



WITTENBORG
University of Applied Sciences

CLIMATE CHANGE PROJECT WEEK 2021 REPORT

An analysis of students' responses to
Climate Change Project Week Survey
3 – 5 November 2021

Introduction

Wittenborg's project weeks are an integral part of the curriculum, and they allow a more diverse and cross disciplinary approach to teaching and learning. Since 2018, it has been a concept to offer at least one project week per academic year that involves all students in a simulation-based learning experience, focused on an important theme. The first of such project weeks was the Climate Change conference simulation, and in 2021 it was held again to coincide with the UN Climate Change conference in Glasgow.

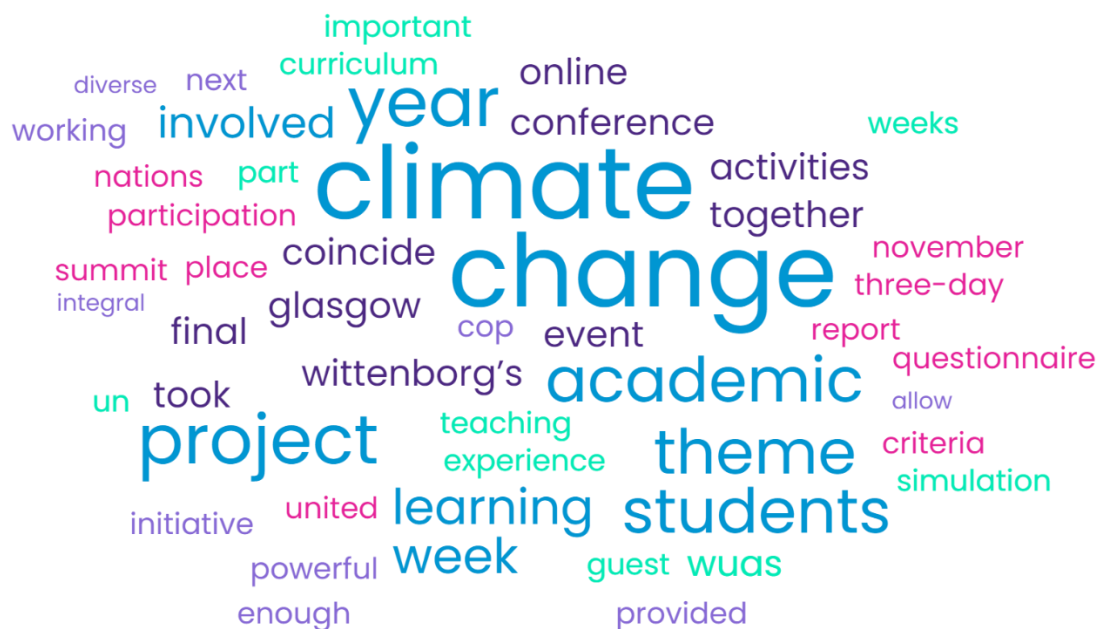
Around 170 undergraduate and postgraduate students took part at Wittenborg's three locations Apeldoorn, Amsterdam and Munich – often sharing together the experience of guest speakers, presentations and debates online. The project was led by Wittenborg's president, Peter Birdsall, who has closely followed the climate change debate since the 1980s. "We were lucky to have found a 'window of opportunity' during the COVID-19 pandemic, when it was possible for us to hold this event and have so many people together. The theme climate change is such an important issue for our students, both now and in the future, and they grasped the significance of that through their commitment and overall involvement in the activities."

Although students involved were studying at different stages of their academic journeys, the (1) European Credit awarded for the week was not dependent on a final report, a paper or a final presentation. Criteria 1 was participation throughout the full three-day event. Criteria 2 was the completion of a questionnaire online that evaluated their own performance, whilst also taking measure of their perceptions and opinions on climate change and of this kind of inter-disciplinary learning. This report reflects the results of that.



"In my introduction speech for the students I've chosen to show the speech of Sir David Attenborough of COP24, because nothing has changed since then. He could have just as well have held the same speech at COP26."

*Peter Birdsall,
President & Chief of the Executive Board
Director of Education*



Title: Climate Change Project Week Report 2021

Date: 01 December 2021

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I. About WUAS Climate Change Project Week 2021

The WUAS Climate Change Project Week 2021 took place in Project Week of Block 2 (3-5 November) and was open to foundation, bachelor's, pre-master's and master's degree students.

WUAS's theme this academic year is Climate Change, and the project was timed to coincide with the United Nations Climate Change Summit in Glasgow UK, UK Cop26 (<https://ukcop26.org/>).

Students were invited to participate in a three-day simulation of our very own Climate Change Summit, interspersed with guest lectures, keynote videos and films (with drinks and snacks provided).

Evaluation was participation and there was daily registration. The final assessment was a compulsory online questionnaire that provided feedback on the activities involved and allowed us to research the learning and observations made during the three days.

