



**MANAGING PROJECTS IN A  
GLOBALIZED WORLD**

# **ADVISORY REPORT**

**Strategies for Increasing Student  
Participation in Sustainability at  
Windesheim**

**20**

**24**

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# INTRODUCTION

This advisory report aims to give strategic advice and inspiration for enhancing student participation in sustainability practices at the Windesheim University of Applied Sciences in Zwolle. The report has been written by four students of the minor "Managing Projects in A Globalized World", which is part of the bachelor Global Project and Change Management. The insights of this report are gained through both qualitative and quantitative research methods, executed by the students during September – December 2023. The individual research reports represent perspectives of internal stakeholders as students, lectures and student initiatives at Windesheim as well as external perspectives from other universities of (applied sciences) in the Netherlands about student engagement and sustainable development at higher education institutions.

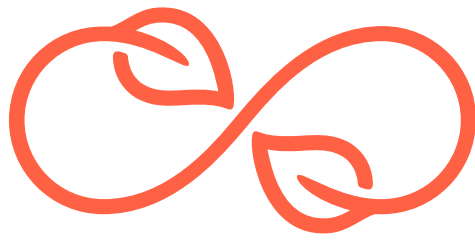
# PROBLEM ANALYSIS

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The Sustainability Team works with Theory U and therefore emphasizes the importance of involving different perspectives within the process of Sustainable Development (SD) at Windesheim (Noortje Vegter, personal communication, September 7, 2023). Especially students are seen as an important group to involve since "sustainable development is for them, their future is central" (Noortje Vegter, personal communication, September 7, 2023). Nevertheless, it seems highly challenging to involve students and reach adequate student participation and representation in the sustainability processes of Windesheim. In addition to this, the needs of students regarding sustainability education remain unclear. The Sustainability Team believes that a bottom-up approach, from students raising their voice about the urgency of sustainability at Windesheim, could contribute to pressuring the board of directors to make positive changes. The team is thus missing the perspectives of students while this could be of high value for making effective strategies and change.



**MORE STUDENT  
PARTICIPATION  
NEEDED FOR  
SUSTAINABILITY**



It is important to mention that both “student participation” as well as “sustainability” are broad concepts, which could therefore be interpreted differently. In this document “student” refers to any student at Windesheim Zwolle. “Participation” is used in a broader sense, meaning that it could differ from certain degrees of involvement. To give an example; a more “passive way” of involvement, as following an obligated lecture as well as the most “active way” of student participation, where the student is initiating its own sustainability project, are considered as “student participation”. The term student participation in this document, includes thus both “passive” and “active” forms of participation, and everything in between (if not specified).

Sustainability is defined by the Cambridge dictionary as: “the quality of causing little or no damage to the environment and therefore able to continue for a long time” (Cambridge Dictionary, n.d). In the context of this project is mostly refers to either becoming aware of the (global) sustainability problems, understanding the link between a student’s study/future profession and sustainability or the level of sustainability at Windesheim (on both an organizational and cultural level).

# THE VOICE OF WINDESHEIM STUDENTS

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In this section an overview of the data gathered through survey and focus group discussion regarding the students' view on sustainability will be presented (Bressanini Giudici, 2023). The results showcase clear strategies which can be implemented further for engaging the students in sustainability. The survey has reached 52 students, of which 14 are part of the Global Project and Change Management (GPCM) study. Furthermore, a focus group discussion (FGD) was conducted with 3 student participants, 2 of which studying GPCM and 1 from International Business. Following, quantitative data from the survey is showcased regarding the responses of students on the topic of sustainability. It is divided into two respondent groups – one consisting of both GPCM and non-GPCM students and the other of only non-GPCM students.



# SURVEY FINDINGS

The table below describes the findings of the survey conducted among students at Windesheim.

