



BIOART
SOCIETY

Participation of CLUVEX partner universities' students to VE & Climate University course

Version 1

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CLUVEX



CLIMATE
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This document is the Deliverable 4.2 on the “**Participation of CLUVEX partner universities’ students to VE & Climate University course**”. The document has been written and updated by the CLUVEX teams of the University of Helsinki (UH, Finland), University of Copenhagen (UCPH, Denmark), Odessa I.I. Mechnikov National University (ONU, Ukraine), Taras Shevchenko National University of Kyiv (TSNUK, Ukraine), Yerevan State University (YSU, Armenia), and the Bioart Society, Finland.

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CONTENTS

1. Call Distribution for the 2nd (May 2025) and 3rd (October 2025) VE Weeks	4
2. Day-by-Day Programmes of the 2nd and 3rd VE Weeks	14
2.1. 2nd CLUVEX VE Week	14
2.2. 3rd CLUVEX VE Week	15
3. Piloting of the 2nd and 3rd VE Weeks Programmes	17
3.1. 2nd CLUVEX VE Week	17
3.2. 3rd CLUVEX VE Week	24
4. Analysis of the 2nd and 3rd VE Weeks	28
4.1. Students' Statistics and Feedback	28
4.1.1. 2nd CLUVEX VE Week	28
4.1.2. 3rd CLUVEX VE Week	38
4.2. Moderators' Statistics and Feedback	43
4.2.1. 2nd CLUVEX VE Week	43
4.2.2. 3rd CLUVEX VE Week	47
5. CLUVEX VE Weeks for Students as a Climate University Course – Added Value	52
6. Gaps Analysis and Recommendations for Future VE Weeks	52
6.1. Participation and Engagement Gaps	53
6.2. Scheduling and Organisational Gaps	53
6.3. Moderation and Facilitation Gaps	53
6.4. Technical and Platform Gaps	53
6.5. Curriculum and Pedagogy Gaps	54
6.6. Evaluation and Reporting Gaps	54

 6.7. Strategic and Sustainability Gaps	54
7. Conclusion	57

1. Call Distribution for the 2nd (May 2025) and 3rd (October 2025) VE Weeks

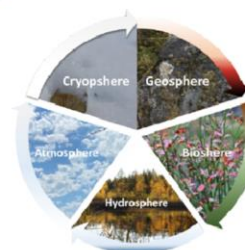
The Call for Students for the 2nd VE Week (12-16 May 2025) was open from 18 February to 9 May 2025. The CLUVEX partners distributed the Call via their websites, student organizations' e-mailing lists, and e-info screens. The CLUVEX project and the Call were also advertised/ presented in different forums/ conferences/ seminars:



VIRTUAL EXCHANGE WEEK ANNOUNCEMENT

CLUVEX VIRTUAL EXCHANGE (1 ECTS) 12—16 May 2025

Climate University for Virtual Exchanges (CLUVEX) is an international multidisciplinary online course. CLUVEX introduces and discusses the latest scientific knowledge on climate change from multidisciplinary perspectives: natural sciences, social sciences and the arts.



- Pre-announcement of the call for students for the CLUVEX 3rd Virtual Exchange Week was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1077>
- Join the Moderators' Training Program for the CLUVEX 2nd Virtual Exchange Week in January 2025 was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1140>
- The Calls-for-Moderators was announced in English as [news](#) at the CLUVEX public website hosted by UH, as [news](#) by YSU, as [news](#) by TSNUK, and by ONU (in Ukrainian) in [Facebook](#), [Instagram](#), and [Telegram](#) as well as in the CLUVEX social networks (by YSU) – in Facebook (<https://www.facebook.com/cluvex>) and in LinkedIn (<https://www.linkedin.com/company/cluvexcomuniversity>) in English, Armenian (by YSU), and Ukrainian (by TSNUK and ONU) languages.
- Call-for-Students for the CLUVEX 2nd Virtual Exchange Week was made on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1235>

