**Chapter III, Introduction p.14:**

AK: Y

JK: N

CN: N

PR: Y

DV: N

MD: N

* (Architect: AK) methodology actor observer not clear if it’s better to swop during the half of the day or to remain in the role for the whole day.
* (Architect: AK) Benefit of switching the roles during the day is that both team members stay focused, don’t get bored and have time to recharge a little.
* ((Architect: AK) Benefit of not switching would be the responsibilities and clarity of that person being in the lead for that day.
* (Architect: AK) Feedback should not be on Sunday but on Saturday, at least one day should be completely off.
* (Student: PR) Doubts about the actor/observer role, what is better: with one person being actor the whole day this takes a lot of energy.
* (Student: PR) On the other side with two people the preparations take a lot longer and its maybe confusing for the family.
* (Student: PR) We noticed that if you say you are the observer all day the family is not stupid and will remember

**Chapter IV, Explanation Key Topics P.29:**

AK: Y

JK: N

CN: N

PR: N

DV: N

MD: N

* (Architect: AK) The chapter states that reaching unsustainable solutions like iron sheets roof is not good. Based on our research, iron sheet can be used and still be sustainable in many points.

**Chapter V, Pilot Projects & Travel Preparations, P.32:**

AK: Y

JK: N

CN: N

PR: Y

DV: N

MD: N

* (Architect: AK) The described equipment (GoPro) should have enough battery capacity to conduct all activities in the field (without extra batteries it does not).
* (Student: PR) Did the macro observation change (in relation to pilot project)?

**Actor Section, Chapter I Introduction to the family, P.46:**

AK: Y

JK: Y

CN: Y

PR: Y

DV: Y

MD: N

* (Architect: AK) Found it useful that after the team members introduced themselves the family could do so too.
* (Architect: AK) Clothing specific for the observer is not necessary after the roles were explained.
* (Architect: AK) During the first chapters the GoPro should not be outside the house but inside (safety and more to see).
* (Student: PR) It’s strange we need to start filming this point is very clear. Also, its nice if you switch roles you do it after the introduction. Also, its better if we introduce ourselves first.
* (Architect: JK) Context mainly feels for foreigners and also students.
* (Architect: JK) However, the interaction criteria apply to everyone when in a new environment.
* (Architect: JK) And a local introducing them to another local takes a different form
* (Architect: JK) Understanding the local language is a plus
* (Architect: CN) Define what you talk about when you said no recording with first meeting, introduction data could be unnatural when repeating
* ~~(Architect: CN) I could have used a preparation meeting at the Netherlands how to use the book.~~ **~~Moved to chapter IV&V~~**
* (Architect: CN) A sort of overall diagram in the beginning of the book would be nice.
* (Student: DV) Elaboration on why no shorts/t-shirts would be nice.
* (Student: DV) Tips needed to make the families open up more would be nice

**Actor Section, Chapter II Interview Daily Routine, P.54:**

AK: Y

JK: Y

CN: Y

PR: Y

DV: Y

MD: N

* (Architect: AK) As a young female asking questions to the father might antagonize him. Although in our case this was not an issue
* (Architect: AK) The part where a list of questions and answers should be restructured. Based on the experience with the family till then and elaborating your everyday life might be helpful with finding questions we are interested in.
* (Architect: AK) Interview instructions are repeated, showing them once is enough, does not have to be repeated.
* (Student: PR) Paragraph 3 had no added value in our case
* (Architect: JK) In case of a local researcher it might take some time to form a rapport with the people.
* (Architect: JK) However, with time local family will feel comfortable enough especially as seen with falls of the record
* (Architect: JK) In our case the father does not have a good command of English, his wife struggles with both English and Swahili.
* (Architect: JK) The use of local dialects can be a good way to capture information, especially in the case of our family. Translations can be done afterwards.
* (Architect: JK) Nelson Mandela: if you talk to a main in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.
* (Architect: CN) The interviews are quite universal, what is it that we would like to know? There should be more relation between the daily routine and their way of using the house and space in general. You easily and often get lost in information you are not really interested in.
* (Architect: CN) In the beginning of this phase I was really struggling how to use this book. With a meeting before we could have followed the support book better.
* (Architect: CN) Hard to give specific feedback now.
* (Architect: CN) Children give answers that seem untrue, this might because they our nervous or they really don’t know these subjects. You don’t know what is true and what is not
* (Architect: CN) The grading of the different aspects is sometimes really difficult or impossible. Support level fulfilment should be one grade in the end?
* (Architect: CN) The support book should say more on a proper preparation. (moved to introduction IV&V).
* (Student: DV) Make sure the user of the support has options to make compromises due to the time, etc.
* (Student: DV) Explain how the support tool itself should be used. When that is clear the user can focus on what is in the support.
* (Student: DV) Make the outcomes known earlier (collecting data) so users know what they are working towards, this is beneficial for progress so that users don’t have to backtrack.

