COMPARATIVE STUDY ON STUDENT HOUSING IN EUROPE

Linkages between student lifestyles and housing choices
Vision for French development and experiments

FINAL REPORT

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Panu Lehtovuori, Mikko Mälkki, Suvi Eräpalo
Centre for Urban and Regional Studies, Helsinki University of Technology

Nicolas Favet, Raphaël Philippe
NFA Nicolas Favet Architectes

Joanna Stefanska, Anna Wieczorek, Dominik Owczarek
Miastosfera Independent Research Group

Mhairi Ambler
Independant researcher

TKK   **NFA**   **miastosfera**

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I - INTRODUCTION

The specificity of this research – as response to the tender on student housing in France and the other EU countries the French Ministry of Environment (PUCA) launched in March 2007[1] – is two-fold. Firstly, the research setting is fully international and comparative. The pre-studies on eleven European countries provided a good mapping of cultures of student housing across the continent. This novel and unique data is reported in the Interim Report. Based on this work, four countries, Finland, France, the Netherlands and the UK, were chosen for a close comparative analysis, results of which are reported here. Secondly, the focus of the whole project is in understanding the architecture of student housing through a relational analysis of its modes of production in the chosen countries. Thus, we have focussed on the linkages between national economic and policy structures, key actors in student housing provision, the resulting location patterns of student housing and the linked architectural forms.

During the process, we have become convinced that the different modes of production indeed lead to different architectures and user experiences. The question of better or more interesting student housing is not a solved through copying forms and ideas, oly, but through a serious analysis of societal structures and institutions behind the solutions. We have become convinced that the way a society considers its students reveals a great deal of this society's deep values in terms of social dynamics.

We sincerely wish that this work provides useful conceptualisations and best practices, enriching the French discussion. This report is structured in three main parts. Firstly, we explain in rather detailed way the modes of production of the chosen four countries. Secondly, we provide data of twelfe case studies in eight cities or city regions. The user perspective is charted through Post-Occupancy Evaluation, complemented by an expert architectural analysis. Thirdly, we have drawn together a general synthesis. As an additional element, we have selected some specially interesting projects as "boxes".

We would like to extend our sincere thanks to PUCA for funding and support during the process, to members and alumnae of POLIS, the European MA in Urban Cultures for the pre-study materials, to all interviewees and to the many colleagues in the Centre for Urban and Regional Studies and elsewhere who helped in various moments.

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[1] Réponse à la consultation de recherche Logement et condition étudiante en France et dans l'Union Européenne

II - MODES OF PRODUCTION

Analysis of national student housing policy, production system and actors in four European countries with reference to local regime in 12 city regions

1 - The Netherlands

Context (historic and political)

The Netherlands are internationally recognized as a country of good and relatively affordable higher education. Due to constant growth in the number of students (estimated for 2,3% per year, on average) (Rabobank, 2006), and rapid internationalization of many universities, the demand for student housing is growing very quickly. This trend is confronted with the general shortage of housing typical for this country.

It is estimated that about half of students in the Netherlands live with their **parents** (Rabobank, 2006). Among those, who live independently, about 70% finds accommodation on the **free market** and the remaining 30% acquires rooms from the **public** stock. In this sense, for majority of students, finding accommodation is a **private issue** and is not related to any wider housing scheme. The **public supply** of student housing essentially functions as a part of wider system for **general social housing** provision – it is regulated by the same general legal acts and managed by the same organizations. However, students constitute a **specific population** and thus **specific housing** for them often is characterized by special types of estates, dedicated floor plans, quality, prices and a separate distribution system. (M. Alberts, personal communication, March 12, 2009).

As a response to the housing shortage, there is a number of initiatives to extend the housing stock available to students – by building regular student houses (long-term solutions) and providing as much as possible temporary housing available immediately (short-term solutions). It results in accommodation stock that hugely differs in terms of quality and users' satisfaction.

The history and origins of public student housing solutions are tightly coupled with the general development of communal housing. The origins of social housing organizations in the Netherlands date back to philanthropic organizations and workers' associations created in late 19th century. Over time, the state took over the responsibility for providing affordable housing to the less affluent, thus leading to **public service solution**. In the mid 90-ties municipal housing companies were transformed into non-profit independent corporations, not supported by state subsidies anymore. This small revolution soon led to professionalization, regionalization and sizing up of the sector (N. Pouw, personal

communication, July 21, 2009) and can be summarized as **semi-private market solution with state control**.

Currently, these corporations must provide a certain number of social housing units per year, against legally established low price. As a rule, they operate on the non-profit basis thus any profits must be re-invested in social housing. The functioning of corporations is controlled by the central government and the Central Housing Fund. The central government also sets rental policy and subsidies. Operation of corporations is also controlled by internal guidelines, implementation of professional code of conduct, external reviews and quality standards (T. Giljamse, personal communication, July 17, 2009).

National policy and legal framework

Student housing in the Netherlands is managed mainly at the local level, there is little national-level planning or decision making. Since 1975 student housing is treated as a part of social housing and, as such, is managed by the Ministry of Social Housing, Spatial Planning and Environment (VROM Ministerie van Volkshuisvesting, Ruimtelijke Ordening en Milieubeheer). Therefore, SH must conform to the same set of regulations that refer to any housing. One of the few examples of involvement of the national government is by forming a trust with social housing associations in order to negotiate better loan interest with banks (N.Pouw, personal communication, July 21, 2009).

At the national level, there is a lobby group created by major housing corporations dealing with student housing: The Knowledge Center for Student Housing KENCES. The main objectives of these associations are to gather and share know-how, innovations and good practices regarding specific housing solutions aimed at students (Kences, 2009).

Around the year 2003 there has been a dramatic shortage of student housing units diagnosed (estimated for 15 000 units) and, as a countermeasure, the VROM and Kences established a national action plan aiming to provide 12 000 SH units until 2010. The plan has been successful, with 16 800 units provided already until early 2009, thus exceeding the original aims. However, it should be pointed out, that the growth of the number of students had been underestimated and the demand for affordable SH is still growing (Van der Laan, 2009).

Access to public student housing is managed at the local level and usually takes form of waiting lists which require registration. Registration is open to everybody (against a small fee)

and in this sense, **access** to student housing is **broad**. Rooms are granted based on the rule "first registered-first served". Waiting time varies, but it may reach several years in some university cities. Depending on local rules, students may get priority status on the waiting list based on the **year of study** (first-year students) and/or distance from their residence place (**geographical origin**). In some cases, there is a lottery instead of a waiting list. For rooms in flats with shared facilities, current inhabitants of the flat can organize a "casting" for a new flat mate and choose the person that fits their small community best.

Student housing must conform to the same general regulations as any other type of housing. This includes building permits, technical construction norms regarding security, health, usability and environmental conditions (VROM, 2009). Location of new buildings is regulated by land use restrictions established at the municipal level by a local masterplan (bestemmingsplan), compulsory for every municipality. Changes in types of land use are difficult to obtain and often might need lengthy procedure. The process of planning and construction typically takes about 2-3 years. (T. Giljamse, personal communication, July 17, 2009).

Financing and subsidies

Most social housing corporations profit from building commercial houses/apartments for sale and renting out space for commercial purposes. As they must function as non-profit organizations, they invest their profits in social or student housing. That is how student housing is supported – richer social housing associations **support production** of student housing (which otherwise does not bring profit that would allow for investments). At times, extra financial resources include preferential land prices, depending on local settings and, very rarely, governmental subsidies for investments in green technologies. Generally speaking, student housing producers do not benefit from state subsidies. (N.Pouw, personal communication, July 21, 2009; T. Giljamse, personal communication, July 17, 2009)

Subsidies are granted only to consumers, that is, **students** holding Dutch nationality, living in independent units (with own facilities) and under 23 years old. The amount can reach ca 120-130 EUR per month if the housing cost does not exceed 342 EUR (data for 2009). As a result, all new student houses built in the Netherlands consist of independent units only. It is the single strongest force affecting the physical form of student housing and it makes all new investments very expensive to build (T. Giljamse, personal communication, July 17, 2009)

Main actors

There are two main types of actors involved in the provision of student housing: public institutions and private actors. (Semi)Public institutions include **social housing corporations** (sometimes specialized in student housing), **universities** and other institutions of higher education (such as vocational high schools) and **local authorities**. **Private actors** mainly consist of parents and individual landlords renting out apartments or single rooms. There is still relatively little (yet increasing) interest in SH from commercial investors, eg. BPF, Rabo Vastgoed and Vastgoed Belang building new student houses in Utrecht and Amsterdam (Rensburg, Kurchner, & Blom, 2007).

Students in the Netherlands are very effective in communicating their needs and wishes regarding SH through **student unions**. They lobby for improvement of legal regulations and occasionally cooperate with institutions research the market for student housing.

Modes of production

Dedicated student housing is produced almost exclusively by **semi-public disseminated (local) housing corporations** through investments in new (permanent and temporary) buildings or converting regular housing and office spaces into dedicated student housing. Housing corporations providing SH are advised to seek financial support from other, richer corporations which produce regular housing and often can invest some of their profits in SH (Van der Laan, 2009). This most popular form of such co-operation, where the financially stronger partner is responsible for the investment (and thus remains the owner of the estate) and the weaker partner (in this case - a student housing corporation) is responsible for management and providing know-how about the specific market niche has been already successfully implemented in a number of projects in Delft, Den Haag, Leiden, Utrecht, Nijmegen and Twente (Kences, 2003).

Naturally, such investments take time, usually 2-3 years from the decision to completion of the building, and therefore temporary solutions are developed, too. Temporary student housing usually takes the form of prefabricated containers located on spaces temporarily allocated by local authorities, for the period of 2-5 years. Using container housing dramatically reduces the construction time and therefore constitutes an efficient "quick-fix" solution (IFD, 2009). Examples include SpaceBox containers designed by Mart de Jong/De

Vijf and introduced in several Dutch cities: Goes, Eindhoven, Dedemsvaart, Amersfoort, Lelystad, Vlodrop, Utrecht and Delft (SpaceBox, 2009). Another example of modular container housing includes student villages in Diemen and Amsterdam Keetwonen constructed of Tempohousing shipping containers (Tempohousing, 2008; Tempohousing, 2009). Also Ursem produces industrial prefab IFD BOX units designed by HVDN Architecten that can be quickly assembled into large units (for example Houthaven in Amsterdam) (Ursem, n/d). In some cases, units previously used for asylum seeker camps are adapted for temporary SH. However, their use is limited by the lack of available (temporary) locations as well as high costs of fire security measures and adaptation of the units (Van der Laan, 2009).

Extending the stock of **private rental rooms** is achieved mainly by public campaigns promoting the concept of renting out to students. Some SH corporations try to facilitate this process by arranging "contact points" and special websites which connect landlords with students looking for accommodation, as well as provide information about legal issues, such as relevant legal acts, examples of rental agreements etc (Van der Laan, 2009; VROM, 2008).

There is also an emerging interest in student housing among **private sector investors**. Recent examples of such enterprises include City Campus Max in Utrecht (City Campus Max, 2009; see box for more details).

Another way to increase available living space for students is through adaptation of empty office spaces and spaces over shops (Hermans, 2004) – usually executed by local housing associations or dedicated organizations. It is estimated that approximately 10% of office space in the Netherlands remains unused and this percentage is expected to grow (Van der Laan, 2009). Converting these spaces into SH may thus solve two problems simultaneously. Examples of office buildings converted into student housing include GEB-toren and Parkhaven in Rotterdam, Spoorstraat in Amersfoort (Wonen in Kantoren, 2009) and KPN building in Utrecht (Stichting Tijdelijk Wonen, 2009). However, it seems that conversion of office space into housing may be too expensive in many cases (Kences, 2008).

Other small-scale solutions include allowing student to live in abandoned buildings for a limited period, to prevent squatting. It is used especially in cases of buildings which are waiting for renovation, demolition or sale due to unresolved legal issues, delay in decision making or for other reasons. (M. Alberts, personal communication, March 12, 2009). Recent changes in the law extended the time of temporary rental agreements from 3 to 5 years. (Van der Laan, 2009)

There is also one example of converting an old cruiser ship into a student house, executed by DUWO and Rochdale social housing corporations (DUWO, 2009; see box for details).

Increasing accessibility of student housing is achieved not only by extending the available stock, but also by more efficient use of the existing resources. Introduction of „campus contracts" facilitates the outflow of graduates (and thus more efficient rotation of SH). Legal acts have been changed to enable rental agreements limited to the period of the study only. (Kences, 2006). This solution must be however coupled with appropriate provision of social housing for graduates to give them a real chance of getting an affordable place to live after leaving the student house. (M. Alberts, personal communication, March 12, 2009; Van der Laan, 2009). This can be achieved by informing students, as early as possible in their housing career, about preconditions relevant to acquiring rental apartments after study as well as early registration for cheap social housing scheme (Kaffka, 2006).

Ownership and management

Housing corporations own (most of) their buildings and have own technical teams for maintenance. Some SH buildings are funded by other associations while managed by specialized SH ones.

Building managers check the premises weekly for abandoned trash, bikes left in the kitchen and other daily problems. Cleaning service is provided only for units with shared facilities (T. Giljamse, personal communication, July 17, 2009).

Local policy

Student housing constitutes one of the points in the regular local **urban policy** (eg. De Gemeente Amsterdam et al., 2008). Students are seen as a social group that is economically weak but bears great potential and in the long perspective is essential to vitality and innovation of the city (Rensburg, Kurchner, & Blom, 2007). Good provision of student housing is seen as an important element attracting young, talented people to the city (E. Moors, personal communication, March 8th, 2010).

Municipalities make long-term agreements with local social/student housing associations as well as educational institutions to decide about the amount and location of new student housing estates, and in some cases, also the maximum price. In particular, local authorities influence the stock of student housing through decisions about local building regulations, participation in land price negotiations and setting land use plans, and possible temporary exceptions (which are often used to find locations for temporary container housing). If possible, preferences of students regarding the location of SH (near the city center, enabling urban lifestyle, within short travel time from the school/university) are taken into account. In some cases students are represented in the decision making process by forming advisory panels (Wegstapel & Buckers, 2005; M. Alberts, personal communication, February 25, 2010).

However, (permanent) student housing does not constitute a separate category in the local land use plan and falls into the general housing category. Location of new student housing investments is therefore mainly dependent on availability of free land lots suitable for housing that can be bought by the social housing association for a reasonable price. In some cases, student housing is built on lots which belong e.g. to the university. Temporary containers may be placed on available lots (belonging to e.g. the municipality or the university) if they are known to remain free for 5 years and are not suitable for regular housing. As a result, temporary housing often ends up in peripheral, (post)industrial locations (M. Alberts, personal communication, February 25, 2010).

Students, with their lively and creative lifestyle, are sometimes seen as catalysts for regeneration of disadvantaged neighborhoods – however, this process can take place only under the condition that other elements of wider regeneration scheme are implemented. The presence of students can also invoke synergistic effects in the field of creative industries in post-industrial sites going through the process of urban transformation (Rensburg, Kurchner, & Blom, 2007). Student residents contribute to a lively atmosphere in the area and constitute an important economic force by creating the critical mass necessary to operate for local shops and service points – such as a supermarket, a bar, a bicycle shop, launderette. Furthermore, students can be seen as "pioneers" who are capable of settling down in previously monofunctional neighborhoods (such as commercial or industrial sites). Construction of student housing becomes a trigger for investments in infrastructure which is used by other residents later on – such as electricity, gas, water, internet, investing in public

grounds (bicycle storage, or a sports field) and public transport (buses, even ferries like in NDSM case). (E. Moors, personal communication, March 8th, 2010).

One example is the area of Houthaven in Amsterdam, built in the late 19th century as timber docks and still used for sailing boats to some extent. In the late 20th century the area declined into a no-go zone visited mainly by prostitutes and their clients. The process of revitalization was started when first entrepreneurs decided to take advantage of cheap storage space (Couzy, 2009). The process took its momentum when the old harbor office building was renovated in 2002 and turned into a creative hub with rental ateliers for artists, office space and a café (De Bonte Zwaan, 2010). In the same period, a secondary school, several restaurants and café's as well as temporary student housing were brought to the area – the converted cruise-ship as well as two small complexes of container housing. As a result, the area gains the new image of safer, young, alternative and rather affordable. The spin-off effects of locating students in the Houthaven area can be summarized as the role of students in bringing life to the area, supporting local businesses and putting the place on the map of the city. They changed the abandoned no-go zone into well known and vibrant neighborhood. This effect is recognized also by other residents of the area, despite their initial fear of nuisances (such as noise, garbage, problems with parking space for bicycles) (E. Moors, personal communication, March 8th, 2010). In 2005 there was a new project developed for the whole area, which included removing temporary users of the area and turning it into green, pedestrian (and biker)-friendly residential area (VROM, 2010a). This plan is being executed, with some new residential blocks already present but the area is not complete yet.

Another interesting example of a particular planning policy related to student housing can be found in Science Park in Amsterdam. This science hub can be seen as an effect of the national planning policy which assumes strong regional cooperation, sustainability and thematization of new development&production areas. The aim is to use physical proximity of such clusters to develop synergistic effects of actors working in similar sectors. Much emphasis is also put on producing spatially coherent urban blocks of distinctive identity and relationship to the surrounding landscape, also in the ecological sense (VROM, 2010b).

The Science Park is thus a science cluster, consisting of research and education institutions (including the University of Amsterdam Faculty of Science) and knowledge-related business activities. This vast area of 70 hectares has been selected in 1996 as one of the key neighborhoods for developing knowledge-intensive activities in the region of

Amsterdam. Proximity of the city center and excellent access by various transport means (including highway, railway connections, city buses and proximity of the international airport) were crucial for the choice of the place – well connected both nationally and internationally and attractive for its users. The masterplan of the campus assumes diversity of functions and users manifested in the network structure of buildings connected via a sequence of public spaces to obtain the effect of urban landscape. The sense of urbanity is evoked by various types of functions: offices and companies, research institutes and labs, educational facilities, sports and recreational infrastructure, a congress hotel, as well as housing, including student housing (Amsterdam Development Corporation, 2008). In particular, sport facilities, housing and student accommodation are meant to ensure a dynamic environment on the campus (E. Moors, personal communication, March 8th, 2010).

Future plans and strategies

The growth of the number of students is expected to continue until about 2020. The current estimates may be affected by changes in tuition fees or student loans, changing competency requirements for higher education and possible restrictions in immigration policy (Rabobank 2006). Due to the success of the Action Plan 2003-2010, future plans and strategies of main actors, generally speaking, can be summarized as continuation of the current policy (Dienst Wonen, 2007; Kences, 2008). The accurate estimation of housing shortage among students is essential, especially due to fluctuations caused by popularity of temporary, short-term solutions that must disappear within 3-5 years from construction (Van der Laan, 2009).

Furthermore, students become increasingly concerned about the quality of housing offered to them and their voices are articulated more and more clearly (eg. Rabobank, 2006). In some cases, already now students refuse to take accommodation in remote locations, with bad connections to the city and/or educational facilities (eg. Van der Laan, 2009) and organize happenings and social actions to set the issues of quality, affordable pricing and rights of students as clients on wider political agenda (LSVb, 2008).

Sustainability issues are also increasingly present on the agenda. For example DUWO - the leading corporation specialized in SH in Randstadt, already established an internal knowledge center focused on sustainable material use, energy provision and saving. The energy to DUWO's SH is provided by green energy provider (DUWO, 2007).

Foreign students constitute a separate and rapidly growing sub-market, as they need furnished apartments which are available immediately – unlike Dutch students who usually have to register on lengthy waiting lists and rent empty space. Apart from the provision side, there are plans to improve availability of information about housing for students in English. Providing more information in English makes foreign students more independent in their search for rooms and reduces pressure on institutional help. (Rensburg, Kurchner, & Blom, 2007; N.Pouw, personal communication, July 21, 2009)

Discussion

The Dutch system of SH provision is characterized mainly by the general shortage of housing in the Netherlands and diversity of responses to this problem – many students live with their parents or find their accommodation on the free market, by renting rooms or flats from private landlords. However, a significant fraction of students turns to the public sector in their search for affordable living space. This sector suffers from constant shortages but tries to look for diverse and creative solutions, such as temporary container housing, adaptation of office space or ships and increasing rotation in existing student houses. At the institutional level, housing corporations cooperate to gain funds for investments, lobby for legal changes to enable more flexibility in temporary renting of abandoned buildings and associate to exchange their know-how.

On the other hand, the shortage of living space is still acute, and waiting lists can be painstakingly long – some students wait for several years to get a room from the public sector. The popularity of "quick-fix" temporary solutions sometimes results in rather poor living conditions, with little privacy or remote and desolated locations. The inherent temporary character of these solutions makes the supply of student housing units volatile, as the number of available units may change dramatically from one year to another, based on availability of land and the technical state of containers. Meanwhile, the current subsidy system promotes construction of independent units (rooms with own bathroom and kitchen) which makes investment in student housing very expensive and thus limits the number of new projects. In the long run, however, this policy contributes to increased quality of living conditions for students.

Given the fact, that big parts of investments in student housing come from the richer social housing corporations which build and sell regular estates, this funding source is sensitive to the crisis on the real estate market.

The last important feature of this system is its locality – student housing problems are solved mainly at the level of the municipality. National agents remain in the background, setting the scene by shaping the legal framework, but the actual solutions are worked down at the level of municipalities, universities and local housing corporations. This small scale system bears certain threats as well as opportunities. It limits the amount of available resources and does not guarantee equal access to student accommodation across the country. On the other hand, the small scale allows for more flexibility in adopting solutions best suited for local circumstances.

2 -BRITAIN

1. General context

Since the 1960's the UK Government has expressed a continual commitment to increasing the number of young people engaging in Higher Education (Rugg, Rhodes & Jones 2000). The Robbins Report in 1963 began this process by granting university status to more educational establishments and declaring ambitious targets for increasing student numbers (Karran 2007). More recently the 2004 Higher Education Act set a new target that aims to see 50% of young people in Higher Education by 2012, translating as a growth rate of 2.6% per annum2. Demand for student accommodation is forecast to increase by 3% pa to 1.2 million students in 2010 (Smith 2007). In addition to this, the recession is also causing an unexpected increase in the number of university applications as more post-graduates return to education as an alternative to un-employment (Savills 2009). Despite the recession and new immigration restrictions on international students, student numbers are growing at fifteen times the rate of housing supply in London (Savills 2009). Despite these ambitious targets for increased student numbers there appears to have been no consideration regarding how these additional students will be housed at the university of their choice (Rugg, Rhodes & Jones 2000).

The government removed the provision of housing benefits for students in the 1986, indicating that they no longer regarded accommodation provision as a need to be supplemented by the welfare system (Rugg, Rhodes & Jones 2000). Despite this, 75% of students continue to enrol in a course that is outside of their home county (Savills 2007). Therefore, unlike many other European countries, many students in the UK choose to pay the additional costs of accommodation as part of their higher educational experience rather than live at home with their parents whilst studying. Universities have been left to set their own agenda regarding the welfare of their students (L Ince, personal communication, 4th May 2009). If the finance and motivation is present to provide sufficient student accommodation then a majority of universities will offer a guarantee of accommodation for the first year of a student's studies (L Ince, personal communication, 4th May 2009). However due to increasing building costs, increased interest rates and restrictions placed on

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[2] http://www.unite-group.co.uk/

university grants (grants were not permitted to be spent on expanded facilities), most educational establishments are left with little choice than to limit their provision of student accommodation, thus increasing the dependency upon the private rented sector (Rugg, Rhodes & Jones 2000).

Until recently there has been little legislation relating to the governance of the private rented sector. This has led to the provision of student accommodation being dominated by private landlords and commercial developers, thus leaving the sector vulnerable to economic market forces. In addition to this the over reliance on the private sector for the provision of student accommodation has created problems within local communities3. On an urban scale, students seek to locate themselves within close proximity to university and the city centre, thus delineating the student accommodation boundaries to a very specific geographical area (The Guardian 2008). They are a transient population who seek short-term accommodation that is conveniently located for their studies (F Turner, personal communication, 23rd April 2009). The student accommodation market has subsequently created a niche market in the housing sector with demands that differ significantly from the traditional housing market (Rugg, Rhodes & Jones 2000). The following section will describe the various types of student accommodation within the UK, their funding models and external influencing factors.

2. National Policy

Due to a lack of formal recognition of the student accommodation sector by the UK Government there are currently no planning regulations that govern that specific sector (B Pearce, personal communication, 27th May 2009). This is applicable on both the national and local scale. Statutory planning provision is provided by the Department of Communities and Local Government for national guidelines on issues such as sustainable development, planning for town centres and housing4. This is governed by additional Regional Spatial Strategies that are issued by the regional planning authorities. Local authorities are then tasked with culminating the aforementioned strategies into a Local Development Framework

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3 http://www.hmolobby.org.uk/
4 http://www.urbanforum.org.uk/handy-guides/the-handy-guide-to-planning

and a Sustainable Communities Strategy5. To date there is no specific guidance relating to student accommodation in any of the aforementioned planning legislation (B Pearce, personal communication, 27th May 2009).
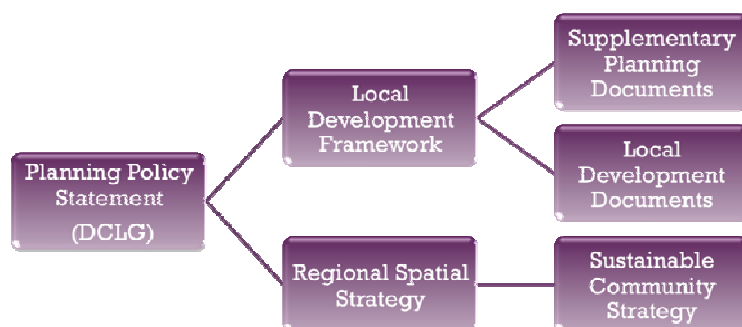

Diagram to illustrate the planning policy framework in the UK

The only legislation that has a significant impact upon the student accommodation sector is that of 'House of Multiple Occupancy' (HMO). This relates to housing that is provided within the private rented sector. HMO regulations were first introduced as Section 345 of the Housing Act 1985, which identified HMO as 'a house occupied by persons who do not form a single household'6. The Act was later revised in 2004. HMO's therefore delineate the types of households that are occupied by students in the private rented sector and is the closest reference to student accommodation in planning legislation.

The Housing Act 2004 was introduced to protect vulnerable people, notably migrants and young people from exploitative landlords7. The aim of the Act was to increase the quality of accommodation that was being offered by private landlords, in particular its physical condition and the management standards of the property8. Mandatory licensing with local authorities was introduced in an attempt to impose restrictions, however there is some dispute that many local authorities do not have the capabilities to be able to realistically enforce such measures (Smith 2007). In addition to this the Tenancy Deposit Scheme was introduced to protect the rights of tenants, the scheme ensures that all deposits related to the renting of the property are guaranteed by an independent body9. One concern related to the control of HMO's is the lack of legal requirement to declare the use

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5 http://www.urbanforum.org.uk/handy-guides/the-handy-guide-to-planning
6 http://www.hmolobby.org.uk/wozhmo.htm
7 http://www.opsi.gov.uk/ACTS/acts2004/ukpga_20040034_en_1
8 http://www.opsi.gov.uk/acts/acts2004/ukpga_20040034_en_1
9 http://www.direct.gov.uk/en/TenancyDeposit/DG_066383

for the house therefore the same planning applications will be considered for single households as for households which contain more than one single unit (B Pearce, personal communication, 27th May 2009). Previous Use Classes Order only required landlords to register their properties if more than seven residents are living together10. Therefore by keeping the number of residents below seven, no additional planning legislation was required to convert a family house into student accommodation, making it difficult to control the number of students living in one area (B Pearce, personal communication, 27th May 2009).

Universities have no legal requirements to provide accommodation for their students however a majority provide some form of accommodation for most of their first year students. University owned student halls are generally allocated on a geographical basis, meaning that students living further away from the university are granted accommodation before those living closer (F Turner, personal communication, 23rd April 2009). In addition to this students with disabilities and international students are also given preferential allocation for university managed student accommodation11. Due to the inability of UK universities to be provide adequate levels of accommodation to any of its second and third year students, it has become a cultural norm that these students turn to the private rented sector for their accommodation needs (F Turner, personal communication, 23rd April 2009).

3. Financing and subsidies

Financial Solutions and subsidies for Producers

There are several financial solutions that have been adopted by both universities and commercial developers to further the development of student accommodation.

One of the preferred methods for universities is Public Private Partnerships (PPP's), these consist of a partnership between commercial developers and local universities. The commercial developer will provide the initial capital investment required for the

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[10]http://www.planningportal.gov.uk/england/public/planning/smallbusiness/bg13commontypesofapplication/bg138changeofuse/useclassorder

[11] http://www.plymouth.ac.uk/pages/view.asp?page=25375

construction of the accommodation and in most cases will then develop the accommodation and maintain it for a duration of 25yrs12. Universities guarantee the building's occupancy for the entirety of this lease and are devoid of any facilities management costs relating to the building (L Ince, personal communication, 4th May 2009). The long-term security that PPP's offer, combined with regular rent review patterns guarantee the security of investments in student accommodation. The commercial developers recover their costs of the build through the rental income from the students. This rate is negotiated with the university on an annual basis (F Turner, personal communication, 23rd April 2009). PPP's are therefore a popular choice for universities as the projects are entirely self-funding and negate the need for government subsidies13. At the end of the 25yr lease the building becomes the property of the university. This may seem a beneficial solution to universities as it allows them to increase their property portfolio, however the fact that a majority of new buildings are produced to last 25 years, must be taken into consideration when calculating the actual cost effectiveness of these funding models (F Turner, personal communication, 23rd April 2009).

Private finance initiatives (PFI's) are the archetypal model for the construction of schools and public services, as unlike student accommodation, the cost for production of these schemes cannot be recovered via rental income. The UK Government funds the capital repayments to the commercial developer and therefore secures the overall construction of the scheme. 14

A similar method to PPP's has been trialed by Unipol in Leeds. Unipol Student Homes is a charity that works in partnership with student accommodation providers to 'improve training, standards and professionalism in student housing'15. Unipol was established in 1975 in Leeds and provides voluntary accreditation to student accommodation providers via its national 'Code of Standards'.16 These Code of Standards provide guidance for both universities and commercial developers on issues such as transparent marketing of the accommodation, the provision of fair legal contracts and facilities management. In addition Unipol also offer training courses for professionals that are working within the field of

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[12] http://www.martineau-uk.com/publication_event/updates/ppp.htm
[13] http://www.martineau-uk.com/publication_event/updates/ppp.htm
[14] http://www.martineau-uk.com/publication_event/updates/ppp.htm
[15] http://www.unipol.org.uk/national/
[16] http://www.unipol.org.uk/National/Governance/default.asp

student accommodation17. Unipol also provides its own housing for up to 2,000 students in Leeds. Their property portfolio consists of a combination of their own properties plus some leased properties from local housing associations, the local council and private companies18. All properties are managed by Housing Management Officers who are dedicated to a certain number of properties within the portfolio, thus providing continual support all of its residents. Maintenance issues are recorded with the aid of a computerized reporting system and an out of hours emergency call centre is provided for urgent requirements. This is a very similar operating model to that of the commercial developers that offer a service package, however due to Unipol's status as a charity, instead of utilizing the revenue to fund new developments and create profit margins, any profit made from the rental income of these houses is re-invested into the charity and then used to provide additional services to students19.

Student accommodation investment funds are another alternative to providing the capital for the construction of student accommodation and are a popular choice in the commercial sector. In 2006 The Unite Group Plc set up the £1 billion Unite Student Accommodation Fund (USAF). This fund was unique at the time and allowed for ambitious development targets thanks to the continual re-mortgaging of their assets via the USAF(J Hunt, personal communication, 27th March 2009). By 'selling' their assets to the USAF and operating as its Fund manager, UNITE essentially maintains a significant minority share of ownership (16.3%) whilst profiting from the access to additional capital for further developments (J Hunt, personal communication, 27th March 2009). UNITE also maintain full operational management of the assets within its portfolio, ensuring control is maintained over its brand development (J Hunt, personal communication, 27th March 2009). A recent report into the private rented sector stated that 'The fund is Europe's largest unlisted specialist student accommodation investment vehicle, holding £850 million of gross property assets and attracting £370 million of third-party equity' (Smith 2007). Investors are attracted to the fund thanks the security of the student accommodation market, offering a greater degree of security than any other form of accommodation (Savills 2009). On the 22nd December 2009 UNITE announced the successful completion of its £167 million capital raise

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[17] http://www.unipol.org.uk/National/Training/default.asp
[18] http://www.unipol.org.uk/Housing/default.asp
[19] http://www.unipol.org.uk/National/Governance/default.asp

which was used to purchase a further five properties worth £95.4 million from UNITE[20]. Similar funds have subsequently been developed as a result of USAF's success and continue to offer attractive investment opportunities despite the current recession[21].
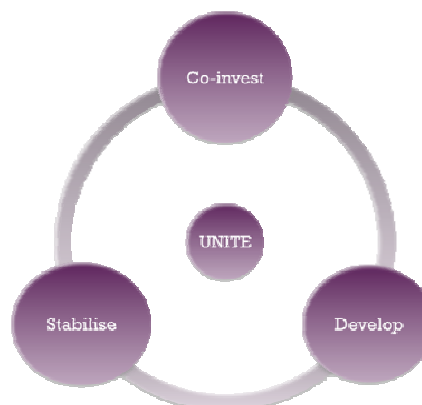

Diagram illustrating UNITE Plc's operating model

The private rented sector consists of several private landlords who were attracted to the market through the provision of 'buy to let mortgages' (The Smith Institute 2008). These mortgages became popular in the late 1990's and offer buyers tax benefits for properties intended for the rental market. All rental income is taxable under UK law but taxable costs such as the interest on 'buy to let mortgages' and maintenance costs for the property can be deducted, thereby making this a profitable investment opportunity[22]. However the introduction of new HMO regulations in 2007 had an impact on the attractiveness of this offer (King Sturge 2008).

Subsidies for users

In 1986 over 50% of students were receiving housing benefits from the Government until the welfare system was reviewed later that year. Subsequently the provision of grants for student accommodation was eradicated (Rugg, Rhodes & Jones 2000). The Teaching & Higher Education Act 1988 abolished the maintenance grant system for students and introduced the tuition fees system, which meant that all students who commenced their

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[20] http://unitegroup.hemscott.com/news-item?item=323125422063628
[21] http://www.investorschronicle.co.uk/InvestmentGuides/Funds/article/20090706/1ece8f54-6652-11de-bb6a-0015171400aa/Student-accommodation-funds-come-of-age.jsp
[22] http://en.wikipedia.org/wiki/Buy_to_let#Buy-to-let_mortgages

studies in 1988 were required to pay up to a maximum of £1,200 per year for tuition fees (Rugg, Rhodes & Jones 2000). This sum was later increased to between £0 and £3,000 by the top-up fees system that was introduced as part of the Higher Education Act 200423.

In addition to this loan, students are also offered a maintenance loan to help with accommodation and living costs. Students can borrow up to £4,950 per annum and are expected to repay this, in addition to the tuition fees loan when they are in full-time employment after graduation24. As a result of this system many students are forced to take part-time employment throughout the duration of their time at university25.

The student loan system aims to facilitate higher education for all members of society and therefore does not provide any further supplements for students from disadvantaged backgrounds. Several charities such as UNIAID and the Helena Kennedy Foundation offer additional financial support for both accommodation and maintenance but are limited to a small number of students per year26. State subsidies are provided in the private rented sector in the form of Council Tax exemption (tax paid by all residents to part fund the services provided by local authorities). This must be authorised by each local authority and has proven an effective method of measuring the number of students in each area.

4. Main actors

National level:

UK Government

As previously mentioned the National Government have set ambitious targets to increase the total number of students in the UK. To facilitate this they have introduced the student loan system that aims to offer all students the financial means to attend higher

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23 http://www.slc.co.uk/
24http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/Applyingforthefirsttime/DG_171523
25 http://www.unite-group.co.uk/
26 http://www.uniaid.org.uk/

education. However there has been no attention given to the accommodation needs of the students and this has been left to the individual universities to co-ordinate.

As many students are forced to seek accommodation in the private rented sector, this has caused its own complications, in the form of a process known as 'studentification'. This process describes the virtual ghettoisation of local communities by students and has become a national concern in most major university towns and cities. The Department of Communities and Local Government has attempted to address this issue by commissioning reports into the situation and to date this has been the only national recognition of the accommodation needs of students within the UK27.

City level:

Public institutions

Higher Educational institutes in the UK can typically offer accommodation for only 25% of their students28. The reasoning behind this lies in several factors, a progressive decrease in university related public spending and restrictions on how this is spent, an increase in building costs, onerous planning regulations for city centre developments and until recently high interest rates (Rugg, Rhodes & Jones 2000). The cumulative effect of this has resulted in decreasing capabilities of universities to offer their own housing stock. Despite funding models such as public private partnerships (PPP's) offering an alternative solution to the provision of student housing, a majority of universities are still forced to be reliant on private supplies of accommodation. Universities within the UK conventionally offer guaranteed accommodation within their own stock for first year. If it is feasible international students and post-graduates will also be offered university owned accommodation but this is very dependent upon the capabilities of the individual universities (J Hunt, personal communication, 27th March 2009).

Private actors

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[27] http://www.communities.gov.uk/news/housing/977551

[28] http://www.unite-group.co.uk/

Demand for the private rented sector has been driven by the significant shortage of affordable alternatives for students[29]. During the economic boom in the UK the provision of suitable accommodation in the private rented sector was fuelled by the availability of buy-to-let mortgages. Accompanied by the fact that until 2004, it was not necessary to register a HMO with the Local Authority, new entrepreneurial landlords flooded the private rented sector market. As the number of students in the UK continues to grow on an annual basis, the student sector remains a predominant target for private sector landlords.

The commercial sector is dominated by a few large organisations that have 6% of the overall student accommodation market. Organisations such as the UNITE Group Plc, UPP, Opal and Liberty Living are listed within the top twenty commercial operators and each have a property portfolio consisting of over 9,000 beds (King Sturge 2008). The UNITE Group plc claim to be the UK's leading developer and manager of student accommodation[30]. UNITE established itself by initially converting disused office blocks in the early 1990's into student accommodation (F Turner, personal communication, 23rd April 2009). Since then the company has grown to a total of 38,500 beds across the UK[31]. UNITE have lead the way in creating new investment methods for student accommodation development and have also expanded into the graduate market with their Livocity brand in 2007. The Livocity range of accommodation is offered solely to graduates in London who choose to stay in London for work and are unable to afford to buy their own property but wish to remain living in the city centre (F Turner, personal communication, 23rd April 2009). Livocity currently has three properties in London and offers both long-term lets and short-term stays in 'serviced apartments', a more homely alternative to a hotel[32].

Local authorities

UK local authorities principal involvement with higher educational establishments is via planning regulations (B Pearce, personal communication, 27th May 2009). Some universities take the additional measures of orchestrating the integration of their students into local

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[29] http://www.unite-group.co.uk/
[30] http://www.unite-group.co.uk/
[31] http://www.unite-group.co.uk/
[32] http://www.livocity.co.uk/livwebsite/index.jsp

communities33. This helps to reduce the effects of studentification by attempting to create a better relationship between the local community and the students. Some local authorities work in close partnership with their universities and aim to avoid the onset of studentification by including clauses within their planning policy and masterplans (B Pearce, personal communication, 27th May 2009)

5. Production models (Types of SH solutions)

Student accommodation provision in the UK is split into four sectors; private rented sector (56%), university owned (15%), students living with parents (13%) and the commercial sector (6%)34. The reasoning behind this demarcation of the student housing market will be explained throughout this report. It is evident that the product offer in each sector varies significantly, however, clarifying whether the design of student accommodation is driven by demand or building constraints is problematic as there is a severe lack of research into this subject area (Rugg, Rhodes & Jones 2000).

The location of student accommodation within a city is dependant upon the type of developer and the availability of land or housing stock within the private rented sector. If there are areas of the city that are within walking distance of the university then it is likely to be of interest to both commercial developers and private landlords, as this is one of the key selling points for student accommodation within the UK. As more local planning authorities are restricting the amount of cars in urban areas, transport links are another essential element of student accommodation localities35. Greener transport such as cycling or the use of public transport is therefore actively encouraged by universities. The University of the West of England (UWE), on the outskirts of Bristol, provides an interesting example of a university campus that is located on the away from a central urban area. This has caused an over-reliance on the use of personal cars in the past for both staff and stuents. When new student accommodation was constructed on the campus in 2007 it was also necessary to consider how their transport needs would be catered for with respect to travelling away

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33 http://www.universitiesuk.ac.uk/Newsroom/Media-Releases/Pages/MediaRelease-447.aspx
34 http://www.unite-group.co.uk/
35 http://www.uwe.ac.uk/aboutUWE/future/questions.shtml

from the university to the city centre. UWE's Travel Plan was constructed in 2007 and details how £1 million worth of investment was required for a university owned bus route that could cater for its students' needs36. In addition to this they also integrated a bus pass into the rent of their newly built, on-campus student accommodation. This is an innovative way of encouraging sustainable travel for students.

Although creative clusters are an attractive element to many young professionals, the presence of them does not automatically raise the profile of student accommodation for commercial developers. This could be due to the fact that in some circumstances they are also areas that are associated with higher crime rates. In Bristol, three commercial developers have located their properties next to an area that is known for its creative entrepreneurs, Stokes Croft. However, despite its popularity, it is subject to deprivation and high crime rates37. Subsequently, these buildings have experienced higher reports of burglaries than properties in other areas of the city. As commercial developers are driven by market demand, the ability to promote accommodation as 'safe and secure' to students and their parents is an essential element of their sales strategy. In a survey on student lifestyles conducted in 2007, it illustrated that 34% of students required parental assistance with paying their rent (TNS Consumer, 2007). It is therefore critical to be able to appeal to both students and their parents when marketing student accommodation as they are both, in essence, the real customers.

One form of clustering however is of significant interest to universities. Technological and science clusters are evident in both Cambridge and Bristol. Cambridge is well-known for its cluster of high-tech businesses in the surrounding area of the traditional city and as such has been termed, 'Silicon Fen' or 'the Cambridge Cluster'38. This strategic clustering of businesses in close proximity to one of the world's leading universities has resulted in 24% of all UK venture capital being received by Silicon Fen39. The success of this venture has created the expression, 'the Cambridge phenonmenen' and the model is being replicated

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36 http://www.bristol.gov.uk/item/search/?query=UWE+travel+plan&submit=Search
37 http://www.bbc.co.uk/bristol/content/articles/2007/09/06/prsc_feature.shtml
38 http://en.wikipedia.org/wiki/Silicon_Fen
39 http://en.wikipedia.org/wiki/Silicon_Fen

across the country. Although the site does not have any accommodation, its attraction for entrepreneurs is likely to increase the demand in the private rented sector[40]. Bristol is drawing on a similar model to that of Silicon Fen in its proposed creation of Spark, a science park that is intended to draw upon talent from universities in both Bristol and Bath[41]. There is no proposed accommodation as part of this development.

The following section will briefly describe the types of student accommodation solutions based on evidence from desk research and personal interviews.

Private Rented Sector

The Private rented sector is by far the most popular choice for students within the UK. The private rented sector is typically referred to as 'house in multiple occupation' or HMO[42]. The term 'multiple occupation' defines the fact that the occupants of the household are typically un-related and are therefore, in respect to the law, do not form a single household[43]. A House of Multiple Occupation is legally defined as a dwelling that is let three or more tenants[44]. HMO's are either converted from traditional housing stock such as terraced houses or are new-build tenement housing, constructed to fit with the typology of the surrounding area. They therefore tend to be located within existing local communities, often neighbourhoods for low-income families in proximity to the city centre.

University Owned

University owned accommodation is purpose built accommodation, designed to meet the needs of students. The design can vary greatly, ranging from traditional halls, dating back to the 1800's such as in Cambridge and modern developments built in universities with increasing attendance rates. A typical design consists of a room with a bed, desk and chair. Communal facilities such as kitchens and bathrooms are then shared between 3 – 7 people. A recent development in student accommodation design is the provision of en-suite

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[40] http://www.siliconfenbusiness.com/viewcomp.php?id=290
[41] http://www.s-park.co.uk/index.php/about/about/
[42] http://www.hmolobby.org.uk/wozhmo.htm
[43] http://www.hmolobby.org.uk/wozhmo.htm
[44]http://www.communities.gov.uk/housing/rentingandletting/privaterenting/housesmultiple/hmofaq/landlords/licence/?id=668044#question

bathrooms and larger beds, this has been provided as a result of increased demand by students for improved facilities. There are some arguments to suggest that due to the increased amount of debt that students are expected to incur as a result of attending university, they are subsequently demanding better university facilities (F Turner, personal communication, 23rd April 2009).

Commercial sector

The commercial student accommodation sector has emerged as a result of the shortage of supply in university owned accommodation. Identifying a gap in student accommodation provision, commercial sector developers have thrived, resulting in a 6% market share. Despite this relatively low percentage share, privately operated, purpose built student accommodation has seen the largest growth in market share over recent years (King Sturge 2008).

Due to high land value, commercial developers typically offer high density, purpose built developments in central locations that are guaranteed to yield high rental incomes (J Hunt, personal communication, 27th March 2009). The selection process for commercial sector production relies upon the following factors; proximity to university and city centre, availability of affordable land and planning regulations. In some circumstances private developers have met with local transport companies to ensure that adequate public transport will serve the accommodation, however this tends to only be applicable to large-scale developments. When considering a newly available development site, its proximity to university is one of the most important factors and sites will be rated upon this. As a majority of students do not own their own transport and local authorities are un-favourable of new developments without parking, it is essential that students are either able to walk to university or travel by public transport. In addition to this, local authorities have expressed a preference for large-scale developments to be separate from residential areas. Brownfield sites are therefore ideal for commercial developers, depending upon their proximity to universities and local amenities.

As this accommodation is often sold in the private market, with no support from the universities, it is essential to construct a product that will meet with the demands of the consumer. Many commercial developers have also been instrumental in enforcing the Police Authority's 'Secured by Design', a nationwide initiative which aims to 'support the principles of designing out crime'45. It is for this reason that many properties have CCTV, secure entry systems such as digitalised key cards and security officers. The UNITE Group Plc have specialised in providing modular builds which consist of around 250 beds per building and can be constructed more efficiently and cost effectively than traditional building methods (F Turner, personal communication, 23rd April 2009). A UNITE modular build room is produced entirely in an off-site factory and is fully fitted to a high specification, including curtains, desk, chair and bed. This room is then inserted into the exterior construction of the building, following this a bathroom 'pod' is inserted and the whole process is completed by the electrical and plumbing components being connected to the main building supply. This results in a cost-effective yet heavily standardised product offering.

Picture of modular construction of a UNITE property in Bristol

Source: www.unite-group.co.uk

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45 http://www.securedbydesign.com/

6. Ownership and management

Private rented Sector

A recent report into the private rented sector stated that, 'The supply side of the private rented sector is dominated by small-scale and part-time landlords. In 2003, private individuals owned some 67% of private rented dwellings in England. It is estimated that there are 700,000 private landlords in England. The median number of lettings per landlord was between two and four in 2003, and 33% of landlords owned only one property'(The Smith Institute 2008). The sheer scale of private landlords makes regulation of this sector problematic. There have been several concerns in the past regarding the standards of the properties but charities such as Shelter have lobbied the Government extensively to improve this [46]. Consequently the Housing Act 2004 was introduced which has lead to a vast improvement in living standards within the private rented sector (Rugg, Rhodes & Jones 2000).

Universities & Commercial Sector

Considerable facility costs are involved with purpose-built student accommodation as the typical size of a development tends to be a minimum of 150 beds. In an attempt to reduce their operational costs many universities and commercial developers have outsourced their facilities management to external contractors such as CRM Limited[47]. In addition to facilities management, the administrative costs involved with marketing the property to achieve 100% occupancy and managing the legal tenancy contracts for over 150 students, can significantly increase the overall running costs of a property (F Turner, personal communication, 23rd April 2009). Some commercial sector companies are therefore specialising in offering a complete package to universities, from the development to ensuring its occupancy and managing the resident's experience throughout their stay (J Hunt, personal communication, 27th March 2009). The UNITE Group Plc have reflected this through building upon their 'student hospitality' brand (J Hunt, personal communication, 27th March 2009). By differentiating their product from the product offered in the private

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[46] http://www.shelter.org.uk/
[47] http://www.crm-students.com/student-accommodation/uk/cambridge/

rented sector, commercially built student accommodation has evolved from a product to a service model (Savills 2009).

