



Mach Mit! raising awareness of the importance of the German language in the Netherlands

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I. Executive Summary

The Second World War, legislative changes, and on-going globalisation are some of the causes that diminished the reach of the German language in the Netherlands. Duitsland Instituut Amsterdam studied the current state of the use of the German language and found that research participants had ‘no-connection’ with Germany or the German language and tended to define the latter as “business-like”. As a result, Actiegroep Duits was established and started the campaign Mach Mit! to promote the language. The main purpose of this research is to examine the perceptions of the promotional activities of Actiegroep Duits. Therefore, the following question was formulated: **“How can Actiegroep Duits improve their campaign Mach Mit, in order to raise awareness of the importance of the German language among the youth in the Netherlands?”**

A descriptive research method was used to obtain information regarding the current status, with respect to the relevant variables and conditions of the given situation. The problem analysis outlines the importance, development and state of the German language, including the problem with which Actiegroep Duits is coping. Moreover, theories on promotion are discussed in order to evaluate the promotional activities of Actiegroep Duits and an equivalent campaign, TechniekTalent.nu. Furthermore, a qualitative research method was applied to outline perceptions of the current campaign.

The research concluded that, Actiegroep Duits has been using differentiated target groups without dividing these target groups into further segments. In addition, the organisation has been transmitting a message to its audience without taking the needs and lifestyle of that specific audience into consideration. The same is being done with regard to the communication channels used. Furthermore, the teachers are only being used as message source.

Thus, in order to improve the promotional campaign of Actiegroep Duits this study concludes that Actiegroep Duits should focus on further segmenting its current target groups and compiling business models for these groups. In addition, design-specific messages that correspond with the needs and lifestyles of each specific target group would give the students the opportunity to identify with the message. The same principle is recommended for the communication channels. Finally, apart from using teachers as a message source, Actiegroep Duits could also focus on using professionals and peers, all while taking finance and time into consideration.

This research paper also includes its limitations concerning the scope of the subject. It only focuses on the German language and does not cover the state of foreign languages in general. Furthermore, this research was based on how promotional activities are perceived rather than on their effectiveness.

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1. Introduction

“Bad German destroys the economy” (powned, 2015); “Dutch put German aside and that is not smart” (Dohmen, 2014); “Who wants to teach German?” (Verkuil, 2015); “High price for poor German” (Verkuil, Hogeprijs voor gebrekkig Duits, 2015); “Does it interest us at all?” (Brech, 2015). These are all headings of newspapers, articles, and television shows that illustrate the current trend against the German language in the Netherlands. The number of German speakers has decreased in the Netherlands during recent decades. Also, many Dutch students who have passed their final German exam can hardly survive with the language. Actiegroep Duits thinks it is important to learn German along with English and therefore promotes the language in the Netherlands.

Problem analysis

For several European countries and territories the German language is either the official language or a commonly spoken language. These countries and territories are also called German-speaking countries or German-speaking Europe, and consist of the following countries: Germany, Austria, Switzerland, Liechtenstein, Luxembourg and North Italy. This region of German-speaking countries stretches across the heart of Europe from the North Sea to the Alps, and has the largest population within the European Union; therefore, German is the most commonly spoken language within the European Union (European Union, 2015). Germany borders the Netherlands and is one of the Netherlands’ most important trading partners, with Rotterdam as a gateway for German imports. It is therefore not surprising that German is one of the most influential languages within the Netherlands. However, there has been a reduction in German-speaking youth in the Netherlands. Over the last fifteen years, less and less high school students have chosen to learn German (Hämmerling, 2014). Why this is a problem will be addressed below, along with how it began.

Importance of the German language for the Netherlands

As neighbouring countries, Germany and the Netherlands have had a good relationship in the terms of politics, economics, culture, and education and they continue to work very closely in these areas.

Politics

In terms of politics, the two countries have become part of a larger partnership formed after the Second World War by the co-establishment of the European Union (EU). Further, the Netherlands and Germany collaborate in the Economic Monetary Union, the North Atlantic Treaty Organisation (NATO), and the Organisation for Security and Co-operation in Europe. Also, both countries are members of the United Nations and equivalent organisations, where they both endeavour to manage

issues of security and conflict. In addition, Germany and the Netherlands frequently cooperate in the field of defence (Rijksoverheid, 2014).

The two countries also work together on a national level. For example, their parliamentarians and representatives of different states, especially those of the border-states, have regular meetings. In addition, the embassy in Berlin and two consulates in Munich and Düsseldorf represent the Netherlands in Germany (Rijksoverheid, 2014). Five EU regions also stimulate cross-border collaboration. Finally, a forum is organised biennially where politicians, journalists, students, and other interested parties from both countries come together to discuss current social themes (Rijksoverheid, 2014).

Economics

Germany is the foremost trading partner of the Netherlands in terms of imports and exports. The yearly trading volume between the two countries is one of the biggest in the world. In 2012, it was approximately €167.2 M. (Koekoek, 2013). Moreover, almost 25% of the Dutch total export volume goes to Germany, followed by Belgium with only 13% (CBS, 2012). The most important export products are petroleum, agricultural and chemical products, and machinery. Most of these products go to the states of Nord-Rhine Westphalia, Lower Saxony, Baden-Württemberg, Bavaria, and Hessen. To put this all into perspective, the Netherlands exports more to the state of Bavaria than it exports to the whole of China (Actiegroep Duits (II), 2015). Besides exports, the Netherlands was also the fourth largest purchaser of German products in 2012 (Koekoek, 2013). Germany imports 9.5% of their total imports from the Netherlands. This makes the Netherlands the country from which they import the most. These imports are mainly vehicles and products for the chemical, iron, and steel industries (Koekoek, 2013).

The Netherlands is the biggest investor in Germany. Of these investments, most (35%) go to Nord-Rhine Westphalia. Besides North-Rhine Westphalia, investments are made in the states of Hessen, Hamburg, Bavaria and Baden-Württemberg. Banking and insurance, the chemical industry, transport, and logistics are the sectors most heavily invested in. Also, Germany is the sixth largest investor in the Netherlands. These investments mainly come from Nord-Rhine Westphalia, Bavaria, and Lower Saxony (Rijksoverheid, 2014). 5,350 Dutch subsidiaries are located in Germany, mostly of which are located in Düsseldorf, Frankfurt am Main, and Berlin. These companies are mainly representative of the service, wholesale and real estate industries. Also, 2,200 German subsidiaries are located in the Netherlands, mostly of which are placed in Amsterdam, Rotterdam, and 's-Hertogenbosch. These companies are mainly representative of the service, wholesale and engineering industries (Koekoek, 2013).

Culture and Education

The Netherlands and Germany also work together in the field of culture and education. Germany is one of the most important countries in terms of Dutch international culture policy (Rijksoverheid, 2014). Germany is an important market for the cultural and creative industries, especially in cities like Munich, Cologne, Hamburg and Berlin. The main cultural industries are theatre, musicals, publishing, graphic art, design and music (Rijksoverheid, 2014). German involvement in the Netherlands is organised by the Goethe Institute in Amsterdam and Rotterdam.

Concerning education, the two countries collaborate intensively. Universities, colleges and even high schools cooperate and have exchange programmes. Also, Dutch higher vocational education is very popular among Germans (Rijksoverheid, 2014).

Development of the German language in the Netherlands

Until the Second World War the German language was always more important than English in the fields of politics, economics, culture and science in the Netherlands. Due to the Nazi regime and the War, this all changed (Talenexpo (II), n.d.). After the Second World War, the importance of the English language increased because of on-going globalisation, so much so that it took German's place as the most important language. (Hämmerling, 2014). Before and during the War the Dutch started to learn English in the second grade; however, shortly after the war this changed. German was removed from the first grade curriculum and received fewer hours in total than other foreign modern languages (Talenexpo (II), n.d.).

In 1968, with the implementation of the 'Mammoet' legislation, the Dutch government decided to make only one modern foreign language obligatory; the position of the German language at Dutch secondary schools weakened even further as a result. In addition, this trend also applied to French language. Students had relative freedom when it came to foreign languages in their exam curriculum. With the implementation of the new legislation only one foreign language was obligatory, and it was English. Other languages became electives. This resulted in fewer examinees in both German and French (Talenexpo (III), n.d.).

Another decline in foreign languages took place after the renewal of senior secondary education *havo* and *vwo* in 1998. After this renewal, it became mandatory to study a second foreign language along with English in the field culture and society, which was only one of the four fields from which students needed to choose. In all the other fields, even economy and society, despite the economic and political weight that Germany and France had in Europe, it was possible to avoid a second foreign language (Talenexpo (III), n.d.).

However, a small change took place in 2007. During that year the Dutch government decided to make a second foreign language obligatory in all fields at *vwo*. Unfortunately, despite hopes for making a secondary foreign language compulsory in the field economy and society at *havo*, it did not succeed (Talenexpo (I), n.d.). Furthermore, since the seventies, new foreign languages have been provided as electives at the secondary level, including languages such as Spanish, Italian, Russian, and even Turkish, Arabic and Chinese. Due to globalisation, Spanish has become increasingly popular among the youth, which has thus weakened the popularity of German and French even further (Hämmerling, 2014). The number of students who choose to learn German during secondary school illustrates the deterioration of the German language as a popular subject (appendix 3).

Image of the German language

The above-mentioned legislative reforms in foreign languages and the consequences of these reforms concerned the Dutch government as well as Dutch businesses. Therefore, Duitsland Instituut Amsterdam (DIA) undertook research on the perception of the German language and culture among secondary school students in the Netherlands. The research showed that Dutch third and fourth grade *havo/vwo* students have ‘no connection’ with Germany and the German language. The study defined the language as ‘non-exotic’ and ‘business-like’ (Duitsland Instituut Amsterdam (II), 2010). Moreover, this result outlined the necessity for an improving image of the German language and culture. In addition, DIA examined the factors that influence students’ the choice of an exam subject for students, which included knowledge about the importance of the German language, German lessons, and students’ suggestions for more attractive lessons. As a consequence of this research, Actiegroep Duits was established and started the campaign Mach Mit!, in order to change the image of the German language.

The aim of this study is to analyse the various promotional campaigns that Actiegroep Duits, has initiated in order to promote the German language in the Netherlands. The extent of the perceptions of the promotional activities used to create more awareness of the importance of the language will be analysed and recommendations for the organisation will be compiled. The research question that defines this thesis is as follows: **“How can Actiegroep Duits improve their campaign Mach Mit in order to raise awareness of the importance of the German language among the youth in the Netherlands?”**

In order to answer this question, the problem analysis is outlined, and discusses the developments of the German language after the Second World War, as well as the importance and the current image of the language. Also, theories on promotion are discussed and an internal analysis of the organisation is

given. Furthermore, a case study of an equivalent organisation and their promotional activities is outlined. Thereafter, Actiegroep Duits and its promotional activities are analysed and the recommendations are compiled on the basis of theory, interviews, and a case study. During the process, the following sub-questions were answered:

- 1) What are the theories on promotion?
- 2) Who is Actiegroep Duits?
- 3) What are the various promotional activities of Actiegroep Duits?
- 4) What are the promotional activities of an equivalent campaign?
- 5) How are the promotional activities perceived?
- 6) What will be a possible new market plan for one particular target group?

2. Methodology

The purpose of this chapter is to provide a discussion of the available research methods that are applicable in determining the perceptions of Actiegroep Duits, with its overarching campaign name Mach Mit!, which aims to raise more awareness of the importance of the German language among the youth in the Netherlands.

2.1. Preliminary research

This research is descriptive and it was used to obtain information regarding the current status of the image of the German language with respect to the relating variables and conditions of that situation (James P. Key, 1997). Problem analysis was used to provide background information and described the reason for researching this topic. The first part covered macro level problem analysis, outlining the problem for Dutch society. It gave an overview of the development of the German language after the Second World War, its perceived importance, and the current image that Dutch secondary school students currently have of the language. The reason for taking this moment in history as a starting point was that most negative changes regarding the language started after this point (Talenexpo (II), n.d.). The information was mainly obtained via desk research and the organisation Talenexpo, which represents languages in the Netherlands and the Dutch government.

Moreover, the importance of the German language was explained by describing the role of the language in the fields of politics, economics, and culture and education. The reason for this was that the Dutch government uses these three pillars to categorise all the relations the Dutch have with the Germans (Rijksoverheid, 2014). The information in this part was also obtained via desk research and provided by the Dutch government.

The reason for outlining the current state of German was that it is one of the main topics of this research and it is one of the main goals for Actiegroep Duits and its overarching campaign, Mach Mit! to change the image of the German language. The reason for raising more awareness of the importance of German is to change its negative image so that more Dutch youth will want to learn the language. However, in order to know what the organisation wants to achieve, the current situation needed to be discussed. The information in this part was based on a survey conducted on a selected group of students by the (DIA).

The survey was used to collect data from individuals to obtain the current image of the German language among the youth in the Netherlands, specifically third- and fourth-year students of *havo* and

vwo. The organisation Actiegroep Duits was established based on the research of the DIA and provided a general overview of the image of the German language in the Netherlands. Participating students originated from different geographical areas of the country: 20% from the border area, 48% from the Randstad, and 32% from the remaining area. This roughly corresponds to the population distribution of the Netherlands (Duitsland Instituut Amsterdam (II), 2010). Due to its broad perspective the DIA's research was used as the base of this thesis. Moreover, previous studies were out-dated, such as the research from the Clingendael Institute in 1993. Likewise, studies from the Radboud University and Duits-Nederlandse Handelskamer (DNHK) were not suitable due to their focus on businesses, which is not the focus of Actiegroep Duits (Duitsland Instituut Amsterdam (II), 2010).

One can criticise this research owing to the fact that, during the period after the Second World War, the general esteem for foreign language education changed. It is important to take into consideration that the declining trend of students speaking German also applies to the French (Talenexpo (I), n.d.). Therefore, the current tendency is really about a general deterioration of the learning of foreign languages among the youth in the Netherlands, which the study did not take into account. This means that this research only focused on the trend of the German language, despite the general decline in interest in foreign languages.

2.2. Theories on promotion

The literature review discusses all of the different theories of promotion, which were used later on in the internal analysis, the analysis on Actiegroep Duits and its promotional activities and further recommendations. These theories are valid because they are the common theories concerned with promotion. The aim of the Actiegroep Duits is to raise awareness; therefore the definition of awareness was first explained. Thereafter in this chapter, the definition and the different types and elements of promotion were outlined. The reason for using these theories was to categorise and analyse promotional activities. According to Kotler, a promotional plan and activities need to have certain elements in order to be effective (Kotler, 2012).

The role of marketing is also discussed, first in general and thereafter for non-profit organisations such as Actiegroep Duits. The purpose for explaining this was that promotion is part of the marketing mix and the role of marketing in non-profit organisations has only become more important in the last couple of decades (Grainer, 2010). Furthermore, the theories on targeting and segmenting were explained because when an organisation decides to establish a promotional campaign, these are the first aspects involved in determining the target group (Kotler, 2012). In a non-profit organisation, such

as Actiegroep Duits, in particular targeting and segmenting are important due to the different stakeholders involved and the different financial situation (Grainer, 2010).

This literature review showed the importance of promotional elements in composing a promotional plan. It provides the organisation with a conceptual model to obtain these elements and to further develop its campaign. In this thesis, the business model of Canvas was chosen because it allows companies to describe, design, and invent their own business model, offering different building blocks to define the components of a business or, regarding Actiegroep Duits, to improve the components.

2.3. Actiegroep Duits

The internal analysis of the organisation Actriegroep Duits emphasises the structure, objective, and communication of the organisation, including promotional activities. Internal analysis was carried out in order to provide insight into how Actiegroep Duits is organised and what their strengths and weaknesses are. In addition, for each promotional activity, an explanation of the content and its motives was given as a further basis for this research.

This information is valid because it was gathered through Actiegroep Duits website and through an interview with Duitsland Instituut Amsterdam. This interview was compiled on the basis of missing information on the website in order to fill in the business model Canvas, which is outlined in a topic list (appendix 1.2). The dimension of the topic list is the internal analysis. The sub-dimensions consist of the structure, objective, and communication of the organisation, which include indicators that helped to fill in the missing information in the business model Canvas. These dimensions, sub-dimensions, and indicators were used as the basis for assembling the questions for the interview (appendix 2.2).

2.4. Equivalent campaign

The case study evaluates the promotional activities of an equivalent organisation. A case study is a study of a social unit as an organisation or a division within an organisation that tries to determine the elements that led to its success or failure (The free dictionary, 2012). A case study was used in this research to accomplish an understanding of the subject and to add practical experience and support to the current research. In this research, a case study was carried out on the organisation TechniekTalent.nu, which tries to increase the influx of young people into technological professions. This organisation copes with the same problems as Actiegroep Duits, such as a shortage of young technical personnel, as a result of a negative perception of technology. Hence, TechniekTalent.nu tries to raise more awareness of the importance of technology among Dutch youth. It was therefore the

best-suited organisation to evaluate in the same way as Actiegroep Duits and to compare their business models.

The information is valid because it was taken from the website of TechniekTalent and also from an interview with one of the employees of the organisation. This interview was compiled on the basis of missing information on the website in order to fill in the business model Canvas, which is outlined in a topic list (appendix 1.3). The dimension of the topic list is the internal analysis. The sub-dimensions consist of the structure, objective, and communication of the organisation and include indicators, which helped to fill in the missing information in the business model Canvas. These dimensions, sub-dimensions and indicators were used as the basis for assembling the questions for the interview (appendix 2.3).

2.5. Perception promotional activities

In order to assess how the promotional activities of Mach Mit! are perceived, qualitative research was conducted. The qualitative research method of interviews was chosen to obtain perceptions of the current status that of the German language (Baarda, 2014). The reason for choosing this method was to gain a specific evaluation about determined experiences, objectives and motives.

Three in-depth interviews with secondary school German teachers were conducted. The interview was composed of nine sub-themes consisting of a general part, seven promotional actions, and a future perspective. All seven promotional actions had the same model in order to evaluate the different promotional actions in the same way. The model was derived from the composed topic list (appendix 1.1). The dimensions of the topic list consist of the fields in which the German language is important in the Netherlands. The sub-dimensions consist of several promotional activities of the organisation and they all include indicators, which the activities aim to pass on to students. These dimensions, sub-dimensions and indicators were used as the basis for assembling questions for the interview (appendix 2.1). The current situation of the French language was also assessed, as one had to take into consideration whether a similar situation had occurred for this comparable language.

The validity of this qualitative research is demonstrated by the fact that all interviewees, who were German teachers, have three to four years of experience with the organisation and were therefore familiar with Mach Mit!. Furthermore, the interviewees originated from different geographical areas of the country, broadly corresponding with the population distribution in the Netherlands. One could criticise this qualitative research due to the fact that the teachers had not performed all promotional actions. Therefore, the results were partly based on opinions rather than experience. Only teachers were interviewed because promotional activities are only provided for teachers. However, students

could have been interviewed as well to evaluate their experiences with the promotional actions. Nevertheless, students' opinions regarding promotional activities were not assessed.

The analysis was carried out on the basis of researching promotional elements according to Kotler and in consultation with Pjotr Hoogendoorn, Director of the advertising agency, MCR Reclamebureau (Kotler, 2012) (Hoogendoorn, 2015). Furthermore, interviews were analysed by using a coding system in order to get an overview of the given answers. This coding system consisted of the above-mentioned promotional elements, with each element representing one code factor. In addition, a case study was used from an equivalent campaign in order to compare the campaigns based on the theory. Thereafter, the answers were integrated and analysed according to target audience, communication objective, message, communication channels and message source. The reason for this method of analysis was to give a clear overview on the basis of how an effective promotional campaign should operate. After analysing all the given answers, a conclusion was made.

In conducting the interviews and analysing the answers, some interesting facts were revealed. The recommendations are based on suggestions given by the interviewees and the underlying theory provided by Kotler and Hoogendoorn. The recommendations are given in the same order as the roadmap of creating an effective promotional campaign in order to give Mach Mit! an advantage by modifying its promotional campaign.

The discussion is based on information and assumptions that arose during research. Despite the fact that the topics discussed in the discussion section are out of the scope of this research, they will be interesting for future studies. These topics are outlined and accompanied by arguments explaining the necessity of researching them.

3. Literature study

In this chapter, several theories of promotion are explained. These theories function as the basis for analysing the promotional plan as well as several promotional activities. However, before going into further detail, an explanation of the aim of Actiegroep Duits is provided. According to Keller, awareness consists of recognition and recall, one's ability to confirm previous exposure and to recall it from memory when using the product (Keller, 2013). Furthermore, Kotler explains that awareness is correlated with value proposition. Awareness is a collective phenomenon and it takes time to create it due to the economic, functional, psychological, and social risks. This means that the audience needs time to perceive the performance, its self-concept, and social image to gain trust with the new product or service (Kotler, 2008).

