

BACHELOR THESIS

Encouraging Canadian Adolescents to Go on Exchange with AFS Interculture Canada: A Communications Strategy

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Executive Summary

AFS Interculture Canada is a nonprofit organization that operates on a non-governmental basis. It is the Canadian branch of *AFS Intercultural Programs*. It enables adolescents to go on foreign student exchanges in order to develop intercultural awareness and skills.

During a briefing in January of 2014, *AFS Interculture Canada* expressed a problem statement: Canadian adolescents do not feel the urge to leave the country to go on exchange. *AFS* hopes to increase its quota of Canadian participants by 15% within the upcoming five years. By the means of a central research question, factors that encourage the *AFS* target group (Generation Z) to participate in secondary school exchanges were determined.

The communications efforts of *AFS Interculture Canada* focus on incoming students rather than sending the Canadian Generation Z abroad. This represents the core problem which the organization is facing. A communications campaign is necessary in order to encourage the target group to become involved in the offered foreign exchange programs.

Research findings show that developing self-identity and tracing ethnic origins matter to the *AFS* target group. They are possible campaign messages in relation to participating in a foreign student exchange. Literature was consulted and stated that decisive stages of identity development take place during adolescence. Self-identity development and tracing ethnic origins receive more attention at this stage and become more concrete. Secondary school exchanges greatly impact this development.

Next, it was necessary to determine to what extent the desire to develop one's identity encourages Canadian adolescents to go on exchange. This represents the knowledge gap of the *AFS* case. Through in-depth research, it was possible to close the knowledge gap.

Field research results show that *AFS* target group members and foreign exchange returnees share a stronger interest towards self-identity development, rather than tracing their cultural background. In addition, they would very much like to develop their self-identity by participating in a high school exchange. Therefore, the first was granted as a suitable communications campaign message.

In terms of its communication tool usage habits, Canadian Generation Z is enthusiastic about personal and digital communication. A combination of these two can be incorporated in an integrated marketing communications campaign. Appropriate digital communication tools for the *AFS* case are social media platforms such as Facebook, YouTube and Instagram, in addition to the organizational website. These tools portray the central theme of developing self-identity through photographs, testimonials and videos of Canadian adolescents being abroad. Regarding personal communication, returnees and current exchanges in Canada are asked to wear new *AFS* t-shirts in public. This forges a dialogue between *AFS* and its target group and therefore spikes the interest to go abroad among potential future exchange students. Returnees are asked to be present at info days and other events in order to personally share their experiences and enthusiasm with others.

It takes approximately one year to implement this campaign. Monitoring and evaluation are an important aspect in order to measure the response of the target group and whether there is an increase in interest towards *AFS* exchanges. The campaign can be implemented by a communications professional and an intern starting July 2014. The costs involved are 2,734 CAD.

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Chapter 1: Introduction

1.1 General

AFS Interculture Canada is a nonprofit organization that operates on a non-governmental basis. It is the Canadian branch of *AFS Intercultural Programs* and enables adolescents to go on foreign student exchanges in order to develop intercultural awareness and skills. During a briefing in January of 2014, *AFS Interculture Canada* presented a problem statement: The organization wants to increase its quota of Canadian students going abroad for educational purposes. A communications strategy is necessary in order to achieve this goal. The *AFS* case is researched in this specific final paper.

1.2 The Client

Founded in 1946, *AFS Intercultural Programs* finds its origins with the American Ambulance Field Service. After the Second World War was over the organization decided to redirect its efforts and focused on international secondary school student exchanges instead. Its goal was to foster intercultural awareness. Hereafter, the organization has been known as *AFS Intercultural Programs*. (AFS Intercultural Programs (1), 2011)

Today, *AFS* is a world-wide organization and has more than 50 national branches. Over the course of almost seven decades over 400,000 youths have participated in numerous *AFS* programs. In 2014 alone, *AFS* is sending a total of 13,000 students abroad. (AFS Intercultural Programs, 2014)

The Canadian branch of *AFS* – *AFS Interculture Canada* – is the main topic of this research project. For the academic year 2014-2015, *AFS Interculture Canada* is hosting 120 students. In contrast, only 60 Canadian students will be going abroad. (Girouard, 2014)

In addition to 750 staff members, around 40,000 volunteers are involved in *AFS* operations on a global level (AFS Intercultural Programs (2), 2011). Every year, the Canadian branch of this NGO has several hundred volunteers (AFS Interculture Canada (1), 2011) which are guided by 11 local staff members (AFS Interculture Canada (2), 2011).

1.3 The Brief

On January 29th, 2014, the head of *AFS Interculture Canada's* communications department Stephanie Girouard held a brief. The challenge which the organization is currently facing was presented and discussed. A transcript of the brief can be found in the Appendices (Appendix 1).

1.3.1 Advice Question

This challenge is referred to as a problem statement. It is formulated as an advice question:

How can AFS Interculture Canada motivate 15% more Canadian students to participate in a foreign high school exchange in the upcoming five years?

(Girouard, 2014)

1.3.2 Problem Description

On an annual basis, 120 *AFS* exchange students come to Canada with while only 60 Canadians choose to go abroad. The organization wishes to raise its number of Canadian participants. So far, *AFS* does not manage to motivate as many Canadian adolescents to participate as desired. For the most part online media and posters are used in order to attract the attention of Canadian adolescents. (Girouard, 2014)

Further elaborations on communications tools related to the problem statement and their effectiveness can be found in the communications analysis section.

1.3.3 Research Objective

There are certain factors contributing to the need to increase Canadian participation. Despite the fact that *AFS Interculture Canada* pursues non-profit goals, the organization needs to generate revenue in order to sustain itself. With every participant, profit increases.

Next, the Canadian secondary school system plays an important factor: If more exchange students temporarily enter the school system than Canadians going abroad for educational purposes, a surplus of students studying in Canada develops. Incoming exchanges use the Canadian system to its full capacity. Though international students pay tuition fees for the duration of their stay in Canada, it still causes stress on the education system.

The government limits the numbers of exchanges permitted in each province. If more Canadian students participate in foreign high school exchanges, that number will increase. By raising the percentile of Canadian participants, *AFS Interculture Canada* hopes to increase its profit and create a more positive relationship with the Canadian government. (Girouard, 2014)

1.3.4 Research Question

In order to give the advice question and its related problem a clearer focus, a central research question was formulated:

What could encourage Canadian students to participate in AFS exchanges?

Additional sub-questions were formulated. They aid in retrieving the necessary information and therefore answering the central question. They were categorized according to relevance for desk and field research and can be found in the appendices (Appendix 2).

1.3.5 Research Focus

A theoretical framework, which was created prior to the actual research process, stated that going abroad for the purpose of international education is a growing worldwide trend. It is therefore becoming a common thing to do. (World Education News and Reviews, 2007)

Secondary school exchanges and international education in general are greatly supported by Canada and its government (Asia Pacific Foundation of Canada, 2011). However, this is only the case for incoming students and not for Canadians who wish to go abroad (Asia Pacific Foundation of Canada, 2011). The national attitude towards expatriates appears to be condescending according to the Asia Pacific Foundation of Canada, which conducted research on the topic of Canadians going abroad (2011). This leads to the assumption that the Canadian mentality may be steered by a high level of uncertainty avoidance. Going abroad causes confrontation with the unknown and therefore has uncertainty as a consequence. Nonetheless, based on research results by the Geert Hofstede Center, uncertainty avoidance is low in this nation (Geert Hofstede Center, 2005).

Based on preliminary research, the focus of the research process lies within the cultural aspect of going on a secondary school exchange. The Canadian notion on doing so is condescending despite a low level of uncertainty avoidance.

1.4 Introduction Conclusion

The introduction chapter gives the necessary background information in order to begin the overall research process. *AFS Interculture Canada* is a non-governmental organization. Its main activity is to enable youths to go on secondary school exchanges in over 50 countries. The organization hopes to increase participation of Canadian students by 15%. As of the moment the ratio of incoming international students and native students being sent abroad is out of balance. The latter only represents half of the total of *AFS Interculture Canada* participants. As a result, this will increase profit but also disburden the national government in terms of excess students taking advantage of the local schools. To conclude, it is necessary to investigate which factors encourage Canadian students to participate in *AFS* exchanges. International education is encouraged by the Canadian government. However, this only accounts for foreigners who wish to enter the country.

Chapter 2: Situation Analysis

2.1 Introduction

In this chapter, internal and external factors related to *AFS Interculture Canada* are analyzed. The internal and external environments are investigated in terms of strengths and weaknesses. By doing so, the described problem is viewed from different angles. This will then lead to a SWOT analysis in which strengths, weaknesses, opportunities and threats related to *AFS Interculture Canada* are discussed.

The contents and structure of the situation analysis are based on “Setting Up A Strategic Communication Plan” by Vos, Otte and Linders (2003). Another point of reference is the Bridge Model. (Wood, Slide 13, 2013)

2.2 Internal Analysis

2.2.1 Introduction

In the internal analysis “the most important objectives, standards and values of the organization” (Vos, Otte & Linders, 2003, p.27) are mapped out. The internal analysis focuses on the Canadian branch only. Aspects which are relevant to the internal analysis are the *AFS* products and services, the customer segment, personnel and organization and finances.

2.2.2 Product

The delivered product of *AFS Interculture Canada* is international secondary school exchange programs. Three different programs are offered:

- Year Program: This program has a duration of 10 to 12 months
- Semester Program: This program has a duration of 5 to 6 months
- Trimester Program: This program has a duration of 3 months

AFS Intercultural Programs is situated in over 50 different countries (AFS Intercultural Programs, 2014). For Canadian students 46 countries are available for year programs, 22 for semester programs and three for trimester programs (AFS Interculture Programs (5), 2011).

For each of these programs, exchange students are enrolled in a local school (either private or public) and live with a host family (AFS Interculture Canada (4), 2011).

In the last 10 years the quota of Canadians participating in exchanges and year programs in particular has been declining. So far no research has been conducted on why this is the case. (Fulop, Slide 12, 2014).

Mission Statement

AFS keeps certain goals and values in mind. These are summarized as a mission statement (Hill & Jones, 2009). It “represents the starting point of the strategic process ... (and) describes what (...) the company does”. (Hill & Jones, p. 12, 2009)

AFS Intercultural Programs pursues the following mission:

“AFS is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world.”

(AFS Interculture Canada (3), 2011)

Quality Control

This NGO strongly focuses on quality control which becomes visible in the organizations effort to make the security and health of its participants a priority. For example, all students are offered the guidance of an office and local volunteer AFS counsellor, in addition to health insurance. Every national branch can be reached any time and day of the week (AFS Interculture Canada (6), 2011)

In order to ensure that students are well-equipped for the stressful situation of going abroad, they need to fulfill certain health requirements prior to their departure. This includes past and current psychological and physical health conditions. (Girouard, 2014)

2.2.3 Customer Segment

During the briefing, head of communications Stephanie Girouard described the targeted customer segment. The NGO directs its operations at both genders between the ages of around 15 – 18 years of age. They are generally part of the upper class or upper middle class, with above average academic achievements. The majority of Canadian AFS participants are Francophones from Québec. AFS is situated in the French-speaking part of Canada and has expanded its network of volunteers and participating schools there. (Girouard, 2014)

They live in urban or suburban areas and mostly attend private schools. Despite targeting both genders, over 80% of participants are female. As of the moment, fewer Canadian students go abroad, than adolescents from other countries. Preferred destinations are English speaking countries such as Australia, New Zealand, the U.S. and the United Kingdom. (Girouard, 2014)

Their target group shares a sense of adventure and open-mindedness (Girouard, 2014).

However, there are a number of Anglophone Canadians going to Francophone Canada and vice versa. (AFS Interculture Canada, Internal Files, 2014)

2.2.4 Personnel and Organization

Staff

In terms of staff, AFS employs 750 people worldwide on a fulltime basis (AFS Intercultural Programs (2), 2011). The Canadian branch has 11 staff members (Fulop, Slide 22, 2014). The individual employees work in different departments. The ones vital to national operations are *Sending and Communications*, *Hosting* and *Volunteer Organization* (AFS Interculture Canada (2), 2011).

As a registered charity, AFS strongly relies on the involvement and support of volunteers at all organizational levels (AFS Intercultural Programs (2), 2011). 42,000 global volunteers offer their frequent help and dedication to the organization, with 400 of them being in Canada (Objectives 2020, Slide 5, 2014).

Geographical Operations

The administration of *AFS Interculture Canada* takes place in Montréal (AFS Interculture Canada (2), 2011). This NGO can be found all over Canada, in so called chapter divisions. Canada has 41 *AFS* chapter divisions for its various programs. Volunteers are on site wherever incoming students are located. But volunteers also function as representatives of the organization and help recruit Canadian exchange students (AFS Interculture Canada (1), 2011).

2.2.5 Finances

Sources of Income

As a non-profit NGO, *AFS* has three main sources of income: participation fees, fundraising and donations. The government does not provide financial support. (Girouard, 2014)

Every student that wishes benefit from an *AFS Interculture Canada* secondary school exchange program pays an obligatory participation fee that varies between 4,000 CAD – 11,000 CAD (AFS Interculture Canada (5), 2011). In addition, each student going abroad must engage in fundraising which is used to help finance staff, volunteering activities and other *AFS* services (AFS Interculture Canada (7), 2011). Amounts to be fundraised are a minimum of 5,500 CAD per student (AFS Interculture Canada (5), 2011). There are limitations of sums that students may accept from immediate relations such as parents. They may not contribute more than 3,000 CAD each (Fundraising Guide, p. 4, 2012). *AFS* also depends on donations which can be made online or through the mail (AFS Interculture Canada (8), 2011).

Financial Challenges

Over the course of the past ten years the Canadian branch of *AFS* has witnessed both financial failures and successes. After going bankrupt in 2005, the revenue and financial stability of the organization has continuously improved. Its stability peaked in 2012. Nevertheless, in 2013 *AFS Interculture Canada* witnessed a net loss of 50,000 CAD. As a consequence, its annual budget for 2014 was cut by 200,000 CAD. Financial decisions regarding *AFS Interculture Canada* are made by the national manager Miklo Fulop (Fulop, Slide 17, 2014)

Communications Budget

Annually, *AFS Interculture Canada* spends around 100,000 CAD on communications. 40,000 CAD are invested in sending related promotions. (Fulop, Slide 17, 2014)

Grants

In order to ensure that students of all socio-economic backgrounds have the possibility of going abroad, *AFS Interculture Canada* offers monetary grants, also known as scholarships. For a year program, grants can be up to 5,000 CAD. They are only given to applicants who have already confirmed their participation and can prove the necessity of financial support. (AFS Interculture Canada (9), 2011)

Nevertheless, every year there is a number of students who cancel their exchange after not being awarded a scholarship (Girouard, 2014).

2.3 External Analysis

2.3.1 Introduction

The external analysis focuses on the organizational environment. It consists of two subdivisions: the meso and macro environment. (Vos, Otte & Linders, p. 27, 2003)

2.3.2 Meso Environment

2.3.2.1 Introduction

The meso environment concentrates on “various public groups that directly relate to the organization” (Vos, Otte & Linders, p. 30, 2003). Contents are the current market situation, competitors, the consumer, finances, the government and the media. (Vos, Otte & Linders, p. 32, 2003).

2.3.2.2 Market

AFS Interculture Canada operates in the student exchange program services industry (Ibis World, 2013). This lucrative industry pursues international student mobility, which “refers to students studying in a foreign country. (...) A global education has emerged, with annual revenue of tens of billions of (US) dollars” (Gürüz, 2011).

The number of students participating in exchanges continuously increases. The international education market is driven by strong competition. The four dominating exchange destinations are the U.S, the United Kingdom, Canada and Australia. (World Education Services, 2013)

However, the number of Canadian participants in secondary school exchanges is not growing like in other countries. In fact, in English-speaking countries interest towards going abroad for educational purposes is declining. (Girouard, 2014)

2.3.2.3 Competition

AFS Interculture Canada lists three competitors which also organize secondary school exchanges. These would be Rotary, Nacel and STS (Fulop, Slide 4, 2014). Nevertheless, other multinational organizations that send students abroad are located in Canada. In addition, numerous smaller organizations that provide local services also operate in the industry (Ibis World, 2013).

Competitors were analyzed based on what type of organization they are, how many exchange destinations are offered, participation fees and which services are included. They are illustrated and summarized in the chart on the following page. A more detailed explanation of different competitors can be found in the appendices (Appendix 3).

Organization	Type of organization	Number of countries available for student exchange	Participation fees	Services included in price
Rotary International	Multinational community based organization, NGO	200 geographical regions	Non, but participating student pays for all expenses themselves (around 8,000 CAD per person)	Organization of host family and school
Nacel	NGO	20 countries	8,800 CAD – 13,000 CAD	Organization of host family and school
STS	NGO	27 countries	5,500 CAD – 9,900 CAD	Travel expenses, host family accommodation
YFU	NGO	50 countries	9,000 CAD – 11,000 CAD	Airfare, host family placement and health insurance
EF	Privately held company	52 countries	20,000 CAD	Host family accommodation, language school lessons and exam preparation SIDENOTE: no regular high school exchanges offered, only language learning programs
YES	Privately held company	21 countries	7,500 CAD – 14,500 CAD	Host family accommodation and tuition fees

The international education industry is very competitive. Only a few exchange organizations offer as many destinations as *AFS* does. The competitor that has a high school exchange program comparable to *AFS Interculture Canada* for a similar price is *YFU*. Competing organizations are also facing a declining quota of Canadian adolescents going on exchange (Fulop, Slide 12, 2014).

What makes *AFS Interculture Canada* a strong player is the fact that once a participant confirms its participation and pays the fees, everything is organized for them: flight, visa, host family accommodation and schooling. *YFU* offers such services as well; *AFS* however has a stronger network of volunteers. In contrast to 12,000 worldwide *YFU* volunteers (*YFU* (5), n.d.), *AFS* involves 42,000 volunteers (Objectives 2020, Slide 5, 2014). Simplifying the secondary school exchange preparation process, in addition to being assured the constant support of qualified and trained volunteers represents the unique selling point of *AFS Interculture Canada*.

2.3.2.4 Consumer

General

Regarding the consumer, youths between the age of 15 – 18 years of age are targeted (Girouard, 2014). This age group belongs to Generation Z and represents 21% of the total population (Government of Canada (1), 2013). They are also referred to as the *Internet Generation* (Government of Canada (1), 2013). They rely on peers regarding influence and decision making processes (Everett-Haynes, 2013). As a consequence, Generation Y may potentially serve as a role model to Generation Z.

Product Consumption Behavior

Generation Z has developed its very own pattern of product consumption behavior and habits. This age group favors being involved in a brand over direct selling. Social media is a key factor in this. (Taylor, 2013)

Mind-Setting

Generation Z grew up with the idea that they could achieve anything they aspired (Abacus Data (1), 2012). In addition, they see tolerance towards diversity as a societal norm (Abacus Data (2), 2012). Opinions on Generation Z are contradictory. While some sources refer to them as “lazy (and) apathetic” (Micoleta, 2012), others predict this generation to grow up to be “intellectual, confident, culturally-minded and politically active” individuals (Sladek, p. 18, 2007).

