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**SCHOOL OF EUROPEAN STUDIES  
THE HAGUE UNIVERSITY OF APPLIED SCIENCES**

## **The Hague University of Applied Sciences International Summer School**

**Final project**

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**Executive summary**

The Hague University of Applied Sciences has made a great effort to attract international students and therefore, has been able to achieve certain successes. There is a growing number of international students in the university, from 6% in 2006 to 10% in 2008. Recently, the university has developed another version of the International Marketing and Communications Plan for the period of 2010 and beyond. Many significant opportunities are identified in this plan as a result of rapid changes in the education market, not only in the Netherlands but also globally. As an important opportunity stated in this plan, one trend is clear to international students want to attend short-term courses (one-week to six-month courses). Students attending short-term courses will bring many benefits to the university, not only in terms of financial benefit but also increasing number of higher quality incoming students.

Summer schools are a typical type of short courses and may bring those expected benefits for the university. Therefore, it is advised to have a summer school in The Hague University of Applied Sciences. Since summer school has not been operated in the university, this project is devoted to this completely new international school from its basic concept to the marketing activities for it.

## Introduction

“The Hague University of Applied Sciences is a Dutch university based in the city of The Hague, The Netherlands. It offers different kinds of programmes both in Dutch and English, full-time and part-time. Additionally to the Bachelors and Masters degrees, The Hague University also offers professional courses, research and development, and open studies for seniors. There are more than 20,000 students of more than 130 different nationalities studying at The Hague University, which makes it the most international university in the Netherlands.” (The Hague University of Applied Sciences, 2010) Every three years, the Communications and Marketing Department of the university develops an “international marketing and communications plan” for communication and marketing activities of all international programmes.

For the coming period of 2010 and beyond, “The Hague University International Marketing and Communications Plan” has been written based on previous marketing plans. There are certain issues that have been mentioned in it. Nevertheless, one of the most significant issues is how to maintain the ratio of total international students against total Dutch students in the university at 10% as the internationalisation goal set in 2008 while at the same time, improve the quality of intake students. There may be several alternatives to solve this issue, and one of these alternatives is creating a summer school of The Hague University of Applied Sciences.

The content of this final project will investigate the central question “Is an international summer school a feasible option for The Hague University?” By answering this question, we will have to define what will be an international summer school of The Hague University, the reasons to create a summer school of The Hague University of Applied Sciences. We also need to figure out if there is a niche market for this school and how we should market for it.

Desk research was conducted on other international summer schools in UK, France, Germany and especially in the Netherlands. Looking at The Hague University of Applied Sciences from a business perspective, The Hague University of Applied Sciences’s International Communications and Marketing Plan plays a crucial role in providing internal information of the university. In addition, articles of interview between people and respondents from questionnaire have also been used to reflect the market from the cultural point of view.

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## Summer schools

### Summer schools in general

“In high school, college or university, students can enrol in classes for credit to be taken into account in their grade point average or their transcript. Generally, this credit is in one of two categories: remediation or advancement. For remediation, the summer school is used to make up credits lost through absence or failure. For advancement, the summer school is used to obtain credit for classes to accelerate progress toward a degree or in order to lessen the load of courses during the regular school year.” (Summer school, 2010)

However, there is an increasing number of international summer schools worldwide that attract all types of students. Those schools allow a student to take part in the programme without the need of registering as a student at their parent university. They also offer a wide range of courses, mostly come from different faculties within their parent university. Researches through many of those schools located in Europe show that the most interested summer courses are language. Language courses offered in international summer schools are often English courses or the language of the country where the summer school is located.

Most of international summer schools provide accommodation for the students for their duration of taking summer courses. Beside academic content, they also include out-of-school activities as a part of their courses (*See Appendix I*)

### The increasing demand for summer schools worldwide

There is a sharp increase in the number of students attending short courses worldwide, which leads to the increasing demand for summer schools. This can be seen easily by the fact that the number of international summer school is growing in many countries with most of schools claim their positive growth during their operation. A great number of nationalities shows that the international summer school is comparatively known globally while the great number of courses shows a capability and ambition of expanding the summer school. A smaller number of courses indicates that the school may just be in the experiment period or already achieved the strategic specialised courses. The following table describes some of these growing numbers:

School	Started year	Number of courses	Number of students / number of nationalities (2009 data)
St Andrews international summer school	N/A	10	N/A / 46

Berlin school of economics and law	2004	4	~ 100 / 25
Grenoble ecole de management	2006	9	N/A / N/A
Summer school Almere	This year	12	N/A / N/A
The Amsterdam-Maastricht Summer University	1990	6	N/A / N/A
Rotterdam University of Applied Science	2009	9	N/A / N/A
Tilburg university summer school	2009	8	N/A / N/A
Utrecht summer school	1987	90	1500 / 80

Moreover, among 76,000 international students studying in the Netherlands in 2008, 17,900 students come to the Netherlands to study for credits, not for diploma qualification. This transfers to 415 non degree English-taught programmes (Internationalisation in higher education in the Netherlands – Key figures 2009).

### Time of organising

A very important factor explains why international summer schools are attractive to students is the time summer schools are organised. Next to some schools that have short courses running throughout the year, the majority of international summer schools, as they are named, are held in July and / or August. With most of pupils or students from The Hague University's target markets, this time of the year is for the summer holiday. For people who are working, summer is also a great time for them to go on vacations. The ideal and very suitable time of international summer schools allows a maximum number of students can join without worrying about their other work.

### Trial study phase

Every year, there are always a certain number of students who quit or change their studies. This problem is caused by the fact that not all students knowing exactly what programme is suitable for them. Therefore, students will prefer to have an opportunity to discover about many things first before officially enrolling as full time students. An international summer school is also an ideal place for an international student to discover its parental university if he or she wants to register as a full time student later. They will explore a country with its culture, understanding about courses they are going to learn in future... After that period of time, a student will have a better look at the choice he or she is going to make, to see if that is the right choice or not.

