

HOW CAN THE HAGUE SUMMER SCHOOL AT THE HAGUE UNIVERSITY OF APPLIED SCIENCES ATTRACT MORE PARTNER UNIVERSITY STUDENTS?



Student: Saveleva Maksimik, A. 15095428, ES3-3

Supervisor: Szabo, A.

Date: June 9, 2020

The Hague University of Applied Sciences

Faculty of Management & Organisation

European Studies

Word Count: 16,107

EXECUTIVE SUMMARY

This research's primary goal is to explore the current marketing communication strategy of The Hague Summer School at The Hague University of Applied Sciences and to answer the main question, which is - "How can the Hague Summer School at the Hague University of Applied Sciences attract more partner university students?". This topic is important as The Hague Summer School was developed in order to support the university's goals such as maintaining its international presence and contribute to creating global citizens. Moreover, the university sees great importance in maintaining strong partnerships, and, attracting more partner university students contributes to the strength of this bond. This research proposes several improvements to The Hague Summer School's marketing communication strategy in order to achieve this goal.

In order to answer the central question, this study has employed several primary and secondary research methods and as a result had an abundance of data for analysis and subsequent recommendations for improvement. In order to establish the history, mission, vision and goals of The Hague Summer School, an interview with the school's director Ms. Deborah Mevissen was conducted. Second interview explored the school's current marketing communication strategy and was conducted with its 2019 marketing coordinator, Joey Uijleman Anthonijs. This research has also extensively explored two theoretical models, AIDA-model and the Value Proposition Model, and upon analysis concluded that the school shall focus on its Value Proposition. In order to establish the organizational attention points for the organization of the international summer school, an expertise of Jeroen Torenbeek and Inez Meurs was employed. Finally, a survey inquiring on the customer experience was conducted amongst the summer school alumni, which yielded the most important points for future recommendations.

Upon analysis of the data this research came to the following conclusion – The Hague Summer School shall shift their focus from product-centric to customer-centric perspective to enhance its Value Proposition. In order to achieve this, school shall follow five recommendations developed by this research.

Firstly, the school needs to decide on how it plans to provide the students with emotional benefits they seek, and upon understanding their needs it shall develop the strategy on how to create a Value Proposition offering a unique summer experience which would incorporate functional, social and emotional benefits. Secondly, the school must maintain the core team throughout the year, so it can keep in contact with potential students and start the school organization in advance. Thirdly, the school shall address and mend all complaints in order to increase the student satisfaction. Finally, the school has to revise the promotion of the Human Rights course and work closely with the developers in order to match the students' expectations of the course.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	ii
1.0 INTRODUCTION	1
1.1 Problem Definition	1
1.2 Scope of Research	2
1.3 Structure of the Report	2
2.0 THEORETICAL FRAMEWORKS	4
2.1 Purchase Funnel	4
2.2 Customer Value Proposition	8
2.3 Choice of Model	11
2.4 Operationalization Table	12
3.0 METHODOLOGY	15
3.1 Primary Research	15
3.1.1 Semi-structured interview	15
3.1.2 Quantitative survey	16
3.2 Secondary Research	16
3.2.1 Literature review	17
3.2.2 Theoretical model review	17
3.3 Limitations	18
3.4. Data Analysis	18
4.0 RESULTS	20
4.1 Concept of an International Summer School	20
4.1.1 Summer School	20
4.1.2 Reasons for Establishment	20
4.1.3 Target Audience	21
4.1.4 Organisational Model	22
4.1.5 Planning	23
4.1.6 University Profile & Marketing	23
4.2 The Hague Summer School	25
4.2.1 Reasons for establishment and Marketing Objectives	25
4.3 Survey Results	26
4.3.1 Survey Results on the demographic profile of the summer school students	27
4.3.2 Survey results based on the Value Proposition Map model by Alex Osterwalder	29
5.0 ANALYSIS	37
5.1 Current THSS Value Proposition vs. Recommended VP strategy	37
5.1.1 Customer Jobs vs. Products & Services	37

5.1.1.1 Customer Jobs	38
5.1.1.2 Products and Services	39
5.1.2 Customer Pains vs. Pain Relievers.....	40
5.1.2.1 Customer Pains	40
5.1.2.2 Pain Relievers	41
5.1.3 Customer Gains vs. Gain Creators.....	43
5.1.3.1 Customer Gains	43
5.1.3.2 Gain Creators.....	44
5.2 Customer Profile	46
6.0 CONCLUSION AND RECOMMENDATIONS	47
6.1 Short-term recommendations	47
6.2 Long-term recommendations	49
6.3 Conclusion	49
REFERENCES	50
APPENDICES	53
APPENDIX A: European Studies Student Ethics Form Signed by the Student and Supervisor.....	53
APPENDIX B: Informed Consent Form Signed by Deborah Mevissen.	55
APPENDIX C: Deborah Mevissen Interview Transcript, October 30, 2019.....	56
APPENDIX D: Informed Consent Form Signed by Joey Uijleman Anthonijs.	68
APPENDIX E: Joey Uileman Anthonijs Interview Transcript, Novembre, 15, 2019.	69
APPENDIX F: Survey Results	87
Questions 1-3	87
Questions 4-7	94
Questions 8 - 11	105
Questions 12 – 15.....	118
Questions 16-19	131

1.0 INTRODUCTION

According to Oxfam, global citizen is *someone who is of and understands the wider world – and their place in it* and sees global citizenship as the process of *encouraging young people to develop the knowledge, skills and values they need to engage with the world* (Oxfam, n.d.). It seems logical to assume that such knowledge doesn't necessarily come from an individual's engagement with the closest surroundings, but on the opposite – with the wide world. There are uncountable amount of ways in which an individual could be exposed to gaining new knowledge on the matter such as having family and friends of different nationalities and cultures, living in a multicultural and multinational city, trying food and attending events traditional to other cultures, speaking one or two languages other than the mother tongue and travelling to new destinations. That is why a good international summer school serves as a perfect combination of a majority of those elements and provides students with an intensive short-term experience of what it means to be a global citizen.

1.1 Problem Definition

The Hague University of Applied Sciences (herein: THUAS) is an international university with close to 26,000 students representing over 150 nationalities (The Hague University of Applied Sciences, 2019-a, p.15), out of whom about 3,000(12-13%) are internationals (J. Uileman Antonijs, personal communication, November 15, 2019). The university is focused on strengthening its international aspect and in 2014 has developed a new educational vision supported by a set of three strategies known as WIN-themes: global citizenship, internationalisation and networking university (The Hague University of Applied Sciences, 2019-b, pp. 13-15).

Establishment of The Hague Summer School (herein: THSS) emerged as one of the ways to support this vision, and has a number of specific goals, the most relevant for this research are described below (Mevissen, van Marle, de Louw & Lentz, 2013, p. 7):

- Serving as an alternative for internationalisation alongside the university's mobility programme;
- Becoming more competitive with other universities which already offer summer school programmes;
- Acting as a balance tool to even out the exchange imbalance with partner universities and creating stronger partnerships;

In terms of mobility programmes, maintenance of good partnerships seems to be one of the most important objectives, that is why The Hague Summer School should focus on attracting more partner university students. Moreover, as pointed out by Mr. Uijleman Anthonijs in personal communication (November 15, 2019), it is easier to focus on pulling partner students as it would be less consuming in

terms of time and money as well as means of communication, as contacts have already been established. Additionally, when considering the need to balance the books on exchange unevenness, partner university students seem as the most logical choice for The Hague Summer School's marketing focus. That is why the central question of this research is "How can the Hague Summer School at the Hague University of Applied Sciences attract more partner university students?".

In order to answer the central question, this research will explore the following sub-questions:

- What is The Hague Summer School and what are its main objectives?
- What is a current summer school marketing strategy, it's strengths and weaknesses?
- What is the partner university student segment?
- What is an International summer school, its profile, goals, objectives, target audience and marketing approach?
- What are the ways in which The Hague Summer School can convert student's interest into purchasing the course?
- What is The Hague Summer School's Value Proposition for partner university students?
- What marketing communication strategies can The Hague Summer School implement to raise awareness of its existence.

1.2 Scope of Research

The purpose of this research is to explore relevant collected data in order to establish the ways in which The Hague Summer School could attract more of partner university students in order to move closer to the goal of 100 students in attendance. Data will be collected through primary and secondary research methods and interpreted through the application of theoretical marketing models. Primary methods will include interviews with The Hague Summer School director and marketing coordinator as well as quantitative survey of the school's alumni. The purpose of the research serves the needs of The Hague Summer School marketing team, and by extension The Hague University.

When it comes to the quantitative survey, the aim is to reach up to 50 summer school alumni from years 2018 and 2019, as their expectations and experiences with the school would generate necessary primary data. The chosen number of respondents is based on the average number of students attending the school each year. Respondents will be reached through digital communication means such as email and social media platforms.

1.3 Structure of the Report

Firstly, this report will focus on investigating two theoretical marketing models which are relevant to the purpose of this research as well as evaluate which one is more suitable for improving the school's existing marketing communication strategy. Secondly, the research will design the operationalisation

table with seven measurable factors deriving from the data extracted from the chosen theoretical model as well as two qualitative interviews. Thirdly, the methodology section will shed light on specific methods employed in researching, collecting and analysing data, why they were chosen and what are the limitations of this work in regards of obtainable information and practices. Next, in the results section, the research will examine current data available on general organisational rules and practices pertaining to the concept of the summer school. Accompanying this, is the description of The Hague Summer School's marketing communication strategy for 2019. Following, is the analysis section which would scrutinize and structurally measure all collected data and results, including the results of quantitative survey conducted amongst the summer school alumni. Penultimate section, the conclusion, will infer the researches' findings on the subject matter. Final section of the report will bring on the recommendations which shall be implemented in order to contribute in answering this research's central question.

2.0 THEORETICAL FRAMEWORKS

The primary purpose of this research constitutes an improvement of the marketing strategy and how to communicate it to the chosen target group, therefore it is important to define marketing and marketing communications. Kotler and Armstrong define marketing *as the process by which companies create value for customers and build strong customer relationships in order to capture value from customers in return* (2010, p. 29). In order to communicate product's value to customers, one shall employ marketing communication. Kotler and Keller refer to marketing communication as *means by which firms attempt to inform, persuade, and remind consumers - directly, or indirectly - about the products and brands that they sell* (2009, p.510).

In order to closely approach the improvement of the summer school's marketing campaign directed at partner university students, one shall explore the marketing concepts which could contribute to the strategy. This research will focus on two relevant marketing models. Purchase Funnel will help understand customer's motivation and how to convert it into a final purchase. Value Proposition model will offer an explanation on how to meet customer's needs by offering a product with distinct benefits to a customer and communicate it.

2.1 Purchase Funnel

As there is a variety of students who apply for the summer school, and, perhaps, for several summer schools simultaneously, organisation should consider how they are planning to convert students' interest into purchasing the course. There are several well-established theoretical frameworks that are aimed at that, which progressively build on each other and this section will examine them.

Purchase funnel, also known as the buying funnel, buying cycle, sales funnel and conversion funnel (for e-commerce), is a staged process that a consumer takes in order to purchase a product or service (Jansen & Schuster, 2011, p.2). It is parallel to organisation's sales funnel which represents the producer's view on the customer buying process and is aimed at leading potential clients to a successful transaction (p.2).

Variations of purchase funnel fall into the category of the "hierarchy-of-effects" models (Batra & Keller, 2016, p.124), where hierarchy of effects is a marketing theory with the main presumption that a customer goes through a purchasing process and that process constitutes a series of steps that take place with attention, interest, desire and, finally, lead to a purchase decision (ur Rehman, Javed, Nawaz, Ahmed & Hyder, 2014, p. 301). Moreover, it asserts that the information is processed in a cognitive way and has a hierarchical order, where the first step of attracting the attention acts as a catalyst for further steps, finally leading to the last one – action (ur Rehman et al., 2014, p.302). The theory was developed in order to evaluate instant effects of advertising campaign (Cavill & Bauman,

2004, p.302) and is generally divided into three categories: cognitive responses, affective responses and behavioural responses (ur Rehman et al., 2014, p.302).

Classical example of hierarchical effects model is called AIDA, which stands for attracting Attention, maintaining Interest, creating Desire and leading to purchase Action (Figure 1). The three steps (AID) along with the hierarchy of effects theory were first introduced by E.St.E. Lewis in 1898, with the final step added later (ur Rehman et al., 2014, p.302). Over the years it has gone through changes with suggestions such as adding "Satisfaction" step by Sheldon in 1911 (Ghirvu, 2013, p. 92) and "Conviction" by Strong in 1938 (p.92).

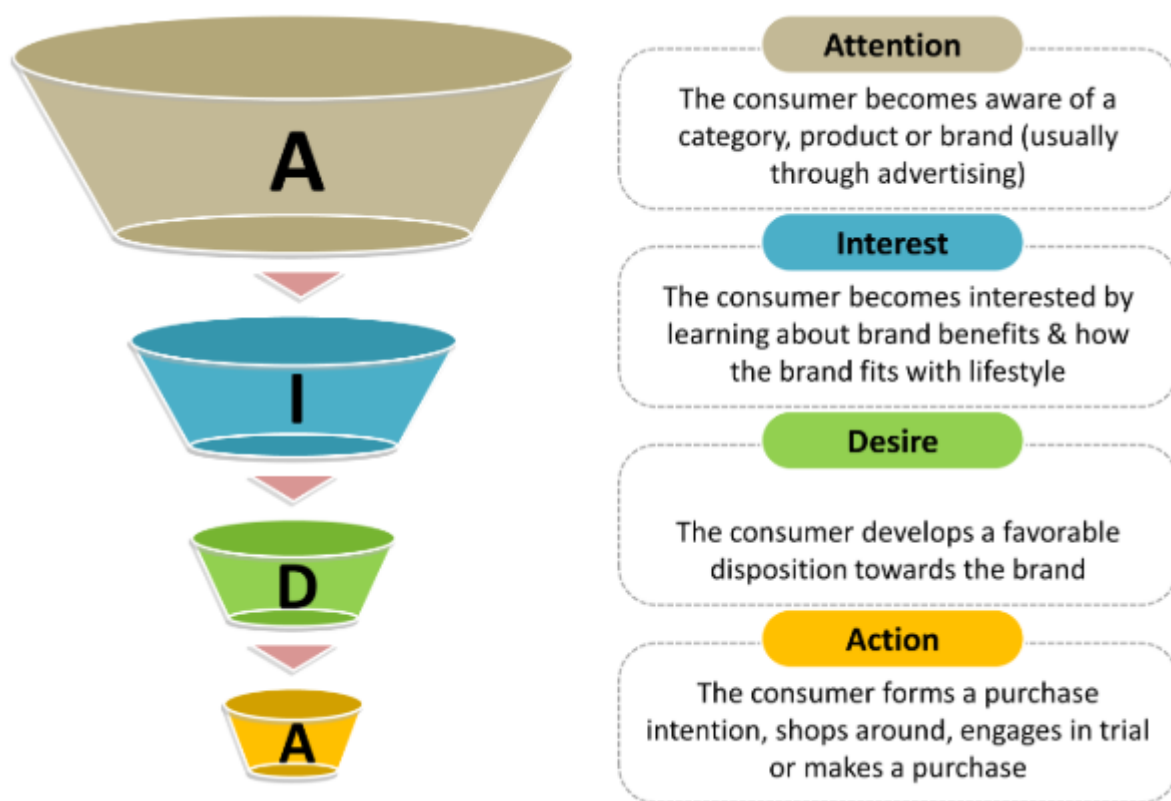
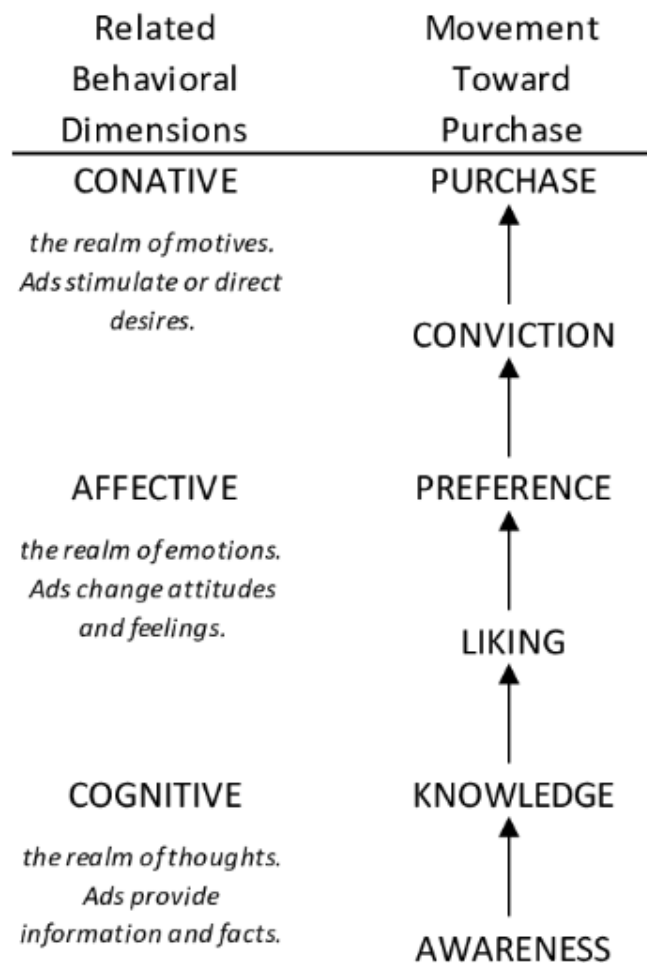


Figure 1. AIDA-model. Source: AIDA Model Template, 2019.

A more modern and complex model was proposed in 1961 by Steiner and Lavidge (Ghirvu, 2013, p.92) and expanded to six stages. Moreover, in order to explain customer's response to advertisements, they introduced cognition, affect and conation (p.92) thus connecting human psychological aspects to the hierarchy of effects (ur Rehman et al., 2014, p.303) as exemplified in Figure 2. They have also suggested, that all steps may not be equally as important, and several could be taken simultaneously (p. 303).



Model for measuring advertisement effectiveness. Adapted from "A model for predictive measurements of advertising effectiveness" by R. J., Lavidge & G. A. Steiner, 1961, Journal of Marketing, 25(6), 59-62.

Figure 2. Steiner & Lavidge model. Source: Model for Measuring Advertisement Effectiveness, 1961.

Another popular model was developed by Colley (1961) and is known as DAGMAR (Defining Advertising Goals for Measured Results) or ACCA (Awareness, Comprehension, Conviction, Action) (ur Rehman et al., 2014, p. 303). Specificity of the six-step model lies in paying attention to the first (Define Advertising Goals) and the last (Measure Advertising Results against a defined benchmark) stages. The ACCA-steps come in between definition and measurements (p.303). Colley argues that this model should be used on specifically targeted audiences, so the marketer is able to establish precise advertising objectives (Ghirvu, 2013, p. 92).

The most recent development in the field is AISDALSLove model proposed by Wijaya (2011), seen in Figure 3. The main difference between this and traditional models described above is the fact that in earlier days advertisers had relied on just a few media outlets, such as printed media, television and radio. Technological age has provided numerous new outlets where a customer is getting information about the product or service from multiple sources across different multimedia platforms. This enables

the consumer to research a product before making an actual purchase and that is why a purchase funnel becomes critical in developing best ways of reaching them (Jansen & Schuster, 2011, pp.2-3).

This new reality requires a model which would be inclusive of these developments. Seen below is a modification of the original AIDA model, proposed by Wijaya in 2012.

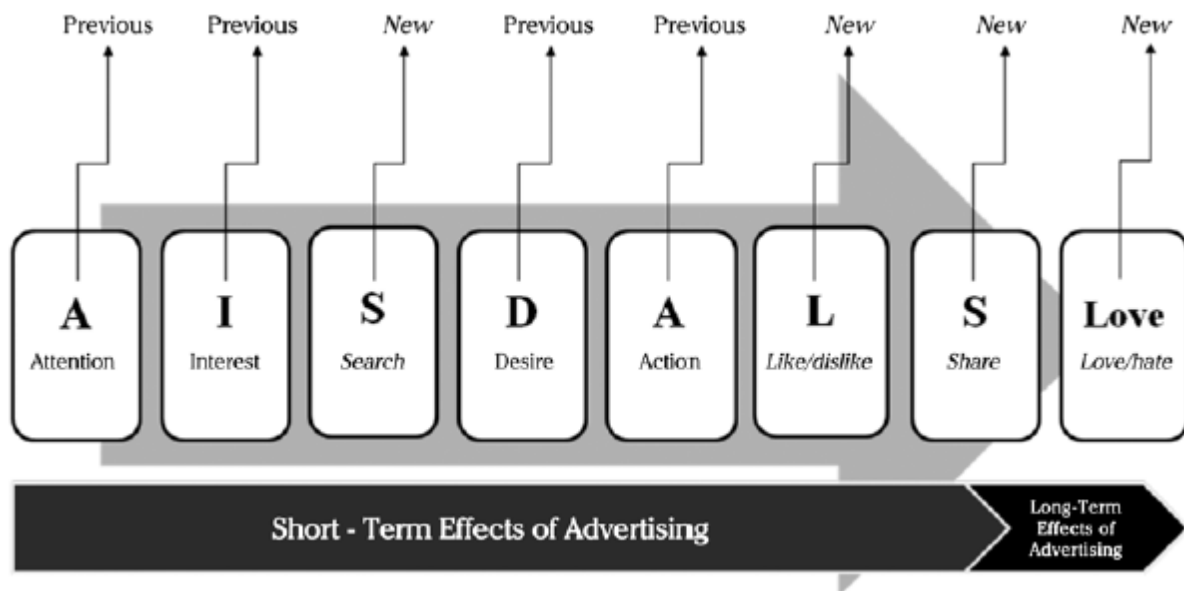


Figure 3. AISDALSLove-model. Source: Wijaya, 2012, p.80.

Wijaya divides the stages into two groups: steps “Attention” to “Like/dislike” bear short-term and steps “Share” and especially “Love/hate” bear long-term effect of advertising (Wijaya, 2012, p. 80). He sees the last two steps as representative of advertising’s changing perspective, from the *communication that sells* to *communication that creates perception [...] or certain meanings*, i.e. a brand (pp.74-75).

While Wijaya (2012) grants original AIDA elements their designated meanings (in Figure 3 marked as Previous), he elaborates on the added (New) steps further(pp.80-83):

- **Search** –assumes that consumers have become increasingly critical, thus not instantly accepting the advertisement or being compelled to make a direct purchase. Instead one would search and complete given information or stimulus with their own internal and external findings before making the decision (p. 80).
- **Like/dislike** – this stage relates to the post-purchase experience, where one forms an attitude towards the product based on the degree of satisfaction. Judgement based on the experience could be labeled as a positive disconfirmation when product exceeds expectations, negative disconfirmation in case of an inferior performance and simple confirmation if it has met expectations exactly. This stage can directly prompt the Share stage (p. 81).

- **Share** – often, people project experience information representative of a small number onto a larger population. They tend to trust their inner circle and see it as more representative of a majority than it really is, that is why WOM (word-of-mouth) communication could be so powerful. Moreover, people share their experience online, affecting other clients and that is why a brand should empower consumers by delivering experience that inspires them to share (p. 82).
- **Love/hate** – Wijaya argues that love and hate of the product by consumers constitute long term effects (p. 82). That is why marketers should especially consider gaining customer's loyalty which is not only the result of advertising effects leading up to purchase, but also good experience and brand image (p. 83).

2.2 Customer Value Proposition

In order to understand customer needs, it is important to explore relevant aspects of customer interest, such as Value Proposition. This section shall first examine the meaning of customer value proposition, then define its basic aspects and finally outline the theoretical framework relevant to this research.

Although the idea of delivering superior value to customers has been known for some time, the concept as it is currently known, was defined and developed by Lanning and Michaels (1988). They see superior value proposition as a *clear, simple statement of the benefits, both tangible and intangible, that the company will provide, along with the approximate price it will charge each customer segment for those benefits* (Golub, Henry, Forbis, Mehta, Lanning, Michaels & Ohmae, 2000). Authors identify benefits and price as customer's two basic criteria for making a product selection, with **benefits** being the ones that matter to customer and **price** standing for whatever one sees as *being paid for the product* (Lanning & Michaels, 1988, p.3). When a customer finds a **positive value** in product, i.e. *benefits which in net outweigh the price* (p.3), he then perceives it to be of superior value in comparison with competing alternatives (p.3). In short, Lanning and Michaels' elaborate that *value equals benefits minus price* (p.3).

When it comes to organisation's strategy, the assertion is following: delivery of superior value is the single most important element in providing sustainable competitive advantage that can distinguish the product, and, by extension, the business amongst its counterparts (Golub, H. et al., 2000). Further, Lanning and Michaels define two key factors that constitute the delivery of superior value (1988, pp.3-5):

- Thorough and precise choice of firm's VP, i.e. which exact benefit and at what price would be offered to the target group, and at what cost to the firm (p.3);

- Precise alignment of firm's activities in order to deliver VP, I.e. how can each element help provide or communicate the VP to the target group (p.5).

Later the two key factors have evolved into a three-step system depicted in Figure 4:

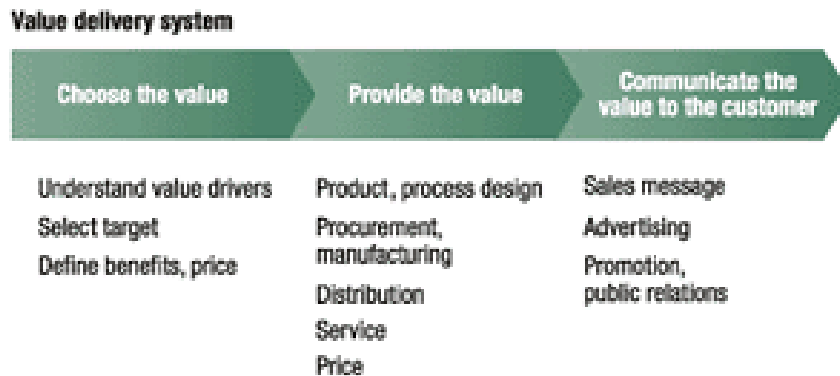


Figure 4. Value Delivery System. Source: Golub et al., 2000.

Anderson, Narus and van Rossum (2006) argue that there are three types of VP (p. 2):

1. All benefits – this approach delivers all the benefits of products and services identified by the firm to customers. It requires the least knowledge on the firm's clients and its competitors (p.2).
2. Favourable points of difference – this approach recognizes the fact that customer has alternatives and focuses on benefits that provide competitive advantage (p.3).
3. Resonating focus – Anderson et al. argue that this approach should be every firm's "gold standard" as this approach focuses on one-two specific benefits that deliver the most value to its target customer (p.3).

Along with understanding of the importance of VP came the realization that firms which not only identify the key dimensions of their VP but also systematically map and compare it with that of their counterparts, consistently outperform them (Kambil, Ginsber & Bloch, 1996, pp. 3-4). Kambil et al. define a concept of **value map** as a *relative position of different companies in an industry along the cost-performance axis* and **value frontier** as the *maximum performance currently feasible for any given cost (to the customer), and represents the different segments offered to customers* (1996, p. 4). In order to create or improve the VP company can resort to three strategies which would extend the value frontier: reduction of cost and performance (p.6), increase in cost and performance (p.7) and value enhancement without the cost increase (p.8), as depicted in Figure 5:

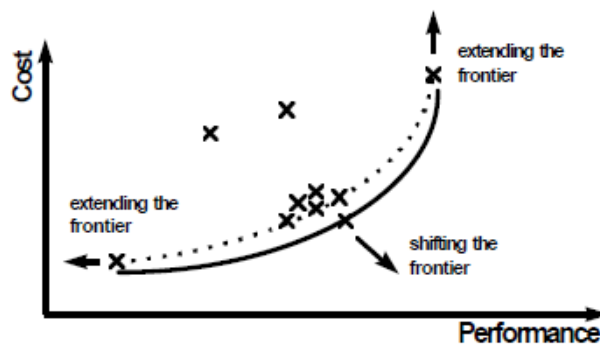


Figure 5. Value Space Map Transformation. Source: Kambil et al., 1996, p. 5.

One of the most recent developments in mapping the value proposition is the Value Proposition Canvas (VPC) developed by Osterwalder in 2014. It consists of two sides: **value map**, which describes the set of VP benefits that one designs to attract a customer, on the left, and **customer profile**, i.e. the set of customer characteristics that the firm assumes, observes and verifies in the market on the right (Figure 6) (Osterwalder, Pigneur, Bernarda & Smith, 2014, p.7). VPC gives an organisation a detailed outlook on how to create specific customer VP (Osterwalder et al., 2014, p. XVI) and is a model which is integrated into a Business Model Canvas(BMC), also designed by Osterwalder in 2004, which is a tool helping to describe how *organization creates, delivers, and captures value* (2014, p. XVI).