Project Week Student Satisfaction



4.47 Average Rating

Climate Change is WUAS's theme for Academic Year 2021-2022

From the Academic Year 2021-2022 onwards, WUAS is pioneering an innovative initiative - that is, to have a thematic academic year. This means that every year, for the next ten years, WUAS envisages having a single theme connected to its curriculum, teaching and learning and university-wide activities. This is an initiative to heed the United Nations' call to be more involved in the dissemination of current knowledge to youngsters and make them more aware of the local, regional and global contexts in which they live, and to equip them with the skills to make ethical choices or apply systems-thinking approaches to serious societal problems. Both faculty and students will be involved in deciding what the theme for the next academic year will be, as they are the main stakeholders in the Wittenborg community.

This year, the theme Climate Change was chosen to coincide with the COP26 UN Climate Change Conference, which took place in Glasgow, Scotland from 31 October to 12 November. This event, which many believe to be the world's best last chance to get "runaway climate change under control", was presided by the UK in partnership with Italy.

Read more about this in our News Overview Page. Click [here](#).

"If working apart we are a force powerful enough to destabilise our planet, surely working together we are powerful enough to save it. In my lifetime I've witnessed a terrible decline. In yours you could - and should - see a wonderful recovery."

Sir David Attenborough

Weaving Climate Change Project Week 2021 with WUAS's Core Values & UN SDGs

Since 2015, WUAS has embarked upon a sustainable development journey in terms of mapping, learning and teaching activities and infusing aspects of the UN SDGs into its curriculum. Recognising that it has a critical role to play in the attainment of the SDGs, WUAS has implemented not only sustainability, but also climate change in its core operations for the academic year 2021-2022, as evident from the Climate Change Project Week. It is seeking to encourage students and staff to 'walk the talk', not just making empty promises.

Climate Change Project Week is also closely tied up with WUAS's core values, which are internationalisation, diversity and ethics. Ethics is one of the fundamental values necessary to pursue the integration of SDGs as well as in the actions of the institutions in teaching and research activities.



**BETTER YOURSELF,
BETTER OUR WORLD**



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values

Diversity

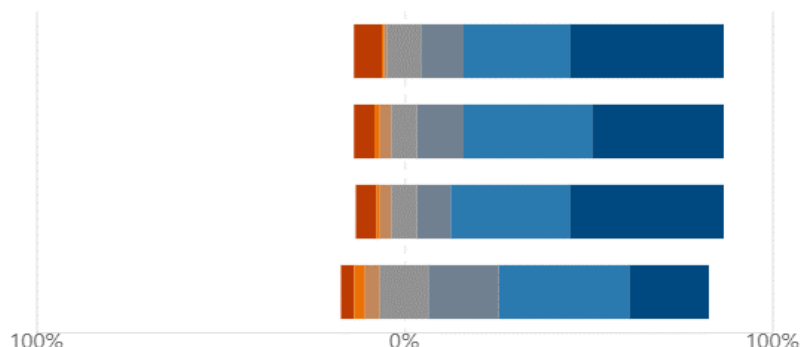
Ethics

Internationalisation



Students' Responses Connected to Wittenborg Core Values and UN SDGs

■ Strongly disagree
 ■ Disagree
 ■ Somewhat disagree
 ■ Neutral
 ■ Somewhat agree
 ■ Agree
 ■ Strongly Agree



70.5% of students agree or strongly agree that **internationalisation** is an important element of cooperation among countries to achieve effective results on climate change actions.



70.6% of students agree or strongly agree that climate change should be approached from **diverse** perspectives; for example, to involve interdisciplinary thinking and research as well as involve diverse cultural perspectives.



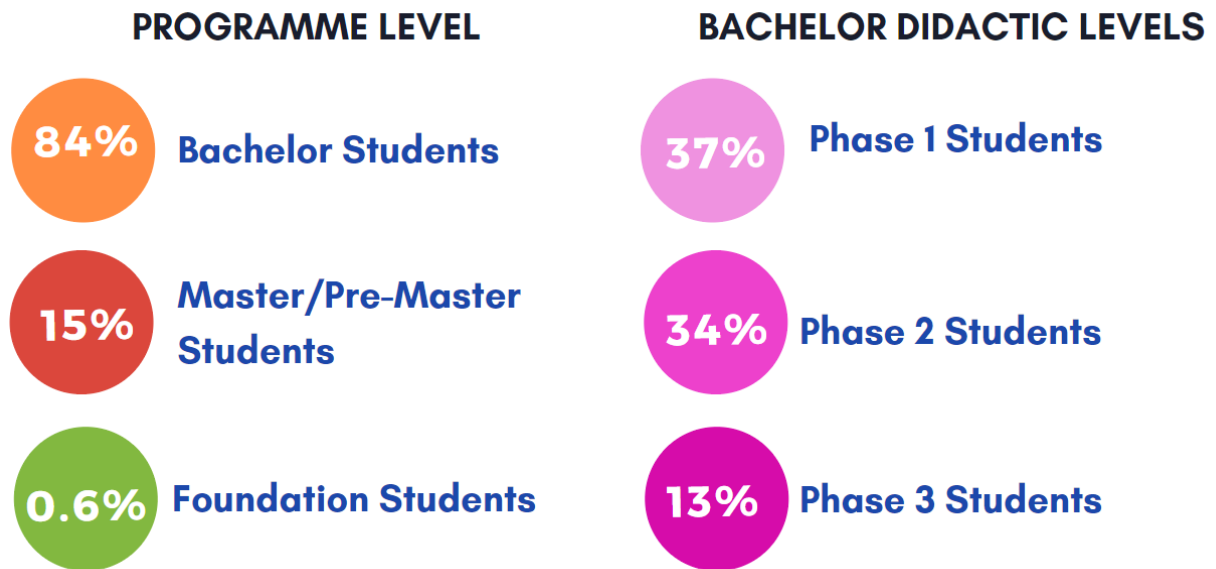
74.2% of students agree or strongly agree that it is our **moral obligation** to act and reduce the adverse effects of climate change for the sake of those disadvantaged by climate change, like children, the poor, marginalised societies, etc.