Impact of Globalization

IPK International, a tourism consulting agency that specializes in travel research, has been conducting research on youth and travelling in correlation with education. Their research report states, Generation Y spends more time travelling and exploring foreign cultures more than other previous generations. According to a survey in which 34,000 people up to the age of 35 from 137 nationalities were questioned, 38% mentioned to have gone abroad for educational purposes. The report concludes that today’s youth is impacted by globalization and increased travel opportunities. (ITB Berlin, 2013)

Canadian Generation Z Going Abroad

Limited interest towards going abroad for educational purposes continues into post-secondary education. Exchange opportunities are offered, but not acted upon. In general, young Canadians are not as keen on travelling as in comparison to youths from the United States or New Zealand. (Bradshaw, 2012)

Canadian society does not encourage its youth and population in general to leave the country. People who decide to do so often receive condescending and judging opinions from fellow Canadians (Kunin, 2009). Information on Canadians leaving the country for travel or educational purposes is scarce. This indicates that Canadian culture itself does not encourage its people to leave the country, even if only temporarily. It is therefore a societal habit and difficult to break.

Consequences of Exchanges on Consumer

Secondary school exchanges are very intense experiences and greatly affect its participants. Going on exchange leads to an increased desire and possibility to explore one's identity. In reference to international student exchanges, the Swiss Caucasus Net Programme for the University of Fribourg concluded: "Changes in social environment and new academic and everyday living challenges are mostly understood as opportunities for self-exploration, which were accompanied with an increase in self-confidence." (Javakhishvili, Skhirtladze, Mestvirishvili & Khujadze, p. 17, 2013)

2.3.2.5 Media Representation

Secondary school exchange programs are a frequently discussed topic. However, it appears that post-secondary school exchanges receive more attention in terms of media representation (Bradshaw, 2012). This becomes even more evident through a quick google search: Searching the terms "exchange abroad" produces a long list of foreign student exchanges offered from universities for its enrolled students.

AFS Intercultural Programs and its Canadian branch can be found in blogs, online articles, reviews and government websites. The Canadian government offers advice regarding youths wanting to go abroad and recommends *AFS* for hosting exchange students (Canadian Heritage, 2009). Though blogs report positive experiences hosting *AFS* students in Canada, none regarding going on exchange exist (Palmer, 2000).

Numerous websites of larger Canadian universities reference *AFS* as a source for international internship opportunities (University of Ottawa, n.d.). This NGO is even mentioned in OECD reports on volunteering (Canadian International Development Agency, 2005). When trying to find reviews of Canadians going abroad with *AFS*, only a few websites can be found which offer these insights. The majority of ratings which *AFS* receives on a global level are negative, the same is true for its Canadian branch (Abroad Reviews, 2012).

To conclude, *AFS Interculture Canada* is not very present in the media unless people are actively looking for this NGO. Information on Canadians going abroad and their experiences is scarce.

2.3.2.6 Government

Brief Information on the Canadian government can be found in the Appendices (Appendix 10).

2.3.3 Macro Environment

2.3.3.1 Introduction

Next, the macro environment is explored. It illustrates “wider developments within society” (Vos, Otte & Linders, p. 31, 2003). Factors of interest are demography, economy and politics (Vos, Otte & Linders, p. 32, 2003).

2.3.3.2 Demography

In 2013, 35 Million people were living in Canada. The most populated province was Ontario with 13 Million inhabitants, followed by Québec with 8 Million. The province with the fewest inhabitants is the North West Territories with 34,000 people. (Government of Canada (2), 2013)

Between 2006 and 2011, Canada’s population was growing fast and steady in comparison to other G8 countries at a rate of 5.3% (Government of Canada (3), 2013).

The Canadian net migration rate is an interesting factor: “Net migration is the variation of the population between two dates resulting from the difference between the number of immigrants and the number of emigrants” (Government of Canada (4), 2014). The ratio between immigrants and emigrants is dramatically out of balance. Between July 1st, 2012 and June 30th, 2013, ca. 263,000 people immigrated to Canada while only around 39,000 residents decided to migrate to another country (Government of Canada (5), 2013).

Canadians who choose to live abroad usually do so for either economic reasons or to return to their cultural origin. In terms of countries they immigrate to, the United States are the primary destination, followed by Hong Kong, The United Kingdom, Lebanon, Australia and China. Other popular nations are Germany, France and Japan. (Asia Pacific Foundation of Canada, 2011)

Additional information on percentages of married and single-parent households in Canada can be found in the appendices (Appendix 11).

2.3.3.3 Ethnic Origins of Canadians

Canada is a country of immigrants and therefore often referred to as a *mosaic* (Kelley & Trebilcock, p. 5, 2010). Canadians take pride in their ethnic backgrounds and like to trace their cultural origins. Several sources and student exchange testimonials clearly indicate that cultural origins play an important role in international education. They see secondary school exchanges as an opportunity to visit the home countries of their ancestors and gain an idea of what their lives may have looked like.

North-Americans identify with the ethnicities of their parents, grandparents and great-grandparents (Littrell, p. 2, 2012). When taking the ancestry of Generation Z into account, it is necessary to look into immigration starting from around 1930.

Until the 1970s, Europeans accounted for the great majority of people immigrating to Canada. Over the course of several decades, the number of Asians immigrants has greatly increased. Also, European immigrants are no longer necessarily from Western Europe, while before this was the norm. The percentage of Eastern Europeans is continuously growing. (Statistics Canada (4), 2009)

2.3.3.4 Economy

After the global financial crisis in 2008, Canada's economy has been slowly growing and regaining its strength. Overall growth was measured as 1.7% in 2013 and is projected to be 2.3% in 2014. (Hodgson, 2013)

The economy focuses on industrial and urban sectors. Three-fourths of Canada's exports are purchased by the United States (Central Intelligence Agency, n.d.).

The Canadian Dollar (CAD) has been losing its exchange value in comparison to other currencies. In January of 2014 the Canadian Dollar decayed to figures from 2009. The Canadian currency has not had such low value ever since then. (Altstedter & Detrixhe, 2014)

In its most recent statistics regarding average household finances, Statistics Canada concluded that the following points represent the three main spending necessities: shelter demanded 28.1% of total spendings, transportation 19.9% and food 13.8% (Statistics Canada (1), 2014). *Introduction to Recreation and Leisure*, stated that recreation accounted for 5% of average spendings (Anderson, Ashcraft, Barnett, Blanco, Blankenship, Byl et al, p. 54-55,

2012) while only 1.84% of expenditures were invested in education (Statistics Canada (2), 2014). The average household of couples with children spent 2,775 CAD on their children's education in 2012 (Government of Canada (6), 2014). Single-parent households however were only able to afford an investment of 1,698 CAD (Government of Canada (7), 2014). However, 6.2% of the average Canadian income was devoted to clothing and accessories (Statistics Canada (1), 2014).

2.3.3.5 Politics

Canada is still a member of Commonwealth today, and therefore a constitutional monarchy: "Although Canada is formally a constitutional monarchy, with the British crown as the nominal head of state, for all practical purposes the country is a sovereign state. The governor general is the Queen's representative in Canada" (James, 2010)

There are also elements which form the Parliament and Canadian government in general. A *House of Commons* is elected by the people while the *Senate* and its members are selected by the Prime Minister. The Prime Minister is only outranked by the crown, and therefore the governor general. (Dyck, p. 11-12, 2012)

The current Prime Minister Stephen Harper belongs to Conservative Party of Canada. He has been in office since 2006 and focuses on helping the economy recover from the global financial crisis. (Prime Minister of Canada, n.d.)

The Harper Government strongly supports international education but its emphasis lies within incoming students (Government of Canada (8), 2014). In addition, the improvement of First Nations' (Canadian aboriginals) education is a priority (Kennedy, 2013). Harper is planning on "investing to reform the on-reserve education system, in partnership with First Nations..." (Government of Canada (9), 2014).

2.4 Communication Analysis

2.4.1 Introduction

After thoroughly researching the internal and external environment of *AFS Interculture Canada*, it is necessary to focus on analyzing its communications.

2.4.2 Communication Strategy

It is of great importance to map out the different channels and tools, whom they target and what they are supposed to achieve. Their contents are also relevant. The following channels and tools represent the current strategy.

Channel	Tool	Target Group	Goal	Contents
Social Media	Facebook	- Potential host families, volunteers and participants - current host families, volunteers and participants	Attract new members of any kind to the organization and maintain interest of current ones	Testimonials of host families and exchange students, incoming exchange student profiles, country promotions
	Twitter	- Potential host families, volunteers and participants - current host families, volunteers and participants	Attract new members of any kind to the organization and maintain interest of current ones	Testimonials of host families and exchange students, incoming exchange student profiles, country promotions
Online Website	<i>AFS Interculture Canada</i> Website Website	- Potential host families, volunteers and participants - current host families, volunteers and participants	Encourage to donate and become a member of the organization	Detailed information on all processed connected to <i>AFS Interculture Canada</i> (participation, finances, hosting etc.)

Personal Communication	AFS Staff	Potential participants, host families and schools	Attract new participants, motivate to host exchange students, encourage schools to take in incoming exchange students	Detailed information on all processed connected to AFS Interculture Canada
	AFS Volunteers	Potential participants and host families	Motivate to host exchange students	Detailed information on all processed connected to AFS Interculture Canada
	Participants	Potential participants	Encourage to go on exchange	Sharing experiences

2.4.3 Effectiveness of Strategy

In order to reach its target group, *AFS Interculture Canada* applies three approaches.

Facebook and Twitter are selected social media tools. Among Generation Z, Twitter does not fulfill the same consumption demands and needs as it does for other age groups. To them it is outdated and obsolete (Zaleski, 2013). Both tools publish the exact same contents.

Due to the fact that *AFS Interculture Canada* has its operational headquarters in the Francophone part of the country, all social media and other online communication needs to be bilingual (English and French). The majority of social media is in French only. This has become more balanced in 2014. These tools focus more on incoming exchange students and do not openly target Canadian adolescents. The organizational website is also bilingual, with an equal balance of the two languages. The French website focuses more on receiving international students and the aspect of hosting. In contrast, the English website emphasizes the programs available for Canadians wanting to go abroad.

Next, personal communication is of great importance. Creating interpersonal relationships between AFS and its target group is very beneficial. The decisive link in this approach is the person acting as a representative of *AFS*. *AFS Staff* is between 40 and 65 years old and mostly interacts with potential host families. Therefore task of actively motivating

adolescents to go abroad is mostly performed by volunteers, whose ages range from teenagers to retired age groups.

To conclude, the communications efforts of AFS Interculture Canada are more directed towards hosting incoming international students. Efforts targeting potential Canadian participants are limited.

2.5 SWOT-Matrix

A SWOT-matrix summarizes the strengths, weaknesses, opportunities and from the situation analysis (Vos, Otte & Linders, p. 34, 2003).

Strengths	Weaknesses
<ul style="list-style-type: none">• Variety of different exchange programs offered by <i>AFS</i>• 46 different exchange destinations available to Canadian participants• Strong emphasis on quality control and therefore safety and well-being of participants• Clear idea of who target segment is• Sense of adventure and open-mindedness among target segment• Support of 400 Volunteers within Canada alone• Volunteers help recruit participants• Scholarships and grants are available	<ul style="list-style-type: none">• Declining quota of Canadian secondary school students going on exchange• Volunteers hardly present in Anglophone Canada• No financial support from the government• High minimum to be fundraised (5,500 CAD)• Students cancel participation after being denied grants and scholarships• Slow organizational growth• 50,000 CAD loss in 2013• Limited budget for 2014

Opportunities	Threats
<ul style="list-style-type: none"> • Student exchange services industry generates tens of billions US\$ revenue annually • Increasing number of global student exchange numbers • English-speaking countries as preferred destinations • Relatively low participations fees in comparison to competitors • AFS offers more destinations than competitors • AFS Participation includes services which competitors do not offer: easy exchange preparation process • Generation Z (the target group) strongly influenced by its peers => Generation Y is a role model • Generation Y keen travelers • Desire to explore identity as result of travel • Generation Y enthusiastic towards going abroad for educational purposes • Generation Z prefers to be involved with the brand over the direct sell • Social media is key in regards of Generation Z • Generation Z grew up with the idea that they could achieve anything • Generation Z views tolerance towards diversity a societal norm 	<ul style="list-style-type: none"> • Market driven by strong competition • AFS is not aware of some of its big competitors (YFU) • Slow increase in market share for AFS Interculture Canada • Generation Z said to be lazy and apathetic • Limited numbers of Canadians goes abroad, for neither travel nor educational purposes • Government does not encourage Canadian youth to go abroad • Bad online ratings • AFS Interculture Canada not very present in the media (unless when being actively looked for) • Scarce number of exchange testimonials • Canadians mostly move abroad because of financial incentives (economy opportunities) • Slow overall economic growth in Canada • Canadian Dollar is a weak currency at the moment • Single-parent households spend little on children's education • Government focus lies within economy and its recovery, not education • International education emphasis lies

<ul style="list-style-type: none">• Canadians want to trace their origins abroad	<p>within incoming students</p> <ul style="list-style-type: none">• Twitter obsolete communication tool• Social media mostly in French• Communication efforts directed towards hosting and not sending students abroad
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2.6 Situation Analysis Conclusion

AFS Interculture Canada is a non-profit NGO that aspires to create a more peaceful and just world through international high school student exchanges. There is a variety of different programs which take place in over fifty different countries of which 46 are available to Canadian participants. *AFS* is a volunteer-based organization and involves a total of 400 individuals on a voluntary basis who help recruit participants and host families. In comparison to its competitors, this NGO offers student exchanges for a relatively low price and even provides scholarships and grants.

When targeting Canadian adolescents, *AFS Interculture Canada's* communication channels are its online website, social media, and personal communication. Among these different channels, the focus of the efforts involved lies within incoming international students instead of encouraging Canadians to go abroad. The majority of *AFS Interculture Canada's* communicated messages are in French, which exclude Anglophone Canadians.

The international education services industry generates billions of United States Dollars of revenue on an annual level. *AFS Interculture Canada* is aware of the majority of its competitors but underestimates its rival *YFU (Youth For Understanding)*.

The target group of *AFS* is Generation Z which is said to be lazy, apathetic and tech-savvy. This generation heavily relies on the influence of its peers. Generation Z views tolerance towards cultural diversity as a societal norm and has a mentality of being able to achieve anything. Also, this demographic group is appealed by brand involvement in which social media is a key aspect. Generation Y, the predecessor of Generation Z, can be viewed as its peer or role model. Generation Y is keen on travelling and going abroad for educational reasons.

In contrast to Generation Y enjoying foreign experiences, the Canadian youth is not eager to leave the country for neither travel nor education. Canada is one of the most popular exchange destinations. However, numbers of Canadians going on exchanges are low. International education is supported by the Canadian government but only regarding incoming students. This is unfortunate due to the fact that studying abroad has a drastic impact on self-identity development.

The Canadian economy is only slowly recovering from the global financial crisis due to which the value of its currency - the Canadian Dollar - is currently witnessing a historic low. The average Canadian household spends a comparatively high amount of its income on living costs and puts less than 2% of its income aside for educational purposes.

Canada is a country of immigrants and often referred to as a Mosaic. Over the centuries, Canada has let people from mostly the Common Wealth and Western Europe join its nation. Today, Eastern Europeans and Asians join these numbers. Canadians are very interested in their ethnic origins and greatly enjoy tracing them. They identify themselves with the cultural backgrounds of their parents, grandparents and great-grandparents.

Core Problem, Bottlenecks and Challenges

Before defining the core problem, problem fields and its bottlenecks (weaknesses and threats) are summarized (Vos, Otte & Linders, p. 36, 2003).

Problem Fields	Bottlenecks
Finances	<ul style="list-style-type: none"> - exchanges are expensive - high living costs in Canada - applicants cancel participation after being denied grant/scholarship
Focus on incoming international students	<ul style="list-style-type: none"> - government encourages international education but only for incoming student - AFS communication efforts are targeted at incoming exchange students

Those who are interested in going on exchange face high costs involved. Interested participants are usually members of the upper middle class or upper class. Therefore, the covering of costs is not often an issue for prospective participants.

The actual core problem lies within the fact that the international education movement in Canada mainly focuses on incoming exchange students instead of sending Canadian adolescents abroad.

Desk research findings suggest the following: due to the fact that information regarding Canadians going on exchange is limited, it can be assumed that the target group is oblivious to such opportunities. Canada is a country of immigration – not emigration. The Canadian

government hopes to encourage incoming exchange students to benefit from the local education system and be tempted to stay or later to return. This eventually helps boost and therefore benefit the local economy. Like the Canadian government, *AFS Interculture Canada* mostly promotes incoming exchanges instead of programs for Canadians who wish to go abroad. The contents of the communicated messages do not motivate the target group to take advantage of offered exchange programs. This problem field and its bottle necks indicate the core problem: the limited motivation to go on exchange may derive from a lack of communications efforts towards this possibility.

In order to work against the core problem the attention of high school students needs to be directed towards the opportunity of participation in a secondary school exchange. This is supposed to awaken the desire to study abroad. A communications campaign is necessary in order to do so. Two statements from the situation analysis prove to be points of motivation among the target group. They serve as promising opportunities and can therefore be driving factors in stimulating students to participate in an educational exchange.

Opportunity	Communicated message
Development of self-identity	<ul style="list-style-type: none"> • Exchange gives possibility to develop and discover self-identity • Possibility to discover strengths and weaknesses
Interest in tracing ethnic origins	<ul style="list-style-type: none"> • Exchange gives possibility to trace cultural origins • Desire to trace cultural origins can be satisfied through travelling and studying abroad

Adolescents in general are very interested in developing their self-identity. In addition, Canadian society shares a penchant for tracing its ethnic origins. These two points of interest matter to the *AFS Interculture Canada* target group. Next, it is necessary to determine which of these two matters more to Generation Z and whether including them in a campaign encourages Canadian adolescents to go on exchange.

Chapter 3 Literature Review

3.1 Introduction

The situation analysis concluded that the majority of *AFS Interculture Canada's* and government communications efforts are directed at incoming exchange students. Not very much attention is dedicated to encouraging Canadian adolescents to go abroad. This represents the core problem of the *AFS Interculture Canada* research project.

In order to increase the number of Canadian adolescents going on exchange, a communications campaign is necessary. As concluded in the situation analysis, there are two points of interest among Generation Z which *AFS* could benefit from. They can be used as campaign messages as a way to raise interest among the target group and encourage participation. These are:

- a) *Possibility of developing one's self-identity*
- b) *Interest in tracing one's ethnic origins*

In the literature review, expert opinions on these topics are gathered. Structure and contents of this chapter are based on Machi and McEvoy's *The Literature Review* (2009).

In terms of self-identity development, it is necessary to look at the process of how identity forms. Also, how foreign student exchanges impact this development is crucial information. Therefore it is possible to understand the target group and its search for identity. Without this information, self-identity development cannot be a potential campaign message and lead to Canadians being motivated to go on exchange. As a consequence, it is necessary to retrieve expert opinions on how to encourage such a development.

Regarding interest in tracing one's ethnic origins, variations in attitudes in feelings towards cultural origins, ethnic identity development and encouraging the tracing of ethnic origins were selected as research key terms. By doing so, the relationship which adolescents have with their ethnic heritage, development and factors that impact its formation become clear. Also, it is necessary to understand how this can be communicated in order to encourage tracing this desire.