- The CLUVEX 2nd Virtual Exchange Week was announced by the CLUVEX Partner, the University of Copenhagen. It was published on the university website: CLUVEX VIRTUAL EXCHANGE WEEK ANNOUNCEMENT – Niels Bohr Institute – University of Copenhagen <https://nbi.ku.dk/english/research/pice/news/it-happens-at-pice/cluvex-student-call>
- The CLUVEX 2nd Virtual Exchange Week was also announced for students in Ukrainian language by the CLUVEX Partner, the Odessa National University (ONU) through the social media in Facebook, Instagram, and Telegram.
<https://www.facebook.com/share/1AY5cwshVh/?mibextid=wwXlfr>
<https://www.facebook.com/share/p/1DRAGWtdDK/?mibextid=wwXlfr>
<https://www.instagram.com/p/DGfgcddtGfv/?igsh=MXJjemdvMHZrOXU5bg==>
https://t.me/Mechnikov_info/9276
- The Odessa National University (ONU) also distributed in Ukrainian language a short summary of the CLUVEX project reporting to EU through the Facebook and Instagram social media channels
<https://www.facebook.com/share/p/169Y9VMxMh/?mibextid=wwXlfr>
<https://www.facebook.com/share/p/1EFKq4jy5A/?mibextid=wwXlfr>
https://www.instagram.com/p/DF_L0k7lqlS/?igsh=MXU5eTJheXZ2M250ZQ==
- On 16th April 2025 (13-15 pm of Ukrainian/ Finnish time), a Round-Table discussions on “Fostering Climate Change Awareness and Cultivating Green Skills Among Youth for a Sustainable Future” held in the framework of the Erasmus+ Project “Climate University for Virtual Exchanges” (CLUVEX). This Round Table (in total 2h of presentations and discussions) is organized for teachers, researchers, experts, and students at all levels of education who are interested in virtual exchanges (the CLUVEX Virtual Exchange Week, VE Week) for learning and discussing the latest scientific knowledge on climate change from multidisciplinary perspectives: natural sciences, social sciences and the arts
<https://www.atm.helsinki.fi/cluvex/?p=1269>
- The CLUVEX 2nd Virtual Exchange Week for students was announced by the CLUVEX Partner from Armenia, the Yerevan State University in the [University website](#) as well as through the CLUVEX social media channels: [Facebook](#) and [Linkdin](#).
- The CLUVEX project presented as oral presentation at the EGU General Assembly 2025 (Vienna, Austria) in session EOS2.5 “From real-world data and perception to climate change education: A call to action” (see session details: <https://meetingorganizer.copernicus.org/EGU25/session/52056>).
- The 1st training for moderators participating in the 2nd Virtual Exchange Week (VE Week; 12-16 My 2025) for students is scheduled on 26 March 2025, Wednesday, starting at 14:30 pm (Helsinki time, UTC+3).

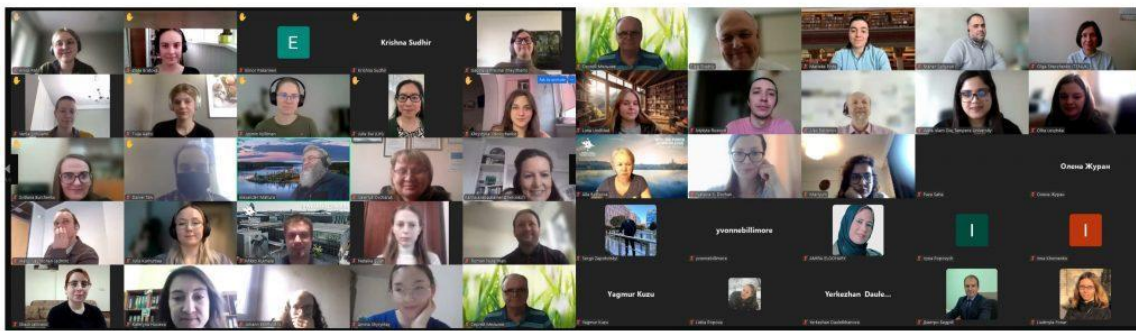
<https://www.atm.helsinki.fi/cluvex/?p=1295>

- Announcement of a series of short online 1+ hour training sessions for the CLUVEX new moderators in Spring 2025.

<https://www.atm.helsinki.fi/cluvex/?p=1300>

- The 1st training for moderators participating in the 2nd Virtual Exchange Week (VE Week; 12-16 May 2025) for students was carried out on 26 March 2025. In total, more than 50 participants, including 12 new moderators, attended the training online.

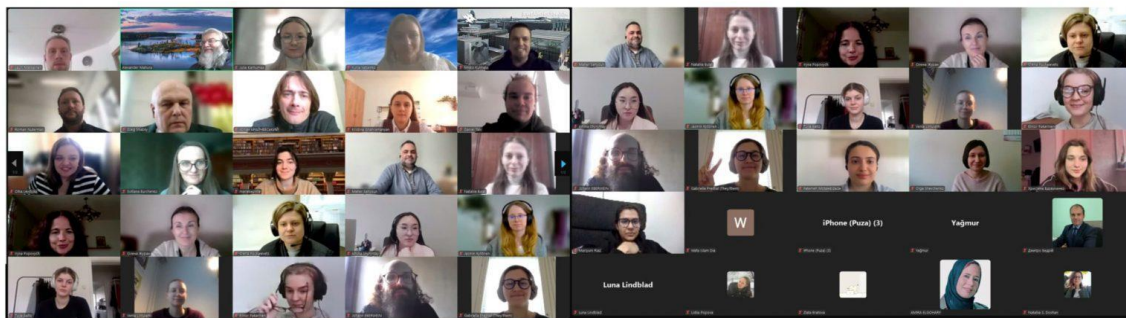
CLUVEX: 1st Training “Moderators-Get-Together” participating in the 2nd Virtual Exchange Week for Students



<https://www.atm.helsinki.fi/cluvex/?p=1303>

- The second training session for moderators participating in the 2nd Virtual Exchange Week (VE Week; 12–16 May 2025) was held on 9 April 2025. In total, about 40 participants attended the online training, which focused on the “Climate Horizon” exercise.

