

The Hague City Marketing Research

Attracting more international students

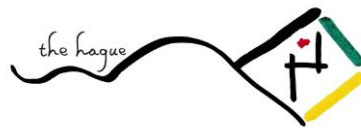


Fig.1 (Corbijn, 2006)

International City of Peace and Justice

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I. Executive Summary

Individual cities across the globe are profiling themselves as attractive cities. Their aim is to attract groups such as tourists, new inhabitants, businesses and students; that will result in a growth of economy (Kotler, Economic development, 1993, p. 75). City marketing is an excellent tool to use in profiling a city's attractiveness. It enables a city to communicate its unique selling points that are part of its identity to attract target groups. This paper focuses on attracting international students to engage in a full-time study programme at a higher level of education in

The Hague. Students add value to a city a city that has a high availability of skilled people is a success factor (Russo, 2003, p. 254). Currently the visibility of students in The Hague is quite low, therefore, The Hague's objective is to increase the number of international students in higher education to become a large scale internationally orientated knowledge area by 2020 (Den Haag, 2010, pp. 124-125).

A new approach for The Hague can be developed after answering the main research question:
How can The Hague use city marketing to attract more international students to engage in a full-time study?

The answer will provide the municipality of The Hague with practical advice that will assist in realising their objective by 2020. The opinion of current international students studying in The Hague is essential in drafting a new strategy, as they form an important target for city marketing. In the first place it is important to make sure that the inhabitants are proud of their city as they are the representatives of the city. Philip Kotler's model of the six winning characteristics of a city forms the basis of this paper. The cohesion and correct implementation of these key characteristics should benefit a The Hague's image positively, attracting the selected target groups. The Hague can use city marketing to attract more international students to engage in a full-time study by improving the real quality and efficiently communicate the quality. An important factor to achieve this, is determining how The Hague wants to be perceived by the international students. Once this has been determined The Hague can work on identifying its unique core qualities and develop a tailored strategy that focuses on attracting more international students.

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II. Preface

Writing this final paper has been an interesting journey. I got the paper fever as soon as I had completed the third year. I could not stop thinking of possible topics that I would like to research, I actually kept a list and it is two pages long! The most outrageous ideas came to my mind. Then finally Dr. Veldman crossed my path during the minor: Export management European marketing. I explained that I wanted to do something related to marketing, as I have a passion for marketing and The Hague. He introduced me to Willem Post, Head of International Relations in The Hague. After our first meeting we agreed on the topic. The first few months a lot of time was spent in research, and more research. When it was finally time to start writing I had apparently done too much research because I wanted to tackle every aspect in the field of my topic. That is where Dr. Veldman stepped in and pointed out that I needed to think more to the point. This is when the real work began; with the target in mind I managed to write and work efficiently. It was not an easy road, I remember moments where I would avoid anything that had to do with the paper because it seemed like an endless tunnel. Knowing that running away would not help, I picked up where I left off. With the support of my library buddies I spent nearly every weekend in the library from April. We were there when they opened until they closed. Some days were productive and some days were not. Having said this I would like to thank the people that have supported, motivated and inspired me. First and foremost I would like to thank my paper coach Dr. Veldman. I have found him inspiring from the first moment we met during the minor. I am glad he was my coach and I thank him dearly for inspiring and motivating me. Secondly I would like to thank my "library buddies" Dwight Komproe and Selda Akbal, we had ups and downs but at the end we knew we were in it together and motivated each other continuously. Last but not least I would like to thank my partner David Dijkstra for believing in me and always being there when I needed him, be it to complain or for comfort.

This paper has once again confirmed my passion for marketing, it is a field that I want to explore, engage in and master in the future. My journey in marketing has just begun!

1. Introduction

1.1 Background

Individual cities across the globe are profiling themselves as attractive cities. An attractive city attracts groups such as tourists, new inhabitants, businesses and students; which results in growth of economy (Kotler, Economic development, 1993, p. 75). City marketing is an excellent tool to use in profiling a city's attractiveness. The idea of city marketing is to communicate the unique selling points that are part of the city's identity. These could be: famous attractions, friendly inhabitants, and a high quality of life. Once the identity of a city has been determined, the city works on setting an image to attract certain target groups. Looking into the communication of cities over the past few years, the use of city marketing has become more visible. Take for instance The Hague's slogan: '*International City of Peace and Justice*'. The unique selling points of The Hague are reflected in the slogan. The Hague is known for its international orientation in international courts and institutions; therefore, the slogan contributes in creating an image that responds to the identity. In city marketing it is important that the perceived image corresponds with the real identity. A misleading image equals a negative image (Hospers, Identity and image, 2011, p. 70).

1.2 Objective

This paper focuses on attracting international students to engage in a full-time study programme at a higher level of education in The Hague. Students add a great value to a city a city that has a great availability of skilled people is a success factor (Russo, 2003). Currently the presence of students in The Hague is quite low, therefore, The Hague's objective is to increase the number of international students in higher education, to become a large scale internationally orientated knowledge area by 2020 (DenHaag, 2010, pp. 150-155).

1.3 Research focus

Attracting international students to contribute to The Hague's success requires great pre- and after care; this could involve legal issues such as obtaining a residence permit, housing, and the availability of student jobs. Considering the number of coherent factors that are involved in the presence of international students studying in The Hague, this plan will only focus on; 'How The Hague can get international students to The Hague'. By analysing the needs of current international students, a new approach can be developed to ensure that new international students will be targeted in an effective manner.

1.4 Main research question

The answer to the main research question will provide the municipality of The Hague with practical advice that will assist in realising their objective by 2020; *to increase the number of international students studying in The Hague*. In addition to that, this paper allows one to gain a greater understanding of city marketing in general.

The main research question is:

How can The Hague use city marketing to attract more international students to engage in a full-time study?

The main research question will be answered through the following sub questions:

- *What is city marketing? Chapter 2.1*
- *Which factors determine the success of a city? Chapter 2.3*
- *What attracted current international students to study in The Hague? Chapter 3*
- *What is the perception of The Hague's image amongst current international students? Chapter 3*
- *Will current international students studying in The Hague recommend The Hague as an attractive city to study? Chapter 3*
- *Does The Hague meet the needs of current international students? Chapter 3*
- *What kind of facilities does The Hague need to add for international students? Chapter 3*
- *Does The Hague's image correspond with its identity? Chapter 4.1*

1.5 Paper structure

Chapter 1.6 is an elaboration on the research methods conducted, the research approach will be explained step by step. Chapter 2 consists of the theoretical framework; it provides the theory of the target group and theoretical model for this paper. In the subsequent chapter, chapter 3 a general overview of the results will be provided. In chapter 4 the discussion analysis and interpretation of the overall results will be given and the conclusion and recommendations can be found in this chapter.

1.6 Method

City marketing is a subject that is not part of the European studies curriculum. Therefore, extensive research has been conducted to gain a good understanding of the topic. The research methods are desk research and quantitative field research. The theoretical framework has been obtained through desk research and market research through field research. This chapter will elaborate step by step the research methods conducted.

1.6.1 Desk research

Corporate marketing has similar features as city marketing, yet solely knowing the definition of corporate marketing is not sufficient to understand the definition of city marketing. Firstly, an online search was conducted to gather literature regarding city marketing for further reading. Secondly, theory regarding the target group was gathered to determine their exact role in The Hague's city marketing. Thirdly, a search for a city marketing model was conducted to form the basis of this paper. A city marketing model by Philip Kotler named 'the six winning characteristics of a city' was selected (Kotler, Portimao International Conference, 2009). After analysing the features it turned out to be the most adequate. This model was chosen because it covers the most important areas of city marketing in relation to this target group. After acquiring theoretical knowledge about this topic, a concise draft was created as a point of reference.

1.6.2 Field research

In order to gain knowledge on what moved current international students to study in The Hague, quantitative research was conducted as it is the most efficient way to acquire opinions from a large group (Padmos, de scriptie supporter, 1995, p. 108). A questionnaire was created to identify the needs of current international students studying in The Hague. The opinion of current international students studying in The Hague is essential in drafting a new strategy. Philip Kotler's model of the six winning characteristics of a city was used as a basis for the questionnaire. Using Philip Kotler's model allowed this research to move towards one distinctive direction, reaching the target effectively. Aiming to reach a variety of international students studying in The Hague, the questionnaire was sent to three Universities of applied sciences in The Hague. Those were, The Hague University of Applied Sciences that holds 2200 International students, Inholland University of Applied sciences The Hague that holds 220 international students and Hotel school The Hague that holds an estimated 350 international students. These Universities of Applied Sciences were selected because they offer higher level of education, a wide range of study programmes in English and are subsidised by the government, which will eliminate financial barriers. In Appendix I a brief overview of features of these Universities can be found. The questionnaire was shared with approximately 150 international students of the European studies

and Communications department at The Hague University, and Inholland University shared the questionnaire with all its international students. Unfortunately, Hotel School The Hague did not cooperate. Nevertheless, a great number of international students were reached through these two Universities of Applied Sciences. In addition to the questionnaires sent by email to the Universities of Applied Sciences, the questionnaire was also shared through social media. A Facebook group was created for this research to reach international students. This group consisted of 50 international students that are studying in The Hague. The total population of international students reached is 420. The aim was to receive 108 surveys taking into account that a minimum of 25 per cent will not be usable (Padmos, de scriptie supporter, 1995, p. 56). Receiving at least 70 useful questionnaires would guarantee a reliability of 95 per cent according to the online ‘‘target size calculator’’.

A. Vul hieronder de 3 kengetallen van de calculator in:

1. Hoe groot is de **steekproefmarge** die u wilt toelaten? (%)
Een steekproefmarge van 5% is gangbaar bij marktonderzoek

2. Wat is de **omvang van de populatie**?
Wanneer de omvang niet bekend is, vult u dan 20000 in.

3. Welke **uitkomst** verwacht u in het onderzoek? (%)
Wanneer dit vooraf niet is in te schatten, vult u dan 50 in.

B. Resultaat :

Steekproefgrootte bij een betrouwbaarheidsniveau van: 90% **52**

Steekproefgrootte bij een betrouwbaarheidsniveau van: 95% **70**

Steekproefgrootte bij een betrouwbaarheidsniveau van: 99% **108**

Fig.2 (calculator, 2012).

According to Bram Padmos, most research agencies choose to produce researches that have a reliability of 95 per cent (Padmos, de scriptie supporter, 1995, p. 56). In section 1.6.3 an elaboration of the questionnaire’s organisation will be given.

1.6.3 Organisation of the questionnaire

In order to reach a population of 420 students in an efficient manner, an online questionnaire was created (Thesistools, 2012). In appendix II an example of the questionnaire can be retrieved. The questionnaire consisted of 34 questions and it was subdivided into four sections based on the six winning characteristics of Philip Kotler. Each section consisted of four to ten questions. Those sections were: 1. Personal background, 2. The Hague as a student town, 3. The Hague’s quality of life and 4. Education. To check whether the questionnaire was adequate to send to a larger group, a pilot test was held amongst five international students studying in The Hague. Here after the questionnaire was adjusted where needed and was sent to the paper coach for approval. The questionnaire mainly consisted of closed questions rather than open questions. This offers more efficiency in processing of the answers, as well as saving the participant’s time in the completion. Qualitative research was not used to approach the students because of the large number of students

that needed to be reached. Also, through qualitative research specific individual findings would be obtained that would not have been beneficial for this research.

1.6.4 Processing of the questionnaire

The questionnaire was shared for a week and by the end of the week 100 questionnaires were submitted. As expected, approximately 25 per cent was not usable. Out of the 100 surveys 70 were useful. The shortcomings were caused by; submission by incorrect target groups, for example students that do not study in The Hague and also by incomplete questionnaires. The 70 useful questionnaires were processed in SPSS, a programme used to analyse data. This programme was chosen because it enables one to draw correlations between different answers within different groups. For instance, to identify the correlation between men's and women's opinions regarding the same topic. After processing all 70 questionnaires striking answers were highlighted and correlations were made.

2. Theoretical framework

2.1 City Marketing

In order to gain a greater understanding of this paper topic, one must understand the definition of city marketing. City marketing is more than solely the promotion of a certain city, it is an instrument used for the development of an identity and image of a city. Due to the unification within cities in Europe, the competition is immense. There is an increasing competition for jobs, businesses, tourists and residents. Individual cities need their unique image in order to be distinguished and excel. If a certain city does not meet certain standards, individuals could easily consider the possibility of leaving the city. City marketing is a brilliant tool to attract specific target groups to a city.

2.1.1 Definition city marketing

There are many different definitions of city marketing. A definition that describes city marketing best is: *“City marketing is a market-orientated coordinated set of activities, to improve the real quality of a city and to efficiently communicate the quality to the target groups.* (Kotler, Portimao International Conference, 2009). What Philip Kotler is stating, is that a city should present itself in a unique manner in order to be able to reach its target group. Positive distinctive features of a city are the main characters in the process of city marketing; the quality refers to the identity of a city. It does not mean “selling a city”. The general definition of selling is: *when one pushes a product as one sees and believes in it to customers.* City marketing is finding a position for your city, that fulfills the target’s needs and aspirations (Kotler, Portimao International Conference, 2009).

2.1.2 City marketing segments

From an economic point of view city marketing focuses on a few core activities of a city. The core activities can be implemented based on the city’s presentation. Through these activities the city is able to choose a strategy to reach the main goal, which is growth of economy (Kotler, Economic development, 1993, p. 75). In order to successfully execute city marketing it is important not to approach to many target groups. Focusing on specific selected groups is essential. The main target groups of city marketing are in the first place the inhabitants. This includes international students engaged in a full-time study. Inhabitants are seen as the top ambassadors of a city. Therefore, it is important to make sure they are proud of their city as they are the representatives of the city. Secondly, the companies established in a city have a major share in city marketing. They are the engine of an economic climate resulting in knowledge, skill and cash (Kotler, Economic development, 1993, p. 75). Finally, visitors of a city play a big part in city marketing visitors could

be foreigners or nationals. Visitors are important in city marketing because their first visit could result in more visits and when satisfactory levels are reached it could lead to more expenditure and free publicity.

2.1.3 Identity

Every city has its own unique identity. A city's identity is created by its location, history, companies, events and attractions. Attractions in city marketing will be elaborated in section 2.1.4. This is also known as the "hardware and the software of a city" (Hospers, *Identiteit en imago*, 2009, p. 70). A city should use its identity as its unique selling point, keeping in mind that the presented identity matches the real identity. According to Hospers, a strong identity of a city can result in (Hospers, *Identity and image*, 2011, p. 70):

1. Loyalty and pride of the inhabitants
2. Bonding of the inhabitants that can lead to long-term settlement and expenditure
3. Trust from external customer groups of entrepreneurs
4. Healthy economic climate for investors

2.1.3.1 The Hague's Identity

The Hague presents itself as International City of Peace and Justice. This distinguishes The Hague from other cities in the world. All Dutch government ministries are based in The Hague, making it a true legislative capital of the Netherlands. The *Binnenhof* is the heart of Dutch politics, home to the Senate and major political parties. The Hague has a population of 482,510 inhabitants of which 249,834 are Dutch natives resulting in an ethnic diversity within this city (Hague T. , 2011).

The Hague believes that no international city is complete without international inhabitants; therefore The Hague uses this identity in attracting these target groups.

History

The Hague's profile as international City of Peace and Justice stems from its history. Law has always been a feature of The Hague; this was a reason for the Dutch Republic to choose The Hague as their capital. From that point onwards diplomats moved to The Hague. Today The Hague continues to be the destination for many expats (Hague T. , 2011).

Location

The Hague is located on the North Sea coast. The beach of Schevenigen and harbor attracts millions of visitors each year (Hague T. , 2011). The Hague's location provides easy access to countries within Europe by land and sea.

Companies

The Hague is home to 131 international organisations and institutions such as the Organisation for the Prohibition of Chemical Weapons and the International Criminal Court to name a few. Decisions taken in The Hague may affect the entire world and all of humanity. In addition to international organisations and institutions, The Hague is also home to 300 international businesses such as Shell, T-Mobile and Siemens (Hague T. , 2011).

Events

The Hague acknowledges the diversity in ethnicities within the city; accordingly The Hague hosts a large number of cultural events. In addition to that, within the Netherlands The Hague is also known as the City of pop, Anouk and Golden Earring are well-known artists from The Hague. Open air festivities are hosted annually *parkpop* is a well-known open air event that attracts more than 250.000 visitors every year (NU, 2011).

Attraction

A unique feature of The Hague is that The Queen of the Netherlands resides in this city; this is an interesting attraction for outsiders. The majority of The Hague's attractions are related to The Hague being the International City of Peace and Justice for example, the Peace Palace.

2.1.4 Attractions

For a city to stand out, it needs to offer its inhabitants and visitors special attractions that are part of the identity. Some cities are lucky to have natural attractions for example, Niagara Falls between the twin cities of Ontario, and New York and the mountains in Aspen. Cities that do not have natural attractions could enhance their identity by emphasising on the presence of historical buildings, like Athens with its Parthenon, Bangkok with its well-known temples and Agra's Taj Mahal. Furthermore, some places in the world have managed to create contemporary phenomenal attractions that are well-known and visited as much as historical buildings and natural attractions for instance, New York's Empire State Building, the London Eye, and the Sydney Opera. Besides the obvious, attractions also come in more forms; water has a great impact in enhancing a city's attractiveness. The canals in the Netherlands are part of the Dutch identity; waters can be used for tourism and recreation. The canals are definitely a unique way to tour through a city.

Historical buildings, natural attractions and contemporary attractions are assets that assist in creating a city's identity.

2.1.5 Image

The image of a city is the perception people have about the city. In an ideal situation the image and identity of a city do not differ extremely. A city's image is set by the inhabitants, companies and visitors (Ashworth, 1990, p. 71). In order to communicate a city's strategy it is important to know in which image situation a city is situated. According to Philip Kotler there are six image situations. (Kotler, Image, 1993, pp. 35-36).

“1. Positive image

A city with a positive image is a city that people perceive as positive. It does not need a lot of modification in its image, yet it might need adjustments in the communication to reach specific target groups. Singapore is a city that in general is perceived as a city with a positive image. It thanks its positive image to its reputation as cleanest city in the world. However, cities with a positive image might have some downsides that may not appeal to everyone” (Kotler, Image, 1993, pp. 35-36).

“2. Weak image

Some cities are not well-known because they are small, lack attractions or do not advertise. If they want more visibility, they need to build and emphasise attractions and advertise them. Other cities may have attractive features but may refrain from advertising, not wishing to be overrun with tourists and taking precautions to limit the public's awareness” (Kotler, Image, 1993, pp. 35-36).

“3. Negative image

Places that have a negative image suffer from bad image distribution. These cities would rather like less news coverage than more. They need to adjust their image distribution, yet, if the place advertises a new image but continues to be the place that gave rise to the old image, the new image strategy will not succeed. Examples are, Detroit as murder capital of the United States and Bulgaria known for its poverty within Europe” (Kotler, Image, 1993, pp. 35-36).

“4. Mixed image

Places that have a mixed image contain a mixture of positive and negative elements. These places typically emphasise the positive and avoid the negative in preparation of their image campaigns. Amsterdam is an example of a place with a mixed image, some outsiders visit this city to experience Dutch culture, yet other visitors might fear it as a sex and drug area” (Kotler, Image, 1993, pp. 35-36).

“5. Contradictory image

A few places send out contradictory images. People hold opposite views about some features of the place. The strategy challenge is to focus on the positive so that people eventually stop believing in the opposite. This is also known as the “no longer true image” or an “image reversal”. However, it is quite difficult to accomplish an image reversal due to negative media coverage. Take for instance Cape Town, it is known to some people as a safe tourist destination and others see it as a dangerous place remembering the heritage of Apartheid” (Kotler, Image, 1993, pp. 35-36).

“6. A very attractive image

Some places are cursed with too much attractiveness that might be spoiled if they promote themselves further. A city that has a very attractive image should seek ways to maintain its attractiveness. If a place with a very attractive image promotes itself, it can get overcrowded by too many new inhabitants and that can damage its image. Key is not to emphasise on the place’s positive aspects, in some extreme cases places have discouraged outsiders from entering their city by releasing negative information about their city” (Kotler, Image, 1993, pp. 35-36).

2.1.6 Slogans & Logos

Paris – the city of Love, New York – Big Apple, The Hague - International City of Peace & Justice

Slogans are used to promote a city's attractiveness. When reading a slogan, it is meant to trigger positive aspects of a city and to generate curiosity and attraction. A slogan is beneficial when it reflects the real identity of a city. A catchy and recognisable slogan is a successful slogan which can eliminate the negative stigma that a city might have. However; it is not easy to choose a suitable slogan, normally it can take years before finding a slogan that pays off. A logo should be an image that is recognisable to an extent where no title is needed for it to be recognised. Take for instance the golden arches of MacDonald's, without seeing the restaurant your mind already visually knows that it is part of McDonald's identity, this is called the *Umwelt* (Dijk, 2011, p. 95). In order for a city to be credible to its target group, it should be very consistent in the use of slogans and logos. In chapter 4 the awareness amongst the target group regarding The Hague's slogan and logo will be discussed.

2.2 Target group

The main objective of this paper is to research how The Hague can attract more international students. To understand the target group for this paper, a definition of international students will be given and then the focus will be on the target group in depth.

2.2.1 Definition international students

The subtitle of this paper is “Attracting more international students”. This paper is based on attracting more international students to engage in a full-time study in The Hague. The definition of international students is: *Students who are enrolled at an institution of higher education and who do not hold citizenship of the host country, who are not immigrants or refugees* (WES, 2007).

2.2.2 International students

Students contribute to the success of a city. They accommodate a vibrant life in a city and therefore, it is beneficial for a city to attract more students to study and live in their city (Russo, 2003, p. 254). International students studying at a University or College are usually in the age range of 18-26 years. This group is internationally orientated, willing to obtain an international career, and chooses to pursue their studies abroad to gain international experience. International students can be subdivided into full-time international students and temporary international students. International students, who are temporarily abroad, usually engage in an exchange or internship for a period of five to six months. This paper only focuses on the full-time international students who will engage in a full-time study programme, which is a minimum period of three years. The Netherlands offers nearly 1600 different programmes taught in English on a Bachelors- and Academic educational level (Eurogates, 2011). The degrees in the Netherlands are internationally accredited meaning, thus, international students obtaining a degree in the Netherlands have the key to a career worldwide. The Hague offers 36 different programmes in English namely in the area of: Management, public policy, law and business economics (Nuffic, 2012). Therefore, The Hague is more likely to attract students studying in these directions. The Hague with its international institutions can be seen as the gateway to Europe and as an attractive destination for international students to start their international careers.

2.3 Winning characteristics of a city

Figure 2 shows the six winning characteristics of a city according to Philip Kotler. In order for a city to be successful, it is required to stand out in these characteristics. The cohesion and correct implementation of these key characteristics should benefit a city's image positively, attracting selected target groups. In the next subchapters, an elaboration will be given on the six winning characteristics. This city marketing model will form the basis of this paper.

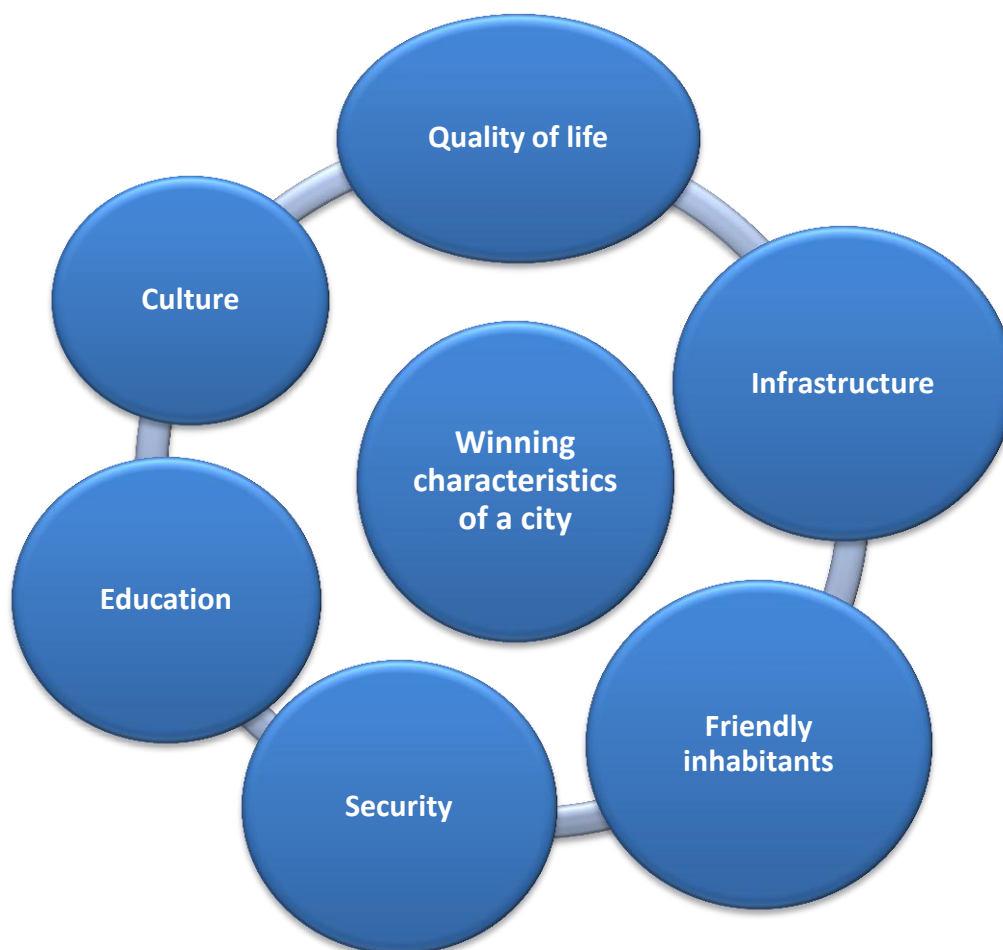


Fig. 2 (Kotler, Portimao International Conference, 2009)

2.3.1 Quality of life

In order to measure the quality of life in a city, seven specific criteria have been selected based on Philip Kotler's findings: Cost of living, jobs, crime rate, health care, transportation, education and recreation (Kotler, Marketing Places, 1993, pp. 63-64). Cities that are rated as the most livable, do not necessarily score at the top of all criteria. It could be that it neither scores high, nor low.

1. When researching the costs of living, the following needs to be measured: the household incomes, taxes, the availability of housing for different segments, the costs of housing, food, health care and college tuition.
2. When measuring jobs in the quality of life, local employment growth is evaluated.
3. Crime is measured by the crimes per year in a certain area.
4. Healthcare rating is the availability of practitioners and health care facilities in a certain region.
5. Transportation is rated by local commuting time, public transit and the diverse intercity travel option of rail and interstate highway.
6. Education is rated in the actual availability of public school systems and private school alternatives.
7. Recreation is measured in available leisure facilities such as, a variety of good restaurants, sport facilities, zoos, cinemas, cafes, discos, community centres, lakes and parks.

2.3.2 Infrastructure

Infrastructure is fundamental when it comes to a city's development. It is the basic systems and structures that a city needs in order to work properly. When speaking of roads and transport; a city should control road activities and ensure that the traffic is regulated properly.

In an ideal situation a city will stimulate the use of public transport to avoid overcrowded roads and reduce air pollution. There core features of having a well functioning public transport system are: the presence of sufficient well-skilled personnel, prioritising time management, detecting deficiencies in time and developing new technologies to provide more efficient services.

Inhabitants and visitors should be able to commute without being hindered as a cause of public transport malfunctions.

2.3.3 Security

Security is a key selling point of city marketing, it can take years to build a positive image, yet it can only take one mistake for a city to lose its positive image. In a contemporary economic climate an insecure image can cause a great amount of damage. An insecure climate could be caused by, high crime rates, the threat of terror attacks and a high unemployment rate. Promoting a city's security will help its image positively. Unfortunately, a city is not always in control of the insecurities and the communication of these insecurities. The media is always aware of certain insecurities within a city, they will not hold back on making them global news. It is the city's task to polish the image promptly by showing that they are working on safe and secure conditions. Events that have damaged a city's image in relation to security can change the perception of a city for good. The 9/11 tragedy changed the mentality of New York's inhabitants and outsiders for good. The globe quickly responded to this event by taking measures like making security part of national government policy. Terrorist attacks have definitely shook up territorial actors and have made them realise that security is an essential part of a city's reputation (Macmillan, 2008).

2.3.4 Friendly inhabitants

Inhabitants are the ambassadors of a city, as a result to that, even if everything that includes city marketing is according to high standards if the inhabitants are known to be unfriendly, a city will have difficulties in attracting outsiders. The way outsiders perceive inhabitants plays a key role in a city's attractiveness. Generally speaking, people hold an image of inhabitants residing in certain places; this partly influences the attraction towards a place. If inhabitants of a city are perceived as warm and welcoming, it is more likely that the city will attract more outsiders. An example of places categorised based on stereotypes that could be perceived by outsiders:

Great Britain – Polite, indirect, friendly inhabitants

Germany – Strict, impolite, fast paced inhabitants

France – Vain, haughty, ethnocentric inhabitants

Unfortunately, the history of a place strongly influences the perception that people hold of a city's inhabitants. However, it should never be too late; cities should invest in customer service from the points of entry, to the points of delivery at hotels, restaurants and attractions. Whether it is a cab driver that invests five minutes of his time in helping a passenger step out of the cab or it is a pedestrian approaching a tourist that seeks assistance. It is the small things that can positively influence the perception of outsiders towards the inhabitants of a city. When the standards in these fields are set high, it is more likely that visitors will hold a positive image of a city's inhabitants. England is by far the country that invests greatly in customer service (Kotler, People, 1993, p. 39).

2.3.5 Culture

Within Europe there are a few places that stand out for their culture, Spain is known for bullfighting, the Netherlands is known for its cycling culture and Italy is famous for their cuisine. Culture is a factor that cannot be left out in city marketing. A city should seek ways to express its culture as it will delight its inhabitants and external public. A city's culture can be expressed through museums, orchestras, ballet companies, theatre groups, and libraries. Cities that want to be perceived as attractive must make an effort to build and promote their cultural assets (Kotler, cultural attractions, 1993, p. 127).

2.3.6 Education

Education is a part of the winning characteristics because the demand for skilled personnel in a city is high. (Kotler, Education, 1993, p. 39). A city that is the base of high quality educational facilities will attract businesses and people. Businesses will choose to establish in this city because they seek skilled graduates to employ. People in general, will feel attracted to this place because of brighter future perspectives like increasing their chances of employment. Delft is an example of a city in the Netherlands where the inhabitants and businesses have coherent factors. Delft specialises in the field of technology, it is known for its technical research institutions and also for its technical research educational facilities. The availability of well-skilled graduates in the field of technology and the availability of businesses specialising in this industry complement each other.

2.4 Conclusion of theoretical framework

According to Philip Kotler: ‘‘City marketing is a market-orientated coordinated set of activities, to improve the real quality of a city and to efficiently communicate the quality to the target groups (Kotler, Portimao International Conference, 2009). The quality of a city is set by its identity and is created by the location, history, companies, events and attractions, it is important that the presented identity matches the real identity. Once the identity has been determined The Hague can work on the image perception of the target group. The inhabitants of The Hague are seen as the top ambassadors; therefore, in the first place, it is important to make sure that the inhabitants are proud of their city. The target group of this paper are international students who want to engage in a full-time study on a higher educational level. Philip Kotler’s six winning characteristics of a city form the basis of this paper, by implementing these characteristics correctly to The Hague’s strategy will benefit The Hague’s image positively that will attract more international students.

3. Results

A total of 70 questionnaires were completed by international students with different backgrounds studying in The Hague. The results have been analysed and a few striking findings have been found. A brief elaboration will be given in this section. A complete overview of the results including graphs and a description can be found in appendix III. The results will be given based on the questionnaire's sections: 1. Personal background, 2. The Hague as a student town, 3. The Hague's quality of life and 4. Education.

1. Personal background

Amongst the surveyed, 75.7 per cent are women. The majority of the total surveyed ranges between the age of 19 and 25. The 70 surveyed have 27 different nationalities and a dominant part of the group resides in The Hague. 74.3 per cent of the surveyed studies at The Hague University of Applied Sciences and the top three reasons to study abroad are:

1. Enhance employment opportunities
2. Expand world view
3. Meet new people.

Only 15 out of 70 surveyed chose to study in The Hague because it is the International City of Peace and Justice. 52 out of 70 people chose to study in The Hague because of its availability of study programmes in English.

2. The Hague as a student town

A remarkable 87.1 per cent believes The Hague has a positive image. 77.1 per cent is familiar with The Hague's logo and 75.7 per cent is familiar with The Hague's slogan. An impressive 82.9 per cent would recommend The Hague as a nice city to study and live.

3. Quality of life

The majority of the surveyed state that their cost of living in their home country is cheaper in comparison to The Hague. Public transport is used to commute by 75 per cent of the surveyed and 79.31 per cent believes the public transport is reliable. A majority believes that The Hague offers sufficient recreation facilities, however they also provided suggestions regarding additional recreation facilities that should be added in The Hague, the overview can be found in Appendix IV.

4. Education

The results show that the majority believes that they are offered high quality education and that The Hague offers enough courses in English. The majority states that their expectations regarding the university have been met.

4. Discussion

As mentioned earlier in this report, the goal of the questionnaire was to identify the needs of current international students studying in The Hague. This section is a discussion of the overall results based on the structure of the questionnaire: 1. Personal background, 2. The Hague as a student town, 3. The Hague's quality of life and 4. Education. Overviews of graphs regarding correlations can be found in appendix V and VI.

1. Personal background

The majority of the surveyed live in The Hague thus lead to receiving very accurate information regarding the student's personal experiences of the city. However, the fact that the division between genders is not balanced could result in mixed results. In appendix V a correlation table can be found between gender and recreation facilities in The Hague. The overview shows relatively the opinions amongst men and women regarding the recreation facilities that they use in The Hague. Furthermore, these results state that a few students do not reside in The Hague, but in Nairobi, London, Hamburg and Steinbach, these students were personally approached, as they are international students engaged in a full-time programme in The Hague however, are currently abroad on exchange and internships.

2. The Hague as a student town

The friendliness of The Hague's inhabitants is perceived very positively by the surveyed. Moreover, there is a relation between the friendliness meeting the expectations and the rating of the friendliness. Out of the 70 surveyed, 27 participant's expectations were not met, this reflects in their rating of the friendliness of the inhabitants which is overall low. An interesting result is that only 4.29% has studied at their University more than 4 years. This means that the majority of international students manage to complete their studies within the given 4 years. This is beneficial for the image of the Universities of Applied Sciences and The Hague; this will enable them to attract more international students. Referring to the top three reasons to study in The Hague: 1. Enhance employment opportunities, 2. Expand world view and 3. Meet new people. Regardless, that the majority being familiar with The Hague's logo and slogan as international city of peace and justice. It is striking that the top three motives are not specifically related to The Hague's identity. Despite that the options related to The Hague's identity were given, they were chosen by a minority. However, a striking 82.9 per cent would recommend The Hague as a nice city to live and study. It can be said that The Hague qualifies as a student town.