### Why should The Hague University of Applied Sciences open a summer school?

First, The Hague is a very famous city which embraces many big international organisations. It is not only a place for politicians but also an “international hotspot for tourism”(New Babilon in The Hague, 2007) Every year, the Netherlands welcomes more than ten million tourists (UNWTO Tourism

Highlights Edition 2009, 2009) The Hague as a city of tourism will be visited by many tourists. While most of tourists coming from neighbour countries such as Belgium, Germany, United Kingdom..., interestingly, German students also contribute 42% in total international students studying in the Netherlands (Milténbourg, 2010). This fact, therefore, shows a great potential of attracting students attending school via tourism. Since international summer schools often offer outdoor activities rather than studying in classroom only, the beautiful city of The Hague will be a great advantage for The Hague University of Applied Sciences to combine the academic and non-academic content.

Second, according to The Hague University International Marketing and Communications Plan 2010 and beyond, there are great interests among students from different target markets in short courses. Offering more short courses is a must in order to have a sustainable development and a competitive advantage. Within the university at the moment, English-taught short courses are only provided as parts of an international or exchange semester. They are only running during normal year only (The Hague University, 2010). This fact greatly restricts the availability of students wishing to “have a taste” of the university but temporarily pursuing another school in another country. To meet the goals set in The Hague University International Marketing and Communications Plan 2010 and beyond about increasing the number of international students in the university as well as the awareness of the university worldwide; a more flexible system of short courses should be planned.

Third, trial study day is promoted by the university as a great chance for prospective students to come to the university, not only to know about the facility and service but also to get to know the programme they are interested in. There are five trial study day running throughout the academic year. The earliest one is in December and the final one is in June (The Hague University International Study Magazine 2009/2010, 2009). Again, students studying in another country will hardly find a suitable time to get to know the programme. Trial study day therefore will not benefit those students, which lead to the risk of getting the wrong choice. If students can go for a “trial study phase” more easily, there will be a better chance for student to understand their choices.

Fourth, as a potentially useful tool, international summer school can be used to improve to quality of intake students. Courses provided in the international summer school, especially courses focusing on English grammar and study skills will raise the quality of incoming students (The Hague University International Marketing and Communications Plan 2010 and beyond).

Lastly, during the summer, the university is closed for students. However, the facilities are still open to be used. This period varies between departments but mostly from mid July to mid August. This is a waste of the university’s facilities from a financial perspective.



## How are international summer schools organised?

### International summer schools in competitor countries

The competitor countries in this final project are countries considered “competitors” indicated in The Hague University International Marketing and Communications Plan 2010 and beyond. They are France, Germany and the United Kingdom. These countries are considered “direct competitors” because according to the UNESCO Student mobility 2008, the choice of students who go to Europe to study lands in UK first, second choice is France and the third one is Germany.

Through searching different international summer schools in these competitor countries, some main conclusions are drawn:

- In general, international summer schools differ greatly between countries. Even though they share some similarities, they are organised or taught in different ways.
- Accommodation is provided by almost all of the international summer schools, courses may be provided by a partner university.
- There are two typical types of international schools in terms of curriculum offered: academic courses only and academic courses offered in combination with outdoor activities (sport activities, cultural visit trips, education related trips...) Therefore the tuition fee will vary depending partly on the curriculum of the programme.

The following is a summary and remarks on international summer schools in these countries. Courses of a sampling of the summer schools as well as tuition and other things can be found in *Appendix 1* and *Appendix 3*.

### United Kingdom

As is the nature of an English speaking country, the United Kingdom offers a wide variety of courses offered with a strong focus on improving English language skills. Being the home country of the well-known IELTS test (International English Language Testing System), the United Kingdom has an advantage in attracting students who want to improve their English language and especially those who want to take the IELTS test in the future.

“Given that the reputation of British universities is high and that overseas students have a good experience in the UK that gives international students the sense that they are getting value for money.” (Trainor, 2008) This is the main reason why the United Kingdom has been so successful in attracting international students. British schools every year attract hundreds of thousands international students and make up the nearly three million international students studying in this country. (Rise in foreign students in UK, 2008)

In general, international summer schools in the United Kingdom are organised in the following way:

- Target groups: two main target groups:
  - Group 1: Students with no relevant experience (mostly students from middle or high school)
  - Group 2: Students with relevant experience (studying or already studied in universities)
- Academic content: the academic content within a summer school in general is very broad. Courses are spread over many different subject categories, from Art to Technical Engineering, from Business to Sport... A very important course subject – English language skills, in spite of being under different names, seems to appear in every international summer school's curriculum(*See Appendix 1*)
- Outdoor activities: Outdoor activities are very common in those courses for students from the first group. Activities are organised by the school and therefore, students attend these activities as part of their schedule.
- Time and duration: end of June to end of August, most frequency is mid July to mid August. The length of the courses varies between two weeks to two months; depending on which group of students are in. Courses for students in group 1 often last longer than courses for students in group 2.
- It is the students' choice whether they want accommodation arranged by the school or not. The tuition therefore is clarified in two types: accommodation included or accommodation not included.
- Students attending courses in summer schools are often awarded a certificate. However, they are not granted ECTS credits for doing these courses.

### France

Because French is a first language to more than 136 million people and a second language to another 190 million people, (Estimation du nombre de francophones dans le monde en 2005, 2005) international summer schools in France in general provide French language courses. The majority of international summer schools in France provide in-depth French language courses for all levels of students. Of course, there are international summer schools taught in English, however, when searching for international summer schools in France, French taught courses far out-number English. Therefore, English taught schools are not very well known. In other words, similar to the situation stated in The Hague Communications and Marketing Plan 2010 and beyond, competition within France is rather limited. Within the scope of this project, only international summer schools which provide English-taught courses will be researched.