3.1. Promotion

Promotion is one of the four Ps of the marketing mix, which includes price, product, place, and promotion, and is one of the major concepts within marketing (Kotler, 2012). The marketing mix is the set of tactical marketing instruments that an organisation uses in order to manifest the desired response it wants from the target market (Kotler, 2012). The marketing mix consists of all the variances necessary to influence the demand for products or services. These variances are: price, product, place and promotion. A tailored blend of these variances leads to an integrated marketing mix that helps an organisation to achieve its objectives (Kotler, 2012). In this research the focus is on the promotion because the main objective of Actiegroep Duits is to promote the German language. Moreover, the organisation wants to evaluate how Dutch *havo/vwo* students perceive the group's promotional activities. There are several promotional types, all consisting of elements that contribute to creating an effective promotion campaign.

3.1.1. Types of promotion

An organisation's promotional mix can also be defined as its marketing communication mix. It consists of a combination of advertising, public relations, personal selling, sales promotion and direct-marketing tools that the company uses to pass on its message and build a relationship with its customers (Kotler, 2011).

Advertising is an impersonal promotion of an idea, good or service (Kotler, 2011). It is a cost-effective way to communicate to a large audience that gives a company full control over its own message and media (Wood, 2011). However, the downside to it is that advertising is impersonal and a one-way communication tool and the audience has no obligation to pay attention or respond to it (Kotler, 2011). Public Relations (PR) is about building good relations with one's audience (Kotler, 2011).

Organisations use this tool to promote their goodwill (Pelsmacker, 2008). These are several instruments and channels available for public relations.

Personal selling is a personal presentation by the organisation for building relationships and persuading customers (Kotler, 2011). It is an excellent tool for opening a dialogue with the audience, learning more about their needs, and obtaining feedback (Wood, 2011). It is also the organisation's most expensive promotional tool; nevertheless, it is also the most effective tool (Kotler, 2011).

On the one hand, sales promotion is a short-term inducement to encourage the consumer to purchase the good or service (Kotler, 2011). It creates short-term results, building awareness or reinforcing other communication activities (Wood, 2011). Sales promotion consists of tools such as coupons, contests, premiums, etc. to attract the audience's attention (Kotler, 2011). Unfortunately, this promotional tool is not very effective in creating longstanding preferences for the company (Kotler, 2011).

On the other hand, direct marketing is about creating connections with targeted individual consumers (Kotler, 2011). It facilitates two-way communication, tailoring what an organisation offers to the individual needs of a specific audience (Wood, 2011). One can easily adjust a message to the consumer's response and evaluate the outcome in order to determine its effectiveness (Wood, 2011). This tool helps the organisation to strengthen its consumer relationship and is well suited to highly pointed marketing efforts (Kotler, 2011).

3.1.2. Elements of promotion

Each promotional campaign requires elements that are necessary to setting up an effective marketing communication campaign (Kotler, 2012). A marketer should identify the target audience, determine the communication objective, design the message, choose the relevant communication channel, and select the message source (Kotler, 2012) (Hoogendoorn, 2015). In order to analyse the different promotional activities of Mach Mit!, a further explanation of these necessary elements will be given.

The first element is the identification of the target audience. The audience can be the current or potential users, the ones who decide or who have a lot of influence on the desired response. The target audience can be a specific group, an individual or a general group. Whichever is targeted affects the further decision-making of the marketer (Kotler, 2012) (Hoogendoorn, 2015).

The second promotional element is the determination of the communication objectives (Hoogendoorn, 2015). The organisation has to decide what its desired response from its target audience is. In order to

do this, the marketer has to know the current position of its target audience and to what stage of interest it needs to be moved (Kotler, 2012).

The third element is the design of the message (Hoogendoorn, 2015). After making a decision on the desired response, the organisation has to design an effective marketing message. According to the AIDA model (Attention, Interest, Desire, Action) it is ideal if the message gets attention, holds interest, arouses desire and obtains action (Kotler, 2012). When developing a message and trying to install these desirable qualities, an organisation has to decide on the message content, structure and format (Kotler, 2012). The content of the message should generate an appeal that will cause the desired response. The possible appeals should be rational, emotional or moral. Rational appeal reflects the self-interest of the target audience. Emotional appeal causes negative or positive feelings in regard to the product or service. Moral appeal relies on the judgement of the audience as to what is 'right' (Kotler, 2012). The structure of the message depends on three issues: 1) whether to draw a conclusion or leave it open for the audience, 2) whether to present the strongest arguments first or last, and 3) whether to present just the strengths or to also admit the shortcomings (Kotler, 2012). The format of the message depends on the type of media the organisation chooses. One also has to take the sound, tone, body language and texture of the message into consideration (Kotler, 2012).

Besides the message, the organisation also has to decide which communication channels to use (Hoogendoorn, 2015). There are two types of communication channels: personal and non-personal (Kotler, 2012). Via personal communication channels two or more people directly communicate with each other, while via non-personal communication channels the medium transmits the message without personal contact. This type of channel involves major media and events (Kotler, 2012).

Finally, an organisation has to select its message source. With regards to both personal and non-personal communication the impact of the messages also depend on how the target audience experiences the communicator. Therefore it is important to choose the source of the message carefully (Kotler, 2012). Later on in the analysis, an extensive assessment will be given regarding the effectiveness of the promotional activities of Mach Mit!. However, before that, the role of marketing in non-profit organisations must be explained.

3.2. Marketing of non-profit organisations

Every organisation, including both profit-oriented organisations and non-profit organisations, such as Actiegroep Duits, needs to have marketing. However, the role of marketing is not the same for these types of organisations. Therefore, further explanation is needed on what the role and importance of

marketing is in non-profit organisations in order to analyse the promotional plan and activities of Actiegroep Duits.

Within the last 30 to 40 years, more research has been conducted on the role of marketing in non-profit organisations (NPOs). It has been concluded that marketing within these organisations has become more important (Pope, Isely, & Asamoatutu, 2009). However, according to Kotler and Andreasen, marketers have to recognise that marketing practices for companies often do not apply to NPOs (Kotler & Andreasen, 2008). This is mainly due to the target markets to which they must appeal: customers, volunteers and funders. These target groups are very different from each other and therefore have very different responses to the marketing mix (Kotler & Andreasen, 2008). Therefore, this research has to clarify, which target markets Actiegroep Duits wants to serve, and how, taking stakeholder interest into consideration.

For NPOs, it is generally not hard to find customers because NPOs in general provide services that the government is not offering and that the private sector is not able to provide in a way that is trustworthy. However, employees of NPOs are mostly inexperienced when it comes to business and long-term objectives. Therefore, it is common that NPOs are not always completely customer oriented in their marketing practices (Kotler & Andreasen, 2008). In the private sector the role of marketing is very clear. It is driven on the basis of resource attraction and allocation in order to influence the customer to buy goods and services. Therefore, marketing is accepted in the private sector as a component of high-level strategic management (Grainer, 2010). However, this is seen as controversial in the non-profit sector, based on the assumption that the organisation will drift away from its mission if it focuses too much on marketing. The assumption is that the organisation would tend to focus on resource attraction, meaning a “market-driven” program, instead of focussing on resource allocation, or a “mission-driven” program. However, if a non-profit organisation takes a strategic marketing mind-set, it does not necessarily follow that it will devote its resources to marketing at the expense of its mission (Grainer, 2010). Rather, a strategic marketing mind-set can help a non-profit organisation to become more aware of the wants and needs of its stakeholders, which will lead to a better understanding of their market. Moreover, this enables the organisation to conceptualise the relationship between the NPO and its environment (Kotler & Andreasen, 2008).

The main objective of marketing is creating an exchange of value. Within the profit sector this is expressed in revenue. However, in the non-profit sector this is often nonmonetary and therefore hard to measure (Grainer, 2010). Furthermore, non-profit marketing is not only engaged with customers but also with multiple parties, meaning that each market a non-profit is represented in has to apply value

exchange. Hence, if a non-profit organisation wants to be successful, it has to provide value to the providers of resources, its stakeholders, while also delivering value to those who utilise the resources in question (Grainer, 2010).

3.3. Segmentation and target marketing

Market segmentation is the dividing of the market into groups on the basis of their needs, characteristics, or behaviour (Kotler, 2012). These segments need to be “homogeneous within, and heterogeneous without”, meaning that the people of one segment will behave and respond in the same way to particular marketing program as people from other segments. There are various ways to segment the target group, however, the most used variables are: demographic, geographic and socioeconomic (Grainer, 2010). Target marketing is the process of deciding which groups to serve as an organisation within a specific market (Kotler, 2012).

The available resources of a non-profit organisation will usually not allow them to target all the available segments. Therefore, a non-profit organisation has to prioritise which market segments best fit with the organisation’s objectives and resources (Grainer, 2010). Although it is not the desire of a non-profit organisation to leave out specific target groups, doing so allows them to control whom they serve by choosing where they will be the most effective, based on their competencies or the importance for them to act. Thus, segmentation helps an organisation to focus its resources on the group that best fits its mission (Grainer, 2010).

In conclusion, promotion is one of the four Ps of the marketing mix. Promotion consists of several types and elements. These elements are directives for analysing the promotional activities of the Actiegroep Duits. However, when analysing the promotional plan and the related activities, one must take into consideration the role of marketing and value exchange within non-profit organisations and the need for segmenting and targeting.

3.4. Business model Canvas

The above-mentioned literature shows the importance of promotional elements in composing a promotional plan. It is therefore necessary to compile an overview to obtain these elements. This study chose to use the business model Canvas to provide this overview. The business model Canvas is a strategic management and entrepreneurial tool. It allows companies to describe, design, and invent their business model, to give them a conceptualisation plan that will further develop their marketing campaign (Osterwalder, 2009). It offers various building blocks to define the components of one’s business or, as is the case with Actiegroep Duits, to improve the individual components. The four elements of the model describe a firm or product’s value proposition, infrastructure, customers, and

finances. The element of value proposition consists of the offerings necessary to meet the needs of the customers (Osterwalder, 2009). One can describe it as the part that distinguishes a company or an organisation from its competitors. These value propositions provide value through several value elements, depending on the objective of the organisation (Osterwalder, 2009).

The element of infrastructure consists of key partners, key activities and key resources. Key partners are the business alliances with which an organisation works in order to optimise operations and reduce risks (Osterwalder, 2009). Key activities are the main activities in which the organisation engages to execute value propositions (Osterwalder, 2009). Key resources are all the resources necessary for creating value for the customer. These are seen as assets to the organisation and are needed in order to continue the business. Resources could be financial, physical, human or intellectual (Osterwalder, 2009).

The third element consists of customer segments, channels, and customer relationships. Customer segments, as mentioned above, are the types of customers the organisation wants to serve (Osterwalder, 2009). The channels are the way a company wants to deliver its value proposition to its targeted customers. Effective channels transmit the value of the company in an efficient, fast, and cost effective way (Osterwalder, 2009). Customer relationship concerns the way the organisation wants to build a relationship with its targeted customers (Osterwalder, 2009).

The last element of finances consists of cost structure and revenue streams. On the one hand, cost structure means the most important monetary consequences an organisation has to face while operating its business (Osterwalder, 2009). On the other hand, revenue streams are the ways an organisation receives the money needed to achieve its objective (Osterwalder, 2009).

4. Internal analysis Actiegroep Duits

This chapter outlines the internal analysis of the Actiegroep Duits and its campaign Mach Mit!. The internal analysis includes the structure, the objective and communication of the organisation. The new promotional plan is compiled based on these elements. The internal analysis is needed in order to design the business model Canvas and to evaluate the promotional plan of the organisation later on in this research.

4.1. Structure of the organisation

Since the perception research of the Duitsland Instituut Amsterdam (DIA), an action group was established in 2011. This group was founded to push for more awareness for the German language among the youth in the Netherlands. It is a partnership between Goethe-Institute Netherlands, the German embassy, Duits-Nederlandse Handelskamer (DNHK) and the DIA (Duitsland Instituut Amsterdam (I), 2015).

4.1.1. Key partners

The Goethe-Institute is a worldwide cultural organisation of the German Federal Republic. They promote knowledge of the German language and cultural partnerships in foreign countries (Goethe Instituut , 2015). The embassy of the German Federal Republic in The Hague is the official representative of the German government in the Netherlands. Promoting political relations and the economic, cultural and scientific cooperation with the Netherlands belongs to the core competences of the embassy (Duitse ambassade, 2015). The DNHK promotes the Dutch-German business relations for over 100 years. With over 900 members, the DNHK manages the largest Dutch-German business network (Duits Nederlandse Handelskamer, 2015). The DIA generates and distributes knowledge in the Netherlands, about a changing Germany in the Netherlands in terms of education, science and society (Duitsland Instituut Amsterdam (III), 2015).

4.1.2. Cost structure and revenue streams

From each of the partners there are two employees who work for the Actiegroep Duits on a regular basis. However, from the DIA there are about ten employees working for the organisation. The employees working for Actiegroep Duits do not have a fulltime job at the organisation. They all work for their own organisation and besides that they work for Actiegroep Duits (Hämmerling, 2015). The workload and the amount of hours they work for the organisation per week or month depends on the workload. Furthermore, the position they take in Actiegroep Duits is the same as in their own organisation. All the employees are paid by their own organisation (Hämmerling, 2015). However, the German government funds the promotional activities. Each year Actiegroep Duits needs to hand in a

promotional plan and on the basis of that the German government provides a budget. The amount of the budget is unknown; nevertheless it is all spend on marketing, the website and the promotional activities (Hämmerling, 2015).

4.2. Objective of the organisation and value proposition

The aim of the organisation is to create more knowledge and raise more awareness among students and parents about the importance of the German language. As mentioned earlier, German is one of the most important languages to the Dutch; however, currently there is shortage of who speak it. Therefore, the Actiegroep Duits provides activities to exchange value in order to change this. The organisation seeks for more opportunities to promote German, to recognise the importance, and to exploit the possibilities for the student. To achieve this, Actiegroep Duits provides promotion materials, which give extra attention and the opportunity to teach the language in different way. Moreover, the organisation wants to improve the communication and connection between universities and businesses. Actiegroep Duits gives the opportunity to bring professionals from the work-field together with students. Herewith, the organisation let the students find out about the importance of the language within the work-field. Since that the students will be better informed about their opportunities with the German language, it will be more likely that students will make better-informed decision about their future education and career.

4.3. Key resources, customer relationship and channels

Over the past four years the Actiegroep Duits established various actions to raise more awareness and to promote the German language. The organisation targets diverse audiences in order to achieve its goal. Currently, the organisation focuses on two main target groups: primary and secondary schools. The Actiegroep Duits has developed a message and several promotional activities. Since the establishment of the organisation, the following promotional activities have been developed.

4.3.1. Day of the German language

Once a year the Actiegroep Duits organises a national day, which is especially dedicated to the promotion of the German language (Actiegroep Duits (III), 2015). All over the Netherlands various schools organise activities targeted at promoting the German language. These activities vary from quizzes, to the participation of Jouw hit?Mach Mit!, to German markets. Every school can suggest its own ideas (Actiegroep Duits (III), 2015). Furthermore, the action group organises one big event, where governmental institutions, businesses, educational and social organisations are invited to. Together with these institutions Actiegroep Duits tries to create special attention for the importance of the German language during this day (Actiegroep Duits (III), 2015). In 2015, it was the fourth time that the organisation organised the day of the German language. This promotion activity is an example of public relations because during this event Actiegroep Duits takes the opportunity to promote the

entire organisation and its objectives. This contributes to the goal of the organisation of raising awareness because it is an annually recurring event that causes consistence of recognition and recall. One is able to confirm this event to previous exposure and to remember it from memory. In relation to the value proposition of this returning event the organisation gives the target audience the opportunity to increase trust, which will raise more awareness.

4.3.2. Video kies Duits op school

Actiegroep Duits produced a special video for students to inform them about the importance of the German language (Actiegroep Duits (IV), 2015). Secondary school teachers are able to use this video as a modern way to teach children about German culture and to give them more knowledge about the relationship between the two countries in terms of economics, politics and education (Actiegroep Duits (IV), 2015). During the video different parties speak about their experiences with the German language and explain why knowledge of German is important for their line of work (Actiegroep Duits (IV), 2015). Therefore, this video provides new angles for students besides their secondary school teacher. This promotion activity is an example of advertising. It is an impersonal one-way-communication tool with which the organisation can reach a large audience and has no control over the response. Furthermore, it coincides with raising more awareness. It is another method to pass on the same recognisable message and in addition, by using this medium one is able to use and recall this activity at any given time. Due to the availability of this promotion activity one increases the value proposition, which will contribute to raising more awareness.

4.3.3. Mach-Mit-Mobil

The Mach-Mit-Mobil is an independent project, which is part of Actiegroep Duits (Actiegroep Duits (V), 2015). The car visits different schools in the Netherlands. The drivers are mostly subject educationalists, which inform students in a creative manner about the subject German (Actiegroep Duits (V), 2015). Their aim is to create more interest for the German language, to teach students about the German culture and generate more awareness about the importance of German in their future career. In order to establish this, the subject educationalists organise different activities and games in cooperation with the teachers. This promotion activity is an example of direct marketing. The organisation targets a specific audience to pass on the message. One can tailor the message to the specific needs of the audience and evaluate the outcome. This promotion activity also contributes to raising awareness among the target audience, due to inviting people who relay the message and the car, which is coloured orange with the logo of Mach Mit! on it.

4.3.4. Jouw hit? Mach Mit!

Jouw hit? Mach Mit! is an initiative from the organisation to familiarise students with the German culture, especially German music. Students vote from five different numbers for their favourite

German song on the Facebook page of Mach Mit!. After the announcement of the winning song, teaching materials become available so teachers can dedicate one hour to analysing the song and creating a creative version of the song (Actiegroep Duits (VI), 2015). The new version can be posted on Facebook on the Day of the German Language. The class with the most creative video clip and the one with the most likes on Facebook will receive a prize (Actiegroep Duits (VI), 2015). The aim of this campaign is to raise more knowledge of German music and thereby of the German culture. Hereby, the organisation tries to generate more enthusiasm for the language so more students will acquire an affinity with Germany and hopefully choose to learn the language. This promotion activity is an example of sales promotion. The campaign is a short-term incentive to encourage the audience to use the given information. This promotion activity is an annually recurring activity, which develops awareness. This contributes to the objective of Mach Mit! because it consists of recognition and recall. One is able to remember this activity from previous years, which enhances the trust in relation to the organisation. This has a positive effect on the correlation of value propositions and awareness.

4.3.5. Mach-Mit-Packages

When a school participates in the Day of the German Language, it can order a Mach-Mit-Package. The package includes different gadgets, posters and information brochures about the Actiegroep Duits (Actiegroep Duits (VII), 2015). The aim of these packages is to give teachers a start up for the Day of the German Language. Therewith they can be used to develop further initiatives with students in order to cope with the German language in a different way, with the hope that students become more enthusiastic about Germany and the opportunities this country has for their future. This promotion activity is also an example of sales promotion. The packages are available for secondary schools several weeks before the Day of the German Language. Therefore, it is a short-term incentive to encourage the audience and to build a relationship with them. Building this relationship coincides with the trust the organisation wants to develop in order to raise more awareness. While the packages return yearly as a starting point of the Day of the German Language, the target audience recognises the promotion activity from previous years and remembers the usage of the product.

4.3.6. Student Ambassador

In 2014, Actiegroep Duits introduced a new initiative: the Student Ambassador program. These students have some affinity with Germany; they have studied the language, or took part in an exchange (Actiegroep Duits (VIII), 2015). The ambassadors visit secondary schools to inform these students about the possibilities with the German language. In an informative and interactive way students try to pass on their knowledge to students (Actiegroep Duits (VIII), 2015). The aim of this campaign is that peers explain the importance of Germany and the chances students will have in their future life by learning this language. A reason for giving Student Ambassadors this assignment is that

it is probable that the experiences of peers have more influences on secondary school student than their teachers would have. Furthermore, peers probably have more persuasive forces to pass on the knowledge. This promotion activity is an example of direct marketing. In that way Actiegroep Duits targeted a specific audience to transfer the message. One can easily respond to the audience and its specific needs to build a stronger relationship. Due to the fact that this promotion activity is new, one does not yet relate this promotion activity to the organisation. However, once this activity is better known, it can contribute to raising more awareness. The student ambassadors can transmit the message of the organisation, which develops recognition by the students. A peer will probably gain the trust of the audience faster.