3.2 Possibility of Developing One's Self-Identity

3.2.1 Self-Identity Development Process

Adolescence is marked by identity-formation, progression and development. This also includes self-identity development. Self-identity is “how we describe ourselves and includes our values, goals, traits, perceptions, interests and motivations” (Plotnik & Kouyoumdjan, p. 414, 2014)

This kind of development is not stagnant but continuously progresses. Developmental psychologist Erik Erikson states that adolescents undergo *psychosocial moratorium*. He compares this to an identity crisis. However, *psychosocial moratorium* is not a crisis itself but an active search for identity. During this time period adolescents aspire to discover which societal role and values suit them best. (Burston, p. 52, 2007)

Erikson's colleague James Marcia took *psychosocial moratorium* and put this stage into context in a series of identity statutes which adolescents live through. These are:

Status 1)	Identity Diffusion
Status 2)	Identity Foreclosure
Status 3)	Moratorium
Status 4)	Identity Achievement

(Craighead & Nemerhoff, p. 455-456, 2004)

At first adolescents do not yet identify with a specific value system. They then commit to one but without having had much exposure to it. Next, they explore identities and slowly but surely commit until they complete the process and form their own self-identity. (Craighead & Nemerhoff, p. 456, 2004)

3.2.2 Impact of Student Exchanges on Self-Identity Development

The *Academic Swiss Caucasus Net Program*, an initiative of the University of Fribourg, has done research on how student exchanges impact self-identity and its development. The researchers state that acculturation is an inevitable aspect of going abroad for educational purposes and impact one's identity (Javakhishvili, Skhirtladze, Mestvirishvili & Khujadze, p. 6, 2013). Acculturation is the process of adapting to a new culture, taking on its customs and potentially even mixing these with the habits of one's ethnic origin (Trinh, Chun, Lu & Sanders, p. 4, 2009). This includes values, goals and also culture (Javakhishvili, Skhirtladze, Mestvirishvili & Khujadze, p. 6-7, 2013). When going on exchange, students are exposed to a new social circle, unfamiliar societal expectations and a different daily schedule (Javakhishvili, Skhirtladze, Mestvirishvili & Khujadze, p. 17, 2013). This gives them the opportunity to learn about themselves and to grow. In other words, the greatest impact which student exchanges has on self-identity development is *self-growth* (Javakhishvili, Skhirtladze, Mestvirishvili & Khujadze, p. 18, 2013)

Another study claims that individuals develop a so called *second language identity* during a study abroad experience. It consists of three dimensions

1. Dimension	Capability of to properly communicate aspects of own identity in second language
2. Dimension	Awareness of actively acquiring and applying second language competencies
3. Dimension	Personal competence features influenced by second language

(Benson, Bodycott & Brown, p. 173–193, 2013)

Interacting with locals, adapting to customs and gaining fluency in the national language are factors which lead to creating a second identity. This is *second language identity*. A decisive factor in developing this kind of identity is being integrated into the second language environment. A prerequisite for this is being accepted as a member into the new social circle. (Benson, Bodycott & Brown, p. 125-127, 2013)

3.2.3 Encouraging Self-Identity Development

According to Doctor of Psychology Samuel Matthew from the University of Florida, self-evaluation is vital in developing and maturing self-identity. He refers to it as *perceived self-efficacy*: perceived beliefs and expectations which people have towards their personal skills and competencies. (Matthew, Slide 24, n.d.)

Matthew lists four strategies in order to encourage *perceived self-efficacy* and self-identity development:

1. Mastery Experiences	=> possibility to successfully tackle challenges
2. Vicarious Learning	=> being exposed to peers etc. managing and achieving goal-oriented activities
3. Verbal and Social Persuasion	=> Feedback focusing on instruction and encouragement, rather than evaluation
4. Positive Affective Environment	=> Opportunities to take on tasks based on instruction rather than feedback, encouragement to do task instead of completing it

(Matthew, Slide 25-26, n.d.)

As the predecesing sub-point “Impact of Student Exchanges on Self-Identity Development” already concluded, *psychosocial moratirum* is the developmental stage when adolescents actively search and test different identities. Matthew supports this hypothesis and stresses the necessity for exploring potential identities. As a result, in addition to the four above mentioned strategies, Matthews adds the necessity of exploring and discovering as a measure of encouraging self-identity development. This includes exploring one’s gender role and sexual identity, ideology, professional occupation and social relations. (Matthew, Slide 16-18, n.d.)

3.3 Interest in Tracing Ethnic Origins

3.3.1 Ethnic Identity Development

According to the American Psychology Association, adolescence is a decisive period of time in regards of developing one`s ethnic identity (Allen, French, Lawrence Aber & Seidman, p. 1, 2006).

Ethnic identity is “knowledge about one`s own ethnic group and on the sense of self as a member. ... (It) includes the personal ownership of ethnic group membership and its correlated knowledge, understanding, values, behaviors, and feelings that are direct implications of that ownership”. (Bernal & Knight, p. 33, 1993)

Two components which greatly impact an individual`s ethnic identity formation are group-esteem and exploring. Esteem towards one`s ethnicity is fostered during the young and middle stage of adolescence, while its exploration takes place during the middle stage (Allen, French, Lawrence Aber & Seidman, p. 1, 2006). Youths of the young stage are between 11-13 and the middle stage around 14-16 years of age (Colyar, p. 213 - 214 2011).

Group-esteem and exploring progress through three different development stages:

1. Stage	Unexamined ethnic identity
2. Stage	Ethnic identity search
3. Stage	Achieved ethnic identity

(Kroger, p. 129, 2007)

The exploring of one`s ethnic identity takes place during the second development stage during the ages of 14 and 16. (Kroger, p. 129, 2007)

Other opinions state that ethnic identity development does not surpass stages but merely depends on how society views a cultural group. If society favors an ethnicity, adolescents do not feel the necessity and urge to give their heritage more attention and presence in their lives. (Allen, French, Lawrence Aber & Seidman, p. 1, 2006)

Regardless of ethnic identity developing in stages or not, there is a measurable increase in awareness of cultural origins and related belongingness when adolescents change schools:

Awareness towards ethnic identity differences increases after transferring from middle to high school. Young adolescents attending middle schools and do not give the cultural heritage of themselves or their peers any great thought. When entering high school this changes: ethnic identity gains in importance and awareness. Cultural heritage is part of self-identity. Human beings begin to identify themselves as individuals and notice what sets themselves apart from others in addition to what they have in common with those around them. This gives evidence that ethnic commitment does indeed occur in stages and reaches its developmental peak during high school. (Allen, French, Lawrence Aber & Seidman, p.3-4, 2006)

3.3.2 Variations in Attitudes and Feelings towards Cultural Origins

Social Identity Theory according to Henri Tajfel, “is based upon the assumption that we all have a need for favorable self-identity, and that the status of the groups which we belong to helps us achieve such positive self-identity” (Drigotas, Insko & Scholper, p. 181, 1998). In relation to ethnic commitment, Tajfel concludes that identifying with a cultural background and how individuals feel about their origins is impacted by the social status of the ethnicity. Stereotypes and racism are part of that social status. This indicates that ethnic commitment is greatly determined by one’s environment and how it is judged (Trimble & Dickson, 2010). This can, depending on the positive or negative social status of the originating country, lead to either end of the spectrum: from healthy self-esteem to self-loathing. Other studies however suggest that identification with foreign ethnic identities can lead to psychological stress. (Beiser, 2002)

With every generation that lives in Canada, its immigrants acculturate. Acculturation is the process of adapting to a new culture, taking on its customs and potentially even mixing these with the habits of one’s ethnic origin (Trinh, Chun, Lu & Sanders, p. 4, 2009). Tracing cultural origins has a different rank and importance in the life of a third generation immigrant than in that of the one of a person who first-hand immigrated to Canada (Brambadat & Seljak, p. 39, 2009).

The attitude and feelings of Canadians towards their cultural origins vary. Depending on their ethnicity and whether its social status is positive or negative determines ethnic commitment. In addition, the longer back a family migrated to Canada, its cultural connection with their ancestors is increasingly forgotten due to acculturation.

3.3.3 Encouraging Tracing of Ethnic Origins

Racial socialization is communication about race and societal attitudes towards cultural origins. This is usually performed through parents. Due to the fact that this research project focuses on adolescents, racial socialization was granted as relevant. There are three strategies of racial socialization.

Strategy	Tactic
1) Endorse a culture	communicate culture's norms, history and habits
2) Explain ethnic minorities	Teach implications of minorities and how society views them
3) Explain ethnic majorities	Teach what majorities aspire and value

The most helpful strategy in relation to tracing ethnic origins for the means of self-exploration and therefore high school exchanges is the strategy of endorsing a culture. By communicating a culture, its norms, history and habits, a positive attitude towards this specific culture is fostered. In addition, adolescents learn to manage negative feedback from society towards their cultural heritage. (Kail, p. 202, 2007)

Exploring one's ethnic identity satisfies the need of wanting to understand where one comes from. This therefore links tracing ethnic origins to Maslow's Hierarchy of needs, which in this particular case are psychological ones (Pike, p. 210-211, 2008). According to Maslow, "self-actualization is the intrinsic growth of what is already in the organism, or more accurately, of what the organism is." (Rad, p. 37, 2010).

Ethnic identity needs to be explored: it greatly increases by being exposed to others who are part of the same and different cultural heritages. Social interaction in a culturally diverse environment is a decisive component when encouraging ethnic identity. (Levesque, p. 836, 2011)

3.4 Literature Review Conclusion

Points of motivation for adolescents to go abroad for educational purposes are developing self-identity and exploring ethnic origins. These are both important components of identity-formation. Literature review chapter findings and conclusions are summarized in the following table:

<p>Self-Identity Development</p>	<ul style="list-style-type: none"> • Occurs during adolescence • Adolescents experiment with different identities until they find a suitable one • Exploring identities takes place during <i>moratorium</i> • High school exchanges have dramatic impact on self-identity development • Acculturation leads to <i>second language identity</i> (gained through fluency in second language and successful integration) • Self-identity development is encouraged through self-efficacy and self-evaluation • Necessary to explore oneself in terms of sexuality, ideological preferences, career and social relations
<p>Tracing Ethnic Origins</p>	<ul style="list-style-type: none"> • Active search stage during adolescence • Measurable increase in awareness towards cultural affiliation when students enter high school • Adolescents show interest towards ethnicity and heritage • Varying attitudes and feelings towards cultural heritage: depends on how society judges ethnicity • The longer since family has immigrated to Canada, the more the felt connection with home country fades • Tracing ethnic origins can be encouraged through racial socialization: embracing ethnicity and positive attitude towards it in addition to giving the possibility of exploring it • Being exposed to cultural peers increases degree of affiliation

These two components of identity-formation are great points of interest among Generation Z. They can be delved into and examined during a secondary school exchange. By communicating this possibility, adolescents can be encouraged to go abroad for educational purposes and benefit from their experiences.

In order to find out which of these two options is the ideal communications campaign message is further researched in the methodology design chapter.

Chapter 4: Methodology Design

4.1 Introduction

The literature review concludes that both self-identity development and tracing ethnic origins take place in stages. They call for specific measures in order to flourish and develop. A knowledge gap based on the findings in the situation analysis and the literature review was formulated.

Both self-identity and ethnic-identity are components of one’s overall identity. A high school exchange greatly impacts these two identity components. The relationship between identity development of Generation Z and secondary school exchanges needs to be investigated. Therefore, the following knowledge gap research question was formulated:

To what extent does the desire to develop one’s identity encourage Generation Z in Canada to go on exchange?

The knowledge gap was solved by the means of field research. A suitable approach was mapped out in the research methodology design chapter. “The theoretical knowledge that constitutes the research methodology is (...) organized around the operational steps that form this research process for both quantitative and qualitative research... The needed information is organized.” (Kumar, p. XX, 2011).

Sub-questions helped close the knowledge gap. They explicitly focused on Generation Z in Canada only:

1. Sub-Question	What roles does self-identity development take in the lives of Generation Z?
2. Sub-Question	What role does tracing ethnic origins take in the lives of Generation Z?
3. Sub-Question	Does desire to develop identity lead to high school exchanges?
4. Sub-Question	What are communication tool usage habits of Generation Z?

A mixed-model approach was taken (Saunders, Lewis & Thornhill, p. 153, 2009)

4.2 Methodology Designs

The methodology design consists of two parts: the conceptual and the technical design. The conceptual design covers material that needs to be investigated while the technical design maps out how this is implemented. (Coady, Slide 14, 2013)

A combined approach was selected in order to retrieve the necessary information. A survey and interviews were tools in order to close the knowledge gap. By applying these two methods, both quantitative and qualitative information could be retrieved. (Saunders, Lewis & Thornhill, p. 360, 2009).

Three out of four research areas were investigated by doing both a questionnaire and interviews. One research area was focused on in the questionnaire only. The division is as follows:

1. Sub-Question	What roles does self-identity development take in the lives of Generation Z?	=> Questionnaire and Interviews
2. Sub-Question	What role does tracing ethnic origins take in the lives of Generation Z?	=> Questionnaire and Interviews
3. Sub-Question	Does desire to develop identity lead to high school exchanges?	=> Questionnaire and Interviews
4. Sub-Question	What are communication tool usage habits of Generation Z?	=> Questionnaire

4.2.1 Questionnaire and Interviews

The conceptual designs of the three combined approach sub-questions are presented individually. They share a common technical design.

Conceptual Designs

Research Question	What roles does self-identity development take in the lives of Generation Z?
Research Objective	Determining what place self-identity development takes in the lives of Generation Z
Operationalization	<p>Abstract Concept: <u>Granted importance</u> of self-identity development</p> <p>Variable: Attitude</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Pursuing activities which develop self-identity

Research Question	What role does tracing ethnic origins take in the lives of Generation Z?
Research Objective	Determining what place tracing ethnic origins takes in the lives of Generation Z
Operationalization	<p>Abstract Concept: <u>Granted importance</u> of tracing ethnic origins</p> <p>Variable: Attitude</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Feeling in touch with ethnic background • Pursuing activities which enable to trace personal ethnic origins

Research Question	Does desire to develop identity lead to high school exchanges?
Research Objective	Determining whether desire to develop identity leads to high school exchanges
Operationalization	<p>Abstract Concept: <u>Causation</u></p> <p>Variable: Acting on desire</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Identity development being a motive to go on exchange

Technical Design

- Research Strategy: a) Survey b) Case Study
- Research Methods: a) Questionnaire b) Interviews
 - a) **Self-administered internet-mediated questionnaire** (Saunders, Lewis & Thornhill, p. 393, 2009): “If used appropriately, the different formats of questionnaire represent potentially invaluable tools for ascertaining a wide range of factual information and subjective views and perceptions from a representative sample...” (Desai & Potter, p. 163, 2006). A questionnaire was distributed among *AFS Interculture Canada* target group members: Canadian adolescents between 15-18 years of age. Potential target group candidates were approached online. A minimum of 50 people completing the survey was the general goal. In order to achieve the goal of reaching at least 50 target audience members, social contacts (friends, acquaintances, colleagues etc.) and followers of social media platforms were approached. The questionnaire was created on Google Sheets and then distributed and completed electronically. A total of 25 questions were asked. As a result quantitative data was collected. By doing so, a general overview of what the target group thinks of the potential communications campaign contents could be gained. A complete list of the questions asked in the self-administered internet-mediated questionnaire can be found in the Appendices (Appendix 4)
 - b) **Semi-structured interviews** (Saunders, Lewis & Thornhill, p. 321, 2009): Interviews were held with five Canadian *AFS* returnees. A series of 20 predetermined questions was asked. This method however gave the option of letting the course of the case study being steered by the interviewee and allowing unforeseen replies to be explored. The interviews took place via phone or Skype. As in the questionnaire, various topic areas were included in the questions. This lead to qualitative data with valuable insights in order to understand motives and desires of the target group.
- Research Planning: It was necessary to plan the in-depth research in order to keep an overview of the time and effort involved. Due to time constraints the two research methods were implemented simultaneously. Tables show the individual activities and time frames of the questionnaire and interviews. They can be found in the appendices (Appendix 13).

4.2.2 Questionnaire

The following research area was investigated by the means of one research method . It therefore included in the questionnaire. This was mentioned in the combined approach.

Conceptual Design

Research Question	What are communication tool usage habits of Generation Z?
Research Objective	Determining communication tool usage patterns of Generation Z?
Operationalization	Abstract Concept: <u>Usage</u> Variable: patterns Indicators: <ul style="list-style-type: none">• Selection of communication tools• Frequency of usage• Impact of peers on communication tool usage• Purpose of usage

Technical Design

- Research Strategy: Survey
- Research Method: Questionnaire
Self-administered internet-mediated questionnaire: The sub-topic of communication tool usage among Generation Z, was included in the questionnaire as elaborated on in the combined approach section. By doing so, a general behavioral pattern could be concluded based on quantitative data. This helped arrive at a promising communications strategy recommendation. As mentioned before, the questionnaire was distributed among the *AFS Interculture Canada* target group.
- Research Planning: Questions on communication tool usage among Generation Z were included in the questionnaire which also focused on self-exploration and ethnic origins. Therefore, the same research planning for the questionnaire applied here.

4.3 Gantt-Charts

As a way to keep an overview of the research that needs to be conducted and its preparation process, Gantt-Charts were made for the questionnaire and the interviews. They however can be found in the appendices (Appendix 9)

4.4 Methodology Design Conclusion

Based on research findings in the situation analysis and the literature review chapter, *AFS Interculture Canada* lacks communications efforts encouraging Canadian adolescents to go abroad. A communications campaign is necessary in order to increase this interest. Two possible components of identity development were concluded as possible campaign message: self-identity development and tracing ethnic origins. By the means of the following knowledge gap, a suitable message can be selected:

To what extent does the desire to develop one's identity encourage Generation Z in Canada to go on exchange?

Through a self-administered internet-mediated questionnaire and semi-structured interviews this selection was made. A minimum of 50 *AFS* target group members and five *AFS* returnees were asked to contribute to the in-depth research.

Chapter 5: In-Depth Research Results

5.1 Introduction

In order to close the knowledge gap as described in the methodology design chapter, field research was conducted. The knowledge gap research question is:

To what extent does the desire to develop one's identity encourage Generation Z in Canada to go on exchange?

Selected research methods in order to arrive at the necessary answers are:

- a) Self-administered internet-mediated questionnaire
- b) Semi-structured interviews

Both quantitative and qualitative data were gathered. The in-depth research results chapter maps out and analyzes the findings retrieved through field research.

5.2 In-Depth Research Process

The field research process commenced on the 4th of May 2014 and ended on the 15th of May 2014. The aspired number of field research participants was five interviewees and 50 questionnaire contributors.

Five recent Canadian AFS returnees were interviewed via Skype and telephone. Three boys and two girls went on exchange during the academic year of 2012/2013. Their exchange destinations were Brazil, Italy, Norway and Japan. 342 AFS Interculture Canada target group members (258 girls and 85 boys) between the ages of 14 and 18 took part in the survey which was available digitally on Google Sheets.

5.3 In-Depth Research Results

Questions asked, transcripts and complete graphics concerning the in-depth research results can be found in the Appendices (Appendix 4-7).

5.3.1 Self-Identity Development

As stated in the literature review, adolescence is greatly impacted by a search for self-identity and its development.