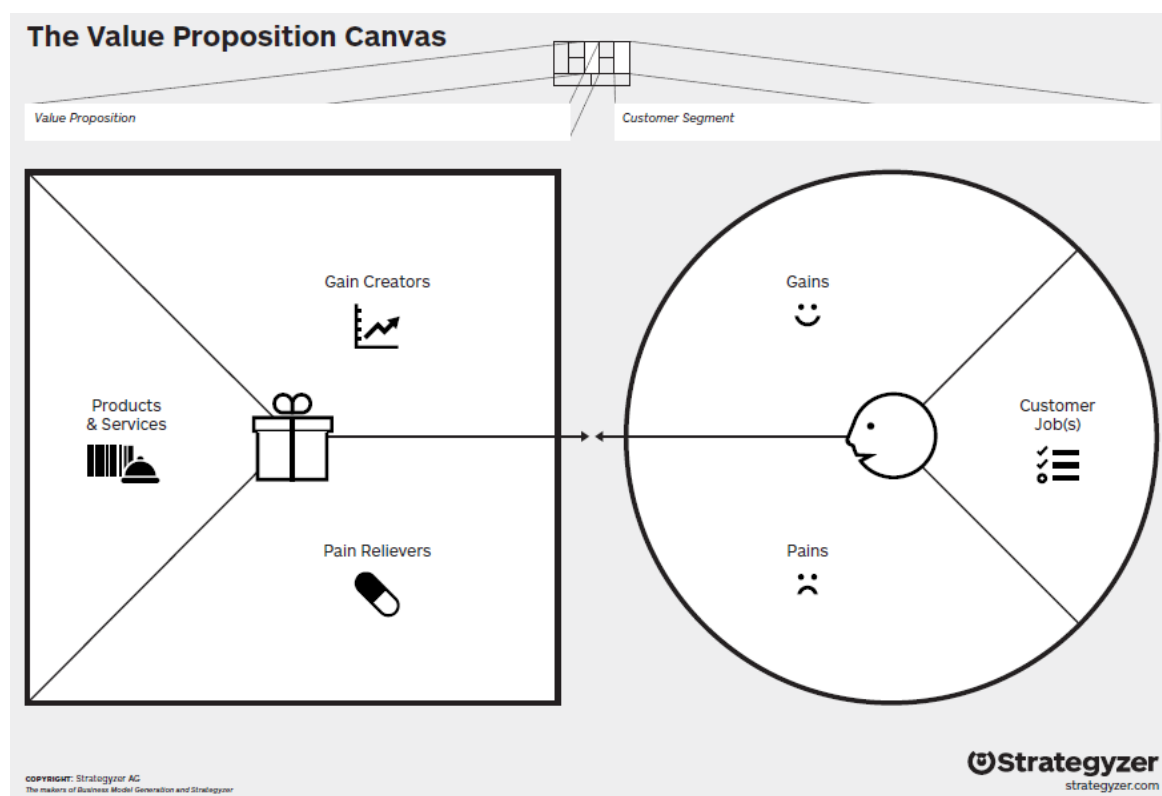


Figure6. Value Proposition Map. Source: The Value Proposition Canvas, n.d.

The model is structured in such a way as to achieve fitting pairings between maps' elements Osterwalder et al., 2014, pp. 8-9):

- Customer Gains section describes the outcomes one wants to achieve and concrete benefits they are after (p.9). Corresponding to that is Gain Creators, which focuses on how a product/service is creating gains for the client (p.8)
- Customer Jobs describes in their words what they *are trying to get done in their work and in their lives* (p.9). Product & Services, around which the VP is built,
- are listed in response to Customer Jobs (p.8).
- Finally, the Pains represents *bad outcomes, risks and obstacles* a customer may encounter in relation to Jobs (p.9). Pain Relievers focus on alleviating Customer Pains and how the firm's product/service does that (p.8).

2.3 Choice of Model

As mentioned previously, competitive advantage is what allows any organization to differentiate itself amongst the counterparts. When one is researching the amount of summer schools in Europe alone, one finds out that a lot of them have similar propositions and offerings. Moreover, practically all known summer schools could be found on the most popular website Summer Schools in Europe (<https://www.summerschoolsineurope.eu/>) which serves as an easy comparison tool, as well as the first point of information for many students. In this regard, it seems logical to consolidate summer school marketing efforts on offering the best Customer Value Proposition with an aim of recruiting as many partner university students as possible. Moreover, VPC's aim is to map out the Customer Profile (Osterwalder et al., 2014, p.22) and this is important in helping to understand the partner university student segment, which is one of this report's sub-questions.

2.4 Operationalization Table

	Variable	Definition	Questions/Statements in the survey
MARKETING STRATEGY IMPROVEMENT	Value Proposition Canvas (VPC) Customer Segment: Customer Jobs (Variable 1)	<p>Things that customer is trying to get done in work or life (Osterwalder et al., 2014, p.12), divided into 3 <u>main jobs</u> categories:</p> <p>Functional – customer tries to perform of complete specific task or problem.</p> <p>Social – how customer wants to be perceived by others.</p> <p>Personal/Emotional – customer is looking for a specific emotional state.</p> <p>There are also <u>supporting jobs</u> performed by the customer in the context of purchase and consumption:</p> <p>Buyer of Value – jobs which relate to buying value.</p> <p>Cocreator of Value – jobs related to value co-creation with the firm.</p> <p>Transferrer of Value – jobs related to VP's life cycle.</p>	<ul style="list-style-type: none"> - What was the reason or a problem that prompted you to look for the summer course? - Did your environment influence your final choice? - Did you seek to achieve any emotional benefits from the summer school experience?
	Customer Segment: Customer Pains (Variable 2)	<p>Anything that is annoying the customer before, during and after trying to get the job done (Osterwalder et al., 2014, p.14). There are 3 customer pain types:</p> <p>Undesired outcomes, problems, and characteristics – pains are functional, emotional and ancillary.</p> <p>Obstacles – prevent customer from starting the job.</p> <p>Risks (undesired potential outcomes) – things could go wrong with an important negative consequence.</p> <p><i>Pain severity</i> indicates how important or insignificant the job is for the customer and is measured from "Moderate" to "Extreme".</p>	<ul style="list-style-type: none"> - Did you have concerns that the programme would possibly not meet your expectations? - Were there any obstacles that made it harder to sign up for the programme? - Was there any factor in the programme that you thought was risky for you?

	<p>Customer Segment:</p> <p>Customer Gains (Variable 3)</p>	<p>Outcomes and benefits a customer wants (Osterwalder et al., 2014, p.16) divided into 4 types:</p> <p>Required gains – the solution wouldn't work without them.</p> <p>Expected gains – expected basic gains, without which the solution still works.</p> <p>Desired gains – gains exceeding the solution and are the ones that a customer would love to have and would come with if asked for input.</p> <p>Unexpected gains – gains beyond customer's expectations and desires.</p> <p><i>Gain relevance</i> indicates how essential the gain is to a customer and ranges from "Nice to have" to "Essential".</p>	<ul style="list-style-type: none"> - What were your expectations of the summer school? - Did your expectations match the reality? - Did you gain experiences from the school that you did not originally expect?
	<p>Value Proposition:</p> <p>Products and Services (Variable 4)</p>	<p>Enumeration of all firm's products and services on which its VP is built (Osterwalder et al., 2014, p.28):</p> <p>Physical/tangible</p> <p>Intangible</p> <p>Digital</p> <p>Financial</p> <p>It is important to understand that not all products and services have the same <i>Relevance</i> to the customer and range from "Nice to have" to "Essential".</p>	<ul style="list-style-type: none"> - Which of the following were for you the most relevant aspects of the programme: courses, social programme, travelling to a new country, university, meeting new people, programme's multinational & multicultural character, logistical support, price, partnership with your home university, study credit transfer or other?
	<p>Value Proposition:</p> <p>Pain Relievers (Variable 5)</p>	<p>Pain relievers describe how firm's products and services are able to alleviate specific customer pains before, during or after trying to complete a job. A great VP should focus on a few pains that they can relieve well, instead of focusing on all customer pains (Osterwalder et al., 2014, p.30).</p>	<ul style="list-style-type: none"> - Did attending the school resolve for you the original issues or a problem that prompted you to look for the summer course? - Did you feel that the price of a programme has matched its value?

		A firm shall differentiate between “Essential” and “Nice to have” pain relievers, as the first kind works on extreme issues, often with radical effects and create a lot of Value.	
	Value Proposition: Gain Creators (Variable 6)	<p>Gain creators outline how the firm plans producing benefits and outcomes according to customer expectations and desires. Moreover, it also puts efforts into surprising a customer with elements such as functional utility, social gains, positive emotions and cost savings.</p> <p>Similar to pain relievers, gain creators need to address a few of relevant pains plaguing the customer (Osterwalder et al., 2014, p.32). Similarly, “Essential” and “Nice to have” gain creators should be differentiated.</p>	<ul style="list-style-type: none"> - If your original needs have not been met, how could the school have improved your experience? - If your original needs have been met, how could the school have enhanced your experience even more? - Do you have suggestions on other things that could be improved and how it could be done? - Would you consider recommending the programme to your friends and peers?
	Marketing Communication Strategy (Variable 7)	<p>Interview with The Hague Summer School 2019 marketing coordinator Joey Uileman Anthonijs.</p> <p>Interview with The Hague Summer School director Deborah Mevissen.</p> <p>The Hague Summer School Initial Proposal (2013).</p>	<ul style="list-style-type: none"> - What was The Hague Summer School’s marketing strategy in 2019 and how did it align with the university’s strategy? - What were its marketing objectives and were they achieved? - What are the strategy’s strengths and weaknesses? - How does The Hague Summer School contribute to the relationship with partner universities? - What are the benefits for THUAS and partner universities?

3.0 METHODOLOGY

This research makes use of the **multiple methods** research approach, which means that it uses more than one data collection technique and analytical procedure to answer the central question – “How can the Hague summer school at the Hague University of Applied Sciences attract more partner university students?”. Multiple method approach allows for a wider scope of data collection as well as overcoming weaknesses associated with using only one data source and is widely used within business and management research (Saunders, Lewis & Thornhill, 2012, p.164). Therefore, this report has resorted to both primary and secondary research methods and this section would discuss why, how and to which sub-questions they were applied.

3.1 Primary Research

There were two primary methods of data collection which were utilized in this research, namely, semi-structured interview and a quantitative survey used for the three sub-questions below:

- What is The Hague Summer School and what are its main objectives? (4)
- What is a current summer school marketing strategy, its strengths and weaknesses? (5)
- What is the partner university student segment? (6)

3.1.1 Semi-structured interview

According to Saunders et al. (2012), **semi structured interview** is a “non-standardised” qualitative research interview, where a researcher has *a list of themes and possibly some key questions to be covered* (p. 374). This means that, although the interviewer possesses a set of questions, they do not necessarily need to be asked in a particular order and depending on the interview flow, additional questions may be asked to clarify the topic further. This method was utilized in answering sub-questions 4 and 5.

First interview was conducted with The Hague Summer School director as well as the Education, Knowledge & Communication (EK&C) THUAS service department director, Deborah Mevissen and provided data for sub-question 1. It concerned the inception, mission, vision, objectives, activities and the international aspect of the school. As there was no publicly available information on these aspects, it was important to conduct the interview and gain a wider insight on school’s primary purpose and how it interacts with THUAS. It lasted about 45 minutes and the transcript of it could be found in the Appendices section of this research (Appendix C). Moreover, this interview was helpful in developing the set of questions and a general direction for the second interview described below.

The second interview focused primarily on the marketing communication strategy of The Hague Summer School in 2019 and was conducted with its 2019 marketing coordinator Joey Uijleman Antonijs, who holds the Senior Advisor International Recruitment position at Team Marketing of the

EK&C department. This interview has provided valuable data for sub-question 2, particularly on the summer school's marketing communication strategy, its main objectives, customer segments and targeting, strategy's strengths and weaknesses as well as suggested improvements for the next year. The interview lasted about 60 minutes and derived data was useful in evaluating the theoretical models utilized in this research and provided abundance of attention points on how partner university students should ideally be targeted (Appendix E).

3.1.2 Quantitative survey

The second primary research data collection method relevant for this research is quantitative survey or a questionnaire, which is a *general term to include all methods of data collection in which each person is asked to respond to the same set of questions in a predetermined order* (Saunders et al., 2012, p. 416). Primary purpose of this questionnaire was to profile the needs and expectations of the partner university students as well as get additional relevant data from other student categories and to answer sub-question 6.

The survey was based on the variables of the Value Proposition Map (2014) developed by Alex Osterwalder and consisted of a total of 19 questions, of which 15 were an open end and 4 were multiple choice questions. Its specific objective was to reach at least 50 of The Hague Summer School alumni and inquire in depth on their experiences and upon it determine the school's VP as well as how it could be improved for dissatisfied students and enhanced for those who were satisfied. The questionnaire was *web-based* and *self-completed*, i.e. completed by respondents themselves (Saunders et al., 2012, p.419). A total of over 140 individual messages were sent to the alumni and this was done with the help of Facebook messenger, WhatsApp messenger and available student emails.

3.2 Secondary Research

Saunders et al. also differentiate between the **inductive** and **deductive** approaches to research, and this report makes use of the latter as to answer the central question, one first has to use the literature in order to identify a theoretical model, against which the collected data could be tested (2012, p.73). Inductive approach focuses on firstly collecting all possible data and then proceeding to develop the right theory (Saunders et al, p. 74). In order to answer the central question, it was important to resort to the method of desk research, i.e. to explore already existing academic sources (articles and books) in the field of marketing models as well as the organisation and marketing of summer schools.

There are four sub-questions which demanded theoretical research, and this section will dive deeper into each question respectively:

- What is an International summer school, its profile, goals, objectives, target audience and marketing approach? (1)

- What are the ways in which The Hague Summer School can convert student's interest into purchasing the course? (2)
- What is The Hague Summer School's Value Proposition for partner university students? (3)
- What marketing communication strategies can The Hague Summer School implement to raise awareness of its existence (7).

3.2.1 Literature review

In order to answer sub-question 1, this research has utilised existing works of Jeroen Torenbeek and Inez Meurs, mainly their easy-to-use manual on the organisation of an international summer schools for EAIE (European Association for International Education) Professional Development Series for International Educators (2012). As the topic of the summer school have not yet been thoroughly explored, this work serves as a theoretical and practical outline for the summer school organisation and includes recommendations on everything, including marketing. Moreover, Jeroen Torenbeek is the director of the Utrecht Summer School, which has been running successfully since 1987 and currently offers more than 200 courses in 10 disciplines (Utrecht Summer School, 2020) and has been a decades long member of the EAIE, at one time serving as a vice-president of the association. All things mentioned make him an authority on the topic and to answer the sub-question 1, his expertise could be used comfortably.

3.2.2 Theoretical model review

In order to answer sub-question 2 and 3, this research made use of the academic literature, academic review literature and online sources available on the subject of the Purchase Funnel and Value Proposition Map.

Sub-question 2 concerns Purchase Funnel and its reiterations as one of the oldest and most popular theoretical marketing models. It focuses on arousing customer's interest and a subsequent conversion of the said interest into a purchase. Purchase Funnel has been researched extensively and that is why two important pieces of academic review literature which were produced by ur Rehman et al. (2014) and Ghirvu (2013), are relevant for this project. Those two researches give an overview of how AIDA model (St Elmo Lewis, 1898) has been conceptualized and how it consequently has developed into what is now known as AISDALSLove model (Wijaya, 2012). Moreover, AISDALSLove framework is the most recent example and is relevant as it pays a lot of attention to a digital marketing presence, thus connecting classical AIDA-model with the current technological innovations.

Sub-question 3 concerns the Value Proposition, its conceptual development and subsequent evolution. The most important source of data for this model was found in the work of Lanning & Michaels (1988) as they have described what the VP is and how it is the most important source for the firm's

competitive advantage. When exploring various summer schools on the web, one may notice that a lot of them offer similar benefits, therefore it is important to explore how the firm can develop an outstanding or unique VP in order to attract more students. Moreover, important insights into the types of VP were provided by Anderson et al. (2006).

Alex Osterwalder's (2014) Value Proposition Map has been used as this research's key theoretical model and the survey questions used for the primary research were developed based on the model's variables. The book Value Proposition Design (2014) by Osterwalder et al. has been used to explain the model and how its components interact with each other. It is a recent model, however, it has been used widely, especially on the university level and as part of the Business Model Canvas (Osterwalder, 2014) framework for entrepreneurs. Osterwalder's website Strategyzer.com was used for interactive materials such as videos, articles and model templates.

Sub-question 7 concerns theoretical implementation of findings derived from answering sub-questions 1-6. Although, sub-questions 4-6 concern primary research, data derived from them will be used in the operationalisation table and will be analysed using a Value Proposition Map model described above.

3.3 Limitations

Main limitation of this research is the absence of a collective database on summer schools. In other words, the only report on summer schools in Europe which could be relevant to this research, was produced by Torenbeek and van Rest for the EAIE (2014). The absence of a database complicates the matter, however, in order to estimate the school's competitors in Europe and especially in the Netherlands, in terms of Value Proposition and general competition, a Summer Schools in Europe website (<https://www.summerschoolsineurope.eu/>) which exists since 2008 and is ran by Jeroen Torenbeek will be used.

Another limitation concerned the questionnaire. Due to the survey's specific target group of the summer school alumni, it was challenging to reach the target number of 50 as the number of students that could be addressed was limited. However, a total of 51 students were reached which would give this research a considerable amount of data with which to work.

3.4. Data Analysis

One of the focal points of this research is the collection of the quantitative data from the survey which is titled "Value Proposition of The Hague Summer School at The Hague University of Applied Sciences". The survey was placed on the Microsoft Forms platform and accounted for 51 final responses. In accordance with the European Studies Students Ethics Form, survey annotation has stated that the survey is anonymous, voluntary, results are to be used exclusively for the purpose of this research and

underlined the participant's freedom to withdraw from it at any time, if one felt uncomfortable to proceed.

Apart from questions concerning the establishment of the Hague Summer School Value Proposition (questions 4-19), for purposes of establishing a typical student profile, alumni were inquired on their gender, age group and their affiliation with The Hague summer School, i.e. to which of the proposed student groups they belonged. Overview of the survey questions 4-19 could be found in the operationalization table (section 2. 4) of this report and the full overview of questions and answers could be found in the Appendices section of this report (Appendix F).

The survey was necessary to conduct as to establish the main themes which concerned students and allowed them to elaborate on different aspects of their experiences before, during and after they have attended the summer school. The results were then carefully examined and processed in order to distinguish the responses which were most prevalent and allowed to address main points of respondents' experiences. Processed data was then used in formulating final recommendations on how to attract more partner university students, which are found in chapter 6.

4.0 RESULTS

4.1 Concept of an International Summer School

In order to understand the organisational process of the international summer school, it is important to first understand the concept of it. Jeroen Torenbeek and Inez Meurs provide theoretical basis on the subject. They have produced an easy-to-use manual on the organisation of an international summer schools for *EAIE Professional Development Series for International Educators* (2012). Moreover, Jeroen Torenbeek is the director of the Utrecht Summer School, which has been running successfully since 1987 and currently offers more than 200 courses in 10 disciplines on Bachelor, Master and PhD levels (Utrecht Summer School, 2020). Utrecht Summer School is the result of cooperation between Utrecht University, HU University of Applied Sciences and HKU University of the Arts, is the largest academic programme in the Netherlands and one of the largest and most known summer courses in Europe (Utrecht Summer School, 2020).

4.1.1 Summer School

Torenbeek and Meurs define summer school as the one that *entails a relatively short course, taken during the summer break by students mainly from other institutions and other countries* (2012, p.2). School's programme could either be directly linked to university's regular curriculum or have courses, developed specifically for the summer school (p.6). Moreover, when speaking of European summer schools, Torenbeek and Meurs distinguish between the United Kingdom and mainland Europe schools (p.8), where U.K.'s first summer school dates back to 1910 with the establishment of Oxford University summer programme and Cambridge University following suit in 1923 (p.8). Particularity of U.K.s school is the fact that it has a long-standing tradition of establishing summer courses specifically for American students and in association with American universities, all to insure academic relevance for the American programme (p.8). Contrary to U.K., mainland European summer course is a relatively new idea and instead of focusing on strictly academic side of the matter, puts great emphasis on the holiday atmosphere and a destination of the school (p.9). Moreover, mainland summer schools often reflect the host university's academic programme and is focused on attracting a variety of Bachelor and Master students from all corners of the world (p.9).

4.1.2 Reasons for Establishment

Like with any project, the establishment of the summer school should serve towards achieving the host university's objectives and Torenbeek and Meurs list main reasons to support this hypothesis.

First and most prominent reason for the summer school is to raise the host's international profile (Torenbeek & Meurs, 2012, p.12). In particular, this approach includes showcasing the host university to international students, profiling a particular department or a research group, strengthening

partnerships and alliances with other institutions and internationalisation of the academic programme (pp. 12-13).

Secondly, the university may want to use the summer school as a recruitment tool for potential students. Showcasing the university and the way courses are conducted may serve as the best promotional tool in order to recruit talented students, e.g. if a Bachelor student is looking for a Master's programme abroad, etc. Moreover, summer school may also assume a role of a preparatory course in order to fill in the necessary knowledge gap in order to proceed with the student's next study programme (Torenbeek & Meurs, 2012, pp. 13-14).

Financial situation of the university during the summer months could serve as the third and final reason for adapting the school. In this case, filling empty dorm rooms would reduce university's losses during the summer. Moreover, if marketed successfully to highest paying students, school and by extension host university may not just return the investment, but also make a profit (Torenbeek & Meurs, 2012, pp. 14-15).

Finally, some intangible benefits of the summer school include exposure of host university students to an international atmosphere and prevention of dropouts by acquiring extra study credits before the next study year. Other benefits could find shape in facilitation of a *lifelong learning* (Torenbeek & Meurs, 2012, p.16) for people in need of supplementary professional courses and stimulation of cooperation between the institutions located in the region (pp. 15-16).

4.1.3 Target Audience

Target audience of the summer school includes international and university's own students as well as broader non-academic public (Torenbeek & Meurs, n.d., p.3). Authors do not specifically mention segmented target student groups, as depending on the type of university, school's programme and its objectives, types of students a school seeks to attract would be different. However, as mentioned previously, one of the primary reasons for establishing a summer school would be to support partnership connections and balance out the exchange rate, partner university students emerge as an obvious target group (Torenbeek & Meurs, 2012, p.13). Another important target audience is home university students, as not all programmes offer a mandatory exchange semester and summer school is another opportunity to introduce native students to *internationalisation at home* (2012, p.15).

Besides the students, Torenbeek and Meurs also mention three other groups that the summer school should address: parents, international offices of universities and senior management of those institutions (2012, p.87). Latter two are especially relevant when establishing a pathway to attract more partner university students.

4.1.4 Organisational Model

Torenbeek and Meurs (2012, p.20) advice to implement a project-based approach in organising the summer school and to decide in advance on how the school will be integrated within the university. In order to come to those decisions, organisation first has to determine primary objectives it seeks to achieve through the implementation of the school and which faculties and service departments need to be involved in the organisation process. Once those decisions have been made, the school should follow one of the two organisational models proposed by the authors (pp. 20-21):

- The standalone model comprises a traditional school structure with the appointed director who is fully responsible for determining programme content, scheduling, staffing, appointing module lecturers, housing, social programmes and every other aspect of the school (pp.20-21). Clear advantage of this model is the director's freedom to determine and coordinate course's content. However, potentially disadvantageously, instead of addressing all necessary objectives, the school can be focusing on just one, thus undermining the necessity of the summer school (p.21).
- The integrated model, which incorporates the school within the university and is not a separate entity as director has little to no power in decision-making when it concerns the programme content or hiring stuff. In this case, faculties determine courses and course leaders themselves and while working under directions, still primarily represent their department. The director, however, should motivate faculties and departments on their journey and is responsible for the *end product* (p.21). In this way, each department can focus on their set goal and is contribute towards the school's objectives.

Figure 7 shows clearer distinctions between the two models:

Stand-alone model	Integrated model
Specific or limited objective(s)	Several objectives
Hierarchical tradition; direct vertical lines of management	Consensus tradition; education is managed by experts
General, introductory or skills-based courses	The full academic spectrum from Bachelor's to PhD level
Automatic uniformity and cohesion	Greater diversity in both content and form
Direct responsibility	Shared responsibility
Specific target groups	A variety of target groups possible

Figure 7. Summer School Organisational Models. Source: Torenbeek & Meurs, 2012, p.23).

4.1.5 Planning

As mentioned, summer school is quite an undertaking and should be approached as a project which requires extensive planning. Torenbeek and Meurs outline the three overlapping planning cycles, where the overlap degree depends on the organisational model (2012, p.25):

- Generation of content– during this cycle organisation should task itself with designing school's curriculum and producing courses, as the degree of this phase's completion triggers the beginning of the marketing campaign and without content there is nothing to promote.
- Production and distribution of marketing materials – this phase speaks for itself, and as soon as the number of and content of courses are outlined, marketing coordinator can focus on student segments and proceed with designing marketing communication products for each group.
- Student administration - as soon as the marketing phase starts and first students are reached, applications start to roll in. It is important to proceed with this stage as soon as possible in order to give enough students time to submit their applications in full and finalise payments, especially when it comes to applying for visa.

Authors recommend to start the planning 12 to 18 months in advance, depending on the size of the school and the number of courses (2012, p.25).

4.1.6 University Profile & Marketing

Although all steps in the organisational process are interdependent and equally important, primary focus of this research is marketing of the summer school. Torenbeek and Meurs explain that the school *is subject to exactly the same marketing requirements as any other product* (2012, p.84). However, instead of focusing purely on the profit motif, intangible benefits outlined in the

Reasons for Establishment section of this theory are just as relevant and marketing strategy should be adjusted in accordance with the school's and by extension host university's objectives.

Profile

In order to effectively promote the summer school, one has to first establish what would be the school's profile, e.g. its *character and the image it is to present to the outside world* (Torenbeek & Meurs, 2012, p.38). Authors describe the three conditions that need to be considered when creating the school profile (p. 38).

Firstly, school's profile shall be a logical expression of its objectives (Torenbeek & Meurs, 2012, p.38). Secondly, it is important to keep the school's profile consistent with the university's image, e.g. applied sciences university should highlight courses with practical approach, instead of courses with purely

theoretical research. Finally, the profile needs to be consistent with programmes and degrees that are offered, e.g. school can choose to specialize in one area or diversify in order to attract different student groups (p.38). Moreover, school may enter in partnership with other higher education institutions in the city or region which would allow the partnership to use a city name and enhance the profile, such as Utrecht Summer School, etc.

The school's image should be communicated in such a way as to create a bond with students. In other words, *our summer school must become **their** summer school* (Torenbeek & Meurs, 2012, p.84).

Marketing

In the technology age, school's website is one of the most important promotional tools, as the information on it should be concise, but detailed. It shall provide all general summer school facts (with background and history), host university information, detailed course descriptions with ECTS, country and city guides and details on accommodation, facilities and social programme (Torenbeek & Meurs, 2012, pp. 85-86). Moreover, the website should contain photos, videos, testimonials as well as school brochures and flyers available for download (p.86). Finally, in terms of administration the website should support online applications, payments, generation of Letters of Acceptance, Certificates, creation of student mailing lists and course lists for teachers.

School shall also promote itself on social media platforms such as Facebook, Instagram, Twitter and YouTube and encourage former alumni to share their experiences (Torenbeek & Meurs, 2012, p.86). Moreover, students who have applied may be interested to already meet their future classmates and a Facebook group moderated by the school's staff is a perfect way to do that.

In terms of printed media, Torenbeek and Meurs recommend designing a comprehensive brochure with introductions by director, rector or the executive board president (2012, p.84). This with the accompanying letter should be sent out to partner universities, including International Offices, to inform or remind them of the summer school existence, emphasising its role in partnerships (p.84-85). Moreover, flyers (either of the summer school or individual courses) should be designed and could be given out during international conferences, educational fairs, foreign delegation visits as well as international visits to partners (p.85). It is important to highlight such information as discounts or an opportunity for a personalised programme and could be done either in flyers or newsletters and posters (p.85).

Finally, the merchandise. Many students would want to take home a memory of the great experience that had and merchandise such as stationary items, bags, t- shirt and *customized merchandise has a very strong marketing impact* (Torenbeek & Meurs, 2012, p.89). It is a mean to spark a word-of-mouth

review, where summer school students would share their experience with potential new student. Needless to say, all marketing communication products should have a uniform and distinguishable *house style* and the message shall be constant and consistent throughout (p.88).

4.2 The Hague Summer School

4.2.1 Reasons for establishment and Marketing Objectives

The Hague Summer School is a four-week modular course which takes place each July at university's main campus. The main focus of the school lies in the area of UN Sustainable Development Goals as well as seeking solutions to global issues through cooperation between public and private sectors. Last year it hosted 73 students from 15+ countries

The Hague Summer School has first emerged in 2014 and was established as one of the supporting tools in order to realize the university's new educational vision developed in the same year. In particular, THUAS was seeking to improve and strengthen the quality of education through its institutional plan (The Hague University of Applied Sciences, 2019-b, p.13) and, for this purpose, has developed a set of strategies known as the WIN themes(The Hague University of Applied Sciences, 2019-b, pp.13-15), described below:

1. Global citizenship (*Wereldburgers*) –university incorporates this theme into its educational framework in order to help students with their personal and professional development. This theme's aim is to encourage the student to think and act by using their international and intercultural perspectives (pp.14-15)
2. Internationalisation (*Internationalisering*) – this theme primarily focuses on global citizenship. Moreover, it encourages Dutch and English proficiency as well as brings the student *broadly applicable knowledge* on current national and international issues which directly relate to student's specialisation (p.15).
3. Networking University (Netwerkhogeschool) – in order to contribute to social and economic life in the region and share the knowledge widely, university prepares its graduates to live and work in a fast-paced developing world where *long-term predictability is [...] becoming more and more elusive* (The Hague University of Applied Sciences, 2014, p.5). It achieves this goal by workings towards the creation of an open link between education, research and professional practice (The Hague University of Applied Sciences, 2019-b, p.15).

The initial proposal for the school states that its primary objective is *to strengthen the reputation of The Hague University as an international university with a clear profile* (Mevissen et al., 2013, p.7), and it does so by aligning its objectives with those of THUAS. Furthermore, Torenbeek and Meurs list raising

the profile as one of the main reasons for summer school establishment serving as a *“shop window” in which the institution’s products and services can be displayed*, allowing a student to be in an *academic microcosm* (2012, p.12). Another important reason for establishing a summer school is building stronger partnerships and alliances with other universities (p.13). This is especially relevant to this research as building a viable marketing message for partner universities and involving them more in the process is likely to promote stronger collaborations in the future THUAS endeavors as well as support existing connections, thus contributing to the Networking University goal.

