



# THE GREEN TREND

HOW THE HAGUE UNIVERSITY CAN MAKE ITS STUDENTS MORE ECO-FRIENDLY

Student name: Claudia Fernandes

Student ID: 20052764

Supervisor: Mrs. E.C.J. Nieuweboer

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"The Hague School of European Studies"

The Hague University of Professional Education



## I Executive summary

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The green trend has taken a big interest in society. The need to live and act 'green' is becoming more popular and is not only followed by consumers but also in countries, companies and other institutions. The *green* phenomenon is more often seen in different aspects of life, such as food, clothes, parties and vacations. The Hague University is an institution which began to implement sustainable activities at its university. However, the university signed an agreement concerning environmental friendlier activities, but the university has not yet succeeded to make any major improvements. As an institution which provides education to students, it is to be researched how The Hague University can get its students more eco-friendly. Therefore, this dissertation focuses on answering the following central question:

*"How can The Hague University make its students more eco-friendly?"*

The rise of the green trend started in the sixties and seventies when environmental groups wanted to raise more awareness among world leaders. Important groups that were formed during this period were: The Club of Rome and Greenpeace. In the following years, the United Nations organized a convention that discussed sustainability in the world. With the documentary "*An inconvenient truth*" by Al Gore, the trend began to appear in the policy of companies, organizations, local authorities and even consumers were thinking and acting on this trend.

The Hague University created an eco-friendly policy, nevertheless not much has been achieved by the university. The university did not implement many activities concerning this subject. Moreover, the university does not find it a priority to involve its students to ecological activities. Compared to The Hague University, other Dutch universities implemented the green trend in its policies. Furthermore, these universities implemented the green trend into its curriculum and organized debates, seminars and projects to make its students more aware of the environment.

The research conducted among the students from The Hague University, illustrated that the students are already implementing green activities in their lives. However, when it concerns The Hague University, the students have little knowledge on the policy.

It is recommended to provide more information to its students. Moreover, this could be achieved during debates, the Greenovator Tour; student organizations; or the AISHE method where the students could give their opinions on the ecological situation at the university.

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### III Preface

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To find a good topic for a dissertation, can be stressful and it can take a lot of time. For me, it was the opposite. I knew immediately which topic I wanted to write this paper about. After the lectures of Ms. Hernandez on *trends*, I was certain that this was interesting for my dissertation. The trends that were discussed in class, made me think of a trend that was very popular in society, *the green trend*.

After some research on the internet about this trend, I came across many articles about companies and institutions that are emphasizing on sustainability. The article that really caught my eye was the one about The Hague University and its policy concerning sustainability. Suddenly, I realized that it was interesting to use this for my paper. The Hague University is the institution where I study and I would like to know more about the green development at the university. As a student, I want to find out what the university does concerning this topic, because I never realized it in the building. These ideas led to my research question; *How can The Hague University make its students more eco-friendly?*

This thesis took me longer to write, than creating a topic but I am pleased with the result. My deep appreciation goes to the few people who all in their own way have helped me to accomplish my achievement. I would like to begin by thanking my supervisor Mrs. Nieuweboer, for her advice and feedback. Moreover, I would like to thank, Ms. Krijnen, Mr. Minkman and Mr. Willemse for their time, my fellow students that responded the questionnaire and finally my family and friends for their support when I was stressing, typing and could not think clearly anymore.

May 2010,

Claudia Fernandes



## 1 Introduction

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In this final paper, research will be done on The Hague University (HHS) and its ecological trend. Nowadays, the environment is an important topic in our society. Being and living 'green' is a popular trend that is followed not only by consumers but also by countries, companies and organizations. Nowadays, this phenomenon is seen more often in different aspects of life, such as food, clothes, parties and vacations. It already began in the sixties with the *Club of Rome*, this organization, founded by European scientists, had the means to inform the world about environmental consequences in the future. (Club van Rome, 2009, "Club van Rome", para. 1) In the year of 2006, Al Gore made the documentary "*An inconvenient truth*". In this documentary, the effect and causes of global warming were explained. This documentary led to more global discussions in society about the environment.

The focus during this research will be on The Hague University, what its current opinion is on the ecological trend, what the university is doing in the present and what it would like to accomplish in the future with the ecological awareness.

### 1.1 Problem context

The Hague University started to follow this trend but still has a long way to reach a 'greener' university. In 1999, by signing "*Het handvest duurzaam HBO*", it made a commitment on long-lasting education with other Dutch universities and the ministry of education, The Hague University took the first step to become more ecological involved. This agreement has to lead to better environmental friendly activities at the university. Unfortunately, the university has only accomplished a few goals. (Spek van der, V (November,30, 2007). Voorzichtige beweging in groen beleid De Haagse Hogeschool. *Atrium*, 270.)

### 1.2 Research questions

The aim of this thesis is to find out how The Hague University can get its students to know more about eco friendliness. The students are young, in development, can change its views. Therefore, they are the most important target group of the university.

For this reason the central question of this thesis will be the following:

*How can The Hague University make its students more eco-friendly?*

In order to answer this question, the ecological trend has to be researched. Moreover, information about The Hague University and its view on this trend and how other universities look at ecological awareness has to be gathered. This last point is needed to compare the views of The Hague University with other Dutch universities. Moreover, it could also lead to examples on how The Hague University could implement ecological friendliness with its students. Information is also needed from the students, what do they think about ecological awareness, how does it affect their daily life and are they willing to accept this trend in the university; *can The Hague University get in contact with their target group, the students?*

In order to find an answer to the central question, the following sub-questions have to be answered:

- Which green trends exist in society?
- Which policy does The Hague University maintain concerning ecological awareness?
- How does the university bring its view on to the students?
- How do other universities deal with ecological awareness?
- How aware are the students with this trend?
- Are the students of The Hague University interested in the environment?
- Are the students willing to follow on this trend?

### 1.3 Research methods

For the primary research an interview will be conducted as well as a questionnaire. For the secondary research, different sources will be used, for example the internet, books and articles.

Desk research can be conducted to gain more knowledge on the *green trend* and the influence it has on society. Since ecological awareness is a popular topic, a lot of valuable information can be found on the internet. In contrast with the first sub-question, information about the policy of The Hague university has to be conducted from the department *Communication and Marketing* from The Hague University. Furthermore, qualitative research could be conducted in terms of an interview with this department.

Desk research in terms of articles, books and newspapers, are valuable to gain information that is needed on other universities and its methods on ecological awareness.

Books, newspapers and internet will be consulted for valuable information on ecological awareness. Moreover, a survey will be conducted among the students of The Hague University to provide additional information that is needed. The aim is to find out how The Hague University can make its students more ecological aware. The results of the questionnaire could be used to answer the sub-questions that involve the students.

#### 1.4 Chapter overview

The thesis is divided into six chapters. Firstly, the green trend and ecological awareness will be explained. The definitions will be clarified further in this chapter and I will answer the question; *Which green trends exist in society?*

The third chapter will give information on The Hague University. Moreover, it will illustrate the recent policy of The Hague University concerning ecological awareness. This chapter will give an answer to the sub-questions; *Which policy does the Hague University maintain concerning ecological awareness?* and *How does the university bring its view on to the students?*

In the fourth chapter of this thesis, information will be given on other universities in the Netherlands and the way they implemented the green trend. The following sub-question will be answered; *How do other universities deal with ecological awareness?*

The fifth chapter explains more about the target group; the students of The Hague University. To obtain the information that is necessary, a questionnaire will be held among the students. With the given answers, the sub-questions; *How aware are the students with this trend?* and *Are the students of the Hague University interested in the environment?* will be answered. This questionnaire will illustrate the opinion of The Hague University students about ecological awareness. With the results of the questionnaire, an answer could also be given to the last sub-question; *“Are the students willing to follow on this trend?”*

Finally, chapter six will give an overview of the main findings of the research and the answer to the central question. Furthermore, recommendations will be given based on the information provided from the questionnaire.

## 2 The green trend and society

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Over the years the role of ecological awareness has changed in society. Companies, organizations and consumers are getting aware with the role the environment has in life. The green trend plays a significant role in daily life. This trend already began in the sixties with the *Club of Rome* but revived when Al gore made the documentary "*An inconvenient truth*" which portrayed the consequences of human actions in environment. After this documentary, ecological consciousness made its entrance in different segments of society, for instance in: organizations, companies, local authorities and with consumers. This chapter will clarify the meaning of the green trend and illustrates a bit of its development over the years. Furthermore, various segments of society will be illustrated on how this trend is implemented.