57.1% of students agree or strongly agree that **UN SDGs** represent a useful roadmap for sustainable development by means of which we can contribute to reducing the adverse effects of climate change.



II. Student Demographics

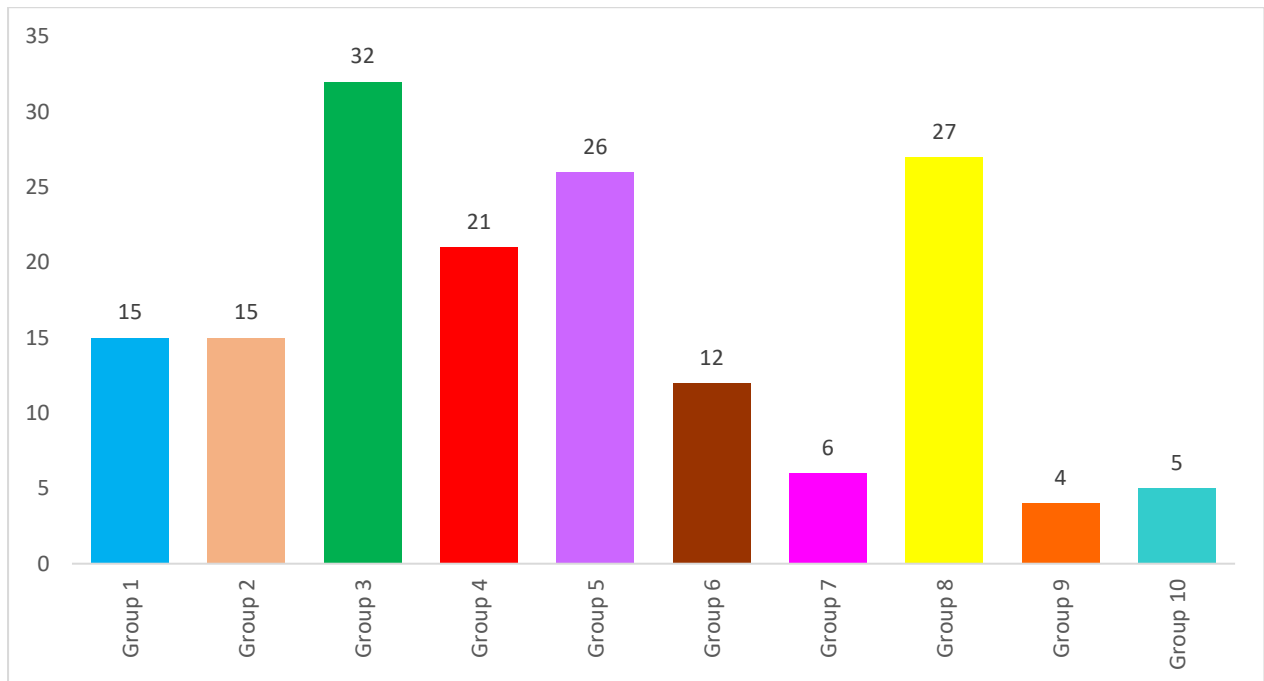


40 Countries & Nationalities (Students' Countries of Origin)



Afghanistan, Azerbaijan, Bangladesh, Bermuda, Cameroon, Canada, China, Dutch, Ecuador, Egypt, Emirates, Georgia, Germany, Ghana, Haiti, India, Iran, Japan, Jordan, Kenya, Latvia, Lebanon, Liberia, Libya, Morocco, Nepal, Nigeria, Philippines, Poland, Russia, Rwanda, South Sudan, Sri Lanka, Switzerland, Tanzania, Trinidad and Tobago, Turkey, Ukraine, Vietnam, Zimbabwe

Division per Regional Groups (no. of students per Group)



Group 1: Developed Countries – Netherlands, Japan, USA, South Korea and all EU Countries

Group 2: Other Developed Countries – Russia, Ukraine, Azerbaijan, Georgia, Turkey

Group 3: Developing B Countries – Nepal, Bangladesh, South Africa, Zimbabwe, Cameroon, Ghana, Kenya, Liberia, Rwanda, South Sudan, Tanzania

Group 4: Developing A Countries – Vietnam, Sri Lanka, Bermuda, Haiti, Indonesia, Philippines

Group 5: Other Developing Countries – Iran, Jordan, Morocco, Lebanon, Libya, Syria