3. Quality of life

The quality of life in The Hague has been rated high; the results show that the majority rates the safety in The Hague with an eight. A majority also indicates that their current cost of living is much higher in comparison to their home city, this aspect decreases the quality of life. However, it was a general question that did not enter into further detail. In addition to that, the availability of recreation facilities within a city also contributes to a city's quality of life. A majority states that there are sufficient recreation facilities in The Hague, in appendix IV an overview of suggested recreation facilities to add in The Hague can be found. A conclusion that can be drawn based on this list is that the majority agrees that The Hague offers sufficient recreation facilities; however, some facilities need minor modifications. The Hague's infrastructure is perceived well by the surveyed. Approximately 75 per cent of the surveyed uses public transport on a daily basis and a striking 79 per cent believes it is reliable. This means that those who do not use public transport or incidentally also hold a positive opinion of The Hague's public transportation. The majority of this research has led to positive results in The Hague's sake. However, a negative result that stood out is the availability of housing. The majority rated the availability of housing in The Hague with a four. This could possibly influence The Hague's image negatively. Nevertheless, this result only makes out one question of the total research. Assumptions regarding The Hague's image cannot be based on this result only.

4. Education

A striking correlation regarding education offered in The Hague, is that the majority believes The Hague offers enough study programmes in English and that the majority also chose to study in The Hague because of the wide range of study programmes in English. In addition to that, a majority states that the University met their expectations and this is coherent with the results of 'whether they are offered high quality education'. The cohesion strongly shows in the results, surveyed whereby the expectations were not met; believe they are not offered high quality education. As the majority of surveyed are European Studies students, one could expect that the motive to pursue a study in The Hague would be the international institutions and The Hague being the gateway to Europe. However, on one hand the majority of European studies student's home country is within Europe, therefore it makes sense that they did not choose to study in The Hague because it is the gateway to Europe. On the other hand the majority of the European studies students chose to study in The Hague regardless of its international institutions.

4.1 Conclusion

This research is based on answering the following research question: “How can The Hague use city marketing to attract more international students to engage in a full-time study?”

“The Hague can use city marketing to attract more international students to engage in a full-time study by improving the real quality and efficiently communicate the quality”.

Before increasing the number of international students in The Hague, it is in the first place important that current international students are satisfied studying and living in The Hague. Once this has been accomplished The Hague can continue to develop a strategy that only focuses on attracting international students. To conclude whether current international students are satisfied in The Hague, the relation between the six winning characteristics and the international students will be analysed. The correct implementation of these key characteristics will benefit The Hague’s image positively.

1. Quality of life

When analysing the quality of life amongst current international students studying in The Hague, four criteria were taken into consideration: The current cost of living compared to the cost of living in the home city, the availability of housing, the crime rate per month and the availability of recreation facilities for international students in The Hague. Based on the results obtained through this research, it can be concluded that the international student’s cost of living generally is higher in The Hague in comparison to the home city. As a result to that, The Hague needs to offer the international students an added value while studying in The Hague to compensate the higher cost of living. The availability of student housing did not score well in this research. Current international students are not pleased with the availability of students housing. The Hague should strongly take this point into account before attracting more international students to ensure that the students can be accommodated conveniently. The crimes experienced per month by the international students in The Hague is low, this is a great asset in attracting international students. However, The Hague needs to actively see through that it remains this way. According to this research, the majority of the surveyed believe The Hague offers sufficient recreation facilities. This also reflects in the overview with suggested recreation facilities, where it can be seen that most facilities are already available, but need some minor adjustments. The Hague should take these suggestions into consideration as it can positively influence its image.

2. Infrastructure

When researching the opinions regarding infrastructure, road and type of transport were questioned. Public transport in The Hague is received positively and the majority believes the roads are well-structured for the use of private transport. Overall the international students are satisfied with the means of transport in The Hague. This is a great asset to The Hague's image. Considering that transport is fundamental in a place's development, it is essential that The Hague maintains this.

3. Security

Security is a key selling point in city marketing. Fortunately, the majority of international students feel secure in The Hague. This should be promoted, as it will lift The Hague's image. If it ever occurs that The Hague loses its positive image caused by incidental safety deficiency, it is advised to polish the image promptly by showing that they are working on safe and secure conditions.

4. Friendly inhabitants

Generally speaking, people hold an image of inhabitants residing in certain places; this partly influences the attraction towards a place. The international students have a positive opinion about The Hague's inhabitants. This is beneficial because The Hague is more likely to attract more international students with friendly inhabitants.

5. Culture

In order to express The Hague's culture, it is important that the right distribution channels are selected to reach the target group. For this research the effectiveness of theatres and museums were measured. A minority of the international students would go to a theatre or museum. Therefore, it is beneficial for The Hague, to research suitable distribution channels in depth, to express its culture to attract more international students.

6. Education

Education plays a key role in attracting international students as it is the main tool in attracting this target group. The schools in The Hague should deliver high quality education. Current international students studying in The Hague believe they are offered high quality education. However, it is advised to investigate the current quality of education in depth and take action where needed, as this is the main purpose for international students to study abroad.

Taking Philip Kotler's six winning characteristics of a city into account, it can be concluded that The Hague has implemented the majority of these key characteristics correctly. This assists in creating a positive image. In addition to that, current international students studying in The Hague are overall satisfied. This is important as they are the representatives of the international students in The Hague. The first step of city marketing has successfully been accomplished. In spite of this, The Hague tends to have a weak image according to Philip Kotler's image situations (Kotler, Image, 1993, pp. 35-36). The Hague wants to attract international students by using its identity as International City of Peace and Justice. However, based on the motives for international students to pursue their study in The Hague it can be concluded that The Hague's message sent: *it is the International City of Peace and Justice and therefore should attract international students to pursue a study in The Hague*, was not received well. Apparently current international students do not see the need to pursue a study in The Hague because it is the International City of Peace and Justice. The image that The Hague wants to send out does not match the image perceived by the international students, resulting in a weak image. Philip Kotler's definition of a city with a weak image is: *A city that is not well-known, because they are small, lack attractions or does not advertise. If they want more visibility, they need to build and emphasise attractions and advertise them.* In reference to the answer of the main research question: *'The Hague can use city marketing to attract more international students to engage in a full-time study by improving the real quality and efficiently communicate the quality'*. When critically analysing the definition of a weak image, and analysing the answer of the main research question. It can be concluded that the answer to the main research question provides a solution for a city with a weak image. Features that highlight this are: *'a city that is not well-known'* solution: *'improving the real quality'*. And *'lack of attractions or does not advertise'* solution: *efficiently communicate the quality'*. The quality refers to a city's identity, this means, if The Hague wants to attract more international students, it should improve the real identity and efficiently communicate it to attract international students.

4.2 Recommendations

According to Philip Kotler's six winning characteristics of a city, The Hague has a positive image. This positive image can only be maintained when The Hague continues to meet the needs of the international students. Recommendations on how The Hague can achieve this will be provided in this section.

1. Quality of life

The results show that The Hague has a higher cost of living in comparison to the other cities within this research; therefore The Hague needs to research which added value can be delivered to convince the international students to study in The Hague regardless of the higher cost of living. This could be for example in the field of education, leisure or careers after graduation. Furthermore, the availability of student housing is quite low for the international students, before attracting more students it is advisable to research in depth if the students can be accommodated. The Hague's low crime rate is part of its identity, this should be advertised and emphasised when approaching the target group. Leisure makes out a great part in the presence of international students, The Hague should hold periodical researches to see where it lacks in providing the right student recreation facilities and where adjustments can be made to keep the international students satisfied.

2. Infrastructure

Transport is fundamental in a city. Current international students are overall positive with The Hague's means of transport. It is important that The Hague maintains this and promotes it as it is part of The Hague's identity. In addition to that, it could be worth researching the added value of the availability of English information in public transport.

3. Security

Current international students feel safe, The Hague should emphasise this in their communication towards the international students and ensure that it will continue to be safe.

4. Friendly inhabitants

Friendly inhabitants attract external target groups; this will help The Hague sell itself. The Hague should invest in customer services from the points of entry, to the points of delivery at hotels, restaurants and attractions. This will stimulate a positive perception of external target groups towards The Hague's inhabitants.

5. Culture

If The Hague wants to be perceived as an attractive city it must take an effort to build and promote its cultural assets. In order to express its culture to international students in an effective manner, The Hague first needs to research the right channels to do this.

6. Education

This research did not go in depth about education. As it is one of the main tools in attracting international students consequently, The Hague should research in depth what the needs are of international students regarding education. This could include the student's expectations, want to achieve within their education and why. After researching this, The Hague will be able to respond to their needs. A unique selling point found during this research regarding education, is that The Hague offers international students a wide range of English study programmes. This should be emphasised in the communication towards international students.

A final suggestion regarding the six winning characteristics of Philip Kotler, it is highly recommended for The Hague not to be modest in the communication of its winning characteristics.

Targeting international students

The Hague needs to undertake three steps before approaching the international students. Firstly, The Hague has to determine the image it wants to send out to the international students. Secondly, research should be conducted regarding specific features of The Hague's identity that will attract the international students to the International City of Peace and Justice. Thirdly, The Hague should analyse existing special attractions that are part of The Hague's identity to discover which special attractions would attract international students. Once they have been found, The Hague should emphasise and advertise them to create awareness of the special attractions amongst international students. If The Hague does not find suitable special attractions for this target group, The Hague should consider adding special attractions that reflect its identity, and also meet the interests of international students. Due to this customised approach, The Hague will position itself in the brain of the target group, fulfilling their needs and aspirations. This is more effective than using one strategy for different target groups. In addition to that, using this customised approach, will allow the image that The Hague wants to send out, match the image perceived by the international students. This will result in a stronger image in accordance to the target group and it will enable The Hague to outperform the competitors with its distinctive features.

Further research

In order to determine the course of The Hague's city marketing, it is recommended that The Hague conducts a city marketing competitor's analysis. Answers to the following questions will be obtained through the competitor's analysis:

1. Who are the competitors?
2. What is The Hague's position in relation to the competitors?
3. How do the competitors handle their city marketing? And how effective is it?
4. What are their strong and weak points?

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The Appendices

Appendix I: Overview selected Universities of Applied Sciences in The Hague

Appendix II: Example of questionnaire

Appendix III: Results questionnaire in bar charts

Appendix IV: Overview suggested recreation facilities to add

Appendix V: Correlation bar charts between recreation facilities in The Hague

Appendix VI: Overview of striking correlations

Appendix: I: Overview selected Universities of Applied Sciences in The Hague

	The Hague University	Inholland	Hotelschool The Hague
	<ol style="list-style-type: none"> 1. European Studies 2. Industrial engineering 3. International Business Management Studies 4. International Communication Management 5. International Financial Management and Control 6. Law 7. Process and Food Technology 8. Public Management 9. Safety and Security Management Studies 	<ol style="list-style-type: none"> 1. International Communication Management 2. Marketing Management 3. Media and Entertainment Management 	<ol style="list-style-type: none"> 1. Bachelor Business Administration in Hotel Management
Fulltime Bachelor degree courses in English			
	<ol style="list-style-type: none"> 1. Master Accounting and Control 2. Master of Business Administration 3. Master in International Communication Management 		
Fulltime Master degree courses in English		N/A	N/A
How many students in total 2011	22000	3300	1980
How many international students in 2011	2200		396
	<ol style="list-style-type: none"> 1. Brazil 2. Bulgaria 3. P.R. of China 4. Colombia 5. Czech Republic 6. Greece 7. Indonesia 8. Iran 9. Republic of Kazakhstan 10. Korea 11. Latvia 12. Lithuania 13. Mexico 14. Moldova 15. Nigeria 16. Poland 17. Romania 18. Russia 19. Slovakia 20. United Kingdom and Ireland 21. Ukraine 22. Vietnam 	<ol style="list-style-type: none"> 1. Brazil 2. Bulgaria 3. China 4. Germany 5. India 6. Indonesia 7. South-Korea 8. Latvia 9. Mexico 10. Nigeria 11. Poland 12. Romania 13. Russia 14. Slovakia 15. Taipei 16. Thailand 17. Turkey 18. Ukraine 19. Vietnam 	<ol style="list-style-type: none"> 1. Germany 2. UK 3. Greece 4. Hungary 5. Netherlands Antilles 6. Norway 7. Romania
Agents/representatives in countries:			
Tuition fees Fulltime Bachelor/Master for EU/EEA	1.713	1.713	7.920 1st year 2601 2,3,4 year
Tuition fees Fulltime Bachelor/Master for non-EU/EEA	7.600	7.169	17.910 1st year 8475 2,3,4 year
Exchange Partners in continents:	<ol style="list-style-type: none"> 1. Australia 2. North-America 3. South-America 4. Africa 5. Asia 6. Europe 	<ol style="list-style-type: none"> 1. Africa 2. Europe 3. North America 4. Asia 	<ol style="list-style-type: none"> 1. Europe, Finland

Appendix: II: Example of questionnaire

This survey is part of a research for The Hague's marketing. The research is based on how The Hague can be positioned as an attractive city, to attract more international students to study in The Hague. The winning characteristics of a city described by Dr. Philip Kotler are used as the basis of this questionnaire. Your opinion as an international student in The Hague will be very influential, as the results of this survey will be the basis of the new strategy.

The survey consists of 34 questions and will take only take five minutes of your time. Please complete this survey before: 14/04/2012

Personal background

1. Sex

- ☐ Male
- ☐ Female

2. Age

- ☐ <18
- ☐ 19-25
- ☐ 25-30
- ☐ 30>

3. Nationality

4. In which city do you reside?

- ☐ The Hague
- ☐ Delft
- ☐ Rotterdam
- ☐ Amsterdam
- ☐ Other _____

5. How many years have you lived in this city?

- <1 years
 - 2-4 years
 - 4> years
- 6. Did you travel here alone?
 - Yes
 - No
- 7. Which college/university do you attend?
- 8. What are you studying?
- 9. How long have you been at this college/university?
 - <1 years
 - 2-4 years
 - 4> years

The Hague as a student town

- 10. What is the reason for you to study abroad? (More answers possible)
 - Meet new people
 - Learn a new language
 - Brighter future perspectives
 - Gain new cultural experiences
 - Self exploration
 - Expand world view
 - Enhance employment opportunities
- 11. How did you get to know about the international programmes in The Hague?
 - Online search engines
 - Website of The College/University
 - Fairs/agents in home country
- 12. Why did you choose to study in The Hague? More answers applicable
 - Gateway to Europe
 - International institutions

- International city of peace and justice
- Diversity in ethnic backgrounds
- English programmes
- The beach
- Vibrant economy
- Positive image
- Vibrant nightlife
- Was recommended by someone

13. What is your opinion about The Hague's image?

- Positive
- Negative

14. What contributes to The Hague's positive image?

- Friendly inhabitants
- Safety
- Events

15. What contributes to The Hague's negative image?

- Unfriendly inhabitants
- Unsafe
- Lack of events

16. Are you familiar with The Hague's logo?



- Yes
- No

17. Are you familiar with The Hague's slogan: "The Hague; international city of peace and justice"?

- Yes
- No

Quality of life

18. Cost of living?

- ☐ Cheap in comparison to my home country
- ☐ Equal compared to my home country
- ☐ Expensive compared to my home country

19. How often do you experience crime in The Hague?

- ☐ <1 time a month
- ☐ 2-5 times a month
- ☐ 5-10 times a month
- ☐ 10> times a month

20. Are there sufficient recreation facilities in The Hague for students such as; restaurants, sport facilities, cinemas, bars, discos, community centres, shopping areas, museums, theatres, lakes and parks?

- ☐ Yes
- ☐ No

21. Which recreation facilities do you make use of? (More answers possible)

- ☐ Bars
- ☐ Restaurants
- ☐ Sports facilities
- ☐ Discos
- ☐ Lakes and parks
- ☐ Museums
- ☐ Theatres
- ☐ Shopping areas

22. What kind of recreation facilities does The Hague need to add for students?

- ☐ _____

Infrastructure

23. What kind of transportation do you make use of to commute daily?

- ☐ Public transport.
- ☐ Private transportation.

24. Do you think the public transport in The Hague is reliable?

- ☐ Yes
- ☐ No

25. Do you believe the roads in The Hague are well organised for the use of private transport?

- ☐ Yes
- ☐ No

26. From a scale of 1-10 how safe do you feel in The Hague?

1	2	3	4	5	6	7	8	9	10
Unsafe									Safest

27. From a scale of 1-10 how would you rate the availability for student housing?

1	2	3	4	5	6	7	8	9	10
Poor									Excellent

28. From a scale of 1-10 how would you rate the friendliness of the inhabitants in The Hague?

1	2	3	4	5	6	7	8	9	10
Unfriendly									friendly

29. Did the friendliness of the inhabitants in The Hague meet your expectations?

- ☐ Yes
- ☐ No

Education

30. Where did you learn about this college/university first?

31. Does your college/university meet your expectations?

Yes

No

32. Do you believe you are offered high quality education?

Yes

No

33. Do you think The Hague offers enough courses in English languages?

☐ Yes

☐ No

34. Would you recommend someone else to study and live in The Hague?

☐ Yes

☐ No

Appendix: III: Results questionnaire in bar charts

Personal background

Figure 1

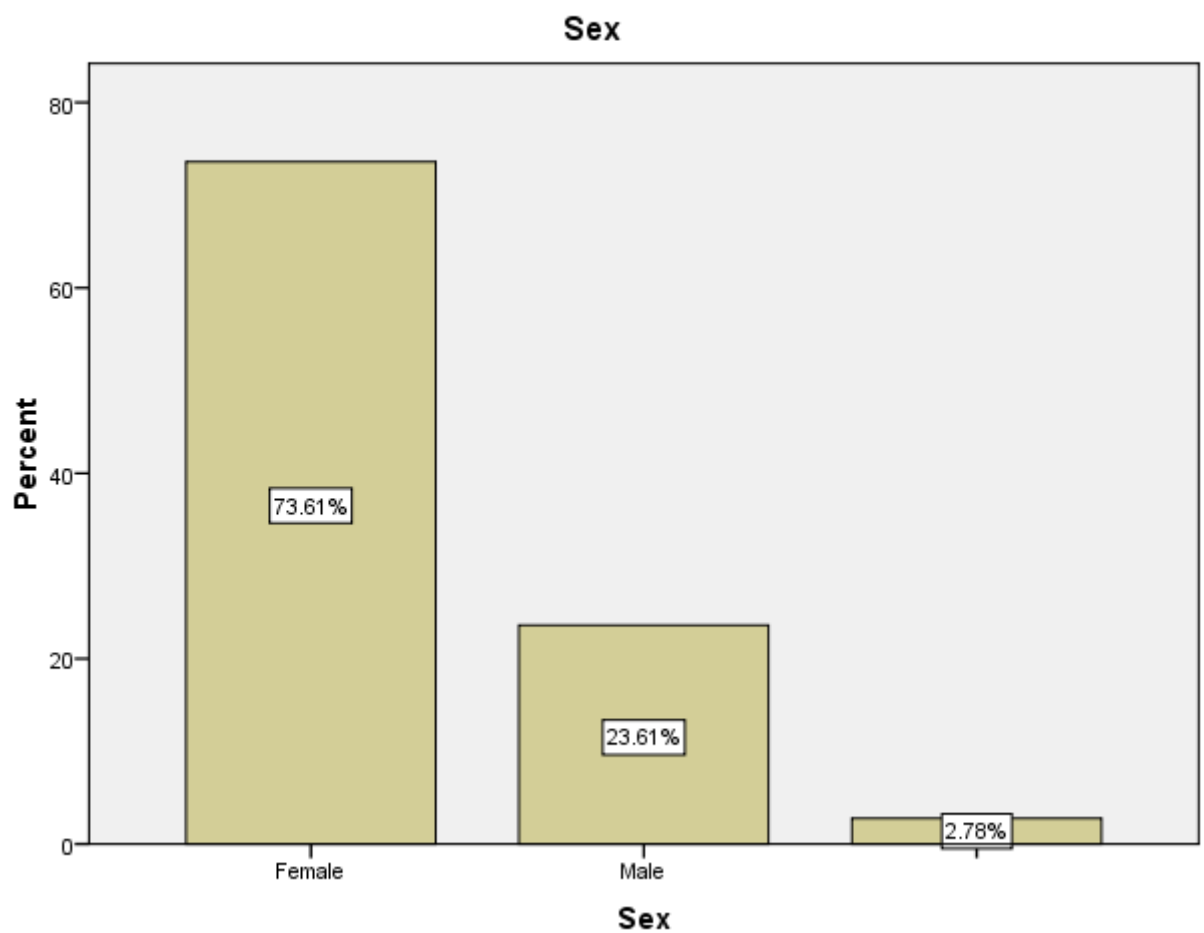


Figure 1 shows the division of sexes amongst the 70 surveyed. It shows that the majority of the surveyed are females and that 2.78 per cent did not answer this question.

Figure 2

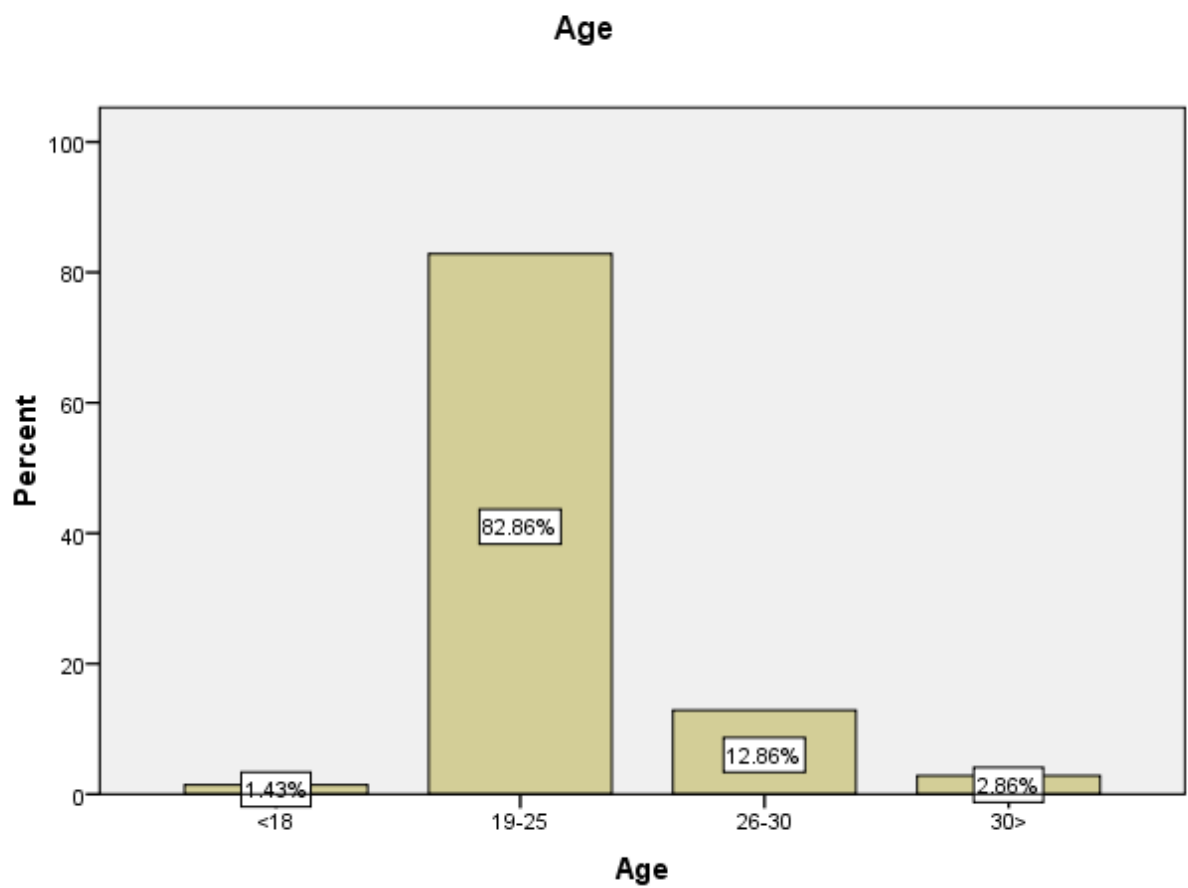


Figure 2 shows the division of age ranges. It shows that the majority of the surveyed are between the age of 19 and 25.

Figure 3

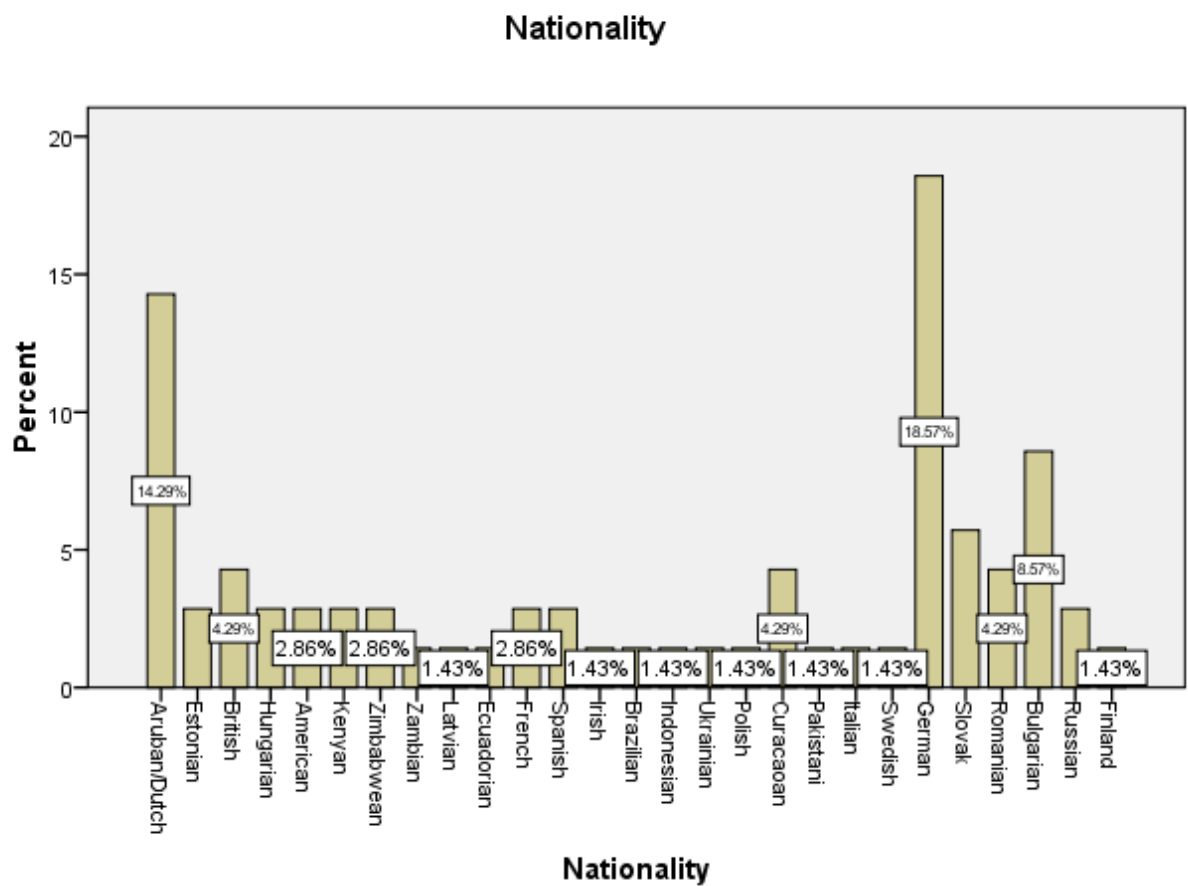


Figure 3 shows the diversities in nationality amongst the 70 surveyed. It shows that the majority of the surveyed hold a German nationality.

Figure 4

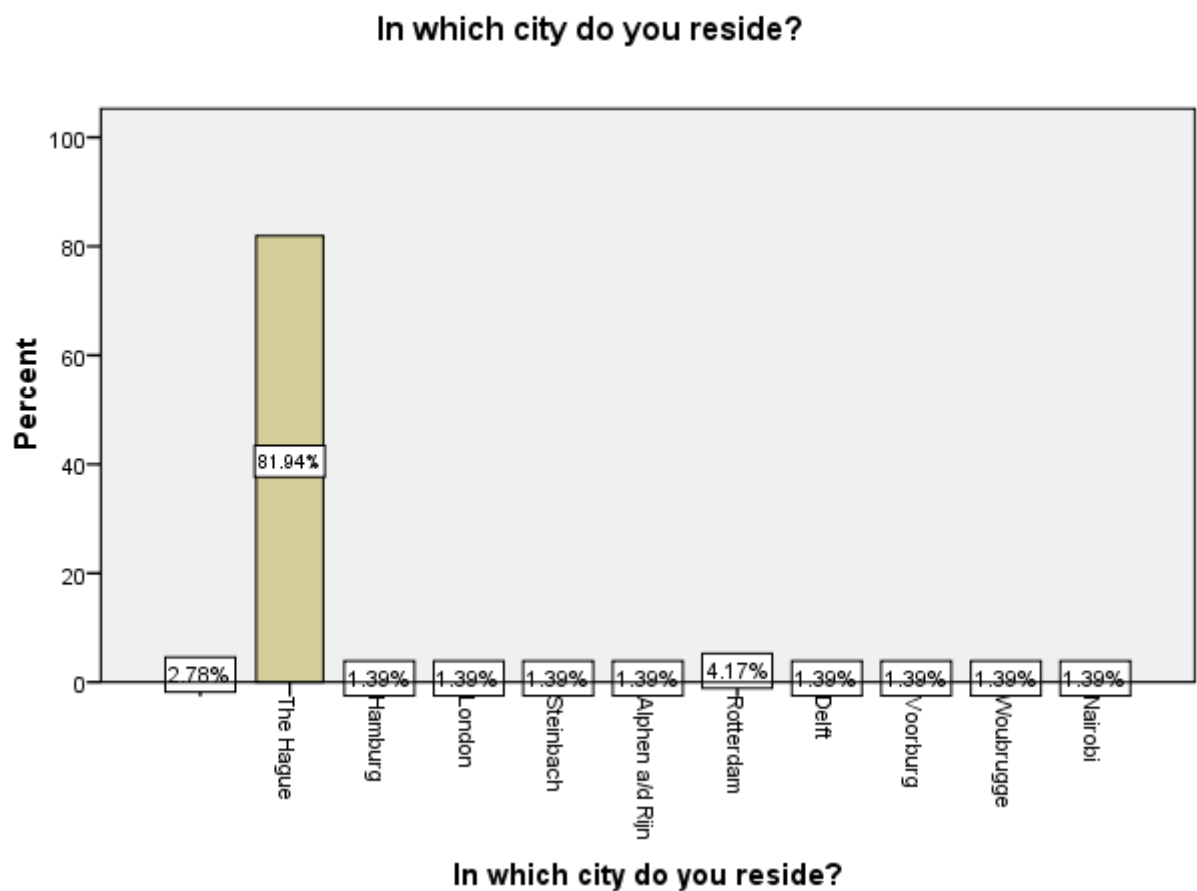


Figure 4 shows the residence of the 70 surveyed. It shows that the great majority resides in The Hague. Striking is that it includes cities that are not in the Netherlands.

Figure 5

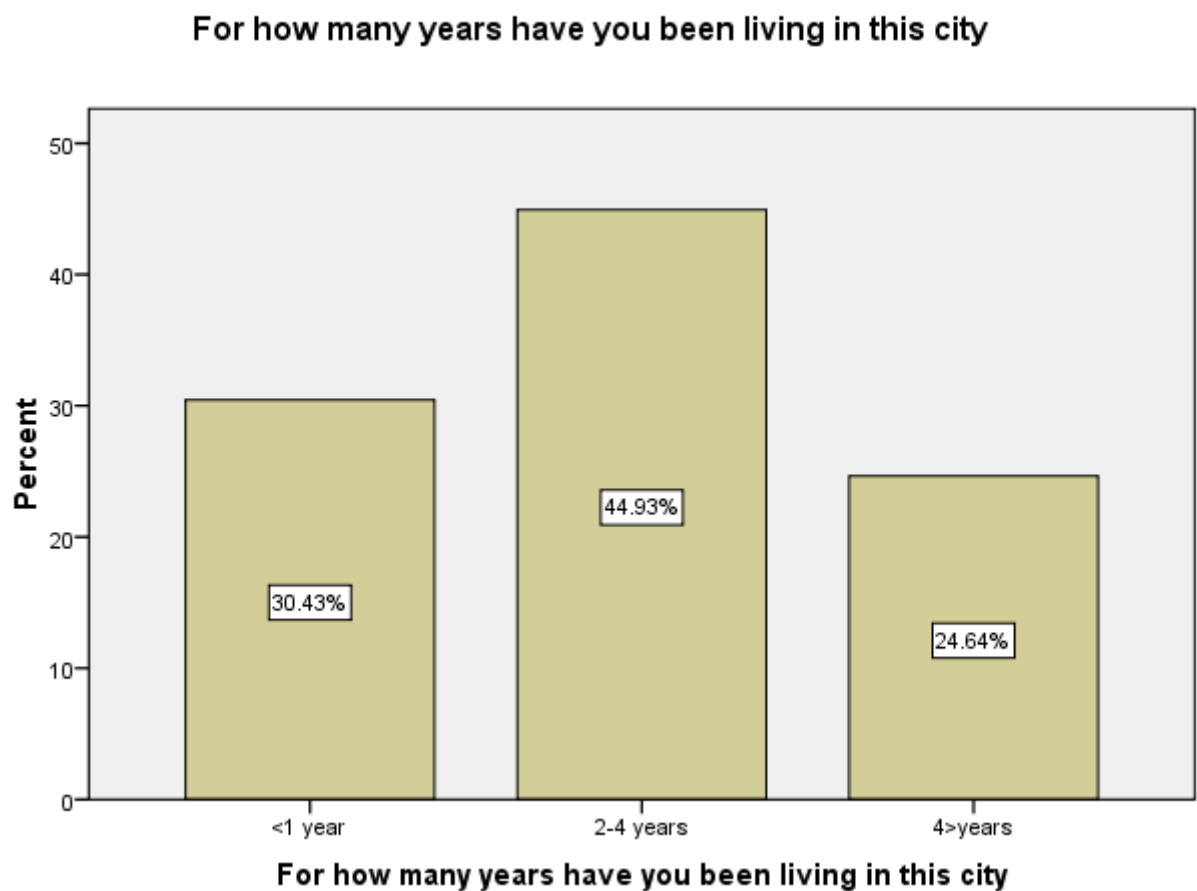


Figure 5 shows the range of number of years that the 70 surveyed have been residing in a particular city. It shows that the majority have been living in a particular city for 2 to 4 years.