ALL RESPONDENTS	EXCLUDING GPCM	OUTCOME
98%	97%	of the respondents said to have moderate to high interest in sustainability
37%	19.4%	of the respondents ever participated in an activity related to sustainability
70%	55.6%	of the respondents in favor of sustainability-related lessons in their study
86%	80.6%	of the respondents would like to attend guest lectures held by experts regarding sustainability both during lecture and extracurricular hours

50%

66.7%

of respondents would participate in sustainability projects during extracurricular hours

79%

80.6%

of the respondents will feel motivated when rewarded

46.8%

56.6%

of the respondents consider a financial compensation as the preferred rewarding method\*

24.1%

28.3%

of the respondents consider EC's as the preferred rewarding method\*

13.9%

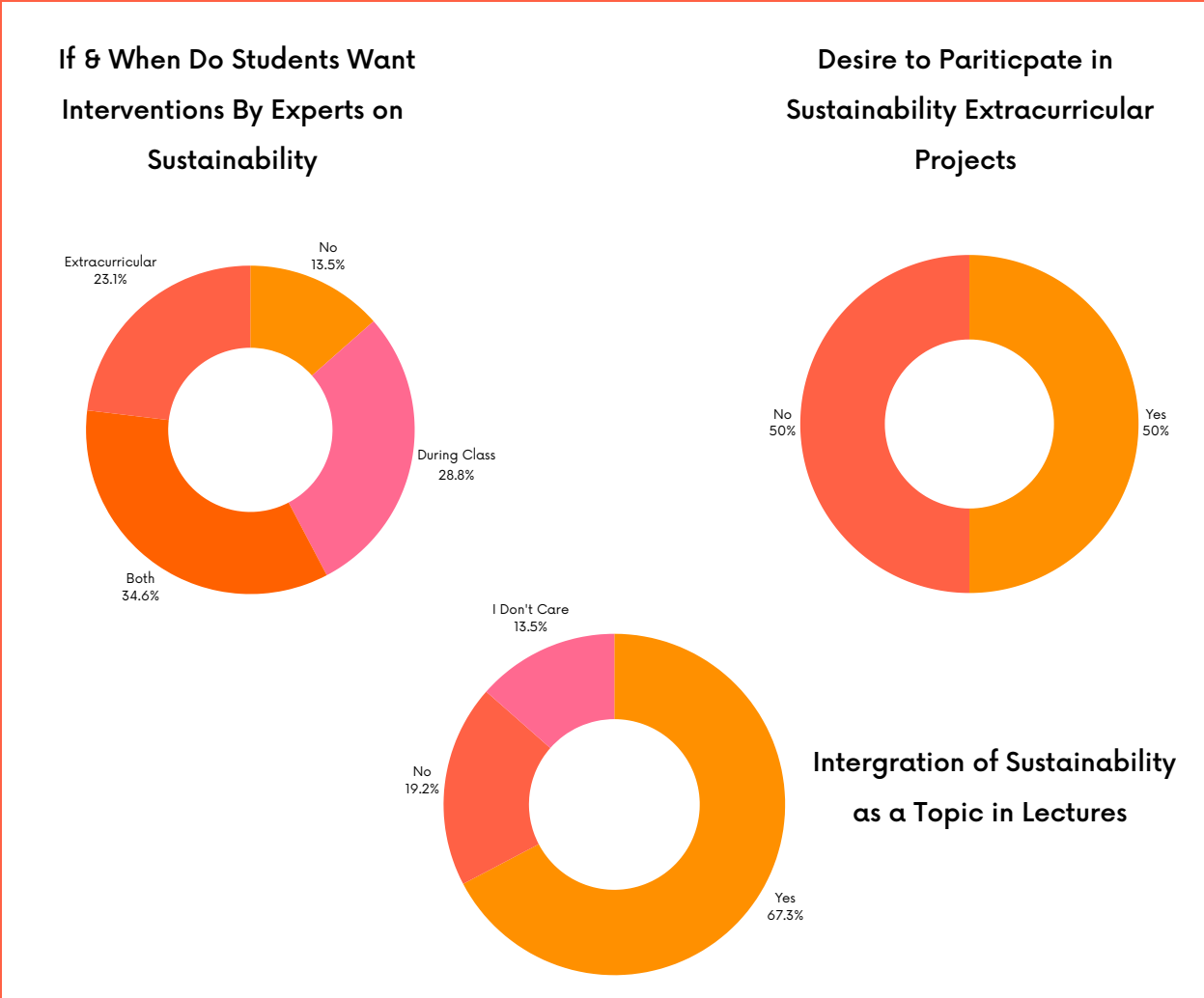
9.4%

of the respondents consider an internship as the prefer rewarding method\*

\*Only the top three most chosen answers for type of rewarding method are provided