Group 6: India

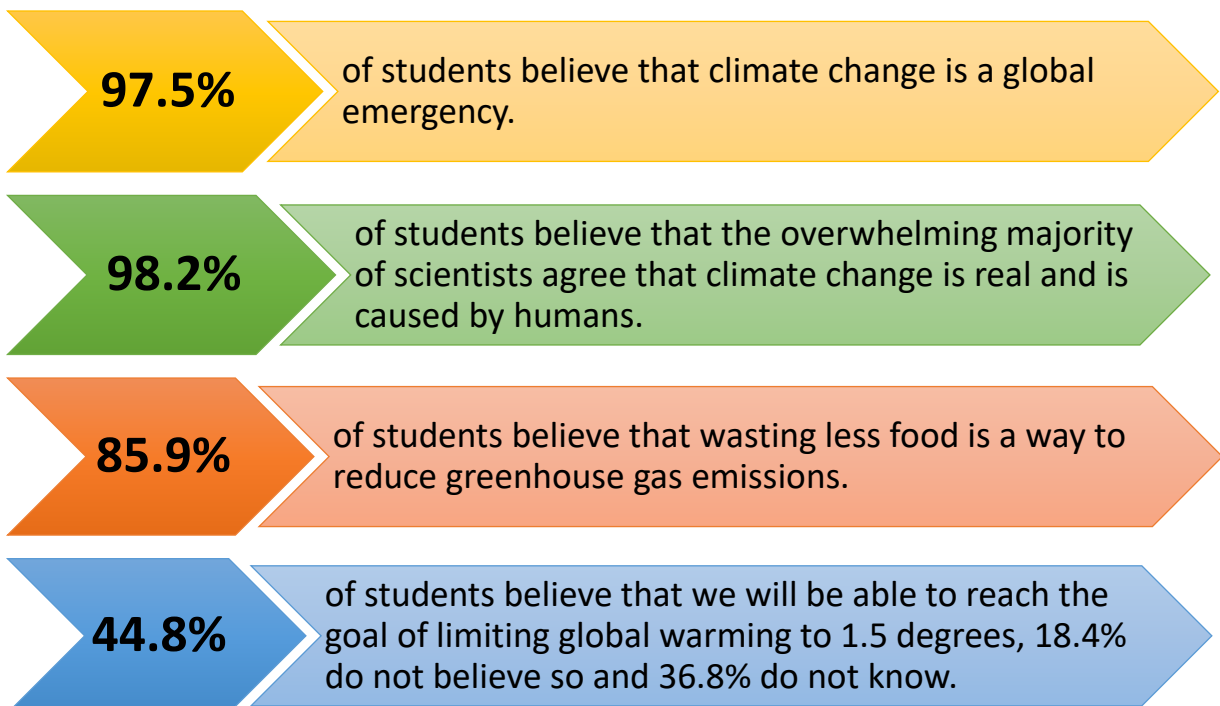
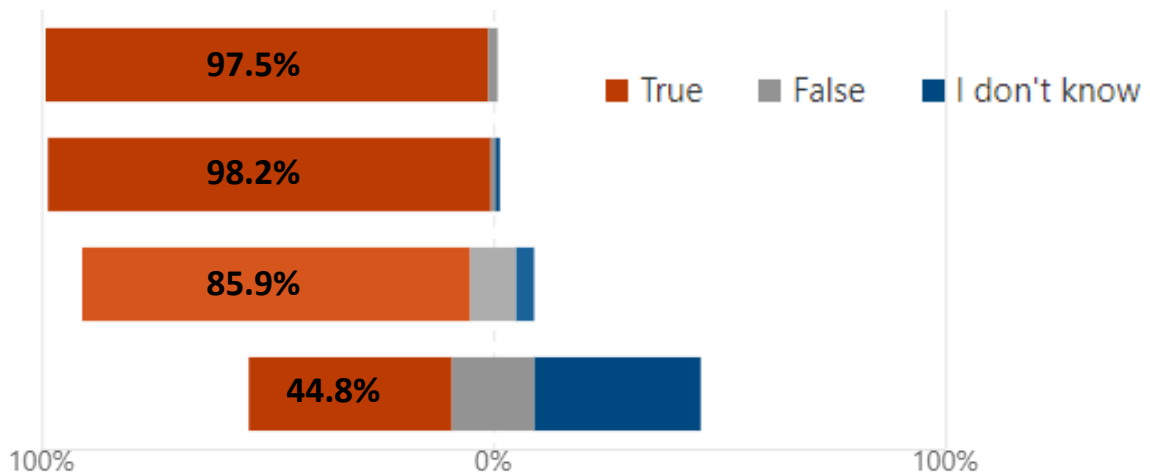
Group 7: China