### 2.1 Green trend

Before the green trend can be explained, the definition of a trend has to be clarified. The word *trend* can be clarified as "*a long or mid-term development which is expected to have broad public support; it can affect organizations, consumer behavior and developments in the broader environment.*" (Ms. M.J. Hernández Sanchez, PowerPoint slides cross cultural trends week 3, 2008)

The green trend can be explained with a word such as *sustainability*. This means the development that meets the needs of the present without compromising the ability of future generations to meet their own needs as said in the 1987 rapport "*Our common future*" from the World Commission on Environmental and Development from the United Nations. (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*, Den Haag, p.4 and Sustainability, 2009, "Definition", para. 1)

Since the sixties and seventies a rapid growth has occurred on environmental awareness in society. The *Club of Rome* was founded in 1968 to raise the awareness of world leaders and major decision-makers on the crucial global issues of the future. (Club of Rome, 2009, "The birth of the club of Rome", para. 1) In the years that followed, ecological awareness always stayed a topic that interested society. This could be seen in conventions such as the one from the United Nations in Rio de Janeiro in 1992. This convention was held to discuss sustainability in the world. Five years after this, another convention was held to discuss the results of the former plans. (VROM, 2009, "dossier duurzame ontwikkeling algemeen", para. 4)

The trend revived after the documentary “*An inconvenient truth*” by Al Gore. Besides the popularity of this film, the trend also began to show new perspectives. Companies, organizations, local authorities and even consumers were all thinking and acting ‘green’. In a research conducted by Capgemini in collaboration with TNS NIPO, the outcome showed that the consumer have a big need to be ‘green’ and responsible. (Capgemini,2007," onderzoek wijst uit; Eco is de nieuwe mode", para. 2,3)

## 2.2 Government and Local authorities

In the beginning of the seventies the Dutch government has also begun to realize the advantages of environmental awareness, when it founded the Ministry of Public Health & Environment. The main objective was to form a law concerning the environment but because of the importance of the subject, more laws followed. Once public health & environment were popular subjects in society, other political parties showed interest in this. In the mid-seventies, the interest on environmental causes grew through the awareness of environmental problems in the media. Already in 1968, pressure groups resisted against the opening of a petrochemical company in Amsterdam. A few years later, the environment movement set up a petition against the opening of a nuclear power station in Borssele, The Netherlands.( Werf ,v.d ,M.C.I.1993, Milieu en Communicatie, Inzichten in communicatie op de groene markt, Leiden, Stenfort Kroese, p. 16, 17) Not only environmental problems arise, but also more environmental groups were formed. Besides, the *Club of Rome* also *Greenpeace* was founded in the period of the sixties and seventies.

With the awareness caused by the documentary *An Inconvenient Truth*, *Kyoto Protocol* etc , local authorities are also more aware of the green trend. It has noticed a big change in society regarding ecological awareness and is willing to participate in this. An example of a city that illustrates this very well is the city of Rotterdam.

As second largest city of the Netherlands, a role model example is often given to the city. By being innovative, daring and a leader in environment friendliness, the city of Rotterdam distinguishes itself from other cities in the Netherlands. In 2008, Rotterdam devoted a whole year to the environment and ecological awareness. With the “*Groenjaar 2008*”, the local authorities wanted to improve its image as a ‘greener’ city. The city of Rotterdam planned activities for its citizens that were in token of this ‘green’ year. The city devoted several activities for its youth and elderly with the means to inform and get them to take more actions concerning

the environment. The examples of the activities were: lectures for school children on trees and environment, a picnic in the city center, plant rooftops with flowers and plants, plant 2008 trees in the city and developing newer and greener play grounds and parks. (PvdA Rotterdam, 2007, "Groenjaar 2008")

Rotterdam had two main activities with its "*Groenjaar 2008*":

- Festival de groene wereld van Witte de With (Festival the green world of Witte de With)
- Eco- awareness at Rotterdam University

The annual art festival (*Festival de groene wereld van Witte de With*) held in one of the famous streets in Rotterdam decided to have the same theme as the city in 2008. This festival brought film, theatre, dance, literature, music, debate, fashion and art together at one place. (Festival WWW, 2008, " Festival De Wereld van Witte de With)

With the theme 'green', the art festival wanted to be as innovative as the city of Rotterdam, that showed this already by devoting a whole year to the *green* trend. The festival made the consumers aware of ecological consciousness by showing it in its own area of interest.

Another important event in 2008, were the events at Rotterdam University. The local authorities collaborated and supported the university to develop activities concerning ecological awareness. The university increased its awareness by the development of activities for its students. The objective of this development at the university was to make students and teachers more conscious of the environment. (HRO climate change R'dam,2008," Hogeschool Rotterdam: alle studenten maken kennis met duurzaamheid", para.2-4 ) The municipality of The Hague also thinks that the environment is an important topic in society. Therefore, it has decided to collaborate with The Hague University and created a pact in 2006. This pact (*Convenant Duurzaam Den Haag*) was about a sustainable city of The Hague and had the objectives to reduce the use of energy and to apply more sustainable energy in and around the city. (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*,Den Haag, p10, 11)

*Groenjaar 2008* was a big success and therefore, Alderman Bolsius decided to continue with 'green' activities in the city of Rotterdam. He said that the importance of green in the city was necessary for the future. (Nieuwsbank,2008, "Gemeente Rotterdam Groenjaar 2008 groot groen, succes")

### 2.3 Companies and consumers

Companies are also very conscious about the environment and want to implement this trend. The development of this trend began when companies needed to be more aware of its position in society. Companies emphasize on "bad" things in society and portray themselves as the "healer" of the problem. The companies portray themselves as sustainable and make corporate campaigns. This means that companies show how the products can make the world a better place. ( Janssen Groesbeek, M, 2009, Duurzamer ondernemen, Amsterdam, Uitgeverij Business Contact, p. 68, 69) Time and time again, companies had to defend its production of products to the stakeholders and therefore started with *Corporate Social Responsibility* (CSR). This term can be explained as " *the way companies manage the business processes to produce an overall positive impact on society.*" (Business respect, 2009, "corporate social responsibility- what does it mean")

Corporate social responsibility is needed to maintain the trust that the stakeholders have in the company. (Wijk, van, K, 2007, De media-explosie, trends en issues in massacommunicatie, Den Haag, Sdu Uitgevers p. 331) In addition to this, CSR is also held for the reasons that companies have to deal with upcoming costs, more regulations and endangered profits. These reasons led to a different view on "green" alternatives. Sustainability is not anymore a synonym for extra costs, but also a way to earn money. ( Logistiek, 2008, "Bedrijven kiezen vaker supply chainpartner"section, para 3) Iglo, a brand from Unilever implemented this trend by establishing the *Fish Sustainability Initiative* in 1996. With the idea of sustainable fishery, Iglo wanted to reduce the amount of threatened fish and also safeguard its future income. With this initiative, the company entered into a commitment to only use fish that was caught in a sustainable way; it made a promise to its consumers that the fish would be from 100 per cent sustainable fishery by the end of 2005. However this target could not be achieved and only three quarters of the Iglo fish came from sustainable origins in 2005. (Roorda, N, 2009, Basisboek Duurzame ontwikkeling, Houten, Noordhoff Uitgevers Groningen, p. 118, 119)

Companies are obliged to emphasize on this trend even though the costs are higher than before. Social responsibility and the environment are trends of now and the future and therefore companies want to change. Companies have the future in mind and therefore thinking on a larger context. Not only, the importance of the environment as well as the competitiveness plays an important role with the change. The developments in society could offer innovative companies a good chance, as well for the company itself and in society. Companies which do not think what the stakeholders want, have the risk that it cannot offer society that much.

Responsibility to humans and nature are also factors for Corporate Social Responsibility and in a way also for the green trend. (Roorda, N, 2007, *Werken aan duurzame ontwikkeling*, Houten, Wolters-Noordhoff Groningen, p.274) Companies have to stay ahead on the developments that other businesses are emphasizing on. (Corporate Social Responsibility, 2010, "Corporate Social Responsibility CSR", section, para. 2) Image is another factor that plays an important role to adapt to the trend. With a positive image, a company could distinguish itself from its competitors. With the increase on environmental consciousness, a company could gain advantages on its competitors. (Calveren van, H.C.A, *Milieuzorg in bedrijf*, Houten, Educatieve Partners Nederland BV.) Other examples why companies play an important role in sustainability are; the use of sustainable energy sources, sustainable developments and the development of products that are created to re-use in a later stage. (Roorda, N, 2009, *Basisboek Duurzame ontwikkeling*, Houten, Noordhoff Uitgevers Groningen, p. 119) As most important target group, the consumer decides what the companies do. Producers and consumers are mutual dependant from one another. The consumer can make the desire to sustainable products more effective when it chooses those products over unsustainable ones. However, the consumer has to have the opportunity to make this choice. (SER, 2003, *Advies, "Duurzaamheid vraagt om openheid, op weg naar een duurzame consumptie"*, Den Haag, SER, Sociaal- Economische Raad p. 58) According to a research from the *Fresh Ideas Group*, consumers are more aware about the impact that a product has in society and the environment. (Financiële Dagblad Extra ,2009, "Waarom duurzaamheid het goed blijft doen", p 4, para. 1-2).