An overwhelming majority stated that they are aware of the concept of self-identity development (90%). Also, it is either very important (50%) or important (38%) to them.

In terms of how self-identity is achieved, questionnaire participants could choose from seven different answers as illustrated in Image 1.



(Image 1)

36% stated that going out and exploring the world by the means of travelling for example, is an effective strategy to develop one's self-identity. One third of questionnaire participants shares the opinion that growing up and maturing leads to this kind of development, while 14% do not believe that self-identity can be actively formed but progresses with time. Less than a tenth says that self-identity develops in the mind alone, with 5% regarding faith as an effective measure.

Next, participants were asked about personal experiences of trying to develop their self-identity. Slightly more than half of survey contributors (53%) say that they have made attempts to actively contribute to this development but are however uncertain of the success of the outcome. Two thirds claim to have also tried to impact this development with pleasing, successful results. Three percent have not had the opportunity yet while one

percent does not believe in such endeavors. Six percent did not have an answer to this question.

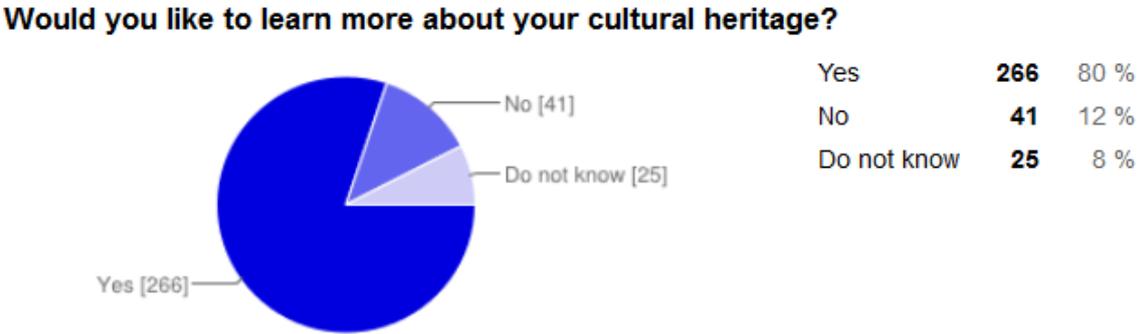
5.3.2 Desire to Trace Ethnic Origins

Similar to self-identity, ethnic identity gains importance during adolescence. Canada is a country of immigrants and therefore described as a mosaic. A penchant for tracing ethnic origins is a national characteristic.

94% of questionnaire participants understand what ethnic identity is.. Four out of five returnee interviewees expressed an interest towards their cultural background. Regarding whether being in touch with their ethnic identity, again, four out of five claim to feel a connection.

Unlike self-identity development, the importance given to ethnic origins by questionnaire participants varied. Only one fifth declared great importance while 44% granted importance and one third held a neutral opinion. 8% believed it to be unimportant and 1% could not give an answer.

Next, field research objects were asked whether they would like to learn more about their cultural heritage. As depicted in Image 2, 80% of questionnaire participants would indeed like to find out more about their cultural background. 12% are not interested and 8% do not know.



(Image 2)

5.3.3 Desire to Develop Identity Through Secondary School Exchanges

The literature review concluded that adolescents share a strong desire to develop their identity. Self-identity and ethnic identity are two important components of this. By participating in a secondary school exchange they can explore and develop them. However, it is necessary to see whether the desire to develop one’s identity encourages adolescents to go on a foreign student exchange.

The questionnaire investigated whether there is a general interest towards secondary school exchanges: 92% confirmed their interest to participate. The remaining 8% was either not interested or was uncertain of its opinion.

Next, questionnaire participants were asked about a) their opinion on being able to develop their identity by participating in a secondary school exchange and b) whether they would like to act on this desire by engaging in a high school exchange. These questions were in correlation with self-identity development and tracing ethnic origins.

Regarding self-identity development, the following results were retrieved: 91% of participants believes to be able to develop its self-identity through a secondary school exchange and would also be interested in doing so. This is illustrated in Image 3 and 4.

Do you believe that you are able to develop your self-identity by participating in a secondary school exchange?



(Image 3)

Would you like to learn more about your self-identity and further develop it by participating in a secondary school exchange?

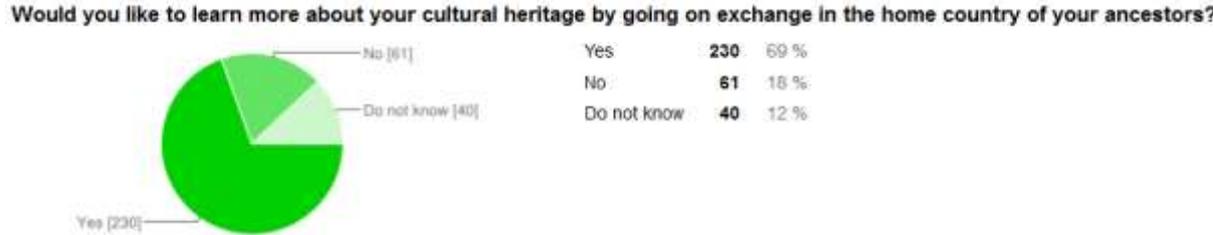


(Image 4)

Similar questions were asked about tracing ethnic origins in the country of their ancestors by participating in a foreign student exchange. The responses were more skeptical than in regards of self-identity development: 84% of questionnaire participants believe that it is possible to explore their cultural heritage by going on exchange in the country their ancestors emigrated from. 69% would like to take advantage of such an opportunity. This is illustrated in Image 5 and 6.



(Image 5)



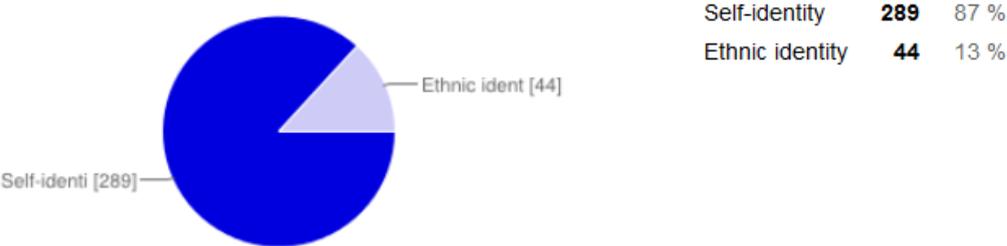
(Image 6)

When asked about their motives to go on exchange, all AFS returnee interviewees list points of motivation which are consciously and unconsciously related to exploring self-identity: discovering something new, wanting to experience a different way of life, learning a language, adventure and trying to find a suitable societal niche. These motives describe *psychosocial moratorium* (search for identity): wanting to leave one’s old familiar identity behind in order to experiment with new roles. In addition, they all describe a drastic self-identity development process occurring during their foreign exchange experiences.

Interviewees were asked for the reasons they chose their specific host country. Two out of five visited the country of their ancestors. Only one did so in order to learn more about his cultural heritage. The other did not decide to go there because of her ethnic affiliation and does not identify with her host country as her cultural background. The remaining three either already had a felt connection with their future host country or perceived them as interesting and exotic.

As a final step, questionnaire participants were asked which they would rather explore and develop during a secondary school exchange, self-identity or ethnic identity. As depicted in Image 7, 87% named self-identity as their preference which gives ethnic identity a share of 13%.

Which of the two would you rather explore and develop during a secondary school exchange:



(Image 7)

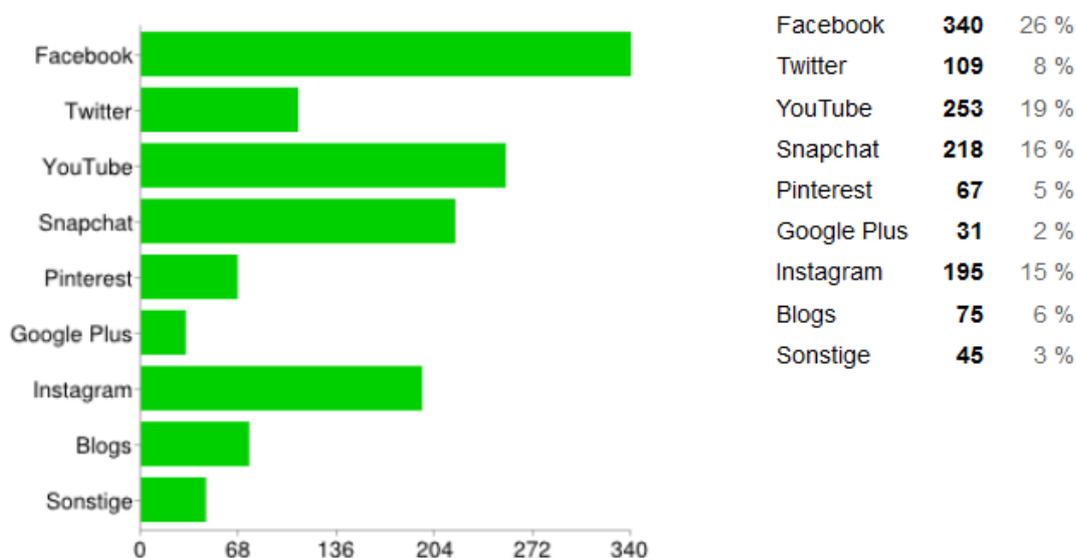
5.3.4 Communication Tools Habits

In order to encourage Canadian adolescents to participate in foreign exchanges, a communications campaign is necessary. Therefore, the communication tool usage of the target group needs to be analyzed.

Generation Z is an avid user of social media which is reflected in the frequency of its usage. All questionnaire participants claim to regularly use social media: 93% daily, 6% several times a week and 1% once a week.

As illustrated in Image 8, Facebook, YouTube, Snapchat and Instagram appear to be the three major social media platforms which Generation Z regularly uses.

Which of the following social media platforms do you use? Multiple answers are possible.



(Image 8)

Generation Z uses social media in order to learn more about brands, organizations and products. Preferred content is product-related information instead of purely product-specific messages. When not consulting social media, websites, asking peers for advice and print media are alternative approaches to retrieve the desired information.

Three fourths of questionnaire participants recommend brands, organizations and products which they find interesting to their friends. They preferably pass on such recommendations personally but also opt for social media. This indicates perceived importance and credibility of personal communication.

A penchant for personal communication is also supported by the interviewees. Four out of five interviewed *AFS* returnees were inspired to go on exchange after meeting and talking to friends or family members who had gone abroad for educational purposes.

5.4 In-Depth Research Conclusion

By the means of a self-administered internet-mediated questionnaire and semi-structured interviews in-depth research could be conducted. The retrieved information enabled to close the knowledge gap of how Canadian Generation Z approaches identity development.

Adolescence is a time period during which identity development progresses, is explored and actively searched for. This includes both self-identity and ethnic identity.

In order to achieve this, Generation Z names a) going out to explore the world and b) maturing and growing up as appropriate strategies.

When asked which they would rather explore and develop during a foreign student exchange, Generation Z named self-identity as a preference over ethnic identity. This was also affirmed during a series of interviews. *AFS* returnees described a search for self-identity in one way or another as their main motivation to go abroad.

Next, field research objects state to believe that participating in secondary school exchanges is a way to develop self-identity. In addition, they also confirmed to be greatly interested in doing so. This therefore confirms the hypothesis that interest to develop identity encourages Canadian adolescents to participate in secondary school exchanges.

In terms of communication tool usage habits, Generation Z in Canada very frequently uses social media. The most popular social media platforms among the *AFS* target groups are Facebook, YouTube, Snapchat and Instagram. The influence of peers plays a great role in social media consumption. Generation Z also shows a great interest in using social media to learn more about brands, products, organizations and services.

Personal communication plays an impressive role when inspiring adolescents to go on exchange: the great majority of interviewed *AFS* returnees report to have decided to participate in a foreign student exchange after meeting and talking to a current or former exchange student.

Chapter 6 Conclusions

AFS Interculture Canada wishes to increase the amount of Canadian secondary school exchange participants by 15 % within the next five years. Through a central research question, the problem lying behind the described issue was investigated. The central research question was:

What could encourage Canadian students to participate in AFS exchanges?

By the means of desk research the internal and external environments of *AFS Interculture Canada* were researched. *AFS* is a strong market player in the thriving international education services industry. This only counts for hosting students though and not for sending adolescents abroad.

The core problem which the organization is facing was revealed: It lies within the communications efforts of *AFS Interculture Canada* : its messages are targeted at incoming exchange students instead of encouraging Canadians to go abroad for educational purposes. Also, the majority of *AFS*'s presence in the media (social media etc.) and its distributed information are mostly in French. This excludes the Anglophone population and therefore minimizes chances of reaching both English- and French-speaking Canadians. In addition, the focus of communications efforts needs to be directed more towards encouraging students to go abroad. This calls for a communications campaign.

To summarize, a suitable communications campaign for *AFS Interculture Canada* needs to

- a) inform target group members (Generation Z) of the possibility of going on exchange and
- b) be available in both English and French in order to reach out to the entire target group.

This then leads to the question of how such a communications campaign is supposed to raise interest among Generation Z to participate in a secondary school exchange. The situation analysis discovered that Canadian society has a strong interest towards tracing its ethnic origins. In addition, high school exchanges in a foreign country greatly impact self-identity development. The literature review chapter revealed that both of these identity components develop and mature during adolescence. They need to be experimented with and explored until a commitment to a certain ethnic identity or self-identity is made. These two were concluded to be potential communications campaign messages.

In order to verify whether they are suitable campaign messages and encourage Canadian Generation Z to go on a foreign exchange, in-depth research, also known as field research, was conducted. Based on a knowledge-gap deriving from findings of the literature review, this field research was steered by a research question:

To what extent does the desire to develop one's identity encourage Generation Z in Canada to go on exchange?

By the means of a self-administered internet-mediated questionnaire and semi-structured interviews the knowledge gap could be closed. Despite wanting to trace its ethnic origins, Generation Z shows a clear preference towards developing its self-identity. It aspires to do so by going out and exploring the world and growing up and maturing. Generation Z also confirms that it wants to develop its self-identity by going abroad for educational purposes. When asked about motives of going on exchange, interviewees all describe a search for identity. Questionnaire participants stated that they believe that self-identity development can be achieved through secondary school exchanges. Also, they would like to act on this desire.

The situation analysis, the literature review, questionnaire participants and interviewees all confirm that interest towards self-identity development encourages target group members to go on a high school exchange. As a result, the possibility of self-identity development can be granted as a suitable message for a communications campaign for *AFS Interculture Canada*.

Regarding communications tools, online communication and personal communication are appropriate channels to present the communications campaign. Canadian Generation Z very frequently uses social media; also as a way to learn more about organizations, brand and products they are interested in. As an alternative channel they consult websites to retrieve desired information. Both the questionnaire and interviews show that personal communication is perceived as credible and path-giving for decision-making processes. Interviewees in particular confirm this: four out of five *AFS* returnees were inspired to go abroad after interacting with people who had gone on exchange themselves.

Chapter 7: Recommendations

7.1 Introduction

A recommendation can be formulated for *AFS Interculture Canada* based on research findings and an insight. These were gained through desk- and field-research.

The structure and of the recommendations chapter are inspired by “Setting Up A Strategic Communication Plan” by Vos, Otte and Linders (2003).

The key idea and its justification explain the reasoning of the approach taken.

Communication objectives and the strategy are mapped out in detail. The planning of the recommended strategy and its prospective budget are included as well.

7.2 Key Idea and Justification

The communications efforts of *AFS Interculture Canada* mainly focus on incoming exchange students instead of encouraging Canadian Generation Z to go abroad for educational purposes. Its target group is indifferent to this possibility. Therefore, *AFS* needs to increase the amount of messages that encourage its target group to participate in foreign student exchanges. If this is not done, the target group is not aware of such possibilities and does not even consider the option of going on exchange.

By the means of a communications campaign this can be achieved: It brings the possibility of going on exchange across in an appealing way. An *Integrated Marketing Communications Campaign* (hereafter also referred to as IMC) is a suitable solution for *AFS*: “IMC is the coordination of the promotional mix elements (...) such that all elements speak with one voice” (Andrews & Shimp, p. 12, 2013). To conclude, consistency is key.

Based on insights gained through desk- and field research, the possibility of self-identity development and tracing ethnic origins are of interest to Canadian Generation Z. However, field research shows that the target group prefers the first option: The possibility of developing one’s self-identity through secondary school exchanges encourages them to consider participate in one. As a result, developing self-identity through high school exchanges is granted as a suitable communication campaign message.

All messages are directed at the *AFS Interculture Canada* target group. In terms of how this message is transmitted, a) digital communication and b) personal communication appeal to Generation Z. In addition, these messages need to be available in both French and English. By doing so, Anglophone and Francophone target group members can be reached.

As mentioned before, the central theme of the integrated marketing communication campaign is developing self-identity through secondary school exchanges. It is the main message of the selected communications tools. Digital communication, which is the online website of *AFS* and its social media, will regularly show pictures, videos and testimonials of Canadian adolescents being on exchange and other similar content. This suggests the possibility of self-identity development through secondary school exchanges and emphasizes authenticity. Digital messages can be spread easily and shared with peers all over Canada. Digital communication generated by *AFS Interculture Canada* is easily found already. Therefore search engine optimization is not necessary.

Contrary to popular belief, Canadian Generation Z does not rely on digital communication only but greatly values personal communication. Making both Canadian and foreign exchange students serve as brand ambassadors encourages personal communication between exchange students and potential future ones. This enables the necessary personal communication which Generation Z so greatly values. At arrival camps and events for returnees they are given t-shirts which they are asked to wear in their daily lives. These t-shirts are supposed to look fashionable, fun and communicate self-identity search and a sense of adventure. This is meant to attract the attention of non-exchange students and generate a dialogue between *AFS* brand ambassadors and potential new clients. Canadian culture greatly values small talk. Therefore, communication starting between brand ambassadors and prospective exchange students based on questions about a t-shirt is highly likely. Also, the *AFS* brand ambassadors are actively involved at info days and other events at which new exchange students are recruited. By involving *AFS* brand ambassadors, they are able to share their experiences first-hand and trigger the idea of going on exchange among their peers, similar to the way they themselves were inspired. *AFS* students and returnees in particular are very enthusiastic about talking about their personal exchange stories. Also, it is possible to reach the target group all over Canada. *AFS* is mostly active in Québec and the Montreal region in particular. By reaching out to exchange students and returnees on a

nation-wide scale, the word of AFS can be spread and spike the interest of target group members who would otherwise not be consciously exposed to AFS.

Exchange students and returnees tend to be very willing to talk about their personal experiences and enjoy sharing their stories. Even if AFS has received negative online feedback in the past, those who do show an interest towards sharing their stories do so with great enthusiasm. This became evident during interviews with AFS returnees.

