

# **The Dark side of a Dream**

**An overview of the conflicts faced by the Brazilian nationals residents in Dublin while sharing an accommodation**

**Independent College Dublin**  
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# **The Dark side of a Dream**

**An overview of the conflicts faced by the Brazilian nationals residents in Dublin while sharing an accommodation**

Jéssica Cristine de Sá Silva – 51703688

Masters of Arts in Dispute Resolution

Independent College Dublin

May 2021

# Acknowledgements

It is undeniable all the challenges that had been presented to us in the past year. Living in a global pandemic is not easy, but working as a frontline worker while doing a master degree makes things even harder. However, if it wasn't for the support of many, this task wouldn't even be possible.

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# Abstract

Living overseas, getting to know a new language and a new culture are magical things dreamed for many worldwide. However this life might embrace challenges that are unimagined by those who idealize it, once confronted to conflicts that such experience might bring. This research is aimed to highlight the main conflicts faced by the Brazilian nationals residents in Dublin and the possible solutions available to resolve it. To achieve such objective, this research will go through the analysis of two core elements

- Conflict: before exploring the ways to resolve a conflict, it is necessary to comprehend the elements that constitute a conflict. To do such, the research will explain Maslow's theory of human needs, Christopher Moore's circle of conflict, the dynamics of conflict, power and the impact that culture has in a conflict.
- Mediation: the research will present mediation as a potential tool to reach resolution in conflicts of this nature. Therefore it will be presented the origins of this process, how it has become popular in the XX century and how is given the internalization of this process by the Irish Legal system
- Brazilian community: the research will also explain how the Brazilian community was issued in Dublin and the elements that stimulates the continuous growth of this group. Also, it will be presented the substantial changes in the profile of this group and the reasons for such.

For last, a convergence of theory and practical conflicts faced by the Brazilian community in Dublin will be presented, through the testimony given by a sample of this population. In summary, the research will highlight the challenges faced by this community and also possible alternatives for resolution.

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# 1. Introduction

Conflict is something inner to human existence and it's presented to everyone in a very unique form. Every person, while confronted with divergences, will react according to their own way which was designed by their own personal experiences. Despite being something so common and natural to our existence, conflict is an element that has been analysed by many groups through the years, going from the comprehension of its dynamics to an effective way to resolve it. This work will go through the studies of Abraham Maslow, Christopher Moore, Bernard Mayer and so on, in order to decipher conflicts and techniques of dispute resolution.

The idea behind such thematic came from the personal experience of the researcher (as a part of the analysed community) and the constant contact of the same with people who are facing conflicts in a shared accommodation. The impacts of those conflicts in the personal experience of each of the subjects and the necessity to comprehend the mechanism of resolution beyond court also motivated the interest in developing research in this field.

This dissertation was designed in order to answer the following objectives:

- Understand what is conflict and the elements that can lead a person to it - Through the analysis of the work of some academics over this thematic, it will be possible to understand the origins of conflict, which elements make part of it and how people become prone to enter into a conflict. Not only that, it is also an objective to comprehend the dynamics of a conflict and the extensions that the consequences of such can reach, and the impact among the involved.
- Unveil the process of mediation and its usage in conflict resolution - Mediation has become a quite popular procedure recently, but it has been present in civilizations for a considerable amount of years. The objective is to observe the ancient roots of mediation, how this process became popular in the 20st century and how it has become a part of the legal system in



Ireland. Moreover, an overview will be made of the way that the process is made and the reasons why it is so effective.

- An historical overview of the Brazilian community in Ireland - It is necessary to know the main subjects of this research: the Brazilian community in Dublin. In order to do such, the third chapter will bring the history of the Brazilian migrants in Ireland and the considerable change in the profile of this community through the years. From this analysis, it will be possible to understand the motivations that brought those nationals to Ireland and the current profile of this group.
- Comprehend the reasons why the Brazilian nationals shared their accommodation - The objective is to reveal the motivations that lead this population to share their accommodation and the conditions of such places as well. It is not unusual to come across some news exposing the conditions in which the Brazilians nationals are exposed while sharing an accommodation<sup>1</sup>. The objective is to understand if the situation remains the same, the extension of it and the impacts of such for this community.
- Understand the nature of the conflicts faced by the Brazilian community in shared accommodation - Conflict, as will be further explained, has many roots and can arise for different reasons. Therefore, another objective of this research is to understand the roots of the conflicts faced by the Brazilian community in Dublin and how this affects their lives. Through the data collection that was made, this research will be able to highlight an accurate view of those subjects in relation to the conflicts faced by them in their shared accommodation.
- Comprehend if the support given by the Irish institutions for conflict of such nature has been used - The objective here is to comprehend if a support is given by Irish institutions to those

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<sup>1</sup> Gonçalves, A., 2019 and Pollak, S., 2021

who face a conflict in a shared accommodation. The idea is to understand the availability of such services and if the Brazilians nationals are being able to reach such.

This research is divided in five chapters and consists in an attempt of deciphering the motivations behind those conflicts and how this can affect the referred community. Beyond the presentation of the most common conflict faced by them, it is also necessary to debate the availability and efficiency of alternatives of resolutions.

## 2. Conflict

*Conflict (v.) early 15c., “o content, fight, struggle” from Latin Conflictus, past participle of Confligere “to strike, together, be in conflict”, from assimilated form of com “with, together” (...) + fligere “to strike” (...). Meaning “to be in opposition”, be contrary or at variance” is from 1640s. Related: Conflicted, conflicting<sup>2</sup>.*

### 2.1 Definition

The interaction among people consists in a number of situations that can result in positive or negative effects. Conflict is one of those that most people consider as unpleasant and therefore is characterized as a negative experience. However, conflict is far beyond that and for such reasons it has become the subject of many academic studies. Bernard Mayer (2000) comprehends conflict as

*(...) ‘Occurring alongside the cognitive (perception), emotional (feeling), and behavioural (action) dimensions. This three-dimensional perspective can help us to understand the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions’.*

The author then completes the previous statement by saying that

*‘Conflict may be viewed as a feeling, a disagreement, a real or perceived incompatibility of interests, inconsistent worldviews, or a set of behaviours.’*

Conflict then can be understood as a direct result of human interaction and therefore inherent to our existence. In addition to this definition it is also possible to characterize conflict as a multilayered

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<sup>2</sup> conflict | Origin and meaning of conflict by Online Etymology Dictionary, n.d.

and complex interaction with uncountable possible outcomes<sup>3</sup>. Despite the multiplicity of results, it's not unusual to associate conflict with physical and heated confrontation (I.e.: discussions, aggressions or even wars), but before reaching this stage the conflict goes through phases that are not always associated with this type of confrontation. As Wiewiorka (2013) states, conflict does not emerge as an *“implacable confrontation between enemies; it's not a zero sum game in which one party's gains are the other party's losses”* however it can easily escalate to such. It can emerge from the existence of divergent ideas in the same time/space and evolve to a complete violent dispute which seeks for the full annihilation of the enemy.

Thus, it is important to analyze the elements that constitute the conflict or, better saying, the nature of it. Mayer (2000) explains that conflict arises from basic human instincts such as the competition for resources and power, the structure of the societies and institutions and also from the struggle between classes. Then a conflict cannot be transformed or settled unless the needs of the involved are addressed in some way. But before approaching the elements of conflict, it is necessary to understand what is characterized as needs.

## 2.2 Elements of a Conflict

Abraham Harold Maslow's (1908-1970) theory of human motivation will place an important role in the explanation of needs. The American psychologist developed a system called hierarchical pyramid of needs, where he classifies the human necessities from the most basic ones (such as water and food) until the most complex (achievement of social goals, such as becoming the president of one nation for example). In his article 'A theory of human motivation'<sup>4</sup>, Maslow comprehends that humans are motivated by five general and consequent needs: physiological, safety, love, esteem and self-actualization, where the fulfilment of one need stimulates the

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<sup>3</sup> Moore, C., 2014, p.20

<sup>4</sup> Maslow, A., 1943

appearance of the other.

Physiological needs are what Poston<sup>5</sup> will explain the need for the body to work in unison to accomplish the task of basic survival. For Maslow<sup>6</sup> if the organism is dominated by the physiological needs, all the other needs may become simply non-existent or be pushed into the ground. For that reason, the physiological need is considered the first item and the base of our pyramid. In other words, the individual who presents the lack of basic elements such as food, water and oxygen will pursue the satisfaction of those lacking items despite everything.

Once this need is completely or partially fulfilled, the second need to gain relevance is safety. This element is self-explainable: comprehend the necessity of feeling secure. Maslow<sup>7</sup> finds it easier to explain what safety is through the behaviour of a child, once infants demonstrate quite easily when they feel threatened, unsafe or insecure by shouting or/and crying. McLeod<sup>8</sup> wisely exemplifies this need as protection from elements, security, order, law, stability, freedom from fear. In other words, safety can be described as the actions taken that seek for the self-preservation of the being.

Having the physiological and safety needs attended, the third element identified by Maslow is Love. In Maslow's own words<sup>9</sup> *Now the person starts to feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal.* Adding to it, Poston<sup>10</sup> says that those needs will vary in accordance to the phase that the individual finds him/herself. If it's a child, this can be manifested as an approval-seeking behaviour whereas for a teenager, it can be manifested in actions that make them more socially active in peer groups. In resume, it's connected with our social element, the belongingness and the necessity of

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<sup>5</sup> Poston, B. 2009, p.349

<sup>6</sup> Maslow, A., 1943, p.375

<sup>7</sup> Maslow, A., 1943

<sup>8</sup> McLeod, S., 2018

<sup>9</sup> Maslow, 1943, p.379

<sup>10</sup> Poston, 2009. p.350

becoming a part in a whole.

After having physiological needs, security and love completed, there are two items remaining to find the wholeness of its existence: esteem and self-actualization. Esteem correspond to prestige and feeling of accomplishment and to Maslow<sup>11</sup> all people in our society (with a few pathological exceptions) have a need or a desire for a stable, firmly based, (usually) high evaluation of themselves, for self-respect or self-esteem, and for the esteem of the other. It's basically related to what we have achieved in life and have the recognition of others for such. Maslow divided this esteem in two categories that are explained by Poston<sup>12</sup> as high and low level. The lower level is directly connected to one's ego and can be identified as the status, recognition, fame, reputation and appreciation of others towards yourself. It's an element that takes time and effort to be maintained. Whereas the lower level is directly connected with others, the high level corresponds to self-respect. This item requires less maintenance because once it is achieved, it becomes a permanent part of who the individual is and it's much harder to lose it. Not to confuse those items with an individual having low or high self-esteem, as despite having the same name correspond to different things. An individual that has a low self-esteem also has his/her social interactions affected, and will constantly seek for the approval of others. Whereas an individual with a high self-esteem will place unrealistic targets to be reached which will make this element of Maslow's needs really hard to be achieved.

For last, Maslow placed self-actualization as the higher level of the needs. Self-actualization corresponds roughly to the individual becoming what he/she wishes to be. In his essay, Maslow<sup>13</sup> explain that self-actualization its referred to the *desire of self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. It's to become everything that one is capable of becoming.* Poston<sup>14</sup> complements this definition by explaining that the self-

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<sup>11</sup> Maslow, A., 1943, p.380

<sup>12</sup> Poston, B., 2009, p.351

<sup>13</sup> Maslow, A., 1943, p.380

<sup>14</sup> Poston, B., 2009

actualization corresponds with the being pursuing their true self and connecting with who they are. Once it's not necessary to fulfil any other need, the individual is allowed to look at their own self and focus on bettering it. To Maslow, only a selected group of high-profiled people such as presidents, scientists and artists has reached this level.

In order to put what was explained previously in a more graphic way, figure 1 represents Maslow's hierarchy of needs.

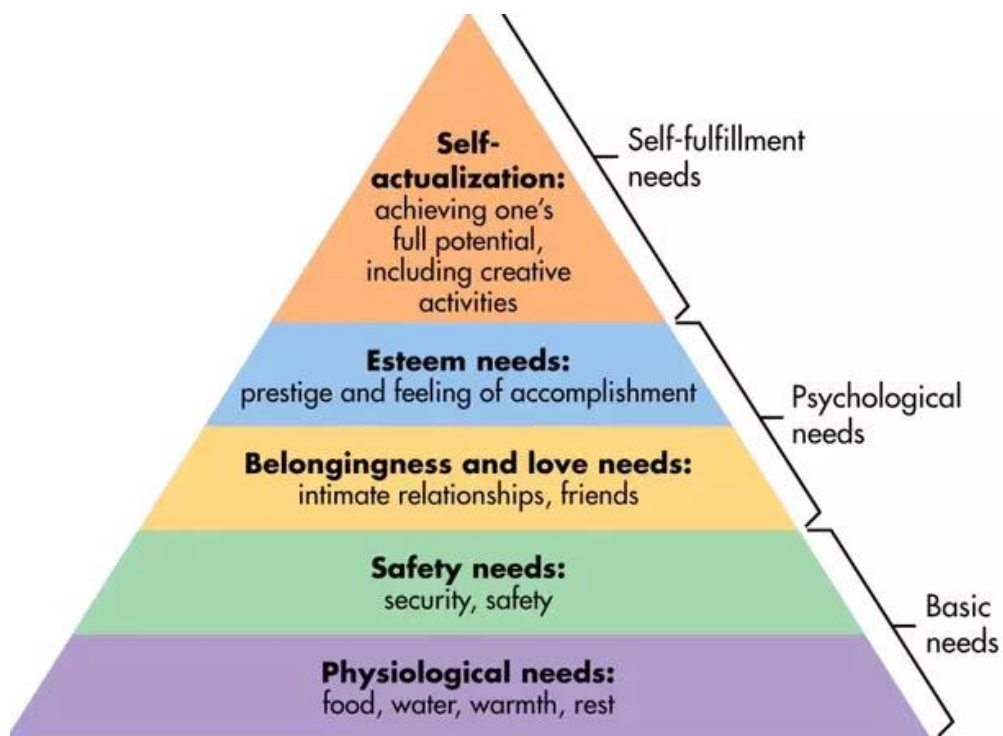


Figure 1 – Maslow's pyramid of needs<sup>15</sup>

Maslow's work is undoubtedly important and highlights the importance of completing such needs in order to be a more complete human. Although, McLeod<sup>16</sup> reinforces that the group which was taken into consideration for such study consisted in white-rich male subjects. In other words, the group corresponded to a small and privileged group in the society that probably doesn't share the same acknowledgements of world from people of another race, culture or sex. Therefore, it is not

<sup>15</sup> McLeod, S., 2020. *Maslow's Hierarchy of Needs*. [online] Simplypsychology.org. Available at: <<https://www.simplypsychology.org/maslow.html#gsc.tab=0>> [Accessed 11 March 2021].

<sup>16</sup> McLeod, S., 2018

very consistent to assume that the needs will be presented in the same way to everyone. In order to put this contentment in practical terms, Tay and Diener<sup>17</sup> held a study to understand how accurate Maslow's theory was in relation to a larger group. The group in question consisted of 60,845 individuals spread through 123 nations located in Asia, Africa, Europe and America.

Through this analysis, the researchers were able to comprehend that the needs are, in fact, presented into the beings but the appearance of such might vary in diverse cases, and this can be influenced by the way each individual perceived themselves in a larger group and how culture also influenced their behaviour. Another interesting finding that goes against Maslow's prerogative is that an individual may identify and pursue several needs at the same time. A person can be starving and searching for the love of their life at the same time, for example. Also, another pertinent critique that was observed by Tay and Diener<sup>18</sup>, Poston<sup>19</sup> and McLeod<sup>20</sup> is the fact that the orders of needs are mutable and might vary among the individuals.

Considering all that has been said so far, it's possible to understand that when one of those needs are not fulfilled by the individual(s), this might lead a person or a group of people more susceptible to enter in a conflict. Lebaron and Pillay<sup>21</sup> uses an example where divergent tribes wandering in the desert that starts to fight over the control and distribution of water found in a recently discovered oasis, and how their interaction escalates from a simple argument into a generalized fight. In resume, the example pictures people with different concepts and life experiences fighting over the same basic and necessary item (directly connected to physiological needs), how the inconsistencies in defining the best way to use this resource leads to the conflict escalation and how the delay in resolving it only makes the situation deteriorate. Through the findings of Maslow, it was possible to unveil the motivations behind human behaviour and how the disturbance of such can lead people

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<sup>17</sup> Tay, L. and Diener, E., 2011

<sup>18</sup> Tay, L. and Diener, E., 2011

<sup>19</sup> Poston, B., 2009

<sup>20</sup> McLeod, S., 2018

<sup>21</sup> Lebaron, M. and Pillay, V., 2006



more susceptible to conflict. After the comprehension of the needs and how those elements can act as a fuel to conflict, it is necessary to analyse the elements of conflict itself.

As previously presented, Mayer<sup>22</sup> defines conflict as occurring along the emotional, cognitive and emotional spectrum. The emotional realm is related to the feelings that one experiences towards a person or a situation. Hence, if a person feels that she/he is in a conflict, therefore they are. As the author elucidates in his work that in this spectrum, *it doesn't take two to tango*. The cognitive element is related to the perceptions of one being to the situation. In other words, it's the perception that one interests, needs and wills are incompatible with another. It could be also described as a clash of divergent ideas. For last, the behavioural element is connected to the actions that are taken while one person realises that she/he is inserted in a conflict. In sum, it's the physical expression of conflict, the way that people find to articulate their perceptions. Still according to Mayer<sup>23</sup>, those elements are quite dynamic and can lead people back and forth in a potential conflict situation. However, the sole existence of those elements won't lead to conflict. A conflict can be stimulated by a vast and diverse number of reasons.

Furlong<sup>24</sup> explains that while analysing a conflict the practitioner is presented with a considerable range of techniques to do such, and therefore must choose the alternative in which she/he feels more comfortable with (but never forgetting the fact that each problem, circumstances and people involved are unique and shall be treated as such). The author also says that good analytical models do hold some characteristics in common and consequently respect two basic requirements: *1) It must be able to balance the complexity and simplicity in order to proceed with the diagnosis or, in order words, be able to address to the complexibility and work it in a way that is easily applicable to the issue and 2) be strategic guide, meaning that the model should present clear strategic directions to the practitioner in order to be able to exert the strategies with precision and*

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<sup>22</sup> Mayer, B., 2000, p.4

<sup>23</sup> Mayer, B., 2000, p.8

<sup>24</sup> Furlong, G., 2005, p.11

*effectiveness*<sup>25</sup>. Considering the vast number of existing theories (i.e.: Dynamic of Trust, Boundary Model and The Dimension Model) this essay will be focused on the Wheel of Conflict by Christopher Moore.

The best way to deal with a conflict is through its comprehension, and this is related to the way that people see, feel, comprehend and express their emotions towards conflict. Through this analysis the practitioner will be able to understand how the dynamic will be. Moore<sup>26</sup> explains that this includes the following elements:

- *Driving factors* - elements that can either fuel or mitigate the conflict, which are separated in dividers and connectors. Dividers are the elements that highlight the existing differences between the parties and if not identified and addressed properly, have the power to put the parties in even more polarized positions. It is grounded in a negative history between the parties and can be classified as major elements (those that make conflict hard to resolve and, if not treated, makes the resolution impossible) and contributing elements (exacerbate the differences but don't have the power to make the resolution impossible to be achieved). Connectors are the issues between the parties that bring with it a positive element that can be used as a way to put the parties together. It consists of attitudes and interactions that need to be highlighted in order to create empathy between them, and therefore stimulate a bigger collaboration. However it is important to remember that they are still an issue to the parties (they cannot identify this as a positive, therefore it's due to the intermediary to bring this into their knowledge) therefore, if not recognized as such, it can easily turn into a divider<sup>27</sup>.

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<sup>25</sup> Furlong, G., 2005, p.12

<sup>26</sup> Moore, C., 2014, p.85

<sup>27</sup> Moore, C., 2014, p.85

- *Genuine and Unnecessary elements* - Genuine elements are those related to the needs, interests, options and issues; everything that has a connection with the reality and it's tangible between the parties, being directly connected to the core of the disagreement. The unnecessary elements are those that the parties understand as a genuine cause but have no connection to reality. In other words, it is related to their own perceptions of the facts that do not always align with the facts<sup>28</sup>.
- *Emotional state or Substantive issues* - Usually people are so involved in their narratives that they are more likely to express their feelings in relation to the issue rather than other substantive issues that might be in dispute. Therefore, they might spend a considerable amount of time on their emotions instead of dealing with substantial issues, which might prevent people from moving forward in the resolution process. With that said, Moore suggests that a good way to deal with this block is to let people steam off those emotions before continuing the process, as once the parties are substantially focused they tend to work collectively in an alternatives for a solution<sup>29</sup>.

Based on those elements, Christopher Moore (2014) was able to develop a tool called circle or wheel of conflict. The circle understands that there exist nine elements in the conflict that must be observed in order to resolve it: the parties involved their history, emotions involved, communications, information available, procedures, power and influence, structural factors and values. This tool is used to create an expanded view of the problem, which we can also call conflict mapping. Through this mapping, the practitioner will be able to see the roots of the problem and by identifying such, unveil the best approach in order to reach resolution. The wheel illustrates those nine elements surrounding the main issues and possible outcomes, the reason why those elements have to be worked through in order to reach the main issues of the problem, as we can observe in

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<sup>28</sup> Moore, C., 2014, p.87

<sup>29</sup> Moore, C., 2014, p.87

figure 2.

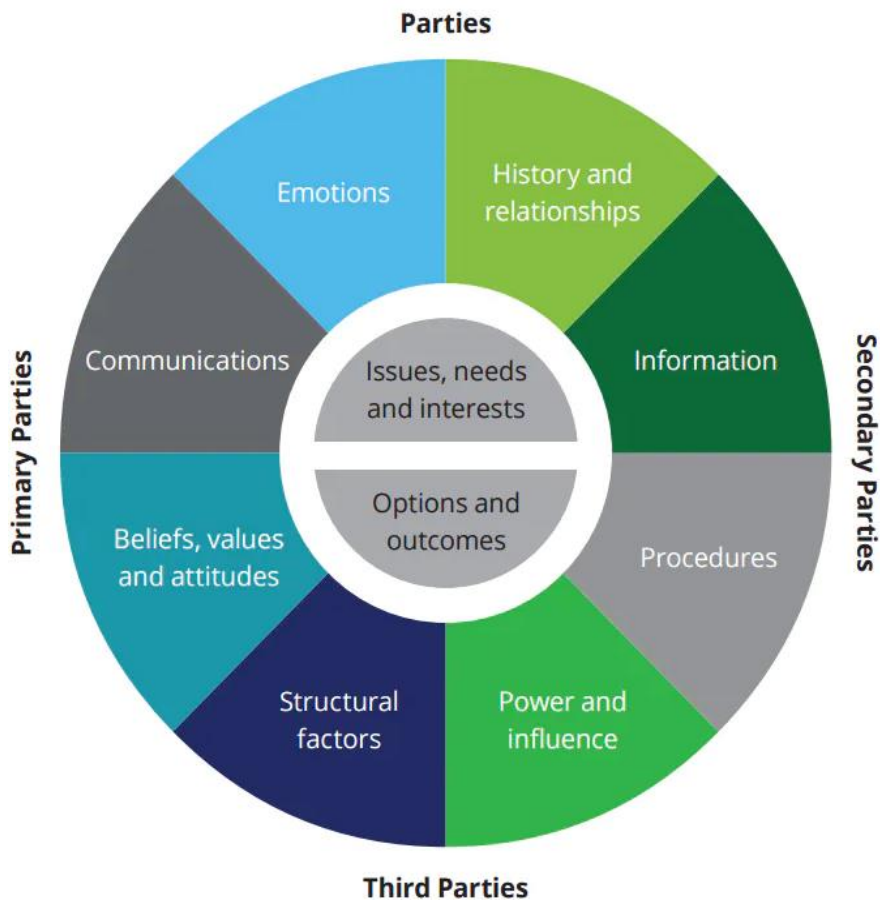


Figure 2 – The Wheel of Conflict<sup>30</sup>

### *The parties*

According to Moore<sup>31</sup>, the parties involved in a conflict can be classified as: primary, secondary, experts and third parties. Primary parties are those who have the most interest over the issue and play a primordial role in the conflict. For example, in a divorce case, the primary party could be identified as the couple who is getting divorced. Secondary parties are those who are not directly affected by the process but have a huge interest in the resolution of the case. Following the divorce example, the secondary parties in this scenario could be identified as the children of the couple or even the extended family (such as the in-laws). Experts are those who provide the parties with

<sup>30</sup> The role of the Forensic Accountant in Mediation | Deloitte Ireland | Corporate Finance, n.d.

<sup>31</sup> Moore, C., 2014, p.89

information that might assist them in the case. The experts can be divided in four types: Independent/disinterested data provider (give the most accurate information possible in a neutral, impartial and independent way), data arbiter (assist the parties to resolve an specific question), advocate (provides information and advice to one of the parties in order to give some advantage) and honest broker (the one who provides all the information and the possible outcomes for the resolution, but is due to the parties to decide which patch to follow). For last, we have the third parties which are recognized by those who voluntarily assist the parties to reach a mutually accepted agreement and act in a neutral and impartial way. Therefore, the third parties can be recognized as a mediator, negotiator, and so on.

### *History*

All the individual and shared experiences that the parties had are considered as relevant for the process. To Moore<sup>32</sup>, those events have strong influence over the parties' views of past and future events and consequently can shape their behaviours and attitudes in the current scenario. Furlong<sup>33</sup> explains that a conflict occurs when past experiences between the parties drive them to the current negative experience. In addition to it, Moore<sup>34</sup> explains that this history can bring elements that can be seen as connectors or dividers. From our divorce example, a connector could be the good memories that the couple shared together such as the birth of their child, while a divider could be related to a cheating of one of the parties towards the other. In order to begin the resolution of the conflict between the parties, the practitioner must be able to explore the relationship of the parties and when identifying a connector, explore it in order to bring back the good memories that such moments brought to the parties and also the positive emotions involved.

### *Emotions*

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<sup>32</sup> Moore, C., 2014, p.96

<sup>33</sup> Furlong, G., 2005, p.32

<sup>34</sup> Moore, C., 2014, p.96

Emotions can be explained as the feelings that the parties have towards each other or a situation. Moore<sup>35</sup> explains that the emotions are a result of three factors: our thoughts, feelings and actions. Thoughts can be described as the ideas that we have in our mind about a specific thing, being positive or negative. Feelings are the emotional reflection of the thoughts and therefore a physiological component. The feelings can make a communication more clear or confusing to others which can affect the concentration of one individual or a group. Actions, as the name suggests, is the physical manifestation of an idea and a feeling and when manifested can lead to an equal and reciprocal response of the other party. Mayer<sup>36</sup> will also describe the emotions as the fuel of the conflict, meaning that if not treated properly this element will work as an important tool to the conflict escalation. Therefore, it's extremely important to discuss the feelings with the parties without letting them physically express it. For example, talking about how a situation makes you feel angry or aggressive (thoughts and emotions) without actually showing it (action), as a physical expression of such would stimulate a response at the same level and consequente escalation. However, in some cases it would be necessary to let the conflict escalate somehow (controlled escalation) in order to allow the parties to identify the emotions presented and consequently be able to work on it.

### *Communications*

Communication comprehends not only the act in which one party sent a message to another but to the whole context of it. According to Mayer<sup>37</sup>, humans are imperfect while communicating, once a person might believe that the message was verbalized in an accurate way whereas it wasn't. A break in this process might lead to misunderstandings and consequently to a conflict escalation. Moore<sup>38</sup> reinforce that some elements must be taken into consideration in order to verify how the

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<sup>35</sup> Moore, C., 2014, p.100

<sup>36</sup> Mayer, B., 2000, p.10

<sup>37</sup> Mayer, B., 2000, p.09

<sup>38</sup> Moore, C., 2014, p.103

communication happened, such as nonverbal elements (body language), the venue where the message was delivered, the emotional content of it, how it was received by the receiver and which language was used for it. Mayer<sup>39</sup> add some other elements that can disrupt effective communication such as culture, age, class and environment of the involved. Also, as well observed by Moore<sup>40</sup>, the practitioner must be well aware that the fact that the parties are talking doesn't necessarily mean that a communication is happening. A great example of miscommunication happens when a politician is broadcasting a message in relation to her/his campaign: if using a very formal and academic language, even if the message reach all the levels of the society, not all the groups will be able to fully comprehend the message that it's being sent.

### *Information*

Information or data issues correspond to the information disposed to the parties in relation to the dispute. Those elements, according to Moore<sup>41</sup>, are used to form opinions, reach agreements and make judgments about the issue. Information is considered by Furlong<sup>42</sup> as a key driver to the conflict, therefore it has to be addressed properly. As the author mentions, the soley presence of the data doesn't not mean that it will be enough to mitigate the conflict once data is subject to the interpretation of the parties. Moore<sup>43</sup> presents elements that can transform information in a divider, such as the lack or excess of information, misinformation or disinformation, difficulty to comprehend the data, incomplete or inaccurate data and divergent views on the way that the information was collected. Although the element is crucial and can work as an important fuel to the conflict, it is important to recognize that when the divergences in relation to the data are solved, this potential divider can turn into a connector.

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<sup>39</sup> Mayer, B., 2000, p.10

<sup>40</sup> Moore, C., 2014, p.103

<sup>41</sup> Moore, C., 2014, p.102

<sup>42</sup> Furlong, G., 2005, p.32

<sup>43</sup> Moore, C., 2014, p.102

## *Procedures*

To Moore<sup>44</sup>, this item corresponds to the procedures and strategies that were thought by the parties in order to reach a resolution. This can be understood as the initial view of the parties in relation to what they believe can be the best way to reach a resolution. Procedures are related to general approaches and strategies that are explained by the author as follows:

- General approach: the form in which the party understands that a settlement can be better reached. Therefore, interactions such as unassisted conversations, mediation, negotiation, litigation and so on can be considered as a general approach to deal with the conflict.
- Strategy: corresponds to the default style of negotiation that the party uses in order to achieve her/his objective, and it's divided in five types:
  - Avoidance: the action of avoiding the conflict and/or being reluctant in dealing with the existing differences with one or more parties. This position might be taken due to the inability of the parties to reach a satisfactory resolution in a previous attempt to solve the conflict and, therefore, the party opts to maintain the current status quo. In resume, even though the parties find themselves in conflict, the option is to maintain the situation unchanged.
  - Competition: This position characterizes the willingness of one or more parties to get benefits over the losses of one or more parties. This action leads to a win/lose outcome, meaning that for one to win, another one must lose.
  - Compromise: when this approach is taken, the parties comprehend and accept losing some of the gains in order to have some others. It's a mutual cooperation where not all the objectives are achieved, but still the parties are able to reach a resolution.
  - Accommodation: Once on this strategy, the party or parties decide to not pursue their objectives by accepting all the requirements and demands from the other party. This

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<sup>44</sup> Moore, C., 2014, p.105



strategy is taken when the party rather to maintain the relationship with the counterpart to have their personal goals achieved. The belief is that with this action some other future objectives can be achieved, even though there is no explicit guarantee of such.

- Collaboration: in this scenario, the parties work together in order to achieve the biggest number of benefits possible that will please both parties equally. Through this action, the parties are able to satisfy their personal and mutual interest. In other words, it's the representation of a win/win scenario.

### *Power and influences*

According to Moore<sup>45</sup>, power corresponds to the capacity to get what you want or to get something done for you, whereas influence would be the actions that a person takes in order to change another's views or actions and this change will be favourable to them. This power can emerge from personal qualities (a charismatic person, for example), emotional power (be able to control the emotions even in an extreme moment), persuasion, knowledge, status quo and authority. A practitioner, while analyzing a conflict, must be able to identify whereas a disbalance of power is present, once this disequilibrium might lead to a resolution where the last empowered party will not have their necessities fully achieved. Therefore, an effective resolution also corresponds in an exercise of the practitioner to balance any disparities that the parties might have. Once power places a crucial position in conflict resolution, this element will be further explored ahead.