## 2.4 Conclusion

This chapter illustrated the green trend in different aspects of life. Over the past decades, the environment became a subject from importance. It all began in the sixties and seventies when society started to become more aware of the environment. In these decades, environmental groups were formed – The Club of Rome and Greenpeace – and wanted to raise awareness among world leaders and major decision-makers. The years that followed, ecological awareness always stayed a subject from importance. In 1992, the United Nations organized a convention (Earth Summit) to discuss sustainability in the world. With the documentary “*An inconvenient truth*” by Al Gore, the trend began to appear in the policy of companies, organizations, local authorities and even consumers were thinking and acting on the *green* trend. For instance, the city of Rotterdam dedicated the year of 2008 to green activities in its municipality.

Companies also started to implement this trend in its policies. It all began with CSR and has developed itself to greener activities. Companies have different reasons to emphasize on sustainable developments. The awareness of the environment plays a part in the process but other reasons are even more important. Companies have to think about its position in society, not only for the consumers but also to stay ahead on the competitors. A positive image can lead to distinguish themselves from its competitors and could gain advantages. The consumer is finally the one who decides to desire sustainable products. Furthermore, upcoming costs, stricter regulations and endangered profits have also led to a more sustainable policy in companies.



### 3 The Hague University and ecological awareness

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The Hague University was founded in 1987 after merging fourteen small institutions. The university consists of twenty thousand students in four buildings and offers Bachelors and Masters Courses. Over the years, The Hague University not only increased in the amount of students but also emphasized more on sustainable developments. It is not only an institution that offers knowledge but also a school that motivates its students to think about world affairs matters. Currently, The Hague University consists of four buildings. The newest of these buildings, is the sustainable building in Delft that was opened in July 2009. This chapter will illustrate the policy of the university concerning sustainable developments.

The Hague University could not stay behind with the trend of ecological awareness and put a signature under the Copernicus agreement that was signed between 300 European universities. This agreement had the objective to strive for a sustainable society and had the intention to be implemented in education. In 1999, the “*Handvest Duurzaamheid HBO*” (a newer version of Copernicus Handvest) was signed among the Ministry of LNV, HBO council and 29 universities in the Netherlands. Besides this, thirteen courses at The Hague University also signed this agreement. (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*, Den Haag, p 5) Unfortunately, after research at the university, information on the studies which signed the agreement could not be provided.

#### 3.1 The beginning of a policy

The “*Handvest Duurzaamheid HBO*” was a newer and specified version of the old agreement than the Copernicus Handvest that was created in 1993. In the version of 1999, the objectives that were given were especially for the students, lectures and the policy on The Hague University. By signing the agreement, all parties agreed that the objectives had to be implemented.

The agreement consists of three objectives;

- Educate students to think and ask questions about sustainable issues and if needed, to find solutions.
- To be effective in the integration of sustainable developments in the courses, the housing and the way the university works.
- To develop a structure and means to support the process of sustainability.

In 2001, this agreement changed in a hallmark for sustainable development. Each course at the university could earn stars which stand for a hallmark. The more stars a study had, the more eco-friendly. Unfortunately, no course at The Hague University earned a star. Moreover, the various courses never took the initiative to earn such hallmarks. The university does not find it a priority to achieve this. (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*, Den Haag, p5, 6, 10)

### 3.2 The policy at The Hague University

As quoted from “*Aanscherping duurzame ontwikkeling 2007*” by Pauline Krijnen, the university finds itself on the construction of a society where sustainability plays a leading role. (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*, Den Haag, p 10)

In 2005, the university began a collaboration with the city of The Hague. With this collaboration, The Hague University wanted to realize its sustainable plans. The sense of this collaboration was to spread more knowledge about sustainability to society and students at the university. In that same year, two projects were implemented. The first project was about sustainable energy in the city and the second project was about environmental awareness in events management. These projects had the objective to spread more knowledge on sustainability in the community of The Hague. In the “*Concept: duurzame bedrijfsvoering 2007*”, no further information was given about the results of these plans. Also, no further information could be given by The Hague University about the outcome of the projects.

In the year that followed, the collaboration changed in the shape of a pact. The university signed a pact; “*Duurzaam Den Haag*”. This pact had the aim to search for ways that could advance sustainable energy and decrease the use of energy in The Hague.

The university realized that not only external sustainable projects were realized but also internal ones. In 2007, The Hague University had an informative meeting on sustainable experiences at the university. Mrs. P.C. Krijnen (Policy Advisor) invited teachers, policy advisors and members of the executive board to discuss the visibility on more sustainable developments in and around the university. This meeting led to the conclusion that the university would concentrate on environmental matters that would protect the environment. (separation of paper, glass etc) (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*, Den Haag, p 10)

Inside the policy of the general and technical services, aims concerning sustainability were formulated. The main objectives of the plans were all about the separation of trash and sustainable food inside the university. According to the “*Concept; duurzame bedrijfsvoering 2007*”, the general and technical services were developing an environment handbook where the policy would be explained for employees and students. This handbook is still to be published for the middle of 2010 and will be posted on intranet of the university. (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*, Den Haag, p 12, 13)

### 3.3 Future perspectives

What does The Hague University want with its current policy? Does it have future plans when it comes to sustainability? Does the university want to involve its students in this process? All the questions above were presented to the Department of Communication and Marketing, but unfortunately no response was given. Mr. G.A.J. Willemse (Facility Management), on the other hand was very helpful in trying to find the answers to these questions. He said that The Hague University has a policy when it comes to sustainability but it is not so often implemented. At the Academy of European Studies and Communication Management, sustainable activities are also not implemented. According to Mr. A. Minkman (director of the Academy ESCM) no concrete rules on sustainability have been given to the academy by The Hague University itself. Furthermore, no specific rules are made to make the lessons at the academy more about environmental issues. Mr. A. Minkman indicated that teachers discuss the subject *sustainability* in their lectures but only when it fits in the curriculum of the program. (A. Minkman, personal e-mail, April 19, 2010)

Since 2008, The Hague University is taking part of the *Kissz* network. (Knowledge in synergism in a sustainable South-Holland) As a member of this network, the university

collaborates with regional businesses and universities on a more sustainable South-Holland. This group links knowledge and policy on sustainable themes in order to bring it to a solution. A few examples are: the climate, location and energy. Kissz wants to connect knowledge and ability to think and act in order to have a sustainable South-Holland. (Zuid-Holland, 2008, "KISSZ" section para. 1,2) Furthermore, Mrs. P.C. Krijnen (Policy Adviser) mentioned the AISHE audit (Auditing Instrument for Sustainability in Higher Education). This audit could be used to reinforce sustainable developments in the policy and education from a study or restore process making at the university. Moreover with the audit, implemented by a certified auditor, a hallmark of sustainable development could be gained from the DHO (Sustainable Higher Education). With a list (quick scan) (appendix 3), teachers and students have the possibility to answer question about sustainable issues at the university. With the results, the university could evaluate its sustainability and if necessary change its sustainable policy. (Stichting Duurzaam Hoger Onderwijs, 2008, "AISHE" section para. 1, 2) It was also said that no further initiative were made from the university to work with this audit and that this plan is no longer being implemented. (P.C Krijnen, conversation, April12, 2010)

The objective that is currently an important subject for the university, is to save the use of energy. The Hague University wants to decrease its energy level every year. To realize this, it wants to put light sensors in the main building. With this plan, the university would save up to ten per cent of energy each year. A plan that does not have a high priority is to shut down the computers every night, because they are connected from a central point and therefore it would shut down all computers.

Even though, the university is not really acting *green*, it is doing a few sustainable activities. One of those is the separation of paper, sustainable food in the canteen and the new sustainable campus in Delft. (Spek van der, V , 2007, Voorzichtige beweging in groen beleid De Haagse Hogeschool. *Atrium*, 270) Mr. G.A.J Willemse also mentioned that The Hague University does not find it a priority to involve its students with environmental matters at this moment, because the priority at the university lies in the decrease of energy inside the main building.

### 3.4 Conclusion

To conclude this chapter, it can be said that The Hague University contradicts its own policy, when it comes to the sustainability at the university. It has a policy that is based on sustainable plans but over the years, no major developments have been made. The collaboration with the city of The Hague began in 2005, however a good plan, the university did not take these plans to a higher level. The only growth in sustainability can be found at the department of Facility Management. In 2007, the department began with the introduction of sustainable food in the university restaurants. Moreover, this department also made plans to reduce the amount of energy in the main building over the next years. In that same year the university also made plans for a new sustainable campus that opened its door in September 2009. This campus has light sensors, solar panels and heat pumps and is organized from the department of Facility Management at the Main Campus.