The data presented below indicates a notable interest among respondents in integrating sustainability lessons into university courses. However, this enthusiasm is discordant with the fact that a portion of the respondents, although interested in environmental issues, prefer a form of intervention by experts or guest lectures (Bressanini Giudici, 2023). This suggests a potential preference for a more focused and practical approach to sustainability education, possibly through direct intervention or in-depth insights provided by external experts. In terms of participating in extracurricular sustainability projects, 50% of respondents were in favor. However, this percentage significantly increased to nearly 79% when the prospect of receiving a reward was introduced. This suggests that while there is moderate interest in extracurricular projects, the inclusion of incentives serves as a motivating factor for greater participation.



# FGD FINDINGS

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One highlight from the focus group discussion that supported the survey findings is the desire to attend guest lectures held by experts regarding sustainability. However, it was emphasized that it would be more fruitful to hold these lectures during the normal lecture schedule because a larger number of students could be reached (Bressanini Giudici, 2023). Also, greater impact could be created than hosting those during extracurricular hours. Furthermore, it was discussed that interactive and entertaining activities would boost the interest of students to take part in sustainability. Another important factor that was suggested to be considered is assessing the genuine interest of students who are willing to participate in sustainability activities which entail financial compensation as a reward. That would be to ensure the students hold the proper expectations of engaging in such activities. Finally, providing small scale internship opportunities was seen as highly favorable for students as the experience from those can contribute either to the obtaining of their EC's or their professional development.

## CONCLUSIONS

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The data shows that while there is a moderate interest in extracurricular sustainability activities, offering an incentive or reward can significantly increase the engagement of students in such (Bressanini Giudici, 2023). The desire to be rewarded may reflect students' need to be recognized and compensated in some way for their extra efforts. Moreover, the fact that a significant percentage of participants are willing to volunteer for sustainability projects through internships indicates that training and the opportunity to gain practical experience are motivating factors for students interested in sustainability.

# CLEAR STRATEGY

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To ensure that a significant impact can be created, another factor to be considered is establishing a clear strategy. While the sustainability team is in the process of developing a strategy, there is not yet a clear and accessible one (for students) regarding sustainability at Windesheim. The following section will describe the importance of a strategy and potential risks. Secondly, advice about establishing clear roles & responsibilities as part of the strategy will be given. Thirdly, this section will discuss the importance of internal collaboration. Last of all, this segment will showcase the link between having a clear strategy and the Green Office concept.

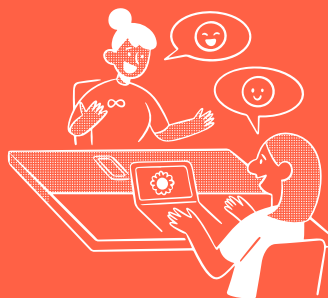


**CLEAR STRATEGY  
FOR  
SUSTAINABILITY  
NEEDED**

# IDENTIFYING BOUNDARIES OF WORK

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The initial step towards establishing a clear strategy in general is to scope the work that would stay within the realm of the Sustainability Team and the work that could be potentially delegated to another party. The other party could possibly be an established future Green Office, any other small team, which could be formed with the purpose to assist the Sustainability Team with student participation in sustainability or simply a few more people that could be hired in the Sustainability Team with focus on this specific project issue. The client can benefit from the assistance of such a party as a load of the work could be delegated to that party. For example, if a Green Office would be established, its team could focus specifically on the practical side of student involvement in sustainability (such as organizing events) while the Sustainability Team can dedicate their efforts towards policy development and keeping communication with the board of directors. On the other hand, there is also potential for the client to be part of a future Green Office with a specific function within its team. Either way, it is crucial to identify and set boundaries in the beginning before continuing with specific strategies for tackling the issue connected to student participation in sustainability.