Finally, explicitly international character of the school is contributing to THUAS Global Citizenship objective. School’s director has even mentioned that

School’s two marketing objectives have remained the same since it was founded (J. Uileman Anthonijs, personal communication, November 15, 2019):

- To attract a total of 100 students for the duration of THSS (four weeks);
- To have an international and interculturally diverse classroom.

4.3 Survey Results

As this research focuses on the marketing communication strategy improvements and uses Value Proposition Map model developed by Alex Osterwalder in 2014, it was important to explore the experience of The Hague Summer School former students. As mentioned in the theoretical model section of this research, VPM seeks to connect customer profile to the VP he/she seeks, wants or needs. Therefore, it was decided that the summer school alumni would be a perfect fit in order to share their experience, whether or not they were satisfied with the experience and what the school could have done to make their experience satisfactory or enhance an already good experience further. The target was set at 50 responses, with a total of 51 alumni taking the survey.

As the survey questions were strictly based on the variables proposed by the Osterwalder’s VPM model, results will be grouped according to the VPM variables, with the exception of the first three questions, which constitute the demographic profile of this survey (in brackets question number on the survey form):

Customer Jobs:

- What was the reason or a problem that prompted you to look for the summer course? (4)
- Did your environment influence your final choice? (5)
- Did you seek to achieve any emotional benefits from the summer school experience? (6)

Customer Pains:

- Did you have concerns that the programme would possibly not meet your expectations? (7)
- Were there any obstacles that made it harder to sign up for the programme? (8)
- Was there any factor in the programme that, you thought, was risky for you? (9)

Customer Gains:

- What were your expectations of the summer school? (10)
- Did your expectations match the reality? (11)
- Did you gain experiences from the school that you did not originally expect? (12)

Products and Services:

- Which of the following were for you the most relevant aspects of the programme: courses, social programme, travelling to a new country, university, meeting new people, programme's multinational & multicultural character, logistical support, price, partnership with your home university, study credit transfer or other?(13)

Pain Relievers:

- Did attending the school resolve for you the original issues or a problem that prompted you to look for the summer course? (14)
- Did you feel that the price of a programme has matched its value? (15)

Gain Creators:

- If your original needs have not been met, how could the school have improved your experience? (16)
- If your original needs have been met, how could the school have enhanced your experience even more? (17)
- Do you have suggestions on other things that could be improved and how it could be done? (18)
- Would you consider recommending the programme to your friends and peers? (19)

4.3.1 Survey Results on the demographic profile of the summer school students

QUESTION 1

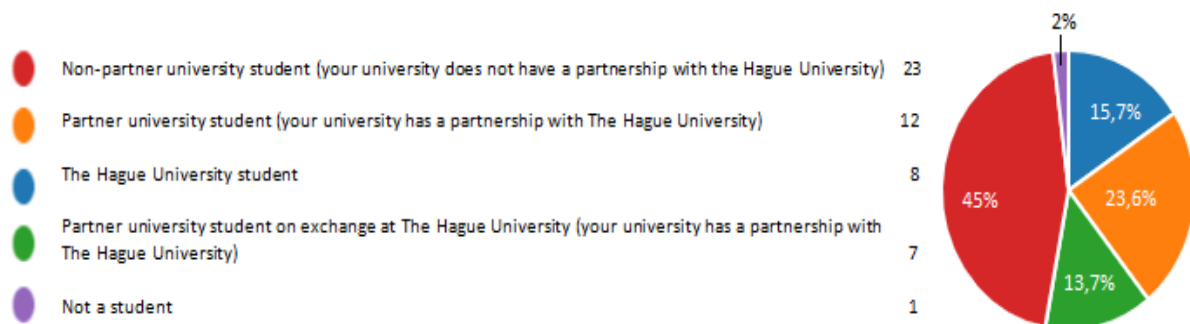
In order to establish the typical student profile respondents were asked to distinguish their sex. As a result, 38 (75%) of the respondents has identified as "Female", 12 (24%) as "Male" and one person (2%) has chosen for the "Other" option. This result shows that females are in the lead at the summer school, and this could also be seen if one was to look at the overall students lists of 2018 and 2019.

QUESTION 2

As the summer school is attended mainly by the Bachelor's degree students, it came as no surprise that the majority identified their age as being between 18-30 y.o. (47 respondents, 92%). Only 4 students chose an option of being 31-50 (8%), and there were no students over 51 y.o.

QUESTION 3

As THSS marketing is aiming to reach several target groups, of which partner university students are this research's primary focus, it is important to explore the balance between the chosen segments.



45% of the students (23 respondents) have indicated that they came from a university that doesn't have a partnership agreement with THUAS. Those are the so-called "free movers" who are searching for the summer school course on various online resources and social media.

Most interesting group for this research is the partner university student group which accounts for 23,6% of the respondents (12 students). Their universities have a partnership agreement with THUAS and, in order to promote it further, let their students know of the existence of THSS and also use it as a way to even out the imbalance in the exchange rate between the universities.

THUAS students constitute the third largest response group with 15,7% (8) of the total responses. They represent another interesting target group as they contribute to the diversity of the summer school, as THUAS student does not exclusively mean a Dutch student, but also an international student who came to study in the Netherlands from one of the other EU member state or even another continent.

Fourth largest response group, which is also an attractive group, is represented by the partner university students (7 people, 13,7 %) who already make use of the existing exchange programme with THUAS. Those students, especially the ones who come on exchange in the 2nd semester, might want to prolong their stay at the university and get extra ECTS before making their journey home.

The last group "Not a student" is represented by a single response and account for 2% of the total response rate. Those students are usually older and take the course as part of boosting their career

qualifications. They may pay for it themselves or even have the employer cover the costs, if following the course is at firm's request.

4.3.2 Survey results based on the Value Proposition Map model by Alex Osterwalder

Customer Jobs

Following section will examine responses to questions 4,5,6 as they are aimed at establishing the main problems and issues that prompted the student to look for the summer course.

QUESTION 4

This question concerns one or multiple issues or reasons which prompted the student to look for the summer school. As most of the responses included 2-3 reasons/problems that prompted them to look for the summer school, estimation of the results could best be shown with the help of the table below and is accompanied by select student quotes (respondents' original orthography is preserved).

Approximate responses N.	Type of response	Illustrative quotes from a survey
20-25 for each	<ul style="list-style-type: none"> to follow new courses to spend the summer productively to meet students from other countries as well as experience new cultures to travel to a new country to have a new experience overall 	<p>Respondent 20: "Learning more about the SDGs, as well as meeting international students and discover the Hague."</p> <p>Respondent 26: "I wanted to keep myself busy last summer, and realize it was a perfect idea to take summer courses at The Hague University of Applied Science, plus I wanted to learn other cultures and how people manage their daily lives."</p> <p>Respondent 36: "I was looking for a way to productively spend my summer. I wanted to devote my summer break in learning something new and ideally visit a country that I haven't before."</p>
5-10 for each	<ul style="list-style-type: none"> to give a boost to the resume interest in other university's perspectives on student's chosen subject to gain necessary or extra ECTS 	<p>Respondent 21: "N21 I wanted to get a few extra credits in the summer and meet new people."</p> <p>Respondent 42: "I wanted to complete a unit over summer, and I wanted to do it in another country to meet new people and be in a different learning environment."</p> <p>Respondent 51: "Understand/know more about foreign culture to enlarge my horizons experience the educational style of foreign countries which will be beneficial to my future career meet more new friends to expand my social networks."</p>
2	<ul style="list-style-type: none"> to improve English language skills 	<p>Respondent 34: "I wanted to improve my English in a multicultural environment and have valuable experience worthy of adding to my CV for the future career choice."</p>

QUESTION 5

About 30 students have stated that their environment, such as their family, friends and peers have influenced their choice, with 5 out of those 30 explicitly stating that the school was recommended by a friend who was a summer school alumnus. The rest of the respondents indicated no external or internal influences for their choice

QUESTION 6

When it came to gaining any kind of emotional benefits that students were expecting from their experience, results were clear and are represented in the graph below.



Customer Pains

Questions 7,8 and 9 focus on establishing the obstacles that a student could encounter while applying for the summer school.

QUESTION 7

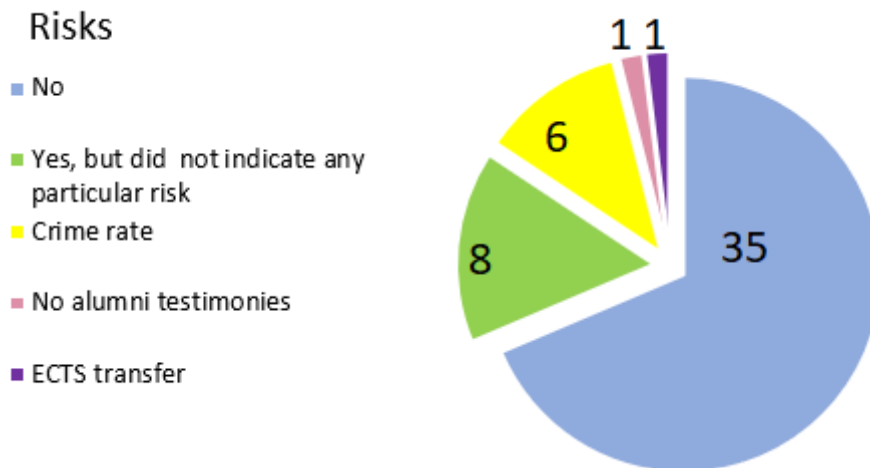
When asked of whether students had concerns of the school not meeting their expectations before the courses have started, a majority has indicated a “No” (about 25 responses). About 20 have indicated a variety of concerns over the future courses. 5 students have indicated that they had no concerns, however their feeling was that the school felt short of their expectations. 3 respondents had no concerns but stated that the courses had exceeded their expectations. The rest of students did not specifically indicate whether they had any concerns over meeting their expectations.

QUESTION 8

When it came to encountering any obstacles when signing up for the summer school, overwhelming majority of about 35 respondents indicated “No” as an answer to the question. The rest of the students

indicated that they had encountered different obstacles, such as high cost of travel and living in the Netherlands (6 people) and concerns over being able to transfer the ECTS to their home university (2 people).

QUESTION 9



When asked to indicate if there was anything about the summer programme that they found risky, 1 student each have indicated the uncertainty of ECTS transfer and absence of alumni testimonies as a risk factor. Another group had doubts over Dutch crime rate. Although, 8 respondents answered “Yes”, they did not indicate any specific risks. The majority, however, saw no risks associated with attending the school.

Customer Gains

Questions 10, 11 and 12 aim at establishing the outcomes and benefits that the student is expecting from the summer school.

QUESTION 10

When it came to their overall summer school expectations, students usually named multiple reasons, the most popular of which are stated below:

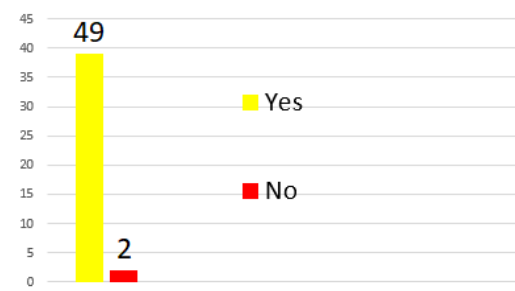
- Encountering new people and cultures as well as staying in an international environment has garnered about 30 of the total responses;
- 11 students were expecting to encounter the courses unavailable at their home university;
- 10 people were expecting to learn a lot about the Dutch culture and society;
- 9 students were looking forward to following courses from a perspective different to what they are used to;

- 8 respondents were anticipating to “broaden their horizon” as well as step out of their comfort zones;
- 7 have indicated a “nice study environment” as their expected benefit;
- 5 respondents for each indicated the expectation of having more classes and having fun during the summer school;
- 5 other respondents did not explicitly have any expectations;
- The rest of respondents ranged between the 1-3 with most popular being - gaining global experience, having more social activities, expecting courses to be challenging and improving one’s English skills.

QUESTION 11

When it came to expectations matching the reality, about 25 students indicated a strong “Yes”. Reality have considerably exceeded the positive expectations of 13 students. Unfortunately, expectations have not been fully met for 10 respondents, and 3 more had an overwhelmingly negative experience and indicated “No” for an answer.

QUESTION 12



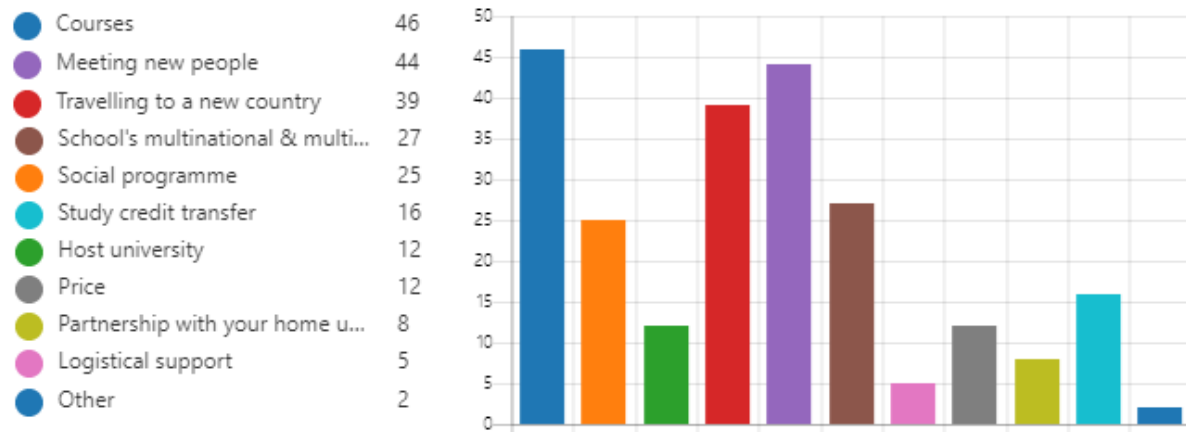
Overwhelming majority of students has indicated that they have gained at least some degree of new experience from the summer school, which they did not originally expect.

Product and Services

Question 13 focuses on the products and services that the summer school is producing and which ones of them students have found to be the most relevant.

QUESTION 13

This question was necessary to indicate which aspects of the programme students found to be the most relevant and the results are indicated in the decreasing order:



Unfortunately, none of the respondents provided details on what was the “Other” option relevant for them.

Pain Relievers

The goal of questions 14 and 15 is to establish how summer school can resolve original issues/problems that prompted the students to sign up for the school.

QUESTION 14

In terms of the summer school providing a resolution for their original issue or a problem, only 8 students indicated that the issue was not resolved, and 4 responses implied that it was resolved partly. The rest of the students have overwhelmingly indicated a successful resolution of their issue.

QUESTION 15

One of the most important indicators of a successful VP is if the customer the price to be matching the value of the product/service. In this regard, over 30 students found the price/value to be perfectly matched, with additional 3 even indicating the price for the course being too low, compared to the value that was delivered. 8 respondents saw the price/value as acceptable, however, indicating that there could be more value delivered for this price. 5 students found it difficult to answer the question, and, finally, just one person felt that the value absolutely did not match the price.

Gain Creators

Questions 16, 17, 18 and 19 focus on how the summer school can create value according to students' expectations. Moreover, the school can also choose to enhance the value by adding elements of surprise, social gains, functional utility, positive emotions and cost savings.

QUESTION 16

This question was aimed at those whose original needs were not met by the school. Students were asked for suggestions on how their needs could have been met better. In line with an overwhelming positive experience indicated by the majority of students in previous answers, the prevailing reply was along the lines of “My needs have been met” and garnered over 30 responses. However, multiple reactions have indicated calls for a better courses outline, better lecturers, more social activities, better Wi-Fi and more Dutch culture activities as the most popular suggestions for improvement.

QUESTION 17

This question was aimed at those whose original needs have been met, asking them to provide suggestions on how their experience could have been enhanced further and it seems that a lot of answers to this question are quite similar to the ones given to question 16.

Approximate number of responses	Type of response	Illustrative quotes from a survey
25	N/A	Respondent 25: “No need to enhance any experience. The school did a great job and they should keep up the good work.”
4 each	Appropriate advertising of the Human Rights module	Respondent 14: “I believe if the human rights course was advertised appropriately (towards students who had experience with international policy) I would have avoided having to switch courses. Hopefully, this could be resolved so other students would not have to undergo the same issue as I had.”
3 each	More social activities Further improvement of modules	Respondent 33: “Since I am satisfied content-wise, I think the program could be improved by adding more activities for bonding outside of lectures with more excursions, game evenings, parties and possibly cycling tours.”
2 each	More social activities related to Dutch culture	Respondent 18: “I would love to see more cultural activities, about Dutch art and history.” Respondent 4: “More discussion part in the general module”.

	<p>More room for discussion during the modules</p> <p>Improvement on the summer school organisation and communication</p> <p>More free time</p> <p>Visits to more international organisations</p>	<p>Respondent 30: "better housing experience and organization of the summer school. Such as better communication after programme completion. It took nearly 4 months after the programme before I received my transcript with fixed typo."</p> <p>Respondent 20: "I think the only thing I had complaints about was that the courses last until, if I'm not mistaken, 4 pm and I found that a bit late since everything in the Netherlands closes early in the evening so I didn't have much time to get around The Hague".</p>
--	---	---

QUESTION 18

When it came to improvement suggestions on school's overall performance, the most popular results were the following:

- Over 20 students were happy with the school as it currently is;
- Better Wi-Fi reception was suggested by 5 respondents;
- More social activities (4);
- More support with accommodation (4);
- Better advertising of THSS, as some students had hard time finding it on the web (3);
- More variety of the offered modules (3);
- More free time outside of school's programme (3);
- Improvement of existing modules (2);
- Improvement of the catering services in the 2nd period (2);
- More focus on recognising students' individual responsibilities (2);
- Suggestions on events happening around the city of The Hague (2).

QUESTION 19

When asked if students would recommend THSS to their friends and peers an overwhelming reaction was along the lines of “Yes, absolutely”. Moreover, 2 students have even indicated that they would strongly consider coming back to THSS if a new set of courses was offered. Fortunately, only 2 students have replied with a resounding “No”, indicating amongst other things the value/price mismatch. Finally, just one student was not totally sure if he would recommend the school, opting for a “Maybe”.

5.0 ANALYSIS

This chapter will focus on analysis of current Value Proposition of THSS and how it could be improved in accordance with Alex Osterwalder's Value Proposition Canvas. First section will have three sub-sections, with each sub-section dedicated to two corresponding VPC variables. Although, the model shall be used for each target group separately and this report primarily focuses on partner university students, respondents from all target groups have expressed similar grievances, therefore it seems plausible to focus on the picture as a whole, instead of distinguishing a particular group.

Second section of this chapter will explore the partner university student profile, however, as in case with the above-mentioned section, information on all available target groups shall be used.

5.1 Current THSS Value Proposition vs. Recommended VP strategy

5.1.1 Customer Jobs vs. Products & Services

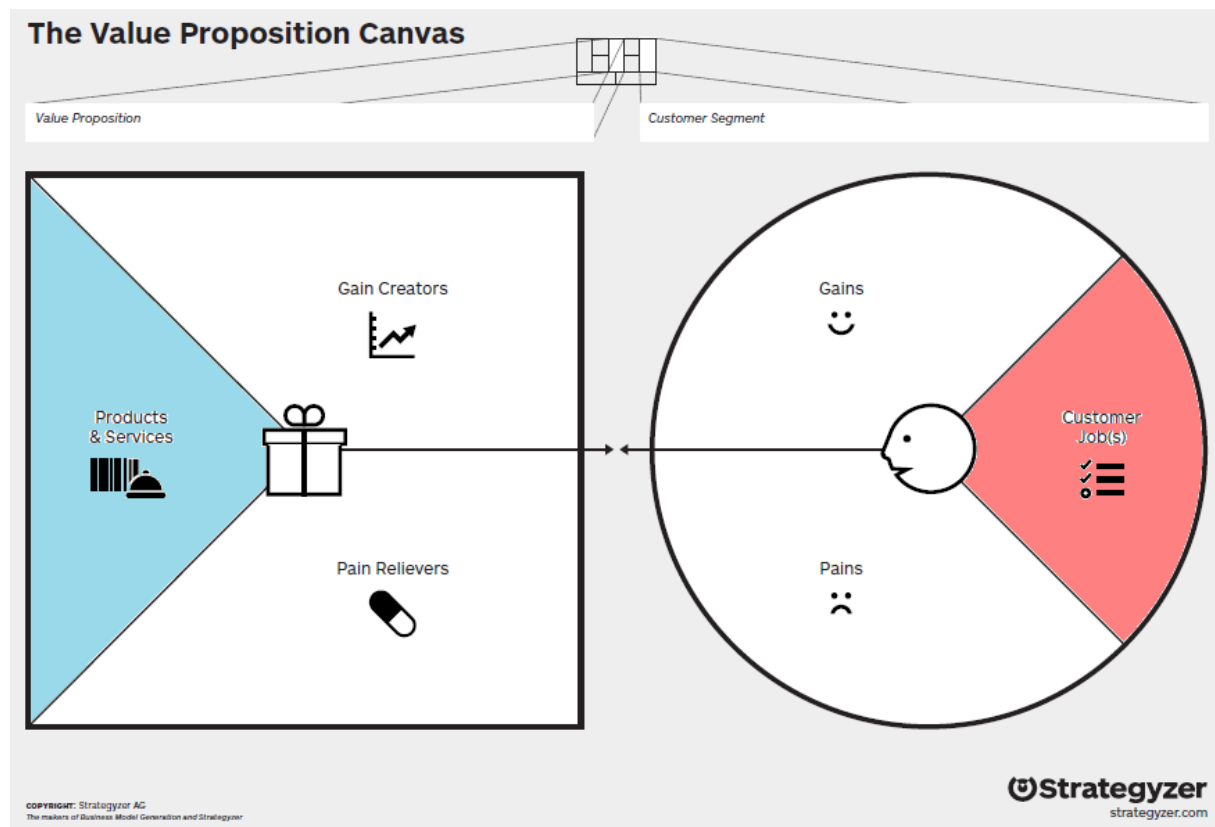


Figure 8. Value Proposition Map: Customer Jobs vs. Products & Services. Source: The Value Proposition Canvas, n.d.

5.1.1.1 Customer Jobs

Customer Jobs refer to things that a customer is trying to get done and are divided into three main categories. Functional Jobs are the ones that aim at completing specific tasks or jobs. Social Jobs are aimed at achieving how the customer wants to be perceived. Personal/Emotional Jobs have the goal of achieving a desired emotional state.

Current

Current marketing strategy does not have a specific focus on Customer Jobs, rather, it aims to reach its objectives in order to contribute to the goals of THUAS and its internationalisation policy. Students are not viewed through the prism of offering a solution to their problem. Instead, the focus of the strategy is shifted on offering equally uniform services to all and not individual solutions for each customer segment.

Recommendation

It is an interesting question, on which job types the school shall be focusing, as judging from the results students have mentioned the reasons/issues which could be assigned to all three of the categories, outlined below:

Functional – to travel to a new country, to spend the summer productively, earn necessary or extra ECTS, explore other university's perspectives on SDG and improve English language skills.

Social – to give boost to the resume in order to be more attractive for future employment.

Personal/Emotional - to have a new experience, to meet new international people and experience other cultures.

Moreover, as majority of students were seeking various emotional benefits and admitted that their environment influenced their final choice, emotionally rich experience seems like one of the main jobs a typical student would be willing to pay for. Finally, if this could be paired up with functional and social benefits that students want or need, such connection between the three should be communicated better in the promotion.

Key strategic advice: Besides underlining practical benefits of attending the course, the school shall focus more on highlighting the emotional benefits in the promotional campaign, i.e. not just promote meeting new people but why it is important in the global sense.

Marketing implementation: Communicate to potential students what it means to be a global citizen and how The Hague Summer School and THUAS sees it as their responsibility to raise such citizens. Have a section on global citizenship and how it is connected to SDG on school's website and social

media accounts. Moreover, the school can also link THUAS accounts to its posts so the students could see a university-wide approach to those issues.

5.1.1.2 Products and Services

Product and services refer to everything that an organisation currently offers to a customer on which it builds its VP, and could be physical/tangible, intangible, digital and financial.

Current

The Hague Summer School offers a number of tangible products and intangible services:

- A short modular course where a student may choose to stay two or four weeks;
- 4 ECTS for two and 8 ECTS for four weeks;
- Quick and smooth contact with THSS staff in order to resolve any issues quickly, i.e. good customer service;
- Certificate of completion.

One study period equals to 2 weeks during which a student takes one general and one elective module. In this regard a programme offers flexibility, as students can join either the first or the second period, or alternatively stay for the whole duration of the school. Upon graduation, students receive the certificate of completion and, depending on the number of periods, are awarded 4 or 8 ECTS, which could be transferred to student's home university programme. As THSS is a complex programme it requires good customer service which, although in large part standardized, at times is tasked with creating special solutions.

Recommendation

In terms of the VP results, the top five components that students have found to be most relevant and valuable are courses, meeting new people, travelling to a new country, school's multinational and multicultural character and social programme. Moreover, responses to some other questions have revealed that a lot of people were looking for an all-encompassing new experience. Although, school's website does mention things such as social activities, meeting new people, international classroom, visits to international organisation, and the city of The Hague as a unique location it falls short on tying it up together. In this regard, it is safe to say that along with communicating practical outcomes of attending the summer school, marketer should communicate the school as the whole experience and a way for the student to push the boundaries as well as experience independence.

Key strategic advice: The school shall consider how it can encourage more students to participate in a meaningful for them way, i.e. that having a new experience contributes to self-discovery, independence and opening their minds to new possibilities.

Marketing implementation: The school shall provide discounts if 2 or more students come from the same university, even if it is not in partnership with THUAS. Partner university students already enjoy a discount, but often there's only a single student coming from one university. Providing group discounts (growing exponentially depending on the amount of people) shall encourage groups of friends to travel together to a new country and have the experience together.

5.1.2 Customer Pains vs. Pain Relievers

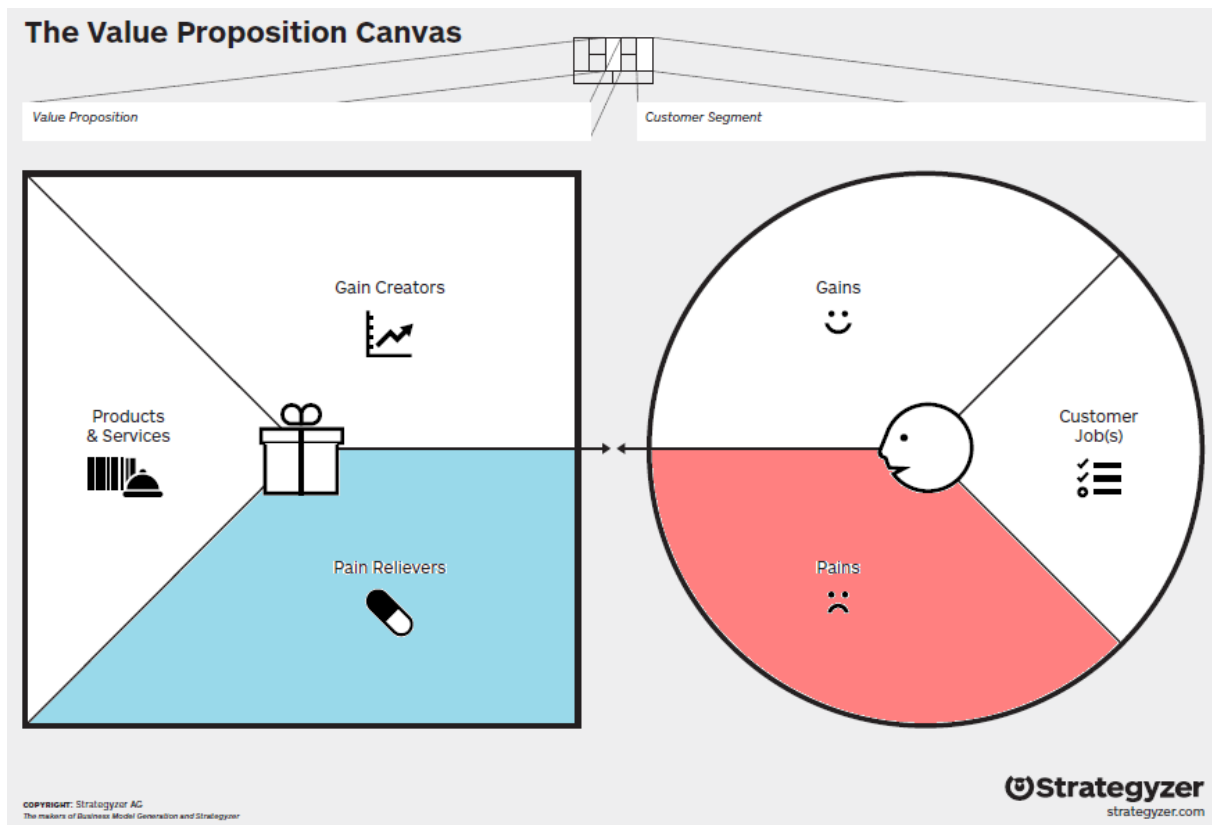


Figure 9. Value Proposition Map: Customer Pains vs. Products & Pain Relievers. Source: The Value Proposition Canvas, n.d.

5.1.2.1 Customer Pains

Customer pains refer to anything that the customer may find annoying before, during and after trying to complete the Job and are represented by the three pain categories. Undesired outcomes, problems and characteristics that could be functional, emotional and ancillary in nature. Obstacles represent things that prevent customer from starting the job and Risks pertain to things that could go wrong and result in important negative consequences.