Codes Of Conduct

As in the private rented sector there have also been concerns regarding the welfare of students living within purpose-built developments. This was addressed via the introduction of three 'Codes of Conduct' in the Housing Act 200448. Unipol, in conjunction with Universities UK and Accreditation Network UK (ANUK) provided the following three Codes of Conduct to the Department for Communciites and Local Governments; The Universities UK/Standing Conference of Principals (SCOP) Code of Practice for the Management of Student Housing applying to university managed and controlled accommodation; The ANUK/Unipol Code of Standards for Larger Developments for student accommodation managed and controlled by educational establishments applying to accommodation managed and controlled by institutions of higher education; and The ANUK/Unipol Code of Standards for Larger Developments for student accommodation not managed and controlled by educational establishments applying to accommodation managed and controlled by other bodies subject to HMO licensing49. The Codes are intended to apply to both landlords within the private rented sector, universities and commercial developers and accreditation via the Codes offer exemption from the mandatory HMO licensing requirements that were introduced in the 2004 Housing Act. Furthermore, the codes will be used as a measurement for inspection for properties within both the private rented sector and the commercial sector, ultimately improving the overall standards within both sectors.

7. Other issues

Both the International student market and the process of studentification are quite unique factors in the UK that have a notable impact upon the student accommodation sector. The following section will explain both issues in further detail.

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[48] http://www.communities.gov.uk/archived/publications/housing/icodes
[49] http://www.communities.gov.uk/archived/publications/housing/icodes

International Student Market

The International Student market has long been a source of significant income to UK, contributing over £8.5 billion to the British economy each year (The Guardian 2009). The UK is the second most popular destination for International students in the world after the USA and attracts over 270,000 international students to its institutions on a yearly basis (King Sturge 2008). Universities can charge up from £4,000 to £18,000 per year in fees for international students[50], whereas the maximum for a UK national student is £3,225[51]. This differential allows universities to generate up to £1.25 billion per year in fees from international students (The Guardian 2009). The international student market is particularly lucrative for commercial developers, as highlighted in the following extract from an investment report into the student accommodation sector, 'International demand is supporting capital values of the best new accommodation, with rents and yields pointing towards capital values of over £1,200 per sq ft in central London' (King Sturge 2008).

Despite the fact that London attracts up to 70% of international students (The Guardian 2009), other cities compete fiercely to attract such a lucrative market to their universities. However a change in immigration laws may have a significant impact upon this for all cities throughout the UK. In 2006 the UK Border Agency announced an immigration reform plan that came into effect in the latter half of 2009[52]. The reform is designed to eradicate less reputable educational establishments and avoid the loophole of education being used as a means to avoid immigration laws[53]. However it is predicted that the additional complications that will arise out of this policy reform will create a 20% decrease in international students applications (The Guardian 2009).

Studentification

The term 'studentification' was first adopted in the early 2000's by the National HMO lobby and can be broadly defined as the impact that the increased density of student housing has upon a local community (Smith 2007). The National HMO lobby is a pressure group formed by local community groups across the UK. It was set up in April 2000 and its aim is to 'ameliorate the impact of concentrations of houses in multiple occupation (HMO)

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[50] http://www.ukcisa.org.uk/student/fees_student_support.php
[51] http://www.slc.co.uk/
[52] http://www.ukba.homeoffice.gov.uk/studyingintheuk/
[53] http://www.unite-group.co.uk/our-customers/universities.go

on their communities'[54] by ensuring that the detrimental effects of studentification are recognized by the national government. In a recent paper commissioned on behalf of UK Universities, a representative body for educational establishments in the UK, Darren P. Smith comments that;

'studentification bears many similarities to other contemporary societal processes that are reconfiguring the sociospatial patterns of knowledge-based, post-industrial societies and economies. Processes of studentification reduce the opportunities for positive, and mutually beneficial, social interactions between different social groups, and fuels the growing segregation and polarisation of social groups based on lifestyle and lifecourse cleavages, as well as differing levels of economic capital.' (Smith 2007)

In a recent article in The Guardian (2008) the effects of studentification were listed as; increased environmental health problems caused by increased amounts of rubbish, anti-social behaviour including noise created by students' alternative lifestyles, transient populations, burglaries due to student's being away from home for extended periods of time and most importantly increasing the lack of affordable houses for families. As with gentrification, demand for public services from students differ significantly from that of families and as such result in a general decline of their provision.

Stages of Studentification

(1) The *Ivory Tower* stage: the university establishes a campus to accommodate its core business (classrooms, libs, labs, offices, etc).

(2) The *Cloister* stage: the university provides purpose-built accommodation for non-local students, usually close to the Ivory Tower, and cloistered from the host community.

(3) The *Settlement* stage: student overspill from the Cloister settles in private accommodation in the neighbouring host community.

(4) The *Colony* stage: expansion of student numbers leads to further pressure from, and domination by, students of the areas already settled around the Cloisters: this is the moment of **studentification**.

(5) The *Evacuation* stage: in the aftermath of studentification (already experienced by some communities), evacuation of the Colony (for instance, to new-built 'Cloisters') leads to loss of demand, and collapse of the local housing market ('destudentification').
3.2 The tipping-point In a normal balanced community in Britain, one in five of the population are children, and one in five are older people. Evidently, social cohesion is readily maintained where distinct social segments constitute up to a fifth of the population. If this

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[54] http://hmolobby.org.uk/index.htm

proportion is exceeded, it becomes noticeable – as a young area, or an elderly area, for instance. The same is true of a young adult (student) population: if it remains at (or below) **one in five**, it is readily accommodated (and indeed has been for many years in many university towns). This is the 'tipping-point'. When it exceeds this proportion, stresses appear. When students number *one in four*, this impacts on the character of the area, and challenges social cohesion. If students number *one in three*, the disproportion is marked, the student community achieves autonomy and becomes the dominant social group (being larger than any other segment), and cohesion is lost. In some cases, imbalance may increase, and students equal (or even outnumber) the rest of the population combined.

Source: www.hmolobby.org

The issue of studentification has been relatively ignored by the UK Government until 2006 when the Parliamentary University Group met to discuss the topic of student accommodation. As a result of this meeting, two new groups were formed – AAPG and Sustainable Communities, but no formal recognition of the term studentification was achieved. Universities UK (UUK) produced a paper in 2006 entitled ' Studentification, A guide to opportunities, challenges and practice' but this was criticized by the HMO Lobby for 'fudging the real issue, and offered answers only to the superficial effects of studentification' 55. Despite the efforts of the National HMO lobby, the situation has remained relatively stagnant.

In an attempt to address the issue of studentification some local authorities have taken matters into their own hands by making provisions for this in their planning policies. Leeds have sought to resist concentrations by enforcing a limit on the number of students within one area (HMO Lobby, Balanced Communities). These areas are known as 'ASHORE's (Areas of Student Housing Restraint) or AoHm (Areas of Housing Mix) and are becoming widely implemented across the UK (Smith 2007). Several cities such as Newcastle are actively promoting large, commercial sector developments in an attempt to combat the problem. In 2008 The HMO Lobby published a paper entitled 'Balanced communities and studentification' aimed to propose several viable solutions to tackle studentification. One option included the existing Use Classes Order should be adapted to reflect the definition of HMO as provided in the 2004 Housing Act, thus limiting the number of family homes that can be converted into student accommodation56. The Department of Communities and Local Government also produced a report in 2008, entitled, 'Evidence Gathering – Houses in

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[55] http://www.hmolobby.org.uk/lobbypapers.htm
[56] http://www.hmolobby.org.uk/lobbypapers.htm

Multiple Occupation and possible planning responses' which set out the following suggestions for tackling the issue,

- Prevent new enclaves by considering changes to the Use Classes Order planning rules allowing for HMOs to be brought under greater council control. This has already been adopted in Northern Ireland.

- Capping and controlling the distribution and the dispersal of HMOs by using the local planning system to set up 'areas of restraint', which have been shown to help balance communities. Nottingham has already established a threshold of 25 per cent per neighbourhood.

- Universities and student unions should develop housing and community strategies that include: community liaison officers; student codes of conduct; neighbourhood helplines; and use of authorised student accommodation agents to help protect students from bad tenancy deals. Many universities have already invested heavily in new student halls which could help ease pressures.

- Councils should target resources such as refuse/letting board collections, street cleansing, fly posting controls at key times in the academic year; establish landlord accreditation schemes; link the demand with regeneration opportunities; work with universities to consider purpose built accommodation; and make better use of their HMO licensing and empty property powers.

Source:wwwcommunities.gov.uk

On 27th January 2010, the Housing and Planning Minister, John Healey, announced a new legislation concerning Use Classes Order. From 2010, local authorities will have new powers which will allow them to control the over concentration of HMO houses by enforcing planning regulations on households containing three or more un-related residents[57].

Despite its professed detrimental effects on the sustainability of communities, the student market can also be a source of significant economic benefit with local businesses and landlords all profiting from the sharp increase in residents. This situation must therefore be addressed with careful consideration as there is a fine balance between the potential of

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[57] http://www.communities.gov.uk/news/planningandbuilding/1447625

students to regenerate an area and the reality of their overwhelming presence in an existing neighborhood.

9. Discussion

With the continued increase in student numbers guaranteed for the forthcoming years, the issue of accommodating these students must be addressed both on a national and local level within in the UK. To date it has been largely ignored by the national government, resulting in the over-reliance on the private sector for the provision of student accommodation. The demand for accommodation within the private rented sector has led to issues such as studentification that remain unresolved, despite several attempts to remedy them via planning policy measures. A surplus in demand for accommodation contributed towards the evolution of the commercial sector that remains relatively un-regulated by both national and local authorities and is also vulnerable to the varying conditions of the economic climate.

There are several legislative changes that local authorities can make to their planning policy to combat the problem of studentification. The issue of studentification is also finally being recognised on a national scale by the Department of Communities and Local Government however the responsibility for resolution remains predominantly within the hands of the local authorities and universities.

The non-regulation of the commercial sector has resulted in the development of a demand driven sector where those who can afford it are offered the most attractive forms of student accommodation. Wealthy international students have created a surge in demand for properties with high specification interiors such as flat screen televisions and games consoles (F Turner, personal communication, 23rd April 2009). Other than increased loan provision, hardship loans from universities and charities there is no state-led subsidised student accommodation, leaving the less affluent students with little choice than to turn to cheaper alternatives in the private rented sector.

The lack of legislation regarding the construction and provision of student accommodation has resulted in the same social polarity being prevalent in this sector as in the real-estate market. Students are faced with the reality of having to work part-time to fund the true costs of their education. The capability of students to re-dynamise an area is being overlooked in favour of segregating them into purpose-built, commercially developed student accommodation. Thus ultimately creating another form of 'gated communities' and risking the alienation of students from the surrounding society.

A greater need for partnership development between local community groups, universities and local authorities is required on a local level to address the increased number of students seeking accommodation within their cities. Provisions should be made on a national scale for students from disadvantaged backgrounds, thus ensuring that education does not become a solely middle class venture.

3 – FINLAND

General context

After the WWII, Finland experienced a process of unusually rapid modernization and industrialization. In the biggest university cities Helsinki and Turku, student unions made some efforts to address housing question already in 1930s and immediately after the war, but by and large the Finnish student housing production system took shape in 1960s, as part of the general welfare state policies.

Student housing was recognized as a national, social issue and solved at the level of public action, albeit with very strong student unions' agency and control. Ideology was that everybody has right to an equal and fair (merit-based) access to studies, including the right to decent living conditions. Early on, education and research were recognized as national policy issues, and in 1980s increasingly as driving force for economy and regional development. Housing was part educational policy, focussing on founding new universities (and later in 1990s vocational high-schools) as regional growth centres. Student housing was, accordingly, organised as regional non-profit monopolies, directed and controlled on national level. Student housing was seen as specific housing, and students as a specific population needing cheap but high-quality flats, mixed in normal neighbourhoods. Noteworthy aspect is that the system did not differentiate between university students and students in other tertiary education, but same housing foundations catered for students. This 1960s-1980s policy development, success of which was confirmed by the efficient nation-wide student housing production, can be seen as a rather unique Finnish model, principles of which are still today largely valid.

Starting point of Finnish student housing

POLI Finland's first purpose-built student house, POLI, was built in Helsinki in 1931. The building had 60 beds. Under the roof there was a tennis court. (Source: Puro 2009)
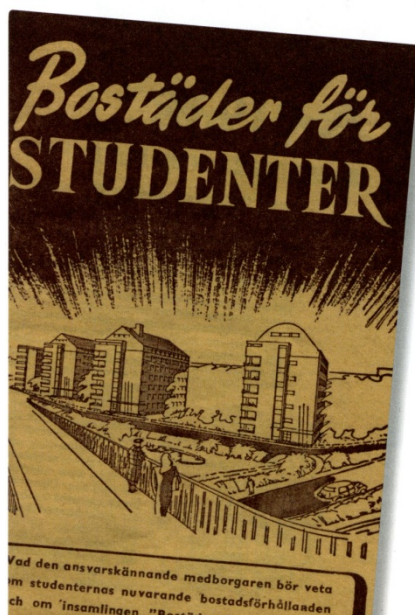
DOMUS ACADEMICA The Helsinki University Student Union started in late 1940s an ambitious project for new student housing in the city centre. While three buildings were completed, the size of the project showed the need to find a more professional organisation with public support and economic guarantees. (Source: Puro 2009)

OTANIEMI Before the establishment of coordinated national policy, student housing was often concentrated in campuses or small student villages. The Helsinki University of Technology campus in Otaniemi, started in 1950s, is the prime example of this approach. In Otaniemi, the Student Union built high-quality student houses in modernistic, green, open-plan setting. In late 1960s the campus-principle was criticised as creating societal segregation and even mental problems for students.

POPULAR FUND-RAISING. Paper collection was a source of funds for student housing in Turku. As another example of popular fund-raising, in Helsinki technology students collected and cleaned the tiles of the war-torn Soviet Embassy for new construction in Otaniemi. It should be noted that still in 1960s Finland was relatively poor compared to Western Europe.

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Currently (figures of 2007), the Finnish student housing stock consists of about 65,000 beds, or 37,000 apartments (SOA 2008), rather evenly spread in the university cities. As noted in the Interim Report, specific, publicly funded student housing has a strong role in Finland. Over 1/3 of students live in student housing. It has no negative stigma, and also student families with children can stay in specific family flats. The rest of students rent from private market or own their flat, but price difference between private market and student housing is relatively big especially in the Helsinki region. Living with parents is very uncommon in Finland (less than 5 per cent of students), which is a positive outcome of the policy in terms of equal access to studies, mobility and choice of educational career, as well as independent, responsible lifestyle. Compared especially to Britain, however, the average age of students is relatively high in Finland.

The numerical need for new student housing can be said to be almost covered. The necessary annual net increase is estimated to be less than 1000 apartments (Korhonen 2003), which is a fraction of the 1970s-1980s production. However, there are qualitative questions to be addressed, as students increasingly ask indivudual studios, there are more international students and the stock needs technical refurbishment (Korhonen 2003). Also the geograpic allocation of student housing is not ideal: Nationally, the Helsinki region is still experiencing relatively high demand, and regionally there is a perceived need to find more central or better connected student housing locations.

National policy

In 1966, the Finnish state decided to extend its state-guaranteed loan system (ARAVA) for student housing providers, a decision marking the start of **coordinated public student housing policy** in Finland. Before that, about 4500 student housing places (beds) had been produced on the initiative of Student Unions, with private funding and popular fund-raising. Besides, some vocational schools had their own dormitories.

After the financing deal with the State, student unions, cities and the State agreed on common, national rules for student housing provision and maintenance. Student unions

joined forces and founded, in some cases with the support of cities, students' housing associations, leading to professionalisation of student housing provision.

The 1950s-1960s launch of student housing production reflects the Finnish way of solving problems. Housing construction was begun gradually with help of the state loans, despite scarce resources. Haverinen & Lempinen (1998) condense the Finnish approach in the slogan "With self-help, state loans".

In 1970s, student housing was linked to higher education policy, as the housing question was rather seen in the frame of extending the university network and regional development (Haverinen & Lempinen 1998, 94). The change of Housing Production Act (Asuntotuotantolaki), the decision to open student housing to all students, not only those in the universities, and the coordinated education policy of the time laid foundations for the rapid development (Helsingin seudun opiskelija-asuntosäätiö 1984, 32–34). An important body, established in early 1980s, is the State Student and Youth Housing Advisory Board. An expert body, collecting the knowledge of student housing associations, universities, cities and government, it makes estimates about future need of student housing.

The student housing foundations (companies) still deal with the loans, while the oldest houses have already been renovated, but the housing situation as a whole has improved. In housing production and maintenance, the student housing associations, run by students themselves, have a key role. The goas in developing student-housing has been to produce affordable flats mixed in normal urban urban structure, close to educational institutions and city centre. (Karhu, 2006)

The ARAVA system had strict quality and price controls (for example the principle of max one person per room), which by default were applied in student housing, as well. A specific best practice is the expert panel, evaluating every single student housing project and giving written critique before construction. These critiques were made public in the annual student housing design days (Lehto & Kukkonen 1991; Haverinen & Lempinen 1998). More recently, when new construction has decreased, these "critique days" have become a forum for detailed case studies of refurbishment, involving both external expert evaluation and user evaluation. In 1990s, the critiques and evaluations have gained new importance as the

general ARAVA rules have been laxed. Suomen opiskelija-asunnot Oy now provides more specific guidelines, but final quality responsibility is by the owners, ie. the student housing foundations. (Haverinen & Lempinen 1998, 7-8)

The features of Finnish policy can be summarised:

1. In each university city, the student unions and / or the city founded one student housing association or non-profit company. This association was entitled to take **centrally** care of all production and maintenance of student housing. Universities do not play any role in housing provision.

2. Student housing is open for everybody, studying for a degree after primary school. Also student families with children commonly live in student housing.

3. Student house projects are usually located in normal, mixed neighbourhoods. After 1960s critiques, there has been a conscious effort to avoid segregated campuses.

4. Apartment plans are very normal, to facilitate shared flats and living as a family. Density was defined as one person per room. In European comparison this represents better standard in terms of typology and amount of space. Currently, most new and renovated student flats are studios with kitchen for individual students and bigger flats for families. (SOA 2007).

Financing and subsidies

Since late 1960s, state subsidized loans (ARAVA), and later direct investment supports (omapääoma-avustus, max 5% of the total investment), allowed a more efficient construction of student housing (Laine 1993, 35). Quantitative targets for housing construction were largely achieved by the 1980s. While details of the rules have changed many times, generally we can say that the State investment support was important in easing the financing arrangements of the student housing associations as private banks required also own capital and lowering students' rents (Helsinki Student Housing 1984, 95-98).

As we reported in the Interim Report, the student financial support system plays a big role n Finland.

Study grant is available as soon as a young person is longer eligible for child benefit (from the beginning of the calendar month following the 17th birthday).

Housing supplement can be paid to students living in rented or right-of-occupancy accommodation. No age limits apply. The student is not eligible if he/she lives with parent/s, or if the home is owned either by the student or his/her spouse. Students who do not qualify for the housing supplement can apply for a general housing allowance at the KELA office of their place of residence.

Government guarantees for student loans are available to those who receive study grant. Student loans are available from banks operating in Finland. Interest, repayment and other terms and conditions applying to the loan are agreed between the bank and the student.

Grants (eg. university funds, private funds) So far, all the Finnish universities are state owned public universities. They have only very modest grants and scholarships to offer for students on BA/MA level. Usually the private as well as the university grants are meant to support the postgraduate phase.

Parent/s' support Most of the Finnish university students are quite independent and self-supporting. Also, the education is free, so studying is still quite affordable in comparison to many other countries. However, in separate surveys made on this topic it seems that it is quite usual to rely on parental support. Some 80 % of the students report that they have temporary or regular financial aid from their parent/s. Most students also get indirect help in form of food and clothing.

Targeted support for housing cost As the students financial aid is centralised in KELA, the housing allowance is part of the study grant system. KELA defines the reasonable rent based on regional average price and allocates a certain percentage of the rent to the student. The students form a category of their own, and do not in principal get any other form of public support. The Housing supplement depends on incomes and the amount of rent and is not therefore a fixed amount. Also, the amount of student grant is dependant on parents' incomes for those who live with their parents and can thus be reduced.

Main actors

The following actors are central in the student housing production system in Finland.

State Student and Youth Housing Advisory Board - a student-housing expert body

The Government provides the general directions and budget framework, influencing student housing provision in Finland. Key tool of practical policy formulation is the State Student and Youth Housing Advisory Board. The Board is not based on law, but is founded on political decision. Working under the Ministry of Education, the Board has representatives from different ministries, State Pension Institute, Housing Finance and Development Centre ARA, The Association of Finnish Cities (Kuntaliitto), and the various associations of student and youth housing.

The Board's task is to help the authorities when it comes to the principles of the amount of new student housing, guidelines of construction, funding and design, as well as to collect and upkeep the necessary data sources on which the development of the field is based upon, to follow the trends of the field, to make motions and development prosals and act as expert in policy process.[58]

First Student Housing Board was established in 1982, and the current name, including youth housing, was given in 1992. The main task has been to produce the national production programmes of student housing. Prioritizing of individual funding applications on municipal basis has also been important.

Set by the Government, the Student and Youth Housing Advisory Board drafts national production programmes and conducts necessary background studies (Haverinen & Lempinen 1998, 106; Helsingin seudun opiskelija-asuntosäätiö 1984, 35). The production programme has been reviewed several times since 1982, the latest revision being from 2003, with its target in 2012.

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[58]

http://www.minedu.fi/OPM/Tiedotteet/2001/4/opiskelija_ja_nuorisoasuntoneuvottelukunta_asetet tu?lang=fi

The production target has been changing a lot in recent decade, as market and ways to estimate need have changed. Currently, the target is rather modest, less than 1000 new student apartments per year nationally. The Board requires that student housing fulfills contemporary standards what comes to location, typology and services. Besides, locations next to schools and services should be favoured (Opetusministeriö 2001.)

The Housing Finance and Development Centre of Finland (ARA) -- loans and investment supports

The Housing Finance and Development Centre of Finland is a governmental agency, operating under the supervision of the Ministry of the Environment. ARA is an agency to implement social housing policy. Its main task is to finance state-subsidised rental housing production. The Centre has also other obligations such as to make grants for housing repairs and to supervise the granting of state guarantees on loans for owner-occupied housing.

The Centre's target is to promote well-planned quality housing at reasonable housing cost, to promote housing development and to produce information concerning housing market. Properties to be constructed must be located at comfortable and safe areas in municipalities with housing demand. ARA has a Board of Directors appointed by the Council of State for a period of four years. ARA's operations are managed by a Director General and ARA has a staff of 70.[59] In student housing, ARA is one of the key funders, following the funding advice of the State Student and Youth Housing Advisory Board.

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[59] http://www.ara.fi/default.asp?node=679&lan=en

Student Housing Foundations / Companies – local monopoly in production and maintenance

By far the most important measure of the Finnish student housing policy was the establishment of regional student housing foundations or companies. Currently, 19 foundations or companies operate in the Finnish university cities and towns. These bodies were founded by student unions and cities, and defined as local monopolies acting in public interest and non-profit basis. The foundations were defined as serving all tertiary students alike, ie. university, vocational high-school and vocational school students. Similar rules apply nationwide and the foundations have a collective information and lobbying body, SOA ry (see below). Its role has changed over time, and currently it is rather unimportant part of the system, providing information and quality control services for the system.

Cities – partnership, economic support, lots and detail plans

Cities and other municipalities have in Finland stronger and more independent role than in the other studies countries. In student housing, their role is multiple. Having the monopoly to plan, cities are key in defining building lots and the conditions of getting them for construction. In the Helsinki Region, a specific "HOAS Agreement" has allocated the burden of giving free lots for the regional student housing foundation HOAS, so that State should provide 50 percent, Helsinki 25 percent and regions other cities the rest (see more below in local policy). As part of the planning systrem, several bigger cities have a specific Housing Programme, a politically approved target of housing production for each sub-sector, including student housing. In concrete decisions, this programme may be crucial.

Cities can act as owners of student housing through the regional foundations or companies. That's the case in Turku, where city has a simple majority of the shares, while student unions own the rest. Cities may also give direct monetaty support to student housing foundations, for example to offset the land acquisition costs, or on social basis. Finally, small amount of students live in cities social housing stock, instead of specific student housing.

Other actors

A number of other actors plays assisting roles in the system. To mention some: **Residents' associations**, working in the student housing sites, do provide local care and services, as well as representation towards Housing Associations. Both our own research and earlier work (eg. Lehto & Kukkonen 1991; Haverinen & Lempinen 1998) suggest that the participation and local rooting provided bythe associations can be very important.

Private and state-owned banks and insurance companies are a necessary part of funding. In recent years the state loan conditions even requite private lenders participation.

The National League of Student Unions (SYL) was an important founding member of the Finnish production system, lobbying, providing information and political support. Its influence was biggest in 1960s-1980s, with Matti Väisänen as often-mentioned driver.

Production models, Ownership and management

To summarise, the Finnish production model is public, nationally controlled and regionally centralised. It is run by the Student Housing Foundations, which are specific public sector producers with regional monopoly[60] supported by a close-knit network of state and local authorities. A certain national and local consensus and un-written political agreement, or corporatism (Haverinen & Lempinen 1998) typical in many sectors in Finland, explains the sustainable workings of the system from early 1970s till 2010s. The next Chapter on local policy will specify this for Helsinki and Turku.

The Housing Foundations / Companies own and manage the whole Finnish student housing stock, with some minor exceptions. Biggest of the foundations, especially HOAS in Helsinki, have pioneered tenant and real estate management tools.

Local policy

As already noted, cities, in collaboration with the regional student housing foundation, play a multiple and important role in the Finnish mode of production. The scale of Turku and Helsinki leads to important differences in number of actors and complexity of the larger market and urban process, where specific student housing plays a role, but the close-knit corporatist notion is valid for both. In what follows, we will focus on Helsinki and Helsinki region, using Turku as an additional case.

But let us start with some generic points: The below charts with basic numerical and economic indicators (2007) neatly summarise the Finnish situation. Independent of the city size and location, student's housing situation is strikingly similar across the country. Rents are marginally higher in the bigger cities, while capital costs vary based on the age of the foundation and its stock. Number of foreign students is a little higher in Southern Finland with Turku as the leader of internationalisation. The number of student families vary to some extent, largely based on the offer of local free market. But generally, students get housing with very equal conditions. This tells about the strenght and success of the national policy, state funding and national collaboration of the regional foundations.

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[60] Only in the Helsinki region, two Student Unions have continued own production as a complement to HOAS, the Helsinki Region Student Housing Foundation.

City / Foundations	Places (beds)	Apartments	Net housing surface (huoneistoala) sqm	Number of families	Foreign students new contracts in 2007***
Helsinki HOAS	15,000	8,060	416,200	3,880	2,120 (14%)
Turku TYS	7,170	4,600	181,000	1,440	1,310 (18%)
Tampere PIRKKA, OPINTANNER, TOAS	10,920	6,580	293,700	1,510*	840*
Jyväskylä KOAS	3,950	2,080	97,500	**	690 (17%)
Oulu PSOAS	4,420	2,230	106,100	1,270	450 (10%)

* TOAS only, other Tampere foundations data missing
** Data missing
*** Due to large amount of short Erasmus exchange, the annual new contracts is a rough estimate of the total average of foreign students

CHART OF SOME INDICATORS OF STUDENT HOUSING FOUNDATIONS IN THE FIVE MAJOR STUDENT CITIES, ie. case cities Helsinki and Turku, as compared to Tampere, Jyväskylä and Oulu. (Source SOA 2008)

City / Foundations	Annual use ratio	Foundation's turnover	Average rent eur / sqm / month	Capital costs as percents of rent	Shared flat monthly rent cheapest / most expensive	Individual studio rent cheapest / most expensive
Helsinki HOAS	98,9 %	49,7 Meur	9,85	37,0 %	137 eur 359 eur	183 eur 787 eur
Turku TYS	95,8 %	19,7 Meur	9,23	41,7 %	156 255	257 604
Tampere PIRKKA, OPINTANNER, TOAS	98,8 %	33,6 Meur	8,57	54,6 %	168 323	189 414
Jyväskylä KOAS	96,8 %	11,4 Meur	9,31	45,5 %	161 313	241 426
Oulu PSOAS	96,2 %	13,3 Meur	8,12	36,5 %	127 257	193 447

SOME ECONOMIC INDICATORS OF STUDENT HOUSING FOUNDATIONS IN THE FIVE MAJOR STUDENT CITIES, ie. case cities Helsinki and Turku, as compared to Tampere, Jyväskylä and Oulu. (Source SOA 2008)

Interesting variations, which can be assumed to be both effects of specific local policies and outcomes of market processes, can be recognised through a **spatial analysis** of metropolitan pattern and built environment typologies.

Helsinki region has had a special "HOAS agreement" since early 1970s, stating that State and cities of the region share the task to give lot for student housing for free, or with specific compensations with the same essential subsidy effect. State was supposed to give 50 percent, Helsinki 25 per cent and other cities of the region, Espoo and Vantaa, the remaining 25 per cent (Kivelä 2004; 2009). HOAS agreement is not a written document, but a principal decision of the cities, based on a 1973 initiative of the Ministry of Education and the predecessor of the regional council (later YTV) (Dammert 2002). While there is a some

unclarity in such a sporadically documented decision, the corporatist character of both national and local policy is the key to understand the process. Essentially same men, starting their career in late 1960s-early 1970s as young, progressive, often but not always social-democratic planners and politicians, were in important public and private sector positions, creating a coalition or even regime. These same men stayed in the network until 1990s-2000s, sustaining the policy despite of overall ideological and economic changes. The reference to "corporatism" or "coalition" may be read as critical, but the most important aspect is a real will to solve societal problems, student housing being one of those. As Tuomas Kivelä from the City of Helsinki puts it "we wanted to get it straight", mentioning Helsinki's (conservative!) mayor Teuvo Aura, state savings bank Postipankki and the State Housing Administration (later abolished) as actors "with a social approach".[61]

The "HOAS agreement" has worked so that State has directly given lots, while cities give annually a operation grant to HOAS[62] which covers the land rent of the lots allocated by the cities. The overall principles of national student housing policy – one student housing association per city, state loans as basis of funding, focus on normal apartments instead of dormitories, mixing student housing as part of normal urban structure to avoid segregated campuses and equal access for all tertiary level students – defined the local approach. This has resulted in a substantial amount of construction and a rather evenly spread metropolitan pattern (see maps), as student housing has been an integral part of planning and housing production and as HOAS has been given lots from most new suburban estates since 1970s. However, both offer and demand reasons explain why in the City of Helsinki there are proportionally more student housing as in other parts of the region. HOAS has preferred Helsinki because most universities and other HEIs are there. On the other hand, the core city Helsinki has had stronger and more public-led governance, leading to more efficient realisation of the targets. The key actor axis is HOAS, City Planning Office and City's Real Estate office, running independent large-scale realisation organisations for new urban areas.

Now in 2000s the "HOAS agreement" is "fading out" (Kivelä 2009), as State has privatised most of its real-estate, failing to direct its new companies in this matter, and as the regional dynamic and new qualitative demand has pushed HOAS to demand much more lots from

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[61] Tuomas Kivelä, personal communication.
[62] HOAS = Helsinki Region Student Housing Association, the biggest in Finland.

Helsinki than rest of the region. Already in early 2000s, Helsinki's share was 31 per cent of lot (ie. building right) allocation (Dammert 2002), and since the situation has escalated. HOAS has even sold out one marginal and unpopular 1970s student housing project in Vantaa's Hakunila.

Simultaneously Helsinki has changed its own planning ideas, informed by the ideas of "innovative milieu" and "creative city". In the more recent general master planning documents, the City aims to create new inner-city "campuses" around existing and new university locations. It wants more students and young researchers because of vibrancy, internationalisation and innovation. The new inner city campuses are supposed to combine housing, education, research and all needed infrastructures.[63] While the notion of "campus" is rather misleading here, there is a clear change both in rhetoric and actual outcome of local policy, leading towards re-centralisation of student housing both regionally and locally. As the new policy is young and partly still undefined, the results cannot be evaluated. Nevertheless, a strong and bold local policy continues as student housing is now becoming an integral part of the new innercity waterfront developments. The "social mix" agenda continues in contemporary clothes. In Jätkäsaari HOAS has 11,350 sqm (151 flats in two lots(and in Kalasatama 7,350 sqm (98 flats + daycare centre). In both new waterfront areas, HOAS is the pioneering builder, with option for more lots later.[64]

In current discussion, the local monopoly of HOAS is sporadically also questioned, especially from the point of attractive offer for international students.[65] The international marketing agency of region's universities, HERA, is searching for alternative solutions. Also the one big exception to the anti-campus and mixing policy, Helsinki University of Technology's campus in Espoo's Otaniemi, and the Technology Student Union's own housing there (which is exceptionally outside HOAS, see case studies for details), is now under heavy programmatic and real-estate development. This process is independent of the City of Helsinki campus programme, but leads in same direction, possibly involving new service and PP models.

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[63] Mikko Toivonen, Rikhard Manninen, personal communication
[64] Tuomas Kivelä, personal communication
[65] Mikko Toivonen, personal communication.
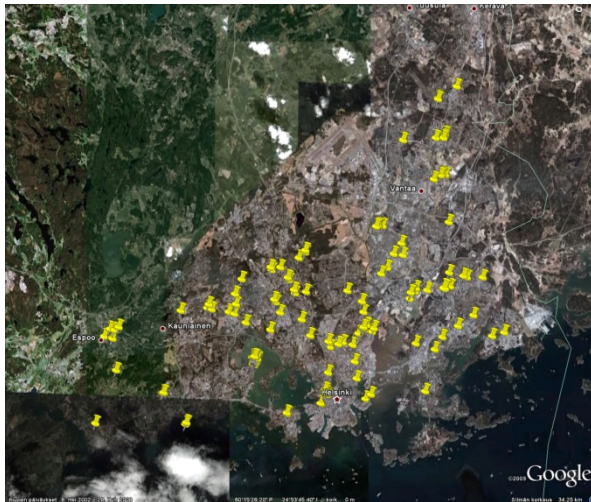
Student houses in Helsinki

Universities in Helsinki

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In Turku, the student housing association was founded in 1966 by the student unions of Finnish and Swedish-speaking universities and the Turku School of Economics. Some older student buildings and small amount of donated money were the own capital investment. Basically same type of actors as in Helsinki formed the local association, with a relatively strong role of the City of Turku, which later in 1980s became the majority owner to cover debts of certain side-businesses.

The City gave concentrated lots outside the built urban area to establish the new Student Village, started in 1969. In Turku, about half of students live in the same student village,

population of which is 3,500. This is an interesting local variation of the national policy.[66] Building of the Village has continued until today, and now it is becoming integrated to the city centre and new university areas, forming a quite potential growth pole.

The unified village is easy in terms of real-estate and service management, a reference to the UK experience tending towards large units might be relevant. Also the student life is active, and the evaluations mostly positive. In 1994-2004 the Village has been competely renovated. Most shared flats for 2-3 students have been converted to studios or family flats, but, interestingly, the oldest typology with single rooms with toilet + shared kitchens for about 10 are still today wanted, especially for foreign students.

In the newest addition, called Nummenranta, an innovative bidding model helped to add quality. Student housing and private up-market riverside buildings were part of the same urban plan and same construction bid. This provided for some indirect cross-subsidy on top of the standard Stare loan and interest support, as the bidders wanted to show high exterior quality across the whole area.
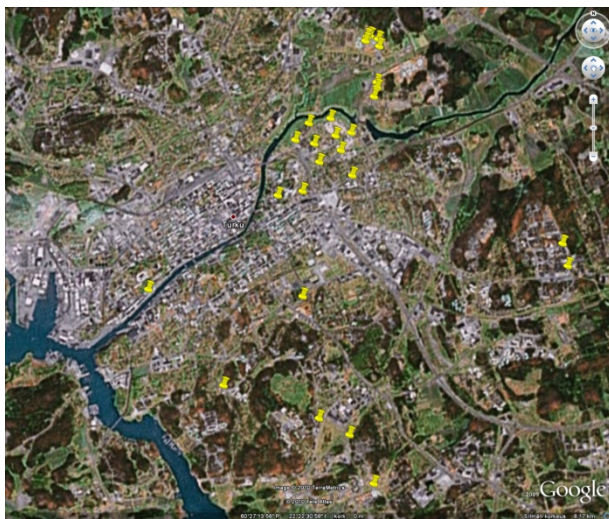
Student houses in Turku

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[66] Pirjo Lipponen-Vaitomaa, personal communication.
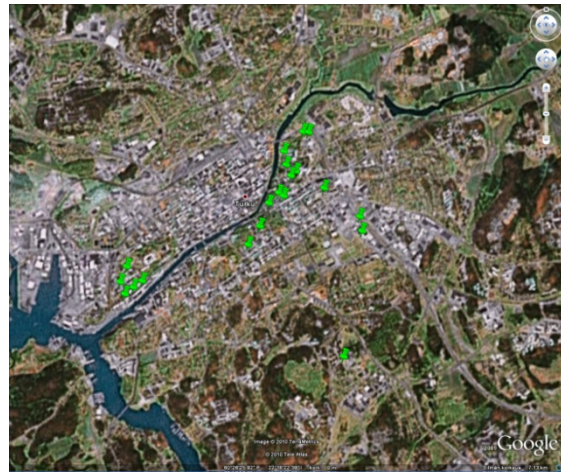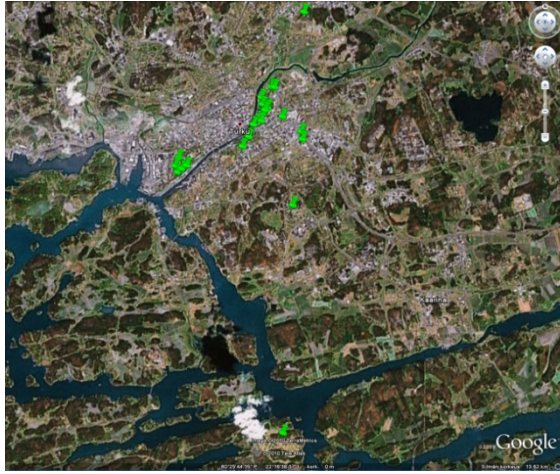
Universities in Turku

4 - FRANCE

L'insouciance et la vie de bohème donnent une image archétypale de la situation actuelle de la vie étudiante qui hante les imaginations d'une période de la vie passée dans un certain bonheur. Cette vie d'étudiant, décrite par les écrivains célèbres du XIXe siècle, restait animée par la force que peut apporter la jeunesse, capable par ses élans de changer le monde et d'accepter, parce que l'avenir devait se révéler radieux, des conditions de vie transitoires, difficiles sur le plan de l'habitat.

Aujourd'hui, la situation de l'étudiant apparaît, pour beaucoup, plus difficile et l'enjeu de la formation plus important pour son avenir. Il s'agit, en peu de temps et dans un système social plus ouvert mais aussi plus compétitif, de se donner les chances d'une réussite et pour cela les conditions matérielles deviennent centrales. Elles ne doivent pas devenir discriminantes. La présente analyse sur le territoire français illustre que la vie, et principalement le logement des étudiants, décrivent une population à loger avec beaucoup de besoins…

Contexte (historique et politique)

Les premières résidences universitaires sont construites après la Première Guerre mondiale, à l'initiative de l'Association générale des étudiants (UNEF). Un effort plus soutenu est entrepris dans les années 1930, notamment par le ministre du Front Populaire, Jean Zay. Elles sont plus ou moins spacieuses selon les lieux, par exemple : 12 m² à la résidence des Arceaux à Montpellier, 13 à 20 m² à la résidence Monbois à Nancy.

Au cours des années 50 - 60, du fait de la massification de l'enseignement supérieur et de l'arrivée de classes sociales nouvelles plus défavorisées à l'Université, le manque de logements sociaux étudiants se fait de plus en plus manifeste. Un programme de

construction ambitieux de logements de 10 m² est élaboré : la résidence universitaire, des complexes qui peuvent compter plus de 2500 chambres. En 1963, 75 000 étudiants, soit près de la moitié des effectifs, sont logés par les CROUS (Centre Régional des Œuvres Universitaires et Scolaires, un par académie), qui gèrent les résidences universitaires depuis 1955.

Ces chambres de 10 m², peu insonorisées, construites au sein de grandes barres, avec un confort minimum dans les chambres, sanitaires et cuisines à l'étage ou sur le palier, comportent peu d'espaces collectifs attrayants. Le parc immobilier du CROUS s'est dégradé au cours des décennies, et un important plan de réhabilitation a été lancé à la fin des années 90, encadré par une norme d'habitat social étudiant obtenue par l'UNEF (Union Nationale des Etudiants de France) en 2003. Le loyer mensuel moyen est alors d'environ 120 € mais varie selon le degré de rénovation de la chambre. Après mai 1968, la mixité, grande revendication étudiante, s'est peu à peu généralisée dans les cités U, bien que certains immeubles soient encore réservés aux étudiantes.

Dans les années 80, on tombe dans l'excès inverse : les HLM construisent des studios pour le CROUS au sein de résidences dites « conventionnées » (avec APL). De plus, leur loyer peut atteindre 300€, les mettant hors de portée d'une grande partie des étudiants. Leurs surfaces vont de 16 à 35 m², ce qui permet notamment la location par un couple.

À la fin des années 90, sur 2,2 millions d'étudiants, seuls 7 % sont logés par le CROUS. Les autres doivent s'arranger avec le marché du logement privé, peu favorable aux faibles revenus et aux étudiants étrangers. Aujourd'hui, le logement est le premier poste budgétaire des étudiants : entre 120 €, pour ceux qui habitent en résidence universitaire, et de 200 à 500€ pour ceux qui doivent s'adresser aux propriétaires ou aux agences sur le marché privé. Environ 20 % du parc des CROUS est attribué aux étudiants étrangers.

Types de solutions du logement étudiant

Aujourd'hui, le marché du logement étudiant est divisé en 2 parties clairement distinctes :

Les solutions de logement étudiant **public** principalement via le CROUS et les bailleurs sociaux d'une part et l'autre, le marché **privé** via des organismes locaux ou nationaux. Le

marché privé est aussi composé de l'offre de logement traditionnel à la location ou colocation avec les particuliers.

Le parc du logement étudiant public du CROUS, étant vieillissant et souvent mal entretenu, les étudiants ou encore leurs parents se dirigent vers le parc privé qui propose des logements généralement plus confortables et faciles d'accès. Les organismes privés ont profité de ce passage à vide du parc public pour offrir des prix compétitifs.

Les typologies de logement étudiant sont les mêmes dans le public que dans le privé. Les surfaces sont généralement un peu plus grandes dans le parc privé récent.

Les deux acteurs se partagent le marché à part égale, soit 50/50, alors que dans les années 70/80, le parc public logeait plus des 3/4 des étudiants choisissant le logement étudiant collectif. La politique actuelle du CROUS ou des bailleurs sociaux gérant des résidences étudiantes ou des cités universitaires est de mettre au goût du jour les logements. Une grande campagne de rénovation et de construction / reconstruction est lancée par l'état français.

Le financement des réhabilitations

Jusqu'à présent, les réhabilitations sont financées par des subventions du CNOUS, dans le cadre de la contractualisation CNOUS/CROUS, de l'Etat dans le cadre du CPER, auxquelles s'ajoutent des fonds propres du CROUS à hauteur de 10%, des fonds supplémentaires peuvent être mobilisés comme le plan de relance de l'état : l'accélération des chantiers de construction et de réhabilitation de logements étudiants hors CPER bénéficiera de 30,2 millions d'euros (augmentation de la dotation du CNOUS) ; ce fonds supplémentaire permet de financer des réhabilitations sous condition de livraison avant 2010. Les collectivités locales ou encore les villes peuvent aider aux réhabilitations des logements étudiants publics. En l'état actuel des choses, l'investissement des collectivités (Région et Communauté urbaine) dans la réhabilitation des résidences traditionnelles semble indispensable si l'on veut mener une politique de réhabilitation soutenue, en adéquation avec les attentes des étudiants, c'est à dire permettant un agrandissement des surfaces des logements. Selon le CNOUS de Lille, un apport de près de 30% de subvention des Collectivités serait nécessaire.

Depuis les années 90, les mesures de défiscalisation ont permis le développement des résidences privées étudiantes. Certains promoteurs privés se sont spécialisés sur le secteur en se basant sur le « concept de résidence-service intégrée ». Quand le bâtiment est construit, le promoteur maître d'ouvrage recherche un propriétaire unique et/ou gestionnaire, puis va vendre un à un les logements à des investisseurs privés. La résidence-service constitue en effet un placement apprécié des investisseurs, offrant des rendements annuels de l'ordre de 4 à 6% ainsi que certains avantages fiscaux. En effet, l'acquéreur, en prenant le statut de loueur en meublé professionnel (LMP) ou celui de loueur en meublé non professionnel (LMNP), peut défiscaliser les revenus liés à son investissement et en récupérer la TVA. Dans certaines villes, le développement a été tel, que le marché est rapidement arrivé à saturation, « l'excédent de studios en résidences privées pose un double problème : économique pour les ménages investisseurs qui n'en tirent pas les rendements attendus et voient s'éloigner les perspectives de revente, urbain pour les villes confrontées à ces immeubles récents et déjà obsolètes dans leurs quartiers centraux ». Les gestionnaires ont pour métier de remplir la résidence plutôt que de valoriser un capital immobilier dont ils ne sont pas propriétaires. Quinze ans plus tard, certaines résidences n'ont pas été entretenues et nécessitent de gros travaux, que les propriétaires ne peuvent pas toujours assumer.

Cadre juridique et politique nationale française

Le cadre juridique actuel en France est un peu complexe et généralement les acteurs privés sont composés de produits venant de la défiscalisation. Par exemple, un cas courant de projet peut s'organiser comme suit :

Un exploitant, décide de faire une résidence sur un site, généralement choisi judicieusement, proche d'une université ou d'un pôle attractif pour une population étudiante. Après une étude stratégique, et un montage financier particulier, il établit un projet architectural avec des logements en accession. Suivant le type de logement et le montage choisi, les logements sont donc des investissements potentiels pour faire de la défiscalisation. Le type d'investissement le plus courant pour le logement étudiant est : LMNP SCELLIER amendement Censi Bouvard pour se créer un patrimoine et réduire l'imposition sur le revenu :

* Achat d'un bien loué par bail commercial pendant minimum 9 ans,

* loyers annuels générés < 23 000€ TTC,

* économie de la TVA sur l'investissement (définitivement acquise au bout de 20 ans),

* réduction d'impôt de 25% du montant investi sur 9 ans (plafonnée à 75 000€) pour un investissement dans le neuf en résidence de tourisme, étudiant ou senior avec engagement de location de 9 ans.

Il est vrai que le logement étudiant est une cible idéale pour tout type d'investisseurs car petit logement = prix limité = remboursement moins long = valeur locative garantie = bonne cible.

Aujourd'hui, un nouveau type de structure arrive en France, se calquant sur le modèle Anglais, il n'existait pas d'acteur significatif en France avant l'arrivé de *Campuséa* (groupe Gécina) sur ce marché, ce type d'acteur est appelé «propriétaire/exploitant ». Ce nouvel opérateur est le seul sur le marché à être simultanément propriétaire et gestionnaire de son parc immobilier. Les avantages sont nombreux, dans un premier temps, une prise en compte des besoins des étudiants, une politique constante d'entretien et de rénovation du patrimoine, des prestations homogènes et de qualité.

Financement et subventions

Un type de programmation et des financements

Une étude du PUCA de mars 2007 rappelait que *« le mode de financement actuel en PLS engendre des déficits structurels établis à 15-20% du montant total de l'opération. Les PLS ne permettent pas d'assurer l'équilibre financier structurel initial des logements sociaux étudiants. L'accord de principe des maires à l'accueil de résidences étudiantes (non spécifiquement dédiées) est donc par ailleurs conditionné à l'octroi de subventions ou à la*

délivrance de foncier à coût préférentiel, seuls à même de compenser les déséquilibres financiers structurels initiaux. »

Afin de déterminer le montant de l'aide complémentaire apportée par les collectivités, une distinction pourrait être opérée entre :

- des opérations réalisées sur les campus universitaires, dont le foncier, propriété de l'Etat, est mis à disposition d'un organisme HLM,

- des opérations réalisées hors campus universitaire dont le foncier est acquis par un bailleur HLM auprès d'une collectivité, d'un aménageur ou d'un promoteur, et dont le coût d'acquisition impacte le montage financier de l'opération de logements étudiants.

Pour permettre d'engager rapidement les premiers projets de construction neuve, le foncier pourrait être mobilisé en deux temps :

- d'abord le foncier de l'Etat sur les campus,

- puis anticiper dans des secteurs stratégiques et identifier des sites appelés à faire l'objet d'opérations publiques d'aménagement « déclinant des projets d'ensemble avec une diversité de produits ».