## IMPACT OF CLEAR STRATEGY ON ENHANCING STUDENT PARTICIPATION

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The student team has been researching both the internal system of Windesheim, as well as sustainability approaches of other universities in the Netherlands. Especially the internal stakeholders, who are already working with students on the topic of sustainability, mentioned a lack of connection between the different stakeholders (Van Zeijts, 2023). Since there is no clear, common strategy, it is hard for both students- as well as student initiatives to establish how they can contribute to a common goal and/or effectively work together. The interviewed representatives of Green Offices from across the Netherlands also all mentioned the importance of having a clear vision, strategy and goal in order to “make students feel like they contribute to a higher purpose” and “effectively communicate the importance of students’ involvement in sustainability” (Stoyanova, 2023). Thus, a clear strategy of either the university as a whole and/or a Green Office, gives the pre-conditions for students to be actively engaged in sustainability through knowing the context, understanding the possibilities, and managing the expectations.

# CLARIFYING ROLES, RESPONSIBILITIES & INTERNAL RELATIONS

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Each stakeholder has their own role in sustainable development, all differing in the level of interest, willingness and participation. In the strategy, it is also of high importance to differentiate the stakeholders and prioritize which relationships must be managed closely. The following section could serve as guidelines to clarify the roles of different stakeholders in the system of Windesheim. Each section will first describe the link of the stakeholder towards sustainability, followed by suggestions on how this stakeholder can contribute through enhancing student participation.

## DIFFERENT STUDENTS, DIFFERENT FORMS OF PARTICIPATION

Since there are 27 000 students at Windesheim (Keystone Bachelor Studies, n.d), it is unrealistic to expect the same for all these different types of students. It is therefore recommended to divide the students into different groups and prioritize which students require attention first, while also considering equal opportunities. It is also important to mention that different ways of participation and involvement exist and that they don't exclude each other. While further research is needed and lots of groups could be defined, the following differentiation can serve as inspiration:

## MOTIVATED VS UNMOTIVATED STUDENTS

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### INTRINSICALLY MOTIVATED STUDENTS

These students are intrinsically motivated to contribute to sustainable development at Windesheim and might even be actively looking for a job in this section. If a Green Office would be established, these students could be the ones to take part in the team that would run it. Since they have a high level of motivation, this is the group from whom you can expect the most according to the Fogg behaviour Change Model (World of Work Project, n.d). They will be at the highest level of student participation and giving elaborative feedback on plans, organizing activities/campaigns or initiating their own projects. In other Green Offices across the Netherlands, this group of students are mainly coming from an international background or background in environmental sciences (Stoyanova, 2023). At Windesheim, international and BMR students seem to be most involved, especially GPCM students (Van Zeijts, 2023).

### LESS MOTIVATED STUDENTS

All opinions matter and bring value in decision making processes. To ensure that as many voices are represented and taken into consideration as possible, it is highly recommended to also involve the voices of those who are not intrinsically motivated to present their view on sustainability. That would assist with increasing their awareness and meeting their specific needs regarding sustainability. However, the barrier to do something – in this case giving their opinion – should be low (World of Work Project, n.d). It is therefore recommended to either invest in spontaneous conversation, for example, in the canteen or lead interactive discussions, or games during class time.

## DEGREE OF SUSTAINABILITY IMPACT AT THE LABOR MARKET

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### STUDENTS STUDYING INFLUENTIAL JOBS IN SOCIETY

Windesheim University is preparing the professionals of the future. While all students should learn about sustainability in general, it is especially important for those students who will be in influential positions when it comes to influencing positive change (Bressanini Giudici, 2023). For example, the work-related decisions of a future logistics manager are more impactful on the realm of sustainability than those of a future nurse. It is therefore recommended to prioritize which studies to involve based on the level of influence they will have on their role in society, after the studies.





## LECTURERS

Windesheim University has around 2800 lectures (Keystone Bachelor Studies, n.d), all dedicated to preparing their students for a bright future and successful career. Lecturers are closely connected to the students, and it is therefore crucial to understand to which degree lecturers are able- or willing to dedicate time on sustainability during their classes.

In-depth interviews with 5 lectures from education, technology/ ICT and health, showed that all lecturers recognize the importance of sustainability being implemented at the university and its relevance (Masuet, 2023). However, the level of integration of sustainability in the classes differed per study area. From the viewpoint of the education field, it is deemed useful to collaborate with other departments in order to exchange new ideas regarding sustainability which can be further implemented in the lectures (Masuet, 2023)

The technology and ICT department suggested that forming smaller groups of students, which allows for the emergence of multiple perspectives, is a way to enhance innovation in sustainability issues (Masuet, 2023). In contrast to the ICT and education domains, the respondents from the health section mentioned that the relationship with sustainability can be more complex since lectures from that field do not engage directly in sustainability (Masuet, 2023). If students from that field were to be involved in the realm of sustainability, it can be done through awareness campaigns and events about how that can be done exactly.

