

Internship Report - Race Against Waste  
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Internship at Race Against Waste B. V.  
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Race Against Waste  
*Internship as a project manager*



‘Race Against Waste inspires everyone to take part in transitioning towards a circular economy. We show that everyone can make a difference. Together we get rid of waste in the world!’



## **Preface**

During the past three years, in which I have been studying Global Responsibility and Leadership at the University of Groningen - Campus Fryslân, I have gained a lot of knowledge on various subjects and disciplines. In my major I have focused on governance and humanity which were always treated from the perspective of sustainability. Even though various practical assignments were part of the programme, I have always felt like I lacked experience in the practical field. This is why I started looking for an internship in which I could use all the knowledge I have gained during my studies in a practical matter.

Ever since I can remember I had the dream of changing the world. I wanted to leave the world a little better than it was. I wanted to change everything that I thought was unfair, unethical and inhumane. Although I still want to make a positive impact on the world and the people living on our beautiful planet, the GRL programme has taught me that I cannot change the whole world by myself. Instead of feeding this beautiful yet impossible dream, the programme taught me that I do not have to change the whole world in order to change the world. By teaching and inspiring others we can achieve so much more than we would ever be able to achieve alone and together we will be able to change this world for the better.

This life changing lesson has opened my eyes and through this new view I took upon life I ended up doing my internship for the organisation Race Against Waste. With their educational programmes for primary school children they teach and inspire the children to make the world a better place. A better place for themselves, people living in other countries and future generations. As the organisation is multidisciplinary, because it works together with local governments, educational institutions and acts upon sustainability and unethical working conditions in different industries, this internship was a perfect opportunity for me to bring the knowledge I have gained into practice. Being an intern at Race Against Waste has exceeded my expectations. Therefore I am incredibly grateful to have been part of this organisation for the past 5 months and I cannot wait to stay part of it.

I would like to thank Pepijn Rademakers for being an outstanding supervisor during my internship at Race Against Waste. His enthusiasm, willingness and patience to introduce me to all the different tasks I had to fulfil has allowed me to get the best possible experience as an intern. Besides this, I would like to thank Dr. Josefine Geiger for her willingness to academically guide me throughout the internship.

The internship as project manager at Race Against Waste has inspired me in many ways and it has given me an insight in what I would like to do in the future. Besides this, my internship has given me confidence in the things I can do with the knowledge I have gained during studying GRL. In this internship report I will express my feelings of enthusiasm and gratitude towards this experience by critically reflecting on the past months.

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## **Introduction**

My Bachelor's internship was hosted by Race Against Waste (RAW), located in Eindhoven, the Netherlands. Since 2014, RAW has involved young generations in moving towards a more sustainable future. By using educational campaigns they teach primary school children about the circular economy, injustices and saving energy. Annually, the organisation reaches children from over 600 primary schools in the Netherlands, Germany and France. During a project, which is called a Race, schools in a region compete against each other in order to make as much positive impact as possible. Impact is measured through the collection of items for recycling and reuse, repairing items and campaigning for the project and a sustainable future in which no person is exploited (Race Against Waste B.V., n.d.).

My internship position was project manager. As a project manager I have been responsible for two Races. One of the Races was focused on reducing electronic waste and the other Race was focused on reducing textile waste. In order to successfully manage the races it was my responsibility to stay in contact with the investing stakeholder, which in my case was the municipality and a waste collection and recycling company and the partner responsible for the logistics during the project. Besides that, I had to recruit schools which would be willing to participate in the project and coordinate the project with them. Lastly, I was responsible for carrying out the E-waste Race in Almere and the Textile Race in Rotterdam myself. This included teaching the guest lessons, organising a kick-off moment, checking whether items are registered correctly and keeping all partners involved informed.