<u>les aides aux Etudiants</u>

Afin d'aider à réaliser les projets des étudiants et plus principalement les aider à financer la dépense la plus importante de leur budget mensuelle, de nombreuses solutions s'offrent a eux : Il s'agit des bourses et des prêts étudiants, mais les plus connus sont les aides au logement de la CAF.

La plupart des étudiants locataires peuvent bénéficier d'une aide versée par la CAF (Caisse d'Allocations Familiales) qui est destinée à couvrir partiellement leur loyer. Mais ces aides ne sont pas des "aides étudiantes". Toute personne disposant de faibles ressources peut en bénéficier.
Il existe deux types d'aides au logement versées par la CAF : l'ALS et l'APL. Elles ne sont pas cumulables.

Pour obtenir ces aides, l'étudiant doit :

- Etre titulaire d'un contrat de location (le bail ne doit donc pas être au nom des parents),
- Occuper effectivement le logement à titre de résidence principale (les quittances de loyer doivent être établies à votre nom) et ses ressources ne doivent pas dépasser certain plafond.

L'Aide Personnalisée au Logement (APL)

L'APL est versée directement par la CAF au bailleur ; le locataire ne verse donc au propriétaire que le solde restant.

En général, les dossiers d'APL sont constitués à l'initiative du bailleur ou du gestionnaire. Mais la demande, du point de vue de la CAF, est sous sa responsabilité.

La majorité des logements conventionnés locatifs sont gérés par des organismes HLM. Par ailleurs, les résidences CROUS les plus récentes sont conventionnées.

L'Allocation de Logement à Caractère Social (ALS)

C'est l'aide la plus souvent versée aux étudiants. L'ALS ne peut être versée que si le logement n'est pas conventionné. Il peut s'agir d'une chambre en foyer ou en résidence universitaire, d'un studio, d'un appartement, d'une maison. Le logement peut, de plus, être vide ou meublé. Pour toucher l'ALS, l'étudiant doit remplir les conditions suivantes : être locataire d'un logement répondant à des normes minimales de superficie (9 m² au minimum pour une personne seule, 16 m² pour un couple, 7 m² par occupant supplémentaire) et de confort (une arrivée d'eau potable, un moyen de chauffage, un évier et un WC).

Contrairement à l'APL, l'ALS est en principe versée au locataire. Il est toutefois possible de choisir un versement direct au bailleur. Mais une fois cette option choisie, l'accord du bailleur est ensuite nécessaire pour y mettre un terme.

Bourses

Il existe plusieurs types de bourses : Bourses sur critères sociaux, bourses de mérite, bourse DEA-DESS…

Le CROUS est là pour renseigner les étudiants sur les demandes de dossier.

Les CROUS gèrent le DSE (Dossier Social Etudiant) qui permet d'effectuer simultanément les demandes de bourse et de logement.

Prêts

Les banques proposent des prêts "spécial étudiants" allant jusqu'à 50 000 €. Les remboursements s'effectuent après la fin de la période d'études.

Le crédit peut être une solution pour financer les études ou les autres projets, d'autant que le statut d'étudiant donne accès à des conditions spécifiques plutôt avantageuses proposées par les banques. Mais, Il faut faire attention à ne pas faire n'importe quoi avec les prêts étudiants, il faut faire jouer la concurrence et bien négocier le taux pour éviter le sur-endettement au moment ou l'on entre dans la vie active...

Autres types d'aides

Le LOCAPASS, une autre aide au logement, pour en bénéficier, l'étudiant doit être dans un des cas suivants :

- boursiers d'Etat,
- justifiant d'un contrat déterminé d'une durée minimale de trois mois, en cours au moment de la demande d'aide,
- justifiant au cours des six mois précédant la demande d'aide, d'un ou plusieurs contrats à durée déterminée pour une durée cumulée minimale de trois mois,
- justifiant d'une convention de stage d'au moins trois mois en cours au moment de la demande d'aide.

Futurs plans et stratégies

Le plan Campus - Février 2008

L'Etat s'engage à financer le développement de campus à travers la cession d'une partie de sa participation dans le capital d'EDF à hauteur de 5Mds€. Un appel à projet a été lancé en février 2008 qui devait permettre de sélectionner 10 Universités.

« L'opération campus » vise à rénover et à redynamiser les campus existants grâce à un investissement massif et ciblé, pour créer de véritables lieux de vie, fédérer les grands campus de demain et accroître leur visibilité internationale (notamment par le regroupement de plusieurs établissements d'enseignement supérieur via les PRES). Il s'agit également de répondre aux situations immobilières les plus urgentes dans le cadre d'une réflexion globale permettant l'optimisation du patrimoine existant. La politique immobilière est pensée comme un facteur de l'attractivité des universités envers les étudiants, les enseignants, et les chercheurs français et étrangers.

Les modalités de financement traduisent la volonté de mettre en place des opérations de partenariat public-privé, qui s'appuieront sur un contrat global incluant l'investissement et la maintenance des bâtiments sur une longue durée. Elles répondent à un triple objectif de rapidité de mise en œuvre (délais d'exécution, et de livraison), d'encouragement des relations entre les établissements d'enseignement supérieur et le secteur privé, de responsabilisation des équipes dirigeantes des universités conformément à la logique de la loi.

Le contrat de partenariat public privé est une des formes possibles du PPP. C'est un mode de financement par lequel une autorité publique fait appel à des prestataires privés pour financer et gérer un équipement assurant ou contribuant au service public. Dans le cadre de ces contrats, l'Etat et/ou l'université n'est plus propriétaire des biens construits, et devront débourser un loyer. La construction, la gestion et l'entretien des bâtiments relève donc du propriétaire privé. Pour l'UNEF, « alors que la loi relative aux libertés et responsabilités des universités (du 10 août 2007) prévoyait la possibilité pour les universités de devenir propriétaire de leurs bâtiments, le contrat de partenariat public privé est le meilleur moyen pour les universités de perdre du pouvoir dans la gestion de leur patrimoine ».

<u>Accompagner le développement d'une offre en résidence privée de qualité.</u>

La seule offre CROUS/CLOUS ne suffira pas à accroître les possibilités d'offre dédiée. Les résidences privées sont encore peu développées sur le territoire français et il est possible et souhaitable de travailler avec les acteurs privés du logement pour accompagner le

développement de ce type d'offre. Dans un contexte de crise, le marché du logement étudiant reste une opportunité intéressante pour les investisseurs privés. En l'absence de réponse construite et concertée, les promoteurs privés investissent le marché dans une logique de rentabilité et sans tenir compte des besoins des étudiants. C'est pourquoi une négociation préalable doit être recherchée activement par les collectivités afin d'orienter les promoteurs privés vers des sites identifiés.

Stratégie locale

Motivation du choix des deux villes et les régions métropolitaines.

Les deux villes choisies sont des villes représentatives du système universitaire français. Il semblait bon, de ne pas mener l'étude sur la ville de Paris et sa banlieue, car elle n'est pas représentative du système universitaire en France. Angers et Nantes, sont deux villes moyennes avec une forte présence de population étudiante.

Notre choix s'orientait dans un premier temps pour la ville d'Angers car il semblait intéressant de voir et de comprendre comment une ville étudiante de taille moyenne fonctionne. L'étude de cas sur le système universitaire angevin et plus particulièrement sur le logement étudiant à Angers est d'autant plus intéressante que l'université et sa gestion est rapportée à l'académie de Nantes.

Dans un second temps, le choix de la ville de Lille est ressorti rapidement car la position et la taille de l'université est stratégique au niveau local et mais aussi au niveau Européen.
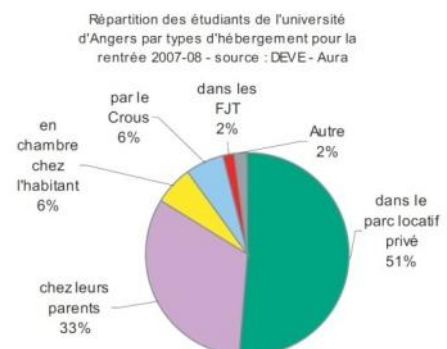
ANGERS

L'Enseignement supérieur

Avec toutes les écoles et universités confondues, Angers compte près de 30 000 étudiants. La ville accueille chaque année plus de 17 000 étudiants en université public et 10 000 en université privée plus les étudiants des grandes écoles.

A la rentrée 2009, Angers accueillera, sur un nouveau campus, les premiers étudiants américains et européens de la nouvelle antenne universitaire européenne de l'université St. Edward's University de la ville d'Austin au Texas.

• Les effectifs de l'enseignement supérieur se stabilisent depuis 2005 ;

• Les deux tiers des étudiants angevins sont inscrits dans des cursus universitaires ; baisse en filières scientifiques ; plus d'étudiants en 2e et 3e cycle ;

• Les écoles supérieures et celles liées à la santé connaissent une croissance de leurs effectifs au détriment des universités et des filières courtes ;

• Les établissements supérieurs se concentrent sur 4 pôles : Belle-Beille, St Serge, Madeleine et Doutre ;

• Une population étudiante d'origine locale (près des deux tiers des étudiants sont des Pays de la Loire), mais une progression de la part des étudiants étrangers, parmi lesquels certains éprouvent de grandes difficultés pour se loger.

Le contexte local : **12,6% des étudiants en cité U, foyer ou résidences étudiantes.**

Sur l'agglomération angevine, selon l'université d'Angers, un tiers des étudiants vivent chez leurs parents (part moins élevée qu'au niveau national). La part des étudiants indépendants est ainsi plus importante à Angers (près d'un étudiant sur deux)

Répartition des étudiants de l'université d'Angers par types d'hébergement pour la rentrée 2007-08 - source : DEVE - Aura

par le Crous 6%
dans les FJT 2%
en chambre chez l'habitant 6%
Autre 2%
dans le parc locatif privé 51%
chez leurs parents 33%

qu'en France. Outre le logement parental, les étudiants se répartissent dans différents segments du parc ; résidences étudiantes (Crous ou privées), parc locatif (public et privé), foyer ou internat.

Les étudiants résident essentiellement dans le parc locatif privé angevin.

L'agglomération compte près de 28 000 résidences principales en locatif privé et 83% d'entre elles se situent sur Angers.

Le parc locatif privé angevin compte 23 201 résidences principales, soit un tiers des résidences principales de la ville. 16 315 de ces logements locatifs privés se situent principalement dans le centre ville et les quartiers du péricentre (70,3% du parc locatif privé). Ainsi, sur ces quartiers, le parc locatif privé représente 46% des résidences principales.

Sur la ville, les petits logements (T2 et moins) comptent pour 35,5%, tandis que sur les quartiers centre et péricentre leur part atteint 45,6%. Si l'on s'intéresse uniquement au locatif privé, le poids des petits logements atteint 63% sur fa ville (14 586 logements) et 66% sur les quartiers centre et péricentre (5 875 dans le Centre-ville et 4 904 dans le péricentre, soit au total 10 779 petits logements). Les petits logements en locatif privé du centre et du

Parc locatif privé	total résidences principales		total locatif privé			dont T2 et moins en LLP		
Données INSEE RP 1999	nb	répart.	nb	répart.	part/ RP	nb	répart.	part/LP
Centre-Ville	15 563	22%	8 494	37%	55%	5 875	40%	69%
Pericentre	19 934	28%	7 821	34%	39%	4 904	34%	63%
Autres quartiers	35 313	50%	6 886	30%	19%	3 807	26%	55%
Total Angers	**70 810**	**100%**	**23 201**	**100%**	**33%**	**14 586**	**100%**	**63%**
ALM	109 603		27 970		26%	15 836		57%

Données sur le parc locatif privé en 1999 – source : RGP 1999 – INSEE

péricentre représentent 73,8% des petits logements en parc locatif privé de la ville.

On retrouve à Angers comme sur toute la zone *Angers Loire Métropole* (ALM), une forte proportion d'étudiants allocataires dans le parc locatif privé (80,4%).

La majorité des étudiants allocataires sont logés dans les quartiers du centre-ville (42,3%), dans le péricentre1 (29,8%) et à Belle-Beille (12,3%).

A l'échelle des quartiers, on observe des nuances dans la répartition des étudiants allocataires par type de parc :

→ le quartier Belle-Beille est le seul à présenter une répartition équilibrée entre les catégories de logement : 44,6% dans le locatif privé, 38,4% en foyers ou Crous et 16,8% dans le parc social ; cette tendance est identique sur Roseraie / Orgemont mais avec un nombre d'allocataires moins élevé et d'une répartition inverse entre Crous et locatif privé ;

→ sur le quartier du Lac-de-Maine, les deux tiers des étudiants habitent le parc locatif social (mais peu d'étudiants allocataires en volume) ;

→ sur Monplaisir, plus d'un étudiant sur deux est dans le parc locatif privé et 35,9% d'entre eux sont logés dans les foyers de ce quartier (mais peu d'étudiants allocataires en volume) ;

→ sur les autres quartiers, les étudiants allocataires sont quasi exclusivement dans du locatif privé.

A partir des données sur les allocataires logement, on constate que les étudiants sont essentiellement en centre-ville et dans le péricentre, là où la part du parc locatif privé en petits logements est la plus élevée. Bien que tous les étudiants ne perçoivent pas une allocation logement, on peut avec une certaine assurance dire que le parc locatif privé est le parc le plus utilisé par les étudiants.

L'offre locative

L'offre locative privée se trouve à proximité des sites d'enseignement supérieur sur Angers.

Le parc locatif privé majoritairement en centre ville et péricentre présente une situation privilégiée pour les étudiants : d'une part, il répond à leurs besoins de proximité des services, commerces et loisirs (cinéma, théâtre, bars...), d'autre part, il est proche de certains établissements d'enseignement supérieur (LJCO, université d'Angers de Saint-Serge, Beaux-arts...), ce qui peut être un facteur d'attractivité pour ces établissements.

Parallèlement sur le site de Belle-Beille, où l'on comptabilise 11 199 étudiants, l'offre apparaît insuffisante. Le parc locatif de petits logements est peu important aussi bien en locatif privé qu'en locatif public (1 400 T1-T2) et n'est que partiellement compensé par l'offre en résidences universitaires (1 334 logements).

Ainsi une grande partie des étudiants résident dans le parc locatif privé situé au cœur de la ville, engendrant des déplacements réguliers et une forte utilisation des transports en commun. Selon la société de transport Angevin, entre 2006 et 2008, le nombre d'abonnés

pour la carte Campus3 a progressé en moyenne de 3,9% par an, pour atteindre 7 725 utilisateurs. Un étudiant sur quatre est utilisateur des transports collectifs sur l'agglomération angevine. 45,3% des abonnés Campus résident sur Belle-Beille. La part de ces usagers représente 18,4% de la totalité des abonnements, qui connaissent une baisse sur la période 2006-2008 (-3,4% en moyenne par an).

Offre dédiée à l'hébergement des étudiants : Des efforts en cours

En mai 2008, l'offre spécifique comporte 3 849 logements, représentant 12,6% des effectifs de l'enseignement supérieur angevin. Les hébergements proposés se concentrent sur Belle-Beille (essentiellement le Crous), sur le centre-ville et Madeleine-Saint-Léonard.

Le parc du Crous rassemble 50,1% de cette offre, soit 1 382 chambres et 545 logements. Pour se rapprocher du seuil des 10% d'étudiants logés par le Crous, il est prévu la construction de 300 studios (livraison prévue en 2009), et de rechercher du foncier disponible à proximité de la nouvelle ligne du tramway et des établissements d'enseignement supérieur.

Parallèlement à la création d'une nouvelle offre, le Crous, avec les collectivités territoriales, a engagé la réhabilitation des chambres et des résidences. Fin 2006, 567 avaient été rénovées.

L'hébergement pour les étudiants en résidences ou foyers privés est important (34,9% du total). Une partie est liée à la présence de l'Université catholique de l'ouest (UCO) qui a généré la création de foyers par les religieux.

Il existe d'autres types d'hébergements pour les étudiants. L'offre est plus marginale et difficile à comptabiliser:

•en meublés,

•chez l'habitant,

•chez les amis ou la famille,

•au travers d'associations intergénérationnelles, «Le temps pour toit», «Toit & Moi solidaires».

Ainsi, Le temps pour toit, implanté sur le territoire angevin depuis mai 2007, développe le concept d'habitat partagé : un logement gratuit contre des services à la personne. A ce jour, neuf étudiants ont opté pour ce mode de vie. A l'échelle de son rayonnement (Nantes et Angers), c'est une trentaine d'étudiants qui avaient choisi cet hébergement à la rentrée 2007.

Les cités et résidences universitaires à Angers

Aujourd'hui, le CLOUS d'Angers dispose de 1 927 logements et loge 6,36 % des étudiants d'Angers.

En centre Ville

Cités universitaires : Bourgonnier et Couffon-Pavot.

Résidences universitaires : Faidherbe, la Madeleine, Célestin Port et Rouchy.

Sur le campus

Cités universitaires : Belle-Beille, Lakanal.

Résidences universitaires : Blandin, Dauversière, Gaubert et Flora Tristan.

Quelques chiffres

- 1 927 logements en tout (27 % du parc régional de l'académie de Nantes).

- 21 logements sont équipés pour recevoir des étudiants handicapés.

Le logement en ville

Pour les étudiants qui ne peuvent ou ne veulent pas obtenir un logement universitaire, le service Logement en Ville, ouvert à tous les étudiants sans restriction, propose gratuitement un fichier de plusieurs milliers d'adresses dans le secteur privé.

Au 1er juillet 2007, ce site proposait 737 logements privés à Angers.

Construction

Les travaux de construction de 300 studios sur le site de Belle Beille ont été livrés en Septembre 2009.

Des projets dans les quartiers proches de la nouvelle ligne de tramway sont en cours d'étude tandis que le CLOUS recherche, avec les établissements d'enseignement supérieur, des terrains à construire.

Rénovation

La convention 2007-2013 signée avec la Région pour un montant total de 42 millions d'euros permettra, à terme, de rénover 75 % des chambres traditionnelles angevines concentrées sur les cités Belle Beille et Couffon Pavot.

Les travaux portent sur l'isolation et le confort des chambres: cabines douche-lavabo-wc individuelles, réfrigérateur, mobilier sur mesure, accès à internet et aux ressources documentaires des universités.

À l'issue de la convention, il restera à rénover 200 chambres traditionnelles à la cité Couffon-Pavot.

Rénovation des chambres : Belle Beille Couffon Pavot

2007 >> 108 Chambres

2008 >> 196 Chambres

2009 >> 122 Chambres

2010 >> 187 Chambres

2013 >> 200 Chambres

Proposer un parc immobilier rénové et adapté aux besoins des étudiants, poursuivre la construction pour satisfaire le plus de demandes possible et parvenir à 10 % d'étudiants logés sur Angers.

Ambition

•**Loyers avant allocation logement**

Chambres de 9 m² : 134,50 € ou 208 €

Charges et consommations individuelles comprises.

Studios : 221,40 € à 287,86 €

Charges comprises, hors consommations individuelles.

Les tarifs varient selon l'année de financement des constructions.

• **Loyers nets après perception des aides au logement**

Loyer résiduel /Loyers Etudiant boursier / Etudiant non boursier

Chambre traditionnelle

134,50 € / 81,40 € / 95,02 €

Chambre rénovée

208 € / 101,53 € / 116,47 €

Studio

250 € / 104,57 € / 145,81 €

Charges comprises, hors consommations individuelles et avant allocation logement.

LILLE

Les établissements éducatifs de la commune relèvent de l'académie de Lille qui évolue sous la supervision de l'Inspection académique du Nord.

La population étudiante de la métropole lilloise subit directement les conséquences des tensions qui affectent le marché local du logement. En effet, la demande des étudiants est orientée vers les petits logements qui constituent le segment de l'offre le plus demandé, et pour qui le loyer augmente plus rapidement que celui des autres types de logements.

De plus, les transformations récentes des cycles d'études tendent à augmenter la mobilité résidentielle des étudiants, ce qui complique d'autant l'accès au marché. Outre ces problèmes généraux, certaines catégories d'étudiants rencontrent plus de difficultés que d'autres pour l'accès au logement, en particulier les étudiants étrangers ou encore les étudiants non boursiers à faibles ressources.

C'est sur la base de ces constats que le groupe « Recherche, Enseignement Supérieur et Formation » du Contrat d'agglomération de Lille Métropole qui comprend la Région, LMCU (Lille Métropole Communauté Urbaine), l'ORES (Observatoire régional des études supérieures) pour les Universités, les Villes « universitaires » dont Lille en particulier, le CROUS, certains organismes bailleurs…, a ressenti la nécessité de lancer une nouvelle réflexion sur cette question dans le cadre du Programme local de l'habitat communautaire, afin de mieux cerner les problèmes qui se posent aujourd'hui pour loger les étudiants dans la métropole et y apporter les réponses les mieux adaptées.

L'Agence de développement et d'urbanisme de Lille Métropole a été missionnée par LMCU, la Région et la Ville de Lille pour piloter une étude sur les besoins en logements des étudiants de la métropole, sur les réponses actuelles à ces besoins et sur les stratégies à mettre en œuvre pour faire évoluer la situation métropolitaine.

Une mission a été confiée au bureau d'études FORS Recherche Sociale. L'Agence a piloté les travaux et réalisé la cartographie à partir des données fournies par tous les partenaires concernés. L'étude a mobilisé : notamment le CROUS, le Pôle Universitaire Européen de Lille, les autres villes « étudiantes » Villeneuve d'Ascq et Roubaix, les Caisses d'allocations

familiales, les Universités, les bailleurs sociaux, les gestionnaires privés, des représentants d'étudiants et du milieu associatif, etc.

Ce travail débouche sur des préconisations à prendre en compte dans l'élaboration d'une stratégie partagée par les acteurs locaux et sur la formulation de pistes d'actions. Il a par ailleurs été décidé de lancer une seconde mission qui s'inscrit dans la continuité de la présente étude, afin de poursuivre le partenariat et les réflexions engagés. Cette mission, qui devait être lancée au cours du second semestre 2007 a pour objectifs d'accompagner l'élaboration d'une stratégie pré-opérationnelle avec l'ensemble des acteurs du logement étudiant de la métropole et de proposer un plan d'actions sur le logement étudiant en approfondissant les pistes de travail identifiées dans le diagnostic.

Les étudiants de la métropole lilloise et la demande de logements

Le volume et la nature de la demande de logements des étudiants sont liés principalement à quatre phénomènes :

- l'évolution du nombre d'étudiants scolarisés sur le territoire ;
- la mobilité des étudiants et leur origine géographique;
- leur solvabilité (et celle de leurs parents) ;
- les comportements, les modes de vie et les aspirations qui leur commandent de rechercher une certaine autonomie mais aussi un cadre de vie particulier.

Les caractéristiques de la demande de logements des étudiants qui résident et/ou étudient dans les établissements situés sur le territoire de Lille Métropole Communauté urbaine, et ses évolutions probables présentées sont établies à partir des données statistiques fournies par l'ORES et de celles des trois Universités publiques de l'agglomération lilloise.

Un nombre important d'étudiants inscrits en formation supérieure

Selon le Ministère de l'Education nationale, Lille est la troisième académie de France en nombre d'étudiants, après Paris et Versailles.

Pour l'année universitaire 2003-2004, la région Nord - Pas de Calais compte près de 150 000 étudiants, soit 6,6% de l'ensemble des étudiants sur le territoire français.

Quant aux universités présentes sur le territoire de la communauté urbaine, elles regroupent 90 000 étudiants. Ce nombre devrait se maintenir à moyen terme même si les tendances démographiques indiquent d'ores et déjà un fléchissement important des effectifs des tranches d'âges concernées suivi d'une légère reprise.

En toute hypothèse, ce sont les établissements, instituts, écoles et universités du reste de la région qui devraient davantage subir cette baisse des effectifs. La concurrence entre sites de formation joue en faveur des lieux où la concentration de l'offre et la diversité des filières sont importantes.

Une demande estimée à 51 000 logements autonomes

Les différentes enquêtes et estimations prenant en compte le taux de décohabitation (rapport du nombre d'étudiants qui ne vivent plus chez leurs parents sur le nombre total d'étudiants), permettent de penser que la demande de logements autonomes de la part des étudiants est de 51 000 logements à l'échelle de la métropole (pour 85 000 demandes de logements au niveau régional).

L'offre de logements

Type de logement	Nombre
Logements en résidences étudiantes réservés aux élèves des Grandes Ecoles	1 589
Foyers d'accueil (Structures liées au Diocèse de Lille)	610
Logements en résidences privées construites et gérées par des promoteurs privés	1 866
Résidences étudiantes hors CROUS	754
Résidences universitaires dont la gestion est assurée par le CROUS	7 378
Total de l'offre dédiée aux étudiants	12 197
Logements accueillant ou susceptibles d'accueillir des étudiants (HLM attribués directement par le bailleur social, logements dans les foyers de jeunes travailleurs, attribué directement par l'association gestionnaire. Résidence « jeunes »)	1 409
Total général	13 606

Quatre types de possibilités d'hébergement s'offrent aux étudiants : la cohabitation chez leurs parents ou chez un proche, un logement ou une chambre destiné spécifiquement à ce

public (résidences privées ou publiques, service logement du CROUS ou des établissements d'enseignement), le parc locatif social et le parc locatif privé.

<u>L'offre de logements dédiée aux étudiants</u>

Un peu plus de 13 600 logements sont réservés à des étudiants à l'échelle du territoire de LMCU (tous statuts confondus).

Le parc de logements géré par le CROUS de Lille est plutôt satisfaisant, en qualité comme en quantité, si on le compare aux parcs des autres académies de France. Il est l'un des plus importants en nombre de logements gérés (le deuxième, après l'Académie de Versailles). Par ailleurs, d'un point de vue qualitatif, on compte 46% de chambres « traditionnelles » dans la région Nord - Pas de Calais alors que le parc national en compte à peu près 66% (cf. rapport Anciaux). L'offre de logements étudiants dédiés est plus « mixte » à Lille et davantage à caractère social que dans les autres secteurs de la métropole. Enfin, les organismes sociaux contribuent de façon limitée à l'accueil des étudiants puisque 166 étudiants sont accueillis par les FJT, soit 11% de l'ensemble des résidents et environ 1000 étudiants sont logés dans le parc des bailleurs sociaux (dont 712 par les principaux bailleurs, hors résidence universitaire).

Composition des logements CROUS dans la région Nord – Pas de Calais

- ■ Chambres "traditionnelles" — 46%
- ■ Chambres rénovées — 28%
- □ Logement conventionnés — 26%

Source : CROUS de Lille
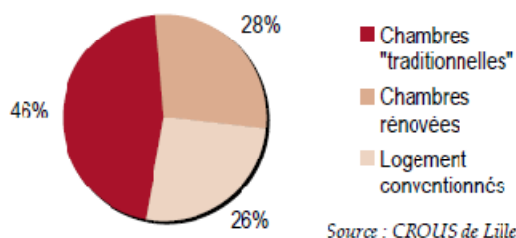
<u>Le parc privé</u>

C'est le parc qui accueille la grande majorité des étudiants « décohabitants » car il offre un grand nombre de petits logements bien adaptés en taille et en localisation. Parmi les 27 000 étudiants résidant dans le parc locatif privé « diffus », environ 22 500 logent dans le territoire de la CAF de Lille. Plus précisément, ils sont 19 000 étudiants allocataires à habiter le parc locatif privé « diffus » de la ville de Lille (source : CAF de Lille, 2004).

Deux associations lilloises ont développé une offre de logements destinés aux étudiants dans le cadre d'un projet associatif plus large. Il s'agit de Campus Vert, qui développe le concept d'hébergement à la ferme, et de Générations Solidaires, qui développe celui de logement intergénérationnel, tous deux auditionnés dans le cadre du rapport Anciaux.

Des déséquilibres que ne parviennent pas à réguler les politiques publiques lilloises

Au-delà d'un déficit de l'offre, un certain nombre de constats peuvent être posés pour ce qui concerne le fonctionnement du marché immobilier et les dispositifs publics :

- La cherté des loyers sur le marché qui s'accompagne d'une sélectivité toujours plus forte des locataires ;
- La baisse des besoins d'un logement à l'année : il faut pouvoir accueillir les étudiants sur des périodes beaucoup plus courtes (semestre, durée de stage) ;
- Un décalage quantitatif et qualitatif constaté par le CROUS de l'offre qu'il gère par rapport aux souhaits des étudiants ;
- Un accueil international qui est très insatisfaisant (le CROUS ne privilégiant que les 3ème cycles : plus de 1 000 demandes d'étudiants étrangers ne sont pas satisfaites);
- Des alternatives sociales limitées : un parc HLM répondant mal aux besoins très séquencés des étudiants et des FJT lillois saturés et limités dans leur capacité à accueillir des étudiants en raison de leur mission principale ;

Davantage qu'une offre supplémentaire, c'est tout un service du logement qui fait défaut. Les étudiants qui accèdent au parc privé manquent souvent d'informations et de soutien pour affronter la logique du marché. Malgré la mise en place d'un service « logement en ville » qui permet de mettre en relation un propriétaire privé et des étudiants, les services des universités comme le CROUS formulent les constats suivants :

- Problème du manque d'information des étudiants sur le logement : modalités de recherche, entretien, coût… afin d'éviter les pièges (marchands de liste, logements insalubres) ;

- Constat de nombreux abandons de cursus en cours d'année universitaire liés à des difficultés d'accès à un logement (étudiants étrangers, étudiants pauvres ou originaires d'autres agglomérations régionales…) ;

- Une pratique importante de l'hébergement solidaire chez les étudiants étrangers (ils s'hébergent entre eux) ; pratique qui augmente en raison de la réticence des propriétaires à louer un logement à ces étudiants parfois peu solvables, sans caution sérieuse (cercle vicieux relevé par le service « logements en ville » du CROUS) ;

- Une forte demande sur les chambres « améliorées » et les studios du CROUS, attribués en priorité aux boursiers « échelon 5 » qui sont plus de 16 700 pour toute l'académie. L'insuffisance de l'offre exposent les étudiants modestes non prioritaires qui ont dû trouver une autre solution à des risques d'endettement (maîtrise des charges, paiement de la taxe d'habitation…) ;

- Le service social du CROUS est la plupart du temps dans l'incapacité de proposer des solutions de logement aux étudiants étrangers non prioritaires, en dehors de réorientations vers les foyers, les auberges de jeunesse ou les hôtels… (cas d'hébergement d'urgence au CROUS) ou le dispositif « logement en ville » ;

- L'efficacité du dispositif « logement en ville » est critiquée par certains étudiants et questionnée par les personnes en charge de sa mise en œuvre : moyens humains insuffisants pour s'assurer de la qualité des logements et la fiabilité des propriétaires ;

- Les Fonds de solidarité (FSD) permettent d'apporter une aide ponctuelle et limitée, mais ne peuvent résoudre à eux seuls les problèmes d'accès ou de maintien dans le logement (paiement de la caution par exemple), hormis peut-être pour le fonds de solidarité de la faculté catholique.

Une enquête menée auprès des étudiants dans le cadre d'une étude spécifique a permis de discerner ce que sont les trois grandes problématiques pour se loger, identifiées par les étudiants eux-mêmes :

- Des étudiants étrangers « hors convention », principalement en 1er et 2e cycle, qui cumulent l'ensemble des problèmes de logement : exclus des logements en

résidence, sans caution, ils ont des parcours de logement relativement chaotiques (hébergement chez des tiers, logement inconfortable, situation d'errance…) qui nuisent à leurs études ;

- Une tendance à dénigrer le « logement-type » en résidences universitaires (chambre de 9m² avec équipements collectifs), que l'on y habite ou que l'on ait réussi à accéder à un logement « à soi » dans le parc privé. Un rejet qui peut se faire, pour ceux qui ont préféré le secteur privé, au risque d'un endettement locatif pour mauvaise anticipation des charges ;

- Des étudiants non boursiers, mais qui n'ont pas pour autant les moyens financiers d'accéder à un logement confortable dans le parc privé et à proximité de leur lieu d'étude : logement dans le parc privé peu satisfaisant, cohabitation « forcée » chez les parents, temps de transport importants (jusqu'à 3 h/jour).

DISCUSSION AND CONCLUSION

The four countries chosen for the detailed analysis – Finland, UK, the Netherlands and France – were selected based 1) on rather large share of specific student housing, and 2) on our expectation that in these countries the modes of production are very different, resulting in interestingly differing forms and patterns of student housing.[67] The theoretical notion of social production of urban space (Gottdiener 1985), directs our attention to four layers or domains of analysis: 1) economic, legal and organisational <u>structures</u> framing the student housing provision; 2) societal <u>institutions</u> defining student life and <u>key actors</u> of student housing; 3) the particular <u>agency, novelty and innovation</u> in financing tools, architecture, construction and other areas, facilitated by the institutions; and 4) the <u>material, spatial result</u> of the production, which in this study was defined as the metropolitan location pattern and built environment typologies of student housing and as the architectural solutions on the level of site, building and cell. Societal processes are seldom one-directional, though, but there are important feed-back loops from the outcome, perceived problems and successes, to the other layers.

The above Chapters, describing the modes of student housing production in the four countries, are structured to unearth key elements of the production process until local urban policy and the metropolitan location patterns. Because main focus of the study is the architecture of student housing, we have devoted the whole next section for architectural analysis and post-occupancy evaluation of selected projects. Final conclusion will link these back the modes of production, with a set of policy recommendations for the French authorities.

General context

The modernisation of European societies, the shift from industrial to service and knowledge economies and welfare-state policies have since 1960s led to a rapid increase in the number of students and a loss of the elite-status of university studies. This is the general background of student housing question in all the studied countries. The national context and policy responses, however, are rather different.

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[67] Please refer to the Interim Report for the 11 country pre-study.

National policy

In Finland and the Netherlands, student housing is regarded as a public issue, while in France and the UK, it is still understood to be a predominantly private issue. In Finland, student housing is an integral part of educational policy. It is managed and regulated on national plane so that student housing provision supports regional and economic policies, securing equal access to higher education. Unlike in Finland, in the Netherlands student housing is part of the general social housing, but students' specific needs are addressed in actual projects. In the UK, specific student housing is a profitable niché business, dominated by private companies and attracting international investment. In terms of policy, the UK is exceptional, because there is strictly no progressive national student housing policy, only some recent reactions against the negative effects of studentification. In France, students still predominantly live with their parents or in own flats with parents' support, a situation facilitated by tax-exemptions. Specific student housing is the second option, available only for students with relatively low-income background.

Financing and subsidies

The financing of student housing production is private in the UK, with public-private partnership solutions, while in Finland, the Netherlands and France there are channels to get public funding or subsidy for construction and refurbishment either as cheap state-backed loans and cheap lots (Finland), cross-subsidy between non-profit public housing companies (Netherlands), or subsidy and own funding provided by State (France).

More important than the support of construction are grants and housing cost subsidies to students or their families, shaping the market. In Finland, almost all students renting independently are eligible for a housing supplement. Its relatively low maximum amount is geared to cover the cost of specific, non-profit student housing, while the private-market rents remain un-achievable to the majority of students. In the UK, charities and private foundations provide occasional housing grants for a marginal part of the student population. In the Netherlands, the rule that only housing in individual units is applicable for the state grant has completely re-defined the student housing typology, consisting now of small studios. In France, the main subsidy is through tax-exemptions, benefiting rich families, with

secondary direct support for students from low-income families. Thus, in France students with a middle-class background get least support.

Main actors

The landscape of key actors varies significantly. In Finland, non-profit student housing foundations produce and manage most of student housing. The foundations, holding a regional monopoly, are owned by student unions and cities and supported by a closely-knit network of state, cities and public funding bodies. In the UK, the main actors are universities, running the traditional student halls, and private for-profit companies. In the Netherlands, the main providers are social housing companies, some of which have specialized in student housing. Both in the UK and the Netherlands, student unions have an important role as lobbyists and quality controllers, managing Codes of Conduct and housing allocation procedures. In France, the key actors of the specific student housing, geared for students form lower-income families, are public foundations, such as CROUS, as well as universities.

Production models

Concluding the above, we can summarize that in Finland student housing is produced rather similarly across the nation as public and integrated production, with strong local (city) support. In the UK, dispersed private sector providers dominate, while public universities through public-private partnerships and for-profit companies provide for certain niches of the market. In the Netherlands, public social housing companies produce student housing as one element of their overall operations and private housing corporation produce student housing as Private Finance Initiative . In France, CROUS provides for the low-income niche, while big majority of students find accommodation through private channels.

Ownership and management

In Finland, the student housing foundations produce, own and manage their real-estate. In the UK, the PP-models provide different options on top of pure private development and ownership. Typically, there is private investment in construction, profitabilty of which is

secured by the public university's guarantee of full occupancy for 25 years. In the end, the property may become owned by the public university. Private producers have also started to securitize their holdings through specific Student Accommodation Funds, which may own real-estate, attracting international finance capital. In the Netherlands, the social housing companies own and manage their stock. In France, the management is linked to the production.

Local policy

The general policy inclination towards students and student housing influences the local (metropolitan and city) policies of lot allocation, subsidy and support. In Finland, students are firstly seen as citizens, and there is strong will to provide for good, normal housing conditions in mixed settings. On the other hand, students are seen as a specific resource in terms of innovation and vibrancy, leading to sometimes generous student housing policies. In the UK, both the national and local policy are reactionary, if they exist at all. Measures to curb the negative effects of studentification can be seen as weak efforts to solve problems created by the market-led *laissez-faire* approach to students' housing question. In the Netherlands, local actors are very important, having widely different approaches. In some cities, there are coalitions and networks, aiming to solve the lack of student housing through temporary *ad hoc* solutions, while some cities, such as Tilburg, do see students as a strategic asset. In France, again, we see very different local solutions, including progressive and dynamic local policies (Angers) aiming to benefit from students' presence and skills.

III - CASE STUDIES

**Post-occupancy evaluation and architectural analysis
of selected student houses in four European countries**

Fieldwork report

INTRODUCTION

The following section summarizes the attempt to design Post Occupancy Evaluation (POE) research scheme that would allow to examine student accommodation in different national, urban and cultural contexts and evaluate it in terms of basic livability as well as specific aspects related to student lifestyles. An important goal of the project was to develop a methodological toolbox that could be used in applied interdisciplinary projects and facilitate the dialogue between architects and social scientists, based on psychological understanding of the dynamic relationship between the place and its user.

The framework of the study was inspired by the transactional approach of user-environment relation. First, the buildings were examined for the adequacy of spatial solutions in regard to basic users needs (based on Maslow's hierarchy of needs) - measured by users' individual satisfaction on different dimensions and analysis of patterns observed in cognitive maps. The dimensions for "adequacy" of the place were chosen based on the definition of adequate shelter proposed by the Habitat Agenda of the United Nations. Furthermore, the analysis included affordances provided by different spaces and their design in order to estimate possibilities for certain interactions with the place and other people in the place (the evaluation was made using expert transect walk protocol).

The results define the way of being in the place on two major dimensions. The notion of comfort defines the level on which the environment can fulfill user needs - distinguishing between three levels of comfort: minimal (fulfill basic needs), manageable (possibility to regulate and adapt the place to actual needs), full (the place fully suits individual lifestyle needs) (Amphoux, 2002). The second analyzed dimension is privacy that describes the environmental condition for being in the world (socializing, being with others) and outside the world (isolation, solitude, anonymity) (Pedersen, 1997).

For each site, a complementary architectural study has been accomplished by an experienced tream member. The projects are described and analysed in four scales 1) urban, 2) building, 3) common spaces and 4) apartment / cell. This division is compatible with the structure of the earlier PUCA publication (reference missing). In the case study section conclusion, explicit references between POE and architectural analysis will be made.

THEORETICAL MODEL OF POE

Human behaviors and motivations can be explained in terms of underlying needs. Abraham Maslow's theory summarizes them as a pyramid consisting of five levels. At the very basic level there are physiological necessities (food, water, sex, breathing, sleep, excretion, homeostasis). The next level refers to safety and stability. The third step includes needs for love and belonging, such as friendship, family and sexual intimacy. The fourth step appears when lower levels are satisfied – it is the esteem level that comprehends self-esteem, confidence, achievements, respect of others and by others. At the very top of the hierarchy is self-actualization which includes the needs of morality, creativity, problem solving and, once fulfilled, leads to the state of harmony and understanding (Maslow, 1943).

In the world of architecture, construction and design, the Habitat Agenda of the United Nations can be understood as the framework which ensures that human settlements are adequate to human needs. The document focuses on providing adequate shelters for all people, while ensuring that human settlements are sustainable, as all humans are entitled to a productive and healthy life in harmony with nature. The adequate shelter is defined not merely as a roof over one's head. It includes issues related to quality of built structures, as well as possibilities of use. In the physical sense, adequate shelters should provide sufficient structural stability and durability; adequate lighting, heating and ventilation; adequate basic infrastructure, such as water-supply, sanitation and waste-management facilities; suitable environmental quality and health-related construction; and adequate and accessible location with regard to work and basic facilities (including adequate, affordable, energy-efficient transportation as well as access by users with special needs, such as disabled people). In terms of use, it should offer adequate privacy; adequate space; physical accessibility; adequate security; security of tenure; all of which should be available at an affordable cost. Human shelters should provide opportunities for personal, spiritual, social development, such as support for community life, as well as access to modern communications technology and networks.

In particular, student house is the place where young people live during one of the most dynamic period of personal, intellectual and social development and as such, it should offer minimal conditions for fulfillment of all needs, including self-actualization. Therefore,

the presence of affordances and facilities that enable personal development is an important issue that should be taken into consideration in design and evaluation of student houses.

Providing sufficient spatial, environmental conditions that will be adequate to the array of human needs requires certain understanding of the dynamic relationship between humans and their physical environment. The focus on affordances perceived and described by users may bring some light to practical design problems. Gibson's theory of affordances (1977) assumes the active role of the user in exploring the environment. Users perceive objects around them through affordances - stable functional qualities of space, objects, or arrangements, that allow the individual to perform certain actions. For example, a chair, a fallen tree, a big stone – all exhibit the affordance of "sittability". The presence and perception of affordances in the environment indicate also the possible interactions one can have with objects around. This concept permits to describe the quality of indoor environment by a number and diversity of affordances that it offers . By focusing on affordances rather than specific design solutions the emphasis is put on flexibility and adaptability of environment rather than on specific architectural and design solutions.

Ultimately, it is in the notion of comfort where architecture and psychology meet, linking spaces, objects and arrangements with psychological well-being of the user. The presented description of new student housing revolves around the sense of comfort. We argue for a new definition of comfort that shifts conventional emphasis of comfort as automated, uniform and predictable, to a broader notion that takes into consideration dynamic, integrated, and participatory aspects. The key dimension of this emerging broader view of comfort is user-environment interaction. Therefore, we are interested in the subjective satisfaction of individual users, the needs that can be fulfilled in the given environment, the potential of comfort, control and adaptations to chosen life styles created by the proposed architectural and design solutions.

To evaluate the indoor environmental quality from the point of view of inhabitants we defined comfort that refers to physical features of space (lighting, ventilation, temperature etc.), the comfort of use (adequacy of space and flexibility of use), the comfort associated with the feeling of security, and comfort to perform certain activities (e.g. socializing, meditating, intimacy) (Amphoux, 2002). This approach differentiates between 3 levels of comfort:

1.   Convenience comfort – technical capacity of the building, basic level solutions that assure minimal comfort for the user, such as sufficient air flow, access to running water, thermal insulation, sanitary conditions etc.

2.   Comfort of control – technical possibilities to control and regulate some environmental conditions in order to adapt the environment to individual, actual needs, practices and lifestyles e.g. possibility of regulation of temperature, light, sound level, access.

3.   Potential comfort – real or imaginary potential of the space to fulfill user needs that goes beyond the basic ones, and reaches to emotional responses to the place, the feeling of being at home and opportunities to fine-tune the space for individual lifestyle and momentary wishes e.g. presence of objects that allow tactile relation with warm/cold spaces, diversity of temperatures inside the apartment, full control over all physical aspects of the space – possibility to rearrange, replace and modify all elements of the apartment.

While comfort, as defined above, focuses mainly on the interaction between users and their environment, it is also important to analyze affordances which define quality of social interactions in space (or lack of them, if desired). This brings the concept of privacy into the picture. Based on empirical inquiry, the following aspects of privacy can be distinguished: solitude, isolation, anonymity, reserve, intimacy with friends, and intimacy with family (Pedersen, 1997). Essentially, the sense of privacy relates to the possibility of regulation and the sense of control over one's interactions with the outer environment and other people – from complete isolation to full engagement. Different activities require different types of separation: solitude of meditation or study, activities in small group of friends or relatives. The former activities occur when the student house offers adequate spatial conditions like: a room for exclusive use, opportunity for isolation and spatial adjustment according to one's needs and preferences. The latter also require room for exclusive use, but the unit of seclusion is not an individual but a group of people.

The abovementioned approaches and notions formed a conceptual model that guided this research. The proposed model is located within the framework of transactional approach of user-environment relation arguing for a dynamic relation between people and

their places. Taking basic human needs as a starting point, we are investigating the place by looking for adequacy of spatial solutions by analyzing affordances, that offer possibilities for actions. The results define the way of being in the place, in terms of comfort that permits to define the level on which the environment can fulfill users' needs (minimal/manageable/adequate to individual life style needs) and privacy that describes environmental conditions for being in the world (socializing, being with others) and outside the world (isolation, solitude, anonymity).
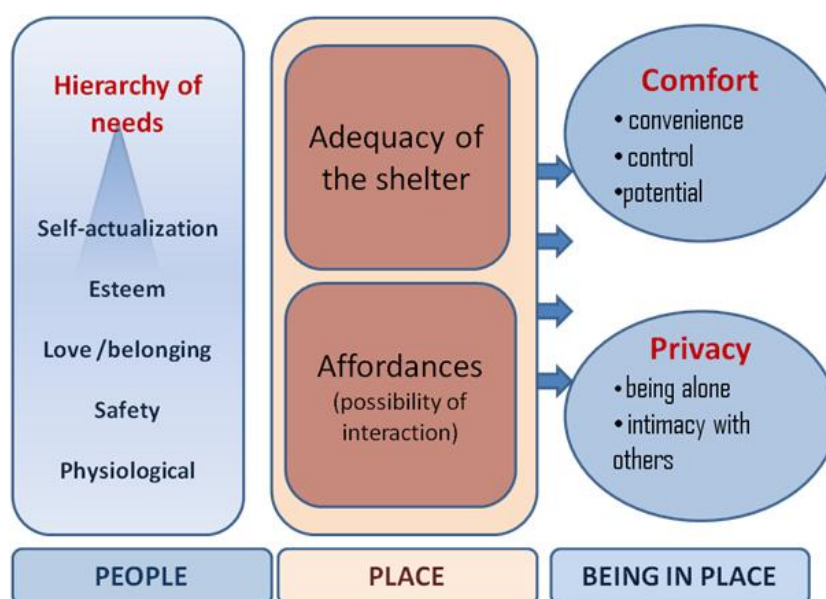
METHOD AND PROCEDURE

Fieldwork was carried out in four countries: France, The Netherlands, Great Britain, Finland. Three student houses were examined in each country (12 in total). Basic demographic information about participants can be found in Table 1.

Table 1. Participants of the study

Country	Student house (location)	Number of participants	Age		Female	Male
			Mean	SD		
The Netherlands	NDSM Warf (Amsterdam)	31	22,68	1,92	17	14
	Science Park Meander (Amsterdam)	30	22,93	3,00	19	11
	Stappegoor (Tillburg)	16	24,13	2,60	11	5
Great Britain	Phoenix Court (Bristol)	32	22,38	4,44	12	20
	Culver House (Bristol)	29	21,45	1,38	10	19
	Purbeck House (Cambridge)	30	23,48	6,74	19	11
Finland	Arabianranta (Helsinki)	31	23,97	2,82	12	19
	Leppavaara (Helsinki-Espoo)	29	22,79	4,66	4	25
	Nummenranta (Turku)	29	24,79	4,82	16	13
France	Euralille Campusea (Lille)	33	20,09	1,79	19	14
	Rene Rouchy (Angers)	29	21,93	2,23	17	12
	Volta (Angers)	32	19,48	1,59	18	14
TOTAL		351	22,41	3,81	174	177

Design and materials

The set of research tools included: questionnaires (satisfaction and use of different spaces), cognitive maps (administered to students) and expert transect-walk (performed by trained researchers).