Figure 6

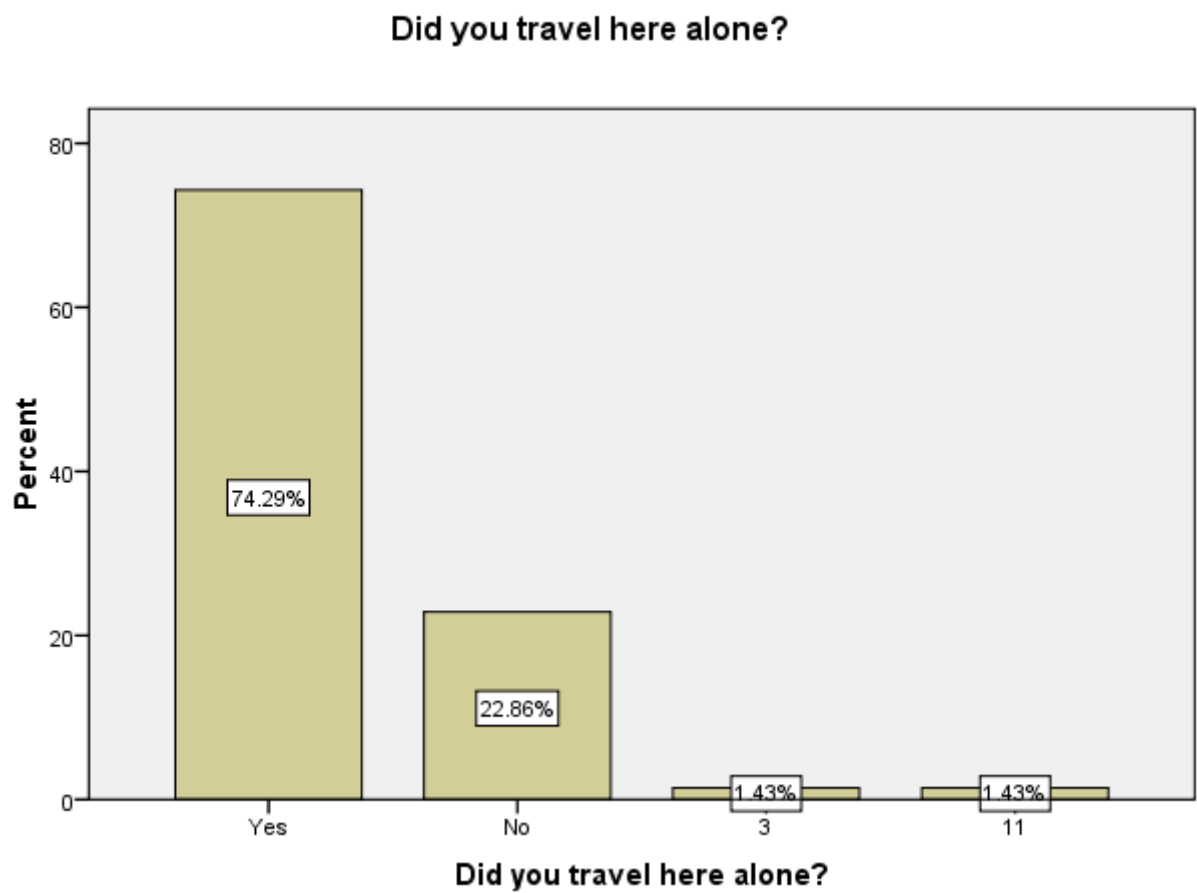


Figure 6 shows whether the international student travelled to The Hague alone to pursue a study. It shows that the majority did travel alone and 2.86 per cent did not answer this question.

Figure 7

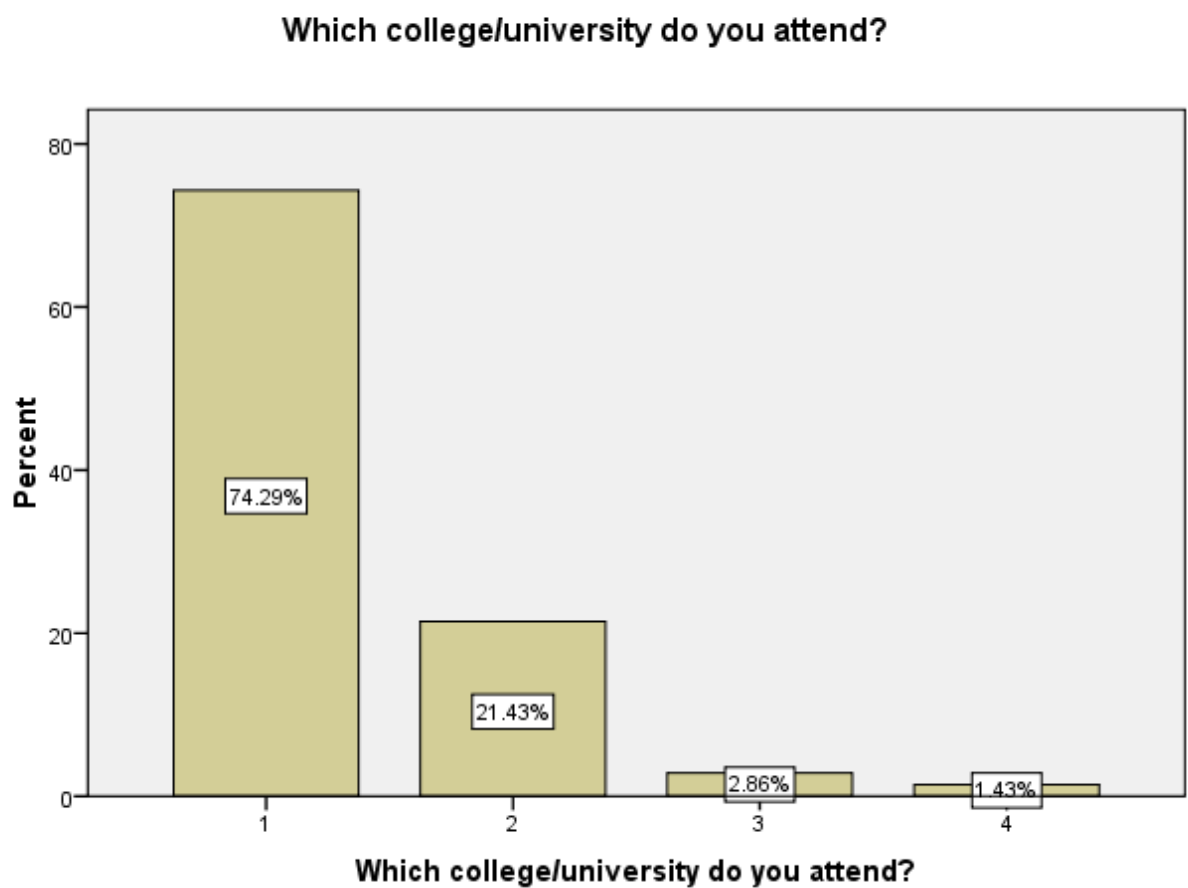


Figure 7 shows which college or university the surveyed attend. 1. The Hague University of Applied Sciences, 2. Inholland University of Applied Sciences, 3. TIO and 4. Hotelschool The Hague. It shows that the majority of the surveyed studies at The Hague University.

Figure 8

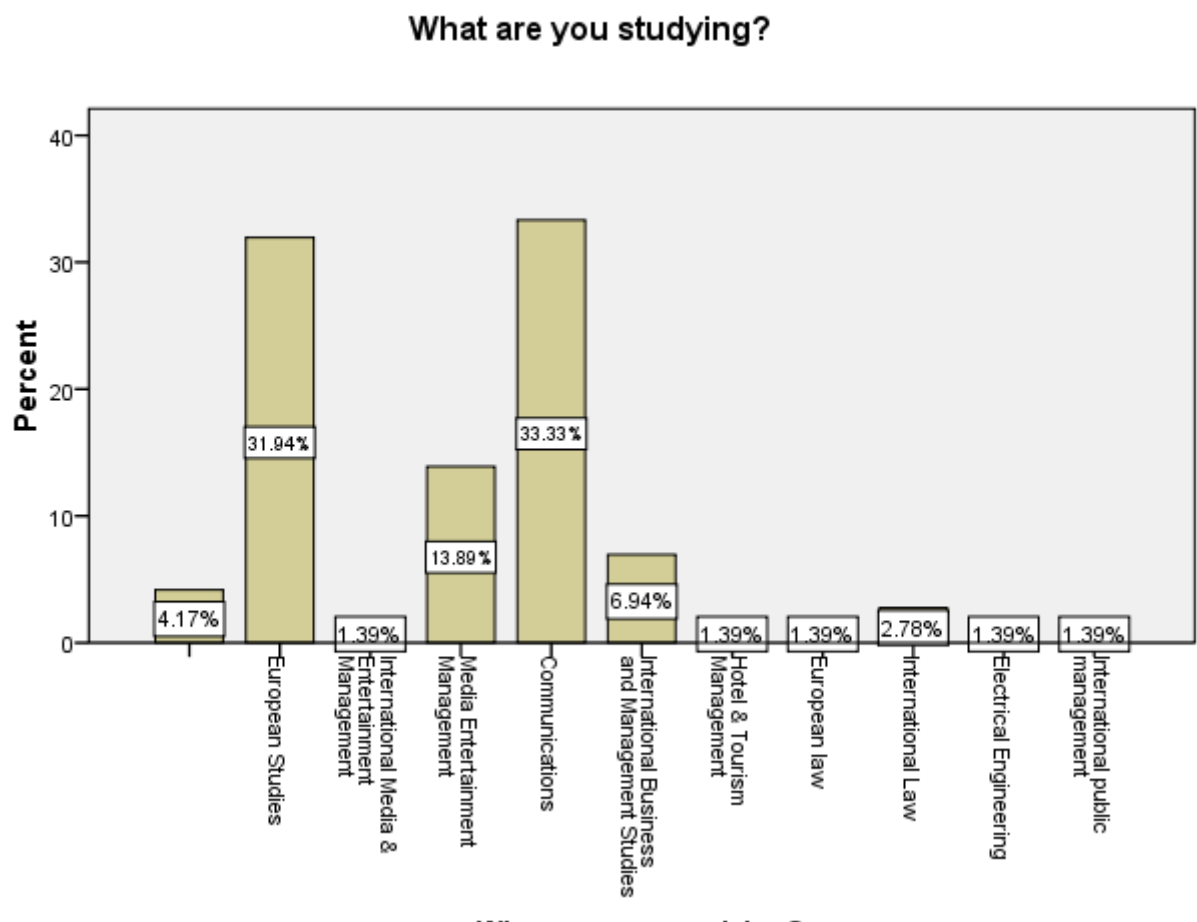


Figure 8 shows the programme the surveyed are enrolled in. It shows that Communications and European studies are in the top two.

Figure 9

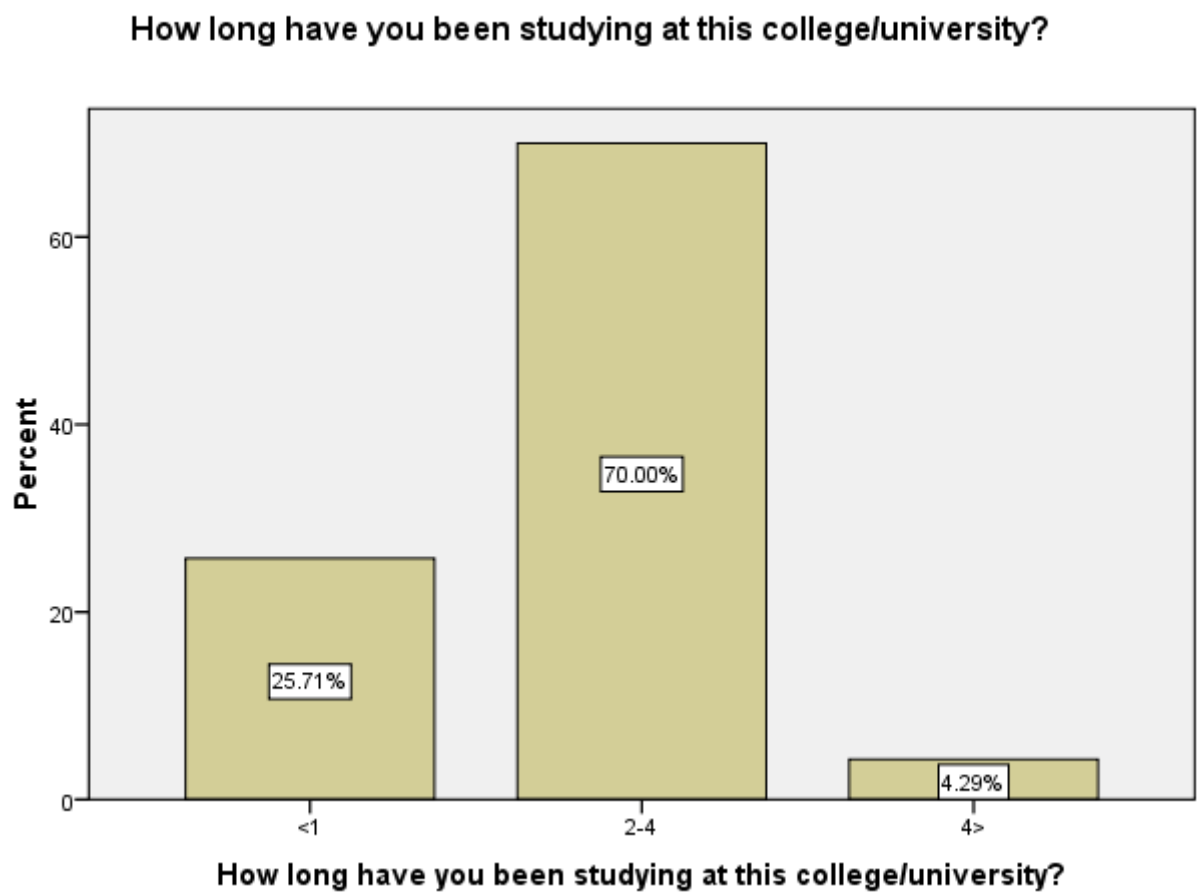


Figure 9 shows the number of years they have been studying at a particular college or university. It shows that the minority has been here for more than 2-4 years.

The Hague as a student town

The following bar charts are results related to the motives to study abroad. In these bar charts the numbers represent answers, 1 means yes and 2 means no. Bars that do not contain a number show that the question was not answered at all.

Figure 10

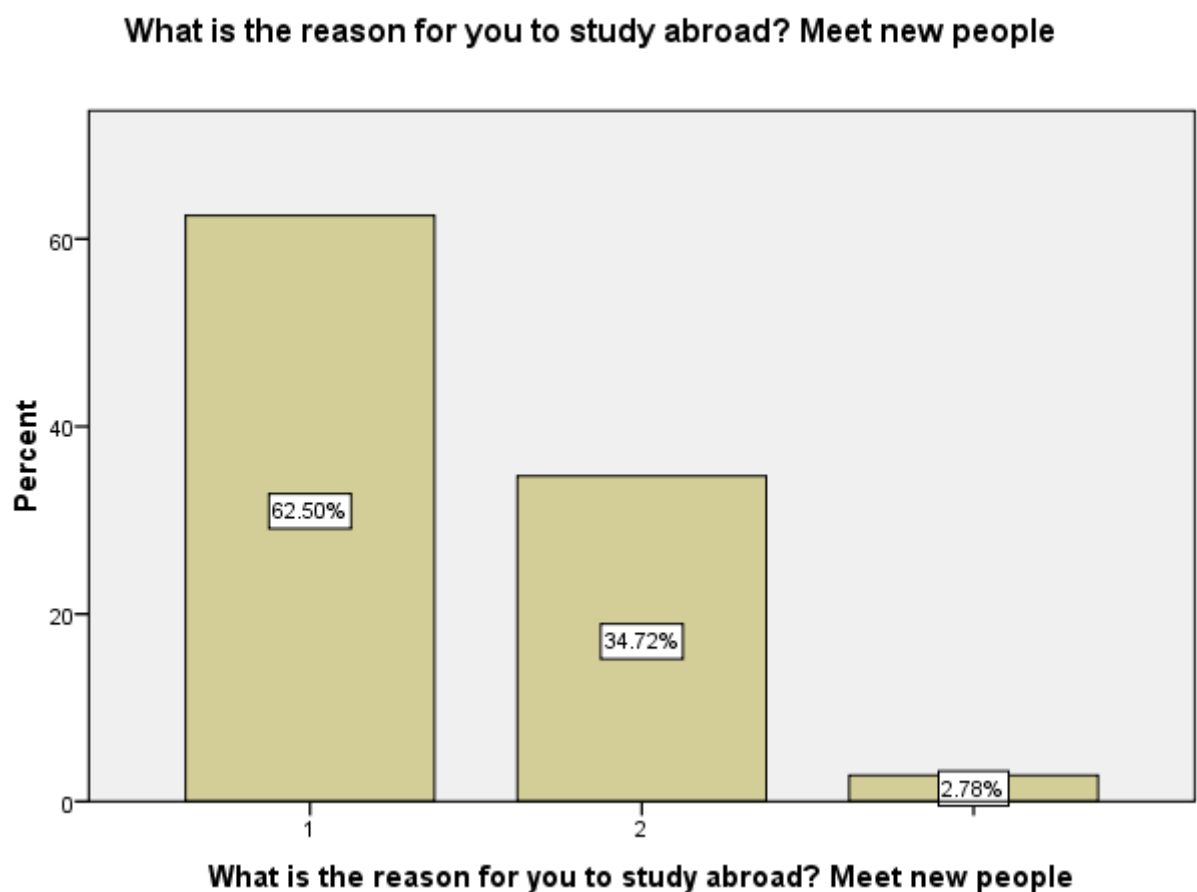


Figure 10 shows whether meeting new people is a motive to study in The Hague. It shows that the great majority thinks it is a good reason to study abroad.

Figure 11

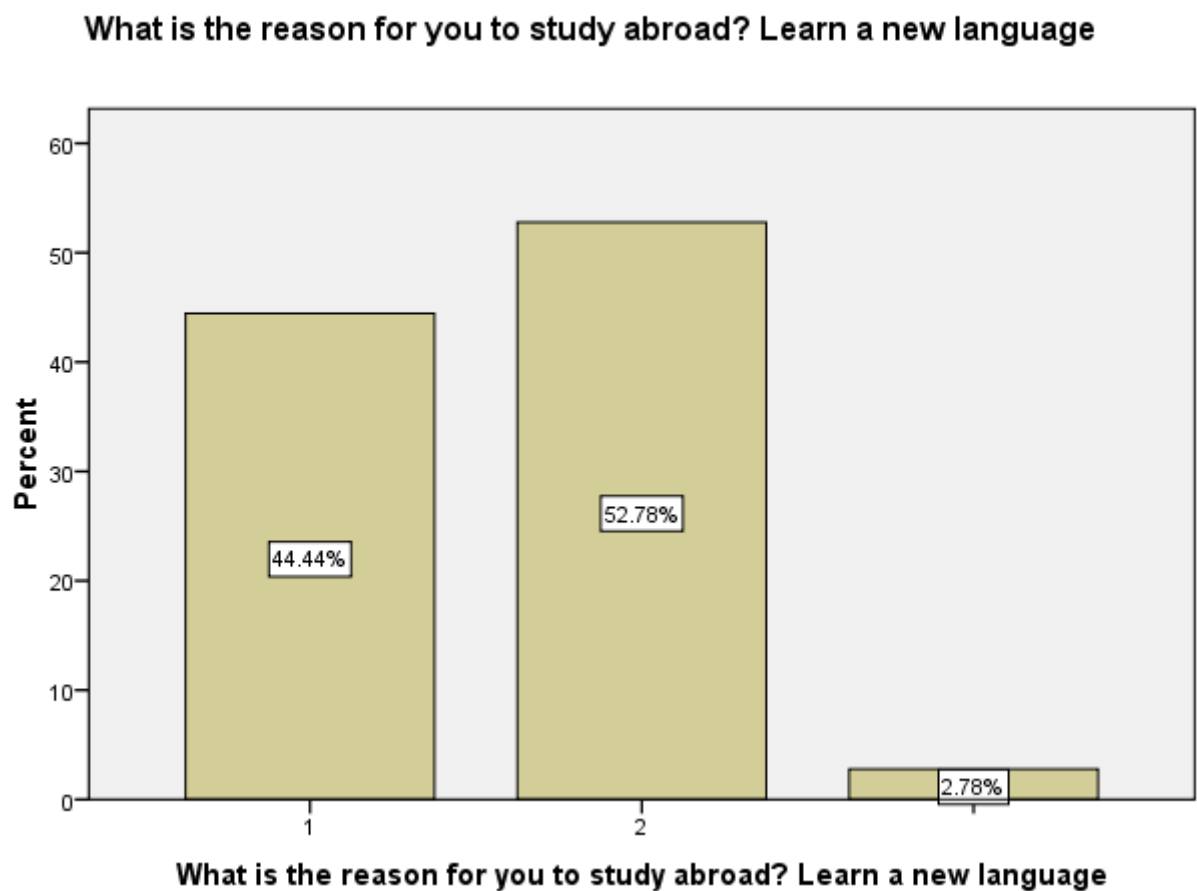


Figure 11 shows whether learning a new language is a motive to study in The Hague. It shows that the great majority did not pursue a study in The Hague to learn a new language.

Figure 12

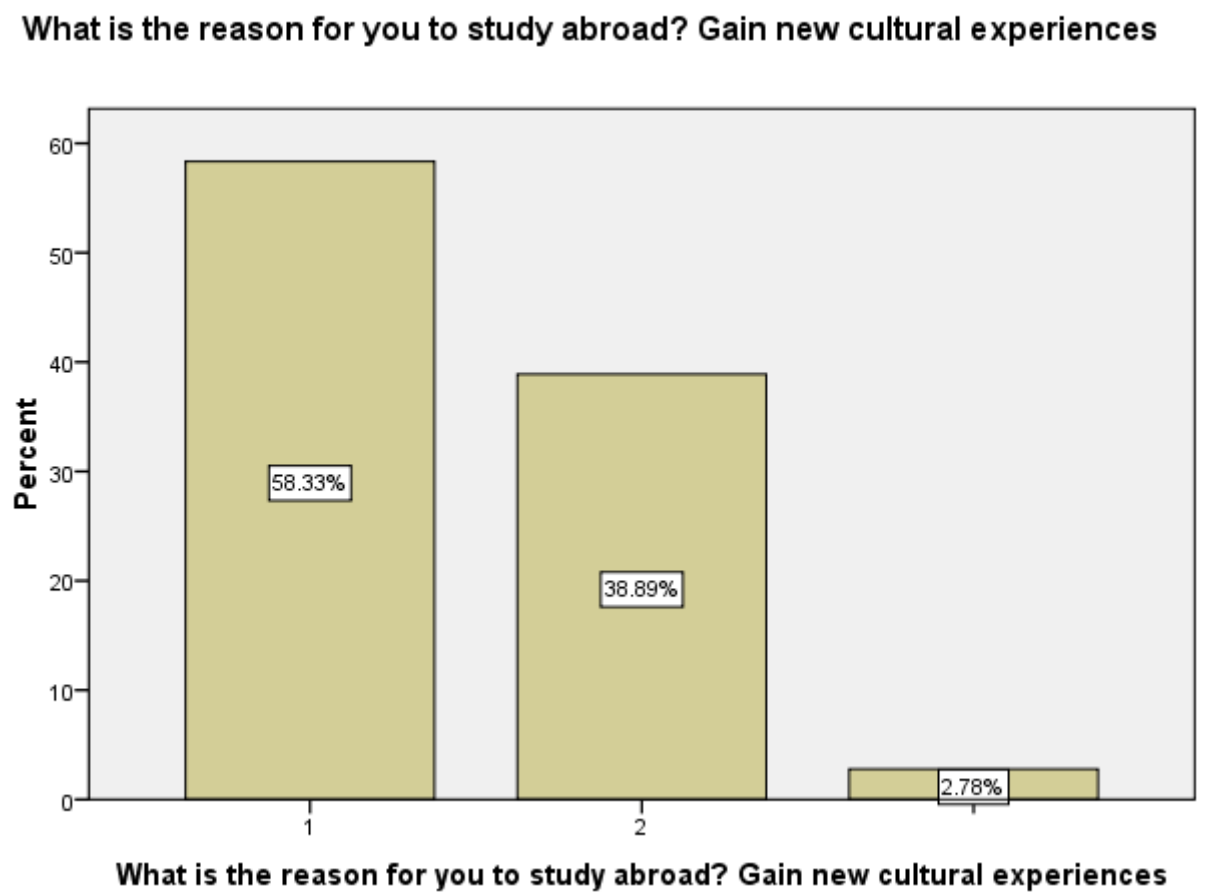


Figure 12 shows whether gaining cultural experiences is a motive to go abroad. It shows that the great majority does believe to gain new cultural experiences.

Figure 13

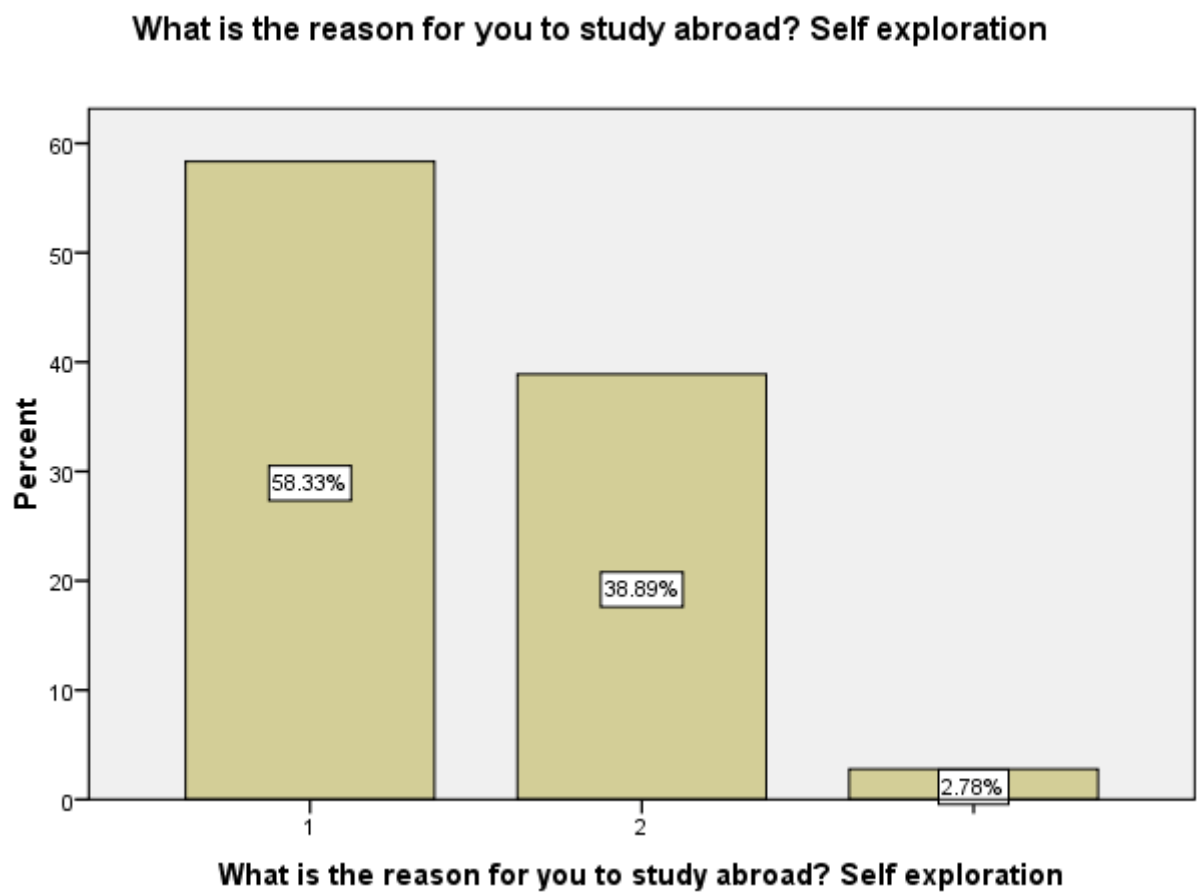


Figure 13 shows whether self exploration is a motive to go abroad. It shows that the great majority believes that self exploration is a good reason to study abroad.

Figure 14

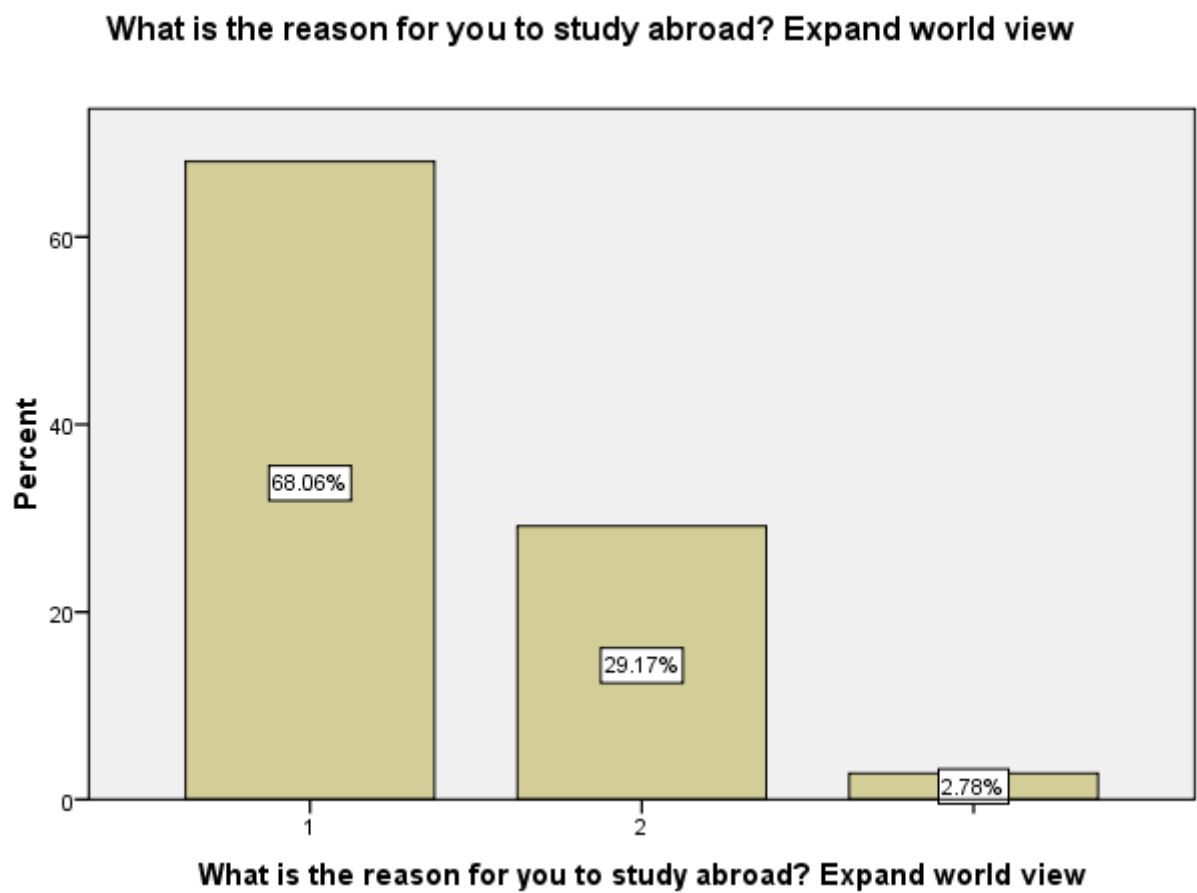


Figure 14 shows whether world view expansion is a motive to go abroad. It shows that the great majority does believe world view expansion is a good reason to study abroad.

Figure 15

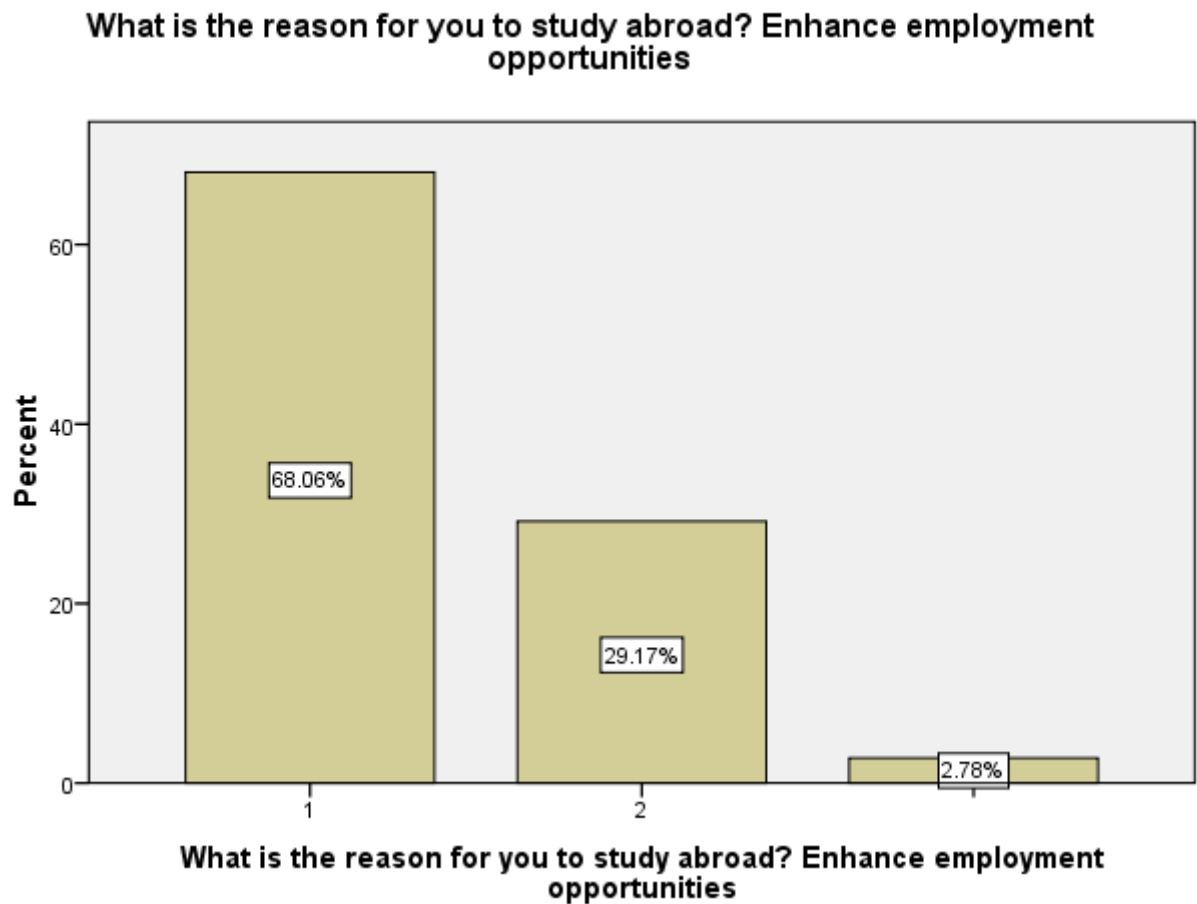


Figure 15 shows whether going abroad in order to enhance employment opportunities is a motive to study abroad. It shows that the great majority believes that it will.