- Two main target groups:

- Group 1: students who would like to study French language – no specific requirements. Courses are available for all types of students.
  - Group 2: students with relevant background will be able to attend other academic content courses.
- Academic content: business-related courses are the most common courses to be seen in these schools.
  - Outdoor activities: Outdoor activities are a part of group 1's curriculum. Outdoor activities are optional for students belonging to group 2.
  - Time and duration: end of May to end of July, most frequency is around June. Courses' durations really vary, but mostly a course lasts about three weeks or one month.
  - Accommodation is nearly always provided by the schools and therefore, tuition in these schools included accommodation.
  - Students attending courses in France receive both Certificate of Attendance and ECTS credits.

### Germany

In Germany, there are three types of higher education like in the Netherlands: institutions, research universities and universities of Applied Sciences. Therefore, it is important to look at how the universities of Applied Sciences organise their summer schools.

- The target group of German international summer schools are mostly people with relevant background, i.e., they have learned about the topic they want to study in their higher education institution or they have worked in a related field. This group mostly include professionals and students who (used to) study that field of subject.
- Academic content: German international summer schools offer a wide range of subjects, from social studies to nature science studies. However, courses about European Studies (concerning European matters) are very popular in these schools.
- Outdoor activities: available as optional choices for students to attend. The students are encouraged to join these activities; however the costs are not included in the tuition.
- Time and duration: end of June to mid August. Courses last for about four weeks.
- Accommodation is provided by the schools, tuition includes accommodation fee.
- Students attending courses in German receive both Certificate of Attendance and ECTS credits.

### International summer schools located in the Netherlands

In the Netherlands, there are not many summer schools for international students. There may be short courses in the summer time provided by different universities (both research universities and

universities of Applied Sciences); however, not all of these short courses are provided in a summer school system.

There are also the so-called summer schools that play a preparatory role. A typical school of this type is the Saxion summer programme. It offers six different subjects for students and lasts for two months. (See Appendix 4) However, because it functions like a preparatory programme, international summer schools list do not include this type of school.

Based on the websites of different universities in the Netherlands, with reference to the Nuffic website (the website of the Netherlands organization for international cooperation in higher education), there are in total six international summer schools (which belong to six different universities) that would be analysed in this project. The data generated from these schools will help The Hague University of Applied Sciences have better insight into the trends, regarding types of courses and also trend of organising, amount of tuition paid and possibly find a market gap from these experiences.

Below are the six international summer schools providing English-taught courses that are currently active:

- Summer school Almere
- The Amsterdam-Maastricht Summer University
- Rotterdam University of AS summer course
- Tilburg University summer school
- Utrecht summer school
- Leiden University summer school

For details of these six international summer schools of the Netherlands, see *Appendix 4*.

	<b>Almere</b>	<b>Amsterdam – Maastricht</b>	<b>Rotterdam</b>	<b>Tilburg</b>	<b>Utrecht</b>	<b>Leiden</b>
<b>Target group</b>	Students or professionals with relevant knowledge / experience. (Except the Intensive English course)	Students or professionals with relevant knowledge / experience.	No specific requirement	No specific requirement for language courses, students or professionals relevant knowledge / experience for other courses	No specific requirement for language courses, relevant knowledge / experience for other courses	Last year students in the school of study subject, professionals with relevant knowledge and experience
<b>Number of courses offered</b>	7	6	9	7	120	6
<b>Fields of courses offered</b>	Language, social studies	Language, health care, media	Language, business-related	Language, philosophy, media	Culture, art-design, language, social / life science, law and economics	Language, Law
<b>Outdoor activities</b>	No	Yes	Yes	Yes	Yes	No
<b>Time range</b>	10 – 20 days	1 week – 4 weeks	2 weeks / 4 weeks	4 days – 4 weeks	1 week – 7 weeks	2 weeks – 4 weeks
<b>Duration range</b>	Beginning of July – end of August	Beginning of July – End of August	End of June – mid July	Mid July – mid August	Beginning of June – end of August	Mid June – Mid August
<b>Tuition * range</b>	55e – 80e (Erasmus programme excl)	37e – 170e	54e – 68e	34e – 115e	28e – 350e	46e – 250e

\*Tuition is calculated as a daily cost and includes accommodation

Number figures in this table are approximate number only.

## The Hague University of Applied Science's international summer school

### SWOT analysis

Because The Hague University of Applied Science's international summer school is built based on the necessity derived from The Hague University of Applied Science's Communications and Marketing Plan, the international summer school will be built greatly based on the SWOT Analysis of The Hague University of Applied Sciences. The following lists important points from this SWOT analysis that may have a great impact on the potential international summer school.

#### Internal strong points

- Increasing number of cooperating universities and companies providing assignments, projects and internships
- Great deal of expertise at The Hague University of Applied Sciences in the shape of skilled personnel in education, support and networks
- A number of strong brands: diversity in programme
- The broad selection of the programme: eight international bachelor programmes and five international master programmes
- Excellent facilities with their great capacity which help to perform a large amount of work in a short period of time

#### Internal weak points

- The opportunities of synergy are used insufficiently, are still too ad hoc and isolated, there is little knowledge of one another, which leads to little cooperation
- The task, authorities and responsibilities of those involved are unclear.
- Insufficient accommodation

#### External opportunities

- The municipality of The Hague is taking measures to strengthen its position as the international city of peace and justice in the coming years
- Increasing number of the NESO locations. Among 23 target countries stated in the Communications and Marketing Plan 2010 and beyond, the NESO offices have been in 13 countries. Also the number of agents has been increasing.
- The visa regulation has been set easier for several countries, including two promising markets: Brazil and Korea
- The highest concentration of international schools can be found in The Hague