The questionnaire consisted of 34 questions, grouped into four categories: socio-demographic data, evaluation of spaces, distribution of activities in the housing unit and use of the city. Participants were asked to evaluate various spaces in their housing unit (own room, kitchen, bathroom, hallway, common room) on a number of dimensions indicating environmental quality (adequacy of space, lighting, acoustics, temperature, odor/ventilation, aesthetic appeal, security and flexibility of use) using a 4-points scale (very dissatisfied, rather dissatisfied, rather satisfied, very satisfied) with an extra answer "I don't know/it's hard to say". Distribution of activities was examined through a series of questions in which respondents were asked in which location they perform specific actions ("where do you... most often"). A full list of activities is available in Appendix 1. The last block of questions was related to city locations of different types (related to studies, leisure and culture, work, services, other activities) habitually visited by respondents. Additionally, respondents were given the space to express their concerns and problems with their current housing conditions as well as to provide feedback about the form and content of the questionnaire.

As the last task of the questionnaire, participants were asked to draw a sketch map of their unit. The main aim of the method was to depict individual perception of examined spaces. Tolman in his classic *Cognitive maps in rats and men* (1948) described the phenomenon of mental representation of physical space that is used in everyday functioning in environment and in spatial decision making (which way to go, how to use space?). Kitchen (1994) defined cognitive maps as individuals' knowledge regarding spatial and environmental relations and cognitive processes related to coding and retrieving information upon the knowledge is built. The method is used to investigate how space is perceived and used. Hand-made sketches undergo qualitative analysis in which particular elements (or sets, patterns of elements), distortions, additions and omissions are described.

Procedure

Students were visited in their rooms or encountered in the hallway. The purpose of the study was briefly explained before filling in the questionnaire. Also, confidentiality and anonymity of all collected responses was clearly stated at the beginning of the questionnaire. Participants were instructed to allow 10-15 minutes for a full response. Researchers were available in case clarification of questions was needed. After completing

the questionnaire, participants were given a blank A4 paper sheet and requested a drawing of their unit, including the bathroom and the kitchen, as well as furniture items. Finally, they were thanked for their time and effort and offered a candy bar as a reward for participating.

Alternatively, students who could not (or did not want to) fill in the questionnaire on the spot, were given a written invitation to an online version of the survey which they could fill in at the moment of their convenience.

The questionnaire was always available both in English and in the language of the country and respondents could freely choose the version they were comfortable with.

Expert assessment

The expert assessment was performed by a team of two or three trained researchers who visited one student unit in each investigated building. The assessment protocol allowed for a detailed description of different parts of the unit: kitchen, bathroom, hallway, bedroom, common space (outside or inside the unit). The experts were describing each space on the following dimensions: lighting, heating, acoustics, odors and ventilation, adequate privacy; adequate space and flexibility of use; physical accessibility; security, sanitary conditions. The additional category "aesthetics" was also added. Each examined space was rated on the 1 to 3 scale. Score 1 indicated the "convenience comfort" on a given dimension, 2 indicated "control-comfort", 3 indicated a design solution that went beyond the "comfort-control". Afterwards, to get connotative meaning and affective evaluation of the different parts of the unit, semantic differential was used. Semantic differential is a type of a rating in which experts had to rate the space on a 6-points scale between two bipolar adjectives (for example: happy-sad, calm-arousing, pleasant-unpleasant). A full list of adjectives is available in Appendix 2.

Additionally, experts were describing traces of use, such as adaptation, personalization, devastation, public messages and negligence that provide information about practices and adaptability of different parts of the unit.   Also accessibility of the unit (symbolic and physical regulation of privacy, symbolic and physical barriers, visible presence of the "owner", closing spaces) were noted. Information about provided furniture, appliances etc. and infrastructure in the building was gathered, too.

In order to diagnose security level of the whole building several factors were taken into account: accessibility of the terrain around the building and the building itself, lighting (outside and inside the building), presence of security and maintenance staff, video monitoring, visual accessibility from outside, building surroundings (visibility, maintenance, aesthetics), indications for emergency exits, accessibility of fire-extinguishers, accessibility of the first aid kit.

NOTE ON THE CONCEPT BEHIND THE ARCHITECTURAL ANALYSIS

The architectural analyses discuss in a contextual way the dynamic interlinkages between urban location, neighbourhood type and the immediate surrounding of the projects, its concept and architectural novelty, and the socio-spatial quality and logic of its spaces. Typomorphology, space syntax, visual and stylictic analyses are used in an embedded way, and combined with assessments of technical and material quality.

1 - THE NETHERLANDS
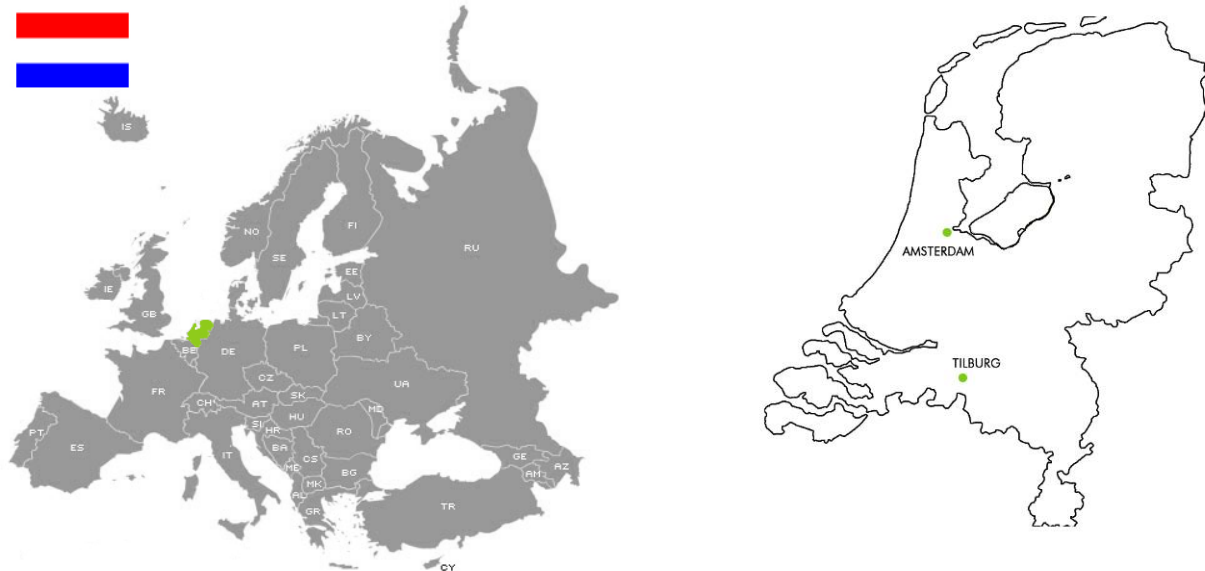
Amsterdam (Hollande septentrionale)

- Meander
- NDSM Wharf

Tilburg (Brabant-Septentrional)

- Stappegoor

La ville d'Amsterdam, capitale Européenne.

Amsterdam est la capitale des Pays-Bas (bien que le siège du gouvernement se trouve à La Haye) et la plus grande ville de la province de Hollande septentrionale et des Pays-Bas.

L'agglomération compte environ 2 300 000 habitants, elle-même partie d'une conurbation appelée Randstad Holland et qui compte 7 100 000 habitants. La partie la plus ancienne de la ville est bâtie autour d'un réseau concentrique de canaux semi-circulaires reliés entre eux par d'autres canaux perpendiculaires, formant ainsi comme une « toile d'araignée ».

Au centre de la ville, on trouve sur le Dam (la digue) l'ancien hôtel de ville du XVIIe siècle, qui est depuis le règne du roi Louis Bonaparte, jusqu'à nos jours le palais royal. Une partie de la ville est renommée pour son quartier chaud, De Wallen (Red Light District) et ses nombreux coffee shops.

La ville de Tilburg et son université.

Tilburg est une commune sans littoral et une ville aux Pays-Bas, située dans la province méridionale du Noord-Brabant. L'agglomération de Tilburg comprend également les villages de Berkel-Enschot et Udenhout. Tilburg est situé à 15 mètres d'altitude et voisine des communes de Goirle et d'Oisterwijk, il y a 204.355 habitants. La position géographique de Tilburg fait d'elle une ville à 70 km d'Anvers et 120 km d'Amsterdam.

Tilburg University (TU) se divise en deux parties : l'Université Fontys et l'Université Avans. Tilburg possède près de 30.000 étudiants. Tilburg University est une institution académique de l'enseignement supérieur, spécialisé en économie et droit.

L'institution a acquis une réputation tant dans la recherche et l'éducation. Dans le domaine de l'économie, la Faculté d'économie et administration des affaires classé numéro 1 en Europe pour la deuxième fois consécutive en 2007. Le programme Exécutive MBA à l'université Tias Nimbas Business School classé numéro 11 dans le monde selon le Financial Times. Dans le domaine du droit, Université de Tilburg a été classé numéro 1 aux Pays Bas pour les trois dernières années selon Elsevier Magazine, et est arrivé deuxième derrière l'Université Cambridge au niveau du classement des facultés de droit en Europe.

Résidence Meander, Amsterdam

Student Housing Science Park   Adresse :

Logement étudiant (700 étudiants)   Carolina MacGillavrylaan 1186

Architecte :   DKV Architectes   1098 Amsterdam - Netherlands

Client: DUWO / Delta Forte   Amsterdam 2003 - 2007
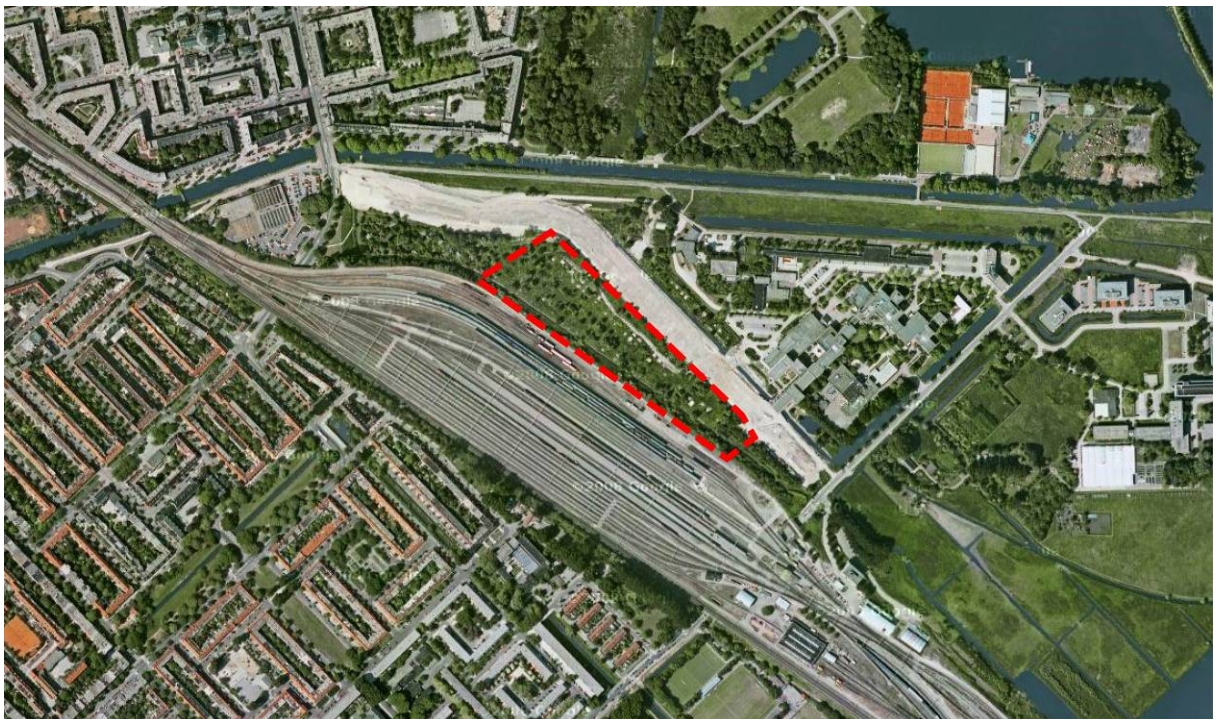
©2009 Google - imagerie

Contexte urbain

Le bâtiment étudié est situé dans la première ceinture à l'est du centre historique de la ville d'Amsterdam. Le site est bordé, au nord par le Flevopark et un canal et au sud par les voies ferrées. Le terrain est proche de l'université de sciences d'Amsterdam (Science Park). Le tissu urbain environnant est mixte, résidentiel collectif et universitaire. L'accès au site se fait aisément en voiture car il est proche du périphérique ou en transport en commun

(station de bus en face de l'entrée de la résidence). Le fonctionnement urbain est simple, les circulations douces sont mises en avant et une liberté de mouvement y est facile. Le terrain en forme de lame bordant les voies ferrées apporte des nuisances sonores lors des passages des trains.

Le bâtiment d'hébergement des étudiants est une partie du plan d'urbanisme KCAP notifié par l'Université (East Amsterdam). Le projet urbain est réalisé par différents bureaux d'architecture, y compris DKV, Claus & Kaan, Gigon & Guyer, 24H et HvdN. La ville d'Amsterdam, l'Organisation néerlandaise pour la recherche scientifique et l'Université d'Amsterdam visent à transformer ce parc scientifique en un centre international du savoir. Un certain nombre de bâtiments universitaires sont dans la section nord de la parcelle, avec boîtier le long de la bordure sud d'une série de 5 volumes que l'on appelle « l'Archipel ». DKV a conçu un méandre: le front de 200m de la rue est interrompue et 2 cours sont formés, permettant l'accès aux bâtiments. 3 courts de jardin vert sont créés sur le côté voie ferrée. Le programme strict est entièrement orienté vers le côté bruit relativement libres et comprend un mélange d'unités d'étudiants, deux et quatre appartements d'une chambre, salon maison / travail, et une crèche.

Au nord, l'emplacement jouxte une route très fréquentée, quartier d'accès avec une ligne de tramway. Au sud, il est contigu à 5 mètres de digue élevée que les frontières sur une gare de triage.

Concept architectural et spatial

Un écran anti bruit est construit, s'étendant jusqu'à la hauteur du bâtiment et continu entre les blocs. Trois jardins vert sont créés sur le côté voie ferrée. Les surfaces vitrées pour les circulations des étudiants se font derrière des façades « muettes » sur le côté des voies ferrées et la façade est.

Le programme est strictement orienté vers une réduction des nuisances sonores et est relativement libre. Il comprend un mélange d'unités d'étudiantes (studio), d'appartements de deux et quatre pièces et d'un programme spécial : « maison / travail », et d'une crèche.

Le bâtiment se caractérise par des bandes horizontales de béton blanc, alternant avec des bandes où les fenêtres sont reliées par des panneaux de verre. Les lignes de force des façades sont horizontales, avec une circonférence totale d'environ 1 km. Deux lectures sont possible des façades sur rue et sur cours : l'orange / brique jaune de la cour de la rue, les façades en bois de la cours-jardins.

Six halls d'entrée à l'extrémité du « méandre » donnent accès aux corridors, sur lesquels on trouve des « Communes » dans lesquelles les appartements se distinguent. Une « commune » se compose de 10 à 16 unités chacune avec sa propre salle de bains et cuisine et un numéro distinct. Les dimensions répondent aux normes de construction hollandaise, mais un certain nombre de mètres carrés ont été abandonnés pour permettre un séjour-salle à manger cuisine.

Les espaces semi-publics

Les cours ou rues offrent l'accès aux « maisons / travail » et aux parkings situés au niveau du sol. Une des ailes accueille la garderie au RDC. Les circulations sont ouvertes, mais possèdent des ouvrants libres. Les circulations sont donc a l'air libre mais avec une possibilité de protection (pluie, vent, froid…). Cette solution architecturale offre une intéressante plasticité et une bonne spatialité des circulations souvent délaissées.

Les espaces communs sont tous ouverts à tous les habitants de la résidence, ils offrent des lieux de rencontres et de confort au quotidien.

Il y a deux types de cours : les jardins intérieurs fermés sur les voies ferrées et les cours ouvertes sur la rue.

Les appartements

Les appartements sont principalement des Studios. Il y a trois tailles de studio différentes réparties sur les 5 étages courant des bâtiments.

Les différentes tailles sont   Petits :   19.8m²

Moyen : 25.7m²

Grand :   29.3m²

Les studios sont d'un plan simple, type « chambre d'hôtel » : entrée/cuisine, ouvert sur la pièce de vie. La salle de bain est un petit espace qui rassemble le WC, le lavabo et la douche dans un espace restreint l'accès se fait par l'entrée/cuisine. Le plan est figé, il est difficile de le faire évoluer, la seule modularité possible est dans l'aménagement du mobilier dans la pièce de vie. Une large baie donne l'éclairage naturel dans la pièce principale.

L'ensemble de la résidence

La logique sociale des l'espaces est bien hiérarchisé sur l'ensemble de l'opération, les entrées, les circulations sont identifiable directement pour les non résidents. Le plan d'ensemble de la résidence offre une organisation type de résidence étudiante : bâtiment épais avec un couloir central, desservant de chaque coté les appartements. La morphologie de l'ensemble résidentiel en forme de U ouvert donnant d'un coté sur une cours ouverte et de l'autre sur une cours fermée, fonctionne très bien.

The building is owned and managed by DUWO (foundation responsible for student housing). There are six entrances leading to separate corridors consisting of 10-16 independent residence units and one common space per corridor. There are three green backyards (recreational) and two front yards (designed as parking space). There are 721 independent units in total, of average size of 30 m^2, including single-room and double-room studios, two-levels apartments and workshops for art students. Facilities include an underground parking, locked bike-rooms on every floor, a laundry room and a kindergarten (also used by the local community).

Security

All participants of the study were satisfied with the level of security in their rooms. Access to the building was restricted by intercoms, yards were illuminated with hanging lamps, there were sprinklers for fire prevention, a member of the technical staff lived in the building and there was a technical emergency line available. However, the ground floor

apartments were visually accessible from outside, there were no signs indicating emergency routes, no fire extinguishers and no first aid kit available. Some residents expressed their concern with too much security measures that obstructed their daily life (such as multiple locked doors) and inadequacy of some solutions – supposedly the fire alarm system was powered by the main power line.

Distribution of activities
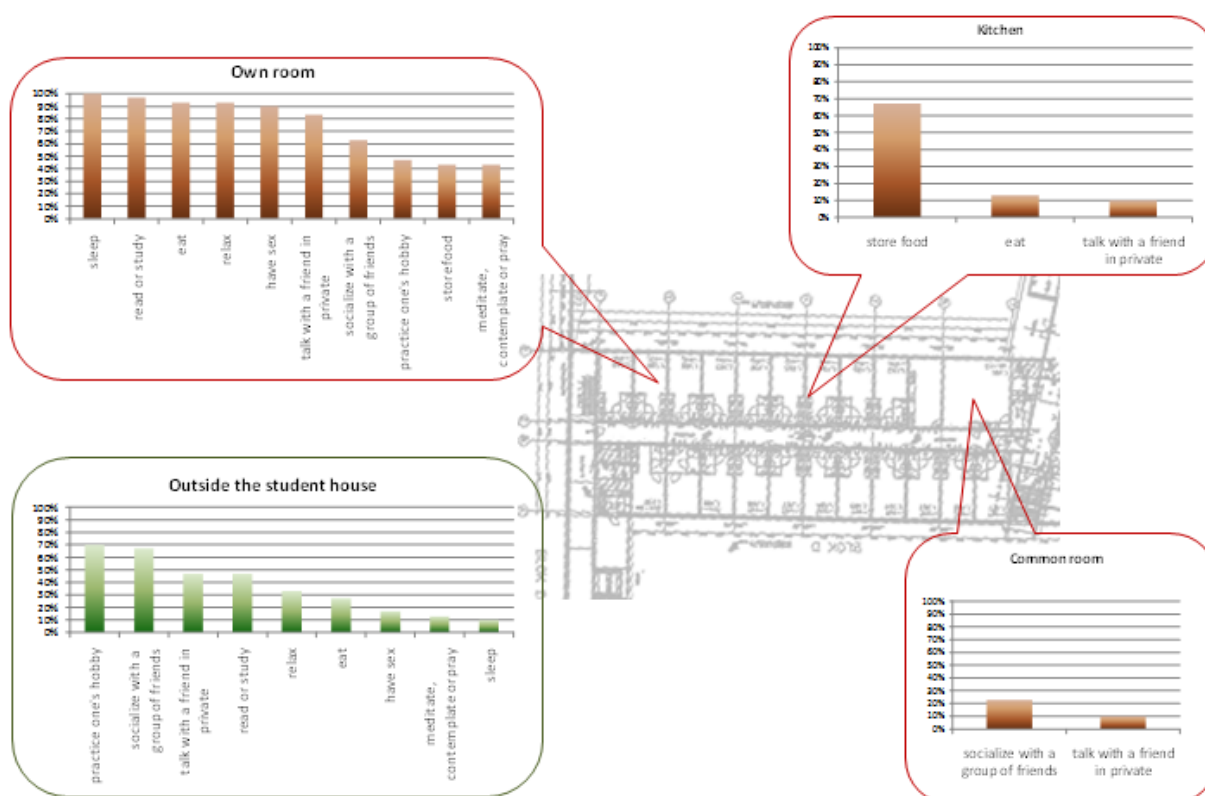
Residence assessment

The weak points of students' rooms were clearly related to temperature and ventilation – despite floor heating and thermostats, 60% of inhabitants reported problems with setting desired temperature in the room. Additionally, ventilation shortcomings appeared as synthetic smell clearly present in all visited locations.

The size of rooms and resulting flexibility of use were definitely the strengths of Science Park. Respondents drew wider rooms than in reality, which was probably related to the diversity of functions and activities. Moreover, own room was overestimated in terms of size, comparing to the bathroom and the kitchen, which probably reflects the amount of time spent in each part of the unit. The most frequent location of the bed was behind the bathroom, to ensure the lowest visual accessibility and thus the highest level of privacy. The room was evaluated as pleasant, cheerful, rather cozy and well-kept. Some residents expressed their desire to have their own balcony as an extension of their room. Common complaints included bad acoustics and problems with temperature regulation and acousticts.

In most units, the kitchen was not separated from the rest of the apartment – it was a small annex, suitable for basic cooking only – therefore its flexibility of use was evaluated low and there were reported ventilation problems (only passive ventilation present). Appliances and kitchen furniture were delivered as standard equipment, they were basic and made of average materials but users found them rather satisfying. A separate kitchen in the two-level flat was evaluated as light, pleasant, modern, spacious and rather cheerful.

Ventilations scored as the weakest point of the bathroom, followed by flexibility of use and esthetic appeal. Insufficient air flow led to traces of mould and unpleasant smells, while small size (especially in one-room studios) and very basic furnishing offered only limited comfort. Cheap materials contributed to problems with maintaining high hygienic standard, as well as the general impression of dark, quiet, ugly and rather sad space. Respondents reported problems with regulation of water temperature in the shower.

Residents were overall satisfied with security and spaciousness of hallways and expressed moderate appreciation of their esthetic appeal. Temperature and acoustics were pointed out as drawbacks of these spaces. In some cases, the multiple security doors were seen as unneccessary and obstructing comfortable use of corrdors.
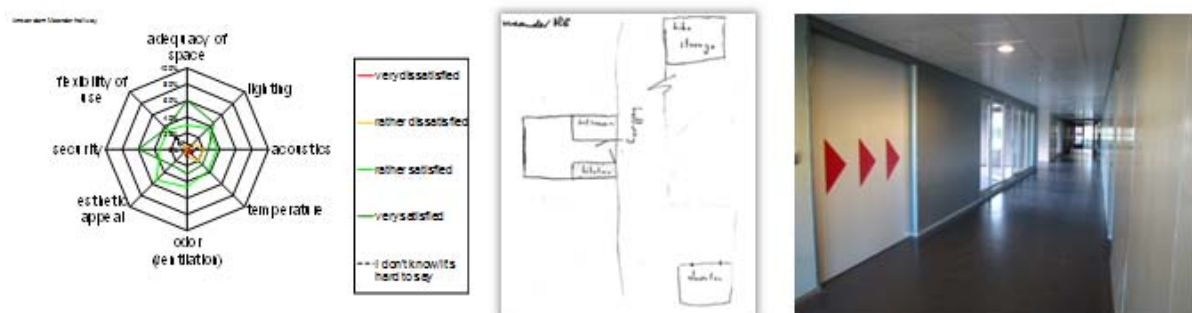
The spaciousness of common rooms was noticed and appreciated by participants of the study, although some of them complained that they were too bog to be cosy. Spaciousness was neverthel

ess clearly their most important advantage. Overall, common rooms were evaluated rather well on all scales, with some indicators of problems with temperature, ventilation and esthetic appeal. It should be noted that common rooms were provided empty, containing only a block of built-in kitchen furniture but no other furniture or decoration. It was left up to residents to arrange the space and in some cases it remained completely empty. In general, common rooms made the impression of spacious, rather empty, abandoned places.

Also, many residents reported that they did not use common rooms and it was reflected in relatively high percentage of participants who chose not to evaluate this space in the questionnaire.
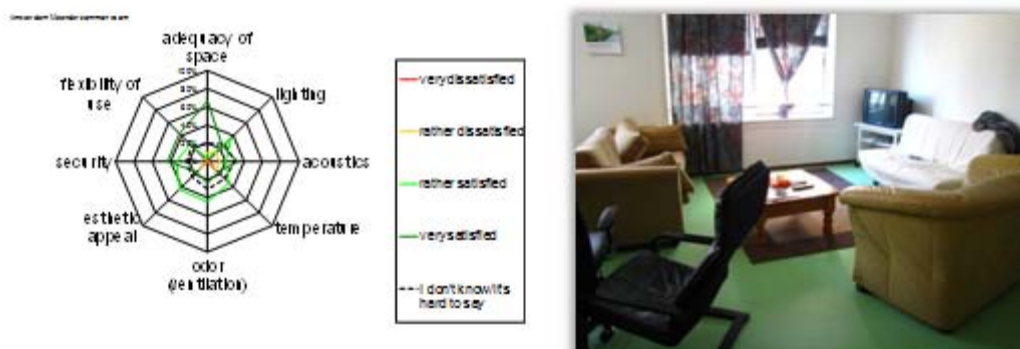
Summary

The building, located in a remote corner of the university campus did not seem very inviting. The intercom at the entrance to the building and then again at the entrance to each corridor, together with heavy doors, contributed to rather unfriendly atmosphere. Depersonalized external corridors lead to more friendly internal hallways, which were colorful and smaller in size. In general, the inner parts of the building were significantly more personalized, esthetically pleasing and more hospitable. The apartments differed in size and shape and were well equipped. Ventilation, temperature regulation and acoustics were the main problems, underlined by inhabitants.

Despite availability of common rooms, all activities (including social life) were located mostly in private rooms. High ratings (satisfaction with adequacy and flexibility of space) did not guarantee frequent use of common rooms, probably due to their peripheral location (at the end of the corridor) and to limited accessibility (only for residents of one corridor). Some residents also explained that the common room was too big and thus not cosy enough. Moreover, quite heavy door might have posed a physical and visual barrier.

Images et Plans

Plan type d'un studio \\

Photos \\

Plan de l'ensemble \\

Architecte :   DUWO

Client: DUWO

Logement étudiant (380 étudiants)

Année :   2005 >2010

Adresse:

Ms. Oslofjordweg 557 Pier NDSM

1033 Amsterdam

Netherlands

Contexte urbain

Le projet de 380 résidences temporaires à été mis à la disposition des étudiants sur le quai NDSM au Nord d'Amsterdam. Ces résidences sont prévues pour rester en place au moins jusqu'au milieu de 2010, avant d'être déplacé vers un autre site. Les résidences sur

MS Oslofjordweg et TT Melaniaweg égayent le paysage d'une grande variété de couleurs: rouge, blanc, bleu et orange.

Un supermarché et un centre sportif sont à proximité et un ferry relie régulièrement l'île NDSM et Amsterdam Central Station. Le service de navette fluviale vers Houthaven a aussi récemment commencé. Quatre lignes de bus à 5 minutes à pied et un bus de nuit fait la navette avec le centre ville aussi.

De Baanderij est situé au bord de l'eau, un bâtiment historique rénové, comprend un grand café avec une zone mitoyenne fabuleuse (le IJ-kantine). Diverses activités sont également organisées dans l'IJ-Hallen, complexe voisins, de marchés aux puces pour les parties. Le quartier est le plus grand terreau culturel d'Amsterdam : ce site héberge dans un ancien chantier naval un skatepark couvert et services d'accueil pour les jeunes. Des entreprises médiatiques et de renoms tels qu'ID&T et MTV ont également été attirées sur cette fourmilière d'énergie de créativité. On peut dire que l'ancien quai NDSM, et la zone industrielle, à aujourd'hui été transformé en un parc dédié aux nouveaux médias avec beaucoup d'événements culturels et des entreprises créatives.

Selon le DUWO (organisme gérant la résidence étudiante), « il n'y a vraiment pas besoin de prendre le bateau pour le centre, tout est sur place».

Concept architectural et spatial

On peut dire que le concept architectural et spatial ainsi que l'effet produit est très fort et plutôt innovant dans le sens ou l'on détourne l'utilisation de containers pour en faire du logement et tout cela sur un ancien site portuaire dans une des villes où les cargos débarquent par milliers des containers quotidiennement. Le programme est simple : 1 container = 1 logement, 380 containers = 380logements. L'idée est donc de faire un assemblage de couleur et de trouver une volumétrie simple avec un empilement des boites. Le jeu avec les couleurs est réussi dans le sens ou les couleurs sont vives, et le jeu de volume est simple et offres des plots de hauteurs variés. La réalisation est juste un empilement qui constitue des bâtiments R+2 et R+3 dont les heurs sont variables.

Les espaces semi-publics

Les espaces extérieurs aux logements sont presque inexistants, les blocs sont posés en relation direct avec la rue et les jardins, il n'y a pas de clôture et l'ensemble offre un plan libre et aéré entre les volumes bâti.

Les seuls espaces extérieurs communs sont les circulations : horizontales et verticales. Les circulations sont des éléments métalliques qui viennent comme des « plugs » entre les blocs pour former des coursives en caillebotis ou des escaliers en bout de bâtiment.

La longueur des lignes de conteneurs varie également, avec les supports à vélos qui sont idéalement situés entre deux blocs. Trois résidences sur l'ensemble du complexe offrent un espace de 40m², (soit 2 containers contigües et ouverts entre eux) pour créer des espaces de vie et donc adaptés à la vie des étudiants. Ces espaces sont réservables par les étudiants pour en faire ce qu'ils en veulent. En complément de ce service, une laverie est à disposition de tous dans chaque unité ainsi qu'un compartiment pour les poubelles.

Les appartements

Les cellules ou appartements ou encore containers font tous une surface de 24 m² soit un rapport de 2.80m x 8.60m.

L'appartement à donc un rapport longueur / largeur de environ 1/3, les proportions du logement sont donc très difficile à aménager, pour avoir un plan qui fonctionne correctement. La profondeur pose un problème de lumière naturelle dans la partie entrée et même dans la pièce de vie centrale.

Chaque appartement possède ses propres services : une cuisine, une salle de bains avec un WC, l'accès a la TV et l'internet.

L'ensemble de la résidence

Les containers comprennent chacun 24 m² et sont empilées par groupe de deux ou trois. Il y a aussi un vaste carré de 48 m² de zone de réunion, dont une cuisine et des toilettes.

Les conteneurs resteront sur le site jusqu'en 2010. Le coût pour la location d'un logement est d'environ 350 euros, tout compris. Les étudiants ont un espace communautaire plus large pour les fêtes, les soirées, ou, simplement pour se retrouver. Une autre installation partagée est le lave-espace, pour faire la lessive, et un conteneur pour les ordures. Le ferry-boat prend l'étudiant à la gare centrale.

La notion spatiale sur l'ensemble de l'opération est très innovante et l'image répercutée est très forte. La logique est pour le moment de palier à un besoin de logements étudiants dans ce quartier d'Amsterdam. La réponse est plutôt bonne car l'atmosphère qui règne dans le complexe étudiant ainsi que les locataires sont heureux d'être dans un quartier et une dynamique contemporaine.

Security

The NDSM residence was evaluated by its inhabitatnts as rather safe – the median score for all examined locations was moderately positive. Also, all respondents indicated that they felt safe in their rooms. Security of the site was also evaluated in experts. Lack of a permanent security guard, the open gate and low fences surrounding the site, as well as some traces of devastations (broken lights) and litter between containers indicated the absence of any "caretaker" and allowed access to the site without any control. Moreover the ground floor apartments were visually accessible from outside which negatively influenced the feeling of safety. There was no emergency procedures indicated, no evacuation signs, no first aid kit accessible, no fire-extinguisher accessible in a visible place.

Distribution of activities
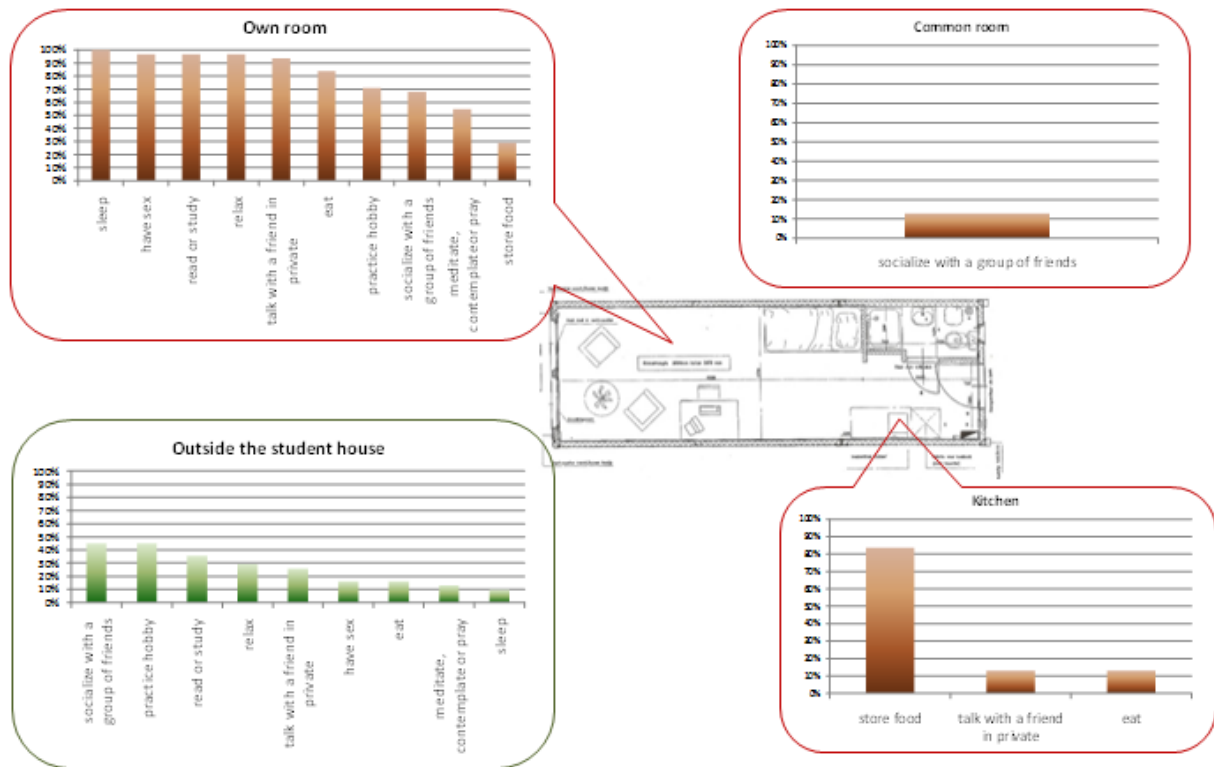
Residence assessment

Residents of NDSM area were rather satisfied with the quality of their rooms. In particular, the adequacy of space was appreciated, while other aspects of the room were evaluated rather positively, too. However, several respondents reported that they would very much appreciate the possibility to divide their space into two separate rooms. The weak points included very poor acoustics and some indications of problems with temperature, ventilation and insufficient daylight. Moreover respondents tended to draw significantly wider rooms than they were in reality. This was probably a result of the need to widen the extremely narrow container. Residents also arranged furniture to widen the space optically and functionally, usually by putting the sofa behind the bathroom, the table opposite the sofa and the bed next to the window (which is located at the very end of container). In expert assessment, the room had moderate or low scores, indicating basic level of comfort, privacy, security (interior of all units was visible from outside, easily accessible from the ground floor) and aesthetics were the most problematic dimensions. In emotional evaluation the interior was characterized as full, bright, well-kept.
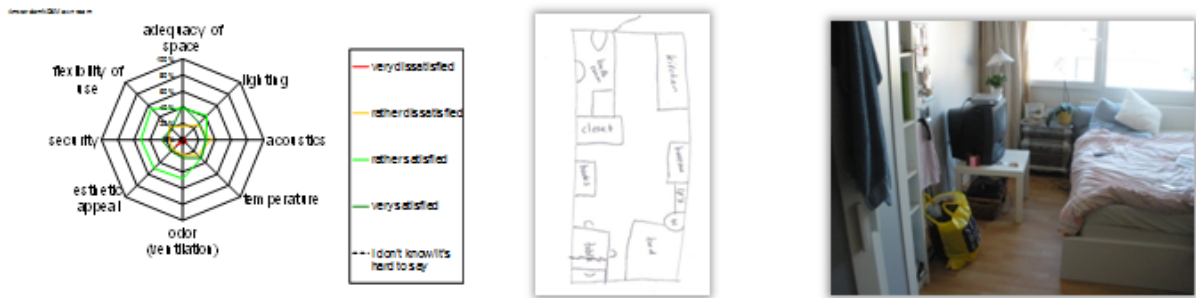
The kitchen was limited to a piece of working space located in the hallway. This minimal facility nevertheless invoked moderately positive responses of users with repeated complaints about the lack of proper cooking stove. However, not surprisingly, there were noticeable problems with adequacy of space, flexibility of use, esthetic appeal and ventilation. Expert assessment indicated very basic level of comfort in the kitchen. It was a transition space, with no direct daylight, no place for table or any equipment than could increase flexibility of use, with no esthetic efforts made, but sanitary conditions and security of installation were moderately good. In emotional description this space was characterized as full , ugly and dark.

Small bathrooms in the container houses seemed to fulfill basic needs of their users. Most aspects were evaluated as moderately positive, except problems with ventilation and apparent lack of space inside. Respondents repeatedly complained about insufficient supply of warm water. Cognitive maps showed that respondents overestimated size of the bathroom in comparison to the rest the container. Probably it was caused by relative importance of these spaces for everyday activities. In expert assessment the comfort of the bathroom was evaluated as very basic, the presence of small window improved ratings for daylight and ventilation.

What could be considered a hallway in the NDSM residence, was in fact a corridor between rows of stacked containers, with floor and ceiling made of perforated steel panels. It resulted with some noticeable complaints about acoustic disturbance and low esthetic appeal of this solution, as well as garbage bags and plenty of litter left in the hallways. Further than that, this kind of hall was recognized as sufficient and graded moderately positive on other dimensions. Expert assessment revealed very basic or below basic comfort offered to users. Outside corridors did not offer thermal and acoustics comfort. Also lighting and, as a consequence privacy and security, seemed to be a problem.
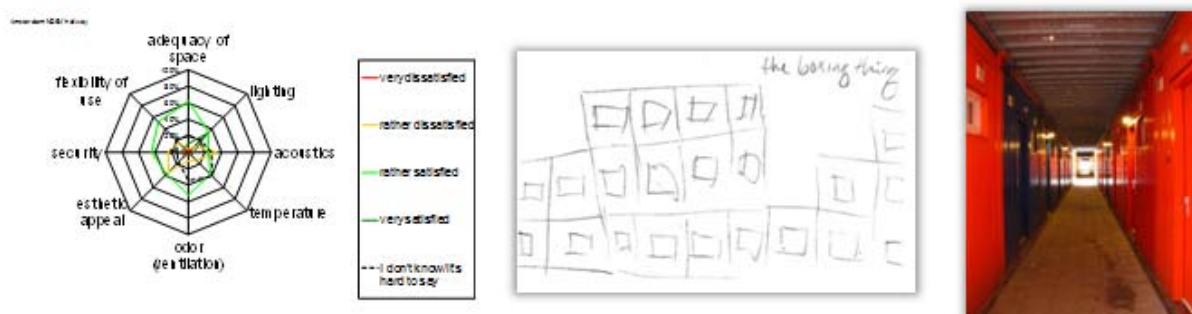
At the time of this research project, the common room (made of two connected containers) was locked and therefore not easily accessible to inhabitants of the area. Hence, many respondents reported that they never used it and therefore could not evaluate its quality. This low accessibility was considered a problem by inhabitants, who also indicated lack of outside common spaces (such as a BBQ place). Respondents repeatedly mention the need for more washing mashines in the premises and improved system of pre-paid cards for laundry.

Summary

NDSM student house was different than other case studies regarding its architectural structure: it was a collection of containers connected to a common steel platform. The sense of security and privacy were quite low in comparison to other student houses. The specific design solution caused bad acoustics, heating and ventilation problems. Materials and equipment were also rather poor. Inhabitants often attempted to create spatial pattern of zones inside the containers: form less private to the most private. The entrance zone with the kitchen annex and the bathroom was less private, the middle zone was arranged to be a living room, the most private space was reserved at the very end of the container with the bed under the window. This zoning was possible due to disproportionate length of the unit.

The campus located on semi-industrial, semi-natural island was not very well connected to the city and thus the access to shops, bars, services was somewhat limited, which was considered problematic by residents. In this unfriendly, industrial environment, one could find many traces of personalization as well as devastation and litter that can be seen as attempts to appropriate the space. The common room was closed, so it did not generate social interactions. However, social life seemed to be quite vivid, which was perhaps caused by the common sense of seclusion and limited leisure opportunities in the neighborhood.

Images et Plans
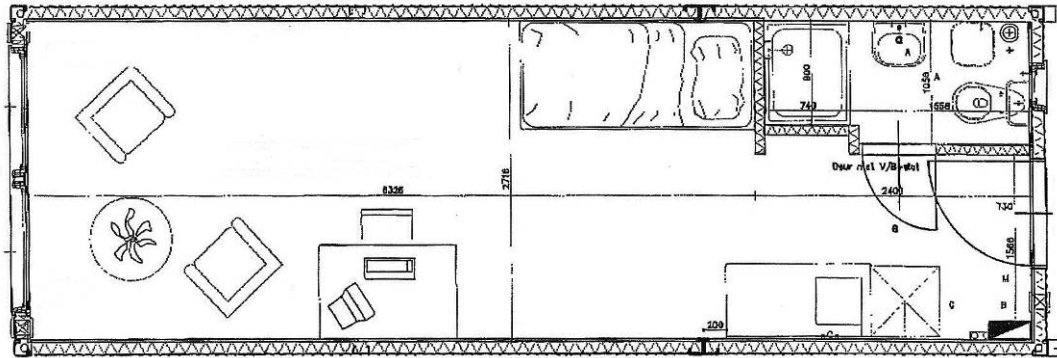
Plan d'un studio \\

Photos \\

Résidence Stappegoor, Tilburg	

Logement étudiant (400 étudiants)　　　　　Adresse:

Architecte:　　inconnu　　　　　　　　　　Stappegoorweg 401

Client: WonenBreburg　　　　　　　　　　5022 – Tilburg

　　　　　　　　　　　　　　　　　　　　Netherlands

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Contexte urbain

La résidence Stappegoor se situe dans un contexte urbain difficile. Le site est extérieur au centre ville de Tilburg, environ 3km au sud de la ville, soit plus de 10minutes en vélo. Il est proche de l'autoroute très fréquenté (E312). Les nuisances sonores sont donc très forte et surtout continues. Le site est aéré et le quartier se trouve proche d'une étendue

d'eau et de la végétation. Il est facile de s'évader, et de porter son regard au loin. Pour palier au bruit de l'autoroute voisine, un mur a été installé pour faire barrière aux nuisances.

Une partie de l'université de Tilburg est très proche du site d'étude : ROC Tilburg, une connexion piétonne est faite pour relier la résidence avec l'université.

Le premier voisin de la résidence est un magasin botanique, alors que se disperse de l'autre coté des logements collectifs en bande ou de simples maisons individuelles. Le tissu urbain est très largement ouvert sur la végétation et la nature. Des pistes cyclables sont présentes, mais les étudiants ont tous une voiture.

Par contre, le point important pour les étudiants est la proximité de commodités tels que le supermarché ou encore le plus grand centre de sport de la ville de Tilburg à moins de 500m et les services de bus qui sont important sur le campus.

Concept architectural et spatial

Le plan de masse de l'ensemble des résidences étudiantes de Stappegoor est très ordonné, il est composé de 2 rangés de 6 bâtiments soit 12 bâtiments. L'organisation spatiale des bâtiments est simple, les bâtiments sont comme des « barrettes » alignées avec une grande allée centrale et des contres allées entre deux pour desservir et avoir un recul suffisant entre deux bâti.

La morphologie est de type R+1 avec une circulation ouverte type coursive extérieure qui sert de protection pour les entrées des logements au rez-de-chaussée. Le système constructif est en bois avec une toiture à deux pans. L'aspect extérieur des bâtiments est constitué d'un coté de bois brut et de toiture grise et de l'autre un bois peint en blanc avec une toiture rouge. Sur les deux bâtiments, les menuiseries sont en PVC de couleur rouge.

Les espaces semi-publics

Les espaces communs sont principalement les espaces extérieurs comme la grande allée centrale ou les zones entre les bâtiments. Les étudiants se les appropries facilement pour des déjeuners, des barbecues ou encore travailler a l'extérieur.

En moyenne, il y a 18 personnes qui vivent par étage et qui partagent une cuisine, deux toilettes et trois douches dans une salle de bains. L'endroit n'est vraiment pas très généreux, et il n'est pas très propre et adapté à une vie en collectivité. La pratique quotidienne des espaces mutualisés comme les sanitaires n'est pas facile pour les étudiants. Le complexe dispose d'une blanchisserie, accessible à tous.

Il est très facile de recevoir du monde dans l'enceinte de la résidence, du fait que la population est principalement étrangère, le mouvement est la cohésion est facilité.

Les appartements

L'organisation des plans d'étage courant est simple, les chambres font partie de petites sections, avec ses trois ou quatre centres de vie. Le principe de colocation est de partage est fort car ils partagent tout les services communs: le salon, la cuisine, la salle de bains et les toilettes.

Les cellules de vie sont réparties comme suit :

151 chambres de 3 ou 4 unités	8 à 10 m²
12 chambres de 3 ou 4 unités	18 à 21 m²
6 chambres PMR de 3 ou 4 unités	18 à 21 m²

L'ensemble de la résidence

Le programme de logement étudiant de Stappegor s'adapte au potentiel du bâtiment car, les « maisons » ont été utilisées comme camp pour les demandeurs d'asile, ce camp a déménagé dans le centre de Tilburg en 2006 pour ensuite être reconverti et mis à la disposition des étudiants.

La résidence étudiante Stappegoor est principalement utilisée temporairement pour accueillir les élèves, principalement les échanges internationaux.

Le site est géré par WonenBreburg - Société d'habitation spécialisées dans le logement étudiant en Hollande. L'ensemble de la résidence sert aussi de tampon dans la masse de logements étudiant de la ville de Tilburg, en effet, il y a toujours des logements disponible sur le site de Stappegoor.

Cette mixité de 50/50 (étrangers et Hollandais) est voulue par les gestionnaires et reflète une ouverture de la part des Néerlandais. Ainsi, le campus est un mélange dynamique de caractère international.

Les services compris dans les loyers sont notamment: le service de concierge, le nettoyage des espaces commun, l'accès internet haut débit et le chauffage. Pour utiliser les locaux en totalité, et avoir une mixité encore plus importante sur le site de Stappegoor, il y a eu une expérience de projet public social dans les étages supérieur.

La logique sociale des espaces est très forte et participe à la vie de la résidence du fait du partage de beaucoup d'espace entre 3 ou 4 personnes.

The residence consists of container houses stacked in two levels, which previously formed a temporary camp for asylum seekers. An average container house offers 3 or 4 individual rooms, a common living room, a bathroom and a kitchen. High speed internet connection is available for all inhabitants. Facilities available on the site include a laundry room, bicycle racks, a phone booth and external garbage containers. Some wooden tables and benches are also located between the buildings. Several housing units are adapted for disabled users.

Security

Overall, the security in Stappegoor residence was evaluated as moderately satisfactory. The median scores indicated that students were rather satisfied with the level of security in all examined locations. About 2/3 of respondents indicated that they felt safe in their own room. However, some residents reported cases of strangers entering the campus and peeping into students' rooms. There were also allegedly cases of burglary

attempts. Given the peripheral location of the site and direct accessibility to the apartments form outside, the sense of safety might have been influenced by control of access to the site. Everyday presence of technical staff controlling access as well as presence of a higher fence and gates would perhaps improve this aspect of the residence.

