel heel goed. (...)Je reageert dan op een leuk berichtje van hun, van het huis waar een kamer beschikbaar komt. Er staat dan een e-mailadres bij, een beetje wat ze zoeken, als je daarbij past, dan reageer je erop. (...)ja, ik heb één keer toen ik dat op Instagram had gezet een bericht daarvan gekregen, (Elano, 22, Dutch)</p> <p>Nee. Want ik kende die jongens dus al via WhatsApp, als dat een website is, heb ik dat gedaan. Maar niet per se via Kamernet of Facebookgroepen of dat soort dingen. (Willem, 24, Dutch)</p>
Reliance on social connections	Positive housing experience	Finding housing	<p>"Mijn neef, de ouders van mijn neef, die zijn vrienden met die huisbaas. Dus wat zij doet is, zij heeft zeg maar, die huisbaas dan, die heeft een e-maillijst waar je dan op kan komen te staan en dat krijg je te horen wanneer de kamers vrij zijn. (...)Of kan zijn dat mijn neef zei van hey binnenkort is er een kamer vrij, kom maar naar die kamer. (...) Waarschijnlijk zei ik zoiets van ik ben op zoek naar een woning of ik zou graag in Nijmegen willen wonen en op dat moment kwam het ter sprake toen hij zei van oh ja ik heb al een huisbaas die waar een huis vrijkomt of een kamer vrijkomt. (...)En toen dacht ze, ja, Daan die ken ik dus via oom en tante, dat is om terug te komen op je vraag. Ja, ik denk dat familie daarbij geholpen heeft. Oké. Het is inderdaad anders dan dat jij iemand op een e-maillijst hebt staan die je</p>

		<p><i>echt niet kent en denkt van... Je kent die persoon, je kent je vrienden, dus mijn oom en tante in dat geval.” (Kane, 24, Dutch)</i></p> <p><i>“ (...)moet je er niet rondkijken en m'n ouders kunnen wel iets meebetalen misschien, maar ja, die wil toch ook wel voor redelijk zelf gewoon. (...)je hebt wel een paar beste vrienden natuurlijk die dan wel voor je uitkijken als er een kamer is.” (Elano, 22, Dutch)</i></p> <p><i>“Ik heb eigenlijk wel een beetje geluk gehad door dat ik goed met mijn broer ben en ben ik daarmee samen gaan wonen. (...) want toen ik weer terugkwam hadden mijn ouders een appartement gekocht. (...)En de tweede keer viel het eigenlijk ook wel mee. Want toen was ik eigenlijk nog in het buitenland, toen hadden mijn ouders al het appartement aangeschaft. Dus zodra ik terugkwam hadden ze gewoon de kamer voor me vrijgelaten. Toen ik terug was in Nederland, kon ik er gelijk in.” (Jean-Paul, 22, Dutch)</i></p> <p><i>“Ik ken ze eigenlijk gewoon heel goed, dus ik sprak ook wel vaak met ze af. En ik had af en toe wel een hintje gedropt van als er een plekje vrij komt ben ik wel geïnteresseerd. Hij strak weer verder met mijn studie. En het kwam gewoon zo op een pad dat het vrij kwam en zij benaderde mij eigenlijk van, nou de jongen gaat eruit, ben je nog geïnteresseerd? (Willem, 24, Dutch)</i></p> <p><i>"Omdat ik gewoon nog geen plekje had en toen begon ik eigenlijk weer aan mijn premaster en toen had ik heel veel geluk dat vrienden van mij, die hadden al een huisje in Nijmegen en dat kwam toen vrij, moest ik even op wachten maar ergens in de zomer kwam het toevallig vrij, want één huisplaats ging eruit en toen kon ik daar het plekje overnemen En omdat we vrienden waren ging dat vrij makkelijk, dus dat was wel heel prettig." (Willem, 21, Dutch)</i></p>
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			<p><i>“Nou eigenlijk via een kennis van school, of kennis, een goede vriend. Die had al een kamer en daar kwam opeens een plek vrij. En omdat ik hem kende, kon hij wel een goed woordje in doen en daardoor kon ik veel sneller reageren dan anderen, dus dat hielp. (...)En dat werd mijn kans gewoon tien keer groter om daartussen te komen, want je bent toch wel meer de veilige optie. Dus ik denk dat dat belang heel groot is, dat je al mensen kent die een kamer hebben of in de omgeving wonen.</i></p> <p>(Ferdinand, 21, Dutch)</p>
Intercultural differences & conflicts	Intercultural and language conflicts	Finding housing	<p><i>” En ik denk, als jij dus een internationaal... Er zijn gewoon heel veel onzekere factoren. Als bijvoorbeeld iemand uit Bulgarije komt voor een kamer, en jij hebt nog nooit ervaring gehad met Bulgaren, dan ben je daar misschien wel... Het ligt aan de huisbaas, maar daar ben je misschien wat sceptischer over (...) Het is, ik denk, het is een soort vertrouwen. (...). Als je een eigen landgenoot op een buitenland tegenkomt, voel je automatisch al een soort van bekendheid. (...)Deze persoon is Nederlands, wij hebben iets gemeenschappelijks. Dat ontbreekt bij iemand die geen Nederlands spreekt in mijn geval. (...)Die mensen geven gewoon heel veel variëteit. Alleen sommige huisbazen of wellicht studenten zijn daar misschien bang voor, omdat ze... Ja, ons kent ons, weet je wel. Je wilt mensen die lijken op jezelf. ”</i></p> <p>(Kane, 24, Dutch)</p> <p><i>“Nou ja, misschien gewoon wel een cultuurverschil of zo, inderdaad. Maar ja, ik denk, ik zou het niet per se heel chill vinden zo als je, ja, ik kan het wel begrijpen als je maar met een Nederlandse groep gewoon in huis zou... ...dat je dan niet met één internationale erbij wil, omdat misschien die heel anders is of zo. (...)Maar uit mijn eigen ervaring, als ik het echt mocht kiezen, zou ik liever met een paar leuke Nederlandse studenten</i></p>