**Actor Section, Chapter III Family’s hopes and dreams, P.64:**

AK: N

JK: Y

CN: Y

PR: Y

DV: Y

MD: Y

* (Architect: JK) Culture affects how the different family members use space.
* (Architect: JK) There is a huge adherence to culture with Cleophas, that is not evident with the rest of the family.
* (Architect: CN) Drawing and modelling can be easily too difficult. Most of the subjects lack spatial insight.
* (Architect: CN) The time you draw, and model is really interesting. Building together in a scale model made a lot of progress and led to nice social interaction.
* (Architect: CN) Drawing a dreamhouse is an odd question subject don’t want to dream. You are confronting them with something really personal and fragile. Mostly they don’t see the difference of what they need to do in step 4&6.
* (Architect: CN) I would take out the word dreamhouse
* (Architect: CN) The exposition is wonderful
* (Architect: CN) We are adding the making of a zoning plan as a game
* (Architect: CN) We did the drawing and modelling in one session per person. This was because people were about to leave, worked out nicely.
* (Student: DV) Next to drawing and modelling you could also let the user do a sector plan workshop to focus on functions because the families tend to stick to aesthetics.
* (Student: DV) The assignments are very similar, this does not add information and it confuses the families.
* (Student: DV) Other methods may be more intuitive like clay, because they know it is easier for them to model what they want.
* (Student: DV) Too much time for the workshop, this might be a side effect from the modelling with clay.
* (Student: PR) It was really handy to set their information. But sometimes the last step of drawing & modelling togethers was not necessary
* (Student: PR) Also, I would like some more explanation what a program of wishes is and what should be on it.
* (Student: MD) The family really knows what they want unfortunately only the father makes the final decisions on the sketching and the demands/wishes
* (Student: MD) We can agree that only the parent’s opinion is worthy in this case on the father.
* (Architect: JK) Very important chapter
* (Architect: JK) The drawing workshops are very crucial to understanding what the family wants. A very fun method to engage the individuals dreaming up their new house.
* (Architect: JK) A very important step to introducing the community to architecture as a discipline
* (Architect: JK) The modelling workshops were more beneficial since the participants are able to articulate their ideas more effectively in 3 dimensions as compared to 2d drawings. Here their understanding of 3d is not fully developed/used.

**Actor Section, Chapter IV Mapping, Measuring and Drawing, P.82:**

AK: N

JK: N

CN: Y

PR: Y

DV: Y

MD: N

* (Student: PR) The quality of google maps was so bad (scale was different 3 times on the plot) that we couldn’t really use it.
* (Student: PR) Also, we found out that the measuring of the family plot. The family doesn’t have to be there. Father preferred to work, and he didn’t mind if we were there. Also, the roles of the actor and observers are little bit unnecessary. After showing the border of the plot he doesn’t have to be there in our opinion.
* (Student: DV) It could be beneficial to use examples not pictures of buildings.
* (Student: DV) Adding the terrain makes it hard to work the model. I found it better to use the map as an underlayer.
* (Student: DV) A lot of layers seem useless not to mention that the scale is making it hard to work with these layers.
* (Architect: CN) A lot of talking, not much information, writing language is very ‘high school’ like
* (Architect: CN) We are very confused how far to go within this chapter, since it seems partially the same as context analysis
* (Architect: CN) Messy and unclear chapter, very time demanding
* (Architect: CN) A lot of maps through each other, it is not clear why they are all for.
* (Architect: CN) In outcomes you could put what radius is needed for what purpose. What is the ‘su- map’ with the circle for.
* (Architect: CN) You should be able to define a radius yourself if you know a purpose. The purpose is most important and unclear because of the amount of words.