As I completed a double major, in Responsible Governance and Responsible Humanity always from a sustainable perspective, this internship fit like a glove. Through the communication with multiple stakeholders, I learnt about local governmental structures and goals that Dutch municipalities have to target. My knowledge from my major Responsible Humanity was extremely helpful during the guest lessons I have taught and for the task I got to improve the quality of the lessons. One of the main goals of the Races is behavioural change, which was elaborately covered during the psychology classes. On top of this, the use of language which I have learnt a lot about during global health courses enabled me to improve the guest lessons and to teach children in a correct and respectful manner. The subject of sustainability was present during the whole phase of my Bachelor's programme which gave me a lot of knowledge that I could use for this internship. Besides this, the skills such as working together with different people and parties and the ability to present confidently which I have gained through studying GRL were extremely useful during my internship. During the GRL programme I have done research for different parties, for example during the Living Lab Project. However during these projects only one party was involved which made me curious about working together with different stakeholders. For that reason, working as a project manager

was perfect to improve this skill of communicating professionally on different levels. Hence, improving professional communication skills was one of my learning goals. Besides this, I wanted to become more familiar with the Dutch (local) governmental structures as I did not learn these during my Bachelor's. My last goal that I wanted to achieve during my internship was to gain more independence and confidence by working on a big project on my own. During the report I will reflect on achieving these learning outcomes.

### **Description of the internship organisation**

Race Against Waste is a young, impact-driven social enterprise founded by Timmy de Vos. RAW has a young team consisting of 8 enthusiastic impact makers. With a vision to have a world without any waste, the organisation inspires and involves everyone to participate in transitioning to a circular economy. RAW offers practical solutions to environmental and social problems. Through educational projects, awareness is raised and action is taken on poor labour conditions in different industries, degradation of our environment, depletion of scarce resources and thus climate change. To fulfil its mission, RAW has created three educational projects being the E-waste Race, the Textiel Race (textile race) and the Energy Race.

#### *E-waste Race*

The Quantity and the rate at which electronic waste (e-waste) is generated has increased exponentially over the past years. Due to shorter life cycles of our electronic products, the amount of globally generated e-waste keeps increasing (Rene et al., 2021). The improper management and monitoring of our e-waste is alarming to the environment and health because of the presence of toxic substances in the devices and raw materials risking a supply shortage. No more than 35% of e-waste in Europe is recycled or reused which results in 65% of our valuable e-waste containing raw materials being lost (Işıldar et al., 2019). This is one of the problems that Race Against Waste wants to tackle. This is done through organising the E-waste Race on primary schools inside and outside the Netherlands. A race starts with an interactive guest lecture about electronic devices, working conditions in the industry, the impact of our electronics on the environment and other people and an introduction to the circular economy. In the guest lecture the children are becoming familiar with *reducing, reusing and recycling*. After the guest lecture, the participating children from ten schools in a region or municipality, compete against each other by trying to make as much impact as possible. They earn credits by collecting various types of e-waste so these can be used for reuse or recycling, campaigning for the circular economy and getting electric devices repaired by so-called Repair Café's.

Through campaigning, not only the participating children are actively improving the world but they involve their families and neighbours in the e-waste collection. By using the website [www.ewasterace.nl](http://www.ewasterace.nl), neighbours can register e-waste to be picked up for free by one of the participating schools. After four weeks, the participating school making the most impact earns the most credits and wins a school trip. In this way, Race Against Waste makes it easy, fun and educational to contribute to a more sustainable and fair world. With the organised E-waste Races, Race Against Waste saves half a million electronic devices from going to waste annually. Since its start in 2014, RAW has been responsible for saving 3 million kilograms of CO2 emissions (Race Against Waste B.V., n.d.).

### *Textiel Race*

In addition to the E-waste Race, RAW organises the Textiel Race as well. The Textiel Race is similar to the above explained E-waste Race however it focuses on the textile industry instead of electronics. The Textiel Race raises awareness on the environmental and social impact of textile production. Through the guest lecture focusing on fast fashion and the social and environmental problems this causes, children are equipped to start the Race and collect textile for reuse or recycling, repair textile, campaign for a circular economy and organise events such as a clothing swap (Race Against Waste B.V., n.d.). The fast fashion industry has become increasingly popular in recent years in both in-store and online platforms. The ability to respond quickly boosts a company's profitability as it enables them to effectively match supply and demand. However, the industry is criticised for having a great negative impact on the environment and people. The environmental impact is particularly due to poor quality clothing ending up in waste within a year after being produced. The waste coming from textiles has increased to 16 million tonnes in 2014, in the United States only. This 70% increase since 2000 showcases the growing problem that needs to be tackled (Long & Nasiry, 2022). Through the Textiel Race an average of 14.000 kilograms of textiles are collected and thus reused or recycled which saves over 192 tonnes of CO2 per race organised (Race Against Waste B.V., n.d.).