Figure 16

How did you get to know about the international programmes in The Hague?
Online search engines

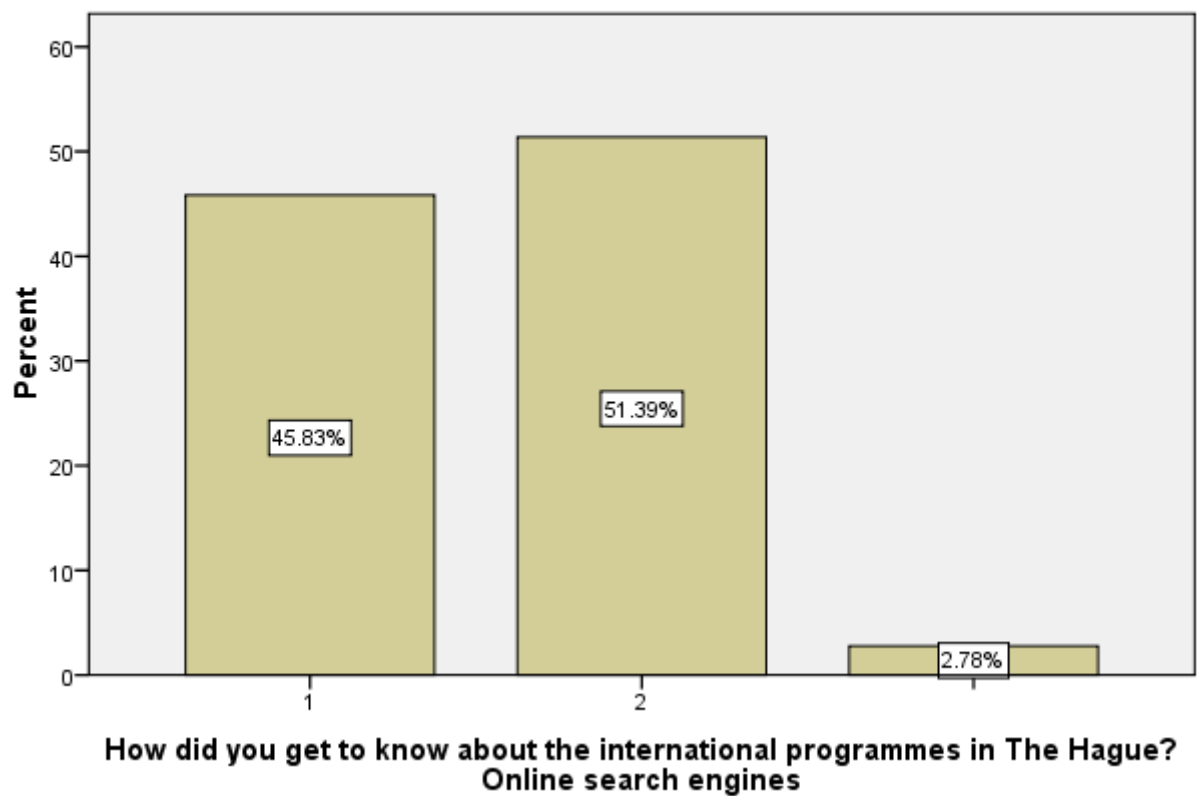


Figure 16 shows how the student encountered the international programmes in The Hague. It shows that the majority did not learn about the international programmes through online search engines.

Figure 17

**How did you get to know about the international programmes in The Hague?
Website of The College/University**

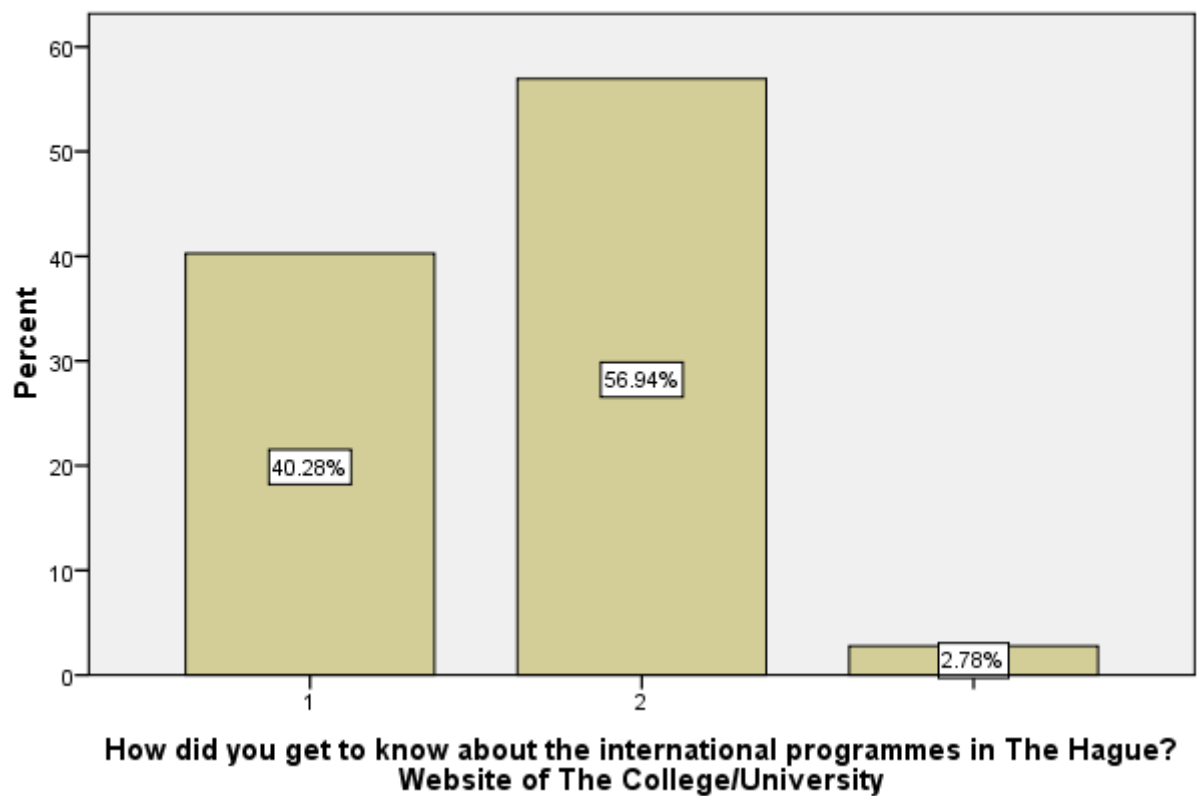


Figure 17 shows how the student encountered the international programmes in The Hague. It shows that the majority did not learn about the international programmes through the website of the college or university.

Figure 18

**How did you get to know about the international programmes in The Hague?
Fairs/agents in home country**

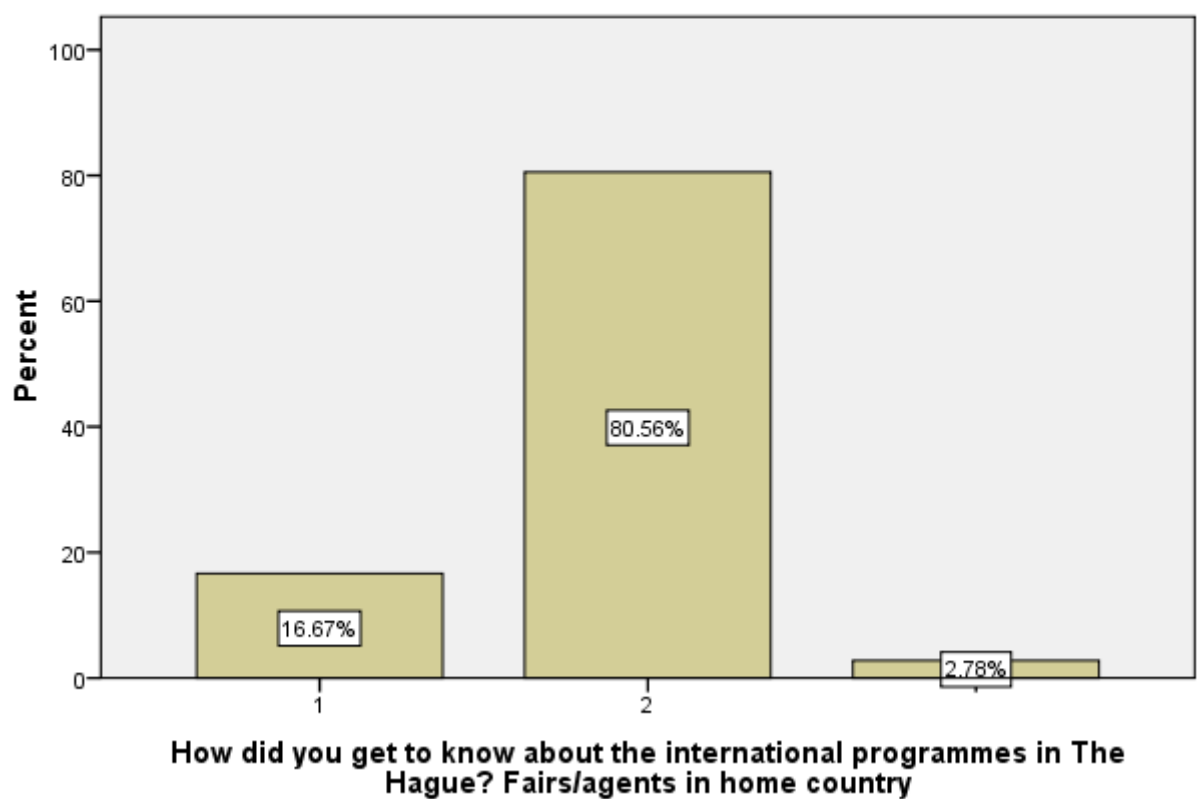


Figure 18 shows how the student encountered the international programmes in The Hague. It shows that the majority did not learn about the international programmes through fairs or agents in the home country.

Figure 19

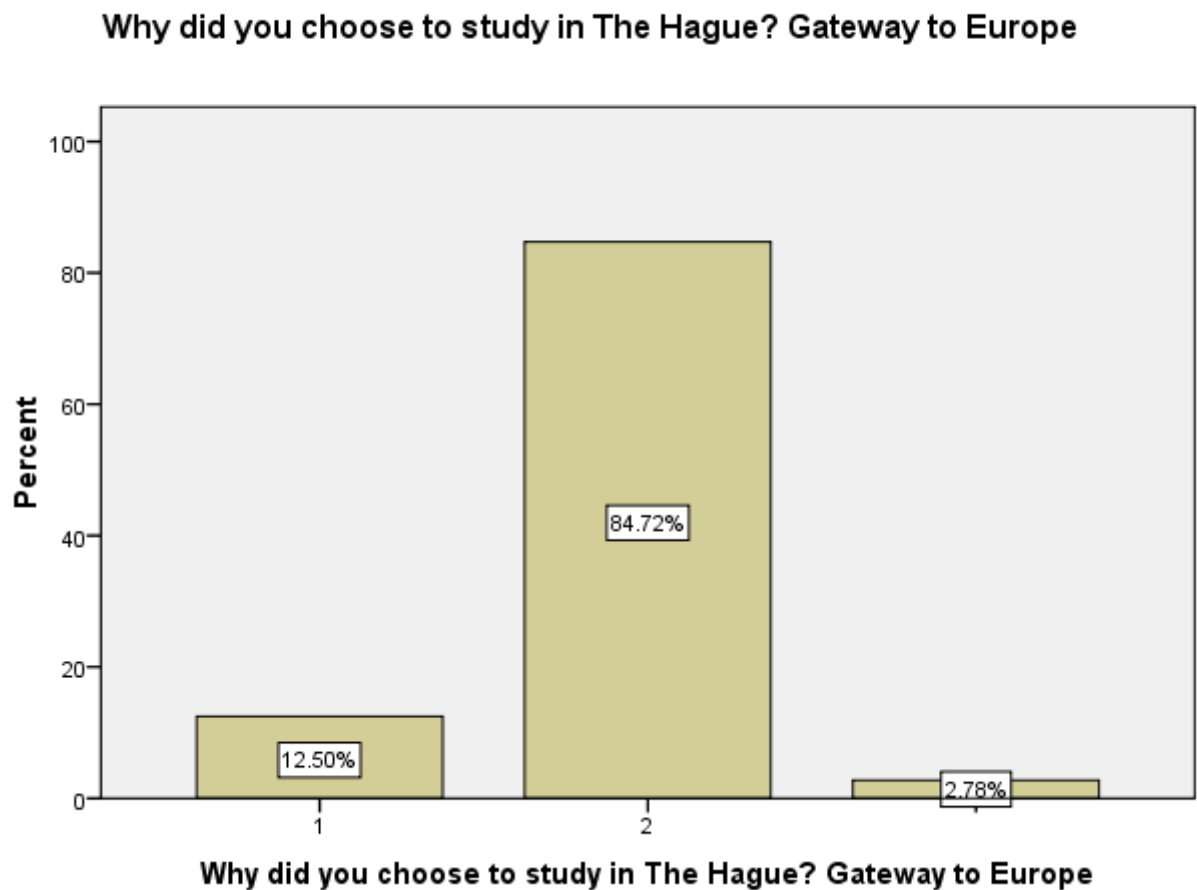


Figure 19 shows the motive of the students to study in The Hague. It shows that the majority did not choose to study in The Hague because it could be the gateway to Europe.

Figure 20



Figure 20 shows the motive of the students to study in The Hague. It shows that the majority did not choose to study in The Hague because of its international institutions.

Figure 21

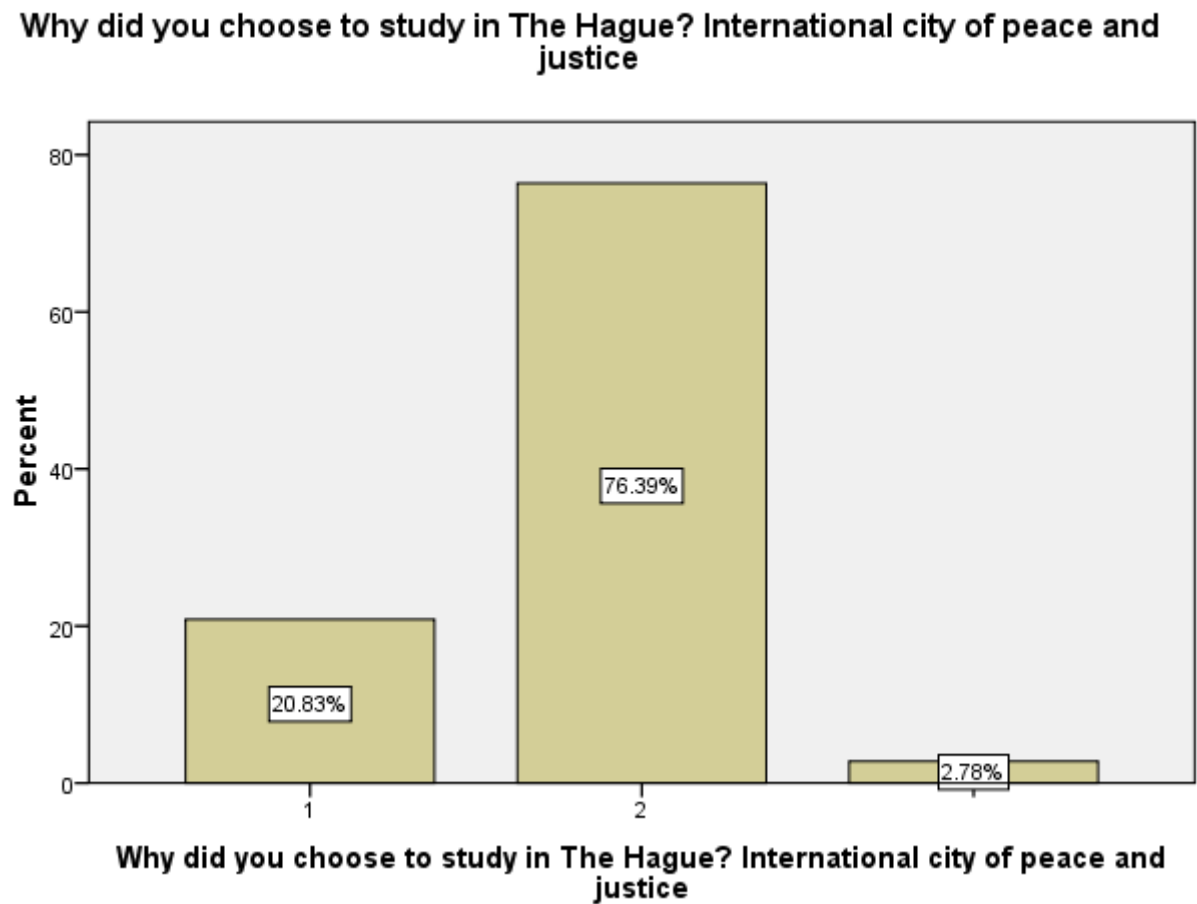


Figure 21 shows the motive of the students to study in The Hague. It shows that the majority did not choose to study in The Hague because it is the international city of peace and justice.

Figure 22

Why did you choose to study in The Hague? Diversity in ethnic backgrounds

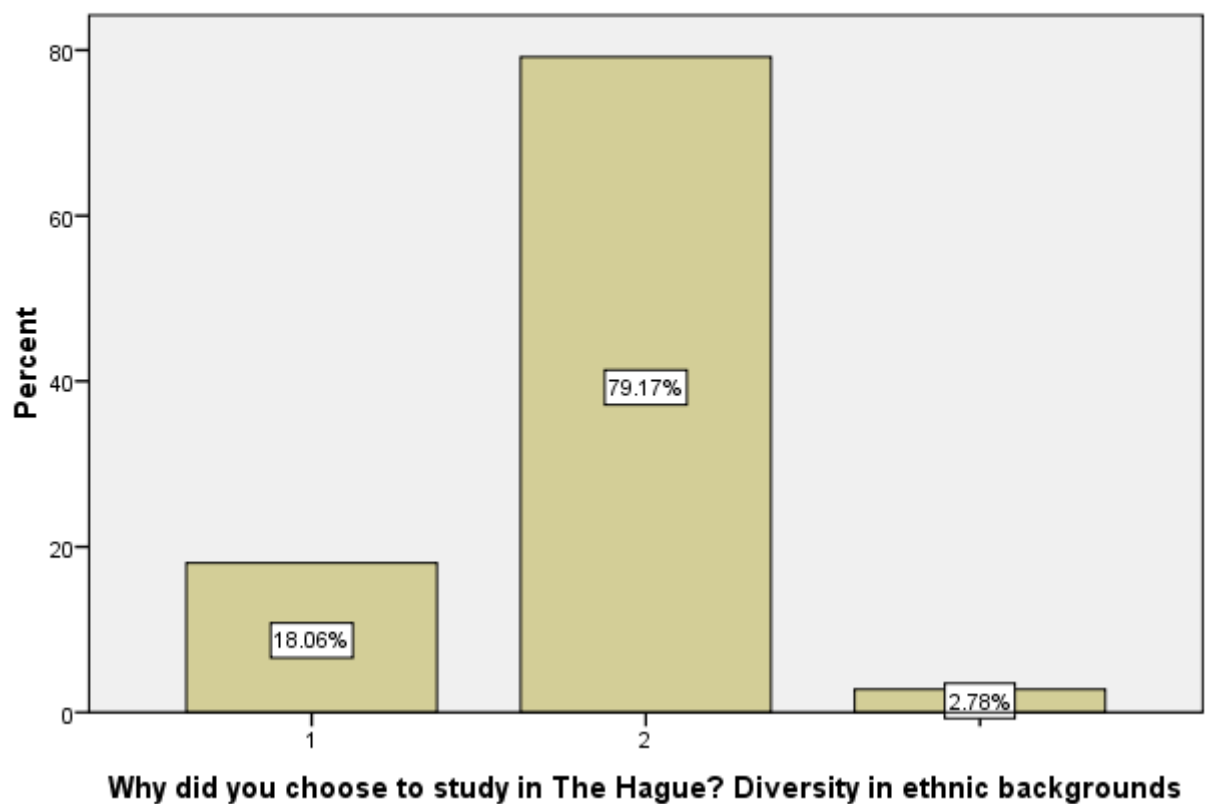


Figure 22 shows the motive of the students to study in The Hague. It shows that the majority did not choose to study in The Hague because of its diversity in ethnic backgrounds.

Figure 23

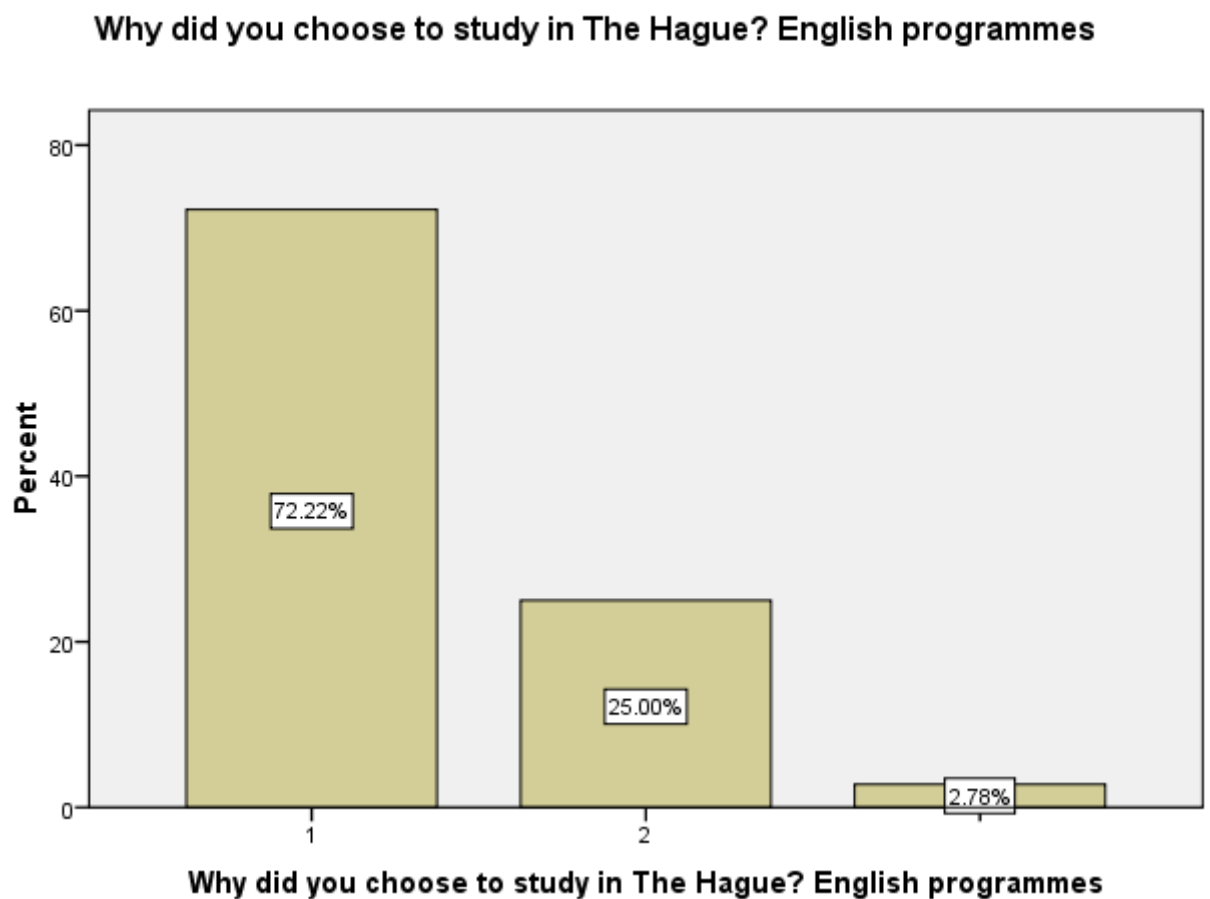


Figure 23 shows the motive of the students to study in The Hague. It shows that the majority chose to study in The Hague because of the English programmes.

Figure 24

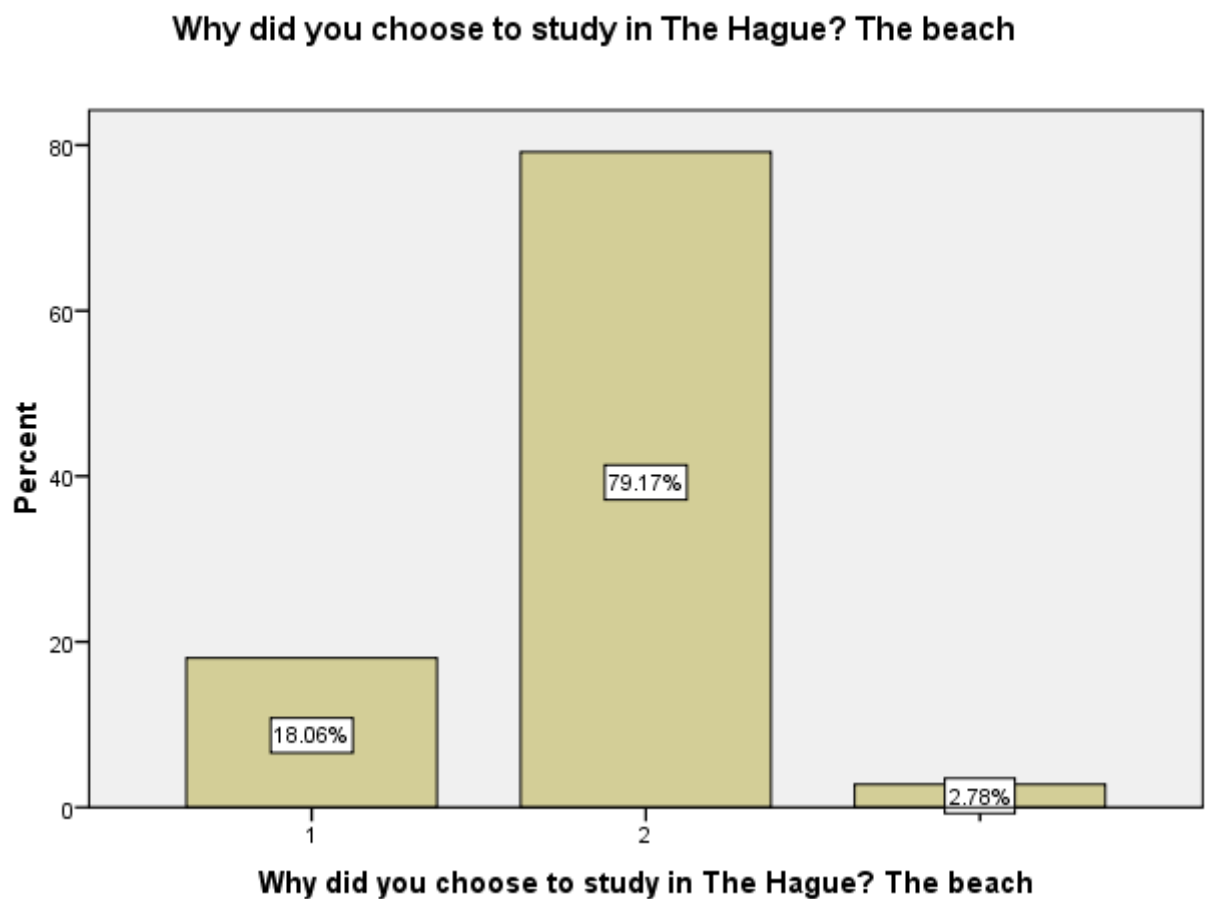


Figure 24 shows the motive of the students to study in The Hague. It shows that a great majority did not choose to study in The Hague because of the beach.

Figure 25

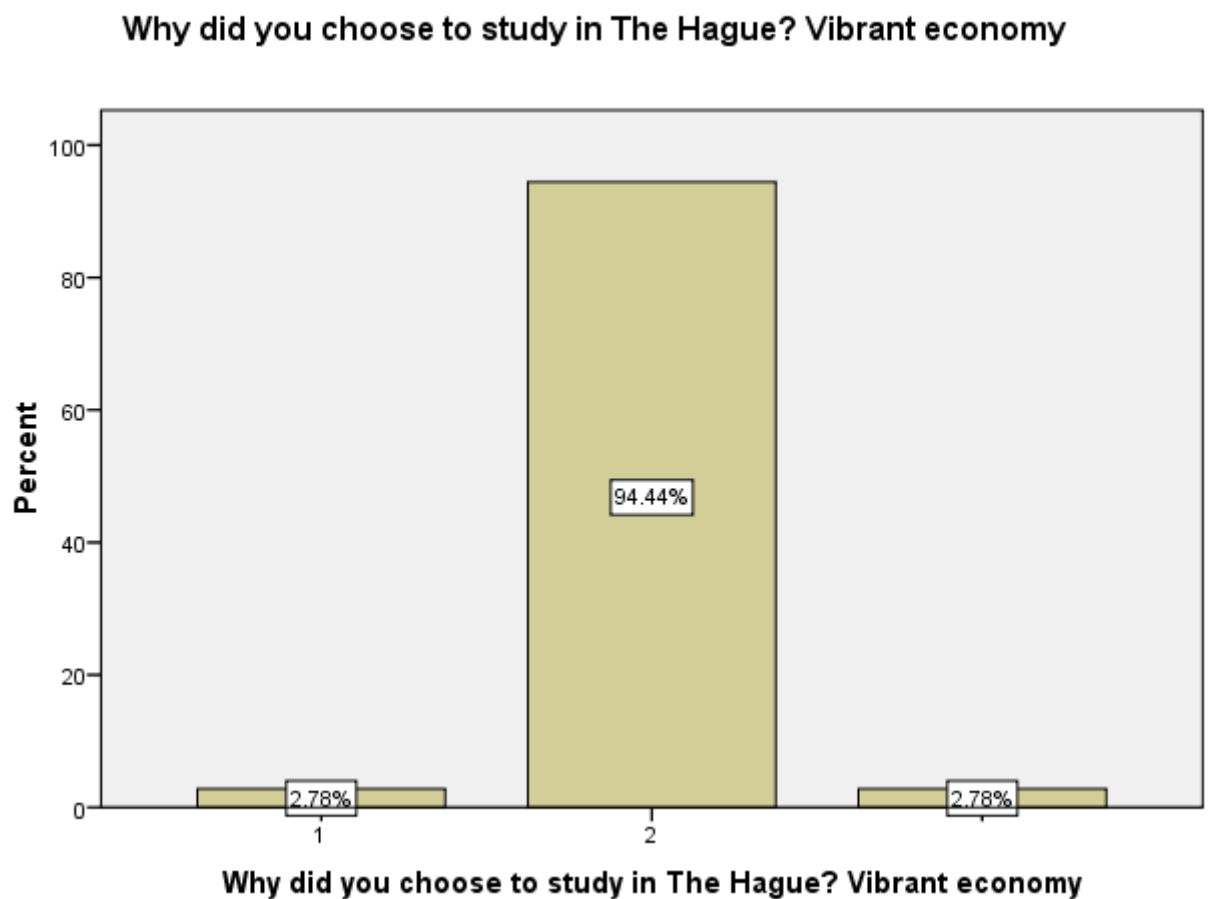


Figure 25 shows the motive of the students to study in The Hague. It shows that a striking majority did not choose to study in The Hague because of its vibrant economy.

Figure 26

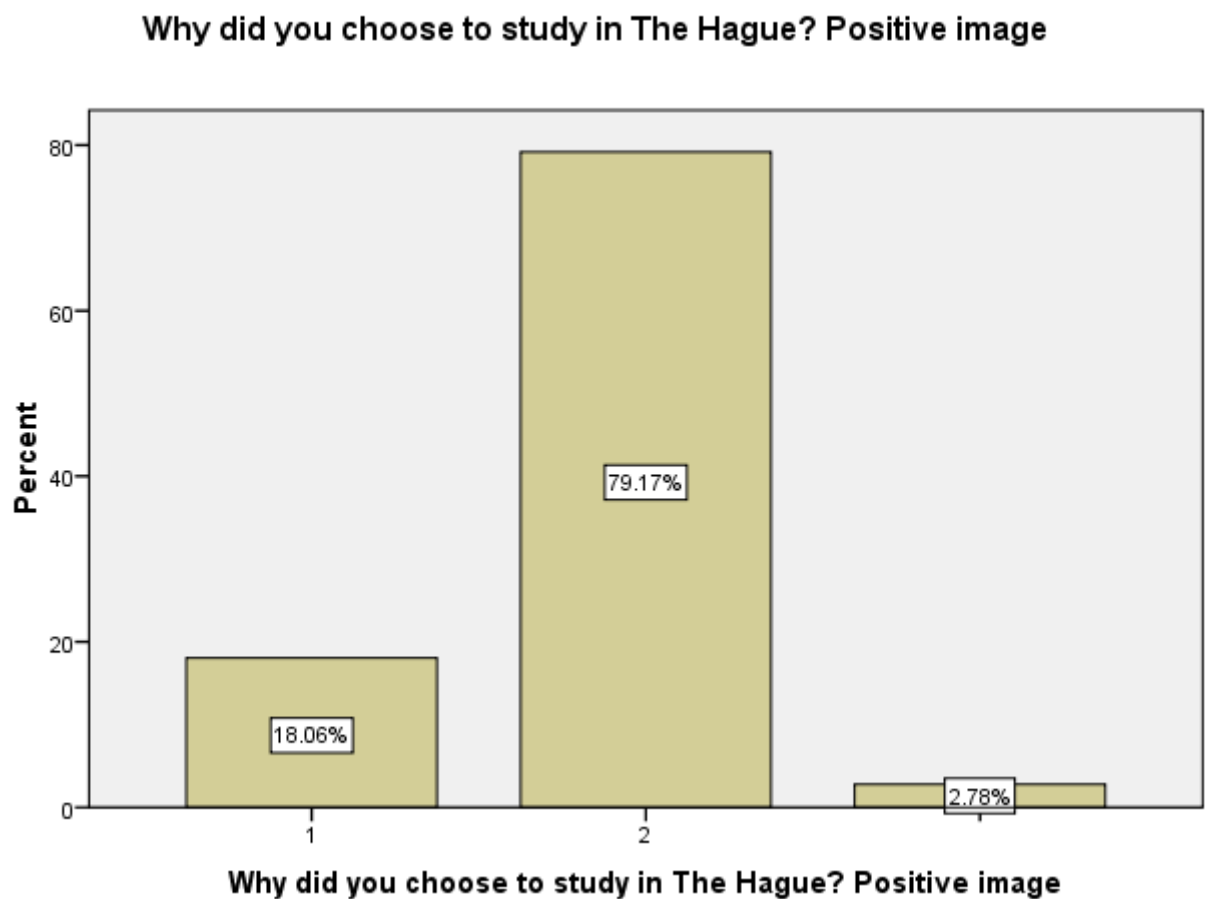


Figure 26 shows the motive of the students to study in The Hague. It shows that a great majority did not choose to study in The Hague because of its positive image.