**Actor Section, Chapter V Observe Daily Routine P.106:**

AK: N

JK: Y

CN: Y

PR: Y

DV: Y

MD: Y

* ~~(~~Student: PR) We found out that having an actor and observer is sometimes a bit unnecessary
* (Student: PR) We could observe every morning routine of all the family members in one go. Also following them to school has no added value in my eyes.
* (Student: PR) In the planning is stated that we only have two days for the and that is impossible if you follow every family member individually during a whole day.
* (Student: PR) Also, we didn’t find a lot of new skills and tools we were not already aware of.
* (Student: PR) While some activities around the house could be very useful following them, during the whole days it didn’t really gave much new information for the design
* (Student: PR) Nevertheless, is was in the morning a bit awkward but during the day was its great fun.
* (Student: PR) I personally think to split this chapter in observing more family members at the same time with two actors and only the morning, evening and a little of their work.
* (Student: PR) Also, because we already had dinners at the family twice, we didn’t saw the need to observe again.
* (Architect: JK) Not fully relevant
* (Architect: JK) We can have the observation in parts (only house activities)
  + In the morning and evening
  + Or observe during the whole project
* (Architect: JK) Interview phase covers most of the issues in the observation phase.
* (Student: MD) Observing made the family uncomfortable
* (Student: MD) I noticed the things they stated are not always true and that the days can be a lot different from what they say is going on.
* (Architect: CN) As the movie already stated, you can’t have a relationship with your subject. We already do; therefore, it will be very hard to do this.
* (Architect: CN) With the observation we really needed to join dinner and breakfast.
* Also, they refused to let us join their first morning rituals.
* (Architect: CN) I would suggest a more participating way of observing
* (Architect: CN) Eventually a participating way of observing is desirable. They don’t understand what we are doing and what is expected from them. This way of observing at this moment in this situation is impossible.
* (Student: DV) Why in the same week as other groups this doesn’t add anything (p54)
* (Student: DV) Find a way to elaborate on the words ‘tell’ we found out the usage of house by following the parents (p56), add to detailed page feedback.
* (Student: DV) It didn’t seem valuable to waste this much time on observing as we are already behind schedule.
* (Student: DV) In my opinion there two ways of observing:
  + One where you aid the family where possible
  + The other is observing them without knowing
  + The support’s way of observing is in between. You aren’t helping enough to get an idea of what their life is like, and you aren’t far away enough to no influence them.

**Actor Section, Chapter VI Context Depth Analysis P.124:**

AK: N

JK: Y

CN: Y

PR: Y

DV: Y

MD: Y

* (Student: PR) A lot of things could have already been done in chapter 4: it’s not really necessary to redo a lot of these things.
* (Student: PR) Also mapping farmland could be left out if you just ask them.
* (Student: PR) The soil tests didn’t work, and we should add salt.
* (Student: PR) We need straight bottles (difficult read layers when they are not straight)
* (Student: PR) Sketching all the different typologies is a little too much. Maybe only pictures will do.
* (Student: MD) It would be good if the soil test explains the types of outcomes
* (Architect: JK) The support given in this chapter is very specific to an example of Chepchoina a while back.
* (Architect: JK) The area has changed rapidly into a modern lifestyle and therefore had to prove some of the concepts.
* (Architect: JK) This also makes it unreliable for a change in region.
* (Student: DV) The described typology seems outdated and is not the same as we encountered
* (Student: DV) Give more information and specification for the soil test. Picture help when referring to one.
* (Student: DV) Local know-how was really useful to us. This significantly speeds up the process.
* (Student: DV) You can’t just dig holes, the land is owned by people
* (Student: DV) It is not common to share materials anymore.
* (Student: DV) We have gotten to know a lot of people just by talking to them along the project. This might beneficial to others.
* (Architect: CN) We first need to know which materials we need before mapping all of them
* (Architect: CN) The way of engaging the soil test is wrong, you can’t judge soil with one experiment.
* (Architect: CN) For a proper overview of everything we should have all maps in one file (illustrator) layers you can then turn on and off to make the necessary maps for specific relations
* (Architect: CN) Because the father does not want to use thatch he doesn’t say where we can find it, or he really does not know.
* (Architect: CN) Support tool goes really fast through crucial things: the typology research is for finding local solutions to environmental conditions? What do we do it for? Missing some outcomes.