### *Energy Race*

The last project that Race Against Waste offers is the Energy Race. This race differs slightly from the aforementioned projects as waste collection is not possible in this case. During the Energy Race, ten primary school classes in a municipality or region compete against each other to save energy. In the interactive guest lecture at the beginning of the project, the classes become familiar with different energy sources and their pros and cons. The children also learn different, low-threshold, methods to save energy. After all the



participating classes have had their guest lecture, the Energy Race starts. The participating children work on actions to save energy, they campaign and contact local or national media to emphasise the importance of the project. The Energy Race requires a local approach as municipalities often offer tailored actions and options for inhabitants to save energy. Examples of initiatives include the distribution of Energy Boxes, which include energy saving products, and vouchers for energy saving measures and offering energy coaching (Race Against Waste B.V., n.d.). The Energy Race is of major importance since the number of households suffering with the ability to pay their energy bill are rising. In 2022, 7.4% of Dutch households suffered from poverty to pay their energy bills which is an increase of 1% in two years (Mulder, Batenburg, & Dalla Longa, 2023)

During the first Energy Race in 2022, a total of 411 children participated enthusiastically. During the Race, 150 Energy Boxes were made available by the municipality however during the first week of the project 108 Boxes had already been requested (Race Against Waste B.V., n.d.).

### *The Sustainable Development Goals*

The Projects of Race Against Waste Relate to the United Nations Sustainable Development Goals in many different ways. The main connections between the RAW projects and the SDG's (United Nations, 2015) are listed below.



During the guest lectures of the various projects offered by RAW, topics of poverty, quality education and inequalities are frequently touched upon. The projects make children aware of the inequalities in industries. For example child labour and poverty in the textile industry which results in many children not being able to go to school and have equal opportunities. Other poor working conditions are also touched upon as it explained that in many Asian countries workers are paid significantly below the ethical standards (Fish, 2002).



The Energy Race is fully covered in SDG 7: Affordable and Clean Energy as different energy sources are elaborately covered in the guest lectures. Part of the guest lecture is explaining the children sustainable and poor energy sources after which the children take action to save as much energy as possible to keep the energy bill affordable for their households.



Lastly, goals 12 and 13 are the core principles of Race Against Waste. As the organisation wants to move towards a circular economy the principle of *Reduce, Reuse, Recycle* are a constant factor in all the projects. Children, and through them their environment, are encouraged to firstly buy less and if really needed to buy second hand or from a sustainable brand. By expressing this message multiple times, and also rewarding the participating children for this, SDG 12 is a main part of the organisation. Ultimately, goal number 13 Climate Action is the fundamental goal of Race Against Waste. Climate action is what all the projects and thus the whole organisation is built upon.

## **Description of the internship**

Being an intern at the position of project manager for Race Against Waste, I was involved in organising and coordinating two projects being a Textiel Race in Rotterdam and an E-waste Race in Almere. For this position, many different competences were required including the ability to work independently, sufficient communication skills, handling matters with caution and the ability to excite and motivate others. The description fits my major choice like a glove, as I have had meetings with municipalities which relates to the major Responsible Governance. The major choice Responsible Humanity came into play during the guest lectures and improving the content of the lectures. Throughout the internship I improved many skills and I can conclude that the internship at RAW was an excellent learning experience for me.

The tasks of a project manager at Race Against Waste that were assigned to me were undoubtedly diverse. In the first two weeks after a project has been confirmed by the municipality and/or the investing company, different tasks need to be carried out. This includes organising an online meeting with the partner to discuss the dates of the project, the prizes that are going to be granted to the winning and other participating schools and starting to make plans for the logistics. The logistics have to be scheduled very carefully as bins are delivered to all participating schools and these have to be emptied in time so the collection of products can continue throughout the Race. After the meeting, all action points for both parties are set and can be worked on. For me, as a project manager these action points are to create an overview of all the schools in the region or municipality so I can contact them and excite them for the project for which it is free for them to participate. Besides that, I schedule the school trip for the winning group which includes a location and a bus trip. For this, it is important to keep in mind the budgets available for prizes. Next to this, I create an email to recruit participating schools (Appendix A).