- The interests of several target markets' students in attending short courses, especially courses involving culture and language topics
- The ECTS credits transfer system which helps students transfer their previous study from countries to countries (within the EU) easier

#### External threats

- The Dutch education is performing below the average among EU countries (Progress towards the Lisbon objectives in education and training. Indicators and benchmarks 2008, 2008)
- European policies and accreditation become stricter
- Increasing competition, not only competition within the Netherlands but also competition in other competitor countries
- The Netherlands as a country of education is largely unknown internationally

#### Target group

In order to determine the target group for The Hague University of Applied Science's international summer school, it is first necessary to have clear objectives of this school. There are two things in line with the objectives stated by The Hague University of Applied Sciences' Executive Board ("diversifying the student population by improving the quality of the education offered at THU") that this school may contribute greatly:

- The courses provided in summer school are short courses and they fit with the trend of students from several potential markets.
- The international summer school may help to improve the quality of intake students (certainly if the students take the courses that relate to their field of study).

From the table of summary above, we can see that the group with no relevant knowledge or experience is left out, i.e. people who have not attend an institution of higher education will not have a chance to participate in academic courses. However, these people might be the ones who are going to apply for bachelor degrees in the university. With the aim to improve the quality of intake students stated in the plan, it is necessary for The Hague University of Applied Science's summer school to give a chance for these people to join summer courses. Furthermore, targeting in this market segment will also avoid many competitions from other universities.

However, even though not being as the target group, a wide range of people who want to further their previous study should not be excluded. Students or professionals with relevant backgrounds should still be welcomed but they will not be the target market of The Hague University of Applied Science's summer school.

### Entrant requirements

Entrant requirements with advanced courses will be set by the faculties. Students who might enrol are the ones who have sufficient knowledge in that field of study, either people with sufficient working experiences or students who are in their last year of study.

Entrant requirements with basic courses (courses for beginners) will simply be based on the interest of students. If students have enough interests in joining the courses, they will be allowed to join on.

A general requirement for students is their sufficient English language skill. Students who take summer courses (except language courses) should have the same English level with students who wish to register as a full time student in the university. That is:

“The minimum overall band score for the IELTS test (academic version) for all English Bachelor programmes is a 6.0. Besides the minimum overall score of 6.0 European Studies and International Communication Management require minimum band scores for:

- listening: 5.5
- reading: 5.5
- speaking: 5.0
- writing: 5.0

For the TOEFL test a minimum score of 550 (paper based version), 213 (computer based version) or 80 (internet based version) is required.” (Application requirements, 2010) Students who wish to follow language courses, especially English language courses, depending on their choices of programmes, might be required the level of English differently. However, since the language of instruction is English, it should not be set below the English requirement for the one-year-prep school, that is: a minimum IELTS score of 5.0. (English Language Preparatory School, 2010)

To prevent the high workload for the centre enrolment, the admission of students granting them permission to participate in the summer courses will be done by the faculties.

### Academic content

The academic content is decided by each faculty. The international summer school is only the intermediary between students and the faculty. However, it is expected that all of the international programmes (including both bachelor and master degree programmes) have at least two short courses.

The academic content of courses in The Hague University of Applied Science’s international summer school will be designed according to two main components: the advantage that The Hague as a city



brings us and the traditional high quality courses of our different programmes. These courses also should provide both students with or without relevant background to join the courses, i.e. there will be different level of entrants: basic or advanced.

From the example of Leiden University's summer school (see *Appendix 4*), we can see that their courses focus on law and legal issues. Leiden since very long time has been the legal capital of the Netherlands. This prestige and old university has many strong legal programmes. Moreover, Leiden is very near to The Hague – the legal city of the world with many international legal institutions and organisations. The Hague University is directly located in The Hague, thus, this will be our great advantage when promoting for the summer school.

Among eight international bachelor programmes and five international master programmes that are currently being offered, the Process and Food Technology programme and Industrial Design Engineering are two programmes that share common characteristics with Utrecht University summer school. The other five schools do not offer any courses relating to the technical field. The fact that The Hague University of Applied Sciences has great facilities, not only in The Hague but also in Delft will be able to help in organising these courses.

In short, courses provided by The Hague University of Applied Science's international summer school will cover a wide range of subjects on social study programmes. This is to take the advantage brought by The Hague as an international city of peace and justice. Other programmes will offer their courses that take advantage of the school facilities and / or experience of the full time programmes.

### Accommodation

The Hague University of Applied Sciences has been working closely with DUWO – the student housing agency to provide accommodation for international students. Even though the time of contract may differ from person to person, in general, bachelor students who receive housing service from DUWO have the contract for eleven months. International bachelor students start their contracts in the second half of August and end in the second half of July the following year. Therefore, it is possible to arrange accommodation for summer school student for duration of approximately three weeks to fill in this gap.

Other than DUWO, The Hague University of Applied Sciences may establish new relationships with other housing agencies. And because summer courses last for the short period of time, it is also possible to have hostel as short-term housing for summer school students. In this case, The Hague University of Applied Sciences will use the tuition paid in advance by the students to book for their accommodation.

### Duration

Due to the fact that international programmes do not end before the beginning of July and the new academic year always starts in the end of August, the maximum duration of a summer course cannot last more than eight weeks. The most ideal time will from the end of July until mid August, when accommodation from DUWO is available for that short period of time.

Because the aims of different courses are different, the duration of each course may not be the same, either. Courses that accept students with no relevant background will need longer time, due to the fact that students need time to get acquaintance with the new subjects. And because we want to improve their quality via these courses, it will need a certain amount of time to get the result. On the contrary, courses that are designed for people who already have some relevant background will last for a shorter period.