In the “*Concept: duurzame bedrijfsvoering 2007*”, it is mentioned that The Hague University wants to stimulate sustainability, not only in the city of the Hague but also to its students. Moreover, the university sees itself as a role model, a “learning school” when it comes to sustainability but on the other hand, it does not find it a priority. (M, v.d Leij (2007, September 28) *Voorstel Duurzame bedrijfsvoering Facilitair bedrijf*, Den Haag, p 10, 13)

The Hague University has plans when it comes to sustainability, it made a policy concerning this subject, but no major results have been seen yet. Furthermore, the university is a member of a sustainable group but only external developments were done. The initiatives that are made for green goals did not have a real affect on the students. The outcome of the policy is not yet to be seen at the university or familiar for the students, though the university sees itself as a role model and learning school. For a university that claims to have a "green" policy, little is done to achieve these goals.

## 4 Other Universities

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Nowadays, the green trend does not only play an important role in companies but also at universities. Universities that are already following this trend, are, for instance Wageningen University and Rotterdam University. These two universities could be a good example for other universities in the Netherlands, especially for The Hague University. In comparison with these two universities, The Hague University still has a long road to follow concerning ecological awareness.

In this chapter, the integration of the green trend will be discussed at the Rotterdam University and other universities in the Netherlands. In addition, the main examples of ecological awareness will be illustrated. Furthermore, The Hague University will be compared to Rotterdam University and other Dutch universities concerning the implementation of environmental awareness and other activities.

### 4.1 Rotterdam University

Rotterdam University is the second largest school in Rotterdam, after Erasmus University and provides education to 25,000 students. As mentioned before in chapter two, this university participated in *Rotterdam Groenjaar 2008* and launched a campaign for its students. The objectives of this campaign were to inform and educate students about the environment and motivate them to act more eco-friendly. To realize this, the university developed an education plan for its students and teachers. This plan consisted of lectures on sustainability and sustainable activities that had to be completed as a normal course. (HRO climat change R'dam, 2008, "Hogeschool Rotterdam: alle studenten maken kennis met duurzaamheid" section, para 1) An example of those activities was the graduation assignment for students of Graphic Design. Their assignment was to create posters on the CO2 problem, afterwards these posters would be exposed all over the city of Rotterdam. Another attempt to make the behavior of students more eco-friendly was the distribution of recyclable coffee cups among students. By doing this, Rotterdam University wanted to reduce the custom of using disposable cups. However, a good initiative, this attempt failed because of the lack of information provided to the students on the idea behind it. (M.Burgerhout, conversation, October 2008).

Not only the students had to be more eco-friendly according to the policy of the university, also the university itself had to become *greener*. Since 2008 it accomplished much with

sustainability at its campus and among its students. Several times per year, students organize a meeting to discuss environmental problems in society. In April 2009, an expert meeting was held, in which students, teachers and external experts discussed sustainability within the Rotterdam University. According to the website of the university, it has the “*teach as you preach*” mentality. (Hogeschool Rotterdam,2009,“Expertmeetings” section, para. 2) Similar to sustainable decisions at The Hague University, Rotterdam University also made a plan to save the use of energy in its buildings. The university installed light sensors that automatically activate when people enter a room. Furthermore, computers, coffee machines and copy machines are turned off automatically. (Hogeschool Rotterdam, 2009, “Energiebesparing” section, para.1- 2)

#### 4.2 Other Universities in the Netherlands

Not only Rotterdam University has a focus on the environment, other Dutch universities are following the green trend as well. Nowadays, the universities are more involved with the environment and therefore try to integrate this in its policies, lectures and activities. This paragraph will show different examples of various Dutch universities.

Radboud University Nijmegen is also an institution that emphasizes on sustainability. In its policy, the university itself aims to contribute to a social sustainable living environment and therefore students as well as employees are having lectures and are doing research on sustainability. (Duurzaamheid op de Radboud Universiteit,2009, "aankondiging" section, para. 1) The university not only implements the environment in its lectures but also in its image. The institution is a sustainable university where sustainable development plays a very important role in the policy. In the 2010 policy of the Radboud University Nijmegen it says that it wants to offer as much as sustainable development in all the different courses, with the goal that in the future the world will have professionals that are specialist in sustainability. (Duurzaamheid op de Radboud Universiteit 2009, "onderwijs" section)

The University of Wageningen is another university that is a follower of the green trend. The university is one of the *greenest* universities in the Netherlands. It wants to be the leading European university when it comes to the Life Sciences and focuses on the fields of nutrition, health, nature and the living environment. (Wageningen UR,2010, About Wageningen UR, "Mission and strategy" section, para. 1) The university focuses mainly on the environment itself and offers courses in healthy food and living environment. The university not only offers these

studies, but also works closely together with the government and the business community. (Wageningen UR, 2010, "About Wageningen UR", para. 1)

At the Technical University of Eindhoven, sustainability plays an important role in the lectures. The university offers lectures for students on environmental causes. After completion of the courses, students get a certificate of Technology for Sustainable Development. An example of one of those courses is the one in which students made Diesel oil for Tanzania, which was mainly made of locally available biomass. The University of Eindhoven finds sustainability and environmental causes very important at its institution and therefore it created a master; *Sustainable Energy Technology*. (SER, 2004, "Geluidsarm ontwerpen in Eindhoven" section, para.4) Furthermore, the university has the opinion that the subjects *sustainability and environment* belong in every engineer curriculum.

*The Greenovator Tour* is another good example to introduce students to sustainability and the environment. The HAN University of Applied Sciences (Arnhem and Nijmegen) took the opportunity to have this tour at the university in 2009. The tour had the objective to introduce sustainable activities to students, teachers and graduates. Also sustainable companies in the area were introduced and discussions about the *greenovation* in society were held (Over de HAN, 2009, "bekijk de Greenovator Tour live via HAN TV" section) The tour, an initiative of Minister Cramer, comes to various Dutch universities and has the objective to make students and lectures more conscious about sustainability in life. It also has the objective to promote sustainability in work placements, projects and in graduation assignments. Moreover, the tour also wants to stimulate networks between students, teachers and entrepreneurs in the region. (Over de HAN, 2009, bekijk de Greenovator Tour live via HAN TV, "duurzaamheid in denken en doen" section) Other participants of this tour were, Delft University of Technology, Hanze University Groningen and Twente University.

### 4.3 Conclusion/Comparison

Compared to the Dutch universities that are viewed in this chapter, The Hague University still has a long way to follow when it comes to sustainability and *greener* campuses. Even though, there is a policy which slightly deals with sustainable issues, it cannot be compared with what other Dutch universities are doing.

Just like Rotterdam University, The Hague University cooperated on sustainable activities with local authorities, but Rotterdam University continued with this. The university has the opinion that it has to strive together with the city of Rotterdam for a sustainable city. The university started with a campaign to motivate its students to act more eco-friendly. Furthermore it started to offer lectures about sustainability, created graduation assignments and debates between students, teachers and experts to discuss this topic. In 2009, students organized the “*duurzaamheidcafés*”, where they discussed sustainable statements with each other. Because of the popularity and its success this event now is organized by other campuses too.. (Hogeschool Rotterdam, 2009, “*duurzaamheidcafés*” section, para. 2) The Hague University stimulates sustainability but only when it comes to internal matters. Informing the students about eco-friendliness is also an issue where both universities differ. On the website from Rotterdam University plenty of information can be found about eco-friendly activities, whereas on The Hague University’s website this is not present.

At the other Dutch universities, the subject *sustainability/eco-friendliness* is firmly rooted in the policy as well as in the study programme. The universities that are mentioned above connect sustainability in its obligatory lectures. At The Hague University this is not the case. At some study programmes on the university, the students have a course on this topic but nothing on a broader perspective. An example of studies where this appeared, were Facility Management or Electrical Engineering. In 2007, students from Electrical Engineering did a research on the unnecessary use of electricity in the computer rooms from the formerly campus in Rijswijk. (Spek van der, V ,2007, Voorzichtige beweging in groen beleid De Haagse Hogeschool. Atrium 270, para. 3) The outcome from this research did not lead to turn off all computers but to put them in a low energy mode. (Spek van der, V (November,30, 2007). Voorzichtige beweging in groen beleid De Haagse Hogeschool. *Atrium*, 270) Other universities integrate sustainable issues in the studies and some of those universities took it a step further and had *The Greenovator Tour* at its institution. This interactive method of sharing information could be a good example for The Hague University on how to introduce its students with the *greenovation* that is now appearing in society.