Distribution of activities
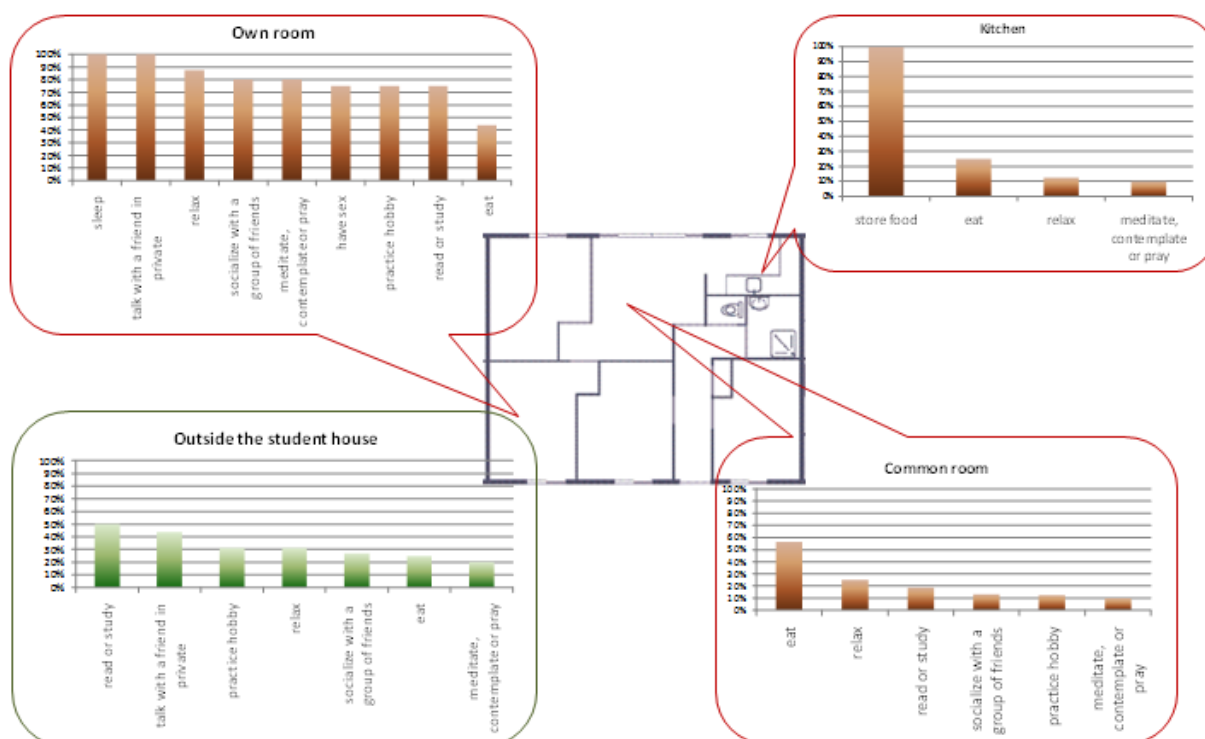
Residence assessment

Respondents were rather critical about the standard offered by their rooms – over 60% indicated very bad acoustics, while further 25% was moderately critical about it. About half of inhabitants indicated more or less severe dissatisfaction with the esthetic appeal and ventilation of their rooms. Flexibility of use and adequacy of space were by far the main advantages of Stappegoor rooms, followed by decent lighting and moderate sense of security. According to expert assessment, rooms offered moderate comfort, their size was satisfying in terms of adequacy of space and flexibility of use, as well as day as access to

daylight. However, in order to avoid visual access from outside, windows were often covered. In emotional evaluation the room was described as well-kept, bright, clean.

Kitchens in Stappegoor evoked mixed emotions – the main problems included poor ventilation, unsatisfactory esthetic appeal, and limited flexibility of use. On the other hand, respondents were moderately satisfied with the adequacy of space, lighting and security. It was consistent with expert assessment which indicated low ratings especially on the dimension of adequacy and flexibility of use, sanitary conditions (traces of devastation, old, dirty equipment) and aesthetics. In emotional evaluation the kitchen was described as abandoned, modern, unpleasant.

Inhabitants of Stappegoor were rather critical about their bathrooms, especially in regard to their esthetic appeal, ventilation and acoustics. Temperature, security and lighting were rated as rather acceptable. Expert assessment results were consistent with questionnaires - aesthetics and sanitary conditions (traces of devastation), as well as ventilation and acoustics were problematic factors. Separation of toilet and bathroom influenced high ratings on the dimension of flexibility of use. The emotional descriptors for this space included: cold, quiet, spacious.

The hallway – a narrow corridor located within each container house – was evaluated as particularly problematic in terms of acoustics. Other factors were rated rather ambiguously with some moderately positive as well as negative ratings. In expert assessment corridor had low scores on adequacy of space and flexibility of use dimensions. The narrow form limited usability. Traces of adaptation (posters and photos fixed on the door glass) indicated a big problem of visual accessibility from outside (e.g. the resident could be seen from outside when going out from the bathroom).

Common rooms, shared by inhabitants of each container house, were evaluated negatively mainly in regard to esthetic appeal, acoustics and ventilation – which were all related to the material used for construction. The layout of the rooms seemed to fulfill basic needs of users, as the ratings for flexibility of use, adequacy of space and lighting were rather positive. In the expert assessment, the common room was positively evaluated on the dimension of daylight avilability, moderate on adequacy and flexibility of use (place to sit for 3-4 people, space was difficult to arrange because of many doors). The poor quality of materials and furniture was also noted as important negative factor. In emotional evaluation it was described as well-kept, clean, bright, cozy (small).

Summary

This residence was characterized by good „human" scale of the buildings and interesting architecture of the unit (satisfying separation but also vicinity of private and common spaces). Also green surroundings of the buildings (lawns, some places to sit, outside galleries) invited to stay in the common space outside. The layout of the settlement created opportunities for social interactions between inhabitants. The number of personalization traces (information leaflets on the doors, things left in common spaces, murals etc.) indicated that high level of appropriation, inhabitants felt comfortable, "at home" not only in their units, but also outside. Unfortunately, poor quality of materials (external and internal) and temporary character of this settlement influenced important comfort qualities of the building (e.g. acoustics), perception and use of this place.

Very peripheral, unattractive location (near a highway, outside any residential area, visually hidden from the campus) caused the feeling of insecurity.

To sum up, the architectural project itself had the potential to create comfortable place, that would promote alternative life style – living outside the city, in students community with a lot of social life in outside common spaces. The low quality of buildings undermined this potential significantly by invoking the feeling of nearly slums-like place.
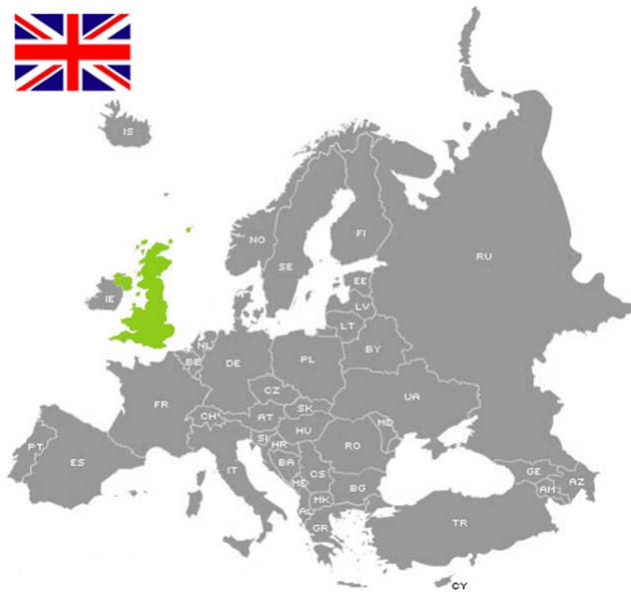
Images et Plans
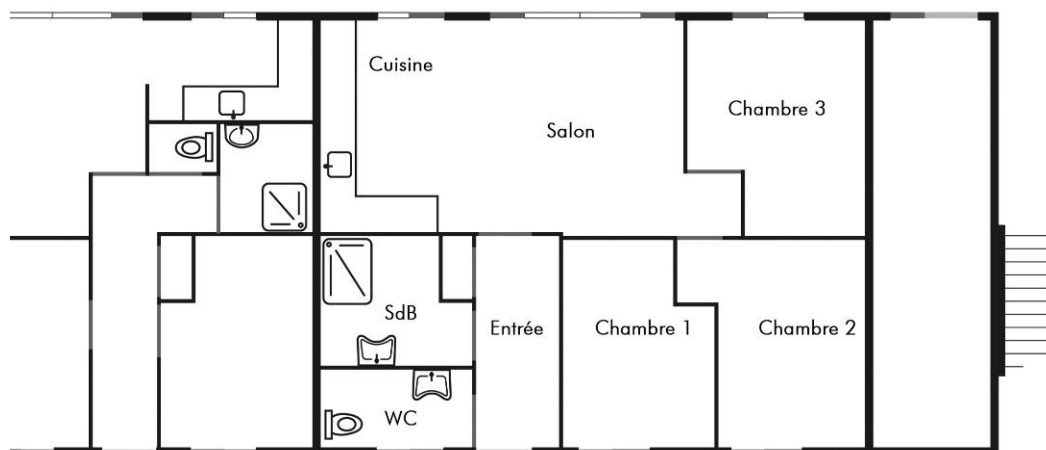
Plans étage courant //

2 - GREAT BRITAIN

Bristol

- Phoenix Court

- Culver House

Cambridge

- Purbeck House

Bristol – thriving hub of South-West England

With an estimated population of 420,000 for the unitary authority in 2008, and a surrounding Larger Urban Zone (LUZ) with an estimated 1M residents, Bristol is England's sixth, and the United Kingdom's eighth most populous city. It received a Royal Charter in 1155 and was granted County status in 1373. Bristol is the largest centre of culture, employment and education in the region. Its prosperity has been linked with the sea since its earliest days. The commercial Port of Bristol was originally in the city centre before being moved to the Severn Estuary. In more recent years the economy has depended on the creative media, electronics and aerospace industries, and the city centre docks have been regenerated as a centre of heritage and culture. (Wikipedia) The Stokes Croft neighbourhood,[68] not far from the studied student houses and the main university campus is a well-known new creative district and cultural free zone. In the city centre, the Manchester-based creative developer Urban Splash has a new project as another sign of Bristol's cultural and economic vibrancy.

Cambridge – traditional university town

Cambridge is a university town and the administrative centre of the county of Cambridgeshire, situated about 80 km north of London. Cambridge is at the heart of the high-technology centre known as Silicon Fen - a play on Silicon Valley and the fens surrounding the city. It is best known as the home of the University of Cambridge, one of the world's premier universities. The university includes the renowned Cavendish Laboratory, King's College, and the Cambridge University Library. City's population is about 109,000, including 22,000 students, and the population of the urban area is estimated to be 130,000. (Wikipedia) Unlike in most UK cities, student housing in Cambridge is still today predominantly in the mediaeval colleges. The studied modern project is thus an exception.

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[68] See eg. http://www.prsc.org.uk/

UNITE

2007

Architect: Stride Treglown

Address: Bond Street, Bristol

277 student units

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Local context, local agency, urban level

Phoenix Court is located central Bristol, 15 min walking from the central railway station. Opposite the residence, there is a big shopping mall with a range of shops, cafes and restaurants as well as service points. There is also a big park within a short walking distance (the Castle Park). Walking distance to the city core is 10min and to the main university campus 20mins. Frequent bus connections from the doorstep of the building. A busy Municipal Service Office is located at the ground floor.

The location can be characterised as a dynamically changing transition zone at the edge of Bristol's central commercial and leisure district. The immediate surroundings consist mostly of big scale retail, office and hotel projects. Some buildings represent 1960s-70s brutalism, but the main atmosphere is created by new eclectic and rather fancy projects. Some older housing and early 20th century civic buildings remain in the area, while main road with over- and underpasses slice through the area, but urban design that supports walking connect Phoenix Court rather smoothly to the pedestrian commercial area.

Building and architectural novelty

The building follows a curving street, which explains its fanning shape. Next to Phoenix Court it is a very large 1970s office building, which was converted to student housing some years ago. Together these two projects create a 800-900 bed student block with common access and some shared services.

Both the plan, volume and facades are dictated by the modular light steel construction – a method developed in detail by UNITE and engineering offices including WSP and Arup and pioneered in Phoenix Court. Basic idea is that light-weight room modules, with factory-made furnishing and finish, are stacked on top of each other and reinforced by in-situ elevator towers. Maximum height of the system is 11 storeys. In Phoenix Court, the vertical reinforcing elevator and stair towers are also used as trapezoidial hinges that help to shape the mass to fit the site.

Ground floor is programme for communal spaces and retail, all other floors are uniform cells organised around a central corridor.

Bond Street, Phoenix Court in the middle. To the right an office block converted to 1ˢᵗ year student housing, sharing janitor and some common rooms with Phoenix Court.

Public art. The courtyard side.

This newly built 11 storey building was constructed using a new technology of light steel, off-site manufacturing. It is constructed of pre-fab containers stacked together on a steel frame. It offers both single rooms with own facilities (bathroom, kitchen), as well as flats of 4 rooms sharing a kitchen, a living room and a bathroom. Facilities in the building include a laundry room, a common lounge, a WII & entertainment room, a quiet study room and staffed reception, open 24/7.
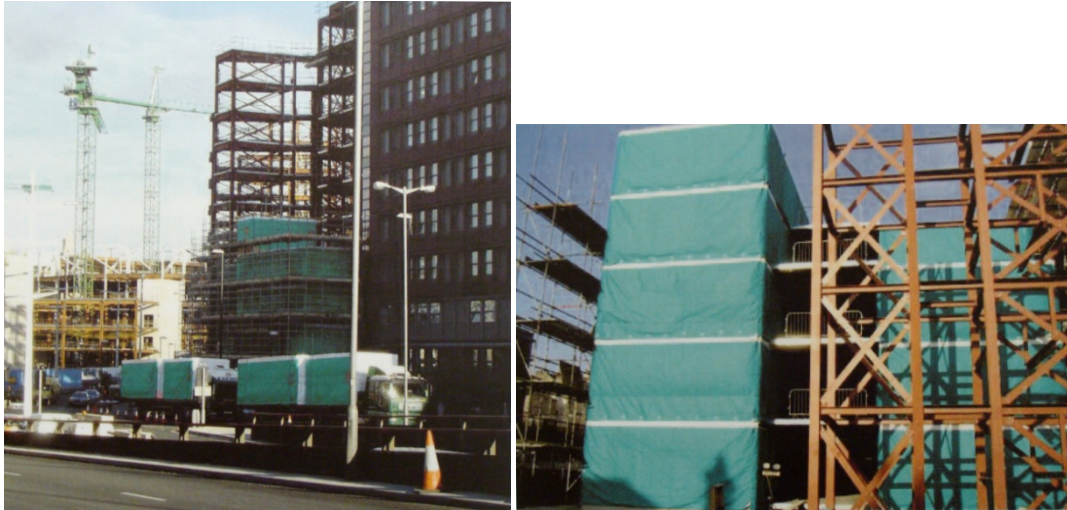
Modular light steel construction, pioneered in Phoenix Court.

Common spaces

Relatively large space for parties and socialising at the ground floor, connectetd to laundry. It is on street level, but there is no direct access from the street. Interior decoration with fireplace and big leather sofas evokes traditional bourgeoisie living rooms and country houses.

In the connecting corridor between Phoenix Court and the adjacent converted office building, there are more somewhat themed common spaces, eg. "interior yard" with plastic lawn and wood-clad room. These spaces are most in the use of the other student house, not Phoenix Court.

Cells

Rooms with shared kitchen (flats):

standard 2,4 x 5,3 m

premium 2,4 x 5,4

xl premium 3,1 X 5,3

Studios 3,1 x 7,8

Premium studio consists of two short 2,4 m wide units, with two variations.

low ceiling (225)

small window (80 X 145)

bolted furniture

quite good colour scheme and relatively good feeling of finishing materials, mostly because of textiles and wooden furniture. The fast, serial construction is visible in some details

*Common room on street level. Behind the doors, the common laundry*

A typical unit, wider version

Security

Residents of Phoenix Court feel rather safe in the building, as indicated by the median score of their responses for all examined spaces. Furthermore, 93% of respondents reported feeling safe in their own room (while 3% of students don't feel safe anywhere). Security is special concern in all British case studies: student house is actively monitored using CCTV, there is a main entrance with special code for residents, reception open 24/7,

security service is planned to be ordered, security information is posted in all possible visually accessible points.

Distribution of activities
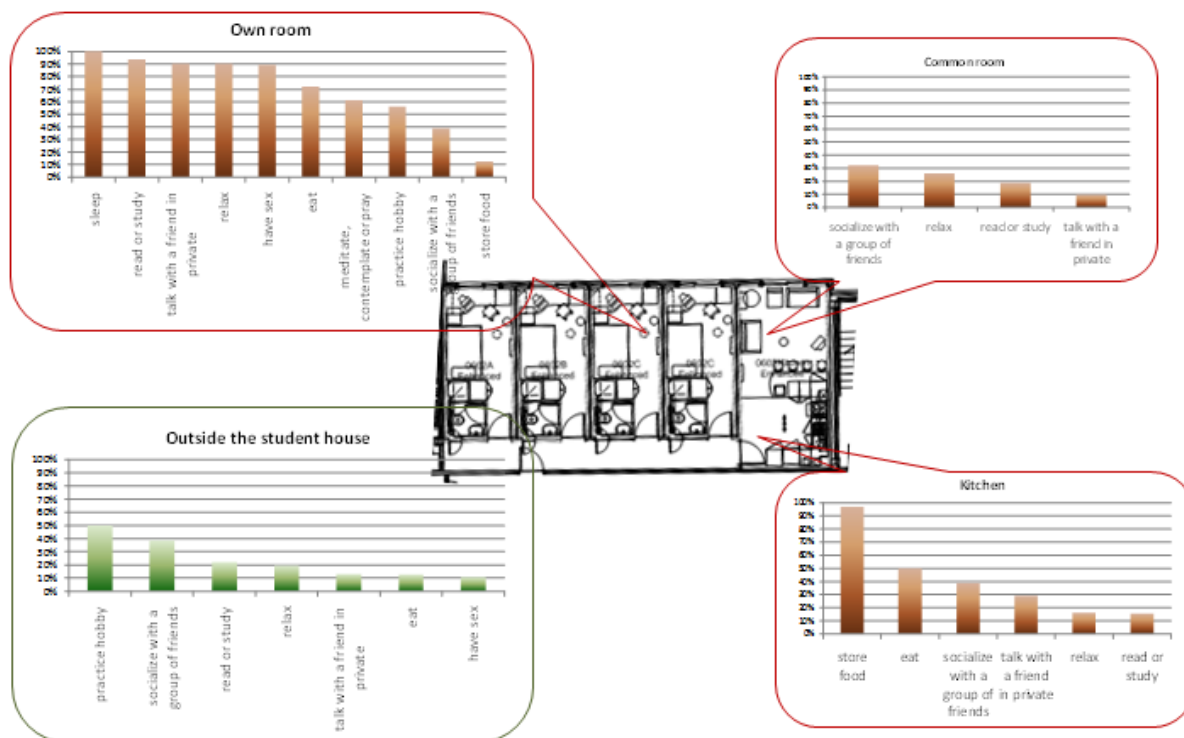
Residence assessment

Inhabitants of Phoenix Court were overall satisfied with their rooms - in particular, they valued the esthetic appeal and the level of security as well as flexibility of use. The latter result was surprising, as all furniture pieces were screwed to the floor or walls (as a result, cognitive maps did not show much variation). Respondents in Phoenix Court tended to draw their rooms wider than they were in reality. Drawings made by students living in collective unit were significantly less specific than drawings of individual units, what suggests that sharing a common kitchen and corridor decreases attachment to own apartment. Adequacy of space and acoustics were rather satisfactory, although some respondents reported being disturbed by noise. The only drawbacks seemed to be related to temperature regulation and ventilation and these problems were often mentioned by students. In expert assessment, the room was rated high on dimensions of privacy, sanitary level, aesthetics;

and rated low on dimension of flexibility of use (furniture fixed to floor and walls). The latter differs from residents assessment which is probably due to the fact that they got used to fixed furniture and put more attention to how to use the spatial possibilities they have. Some residents indicated that their rooms should be bigger, in particular, more storage space should be provided. There were also several complains about low quality of beds provided (uncomfortable). The room was best described with the following adjectives: pleasant, full, cozy, modern, well kept.
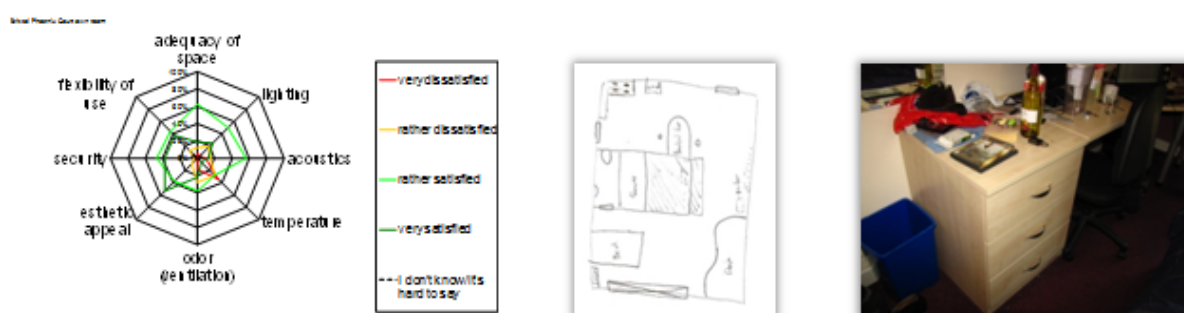
Evaluation of kitchens were generally positive, in particular in regard to flexibility of use and the esthetic appeal. Some critical points included temperature, ventilation and too little space. The size of kitchens was underestimated, that suggests secondary meaning of this space in the context of the whole apartment and reinforces the opinion expressed by several respondents who complained about too little space in their kitchens. In expert assessment, the kitchen was rated high on dimensions of acoustics, aesthetics and sanitary conditions; and rated low on dimensions of lighting and privacy (as it was an extended kitchen annex, in fact) . The kitchen was described with the following adjectives: pleasant, full, clean, warm, modern, well kept, joyful, nice. Well designed furniture of eye-catching colors was its characteristic feature.
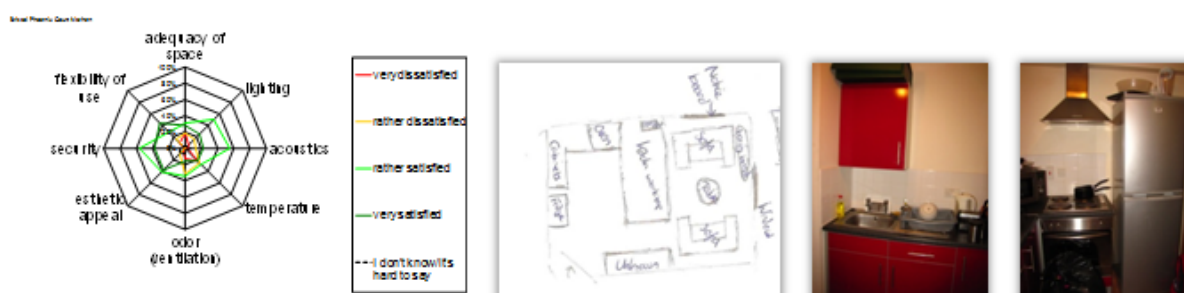
Bathrooms evoked rather moderate responses, with predominantly positive opinions about lighting, acoustics and some critical voices pointing out problems with adequacy of space and lack of shelves. Regulation of temperature seemed to be dependent on local conditions, as there were numerous positive and negative responses on it. In expert assessment bathroom was rated high on dimensions of acoustics, aesthetics, sanitary condition; and rated low on dimensions of adequacy of space (it was very small), lighting, acoustics, privacy (door without lock), odor, temperature (there is no heater), flexibility of use. Bathroom was also described with following adjectives: full, cozy (small), modern, ugly.

Hallways were evaluated consistently as user-friendly on all dimensions. The only issue brought up by some respondents was related to problems with ventilation. Internal hallways in the collective unit were drawn wider than in reality and they contained no objects. A few respondents overestimated the size of the corridor which almost merged with the shared kitchen, that might indicate that they perceive the corridor as a part of common space, where common activities potentially could be performed. In expert assessment, the hallway was rated high on dimensions of aesthetics, security and lighting (although there was no daylight); and rated low on dimensions of acoustics, ventilation, temperature (very hot) and flexibility of use. The hallway was also described with following adjectives: empty, cozy (narrow), modern.

Common spaces in Phoenix Court were definitely the strong point of this residence – nearly all responses were moderately or very positive. In expert assessment, the common room was rated high on dimensions of adequacy of space, lighting (many and different sources of light including plenty of daylight), aesthetics (stylized lather furniture, decorations, chimney), flexibility of use (large room easy to rearrange, presence of a small bar and a fridge); and rated low on dimensions of temperature (very hot) . The common room was also described with the following adjectives: pleasant, full, bright, clean, warm, spacious, traditional, well kept, joyful.

Summary

Typically for Great Britain, much attention was put to security issues in the building - the CCTV cameras were present in all public spaces, the entrance door required an entry code and there was management staff at the reception 24/7. All basic needs were fulfilled, although the balance between provided services and accommodation price might need revision – some respondents complained about too high prices of rooms. Surprisingly, the acoustics of the building was rather acceptable although it was build of prefabricated elements fixed together on a frame and some residents reported noise disturbance. The layout of the building was rather good, with particularly comfortable staircases. However, corridors seem to be endlessly long and generally poorly ventilated.

Several common spaces offered abundance of space for social contacts, however they only seemed to be moderately popular among residents. It may be explained due to the location of these spaces, which were rather peripheral in the building - students needed to intentionally reach them so there was little opportunity for casual encounters "on the way somewhere else". Furthermore, the building is located near a big shopping mall a park and relatively nearby the city center which offer plenty of entertainment opportunities that may attract many of the students. Inhabitants, especially of units with shared facilities,

particularly appreciated functionality and esthetic appeal of kitchens and adjacent living rooms - which in fact seem to be commonly used for group activities.

UNITE

2003 – 2007

Architects: Stride Treglowan

Address: Park Street, Bristol

 97 student units

Local context, local agency, urban level

Culver House is located in central Bristol, near the main campus of the University of Bristol, ca. 20 min away from the main railway station Bristol Temple Meads. The building is placed among other town houses in a densely built downtown neighborhood. The reception and the main hall are located slightly below the ground level and are arranged to look like an outdoor area, while in fact, remaining an indoor space. The building consists of three staircases. Student apartments are clustered by two or three at each level.

Building and architectural novelty

Double corridor with toilets and service rooms in the middle of the building body. About architecture, not much can be said: rooms are packed in the old building frame.(cf. Lauttasaari hospital conversion BOX NN).

Common spaces

Very limited common space in the floors, but seemingly rather well-placed common lobby (or court made to a "street") in the entrance level. See below POE for further detail.

Cells

Individual rooms with a sink, shared toilets and kitchens.

Security

Overall, inhabitants of Culver House seemed satisfied with the level of security – the median score equaled to „rather satisfied". Furthermore, 93% of respondents indicated feeling safe in their own room. Interestingly, 7% of students answered that they did not feel safe anywhere. The main entrance and the backdoor were equipped with intercoms. Moreover, the building was monitored by CCTV. The administration office was located in the internal courtyard, and the manager was available there every working day 8 AM-4PM. Security notices could be find in the most visually accessible points. Emergency exits were well exposed.

Distribution of activities

Residence assessment

Own rooms were assessed rather positively by respondents living in Culver House, especially in regard to security and esthetic appeal. Some problems were indicated in case of, ventilation, temperature regulation and acoustics – the walls were too thin and voices and noises from neighboring rooms could be heard easily – which was disturbing and limited privacy. Many residents complained about insufficient space in their rooms. In this student house all furniture items were fixed to the floor or wall, so cognitive maps varied little in terms of layout. Respondents in Culver House tended to draw their rooms wider than the actual dimensions, which conforms to the general tendency among students to draw rooms approximately square-shaped. In expert assessment, the room was rated high on dimensions of security and privacy (multilevel gradation of privacy); and rated low on dimensions of lighting (one on/off source of light only), acoustics (one could hear noises from the hallway and other rooms), odor, temperature (very hot in summer), flexibility of use and aesthetics

(old-fashioned furniture and materials). The room was described using the following adjectives: calm, dark, silent, traditional, well-kept, sad, ugly.


Common kitchens in Culver House seemed to be the strong point of this student house. They evoked mainly positive responses, which appreciated their esthetic appeal, security (emergency blanket and fire extinguisher available), flexibility of use, adequacy of space and acoustics. However, there might be minor problems related to ventilation. The size of shared kitchens was overestimated in comparison to size of rooms in the unit. Respondents put many details on their sketches of the kitchen. These two results mean that this space was intensively used and well mentally represented. In expert assessment, the kitchen was rated high on dimensions of adequacy of space, aesthetics (well designed, new furniture), sanitary conditions, privacy (possibility of isolation – doors); and rated low on dimensions of lighting (both daylight and electric light) and temperature (very hot in summer). The kitchen was also described with the following adjectives: calm, dark, spacious, modern, nice.
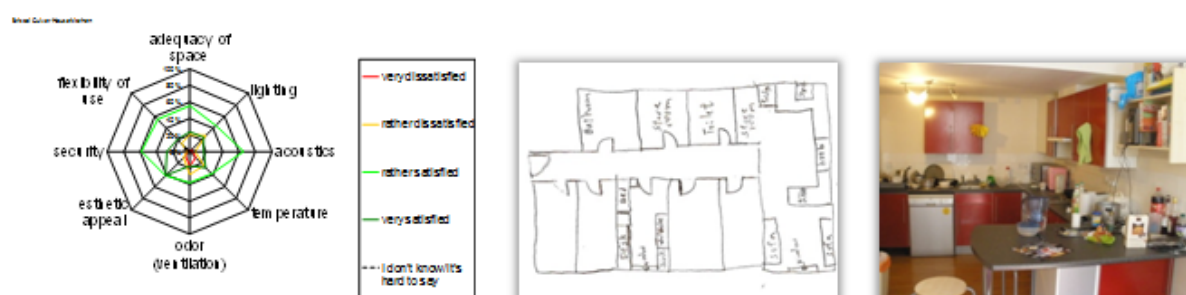
Responses regarding bathrooms indicated, that while they seem to meet basic needs of their users, there were still considerable problems with ventilation, esthetic appeal and adequacy of space. In expert assessment, the bathroom was rated at average level on most dimensions; and rated low on dimensions of adequacy of space (very small), lighting (one on/off source of light and no window), acoustics, aesthetic appeal, temperature (no heater

and poor ventilation), sanitary conditions (old, low quality materials, neglected). Respondents also reported problems with hot water supply. The bathroom was also described with the following adjectives: unpleasant, stimulating (negative), full, dirty, small, neglected, sad, ugly.
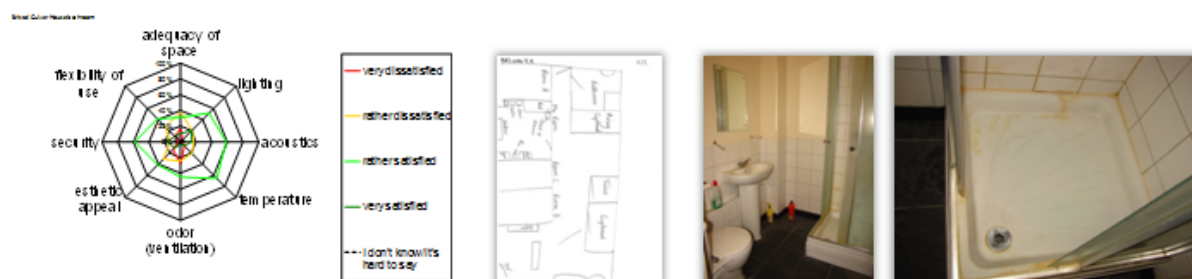

The simple layout of hallways was rather appreciated by users, who particularly valued security of the applied design solution. Respondents used this space mainly for transit purposes, but they would probably use it for other activities if it was wider. Cognitive maps present them oversized and it may indicate the need for more space. Any nooks occurring in hallway were adopted for new functions (e.g. a shelf for cosmetics). In expert assessment, the hallway was rated high on dimensions of security (evacuation ways, panic button); and rated low on dimensions of lighting (both daylight and electric light), temperature (hot in summer) and acoustics. The hallway was also described with the following adjectives: calm, dark, narrow, traditional.

The common rooms were a strong point of Culver House residence. Their flexibility of use was particularly appreciated, while other aspects also were evaluated rather positively. On cognitive maps, the common room, merged with the kitchen, was significantly overestimated in size and sketched with details. This highlights the importance and frequent use of this space. In expert assessment, the common room was rated high on dimensions of adequacy of space, aesthetics (well designed, new furniture), sanitary conditions, privacy; and rated low on dimensions of lighting (both daylight and electric light), temperature (very

hot in summer). The common room was also described with the following adjectives: calm, dark, spacious, modern, nice.
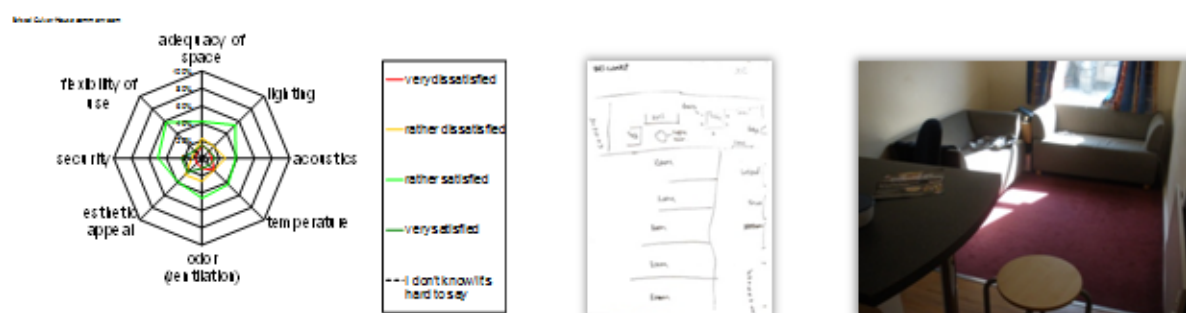
Summary

The weak points of Culver House included sanitary conditions and quality of materials, which significantly lowered residents' satisfaction at the level of basic needs (esp. bathrooms). Fixed furniture and narrow corridors limited affordances in terms of flexibility of use and the sense of control over space. Also lighting was rather poor, both daylight and electric light. Typically for all English cases, (too) much attention was paid to security means, expressed in numerous CCTV cameras, security notices, limitations in access which induced the general sense of threat and danger.

Its strong advantage laid in multistage and adequate gradient of privacy: between the public space (street) and the private room there was an internal courtyard, a staircase with several doors, a hallway and internal corridor. The internal roofed courtyard was an interesting solution – it acted as a typical node (Lynch, 1960) – a crossing of many paths: to rooms, to the main and back entrance, laundry, manager's office, one could also leave a bike there, sit on a sofa or read information on the official board. It facilitated social interactions. Another space contributing to social life was the common space (kitchen + living room) in shared apartments. Although there were some problems due to ventilation and temperature, it was frequently used as the main place for socializing and getting together. Also its aesthetic aspect was distinctive – kitchen furniture served all basic functions and was pleasant in terms of design.
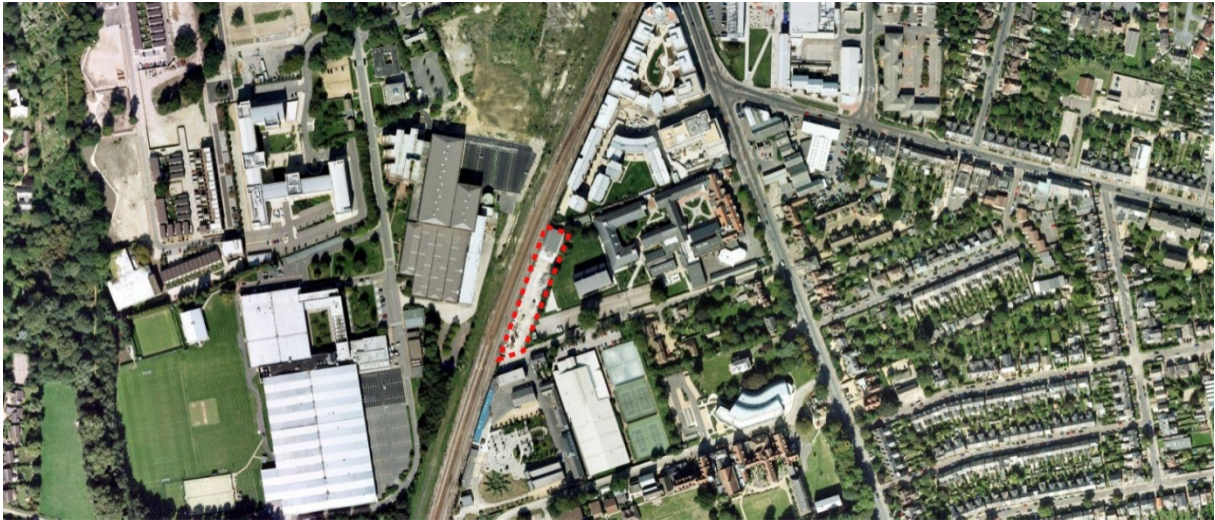
Architects: SMC Cowell

2008

Address: Purbeck Str, Cambridge

151 student units

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Local context, local agency, urban level

The building is located outside the city centre, some 10-15 minutes by bus from the central railway station. The area is dominated by the railway track (just behind Purbeck House) and the site of the Cambridge Press printing facilities. The railway line is a major source of noise disturbance and caused multiple complaints among respondents. There are a few educational institutions and other student houses around. Cambridge Leisure - a big complex of multi-screen cinema, bowling, restaurants and the Junction venue (featuring bands, live comedy and music) is located nearby, within 5 minutes walk.

The building is situated in a part of Cambridge with suburban character, even though still walking distance from the mediaeval city core and main campus. The neighbourhood is a

mixture of older low-density houses and new housing and leisure developments, which are built on a main road, next to the railway.

Purbeck House sits on a narrow lot at the end of a cul-de-sac, forming a visual wall and sound-barrier between the railway and a college campus. The lot is tightly fenced and it can be accessed only from one narrow end through electronically guarded gate. This configurational segragation, combined with the fencing and surveillance of the surrounding properties, creates an exclusionary feel. Purbeck House does not partake in the city, it is a mute wall without public amenity.

Inside the lot, there is a minimal court, partly under the building and linked with the common rooms of the building. Density of the lot is significantly higher than the average in the neighbourhood

King's College in the mediaeval core of Cambridge; historic street in the city.

Leisure centre near Purbeck House

Building and architectural novelty

Purbeck House consists of repetitive units, each equipped with a lift. There is some articulation of height to fit the new mass with the older houses to South and new semi-urban blocks to the North. Aesthetic treatment of the facades could be described as standard, with alternating red brick, white plaster and bluish metal panels. On site, the building looks better than in images, partly because the surrounding stock is relatively low aesthetic quality.

The building is raised on pilotis with car park underground. There is an effort to hide this gesture with landscaping. Economised steel-frame and modular construction, probably much like in Phoenix Court. At this stage we do not have detailed information about that.

All student rooms are studios and individual apartments, fully furnished, with own bathrooms and including kitchen appliances and (double) beds. There is a laundry room available on site, as well as secure bicycle lock, some parking spaces, a small garden and a furnished common room.

Purbeck House seen from the college campu\\ Railline is behind the building

Common spaces

There is a common room in ground floor, linked with the mentioned tiny garden, and roof terraces between the higher parts of the units. Style of interiors is agreeable modern, with new furnishing. See below POE for further detail.

Cells

See below the POE for details

Security

Inhabitants of Purbeck House generally rated it as rather safe, with 87% of users feeling safe in their own room (while 3% did not feel safe anywhere), but also some answers indicating concerns with security issues – many residents were convinced that door codes for the building were widely known to outsiders. Security measures on site included 24 Hour CCTV, electronic entry and intercom system as well as management staff on-site. The building is well prepared in case of emergency: emergency ways are visibly signed, there is a fire extinguisher in every room, emergency notices are well noticeable. Moreover, smoking is prohibited in the whole building (respective signs).

Distribution of activities
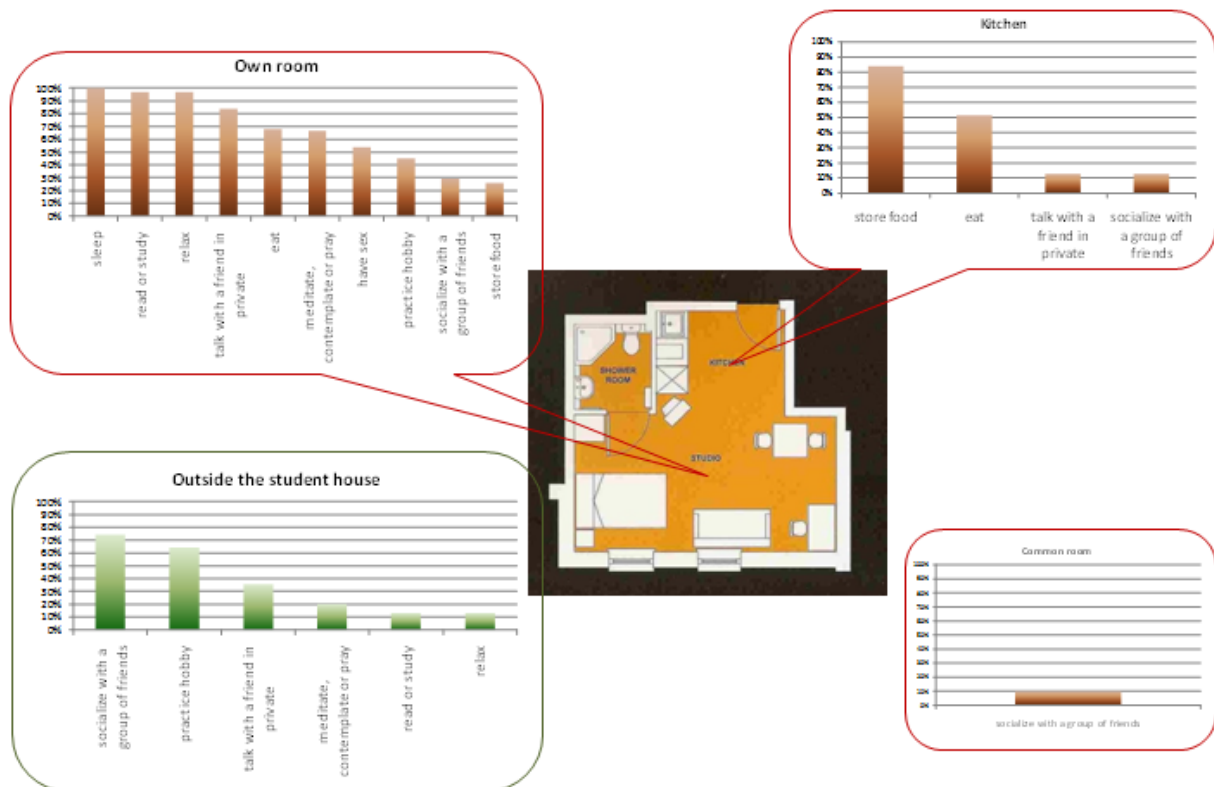
Residence assessment

Inhabitants of Purbeck House were satisfied with their rooms, and nearly all evaluations were moderately or strongly positive. Some residents reported need for more space in their units/ Respondents generally overestimated the size of their bedrooms in

comparison to other parts of apartments. Moreover, they tended to draw this space in the most detailed way. In expert assessment the room was rated high on dimensions of lighting (esp. daylight), security (doors with good locks and eyehole), privacy, aesthetic appeal, flexibility of use, quality of installations (regularly checked), temperature (heater, active regulation) and sanitary conditions; and rated low on dimensions of acoustics (railway track just behind the building). The room was also described with the following adjectives: pleasant, stimulating, bright, clean, warm, spacious, modern, well-kept, joyful, nice.
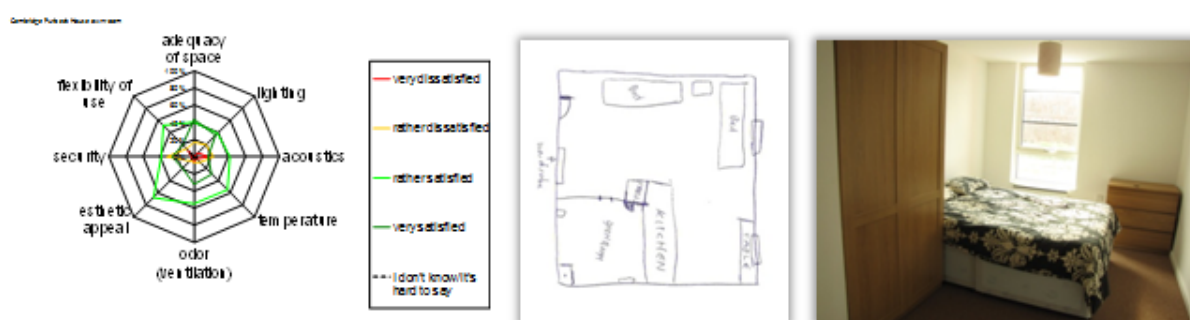
Kitchens were evaluated positively by nearly all participants of the study, especially in regard to lighting. Also, temperature, esthetic appeal and flexibility of use were recognized as advantages of the kitchens. On cognitive maps, kitchens were drawn with few distinctive features and they were located peripherally, that suggests minor role of kitchen in comparison to bedroom. In expert assessment, the kitchen was rated high on dimensions of lighting (esp. daylight), security, quality of installations, odor, aesthetic appeal (design of furniture), temperature, sanitary level ; and rated low on dimensions of acoustics (railway just behind the building) and privacy (lack of possibility to isolation). The kitchen was also described with the following adjectives: pleasant, bright, clean, warm, modern, well-kept, nice.
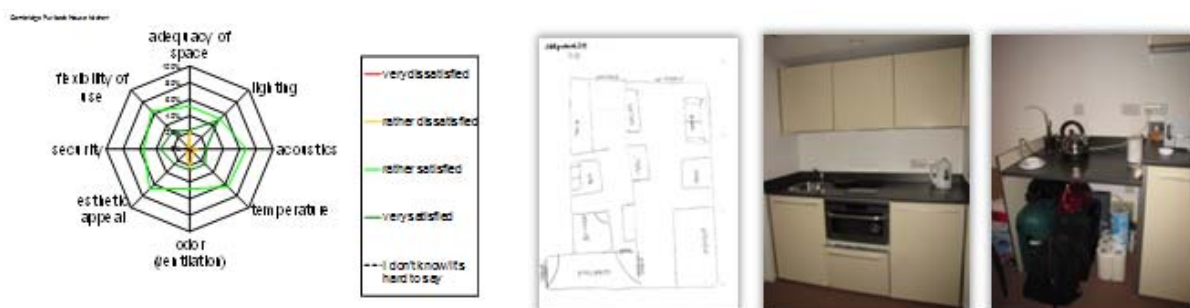
Lighting, ventilation and acoustics seemed to pose the only problems in bathrooms of Purbeck House, and still they were only indicated by a fraction of users. Overall, students

were satisfied with the facilities they were offered, on all dimensions. In expert assessment, the bathroom was rated high on dimensions of adequacy of space, quality of installations, sanitary conditions, flexibility of use, privacy; and rated low on dimensions of lighting (on/off light), acoustics. The bathroom was also described with the following adjectives: empty, bright, clean, cold, spacious, modern, well-kept.

Students were overall satisfied with the hallways, although there was some indication of problems with acoustics, ventilation, security and cleanliness. In expert assessment, the hallway was rated high on dimensions of adequacy of space, lighting, security, flexibility of use; and rated low on dimensions of acoustics and privacy. The hallway was also described with the following adjectives: empty, calm, bright, clean, modern, well-kept.

Due to acts of vandalism (as reported by the building manager), the management staff decided to lock the common room and at the time of this research it was unavailable to residents. Therefore, over 1/3 of respondents reported never having the opportunity to use, and therefore to evaluate, the common room. Several residents strongly underlined the necessity to re-open the common room for everyday use. Responses of those who used it indicated, that they were moderately satisfied with this space. There were however, indications of problems with flexibility of use and security. In expert assessment, the common room was rated high on dimensions of adequacy of space, lighting (both day and electric light, large windows), orientation (open to three sides), aesthetic appeal (quality

furniture), temperature, sanitary conditions, quality of electronic equipment, flexibility of use; and rated low on dimensions of acoustics and privacy. The common room was also described with the following adjectives: pleasant, stimulating, bright, clean, laud, spacious, modern, joyful, well-kept, nice.