Group 8: Nigeria

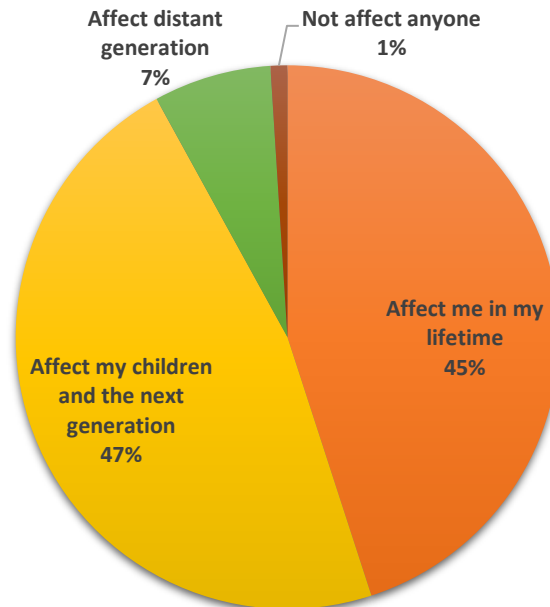
Group 9: Climate Activists

Group 10: Fossil Fuel Industry Lobby

III. Students' Belief about Climate Change



Students' Background Knowledge on Climate Change



45%

of students believe that climate change will affect them in their lifetimes.

47%

of students believe that climate change will affect their children and the next generation.

7%






of students believe that climate change will affect distant generations.

1%

of students believe that climate change will not affect anyone.

Students' Opinions on How to Address the Climate Crisis

To address the climate crisis, students feel that the governments in their countries should do the following activities – in order of urgency

	<p>38% Criminalise activities that lead to pollution or over-excessive use of natural resources.</p>	1st
	<p>32% Encourage transportation that does not rely on fossil fuels, such as electric vehicles and bicycles.</p>	2nd
	<p>26% Conserve forests and land.</p>	3rd
	<p>18% Stop burning fossil fuels.</p>	4th
	<p>20% Use solar, wind and renewable energy.</p>	5th

Note: The percentage shows the percentage of students who selected the activity in the respective ranks (1st to 5th).



IV. Which element of the PW did students enjoy the most?

56%

Teamwork
Simulation game &
negotiations

17%

Presentations by
regions

12%

Seminars &
gaining
knowledge

V. How will our students act against climate change?

40%

Personal Action

"I will be more cautious about my own actions and how I affect the earth. For instance, not using plastic bags and even becoming vegetarian."

"I am certainly on board with this campaign. I am starting with changing the way I am as a person. I will purchase, consume and dispose of my waste, and will ensure to minimise my electricity and water consumption. It starts with me."