### Awards and extra benefits

Outdoor activities should not be excluded from the curriculum of any courses. Activities outside classroom will not only help students having chances to get to know the country with its culture, it will also help students to get to know each other and start building their network (informal network or professional network). Outdoor activities such as visit to different cultural places, Dutch or international organisations locating in The Hague (or nearby areas) will be organised by the faculties. The faculties will make sure that these activities are relevant to the course content and / or the aim of the courses.

Students attending The Hague University of Applied Sciences' international summer school will also have the benefit as other international summer schools locating in the Netherlands. That is, they will be receiving a Certificate of Attendance by the end of the course and the appropriate assigned ECTS credits. These ECTS credits, therefore, will be considered as a part of the study if they attend The Hague University of Applied Sciences international programmes in relevant fields.

### Cost

Cost of summer school courses will be discussed in the latter chapter: *Financial aspects of The Hague University of Applied Science's international summer school*

## Marketing for The Hague University of Applied Science's international summer school

### Doing marketing activities from a conceptual approach

The culture of every country is different from each other, no matter where that country is located. Every country has its complex system which consists of nature things (such as geography, climate, environment...) or human things (people, language, behaviours, habits, beliefs...) Culture is defined as “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” or in short, “culture is everything that people have, think and do as members of their society”. “When people think, ideas, values, attitudes, and beliefs are present. When people do, they behave in a certain socially prescribed ways. Thus culture is made up of: material objects; ideas, values and attitudes; and normative or expected patterns of behaviour.” (Tylor, 1871)

A very important thing when promoting for a product is to create a culture of using it. The same thing applies when we want to do marketing activities for the international summer school. Every country has its own culture, however, people coming from different countries will bring their own culture (which becomes sub-culture) to contribute to the international summer school. Outdoor activities are held as a part of the curriculum, as a consequence, people will have more chances to get to know each other and cultures will mix more easily. How are students from Germany or India doing in The Hague University of Applied Sciences? How do they think, how to they live...? Those types of questions will create in the mind of other German or Indian students who are still staying in their home country a more cultural image about the university. A ideal image of a student studying in the university should best describe that student's life not in term of “perfectioness” or “broadness” but in term of that cultural specific interests. As it is stated above, attitudes come together when people think, it is important to know what attitude students carry when they attend international summer school so that we can picture the school in the right angle that the students want to see.

### The confrontation matrix

Based on the SWOT analysis in previous chapter, the following points in the confrontation matrix are drawn up. The Hague University of Applied Science's summer school will be marketed in a global scale with the same strategy applied with other international programmes. As it is stated in The Hague University Marketing and Communications Plan 2010 and beyond, the marketing activities would be done in a one-on-one personal approach. However, since the market of the international summer school and other international programmes is not the same, the marketing channels (our partners) will be different.

International summer school is opened partly due to the fact that there is a great flow of tourists to the Netherlands in general and The Hague in particular. Tourism is still a very promising industry. Because that most of summer courses last no more than two months, a student who needs visa to enter a foreign country often request for a tourist one (Visa requirements, 2010) International summer schools that offer extra activities beside academic content can attract many students who do not only want to learn but also want to travel and explore new cultures. By combining these activities together, international summer schools have taken advantages brought by the tourism industry. Western Europe as a traditional destination for tourists still remains the second region in the world, only after Southern Europe, in term of tourist arrival. In 2008, it has the global market share of 16.6%. Even though there was a slightly decrease in 2008 in comparison to 2007, more than 150 million of people are still attracted by this region (UNWTO Tourism Highlights Edition 2009, 2009) Figure 1 summarises the statistical data of international tourist arrivals in different regions worldwide from 1990 to 2008 (For the complete statistical data, see *Appendix 2*)

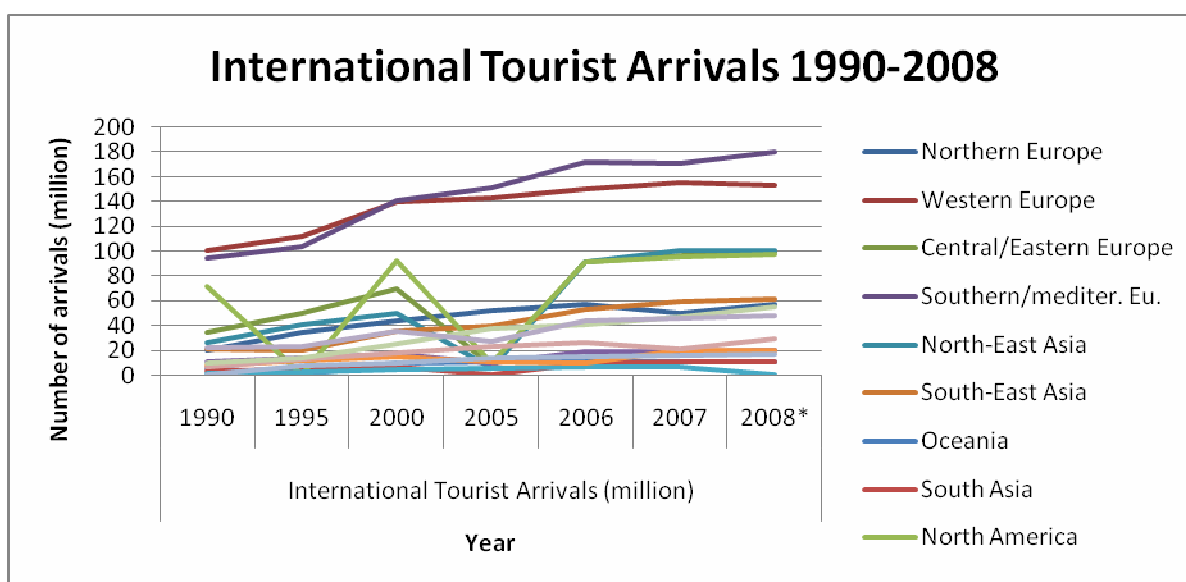


Figure 1 International Tourist Arrivals

The Hague welcomes its visitors not only because of its beauty but also because of political and legal institutions that it embraces. The image of The Hague, therefore, is particularly important for the marketing activities of the summer school. Outdoor activities will stick to many sides of this city. Partnership with agents in different countries will ensure that there is a one-to-one approach with anyone. Students will be able to understand more clearly about the city as well as the courses they want to attend.