Figure 27

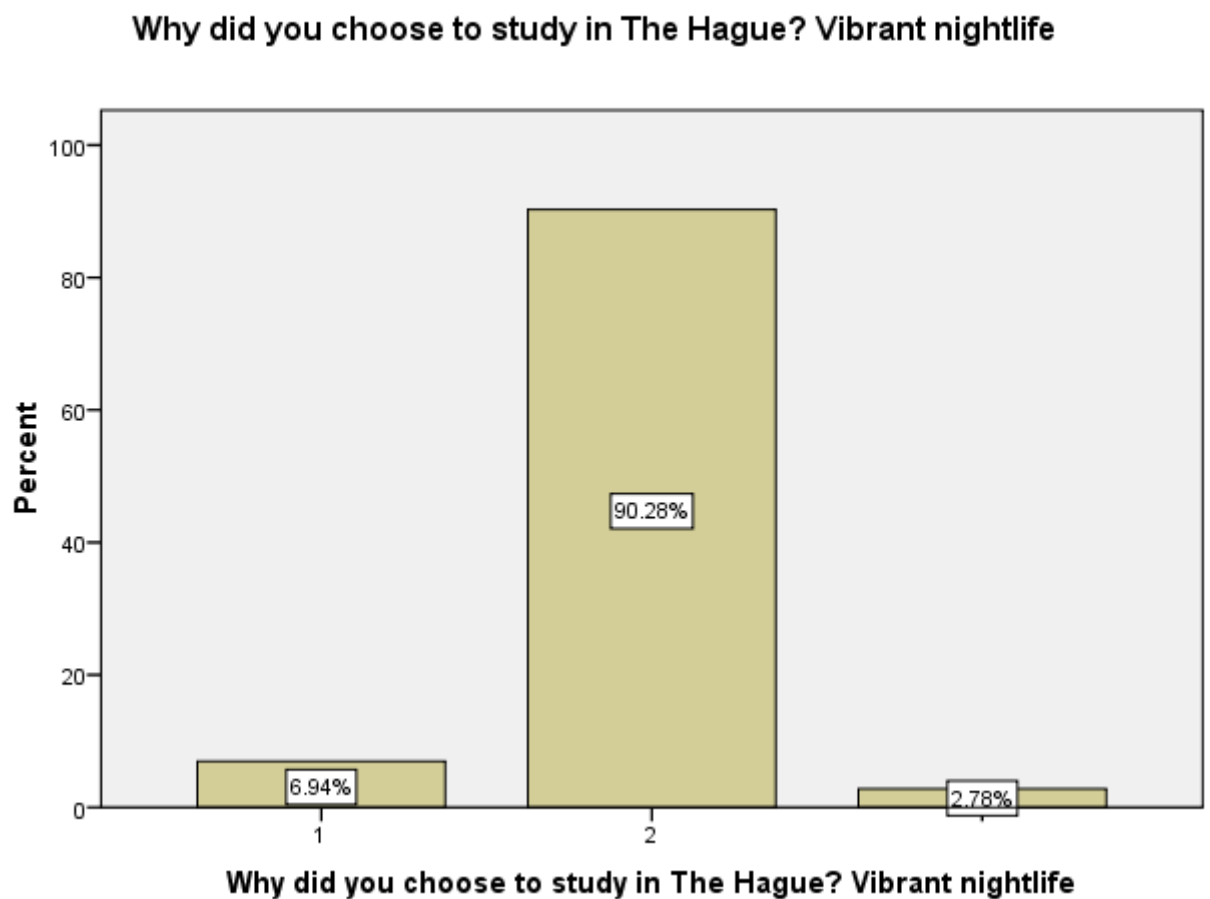


Figure 27 shows the motive the students to study in The Hague. It shows that a great majority did not choose to study in The Hague because of its vibrant nightlife.

Figure 28

Why did you choose to study in The Hague? Was recommended by someone



Figure 28 shows the motive for the students to study in The Hague. It shows that a great majority did not choose to study in The Hague because it was recommended by someone.

Figure 29

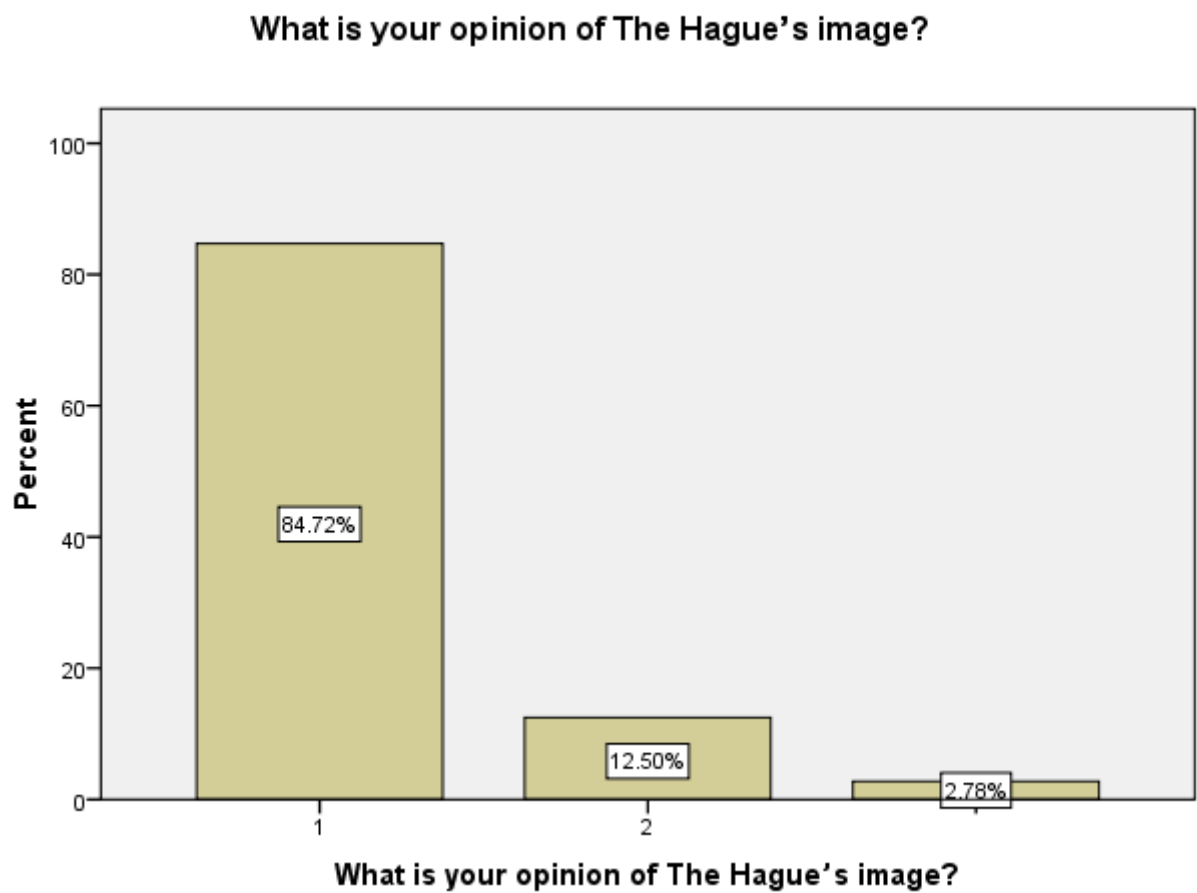


Figure 29 shows, 1 being positive and 2 being negative the opinion of the participants regarding The Hague's image. It shows that the majority of the surveyed holds a positive image of The Hague.

Figure 30

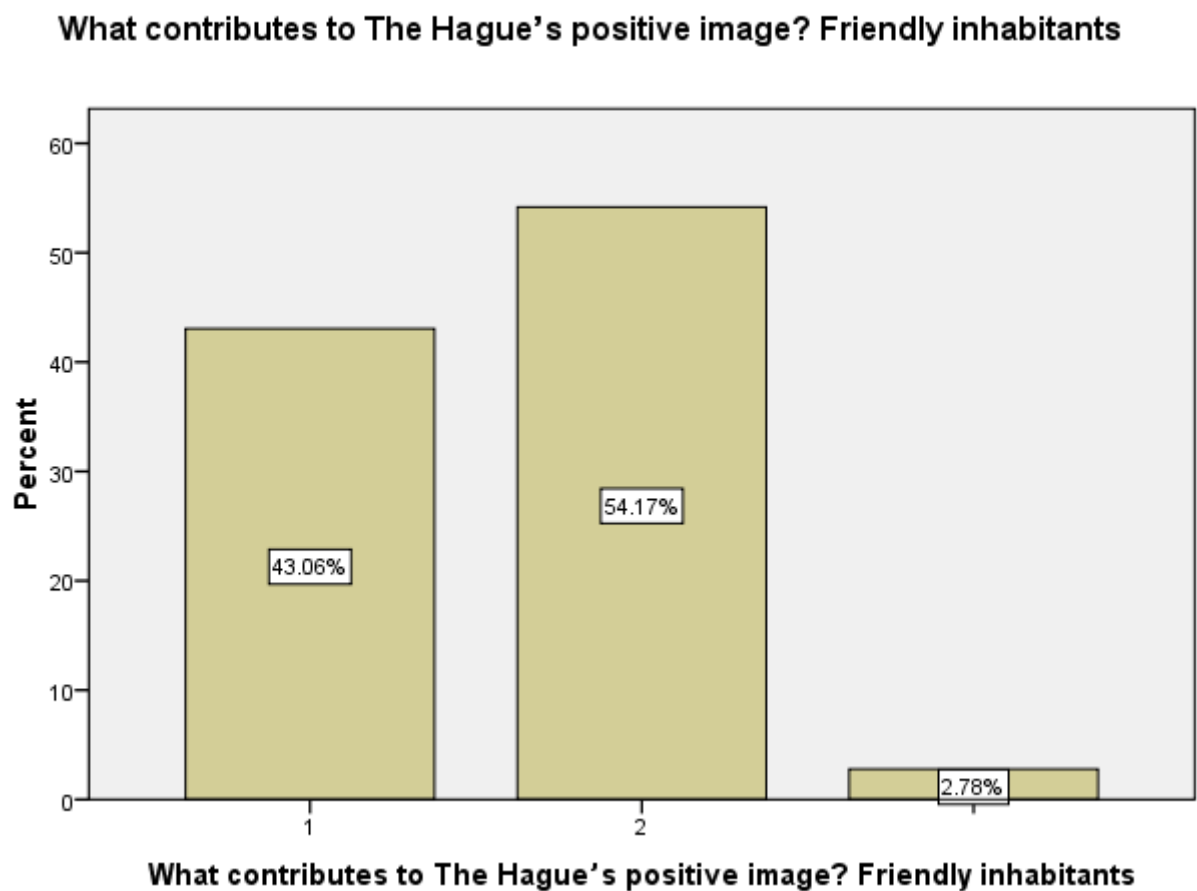


Figure 30 shows what contributes to The Hague's positive image. It shows that the majority believes that the friendliness of the inhabitants does not contribute to The Hague's positive image.

Figure 31

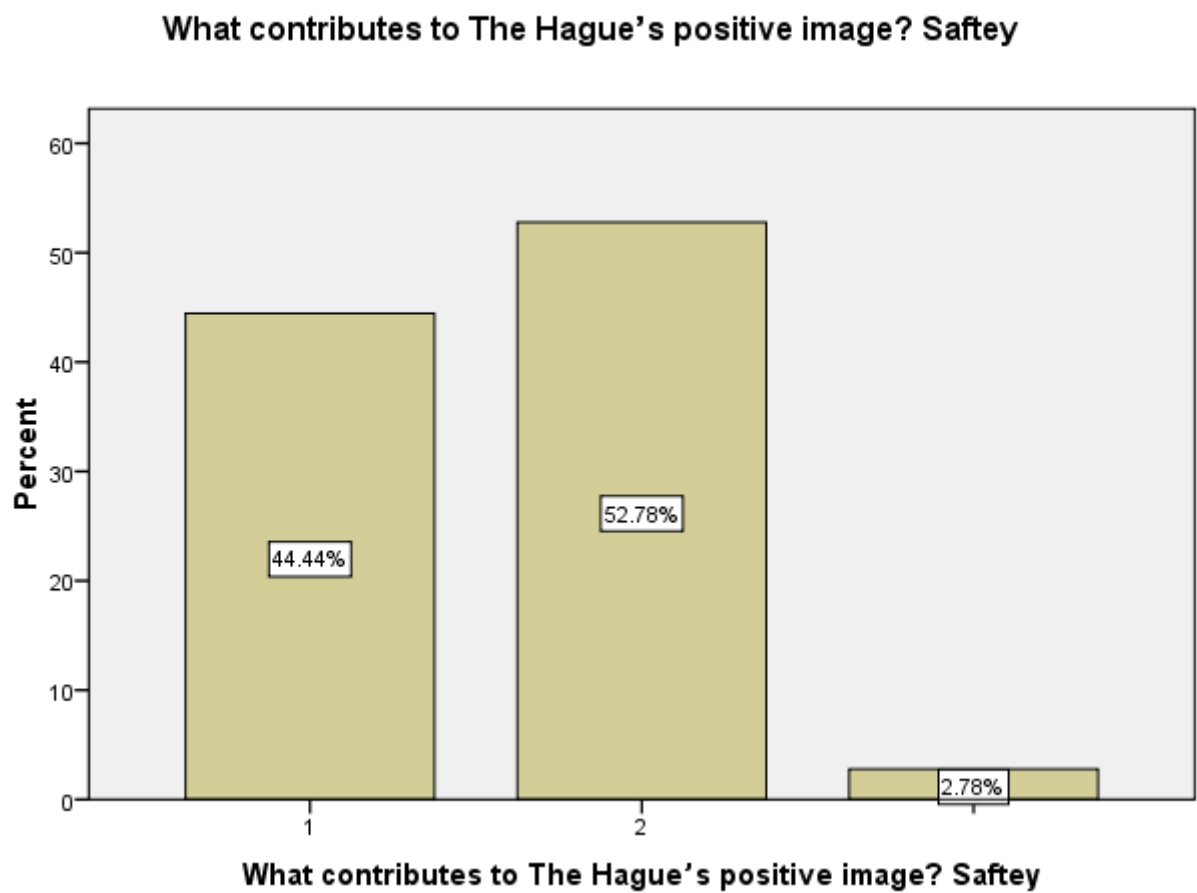


Figure 31 shows what contributes to The Hague's positive image. It shows that the majority believes that the safety does not contribute to The Hague's positive image.

Figure 32

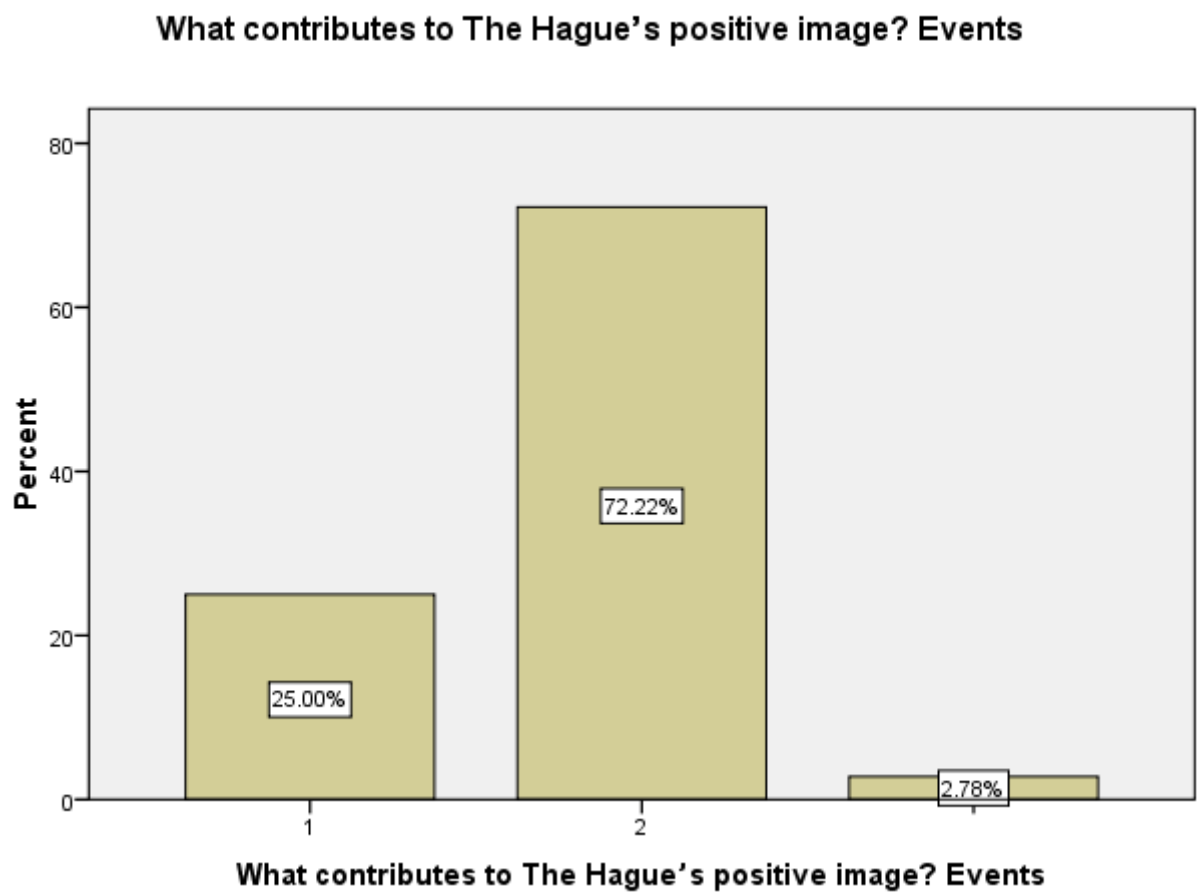


Figure 32 shows what contributes to The Hague's positive image. It shows that a great majority does not believe that events contribute to The Hague's positive image.

Figure 33

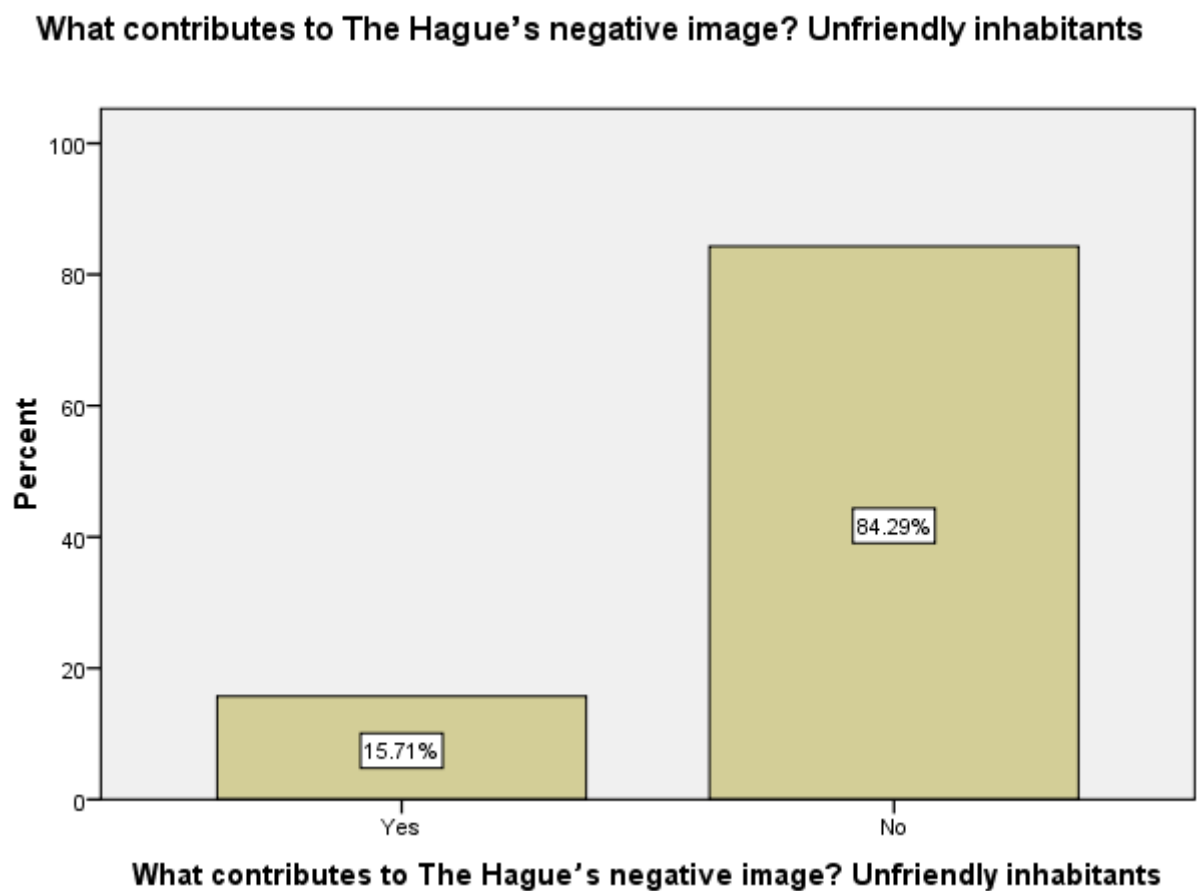


Figure 33 shows what contributes to The Hague's negative image. It shows that a great majority believes that unfriendly inhabitants do not contribute to The Hague's negative image.

Figure 34

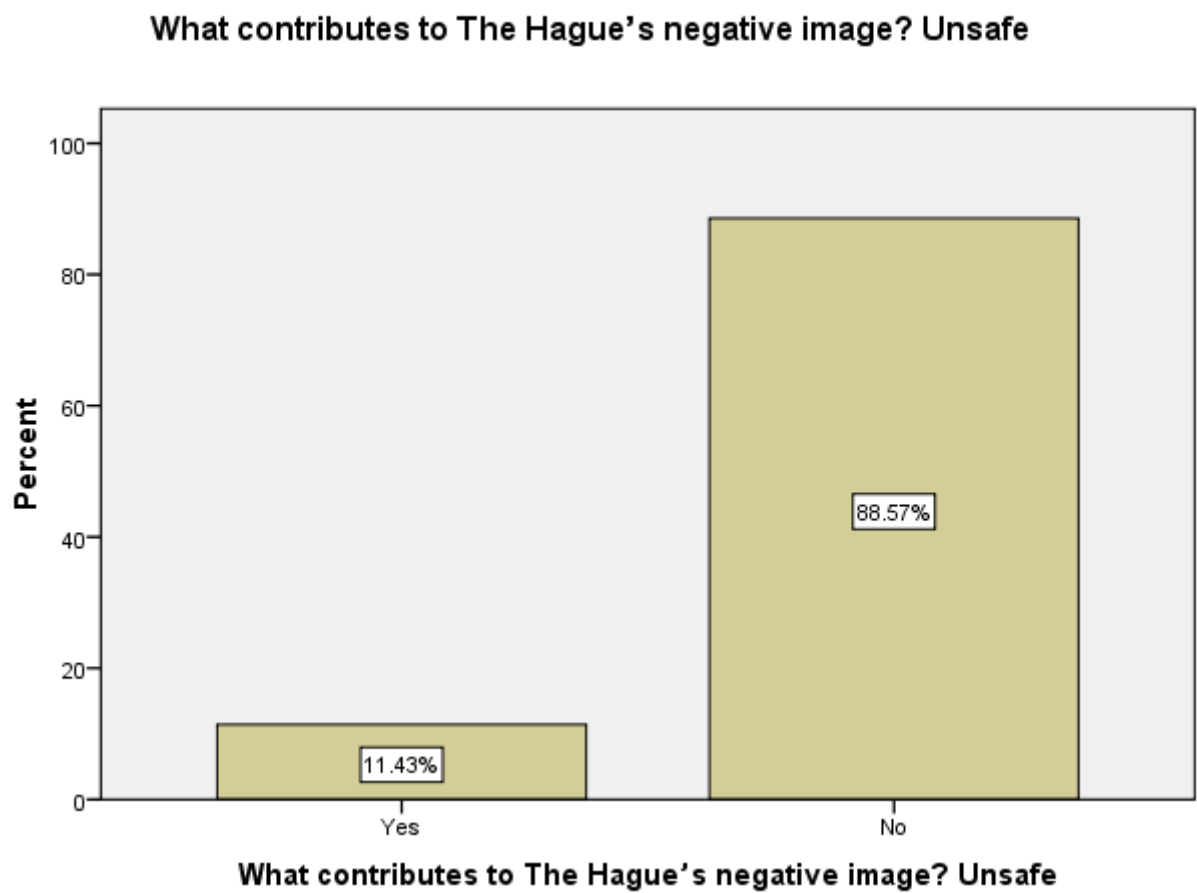


Figure 34 shows what contributes to The Hague's negative image. It shows that a great majority does not believe that The Hague's safety contributes to its negative image.

Figure 35

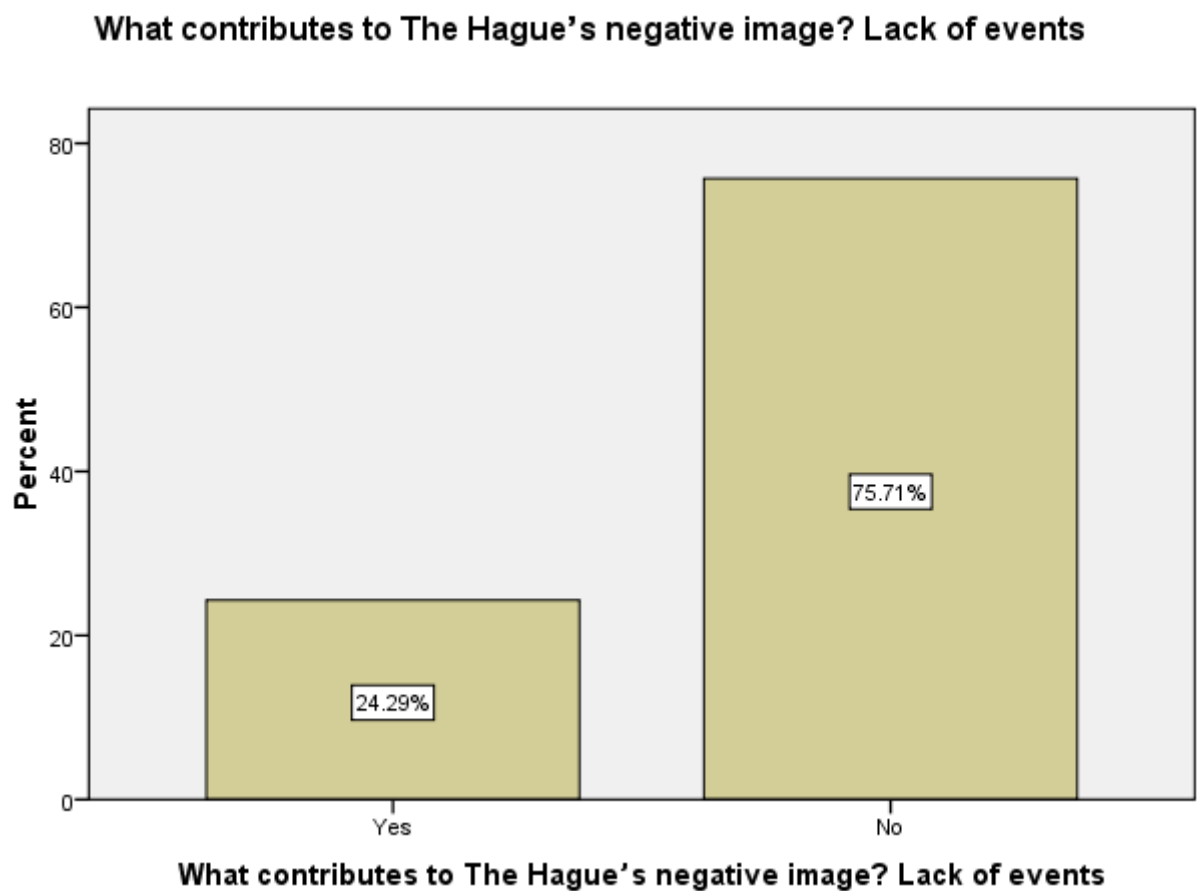


Figure 35 shows what contributes to The Hague's negative image. It shows that a great majority does not believe that the lack of events in The Hague contribute to its negative image.

Figure 36

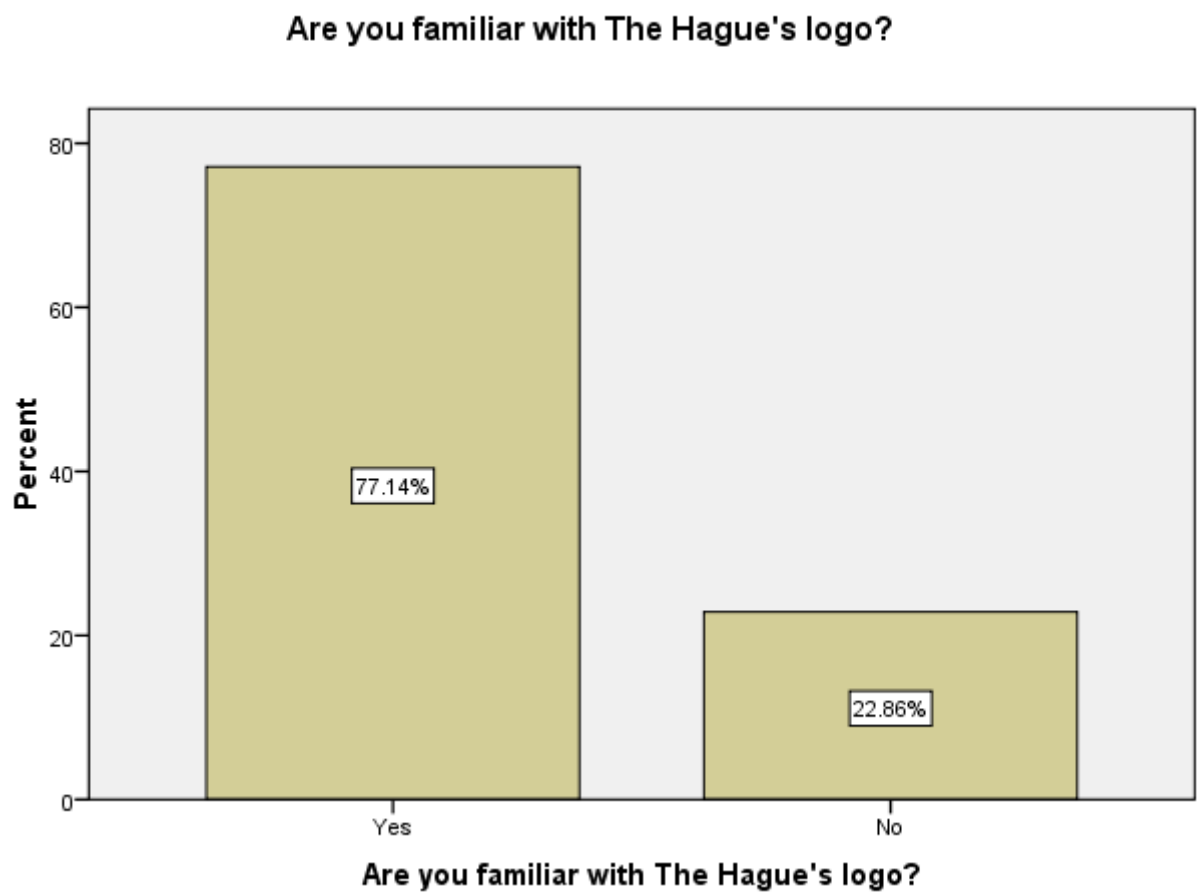


Figure 36 shows the familiarity amongst the survey regarding The Hague's logo. It shows that a minority is not familiar with The Hague's logo.

Figure 37

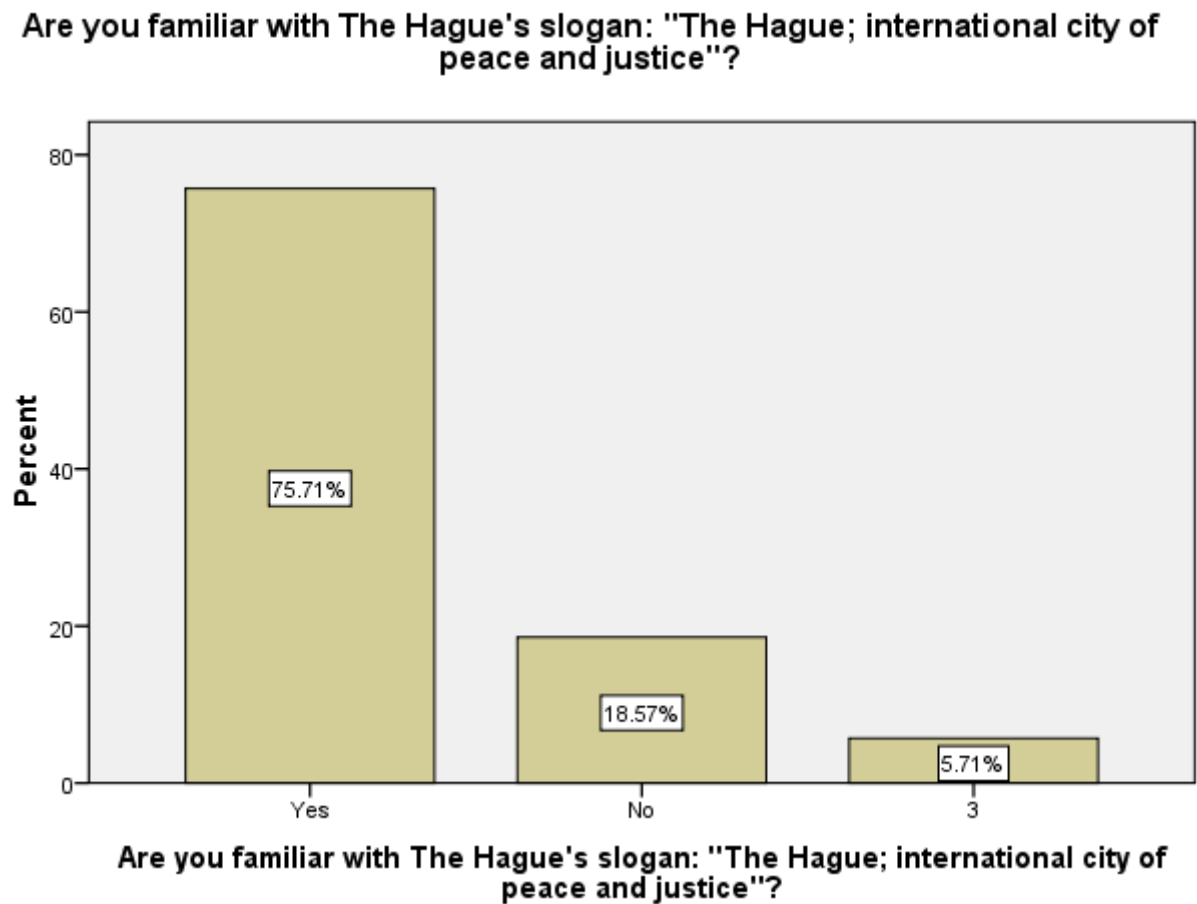


Figure 37 shows the familiarity amongst the surveyed regarding The Hague's slogan. It shows that a great majority is familiar with the slogan and that a small minority of 5.71 per cent did not answer this question.