After the first schools have registered for participation, a second meeting with the partner is organised in which I as project manager walk through the script step by step to review the action points and create new action points if necessary. Action points can be to organise a kick-off during the guest lecture week. For this kick-off we ask local press and an alderman of the municipality to be present to officially open the project and attract media attention.

In the meantime, the recruitment of schools continues as well as other preparations to have a successful race. These preparations are to create sufficient PowerPoint slides, to create the Race on our website so credits can be registered and neighbours of the participating schools can register waste to be picked up.

After all agreements have been signed by all parties and de schools, the project will start with a week full of lectures in which I taught the children about the labour conditions in the textile industry or the electronics industry as well as the impact of our consumptional behaviour on those people and our planet.

After the week with guest lectures, the project starts and the children start collecting and campaigning. In these weeks in which the Race is active, teachers and children come to me with different questions I have to answer and I have to check whether the waste registered at our website actually is the waste being collected. At the same time, I have to keep our partners updated about the results (Appendix B) and exceptionalities of the race. During the weeks of the race (local) media is interested in the project as well and therefore interviews have to be given about the importance of what we are doing (Appendix C).

In the month before the start of the guest lectures I already started the preparations for the projects I am going to manage in the next period. In this period, I will manage four projects instead of two which results in more work and therefore an even more structured approach.

At the end of my internship, my Races had not yet been finished and thus further tasks were not part of my internship. Further tasks of a project manager will be to announce the official winner. When the winner is announced, me as a project manager, the alderman of the municipality, other partners involved in organising the Race and local media visit the school to officially hand out the poster which visualises the price. After the official end of the race, an evaluation with the partners is organised to seek improvements and to hopefully continue the collaboration in the future.

All in all, the tasks I have been responsible for as an intern at the position of project manager have been wide ranging which has enabled me to learn a lot from it. During the meetings with the municipalities I had the opportunity to develop my professional communication skills to a further extent which has been extremely valuable. With these meetings I got the opportunity to build a relationship based on an extremely important topic being sustainability which can make a great impact in the future.

In addition to the tasks as project management, I was also asked to make improvements to the guest lessons as my knowledge from the GRL programme was seen as extremely valuable. One of the great changes I made was to leave out words such as ‘developing countries’ and ‘developed countries’ as changing this narrative has been a main topic in our global health courses.

Altogether the tasks I had the opportunity to work on during my internship ranged from organising, communicating, educating, presenting and recruiting. For these tasks, knowledge and a broad range of skills were desired which I have learnt throughout studying GRL. Whenever my knowledge was not satisfactory for a specific situation my internship supervisor Pepijn or other colleagues were always willing to help.

## **Evaluation**

After being active within the organisation Race Against Waste for 560 hours in the past five months I have gained numerous new experiences as well as skills. The internship has given me an insight into my talents and how I perform within a team as well as with external partners. Before starting this internship I have set several learning outcomes that I wished to achieve during my internship. I have achieved most of the goals that I have created whereas I am still working to develop others even more. In this last part of this report I reflect on these learning outcomes, other acquired competences and my future career prospects.

## **Learning outcomes**

### *Becoming more familiar with the circular economy and teaching children*

The main part of my internship assignment was executing the project in which the primary school children are being taught about the circular economy and poor labour conditions for the textile and electronic devices we buy in the Netherlands. For this, I first had to become even more familiar with the circular economy. This was of course a topic frequently discussed throughout the GRL programme. However, this was always within an academic setting with only university students and staff who were already engaged in sustainability. This is why I thought it would be challenging to change my story into something comprehensible for primary school children. As people within RAW have been teaching these topics to children for years, they were extremely helpful in changing my academic knowledge to an understandable story for younger children. Additionally, I expected some difficulties with teaching classes of sometimes over 30 children. Fortunately I got the chance to watch one of my colleagues teach two of the lessons after which I could teach two lessons myself with supervision of one of my colleagues. After useful feedback that I received from them I felt ready and confident to teach on my own. The feedback was overall very positive and my colleagues were very impressed with my skills in natural authority and keeping the class under control. I think this was mostly because I felt confident in presenting from the first minute thanks to the skills gained in the GRL programme. An important improvement I could make was to be slightly more strict when kids are talking for example. I did warn the children but I was told to be more strict if the kids did not pay attention and to let them know their actions have consequences. After hearing this I tried doing this and it did work which made me even more confident however being strict still feels slightly uncomfortable.