### *Structural*

Structural factors are defined by Furlong<sup>46</sup> as problems related to the nature or structure of the system in which the parties are involved. The availability or lack of explanation of the structure to those involved might be a key factor that will create a disbalance of power between the parties

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<sup>45</sup> Moore, C., 2014, p.107

<sup>46</sup> Furlong, G., 2005, p.34

involved. Moore<sup>47</sup> divide the structural factors in six types:

- Cognitive structural- corresponds to what is defined as an appropriate relationship between the members of a specific society. Therefore is the legal, religious and societal laws or rules.
- Cognitive structures - this item corresponds to the inefficiency to communicate the rules mentioned in the previous item, and this inability leads to contradictions and/or exclusion of other groups and a consequent state of conflict.
- Institutional and organizational - an institutional or structural factor appears when the roles and authorities are not well specified and clear, leading to a major problem. Situations such abuse of authority, rigid rules and the absence of a trustworthy institutional environment might lead the parties to a conflict.
- Resources - corresponds to the access of possessions that one party might have in relation to the other, and this might cause unbalance of power. Access and control of money, lands or any other valuable assets and the ability to obtain more can be used as an example of resource factors.
- Physical, geographical or proximity - As the name might suggest, correspond to the physical elements that are present between the parties, such as access to venues, the time the parties will dispose of commuting to this venue, geographical distance or proximity that might cause tension between them.
- Time - The availability of the parties or the time given to reach a resolution can work as an ally or an enemy to the process. Therefore, a lack of flexibility, too short deadlines given to the parties to reach a resolution or other activity that might happen at the same time as the resolution of the current conflict might be elements that can fuel the conflict.

*Values, beliefs and attitudes*

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<sup>47</sup> Moore, C., 2014, p.108

The last item corresponds to the elements that are capable to shape our behaviour, interactions, needs and actions, and can also be understood as a cause, driven and contributing factor in our lives<sup>48</sup>. The values, beliefs and attitudes are connected to our essence, the elements that contribute directly with our personality and it's a direct reflection of the environments where we were inserted in the early stages of our lives. Moore<sup>49</sup> conceptualizes those elements as follows:

- Beliefs: Beliefs can be understood as a Individual or group's perceptions related to their judgments in relation to what is true, right, wrong or real. Hence, beliefs can be comprehended as the moral and ethical values that an individual and/or a group holds.
- Values: It can be comprehended as a central core idea, principles or standards held by an individual, group, organization or another entity and assist people on the way they conduct their lives. Therefore, values can be understood as a combination of core beliefs and are directly connected to someone's integrity. So once this element is present in a conflict, the parties tend to find difficulties in compromising themselves, once this action could go against their integrity.
- Attitudes: To the author, attitudes are the ways that a group and an individual uses to express their values and beliefs. This expression can be positive, negative, neutral, communicated nonverbally, through speech, writing, behaviours or actions. It's all the combinations of factors that reinforce the beliefs and values.

Thus, as previously mentioned, those elements (beliefs, values and attitudes) are parts of the factors that embrace the personality of a being. Those judgements usually come from a common generalized social understanding of certain types of behaviour that are considered acceptable by the

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<sup>48</sup> Moore, C., 2014, p.111

<sup>49</sup> Moore, C., 2014, p.111

major social group. Despite the lack of a consensus that could precisely define morals, Morin<sup>50</sup> explains that it can be defined as a combination of standards that enable people to live cooperatively in groups. Those terms aren't fixed and therefore suffer changes depending on the geographic location in which the group lives and even suffer from the social transformations as time passes by. A good exemplification of the way morality has changed throughout the years is the publication of Wheeler, McGrath and Haslam<sup>51</sup> that observed a change from the collective values to individual ones through books publications in the twentieth century. In summary, the journal consists in highlighting these shifts in the moral concepts through the changes in words used in published books of the twentieth century, whereas collective words were replaced by more individualistic ones. According to the researches, this change was influenced by the changes in the social behaviour, from a more rural and collectivist group to an urban and individualistic one.

In relation to the geographic position of a group, it is possible to relate the shapeness of morals with culture. In a conflict, the comprehension and understanding of the culture will play a key role in the engagement of the parties in the resolution process. Lebaron and Pillay<sup>52</sup> analyses how culture can shape an individual's behaviour and how this process occurs even prior to the individual's existence. They'll explain that culture is an element that is constructed throughout the years and passed on through generations. This construction dynamism can be linked with a number of historical moment such as the Nazi's Holocaust, the genocide in Rwanda or even the persecution of Muslims after the terrorists attacks in New York, once after those events there was a considerable change on the way that a group interacts with another one. Hence, culture can be understood as the feelings one group experienced in a specific event towards another group, and this can reshape their interaction through the generations to come. Understanding how culture can influence humans it's a initial step in order to comprehend how they will behave in a situation where our needs can't meet

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<sup>50</sup> Morin, A., 2020

<sup>51</sup> Wheeler, M., McGrath, M. and Haslam, N., 2019

<sup>52</sup> Lebaron, M. and Pillay, V., 2006, p. 14

the ones from another.

Therefore, when a change in the status-quo threatens core beliefs established by cultural construction, this can lead individuals to a state of conflict. For that reason, culture is crucial to reach comprehension of conflict developments. In order to do such, the researcher Geert Hofstede developed a tool that evaluates the type of characteristic and approaches that an individual might have based on their cultural background. The psychologist and researcher led a study in the 70s that was able to demonstrate that cultures around the world diverge in six major dimensions: power distance index, Individualism versus collectivism, masculinity versus femininity, uncertainty avoidance index, long versus short-term orientation and indulgence versus restraint. The studies were made with employees of the IBM corporation in more than 50 countries and was able to highlight the independent preferences of each individual based on the values shared by their cultural influence, seeking to minimize the clashes of the organizational culture with the local one<sup>53</sup>.

## 2.3 Culture and Conflict Escalation

Although the research was firstly imagined for a corporate purpose, its findings had huge relevance in the understanding of people behaviour in situations where cultural divergences are presented and the best way to comprehend and resolve them. Therefore, those tools will place an important place on this research, in order to comprehend the cultural differences faced by the Brazilian community in Dublin and how this element works in the aggravation of the conflict.

### *Power Distance Index (PDI)*

The first dimension was called Power Distance Index (or PDI), and refers to the way that cultures perceive human inequalities, and it's measured by high and low levels (going from zero until 100 - meaning that the lower the level is the more is the intolerance of this society towards unequal

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<sup>53</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d.

distribution of power). Hofstede<sup>54</sup> explains that *this represents inequality (more versus less), but defined from below, not from above. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders.* In other words, express the society's response in relation to power distribution. Therefore, a society with a small PDI will treat all in a more egalitarian way, despite age, social level or hierarchical level. The expression of power should be due to legit way, meaning that it should be used with a specific reason and purpose. As an example of a country with low PDI, we have Austria with a score of 11. The southern country style is described by the Hofstede Insights comparing tools as

*“(...)Being independent, hierarchy for convenience only, equal rights, superiors accessible, coaching leader, management facilitates and empowers. Power is decentralized and managers count on the experience of their team members. Employees expect to be consulted. Control is disliked. Communication is direct and participative<sup>55</sup>.”*

Whereas high PDI societies will express this power despite legitimacy and will differentiate treatment amongst their internal group, i.e. old people being feared and/or respected. In this scenario, hierarchical levels are maintained and respected by all involved. The eastern european country of Belarus can be used as a good example of a country with a high PDI level, scoring 95 points in the Hofstede scale. The Hofstede insights describes Belaru's style as

*“People in this society accept a hierarchical order in which everybody has a place, and which needs no further justification. Hierarchy is seen as reflecting inherent inequalities, and the different distribution of power justifies the fact that power holders have more benefits than the less powerful in society. The discrepancy between the less and the more powerful people leads to a great importance of status*

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<sup>54</sup> Hofstede, G., 2011, p.9

<sup>55</sup> Hofstede Insights. n.d.

*symbols.*”<sup>56</sup>

### *Uncertainty Avoidance Index (UAI)*

The uncertainty avoidance index (also known as UAI) is also measured in a scale that goes up to 100 and evaluates how a group behaves in relation to the uncertainties of future situations, or in other words, how this society is able to manage their expectations in relation to things that they can't control<sup>57</sup>. Greece is a country that holds the highest UAI with incredible 100<sup>58</sup>, and therefore can be described as a very passionate culture, which can express their feelings through body language, very social and with a high demand of bureaucracy and rules to keep the society functional. Contrasting to that, Jamaica presents a low UAI of 13<sup>59</sup> which reflects in characteristics such as a culture with a more relaxed and tolerable behaviour towards unexpected situations and that also believes that the current regulation system is enough<sup>60</sup>.

### *Individualism versus Collectivism (IDV)*

This item refers to the connection that one individual has in relation to the societal group in which this person is inserted. An elevated level indicates those people whose strong connections go only to their nuclear family and therefore the decision-making process of this person tends to be more self-centred with other elements of the society. Opposite to that, countries with a low IDV express a more collective behaviour while interacting with what can be described as extended family, and therefore the decisions taken by those individuals tends to be more communal (even while they're defending their own interest)<sup>61</sup>. Mozambique is an example of a country with a low individualism level, scoring 15 on Hofstede score<sup>62</sup>. This means that while deciding about something, they tend to

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<sup>56</sup> Hofstede Insights. n.d.

<sup>57</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d.. and Hofstede, G., 2011, p.10

<sup>58</sup> Hofstede Insights. n.d.

<sup>59</sup> Hofstede Insights. n.d.

<sup>60</sup> Country Comparison - Hofstede Insights, n.d.

<sup>61</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d and Hofstede, G., 2011, p.11

<sup>62</sup> Hofstede Insights. n.d.

opt for options that will bring benefits to the biggest number of people possible in order to maintain harmony and relationships above all. Whereas in the United States (with a score of 91<sup>63</sup>), it prevails the I consciousness where the attention is turned into the benefits of the self and the need to achieve tasks are more relevance than the maintenance of relationships, a besides their nuclear family this group tends to find difficulties in connect in a deeper way with other elements of society<sup>64</sup>.

### *Masculinity-Femininity (MAS)*

This element referees to the societies which has a patriarchal or matriarchal approach to social relations<sup>65</sup>. Masculine societies refers to those groups where competition and assertiveness are seen as positive elements of the group, so showing strength and speed in completing tasks is considered a positive thing. Whereas the feminine society understands modesty as a virtue. Therefore, the maintenance of a good relationship with others and cooperation are taken as a virtue for those societies<sup>66</sup>. Thus, in case a practitioner is aimed to solve a conflict in a society where the masculinity behaviour prevails (like Japan, with a score of 95<sup>67</sup>), the person must be aware that the roles played by a man an a women in this society will be well delimited and competition will be at it highest, therefore the approach should always be more assertive, objective and based on the strength of the parties. However if the parties involved in this conflict come from a feminine society (such as Norway, with a score of 8<sup>68</sup>), the approach should consider a high level of cooperation and communication between the parties. Once the parties are more used to an empathetic approach, following this empathetic patch will allow the parties to reach a more effective resolution<sup>69</sup>.

### *Long-term versus Short-term Orientation (also known as Pragmatic versus Normative - PRA)*

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<sup>63</sup> Hofstede Insights. n.d.

<sup>64</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d.

<sup>65</sup> Hofstede, G., 2011, p.12

<sup>66</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d.

<sup>67</sup> Hofstede Insights. n.d.

<sup>68</sup> Hofstede Insights. n.d.

<sup>69</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d. and Hofstede, G., 2011, p.10



This element corresponds to the time horizon in which a society portrays their actions, in other words, it refers to when they want to receive the results of the actions that are being taken at the moment<sup>70</sup>. Short-term oriented societies are focused on more immediate results and have their actions as a reflection of what has happened in the past or what is being lived at the moment<sup>71</sup>. So, once negotiating with Mexican national for example (score 24<sup>72</sup>), a practitioner must have in mind that a person from this social group might have great emphasis in rights and values, strong convictions and also they might be less prompt to compromise, as in those cultures this could be a sign of weakness. Whereas for places like South Korea (score 100<sup>73</sup>), a person who belong to this culture will be prone to thing about the future, so they will be more open to discuss and change their minds on whereas a situation is true or false, a high level of modesty and willingness to compromise (although this might not be obvious at first) can be easily spotted on this group<sup>74</sup>.

#### *Indulgence versus Restraint (IVR)*

The sixth element is a relative new item if compared to the others (it was added to Hofstede theory in 2010), which the author refers to as the happiness research<sup>75</sup>. Basically, indulgent cultures, like Angola (score 83<sup>76</sup>) correspond to those who contain a high level of people who tend to concentrate their energies in fulfilling their desires and wishes, focusing a good amount of time on their leisure and tend to have a more optimistic attitude<sup>77</sup>. Whereas in countries like Egypt (score 4<sup>78</sup>), the population tends to have a more pessimistic view of the world and constantly feel that their indulgence is restrained by the norms. Therefore, not much time is disposed for leisure and they are

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<sup>70</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d.

<sup>71</sup> Hofstede, G., 2011, p.13

<sup>72</sup> Hofstede Insights. n.d.

<sup>73</sup> Hofstede Insights. n.d.

<sup>74</sup> Hofstede, G., 2011, p.13

<sup>75</sup> Hofstede, G., 2011, p.15

<sup>76</sup> Hofstede Insights. n.d.

<sup>77</sup> Hofstede, G., 2011, p.15

<sup>78</sup> Hofstede Insights. n.d.

less likely to remember positive emotions<sup>79</sup>.

Hofstede's insights are highly important to comprehend how culture places a very central role in our behaviours and attitudes while in contact with another culture. Therefore, people from different cultures might perceive a situation through different prisms and those divergences in the comprehension of the very same event might lead to conflicts. Despite the way people perceive reality, when a conflict is installed it is possible to observe a natural dynamic of it, and this movement was observed and theorized by Friedrich Glasl on his nine stages of conflict escalation. But prior to the analysis of the conflict escalation, it is important to take some time to analyse the key element that acts as a fuel in the conflict escalation dynamic: power. Bernard Mayer<sup>80</sup> defines power as *the ability to promote one's interests, to further a goal in the face of opposition, to cause something to happen, or to maximize the freedom of choice and action. This power is interactional and longitudinal, meaning that this power can be only observed through the interaction of the parties and its amount and effectiveness can change over time. Consequently, we can understand power as a mutable source of influence that one party can play against another, in a situation where a common goal is in dispute.*

According to Mayer<sup>81</sup> power has many sources that can be pre-existent to the conflict or originary from it. This origins of power were divided by the author in eight categories:

- Formal and informal: Formal driven from a formal structure that delegates this power to a person and gives them the authority to take or make decisions (i.e.: the CEO of an organization). Whereas the informal power is the source of power that

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<sup>79</sup> Hofstede's Cultural Dimensions: – Understanding Different Countries, n.d. and Hofstede, G., 2011, p.10

<sup>80</sup> Mayer, B., 2009,p.152

<sup>81</sup> Mayer, B., 2009, p.153

comes from manners, social status, group affiliations and so on (i.e.: a mother who has authority over her children)<sup>82</sup>

- Structural and personal: structural power comes from the structures that were established from the situation like resources available, authorities and genuine alternatives. Personal power is the type of power that it's derivative from the personality of the person involved in the conflict. An example is the structural power is a discussion between the vice-president of a company and the line manager, as due to their positions in the company, the vice-president has more power than everyone from the company except the president of the same company. However, the line manager can have as an aspect of her/his personality a very persuasive way to approach those who have a different opinion. Therefore, this person can exert a bigger power even though this person has hierarchically less power<sup>83</sup>.
- Integrative and Distributive: on the author's own words *integrative power can be thought as power with* , *distributive power as power against*<sup>84</sup>. Hence, an illustrative example of the integrative power happens when the state-members of the United Nations join efforts in the fight against global warming by taking joint actions in order to reduce the emission of greenhouse gases in the atmosphere<sup>85</sup> . Distributive power can be explained as two groups discussing over the abortion legalization: they're both fighting over the same topic but for different outcomes, as part of the group seeks for approval and another portion for prohibition<sup>86</sup> .
- Reward and sanction: reward is the power that one party has to offer benefits to another, whereas sanction is the power that one party has to apply punishments to another. This source of power can be well exemplified by the relation of the parents

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<sup>82</sup> Mayer, B., 2009, p.154

<sup>83</sup> Mayer, B., 2009, p.154

<sup>84</sup> Mayer, B., 2009,p.154

<sup>85</sup> see What is the Kyoto Protocol?, n.d.

<sup>86</sup> Mayer, B., 2009, p.154

with their children: when the child does something positive, they can award the child with something that they want like a video-game, however when the child has a negative behaviour, the sanction can be presented as a prohibition over the sweets consumption.

- Individual and social: this element is related to the way that a person expresses their power in relation to others. Sometimes the source of power relies on an individual, such as the prime minister of a nation. Contrary to it, some others can express their power in a more social context. The priest in a community that is majorly catholic will have a considerable source of power, but if this very same Cristian authority is reallocated to a place where the majority of the people are practicants of hinduism, this power will be considerably diminished or even eradicated<sup>87</sup>.
- Legitimate and illegitimate: those elements can suffer the influence of the context, gender, culture and so on, but legitimate power is the type of power that is accepted by those inserted in that environment and illegitimate power is the one that can be used to achieve your objectives even though is not accepted by the other groups. An example of the legitimate power is the one that is exercised by the police whereas the informal power can be described by the power held by street gangs<sup>88</sup>.
- Time limited and on-going: time limited is the type of power that exists for a limited period, as a referee who has the power to decide which rules to apply in the course of a football match. On-going power is the one that is more enduring, like the one derived from financial resources<sup>89</sup>.
- Implied and applied<sup>90</sup>: implied power is the one that someone has and the people around are aware of such, but this element doesn't need to be mentioned in order to

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<sup>87</sup> Mayer, B., 2009, p.155

<sup>88</sup> Mayer, B., 2009, p.155

<sup>89</sup> Mayer, B., 2009, p.155

<sup>90</sup> Mayer, B., 2009, p.156

exist. The applied power is the one that needs to be reinforced constantly so all the parties are aware that the power is present. This element can be well explained by the usage of hard and soft power<sup>91</sup> that the United States of America uses in the international scenario. The ideology of the “American way of life” was widespread and accepted by many countries and therefore provided some power to the United States, even though not said specifically that this was a way to increase their influence in international lands. Following the same example, the United States presents their applied power when threatened to use their weaponized nuclear arsenal against an actor that presents any type of threat to their interests.

As previously explained, conflict can be understood as the attempt to pursue one or ones to behave and proceed as your own interests, and power is the core element in order to implement this persuasive behaviour. It is also important to highlight that the sources of power presented previously can exist simultaneously in the same conflict. This power dynamic between the parties can be understood as what leads the parties to an aggravation in their disagreement, once the current strategy doesn't work the parties tend to become more emphatic in order to reach their objectives.

As previously explained, Friedrich Glasl was able to observe and identify nine stages in the conflict escalation. The following explanation of Glasl's stages will be made based on an article written by Tomas Jordan, where he (with Glasl revision and approval) explain the phases of the conflict escalation. Differently from what has been shown so far, the conflict escalation model tries to decipher the logic behind the conflict and how the actions become more serious as time passes by.

Therefore the focus will be in the dynamic of the conflict and how those interactions led to a change in the personal's behaviours.

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<sup>91</sup> The term soft power was firstly used by Joseph S. Nye Jr in his book *Bound to Lead: The Changings of American Power* (1990, New York: Basic Books). In his article to Harvard University, he explains the differences between hard and soft power and the benefits of using the second one. The article is available at <https://hbswk.hbs.edu/archive/the-benefits-of-soft-power>

The first three stages (hardening, debates and polemics and actions instead of words) are those in which a favourable outcome for both parties is still possible, in other words, a win-win outcome is achievable. Win-win negotiation can be described as the type of negotiation where all the parties involved are able to reach their objectives. Even though the benefits are not splitted equally, all the parties involved are satisfied with the outcome of the negotiation<sup>92</sup>. In those first stages, the differences between the parties are being evidentiated, communication is still present and there is an effort in convincing the other party about your point of view. This win-win outcome is only possible because the parties are disagreeing about the issue and not about the people involved in it<sup>93</sup>.

The first stage is named hardening and it's characterized by the presence of a disagreement between the parties that was not able to be solved through usual methods or even a frustration of the parties in their relationship with the counterpart. In this stage, the communication still exists even though it is starting to break down and the parties begin to crystallize their positions over an issue. The focus here is over the issue but the inability to reach a favourable outcome is the element that triggers the change in the image of the parties, as they start to perceive the other as a stubborn and unreasonable person. The continuousness of this situation leads to irritation as the interaction with the other party is perceived as a waste of time and energy. The trigger to stage two is the change in the format of the communication: at the beginning there was an effort to maintain fairness between them but now the usage of tricks and manipulation starts to be noticed<sup>94</sup>.

The second stage is known as debates and polemics and as the name suggests, the communication (that in the previous stage was still based on fair communication between the parties, even though not effective) turns into verbal confrontation. The focus is not only about the issue but also who is able to present her/himself as more righteous in their point of view, therefore the construction of a

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<sup>92</sup> Shonk, K., 2021

<sup>93</sup> Jordan, T., 2000 and fixabout.com, 2017 and FTS Study, 2020

<sup>94</sup> Jordan, T., 2000 and fixabout.com, 2017 and FTS Study, 2020

self-esteem in order to put the other party in a lower position is quite visible. There is also a loss of trust as words might not be used at their true meaning and might content a sense of irony and hidden meanings<sup>95</sup>. Despite all this tension growing in the environment, the parties still share the same objectives which lead the parties to be bouncing between cooperation and competition<sup>96</sup>. The main goal here is to show strength and power (even though this might not be a reflection of reality) in order to intimidate the counterpart. The switch to the next phase happens when one of the parties completely loses faith in communication and starts to take actions without consulting the other one, and the reaction happens at the same level.

Third stage is named action not words and as explained before, the actions are taken without consulting the other party and can be perceived as a form of defiance to the other party. The most noticeable change at this stage is the view of the other party as a competitor and a cooperative approach seems unlikely to be reached. The main goal is to impede the other party to reach their goals by pushing your own goals in the place. The reactive response of the other part acts in a way to demonstrate that they are not yielding into the counterpart's pressure. The parties are unable to admit responsibility for their actions, as they perceive that this is a reaction for being held to external circumstances that they are unable to control. This level leads to a rapid escalation of the conflict and the parties start to focus on the person and not the problem anymore. The perception is that the problem is not being solved because of the actions of the other party, and the focus now is to show this to the other interested parties to this conflict by destroying their reputation and gathering allies<sup>97</sup>.

The following three stages (images and coalitions, loss of face and strategies of threats) characterized the stages of the conflict that due to the aggravation of the situation, a mutual gain

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<sup>95</sup> Jordan, T., 2000 and fixabout.com, 2017 and FTS Study, 2020

<sup>96</sup> As previously mentioned, while defining the sources of power Mayer comprehends this duality as Integrative and Distributive power. The first one is the exercise of the parties to reach the same goal over a common objective, whereas the second one happens when the parties are on opposite sides. For more, see Mayer 2009,p.154

<sup>97</sup> Jordan, T., 2000 and fixabout.com, 2017 and FTS Study, 2020

result is no longer possible<sup>98</sup>. From this stage, it is necessary to give away some of the objectives in order to reach others, which is also called a win-lose situation. A win-lose negotiation can be defined as a type of negotiation where one party seeks to win while the other parties must be defeated. This type of behaviour develops from an aggressive approach of one of the parties and, differently from the previous stages, there's no preoccupation in being fair. The approach also seeks to eliminate all the chances of the other party to respond to those tactics<sup>99</sup>. Therefore, the following stages are idealized as a way for one party to reach all the benefits in the expenses of the losses of the other, despite the fact that some unfair and dishonest tactics are used in order to reach such.

The fourth stage is then named images and coalitions, and according to Jordan<sup>100</sup> the main change here is the fact that the issue that triggered the beginning of the conflict is not even in discussion anymore. The competition reaches a higher level and the construction of a stereotypical image of the counterpart (now named adversary) is built. The effort is to destroy the image of the other by attributing characteristics such as unreliability, incompetence, stubbornness and so on. Even with all this offensive attitude towards the adversary, all this is done without losing the etiquette. Besides that, the parties are actively seeking for supporters which are people who will give reason to their attitude and assist the party to destroy the credibility of the other. The aggravation in the situation occurs when the repeated offenses towards the other leads to a detachment of the perception of the other as a person, and the beginning of the construction of their image as an enemy. This start in the change of the perception is what leads to the name of the next level<sup>101</sup>.

The fifth level is named loss of face and it consists in the loss of respect of one party in relation to the other. Jordan<sup>102</sup> explains that face is related to the way that one person is perceived by the others and for that reason, respected. The parties behave as they have been finally confronted with the

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<sup>98</sup> Jordan, T., 2000 and fixabout.com, 2017

<sup>99</sup> Topic Gateway Series, 2007

<sup>100</sup> Jordan, T., 2000

<sup>101</sup> Jordan, T., 2000 and fixabout.com, 2017

<sup>102</sup> Jordan, T., 2000



truth in relation to the other part, and start to interpret all the behaviours of that person until this very moment as an evil construction in order to achieve their objectives. It is not surprising if the parties identify themselves as the good guys fighting against the bad guys, as in their perception they were able to see the true colours of the adversary. The supporters are isolated and for that reason it is very hard to get moderate feedback about the situation. Therefore, the attempts to rebuild communication and confidence between the parties is extremely low. The evolution to level six happens in a less subtle way in comparison to the previous one, but not less dangerous<sup>103</sup>.

After this change in the perceptions, the effort here is to work on strategies of threats (which is also the name of the sixth level - strategies of threats). This is the level when the counterpart issues ultimate threats in order to force the other to proceed as they wish. The threats here, according to Jordan<sup>104</sup>, happens because in this stage the threats are not acting as a punishment but as a way to express their frustrations towards the person. It is not unusual that the parties take some small actions in order to give credibility to the threat that was made before, and this action adds pressure to the dynamic of the conflict. This pressure leads to irrational and inconsequential reactions, in order to prove to the other part that they are not giving up on their positions. It is noticed an increasingly lost of control in the future events and the reactions happen in an irrational way, without measuring the consequences of such. As a result, the conflicts get really hard to control as high levels of stress and aggressiveness can be perceived. The change to the final levels happens when the parties seek to actively harm the other parties' objectives, in other words tend to complete the threats.

The final three levels are described by Jordan as the type of interaction that will lead the parties to a lose-lose outcome. In other words, the inability in making concessions by both parties lead them to reach an agreement that is away from their main objectives, and both of them ended up finishing the

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<sup>103</sup>Jordan, T., 2000 and fixabout.com, 2017 and FTS Study, 2020

<sup>104</sup> Jordan, T., 2000

process in a worse position from the one that they were in the beginning<sup>105</sup>. It is also possible to observe a change in the perceptions of the parties switching from adversaries into enemies and a solution for this conflict starts to get even more out of reach<sup>106</sup>.

The seventh level is named limited destructive blows and is characterized by the increasing in the level of the threats that were made in the previous stage. Now the counterpart is seen as an enemy that is standing in the way, and for that reason needs to be annihilated. The losses of the counterpart are celebrated, even though this doesn't represent any benefit to them. No positive outcome is possible at this stage and the goal is to suffer less damage than the other party and survive to this duel. The evolution to the next stage is the change in the shape of those threats, that starts to be idealized to strike the vital systems of the enemy<sup>107</sup>.

The last but one stage is called fragmentation of the enemy and consists in destroying the vital signs of the enemy in order to make her/him unable to take any decisions. The aim is to infringe the enemy's core in order to destroy their legibility on their own field and make this person lose their reliability among his own supporters and all of those who might have contact with the other party. The parties here are objecting to their self-preservation, even though not in the better shape. The situation switches to the last level when our own preservation is also put at stake. This last level is named Together in the Abyss and the term (just like the previous one) it's self-explainable. At this level, the parties accept to sacrifice themselves if their counterpart is eliminated as well. There is no benefit from it as the actions at this stage means the destruction of the whole<sup>108</sup>.

As we could analyse through Thomas Jordan's article<sup>109</sup> about Fredrich Glasl theory of conflict escalation, if no intervention is taken, the outcome of a conflict can be dramatic and irreparable.

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<sup>105</sup> Martinez, M., n.d.

<sup>106</sup> Jordan, T., 2000

<sup>107</sup> Jordan, T., 2000 and fixabout.com, 2017 and FTS Study, 2020

<sup>108</sup> Jordan, T., 2000

<sup>109</sup> Jordan, T., 2000

The model constructed by Glasl doesn't specify the amount of time that each phase might last because every conflict is unique. This means that even though the escalation follows a "pattern", the way that this dynamic develops is inner to each specific conflict, which means that the phase's duration might differ. Moreover, although presented as an ascending process, the conflict can happen in a cyclic way, moving back and forth in accordance to external interference. If a new person is inserted into the conflict scenario, this addition might escalate or de-escalate this conflict<sup>110</sup>.

All those efforts in order to understand the conflict is sustained by the urge in solving it. In other words, to reach an effective resolution of the conflicts, it's necessary to comprehend the elements that constitute this process. As a conflict resolution practitioner, it is crucial to understand which is/are the fuel(s) to the conflict in order to be able to develop the best strategy in which the parties will be prone to work towards a resolution. Without this previous understanding, as stated by Maiese<sup>111</sup>, the practitioner might consider that the conflict is in an early stage or even have a wrong view of the main issues involved, and this will lead the same to develop an inefficient approach to the issue. An action like this can escalate the conflict and make it even harder to solve. Some authors, in opposition to Glasl (Mayer and Moore<sup>112</sup>) will see the conflict as a spiral instead of an ascending ladder, for the reason that the interaction between the parties is so dynamic, in a way that they can move back and forth throughout the phases of the conflict. Changes in the internal and external elements of the conflict (i.e. the addition of a new person or a change in the physical structure, for example) can reshape the conflict in many ways.

As Maiese<sup>113</sup> mentions in her article, in the early stages of the conflict (where there is still

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<sup>110</sup> Jordan, T., 2000

<sup>111</sup> Maiese, M., 2003

<sup>112</sup> Gary T. Furlong united a few of those theories in his book "The conflict Resolution Toolbox" where it is possible to analyse the conflict dynamics through some other author's perspective and their explanation which could be considered as the best way to resolve a conflict. For more, see Furlong, G., 2005

<sup>113</sup> Maiese, M., 2003

communication between the parties) the conflict can be easily solved through communication or negotiation between the parties involved. However, as long as the conflict develops and becomes more complex, the intervention of a third party becomes even more necessary, and if not intervened in the right moment, it can evolve to a forcible intervention. Therefore, options such as mediation and negotiation appear as a way to reach a more effective result. Because of the way it's designed and due to its recent popularization (especially after Second World War), mediation has become more popular among people and getting more space and notoriety among the options of alternative ways to solve a resolution. The following chapter was designed in order to understand mediation as a technique of conflict resolution, going from the early stages of such until the institutionalization of the process into legal procedures.

### 3. Mediation

mediate (v.) 1540s, "divide in two equal parts" (a sense now obsolete), from Latin *mediatus*, past participle of *mediare* "to halve," later, "be in the middle," from Latin *medius* "middle" (from PIE root \*medhyo- "middle"); from 1640s as "occupy a middle place or position." Meaning "act as a mediator, intervene for the purpose of reconciliation" is from 1610s; that of "settle by mediation, harmonize, reconcile" is from 1560s, perhaps back-formations from mediation or mediator. Related: *Mediated*; *mediates*; *mediating*<sup>114</sup>.