Quality of life

Figure 38

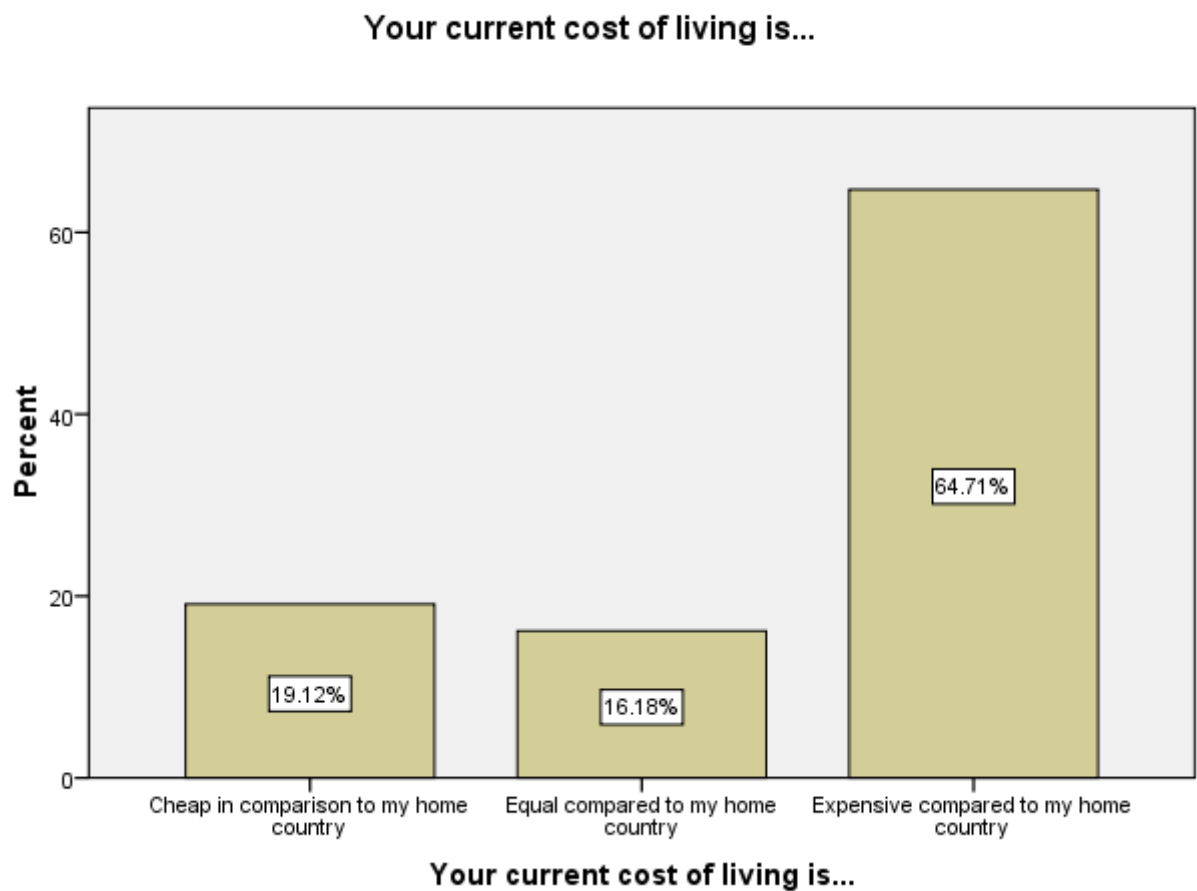


Figure 38 shows the current cost of living in The Hague compared to the cost of living in the home country. It shows the current cost of living of the majority is more expensive in comparison to the home country.

Figure 39

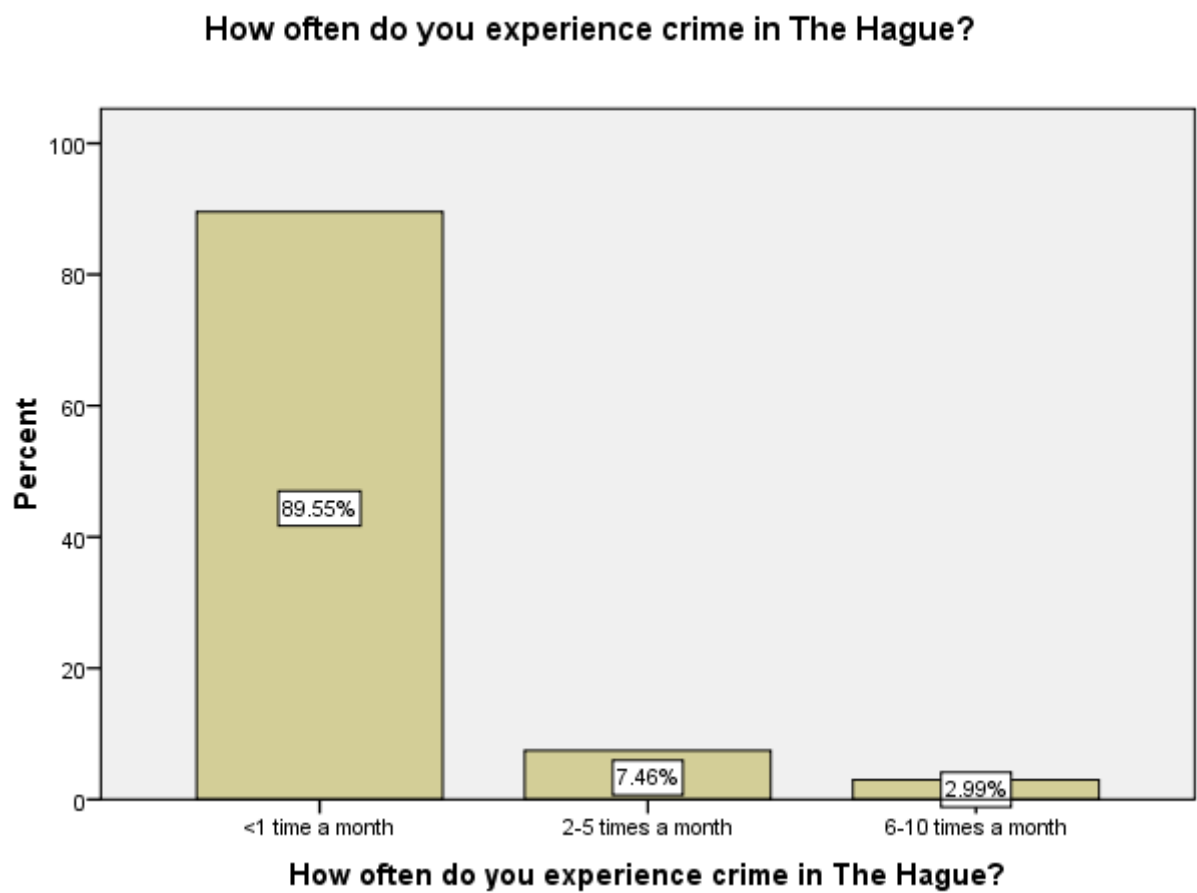


Figure 39 shows the frequency range of crime that is experienced in The Hague. It shows that the majority experiences crime less than once a month.

Figure 40

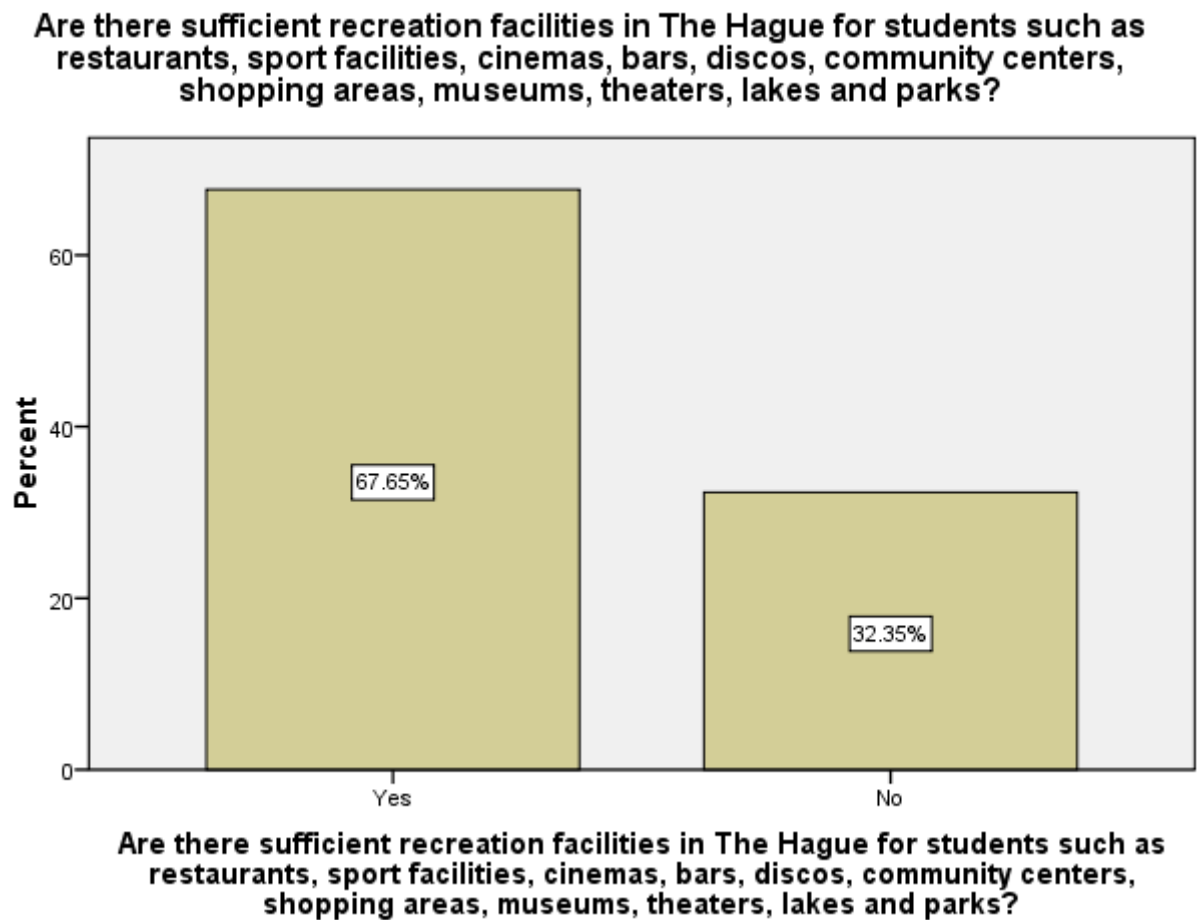


Figure 40 shows whether The Hague has sufficient recreation facilities for students. It shows that the majority believes that The Hague has sufficient recreation facilities for students.

Figure 41



Figure 41 shows the recreation facilities that are used by the students. It shows that a great majority goes to bars.

Figure 42

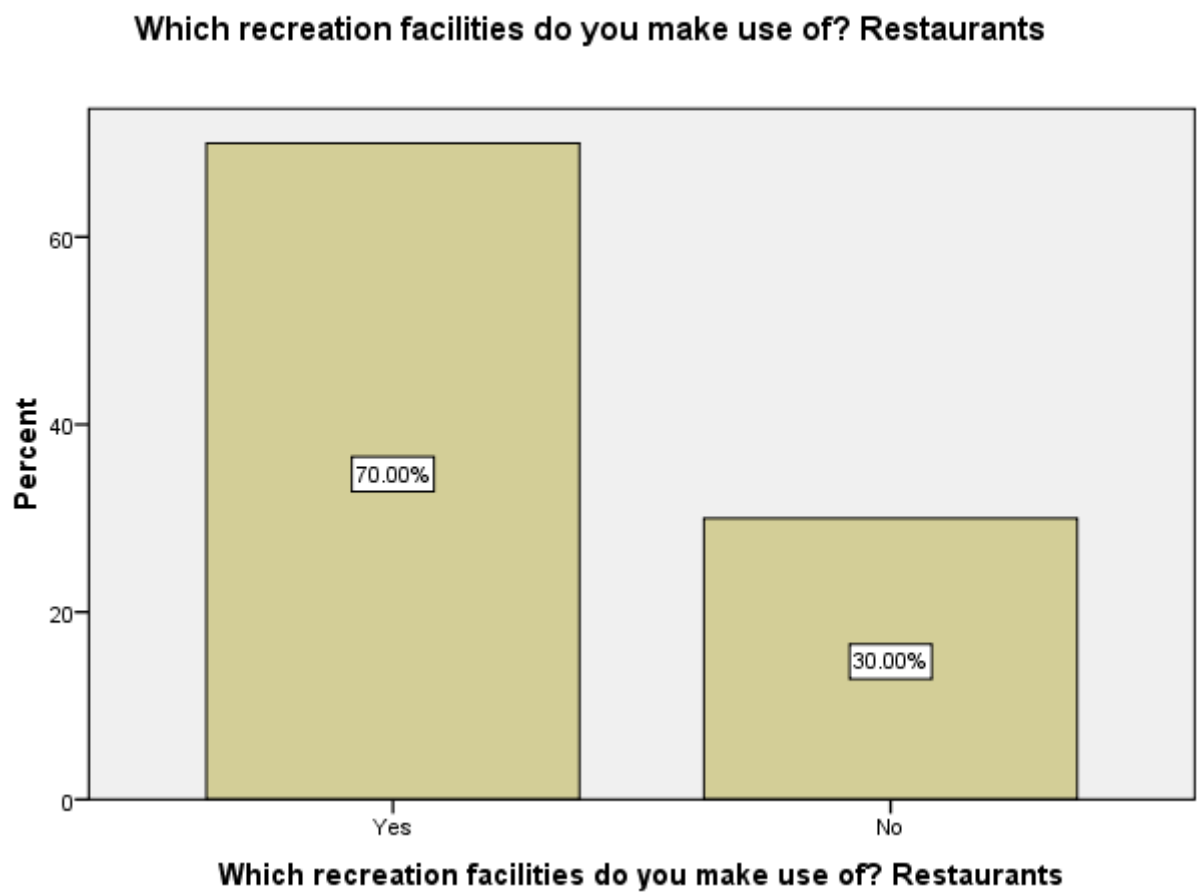


Figure 42 shows the recreation facilities that are used by the students. It shows that a great majority goes to restaurants.

Figure 43

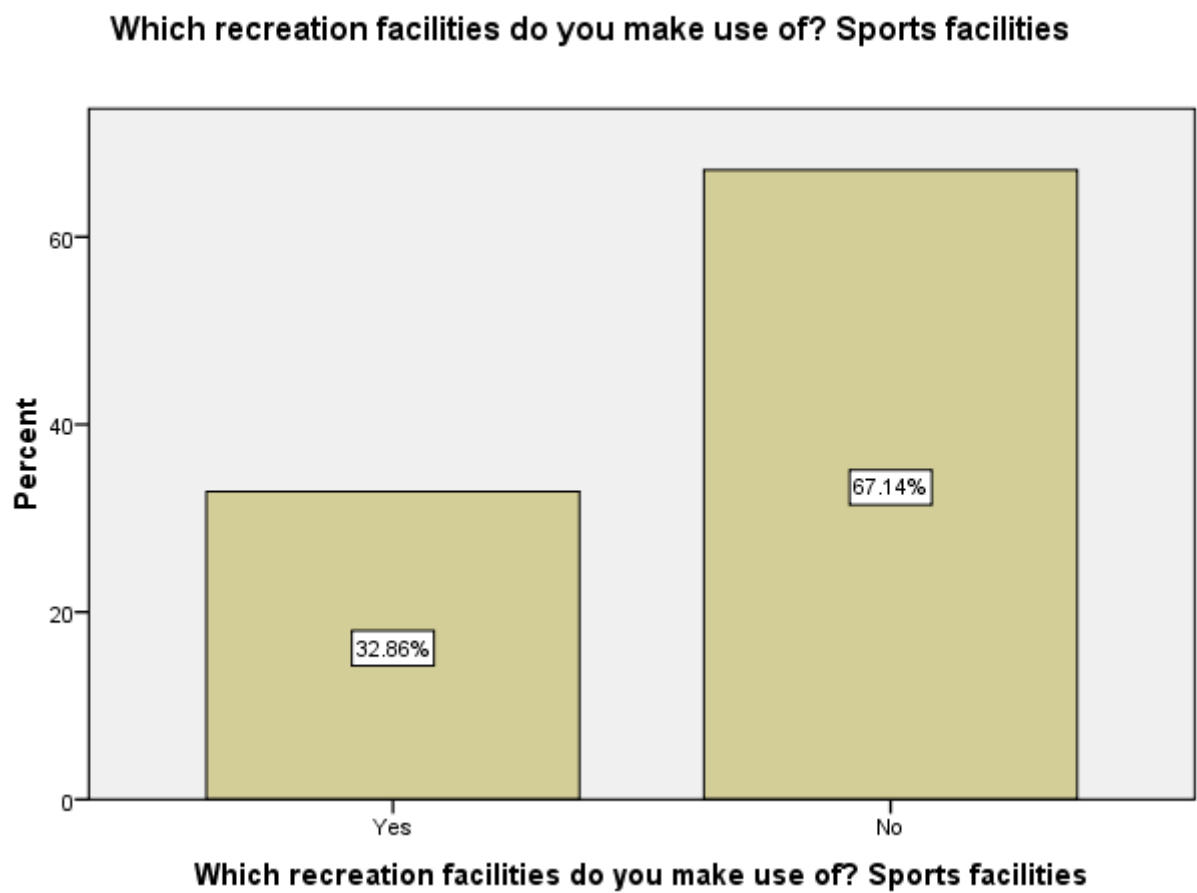


Figure 43 shows the recreation facilities that are used by the students. It shows that a minority makes use of sport facilities.

Figure 44

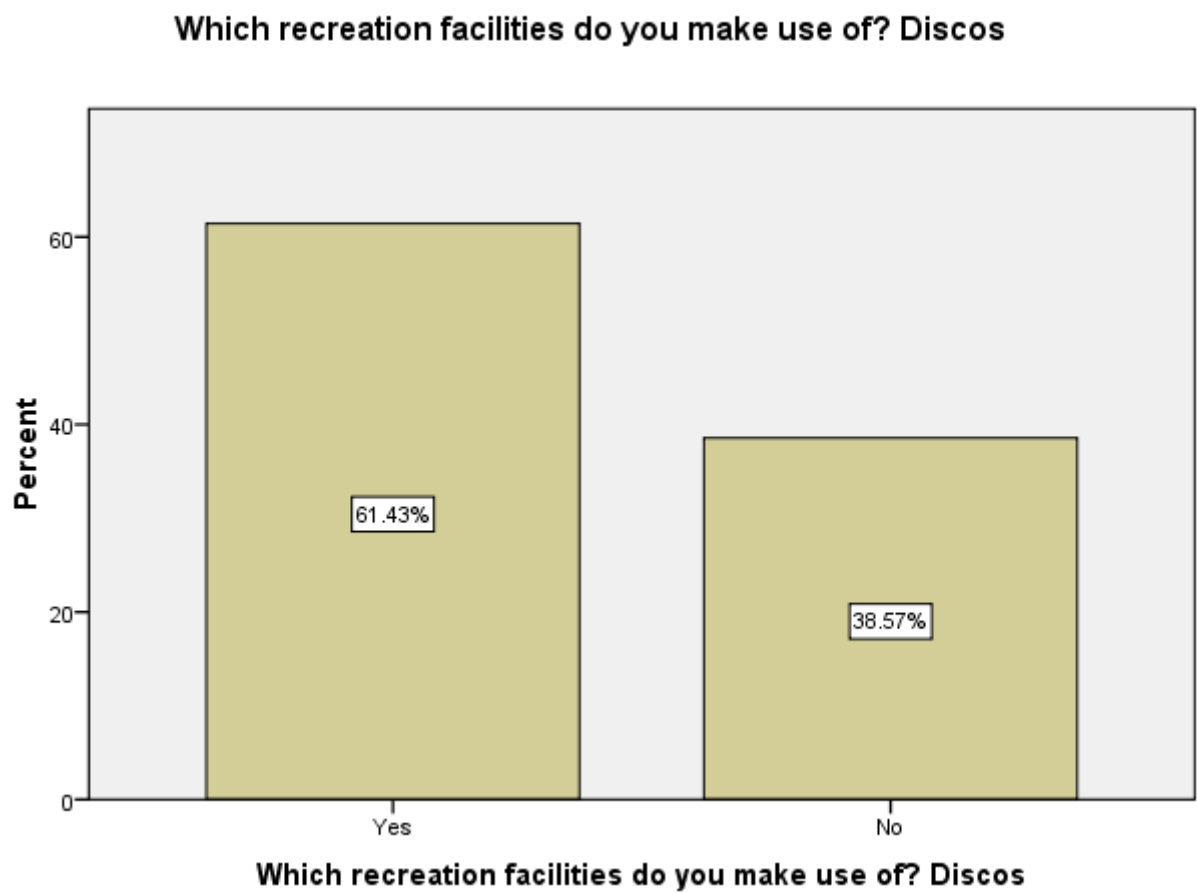


Figure 44 shows the recreation facilities that are used by the students. It shows that a great majority goes to discos.

Figure 45

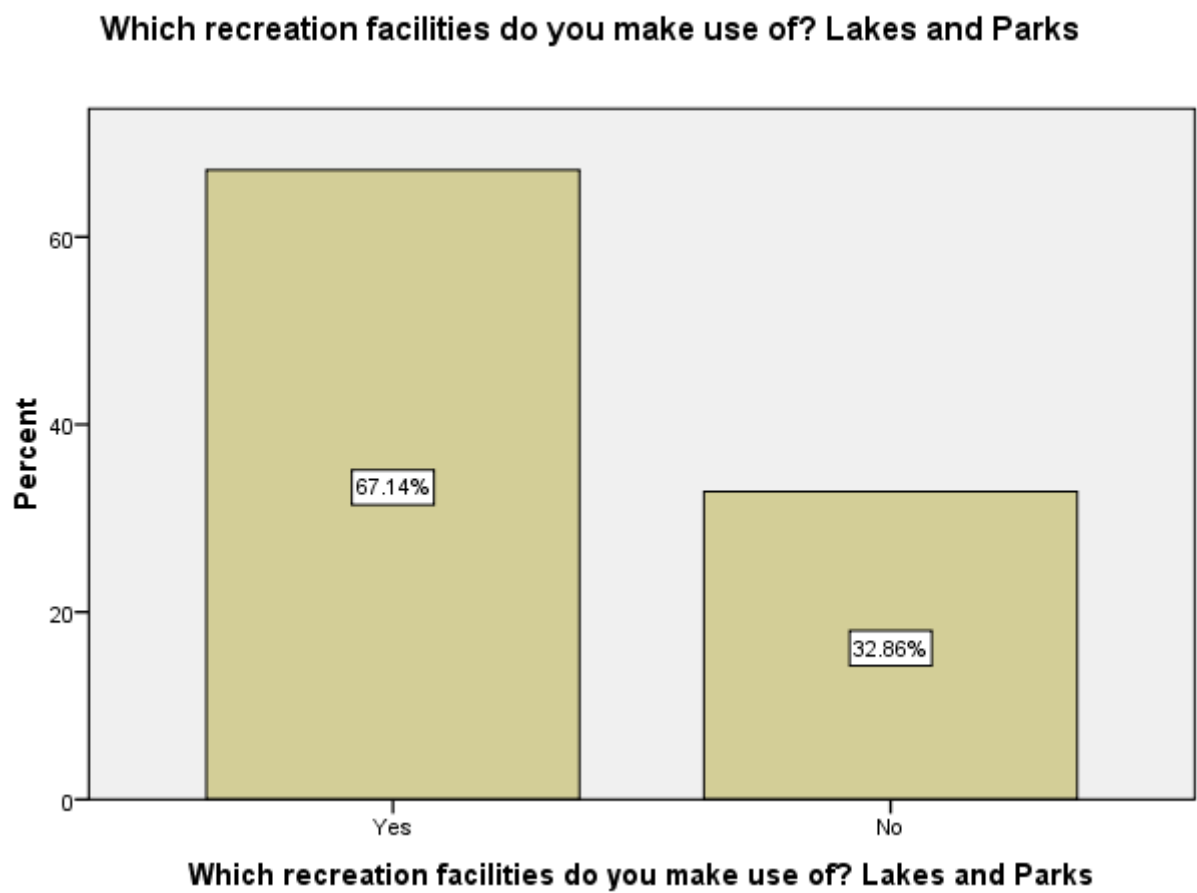


Figure 45 shows the recreation facilities that are used by the students. It shows that the majority goes to lakes and parks.

Figure 46

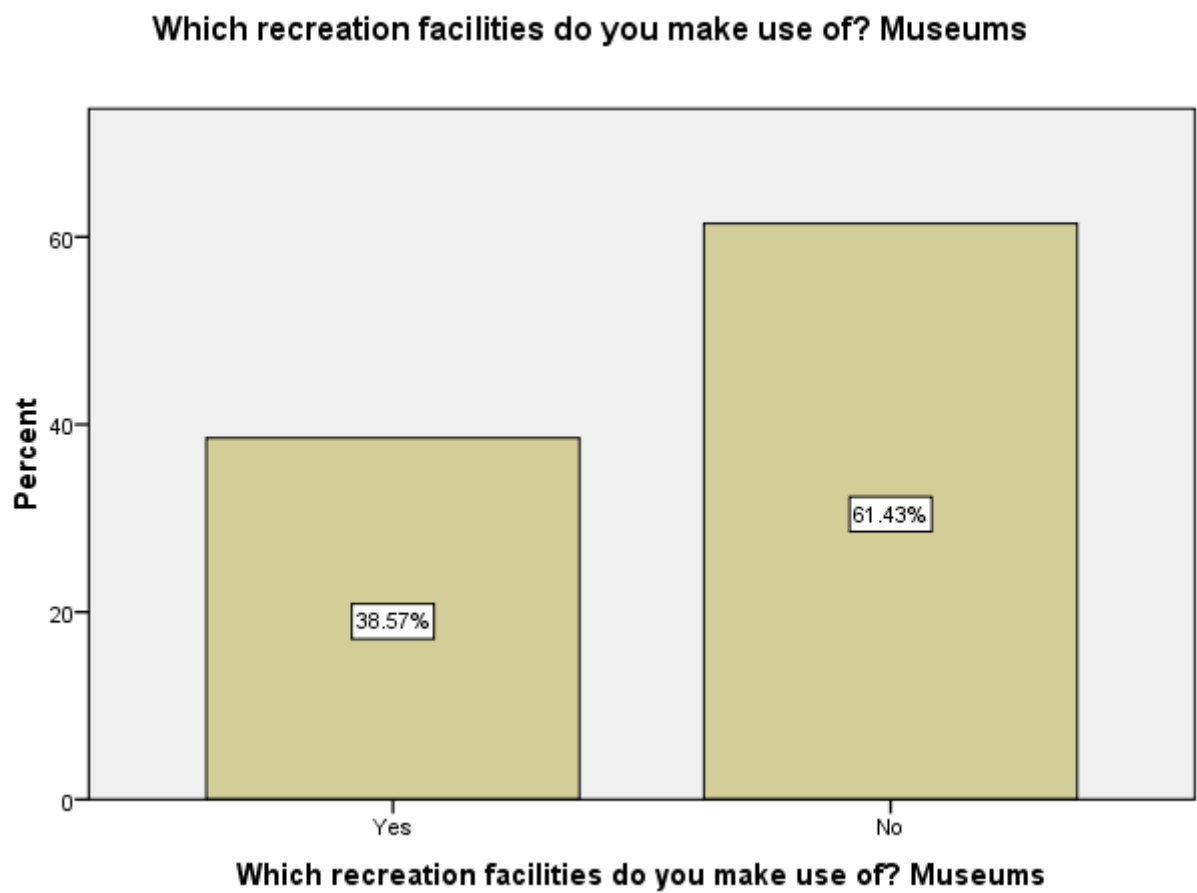


Figure 45 shows the recreation facilities that are used by the students. It shows that a great majority does not go to museums.

Figure 47



Figure 47 shows the recreation facilities that are used by the students. It shows that a great majority does not go to theatres.

Figure 48

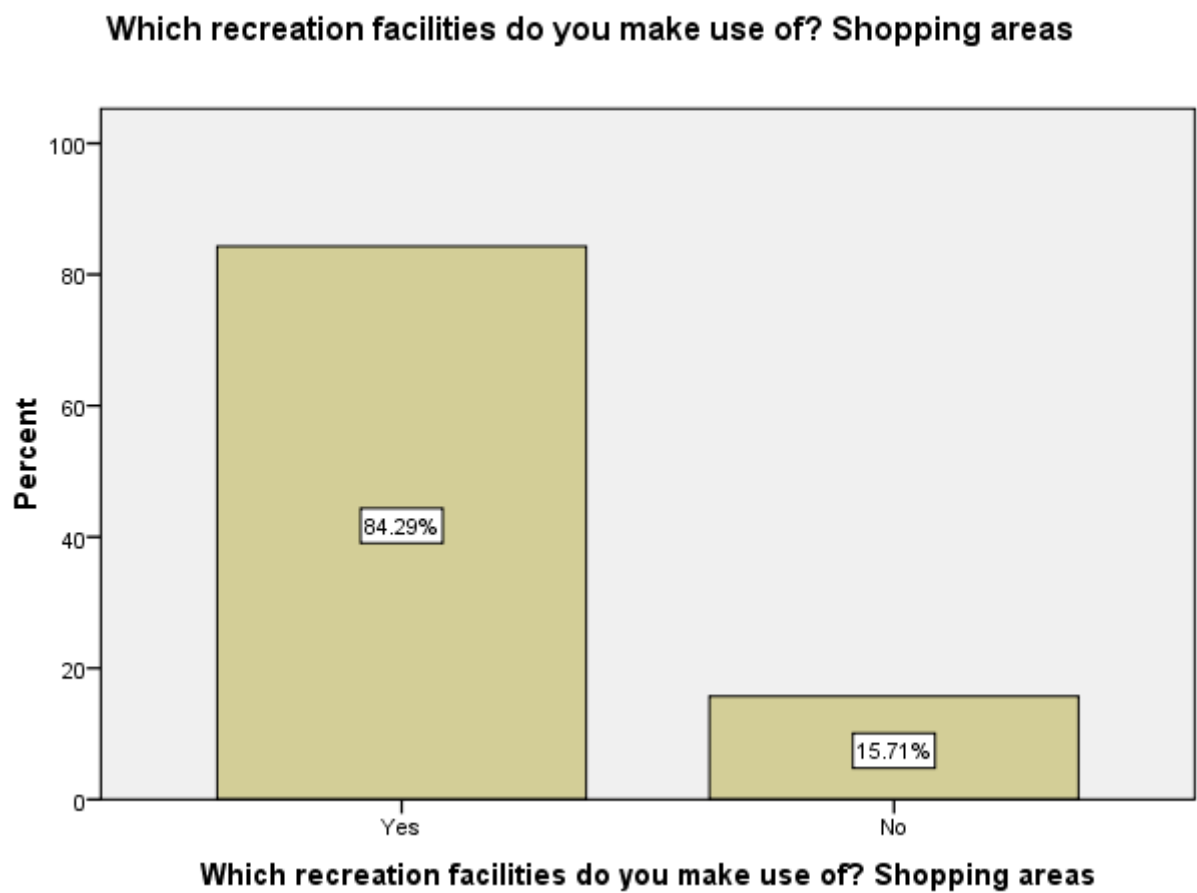


Figure 48 shows the recreation facilities that are used by the students. It shows that a great majority makes use of the shopping areas.

Figure 49

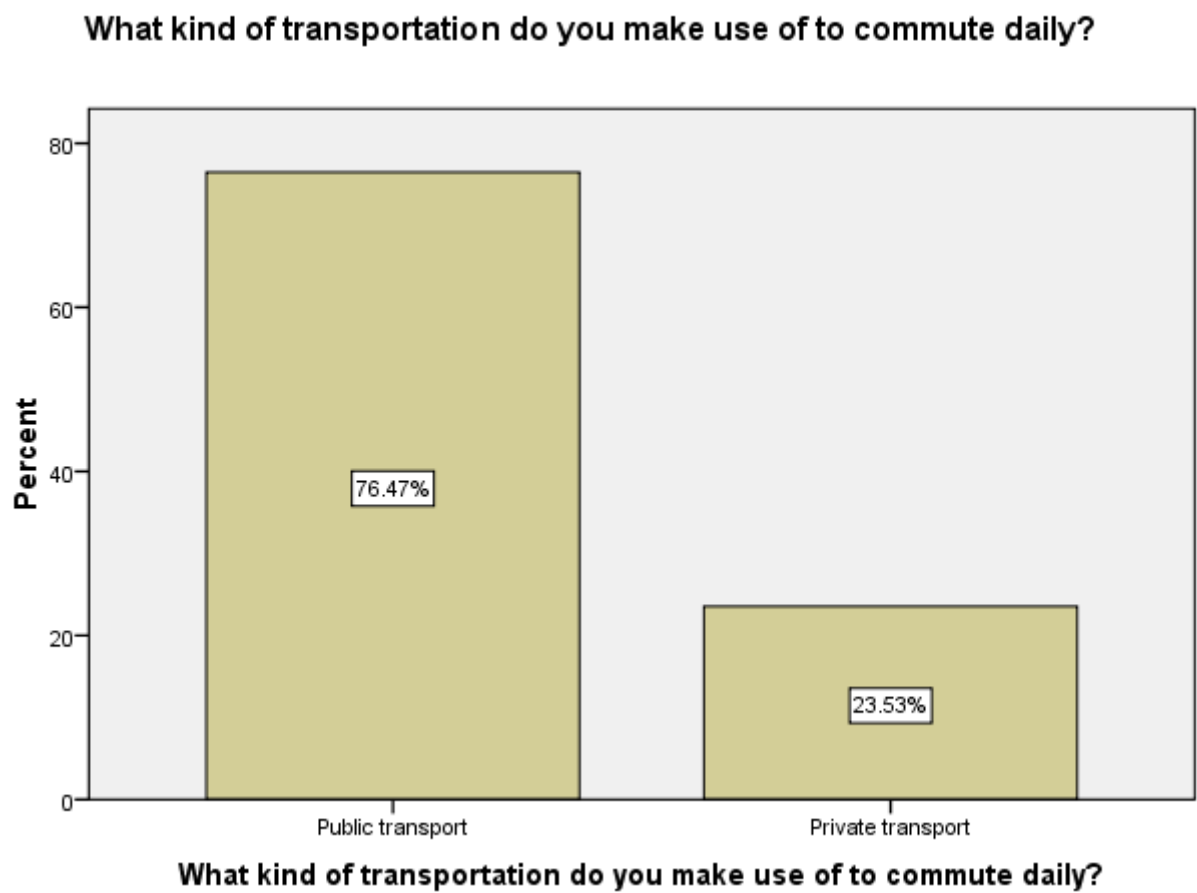


Figure 49 shows the type of transportation that is used by the students to commute. It shows that the majority uses public transport.