7.3 Communication Objectives

It is necessary to determine communication objectives which are supposed to help implement the *Integrated Marketing Communications Campaign for AFS Interculture Canada*. Canadian Generation Z is indifferent to the possibility of going abroad for educational purposes. Therefore, the following communication objectives apply:

Knowledge-based objectives	<ul style="list-style-type: none"> • Public awareness towards possibility of Canadian adolescents participating in a foreign high school exchange • Public awareness towards <i>AFS Interculture Canada</i> • Knowledge about benefit gained: self-identity development through high school exchanges
Attitude objectives	<ul style="list-style-type: none"> • Interest towards developing self-identity through secondary school exchanges
Behavioral objectives	<ul style="list-style-type: none"> • Creating dialogue between AFS and its target group • Acting on desire to develop self-identity by participating in secondary school exchange • Spreading the word of <i>AFS Interculture Canada</i> • Spreading the word of participating in secondary school exchanges across Canada • Increasing quota of Canadian exchange students by 15% within the upcoming five years

(Vos, Otte& Linders, p. 65-66, -2003)

7.4 The Strategy

7.4.1 General Idea

Canadian Generation Z shares a strong interest for developing its self-identity and would like to do so through foreign student exchanges. This possibility is communicated by integrating online communication and brand ambassadors into a marketing communications campaign.

7.4.2 The Approach

The *Integrated Marketing Communications Campaign for AFS Interculture Canada* follows an approach. It is meant to help motivate Canadian adolescents to develop their self-identity by participating in secondary school exchanges.

Two-way communication	=> creates dialogue between <i>AFS Interculture Canada</i> and Generation Z
Emotional Approach	=> spikes curiosity among Generation Z => emphasizes authenticity => motivates Generation Z to develop and explore its self-identity (through secondary school exchanges)
Both direct and indirect approach	=> direct approach: <i>AFS</i> sends message => indirect approach: exchange students send message
Pro-active approach	=> pay attention to the environment and needs of generation Z and adapt to this
Style	=> informal language => visual => communicates sense of adventure and search for self-identity

(Vos, Otte& Linders, p. 76-77, -2003)

7.4.3 Tools and Tactics

The tools and tactics show how the desired message is conveyed. The following table gives an overview of the necessary media, channels and tools. All channels and tools are meant to distribute information that is consistently bilingual (English and French). They share a focus on self-identity development through secondary school exchanges.

Medium	Channel	Tools
DIGITAL COMMUNICATION	Social media	<ul style="list-style-type: none"> • Facebook • YouTube • Instagram
	Online website	<ul style="list-style-type: none"> • <i>AFS Interculture Canada</i> website
PERSONAL COMMUNICATION	Exchange students (both Canadian and foreign)	<ul style="list-style-type: none"> • Brand ambassadors

Social Media

Generation Z is a very frequent user of social media. The selected social media platforms which are referred to as tools in this context are Facebook, YouTube and Instagram. For each tool certain measures need to be undertaken.

Facebook	<ul style="list-style-type: none"> • Posting contents which suit wishes of Generation Z <ul style="list-style-type: none"> ➤ Testimonials from Canadian exchange students (current and returnees) describing their experiences ➤ Motivational quotes related to travel and self-discovery ➤ Photographs of Canadian exchange students while abroad ➤ Communicates feeling of curiosity and adventure
YouTube	<ul style="list-style-type: none"> • Upgrading of <i>AFS Interculture Canada</i> YouTube channel • Completely new YouTube videos <ul style="list-style-type: none"> ➤ Testimonial interviews with <i>AFS</i> returnees ➤ “Vlogs” (Video Blogs) of Canadian adolescents while being on exchange describing their current experiences

	<p>and progress</p> <ul style="list-style-type: none"> ➤ General <i>AFS Interculture Canada</i> videos conveying possibility of developing self-identity through secondary school exchanges
Instagram	<ul style="list-style-type: none"> • Acquire an Instagram account for <i>AFS Interculture Canada</i> • Post pictures of Canadian adolescents being abroad

Online Website

AFS Interculture Website	<ul style="list-style-type: none"> • Create hyperlink with social media platforms • Include testimonial interviews and general <i>AFS Interculture Canada</i> video • Include photographs of Canadian exchange students while abroad
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Exchange students

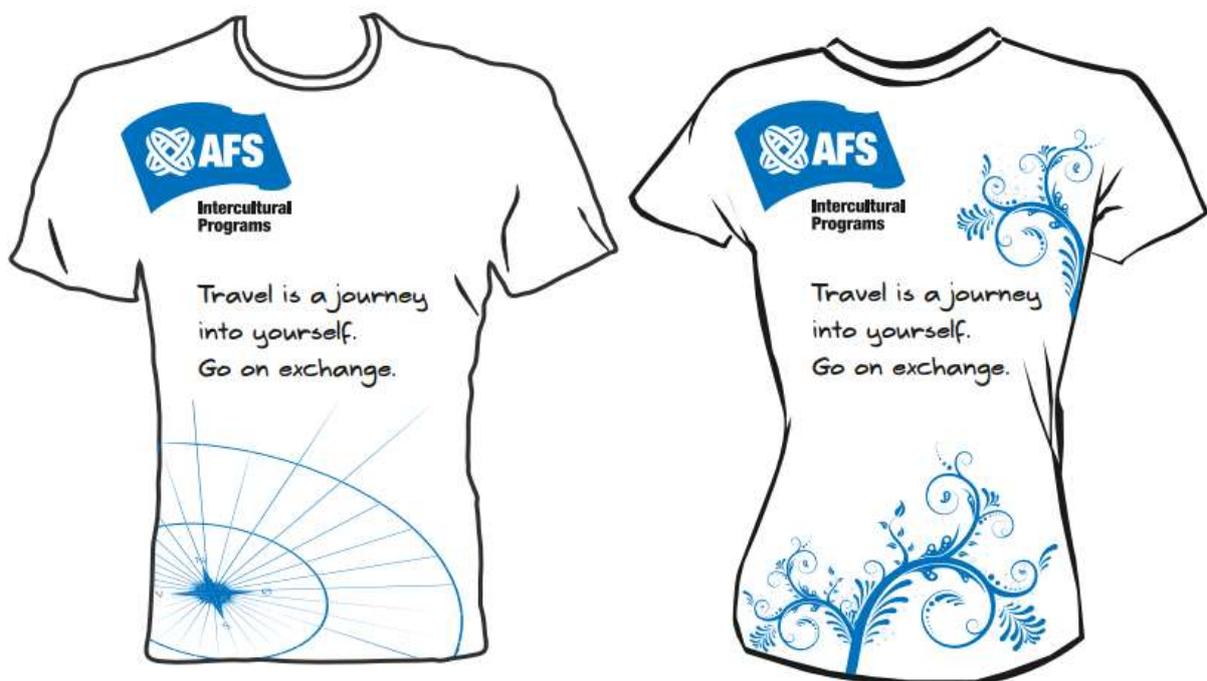
Brand Ambassadors	<ul style="list-style-type: none"> • Encourage both Canadian and foreign exchange students to share their experiences with other Canadian adolescents <ul style="list-style-type: none"> ➤ Give exchange students fun <i>AFS</i> t-shirts at arrival camps and intercultural certificate ceremonies (event for returnees) ➤ Encourage students to wear <i>AFS</i> t-shirts in daily life in order to spike interest and awareness for the organization ➤ Have Canadian returnees represent <i>AFS</i> at info days and other events
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7.4.4 Campaign Examples

Examples of the different communications campaign elements have been included. This gives an idea of what the message of self-identity development through secondary school exchanges would look like. These examples were made according to AFS house-style guidelines. Presented examples are in English and French. An overview of the campaign examples can be found in the appendices (Appendix 8).

Regarding AFS brand ambassadors, t-shirts are an essential part. They should be appealing, modern, encourage to be worn in public and generate a dialogue between AFS and its target group. As shown in Example 1, there are two different models, one for boys (left) and one for girls (right). The design for the t-shirt is based on insights gained about the target group. The graphics showing the designs were created with the assistance of graphic designer Nelli Mündt.

Other possible texts which can be printed on t-shirts are *Getting to know others helps you to know yourself* or *The better you know the world, the better you know yourself*.



(Example 1)

The digital communication mostly consists of photographs and testimonials of Canadian adolescents going abroad. These are supposed to be as authentic as possible in order to transmit a sense of search for identity, adventure and encouragement. The pictures for the following examples are all photographs of actual *AFS Intercultural Programs* exchange students. They are shared via social media and on the *AFS* website. Inserted quotes are supposed to emphasize the message of the campaign.



(Example 2)



(Example 3)



**La vie que tu as
eu jusque là ...**

**... ne devrait pas
être la seule**

(Example 4)



(Example 5)

7.5 Planning

The time frame set for implementing the recommended strategy is one year. The following table summarizes the necessary steps that need to be taken and when they are to be implemented approximately. The implementation of the *Integrated Marketing Communications Campaign for AFS Interculture Canada* begins in end of July 2014.

Monitoring responses from the target group should be done regularly in order to potentially improve the strategy. In terms of necessary staff to implement the strategy and monitor progress, one communications professional and an intern are sufficient.

Ambassadors: T-Shirts	<ul style="list-style-type: none"> • Find t-shirt print-shop • Negotiate t-shirt printing price • Order t-shirts 	July 2014
Ambassadors: T-Shirts	<ul style="list-style-type: none"> • Distribute t-shirts at welcome camps and returnee events • Encourage current exchange students and returnees to regularly wear t-shirts 	August 2014
Instagram	<ul style="list-style-type: none"> • Create Instagram account for <i>AFS Interculture Canada</i> • Inform Canadian adolescents going on abroad about Instagram account • Ask AFS participants to send in pictures from their experiences abroad to post them on Instagram • Subscribe to AFS participants on Instagram and ask them to do the same in return 	August 2014
Facebook	<ul style="list-style-type: none"> • Use photographs of AFS participants being abroad from stock images and Instagram to post on Facebook • Add motivational quotes to photographs 	September 2014

	<ul style="list-style-type: none"> • Post photographs with motivational quotes on Facebook • Post testimonials of Canadian exchange students 	
Online Website	<ul style="list-style-type: none"> • Add content from Facebook and Instagram to Online Website 	September 2014
MONITOR	<ul style="list-style-type: none"> • Measure response from social media audience • Determine whether there is increase, decrease or stagnant development in social media response 	October 2014
YouTube	<ul style="list-style-type: none"> • Ask volunteers and returnees for help with interviews • Find a volunteer or returnee who is able to help with filming and editing interviews • Ask recent returnees for short interviews on their experiences via e-mail 	November – December 2014
YouTube	<ul style="list-style-type: none"> • Conduct interviews and film them 	January – February 2015
YouTube	<ul style="list-style-type: none"> • Edit interviews • Post them on YouTube 	March 2015
Facebook	<ul style="list-style-type: none"> • Post links to YouTube on Facebook • Continue posting pictures from Instagram 	March 2015
Ambassadors: Events	<ul style="list-style-type: none"> • Invite returnees to be present at info days at schools and other recruitment events 	April – May 2015
MONITOR	<ul style="list-style-type: none"> • Measure response from social media 	June 2015

	<p>audience</p> <ul style="list-style-type: none"> • Determine whether there is increase, decrease or stagnant development in social media response • Has adding Instagram and improving YouTube led to more target group members signing up for secondary school exchanges? 	
MONITOR	<ul style="list-style-type: none"> • Determine whether brand ambassadors have led to more target group members signing up for secondary school exchanges • Do small survey among participants for 2015/2016 	June 2015
DRAW CONCLUSION	<ul style="list-style-type: none"> • Decide whether strategy will be continued for the upcoming academic year • Make improvements to strategy where necessary 	July 2015

7.6 Budget

A budget shows the costs involved in the implementation of the *Integrated Marketing Communications Campaign for AFS Interculture Canada*. The only costs involved are paying a volunteer to create YouTube videos, compensate returnees for their presence at info days and printing t-shirts. Due to the fact that a communications professional is already part of full time staff at AFS Interculture Canada and interns are present at all times, their salary is not included in the budget.

Volunteer to film and edit YouTube interviews	3 x 120 CAD
T-shirts	200 x 10 CAD
SUBTOTAL	2360 CAD

7.7 Recommendations Conclusion

A communications campaign is necessary in order to foster awareness towards the possibility of going on exchange. Self-identity development through secondary school exchanges was granted as a suitable communications campaign message.

A combination of digital and personal communication is appealing according to Generation Z. In terms of digital communication, the *AFS Interculture Canada* website and social media such as Facebook, YouTube and Instagram are to include the following: photographs, motivational quotes, testimonials and interviews.

Regarding personal communication, incoming exchange students and Canadian returnees act as *AFS* brand ambassadors. They are given t-shirts which they are encouraged to wear in public. This is meant to create a dialogue between the organization *AFS* and prospective exchange students. Also, returnees are invited to be present at *AFS* info days and sessions. By doing so they can share their personal experiences first-hand, spread the idea of going on exchange and foster enthusiasm. Overall, it is possible to spread the word of *AFS* and foreign student exchanges across all of Canada even where volunteers are not present.

Over the course of one year this strategy can be implemented. The costs involved are 2735 CAD.

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Appendix 1: Brief Transcript

On January 29th 2014 the head of communications at *AFS Interculture Canada*, Stephanie Girouard, described a problem which the organization is encountering by the means of a briefing session. The general problem is the following:

How can AFS Interculture Canada motivate more Canadian students to participate in a highschool exchange abroad?

However, not only the problem itself was discussed but a series of questions related to the organization, its operations and target group were integrated into the briefing. The following paragraphs will summarize the topics which were discussed.

Target Group

For its High School exchanges *AFS Interculture Canada* targets both boys and girls between the ages of 14 and 18 years of age. Despite aspiring to involve youths of both genders in its offered programs, 95% of participants are female. They are from the middle or upper class and equally visit private and public schools. The majority of participants is from the Québec province. The exchange organization market is marked by a competitive environment in the Anglophone provinces. The target group mostly discovers *AFS Interculture Canada* through online tools (both website and social media) but also through promotion at schools.

Why They Go Abroad

Stephanie Girouard named three main reasons as of why students chose to participate in high school exchange programs. The most common reason is to improve one`s English language proficiency. The majority of AFS participants is from Québec and therefore Francophone. As a result, they would like to become more fluent in English as that their exposure to the language is limited, depending on the area of Québec they are living in. Unfortunately, the demand for English speaking countries is very high. Therefore it is difficult to place everybody in their desired country. AFS Interculture Canada is always trying to encourage its participants to leave their comfort zone behind and go to a country in which language is spoken that is completely unknown to the exchange student. The next reason as of why youths want to go on exchange is their desire to go on an adventure. Going abroad is

related to overcoming fears, taking a risk and letting oneself fall into the unknown. Participants want this kind of adventure and are willing to pay the money to do so. Nevertheless, intercultural learning is also a point of interest for exchange students.

Why They Do Not Go Abroad

Despite youths being interested, some cannot go abroad for several reasons. Girouard named the most prevailing ones. The most common reason of why students cannot participate is finances. The exchange programs are expensive at around 10,000 \$. Grants and scholarships are available but only for very few students who are struggling financially. As mentioned before, there are not enough English destinations available. Instead, students then choose not to go on exchange. Next, the Canadian school system and the one in Québec in particular make it difficult to transfer to another country for a year. They have their very own system which makes accrediting academic work performed abroad a complicated task. In order to still be able to take part in a program, student sometimes opt for short term summer offers instead.

Communication Tools

AFS Interculture Canada mostly relies on online tools such as the website and social media. Facebook is their most used social media platform in order to attract potential participants. Occasionally the organization uses local newspapers but to search for host families for incoming students however, which is not relevant for the purpose of this research paper. Radio channels such as “Match Music” have been used in the past but granted as unsatisfactory as that the financial input did not equal the output in terms of interest shown among the public. These tools are mostly applied in the Québec area and are therefore almost exclusively in French.

Number of Participants

In 2013, *AFS Interculture Canada* hosted a total of 140 incoming students of which 110 stayed for an entire year. In comparison, only 120 Canadian students were sent abroad. Among these 120 a mere 60 participated in a year program whilst the rest chose a semester or summer program instead.

Participation Criteria

In order to be allowed to take part in a high school exchange, potential exchange students must fulfill certain criteria. The most important one is the age. Every host country has its own age regulations of how old a student may be in terms of minimum and maximum age. The general age limit is 18 however. Next, grades are a relevant criterion. A student must possess a certain amount of intelligence and the ability to master its studies whilst being abroad and studying in a foreign language. Health is also a decisive point. This includes weight to height ratio, allergies, past and current illnesses and mental health. Some host countries do not allow its exchange students to have certain illnesses or health restrictions in general. For example Japan does not allow its exchange students to have autism. Also, if a potential student is overweight it can be very difficult for this person to be necessities such as clothing as they are only available in sizes adapted to local standards. Again, Japan is an example of such. As stated by Stephanie Girouard, percentages of applying students who have mental illnesses are increasing. Nevertheless, host countries remain strict about their health criteria. The last decisive participation criterion is an interview in which the student is questioned in terms of personality, family life, academic progress and daily life in general. However, an interview not going well is rare.

Influence on Decision Making Process

Especially at such a young age, people seek advice when making such a big step. Also, one's social environment will express its opinion. This leads to the question on who influences the decision making process of whether to go on exchange or not. The nature of this influence tends to be discouragement. The parties with the most impact in ceasing degree of influence are parents, friends and schools. It appears however that extended family members, who are not immediate relatives, have a more objective point of view and therefore encourage interested students.

How Interested Students Contact AFS

Interested participants generally contact AFS by the means of e-mail communication but also sometimes use the telephone.

Reasons Why Students Cancel

Even after going through the selection process and being granted as an eligible candidate, some students cancel their participation. The most common reason to cancel is the AFS scholarship system. It is possible to apply for a scholarship which is annually divided among students who would like to participate but do not have the necessary financial funds. Many students apply and expect to receive large amounts of money. Unfortunately it is only possible to support a limited number of applicants. After being denied scholarship support students may cancel their participation. Another reason is love. Young girls in particular choose not to go on exchange because they have recently met a new boyfriend and suddenly want to cancel their participation. Then there is also the possibility of future exchange students being scared and no longer wanting to go. One must keep in mind that their target group has a very young age and such aspects do cause already confirmed participants to rethink their choice and cancel.

Appendix 2: Research Questions

Central Question

What factors encourage Canadian students to participate in AFS exchanges?

Sub Questions:

Situation Analysis

- *What are current AFS Interculture Canada communication tools?*
- *What has been done in the past to reach the target group?*
- *How do competing organizations reach their target group?*
- *Who is the AFS Interculture Canada target group?*
- *What kind of communications tools does the target group use?*
- *Who are competing organizations?*
- *Which potential cultural factors affect this decision?*

Field Research

- *Who is the AFS Interculture Canada target group?*
- *What kind of communications tools does the target group use?*
- *Which destinations for exchanges are popular amongst the target group?*
- *What does the target group want to gain from such an experience?*
- *Who encourages/discourages the target group to go abroad?*
- *What are main drivers to participate in an exchange program?*

Appendix 3: Competitor Analysis

Competitor Analysis

- **Rotary International** is a multinational community based organization. It operates through local so called Rotary Club districts and provides its members with community building activities. For its younger members between the ages of 15 – 19, youth exchanges are offered. The general process for exchange applications vary from district to district. In order to retrieve information, interested participants must contact their local rotary club and be interviewed. The focus lies within personal communication. There is no guarantee for participation. For every Canadian that wishes to go abroad there needs to be another student from the chosen exchange destination that wants to come to Canada. Instead of paying a high participation fee, students only pay for their airfare, medical preparation and visas. On average, students pay a total of 8000 CAD for their exchange program which includes personal expenses as well. In lieu of monetary compensation, rotary expects youth exchange participants to show community involvement and dedication instead. (Jones, 2014) Rotary International offers year-long exchanges in 200 countries and geographical regions (Clubrunner, 2014).
- **Nacel** has a similar philosophy to AFS Interculture Canada. This organization aspires to “bring people together to enhance cultural and linguistic awareness and to promote international friendship and harmony” (Nacel (1), n.d.). The focus of their work lies within language proficiency development. In addition to high school programs nacel offers homestay programs, language courses and schools and opportunities of volunteering abroad (Nacel (2), n.d.). Nacel recruits participants for 20 different destinations (Nacel (3), n.d.). However, Canadians who wish to take part in secondary school exchanges only eight destinations are available of which two are Canadian: the Anglophone and Francophone provinces (Nacel Canada (1), n.d.). Fees range from 8,800 CAD – 13,000 CAD (Nacel Canada (2), n.d.). The price includes host family accommodation and schooling but not medical expenses (Nacel (4), n.d.).
- **STS** is non-profit NGO that arranges secondary school exchanges. They offer exchanges only that differ in terms of length: they are either two, three, five or ten

months long. Fees required for year-long exchange participations differ between 5,500 CAD – 9,900 CAD. Travel expenses and host family accommodation are included. Health insurance, necessary visas and an interview fee of 200 CAD are however not. The STS foundation offers 27 different destinations spread over all continents. (STS Foundation (1), n.d.)