## 5 The students

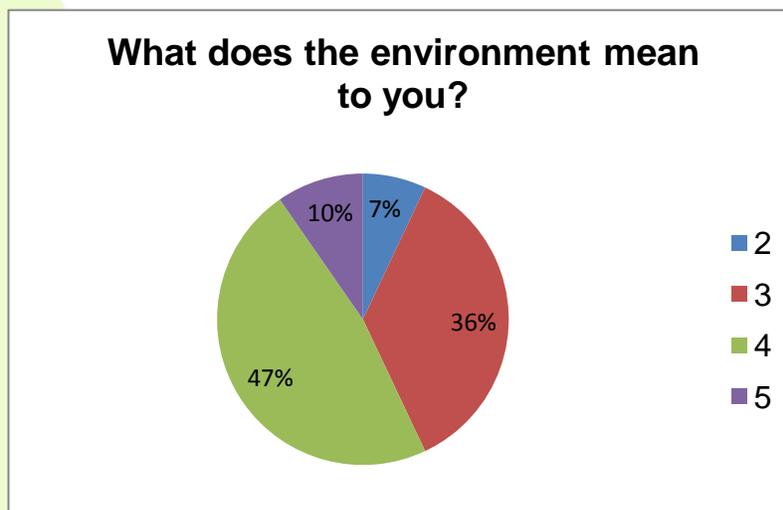
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The Hague University has a policy concerning the environment but not much is done to make its students more aware. For a university which states that it wants to stimulate sustainable behavior among the students, no concrete project was developed. To know what the students of the university think about the environment and the interest in sustainable activities, a survey was conducted. This survey was held among students at the Main Campus, Academy of Sports Studies and the Academy of Technology, Innovation & Society.

### 5.1 Green behavior

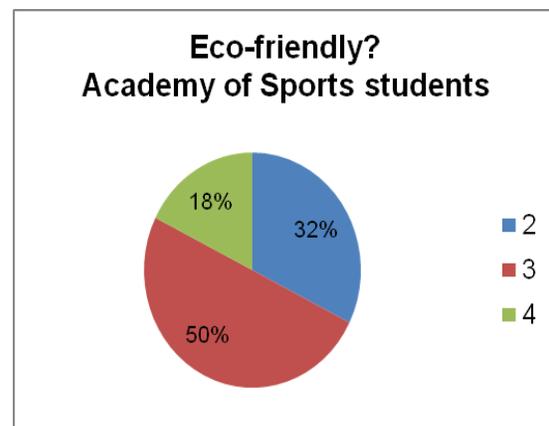
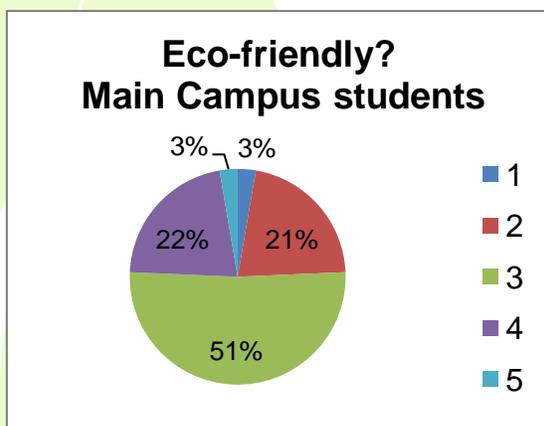
Before starting with concrete plans to make the students more aware on sustainability at the university, it is important to know who the target group is. In addition, it is important to know how the students think, act and feel concerning environmental issues. In order to reveal the opinion of the target group about eco-friendliness at The Hague University a survey has been conducted among 114 students. The most important results of this survey will be outlined in these paragraphs. All results of the survey can be found in the appendix (2).

The research on the behavior of the students in daily life is an important factor to eventually come to the conclusion if the surveyed are interested in possible changes at The Hague University concerning environmental matters. The environment means a lot to the students, on a scale from one till five, 47 per cent graded it with a four. Furthermore, the students graded mostly higher than the grade three and this can conclude that the environment is a part of life.

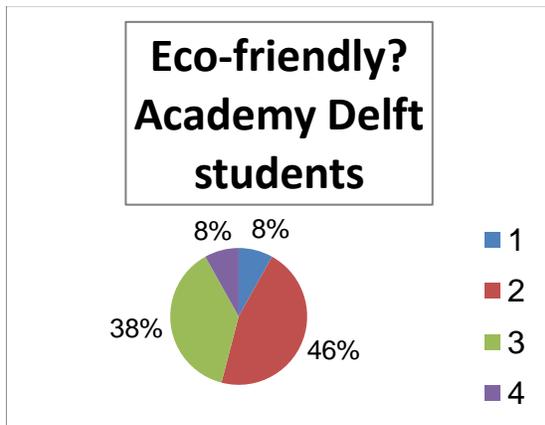


Often it is said that people say one thing but the outcome is different. To see if this was the case with the students, questions on students' personal environmental behavior were proposed. The majority (64%) of the 114 respondents separates paper from normal garbage. Moreover, 72 per cent of the students which separates paper does this once a week. The students find the separation of glass even more important and therefore, 78 per cent separates glass from normal garbage. Not only the separation of garbage is an important factor to conclude if the students are eco-friendly, but research about what students do with old clothes and the attitude towards biological food, will give an important conclusion about the students life style. The majority of the students do not buy biological food, this is seen from the fact that only 30 of the 114 students answered positive to this question. At the end of the survey, the students gave their opinion on biological food in the university restaurant. The students were interested in biological food on condition that it would not be expensive. This could be a reason why the students do not buy biological food. Furthermore, the membership of an environmental organization is also very low; only 8 students are already a member.

When it comes to eco-friendliness, the students have the opinion that they are quite eco-friendly and mainly gave the grade three. From the three buildings, students at the Main Campus have the attitude that they are more eco-friendly and also gave the grades four (22%) and five (3%). Moreover, the students at the Main Campus are the only group which gave it the grade five. This can lead to the conclusion that Main Campus students have the opinion to be more involved with the environment and therefore graded higher than the other students.

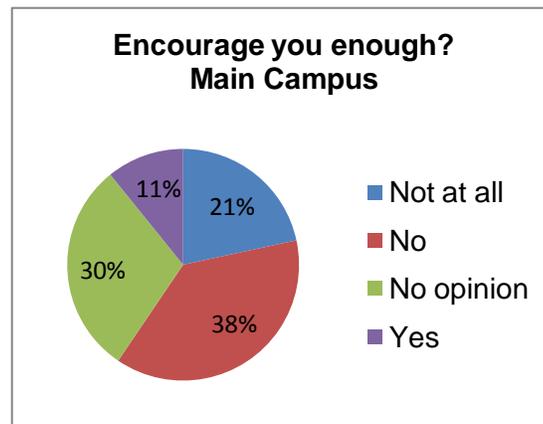
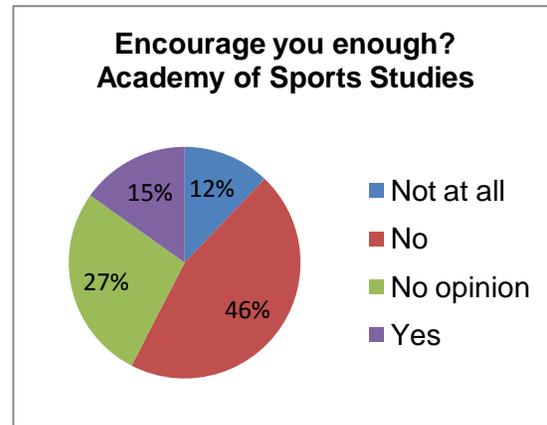
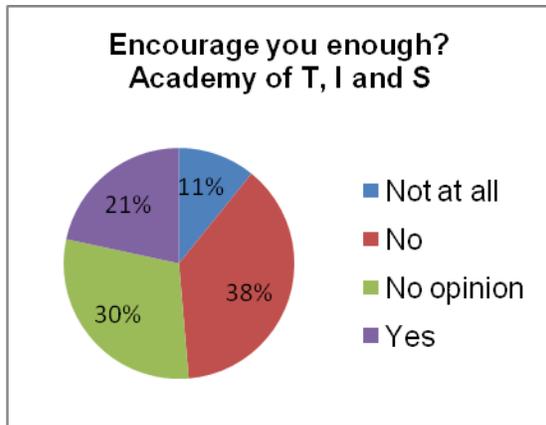


All by all, it can be said that the students are familiar with eco-friendly activities, emphasize on this but are not yet familiar with biological food and clothes of organic cotton.



## 5.2 Opinion about The Hague University

The Hague University has a green policy. However, little is done to get the students more aware of this. The outcome of the survey showed that students do not have the knowledge that the university is organizing environmental events. The majority of the 114 students responded that an opinion could not be given at the question if the university organizes enough environmental events. When it comes to the separation of garbage on the university, the students also have no opinion. However 32 per cent thinks that The Hague University already anticipates on this. When it comes to the encouragement from the university to the students, 40 per cent does not think that eco-friendliness is enough promoted. Almost half of the surveyed students from the Academy of Sports Studies think that the university does not take much action to encourage the involvement with the environment. Moreover, students at the Main Campus are more convinced that the university does not encourage it at all.



