



The 'Studentifying' Process in Housing (Un)Affordability:

A CASE STUDY OF STUDENT HOUSING ACCESS AND STUDENTS' LIVED
EXPERIENCES IN UTRECHT

Esin Erdogan | Bachelor thesis SGPL | Utrecht University 2018

Picture on front cover:

- Utrecht student and vlogger Levi Hildebrand. Picture is a print screen from his video supporting the article about student housing in Utrecht: “The Student Housing Nightmare: A Tale of Discrimination, Fraud and Protest” (source: <https://dutchreview.com>)

The 'Studentifying' Process in Housing (Un)Affordability: A Case Study of Student Housing Access and Students' Lived Experiences in Utrecht

Bachelor Thesis SGPL

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Abstract

As Utrecht is becoming a more and more appealing place to live in for native and foreign households, its population is growing rapidly. With its large offer to higher education, the city is also attracting an increasing number of students. Together, these phenomena have spatial and social causes and consequences. This research therefore examines the following central question: “What is the current situation of student housing affordability in Utrecht and what are students’ lived experiences?”. By applying the research methods of expert interviews and questionnaire surveys amongst students, two aspects were presented. Firstly, the current situation of student housing is that it is becoming too expensive and that there is shortage. Underlying this, the two factors are reinforcing each other as gentrification covers both. It has thereby pointed out as an urgency that the city has to expand university campuses. Secondly, students are facing challenges regarding finding permanent housing during their studies. They face difficulties affording their housing if they do not live with their parents, regardless of their socioeconomic family background. Unfortunately, the number of respondents for the survey is too little to draw conclusions for the entire student population. In addition, further research has to have a broader reach, entailing more profound and detailed questions. Then, students’ lived experiences can be understood more broadly which will complete the image of the problem.

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1. Introduction

1.2. BACKGROUND

Nationwide the Netherlands holds 714.490 students pursuing higher education (CBS, 2017). While the national government has supported students financially in several ways for 200 years, the circumstances to study for current and future generations are now changing. The latest form of government support used to be a monthly grant with the possibility for higher amounts depending on the parents' financial condition or as extra loans if desired (Slaman et al., 2016). Furthermore, this fixed amount fluctuated on whether or not the student chose to stay living at his or her parental home (DUO, n.d.). From the 1st of September 2015 and onwards the financial support system for students in the Netherlands has changed under the rule of Prime Minister Mark Rutte, abolishing the financial grant completely. Now, students are able to receive financial aid from the government as loans entirely, making the choice to study and its affordability more complicated. A widespread societal concern arises for the possible negative effects on students' lives of this legislative change (Turkenburg et al., 2013).

In parallel, due to the growing popularity of student-dense cities, the affordability of student housing is becoming striking ("Huurprijzen blijven stijgen, met name in de Randstad", 2016). The largest example of this occurs in the Randstad. This the largest conurbation in the Netherlands accounting for nearly half of all universities in the country. The area consists of the urban zones of Dordrecht, Rotterdam, The Hague, Leiden, Haarlem, Zaanstad, Amsterdam and Utrecht. With its population of nearly 7 million people this urban area is still expanding, affecting the affordability of housing due the region's popularity. One of the largest cities in the Randstad is Utrecht which is home to a total of 343.038 citizens. Due to its offer of higher education at The University of Applied Sciences Utrecht, HKU University of the Arts and Utrecht University, the city accounts for 67.499 students from which 31.446 actually live there (Studiekeuze123, 2017). Considering this large share of society, the presence of students and their housing in Utrecht is worth studying.

At the same time, numbers generated by the Central Bureau for Statistics (CBS), point out that life in the Netherlands has become 45.1% more expensive over the past 20 years. Parallel to this, incomes per person have risen with an approximate percentage of 25%. As this might suggest a wealthier society, young adults are being excluded from this benefit. This increased rise of income begun in the second half of the 90's, leaving the purchasing power stable from 2000 and onwards. Thereby, it means a more expensive life for the young adults in current society (RTL Z, 2016). The first assumption of this research

is that students in the Netherlands are being excluded from the perks of a wealthy society having too much to worry about financially next to their study results. Entwined in a changing, growing and expanding society, students might be facing underestimated difficulties. Aside from Amsterdam and Eindhoven, which also have a large offer of good quality higher education, Utrecht is in the top 3 of cities in the Netherlands with an intensely rising job growth rate. The increase of job offers is causing a growing necessity to live in the city, expanding its population. It is therefore that in especially these cities housing prices are rising (der Veer & de Vries, 2015).

The rise of housing prices has been happening for the past couple of years now, causing an average household to spend almost 40% of their total income on their rent (CBS, 2016). This is also causing a rise in the number of tenants that suffer payment risk; 18% of all renting households were in a financial risk area considering their ability to pay for their housing. A person or household is considered in a payment risk in the case that the household is not able to afford its monthly housing expenses (CBS, PBL, RIVM, WUR, 2016). Figure 1 (CBS, PBL, RIVM, WUR, 2016, p. 1) is a depiction of the share of households suffering payment risk against their property. Households that rent are most vulnerable in the graph. There is a rise of the percentage of households in the Netherlands that suffer payment risks due to the combination of their income and the rental price of their house between 2002 and 2015.

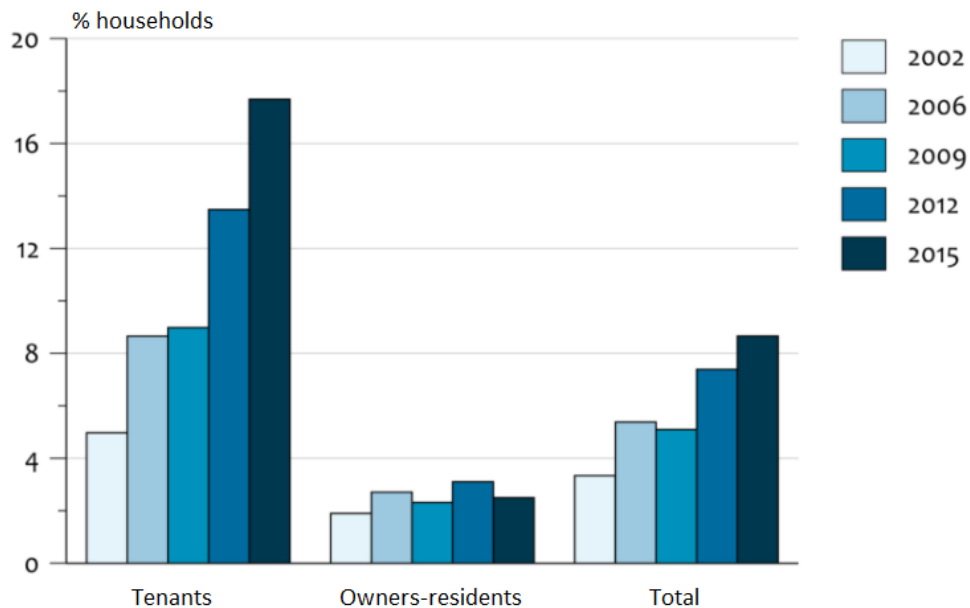


Figure 1. Adapted from “Betaalrisico's in de huur- en koopsector, 2002-2015”, by CBS, PBL, RIVM, WUR (2018, 9 January). Accessed from <http://www.clo.nl/indicatoren/nl2174-toenemende-betaalrisicos-wonen>

While a part of the Dutch society is increasingly struggling to pay for their rent, the house market for buyers is becoming less accessible. Figure 2 (“Grafieken Woningmarkt Nederland”, 2017) shows the rise of the average house prices from May 2016 until October 2017.

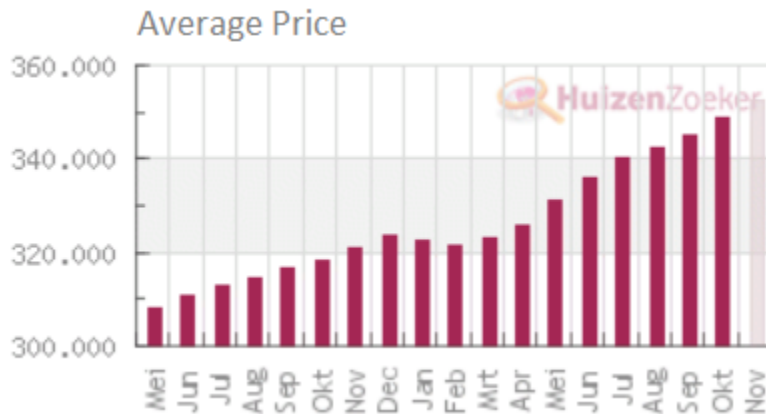


Figure 2. Average rise of house prices for sale in the Netherlands in 2017. Adapted from “Grafieken Woningmarkt Nederland” (2017). Retrieved from: <https://www.huizenzoeker.nl/woningmarkt/grafieken.html>.

In relation to the rest of the Netherlands and especially the Randstad, Utrecht seems to be an exception in the housing sector. Whereas cities such as Amsterdam, The Hague and Rotterdam have faced rising housing prices but have settled earlier this year, rents continue rising in Utrecht. At this moment the price per square meter is 14,38€, over 40% more expensive than the cheapest rent prices in the Netherlands which are found in the province Drenthe (Remmers, 2017). In contrast to this, ING Economisch Bureau (2016) has published a report about divisions of the average financial capital per province in 2014. The report stresses that Utrecht has an average financial capital below the national level, whereas Drenthe is far above it. Nationwide this means that a large part of citizens in Utrecht is of modest means. Towards this notion, Bogdon & Can (1997) state that affordability problems in the rental housing sector are particularly frequent within the lowest income classes in society. Those with low financial capital are the ones most vulnerable to face housing problems.

As to the determination of rents, social housing rents are protected by Dutch law via a “point system”. This system is supposed to represent the quality of the house that is being

rented in order to calculate a maximum sum. Points are granted for surface, facilities in bathroom and kitchen, energy performance and living environment (“Huurprijs en punten”, n.d.). Unfortunately, this point system is not being met in reality regarding student housing in the private sector. According to the annual research by the National Student Union (Landelijke Studenten Vakbond) into actual rents that are being paid by students, this point system is not being obeyed (van den Berg, 2017). 83% of all students in Utrecht are paying too much for their housing. The average rent for one room is €352, which is nearly €89 more than the point system legislation indicates (Meerdink et al., 2017).

In addition, an aspect in literature of a city becoming more expensive to live in is gentrification. Due to gentrification, social rent becomes an exclusive practice locking out parts of society such as students (Hochstenbach & Boterman, 2015). As research on gentrification in the UK has pointed out, policies are needed in order to ‘protect’ the lower-income groups from the marginalizing effect gentrification can have on society. While cities are being renovated and improved, students lose their ability to live in them (Smith, 2008). It is one of the aims of this research to scrutinize how gentrification is situated in the dynamics of the affordability of student housing.

1.2. OBJECTIVE

Up until 2015, students in the Netherlands have been supported by government funds making them partly financially stable (Turkenburg et al., 2013). The withdrawal of the grant and the switch to a social loan system combined with rising rent prices for housing, might be considered as counteracting the affordability of student housing in Utrecht. Next to financial capital, access to housing is also related to a social network and knowledge about the local housing market, ethnic background, parental support and the level of one’s education (Hochstenbach & Boterman, 2015). The choices being made for housing are thereby considered practices that are strongly linked to inequality in society. Besides, resources are part of one’s social position in terms of class, gender, age and ethnicity (Hochstenbach & Boterman, 2015). Taking Utrecht as a case study, this thesis will try to analyze the contemporary context of student housing within the borders of socioeconomic factors in Utrecht focusing on the following question:

What is the current state of student housing affordability in Utrecht and what are students’ lived experiences?

The main goals are to gain knowledge about what students are actually experiencing in their lives and how the problem is constructed regarding their housing. While doing so, the aim will be to fill the knowledge gap between literature and contemporary student life in Utrecht. In order to get an answer as comprehensive as possible, the context is divided into four sub-questions. These are relevant as key concepts of the main question will be unraveled (Verschuren & Doorewaard, 2007).

The first sub-question is:

What is the current situation of student housing access and what are influencing factors?

As explained before, the Netherlands is facing challenges respecting overpopulation in certain areas. As students in Utrecht are a part of this, the nature of the current context is important to analyze. By gaining knowledge about student housing access, the phenomenon can either or not be labeled as a problem. Influencing factors are thereby complimentary for a comprehensive and thorough description of the situation. Aligning these will set the stage for further research on solutions. Following this, the next sub-question arises:

What should be done and/or implemented?

Empirical knowledge that is gained in this research on possible future actions, will imply solutions. At this moment, it is only known that in the housing sector the demand is rising and the supply is becoming too expensive. In regard to that, the experiences of students are aimed at exploring. They are in the middle of the process which makes them important actors. The third sub-question is then devoted to them:

What are the main challenges students are facing?

Students' lived experiences in light of their challenges are chosen as indicators in this research. They can help designating how the situation should be handled in combination with the current situation of student housing access. An answer to the last sub-question helps indicating the status of students while being part of the phenomenon:

How are students making a living?

Together, the final answer can serve as a base for further research.

1.3. RELEVANCE

The offer of higher education is expanding while simultaneously students choose to live in the same area as they study. By invading the places where their educational institutions are located, student populations impact the social construction of those areas (Smith & Hubbard, 2014). These constructions are both spatial and social. As mentioned before, such areas are prone to suffering from increasing housing prices. At this moment there is too little known about the personal experiences of students in Utrecht. Accordingly, there are two sides of the main objective of this research. The first is to explore the current state of student housing affordability in Utrecht. By gaining knowledge about the contemporary state of the housing market and local policies, a deliberation can be motivated for further improvement (Bogdon & Can, 1997). The influencing factors can then be scrutinized for that they can be avoided in other contexts. The second part is focused on attaining information from students in Utrecht about their experiences. Its focus is to create a motive for further research by indicating the need to make connections between students' challenges and the local housing market. Furthermore, the case of Utrecht can also be useful for further comparative analysis.

Beforehand research on information already known about student housing affordability in Utrecht demonstrates reason for concern. Next to the students that are financially being disadvantaged in terms of housing (Meerdink et al., 2017), out of more than thirty thousand students that live in Utrecht, 5.100 students are actively looking for a room ("Tekort studentenwoningen in 2021 ingelopen", 2017). The occurrence of a shortage of affordable housing in a city from which its population is growing, is a matter that affects the entire society (Smith & Hubbard, 2014). By that, an increase of job offers is an underlying motive, in turn challenging the affordability of housing and threatening social equality (Moore & Skaburskis, 2004). Knowing how people are actually experiencing the current situation provides solutions as unique to the context as possible. Unraveling challenges faced by students can lead to future activities that can be adjusted to students' actual need. There is no clear overview of this at this moment. This research is therefore socially relevant in that it will cover for the first steps towards a prospect on how student housing situations can be improved in the Netherlands and potentially other countries. It seems that the process that affects student housing affordability concerns more than students alone, which magnifies the problem's scope. Hence the subject is regarding the entire society, it earns attention.

To supplement this, a perspective from spatial planning corresponds with the subject. This is due to the fact that planning is involved with major spatial development issues that arise on the regional level (Faludi, 2000). Spatial issues are thereby explored in Utrecht, combining them with a socially ethical perspective. The affordability of housing

and the number of students struggling to find accommodation are spatial matters. Students are bound to the city as their educational institutions are located there. So the problem cannot be separated from its geographical embeddedness. At the same time, scrutinizing the lived experiences of the target group is to promote possible spatial planning measures.

1.4. RESEARCH DESIGN

The central question in this thesis is answered by applying two qualitative research methods in the case study of Utrecht. Firstly, data has been collected through three expert interviews. Two of the respondents represent the student housing corporations Sociale Studentenhuisvesting (SSH) and Kences. The third is an employee of a local rent team, which is a government subsidised tenant protection organ in the private housing sector. Secondly, using online questionnaire surveys, data is collected from the target audience of students in Utrecht that started their studies during or after September 2015.

1.5. READING GUIDE

This thesis is composed of five chapters. The Introduction is the first chapter, covering background information, the objective including research questions, the relevances and the research design. The second chapter is the Theoretical Framework. Here, already existing theories and concepts are explored as supportive organs for the field work. These are subdivided into the categories: studentification and gentrification, university enrollment and financial aspects, and policy aspects. Subsequently, chapter three is the Methodology which encompasses the research ethics and methods of data collection and data analysis. Chapter four entails answers to the sub-questions as it is a detailed description of the most relevant results of the research. Finally, chapter five is the Discussion and Conclusion in which firstly the sub-questions are answered succinctly merging into a final answer to the central question. Thereafter, the research method and results are criticized leading to recommendations for further research.