Figure 50

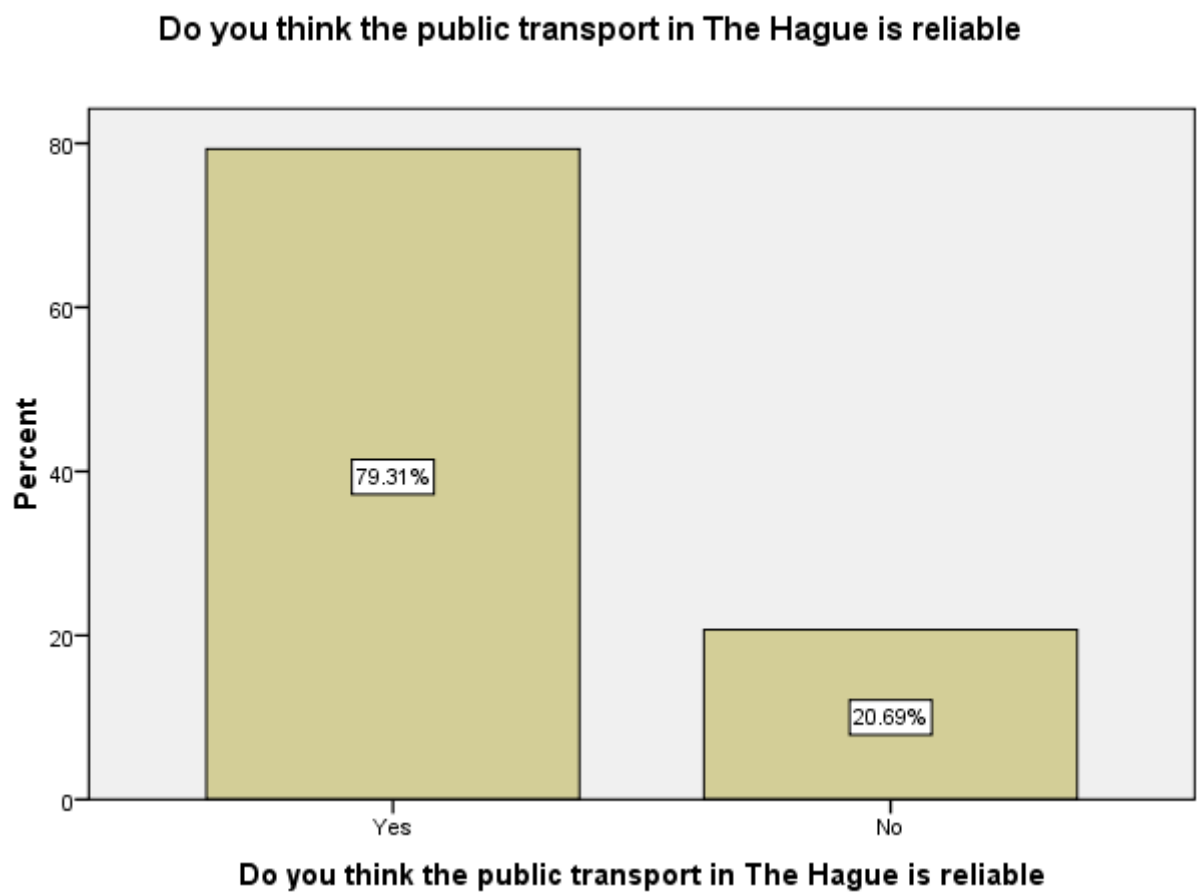


Figure 50 shows the opinion of the participants regarding the reliability of public transport in The Hague. It shows that the majority believes that The Hague's public transport is reliable.

Figure 51

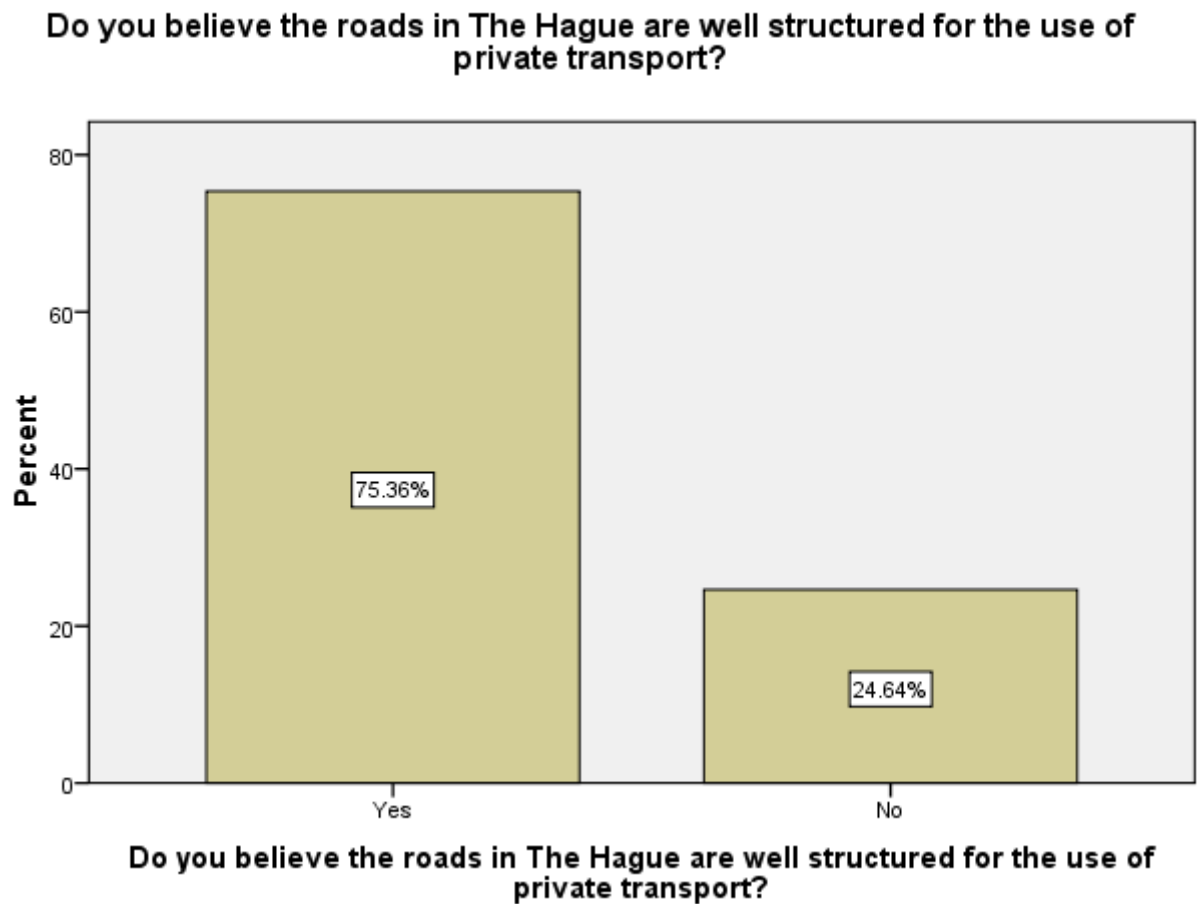


Figure 51 shows whether the students believe that The Hague's roads are well structured for the use of private transport. It shows that the majority believes that the roads in The Hague are well-structured for the use of private transportation.

Figure 52

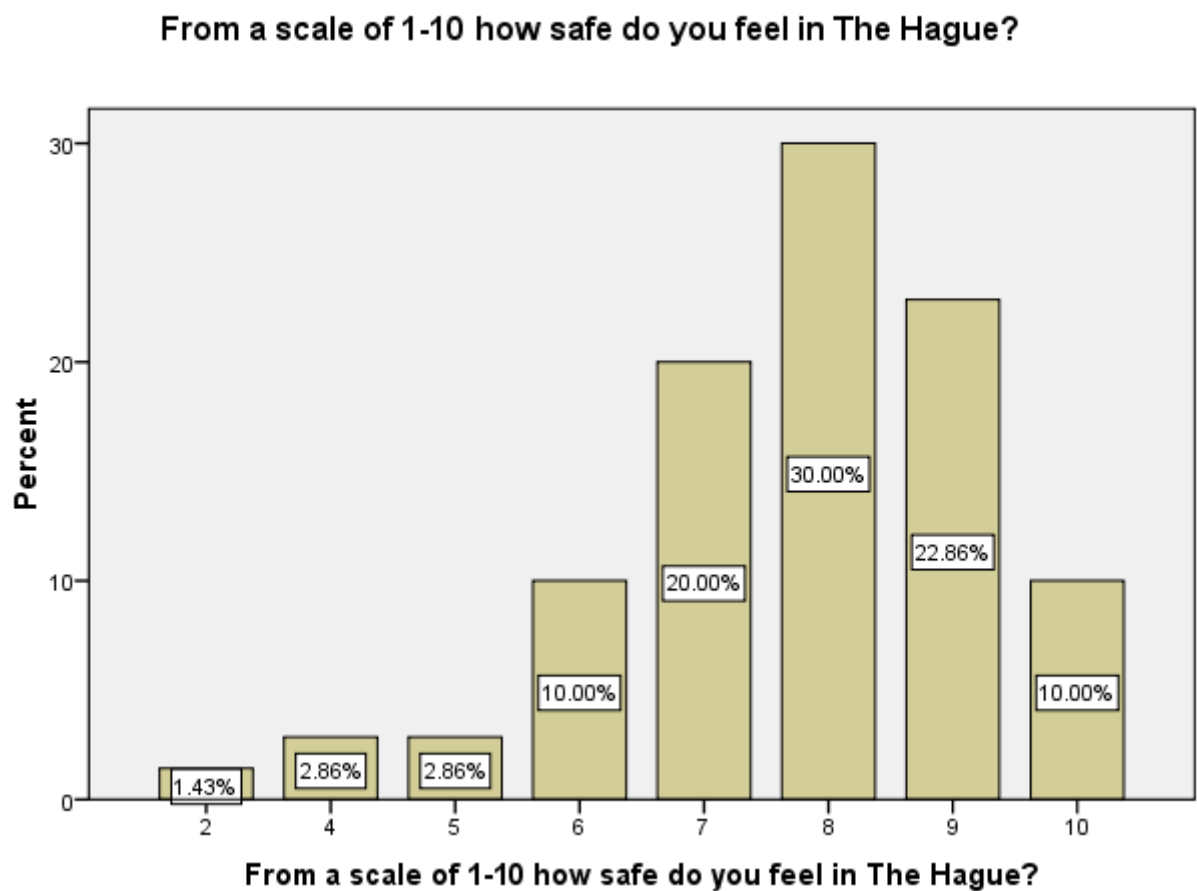


Figure 52 shows on a scale from 1 to 10 the feeling of safety amongst the surveyed 1 being unsafe and 10 very safe. It shows that a great majority rates the safety in The Hague with an eight.

Figure 53

From a scale of 1-10 how would you rate the availability for student housing?

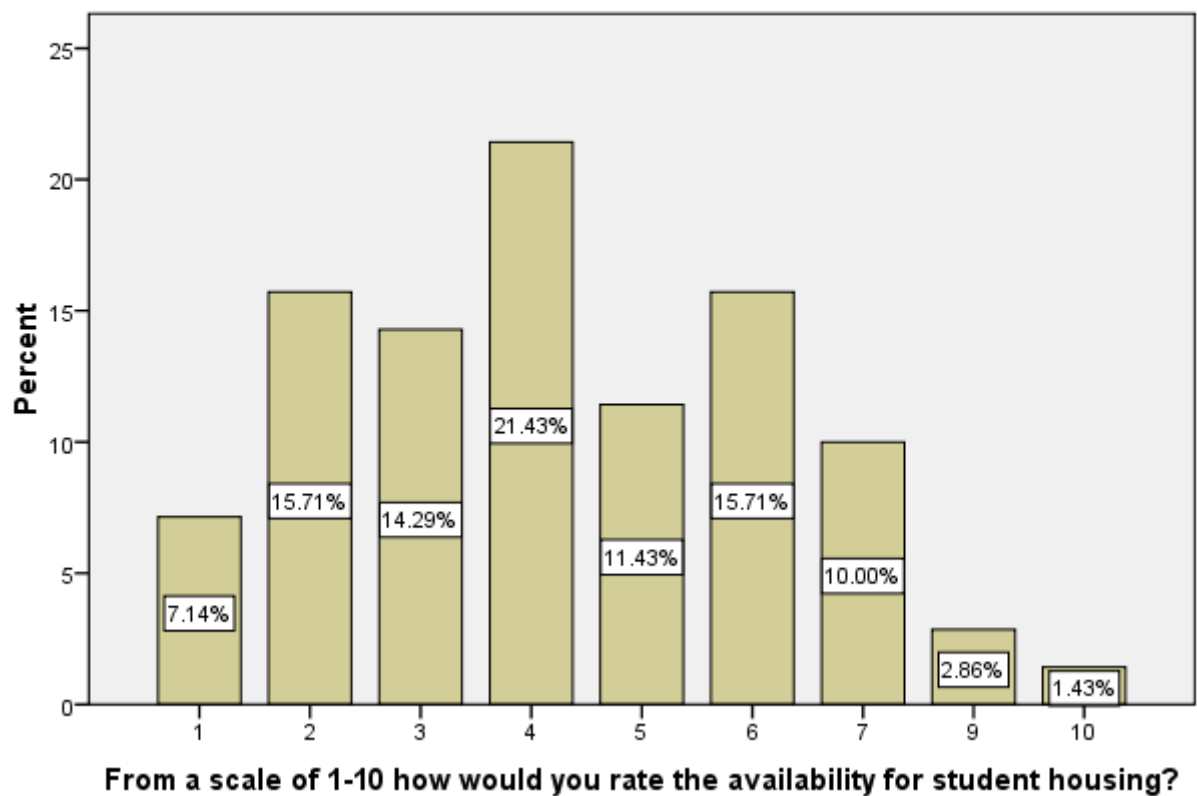


Figure 53 shows from a scale of 1 to 10, 1 being unavailable and 10 very available, the rating of the availability of student housing. It shows that the majority ranked the availability of student housing in The Hague with a four.

Figure 54

From a scale of 1-10 how would you rate the friendliness of the inhabitants in The Hague?

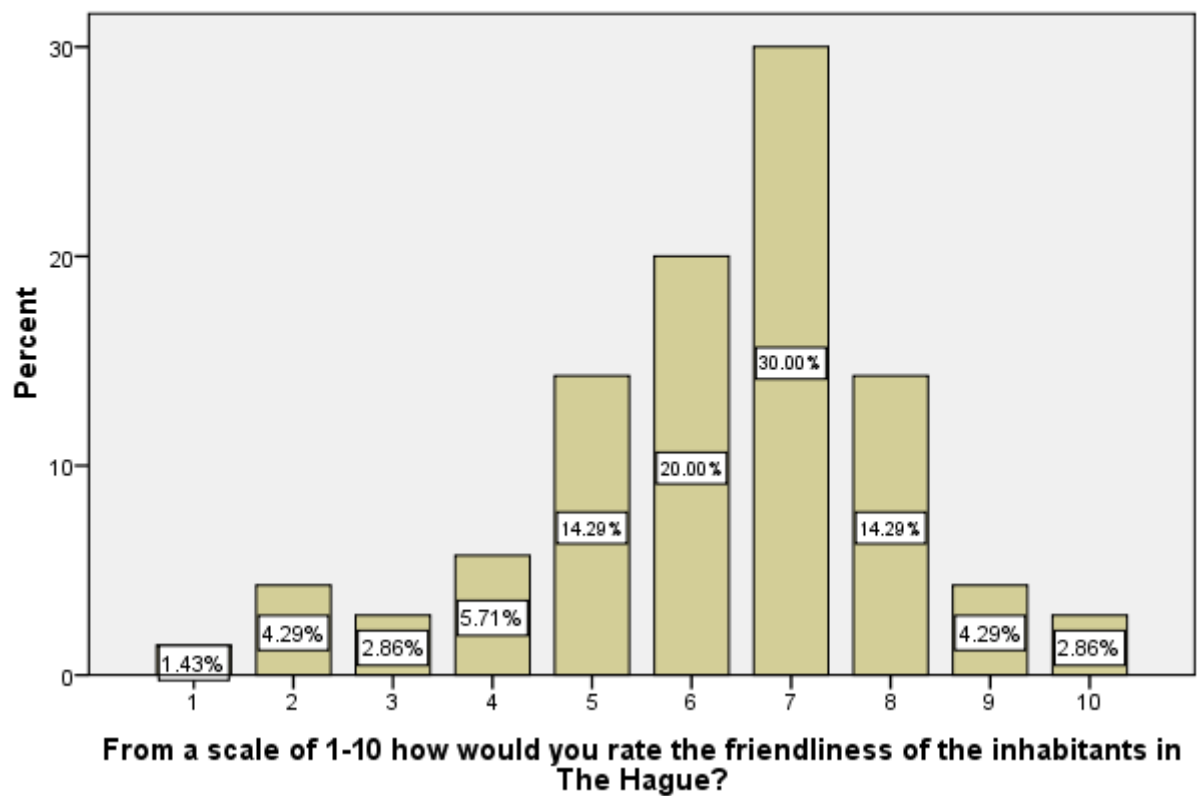


Figure 54 shows from a scale of 1 to 10, 1 being unfriendly and 10 very friendly, how the friendliness of The Hague's inhabitants would be rated. It shows that the majority rates the friendliness of The Hague's inhabitants with a seven.

Figure 55

Did the friendliness of the inhabitants in The Hague meet your expectations?

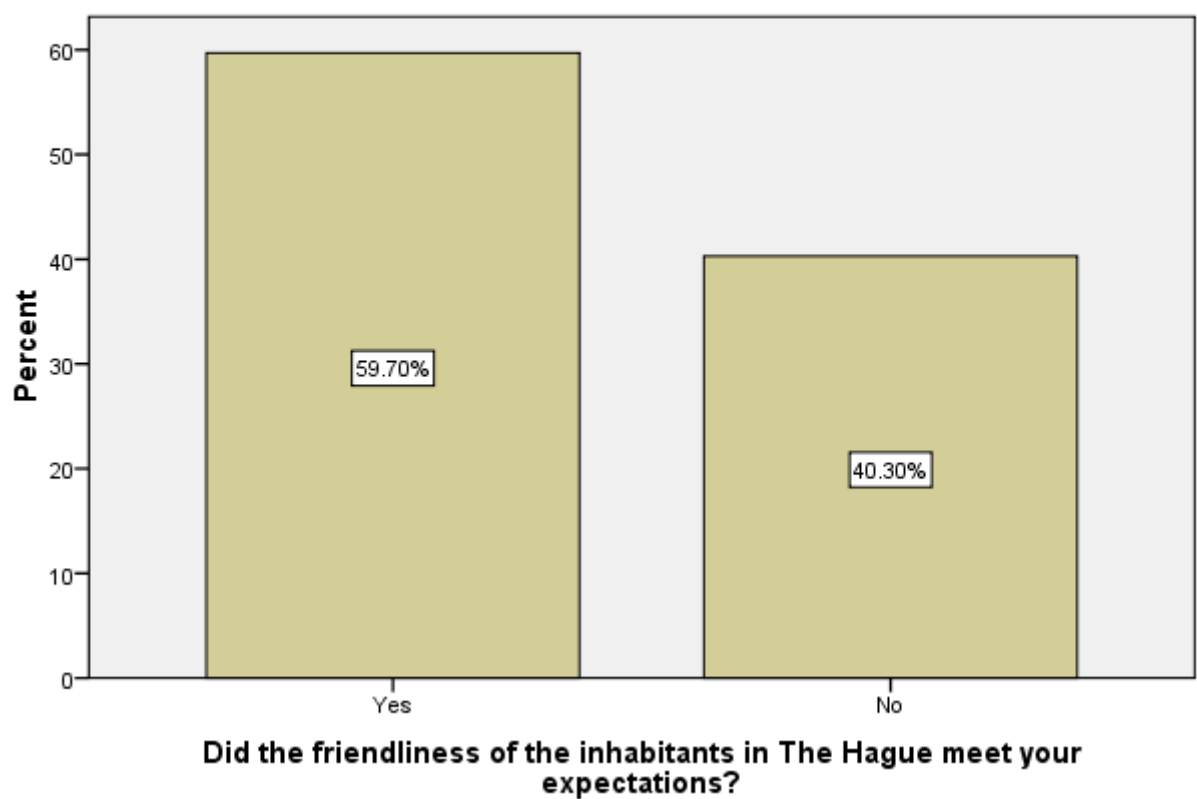


Figure 55 shows whether the friendliness of The Hague's inhabitants met the expectations of the students. It shows that slightly more than half of the participant's expectations have been met.

Education

Figure 56

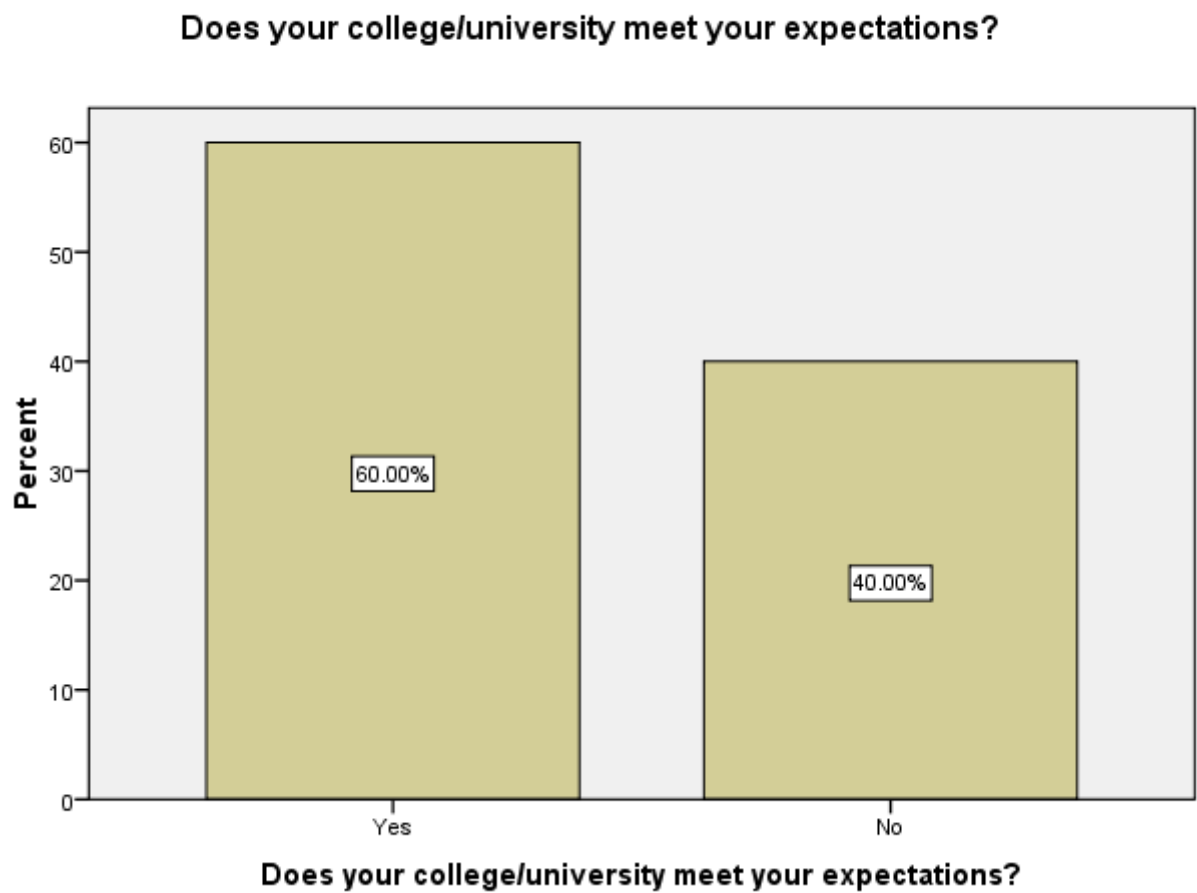


Figure 56 shows whether the college or university meets the expectations of the surveyed. It shows that the expectations of the majority have been met.

Figure 57



Figure 57 shows whether the surveyed believes that they are offered high quality education. It shows that the majority believes that they are offered high quality education.

Figure 58

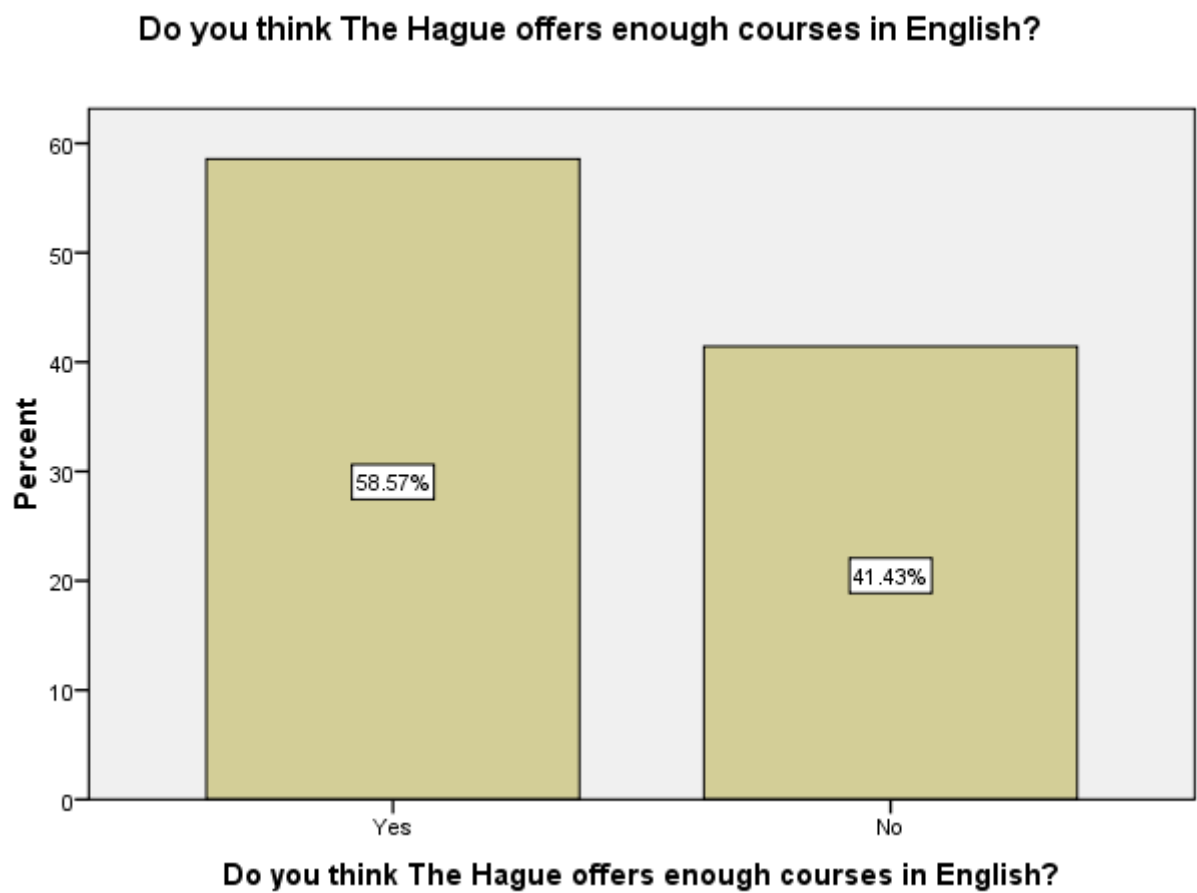


Figure 58 shows whether the participants think that The Hague offers enough courses in English. It shows that the majority believes The Hague does offer enough courses in English.

Figure 59

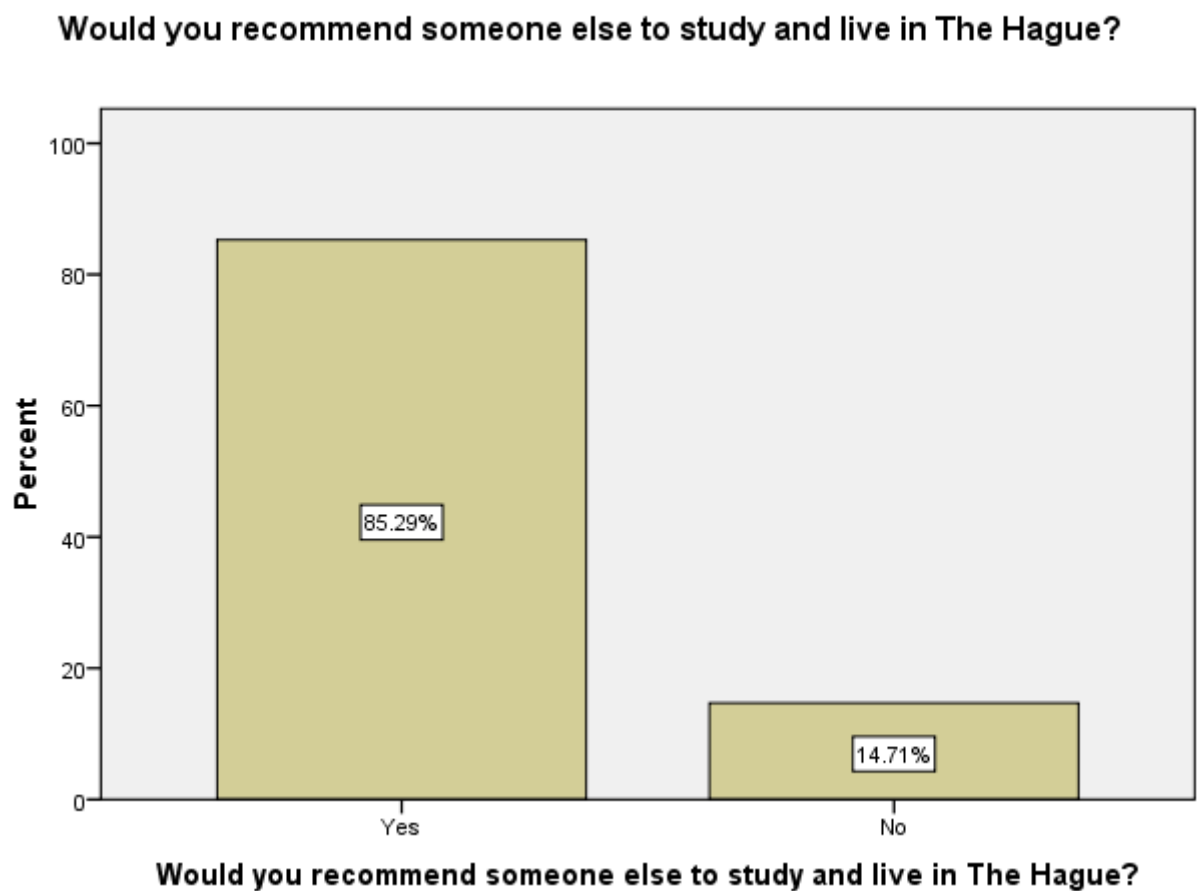


Figure 59 shows whether the participant would recommend someone else to study and live in The Hague. It shows that a striking majority would recommend The Hague as a place to study and live.

Appendix: IV: Overview suggested recreation facilities to add

Feedback quoted from students regarding which facilities The Hague needs to add for students.

respondent 1	cheap restaurants
respondent 2	24/7 stores. Sometimes I get hungry or something in the night and I can't buy anything
respondent 3	.
respondent 4	Cultural meeting facilities
respondent 5	dont need more students
respondent 6	
respondent 7	More study-areas
respondent 8	.
respondent 9	I believe there are already numerous options in The Hague.
respondent 10	
respondent 11	more free time activities
respondent 12	
respondent 13	game

respondent 14	more discos, sports facilities with student frieldnly prices, more coffee houses like starbucks
respondent 15	
respondent 16	
respondent 17	Discos
respondent 18	cheaper ones
respondent 19	Interest groups
respondent 20	I\'m happy already...
respondent 21	
respondent 22	
respondent 23	
respondent 24	
respondent 25	More nightclubs because they aren\'t very interesting
respondent 26	there are enough
respondent 27	Student discount in different shops.
respondent 28	
respondent	

29	
respondent 30	
respondent 31	more parks, museums, cultural events
respondent 32	More student priced events. A lot of museums are overpriced as well as restaurants.
respondent 33	Not really a new facilitie, but longer opening hours in the library during weekends.
respondent 34	More english language activities. theatres, ballet, other cultural places in English!
respondent 35	
respondent 36	More museums, theatres, special interesting student places, parks...better night life as well
respondent 37	
respondent 38	Music events
respondent 39	
respondent 40	More night clubs dedicated only to students and more art clubs dedicated only to students as well.
respondent 41	longer opening times of library,
respondent 42	outdoor activities
respondent 43	huge park
respondent 44	

respondent 45	More small cafes with good and cheap food.
respondent 46	
respondent 47	
respondent 48	More shopping malls.
respondent 49	
respondent 50	cheaper places to go and relax as students and meet other fellow students
respondent 51	More sports Facilities that are open for longer hours and at the weekends \r\nmore casual bars and clubs with more varied events and drinks options, the drinks also need to be cheaper, especially on \'student nights\' (not everybody likes to drink beer)
respondent 52	
respondent 53	Real disco clubs
respondent 54	Perhaps a cheaper indoor skating area would be nice to open during all seasons.
respondent 55	
respondent 56	Theatres (English); Outside activities
respondent 57	
respondent 58	A big club
respondent 59	The Hague should try to work more with HHS so that international students feel more connected to Dutch events. They do it somewhat but not enough.