#### 3.1. Origins

Although more popular recently, mediation does not comprehend a recent developed technique and in fact has very ancient roots. Moore<sup>115</sup> traces the existence of techniques of mediation back from the ancient Greeks, passing by the Romans and it is also represented in many civilizations, from Asia to Europe. A good example of the ancestrality of this process can be observed in religious texts such as the catholic bible, where in Romans 8:34 it's possible to read '*Who is condemn? Christ Jesus is the one who died - more than that, who was raised - who is at the right hand of God, who indeed is interceding for us*'. Mediation can be described as a process where a third mutually and neutral agreed party, intercede in the dispute in order to assist the parties through communication to reach a mutually acceptable agreement<sup>116</sup>. Therefore, in the biblical passage mentioned previously, interceding can be interpreted as the act of building a connection between the sanctity and the

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<sup>114</sup> Etymonline.com. n.d. *mediation* / *Search Online Etymology Dictionary*. [online] Available at: <<https://www.etymonline.com/search?q=Mediation>> [Accessed 14 April 2021].

<sup>115</sup> Moore, C., 2014, p.57

<sup>116</sup> Moore, C., 2014, p.31

sinner, a person who was accepted by both parties and will assist them to reach a solution that should please all the involved (in this case Jesus is the third party). Beyond the Roman Catholics, this symbiotic mix of a sacred figure to resolve conflicts is observed in many other cultures and religious traditions, such as observed with the Arabs (with the process known as *Wisata*), Turkish (*Arabuluculuk*), Indonesian (*Musyawah*), New Zealanders (*Taha Maori*), Peruvian (*Ronda Campesina*) and Guatemalan (*Alcaldes*)<sup>117</sup>. Although all the previously mentioned procedures follow some specific rituals that are connected to the local religion and culture, the final objective is quite similar: disputant parties sitting together with the guidance of a third party (that could be an ancient member of the community or a religious leader, and so on) working on the achievement of a mutually acceptable agreement<sup>118</sup>.

Despite the presence of this technique for a considerable amount of time, it was only in the beginning of the 20th century that mediation started to be shaped as a formal instrument to dispute resolution. Ramsbotham, Woodhouse and Miall<sup>119</sup> explains how the impacts of the modern armed conflicts led the international experts to evaluate possibilities of interventions that could be applied before the escalation to an armed confrontation. The authors also observed that there was a great necessity in understanding the nature of violent conflicts and in order to develop alternatives of diplomatic resolutions. One of the main actors in the development of a modern non-violent confrontation was Mahatma Gandhi (1869 - 1948) and his technique of *Satyagraha* to resolve conflict, that was widely used and certainly played a role in the development of mediation as an academic tool. Gandhi believed that conflict could be solved through communication and construction of mutual trust and bilateral communication. Of course, this approach would demand patience of the parties involved but the outcome would be in accordance with their expectations rather than subjected to a third unrelated party's decision. His goal was to reach an egalitarian mutually agreed result between the parties, so the result of this equation would be a win-win or win-

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<sup>117</sup> Moore, C., 2014, p.58

<sup>118</sup> Moore, C., 2014, p.60

<sup>119</sup> Ramsbotham, O., Woodhouse, T. and Miall, H., 2005

lose resolution<sup>120</sup>. Although Gandhi's main idea was to fight against social inequalities, he believed that the Satyagraha could be used from the individual level until the clashes between sovereign nations<sup>121</sup>. The most distinctive difference of this process is the reshaping of the view of the other party from opponent to an equal and necessary element to the process and make them work cooperatively in an outcome.

Alongside Gandhi's approach to conflict, it is also possible to observe a movement in the United States of America to widespread the usage of mediation in several spheres of social disputes. Prior to 1965, mediation was exclusively used in the refereed country to resolve labour disputes, but some groups started to see in this process an alternative to resolve a great number of social disputes on other grounds. The trigger to this idea was the fact that the legal system was getting overwhelmed with the amount of cases, leading to a considerable delay in solving the issues. In addition to that, due to the high costs involved, the traditional system wasn't available for everyone in the social sphere. The idea of those groups was to widespread the idea of mediation, in order to popularize the procedure and make it a more accepted and legitimate process<sup>122</sup>. The beginning of the popularization of mediation started with volunteer mediators in community dispute cases around the U.S.. This project was able to reach levels of community disputes that were unable to be reached previously by the traditional legal system, giving therefore the parties the chance to settle the disputes with less formalities if compared to litigation<sup>123</sup>.

The differentiation of mediation in relation to the other process is the flexibility and privacy that the parties have. This is seen by the academics of the area as a benefit or a disadvantage of it. Advantage for the fact that the process is shaped in accordance to the parties' will and therefore the outcome shall be in accordance to their inner needs. However, critics will observe it as a manner of one of the parties (specially the one with less power) to not obtain all the things that they are

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<sup>120</sup> See Kumar, A. and Kumar Singh, A., 2019

<sup>121</sup> See Satyanarayana, n.d.

<sup>122</sup> Bush, R. and Folger, J., 2005, p.7

<sup>123</sup> Herrman, M., 2006 and Hall, L., 2017

entitled to for believing that the agreement achieved is favourable. In other words, it will provide an easier outcome to those who would have to pay for a higher compensation or penalty and, consequently enhancing a disbalance of power between the disputants<sup>124</sup>.

### 3.2. Structure and Styles of Mediation

Despite the position in relation to the mediation process or to the style chosen to be used (some styles of mediation will be further explained), the mediation will undoubtedly present the following six basics elements<sup>125</sup>:

- Planning - This stage of the process refers to the mediator's analysis of the case, by identifying the parties that should be involved in the process, the nature of the conflict and so on. This planning gives the mediator a raw idea of the conflict and which approach should she/he have in order to start to construct a resolution. This stage comprehends the first contact of the mediator with the parties, the information that is brought into her/his knowledge and the pre-meetings as well.
- Mediator's introduction - Even though a primarily meeting was already held with the parties, the mediator now (during the joint section) presents her/himself to the parties and also explain the procedure that it's about to start, the rules that should be followed during the process, the exceptions and the role of the mediator in the process. This introduction is called an opening statement and has the purpose of giving the parties all the necessary information about the procedures in order to avoid an aggravation of the situation due to the lack and/or misunderstanding of the procedures.
- Opening remarks - This is the moment that the parties will present their point of view in relation to the conflict that they are involved with. Following the rules presented at the previous stage, the parties will be able to share their feelings, concerns and perspectives of

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<sup>124</sup> Herrman, M., 2006, p.81

<sup>125</sup> The Mediation Process and Dispute Resolution, 2021



the issue. As Moore<sup>126</sup> suggests, this is the moment that might be necessary to let the parties “steam off” some of the emotions, as after venting those feelings the party will become more centered in order to work jointly with the counterpart in a mutually accepted solution.

- Joint discussion - After the opening stage, the mediator will ask questions in relation to the parties concerns in order to get a better understanding of their views of the conflict. As previously explained in the conflict escalation stage, the communication is broken between the parties, therefore the mediator will work as a translator between the parties by reframing all the statements in order to get the correct understanding of their words. The parties are unable to proceed as such, once their involvement in the conflict will put them in predetermined positions where the movements of the counterpart can be seen from a different meaning to what truly is.
- Caucuses - During the joint discussion, the mediator will be able to not only have a more complete view of the conflict but also to realize when the parties are not feeling comfortable to share the wholeness of their concerns. Being that the case, the mediator can break the section in separate one where only the mediator and one of the parties will be present. It is also important to reinforce that the call for a caucus section can also come from the parties, as this shall be stated in the opening stage.
- Negotiation - This is the moment where after all the feelings and concerns were shared among the presents, the parties will work together in a solution with the support of the mediator. By highlighting the main concern of all the parties, the mediator can assist them to see the elements that both agree that need to be sorted out, and therefore build a mutually acceptable response to it.

Although the process follows those six steps, the way that the mediator will approach the parties might differ. Even with similar dynamics, the main reason for the conflict can vary. As explained

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<sup>126</sup> Moore, C., 2014, p.88

previously the conflict can have one or more different reasons (such as communications, information, procedures, beliefs & values, and so on) and for that reason the approach has to be different in each of those scenarios. The reason for that is the fact that all conflicts are unique by nature, therefore all mediations must be unique as well. Thus, styles of mediation were developed in order to create a set of approaches for conflicts of a specific nature. The models were developed through the thorough analysis of specialists and academics in relation to the conflicts. Among the vast options, we can cite the evaluative, transformative, narrative and facilitative styles.

- Evaluative: also known as advice-giving mediation, evaluative mediation is, according to Wade<sup>127</sup>, a process where the parties will define the issues that have to be approached and the possible solutions and a range of alternative options to negotiate in order to reach a resolution. The process has this name because the mediator can interfere in the process by giving suggestions to the parties. Usually the evaluative mediator has great knowledge in the legal system in which they are involved, therefore she/he is able to evaluate the impacts of the parties decisions if the process is taken to another conflict resolution scenario like litigation<sup>128</sup>.
- Transformative: this process is the newest of all, created in the early 90s and consists in transforming the relationship between the parties through the construction of an empathetic approach between the involved. This is constructed by the empowering of the parties in sharing what is important to them, their concerns and needs; summed to the recognition of the same elements to the other party. As the authors of this new approach will define, transformative mediation is based on *foster empowerment and recognition*<sup>129</sup>.
- Narrative: Fludernik<sup>130</sup> explains that the human brain works in a way to construct narratives around the sequence of events that we experience through life. Despite the fact that things

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<sup>127</sup> Wade, J., 2019

<sup>128</sup> Zumeta, Z., n.d.

<sup>129</sup> Bush, R. and Folger, J., 2005, p.217

<sup>130</sup> Fludernik, M., 2009, p.12

don't happen following the structure of beginning, middle and end, our brain automatically operates those events in such a structure in a way to create an understanding of the reality that we are inserted into. The narrative style of mediation is created in a way to develop this structure to the parties involved, in a procedure where they can design a favourable ending by the analysis of the beginning and the development of the conflict. Hansen<sup>131</sup> describes this process as a change in the narrative of the parties in relation to the conflict. This process happens with the parties presenting their version of the conflict and through its deconstruction and externalization, the parties are able to deal with the problem as a thing and therefore reshape the meaning of it with the construction of a new narrative. This process was born in Australia in the mid-1980s as a result of family therapy sessions which presented extremely positive results in changing the views of a person towards an issue that has been facing<sup>132</sup>. A good result of this approach can be seen in Price's article<sup>133</sup> with the process of Restorative Practice in South Africa post-apartheid.

- Facilitative: The facilitative style of the mediation is described by Daly and Higgins<sup>134</sup> as a process of flexible nature. The reason for it is the fact that in this process, the mediator has no interference in the outcome and acts as fully responsible for the process only. Zumeta<sup>135</sup> mentions that this was the only style taught until the 1970s and the role of the mediator here is to enhance communication between the parties and encourage them to reach a mutually agreed resolution. The facilitative style, according to Brown<sup>136</sup>, has an interest-based approach, meaning that is focused in the interest of the parties only and not in accordance with the legal system (which is called legal-interest approach). So this process is founded in robust negotiation roots, in which the parties are fully responsible for the outcome; and the

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<sup>131</sup> Hansen, T., 2003

<sup>132</sup> Hansen, T., 2003

<sup>133</sup> Price, L., 2007

<sup>134</sup> Daly, B. and Higgins, N., 2011

<sup>135</sup> Zumeta, Z., n.d.

<sup>136</sup> Brown, C., 2002

role of the neutral third party (the mediator) is to guide and encourage them through this facilitated negotiation.

### 3.3. Mediation in Ireland

In order to give more credibility to the process and following the EU directive guidance (Directive 2008/52/EC<sup>137</sup>), the Mediation Act 2017 was implemented in Ireland on 01 January 2018. The Mediation Act 2017 understands mediation as “(...) *confidential, facilitative and voluntary process* (...)” meaning that the only acceptable style of mediation to be used in the Republic of Ireland is the facilitative. The importance of the act rely on the fact that through the use of mediation, the delays faced by court could be diminished with the usage of a very effective tool<sup>138</sup>. However, limitations and impositions of the act (such as the exclusive usage of facilitative mediation and the power of the court to “invite” the parties to attend to the process), raises an awareness of the impact of such regulations in the effectiveness of this process<sup>139</sup>.

Beyond critics, this institutionalization of the process gives to the parties in legal dispute an option to resolve their differences rather than court. But it is important to consider that before reaching the phase where an intervention is needed, there is a previous moment in the conflict where strategies such as enhancing communication and techniques of negotiation can be used in order to avoid an aggravation of the situation. As described by Jordan in his article about conflict escalation<sup>140</sup>, the first three levels of the conflict escalation (hardening, debates and polemics and actions not words) can be easily solved with the usage of such things. Therefore, not only the popularization of mediation as an alternative to litigation, it is also necessary to popularize the usage of techniques of mediation in the resolution of daily-life conflicts. Once society got used to resolving their disputes through adjudication tools, the common mind-set of conflict resolution is founded in the

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<sup>137</sup> Available for consultation in <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32008L0052&from=EN>

<sup>138</sup> The effectiveness rate of mediation can go from 65% to 85%. (Fehily, 2019)

<sup>139</sup> Sammon, G., 2017

<sup>140</sup> Jordan, T., 2000

bipolarization of the parties to reach resolution. This means that people have a natural instinct to divide between the righteous and the wrongful. Therefore it is important to encourage society to think beyond this narrative and explore other alternatives of resolution, such as Gandhi's Satyagraha. Thus, initiatives of other social groups (such as NGOs or religious institutions, for example) rather than legal institutions are crucial in order to present the parties to alternatives of resolution. The obvious might be hard to observe when a party is involved in a conflict, hence, the reinforcement of the importance of communication, empathy and clarification of information are essential to a better social functionality. A good example of such can be observed in the guidelines shared by the Residential Tenancies Board, (also known as RTB)<sup>141</sup>, as presents some suggestions in relation to good habits to those who share an accommodation. The presentation of such guidelines by an organization as the RTB holds good credibility once it is broadcasted by a reliably recognized institution in Ireland; therefore people are more inclined to accept it. Wherefore, in our modern society it is necessary to create a connection between the ancient techniques of conflict resolutions to our current scenario. Litigation alternatives place a very important space in society but people should be encouraged and stimulated to not rely solely on this option as a way to resolve conflicts.

As explained previously, the cultural element places a very important space in the surge of conflicts. Ireland, more specifically Dublin, has had a good concentration of immigrants since the early stages of its existence; therefore this cultural element is well presented here<sup>142</sup>. According to the Central Statistics Office<sup>143</sup>, it was estimated that 85,400 immigrants were residing in Ireland, in which a good percentage is represented by Brazilian nationals. Although the lack of a more updated data for a specific nationality<sup>144</sup>, the expressive growth of the Brazilian population through the

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<sup>141</sup> Guide to sharing, n.d.; Tenants' rights and obligations, n.d.; Rights and Responsibilities | Residential Tenancies Board, n.d.

<sup>142</sup> A Brief History of Ireland - Living In Ireland, n.d.

<sup>143</sup> Population and Migration Estimates April 2020 - CSO - Central Statistics Office, 2020

<sup>144</sup> Latest census was released in 2016. The current one, which was due to be delivered in April 2020, had to be postponed due to the covid-19 pandemic (Power, J., 2020)

years<sup>145</sup> led to a need of understanding a bit more of the profile of this group. The next chapter is aimed to explain the beginning of the Brazilian immigration in Ireland, the profile of those nationals and the conflicts faced by them while sharing an accommodation.

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<sup>145</sup> From 2006 until 2016, the Brazilian population in Ireland increased 211% (Brazilian - CSO - Central Statistics Office, n.d.)

## 4. Brazilian community in Dublin

Migrant (adj.) "changing place, migratory," 1670s of animals, by 1807 of persons, from Latin *migrantem* (nominative *migrans*), present participle of *migrare* "to remove, depart, to move from one place to another"<sup>146</sup>

### 4.1. The history of Brazilian migration in Ireland

The story of the Brazilian migration in Ireland dates back from 1999, when a small group of six Brazilians arrived in the city of Gort, Co. Galway as workers of the local slaughterhouses. The referred migrants came from the city of Anápolis (375,142 hab.), in the state of Goiás which is located in the central area of Brazil. The state has a considerable production of animal meat that, according to the Brazilian 2017's census, it represented nearly 21% of the Brazilian national production<sup>147</sup>. The city of Anápolis, which had a robust industrial pole majority consisting of slaughterhouses, faced the closure of the most important plants due to an economic crisis. This factory has an export manager (Mr Jerry O'Callaghan) who is an Irish national that saw in the event an opportunity to support his country during the Celtic Tigers period<sup>148</sup>. The reason for that is the fact that due to the economic boom, the Irish population was changing their focus away from extremely laboral work, which led to a huge demand for the workforce in those sectors. The employees of the factory in Brazil corresponded to high skilled workers who were specialized in meat processing and therefore represented a good alternative to the rising demand of the Irish labour market<sup>149</sup>.

At first, the majority of this population was located in the city of Gort, a place where the

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<sup>146</sup> Etymonline.com. n.d. *migrant* | *Search Online Etymology Dictionary*. [online] Available at: <<https://www.etymonline.com/search?q=migrant>> [Accessed 29 April 2021].

<sup>147</sup> Goiás - Overview - IMB, 2018

<sup>148</sup> Celtic Tiger is the name given for the Irish economic boom that happened between 1994 and 2007. For more, please check Chen, J., 2020

<sup>149</sup> Little Brazil, 2006 and McGrath, B. and Murray, F., 2009

slaughterhouse was located which due to the high concentration of Brazilians started to be known as little Brazil. With the “spread of the words”, the residents in Ireland encouraged their compatriots who were still in Brazil to come to Ireland and embrace a new life, away from the crisis that they have been facing back home. Once those immigrants started to build local connections, the brazilians started to feel more adapted to the local culture and language, and consequently started to reach other places in Ireland<sup>150</sup>.

## 4.2. Current profile of the Brazilian Community in Ireland

In those twenty-two years of Brazilian migration in Ireland, the profile and location of this population has drastically changed. As per the 2016 census, the Brazilian population in Ireland was 13,640 Brazilians, which represented an expressive growth of nearly 211% in a 10 years period (2006-2016). Also it was possible to observe a change in the area which concentrates Brazilians, from Galway in the beginning of the migration process to Dublin City and its suburbs (64% of the total)<sup>151</sup>. The graphic below is able to express those changes. From 2002 until the latest data available (2016) the population growth was of nearly 1,155% and another substantial changes can be observed in the table 1 that follows

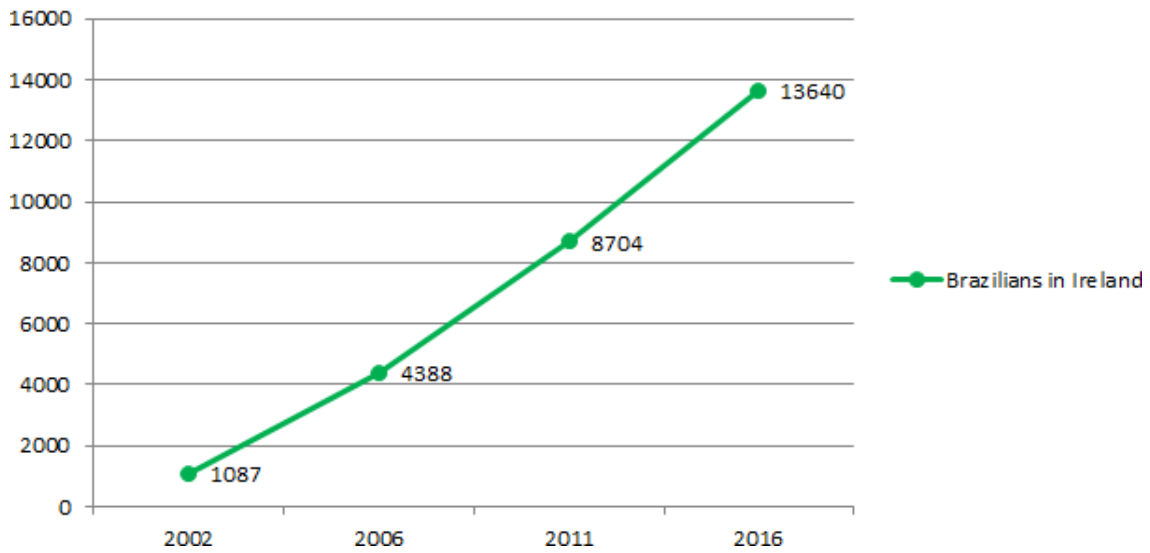
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<sup>150</sup> Maher, G., 2011

<sup>151</sup> Brazilian - CSO - Central Statistics Office, n.d.



## Brazilians in Ireland



Graphic 1 – Numbers of Brazilians in Ireland from 2002 until 2016

	2006	2011	2016
Age	The average age of the population was 28.8y	45.7% of the population was aged 25 to 34 years old. The average age was 28.8y	¼ of the population was aged 25 to 28 years. The average age was 29.9y
Profile	92% were in Ireland for work purposes	46% were in Ireland for work purposes 26% were in Ireland for educational purposes	50% were in Ireland for work purposes 32% were in Ireland for educational purposes
Location	⅓ of the population living in county Galway, followed by	50.2% of the population was living in Dublin and its suburbs	64% of the population was living in Dublin and its suburbs

	Dublin and Kildare		
<b>Labour force</b>	Main occupation in butchers and meat cutters	16% of the population works for the manufacturing sector	22% of the population works for the accommodation and service sector
<b>Household composition</b>	No data available	31% sharing with non-family household, mostly with another Brazilian national	38.1% sharing with non-family household, mostly with Irish citizens

Table 1: Changes in the profile of the Brazilian community in Ireland<sup>152</sup>

From the data presented above, although the average age of the population hasn't changed much in a ten years period, their profile presented a considerable change. The Brazilian population had a more student profile in 2016 if compared to 2006 where the majority has a working profile. As a clear example of this affirmation is the fact that, in 2011, the Brazilians represented the largest group of students arriving in Ireland (1,239 in total)<sup>153</sup>. The representation of this population in the labor market is still very expressive in more physical activities, but a swift change can also be observed from the manufacturer sector to the accommodation and service areas. Beyond those information, it is also possible to observe that the Brazilian community tends to share their houses with non-family households and this tendency is showing consistent growth from 2011 to 2016<sup>154</sup>.

Ireland has become so popular amongst the Brazilian academic community from 2011 on due a governmental scholarship program that provides international scholarship to the Brazilian nationals, a program known as Science Without Borders. The program, launched in 2011, consisted in a large-

<sup>152</sup> Brazilian - CSO - Central Statistics Office, n.d. and Government of Ireland, 2008 and Government of Ireland, 2012

<sup>153</sup> Government of Ireland, 2012

<sup>154</sup> Brazilian - CSO - Central Statistics Office, n.d.

scale initiative that had as an objective to provide scholarship to 100 thousand Brazilians students and researchers until the end of 2014, and had partnerships with top-rating universities located in 26 countries worldwide<sup>155</sup>. Ireland was observed as a good option for many Brazilians due to the great connection between the universities and industries, which is an important factor in their future job search. Not only that, but also the fact that the institutions here provided an english-based teaching and connections with other countries within the European Union. Whereas by the Irish side, this was seen as an opportunity to strengthen the relations with the Brazilian government, one of the 10th largest economies in the world<sup>156</sup>.

Even though it was considered a prominent program that provided high-quality education to a considerable number of students, the Science Without Borders program came to an end in 2016. The decision was taken due to a considerable change in the political and economic scenario of Brazil, that had it's pike with the impeachment of the president Dilma Rouseff followed by a great devalorization of the Brazilian Real.<sup>157</sup> Even with the extinction of the program, Ireland continued as an attractive option to the Brazilian nationals who seek an opportunity overseas. As stated by Hennigan<sup>158</sup> in his report for the Irish Times, the ones who came to Ireland during the sponsorship program shared their positive experiences in Ireland with other compatriots, which encouraged a good portion of them to come to Ireland. The country remains popular now among those who wish to become fluent in English beyond cultural exchange acquired<sup>159</sup>. Another good reason is the fact that Ireland (since 2015) allow their non-Irish and non-EEA students (language students included) to work for 20 hours per week<sup>160</sup>.

Even with those positive backgrounds, the high cost of living in Ireland<sup>161</sup> (especially in relation to

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<sup>155</sup> FAQ - Ciência sem fronteiras, n.d.

<sup>156</sup> Hennigan, T., 2015

<sup>157</sup> Sá, C., 2016 and Brazil shutting down Science Without Borders, 2017

<sup>158</sup> Hennigan, T., 2015

<sup>159</sup> Pollak, S., 2021

<sup>160</sup> Immigration rules for full-time non-EEA students, n.d.

<sup>161</sup> Dublin occupies the 46th position out of 209 cities in the Mercer cost of living survey 2020. This is majorly impulsed by the increase in renting values. For more, see <https://www.mercer.ie/newsroom/dublin-is-ranked-46th-out->

renting) is a key factor that leads this population to share their accommodation. As expressed in the 2016 census report, nearly 40% of the Brazilians living in Ireland have a non-relative household<sup>162</sup>. This movement happens once the Brazilians nationals (while holding a student visa) are not allowed to work more than 20 hours per week, therefore the incomes received by this part of the population only allow them to afford for a shared accommodation. The figures below represents the disparities in relation to the rental prices in Ireland in relation to the wages earned by the workers of accommodation and services sectors<sup>163</sup> (industry that employs 22% of the Brazilian population<sup>164</sup>) Dublin city and greater area.

<b>Average pay rate in the accommodation and service sector</b>	€ 10.60
<b>Monthly pay rate (considering a journey of 20 hours/week)</b>	€ 848.00
<b>Average rental prices (Q4 2020)<sup>165</sup></b>	€ 1,745.26

Table 2: Monthly pay rate x Average rental prices

### 4.3. Rights and obligations in leasing relations in Ireland

In order to provide a safe and comfortable environment to those people who share their accommodations, the Irish government has set a number of guidelines that has to be followed by the property owner in relation to her/his tenants and vice versa. Among the property owner obligations<sup>166</sup>, it is possible to find the following:

- Appropriate infrastructure (ceiling, walls, stairs, doors, roofing and so on must be kept in good condition)

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[of-209-cities-around-the-world-in-the-mercero-2020-cost-of-living-survey.html](https://www.mercer.com/insights/cost-of-living/survey/2020/cost-of-living-around-the-world-in-the-mercero-2020-cost-of-living-survey.html)

<sup>162</sup> Brazilian - CSO - Central Statistics Office, n.d.

<sup>163</sup> Accommodation Assistant salary in Ireland, n.d.

<sup>164</sup> Brazilian - CSO - Central Statistics Office, n.d.

<sup>165</sup> Residential Tenancies Board, 2021

<sup>166</sup> Minimum standards for rented housing, n.d.

- Make sure that gas and/or electricity supplies are working and in good repair
- Every room has appropriate ventilation and heating with both natural and artificial lighting
- Access to wash machine and clothes-dryer
- Facilities for cooking
- Facilities for hygiene
- Make sure that all the installation keeps functional during the lease of the tenancy contract.

According to the Irish law, not only the property owners but also the tenants has a set of rules and guidelines to be followed<sup>167</sup> as it can be observed next

- Ensure that the rent is paid full and on time
- Ensure that the property is kept in good form
- Not engaging any type of anti-social behaviour
- Ensure to give enough notice when planning to end the tenancy
- Complying with all the terms of tenancy
- Inform the property owner all the residents
- Allow the property owner to engage inspections, with reasonable intervals and on agreed date and time
- Keep record of the repairs, payments and dealings with the property owner

Even with a robust amount of rights and regulations, it is quite common to hear among the Brazilian nationals the reports of conflicts in shared accommodations. From the amount of Brazilians sharing their accommodation with non-related persons until April 2016, 68% of those shared with non-Brazilian nationals<sup>168</sup>. This fact solely presents a crucial element to the rising of conflicts. As explained previously in this dissertation, the main elements in the surge of conflicts are related to cultural differences and issues related to communication. In the next chapter, through the presentation of the data collected, it will be possible to comprehend the conflict faced by this

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<sup>167</sup> Rights and Responsibilities | Residential Tenancies Board, n.d.

<sup>168</sup> Demographics - CSO - Central Statistics Office, n.d.

community and how it affects their experiences in Dublin.

## 5. Research Methodology and Methods

This research was designed to build a comprehension of the conflicts faced by the Brazilian community resident in Dublin and its suburbs while sharing an accommodation, and to explore how techniques of mediation could be effective in the resolution of those conflicts. As one of the core elements of this research is conflict and personal perceptions of a situation, the research has a relativistic ontology based on interpretivism with an EMIC approach. Relativistic because it is based on personal interpretations of a situation, that can be experienced differently between all the involved<sup>169</sup>. This personal interpretation leads to the subjectification of the situation, allowing the parties involved to have different experiences of such. It is also important to mention that this research was made through a cross-sectional time horizon, which means that the findings should be considered only at the time that the research was written<sup>170</sup>. The reason for such is the consubstantial changes in the Brazilian community profile in Ireland and also the changes that the mediation process might suffer in Ireland, considering the recent adoption of such technique as a legal alternative to dispute resolution. The strategy used for data collection was survey via questionnaire in a digital platform (Survey Planet) through a multi-method system, which was composed with fourteen mandatory multiple-choice questions and one optional discursive testimony. The data collection happened in a period of one week (from 16 March 2021 until 22 March 2021) and had 420 anonymous respondents.

Even with a good participation of the target public, it is important to highlight the impacts of the current COVID-19 pandemic in this research. Due to the social restrictions that were in course during the data collection<sup>171</sup>, the development of this research was only possible due to the technology, as the research was made solely online. Also, this research might not have been able to reach a bigger portion of Brazilians, due to the fact that the research was made in English and a

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<sup>169</sup> A. Crowther, P., 2020. Wk6 Research Methodology.

<sup>170</sup> Saunders, M., Lewis, P. and Thornhill, A., 2009

<sup>171</sup> Briefing on the government's response to COVID-19 - Wednesday 10 March 2021, 2021

good portion of this population has poor or no English at all<sup>172</sup>, making it impossible for this parcel of the group to participate. This affirmation can be observed in the research when some of the subjects who gave their testimony decided to use their mother language (Portuguese) instead of English (i.e. subject 59, 175 and 194) which invalidate the usage of their testimonies. The divulgation of the research was made through social media, therefore it is very likely that another portion of this population was unable to be reached, due to the lack of access to internet or even for not belonging to the social media in which the divulgation was made.

Moreover, the topic of this dissertation is related to the way that the subjects feel while in situations identified as conflict which comprehend an element that it's extremely hard to measure for being extremely subjective. Therefore, an appropriate approach should have been the implementation of interviews where the subject would be able to express in a more accurate way her/his perceptions in relation to the conflict faced. Those interviews should have taken place in a neutral and private space, considering that the subjects share their accommodations and might not feel comfortable to express their opinions in the presence of other housemates, considering that this action could also lead to an escalation of the conflict. However, again, due to the social restrictions imposed by the government due to the COVID-19 pandemic, those interviews were replaced by optional testimony that some of the subjects have given at the end of the survey. This option might still not be able to capture the wholeness of the situation due to the limit of 500 characters that exist in the platform.