4.3.7. Flyer Daarom Duits

With the flyer Daarom Duits the organisation tries to make the most important information about the reasons to learn the German language available for students, parents and teachers (Actiegroep Duits (IX), 2015). For each target group there is a specific leaflet. In this study the organisation focuses on the flyer for students. This flyer highlights the different relationships the Netherlands has with Germany. Furthermore, it explains the chances one could have if one opts for the German language (Actiegroep Duits (IX), 2015). The aim of this flyer is to present the ten most important reasons for students to master the language of our neighbouring country in one overview. The flyer is an example of public relations. Mach Mit! created three flyers all tailored to a different audience. It thus tries to promote the company and its activities in their entirety tailored to the specific target group. Moreover, it coincides with raising more awareness. It is another method to pass on the same recognisable message and also, by using this medium one is able to use and recall this activity at any given time. Due to the availability of this promotion activity one increases the value proposition, which will contribute to raising awareness.

In conclusion, the overall goal of the Actiegroep Duits and its campaign Mach Mit! is to create more awareness of the importance of the German language for the Netherlands. The campaign focuses on students because most Dutch people come into contact with the German language for the first time at secondary school. Therefore, Mach Mit! consists of various promotional activities such as advertising, sales promotion, direct marketing and public relations, including recognition and recall, in order to promote the language and to gain the trust of its target audience.

4.4. Business model Canvas

All the above-mentioned information is now compiled in one overview to show the current promotion plan of Actiegroep Duits. As mentioned earlier the business model Canvas is used to put together all the promotion elements in one overview with regard to the organisation. After analysing the promotional activities on the basis of the theory on promotion and an equivalent campaign, this business model will be redesigned to improve the promotion campaign of Actiegroep Duits.

Key Partners  1. Goethe Instituut 2. DNHK 3. German Embassy 4. Duitsland Instituut Amsterdam 5. Dutch Government 6. Businesses 7. High school teachers	Key Activities  To promote the German language in order to create more awareness the organisation: 1. Provides teaching materials 2. Organises events 3. Develops new promotion activities 4. Maintains its social media	Value Propositions  German is one of the most important languages to the Dutch but understood and recognised by few 1. More opportunities of the German language will be recognised and exploited. The organisation provides new materials, which give extra attention and gives the opportunity to teach the language in another way. 2. Better communication and connection between universities and businesses. The organisation gives the opportunity to bring professionals from the work-field in contact with students in order to give them impression of the importance of the language. 3. Students will be better informed about the opportunities with the German language due to the several promotion activities. Therefore they make better-informed decisions.	Customer Relationships  1. Provide training materials for students and teachers 2. Organise events for students 3. Invite stakeholders to events 4. Partners can be seen on the website	Customer Segments  1. High school students: Students do not choose to learn the German language. The image towards the language is "business-like". However they acknowledge the usefulness of the language in later stadiums of their lives. Therefore, Mach Mit! wants to create even more awareness of the importance and develop a better image towards the language by establishing promotion activities adjusted on the needs of the students. 2. Teachers The teachers are the main source to transfer the message of the organisation. Therefore, Mach Mit! supports them by providing teaching materials. 3. Children These are not the focus group. However, with games and stories the organisation tries to introduce the language to them.
Cost Structure  1. Creating promotion activities 2. Marketing to schools		Revenue Streams  Contract with the German government Each year the organisation has to develop a business plan in which it outlines its goals, its upcoming activities with a description of the execution to promote the German language in the Netherlands. Based on this, the German government decides whether they want to support the organisation financially.		

5. Case study – TechniekTalent.nu

In order to analyse the promotion activities of Mach Mit! this research compares the campaign of Actiegroep Duits with TechniekTalent.nu, in addition evaluating the campaign by the promotion theories. TechniekTalent.nu is a partnership of eight technical sectors commissioned by organisations of employers and employees (TechniekTalent.nu (II), 2013).

5.1. Structure of the organisation

TechniekTalent.nu represents 45,000 companies, consisting of approximately 900,000 technical employees, and educational and governmental institutions (TechniekTalent.nu (II), 2013). This partnership was launched in 2008 as a consequence of the year of the technology (de Koning, Gelderblom, Gravesteijn, Gielens, & Sewdas, 2010). Within the organisation eight different technical sectors are involved, commissioned by social partners. The technical sectors are mechanical and electrical engineering, metal engineering, installation technology, automotive, bodywork technology, insulation technology, gold- and silversmiths and process industry.

5.1.1. Key partners

The board consists of twelve volunteers representing the following companies and institutions: Koninklijke Metaalunie, FNV Bondgenoten, CNV Vakmensen, BOVAG, FME-CWM, Focwa, VIB, UNETO-VNI, OVP Opleidingsfonds, De Unie and VHP 2 (TechniekTalent.nu (II), 2013). The Koninklijke Metaalunie is the largest business organisation of SMEs in the field of metal. FNV Bondgenoten is a labour union for the sectors industry, services, transport and food. CNV Vakmensen is the largest union within the CNV and represents the interest of the employees in several sectors. BOVAG is a branch organisation within the mobility sector. FME-CWM is the business organisation in the field of the technological and industrial sector. Focwa is the Dutch union of entrepreneurs in the bodywork technology. VIB is a union, which is focussed on the insulation sector. UNETO-VNI is an organisation for contracting installing companies and technical retailers. OVP Opleidingsfonds is an organisation that supports companies in the vocational training of students. De Unie is a union that represents itself in the manufacturing, service and healthcare sector. VHP 2 is a trade union for secondary and higher educated personnel (TechniekTalent.nu (II), 2013). Nine employees work in the management of TechniekTalent.nu and have responsibility of their own organisation (TechniekTalent.nu (II), 2013). Together the board and the management team attempt to increase enthusiasm for technique in the Netherlands.

5.1.2. Cost structure and revenue streams

Thirty employees work full-time for the organisation TechniekTalent.nu. Moreover, due to large constituencies some others work on a part-time basis when it is needed (Meer, 2015). The organisation consists of the board as mentioned above. In addition, there is communication and marketing team,

which helps the three pillars: preliminary school, secondary school and vocational education and businesses. A programme development manager leads this together with a team of project managers (Meer, 2015). Furthermore, there is a regional infrastructural team that oversees the contact between schools and businesses (Meer, 2015). The employees, together with the promotional activities, the building, materials, regional infrastructure and research are costs of the organisation. These costs are paid by the organisation's budget, which is set every year (Meer, 2015). The money comes from the different partners. Each of these partners has an education fund from which a percentage goes to TechniekTalent.nu; the contribution to the budget depends on the size of the organisation (Meer, 2015). The current budget amounts six million euros and a bit less than 20% of it is spent on marketing and the promotion of technology in the Netherlands (Meer, 2015).

5.2. Objective of the organisation and value proposition

The main objective of TechniekTalent.nu is to gain more influx and secure (new) people in the technical sector because the Netherlands needs thousands of well-educated people in the technical sector (TechniekTalent.nu (II), 2013). This is only possible if more young people decide to start a career in this sector. Therefore, it is necessary that young people will gain a realistic image of their chances in the technical sector (TechniekTalent.nu (II), 2013). The technical sector is constantly innovating, which makes it important for the Dutch society and economy. Also, it offers many chances for students. Therefore, it is important that schools and businesses work more closely in order to give students the chance to discover how interesting technology could be (TechniekTalent.nu (II), 2013). In order to gain this desired response the organisation has to know the current position of its target audience. The current position was analysed on the basis of an image research of Erasmus School of Economics. According to this research it was only possible to interest 87% of the Dutch youth between twelve and fourteen in a technical future (de Koning, Gelderblom, Gravesteijn, Gielens, & Sewdas, 2010). Nevertheless, only 20% of them eventually chose a beta and technical future. Despite the fact that the students are generally not negative about technology and even think that it is important, they mostly do not associate themselves with a technical career (de Koning, Gelderblom, Gravesteijn, Gielens, & Sewdas, 2010).

TechniekTalent.nu provides promotional activities to exchange value in order to change the image towards technology. The organisation seeks for more opportunities to recognise and exploit the importance of the subject. In order to enable this, TechniekTalent.nu provides possibilities to work with technology in different way. Herewith, each target group has its own range of activities to create affinity with technology. Also, the organisation improves the communication between universities and businesses. TechniekTalent.nu gathers professionals from the work-field together with students to enthuse them about a career in the technology. In addition, due to all the different promotional

activities, the students will more likely be better informed about their opportunities within the technical sector, which will lead to better-informed decisions about their future education and career.

5.3. Key resources, customer relationship and channels

TechniekTalent.nu considers it essential that students choose a career that suits them, with a preference of a technical direction (TechniekTalent.nu (II), 2013). At the moment there is a shortage of good young technical personnel. Therefore, the organisation targets diverse audiences in order to achieve its goal. Currently, TechniekTalent.nu focuses on two main target groups: schools and businesses. The target audience of schools is further divided into smaller segments: primary schools, secondary schools, divided into *vmbo* and *havo/vwo*, vocational education and higher education. In addition, women are another special target group (TechniekTalent.nu (II), 2013). TechniekTalent.nu has developed a message, several promotional activities, and determined the communication source, based on what appeals the most to the specific target group. The organisation calls it “the new picture of technology” (TechniekTalent.nu (II), 2013). As the basis of the message and the communication channels, TechniekTalent.nu did extended research on how they could reach their target audience best to deliver quality promotional activities. In order to guarantee this quality, the organisation uses four pillars, extracted from scientific research: career oriented learning, diversity, beta mentality and the new picture of technology. These pillars are not able to represent the effectiveness of the organisation, however are the fundamentals for calculating them.

5.3.1. Message

The message TechniekTalent.nu wants to transmit depends on the target audience. The message is modified to each specific target group in order to achieve the communication objective and to exchange the most value. Therefore, the message for each audience will be outlined. The main message for primary schools is to create interest in technology (TechniekTalent.nu (I), 2015). Currently, technology is not a standard subject in primary schools. However, this is changing because of the increasing importance of technical education, as 95% of our world consists of technology. The organisation implements technical education together with the management of primary schools (TechniekTalent.nu (I), 2015). During secondary school, students have to choose in which direction they wish to go. Therefore, the organisation tries to generate a new image of technology in such a way that a student is able to identify him or herself with technology. TechniekTalent.nu uses “the new picture of technology” in order to accomplish this desired response (TechniekTalent.nu (I), 2015). The students of vocational education and higher education are approached totally different, since that those students already chose a technical education. However, the organisation brings these students together with businesses in order to expand technical talents (TechniekTalent.nu (I), 2015). This brings us to the last target group, businesses. TechniekTalent.nu supports businesses in obtaining and maintaining

young technical personnel (TechniekTalent.nu (I), 2015). In the various messages, the organisation makes a rational appeal by concentrating on the students' interest in order to generate the desired response. The structure used, is on the one hand to draw the conclusion, meaning TechniekTalent.nu advocates for the many opportunities of a technical career. On the other hand, it leaves the conclusion open by giving the students the chance to identify themselves with the part of the technology that interests them (TechniekTalent.nu (II), 2013).

5.3.2. Communication channels

Depending on the target audience, TechniekTalent.nu employs different communication channels. In order to transmit the message of the importance of good technical education and to make technology a standard subject in the curriculum on primary schools, the organisation provides the following communication channels. Firstly, it provides whitepapers, consisting of the reasons why technology is so important for the development of a child (TechniekTalent.nu (I), 2015). Secondly, technology coaches who support schools implementing technology in their curriculum (TechniekTalent.nu (I), 2015). Furthermore, technology scans, which is executed by the coaches in order to provide insights into the current state of the technical education of a particular school. In addition, the organisation offers a folder with teaching materials (TechniekTalent.nu (I), 2015). Finally, the technology trophy; this is a contest where primary schools teachers can present their technology projects. The school with the most creative idea wins a cheque of €3,500 (TechniekTalent.nu (I), 2015).

In order to change the image of technology in secondary schools, the organisation provides other communication channels. Firstly, technology ambassadors, these are vocational and higher education students who relate their experience with technology to inform and to enthuse secondary school students for an education and career in the technical sector (TechniekTalent.nu (I), 2015). Secondly, 'doe(n) wat je leuk vindt', is a brochure especially for young women in which female professionals share their experiences to make girls more curious about a technical career. This activity also involves the opportunity to "speed date" with these women to gain more information (TechniekTalent.nu (I), 2015). Thirdly, the Technasium award is a contest in which *havo* and *vwo* students compete to design a solution for a community problem. A comparable contest is also available for *vmbo* and *mbo* students called Vakkanjers (TechniekTalent.nu (I), 2015). Also, there is a contest in which *havo* and *vwo* students interview a professional with a technical background to let them create an image of the occupational field themselves (TechniekTalent.nu (I), 2015). Finally, the organisation provides presentations and workshops to inform and stimulate the students (TechniekTalent.nu (I), 2015).

TechniekTalent.nu provides workshops on how to communicate effectively with young adults for companies (TechniekTalent.nu (I), 2015). Moreover, a company is able to do two different scans, one

to check how female-friendly a company is and the other to give an indication of the efficiency of talent-maintenance in engineering, the risks and the opportunities (TechniekTalent.nu (I), 2015). Finally, Technet is a regional cooperation in which businesses and schools are brought together (TechniekTalent.nu (I), 2015).

5.3.3. Communication source

Teachers are the communication source for most of the promotional activities. Teaching materials, workshops, presentations and coaching are provided to teachers in order to transmit the message (TechniekTalent.nu (I), 2015). In addition, TechniekTalent.nu also uses students from vocational and higher education to share their experiences about technology to inform and enthuse students about a technical education and career (TechniekTalent.nu (I), 2015). Furthermore, professionals are deployed to bring students and businesses together to give students the opportunity to determine their own perception of technology (TechniekTalent.nu (I), 2015).

In conclusion, this promotional campaign is focused on the promotion of technology in the Netherlands. The main objective of TechniekTalent.nu is to gain more influx and secure (new) people in the technical sector. In order to achieve this the organisation targets diverse audiences with a focus on inclusiveness, meaning the involvement of as many target audiences as possible. Their main target groups are primary schools, secondary schools, vocational and higher educational institutions and businesses. These main groups are further divided into smaller segments: *vmbo*, *havo* and *vwo*. The message TechniekTalent.nu designs depend on the different targets group. The message is modified to every specific target group in order to accomplish the communication objective. Furthermore, the organisation also uses different communication channels depending on the audience. TechniekTalent.nu transmits the message through several sources, such as teachers, peers and business professionals.

5.2.4. Business model Canvas

All the above-mentioned information is now compiled in one overview to show the current promotion plan of TechniekTalent.nu. This business model is used to compare it with the one of Actiegroep Duits in order to help the organisation to redesign its model and to improve its current campaign.

Key Partners  1. Dutch government 2. Koninklijke metaalunie 3. FNV Bondgenoten 4. CNV vakmensen 5. FME 6. BOVAG 7. FOCWA 8. VIB 9. UNETO 10. OVP 11. De Unie 12. VHP	Key Activities  To promote technique in order to create more awareness the organisation: 1. Provides teaching materials 2. Organises events, presentations and workshop 3. Develops new promotion activities 4. Maintains its social media Key Resources  1. Teaching materials 2. Partnership stakeholders 3. Client schools 4. Database of participating schools	Value Propositions  Technology is needed but understood and recognised by few 1. More opportunities of technique will be recognised and exploited . The organisation provides possibilities to work with technology in another way, whereby every target group can create affinity with technique on their own way. 2. Better communication and connection between universities and businesses . The organisation gathers professionals and students to enthuse them about a technical career. 3. Students will be better informed about the opportunities with technology due to the several promotion activities. Therefore they make better-informed decisions .	Customer Relationships  1. Provide training materials for students and teachers 2. Organise events for students 3. Provide workshops for students, teachers and professionals 4. Invite stakeholders to events 5. Partners can be seen on the website Channels  1. Public Relations Presentations, whitepaper, flyer, brochure 2. Advertising Video on the website 3. Direct Marketing Technology coaches, technique scans, technology ambassador, speed dating with professionals 4. Sales Promotion Technique contests and workshops	Customer Segments  1. VMBO students The students have to decide on a young age, which career they want follow. Therefore, we have to bring them in contact with technology on a young age. 2. HAVO/VWO students The Netherlands is in great need of higher educated technicians. Therefore, the organisation wants to explore the opportunities of technology together with the students. 3. Primary school students The importance of technique is increasing. However, still unknown at primary schools. Therefore, the organisation wants to anchor technical education. 4. Vocational and higher education students Organisation wants to create the influx of new students and bring them together with businesses. 5. Businesses Help to obtain and maintain technical personnel.
Cost Structure  1. Creating promotion activities 2. Marketing to schools 3. Salaries		Revenue Streams  TechniekTalent.nu receives its funding from different partners. Each of these partners has an education fund from which a percentage goes to TechniekTalent.nu, depending on the size of the organisation they contribute to the budget. The current budget amounts six million euros and a bit less than twenty per cent of it is spent on marketing and the promotion of technology in the Netherlands		

6. Analysis

This chapter outlines the results and their analysis. The results of the interviews show how the promotional activities are perceived, and are integrated into this chapter so that they may be compared with the theory and case study to indicate how the activities could be most effective. Combining these three elements will lead to how Actiegroep Duits could improve its campaign. In order to generate a clear overview of the given results, the analysis is divided into the following subchapters: target audience, communication objective, message, communication channels and message source, all of which are based on the principles of marketing to create a promotion campaign.

In general, all three interviewed German teachers were pleased with all the different activities that Mach Mit! provides them. Christina Divendal from the Murmellius College of Alkmaar described the organisation as follows: “topical, activating, and generous” (Divendal, 2015). Mark van Hout from the Graaf Engelbrecht College of Breda defined Mach Mit! as “dynamic, young, and innovative” (Hout, 2015). Finally, Trudy Smit from the Don Bosco College of Volendam used the following keywords: “modern, popular, and effective” (Smit, 2015).

6.1. Target audience

The target audience of Mach Mit! are students from secondary schools in the Netherlands. In general, all three of the interviewees agree that the right audience is targeted with different promotional activities (Divendal, 2015) (Hout, 2015) (Smit, 2015). However, taking a closer look at the theory and case studies, Mach Mit! currently uses a differentiated target group, while not using different segments. Actiegroep Duits still focuses on the common need of the target group rather than their differences, which is characteristic for an undifferentiated target group. (Kotler, 2012). This is notable in the organisation because they tend to target students from secondary school. According to the theory, undifferentiated target marketing results in not being able to satisfy the target group concerned (Kotler, 2012). Therefore the theories suggest focusing on dividing the audience into smaller target groups and designing a different offer for each of them (Kotler, 2012). According to the theory, this is a more expensive method; however, it is one that will achieve the desired results (Kotler, 2012). Kotler and Andreasen add that marketers have to recognise that marketing practices for companies often do not apply to NPOs (Kotler & Andreasen, 2008). This is mainly due to the target markets to which they must appeal: customers, volunteers, and funders. These target groups are very different from each other and therefore have different responses to the marketing mix (Kotler & Andreasen, 2008).

Analysing the promotional campaign of TechniekTalent.nu, one can notice a method of differentiated targeting, including segmentation. The organisation targets diverse audiences focusing on the different needs of the group concerned (TechniekTalent.nu (II), 2013). Furthermore, it opts for inclusiveness, meaning involving as many target audiences as possible (TechniekTalent.nu (II), 2013). Apart from secondary school students, TalentTechniek.nu targets other groups, such as primary schools, students from vocational and higher education, and businesses. Moreover, the organisation divides secondary school further into *vmbo*, *havo/vwo* and they even have women as a special focus group (TechniekTalent.nu (II), 2013). However, it should be noted that Mach Mit! also has some promotional activities for primary school children, although this is not included in the research. With these different target groups, TechniekTalent.nu is able to focus on the specific needs of the different target audiences.

Christina Divendal indicated that the given examples in the video focus on the educational level of *vmbo*. According to Christina Divendal, the *havo* and especially the *vwo* students cannot all identify themselves in the video because *vmbo*, *havo* and *vwo* students will all choose different paths in the future (Divendal, 2015). Therefore, it would be wise to create different promotional activity offers, focusing on the specific needs of the target group concerned. In doing so, chances would be higher that the students could identify themselves with the information given (Kotler, 2012). However, the flyer targets multiple audiences. Currently, there are specified flyers for students, teachers, and parents. This is their only promotional action, and it also targets group other than students. Nevertheless, the interview comments were diverse concerning necessity and effectiveness. Christina Divendal and Trudy Smit did not consider a special flyer for teachers and parents to be necessary and effective (Divendal, 2015) (Smit, 2015). On the one hand, Trudy Smits commented that it never hurts to involve parents; nevertheless, students should be the main target audience (Smit, 2015). Mark van Hout, on the other hand, considered the parents to be an important target group, as they have a great deal of influence on the students (Hout, 2015).

