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# *"Wandelen voor Water"*

Simavi's communication plan for the project



Water is essential for life!  
Yet many millions of people around the world face water shortages.  
Many millions of children die every year from water-borne diseases. (...)  
The world needs to respond much better. (...)  
We need to make sanitation a priority. (...)

**Kofi A. Annan**  
**Secretary-General of the United Nations (until 2006)**  
**Operation WellFound, 2008, March 22**

## Executive Summary

"*Wandelen voor Water*" is an activity for good causes that has been carried out by Simavi since 2004. The main purpose of the activity is to finance the building of water systems in The South (= developing countries) and to educate its citizens as to the importance of hygiene. Dutch students are obtaining financial support for the project by walking a walk-a-thon. Although Aqua for All is the initiator of the event, they appointed Simavi to organize the activity in North-Holland. However, two years ago Simavi expanded their activities to South-Holland. As Simavi desires to bring about a healthy world for all citizens of the world, the activity fully agrees with their vision and mission statement.

In order to reach the main goal of "*Wandelen voor Water*", Simavi needs the help of several parties. In the first place, Aqua for All provides promotional material that could be sent to primary schools in order to inform them about the activity in general. In the second place, there are some organisations that give the possibility to Simavi to combine the walk-a-thon with a visit to their organisation. Examples of these organisations are PWN ("*Puur water en natuur*"), Museon, "*Zuiderzeemuseum*", etc. Thirdly, visiting lecturers of Simavi educate the Dutch students about the lack of clean water in The South, so that the students will understand why it is so important to build water systems in these countries.

In 2010, "*Wandelen voor Water*" had 94 participants. However, as there are also many competitors, it is difficult for Simavi to generate sufficient numbers of participating schools. Therefore, it is crucial for Simavi to distinguish their event from their competitors' activities for good causes. The main competitor of Simavi's "*Wandelen voor Water*" is "*Unicef Loop*", a walk-a-thon initiated by UNICEF. Contrary to "*Unicef Loop*", "*Wandelen voor Water*" has a clear relation with children in developing countries; the students have to walk a track of 6 kilometres with 6 litres of water empathising with children from The South who, daily, have to walk 6 kilometres with 6 litres of water every day.

At this moment the target group of Simavi's "*Wandelen voor Water*" are teachers of primary schools. From analysis among teachers, it became clear that teachers prefer activities in which their students experience everyday problems of the students' contemporaries. As "*Wandelen voor Water*" is such an activity it really suits the school's wishes.

"*Wandelen voor Water*" is mentioned by several Simavi communication instruments but there is no instrument that communicates the message of the event. Moreover, whereas

there are many modern communication instruments that could be implemented, these instruments have not been used until now. In order to make "*Wandelen voor Water*" a well-known activity among primary schools, Simavi have to change the manner of communicating with the target population.

According to the SWOT-analysis the main problem is related to the communication field. Simavi should define clear communication objectives so that they know what they would like to realise. Additionally, they should adjust their timing of informing the target population.

In order to reach the target population (primary schools), advisors will visit the primary schools' teachers. It is the advisor's task to inform the teachers about "*Wandelen voor Water*". After the visit teachers will be reached through a brochure in which they can re-read the information about the event. The main aspect of Simavi's communication is the uniqueness of "*Wandelen voor Water*".

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## Preface

Dear Reader

In front of you lies my thesis about "*Wandelen voor Water*". Three-and-a-half year ago I started writing my final paper. I never thought that it would take so long before I could bring my thesis to an end and it would never have been a success, without the help of certain people.

First of all, I would like to thank my thesis supervisor, Ms Kahar, for the time she spent on guiding me and for giving me suggestions to write this final paper. Without her advice, I would never have finished HEBO.

Secondly, I would like to thank Andy Palmen, head of the department "Campaign and Fundraising" of Simavi, who gave me the possibility of writing my final paper about "*Wandelen voor Water*".

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Finally, I would like to thank my family, friends and colleagues for their support during the whole process.

Willemijn Reijerkerk

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## Introduction

Over the last few years more and more NGOs in The Netherlands have been organizing activities for good causes and primary schools in The Netherlands were asked to participate in these activities. Simavi is one of the NGOs that organizes such kinds of events. In 2004 they started organizing "Wandelen voor Water" and in that year, there were 5 schools participating in the activity. This number has grown dramatically up to 2010 where the number of participants has reached 94.

However, Ms Van der Willigen (Project Manager of "Wandelen voor Water") predicted that this trend may not be so dramatic anymore due to the fact that a lot of schools in The Netherlands have to be more selective in the projects that they participate in (S. v.d. Willigen, personal interview, July 17, 2008). As explained earlier, the reason for this is that there are more and more NGOs organizing events for good causes. Therefore, if Simavi does not differentiate "Wandelen voor Water" from the events of other NGO's, it might lose a number of (potential) participants from primary schools in The Netherlands in the future. Ms Van der Willigen therefore would like to differentiate the activities of the concept of "Wandelen voor Water" so that primary schools make a conscious choice for "Wandelen voor Water" (S. v.d. Willigen, personal interview, July 17, 2008).

The hypothesis in this research is that without enhancing communication to primary schools, the schools do not know that the project "Wandelen voor Water", organized by Simavi, is different from activities organized by other NGOs. Therefore, the aim of this paper is to give advice on how Simavi could communicate to primary schools in The Netherlands that their project is different from projects of other NGOs. This aim brings me to the central question mentioned below.

*How can Simavi optimize its communication to primary schools in The Netherlands, that their event "Wandelen voor Water" is different and more beneficial than the events of other NGOs, in order to generate an increase in the number of participating schools in this project?*

The sub questions of the paper are formulated as below:

- What are the characteristics of "Wandelen voor Water"?
- What would Simavi like to express to primary schools with the project "Wandelen voor Water"?
- Which other parties are involved in the organisation of Simavi's "Wandelen voor Water"?

- Who is the contemporary main target group?
- What are the characteristics of the activities for good causes of other NGOs?
- What are the most effective communication tools in order to reach the target population?

### Main goal of the report

The main goal of this report is to advise Simavi how they should communicate with their target groups in order to generate the number of participants of "Wandelen voor Water". Therefore the paper is not meant to be a theoretically based paper, but it is meant to give Simavi useful advices which will change their method of working for "Wandelen voor Water".

### Motivation

From November 2007 until March 2008 I worked as a volunteer of "Wandelen voor Water" at Simavi. The tasks that were appointed to me included bringing in primary schools to participate in "Wandelen voor Water"; to inform the teachers about the state of affairs, to search for guest lecturers, and to organize the day of the sponsoring event.

During my stay at Simavi, my experience was that it becomes more and more difficult to attract schools to participate in "Wandelen voor Water" due to the fact that Simavi is 'swimming in a pool' of NGOs that organize activities for good causes. However, as Mr. Kofi A. Annan said during the launch of the 'Water for Life' Decade on 22 March 2005, "water is essential for life! Yet many millions of people around the world face water shortages. Many millions of children die every year from water-borne diseases. (...) The world needs to respond much better. (...) We need to make sanitation a priority. (...)" (Operation WellFound, 2005). That is where Simavi is working. They made sanitation a priority and give primary schools in The Netherlands the possibility to respond to this matter.

### Research Methodology

#### *Primary research: survey among participating schools*

In order to get an impression of the experience and opinion of primary schools that participated in "Wandelen voor Water" of Simavi, I conducted and distributed a survey among those schools. From this survey it became clear which other NGOs organizes activities for good causes, what the motivation of the schools is, why they choose a specific event, and whether the communication between Simavi and primary schools was

sufficient or not. The interviewees were selected from the database of Simavi in which all participating primary schools are involved. In this way one could find out whether schools are satisfied about "Wandelen voor Water" as it was organized until this moment.

*Primary research: survey among potential participating schools*

For a good analysis of the target group it is also important to ask potential participating schools, what experience they have had with activities of NGOs in general and what their motivation is to participate in these activities. Therefore, I conducted a survey for potential participating primary schools. The survey is nearly the same as that was distributed among participating primary schools, as the questions were about general information of the school and about their motivation to participate in activities for good causes. Only the last part was different because this included questions about "Wandelen voor Water" itself. In the survey that was distributed among potential participating schools, schools were asked if they knew of "Wandelen voor Water", whereas in the survey for participating schools, schools were asked if they were satisfied about the information they got from Simavi. The interviewees of this survey were selected from the internet (basisscholen.startpagina.nl). From all provinces three primary schools were selected. This assured me that the results are representative for all primary schools in The Netherlands.

*Primary Research: Interview with Project Manager, Simavi*

To get a clear impression of the current situation I had an interview with Ms Van der Willigen (Project Manager "Wandelen voor Water"). From this interview it became clear who the competitors are, who the current target audience is, who the key players are, how they communicated with the target audience, (if and) how this communication was evaluated, and which communication tools they could use.

*Primary research: more detailed survey*

In order to get more detailed information from primary schools, I invited 5 interviewees to fill in a more detailed survey. Questions of this survey included preference about communication tools that will be used by Simavi to attract schools to participate activities for good causes and (in a later stage) to inform them about the activities themselves. Also I wanted to understand the decision-making system of primary schools in choosing activities for good causes.

*Secondary research: desk research among competing activities for good causes*

In order to understand the competitors of "*Wandelen voor Water*" I did desk research on the internet. The results of the surveys and the interview with Ms Van der Willigen gave me information about the competing activities for good causes. The information on the internet gave clear information about the activities themselves, who the target groups are, how (much) the competing organizations are communicating with their target group(s) and how.

*Secondary research: theory*

To be able to write a proper report I consulted different books about communication marketing, PEST-analysis, positioning, communication strategies, managing the media and related issues. The books gave me useful background information, which made it possible to write the analysis and to give a clear answer to the central question as mentioned in the introduction earlier.

*Secondary research: telephone call with Dutch municipalities*

In order to research if there are any restrictions from Dutch municipalities that limit searching for financial supporters by Dutch students, I called twelve municipalities. This information was needed in order to be able to analyse the political factors that could influence the total yield of "*Wandelen voor Water*" (see paragraph 1.2.1).

Structure of the report

This report is divided into two parts, namely the analyses and the recommendations. The first part starts with the analysis of the current situation (Chapter 1). In this chapter, it will be explained what the characteristics and the message of "*Wandelen voor Water*" are; who are involved in the event and what Simavi would like to express to their target population. I gathered this information by doing desk research, by a personal interview and by my own experience. However, as it is vital for the purpose of this report to analyse the situation thoroughly, the stakeholders, competitors and the target group will be discussed in separated chapters (Chapters 2, 3 and 4 respectively). In chapter 2 the question of which other parties are involved in organizing Simavi's "*Wandelen voor Water*" will be answered. I obtained the information for this chapter by a personal interview, by doing desk research and by a small survey among municipalities. In chapter 3, the activities for good causes of the main competitors of "*Wandelen voor Water*" will be

discussed. I did some desk research among those competing organisations in order to find out how they are communicating to their target groups and the best way to position Simavi's event. In chapter 4, an analysis of the main current target group is given. In order to write this chapter I have studied different books and documents about target groups, receiver groups and target populations. Additionally, I distributed a survey among (potential) participating schools. After these analyses, a conclusion of the research findings is drawn in the SWOT-analysis (Chapter 6). In chapter 7 (part 2 of the report), the question will be answered, as to which communication tools are most effective in reaching the target population. The information of this chapter is based on different books and theories, on the teacher's survey and on the findings of the previous chapters.

## 1 Analysis of the Situation

In order to be able to generate the number of participating primary schools in "*Wandelen voor Water*" it is important to form as clear as possible a picture about this event and about the situation in which it finds itself (Vos, Otte & Linders, 2003, p. 25). In this chapter we will discuss both the internal and external situation. However, as it is essential for the purpose of this report to study the external analysis thoroughly, part of the external analysis will be discussed in Chapters 2-5.

### 1.1 Internal Analysis

Internal analysis focuses on reviewing the resources, capabilities, and competencies of a company. The goal is to identify the strengths and weaknesses of the company, so that the company could effectively support the activities of those partners who contribute to the execution of the strategy (Hill & Jones, 2009, p.19; Verhage, 2007, p.97).

#### 1.1.1 Aqua for All

The Aqua for All Foundation is a non-governmental organization which is situated in Nieuwegein. The foundation was founded in 2002 by "*Koninklijke Vereniging voor Waterleidingbelangen in Nederland*" (KVWN) and "*Nederlandse Vereniging voor Waterbeheer*" (NVA), to combine the forces of the Dutch water sector in the area of developing aid. It is the purpose of Aqua for All to promote durable development of provisions of drinking water, sanitation and water management. Aqua for All is subsidised by several Dutch water bodies and district water boards, such as "*Waterleidingmaatschappij Limburg*" and "*Water for Life*", and by the "*Ministerie van Buitenlandse Zaken, Directoraat-Generaal Internationale Samenwerking*" (Aqua for All, 2008, "*Krachtenbundeling publieke watersector*" section). Aqua for All developed a concept for primary schools (class 7 and 8, for Dutch students aged between 10 to 12 years old) in The Netherlands, which is known as "*Wandelen voor Water*".