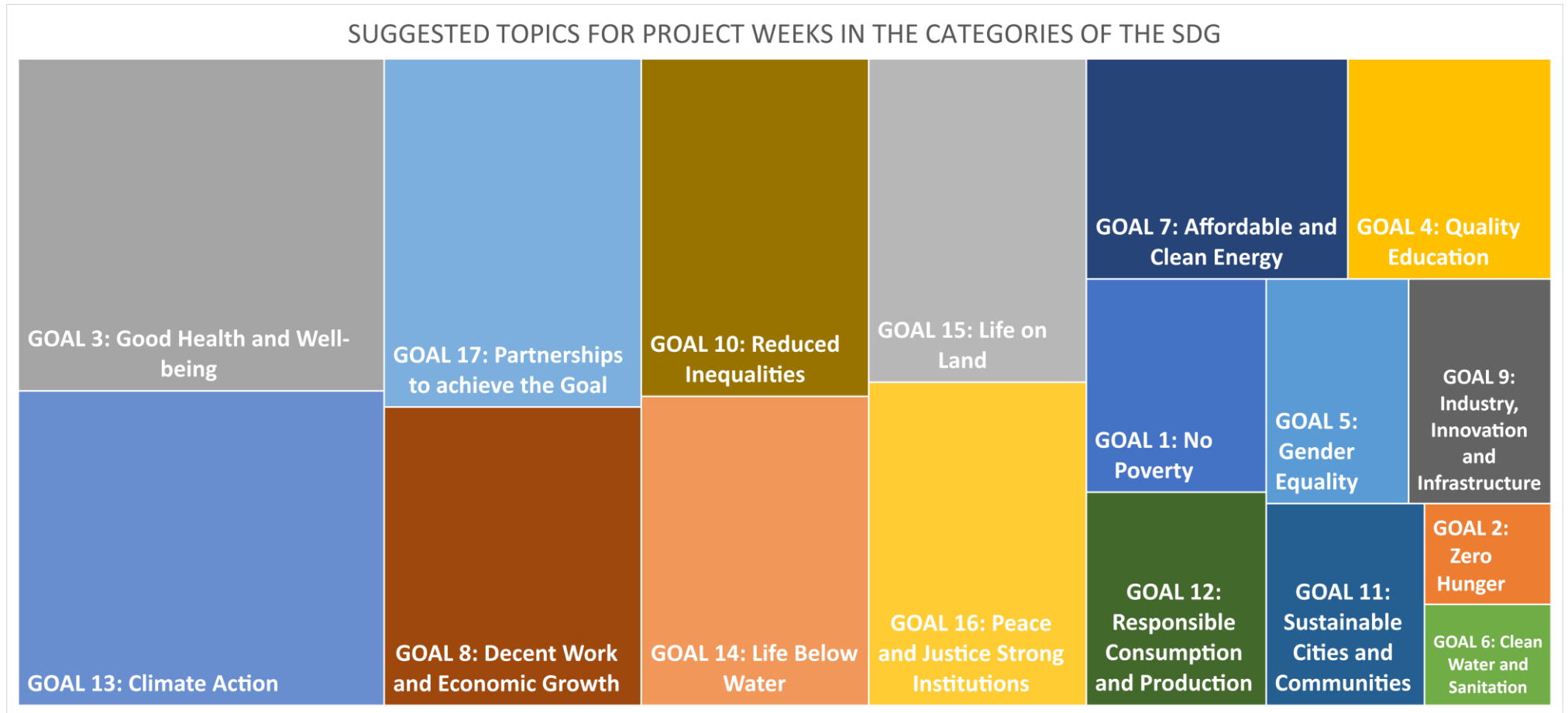
17%

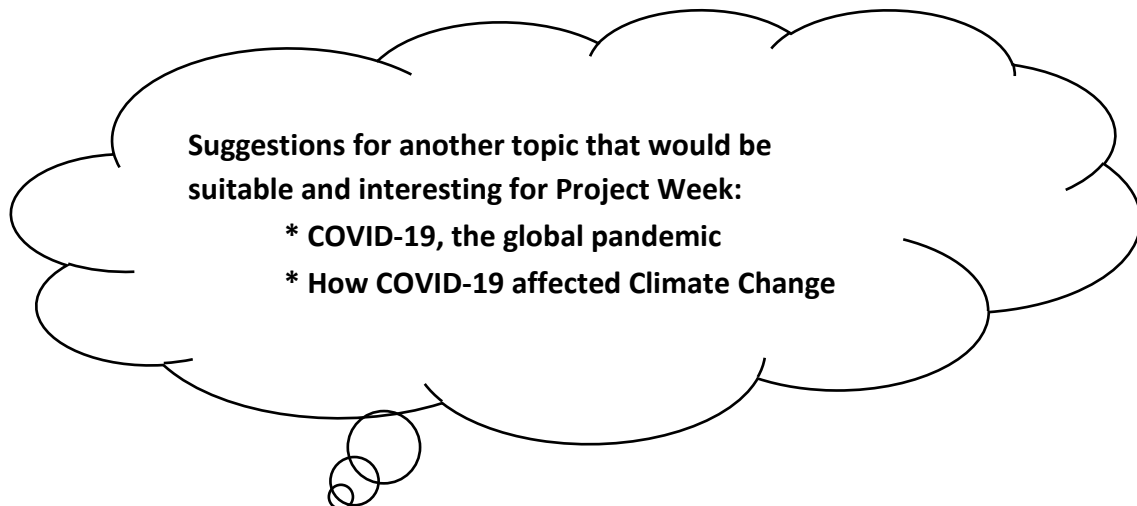
Professional Action

"I am planning to create a start-up, a little organisation of garbage recycling. It will be good contribution to climate change problem solving."

"Since I'm studying EBA, I'm hoping to be a good entrepreneur, and climate change is definitely going to one of our concerns. So, first of all, I will need to learn more deeply about how it's related to business and what we could do as a company."

VI. Suggested topics for other Project Weeks & UN SDGs





GOAL 3: Good Health and Well-being

The most mentioned topic was health and the impact of COVID-19 on our society, economy and businesses. **19 students** out of the 163 suggested this topic for another Project Week.

GOAL 13: Climate Action

Very close is goal 13 with **18 students** considering climate action a good topic for Project Weeks, further discussion on climate change adaptations and actions to be discussed.

GOAL 17: Partnership to Achieve the Goal

14 students suggested topics related to intercultural communication, business negotiations and international cooperation.

GOAL 8: Decent Work & Economic Growth

12 students suggested topics related to entrepreneurship/start-up guidance as a Project Week topic, economic and technological developments, and arranging more business field trips.