As it is analysed in the previous chapters, the primary objective of The Hague University of Applied Science's international summer school is not to attract maximum number of students in its courses. It, however, is designed to increase the awareness of The Hague University of Applied Sciences among people and improve the quality of potential full time students if they take summer course. Therefore, the message that marketing activities should transfer for the students might be: get your knowledge in The Hague – the Netherlands in an exciting way. The message will need to stress that academic content will not be put really serious; people will have time to explore the many aspects of the Netherlands, but in an educational way.

Marketing activities for The Hague University of Applied Science's international summer school should follow the general pathway drawn in The Hague University of Applied Sciences Communications and Marketing Plan 2010 and beyond. It means that information about the summer school should also be updated frequently on the website, printed on the study magazine and being promoted in every fair that The Hague University of Applied Sciences participates. Along with the trend of using social media as a marketing tool, the international summer school will also have its Facebook page like other international bachelor programmes, videos on The Hague University of Applied Science's YouTube account...

However, local approach is needed for local area. The twenty target markets of The Hague University of Applied Sciences Communications and Marketing plan 2010 and beyond need (slightly) different strategies to approach. It is expected that if we can recruit a significant number of students coming from these target countries, there will also be an increase in number of enrolment for full time courses from these countries. Four main targets will be discussed in the following part, with possible marketing tactics for each target market. They are: Brazil, Germany, India and Vietnam.

### Brazil

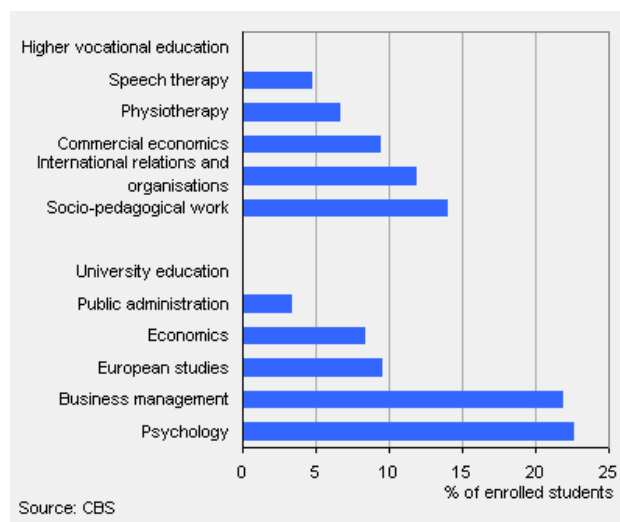
According to a document about education in Brazil of the United States government (Brazil: Education Market, 2009), Brazilian education market has several characteristics that are very important to our international summer school marketing activities. The table below summarises these characteristics and possible activities to adjust with them.

Characteristics	Affect / Activities
Brazil is the largest education market in Latin America, the 5th at the global scale with 70 million students; 24 million people are between the ages of 18 to 24. The government's goal for 2010 is to have 30%	There is a high need from Brazilian students to attend higher education.

of population in the age range above attending higher education.	
There are around 20,000 Brazilian students studying abroad, about 150 of them are in Holland.	The percentage of Brazilian students attending Dutch universities is very small, a high potential from this market.
The schools in Brazil offer a wide variety of programmes at reasonable cost and therefore it challenges international schools. However, the class-size in Brazil is big; there are too many students in class. Moreover, the support materials are mostly inappropriate or not up to date.	Tuition fee should not be too much higher than tuition fee in Brazil. However, the relative small class-size and modern facilities will be our advantage to promote.
English extensive course is highly interested. According to the statistics issued by ExpoBelta in 2009, 63% of total visitors in ExpoBelta 09 interested in general language course.	Short courses to improve language skill, especially English, will have a big market in Brazil. There might be interest in other popular European language: French, German or Italian... that we can offer.
The culture is highly family-orientated.	We should have a close network with agents in Brazil because they are the ones who speak the language. Publications / information also should be provided in Portuguese so that parents of the students can read.

### Germany

German is both a well-known destination for international students and an attractive market because of its large amount of mobility students. 42% of 45.000 foreign students studying in the Netherlands are German. That means there are nearly 19.000 German students are currently studying in the Netherlands. The graph describes fields that German students are interested in:



(Many German students in Dutch higher education, 2010)

The following table describes some noticeable characteristics of German students and possible ways for us to deal with those characteristics:

Characteristics	Affect / Activities
In 2007, the number of German students studying abroad has reached a peak with nearly 90,000 of them and Holland is still the most favourite destination for German students with 18.7% overwhelming the percentage in UK, US or France (Many German students in Dutch higher education, 2010). The follower, Austrian, with 16.4% German students studying in, is expected to lose its quality of education due to several reasons (Bhandare, 2009).	The great number of students coming from Germany in the Netherlands shows that there has always been an interest of German students here. However, the question turns to “which school will these students go to?”  In order to attract more German students into the university, we may offer a larger courses range in adaptation with their fields of interests.
There also seems to be a promising market for European Studies. Around 9% of German students are interested in this field of study, which means there is a market for 1700 German students. The interested student number is not as big as the number of business field, however there are fewer competitors. None of our competitors for full time programmes from Maastricht, Leeuwarden and Twente has European Studies summer courses.	Since there are many interests of German students in European Studies, this programme may be promoted more within the German market in order to attract them.