CLUVEX: 2nd Training “Moderators-Get-Together” participating in the 2nd Virtual Exchange Week for Students

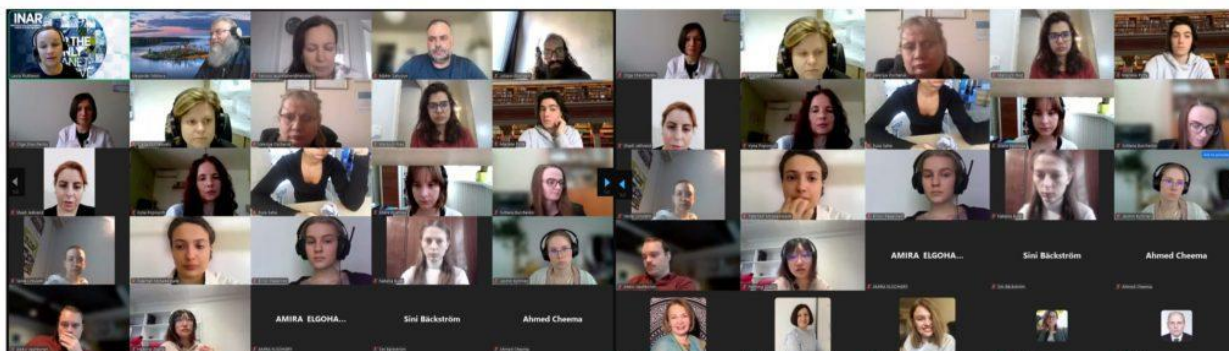


<https://www.atm.helsinki.fi/cluvex/?p=1336>

- The CLUVEX project Round Table (RT) discussion on “Fostering Climate Change Awareness and Cultivating Green Skills Among Youth for a Sustainable Future” took place on 16th April 2025 during the 2nd International Research-To-Practice Conference on “Climate Services: Science and Education” (<https://cs2025.onu.edu.ua>; Odessa, Ukraine).

- The Call-for-Students to attend the 2nd VE Week (12-16 May 2025) was announced and promoted among the participants of the RT. Participants of the RT plan to share announcement with students of their own as well as collaborating Universities. The Bila Tserkva National Agrarian University (BTNAU) showed interest to join CLUVEX as Associated Member.
- Several Ukrainian participants – Nataliia Bulat, Mykyta Rozvod, Valeriay Ovcharuk and Inna Khomenko – shared their personal experiences in moderating groups of students online during the 1st VE Week (in Oct 2024). The lecturers – Hasmik Movsesyan (Yerevan State University, YSU, Armenia) and Inna Khomenko (ONU) – shared also their personal experiences in delivering lectures online on plenary session of the 1st VE week.
<https://www.atm.helsinki.fi/cluvex/?p=1340>
- Preparatory Meeting Held for 2nd Virtual Exchange Week planning took place between YSU Moderators Team as part of the 2nd Call-for-Moderators initiative for CLUVEX at Yerevan State University (YSU)
<https://www.atm.helsinki.fi/cluvex/?p=1342>
- The online training for hosts for the 2nd Virtual Exchange (VE) Week for students (May 2025) took place on 28 Apr 2025. Representatives from each CLUVEX University: from Finland – UH, from Armenia – YSU, from Denmark – UCPH, from Ukraine – ONU and TSNUK attended this training.
<https://www.atm.helsinki.fi/cluvex/?p=1362>
- The CLUVEX project was presented during the PEEX Seminar on 22 April at the ACCC Impact Week (22-25 April 2025) which took place in a hybrid mode in the Sofia Cultural Centre, Helsinki, Finland. More than 50 persons attended the event, including almost 30 persons – online. Julia Kurhumaa (Univ Helsinki) presented the CLUVEX project and announced among the participants the approaching 2nd Virtual Exchange (VE) Week for students (12-16 May 2025).
<https://www.atm.helsinki.fi/cluvex/?p=1364>
- The 3rd training for moderators participating in the 2nd Virtual Exchange Week (VE Week; 12-16 My 2025) for students was carried out on 30 April 2025. In total, more than 30 persons attended online the training. The focus of the training was on summarising topics/ issues/ outcomes of the 5 CLUVEX trainings completed during May-Sep 2024 as well as 2 previous trainings “Moderators-Get-Together” and discussing in more details on how the groups are divided, practical testing Zoom break-out-rooms, questions from moderators and answers, etc. About 40 moderators completed registration (according to DigiCampus) for the 2nd Virtual Exchange Week and completed the pre-questionnaire.