		<p>wonen dan dat je allemaal verschillende culturen hebt bij elkaar. (...)Wat ik heel erg in huis zoek is gewoon leuke vrienden om lekker een biertje mee te doen, die hier online mee gewoon lekker bekend zijn. Misschien dat je een beetje via via dan weer mensen kent die dan samenkomt. Bij zo'n internationale student heb je dat dan minder denk ik. (...)Bij mij schrikt het een beetje af als je ineens met een Engels iemand in huis zit. Dat komt door, want ik ben niet zo heel erg internationaal ingesteld verder ook. Maar bij mij zou dat wel eens een beetje afschrikken, zeg maar. (Elano, 22, Dutch)</p> <p>“In ons huis, iemand die Nederlands is, of Nederlands spreekt, of in ieder geval geen internationale student is. Omdat het gewoon wat beter zou matchen in het huis, ook met de dingen die ik al eerder zei. Gezellig samen op de bank chillen, en dan bij het journaal kijken. Dat schiet gewoon niet op met een internationale student ofzo. (...)het is misschien ook iets meer in je hersenen of hoe je dat het beste kan omschrijven, dat je daar gewoon iets minder behoefte aan hebt. Meer hetzelfde zijn zoals jij, dus als je al uit het buitenland komt of een internationale student bent, dan heb je automatisch dat niet. (...)Maar waar ik nu dan praktisch aan denk bijvoorbeeld is met koken, zoiets. Niet dat wij nu alleen maar AVG'tjes eten. Maar gebruikers zijn denk ik gewoon net wat anders, wat plater, wat anders eten. Ook misschien mensen die over de vloer komen. Ik weet niet, het is misschien een andere bubbel waar ze in leven. (...) En de vrienden eromheen, die ook allemaal Nederlands zijn. Dat is gewoon je omgeving. Dus om daar een internationale student tot toe te laten is best wel een uitdaging. Omdat zij dan ook, je huidige klikje waar je mee zit, je huidige vrienden, die moeten ook die nieuwe huisgenoten of die nieuwe internationale student ook toelaten (...)Ook met andere mensen die ermee omgaan. Ik denk dat het gewoon de</p>
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		<p><i>dynamiek verandert in de hele groep.”</i> (Willem, 24, Dutch)</p> <p><i>“Dat zou ik wel lastig vinden om in zo'n huis te komen, want het is gelijk wel iets heel anders als je gewoon met dat Het klinkt misschien een beetje cru, maar als je met andere Nederlanders zit, dan is het toch wat makkelijker, wat makkelijker in de omgang. (...) Want je kan gewoon dezelfde taal praten en je bent de meeste zelfde dingen gewend. Wat misschien met internationale studenten heel anders is. Betrekking tot gewoontes of geloofsovertuigingen of dingen in die hoek. (...) Ja, nee, dat is eigenlijk een goed overleg gegaan, want ja, dat wouden we met z'n allen, waren we het er uiteindelijk wel over eens, omdat, zoals ik zei, we hebben best wel een hechte band onderling. (...) Dat komt ook omdat je dezelfde gewoontes hebt en dezelfde taal spreekt. En ja, we hadden allemaal zoiets van het is ook wel de veilige optie en het voelde voor ons wel fijn dat je wel iemand hebt die niet een beetje dezelfde geloofsovertuigingen per se, maar dezelfde normen en waarden heeft, hetzelfde over dingen denkt. Het gaat natuurlijk niet alleen maar over uitgaan en wat dan ook, maar als jij een aantal mensen hebt die zo'n ander leefpatroon hebben dan anderen, dan gaat dat op den duur wel een keer botsen. Dus wij wouden dat probleem liever helemaal uit de weg gaan. (...) Zoveel dagen, of überhaupt, naar een Nederlandse kroeg te gaan. Nou ja, daar tot later blijven en dan, ja, het huis wordt daar toch wel een beetje mee verstoord als jij niet gaat en de komende avond later neemt het mens over de vloer. Dat roept op een gegeven moment denk ik wel irritaties op. (...)Ja, hoe meer gelijk de gewoontes zijn, bijvoorbeeld studenten uit België of wat dan ook, en misschien ook nog wel uit Engeland en delen van Duitsland, ja die hebben wel een beetje dezelfde cultuur, dus dan gaat het wel wat makkelijker, maar als jij verder gaat en</i></p>
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			<p>mensen zijn echt hele andere dingen gewend, dan kan het echt wel in mijn ogen gaan botsen. (Ferdinand, 22, Dutch)</p>
Language differences & conflicts	Intercultural & Language conflicts	Finding housing	<p>"Omdat zij, dat komt denk ik weer terug op die criteria van net, dus mensen hebben toch een bepaald beeld. Kijk je weet eerder misschien wat je in huis haalt bij iemand die sowieso al Nederlands is. Iemand die in zijn moedertaal praat, spreekt vaak ook met meer emotie (...)Nou ja, ik denk dat het een best wel natuurlijk effect is dat je mensen niet zo gauw vertrouwt die een andere taal spreken. Dat is niet iets wat ze gaan kunnen veranderen, denk ik. Dat heeft gewoon tijd nodig." (Kane, 24, Dutch)</p> <p>"Maar uit mijn eigen ervaring, als ik het echt mocht kiezen, zou ik liever met een paar leuke Nederlandse studenten wonen dan dat je allemaal verschillende culturen hebt bij elkaar. Die misschien niet goed klikken, want dan heb je misschien ook meer kans dat het niet klikt ofzo." (Elano, 21, Dutch)</p> <p>"Alleen thuis vind ik het wel zo lekker om gewoon chill Nederlands te kunnen praten, een beetje dezelfde gebruiken, ja dat ook, want ik merk gewoon als een internationale student bent, of internationale persoon in je huis, dan moet je Daar altijd rekening mee houden, in de zin van je praat Engels met elkaar, gebruiken zij net wat anders (...)Er zijn misschien ook wel iets aanhankelijker van je, in de zin van als ze een brief van de gemeente krijgen of zo, dat jij dat dan even kan vertalen, dat soort dingen." (Willem, 24, Dutch)</p> <p>"Nee, het Engels spreken gaat me in principe prima af, maar als je kijkt naar taal, als je jezelf echt goed wil uitdrukken of je wil bepaalde emoties of bepaalde dingen boven water brengen, dan is het vaak het makkelijkste in je eigen taal. (...)Omdat dat ligt je gewoon wel beter en dan kan je jezelf wel makkelijker</p>