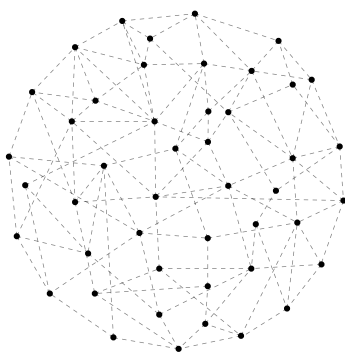
Lectures are thus already involving students in the topic of sustainability through their classes. However, the amount of time spent on sustainability could always be increased or the content of the education could be improved. Lack of knowledge about practical approaches and concrete examples is identified as the major obstacle to further enhance sustainability education (Masuet, 2023). In addition to this, the respondents mentioned the lack of “guiding structure” to assist lecturers with sustainable education - there should be more criteria and stricter targets, so that bigger steps can be taken in its development (Masuet, 2023).

What also emerged from the interviews with Green Office representatives is that lecturers were seen as a good connector between students and the Green Office (Stoyanova, 2023). Through promoting the work of the Green Office in their lectures, they were able to attract more students to participate in different sustainability activities. Therefore, lectures can be seen as playing a more indirect but quite impactful role in the engagement of students in sustainability. Moreover, it was discussed that some lecturers have interest in the work of the Green Office and even take part in the team which runs the office (Stoyanova, 2023). This shows that not only can they be the link between students and the office, but also take the role of more official ambassadors of sustainability, with the aim of involving students in the field.



## INTERNAL STUDENT INITIATIVES

Collaborating with internal stakeholders appears to have great potential for student engagement in activities. When partnering with other organizations within the university, a diverse and large group of students can be attracted, informed and involved in sustainability activities. It is important to ensure that internal collaborations have a mutual goal and benefits, which could be stated in the strategy (Stoyanova, 2023). Also, categorizing the different types of internal stakeholders, with which potential collaborations can be created, would be beneficial as in that way, a clearer strategy can be developed on how to form those collaborations exactly. At Windesheim, there seems to be a need for more collaboration, as one of the respondents of the focus group discussion phrased:



"I miss some co-creation. You have the student voices; they do it on their own. You have some lecturers who are engaged in this; they also do it by themselves. I miss a fire, where we can sit around, share stories, and inspire each other. I miss somehow...connection" (Van Zeijts, 2023).

During the research phase of the project, several collaboration opportunities with internal stakeholders occurred.

## **GET INVOLVED**

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Firstly, Get Involved explained in an in-depth interview that they have two programs: Get Involved and Get Involved You. Get Involved could serve as communication tool to find students and engage them in sustainability projects. In addition to this, Get Involved You is a 10-week long program in which students are actively working on a project. The demand for participating in this group was higher than the capacity of the program (Van Zeijts, 2023). It would be interesting if either the Sustainability Team or the Green Office could offer students similar jobs if the demand exceeds the capacity again in the future. In addition, Get Involved mentioned that once a project gets approved by the board, there is no budget anymore to pay the students and it becomes their own responsibility to implement the project. Consequently, many students drop-out and projects are left unimplemented without someone being responsible and paid for it (Van Zeijts, 2023). To improve efficiency and make it more attractive for students to stay engaged during the implementation phase, it would be interesting if collaboration with either the Sustainability Team or the Green Office could solve this problem.

## **STUDENT PARTICIPATION ORGANS**

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Secondly, it is highly recommended to clarify the roles, responsibilities, and collaborative possibilities with existing student participation organs at Windesheim as the CMR, Deelraden (councils per domain) and Opleidingscommissies (councils per study). Since these students are in a certain position of power and are both able to influence the curriculum as well as reaching students of their domain/study/social circle.

## **STUDENT ASSOCIATIONS**

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Last of all, it might be interesting to seek collaboration with student associations such as ZHTC, since they also have a place on campus and a wide reach.