CLUVEX: 3rd Training “Moderators-Get-Together” participating in the 2nd Virtual Exchange Week for Students



<https://www.atm.helsinki.fi/cluvex/?p=1354>

- The CLUVEX project was presented by Dr. Hanna K. Lappalainen (Univ Helsinki) at the European Geosciences Union (EGU) General Assembly (27 Apr -2 May 2025, Vienna, Austria) during the Session EOS2.5 “*From real-world data to climate change education: A call to action*”. The joint presentation (EGU25-15778) of the CLUVEX project together with the two other Erasmus+ projects the UnaVEx (<https://www.atm.helsinki.fi/unavex>) and the ClimEd (<http://climed.network>) is entitled “*Virtual Exchanges and Climate Education as a Tool for European Partnership Development for SDGs*”. The abstract is available at: <https://meetingorganizer.copernicus.org/EGU25/EGU25-15778.html>
- The information about the CLUVEX 2nd Virtual Exchange Week was announced on the WMO Global Campus: WMO Learn Resources. See in the WMO Learn Events Calendar (<https://learningevents.wmo.int/#/>). Many other training and education events from different countries are also available on the WMO Global Campus website.
<https://www.atm.helsinki.fi/cluvex/?p=1370>
- The final check-up online meeting before the CLUVEX 2nd Virtual Exchange (VE) Week took place on 8 May 2025. The day-to-day schedule for 12-16 May and personal responsibilities were clarified at this meeting.
<https://www.atm.helsinki.fi/cluvex/?p=1373>
- Final announcement [CLUVEX: Start of 2nd VE Week for students](#). Publication about the start of the 2nd Virtual Exchange Week was made on ONU’s social media
<https://www.facebook.com/share/p/15Vt2JFDez>
<https://www.facebook.com/share/p/16KsseZJ6A>
<https://www.instagram.com/p/DJkJN4Zo1ew/?igsh=MTQwY3B2MzdkZnVqbg==>
https://t.me/Mechnikov_info/10131?single
- The information about the 1st, 2nd, 3rd, 4th, and 5th days of 2nd VE Week for students was published on the CLUVEX website

<https://www.atm.helsinki.fi/cluvex/?p=1380>
<https://www.atm.helsinki.fi/cluvex/?p=1384>
<https://www.atm.helsinki.fi/cluvex/?p=1390>
<https://www.atm.helsinki.fi/cluvex/?p=1393>
<https://www.atm.helsinki.fi/cluvex/?p=1396>

- A publication about the end of the 2nd VE Week was made on ONU's social media
<https://www.facebook.com/share/p/17zUkBcsqg>
<https://www.facebook.com/share/p/18oSNNH8xm>
https://t.me/Mechnikov_info/10217?single

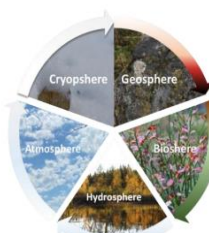
The Call for Students for the 3rd VE Week (6-10 October 2025) was open from 11 June to 26 September 2025. The CLUVEX partners distributed the Call via their websites, student organizations' e-mailing lists, and e-info screens. The CLUVEX project and the Call were also advertised/ presented in different forums/ conferences/ seminars:



ANNOUNCEMENT: VIRTUAL EXCHANGE WEEK (VE Week) FOR STUDENTS

CLUVEX VIRTUAL EXCHANGE (1 ECTS) 6—10 October 2025

Climate University for Virtual Exchanges (CLUVEX;) is an international multidisciplinary online course. CLUVEX introduces and discusses the latest scientific knowledge on climate change from **multidisciplinary perspectives**: natural sciences, social sciences and the arts.



- Sumup of the CLUVEX Mid-Term Hybrid Meeting which took place on 22-23 May 2025, in Helsinki, Finland. Representatives from all the CLUVEX Partners/Teams, members of the Expert and Student Advisory Boards, Associated Members attended the meeting onsite/ online. In total, 26 persons attended the event, incl. 8 persons online
- The video recording about the CLUVEX Sustainability Strategy Overview (as part of WP5 on "Dissemination, Visibility, Sustainability") released by the CLUVEX project. The video has been elaborated by the Yerevan State University through applying the AI approach and tools.
<https://www.helsinki.fi/unitube/video/583fd78d-3d9c-4d30-8580-7a0e8a6122ad>
- The CLUVEX project Virtual Exchange (VE) concept and outputs/ results of recently completed (May 2025) and upcoming (Oct 2025) VE Weeks for students have been presented by the Univ Helsinki team on behalf of all CLUVEX Partners in November 2025