The recruitment process for Canadians going abroad appears to be short and only consists of one interview. It may be conducted via Skype, at a STS office or at the interested participant's home if possible. (STS Foundation (2), n.d.)

AFS Interculture Canada lists Rotary International, Nacel and STS as its main competitors. Nevertheless, there are also other multinational organizations located in Canada who take part in sending students abroad and ought to be taken into account.

- **YFU (Youth For Understanding)** is “a worldwide movement of committed individuals and organizations working together to prepare young people for their responsibilities and challenges in a changing, interdependent global community. “ (YFU (1), 2009) This organization is situated in over 50 countries and offers a variety of 100 different programs (YFU (2), 2009). For secondary school placements Canadian students have 26 country destinations to choose from (YFU (3), 2009). Participation fees are between 9,000 CAD – 11,000 CAD and include airfare, host family placement and health insurance (YFU (3), 2009). Regarding the recruitment process, interested participants must first contact YFU via an e-mail form which is then followed by an intake interview (YFU (4), 2009).
- **EF (Education First)** is a privately held company. It is situated in 52 different countries and supported by 14,000 office staff worldwide (EF (1), n.d.). In terms of its programs Ef focuses on high school and university education in general, corporate language training, intercultural exchange, online language training and educational tours (EF (2), n.d.). Canadian students have the choice of 15 different secondary school exchange destinations (EF (3), n.d.). Unlike other international education organizations, EF actively promotes large cities as guaranteed destinations (EF (4), n.d.). The company has a variety of possible programs but does not offer anything that is comparable to secondary school exchanges comparable to *AFS Interculture Canada*. Its specialization lies within language courses (EF (4), n.d.). Language Year

Programs cost around 20,000 CAD, which makes EF the most expensive amongst competing organizations (EF (5), n.d.).

- **YES (Youth Education Services)** is a company that offers secondary school exchanges of time lengths between 1, 2, 3, 5 and 11 months in 21 different countries. In terms of prices, 11 months programs cost around 7,500 CAD -14,500 CAD. These fees do not include airfare and visas. (YES (1), n.d.).

Appendix 4: Questionnaire Questions

TEENAGERS GOING ON EXCHANGE

This survey is being done for thesis research purposes by The Hague University of Applied Science (Academy of European Studies and Communication Management).

This survey will take approximately 5-8 minutes of your time. Questions cover several topic fields, such as basic personal information and opinions on self-identity and ethnic identity in addition to viewpoints on going on exchange.

Each question requires one answer unless otherwise is stated.

Thank you for your participation. Every completed survey is greatly appreciated!

Regards,

Julia Salven

(main researcher)

1. What is your age?
 - 14-15
 - 16-17
 - 18 or older
2. What is your gender?
 - Female
 - Male
3. What kind of neighborhood do you live in?
 - Rural
 - Suburban
 - Urban

4. Do you use social media?
 - Daily
 - Several times a week
 - Once a week
 - Once or twice a month
 - Rarely
 - Never
5. Which of the following social media platforms do you use? Multiple answers are possible.
 - Facebook
 - Twitter
 - YouTube
 - Snapchat
 - Pinterest
 - Google Plus
 - Instagram
 - Blogs
 - Other
6. Do you use social media to learn more about organizations, brands, services, and/or products you are interested in?
 - Yes
 - No
7. If you use social media to learn more about organizations, brands and services, do you use the recommendations of peers when deciding which organizations, brands and companies to follow?
 - Yes
 - No
8. If you use social media to learn more about organizations, brands and services, which kind of social media information do you find appealing?
 - Only product-related information
 - Additional information related to the product (lifestyle, contests, etc.)

- Do not know
 - Other
9. If you do NOT use social media to learn more about organizations, brands and services, how do you retrieve this information? Multiple answers are possible.
- Online website
 - Phone call
 - Print media (magazines, newspapers etc.)
 - I go to their store/office to ask them personally
 - I ask peers for more information
10. Do you share information on organizations, brands and companies which you find interesting with your friends?
- Yes
 - No
11. How do you share information on organizations, brands and companies which you find interesting with your friends? Multiple answers are possible.
- I tell them personally
 - I share this information via social media
 - Other
12. Do you know what self-identity development is? (Self-identity is how we describe ourselves. This includes our values, goals and traits, perceptions, interests and motivations)
- Yes
 - No
13. How important is self-identity and its development to you?
- Very important
 - Important
 - Neutral
 - Unimportant
 - Do not know

14. How do you believe self-identity development is achieved? Multiple answers are possible.

- It happens in the mind alone
- Going out and explore the world (e.g. travel)
- Growing up and maturing
- Self-identity cannot be actively formed but develops with time
- Faith
- Do not know
- Other

15. Have you tried to develop your self-identity in order to understand yourself better?

- Yes I have and with success
- Yes, but I am not sure of the success yet
- No, I do not believe in developing my self-identity
- Do not know

16. Do you know what ethnic identity is? (Ethnic identity is self-categorization in, and psychological attachment towards, an ethnic group)

- Yes
- No

17. Do you feel in touch with your cultural heritage?

- Yes
- No
- Do not know

18. How important is cultural heritage to you?

- Very important
- Important
- Neutral
- Unimportant
- Do not know

19. Would you like to learn more about your cultural heritage

- Yes
- No

- Do not know

20. Would you like to participate in a secondary school exchange

- Yes
- No
- Do not know

21. Would you like to learn more about your self-identity and further develop it by participating in a secondary school exchange?.

- Yes
- No
- Do not know

22. Do you believe that you are able to develop your self-identity by participating in a secondary school exchange?

- Yes
- No
- Do not know

23. Would you like to learn more about your cultural heritage by going on exchange in the home country of your ancestors?

- Yes
- No
- Do not know

24. Do you believe that it is possible to explore your cultural heritage by going on exchange in the country your ancestors emigrated from?

- Yes
- No
- Do not know

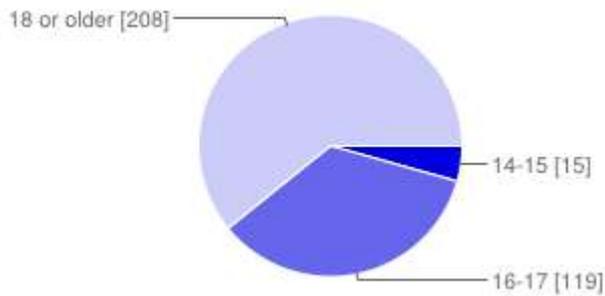
25. Which of the two would you rather explore and develop during a secondary school exchange

- Self-identity
- Ethnic identity

Appendix 5: Questionnaire Results

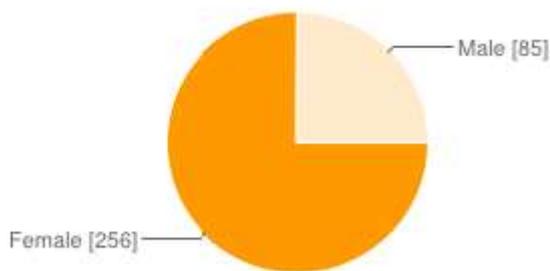
Total Results: 342 Participants

What is your age?



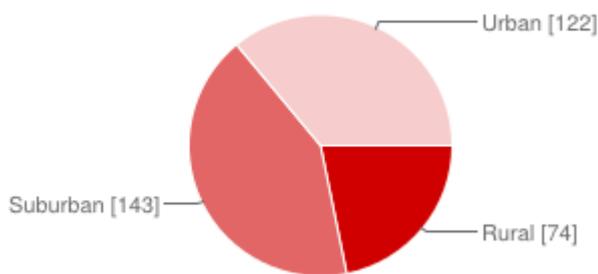
14-15	15	4 %
16-17	119	35 %
18 or older	208	61 %

What is your gender?



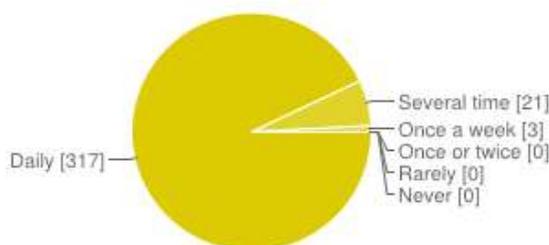
Female	256	75 %
Male	85	25 %

What kind of neighborhood do you live in?



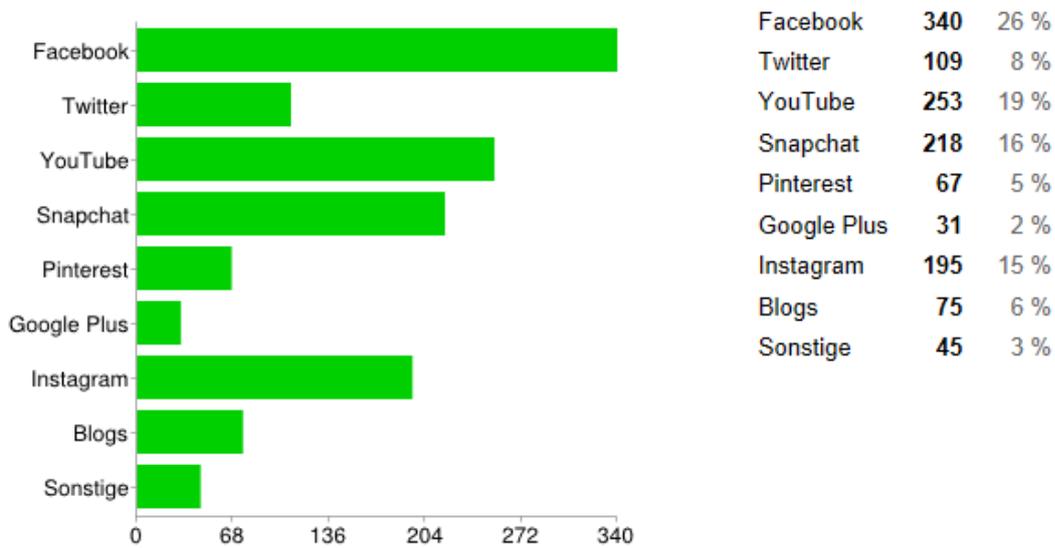
Rural	74	22 %
Suburban	143	42 %
Urban	122	36 %

Do you use social media?

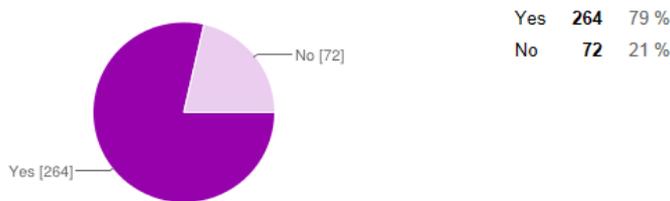


Daily	317	93 %
Several times a week	21	6 %
Once a week	3	1 %
Once or twice a month	0	0 %
Rarely	0	0 %
Never	0	0 %

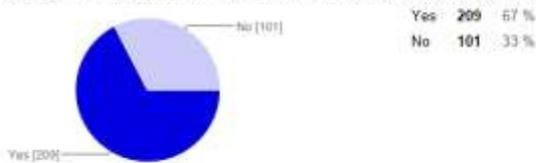
Which of the following social media platforms do you use? Multiple answers are possible.



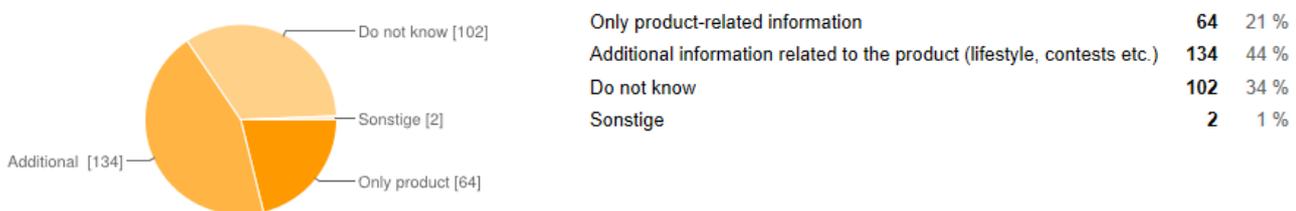
Do you use social media to learn more about organizations, brands, services, and/or products you are interested in?



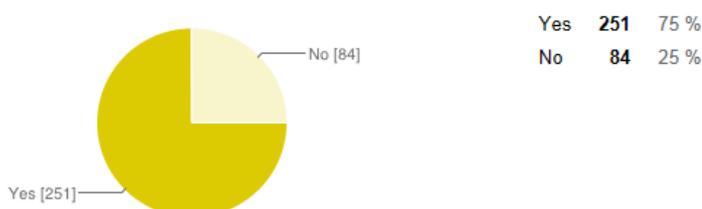
If you use social media to learn more about organizations, brands and services, do you use the recommendations of peers when deciding which organizations, brands and companies to follow?



If you use social media to learn more about organizations, brands and services, which kind of social media information do you find appealing?



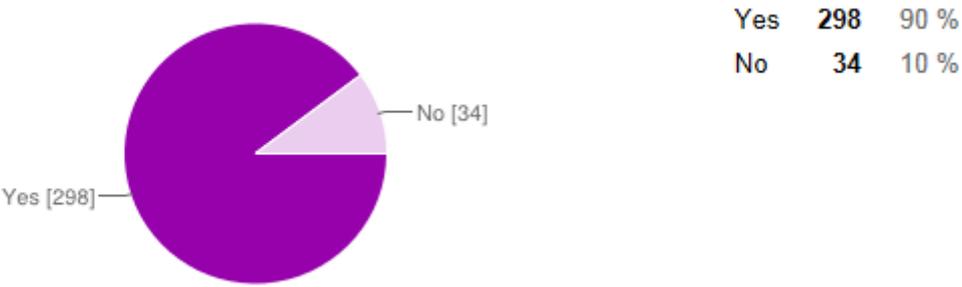
Do you share information on organizations, brands and companies which you find interesting with your friends?



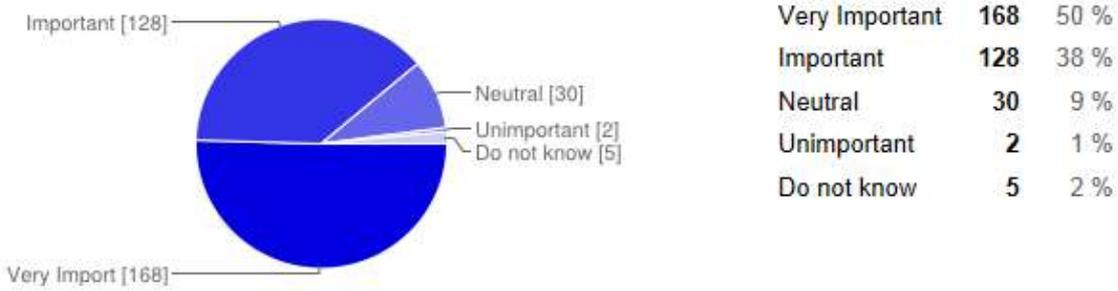
How do you share information on organizations, brands and companies which you find interesting with your friends? Multiple answers are possible.



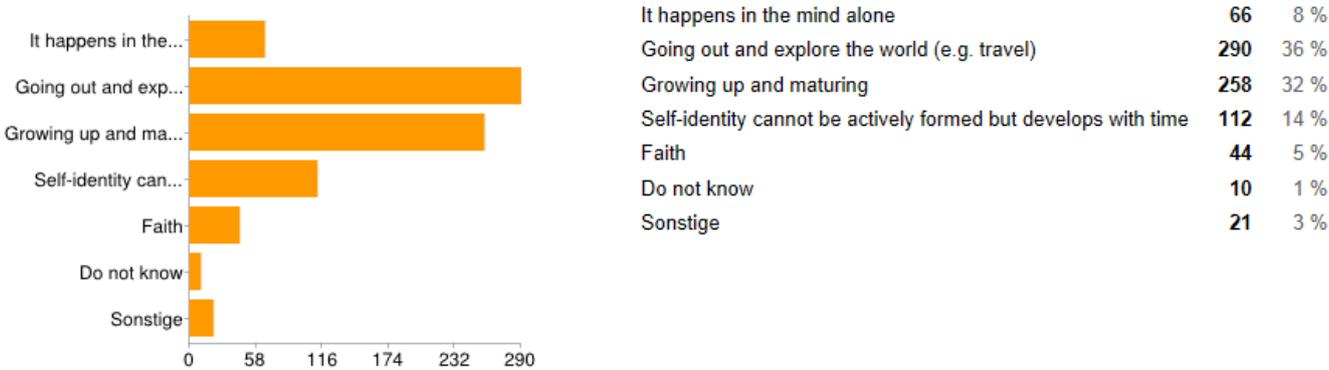
Do you know what self-identity development is?



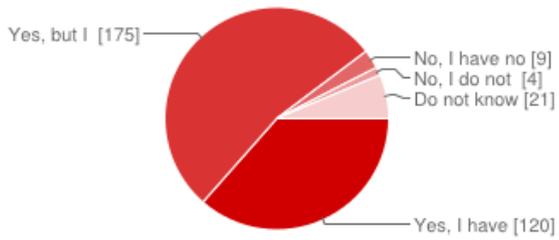
How important is self-identity and its development to you?



How do you believe self-identity development is achieved? Multiple answers are possible.

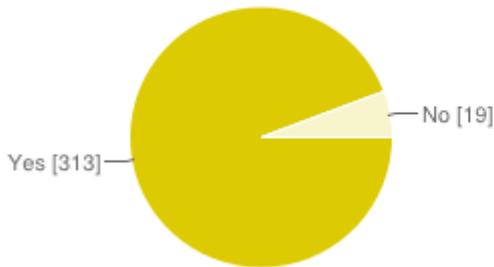


Have you tried to develop your self-identity in order to understand yourself better?