This last comment relates to the theory that not only can the potential users be targeted, but also those with a lot of influence (Kotler, 2012). This is a good starting point for the possibility of broadening the target audience. However, Actiegroep Duits has to take into consideration how they should appeal to that target group and their financial possibilities.

First of all, parents have a lot of influence on their children and are usually involved in their children's decision-making process in order to help them analyse the different options and make decisions. However, chances are that parents are just as unaware of the importance of the German language as

their children. Therefore, it could be a new and interesting target audience, which has direct influences on the potential users.

Secondly, school deans are a target group with a lot of influence regarding the profile choices of the students, since they hold information evenings for parents and have personal meetings with students about their subject choices. Therefore, if a student intends to pursue a particular discipline for which learning German could be a great advantage, chances are that the dean could influence the student by explaining the opportunities German will offer in the future. The interviewees confirmed the importance of the deans (Divendal, 2015) (Hout, 2015) (Smit, 2015).

In addition, teachers themselves are one of the most influential target groups. They are mainly the ones who have to create enthusiasm for the language and inform the students about the importance of the language. Unfortunately, due to the shortage of influx of German teachers, most of the teachers are of a certain age and not in the best position to advocate for the language. Therefore, would be interesting for Actiegroep Duits to make the teachers a new target group and motivate them to create more awareness of the importance of the language.

Furthermore, businesses and other professionals could have an influence on students in secondary schools, vocational schools, and higher educational institutions. Bringing professionals from the field of work together with students will give the latter the opportunity to learn about the possibilities and opportunities stemming from learning German, so that they will be able to identify with the language. Techniek.Talent.nu also advocates for this and therefore targets businesses as a specific group (TechniekTalent.nu (II), 2013).

Finally, this leads to the last possible target group, those who currently use the language: the vocational and higher education students. These students could, on the one hand, influence the secondary school students by relating their experiences. On the other hand; they could be a new target group themselves on which Actiegroep Duits could focus. According to Mark van Hout, the current German studies curriculum is out-dated and has little focus on didactics and a great deal on literature (Hout, 2015). Furthermore, he noticed that a lot of students quit during their studies, which makes them another interesting target group for the organisation (Hout, 2015).

6.2. Communication objectives

The main objective of Mach Mit! is to create more awareness of the importance of the German language among the Dutch youth with the goal that more students will decide to study German during secondary school and continue to develop and use the language in daily life. In order to create this desired response, one first has to know the current position of the target group. Currently, the students

have “no connection” with Germany and the German language. They define the language as “non-exotic” and “business-like”. However, students acknowledged the language as useful for their future (Duitsland Instituut Amsterdam (II), 2010). The teachers stated that the objective of the organisation has been made very clear by the provision of various activities for teachers to promote the language during class and thus put the German language back on the map (Divendal, 2015) (Hout, 2015) (Smit, 2015). As mentioned earlier, awareness consists of recognition and recall, meaning one’s ability to confirm previous exposure and recall it from memory when given the product to use (Keller, 2013). Furthermore, Kotler explains that awareness is correlated to value proposition. Awareness is a collective phenomenon that takes time to create due to economic, functional, psychological and social risks. This means that the audience needs time to perceive the performance, its self-concept and social image to gain trust with the new product or service (Kotler, 2008).

Actiegroep Duits tries to accomplish its objective by employing various promotional activities. The Day of the German Language, an annually recurring event, contributes to consistency of recognition and recall. One is able to recognise this event from previous exposure and to remember it from memory. In relation to the value proposition of this recurring event, the organisation gives the target audience the opportunity to gain trust, which will also raise awareness. The same applies for Jouw hit? Mach Mit! and the Mach-Mit-Pakketten, which are all annual promotional activities. Furthermore, the Day of the German Language is a special day that dedicates extra attention to the importance of the language since businesses and the Dutch government are present at it and there are media reports on it.

In addition, video is a medium for passing on the same recognisable message; moreover, by using this medium, one is able to recall the activity at any given time after the event has passed. Due to the availability, value proposition is increased, which contributes to raising awareness. The same applies for the flyer.

The Mach-Mit-Mobil and Student Ambassador are other types of promotional activities, as they neither recur annually, nor are available at a fixed time. However, a school is able to invite the Mach-Mit-Mobil or the Student Ambassador to their school in order to transmit the message. Nevertheless, these promotional activities also contribute to raising awareness because external parties attend in order to evoke the objective of the organisation and a peer or an external party makes a stronger impression on the students.

The teachers agreed that promotional activities result in more attention to the importance of the language and will probably have a positive effect on creating greater awareness on the importance of

the language and, therefore, have a positive indirect effect on the increase in the number of exam candidates for the German subject (Divendal, 2015) (Hout, 2015) (Smit, 2015). Unfortunately, the teachers could not support this statement with measurements and it is thus based solely on personal experiences.

6.3. Message

As explained in a previous chapter, the message consists of content, structure, and format. The message content that Actiegroep Duits wishes to transmit is the importance of the German language for the students' future education, the job opportunities it opens up, its usefulness in daily life, and the pleasure of learning the language. According to the theory, the organisation tries to generate a rational appeal to cause the desired response. Techniek.Talent.nu also does this, however, it designs messages for every audience targeted instead of designing one general message. Therefore, the organisation is able to generate a more specific message that corresponds with the needs and lifestyle of specific groups (TechniekTalent.nu (II), 2013).

The structure of the message depends on whether one wants to draw a conclusion or leave it open for the audience, whether one wants to present the strongest arguments first or last, and whether one wants to present just the strengths or admit the shortcomings as well. The structure of Mach Mit!'s present message provides a conclusion and outlines the strengths of learning the German language. This can be explained by the fact that, in its activities, the organisation focuses on transmitting the message that German increases future opportunities. It gives students a direct argument for the message and describes only the beneficial parts of learning the language. However, the organisation could also have chosen a different approach, one that would leave the message open for the target audience to interpret and from which they could draw the required conclusion (Kotler, 2012). This is partly done by Techniek.Talent.nu, which gives the students the chance to identify themselves with the part of the technology that interests them (TechniekTalent.nu (II), 2013).

The format is tuned to the students using several communication channels, which will be explained in further detail in the next subchapter. The various promotional activities each transmit the message in their own way. During the Day of the German language the importance of the language for future education and job opportunities emerged. Furthermore, students experienced pleasure regarding the language (Divendal, 2015). Moreover, the usefulness of German was raised through personal interpretation by playing on topics such as tourism (Smit, 2015). The flyer is also clear and approachable, and it lists all of the various reasons why one should learn the language (Hout, 2015). The flyer is mostly used in combination with informational evenings for parents and personal meetings with the deans. The same goes for the video, as it explains the importance of the German

language (Divendal, 2015). The Mach-Mit-Mobil, is a standard promotional activity, which especially creates enthusiasm for and pleasure in the language (Divendal, 2015) (Hout, 2015). Jouw hit? Mach Mit! transmits the same message. The teachers did not notice an explanation for why one should learn German in the Mach-Mit-Packages; nevertheless, they used them in combination with other activities (Divendal, 2015) (Hout, 2015) (Smit, 2015). Unfortunately, none of the teachers had experience with the Student Ambassadors.

As mentioned above, the design of the messages of Techniek.Talent.nu are more focused on a specific target group than on a communication channel. This means that the main message for primary school children is not specifically directed at them, but rather at the management of primary schools in order to anchor technical education in the curriculum (TechniekTalent.nu (I), 2015). For secondary school students the organisation tries to create an image of technology with which each single student is able to identify him or herself, called “the new picture of technology”. They do this by focusing on the parts that the students are interested in (TechniekTalent.nu (I), 2015). For vocational and higher education students TechniekTalent.nu creates opportunities to bring students into contact with businesses, while at the same time helping businesses to obtain and maintain young technical personnel (TechniekTalent.nu (I), 2015). Here, one can see the differences in approaches to targeting the message between the two organisations. According to the theory, as mentioned earlier, an organisation that focuses on different target groups and designs a different message for each individual audience is more likely to generate more results (Kotler, 2012).

6.4. Communication channels

Mach Mit! chose several communication channels in order to send its messages and transmit its objective. As mentioned in the previous chapter, the organisation uses different types of promotion: public relations, advertising, direct marketing and sales promotion. These types of promotion all use their own channels; some of them are personal and some non-personal.

Starting with the personal channels, the Day of the German Language is a special event dedicated to raising more awareness of the importance of the German language. Teachers experienced this day as a good initiative and found it to be a good starting point for them to further promote their subject (Divendal, 2015) (Hout, 2015) (Smit, 2015). Students deal with the language in more enthusiastic way during this day. Furthermore, the event attracts a great deal of media attention, which results in extra interest (Divendal, 2015) (Hout, 2015) (Smit, 2015). As part of Mach-Mit-Mobil, an external party visits the school and organises a class. Christina Divendal and Mark van Hout were visited by Mach-Mit-Mobil and indicated that an external party delivering the message is an effective method. They assumed that people from outside the school could have more influence than themselves as teachers

(Divendal, 2015) (Hout, 2015), and the same goes for the Student Ambassador program. Despite the fact that no one invited the Student Ambassador, the teachers stated that peers could have a great influence on students, since they can identify with them (Divendal, 2015) (Hout, 2015) (Smit, 2015).

One of the non-personal communication channels Mach Mit! uses is video; however, all of them indicated that a video is a good method for transmitting the message. The video is probably more effective than a self-contained presentation (Divendal, 2015) (Hout, 2015) (Smit, 2015). Furthermore, the organisation uses a flyer to reach a large audience. Mark van Hout stated that it is always good to have a brochure, which outlines the most important information (Hout, 2015). The Jouw Hit?Mach Mit! uses music and social media as a channel. The teachers stated that music is also a good medium to attract students; it has a binding factor (Divendal, 2015) (Hout, 2015) (Smit, 2015). According to the teachers, the Mach-Mit-Packages are always used in combination with an assignment or activity. They experienced the packages as the basis for the Day of the German language (Divendal, 2015) (Hout, 2015) (Smit, 2015).

The same differential approaches between TechniekTalent.nu and Mach Mit! can be seen concerning communication channels. Mach Mit! did not use different communication channels for different target audiences because they have one broad target audience. TechniekTalent.nu uses different communication channels depending on the audience targeted. It should be noted that, some Mach Mit!'s promotional activities were not described because they were focused on primary school children and this study focus on secondary school students. TechniekTalent.nu also uses similar communication channels for different target groups. Therefore, one is not simply able to say that Mach Mit! does not apply different channels for different target groups and that TechniekTalent.nu uses different communication channels for each audience. Some communication channels are also the same for the two organisations: both organise contests and provide brochures, student ambassadors, teaching materials, and presentations given by external parties. However, TechniekTalent.nu also provides workshops for both primary and secondary school teachers in order to provide guidelines for promoting the subject (TechniekTalent.nu (I), 2015). Furthermore, the organisation gives secondary school and vocational and higher education students the opportunity to come into contact with businesses in order to allow them to identify themselves with the subject and its opportunities (TechniekTalent.nu (I), 2015). Finally, the organisation holds workshops for all the different target groups. The content of these workshops depends on the needs of the audience (TechniekTalent.nu (I), 2015).

6.5. Message source and stakeholders

In all the different promotional activities, the main message source is the teachers. The activities around the Day of the German language and the general program for the students depend on the enthusiasm of the teachers (Hout, 2015) (Smit, 2015). In other promotional activities, the organisation uses sources other than teachers to transmit the message. The Mach-Mit-Mobil uses external people to organise a class; in the case of the Student Ambassador, a student visits to inform the children about the importance of the German language.

Moreover, Mach Mit! also has sponsors and ambassadors who promote the initiative of the organisation. These are people from well-known companies, politicians and other famous people (Hout, 2015). TechniekTalent.nu uses the same people as a message source, with a main focus on teachers. However, within this organisation businesses have a larger role as a message source than at Mach Mit! This especially would provide opportunities for the organisation Actiegroep Duits. Deans and especially peer groups could be used more as sources of messages for secondary school students. These peers have a lot of influence on the students in sharing their experiences.

Stakeholders also have an important role within a non-profit organisation. As discussed in the literature study, a non-profit organisation appeals to both the customers they target as well as the funders. These target groups are very different from one another and therefore respond differently to a promotional plan (Kotler & Andreasen, 2008). TechniekTalent.nu uses its stakeholders to transmit the message in order to achieve its goal. As mentioned above Actiegroep Duits could use its stakeholder more to transmit the message of the organisation. Herewith, the organisation would immediately involve the stakeholders in the organisation's objectives and create a stronger voice aimed at its target audience.

7. Conclusion and recommendations

7.1. Conclusion

In conclusion, in order to improve the promotional campaign of Actiegroep Duits and increase awareness of the importance of the German language among the youth in the Netherlands, the main results of this study indicated that the organisation should broaden its target audience by segmenting it. As seen in the case study and backed by the theory, a promotional campaign is more likely to generate the desired response if differentiated target groups are targeted and further segmented. Moreover, it is important to design different offers and messages for these target groups through the communication channels that are best suited for them. However, one has to take the associated costs and workload it will require into account. Therefore, Actiegroep Duits has to design different business models for the different target groups in order to know on which target groups they should focus.

This conclusion was determined by outlining answers to the following sub-questions:

- 1) What are the theories on promotion?
- 2) Who is Actiegroep Duits?
- 3) What are the various promotional activities of Actiegroep Duits?
- 4) What are the promotional activities of an equivalent campaign?
- 5) How are the promotional activities perceived?
- 6) What will be a possible new market plan for one particular target group?

Promotion is one of the four Ps of the marketing mix and consists of several types and elements. Marketing is important to non-profit organisations as well as for profit organisations, especially targeting and segmenting the audience. Furthermore, the business model Canvas is a strategic management and entrepreneurial tool, allowing companies to describe, design, and invent its business model

The organisation Actiegroep Duits was launched in order to improve the poor image of the German language and to raise more awareness about its importance, starting with the campaign, Mach Mit!. The campaign focuses on students because it is at secondary school that most Dutch students come into contact with the German language for the first time. Therefore, Mach Mit! consists of several promotional types such as advertising, sales promotion, direct marketing and public relations, comprising recognition and recall in order to promote the language and gain the trust of its target audience. The promotional activities the organisation uses are: the Day of the German Language, the

video kies Duits op school, Mach-Mit-Mobil, Jouw hit? Mach Mit!, Mach-Mit-Packages, Student Ambassadors, and the flyer Daarom Duits.

To bring the perceptions of Actiegroep Duits into perspective, a case study was used to compare the campaign with an equivalent organisation, TechniekTalent.nu. TechniekTalent.nu was established to increase the influx of young technical personnel and to change the negative image of technology in the Netherlands. The campaign focuses on primary schools, secondary schools segmented into *vmbo*, *havo/vwo*, vocational and higher education institutions, and businesses. In order to accomplish its goal, TechniekTalent.nu uses several promotional activities specifically designed for their different target groups. The activities that the organisation uses are, for example: coaches, workshops, competitions, ambassadors, events, and presentations.

After researching the promotional activities of Actiegroep Duits the following perceptions could be highlighted. First, the organisation was described by the words: topical, activating, generous, dynamic, young, innovative, modern, popular, and effective. Second, the target group was perceived as the right target group because secondary school students are generally the ones who first come into contact with the German language. However, it was perceived as too large a target group leading to individual differences not always being taken into account. This goes hand-in-hand with the message that Actiegroep Duits provides for its target group. Communication channels were also well perceived. However, more variety and continuity of the promotional activities is necessary. Finally, it is recommended that they use the proper message source.

As a result of the analysis, comparing the campaign of Actiegroep Duits with that of TechniekTalent.nu and taking the theories on promotion into consideration, Actiegroep Duits should compile different business models for its target groups. After compiling these business models, the organisation can then determine on which target group to focus first by taking the financial resources and the amount of employees available into consideration. In this study, one new possible target group was assessed, including a business model that was modified to the group targeted.

7.2. Recommendations

The following recommendations are made for the organisation Actiegroep Duits in order to improve its promotional campaign, Mach Mit!, and to create more awareness of the importance of the German language among the youth in the Netherlands. The recommendations take the internal analysis of Actiegroep Duits into account.

7.2.1. Target audience

The first recommendation relates to the target audience opportunities. Currently, Mach Mit! focuses on one large target group, secondary school students. However, as seen in the campaign of TechniekTalent.nu and as recommended by the theory, more results would be generated if the organisation broadened its target group and divided them into smaller segments (Kotler, 2012). Thereby, the specific target group would be more likely to identify itself with the transmitted message, which would have a positive effect on the desired objective. The current target group is secondary school students. However, this research recommends that the organisation divide this target group into *vmbo* and *havo/vwo* students. The future perspectives of these students are so different that all of the students could not identify themselves with the same message, as confirmed by one of the teachers regarding the video (Divendal, 2015). The video tends to focus on *vmbo* students, which makes it hard for *havo/vwo* students to relate to. Therefore, the advice is to provide teaching materials, workshops, presentations, and content focused on the needs and lifestyles of the group targeted and provide these materials before subject choices are made.

Furthermore, new target groups could be targeted in order to raise awareness of the importance of the German language. First of all, parents should be targeted because of the influence they have on their children (Hout, 2015). They help their children decide which subjects and studies to pursue. Unfortunately, parents are often not aware of the importance of the language and therefore Mach Mit! has the opportunity to better inform parents on this issue. Presenting the organisation during education fairs is advisable in order to have personal conversations with both parents and students. Furthermore, it is important to provide materials to schools for parents, so that when parents are informed of the profile choices of their children, the school will be able to hand these out.

Secondly, the school dean has a key role in the composition of subject choices for the students, since he or she gives presentations to parents and has individual meetings with students about their choices (Divendal, 2015) (Hout, 2015) (Smit, 2015). If a student intends to pursue a particular discipline for which learning German could be a great advantage, chances are that the school dean could influence the student by explaining the opportunities that German presents compared to other subjects. Therefore, Mach Mit! could provide workshops or gatherings and materials to school deans. These workshops or gatherings should be held before meetings with the students begin in order to achieve the most results. In addition, the teachers themselves are an influential new target group. As indicated by the interviewees, teachers are the ones who are mainly responsible for creating enthusiasm for the subject. However, due to the shortage of influx of German teachers, a lot of them are conservative in their teaching methods and do not effectively advocate for the language. Therefore, Mach Mit! could

provide support to teachers in the form of workshops or coaches in order to help them by giving guidelines to make classes less conservative. These workshops and coaching courses could be held throughout the country in order to reach as many teachers as possible.

Furthermore, businesses and other professionals are a new target group that could be targeted. These people experience first-hand the importance of the German language and are most in need of young people who can speak the language. Therefore, bringing professionals together with both secondary schools as well as with vocational and higher education students would give students the opportunity to experience the possibilities available through learning the language. Introducing a platform or organising a college tour can generate this opportunity. In addition, take into consideration that for example the college tour before subject choices have been made could generate this opportunity.

This leads to the last possible target group: vocational and higher education students (Hout, 2015). These students could, on the one hand, contribute to the promotion of the language to secondary students. On the other hand, students who study economics or international studies could themselves be better informed, of the opportunities they would create for themselves if they were to learn German. Therefore, Mach Mit! could present at education fairs and collaborate with these students to give them guidelines and promote the German language. Moreover, there is a shortage of German teachers, which makes students who study German an especially interesting target group. Mach Mit! has the opportunity to advocate for the language and its students and should since, currently, a lot of students quit during their studies due to the out-dated nature of the program.

7.2.2. Communication objective

Secondly, the organisation could focus more on the fact that English alone is not enough as a second language (Hout, 2015) (Smit, 2015). At the moment, students have the attitude that English is the only language they need to speak in order to communicate with people from other countries (Smit, 2015). However, Mark van Hout pointed out that Siemens once said: “everybody can buy something in English, but in order to sell something one needs to speak German” (Hout, 2015). The organisation has the opportunity to change student’s current attitude by giving more concrete examples of the necessity of speaking German (Divendal, 2015). Furthermore, the teachers agreed on the fact that the promotional activities bring about more attention, will probably have a positive effect on creating greater awareness of the importance of the language, and therefore have an indirect effect on the increase in the number of examinees for the subject (Divendal, 2015) (Hout, 2015) (Smit, 2015). Unfortunately, the teachers could not prove this statement with explicit measurements and so it is based on personal experiences. Therefore, new research should be conducted that focuses on measuring the effect of the promotional activities, both in the short and long term.