Current

Similar to Customer Jobs, THSS does not concentrate on what pains may plague the customer, however, acknowledges some reasons why the student may choose the school. Deborah Mevissen, THSS director, has mentioned that there are students, especially from THUAS, who need ECTS to complete their study (D. Mevissen, personal communication, October 15, 2019). Price of the programme is seen as another potential student pain, that is why in order to promote the school several years ago, THSS was awarding scholarships to students from Brazil. However, as THSS is not financially viable, such extravagance is no longer possible. Another setback for the students is just two elective modules in the 2nd period against five modules in the 1st period, and this was evident in the difference of student numbers in 2019.

Recommendation

According to survey results, students have experienced much more pains than THSS has realized. Not all, but some students were concerned with the price of the programme and travel and living costs. Another recurring concern was the question of safety of the Netherlands and its crime rate. Several students also incurred obstacles when specifically looking for the school, with one respondent stating that it took her a considerable amount of time to find the school and given the fact that she was interested in courses focused on SDG, THSS should have been popping up in her social media newsfeed.

Key strategic advice: The school shall move more in the direction of a customer-centric approach, instead on focusing on just its product. Currently, the school only has a small team about 6-7 months (J. Uileman Antonijs, personal communication, November 15, 2019) pertaining to the month of July and the rest of the year no one is responsible for maintaining the social media presence, website updates or checking the inbox, so potential students see that it is active.

Marketing implementation: The school shall pay more attention to how students can find information about. Particularly, it shall invest in optimizing the key search words and tags, so The Hague Summer School appears earlier in the Google search.

5.1.2.2 Pain Relievers

Pain Relievers refer to how organisation's product and services can alleviate specific customer pains before, during and after trying to complete the job. It shall focus on trying to alleviate a few particular pains, most relevant to customer, instead of focusing on all of them.

Current

The Hague Summer School alleviates customer pains in several ways. It provides good customer support where students are catered to, however due to THSS organisation, the school's team only functions for several months pertaining to July. This presents an organisational problem where the school may miss potential applicants.

Judging from the survey results, most of the participants have not encountered any obstacles during the application process. Many people cited that it was smooth and in case of any problems the staff was there to help. Moreover, in order to inform student on basics of the summer school, in 2018 and 2019 a short but fairly comprehensive Student Guide was produced and sent to all accepted students. However, judging from the survey results, more issues should have been addressed in order to put students' minds at ease.

Recommendation

While the fee and travel costs could be an obstacle for people, perhaps the school shall consider a number of full or partial scholarships for especially gifted students. Providing scholarships could also widen the school's geographical diversity and would help in achieving both of its main goals – to reach 100 students and have an international classroom (D. Mevissen, personal communication, October 30, 2019). In order to find out about the ECTS transfer, students shall be encouraged to contact the summer school in advance.

The majority of students didn't see attending the school as risky, however some were concerned with crime rates. The Netherlands is one of the safest European countries and, perhaps, the school shall communicate that amongst other things, or can provide small statistical data on the website or in the newsletter updates sent to students. Moreover, THSS needs to consider that when people think of the Netherlands, they primarily think of Amsterdam and its liberal attitude towards such things as drugs, coffee shops, sex industry, night parties and other tourist attractions. On the other hand, the city of peace and justice, the Hague, is an administrative capital of the Netherlands and is different from Amsterdam. THSS should underline such differences, so they know that the Hague is a safe city.

Finally, it seems that about half of the students had concerns over their expectations being met when it came to courses and how they would be conducted. Perhaps, the school can make a video about several classes and how they took place, which would give potential students a better idea of what to expect.

Key strategic advice: The school shall acknowledge that uncertainties that they see as minor, are much more important to some students than the school thinks. It shall build up on their experience and

address the recurring issues, as in the survey several people expressed the desire to come again if certain issue were resolved, i.e. addition of new modules, scheduling etc.

Marketing implementation: Provide data and explain why The Hague is different from other Dutch cities and its global importance on school's website and especially social media accounts. This would give students and their parent the reassurance they need.

5.1.3 Customer Gains vs. Gain Creators

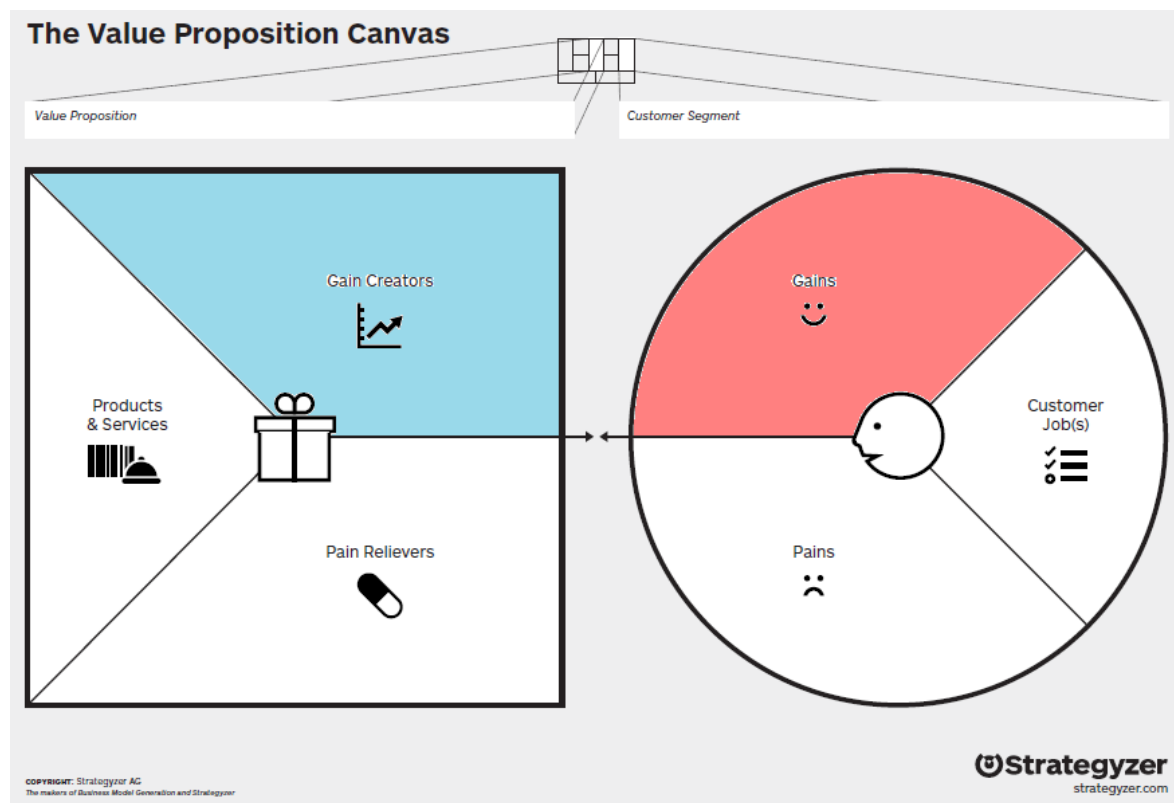


Figure 10. Value Proposition Map: Customer Gains vs. Gain Creators. Source: The Value Proposition Canvas, n.d.

5.1.3.1 Customer Gains

Customer Gains refer to the benefits that a customer wants and are divided into four categories. Gains could be required, i.e. indispensable for the solution to work; expected, without which the solution would still work; desired – gains exceeding the simple solution which the customer may want, and unexpected gains, which exceed customer's expectations.

Current

THSS primarily focuses on providing benefits to the university, thus contributing to its internationalisation and global citizenship policies. THSS does not differentiate specifically how it can

improve or enhance customer's experience in order to create a worthy gain. Customer satisfaction is important for THSS, however, issues such as dissatisfaction with the Human Rights module have been re-occurring.

Recommendation

It seems that THSS is providing a lot of value for its price. Although it is nice to have the student be pleasantly surprised with all the Gains, perhaps for the purpose of attracting more students, THSS should focus on communicating those extra benefits more clearly. Some reactions on the value enhancing were evident in the survey results and include proper advertising of the Human Rights module, more typical Dutch cultural activities, general improvement of all courses, improving the general schedule as to allow people to finish courses earlier in the day and more visits to international organisations.

Key strategic advice: In vein with the customer-centric approach school shall pay more attention on how its modules and schedules are designed. School shall consider a possibility of offering several courses for four weeks instead of two, thus allowing a student to have a more structured and fuller experience. This can also encourage more student to sign up for four weeks instead of just two and increase the income.

Marketing implementation: Although the school already provides alumni testimonies on its website, it shall also use their positive experience on social media and encourage students to use THSS related hashtags(provided by the school in advance in the email newsletter or closed Facebook group) when they post images on their social media accounts. Alternatively, school may ask students in advance to take over the school's Instagram and Facebook for a couple of days where a student can introduce her/himself and show to everyone their typical summer school day. School can also run a small competition where alumni can share their images along with summer school stories, where the winner gets The Hague University t-shirt or a hoodie.

[5.1.3.2 Gain Creators](#)

Gain Creators refer to organisation's plan on producing benefits relevant to the customer and in accordance with his/her expectations and desires.

Current

THSS provides extra benefits, which are often unexpected, but do enhance the experience:

- Accommodation on campus near the main THUAS building: 21m2 studio with own kitchen and bathroom;
- OV- chipcard, free public transport (bus and tram) travel within the Hague area (5400);

- Friday cultural activities, e.g. visits to 3 museums and the Humanity House (4 weeks) + a visit to Peace Palace for all students;
- 2 barbeques at Scheveningen beach restaurants (4 weeks);
- Icebreaker with drinks and games conducted twice, one day before the start of a new study period.
- €5 lunch voucher during weekdays (Monday-Friday) for the duration of the student's stay;
- Late morning coffee breaks with coffee, tea and an assortment of cookies during weekdays (Monday- Friday) for the duration of stay;
- Welcome gift bags with the value of about €25.
- Free Wi-Fi at THUAS main building as well as free use of building's facilities.

Recommendation

THSS is already providing a lot of extra benefits, however it does not seem to communicate all of them clearly, thus allowing the students wonder whether the programme is worth its value. Moreover, survey results have shown that there are several things that shall be changed in order to improve current VP.

Several students have complained of the elective module called Human Rights to be mis-advertised. Students explained that the description of the module and the reality of it were two different things. Such complaints also came in 2018, however, the school seems dead set on advertising the module as it is now, because it is the most popular course. THSS shall resolve the issue with the module providers or consider advertising it properly.

In 2019 there was no Wi-Fi at students' accommodations, and this was a real problem. Some students had also experienced difficulties with laundry facilities and lack of maintenance support at the accommodation. THSS shall consider addressing those problems or look for a different housing with better facilities.

Students came to expect rich social programme, however, they also were looking forward to exploring the Hague on their own and suggested providing relevant information on city events as a way to enhance their experience.

Key strategic advice: Reconsider how the Human Rights module is advertised, so students do not feel misled and compelled to switch the classes during the course. Otherwise, the module shall be changed as to match the students' expectations. It shall also expand its Student Guide so as to include more information points and resources to make it easier for students to experience The Hague and the Netherlands in their free time.

Marketing implementation: Clearly communicate all the nice extra's in the school's VP, so the students see that it is an excellent value for the price, especially by comparison with other summer schools in the Netherlands. Show them that the only extra costs they will incur would be for their free time, and the rest will be taken care of by their student fee.

5.2 Customer Profile

This section will briefly examine a typical summer school student profile based on the survey results and an interview with the marketing coordinator.

Summer school student is female, an undergraduate that follows a Bachelor level university programme and is between 18 and 30 years old. One of the summer school's requirements is for students to have completed at least the first year at their university, so the student is likely in her 2nd or 3rd year and wants to use the summer break productively to get the most out of her time at the university. Another requirement is for the student to have a good working level of English, level B2 or higher on the CEFR scale (Common European Framework of Reference for Languages). This is likely to make student comfortable in taking courses in English language as well as enable her to travel to a country, where she will be able to communicate and feel comfortable. She is more likely to feel as a part of a so-called global community, as she is someone who seeks new experiences, has an open mind and want to achieve a degree of independence.

The Netherlands consistently ranks near the top 10 richest countries in the world and with €42,020 it is the 7th country in the EU in terms of GDP per capita (Eurostat, 2020). The costs for school, travel and living expenses are high. This means, that in terms of financial stability, as she is unlikely to be making enough to finance her trip, her parents are paying and are a middle class, or for developing countries of upper-middle or even upper class. This enables her immediate family to influence her choice as they can request her to go to a school which is cheaper and closer to home.

The student is interested in SDG and is eager to explore the perspectives of others on that issue, which in turn speaks of her eagerness to become a global citizen. Her interests may lie in such issues as human rights, equality, poverty alleviation, sustainability of planet's resources as well as social enterprises. She is eager to meet new people with similar perspectives and create multicultural friendships.

6.0 CONCLUSION AND RECOMMENDATIONS

The Hague Summer School is an important part of THUAS, contributes to its core mission, vision and goals and supports its international profile. Moreover, THSS is instrumental in maintaining good relationships with university's partners and contributes to balancing out incoming and outgoing student exchange between the organisations. That is why it was important to explore the possibilities of how the school can appeal to more international, and particularly, partner university students and this ambition is expressed in this project's central question - "How can the Hague Summer School at the Hague University of Applied Sciences attract more partner university students?".

In order to answer the central question, this research has resorted to primary and secondary research methods and have analyzed the results with the help of the Value Proposition Model created by Alex Osterwalder (2014). General conclusion of the research is that The Hague Summer School needs to change its approach from product-centric to customer-centric and improve its Value Proposition in order to provide the customer with an all-encompassing unique summer school experience. This study has resulted in creating key strategic short-term and long-term recommendations, and sections below will discuss them in more detail.

6.1 Short-term recommendations

1. Create a unique experience which would incorporate functional, social and emotional benefits sought by students;
2. Pay attention more attention to the emotional benefits that students expect.

These are two recommendations which are connected to each other, therefore shall be discussed together.

It is this study's conclusion that rather than just attending courses, spending the summer productively, meeting new people and travelling to a new country, students are looking for a unique all-encompassing experience. Numbers of 2013 show that there are 268 institutions in Europe (incl. Russia and Switzerland) that offer close to 1,500 courses, of which 20 institutions are in the Netherlands (Torenbeek & van Rest, 2014, p.9). Given such extensive competition, the school already stands out by highlighting its main competitive points, such as The Hague as a historic and international city of peace and justice, access to international organizations and the city's seaside location. However, along with those attractions the school shall also bring focus on its Gain Creators described in section 5.1.3 of this report and let the students know through its marketing communication what a great price/value the school's offer is.

Moreover, judging from the results, for students, experience also means new emotions, and organization shall pay special attention to the emotional benefits the students can obtain through attending the school. Many participants mention broadening one's horizons and pushing oneself of the comfort zone, sense of fulfillment & accomplishment, sense of independence, self-growth and making emotional connections with others as the most important emotional benefits that they have expected upon signing up and the organization shall pay close attention to connecting those to its VP. That is why, school shall develop a strategy on how to tie all functional, social and emotional benefits together in its promotion. In particular, school shall encourage the students to share their experience on their social media with pre-provided hashtags and Instagram stories. Moreover, there shall be more alumni testimonies on the website and the school's social media pages, as people often seek the experience of others in order to confirm that their choice is right.

3. Maintain the summer school team throughout the whole year, instead of assembling the team 6-8 months prior to July.

In vein with moving closer towards the customer-centric approach, the school shall have at least 1 person who is responsible for handling school's interests and marketing campaign throughout the year. Several students have cited that it was hard for them to find The Hague Summer School, and as its social media accounts and the website appeared to be inactive for a while, they almost had an impression that the school was inactive. Surely, there were more who thought the same and instead moved on to apply for other institution. Torenbeek and Meurs recommend starting preparations 12-18 months before the school's start (2012, p.25). In this regard, having at least one staff member who can follow a comprehensive strategy of how the school's presence should be maintained throughout the year would yield in more applications and would allow to keep the *warm lead* with any potential applicants, resulting in more conversion (J. Uileman Antonijs, personal communication, November 15, 2019)

4. Acknowledging recurring students' complaints and improve the most important points.

Although, the school has inquired on student's experience amongst its graduates for at least past two years (2018 and 2019), so far it has failed to act on those plights. Moreover, during the analysis of this research's survey, it became evident that students had the same exact complaints that they expressed originally in the survey that the school itself has conducted. Most frequent complaints concerned the mis-advertising of the Human Right module, inferior catering during the second period, lack of Wi-Fi at the accommodation, scarce module choices (especially relevant for students who stayed for four weeks), little to no social activities concerning the Dutch culture and a rigid study schedule. In order to improve its VP, school shall listen to their customers and do the following: invest in the development

of new internal and external courses and work closely with developers to address the issues, completely re-invent the social programme which would incorporate more activities connected to Dutch culture, rethink the course schedule by making the classes shorter and more interactive and hire outside catering for the 2nd period.

6.2 Long-term recommendations

There is one recommendation which concerns the school's long-term planning, as it requires longer and more bureaucratic way of handling and working with the external course developers.

1. Revise the promotion of the Human Right course to match the expectations of students.

This point may need a long- term approach as it has proven to be a recurring issue. The Human Rights course has been the only one that has been running since the school's inception in 2014. It is an outsourced module and is developed by the SEN Foundation and is associated with the Leiden University. It is the school's most popular course, and in 2019 has ran unchanged twice. The problem of mismatch between the students' expectations and the reality of the course have emerged numerous times in the school-conducted survey, this research's survey and in private conversations with students in years 2018 and 2019. As a result, unmatched expectations led to more than 10 people switching to a different module, days into the Human Rights course, and gave room to unsatisfactory customer experience. The school shall revise its advertising strategy of the Human Rights modules, and work with SEN foundation closely to have a better understanding of what the module is and communicate its unique points to students better. School can make a short video on how the class is taking place and point out general themes of the module and how the course approaches them.

6.3 Conclusion

As mentioned in the beginning of this chapter, the general conclusion of this report is that The Hague Summer School shall adapt a more customer-centric approach and through this improve its Value Proposition that it offers to potential students. Moreover, the school shall also accentuate their attention on how it communicates the VP, not only focusing on the practical benefits of its courses but on the overall emotional experience that students expect. As the school supports the university in achieving its international ambitions as well as serves as a shop-window for potential students who may want to pursue further education within THUAS, it seems of utmost importance to maintain the balance between the expectations and reality. Although, this research focuses on primarily reaching out to partner university students, it is important that the school serves the needs of all its graduates in providing an unforgettable experience and helping them on their way to become global citizens.

REFERENCES

- AIDA Model Template. (February 26, 2019). *AIDA Model Template*. Retrieved from:
<https://yourfreetemplates.com/aida-model-template/>
- Anderson, J.C., Narus, J.A. & van Rossum, W. (March 2006). *Customer Value Propositions in Business Markets*. Harvard Business Review, pp. 1-10.
- Batra, R. & Keller, K.L. (November 2016). *Mapping the Boundaries of Marketing: What Needs to Be Known*. Journal of Marketing, Vol. 80, No. 6, AMA and MSI Special Issue of "Journal of Marketing", pp. 122-145.
- Cavill, N. & Bauman, A. (2004). *Changing the Way People Think about Health-Enhancing Physical Activity: Do Mass Media Campaigns Have a Role?* Journal of Sports Sciences, Vol. 22, pp. 771-790.
- Eurostat. (2020). *Real GDP per capita*. Eurostat Data Browser. Retrieved from:
https://ec.europa.eu/eurostat/databrowser/view/sdg_08_10/default/table?lang=en
- Ghirvu, A.I. (2013). *The Aida Model for Advergaming*. The ISV Annals of Economics and Public Administration. Vol. 13, Issues 1(17), pp. 90-98.
- Golub, H., Henry, J., Forbis, J.L., Mehta, N.T., Lanning, M.J., Michaels, E.G. & Ohmae, K. (June 2000). *Delivering value to customers*. McKinsey Quarterly. Retrieved from:
<https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/delivering-value-to-customers#>
- Jansen, B. J. & Schuster, S. (2011). *Bidding on the Buying Funnel for Sponsored Search and Keyword Advertising*. Journal of Electronic Commerce Research, Vol. 12, No 1, pp. 1-18.
- Kambil, A., Ginsber, A. & Bloch, M. (1996). *Re-Inventing Value Propositions*. Working Paper Series, Stem #IS-96-21, pp. 1-31.
- Kotler P. T. & Keller, K.L. (2009). *Marketing Management, 13th Edition*. Pearson.
- Kotler P.T. & Armstrong, G. (2010). *Principles of Marketing*. Pearson.
- Lanning, M.J., Michaels, E.G. (June 1988) *A Business is a Value Delivery System*. McKinsey Staff Paper, No 41, pp. 1-16.
- Mevissen, D., van Marle, J., de Louw, E., Lentz, H. (October 2013). *Proposal Summer School*, pp. 1-37.

Model for Measuring Advertisement Effectiveness. (1961). *Model for Measuring Advertisement Effectiveness*. Adapted from "A model for predictive measurements of advertising effectiveness" by R. J., Lavidge & G. A. Steiner, 1961, *Journal of Marketing*, 25(6), 59-62. Retrieved from: https://www.researchgate.net/figure/Model-for-measuring-advertisement-effectiveness-Adapted-from-A-model-for-predictive_fig1_337334336

Osterwalder, A., Pigneur, Y., Bernarda, G. & Smith, A. (October 2014). *Value Proposition Design*. Wiley.

Oxfam. (n.d.). *What is global Citizenship?* Oxfam Education. Retrieved from: <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

Saunders, M., Lewis, P. & Thornhill, A. (2012.). *Research Methods for Business Students*, 6th Edition. Pearson.

The Hague Summer School 2019 Student Numbers. (2019). *Internal Document*.

The Hague University of Applied Sciences. (2014). *World citizens in a learning society. The Hague University of Applied Sciences en route to 2020*. Vision document. Retrieved from: <https://www.thehagueuniversity.com/about-thuas/organisation/facts-and-documents>

The Hague University of Applied Sciences. (June, 2019-a). *2018 Annual report*. Retrieved from: <https://www.thehagueuniversity.com/about-thuas/organisation/facts-and-documents>

The Hague University of Applied Sciences. (October 2019-b). *Global Citizens En Route. Self-evaluation The Hague University of Applied Sciences*. Retrieved from THUAS Student Network.

The Value Proposition Canvas. (n.d.). *The Value Proposition Canvas*. Strategyzer.com. Retrieved from: <https://www.strategyzer.com/canvas/value-proposition-canvas>

Torenbeek, J. & Meurs, I. (n.d.). *Summer School. How to Get Started. Learning and Teaching*, D.3.8. Retrieved from: http://www.braude.ac.il/files/Summer_Schools.pdf

Torenbeek, J. & Meurs, I. (2012). *International Summer School. EAIE Professional Development Series for International Educators (No. 5)*. Amsterdam: European Association for International Education. EAIE.

Torenbeek, J. & van Rest, E. (November 2014). *Summer Schools in Europe. The Culmination of a Trend or the Start of Another?* European Association for International Education (EAIE).

How can The Hague Summer School at The Hague University of Applied Sciences attract more partner university students?

Anna Saveleva-Maksimik

ur Rehman, F., Javed, F., Nawaz, T., Ahmed, I. & Hyder, S. (December 2014). *Some Insights in the Historical Prospective of Hierarchy of Effects Model: A Short Review*. Information Management and Business Review Vol. 6, No. 6, pp. 301-308.

Utrecht Summer School. (February 7, 2020). *Official Launch of the 2020 Utrecht Summer School Programm*. Press. Retrieved from: <https://www.utrechtsummerschool.nl/about/press>

Wijaya, B. S. (2012). *The Development of Hierarchy of Effects Model in Advertising*. International Research Journal of Business Studies, Vol.5, No 1, pp. 73-85.

APPENDICES

APPENDIX A: European Studies Student Ethics Form Signed by the Student and Supervisor.



European Studies Student Ethics Form

Your name: Anna Saveleva-Maksimik

Supervisor: Agota Szabo, PhD.

Instructions:

Before completing this form you should read the APA Ethics Code (<http://www.apa.org/ethics/code/index.aspx>). If you are planning research with human subjects, you should also look at the sample consent form available in the Final Project and Dissertation Guide.

- Read section 2 that your supervisor will have to sign. Make sure that you cover all these issues in section 1.
- Complete section 1 and, if you are using human subjects, section 2, of this form, and sign it.
- Ask your project supervisor to read these sections (and the draft consent form if you have one) and ask him/her to sign the form.
- Always append this signed form as an appendix to your dissertation. This is a knock-out criterium; if not included the Final Project/Dissertation is awarded an NVD.

Section 1. Project Outline (to be completed by student)

(i) Title of Project: How can the Hague summer school at the Hague University of Applied Sciences attract more partner university students?

(ii) Aims of project:

The aim of this research is to explore and propose improvements for the current marketing communication strategy of The Hague Summer School in order to attract more partner university students in the future.

- (iii) Will you involve other people in your project – e.g. via formal or informal interviews, group discussions, questionnaires, internet surveys etc. (Note: if you are using data that has already been collected by another researcher – e.g. recordings or transcripts of conversations given to you by your supervisor, you should answer 'NO' to this question.)**

Yes ☐

If yes: you should complete the section 2 of this form.

If no: you should now sign the statement below and return the form to your supervisor. You have completed this form.

This project is not designed to include research with human subjects. I understand that I do not have ethical clearance to interview people (formally or informally) about the topic of my research, to carry out internet research (e.g. on chat rooms or discussion boards) or in any other way to use people as subjects in my research.

Student's signature _____

Date _____

Section 2 Complete this section only if you answered YES to question (iii) above.

(i) What will the participants have to do? (v. brief outline of procedure):

Two people will answer questions during a formal semi-structured interviews with 7-8 key questions for each interviewee.

At least 50 The Hague Summer School alumni will be partaking in the quantitative survey with 19 questions.

(ii) What sort of people will the participants be and how will they be recruited?

Two subject for interviews are the The Hague Summer School director and a marketing coordinator. Both are approached informally, as the student knows them personally from the time she was the school's intern (2019).

Respondents for the survey are all alumni of The Hague Summer School and will be contacted through Facebook messenger and emails obtained through the contact information lists of 2018 and 2019. As researcher is friends with many alumni, she will ask for their help informally. Other alumni will be approached with a semi-formal message asking them to take part in survey and reminding them of the researcher's role in 2018 and 2019 in order to put them at ease.

(iii) What sort of stimuli or materials will your participants be exposed to? Tick the appropriate boxes and then state what they are in the space below

<input checked="" type="checkbox"/>	Questionnaires	Survey will consist of 19 questions: 4 multiple choice and 15 open ended
<input type="checkbox"/>	Pictures	
<input type="checkbox"/>	Sounds	
<input type="checkbox"/>	Words	
<input type="checkbox"/>	Other	

(iv) Consent: Informed consent must be obtained for all participants before they take part in your project. By means of an informed consent form you should state what participants will be doing, drawing attention to anything they could conceivably object to subsequently. You should also state how they can withdraw from the study at any time and the measures you are taking to ensure the confidentiality of data. A standard informed consent form is available in the Dissertation Manual. Appendix the Informed Consent Form to your Final Project/Dissertation as well.

(vi) What procedures will you follow in order to guarantee the confidentiality of participants' data?

For the formal interviews student will provide interviewees with standard European Studies Informed Consent forms, explain the procedure and have them sign the forms.
For the survey, the purpose of the survey and the final project will be stated in the survey annotation, participants will be informed that the survey is anonymous, results will only be used for purposes of this research and that they may withdraw from the survey at any time.

Student's signature: Anna Saveleva-Maksimik

Date 07/05/2020

Supervisor's signature: Agota Szabo, PhD.

Date 08/05/2020

(if satisfied with the proposed procedures)

Informed Consent Form

Informed Consent Form

1) Research Project Title: Marketing plan to attract more full-fee-paying students for THSS

2) Project Description (1 paragraph)

The Hague Summer School has been held each July at THUAS main building since 2014 and is a summer modular programme with the duration of two or four weeks. There are different categories of students that THSS attracts, e.g. partner university students, regular (non-partner) university students, THUAS students, Schakeljaar students, etc. The category of the student primarily defines the fee that they are paying per two or four weeks. Regular non-partner students pay the full fee (€ 1750, - and €3400, - respectively). In this regard, it seems logical to develop a marketing plan in order to attract more full-fee-paying students to participate in The Hague Summer School while keeping with school's objectives.

If you agree to take part in this study please read the following statement and sign this form.

I am 16 years of age or older.

I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions.

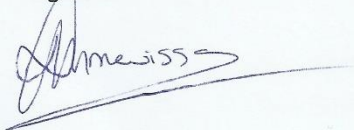
I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Name:

D. Mevissen

Signature:



Date:

30-10-2019

Student(herein S); Deborah Mevissen(herein D.)

Student: Thank you for agreeing to see me. So, I am from European Studies and my specialisation is private and, in this regard, this research has to do a little bit more with marketing plan. So, I thought, because I got so attached during my time here at the summer school and I got a little bit of knowledge about it, I thought it would be a good idea maybe to try to help out in some way. Well, in marketing activities it is all about what kind of customer you attract, so in our case it would be what kind of students we attract and I thought, out of all categories of students that summer school attracts, it would be interesting to focus to attract more full-fee-paying students to make the summer school more financially viable.

This would be basically the topic of my research: how to or what is the most effective manner to attract full-fee-paying students. But this topic, a marketing strategy used for this year, I will speak to Joey about it, but because there is no written history of the summer school, I thought you would be a perfect person to tell me more how it all started. [Deborah reads question 1 inaudibly. (QUESTION 1): The Hague Summer School first started in 2014. How did this idea appear and who was behind it? Was there a specific school policy that have called for the creation of the summer school?]