Almost half of the surveyed students are not aware that the university has a policy when it comes to sustainability. The students answered that the policy is not noticeable at the university. This outcome shows strongly that The Hague University indeed does not promote its policy at its students. However, when it comes to eco-friendliness on The Hague University, the students think that the university is doing quite well. Almost half of the respondents graded the university a three (46%) when it comes to eco-friendliness. This illustrates that the students still think that The Hague University is still a bit eco-friendly. The reason for this outcome could be because the university visibly separates paper in different bins, offers biological food in the university restaurants and at the campus in Delft, light sensors are in every classroom. These activities are visibly at the university and therefore, the opinion on how eco-friendly The Hague University is relatively well.

### 5.3 Acceptation

To find out if the students will accept changes at the university concerning the environment, it is important to know in which way the students want to be involved. From the 114 surveyed, 76 responded to the question if it would be interested if The Hague University would be more environmental friendly. The answers were multifarious. On the one hand, students were enthusiastic and said that it is a part of the future and the university would be a role model but on the other hand, 'no interest' is mentioned as the biggest reason to this question. Other positive reasons were: the positive effect on the reputation from the university and that the environment is a part of life. The students said that the university has to give a good example because as it is an educational institute, it is the right place to promote this. The students are also a bit negative when it comes to their involvement at the university. Almost 80 per cent (78%) does not want to be involved in environmental issues. Moreover, the students of the Academy of Sports Studies are also not interested if the lectures would be more about the environment. This is the opposite at the Main Campus where almost 70 per cent is open to this idea. The respondents of the academy in Delft are slightly enthusiastic and therefore a small majority is interested in environmental lectures.

The biggest differences of the surveyed students was to be seen in the interest of environmental involvement at the university. Students of the Main Campus are the most negative about the current situation at the university and the most positive to changes. The sport students were also negative about the current situation but are not so keen on changes. From the three groups, the sport students were the least enthusiastic about environmental lectures. The Academy of Technology, Innovation and Society students were rather satisfied with the current situation but are also interested in more environmental lectures. The students of this academy overall have the idea that the university is not acting in a bad way but a few things could be improved, such as saving the use of energy with the computers. When it comes to biological food, the outcome is not really clear; the difference is just one per cent. From the students which are interested to buy biological food in the university restaurants, the prices have to be low. The surveyed do not want to spend much money on biological salads, sandwiches and fruit juices. For instance, the average amount the students want to spend for a biological sandwich is between two and two and a half euro.

## 5.4 Conclusion

The results from the survey showed that the environment is very important in the lives of the students. This can be seen due to the fact that students are actively involved with the environment by separating paper and glass on a regular base. The students also bring old clothes to stores or churches so it can be re-used again. Even though the student is acting in a *green* way, it can always be *greener*. Students are not familiar with the purchase of biological food and organic cotton. During the survey, a few students said that biological food is often too expensive and therefore not bought even though the students would like to buy it. Moreover, only eight out of the one hundred fourteen students are a member of an environmental group. It is striking that the students emphasize a great deal on environmental activities and still think that the personal eco-friendliness is average.

According to the students, the university could change its environmental policy. Especially, the use of different garbage bins, saving the use of energy by shutting down the computers and more information were given as the most important factors that could be changed at the university. Many students think that different garbage bins (paper, glass, plastic, compost) would be an idea to improve the environmental policy. This illustrates that the students are thinking about the environment and are open to environmental changes at the university. Most of the students gave the same ideas for a improved environmental policy at the university. The students are missing information on the environment at the university and want to see this in projects, seminars, movie night and therefore want to be more involved. The idea for separate garbage bins, also illustrates that the students want to act eco-friendly not only at home but also at the university. Overall it can be said that most of the students are thinking about the environment, acting on this and are open to an eco-friendlier The Hague University.

## 6 Conclusion

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This last chapter will give an overview on the main findings of the conducted research. Furthermore, it will direct answer the central question "*How can The Hague University make its students more eco-friendly?*" Moreover, recommendations regarding the implementation of green activities at the university will be given.

### 6.1 The *green* trend

The green trend has taking over society and plays an important role in different segments of life. The trend to emphasize on environmental problems already began in the sixties and seventies of last century. With the foundation of *the Club of Rome*, continued with the congress of The United Nations on sustainability and the documentary "*An inconvenient truth*" by Al Gore, the awareness on environmental causes grew. Local governments, companies and consumers all began to think and now act *greener*. Companies began with CSR because it needed to be aware of its position in society. Time and time again, companies had to defend its production of products to the stakeholders. Furthermore, CSR is also held because of upcoming costs, regulations and endangered profits. This all, led to greener alternatives for the production of its products. Companies are thinking about the future and therefore thinking on a larger context. Not only, the importance of the environment but also the competitiveness plays an important role. Companies that do not think about what the stakeholders want, have the risk that it cannot offer the society what it wants.

### 6.2 Implementation of the trend at The Hague University

Since 1993, the university is already involved in sustainable activities. It all began with the agreement *Copernicus Handvest*, followed by "*Handvest Duurzaamheid HBO*". By signing these agreements, the university agreed to be effective in the integration of sustainable developments not only in the curriculum but also in its policy. The biggest sustainable achievements at the university were obtained at the Department of Facility Management and the opening of its new sustainable building in Delft. In 2007, the university began to sell sustainable food in its restaurants. Since 2008, the university is also a member of the *Kissz* network. As a member of this network, The Hague University collaborates together with business and other universities in the region for a better sustainable South-Holland. Although the university signed an agreement, is a member of a network concerning sustainability, few activities have been implemented at the university. The Hague University finds itself a learning school and a role model, nevertheless

little is done to get the students involved. The university states that this does not have a priority yet and wants to concentrate on reducing the amount of used energy at its building. For a university that claims to be a "learning school" and have a "green" policy, not much is done to achieve ecological awareness at the university.

### 6.3 Implementation of the green trend at other Dutch universities

Compared to The Hague University, the other viewed Dutch universities are already more familiar with the *green* trend. Unlike other Dutch universities, The Hague University has to take more actions when it comes to a greener university. Just as Rotterdam University, The Hague University cooperated on sustainable activities with local authorities. However, Rotterdam University began with a campaign to motivate its students to behave more eco-friendly. Furthermore, it also started to offer lectures about sustainability, created graduation assignments and debates between students on this trend. Moreover, the provided information to the students is also an issue where Rotterdam University differs. On its website, plenty of information can be found on eco-friendly activities, whereas The Hague University's website this is not present. The subject sustainability/eco-friendliness are also firmly rooted in the policy of the viewed Dutch university. The subject sustainability is connected in its curriculum, whereas at The Hague University, this is not always the case. Not only has the curriculum helped to make the students more aware of this trend, also The Greenovator Tour. This interactive method of sharing information could be a good example for The Hague University to get its students more aware with different ways of the green trend. All the other viewed universities see themselves also as a learning institution. However, The Hague University is the only one where the students are not being involved to green activities.

### 6.4 The students and the green trend

The students of the university are already well known with environmental activities. The majority of the surveyed students separate paper and glass on a weekly basis. Furthermore, the students also bring old clothes to churches, secondhand shops or the Salvation Army so it can be re-used afterwards. Although environmental activities are well implemented in the lives of the students. Nevertheless, they find themselves somewhat eco-friendly. The students do not have enough knowledge about environmental activities at The Hague University and therefore, the outcome of the survey was divers. The students indicated that it does not have the knowledge

of a policy which promotes sustainability. Students also indicated that the universities do not encourage them when it comes to the environment. The knowledge on environmental activities are the major reason why the students answered mostly "no opinion" to the questions about environmental activities at the university. However, the students still have the opinion that the university is relatively eco-friendly but believe that things could change at the university. Most of the interested students, had the same ideas to make The Hague University more eco-friendly. According to the students the use of different garbage bins, saving the use of energy by shutting down the computers and more information were given as the most important factors that could be changed at The Hague University. Moreover, students also indicated that it would be good to add environmental issues in projects, seminars and movie nights. This illustrates that the students want to be more involved with environmental affairs at the university.

## 6.5 Recommendations

Creating ecological awareness among the students is not the most difficult part for The Hague University. As illustrated before, students are already interested in environmental issues. Moreover, the students are already implementing it in their personal life. The Hague University should think in what way it can involve its students more with ecological processes at the university. As soon as the university has a clear picture on what the students desire concerning ecological awareness at the university, implementation can follow.

The conducted research has shown that the students certainly are interested in ecological affairs but are missing the information at the university. Firstly, the university has to pass on its knowledge to the students on its current environmental situation at the university. Secondly, the opinions of the students have to be asked and then concrete plans for participation can be made. The Hague University has to know what the students desire.