#### 1.1.2 "*Wandelen voor Water*"

"*Wandelen voor Water*" is a concept of the Aqua for All Foundation and was set up in 2003. Since then the project is organized annually by different organisations.

"*Wandelen voor Water*" is a sponsoring event of which Dutch students are encouraged to get involved so that they can understand the everyday problem of children in The South (= developing countries). The philosophy of "*Wandelen voor Water*" is to educate the importance of hygiene and clean water to people from The South. One of the main activities that Dutch students can participate in is to raise funds so that projects in The South can be financed. Because Aqua for All does not have enough manpower to organise the project, they appoint several organisations in The Netherlands, such as Rotary Clubs, ZOA and Simavi, to organise the activities of the concept "*Wandelen voor Water*".

### 1.1.3 Simavi

#### History

Simavi is a non-governmental organisation which was founded in 1925 by two medics, namely Dr Van der Spek and Dr Bervoets. At that time, the aim of the organisation was to deliver medicines and instruments to the missionaries in the Dutch East Indies. For a long time Simavi's aid moved across the borders of Dutch India and even before the Second World War everybody could ask for support for health related projects (Simavi, "Geschiedenis" section). Nowadays, Simavi gives financial aid to organisations in Africa and Asia which carry out water and sanitation projects to improve health among the poorest of the world. Simavi only gives financial aid to long term projects; they do not give aid on an ad hoc basis. These projects are financed by several funds, one of which is "*Wandelen voor Water*" (Simavi, "Over ons" section).

#### Mission and vision (Simavi, English part "Mission" section)

In order to understand Simavi's activities, it is important to know what they stand for. On the website they write that "Simavi stimulates and supports projects aimed at improving the health of the poorest populations of rural Africa and Asia, without regard to race, religion or political creed". Simavi focuses on projects in the area of health care and especially on water and sanitation projects. Next to that, the initiatives they support include HIV/AIDS, gender and eye care. The local projects that Simavi supports should be related to the Millennium Development Goals (MDGs)<sup>1</sup>. Simavi is fully responsible for steering "*Wandelen voor Water*": They have to search for schools, give guest lectures,

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<sup>1</sup> Goals that were set up by the UN in order to address the biggest world issues

have contact with the initiator (Aqua for All), define the tracks, etc. The strong point of Simavi's projects is that local organisations should organise the project in detail, such as making the plan, buying materials, etc. After completion of the project, a delegation of the population will be taught so that they, if needed, could make repairs to, for example, water pumps. The mission of Simavi is based on their vision in which they are striving for a world without poverty and in which people give care to others without regard to origin, money, gender or religion. In this way, Simavi gives their support by standing up for the rights of each individual and the community and, secondly, for everybody's individual responsibility for their own care and for that of the community.

### Objectives and strategy

To be able to finance these projects Simavi needs the support of the Dutch public. Simavi would like to create awareness and involvement among the Dutch people (Simavi, *Strategische Visie 2009-2011*). In the first place they should know what the problems of The South are, so that they can help them understand the urgency of their need. Next to that, it is important to make the public familiar with the activities of Simavi in order to create transparency and credibility. To make the Dutch really aware of the issues in The South, Simavi would like to involve the public in their activities. There are several projects in which they could engage, such as the yearly collection, "*Hoge Noot*", and "*Wandelen voor Water*" (Simavi, "Doe mee" section). As already stated, this final paper is based on the activity "*Wandelen voor Water*" where Simavi focuses on both people in The South and the Dutch public, positioning itself as an intermediary between both parties. This also became clear in the strategic plan for the term 2009-2011. Simavi would like to achieve their goals by carrying out their mission statement (see paragraph 1.1.3 "Mission and vision"). Concerning the development aid, it is not possible to make one strategic plan for all countries as each country has its own situation with their own problems. Therefore, Simavi developed Country Strategy Papers (CSPs) for each country. Those papers are based on a thorough analysis of the situation in that specific country and involve the input of both local initiatives and partners in the Western Countries (Simavi, "Our work" section).

### Ambition

Since 2009 Simavi has been focussing on mothers in The South. According to Simavi, mothers are playing a key role in the health situation of their family. Together with them Simavi takes care with safe drinking water, good hygiene, a healthy pregnancy and the health of their children. In addition, Simavi gives them needed knowledge to prevent

diseases. To reach the mothers in The South, Simavi does have several partnerships with local organisations (Simavi, 2009, Brochure "Moeder Millennium Estafette").

### Developments within Simavi

As said earlier, Simavi has changed their focus from health care in general to health care with mothers because mothers are playing an important role in the community. Simavi wrote in their annual report (2008) that the improvement of the position of women has a positive influence on the health situation of the whole community (p. 10). They also give an example to illustrate that influence: It seems that if women have a larger say about sexuality and birth planning, they have fewer children and have them later. These facts result in a decline of complications during delivery and in a decline of risky illegal abortions and in an improvement of the health situation of both women and children. Therefore, Simavi decided to strengthen the position of women in The South. In order to gain social and financial support for their work in The South, Simavi organises several activities, but since 2009 they have also organised a relay tour through The Netherlands, in which dignitaries and mothers are participating. From 5 – 26 September 2009 the first tour was realised. Mothers who participated in the tour, drove with three small busses to different places in The Netherlands and organised walking-tours in each place. If possible, dignitaries who lived in those places were also participating in the tour.

### "Wandelen voor Water"

Simavi has been assigned to organize "*Wandelen voor Water*" in North-Holland since 2004. In spite of the fact that Aqua for All is the coordinator and initiator of "*Wandelen voor Water*", there is, however, an agreement between Aqua for All and Simavi that Simavi may keep and use the funds that it generates (S. v.d. Willigen, personal interview, July 17, 2008). It is Simavi's goal to teach Dutch students what they can do to achieve the "*Wandelen voor Water*" goals: they can raise funds by participating in a sponsoring activity ("*Wandelen voor Water*"), so that water pumps could be built and the importance of hygiene and clean water could be educated to people from The South (see Chapter 1.1.2). Each organization that organizes "*Wandelen voor Water*" is also allowed to attract schools to participate in the event in other provinces, only when there is no other organization which organizes the project. Due to the fact that there are many NGOs that organize activities for good causes, it is necessary for Simavi to enhance the visibility and credibility of the project to gain more participants. Therefore it is important for Simavi to differentiate their activities from those activities of other NGOs. At this moment Simavi has differentiated "*Wandelen voor Water*", and this plan will help them to decide how to

communicate the fact that they are different. Chapter 3 shows how "*Wandelen voor Water*" differs from other sponsoring activities.

## **1.2 External Analysis**

According to Hill & Jones (2010, p. 17), the essential purpose of the external analysis is to identify the opportunities and threats in the organisation's operating environment that will affect how it pursues its mission. The first part of the external analysis (the analysis of the macro-environment<sup>2</sup>) is made by using the PEST-analysis. PEST stands for:

- **P**olitical factors
- **E**conomic factors
- **S**ocial factors
- **T**echnological factors

The PEST-analysis identifies the relevant elements and developments within the macro-environment of "*Wandelen voor Water*", which could influence the position of this project. The PEST-analysis describes the aspects which could hardly be influenced by a manager (Matthyssens, Martens & Vandenbempt, 1998, p.104).

### **1.2.1 Political Factors**

From telephone calls among Dutch municipalities we could conclude that 67% of all interviewees have restrictions, when students would like to gain financial supporters for activities for good causes (see appendix 1). Students may only obtain financial aid door to door if the municipality gives permission. In that case, students must be able to identify themselves. The name and the phone number of the local coordinator should be written on their identification cards (Simavi, 2010).

### **1.2.2 Economic Factors**

Since 2007, the financial crisis has had much influence on the pattern of expenditure of people. According to Ms Jette Klijnsma (State Secretary of the Ministry of Social Affairs), it is clear that people reduce their expenses because they expect that the crisis will have

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<sup>2</sup> Major external and uncontrollable factors that influence an organization's decision making, and affect its performance and strategies (BusinessDictionary.com, 2010).

negative influence on their financial position (Zibb, 2009). It seems that NGOs also fear that their income will be reduced as a result of the crisis (PWC, 2009). Yet research reveals that activities for good causes are not affected by the crisis. "*Het Nederlandse Donateurspanel*" reports that, in fact, there is less change with regard to activities for good causes; saving on good causes is placed at the 7<sup>th</sup> place (Het Nederlandse Donateurspanel, 2009, Onderzoeksrapportage, p.3).

As became clear from the research of PWC (2009), the crisis also offers opportunities:

- organisations (again) evaluate their policy critically
- organisations become more innovative and creative
- more possibilities for cooperation with other organisations

### 1.2.3 Social Factors

There are several social factors which influence the developments within the activities for good causes. Firstly, in 2000 the United Nations (UN) set up eight MDGs. The seventh goal deals with environmental sustainability. One of the targets of this goal is that, by 2015, 80% of the current population should have access to safe drinking water and basic sanitation (United Nations "*Millenium Goals*" section). Furthermore, the UN founded "*World Water Day*" in 1992. The goal of this day, which is held yearly on 22<sup>nd</sup> March, is to think about the importance of good water management. As the philosophy behind "*Wandelen voor Water*" is to educate the importance of hygiene to children from countries in The South, the project applies to the seventh MDG in relation to sustainable environment and automatically gains the support of the UN. Secondly, it is one of the main tasks of the Ministry of Foreign Affairs to stimulate and support development cooperation. The Dutch government tries to make its support to the MDGs better and more effective by stimulating partnerships with social organisations, companies and knowledge institutes, in rich and poor countries. Simavi agrees with that objective; it has several partnerships with countries in The South. As said in paragraph 1.1.3, local organisations should organise the implementation of water and sanitation systems in detail, as Simavi is only the financier (S. v.d. Willigen, personal interview, July 17, 2008). Thirdly, the development policy of the European Union (EU) is oriented towards eliminating poverty. The EU sought national governments to define financial objectives for development aid. In 2005, it became clear that each EU-country provided financial aid, but apparently that was not sufficient. As a

result, there was a lot of casualty among the citizens in The South, due to the fact that they still do not have access to safe drinking water and good sanitation systems (UN, 2005).

#### **1.2.4 Technological Factors**

Due to the fact that there is a lack of knowledge about hygiene, sanitation facilities and water systems in The South, many citizens die as a result of diarrhoea (Simavi, 2010, "Ons werk" section). If "*Wandelen voor Water*" would be really successful, it is important to educate habitants from The South in building and maintaining sanitation facilities and water systems and in knowledge about hygiene. As a result of globalisation, there are many possibilities to give an impulse to the development of these facilities. However, this will strongly rely of the policies implemented in both advanced and developing countries (Elsevier Science Inc, 2003). It is vital, therefore, that Simavi is acquainted with the policies in The Netherlands and in the concerning developing countries. In order to be transparent to their target group(s), Simavi should talk about the lack of technological knowledge in countries of The South. Additionally, Simavi could inform them about the fact that there are many NGOs in The Netherlands that give financial aid to local initiatives in The South to implement water pumps and sanitation systems. Likewise, students of the "*Technische Universiteit Delft*" did research on sustainable development in Africa (Africa Server, 2007) and Simavi could cooperate with these organisations and the university in their communication with the target group(s). Of course, there are also communication technologies which make it possible to reach the target group of "*Wandelen voor Water*" in The Netherlands. This information will be discussed in the Analysis of the Communication (Chapter 5).

### **1.3 Conclusion**

From the analysis of the situation we could conclude, that "*Wandelen voor Water*" is really agreeing with the mission and vision statement of Simavi, as it is Simavi's goal to realise a 'healthy world' for all the world's citizens. Additionally, it became clear from the PEST-analysis, that there are several factors that influence the success of "*Wandelen voor Water*" positively or negatively. In order to be as transparent as possible, it is important to inform the target group(s) about these factors and how Simavi would like to deal with them.

## 2 Analysis of the Stakeholders

Although an organization cannot directly control developments within the meso-environment<sup>3</sup> nor move them in the direction that it wants them to take, it can certainly try to influence the developments (Vos, M. et al., 2003, p. 30). In that case, it is firstly important to define who the stakeholders are and, secondly, which role they are playing. This will be discussed in this chapter.