Deborah: Yes, we actually do have a lot of documents...

S: Do you mean SharePoint site or?

D: Yes, I'm not sure about the SharePoint site, but the one on the G-drive.

S: I only had access to Q-drive.

D: Yes, it was there. In the meantime, maybe I can look it up if it's still there.

S: But it is also, not that I have a lot of access to it anymore...

D: No, but maybe I could send it to you, [inaudible] 2014,15,16...

S: Wow, I've never seen that, awesome. Anyway, so you are the perfect person to ask this question.

D: Yes, we started, and I see here the proposal for the summer school actually was, I have that one also, was in May 2014. I can forward it to you now, otherwise I won't get to it.

What happened was that, as international coordinator at that time and also the team leader of International Business [note: THUAS programme] I was often going to all the fairs, the NAFSA, to visit partner universities and noticed that every time they would ask ,because also in relation to the

exchange contract, – “Do you have a summer school or other possibilities for shorter programmes than a full semester exchange?”. Because [...] dealing with partners from like Asia or Africa, even Australia, they, umm, not all the curricular of those programmes have an opportunity for going full semester exchange or it is too costly for students. And they are willing to receive our students for semester exchange, but they would like to send back for shorter periods of time.

So, that is how the idea came about. Like, we really need a summer school and a summer school that also benefits the reputation of The Hague University as very international university of applied sciences, but also at that time it was the WIN -themes, it was not even all the SDG. And it fits also with the city of The Hague. [...] So, that is basically what ended up in this proposal and in that proposal already was mentioned – “So, ok, we have that target group of exchange, so in relation to exchange you offer summer school”. But, to get it financed we also would like to not only to get it financed, but also for the reputation of The Hague University, we would like to open it up for all students, so we are also talking – free-mover students, full-paying, full-fee-paying, as you called it.

And we sort of, I had a whole Excel with scenarios what it would be like, and we thought of – first of all – 1/3, 1/3, 1/3 [note: 1/3 exchange students from partner universities; 1/3 free-movers; 1/3 THUAS students]– with the third category being our own students, who we were not allowed to ask a fee, because the fee they are already paying should include all the education but we could ask for, like the extra cost like the social programme [inaudible] and that is what we still do. Which, by the way, also is interesting, because if you would have asked me which group I’ve found most interesting to have a marketing plan for I would ‘ve actually mentioned that group, because we struggle the most with getting our own students in the summer school.

But you focus now on the fee-paying, which is fine, but if you have any suggestions, while you come across for the group of our own THUAS students and how could we attract them more, please share them as well.

S: Sure, once I’m done I will, you know, share it and everything. Absolutely.

D: So, that is how we started. We started, basically, the idea was IBMS and now IB, International Business, and European Studies together. [...] At that time, actually, Eveke was also in the first start, she helped write the proposal...

S: Ok, cool I didn’t know she was that long involved. Wow.

D: Yes, yes, yes, but then she went out of it, she wasn’t involved in actually organising it and I had people at IB doing that. Hestor was actually also involved one time. [...] So, it was positioned at the faculty of BFM at the IB programme where I was at the time a team leader and, [...] so we ran it, but it

was something for the whole of the university, so we were also getting modules from everywhere. And we noticed that while we sort of expected the 1/3, 1/3 and 1/3, in the end we had many less of our own students, but between exchange and full-paying, it is, well I think we'll have to look at it specifically, but about half/half, yes.

So, that is why we started it and also, we worked very hard at the positioning of it, that's when we first started with the global challenges and first years, we always chose one theme. So, the first one was Peace, because in... the first one in 2015...

S: The first school actually took place in 2015?

D: Let me check, I think in 2014 already. So, the proposal was May, but we were preparing it already, so it ran. Let me check, 2014 was the first one. So, we had the fifth one last year. '14, '15, '16, '17, '18... the sixth one already this summer [note: summer 2019].

S: Time flies.

D: So, let me think... So, we ran the first one in 2014. That was combined with an International Peace Conference that Joris Voorhoeve, was then a lector, and one of our former Ministers, former Minister of Defence, he organised it and he also since then has ran the Human Rights module together with the SEN foundation, his people basically.

S: Ok, so that module was since 2014?

D: Yes, that is the only module that we have that is still running ever since...

S: Every single year.

D: ...every single year. And that is also very logical because it fits so well with the positioning of The Hague, internationally, so it attracts, you know, to [...] come and study Human Rights or International Relations kind of items here in The Hague. [...] Basically, I would say, so we changed I think, for three years we had the themes, three or four years. So, we had Peace, we had Water, we had Sustainability in Cities or something, we had Peace again.

So, for years we had themes and then last year [note: 2018] we decided to, so now last two years we had run with, like, the general global challenges and SDG and they can fit in all of them. They would always fit in all of them, but then they always would link, the Business module would link to something with water or with peace. We had first couple of years Business and Peace module as well.

So, that is a small change we made in the positioning, but for the rest - it is, actually, still the same. So, the product is also still the same, which I also think makes us unique in that having an inter-disciplinary

programme in the morning and then later the specific elective. Although, you always have the challenge to carry it out well, but it does make us unique.

S: Also brings a bit of stability form year to year to know that ...

D: Yes, so the structure is the same.

S: ...the structure is set.

D: Also, the combination with a lot of visits and all those things, are actually still the same. You probably recognize them.

S: Yes, from last year.

D: In the proposal that was made from 2014 you will probably see that it is already there. And, of course, you learn from year to year to make it better. I think in marketing terms, yes, we always have a small budget, so that is an issue. [...]

S: Maybe a quick question about the budget, if I can, because it's one of my questions. So, some of the school is financed privately, some of the students who pay the full fee or a little bit reduced fee, but if there's a difference in balance – it's funded publicly, I would imagine. From public funds it comes.

(QUESTION 3): How is the school currently funded? THUAS is a public university, however summer school is funded mostly privately through student fee payments. In case there is a deficit, is it funded publicly?

D: Yes, the last year there was a budget for 50,000 [euro] for the deficit, basically. We were allowed to have a deficit between income and costs of 50,000. It has been a lot more in the years before that, in the past. But, basically that is [inaudible] that part of the public money is because otherwise we would have to send bills to all the faculties that send out students for exchange and of which the returning students [...]based on that contract are coming to the summer school , instead of the faculty of BFM or the faculty of European Studies [note: faculty M&O], and they actually receive that money. So, that is what the 50,000 are for, basically, to cover all the exchange students coming in on the exchange contracts. Well, 50,000 is a bit more than 25 or so getting in on exchange...

S: If I may ask was, actually, this goal met this year?

D: The goal for numbers?

S: Yes.

D: We made money, actually at the summer school this year, because we had quite a lot of fee-paying students with the group of...ehhh...

S: COE? American students.

D: ... COE [note: COE is a Council for Opportunity in Education, a federally funded U.S. programme] coming in. And the other thing why we made money is because we didn't have to pay for the rooms, or we had to pay a small extra fee for the rooms in the Leemanstoren [note: the student housing apartment building next to the main THUAS building], but basically that was already paid because we had to take the contracts already early in April. And new students would only come in [...] August. So, we had empty rooms that we had to pay for anyway and that wasn't billed to the summer school.

S: Ah, ok, so, that really made a difference.

D: But using that made a difference, but next year that won't be the case.

S: Ok.

D: So, we would just have to pay for the rooms.

S: Is the plan for the next year also just to stay by the Leemanstoren or not clear yet?

D: We are looking at both. And maybe also to look at a choice option, so that there is a difference in price and maybe ask more if people want to go to The Student Hotel. But we now try to figure out how much rooms the summer school [correction: The Student Hotel] has actually available.

S: Yes, because I know that one of the problems was that The Student Hotel couldn't even accommodate that many rooms [inaudible] for summer school students.

D: Yes, yes, yes, so we are trying to check now how many are available and how many we then need at Leemanstoren, but the COE people would like to go to The Student Hotel, but that's ok, that's something for

S: Later.

D: In numbers, I think, for the first two weeks we definitely met the numbers. For the second two weeks I would have liked more, but that also has to do with the fact that we only had two modules in the end.

S: Yes, it was five and then two.

D: And that we had them quite late, yes. So, there is, you know, always a marketing issue with, you know, attracting students, but there is also the issue of what kind of product are you offering. So, and when do you have the product ready.

S: And, also making it clear for students what you are offering, I guess. Because I could imagine people sign up for specific module that they, I mean, I went through Osiris, I saw what people sign up for first choice, for second choice and I think first two weeks, because it was so many choices, then it was easier for people to choose what to pick.

D: Yes, so we are trying to have more modules in the second two weeks.

S: Ok, sounds awesome. I'm moving on with my second question, but you already spoke so much also on my other questions, so that's nice. (QUESTION 2): What is the school's Mission Statement? What are school's Mission, Vision and Goals? Are they in line with THUAS Mission and Vision? You also kind of answered that, maybe you can deliberate on that a little bit more.

D: They are in line and they are very much connected to WIN-themes.

S: So, strategic partnership [correction: network university], global citizenship, internationalisation ...

D: So, global citizenship, internationalisation and networking and they all three are in there very much. And it is positioned via the SDG and the global challenges. So, it is fully in line and I need to check whether in this proposal... let me open it...where is it now... [...]

S: If you just can send it to me, I'm sure I can find it.

D: Yes, I'm checking whether your answer is there [...]. Yes, there is here what the goals are and how that is done by the summer school.

S: Awesome, that would be nice.

D: So, it is things like:

- Positioning of the summer school as a high-quality summer course with a unique and sparkling offer to link, to strengthen the reputation of The Hague University as an international university, so that is one of them.
- Promoting the THUAS profile on the key focus areas, which were at that time three and now we are moving to seven centres of expertise, but at that time there were three. So, aligning with profile.
- Building a reputation for the international classroom and the intercultural dimension [...] and face, also competition was, of course, the goal.
- Other aim is to present the university with the strong tool into realising the THUAS internationalisation policy, which we had at a time. And all student had to do an international component.

S: Real quick note. I think the WIN-themes thing was developed in 2014 as well or not? Because I was looking at Educational Vision, actually, the document and from what I understand it was also, or was it the plan from 2014 until 2020 to reach the certain goals?

D: Yes, that was the internationalisation policy, yes.

S: So, you could also say that, because of that it was more possible to start the summer school, maybe?

D: Well, we linked it to it, yes.

S: Ok.

D: It was one of the tools...

S: To raise the profile and everything else.

D: Yes, you could see here, I think, you will get enough to answer your questions.

S: Yes, that sounds like[inaudible]. All right, maybe I can ask you a couple more questions really quick. Based on... So, the objectives would be, the summer schools would be basically in the goals of the summer school.

D: Yes, these were the ones and we evaluated also a couple of years ago, compared to what we originally have intended and, of course, that was small deviations but mainly was still following these, yes.

S: Ah, ok, so, would you, yes you also basically... you're so quick you answer all my questions before I asked them!

D: It often goes that way in an interview anyways.

S: So, (QUESTION 4): Based on school's current objectives, how would you evaluate school's performance since 2014 and up until 2019? Basically, the objectives are met and it's going well?

D: Yes, I think, we never intended huge numbers, so we always intended to be a niche, not going like the Utrecht Summer School with thousands of students.

S: Yes, they had like 35 courses.

D: Yes, so that is completely different and that is not something we were aiming for. We had times where two years ago with another team leader in the team, he wanted to grow a lot and then we said: yes, let's stop at 100 students, you know, so twice 50 or another division. But, that's about the goal. We had originally in my Excel draft that I made also gone to 200 students with 100 students. But we now keep it at a 100 in total.

S: Ok, I think it's also easier logistically and makes sense.

D: So, we didn't meet that completely or we don't meet that completely yet in the second period. We did in the first, more even than 50...

S: I think it was 52 in total.

D: ...yes, but not in the second. And that has to do both with marketing, but also with that you need to be able to have the product.

S: Absolutely. Ok, so one more question. (QUESTION 5): How important is the international aspect of the school? And what I mean by that is the amount of international (non-Dutch) students and international staff? What I mean is how important is it, like, do you make it as one of the goals to try to have people from as many different countries as possible or you do not think in those terms?

D: We do try, not necessarily as many as possible, but we do have also in the marketing - you need to focus on some, like in the social media budget or online budget. But when we knew there would be many coming from the United States, we tried to get enough other students even, as well, and also make a division, so that they wouldn't all be in the same classroom. Because the programme is about learning also on intercultural elements...

S: And in an international environment.

D...and in international environment and not only with, you know, being all with all Americans, but being in the Netherlands, you know. That is not enough, so it is about the international environment.

Like I said, we actually would like more of our Dutch students to join the programme as well, so that our own students get more of the international feel but then in a simple way, at home for not a lot of costs. So, that is one. That is also one of the goals that has not been met yet, but we are always trying for the diversity, yes, as much as we can, compared to that - you also just need to get numbers in. So, that is always... But the marketing plan that would say - ok, we focus on these three countries - wouldn't work, to turn it around, yes. Because we then would basically say - it is the same as for our regular degree-seeking programmes to only have Chinese and Bulgarians in the class.

S: Or German students, a lot of German students as well.

D: Or, you know, so we always try for diversity. But yes, we also have to take into account where are the large markets.

S: That makes sense.

D: Yes, what is maybe one of the things that could be interesting also for you to look at is – we have a lot of exchange partners, we inform them about the summer school and then you see there are few that make use of the spots they have. But, there're also a few, like in Brazil, it happened a bit more that we would get a bit of full-fee- paying students from our partner universities as well, so outside of the contract. And it's easy, you already are in contact, so that helps with those universities, they know you, they can promote. But how do you really get them to put attention to that, to put effort in it and to put [...] but it is relatively easy or should be an easy target group to look at.

S: Ok.

D: And I know why it works a bit better in Brazil is because we originally had offered scholarships to some of the partner universities there. And because they then did the whole selection procedures internally for the scholarships, there was more interest and then they would tell those students - you can also go and pay. And then it was word of mouth, the staff knew about it, the students knew about it, students were coming because of the word of mouth, they would tell other students for the next year. So, I think that is why Brazil, we get relatively, over the years at least, every time a couple of fee-paying students from Brazil.

S: I think we had one this year.

D: Yes, last year we had a bit more, but, because you need to keep that alive, because students graduate and they go, you know. Another way is, of course, using the Alumni, so there are things maybe to think about.

S: The discount?

D: How can you activate alumni? Maybe even the COE alumni, because they are spread out in the whole of the United States. They might have friends who are able to pay for themselves or who still need credits and, in the States,, of course, it could be very interesting to get 8 credits for a relatively smaller price compared to what they usually have to pay for a year's study.

S: Prices there, uhm...!

D: So, this is not that expensive. So, we need to think, just as a suggestion for you and for that marketing plan to think creatively about using those groups.

S: In different group aspects, yes, of course. When this goes, this is just my main narrow focus but to get a full picture is also important to see for the other things and my question may be more refined as I research it even, you know what I mean?

D: Yes, because, can you give me an idea about what you will do in your literature study part? Or you don't have to do that for your thesis?

S: I have to, yes, well, it's mostly the... I'm going to look at value proposition, it was suggested to me that maybe, if we talk about full-fee-paying-students, they are the ones who expect, you know, service for their money more. I guess I mean everybody does, but if you pay the full price then maybe you are expecting it really to be, like, how it should be, you know. So, the value proposition, it would be...

D: But I think, be careful there in the sense of, now I'm more like the marketing teacher that I am originally.

S: That is even better, I didn't know you were.

D: Because I think, we've always seen that group that is here is very satisfied. So, yes, it is interesting to look at the value proposition, but I don't think once they have experienced that there would be an issue with the product not matching the price. There is more the issue of awareness and interest, so in the first two phases of the journey.

S: I was going to say the customer journey is the other thing I'm going to look at. The customer journey – how easy it is for them to find, to connect and to put the dots together.

D: Yes, yes, yes Interesting could also be for your literature review research to look at how can you create buzz with not a lot of money.

S: You mean like on social media?

D: Social media, word of mouth, use of alumni. You can maybe in your literature study also focus on that part of the marketing communications.[...] And the other one is account management with especially the exchange partner universities, but then for fee-paying, so, because when they go out of their or they don't have anything left in their contract, but how can you get them to interest people for the summer school without travelling around the whole world yourself.

S: Mmm, ok.

D: So, that also has to do with creating buzz, but ...

S: Yes, I understand, that makes sense, because not a large marketing budget, so you got to really approach creatively and try to see whatever ways you can who you could interest.

D: Yes, and actually, the guy from the SEN foundation, Ilya [note: Ilya Barboutev, one of the lecturers of the Human Rights & Security module], he had a lot of ideas about that, because he also suggested last year, maybe you remember that he is still in contact with, because he did it now for three years,

also Vasilis who has done it from the beginning, the still has a lot of contacts with the students who went to the Human Rights module. And, you know, one of the students after that got into a very prestigious school in the UK, because he did the summer school, you know. Those are the kind of stories also...

S: I didn't know that.

D: ...also maybe we should use a lot more. So, but that is in the question of how to create a buzz with a small budget.

S: Yes.

D: Maybe that could be a link also for your literature. I have to stop because I have a very important meeting.

S: Yes, I understand.

D: But maybe it is an idea, when you have like a draft or you stuck, then you could always come in and join my open door.

S: And when would it be?

D: Tuesday, 13:00 till 13:30.

S: Oh, that's a very narrow window to get into!

D: Yes, but at least I have at least half hour when anybody can walk in. So, if you have anything, and of course when you are ready, then we can have a separate meeting, but when you need anything, like in between – maybe that is an idea, so you don't have to make an appointment.

S: Yes, that's very helpful, thank you.

D: Let me send this thing to you. Is there anything else that you need me to add to...?

S: No, whatever you want to share. The more you want to share with me, the better.

D: Yes, I have no idea what you are looking for, let me... [...]

S: I was going to ask you one more question, maybe you can give me a very-very short answer:

(QUESTION 6): Do you see inclusive education as an important component of the summer school?

Do you think of Inclusive Education? Was it as anything in the plans or...?

D: That is a relatively new, so it wasn't from the beginning. Yes, the part on the international classroom and diversity, but not the part on, which I also don't think fits for the summer school, on that you

How can The Hague Summer School at The Hague University of Applied Sciences attract more partner university students?

Anna Saveleva-Maksimik

would offer things in different ways or really adapt to what the person needs. Because that we don't do in the summer school. It is also not made for that, that you have like different kinds of testing. So, not the educational side of it. The diversity side of it – yes. And also needs attention always, so that people are respected and safe. We had year when there was Ramadan [inaudible]

S: Yes, well, that makes sense, that answers my question.

[END OF TRANSCRIPT]

Informed Consent Form

Informed Consent Form

- 1) Research Project Title: Marketing plan to attract more full-fee-paying students for THSS
- 2) Project Description (1 paragraph)

The Hague Summer School has been held each July at THUAS main building since 2014 and is a summer modular programme with the duration of two or four weeks. There are different categories of students that THSS attracts, e.g. partner university students, regular (non-partner) university students, THUAS students, Schakeljaar students, etc. The category of the student primarily defines the fee that they are paying per two or four weeks. Regular non-partner students pay the full fee (€ 1750, - and €3400, - respectively). In this regard, it seems logical to develop a marketing plan in order to attract more full-fee-paying students to participate in The Hague Summer School while keeping with school's objectives.

If you agree to take part in this study please read the following statement and sign this form.

I am 16 years of age or older.

I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions.

I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Name: Joey Uijleman Anthonijs

Signature: [Handwritten Signature]

Date: 15/11/2015

Student(herein S); Joey Uijleman Antonijs(herein J).

Student: Good morning.

Joey: Good morning.

S: Would you like to introduce yourself?

J: Sure, my name is Joey Uijleman Antonijs. I'm one of the two senior international advisors of international recruitment here at The Hague University of Applied Sciences (herein: THUAS) and last year, and also this year, I was in charge of the marketing for The Hague Summer School (herein: THSS).

S: A quick remark! I should have said it right before you have introduced yourself. I want to just inform you that this interview, the transcription of this interview will only be used for the purposes of my research and will not be used publicly in any way, so whatever you say stays between us...

J: Good.

S: And between my two assessors.

J: Ah, that's fine and agreed.

S: I would like to tell you really quick about the purpose of this research. As you remember, I was an intern last [correction: this, 2019] year and I felt so attached to the idea of THSS. You know I spent six months there and then I started also noticing things that maybe could use some improvement and I thought, maybe it would be a good idea to research a little more into a summer school and as I am a private student I decided to focus on how to attract more of the free-movers, so called free-movers, but how I refer to them in my research as full-fee-paying-students, but we can just use the free-movers term.

J: Sure.

S: For this purpose, I thought it would be nice to ask you a couple of questions of what marketing strategies and campaigns you used last year.

J: Sure. I'm here to inform.

*S: So, basically the first question is: **What were the main marketing objectives for THSS in 2019 and were they met?** (QUESTION 1)*

J: Interesting question. Interesting for me because, to be honest I don't think I've really defined the marketing objectives in that sense. Because, the thing I've told you before, we didn't really have this initial meeting with Deborah in the sense of what the goals are. Rather than [that] I've heard that she was aiming for a hundred students in total. So, I thought: "Wow, that's challenging!", knowing about the 30 or 40 we had the year before! So, I honestly always said and thought that was unrealistic, the total goal of a hundred students with the same amount of people in the team and maybe even less budget than the year before. Challenging, but we worked together very well, I think so. Then we worked trying to get to that number and what I said to myself, as one of the marketing goals is that I really wanted to aim for a nice mix of nationalities and have that translated from what we have of the strategy of THUAS international marketing strategy – to have that at least also translate here for THSS. If that makes sense.

S: You mean, in line with the WIN-themes?

J: Not so much, but also. I'll talk about that because that's another thing that we have specific university marketing goals and a marketing strategy, and I wanted to align to that strategy as well. Not so much go a different route specifically for summer school but what I really wanted, and I know it makes sense for the summer school is a nice mix of nationalities that we also have here regular students-wise. And I thought for the summer school, you know, let's aim for that - a nice mix of nationalities, rather than already looking at the specific, and we'll talk about it later, marketing groups or the groups of students we diversify in. So, in brief and you have to stop me sometimes because I, brief is not my strong point, a nice mix of nationalities, hoping to get to the number of 100 or another, already knowing at the back of my head how unrealistic that was, but let's see if ...

S: It was achieved more or less in the first period.

J: It was achieved, at one point we had like 85 that was at one point that I was counting and, luckily. I could count double those people who came for two periods etc. So when it was 85 I was totally amazed by that, even if it's less 70 to 60 - still good numbers with the time that we have[correction: had], well you know, people that we had, money that we didn't have. You know it was challenging, in the end I think we could've, we are very satisfied with the number and nice mix of nationalities that came. I counted them, there were 19 if I'm not mistaken.

S: I think, also because I am not 100% aware of the marketing campaign, so you will tell me about it more, but just purely on the amount of work that was put it – I think it's a nice amount of people that came in, you know...

J: I think so too.

S: ...considering the fact how many people, such a small group that worked on it.

J: Such a small group on a relatively short notice on a relatively small budget compared to other, you know, competitors if you will, so I think in the end we did well. Let's see this year.

S: So, very broadly we can define objectives as a mix of nationalities and trying to get to a 100 for the whole [school].

J: Yes, that is what I was working from and you know, and I think we've already got suggestions for this year. Would be nice to sit with the group or at least with Deborah in charge, what we know or what are the goals [inaudible] for the summer school this year". And I can still, if I still will be in charge of the marketing, probably am [inaudible] what are these...that's probably not going to change what's then the wishes for the summer school for me to work towards.

S: Ok, you spoke about it a little bit, but we can still ...

J: The general...

S: ...the general marketing approach used by THSS. (QUESTION 2)

J: The general marketing approach is not so much different I would say in a way from the overall marketing strategy that we have [inaudible] for The Hague University's regular marketing, three strategies.

S: Would you maybe... Oh I'm sorry you were about to describe them, I'm sorry, didn't mean to...

J: That's ok! Three strategies there: we have a Content strategy, we have, let me think, Country marketing strategy I'm responsible for and there's one other strategy that I can't think of...It'll come to me.

S: Content would be...?

J: With the Content team and that's something[inaudible]...

S: Content, meaning putting out more content on social media and the website?

J: Yes, also. Internally, externally. We have a whole Content Team now of I don't know how many people. My colleagues really focus on content – internal communications, external communications, to put content out, because that's so important for all target groups and specifically potential students. So, for them and with that, we already started working for summer school with colleagues there...

S: I definitely noticed that as well.

J: Yes, this year and in coming years we need to do social media and internal communications for internal audiences; externally – Facebook, Instagram as you know, newsletters that we did.

S: You know, a real quick funny thing – I’m still logged in as Summer School on Instagram, I just have it because I don’t have my own, I just have for that purpose really on my phone and still once in a while couple people “Like” summer school, like every week couple people, but...

J: Still...

S: ...it’s almost December you know but people are looking so it’s working somehow.

J: People are looking and its working, but on the other hand we already should have somebody, a new you, being active there because one of the suggestions was and I agree that you know we shouldn’t stop marketing communications for couple of months and then restart again in January. Actually, we should be doing this the whole year round...

S: Obviously.

J: ...which we aren’t but we should. And the country marketing strategy that we have, Joe and I responsible for, we define countries in there and what to do, specific means – too much details to go into that, but specific means in what to do in those countries : Bulgaria - what do we do there; Latvia - what do we do there.

S: How many counties do you focus on?

J: 20 plus.

S: Is it mostly European Union or...?

J: Mostly, yes. Well, there was a focus on Easter European countries and Central European countries. Now we still have them, but there’s also strong focus now on Southern European countries because we see a huge influx of students there and there’s a lot of market potential there. So, what we’ve done is looking at specific countries and what I thought – ok, nice mix we want for summer school, where are their markets, how would I know where their markets, who do I work with and what are we going to do looking at the marketing strategies and I was just thinking – online, online and online because I knew that competitors were doing that, I knew that for the regular marketing that worked. But then I thought - who to work with? What I spent a lot of time on, was a huge company suggested by my peers to, at least, investigate and I was working with them for a couple of weeks or maybe months even and they came up with proposals. Long story short, we didn’t work with them in the end, so expensive, for the campaigns that I want to do. But luckily, I found other companies also, I can name them – the Study Portals that we worked with, Net Profiler that we’ve already worked with, that produced...

S: Summer Schools in Europe.

J: ...Summer Schools in Europe, that produced also, but the other two previous ones that I mentioned we worked with for the regular marketing – that worked. And they could also provide me with specific suggestions marketing communication-wise for summer school. They had summer school pages, they knew about what the audience is, they knew about my target countries that I specified also for the campaigns for summer school. And they knew what to do then in those countries. And Summer Schools in Europe for me of course is new because in regular marketing we were not on there, but I had great suggestions from [...] the colleagues, that something that we've heard back from previous students, actually students who came, that they've found us through a particular portal and what I changed in that approach was to be more active there. We only had a listing there; I think we were there in previous years just named as a programme.

S: But there was no paid listing like this year.

J: There was not a paid listing and we decided as we already knew that students are coming from there, invest a little bit more there. And we did. Strangely enough, just looking at Google Analytics report and I do that a lot for the regular marketing, they [SSIE] didn't show up as much as all the others that we did work with. I discussed this with them, like "Are you lacking in your results?". But it probably had to do with how we were measuring, in the sense that, if they were not [inaudible] successful. To be honest, when the students were here, I did not really investigate how did they find us and where did they come from.

S: The only way, well, not the only way, but I guess the easiest way would be to go through Osiris registrations per person and see...

J: Yes, I could see what they answered there.

S: But I remember there was a bunch [of people] with Study Portals and stuff, but then I'm thinking also a lot of times people would just write something like "Oh, Internet, this and that" ...

J: Sure.

S:...it could be also any of them.

J: And also, you know, as a tip to myself, as a reminder, Summer Schools in Europe, of course, it must work. It is one of the most visited web pages for the particular product, Summer Schools, and if I look at investments - that's one of the least expensive ways to market. So, I would definitely also use that again and maybe do a little bit more there. Granted, not knowing what the budget is yet, if we are going to have any, so, are we going [inaudible]. Let's see how it works out that but if ...

S: I hear your enthusiasm.

J: No, if I'm going to work at this again, at least get the same results and then hopefully even better.
But I'm...

S: And the third strategy is, that you [...] to the university?

J: Country, Content and I cannot believe it. Is it quality, now? At the end of this interview I will know.
Was it the three C's?

S: When it pops up, just you know – blurb it out.

[...]

S: But in general, what we can summarise, you say that you basically try to align it with the...

J: To align as much as possible, so specifically country marketing strategy, to do the content stories out there and see what works for summer schools and have a good, I think, and we'll talk about that a little bit later, external audience strategy and internal one. Because, still and how it was also with you I think, a very vital group is the internal audience as well as, what was it called, I think partner universities students. because I know and your research is about free-movers, full-paying-fee-ones, the seventeen hundred, right? But what else I saw in the results, the biggest group probably came from our external or exchange partner university students who, If I'm not mistaken only pay 100 euros less.

S: You mean a hundred? You mean reduced fee?

J: I mean 1,650.

S: Yes, they get 100 Euro discount. That's from partners.

J: Yes from partner universities and I was thinking, looking at the results, that if that's only a hundred euro difference and we got so much more out of that 46-50 students, why would we, but that's also a question for me and for you, wouldn't another strategy be – let's focus on that particular group as well or even more? Because, we see the results are also coming in from them – easier to target cause [...] we know where they are. And we did with newsletters, emails to all our partner universities and they produced. And they virtually bring in exactly the amount of money as full-fee-paying-students. Would an advertising there, I think the investment and time, it's more time-consuming and money-wise also investing, than focusing on that [full-fee-paying-students]. So, I think the strategy for exchange partner institutions and audiences there is also not a bad idea. Which we also did newsletters but maybe investigate there a little bit more, because maybe the gain at the end would be from that particular group, and not even from the group that we think of [...]. But that's something that popped

in like, wow that's also a big group of students coming in and they pay as well a good amount, just a hundred Euro difference.