Because of the lack of provided information, the university could organize informative meetings in the form of seminars. The university can explain its current policy and future plans concerning ecological awareness. Besides, the recommendation to provide more information to the students, the university could ask for opinions or suggestions on how current ecological activities could be modified.

The Greenovator Tour is also a method which can be used to create more awareness among the students. This interactive method can help with the start of sustainable initiatives at The Hague University. The students could think about "green" activities and even have ideas for more initiatives that can be taken towards ecological awareness. The Hague University has to interact with the students and have to take the suggestions in consideration.

Nonetheless, the research has revealed that the provided information was not enough. It is recommended to create activities where the students can participate in a more active way. An example of such activities can be debates where students can give their opinions on ecological propositions that are related to the university. Furthermore, a student organization could also participate to create more awareness among the students. The students could discuss or organize "green" events at the university. A method that could as well lead to more awareness among the students, is the AISHE method (appendix 3). A comparable method can be applied to obtain opinions about the current sustainable situation at the university. With the use of a list filled with propositions, students could indicate how much they agree with a proposition. Afterwards, The Hague University could view these answers and conclude what the students are missing at the university when it comes to *green* activities.

In all cases of the suggested activities, The Hague University has to keep in mind that the communication has to be open with its students. Firstly, the university has to be more concrete on its policy before it can make the students more aware. Before the students can be involved in environmental affairs at the university, The Hague University has to have a clear policy concerning eco-friendliness. Although, the universities policy is not clearly for its students, the students can help the university by given their opinion/suggestions for possible changes.

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Appendix 1: Survey



### Eco-friendliness at The Hague University

*Dear fellow students,*

*My name is Claudia Fernandes and for my European Studies, I am currently busy with my thesis. My thesis has the subject eco friendliness, mainly; how can The Hague University make its students more eco- friendly? With this survey, I would like to ask for your opinion about this subject.*

*Thank you in advance.*

*Kind regards,*

*Claudia Fernandes*

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**1. Gender Male/Female**

**2. Age**

- <17
- 18-21
- 22-25
- 26-29
- >30

**3a. What are you studying now?**

**3b. At which academy are you studying? (E.g. Main Campus, Academy of Sports Studies etc)**

**4. What does the environment mean to you on a scale from 1 (lowest) till 5 (highest)?**

1	2	3	4	5
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**5. Do you separate paper from normal garbage?**

Yes/No

***If yes, how often?***

- Once a week
- Once a month
- A few times a year

**5b. Do you separate glass from normal garbage?**

Yes/No

***If yes, how often?***

- Once a month
- A few times a year
- Once per year

**5c. Do you bring your old clothes to a secondhand shop/ church/ Salvation Army?**

Yes/No

***If yes, how often?***

- Once a month
- A few times a year
- Once per year

**6. Do you buy biological\* food? (\*Biological; food that is produced without any artificial manures and insecticides. (Van Dale)**

Yes/No

**7. Do you wear clothes that are made from organic cotton?**

Yes/No

**8. Do you think that you are eco-friendly? Give yourself a grade from 1 (lowest) till 5 (highest)**

1	2	3	4	5
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**9a. Are you a member of an environmental organization?**

Yes/No

**9b. If yes, which one.....**

**10. Do you think that The Hague University organizes enough events at school that are about the environment? (Scale 1-5)**

1 Not at all	2 No	3 No opinion	4 Yes	5 All the time
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**11. Do you think that The Hague University is an eco-friendly university when it comes to the separation of glass/paper?**

1 Not at all	2 No	3 No opinion	4 Yes	5 All the time
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**12. Do you think that The Hague University encourage you to be more involved with the environment?**

1 Not at all	2 No	3 No opinion	4 Yes	5 All the time
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**13. The Hague University has an eco-friendly policy, but do you notice this at the university?**

1	2	3	4	5
Not at all	No	No opinion	Yes	All the time

**14. Which grade (1=lowest, 5= highest) would you give The Hague University when it comes to eco-friendliness?**

1	2	3	4	5
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**15. Would you be interested if The Hague University would be more environmental friendly? Please give your opinion.**

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**16. Would you like to be more involved in environmental issues at The Hague University?**

Yes/No (please go to question 18)

**17. In which way would you be interested (multiple answers possible)**

- Seminars
- Activities
- Student organizations
- Lectures

**18. Do you think that the lectures at the university could be more about the environment?**

Yes/No

**19a. Would you buy sustainable food (biologic\*) if the canteen would offer it?**

Yes/No (*please go to question 20*)

**19b. How much money would you spend on a biological sandwich?**

- € 2 - 2.50
- € 3- 3.50
- € 4- 4.50
- Other.....

**19c How much money would you spend on a biological salad?**

- € 2.50- 3
- €3.50- 4
- €4.50- 5
- Other.....

**19d How much money would you spend on a biological fruit juice?**

- € 2 - 2.50
- € 3- 3.50
- € 4- 4.50
- Other.....

**20. Any suggestions on how The Hague University can improve its environmental policy?**

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**Thank you!!!!**



Appendix 2: Results survey



**Question 1: Gender**

Question 1	
Gender	Total
Male	64
Female	49
No answer	1
Total	114

**Question 2: Age**

Question 2	
Age	Total
<17	4
18-21	67
22-25	36
26-29	6
>30	1
Total	114

**Question 3a : What are you studying now?**

Question 3a	
What are you studying now?	Total
European Studies	1
European Studies	14
Bedrijfskunde	6
Electrical Engineering	4
European Science	1
HALO	11
HALO, sportstudie	1
Halo/Sportmanagement	1
Hebo	10
Human Technology	1
Leraar lichamelijke opvoeding	2
Mechanical engineering	16
Mechatronics	7
Opleiding leraar lichamelijke opvoeding	1
P&A	5
Pabo	1
Physical education	1
Social work	4
SPM	2
Sport en bewegen	1
Sport management	1
Sportmanagement	17
Sportmanagement	1
Technical Informatica	4
No answer	1
<b>Total</b>	<b>114</b>

**Question 3b: At which academy are you studying?**

Question 3b	
At which academy are you studying? (e.g. Main Campus Academy of Sports Studies etc)	Total
Academy for Sports Studies	39
Academy of T, I and S, Delft	37
Main Campus	37
No answer	1
Total	114

**Question 4: What does the environment mean to you on a scale from 1 (lowest) till 5 (highest)?**

Question 4	
What does the environment mean to you on a scale from 1 (lowest) till 5 (highest)?	Total
2	8
3	41
4	54
5	11
Total	114

**Question 5a: Do you separate paper from normal garbage?**

Question 5a	
Do you separate paper from normal garbage?	Total
Yes	73
No	41
Total	114

***If yes, how often?***

If yes how often?	Total
Once a week	53
Once a month	18
A few times a year	2
Total	73

**Question 5b: Do you separate glass from normal garbage?**

Question 5b	
Do you separate glass from normal garbage?	Total
Yes	88
No	25
No answer	1
Total	114

***If yes, how often?***

If yes how often?	Total
Once a month	70
A few times a year	17
Once per year	1
Total	88

**Question 5c: Do you bring your old clothes to a secondhand shop/ church/ Salvation Army?**

Question 5c	
Do you bring your old clothes to a secondhand shop/ church/ Salvation Army?	Total
Yes	67
No	47
Total	114

***If yes, how often?***

If yes how often?	Total
Once a month	3
A few times a year	34
Once per year	30
Total	67

**Question 6: Do you buy biological\* food?**

Question 6	Total
Yes	30
No	84
Total	114

**Question 7: Do you wear clothes that are made from organic cotton?**

Question 7	Total
Do you wear clothes that are made from organic cotton?	Total
Yes	23
No	82
No answer	9
Total	114

**Question 8: Do you think that you are eco-friendly? Give yourself a grade from 1 (lowest) till 5 (highest)**

Question 8	
Do you think you are eco-friendly? (Give yourself a grade from 1 (lowest) till 5 (highest))	Total
1	4
2	36
3	51
4	17
5	1
No answer	5
Total	114

**Question 9a: Are you a member of an environmental organization?**

Question 9a	
Are you a member of an environmental organization?	Total
Yes	8
No	101
No answer	5
Total	114

**9b. If yes, which one.....**

Question 9b	
If yes which one.....	Total
Greenpeace	6
World Wide Fund	1
WWF	1
Total	8

**Question 10: Do you think that The Hague University organizes enough events at school that are about the environment? (Scale 1-5)**

Question 10	
Do you think that The Hague University organizes enough events at school that are about the environment?	Total
Not at all	12
No	39
No opinion	53
Yes	4
No answer	6
Total	114

**Question 11: Do you think that The Hague University is an eco-friendly university when it comes to the separation of glass/paper?**