GOAL 10: Reduced Inequalities

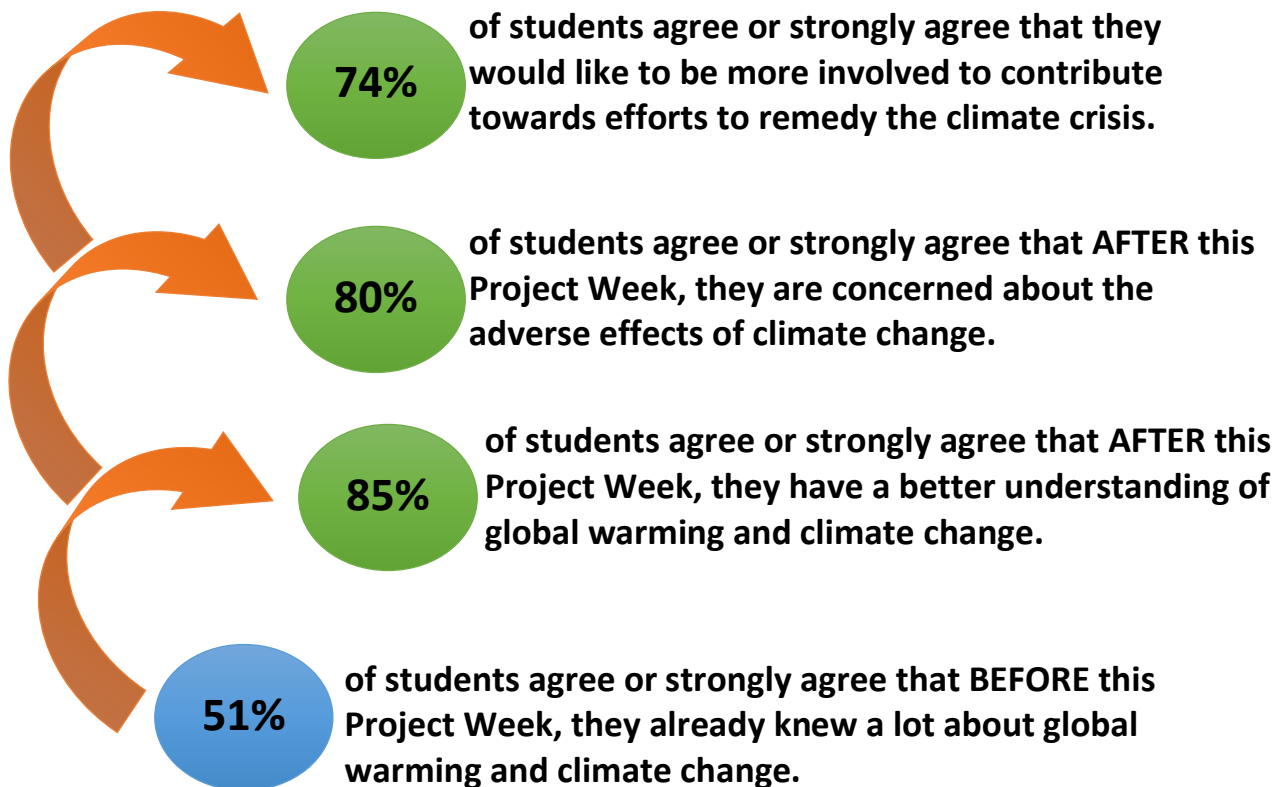
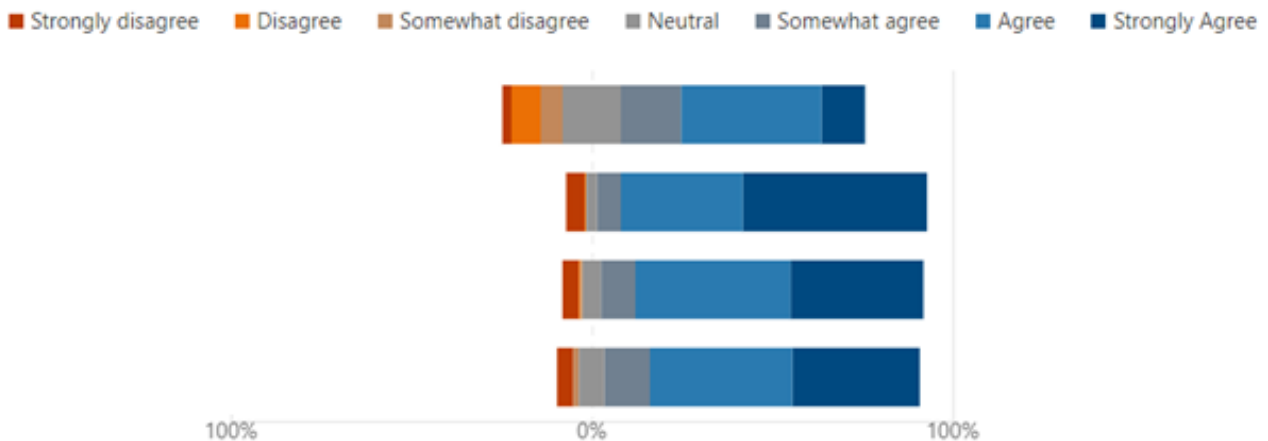
Especially topics related to racism and corruption were mentioned in this category in total by **12 students**.

GOAL 14 & 15: Life Below Water and Life on Land

Suggested in total by **11 students**.

VII. Students' Self-Evaluation

Students' reflection about Project Week



Students' reflection about their group learning experiences



58.9% of students agree or strongly agree that their negotiation skills have improved during this Project Week.



79.7% of students agree or strongly agree that they are happy with the performance of their group members.

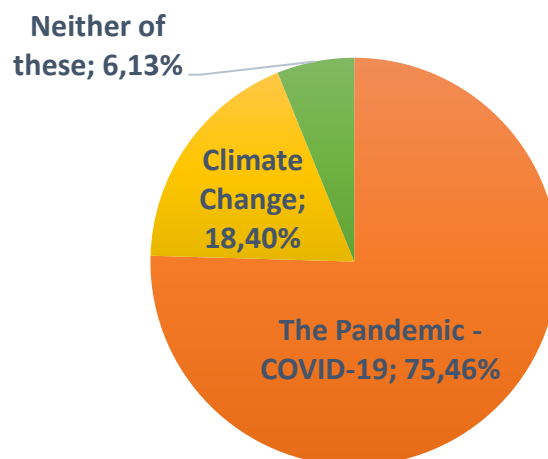


74.3% of students agree or strongly agree that their group has functioned well as a team.