**Actor Section, Chapter VII Interview Capacity Analysis P.133:**

AK: N

JK: Y

CN: Y

PR: Y

DV: Y

MD: Y

* (Student: PR) It was very helpful to get specific information. The only problem was that some of the people here do not really work with specifics. We ask the father how much wood he could afford so we knew if we could design windows, otherwise it would not be a perfect house. He didn’t seem to understand that it’s all about capacity, while he knew what we were doing, he just thought if people from other countries come the house should be an example for the whole neighbourhood so it should have windows.
* (Student: MD) During the interview sessions it got clear that during the building process people will join. At this time the father could not mention more than two people to help.
* (Student: MD) So the intentions of the support are good but it does not work like that in real life.
* (Architect: JK) Very relevant in identifying capacities.
* (Architect: JK) What if capacity is high enough not to warrant non-monetary support?
* (Architect: JK) What about culture where some families prefer their privacy and keeping themselves without involving too many community member (uninterested parties)
* (Architect: JK) Jealousy form community members who view the family as favoured entity and are therefore unwilling to help.
* (Student: DV) Some statements about the community are outdated. The community modernized a lot and sharing of tools and materials is not that common anymore.
* (Student: DV) It is very helpful to know beforehand what is expected per chapter. So that the users know what needs to be done (moved to chapter IV introduction).
* (Student: DV) The answer sheet was easily missed, this could also be avoided by listing the outcomes at the start of the chapter.
* (Student: DV) It is very hard for people to tell you what they are capable off. In the west it is essential to be able to tell your skills. But here people have not been trained to do so.
* (Student: DV) Again, it is very hard for these people to answer the question; what are your skills?
* (Student: DV) Making a personal list of questions makes it easier, for someone to use the questions during the interview.
* (Architect: CN) Most of the questions are already answered. There are also questions we hardly get an answer on.
* (Architect: CN) We did the interview but the more and more decide what to build with questions come, we maybe we should be further with the design and planning in order to use the right questions
* (Architect: CN) It should be clear whether to use the appendix literally or not. If you make questions from it, If not, more abstract.
* (Architect: CN) The father says there is nothing to get within the community. Therefore, interviewing community member Is difficult we will try to do this more spontaneous and improvised.