Question 11	
Do you think that The Hague University is an eco-friendly university when it comes to the separation of glass/paper?	Total
Not at all	10
No	24
No opinion	39
Yes	34
All the times	1
No answer	6
Total	114

**Question 12: Do you think that The Hague University encourage you to be more involved with the environment?**

Question 12		
Do you think that The Hague University encourage you to be more involved with the environment?		Total
Not at all		16
No		43
No opinion		32
Yes		17
No answer		6
Total		114

**Question 13: The Hague University has an eco-friendly policy, but do you notice this at the university?**

Question 13		
The Hague University has an eco-friendly policy but do you notice this at the university?		Total
Not at all		13
No		48
No opinion		23
Yes		22
All the time		1
No answer		7
Total		114

**Question 14: Which grade (1=lowest, 5= highest) would you give The Hague University when it comes to eco-friendliness?**

Question 14	
Which grade (1=lowest 5= highest) would you give The Hague University when it comes to eco-friendliness?	Total
1	5
2	36
3	50
4	16
5	1
No answer	6
Total	114

**Question 15: Would you be interested if The Hague University would be more environmental friendly? Please give your opinion.**

- Don't care
- Don't think so
- I don't know
- I guess so. Fighting for a better environment is always a good sign!
- I think it would be good for the University's image and because it will be a good role model/example for the students. But I am not bothered that they could be more environmental friendlier.
- I would be more interested if the Hague university showed more involvement. I haven't noticed anything
- I would indeed. After all, the environment is a part of our being.
- I have no knowledge about it, sorry.
- Interested in what?!
- It would be nice, I'm interested
- Maybe
- No
- No
- No doesn't matter please focus on the lessons
- No, I don't mind
- No, I'm not interested
- No, not necessary
- No, not really

- No, the environmental friendliness doesn't interest me.
- Not really
- Not really, but the environment is important for the future
- Yep
- Yes
- Yes I would be interested. This university has a lot of students, if they start showing students the right example the students would get to know these things. after all we go to school to learn something new
- Yes they could be a good example for its students.
- Yes
- Yes
- Yes, awareness is important for such a school as HHS.
- Yes, because we need to be prepared for our future.
- Yes, facilitate and encourage eco friendliness
- Yes, for the future, things could get better
- Yes, good idea. Also for the reputation of the HHS
- Yes, I'm disgusted about the amount of paper we are printing at the university, which you only use for 6 weeks and then it goes to the bin. People print without thinking...
- Yes, it could help
- Yes, it would stimulate us also to be eco-friendly. It's becoming a part of our daily life
- Yes, it's a topic that has to be discussed for the future and we can make a difference
- Yes, it's good to think about the environment
- Yes, more garbage cans to separate, e.g. for plastics
- Yes, obligatory lectures
- Yes, part of our lives, important for the future
- Yes, the Academy of Sport studies is not environment-friendly at all
- Yes, they should start with separate bins
- Yes, with more activities
- Yes, would fit the whole green logo too ;)
- Yes, I would really like the university to be more environmental friendly. Because it's a semi-governmental institution I even expect it to be, to set off a good example for other companies.
- Yes

**Question 16: Would you like to be more involved in environmental issues at The Hague University?**

Question 16	
Would you like to be more involved in environmental issues at The Hague University?	Total
Yes	24
No	84
No answer	6
Total	114

**Question 17: In which way would you be interested (multiple answers possible)**

Question 17	
In which way would you be interested (multiple answers possible)	Total
Seminars	7
Activities	31
Student organizations	12
Lectures	9
Other	2
Total	61

**Question 18: Do you think that the lectures at the university could be more about the environment?**

Question 18	
Do you think that the lectures at the university could be more about the environment?	Total
Yes	54
No	53
No answer	7
Total	114

**Question 19a: Would you buy sustainable food (biologic\*) if the canteen would offer it?**

Question 19a	
Would you buy sustainable food (biologic*) if the canteen would offer it?	Total
Yes	53
No	54
No answer	7
Total	114

**Question 19b: How much money would you spend on a biological sandwich?**

Question 19b	
How much money would you spend on a biological sandwich?	Total
2- 2.50 euro	45
3- 3.50 euro	11
4- 4.50 euro	0
Other	2
Total answers given	58

**Question 19c: How much money would you spend on a biological salad?**

Question 19c	
How much would you spend on a biological salad?	Total
2.50- 3 euro	32
3.50- 4 euro	15
4.50- 5 euro	2
Other	6
Total answers given	55

**Question 19d: How much money would you spend on a biological fruit juice?**

How much would you spend on a biological fruit juice?	Total
2- 2.50	45
3- 3.50	8
4- 4.50	0
Other	4
Total answers given	57

**Question 20: Any suggestions on how The Hague University can improve its environmental policy?**

- Biologic but not too expensive. We are students.
- By making the students aware that they have a environmental policy. I've never heard anything about it!
- By showing it more on the university.
- Different garbage bins for the separation of garbage.
- Different garbage bins. Separate plastic and cans.
- Make a study about it.
- Green energy, separate garbage, the use of solar panels.
- I think that they are on the right way.
- I think the Hague University should promote its environmental policy more with this I mean it should be more in the spotlight what the University does and what the University wants to accomplish with their policy and our help.
- I think the university can promote their environmental policy better. Not only to the students, but also to the outside world. If you let others know you do a lot about the environment and find it important, the rest will follow.
- Inform the students more about this.
- Involve us more, ask for our opinion.
- Less commercial policy of the canteen and let teachers tell what to work on instead of printing readers to make printing less necessary.
- Lower the heating in the classrooms.
- Maybe they should show more that they care about the environment.
- More activities, more information.
- More different bins (bins for paper, glass, plastic and others) We do this also at home!
- More lectures, seminars about the environment. Also fun stuff like organizing a movie night with an environment theme. You could show Al Gore's movie.
- More project and lectures.
- More separation of garbage and saving energy.
- No
- No
- No suggestions

- No, but I don't think that the University should try to influence the students (like biological food). That's not going to work, instead try using less power or something like that.
- Separation of paper
- Producing less paperwork, more digital reports.
- Promote it by using the right media tools (posters, screensavers etc.)
- Save energy with the computers.
- Save more energy, computers etc.
- Separate garbage.
- Separate bins for glass, paper & normal garbage.
- Shut down the computers, separate garbage, different bins in the canteen, sensor lights in toilet.
- Shut the computers and the lights at night.
- Shut the computers down when they are not in use.
- They can use garbage cans that can separate paper from the rest.
- They should start by sorting the garbage.

Appendix 3: Quick Scan AISHE



Quickscan <i>studenten</i> : Resultaten van duurzaamheid					
Naam (event. anoniem):			Studiejaar:		
Universiteit / Hogeschool:			Afdeling:		
Plaats:			Datum:		
Aanwijzing: ga (als individuele student) na in hoeverre de onderstaande beweringen juist zijn. Schrijf in het vakje van je keuze het bijbehorende aantal punten (0, 1, 2 of 3). Tel daarna de scores op. De score is minimaal 0, en maximaal 30 punten.					
Bewering	Relatie met <i>AISHE</i> criterium	echt niet waar: <b>0</b> punten	een beetje waar: <b>1</b> punt	redelijk waar: <b>2</b> punten	helemaal waar: <b>3</b> punten
1. In het tijdschrift van onze organisatie is regelmatig iets te lezen over duurzame ontwikkeling.	1.3				
2. De richtlijnen voor interne milieuzorg worden goed nageleefd door personeel en studenten.	1.4				
3. Wij beschikken over docenten die zeer deskundig zijn op het gebied van duurzame ontwikkeling.	2.2, 2.3				
4. Ik ben dankzij het onderwijs goed op de hoogte van duurzaamheidsaspecten in mijn eigen studiegebied.	3.1				
5. Het curriculum van mijn opleiding bevat voldoende aspecten van duurzame ontwikkeling.	4.1				
6. Duurzaamheid is bij ons meer dan een specialisme: het wordt bij ons breed, interdisciplinair aangepakt.	3.2, 4.2				
7. Mijn docenten nemen duurzame ontwikkeling t.a.v. organisatie, onderzoek en onderwijs serieus: het is bij hen niet alleen woorden maar ook daden.	3.3				
8. Het is goed dat ethische aspecten serieus tot uitdrukking komen in mijn opleiding.	3.3				
9. Bij de beoordeling van onze studentenprojecten, stages en afstudeeropdrachten betrekken de docenten altijd duurzaamheidsaspecten.	4.3				
10. Ik ben bereid om bij mijn afstuderen een verklaring af te leggen omtrent duurzaamheid in mijn beroepsuitoefening.	5.2				
<b>Optelling per kolom</b>					
<b>Totaalscore (maximum: 30)</b>					

(DHO, 2010, "Quickscan studenten" section)