Overall, even though there is still room left for improvement I can conclude that I did achieve this learning outcome with the best result possible in the period of my internship.

### *Improve my professional communication skills*

As a second learning outcome that I formulated before starting my internship is improving my professional communication skills. During studying GRL I have experienced working with external partners in various different projects. For example during the Living Lab project, in which Amnesty International was the host organisation and a project for Applied Social Psychology regarding a Youth Centre in Groningen. Even though both projects were a good experience, I did not feel like I was working together with the other party. During the programme, we were given a task for which we had to find a solution by doing research. However, regular meetings with the partners and mapping out action points with deadlines were not part of what was expected from us as students. For my internship I had to work together with municipalities that fund the projects. For this I had to take into account their interest and the goals of the municipality. In the meetings I thus had to find out the incentives of a municipality to invest in our projects while at the same time building a relationship with them so we can continue the collaboration in the coming years. Through these meetings and finding out about different incentives I have learnt more about the municipal structure in the Netherlands. I for example learnt that municipalities are responsible for the waste collection and separation. In the Netherlands, so-called VANG goals have been set to reduce the amount of residual waste per capita per year (“Uitvoeringsprogramma VANG-HHA,” n.d.). For this, a project in which electronic and textile waste is actively collected and thus separated is an easy solution for a municipality. However, some municipalities already reach the targeted goal and thus have other incentives. Knowing the incentives an investing municipality has thus changes the approach to the project. This ability to change my approach requires flexibility for me as a project manager.

The assignments within the GRL programme have always been controlled to a great extent and this was thus challenging for me. It was very helpful for me that I could see how colleagues approached these meetings so I could learn from them. After watching my colleagues do the job, I could chair meetings myself and a colleague would be present and give me feedback afterwards. In this feedback I mainly heard that I sometimes was too direct and I had to put more effort into building a relationship by having smalltalk at the beginning of the meeting.

The feedback has been very useful and I now have found a good balance between informality and formality during these meetings which result in very effective meetings and good relationships with a lot of trust.

### *Increase my knowledge in Dutch local governments relating to sustainability*

As mentioned above, the internship has given me a great insight in the approach of local Dutch governments relating to sustainability. For example the VANG goals to reduce residual waste in municipalities have not been discussed during the GRL programme. Next to this, the projects offered by RAW contribute to the national government’s objectives to reach a circular economy by 2050. To reach this goal, the Dutch

government has set goals which include using raw materials in existing production processes more efficiently and if new raw materials are needed they should be sustainable or recycled (Rijksoverheid, 2021). I found out that I lacked this knowledge at the beginning of my internship as the programme was mainly internationally focused. Therefore this has been one of the factors that I have learnt most about during the internship.

### *Improving leadership skills*

As a last learning outcome I set the goal to further improve my leadership skills. Throughout the GRL programme I have developed into a responsible leader, however this has mostly been tested in a controlled environment. During my internship, I was free to use the skills I have learnt during the programme and to put theory into practice. I felt like the GRL programme has given me such good skills to become a responsible leader. I for example used different leadership styles according to the bond I had with a partner and according to how much experience the partner had with our projects. One partner had been involved in the organisation of multiple E-waste Races and therefore I chose to have a more or less laissez-faire approach. We went through the script and I set out directions as I was sure the action point would be picked up and agreements would be met. For a partner which did not have any experience with our projects, I took a more authoritative leadership role. In this role I explained more details and walked through the script thoroughly and setting more action points with more moments in which I would check-in on the progress of these points of action.

For improving my leadership skills, studying GRL has been the best possible programme as it has familiarised me with different leadership styles and approaches towards different people and institutions. Through the knowledge gained in the programme I felt comfortable taking the leadership seat and guiding partners through our project. I can therefore say that I have definitely improved my leadership skills even more.