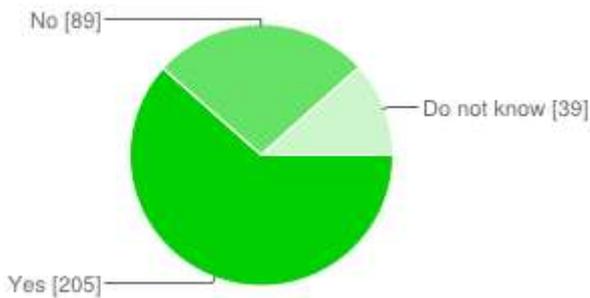
Yes, I have and with success	120	36 %
Yes, but I am not sure of the success yet	175	53 %
No, I have not had the opportunity yet	9	3 %
No, I do not believe in developing my self-identity	4	1 %
Do not know	21	6 %

Do you know what ethnic identity is?



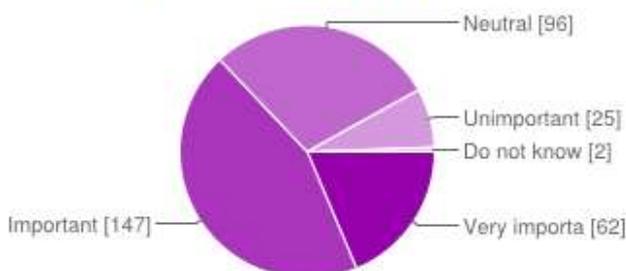
Yes	313	94 %
No	19	6 %

Do you feel in touch with your cultural heritage?



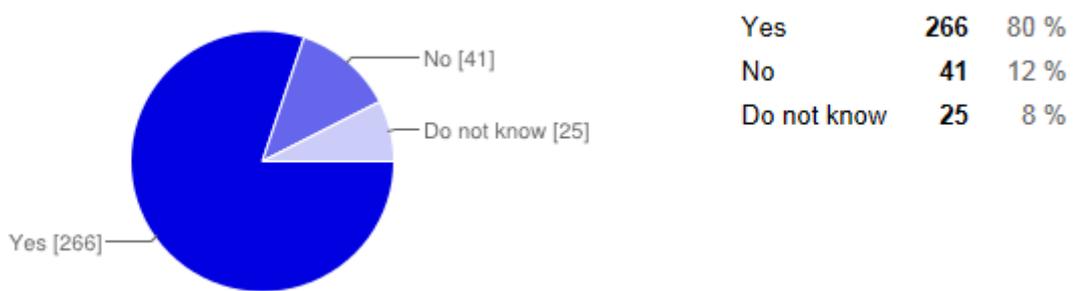
Yes	205	62 %
No	89	27 %
Do not know	39	12 %

How important is cultural heritage to you?

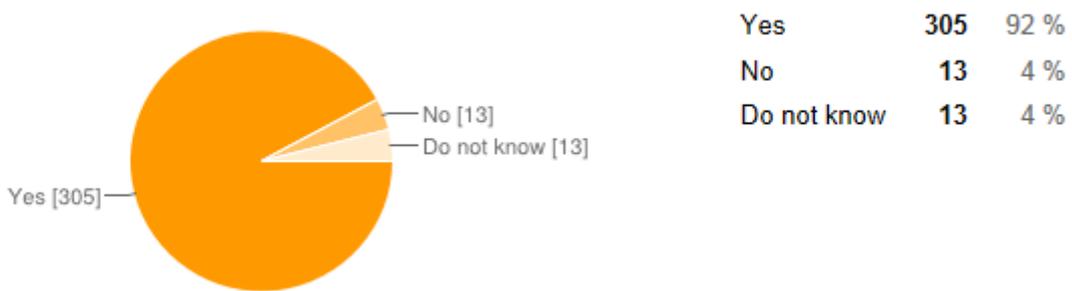


Very important	62	19 %
Important	147	44 %
Neutral	96	29 %
Unimportant	25	8 %
Do not know	2	1 %

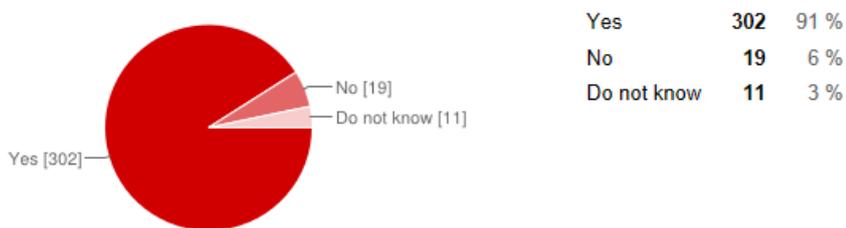
Would you like to learn more about your cultural heritage?



Would you like to participate in a secondary school exchange?



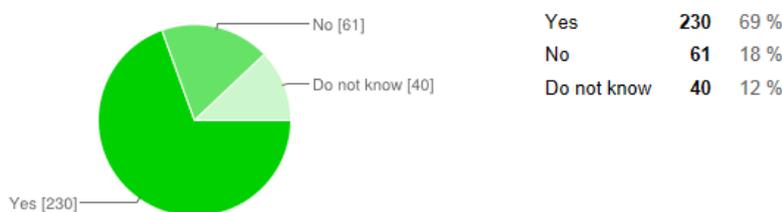
Would you like to learn more about your self-identity and further develop it by participating in a secondary school exchange?



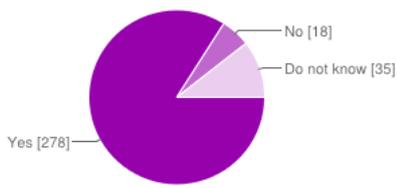
Do you believe that you are able to develop your self-identity by participating in a secondary school exchange?



Would you like to learn more about your cultural heritage by going on exchange in the home country of your ancestors?

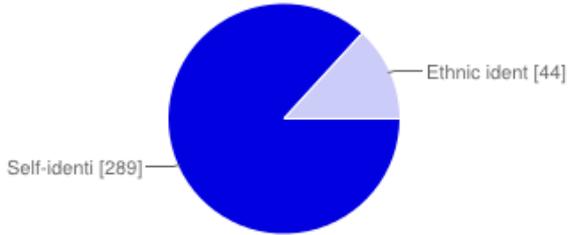


Do you believe that it is possible to explore your cultural heritage by going on exchange in the country your ancestors emigrated from?



Yes	278	84 %
No	18	5 %
Do not know	35	11 %

Which of the two would you rather explore and develop during a secondary school exchange:



Self-identity	289	87 %
Ethnic identity	44	13 %

Appendix 6: Interview Questions

1. How old are you?
2. What is your gender?
3. Where did you go on exchange?
4. What kind of environment were you living in?
5. What were the ups and downs of your exchange?
6. What lessons did you learn from your exchange?
7. What is the overall general feeling you have towards your exchange?
8. Please describe your exchange in three words
9. How do you see yourself now in comparison to before you went on exchange?
10. Do you feel like you know yourself better now after your exchange or that you are more confused?
11. What made you go on exchange, what were you curious about?
12. What was your main motivation?
13. Did any of your friends go on exchange before you?
14. What would have stopped you from going on exchange?
15. Why did you choose your host country?
16. Are you interested in your cultural background?
17. What do you know about your ancestors, as in where they come from?
18. Do you feel like you are in touch with your cultural background?
19. Do you believe that going on exchange helped you understand your cultural background better?
20. Would you describe going on exchange as a self-identity development experience, if yes how so?

Appendix 7: Interview Transcripts

INTERVIEW GABRIEL

The interview with Gabriel took place on Sunday the 4th of May, 2014 via Skype.

Interviewee Profile

Name : Gabriel Pitre-Traversy

Age : 19

Gender: Male

Hometown in Canada: Otterburn Park, Québec

Exchange Destination

Namsos, Norway (rural environment)

What were the ups and downs of your exchange?

In terms of the downs, sometimes you are bored and then you think about your friends back home, which is home sickness. But it was mostly a positive experience for me. I get along with my host family and we live a regular family life. Which also includes occasional disagreements with my host siblings but that is normal. You really need good communication skills to talk to your host parents and always ask for permission when you want to do something. Just like with every other family you first need to learn the boundaries. Norwegians are a little cold and difficult to get to. In the beginning you are something special as an exchange student but after a while you are no longer a novelty. I had an easy time finding friends. Most of my friends are other exchange students and I spent more time with them than with local Norwegians. But to be honest I could have tried harder to find Norwegian friends. The problem is with my fellow exchange friends I share similar experiences and emotions which we could bond over.

What lessons did you learn from your exchange?

During my exchange I learned a lot about myself, my vices I particular. I was already aware of my traits beforehand but now I recognize them for what they are and try to improve myself. I did not have any particularly negative experiences but small things crossed my path which made me learn about people, culture and myself.

What is the overall general feeling you have towards your exchange?

It is feeling of pride and happiness. I am very grateful for the family I was allowed to stay with and feel at ease when I think about my exchange experience. Leaving was very sad of course but seeing my friends and family back home in Canada was comforting.

Please describe your exchange in three words:

I would say friendship, adventure and leaving one's comfort zone

How do you see yourself now in comparison to before you went on exchange?

My personality changed and I have learned things about myself. I matured and feel older. Before I went on exchange I was more of a hipster. Even my clothes are slowly changing. I am now more patient with younger children. I also have siblings in Canada but with them I was a lot more moody, stricter and more likely to snap at them. In Norway they have a different parenting-style and I cannot act like that here. But I am also more open-minded now. A little bit of everything has changed for me.

Do you feel like you know yourself better now after your exchange or that you are more confused?

Yes, I definitely know myself better now.

What made you go on exchange, what were you curious about?

At my high school in Canada there were a lot of exchange students. Seeing and meeting them made me curious for such an experience. Ever since a young age I have been very interested in cultures and languages. I did not travel much before, therefore I was eager to go and explore the world. At age 14 I started actively looking into going on exchange and what my options would be. My parents did not support my endeavours and refused to pay

because it was too expensive. Then a few years later I met more exchange students and became friends with them which made me decide to do what is necessary to pay for it all myself.

What was your main motivation to go on exchange?

I was curious about *nouveauté*, I wanted to explore the unknown and learn about new things.

Did any of your friends go on exchange before you did?

This is actually a funny story. I told a friend about me wanting to go on exchange but that I would have to wait a year due to finances. He then announced a few weeks later that he was going on exchange the coming year. So I actually inspired somebody to go on exchange. But apart from him none of my friends went on exchange.

What would have stopped you from going on exchange?

Money and health problems, I actually have a medical condition that could have prevented me from going on exchange.

Why did you choose Norway as a host country?

To be honest, I wanted to differentiate myself from others that go on exchange. Most people choose the US, Spain, Costa Rica, Germany. These are all countries where a common world language is spoken. I do not feel the need to go to an English-speaking country. My English is not perfect but I speak it well enough. Spain and Germany are easy to visit and travel through. Asia is a very expensive exchange destination, so I decided to go to Norway. The language is very difficult to learn and impresses locals when they find out that you actually speak it. The expression in their faces is priceless. And the nature is definitely impressive, I was drawn to that. But I discovered that once I started considering Norway as an option and researching the country. Other exchange students in Norway shared the same motivation: they wanted to be different from others and not go to a generic predictable exchange destination.

What do you know about your ancestors, as in where they come from?

The majority of my ancestors are from Europe. I have been trying to research my family history because none of my family members can really tell me anything. They do not really remember. My grandparents weren't too interested in our ancestry. But from what I do know, my ancestry is mostly European French and Native American.

Do you feel like you are in touch with your cultural background?

I have always been interested in Europe and France in particular. Unfortunately though, my family name is very unusual. There simply is not much information available.

Do you believe that going on exchange helped you understand your cultural background better?

Absolutely, I recognize my Canadian habits, where they come from and what they are. I now realize certain things, such as family values.

Are you interested in your cultural background?

Yes.

Would you describe going on exchange as a self-identity development experience? If yes, how so?

Of course, it makes you realize what your culture is. I am now more aware of my personality and try to improve myself. You learn about your host country but also yourself. You have the chance to explore yourself and your personality, your personal limits and much more.

Was self-identity development a motive to go on exchange for you?

No, in the beginning I was sceptical towards discovering things about myself. I did not think that I would this much about myself.

INTERVIEW IAN

The Interview with Ian took place on Sunday the 4th of May, 2014 via Skype.

Interviewee Profile

Name: Ian Stone

Age: 18

Gender: Male

Home Town in Canada: St. Johns, Newfoundland

Exchange Destination: Italy, small town one hour away from Bari (urban environment)

What were the ups and downs of your exchange?

I was able to get a good grasp on the language. This made things a lot easier for me, especially in terms of forging strong relationships with the people around me. And you gain more knowledge and understanding on the country of course. Having to leave eventually was a challenge for me though. Coming home was hard. You lose people who were your friends and the connections just lose their strength. It was difficult to adjust to being at home again. People who have not been in this kind of situation just cannot relate to it. And going back to school felt useless. I had been in such an intense experience that I felt that I could not relate to my classmates anymore.

What lessons did you learn from your exchange?

I learned how much alcohol I can handle (that was a joke). No, I learned how to be more independent and how to communicate. That stems from learning how to deal with my host family. You really need good communication skills.

What is the overall general feeling you have towards your exchange?

It is a very positive memory and definitely a learning-experience. Nothing every goes flawlessly perfect but it was very positive.

Please describe your exchange experience in three words:

It was intense and enlightening. I think those two describe my experience very well, a third word is not necessary.

How do you see yourself now in comparison to before you went on exchange?

I am now more confident and self-aware. I believe that at 18 years of age it is difficult to truly understand who you are. But I think I have a pretty good idea of who I am. I am also more open now, especially towards cultural differences.

Do you feel like you know yourself better now after your exchange or are you more confused?

On the one hand I know myself better now. On the other hand there is more things I know that I do not know. Before going on exchange everything was ignorant bliss. But there are a lot of things I do not know, also about myself.

What made you go on exchange, what were you curious about?

There were Mexican exchange students at my high school. I admired them for what they were doing and decided that I would like to go on exchange as well. Vacations are different from living in a country. I wanted something more extreme.

What was your main motivation to go on exchange?

I wanted to go somewhere else – not be where I already was. I have spent most of my life in small communities. It is a different way of life. I felt that if I just stay here in Canada I would never do anything fun. I wanted something different for myself.

Did any of your friends go on exchange before you?

No, nobody.

What would have stopped you from going on exchange?

Only extreme things would have stopped me. For example a traumatic event or a travel ban could have stopped me but except for that I was determined to go.

Why did you choose Italy as your host country?

I wanted to speak a language that was not English. My family heritage, the warm climate and the cuisine made me consider Italy. Italy just seemed to be an amazing country. Italy is situated in Europe and is a secure place to live. It just seemed to be the ideal destination for me.

What do you know about your ancestors, as in where they come from?

My father is of English descent and my mother is Italian and Greek. I have Italian birth certificates from my ancestors. I am currently trying to apply for Italian citizenship.

Do you feel like you are in touch with your cultural background?

After having gone on exchange I would definitely say yes. I do not actively train to maintain my heritage though. It is different if you are directly from India and it plays a part in your daily life. But I do have more of an understanding and a feeling for it.

Do you believe that going on exchange helped you understand your cultural background better?

Yes.

Are you interested in your cultural background?

Yes.

Would you describe going on exchange as a self-identity development experience? If yes, how so?

In the beginning you do not understand much of what people say to you due to language barriers. I spent the first two months sitting there and just listening. I was isolated in terms of being away from my friends, culture, language and all things familiar. This gave me a lot of time to think. This also includes thinking about yourself, your life and what you want to do in the future. With time you learn the language then of course.

INTERVIEW ANNA

The interview with Anna took place on Monday the 5th of May, 2014 via Skype.

Interviewee Profile

Name: Anna-Luiza Fernandes

Age: 19

Gender: Female

Home country in Canada: Montreal, Québec

Exchange destination: Sicilli, Italy (urban environment)

What were the ups and downs of your exchange?

I got to meet many new people, learn to speak Italian and was able to leave my comfort zone. I also learned how to adapt to a new environment, home and family. Of course there were times when I felt lonely. When you are on exchange you do not have a regular support system. Your host family cannot offer the same kind of support your family at home does. And also I had difficulties with the language. My Italian was not perfect which made it difficult to express myself sometimes. I found this very frustrating.

What lessons did you learn from your exchange?

I definitely learned to accept help from other people when necessary. It is okay to have other help you from time to time. I also learned how to confront people when something is bothering me not going right. I would say that I also learned to enjoy. Every exchange has an end to it and you do not realize that while you are there.

What is the overall general feeling you have towards your exchange?

I think my exchange experience can be best described as awesome. Even if I had doubts about whether this is the right thing for me to do, it was the best experience of my life.

Please describe your exchange in three words:

Food, sun, hospitality and love.

How do you see yourself now in comparison to before you went on exchange?

After spending a year in Italy I am now more mature. I had to take a year off from school in order to do this and now my classmates are younger than me. Therefore I notice the differences even more. I now do not have a problem talking to complete strangers.

Do you feel like you know yourself better now after your exchange or are you more confused?

I think I know myself better now. I do not know everything about myself. However, I know what my comfort zone is and how to leave it.

What made you go on exchange, what were you curious about?

My father also went on exchange when he was younger. He thought that I would enjoy this kind of experience and therefore encouraged me to go for it. I did not feel excited to go to college but wanted to go abroad.

What was your main motivation to go on exchange?

I wanted to learn a new language.

Did any of your friends go on exchange before you did?

I was the only one among my group of friends to go on exchange. But I inspired an Italian classmate to also go on exchange.

What would have stopped you from going on exchange?

Something tragic would have happened to stop me from going abroad. If somebody that is important to me had died, that would have been a valid reason to stay in Canada. Or if I got sick, perhaps something that would have physical prevented me from going.

Why did you choose Italy as your host country?

At first I wanted to go to Greece. However, AFS does not offer Greece as an exchange destination. I wanted to learn a language I do not already speak.

Are you interested in your cultural background?

Yes, I am actually Brazilian.

What do you know about your ancestors, as in where they come from?

I know quite a bit actually. My grandmother is Italian but we do not know a lot about my mother's family. My grandfather was Portuguese but together with my Italian grandmother they lived in Brazil. My parents both grew up in Brazil. My grandmother being from Italy did not influence Italy having been my exchange destination though. I did not really think about it until it was all decided and I told her about it.

Do you feel like you are in touch with your cultural background?

I consider myself to be Brazilian. I live the Brazilian way of life, speak Portuguese at home, do Brazilian activities and cook the typical foods. We do everything as Brazilians. Therefore I consider myself to be very much in touch with my cultural background. I do have a penchant for Italian cuisine though.

Do you believe that going on exchange helped you understand your cultural background better?

Not really. I have always been very aware of my cultural background. I already know what Brazilian culture is and consider myself to be a member of it. In terms of my Canadian life though, I learned more about that part of my identity. People would ask me about typical Canadian things such as foods and traditions. That made me think more closely about what typical Canadian things actually are.

Would you describe going on exchange as a self-self-identity development experience? If yes, how so?

You are thrown into a completely different environment. You do not know anything about anything and anybody. In order to be aware of what you want to gain from you exchange you need to already a little something about yourself. Do I want to learn a new language? Do I want to make a lot of friends? What are my priorities in this project? Your exchange is centered around yourself and depends on what you make of it. You definitely have the time to think about that in the beginning. Even if things aren't always very rosy and you potentially do not get along with your host family, going on exchange is the best possible experience and way to spend your time.