			<p><i>uitdrukken en ik denk dat je misschien toch wat vaker miscommunicaties krijgt. Dat mensen je verkeerd interpreteren als je niet dezelfde eerste talen hebt.</i> (Ferdinand, 22, Dutch)</p>
Being discriminated against	Housing search obstacles	Finding housing	<p><i>"For when you when you come with your name, this is like it might like there is I can't really like say I have a proof of that, but it's also It also might be true of like eastern european people might also get excluded from Being offered immediately a place or even like to be even invited for a viewing (...)So, uh, it's. I remember I, I, I contacted like one person, like an elder family. Uh, they immediately denied, like, uh, when they heard that I'm from a different country. (...)so you feel like it's natural to feel like discriminated and also to. To react on this with anger just because You feel also like quite offended that that You are not given a chance, but this is like stuff that happens" (Sebastian, 22, Bulgarian)</i></p> <p><i>"First of all, you cannot apply to a part of the, um, advertisements because they say like, uh, no internationals or like only Dutch people. (Alisa, 24, Russian).</i></p>
Hard to find housing	Housing search obstacles	Finding housing	<p><i>"It's more about, it's more about like, Oh shit, I'm gonna be homeless and like nobody is there going to help me (...) because one of them was, uh, from India, and he was a male. And I think in his culture, it's normal that males don't do any cleaning." (Sophie, 21, Finish/Turkish)</i></p> <p><i>" I'm kind of have to rely on myself, right, regarding how to find the housing options. (...)." (Mehmet, 31, Indonesian).</i></p> <p><i>"So it means like you already cannot apply even. And when you apply, um, you are like, of course, you're not alone. There will be like hundreds and more people. (...) And yeah, like when they read yours, it has to be very catchy. Uh, cause</i></p>

			<p><i>otherwise you will not be invited even like for the viewing. And even when you are invited for the viewing, that might be like 10, 20 people. Selected for the viewing. So it's really, it's very, very competitive. (...)So that they read it and like they like you and invite you so it really takes a lot of time and um a lot of these Advertisements like there are a lot of scam especially in Facebook groups (...)I don't even know like which one is worse. When you are like not even selected for a viewing.Or when you already did a viewing, but still got rejected. So, yeah. (...)Uh, that it's very competitive. Like, um, I was surprised by the fact that the Netherlands, like it's not allowed to build a lot of buildings here. Like in my point of view, that's the main problem.” (Alisa, 24, Russian)</i></p> <p><i>” uh, I could say like I really like the platform that it was Like everyone there was verified, but still scammers or people with bad intent are also there. (...) you can't because you know that like if you don't find another place then you might eventually like even end end up homeless.” (Sebastian, 24, Bulgarian)</i></p>
<p>Negative relationships with landlords</p>	<p>Housing search obstacles</p>	<p>Finding housing</p>	<p><i>"When I try to reach so many people and then they always ask me to, um, ask me the question, why should I deserve to have this room (...)so the landlord, they, when I, I reached them by some, um, platform. Um, then like, uh, when I tried to, um, ask them if they can make me an offer and then they asked me like, well, can I introduce my share sale and then tell them how I deserve to have the room?" (Luca, 27, Vietnamese)</i></p> <p><i>"So mostly, um, just, uh, to use like a more of a mild. More mostly like, uh, romantically, um, yeah, yeah. With her, with her." (...) "like, um, from sitting with her and like how she was trying to get like to, to break boundaries and like to get closer by involving like, um, yeah, like also</i></p>

			<i>going through private to invading private space too" (Sebastian, 24, Bulgarian)</i>
Lack of social connections	Housing search obstacles	Finding housing	<p><i>"No, that was like, if there was ever a problem, I could always reach out to her, but I had, I didn't know her (...) Well, the thing is that I didn't really have that many friends who lived by themselves, like most of them lived with their parents and The ones who were looking for a house, they were worried about themselves, like, um, yeah. So I wouldn't say the friends helped "</i> (Sophie, 24, Finnish/Turkish).</p> <p><i>"Like I didn't know these people and I was not even like in a very good relationship with that colleague. Like she's not my friend, friend, she's just like a person I know. So it just, yeah, it just like happened like that (...)It definitely, uh, makes your chances higher. That's where I can say, because it's like additional source of, uh, searching for housing. (Alisa, 24, Russian)</i></p>
Social media use	Housing search obstacles	Finding housing	<p><i>"I got my first room through Facebook. And I reached out to this one girl who was going for exchange, and she was looking for somebody to sublease her room. And then I wasn't her first option actually, so then, yeah. So, I wasn't her first option, so she, Then contacted me like after two week (...)I mean I look for housing through Facebook mainly, but there you have a lot of no internationals, right? And that was like very annoying. I had, like, in Finland you would never see anything like that. (...)I wouldn't even get any emails back from them (Sophie, 21, Finnish/Turkish)</i></p> <p><i>" I, uh, simply, simply put, I found an announcement on Facebook. Uh, where someone announced that, uh, we have a room to rent. And I said, I am interested (...) Or Facebook, but they hardly ever, ever helped." (Christ, 21, Polish/Congolese)</i></p> <p><i>"I like to, I, I like, uh, gathering like information from forums. Uh, mostly Reddit is a good place again. Okay. It like</i></p>