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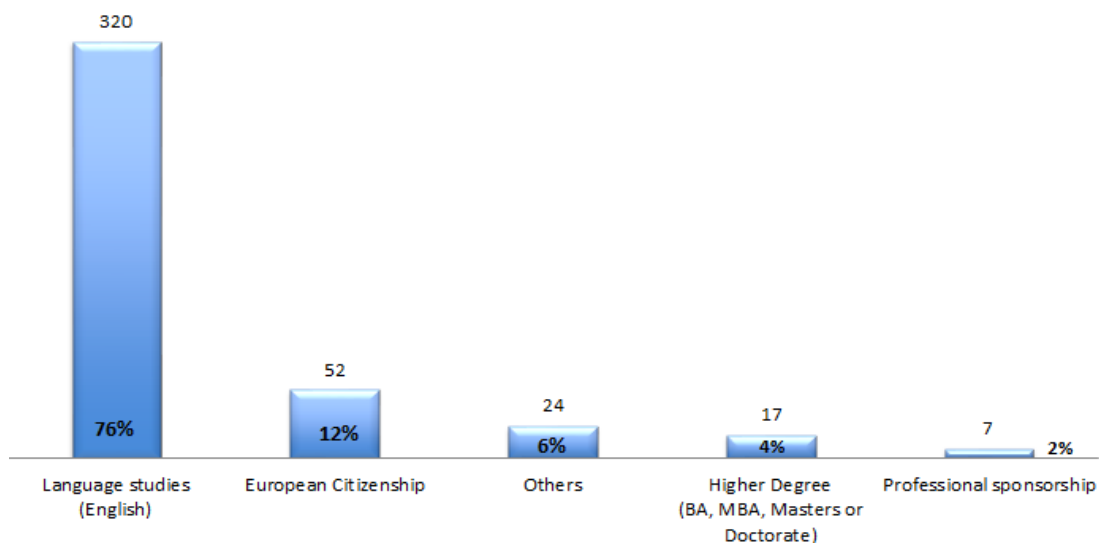
<sup>172</sup> It was observed in the 2011 census that 24.3% of the Brazilian community in Ireland has poor or no English. For the full report, check Government of Ireland (2012) p.28.



## 6. Data presentation: analysis and findings

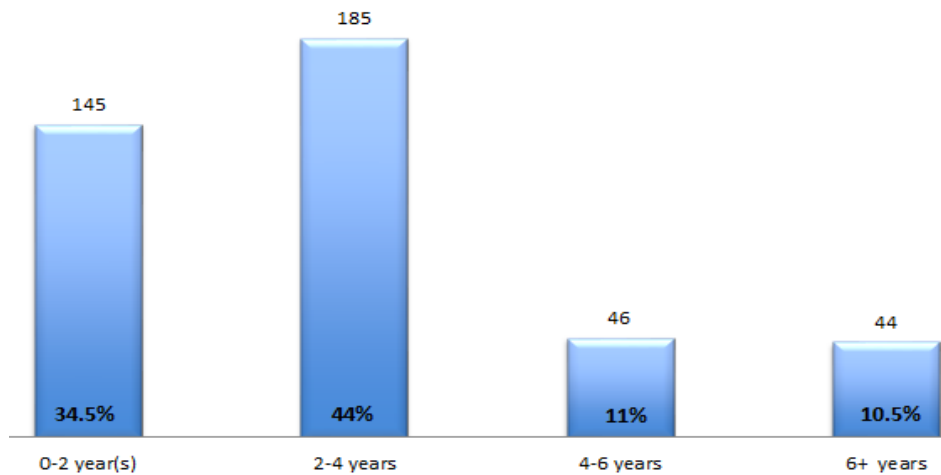
From the information collected through the survey, it was possible to identify a slight change in the profile of the Brazilians residents in the Great Dublin area in comparison to the information provided through the latest census. From those who replied to the questionnaire, the majority is living in Dublin for four years or less and the reason that motivated the majority them to come to Dublin was related to a language study course, as demonstrated on graphics 2 and 3.

### Q1 - What firstly motivated you to move to Dublin?



Graphic 2 – Motivation to move to Dublin

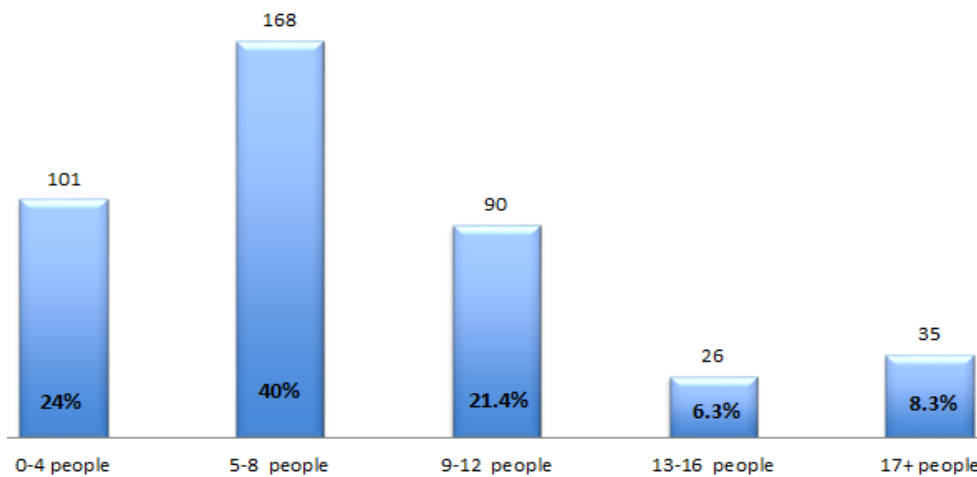
### Q2 - How long have you been living in Dublin?



Graphic 3 – length of residency in Dublin

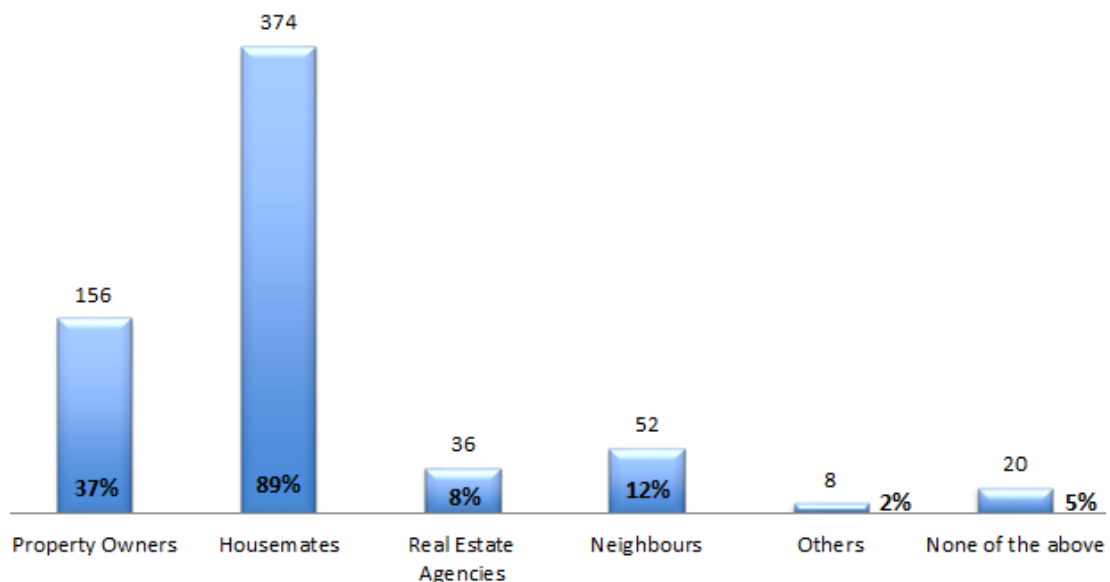
In relation to the shared accommodation, a good portion of subjects shared or had already shared their homes up to 12 people (85% of the group), where nearly half of them (40%) shared with a group of 5 to 8 people in the same place. The subjects also revealed that most of the conflicts emerged with their housemates and the reasons for that were mostly the lack of hygiene, infrastructure and noises, as observed in the graphics below. It is important to highlight that questions 5 and 6 allowed the respondent to choose more than one option.

**Q4 - Which was the biggest number of people that you have to share an accommodation with**



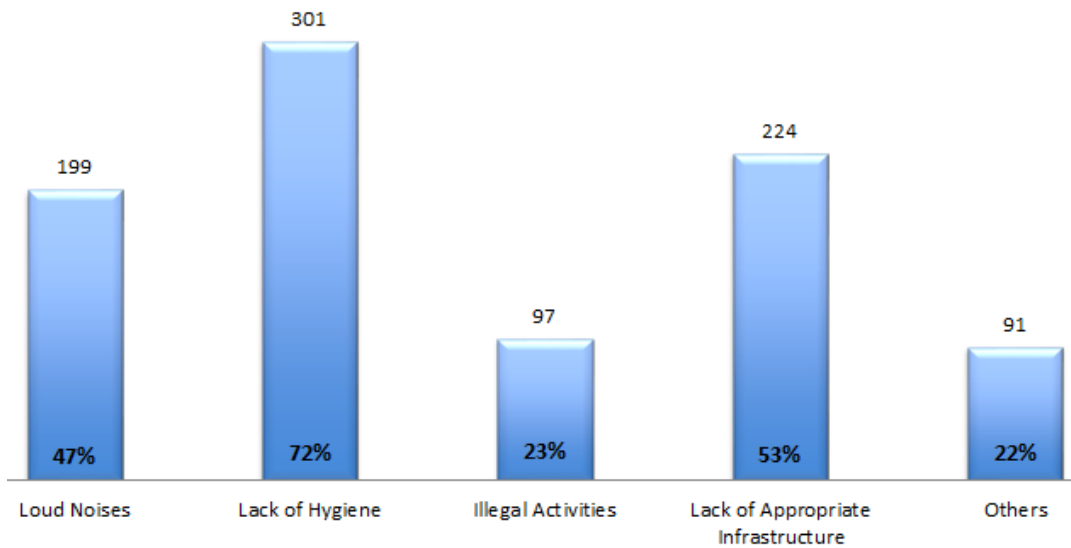
Graphic 4 – Number of people sharing the same accommodation

**Q5 - Which are the people that you had a conflict while sharing an accommodation?**



Graphic 5 – People in which the subject had a conflict with

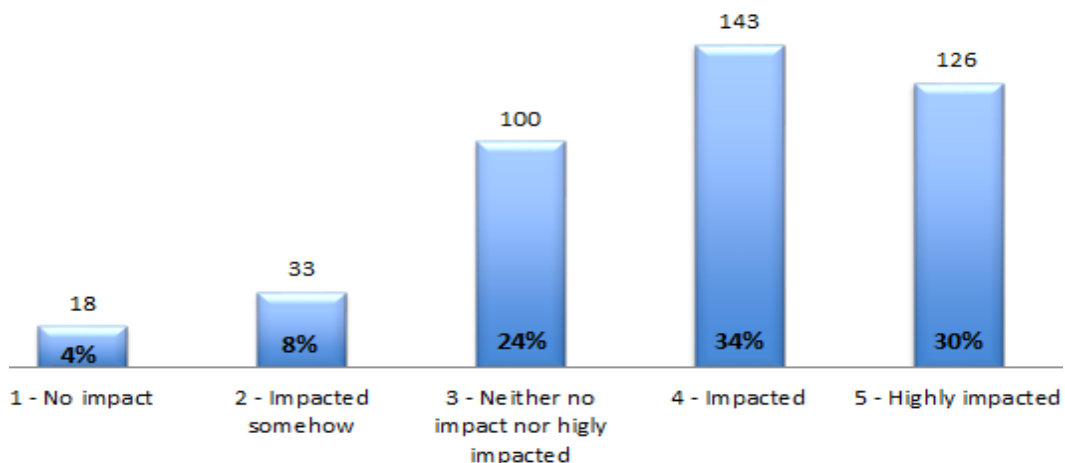
**Q6 - Which was the biggest problem that you have/had while sharing an accommodation?**



Graphic 6 – Problems faced in a shared accommodation

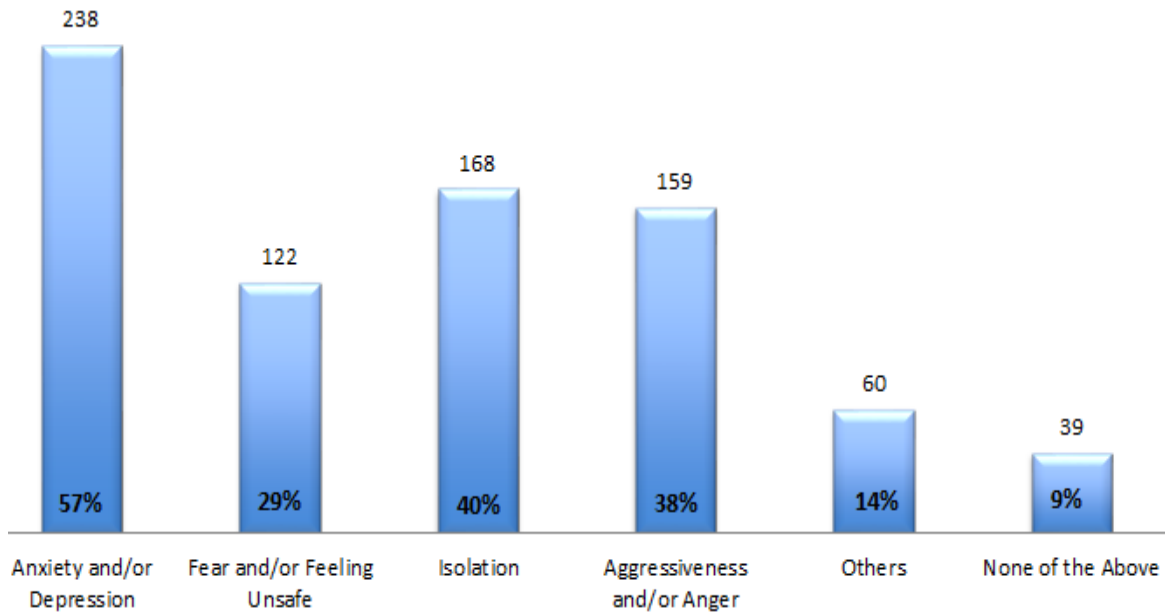
When discussed about their feelings, the majority of the subjects believed that the conflict faced by them had an effect on their lives somehow, leading to a feeling of anxiety and/or depression for more than half of them. Also, 73% of the subjects believed that this emotional state led to an aggravation of the situation. Question 8 also allowed the respondent to choose more than one of the options available.

**Q7 - How do you believe this/those conflict(s) affected your life?**



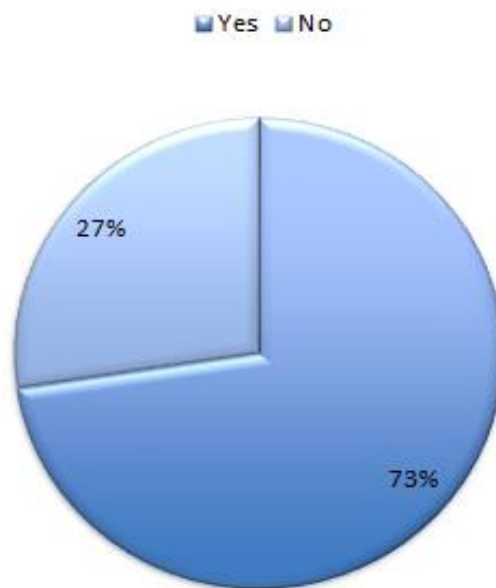
Graphic 7 – Impact of the conflict in the subject’s life

**Q8 - Which was the feeling that you most experienced while in conflict in the shared accommodation?**



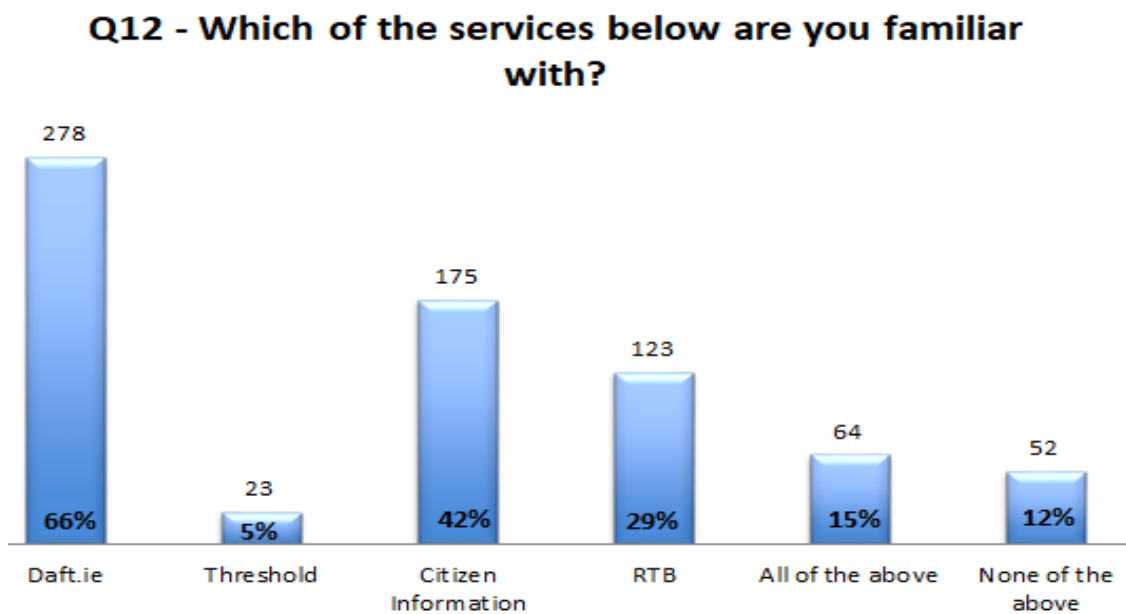
Graphic 8 – Feelings experienced while in conflict

**Q9 - Do you believe that your emotional state had impacted the conflict dynamic?**



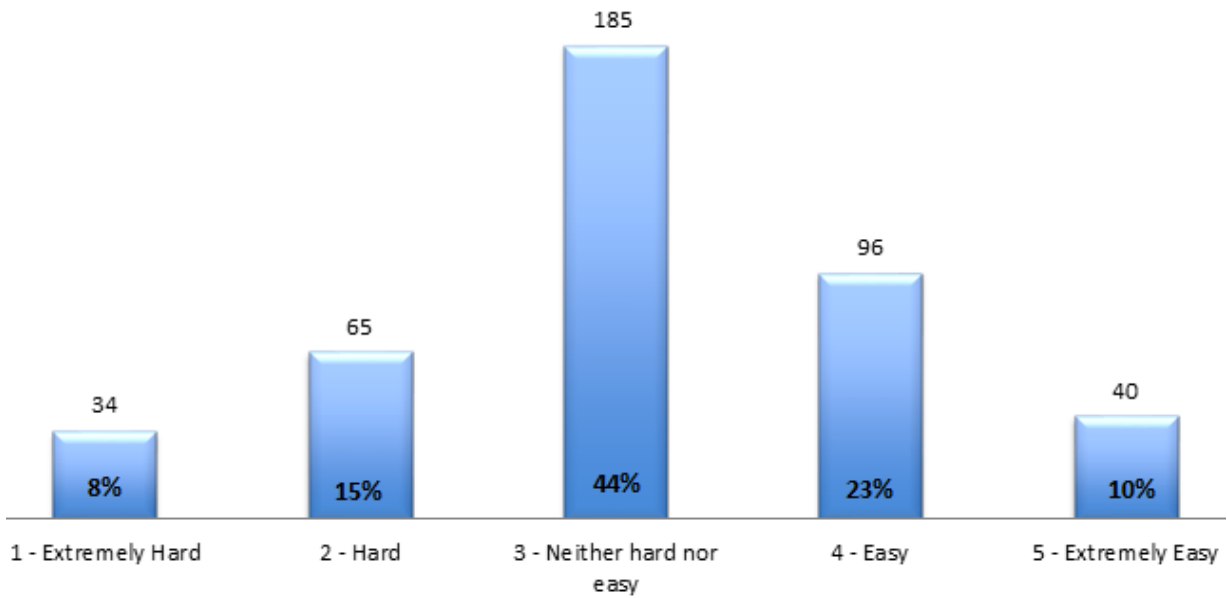
Graphic 9 – Impact of the emotional state in the conflict dynamic

In relation to the support given by Irish institutions, although a good percentage of the group has some type of knowledge of the services available (i.e. Daft.ie, Threshold and Citizen Information) and how to reach them, it was observed a tendency of the subjects to seek for support from other sources rather than in those services ( i.e.: family and friends). This could also be a factor that almost half of the group (49%) have a feeling that the outcome was something rather than indifferent, once the support given wasn't from a specialized group. Questions 11 and 12 also allowed the respondent to choose more than one of the options provided.



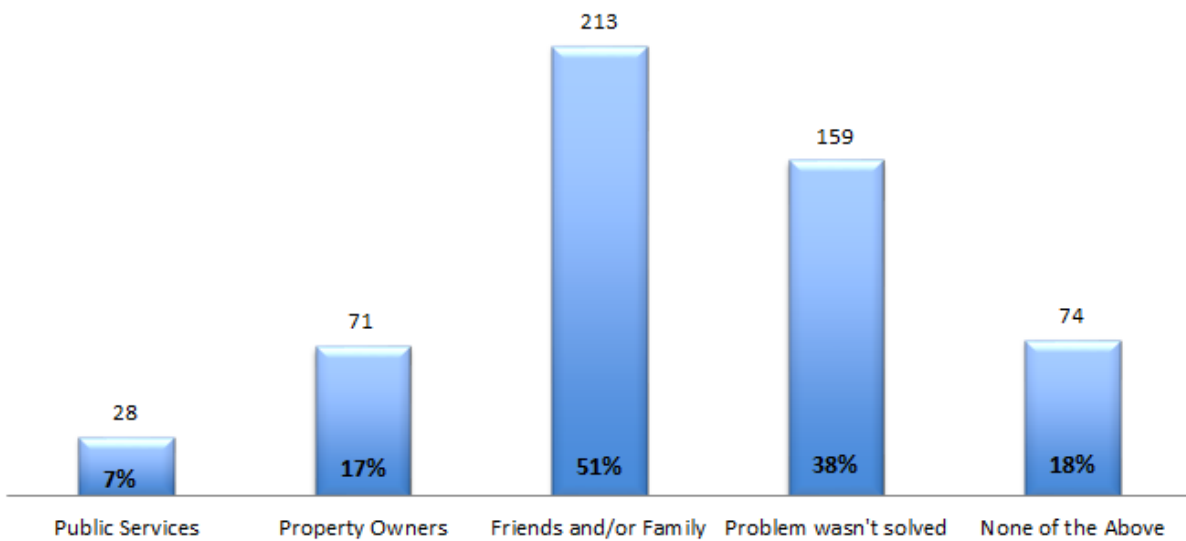
Graphic 10 – Familiarity with the services available

**Q13 - In case you know any of the services mentioned on the previous question, how easy do you consider the access of such?**



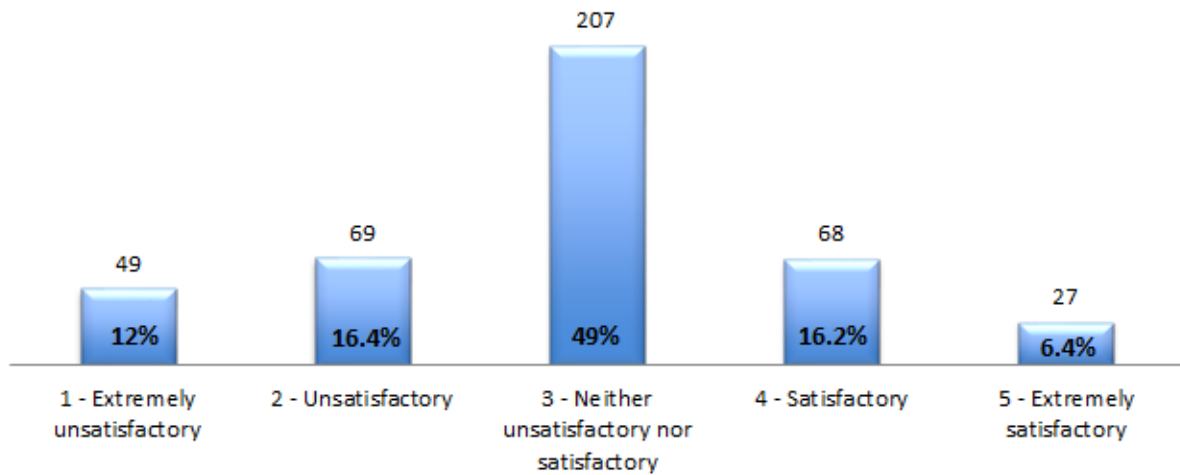
Graphic 11 – accessibility to the services provided

**Q11 - Which support you had in order to solve this conflict?**



Graphic 12 – Support received in the conflict resolution

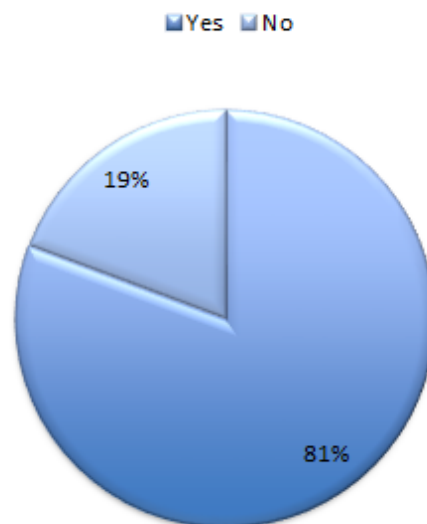
**Q10 - For those conflicts, do you believe that the outcome was satisfactory for the parts involved?**



Graphic 13 – level of satisfaction for the conflict outcome

Therefore, the conclusion for a considerable portion of the respondents is that the usage of a more appropriate service would have been necessary in order to achieve a favourable outcome in their conflict. It is possible to observe that the subjects don't perceive the services available as suitable to deal with the situations faced by them.

**Q14 - If you had an appropriate service available to solve conflict of such nature, do you believe that the outcome could have been more satisfactory?**



Graphic 14 – Perception of the need of a more effective service

## 7. Discussion

This chapter is aimed, through the analysis of some of the testimonies given, to observe how the conflict actually had impacted the respondents, connecting them with the elements presented in the first three chapters. Moreover, it will be observed how the usage of techniques of mediation could be very helpful in order to assist the parties to reach a mutually agreed and satisfactory resolution. The testimony was optional, meaning that it was the respondent's decision of sharing such experience. This optional part of the survey had 75 respondents, from which a small sample of them were chosen to demonstrate the objectives that were previously explained.

Through the analysis of those testimonies, it was possible to observe three main points: 1) how external factors can lead people to a state of conflict, 2) how a conflict can have an impact in many spheres of those people's lives and 3) how communication plays a crucial role in human interaction, even though we (humans) are very imperfect on this function<sup>173</sup>. This imperfectionness is due to the fact that communication goes far beyond solely verbalization: it includes body language, the environment in which the parties are and the range of interpretations that one situation can give<sup>174</sup>. Considering that a good percentage of the subjects of this study (Brazilians nationals residents in Dublin) shares their accommodation with non-relative people from other nationalities<sup>175</sup>, those observed factors are more present and constant for this group. As explained previously through Hofstede's insights, culture brings to people some standard of behaviours that might have different comprehension in other cultures<sup>176</sup>. As an example of such affirmation, we can observe below a comparing graphic from Hofstede's insights that present the cultural differences between Brazilians and Irish nationals. Solely through it, it is already possible to observe the divergences that Brazilians and Irish have in relation to their views about hierarchies, cooperation with other peers,

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<sup>173</sup> Mayer, B., 2000, p.09

<sup>174</sup> Moore, C., 2014, p.104

<sup>175</sup> Demographics - CSO - Central Statistics Office, n.d.

<sup>176</sup> Pellegrino Riccardi brilliantly explains in this TED Talk the differences in cross-cultural communication. See TEDx Talks, 2014



necessities of rules and vision of the future<sup>177</sup>. In summary, without even approaching the other concepts, it is possible to observe elements that might work as a trigger to a conflict.

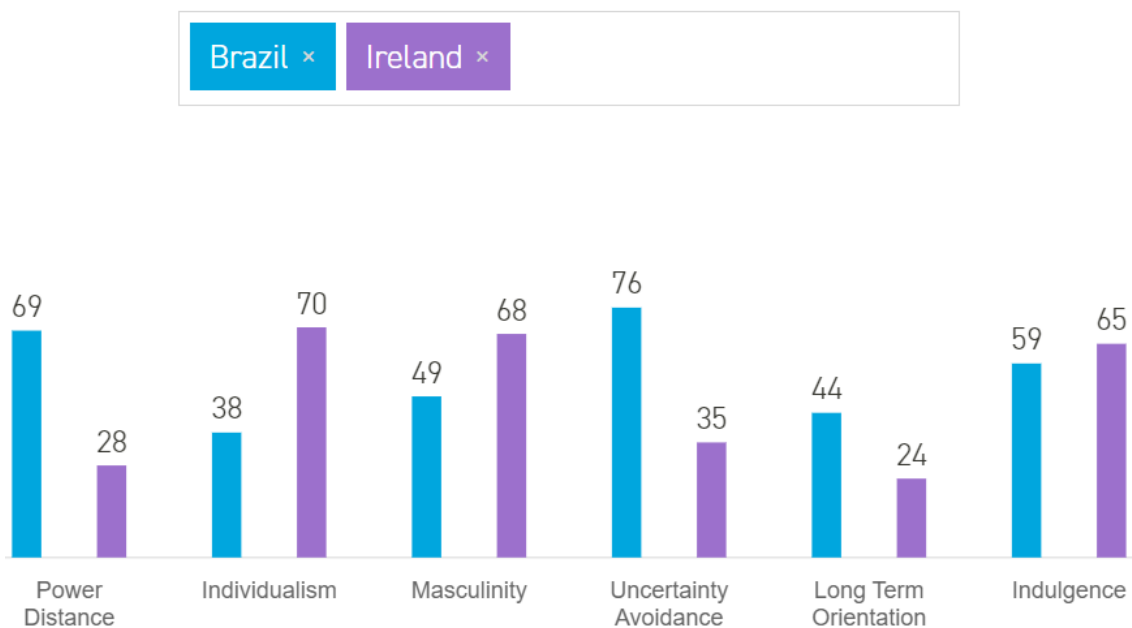


Figure 3: Hofstede comparing countries tool – Brazil x Ireland<sup>178</sup>

Back to the survey, the most common reasons for conflicts faced by the Brazilian community in shared accommodation are related to lack of hygiene, infrastructure and cultural differences with other housemates. The testimony given by the subject P111<sup>179</sup> brings a good example of this cultural mix presented in those accommodations

*We were 9 in the apartment, 5 was Turkish guys, 3 brasilians and 1 Mexican. The guys didn't clean properly after using toilet and didn't clean at all after using the kitchen. The dinner table was always full of tabaco because they rolled the cigarettes in there and was a mess. We made cleaning schedule, talked in group, the whole house together and explained the minimum rules but they never followed.(...)"*

<sup>177</sup> Country Comparison - Hofstede Insights, n.d.

<sup>178</sup> Hofstede Insights. n.d. *Country Comparison - Hofstede Insights*. [online] Available at: <<https://www.hofstede-insights.com/country-comparison/brazil,ireland/>> [Accessed 15 May 2021].

<sup>179</sup> For the full testimony, check appendix 2, page 88

In this scenario, it is possible to identify divergences in relation to cleaning, which can be taken as the main issue. In order to understand the roots of this conflict, it would be necessary to explore the understanding of each party in relation to their concepts of cleaning and how those problems were approached between them. According to Glasl conflict escalation tool, this conflict could be placed at the third level of the escalation (actions, not words)<sup>180</sup>, as one of the parties takes the action to create a cleaning schedule without consulting others, and presents it as a new rule to be followed. Conflicts of such nature and at this level could be solved through negotiation, in order to highlight their understanding in relation to the rules of the house and how they perceived the actions taken so far. These actions should be made in order to find a common ground between the parties and make them work through it together to find a joint solution.

Beyond the communication issues and different understandings, another common factor found in the testimonies was related to a poor infrastructure provided to the tenants. An example of such affirmation can be observed on testimony given by P278<sup>181</sup>, as follows:

*“I lived in an one bedroom apartment with just one toilet with like 10 more people. So it was complicated to go to the toilet when I needed to go, or even to have privacy.(...)”*

Here we are presented to a conflict of structural factors, once the place provided wasn't able to complete the minimal standards required by law. According to the Irish legislation<sup>182</sup>, those who intend to provide a facility for renting (property owners, agencies and so on) must ensure that the property is in good condition and provide all necessary facilities to provide a habitable room.