# LINK TO GREEN OFFICE

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Green Office structures serve the purpose of being the bridge between the university and the students when it comes to being involved in sustainability. Also, the Green Office model specifically emphasized the fact that a Green Office is set up and ran by students (About the Green Office Movement, n.d.) Since majority of students devote at least 3 years for studying at higher educational institutions, the concept of the Green Office arose from the need to engage students in the topic of sustainability and raise awareness for its importance as well as impact that it has on our lives. A specific team takes on the role of managing the Green Office which enables fully concentrating on the idea to create impact on the student population towards more sustainable practices. Such a specific structure to be set at Windesheim could assist with centralizing all sustainability activities and information at one place. In that way, students at the university can have more clarity and easy access for participation in sustainability. However, as mentioned earlier in the document, it needs to be properly developed as a concept, otherwise leaving too much vagueness can drive students away. A specific section will be provided in the following section, containing more concrete strategies for conceptualizing a potential Green Office at Windesheim. Something to keep in mind is that the Green Office as a concept could be used simultaneously with the other strategic tips provided in this paper.

# ESTABLISHING A GREEN OFFICE

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The Green Office model has been used by a number of universities globally and also specifically in the Netherlands in order to engage students in the topic of sustainability (Become a member of the GO Movement, n.d.). It is a concept emphasizing the fact that it is started up and ran by students as well as can go under different names or similar forms (About the Green Office Movement, n.d.). A beneficial first step towards establishing a Green Office is getting in contact with the Dutch organization of Green Offices called Studenten voor Morgen as they have assisted the majority of the Green Offices for laying their foundation. Also, a specific representative from the Green Hub in Twente called Efia Addo has expressed interest to assist with starting up a Green Office (Stoyanova, 2023).



**POTENTIAL FOR  
ESTABLISHING  
A GREEN OFFICE**

# SCOPING THE GREEN OFFICE

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It is important to also establish in the beginning the exact scope of such a structure – for example, if only environmental topics would be included in the work of the office or a broader range of global issues. That would also have an impact on the phrasing of the structure as the word “green” generally has connotations to environmental-related topics only while using wording such as “Sustainable Development Goals (SDG)” would allow for more freedom of interpretation of the range of activities the office would hold. Also, the interest of students can be increased if the idea of such an office is presented with more diversity in topics as students have a big variety of interests. Next to that, the operational function of a Green Office needs to be clear – some offices focus more on coaching and providing tools for students while leaving the responsibility for execution of sustainable-related activities at the hands of students (Stoyanova, 2023). On the other hand, others choose a more hands-on approach and actively develop different kinds of events as well as activities to engage the interest of students.





# VISIBILITY OF SUSTAINABILITY

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Much emphasis was also placed on developing effective communication channels such as a dedicated website, newsletter and social media platforms. In that way, promotion can be boosted of the proposed initiatives as well as student awareness of existing organizations such as Get Involved and the Sustainability Team itself. In addition to web publicity, it is also necessary to promote the Sustainability Team and its activities in school buildings along with sustainability in general, as is done in the X Building with other activities. Finally, if a Green Office were set up, its location would best fit a space where it would be visible to most students.



# RECOMMENDED ACTIVITIES

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Some strategies from Green Offices were highlighted to have shown success when it comes to the creation of activities connected to the topic of sustainability. It was mentioned that generally students seem to be more attracted to events which have a shorter timeframe and include the participation of the students themselves, along with having an aspect of entertainment (Stoyanova, 2023). For example, cooking a zero-waste lunch or vegan sushi would be an example of such an activity. Next to that, it is best to have a range of activities that tackle a wide variety of social issues to increase the chances of more students showing interest in participating due to their own diverse interests. In order to cater further to the interests of Dutch students specifically, it was proposed to ensure that activities for them are held at a location that is nearby their classrooms as well as in proximity to the end of their lectures (Stoyanova, 2023). Furthermore, activities associated with their professional development seem to be of higher interest for them. Therefore, guest lectures from experts in their study fields who are also involved in sustainability would be an option or providing job opportunities or internships connected to sustainability.