### 2.1 *Simavi's stakeholders*

#### 2.1.1 Aqua for All

Aqua for All is the initiator of "*Wandelen voor Water*" and is situated in Nieuwegein. The foundation is playing a big role in the organization of the activity. They provide flyers, registration forms for schools, a handbook for the organization carrying out the activity, material for guest lectures, rucksacks for participating children in which they could put their water bottles during the track, etc (Aqua for All, 2010). Additionally, Aqua for All doubles the total yield of Simavi's "*Wandelen voor Water*".

#### 2.1.2 PWN ("*Puur water en natuur*")

PWN is an organization in North-Holland which provides clean water to 1.5 million clients. PWN also sponsors annual events and organizations related to water, nature and health. In that sense, "*Wandelen voor Water*" is clearly linked with the vision of PWN, in which the organization states that they are contributing to solving the water issue in The South. Applications for sponsoring activities should have a direct link with the area of which PWN is water supplier, with nature, health and water in general (PWN, 2010). As participants of "*Wandelen voor Water*" get information about PWN in North-Holland, and as they are focusing on clean water and health in The South, "*Wandelen voor Water*" meets the demands of PWN. Because PWN supplies water bottles for the track, the organization is an important stakeholder of "*Wandelen voor Water*". Additionally, they are playing a big

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<sup>3</sup> The various public groups that directly relate to the organisation, such as clients, suppliers, competitors and the media (Vos, M. et al., 2003, p. 30)

role as they establish routes at five locations and as they give guest lectures at primary schools.

### **2.1.3 Museon**

Since 2008, Museon has also partnered Simavi in organizing "*Wandelen voor Water*". Museon is a museum in education situated in The Hague which has the target to exchange information about current topics in the area of nature, culture, knowledge and technology (Museon, 2010). An example of such a topic is the water issue in The South. In 2008, Museon opened the new exposition "*Levenswater*". The goal of this exposition is, even as "*Wandelen voor Water*", to pay attention to the importance of clean water. Museon is an important partner because it could make "*Wandelen voor Water*" more attractive for schools in the future. For example, they could combine "*Wandelen voor Water*" with visiting Museon.

### **2.1.4 "Zuiderzeemuseum"**

The "*Zuiderzeemuseum*" is also a partner in organizing "*Wandelen voor Water*". Water is an important part of the presentation of the "*Zuiderzeemuseum*" to its clients. The purpose of the museum is to bring past and present together. As the museum is continually focussing on the past and the future of land and water, it could be connected with the purpose of "*Wandelen voor Water*" which consists of making Dutch students aware about the water issue in The South (Zuiderzeemuseum, 2010). Because the "*Zuiderzeemuseum*" is part of one of the tracks, it could be a very attractive event. However, it is important to communicate this unique point to primary schools so that they would want to participate in "*Wandelen voor Water*".

### **2.1.5 Dutch students**

Dutch students are an important stakeholder of "*Wandelen voor Water*". Simavi is dependent on their input, as they are the group that have to gain financial aid for the implementation of water systems in The South. If Simavi could make them enthusiastic to collect as much financial supporters as possible, this would have a positive influence on the total yield of "*Wandelen voor Water*". To make the students enthusiastic, it is

important to gain their attention by attractive information. From a survey among teachers, we can conclude that students could be best reached by authentic material, e.g. video and photographs (see appendix 2).

#### **2.1.6 Children from The South**

Children from The South are also stakeholders of "*Wandelen voor Water*". In most cases, they have to walk to fetch water, so that they could not go to school. As a result, they will have low paid jobs in the future. Additionally, the best place to inform habitants of The South about hygiene issues are schools, as there are many people together. Students could pass the message on to their family (S. v.d. Willigen, personal interview, July 17, 2008).

#### **2.1.7 Financial supporters**

Without financial supporters "*Wandelen voor Water*" would not be a big success. Although Dutch students will be aware of the water issue in The South, this will not solve the problem. It is important to gain financial support, so that water systems and pumps could be built and citizens of The South could be informed about the importance of hygiene. The more financial supporters "*Wandelen voor Water*" has, the more Simavi could invest in clean water systems. For Simavi it is important that financial supporters know what "*Wandelen voor Water*" is, what the main goal of the activity is and how they could support the event.

#### **2.1.8 Local parties in The South**

As mentioned in paragraph 1.1.3 one of the goals of "*Wandelen voor Water*" is to build water systems and pumps and to inform the habitants of The South about the importance of hygiene. In order to reach these goals, Simavi gives financial support to local parties, who should submit their own application (S. v.d. Willigen, personal interview, July 17, 2008). Examples of local parties are NEEDS (Network for Enterprise Enhancement and Development Support) in India, CAVWOC (Centre for Alternatives for Victimised Women and Children) in Malawi and ZWASA (Zambia Water and Sanitation Alliance) (Simavi, 2009). As a result of the application, citizens feel more responsible for maintenance of the systems. Local parties are important stakeholders of "*Wandelen voor Water*" as they

manage the whole process in developing and maintaining water systems and in informing the citizens about hygiene. Without these parties it will be impossible for Simavi to obtain continued success because citizens do not feel responsible for the pumps and do not maintain the systems well. Obviously, when they are not involved in building the systems, they are unable to repair them (S. v.d. Willigen, personal interview, July 17, 2008).

### **2.1.9 Teachers**

As teachers in 62% of all cases are the decision makers when deciding if a school submits for an activity for good causes or not, they are important stakeholders of "*Wandelen voor Water*" (see appendix 2). In that case, it is important to inform the teachers about the event and to make them enthusiastic to participate in the activity. If the teachers are encouraged to be enthusiastic, it would be easier for Simavi to attract schools to participate their event.

### **2.1.10 Municipalities**

A small survey held in various municipalities revealed that 67% of the towns required schools to apply for a permit to allow their students to raise money for "*Wandelen voor Water*" by going door to door (see appendix 1). If schools belonging to these local governments do not ask for permission, children are only allowed to ask their family to give financial support. This will influence the total yield of "*Wandelen voor Water*", as children are limited when seeking sponsors. Simavi could inform the schools about the possibility of this legislation and could tell them how to manage this legislation.

### **2.1.11 Media**

The media could be important stakeholders of "*Wandelen voor Water*" as they are able to give publicity to the event. However, at this moment Simavi do not have fixed media partners, with which they communicate about the activity, but they do send a press release to the local media in general, such as Radio Beverwijk, Omroep West, Haagsche Courant, Nieuwsblad Haarlemmermeer, etc. In the event of publicity, "*Wandelen voor Water*" will become widely known among schools and potential sponsors. That could result in more participants of "*Wandelen voor Water*" and in more sponsors of the event.

Nevertheless, it is difficult to influence the media in publishing about the activity. According to Gurton, journalists can make or break the promotion of the product to the target market (Gurton, A., Press here – managing the media, p. 2). To be successful in getting free publicity, Simavi has to make sure that the media knows about "*Wandelen voor Water*", that they understand the underlying message of the event, that they know that Simavi is willing to be used as a pundit in development co-operation, and that the media has a good impression of Simavi and "*Wandelen voor Water*" (Gurton, A., Press here – managing the media, p.3). As journalists will publish information which they believe to be in the public interest (Gurton, A., Press here – managing the media, p.5), it is important to link the press release with a recent topic in the community.

#### **2.1.12 Visiting lecturers**

In order to generate enthusiasm amongst Dutch students for "*Wandelen voor Water*" and to inform them about the goals of the event, it is important to communicate with this target group. From the survey among teachers, it can be concluded that visiting lecturers are an important phenomenon in informing Dutch students about the event and about the situation in The South (see appendix 2). However, to make the students as enthusiastic as possible, lecturers should use authentic material such as photographs and videos. In 2010, 94 primary schools submitted for "*Wandelen voor Water*". Because Simavi would like to expand the number of participating schools, it is in the first place important to keep lecturers. Simavi could stimulate them by giving them a (small) gift after the guest lectures; by informing them about the project in The South, by sending them a birthday card and other interactive activities. Also, because Simavi would like to make the event bigger, they have to search for new visiting lecturers in order to be able to provide guest lectures to all schools.

#### **2.1.13 Volunteers**

Simavi has some volunteers who help them to organize "*Wandelen voor Water*". All volunteers either are or had been working for organizations that amongst others are focusing on the water issue in The South. Examples of these organizations are Royal Haskoning in Nijmegen, PWN in Velsbroek, Stichting Sign in Amsterdam, etc. If it is Simavi's aim to grow with their event, it could be that they will have too little manpower. In order to be able to organize the activity in a well-structured way and to keep the costs low,

Simavi should seek for more volunteers. That does not need to be a big problem as it is a trend that Dutch people and organizations would like to be involved in activities of developing organizations (Simavi, 2009, Strategische Visie 2009-2011).

#### **2.1.14 Competitors**

Competitors will be analyzed in the next chapter as it is vital to study them thoroughly for the purpose of this report.

## **2.2 Conclusion**

From the analysis of the stakeholders we could draw the conclusion that the success of "*Wandelen voor Water*" depends on the input of different organizations and (individual) persons. However, most of Simavi's stakeholders are involved in the organizational activities and not in the communication activities of Simavi's event. Nevertheless, when Simavi wants to expand their activity, the help of all stakeholders will be essential for the success of "*Wandelen voor Water*".

### 3 Analysis of the Competitors

As mentioned in the introduction of this report, it is becoming more and more difficult to attract schools to participate in "Wandelen voor Water", due to the fact that Simavi is 'swimming in the pool' of NGOs that organize activities for good causes. Simavi claims to be different in their activity and is trying to attract schools to participate in their sponsorship events. However, to be able to focus on their uniqueness, it is important to know what the characteristics of their competitors are and how the competitors are communicating with the target group(s). They are discussed in paragraph 3.1.

#### 3.1 Simavi's competitors

##### 3.1.1 UNICEF

As the surveys show, one of the most important competitors is UNICEF, an organization that would like to enlarge children's rights all over the world. They focus on health care, education, food, water and protection. To finance their project, UNICEF has some events in which people can participate. For our purposes, the most important one is:

##### "Unicef Loop"

About 40 years ago, the "Unicef Loop" was organized for the first time. Since then many Dutch students have participated in this event. The target group in this event are primary schools in The Netherlands. Students have to search for sponsors and to walk a track that is set up by their school or by a volunteer. UNICEF offers a step-by-step plan to organize the "Unicef Loop", which makes it easier and more attractive to announce the event. The "Unicef Loop" could be held the whole year through and is totally organized by schools or by volunteers (UNICEF, 2010 and UNICEF-loop, 2010).

##### Similarity to "Wandelen voor Water"

Like "Unicef Loop", "Wandelen voor Water" is also a sponsored activity in which Dutch students participate. In both activities students are sponsored by organisations/private individuals to raise financial contributions so that projects in The South can be financed.

### Difference to "*Wandelen voor Water*"

Contrary to "*Unicef Loop*", "*Wandelen voor Water*" has a clear relation with children in developing countries. Students who participate in "*Wandelen voor Water*" have to walk 6 kilometres with 6 litres of water. Every day, children from The South also have to walk 6 kilometres with 6 litres of water.

### Promotion

UNICEF placed a small video about the "*Unicef Loop*" on their website. On the video, the message of the "*Unicef Loop*" is declared. It shows pictures about the activity itself, but also about the situation in The South. This makes the problems of contaminated water concrete for Dutch students. If the Dutch students have a clear image of the bad situation, it will make them more enthusiastic to participate in the activity. UNICEF is also active on twitter.com. Although they have sent different tweets, they did not send a tweet about the "*Unicef Loop*". However, different local newspapers have sent a tweet about the activity and have published articles about it. Finally, UNICEF has written about the activity in their annual report. They wrote one small paragraph with information about the number of participants and about the financial gain of the activity.

### **3.1.2 Edukans**

#### "*Schoenmaatjes*"

Every year Edukans organizes the project "*Schoenmaatjes*". Dutch children are asked to fill a shoe box with toiletries, toys, etc. for their poor contemporaries in the world. The countries to which the boxes are sent are Kenya, Uganda, Malawi, Iraq, Moldavia and Albania (Edukans, 2010).

#### Similarity to "*Wandelen voor Water*"

Like "*Wandelen voor Water*", "*Schoenmaatjes*" is a project in which Dutch children participate. The central focus of the project is care for contemporaries in the world.

### Difference to "*Wandelen voor Water*"

"*Schoenmaatjes*" is an activity in which Dutch children give a present to poor contemporaries in the world. The strong point of this project is that children learn to give something to other people, but also that they realize that there is poverty in the world.

### Promotion

Firstly, "*Schoenmaatjes*" is promoted on the website by an explanation of the activity. Secondly, the kick-off of "*Schoenmaatjes*" is broadcasted by "NOS Jeugdjournaal". This video is also published on the website of Edukans. Thirdly, they have a brochure in which Dutch students are asked to fill a shoe box with small presents for children in The South. Fourthly, they publish a project paper for teachers in which they explain their project. It is not clear how the brochure and the paper are distributed to the target groups and how often they are published. Fifthly, Edukans has written about "*Schoenmaatjes*" in their annual report. The description about the activity is a half-page long. Finally, you can find several other promotion tools on the website including songs, small films, colouring pictures and picture books..