## India

India is one such unique example where no subcultures existed on the basis of AIOs (Attitude, Interests and Opinions) among the youth. In India, the family bonding and values are very strong and they love to remain in clan. The clash of class is also an important factor which prevents Indian youth to form larger groups based only on AIOs (Menon, 2009)

- According to (INSIGHT YOUNG 09-10 Indian youth trend report, 2009), there are 3 main groups of Indian youth:
  - The Bharatiyas: 67% of the Indian youth. These people live in the rural areas. Globalisation has the least influence on them. They are not economically privileged but are very traditional.
  - The Indians: 31% of the Indian youth. They are influenced by the globalisation more than the Bharatiyas group, however, their traditional values are still very high, which family has the most power and affect.

- The In'glo'dians: the very small percentage of Indian youth is occupied by this group. They are strongly influenced by globalisation; they are exposed and mostly come from affluent family. Therefore, they have a different lifestyle.

In spite of the existence of these groups, there are still some “Indian characteristics” that we should pay attention to.

Characteristics	Affect / activities
“Indian youth are the very career oriented and ambitious, very focused in their “needs and wants” and to prove that they are the one who helped their family “stand up” ” (INSIGHT YOUNG 09-10 Indian youth trend report, 2009) 76% of respondents living in urban area think it is important that their family thinks they are doing well.	The fact that The Hague University of Applied Sciences is a university that prepares its students skills to apply directly to work environment should be stressed.  The Hague as a city of peace and justice has a good image for Indian and therefore, should be well-informed to parents to gain their trusts.
Depending on the socio-economic status, the levels of education or the staying place, Indian people have different ways of living. Indian people watch television with a high frequency, not only as a source of receiving information but also as an entertainment tool or leisure activity. Internet access is only limited to urban areas, while the percentage of people who know how to use internet in a professional way is comparatively low(Indian youth in a transforming world: attitudes and perceptions, 2009)	Since Indian people have not got used to using internet in a professional way, it is important that the basic search key words are bought so that our result will appear easily.  We have never had any advertisements on local television channels; however, with a country like India, we may try.
“A total Indian population of 221 million households in 2010 would constitute of 3.8 million rich, 6.1 millions strivers, 22 million seekers, 75 million aspirers and 114 million deprived households based on their income range” (India, China rich households to double by 2010: survey, 2006)  With people coming from these high-income families, “at home they speak regional languages, but they prefer their newspapers to be in English and they like to watch TV in Hindi (regional). They are not keen on reading magazine.” (Indian youth in a transforming world: attitudes and perceptions, 2009)	Language of advertisement may be differed in India.  Advertisements on television should be in Hindi while such things on internet could be in English (including search key words)



Characteristics	Affect / activities
Indian people enjoy eating out with friends and families, get together, experimenting with different cuisines, enjoying the ambience of different restaurant.	Outdoor activities should be promoted to encourage Indian people coming to the Netherlands to explore the country.

### Vietnam

80% to 90% of Vietnamese parents who send their children to an international summer school abroad want to help their children to adapt with their study abroad later on. They expect that the short length of these courses will be just fine enough for their children to get to know other cultures, improve their learning skill and be more open with an international environment( Du học hè: Bước "tiền trạm" tốn kém, 2005) The table below shows some characteristics of Vietnamese people in their perceptions of international summer schools:

Characteristics	Affects / Activities
In general, Vietnamese people who have financial advantage to send their children abroad are not price-sensitive. In fact, the reason why destinations such as Malaysia or Singapore can attract Vietnamese students is because those countries are near and (therefore) safe(Du học hè: Xu hướng ngày càng phổ biến, 2006)	The Netherlands and especially The Hague as the city of peace and justice is a very safe city. The image of the city should be well-promoted to parents.
There are many organisations and companies that are willing to send their employees abroad to attend short courses to improve their skills.	Short courses for professionals should go with many options. Marketing activities should focus on the course objective and what students can learn in the end, not the way of study or so.
Summer courses, in a way, are considered as preparatory courses by Vietnamese parents (Du học hè: Bước "tiền trạm" tốn kém, 2005) Thus, they often expect these courses to provide pathways / suggest ideas of fields of study in the future.	The ÉCTS system with credits that are accepted widely in European countries as well as the advantage of registering as a full-time student later on will attract people.
Students who attend summer courses abroad mostly come from different agents. This is to simplify the process for parents / students and to secure the participation of the students.	The relationship between the school and agents should be strengthened and widened.

In conclusion:

- The short length of international summer school programmes requires a broader relationship with local agents. They are going to be the ones helping us promoting for the programme and hold responsibilities to recruit students.
- Not all local markets require local languages. In countries such as India or Germany, if students want to attend international summer school, they will conduct their research in English.
- Students from different markets want different things from the international summer school (analysed above). Interesting outdoor activities might be important for students from India but not as important as academic content for German students. Students from Brazil, however, need a promising and exciting mixture of all...
- The image of The Hague should be promoted in different way. For students attending legal courses, a city of justice will make the summer school become attractive. However, for students come from farther countries like Brazil or Vietnam, the image of peace and beauty will attract more students.
- Because students coming to The Hague University of Applied Sciences for different reasons, they expect different things from the university. A high score of facilities or a sufficient number of programmes do not always ensure that students will recommend the university for other students. This diversity indicates that students nowadays may come from different sources; however, the cultural aspects from the students do not change.

## Recommendation

### Launching strategy

Launching the international summer school means that the university should take many actions before the summer school can start recruiting students. Preparation steps, which include the pre-announcement, will have certain affects on different stakeholders.

With partners such as agents or partner universities all around the world, the announcement of launching should be early enough so that they can start on attracting students for it. Because ideally, the school should start in mid July, half a year before it starts, other partners need to have enough information about it.