7.2.3. Message

Thirdly, the message given by Mach Mit! is clear; however, the organisation transmits the same message using different communication channels. To generate the desired response seen in the campaign of TechniekTalent.nu and explained in the theory, it is recommended that the company design different messages corresponding to the needs and lifestyles of the target audience since currently, not all students relate to the messages. Mach Mit! could implement this first by finding out what the most important objectives of each group targeted are and then by designing a matching message. Moreover, one could add more concrete examples regarding all educational levels (Divendal, 2015) (Smit, 2015). Concrete examples make it more real for students and they can therefore better identify themselves with the examples.

Furthermore, the organisation should send the message at the right moment (Hout, 2015). Currently, the Day of the German language falls before the spring holiday; students are busy with the holiday and their upcoming exams. The teachers suggested hosting the event earlier in the year before the subject choices need to be made (Hout, 2015) (Smit, 2015). Providing activities earlier in the year also applies to new activities, such as the suggested college tour, workshops and coaching courses. Moreover, the promotional activities are now concentrated around the Day of the German language, which creates a lot of interest around on that day. However, during the rest of the year there are not many activities. Therefore, the company should promote more structured material throughout the year (Hout, 2015) (Smit, 2015), by providing monthly or quarterly material in the form of teaching materials or videos.

Also, despite the economic intertwinement of Germany and the Netherlands, it is suggested that the focus be on cultural aspects in future campaigns (Divendal, 2015) (Hout, 2015) (Smit, 2015). Due to the current disinterest regarding economics and politics at secondary school, one should trigger students by highlighting cultural similarities and differences and, from that angle, explore economic and political aspects in more depth. Promotional activities with a focus on cultural aspects and the organisation of an event that brings German and Dutch students together could affect this (Smit, 2015).

7.2.4. Communication channels

Fourthly, despite the fact that the teachers think that music is an interesting medium to use to transmit the message, Jouw Hit? Mach Mit! becomes a bit predictable; therefore it is suggested that a different action be taken (Divendal, 2015) (Hout, 2015) (Smit, 2015). Furthermore, Jouw Hit? Mach Mit! requires a lot of time. Not everybody was able to take part and it was therefore proposed to add a smaller assignment than the old one (Divendal, 2015) (Smit, 2015). Video is a good medium, according to the teachers. Therefore the suggestion was made to provide more videos during the year, for example once

a month, to promote the German language from different angles tailored to the different educational levels (Hout, 2015).

Moreover, Trudy Smit proposed a game that could be played more than once, for example, a card game using a deck of language cards (Smit, 2015). The previously mentioned college tour, including interesting speakers from well-known companies, politicians, and other famous people is another suggestion. These people could relate their experiences and knowledge of the German language, and students could ask questions and get a more concrete idea of the importance of the language (Hout, 2015).

Furthermore, the small gadgets included in the Mach-Mit-Packages are more popular than the bigger ones, such as water bottles, glasses and bicycle bells. The teachers proposed that more small gadgets should be added, such as posters, pens, USB-sticks, stickers, key rings, badges and balloons (Divendal, 2015) (Hout, 2015) (Smit, 2015).

Also, the organisation could use social media more frequently with regard to the age of the target group (Smit, 2015), by, for example, posting promotional videos that were suggested earlier. In addition, the organisation TechniekTalent.nu also uses channels that could be of interest for Mach Mit! as it provides workshops for both primary and secondary school teachers in order to give guidelines for promoting the subject (TechniekTalent.nu (I), 2015).

Finally, TechniekTalent.nu gives secondary school and vocational and higher education students the opportunity to be in contact with businesses in order to encourage them to identify themselves with the subject and its opportunities (TechniekTalent.nu (I), 2015; TechniekTalent.nu (II), 2013).

7.2.5. Message source

The foremost message source has been found to be the teachers. These are the people who have the main opportunity to create more awareness among students and raise their enthusiasm about the German language. However, businesses could take on a greater role as a message source in order to transmit the message, for they are the ones in need of German-speaking youth. Professionals have an influential role and could explain the necessity of the German language in business, and are therefore a good source that Mach Mit! could deploy. Furthermore, school deans and student peers could have a greater role as sources, especially the latter for secondary school students. Other students have a lot of influence, as students can identify with them.

7.2.6. Additional

This study analysed promotional activities based on desk research and in-depth interviews. Using only interviews, the effectiveness of the campaign could not be measured; however, the perceptions of the teachers based on the case study and the theory were measured. Therefore, it would be advisable to carry out more extensive research on the effectiveness of the campaign, both among students and teachers.

In conclusion, there are several opportunities for Actiegroep Duits to improve their campaign and accomplish the organisation's objective of changing the image of the German language among Dutch students. However, all of these changes have costs. The organisation depends on a yearly budget provided by the German government, in order to promote German. Even though the whole budget is spent on marketing and promotional activities, it is not enough to implement all of the given recommendations. Furthermore, Actiegroep Duits needs to take into consideration how many promotional activities they can offer. Due to the number of employees, the organisation is also more limited than TechniekTalent.nu as less people actively work for the organisation. Therefore, Actiegroep Duits will have to develop a business model for each target group and decide which recommendations it wants to implement to achieve its goal. As an example this study provided, the organisation with the business model Canvas for *havo/vwo* students. The reason for providing this example is that the interviews indicated that most promotional activities are targeted at *vmbo* students.

7.2.7. New market plan for one possible target group

Customer segments

The customer segment of this business model is *havo/vwo* students. These students will most likely go to a university after graduating from their secondary school. Since studying has become more expensive in the Netherlands, many students look for opportunities across the border, where costs are significantly lower. Furthermore, chances are that these students will enter into management positions in organisations that have contacts with German companies on a regular basis. Therefore, it would be useful for them to come into contact with these organisations to get better insight into what the available opportunities are for those with a German language background.

Value proposition

For many *havo/vwo* students it is still unclear what opportunities are opened up through taking German. Therefore, Actiegroep Duits wants to exchange this value. The organisation has to create opportunities for students to teach them more about the possibilities available through studying in Germany. As mentioned above, the increasing costs in the Netherlands make it enticing for Dutch students to look to their neighbouring country for education. Besides fewer costs, it also increases their

opportunities for a future job. Mastering a language is always a great advantage and increases one's career possibilities. Therefore, Actiegroep Duits could also provide students with better knowhow regarding the chances of a future job if one learns German, including making clear for which jobs the language is useful or important. Thus, a student could make better-informed decisions about their study and future career. Furthermore, due to the current negative image of the German language, the organisation should give the students a better understanding of German culture and language and highlight the joy of learning the language.

Channels

To impart this value, Actiegroep Duits could use several channels. In order to reach the havo/vwo students, the organisation needs to adapt their channels to the target group. This study recommends providing existing channels, such as the Day of the German language, flyer, video, the Mach-Mit-Mobil, and the Student Ambassador program. However, new possibilities are also suggested, such as a college tour during which business professionals, ministers, and students from universities talk about their experiences using the German language in their career and why they chose to study it. Furthermore, it would be interesting to provide workshops and presentations about topics that interest the students. Their teachers, however, as well as professionals or peers, could give these workshops and presentations.

Customer relationship

The study suggests that tailored teaching materials be provided to this customer segmentation. It also recommends organising workshops, presentations, and a college tour focused on topics that are related to the target group. In addition, it is important to maintain contacts with universities and business in order to ask them to give presentations about their experiences using the German language, in order to let students identify themselves on the opportunities of the language.

Revenue streams

Actiegroep Duits receives its funding from the German government. Its budget is not publicly known; however, it is important for Actiegroep Duits to take their financial situation into consideration when providing and developing activities.

Key resources

The main resources Actiegroep Duits will use for this customer segment will be teaching materials and workshops. Moreover, partnerships will be entered into with businesses and universities in order to organise presentations and a college tour. Spreading knowledge about the opportunities that the German language provides is also important. Furthermore, social media and the internet are important sources of which they can make great use.

Key activities

In order to promote the German language and to raise more awareness about it among the *havo/vwo* students, Actiegroep Duits could provide several activities. Actiegroep Duits needs to continue developing activities that reach out to its target audience. In addition, the organisation has to maintain its social media profile, as this is one of the strongest channels through which to come into contact with the target group. Finally, Actiegroep Duits needs to maintain and develop contacts with businesses and universities to provide several promotional activities.

Key partnerships

The Goethe Instituut, DNHK and Duitsland Instituut Amsterdam are the co-founders of Actiegroep Duits. These organisations are also the ones that need to develop contacts with businesses and universities. This brings us next to partners, universities and businesses. These organisations can give presentations and attend college tours to give more insight into the opportunities for studying the language and the students' future career options. Furthermore, secondary schools teachers are one of the most important partners because they are the ones who provide the materials to the students and schedule their activities.

Cost structure

The budget Actiegroep Duits receives is reserved for creating promotional activities and marketing to schools. However, if the organisation would follow this study's recommendations and includes more customer segments, it would be advisable for them to compile a different cost structure for each customer segment.

Business model Canvas havo/vwo students

All of the above-mentioned information is now compiled in the overview of the business model Canvas. This model provides Actiegroep Duits with an example of how to compile target group specific models in order to improve its campaign Mach Mit! and to come a step closer to achieving its goal

Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 
1. Goethe Instituut Organisation Actiegroep Duits and maintains and develops contacts with businesses and universities. 2. DNHK Organisation Actiegroep Duits and maintains and develops contacts with businesses. 4. Duitsland Instituut Amsterdam Organisation Actiegroep Duits and maintains and develops contacts with businesses and universities. 5. Universities Gives presentation or attend college tour, giving more insight on the possibilities to study in Germany or to study the language. 6. Businesses Gives presentation or attend college tour, giving more insight on opportunities for the students' future career 7. High school teachers Provides materials to students and schedules events and activities.	To promote the German language in order to create more awareness, the organisation: 1. Provides teaching materials 2. Organises workshops / college tour / presentations 3. Develops new promotion activities 4. Maintains social media 5. Maintains and creates contacts with businesses and universities Key Resources  1. Teaching materials / workshops 2. Partnership with businesses and universities in order to organise presentations and to a college tour 3. Knowledge of the opportunities of the German language 4. Social Media / Internet	German is one of the most important languages to the Dutch but understood and recognised by few 1. It creates opportunities to learn more about the possibilities to study in Germany. Due to that studying in the Netherlands becomes more expensive and the costs in Germany are significant lower. 2. Better knowhow of the chances of a future job when one learns German and to what kind of jobs the language is useful/important. Herewith, a student makes better-informed decisions what study to choose. 3. Better understanding of the German culture and language and the joy of it. The image towards the language needs to change, this could best be done by giving them more knowledge about the country and comparing it with the Netherlands.	1. Provide tailored teaching materials 2. Organise workshops/presentations / a college tour focused on topics that are related to the target group. 3. Contact with universities and businesses to let the students identify themselves with the opportunities of the language by the presentations provided. Channels  1. Public Relations Day of the German language, Flyer, College tour, 2. Advertising Video kies Duits op school 3. Direct Marketing Mach-Mit-Mobil, Student ambassador 4. Sales Promotion Workshops, Presentations of peers or organisations	HAVO/VWO students The customer segment is havo/vwo students. These students will after secondary school go to the university to study. This becomes more expensive in the Netherlands and therefore it is interesting to hand over the possibilities in Germany. Furthermore, they will probably the ones in companies who will have a management function. New business development could be one of their tasks and if so they are most likely to come in contact with their neighbouring country, Germany. It is therefore interesting to them to come in contact on early stage with businesses and universities in order to identify themselves with the opportunities of the language.
Cost Structure  1. Creating promotion activities 2. Marketing to schools	Revenue Streams  Contract with the German government Each year the organisation has to develop a business plan in which it outlines its goals, its upcoming activities with a description of the execution to promote the German language in the Netherlands. Based on this, the German government decides whether they want to support the organisation financially.			

8. Discussion

This research evaluated the effectiveness of the campaign Mach Mit! performed by the Actiegroep Duits in order to create more awareness of the importance of the German language in the Netherlands. However, in order to improve understanding among Dutch citizens, one must take more factors into consideration than the one presented in this research. Therefore, in this discussion the influential factors will be considered in order to provide more suggestions for future research.

First of all, this research was based on perceptions with the aim of fostering more awareness of the importance of the German language among the youth in the Netherlands. During the interviews the teachers could only give personal evaluation of whether the promotional activities make a positive contribution towards creating more awareness and having a positive indirect effect on the increase in the number of German language examinees. The teachers were not able to prove this statement with measurements. Therefore, this research was not able to define the effect of the promotional activities of Mach Mit!. This provides the opportunity for further research that can measure the effect of the campaign, both in the short run and long term.

The second influential factor is the general situation of foreign languages in the Netherlands. This research was focused on the situation of the German language. It describes the developments and the current image of the German language in the Netherlands. However, it would be interesting to research the overall situation of foreign languages. For the purposes of this study, this research compared the German and French languages a couple of times and it was evident that both languages have undergone similar negative developments. These comparisons indicate not only a scarcity of awareness of the importance of the German language, but also a general scarcity of awareness of the importance of foreign languages in the Netherlands. Therefore, further studies could research the general situation of foreign languages and the possibilities of promoting the importance of learning another foreign language besides English in the Netherlands.

Another factor one has to take into consideration is the target group. In this research the target group was secondary school students, as secondary school is when students come into contact with learning German for the first time. However, if a secondary school student decides to choose German as part of her profile, it is not certain that this student will continue to learn the language after secondary school. Therefore, the education needed in order to become a German teacher and the target group concerned have to be taken into consideration as well. In this research no part was dedicated to this target group.

However, during the interviews one of the interviewees pointed out the fact that teacher trainings are out-dated and that some students decide to stop during the course of their study. Moreover, a shortage of German teachers was detected and this is becoming a more serious problem every year. Currently, a shortage of three to four per cent has been identified. This affects the secondary school students again, which tends to result in a negative vicious circle. The German teachers are the ones who motivate and make secondary students enthusiastic towards the language; therefore the promotion of the German language has to go beyond the current targeted group. Since the target group of teachers in training are left out of this research and have an important role in raising awareness of the importance of the German language in the Netherlands, it would be an interesting subject for further studies.

The last influential factor concerns the macroeconomic environment. Foreign languages are very important to the Netherlands, especially for the field of economics and trade. The Netherlands depends on several foreign languages being spoken in order to export and import its goods and services. It is therefore important that the Dutch government encourage its citizens to learn more foreign languages besides English. However, it is remarkable that within the profile of economics and society at *havo* secondary schools, it is not compulsory to study a second foreign language. Students can circumvent a second language in a profile that prepares one for a future study and possible job in an environment in which foreign languages knowledge is one of the most important elements. In addition, the profile of economics and society is the most popular profile in the Netherlands (Ministerie van Onderwijs, Cultuur en Wetenschap, 2013) and adding a non-English language requirement to it would be a simple means of keeping more students in longer contact with the study of foreign languages. Since this change is dependent on the Dutch government and new legislation, it would be interesting to research in further studies the objectives of the government regarding current legislation and the possibilities of new legislative changes that promote foreign languages in the Netherlands.

In conclusion, this research is a starting point with regard to the promotion of foreign languages in the Netherlands. It is evident that the Dutch business environment depends on speaking foreign languages. Therefore, it is concerning to note the current tendency with regard to the situation of foreign language education in the Netherlands. This research focused on the German language since Germany is the Netherlands' foremost trading partner. However, it is important to note that this tendency not only concerns the German language, but also the French language. Further, the target group of this research was secondary school students; however, the teachers in training also play an important role in creating more awareness of the German language and are a new target group on which companies could focus. In addition, new legislation is a subject that was not covered during this research and

could be in future studies. It is a component in this field that could have significant influence on foreign language education in the Netherlands.

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10. Appendices

10.1. Topic list

10.1.1 Topic list interview German teachers

Characteristic	Dimensions	Possible Sub dimensions	Indicators
Perceptions How can Actiegroep Duits improve their campaign Mach Mit in order to raise awareness of the importance of the German language among the youth in the Netherlands?"	Economics Politics Culture & Education	Day of the German language	Future education Future Job Usefulness daily life Pleasure Special attention
	Economics Politics Culture & Education	Video choose German on school	Future education Future Job Usefulness daily life Pleasure New angle
	Economics Politics Culture & Education	Mach-Mit-Mobil	Future education Future Job Usefulness daily life Pleasure Influence external party
	Economics Politics Culture & Education	Your Hit? Mach Mit!	Knowledge German culture Enthusiasm Pleasure
	Economics Politics Culture & Education	Mach-Mit-Packages	Basis Future education Future Job Usefulness daily life Pleasure
	Economics Politics Culture & Education	Student Ambassador	Influence of peers Future education Future Job Usefulness daily life Pleasure
	Economics Politics Culture & Education	Flyer Reasons German	Teachers Parents Future education Future Job Usefulness daily life Pleasure

10.1.2. Topic list interview Actiegroep Duits

Characteristic	Dimensions	Possible Sub dimensions	Indicators
How is Actiegroep Duits organised?	Internal analysis	Structure of the organisation	Key partners - employees Customer relationship Cost structure Revenue stream
	Internal analysis	Objective of the organisation	Key activities Value proposition Evaluation of success organisation Strengths/weaknesses
	Internal analysis	Communication of the organisation	Channels Customer Segments

10.1.3. Topic list interview TechniekTalent.nu

Characteristic	Dimensions	Possible Sub dimensions	Indicators
How is TechniekTalent.nu organised?	Internal analysis	Structure of the organisation	Key partners - employees Customer relationship Cost structure Revenue stream
	Internal analysis	Objective of the organisation	Key activities Value proposition Evaluation of success organisation Strengths/weaknesses
	Internal analysis	Communication of the organisation	Channels Customer Segments

Note: The majority of the indicators are already included in the internal analysis, because this was available on their websites.

10.2. Interview

10.2.1. Interview German teachers

Algemeen:

- 1) Hoe lang bent u al docent Duits?
 - > Zijn het aantal examenkandidaten Duits op uw school gestegen?
 - > Hoe komt dat denk u?
- 2) Vindt u dat er voldoende aandacht in het onderwijs wordt besteed aan het belang van de Duitse taal?
 - > Vindt ervoor het vak Frans een dezelfde tendens plaats?
- 3) Wat heeft u al zoal ter promotie van uw vak gedaan?
- 4) Hoe bent u bekend geworden met de organisatie Mach Mit?
 - > via internet / nieuws/ persoon / andere
- 5) Waarom heeft u besloten mee te doen met de campagnes van Mach Mit?
 - > testen / lesmateriaal en met welke heeft u meegedaan?
- 6) Hoe lang doet u al mee met de campagnes?
- 7) Kunt u in drie steekwoorden geven als u denkt aan de organisatie Mach Mit?
- 8) Bereikt de organisatie de juiste doelgroep?

Maakt u gebruik van de volgende promotie activiteiten?

Dag van de Duitse taal

- 1) Wat is uw algemene indruk van de Dag van de Duitse taal?
- 2) Waarvoor denkt u dat deze dag bedoeld is?
 - > Toekomst kansen voor de scholier educatie
 - > Toekomst kansen voor de scholier werk
 - > Gebruik voor het dagelijks leven
 - > Plezier in de taal
 - > Speciale aandacht aan de taal
- > Juiste doelgroep?
- 3) Welke manier?
 - > Hoe gaan jullie daar mee om? Hoe gebruiken jullie het?
- 4) Welke effecten?
- 5) Hoe zou het nog anders kunnen?

Video

- 1) Wat is uw algemene indruk van de video?
- 2) Waarvoor denkt u dat deze dag bedoeld is?
 - > Toekomst kansen voor de scholier educatie
 - > Toekomst kansen voor de scholier werk
 - > Gebruik voor het dagelijks leven
 - > Plezier in de taal
 - > Nieuwe manier van presenteren
- > Juiste doelgroep?
- 3) Welke manier?
 - > Is het de juiste vorm? Hoe gebruiken jullie het?
- 4) Welke effecten?
- 5) Hoe zou het nog anders kunnen?

Mach-Mit-Mobil

- 1) Wat is uw algemene indruk van de Dag van de Duitse taal?
- 2) Waarvoor denkt u dat deze dag bedoeld is?
 - > Toekomst kansen voor de scholier educatie
 - > Toekomst kansen voor de scholier werk
 - > Gebruik voor het dagelijks leven
 - > Plezier in de taal
 - > Invloed van externe partij
- > Juiste doelgroep?
- 3) Welke manier?
 - > Hoe gaan jullie daar mee om? Hoe gebruiken jullie het?
- 4) Welke effecten?
- 5) Hoe zou het nog anders kunnen?

Jouw Hit? Mach Mit!