S: Exactly.

J: So, online, that worked for them and of course we promoted though, well our agencies know about it [THSS], [agencies] that we work with when we go abroad. There's a section on summer school in the magazine that we use.

S: Agencies as the ones that provide regular students?

J: Yes, we even have, not an agreement with them, but if they do recruit students for us - we reward them with a fee for that. It's difficult for them though, because it's such a niche programme and their group of students is usually is a group of high school students who are almost ready and graduating and then coming to us, as you know. And at least they have to spend or finish the first year at university to become a summer school student. [inaudible] that didn't work until now, but at least they should know about the fact that we have summer school, you know, as a university, so I always take them into account as well.

S: Makes sense.

J: Makes sense. And contents, I'm just thinking of the contents strategy to put out what we did with the newsletters, you did, actually. Internally...is maybe even I would say equally as important and maybe even more important to get it out here, so people at least know that we have a summer school. They are internal audiences, our colleagues, our students, can become a part of it but also promote the fact that we have this summer school. [...] 17 minutes already – two questions I answered! Too much, I know.

S: Into which customer groups does THSS segment its customers? (QUESTION 3)

J: Isn't it basically all the groups that we defined?

S: Yes, the free movers, partner university...

J: Partner university, waiver exchange ones, actually, who pay 800 Euros?

S: Yes, they paid 8 for one [period].

J: Were those our strategic partner universities or just ones we decided to give, oh wait...

S: I will be honest with you I do not know, I tried to find it, but I couldn't, but it could be that it's that. I know Yonsei they also paid 800 Euro, 2 students from Yonsei, from Korea.

J: Korea, yes.

S: And the thing was there that our students go on exchange, but their students don't come on exchange for a semester like ours do. And so, this was a way to balance it out at least with Yonsei University, I don't know if it's the same with Xian Jiaotong.

J: Might be [inaudible], but I also think that our strategic partner universities that we do have [inaudible] are being taken into account here and I do think that ...

S: I know its six now, but I do not know the names, so...

J: No, no, no. For them we do have a specific strategy, meaning they paid us because they are our special partners and so we always have students from them.

S: I want to investigate more on that as well to know more.

J: And, of course, internally what I discussed with you and I think is an important audience is our current international student here, regulars and exchange. Why not prolong your stay if you are on exchange by two or four weeks? Why not, as a regular student, join this as well, international or national, also the ones who still need credits! You know it's still credits that they get for what content-wise is a good programme, interesting programme. So, we had three, if I'm not mistaken. Current something...

S: You mean exchange, the internal?

J: Yes, or the ones that are on exchange.

S: There was one exchange I'm pretty sure.

J: One exchange and maybe, I had it in my notes...

S: Or there were I want to say two, but I'm not sure at this point. We had at least one girl who also studies here.

J: I think she was from Lithuania, if I'm not mistaken.

S: No, she was not from..., she went somewhere else to university in the Netherlands.

J: Oh, but you know all these international and national students, I think we should be able to get more out of, but that's just my thought and my opinion, with all these student here, that's a great programme pricewise for them.

S: Out of 26,000 students, I saw the numbers that it's maybe about 2,000 international students.

J: Well, you know it's about 12-13%, so, we have 3,000 something international students, but you also have Master students and for them, I highly doubt that, because you know, all the professional students, if it's for them, if it's interesting – maybe. Maybe it is. So, indeed, if you think 26,000 students, ok, international 3,000, you should be able to get a good percentage of them.

S: Yes, that's at least 10% like you said 12-13%. There should be more people who would like to stay for the summer school as well.

J: But having our specific [...] strategy for internal, I think in general we did very well, also with the means that we have. What was that thing called, that you...?

S: Netcasting [correction: Narrowcasting].

J: Was it netcasting? Something casting.

S: Net, it was net, I want to say it was netcasting, but I don't remember.

J: No, but something casting, the thing we did...

S: The thing on the screens and stuff like that.

J: Right. I think that was brilliant that we got to do posters that we did, online, of course, H/News we did articles, but being there, presence in cafeteria, restaurant, at the faculties you did posters as much as possible.

S: On student network as well.

J: Yes, yes, that's how you came if I remember it correctly, you saw something...

S: Last year [2018] yes and there was no... Like, this year we had student buddies, for example, just going to throw this in, I mean because I was a student buddy last year. We had six maybe ES students because it was tied up their Living & Working in Europe [LWE] credits that they had to get to complete the first year.

J: Ok.

S: So, they just appeared just like that, you know. And when I saw an ad I wasn't even interested in credits that much but I wanted to do already, you know, because I knew it was going to be like an ES-Intro week but more fun and like I got to go to so many places you know. Anybody who is not using that opportunity...

J: No, it's a great opportunity!

S: ...and if you are a student, if you are actually even taking courses and you just pay a small amount of money and you are able to do so many more things.

J: So, let's focus on them as well.

S: On internal students, obviously.

J: So, that , internal and external , I say – specific strategies for them and what I said, let's try at least , in my humble opinion, I don't know what they think about having the focus also on our partner universities as they pay and the students from that particular group. To sum up in a nutshell, [...] how are those customer groups, how in various ways...**Joey is reading QUESTION 4 silently: How were those customer groups targeted? Free movers (full-fee-paying students) are particularly of interest?**

If I look at... with StudyPortals, their suggestion was and that worked – e-mailing [inaudible] to interested summer school students internationally and nationally. Banners we did with them, and it resulted actually as you know, if I look at Google Analytics, they, usually if I talk about StudyPortals number – 1st or 2nd place always. With, at least traffic-wise from their pages, who looked at them and then looked at our pages, we just Google Analytic them. I saw the results and we know when we talked to the students that also came via this means. It's a big investing [correction: investment]. [...] Anyway, good results from that one. With the StudyPortals I liked that it's targeted so we come up with a list of 20 target countries that I provided, that are interesting for summer school and let's go from that. And what I liked with them, they gave feedback regularly and reporting that, for example, they are very flexible, that I said, India was completely out of proportion, which usually are with online. Because I don't know how much percentage of the budget for that particular page and particular company was [inaudible]summed up by them [...] well IT got looks from India. But, wait, we have to change this because it's nice that there's so much interest but how many people are, you know, how many of these people visiting are actually going to come. So, I changed that also and they gave me good-good reports with the inside. Long story short – continue with them, definitely. Summer School in Europe, new, but I talked about it before. New, but of course it's also producing pricewise, quality – it's something that you have to be on there and doing a little bit more than we already did. Years before was good and I should maybe be investigating what can we do maybe even more with them, you know. NetProfiler is some organisation that we worked with, used to work with I have to say, we worked with them still at the time of summer school. THUAS has decided to not have their contract continued, so we are not working with that particular organisation anymore for, well, anything we did. They did for us the social media campaigns, Insta [Instagram] advertising, Facebook advertising.

S: The sponsored...

J: Yes, sponsored ads and good reports, good results. Well, university decided not to work with them, for the summer school I can still, we can still, if we think – oh it has produced so much, we continue with them. We could, however, for the regular online marketing and social ad campaigns etc., THUAS has decided to work with another company, so we might for summer school try and see how they do in that. Of course, for the partner university - e-mailings, newsletters etc. to them and let me see, flyers we sent out, posters. And internally, you know, what we did, and we should at least minimally continue with all of that. [...]

Joey is reading QUESTION 5 out loud: Could you please identify strengths and weaknesses of this selected strategy? Am I going to fast or too slow for that matter?

S: If we talk about free movers, but I don't know, also you've mentioned partner universities, because I saw it, obviously, as an interesting group.

J: And maybe, because that's a good question, maybe, because if I look at investment money-wise and looking at the group that we had, maybe it is even a more interesting group to look at for marketing purpose. Actually, in the end, also financially than the original focus-group of fee-paying free-movers.

S: Full-fee-paying-students.

J: Yes, because of the fact of vast partnership, the 400 presently we have worldwide. The contact that we have, it's easier to go there, it's less money-wise, investing in them than I have to do with online marketing, you know all those marketing companies. I don't have to do any banner for them, it's just very specific.

S: Is it because then the partner university helps with promotion? Because we also do this around here a bit.

J: Yes, sure. You know and so from my [point of view] – what am I going to pay? I'm not paying them anything, we produce the posters – costs us nothing ["in brackets"], e-mailing them with that [...]. It's easy, way less investing then for the other groups of the full-fee-paying audience.

S: You could just say free movers. I just tried to be fancy.

J: Free-movers, this term I've always said "free movers" but it's not actually, because you are paying the full amount, but we still call you a free-mover. You are free to move, but you are not free to not pay.

S: My association with free mover is like somebody moving boxes for free or something.

J: And at least it's for free in my head because of the name, but it's not. When you are actually paying the most, you are a free mover. Interesting, isn't it? Anyway, so, yes, what do you think though [...] of that strategy of focusing on the partner universities or even more?

S: I think it makes sense, because, like you said, I don't remember numbers exactly, but free movers, if I really think about it was maybe, I want to say two. Maybe it was more, maybe it was five people.

J: A lot more.

S: I can't remember now, but the partner universities, that makes sense the most, of course. Because the minimum, the difference in fee is minimal.

J: Minimal! And the results are triple at this point.

S: 16?

J: When I was counting, you know it was May or June and we were almost finishing. But still, and in there, look.

S: Yes, but also this year was really helped by the COE student group (COE- Council for Opportunity in Education, a group of the U.S.A. students).

J: Really, I know. Do you know if we are going to have them again, the Americans?

S: it was 19 students and 2 chaperones. From what I know contract was for 2 years, so next year they are coming as well, from what I know.

J: That'll be help the results, I hope.

S: Yes, that'll help but nobody wants to deal with the chaperones. From what I've heard the one that was the most noisy one is coming as well and like I said, whoever is taking it over as a logistical coordinator this year – I feel bad for the poor bastard.

J: Yes, this was a...well, we'll see, it'll be challenging times again like every year.

S: Like every single year.

J: Like every single year. So, I think we discussed...

S: Strengths and weaknesses.

J: I think more strengths here, because strengths meaning you specify for specific group - what are we going to do for a particular audience that's so important. I think it's a better strength to do that – to have a specific strategy for your specific target audience, rather than have one strategy for all. To have

one strategy for internal, external - interesting and difficult. So, I think of these strategies that we chose - to specify internal, external, looking at target audiences etc. The weakness in there that it's more, at least, difficult, rather than one serves all, you know, it's for all – that's "easy does it". But it's not, I'm looking at different ones for the different targets.

S: Specifically, looking at objective of attracting as many different nationalities as possible, then you have to.

J: Yes, for example. Which isn't easy but we must because we want to , you know, have a diverse student population group in that audience, so... the weakness is it's more challenging, time-consuming and more, you know, financially difficult, I think also to have these goals met. But as a strength, I think from the strategy it's the way to meet out goals.

S: Ok, makes sense, it does.

J: Oh, I'm making sense a lot today!

Joey is reading **QUESTION 6 out loud: How important was the international component in selecting a particular strategy? E.g., multiple nationalities, ethnical diversity etc.**

It's vital, it's vital for the existence of THUAS, in our regular strategy in marketing strategies that we do. As a goal, as you know, for next year we want to be the most international applied sciences institution of this whole country. Which, basically, depends how you look at it, I think we actually already are. With not so much the numbers, but how we train and educate our students to become world citizens and if you look for that particular goal, World Citizenship, Sustainability Goals, United Nations - all makes sense.

S: What is it – World Citizenship, well Global citizenship, Internationalisation, Networking University.

J: Yes, we are all in that, so...

S: I even read, I don't remember if it was Jaarplan (Annual Report) of 2018 or was it already ITK evaluation report this year that THUAS and couple other universities want to even produce their own lobbyist for Brussels...

J: Oh!

S: For like to make this little Applied Sciences University Coalition, that's very interesting.

J: It is! [inaudible]

S: Especially, in line with raising the international profile and everything. Maybe get more funding on the EU level or something like that.

J: Right, now, that makes sense. Suddenly, I know the third strategy that we had in the marketing, because I said, “it must be three C’s”, it has to be the three C’s and it is a C. It is Conversion. [...] Rather than, in Conversion means, getting all the leads, having interested students, actually apply, which is great, but then from application convert them, hence the term Conversion, into actual students. And there are strategies for that that we, you know, use. Actually, we have a better conversion result this year. I looked, at least from the total amount like half of all the students who applied, now actually became students. We used to be way less, so, that’s a strategy that worked. And the strategy in that meaning, for example you have applied students [correction: student who has applied to THUAS], but how are you going to get in contact with them? When are you going to provide them with news? We do that with news items on housing, on scholarships, you know, to keep that a “warm” lead, to keep contact with student, who has shown, actually, applied. But he applied or she applied to many institutions. So, if you as a THUAS never be in contact with the student anymore, for weeks or even months to get back to a question or action, of course that student would choose for another institution.

S: It’s the same kind of thing with the social media not being active all year round.

J: Which we are now not doing for summer school, so there goes the conversion. But [...], so, three strategies again: Content, Conversion and me, the Country. And me! I’m the strategy! The best one! - he said modestly.

S: Conversion...

J: Does it make sense what I’m...?

S: Yes, yes, yes, it absolutely makes sense. I just wonder [...], this is really, if the other ones I’m more familiar maybe with, but Conversion is an interesting one as like, it sounds magical, you know. What exactly the strategy would be? To try to keep them more interested? More in the loop of what’s happening and hope that they would sign up?

J: The main hope is indeed number-wise to [...] from an interested student to actually have that interested student, actually becoming a real student. Not losing him or her in that whole process of being interested: the first contact, it’s a whole student journey that...

S: I was just going to say that’s a customer journey thing, because this is one of my points of literature that I’m thinking of using.

J: Yes, it is. [...] Use it, which we also have. We can use it for our specific audiences, you know, the whole journey how the student nationally and internationally chose etc. and then, from an interesting[...] – ok, you've already applied, great, and then months and months later, because you usually could be applying in October and, you know, Studylink goes open and then next study year starts in September. So, between that it is vital to stay in contact with a student, or as we didn't do that before, so conversion only was 15-20%, now it's almost 50%, so that's a huge increase of ... the strategy at least worked. All these different departments communicating to these applied students, but now at least all these different departments are meeting together and aligning their messaging. And not having, you know, sending out all these emails, you know, student would get hundreds of emails sometimes, and is completely confused. Mixed messaging. No, one message from one sender, you know. And then at least aligning, so it's clear, but we still are going to stay in touch. I think it's great at least that somebody had the idea to meet with all the different departments, think IT, think Finances, HRM, CSI admissions, think us - Marketing and then we all met and showed each other the messaging that we sent, hundred different ones. Like, this one student got maybe 20 -25 emails, the other one got 2, all depending on which programme you applied to...

S: And the one with 25 emails is like, confused: which ones do I react to and which ones I don't to?

J: So, confused and even mixed messaging - starting day, getting the books etc. It should be The Hague University and that's it, once. And then we, all different departments in the back should align our messaging and come together – this is what he or she really needs to know. But, at least, the idea, we should be working on that, that strategy – looking at the results, really worked.

S: So, [...] really quick to summarize. That is why we sent more messages and emails and I think "requesting information" button that was on the website, it was also to help with that?

J: Right. Yes, definitely.

S: So, you would judge this as "really have worked" for THSS, like you said 50%?

J: Yes, definitely. Increase of applicants to actual students.

S: Ok. We spoke of the international component, unless you'd like to add something about it, I think I have enough. Student is reading out loud **QUESTION 6: How important was the international component in selecting a particular strategy? E.g., multiple nationalities, ethnical diversity etc.**

J: Yes, vital, as I said. The strategies...

S: I think, also COE-students have brought nice ethnical diversity, more than anyone.

J: Yes, more than anyone! And even one nationality, but all from the different parts in the U.S.

S: That was such a heavy task to try to divide the groups, because we had five modules, right, and everywhere there were like three Americans. And then, I don't know if you've seen the survey, because I did also the survey for the 1st period, for the 2nd period. Maybe you didn't have the meeting or anything, but there were a lot of comments on "too many Americans!".

J: Ah, oops! Then we probably going to have that luxury or whatever you want to call it next year again.

S: Now, you know what? They were nice kids, so...

J: Yes, well, we have students, so...

S: Yes, exactly. Unless something else to say about that, then we can move on to our last question...

J: No.

S: ...which is Based on your previous experience, how could the strategy to attract Free movers be improved for 2020? (QUESTION 7)

J: Yes, well, as I discussed, I also think a very important question as the one to attract...

S: And maybe partner universities, maybe you can mention that as well.

J: Right, I 'd like to, because I think it's equally important. Maybe even more important for all the points that I've pointed out, you know - easier contact, less time-consuming and financially consuming to attract them, our partner universities. They virtually the same amount as free movers do. For the free movers though, I think, even more online presence could work. And then I have to go to online banners, emailing really targeted, I think. You know the companies inform me: try that, rather than even the bannering...

S: The Conversion strategy probably also has to...

J: Yes, also for the various... you now, optimize there, work with conversion. Content also, don't forget about the content, messages out there, social media, Insta [Instagram], Facebook. Definitely continue there to have a presence online, so people can see us, you know – "oh, we have a summer school!".

S: I remember even writing down something along the lines of like – "yes, to keep it alive, so people know we are alive".

J: Yes, and what we do now for the last couple of months? We not. That's a shame and then people start forgetting us and probably in January, suddenly, we will start again and then hopefully we can do that a lot sooner. But to improve also the strategy [reading the question out loud] ... is definitely starting sooner, having a bigger team, more budget. I know that's utopian almost and wishful thinking,

but it has to be said and that's why I'm saying it. Here with that small group that we did last year [2019] the results are incredible, almost, I think. And then, not having the team ready now as we speak on the 15th of November is, well...

S: Is a weakness, you would say of any strategy?

J: Yes, absolutely, it is. It really is. I'm worried about that and, you know, it's... worried, let's say, worried. We'll probably have the same goal, we'll probably hear a hundred again or even more, same as last year. Probably less people again, less budget. Let's see, but that, you know, would really help in having more student also of course, budget, bigger team etc., focusing on ...

S: But if you, just real quick to reiterate, if you would have to say how you plan to go about it, say if you are going to be a marketing coordinator, which you think you will be...

J: Well, probably. Probably.

S: ...you would still use the same three approaches that you've mentioned but just like maybe a little bit more in-depth focus on specific areas.

J: Correct, specific areas, specific countries. And what I said – really focus more, I know that's not an answer to attract more free-movers, but to have also a strategy in place to attract more of the partner university students. Because that's going to help us, I think, in having more students and also more income, in a sense, which is also of course, I understand is vital for the programme, so...

S: Yes, well, of course that makes sense. Deborah even told me that there was some money made even this year.

J: There was some money?

S: [...] made.

J: Oh, made!

S: Yes, instead of just being in the minus.

J: You see? It's because of us in the end, hopefully. Probably. We made that happen, we made money, so what's in it for us?

S: Well, I think I have a lot of information that I could work with, but, perhaps, maybe you'd like to add something. Something important that I didn't ask or something that you think is an important information.

J: No, I think the most important is to have another group, well new, hopefully, equally enthusiastic and, you know, focused and willing team. I'm talking about you and Thomas and everybody, so hard working and making this happen, Eveke, well, everybody involved. Oh, it's going to be so difficult and hard and if I look at the results compared to the results before, they were improved, Deborah has actually made money. If I look at the number of students – we improved a lot, compared to the years [before]. So, in the end, I think, we should be very proud of ourselves. Exclamation point!

S: Three exclamation points!

J: Yes! So, I think the most important things were said today.

S: All right, cool. And, if maybe I need a clarification or something, on this, would I be able to come over and ask for something extra?

J: Sure, if I'm not travelling.

S: No, of course, of course. [...] Well, I just want to say – thank you so much.

J: Good luck! Spaseebo.

[END OF TRANSCRIPT]

APPENDIX F: Survey Results

Questions 1-3

ID	Start time	Completion time	Email	(1) What is your gender?	(2) What is your age category?	(3) Which category of student were you?
1	5/22/20 13:18:04	5/22/20 13:43:39	anonymous	Male	31-50	The Hague University student
2	5/23/20 2:52:52	5/23/20 3:01:04	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
3	5/23/20 3:37:28	5/23/20 3:48:58	anonymous	Female	18-30	Partner university student on exchange at The Hague University (your university has a partnership with The Hague University)
4	5/23/20 15:28:05	5/23/20 15:43:10	anonymous	Female	31-50	The Hague University student
5	5/23/20 15:49:39	5/23/20 16:07:31	anonymous	Male	18-30	Partner university student (your university has a partnership with The Hague University)
6	5/23/20 18:05:02	5/23/20 18:22:22	anonymous	Male	18-30	The Hague University student
7	5/23/20 18:52:24	5/23/20 19:09:12	anonymous	Male	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
8	5/23/20 19:06:34	5/23/20 19:12:45	anonymous	Female	18-30	The Hague University student

9	5/23/20 20:07:18	5/23/20 20:23:45	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
10	5/24/20 4:32:10	5/24/20 4:48:59	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)
11	5/24/20 7:35:05	5/24/20 7:44:35	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
12	5/24/20 15:29:14	5/24/20 15:46:37	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
13	5/24/20 22:17:46	5/24/20 22:38:59	anonymous	Male	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
14	5/25/20 2:09:22	5/25/20 2:54:56	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
15	5/25/20 2:53:23	5/25/20 3:11:22	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)

16	5/25/20 8:29:44	5/25/20 8:40:25	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
17	5/25/20 18:11:45	5/25/20 18:25:01	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
18	5/26/20 23:46:08	5/27/20 0:13:14	anonymous	Male	18-30	Partner university student (your university has a partnership with The Hague University)
19	5/27/20 12:58:25	5/27/20 13:20:22	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)
20	5/27/20 15:01:53	5/27/20 15:13:49	anonymous	Male	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
21	5/27/20 16:05:07	5/27/20 16:21:23	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)
22	5/27/20 16:17:06	5/27/20 16:32:41	anonymous	Male	18-30	The Hague University student
23	5/27/20 16:35:04	5/27/20 16:53:44	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)

24	5/27/20 17:27:59	5/27/20 17:38:48	anonymous	Female	18-30	Partner university student on exchange at The Hague University (your university has a partnership with The Hague University)
25	5/27/20 16:33:51	5/27/20 18:36:18	anonymous	Female	31-50	Non-partner university student (your university does not have a partnership with the Hague University)
26	5/27/20 17:41:47	5/27/20 20:27:51	anonymous	Male	18-30	The Hague University student
27	5/27/20 20:13:11	5/27/20 20:37:14	anonymous	Female	18-30	The Hague University student
28	5/27/20 20:40:18	5/27/20 20:53:41	anonymous	Female	18-30	The Hague University student
29	5/27/20 20:46:29	5/27/20 21:01:52	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
30	5/27/20 20:44:41	5/27/20 21:25:28	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)
31	5/27/20 21:33:49	5/27/20 21:49:04	anonymous	non-binary	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
32	5/27/20 21:53:45	5/27/20 22:32:45	anonymous	Female	31-50	Non-partner university student (your university does not have a partnership with the Hague University)

33	5/27/20 22:34:20	5/27/20 22:52:46	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
34	5/27/20 22:56:31	5/27/20 23:35:27	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
35	5/27/20 23:25:33	5/27/20 23:38:29	anonymous	Female	18-30	Partner university student on exchange at The Hague University (your university has a partnership with The Hague University)
36	5/27/20 23:20:12	5/28/20 0:03:15	anonymous	Female	18-30	Partner university student on exchange at The Hague University (your university has a partnership with The Hague University)
37	5/28/20 0:17:25	5/28/20 0:30:57	anonymous	Male	18-30	Partner university student (your university has a partnership with The Hague University)
38	5/28/20 0:58:27	5/28/20 1:10:28	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)

39	5/28/20 1:22:16	5/28/20 1:44:41	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
40	5/28/20 2:29:25	5/28/20 3:05:47	anonymous	Female	18-30	Not a student
41	5/28/20 3:24:55	5/28/20 3:33:49	anonymous	Female	18-30	Partner university student on exchange at The Hague University (your university has a partnership with The Hague University)
42	5/28/20 8:25:32	5/28/20 8:32:09	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
43	5/28/20 9:03:42	5/28/20 9:17:24	anonymous	Male	18-30	Partner university student (your university has a partnership with The Hague University)
44	5/28/20 9:17:02	5/28/20 9:31:06	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
45	5/28/20 10:48:14	5/28/20 11:17:10	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)

46	5/28/20 11:32:47	5/28/20 11:37:58	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
47	5/28/20 11:38:37	5/28/20 12:06:32	anonymous	Female	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
48	5/28/20 16:41:22	5/28/20 16:59:28	anonymous	Male	18-30	Non-partner university student (your university does not have a partnership with the Hague University)
49	5/28/20 20:28:54	5/28/20 20:38:31	anonymous	Female	18-30	Partner university student on exchange at The Hague University (your university has a partnership with The Hague University)
50	5/29/20 9:57:57	5/29/20 10:27:24	anonymous	Female	18-30	Partner university student (your university has a partnership with The Hague University)
51	5/29/20 17:29:47	5/29/20 17:54:59	anonymous	Female	18-30	Partner university student on exchange at The Hague University (your university has a partnership with The Hague University)

Questions 4-7

(4) What was the reason or a problem that prompted you to look for the summer course? Please, explain briefly.	(5) Did your environment influence your final choice? Please, explain briefly.	(6) Did you seek to achieve any emotional benefits from the summer school experience? Please, explain briefly.	(7) Did you have concerns that the summer school programme would not meet your expectations? Please, explain briefly.
Wanted to take a summer course.	No, it did not.	Yes, make new international friends.	Yes, it could have been too boring with just classes.
The curriculum looked interesting and it was a good way to learn more about international relations from another perspective.	I study in Korea so I thought it would be interesting to see how European learn and teach this kind of things (and if there are differences).	Yes, I like meeting people from all other the world with different cultures.	No.
Being able to exchange thoughts and learning experiences from others around the world.	Yes and no, I come from a school who cares a-lot about the sustainable impacts made from students and the general communities. But it wasn't a huge factor, however learning about the SDGs impacted a-lot of it.	I wanted to put my own opinions and beliefs to the side in order to best connect with other worldly perspectives.	I was not sure if language barriers would be heavy but they were fine.
I participated in the study abroad program to learn about other countries and how they do business internally, as well as internationally.	Yes. I have never traveled outside of the United States and have always heard good things about the Netherlands. I was excited to see the difference.	No	I really had no idea what to expect. For summer school exceeded all of my expectations.
fulfill my life, learn more courses, and discover the world	No. All people support and offer related help.	happiness	No. In my opinion, it is the most important to try to enjoy everything.
To graduate, I needed to enroll in a course of my own choice. The Summer Course was for me a way to educate myself and get the necessary points.	Not at all, it was all my own choice.	It is always good to come in contact with other nationalities. From that perspective I emotionally developed myself.	It is always the question if the course meets your expectations. But I wasn't concerned.

The desire to connect with people, learn new cultures and gain a global perspective in my thinking	Not very much. It was suggested by my mentor who is a lector at THUAS.	A sense of fulfilment and accomplishments for exploring another country. Also making new friends cross the globe	No. This was my first summer school experience. So I was down for anything without so much expectation. I came as open-minded as possible
I was staying here in Netherlands and I had free time so I just wanted to use my time	Not really	Yes wanted meet new people and also gain some valuable experience	Not really
I was looking for a productive thing to do during the summer, and since I couldn't work in my study field because of lack of experience (1st year law student), summer school was the best opportunity.	Yes, as I studied during my first year of law Human Rights and International Law, The Hague and the course program seemed the perfect place to dig that subject.	Mostly having fun, meeting new people and learn new things.	No, not really. The program seemed complete and serious.
I wanted to experience a different education system than the education curriculum offered in my country.	Yes. I have always been fond of sustainability and was excited to see the school offer a course on that.	Not really but once I started the program I experienced a lot of emotions, highs and lows.	Not at all. Experience whether good or bad, is something I can learn from.
Live the experience; seek for more possibilities	Yes, as my university is multicultural, I always want to experience more about different cultures	Yes! I met a lot of really interesting good friends there and the friendships will always be kept in my memories	Once when the course seems different from what I expect. But overall, very good.
I felt my uni (Glasgow school of art) wasn't teaching me enough about climate change and the environment and I wanted to gain another universities perspective. As a full time student I only had summer to find this alternative perspective.	Yes, I wanted to see how other countries were tackling the UN sustainable development goals.	Not necessarily but i think that changed when I was there.	Not particularly, I didn't have that much existing knowledge to gain from.