- The [updated version \(the 2nd\) of the Climate Messenger Code of Conduct \(CMC\) guidebook](#) was released considering obtained experiences/ lessons-learnt from the 1st Virtual Exchange (VE) Week and 2nd VE Week for students, which took place in October 2024 and May 2025, respectively.
- CLUVEX was presented by a poster presentation in Pedaforum Helsinki 4.-5.6.2025. Pedaforum gathers annually higher education developers in Finland to discuss higher education pedagogy and future.
- Pre-announcement of the call for students for the CLUVEX 3rd Virtual Exchange Week was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1437>
- Join the Moderators' Training Program for the CLUVEX 3rd Virtual Exchange Week in October 2025 was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1439>
- Publication about overview of the CLUVEX project implementation during 2025 and the role of ONU in the project was made at the national level on the website of the National Erasmus+ Office in Ukraine
<https://erasmusplus.org.ua/project-news/cluvex-climate-university-virtual-exchanges-oglyad-proyektu-za-2025-rik>
- Publication about overview of the CLUVEX project implementation during 2025 and the role of ONU in the project was made on ONU's social media
<https://www.facebook.com/share/p/195j7YM2DU>
<https://www.facebook.com/share/p/1Aj3BrjAJb>
<https://www.instagram.com/p/DKcondmoB9x/?igsh=c21rcjdxZTlwdm8w>
- Call-for-Students for the CLUVEX 3rd Virtual Exchange Week was made on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1455>
- The CLUVEX project monthly online meeting took place on 13 June 2025. The CLUVEX Partners representatives (12 persons in total) attended the meeting. This meeting followed up the outcomes of the previous monthly meeting in April 2025, the 2nd VE Week (12-16 May) and the CLUVEX project Mid-Term hybrid meeting (22-23 May) outcomes/ results.
- Call-for-Moderators for the CLUVEX 3rd Virtual Exchange was published on the the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1461>

- The [updated version \(the 3rd\) of the Climate Literacy Guidebook \(CLG\)](#) was released considering obtained experiences/ lessons-learned from the 1st Virtual Exchange (VE) Week and 2nd VE Week for students, which took place in October 2024 and May 2025, respectively.
- Publication about the announcement of the 3rd Virtual Exchange Week (call for students) was made at the national level on the [website of the National Erasmus+ Office in Ukraine](#)
- Publication about the announcement of the 3rd Virtual Exchange Week (call for students) was made on ONU's social media
<https://www.facebook.com/share/p/16WhSpg2Sd>
<https://www.facebook.com/share/p/1V96eW9RU4>
https://t.me/Mechnikov_info/10710
<https://www.instagram.com/p/DKzjUvroNAs/?igsh=MXdmc2J0NXFocmRzYg==>
- Publication about the benefits for students to participate in the CLUVEX project
https://t.me/Mechnikov_info/11225?single
<https://www.facebook.com/share/p/19dTNZDoUj>
- The Call-for-Students and Call-for-Moderators of the 3rd VE Week both were advertised/ promoted in Ukrainian by the Taras Shevchenko National University of Kyiv (TSNUK) through webpages of the Geographical Faculty of TSNUK
<https://geo.knu.ua/novyny-uk/zaproshuyemo-studentiv-doluchatysya-do-tretogo-tyzhnya-virtualnyh-obminiv-v-ramkah-proyektu-klimatychnyi-universytet-dlya-virtualnyh-obminiv-cluvex-yevropejskoyi-programy-erasmus/>
<https://geo.knu.ua/novyny-uk/doluchaites-do-proyektu-cluvex-v-yakosti-moderatora-grupy-studentiv-pid-chas-tretogo-tyzhnya-virtualnogo-obminu/>
- The Call-for-Students was advertised by the Taras Shevchenko National University of Kyiv (TSNUK) through the Facebook account of the Meteorology and Climatology Department of TSNUK (in English and in Ukrainian).
<https://www.facebook.com/share/p/163fwwJx9Q/?mibextid=wwXlfr>
<https://www.facebook.com/share/p/19Akn4XD6k/?mibextid=wwXlfr>
- Publication about the 3rd call for moderators of the CLUVEX Virtual Exchange Week (CLUVEX 3rd VE Week) (call reminder) was made on ONU's social media
<https://www.facebook.com/share/p/1CCmYiESGV>
<https://www.facebook.com/share/p/19FR9CudqM>
<https://www.instagram.com/p/DLR2rkComSU/?igsh=MTJycnJmcHp6eXh3bg==>
https://t.me/Mechnikov_info/10835
- Publication about the 3rd call for moderators of the CLUVEX Virtual Exchange Week (CLUVEX 3rd VE Week) (call reminder) was made on ONU's Instagram, Facebook, and Telegram social media channels.
https://www.instagram.com/p/DOEgDYvCG_E/?utm_source=ig_web_button_share_sheet