The common laundry was perceived as insufficient by many residents, especially in terms of low hygienic standards. Several persons would wish to have their own washing machines if it was permitted.

Summary

Purbeck House in Cambridge was particularly interesting due to the role of the manager. He lived in the building and was extremely committed and enthusiastic about his job. He felt responsible for wellbeing of the inhabitants. This resulted in increased level of security, and high maintenance standard. The manager knew most (if not all) students by their name and interacted with them on a daily basis. Already brief observation revealed that his office was occasionally becoming a social hub, a meeting place where passing students stopped to have a short chat with the manager and with other students. However, there was little spatial solutions that would facilitate social life - the common room was permanently locked and the only common spaces included a small garden located behind the building and the parking area near the manager's office. The building was surrounded by a high steel fence that symbolically, visually and physically separated it from the neighborhood. Together with the ever-present CCTV cameras and the presence of the omnipotent manager, it made an impression of a besieged fortress rather than a residential building.

The building is located outside the city center, between a railway track and a big printing house - which resulted in much noise. However, the interiors were rather pleasant,

well equipped, well lit and spacious. The building offers various types of apartments and most of them supported the sense of privacy very well.

All basic entertainment facilities, including a gym and, cinema and a bowling track are located in the shopping mall located very nearby Purbeck House. However, the city center and most universities/schools can only be reached by bus (it is too far to walk).

3 - FINLAND
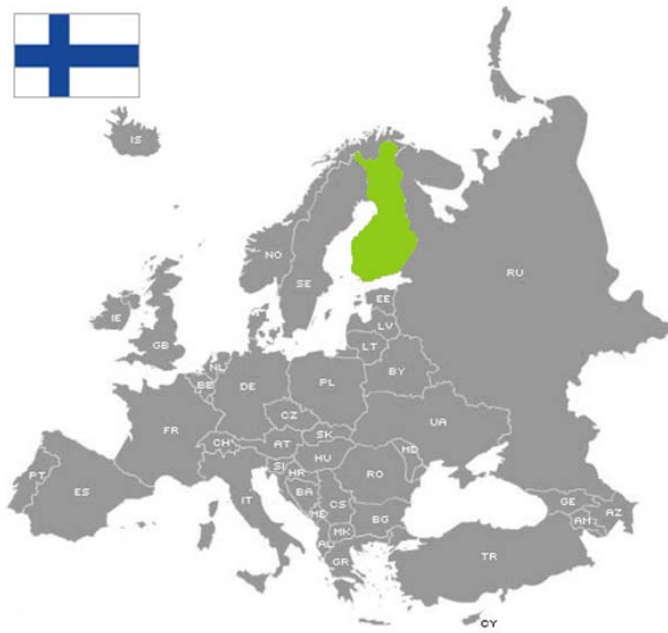
Helsinki region:

- Arabianranta (Helsinki)

- Leppävaara (Espoo)

Turku:

- Nummenranta

Helsinki – the Northern metropolis

Helsinki, founded in 1550, is the capital and largest city in Finland. The metropolitan area, now called Greater Helsinki Region, has about 1,3M inhabitants, of which the core city Helsinki has 585,000, Espoo 245,000 and Vantaa 198,000. The region is one of the fastest growing urban areas in the EU, which is reflected in a continuous urban expansion, densification and new infrastructures. Helsinki is officially bilingual, with 6,1% Swedish speaking (and about 4% other mother tongues). Helsinki is Finland's capital for business, education, research, culture, and government. Greater Helsinki has eight universities and six technology parks. Approximately 70% of foreign companies operating in Finland have settled in the Helsinki region. (Wikipedia) Helsinki is known for its architecture and design. In 2009, it was chosen to be the World Design Capital 2012. Arabianranta district, where one of the studied student houses is situated, was an important example of the good civic and urban design in Helsinki's bid for the title.

Turku – historic capital of Finland

Turku is situated on the southwest coast of Finland at the mouth of Aura River. With origins in13th century, Turku is the oldest city in Finland. During the Swedish rule, Turku was the second city of Sweden and the regional capital of Finland. It remained Finland's most important population centre until the end of the 1840s. Turku's nomination as the European Capital of Culture 2011 reflects the city's cultural and historic importance. Due to its location, Turku is a notable commercial and passenger seaport city with over three million passengers travelling to Stockholm and Mariehamn in Åland islands. Turku is the fifth largest city in Finland with a population of 176,000. The urban region has about 300,000, making Turku the third largest urban area in Finland after the Greater Helsinki area and Tampere region. The city is officially bilingual as 5.2 percent of its population identify as speaking Swedish. (Wikipedia) Planning-wise Turku is interesting because its large Enlightenment period grid, built in hilly landscape around the Aura river. The student village and study area is well outside the inner city, but at the vicinity of the river.

Arabianranta, Helsinki

Architect: Helin & Co

2002

Address: Rörstrandinkatu 3, Helsinki

134 student units

Local context, local agency, urban level

Arabianranta is a mixed-use semi-urban district some 4 km from the Helsinki city centre. The campus of Helsinki University of Arts and Design is at the heart of Arabianranta. The area used to be an industrial site, with a famous factory of Arabia ceramics that has been converted into the university building, also housing several outlet shops of glass, ceramics and design producers. Local services are scattered in the district, mostly walking distance. Two tramlines and several buslines serve the area, travel time about 20mins.

The student house has a prominent location next to large sports-park and lake-like quiet sea bay. Arabianranta district, designed at the turn of 1990s and built during 2000s, is

characterised by strict zoning for 1) services, education and offices along main road and 2) residential blocks on seaside. The concept of the residential zone is to "weave" city and nature with a meandering morphology where open courtyards, looking to the sea bay, and relatively narrow streets alternate. In this plan, the HOAS building has an exceptionally good position, as it is not part of the typical mixed yard, but stands between street and park, with open views to the park and sea. The sea bay is part of the regional green network, so natural recreation at easy access.

The building is equipped with a lift, sauna, bicycle racks outside and a designated BBQ place.

Building and architectural novelty

Southern parkside of the building. Staircase with view to the bay.

More closed Northern streetside in dark red brick. Public art at the main entrance with a reference to the industrial and art-and-crafts history of the area.

The long volume is cut in two by walk-through in the middle, forming the main entrance and stairway.

The building does not follow any classical urban typology but creates in a modernistic manner its own type that reflects the programme: it has central access and central corridor. The two sides are very different: closed and castle-like red brick wall to the street, open and white to the park. The park-side uses modernistic and rationalistic allusions, while the street-side is unique and innovative. In plan, the studio units of the first half on the street are rotated, to enhance orientation and create a totally closed, sculptural entrance view.

The building has an aura of modern monumentality. It does provide a very good housing quality, which is especially due to the location – a result of strong politically-inspired influence from the planner. Quite notably, in that HOAS bulding the maximum renting period is limited to two years – likely because of the high demand.

Aesthetics have lasted time, the building is not a simple example of Finnish modernism, but a more complex exercise with reference to Italian and Dutch rationalism, to an extent even structuralism.

The programme, however, is quite simple: corridors and studios. It is hard to discern a social programme (if the fireplace in the parkside is not such), and the semipublic areas are limited. Much of social life occurs outside in the park and elsewhere.

A detail, showing the concrete panel construction, very typical in Finland. Also loadbearing walls and floors are of elements, facilitating faster construction, but also long spans, up to 11 m.

Common spaces

- high-quality main stair with art and views

- other parts basic quality

Cells

- See below the POE for details

Security

All residents of Arabianranta who filled in the questionnaire reported feeling safe in their room. Also, median scores for security of different spaces were very high. Some residents would welcome peepholes in their doors and door buzzers in the building.

In expert assessment the absence of CCTV and the permanent security guard was noted. The entrances into the building were partly open, as well as some common rooms

accessible from outside, however these spaces were visually accessible and there was the light was on constatntly. Visual and physical accessibility of ground floor apartments was protected by greenery (bushes). Taking into consideration the location of the building in a calm residential area these security measures seemed to be sufficient for inhabitants. The building was prepared in case of emergency: emergency ways were visibly signed, emergency notices were well noticeable, fire detectors were located inside the building.

Distribution of activities
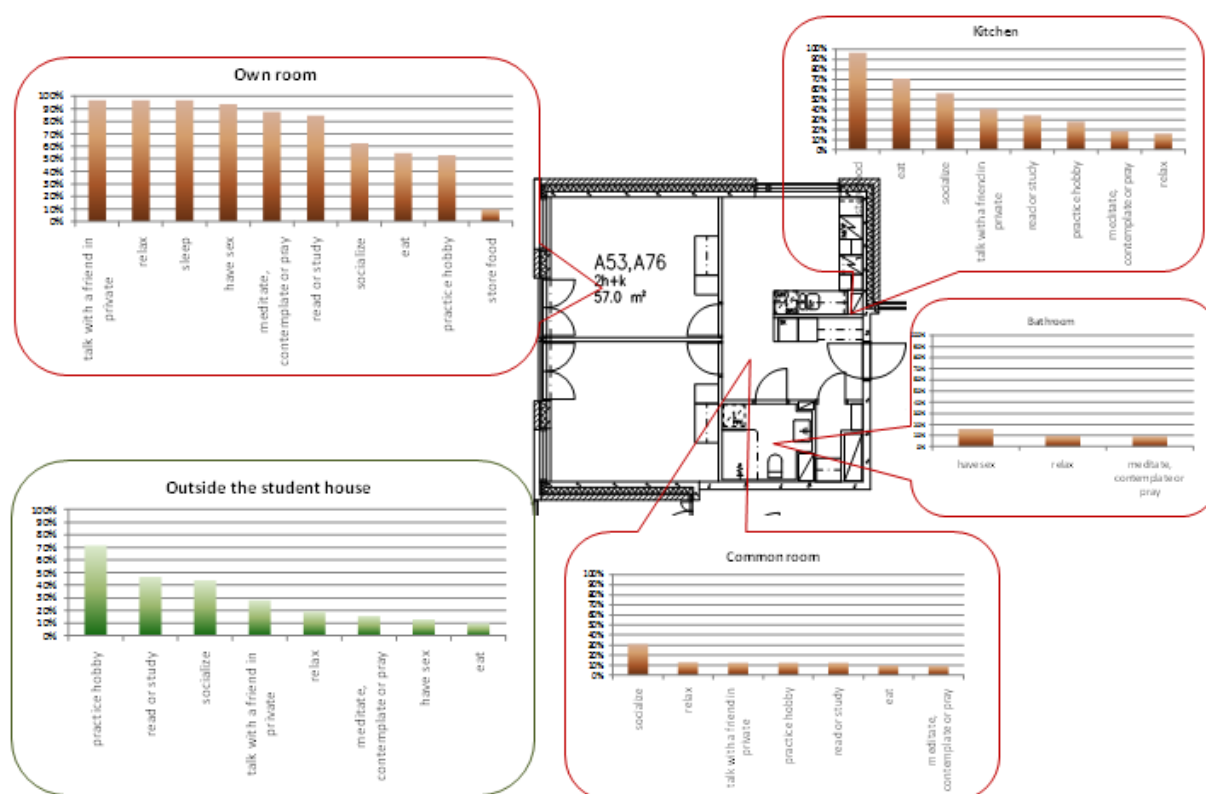
Residence assessment

Rooms of Arabianranta building were unanimously rated as (rather) satisfactory in terms of adequacy of space, although some students indicated that they would prefer more spacious apartments. Respondents tended to draw their rooms as the biggest part of the apartment and put many details on the sketch (location of furniture, decoration). In double bedroom apartments they were probably the most explored space – even more than the common space interconnected with the kitchen. Respondents drew also their balconies(also

details like flowers and other objects) which seemed to be important and appreciated (perceived as an integral part of the apartment). However, some residents complained about their neighbors smoking on the balconies which was unpleasant. Nearly all respondents agreed also on high quality of esthetic appeal, security and flexibility of use (under 5% of negative answers). However, nearly one in four users complained about temperature (cold floors, insufficient heating) and ventilation (stuffy rooms) which seemed to be the main problems in this building. In expert assessment, the room had moderate scores (manageable comfort) on the dimensions of esthetics (poor materials, linoleum), lighting and acoustics, higher level of comfort on the dimension of quality and quantity of light, temperature, adequacy of space and privacy. This space was described as pleasant, bright, cozy, joyful and clean.

All respondents were content with the level of security in their kitchen. Also vast majority appreciated lighting, acoustics and esthetic appeal. On the other hand, over 30% of students reported issues with ventilation and were dissatisfied with flexibility of use. The kitchen was interconnected with the living room, so use and characteristic of the space were enhanced by opportunities coming from this combination. In single apartments, the kitchen and living room were the most explored space, where everyday life took place. There was also storage room in bigger apartments, which was often used, but respondents did not put many details on their cognitive maps except its name. That suggest its monofunctional usage. A duplex unit was visited for expert assessment. Flexibility of use and adequacy of space of the kitchen (space for dining table) were highly rated, as well as balcony and direct daylight (big southern window). The only problem was related to security, as the balcony was accessible from outside. In emotional evaluation this place was described as bright, pleasant, well kept and joyful.

The amount of space available in the bathroom was highly appreciated by over 90% of Arabianranta residents. Overall, this facility scored high on most dimensions, except esthetic appeal and ventilation which were negatively evaluated by 1/3 of users. Bathroom was drawn by respondents rather small in comparison with the whole apartment and generally without many specific features. This points out that use of this space was strictly limited to its basic function and respondents did not expect much regarding bathroom. In expert assessment, the bathroom had moderate rating on adequacy of space, acoustics, temperature and sanitary conditions (manageable comfort), but low on lighting. Some respondents reported repeated problems with the piping system. In emotional evaluation the bathroom was judged as stimulating, empty, dark, sad and quiet.

Participants of the study were generally rather satisfied with usability and comfort of the hallways in Arabianranta building. In expert assessment, the hallway had moderate ratings, it fulfilled basic needs of comfort, furthermore regulated heating and the presence of artistic decoration were two strengths of this space. Residents mentioned that an extra bicycle storage room inside the building would be very much welcome.

Around 1/3 of respondents found it difficult to assess common spaces. It may be explained by a lack of open room, accessible to everybody for common activities (at least at the time of this research). However, other spaces, such as sauna or the hallway could be recognized as common by participants, and therefore evaluated – in this case, the users were very satisfied with them. In expert assessment, the common room that was chosen for evaluation was an art studio, open for inhabitants. The size of the space and quantity of lighting (window + glass door) and facilities resulted in high ratings on dimension of adequacy and flexibility of use. Its location in the building (accessible from outside, ground floor) resulted in moderate scores considering security and privacy (but open door and personal things left inside were signs that users felt safe). In emotional evaluation the place was described as pleasant, stimulating, joyful and nice.

Summary

The architecture of units, the size and distribution of spaces permitted to fulfill all basic needs, including the need for intimacy (bedroom separated by door). Outside spaces (especially balconies) gave opportunities to personalize the space and show the owners presence, therefore might have influenced the feeling of safety. Possibility of personalization and observed presence of pets, (tolerated by administration) could build the feeling of being at home.

Open common spaces, situated on the ground floor, accessible (also visually) from outside, and outdoor common spaces (barbecue area) facilitated socializing but also social control. Moreover, the localization of the building in a residential area helped to build social ties on the community level.

The esthetic appeal and presence of art and nature, as well as flexibility of use of common spaces (e.g. art studio) and presence of sport and health facilities encouraged self development.

Architect: Jukka Tikkanen

2002

Address: Rummunlyöjänkatu 3, Espoo

105 student units

©2009 Google - imagerie

Local context, local agency, urban level

The building is located in Espoo - a town in agglomeration of Helsinki. It belongs to the Student Union of Helsinki University of Technology (TKY) and is located ca 20 minutes by bus from the main campus in Otaniemi. The nearest train station Leppävaara is located 5 minutes away by walk.

The building itself is located in a residential neighborhood, facing a small park on one side and sharing a playground with the neighborhood. The location is rather centrally in the new Leppävaara district. Sello shopping mall (one of the biggest of the region), library and music hall at very close walking distance. Also schools, other public services and recreation

facilities close by; the project clearly represents the new policy to locate student housing in metropolitan hubs. The student house is actually in the very centre of regional node with efficient train and bus connections in most directions. University of technology is 10min bus-ride away, Helsinki city centre 15min train ride.

There is a high-quality semipublic courtyard, which significantly increases quality of life. A small brook runs through the courtyard, extending to a pond. The 5-storey building offers elevators, sauna and a bike-cleaning facility on the ground level. Bicycle racks are located outside the building. A part of the ground floor is used commercially for physiotherapy practice.


View from the neighhbourhood park. From the courtyard of the block.

Building and architectural novelty

Leppävaara student house is a rather anonymous urban building, blending in the whole. Roof sauna and terrace are best practice but exceptional.

The way how different apartment types are mixed in the plan shows a careful and skillful design in its own terms.

Street level would allow more services (even commercial), now there seem to be vacant spaces.
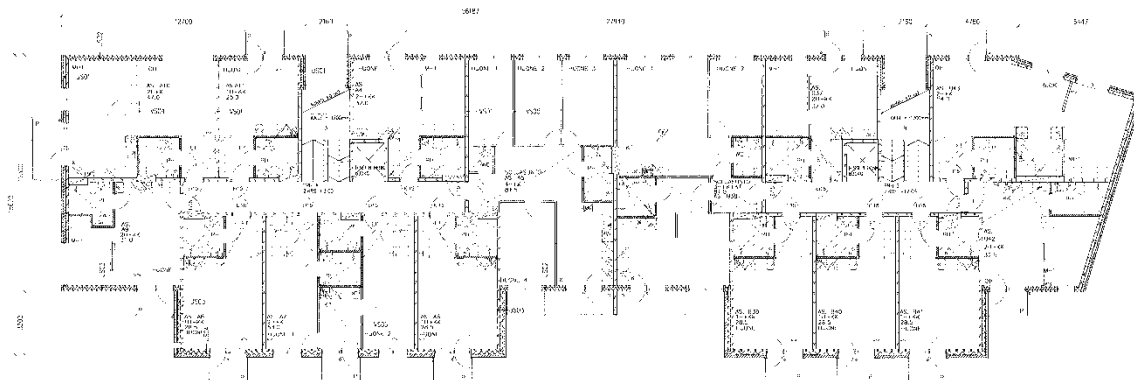
Typical floor

Common spaces

See below the POE for details.

Cells

See below the POE for details.

Security

In general, inhabitants of this student house reported feeling very safe (the median score 4=very safe) in all locations. Nearly all students indicated that they felt safe in their own room.

There was no additional security measures on site (like intercom system or guards), but the building was located in the residential area and had a nice well kept green surroundings. The ground floor apartments were visible and easily accessible from outside. It was difficult to observe if the building was prepared in case of emergency: there were no

emergency ways visibly signed and no emergency notices, however there was a fire detector in every room.

Distribution of activities
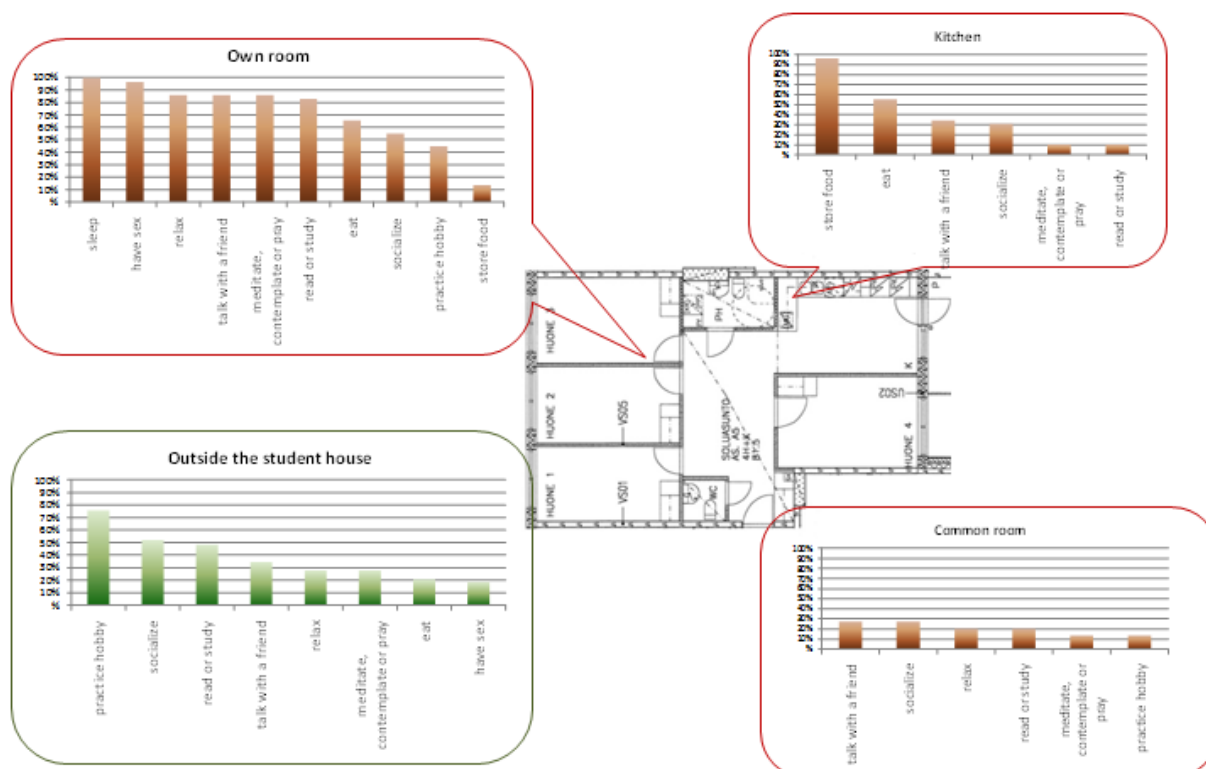
Residence assessment

Student rooms in Leppavära were very much appreciated by users – over 90% of respondents was positive about the adequacy of offered space, security and esthetic appeal. Also flexibility of use and acoustics seemed satisfactory. Some students indicated problems with ventilation (windows difficult to open), temperature (too cold in winter, too hot in summer) and lighting. Almost all types of apartments were characterized by clear distinction between functions: bathroom, bedroom and living room with kitchen annex which were separated by walls. The living room was often drawn relatively bigger than actually and with many details, that suggested key role of this space in the apartment, being used for entertainment, eating, socializing, work. In apartments with no separate bedroom, the bed

was located in the most private place, (hidden) next to the kitchen; or opposite to main entrance (the biggest distance from the entrance) to enable comfortable use of kitchen annex and the living room. This indicated a conflict between need for privacy and comfortable access to the kitchen annex. In expert assessment, "own room" was divided into evaluation of bedroom and living room. This partition, as well as the size of space, resulted in very good level of general comfort adapted to actual needs of inhabitants. The strong side of this place was lighting (easy to adapt to ones needs), aesthetics and daylight quality and quantity. Well-kept, stimulating, bright, warm - these were the main emotional qualities of the space.


Kitchens were rated as light enough by nearly all respondents. Also, they appreciated the flexibility of use and security. The acoustics was rather satisfactory, too. About 1/3 of respondents indicated insufficient ventilation (and would request an extra fan) and some users also complained about too little space. The kitchen was often combined with the living room and respondents tended to draw it quite big and spacious. This might suggest their satisfaction with the amount of space available in the kitchen and living room.   Expert assessment of the kitchen revealed moderate level of comfort, adequacy of space, flexibility of use (place for dining table and work space) ventilation and aesthetics (due to some effort of users). On the other hand, lighting (lack of direct daylight) and security of installations were the weaknesses. In emotional evaluation kitchen was described as well-kept, joyful, full.

Vast majority of users was satisfied with nearly all aspects of the bathrooms offered in this building. The only marked problems related to ventilation, that was reported as unsatisfactory by 35% of students and acoustics, indicated by 1/5 of respondents. Cognitive maps indicated underestimation of the size of the bathroom and the drawings were not very detailed. Often it was sketched as peripheral space. This suggested its peripheral importance, but also satisfaction (respondents did not indicate any spatial issues relating to the bathroom). Expert assessment reported poor comfort on lighting and ventilation dimensions, good on adequacy of space, flexibility (size of the space), privacy, temperature and acoustics. In emotional evaluation, the bathroom was described as empty and dark.
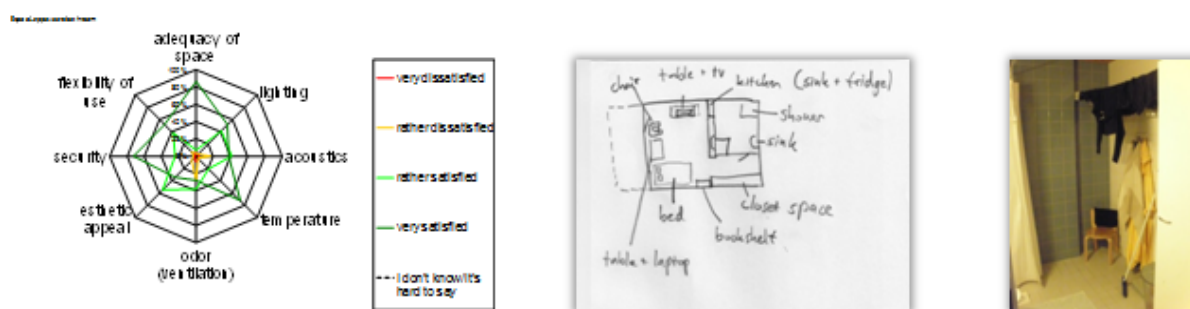
The hallway was consistently perceived as safe. Low flexibility of use was indicated as a source of dissatisfaction by over 1/3 of users. Also, over 30% students complained about bad acoustics. The hallway offer basic level of comfort. Experts indicated presence of daylight and visual accessibility as main qualities of this place.
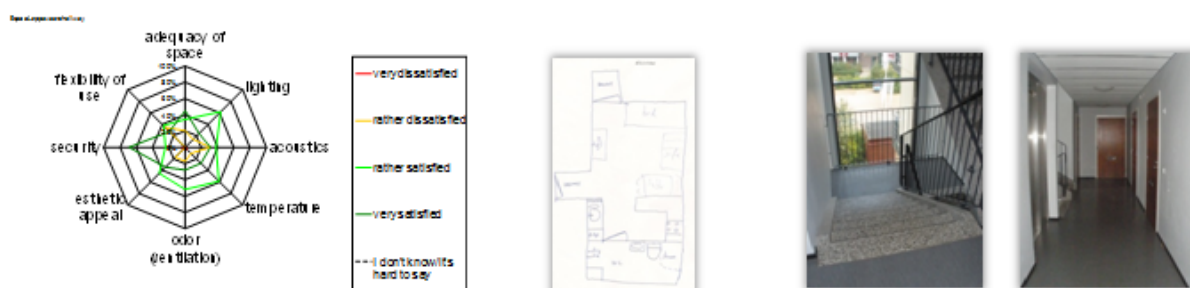
At the time of the research, the common room was not available, which was expressed in the rate of about 40% of students who found it impossible to express their opinion about this space and some voices requesting improved, free access to such room. Other respondents might have accessed the space before or referred to other common spaces, such as sauna or the hallway in their evaluations – and their answers indicated moderate satisfaction, with the exception of temperature and ventilation. It should be noted that apartments in this student house were comfortable and relatively big, they included a

living room interconnected with the kitchen – and this space probably served as the location for social activities. Several residents pointed out that storage space in the basement was insufficient.

Summary

In general, this SH fulfilled all important basic needs. Its users were particularly content with the level of security, good lighting and good acoustics (which is usually a problem in student housing). Privacy was enhanced by the layout of many apartments offering a separate bedroom and a living room. Spacious rooms allowed for many adaptations to own lifestyle. Special flats for young couples offered well located bedrooms, built in wardrobes and enough space for a dining table - all features facilitating well organized family life.

At the neighborhood level, the building was incorporated into a regular residential area. The physiotherapy practice located on the ground floor connected the student building to the rest of the community in functional terms. At the level of apartment, kitchen corners located within the living room afforded for social activities related to cooking and eating - although it is difficult to establish to what extent students used this opportunity. However, there was no common space, except the sauna, available to all residents of the building that would facilitate social contacts between neighbors.

The park located behind the building offered opportunities for contact with nature and relaxation. Outdoor sports, especially biking, were enhanced by availability of cleaning facilities in the hallway that could be used for cleaning bicycles. Good transport connection with the campus of the Technical University as well as with the city center of Helsinki, together with vicinity of a big multifunctional shopping center counterbalance rather peripheral location of this residence.
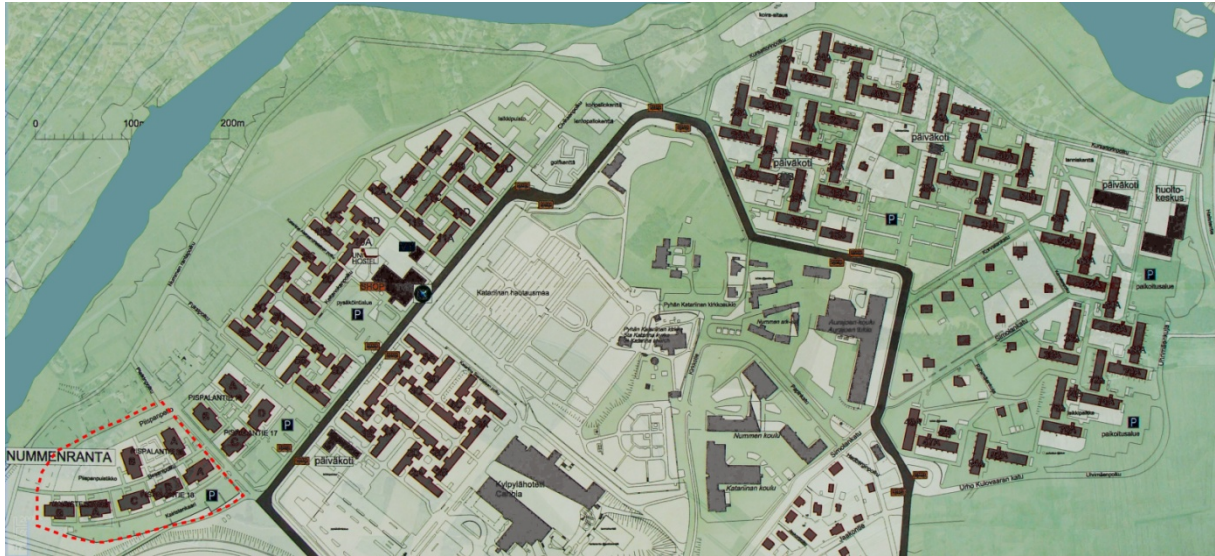
Architect: Arkkitehtitoimisto Sigge

2004-2008

Address: Pispalantie 17-20, Turku

Ca 400 student units

©2009 Google - imagerie

Local context, local agency, urban level

This student housing estate consists of five buildings located next to each in the new section of the Student Village – a neighborhood dedicated entirely to students and located outside the centre of Turku, at the bank of Aura river. The main campus of the university is nearby, within 10-20 minutes walk. The city center may be reached by bike (ca 3,2 km to the main railway station) or by bus.

The self-contained village, housing 4000 students, is situated outside the inner city in the middle of agricultural land, next a mediaeval church hill. Recently, urban structure has extended so that the (mental) distance has almost disappeared. University campus has

recently been extended from the city towards the student village, and newest buildings are fairly close to the Nummenranta site. However, a new inner city highway creates a barrier in that direction. The student village has some services, but is not self-sufficient

All buildings are equipped with lifts, bicycle racks outside, space for prams in the hallway, saunas. Outside, there is light decoration put on small wooden containers.
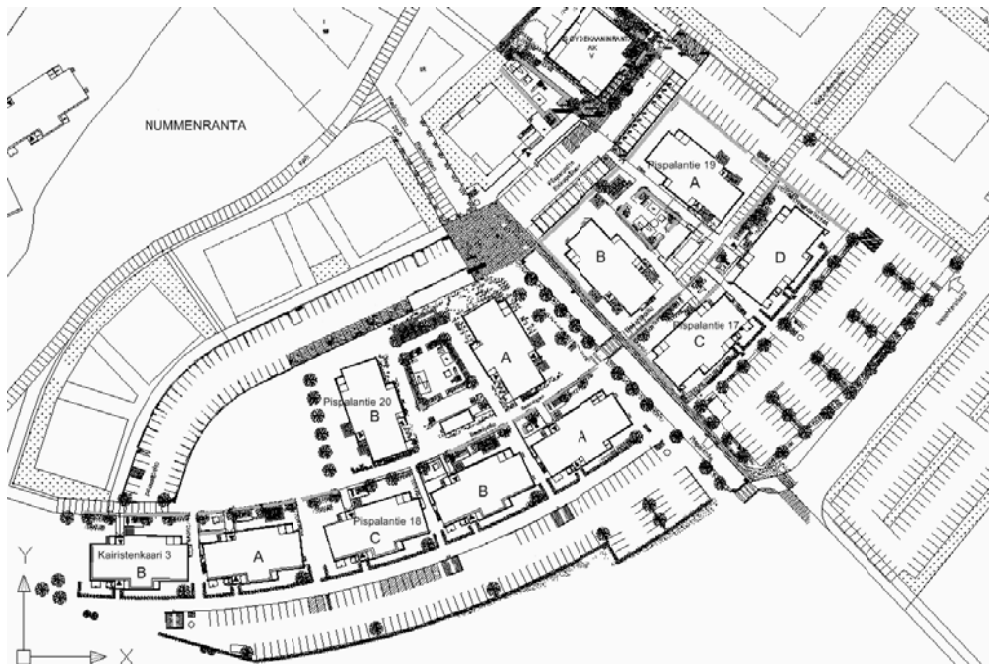
Siteplan of Nummenranta development

Views from the 1970s structuralistic phase of Turku student village.

Building and architectural novelty

The curved layout of Nummenranta makes a clear departure from the gridiron 1970s plan. The curve reflects a street meeting the innercity highway, closing the attractive riverside of the site.

An interesting detail is that the whole area, both student houses and privately financed owner-occupied blocks at the river were developed through one bid. This facilitated certain indirect cross-subsidy of student housing inside the project as companies lowered the overall prize to get the attractive riverside lots (interview Lipponen). This is an idea that could be used elsewhere.

The buildings represent normal high Finnish quality. They do not stand out as cheap or public housing in any way. Density is relatively high, though, compare to most surrounding construction. This is empasised by the ongoing project to continue Nummenranta with a student tower on the highway, to be designed by the same office.

Common spaces

See below the POE for details

Cells

See below the POE for details

Security

Nearly 90% of study participants reported feeling safe in their own room. The entrances voluntary left open might be a behavioral indicator of feeling safe. General evaluation of safety was consistently high, with all median scores reaching the maximum value although there was no additional security measures on site (like intercom system or guards) except CCTV cameras located in near the lifts. The buildings was accessible from outside and stairs and entrance zone were visible from outside. The ground floor apartments were also visible and easily accessible from outside. There were some emergency notices and technical or administrative contact information on the board located in the entrance, as well as fire detectors in the apartments.

Distribution of activities
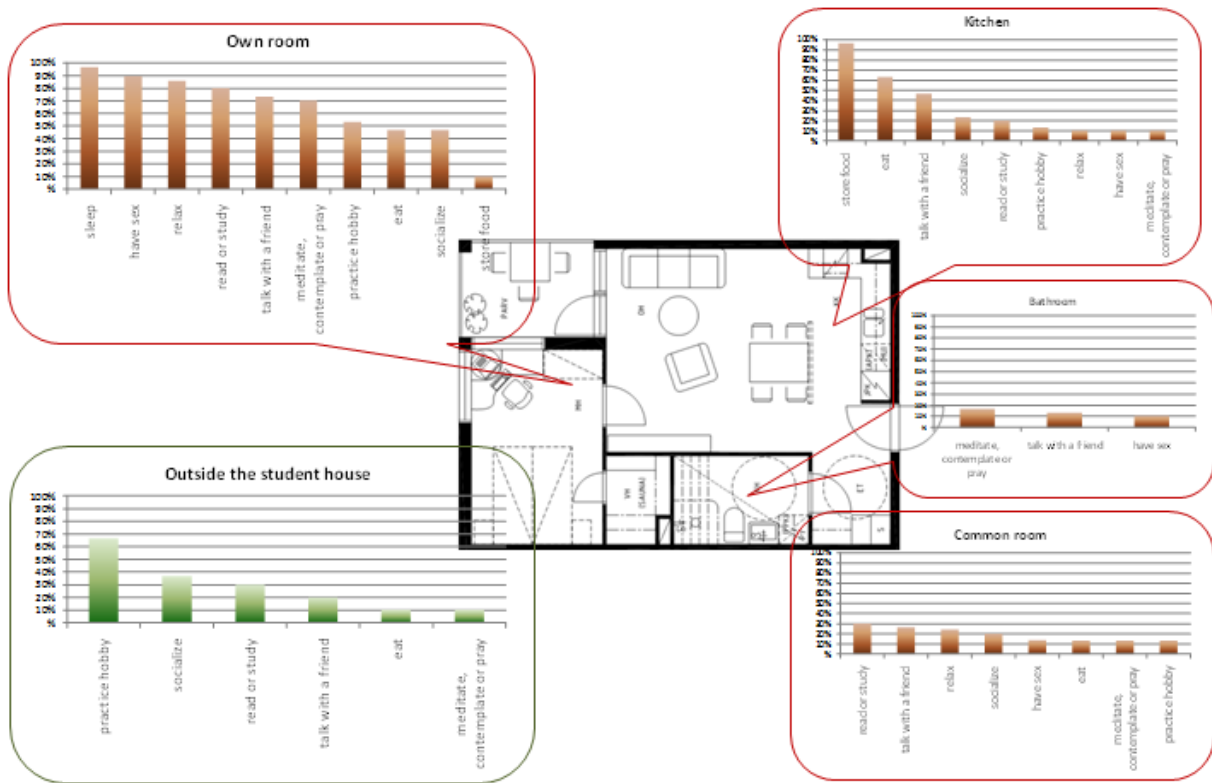
Residence assessment

Adequacy of space, ventilation, esthetic appeal, security and flexibility of use were the most appreciated features of rooms in the examined building – over 90% of users found them satisfactory. The only clear problem indicated by inhabitants was related to temperature regulation – over 40% of respondents reported problems with it – the interior becomes too hot in summer due to big windows and some residents reported feeling cold in winter. Results of the expert assessment indicated good level of comfort (manageable comfort) on the dimension of adequacy of space and flexibility of use and privacy (bed area separated), and basic comfort in regard to lighting, daylight quality (orientation) and security (ground floor visually accessible from outside, adaptations like curtains installed by users). In the emotional evaluation this place was described as pleasant, warm, stimulating, well-kept (a lot of personalization traces and aesthetic efforts).

Cognitive maps of bedrooms always contained a bed (if there are any details), sometimes a computer desk and shelves. In comparison to the living room it was rather peripheral and drawn with less details. This suggests use of the space limited to a defined set

of activities (sleep, relaxation, etc.) associated with need for privacy. Most activities were probably carried out in the living room.

Balconies could be found on almost all maps, but respondents did not put there any details, so they were probably in secondary use in comparison to other parts of the apartment. Some users complained about the design of balconies that limited their privacy by enabling neighbors to look inside the apartment.


Security and acoustics were the most satisfactory aspects of the kitchen in the examined buildings in Turku. Users indicated noticeable but not severe problems with adequacy of space, temperature and flexibility of use. In this student house, the kitchen was interconnected with the living room. Respondents tended to overestimate the size of this space and put variety of objects there. This suggests that they consider it to be the central space in the apartment, that could be freely adapted to personal inclinations and needs. In expert rating, results indicated poor quality of lighting (no direct access to daylight), open plan resulting in moderate score on the level of comfort. Ventilation, aesthetics and sanitary conditions were the strong side of this project. This place was described as dark, stimulating, well-kept, joyful.

Almost all aspects of the bathroom met expectations of the users – over 90% of them was satisfied with adequacy of space (some of them even claimed that it was too big),

lighting, acoustics, temperature, security and flexibility of use. Minor nuisances included problems with ventilation (reported by 21% of students). Sketches of bathrooms contained – like in all Finnish apartments – hardly any details. The bathroom did not seem to be highly explored by respondents. Often its size was underestimated on cognitive maps. In expert rating bathroom got rather low scores (basic comfort), the only dimensions ranked beyond basic level were adequacy of space (it was rather big), privacy and temperature. In emotional evaluation the following descriptors were chosen: quiet, full, well-kept .
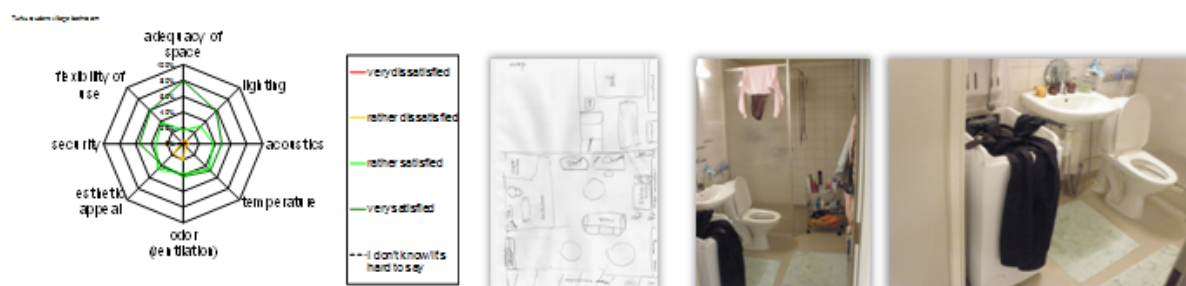
Students were rather satisfied with the hallway with some exceptions regarding adequacy of space, temperature and flexibility of use. Expert assessment indicated moderate level of comfort, the quality of lighting (daylight presence) and aesthetics (colors and forms) were strong sides of this space, but security evoked some questions as students reported some burglary events. There were cameras to monitor the entrance and the lifts, and the stairs and entrances were visible from outside. On the other hand, outside doors were left open which would indicate that residents were feeling rather safe.

Due to lack of common space, understood as a room accessible to all residents, 20% of respondents found it difficult to assess common spaces. However, others probably understood the sauna and the hallways as the common area and expressed their general satisfaction with these spaces. Some students expressed need for a bigger bicycle room and more space in the laundry/drying room.
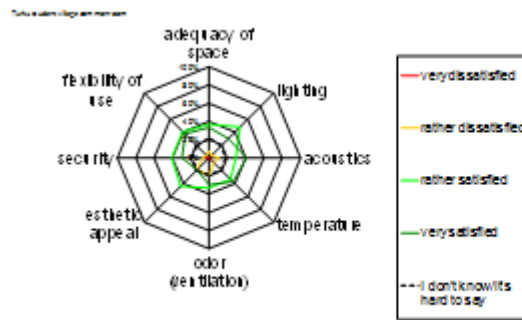
Summary

Turku case study had typical features for Finnish student houses: a decent facade did not differ from surrounding buildings, apartments were spacious and often consisted of a separate bedroom, a living room interconnected with kitchen annex, bathroom and balcony, there was always a sauna in the building. Not surprisingly, adequacy of space, ventilation, esthetic appeal, security and flexibility of use were strong advantages of this building and contributed to the overall good comfort in terms of basic needs. However, respondents reported problems with temperature (glass balconies and stair cases worked like glasshouse which led to high temperature). On the other hand, big windows in the staircase provided much light and increased visual accessibility and social control.

Overall, the glass used on the facade, as well as art pieces in the surroundings, and infrastructure for families (playground, pram room) contributed to the image of a resident-friendly neighborhood. The location within student campus (near to University and other student houses) could potentially lead to vivid and rich social life. However, there was little spaces around that could be used for social activities, no common room in the building, very little bars or shops in the area.

4 - FRANCE
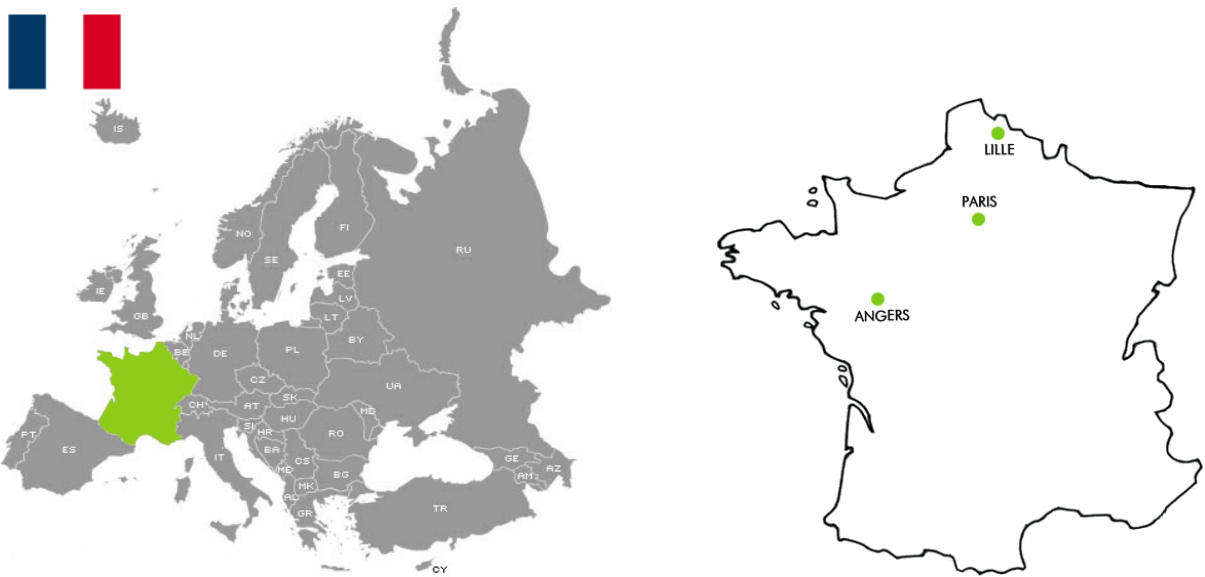
Les sites d'études en France :
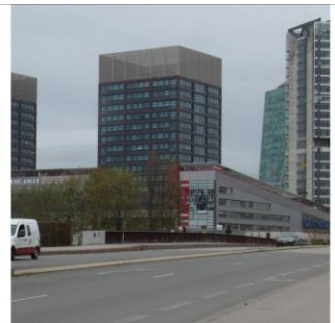
Angers (Maine et Loire)

- Résidence René Rouchy

- Résidence VOLTA

Lille (Nord)

- Résidence CAMPUSEA

La ville d'Angers et son nouveau schéma Urbain

Angers est la préfecture du département de Maine-et-Loire (49) dans la région Pays de la Loire. Angers se situe au 17ème rang national en termes de population avec 152 337 habitants.

Elle est située à mi-chemin de l'axe Nantes - Le Mans. Ancienne capitale de l'Anjou, elle doit son développement et son rôle politique historique à sa position au niveau d'un point de convergence hydrographique (la Maine, à quelques kilomètres de la Loire).

Elle est le centre d'une communauté d'agglomération, Angers Loire Métropole comprenant 285 000 habitants avec une superficie de 510 km².

Le programme de rénovation urbaine d'Angers (PRU) s'étale sur sept ans (de 2004 à 2010), il concerne cinq quartiers d'Angers classés " sensibles " au titre de la Politique de la Ville : La Roseraie, Belle-Beille, Grand-Pigeon, Monplaisir et Verneau. Cela vient en complément d'une intermodalité avec le nouveau quartier de gare et le futur tracé du tramway pour faciliter les déplacements en centre ville. La ville est en mutation pour redonner aux Angevins une nouvelle façon de vivre leur ville.

La ville de Lille et sa dynamique de développement

Lille est la préfecture du département du Nord (59) et le chef-lieu de la région Nord-Pas-de-Calais.

Avec ses 226 000 habitants, Lille est la principale ville, aux côtés de Roubaix, Tourcoing et Villeneuve-d'Ascq, de Lille Métropole Communauté urbaine, intercommunalité qui regroupe 85 communes et compte 1,1 million d'habitants. Plus largement, elle appartient à une vaste conurbation formée avec les villes belges de Mouscron, Courtrai, Tournai et Menin qui a donné naissance en janvier 2008 au premier Groupement européen de coopération territoriale, l'Euro-métropole Lille Kortrijk Tournai, et qui totalise près de 2 millions d'habitants.

Une dynamique lancée depuis 15 ans par la mise en place de nouveaux quartiers, comme Euralille fait de Lille une ville présente au cœur de l'Europe. Ce dynamisme est du a la proximité de Bruxelles à 30 minutes, 1h de Paris et 1h40 de Londres par le TGV. Le nouveau plan urbain est donc formé de pôles multimodaux connecté directement au cœur de la ville ancienne.