I looked for the summer program as a form to enrich my resume based on the area I majored for.	Not at all. What influenced me was the theme about global trends and the subjects taught during the four weeks in the program.	I was certain that there was a huge possibility to end up making friends from different parts of the world and that's what happened.	Yes, when you're to such an experience like that, there is a lot of expectations about the programme.
At the time, I was a university student taking up BS Civil Engineering with a strong love for the environment. As such, I was very interested in learning about sustainable cities. Not many classes on this topic are available in my home country, and so I actively looked for such classes abroad. The Netherlands has always been known for its sustainable and adaptive technologies, and so there was a special interest in taking a class in the Netherlands as well.	If, by my environment, you mean my peers, etc., I would say no. In fact, at the time I attended the Hague Summer School, it was my final summer as an undergraduate. At my university, this summer is usually spent at internships with engineering or construction companies. However, I felt I could learn more and that it was more advantageous to the career path I wanted to pursue if I took up an elective abroad.	I suppose I did not exactly seek to achieve emotional benefits, as my expectations for it were mostly made through a mental/intellectual lens. However, I did experience such emotional benefit.	I think my only concern was that the programme only lasted two weeks, when most summer school programmes last at least three weeks.
I wanted to look for a program that had a short duration, yet interesting topics of study. Fortunately, The Hague was able to fulfill both of my criteria.	I primarily selected the university based on my previous criteria. Furthermore, I wanted to experience life in Europe for a short duration.	I wanted to become independent. I was able to do so by traveling alone and meeting new people along the way.	I was concerned about the Humans Rights Course. I initially had a difficult time with the pre-assignment that was due prior to my arrival. I did not have any experience in international policy.
I wanted to learn more about the chosen course, since it wasn't a part of my bachelor studies at my home university.	My family encouraged me to take the course and offered financial support during that time, so I would say yes.	My primary focus was the studies, but I've made many new valuable connections I still keep in touch with	I did not have specific expectations, but at the end, I was very happy about the course and its quality

Wanting to meet new people from all over the world, as well as learning something new while having fun.	No.	Yes, I wanted to have fun and have a meaningful experience learning from people with different nationalities	No.
Taking summer courses will keep your brain active. The more you exercise your brain, the better it will perform.	No, not really.	I didn't know what to expect but during the summer I learned a lot.	No, it was all clear to me.
I wanted to expand my cultural knowledge in a summer time. I was also seeking for new opportunities.	Not at all	Yes, I wanted to meet people and exchange my learning and cultural experience	I was concerned about language barriers.
Learning more about the SDGs, as well as meeting international students and discover the Hague	Yes, I wanted to be surrounded by international students	I wanted to grow and go out from my comfort zone. I felt stuck where I live	I was initially worried but from the first moment, I realized that everyone was very open and friendly
I wanted to get a few extra credits in the summer and meet new people. That's why I wanted to attend to the summer school.	The Netherlands is always appreciated with its multicultural environment so I was encouraged by people around me to go there.	I didn't expect to. But I very much did achieve emotional benefits.	Yes, I did. I was mostly there to get job done and get my credit but the whole experience of it exceeded my expectations.
I needed to graduate. And it looked fun.	Yes	Not really, it just happened to be so.	I had my doubts about the whole thing. But, that usually the case with new experiences
Studying abroad experience	the sharing from a friend	enhance adaptability	No
I was willing to make my summer vacation in my uni become more different.	No, my environment didn't influence my final choice.	No actually.	No actually, since I believe that the programme would be great to me.

I had never studied or even been abroad	Yes, I have always wanted to visit Europe and The Netherlands. The Hague summer program intrigued me but honestly, there were a lot more questions I had about the program then answers. The information I received from my institutional program was very general.	Yes, having never traveled outside of the US was a big step for me especially since I had never been that far from my three children.	Yes, the partnership with our program with Echo was a little concerning.
I wanted to keep myself busy last summer, and realize it was a perfect idea to take summer courses at The Hague University of Applied Science, plus I wanted to learn other cultures and how people manage their daily lives. Our study abroad program here in USA helped me to achieve my goal. In the end I successfully completed all my summer courses at The Hague University of Applied Science, not only that, we also went to different organizations, met with leaders who freely shared their experiences and knowledge with us. We also visited different cities in The Netherlands. All in all, it was the best experience of my life.	Yes, my advisor at my home University told me about the study abroad program, and I made a decision to participate in the program.	Not really, but I ended up meeting with or making friends with very supportive people. Friends from all over the world whom I met at The Hague University of Applied Science.	I no concerns. All my Summer School Program Expectations were fully met.

I was looking for a study abroad opportunity through my university and I was able to find an opportunity through the TRIO program in the United States that had a partnership with the Hague Summer School for a study abroad program during the Summer of 2019.	No, I was not looking for any specific location but rather was searching for an opportunity in any location so my environment wasn't telling of my final choice to attend the Summer School.	Yes, I was searching to meet new friends not only from the United States but abroad as well. I was seeking emotional connections, relationships and experiences.	Yes, I was unsure of what the summer school program even consisted of and was unsure of how it would benefit me in the area that I am studying. I was also unfamiliar with the environment and the differences in culture.
I wanted to study abroad.	I'm not exactly sure what that means but no.	Being independent and traveling alone.	I tried to go in with an open mind to not allow myself to be caught up in a frame, therefore I would make the most out of my time there.
Having a flexible time to study and explore new places.	Yea, It is my dream to visit Europe. I would love to come back in near future	I had new friends and still keep contact with them when I get back to the US	Yes, but I was happy when I finish it. I want to come back there in the future.
I wanted to take a short course during the summer in a different university so I can boost up my resume for future employment.	Yes, I consulted my family before choosing.	I did not really think of emotional benefits, but knew that spending time in a foreign country would bring new emotions and experiences.	I did not really have any concerns and tried to keep an open mind.
Wanted a fun summer experience. It also could have made my 2019-2020 academic year at my home university easier if I got the course credit.	not exactly. I have been interested in sustainable development and sustainable urban planning for quite a while.	not sure. i wanted to have a good time and learn about something I did not get the chance to at my home university.	I did not have concerns. But was faced with the reality that the general module was a disappointment.

Opportunity to study abroad in a location that houses significant organizations like the United Nations.	Yes, I was a participant of the Keith Sherin Global Leaders program. This program offers opportunities for first-generation, highly motivated, students attend study abroad opportunities (its highly subsidized, which makes it more affordable).	Yes. I wanted to challenge myself in a new environment and expand my personal comfort zone.	Yes. The second part of the program - Diversity & Inclusion, did not meet my expectations. I am not sure what the objectives or initiatives for the course were.
I traveled to The Hague to stay with my family because I was going through a difficult time at home. A few months into staying there I wanted to take a class and further my knowledge of the world and different cultures.	Yes, I felt unsatisfied at home. My environment pushed me to do it.	Educationally yes, the school took me on interesting trips I wouldn't have found myself. It was an excellent way to learn about the culture of the city. The personally chosen classes were the most valuable classes. The morning lectures about sustainable business felt like a man trying to sell me his Ponzi scheme. I hated those.	Yeah, I signed up for it blindly. I knew nothing about the school but the education in the Netherlands seems pretty great.
I wanted to improve my English in a multicultural environment and have valuable experience worthy of adding to my CV for the future career choice. My major is in economics and I wanted to study the link between business and peace as well as explore sustainable entrepreneurial thinking, and I chose two electives related to these topics.	I have heard good things about the Hague Summer School from my classmate, who let me know that it was a great chance to learn in an exciting manner and her recommendations have influenced my decision.	Apart from studying, I also wanted to expand my network with international students that have insights that differ from mine. Besides, I was seeking to have some extracurricular activities in the city to explore the Hague and get new impressions about the city.	I was quite confident that the contents of the courses would interest me; however, I was concerned that the teaching method would be too theoretical. Since I followed the courses in the summer, I wanted to acquire information in a more exciting way. Fortunately, the approach was very engaging. Conversations on the topic were encouraged in class, there were tasks that required

			teamwork and even games.
Broaden my horizon	I have spoken to friends about my choice and with my parents. I did make up my mind before talking to them.	Yes, I wanted to make friends and deepen my personal development	Yes, but the information that was available was helpful to take away concerns.
I was looking for a way to productively spend my summer. I wanted to devote my summer break in learning something new and ideally visit a country that I haven't before.	Yes. Some friends of mine had been exchange students in the Hague University of Applied Sciences and had a very positive experience.	I was hoping to meet, socialize and connect with people from around the world.	I was concerned that maybe the lessons would not be exactly what I expected or that maybe the learning outcomes wouldn't be as high as I would like them to be.
I was able to have my study abroad trip funded by my local university's honors program. I was interested in attending the Netherlands because of the qualities of the country on the Hoffstede Scale. Particularly I was interested in how the low power-distance and masculinity ratings contributed to the high well-being scores for the country.	Being from the United States my environment did effect my choice of country. There are many rights which are recognized in the Netherlands which have taken a long time to come about in the US. The Netherlands is very progressive when it comes to drug law and human rights like those of the LGBT community.	The emotional benefit that I was most interested in was seeing how I would be as a person in a foreign environment by myself. Also, to get a different way of looking at matters than my home country where I often disagree with the cultural attitudes.	I did not have any of these concerns other than that I was on a brief trip for only 4 weeks.

I was part of the Keith Sherin Global Leaders Program for first generation college students in the U.S. which I was introduced to through a program at my school. The Global Leaders Program partners with The Hague University to send its students abroad. The original reason I became interested in this program was simply to experience studying abroad since it was my first time out of my home country.	No, the program I was involved in had only one option for studying abroad and I wanted to take any opportunity to go abroad that I could.	Yes, I learned a lot more about independence and emotional intelligence as culture shock and separation from loved ones played a big role in my experience	No, I knew that any experience abroad, regardless of its content would be life-changing.
This was a study abroad opportunity offered by COE Keith Sherin Global Leaders program.	I live in Brooklyn Park, Minnesota in the United States. Lately I haven't been too proud of living here, so I wanted to just see things from a different perspective.	No	Not really. I was mostly just nervous. Being in a different country & not knowing anyone was nerve wrecking.
Have a fun trip with friends, also curious about the education system, people and culture from different countries	As the price of The Hague Summer school was reasonable, that's why I have chosen this	Not really, but would be happy about meeting some good new friends	Yes, the short study period may be harden for me to lear something in depth
Know more different cultures	No	Yes, I experienced good time during summer exchange	It meet my expectations
I wanted to complete a unit over summer and I wanted to do it in another country to meet new people and be in a different learning environment.	Yes, I wanted to be in a different country.	I enjoyed meeting people from a variety of places. I learnt how to be more independent and be in completely new environments.	Yes I was nervous about it as I didn't know anyone that had done it before.

A friend of mine went last year and really recommended it. Plus I've always wanted to visit the Netherlands some time!	See answer above.	I suppose it's always nice to make new friends.	I wasn't sure if the format and difficulty of classes would be the same as at my university.
I wanted to improve my English language skills.	Yes, particularly my parents. They wanted me to take summer school classes in a safer country, which is why I chose the Netherlands.	Yes, I met many new friends from around the world. The summer school was very uplifting experience.	For a brief moment. The summer school programme as a who has met my expectations, however, some of the courses that I followed did not.
I really wanted to see more of another country and culture. After researching The Hague University and the city itself more, I decided I wanted to take that specific program.	Yes, because my mother is of Dutch descent so therefore I was leaning a but more to The Netherlands than towards other countries.	I wanted to make new friends!	No I did not. Everything on the website was very clear and looked very professional. We could also contact the organization in case that we had any questions.
I wanted to experience a course outside of Australia and meet new people. I wanted to learn more about being a global citizen and that impact on health.	Yes, I was able to bring my experience from my environment to the course. I was also encouraged to join the summer school due to my positive environment.	Yes. The summer school allowed me to grow personally by meeting new people from around the world and being independent.	No. It didn't know what to expect but I wasn't concerned.
What to do in the summer?	The environment one which someone is experiencing is always directly and in-directly influencing choices. In my case my choice was influence by travel advises for The Hague	The summer school experience provided a range of emotions from the stress to getting our assignments done to finding a summer love and inspiring conversations. Memories like this are certainly emotional beneficial.	While researching, the images and videos did seem to be very appealing. Almost too good to be true to see the laughter and smiling faces. However, the content of the courses was clearly defined including methodology etc. so it was clear what would be obtained.

I was looking for international exposure, see and experience different cultures and make my summers productivity whilst getting more qualifications under my belt.	If you're asking about the environment around my city, then yes. Since New Delhi is a developing city with uneducated and poverty stricken population which leads to lack of knowledge about sustainability.	Yes, I seeked to become more open and social. This was my first solo trip which I extends by traveling 2 more weeks after the summer school. I'm a huge of European architecture, cultures and liberal thinking and lifestyle of the people. I always wanted to experience it first hand.	Yes i had my doubts. Since this course was in the administration campus and not the actual campus, i thought i will be missing out on the actual classroom experience. But my teacher was amazing and she never let us feel like we're missing something.
I wanted to explore studying abroad and learn about the different culture and communities and this program was just the right option for me.	No because I mostly participated due to academics and my personal desire to explore.	Yes, I made many new friends and learned so much about the different cultures.	NO
I was looking for a new experience and I want to learn from other culture as well. I think the coourse will be a valuable learning experience for me.	Yes, I got scholarship from my University	Yes, I was looking for a new friends and want to build connection with more people. i also want to learn other peoples background and overall I enjoyed meeting new people.	no, because I don't have really big expectations and is generally excited to join the course
understand/know more about foreign culture to enlarge my horizons experience the educational style of foreign countries which will be beneficial to my future career meet more new friends to expand my social networks	The choices of peers may affect my final choice which I may tend to follow their choices.	I learnt and explored with a relaxing mood instead of stressful mood as the learning atmosphere in the Netherlands was less stressful. Also, I am motivated to explore the problems and find the answers.	More outdoor education the The Hague can be held. As exchange students spend most of the time at school or other cities, there were fewer chances to explore the place, The Hague. I would like to know more about the history or environment of this place.

Questions 8 - 11

(8) Were there any obstacles that made it harder for you to sign up for the summer school? Please, explain briefly.	(9) Was there anything about the summer school that, you thought, was risky? Please, explain briefly.	(10) What were your expectations of the summer school? Please, explain briefly.	(11) Did your expectations match the reality? Please, explain briefly.
No, website had all the info	The city and its crime rate.	I was expecting to have more classes and less social activities.	Somewhat, it was a good mix of both.
No.	No.	Meeting people with various background and learning about this subject from another perspective.	Yes.
Financially, the trip was hard to cover. I also have medical issues that would and did become an issue.	Exploring the city at night. Going alone with others who are not from my country(not knowing there cultural values for safety). Trying new foods. Everything is a risk, but I have learned that I need to take them to better understand the world.	I wanted to gain more knowledge about what others truly think about americans, I wanted to gain perspectives of more world views. Wanted to broaden my own perspectives from being in a low-income family that has never traveled anywhere to becoming a world traveled student.	Yes, and more. I had the ability to explore many aspects of a different country. Most interestingly was the medical services.
No.	The only thing that concerned me was not having phone service or Wi-Fi. I am from an older generation so I know how to navigate more accessibly but younger students generally do not. Even though we traveled with a buddy I just felt it was a little risky going places without being able to contact anybody in the event of an emergency.	I really didn't know what to expect to be honest. Oh I did however expect to see more of the culture then we were able to see in the three weeks I was there.	For the most part it did. I would have liked to explore the farming communities, the medical field, and businesses. I did some of this on my own but it would have been nice to explore the field of our studies through your culture.
No. I think the website is very friendly.	No. Safe and sound.	Discover the culture in the Netherlands, and learn something related to commerce.	Yes. Visiting Museums is helpful to appreciating culture and enjoying the

			courses about leadership.
No.	For me personally, I needed to finish my thesis. I was in the middle of it, so that was risky.	Learn from others, meet new cultures enjoy the course.	It sure did.
No.	Maybe flying across the ocean... lol	I came very open-minded with the desire to connect with new people, cultures and gain a global experience	Yes. I had a very memorable experience
No it was pretty easy	Beside having courses it was fun with trips	To learn new courses that is not in our curriculum	Yes
Not at all.	No.	My exceptions were to spend 2 weeks in nice study environment with people from different horizons, and have some fun beside the program.	Yes, but partly. The social part of the summer school was awesome but I expected more from the academic part, especially in the elective module.
None at all. My university took care of my program registration.	No. My experience in the summer school program was very much a safe one.	My expectations were to be completely submerged into a different learning experience than the one offered in my country also to meet other students from different cultural backgrounds. All was achieved in the end.	Yes it did. It was better than I could imagine. I some of the lessons from the summer school program I still use today in my professional life as in instructor.
No	Not really	Diverse experiences of local cultures; meet people from all over the world; open and welcoming environment	Yes! It's a very fulfilling one month for me

money, cost is always a huge factor. Luckily for me I had just finished my year in practice and so has savings to spend.	Going to another country on your own for the first time, finding your way from an airport to the location. Finding other students	I hoped it would be a good balance of learning by lessons, proactive outside, events and free time to explore.	More than I expected. My course (sustainable cities) had two tutors, one more established male and a younger female, they made an excellent duo teaching is in class in the mornings, out on site visits all across the Netherlands in the afternoons and the social events across the summer school helped to forge friendships that have proved to be lasting, with likeminded people who want to change the world. Powerful and inspiring times. I would totally do this course again if it was a similar but newer programme.
--	---	--	---

The tuition was a bit difficult to afford, taking in consideration the fact that the brazilian currency is a lot weaker than the currency from the European Union countries, which makes a lot more expansive to me.	No. The Hague is considered as the city of peace and justice. Furthermore there was nothing to feel risk about.	I expected to learn new things from great professionals and get to know more the dutch way of life.	Yes it did, since I did the summer course when I got back to my university I somehow delineated a path I wanted to pursue in my major, including the theme of my thesis.
--	---	---	--

<p>No, I don't recall. I'm very privileged to be in a position of financial comfort, so that wasn't much of a concern. I remember the application process in terms of requirements was not particularly difficult as well, and the response was quick.</p>	<p>Honestly, not at all. I have a perception of the Netherlands as a relatively safe place to study and live. On top of this, while I was going through the application process, I was made to feel very attended to by the Hague Summer School staff. I felt quite secure.</p>	<p>I'd attended the Harvard Summer School the summer prior to the year I attended The Hague Summer School, so I sort of based my expectations on my experience in Harvard. I expected the classes to be very value-adding, but leaving a lot of time for socialization and rest. I'd also expected a lot of students.</p>	<p>Not so! I think one of my concerns upon arriving was that there were fewer participants than I'd expected. At the same time, I think this made it possible for the programme to be structured in such a way that more focus was put on each individual, each class, each activity - and I really appreciated this. Also, because most of the activities were done in groups - as opposed to the individualistic approach of Harvard - I felt more pressure to do well in order to keep up with my peers (I am also quite a competitive person, and I wanted to not be the underperformer, if not to stand out even haha!). The classes were very value-adding and engaging, and actually took up more time than I'd expected. I'd be working with my groupmates after class hours, during the times I'd initially expected to rest and socialize. I wouldn't change that aspect though, as I felt very engaged and I liked working on the subject, as I was very interested in and passionate about the topic.</p>
--	---	---	---

I did not have any obstacles that made it difficult for me to sign up for the school.	I was more so worried about getting lost. I arrived a day prior to the buddies scheduled pick up and I was arriving late at night. I had to find my own way to the university.	I truly didn't have any expectations for the summer school. It was my first time studying abroad; however, they did a fantastic job of making my experience and education well rounded.	The reality of the program was astounding. I truly enjoyed my experience with The Hague University and I wouldn't change it. The courses were very engaging and the cultural experiences were enlightening. However, the Humans Rights course was much difficult than I expected because I do not have a background in studying international policy. I found it difficult to convince myself to switch courses; however the staff was very accommodating and understanding of my decision.
No, everything was easy	Perhaps that I did not find any testimonials from the previous students. But I've made research about The Hague university and that was good enough for me to trust it's quality and sign up	To be honest there was none. I hoped to learn something new and valuable, get to know the city , though the courses were really well made and the quality was exceptional	Yes, it was better than I expected. Especially because of the volunteers and the teachers.

No, everything was easy to figure out and if I had questions it was easy getting an answer.	No, I like trying new things.	To broaden my horisont and be able to releated it to my field of study.	They exceeded me ecpactations. I should mention that I changed one of my courses (which was easy). As the first course did not live up to my expectations. But the other was absolutely awesome.
Everything was very clear.	No.	Building relationships with people from different cultures, often many different cultures, is key in building diverse communities that are powerful enough to achieve significant goals.	Yes, pretty much.
Yes, the cost of flight and living in Netherlands	It was quite risky to come to the summer school in the unknown country	I was expecting to: 1) discover new culture 2) gain experience in the UN development goals 3) meet new people	Yes. Summer school exceeded my expectations
Not really, I remember there was a problem with my health insurance but it was fixed	Depending on what we define risky; physically no. Maybe too many hours of class	Learning and getting out from my comfort zone	Yes, definitely. I needed to meet open-minded people with views different than my own. It was very fulfilling. For example, I had never met a refugee, and it was amazing being able to share class with them and learning about their story.
There weren't really.	I wear the hijab and I had concerns about how people would perceive me so I was reluctant but I didn't have one single problem about it.	I expected a multicultural environment and have a bit of fun and see the Netherlands since it was summer and all were accomplished.	I had a bit anxiety beforehand about friendship and the lessons but my experience was really beyond my dreams. It taught me a lot in and outside of the classroom.

Ah, the fact I didn't know what to expect filled me with some doubts.	Not really. I was pretty relaxed about it. But, I had some stress about not graduating.	I expected school really. I thought it was gonna be just a few classes. Colored my surprised.	It far exceeded my expectations.
smoothly	no	friends from all over the world	yes
Not really.	Not really.	My expectations was that I could be making new friends, learning new things from the SDGs, broaden my horizons.	Yes, I would say that my expectations match the reality and I really had a great time there.
Yes, having three children and being a low-income first-generation student made it harder for me to travel out of the states.	No	Honestly, since I had never done something like this before I did not know what to expect	I wanted to get to know people from the local area and I did get to know a few people as for the school I didn't know what to expect.
The only obstacle was to have European course credit transferred in to American credits at my institution.	Nothing was risky, in fact the stuff/professors at The Hague University of Applied Science summer school were very supportive in helping us to complete our courses successfully.	To learn more about Human Rights and Climate Change. Getting to meet new classmates and hearing their stories/learning their cultures since I always see the world as a Global Village.	For sure, my expectations match the reality. I learned a lot in my classes and during field trips, met with new people and got to know their cultures and how they see things from their own paradigms. It was just an amazing experience 😊!
Yes, I felt that there was a lack of consistency with communication and I had troubles trying to find appropriate contacts if I had questions, or needed assistance. The website was confusing and didn't translate to English very well so there was difficulties in various early stages of signing up for the summer school.	No	I expected an enriching study abroad experience that provided me with the opportunities to learn and experience another culture.	No, although the experience was unique there were expectations I had that weren't completely met such as lack of communication and things didn't always go as planned- we oftentimes had to do things differently than what was on the itinerary for the day which threw things off at times.

The paperwork was tedious. I wasn't informed about the passport needing to be six months until expiration date and I was told last minute. Causing me to have to expedite my passport, adding on some extra costs.	No	The only thing I thought was that the hosts of the program would be more professional about their handling of any sort of issue but I see that was not so.	No, classes were long. It was hard to even stay awake because they were honestly not that informative or engaging.
No, I think it was good.	I was worried about the quality of the school, living space, and crime rate there.	I expected to learn new cultures, people, living life, and exploring a new places.	not really, I didn't have much time after class to visit around the city because most of the stores have been closed
Not that I could think of.	I guess I was a bit worried whether I could easily transfer the credits to my home university and in that way I took a risk.	As I've said, I had an open mind and tried not to expect too much. I can say though, that I figured that if I didn't like the school, at least I got to visit a new country.	I thought that everything was on the level, so my expectations of good service has matched the reality. Courses were more interactive and I had to get used to that, but really embraced that at the end.
none that I can recall.	I wish it were more risky.	I expected to learn about concrete examples and issues regarding the SDGs. Also a more academically oriented presentation with better research and more information density.	General Module did not while my elective module (sustainable cities) did. The general module did not have the academic rigour that I've come to expect in university. It did not feel well prepared nor empirically backed. I would have liked to see more nuanced and critical understandings of social enterprises. Sustainable cities was fantastic. I learned a lot more than I expected. in that sense, it exceeded my expectations.

No, it was pretty intuitive.	No. I was able to research the program, the facilitators, and the location of some activities via the world wide web.	To learn about different subjects, taught by immersive instructors, in a unique location. I was able to learn more about myself, the comparative academic and governmental systems of the area, and create relationships with people from throughout the world.	No. I thought it would be warmer - apparently there was a heat wave that ended just before we arrived - my sundresses and shorts were totally unnecessary.
No.	No.	Didn't have any.	No expectations allows you to not be disappointed by reality.
I did not have any obstacles in applying for the school.	This is not related to the summer school itself but it was pretty hard to find a place to stay in the Hague for four weeks, which made me feel less secure.	I expected an international environment of fellow students eager to improve their knowledge on the topics of their interest and professionals delivering modern knowledge.	My expectations matched the reality. I have met a lot of people from different countries that were approachable. The teachers had a great level of English, they were knowledgeable and engaging.
Finding housing was a concern	Being alone in a country I do not know, but nothing about the content of SS	I was expecting it to be challenging	It was indeed challenging, but the new friends I made helped me a lot
In general the process of signing up went smoothly.	For me, it was mainly the fear of going to a new country and being surrounded by people I did not know for 2 weeks, but at the same time that was exactly the type of experience I was aiming for.	To be a part of an intensive class, in a multicultural environment and get to know a new city.	In general the experience was very positive and more or less as expected. Though I would prefer if the classes were going a bit more in depth.

I do not remember any issue which I had prior to the trip other than communications through the website portal; I believe there were issues with the Dutch language barrier, but I do not recall well enough to specify.	Maybe the construction environment that we were in the last couple weeks. There was no notice of this occurring and my very large apartment windows were facing a building that was occupied by construction workers very early in the morning who may have watched me sleep...	My expectations were really centered around the courses that I signed up for. I expected to have international peers in courses that would address issues where our differing backgrounds would be relevant.	I found the program to meet my expectations. I did not really have any expectations but was open to whatever occurred. I was satisfied with the international peer group that I had in the program and wish all education was so multi-perspectival.
Yes. The program I was a part of did not have much infrastructure for supporting first-time travelers so there was a lot of things I did not learn or know when preparing to travel to The Hague University.	No.	I expected to be learning a lot about international affairs and social justice.	Yes and no. Although I learned much about international relations the focus on social justice was not as I thought it would be. It didn't seem to be viewed as important or progressive as my studies on social justice in the United States.
I don't think this applies to us students from abroad.	No. Honestly I loved it.	I expected to meet different students and build relationships with them as well as with instructors. Expected to soak in as much as formation as I was able to and be able to share that with others in the United States.	Yes, I had a really great experience with the housing, the education, the people I met, and the overall experiences.
Sometime people may find it scared of going to a new place where no one you know and speak in different language	No	Step out my comfort zone, meet someone who with different backgrounds, be confident and improve my language ability	Somehow, but there is still a big room to improve, but the experience of summer school allowed me to get to know more about myself
No	No	Know more cultures in Netherlands	Yes

No	Not the actual program. However right before it started the summer school was going to cut the subject I was doing which was quite stressful.	To learn new content, meet new people, see a new city.	Yes. I greatly enjoyed the program. I thought the standard of education was really good. I enjoyed how much outside time we had (both for learning and social), it was a great way to see the country. I felt really safe in the accomodation and found the environment easy to meet other people.
None whatsoever.	The lack of Dutch communication skills I suppose. Always a bit tricky to travel to a country where you don't speak the language. Luckily it turned out not to be a problem!	I expected to summer school to be a high standard course, where you cooperate with a wide variety of students.	Yes they did. The course was indeed of a high standard, and I worked together with a great variety of students.
No.	As a whole, the experience of moving to a totally different country was a little bit stressful yet exciting.	That I would meet new people, follow courses that will contribute to my academic training back home.	Overall, my expectations were met.
No.	No. Going somewhere can always be risky, whether it was with the summer school or in my own country. I also had the feeling that The Netherlands is a safe country to be in.	I expected to have four weeks of having fun, making friends, learning about human rights and going on interesting field trips.	Yes, definitely! I really liked all the field trips and I thought it was nice that they organized things like movie night as well.
No.	No.	I thought it would be a fun and challenging experience.	Yes. I was able to learn a lot from different cultural perspectives and challenge my ideas.

The website was somewhat difficult to navigate through	The arranged housing and the transportation. Biking in the Netherlands is crazy people	Fun and useful summer time. Including laughter, alcohol, working, networking, alcohol getting SCET in an unforgettable way.	Concerning the alcohol, yes the expectations were met. Concerning the opportunity to network I would like to see more chances to meet with companies and their stories related to the content of the courses.
Since I'm from India, where we need to apply well in advance for visa, so getting the visa was a bit of problem. Also the transcripts given to us after graduating isn't valid in my college. So if Hague university could make sure its counted at my home university then it would've been better	Since i wasn't aware how many students will there be actually attending, i was skeptical if I'll be left alone. Also the curriculum was not also well explained or discribed in the beginning so I wasn't sure what I'll be learning.	I expected to learn in a manner which is different from my home country, have a different perspective of looking at things, make new friends and connections and hopefully get an internship in the Netherlands in future.	Yes we learned a lot and differently. I also made some great friends!Although i wasn't able to find any internship or job opportunities which i was very interested in.
No	While it was not risky, I was mostly afraid of going to another country but in the end, everything worked out.	My expectations were that it would teach me about the culture of other students while providing enriching opportunities to travel to different places within the country.	Yes.
probably visa and currency problem	nothing	I can gain new knowledge and experience as well as new connection with other people from this summer school.	Yes, i have a lot of new friends and i gain new insight in personal development and knowledge in other perspective.