2. Theoretical Framework

Frønes and Brusdal (2000) named the phase in which young people leave their parental homes to study, ‘the young-adult phase’. They describe aspects of the way students live as follows: “Without established families and in pursuit of ideals, friendships and new experiences. Finding accommodation which is perceived as satisfactory in their respective situations is an important part of it” (Thomsen & Eikemo, 2010). As finding accommodation is considered important in students’ lives, the shortage of affordable student housing in Utrecht is becoming a problem and affecting students’ experiences in their young-adult phase. Therefore, empirical data about lived experiences of students that are unique to the case study are needed, in order to understand the problem fully. The main ambition in this research is understanding and explaining the *current* context of student housing affordability and students’ experiences with it, creating the necessity for theory and practice to meet. But before being able to collect information from the field, a literature analysis is needed to create a reliable fundament of theories and concepts.

This chapter will align and analyze concepts and theories involved in student housing affordability. Primarily, the terms *studentification* and *gentrification* will be explained from which crucial factors will be assimilated for the empirical part of this research. Studentification is the process of students ‘invading’ the place where their university is located and is a cause to and effect of gentrification. Together they describe the geographical impact of students in society, which is causing a shortage of affordable student housing. The second part is an analysis of socioeconomic factors that influence students. Their family backgrounds are important aspects of how they get to live and how they experience the shortage of affordable housing. *Parental support, socioeconomic background and ethnicity*, and *work* are the three factors to be analyzed here and tested in the next chapter to map which factors influence the lived experiences of students financially. Lastly, the policy related side of housing affordability is described briefly. Indicators that are determinants for the affordability of (student) housing, are of use to test if the current context of student housing affordability in Utrecht may be solved in light of institutional regulations.

Since there is little known about the lived experiences of students in the context of unaffordable housing, this theoretical framework is one of two parts that will avail of describing the present situation. Consistently, empirical data will attempt to fill the possible knowledge gap.

2.1. STUDENTIFICATION AND GENTRIFICATION

Studies in geography have repeatedly shown that social differences are of great effect on the spatial segregation of social groups in societies (Dorling et al., 2008). Student populations are therefore a part of this segregation process, while being led towards certain neighborhoods because of affordability and activities of institutional housing actors (Smith & Hubbard, 2014). *Gentrification* and *studentification* are two concepts implicit to the spatial segregation in relation to student housing, whereas the two also seem to be connected. In short, these are important to analyze because studentification is the term to describe the impact students have on areas they migrate to spatially and socially. In this research that impact is central because it is one of the causes for the shortage of student housing in Utrecht. In addition, gentrification is intertwined with this societal problem as well. An understanding of both enables their connection to become clearer, in search of eventual solutions to the problem in the future. To clarify the connection of the two concepts, they will be defined and explained individually.

As explained in the first chapter, housing in Utrecht is becoming less and less accessible for students due to rising rents and low supply of affordable rents. *Gentrification* is a factor that is involved in this phenomenon. Smith (1982, p.139-140) defines gentrification as follows: “The process by which working class residential neighborhoods are rehabilitated by middle class homebuyers, landlords, and professional developers. The term gentrification expresses the obvious class character of the process and for that reason, although it may not be technically a “gentry” that moves in but rather middle class white professionals, it is empirically most realistic”. Gentrification is thus a term that is associated with the higher and more advantaged social classes that are composed of highly educated and young households (Hochstenbach & Boterman, 2017). It is a process that is expected to impact the shortage of affordable student housing for it contributes to urban areas becoming gathering points for the advantaged social classes, possibly at the expense of certain groups of students.

So, gentrification is an urban process set in motion by its residents, that’s affecting housing affordability. When focusing on students as a part of those residents, Smith (2005) contaminates the words “student” and “gentrification” into *studentification*. As it is common for students to move from their parents’ house to the city where their study is located (Allison, 2006), studentification has been used in several studies. “The term studentification describes the impacts of relatively high numbers of university students migrating into established residential neighborhoods - a process that triggers a gamut of distinct social, economic, cultural, and physical transformations” (Sage et al., 2012a, p. 597). In other words, studentification is the overarching term for societal dynamics

stemming from relatively high migration rates by students. It leads to spatial changes due to an increase of demand in the housing market, followed by segregation within society between social groups. The term first got used in the UK during a study about students where three circumstances were located (Garmendia et al., 2012). First, the number of students in general increased. Secondly, by moving to the city where one's university is located, students become long-term residents of their university towns by visiting their parental homes only rarely. And finally, due to the rise of the number of students, university provided student housing is not able to fit the demand, forcing students towards the private housing market (Garmendia et al., 2012). These conditions are important while analyzing the Dutch case of student housing, researching the precise current context. To get an as complete as possible view of the state of studentification, there are four dimensions in the concept that make it identifiable within its discipline (Sabri & Ludin, 2009). The four of them will be used in the field work to map how studentification is influencing Utrecht.

The first dimension is *economic*. Studentification has an effect on housing prices as it causes fluctuations in rents. Furthermore, students often work though they generally only are able to do so part-time, causing possible disruptions in employment.

The second dimension is *social*. The movement of a sub group of students into a society causes a social disruption. This dimension includes displacement of social groups caused by rising housing prices. The social dimension is thus affected by the economic one. Low to middle class social groups are being victimized, as unaffordable housing leads to less social services such as schools due to lower demands for them. Aside from this, the housing market becomes privatized, causing homeowners not necessarily to be the occupiers. A final aspect in the social dimension of studentification is a rising level of minor vandalism and noise stemming from antisocial behavior by the young and 'reckless' newcomers.

The *cultural* dimension is described as students bringing a 'student lifestyle' into the new area. The presence of a large group of young people leads to a demand for social commodities and facilities such as pubs and nightlife. Areas that provide such 'pub-cultures' soon get noticed by young people from other (nearby) areas. This 'night-time' culture is not always what the 'original' residents desire from their dwelling place. Besides, according to research in the UK, it turned out that some 'studentified' areas have low rates of students participating in the overall community (Sabri & Ludin, 2009).

Finally, the *physical* dimension is that of all sorts of buildings and houses being turned into student accommodations to be neglected by their new residents. First, accommodations are being upgraded to transform them into students housing. After students occupy such housing, it seems that the buildings and their environment soon after

get downgraded (Nakazawa, 2017). These four dimensions are useful indicators to monitor societal and spatial changes caused by students.

The societal and spatial changes caused by studentification are related to the way students choose to live and thereby how they occupy the city where their university is located. During the period they do so, students have two fundamental options to decide their lifepaths considering their housing. The first is to make use of university provided accommodation which is purpose built student housing such as ‘campuses’. Students can choose to live in such student-only accommodations while learning about studenthood with peers exclusively (Smith & Hubbard, 2014). The second is the movement by student groups to shared private rented student housing in the city amongst other not-student civilians. This home sharing is depicted as a first step towards independence and adulthood (Smith & Hubbard, 2014). Both pathways are equally important because it is generally hard to accommodate *all* students (Garmendia et al., 2012). As a result, for example of expanding offers in education, the supply of housing on university campuses has not been able to fit the demand over the past several years (Nakazawa, 2017). This shortage calls for a reformation of already existing structures by increasing house-sharing or Housing of Multiple Occupation (HMO) in parallel (Sage et al., 2012a). HMO is “a building or part of a building which is: occupied by more than one household and at least one of the households shares or lacks access to a basic amenity (i.e. a toilet, personal washing facilities, or cooking facilities), and occupation by the households is as their main residence and it is the sole residential use of the accommodation” (Smith, 2012, p. 462).

There are downsides to house-sharing and HMO that should be considered as well, before thinking about possible alterations in them to fit the current need for affordable housing. According to Smith (2012), social and economic changes have been occurring in correlation with the emergence and rising of neighborhoods with high rates of HMO. They are doing so by provoking local demographic alterations since the production of HMO is unregulated. In order to make a profit, it occurs much more often in university cities that landlords and investors prefer to rent out to students for shared private housing instead of to families (Smith, 2012). It has occurred that campuses near urban areas have been converted into HMO’s in order to meet the housing need of the growing student population. This disruption, seemingly beneficial for students, in time led and continues leading to raising rents and the displacement of prone socioeconomic groups (Nakazawa, 2017). Another study by Smith (2005) points out that there is a visible spatial pattern of studentification in the UK of most students living nearby gentrified city centers (Sage et al., 2012b). This is not only enabled by students *finding* affordable housing in the center but it is also linked to that student accommodations are being provided in such desired areas. Research in Leeds, the UK, shows that spatial planning and housing improvements in favor of students, formerly living under unfavorable circumstances, are a contribution

to the gentrification of university cities. *Purpose built* building blocks for students have been “the newest arrivals in the unfolding story of the gentrification of central urban areas” (Chatterton, 2010). This means that accommodations that are purposely built for students exclusively, are contributing to the segregation process of social groups. Such new purpose-built student accommodations cause students group concentrations. As students are described as young people in their first phase towards building a career in order to most probably supplement middle to high income social groups (Hochstenbach & Boterman, 2017), accommodating them in a dense area causes effects of division in the city. Parallel to the process of gentrification partly being caused by the inflow of students in university cities, Chatterton (2010) stresses concerns for the future. He finds that as long as students have to live from loans, university tuition fees remain high and privatisation of housing keeps creeping, inequality in society and disadvantage for students will continue developing. Still, the demand for student housing is an urgent problem that needs solutions. For this reason, answers are needed to learn if the priorities for the case of Utrecht lie within accommodating students or assembling social groups.

Another part of studentification is the anticipation of the housing market on the relatively large population group of students. Investment in housing stands out here, as supply and demand factors influence local housing markets. Increasing HMO is being realized by amongst others, privatized parts in the housing market such as *buy-to-let* practices. Landlords become entrepreneurs in this practice to benefit from increasing demands for student housing in desired urban zones (Smith & Hubbard, 2014). As mentioned before, studentification has shared characteristics with gentrification. Most relevantly to urban planning, the supply of affordable housing not only becomes a difficult practice but it becomes marginalized as well (Hochstenbach & Boterman, 2015). As a result of gentrification, rents keep rising in areas formerly easily accessible for students. Renting hereby becomes more and more expensive in growing amounts of western cities (Hochstenbach & Boterman, 2017).

Gentrification and studentification are brought together by empirical evidence for students in higher education that are most generally drawn from middle to high socioeconomic backgrounds. These groups of students are mostly found in gentrified urban areas, supplementing the social groups ‘most similar’ to them (Sage et al., 2012b). This means that students stem from “gentrifiers” which enables them to become “gentrifiers” as they start their young-adult phase. They desire to live in gentrified city centres to be close to their ‘own’ type of person, while at the same time their economic capital and family background become a motive to urban gentrification as well. Entering the young-adult phase and thereby living on their own, students are metaphorically paving the way towards building a career by studying and into a course of class formation in general (Hochstenbach & Boterman, 2017). There are aspects in studentification that can be recognized in the

process of gentrification. Nakazawa (2017) sees two perspectives in these overlapping aspects. The first is the *spatial* perspective, which stresses that urban space is being reshaped by changes of the composition and size of social groups in the socioeconomic sense. According to Nakazawa (2017), studentification is a spatial concept and should not be covered by the umbrella of gentrification. Secondly, Nakazawa (2017) mentions the *temporal* perspective which accords with the formerly mentioned perspective of Hochstenbach & Boterman (2017). The assumption is that students are future ‘gentrifiers’. This means that students in the course of their lives, are to become the class in society responsible for spatial and social gentrification processes (Smith & Holt, 2007). They play a role in the early stages of gentrification by directing their lives towards the middle class by pursuing higher education. Entering the phase of “professional middle class gentrifiers”, former students keep the elite allure of city centres going (Hochstenbach & Boterman, 2017). In this sense the student is a “traditional” one: young, in his or her late teens or early twenties, and descending from a middle to high class white family. Nevertheless, nowadays student groups are becoming more diverse in view of the fact that the share of students from middle to low social backgrounds is growing (Nakazawa, 2017). For this reason, gentrification which is a cause and effect of studentification, can be a threat to student groups with middle to low social backgrounds. The processes set in motion by studentification are possible threats to those student groups, creating a knowledge gap implicit to the term itself. It is clear that studentification has an effect on society in general but information is missing about who are most disfavored *within* the group of “studentifiers”. Lived experiences of mixed groups of students with several socioeconomic backgrounds are crucial in order to amplify the literature. The next section will scrutinize factors that are appointed to the way socioeconomic factors are decisive for how students spend their young-adult phase.

2.2. ENROLLMENT AND MAKING A LIVING: FINANCIAL ASPECTS

Socioeconomic background & ethnicity

While starting to study, youngsters enter a transition between dependence and independence and start their way towards adulthood (Fleuret & Prugneau, 2015). In this phase, there are factors that either support or disadvantage the process of making a living. These factors are a priori to struggles in relation with affordable housing, as they include a student’s total financial capital. This section will be an analysis of selected factors that have the largest influence on that. That is, what a student’s socioeconomic and ethnic background is, if he or she receives parental support, whether or not the student receives a student loan from the government and if the student works. An analysis of these factors is

to support the empirical search for actual struggles students face and what triggers them most to either stay living with their parents or leave to their university towns to become (permanent) residents.

Accordingly, socioeconomic and cultural factors are of influence on how a student manages his or her student life. Many studies spread over decades have repeatedly succeeded in proving significant connections between socioeconomic and cultural aspects and the acquisition to higher education of young people. One of such aspects is ethnic family background (Sammons, 1995; Ivy, 2010). Supporting this, study finds that socioeconomic and cultural resources are as crucial for the academic life path of students as their capacity to perform academically, “thus ensuring the social reproduction of those already privileged” (Pásztor, 2016, p. 882). This is also in line with the spatial aspect of students pursuing higher education moving into gentrified urban areas and in turn becoming “gentrifiers” themselves. This resembles an ongoing process of privileged persons dominating student life. To counteract with this, European countries like Germany, Austria and the Netherlands have governmental measures to try and control the diversity of socioeconomic and cultural backgrounds in academic enrollment. They realize this by determining early on, for instance in high school, if a potential student is capable of pursuing higher education at all (Pásztor, 2016). Though, the contextual and lived experiences of students are less uniform which makes it interesting to decree their views. Comparative research on minority ethnic groups and social class in higher education in the UK (Ball et al., 2002), defines two types of student groups with reference to their study choice motives. Distinguishing two groups by their motives in a socioeconomic and cultural framework, will help to dispose students’ possible struggles and additionally the fundamentals of those struggles. Ball et al. (2002) call the groups ‘contingent choosers’ and ‘embedded choosers’ of higher education.

The “contingent chooser” is in this case a student with parents of low economic income and non-certified education in the UK. Financial support while studying is either little or absent in this group of students, though it is supported emotionally. “Higher education becomes a break or hiatus in family and personal narratives” (Ball et al., 2002, p.337). This type of chooser is often poorly informed about the institutions they apply to, reflecting a certain way they make future decisions regarding their higher education paths. They have to inform *themselves* about possibilities in higher education paths, while they can rely on two types of knowledge (Pásztor, 2016). Lacking supply of information for their future from their home front, contingent choosers often rely on “cold knowledge”, consisting of internet and university brochures and the like. Peers and other relevant recommendations count as “hot knowledge”. Put together, these sources of information leave prospective students poorly informed (Pásztor, 2016).

The second is the “embedded chooser”, who is a student whose entourage has generally attended university. This social environment includes parents, other family members, and friends. Pursuing higher education is a normal path to choose as it is a matter of course. “Career aspirations are often long-standing and vividly imagined; part of a coherent and connected personal narrative” (Ball et al., 2002, p. 342). Hereby, the student in this category is genuinely informed by a wide scope of sources (Ivy, 2010).

Parental Support

Parental support plays a crucial role in enabling young people to live independently when leaving their parents’ homes (Sage et al., 2013). Differences in parental support are therefore key aspects when considering segregation between social student groups. Looking at factors that have an impact on students’ lives, racial and ethnic diversity have an effect on the undergraduate experience of studying (Pascarella, 2006). In addition, the aspect of mobility is a crucial one in the course of the young-adult-phase, which is a seemingly elite practice in higher education environments (Chatterton, 2010). In this research it is expected that the mobility in terms of housing is partly affected by the degree of parental support. But, prior to the search for affordable student housing, students will have to make the decision of leaving their parents’ homes to begin with.

To get an insight in why some decisions regarding housing are being made by students, Turkenburg (2013) sketches three scenarios. According to her, prospective students in the Netherlands have to go through either one of the following three scenarios in order to make a decision regarding their housing situation while studying. They choose: the best or most relevant education; by which city is most fun to live and study in; or for the education most nearby their parent’s homes. These choices are strongly backed up by cultural factors and economic status of the family (Turkenburg, 2013). By placing students in either one of the scenarios, the nature of lived experiences of students is meant to be clarified more broadly. Additionally, Hochstenbach & Boterman (2017) make a connection between the choices young people make for certain housing types and their financial status. They state that young people commonly have little financial capital and are therefore being led towards certain neighborhoods to live in, by the affordability of housing. It seems that quality and location are hereby considered less important. As to students that are able to live in more expensive areas, their research pleads that parental background and therefore parental support are determinants for the student’s life course (Hochstenbach & Boterman, 2017).