- 1) Wat is uw algemene indruk van de Dag van de Duitse taal?
- 2) Waarvoor denkt u dat deze dag bedoeld is?
 - > Kennis Duitse cultuur
 - > Enthousiasme
 - > Plezier in de taal
- > Juiste doelgroep?

3) Welke manier?

> Hoe gaan jullie daar mee om? Hoe gebruiken jullie het?

4) Welke effecten?

5) Hoe zou het nog anders kunnen?

Mach-Mit-Pakketten

1) Wat is uw algemene indruk van de Dag van de Duitse taal?

2) Waarvoor denkt u dat deze dag bedoeld is?

> Toekomst kansen voor de scholier educatie

> Toekomst kansen voor de scholier werk

> Gebruik voor het dagelijks leven

> Plezier in de taal

> Basis

> Juiste doelgroep?

3) Welke manier?

> Hoe gaan jullie daar mee om? Hoe gebruiken jullie het?

4) Welke effecten?

5) Hoe zou het nog anders kunnen?

Studentenambassadeur

1) Wat is uw algemene indruk van de Dag van de Duitse taal?

2) Waarvoor denkt u dat deze dag bedoeld is?

> Toekomst kansen voor de scholier educatie

> Toekomst kansen voor de scholier werk

> Gebruik voor het dagelijks leven

> Plezier in de taal

> Invloed leeftijdsgenoten

> Juiste doelgroep?

3) Welke manier?

> Hoe gaan jullie daar mee om? Hoe gebruiken jullie het?

4) Welke effecten?

5) Hoe zou het nog anders kunnen?

Flyer Daarom Duits

1) Wat is uw algemene indruk van de Dag van de Duitse taal?

2) Waarvoor denkt u dat deze dag bedoeld is?

- > Toekomst kansen voor de scholier educatie
- > Toekomst kansen voor de scholier werk
- > Gebruik voor het dagelijks leven
- > Plezier in de taal

> Juiste doelgroep?

- > ouders / docenten / scholieren

3) Welke manier?

- > Hoe gaan jullie daar mee om? Hoe gebruiken jullie het?

4) Welke effecten?

5) Hoe zou het nog anders kunnen?

Toekomst:

1) Denkt u dat het aantal examenkandidaten Duits in de toekomst zal stijgen of dalen?

- > Zo ja waarom? En zouden de campagnes daaraan kunnen hebben bijgedragen?
- > Op welke manier?

2) Zou er naar uw mening in de toekomstige campagnes meer aandacht gelegd moeten worden op het economische, politieke of het culturele en educatieve belang van de taal? En waarom? En welke promotie actie zou daarvoor gebruikt moeten worden?

> Actievere rol overheid/bedrijfsleven

3) Zou er meer promotie materiaal ontwikkeld moeten worden speciaal voor ouders en leraren?

- > Waarom wel / Waarom niet?

4) Hoe kan Mach Mit! u nog verder helpen bij het promoten van de Duitse taal?

10.2.2. Interview Actiegroep Duits

Structure of the organisation:

1) Hoeveel medewerkers zijn er actief voor de organisatie?

2) Wat zijn de verschillende functies van de medewerkers?

3) Hoeveel uur per week/maand werken ze voor de organisatie?

4) Wat is de invloed van de verschillende stakeholders?

5) Wat betekent de invloed van de Duitse regering?

6) Wat is de rol van de Nederlandse overheid in deze organisatie?

7) Eerder aangegeven is dat de Duitse regering het initiatief ondersteund, echter kunt u mij een inzicht geven hoeveel besteed wordt (percentage) aan marketing en het promoten van het doel?

8) Wat zijn de grootste organisatorische kosten posten van de organisatie?

Objective of the organisation and value proposition:

- 1) Wat zijn de sterkte en zwakte punten van de organisatie?
- 2) Hoe laat de organisatie zien dat de actie iets oplevert aan de Nederlandse en Duitse regering?

10.2.3. Interview TechniekTalent.nu

Structure of the organisation:

- 1) Hoe is de organisatie precies tot stand gekomen?
- 2) Hoe is de organisatie georganiseerd?
- 3) Hoeveel medewerkers zijn er actief voor de organisatie?
- 4) Wat zijn de verschillende functies van de medewerkers?
- 5) Hoeveel uur per week/maand werken ze voor de organisatie?
- 6) Wie zijn de stakeholders van de organisatie?
- 7) Wat is de invloed van de verschillende stakeholders?
- 8) Wat is de invloed van de Nederlandse overheid binnen de organisatie?
- 9) Hoe worden de acties van de organisatie gefinancierd?
- 10) Welk aandeel van deze financiering gaat naar marketing en het promoten van jullie doel?
- 11) Wat zijn de grootste organisatorische kosten posten van de organisatie?

Objective of the organisation and value proposition:

- 1) Wat zijn de sterkte en zwakte punten van de organisatie?
- 2) Waarom hebben jullie ervoor gekozen deze doelgroepen te benaderen en de daarbij horende acties?
- 3) Hoe berekenen jullie de waarde van succes van de organisatie?
- 4) Hoe willen jullie je in de toekomst nog verder ontwikkelen?

10.3. Number of students who studied German and French

Students who study German at high school in the Netherlands

	Students who studied German (absolute)	Students who studied German (percentage)
1995	540.000 students	64,1%
2005	422.000 students	49,0%
2010	366.073 students	40,3%

Figure 1: (Ständiger Ausschuss für Deutsch als Fremdsprache, 2011), (Stamos, 2014) & (Stamos, 2014)

Students with German as exam subject in the Netherlands

	Students with German as exam subject at <i>havo</i> (absolute)	Students with German as exam subject at <i>havo</i> (percentage)	Students with German as exam subject at <i>vwo</i> (absolute)	Students with German as exam subject at <i>vwo</i> (percentage)
2000	19.703	38.3%	14.740	43.3%
2005	12.165	25.9%	7.424	22.5%
2010	19.564	34.3%	21.072	54.2%
2015	18.862	32.8%	20.657	53.7%

Figure 2: (Dienst Uitvoering Onderwijs (I), 2015)

Students with French as exam subject in the Netherlands

	Students with French as exam subject at <i>havo</i> (absolute)	Students with French as exam subject at <i>havo</i> (percentage)	Students with French as exam subject at <i>vwo</i> (absolute)	Students with French as exam subject at <i>vwo</i> (percentage)
2000	12.847	24.9%	11.288	33.2%
2005	8.924	18.9%	8.041	24.4%
2010	12.836	22.5%	17.416	44.7%
2015	11.586	20.1%	14.991	38.9%

Figure 3: (Dienst Uitvoering Onderwijs (II), 2015)

10.3. Elaboration of interviews

10.3.1. Interview Christina Divendal

Christina is nu 12 jaar docent Duits. Toen ze op het Murmellius College te Alkmaar kwam, was Duits nog verplicht tot de 4e en 5e klas. Maar sinds enkele jaren is dat nog maar tot klas 3. Dit heeft deels te maken met nieuwe wetgeving waardoor een tweede taal niet meer verplicht is. Dat valt het haar erg tegen. Vroeger hadden veel Nederlanders meerdere talen in zijn/haar pakket, maar dat is nu niet meer zo. In grote lijnen wordt er dus naar haar mening niet voldoende aandacht besteed aan de belangrijkheid van de Duitse Taal in het Nederlandse onderwijs. Maar men kan ook niet alles doen. De uitvoering door de school is ook een aspect waar men rekening mee moet houden. Maar over het algemeen is het niet perfect. Dezelfde tendens vindt ook plaats bij de Franse taal. Duits en Frans worden vaak in een adem genoemd. Echter is het niet helemaal hetzelfde, Frans wordt al in de eerste klas aangeboden en het Duits niet. Ook heeft Frans op deze school meer uren dan het Duits, maar dat is school afhankelijk. Ze durft niet precies te zeggen of er een daling of een stijging heeft plaats gevonden in het aantal examenkandidaten Duits op hun school. Acht jaar geleden was de groep iets kleiner. Ze proberen ieder jaar ongeveer twee klassen te hebben. Dat was dit jaar en vorig jaar het geval. Het jaar daarvoor was het maar een groep, het verschilt dus ieder jaar een klein beetje. Christina is via het internet bij Mach Mit! gekomen. Ze is best actief bij de organisatie. Voordat ze aanraking kwam, had ze naast haar lessen niet echt veel gedaan ter promotie van de Duitse taal. De reden voor het meedoen met Mach Mit! is omdat het naar haar mening erg belangrijk is om kinderen enthousiast te maken voor de Duitse taal. Ze doet al drie jaar mee met de organisatie. Ze beschrijft de organisatie in de volgende drie woorden: actueel, activerend, gul. Ouders is naar haar mening geen doelgroep om op te focussen. De juiste doelgroep zijn de docenten die het moeten overbrengen. Kinderen zelf zullen thuis niets doen om meer te weten te komen over de Duitse cultuur.

Video

Ze heeft de video dit jaar voor het eerst laten zien, net voor de decaan gesprekken. In het filmpje ligt een focus op vmbo/mbo. Het was leuk gedaan, de video beviel haar goed. De doelgroep van deze school is het gymnasium en deze ontbreekt in het filmpje. De mensen uit het filmpje waren meestal beroepsgerichte mensen en dat past niet bij gymnasium leerlingen. Het filmpje zou zich ook nog meer op deze doelgroep kunnen focussen. Bezig met het feit dat studeren goedkoper is in Duitsland, kwam goed naar voren en is een actueel onderwerp bij de leerlingen. De boodschap is dat Engels niet voldoende is en dat men een streepje voor heeft als je de Duitse taal beheerst. Het is verplicht om iets af te weten van deze cultuur en dat het goed is voor je toekomstige arbeidsperspectief. De manier

waarop zijn de voorbeelden. Ook het belichten van het plezier van de taal. Want zonder het plezier hebben in de taal, zal je het nooit goed beheersen. De aspecten plezier en nut in het dagelijks leven worden een beetje gemist in het filmpje. Maar ze durft dat niet echt te zeggen. Het filmpje is een nieuwe manier om iets te presenteren en dat slaat erg aan vindt Christina. Het komt beter over dan als zij zelf een presentatie zou houden. Ze is bij het filmpje gekomen omdat de leerlingen aangaven dat zij voor het Frans een soort van verkooppraatje hadden gehad om Frans te kiezen. Dus ze zeiden dat Christina dat ook moest houden. Maar dat vond ze een beetje raar omdat de kinderen het zelf moeten weten. Maar de leerlingen wilden er zelf meer over weten, omdat ze voor het profielkeuzemoment stonden en het erg lastig vonden om te kiezen. De video is ter hup voor de profielkeuze van de leringen. Daarnaast heeft ze ook een ander filmpje laten zien van Maxima en Willem Alexander. Het is een goede en effectieve manier om de kinderen te bereiken en de taal te promoten. Als verbeterpunt iets meer humor misschien en de doelgroep.

Mach Mit Mobil

Mach Mit Mobil is twee jaar geleden langs geweest. De auto was niet zo spectaculair, maar de les zelf was leuk. Het was weer op een andere manier bezig zijn met de taal. Men doet dan andere dingen waar je normaal niet aan toe komt. Het leuke aspect werd weer benaderd. De dag wordt ingevuld door middel van les te geven. Kinderen werkten in groepen samen en moesten opdrachten maken, daaruit kwam uiteindelijk een winnaar. Het onderwerp van de les kon je kiezen. De klas had gekozen voor Landeskunde, om zo meer kennis op te kunnen doen over het land. De invloed van een externe partij slaat goed aan. De docent moet natuurlijk het vak overbrengen maar eens per jaar iemand anders voor de klas is leuk en het maakt de leerlingen weer even nieuwsgierig. Deze les is echter later niet meer echt na besproken. Christina kan zo geen verbeterpunten aangeven voor deze actie. Ze spraken alleen maar Duits en dat was erg leuk, aangezien de dames die kwamen geen Nederlands spraken. Als Christina dat doet in de les blijven kinderen toch vaak antwoord geven in het Nederlands. Ze probeert echter wel Duits te spreken tijdens haar lessen.

Jouw Hit? Mach Mit!

Ze vond de actie wel aardig, maar het moet weer geleid worden door de docent. Muziek is hartstikke leuk als middel. Ze heeft dit jaar niets mee gedaan, door het drukke programma. Andere jaren heeft ze wel altijd naar geluisterd. Het is fijn dat er al een selectie is gemaakt. Op het eerste gezicht denkt men dat kinderen niet iets leren over de Duitse cultuur, maar indirect denkt ze toch wel dat ze iets mee krijgen. Het blijft toch stiekem wel hangen en de leerlingen gaan het thuis weer opzoeken. Het creëert enthousiasme en plezier om de taal te beleven. Het effect is aldus enthousiasme en plezier. Als verbeterpunt een kleine opdracht erbij geven. Een kleine opgave zoals een gatentekst en dat ze die dan

moeten invullen. De huidige opdracht is erg groot en moet passen in het programma. Een mini opdracht zou meer opleveren.

Macht-Mit-Pakketten

Het zijn leuke pakketten. De inhoud van de pakketten is goed, maar de leerlingen vinden de kleine weggeef spulletjes leuker, deze zijn meer in trek dan de grotere. Ze gebruikt de pakketten samen met het houden van een quiz. De inhoud brengt niks bij aan het belang van de taal maar dat moet in samenwerking met de docent. Het is een goede basis om de taal te promoten en de dag van de Duitse taal aan te kondigen. Toevoeging aan het pakket zou kunnen zijn; buttons, stickers, pennen, stiften, sleutelhanger. Ze vond de poster met een puzzel heel leuk van een voorgaand jaar. Dit was heel activerend en motiverend. Tot slot stelt ze gezamenlijke spellen/opdrachten die de kinderen motiveren/activeren voor.

Studente ambassadeur

De studente ambassadeur is bij hen op school niet langs geweest. Het idee klinkt heel goed. Iemand anders komt dan binnen en vertelt over zijn/haar eigen ervaringen. Ze zou zo'n studente willen uitnodigen. De leerlingen kunnen zich beter identificeren met leeftijdsgenoten, hierdoor hebben zij waarschijnlijk meer invloed op de leerlingen. Het is makkelijker voor hen om de taal te promoten.

Flyer

Prima, er zijn duidelijke punten bij elkaar verzameld. Ze heeft de flyer uitgedeeld en besproken wat de kinderen interessant en activerend vonden. Ze moesten vertellen wat ze overtuigde. De leerlingen vonden het aardig om het door te nemen. Sommige dachten dat je het woordje Duits ook zou kunnen vervangen voor het Frans. Wat goed is dat het verteld wordt dat het dezelfde taalgroep is en dat het makkelijk te leren is. Ook het gedeelte over het goedkoper studeren is erg interessant voor de leerlingen. De toekomst kansen wordt goed vermeld, alleen het stukje over de kansen op de arbeidsmarkt concreter maken. Dit zou kunnen door meer handelscijfers te verwerken, maar dit is echter moeilijk voor te stellen voor kinderen. Hoe komen ze aan de cijfers zou interessant zijn. Vergelijkingen zouden er ook in verwerkt kunnen worden, maar Christina wil echter geen concurrentie tussen de talen. Drie flyers heeft niet vul nut naar haar mening, eerder verwarrend misschien. Een aparte flyer voor ouders en docenten is niet nodig. Verder schiet haar niets te binnen wat veranderd zou kunnen worden.

Dag van de Duitse taal

De algemene indruk: goed dat deze dag in het leven is geroepen. Iedereen is vrij te bepalen of zijn/haar school mee doet. Het breekt een beetje te sleur. Het creëert extra aandacht, het komt zelfs op het NOS journaal. De reden van deze actie is volgens Christina om Duits meer op de kaart te zetten. Gedurende deze dag zou concreter aandacht gegeven kunnen worden aan het belang van de taal in het vervolg onderwijs. Het is ook erg moeilijk, kinderen zijn erg jong en zijn daar nog niet echt mee bezig. De leerlingen zijn gefocust op het feit dat Engels voldoende is. De toekomstige arbeidskansen komt wel naar voren, maar dat interesseert de leerlingen nog te weinig. Ze zijn er nog niet mee bezig, ze zijn bezig met het halen van hun vakken. De leerlingen zijn meer gefocust op leuke lessen of vakken die door een leuke docent gegeven wordt. Het zou wel meer aandacht nog gegeven kunnen worden, maar dan meer toegespitst op de interesse gebieden van de kinderen met concrete voorbeelden! Het feit dat Duits ook veel gebruikt wordt in het dagelijks leven, zou ook meer naar voren mogen komen ivm zomervakanties etc. Maar dan toegespitst op het besef van waarom. Leerlingen denken namelijk dat Engels voldoende is. Zij hebben een rare houding dat de Duitser ook maar moeite moet doen. Het gaat over meer dan alleen communicatie. Taal is veel meer dan dat en deze redenen moeten overgebracht worden. Ze beleven wel het plezier dat men kan hebben gedurende deze dag, doormiddel van opdrachten. Het is geheel docent afhankelijk hoe de dag van de Duitse taal precies wordt ingevuld op de school. Zij doet dat meestal met het gebruik van een quiz met daarbij de prijzen van Mach Mit!. Ook laat ze liedjes van you tube horen en moeten de kinderen raden welk nummer het is. Men is even op een andere manier bezig zijn met de taal. Gedurende deze dag is het met name bij haar het overbrengen van het plezier met de taal. Het effect op de kinderen is dat het bij blijft en dat het een keer iets anders is. Ze hoopt dat de kinderen het hierdoor dan onthouden en denken dat het een leuk vak is. Een verandering die Christina nog aangeeft, is dat ze iemand van buitenaf wel goed zou vinden, dat geeft indruk. Ze had vorig jaar iemand vanuit de hogeschool van Venlo uitgenodigd. Deze persoon sprak over de belangrijkheid van de taal, maar dit neigde meer naar een promotie praatje om naar deze hogeschool te komen. Dat was alleen niet interessant voor de kinderen van het gymnasium. Maar het feit van een externe partij maakt indruk. Het is een andere invalshoek.

Toekomst

Christina verwacht dat het aantal examenkandidaten Duits zal gaan stijgen in de loop der jaren, omdat het erg in de aandacht staat. De campagnes dragen bij aan de stijging van het aantal examenkandidaten omdat zij helpen het onder de aandacht te brengen. Het helpt ook om de docenten weer te activeren en te motiveren weer extra dingen te doen met het vak. Het is ter ondersteuning van de docent. Christina vond het moeilijk antwoord te geven of er in de toekomst meer nadruk gelegd moet worden aan het politieke, economische of culturele belang van de taal. Het zal ze ook niet heel erg interesseren het

politieke en economische gedeelte. Het is gewoon leuk om een nieuwe taal en cultuur te leren, maar dat is heel persoonlijk. Naar haar mening moet je nooit iets doen voor je cv en moet je niet iets doen wat je echt niet leuk vindt. Haar voorkeur gaat uit naar een nadruk op het culturele taalkundige gebied. We zijn een familie, Nederland is het kleine zusje van Duitsland, maar dat is docent afhankelijk. De vraag vanuit kinderen zal ook heel verschillend zijn. Daarom is een divers programma belangrijk met daarin alle kanten belicht. Het bedrijfsleven en de overheid zouden nog meer hulp bieden om de taal te promoten. Ze heeft daar echter geen concrete voorbeelden voor. Speciale promotiecampagnes in de toekomst blijven focussen op de leerlingen. De docenten en de ouders moeten wel enthousiast gemaakt worden, maar dat moet door materiaal voor de leerlingen. De weg gaat via de docent. Alle campagnes dragen allemaal een beetje bij tot overbrengen van de belangrijkheid van de taal. Ze hebben allemaal hetzelfde doel alleen alle op een andere manier. Er zijn verschillende mogelijkheden om de taal te promoten, maar de docent moet het doen. Mach mit! doet het prima en helpt daar goed bij. Het enige wat Christina een goede toevoeging zou vinden is om leeftijdsgenoten uit Duitsland en Nederland samen te brengen, maar ze zei dat dit misschien niet door Mach Mit! georganiseerd moet worden, maar door de school. De studentenambassadeurs zijn daarvoor al een goede stap in de richting. Er is alleen een druk programma, waardoor het soms moeilijk is om neven activiteiten eraan toe te voegen. Kortom: diverse campagne, samen brengen met leeftijdsgenoten en filmpjes voor de kinderen georganiseerd door de docent.