			<p>they, and also Discord, like there was like this, um, big group for international students and also for Dutch people.”</p> <p>(Sebastian, 24, Bulgarian)</p>
Educational issues	Exacerbation residential insecurity	Finding housing	<p>“The exams are not going well because i'm so stressed (...)I felt stupid felt actually very stupid because like Everyone was getting this like good grade You And then, um, well, I also got good grades when I, like, for instance, in the beginning, I had, like, 8's and 9's, but then what happened was that I had to probably, like, worry about this housing.</p> <p>I have had very good grades my whole life (...) then what happened was that I had to probably, like, worry about this housing.</p> <p>(...) The exams are not going well because i'm so stressed” (Sophie, 21, Finnish/Turkish).</p> <p>“ (...)Cause for the fact that I need to do my, one of my course retaking my course next year. (...) I feel a bit worried, actually. Because, as I have told you before, that I will definitely stay here for a couple of months, because of the fact that I need to retake one of my courses (...)I actually do worse on my study because I work more often and next year I will need to find another housing again, which is kind of a headache again. (...)It's like just take the bus and then go to the library study and stuff and make sure that you don't have to go through this problem of finding housing again later on after This period of time of extending my contract here.. (...)I would say it was a, it was distracting at most. Because I had to both study and keep looking for a living place at the same time.” (Mehmet, 31, Indonesian).</p> <p>“And a few months ago as well, when I was in Vietnam and then I, I, I think like I could, I, I, I, I thought that I, I, I should, um, uh, forget to gave up my, my master block program because I cannot find how the room (...)Because like I spend a lot of time, uh, to looking for a room, talking with them, go, have, go, um, view the</p>

			<p>room. And then, like, I cannot have time, I, I, there's a lack of time on studying. (...) So yeah, I, I don't have to deal with, uh, accommodation problem and I focus on my study only. And then I can manage, I can manage, uh, and handle everything. But, uh, now, like, um, Uh, I have to do a lot of things, visit, um, looking for a job, my part time job, and then like finding a room. It's really, yeah, intense." (Luca, 27, Vietnamese)</p>
Time consuming			<p><i>Even though it was a weekend and then normally weekend is, um, the landlord, they have free time, but at the time we go to see, um, the house, the room. (luca, 27, Vietnamese)</i></p> <p><i>"So maybe around like for the weekend, like four hours or something, yeah."</i> (Mehmet, 31, Indonesian)</p> <p><i>"it take a lot of time to looking for room, uh, communicate with them and like, go, go view the seat, the, the, the room, go view the room and then like, it take a lot of time" (Luca, 27, Vietnam).</i></p> <p><i>"it takes a lot of time. Okay. A lot of time and energy, especially if you are searching for housing in Facebook groups. Because you have to open, like, every single Facebook group (...) it's very time consuming and because it's time consuming, it also energy consuming. So after you've been applying, like if you spend an hour or two doing that every day, after that, like you, you want to do nothing. Like your brain is so full, like, and it's, um, yeah, it's really hard to concentrate on other stuff after that.(...) I think that's the worst part about it, like that's how it mentally affects you. You, you really become tired of it. And when you are tired, like when you're in a very tired state of mind, it's becomes really hard for you to do other tasks, which are also important." (Alisa, 24, Russian)</i></p>

			<p><i>"it's a lot of like time consuming process You For you to look so, uh, this distracts you from work from also from university, especially when you do both. Uh, so this, uh, this is like the times, uh, a lot of it, like it impacts the mental health. Usually like you feel down, you, uh, you, you lose motivation that like after unsuccessful, uh, situations, like when people deny you"</i></p> <p>(Sebastian, 24, Bulgarian)</p>
Financially consuming process	Exacerbation residential insecurity	Finding housing	<p><i>"The demand is actually a lot more compared to the availability of housing option (...) if I want to have additional options for the housing that requires me to be student/worker I need to take some part time (...) So, there is a, there is a probability that I will get an option, a housing option that is above my threshold, (...) If it's beyond that, I feel like I need to maybe do part time work.' " (...) "I suppose if you phrase it as the worry that we have regarding the ability to pay the bills as well. I do have some, uh, concern about that because of the fact that, as I've told you before, the options are limited." (...)</i></p> <p><i>"I'm a bit worried about the fact that it will That I will get housing that is above my threshold (...)If it's beyond that, I feel like I need to maybe do even more part time works (...) just eat up my savings, but it will cost a lot on my savings. Definitely. That's also part of my concern. But it's not fixed yet until the time that I get my first offer. So I'm kind of set it aside for now. (Mehmet, 31, Indonesian)</i></p> <p><i>"It is because, uh, I have to support myself somehow. I have to pay rent. It is very important to have a source of money, which is, you know, not your parents (...) Well, even now, when I have a job already, it's still a challenge. Sometimes I still feel like I'm living, you know, paycheck to paycheck (...) But if you don't have a relatively stable source of income, it becomes a problem because you have to pay rent. And, uh, that usually depletes your money quite, uh, you know, considerably (...) It is an additional</i></p>

			<i>source of stress" (Christ, 21, Polish/Congolese)</i>
Intercultural distance and conflict <u>International students</u>	Intercultural and language conflicts	Finding housing	<p><i>" (...) Of course somebody could rent a place to just a Finnish person, but it's not like they have these, um, no internationals. No Dutch people signs, for instance (...)I felt very much not welcome to this city (...)I can't speak English and start speaking Dutch when I was there And I didn't feel that I felt very much like not part of the group." (Sophie, 21 Finish/Turkish)</i></p> <p><i>"because one of them was, uh, from India, and he was a male. And I think in his culture, it's normal that males don't do any cleaning." (Sophie, 21, Finish/Turkish)</i></p> <p><i>"I kind of understand about the preference of having a fellow Dutch as a roommate, but I think limiting your options of roommate to only Dutch is actually also limiting your perspective in the sense of (...)So, limiting your friendship circle only to Dutch is actually limiting it to yourself (...) I mean, like most of the options that are available in the Facebook are for Dutch. They prefer to live with Dutch people, which is completely fine for me. (Mehmet, 31, Indonesian).</i></p> <p><i>" Until now, I, I don't have friends, even I just have few Vietnamese friends, Chinese friends, maybe like their culture is quite similar to me (...)and from the collective society. So, uh. When coming here, like I, I really shocked with like how the individual level of people and then I, I think I read in some paper that Dutch is one of the most individualism, uh, country all over the world." (Luca, 27, Vietnamese)</i></p>
Language distance and conflict <u>International students</u>	Intercultural and language conflicts	Finding housing	<i>"But the landlord, um, he's, he's Dutch and for instance, he doesn't communicate with me in English Even though he could and neither in the group chat He always sends messages in Dutch and I find it a bit hard (...) And there, even though like the intro people who were like the mentors, they</i>