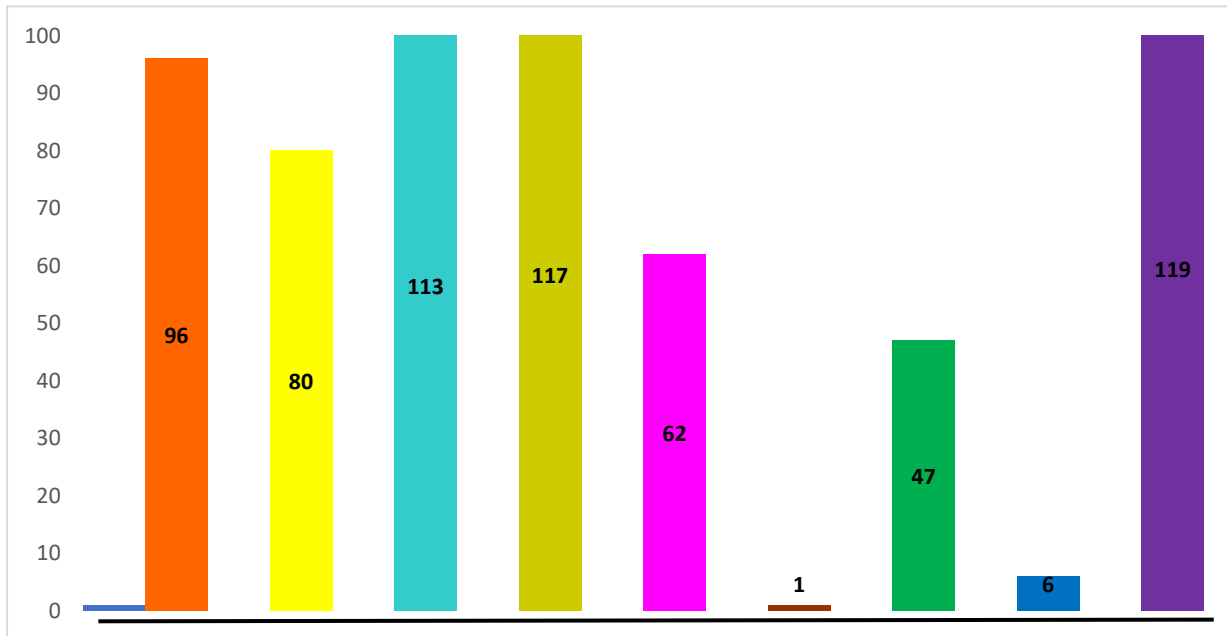


85.9% of students agree or strongly agree that this Project Week has provided them with a valuable intercultural experience.

What do you think is our biggest challenge this year?



Did you learn something this week? (Multiple answers possible)



96

students said that they have learnt more about presentations.

80

students said that they have learnt more about their countries.

113

students said that they have learnt more about their fellow students.

117

students said that they enjoyed Project Week.

67

students said that they have learnt more about their school values.

1

student said that they did not learn much.

47

students said that they have learnt more about their teachers.

6

students said that they don't like this kind of Project Week.

119

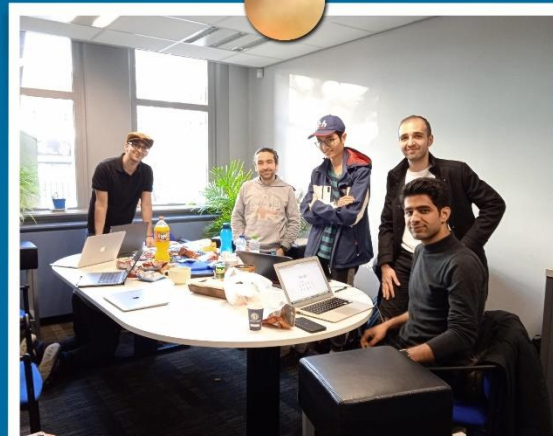
students said that they have learnt more about the challenges faced by the world.

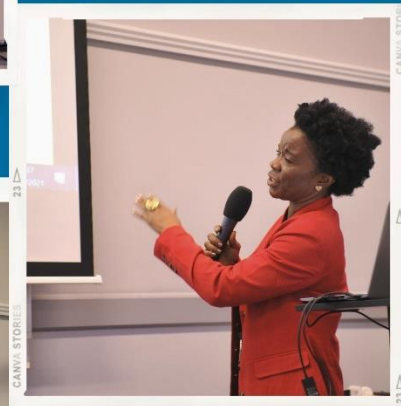
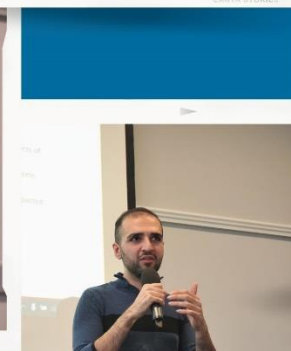


CLIMATE CHANGE PROJECT WEEK



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