Résidence René Rouchy, Angers
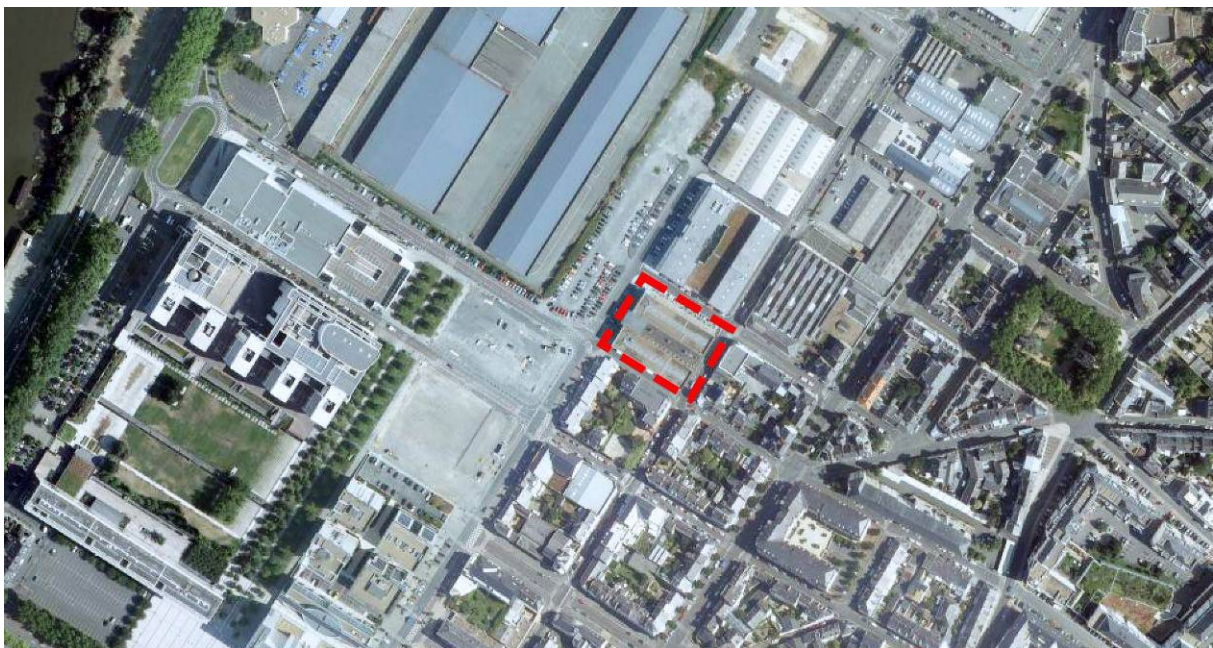
120 appartements étudiants

Gestion : CROUS pays de Loire et CLOUS Angers

Client : Angers Habitat

Architecte : G.J. BOUCHEZ

Construction: 1996

Adresse : Rue René Rouchy, 49000 Angers

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Contexte urbain

Le contexte urbain de la résidence René Rouchy est très complexe. La localisation de la résidence est à frontière avec la zone industrielle de Saint Serge et un nouveau quartier de développement économique de la ville d'Angers et d'autre part une zone universitaire du centre ville. La localisation de la cette résidence est stratégique du fait qu'elle soit a moins de 10minutes a pieds du centre historique de la ville d'Angers. Dans un futur proche, la ligne de tramway passera sur le boulevard Ayrault, à deux pas de la résidence. Le tissu urbain voisin est très contrasté, il est constitué de hangar industriel en vis-à-vis de l'entrée de la résidence, de logements collectif et individuel de part et d'autre et de l'ensemble de bâtiment contemporain constituant des sièges sociaux et l'université. Il est difficile de trouver un espace vert, non loin du site mis à part le long de la Maine, mais les voies sur berges, font de ce lieu, un non lieu, ou les étudiants ne vont pas. Les accès au site se font par voiture ou alors par transport en commun, il faut savoir que 75% des étudiants à Angers ont une voiture.

Concept architectural et spatial

Le concept architectural de la résidence René Rouchy est intéressant, dans un premier temps par l'organisation du plan de masse. De premier abord, on pourrait croire que le bâtiment est un bloc massif en R+2 mais la morphologie générale du bâtiment est plus en forme de U.

Les matériaux utilisés par l'architecte sont des matériaux bruts, comme le béton ou le bois. Ce qui donne une image attirante au bâtiment. Le principe de répartition et d'orientation des logements est simple et cela donne une architecture forte. Tout les logements ont un espace extérieur, soit un accès a la terrasse commune, soit un petit balcon.

Les espaces semi-publics

Le projet ne propose aucun espace commun pour les étudiants, la raison première est qu'il n'y a personne sur place pour gérer les horaires et les accès. Les seuls espaces semi-publics du projet sont les suivants :

<u>Espace extérieur</u>

Un grand espace extérieur formant une esplanade entre les deux corps de bâtiment est un espace très attirant dans le projet architectural. Mais il ne fonctionne pas… les étudiants ne se l'approprient pas. Le problème vient en effet du traitement de sol qui est un grand Deck en bois, qui devient très glissant avec une formation de mousse lors de présence d'humidité. La deuxième supposition est du fait que les baies des logements au Rez-de-jardin donnent directement sur cet espace et qu'il n'est pas facile de se l'approprier.

<u>Circulations</u>

Les Circulations ou le hall de la résidence ne sont pas très gais. Certain corridors desservant les différents studios ne sont pas éclairés naturellement et sont extrêmement long et monotone. Le hall de la résidence est petit pour accueillir plus de 120 personnes quotidiennement. Ce dernier est sur un demi-niveau, ce qui le rend encore moins accessible.

<u>Salle commune</u>

Une salle commune était prévue dans la résidence à l'usage des étudiants, pour faire des soirées ou des réunions, ou simplement des regroupements pour travailler, mais cette salle n'est plus mise à disposition des locataires car trop difficile dans la gestion. Cette salle est donc sans usage, mis a part l'usage hebdomadaire pour une association de théâtre.

Les appartements

Les appartements sont principalement des petits studios avec un plan type comprenant une entrée/cuisine, une salle de douche, et une pièce de vie. La surface moyenne des studios est de 18m². La flexibilité des espaces n'est pas très importante car les studios, sont loués avec le mobilier (lit, armoire, table, chaise…)

Le nombre d'appartements et la répartition du programme est la suivante :

108   Studios

11   T1bis adapté aux handicapés

1   T3 logement responsable du Restaurant universitaire quartier

Un point important pour chaque appartement, un espace extérieur est accessible depuis la pièce de vie (balcon ou terrasse).

L'ensemble de la résidence

L'ensemble de la résidence est un complexe intéressant à tout point de vue. Le contexte urbain est très complexe et d'une mixité très rare. Le bâtiment vient offrir au quartier une dynamique avec la vie de 120 étudiants. Depuis l'ouverture de la résidence, il y à 10 ans, le quartier a vu et subit encore aujourd'hui des mutations qui forcent la résidence étudiante à rester au « gout du jour ». La résidence René Rouchy vieillit bien dans l'usage, mais les façades commencent à prendre un coup de vieux (principalement les faces intérieures en panneaux de bois).

Security

The site is located in the urban and has an urban surroundings (big parking, no green elements). The expert assessment revealed rather poor security measures on site. The lock of the entrance doors was reported to be systematically damaged, probably by inhabitants of the residence. It seemed to be an important problem and many students admitted feeling unsafe because of that. It affected especially the inahbitants of the ground floor, whose apartments were easily accessible from the internal patio. Visual accessibility of the entrance but no permanent light outside and inside in the lobby, and lack of permanent staff present on the premises could further contribute to the sense of diminished security. Communication with administration staff was possible only by mail, using a mail box installed in the corridor. Nevertheless, in general, residents reported feeling rather safe in all examined spaces (median score 3 on 4-point scale), and 90% reported feeling safe in their own room.

The building was well prepared in case of emergency: there were emergency exits visibly signed, and two fire- extinguishers available in each corridor.

Distribution of activities
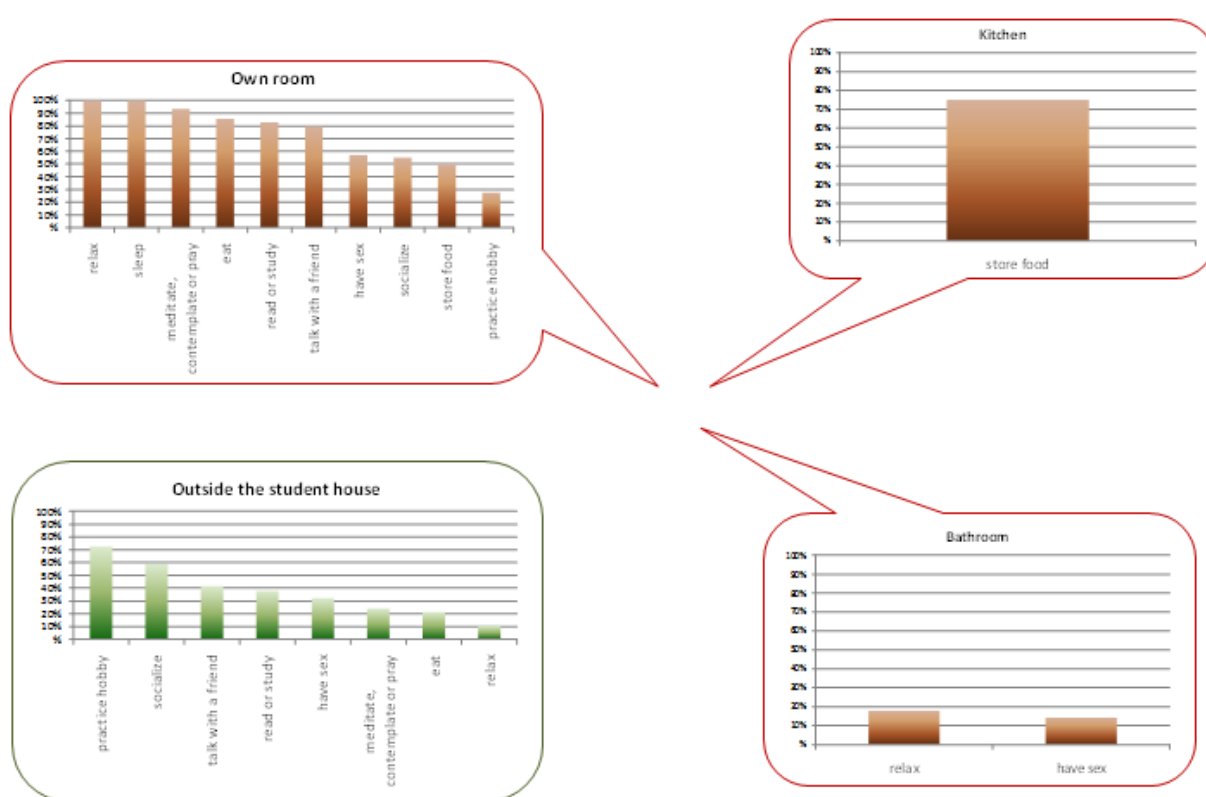
Residence assessment

Respondents were overall satisfied with the adequacy of space, esthetic appeal and flexibility of use offered by their rooms. On the other hand, nearly 70% of inhabitants reported problems with temperature, and over 1/3 of the sample also with ventilation. The heaters were not fully controllable, the ventilation holes often caused much noise and were therefore blocked and balcony doors (instead of normal windows) did not offer sufficient

flexibility in regard to ventilation. Privacy tended to be limited in many rooms - some windows opened to the common terrace and the shutters have to be kept close to block the view (and sound) – which resulted in limited ventilation. On the other side of the building, the balconies on the ground floor could be easily entered from the street while window shutters could not be locked.

Respondents tended to overestimate the size of their room, while drawing cognitive maps. Furniture in room could be freely located, so their placement was a result of respondents' needs and preferences. The bed was the most frequently put just behind the bathroom or next to the window, away from the entrance. This might be an expression of need for more privacy and an attempt to limit access (especially visual) to the most private object in the room. Even thought the space of the room was fairly big, it got low ratings in expert assessment for its flexibility, due to the central location of balcony doors and the wardrobe (e.g.no space for separate work and dining tables). Much space was taken by water heaters located inside each room. The traces of use show some adaptations made by inhabitants on the dimension of ventilation and visual accessibility, that indicated very low comfort with the initial solutions. This place was described as stimulating, full, cozy(small) but ugly.

Most aspects of the kitchen evoked at least moderate dissatisfaction of residents. Ventilation seemed to be the major problem, reported by 50% of users, followed by low flexibility of use and rather low esthetic appeal. Students were also rather critical about security, lighting and adequacy of space. On cognitive maps, the kitchen was drawn as a simple rectangle in the internal corridor and named. Its perception was closer to perception of objects in the apartment rather than an independent space. In expert evaluation, the kitchen had very low ratings (basic level of comfort) because of limited space and equipment, rather poor esthetic appeal and barely sufficient hygienic conditions. All in all,

the kitchen could fulfill only very basic needs. The emotional descriptors chosen by raters revealed a negative image: unpleasant, dark, dirty, small, abandoned, ugly and sad.


Esthetic appeal was the most positively evaluated feature of the bathroom. Temperature, ventilation and flexibility of use were reported as problematic by 20-30% of users. It should be noted, that overall, scores for the bathroom were rather moderate, even if positive. On cognitive maps the bathroom was underestimated in size and drawn with not many details in comparison to sketches of the room - probably due to its basic standard and small size. In expert evaluation, the bathroom had, in general, rather low ratings (yet higher than the kitchen) on the dimension of space adequacy, privacy, security and hygienic conditions.

Most users expressed moderate satisfaction with hallways in the residence, in particularly, recognizing the adequacy of its space. However, results of the questionnaire revealed marked problems with temperature and ventilation (including unpleasant smell). The specific feature for this student house was the location of cleaning-service 'room' in the middle of the hallway. This provided the space for cleaning equipment and added esthetically surprising design object in the everyday space. Long, narrow corridors were otherwise rather repulsive, as shown by low expert ratings on dimensions of adequacy and flexibility of use. The acoustics was also noted as a problem (it could be heard what was going on inside the rooms), as well as very limited access to daylight and some signs of

devastations – all leading to very basic comfort in this space. Respondents reported unsatisfactory level of maintenance services, such as cleaning of hallways and common spaces, small repairs Emotional descriptors chosen for this place were: unpleasant, empty, dirty, abandoned and sad.
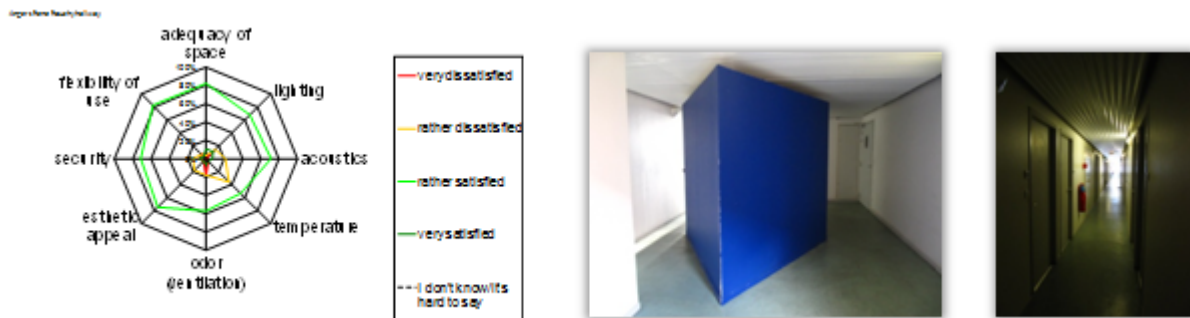
Although the student house was equipped with a big common room, that was visible from the street, this space was closed for students, and therefore not evaluated in expert assessment.

Residents of Rouchy residence were mainly concerned with security in common spaces, probably understood as hallways and an outdoor terrace located between the wings of the building. Esthetic appeal and ventilation were also often indicated as unsatisfactory, while lighting was generally recognized as sufficient. Common complaints included the lack of a shared room (such as a common room, a laundry room, a library) where social events could take place, neighbors could spend time together and build the sense of community.
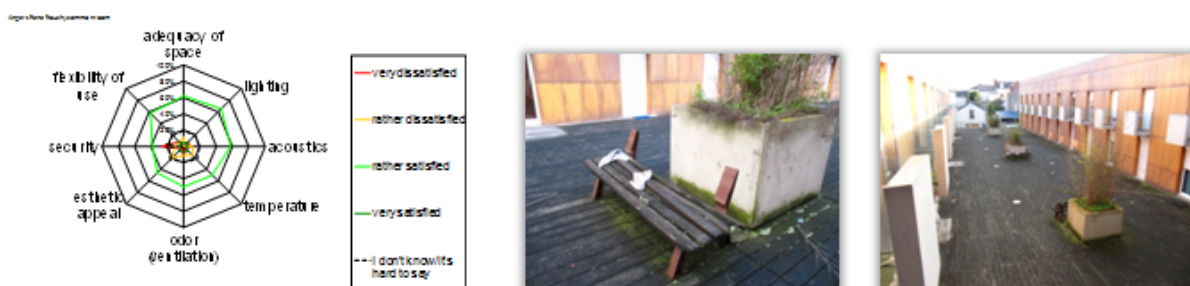

Summary

Basic needs were fulfilled in the residence but the level of comfort was moderate or even low. The rooms were rather small, with narrow windows that failed to provide enough light or fresh air. The building did not offer any facilities - there was no laundry room, no

bicycle storage, no garage and the internet access was only available against extra fee. The orientation of windows towards the terrace and the shutters used led to problems with security and privacy.

The project included a common room that could be used by all residents, however, it was kept locked and only rented out to external organizations (such as a theater group). The terrace in the inner courtyard remained the only available common space. Judging by the presence of litter it was used by students extensively, but it looked rather neglected in terms of maintenance.

The general impression of the building was that it was constructed of very poor, cheap materials which were not suitable for this kind of intense use and low level of maintenance. After only a few years the building began to look very ugly. All shared spaces (corridors, the entrance door and the terrace) looked neglected and abandoned, with much trash and signs of vandalism. The corridors were narrow, low and dark and brought immediate associations with a prison. The attempt to put little storage rooms of geometric shapes and vivid colors positively influenced the esthetics of the corridors but reduced comfort of movement and blocked light. The facade, made of wood in pleasant honey yellow color proved to be very unpractical and had to be renovated every five years. Wooden floor of the terrace was planned as warm, friendly surface but instead it became dark, slippery and dangerous.
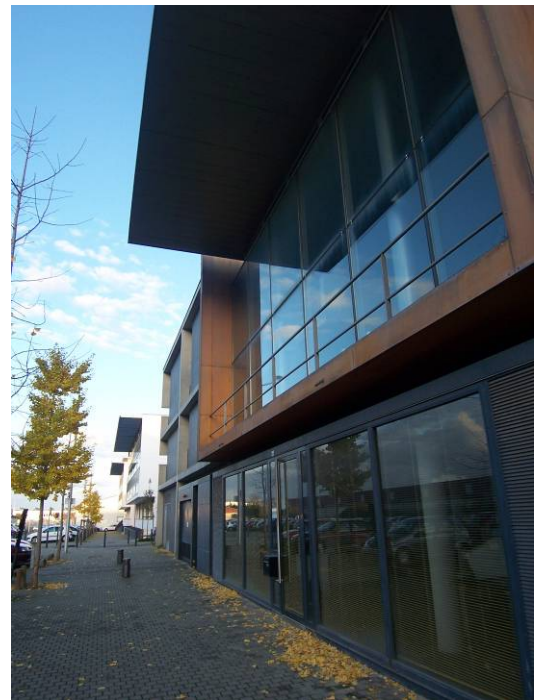
Photos\\

300 studios étudiants

Gestion : CROUS pays de Loire et CLOUS Angers

Architecte : Jean-Pierre Logerais

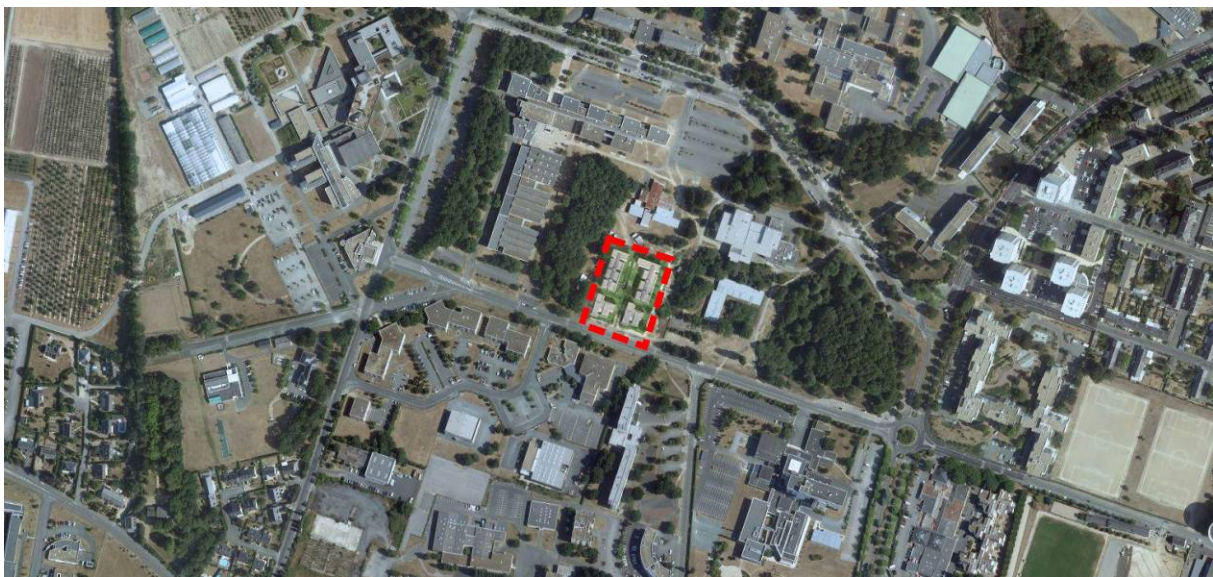Client : Angers Habitat

Livraison : été 2009

Adresse :

Campus de Belle-Beille

Rue Joseph Lakanal

49000 Angers

©2009 Google - imagerie

Contexte urbain

La résidence Volta, se situe sur le campus principal de la ville d'Angers, quartier de Belle-Beille. Comme beaucoup de campus en France, celui d'Angers à subit des mutations importante pour avoir des équipements à la hauteur des attentes des utilisateurs et usagers. Le projet de la résidence Volta, qui consiste à agrandir l'offre de logements étudiants au cœur de leur lieu d'étude est un exemple remarquable d'offre locatif public sur un campus. Ce projet vient dans un tissu de bâtiment massif ouvrir sur des espaces verts. L'insertion urbaine est très bonne du fait que le bâtiment n'est pas un seul bloc, mais 4 bâtiments distincts avec des passages entre chaque...les flux de circulation et les accès sont donc simple et facile.

Le Campus de Belle-Beille se situe à 30 minutes en bus ou en vélo du centre ville d'Angers. Les étudiants sont donc en « autarcie » sur le campus, on pourrait presque dire que le campus de belle-Beille fonctionne comme un campus américain : autonome. Les services dans le quartier sont multiples, soit liés a l'université comme le restaurant universitaire ou la bibliothèque ou alors complètement indépendant comme les salles de sport ou les commerces.

Concept architectural et spatial

Le concept architectural du projet est d'ouvrir au maximum la vie des étudiants sur le campus ou sur la végétation environnante.

La résidence étudiante Volta se compose de 4 bâtiments distincts, avec chacun leurs entrées. Le plan masse ouvre l'ensemble sur l'extérieur et créer une centralité en cœur d'îlot qui diffuse et disperse les flux quotidien des étudiants. Le cœur d'îlot est aussi bien utilisé pour desservir les logements que comme passage pour rejoindre le restaurant universitaire qui se trouve juste à coté.

Une réflexion particulière sur des principes environnementaux a été étudiée directement lors de la conception du bâtiment. En particulier par l'usage de panneaux photovoltaïques en toiture pour alimenter la VMC, l'aménagement du cœur d'îlot avec un traitement paysager en noues pour récupérer les eaux de pluie des toitures. L'aspect extérieur des bâtiments est principalement composé de panneaux de bois. Les baies sont

toutes occultable par des volets coulissant. Ce principe vient animer les façades. La surface total est de

7850 m² répartit sur 4 niveaux.

Les espaces semi-publics

Les espaces semi-publics ou mutualisés sont presque inexistants sur l'ensemble de l'opération. Tout les services pour les étudiants sont accessible sur le campus. Le principe de résidence universitaire est différent des cités universitaire, les résidences propose un logement avec des commodités a l'intérieur alors que les cités U, ont sanitaires et cuisines séparés. Les seuls espaces communs sont : le local laverie (gere par un prestataire extérieur), les locaux vélos (2 sur l'ensemble du complexe Volta) et un local pour les administratifs du CROUS (bureau sans permanence).

Les circulations intérieures, (escaliers et couloirs) sont agréables car toute éclairées naturellement. Le seul défaut est l'usage de caillebotis métallique en intérieur, beaucoup trop de bruit…

Pour le projet Volta, on peut considérer que l'espace commun le plus important est la cours intérieur, ou se retrouve les étudiants pour échanger et se retrouver. Cet espace est agréable, calme et ouvert sur l'environnement vert du campus.

Les appartements

Le complexe Volta est composé de 300 logements de 18 à 25 m².

| 294 | T1 de 18 m2, |
| 6 | T1 pour personne handicapée de 25 m2 |

Security

The building was located in the campus zone outside the city center and had nice, well kept green surroundings. The general level of security was rather satisfactory – most spaces obtained median score 3 on the 4-point scale, with a notable exception of the own room, which was perceived as very safe. 84% of students admitted feeling safe in own room. The expert assessment revealed several security measures on site: individual intercom system separate for different staircases, visual accessibility of the entrance and permanent light on outside central spaces (passages and plazas) and inside entrance zone, the stair cases visually accessible from outside. Emergency exits were visibly signed but the first aid kit was not available. However, the ground floor apartments were easy to enter from outside (through the windows) and there was no permanent guards, CCTV or any fences that could limit this access.

Distribution of activities
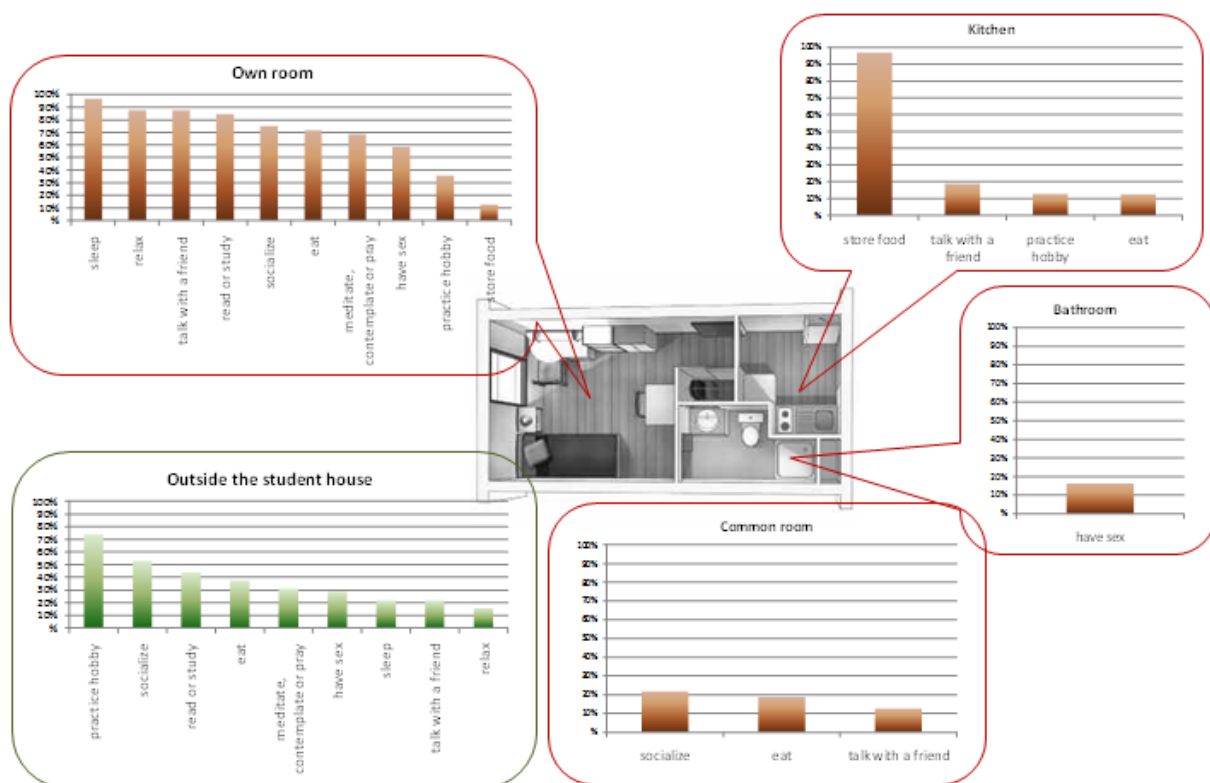
Residence assessment

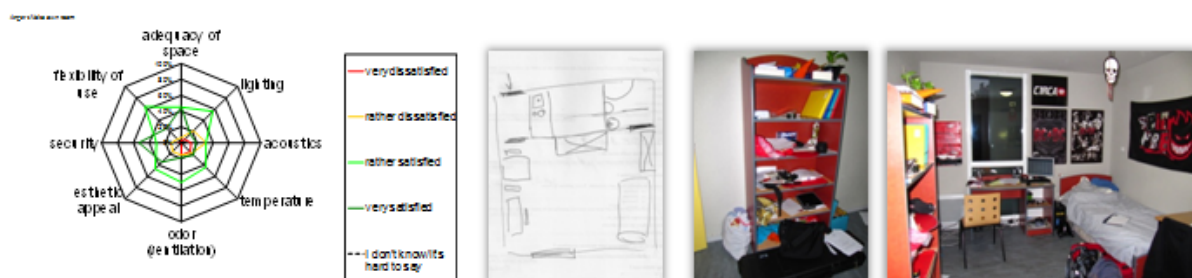Adequacy of space and flexibility of use were the strongest advantages of rooms in Volta Residence. Other aspects of the rooms evoked mixed responses. Acoustics was by far the most important problem of this building, with over 40% of respondents indicating their dissatisfaction (caused by steel staircase which made much noise, as well as thin walls which let sounds from neighboring rooms through). Also about 1/3 of students complained about temperature, lighting and ventilation problems (ventilation grills made much noise and were therefore often permanently blocked by the users). Some users also reported insufficient access to daylight in their rooms.

Cognitive maps revealed a typical pattern of furniture setting in the room: the bed was situated next to the window or just behind the bathroom, to keep adequate level of privacy, the computer table was situated next to the window or behind the internal corridor. The quality and adequacy of furniture evoked considerable criticism – the tables were found too big (taking up too much space), while beds were too smal and uncomfortable. The flexibility of this space was thus average. Security (doors and installation) and the lighting (access to daylight and window size) were the two dimensions on which expert judgments reached the level of comfort above the basic one, the temperature and acoustic comfort was evaluated as low. In emotional assessment this place was evaluated as dark (grey walls and floor), but spacious and well kept.

Security, acoustics and flexibility of use were the strongest points of the kitchen offered to residents of Volta, which was rather surprising, given its tiny size and very little storage space (shelves/cabinets) available. Other aspects of this space were assessed as at least moderately satisfactory by most users, with the noticeable exception of lighting, which was insufficient for nearly 40% of respondents. On cognitive maps kitchen annex was often extended and took over all internal corridor. The whole entrance zone till living room was frequently drawn as the kitchen, probably as a result of the need for fully equipped and

spacious kitchen. In expert evaluation, the kitchen had a general low score (very basic equipment and scarcity of space resulted in a place suitable only for basic activities and minimal comfort). Again, security and security of installation were the only strengths. In emotional assessment, this place was described as dark, sad, quiet and small.

Tiny and crowded bathrooms understandably evoked critical voices of inhabitants (60% of negative evaluations), and consequently, also flexibility of use. Ventilation also posed a significant problems and residents complained about unpleasant smell. There was no clear strong point of this solution, also positive scores were rather moderate. Rounded-angles in the drawings refer to prefab-PCV cabin consisting of shower, WC and sink. In expert assessment, the bathroom had very low ratings (basic comfort) on every dimension except privacy. The emotional assessment described this space as cold, cozy(small), modern, full and ugly.

Acoustics seemed to be the main problem of hallways in Volta residence – indicated by 30% of users. Except some problems with ventilation (stuffy air, smells of cooking staying in the air), all other aspects of this space were generally satisfactory. The problem of acoustics was also noted in expert rating, stairs made of metal produced a lot of noise, the temperature (no heating) and ventilation were another problematic dimensions. This space had good ratings on dimensions of lighting and security, but a big number of internal partitions (doors, spaces reserved for technical services) might limit the flexibility of use. Some incoherent rating e.g. esthetics were probably caused by questionable esthetic choices made

by architects (e.g colors). In emotional assessment, this space was perceived as sad and empty but also warm, stimulating and modern.


Common spaces (like common room, meeting room and laundry) were proposed in the project and built, but were not made accessible for students. Respondents expressed their desire to get access so some common spaces that would allow more social contacts between neighbors. Therefore common room was not evaluated in the expert walk. Common spaces, probably understood by respondents answering the questionnaire, as hallways and perhaps also the bicycle rooms and the inner „courtyard" – were rather satisfactory for users. Temperature and acoustics were the only noticeable problems.

Summary

This SH was the newest project examined in this study. Innovative, nice facade, as well as technological solutions (photo galvanic batteries) and materials (semitransparent plexi, metal) made a good first impression. However, certain problems were noticed at the level of basic individual comfort. Extremely tiny bathrooms (pre-fab plastic cabins) could barely provide basic functionalities, the kitchen had very basic equipment and no additional ventilation and was located in space of transition. Problems with ventilation in all spaces, including the (bed)room could be already observed. Some equipment solutions (individual boiler for each unit) reduced available space, inadequate materials (metal stairs, semitransparent facade) caused functional problems (acoustics, greenhouse effect in

summer). Residents also reported some problems when communicating with the management team – such as unexpected visits of maintenance staff and lack of reaction to the requests regarding Internet network security. Moreover, on the social level there was little special opportunities for establishing good neighborhood ties - there was no common place, except the courtyard, no additional facilities that could be useful and generate social contacts. Peripheral location of this residence, in this case, was seen as disadvantage, as the area did not provide facilities like shops, bars, leisure opportunities. There is no regular night bus so students living there are effectively cut off from the city center. Even the surrounding green spaces arrangements were not inviting, as the building is surrounded with a bizarre moat that made it impossible to sit on the grass . To sum up, the building and its surroundings did not offer affordances suitable for individual lifestyle.
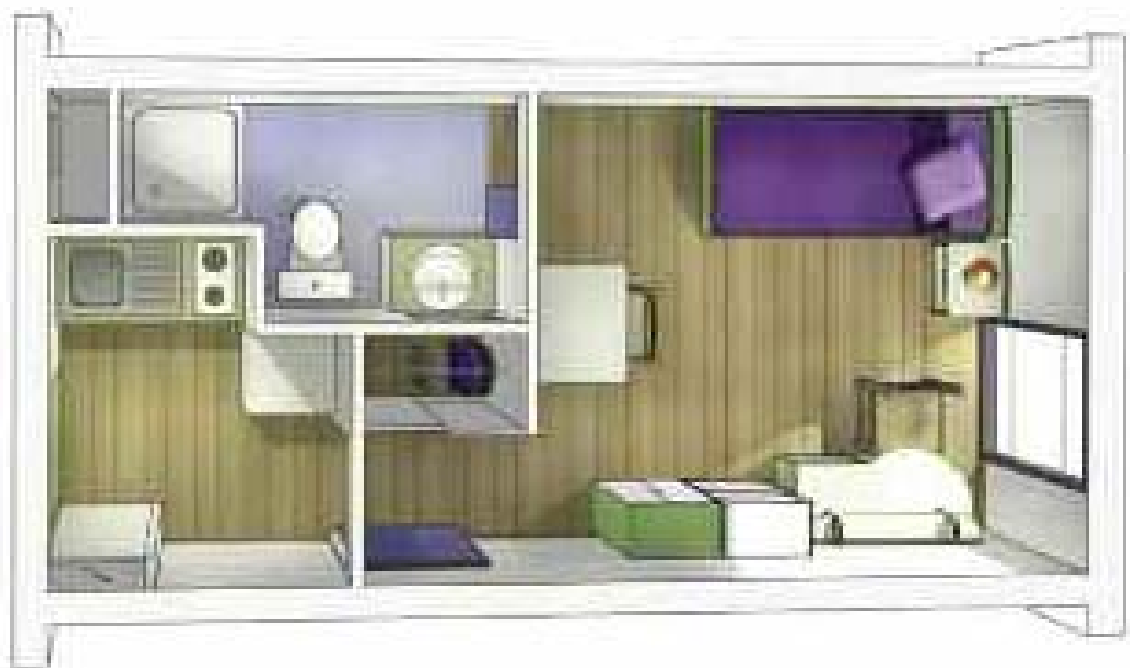
Images et Plans

Axonométrie studio \\

Photos\\

Résidence étudiants neuve 190 appartements

Architecte bâtiment : Jean NOUVEL

Architecte intérieur : PAINDAVOINE & PARMENTIER

Ouverture Septembre 2009
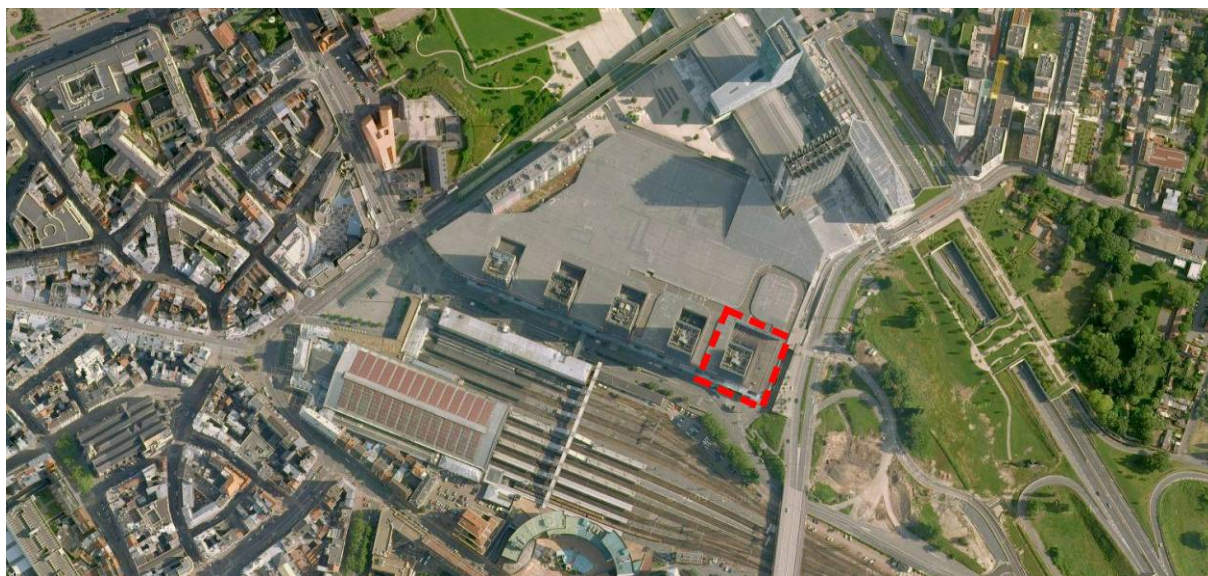
Adresse :

Campuséa Euralille

333 Avenue Willy-Brandt – tour V

59000 LILLE

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Contexte urbain

L'opération Campuséa est située sur le site d'Euralille 1, à dix minutes de marche des principales universités et des grandes écoles, on peut dire que les logements étudiants s'élèvent en plein cœur de la ville. A quelques pas du centre culturel de Lille, entourée de

commerces, Campuséa Euralille séduit les étudiants par son emplacement idéal : face au métro et juste entre les deux gares de Lille Flandres et Lille Europe.

Le site est donc idéal pour des étudiants avec toutes les commodités au pied de chez soi.

La résidence Campuséa propose une gamme complète de logements étudiants : seul ou en appartement partagé, de 16 à 32m², du studio au T2. Tous situés dans un environnement sécurisé, ils répondent aux standards de qualité Campuséa.

Pour l'histoire du projet qui date de 1994, le projet urbain d'Euralille est de Rem Koolhass, l'architecte du projet architectural est Jean Nouvel et l'aménagement de la résidence à été attribué à Marc Paindevoine et Associés. Le projet global fait une surface totale de 155 000 m ² comprenant le centre commercial, des logements, une école de commerce, et 5 tours avec des programmes variés. La résidence Campuséa occupe une tour, la dernière construite.

Concept architectural et spatial

Le concept architectural de la résidence Campuséa réside principalement dans l'agencement d'une enveloppe et une répartition des chambres dans les étages de la tour. Au niveau de la rue, on trouve une entrée avec un hall en double hauteur et haut en couleurs…

Les espaces semi-publics

L'opération Campuséa offre une quantité d'espaces communs qui donne la possibilité aux étudiants de se retrouver ou de passer du temps en groupe, pour travailler ou se relaxer.

On trouve un grand espace commun qui est la salle de repos ou de travail. Dans cette salle, on peut aussi bien consulter un magasine, regarder la TV, partager un repas grâce a la cuisine ou encore travailler…

Une salle de Fitness est à la disposition des étudiants 24/24h. Une laverie gérée par un organisme extérieur complète le service.

Les halls et les circulations sont assez généreux et orné de couleurs et de matériaux modernes. Pour l'ensemble des parties communes un soin particulier à la décoration et au mobilier a été apporté.

Les appartements

Une grande diversité dans la programmation donne à la résidence Campuséa, une offre de logement pour tous les étudiants. Il y a quatre types de logements : le studio avec un plan simple et une surface raisonnable, le T1 bis avec une chambre sous forme d'alcôve dans la pièce de vie, le T2 avec une vraie chambre séparée et les appartements partagés. Ces derniers sont novateurs dans le fait de partager un espace avec un/une colocataire : pour une entrée, on trouve des espaces communs aux colocataires (salle de bains et cuisine) et une chambre privative pour chacun. Le principe de partage est simple et fonctionne bien.

La répartition du nombre de chambre sur l'ensemble de la résidence est la suivante :

104 T1	16 à 32m²
30 T1bis	21,30 à 27,20m²
9 T2	34,30m²
47 appartement partagés	33m²

L'ensemble de la résidence

L'ensemble de la résidence est une belle opération, que l'on peut qualifier presque de luxueuse pour du logement étudiant.les espaces sont contemporains et facile d'accès pour les habitants. On peut dire que l'architecture favorise le lien social au sein de la résidence. Les fonctions que l'on attend d'un ensemble de logements étudiants sont toutes réunies, aussi bien au niveau de la cellule de vie que des espaces communs. La résidence

Campuséa offre à ses résidents une qualité et des services dans une atmosphère jeune et actuelle.

Security

Nearly all students taking part in the study reported feeling safe in their room. However, the general evaluation of security in different spaces was moderately positive (median score 3 on 4-point scale).

The expert assessment revealed several security measures on site: intercom system and individual codes for each inhabitant, CCTV in the entrance zone and common spaces (corridors and common room), presence of a staff member, visual accessibility of the entrance and permanent light outside and inside entrance zone. The building was well prepared in case of emergency: emergency ways were visibly signed, fire detectors and fire-extinguishers available in corridors and common spaces, additional water supply in case of fire in the staircase, and the first aid kit available in the manger's office. Smoking in the building was prohibited.

The visible, constant presence of the manager (that lived in the building, and provided student with small services like photocopies etc.) might further enhance the feeling of safety.

Distribution of activities
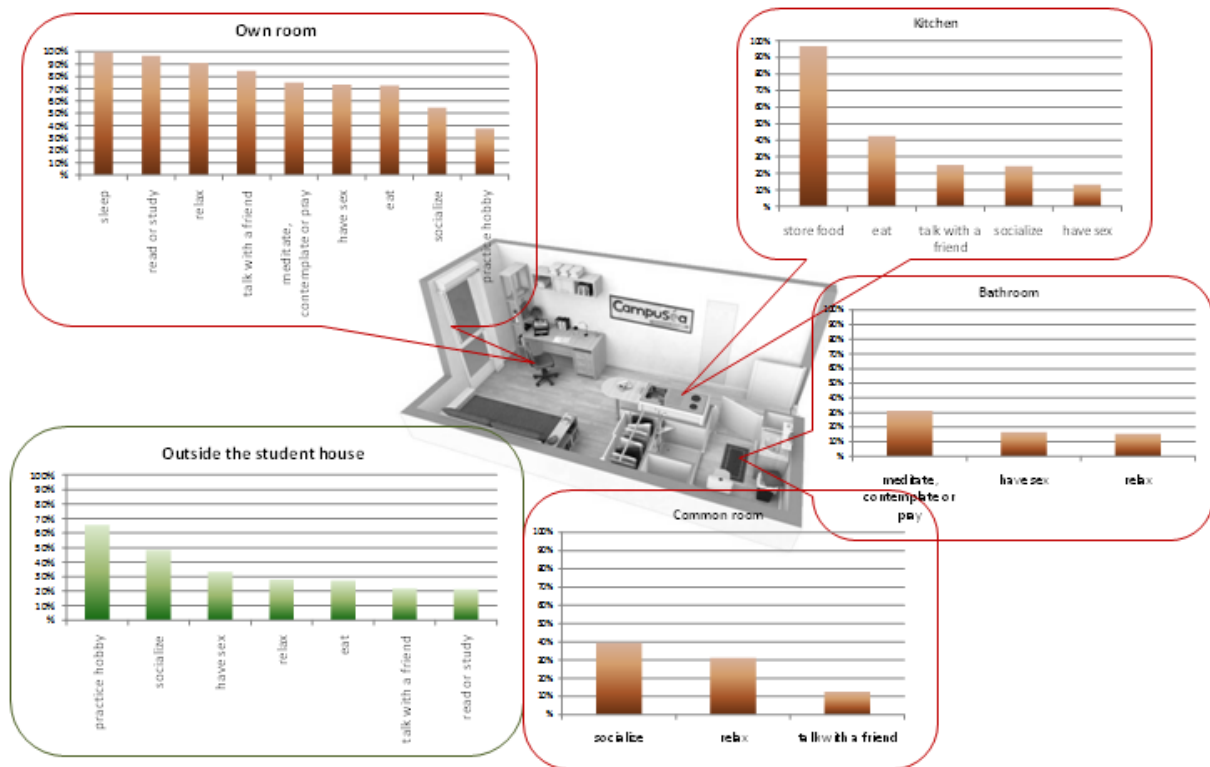
Residence assessment

Students were overall satisfied with esthetic appeal, security and flexibility of use of their rooms. However, technical solutions used in the room fail to meet expectations of the users: approximately 30% of respondents reported problems with lighting, acoustics and ventilation. In expert assessment the room had moderate (manageable comfort) and coherent ratings on the dimension of adequacy of space, lighting, access to windows, acoustics; higher scores on the dimension of temperature, sanitary conditions and esthetics (remarkable efforts for style and colors). In emotional evaluation, this space was described as pleasant, full, clean, cozy, modern, well kept (signs of personalization). It should be noted that there were two types of apartments available: one bedroom apartment and two bedroom apartment. Within the former type respondents tended to draw the bedroom overestimated in size – as the main space where most of activities were carried out. The latter type was characterized by oversized bedrooms and undersized shared space

(interconnected kitchen and dining room). This points out to the general tendency to identify the most private space as one's own.


The kitchens of Campusea were seen as safe by almost all respondents. Despite their small size, the adequacy of space was also rated as rather satisfactory, as well as esthetic appeal. Ventilation, acoustics and lighting were the weakest points, with 27%, 33% and 36% of respondents expressing dissatisfaction, respectively. Most of respondents drew kitchen as a small annex attached to the bathroom, which refers to minor significance of this function in the student house. In expert rating, the kitchen got low scores on adequacy of space and flexibility of use (because of its size and lack of direct daylight) and good ratings for sanitary conditions, ventilation and esthetic appeal. The emotional assessment was coherent, this place was perceived as rather dark, full, clean, modern, nice and cozy.