Also, it's possible to observe that two out of the five needs of Maslow's pyramid of needs weren't fulfilled: the physiological and safety. The physiological need is breached when there is a clear usurpation of the person's most basic needs, considering that the person wasn't able to fulfil his/her need of using the toilet whenever feeling needed. And the safety is not being completed when a considerable number of people are led to share one common space without appropriate

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<sup>180</sup> Jordan, T., 2000

<sup>181</sup> For the full testimony, check appendix 2, page 98

<sup>182</sup> HOUSING (STANDARDS FOR RENTED HOUSES) REGULATIONS 2019, 2019

infrastructure for such. Therefore, a direct impact of this situation into this person's life (according to her/his reply to the questionnaire) was the experience of feelings like anger, aggressiveness and isolation, which made this person more sensitive to start or escalate a conflict.

A question that might arise is the reason why these populations are more targeted in relation to the majority. The lack of appropriate information provided to this public, added to the low-paid jobs places this part of the population in a situation of vulnerability. Understanding information as one cause of conflict, Moore<sup>183</sup> identifies the lack of it as a great potential to create a divider element between the parties. Once one of the parties has no knowledge of where to look for information about renting procedures (considering that a good amount of properties follow those same "standards"), the party who doesn't have access to information might consider the structure that it's been offered as normal, when actually it is illegal. A program broadcasted by RTE channel<sup>184</sup> in December 2020 highlighted how common those situations are and how a possible tenant is misled in relation to the information provided. It is also possible to observe in those situations a clear imbalance of power, as the one who is responsible for the property and has more information takes advantage of this situation to rent more vacancies in those properties.

This power imbalance was also very present in the testimonies given and can be well illustrated in the testimony given by the subject P162.

*"My worst experience sharing accommodation was after sharing a house with 16 people and moving to share with only one person. The person had rented the same apartment for years and decided to sublet for the first time and was not prepared for it. She made my life hell. Waking me up at 4 am to complain about my light being on, to complain that I opened the window, forbidden me from receiving people at home, forbidden me to turn on the heater in the Irish climate and the only time in 35 days that I used the kitchen she said that I burned the counter, but the detail was: I didn't cook that day. In the end, I was no longer able to deal with the anxious and ask to leave. She tried*

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<sup>183</sup> Moore, C., 2014, p.102

<sup>184</sup> RTÉ Investigates, 2020

*to make me stay so as not to pay my deposit, but thank God I got help right away. She was taking advantage of my situation, my broken English and lack of information about legal rules for renting. This was certainly the worst experience I have had in Ireland.”*

Taking back the legislation<sup>185</sup>, the landholder must provide the tenant access to ventilation and heating that the person can be able to control, and also the person should be granted access to facilities such as a kitchen. However, in accordance with the testimony given, those facilities were not provided. Public institutions such as the Citizens Information provide in their website the basic information in relation to the rights and obligations in tenancy contracts. Even though a considerable number of the respondents of the research (77% of the total) don't consider that information hard to be found, the group also affirm that there is a necessity to a more appropriate service to deal with conflicts of such nature (80% of the respondents). This leads to a question on how effective the services really are in reaching this population. According to the 2011 census, even though the presence of Brazilians per household had increased 170% in a five years period (2006 to 2011), a good percentage of this population has poor or no English at all (24.5% of the population).<sup>186</sup> Consequently, it is possible to observe that a considerable number of tenants were unable to reach the information related to renting provided by Irish institutions due to linguistic barriers.

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<sup>185</sup> HOUSING (STANDARDS FOR RENTED HOUSES) REGULATIONS 2019, 2019

<sup>186</sup> Government of Ireland, 2012

## 8. Conclusion

At the end of this research, it is possible to comprehend that a good portion of the problems faced by the Brazilian community in Dublin are related to communication, information<sup>187</sup> and cultural divergences. In those cases, techniques of negotiation could be widely explored in order to avoid those conflicts to escalate and reach unforeseen consequences. The legal institutionalization of mediation<sup>188</sup> and the usage of such procedures in legal institutions places an important and remarkable place in conflict resolution, but it is also necessary to think of mediation as a tool to be used in a stage prior to the involvement of a legal institution. As explained before, many groups in distinct civilizations have been using those techniques (such as Gandhi's Satyagraha in India, the Indonesian Musyawarah and Taha Maori in New Zealand) to resolve conflicts in many spheres of society. Therefore, an exercise to rescue those ancient techniques is more than necessary.

In addition to that, it is necessary to recognize the importance of an intervention in the early stages of conflict<sup>189</sup>, as it can bring very satisfactory resolution to the parties involved. As Adejimola<sup>190</sup> explains, "It is assumed that most conflict situations arise as a result of perceptions, assumptions, stereotypes and attitudes, which have been built up by the parties in conflict as well as others over the years". For that reason, comprehending not only the communication used but the whole composition of such places a crucial role in the conflict resolution. A slight movement in this direction is observed in institutions specialized in renting in Ireland, which are distributing some guidelines for a health cohabitation, as a way to clarify any miscommunication between those who shares an accommodation<sup>191</sup>. However, those actions shouldn't be solely limited to those recommendations, once the data collection revealed that the target group doesn't recognize the

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<sup>187</sup> Which can be understood as the information available/provided

<sup>188</sup> Comprehending mediation here as a technique of assisted negotiation where a third neutral and mutually agreed party assist the parties in conflict to reach a resolution (Adejimola, 2020)

<sup>189</sup> According to Jordan (2000), the first three stages in Glasl's conflict escalation tool are the stages where the communication is not broken, but working in an ineffective way. Thus, in those stages the conflict can be well resolved by the clarification of those disturbed communication.

<sup>190</sup> Adejimola, A., 2020, p.4

<sup>191</sup> Threshold.ie, n.d. Guide to sharing

intervention of Irish institutions as effective as it should be. In summary, a more effective action is more than needed.

Not only communication, another issue that was well evidenced in this research was the lack of appropriate infrastructure that lead the target group more susceptible to conflict. This situation was presented in most of the testimonies and has also been well exposed by the media through the years. In November 2017, the platform the Journal.ie exposed a situation of 16 people sharing a single room in a house where 64 people were living in Southside Dublin<sup>192</sup>. A year after that, a similar report was made by The Irish Times exposing an occupation where up to 20 people were sharing the same accommodation in North side Dublin<sup>193</sup>. Thus not only enhancing communication between the parties, it is more than urgent a more effective inspection in those habitations, to avoid the recurrent appearance of such reports.

For last, it was also possible to observe the importance of comprehending conflict in order to resolve it. Even though conflict origins relies on different and diverse roots (such as explained by Moore and Mayer), the dynamism of it it's quite similar (as analysed by Glasl) and therefore it is possible to design techniques of effective resolutions (as the ones presented by Moore, Mayer and Fisher and Ury). It is thought necessary an assertive interpretation of the events in order to choose the best alternative to resolution (As Furlong presented in his book a diverse range of conflict analysis tools).

The Brazilian community was used in this research as a way to evidence an inner and growing problem among those residents in Dublin. The referred city is multicultural by birth<sup>194</sup> and the rental crisis is a reality that won't change in the near future<sup>195</sup>. Therefore, it is more than necessary to develop tools to resolve conflicts in shared accommodation, in order to create a friendlier environment to those who will need to share their homes at any stage of their stay.

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<sup>192</sup> Fitzgerald, C., 2017

<sup>193</sup> O'Faolain, A., 2018

<sup>194</sup> Living In Ireland. n.d.

<sup>195</sup> McWilliams, D. and Taylor, C., 2020 and O'Connor, W., 2021

## 9. Appendix 1 – Questions of the Survey

The questionnaire was released on 15 March 2021 and concluded on 22 March 2021, consisting in a group of fourteen multiple-choice questions, and it was presented to the targeted group as follows.

### IMPORTANT NOTES

The research has an academic purpose only.

There is no direct benefits from answering the questionnaire, but your participation will have extremely importance in the development of a bigger understanding of the topic

**\*\*Confidentiality\*\*** - The answers will be sent to a link at SurveyPlanet.com and the data collected will stored online in a electronic format protected with password. Information such as name, email address or IP address won't be collected by the platform. For those reasons, all the responses are completely anonymous and no identification is required.

The research aim to understand the conflicts faced by the Brazilian immigrants in Dublin while sharing an accommodation and the impacts of such in their lives

This research is being carried out in accordance to the WMA Declaration of Helsinki ethical principles (available at: - <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>)

In case you have any doubts in relation to this research, the researcher is available to any further questions at the email [silva.jessica91@outlook.com](mailto:silva.jessica91@outlook.com) or [jessicacristinessilva@gmail.com](mailto:jessicacristinessilva@gmail.com)

In case you feel that this research wasn't able to maintain ethical principles, please contact Independent College Dublin at the contacts below:

Independent College Dublin at Block B ,The Steelworks,Foley St,Dublin 1,or email : [info@independentcolleges.ie](mailto:info@independentcolleges.ie)

Proceeding with the questionnaire, you are automatically indicating that:

1. You have READ and AGREED with the above information
2. You agree to participate this research VOLUNTARILY
3. You are 18 years or over

Thank you!

Research lead by Jessica Cristine de Sá Silva, master student at Independent College Dublin

Q1 - What firstly motivated you to move to Dublin?

- a) Languages Studies (English)
- b) Higher Degree (BA, MBA, Masters or Doctorate)
- c) Professional Sponsorship
- d) European Citizenship
- e) Others

Q2 - How Long have you been living in Dublin

- a) 0-2 year(s)
- b) 2-4 years
- c) 4-6 years
- d) 6+ years

Q3 - How would you rate your experience in Dublin so far? Being one for completely unsatisfied and five for completely satisfied.

- a) Completely unsatisfied
- b) Unsatisfied
- c) Neither unsatisfied nor satisfied
- d) Satisfied
- e) Completely satisfied

Q4 - Which was the biggest number of people that you have to share an accommodation with?

- a) 0-4 people
- b) 5-8 people
- c) 9-12 people
- d) 13-16 people
- e) 17+ people



Q5 - Which are the people that you had a conflict while sharing an accommodation? More than one item can be chosen

- a) Property owners (Landlord or Landlady)
- b) Real estate agencies
- c) Housemates
- d) Neighbours
- e) Others
- f) None of the above

Q6 - Which was the biggest problem that you have/had while sharing an accommodation? More than one item can be chosen

- a) Loud noises
- b) Illegal Activities (i.e. drugs consumption, prostitution, stealing)
- c) Lack of hygiene (i.e. dirty places, presence of pests such rats, mold)
- d) Lack of appropriate infrastructure (i.e. appropriate heating, hot and cold water, ventilation)
- e) Others

Q7 - How do you believe this/those conflict(s) affected your life? Being one for no impact and five for high impact

- a) No impact
- b) Low impact
- c) Neither low nor high impact
- d) Impacted somehow
- e) Highly impacted

Q8 - Which was the feeling that you most experienced while in conflict in the shared accommodation? More than one option can be chosen

- a) Anxiety and/or Depression

- b) Fear and/or Feeling unsafe
- c) Isolation (not feeling part of the group)
- d) Aggressiveness and/or Anger
- e) Others
- f) None of the above

Q9 - Do you believe that your emotional state had impacted the conflict dynamic? I.e. Being anxious made the conflict get worse

- a) Yes
- b) No

Q10 - For those conflicts, do you believe that the outcome was satisfactory for the parts involved?

- a) Extremely unsatisfactory
- b) Unsatisfactory
- c) Neither unsatisfactory nor satisfactory
- d) Satisfactory
- e) Extremely satisfactory

Q11 - Which support you had in order to solve this conflict? More than one item can be chosen

- a) Public services (i.e. citizen information, Garda Siochana)
- b) Friends and/or family
- c) Property owners (Landlord or Landlady)
- d) Problem wasn't solved
- e) None of the above

Q12 - Which of the services below are you familiar with? More than one item can be chosen

- a) Daft.ie
- b) Citizen information
- c) Threshold

- d) RTB
- e) All of the above
- f) None of the above

Q13 - In case you know any of the services mentioned on the previous question, how easy do you consider the access of such? Being one for extremely hard and five for extremely easy

- a) Extremely hard
- b) Hard
- c) Neither hard nor easy
- d) Easy
- e) Extremely easy

Q14 - If you had an appropriate service available to solve conflict of such nature, do you believe that the outcome could have been more satisfactory?

- a) Yes
- b) No

## 10. Appendix 2 – Discursive Answers to the Survey

This section represents the last question of the survey, which consists of a discursive and optional question, that had 74 respondents. The respondents were presented to the following question and had available 5000 characters for their answer.

### OPTIONAL ANSWER

In case you want and feel comfortable of doing such, please share the conflict that had the biggest impact on you while sharing an accommodation. Please describe the situation, your feelings towards it, if you believe that the outcome was satisfactory and how do you believe the situation could have been solved.

Below its organized in chronological order the obtained answers. The respondents are not identified for privacy issues and are represented as P (from participant) followed by their number in the research reply. I.e.: P34 meaning participant number 34.

*P6 - Anonymous - March 16, 2021 10:29 AM*

The problem I had was not solved. So... I decided to move to another house, it was the better decision I made. Unfortunately, we do not have much support in related to houses. It is horrible to live in a house where you don't feel comfortable or safe to be back in the end of the day and I know many people who live or lived in a situation like that.

---

*P10 - Anonymous - March 16, 2021 10:39 AM*

The lack of infrastructure to support all demands of the tenants. Houses are not prepared to receive

people in this century. Small boilers, electricity system is old, small hpuses and rooms, old painting, furniture and infrastructure..."

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*P18 - Anonymous - March 16, 2021 10:46 AM*

I ended moving for another house because one Flatmate was incredibly hard to deal

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*P26 - Anonymous - March 16, 2021 10:51 AM*

I had bad moments sharing house with other people that I didn't know before and that stoled my food, isolated me from others, put me down about my efforts in everything... It drained my energy in a way that I started to feel sick fisically and emotionally

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*P32 - Anonymous - March 16, 2021 10:56 AM*

I had several Flatmate very annoying from Brazil and from Senegal

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*P34 - Anonymous - March 16, 2021 10:58 AM*

Ireland suprired me in different ways: positive and negative. I would say that not only accommodation were hard to find, they would also be placed in dangerous areas in the City Center. I had also to deal with harassment from Irish citizens who would treat immigrants badly. I felt unsafe most of the time while living in Ireland, which is a shame for the country.

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*P38 - Anonymous - March 16, 2021 11:01 AM*

Housemates did not care about having the common places, specially the kitchen, clean, getting the trash out or washing their own dishes and pots they have used to prepare their meals. Also housemates did not care about saving energy, it was very common to find lights on with no one in the room and water heaters on during the whole day.

At least someone complained about having food stolen twice per week.

---

*P41 - Anonymous - March 16, 2021 11:02 AM*

When I was living in my old flat with more 3 girls, one of them ran away and didn't pay the rent in our last month in this flat, me and the other girls had to pay it, we talked to the landlord about it and we explained that we would finish our contract (which one was one already one month expired in that time), he agreed but he didn't give our deposit back since this situation. We started a dispute on RTB and now we are waiting for the tribunal dispute. We left this flat at 29/06/20 and we still don't have our 2400 euros back. This situation is really annoying because we need the money, mainly in this pandemic situation, and we felt so anxious during last year because we tried (so much) to talk to the landlord and we didn't all the possible effort to solve it and he didn't help, we bought a new footstool, we fixed problems in the apartment which we didn't need to do, etc. now we hope to get our money back because RTB is helping us a lot.

---

*P47 - Anonymous - March 16, 2021 11:05 AM*

The biggest issue I had was when I was sharing the house with more 8 people and we used to have

envelopes that we put on a jar with our rent( this worked week since I moved to the house, about a year)

But one day the guy who receives the rent texted us and said that there was no money there and we thought he was joking so one of my flatmates that were in the house said that was true

So someone( we think that one of the people that lived there) stole about 2,500 euros and we went to the guarda and they said they couldn't do nothing about it

In the end we had more 2 days to get the money to pay the rent again e we never discovered who did it, I felt angry and sad because we work a lot to her this money and someone the you probably live with just steel it without thinking twice, because we asked please if you did this return the money at night or just sent to the landlord because you will screw us

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*P48 - Anonymous - March 16, 2021 11:05 AM*

Loud/dirty people are that way because they think that's the way life/everybody is, so I don't see any chance of improvement. Maybe reborning and having a better family upbringing/education.

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*P51 - Anonymous - March 16, 2021 11:06 AM*

Not just home sharing, but the biggest problem in the world today is the lack of empathy and common sense. Nowadays people are increasingly selfish and unable to put themselves in the other's shoes.

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*P59 - Anonymous - March 16, 2021 11:14 AM*

A maioria das pessoas que tive convívio não soube respeitar os limites e as regras. Há sim uma grande diferença de cultura até mesmo com nós brasileiros dependendo da região. Entretanto a educação e respeito foram esquecidos pelos housemates durante o tempo que compartilhei moradia.

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*P72 - Anonymous - March 16, 2021 11:26 AM*

There's no contract or legal certification that could support the relationship between flatmate. Most deals is made mouth by mouth and when this happened you can't have enough evidence.

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*P75 - Anonymous - March 16, 2021 11:30 AM*

There were several conflicts.

1) One guy was stealing money, food supply, higyene supply from housemates and also sending late night text messages to the girls. (The landlord was warned and didn't take any action so I moved out)

2) Traditional neighbors told the landlord he didn't want students living around. They would shout at the window with aggressive and racist comments. The landlord gave in and asked us to leave.

3) Flatmates would consume drugs at the kitchen while others were having meals, they would bring boyfriends and have sex in the shared space during the day, would bring several friends during quarentine and would react very aggressively if they were told off.

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*P81- Anonymous - March 16, 2021 11:35 AM*



A day a fella broken the friend's dish because he was really angry and aggressive.

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*P98 - Anonymous - March 16, 2021 11:51 AM*

I've got upset once or twice while living in a house with 15 people and had food stolen from the fridge. We had a meeting with everybody and I had to be rude. Some people have a poor hygiene and don't respect the space and stuffs of others. Things improved when the landlord said that he would invite those who didn't follow the rules to look for another place to live.

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*P99 - Anonymous - March 16, 2021 11:51 AM*

I had an issue with the landlord who neglected the apartment conditions and threatened me by not giving back my deposit. I got a lot of complaints to do about the place and how it was affecting my well-being. I started to have a allergic reaction all over my upper body and limbs because of some kind of bug on the mattress and bed who were biting me all over. He didn't care about it and even said that I could have brought that problem to the apartment. Other issue was related to the landlord's behaviour towards the tenants. He startet to lie and to impose his conditions without considering our situation (begging of the pandemic), on one of his tantrums I started to shout against one of the tenants and threatening him by not giving him back his deposit. After hearing that from him I had to impose my self against him and demand my full deposit and my friend's deposit, otherwise I would spoil all his business by exposing him and the conditions of his apartments to everyone who seemed interested. I don't think I would get the proper help from someone else in that situation.

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*P103 - Anonymous - March 16, 2021 11:53 AM*

Main problems are related to bills and wasting too much energy, also because of hygiene issues and lack of cleaning

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*P111 - Anonymous - March 16, 2021 12:02 PM*

We were 9 in the apartment, 5 was Turkish guys, 3 brasilians and 1 Mexican. The guys didn't clean properly after using toilet and didn't clean at all after using the kitchen. The dinner table was always full of tabaco because they rolled the cigarettes in there and was a mess. We made cleaning schedule, talked in group, the whole house together and explained the minimum rules but they never followed. After 4 months of war we decided to take pictures and complain to the lady responsible for collecting the rent and she gave a notice for them to leave the house in 30 days, because it was impossible to keep living like that. I believe they weren't very happy. But they left.

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*P124 - Anonymous - March 16, 2021 12:17 PM*

I had a conflict with my roommate during a dinner we're all having for my and another housemate's birthday. The guy who administrates the house, who is also brazilian, texted us saying that the neighbours were complaining about the noise we're making but we're weren't being loud, just listening to some music and chatting. I said that he was wrong in saying that to us and that I was going to text him to say I didn't agreed with his posture towards us because he always treated us like we lived there for free and as we didn't pay rent to live.

My roommate got upset for some reason and yelled at me saying I didn't live alone to do that, that it could make him kick everybody out of the house, and that I was behaving like that because I only lived there for 5 months, whereas she'd lived there for 2 years. She said all thar and a few more personal things to me with anger, her face was all red like she hated me and I didn't understood

because we used to get along pretty well. Well, in the end we argued but I got very nervous 'cause I have clinical anxiety and discussions are my trigger, so it made me uncomfortable for the next few weeks until another girl moved out of the house and I moved into her room.

The thing is that this roommate had had discussions with more than one other tenant in the house while I was living there and also she had told me previously she had lots more with other tenants that lived there before us, having in one of those situations planned with the adm of the house, a story so they could expelled 4 people she wasn't happy with in the house. I believed she could have easily talked to me and have a normal conversation. Or afterwards she could have apologised and we could've moved on.

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*P125 - Anonymous - March 16, 2021 12:19 PM*

The worst was when I share a house with a guy that had stole my friend's phone, used to get home always drugged and even once left a pizza in the oven that got burned and could have burned the whole house

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*P143 - Anonymous - March 16, 2021 12:42PM*

During quarantine time, everyone fought and stopped talking. The only solution was moved to another house.

The worst problem was when I decided to move, I informed the landlord I was moving before a month's deadline and I knew I should choose another person to replace me. Then I did interview and selected some people for them to choose. So they didn't accept and didn't give me back my deposit. I try to get in touch with responsible authorities and they didn't help me.

As I have known, this same landlord have done the same with another tenants.

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*P149- Anonymous - March 16, 2021 12:58 PM*

I was living in a house that after 3 months me and my housemates discovered than it was a sub location, we were being charged at least extra 800€ by the person who claimed being part of an accomodation agency that had the contract of the house, after months trying to get a copy of the contract and some issues with the house and no response, we got in contact with RTB and the Citizens information and any of it were able to help us since the house wasn't register properly. After we received a letter from RTB saying that we should pay full rent or leave the house in 30 days, 2 people had left the house by that time and their part rent were not being paid, we left the house in 15 days without paying the last rent and not being able to claim our deposits, till this day we still have some suspicious that the letter was fake.

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*P150 - Anonymous - March 16, 2021 12:59 PM*

For me the biggest issue was when I start doing my master and I was sharing the house with around 16 people. There were weekends which I had to study and do papers or even wanted to sleep early because I had to work the other day and my housemates were organizing parties. Sometimes it was very stressful to make them understand they had to respect my space. My room was beside the living room where they used to have the parties. Actually my bedroom was adapted to become a bedroom because it was part of the living room before so they used kind of a wooden wall to separate both parts. I also had problems with the landlord which was not really the landlord, but somebody who sub-let the house from somebody else. We used to argue about the structure of the house. The heating wasn't working properly, the house was freezing and had heavy mould in places

such as the bathroom, the bedrooms and living room. I also had problems when asking him to repair or replace some appliances/furniture. The feeling was that I was treated as a number and sometimes it was really frustrating. I heard things such as 'do you think you are living in a hotel?'. In the beginning I used to share my room with three more people so privacy was hard to have. But after a while you kind of get used to that which is not a good thing at all, but in Dublin it is quite hard to find a place that doesn't cost much and it is in good condition...so sometimes you end up giving in in order to save some money or spend with things you like. On top of all that, in December/2020 the real landlord asked the house back and the man we used to pay the rent for said we had to move out within one week. That drove me crazy as I was in a final exam week in my master and working 12-hour-shift in a restaurant so it was almost impossible to look for a house, go for visits and so on... so I stood my ground and told him he needed to give me more time, what he was doing was illegal and I would report him if he tried to make me leave the house before I could. He offered some other places he had which were in similar conditions...I guess Dublin has huge rental problems from structural to costly rents and many times we foreigners have to accept or adapt to them because we have to make choices and there are not many around. In other countries the price we pay here for a bedroom we have to share with others we would be able to rent a single room or sometimes even a flat. I guess such problems could be solved with more fiscalization towards the landlords, encouragement of the tenants to report bad conditions of living, maybe fix prices for rent in certain areas.

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*P152 - Anonymous - March 16, 2021 1:00 PM*

Irresponsibility of the housemates when cleaning and do other tasks of the accommodation.

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*P156 - Anonymous - March 16, 2021 1:05 PM*

My flat mate managed the house. she was a friend of the sublet, did not pay the rent and was responsible for the tasks and purchases of cleaning products. She thought she had a right to manage the personal lives of everyone in the house. When I made it very clear that outside the house I didn't need to give any information about my life, she got angry and put several people against me. I decided to leave the house.

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*P162 - Anonymous - March 16, 2021 1:15 PM*

My worst experience sharing accommodation was after sharing a house with 16 people and moving to share with only one person. The person had rented the same apartment for years and decided to sublet for the first time and was not prepared for it. She made my life hell. Waking me up at 4 am to complain about my light being on, to complain that I opened the window, forbidden me from receiving people at home, forbidden me to turn on the heater in the Irish climate and the only time in 35 days that I used the kitchen she said that I burned the counter, but the detail was: I didn't cook that day. In the end, I was no longer able to deal with the anxious and ask to leave. She tried to make me stay so as not to pay my deposit, but thank God I got help right away. She was taking advantage of my situation, my broken English and lack of information about legal rules for renting. This was certainly the worst experience I have had in Ireland.

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*P165 - Anonymous - March 16, 2021 1:18 PM*

One house had a lot of mold and unsafe structures.

The other had a bed bug infestation and the landlord did nothing to help.

The other house when we left they took ages to give us back the deposit even after we signed a

contract and did a deep clean to return the app.

I felt disrespected as a human being in all cases as if just because I'm not from here, they considered our problems less important

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*P175 - Anonymous - March 16, 2021 1:41 PM*

Um dos maiores problemas na minha opinião é a nossa insegurança com pegar o depósito de volta. Eu só tive maiores problemas com housemates (brasileiro e Irish) pq alguns deles se achavam mais donos do espaço do que outros, não te permitem sentir em casa e ainda dificultam o pagamento do depósito de volta, isso pra mim foi um grande problema até que finalmente encontrei um lugar legal e justo. Outro problema que tive foi com relação a localização do imóvel, apesar do apt ser muito bom a região era perigosa e eu só descobri isso depois de ser atacada no caminho de volta pra casa. Não tive problemas com landlords e com as facilites tudo que surgiu foi resolvido com eles sem grandes esforços da minha parte ou dos outros housemates ☐☐

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*P193 - Anonymous - March 16, 2021 2:44 PM*

A housemate era responsável pela casa, tinha contato com o landlord, recebia o aluguel de todos. Simplesmente me odiava. A casa era cheia de regras e eu, particularmente, amava! Estava tudo sempre limpo e arrumado, tínhamos um calendário de tarefas, então não havia motivo para reclamar, todos faziam sua parte. Éramos em 8 pessoas. Ela conseguiu transformar minha vida num inferno dentro da casa, até que fez o landlord me pedir para sair, pois estava tirando a harmonia da casa. Eu conversava com todos da casa, menos ela. Ela me ignorava totalmente. Nunca entendi o que fiz para isso, nem as pessoas da casa.

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*P206 - Anonymous - March 16, 2021 3:37 PM*

I had a big fight with my best friend, who I came to Dublin with, and we had keep living at the same house without speaking to each other until she left the country. It was awful, there were many conflicts and my mental health got really affected by that. We never overcame this and it was really tough to keep living like that, mostly it was hard to share the same house. The only thing I can think of that could have solved this was if I had moved to another house. Since I haven't, things only got better when she finally left.

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*P211 - Anonymous - March 16, 2021 4:07 PM*

My ex flatmate was kepping marihuana at home. So He slepet on the top of bunk bed, and left a lot of quantity there. We were scared, we spok with landlord, he didn't do anything. So, everybody left, less him. We were afraid to report and something happens with us.

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*P216 - Anonymous - March 16, 2021 4:42 PM*

The biggest problem for me was housemates who did not want to cooperate with house tasks.

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*P219 - Anonymous - March 16, 2021 4:55 PM*

The landlady think that she was I charge of my life and wanted to take care of my life and I lost my freedom.

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*P227 - Anonymous - March 16, 2021 6:05 PM*

I had lots of different situations as I shared plenty of times during the past 3 years, but the most significant one was when sharing with a Lady that was living in the house for at least 5 years at that moment, so she was renting the room. We had a problem with the neighbor next door which was having parties and using drugs until morning during the week and she didn't help us dealing with the situation as she couldn't listen anything from her room. When I decided to talk to the neighbor she didn't take that very well and said we were overreacting to the situation, even when the neighbor assumed the error himself she created a very uncomfortable situation between us and the co-living was unsustainable. So we decided moving to a new place and we had a new problem with her regarding our deposit. To summarize, we had lots of bad different experiences with the same lady and living in other houses as well.

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*P231 - Anonymous - March 16, 2021 6:25 PM*

I use to live in D3, East wall. Worst living environment. Bad neighbours, bad experience ever.

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*P235 - Anonymous - March 16, 2021 6:49 PM*

We are brazilians, my husband and I had a big conflict with turks, we Shared the bathroom with 7 more people. The house had only one common bathroom and the suite, but the boyler was very small and Shared with the other bathroom. The house had no room because the landlord made the room a triple room. So the only common will be the kitchen. My husband and I had classes online at the same time, so I preferred to study in the kitchen. As the days went by, the turks, who didn't even go to the kitchen, started to go there, talking a lot, loud, even knowing that I was studying English, with books, notebooks and talking to the teacher. One day I had to leave the kitchen and

study on the stairs, on this day, I said that I needed their understanding because our room was very small. The Turk was very angry, talking loudly to me, my husband asked not to talk to me like that, the boy was about to climb the stairs and attack us, because he still climbed some steps. Thanks to the other Turk he calmed down and returned to their room. We contacted the landlord, and the Brazilian intermediary who said that they could not do anything, and that the wrong thing was that I could ask for this for the turks. We said we wanted our deposit back and would leave, the landlord, dermott, said we would not. That I would have to pass the vacancy. I said I was going to call the police so he could return me, he spoke very arrogant, saying that I was committing a crime, that I could not

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*P236 - Anonymous - March 16, 2021 6:50 PM*

The guys we had trouble in the house were supposedly only other regular tenants. But we found out later, they were the ones who rented the house and subrented a room for us. They made extremely stupid rules that everyone should abide to. We (me and my wife) said NO and they started to be hostile towards us. In the end, they allegedly "needed the room" and, using this as an excuse, put us out.

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*P241 - Anonymous - March 16, 2021 7:01 PM*

I had problems with poorly structured houses, landlord didn't care about these things, they just want our money.

I had problems with people in the house too, in the midst of a pandemic with parties every week, I was one of the only people who worked at the house, and I got tired, and whenever I arrived there was loud music, in this house my room was really bad and literally on the kitchen side, so I suffered

a lot.

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*P249 - Anonymous - March 16, 2021 7:36 PM*

The only serious problem I had was an apartment that was not appropriate for any human being. No heater, no insulation, consequently, mould everywhere. The apartment was shared with 3 more people, 4 counting on me. The rent was 400€ a month and the landlord wanted to increase it in 20% without improving anything. We had to almost fight with the landlord to not pay extra. Eventually he agreed to not increase the rent. However, before we got to an agreement he even accused the guys in the house of having "bought" their Italian passports from a black market. He was just trying to frighten us to get what he wanted. Thankfully he ended up not increasing it and after some weeks we all moved out to better places.

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*P255 - Anonymous - March 16, 2021 7:58 PM*

A drug user leaving in the flat above mine and lots of strange people walking in the building often. My old flatmates and I was feeling unsafe at home all the time

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*P260 - Anonymous - March 16, 2021 8:48 PM*

State agency did not want to give the deposit back. Allegation apartment was not in good condition. What contradicts the pictures we had and even the agent words that the apartment was superb at the date we gave back. We really took care of it. In the end they gave us the money back.