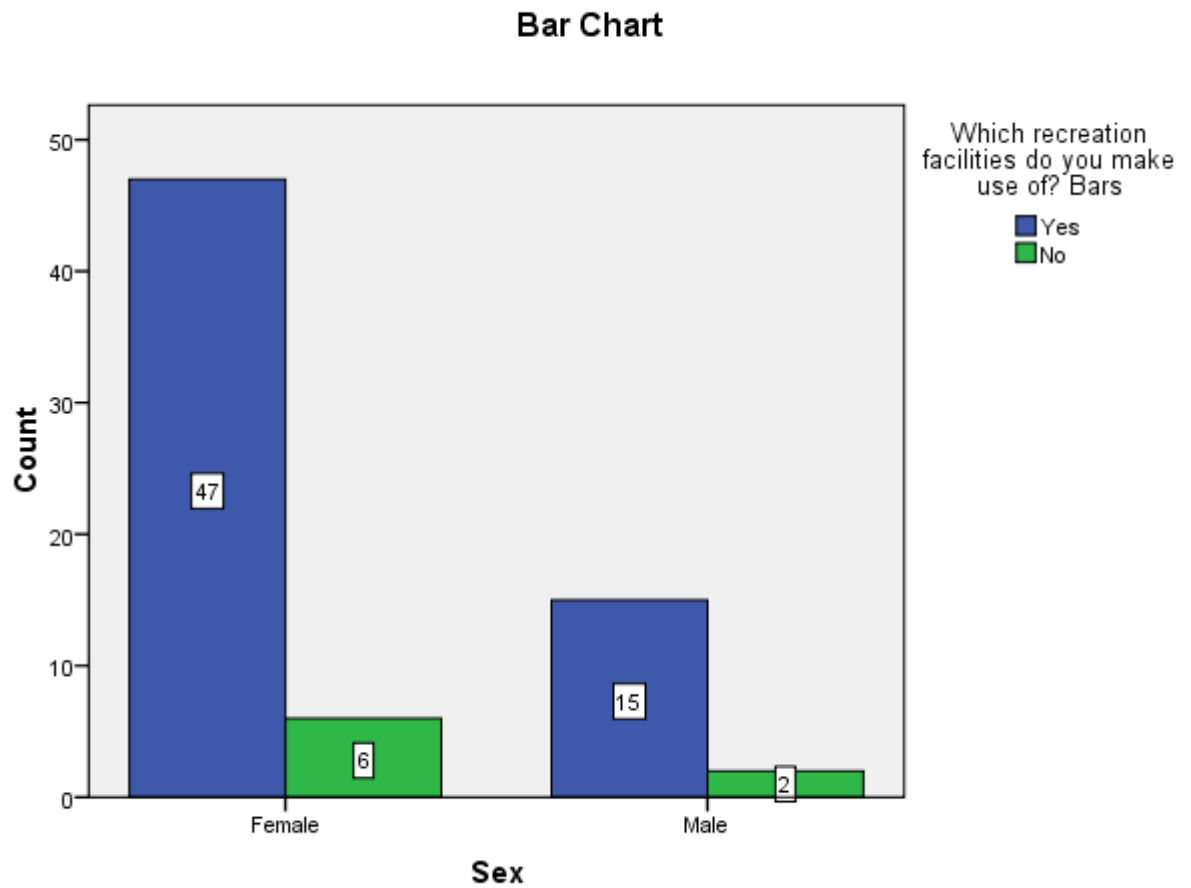
respondent 60	more libraries
respondent 61	I believe it has everything a student might need
respondent 62	real clubs
respondent 63	In the last several years many international events, facilities and opportunities started appearing for non-dutch speakers. However, if more of these cannot be added than I would still make sure more effort is put on the marketing of the existing ones.
respondent 64	More nightlife, and especially student pubs and cafes, which are not run by student unions, but which are specifically targeted towards students.
respondent 65	
respondent 66	
respondent 67	student union type bar, something more for the day tims- but generally is all pretty good. much better than my home university town
respondent 68	-
respondent 69	
respondent 70	
respondent 71	Taco Bell and Wendy\s\r\n\r\nmore clubs with more variation of music.
respondent 72	
respondent 73	More restaurants/bars especially for students, more shopping possibilities
respondent 74	

respondent 75	Cheap restaurants and cheap concerts.
respondent 76	
respondent 77	not much
respondent 78	Network events
respondent 79	I believe there is enough to choose from
respondent 80	Do not know
respondent 81	
respondent 82	More Clubs
respondent 83	beach bars for students
respondent 84	
respondent 85	
respondent 86	There are only a few clubs and they all play basically the same music (electro) and only very few actual party hits. also, it is weird that you have to pay to go to the toilet in a club.
respondent 87	sport facilities that they can afford
respondent 88	
respondent 89	Bars, restaurants, discos, lakes & parks, shopping areas. Cosy places such as grote markt...

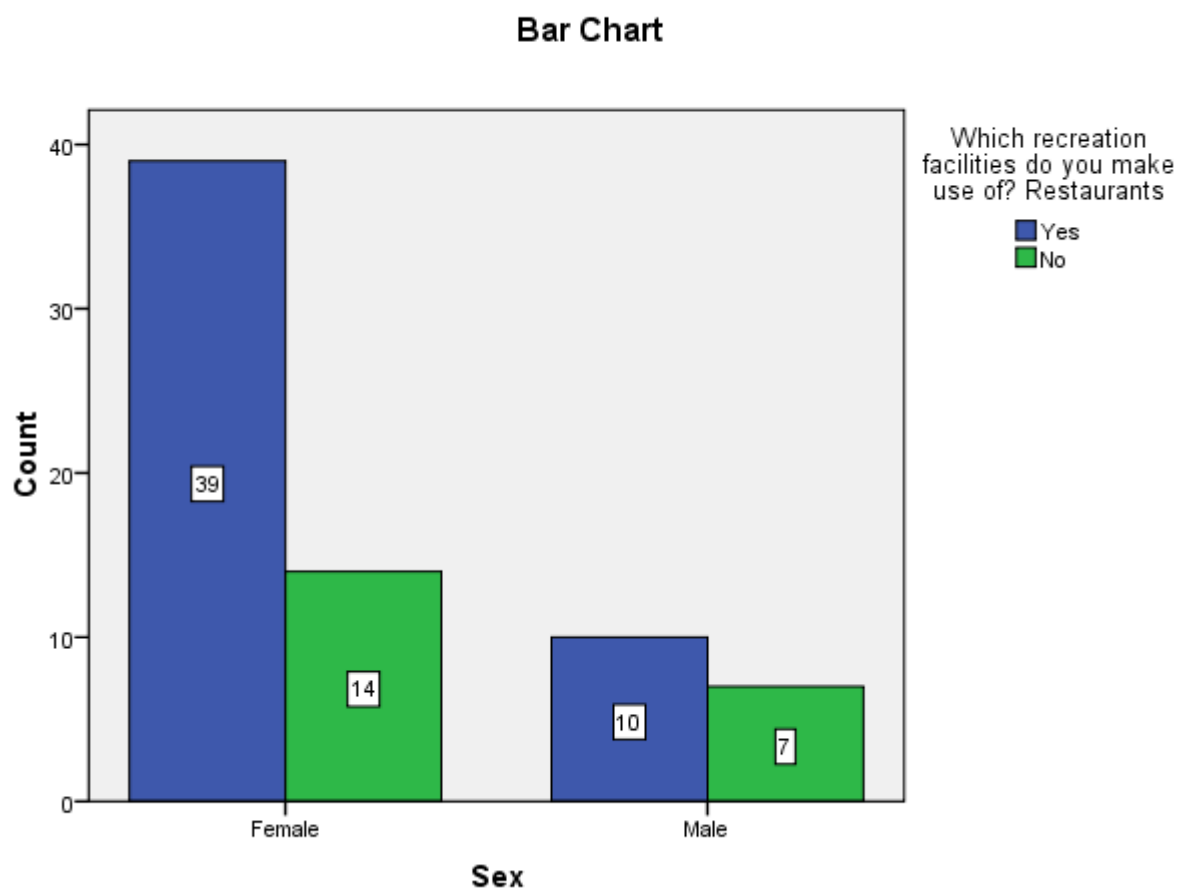
respondent 90	Can\'t really think of something.
respondent 91	hmmm not to sure, but cheaper fun activities.
respondent 92	CONCERTS, EVENTS (INTERNATIONAL), MORE ENGLISH SPEAKING PARTIES
respondent 93	
respondent 94	24-7 facilities. ie: Bars, theaters, restaurants.
respondent 95	
respondent 96	
respondent 97	
respondent 98	More free wifi areas, or areas for people to bring their laptops and work.
respondent 99	Sport facilities (bigger and better equipped gym, attendents\' seats for the indoor pitch, etc), recreational facilities (musci room, silent room)
respondent 100	

Appendix: V: Correlation bar charts between recreation facilities in The Hague

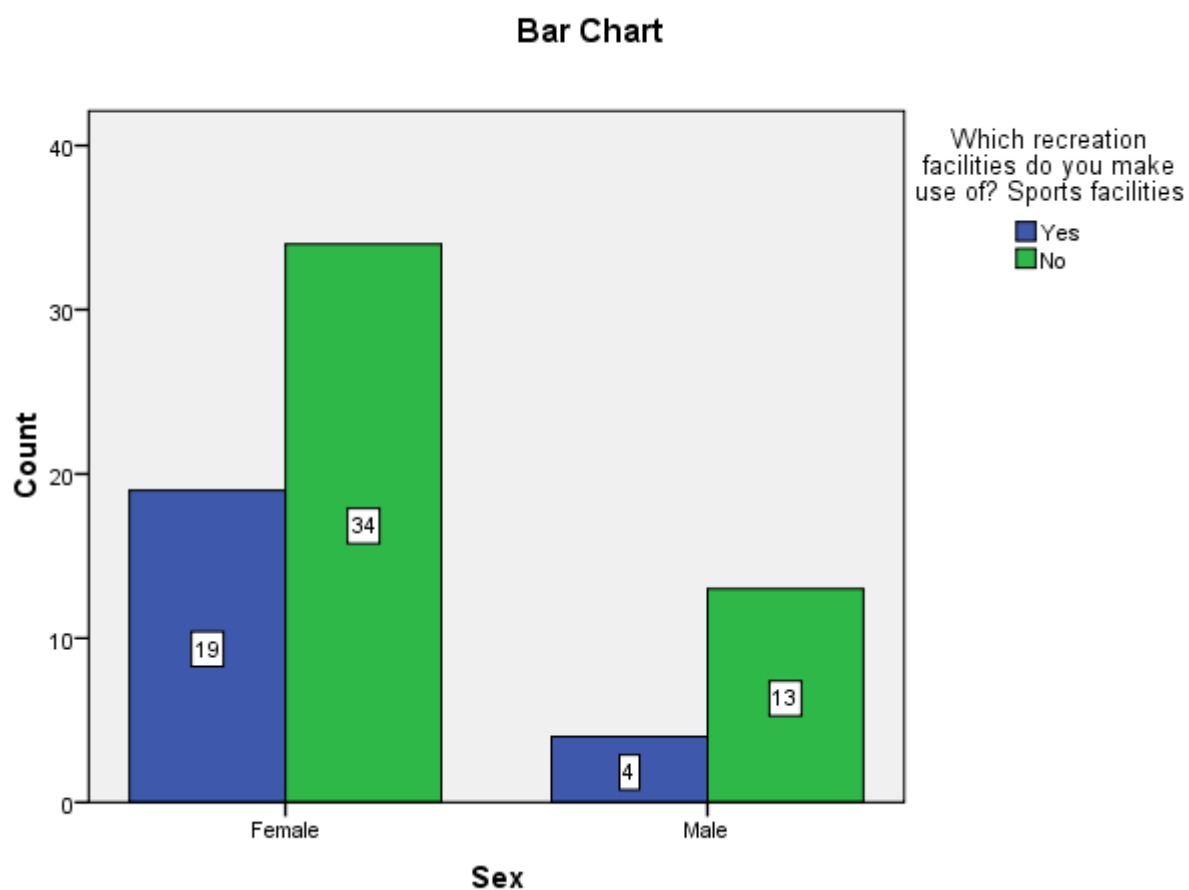
Which recreation facilities do you make use of?



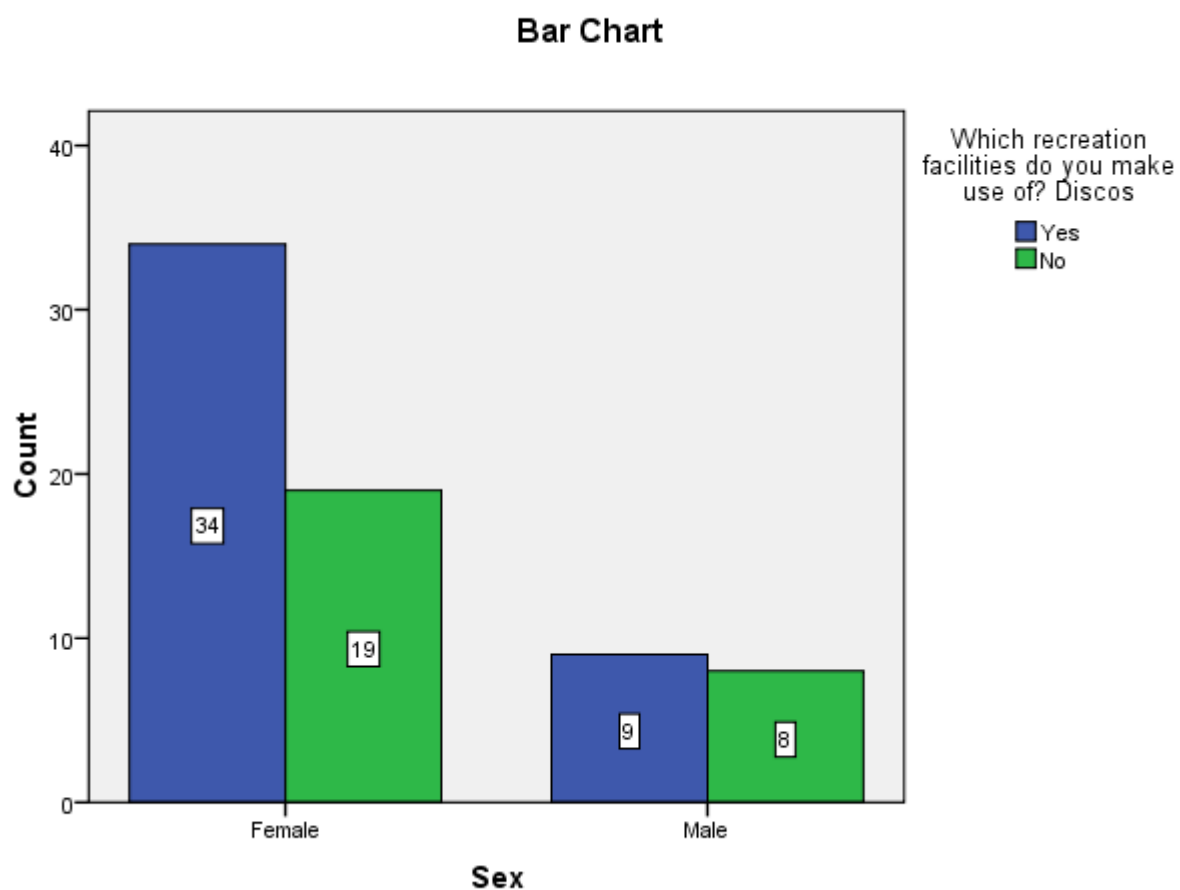
Which recreation facilities do you make use of? Restaurants



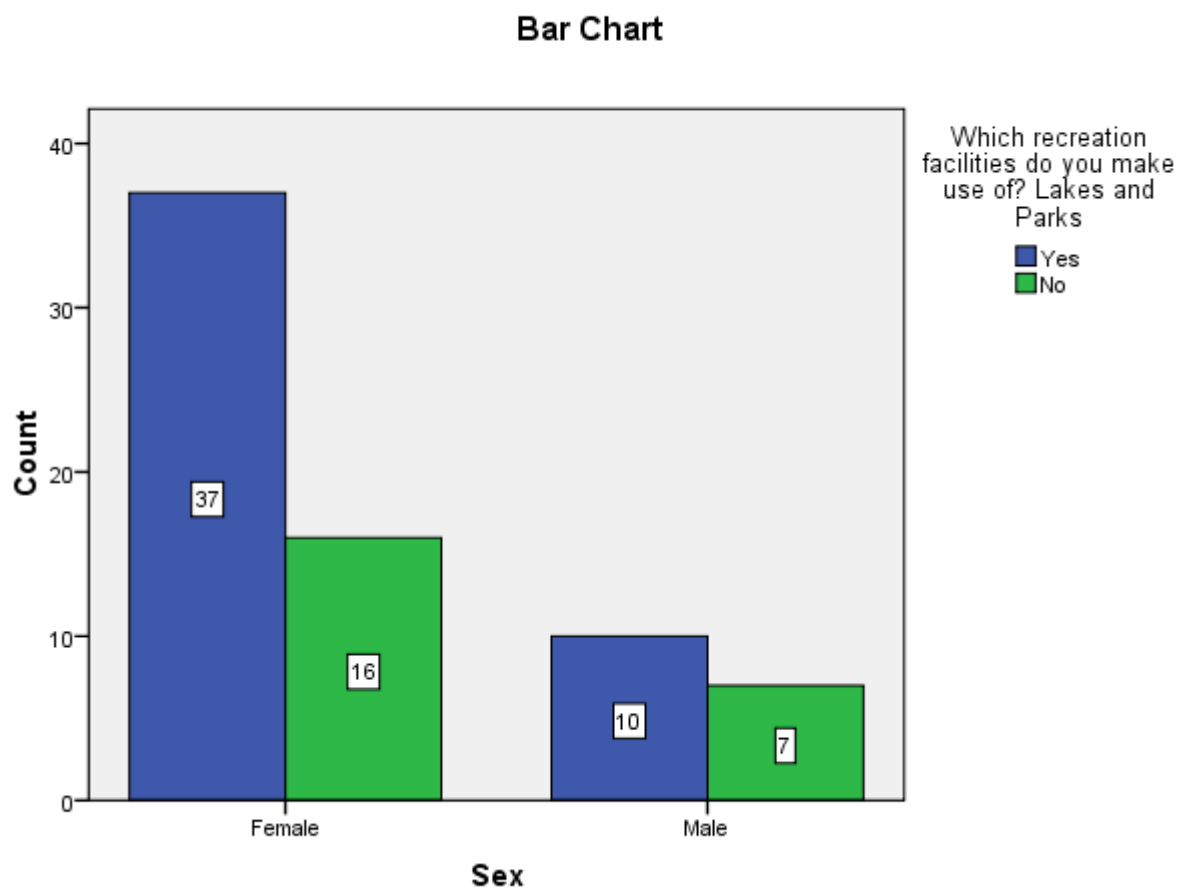
Which recreation facilities do you make use of? Sports facilities



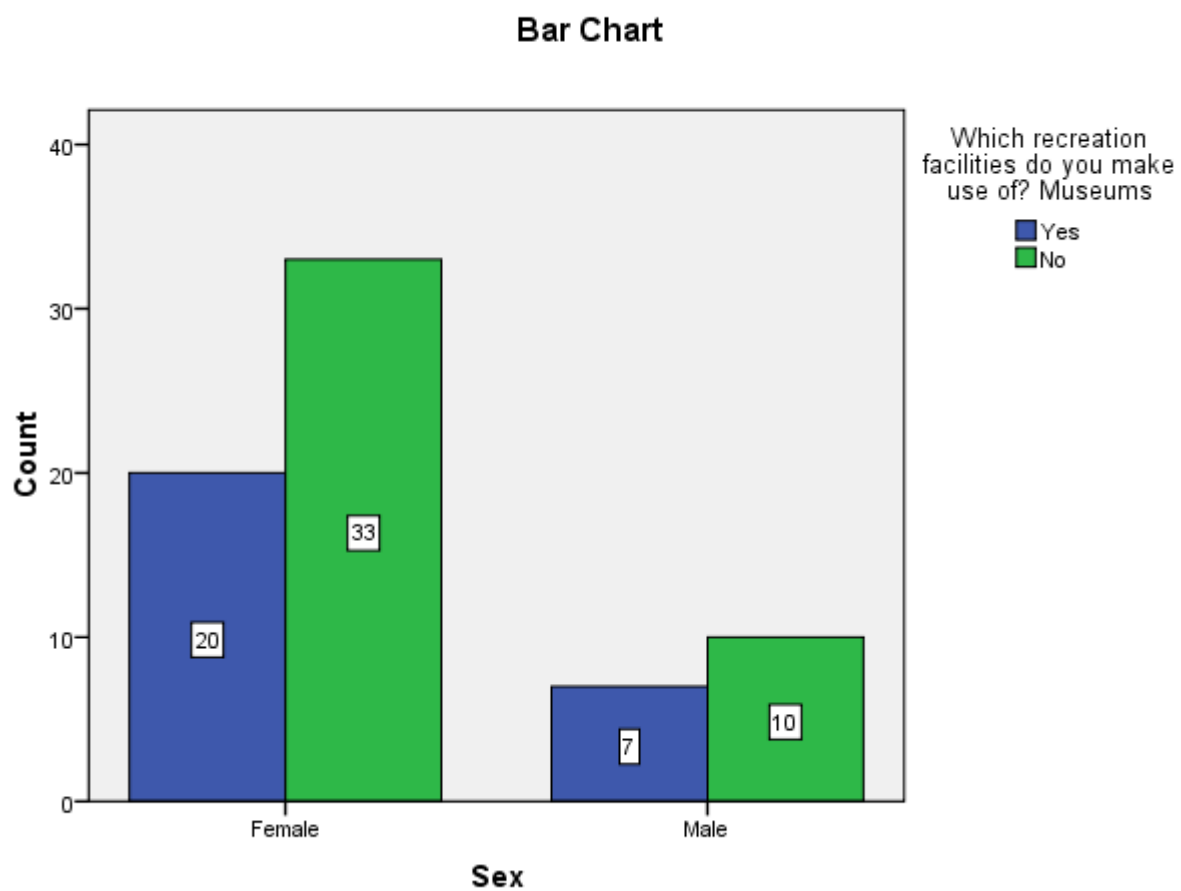
Which recreation facilities do you make use of? Discos



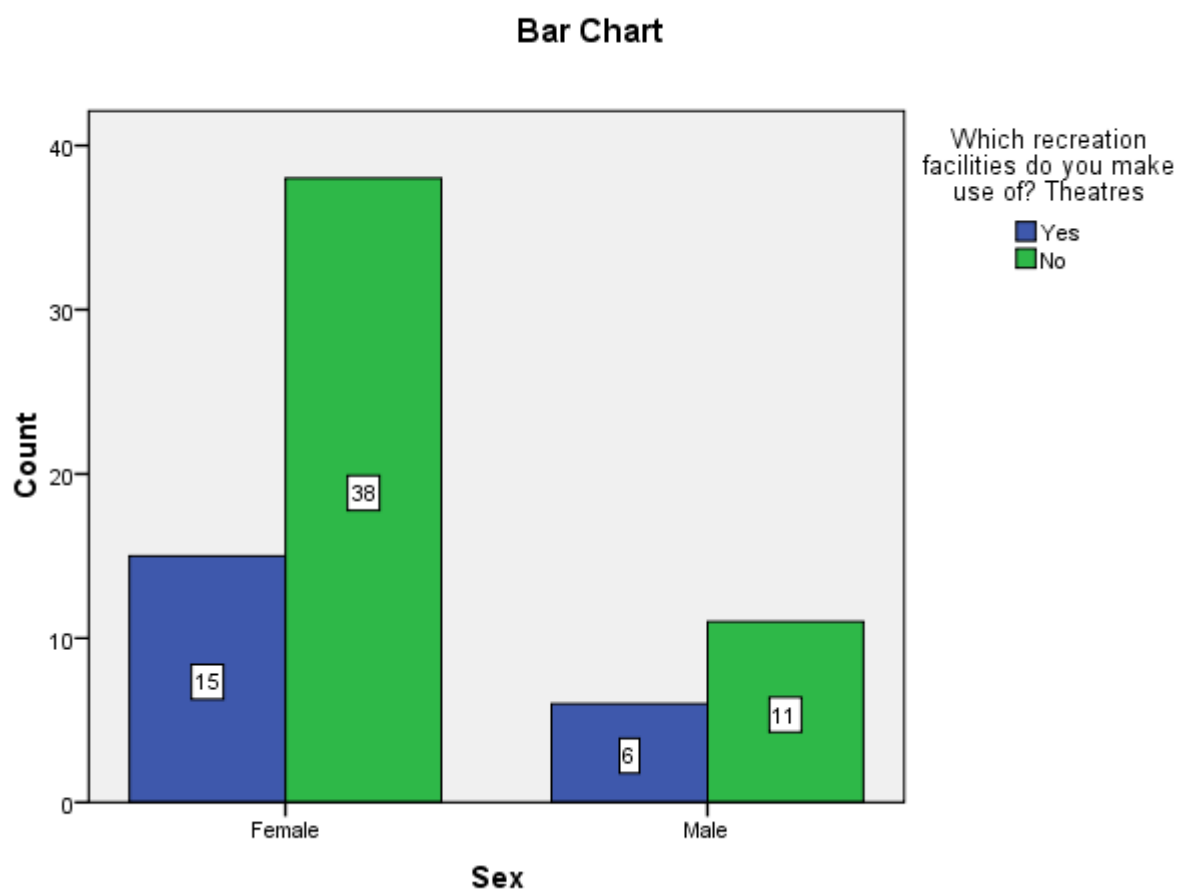
Which recreation facilities do you make use of? Lakes and Parks



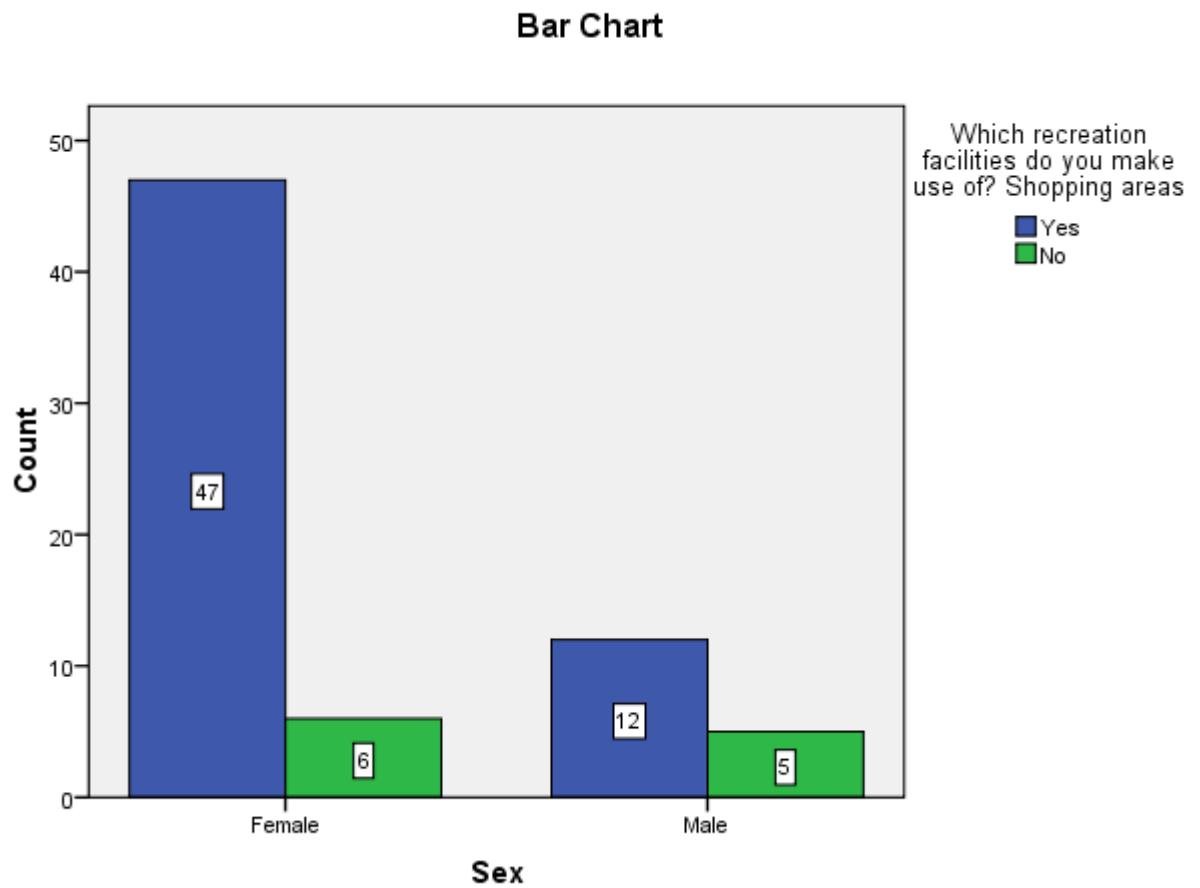
Sex * Which recreation facilities do you make use of? Museums



Which recreation facilities do you make use of? Theatres



Which recreation facilities do you make use of? Shopping areas



Appendix: VI: Overview of striking correlations

Cross tables

Figure 60

Did the friendliness of the inhabitants in The Hague meet your expectations? * From a scale of 1-10 how would you rate the friendliness of the inhabitants in The Hague?

Count 1/2

		From a scale of 1-10 how would you rate the friendliness of the inhabitants in The Hague?					
		1	2	3	4	5	6
Did the friendliness of the inhabitants in The Hague meet your expectations?	Yes	0	0	0	0	2	7
	No	1	3	2	4	7	5
	Total	1	3	2	4	9	12

Did the friendliness of the inhabitants in The Hague meet your expectations? * From a scale of 1-10 how would you rate the friendliness of the inhabitants in The Hague?

Count 2/2

		From a scale of 1-10 how would you rate the friendliness of the inhabitants in The Hague?				Total
		7	8	9	10	
Did the friendliness of the inhabitants in The Hague meet your expectations?	Yes	16	10	3	2	40
	No	5	0	0	0	27
	Total	21	10	3	2	67

Figure 60 shows a cross table with the relation between the rating of the friendliness of the inhabitants and if the friendliness met the expectations. It shows that 27 participants expectations were not met, this reflects in their rating which is overall low.

Figure 61

In which city do you reside? * For how many years have you been living in this city

Count

		For how many years have you been living in this city			Total
		<1 year	2-4 years	4>years	
In which city do you reside?	The Hague	15	28	15	58
	Hamburg	1	0	0	1
	London	0	0	1	1
	Steinbach	1	0	0	1
	Alphen a/d Rijn	0	1	0	1

Rotterdam	1	2	0	3
Delft	1	0	0	1
Voorburg	1	0	0	1
Woubrugge	1	0	0	1
Nairobi	0	0	1	1
Total	21	31	17	69

Figure 61 shows the relation between the city the participant resides and the number of years. It shows that the majority of the participants reside in The Hague and that 15 have resided in The Hague more than 4 years.

Figure 62

Why did you choose to study in The Hague? English programmes * Do you think The Hague offers enough courses in English?

Count

		Do you think The Hague offers enough courses in English?		Total
		Yes	No	
Why did you choose to study in The Hague? English programmes	1	30	22	52
	2	11	7	18
	Total	41	29	70

Figure 62 shows the relation between: The English programme was a reason to study in The Hague and if they believe The Hague offers enough courses in English. It is striking that 30 participants out of 70 believe that The Hague offers enough programmes in English, and their choice to study in the Hague was also based on the availability of English programmes.

Figure 63

Do you believe you are offered high quality education? * Does your college/university meet your expectations?

Count

		Does your college/university meet your expectations?		Total
		Yes	No	
Do you believe you are offered high quality education?	Yes	35	5	40
	No	7	22	29
	Total	42	27	69

Figure 63 shows the relation between: If the participants believe they are offered high quality education and if the expectations have been met. It shows that 35 participants out of 70 believe they are offered high quality education and that their expectations have been met. The minority that had their expectations met believe they are offered low quality education.

Figure 64

What are you studying? * Why did you choose to study in The Hague? International institutions

Count

	Why did you choose to study in The Hague? International institutions		Total
	1	2	
What are you studying?	0	1	1
European Studies	6	17	23
International Media & Entertainment Management	1	0	1
Media Entertainment Management	2	8	10
Communications	8	16	24
International Business and Management Studies	2	3	5
Hotel & Tourism Management	0	1	1
European law	1	0	1
International Law	1	1	2
Electrical Engineering	0	1	1
International public management	1	0	1

What are you studying? * Why did you choose to study in The Hague? International institutions

Count

	Why did you choose to study in The Hague? International institutions		Total
	1	2	
What are you studying?	0	1	1
European Studies	6	17	23
International Media & Entertainment Management	1	0	1
Media Entertainment Management	2	8	10
Communications	8	16	24
International Business and Management Studies	2	3	5
Hotel & Tourism Management	0	1	1
European law	1	0	1
International Law	1	1	2
Electrical Engineering	0	1	1
International public management	1	0	1
Total	22	48	70

Figure 64 shows the correlation between study programme and if The Hague's international institutions were a reason to study in The Hague. It shows that the majority of European Studies students did not choose to study in The Hague for this reason.

Figure 65

What are you studying? * Why did you choose to study in The Hague? Gateway to Europe

Count

	Why did you choose to study in The Hague? Gateway to Europe		Total
	1	2	
What are you studying?	0	1	1
European Studies	4	19	23
International Media & Entertainment Management	0	1	1
Media Entertainment Management	0	10	10
Communications	3	21	24
International Business and Management Studies	0	5	5
Hotel & Tourism Management	0	1	1
European law	1	0	1
International Law	1	1	2
Electrical Engineering	0	1	1

International public management	0	1	1
Total	9	61	70

Figure 65 shows the correlation between study programme and if The Hague's being the gateway of Europe a reason to study in The Hague. It shows that the majority of European Studies students did not choose to study in The Hague for this reason.

Figure 66

Nationality * What are you studying? Crosstabulation

Count

		What are you studying?				
			European Studies	International Media & Entertainment Management	Media Entertainment Management	Communications
Nationality	Aruban/Dutch	0	3	1	5	1
	Estonian	0	0	0	1	1
	British	0	1	0	0	0
	Hungarian	0	1	0	1	0
	American	0	1	0	0	1
	Kenyan	0	0	0	0	0
	Zimbabwean	1	0	0	0	0
	Zambian	0	0	0	0	0
	Latvian	0	0	0	1	0

Ecuadorian	0	0	0	0	0
French	0	1	0	0	1
Spanish	0	1	0	0	1
Irish	0	1	0	0	0
Brazilian	0	1	0	0	0
Indonesian	0	0	0	0	1
Ukrainian	0	0	0	1	0
Polish	0	0	0	0	1
Curacaoan	0	1	0	1	1
Pakistani	0	0	0	0	1
Italian	0	0	0	0	0
Swedish	0	0	0	0	1
German	0	6	0	0	6
Slovak	0	2	0	0	2
Romanian	0	1	0	0	1
Bulgarian	0	1	0	0	4
Russian	0	1	0	0	1
Finland	0	1	0	0	0
Total	1	23	1	10	24

Nationality * What are you studying? Crosstabulation

		What are you studying?			
		International Business and Management Studies	Hotel & Tourism Management	European law	International Law
Nationality	Aruban/Dutch	0	0	0	0
	Estonian	0	0	0	0
	British	1	0	0	0
	Hungarian	0	0	0	0
	American	0	0	0	0
	Kenyan	0	1	0	0
	Zimbabwean	0	0	0	1
	Zambian	0	0	1	0
	Latvian	0	0	0	0
	Ecuadorian	1	0	0	0
	French	0	0	0	0
	Spanish	0	0	0	0
	Irish	0	0	0	0
	Brazilian	0	0	0	0
	Indonesian	0	0	0	0
	Ukrainian	0	0	0	0
	Polish	0	0	0	0
	Curacaoan	0	0	0	0

Pakistani	0	0	0	0
Italian	0	0	0	1
Swedish	0	0	0	0
German	1	0	0	0
Slovak	0	0	0	0
Romanian	1	0	0	0
Bulgarian	1	0	0	0
Russian	0	0	0	0
Finland	0	0	0	0
Total	5	1	1	2

Nationality * What are you studying? Crosstabulation

		What are you studying?		
		Electrical Engineering	International public management	
Nationality	Aruban/Dutch	0	0	10
	Estonian	0	0	2
	British	1	0	3
	Hungarian	0	0	2
	American	0	0	2

Kenyan	0	1	2
Zimbabwean	0	0	2
Zambian	0	0	1
Latvian	0	0	1
Ecuadorian	0	0	1
French	0	0	2
Spanish	0	0	2
Irish	0	0	1
Brazilian	0	0	1
Indonesian	0	0	1
Ukrainian	0	0	1
Polish	0	0	1
Curacaoan	0	0	3
Pakistani	0	0	1
Italian	0	0	1
Swedish	0	0	1
German	0	0	13
Slovak	0	0	4
Romanian	0	0	3
Bulgarian	0	0	6
Russian	0	0	2

Finland	0	0	1
Total	1	1	70

Figure 66 shows the correlation between nationality and the study programme. It shows that the home country of majority studying European Studies is within Europe.