The only problem regarding the bathroom, reported by 30% of users, referred to insufficient ventilation. Otherwise, the bathrooms were satisfactory, with many very positive opinions. Inhabitants of one bedroom apartments tended to overestimate the size of bathrooms, while residents of two bedroom apartments did not. It can be explained in terms of different distribution of spaces and the relative size of the bathroom in comparison to the whole unit. In expert rating, the level of comfort was evaluated beyond basic one, the dimensions rated positively included flexibility of use, adequacy of space, privacy, lighting,

temperature, esthetics. In emotional assessment this place was described as pleasant, bright, clean, cozy, quiet.
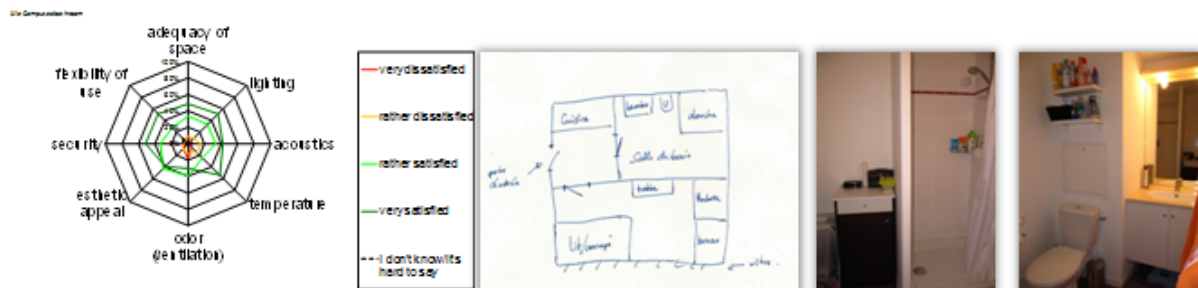
Lighting and acoustics were two most noticeable (if moderate) problems with hallways, indicated by users of Campusea residence. Most opinions were rather positive, in particular, flexibility of use, security and pleasant temperature were appreciated. In expert rating, the hallway got relatively high scores, going beyond basic level of comfort what, in comparison with other examined student houses, was very rare for circulation spaces. The flexibility of use, good quality of light and esthetics efforts were noticed. In emotional assessment this space was described as bright, clean, modern (used materials), cheerful but rather cold (colors).

Common spaces in Campusea were highly appreciated by residents. Nearly all evaluations were positive. Common spaces, especially the common room and the fitness room, have got very high ratings (indicating comfort adequate to individual life style needs) especially on two dimensions adequacy of space and flexibility of use (the common room was divided into several behavioral settings: lounge space, working places, TV corner, kitchen corner) and the room is open 24/7. Aalso other dimensions were judged adequate: lighting, availability of windows, sanitary conditions and aesthetics. In the emotional evaluation this place was described as pleasant, stimulating, modern and nice. It seems that this judgment was strongly influenced by vivid clean colors, interesting arrangements and

new, good quality design that was used. Certainly, the standard of this space was the highest of all studied common spaces.
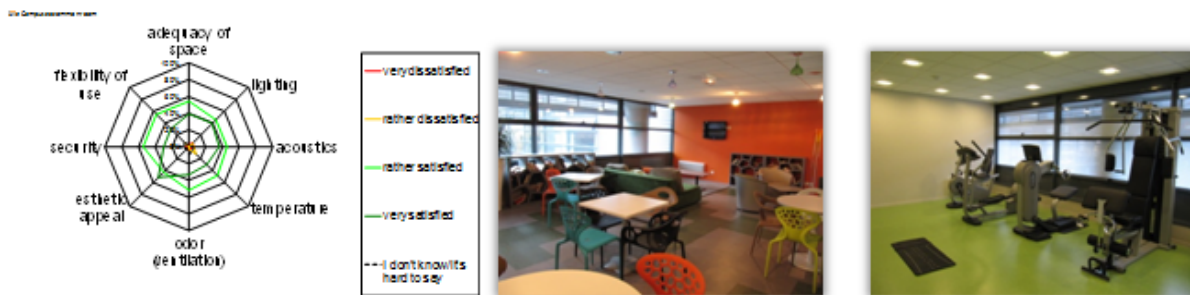
Summary

Location of Campusea was quite specific -between two train stations, in a highrise building and next to a busy traffic junction. The façade made of glass and steel and garage space under the building together created industrial atmosphere of the place. This led to the sense of dehumanized, insecure space. The entrance was large and inviting, the main hall offered enough space for casual encounters and short conversations. The manager office was located slightly peripheral. The manager lived in the premises and knew residents well – this increased the level of security and quality of services. The main advantages of Campusea student house were facilities, such as: the common room, the fitness room and the laundry room, all located on one floor which functioned as the place for social interactions and diverse activities. The common room was esthetically very pleasing and well equipped for different types of activities – both individual and social, including a bar that could be rented for special occasions.

Images et Plan

Appartement partagé \\

Studio\\

Photos de la tour V \\

La salle de repos\\

Salle de fitness\\

Le Hall \\

DISCUSSION AND CONCLUSION

Comfort

Distribution of various activities, and thus adequacy of spaces to basic human needs was examined as one of the main factors contributing to the sense of comfort. Student's own room, especially in independent units, concentrated multiple functions. Its affordances must allow for basic activities, such as sleeping, eating, intimate/sexual activities, and sufficient space for storing personal belongings and food. It was used as a place for social contacts - both for private one-to-one meetings with friends and for group activities. Students also read, studied, relaxed and practiced their hobbies in own rooms. Many residents fulfilled even their spiritual needs without leaving their own space. Essentially, this set of activities was present in all examined student houses and can be taken as a universal pattern of activities. However, frequencies of different responses differed, based on local constraints - for example, residents of houses with available common rooms used their private rooms for group social activities much less than in the houses with no such facilities.

Kitchens were used, not surprisingly mainly for preparation and storing of food, and also for eating, whenever there was enough space available. Interestingly, bigger kitchens (e.g. in Finland or Great Britain) were invariably used also for social activities and as extra space for relaxation, studying and even spiritual activities. In some cases students admitted having sexual intercourses in the kitchen.

Bathrooms offered little opportunities for activities beyond the obvious hygienic use. However, in case of more spacious bathrooms, students reported occasional sexual activity, as well as meditating or relaxing in their bathrooms.

The use of common rooms was clearly determined by their availability. Inhabitants of residences offering shared apartments reported relatively frequent social activities, as well as eating and relaxing in common spaces. Many also used them for studying (perhaps together with friends?).

Activities outside the student house included mainly social life - meeting individual friends or socializing in groups; practicing hobbies, as well as studying. In all examined cases,

20-30% of respondents also reported relaxing outside their student house. Spiritual activities, such as praying or meditating were also often mentioned as taking place outside the student house.

To summarize, it can be said that basic human needs were usually fulfilled, at least at the moderate level. However, ventilation, temperature and acoustics were problematic in almost all examined student houses. Sufficient air flow proved to be difficult to achieve in relatively small rooms, usually with single window available. Cheap construction and materials resulted with insufficient thermal and acoustic isolation. Sanitary conditions were also rather unsatisfactory in several cases. Basic facilities, such as access to running water, cooking stove etc were always available, although the quality of solutions and spaciousness differed significantly.

Control over light, air flow, temperature and accessibility was usually at least moderately satisfactory. Control of access (resulting in the sense of security and privacy) differed depending on the location and ranged from rather poor (NDSM, Rene Rouchy) to very good (Culver House, Meander).

Apartments in Finland were the most spacious, sometimes offering separate bedrooms and living rooms and allowed for flexible organization and use of space. On the other side, container houses offered limited space, and due to materials used, also limited possibilities of adaptation (e.g. it was impossible to paint walls). Full compatibility of residences to student lifestyles differed depending on facilities available in the building (such as gym, sauna, bicycle racks, Internet access etc) and location in the city (on campus, in the center, in the suburbs).

Privacy

Student houses are buildings where fulfillment of basic needs of their residents has to be matched with spatial and economic limitations. One of this basic needs relates to sense of privacy. The most private place of a student room is the bed – its location within the apartment should be appropriate to distribution of activities. Students tend to place it where

access is limited and controlled (visually, audially, spatially). Design of student apartments should provide a possibility to locate the bed in the most private place. Respondents who did not have separate bedroom tended to put the bed right behind the bathroom or 'deeper' in the room – at the window. These places usually were slightly less accessible to outsiders and thus offered higher sense of privacy and security. Apartments with separate bedrooms were the most comfortable and fulfilled the need of privacy well. However, this solution requires also higher economic and spatial costs.

The location of bed, in relation to other functions of the appartment poses an interesting question for designing an optimal floorplan of a student apartment. The drawings below illustrate a common problem in distribution of functions. In one-room apartments kitchens were often interconnected with living rooms and located behind the bathroom. This layout made it impossible to hide the bed behind the bathroom wall and thus forced residents to locate this function somewhere else – in both cases in less satisfying points. Students tried to put the bed either deeper in the room, next to the window (but it interfered with dynamic function of the living room and the kitchen) or next to the main entrance – which reduced sense of privacy (the bed was fully visually, audialy and spatially accessible for everyone entering the apartment). As a result, merging the kitchen with the living room improved usability of the kitchen but forced the bed out to a less private location. The question is thus, where to locate the bed, to ensure maximum privacy, while maintaining high functionality of the kitchen and the living room.
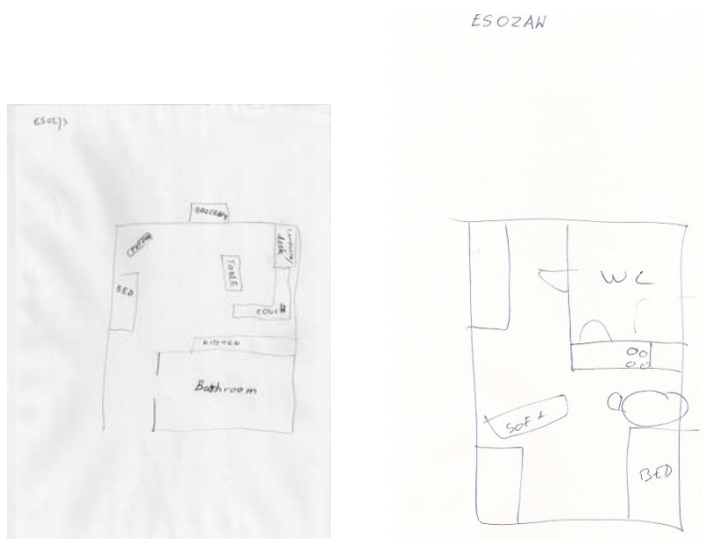
The best solution is to provide a separate bedroom, but it is usually not feasible from the economic point of view. An interesting solution has been found in Purbeck House (Cambridge, GB). The bed is located in a niche, which assures privacy (at all abovementioned levels). The main entrance is located opposite the bathroom or the kitchen. The former solution has the disadvantage of visual access to the bathroom from the main entrance. On the other hand this plan contains more functional living room, which is more separate from 'bedroom'.

The second floorplan allows to hide the bed behind the bathroom wall but does not allow for the living room zone.

One of the major questions regarding the floorplan relates to the choice between independent units (with own bathroom and kitchen) versus facilities shared by several students. In this issue also economic arguments should be taken into account. The latter is cheaper to construct, to equip and to maintain. Sharing such spaces also leads to frequent interactions between inhabitants and results in more social life. On the other hand, the sense of autonomy and privacy is limited. Also in case of conflicts between residents or negative emotional attitude towards each other such solution is psychologically uncomfortable. This research has shown some differences in use of the two kinds of units in terms of location of activities. In individual rooms activities were located homogenously; in combined units own rooms were significantly more intensively exploited. This indicates need for separate use of the most private places. In some cases common facilities and responsibility for maintenance can be conflict issue.

Shared units have indisputable advantages, but only for those who will not be disturbed by their limitations. They are suitable for students who enjoy everyday interactions with people, who accept themselves and have positive emotional attitude towards each other, who appreciate common activities, share of duties and responsibilities. Single units are more appropriate for students with individual lifestyles, who need more privacy and peace.

This research has shown that common rooms in student houses are often the weakest points in spatial and social terms. Frequently they are not used, access is limited (i.e. administrator keeps them locked) or there is simply no common room. But even common rooms which are accessible and equipped are not neccessarily visited. So the question is whether students really need them and why do not use them, especially in context of additional costs required to arrange them. It is hard to answer this question fully based on collected data, but some hypotheses can be drawn. In most examined student houses, inhabitants had all neccesary facilities in their units, so they could live autonomously and did not need to leave their rooms and interact with other people while carrying out everyday activities. As a result, social interactions – that tend to emerge occasionally during common activities (such as cooking in a shared kitchen) – do not appear so often in residences offering single independent units. Social ties nowadays are more intentional, focused on particular topics (work, hobby, interests, etc.) and can be developed through new media: Internet (esp. social portals), cell phones and are thus less constrained by physical proximity of people. Also student lifestyle and community have changed significantly in the last decennia. On the other hand, lack of common spaces in student houses limits the range of possible activities and opportunities, which makes them less attractive. Bearing all that in mind, it can be concluded that common rooms have to be adapted to modern lifestyles, they have to offer new quality adjusted to functioning of social life in the 21st century.

One example of a new trend in setting common rooms has been found in Lille Campusea. The whole floor of the student house was devoted to common facilities (laundry, fitness, common room) and potentially common activities. The laundry room was a place

where inhabitants had to come from time to time, and this function naturally attracted them to the area. The fitness room is not a place where people must go, but it was well equipped and offered good quality, so some inhabitants were motivated to visit it. Both rooms were large and allowed for social interaction. There was also a common room (extensively described above) which was used mainly based on its perceived attractiveness as it did not provide any essential function. However, both the observation as well as the report of the site manager indicated that it was frequently used by residents. We assume that is due to the following factors: important facilities (necessary and attractive) were located together at one floor which was functionally attractive enough to do the effort; the common room wss pleasant, and offered some affordances that supplemented functions located in own rooms (spatial, cosy, quiet, comfortable, contained big TV set, bar which could be rented, machine with cold drinks and snacks). Thus generally common room should be attractive enough and offer something which cannot be reached in own room. Perhaps, if the location was more central, located 'on the way' to own room or main entrance, it would be used even more frequently.

Another issue related to privacy – this time at the building level – is gradation of privacy. It is also an important issue in constructing satisfactory and comfortable student houses. General rule and guideline is to design places that limit access to the most private zone in a gradual way. Well known distinction between public, semipublic, semiprivate and eventually private space should be applied there as well so that in order to get to the most private place one has to cross subsequent zones and psychological thresholds. In most student houses gradation was settled as follows: public zone – backyard or street; semipublic – halls, corridors, facilities (laundry, common room, etc.); semiprivate, private – unit of rooms or own room. This pattern works, generally speaking, in quite satisfactory way. Two case studies differ from this pattern: one positively and one negatively.

The negative example is NDSM where gradation was poor and the private zone of the room was accessible directly from the public zone of the campus. Admittedly campus is surrounded with metal fence – which potentially should separate it from outside and mark its spatial autonomy in the symbolic way – but the gate is always open and the fence itself is

easy to cross. There is no intercom, no internal hall, moreover hallways are open. This specific construction of space makes possible to get to inhabitants room doors for anyone. So private space is actually accessible from the street level. In this case sense of security, comfort and sense of attachment is significantly limited.

The positive example is Culver House, where many zones of privacy could be distinguished. It was probably a side effect of merging two buildings: one standing next to main street and one build next to back street. Between two buildings there is a small backyard covered with roof. This roofed space (as was it elaborated above) serves as a communication hub, very convenient for casual social interactions. This roofed area – fulfilled with diverse activities and functions – constitutes a buffer between public and private spheres. Depth of the student house is as follows: public - street, main entrance; semipublic – corridor towards roofed space, roofed space, stair case, internal hallway at every floor; semiprivate – internal hallway in unit of rooms, common room, kitchen and bathroom; private – own room. The distance from own room to street is psychologically (and physically) quite far. This gives sense of seclusion, possibility for sufficient isolation, if one needs this. Depth of building is one of main dimension that influences sense of privacy and security and should be taken into consideration at the level of design.

Recommendations

Summing up abovementioned conclusions, there could be two normative paradigms that constitute two directions for future student housing projects. One is pro-social and more traditional, the other one more liberal. The former assumes that buildings should be designed to generate and enhance social life in traditional sense of the term – as face to face interaction. Students are considered as community that share common lifestyle, values, attitudes and life aims. Moreover their needs and rights are equal. Architect attempts should address such defined needs of community.

The latter paradigm's core idea is to deliver sufficiently comfortable place to live with standard equipment. But there are no assumptions regarding social life. If students want to socialize - they can use available facilities, but if some inhabitants want to live in separation,

they should also have to have the opportunity to stay in they own rooms undisturbed. This paradigm assumes different needs and lifestyles of different people. Space of the student house should be thus adjusted to different needs and offer different forms of rooms: collective (more than 3 persons), duplex, individual, etc. Common rooms should be available for everyone and attractive but not imposing. Other solution is to specialize student houses which will be addressed to defined target group of students (further inquiry for segmentation of types of students would be needed).

Conclusion of the architetural analyses (early draft)

The Finnish cases are interesting on the level of district and urban mixity, uninteresting (or very simple) on the level of programming (there we need to make comparison to the overall housing standard which opens some points), and again relatively interesting in details, materials, cell and aesthetics. But there are hardly "architectural innovations", rather good urban and architectural design. One important point is that student housing is a completely normal part of the local and regional planning and development programme, and the projects without knowing impossible to recognise. In Turku, a certain subsidy was generated through the bidding model, which may explain the high exterior quality of the new buildings (a case to be explained in detail). In other two cases, the somewhat limited budget is not very visible, but it has led to quite rational / repetitive aesthetics. Nevertheless, in all Finnish cases the student housing project completely mix in the new districts, sometimes show even better than average quality.

In Britain, new purpose-built student housing is often situated in somewhat marginal or difficult lots, suffering from traffic noise, for example. The typologies and construction technology are specificly optimised for student programme, and it would be difficult to imagine normal families living in student housing (in Finland, the student housing agencies decided already in 1970s that student houses should be easy to convert to normal flats if needed). Economisation is visible also in the very high lot densities in British student housing. Interiors, on the other hand, are often well-designed and nicely furnished,

reflecting the high rent and a certain up-market position of much of purpose built new student houses. Facades seem to aim to a certain anonymity: the design is good enough so that student houses are not negatively standing out from their context. Same holds for massing: high density has often led to special efforts to adapt the heights with the neighbours, creating somewhat complex and unclear (un-iconic) building volumes. If there are aesthetic aims, they are not directed to urban public but to the private users – a graphic opposite of the Finnish buildings where interiors are standard and blank but exteriors sometimes bold. (FRA and NL missing)

IV - GENERAL AND STRATEGIC CONCLUSION

DISCUSSION AND CONCLUSION

Simply stated, what can define a student and what can be identified as his mode of living? First, it is a transitory period of youth mostly characterized by a generally full time activity that is not lucrative in the short term and that at the best, is an period of investment on one's individual professionnal and social project. Then, without a possibility of getting a income, student mode of living is merely characterized by the difficulty of sustaining elementary needs such as housing, eating, moving, leasure, etc… Based on this simple assumption, a paradox is rased when failure to fullfil those elementary needs leads to turn away part of the population from studying and further, generate social inequity. Like for any citizen or household, housing is the main expense and thus giving full importance to the current research.

In a unique way, this research is an attempt to identify, frame and explicit the diversity of student modes of living taking student housing as a field study in various countries in Europe. The wide variety of specific environments (historical, cultural, political, sociological, legal, financial, etc…) encountered profile specific modes of production resulting in a diversified student housing offer for each country as well as within each countries . Furthermore, a detailed sociological and architectural case studies of national, municipal and urban contexts as well as actual student housing projects post occupancy evaluation, lead to draw critical lines between modes of production and students modes of living.

What we named here **modes of production** combine a **general context**, a **national policy**, **financing and subsidies** procedures, **main actors**, **ownership and management** methods as well as **local policy** to result in **production models**.

It can even be acknowledged that the way societies consider its students reveals a great deal of this society's deep value in terms of social dynamics whether a student is depending on his familial support, on society or simply on himself. On a national level, the cultural and historical status of students is deeply grounded and steer from political actions to sociological status of students. This results in distinct approach to the issue as being a **private or public issue**, as well as in considering students as **specific or generic population**, whose housing is to be provided by **family**, left to **free market** or in specific **public service housing**.

The current study that focuses mainly on the latter shouldn't shadow the overall reality of figures in various countries. In the United Kingdom student housing remains mainly a private issue where support is expected to come from family or through bank financing following a logic of one's own individual investment. In Finland, social dynamic being considered a key public value student housing service has been available for all on society's expenses as well as until recently, a specific student status eligible for an income. In France and the Netherlands, an approach based on social background allows for intermediate solutions where society supplies when social background can't sustain.

This general picture being drawn, different trends emerge as targets of future thoughts and development.

Metropolitan process: centrifugal vs. centripedal locations

What to do with the will of students (as any other group) to get the central and well connected locations without paying too much? Potential answer lies in a metropolitan strategy to use student housing as an active element of urban policy, regeneration and land-price valorisation, to locate SH in relative fringes with short-to-midterm prospect of new centrality (NDSM), or strategic development of new campuses (Helsinki), or use of SH as saviour of small problem cities (Angers?). In smaller scale SH can be an ingredient of programming difficult sites, such as noise zones (UK, FIN) or areas with difficult or slow-to-change planning regulations (HOL), where the temporary status of SH can be used. There may be an ethical problem in suggesting this, but at least we can note that in cases this kind of uses have been used.

Site, programme: emphasis of cell vs. dynamic urban context

The post-occupancy evaluation revealed two possible directions in programming the SH projects. There either can be an emphasis on strongly social programme, expecting that students value active life and face-to-face contatcts (Campusea), or there can be a more anonymous programme, focussing on high-quality cell without specific social offer (Purbeck House). There we can say that both approaches are probably needed, but it would be

recommended to take the above metropolitan consideration in, offering active social projects in new fringe locations, while passive anonymous projects may work in already urban and stable locations with good urban services around. There is also a clear price gradient here so that big cell and privacy costs – eg. in Finland shared flats (solu) still have a market, even though diminishing, both because of price and sociality. Second: good local services are the single most important factor in defining how students evaluate the quality of the area, over aspects of beauty, nature, social status etc (this is of course not very surprising). So we might say that in most cases student housing should aim at good urban integration, and maximising the cell is secondary concern in up-market niche. -- Re-use of industrial or institutional stock can be a theme.

Internationalisation of the SH market and provision

The UK context is different from the mainland Europe not least because of big share of high-paying international students, which also create a significant sub-market for the for-profit housing providers. While processes are slow, France is also facing the internationalisation. This means that the context of evaluation and choice is not national anymore, but in a specific, point-like way global. Housing quality and price is inevitably one factor directing student flows, and the role of quality, location as well as information and services increases over the old price and equity questions. We do not see reasons to let this kind of private market emerge with necessary support from public bodies, but in pure public mode of production (Finland) such a differentiation has proved difficult to handle in a proper and just way. So, again one point for a mixed, hybrid approach. International provision and securitized finance might be options, but based on this research it is not possible to make any serious feasiblity study. Anecdotal evidence shows that the current crises has slowed down some UK actors, such as Unite, from entering mainland Europe.

From shortage to quality

While all studied countries still have local or seasonal shortages of student housing, and especially the Netherlands is experiencing even structural lack due to rapid incraese of

students in some regions, the general future policy issue is quality over quantity. Managing different groups, incomes and backgrounds, as well as positioning SH in the overall market… Diversification, student control (see above two basic approaches in programming)…

TABLEAUX SYNOPTIQUES DES TENDANCES

I - MODES OF PRODUCTION

THEMES AND KEYWORDS	FIN	UK	NL	FR
General context				
Private issue		■		■
Public issue	■		■	■
Parents		■		■
Free market		■	■	■
Specific housing	■		■	■
Students as specific population	■		■	
Student as generic population		■		■
National policy				
Public service solution	■		■	■
Private market solution		■		■
Private market solution with state control (semi private or solution)			■	
Broad access	■			
Social origin			■	■
Geographical origin		■	■	
Level in studies		■		
Financing and subsidies				
Support to production	■		■	■
Support to students / families			■	■
Financing solutions to students / families (loans)				
Main actors				
State	■		■	
Local authorities	■		■	
Universities	■	■		■
Student unions	■			■
Private sector		■	■	■
Production models				
Private sector disseminated investors		■		■
Private sector concentrated investors		■		■
Specific public sector producers	■		■	■
Private sector corporations providing public service			■	
Ownership and management				
Private corporations		■	■	■
Private sector rules		■	■	■
State organizations	■		■	■
Local policy				
Urban policy	■		■	■
No urban policy		■		

II – CASE STUDIES

THEMES AND KEYWORDS	FIN	UK	NL	FR
Local context, local agency, urban level				
Disseminated locations	■	■	■	■
Fringe locations			■	
Concentrated locations	■			■
Building and architectural novelty				
Specific construction solutions		■	■	
Innovative field			■	■
Generic field	■	■		
Common spaces				
No common amenities		■		
Common amenities	■		■	■
Special services		■		■
Cells				
Individual cells	■	■	■	■
Individual cells with shared facilities	■	■	■	■
Shared apartments	■			
Specific apartments	■			

V - BOXES

Interesting examples of architecture and service model

Glyndwr University Campus, Wrexham, UK

Due for completion in 2010

Architects: Softroom

In 2008 Architect's Softroom won a two stage RIBA open competition to design the new student residences for Glyndwr University in Wrexham, North Wales. The competition brief specified the University's intention to procure the internal accommodation based upon modular accommodation units, a common method used in the production of student accommodation. The project aims to transform the surrounding courtyard space into a system of piazzas and allow for greater connections with the existing campus. The accommodation is aimed to represent the University's ambition for change and growth. The development will offer accommodation for up to 500 students.

Source: www.ribajournal.com

Wembley, London, UK

Due for completion in mid 2011

Architects: CZWG

Victoria Halls Ltd have invested £25m into this student accommodation development next to Wembley Stadium in London. The development is due to consist of 3 wings around a central tower with up to 20 floors. There will be a total of 435 rooms with a laundrette, management office and bicycle storage. The building will also consist of a double height central entrance and two landscaped amenity areas. It is hoped that the building will act as a catalyst for regeneration in this area of London.

Source: www.worldarchitecturenews.com

Source: www.worldarchitecturenews.com
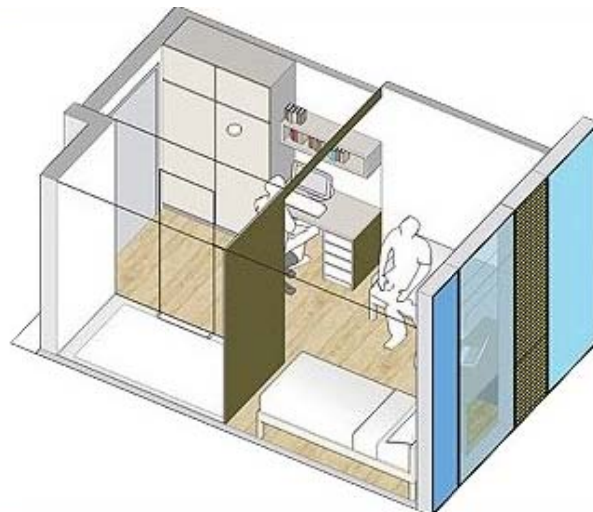
Nido London, London, UK

Completed 2007

Architects: AHMM

The Blackstone Group invested £95m in their first major student housing development, 'Nido London'. The development was completed in 2007 and consists of 16 floors with an additional podium block built around the base of the towers. The building has 846 en-suite 'Nido cubes' or rooms and can accommodate 950 students. In addition to the student housing there are 50 private apartments, 14 affordable apartments, retail units, commercial space, basement with 41 parking spaces and 250 bicycle storage spaces.

Source: www.worldarchitecturenews.com

Source: http://i.treehugger.com/images/2007/10/24/nido2.jpg

Moonraker pods, London, UK

Due to be completed late 2010

Architects: Conran & Partners

This scheme has recently been granted planning permission and will overlook the Tate Modern Gallery In London. The student 'pods' are intended to float over the main building. The origin of the 'moonraker' name stems from information found in a 1792 plan for the area which identified the location of the building as being located upon Moonraker Alley, named after a craftsman who made moonraker sails for tall sailing ships. The street will be reinstated as part of the development. The building will consist of 10 storeys and will consist of a mix of both commercial and student accommodation.

Source: www.bdonline.co.uk

Rochdale One ship, NL

Built in a French shipyard for a Russian shipowner, launched in 1977 under the name Ayvazovsky. Adapted for student housing (and renamed) in 2004 by Rochdale and DUWO housing corporations. In 2009 the ship got closed for renovation.

The ship served for years as a passenger cruiser in the Medditerean region, on Atlantic, the Baltic Sea and Pacific before it was moored in Houthavens in Amsterdam and converted into student accomodation. It offers 194 units, mostly with own bathrooms. Residents of about 40 rooms have to use shared bathrooms. Facilities include 17 common kitchens (one per ca. 12 inhabitants), spacious common space with restaurant/bar, a sun deck, a laundry room and high speed Internet connection. Every evening there is catering available at affordable prices. For security reasons there is a staff member on board 24/7.

GEB Office Tower in Rotterdam, NL

Completed in: 1931, adapted for student housing in 1995

Architect: J. Poot, W.G. Witteveen & A.J. Steur

Originally built as the headquarters of the local energy company, GEB tower was at the time of its construction the highest office building in the Netherlands (and remained such until 1968). During the WW2 it was adapted by the German troops as an observation tower against air-raids. In mid-90-ties this former office building was converted into student accommodation by Stichting Stadswonen. The original construction, facade, lifts and staircases were preserved, while division of rooms was adapted to the new function. Bathrooms and kitchens were added, each shared by four residents. After the renovation, the building has been registered as a monument. It is said to contribute to the general revitalization of the surrounding neighborhood.

Delft Leeghwaterstraat West, NL

Completed: 2008

Architect: Mecanoo Architecten

This project, developed jointly by Mecanoo Architecten and the producer of industrial prefabricated container units Ursem is an attempt to combine advantages of cheap and quick to build container houses with the permanence, solidity and esthetics of traditional buildings. It consists of three buildings. The concrete frame with a staircase supports prefabricated containers, subsequently covered with a common facade. The rooms are fully furnished (including a flatscreen TV). Facilties available in the buidling include high speed Internet connection, a common room, a laundry room and a bicycle shed. The building is located on the campus of the Technical University. High-tech finishing touch as well as elaborate green facade contribute to livable image of this investment. The buildings face a small canal and well arranged mini-park. The whole project was completed within a year.

City Campus Max, Utrecht, NL

Completed in 2009

Architect: Klunder Architecten

The building is located just outside the central ring of Utrecht city centre. It consists of three towers and offers 989 single room and double room units in total. Two towers of 23 floors each, offer apartments for rent, while the third tower of 16 floors consists of 261 units for sale. To ensure that the apartments remain available to students, also in the future, they can only be sold to students or recent graduates and they cannot be subrented by the owners. Students are offered a cheap mortgage scheme designed for this case, coupled with a special arrangement for sale of the apartments – they can only be sold back to the consortium and for a fixed price calculated based on market value of the estate and selected mortgage option. Additional facilities in the building include a roof terrace between the towers, fiber glass Internet connection, a garage and a fitness center in the building.

Casa Confetti, Utrecht, NL

Completed in 2008

Architect: Architectenbureau Marlies Rohmer.

Casa Confetti is an example of interesting and playful approach to architecture for students. It is situated on the main campus of the University of Utrecht. This 15-storey building offers 380 independent and clustered student rooms as well as services: a doctor, a hair stylist and affordable office space for young entrepreneurs. The building was financed as a common project of 17 housing corporations and is now managed by SSH Utrecht – local corporation specialised in provision of student housing.

HipHouse Zwolle

Completed in 2009

Architect: Atelier Kempe Thill

HipHouse Zwolle is a recent attempt to provide affordable housing for students and starters. This cube-shaped low tower with an internal atrium forms an alternative for social housing in the Netherlands, which is otherwise often limited to the gallery-building type. Apartaments on each floor are organized around the central module which contains a staircase and a lift. Much attention was put into good lighting conditions in each apartment (through orientoation of windows) and big (floor-to-ceiling) sunprotecting windows with sliding panels. The facade is covered with special glass which, depending on the position of the observer, seems either transparent or completely opaque. The atrium and circulation spaces remain simple, with rough textures and simple materials - to reduce construction costs and esthetically allude to the atmosphere of lofts.

Source of pictures: Atelier Kempe Thill website

Woonkubus

Year: 2010

Architect: Maarten Castelijns, Van Aken Architecten.

Woonkubus is a new compact multi-functional block that can be used in small appartments, such as student housing. It allows to save space by concentrating neccesary fucntions together. This cubic-shaped block includes a kitchen block, a toilet, a shower and some storage space. Each function is located on a different side of the cube, while one side remains blank and can be placed against the wall. Each functional section of the cube has a different color inside and can be closed to obtain neutral surface. The block is made of wood and synthetic plates and covered with white melamine. All installations (including water, sewage, electricity and ventilation) are integrated inside and invisible for the end user. The whole block can be assembled (and disassembled) of pre-fab elements. These blocks are currently being introduced in a new student house in central Eindhoven.

Source of pictures: Van Aken Architecten website
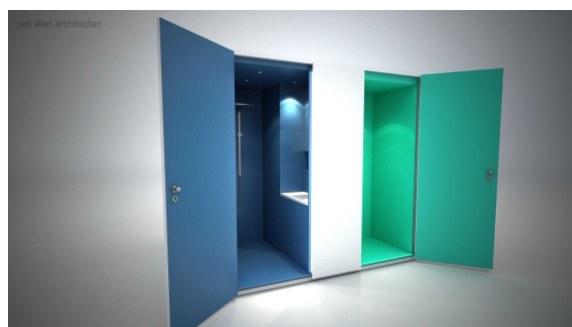
240 students housing, Epinay, FR

Completed in 2009

Architect: ECDM, Paris.

 This project has three autonomous programs: a residence for students, housing for researchers or invited professors and housing for women in distresses. The objective is to create some social coeducation while having each of the establishments has its own management, and at the same time benefits from the synergies. So the project offers guard's accommodation, private study rooms, laundry, space outside for relaxation, and gardens are fitted out with fruit trees. The project reintroduces and prolongs the morphology of the fragmented structured district, by introducing four buildings of different writings. The global density of the plot of land will be about 1.25, density which seems to us rather strong to be carrier of politeness and rather weak to be able to assure a sewing with the adjoining suburban zone. The building has an urban façade on the road of Saint Leu in the North, and has a more human, and fragmented scale on the suburban side in the South.

65 students housisng, Paris XX

Completed in 2008

Architect: Hamonic + Masson.

While climbing the steep and bustling road of Ménilmontant the student residence slowly reveals itself in a series of paradoxes: deeply rooted in the context of the Parisian apartment block, it also stands out as something unexpected and intriguing. The strict street alignment imposed by planning regulation is punctured by a two-storey porch, bursting with colour and light, begging the viewer to look deep into the heart of the Parisian block where a hidden world awaits: two rows of former workshops, rehabilitated into 16 loft apartments, a street-like space between. The spatial connection between these workshops and the porch, accentuated by a topographical shift, provides a vibrant outdoor gathering space for the students. Here, a consistent approach to colour and lighting is established that subsequently continues throughout all of the building's circulation zones.
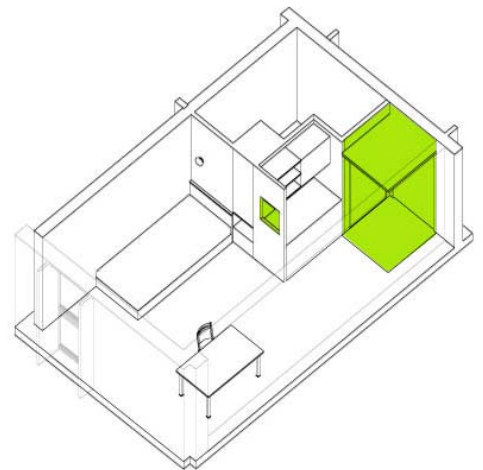
351 studios for students, Paris

Completed in 1996

Architect: Architecture Studio

In Paris, AS.Architecture-Studio has designed a complex of 351 studios for students and functional residences. The project is at the edge of Paris ring road and form a noise barrier that unfolds in the form of a comb with three arms to the capital.

Antipodes residence, Dijon

Completed in 1992

Architects : Herzog & De Meuron

The project Antipodes I, is composed by linear elements that build a linear unity. These almost identical elements are arranged in both sides of a "backbone" circulation. In the extremities, two volumes contain individual rooms with a central corridor. Linear units are made of concrete dyed black in situ. By one side, the structure mounted in situ is closed by prefabricated concrete panels, which color corresponds with the aluminum frames and the glassed surfaces of the windows. In the opposite side of the linear units, a dark plywood wall recedes to create a big access gallery, a Laubengang in which the linear units are concentrated

254

Students housing, Cenon

Completed in 2009

Architects : Lanoire & Courrian

The architect proposition for student residence on land released by the municipal city that seduces them direct the movie, Delivered in 2009, this student residence offers 114 apartments - studios and T2 - and several services, including a doorman, lounge, breakfast area and computer since September 2009. This new project gives the agency Lanoire & Courrian another opportunity to confront all the constraints posed - urban, functional, financial, and responding so precise modernity, sobriety and simplicity.

Punctuated by alternating vertical and horizontal windows, metal cladding of the structure, built on two floors of elongated material, the size of the student residence gives a dynamic form that is reminiscent of a train - means of transport very strongly anchored in this environment. Aluminum, omni-present - façade and roof - enables visual consistency and treatment, also offering, in a logic of sustainable development, a guarantee of good results in the thermal and acoustic insulation. The vegetation also very present with the two faults that disrupt the vegetated cover, planting vines, the vegetation screen along the noise wall and the garden planted on the rear parcel requires a real breath.

Students Housing K. & M. Krafft, Mulhouse

Completed in 1999

Architects : TOA

The project is organized around the theme "living in the park." Refusing the compact, the initial program of 120 units is divided into four units built 30 homes. By integrating the existing tennis courts, four housing modules are "arise in dock" and preserve the character of the place, quiet spaces.

This "dock" central promotes exchanges and meetings between students and compensates for the lack of common premises in the unwanted program. Inside the housing, a single sliding panel structure the possibilities of opening and closing between kitchen, bathroom and living room.

350 Students housing, Paris

Completed in 2011

Architects : Eric Lapierre

A collective character said in the building and the city and an architecture of movement and collective identification

A building housing 350 students can not simply be the result of the addition of the cells that constitute it. Two reasons. On the one hand, such a community should be represented through common areas which add to the building's unusual image and assert its collective character. Moreover, these spaces facilitate discussions and meetings, which are decisive in the formation of students. On the other hand, the urban scale, these spaces marked on the public space the presence of the community who lives in the building.
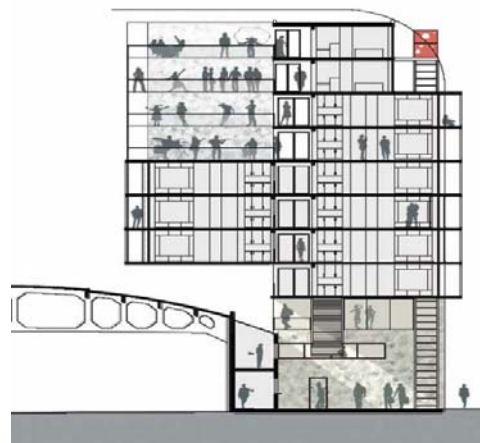
VI - THE TEAM

The research team consist of the following researchers:

TKK

Panu Lehtovuori – professor of Urban Studies at the Estonian Academy of Arts, Tallinn. Lehtovuori is an architect SAFA and founding member of Livady Architects, a Helsinki-based practice. He has done extensive research on public space, planning, innovation and housing. His most recent publications include:

Lehtovuori, Panu (2010). *Experience and Conflict. The Production of Urban Space*. Farnham: Ashgate.
Lehtovuori, Panu; Lindqvist, Mikko & Eräpalo, Suvi (2009). Tampere and Forssa. Morphology, meanings, regimes. In Nienke van Boom and Hans Mommaas (eds.), *Comeback Cities. Transformation Strategies for Former Industrial Cities*. Rotterdam: NAi.
Lehtovuori, Panu & Havik, Klaske (2009). Alternative politics in urban innovation. Teoksessa: Kong, Lily ja O'Connor, Justin (eds.). *Creative Economies, Creative Cities: Asian-European Perspectives*. Springer Verlag, pp. 207-227.

Mikko Mälkki – architect and researcher at the Centre for Urban and Regional Studies, Helsinki University of Technology.

NFA (Nicolas Favet Architectes)

Nicolas Favet – architect, urbanist, DEA in Urbanism (Institut d'Urbanisme de Paris). Favet is founder and director of NFA, an architectural practice specialized in sustainable architecture that accounts several cutting edge buildings completed and under completion. NFA is also active in research field on topics such as industrialization of housing production, mass customization, sutainability and energy efficiency, passive housing and inovative housing typologies. He has been teaching at the La Villette School of Architecture 1996-2008 and is a frequent lecturer in various institution on sustainable architecture. His most significant publications are :
Dominique Gauzin-Müller, Nicolas Favet and Pascale Maes. *Ecological Architecture and Urbanism* (2002). Birkhauser. Translated in 5 languages
Nicolas Favet (2009). *Haute Qualité environnementale: concevoir en dialogue compétitif*. In Elisabeth Campagnac (eds.) *Evaluer les partenariats public-privé en Europe*. Presses de l'ENPC.
Nicolas Favet (2005). *Villa urbaine durable (VUD). Atelier Le développement durable à l'échelle des bâtiments : synthèse*. PUCA
Nicolas Favet (2005). *Villa urbaine durable : suivi architectural - sites de Chalon sur Saône, Roubaix, Quimper.* PUCA

Raphaël Philippe – architect. Philippe is a graduated architect from Paris Malaquais Architecture School (France) and holds a Graduate Student degree from Lincoln University of Nebraska. He is

currently Project Manager at NFA and design in housing and urban projects in the office. Previously, he has been working in Paris major offices such as AREP, Bellecourt & Barberot and Valode & Pistre mostly on large housing developments. Thanks to his original architectural work and research, he has been invited to Beijing Architecture Biennale and was awarded First Student Prize. He is teacher at Paris Malaquais School of Architecture.

MIASTOSFERA ASSOCIATION

Dominik Owczarek - environmental psychologist, philosopher, PhD candidate at the Sociology Department (University of Warsaw). His master's thesis in philosophy discussed meta-cultural changes in post-modern cities. His master's thesis in psychology concerned phenomenon of gated communities, he published his works on social life of gated communities and ghettoisation of Polish urban space. Founding member of Miastosfera Association, took part in research projects related to assessment and use of buildings and public spaces for a range of different clients, including universities, municipal offices, architectural bureaus and NGO's.

Joanna Stefanska – environmental psychologist, PhD candidate at the Faculty of Psychology (University of Warsaw). She obtained a degree in social and environmental psychology, followed by a master in Leisure studies (University of Tilburg) and a master of the international program POLIS European Urban Cultures. Founding member of Miastosfera Association and the Centre for Systems Solutions. She is specialized in application and adaptation of various qualitative and quantitative methods, including methods of complexity science, for interdisciplinary environmental research. She has been working with anthropologists, architects, ecologists, physicists, economists, mathematicians in several EU framework projects, towards better understanding of the relationships between humans and their environment. Her PhD thesis focuses on application of social network analysis for the concept of social capital, especially in the context of organizations working towards sustainable development.

Anna Wieczorek - environmental psychologist, PhD candidate at the Faculty of Psychology (University of Warsaw). She graduated from DESS Psychologie Environmental Paris-V. Founding member of Miastosfera Association, academic teacher at the University of Warsaw. Her master's thesis in psychology concerned phenomenon of social activity. Her PhD thesis concerns influence pf people-place relations on attitudes towards environmental changes. She participated in many research projects related to psychological and social aspects of built environment conducted for universities (e.g. "Intimite, Densite, Urbanite" by ENSAG Laboratoire CRESSON), municipal offices, architectural bureaus and NGO's.

Mhairi Ambler – independent researcher. Currently Ambler works at the City of Bristol, coordinating the international issues and urban research.

ORGANIZATION OF THE TEAM:

Scientific direction: Panu Lehtovuori

General team direction and strategic conclusions: Panu Lehtovuori and Nicolas Favet

General coordination: Joanna

For each country studied, there was a coordinator, assisted by a team of social researchers and a team of architectural researchers.

Role of country coordinators:
- Need to produce a map of the sites of student accommodation within the city to identify how it is distributed throughout the city. Map the types of student accommodation within a local context. Provide photographs.
- Conduct interviews with policy makers, local city planners, student accommodation developers, student accommodation officers in universities (see the template below).
- Aim of the interview is to concentrate on identifying what influences the production process of student accommodation in each country.
- Aid the social team on their field trips to the case studies, set up meetings with a local guide beforehand & arrange any necessary interviews (perhaps trying to organise a group of students).
- Provide the architects with detailed plans for each case study chosen down to cell level.
- Need to remember to take pictures on each trip. (image size needs to be big enough to use).
- Collect data on other interesting, inspiring, innovative examples of student housing (for our "small boxes").

Role of social research:
- general user satisfaction
- adequate privacy - CELL / APARTMENT level
- adequate space (incl. opportunities for personal, spiritual and social activities) - BUILDING AND CLOSE NEIGHBOURHOOD (CAMPUS) leve
- adequate space for sociability, support of social life; networks of places, what activities student does elsewhere. Functioning of the student house/campus in the wider urban context - CITY level
- basic socio-demographic data (sex, age, marital status, local/visiting student, since when living in the student house etc)
- need to remember to take pictures on each trip. (image size needs to be big enough to use)

Role of architectural research:

- visit the sites themselves, liaise with city coordinator to organise this.
- basic description of the architecture, including construction, style, materials, orientation, general quality etc.
- social logic of space – an analysis of the spatial hierarchy and configuration, based on Hillier & Hanson 1984. BUILDING
- typical cell – drawing CELL
- take pictures on each trip
- assist the social team in preparation of sketch-maps (of the city and of the building) for fieldwork research
- prepare maps of spatial distribution of different types of student accommodation in case study cities
- collect data on other interesting, inspiring, innovative examples of student housing (for our "small boxes").

Country teams:

France

Country coordinators: Nicolas and Raphaël

Social research : Anna, Joanna, Dominik

Architectural research: Nicolas and Raphaël

United Kingdom

Country coordinators: Maihri

Social research : Anna, Joanna, Dominik

Architectural research: Panu

Netherland

Country coordinators: Joanna

Social research : Anna, Joanna, Dominik

Architectural research: Nicolas and Raphaël

Finland

Country coordinators: Panu

Social research : Anna, Joanna, Dominik

Architectural research: Panu

VII - REFERENCES AND INTERVIEWS

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Ida Björkbacka, City of Helsinki

Tuomas Kivelä, City of Helsinki

Pirjo Lipponen-Vaitomaa, Student Village Foundation of Turku

Rikhard Manninen, City of Helsinki

Mikko Toivonen, Helsinki Education and Research Area HERA

FRANCE

CROUS d'Angers et Lille.
http://www.crous-nantes.fr/pages/missions/logement/vous-etes-etudiant/logement-universitaire/liste-complete-des-logements-universitaires.php

http://www.crous-lille.fr/

http://www.cnous.fr/

OVE : Observatoire National de la vie étudiante. Divers rapports et compte rendu.
http://www.ove-national.education.fr/

Campuséa groupe Gecina, propriétaire/exploitant.
http://www.campusea.fr/

Lexique et glossaire

Cite universitaire : bâtiment composé de chambres meublées de 9 m² et proposant des cuisines et équipements collectifs.
Chambre traditionnelle : sanitaires et douches collectifs.
Chambre réhabilitée : cabine douche-sanitaire individuelle, réfrigérateur, mobilier intégré.
Résidence universitaire : logements individuels meublés du T1 au T3 (surface minimum : 18 m²).
FJT : Foyer des jeunes travailleurs
CROUS : Centre Régional des Œuvres Universitaires et Scolaires
CLOUS : Centre Local des Œuvres Universitaires et Scolaires
CNOUS : Centre National des Œuvres Universitaires et Scolaires
PRES : Pôle de recherche et d'enseignement supérieur

En outre, les coordonnateurs de chaque pays ont menés des entretiens avec les partenaires du logement étudiant suivant :

- Campuséa société du groupe Gécina
- Reside etude « les estudines »
- Lamy résidences
- CROUS d'Angers
- Agence de développement et d'urbanisme de Lille Métropole et le FORS recherche social
  http://www.fors-rs.com/

TKK   NFA   miasto sfera