Following this statement, an American study by Bozick (2007) about students' economic resources and its effects on individual student lives, stresses the importance of parental wealth in terms of support. Low-income parents appear to be less prepared financially for the period of their children to go off to study. Their total family income and the size of the family in terms of the number of children are influencing aspects. "The parents' investment in their children's pursuit of higher education depend mostly on the availability of financial resources and the number of those who are dependent on those resources" (Bozick, 2007, p. 262). The research also points out that low-income students are often bound to government-sponsored aid programs or loans. It seems that even though students are aware of those possibilities, they withstand them by thinking university is unaffordable "anyway". So, if low-income students have a preconception of studying as something not achievable because of financial aspects, they should be informed better. This relates to the 'cold' and 'hot' knowledge argued by Pásztor (2016).

Still, Bozick (2007) has pointed out that the number of students with low economic background is rising. There are two aspects enabling this. Firstly, that students work next to their studies and secondly, they stay living at their parents' home. The latter has a great impact on the student's financial situation since rent is a great part of the overall cost of studying. Students whose parents have a high economic basis are therefore more likely to leave in order to pursue higher education. They are not only being supported in order to pay for university but they also receive transfers on a regular basis (Hotz et al., 2016). The two aspects of working and stay living at one's parents' home, in this way compromise the differences that exist between students who do and don't get parental support. However, it is not contextually known whether this has effects on other aspects of students' lives. Besides, there are many ways in which parents can support their studying children, which all should be considered in order to supplement these theories.

Finally, according to recent research by Addo et al. (2016), socioeconomic status and university enrollment are interconnected. Research in the US found that 'black' students genuinely have higher student loan debts than 'white' ones. This might be in relation to the degree of financial support those students get from their parents. In their article they mention that parental wealth is the missing link between racial and socioeconomic aspects and enrollment in university. Although on the contrary, there are governmental and cultural differences between the nations that have been mentioned in this section, which in this case creates a knowledge gap for the current and actual case of the Netherlands.

In order to measure parental wealth, Hotz et al. (2016) use home ownership as an aspect. In the Netherlands, studies find that parents who own a house are more likely to support their children while studying. This type of parents is also the group that support

their studying children with transfers on a regular basis (Hochstenbach & Boterman, 2017). Relying on this, home ownership of parents is a relevant criterion to find out *which* students in terms of parental support are advantaged and which ones are not and if this applies for the majority of students.

Work

As it has been mentioned before, working next to studying is a way for students to create their own financial resources or to supplement them (Bozick, 2007). Paid employment next to their studies is a well-known and often occurring way for students to make a living. A case study in New-Zealand pointed out that working while studying can bring about aspects in students' lives such as less time for leisure activities, seeing family members, sleeping and feelings of constant overload and stress (Manthei & Gilmore, 2005). This is also very dependent on why and how many hours a week the student invests in working (Manthei & Gilmore, 2005). To measure the impact of the load that working can have on students' lives requires empirical evidence and belongs to other disciplines than urban planning. Therefore, the underlying dimensions of working will not be analyzed. However, students working as a concept itself is relevant to gain knowledge about how students are making a living.

2.3. POLICY

The main aim of this research is to lay down what the current situation of the shortage of student housing affordability regarding students' experiences is. By doing so, the goal is to pave the way for further research in light of finding solutions. In addition, to identify future proceedings and actors that are responsible to implement measures, the institutional side of student housing affordability should be analyzed. To start conspiring in that subject, it is useful to briefly describe general background information about legislative aspects of housing. In light of this, it is of assistance to draw in that in the housing sector in general, the affordability of housing is the main and most common problem in most urban areas. This is followed by physical adequacy and overcrowding (Bogdon & Can, 1997). An increase in affordability is thereby widely accepted to be an issue closely related to national policy. It is a fact in several countries that if housing becoming too expensive continues growing, it is a product of and a cause to unjust public policy and growing income inequality in society (Moore & Skaburskis, 2004). It has to be explored if the Netherlands is one of those countries, considering the current state of the scarcity of affordable housing. Furthermore, concerns in policy causing this affordability problem are segregation,

neighborhood quality, racial discrimination and the concentration of low-income households in central cities (Bogdon & Can, 1997). Segregation and the concentration of low-income households are subjects that will be elaborated by empirical research as organs to define spatial problems that are occurring about the process of gentrification.

3. Methodology

This section will outline the methodological approach of this research. The research methods that have been chosen to answer the central question will be substantiated and connected to the theoretical framework. Finally, the last paragraph of this chapter will discuss the reliability, validity and representativeness for both methods.

3.1. CASE STUDY

The main goal of this research is to answer the following central question:

What is the current state of student housing affordability and students' lived experiences in Utrecht?

In order to analyze the contemporary context and dynamics of student housing, its affordability and students' experiences, Utrecht has been chosen for a case study. Out of several types of studies via this approach, this research fits in an *intrinsic* and an *exploratory* case study. An intrinsic case study is used: "When the researcher has a genuine interest in the case and when the intent is to better understand the case. The research is not undertaken primarily because the case represents a problem but mainly because the case itself is of interest" (Baxter & Jack, 2008). The affordability of student housing in Utrecht is acknowledged as a problem throughout several forms of media and in society. The motivation behind the subject lies in personal experiences, as this research is conducted by an Utrecht University student living in Utrecht. Housing is becoming more and more expensive for students as the government has also changed the student grant system in a loan. The intrinsic case study is therefore relevant to explore firstly, what institutions and government think is going on and can be done. Secondly, it helps to clarify what the real-life experiences of students are. Furthermore, an exploratory case study is used to pave the way for further research (Tellis, 1997). This research is meant to sketch the current situation of student housing affordability and lived experiences of students. So, when a clear image of the situation can be drawn, deeper investigation will become relevant. The real-life context of the actors being observed, can be amongst other methods, best be explained by a case study (Tellis, 1997).

To answer the central question adequately, the key concepts implicit to it are unraveled by dividing it into sub-questions (Verschuren & Doorewaard, 2007). The sub-questions are aimed at answering through two methods of data collection: *expert interviews* and *survey questionnaires*. These two methods are being used in order to scrutinize the two

most important agents in the problem: experts representing institutions regarding student housing and students as agents that are experiencing student life in Utrecht individually. Using two methods will not only highlight the two most important agents' views on the subject but it will rather give a more complete outcome of the case while the two complement each other. The next paragraphs will explain both.

3.2. EXPERT INTERVIEW

Two sub-questions have derived from the central question:

What is the current situation of student housing access and what are influencing factors?

What should be done and/or implemented?

In combination with the theoretical framework, these questions have been subdivided into semi structured interview questions. They have been formulated a priori to serve as guidelines to capture the interviewee's opinion on the problem. The interview strategy of *expert interview* is most suitable here, while the knowledge of an expert is needed to answer the interview questions. The interviewees are thereby selected by non-random sampling, based on their professional knowledge of student housing access. Flick (2004, p. 165) defines the method as follows:

“A specific form of applying semi-structured interviews, where the interviewees are of less interest as a (whole) person than their capacities as experts for a certain field of activity. They are integrated into the study not as a single case but as representing a group (of specific experts)”.

To get in touch with these experts there has been an online research for relevant institutions regarding the accommodation of students in Utrecht. Thereafter, the institutions are contacted by phone to explain the objective of this research and which employee would be most relevant to speak with. Via this method appointments were made with the following persons.

The first institution is Kences, which defines itself as a national knowledge center for student housing that cooperates with student housing corporations. Despite the institution's national aim, it also operates in Utrecht specifically. Therefore, an interview with the CEO was suitable. The second institution is Stichting Studentenhuisvesting (SSH); foundation of student housing. SSH is Utrecht's largest foundation for social housing for students, from which the strategy manager was interviewed. Lastly, the project leader of

the Utrecht municipality's rent team was interviewed. This is a local governmental institution responsible for private rent regulations.

Concerning the positionality during the execution of this data collection method, interviews with the respondents representing Kences and SSH were at their offices. The respondent that represents the local rent team was interviewed at an informal setting, namely at a joint. These locations have all been suggested by the interviewees themselves. The position that the interviewer took on is that of the 'informed outsider'. This position mainly entails "the importance of being informed as an interviewer in order to be a competent dialogue partner" (Flick, 2014, p.231). This means that the role of the interviewer is having knowledge of the subject only to be informed more in depth and in detail by the expert. Besides, creating trust is also an important aspect in interviewing, as such fundament between researcher and interviewee influences the data's accuracy (Brinkmann & Kvale, 2005).

The first and second sub-questions are meant to fill the knowledge gap in theory with the current and prospective situation of student housing in Utrecht. The introduction of this research has given an insight in the absolute information on the shortage of student housing and other factors influencing the current situation of students' lives. To supplement this information, the aim of the interviews is to gain a more profound perspective of the problem. The last question is meant to review the prospect of experts on possible future institutional actions that could relieve the increasing demand for student accommodations. The results from these three interviews are meant to complement the theory as they will depict the current context *within* institutions. By using the *conventional content analysis* technique, the data is analyzed by coding it. It is read several times to derive codes that entail the most important concepts and factors (Hsieh & Shannon, 2005). This way, the data collected via three interviews becomes comparable to find patterns and eventually to complement the empirical data from the survey (Flick, 2004). The interview questions have been formulated based on the theoretical framework about studentification and gentrification. Additionally, the interviews have been recorded and transcribed and the interview questions and transcripts are attached in the appendix.

Limitations of this method are that results gained from it may be from a too narrow perspective. There is a possibility that the interviewee will suppress crucial aspects of a problem by focusing too much on his or her own discipline. Besides, experts mostly have little time, either resulting in limited answers to questions or by not getting to answer every question in an equally specific way (Flick, 2004).

3.3. QUESTIONNAIRE SURVEYS

The survey method that is used is an online questionnaire. It is used within the exploratory research method, as exploring students' lived experiences is a way to pave the way for further research. Thereby, students' livelihoods regarding their financial situations and the challenges they are facing are central aspects in the survey. By non-random sampling, only students that started after or in September 2015 are targeted. This is due to the entrance of the national student loan system. In addition, the survey was in Dutch as it therefore only reached native students. The sub-questions central to this method are:

How are students making a living?

What are the main challenges students are facing?

From the theoretical framework, topics have been chosen to test if they influence students' lives in Utrecht. As a result of the legislative change in the governments' grant system for students, the economic situation of students might have changed as well. It is therefore important to get an insight of whether students are disadvantaged due to their socioeconomic backgrounds. Parental support and socioeconomic and ethnic background seem to be of an influence on the way students come around. Since rents are getting higher and the housing supply is not able to meet the demand, it is expected that students are facing difficulties. To measure socioeconomic background and parental support, amongst others the concept of ownership of a house and the academic background of the parents are questioned.

Furthermore, the questionnaire method is online because most students in Utrecht have easy internet access. It is also a very fast and low-cost way to collect data with a broad range to reach respondents (Sincero, 2012). Because of that, Google Forms (www.google.com/forms) has been selected to conduct the questionnaires. As a means to reach students, the social media channel Facebook was used. Through posting the questionnaire on closed pages of several student associations, the sample of respondents reached 177 students. In addition, as to the positionality of the researcher, Rife (2010) discusses the importance of the formulation of questions by the surveyor in online questionnaires. In this research the language and style of the survey were adjusted to students in their bachelor's curriculum. The questions therefore were conducted to have a neutral tone but the post on the Facebook pages containing the link to the survey was rather informal.

The questionnaire consists of 21 questions and is added in the appendix. It contains: multiple choice closed questions with some possibilities to add “other, namely...”, questions that require a range (e.g. amounts of money, scale of time and percentages), questions that measure judgements in the Likert Scale, and finally, short open questions (for countries). The extent to which the results are generalizable is argued in the discussion.

Moreover, the analysis of the questionnaires is connected to the advantage of doing the survey online. Google Forms collects all data in either spreadsheets or graphs and calculates the percentage of the answers per question. A downside is that it naturally does not recognize open questions (e.g. “other, namely...”) whereby those are processed manually. Furthermore, the data are categorized into: ‘challenges students face’ and ‘making a living’. The data collected through this method is in order to get an insight on current and contextual experiences students in Utrecht have, rather than aiming to prove certain causal relations. They will serve as complementary information to the theoretical framework.

Finally, there are three disadvantages of online questionnaires. The first is the absence of the interviewer regarding open questions. Some questions might, despite careful formulation, be open for interpretation. The second limit is that the survey is open for fraud. The interviewer does not know in what kind of circumstance or involvement the respondent is answering the questions. Finally, the open questions are also challenging to analyze while processing the answers will have to be done manually which takes up time.

3.4. RELIABILITY, VALIDITY AND REPRESENTATIVENESS

A research is ought to correspond with the criteria for reliability, validity and representativeness. According to Bryman (2012), the reliability of a research presents whether the results of a method rely on coincidence. If the same interviews and surveys would be repeated, the results should be nearly the same. In this research, the expert interview questions could be discussed under the same circumstances. However, this research is aimed at mapping a time-bound dynamic process, which might have been changed by the time the research method will be repeated. Though the transcripts and survey results are attached in the appendix which makes it possible to repeat the analysis on the results in this thesis.

For this research, a discussion of the internal validity is not relevant. This case study is aimed at exploring empirical data, since there is only little known about the subject.

Therefore, the external validity is suitable to argue. It resembles whether or not the results are generalizable for the entire research population (Bryman, 2012). In relation to this, the experts are to help design one problem as they are members of the same sector. Their visions on it will therefore be generalizable. On the contrary, the survey entails more personal experiences. The results can therefore not entirely be generalized due to their individual context.

Finally, both methods have an extent of representativeness. The experts are selected upon the companies they represent. SSH and Kences are two of the main components in the student housing sector in Utrecht. The representative of Rent Team thereby resembles the smaller stakeholders in the student housing dynamics. Regarding the survey respondents, their number is relatively low to be representative for the whole population. Though, their experiences may trigger interest.

4. Results

4.1. RESULTS EXPERT INTERVIEWS

In this section, the results of the expert interviews are analyzed. Through coding, the several answers have been categorized in order to compare answers between the three interviewees and thereby to draw conclusions. The categories that are defined are: affordability, institutional problems, and solutions. For a clear overview, the interviewees will be quoted by the name of the organization they represent. They will be referred to as SSH, Kences and Rent Team. The former chapter holds more information about the respondents and their expertise. Appendix B, C and D are the complete transcripts of the interviews. Paragraph 4.1.1 to 4.1.4 are outlined results that will answer the first sub-question:

What is the current situation of student housing access and what are influencing factors?

The second sub-question is aimed at answering in paragraph 4.1.5:

What should be done and/or implemented?

4.1.1. Affordability

The current situation of student housing in Utrecht is an ongoing process of a shortage in both private and public housing sector. There are causes, effects and institutional measures that have interfered with it and are therefore questioned with experts. All three respondents agreed on the fact that the shortage of student housing is the main problem regarding access and thereby affordability: the bigger the shortage, the higher rents will get. In the broader perspective, gentrification also appeared in the interviews as it has an influence on rents as well. Despite the fact that a shortage in the student housing sector is of influence on affordability, there are also factors influencing that shortage initially. The appeared reasons out of the interviews for both are aligned, after which the current situation in the private and public sector are described.

4.1.2. Shortage

The three experts all stated that a shortage has been occurring all along, only reaching new levels in affordability and availability. According to Kences, the number of Dutch native students leaving their parents' home when starting their studies is decreasing. He says that this is due to the student loan system. Despite this, the demand for student housing is increasing. Two answers are found to that phenomenon. The first is that the number of international students in Utrecht is growing and is thereby keeping the shortage of student housing going. The problem here, Kences states, is that international students *have* to be accommodated since unlike native students, they have nowhere else to go. He sees a possibility that this urgency for international students to find housing might cause tension between the two groups of students. The second indicator that promotes shortage is the occupation of student rooms by not-students. Respondent Rent Team and SSH claim that there is a middleclass group that is being excluded from the housing sector. According to them, students that have moved to Utrecht for their studies, keep living in Utrecht after graduation. Followed by his, their financial earnings places them into the middle class in society. Their earnings are too much to fit in the requirements for social housing, but too little to be able to get a mortgage to buy for themselves. This leaves them, the just graduated professionals, to stay living in their student house. The available number of student rooms therefore decreases, which then leads to higher rents. In this way, the shortage that promotes high rents, in turn increases the shortage even more.

4.1.3. Gentrification

The shortage of affordable housing in Utrecht is thus not only a problem for students, Kences states. He continues with that all housing in Utrecht is becoming more and more expensive, which leads to younger households to get driven away from the city center and neighboring districts. This is because gentrification is an effect of and a cause to the growing popularity of the city: "Everybody wants to live in Utrecht!" (Respondent SSH, appendix C). Kences and Rent Team supplement this statement by saying that a great part of this "everybody" are young urban professionals (yuppies). Since one of the characteristics of this group is having higher financial capital, it is seen as a part of the gentrification process. This group is able to afford the high housing prices, which maintains the process of gentrification. On the other side of gentrification, SSH sees a positive consequence as well. Along with negative effects on students and other lower economy groups in society, gentrification means a better economy. This enables the city to take care of economically weaker neighborhoods and social classes.