# ENHANCING STUDENT PARTICIPATION

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A next step would be to strategize on the more specific student population that is to be targeted by the Green Office. Some offices focus on highly motivated students only whereas others actively seek the volume of students they can have an impact on (Stoyanova, 2023). Earlier in the document, some examples of different student groups are provided. This would be needed in order to effectively develop strategies for the different types of student groups. In addition, considering a potential for a bilingual communication would be beneficial in order to accommodate and engage both Dutch and English students at the university. Also, ensuring that both intrinsic and extrinsic motivational factors are considered can increase the engagement of students. International students have shown to be attracted to the community aspect that can be facilitated by the Green Office as well as the opportunity to network (Stoyanova, 2023). Generally, all students are motivated further to engage in sustainability activities by receiving financial compensation, rewards, certificates, ECTs, vouchers or internship opportunities.



# DEFINING THE APPROACH FOR ACTIVITIES

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Another factor to take into consideration is the frequency of the conceptualized activities to be performed by the Green Office team as well as what form they would take. Some approaches entail only organizing occasional events twice or three times a year while others have ongoing and more frequent events (Stoyanova, 2023). Also, some offices choose to have only ongoing programs that students can participate in, which are cyclical every year, while other also create a number of singular events.

## MONITORING & EVALUATION

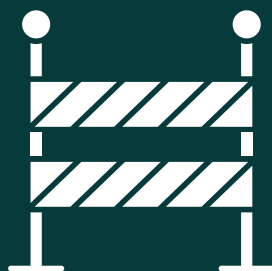
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Finally, an evaluation and monitoring strategy would be needed for an effective progress of the Green Office in its work. That would include ensuring the proper knowledge transfer between former and future team members of the office, seeking for feedback from students and partners, measuring the impact of the work of the Green Office towards creating a positive change on the student population and revisiting frequently the purpose and strategies of the team to ensure that they are up to date with the current reality.

# LIMITATIONS OF RESEARCH

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Part of the main limitations of this advisory report and the research, on which it was based, is the broad focus of student participation. Looking back, it would have been more efficient to focus our research on a specific type of student and a specific kind of participation. For future research, it is strongly recommended to define the concepts “student participation/engagement and sustainability” as well as the target group more precisely. In addition to this, it should be noted that the representation of the student/lecture respondents is limited. The findings could therefore differentiate from the perspectives or experiences of other lecturers and students at Windesheim. Last of all, it is important to mention the dynamic nature of the Sustainability Team. Since they are still highly in development and their processes have been developing over the past semester, the research time had to be flexible and work with constantly changing realities and updates. Therefore, some advice may have already been implemented to a certain extent or the situations described may have slightly changed.



# CONCLUSION

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The aim of the report was to advise the sustainability team on how they could potentially enhance student participation in the field of sustainability.

Looking at the other universities of (applied) sciences, implementing a Green Office could be a suitable way to enhance student participation since it not only offers different possibilities to students to participate, but also exists out of a worldwide network. Through creating a Green Office, it will be easier to connect with other Green Offices and learn from their good practices. Moreover, the internal stakeholder of Windesheim showed a strong need for a central point which could connect the different sustainability initiatives. The Green Office could play a crucial role in meeting this need. However, it should not be forgotten that Green Office is a broad concept and that its success depends on the effectiveness of the organizational structure and its position in the whole organization of Windesheim. To ensure a good position, it is recommended to invest time in collaborative connections with other internal stakeholders and co-create a clear strategy with a clear division of responsibilities. While the Green Office will be able to increase the visibility of sustainability and offer student jobs or internships and therefore enhance student participation, it is important to mention that these students are limited and barely representative of all Windesheim students. It is therefore also considered highly important to keep on investing in the participation of students outside "the sustainability bubble" and make strategies for involving different student groups in their own suitable ways of participation since "no size fits all".

To summarize - there is a lot of potential to enhance student participation in the field of Windesheim. The core of advice could be described in 3 words:



### **01 — Clarify**

why, how and when different types of students could be involved;



### **02 — Collaborate**

with the internal stakeholders who already work on sustainability to increase efficiency and with external stakeholders to learn from their good practices;



### **03 — Communicate**

the division of responsibilities and what students could expect if they want to participate

While a Green Office is not a requirement to start the process of increasing clarity, collaboration and communication, the Green Office network could serve as a guiding teacher to further improve the sustainable development practices, and thus student participation at Windesheim.

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