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*P268 - Anonymous - March 16, 2021 9:40 PM*

Not using heater when it's cold. Different cultures / nationalities in the house made different options. We could not use bc half of the group don't want.

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*P270 - Anonymous - March 16, 2021 9:51 PM*

We've living with 6 peoples, and one couple was drugdiller,

So we're scared because he got jail and We're solvind because we're move on

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*P272 - Anonymous - March 16, 2021 9:59 PM*

People making noise, to share responsibilities, clean the house.

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*P278 - Anonymous - March 16, 2021 11:04 PM*

I lived in an one bedroom apartment with just one toilet with like 10 more people. So it was complicated to go to the toilet when I needed to go, or even to have privacy. There was a time that people from my house used to make parties that became after parties and lasted 2 days. After few months living there, we decided to minimize the number of the people living in the apartment. When I left, we were just 5 people (me counting) and it helped a lot on our relationship.

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*P280 - Anonymous - March 16, 2021 11:24 PM*

I rented a single room in a house where I didn't know that there were a cat. I rented by agency. I

requested to break the contract because nobody told me about the cat and the agency went to the house, tell to everybody that I did a claim, everybody argue with me and the agency offered me a single room more expensive than that one. I had to accept because the people in the house because I was afraid about my housemate's behavior. The agency didn't even pay my transfer... Dublin city things...

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*P307 - Anonymous - March 17, 2021 8:34 AM*

When I had conflicts, I preferred to move out and look for another house. I moved out 5 times in less than one year.

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*P317 - Anonymous - March 17, 2021 9:56 AM*

The biggest problem for me was the time I shared an accommodation and I had to deal with a person intermediating the relationship between us tenants and the landlord. I couldn't simply message my landlord asking to fix or buy things because his number was never given to us and the landlord would just come to our apartment to collect our rent. The situation aggravated during the pandemic and consequently the lockdown. We had a lot of mould on the bathroom ceiling and even complaining multiple times with this third person, nothing was solved. Our heaters were not working during the peak of the winter and we had no assistance, I was asked to call the costumers service or search on google how to fix it which is absolutely ridiculous considering that is something our landlord should fix. The last straw for me was the fact that some people left the apartment and during the pandemic it became extremely hard to find people to replace you so this third person was constantly pressuring us to find someone to fill the vacancies otherwise we would have to pay the rate of the ones who left. We were in 7 in this apartment, two rooms, sleeping in

bunk beds, there were was a stage were we were just in 4 and it would be unfair to pay the same price as someone pays for a single room. Luckily we could manage to find people to replace the vacancies but every time someone left was a new nightmare fulfilled with anxiety so I just decided to find a new place with better conditions.

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*P322 - Anonymous - March 17, 2021 10:24 AM*

Tidiness and cleanliness. Périplo are lazy, we don't have all the same education and structure, and it's always a huge fight to make a roaster or a timetable for the cleaning. Not even an Instagram page we have for let it help us.

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*P323 - Anonymous - March 17, 2021 10:34 AM*

My landlord could not register on the PRTB. We requested that for the real state and they said that they could not. They said they would ask us to leave if we insisted.

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*P324 - Anonymous - March 17, 2021 10:47 AM*

Rented a place with my partner during summer, Victorian renovated building, within 6 months when the winter came the place was full of mold and condensation due to the lack of ventilation. Builders didn't care about opening up the vents when it was getting renovated, the flat was in the basement to make it worse. No mold on the walls but it started underneath the carpet and behind furniture. Lost many belongings, clothes, bed was covered in mold underneath it, lost furniture, etc. Had no clothes to wear for a week. Had to leave the place in 5 days and stayed in a hotel. No support from anyone.

Landlord came and opened up the vents and left a dehumidifier machine which would be on running day and night full of water, but it was too late, place was inappropriate to live in. Went to RTB and lost the dispute as the Landlord blamed us for drying clothes inside the house. Life went upside down for a year, took me nearly 2 years to recover from the emotional and financial trauma. Unfortunately after this experience I don't trust anyone. Ireland is a nice country to live in but when it comes to rental property seems like everyone is involved with corruption at a certain level.

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*P326 - Anonymous - March 17, 2021 11:14 AM*

My previous roommate just decided he didn't want me in the room anymore, and started looking for a new person without me knowing. He also contacted the real state agency informing that I was going to leave. In the end I just changed rooms in the same house, but as I was new in the house, it was a very stressful moment.

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*P332 - Anonymous - March 17, 2021 12:02 PM*

one of the big problems in Dublin city is sharing a house. Not only sharing a house but sharing a room. Many people take advantage of the situation of people who come from countries that do not have a standard of living and economy as in Europe. I think sharing a house is fine, maximum about 4 people, although it is not ideal. But sharing a room is inhumane. Having to share a room with a person you don't know at all and also people come and go. There is no privacy at all. We cannot cry, we cannot have our sexual life, we cannot have our space, we cannot sleep because the roommate is either listening to music, or snores or etc. Also, what's the use of wanting to clean your room if the other person doesn't care. Its inhuman. It creates psychological problems for you. It is very easy to treat immigrants like this, as if we were garbage. We are people too, we have a

family, a house and a story behind us. We all deserve a little dignity and not be treated like street dogs. This situation will never end, because there are people who are blind by greed, money. The more they have, the more they want. They are never satisfied. That's why they don't care how we live, as if we pay € 500 a month to sleep on the floor with 15 more people. They will only care each month having their money in the bank account. We do not deserve to live experiences that destroy our psychological health, we do not deserve it. Hopefully people would realize the work we contribute to society every day. People who work in those jobs that nobody wants to do. In those jobs that without us a country would be nothing. The human being still has a long way to evolve

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*P335 - Anonymous - March 17, 2021 12:11 PM*

The housemates asked me to leave the house because I do not do drugs and never participate any of the parties they did in house.

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*P336 - Anonymous - March 17, 2021 12:16 PM*

Young people doesn't respect others that need to wake up early to go to work, many times I woke up with parties and a lot of noises, I was feeling angry, sad, disrespected and I got depressed.

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*P338 - Anonymous - March 17, 2021 12:30 PM*

I shared a house with 7 more people. 2 double rooms and a massive room with 4 people. One day the Landlord rep announced that 2 people in the big room would have to move out due to fire department safety guidelines. He only gave us two weeks notice to do as he said. Firstly, he caused an internal problem among the flatmates because if people didn't want to move out voluntarily we



would have to decide what would be the criteria to ask people to leave and secondly, he would have the amount those two people were paying splitted among those who stayed. It would increase the individual rent in almost 30%. It was an outrageous demand. We were upset, anxious, distressed, sad, angry, and desperate to a certain level thinking we would have to find another accommodation in a hurry due to the short notice we received. We wouldn't be able to afford the sudden increase in the rent. It was one of the best accommodation I had had so far and I didn't want to leave. So I called RTB for advice. They explained that I could demand up to 90 days notice, proof from the fire department with three comparative measures of three different households stating that our safety was actually at risk due to number of people in the household, and even though he was right in this he could only increase the rent up to 4% because we rented the rooms individually and not a full house rent contract. We approached the Landlorr rep with all this information and after a lot of heated conversations he gave an excuse (like he did us a favor) keeping the amount of people in the house in the 'down low'. We think he was trying to force everybody in the house to move out so he could increase the rent above the law. I heard some stories from friends and friends of friends who have been through similar situations but as students and immigrants we feel we have no right to stand up for ourselves and we need to give in (probably because we don't know the current legislation). Not long after this event the agency replaced the Landlord rep and we didn't have any more problems of this nature.

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*P340 - Anonymous - March 17, 2021 1:17 PM*

Stealing money, food, going through my personal stuff, nasty comments about my boyfriend and friends visiting the house. Disrespectful roommate looking for sex.

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*P343 - Anonymous - March 17, 2021 1:39 PM*

Fortunately I did not have big conflicts. The conflicts I had was about cultural differences or different personalities, what it is expected when you share a house with many people. But, my outcomes were satisfactory and for this type of conflict we did not need more than a dialogue. I am aware that other students have serious problems and I recognise the importance of your research, congratulations!

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*P346 - Anonymous - March 17, 2021 2:32 PM*

Live with another kind of personalities is always a such problem. We can try to solve this with conversation, but sometimes doesn't have effect.

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*P347 - Anonymous - March 17, 2021 2:44 PM*

Share a house with a stranger is very hard, sometimes an organ is not helpful because some people are not aware of sharing spaces, aware of what respect means. They're from very different culture and were raised very differently from us, even from our own culture

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*P350 - Anonymous - March 17, 2021 3:22 PM*

I live in the same house for almost 2 years, but now, the new house mates cook a lot, fried everything and than my room is near to the kitchen and smells is horrible. I ask everyday for everybody to keep the kitchen door closed and ask to them to open the windows when they are cooking, but they never do it. I feel like I'm sleeping in the kitchen not in my room. It's terrible. I'm really angry about it.

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*P351 - Anonymous - March 17, 2021 3:45 PM*

Having flatmates that were using drugs at home and they were fitting each other amidst everyday

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*P352 - Anonymous - March 17, 2021 3:56 PM*

Dirty kitchen... sink full of dishes for weeks... and no common sense... my feeling was being angry and not using this part of the house. Living with many people, nothing could be done. Or my mental health would be gone just for trying to change their ways of living. I can't change people.

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*P361 - Anonymous - March 17, 2021 6:48 PM*

One of my housemates never did any cleaning. That would piss us off massively as the chores were divided and done weekly so it wouldn't be too much of an effort. At times he would say he wouldn't clean as he was never taught how to do it (he was 31 years old), and that we should then hire someone to do it. We never agreed to do it as we all cleaned properly and the house was very small so that was unreasonable. Though we said there was no problem if he hired someone to do it for him on his week of doing the cleaning, but he never did it as he wanted us to slip the price to pay the cleaner. In the end, another housemate had a massive row with him and said he should leave immediately and so he did it as he was afraid of our other housemate.

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*P376 - Anonymous - March 18, 2021 8:39 AM*

I had lots of conflicts but the worst one is about the "rule" that you have to find someone to replace your vacancy in a house, otherwise we lost our deposit. In Pandemic times I couldn't find anyone to get my vacancy - once I was leaving Ireland for a time - even I gave the notice more than one

month before I leave, the landlady didnt give my money back (€480), said to me a lot of unpolite things and also blocked me in order to I cannot find her. Detail - I never had any contract.

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*P377 - Anonymous - March 18, 2021 8:53 PM*

Previous landlady is renting illegally to avoid taxation.

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*P379 - Anonymous - March 17, 2021 9:58 AM*

Ive had a few but the worse and more recent is due to when i was coming back under my working visa. My landlord was aware of my arrive, i had a green light from government regarding the Covid-19 situation. I also had clarified that i would not be around my housemates as i was self isolating for the 14 days (it all happened back in september). I also agreed on, in need of going to common places of the house, use mask and glvoes at all times as well as not going there if someone else was also using it, in other words i was giving them them full priority. At the time i had paid my rent well before i come, and when i was about to board they said they werent comfortable with me in the house. I went to my landlord and also had some help of my roommate which also stood for me.y landlord told that if i ever was prevented to get inside the house he should be called. I didnt have any other place to go. And had paid my rent as usual as i have done for the time i was away. After that i noticed that my housemates concerns werent real, they were receiving visitors every now and then. Which was not a surprised facing the facts i was friends with other people they werent, so they were, as i understand, taking revenge on me. Fromthen on i have avoided them, and havent trust them either.

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*P395 - Anonymous - March 19, 2021 3:02 PM*

The first place I lived here was a shared flat with another couple. The man was most of the time wearing just a bathrobe and his penis “accidentally” pop out of his vest very often. One day he just showed up totally naked pretending to be an accident, he apologised and said that wouldn’t happen again. The day after, while his wife was in bed feeling sick and my husband was at work, he started a weird conversation and suddenly showed his erect penis, getting closer to me totally naked, just with the bathrobe on his back. I screamed at him asking for some respect. On the next morning my husband and I took all our stuff and moved out to a friends house. We stayed at the living room until we find another place just for the 2 of us. We decided not to share houses with unknown people never again, and even between friends, sometimes I got a bit paranoid thinking they could had bad intentions with me at anytime.

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*P406- Anonymous - March 19, 2021 7:45 PM*

Culture shocking, I lived with 3 Indians girls, at that time I started a relationship with now my husband. After 3 months they didn’t want him to visit me in the apartment and sleep over either. The second problem was the cleanliness, they aren’t used to cleaning the place every weekend.

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*P411 - Anonymous - March 19, 2021 11:04 PM*

My exchange changed completely when I decided to work as an au pair, I stopped sharing a house and working with a family besides being economical, it was much more worth it, I think I was lucky with my bosses, because they were all good, I know there are people who go through exploration, but the fact of paying dearly rent to live in the dirt, mess and deprivation of comfort is something that I regret a lot, it is the only thing that I would change in my exchange.

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*P414 - Anonymous - March 20, 2021 3:10 AM*

In my first months in Ireland it was very difficult and expensive to get accommodation close to the school and I stayed for three months in an accommodation in Eazy City. My room was on the top floor and one day there was a water leak in the reservoir above my room that wet my notebook and tablet that were on top of my bed and other personal items. Initially, Eacycity did not want to pay me, she said that it was in the rules that were on the website, she was informed that we should have insurance for our personal belongings. Then they sent me an email saying they were going to evaluate my notebook and see what could be done. As there was no recovery offer me another computer with the same configurations but it was a dell computer much older, heavier and that was not compatible with the same model that I had. I had to accept it because they told me it was the most they could do since it was my obligation to have insurance. I had a lot of stressful situations in accommodation but this was certainly the worst. Sorry for my bad English, I hope that you understand.

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*P415 - Anonymous - March 20, 2021 9:19 AM*

My boyfriend and I decided to share an apartment with 2 of his friends, a couple which he had known for 4 years. The two girls at first were really nice although I had noticed some red flags I thought I was over thinking things too much, but then one day it all started. They got home shouting at me when I was in the balcony reading a book because on the previous day I asked one of them if we would keep the cleaning routine where every week one of the couple would do a deep clean in the house, but for the past two weeks at that point no one had cleaned and before that my boyfriend

*P416- Anonymous - March 20, 2021 9:38 AM*

I shared an apartment with a couple and another person. Usually the couple rents a room for 2 persons and the owner of the apartment doesn't know that. The couple never turns the heat on. My room was freezing and it made me sick many times. The woman was very demanding, specially when I had to clean the apartment (every week one of the households had to clean the house). She wanted the place extremely clean and when she wasn't satisfied, she used to argue with me. I've cried many times because of that. The man drinks a lot and when he was drunk, he used to say horrible things to me. I'd been feeling very anxious and depressed in this place. My boyfriend helped me and invited me to live with him. Because he realised that I was depressed. I believe that leaving the apartment was the only way to solve that situation. Today I'm feeling happy and I would never share a house with strangers again.

# 11. Appendix 3: Research Results

## 11.1. Answers questions 1 to 4

Participant	Date Taken	Question 1	Question 2	Question 3	Question 4
Subject 1	15/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 2	15/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 3	15/03/2021	Others	2-4 years	3	0-4 people
Subject 4	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 5	16/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 6	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 7	16/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 8	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 9	16/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 10	16/03/2021	Others	2-4 years	2	17+ people
Subject 11	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	3	0-4 people
Subject 12	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 13	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 14	16/03/2021	Language studies (English)	0-2 year(s)	4	17+ people
Subject 15	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	0-2 year(s)	4	0-4 people
Subject 16	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 17	16/03/2021	Language studies (English)	2-4 years	5	9-12 people
Subject 18	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 19	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 20	16/03/2021	Professional sponsorship	4-6 years	4	5-8 people
Subject 21	16/03/2021	European Citizenship	0-2	3	0-4



			year(s)		people
Subject 22	16/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 23	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 24	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 25	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 26	16/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 27	16/03/2021	Language studies (English)	2-4 years	5	9-12 people
Subject 28	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	4-6 years	3	0-4 people
Subject 29	16/03/2021	Language studies (English)	6+ years	5	0-4 people
Subject 30	16/03/2021	Language studies (English)	4-6 years	3	5-8 people
Subject 31	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 32	16/03/2021	Language studies (English)	2-4 years	4	13-16 people
Subject 33	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 34	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 35	16/03/2021	Language studies (English)	2-4 years	4	13-16 people
Subject 36	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 37	16/03/2021	Professional sponsorship	0-2 year(s)	5	5-8 people
Subject 38	16/03/2021	Others	2-4 years	3	17+ people
Subject 39	16/03/2021	Language studies (English)	6+ years	5	5-8 people
Subject 40	16/03/2021	Others	0-2 year(s)	4	9-12 people
Subject 41	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 42	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 43	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 44	16/03/2021	Language studies (English)	6+ years	3	5-8 people
Subject 45	16/03/2021	Language studies (English)	6+ years	2	0-4 people

Subject 46	16/03/2021	Language studies (English)	0-2 year(s)	3	17+ people
Subject 47	16/03/2021	European Citizenship	2-4 years	3	9-12 people
Subject 48	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 49	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 50	16/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 51	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 52	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 53	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 54	16/03/2021	Language studies (English)	2-4 years	2	17+ people
Subject 55	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 56	16/03/2021	Language studies (English)	2-4 years	5	0-4 people
Subject 57	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 58	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 59	16/03/2021	Language studies (English)	0-2 year(s)	-	9-12 people
Subject 60	16/03/2021	Professional sponsorship	2-4 years	4	0-4 people
Subject 61	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 62	16/03/2021	European Citizenship	0-2 year(s)	1	0-4 people
Subject 63	16/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 64	16/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 65	16/03/2021	Language studies (English)	0-2 year(s)	3	0-4 people
Subject 66	16/03/2021	Language studies (English)	4-6 years	4	0-4 people
Subject 67	16/03/2021	Language studies (English)	2-4 years	5	17+ people
Subject 68	16/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 69	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 70	16/03/2021	Language studies (English)	6+ years	5	5-8

					people
Subject 71	16/03/2021	European Citizenship	0-2 year(s)	4	0-4 people
Subject 72	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	4	9-12 people
Subject 73	16/03/2021	Others	6+ years	4	9-12 people
Subject 74	16/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 75	16/03/2021	Language studies (English)	2-4 years	3	13-16 people
Subject 76	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 77	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 78	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 79	16/03/2021	European Citizenship	6+ years	4	0-4 people
Subject 80	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 81	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 82	16/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 83	16/03/2021	Language studies (English)	4-6 years	4	9-12 people
Subject 84	16/03/2021	Language studies (English)	6+ years	3	5-8 people
Subject 85	16/03/2021	Others	0-2 year(s)	3	5-8 people
Subject 86	16/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 87	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 88	16/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 89	16/03/2021	Language studies (English)	4-6 years	4	9-12 people
Subject 90	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 91	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 92	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	5	0-4 people
Subject 93	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	4	5-8 people
Subject 94	16/03/2021	Language studies (English)	0-2 year(s)	5	5-8 people

Subject 95	16/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 96	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 97	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 98	16/03/2021	Language studies (English)	2-4 years	5	13-16 people
Subject 99	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 100	16/03/2021	Language studies (English)	2-4 years	4	13-16 people
Subject 101	16/03/2021	Language studies (English)	2-4 years	3	0-4 people
Subject 102	16/03/2021	Language studies (English)	6+ years	4	5-8 people
Subject 103	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 104	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 105	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 106	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 107	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 108	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 109	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 110	16/03/2021	European Citizenship	0-2 year(s)	4	5-8 people
Subject 111	16/03/2021	Language studies (English)	0-2 year(s)	5	9-12 people
Subject 112	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 113	16/03/2021	European Citizenship	2-4 years	2	9-12 people
Subject 114	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 115	16/03/2021	European Citizenship	6+ years	1	0-4 people
Subject 116	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	0-2 year(s)	4	5-8 people
Subject 117	16/03/2021	Language studies (English)	0-2 year(s)	5	9-12 people
Subject 118	16/03/2021	Language studies (English)	6+ years	4	0-4 people
Subject 119	16/03/2021	Language studies (English)	2-4 years	4	9-12

					people
Subject 120	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 121	16/03/2021	Professional sponsorship	2-4 years	4	17+ people
Subject 122	16/03/2021	Language studies (English)	2-4 years	5	5-8 people
Subject 123	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 124	16/03/2021	Language studies (English)	2-4 years	5	9-12 people
Subject 125	16/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 126	16/03/2021	Language studies (English)	0-2 year(s)	3	13-16 people
Subject 127	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 128	16/03/2021	European Citizenship	6+ years	4	5-8 people
Subject 129	16/03/2021	European Citizenship	2-4 years	5	5-8 people
Subject 130	16/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 131	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 132	16/03/2021	Language studies (English)	2-4 years	5	13-16 people
Subject 133	16/03/2021	European Citizenship	4-6 years	3	5-8 people
Subject 134	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 135	16/03/2021	Professional sponsorship	2-4 years	3	9-12 people
Subject 136	16/03/2021	Language studies (English)	0-2 year(s)	5	5-8 people
Subject 137	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	0-2 year(s)	3	5-8 people
Subject 138	16/03/2021	Language studies (English)	0-2 year(s)	5	5-8 people
Subject 139	16/03/2021	Others	2-4 years	4	5-8 people
Subject 140	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 141	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 142	16/03/2021	Language studies (English)	4-6 years	4	17+ people
Subject 143	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people

Subject 144	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 145	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 146	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	4	9-12 people
Subject 147	16/03/2021	Language studies (English)	4-6 years	4	9-12 people
Subject 148	16/03/2021	European Citizenship	4-6 years	3	5-8 people
Subject 149	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 150	16/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 151	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 152	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	0-2 year(s)	4	13-16 people
Subject 153	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 154	16/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 155	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 156	16/03/2021	Language studies (English)	0-2 year(s)	5	13-16 people
Subject 157	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 158	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 159	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 160	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 161	16/03/2021	Language studies (English)	0-2 year(s)	4	13-16 people
Subject 162	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 163	16/03/2021	Language studies (English)	6+ years	5	5-8 people
Subject 164	16/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 165	16/03/2021	Language studies (English)	2-4 years	2	5-8 people
Subject 166	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 167	16/03/2021	Language studies (English)	0-2 year(s)	4	13-16 people
Subject 168	16/03/2021	Language studies (English)	0-2	3	9-12

			year(s)		people
Subject 169	16/03/2021	Others	4-6 years	1	0-4 people
Subject 170	16/03/2021	Others	4-6 years	2	5-8 people
Subject 171	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 172	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 173	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 174	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 175	16/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 176	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 177	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 178	16/03/2021	Language studies (English)	4-6 years	5	0-4 people
Subject 179	16/03/2021	European Citizenship	0-2 year(s)	3	0-4 people
Subject 180	16/03/2021	Others	2-4 years	3	17+ people
Subject 181	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 182	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 183	16/03/2021	Language studies (English)	4-6 years	4	0-4 people
Subject 184	16/03/2021	Language studies (English)	0-2 year(s)	3	17+ people
Subject 185	16/03/2021	Language studies (English)	2-4 years	-	0-4 people
Subject 186	16/03/2021	Language studies (English)	0-2 year(s)	2	5-8 people
Subject 187	16/03/2021	Language studies (English)	2-4 years	4	13-16 people
Subject 188	16/03/2021	Language studies (English)	6+ years	5	5-8 people
Subject 189	16/03/2021	European Citizenship	4-6 years	3	0-4 people
Subject 190	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 191	16/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 192	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people

Subject 193	16/03/2021	European Citizenship	2-4 years	4	5-8 people
Subject 194	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 195	16/03/2021	European Citizenship	0-2 year(s)	3	13-16 people
Subject 196	16/03/2021	Language studies (English)	4-6 years	4	5-8 people
Subject 197	16/03/2021	Language studies (English)	4-6 years	4	0-4 people
Subject 198	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 199	16/03/2021	European Citizenship	2-4 years	4	5-8 people
Subject 200	16/03/2021	European Citizenship	4-6 years	3	13-16 people
Subject 201	16/03/2021	Language studies (English)	0-2 year(s)	2	0-4 people
Subject 202	16/03/2021	European Citizenship	0-2 year(s)	4	0-4 people
Subject 203	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 204	16/03/2021	European Citizenship	0-2 year(s)	5	5-8 people
Subject 205	16/03/2021	Language studies (English)	4-6 years	1	17+ people
Subject 206	16/03/2021	Language studies (English)	2-4 years	5	13-16 people
Subject 207	16/03/2021	European Citizenship	0-2 year(s)	4	5-8 people
Subject 208	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 209	16/03/2021	Professional sponsorship	2-4 years	2	5-8 people
Subject 210	16/03/2021	European Citizenship	0-2 year(s)	3	5-8 people
Subject 211	16/03/2021	Language studies (English)	0-2 year(s)	-	5-8 people
Subject 212	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 213	16/03/2021	Language studies (English)	4-6 years	4	0-4 people
Subject 214	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 215	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 216	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 217	16/03/2021	Language studies (English)	0-2	3	9-12



			year(s)		people
Subject 218	16/03/2021	Language studies (English)	0-2 year(s)	5	9-12 people
Subject 219	16/03/2021	Language studies (English)	4-6 years	5	0-4 people
Subject 220	16/03/2021	Language studies (English)	2-4 years	5	13-16 people
Subject 221	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 222	16/03/2021	European Citizenship	0-2 year(s)	4	9-12 people
Subject 223	16/03/2021	Others	2-4 years	3	0-4 people
Subject 224	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 225	16/03/2021	European Citizenship	6+ years	4	0-4 people
Subject 226	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	3	9-12 people
Subject 227	16/03/2021	European Citizenship	2-4 years	3	9-12 people
Subject 228	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 229	16/03/2021	Language studies (English)	0-2 year(s)	3	17+ people
Subject 230	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 231	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 232	16/03/2021	Language studies (English)	4-6 years	3	5-8 people
Subject 233	16/03/2021	European Citizenship	2-4 years	3	9-12 people
Subject 234	16/03/2021	Language studies (English)	2-4 years	3	13-16 people
Subject 235	16/03/2021	Language studies (English)	0-2 year(s)	2	9-12 people
Subject 236	16/03/2021	European Citizenship	2-4 years	4	17+ people
Subject 237	16/03/2021	European Citizenship	4-6 years	5	0-4 people
Subject 238	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 239	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 240	16/03/2021	European Citizenship	6+ years	4	9-12 people
Subject 241	16/03/2021	Language studies (English)	0-2 year(s)	3	17+ people

Subject 242	16/03/2021	Others	2-4 years	3	5-8 people
Subject 243	16/03/2021	European Citizenship	2-4 years	5	0-4 people
Subject 244	16/03/2021	Language studies (English)	0-2 year(s)	5	5-8 people
Subject 245	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 246	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 247	16/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 248	16/03/2021	European Citizenship	0-2 year(s)	4	9-12 people
Subject 249	16/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 250	16/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 251	16/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 252	16/03/2021	Others	0-2 year(s)	4	0-4 people
Subject 253	16/03/2021	Language studies (English)	0-2 year(s)	3	0-4 people
Subject 254	16/03/2021	European Citizenship	4-6 years	3	5-8 people
Subject 255	16/03/2021	Language studies (English)	6+ years	4	5-8 people
Subject 256	16/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 257	16/03/2021	Language studies (English)	6+ years	4	0-4 people
Subject 258	16/03/2021	Language studies (English)	4-6 years	4	5-8 people
Subject 259	16/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 260	16/03/2021	Language studies (English)	6+ years	5	0-4 people
Subject 261	16/03/2021	Language studies (English)	6+ years	3	0-4 people
Subject 262	16/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 263	16/03/2021	Language studies (English)	0-2 year(s)	4	13-16 people
Subject 264	16/03/2021	Language studies (English)	2-4 years	3	0-4 people
Subject 265	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 266	16/03/2021	Language studies (English)	2-4 years	4	9-12

					people
Subject 267	16/03/2021	Language studies (English)	4-6 years	3	5-8 people
Subject 268	16/03/2021	Language studies (English)	4-6 years	5	0-4 people
Subject 269	16/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 270	16/03/2021	Language studies (English)	2-4 years	1	5-8 people
Subject 271	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 272	16/03/2021	Language studies (English)	4-6 years	4	5-8 people
Subject 273	16/03/2021	Language studies (English)	6+ years	5	5-8 people
Subject 274	16/03/2021	Language studies (English)	2-4 years	5	5-8 people
Subject 275	16/03/2021	Language studies (English)	4-6 years	5	0-4 people
Subject 276	16/03/2021	Others	4-6 years	4	13-16 people
Subject 277	16/03/2021	Others	0-2 year(s)	4	9-12 people
Subject 278	16/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 279	16/03/2021	Language studies (English)	0-2 year(s)	3	13-16 people
Subject 280	16/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	4	17+ people
Subject 281	16/03/2021	Language studies (English)	2-4 years	3	0-4 people
Subject 282	16/03/2021	European Citizenship	4-6 years	5	0-4 people
Subject 283	17/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 284	17/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 285	17/03/2021	Language studies (English)	4-6 years	3	5-8 people
Subject 286	17/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	4	5-8 people
Subject 287	17/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 288	17/03/2021	Language studies (English)	6+ years	3	5-8 people
Subject 289	17/03/2021	European Citizenship	2-4 years	5	0-4 people
Subject 290	17/03/2021	Language studies (English)	6+ years	4	9-12 people

Subject 291	17/03/2021	Language studies (English)	4-6 years	3	5-8 people
Subject 292	17/03/2021	Others	2-4 years	5	5-8 people
Subject 293	17/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 294	17/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 295	17/03/2021	Language studies (English)	6+ years	4	0-4 people
Subject 296	17/03/2021	Others	6+ years	4	5-8 people
Subject 297	17/03/2021	Language studies (English)	6+ years	3	0-4 people
Subject 298	17/03/2021	Language studies (English)	0-2 year(s)	1	9-12 people
Subject 299	17/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 300	17/03/2021	Language studies (English)	6+ years	5	0-4 people
Subject 301	17/03/2021	Language studies (English)	4-6 years	4	0-4 people
Subject 302	17/03/2021	European Citizenship	6+ years	4	0-4 people
Subject 303	17/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 304	17/03/2021	European Citizenship	0-2 year(s)	1	13-16 people
Subject 305	17/03/2021	Others	2-4 years	4	0-4 people
Subject 306	17/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 307	17/03/2021	Language studies (English)	0-2 year(s)	5	5-8 people
Subject 308	17/03/2021	Language studies (English)	2-4 years	3	0-4 people
Subject 309	17/03/2021	Language studies (English)	6+ years	3	5-8 people
Subject 310	17/03/2021	Language studies (English)	4-6 years	4	5-8 people
Subject 311	17/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 312	17/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 313	17/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 314	17/03/2021	Language studies (English)	0-2 year(s)	2	5-8 people
Subject 315	17/03/2021	Language studies (English)	6+ years	5	5-8

					people
Subject 316	17/03/2021	European Citizenship	0-2 year(s)	3	0-4 people
Subject 317	17/03/2021	Language studies (English)	0-2 year(s)	4	13-16 people
Subject 318	17/03/2021	Language studies (English)	0-2 year(s)	5	5-8 people
Subject 319	17/03/2021	European Citizenship	2-4 years	4	0-4 people
Subject 320	17/03/2021	Language studies (English)	0-2 year(s)	3	13-16 people
Subject 321	17/03/2021	Others	0-2 year(s)	3	5-8 people
Subject 322	17/03/2021	European Citizenship	0-2 year(s)	5	17+ people
Subject 323	17/03/2021	Language studies (English)	6+ years	3	9-12 people
Subject 324	17/03/2021	Language studies (English)	6+ years	4	0-4 people
Subject 325	17/03/2021	Others	2-4 years	4	0-4 people
Subject 326	17/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	0-2 year(s)	4	9-12 people
Subject 327	17/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 328	17/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 329	17/03/2021	Language studies (English)	6+ years	5	0-4 people
Subject 330	17/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 331	17/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 332	17/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 333	17/03/2021	Language studies (English)	6+ years	3	0-4 people
Subject 334	17/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 335	17/03/2021	European Citizenship	4-6 years	3	9-12 people
Subject 336	17/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 337	17/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 338	17/03/2021	Others	4-6 years	4	5-8 people
Subject 339	17/03/2021	European Citizenship	2-4 years	4	0-4 people