4.1.4. Institutional Problems

The expert interviews have elucidated institutional problems that may need attention in order to solve affordability and shortage issues in the housing sector. Quoting SSH, the overarching problem with the student housing sector, both private and public, is that it is too dynamic. This means that the constant changes in the market are hard to track, leading to the current situation in which there is no clear overview. As an attempt to clarify this circumstance, this paragraph is a closer look on the private and public sector in light of their internal problems.

Private Sector

As mentioned earlier in this chapter, the shortage of housing is causing rent prices to rise in the private sector. As SSH mentions, the private housing market reacting on changes in demand is nothing new. What is for Utrecht, is the current level of the imbalance between supply and demand and the unaffordable rents that derive from that. Respondents SSH and Kences state that the ease and time it takes students to find housing is interwoven with the amount of money they are able to pay for rent. This means that the more one is able or willing to pay for rent, the sooner he or she will get a room. In relation to this, another big problem is that students are forced to pay unfair rents. They are settling for rooms that are not worth their price. The most negative aspect of this phenomenon according to all three respondents is that the shortage of student accommodation is *forcing* students to settle for overpriced rooms.

The institutional problem that enables housing to become unaffordable in the private sector is that landlords are free to determine the rents they are asking. SSH and Kences state. The national policy to calculate rent prices, the point system explained in the introduction, is a measurement tool only not obligatory for landlords to maintain. By law, the point system only has to be practiced by the landlord if the tenant requests this. There are companies called rent teams, either government subsidized or private, that check houses that are being rent in relation to the point system to calculate the actual worth of the accommodation. The judgements made by such national rent teams are binding, which forces landlords to obey the judgement by law. Though in reality, tenants sign for their contracts in accordance with their landlords not knowing these rights. In addition, as to respondent Rent Team, landlords are also often poorly informed about the rent system leading them to “just do what they see around them” (Respondent Rent Team, appendix D). On the side of the landlords, there are investors with sincere intentions of making a large profit and those who are neutrally providing a service. SSH, Kences and Rent Team all say that there is a reigning fear to tackle unfair rent prices even if students know their

rights. As a consequence of the shortage of housing, students are afraid of getting in conflict with their landlords. They fear the possibility of having to leave their rooms if they would go after their rights. Hence this complexity, the main problem proves to be that the responsibility to determine fair rents lies with tenants instead of with landlords. Besides, as to Rent Team, the government has a wrong way of dealing with landlords that are taking advantage of the low supply in the sector. Dismantled renters that are intentionally demanding unfair rents repeatedly, lawfully keep their rights to rent out.

Another problem according to Kences and SSH, lies with the system of granting permits to rent out. There are two problems in this system reacting on the overarching problem in the housing sector, which is that it is hard to monitor due to its dynamic character. The local government has no overview of the private housing sector because of the following reasons. Firstly, landlords only need a permit to rent to students if they rent out 4 or more rooms. This means that student accommodations with 3 or less rooms are not registered. Secondly, the permits that have been granted are not being monitored on whether they are still in use or not. This adds up to the lack of overview of available student houses.

Public Sector

In order to control the influx of house seeking students in the social housing sector, corporations like SSH have taken the measure of implementing so called “waiting lists”. Students and prospective students can register for the waiting list and wait for their turn to get selected for a room. Now, this system is becoming too weak to handle the current crisis. Firstly, the increasing number of students in Utrecht is causing pressure on the whole housing market, including the social housing market and therefore SSH. Secondly, this pressure is causing high rent prices in the private housing sector which makes the demand for social housing bigger. Thirdly, due to the student loan system, students have less money to provide for their rent which makes social housing more appealing to them. As a consequence, the waiting list of SSH is hereby becoming longer and for city center areas even too long for students to find housing during their studies. SSH and Kences share that now, less students are leaving their parents’ home due to the low offer of affordable housing. Leaving becomes too expensive now that rents are high and the government student grant is abolished.

4.1.5. Solutions

Government

In relation to the institutional problems, possible solutions to the shortage of affordable student housing have been discussed with the respondents as well. The first thing they all agreed on is more government interference. Respondent SSH thought that the government should focus more on monitoring which granted permits are still in use. He said that a way to achieve this is to approach landlords that rent out one house to several inhabitants with different last names and age profiles under 25 years. The local government has access to the information of who lives where, which makes it relatively possible to accomplish. This method is to relieve the problem of the lack of overview in the private housing sector regarding students. Adding to this idea, Kences agrees on that current policy has to be maintained as well. Both representatives of corporations stress the urgency of the need for more and better monitoring by government. Permits and the point system are implicit to this. The legal background of the point system is a solid one, only the responsibility to maintain it lies in the wrong hands. The system should be turned around, making the point system mandatory to be maintained by landlords by law. Even though this would be a solution to combat unfair rents, Kences and SSH both secure that it is also not realistic. In reaction to this seemingly obvious solution SSH and Rent Team conclude the following. The private housing market makes up for two third of the total student houses in Utrecht. If government were to combat unfair prices by law, the supply would possibly drop. This is because not being able to make a profit as a result of strict rules will make it less attractive to invest in the private sector. The more the government will interfere in this sector, the more the shortage will grow. Still, since rent teams are active in the entire country, they should all be subsidized by local governments respondent Rent Team claims. In this way, approaching them will be more attractive for students that are paying unfair prices while obeying the current legislation. Hereby governments might implement more tools to handle landlords, SSH and Rent Team continue. There is a high demand for their tools, considering that recently legislators from twelve university cities in the Netherlands have approached the national government requesting more tools to combat high rents. In this way, governments can still interfere according to Rent Team with the current situation in which the responsibility to address high rents lies with the tenant. In addition, authorities have to handle abusers in the private sector more strictly to prevent future misdemeanors by the same investors.

Lastly, respondent Kences advises on the regulation of the influx of international students. He finds that the Ministry of Education and National Affairs have to make better prognosis considering the annual number of international students that want to study in

Utrecht. In addition, he says that Utrecht municipality has to take the lead in bringing together the university and investors in student housing. The university could also reduce the recruitment of international students if they were more up to date about the situation of student housing.

Professionalized information

Problems about ignorance have been mentioned by the respondents in paragraph 4.1.4. Respondent Rent Team makes clear that tenants as well as their landlords should be informed about how the housing sector works in order to get a fair system. Kences states nearly the same solution, saying that students, prospective students and their parents should be informed about housing and possibilities in university cities professionally. He adds that a side note is that professionalized information would not be applicable to international students.

Campus

The three experts agreed upon building campuses as the main solution for the shortage of student housing in Utrecht. SSH and Kences name four advantages. Firstly, more campuses will be an answer to the shortage. Secondly, they state that a campus is a stimulating study environment. Currently it seems that amongst students, campus life has begun to gain popularity because students seem to have become more serious considering their studies. This, SSH states, has a strong relation with the student loan system. Since studying has become more expensive, students' attitudes towards their studies have changed. Thirdly, campus accommodations will fill up the demand for the increasing number of international students, since they are commonly already used to the system. Lastly, campuses will be a solution to nuisance caused by students in city centers. According to Kences, cities disapprove of student houses in the city center due to their waste and bicycles. It seems that other residents experience disturbance also caused by night-life activities leading to noise. Campuses hereby become a solution and effect of the process of gentrification, Kences continues. Gentrification causes student housing near city centers to become too expensive for most students as in the meanwhile yuppies start living there. Those young professionals do not want to live near students who cause disturbance. In this way, a spatial segregation might occur but should not be seen as problem. Besides, Utrecht also has no other choice either, the three respondents state.

On how these campuses should be realized, Kences names possibilities. He says that the municipality of Utrecht and the university have to be more critical when selling their land. They should not only sell to project developers that offer the most money, but rather take into account what the city needs. He continues with how the campus should be organized thereafter. Campuses need professional maintenance with for example guards and janitors. Maybe even more importantly, he finds that such professionalized campuses should also reckon with some cultural requirements to become more inclusive. Then, he adds that the system should work in such way that it can expel factors that promote inequality between students and the process of them finding their accommodation. He names personal network, knowledge of the sector and financial capital as examples of this. He supplements this idea by naming cultural differences between student groups as well. The current student housing system is not accessible for every social and cultural background: mixed sexes, shared facilities and alcohol use are factors that might put off some groups. “The system’s character is a rather white and elite one”, he concludes.

In addition, Kences mentions that the downside to a campus is that it is hard to make its area livable considering creating an environment that is attractive to live in. The Netherlands should therefore take an example of countries that are more experienced in a well working campus system such as Canada.

4.1.6. Conclusion

Paragraphs 4.1.1 to 4.1.4 hold the data for the categories affordability, shortage, gentrification and institutional problems within the private and public sector. Together, the paragraphs describe the current situation of student housing in Utrecht to answer the following sub-question:

What is the current situation of student housing access and what are influencing factors?

According to the three respondents, the current situation is that the shortage of housing is a big problem in Utrecht. This is influenced by that there are too many students that want to live in Utrecht and that a large share of them is an expanding group of international students. The shortage is causing high rents in de the housing sector which in turn leads to two other problems. Students that graduate and start working earn too much for social housing and too little for a mortgage. This leads to them staying in their student house as long as possible, making no room for new students: the shortage that remains existing leads to higher rents as well. At the same time, Utrecht’s’ popularity leads to gentrification, the second problem, which also contributes to unaffordable housing for students. The unaffordability then forces students into two directions. In parallel with the introduction of the student loan system, students have less financial capital against high rents. This way,

they are forced to either stay living with their parents or to settle with unfair rents. Another aspect of the current situation of shortage is that authorities have too few tools to monitor the housing situation in Utrecht. There is no clear overview which barricades the urgency to undertake action. Besides, tenants, parents and landlords know too little about the housing market and are not aware of their legal rights, which leads to settlements on unfair rents. Consequently, student housing thus becomes inaccessible.

Paragraph 4.1.5 comprises the data collected on solutions for the shortage of affordable student housing, divided into government, professional information and campuses in order to answer the following sub-question:

What should be done and/or implemented?

The current student housing situation in Utrecht calls for three measures. The first is that government has to interfere more. They need more tools to do so in order to get more overview of the situation. They have to track down permits, make landlords obey the point system and subsidize rent teams nationally. Consequently, they should undertake action regarding informing tenants, their parents and landlords about the sector. In parallel, they have to take more strict measures to handle landlords that are known for taking advantage of the shortage situation. Furthermore, the main solution found is that more campuses have to be built in Utrecht. In order to achieve this, the local government and the university have to work together to use their land carefully. Finally, the ministry of education, the ministry of national affairs and the university ought to have more prospect on the inflow of international students.

4.2. RESULTS SURVEY

Using the survey method, the lived experiences of students in Utrecht are aimed at discovering as a means to fill the knowledge gap between literature and contemporary student life. This section is thereby solely meant to create a brief insight in students' actual experiences while studying in Utrecht. The data gained from the survey can therefore only be seen as an informative tool to trigger further research. There are five categories in this chapter that describe different angles of students' perspectives and experiences about how they manage their lives. These are: choice of study, challenges in student life, housing, work and government, and parental support. Together, they will aim at answering the sub-questions:

What are the main challenges students are facing?

How are they making a living?

There are two groups of respondents in this research distinguished by their living situation. That is, to get an insight of the lived experiences by students regarding their student homes. The first is group A which holds a total of 177 respondents making up for the research population of students studying in Utrecht. Secondly, group B consists of 135 students that do not live with their parents while studying. There is a side note regarding the respondents in this research method. Questions in the survey that were not aimed at answering the sub-questions gave an image of the group. Their profile seemed to be as follows. The respondents nearly all identified themselves as Dutch (96,7%) and were almost all born in the Netherlands (94,3%). 73% of them have parents that have acquired a diploma in higher education in the Netherlands and 87% has parents that own a house. Besides, 59,9% gets emotional support from their parents to study and for 51,4% of the group it is a matter of course to pursue higher education.

4.2.1. Choice of Study

Group A was asked on which spatial factor they based their choice of study. Here, 88,7% answered to have done so based on their interests rather than spatial factors. 7,9% answered that they have made their decision upon which university city seemed most fun to live and study in. Only 1,7% answered to have chosen their studies upon which study field was closest to their parents' home. These numbers might mean that a majority of students has not been occupied with their prospective living situation while making their choice of study. This suggests that "choice of study" is not included in the challenges students are facing.

4.2.2. Challenges in student life

To fill the knowledge gap in theory of how students are actually experiencing their lives in Utrecht, group A has been asked what the main challenges are during their everyday lives. With this question respondents were free to select more than one option. Six statements were most striking, as the other answers are negligible for each accounting for 0,6% (appendix E). Main challenges faced were:

To be able to afford for leisure activities.	48,6% agreed
Finding a room to live in permanently while studying.	48% agreed
With coming around regarding livelihoods such as eating and housing.	44,2% agreed
To find time for leisure activities.	41,2% agreed
To find work.	12,4% agreed

4.2.3. Housing

Group A was asked to select options of their living situation. 67,8% lives in a student house which theoretically belongs in the private housing sector, 23,7% lives with their parents and 2,8% lives at the university campus. The remaining 5,7% exists of several answers of 0,6% each which makes them negligible in this research. These details can be found in appendix E.

In addition, group B is asked how they found their current accommodation. The answers are as follows:

- 37,8% found their house via a housing corporation website
- 32,6% found their house via own social network
- 15,6% found their house via Facebook
- 3,7% answers that their parents bought the house they live in for them.

The rest of the options are negligible because of having one or less reactions (appendix E)

Subsequently, regarding the affordability of student housing in Utrecht, group B was asked how long it took them to find their current accommodation. This information is important in order to sketch the ongoing housing situation. Unfortunately, there is a limitation to this question due to a mistake made by the researcher while executing the survey. The survey had first been launched online without this question in it, whereby it had to be added later on. This has resulted in that the total survey had already been filled in by 71 respondents leaving this question answered by 106 respondents called group C. Figure 3 is the graph

depicting the outcome. The main finding here is that 53,8% spent 3 months or longer to find their accommodation.

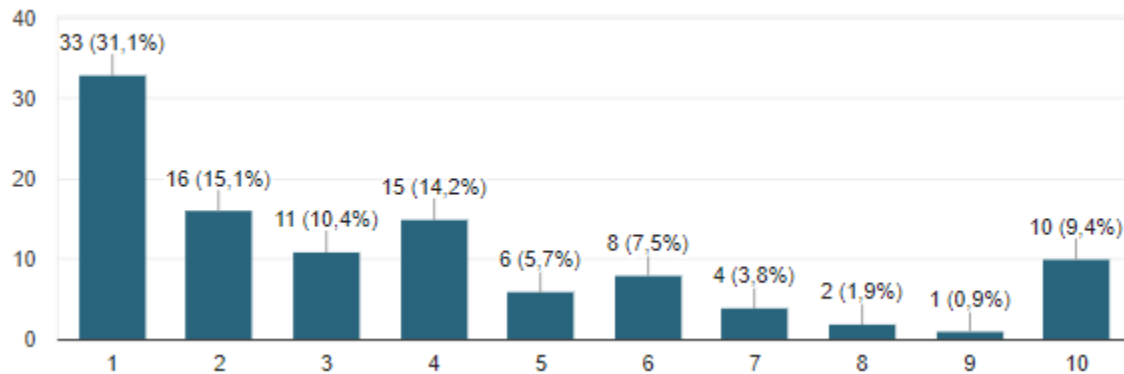


Figure 3. The time it took students to find their current accommodation in months by the percentage of students that agreed.

Next, there were two successive questions for group B on housing, both asked by the Likert Scale. Appendix E shows the exact answers per scale. These questions are to measure students' attitudes towards their accommodations. For the overview, the answers to "strongly disagree" and "disagree" are merged into "negative", "neither agree or disagree" is named "neutral" and the answers to "agree" and "strongly agree" are merged into "positive".

1. Regarding the quality of their accommodation: 12,6% has a negative attitude, 31,3% is neutral and 56,3% has a positive attitude.
2. Regarding the quality/rent balance of their accommodation: 31,3% has a negative attitude, 23,7% is neutral and 44,9% has a positive attitude.

Furthermore, group B was asked what percentage of their monthly income they have to spend on their rent. Figure 4 shows the graph that resulted from their answers. 63,7% of group B spends between 40% and 60% of their total monthly income on rent and 17,7% has to spend over 70%. These numbers can be an indication of that the amount of rent students pay on a monthly basis, can be considered as a challenge.