## **Acquired competences**

### *Working in a small team*

Next to achieving the learning outcomes I have set beforehand, I also acquired different competences that I had not expected before starting the internship. It was for example the first time that I have been working in a small team of only 8 people. During my studies, I have worked together with different students but I had not experienced long-term collaborations as groups would change after a project had finished. Throughout my internship I have learnt to work together as a team with the same people for a longer period

of time. I experienced this as a comfortable position as I dared to ask questions more often as soon as I felt comfortable with my colleagues around me. I now feel comfortable asking for help if things are not working out or if I am not sure about something. Before, I would take a risk and see how things would end. This has changed drastically since I now quickly ask one of my colleagues to help me out.

### *Networking*

Additionally, for the first time I have experienced networking events with many people that I did not know. As the university was a controlled and safe environment, the chances to meet new people in the field were scarce. During my internship the company has been invited to various sustainability events which I have joined one of these as well. I remember that I was extremely nervous and shy to talk to other people about the work we do as a company and to ask them what their company does. To do this type of networking I thus have to step out of my comfort zone. The first step however, is already made during the week of guest lessons. In this week I was interviewed by a local radio and tv-station (Appendix C) as well as aldermen, CEO's of companies, a climate ambassador and a member of the Dutch House of Representatives were visiting my lectures. I had the opportunity to talk and network and later on connect on for example LinkedIn. Even though there is much room left for improvement in my networking skills, the first steps are made and this is a competence I had not expected to acquire before starting as an intern within Race Against Waste.

### *Legislation*

Another factor I had not considered to be learning was regarding legislation. During the Living Lab project we had participants signing a contract for informed consent and privacy, however I had not expected that for the projects offered this many contracts and agreements would come into play. All parties involved, being the logistics partner, the municipality, the schools and we as an organisation had to sign various contracts before the project could start. These agreements mostly related to safety and privacy and were often put into discussion by other parties as the agreements touch upon sensitive topics. Beforehand, I did not expect that a contract needed to be signed for all agreements made which was a great lesson for me as I was not familiar with the Dutch legislation regarding various topics. I learnt a lot from this experience for future events or projects that I might organise whether it is within Race Against Waste or another organisation.



### *Sales skills*

A last competence that I had never expected to obtain was developing skills in sales. As I have been responsible for recruiting the participating schools a lot of sales skills come into play. Next to my enthusiasm for the project I offer the schools for free, it does cost time and effort and therefore selling the project is a necessity. At first, I felt slightly uncomfortable by persuading teachers to enrol in the list of participants and I would not try to convince them after they have said no. However, after talking to my colleagues and the CEO I realised that it is not bad to persuade someone into participating in one of the projects. This is because the project has a great positive impact and I support the project to the fullest. By solely giving the teachers more information about the project they might get excited for the project and are willing to participate. I learnt that not immediately accepting a 'no' for an answer can bring me very far in life.

### *Negotiations on contracts*

Not immediately accepting a 'no' or the first offer is something I have definitely learnt during my internship. As the CEO of Race Against Waste was extremely pleased with the way I worked we started talking about continuing to work for the organisation after my internship. When having these conversations I was offered a wage that I thought was not satisfactory. As I had not heard any negative feedback and the CEO as well as colleagues expressed their contentment with my work I wished to also see this in what was offered to me. We had many meetings in which we negotiated about matters such as my wage and I did not lower my standards as I was confident of my skills and already had months of experience within the company. Staying confident, open and transparent led to the fact that the CEO agreed to offer me a full time position as project manager with the conditions I had set before.

Personally, I am most proud of acquiring this competence as it gives me confidence in my personal as well as professional life which I can use in many future events.

### **Future career prospects**

As said above, I am offered to continue working as a project manager within RAW and I will do so until at least the end of 2023. I will thus be responsible for multiple projects, however I also want to spend time doing research on how we can further improve the lectures as I have written my thesis on behavioural change and I think valuable changes can be made. Next to this I think it is valuable to research the long-term effects of our projects on children's behaviour. As the projects offer a price, and thus extrinsic

motivation to make an impact I consider this research to be of extreme importance to the company. Next to this, I would like to change the behaviour that is shown in the office. This relates to the lunch that is offered to employees which is not noticeably sustainable or fair. Even though the lunch offered is solely vegetarian, improvements can be made by for example offering only Fairtrade coffee and other products and reducing the amount of single use plastics. With the knowledge and skills learnt in the GRL programme, I would be suitable to make these changes and improve the company even further.