Subject 340	17/03/2021	Language studies (English)	6+ years	5	9-12 people
Subject 341	17/03/2021	European Citizenship	0-2 year(s)	4	0-4 people
Subject 342	17/03/2021	Language studies (English)	4-6 years	4	5-8 people
Subject 343	17/03/2021	Language studies (English)	2-4 years	4	9-12 people
Subject 344	17/03/2021	Language studies (English)	2-4 years	5	5-8 people
Subject 345	17/03/2021	Language studies (English)	0-2 year(s)	3	0-4 people
Subject 346	17/03/2021	European Citizenship	0-2 year(s)	3	5-8 people
Subject 347	17/03/2021	Language studies (English)	6+ years	4	5-8 people
Subject 348	17/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 349	17/03/2021	European Citizenship	2-4 years	3	5-8 people
Subject 350	17/03/2021	Others	0-2 year(s)	4	9-12 people
Subject 351	17/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 352	17/03/2021	Language studies (English)	0-2 year(s)	5	9-12 people
Subject 353	17/03/2021	Language studies (English)	0-2 year(s)	5	0-4 people
Subject 354	17/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 355	17/03/2021	Language studies (English)	4-6 years	4	5-8 people
Subject 356	17/03/2021	European Citizenship	0-2 year(s)	5	5-8 people
Subject 357	17/03/2021	Language studies (English)	2-4 years	5	9-12 people
Subject 358	17/03/2021	European Citizenship	4-6 years	3	5-8 people
Subject 359	17/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 360	17/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 361	17/03/2021	Language studies (English)	2-4 years	5	0-4 people
Subject 362	17/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	4	9-12 people
Subject 363	17/03/2021	Language studies (English)	6+ years	5	0-4 people
Subject 364	17/03/2021	Others	0-2	2	13-16

			year(s)		people
Subject 365	17/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 366	17/03/2021	Language studies (English)	0-2 year(s)	1	5-8 people
Subject 367	17/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 368	17/03/2021	European Citizenship	0-2 year(s)	4	5-8 people
Subject 369	17/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 370	17/03/2021	Language studies (English)	6+ years	4	9-12 people
Subject 371	17/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 372	17/03/2021	Language studies (English)	4-6 years	3	0-4 people
Subject 373	18/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 374	18/03/2021	Professional sponsorship	2-4 years	4	5-8 people
Subject 375	18/03/2021	Language studies (English)	0-2 year(s)	4	5-8 people
Subject 376	18/03/2021	Language studies (English)	6+ years	4	9-12 people
Subject 377	18/03/2021	European Citizenship	6+ years	4	17+ people
Subject 378	18/03/2021	Language studies (English)	4-6 years	4	9-12 people
Subject 379	18/03/2021	Language studies (English)	2-4 years	4	17+ people
Subject 380	18/03/2021	Language studies (English)	2-4 years	4	0-4 people
Subject 381	18/03/2021	European Citizenship	6+ years	4	5-8 people
Subject 382	18/03/2021	Language studies (English)	6+ years	5	13-16 people
Subject 383	18/03/2021	Language studies (English)	2-4 years	5	0-4 people
Subject 384	18/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 385	18/03/2021	Language studies (English)	2-4 years	3	17+ people
Subject 386	18/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 387	18/03/2021	Language studies (English)	4-6 years	3	17+ people
Subject 388	18/03/2021	Language studies (English)	2-4 years	4	5-8 people

Subject 389	18/03/2021	Language studies (English)	2-4 years	5	9-12 people
Subject 390	18/03/2021	Language studies (English)	0-2 year(s)	5	5-8 people
Subject 391	18/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 392	18/03/2021	Language studies (English)	2-4 years	5	9-12 people
Subject 393	19/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 394	19/03/2021	Language studies (English)	0-2 year(s)	4	13-16 people
Subject 395	19/03/2021	European Citizenship	4-6 years	4	5-8 people
Subject 396	19/03/2021	European Citizenship	2-4 years	3	5-8 people
Subject 397	19/03/2021	Language studies (English)	2-4 years	5	9-12 people
Subject 398	19/03/2021	Language studies (English)	2-4 years	5	0-4 people
Subject 399	19/03/2021	Language studies (English)	0-2 year(s)	3	5-8 people
Subject 400	19/03/2021	Language studies (English)	2-4 years	3	5-8 people
Subject 401	19/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 402	19/03/2021	Language studies (English)	6+ years	4	0-4 people
Subject 403	19/03/2021	Language studies (English)	2-4 years	3	9-12 people
Subject 404	19/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 405	19/03/2021	European Citizenship	0-2 year(s)	4	0-4 people
Subject 406	19/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 407	19/03/2021	Others	0-2 year(s)	3	0-4 people
Subject 408	19/03/2021	Language studies (English)	4-6 years	5	5-8 people
Subject 409	19/03/2021	Higher Degree (BA, MBA, Masters or Doctorate)	2-4 years	2	9-12 people
Subject 410	19/03/2021	Language studies (English)	4-6 years	3	5-8 people
Subject 411	19/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 412	20/03/2021	Language studies (English)	6+ years	4	0-4 people
Subject 413	20/03/2021	Higher Degree (BA, MBA,	2-4 years	4	5-8



		Masters or Doctorate)			people
Subject 414	20/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 415	20/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 416	20/03/2021	Language studies (English)	0-2 year(s)	3	9-12 people
Subject 417	20/03/2021	Language studies (English)	0-2 year(s)	4	9-12 people
Subject 418	20/03/2021	Language studies (English)	0-2 year(s)	4	0-4 people
Subject 419	20/03/2021	Language studies (English)	2-4 years	4	5-8 people
Subject 420	22/03/2021	Language studies (English)	2-4 years	4	9-12 people

## 11.2. Answers to questions 5 to 9

Participant	Question 5	Question 6	Question 7	Question 8	Question 9
Subject 1	Property owners; Housemates	Illegal activities; Lack of hygiene;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 2	Housemates	Loud noises; Illegal activities;	3	Others; -	No
Subject 3	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 4	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; -	No
Subject 5	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 6	Housemates	Loud noises; Illegal activities; Lack of hygiene;	5	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Others; -	Yes
Subject 7	Housemates; Neighbours	Loud noises; Lack of hygiene; Others	5	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 8	Housemates	Loud noises; Lack of hygiene;	5	Aggressiveness and/or anger; -	Yes

Subject 9	Housemates	Loud noises;	3	Agressiveness and/or anger; -	Yes
Subject 10	Property owners; Real Estate Agencies; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; -	Yes
Subject 11	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	Yes
Subject 12	Housemates	Illegal activities; Lack of hygiene;	4	Agressiveness and/or anger; -	Yes
Subject 13	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 14	Property owners	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	Yes
Subject 15	Housemates	Lack of hygiene;	4	Isolation (not feeling a part of the group); -	Yes
Subject 16	Housemates	Loud noises; Lack of hygiene; Others	4	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 17	Housemates; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	3	Agressiveness and/or anger; -	Yes
Subject 18	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Agressiveness and/or anger; -	No
Subject 19	Property owners; Housemates	Lack of hygiene;	2	Agressiveness and/or anger; -	Yes
Subject 20	Housemates	Illegal activities; Lack of hygiene;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 21	Others	Illegal activities; Lack of hygiene; Lack of	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes

		appropriate infrastructure;			
Subject 22	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Aggressiveness and/or anger; -	No
Subject 23	Property owners; Housemates	Loud noises; Lack of hygiene;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 24	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 25	Housemates	Lack of hygiene;	3	Anxiety and/or Depression; -	Yes
Subject 26	Housemates	Loud noises; Illegal activities; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 27	Housemates	Loud noises; Lack of hygiene;	3	Anxiety and/or Depression; Aggressiveness and/or anger; -	No
Subject 28	Real Estate Agencies; Housemates	Lack of hygiene;	5	Isolation (not feeling a part of the group); -	Yes
Subject 29	Property owners; Housemates	Lack of appropriate infrastructure;	1	Fear and/or Feeling unsafe; -	No
Subject 30	Property owners; Housemates	Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 31	Property owners	Lack of hygiene;	3	Aggressiveness and/or anger; -	Yes
Subject 32	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	None of the above	No
Subject 33	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject	Property	Loud noises;	4	Anxiety and/or Depression;	Yes

34	owners; Housemates; Neighbours	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;		Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	
Subject 35	Housemates	Loud noises; Lack of hygiene;	2	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 36	Housemates	Lack of appropriate infrastructure;	2	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 37	Property owners; Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 38	Housemates	Illegal activities; Lack of hygiene;	3	Others; -	No
Subject 39	Property owners; Housemates	Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	Yes
Subject 40	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	2	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	No
Subject 41	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; -	Yes
Subject 42	Housemates	Loud noises; Lack of hygiene;	4	Isolation (not feeling a part of the group); Others; -	No
Subject 43	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 44	Real Estate Agencies; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Aggressiveness and/or anger; -	Yes
Subject 45	Housemates	Illegal activities; Lack of hygiene;	5	Isolation (not feeling a part of the group); -	Yes
Subject 46	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; -	Yes

Subject 47	Property owners; Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	No
Subject 48	Housemates	Loud noises; Lack of hygiene;	4	Agressiveness and/or anger; -	Yes
Subject 49	Property owners; Housemates	Others	5	Anxiety and/or Depression; -	Yes
Subject 50	Housemates	Loud noises; Lack of hygiene;	4	None of the above	Yes
Subject 51	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 52	Housemates	Loud noises; Lack of appropriate infrastructure;	4	Isolation (not feeling a part of the group); -	Yes
Subject 53	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 54	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 55	Property owners; Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 56	None of the above	Lack of appropriate infrastructure;	4	Others; -	No
Subject 57	Property owners; Housemates	Lack of hygiene;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	No
Subject 58	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 59	Housemates	Loud noises; Lack of hygiene; Lack of appropriate	-	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes

		infrastructure;			
Subject 60	Housemates	Lack of hygiene;	2	Others; -	Yes
Subject 61	Property owners; Housemates	Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 62	None of the above	Others	1	None of the above	No
Subject 63	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	No
Subject 64	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 65	Real Estate Agencies; Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Others; -	Yes
Subject 66	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; -	Yes
Subject 67	Housemates	Loud noises; Lack of hygiene;	4	Agressiveness and/or anger; -	Yes
Subject 68	Housemates	Loud noises;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 69	Housemates	Lack of hygiene;	3	Anxiety and/or Depression; -	Yes
Subject 70	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	No
Subject 71	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 72	Real Estate	Lack of hygiene; Lack of	4	Anxiety and/or Depression; -	Yes

	Agencies; Housemates; Neighbours	appropriate infrastructure;			
Subject 73	Property owners; Housemates	Lack of appropriate infrastructure;	5	Others; -	Yes
Subject 74	Property owners	Lack of hygiene; Lack of appropriate infrastructure;	4	Others; -	Yes
Subject 75	Property owners; Housemates; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	4	Fear and/or Feeling unsafe; -	Yes
Subject 76	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 77	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Isolation (not feeling a part of the group); -	No
Subject 78	Housemates; Neighbours	Loud noises; Lack of hygiene; Others	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 79	Housemates; Neighbours	Loud noises; Lack of appropriate infrastructure;	3	None of the above	No
Subject 80	None of the above	Loud noises; Illegal activities;	5	Fear and/or Feeling unsafe; -	Yes
Subject 81	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 82	Housemates	Loud noises; Lack of hygiene; Lack of	3	Anxiety and/or Depression; Fear and/or Feeling unsafe;	Yes

		appropriate infrastructure;		Isolation (not feeling a part of the group); Agressiveness and/or anger; Others; -	
Subject 83	Housemates	Lack of hygiene;	3	Isolation (not feeling a part of the group); -	Yes
Subject 84	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 85	Housemates	Lack of hygiene; Others	3	Fear and/or Feeling unsafe; Others; -	No
Subject 86	Housemates	Lack of hygiene;	3	None of the above	Yes
Subject 87	Housemates	Lack of hygiene; Others	5	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 88	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 89	Housemates	Lack of hygiene; Others	1	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 90	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 91	Housemates	Illegal activities;	4	None of the above	Yes
Subject 92	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; Others; -	Yes
Subject 93	Housemates	Lack of hygiene;	3	Anxiety and/or Depression; -	No
Subject 94	Housemates	Loud noises; Lack of hygiene;	3	Anxiety and/or Depression; Others; -	Yes
Subject 95	Housemates	Loud noises; Lack of hygiene; Others	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 96	Housemates; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 97	Real Estate Agencies;	Loud noises; Lack of hygiene; Lack of appropriate	5	Others; -	Yes



	Housemates; Neighbours	infrastructure;			
Subject 98	Housemates; Neighbours	Loud noises; Lack of hygiene; Others	2	Agressiveness and/or anger; Others; -	Yes
Subject 99	Property owners; Housemates	Loud noises; Lack of hygiene; Others	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 100	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Agressiveness and/or anger; -	No
Subject 101	Housemates	Loud noises; Illegal activities; Lack of hygiene; Others	4	Others; -	Yes
Subject 102	Housemates; Neighbours	Loud noises; Lack of appropriate infrastructure;	3	Isolation (not feeling a part of the group); -	No
Subject 103	Housemates	Lack of hygiene; Others	3	Anxiety and/or Depression; Others; -	No
Subject 104	Housemates	Loud noises; Lack of hygiene;	5	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 105	Property owners; Housemates; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 106	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 107	Property owners	Loud noises; Illegal activities;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 108	Real Estate Agencies	Lack of appropriate infrastructure;	3	Anxiety and/or Depression; -	Yes
Subject 109	None of the above	Others	3	Agressiveness and/or anger; -	No
Subject 110	Housemates; Others	Loud noises; Illegal activities; Lack of appropriate	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes

		infrastructure;			
Subject 111	Real Estate Agencies; Housemates; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 112	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Isolation (not feeling a part of the group); -	Yes
Subject 113	Property owners	Lack of hygiene; Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; Aggressiveness and/or anger; -	Yes
Subject 114	Property owners	Lack of appropriate infrastructure;	3	Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 115	Property owners; Real Estate Agencies	Others	3	None of the above	No
Subject 116	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure; Others	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 117	Property owners; Housemates	Lack of appropriate infrastructure; Others	3	Aggressiveness and/or anger; -	No
Subject 118	Property owners; Housemates; Neighbours	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 119	Housemates	Loud noises; Lack of hygiene;	3	Isolation (not feeling a part of the group); -	Yes
Subject 120	Real Estate Agencies; Housemates	Others	4	Others; -	Yes
Subject 121	Housemates	Loud noises; Lack of hygiene;	5	Fear and/or Feeling unsafe; Aggressiveness and/or anger; -	Yes
Subject 122	Housemates	Loud noises; Lack of hygiene;	2	None of the above	No

Subject 123	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	3	None of the above	No
Subject 124	Housemates; Others	Lack of hygiene; Others	2	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 125	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 126	Property owners; Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Aggressiveness and/or anger; -	Yes
Subject 127	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	Yes
Subject 128	Housemates	Loud noises; Lack of hygiene;	2	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	No
Subject 129	Housemates	Lack of appropriate infrastructure;	3	None of the above	Yes
Subject 130	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 131	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Fear and/or Feeling unsafe; Others; -	Yes
Subject 132	Housemates	Loud noises; Lack of hygiene;	4	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 133	Housemates; Neighbours	Loud noises;	5	Aggressiveness and/or anger; -	Yes

Subject 134	Housemates	Illegal activities; Lack of hygiene;	4	Anxiety and/or Depression; -	No
Subject 135	Property owners; Housemates	Lack of hygiene;	2	Anxiety and/or Depression; -	Yes
Subject 136	Housemates	Others	4	Isolation (not feeling a part of the group); -	Yes
Subject 137	Housemates	Lack of hygiene;	4	Agressiveness and/or anger; -	Yes
Subject 138	Housemates	Illegal activities;	5	Anxiety and/or Depression; -	Yes
Subject 139	Housemates	Loud noises; Lack of hygiene;	4	Others; -	No
Subject 140	Housemates	Lack of hygiene;	4	Anxiety and/or Depression; -	Yes
Subject 141	Real Estate Agencies; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 142	Property owners; Housemates	Loud noises; Lack of hygiene;	4	None of the above	No
Subject 143	Property owners; Housemates	Lack of hygiene;	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 144	Housemates	Loud noises; Lack of hygiene;	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 145	Real Estate Agencies; Housemates	Loud noises; Lack of hygiene;	1	Agressiveness and/or anger; -	Yes
Subject 146	Property owners; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	2	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 147	Property owners; Housemates	Lack of hygiene;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 148	None of the above	Lack of hygiene;	1	Anxiety and/or Depression; Isolation (not feeling a part of	No

				the group); -	
Subject 149	Property owners; Real Estate Agencies	Lack of hygiene; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Others; -	Yes
Subject 150	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Others; -	No
Subject 151	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; Others; -	Yes
Subject 152	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Isolation (not feeling a part of the group); -	Yes
Subject 153	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 154	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	No
Subject 155	Property owners; Housemates	Illegal activities; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 156	Housemates	Others	2	Anxiety and/or Depression; -	No
Subject 157	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 158	Housemates	Others	3	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 159	Property owners; Housemates	Loud noises; Lack of hygiene;	4	Anxiety and/or Depression; -	Yes
Subject 160	Housemates	Loud noises; Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; Aggressiveness and/or anger; -	Yes

Subject 161	Housemates	Loud noises; Lack of hygiene;	5	Isolation (not feeling a part of the group); -	No
Subject 162	Property owners; Housemates; Neighbours	Loud noises; Illegal activities; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 163	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Agressiveness and/or anger; -	Yes
Subject 164	Property owners; Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	2	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 165	Housemates; Others	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	No
Subject 166	Property owners; Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 167	None of the above	Lack of appropriate infrastructure;	1	None of the above	No
Subject 168	Housemates	Loud noises; Illegal activities;	5	Anxiety and/or Depression; -	Yes
Subject 169	Property owners; Housemates	Lack of hygiene; Others	5	Anxiety and/or Depression; Others; -	Yes
Subject 170	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 171	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 172	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	2	None of the above	Yes

Subject 173	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	None of the above	No
Subject 174	Housemates	Loud noises; Lack of hygiene;	5	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 175	Housemates	Lack of appropriate infrastructure; Others	3	Isolation (not feeling a part of the group); Others; -	Yes
Subject 176	Housemates	Lack of hygiene;	2	Agressiveness and/or anger; -	No
Subject 177	None of the above	Loud noises; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; -	Yes
Subject 178	Property owners; Real Estate Agencies; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Others; -	Yes
Subject 179	None of the above	Lack of hygiene;	3	Anxiety and/or Depression; -	No
Subject 180	Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	2	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 181	Property owners; Housemates; Others	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 182	Neighbours	Loud noises;	1	Anxiety and/or Depression; -	Yes
Subject 183	Housemates	Lack of hygiene;	3	Anxiety and/or Depression; -	Yes
Subject 184	Property owners; Real Estate Agencies; Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 185	Housemates	Others	-	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes

Subject 186	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 187	Housemates	Loud noises; Lack of appropriate infrastructure;	4	None of the above	No
Subject 188	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 189	Real Estate Agencies; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); Others; -	Yes
Subject 190	Housemates; Neighbours	Others	3	Isolation (not feeling a part of the group); -	Yes
Subject 191	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 192	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene;	3	None of the above	No
Subject 193	Property owners; Real Estate Agencies; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 194	Housemates	Lack of hygiene;	3	Agressiveness and/or anger; -	Yes
Subject 195	Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	No
Subject 196	Property owners; Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	No
Subject 197	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Agressiveness and/or anger; -	No



Subject 198	Housemates	Loud noises; Others	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 199	Real Estate Agencies; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 200	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; -	Yes
Subject 201	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; -	Yes
Subject 202	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 203	Housemates	Loud noises;	3	Fear and/or Feeling unsafe; -	No
Subject 204	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; -	Yes
Subject 205	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 206	Housemates	Lack of hygiene; Others	3	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 207	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 208	Property owners; Housemates	Lack of hygiene;	2	None of the above	No
Subject 209	Property owners	Lack of hygiene; Lack of appropriate infrastructure;	5	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 210	Property owners; Housemates	Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 211	Property owners;	Illegal activities; Lack of	-	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes

	Housemates	appropriate infrastructure;			
Subject 212	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	Yes
Subject 213	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 214	Property owners	Lack of appropriate infrastructure;	5	Agressiveness and/or anger; -	No
Subject 215	Housemates	Lack of hygiene;	2	Fear and/or Feeling unsafe; -	Yes
Subject 216	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Agressiveness and/or anger; -	Yes
Subject 217	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 218	Property owners	Lack of appropriate infrastructure;	1	None of the above	Yes
Subject 219	Property owners; Housemates	Lack of hygiene; Others	3	Others; -	Yes
Subject 220	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	None of the above	No
Subject 221	Housemates	Loud noises; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; -	Yes
Subject 222	Real Estate Agencies; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Agressiveness and/or anger; Others; -	No
Subject 223	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes

Subject 224	Property owners; Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 225	Property owners	Lack of appropriate infrastructure;	3	Fear and/or Feeling unsafe; -	Yes
Subject 226	Property owners; Real Estate Agencies; Housemates	Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	No
Subject 227	Real Estate Agencies; Housemates; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 228	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	2	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 229	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 230	Real Estate Agencies; Housemates; Neighbours	Lack of appropriate infrastructure;	5	Anxiety and/or Depression; -	Yes
Subject 231	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 232	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes

Subject 233	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	3	Agressiveness and/or anger; Others; -	Yes
Subject 234	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	3	Isolation (not feeling a part of the group); -	Yes
Subject 235	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	No
Subject 236	Housemates	Loud noises; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Others; -	No
Subject 237	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 238	None of the above	Lack of hygiene;	5	Anxiety and/or Depression; -	No
Subject 239	Housemates	Lack of appropriate infrastructure;	4	Others; -	Yes
Subject 240	Housemates	Loud noises; Illegal activities;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 241	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	No
Subject 242	Housemates; Neighbours	Lack of appropriate infrastructure;	3	Others; -	No
Subject 243	None of the above	Lack of hygiene;	2	None of the above	Yes
Subject 244	Property owners; Housemates	Loud noises; Lack of appropriate infrastructure;	3	None of the above	No
Subject	Housemate	Loud noises;	5	Anxiety and/or Depression;	Yes

245	es			Agressiveness and/or anger; -	
Subject 246	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; None of the above	Yes
Subject 247	Real Estate Agencies; Housemates	Lack of hygiene; Others	4	None of the above	Yes
Subject 248	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 249	Property owners; Housemates	Lack of appropriate infrastructure;	5	Isolation (not feeling a part of the group); -	No
Subject 250	Property owners; Housemates	Loud noises; Lack of hygiene;	4	Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 251	Housemates	Loud noises;	2	None of the above	Yes
Subject 252	Housemates	Lack of hygiene;	4	Isolation (not feeling a part of the group); -	Yes
Subject 253	Housemates	Illegal activities;	4	Fear and/or Feeling unsafe; -	Yes
Subject 254	Housemates	Others	4	Agressiveness and/or anger; -	Yes
Subject 255	Housemates; Neighbours	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	3	Fear and/or Feeling unsafe; Others; -	No
Subject 256	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	No
Subject 257	Housemates	Lack of hygiene;	3	None of the above	No
Subject 258	Housemates	Lack of hygiene;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 259	Housemates	Lack of hygiene; Others	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 260	Real Estate Agencies	Loud noises; Lack of hygiene;	3	Others; -	No

Subject 261	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure; Others	4	Isolation (not feeling a part of the group); -	Yes
Subject 262	Housemates	Lack of hygiene; Others	4	Anxiety and/or Depression; Others; -	No
Subject 263	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene;	3	Agressiveness and/or anger; -	No
Subject 264	Housemates	Loud noises; Lack of hygiene;	5	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 265	Housemates	Lack of hygiene; Others	4	Anxiety and/or Depression; -	Yes
Subject 266	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 267	Housemates	Others	4	Fear and/or Feeling unsafe; -	No
Subject 268	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 269	Housemates	Others	4	Anxiety and/or Depression; -	No
Subject 270	Housemates	Illegal activities; Lack of hygiene; Others	5	Agressiveness and/or anger; -	Yes
Subject 271	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 272	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 273	Property owners; Housemates	Loud noises; Illegal activities;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 274	Housemates	Lack of hygiene;	5	None of the above	No

Subject 275	Housemates	Loud noises; Illegal activities; Lack of hygiene;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 276	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene;	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 277	Property owners; Housemates	Illegal activities; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 278	Housemates; Neighbours	Loud noises; Lack of hygiene;	4	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 279	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; Others; -	Yes
Subject 280	Housemates	Loud noises; Lack of hygiene;	4	Agressiveness and/or anger; -	Yes
Subject 281	Property owners; Housemates	Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; -	Yes
Subject 282	Housemates	Loud noises; Illegal activities;	4	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 283	Housemates	Loud noises;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 284	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 285	Property owners	Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	No
Subject 286	Housemates	Lack of appropriate infrastructure;	4	Anxiety and/or Depression; -	Yes
Subject 287	Housemates; Neighbours	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes

		infrastructure;			
Subject 288	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 289	Housemates	Others	1	Others; -	No
Subject 290	Housemates	Lack of hygiene;	4	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 291	Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	3	None of the above	Yes
Subject 292	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 293	Property owners; Housemates	Lack of appropriate infrastructure;	5	None of the above	Yes
Subject 294	Housemates	Others	5	Isolation (not feeling a part of the group); -	Yes
Subject 295	Housemates	Lack of hygiene;	1	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 296	Housemates	Loud noises; Illegal activities; Lack of hygiene; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; Others; -	No
Subject 297	Property owners; Real Estate Agencies; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 298	Housemates	Illegal activities; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 299	Neighbours	Loud noises;	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 300	Housemates	Loud noises;	3	Agressiveness and/or anger; -	Yes
Subject 301	Housemates	Loud noises; Lack of hygiene;	5	Agressiveness and/or anger; -	Yes



Subject 302	None of the above	Others	1	None of the above	No
Subject 303	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 304	Real Estate Agencies; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Others; -	Yes
Subject 305	Housemates	Lack of hygiene;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 306	None of the above	Loud noises; Illegal activities;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 307	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 308	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	No
Subject 309	None of the above	Lack of appropriate infrastructure;	4	None of the above	Yes
Subject 310	Housemates	Loud noises; Lack of hygiene;	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 311	Housemates	Loud noises; Lack of hygiene;	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 312	Property owners; Housemates	Lack of hygiene; Others	2	None of the above	No
Subject 313	Property owners	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 314	Housemates	Loud noises; Illegal activities;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe;	Yes

		Lack of hygiene;		Agressiveness and/or anger; -	
Subject 315	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 316	Property owners; Housemates	Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Agressiveness and/or anger; Others; -	Yes
Subject 317	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Others; -	No
Subject 318	Property owners; Housemates	Lack of appropriate infrastructure;	3	Isolation (not feeling a part of the group); -	Yes
Subject 319	Housemates	Loud noises; Lack of hygiene;	4	Others; -	Yes
Subject 320	Housemates	Others	2	Others; -	No
Subject 321	Housemates; Neighbours	Loud noises; Lack of hygiene;	4	Agressiveness and/or anger; -	Yes
Subject 322	Housemates	Loud noises; Illegal activities; Lack of hygiene;	5	Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 323	Real Estate Agencies; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 324	Property owners; Housemates	Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	No
Subject 325	Neighbours	Lack of hygiene; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 326	Housemates	Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 327	Housemates	Illegal activities;	4	Anxiety and/or Depression; -	Yes
Subject	Housemate	Lack of hygiene;	1	None of the above	Yes

328	es; Others	Others			
Subject 329	Housemates	Illegal activities; Lack of hygiene;	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 330	Housemates	Loud noises;	3	Anxiety and/or Depression; -	Yes
Subject 331	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 332	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Others; -	Yes
Subject 333	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 334	None of the above	Lack of hygiene;	3	Fear and/or Feeling unsafe; -	No
Subject 335	Housemates	Loud noises; Illegal activities; Lack of hygiene;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 336	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Agressiveness and/or anger; -	Yes
Subject 337	Real Estate Agencies; Housemates; Neighbours	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	No
Subject 338	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; Others; -	Yes
Subject 339	Real Estate Agencies	Lack of hygiene;	3	Anxiety and/or Depression; -	Yes
Subject	Housemate	Lack of hygiene;	5	Others; -	No

340	es				
Subject 341	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	None of the above	Yes
Subject 342	Property owners; Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Others; -	Yes
Subject 343	Property owners; Housemates	Lack of hygiene;	2	Isolation (not feeling a part of the group); -	Yes
Subject 344	Housemates	Others	4	None of the above	Yes
Subject 345	Housemates	Lack of hygiene;	2	Agressiveness and/or anger; -	No
Subject 346	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 347	Housemates	Lack of hygiene;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 348	Housemates	Lack of hygiene;	3	Anxiety and/or Depression; -	Yes
Subject 349	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Others; -	No
Subject 350	Housemates	Loud noises; Others	3	Agressiveness and/or anger; -	No
Subject 351	Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; Agressiveness and/or anger; -	No
Subject 352	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	1	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 353	None of the above	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes

Subject 354	Housemates	Lack of hygiene;	2	Fear and/or Feeling unsafe; -	No
Subject 355	Housemates	Loud noises; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 356	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 357	Housemates	Lack of hygiene;	2	Agressiveness and/or anger; -	Yes
Subject 358	Property owners; Real Estate Agencies; Housemates	Loud noises; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 359	Property owners; Real Estate Agencies; Housemates	Loud noises; Illegal activities; Lack of hygiene;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 360	Property owners	Lack of appropriate infrastructure;	3	Others; -	Yes
Subject 361	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Others	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 362	Property owners; Housemates; Neighbours	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 363	None of the above	Others	2	Isolation (not feeling a part of the group); -	No
Subject 364	Housemates	Loud noises; Lack of hygiene; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	No
Subject 365	Property owners; Housemates	Lack of hygiene; Others	4	Agressiveness and/or anger; -	No
Subject 366	Housemates	Lack of hygiene; Lack of	5	Anxiety and/or Depression; Fear and/or Feeling unsafe;	Yes

		appropriate infrastructure;		Isolation (not feeling a part of the group); -	
Subject 367	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 368	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 369	Housemates	Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Aggressiveness and/or anger; Others; -	Yes
Subject 370	Real Estate Agencies; Housemates	Loud noises; Lack of hygiene;	4	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 371	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 372	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 373	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	3	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 374	Property owners	Lack of hygiene; Lack of appropriate infrastructure;	2	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 375	Property owners; Housemates	Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 376	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	No
Subject 377	Property owners; Housemates	Illegal activities; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject	Housemate	Loud noises; Lack	4	Fear and/or Feeling unsafe; -	No

378	es	of hygiene;			
Subject 379	Housemates	Others	3	Isolation (not feeling a part of the group); Others; -	Yes
Subject 380	Property owners; Housemates	Illegal activities; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	Yes
Subject 381	Housemates	Others	5	Others; -	Yes
Subject 382	Housemates	Loud noises;	1	None of the above	No
Subject 383	None of the above	Others	3	Others; -	Yes
Subject 384	Real Estate Agencies	Lack of appropriate infrastructure;	4	Others; -	Yes
Subject 385	Property owners; Housemates	Loud noises; Others	1	Agressiveness and/or anger; -	Yes
Subject 386	Real Estate Agencies; Housemates	Illegal activities; Lack of appropriate infrastructure;	4	Fear and/or Feeling unsafe; -	Yes
Subject 387	Property owners; Housemates	Loud noises; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 388	Housemates	Loud noises;	2	Agressiveness and/or anger; -	No
Subject 389	Housemates	Lack of appropriate infrastructure; Others	1	Others; None of the above	No
Subject 390	None of the above	Loud noises; Lack of hygiene;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	No
Subject 391	Property owners; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 392	Housemates	Loud noises; Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 393	None of the above	Lack of hygiene;	1	None of the above	No