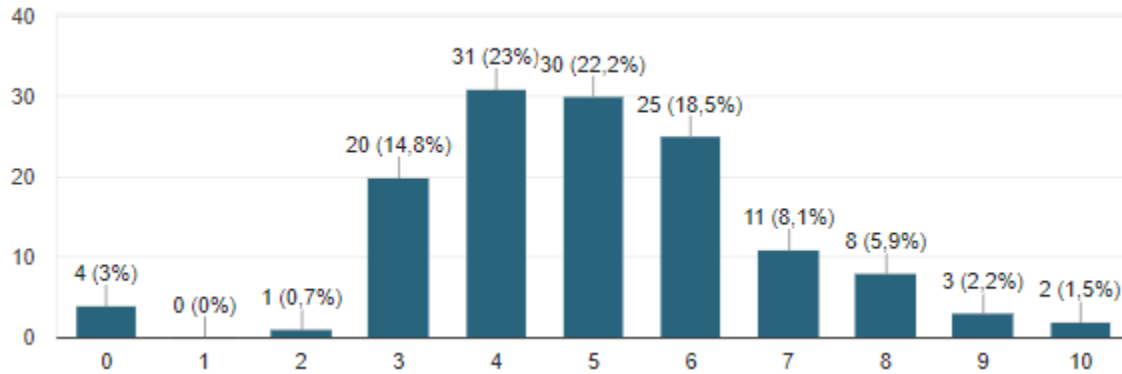


Figure 4. The percentage (x10) of the rent as a share of the total monthly income, by the percentage of students that agreed.

4.2.4. Work and Government

71,8% of group A answers to work next to their studies. As explained in chapter 1, in some particular situations based on the parents' financial status, students can receive a monthly grant from government. In the survey, 33,3% of group A answered to receive such grant.

Furthermore, it is possible to receive a monthly loan between 100€ and 800€. Figure 5 shows the amount students are receiving from government as a loan. Opposed to 21,5% of group A that does not have a loan at all, 63,2% indicated to have a loan of more than 400€ a month.

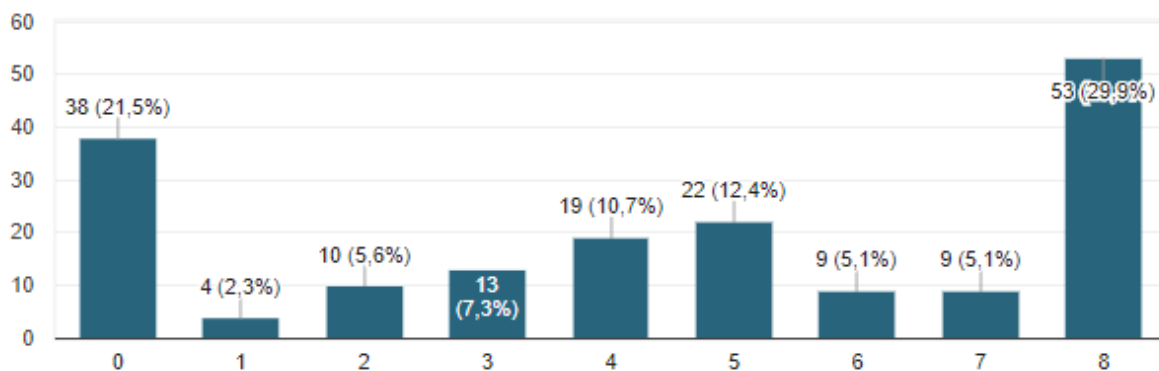


Figure 5. Amount of government loan received a month by percentage of students. Y-axis x100€.

Next to this, there is also the option to get an extra monthly loan in order to pay for the annual tuition fee of the university (Collegegeld Krediet). 39,5% of group A declares to have this loan.

4.2.5. Parental Support

Parental support is taken as an indicator to map the way students in Utrecht are making a living. In this section of the survey the respondents were able to select more than one option. Thereby, six results were most striking as the other answers were negligible for each accounting for 0,6% (appendix E). Group A was asked in which way their parents support them financially:

No financial support from parents	11,9%
Pay for annual tuition fee of the educational institution	53,7%
Monthly transfer	44,6%
Pay for health insurance	40,1%
Pay for study books	28,8%
Pay for rent (only group B)	10,7%

The main conclusion that can be drawn from the statements in relation to how students are making a living, is that 11,9% does not receive financial support from their parents at all. A part of the students does get supported by their parents regarding tuition fee, health insurance, study books and a smaller part for rent.

5. Conclusion & Discussion

In this chapter the results and the answers to the research questions are given and discussed from a broader perspective. They are compared to the theoretical framework whereby limitations and suggestions for further research are argued.

5.1. ANSWERS TO RESEARCH QUESTIONS

The main aim of this research was to find an answer to the central question:

What is the current state of student housing affordability and students' lived experiences in Utrecht?

To achieve this goal, the qualitative research methods of expert interviews and online questionnaires have been applied. First, the expert interview method is used to answer the following sub-questions:

What is the current situation of student housing access and what are influencing factors?

and

What should be done and/or implemented?

It appeared that the current situation of student housing access is that there is a shortage of available and affordable accommodations. Due to the shortage, there are not enough accommodations available for the at the same time increasing demand for them. As to the affordability, the shortage is making student housing less accessible by leading to high rents in the private housing sector. In parallel, the phenomena of too few available student accommodations and high rents are leading to an increasing pressure on the public student housing sector. The latter is thereby no longer able to meet the demand with its current tools to accommodate students. Subsequently, the factors that are influencing the accessibility of student housing in Utrecht are interactive. The population of Utrecht is growing by an expanding number of students, both native and international, and yuppies. The latter is a cause and effect of gentrification, which is also a main factor that promotes high rents. At the same time there are internal problems in the regulation of rents in the private housing sector regarding government and landlords. Accordingly, what should be done to change the current situation of student housing access, two measures were designated. Firstly, more government intervention is needed to handle the student housing

shortage in Utrecht. Secondly, more campuses have to be built to accommodate the increasing number of students. To achieve this, there is need for more cooperation between the local government and the university.

In addition, another two sub-questions have been aimed at supporting the central question. They have been answered by using the questionnaire survey method.

What are the main challenges students are facing?

and

How are students making a living?

The main challenges found were that students are facing difficulties to afford food, housing and leisure activities, and to find permanent accommodation. In addition, the survey proved that over half of the respondents spent 3 months or longer to find their current student room. The greater part appeared to have a positive attitude towards the quality of their housing and its quality/rent balance. Lastly, a significantly large part of the research units occurred to pay more than half of their total monthly income on rent.

Furthermore, most students work next to their studies to make a living. The greater part of the respondents thereby has a government loan and only one in ten does not get financial support from their parents.

These results supplement one another to answer the central question. In short, this answer consists of that the current state of student housing affordability can be divided into two factors. At this moment, student housing is becoming too expensive due to an urgent shortage and because of local gentrification. Implicit to the shortage there are institutional problems in the public and private student housing sector, interacting with the increasing number of students in the city. The present situation calls for changes that can be implemented by the local government and university, that have to consider expanding campuses and adjusting regulations. Moreover, students' lived experiences comprise that they are facing challenges in finding and affording their accommodation. Their rents make up a great part of their financial means and they face difficulties concerning food and leisure activities.

5.2. DISCUSSION

5.2.1. Population Survey

In order to gain information on lived experiences of students in Utrecht, the questionnaire survey method has been used. The group of respondents in this method reached 177 respondents which makes up for only a small part of the total student population in Utrecht. Opposed to 67.499 students studying in the city, 177 survey results are thereby not generalizable. Bordering on this, the profile of the respondents seemed to be homogeneous. Nearly all students claimed to be born in the Netherlands as they also identified themselves with the Dutch nationality. They are being supported by their parents both emotionally and financially as studying is a matter of course for them. Their parents have achieved a diploma in higher education themselves which supports this. Their profile resembles that of the “embedded chooser” as Ball et al. (2002) describe this type of students. Thereby, Chatterton (2010) connects the aspect of mobility while studying with the social environment the student originates from. He states this mobility is an elite practice in higher education environments. Additionally, Turkenburg (2013) names choices regarding this mobility that students can make. The spatial factors that students base their choice of study on, reflects the economic status of their family. Almost all respondents did not take spatial factors considered with housing into account while making their study choices. Finally, home ownership is used as a measurement of parental wealth, which matched the results of this research. It can be concluded from these findings that the research population is not a suitable representation of all students in Utrecht. The respondents are almost all native Dutch and have financially supportive parents. In theory, this finding is connected to the “traditional” definition of a student as Nakazawa (2017) is quoted. Namely, that a student in higher education is a descendent from a middle to high class white family. These results create the assumption that the respondents nearly all have a middle to high economy backgrounds and therefore get parental support. Though to be more concrete about this, the questions regarding parental support should have been more extended. Even though the respondents seem to have financially supportive parents, the challenges they are facing and the way they are making a living show a contradictory outcome.

5.2.2. Making a Living

There are three indicators to measure the financial situation of students in this research. They have been asked whether they work, get a government loan and/or grant, and/or parental support. Approximately one third of the respondents receives a government grant. Since this grant is permitted according to the parents’ financial status, there is a hiatus in

the results regarding the students' profile. They are now depicted as members of white middle to high class families, where there is no clear reason for them requiring for the extra government grant. Therefore, it should be analyzed more in detail which students in the survey indicated to receive this grant opposed to what fore they are supported by their parents. This is stated in connection with only 11,9% of the respondents declaring to get no financial parental support at all. Regarding the latter subject, the question conducts limited results. It is pointed out that a greater part gets supported financially by their parents, but the method implies selecting more than one option. This leads to no clear overview of in what exactly students get supported. They get financed to afford for tuition fee, study books and/or health insurance. Thereby, a great part receives a monthly transfer. The main restraint is that all combinations are possible and that a monthly transfer can include the other factors. Also, it has to be taken into account that a monthly transfer is not the same for each respondent. Still, considering the research group's profile, Hotz et al. (2016) have a matching assertion. According to them, students that have parents with a high economic basis are supported to study and receive transfers on a regular basis.

Another contradiction opposing the respondents' profile concerns work and government loan. Over 70% of the students claimed to be working, whereby 80% has a government loan between 100€ and 800€ a month. According to Bozick (2007) in general, low-income students are more often *bound* to government loans. In addition, Addo et al. (2016) include ethnic aspects to student loans. Their study in the US proves "white" student to have significantly less student loan debts than "black" students do. In this research it seems that the mostly "white" population goes into debt, which suggests that in the case of Utrecht, this is not necessarily the situation. In the Dutch case, students' motives to get a government loan are important to question. Do these students need the extra loan for leisure activities or for primary life needs? Together, the results regarding 'making a living' suggest that these students, despite that they are mainly descending from middle to high class families, undertake measures for their financial capital. In further research, respondents should be asked what their monthly income is, and how it is constructed. To unravel this, they should be asked to what amount a month the financial support from their parents would come up to and how much they earn if they work. The next step is to make connections between students with various ethnic and socioeconomic backgrounds and the way they make a living. Alterations in the method to achieve this, are described in paragraph 5.2.4.

5.2.3. Challenges students face

The main challenges faced by students at this moment appeared to be connected to their financial status and housing. Almost half of the respondents claimed to have struggles

affording food, housing and leisure activities. They also state that regarding leisure activities, they face challenges in making time for them. Manthei and Gilmore (2005) have proved that students in New-Zealand face this latter challenge due to the time they spend on working. Their argument is that the way in which work is affecting students' lives is dependent on why and how many hours a week the student is occupied with it. To understand whether this is also the case for students in Utrecht, more questions have to be asked. Elaborating on Manthei and Gilmore (2005) the research should cover students' motives to work and how much time they spend on it. Additionally, their personal objectives about the degree in which they experience the challenges will support creating a more precise image of their lives.

Thereby, due to the lack of information on what the students' standards are to compare such struggles with, it is in this research unclear if the statements are interpreted in the same way by all respondents. Furthermore, the outcome that more than 60% of the students has to spend around half of their total income on rent is considered a challenge. Here, information is missing in practice. To interpret this outcome more precisely, the question of what the students think is a reasonable price for rent should have been included. Thereby, they should be asked how much their rent actually is. As to housing, next to affording rent, finding a permanent accommodation is considered a challenge as well. This is supported by that over half of all students has spent more than three months to find housing. In light of the shortage of housing in Utrecht, these outcomes support each other. Additionally, this research pointed out that a consequence of the shortage is that students are now forced to settle for unfair rents. Hochstenbach and Boterman (2017) state that students often do not take quality and location into account while selecting their accommodation. This was agreed upon by experts in the public housing sector, by claiming that students settle for unfair rents. In the field, the students themselves reacted on this as well. 31% had a negative attitude towards the quality/rent balance of their housing opposed to 44,9% that had a positive attitude. Unfortunately, these percentages are not enough to conclude whether students are forced to settle for unfair rents or whether they care about quality a priori. The questions regarding the quality of the students' current accommodations need details about facilities, the number of persons they share these with and their attitudes towards the neighborhood. The meaning of 'unfair' and being 'forced' need to be more clarified if they will be used in further research questionnaires.

Finally, more information about group B that represents students that live with their parents while studying is needed. Questions need to be added like how far away their parents' home is from their educational institution and what their motives are of not leaving the parental home. Bozick (2007) affirms that students that stay living with their parents are doing so to save on rent. There are indications leading towards that statement for this case study. Around one fourth lives with their parents, whereas financial challenges are

also indicated. Nevertheless, this is not enough information to draw the same conclusion as Bozick (2007) does. Learning more about motives behind choices students are making will help understanding their lived experiences in a broader sense. In relation to this, Chatterton's (2010) concerns for the future wellbeing of students, are slightly supported. He underlines the processes of students having to live from loans and that privatization of housing keeps going, inequality in society will be promoted. His concern is partly backed up by results from the expert interviews as well, which will be discussed in the next paragraph.

5.2.4. Survey Method

Despite the fact that the respondents' profile is rather one-sided, their experiences are as valuable whilst filling the knowledge gap in theory. Nevertheless, in order to get a complete image of students' lived experiences, the outreach to respondents has to be executed differently. In this research the respondents have been reached via Facebook groups belonging to study associations of Utrecht University of the studies: Liberal Arts and Sciences, Biology, Psychology, Medicine, and, Media and Culture Sciences. Students of the university of applied sciences and other disciplines of the university have therefore been left out. This method of reaching students has mainly been used due to lack of time. The period of data collection was near the national Christmas holidays, creating the urgency to handle quickly. Furthermore, the expert interviews pointed out that the group of international students is growing. The survey was in Dutch, excluding international students from the research. Further research in light of mapping students' experiences has to have a broader scope to reach much more and diverse students. It should include international students' experiences as well. The need for knowledge about students' motives, calls for well formulated en detailed questionnaires. The research method of interviewing focus groups could also be a valuable technique for collecting this sort of data. Only, considering the size of the total target audience of students in Utrecht, the survey method will still be most efficient.

Subsequently in further research, respondents can be reached via several other channels either online or real life and time span should then not be an issue. Finally, to conclude if the observations are connected to respondents' socioeconomic profiles, statistical data analysis might be useful. Still, the outcome of this research suggests that there is no priority to know which students are more affected by the shortage of student housing in the socioeconomic sense. There is a shortage causing unaffordability and as to the results in this research, it is in *any case* affecting the greater part of the students.

5.2.5. Student housing access and influencing factors

Interviewing experts has created an illustration of the accessibility of student housing in Utrecht. All three respondents were relevant actors in the student accommodation sector. Despite this, they only represented the public housing sector which is a constraint for this research. The situation is now sketched from one angle. To complement the information regarding the current situation of student housing, more actors have to be involved. Investors in the private housing sector are thereby important agents to complete the image of the context. How are they experiencing the pressure? According to the literature, the shortage of student housing calls for an increase of HMO in the private housing sector in order to accommodate all students (Garmendia et al., 2012; Sage et al., 2012a). For Utrecht this appeared to be not the case. On the contrary, the gentrifying city does not want students living amongst other residents. Firstly, the economic dimension of studentification is represented in Utrecht as the influx of students causes high rents. In parallel, the social and cultural dimensions are embodied through higher social classes living near and in the city center. These social groups seem to have a negative attitude towards students' lifestyles causing disorder and therefore towards their presence. It is also pointed out that students themselves demand to live in more stimulating study environments. The latter have to be scrutinized in further research. Firstly, focus groups consisting of residents of 'studentified' neighborhoods can be informative to get a broader vision on the situation and on what they want. Secondly, the desire to live in stimulating study environments can be researched empirically. As to investors in the private sector, the physical dimension of studentification can be explored. Accommodations that are being upgraded to rent out to students, in the theory come about as being neglected by their student occupiers. In relation to Smith's (2012) statement that it often occurs in university cities that landlords prefer renting out to students instead of to families, the process of gentrification might interfere with that idea in Utrecht. In connection with studentification's physical dimension, the increasing group of young professionals might be more appealing for investors. This aspect is currently unknown. The desires of both investors in the housing market, young professionals living in urban areas and students have to be explored more broadly.

5.2.6. Campus

Building more campuses has been proposed unanimously in the expert interviews. It is the main solution for the shortage of student accommodations resulting from studentification and gentrification in the city. These results complement Garmendia et al. (2012) and their proposed circumstances of studentification. In Utrecht, the group of students is expanding whereas a great share of this group desires to become a permanent resident while studying.