Next to a job for at least the coming months, my internship experience has also given me a direction I would like to focus on in my future career. Because the long-term effects of our projects have not yet been researched to a great extent, I might choose to work for a company that has proven to change behaviour structurally as it is my belief that in order to create a sustainable and fair future we do need structural change. This internship has opened my eyes towards various problems occurring in the world, it has given me many new contacts and it has taught me a lot about what I wish to do in the future.

All in all, my internship experience has succeeded all my expectations and I could not have imagined a better internship to finish the Global Responsibility and Leadership programme with. With my internship I have used the knowledge and skills I have gained in my majors and the rest of the programme. The programme has prepared me for a professional career in the best way possible and I cannot wait to dive deeper into my professional career as a graduate.

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## Appendices

Below are products I have created during my internship.

### Appendix A: Recruitment mail for the schools



### Doe mee aan de E-waste Race Rotterdam 2023!

Doe met jouw klas mee aan de E-waste Race en leer samen met de leerlingen alles over het verzamelen en recyclen van elektronische apparaten. Tijdens de E-waste Race combineren we educatie met een toffe inzamelactie en je maakt bovendien **kans op een geweldig schoolreisje!**

Meedoen aan de E-waste Race is volledig **GRATIS** en wordt georganiseerd door de gemeente Rotterdam en ondersteund door Het Goed Rotterdam.

De E-waste Race bestaat uit de volgende onderdelen:

- Een **interactieve gastles** van 1,5 uur (in de week van **15 mei**) over grondstoffen, elektronische apparaten en het belang van hergebruik en recyclen;
- Een **inzamelactie** van vier weken (**22 mei t/m 15 juni**) buiten schooltijd. De groep neemt het op tegen negen andere scholen uit de **gemeente Rotterdam** om e-waste in te zamelen;
- Extra **lesmateriaal** dat optioneel in te zetten is (van bruikbare filmpjes tot spelletjes en workshops).

Het project is voor de groepen 6, 7 en 8. Jullie leveren zo niet alleen een fantastische bijdrage aan het milieu, maar de school met de hoogste score wint ook een volledig verzorgde schoolreis! Er kunnen maximaal tien groepen deelnemen aan de race dus wees er snel bij.

[Aanmelden](#)

#### Ons verhaal

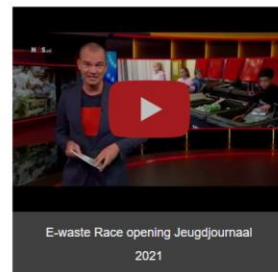
Sinds 2014 zijn op meer dan 1100 basisscholen E-waste Races georganiseerd! De race geeft de leerlingen handvatten om



#### Ons verhaal

Sinds 2014 zijn op meer dan 1100 basisscholen E-waste Races georganiseerd! De race geeft de leerlingen handvatten om zelf aan de slag te gaan met de problemen rondom elektronisch afval. Inmiddels hebben wel al meer dan 2 miljoen apparaten ingezameld en zijn zowel leerlingen als docenten keer op keer enthousiast over de race. Bekijk onze [Facebookpagina](#), [instagram](#) of ons [Youtube](#) kanaal om een idee te krijgen. De leerlingen blijven 4 weken lang enthousiast, zo schrijft de juf van een winnende groep uit Utrecht. Lees hier haar leuke [blog](#) over de impact van de race. Voor meer algemene informatie, druk op de knop hieronder.

[Meer informatie](#)



E-waste Race opening Jeugdjournaal 2021



Wij zijn Race Against Waste!

Aanmelden kan via de aanmeldbutton in deze mail, of via onderstaande contactgegevens. De maximale groepsgrootte is 40 leerlingen.

Hebben jullie vragen? Neem dan contact op met Esthy Meijer via 06 43 24 11 89 of per mail [esthy@raceagainstwaste.org](mailto:esthy@raceagainstwaste.org).

We zien uit naar jullie deelname!

Hartelijke groet,  
het E-waste Race team



## Appendix B: Results of the current Races

For Rotterdam the amount of items translates to the kilograms of textile which is collected.

For Almere the amount of items translates to the number of electronic devices collected.

### Textiel Race Rotterdam 2023

Deze race loopt van 27-03-2023 (08:30 uur) tot 20-04-2023 (10:00 uur).