INTERVIEW LOUIS

The interview with Louis took place on Monday the 6th of May, 2014 via cellphone.

Interviewee Profile

Name: Louis-Philippe Boulanger

Age : 19

Gender : Male

Home town in Canada : Montreal, Canada

Exchange destination: town in Brazil (rural but more urban environment)

What were the ups and downs of your exchange?

The biggest down part was coming back of course. Going to Brazil was a wonderful experience for me. The people were warm and friendly towards me and the food was amazing. There weren't really many down-sides for me. It was very easy for me to adapt to my new environment.

What lessons did you learn from your exchange?

The most important lesson I learned is that everybody is equally important. This has helped me being involved with local Canadian politics and life in general. My motto is the following: The person standing next to your friend is just as important as your friend. Everybody is unique and important in their own way. Therefore, everybody deserves to be treated equally. The high school that I was attending in Brazil only had a total of 50 students. It was a tight-knit community and you had to be on friendly terms with everybody. But that was not a problem because everybody was so warm. Going on exchange has been a life-changing experience for me.

What is the overall general feeling you have towards your exchange?

It had the best possible outcome for me.

Please describe your exchange in three words:

Warmth (in terms of how people treat each other), food and culture.

How do you see yourself now in comparison to before you went on exchange?

Now I am a lot more outgoing. This spring I was a candidate for the provincial elections. Without having gone on exchange I would not have had the drive to do so. Brazil was a life-experience and gave me confidence. Therefore, I went for it.

Do you feel like you know yourself better now after your exchange or are you more confused?

I know myself better now. But often my mind goes to how our world is and its value system. The differences between Canada and Brazil are quite dramatic. In Brazil it is all simple and about friends, family and food. In Canada everything has to go fast and money is the key motivation for everything.

What made you go on exchange, what were you curious about?

My cousin went on exchange and that made me want to go as well. I really wanted to travel, something else than Canada and do something outgoing. It was all very spontaneous. In March I decided I wanted to go to Brazil. Departure was in June. I had to fundraise of course and managed to get 6,000 CAD in just three months. AFS told me that that was exceptional.

What was your main motivation?

I wanted to leave my Canadian life behind for a while and go on an adventure.

Did any of your friends go on exchange before you?

None of my friends went on exchange. Only my cousin did but he went with Rotary.

What would have stopped you from going on exchange?

Finances are definitely something that discourages people.

Why did you choose Brazil as a host country?

AFS offered a special country promotion for Brazil. That way I paid 3,000 CAD less and was able to go on exchange. It was the only way.

Are you interested in your cultural background?

Yes, I am particularly interested in my Quebecois heritage. I believe it to be a distinct culture in Canada.

What do you know about your ancestors, as in where they come from?

My family is from France and arrived in Canada in 1572. There is also some Irish ancestry but mostly French.

Do you feel like you are in touch with your cultural background?

I don't know. I would say that I am not as much in touch with my cultural background as maybe Indian immigrants are.

Do you believe that going on exchange helped you understand your cultural background better?

It actually made me feel more confused than anything else. I now feel that I do not understand my own culture. That made coming back difficult. The adaption phase was hard. I definitely dealt with reverse culture shock.

Would you describe going on exchange as a self-identity development experience? If yes, how so?

Going on exchange is not just about exploring yourself but exploring the world as a whole. I learned a lot about myself. It was an eye-opening experience. Now I feel like Canadian culture brings a lot of confusion to my life.

INTERVIEW JANE

The interview with Jane took place on Tuesday the 6th of May, 2014 via Skype.

Interviewee Profile

Name: Jane Bovin-Robinson

Age: 19

Gender: Female

Home town in Canada: Whitehorse, Yukon

Exchange destination: Kobe, Japan (urban environment)

What were the ups and downs of your exchange?

I was able to learn to speak Japanese and met other exchange students. I also met people from Japan and tried many new things. I had a different life for a little while and in a way I got to be a different person. But of course I missed my friends and family. I felt like I was missing out on what my friends got to experience back home but therefore I got a lot in return by being in Japan. Difficulties were miscommunications and having different expectations than the people I was socializing with.

What lessons did you learn from your exchange?

I mostly learned how to deal with people who have different viewpoints than I do. And also I learned that just because I want to do something means that I should do it. In the beginning I had a very hard time adapting to life in Japan. The first two months I just wanted to go home and would cry myself to sleep. But after that everything was great!

What is the overall general feeling you have towards your exchange?

I would say nostalgia. But it is difficult to put it all into words. My experience was phenomenal.

Please describe your exchange in three words:

Kallie (fellow Canadian exchange student), roller-coaster and life-changing

How do you see yourself now in comparison to before you went on exchange?

The Jane before going on exchange had a different outlook on life. Japan opened a thousand doors for me and gave me opportunities I did not even know of their existence. Prior to going abroad I was afraid of moving forward in my life. I was in a very sheltered and safe spot in my life. But now I am ready to do anything, to go out into the world and do what I have never done before.

Do you feel like you know yourself better now after your exchange or are you more confused?

My relationships with people have become more complicated. This includes my family life. I am very confused in that way. I know myself better though. I know how strong and weak I can be at the same time. My new point of reference is my emotional state in Japan. I ask myself: am I as sad as I was in Japan? No? Then suck it up!

What made you go on exchange, what were you curious about?

I felt the need for more and that my comfortable life was not enough. I grew up in the far north of Canada close to Alaska. We are far away from pretty much anything. I have always had this attachment with Japan. I felt the urge to travel. I once read "I go to seek the great perhaps" and kept this quote in mind the whole time. The great perhaps for me was Japan. I wanted to find the big maybe that is the rest of the world.

What was your main motivation to go on exchange?

I wanted to get out of my redneck town. This will sound very cliché but I have never fit in properly here. When I started spending time with other exchange students it was the first time in my life that I felt I could relate to people and that I belonged to them. We all wanted something more. In my small hometown everybody is content with only living there and just staying at home. I wanted to leave that behind and go out and see the world.

Did any of your friends go on exchange before you?

I know a girl who went to Russia. She went with Rotary though. I chose AFS because Rotary is not active in my community.

What would have stopped you from going on exchange?

I do not think that there is anything that could have stopped me. I was very determined to go. I had all the paperwork done before I even talked to my parents about Japan. Pretty much the only thing that could have stopped me is if my leg fell off or if something else dramatic happened.

Why did you choose Japan as your host country?

I have memories from when I was three years old already being interested in Japan and its pop culture. I would watch Godzilla, Sailor Moon and anything I could get my hands on. I had the opportunity to travel to South East Asia and to Korea before going to Japan. I greatly enjoyed the Asian culture and was drawn to it. Japan is such a big part of my life. Me choosing Japan was not even a question.

Are you interested in your cultural background?

No, not really.

What do you know about your ancestors, as in where they come from?

I am mostly French-Canadian and British.

Do you feel like you are in touch with your cultural background?

I would say that I am in touch with my cultural background, my French-Canadian side in particular. I do speak French but my parents are more English.

Do you believe that going on exchange helped you understand your cultural background better?

I would definitely say so. Here in Canada our culture is heavily impacted by a Christian value system. Our idea of what is right and wrong is very different from how Japanese view it all. Japan is Buddhist and Shinto. Their outlook on life and expectations greatly differ from ours. I have learned so much about Canada simply by being away from Canada. I have learned to appreciate certain Canadian Values. Expectations towards women is an example of such.

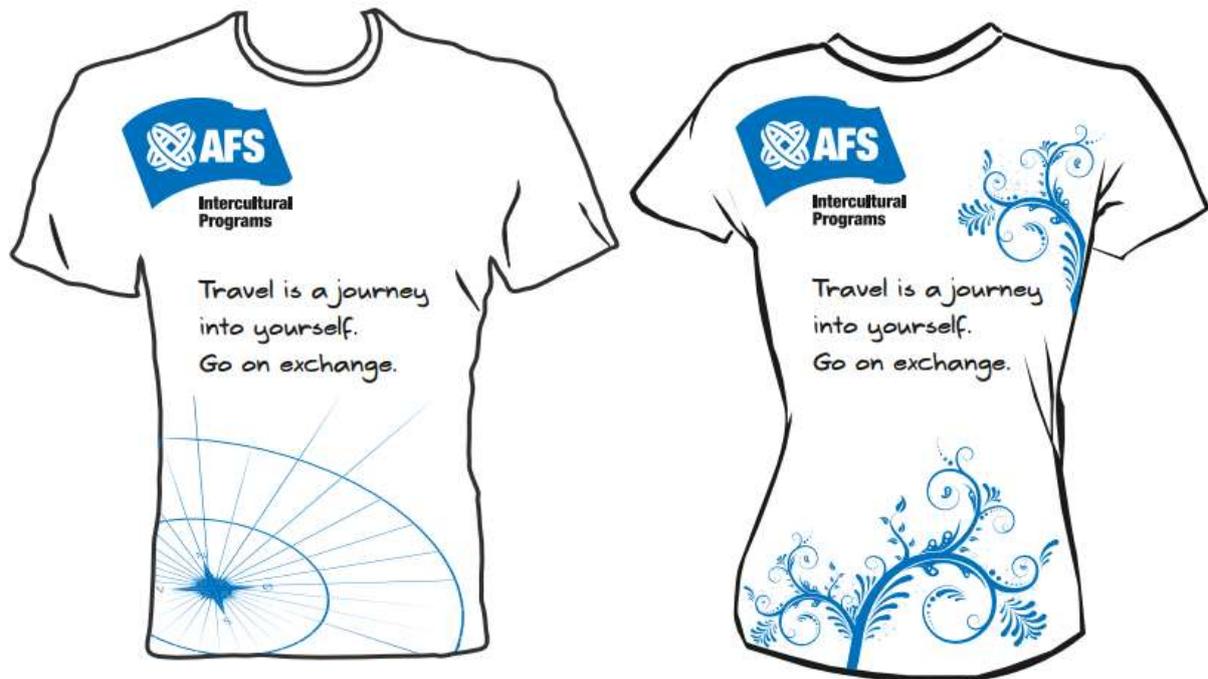
Would you describe going on exchange as a self-identity development experience? If yes, how so?

Absolutely, you learn about your host culture but also about yourself. The expectations of your parents, friends, school and society influence who you are as a person. Once you get away from that and are entirely on your own you start to question everything. You ask yourself what you want to be and who you want to be in life. You learn what will make or break you.

Appendix 8: Campaign Examples

Example 1

(models based on ideas gained through field-research and designs made in collaboration with Nelli Mündt)



Example 2)



AFS
Intercultural
Programs

You will enrich your
life immeasurably if
you approach it with a
sense of wonder and
discovery...

....and always challenge
yourself with new things

Example 3



Example 4

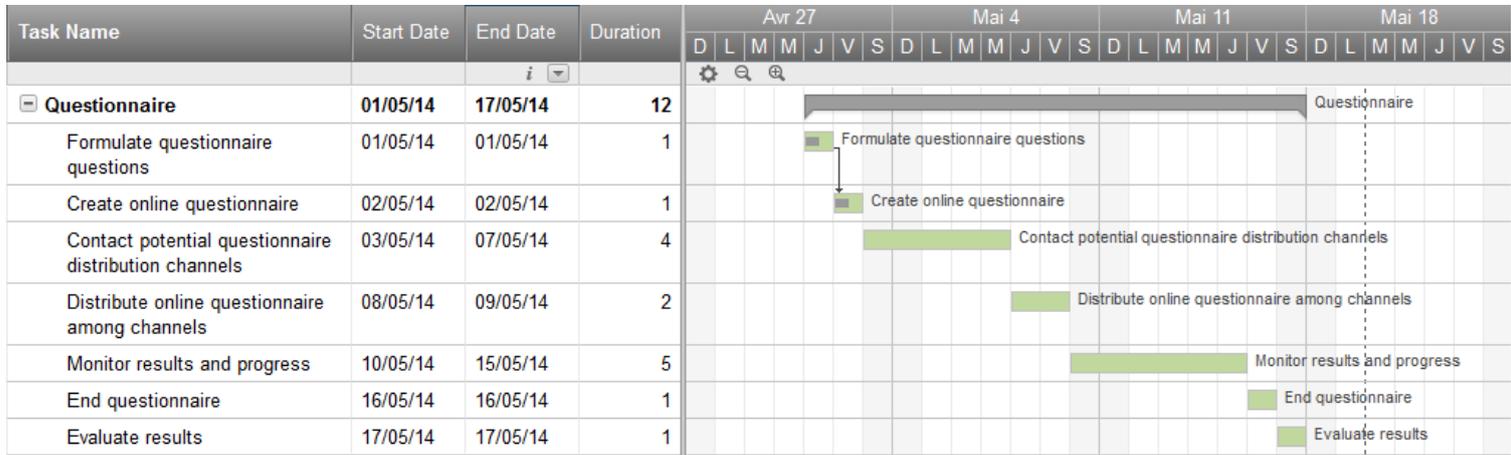


Example 5

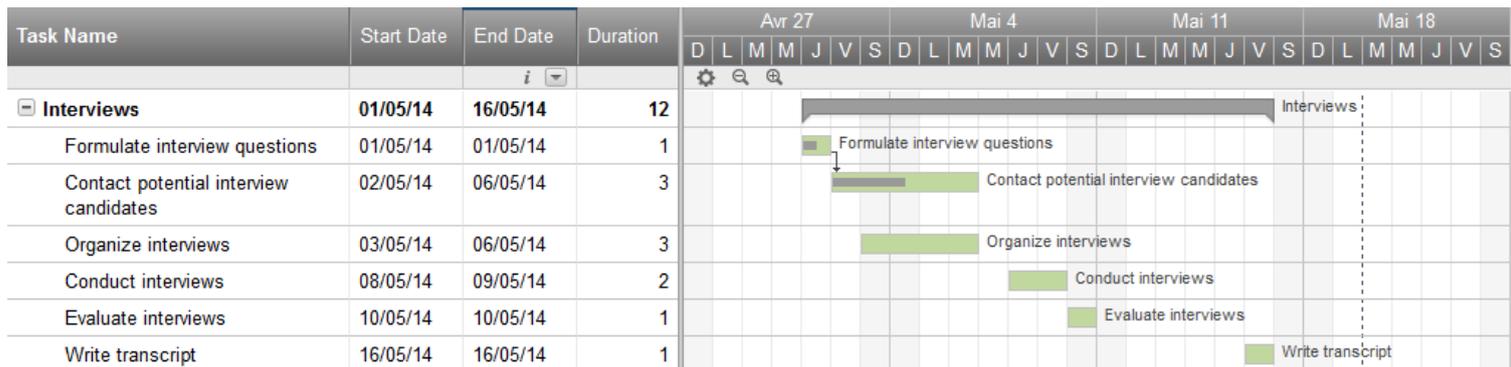


Appendix 9 In-Depth Research Gantt-Charts

Gantt-Chart Questionnaire



Gantt-Chart Interviews



Appendix 10 Government

Canada prides itself for being a secular country and therefore not pledging its value-related focus to a specific religious denomination. By doing so, multiculturalism is promoted.

Multiculturalism is enforced through a policy as included in its legislation: “Whereby no culture is officially privileged over another” (Harrison & Friesen, p. 140, 2010)

Appendix 11: Demography

According to the 2011 population census, 67% of Canadian family households were married couples (Government of Canada (10), 2014). The share of single-parent households is slowly increasing, representing 16.3 of family households (Government of Canada (10), 2014). Over the course of 2011, couples with children (this includes both married and unmarried couples) had the highest median income after taxes: 83,600 CAD (Government of Canada (11), 2014).

Appendix 12: Ethnic Origins of Canadians

In the 1930s, between the world wars, a time which was greatly affected by the great depression, Canada's primary immigrant groups were from England, Scotland and the United States. Great numbers of people also came from Czechoslovakia, Germany, Hungary, Northern Ireland, Italy and Poland. (Statistics Canada (3), 2012)

Other sources state however that "admissible persons were defined to be those with birth or citizenship in the United States, the United Kingdom, Australia, New Zealand, the Union of South Africa and selected European countries" (Boyd & Vickers, 2000). In other words, people who originate from commonwealth countries were preferred. Western Europeans also belonged to this category, while Eastern Europeans in addition to visible minorities did not (Bélanger, 2006). This reflects the cultural assimilation which Canada aspired for many years (Bélanger, 2006).

After the Second World War there was a great increase in Jewish immigrants coming from Europe. However, the Canadian government and half of the population objected to this and approached the issue of Jewish immigrants with selection (Kelley & Trebilcock, p. 344 – 345, 2010). Apart from Jewish refugees, Hungarians, Czechoslovakians, people from Uganda, South East Asians and South Americans sought Shelter in Canada (Bélanger, 2006).

With immigration laws changing in 1947 in an attempt to make them less ethnocentric, Asians started coming to Canada in great masses. They were mainly from China, Taiwan and Hongkong. With time, also people from mostly India and the Philippines followed them (Historica Dominion Institute (1), n.d.). Today 46.5% of immigrants are originally from the Asia Pacific Region (Historica Dominion Institute (2), n.d.).

Appendix 13: Research Planning

a) Questionnaire

Activity	Necessary Steps	Timeframe
Formulate questionnaire questions	<ul style="list-style-type: none"> - take objectives, indicators and research materials into consideration - formulate questionnaire questions - review questionnaire questions - finalize questionnaire questions 	One day
Create online questionnaire	<ul style="list-style-type: none"> - go online, compare different online questionnaire creation websites and select appropriate website - make online questionnaire - pilot-test online questionnaire 	One day
Contact potential questionnaire distribution channels	<ul style="list-style-type: none"> - consider different online channels - contact personal contacts for help - contact local schools, youth organizations and talk to manager of AFS Interculture Canada - wait for responses 	Four days
Distribute online questionnaire among channels	<ul style="list-style-type: none"> - review and pilot-test questionnaire one last time - send questionnaire to distribution channels - continue asking personal contacts for relevant help 	Two days
Monitor results and progress	<ul style="list-style-type: none"> - regularly view questionnaire results and monitor progress - expand to additional channels if necessary 	Five days
End questionnaire	<ul style="list-style-type: none"> - close online questionnaire - access final results 	One day
Evaluate results	<ul style="list-style-type: none"> - analyze collected data - draw conclusions based on results 	One day

b) Interviews

Activity	Necessary Steps	Timeframe
Formulate interview questions	<ul style="list-style-type: none"> - create topic areas for questions - formulate questions - speculate on different possible answers to be prepared for additional questions - review questions - finalize questions 	One day
Contact potential interview candidates	<ul style="list-style-type: none"> - select most recent AFS returnees and retrieve contact information via e-mail asking for participation - wait for replies 	Three days
Organize interviews	<ul style="list-style-type: none"> - make a schedule: agree on time and date for each individual interview - distribute contact details of person conducting the research (telephone, Skype) for interview to be able to take place - send reminder of time, date and communication medium 	Three days
Conduct interviews	<ul style="list-style-type: none"> - phone or skype interviewees - ask formulated questions and be mentally prepared for the interview to take new directions - be alert towards interesting aspects and path-giving insights -take notes 	Two days
Evaluate interviews	<ul style="list-style-type: none"> - read over interview notes - analyze and evaluate results - draw conclusions based on results 	One day
Write transcript	<ul style="list-style-type: none"> - formulate summary of individual interviews based on notes 	One day