As a reaction to this, the demand for student housing increases thus university provided student housing is not able to supply. Thereby, house seeking students are led towards the private housing market. The previous section discussed that aspect of the phenomenon more in detail. Since both media and experts are considering the pressure on the private housing market as a problem, building campuses seems the only solution. Limitations discussed by the interview respondents are that government and university have to pay serious attention to this option. Further research should focus of their perspectives and experiences. Focus group interviews with mixed groups of government and university representatives may lead to discussions about campus possibilities. Thereafter, because of the dynamics of gentrification it also came about in the empirical research that the city is growing economically. This might suggest that more financial capital is available enabling plans for expanding the university campus. This is in accordance with how Chatterton (2010) describes purpose built buildings for students. He states them as consequently occurring in urban areas while being embedded in the process of gentrification.

Furthermore, providing accommodation to students by concentrating them spatially might be assumed as a spatial segregation. In this research that came about as firstly, not a problem for society and secondly, as being a symptom that has no priority to be considered as one. As reported by the experts that are interviewed in this research, Utrecht has no choice but accepting this. In theory, social differences have a large effect on segregation (Dorling et al., 2008). To limit the effect of segregation between social groups caused by campus life, several measures are mentioned in the results. Pásztor (2016) states that the Netherlands is one of few countries that has governmental measures to control academic enrollment in connection with socioeconomic and cultural aspects. Corresponding with this, the regulation of campuses can also be controlled in light of social differences. The expert interviews not only specified that there is an urgent need for campuses. They conjointly argued how they should be practiced. Campuses should be regulated in such a way, that a student's personal network, knowledge of the housing sector and financial means should not matter. The campus system would thereby be more inclusive. These factors harmonize with what Hochstenbach & Boterman (2015) name as decisive factors for student housing access. Building on what has mentioned before, benefits of more campuses also lie in the nuisance students are causing in urban areas.

5.2.7. 'Gentrifiers'

The final remarkable result of this research entails an opposition between theory and practice. It is supported by Smith & Holt (2007) and Hochstenbach & Boterman (2017) that students occupying university cities are the future gentrifiers of urban areas. This

comes down to that students in higher education are most likely to become members of the elite social class provoking gentrification. Although this might consider the yuppies that came about as gentrifiers in Utrecht, there is a social group that is neglected in theory. In this research a new phenomenon arised. A part of the student housing shortage appears to be maintained by newly graduated students. There seems to be a group in the society of Utrecht that then earns too much to require for social housing and too little to get a mortgage. It is therefore arguable if the Netherlands represents the image of gentrifiers in contemporary context. Though, this “forgotten” group of low income graduates could be a product of the growing diversification within student populations quoted by Nakazawa (2017). The number of students from low economic backgrounds is increasing he states, which might have a relation with this finding in Utrecht. Though to conclude this with certainty, empirical research is needed. First, information is mandatory about whether an increase of the number of students from lower economic classes is the case for Utrecht. Second, the group of graduates that is forced to stay living in their student accommodation has to be analyzed profoundly. Their motives, financial situations, ethnic and socioeconomic backgrounds, level of educations and their field of work might be interfering factors.

5.3. CONCLUSION

This research was conducted in response to societal awareness and media attention regarding the affordability of student housing in Utrecht. Due to the subject’s contextual nature, the first step towards extensive research is outlining the problem scientifically. This thesis has thereby functioned as this first step, underlining the urgent need for measures in Utrecht’s student housing system. The city is facing an old problem in a new level: there has always been a shortage for student housing, only now reaching a threatening stage. As a result, students settle for unfair rents or stay living with their parents. The group of international students has no choice but to adjust to the first, since they have no home front in the Netherlands. The current situation of student housing affordability therefore calls for new measures. The era in which city centers were most appealing to students (Nakazawa, 2017), is changing. Students themselves and other residents of Utrecht as well as social housing institutions are preferring the expansion of campuses. The process thus has to be reversed in which campuses have to be expanded and the private housing sector has to be relieved from the demand to accommodate students. The outcomes of this research have corresponded with the provision that there is problem in the expanding society of Utrecht. Further research has to elaborate on the outcomes of the exploration in this thesis. Information is still lacking about the lived experiences of the majority of the students in Utrecht. In addition, the perceptions of investors in the private housing sector, the local and

national government, and university need to be scrutinized for a more complete image of the current situation. Only then, the proposed solutions can be implemented.

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Appendix A: Interviewguide

Introductie

Bedanken voor participatie, zelf voorstellen en het onderwerp. Planologie UU thesis, betaalbaarheid van studentenhuizing en de ervaringen van studenten hiermee. Anoniem. Andere interviews met SSH en gemeente/huurcommissie en de gegevens worden vergeleken via een patroonanalyse. Kunt u zich eerst kort voorstellen?

1. Wat zijn naar uw mening de grootste effecten van de jaarlijkse instroom van studenten in Utrecht?
2. Wat denkt u dat de huidige uitdagingen zijn bij de huisvesting van studenten?
3. Welke maatregelen zijn er in het verleden getroffen om soortgelijke uitdagingen aan te gaan?
4. Wat is de huidige situatie van privatisering in de huizenmarkt? Hoe zit het met 'huisjesmelkers' in Utrecht?
5. Wat voor effect denkt u dat de nieuwe wetgeving van studiefinanciering heeft op de uitdagingen omtrent studentenhuisvesting?
6. Ziet u gentrificatie als een probleem in Utrecht? Wat is hier de huidige status van?
7. Zijn etnische en sociaaleconomische factoren van invloed op hoe en waar studenten wonen? Heeft u voorbeelden?
8. Is er iets wat de Nederlandse overheid kan doen tegen de tekortkoming aan betaalbare studentenhuizing? Zo ja, wat precies?
9. Is er iets wat de gemeente Utrecht hieraan kan doen? Zo ja, wat precies?
10. Wat denkt u dat mogelijkheden kunnen zijn om de tekortkoming op te lossen? Heeft u voorbeelden?

Afsluiting:

- Vragen of opmerkingen?

Appendix B: Transcript Ardin Mourik - Kences

Voorstellen:

Directeur Kences

Wat zijn naar uw mening de grootste effecten van de jaarlijkse instroom van studenten in Utrecht?

Je ziet dus dat er jaarlijks een flinke instroom is. En dat blijft ook nog behoorlijk lang doorgaan. Tot 2025 gaat dat nog heel erg groeien en er zijn gewoon kamers tekort in Utrecht. De laatste tien a vijf jaren zie je met sprongen internationale studenten. Dus dat wat er met Nederlandse studenten krimpt, wordt meer dan opgevangen door internationale studenten. Wat dat interessant en ingewikkelder maakt is dat het verschil tussen Nederlandse en internationale studenten is dat internationale studenten eigenlijk honderd procent woonbehoefte hebben. Ze hebben geen terugval opties. Ongeveer 60 procent van NL studenten woont op kamers en de rest woont thuis. En dat komt natuurlijk omdat zij die terugval optie hebben om thuis te kunnen wonen. Dus ik verwacht dat Utrecht de komende jaren best wel wat druk zal ervaren van die internationale studenten. Dat is denk ik het belangrijkste voor de komende tijd. Dat groeit omdat Utrecht hoog in de ranking staat en in internationale opzicht het goed doet waardoor de stad veel internationale studenten aantrekt. Voor Utrecht heeft dat hele grote effecten omdat er gewoon woningen bijgebouwd moeten worden, dat betekent dat mogelijk een verdringing kan plaatsvinden van internationale studenten tegen Nederlandse studenten met mogelijk spanningen. Dat vind ik een punt van aandacht.

Wat denkt u dat de huidige uitdagingen zijn bij de huisvesting van studenten?

Beschikbaarheid sowieso. En twee is dat je genoeg gaat nemen met kamers die veel te klein en veel te duur zijn. Een andere kans is dat je teleurgesteld naar je ouderlijk huis gaat en dan maar gaat reizen om te kunnen studeren. Ik denk dat allebei niet gewenst zijn hoewel een student daar zelf voor kan kiezen. Maar als het gedwongen is vind ik dat wel een ergere zaak want het is ook gebleken dat studenten die veel moeten reizen een grotere kans hebben op uitval. Hier is geen fundamenteel onderzoek naar gedaan maar we weten dit wel uit cijfers van hogescholen en universiteiten. Als je veel moet reizen heb je te maken met vertragingen en dan kom je een keer te laat en je verwaarloosd sneller. Maar wat ik nog een ander nadeel vind van het niet beschikbaar zijn van kamers is dat er groepen die sowieso al moeilijk op kamers gaan, bepaalde sociaal economische klassen of allochtone groepen. Met name Turkse en Marokkaanse studenten gaan minder op kamers, en als er dan sowieso al weinig aanbod is, denken zij nog eerder nouja dan blij ik thuis wonen. Dat is mogelijk niet goed voor het studieklimaat van de student zelf. Dus 1: doordat er geen kamers zijn blijf je thuis wonen en 2: je komt in een te dure kamer. En omdat het aanbod zo schaars is durven bewoners ook niet naar de huurcommissie te stappen.

Wat is de huidige situatie van privatisering in de huizenmarkt? Hoe zit het met 'huisjesmelkers' in Utrecht?

Behalve een kenniscentrum zijn wij in samenwerkingsverband met corporaties. De corporaties die bij ons zijn aangesloten moeten zich verplicht aan de huurregels houden, en die zijn soort van overheidsgerelateerd en dat wordt ook jaarlijks gecontroleerd. dus bij ons kun je ook geen lid

worden als je je daar niet aan houdt. We hebben nu daarom alleen leden uit de corporatiewereld. In die zin zijn wij niet de geschikte partij om over anderen te zeggen dat ze het niet goed doen want daar gaan wij niet over. Ik ben wel met de LSVB en Binnenlandse Zaken in gesprek om te kijken van hoe kunnen we dat we met zijn allen dit systeem beter krijgen. En ik denk dat de toekomst ligt in dat er professionele studenten huisvesting komt. Dus geen huizenbezitters. Ik denk dat als je naar alle grote steden kijkt, naar de binnensteden ervan, dat ze allemaal van de kamerverhuur in de stad af willen want het levert overlast op, zoals te veel fietsen op straat afval enzovoort. De toekomst is denk ik echt dat grote flats zoals op de Uithof de toekomst is.

Hoe zit het met de segregatie in de samenleving dan?

Dat is een heel goed punt, daar ben ik zelf ook niet goed over uit. Dat hangt een beetje samen met dat NL nooit echt duidelijk gekozen heeft voor of een campusmodel of een stadscampus model. Utrecht is een mengvorm, sommige steden zoals Wageningen hebben alleen het eerste. In US en andere landen meer campus. Wij hebben echt het mengsysteem en dat zorgt er dus voor dat er een romantiek hangt van dat alle studenten in de stad moeten wonen. En dat levert leefbaarheid op. Nadeel van een campus is dat het moeilijk leefbaar te krijgen is en daarmee bedoel dat het niet echt gezellig is, en dan moeten er al 10.000 mensen wonen. Volgens mij wonen er nu 6 of 7000 en nog steeds niet gezellig. Men zegt dat er een minimum aan een aantal bewoners moet zijn om voorzieningen draaiend te houden. En dat ideale aantal is nog niet bereikt en dat moet nog groeien. Ja er is dan wel segregatie als de campus ver van stad ligt. Maar ik denk dat het niet anders kan omdat ik vind dat studentenhuysvesting een professionele taak is omdat alles netjes bijgehouden moet worden. Studenten hebben een net iets ander ritme dus je hebt eerder problemen met overlasten. Dan is een gebouw met beheerders erbij gewoon verstandig. Vooral als je met internationale studenten te maken hebt die erom bekend staan om tot laat in de avond feestjes te vieren. Het is verstandig om de binnenstad daar niet al te veel mee te belasten. Ik vind dat we in NL nog achterlopen wat betreft het nadenken over wat een ideale campus is en wat voor randvoorwaarden erbij zitten om het leefbaar te maken en goed studieklimaat te geven. Maar ja, er zou sprake kunnen zijn van ruimtelijke segregatie, niet perse sociale. De sociaaleconomische segregatie die is er überhaupt in studentenhuysvesting omdat het gewoon duur is. Er is geen stufi meer, de student moet lenen, we hebben er veel onderzoek naar gedaan en we zien dat dat veel effect heeft op het aantal eerstejaars studenten tweedejaars en etc. Het heeft echt groot effect. We kunnen momenteel nog niet zien of het ook studenten zijn die daadwerkelijk een lage sociaal economische status hebben, maar ons vermoeden is van wel. De studie kost al 3000/4000 euro per jaar, en nog een kamer erbij is een enorm bedrag. Dus daar zien we zeker segregatie in en dat vind ik wel een punt van aandacht. Tussen de studenten zeker.

Is het ook voor Utrecht zo dat bepaalde voorzieningen zoals basisscholen uit de binnenstad verdwijnen?

Ja je ziet het fenomeen dat Leidsche Rijn en Oog in Al woonwijken met kinderen zijn en dat gaan nooit studentenhuizen worden. Het zijn enorme huizen namelijk waar je tien studenten in kwijt kan maar die zijn 6,5 ton of zo dus daar ga je geen studentenhuys van maken. Dat soort wijken gaat het goed met gezinnen. Maar je ziet dus het gekke fenomeen dat in een jonge stad als Utrecht met heel veel jonge bevolking door de studenten en de huizen te duur worden voor gezinnen, dat basisscholen onderop gaan vallen. Maar die gaan naar de rand van de stad, dat klopt, dat zie je gebeuren.

Ziet u gentrificatie als een probleem in Utrecht? Wat is hier de huidige status van?

Tuurlijk, je ziet het van alle kanten gebeuren. Corporaties verkopen ook allemaal huizen die voorheen werden verkocht. Dit zet gentrificatie op gang, er komen yuppies in wonen. Het is een proces dat als het eenmaal op gang wordt gezet het nooit meer wordt terug gedraaid eigenlijk. Je ziet dus ook dat de ring van rijke wijken, die weidt zich steeds verder uit, Het gaat heel ver. Richting Kanaleneiland en ook richting Overvecht. Je ziet ook dat panden worden gekocht door ouders voor hun kinderen, maar als dat proces van veryupping doorgaat zie je die studenten ook wel weer vertrekken. Je ziet dan dat die yuppen ook weer gaan klagen, zo van ik heb hier een duur huis en er zitten studentenhuizen op aangesloten. Dus dat ze dan ook weer verdwijnen uit het straatbeeld. **Waar worden ze dan heen gedreven?** Dan worden studenten ook weer die wijken uitgewerkt. En dat vinden ze in die wijken niet erg. In woonwijken is het eerlijk gezegd niet handig om studenten te hebben want het zorgt gewoon natuurlijk voor overlast. Verder krijg je zo standaardisering van inwoners.

Zijn etnische en sociaaleconomische factoren van invloed op hoe en waar studenten wonen? Heeft u voorbeelden?

Ik denk dat je als je er bovenop gaat hangen zie je dat HBO studenten minder op kamers wonen dan WO studenten, deels heeft dat te maken met dat HBO studenten wat jonger zijn maar deels heeft dat te maken met sociaaleconomische achtergrond van HBO studenten. Het type studies telt ook mee. Met meer contacturen of stages waardoor ze minder de behoefte voelen om op een plek te wonen. Daarna zie je dat studenten die een specifieke studie kiezen gewoon op kamers gaan maar studenten die een rechten studie kiezen bijvoorbeeld, die kunnen dat ook net zo goed dichtbij huis doen. In principe zie je in de stad dat studenten die het het best hebben financieel dan wel met hun netwerk, die komen in mooiste plekken. Er zou alleen geen verschil mogen zijn volgens de wetgeving tussen kamers op basis van locatie. Je kijkt namelijk in het puntensysteem, en WOZ waarde/locatie wordt niet meegenomen. Maar we zien natuurlijk dat het wel zo is. Ballotage en hospiteren zijn ook segregatie systemen omdat studenten die bijvoorbeeld hospiteren, weleens selecteren op internationaliteit of niet. Vaak liever niet dan wel. Er zijn verschillende uitsluitingsmechanismen tegelijkertijd bezig: je sociaaleconomische achtergrond, je netwerk; dus het systeem van hospiteren bijvoorbeeld, en het systeem van échte verenigingshuizen waar je alleen kunt wonen als je lid bent. En in dat laatste zit ook een dubbeling in omdat het ook verbonden is soms met je sociaaleconomische achtergrond of je lid bent. Dit maakt het voor studenten waarvan de ouders geen hoger onderwijs hebben genoten, niet daar tussen komen maar ook dat ze niet slim genoeg zijn om zich op de middelbare school al in te schrijven bij woningcorporaties. Dit zijn onbedoelde uitsluitingsmechanismen. We geven wel voorlichten op scholen hier in de buurt via folders of echte voorlichtingen, maar ja het blijft al een issue. En helemaal voor internationale studenten. Het is een heel gesloten systeem in Nederland.