No, it was quite smoothly when signing up for the summer school.	No, I think the overall arrangement was quite good.	I would like to develop more understanding of sustainable development as it was related to my study field. Also, I would like to explore the culture of the Netherlands.	Yes, it did. Related lecturers and field trips were held. The buddies introduced the culture of the Netherlands for us.
--	---	--	---

Questions 12 – 15

(12) Did you gain any experiences from the school that you did not originally expect? Please, explain briefly.	(13) Which of the following were for you the most relevant aspects of the programme? You can choose multiple answers.	(14) Did attending the school resolve the original issue or a problem that prompted you to look for the summer course? Please, explain briefly.	(15) Did you feel that the price of a programme has matched its value? Please, explain briefly.
Yes, I learned a lot.	Courses;Social programme;Meeting new people ;Price;Study credit transfer;	Yes, it did.	Yes, somewhat.
Yes, I didn't know what to expect from the visits and it was really interesting.	Courses;Social programme;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;	Yes, I did meet with a lot of different people and learn what I wanted to.	Yes, in particular the housing was really good for the price.
Yes.	Courses;Social programme;Travelling to a new country;Meeting new people ;Partnership with your home university;	It mainly enhanced my perspectives and added more questions.	I wish the cost was less, one of the professors left me feeling somewhat hopeless.

I gained so much experience I can't even write it all in the survey. However, I gained lifelong friendships as well as connections on a personal and business level. I gained extensive knowledge on how to change not only my life but the world around me by incorporating simple measures. I learned anything is possible and you don't need A lot of time or money to make huge differences in your community. I also experienced meeting over 150 different nationalities from all over the world which was the most outstanding, beneficial, exciting thing for me.	Social programme;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;Study credit transfer;	Not applicable	Yes
Yes. Meeting so many friends from different backgrounds.	Courses;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;Logistical support;Price;Partnership with your home university;	Yes. New life experience, gain knowledge about leadership and discover the Netherlands.	Yes. Actually very cheap!
No, I already new the school.	Courses;Social programme;Meeting new people ;Study credit transfer;	Yes, i got my points and enjoyed the course!	I am not sure. But that is because I don't have any reference of other summer schools.
Yes. I found that regardless of the cultural disparities that exist in the world, there are a lot of people who view the world as one global village.	Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;	Yes. My confidence in interacting with people from the 'developed world' was greatly boosted.	Yes. It matched.
Yes meeting new people and also having courses	Courses;	No	I think for hhs student could be cheaper

Yes, I think I had more fun than expected.	Courses;Social programme;Meeting new people ;Study credit transfer;	Yes, it did. It was a valuable experience.	I think a good part of the price relied on the accommodation, which was more than good. So I understand the price. But again, I expected more from the academic part, but I think this is mainly due to the teacher of my module.
Yes. There were multiple people from all over the world that I got to learn from. I gained a sense of cultural experience.	Courses;Travelling to a new country;Meeting new people ;Price;Study credit transfer;	Never had a problem.	Yes I did. Well the educational experience you're getting there is no price too high to pay.
Very good people and friendships	Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;	Not really an issue I would say, but it did create a memorable experience for me	Yes

<p>Lots. I gained the academic knowledge which is sometimes hard to understand, and then saw first hand how it works in practice on the site visits. This is something you very rarely get at my university.</p>	<p>Courses;Social programme;Travelling to a new country;Meeting new people ;</p>	<p>Yes, and it has driven me to keep pursuing education like this in my own country.</p>	<p>At first I was nervous about this but after the course yes, definitely.</p>
--	--	--	--

I've got a better influence about the environment with my classmates which made us have a bunch of great ideas that brought us to have many memories together.	Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;	It did help me to develop a entrepreneurial side that I've always had with me and hadn't flourished yet, and also helped me to develop a greater interest for the international organizations.	Once more the summer course from the hague contributes profoundly to enrich the knowledge of those who pledges to be part of the summer school, nevertheless the price to some people will be good and to others will not, because taking into consideration the currencies exchanges to some 2,000 euros will be okay, but to others this price will be 4 times greater than this amount of money.
--	--	--	---

<p>Yes! For my Sustainable Cities module, I did not expect to visit so many sites/projects and get the chance to talk to so many of the project owners/designers. I greatly appreciated this. It's one thing learning about the subject in the classroom, and another thing to see it play out in real life. This was my favorite part of the summer school, I think. I loved seeing the projects in person, and talking with its designers/builders.</p>	<p>Courses;Meeting new people ;Logistical support;</p>	<p>Yes, definitely. I'd wanted to take a course on sustainability, as not many were offered in my home country, and I definitely learned a lot about it in The Hague Summer School.</p>	<p>Yes! My issue with most summer schools is that they overprice the programme, especially when you attend Ivy League Schools where it feels like you're paying for the name more than the programme. For The Hague Summer School, I really felt I was getting the value for my money. As my The Hague Summer School classmates and I would often say-never had we learned so much in such a short amount of time. Cheers!</p>
<p>I became more independent. I became confident in my individual skills and capability. I truly thank my experience with The Hague.</p>	<p>Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;Partnership with your home university;Study credit transfer;</p>	<p>Yes. I didn't need the course to fulfill any requirements for my study at my home university, this experience was to broaden my education.</p>	<p>I cannot provide great insight into this question. I was provided a scholarship to attend this university by my home university.</p>

Yes, I walked out with a lot of valuable connections, including teachers and fellow students that I still keep in touch with. And learned really practical knowledge as I was expecting for it to be more theoretical	Courses;Social programme;Meeting new people ;School's multinational & multicultural character;	I would say yes, I've gained a lot of new knowledge and that's what I was looking for .	I think yes, as there was accommodation, travel activities, lunch and courses included.
Yes, very much. Much of the credit goes to the amazing Aminata Cairo and her teaching techniques, as well as the other students willingness to share their experiences.	Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;	Yes! I am still in contact with some of the others from the summer school and have travelled with one. I also learned so many new things that still affect the way I think today.	Yes. The hostel was good, and so was the classes and the social programme.
It was a positive experience for me.	Courses;Meeting new people ;	No, I got what I expected.	It broaden my horizons.
Yes. I learnt a lot about self-growth and I didn't originally expect it.	Courses;Travelling to a new country;School's multinational & multicultural character;	Yes, absolutely. I've gained an experience I was looking for.	Yes, especially living conditions were really good for this price.
Yes, open-mindedness	Courses;Meeting new people ;School's multinational & multicultural character;Price;	It made me more aware of the problems we have in the world	Yes, 100%. I believe the price is extremely adequate and it has an amazing quality-price comparison
I still am in contact with the people I made friends over there, the lesson I took has really changed me as a person and I genuinely didn't expect any of these.	Courses;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;Study credit transfer;	Yes, I took my credits!	Absolutely. The accommodation was good and close, the courses were amazing, we had fun activities and it was nice that lunch and coffee breaks were included.
A lot more confidence in public speaking and some great friendships.	Courses;Meeting new people ;Study credit transfer;	Absolutely.	Fair and square I believe.

different teach way	Courses;Travelling to a new country;Meeting new people ;	yes	yes
I gained plenty of traveling experience including field trips that I did not expect.	Courses;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;	Yes.	Yes, I think the price had matched the value.
Yes, the summer program I was in taught us to take time for ourselves and focus on keeping yourself healthy. I was not expecting that to be a part of our classwork at all.	Courses;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;	Sure, I wanted to learn from others through a culturally diverse lense. That happened! There were so many different people with different perspectives from all over the world.	For us, we had a partnership. not through our school but a federally funded program so the price for us from the states was a lot less than most other students.
Having leaders from different sectors in The Netherlands who came to classes to address us, teach us by sharing their experience with us, it was an amazing experience. I am planning to inspire students in the future by going to different varsities/colleges, making time to teach others on a very personal level. I will not have to be a professor to that but just caring global ci	Courses;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;	Yes I would say, attending school helped me to achieve my goal.	For sure, the price of the program has matched its. In fact we learned more and gained a lot then we paid for.
Yes I gained a lot of insights and knowledge about the Dutch culture and educational system and learned to think critically about different aspects of the European ways of life outside of the classroom that I had not expected originally.	Courses;Social programme;Travelling to a new country;School's multinational & multicultural charachter;	Yes I was looking for an international study abroad program and the summer school was able to provide me the experience while also providing me with credit for my home institution in the US.	NA

I feel that the best experiences I had abroad were outside the classroom.	Courses; Travelling to a new country; Meeting new people ; School's multinational & multicultural character;	It gave me a new understanding of the Netherlands, although it is more sustainable it needs a lot of progress in terms of academics.	No way. For three weeks and what we paid for was ridiculous. Honestly, I feel grateful I got this experience because now I know I wouldn't ever want to study abroad, at least not there.
I have learned about the learning going along with practicing, visiting the place, listening to the story and actually going on the beach to pick up trash, then working on what we could do from there.	Courses; Social programme; Host university; Travelling to a new country; Meeting new people ; Study credit transfer;	Yes, I have learned more about global warming, increasing my attention to protecting the environment.	Yes, I think it is reasonable.
I think emotional benefits that were mentioned in other question is the experience that I both expected and not expected. My course was jam packed and very intense during the 2 weeks, we got really close as a group and I have bonded with new people more than I thought I would.	Courses; Host university; Travelling to a new country; Logistical support; Price; Partnership with your home university; Study credit transfer;	Yes, I feel that I am really building up my resume and have more side of me to show to future employers.	Apart from the flight and some small living expenses everything was covered and we never had to worry how to get from point A to point B, so in the case of The Hague University Summer School I would say the price was very fair.
an appreciation and desire for living in the Netherlands!	Courses; Travelling to a new country; Study credit transfer;	not really applicable.	yes.

Yes. At the networking event, I really enjoyed meeting people who were in a different program, and realized that maybe I could also be in that program in the future. I also went to the Humanity Hub to listen to the Chief Justice of Ghana talk about female leadership and relations in Africa. This experience along with the visit to the Peace Palace and the Parliament building gave me a more robust understanding of the many opportunities accessible in the Hague. Something that I had not considered before. My time at the Hague had an everlasting impact on me; it encouraged me to continue my studies in a area that offers similar experiences/opportunities.	Courses;Host university;Travelling to a new country;Meeting new people ;Logistical support;	Yes. I was able to learn new subjects and gain a better understanding of the role the United Nations plays.	Yes. As mentioned in Q 5, I was a part of the Keith Sherin Global Leaders program, it was \$2,500 for airfare, lodging, and tuition to an international organization.
Yes, meeting people my age of different cultures.	Courses;Meeting new people ;School's multinational & multicultural character;	No, going there didn't fix my home life but it was a good time while it lasted.	Not sure to be honest. It was fine if you can afford it or your school will pay for it. I didn't do it for credit so it was more of a personal choice.

I have met a few Dutch people and observed their 'laid back' attitude, which made me realise that sometimes I can take things more easily.	Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;	I could feel that my English has improved because I was speaking it a lot. Also, I have learnt terminology of my subjects in English and I have added the experience to my CV. In other words, the original purpose of attending a summer school was met.	I think that the price-quality ratio is balanced. Valuable information, intelligent professionals, extrardinary teaching ways and an international atmosphere are worth the money I have paid.
I learned about different cultures and intercultural communication	Courses;Travelling to a new country;Meeting new people ;Price;Study credit transfer;	It was not a problem, but I just wanted to broaden my horizon. I think I was able to do that	I do think it was a bit expensive
I really liked the effort that was put for us to get to see some cultural parts of the city (e.g. art museums), and the bonding events that helped us all get closer to each other and created a good team vibe.	Social programme;Travelling to a new country;School's multinational & multicultural charachter;	Yes. I managed to visit a new country, learn new things, have a good time , and meet new people that I wouldn't have the chance to meet otherwise.	Comparing to other simillar programmes I consider the price reasonable.
I conducted a survey for Dr. Cairo's health, well-being, and culture course which I found to be very useful and unique. I also did not expect much of the travel that we did which was nice.	Courses;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;	I did not have any issue that prompted me to look for the course, it was a privileged opportunity and the course content available is the reason for deciding on The Hague.	I found that the price of the program was nice; having housing and our lunches covered every day was great.

Yes. I didn't expect to feel the amount of culture shock and adjustment that I did when I went to the summer school. The experience really taught me a lot about self-growth.	Social programme; Travelling to a new country; Meeting new people ; Price;	Yes, I had a great experience traveling abroad that truly lived up to its expectation.	Yes, the price I was charged through my program was very manageable considering the length of the program and activities we did.
Absolutely, the cultural differences themselves were so amazing to soak in. The instructors we had were very informative and professional. I loved our field trips and activities.	Courses; Social programme; Host university; Travelling to a new country; Meeting new people ; School's multinational & multicultural character;	Not applicable	Yes! What I paid was definitely worth it.
The extra activities after school, for example the beach and barbecue gathering and city hunt. Also, there was a lot museum visiting in helping me to learn more about the course and the country	Travelling to a new country; Meeting new people ; Price;	With the support from bubbly, I was manage to adapt the new environment more quickly and easily	Yes, with beautiful school environment, living environment, good course and good teacher
Yes	Travelling to a new country;	Yes	Yes
Interacting with a wide range of people.	Courses; Travelling to a new country; Meeting new people ; Price; Study credit transfer;	Yes, it enabled me to complete a course during the summer and it was very enjoyable.	Yes
I was hoping to learn a little bit of Dutch, and I did!	Courses; Social programme; Travelling to a new country; Meeting new people ; Partnership with your home university;	Yes, I am glad I came to the Netherlands. It is a very nice country and the course was great too.	Yes, I think so. Though this was the first time for me to go to a summer school programme.

The whole experience was completely new to me. I truly enjoyed it.	Courses;Social programme;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;	I think that my English language skills really improved.	For courses, social program and accommodation, yes.
Well I did learn that Dutch universities differ from American universities a lot. I did not expect this, but it was interesting to see that it can be done in an entirely different way than what we are used to. This will definitely help me in the future, because I'd really like to study abroad again.	Courses;Social programme;Travelling to a new country;Meeting new people ;School's multinational & multicultural character;	For me there was no original issue or problem.	Yes! Considering all the excursions etc. that we did, it does match the value of the program.
Yes. Touring and cultural experiences.	Courses;Social programme;Meeting new people ;School's multinational & multicultural character;	No. I wanted to enhance my education.	Yes. I thought the price was great as it included the accomodation.
Summer time love. Certain methodologies related to my interest & the network.	Meeting international future network;Courses;Meeting new people ;Study credit transfer;	Yes, it sure proved to be a useful aspect for school thanks to the obtain SCET that allowed me to graduate	Thanks to some funds made available by companies that supported me the remaining value matched the cost of the program
I wasn't expecting to have guest teachers who were so experienced in their fields which was great.We also covered a lot of topics without actually reading and writing a lot which was also cool.	Internship or semester exchange opportunities;Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;Price;Partnership with your home university;Study credit transfer;	Yes, as expected i traveled alone safely and had a great time making new friends and learning about Dutch culture. Also the courses were well planned and informative.	Price was reasonable given it also covered accomodation. However some scholarship options should be there or a discount if we take the 4-week program.

I think that main experiences that I did not originally expect was becoming so close the buddies and the professors.	Courses;Social programme;Host university;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;Logistical support;Price;Partnership with your home university;Study credit transfer;	Yes it was a very eye-opening experience.	Yes the knowledge gained was worth it.
yes, I didn't expect to meet real professional in their field and learn how they do their job	Courses;Travelling to a new country;Meeting new people ;School's multinational & multicultural charachter;Price;Partnership with your home university;	yes	I think it matched its value
For my elective course, I did not expect that we could visit different cities to explore the sustainable development of those cities. I thought it was a great and wonderful activities.	Courses;Travelling to a new country;Meeting new people ;	Definitely yes. I was given a chance to explore the culture of foreign countries and make some new friends.	It was a little bit more expensive when compared to other summer programs, but I like the arrangement is good, including the courses, field trips, traveling cost etc.

Questions 16-19

(16) If your original needs HAVE NOT BEEN MET, how could the school have improved your experience? Please, explain briefly.	(17) If your original needs HAVE BEEN MET, how could the school have enhanced your experience even more? Please, explain briefly.	(18) Do you have suggestions on other things that could be improved and how it should be done? Please, explain briefly.	(19) Would you consider recommending the programme to your friends and peers? Please, explain briefly.
Help with better accommodation, and more social activities.		Come up with more social activities and provide more accommodation support.	Yes, my friends would love THSS.

N/A	N/A	The only "problem" would have been the cafeteria... During the last week we had a really limited choice for food.	Yes. It was really interesting and the environment was also really enjoyable.
Making sure your getting honest feedback from the students about the professors.	More social programs exploring the cultural aspects of the Netherlands.	N/A	Of Course!
The only thing I wish we would have done differently is incorporate a couple more of group activities that involves something with the Dutch culture.	I was overwhelmed and blown away by the hospitality of the University and my peers. It was the best experience of my life.	Wi-Fi service or better communication on how to obtain phone service when studying abroad.	I speak of the Netherlands almost every day to others. I would encourage the entire world to visit at least once. I miss it very much and I can't wait to get back there someday. I would love to retire there!
have been met	More discussion part in the general module.	Connect some courses with computer programming.	Yes. They can have the opportunity to get a more comprehensive view on the world!
My original need have been met.	I don't think they can. You have to invest, if i was in another situation I would have done that. The experience would be better.	Honestly, it is quite a while ago, I don't know. Sorry	Yes! I think it is valuable to do the course and meet people from different backgrounds and interests.
My expectations were met	Though I had a satisfactory experience, visits to more of the international headquarters in the Hague would have added more value	Not at the moment	Yes. It was such a wonderful experience I wish all my friends would have.
Not my situation	Not my situation	Just the fees could be less for hhs students	Yes

Take other teachers (Prof?) and elaborate a course outline. Or at least indicate that the human rights module is not adapted to law students. During the two weeks I didn't see one HR treaty provision.	Keep on recruiting awesome study buddies and have a diverse social program.	None.	Absolutely, it's a great opportunity to meet new people and to open your perspective on a personal and academic level.
My original needs were met.	My original needs were met.	None at all.	Absolutely! I have been recommending fans and colleagues to check the program out.
Continuous improvement of the courses	Same with answer to Q 16	Pre-homework. The pre-assessments do not really make its value during the summer school	I'd love to

Na	I really loved it. Not sure how it could be improved. My course was really great and the talks from the school were pretty inspiring.	I think it should be better advertised. I found it because I went searching the internet, and that took hours and hours. More university partnerships or even using professional bodies, like magazines, RIBA. Rias or student groups. Could ask all alumni to share with twenty other people. Could set up a network group of alumina to help different year groups continue to share experiences.	Definitely, I have done. But the website and instagram etc should be kept better up to date, maybe with student works during the year. I went on at one point but it was pretty inactive. I'm guessing its been cancelled this year. But could hold virtual events instead. I would love to join in on a zoom lecture with my old tutors and show them all i have achieved since. Thanks. PS. The people totally made this experience. We were made to feel included, safe and inspired. What more could you want?
----	---	---	--

My needs was met at the summer program.	By giving me an eyesight differently than the one I had before summer school in terms of looking differently to my major before and after the summer school.	The food at the cafeteria, mainly in the second part of the summer program needs to be improved. The first two weeks was great but the last two weeks of the program was less great than the first two weeks.	Absolutely, I still maintain contact with a professor from The Hague which contributed tremendously on my thesis, it was a fantastic experience.
---	--	---	--

N/A	<p>Honestly, just the duration of the programme. I was shocked at the end of the second week to find that we were already at the end. It felt like we had just arrived. I wanted to stay longer haha! Perhaps adopting a 3-week or even 4-week programme would be to the benefit of the participants. Aside from allowing us to learn more, I think it would have spaced the programme out in such a way for us to be able to socialize/rest more after class hours. Though the primary purpose of every summer school student is to learn, I must admit that the socialization aspect - in getting to meet and make friends with various people - is something I look forward to.</p>	<p>I think definitely the promotion and marketing of the programme. I remember discussing with close friends i'd made in The Hague Summer School how we really had to search for some variation or combination of "Summer School" and "Sustainability" in order to find The Hague Summer School [none of me and the close friends I'd made belonged to partner universities of The Hague University]. Considering how much I read on sustainability and similar topics, I think the summer school programme should have shown up on my feed.</p>	<p>Definitely. As I'd said previously, never had i learned so much in such a short amount of time. I was able to meet like-minded people that gave me hope for the world we still could build-- a better, more sustainable world. The Netherlands itself is such an ideal place to see sustainable initiatives and projects in real life. Furthermore, our 'buddies' [The Hague University students & staff who'd guided us] were very welcoming and helpful. I would say the same for the programme instructors as well. We even had several guest speakers who were renowned experts in their fields! I had a wonderful experience, and would wish my friends and peers to have the same experience as me.</p>
-----	--	--	--

My original meets have been met	I believe if the human rights course was advertised appropriately (towards students who had experience with international policy) I would have avoided having to switch courses. Hopefully, this could be resolved so other students would not have to undergo the same issue as I had.	I would recommend assigning a buddy to pick up students who are arriving before or after the designated pick up time. In doing so, students would avoid having to navigate alone. I had gotten lost the first night and had to take an Uber to the university. Hopefully students won't have to do the same :).	Yes! Despite the short duration of the program, I learned so much in the courses, local culture, and about myself. I also made fantastic friends. I would never trade my experience. My experience at The Hague has truly inspired me to travel more and experience different parts of the world.
Perhaps offered a course next year, or a free online course that not available for everyone.	Maybe communicating throughout the year to offer job positions in the fields we were studying in. That could bring new partnerships	I do not have any more suggestions	Yes, I would. I think it's a valuable experience, Botha in terms of learning new things about the subjects , and environment you're studying in. It opens up new opportunities and connections. It's also a good material for a good price to start with. I would definitely recommend the course I've been studying to my friends and peers

-	Some of the lectures with guest speakers were not really to my interest e.g. I believe there was a soldier who I thought was quite narrow-minded. And the class I was originally assigned to about human rights was also not to my liking - but it was easy to change classes so it was not that much of a problem.	No.	Yes! I actually have recommended it to a friend.
None.	Add another two weeks to the program.	None.	Absolutely.
All of my needs have been met.	I would love to see more cultural activities, about Dutch art and history	I'd like to receive more help with accomodation in the habitation since I'm petite and need help with luggage	Absolutely, it was amazing
All met, my expectations were to just free myself	I think the school did a good job in meeting my expectations	No	Yes, definitely. It was an amazing experience that opened my eyes and helped me find myself. I would recommend it to everyone who wants to learn and grow with international people

They have been met.	I think the only thing I had complaints about was that the courses last until, if I'm not mistaken, 4 pm and I found that a bit late since everything in the Netherlands closes early in the evening so I didn't have much time to get around The Hague.	No, thank you.	Absolutely, yes! I did! I wish on everyone to have a wonderful experience as I did in the Hague Summer School as I did!
Nope.	I wish I could have explored more intriguing aspects of geo-politics.	More integration in other courses would be a lot more engaging. My two cents.	I would if I knew they would enjoy it.
feedback and adjustment	set up an experience sharing group	more courses selection	absolutely
My needs had been met.	None.	None.	Yes, I would recommend my peers consider this summer school programme.
N/A	N/A	I think outings for meals should have been more local family-owned restaurants. In the states, we can not get a lot of the types of food you have there so going to a pizza place was very disappointing. (I think since this was organized through Echo most of the summer school does not have this)	Yes, I would and I have. This was a great experience for me. I would love to try to finish my studies abroad but I am not sure how to even go about that...?

My original needs were all met.	No need to enhance any experience. The school did a great job and they should keep up the good work.	We were taking longer hours in classes, and it was so exhausting. I suggest that the school should balance hours spent in class, field trips and other free time.	Yes I would, in fact last year when I came back from The Netherlands, I took time and talked to students at my College and they were and still are interested to learn more about the program.
Being more coordinated and organized for students attending the summer school through an external program.	NA	NA	Yes, it was an overall great experience especially for students who are first-generation.
More engaging activities. Less lecture or if there is lecture make it more interesting. Shorter class time, because honestly whose in class from 9am to 6pm by the time you're out there's nothing to do because either your physically and emotionally drained or places have closed up for the day. Also, we had very limited access to wifi in our sleeping accommodations. If we are in school shouldn't that be a priority.	N/A	Cleaner living spaces. Wifi access. Engaging classroom interactions. Shorter class time.	No way. It's too overpriced for what you get out of it.

I would suggest the school offer wifi so we can access the internet easily in our bedroom.	We have a buddy in our group who we can ask for advice for places to go there things to do and they will be the one who attend most of our classes and get things prepares.	We would ask for a changing time schedule for classes so we still can attend classes and also have chance to explore things around. Most of the stores have been closed at 5:00pm, so we didn't have chance to explore the city after class.	Sure, It was a fun study abroad I have ever had. I love the Netherlands, friendly people, great environment school, enthusiastic professor assistants, creative way in teaching. I love it and recommend it.
My needs have been met.	I have hard time imagining what else could have been done. As I've said earlier - our days were jam packed with activities which I very much enjoyed, so I can't really think of any improvements.	No further suggestions.	Absolutely, lots of new impressions and worth the money it costs.
select better lecturer for the general module, and/or revise the material.	better housing experience and organization of the summer school. Such as better communication after programme completion. It took nearly 4 months after the programme before I received my transcript with fixed typo.	more focus on recognizing the individual responsibilities of the students.	yes. It was fun, and I might consider applying again.
Not applicable - my needs were met.	More field trips; networking, Humanity Hub, etc.	An introduction to the library.	Yes. I present to students and help the apply to the program. I hope to study there again someday.
Get rid of the sustainability lecture. Have school start later so people can sleep in in the morning.	Could've slept in.	No.	No.

-	Since I am satisfied content-wise, I think the program could be improved by adding more activities for bonding outside of lectures with more excursions, game evenings, parties and possibly cycling tours.	-	I have already recommended the programme to my friends because I enjoyed the experience. I shared some stories about meeting people from different countries and having group discussions during lectures. Apart from that, I loved The Hague and I think it is a city worth visiting.
X	Maybe shoot an aftermovie so I can show my friends what I did.	X	Yes
My original needs were met.	I would like to have the opportunity to get a general idea of what the other groups were doing in their electives to get a better idea of the whole programme.	I would like to have the opportunity to meet more permanent students of THUAS to get a better idea over the university itself, and the students' lifestyle.	I would definitely recommend the programme.
The experience met my expectations.	Perhaps the general modules could have been more centered around large-group discussion of cross-country comparisons of things like economic, political, and social issues rather than think-tank innovative projects.	Maybe suggesting events that are happening in the city in the housing lobby so students can group together and go out to those activities.	Yes, I found that The Hague's focus on multiculturalism and international justice was a very fitting environment for discussing international issues alongside global peers.

NA	I think the course descriptions should be revised to be more accurate. Myself and many other students felt that the classes we were in were very different from the ones we signed up for.	Although we went on many excursions, I would always suggest getting out of the classroom and into the culture more as a way to improve the courses.	Yes of course, the people and activities of the program were life changing and made the experience all the better.
Not applicable	I really enjoyed the barbecue we had at the beach. I think that a fantastic way to get everyone together. It would've been nice to start off the program with something like that so we all get to meet each other and connect with one another right away.	Perhaps adding additional courses to chose from, replacing the movie night with a day at the beach or other fun activities. & also providing more information for things to do on the weekends or when we're not in school. Especially if you're not from Netherlands.	Yes! I would definitely recommend this to my friends. It is an amazing way to gain more knowledge on how other countries view education, healthcare, social matters and a lot more.
To provide a more practical courses instead of theoretical base which might help to learn something in-depth in a short period of time	With the help of bubbly is good but also could leave some space for student to be more independent	First, to state clearly on the aim of the course to allow student in understanding what they are going to learn. Second, with teacher proper commend after work submission or on student performance to help them improving themselves by unseeing their strength and weaknesses through the comment from teacher.	Yes, The Hague is somewhere beautiful that worth to be there once in your life time
It was very well already	It was very well already	It was very well already	Yes, the programme is meaningful

I thought it was great.	I can't remember exactly, possibly more organised with what courses are actually running and more people attending.	N/A	Yes, I enjoyed it a lot and thought it was well organised.
It would have been nice to have had a physical location we could go to if we had questions about something, either about the course or about the school/city/etc.	I think the school did a pretty good job on delivering what was promised.	No, I don't.	Absolutely! I'm glad my friend recommended me to take the programme, so of course I'd be happy to recommend it to others as well. It was a great learning and social experience, something I'd wish for everybody!
Please, follow your course manual instructions for teaching your courses.	N/A	N/A	Definitely.
-	I can't really think of anything. As soon as we had a problem, we could discuss it and try to find a solution together. For example, because of the heat, we could have access to cold water during classes too.	Perhaps choose a different housing location next time. The Leemanstoren had a lot of problems with wifi and washing/drying. However, this was more DUWO's fault and not really of the organization of the summer school program.	Yes, I would and I have! I thought this program was super fun and educational. I made a lot of new friends who I am still talking to.
N/A	Maybe more social events.	No.	Yes, definitely. I think it was a great programme.

.	Please see question 11.	It would have been comforting to know where the supporting students were staying during the program or even allow one accompany one / two to party in the evening with us. A very important suggestion is to keep the intercultural dinner in the agenda as it was fantastic to connect over food and discuss cuisines.	I found the summers school to be useful and unforgettable way to get some SCET. Whoever still needs some SCET's point to boost their progression of their study period I would recommend the program to.
And study credit exchange system with my home university would have been useful!Also i wanted to come over for a semester exchange.	I'm more social now and willing to participate in debate for social causes	New courses in different fields of study would be amazing. Like I'm studying transportation design so having an option to study industrial design would be more useful for me	Yes i would definitely refer this to my friends and family
N/A	I think the school did a great job in enhancing my experience.	None	Yes because I think it is the experience that every undergraduate should experience if possible.
I think it is already good overall and my original needs have been met	more social projects	The internet connection around the dorm is quiet bad.	yes, i think it is a valuable learning experiences
More outdoor education in The Hague can be held.	More outdoor education in The Hague can be held.	Overall, I think the arrangement is quite good.	Yes, I think the courses are good and the lecturers and buddies are kind and friendly. I created a good memory in the summer school.