<https://www.facebook.com/share/p/1GQ3mmuww4/?mibextid=wwXlfr>
<https://www.facebook.com/share/p/1K3kGico4z/?mibextid=wwXlfr>
https://t.me/Mechnikov_info/11499

- Publication about the opportunity to participate in the 3rd Virtual Exchange Week for students was made on ONU's social media (Call for students reminder)
<https://www.facebook.com/share/p/1ZY7K28gUL/>
<https://www.facebook.com/share/1ZPpSQPbto/>
https://t.me/Mechnikov_info/11583
- The [Deliverable 3.2](#) as report on "Online Tutorial on Soft-Skills Development & Digital Didactics for VE Learning" was completed.
- The University of Copenhagen announced the Calls for students and for moderators. Both were advertised in the University of Copenhagen webpages.
<https://uniavisen.dk/event/cluvex-virtual-exchange-week-1-ects-3/>
<https://uniavisen.dk/event/join-the-moderators-training-program-for-cluvex-virtual-exchange-ve-week>
- The Calla for Moderators and Students of the 3rd VE Week were advertised on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1499>
- Announcement of the Climate University Annual Meeting (4-5 November 2025) in Lappeenranta, Finland was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1506>
- The information about the CLUVEX 3rd Virtual Exchange Week was announced on the WMO Global Campus: WMOLearn Resources. See in the WMOLearn Events Calendar (<https://learningevents.wmo.int/#/>, type CLUVEX in the Search window).
- The information about the 1st Training for Moderators-Get-Together for the 3rd VE Week was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1513>
- Publication about the first of a series of trainings for moderators of the CLUVEX Virtual Exchange Week was made on ONU's social media
<https://www.facebook.com/share/p/14GGLCbVB69/>
<https://www.facebook.com/share/p/178pwevsoD/>
https://t.me/Mechnikov_info/11568
<https://www.instagram.com/p/DOZQA0hiBPp/?igsh=azJxcWNyOGV2b2cy>
- An Information Day of the CLUVEX project of the Erasmus+ program was held by the Geography Faculty of TSNUK on September 10, 2025.

- The information about the 2nd Training for Moderators-Get-Together for the 3rd VE Week was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1520>
- Publication about the second of a series of trainings for moderators of the CLUVEX Virtual Exchange Week was made on ONU's social media
<https://www.facebook.com/share/p/1AJQBsf9VV/>
<https://www.facebook.com/share/1F65utsTQg/>
https://t.me/Mechnikov_info/11641
<https://www.instagram.com/p/DOs17d3iG0Z/?igsh=cWRrNG96bjQyb2Y4>
- The information about the 3rd Training for Moderators-Get-Together for the 3rd VE Week was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1535>
- Publication about the third of a series of trainings for moderators of the CLUVEX Virtual Exchange Week was made on ONU's social media
<https://www.facebook.com/share/p/1EBg3LgknY/>
<https://www.facebook.com/share/p/17LhAirm1w/>
https://www.instagram.com/p/DPBtOiyCG-C/?utm_source=ig_web_button_share_sheet
- Publication about the opportunity to participate in the 3rd Virtual Exchange Week for students was made on ONU's social media (Call for students reminder)
<https://www.facebook.com/share/p/16n9WnsyzT/>
<https://www.facebook.com/share/p/1M3HnmzyUi/>
<https://www.instagram.com/p/DPBtuXLiLVg/?igsh=ZThuMjVjeWhhODZy>
https://t.me/Mechnikov_info/11758
- The information about Start of 3rd VE Week for students was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1543>
- Publication about the start of the 3rd Virtual Exchange Week was made on ONU's Facebook, Telegram and Instagram social media channels
<https://www.facebook.com/share/p/1CvyrMLo2z/>
<https://www.facebook.com/share/p/17NeGiVHiU/>
https://t.me/Mechnikov_info/11866?single
<https://www.instagram.com/p/DPgUdJXiM8O/?igsh=cGtyOTN4bm9xdzRu>
- The information about the 1st, 2nd, 3rd, 4th and 5th days of 3rd VE Week for students was published on the CLUVEX website
<https://www.atm.helsinki.fi/cluvex/?p=1546>
<https://www.atm.helsinki.fi/cluvex/?p=1556>