### **3.1.3 "Stichting Kinderpostzegels"**

The "*Stichting Kinderpostzegels*" helps children (up to 18 years old) in The Netherlands, but also in foreign countries. The Foundation gives the children extra aid so that they can grow up as well balanced adults. Eleven and twelve year olds sell stamps and cards so that the foundation can finance their projects ([www.kinderpostzegel.nl](http://www.kinderpostzegel.nl)).

### Similarity to "*Wandelen voor Water*"

Like in "*Wandelen voor Water*" the central focus is that children help other children. As said above, this project is also carried out by eleven and twelve year olds (as per "*Wandelen voor Water*").

### Difference to "*Wandelen voor Water*"

There are many differences between the activities of the "*Stichting Kinderpostzegels*" and "*Wandelen voor Water*". Similarly to "*Schoenmaatjes*", the activities of the "*Stichting Kinderpostzegels*" are not sponsoring activities. Further, "*Wandelen voor Water*" focuses on children in The South whereas "*Stichting Kinderpostzegels*" also helps children in The

Netherlands. Another big difference is that they only work on fund-raising while the philosophy of "*Wandelen voor Water*" for Dutch students is that they should understand the everyday problems of children of The South.

### Promotion

"*Stichting Kinderpostzegels*" is using different tools to communicate with their target group(s). The first one is their website on which they present who they are and what they are doing. Secondly, you can send an e-card to, for example, a friend. When your friend downloads the card you will be connected to the website of "*Stichting kinderpostzegels*". Target group of the e-cards are children (Kinderpostzegels, 2010). Thirdly, "*Stichting Kinderpostzegels*" publishes a newsletter, published about three times a year, consisting of results of games and reports about their projects. Fourthly, the foundation publishes an annual report. This report is not distributed automatically, but interested people can download it from their website. Finally, "*Stichting Kinderpostzegels*" has been a member of Hyves since 2009. The target group of their page is everybody who is interested in the activities of the foundation and who would like to help vulnerable children (Hyves, 2010, Kinderpostzegels).

#### **3.1.4 "Jantje Beton"**

Jantje Beton is also focusing on Dutch children. The philosophy of Jantje Beton is to let children play with each other, so that they improve their social skills, which could be of great importance in the future. Some examples of those skills are teamwork and responsibility.

To finance "*Jantje Beton's*" activities, the organisation organizes a yearly lottery at primary schools (Jantje Beton, 2010).

### Similarity to "*Wandelen voor Water*"

The only similarity with "*Wandelen voor Water*" is that the activities are focused on Dutch children.

### Difference to "*Wandelen voor Water*"

There are many differences between "*Jantje Beton*" and "*Wandelen voor Water*". The most important one is that "*Jantje Beton's*" projects are focused on children in The

Netherlands. Additionally, they do not look at the basic needs, as declared in Maslow's pyramid (1943). Finally, the underlying idea of Jantje Beton's activity is not to let children understand the everyday problem of children of The South.

### Promotion

The "*Jantje Beton Loterij*" is promoted by different communication tools. In the first place, "*Jantje Beton*" is using their website to communicate about "*Jantje Beton Loterij*". On the website there is a specific link to information about the lottery. Additionally, "*Jantje Beton*" is publishing a newsletter, which is published four times a year. It is unknown if, and how much the letter is telling about the "*Jantje Beton Loterij*". Next to the newsletter, the lottery is also mentioned in the annual report of "*Jantje Beton*". There is one paragraph (one page long) about the activity. The report could be downloaded from the website. In September "*Jantje Beton*" publishes a small paper about the lottery which is distributed to 400.000 households. "*Jantje Beton*" also made a brochure, but this brochure is not specially focussing on the lottery. You can apply for a brochure by e-mail. Finally, "*Jantje Beton*" also published some books and a DVD about their mission.

### **3.1.5 CliniClowns**

The target group of "*CliniClowns*" are ill and handicapped children. Goal of the "*CliniClowns*" is to help children to forget their troubles for a moment (CliniClowns, 2010).

### Similarity to "*Wandelen voor Water*"

The activities of "*CliniClowns*" are also focused on children (up to nineteen-year-olds).

### Difference to "*Wandelen voor Water*"

The target group of the "*CliniClowns*" are children in The Netherlands, while "*Wandelen voor Water's*" main target group are children in The South. Next to that, "*CliniClowns*" do not offer a specific activity to primary schools, but schools could think about ideas to raise financial support. "*CliniClowns*" provides materials to carry out the ideas of the schools.

### Promotion

On the homepage of CliniClowns you can read more about activities that will take place and how the public could help to raise financial aid. CliniClowns informs their supporters

through a magazine, which appears twice a year. In this magazine, they write about their activities and publish experiences of ill children and their parents. They also show activities of individuals to make readers enthusiastic to organise an activity too. On the same page you can read how you can organise such an activity. CliniClowns also publishes an annual report which can be downloaded from the website or you could request a printed version.

### 3.1.6 "ZOA Vluchtelingen zorg"

"ZOA *Vluchtelingen zorg*" is an organisation, which helps people in countries/areas in which a catastrophe or a conflict has taken place. In practice, these countries are mostly developing countries. Their starting point is rooted in the Christian religion: it is their task to take care of fellow creatures. There are different ways to raise financial support for their projects. Schools could carry out their own ideas, but it is also possible to sign in for an activity. "ZOA" also offers the activity "*Wandelen voor Water*" (ZOA, 2010).

#### Similarity to "*Wandelen voor Water*" Simavi

Because "*Wandelen voor Water*" is an initiative of the Aqua for All foundation (see Chapter 1), the sponsoring activity of "ZOA" and "Simavi" is in general the same (see appendix 3: "*Basisprincipes Wandelen voor Water*"). As the organisations which are appointed to carry out "*Wandelen voor Water*" are free to add their own ideas to the activity, there are also differences. They are described below.

#### Difference to "*Wandelen voor Water*"

Simavi's "*Wandelen voor Water*" is different from "*Wandelen voor Water*" of "ZOA", because Simavi tries to combine their activity with visits, to museums or parks. For example, they offer a track through the "*Zuiderzeemuseum*" in Enkhuizen. Doing this, Simavi makes "*Wandelen voor Water*" more attractive and tries to gain more participants for the activity. Furthermore, Simavi gives "*Wandelen voor Water*" an African tinge by organizing a warm-up lead by African musicians (Simavi, 2009).

#### Promotion

In the first place, ZOA informs their target group(s) through the website. Information about "*Wandelen voor Water*" can be found via the button "*Wat kan ik doen?/Scholen*". The

information focuses on primary schools only (ZOA, 2010). On their website, ZOA refers to a promotion video at "You Tube" about the activity. However, this video is a general video for "*Wandelen voor Water*" provided by Aqua for All, and not a specific one for ZOA (You Tube, 2010). Additionally, ZOA refers to the website of "Aqua for All" (initiator of "*Wandelen voor Water*") to provide more general information about the activity. Doing this, ZOA makes "*Wandelen voor Water*" more transparent to their target group. Additionally, they also refer to a brochure of Aqua for All, which could be downloaded from the website. The brochure contains information about the intention of "*Wandelen voor Water*" (ZOA, 2010). Furthermore, ZOA has developed educational material for teenagers of primary schools which contains information about water consumption in The South and in The Netherlands. There are also some small assignments to make the Dutch students more aware about the bad water situation in the world. Finally, ZOA produces an annual report, in which they mention their activity "*Wandelen voor Water*", although they did not give a real overview about the activity.

### **3.2 Conclusion**

As we can conclude from the analysis of the competitors, "*Wandelen voor Water*" differs from other activities for good causes in the area of experience. "*Wandelen voor Water*" is the only activity in which Dutch students experience the everyday problem of children in The South: they have to walk 6 kilometres with 6 litres of water as do the children from The South also have to walk about 6 kilometres to get 6 litres of water. Additionally, we can conclude that for each organisation a website is very important to inform the target group. Second to the website, organisations mostly are using brochures, films, and annual reports to give insight to the activities of NGOs.

## 4 Analysis of the Target Population

As Ian Potter, Director of the New Zealand Health Sponsorship Council said, it would be easy to give the public information and hope they change their behavior, but we all know that does not work very satisfactorily (as cited on Social Marketing East, 2010, ¶ 1). In order to be as successful as possible, it is important to know who your target groups are and to know what moves and motivates them. If you have that information, it will be easier to reach them and to change behavior. In this chapter we will define the target group of "Wandelen voor Water".

### 4.1 Definition

Windahl, Signitzer & Olson state that definitions of target groups could be confusing, as it is often unclear whether 'receiver' does refer to the intended receiver, or to the actual receiver (2009, p. 18). Therefore, it might be better to use the term 'target populations' for those individuals whose behavior, attitudes, or knowledge we want to influence, directly or indirectly. A group for which a certain message is intended is referred to as the 'receiver group' (Windahl, Signitzer & Olson, 2009, p. 19).

### 4.2 Type of the current target population

At present, Simavi is targeting all teachers of class 7 and 8 in primary schools in North- and South-Holland. However, as it is too expensive to inform all these teachers by hard copy information, representatives from each schools are selected, who are in most cases the directors. The receiver group, for whom the original message is formulated, is situated outside the target population, as shown in Figure 4.1 (Windahl, et al., 2009, p. 21)

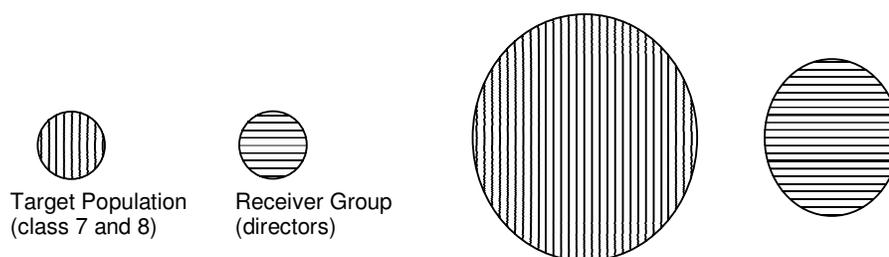


Figure 4.1 Receiver group is situated outside the target population

Although this type of communication is based on low-cost, it is difficult to control the information that is put forward by the receiver group, who is in this case the director (Windahl, et al., 2009, p. 20). Additionally, for the directors who are bombarded with demanding messages, there is little room for further information (Windahl, et al., 2009, p. 206). Directors could discard the information about "Wandelen voor Water", so that teachers will never be informed about the event.

### 4.3 Description of the current target population

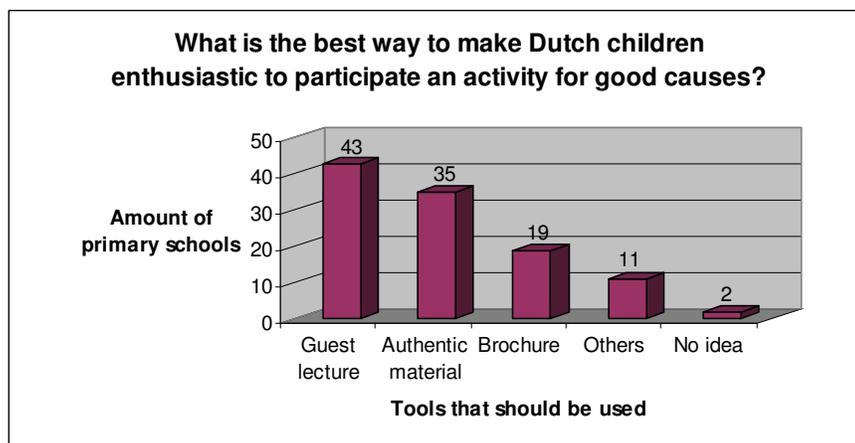
It is impossible to describe the demographic data of teachers as they are too different. However, from the survey some other conclusions could be drawn that will give a clear image of the target population of "Wandelen voor Water". In the first place, we can conclude that in most cases (36%) schools are participating in an activity for good causes once a year (see appendix 2). The reason, therefore, could be that schools and students will be overloaded with activities for good causes if they are organized more times a year. An overload of activities for good causes could result in a removal of the pupil's motivation, which will have a negative effect on the total financial yield of the event. In the second place, it became clear that most schools (48%) prefer activities in which the social needs of primary schools are filled (see appendix 2). These needs are based on the pyramid of Maslow, which is divided into 5 parts (Abraham Maslow.com, "Maslow's Hierarchy of Needs" section):



Figure 4.2 Maslow's Hierarchy of Needs Chart

The social needs of Maslow's pyramid include care for other people (ChangingMinds.org, "Maslow's Hierarchy" section, ¶ 2). As it is one of the purposes of "Wandelen voor Water" to gain financial aid for citizens of The South, the event considers the demands of schools in this area. In the third place, events will be more attractive for schools if they encourage students to empathize with contemporaries in The South (See appendix 2). If Dutch students

experience the everyday problem of children in The South, they will be really involved in the activity. That will encourage them to devote themselves to the event (SLO, "Inleven in de ander" section, ¶ 1). Fourthly, teachers prefer students to be informed by guest lectures. Additionally, many of those who prefer guest lectures also prefer authentic material, such as a DVD/video, in order to show the current situation to Dutch students (see Graph 4.3.1). Some of the teachers state that a brochure will be complementary. However, most of them think guest lectures in combination with authentic material will be sufficient.