#### Tussenstand

Naam	Deelnemers	Items	Score
Jan Antonie Bijloo	26	205	129 (3350 Punten)
OBS Pantarijn & Bloemhof	35	294	84 (2940 Punten)
OBS De Vierambacht	22	29	78 (1720 Punten)
De Provenier	30	76	27 (800 Punten)
Meester Baars	96	174	18 (1740 Punten)
De Kruidenhoek	91	119	13 (1160 Punten)
De Kleine Prins	20	0	0 (0 Punten)
Koningin Wilhelmina	15	0	0 (0 Punten)
Finlandia	28	0	0 (0 Punten)
CBS Onze Wereld	23	0	0 (0 Punten)

### E-waste Race Almere 2023

Deze race loopt van 13-03-2023 (08:30 uur) tot 06-04-2023 (10:00 uur).

#### Tussenstand

Naam	Deelnemers	Items	Score
OB Het Avontuur	25	1482	992 (24800 Punten)
PCB De Lichtboei	23	888	773 (17790 Punten)
Het Drieluik	27	944	685 (18500 Punten)
BS Aurora	36	1337	637 (22940 Punten)
IKC De Regenboog	54	1181	492 (26550 Punten)
BS Al Iman	40	402	170 (6780 Punten)
OBS De Flierefluiter	90	851	157 (14100 Punten)
Basisschool Shri Ganesha	40	82	34 (1370 Punten)
Basisschool Odyssee	26	0	0 (0 Punten)

*Appendix C: Media coverage of my Race in Almere*

<https://www.omroepflevoland.nl/nieuws/324028/scholieren-gaan-elektronisch-afval-inzamelen>

<https://www.youtube.com/watch?v=xEIL7ywg08k>



*Log book:*

<b>Week</b>	<b>Activity</b>
46	Getting to know the team, watching what colleagues are doing, watching an evaluation of a past project (what went well, what we should focus on in coming editions). See the recruitment calls of a colleague (recruitment is done almost every afternoon). Team meeting: informal meeting to discuss pressing issues (a team meeting is held weekly).
47	Making slides for the guest lessons, make a to-do list to get all action points clear, create a script for the races to share with the partners, a collage explained everything relating school trips/ prices etc
48	Work on my to-do list i.e. contacting bus companies for the trip, arranging the trip, being present in meetings to experience how this is, recruiting myself and registering the first school.

49	Booking trips and buses, getting the website ready so schools can register collected items and neighbours can do this as well, RAW college on how to keep in contact with partners and the new project: Energy Race. Working from home for the first time
50	Had my first week update in which progress is checked. An (online) networking event/lecture. Meetings with partners and municipalities. Chaired the first meeting which was still supervised. Getting feedback on my work and the meeting which was useful.
51	Creating recruitment mails for the next period. End of the year activity with the team. Christmas break.
52	Christmas break.
1	Christmas break and getting back on track with emails and phone calls towards partners.
2	Evaluation with the CEO about how the internship is going and a probable continuation after internship. Recruiting schools again after the break.
3	First meeting with a new municipality. I was able to chair the meeting which was still supervised by the team leader. Second conversation with the CEO about continuing after the internship. Scheduling the guest lectures with schools.
4	Meetings with partners, writing press releases that can be sent out before and during the projects. Evaluation meeting of the internship with Josefine and Pepijn.
5	The usual tasks and a RAW lecture on how to keep contact with the partners.
6	Event Brabant Circular Awards, visiting Mirec (an electronics recycling company), discussing practical matters for the visit of Kiki Hagen (House of Representatives), and sending out practical information for the projects to schools.
7	Improving the content of the guest lectures.
8	Going to Almere to present a new project (Textiel Race) to this municipality that they will organise after the summer break. Printing and preparing the last things for the coming races.

9	See colleagues giving the guest lectures and giving feedback to them. Giving the first lectures myself and receiving feedback
10	Start of the Race in Almere; Teaching for a full week and managing the project. Doing interviews for radio and tv.
11	Answering questions from schools in Almere, calling partners to update them on the Race, check whether items are registered correctly. Join a colleague for her guest lectures. Arranging things for the races in the coming period.
12	Week of guest lectures for the Textiel Race in Rotterdam. A little bit of recruitment for the next period and checking the race in Almere.