<https://www.atm.helsinki.fi/cluvex/?p=1560>

<https://www.atm.helsinki.fi/cluvex/?p=1565>

<https://www.atm.helsinki.fi/cluvex/?p=1569>

- Publication about days and completion of the 3rd Virtual Exchange Week was made on ONU's Facebook social media
<https://www.facebook.com/share/p/1D3MTNziTB/>
<https://www.facebook.com/share/p/1DG22QWGfx/>
<https://www.facebook.com/share/p/1FpNT6cESw/>
<https://www.facebook.com/share/p/14LELgzQNV6/>
https://t.me/Mechnikov_info/11914?single
- The CLUVEX project monthly online meeting took place on 31 October 2025. The CLUVEX Partners representatives (15 persons including 1 SAB member) attended the meeting. This meeting followed up the outcomes of the previous monthly meeting in September 2025. This meeting focused on outcomes and summaries of the completed 3rd VE Week (6-10 Oct 2025).
- The experience of the CLUVEX project with a presentation entitled "Development Of Soft Skills For Virtual Learning: The Experience Of The Cluvex Project Of The Erasmus+ Program" was presented by Prof. Sergii Zapototskyi, Dean of the Geography Faculty of TSNUK on October 31, 2025 at the International Scientific and Practical Conference "Geography, Cartography, and Geographic Education: History, Methodology, Practice" at Yurii Fedkovych Chernivtsi National University, Chernivtsi, Ukraine (<https://www.chnu.edu.ua>).
- The CLUVEX project was presented at the Atmosphere and Climate Competence Centre (ACCC) – Finnish Atmospheric Sciences Network (FASN) Annual Science Conference, which took place from 10-12 November 2025 in Helsinki, Finland. See detailed information about the conference at: <https://www.acccflagship.fi/index.php/accc-fasn-science-conference-2025>. The poster presentation by Lappalainen et al., "CLUVEX and UNAVEX Virtual Exchanges As A Tool For Education Of Young Generation" was delivered at the science conference.

2. Day-by-Day Programmes of the 2nd and 3rd VE Weeks

The VE Week Programme contains lectures, demonstrations, and hands-on testing of data visualization tools in joint break-out rooms in Zoom, discussing and working on a Group Exercise called "Climate Horizon". Beyond the VE Week, students who participated in the course are welcome to continue with Climate Change online courses (free of charge) at Climate University <https://climateuniversity>.

2.1. 2nd CLUVEX VE Week

Programme of the 2nd Virtual Exchange Week for students
All times are given in EET (i.e., in Finnish time)

❖ 1st Day 12 May 2025 (14:00 – 17:00, 3h online)

14:00 - Welcoming words

L1: Climate Change, Disasters, Carbon Neutrality and UN SDGs (Alexander Baklanov, UCPH)

L2: Climate Change Impact on Water Resources (Sergiy Snizhko & Olga Shevchenko, TSNUK)

L3: Nature hazards – Floods (Valeriya Ovcharuk, ONU)

L4: Impacts of Climate Change and Future Outlook (Hasmik Movsesyan, YSU)

L5: Climate Change: Mitigation and Adaptation Strategies (Hasmik Movsesyan, YSU)

L6: Artistic Research and Critical Thinking at the Intersection of Art, Science and Society (Yvonne Billimore, BioArt Society)

L7: Utopian pedagogy (Antti Rajala, Univers. of Neuchâtel)

16:00 - Breaking the students into small groups

Introduction round in groups & pre-task sharing (1 hour)

17:00 – End of the day

❖ 2nd Day 13 May 2025 (14:00 – 17:00, 3h online)

14:00 - Tool for Environment and Data Visualization | Past & Present | (*Alexander Mahura, UH*)

14:30 - Breaking into same small groups (1 moderator + 10 students in each group)

Working on Group Exercise “Climate Horizon”

17:00 – End of the day

❖ 3rd Day 14 May 2025 (14:00 – 17:00, 3h online)

14:00 - Tool for Socio-Economic Drivers of Climate Change | Past & Future | (*Stefan Fronzek, SYKE*)

14:30 - Breaking into same small groups (1 moderator + 10 students in each group)

Working on Group Exercise “Climate Horizon” – Mapping Past & Drafting Future

17:00 – End of the day

❖ 4th Day 15 May 2025 (14:00 – 17:00, 3h online)

14:00 - Tool for Climate Scenarios | Future | (*Risto Makkonen, FMI/UH*)

14:30 - Breaking into same small groups (1 moderator + 10 students in each group)

Working on Group Exercise “Climate Horizon”

17:00 – End of the day

❖ 5th Day 16 May 2025 (14:00 – 17:00, 3h online)

14:00 – Breaking into same small groups (1 moderator + 10 students in each group)

Finalizing work on Group Exercise “Climate Horizon”

Discussions on common Climate Horizon

Questionnaire with feedback about VE Week

16:00 – Wrap up & closing the VE Week

17:00 – End of the virtual exchange week for students

2.2. 3rd CLUVEX VE Week

Programme of the 3rd Virtual Exchange Week for students

All times are given in EET (i.e., in Finnish time)

❖ 1st Day: 6 October 2025 (14:00 – 17:00, 3h online)

14:00 – Welcoming words from the Hosts

Introduction into CLUVEX project & Virtual Exchange (*Hanna K. Lappalainen, UH*)

L8: Towards Sustainable Future Utopia (*Antti Rajala, UH*)

L1: Climate Change, Disasters, Carbon Neutrality and UN SDGs (*Alexander Baklanov, UCPH*)