Graph 4.1 Tools to make children enthusiastic to participate in an activity for good causes

In the fifth place, it became clear from the analysis that information sent to primary schools should be sent in the May before the next school year, whereas it is currently sent to them in October of the school year concerned. The information should be sent in May, as schools are then making their annual plan for the following year. Finally, 68% of all interviewees declared that the goal of the activity is more important than the organization which offers an activity for good causes (see appendix 2). The goal should be transparent and it should be clear to which projects the financial aid is given.

#### **4.4 Influencers of the decision making process**

According to Smith, there are often several individuals involved in any one person's decision to purchase either consumer or industrial products and services (2000, p. 90). In order to communicate successfully with the target population it is important to understand the decision making process. I used the PAGES-acronym in order to analyse this process. PAGES is the abbreviation of:

<b>Purchaser</b>	orders the goods or services
<b>Adviser</b>	those that are knowledgeable in the field
<b>Gatekeeper</b>	those who want to protect their bosses from being besieged by marketing messages
<b>End user</b>	sometimes called 'the customer'
<b>Starter</b>	instigator or initiator

(Smith, 2000, p. 90)

On the basis of this model I would like to analyse the influencers of the decision making process of "*Wandelen voor Water*".

#### 4.4.1 Purchaser

In the case of "*Wandelen voor Water*", Simavi is the purchaser. They manage the whole process from signing in to organising the walk-a-thon. Simavi has launched a website by which participants are guided through the whole process between these two points. The organisation is appointed to carry out the activity by Aqua for All, who is the initiator of "*Wandelen voor Water*" (see paragraph 1.1.1). It is the task of Simavi to inform primary schools and to stimulate them to participate in their event.

#### 4.4.2 Advisor

An advisor is someone who is knowledgeable in the field and who can tell the target population about their experience with "*Wandelen voor Water*". An advisor could be a very successful influencer of the decision making process, as word-of-mouth-marketing is more credible than other types of advertisements when someone is accepted in a specific target population (Free Publicity, 2005-2010, "vrije publiciteit – buzz-marketing" section).

Referring to "*Wandelen voor Water*" there are several possible advisors:

- Dutch students who already participate in "*Wandelen voor Water*"
- Teachers who already participate in "*Wandelen voor Water*"
- Public figures who participate in "*Wandelen voor Water*", e.g. mayors, Royal governors, etc.
- People who have actually been in The South and who have seen the situation of the citizens

#### **4.4.3 Gatekeeper**

Gatekeepers of "*Wandelen voor Water*" are the directors of primary schools to whom the information about "*Wandelen voor Water*" is sent. It is difficult to control the information that is put forward by the director (Windahl, et al., 2009, p. 20) and, as they get a lot of offers about activities for good causes, it is realistic to assume that the information will be thrown away. Therefore, Simavi should try to avoid directors as a receiver group of the information about "*Wandelen voor Water*".

#### **4.4.4 End user**

The end users of "*Wandelen voor Water*" can be divided into two groups. The first group are Dutch students, who are aged between 10 to 12 years old. They have to try to raise financial support, so that Simavi is able to finance the building of water systems in The South and so that they could educate the importance of hygiene and clean water to citizens from The South (see Chapter 1.1.2). For the success of "*Wandelen voor Water*", it is vital that Dutch students are enthusiastic about the activity because that will influence the total yield of the event. From the analysis among primary schools, we could draw the conclusion that Dutch students could be best reached by guest lectures, authentic material and/or brochures (see Graph 4.1). Teachers are the second group of end users. As they are mostly the decision makers about activities for good causes (see appendix 2), it is important to convince them to participate "*Wandelen voor Water*" in order to generate the number of participating schools.

#### **4.4.5 Starter**

As has already been mentioned in paragraph 1.1.1, Aqua for All is the initiator of "*Wandelen voor Water*". They developed the concept in order to promote durable development of provisions of drinking water, sanitation and water management. They provide a lot of promotion materials, such as flyers, photographs and rucksacks. However, the foundation has a low influence in the decision making process.

#### **4.5 Conclusion**

From the analysis of the target population, we could conclude that the content of "*Wandelen voor Water*" corresponds fully with the demands of schools. The activity fills the social needs of the pyramid of Maslow and it also encourages Dutch students to experience the everyday problems of contemporaries. However, as the information is sent to the director, who is probably already bombarded with information about activities for good causes, it could easily disappear into the garbage. Therefore, we have to decide how the target population could best be reached. In paragraph 4.4 we saw that the decision making process could be influenced by advisors. In order to find the right communication to primary schools, we should use these influencers as they could convince the target population.

## 5 Analysis of the Communication

Although Simavi claims that "Wandelen voor Water" differs from the activities of their main competitors, primary schools should be informed in order to be acquainted with that difference (see chapter 3). In this stage, communication plays a big role. However, as cited earlier, Simavi could inform the public that their event is different in order to change their behaviour, but that will not be very satisfactory (as cited on Social Marketing East, 2010, ¶ 1). It is important to understand the customer: what moves and motivates them (Fielder, Consumer Focus)? That means that Simavi should communicate with the target population. This relationship between 'seller' and 'client' is illustrated in Figure 5.1 (Windahl, et al., 2009, p. 124).

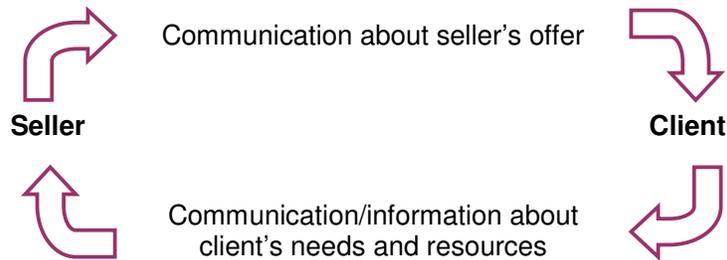


Figure 5.1 Relationship between 'seller' and 'client'

In paragraph 4.3 we pointed out what the needs of the target population are. Furthermore, we know that Simavi's message to the target population is that "Wandelen voor Water" differs from other activities for good causes (see central question). However, in order to ensure that the message reaches the target population, it is vital to analyse the communication objectives and the tools Simavi uses.

### 5.1 Main message and objectives

#### 5.1.1 Main message

The main message of Simavi to potential participants of "Wandelen voor Water" is that their activity is more attractive than sponsorship activities of other NGOs. They claim to be more attractive, because children who participate in their project experience everyday problems of contemporaries from The South (see paragraph 1.1.2). From the survey among (potential) participants we concluded that 84% of all schools indicate that the most

important aspect in their choice for an activity for good causes is that children experience the everyday problems of contemporaries in the world (See appendix 2). In this case, the supply of "*Wandelen voor Water*" and the demands of the schools match each other. As teachers mostly decide about participating in an activity for good causes, the majority of the communication is to reach this target population. How this group is reached at this moment has been referred to in Chapter 4.

### **5.1.2 Social marketing objective**

At this moment, Simavi has not set up a clear social marketing objective for "*Wandelen voor Water*" for the longer term. They only made an objective for the next year (S. v.d. Willigen, personal interview, July 17, 2008). However, from my point of view, it will be more efficient to set up a long-term objective, as it will give the possibility to produce an effective communication plan. In paragraph 7.1.1 a marketing objective will be recommended.

### **5.1.3 Communication objectives**

Until now, Simavi has defined two communication objectives in informing the potential participants of "*Wandelen voor Water*" about the event:

- To inform all primary schools in North-and South-Holland about "*Wandelen voor Water*"
- To inform all primary schools in North- and South-Holland how they could enrol for "*Wandelen voor Water*"

## **5.2 Available Communication Tools**

### **5.2.1 Direct Mail**

Simavi reaches out to schools by means of Direct Mailing in the form of a letter. The letter is addressed to the director of the school. It informs schools about Simavi's "*Wandelen voor Water*" and about the cause for which money is being raised by the event. The cause is different each year, but always has to do with water and sanitation. There was very little

response to this type of direct mailing, for which reason Simavi began making phone calls to the schools which had received the letters. It became clear that people at the schools had never seen Simavi's letter. Many schools indicated that they receive a great deal of information, and much of it goes directly into the garbage. This indicates that as of right now, this type of direct mailing has not been effective. The interviews showed that most schools prefer to first receive information in writing (see appendix 2). This information must contain a short, clear and appealing message. Thus, Direct Mailing can be a good way to reach out to schools, but a different Direct Mailing approach must be considered.

### **5.2.2 Website**

Simavi has a special website which contains information about "*Wandelen voor Water*" (Simavi, 2010, "Doe mee-als school" section, ¶ 2). Here teachers can find information about the activity, about the goals, where the walk-a-thons take place, how schools can register, photographs of earlier activities of "*Wandelen voor Water*", etc. Teachers can sign up their school or class for the events by following the steps listed. They can also request more information and resources. There are various advantages to this method for both the school and Simavi. In the first place, teachers know exactly what to expect at each stage as Simavi gives a clear indication of what schools can expect if they proceed with that step. In addition, schools can indicate what they would like, so that Simavi can cater to a school's wishes as much as possible. For example, teachers can indicate whether they would like a guest speaker to come to the school, and whether or not they would like to receive posters. The website is easy to navigate; there is a menu across the top of the webpage. The information on the website seems to be aimed at, on the one hand, students of primary schools who might be interested in participating in the event, yet, on the other hand, the registration form addresses the teacher. This conclusion is based on the fact that the reader is addressed using the informal term "you" and also based on the tone of the presentation, which seems to be consistent with how one would address a primary school student. The registration form, however, requires information which only a teacher can provide. Therefore it is unclear for whom the website is intended, and this can be confusing for the reader.

### **5.2.3 E-mail**

If schools register to participate in "*Wandelen voor Water*", almost all of the information needed after that point is sent by e-mail. This keeps the activity's expenses low because Simavi does not need to pay printing and mailing costs. In addition, nearly every school indicates that it prefers to receive information via e-mail. Using e-mail is a means of catering to the school's wishes (see appendix 2). Information sent by e-mail includes, for example, a confirmation for a guest lecture, information about the starting time of the event, etc.

### **5.2.4 DVD**

When Simavi sends a visiting lecturer to schools, the visit includes a DVD so that the information given to students is visually reiterated. This also helps students to realize what the situation is like in countries in The South and makes them more enthusiastic about "*Wandelen voor Water*". They are also more motivated to collect (more) financial support for the activity.

### **5.2.5 Annual Report**

Each year, Simavi publishes a report about its activities in the preceeding year. The publication reports not only the activities in which Simavi has been involved, but also the causes for which Simavi collected money, and the amounts collected. This report includes information about "*Wandelen voor Water*"; such as the goals of the event, the project that could be financed in The South, the amount of participating schools and the total yield of "*Wandelen voor Water*".

### **5.2.6 Newsletter**

Simavi publishes a half-yearly newsletter which includes information about specific projects in which Simavi is currently engaged. In addition, stories of local people are included. This serves to familiarize Dutch people with Simavi's work. Events which are to take place in the near future are announced as well. In the March edition, "*Wandelen voor Water*" is mentioned once. The letter only gives short information about the event but not about the goals of the activity. People who are interested in receiving the newsletter can sign up for it online.

### **5.2.7 Flyers**

Simavi has various flyers which explain what Simavi does, who they are trying to help and how Simavi raises aid to finance their projects. The flyers are used at conventions, when collecting money door-to-door, and at other events. Simavi also has a flyer about "*Wandelen voor Water*" which could be sent to the schools to interest them in participating in the event. However, this flyer is not really attracting schools, as it only mentions the name and the date of the event. Additionally, the lay-out of the flyer is too simple. There are no pictures used to illustrate the urgency of the situation and no colours are used to attract the attention of the receivers.

### **5.2.8 Radio, television and newspaper**

Simavi attempts to keep the media informed about "*Wandelen voor Water*" by issuing press releases in the hope that this will garner media attention. Each year, the activity makes the newspapers and short recordings are broadcast on radio and television. Regional newspapers include information about the event as well. However, the name Simavi is often not mentioned. This is unfortunate because, as a result, the link between Simavi and "*Wandelen voor Water*" remains unknown. To keep the costs of the event to a minimum, Simavi does not advertise their activity in newspapers or on television or radio stations.