**Actor Section, Chapter VIII Capacity Impact Analysis P.159:**

AK: N

JK: Y

CN: Y

PR: Y

DV: N

MD: Y

* (Student: PR) To know the cost of the building is essential. But we noticed that it didn’t really worked with the labour and tools this way. In our case we will also not pay for any labour or tools.
* (Architect: JK) We should not ask about the money at this stage
* (Architect: JK) Probably at the beginning to give the family and team a chance to be considering alternative solutions for the construction
* (Student: MD) When we started in the sheet, we came across some problems because we don’t use the building method proposed and therefore does not work for our building/
* (Student: MD) The first calculation is rough because the first option we are going to give the family is the house they want, obviously they will get a shock and that will give us the opportunity to design some new three options.
* (Student: MD) For the three options only one was similar to the excel sheet.
* (Student: MD) We designed a new excel sheet and to keep it simple we used these for all three design options.
* (Student: MD) Speaking about the excel sheet is really hard, while talking to the father he will tell us his tools are his and he can only name two people to help building. The rest will come when the building starts is his answer. So, to make a calculation sheet with a comparison between the calculation and the capacity is really hard. He can just not tell us who will help or whom will give us the tools.
* (Student: MD) The three design options is a good thing. This way you challenge yourself to think about size, costs and material in a different way. However, after three options the family wanted a design out of two option. So, we gave them another two options with combined designs of the previous options.
* (Student: MD) It is really difficult to maintain a final calculation; the design keeps changing of lack of material or material saving solutions.
* (Student: MD) To keep a hand on the spending of the family we will maintain a realization of the costs, this way we can have an eye on the costs and the family will know in the end what the building has costs, so it would be a good thing to add a chapter, keeping track of information. Because one of the major things out of the support tool is teaching the community. Teaching means for me not only teaching how to build, it also means having a hand on your spending. If the community wants to know what the building has costs it would be nice to show them the cost per phase but also the costs per item, material or tool.
* (Student: MD) Because the father would not give us information about people, he would borrow tools or people who would help or are interested in the building process we designed a sheet where we can fill in the missing information.
* (Student: MD) The family does not understand the situation well when it comes to teaching the community. It would be nice if we could figure out a way or activity that can show the family how important it is to teach the community. This way you will not only come in touch with the people around the family, but you could also already inform them about the presentation that will be held during the building phase and that everybody is welcome to join and learn.
* (Architect: CN) An overview of all capacities seems impossible because they are able to get anything anywhere. But you never know the state. As long as you stay in known building techniques you can get the tools somewhere, where? Nobody knows yet. We made assumptions and they can react on the design. We try to use methods with similar tools.
* (Architect: CN) If they don’t want to live in Busia, share tools and skills traditionally, this support tool creates friction between builder and client.

**Actor Section, Chapter IX User/community participation planning, P.168:**

AK: N

JK: Y

CN: Y

PR: Y

DV: N

MD: Y

* (Student: PR) It is really strange that the outcomes of chapter 8&9 are the same
* (Student: PR) Also we didn’t manage to get a community meeting. It was not possible to arrange it.
* (Student: PR) Also there is’t enough time to finish the house and we got a lot of delays, so the planning was wrong after the first building week.
* (Architect: JK) Family selection criteria should be thorough
* (Architect: JK) Introduce industry-based techniques to the community.
* (Architect: JK) Start the planning phase early, probably mix some chapters from the last phase to the front, to keep the family motivated.
* (Architect: JK) Very important chapter (7-9)
* (Architect: JK) Look for better methods to involve community
* (Architect: JK) Perhaps community groups already formed (eg. Church groups)
* (Architect: JK) Look for family members that are highly involved in the community.
* (Student: MD) This chapter was all about the planning. It is nice to make a planning in this rural housing environment, however after two days we already noticed that you can’t work with it without any delays. We are really dependent on the materials that needs to be delivered. However we designed our planning this way that we are two week before our leaving are finished and for every phase we calculated more days then necessary.
* (Student: MD) Because we have the planning printed and the family would like to know when we are doing what. Not only the family needs to know, we also think that compound members, friend and family should be able to know, that is why we asked Cleophas to hang the planning in his house, this way everybody can see when we are doing what and can come take a look.
* (Student: MD) We added a string to the poster so when the dates are not right anymore, we can move the string per day to where we are heading and are.
* (Student: MD) This would also be my feedback to the chapter, the importance of knowing you can’t trust on all the things you need is something you should know.
* (Architect: CN) If a planning needs to work, I’m afraid that the budget needs to be in control of the team.
* (Architect: CN) Also, a more thorough research in material eneds to be done in order to know how long things will take.
* (Architect: CN) Making a proper planning is impossible with an limited control of power and knowledge of local materials & craft.

**Actor Section, Chapter X Start of Activities, P.168 & P.311:**

AK: N

JK: Y

CN: Y

PR: Y

DV: N

MD: Y

* (Student: PR) The main problem I had with chapter 10 that it was too difficult and time consuming in the beginning. Also, because you had to get photos and videos you had to interrupt the work and the community got nervous with the camera’s.
* (Student: PR) Second version was already way better. Only the LBI, LOJ, etc. and our levels 1-4 don’t line up anymore.
* (Student: PR) This chapter should become really simple to manage because when your building allot of sideworks is just too much.
* (Student: PR) The only problem of this chapter was that it was delivered a bit late for us, so for us it was kind of difficult to find the needed time to finish everything in time.
* (Architect: CN) Everything is too difficult, this could be a separate book!