Subject 394	Real Estate Agencies; Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 395	Property owners; Housemates; Neighbours	Loud noises; Lack of hygiene; Others	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	No
Subject 396	Property owners; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	No
Subject 397	Property owners; Housemates	Loud noises;	4	Isolation (not feeling a part of the group); -	No
Subject 398	Housemates	Others	4	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 399	Housemates	Loud noises; Illegal activities;	2	Aggressiveness and/or anger; -	No
Subject 400	Housemates	Lack of hygiene; Others	4	Isolation (not feeling a part of the group); Others; -	Yes
Subject 401	Housemates	Others	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	Yes
Subject 402	Property owners; Housemates	Illegal activities; Lack of appropriate infrastructure;	3	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); -	No
Subject 403	Property owners; Housemates; Others	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Aggressiveness and/or anger; -	Yes
Subject 404	Housemates	Lack of hygiene;	2	Anxiety and/or Depression; Aggressiveness and/or anger; -	Yes
Subject 405	Housemates	Loud noises; Others	3	Aggressiveness and/or anger; -	Yes
Subject 406	Housemates	Lack of hygiene;	2	Isolation (not feeling a part of the group); -	No
Subject 407	Housemates	Loud noises; Lack of hygiene;	5	Fear and/or Feeling unsafe; Aggressiveness and/or anger; -	No
Subject 408	Housemates	Others	3	None of the above	No
Subject	Property	Loud noises;	4	Anxiety and/or Depression;	Yes



409	owners; Housemates	Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;		Isolation (not feeling a part of the group); -	
Subject 410	Housemates	Loud noises; Illegal activities; Lack of hygiene; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Agressiveness and/or anger; -	Yes
Subject 411	Property owners; Housemates	Loud noises; Others	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); Others; -	Yes
Subject 412	Property owners; Housemates	Lack of hygiene; Others	3	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	No
Subject 413	Housemates; Neighbours; Others	Lack of hygiene; Lack of appropriate infrastructure;	3	Fear and/or Feeling unsafe; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 414	Property owners; Real Estate Agencies; Housemates	Lack of hygiene; Lack of appropriate infrastructure;	4	Anxiety and/or Depression; Isolation (not feeling a part of the group); -	No
Subject 415	Housemates	Loud noises; Lack of hygiene;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; -	Yes
Subject 416	Housemates	Loud noises; Lack of appropriate infrastructure;	5	Anxiety and/or Depression; Isolation (not feeling a part of the group); Agressiveness and/or anger; Others; -	No
Subject 417	Property owners; Housemates	Loud noises; Lack of appropriate infrastructure; Others	4	Anxiety and/or Depression; Fear and/or Feeling unsafe; -	Yes
Subject 418	None of the above	Lack of appropriate infrastructure;	1	None of the above	Yes
Subject 419	Neighbours	Others	3	Anxiety and/or Depression; -	Yes
Subject 420	Property owners; Housemates	Lack of hygiene; Lack of appropriate	4	Others; -	Yes

	es	infrastructure;		
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### 11.3. Answers to questions 10 to 14

Participant	Question 10	Question 11	Question 12	Question 13	Question 14
Subject 1	2	Friends and/or Family;	All of the above;	4	Yes
Subject 2	3	None of the above	All of the above;	3	Yes
Subject 3	2	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	4	Yes
Subject 4	4	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 5	3	None of the above	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 6	2	Problem wasn't solved;	RTB;	3	Yes
Subject 7	4	None of the above	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 8	3	Problem wasn't solved;	Daft.ie; Threshold; RTB;	1	Yes
Subject 9	4	Problem wasn't solved;	Daft.ie; Citizen Information; RTB; All of the above;	5	No
Subject 10	3	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 11	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	3	No
Subject 12	2	None of the above	Daft.ie;	2	Yes
Subject 13	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject	4	Friends and/or Family;	None of the	3	Yes

14			above		
Subject 15	3	Friends and/or Family;	Daft.ie;	2	Yes
Subject 16	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 17	3	Friends and/or Family; Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information;	2	Yes
Subject 18	1	Problem wasn't solved;	Threshold;	1	Yes
Subject 19	5	None of the above	Daft.ie; Citizen Information;	3	Yes
Subject 20	3	Friends and/or Family;	RTB;	2	Yes
Subject 21	3	Friends and/or Family;	Citizen Information;	4	Yes
Subject 22	3	None of the above	None of the above	1	Yes
Subject 23	3	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 24	1	Friends and/or Family; Problem wasn't solved;	Daft.ie;	1	Yes
Subject 25	3	Friends and/or Family;	Daft.ie;	2	No
Subject 26	3	Friends and/or Family;	Daft.ie;	1	Yes
Subject 27	4	Property Owners (landlord or landlady);	Daft.ie; RTB;	4	Yes
Subject 28	4	Problem wasn't solved;	Daft.ie; Citizen Information;	5	No
Subject 29	2	Friends and/or Family;	Daft.ie; Citizen Information; Threshold;	3	Yes
Subject 30	2	Problem wasn't solved;	All of the above;	2	Yes
Subject 31	2	Friends and/or Family;	None of the above	3	Yes
Subject 32	3	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information;	5	Yes
Subject 33	3	Problem wasn't solved; None of the above	None of the above	3	No

Subject 34	2	Friends and/or Family;	None of the above	1	Yes
Subject 35	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 36	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 37	3	Friends and/or Family; Problem wasn't solved;	All of the above;	2	No
Subject 38	3	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	4	No
Subject 39	3	Problem wasn't solved;	All of the above;	3	No
Subject 40	2	Public services (i.e. citizen information, Garda Siochana);	All of the above;	5	Yes
Subject 41	2	Friends and/or Family; Problem wasn't solved;	Citizen Information; Threshold; RTB;	5	Yes
Subject 42	3	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	No
Subject 43	2	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 44	3	Problem wasn't solved;	All of the above;	4	No
Subject 45	3	Problem wasn't solved;	Daft.ie; Citizen Information; Threshold;	4	No
Subject 46	3	Friends and/or Family;	Daft.ie;	4	Yes
Subject 47	3	None of the above	Daft.ie; Citizen Information;	3	Yes
Subject 48	3	Problem wasn't solved;	All of the above;	3	Yes
Subject 49	3	Friends and/or Family;	Citizen Information;	3	Yes
Subject 50	3	Friends and/or Family;	None of the above	3	Yes
Subject 51	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen	3	Yes

			Information; RTB;		
Subject 52	3	Friends and/or Family;	None of the above	3	Yes
Subject 53	3	Friends and/or Family;	Citizen Information;	5	Yes
Subject 54	1	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 55	2	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 56	3	Friends and/or Family;	Daft.ie; Citizen Information;	5	Yes
Subject 57	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 58	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 59	-	Problem wasn't solved;	None of the above	-	Yes
Subject 60	3	Problem wasn't solved;	Daft.ie; Citizen Information;	4	No
Subject 61	3	Friends and/or Family;	Daft.ie; Citizen Information;	4	Yes
Subject 62	1	None of the above	None of the above	5	Yes
Subject 63	3	Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 64	2	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; RTB;	3	Yes
Subject 65	1	Problem wasn't solved;	Daft.ie;	1	No
Subject 66	2	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; RTB;	3	Yes
Subject 67	1	Problem wasn't solved;	Daft.ie; RTB;	2	Yes
Subject 68	4	Friends and/or Family;	Daft.ie;	3	Yes

Subject 69	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	No
Subject 70	3	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family;	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 71	5	Problem wasn't solved;	Daft.ie; RTB;	5	Yes
Subject 72	3	Friends and/or Family; Problem wasn't solved;	None of the above	1	Yes
Subject 73	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 74	3	Friends and/or Family;	All of the above;	4	Yes
Subject 75	3	Friends and/or Family;	None of the above	2	Yes
Subject 76	3	None of the above	Daft.ie;	5	No
Subject 77	3	Friends and/or Family;	Daft.ie;	3	No
Subject 78	3	Friends and/or Family;	Daft.ie; Citizen Information;	4	Yes
Subject 79	3	Problem wasn't solved;	All of the above;	3	Yes
Subject 80	5	Friends and/or Family;	None of the above	1	Yes
Subject 81	4	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; RTB;	2	Yes
Subject 82	2	Friends and/or Family;	None of the above	2	No
Subject 83	3	Friends and/or Family; Problem wasn't solved;	RTB; All of the above;	3	Yes
Subject 84	4	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 85	3	None of the above	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 86	2	Property Owners (landlord or landlady);	Daft.ie;	3	Yes
Subject 87	3	Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes

Subject 88	3	Friends and/or Family; Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie;	3	Yes
Subject 89	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	No
Subject 90	2	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	No
Subject 91	3	None of the above	Daft.ie; RTB;	4	Yes
Subject 92	1	Friends and/or Family; Problem wasn't solved;	All of the above;	5	Yes
Subject 93	3	Problem wasn't solved;	Citizen Information;	3	Yes
Subject 94	3	Friends and/or Family;	None of the above	3	No
Subject 95	2	Problem wasn't solved; None of the above	Daft.ie;	2	No
Subject 96	3	Property Owners (landlord or landlady);	Daft.ie;	3	Yes
Subject 97	3	None of the above	Daft.ie;	3	Yes
Subject 98	3	Friends and/or Family; Property Owners (landlord or landlady);	All of the above;	4	Yes
Subject 99	3	None of the above	Daft.ie; Citizen Information; Threshold;	3	Yes
Subject 100	3	None of the above	None of the above	1	Yes
Subject 101	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 102	4	None of the above	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 103	2	Friends and/or Family; Problem wasn't solved;	Daft.ie; RTB;	3	No
Subject 104	1	Friends and/or Family;	Daft.ie;	5	Yes
Subject 105	3	Friends and/or Family;	Daft.ie; Citizen Information;	2	Yes
Subject 106	2	Friends and/or Family; Problem wasn't solved;	Daft.ie;	2	No
Subject	3	Property Owners (landlord or	None of the	2	Yes

107		landlady);	above		
Subject 108	5	Property Owners (landlord or landlady);	All of the above;	2	Yes
Subject 109	3	Property Owners (landlord or landlady);	Daft.ie;	4	Yes
Subject 110	4	Public services (i.e. citizen information, Garda Siochana); Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 111	2	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie;	4	Yes
Subject 112	3	None of the above	None of the above	2	No
Subject 113	1	Problem wasn't solved;	Citizen Information; Threshold; RTB;	1	Yes
Subject 114	3	Property Owners (landlord or landlady);	None of the above	3	Yes
Subject 115	3	None of the above	Daft.ie;	3	Yes
Subject 116	1	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 117	3	None of the above	Daft.ie;	1	Yes
Subject 118	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 119	3	Friends and/or Family;	Threshold; RTB;	3	Yes
Subject 120	4	Friends and/or Family;	Daft.ie;	3	Yes
Subject 121	4	Friends and/or Family;	Daft.ie;	4	No
Subject 122	4	None of the above	Daft.ie; RTB;	4	Yes
Subject 123	4	Friends and/or Family;	Daft.ie; Citizen Information;	4	Yes
Subject 124	1	Friends and/or Family;	Daft.ie; Citizen Information;	3	Yes
Subject 125	2	Friends and/or Family; Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject	1	Public services (i.e. citizen	Daft.ie;	2	Yes



126		information, Garda Siochana); Friends and/or Family; Problem wasn't solved;			
Subject 127	3	Friends and/or Family;	Daft.ie; Threshold; RTB;	3	Yes
Subject 128	3	Problem wasn't solved;	All of the above;	3	Yes
Subject 129	2	Friends and/or Family;	Citizen Information;	2	Yes
Subject 130	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; RTB;	3	Yes
Subject 131	3	Problem wasn't solved;	Daft.ie; None of the above	3	Yes
Subject 132	4	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie;	2	Yes
Subject 133	3	Friends and/or Family;	Citizen Information;	3	Yes
Subject 134	5	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information;	4	No
Subject 135	3	Friends and/or Family;	Daft.ie;	4	Yes
Subject 136	4	Friends and/or Family;	Daft.ie; Citizen Information;	3	Yes
Subject 137	3	Problem wasn't solved;	None of the above	3	No
Subject 138	4	Friends and/or Family;	None of the above	4	No
Subject 139	4	Friends and/or Family; Property Owners (landlord or landlady);	All of the above;	3	Yes
Subject 140	4	Friends and/or Family;	Daft.ie; Citizen Information;	3	Yes
Subject 141	2	Friends and/or Family;	Daft.ie;	1	Yes
Subject 142	4	None of the above	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 143	3	Problem wasn't solved;	Daft.ie;	2	Yes
Subject 144	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 145	3	Friends and/or Family;	Daft.ie; Citizen Information;	3	Yes
Subject 146	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen	1	Yes

			Information;		
Subject 147	2	Friends and/or Family;	All of the above;	3	Yes
Subject 148	3	Property Owners (landlord or landlady);	All of the above;	3	Yes
Subject 149	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 150	3	None of the above	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 151	3	Friends and/or Family; Problem wasn't solved;	Daft.ie;	4	No
Subject 152	4	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 153	3	Problem wasn't solved;	Citizen Information;	3	Yes
Subject 154	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 155	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 156	5	None of the above	None of the above	4	Yes
Subject 157	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 158	5	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 159	1	Friends and/or Family; Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	No
Subject 160	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 161	5	Friends and/or Family;	Daft.ie; Citizen Information;	3	Yes

Subject 162	3	None of the above	None of the above	3	Yes
Subject 163	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	3	No
Subject 164	1	Problem wasn't solved;	Daft.ie; Citizen Information; Threshold; RTB;	3	Yes
Subject 165	1	Problem wasn't solved;	Daft.ie; Citizen Information; Threshold; RTB;	3	Yes
Subject 166	4	Friends and/or Family; Property Owners (landlord or landlady);	None of the above	2	No
Subject 167	5	Friends and/or Family;	Daft.ie; Citizen Information;	4	No
Subject 168	3	Friends and/or Family;	None of the above	3	Yes
Subject 169	1	None of the above	Citizen Information;	3	No
Subject 170	3	Problem wasn't solved;	RTB; All of the above;	3	No
Subject 171	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 172	3	Property Owners (landlord or landlady);	Daft.ie;	4	Yes
Subject 173	4	None of the above	Daft.ie; Citizen Information;	3	Yes
Subject 174	4	Friends and/or Family;	Daft.ie;	3	Yes
Subject 175	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; RTB;	3	Yes
Subject 176	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	1	No
Subject 177	4	None of the above	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 178	5	None of the above	Daft.ie;	3	Yes

Subject 179	3	Friends and/or Family;	Daft.ie;	2	No
Subject 180	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 181	1	Friends and/or Family;	Daft.ie; Citizen Information;	3	Yes
Subject 182	3	Problem wasn't solved;	None of the above	2	Yes
Subject 183	4	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie;	4	Yes
Subject 184	3	Public services (i.e. citizen information, Garda Siochana); Property Owners (landlord or landlady);	RTB;	2	Yes
Subject 185	-	Friends and/or Family;	Daft.ie;	-	Yes
Subject 186	3	Friends and/or Family;	Citizen Information;	3	Yes
Subject 187	3	Friends and/or Family;	Citizen Information;	3	Yes
Subject 188	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	3	No
Subject 189	3	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information;	3	No
Subject 190	3	None of the above	Daft.ie;	3	Yes
Subject 191	2	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 192	3	None of the above	Citizen Information;	2	Yes
Subject 193	5	Friends and/or Family;	Daft.ie; Citizen Information; Threshold;	3	Yes
Subject 194	2	Problem wasn't solved;	Daft.ie;	4	Yes
Subject 195	3	Friends and/or Family; Problem wasn't solved;	All of the above;	3	Yes
Subject 196	4	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family;	Daft.ie; Citizen Information; Threshold;	5	Yes

Subject 197	3	Public services (i.e. citizen information, Garda Siochana); Property Owners (landlord or landlady);	All of the above;	4	Yes
Subject 198	1	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 199	4	Friends and/or Family;	Daft.ie; RTB;	4	Yes
Subject 200	2	Friends and/or Family; Problem wasn't solved;	All of the above;	5	No
Subject 201	3	Friends and/or Family;	None of the above	3	Yes
Subject 202	4	None of the above	All of the above;	3	Yes
Subject 203	3	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 204	2	Friends and/or Family;	All of the above;	3	No
Subject 205	3	Friends and/or Family;	Daft.ie; Citizen Information;	5	Yes
Subject 206	4	Friends and/or Family; Property Owners (landlord or landlady);	Citizen Information;	4	No
Subject 207	1	Public services (i.e. citizen information, Garda Siochana); Problem wasn't solved;	All of the above;	3	Yes
Subject 208	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 209	1	Problem wasn't solved;	Daft.ie;	3	Yes
Subject 210	4	Friends and/or Family;	Daft.ie; Citizen Information;	5	No
Subject 211	-	Problem wasn't solved;	None of the above	-	Yes
Subject 212	4	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 213	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	4	Yes

Subject 214	4	Problem wasn't solved;	Daft.ie; Citizen Information; Threshold; RTB;	4	Yes
Subject 215	4	Property Owners (landlord or landlady);	None of the above	4	Yes
Subject 216	3	Friends and/or Family;	Daft.ie; Citizen Information;	4	No
Subject 217	3	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family;	All of the above;	4	Yes
Subject 218	3	Friends and/or Family;	Daft.ie;	4	Yes
Subject 219	3	Friends and/or Family;	Daft.ie; Citizen Information;	2	Yes
Subject 220	3	Friends and/or Family;	None of the above	3	Yes
Subject 221	3	Problem wasn't solved;	None of the above	3	Yes
Subject 222	4	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie;	2	Yes
Subject 223	3	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family;	All of the above;	4	Yes
Subject 224	4	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information;	4	Yes
Subject 225	2	Friends and/or Family;	Threshold;	3	Yes
Subject 226	2	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family;	Threshold; RTB;	2	Yes
Subject 227	2	Friends and/or Family; Problem wasn't solved;	All of the above;	3	Yes
Subject 228	3	Friends and/or Family;	Daft.ie; Citizen Information;	4	Yes
Subject 229	1	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie;	2	No
Subject 230	4	Problem wasn't solved;	None of the above	1	Yes
Subject 231	3	Friends and/or Family;	None of the above	3	Yes
Subject 232	3	Problem wasn't solved; None of the above	Daft.ie;	3	Yes
Subject	1	Problem wasn't solved; None of the	Daft.ie;	2	Yes

233		above	Citizen Information;		
Subject 234	3	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family; Problem wasn't solved;	Daft.ie;	3	Yes
Subject 235	2	Problem wasn't solved;	Daft.ie;	3	Yes
Subject 236	2	Problem wasn't solved;	Daft.ie; Citizen Information;	2	Yes
Subject 237	1	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 238	3	Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 239	3	Friends and/or Family;	None of the above	3	Yes
Subject 240	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	4	No
Subject 241	-	Problem wasn't solved;	Daft.ie; Citizen Information;	-	Yes
Subject 242	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 243	5	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 244	3	Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 245	3	Friends and/or Family; Problem wasn't solved;	Daft.ie;	3	Yes
Subject 246	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie;	3	Yes
Subject 247	4	Public services (i.e. citizen information, Garda Siochana); Property Owners (landlord or landlady);	Daft.ie; Citizen Information;	3	Yes
Subject 248	2	Public services (i.e. citizen information, Garda Siochana); Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 249	4	Friends and/or Family;	Daft.ie;	4	No

Subject 250	2	Problem wasn't solved;	Daft.ie; RTB;	3	Yes
Subject 251	3	Friends and/or Family;	Daft.ie; Citizen Information;	4	Yes
Subject 252	3	Friends and/or Family;	Daft.ie;	2	Yes
Subject 253	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 254	1	Problem wasn't solved;	All of the above;	2	Yes
Subject 255	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information;	3	Yes
Subject 256	3	Public services (i.e. citizen information, Garda Siochana);	All of the above;	3	Yes
Subject 257	4	Problem wasn't solved;	Daft.ie;	5	Yes
Subject 258	2	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 259	3	Friends and/or Family;	Daft.ie;	4	No
Subject 260	5	Public services (i.e. citizen information, Garda Siochana);	All of the above;	4	Yes
Subject 261	4	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family;	All of the above;	4	Yes
Subject 262	2	Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 263	3	None of the above	Citizen Information;	3	No
Subject 264	1	Problem wasn't solved;	Daft.ie;	3	Yes
Subject 265	1	Problem wasn't solved;	Daft.ie;	2	No
Subject 266	2	Friends and/or Family;	Daft.ie; Citizen Information;	5	Yes
Subject 267	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	No
Subject 268	3	Problem wasn't solved;	Daft.ie;	5	Yes



Subject 269	3	None of the above	Daft.ie;	3	No
Subject 270	3	Friends and/or Family;	None of the above	5	Yes
Subject 271	2	Friends and/or Family;	Daft.ie; RTB;	3	Yes
Subject 272	5	Friends and/or Family;	Citizen Information;	3	Yes
Subject 273	4	None of the above	All of the above;	4	Yes
Subject 274	5	None of the above	Daft.ie;	5	No
Subject 275	4	Friends and/or Family; Problem wasn't solved;	All of the above;	4	No
Subject 276	4	Property Owners (landlord or landlady); Problem wasn't solved;	All of the above;	4	Yes
Subject 277	2	Friends and/or Family;	Daft.ie; RTB;	3	Yes
Subject 278	4	Friends and/or Family;	Daft.ie; Citizen Information;	2	Yes
Subject 279	1	Friends and/or Family; Problem wasn't solved;	Daft.ie; RTB;	2	Yes
Subject 280	3	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	1	Yes
Subject 281	3	Friends and/or Family;	Daft.ie; Citizen Information;	4	Yes
Subject 282	4	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	1	No
Subject 283	4	Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 284	3	Problem wasn't solved;	Daft.ie;	4	No
Subject 285	3	Public services (i.e. citizen information, Garda Siochana);	All of the above;	4	Yes
Subject 286	4	Public services (i.e. citizen information, Garda Siochana);	Daft.ie;	1	Yes
Subject 287	3	None of the above	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 288	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen	3	Yes

			Information;		
Subject 289	5	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	4	No
Subject 290	4	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	5	Yes
Subject 291	3	Friends and/or Family;	Daft.ie;	2	Yes
Subject 292	4	Friends and/or Family;	None of the above	2	Yes
Subject 293	4	Friends and/or Family;	Daft.ie; RTB;	3	Yes
Subject 294	3	Problem wasn't solved;	None of the above	3	No
Subject 295	4	None of the above	All of the above;	3	Yes
Subject 296	1	None of the above	All of the above;	4	No
Subject 297	1	Friends and/or Family; Problem wasn't solved;	Citizen Information; Threshold; RTB;	3	Yes
Subject 298	2	Friends and/or Family;	None of the above	2	Yes
Subject 299	3	Friends and/or Family; Property Owners (landlord or landlady);	All of the above;	3	No
Subject 300	3	None of the above	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 301	3	None of the above	Daft.ie; Citizen Information; Threshold; RTB;	2	Yes
Subject 302	5	Friends and/or Family;	All of the above;	5	Yes
Subject 303	3	Problem wasn't solved;	Daft.ie; RTB;	4	Yes
Subject 304	1	Public services (i.e. citizen information, Garda Siochana);	None of the above	3	Yes
Subject 305	1	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	No
Subject	3	Problem wasn't solved;	None of the	3	Yes

306			above		
Subject 307	2	Public services (i.e. citizen information, Garda Siochana); Problem wasn't solved;	Daft.ie; RTB;	3	Yes
Subject 308	3	Problem wasn't solved;	Daft.ie; RTB;	1	Yes
Subject 309	3	Public services (i.e. citizen information, Garda Siochana);	Threshold;	5	Yes
Subject 310	3	Friends and/or Family;	Daft.ie;	4	Yes
Subject 311	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	No
Subject 312	3	None of the above	Daft.ie; RTB;	2	Yes
Subject 313	3	Problem wasn't solved;	Daft.ie;	3	Yes
Subject 314	3	Friends and/or Family;	None of the above	3	Yes
Subject 315	4	None of the above	Daft.ie;	2	Yes
Subject 316	3	Problem wasn't solved; None of the above	Daft.ie;	4	Yes
Subject 317	2	Problem wasn't solved;	None of the above	3	Yes
Subject 318	3	Friends and/or Family;	Daft.ie; Citizen Information;	3	No
Subject 319	4	None of the above	Daft.ie; Threshold; RTB;	2	No
Subject 320	2	None of the above	None of the above	1	Yes
Subject 321	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 322	3	Friends and/or Family; Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie;	3	Yes
Subject 323	4	Problem wasn't solved;	All of the above;	1	Yes
Subject 324	1	Public services (i.e. citizen information, Garda Siochana); Problem wasn't solved;	All of the above;	5	No
Subject 325	1	Friends and/or Family; Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 326	2	Friends and/or Family;	Daft.ie;	3	Yes

Subject 327	4	None of the above	All of the above;	1	Yes
Subject 328	1	Friends and/or Family;	None of the above	2	Yes
Subject 329	1	Problem wasn't solved;	All of the above;	5	No
Subject 330	3	None of the above	Daft.ie; Citizen Information;	3	Yes
Subject 331	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 332	2	Problem wasn't solved;	None of the above	3	Yes
Subject 333	2	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	1	Yes
Subject 334	3	Problem wasn't solved;	Citizen Information; RTB;	3	Yes
Subject 335	1	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	5	Yes
Subject 336	2	Problem wasn't solved;	Daft.ie;	1	Yes
Subject 337	3	Friends and/or Family;	Daft.ie;	2	Yes
Subject 338	3	Public services (i.e. citizen information, Garda Siochana);	All of the above;	5	Yes
Subject 339	5	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 340	1	Problem wasn't solved;	All of the above;	5	Yes
Subject 341	3	Friends and/or Family; Property Owners (landlord or landlady);	None of the above	4	Yes
Subject 342	1	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	4	Yes
Subject 343	3	Friends and/or Family;	All of the above;	2	Yes
Subject 344	4	Friends and/or Family;	Daft.ie; Citizen Information;	2	Yes
Subject 345	2	Friends and/or Family;	Daft.ie;	3	Yes
Subject 346	5	Problem wasn't solved;	Daft.ie;	4	No

Subject 347	3	None of the above	All of the above;	3	No
Subject 348	4	Property Owners (landlord or landlady);	Daft.ie;	3	No
Subject 349	3	None of the above	Daft.ie; Citizen Information; Threshold; RTB;	4	No
Subject 350	3	Problem wasn't solved;	Daft.ie;	2	No
Subject 351	3	Problem wasn't solved;	All of the above;	3	Yes
Subject 352	5	Friends and/or Family; Problem wasn't solved;	Daft.ie;	1	No
Subject 353	1	None of the above	All of the above;	3	Yes
Subject 354	3	Friends and/or Family;	None of the above	2	Yes
Subject 355	3	Property Owners (landlord or landlady);	Daft.ie; Citizen Information;	3	Yes
Subject 356	5	None of the above	None of the above	1	Yes
Subject 357	5	None of the above	Daft.ie;	4	Yes
Subject 358	3	Friends and/or Family; Problem wasn't solved;	Daft.ie; RTB;	3	Yes
Subject 359	2	Friends and/or Family;	Daft.ie; Citizen Information;	5	Yes
Subject 360	3	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; RTB;	4	No
Subject 361	2	Problem wasn't solved;	All of the above;	5	Yes
Subject 362	2	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	1	Yes
Subject 363	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 364	5	None of the above	All of the above;	4	No
Subject 365	3	Problem wasn't solved;	Daft.ie; RTB;	3	Yes
Subject 366	1	Problem wasn't solved; None of the above	Daft.ie;	2	Yes

Subject 367	3	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 368	1	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	2	No
Subject 369	3	Friends and/or Family; Property Owners (landlord or landlady);	None of the above	3	Yes
Subject 370	3	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; RTB;	4	Yes
Subject 371	2	Friends and/or Family; Problem wasn't solved;	All of the above;	2	Yes
Subject 372	5	None of the above	Daft.ie; Citizen Information; RTB;	2	Yes
Subject 373	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information;	4	Yes
Subject 374	3	Friends and/or Family;	All of the above;	4	Yes
Subject 375	1	Problem wasn't solved;	Daft.ie; RTB;	1	Yes
Subject 376	4	Friends and/or Family; Property Owners (landlord or landlady); Problem wasn't solved;	All of the above;	4	Yes
Subject 377	3	None of the above	All of the above;	4	Yes
Subject 378	3	Friends and/or Family;	Daft.ie; RTB;	3	Yes
Subject 379	4	None of the above	Daft.ie; Citizen Information;	4	Yes
Subject 380	4	Friends and/or Family; Problem wasn't solved;	Daft.ie;	4	Yes
Subject 381	3	None of the above	All of the above;	4	Yes
Subject 382	5	None of the above	All of the above;	5	Yes
Subject 383	3	Property Owners (landlord or landlady);	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 384	3	Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes

Subject 385	1	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie; Citizen Information;	1	Yes
Subject 386	2	Friends and/or Family; Property Owners (landlord or landlady);	All of the above;	4	Yes
Subject 387	3	Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes
Subject 388	4	Problem wasn't solved;	Daft.ie; Citizen Information;	4	No
Subject 389	4	None of the above	Daft.ie; Citizen Information;	2	No
Subject 390	4	None of the above	Daft.ie;	5	Yes
Subject 391	3	Friends and/or Family;	Daft.ie;	3	No
Subject 392	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 393	4	None of the above	Daft.ie;	3	Yes
Subject 394	2	Problem wasn't solved;	Daft.ie;	3	Yes
Subject 395	2	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	3	No
Subject 396	2	None of the above	All of the above;	3	Yes
Subject 397	3	None of the above	Daft.ie; Citizen Information; RTB;	5	Yes
Subject 398	3	None of the above	Daft.ie;	3	Yes
Subject 399	3	Property Owners (landlord or landlady);	None of the above	1	Yes
Subject 400	4	Property Owners (landlord or landlady); Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	4	No
Subject 401	4	None of the above	Daft.ie; Citizen Information;	5	Yes
Subject 402	3	None of the above	All of the above;	3	No
Subject 403	1	Friends and/or Family; Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes

Subject 404	3	Friends and/or Family;	Daft.ie;	3	Yes
Subject 405	3	Friends and/or Family;	Daft.ie; RTB;	5	Yes
Subject 406	3	Friends and/or Family;	Daft.ie; Citizen Information; Threshold;	5	Yes
Subject 407	1	Problem wasn't solved;	Daft.ie; Citizen Information; RTB;	4	Yes
Subject 408	3	Public services (i.e. citizen information, Garda Siochana); Friends and/or Family; Property Owners (landlord or landlady);	All of the above;	5	Yes
Subject 409	2	Problem wasn't solved;	Citizen Information; Threshold; RTB;	3	Yes
Subject 410	3	Problem wasn't solved; None of the above	Daft.ie; Citizen Information;	1	Yes
Subject 411	3	Problem wasn't solved;	Daft.ie;	3	Yes
Subject 412	5	None of the above	All of the above;	5	Yes
Subject 413	3	Problem wasn't solved;	None of the above	2	Yes
Subject 414	1	Problem wasn't solved;	Citizen Information;	3	Yes
Subject 415	3	Friends and/or Family; Property Owners (landlord or landlady);	Daft.ie;	3	Yes
Subject 416	5	Friends and/or Family;	Daft.ie; Citizen Information; RTB;	3	Yes
Subject 417	1	None of the above	Daft.ie; Citizen Information;	4	Yes
Subject 418	1	None of the above	Daft.ie;	4	Yes
Subject 419	2	Friends and/or Family;	None of the above	5	Yes
Subject 420	3	Problem wasn't solved;	Daft.ie; Citizen Information;	3	Yes



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