## **5.3 Trends in Communication**

Over recent years many technological developments have occurred, especially in digital network. In September 2004, Hyves was founded. Hyves is a Dutch social network site ("Hyves", 2010, "Definition" ¶ 1). The target group of the website were especially adolescents, but nowadays many children also have their own profile on the site. 75% of all twelve-year-olds have their own page (Mijn Kind Online, 2009, Brochure "*Mijn kind op Hyves*"). In 2010 it became clear that the exploding growth of Hyves has been slowed down by the popularity of Twitter and Facebook (Adformatie, 2010). Facebook is also a social network site but, contrary to Hyves, has American roots. At this moment, Hyves is still market leader in The Netherlands in social network sites (Werken, v.d. 2009, ¶ 1). As we mentioned above, Twitter is catching up at this moment. The service was founded in October 2006 by an American organisation. Twitter is a service on the internet and a social network site on which users could publish small messages (tweets). A big advantage is that you can send and receive

tweets via several mediums, such as SMS, e-mail, IM, the Twitter-website or an application. In addition, buzz marketing is a growing trend in the world of communications. Buzz-marketing is a modern term for word-of-mouth marketing. It still plays an important role in instigating curiosity and discussion amongst viewers and listeners. According to the website of Free Publicity, buzz-marketing is more credible than other types of advertisements when someone is accepted in a specific target group. Buzz marketing is especially interesting in markets in which emotion and experience are crucial (Free Publicity, 2005-2010, "vrije publiciteit – buzz-marketing" section). Buzz marketing is based on the idea that people like to share experiences. However, since people do not share positive experiences only, it is important to steer the information by using ambassadors. Buzz marketing is a perfect tool to create brand awareness. Free Publicity also published an article about viral marketing. Viral marketing is buzz marketing on the internet. Information is put forward by e-mail and blogs (Free Publicity, 2005-2010, "vrije publiciteit – buzz-marketing" section).

#### **5.4 Conclusion**

From the communication analysis, we can conclude that "*Wandelen voor Water*" is mentioned by many communication tools of Simavi, but the characteristics of the activity (as mentioned in paragraph 1.1.2) is not made public by the instruments. Additionally, it is important to define clear objectives in order to communicate successfully with the target population of "*Wandelen voor Water*". On the basis of these objectives Simavi should define which tools best could be used in order to reach the target population. Additionally, Simavi should form a clear message, which reacts to the school's needs (as mentioned in paragraph 4.3) in order to induce primary schools to participate in "*Wandelen voor Water*". Additionally, Simavi should be more creative, so that the message will be conspicuous. Finally, there are many modern forms of media that have taken over from the popularity of radio and television. Simavi could make use of this media in order to create brand awareness among the Dutch public.

## 6 SWOT-analysis

A SWOT-analysis makes it possible to map out the organization's strengths and weaknesses and to get an image of the opportunities and threats within the environment (Vos, M., et al., 2003, p. 34). In order to get a clear overview of the analyses of this report, the most important findings are placed in the SWOT-matrix below. The matrix makes it possible to give well-considered advice to Simavi's "Wandelen voor Water".

### 6.1 SWOT-matrix

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>➤ "Wandelen voor Water" is based on putting Dutch students in the problems of children from The South</li> <li>➤ "Wandelen voor Water" is influencing one of the Millennium Goals and is therefore gaining social support</li> <li>➤ "Wandelen voor Water" agrees with the demands of primary schools</li> <li>➤ Simavi's working method makes people from The South responsible to maintain the water systems</li> <li>➤ Possibility to join forces of Simavi, the Delft Universiteit and water-related organizations, such as PWN, Zuiderzeemuseum, Museon, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unclear communication objectives for "Wandelen voor Water"</li> <li>➤ The message of "Wandelen voor Water" is not communicated by the communication tools</li> <li>➤ Primary schools are informed in October, while schools are deciding in the previous school year about activities for good causes</li> <li>➤ It is difficult to steer the information sent by the director to the whole team</li> <li>➤ Lack of guest lecturers and volunteers if "Wandelen voor Water" will grow</li> </ul>

Opportunities	Threats
<ul style="list-style-type: none"> <li>➤ Social support from the United Nations, the Dutch government and the EU</li> <li>➤ There are new communication tools, that could be effective to communicate with the target population</li> <li>➤ People and organizations would like to be involved in activities of developing organizations</li> </ul>	<ul style="list-style-type: none"> <li>➤ There are many competitors</li> <li>➤ Some municipalities have restrictions for collecting money door-to-door</li> <li>➤ Schools are bombarded with messages, which causes an overload of information to the current receiver group</li> <li>➤ Most schools participate in activities once a year</li> <li>➤ Badly developed technological facilities in The South</li> </ul>

## 6.2 Bottlenecks

As one problem often relates to another, it is important to ask which problems specifically relate to one another and in what way (Vos, M., et al., 2003, p. 36). From the SWOT-matrix some conclusions could be drawn. In the first place, we can conclude, that Simavi is "swimming in a pool" of NGOs which offer activities for good causes. As they receive many requests from various NGOs, it makes it difficult for schools to choose an activity for their students. Additionally, we found out that most schools develop their yearly plan by May, which is before the next school year (see appendix 2). Simavi, however, contacted these schools rather late, normally at the beginning of a school year. It often appears that schools already enrolled for an activity for good causes with one of Simavi's competitors. As most schools participate in activities for good causes once a year, it therefore becomes more and more difficult for Simavi to enter the market. Consequently, timing for providing information should be adjusted. Additionally, it became clear that Simavi did not set up clear communication objectives. As a result, it is unclear what Simavi would like to reach with "Wandelen voor Water" and which message they would send to primary schools. As schools get an overload of information about activities for good causes, it is vital to formulate a clear message in order to convince the target population. Additionally, it became clear that it is difficult to control the information that is given by the directors to the whole team, who are the target population. Besides that, Simavi should be transparent to primary schools with regard to the underdeveloped technological facilities

in The South and with regard to the restrictions of some municipalities concerning collecting door-to-door (see paragraph 2.1.10). Finally, if Simavi would like to grow with "*Wandelen voor Water*", there could be a lack of guest lecturers and volunteers. However, this does not need to be a big problem as it is a trend that Dutch people and organizations would like to be involved in activities of developing organizations (see paragraph 2.1.13)

### **6.3 Conclusion**

From the analysis of the bottlenecks, we could conclude that the core problem relates to the communication field. There are many competitors and, as Simavi has not defined clear communication objectives, the message that should be sent to the primary schools is unclear. Therefore, it is also difficult to steer the information that is sent by the director to the whole team. This is strengthened by the fact that directors are overloaded with information about activities for good causes. Additionally, timing for sending information should be adjusted, as schools make their yearly plan in May of the previous school year. Because schools mostly participate in activities for good causes once a year, Simavi should communicate on time with their target population in order to ensure that they will be adopted in the school's yearly plan.

## 7 Recommendations

In this chapter I would like to present the recommended activities of how Simavi could optimize their communication to primary schools in The Netherlands that their event "*Wandelen voor Water*" is different and more beneficial than the events of other NGOs, in order to generate the number of participating schools in this project.

### 7.1 Objectives

#### 7.1.1 Marketing objective

According to the SMART-criteria<sup>4</sup>, the following social marketing objective for "*Wandelen voor Water*" is formulated:

- To increase participation in "*Wandelen voor Water*" to 10% (230) of all primary schools in North- and South-Holland by March 2014" (Stamos, 2010, "onderwijsinstellingen-scholen en instellingen naar provincie (primair onderwijs)" section ¶ 1)

#### 7.1.2 Communication objectives

According to Smith and Taylor, "communication objectives refer to how the communications should affect the mind of the target audience, for example generate awareness, attitudes, interest or trial" (2004, p.44). These aspects come together in the AIDA-model, which was developed by St Elmo Lewis at the end of the 19<sup>th</sup> century ("AIDA-model" 2010, "Definition" ¶ 1). Using this model, the communication objectives for Simavi's "*Wandelen voor Water*" are:

##### Attention

- To inform all primary schools in North- and South-Holland about "*Wandelen voor Water*"
- To inform all primary schools that "*Wandelen voor Water*" differs from other activities for good causes

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<sup>4</sup> Specific, Measurable, Achievable, Realistic, Timed

- To inform all primary schools in North- and South-Holland where "*Wandelen voor Water*" will take place
- To ensure 70% of all primary schools in North- and South-Holland read and comprehend the information provided by Simavi

### Interest

- To enhance motivation for Simavi's activity "*Wandelen voor Water*" among all attended primary schools in North- and South-Holland
- To make primary schools in North- and South-Holland conscious of the uniqueness of "*Wandelen voor Water*"

### Desire

- To generate curiosity to the details and the main purpose of the activity
- To position "*Wandelen voor Water*" as a valuable project for Dutch students as well as for children from The South.

### Action

- To encourage all primary schools in North- and South-Holland to enrol for participating in "*Wandelen voor Water*"

## **7.2 Receiver group and target population**

As we can conclude from the analysis among primary schools, teachers are mostly the decision makers in choosing an activity for good causes (see appendix 2). Therefore, it is important to influence them during the decision making process. However, the crucial question we have to ask is how they can be influenced. In chapter 5, we stated that buzz-marketing is more credible than other types of advertisements when someone is accepted in a specific target population. From that point of view, we should decide which people will be accepted among teachers. In chapter 4 we mentioned some possible advisors, namely:

- Dutch students who have already participated in "*Wandelen voor Water*"
- Teachers who have already participated in "*Wandelen voor Water*"
- Public figures who have participated in "*Wandelen voor Water*", e.g. mayors, Royal governors

- People who have actually been in The South and who have seen the situation of its citizens

In my opinion, the last three groups are valuable advisors as they all have experience with the event. Additionally, they will be seen as credible persons due to their age. From my point of view, I believe it will be sufficient to select 15 advisors, with each advisor able to persuade three or four schools a year. The advisors will be selected at random. Figure 7.1 shows the new situation of the receiver group and the target group.

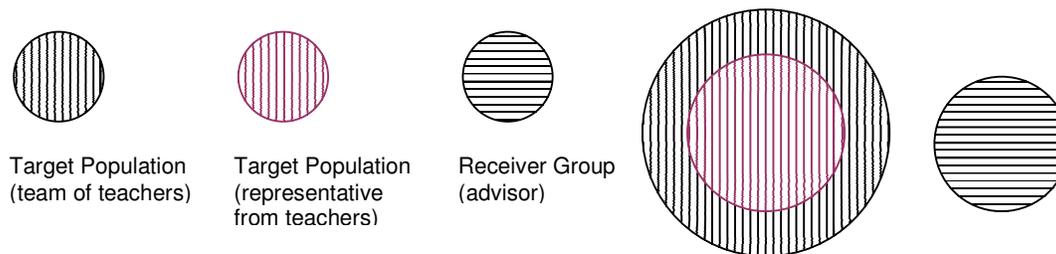


Figure 7.1 Receiver group is situated outside the target population, which consists of two groups

As you can see the target population consists of two groups. Because the advisor will communicate with one person from the whole team of teachers, this person forms a separated group within the total target population. It is the intention that this representative passes on the information of the advisor to the rest of the team of teachers.

### 7.3 Strategy

According to Krijnen, strategies are decision-making rules which form guiding principles on which to base strategic decisions about activities aimed at achieving the objectives (as cited in Vos, 2000, p.86). In this paragraph we would like to point out the recommended strategy according to the key idea (see figure 7.2), in which the approach, the positioning, the central theme and the message for each target group will be discussed (Vos. M., et al., 2003, p. 75)

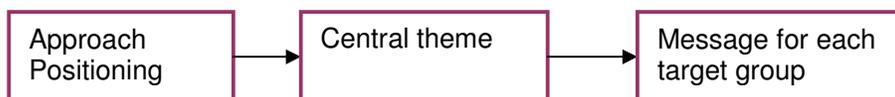


Figure 7.2 The key idea

### 7.3.1 Approach

In my opinion, an emotional approach should be used in Simavi's communication to both the advisors and primary schools. An emotional approach makes an appeal to the perception of both groups. In their communication Simavi should show the inhuman side of the situation in The South and ask both advisors and teachers for their help. Furthermore, I recommend an indirect approach as the possible advisors (see paragraph 7.2) all have experience with the event and who therefore will be more accepted within the target population. Additionally, Simavi should be open in their communication to both groups with regard to the lack of technological knowledge in The South and with regard to the restrictions in some municipalities. Concerning the lack of knowledge, this might be a risk for the success of "Wandelen voor Water" in The South (see paragraph 1.2.4). However, there are several organisations in The Netherlands who are trying to give an impulse to the technological development in these regions. In order to remain credible, Simavi could cooperate with these organisations in their activities and in their communication to the advisors and primary schools and inform them of how these organisations try to reduce the lack of technological knowledge. With regard to the restrictions in some municipalities, Simavi could point out to schools what they can do in order to get permission for collecting door-to-door. If the school is not asking for a permit Simavi should inform them that it is then only allowed to gain financial support among the student's families. Finally, the approach should have a more personal style. In order to convince as many schools as possible to subscribe for the event, it is vital that both receiver group and target population become aware of the need of their help in order to improve the lives of citizens of The South.