10.3.2. Interview Mark van Hout

Mark van Hout is vanaf 2002 docent Duits. Het aantal examenkandidaten op de mavo heeft een golfbeweging gehad. Maar gedurende de afgelopen drie jaar is het redelijk constant gebleven, zowel op mavo/havo en vwo. Uit tevredenheidsonderzoek van kinderen was gebleken dat het belangrijk is dat de docent verteld waarom een vak belangrijk is. Hieruit kwam ook dat dit nog meer gedaan mag worden. In het algemeen komt de docent in het ritme van de methode terecht en hierdoor handelt de docent alleen het programma af en bereidt de kinderen voor op de toetsen. Mark vindt het goed om je zelf van tijd tot tijd afvraagt hoe het komt dat men hier in blijft hangen. Het is daarom belangrijk om als beroepsgroep meer aandacht te besteden aan het nut van de taal. Dezelfde tendens vindt ook plaats voor het Frans. Tegenwoordig is er meer gelijkheid in het aantal aangeboden uren tussen het Duits en het Frans. Vroeger had Frans namelijk meer uren. Momenteel wordt Duits wel iets meer gekozen in het profiel dan het Frans. Mark heeft direct meegedaan met de organisatie, vandaar dat hij niet echt heel veel ervaring heeft met eigen promotie acties. Naast de acties van Mach Mit verwerkt hij ook 9 und ein halb in zijn lessen, dit zijn video's over actuele onderwerpen waardoor men discussies in de klassen krijgt. De leerlingen reageren daar goed op. Ook worden er zwaardere ontwerpen besproken, zoals het thema de dood en begrafenissen. Hij maakt rondom het filmpje van 9,5 vragen en deze moeten de leerlingen beantwoorden of ze moeten een korte samenvatting schrijven en erover vertellen.

Zo ontstaan er onderlinge discussies in het Duits. Mark is bekend geworden met de organisatie door de DIA. Mach mit is actief op Facebook en Twitter waardoor je op de hoogte blijft van de acties. De reden tot het meedoen, is omdat hij het leuk vindt om kinderen op een nieuwe manier te activeren en omdat de opdrachten laagdrempelig zijn. Je kan het voor alle leerlingen aantrekkelijk maken, zowel van klas één t/m de eindexamen klassen. Ook de media schenkt er aandacht aan, waardoor kinderen ook buiten schooltijd er mee in aanraking komen. Hierdoor kan het ook ophypen. Mark doet al vier jaar mee met de organisatie. Hij beschrijft de organisatie met de steekwoorden: dynamisch, jong en innovatief. Innovatief in de zin van het inspelen op actuele onderwerpen. Grote goede sponsors doet ook veel. Naar zijn mening wordt de juiste doelgroep bereikt. Als er iemand uitgenodigd wordt om les te geven worden de kinderen actief. De lessen zijn speels georganiseerd en er worden verschillende thema's behandeld, zoals muziek en sport. Hierdoor wordt de drempel lager.

De dag van de Duitse taal

Het is een goede dag, hier komt het belang om de taal te bevorderen in naar voren: Duitsland als belangrijke handelspartner. Nederland denkt dat men goed is in vreemde talen, maar is dat wel echt zo. Mark vond het PR effect erin heel belangrijk. Verschillende media snijden de onderwerpen Dag van de Duitse taal en het belang van de taal ook aan gedurende deze dag. Het is dus een moment in het jaar om extra aandacht te geven aan de taal. Het belang van de taal voor de toekomst werd op de volgende manieren overgebracht; de mini lessen, met behulp van de brochure. Dit kan je goed gebruiken bij de profielkeuze om kinderen het besef te geven om voor de taal te kiezen, want als je Duits kiest heb je meer mogelijkheden in het bedrijfsleven. Voorbeeld Siemens, het bedrijf heeft als bedrijfstaal Engels maar zegt: In heel de wereld kan je iets in het Engels kopen, maar wil je iets kunnen verkopen moet je ook Duits kunnen spreken. Het besef dat men je mogelijkheden vergroot moet groter gemaakt worden. Een belangrijk punt daarbij is om het materiaal op de juiste momenten inzet. Naar de mening van Mark heeft de campagne effect. De Dag van de taal geeft speciale aandacht. Muziek is een goed middel, maar het hangt wel van het nummer af. Zijn voorkeur gaat uit naar 'feel good muziek' Dat spreekt de leerlingen meer aan en heeft daardoor meer effect. Goede ambassadeurs zijn ook een middel, deze moeten dan wel hip zijn! Tips voor de Dag van de Duitse taal: elke jaar dezelfde actie zoals Jouw Hit? wordt te voorspelbaar. Mark geeft aan om heir enkele varianten op aan te brengen. De Dag van de Duitse Goede is een goede basis. Een nieuwe actie zou kunnen zijn een college tour, met bekende mensen. Hierdoor creëer je ook nog meer media aandacht. Bovendien zou er tijdens lustrum jaren iets speciaals georganiseerd kunnen worden.

Video

Mark kende de video niet en heeft daar ook geen gebruik van gemaakt. Hij denkt wel dat een video de aandacht kan trekken, want dat doet beeld en geluid in het algemeen bij leerlingen. Een video met leeftijdsgenoot of native speaker zou ook nog wat kunnen zijn, gaf hij aan. Bovendien helpt een video ook omdat dan iemand dan de docent het belang een benadrukt. Hij geeft daarbij aan dat het dan interessant zou zijn om aansprekende bedrijven te laten spreken, zoals de verschillende automerken.

Mach-Mit-Mobil

Was erg leuk! Helaas de eigenlijke mobil was er niet, omdat deze gerepareerd moest worden. Het enige jammere aan deze actie was dat het tegelijk viel met de examenstunt, maar dat kwam door een eigen planningsfout. Het lessenpakket beviel goed van de jonge dames. Zij hadden het op een hele leuke manier gebracht met leuke kleine gadgets die kinderen konden winnen. Het competitie element was erg leuk. Het is een van de succes elementen van de organisatie, ook gedurende de dag van de Duitse taal. Het was een afwisselende les met spellen en opdrachten. Mark is heel positief hierover. De reden tot het uitnodigen van de mobil was om de drempel lager te leggen voor de leerlingen. Hierdoor beleven de kinderen de Duitse taal anders dan alleen maar met opdrachten uit een werkboek. Goed initiatief om de leerlingen kennis te laten maken met muziek en film. Het is dan ook zo dat met name de bewustwording van het plezier van de taal naar voren wordt gebracht. Het element dat ze de informatie van iemand anders horen, is erg goed. Het is spannend, waardoor je ze grijpt. Mark wist niet meer zeker of het belang voor de toekomst echt aanbod kwam. Het was voor hem te lang geleden om het zich goed te kunnen herinneren. De actie heeft effect, de kinderen hebben het er nog regelmatig nog over gehad. Tips: lastig, doe het zelf maar eens. Het was goed zoals het was.

Jouw Hit? Mach Mit!

De klas van Mark heeft al twee keer een prijs gewonnen. Hij vindt het goed dat de jury prijs is geïnstalleerd, met name voor de kleinere scholen. Het is een hele leuke actie, hij is erg positief. Het is een goede manier om kinderen te enthousiasmeren. Je kunt deze actie echt ophypen, echter is dit wel afhankelijk van wat de docent er meedoet. Het succes hangt er vanaf van wat je er zelf van maakt. Het is een goede handreiking van Mach Mit! De achterliggende gedachten zijn overal een beetje hetzelfde; het leuke benadrukken en het laagdrempelige. Muziek is altijd een bindende factor. Kinderen wilde na de hit nog andere filmpjes zien. Ook heeft Mark interviews laten zien als nieuwe manier. Het belangrijkste is of het voor leerlingen aansprekende nummers zijn. De leerlingen haken snel af als het te snel gaat of te kinderlijk of te oud is. De leerlingen kwamen op een gegeven zelf met nummers. Het doel is om het enthousiasme en het plezier van de taal over te brengen met beetje cultuur. Tip: goed articulerende artiesten die hip zijn.

Mach-Mit-Pakketten

Het zijn goede pakketten, maar Mark zou meer poster materiaal willen ontvangen. Ook vindt hij veel ballonnen en vlaggetjes goede attributen. De lolly zou hij echter niet doen, dat is te kinderachtig. Als tip gaf hij mee om het logo omdraaien op de ballon! Anders staat deze op de kop. Waarom de kleur van Mach Mit! oranje is, willen kinderen vaak weten. Het belang onderstreept het niet, maar de fun factor heeft het. Het is een basis voor de dag van de Duitse taal. Voor het plezier zijn het hele goede pakketten. Om het belang te behartigen van de taal, stel hij met meer video fragmenten voor. Bijvoorbeeld iedere maand een nieuw programmatje uitbrengen om het belang te onderstrepen, met name van bedrijven of instanties die het belang belangrijk vinden. Een USB stick zou ook een goede toevoeging zijn. De bidon, fietsbel en zonnebril niet zo'n succes, deze worden meestal weggelegd in een laatje.

Studenteambassadeur

Mark heeft daar nog niets mee gedaan en kent deze actie nog niet. Hij was wel heel positief over het initiatief. Hij zou het combineren met de profielkeuze deadline, hij zou hen dan uitnodigen als de profielkeuzes bijna doorgegeven moeten worden. Bovendien zou hij het combineren samen met een andere leuke actie, waarmee je de kinderen weer extra kan stimuleren en aan het nadenken kan zetten, bijvoorbeeld met de brochure. Momenteel worden tijdens de voorlichtingsavond van de decaan aan de ouders de folders uitgedeeld. Op een gegeven moment is het ook een goed idee om het belang bij de ouders sterker maken. De decanen hebben ook een enorme invloed op de kinderen, Mach Mit! zou hier ook nog iets mee kunnen doen. Tip: de dag van de Duitse taal niet inplannen aan het einde van april ivm meivakantie en examens. Mark stelt voor om de dag eerder te houden, bijvoorbeeld nog voor het moment dat de leerlingen hun profielkeuze moeten doorgeven. Wellicht heeft het effect en kiezen hierdoor meer kinderen voor het vak. Een leeftijdsgenoot spreekt leerlingen aan, zij kunnen zich meer identificeren met hen. Deze actie heeft zeker effect op ze.

Flyer

De flyer wordt bij de receptie neergelegd gedurende de periode van de profielkeuze. De slimmeriken halen direct de flyer voor de ouders eruit. Hij is erg positief over de flyer. De aspecten worden op een duidelijke en toegankelijke manier worden nog een keer verteld. Het heeft geen effect om de flyer zomaar ergens neer te leggen, maar met behulp van de decaan moet men de flyer uitdelen aan de kinderen. Ook bij ouderavonden zouden ze uitgedeeld kunnen worden. Hierbij geeft Mark aan dat er meer materiaal voor ouders zou moeten komen, zij hebben namelijk veel invloed op hun kinderen. Dus zeker de ouders niet vergeten! Naar zijn mening heeft de flyer effect. Mark vindt dat je namelijk

altijd wel een flyer of brochure moet hebben voor richting de ouders. Tip voor de flyer: de vormgeving iets hipper maken.

Toekomst

Markt denkt dat doormiddel van de acties en het onder de aandacht brengen van het belang van de taal een bijdrage geleverd kan worden aan een toename van examenkandidaten Duits. Hij hoopt het! Ook is hij nieuwsgierig ten aanzien van de leraren Duits, dit aantal daalt en daalt. Hoe zou men ervoor kunnen zorgen dat leerlingen ook in het hoger onderwijs kiezen voor het vak Duits, om daar later iets mee te kunnen doen. Hij zou de doelgroep breder trekken dan alleen middelbare scholen. Uiteindelijk zal de daling examenkandidaten stabiliseren. Een geringe terugloop door minder scholieren in het algemeen, wordt deels opgevangen door kinderen van migrantenfamilies, dit zal over een paar jaar in evenwicht komen. Voor de toekomstige campagnes voor kinderen zou hij zich richten op het culturele aspect. Politiek is een beetje te ver van hun bed show. Door het culturele aspect kan je de interesse wekken, waar je dan verder op door kan gaan. Het bedrijfsleven zou een voortrekkersrol moeten nemen voor de promotie van de Duitse taal. Naar zijn mening loopt de Nederlandse regering over het algemeen een beetje achter, ook in het onderwijs. Als je jezelf maar vaak genoeg laat horen met als sterke lobby Mach Mit, dan gaat ze op een gegeven moment bij het ministerie overstag en geven zij toe dat er een probleem is. Mark heeft een kleine irritatie naar de docentenopleiding. De overheid moet niet alleen de kwaliteit waarborgen maar ook moet kijken of de opleiding nog wel up to date is, als er zo weinig aanmeldingen zijn. Cultuur en orde houden in de klas komt bijna niet voor in de opleiding, het gaat alleen maar over literatuur van eeuwen geleden, wat niet eens meer voorkomt op middelbare scholen. De thematiek van Mach Mit zie je niet terug, terwijl je dat juist nodig hebt op scholen. De vakdidactiek moet sterker terugkomen in de opleiding. Tip: voor de toekomst meer materiaal voor de decaan en ouders, acties structureler en meer video's.

10.3.3. Interview Trudy Smit

Trudy is al 9 jaar docent Duits. Het aantal examenkandidaten is ongeveer gelijk gebleven. Zij voegde daaraan toe dat zij op school veel examenkandidaten Duits hebben in vergelijking met het Frans en de regio. Dit heeft deels te maken met het toerisme en de vele wintersporters. Het aantal examenkandidaten voor het Frans blijft enigszins dalen en dat van Duits stijgt juist eerder. Op school wordt er voldoende aandacht besteed aan het belang van de Duitse taal. De kinderen pikken dat alleen niet altijd op. De school doet er echter wel alles aan. Trudy probeert al een aantal jaar het vak te verjongen en dat gaat goed denkt ze. Zelf is ze ook wel actief bezig met de promotie van de taal, zo heeft ze een excursie naar Aachen georganiseerd voor de onderbouw en een naar Berlijn voor de bovenbouw om zo de vooroordelen weg te krijgen. Er zijn nog steeds veel vooroordelen naar haar mening, want 90% van de leerlingen is er nog nooit geweest. Daardoor zijn deze excursies

georganiseerd en de leerlingen reageren daar heel positief op. Op deze manier probeert ze het vak populairder te maken. Ze is door het Goethe instituut bij de organisatie terecht gekomen, omdat ze daar nog regelmatig nascholing doet. De reden voor het meedoen, is omdat ze hetzelfde doel ambieert, de Duitse taal beter op de kaart te zetten. Trudy doet al drie/vier jaar mee met de organisatie, de drie steekwoorden die zij de organisatie dan ook geeft zijn: modern, populair en doeltreffend. De Dag van de Duitse taal vindt ze heel mooi, er wordt extra aandacht gecreëerd en iedereen is weer even bezig met de taal en dat is dankzij Mach Mit! De organisatie benadert de juiste doelgroep volgens haar.

Dag van de Duitse taal

Gedurende deze dag is iedereen weer even bezig met Duits, mede omdat het overal in de media aanwezig is. Op school kan je er ook meer mee bezig zijn. Het is een goed initiatief en zorgt voor extra aandacht. Naar haar mening is de dag bedoeld om Duits weer even op de kaart te zetten en om de vooroordelen weg te nemen. Met als doel Duits weer populair te maken. De school van Trudy doet dit op verschillende manieren; onder andere door een muziekprogramma en een eetproject. De toekomst belangen komen naar voren, maar hangt er erg vanaf hoe je er invulling aangeeft. De leerlingen pakken dat helaas niet altijd op. Het wordt echter wel veel gekozen bij hen op school, maar dat heeft er vaak mee te maken dat ze Frans nog erger vinden. Trudy probeert zelf in haar lessen te benaderen dat de Duitse taal zo belangrijk is, maar der leerlingen moeten het nog maar net oppikken. Het belang voor het dagelijks gebruik en het plezier komt ook naar voren, mede door een eigen invulling door het inspelen op het toerisme. De leerlingen zien de taal eerder als handig voor hun bijbaantje dan dat ze het voor de toekomst willen gebruiken. Trudy weet niet of de dag ook bij zal dragen aan een stijging van het aantal examenkandidaten, maar baat het niet schaad het niet zegt ze. Gigantische effecten heeft het niet naar haar mening, mensen zullen hun eigen keuzes en interesses blijven houden. Maar je helpt wellicht wel een paar leerlingen over de streep. Tip: weer een keer andere actie dan jouw hit? mach mit! Of wellicht twee acties, zodat je een keuze hebt. Verder is de invulling van de dag goed.

Video

Trudy heeft nog geen gebruik gemaakt van de video. Ze denkt wel dat een filmpje een goede manier is om de boodschap over te brengen. Een filmpje blijft in haar ogen altijd beter hangen en de leerlingen zijn daar meer geïnteresseerd in dan als ze zelf een verhaaltje houdt.

Mach-Mit-Mobil

Nog geen gebruik gemaakt van de mobil, zit er wel aan te denken omdat een keertje te gaan doen. Naar haar mening kan dit ook zeker effect hebben, want vreemde ogen dwingen en als nieuwe mensen

op bezoek komen met leuke activiteiten dan is dat voor de leerlingen altijd interessanter dan als ze weer diezelfde docent zien. Het is weer een nieuwe invalshoek.

Jouw hit? Mach Mit!

Trudy laat de liederen horen, maar de actie past niet echt in het overvolle programma. De opdracht die erbij zit is te veel werk. Trudy vindt het een leuke actie, maar er kan een beetje variatie in. Muziek spreekt mensen sowieso altijd aan, met een eigen invulling erbij doen ze altijd met vol enthousiasme mee. Ze zijn op een leuke manier met de taal bezig. Het is een perfecte actie, maar ze moeten het niet te lang doortrekken want dan wordt het minder leuk. De nummers zijn wel goed en passen goed bij de doelgroep.

Mach-Mit-Pakketten

De pakketten zijn hartstikke leuk, de leerlingen vinden ze ieder jaar geweldig. De inhoud is goed, aan het einde van de dag is heel de doos leeg. De leerlingen willen alles hebben. De pakketten zijn er naar haar mening om het aantrekkelijk te maken en de leerlingen te verleiden om bezig te zijn met de Duitse taal. Het is een goed basis punt, ze is er erg tevreden over.

Studentenambassadeur

Trudy is bekend met de actie. Ze heeft erover gelezen, inclusief de oproep aan studenten om dit te doen. Ze heeft het zelf ook overwogen om zichzelf ervoor aan te melden, maar gezien haar huidige situatie heeft ze het toch niet gedaan. Naar haar mening zal deze actie wel werken, want leerlingen nemen informatie sneller aan van een jong iemand. Deze persoon is dan een ervaringsdeskundige en daarvan nemen de leerlingen meer aan. Een leeftijdsgenoot heeft meer invloed en heeft het ook zelf gedaan ipv uit een theorieboek.

Flyer

De flyer heeft ze gebruikt en uitgedeeld. Het was een goede flyer naar haar mening en alles werd vermeld over het belang van de Duitse taal. Ze heeft het ook doorgenomen met alle leerlingen, zo hebben ze het ook weer op een andere manier gehoord. Trudy is er alleen niet echt van overtuigd dat zo'n flyer bij de ouders aankomt en dat ouders zoveel invloed hebben op de profielkeuze van hun kinderen. Ze kunnen het wellicht stimuleren maar een echte doorslag geven de ouders niet. Het is echter nooit slecht om ze erbij te betrekken, maar het heeft niet veel effect. De organisatie heeft meer kans bij de decaan, want bij voorlichtingen kan hij dat beter benadrukken en hij neemt dan direct de ouders mee. Geen speciale veranderingen nodig voor de folder, hij was volledig.

Toekomst

Trudy vindt het moeilijk in te schatten of de acties echt een bijdrage leveren aan de toename van het aantal examenkandidaten, dat is namelijk erg afhankelijk van het enthousiasme van de docent. Trudy is de enige bij hen op school die actief met Mach Mit! en de promotie van de taal bezig is. Dus daarom vindt ze het lastig in te schatten of de acties echt effect hebben op het aantal examenkandidaten. Maar stoppen is sowieso niet goed, hierdoor wordt het misschien alleen maar minder van. Elk effect de organisatie het heeft, is meegenomen. De actie is bovendien nog nieuw, wellicht over paar jaar nog heeft het meer naamsbekendheid en staat het nog meer in de belangstelling. Voor het nut is het belangrijk om te focussen op het economische aspect, voor de handel en de banen. Maar om jongeren te bereiken zou er een grotere focus gelegd moeten worden op het culturele aspect. Het moet een combinatie van culturele en economische belangen zijn. Het bedrijfsleven en de politiek zou nog meer mogen doen voor het bevorderen van de Duitse taal in Nederland. Rondom de dag van de Duitse taal, wordt er via de media wel meer aandacht besteed, ook doormiddel van oproepen vanuit de politiek en het bedrijfsleven. Maar daarna zakt het snel weg. Het zou mooi zijn om dat effect langer aan te kunnen houden, dus structurelere acties. Tip: spellen waar je vaker gebruik van kan maken dan een keer, bijvoorbeeld een kaartspel. Ook mag er altijd meer lesmateriaal gegeven worden. Bovendien geeft ze als tip de Facebook pagina beter bij te houden gedurende het jaar, omdat dat een goed middel is om mensen te bereiken tegenwoordig. Momenteel is iedereen erg actief rondom dag van de Duitse taal, maar daarna ebt het weg. Tot slot zegt ze nog dat Mach Mit! zo door moet gaan en dat ze erg blij is met de acties. Belangrijkste tip van Trudy: acties niet centreren, maar structureler door het jaar heen!