			<p>were just speaking Dutch and even in the group when there were like a lot of international, like half of the group was international, half was Dutch. And then still, like, they were speaking just Dutch with each other, and then I was just like, What is this?" (Sophie, 21, Finnish/Turkish)</p> <p>"I feel maybe some Dutch prefer to have a fellow Dutch as a roommate because of the fact that it might be easier for them to share their opinions and also Telling their stories and stuff in Dutch, right, rather than in English (Mehmet, 31, Indonesian)</p> <p>"Um, and yeah, and also like languages spoken. So many people like prefer the Dutch to be, um, a language spoken by the tenant. Not just, uh, so this like another challenge for internationals that, uh, the language barrier that Dutch is, uh, Not spoken by many international students(...) language should not be like a barrier as long as someone is Capable is willing to cover all the other requirements (Sebastian, 24, Bulgarian)</p>
Individual effects (Dutch students)	Individual effects	Experienced residential insecurity and SWB	<p>"Dus ja, het is een beetje frustrerend af en toe wel(...) maar toch denk je wel dat als je een keer wordt afgebeeld van ik ben niet geworden dan heb je toch wel even een dompertje zeg maar en dan voel je toch wel even van oh ja dan baal je wel(...)ja dat gaat toch wel een beetje op een gegeven moment irriteren ofzo, dan denk ik oh ja nou weer een hospiteeravond. Ja waarschijnlijk dan ga je er wel vanuit dat je er niet wordt omdat er zoveel mensen zijn (...)Ik ben er wel een beetje klaar mee en word gefrustreerd, ik ben nu eigenlijk meer dan een half jaar bezig om steeds maar te reageren op kamers enzo (...) Ja, en het frustreert gewoon dat je zeg maar steeds, je gaat naar iemand toe, je denkt oh leuk, ik ben uitgewonen, maar dan kom je steeds met een koude kermis thuis, dus dat is zeg maar een beetje het frustratiepuntje." (Elano, 21, Dutch)</p>

			<p><i>"Het is toch wel een teleurstelling als je elke keer niet ertussen komt of gewoon niet aan een kamer komt en je zit maar te wachten (...) Ja, daar baal je gewoon van. Dat is ook een beetje demotiverend. Net zoals al het slechte nieuws."</i> (Ferdinand, 24, Dutch)</p>
Feelings of stress (Dutch students)	Psychological distress	Experienced residential insecurity and SWB	<p><i>"Ja, dan ga je daar toch wel een beetje meer stressen ook, dus ja, dat is ook wel een frustratie dan af en toe (...)Ja, gewoon een beetje stress. Je moet toch wel steeds reageren."</i> (Elano, 21, Dutch)</p>
Uncertainty (Dutch students)	Psychological distress	Experienced residential insecurity and SWB	<p><i>"Vooraf nu ook met de studiebeurs die volgend jaar weer omlaag gaat. Dan moet je toch wel een beetje denken, ga ik dat wel redden en zo, wil je dat wel?"</i> (Elano, 21, Dutch)</p> <p><i>"voor het zoeken van een woning... Daar was ik op zich best wel onzeker over, want je moet ook maar net, als het niet zou worden met die vrienden waar ik nu bij woon, dan moest ik op een gegeven moment toch wel ergens anders naartoe(...)Helemaal gezellig doen om je plekje te veroveren in zo'n huis, dat vond ik wel lastig. Dus daar was ik wel onzeker over (...) En nu hebben we een woonkamer en zitten we gewoon s'avonds op de bank voetbal te kijken. Dus op die manier die onzekerheid, dat is best wel wat spanning is dat."</i> (Willem, 24, Dutch)</p>
Individual effects (International students)	Individual effects	Experienced residential insecurity and SWB	<p><i>"but it was pretty traumatizing time for my life(...) I was like very demotivated to, for instance, do anything with my life(...) I did really feel hurt, I think, when I had these problems"</i> (Sophie, 21, Finnish/Turkish)</p> <p><i>"I feel very like desperate (...) cannot feel happy with this no."</i> (Luca, 27, Vietnamese)</p> <p><i>"Uh, and to panic to, to extend it, like the things might not work out and they can just completely fail."</i> (Sebastian, 24, Bulgarian)</p> <p><i>"At first, it was pretty, like, disappointing. But then, like, when you do it every day, and when you apply to, like, ten and more</i></p>

			<p><i>housing every day, you just crawl through. You're like, okay, no international. It's like, next effort."</i> (Alisa, 24, Russian)</p>
<p>Feelings of anxiety (international students)</p>	<p>Psychological distress</p>	<p>Experienced residential insecurity and SWB</p>	<p><i>"I had a lot of anxiety as well."</i> (Sophie, 21, Finnish/Turkish)</p> <p><i>"make me a bit anxious about will I become a homeless actually And then still try to take my courses while having no certainty about my Housing situation (...) it's making me feel that I need to do better on my study (...) But the thing is now I don't even really like to go cycling, for example. And then... Not really do what my hobby is."</i> (Mehmet, 31, Indonesian)</p>
<p>Causes of stress (international students)</p>	<p>Psychological distress</p>	<p>Experienced residential insecurity and SWB</p>	<p><i>"but it was very stressful because I had, like, um, exams then in the end of January, um, February, so I moved, like, then and, yeah, well. Then I got the third house and there I was able to stay up till august So it was like six months to stay five six months."</i> (Sophie, 21, Finnish/Turkish)</p> <p><i>"I think like it's really stressful overall. Um, yeah, because like, um, uh, you know, as an international student, we have so many restriction, um, in my, um, like how I say, uh, no, not restriction, but, um, we have to deal with so many problems at the same time (...) I have to deal with my studying thesis, of course, and, um, and I have a part time job and then I have to look for a new job. Uh, I'm, I'm starting looking for a new job if I want to stay longer and then I have to find, I have to find a new accommodation, yeah, and, um, It takes a lot of time to commute, uh, study, work, everything, and then at the same time I have to deal with this and then in the past few months it's really stressful."</i> (Luca, 27, Vietnamese)</p> <p><i>"So this is also, yeah, very stressful because You feel like you've put so much energy and everything into this, but like you were not even selected for a viewing, for example."</i> (Alisa, 24, Russian)</p>