### 7.3.2 Positioning

A transformational positioning is recommended since, in the communication of such a positioning, the brand is among others linked to values of the target population (Vos, M. et al., 2003, p. 80). The most important values of the target population are to experience everyday problems of contemporaries in the world and to take care of other people (see

paragraph 4.3). "*Wandelen voor Water*" is the only activity that gives the possibility to experience these problems. Therefore, Simavi should use this as their unique selling point in their communication to the target population. Differentiation of the activity is crucial as it gives the possibility to gain preference and liking among the target population. These aspects are expected to drive choice and provide a basis for relationships (Aaker, D.A., 2004, p. 105). It explains why primary schools should choose Simavi's "*Wandelen voor Water*" (Ramos, A, Cota, S., 2009, p. 152). Simavi should position their activity as an event in which Dutch students experience the everyday problems of children from The South. Additionally, they should position it as an event with added value since participants help to improve lives of contemporaries in the world by gaining finance in order to build water and sanitation systems and in order to educate the importance of hygiene.

### **7.3.3 Central theme**

The central theme concerns the way in which the subject is to be approached (Vos, M., et al., 2003, p. 81). Concerning "*Wandelen voor Water*" Simavi should associate the activity with uniqueness, since the event completely differs from that of other NGOs (see chapter 3). The uniqueness of "*Wandelen voor Water*" agrees with the value of the team of teachers, namely encountering the everyday problems of children in the world.

### **7.3.4 Message**

It is important to consider what the receiver group and the target population should know in order to induce primary schools to enroll for "*Wandelen voor Water*". With regard to the advisors, Simavi should inform them about the regions in which they should be active. Concerning the Royal governors and mayors, it will be the best if they reach schools in their own region as they are more known in those regions, which will increase the acceptability of the advisors. Additionally, the advisors should be knowledgeable about the characteristics of the event which makes the activity unique. Last but not least, they should be acquainted with the details of "*Wandelen voor Water*", that is the goal of the event, where the activity takes place, how schools could subscribe and so forth so that they could inform the target population well. Concerning the target population, the emphasis should be, in the first place, on the plus points of "*Wandelen voor Water*" as defined in paragraph 7.3.2. In the second place, they should be informed about the details of the event which are mentioned earlier in this paragraph. Lastly, the advisors should

especially inform them about how to subscribe, in order to induce primary schools to register. Although the advisor will communicate with a representative from the schools, the message for both the representative and the team of teachers will be the same as they belong to the same target population. The representative is expected to pass on the information about "Wandelen voor Water" to the rest of the team. In table 7.3 the formulated message for both the receiver group and the target population is shown.

Introduction of "Wandelen voor Water"	
To whom	Message
Advisors	<ul style="list-style-type: none"> <li>• Who is to be approached?</li> <li>• The plus points of the event</li> <li>• The details of the event</li> </ul>
Potential participants in North- and South-Holland	<ul style="list-style-type: none"> <li>• The plus points of the event</li> <li>• The details of the event</li> <li>• How to subscribe to the event</li> </ul>

Table 7.3 Overview of the message of both receiver group and target population

#### 7.4 Communication instruments

In order to reach the advisors, Simavi should use direct marketing. As a type of direct marketing, I selected telephone calls since a telephone call has a more personal style than a letter. Moreover, it is more difficult to reject something if you are approached personally. The telephone call is only used to persuade potential advisors to participate the promotional activities of Simavi's "Wandelen voor Water". After the advisors have decided to participate in these activities, a meeting will be organised in order to inform the advisors about the characteristics and the details of the event. At this meeting the possibility to ask questions will be given. Questions give the possibility to provide specific information. Finally, a brochure will be developed in which these characteristics and details are mentioned. This makes it possible to re-read the information that is given at the meeting. With regard to the target population, they will firstly be approached by a flyer in order to give them a first impression of the activity. The flyer should look attractive and it should contain short information with supporting photographs, as this caters to the wishes of the target population (see appendix 2). After the flyer is sent, the schools will be visited by an advisor in order to persuade them to participate in "Wandelen voor Water". At this stage, it is crucial to inform the target population as to how they can enrol in the

event. The advisor should also refer to the website of "Wandelen voor Water" as schools are then able to re-read the information about the activity. Finally, Simavi should call the schools that are approached by the advisor in order to increase the registrations. An overview of the instruments that should be implemented is shown in table 7.4.

Introduction of "Wandelen voor Water"		
To whom	Message	Instrument
Advisors	<ul style="list-style-type: none"> <li>Who is to be approached?</li> <li>The plus points of the event</li> <li>The details of the event</li> <li>Questions are welcome</li> </ul>	<ul style="list-style-type: none"> <li>Direct marketing</li> <li>Meeting</li> <li>Brochure</li> </ul>
Potential participants in North- and South-Holland	<ul style="list-style-type: none"> <li>The plus points of the event</li> <li>The details of the event</li> <li>How to subscribe for the event</li> </ul>	<ul style="list-style-type: none"> <li>Flyer</li> <li>Buzz-marketing</li> <li>Website</li> <li>Direct marketing</li> </ul>

Table 7.4 Overview of the message and instruments of both receiver group and target population

## 7.5 Planning

The planning of the promotional activities of "Wandelen voor Water" is shown in table 7.5.

Introduction of "Wandelen voor Water"		
To whom	Instrument	Time
Advisors	<ul style="list-style-type: none"> <li>Direct marketing</li> <li>Meeting</li> <li>Brochure</li> </ul>	Last week of February Last week of March Last week of March (directly) after the meeting
Potential participants in North- and South-Holland	<ul style="list-style-type: none"> <li>Website</li> <li>Flyer</li> <li>Buzz-marketing</li> <li>Direct marketing</li> </ul>	Last week of March As of the first week of April As of the second week of April As of the first week of May

This time planning should be used for each year until 2013. If advisors have signed off, new advisors have to be sought. In order to refresh the details of "*Wandelen voor Water*", a meeting should be organized again. Simavi could also use the meeting in order to process the information that is gained by the evaluation (see paragraph 7.6). As there still will be many potential participants after the first year of promotional communication, the instruments to reach the target population could remain unaltered. However, it will then be vital to keep the current participants. As they are already acquainted with the event, it will be sufficient to send a flyer.

### **7.6 Evaluation**

In order to keep the costs of the flyer as low as possible Simavi should plan-in a pre-test. In a pre-test, the communication instrument will be shown to a limited number of people from the target population (Vos, M., et al., 2003, p. 98). As the flyer has to be sent to teachers, it should also be tested by teachers. Simavi could use their database of current participants for approaching teachers who would like to have a critical look at the flyer. Furthermore, the experiences of buzz-marketing have to be analyzed during a meeting which will be organized in the second week of January.

### **7.7 Conclusion**

In order to attract more primary schools for "*Wandelen voor Water*", Simavi has to implement several changes in their communication activities. First of all, they have to define communication objectives so that it will be clear for the organization itself to know what they want to reach with their activity. In the second place, they have to change their target population. The expectation is that the recommended target group will be seen as more trustworthy by primary schools. As a result more primary schools will sign up for "*Wandelen voor Water*". In the third place, Simavi has to change their strategy and communication instruments so that they will fit with the recommended objectives, receiver group and target population. In the fourth place, Simavi has to plan their communication activities. It is essential that schools are informed on time since they have to make their own planning. A good time planning of Simavi will enlarge the possibility that "*Wandelen voor Water*" will be adapted in the school's yearly plan. Lastly, Simavi has to evaluate their communication instruments. A good evaluation keeps the costs of the implemented

communication instruments as low as possible since it visualizes possible lacks at an early stage.

## Final conclusion

This report is written in order to give an answer to the central question:

*How can Simavi optimize its communication to primary schools in The Netherlands, that their event "Wandelen voor Water" is different and more beneficial than the events of other NGOs, in order to generate an increase in the number of participating schools in this project?*

"Wandelen voor Water" is an activity in which Dutch students, aged 10 to 12 years old, participate. The students have to gain financial aid among family, neighbours, etc., so that Simavi could finance the building of water systems in The South and the education of hygiene and clean water to its citizens. The most important and exclusive characteristic of the project is that the students experience everyday problems of contemporaries from The South.

Simavi would like to express this unique characteristic to primary schools. From the survey among primary schools, it became clear that most schools prefer activities in which their students experience everyday problems of contemporaries in the world (see chapter 4). Therefore, we could draw the conclusion that the demands of the schools agree with Simavi's offer.

In order to make "Wandelen voor Water" a well-organised and successful event, several parties are involved in the organisation. First of all, Aqua for All, the initiator of "Wandelen voor Water", supplies among others rucksacks, brochures, register forms, etc. Additionally, the organisation doubles the total yield of the event. Secondly, Dutch students and their teachers are an important stakeholder of Simavi's activity. The teachers are the decision makers of activities in good causes and the students have to gain financial aid. Thirdly, children from The South are also a major stakeholder as the event has been set up in order to improve their health and living standards. Fourthly, volunteers also play an important role, since they have to pass on the information about the situation of children from The South to Dutch students. They could make the students more enthusiastic, which will affect the total yield of the event. Finally, organisations as PWN, Museon and "Zuiderzeemuseum" help to define the tracks and make the events more attractive to primary schools as they give the possibility to combine participation in an activity for good causes with the visit to, for example, a museum.

The contemporary main target group of "Wandelen voor Water" are the teachers of primary schools in North- and South-Holland. Simavi is focussing on them, because they

are in most cases the decision makers of activities for good causes (see chapter 4). It became clear that teachers prefer activities for good causes in which Dutch students could experience everyday problems of contemporaries in the world (see chapter 4). However, as it is difficult to reach the teachers I advise Simavi to select advisors who are accepted by the teachers, in order to inform the teachers about "*Wandelen voor Water*".

There are several NGOs which offer activities for good causes to primary schools. Most of these activities have the purpose to gain financial aid in order to be able to finance one of their projects. All competitors' activities are focussing on children, but not especially on children from The South. Edukans is the only organisation which offers an activity for good causes in which Dutch students give a present to children from The South. The aim of this project is that Dutch students learn to give something away to poor contemporaries.

In order to reach the target population of "*Wandelen voor Water*" I advise Simavi to select advisors. The potential advisors will be approached by a telephone call. After they have decided to participate in Simavi's communication activities a meeting will be organised in order to inform them about the projects' details and the message that should be sent to the target population. Directly after the meeting a brochure will be provided to all advisors, so that they could re-read the information of the meeting. The target population will be informed about the event by a flyer and after the flyer is sent to the schools, schools will be visited by an advisor. The advisor points out the details and characteristics of the event and how schools could register for the activity. As the teachers have to register via the website of "*Wandelen voor Water*", the website plays also an important role in the communication to primary schools. Finally, Simavi should call the schools that are approached by the advisor in order to increase the registrations.