Etnisch is een nog groter fenomeen. Het is een heel belangrijke factor als het gaat om op kamers gaan. Ik weet dat onze studentenhuisvestingen weinig geschikt zijn voor andere culturele doelgroepen. Het is altijd gemengd met gedeelde voorzieningen bijvoorbeeld. Maar er zijn geen huizen waar geen drank is. Als wij meer inclusief willen worden zouden we over zulke dingen moeten nadenken. Wat ik weet van de VU, is dat Turkse en Marrokaanse vrouwelijke studenten soms de hele dag doorbrengen in het gebouw omdat ze thuis geen mogelijkheden hebben om te studeren maar ook niet op kamers kunnen of mogen. Zij vinden dat niet gewenst voor hun. Ik zou het een mooie uitdaging vinden om daar iets aan te kunnen doen. Studentenhuisvesting is in Nederland zoals in vele gebieden een behoorlijk “wit” en elitair en hoogopgeleid fenomeen. Maar

er is wel veel uitval door het reizen van studenten. Maar aan de andere kant heb je ook Zuid-Holland bijvoorbeeld waar ik vandaan kom, de zwaar gereformeerde tak, daar gaan mensen ook niet op kamers. Omdat je dan te veel beïnvloed wordt door de wereld, drank, drugs, afleiding. Dus het zijn niet perse alleen allochtone groepen maar juist bepaalde culturele groepen.

Is er iets wat de Nederlandse overheid kan doen tegen de tekortkoming aan betaalbare studentenhuisvesting? Zo ja, wat precies?

Ja, maar de Nederlandse overheid kan geen huizen bouwen. Dat kan niet. Wat de overheid in de optie van de gemeenten kan doen, is dat ze hun bouwgrond misschien eens een keer voor minder geld kunnen verkopen dan aan de projectontwikkelaar die het meeste biedt en dan een heel duur hotel neer zet. Dus dat kan de gemeente doen, bij de gronduitgifte er eens kritischer naar kijken. Dat geldt ook voor universiteiten trouwens, die hebben ook bouwgrond zoals op de Uithof. Die moeten ook goed kijken aan wie ze precies die grond beschikbaar stellen en tegen welke prijs want dat bepaald of studentenhuisvesting wel of niet rendabel te bouwen is. Ten tweede moet de NL overheid goed blijven kijken naar het huurbeleid en prijsbeleid. In principe hebben we een goed systeem al is die best verouderd, maar hij wordt niet gehandhaafd! Al sinds de jaren 80 niet. Alleen als een student zelf een klacht indient. Maar dat durven heel veel studenten niet. Gelukkig zijn er grote steden zoals ook in Utrecht, huurteams die actief huisjesmelkers op sporen. Daar kan de overheid ook zeker iets in doen. En ten derde kunnen Binnenlandse Zaken en Ministerie van Onderwijs veel betere prognoses opstellen met elkaar over wat wij te verwachten hebben qua internationale studenten in de komende 10 jaar. Dat is nu nog gissen, dus worden we elk jaar verrast. Ze kunnen ook de partijen bij elkaar brengen, maar dat doen ze nu ook. Het onderwijs en de gemeente bijvoorbeeld.

Maar even off topic misschien; is het niet bij uitwisseling zo dat er voor studenten die komen, ook studenten weg gaan?

70 procent van alle internationals zijn via Erasmus, en daar is inderdaad wel het systeem dat er 1 weg gaat en 1 terug komt. Maar toch lukt het niet om ze in de plaats van de Nederlandse studenten hier te huisvesten, want het blijkt dat die kamers dan worden onderverdeeld in de studenten die geen kamer hebben. Dus het is niet perse dat er dan juist geen voorkeur voor een internationale student is, maar juist in de periode dat het jaar begint er ook een enorme instroom is van NL studenten. Die willen best voor een half jaar in een kamer zitten ook. Er zijn initiatieven die proberen in te brengen dat studenten in exchange programma's ook van huis ruilen. Dat levert wel een goede matches op, maar het is nog niet genoeg omdat er op de NL markt ook te veel vraag ook.

Is er iets wat de gemeente Utrecht hieraan kan doen? Zo ja, wat precies?

Huisjesmelkers aanpakken, bouwgrond. Het is sinds de jaren 80 te veel uiteen gaan lopen waar de gemeente en de universiteit zich op zijn gaan richten. Je ziet dat de gemeente zich alleen maar bezig houdt met gezinnen en het onderwijs is alleen met het onderwijs bezig en studentenhuisvesting markt doet maar wat. Het zit er een beetje tussenin. Ik vind dat de gemeente de regie moet oppakken en die partijen bij elkaar moet roepen. Ze hebben al een speciaal groepje mensen om dit te doen maar zij zijn nog gericht op het ondersteunen van de gemeenteraad en ik denk dat ze met huisvesters moeten praten. Dat kan sterker, met het onderwijs erbij. Misschien kunnen ze dan ook zeggen dat

we moeten stoppen met het werven van buitenlandse studenten, want we zitten echt aan onze max. Dat gesprek moet gewoon gevoerd worden.

Dit betekent dat de gemeente binnenkort locaties moet aanwijzen voor nieuwe studenten huisvesting of het zal betekenen dat we moeten wennen aan dat twee studenten op een kamer wonen, vooral studenten die tijdelijk komen. Veel int studenten komen voor een half jaar, dus bijbouwen heeft dan geen zin. Eerste semester is er namelijk heel veel int. instroom. Tweede al een stuk minder. We moeten gewoon naar andere landen kijken zoals Canada en US. Daar zijn ze meer gewend om met dit soort systemen om te gaan.

Bijvoorbeeld studentenhotels zijn een soort pleister op de wond, voor de student die dat kan en wil betalen maar het kan nooit de oplossing worden. Het is gewoon te duur. Wat het duur maakt om kortdurend aan int. studenten te verhuren is dat je heel veel risico's loopt op leegstand. Als een student hier op moment X komt en op Y weg moet, dan komt het voor dat de student een aantal weken van de voren besluit om al weg te gaan om te reizen oid. En dat kost geld omdat de kamer dan leegstaat. Je kan hem ook niet gelijk verhuren omdat je moet wachten op de volgende shift studenten die om het half jaar komt. Bovendien bieden ze ook veel service aan, het is een heel uitgebreid concept. Er komt mogelijk wel een studentenhotel in Utrecht.

Wat denkt u dat mogelijkheden kunnen zijn om de tekortkoming op te lossen? Heeft u voorbeelden?

Je zult nooit de spanning oplossing tussen vraag en aanbod op de woningmarkt. Dat kan niet. En dat is niet verkeerd. Er moeten in de ideale wereld geen bobbel zijn voor studenten om te kunnen wonen. Het systeem van hospiteren vind ik ouderwets en erg veel hobbels opwerpen voor mensen die buiten het systeem staan. Je moet veel geld, veel kennis en de goede connecties hebben, terwijl de mensen die het niet hebben juist geholpen moeten worden. Dat kan door meer te bouwen en systemen van toelating op kamers eerlijker te maken.

EXTRA:

Ik vind alles wat verlichting brengt op de markt goed. Er is een chronisch tekort aan studentenhuizing in alle grote steden in NL, dus ik vind het een manier om de druk te verlichten. Studenten mogen alleen niet uitgebuit worden. Ik zie het probleem niet. Maar je ziet bijvoorbeeld wel dat als de kinderen zijn afgestudeerd, de huizen gewoon weer doorverkocht worden, het is vaak een tijdelijke oplossing. Bovendien is de gemeente Utrecht het beleid omtrent dit fenomeen eerder aan het aanscherpen dan versoepelen. Daar zijn ze nu mee bezig. Vanwege overlast en airbnb. Maar dan moet de gemeente ook voldoende plekken beschikbaar stellen aan de randen van de stad, met bijvoorbeeld grote complexen. Dat vind ik slimme dingen. Je kan het niet maken om ze gewoon de stad uit te werken.

Appendix C: Transcript Roeland Kreeft - SSH

Voorstellen

Manager strategie SSH. Verantwoordelijk voor lange termijn visie. In de gaten houden wat er in rijksbeleid gebeurt en in de markt. Directie adviseren over lange termijn ontwikkelingen. Ook verantwoordelijk voor technisch beheer.

Wat zijn naar uw mening de grootste effecten van de jaarlijkse instroom van studenten in Utrecht?

Utrecht heeft al sinds jaar en dag een tekort aan studentenkamers en het gevolg daarvan is dat je relatief lang moet wachten voordat je een kamer krijgt. Bij de SSH, en in de particuliere markt is het meer dat je hoe meer je kunt betalen hoe makkelijker het is om aan huizing te komen. Wij hebben in het verleden onderzoek gedaan naar huurprijzen in de particuliere markt, volgend jaar weer. De verschillen bleken fors. Daarom is het logisch dat er vraag is naar SSH huisvesting.

In de monitor bijv. zie je dat er een afname in NL studenten wordt voorspeld, groep 18-jarigen wordt kleiner. Enorme stijgingen gaan we niet meer zien. Maar instroom van internationale studenten. Maar nog iets gek: Effecten van leenstelsel. Eerste jaar behoorlijke afname van instroom eerstejaars studenten. Tweede jaar weer. Ongeveer 20% minder kamers nodig als dit door zou zetten. Dat effect zou je aan de inschrijvingen moeten zien. Maar dat zien wij niet. Wij zien het tegenovergestelde. Inschrijvingen neemt toe, wachttijd per kamer neemt toe en reacties op kamers nemen ook toe. Ik zie drie mogelijke verklaringen hiervoor:

1. Wij zijn het goedkoopste en door het leenstelsel hebben studenten minder te besteden en gaan ze eerder bij ons kijken, terwijl ze met de basisbeurs misschien toch nog eerder op de particuliere markt zochten. Dat kan een verklaring kunnen zijn dat de druk bij ons toeneemt. Je zou dan een afname moeten zien in de particuliere sector.
2. Studenten blijven langer op hun studentenkamer wonen. Waardoor de doelgroep studenten kleiner wordt en dat starters ook steeds langer gebruik blijven maken van een studentenkamer. Dat kan verklaren waarom de druk toeneemt terwijl de doelgroep afneemt.
3. We zien in de cijfers van de Monitor, dat het aantal uitwonende studenten in Utrecht afneemt. Dat is niet omdat er geen studenten meer komen, maar omdat er minder kamers zijn. Daarvoor zijn ook weer twee mogelijke verklaringen:
 - Dat er niet studerende wonen in studentenkamers
 - Dat er daadwerkelijk sprake is van afname van kameraanbod. Dat zou ook te maken kunnen hebben met dat de gemeente veel strikter is in het verlenen van omzettingsvergunningen. En een deel van die voorzieningen ook bediend wordt door rijke vaders of moeders die een appartementje kopen voor hun kinderen en die na de studie weer verkopen. Die mogelijkheden zijn veel minder. Dus als dat segment verdwijnt uit de markt dan... Maar goed. Dat weten we niet. Ik heb met de gemeente gesproken, en dat moeten we gewoon beter in beeld krijgen. De studentenhuisingmarkt is anders dan de reguliere woningmarkt, een markt die wel heel dynamisch is. Als je op de reguliere kijkt zie je vraag ontstaan en aanbod gaat er dan heel langzaam achteraan. En ook in krimpgebieden dat als de vraag afneemt, dan krijg je langzaam leegstand omdat het aanbod zich langzaam aanpast. Bij de studentenmarkt is dat niet zo. Heel dynamische markt. Als je het aanbod in deze markt niet in beeld hebt, dan is het heel moeilijk om uitspraken te doen over verwacht tekort etc.

Hoe zou het mogelijk zijn om dat in beeld te brengen?

Nou, wat ik heb voorgesteld aan de gemeente, en of dat kan zouden we moeten uitzoeken. Maar kijk, je hebt gegevens van panden waarvoor een omzettingsvergunning voor is verleend. Kamervergunning eigenlijk. Met dienverstande dat als je dat pand vervolgens weer verkoopt, dan hoef je niet bij de gemeente te vermelden dat er geen kamerhuurders meer wonen. Je weet wel welke vergunning er zijn, maar je weet niet welke vergunningen er niet meer worden gebruikt. Maar dan heb je al een basis. Je zou streefproefgewijs kunnen kijken welk deel van die vergunningen er nog worden gebruikt. Omzettingvergunning heb je niet nodig als bijvoorbeeld ouders een huis kopen waar dan drie studenten in wonen, omdat je pas vanaf vier studenten een gebruiksmelding moet doen bij de brandweer. Dus ik denk dat een deel van de markt gewoon niet in beeld is omdat de eigenaren geen omzettingvergunning aan vragen en geen gebruiksmelding hoeven te doen. Dus ze blijven onder de radar.

Wat je kan doen is in de GPA kijken en selecteren op verschillende adressen waar meerdere mensen wonen met verschillende achternamen. Die allemaal onder de 25 zijn. Dan heb je een grote kans dat je een studentenhuus te pakken hebt. Dat zou je kunnen valideren door steekproefwijs te controleren hoe betrouwbaar die methode is. Dat is een onderzoek dat je elk jaar zou kunnen doen bij wijze van spreken en dan volg je die markt.

Moeten daar dan extra mensen voor ingezet worden? Of zijn er al mensen bij gemeente die dit op zich nemen?

Toetsen op GBA kan de gemeente zelf, want ze hebben een goede afdeling van statistiek. Als je zou willen valideren dan moet er een opdrachtje voor verstrekt worden om uit te voeren. Daar zijn ze nu ook over aan het nadenken, want ze moeten wel. Of ze moeten zeggen, ja nou, we accepteren dat we er niks van weten. Maar kijk op basis van de Monitor nu uitspraken doen over een kamertekort is niet mogelijk. Dat zie je ook. Vorig jaar was het tekort 4000, volgend jaar 8000. Ja, het is totaal onbetrouwbaar. Dat heeft te maken met hoe het tekort wordt berekend, namelijk dat het gaat op basis van vragen aan studenten: Ga je op kamers? En wanneer wil je dat dan doen? Maar aanbod is zoveel in verschuiving dat je niet weet welk deel nou te volgen is van de werkelijke veranderingen in de markt. Dat kun je ook aan onze cijfers niet afmeten omdat wij maar een onderdeel daarvan zijn maar ook van de dynamiek. De grootste effecten zijn dat er een tekort blijft. **Welke maatregelen zijn er in het verleden getroffen om soortgelijke uitdagingen aan te gaan?**

We hebben eigenlijk altijd al de riante positie gehad, dat wat wij ook aanbieden het altijd te verhuren is omdat er altijd een tekort is. En we hebben dat tekort nooit in kunnen nemen. Er is nooit een periode geweest dat er genoeg kamers waren. De voornaamste maatregel is de wachtlijst.

En hoe zit het met de grootste uitdagingen voor de studenten zelf?

Er vindt wel een selectie plaats. Als jij sociaal heel gezellig bent, dan kom je wel eerder aan een kamer. Maar je hebt ook gewoon die inschrijftijd nog bij ons. Als je genoeg neemt met wat er beschikbaar is, dan is de wachttijd ongeveer 2 jaar. Een kamer op de Oude Gracht misschien 6 of 7 jaar. Niet zolang je studeert eigenlijk.

Wat is de huidige situatie van privatisering in de huizenmarkt? Hoe zit het met 'huisjesmelkers' in Utrecht?

Wij vinden dat verhuurders zich aan het WVS moeten houden. Dat is het puntensysteem. Weetje, het is niet verboden om je huur te verhogen. Je mag meer vragen dan dat de punten toelaten. Als jij een contract tekent en akkoord gaat met mijn prijs, dan hebben we dat gewoon geregeld. Het is juist andersom geregeld: Jij hebt het recht om als jij vindt dat je veel betaald om naar de huurcommissie te gaan en te vragen om een uitspraak die dwingend is om de huur te verlagen. Maar als verhuurder doe je niks verbodens. Dat maakt het ingewikkeld. Anders zou je dat kunnen aanpakken. De gemeente heeft geen instrument. Stel ik ben een verhuurder met 300 pandjes, en ze zijn allemaal duurder dan WVS. Je kan dat juridisch niet aanpakken want de verhuurder doet niks fout.

Maar kan er dan niet iets geïmplementeerd worden om vanuit de verhuurder het probleem aan te pakken?

Ja het kan maar het is niet realistisch want op deze manier hebben we het geregeld. Veel studenten stappen niet naar de huurcommissie omdat ze bang zijn dat ze ruzie krijgen met hun huisbaas. Dan staan ze op straat of ze krijgen een hoop ellende. Het is niet makkelijk om zomaar je huis uitgezet te worden, want een huurder heeft gewoon huurbescherming. Maar een huisbaas kan wel zeggen, dat hij stopt met onderhoud en reparatie etc. Hij kan het wonen op veel manieren onplezierig maken. Bijna wegpesten. en studenten denken dan ik heb geen zin om die strijd aan te gaan, ik ga wel ergens anders wonen. Er is alleen door de student zelf iets aan te doen, maar door autoriteiten eigenlijk niks. De privatisering in de huizenmarkt die inspeelt op studenten en hun vraag naar huizing, is niks nieuws. Altijd al zo geweest.

Ziet u gentrificatie als een probleem in Utrecht? Wat is hier de huidige status van?