			<p><i>"t's very stressful that uh, When you look for a house, it takes a lot of time for you to You To to like to prioritize to like look at offers try to find a house because also it's not that you Have to to for you to agree on anything that you find you also need to be comfortable with what you Uh find also also that you pay so like you invest in this So it's also for you to be comfortable in the place you choose."</i></p> <p>(Sebastian, 24, Bulgarian)</p>
Feelings of stress (international students_	Psychological distress	Experienced residential insecurity and SWB	<p><i>"It was super stressful I have never been so stressed in my life before (...) I wouldn't sleep well during the nights because I was so stressed (...) Like I was so stressed that it affected, as I said, in my, on my health and it was hard to eat for instance."</i></p> <p>(Sophie, 21, Finnish/Turkish)</p> <p><i>" on one hand I was, uh, it was not very nice to, whatever, it was stressful indeed."</i> (Christ, 21, Polish/Congolese)</p> <p><i>"(finding housing) But it makes it harder and even more stressful for internationals to find housing this way."</i> (Alisa, 24, Russian)</p> <p><i>"you might also get like Get sick from all this stress like it's unfortunately, this is natural but uh This way, like, uh, all this, uh, might hold you back from doing your best in, in, yeah."</i></p> <p>(Sebastian, 24, Bulgarian)</p>
Uncertainty (international students)	Psychological distress	Experienced residential insecurity and SWB	<p><i>"You know, there are a lot of uncertainty, which made me very stressful (...) but then they said, uh, we're not sure if the person who's moving out, like when he will move out. So Then I was like, okay, this is not sure. So then I just continued searching (...) And I have been thinking about that a lot, like if I should go back to the Netherlands, Finland or what I should do."</i></p> <p>(Sophie, 21, Finnish/Turkish)</p> <p><i>"And then still try to take my courses while having no certainty about my Housing situation."</i> (Mehmet, 31, Indonesian)</p> <p><i>"It was, uh, not a good feeling to, you know, basically know that you have to</i></p>

		<p><i>move out in a month, for example, but, uh, have absolutely no place to go after that time." (Christ, 21, Polish/Congolese)</i></p> <p><i>"pressure when you have to, uh, you, you've lived in one place for a while and then like you have to go to the other. So like this, like the moving, like the, all these, uh, um, like, uh, Yeah, all these like processes which are like also contributes negatively to how you feel." (Sebastian, 24, Bulgarian)</i></p>
Strategy ideas (Dutch students)		<p><i>"Ja, je zou, wat ze zouden kunnen, wat ik denk dat ze zouden kunnen doen is, Meer contact zoeken met particuliere huisbazen of particuliere woningverenigingen (...) en wellicht meer awareness creëren, zoals we dat dan noemen om hoe het is om internationale studenten op te nemen in je als huurder, zeg maar Internationaal student als huurder (...) Dus dat ze naar vastgoedbeheerders gaan (...) Dat zou bijvoorbeeld kunnen dat je een studentenvertegenwoordiger voor alle huisbazen aanstelt, waar studenten hier, internationale studenten, kunnen aankloppen. Stel dat internationale studenten bijvoorbeeld zeggen van hé, ik ben hier nou op zoek naar dit en dit ongeveer deze dit gedeelte van de stad. (...) Ja meer een database van huisbazen denk ik dan. Want zoals ik zo naast zit te denken, waar internationale studenten het meeste nodig hebben is eigenlijk een soort legitimiteit." (Kane, 24, Dutch)</i></p> <p><i>"Toen ik op de HBO studeerde in Den Bosch, was er voor mij een soort concept dat je de school zelf eigen gebouwen had gebouwd. En daar hun studenten in huisvestigen. Dus dat zou eventueel ook nog een optie kunnen zijn. We zetten een paar van die simpele huizen neer waar studenten kunnen verblijven (...) maar als je bijvoorbeeld internationale studenten opvangt, dat je dan een soort subsidie krijgt." (Elano, 21, Dutch)</i></p>

			<p><i>"Dus ik zou zeggen ja, ik snap wel dat het misschien moeilijk is voor de Radboud om te laten lukken, want je moet dan een heel gebouw kopen of bouwen. Maar zoiets in die richting zou eigenlijk wel goed zijn (...) Of de universiteit zou iets moeten opzetten, een soort datingwebsite of iets waar dan studenten met elkaar bij elkaar kunnen komen en op die manier hun sociale enthousiasme wat vergroten". (Jean-Paul, 21, Dutch)</i></p> <p><i>" Ja een soort van website ofzo, van de Unie. Misschien wel voorlichtingsdagen. Er zijn natuurlijk best wel wat voorlichtingsdagen. Nou als je daar gewoon speciaal blok aan of speciaal aandacht aan geeft." (Willem, 24, Dutch)</i></p> <p><i>"Ja, misschien dat ze ook bepaalde voorlichting geven aan studenten die al een studentenhuus hebben van hoe de internationale studenten zijn, hoe gaat het in samenwerking, misschien een paar voorbeelden. (Ferdinand, 21, Dutch)</i></p>
Strategy ideas (International students)	Strategy development	Strategy development	<p><i>"but also maybe a flexibility would be Nice, like for instance if a student is facing homelessness (...) like if you could give them flexibility with like attending classes for instance because i would have gone home for like a month easily (...) maybe i could have been provided with like online lectures, and, um, let's say, um, flexibility with my attendance to the classes, with making friends maybe easier and also maybe the blend with Dutch and internationals and getting friends from both maybe it would have been easier also because I was doing an English study, right?" (Sophie, 21, Finnish/Turkish)</i></p> <p><i>"specifically. It's about the language, I think (...) I think it's very useful to know the language if you live here. It does open, uh, some additional doors when it comes to interactions and you know, as well as things as finding a place to live in or finding employment (...) They should promote promote the uh</i></p>