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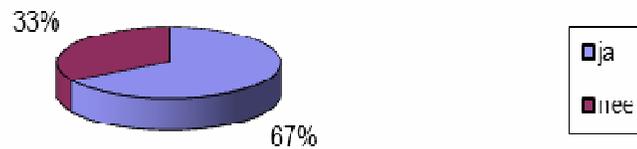
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## Appendices

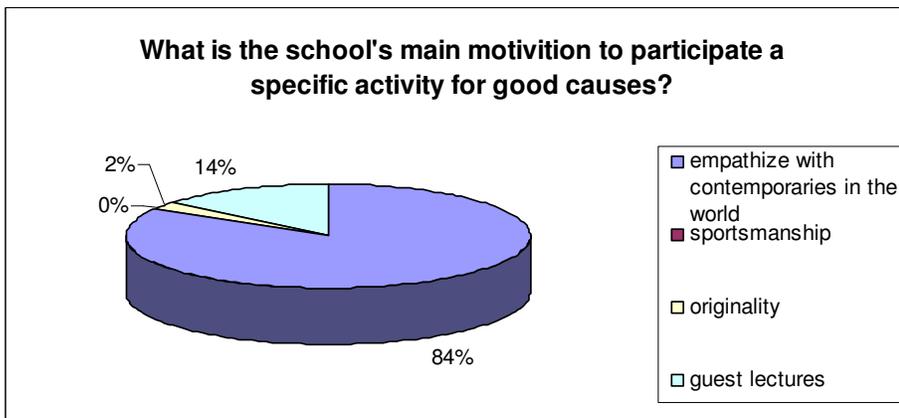
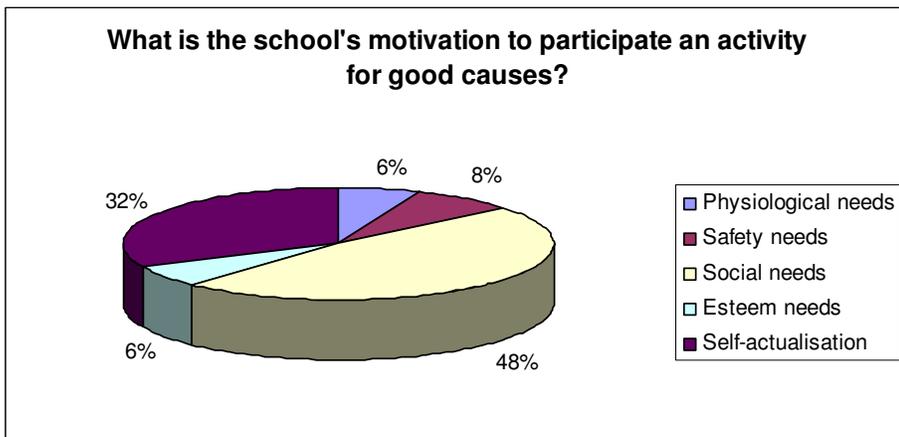
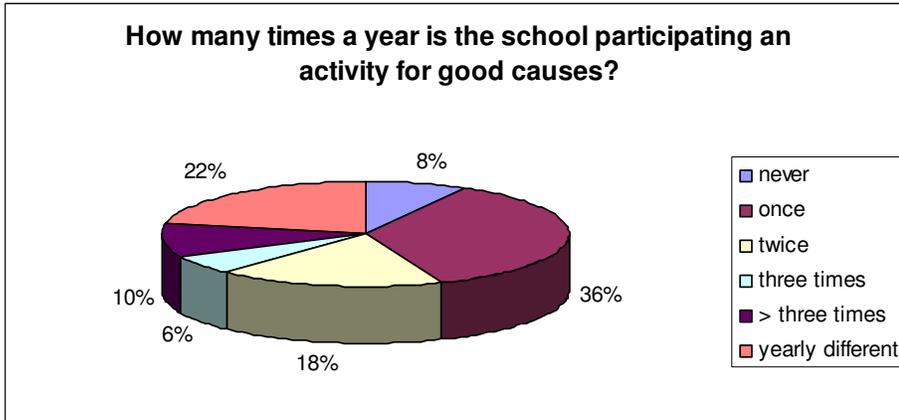
- Appendix 1: Results of the telephone call among Dutch municipalities
- Appendix 2: Results of the survey of primary schools
- Appendix 3: Basisprincipes "*Wandelen voor Water*"

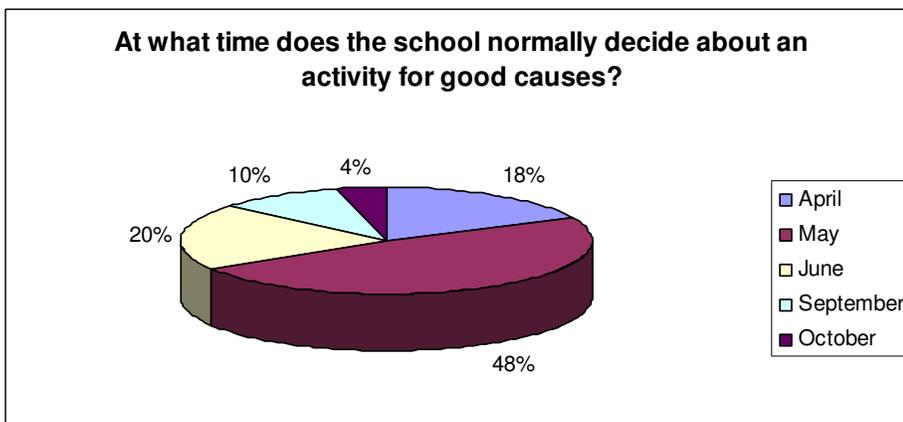
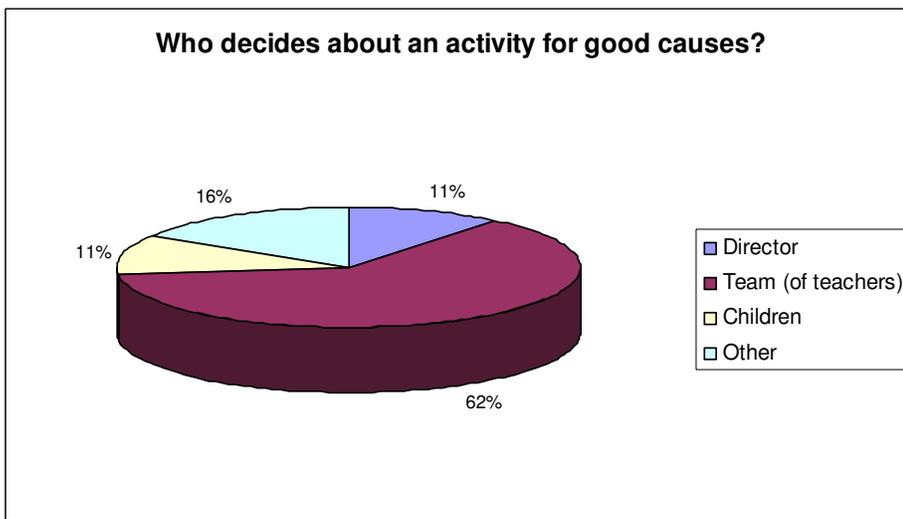
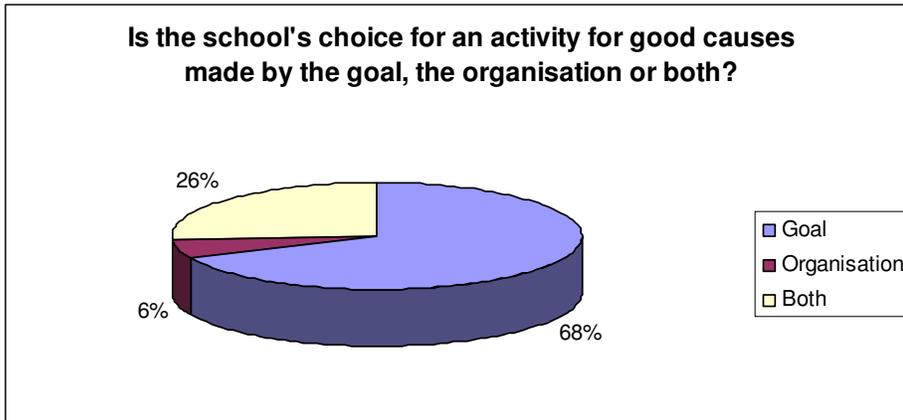
### Appendix 1: Results of the telephone call among Dutch municipalities

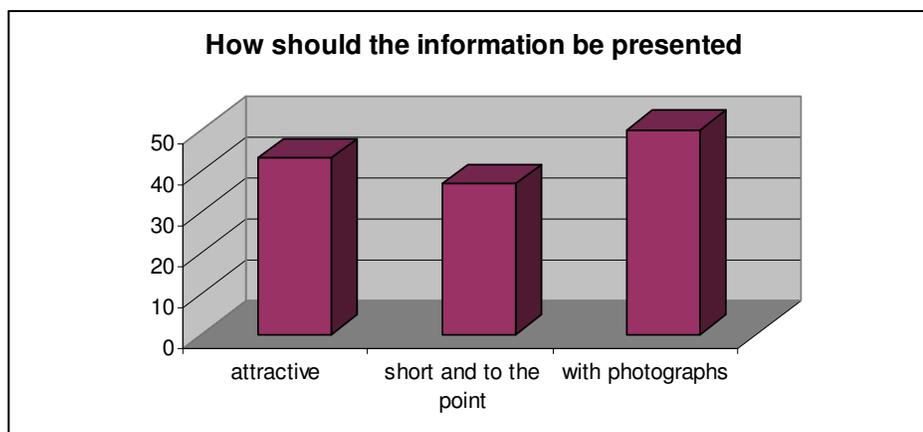
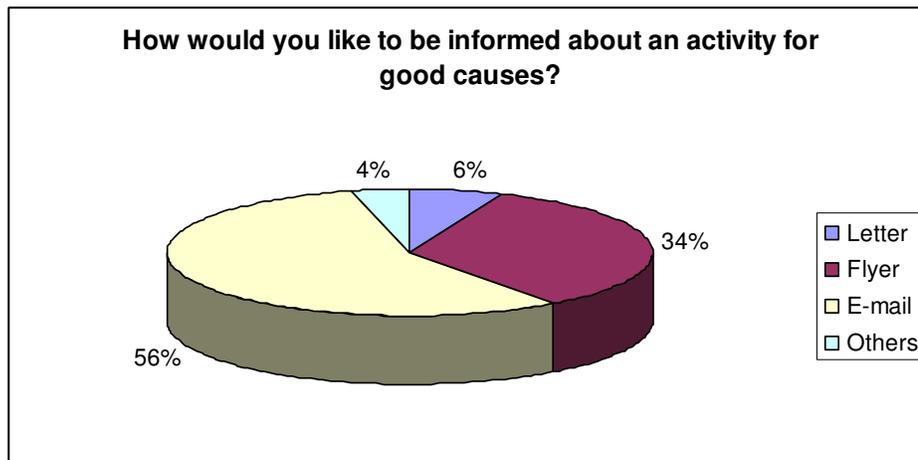
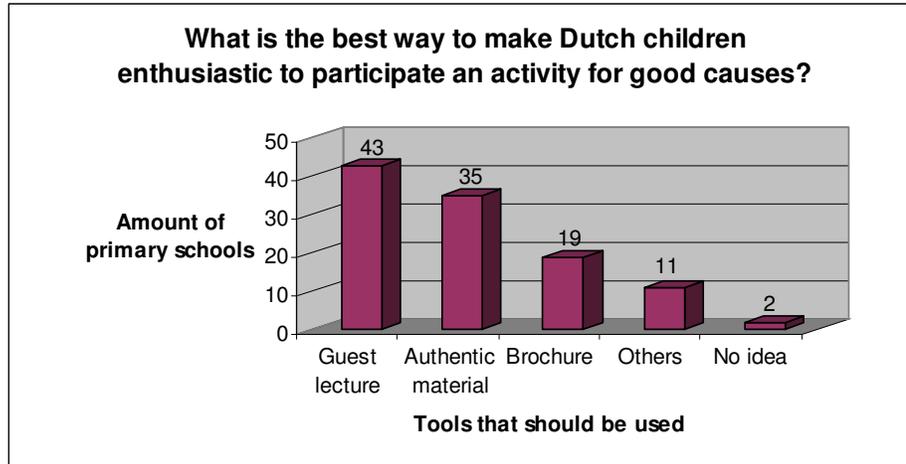
**Are there any restrictions from Dutch municipalities, that limit searching for financial supporters by students?**



**Appendix 2: Results of the survey of primary schools**







### **Appendix 3: Basisprincipes "Wandelen voor Water"**

#### *De vijf basisprincipes*

1. Wandelen voor Water wordt gehouden in de week van Wereldwaterdag (22 maart). De meeste scholen wandelen op woensdag 23 maart 2011.
2. Leerlingen uit groep 7 en groep 8 lopen, zo mogelijk, 6 kilometer met 6 liter water in hun rugzak. Ze ervaren op die manier hoe het is om als leeftijdgenootje in een ontwikkelingsland te leven.
3. De prestatie laten ze sponsoren door familie, bekenden en bijvoorbeeld ook door collega's van hun ouders. Gemiddeld halen ze een bedrag op van 32 euro. Dat betekent dat je al snel met een opbrengst van 32 euro 3 kinderen helpt aan schoon drinkwater of sanitatie!
4. Kinderen lopen voor een concreet project. Dit project op gebied van (drink)water en/of sanitatie voldoet aan criteria die Aqua for All stelt. Zo moet het project bedoeld zijn voor de allerarmsten en ook moet er spake zijn van een duurzame oplossing.
5. Doel van Wandel voor Water is dat kinderen dat zich bewust worden van de waterproblematiek in de wereld. De school besteedt vooraf en tijdens de week van Wandelen voor Water hier aandacht aan. Aqua for All biedt een lespakket voor alle groepen van de basisschool en een waterdeskundige geeft een gastles. Hij of zij vertelt meer over de situatie hier en de situatie daar.