However, due to the fact that we will have to announce launching the school half a year before it starts, it will certainly cause changes in other competitors' strategies. Competitors may consider revising their plans, imitating things that they think might be helpful or adjusting their curriculum and extra benefits. Therefore, it is necessary for us to have some privileges for the summer schools. These privileges will become "exclusive by The Hague University of Applied Science's international summer school" and thus, acquire a stable standing for the school.

### Action plan

1. Prepare activities that are necessary for the operations of international summer school.

The international summer school will require a concrete but complete different summer courses. This content should be done by all responsible faculties. It will need to be done in the form of a module description as other courses in the academic year (See *Appendix 5* for a sample of a module description in European Studies academic year) Furthermore, the provisional prices each faculty wants a student to pay also need to be stated.

2. Housing preparation

After having the time frame provided by each faculty, the International Office will work with DUWO for the housing matters. Because the time of courses is to fill in the gap between two academic years and also between two contracts of full time bachelor students, this work basically is the estimation of available places.

In the case there are more students coming than the available places, hostel and short-term housing services may be used. Since the deadline for registration and payment of tuition fee is one month for students who do not need visa to enter the Netherlands and three months for students who need it, there is still time to book accommodation for students in advance before their arrivals.

### 3. Creating network with partners all over the world to inform about the launching.

The Hague University of Applied Sciences has already had a wide partnership network with many agents and partner institutions all over the world. Depend on further research on each market, there should be a decision about the necessity of having more partners especially for the summer school. If this is not the case, the announcement of launching this international summer school will be done via the existed partner network.

### 4. Launching The Hague University of Applied Science's international summer school

The four steps above do not only apply for the first time of launching of the international summer school but also apply for every year comes after. However, in the following years, the first step is only needed if there are any necessary changes.

## Evaluation

The evaluation methods of the international summer school's operation, in general, will be the same with the evaluation methods applied for other marketing activities for other international programmes. Those are:

- Evaluation based on feedback received from students, agents and other stakeholders.
- Monitoring of international summer school web pages (website, Facebook...) as well as the feedback and statistics provided by the owners of the websites.
- Numbers of students who came via the partner agents, number of visits and presentations arranged.
- The return rate of students who have attended summer courses for non-experienced students.
- The quality of return students as fulltime students in international programmes.

## Financial aspects of The Hague University of Applied Science's international summer school

In order to determine how much a course should cost a student, it is important to take two main factors into account: the market price of the offered course and the costs of production processes.

The market price of the offered course should be in comparison with the course offered by other summer schools with same characteristics. These characteristics may include location, course content, rewards and extra benefits, suitability of time, etc. The more similarities can be found, the better market price can be concluded. Courses with their prices and other details in different international summer schools can be found in Appendix 4.

The cost of production processes should be determined by the faculties of course offered. This cost will mainly consist of:

- Fixed costs on building and facilities operations.
- Costs of teaching staff and equivalent (instructors, guidance...)
- Costs of administrative activities and personnel
- Costs of marketing activities done by the faculty

However, it is not always the case that the courses have already been organised somewhere in the Netherlands or in other competitor countries. In this case, it is not possible to consider the market price of these courses. When consumers “cannot judge the quality of the new product, consumers are likely to use external cues or signals (e.g., high prices) to determine how much they are willing to pay for the new product.” And therefore, a good way to announce the tuition fee is to “overprice in order to increase the consumer's willingness to pay and hence stimulate demand” (Jagpal, 2008).

Also, according to Jagpal (2008), when determining price for our new products (new courses offered), “fixed costs do not have any effect on new product pricing”. Say in another way, new courses' pricing do not depend on the firm's fixed costs.

Due to the fact that different courses may differ in their content as well as the payment for lecturers (if applicable) is not the same, each course price can be different.

Final tuition of each course is the course price determined by the faculty plus housing price. Notice that the course price determined by the faculty has already covered all school's liability costs, including marketing expense.

## Conclusion

In order to adapt with the global trend, The Hague University of Applied Sciences need to have new product to meet up with the demands from its target countries' education market. The Hague University of Applied Sciences Communications and Marketing Plan 2010 and beyond is a big pathway for marketing activities of all international programmes within the university to attract more students. However, as it is drawn in this pathway, attending short courses with special interests in language subjects is a significant trend in many countries that cannot be denied. The fact that The Hague University of Applied Sciences do not have English taught short courses may be a reason that makes enriching the image of the university become less successful.

The launching of The Hague University of Applied Science's international summer school will help to solve the problem stated above. Functioning as a system of promoting short courses in the university, the international summer schools do not create more programmes or courses but organise the existed courses in a way that international students find more interest and excitement to participate. The operation of this school will not only enrich the image of the university, (possibly) create financial benefit but also help to improve other international programmes. The target group of The Hague University of Applied Science's summer school would not focus on the traditional target market of other universities' summer schools: students or professionals from a relevant background but on students with no relevant background so that:

- There are more options for students to choose, the university meets up with the global trend
- The awareness of The Hague University of Applied Sciences will increase
- Students who will register as full time students in The Hague University of Applied Sciences will first have a chance to develop themselves, thus their quality will be improved.

The Hague University of Applied Science's international summer school can prevent the market for "experienced people", in which there are great competitions now between many international summer schools and start recruiting students from the market which is left out. Thank to the return students from these short courses, international programmes will not only be able to recruit more students but also better students.

This project draws a small pathway inside the big pathway of The Hague University of Applied Science's Communications and Marketing Plan 2010 and beyond, which it provides tactics and tools how to plan, prepare and launch the international summer school as well as how to enter some specific target markets. The result, however, depends greatly on the actual quality of the services we offer. The global education environment is changing and therefore, the implementation of an international

summer school in the future may need revising to adapt with that new environment. Nevertheless, it is necessary for the university to start building it.

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