			<p><i>social Dutch course, I think Because just knowing a little bit of the language might very slightly but still increase the potential success in finding any place to live in (...) For example, you are told how to, uh, how to introduce yourself. How to say what you ate for dinner. How to, uh, engage in small talk, basically (...) I can imagine that maybe a course that says, um, on how to interact during a hospiteeravonden, like a few nights." (Christ, 21, Polish/Congolese)</i></p> <p><i>"Still they should, um, stimulate, um, like local people to, um, just because like when, if I can compare it with the UK, while I was like in Birmingham, there was like these quotas around the universities (...) With someone outside like not with just a private owner To assist like to for in the central office It's to, for them, like the housing team to assess the contract that you are about to sign to, for them to check if there is like some potential frauds and yeah (...) As a solution from software engineering to, for, uh, like a portal where people from the area, like they publish their, uh, rooms in the university." (Sebastian, 24, Bulgarian)</i></p>
Limitations in help	Strategy development	Strategy development	<p><i>"Dat is gewoon niet, dat gaat niet. Want eigenlijk is huisvesting is geen kerntaak van de universiteit, dus dan krijg je weer een kostenverhaal en dan zeg je van ja goed er zijn toch andere studenten Maar die starten pas weer in augustus. (...) Die raakten daar bijna overspannen van. Dus dat is gewoon niet wat je wil natuurlijk. Als universiteit eerst kom maar en vervolgens na een jaar kunnen moeten zeggen... ..ja sorry, we kunnen je niet meer helpen.(...) Nou, dat is niet de manier waarop wij nu werken, omdat we echt met die short-stake-contracten zitten en die zijn maximaal een jaar bij de SSHN, maximaal nog een jaar extra en dan langer kan niet. Dus dan krijg je een heel andere contractvorm en dan heb je weer met leefstandskosten te maken en dergelijke. (...) Dat hebben we vroeger wel gedaan, maar dat was zo bewerkelijk. Je weet dan,</i></p>

		<p>wij gaan niet naar de woning kijken. Bijvoorbeeld, dat bevat gewoon niet binnen mijn capaciteit. (...) Nee, ik denk dat je dat niet moet willen. Dat is zo bewerkelijk. En wat ik zeg, huisvesting is geen kerntaak van de universiteit. Dus meer dan bemiddelen kunnen wij eigenlijk ook niet doen. (...) gebeuren in een housing team. Nee, dat kan ik je vertellen. Of er moet heel veel budget komen. En het is ook tot waar wil je je... Hoe moet je dat zeggen?</p> <p>Je service bieden, hè? Ja, ik denk dat er ergens ook gewoon een grens is met wat je aan hulp kunt bieden aan een student."</p> <p>(Suzanne, Radboud Housing team)</p> <p>"De problemen die wij horen van corporaties, marktpartijen, is dat er Een tekort aan grond, aan locaties, dat speelt. Wat ook meespeelt is de bouwkosten, die zijn hoog, dat maakt het lastig en ook dat tussen het maken van een plan en het opleveren van een gebouw er staat, maakt gewoon iets van zeven jaar voor, want vergunningen moeten worden aangevraagd, ook bij gemeenten. Die hebben niet altijd voldoende capaciteit. Dus ja, eigenlijk de problemen die bij de herkende woningbouw spelen, spelen ook bij studentenhuysvesting. (...)Ja, sommige gemeenten, bijvoorbeeld gisteren bij Delft is het wel echt belangrijk, omdat ze de universiteit belangrijk vinden, maar ik begreep in Amsterdam, waar de nood, ja sowieso de woning aan het hoog is, zijn studenten, nou, geen prioriteit. (...)Nou, het idee was dat de wet dit jaar of begin volgend jaar, of in januari, in werking zou treden. Nou, dat is allemaal nog onzeker, onduidelijk. Maar dan zou de gemeente twee jaar de tijd hebben om dat soort programma's te maken. Dus dan zou je vanaf, nou, 2027... Echt een soort werkend systeem hebben. (...)Maar, nou ja, er allerlei. Omstandigheden, tekort aan locaties, hoge bouwkosten, tekort aan personeel, de rente die gestegen is, gaat</p>
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			<p><i>dat allemaal langzamer dan. (Peter, Ministry of Dutch affairs)</i></p> <p><i>“Nou ja, op zich, volgens mij, qua dienstverlening wel, waar die wringt, en daar gaat jouw onderzoek ook wel over, is dat er soms een discrepantie zit tussen de nominale studieduur en de contractenduur van de short-staying, dat is de eerste, en we weten natuurlijk ook, daar heb ik onderzoek naar gedaan, dat in de coöperatie de slaagkans gewoon lager ligt van internationale studenten (...)En ik geef hem een contract voor één jaar. Die zit er wel nu voor. En ik weet, oh, deze student komt nu twee jaar hier studeren. Nou, dan geef ik hem ook een tweejarig contract. Nominaal, hè. Nog steeds misschien niet ideaal. Als je studie uitloopt, om wat voor reden dan ook. Maar dat heeft te maken dat als we dat niet doen... (...)De vraag is even of er een meer particulier verhuuraanbod wordt onttrokken. Dat doet uiteindelijk iets met de slaagkans voor alle studenten. Daar ook veel Nederlandse studenten nu wonen en die zijn meer aangewezen op ons. Dat betekent automatisch dat de slaagkans voor alle studenten lastiger wordt. Dus dat speelt mee. (...)Nou ja, er zijn natuurlijk onderwijsgelden. Mag het op een campus gebouwd worden? Mag een gebouw of grond misschien tegen een gereduceerd tarief wel of niet worden? Aan huisvesters ter beschikking worden gesteld.Nou ja, dat soort dingen. Dus het is wel de vraag hoe dat zich gaat ontwikkelen en, nou ja, sowieso hoe gaat het überhaupt rondom het kabinet, de dingen zich ontwikkelen. Qua studentenaantallen, qua bezuinigingen.”</i></p> <p>(Frank, SSHN corporation)</p>
Existing strategies	Strategy development	Strategy development	<p><i>“Nou, die eigenlijk het oude hospitaalverhuur weer een nieuwe leven inblazen. En daar zijn wij ook een samenwerking</i></p>