10.3.4. Interview Actiegroep Duits

Er zijn dus vier partners actief binnen de organisatie die allen twee werknemers ter beschikking stellen voor de organisatie. Echter zijn er vanuit de DIA vaak meer werknemers nog actief. Al met al ongeveer 8 a tien man. De verschillende functies die worden bekleed zijn dezelfde functies die de werknemer binnen zijn eigen instituut/organisatie bekleed. Er wordt ook niet vanuit de eigen organisatie verteld hoeveel uur er per week/maand besteed moet worden aan de Actiegroep Duits. Dit hangt namelijk af van de drukte binnen de Actiegroep Duits.

Invloed is waar geld ligt. In die zin heeft de Duitse regering invloed op de organisatie omdat zij Actiegroep Duits financieren. Echter uiten zij geen invloed uit op de inhoudelijke zaken van de organisatie. De Duitse regering is de grootste geldschieter van de organisatie. Naast het budget wat zij vrijgeven, financieren zij ook de Duitse ambassade in Nederland en het Goethe Instituut. Actiegroep Duits zou dan ook graag willen dat de Nederlandse overheid meer steun zou bieden bij het promoten van de Duits taal in Nederland. Aangezien het van groots belang is voor Nederland dat er goed Duits gesproken wordt. Het huidige budget is zowel volledig uitgegaan naar marketing (o.a. website) en de

promotie activiteiten. Actiegroep Duits verantwoord zich dan ook ieder jaar naar de Duitse overheid wat ze allemaal hebben gedaan.

Sterkte kanten:

- Samenwerking van veel verschillende partners is er een frisse wind gaan waaien rondom het Duits. Ze proberen echt samen met de expertise van de partners om het imago te verbeteren.

Zwakke kanten:

- Samenwerking is tegelijkertijd een zwakte doordat je werkt met verschillende partners die toch net allemaal andere belangen en insteken hebben. Het blijft namelijk nog een log apparaat, maar je wilt toch alle partners bij elkaar houden.
- Medewerkers worden gemist. Dit komt door dat er een roulatie plaats vindt bij het Goethe Instituut, de Duitse ambassade en DNHK. Hierdoor zijn er om drie jaar nieuwe medewerkers daar actief, waardoor de continuïteit belemmert wordt. Echter kan dit ook voor een frisse wind zorgen.

10.3.5. Interview TechniekTalent.nu

Het doel is studenten en bedrijven samen te laten komen doordat de doorvoer makkelijker gaat. Techniek talent is een organisatie van sociale partners, werkgevers en werknemers organisaties. Zij zijn 2008 begonnen met de Dag van de techniek, voor meer samenwerking tussen verschillende sectoren in de techniek. Zij zagen dat iedere sector opzoek was naar nieuwe mensen voor in de techniek en apart naar de scholen gingen, dus daardoor voor de studenten moeilijk te zien. Hierdoor ontstond de vraag naar meer samenwerking, waardoor in 2011 de organisatie is ontstaan. Bij TechniekTalent.nu werken 8 technische sectoren samen voor meer instroom in de techniek. De organisatie is puur gefinancierd door het bedrijfsleven door de opleidingsfondsen. Iedere technische sector heeft een opleidingsfonds waarvan een percentage naar de organisatie gaat. Er zit verder geen financiering van de overheid in. De organisaties dragen naar ratio bij, dus de grootste het meest enzovoort. TechniekTalent.nu is een erg politieke organisatie, i.p.v. het onderhandelen tussen werknemers en werkgevers, werken ze nu samen.

Het is een uitvoeringsorganisatie. De organisatie heeft mensen fulltime in dienst. Dit zijn meestal project managers. Op kantoor zitten 30 mensen, met daarbij nog een grote buitenring van de verschillende organisaties. Techniektalent werkt op projectbasis.

Naast stichting techniektalent zijn er nog twee andere stichtingen waarmee ze samenwerken, genaamd SPT (metaal en metalektro) en techniek beeldbank (online beeldbank met foto's die rechten vrij zijn met het nieuwe beeld van techniek, met het doel imago van techniek te verbeteren). Maar dit valt

allemaal onder hetzelfde bestuur. Van iedere organisatie zit er iemand in het bestuur, daardoor is deze erg groot.

Er zijn drie programmalijnen, basisonderwijs, voortgezet onderwijs en bedrijven. Hieronder staat een communicatie team en ook een infrastructuurteam om de kennis en producten weg te zetten in de vijf verschillende regio's. Deze regio managers leggen ook contacten tussen scholen en bedrijven. De producten moeten aan een bepaalde kwaliteit voldoen, om dit te kunnen doen moeten de producten aan de volgende eigenschappen voldoen:

- loopbaanleren (realistische keuze van techniek)
- diversiteit (jongens/meisjes)
- bèta mentality (de manier van benaderen)
- new picture of techniek (het nieuwe beeld schetsen over wat techniek nu is)

Deze vier eigenschappen zijn na lang wetenschappelijk onderzoek tot stand gekomen. Een evenement werkt in hun ogen, niet alleen een dag organiseren, maar eerst onder de aandacht brengen (aankondigen) en vervolgens laten evalueren.

Andere stakeholders naast de acht sectoren, waar ze graag mee samenwerken

- platform bèta techniek (van het openbaar ministerie)
- regionale initiatieven

Invloed van deze stakeholders zijn:

- kennisuitwisseling
- wedstrijden organiseren
- loopbaan oriëntatie
- samenwerking op basisonderwijs

De Nederlandse overheid heeft geen directe invloed op de organisatie, zij financieren bijvoorbeeld ook niets. Maar ze zouden wel meer willen samenwerken met de overheid omdat ze hetzelfde doel hebben. Ze zijn ook ondertekenaar van het techniek pact. Dit is een pact om tot 2020 de techniek extra te promoten binnen Nederland, het toenemen van het aantal technische geschoolde in Nederland.

Het budget dat de organisatie per jaar heeft, lag in 2015 op 6miljoen euro (dit heeft zij mij na het interview nog verteld) Bovendien, kon zij mij in het interview niet vertellen wat het percentage was dat besteed werd aan marketing, echter heeft zij dit later toegelicht per email en dit bedraagt iets minder dan 20%.

Marketing is wel heel erg belangrijk voor de organisatie en zij zetten daar ook steeds meer op in. Sowieso in de uitvoering van ieder project. Ze proberen alles in de media te krijgen. Zo hebben ze contacten met kranten, tijdschriften en andere landelijke media. Het is een relatief jonge organisatie dus ze blijven zich ontwikkelen, ook qua promotionele activiteiten. Ze vinden het dan ook lastig om al antwoord te kunnen geven over hoe men kan meten of je acties effectief zijn. Dit is namelijk erg moeilijk om te doen, doordat er veel verschillende factoren van invloed op zijn. Echter zijn wel hun acties gebaseerd op de eerder genoemde pijlers, die zij uit wetenschappelijk onderzoek hebben gehaald. Ze vinden het wel belangrijk om effectiviteit te meten en gebruiken hiervoor een nieuw systeem met nul en een metingen. Ze zijn daar alleen nog niet lang genoeg mee bezig om daar resultaten over te kunnen geven. Het evalueren van hun marketing doen ze deels aan de hand van hoe vaak hun acties worden gepubliceerd.

Over de kosten kon ze nu niets zeggen, ook dit kan ze echter wel nader toelichten via de mail. Het volgende is daaruit gekomen: Het aandeel van Marketing en PR ligt net onder de 20 %. Verder geven wij geld uit aan vaste kosten (gebouw, personeel, materialen, etc.), activiteiten in onze programmalijnen (basisonderwijs, voortgezet- en beroepsonderwijs, bedrijven). Dit zijn vooral materialen, kennis en diensten die wij scholen leveren. Dan hebben wij nog kosten aan onze regionale infrastructuur (samenwerkingsverbanden tussen scholen en bedrijven waar wij ook weer onze producten verspreiden) en aan kennisontwikkeling (onderzoek, ontwikkeling van onze eigen producten, etc.).

De reden om het voortgezet onderwijs verder onder te verdelen in vmbo en havo/vwo heeft te maken met de achterban in de organisatie, met een grotere focus voor vmbo omdat daar het aantal studenten nog niet toeneemt en op het havo/vwo dit al wel gebeurt. Bovendien doordat het imago op het vmbo slechter is. Ook is er voor deze splitsing gekozen door de verschillende toekomstperspectieven. De reden voor het aanbieden van verschillende activiteiten aan de verschillende doelgroepen is doordat ze willen aansluiten bij de doelgroep. De organisatie is zoals gezegd gestart om samen te gaan werken. Al deze organisaties hadden al activiteiten en deze zijn allemaal samen gekomen en hieruit is uiteindelijk een selectie gemaakt van wat wel en niet past. Deze acties zijn zowel het gehele jaar beschikbaar als gedurende een bepaalde periode. Ook is de organisatie nog te zien op beurzen.

Sterke kanten:

- samenwerken, veel verschillende partijen samen. Er wordt echt geprobeerd om goed samen te werken en dat is uniek binnen het bedrijfsleven in Nederland.
- het leveren van kwaliteit en hiervoor volgen ze de wetenschap

Zwakke kanten:

- politieke omgeving, samenwerken is moeilijk. Er moet met veel verschillende partners afgestemd worden en het ligt snel gevoelig, waardoor je minder slagkracht heb.
- werken snel versnipperd, doordat ze veel verschillende dingen doen > dit is zichtbaar bij het bestuur, veel manieren om ze voor te lichten, maar toch wordt er opgemerkt dat zij niet altijd weten waar het overgaat.

Toekomst:

Een nieuw strategisch plan komt eraan. De organisatie gaat minder doen op bedrijfsniveau, omdat de opleidingsfondsen zelf dit contact wil doen. Zij vinden dat hun werk terrein i.p.v. TechniekTalent.nu. Echter zou de organisatie zelf dit contact wel willen behouden. Het budget wordt ingezet op het funderend onderwijs: het basisonderwijs, eerste twee jaar op het vmbo en bij het havo/vwo gedurende de hele opleiding. Huidige focus was heel breed en nu gaan zij zich specificeren op de bovenstaande genoemde doelgroepen. Nieuwe activiteiten zullen ook nog ontwikkeld worden, maar hier is nog niets over bekend. Per doelgroep is er een programmamanager die de nieuwe activiteiten ontwikkelt samen met zijn projectleiders en daarboven zit een marketingteam die voor de eenheidsuitstraling zorgt.

10.4. Informed Consent Form

10.4.1. Informed Consent Form Chirstina Divendal

1. Mach Mit! raising awareness of the importance of the German language in the Netherlands
2. Project Description: Evaluation of the promotional activities of the organisation Actiegroep Duits. After four years of its campaign Mach Mit! the organisation wants to evaluate its promotion campaign.

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

I am 16 years of age or older.

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

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

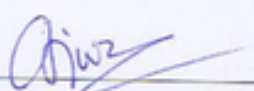
I understand that the researcher offers me the following guarantees:

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

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

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

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

Signed:  Date: 13.04.2015

10.4.2. Informed Consent Form Mark van Hout

1. Mach Mit! raising awareness of the importance of the German language in the Netherlands
2. Project Description: Evaluation of the promotional activities of the organisation Actiegroep Duits. After four years of its campaign Mach Mit! the organisation wants to evaluate its promotion campaign.

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

I am 16 years of age or older.

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

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

I understand that the researcher offers me the following guarantees:

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

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

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

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

Signed:  Date: 24/4/2015

10.4.3. Informed Consent Form Trudy Smit

1. Mach Mit! raising awareness of the importance of the German language in the Netherlands
2. Project Description: Evaluation of the promotional activities of the organisation Actiegroep Duits. After four years of its campaign Mach Mit! the organisation wants to evaluate its promotion campaign.

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

I am 16 years of age or older.

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

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

I understand that the researcher offers me the following guarantees:

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

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

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

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

Signed:  Date: 29-04-15

10.4.4 Informed consent form Eva van der Meer

1. Mach Mit! raising awareness of the importance of the German language in the Netherlands
2. Project Description: Evaluation of the promotional activities of the organisation Actiegroep Duits. After four years of its campaign Mach Mit! the organisation wants to evaluate its promotion campaign.

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

I am 16 years of age or older.

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

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

I understand that the researcher offers me the following guarantees:

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

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

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

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

Signed: Eva van der Meer Date: 2-9-2015

10.5. Correspondence with Mr. Hoogendoorn

Van: Rosanne Somers [mailto:rosanne_somers@hotmail.com] **Verzonden:** donderdag 28 mei 2015 17:29 **Aan:** Pjotr Hoogendoorn **Onderwerp:** Elementen campagne

Beste meneer/mevrouw, Mijn naam is Rosanne Somers, European Studies student aan de Haagse Hogeschool. Momenteel schrijf ik mijn bachelor thesis voor de organisatie Mach Mit!, dit is een organisatie die de Duitse taal in Nederland promoot. Momenteel onderzoek ik de effectiviteit van hun promotie campagne. Om een beter inzicht te krijgen in de elementen die een goede campagne heeft, benader ik jullie. Zouden jullie mij meer informatie kunnen geven over de verschillende elementen waar een campagne aan zou moeten doen om deze succes vol te maken? Graag zie ik uw reactie tegemoet.

Met vriendelijke groeten, Rosanne Somers

Op 28 mei 2015, om 17:53 heeft Pjotr Hoogendoorn <pjotr@mcrreclamebureau.nl> het volgende geschreven:

Beste Rosanne,

Je vraag is vrij breed. Alles hangt af van de doelstelling en een concept die de campagne draagt. Zou je anders wat concrete vragen op de mail kunnen zetten? Dan kijk ik of ik je verder kan helpen.

Met vriendelijke groet,

Pjotr Hoogendoorn
Account Director / Copywriter

MCR. Reclamebureau.
T +31 (0)70 302 19 61 > +31 (0)6 523 564 00
www.mcrreclamebureau.nl > Volg ons op [Twitter](#) en [LinkedIn](#).

Van: Rosanne Somers [mailto:rosanne_somers@hotmail.com] **Verzonden:** donderdag 28 mei 2015 18:12 **Aan:** Pjotr Hoogendoorn **Onderwerp:** Re: Elementen campagne

Beste Pjotr,

Bedankt voor u reactie! De campagne Mach Mit! is opgezet door de Actiegroep Duits om de Duitse taal in Nederland te promoten. De campagne die zij uitvoeren heeft als doelstelling meer bewustzijn te creëren over de belangrijkheid van de Duitse taal in Nederland bij leerlingen van het middelbaar onderwijs, met als uiteindelijke doel dat meer leerlingen voor het vak Duits kiezen in hun vervolg profiel en dat zij deze taal verder zullen ontwikkelen in hun verdere loopbaan.

Mach Mit! heeft tot noch toe verschillende acties uitgevoerd om dit bewustzijn te creëren. Enkele voorbeelden zijn:

- Dag van de Duitse taal
- Studentenambassadeur
- Promotiefilmpje en flyer

Nu heb ik met verschillende Duits docenten geïnterviewd die hebben meegedaan aan deze acties. Wij hebben gesproken over of o.a. de juiste doelgroep benaderd wordt, de achterliggende boodschap van de campagne duidelijk overkomt bij de leerlingen, of de actie effectief was en zij hebben nog enkele verbeterpunten aangegeven.

De vraag die ik heb, is welke elementen moet een promotie campagne bevatten om het succesvol te maken? Welke indicatoren zijn daarvan afhankelijk? Aan de hand daarvan zou ik mijn uitkomsten willen evalueren en toetsen of naast de gegeven verbeterpunten van de docenten er nog meer elementen zijn die de organisatie zou kunnen verbeteren om hun promotie campagne effectiever te maken.

Hopelijk is mijn verhaal nu duidelijker geworden en kan je me hier eventueel verder mee helpen. Ik waardeer de moeite die u erin stopt enorm. Als sommige informatie nog onduidelijk is, wil ik dit graag nog verder uitleggen.

Alvast bedankt!

Met vriendelijke groeten,
Rosanne Somers

Op 28 mei 2015, om 19:53 heeft Pjotr Hoogendoorn <pjotr@mcrreclamebureau.nl> het volgende geschreven:

Hi Rosanne,

Vind ik moeilijk om zo te beoordelen, maar misschien heb je iets aan het onderstaande:

Sowieso is het beginpunt een duidelijke doelstelling van je campagne en een helderen communicatieboodschap. Dus wat ga je aan wie vertellen. Als je dat in kaart hebt, is het belangrijk om daar te zijn waar jouw doelgroep zich bevindt, on- en offline. Ik neem aan dat deze doelgroep vrij jong is en zich bijvoorbeeld veel op Social Media begeeft. Maar ook moet je realistisch zijn en wel targetten op mensen die hier voor open staan. Daar pas je vervolgens je concept, tone of voice (niet te belerend, etc) en middelen op aan.

Vraag jezelf ook af hoe de opvolging wordt geregeld. Worden er mensen in kaart gebracht? In een database verzameld etc? en wat kun je er dan nog mee? Nabellen, mailen etc.

Verder weet ik niet hoe de uitwerking er uit ziet, maar ook die moet afgestemd zijn op je boodschap en doelgroep. Het moet er immers wel een beetje lekker uit zien. Vervolgens is het wel slim om bij te sturen waar mogelijk en ook PR-wise de zaken uit te nutten.

Succes verder!

Met vriendelijke groet,

Pjotr Hoogendoorn
Account Director / Copywriter

MCR. Reclamebureau.
T +31 (0)70 302 19 61 > +31 (0)6 523 564 00
www.mcrreclamebureau.nl > Volg ons op [Twitter](#) en [LinkedIn](#).

Van: Rosanne Somers [mailto:rosanne_somers@hotmail.com] **Verzonden:** donderdag 28 mei 2015 20:53 **Aan:** Pjotr Hoogendoorn **Onderwerp:** Re: Elementen campagne

Hallo Pjotr,

Dankjewel voor de informatie! Het is inderdaad lastiger te beoordelen, omdat ik sowieso niet te maken heb met een specifiek product en kan aan de hand van sales dan ook niet beoordelen in hoeverre het 'product' aanslaat.

Maar als ik je verhaal goed begrijp en hetgeen zou moeten verdelen in elementen zijn de punten:

- Doelgroep
- Boodschap
- Middel (communicatiekanaal)
- Tijd (frequentie)

- Follow up (staat gedeeltelijk in samenhang met tijd)

De elementen waarop ik grotendeels kan toetsen of de campagne succesvol is en of deze juist ingezet worden.

Nogmaals dank voor je uitleg en de hulp!

Prettige avond!

Met vriendelijke groeten,
Rosanne Somers

Dit zijn wel de basis beginselen die je helder wilt hebben. Ik vind dat een op de doelgroep en boodschap afgestemd concept en tone of voice als invulling van het middel ook belangrijk zijn. Simpele dingen om iemand met je of juist U aan te spreken, kunnen een groot verschil maken.

Veel succes!

Met vriendelijke groet,

Pjotr Hoogendoorn
Account Director / Copywriter

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10.6. European Studies Student Ethics Form

Your name: Rosanne Somers
Supervisor: Mrs. Alboelkhaier-Schagen

(i) Title of Project: Mach Mit! raising awareness of the importance of the German language in the Netherlands.

(ii) Aims of project: Evaluate the perceptions of promotion activities of Mach Mit!.

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

Yes

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

In this research interviews are used. Therefore, an interview is compiled and the participants are asked to answer the questions.

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

The interviewees are German teachers of secondary schools in the Netherlands. These teachers are recruited by the fact they participated in the campaign of Mach Mit! for three to four years. The list of possible teachers was provided by Mach Mit!.

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

Questions [x]; Pictures []; Sounds [x]; Words[x]; Other [].

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

(vi) What procedures will you follow in order to guarantee the confidentiality of participants' data? Personal data (name, addresses etc.) should not be stored in such a way that they can be associated with the participant's data.

Personal data is stored in a database of Mach Mit! due to the registration of the participant to the organisation. This data is safely stored and cannot be associated with the participant's data.

Student's signature:



date: 20-06-2015

Supervisor's signature (if satisfied with the proposed procedures):



date: 20-6-2015