Dat jongere gezinnen uit het centrum worden gedreven ligt niet aan studenten of hun groeiende aantal. Het is gewoon omdat woningen te duur zijn! Als mensen investeren in mooie panden, deze opknappen zodat de prijs boven de liberalisatiegrens komt, dan kan er niet meer naar de huurcommissie gestapt worden. En huurders worden toch wel gevonden. Dit heeft te maken met de enorme druk op de Utrechtse woningmarkt: iedereen wil hier wonen! Kip of ei? Dit ligt vind ik niet aan gentrificatie. "De stad als roltrap" : In de jaren 70 zei een denker.. De stad is een sociale roltrap. Vroeger was het lelijk vies en onveilig hier. Steden hebben daar serieus werk van gemaakt zodat mensen in de stad zouden blijven. en dat is heel goed gelukt. Alleen keerzijde is dat de stad te populair is geworden. Dat is goed voor economie van de stad, ze zijn tegenwoordig rijker dan de randgemeenten. Dus omgekeerd. Nadelen zijn dat de vraag zo groot is dat gezinnen bereid zijn om in kleine appartementen te wonen. En daarom worden mensen met lagere inkomen uit de stad gedreven. Dat is onvermijdelijk. Het ongewenste effect van een heel gewenste ontwikkeling. Keerzijde is dat de gemeente nu veel meer kunnen doen voor mensen met weinig geld. Omdat er veel meer geld is. Er is veel geïnvesteerd in de wat slechtere wijken, en die zien er nu goed uit. Voorzieningen zoals basisscholen zijn er genoeg in de stad, vroeger was dat wel anders. Nu zijn het van die bakfiets schooltjes waar de elite heen gaat. Studenten waren de enige groep die altijd al in de stad woonde. Ze droegen altijd al bij aan "pub-culture". Alleen hebben studenten tegenwoordig meer te besteden omdat hun ouders rijker zijn. Ze gaven vroeger minder uit. Ik denk dat kinderen uit sociaal zwakkere groepen minder vaak studeren, maar dat is ook iets uit alle tijden. We zijn massaal rijker geworden, jouw ouders zijn rijker dan hun ouders etc. Ik denk dat de stap

om te studeren als iemand uit armere gezinnen deels te maken heeft met geld maar deels ook met cultuur. Als de ouders hebben gestudeerd, heb je dat niet met de paplepel ingegoten gekregen. Dan is het een vanzelfsprekendheid. Ook jongeren die hun HAVO of VWO hebben afgemaakt, gaan dan vaak niet studeren omdat het niet in hun omgeving hoort. Er is geen positief gevoel bij, het zijn niet ons soort mensen. Dan wordt het wel heel vanzelfspreken om te gaan werken na de middelbare school. Een soort klassebewustzijn was er kennelijk nog wel is.

Is er iets wat de Nederlandse overheid kan doen tegen de tekortkoming aan betaalbare studentehuizing? Zo ja, wat precies?

Ja, het zou enorm schelen als de gemeente de tools zou hebben om op te treden tegen verhuurders die te veel huur vragen, dan zouden ze dat onmiddellijk doen. Ja het zou veel schelen. Het zou er wel toe leiden dat er minder aanbod komt. Omdat het dan gewoon minder aantrekkelijk wordt voor een belegger om te beleggen in studentenkamers. tweederde van de woningmarkt is geen sociale huur. Dus dat effect kan wel eens groot zijn. Als je WVS verplichtend zou maken creëer je wel een kamertekort van een paar duizend woningen. Dat is de keerzijde. Wat raar is zijn de effecten van de huurtoeslag. Wij bouwen bijna alleen zelfstandige eenheden bij, want als we een kamer maken met eigen voorzieningen dan betaal je meer. Maar dan krijg je huurtoeslag en betaal je veel minder. Ik weet niet of we meer van zulke woningen moeten creëren, kijk het is wel een mooie stap als overgang van ouderlijk huis naar zelfstandigheid. Maar het is ook leuk om in een studentenhuis te wonen, je wordt socialer maar het is per saldo ook goedkoper. Het feit dat we het niet doen heeft te maken met subsidies. Onzelfstandig is gewoon veel goedkoper voor ons ook en die bouwen we het liefste. Er is wel eens onderzoek geweest naar huurstoeslag, omdat je soms in een studentenhuis meer betaald dan als je particulier gaat wonen, maar dat ging meer over kosten besparen voor het rijk dan zorgen in de woningmarkt. Er wordt natuurlijk veel vanuit gegaan dat studenten zichzelf wel kunnen redden. Het is een rare doelgroep, want als je naar hun vermogen kijkt zijn ze de perfecte doelgroep voor sociale huisvesting, maar als je kijkt naar hun toekomstperspectief, dan gaan ze veel geld verdienen.

Wat voor effect denkt u dat de nieuwe wetgeving van studiefinanciering heeft op de uitdagingen omtrent studentenhuisvesting?

Ook qua leenstelsel, als je bedenkt dat studenten moeten lenen voor hun studie, maar daarna tot de 20% best betaalde laag van de samenleving gaan behoren... Het afschrikken om te lenen zal vooral bij de lage sociale milieu een rol spelen. Ouders die zelf hebben gestudeerd hebben meer zoiets van ja joh gewoon doen. Het zijn culturele dingen.

Is er iets wat de gemeente Utrecht hieraan kan doen? Zo ja, wat precies?

We moeten sowieso meer campussen krijgen. De segregatie in de samenleving die dan zou ontstaan, qua studenten versus de rest, zal onwijs meevallen. Er wonen 2500 studenten op de Uithof, van de 40.000 in totaal. Ik zie het niet gebeuren dat we 35.000 woningen gaan bijbouwen. We willen wel graag op de Uithof bouwen. Eerst wilde geen student daar wonen, maar nu zijn het onze populairste kamer. Het is mijn stellige overtuiging dat er een verandering plaatsvindt in de manier van studeren. Ook door het leenstelsel maar ook doordat er meer competitie is op de arbeidsmarkt en meer competitie tussen Nederlandse en internationale studenten. Je krijgt een groeiende groep van studenten die niet komen om te feesten en te zuipen, maar om te studeren. En

de campus is een stimulerende plek. En daarom gaat het campusleven in populariteit gaat groeien. Internationale studenten vinden het sowieso heel aantrekkelijk, omdat in veel landen het campusleven heel normaal is.

Appendix D: Transcript Edo Gommers - Rent Team

Voorstellen

Wij zijn een bedrijf uit Rotterdam en gemeente Utrecht heeft ons ingehuurd. Omdat ze wilden dat de komende vier jaar de taken door vaste bedrijven werden uitgevoerd omtrent huur. Ons bedrijf is opgericht op verzoek van Gemeente Rotterdam en vervolgens doorgegaan als bedrijf. De werkzaamheden zijn: Op de particuliere woonmarkt, met nadruk op kamers, controleren wij of de huurprijs in orde is, of het onderhoud etc ivm het puntensysteem het huurwetboek commissie, we kijken naar contracten bijvoorbeeld. Hier in Utrecht betaald de gemeente ons. Beleidsmedewerker geweest bij stichting studentenhuusvesting in Utrecht, en nu dit. We worden gevraagd door kamerbewoners. Rond 700 opnames per jaar. Altijd huurders die ons inhuren, want wij zijn gewoon burgers alleen weten wij heel veel over de regelgeving maar we hebben geen speciale bevoegdheden. We werken veel samen met de gemeente, vooral de afdeling vergunningen toezicht en handhaving. En die kunnen wel binnentreden, en meer bevoegdheden. De gemeente luistert wel goed naar ons, maar wij werken we écht voor de huurders, zij beslissen wat er uiteindelijk gebeurt want het is allemaal privaatrecht. We lichten de verhuurder ook alleen pas in als de huurder dat wilt. 90% van de 700 is er iets mis! In andere steden worden wij wel betaald door huurders zelf ipv door de gemeente.

Wat zijn naar uw mening de grootste effecten van de jaarlijkse instroom van studenten in Utrecht?

Studenten blijven meer in Utrecht hangen als ze klaar zijn met studeren.

Wat denkt u dat de huidige uitdagingen zijn bij de huisvesting van studenten?

Helaas mogen huisjesmelkers, ook als ze bekend zijn gewoon nog verhuren. De gemeente zou meer middelen en mogelijkheden moeten krijgen om te treden tegen dit soort mensen. Maar dat is heel erg ingewikkeld want mensen mogen doen en laten wat ze willen met hun eigendommen en volgens de wet worden er wel grenzen gesteld dat niet alles zomaar mag, en naarmate dingen belangrijker zijn worden er ook meer grenzen gesteld. Arbeid bijvoorbeeld, arbeidsinspecties. Je woonruimte is iets heel belangrijks en daarom krijgen mensen heel veel bescherming als tegenreactie. Studentenhuisvesting begint bijna een zwarte markt te worden omdat het een crisissituatie is. Hoe groter de krapte, hoe meer misbruik ervan gemaakt wordt. Maar studenten zijn een heel belangrijke groep voor Utrecht en als de gemeente te hard optreedt zijn er misschien nog minder kamers en gaan studenten hier weg.

Mensen moeten weten hoe het werkt, wat hun rechten zijn maar vervolgens ook nog durven. Mensen moeten elkaar niet bang maken maar juist steunen. Huisjesmelkers maken er echt een sport van. Als een zaak met de ene huurcommissie voorbij is, gaan ze aan de slag met de volgende verhuur. Dus eigenlijk: tekort en onwetendheid.

Welke maatregelen zijn er in het verleden getroffen om soortgelijke uitdagingen aan te gaan?

Niet over de hele linie of structureel, maar echt individueel per zaak. De overheid maar wetgeving, die hebben wel soms maatregelen getroffen zoals tijdelijke contracten die het weer ingewikkelder maken, andere puntentelling waardoor de punten veel verder omhoog schoten, waardoor huurprijzen ook omhoog gingen. Maar waar wij wel invloed op hebben is iedere individuele situatie. Het is maatwerk.

Wat is de huidige situatie van privatisering in de huizenmarkt? Hoe zit het met 'huisjesmelkers' in Utrecht?

Bij heel veel studenten is er onwetendheid omdat ze denken: ik heb ervoor getekend dus ik zit er aan vast. Dat is niet zo. Je hebt in Nederland echt heel veel huurbescherming waar je ook aanspraak op kunt maken. Het is een kapitalistische vrije democratie dus je kunt alles afspreken wat je maar wilt, maar als je denkt dat die afspraak niet eerlijk is kun je het achteraf weer goed maken. De huurbaas hoeft niet mee te werken zelfs. Je hebt een half jaar de tijd om af te stappen op de huurcommissie om je huurprijs te evalueren. Op basis van het puntensysteem (daar zijn verschillende van) ... En als verhuurder mag je de prijs bepalen. Maar als huurder heb je altijd het recht om als het niet helemaal goed gegaan is, dat weer recht te zetten. Als het blijkt dat je meer betaald dan het puntensysteem laat blijken, doet de huurcommissie een uitspraak en als het dan binnen het eerste half jaar gebeurt, krijg je met terugwerkende kracht de juiste huurprijs. Het is echt te kort door de bocht dat een verhuurder dan zijn of haar huurders “wegpest” door bijvoorbeeld onderhoud te verwaarlozen. Want dat is wat wij juist bestrijden. Studenten weten het vaak niet, daarom doen ze het niet. Maar verhuurders weten het vaak ook niet en daarom doen ze het zo omdat ze het om zich heen zo zien gebeuren. Nogmaals, je hebt een huurcontract en huurbescherming en de huisbaas kan jou niks maken. Het is gewoon jouw wettelijk recht. Als de verhuurder het er echt niet mee eens is, kan hij nog binnen 8 weken na de uitspraak van de huurcommissie naar de kantonrechter gaan. Maar hij zal dezelfde uitspraak doen. Maar de notoire huisjesmelkers zijn daar wel anders in.

Wat maakt het dat huizen dan duurder worden?

Krapte. Gentrification, waardoor studentenhuizen verdwijnen. Mijn uitgangspunt is dat ik wil dat er voldoende goede en betaalbare huisvesting is. In de jaren '60 was Overvecht een ballotage. De algemene economie speelt ook mee. Er moet wel gebouwd worden maar er zijn ook demografische factoren; hoe richten mensen het zelf het liefst in? Er zouden meer studio's bijgebouwd moeten worden. En dat sociale huurwoningen alleen worden verhuurd aan mensen die onder een bepaald bedrag verdienen. Nu is het ook zo dat er inkomensgrenzen ervoor zorgen dat mensen niet meer kunnen huren van de sociale huurwoning, maar tegelijkertijd ook niet in aanmerking komen voor een hypotheek om te kopen. En dan moeten ze huren in de vrije sector. Daarom zijn mensen die te veel verdienen maar nog in een sociale huurwoning wonen wel gek als ze zouden willen verhuizen. Die blijven zo lang mogelijk in hun huis dan. Daarom worden sociale huurwoningen steeds vaker verkocht. Er is echt een vraag naar het middensegment; huurprijzen tussen 700 en 1000 euro per maand. Er is meer overheidsinterventie nodig.

Wat voor effect denkt u dat de nieuwe wetgeving van studiefinanciering heeft op de uitdagingen omtrent studentenhuysvesting?

Ik merk daar heel weinig van.

Ziet u gentrificatie als een probleem in Utrecht? Wat is hier de huidige status van?

Als alles duurder wordt zie je dat mensen die een pand hebben, het interessant voor hen wordt om het te verkopen dan het te verhuren aan studenten. En dan kopen ze ergens een goedkoper huis om die weer te verhuren aan studenten misschien.

Zijn etnische en sociaaleconomische factoren van invloed op hoe en waar studenten wonen? Heeft u voorbeelden?

Bij studenten zie ik dat verschil niet per se.

Is er iets wat de Nederlandse overheid kan doen tegen de tekortkoming aan betaalbare studentenhuizing? Zo ja, wat precies?

Wetgevers uit 12 studentensteden hebben onlangs allemaal brief uitgestuurd naar de overheid met het verzoek voor meer middelen om dit tegen te gaan.

Ik zou het mooi vinden als mensen de huurcommissie uitspraken, welke openbaar zijn, als keer op keer dezelfde verhuurder te veel misstanden heeft gehad, de gemeente zegt dat die persoon niet meer mag verhuren. Dat sluit niet alle ongein uit, maar dan pak je wel de mensen aan. Er is wel een omzettingsvergunning, dus als je je eigen woning per kamer wilt verhuren. Dat is ook een middel, en dat je dan niet meer in aanmerking komt voor zo een vergunning als je te veel slechte dingen hebt gedaan. Dus eigenlijk middelen om notoire huisjesmelkers uit te sluiten van de markt. En onder de top van de ijsberg waar de huisjesmelkers zich bevinden, gaat er ook een hoop mis. Je hebt mensen die uit onwetendheid bijvoorbeeld te veel huur vragen omdat de buurman dat ook zo heeft geregeld. En huisjesmelkers vallen dan onder de kwaadwillende verhuurders.

Er is meer overheidsinterventie nodig, voor wetgevingen om huurzaken te controleren. Wonen is gewoon een eerste levensbehoefte. Er moet bijgebouwd worden. Hoger wonen! Maar het mag niet boven de dom uitkomen. Daarom kan het wel in Leidsche Rijn.

Huurcommissies worden soms ingehuurd door gemeentes, maar anders worden wij betaald door huurders zelf. Dit kan toegankelijker, als elke gemeente met een groot aantal studentenwoningen ons of andere soortgelijke bedrijven zou subsidiëren. Het is hoe dan ook niet winstgevend voor ons.

Wat denkt u dat mogelijkheden kunnen zijn om de tekortkoming op te lossen? Heeft u voorbeelden?

Tegen de tekortkoming zou er bijgebouwd moeten worden. Maar aanstaande studenten zouden op school nog voorlichting moeten krijgen, overal. Ouders van eerstejaars zouden ook moeten worden toegelicht. De hele samenleving is niet op de hoogte. De ouders van laatstejaars middelbare scholieren moeten ingelicht worden op bijvoorbeeld ouderavonden of zo. Als voorlichtingen hierover professionaliseert zou worden, heb je meer continuïteit en overzicht op welke manier dat gebeurt. Betere kwaliteit ook, want dan weet je als school ook dat het te vertrouwen is, bijvoorbeeld als het vanuit de gemeente zou komen. Scholen hebben zelf ook veel mogelijkheden om voorlichting te geven. Als ze beter toegelicht zijn, dan zijn ze in ieder geval op de hoogte van dat ze zes maanden hebben als er iets niet in orde is, en dat ze daar alert voor mogen zijn. Ze moeten weten dat ze rechten hebben.

Appendix E: Survey Questions and Results

- Link to survey questions and results on Google Forms:

<https://goo.gl/forms/lvCaOdk9jvFdhkJx2>

- Manually re-calculated results.
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Section: Living Situation:

- % Live in a student house: 0,6% was added up to original calculation by Google Forms.
- % Found their house via own social network: 0,6% was added up to original calculation by Google Forms.