		<p><i>mee aangegaan en wij helpen hun hier en daar en wij verwijzen studenten ook door (...) En daarnaast hebben we ook nog een bonusregeling. Ik weet niet of je daar misschien wel eens iets van gezien of gehoord hebt. Het gaat eigenlijk over studenten die zelf in het eerste semester naar buitenland gaan, kunnen via ons... Hun kamer onderverhuren. Dus het gunstige is dat zij de kamer niet op hoeven te zeggen (...) zijn we van het begin af aan ook bij betrokken om op de campus 150 containers, dat is tijdelijke bouw, dat is voor maximaal 15 jaar. (...) En daarnaast werken wij nog veel samen met de DOORNIC. En die zit vooral op de Canisius-singel is er een pand met 140 kamers. En die is bijna al helemaal gevuld ook met internationale studenten (...) we hebben ook Social Work sinds een paar jaar, die ook speciaal voor internationale studenten (...) Ja, dan heb ik hier alle internationale studenten kunnen naar een app. Speciaal voor studenten om met elkaar in contact te komen en natuurlijk de introductie op zich die in augustus is. (...) maar ik weet wel dat er echt een buddyprogramma is op faculteitsniveau.”</i></p> <p>(Suzanne, Radboud housing team)</p> <p><i>“Ik denk zelfs die 60.000, dat is... Het zal erop spannen. Op dit moment ongeveer plannen voor 30.000 eenheden, dus voor de helft, maar het zal nog spannend worden, want je ziet bij de hele woningbouw dat dat toch door allemaal knelpunten langzamer gaat dan gewenst. En wat misschien ook nog een beetje meespeelt, is je ziet wel de groei van het aantal studenten, vooral internationale studenten, iets begint af te vlakken. (...)Ik denk, het belangrijkste is inderdaad dat actieplan, dus landelijk actieplan studentenhuisvesting en daarnaast is er vanuit het ministerie een heel traject opgezet om gemeenten te ondersteunen om woonzorgvisies te maken waarbij ze in kaart brengen wat de vraag naar woningen is van een aantal aandachtsgroepen, waaronder ook</i></p>
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			<p>studenten. Dat moet uiteindelijk in een wet komen, maar daar komen ze ook nog wel bij. En het tweede is dat er een financiële regeling is geweest. de regeling huisvesting aandachtsgroepen. En daar konden corporaties en marktpartijen subsidie voor aanvragen en ook voor de bouw van studentenwoningen. “(Peter, Ministry of Dutch affairs).</p> <p>“Dat zijn de gemeubelde kamers die we voor een beperkte duur aanbieden aan internationale studenten. En ik hou me bezig binnen SSN met het woonruimte woonbeleid. Dus dat hangt dan weer samen met coöperatie, loting en dat soort zaken die we toepassen. Dus dat in samenhang maakt dat ik inderdaad wel betrokken ben bij de huisvesting van internationale studenten. (...)Kijk we hebben 7300 kamers en woningen in Nijmegen en Arnhem. Waarvan ongeveer 700 in Arnhem en de rest in Nijmegen en een deel daarvan verloten wij, een deel daarvan gaat via vrije co-optatie en een deel daarvan gaat via directe middeling via de onderwijsinstellingen gericht aan internationale studenten. Dus je hebt zeg maar meerdere manieren om bij ons te komen wonen. (...)En we passen ook nog reïsurgentie toe om ook de slaagkans te vergroten van die groep binnen het lotingsegment.” (Frank, SSHN corporation)</p>
New strategies	Strategy development	Strategy development	<p>”Dus het is nu nog redelijk vrijblijvend aan gemeenten wat ze doen. Er komt wel een, of tenminste die ligt nu in de Tweede Kamer, dat is de wet versterking regie op de volkshuisvesting. En daarin staan een aantal urgente categorieën waarbij gemeenten dan verplicht worden om Met voorrang voor die groepen, of ja, die groepen te huisvesten. En dat zijn dan bijvoorbeeld dak- en thuislozen (...)ja, ik denk, het belangrijkste is denk ik wat ik net noemde, de wet regie versterking, wet</p>

		<p><i>versterking regie op de volkshuisvesting, die ligt nu in de Tweede Kamer, en als die wordt aangenomen, Worden gemeenten ook verplicht een volkshuisvestingsprogramma te maken en daarin moeten ze ook per aandachtsgroep aangeven wat de vraag naar woningen is, wat het aanbod is en hoe ze denken aan de opgave te voldoen. (...)Ik denk dat dat soort initiatieven dan toch het beste lokaal kunnen worden opgepakt. Vanuit het Rijk zitten we toch iets meer op macro inderdaad zorgen dat er voldoende woningen zijn. Wat we nog wel eens hebben, soms van die... Een soort ondersteuningstrajector voor gemeenten. (Peter, Ministry of Dutch affairs).</i></p> <p><i>“Het is niet echt een heel leuk bericht, maar wel een beetje verwachtingsmanagement van dit is wat we kunnen doen en zo niet, dan houdt het op. (...) vorig jaar hebben we een heel mooi plan, dat heette de Global Glass House, dat heeft een collega van mij toen opgepakt samen met studentenmedewerkers, nee, stage studenten van de HAN en die hebben op de Erasmusplein een glazen huis geplaatst.</i></p> <p><i>En die hebben daar in shifts van twee uur Nederlandse en internationale studenten bij elkaar gebracht. Eigenlijk om een stukje bewustwording van hoe leuk kan het eigenlijk zijn. Dus ze hebben een ochtendprogramma met spelletjes, een lunch, een avondeten en zo zijn zij gewoon de hele dag met elkaar bezig geweest.</i></p> <p><i>(...) En het grappige is dat we daarna nog terug kregen dat sommige advertenties zijn aangepast naar internationals, in plaats van dat je juist dat ze op zoek waren naar een international. (...) In principe heb ik nu begrepen dat het qua strategie misschien op dit moment het beste gaat over het bewustwording tussen de</i></p>
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			<p><i>Nederlandse en internationale studenten. Oplossing.</i></p> <p><i>(...) Ja, en een verwachtingsmanagement. Dat we gewoon de bachelors duidelijk informereren wat we doen. En begin vroeg en ga hier en daar aan de slag. (...) Ja precies, dit (more consistency) staat wel op de planning denk ik, als daar ruimte voor is om nog eens een campagne aan te koppelen." (Suzanne, Housing team)</i></p>
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