L5: Climate Change: Mitigation and Adaptation Strategies (*Hasmik Movsesyan, YSU*)

L7: Artistic Res. & Critical Thinking at Intersection of Art, Science & Society (*Yvonne Billimore*)

Introduction into Climate Horizon exercise (*Julia Karhumaa, Laura Riuttanen, UH*)

15:45 – Breaking students into groups & Introduction round in groups & pre-task sharing (1+ hour)

17:00 – End of the day

❖ 2nd Day: 7 October 2025 (14:00 – 17:00, 3h online)

14:00 – L1: Navigating Planetary Boundaries: Blueprint for Sustainable Future (*Inna Khomenko, ONU*)

L3: Climate Change Impact on Water Resources (*Sergiy Snizhko & Olga Shevchenko, TSNUK*)

L3: Nature Hazards – Floods (*Valeriya Ovcharuk, ONU*)

Tool for Environment and Data Visualization | Past & Present | (*Alexander Mahura, UH*)

Detailed Introduction into Climate Horizon exercise (*Julia Karhumaa, Laura Riuttanen, UH*)

15:30 – Breaking into same groups & working with tool and individual Climate Horizon (1.5 hour)

17:00 – End of the day

❖ 3rd Day: 8 October 2025 (14:00 – 17:00, 3h online)

14:00 – L5: Impacts of Climate Change and Future Outlook (*Hasmik Movsesyan, YSU*)

Tool for Socio-Economic Drivers of Climate Change | Past & Future | (*Stefan Fronzek, SYKE*)

Detailed Introduction into Climate Horizon exercise (*Julia Karhumaa, Laura Riuttanen, UH*)

14:30 – Breaking into same small groups & working with tool and individual Climate Horizon (2.5 hour)

17:00 – End of the day

❖ 4th Day: 9 October 2025 (14:00 – 17:00, 3h online)

14:00 – Tool for Climate Scenarios | Future | (*Risto Makkonen, FMI/UH*)

Detailed Introduction into CHGE (*Julia Karhumaa, Laura Riuttanen, UH*)

14:30 – Breaking into same groups & working with tool and individual Climate Horizon & discussing and drafting collaborative Climate Horizon (2.5 hour)

17:00 – End of the day

❖ 5th Day: 10 October 2025 (14:00 – 17:00, 3h online)

14:00 – Breaking into same small groups & working/ finalizing collaborative Climate Horizon (2 hour)

16:00 – Summary by Hosts, demonstration for all groups the collaborative Climate Horizon exercises

Questionnaire with feedback about VE Week

Reminders about Climate University online courses & reports in DigiCampus & ECTS credits

Wrap up & closing the VE Week

17:00 – End of the day | End of the Virtual Exchange Week for students

3. Piloting of the 2nd and 3rd VE Weeks Programmes

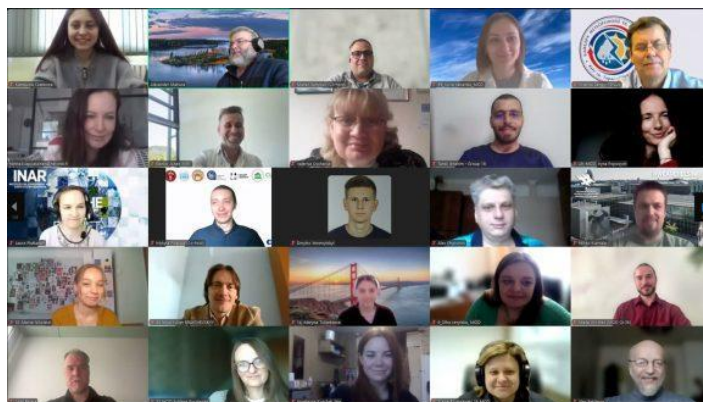
3.1. 2nd CLUVEX VE Week

The 2nd Virtual Exchange (VE) Week took place online on 12–16 May 2025. A total of 393 students pre-registered on DigiCampus for the 2nd CLUVEX Virtual Exchange Week, and from these a total of 373 students finalised registration on DigiCampus. Of all registered students, more than 200 actively participated in the full week's programme. The work was carried out online, 3 hours per day.

The number of active moderators during the virtual week (included in the total above) was 27. More than 200 participants attended the opening session on Monday, 12 May. Participants represented Armenia, Ukraine, Finland, and Denmark (the core CLUVEX consortium countries), as well as students from several other countries who joined the one-week online training.

A total of 111 students and moderators received certificates of completion for VE Week.

The 1st day, 12th May 2025, of the CLUVEX 2nd Virtual Exchange (VE) Week was completed. The VE Week is hosted by Maher Sahyoun from the University of Copenhagen (UCPH), Denmark and Mykoto Rozvod from the Mechnikov National University (ONU), Ukraine.



2nd Virtual Exchange Week for students Day 1 --- 12th May 2025



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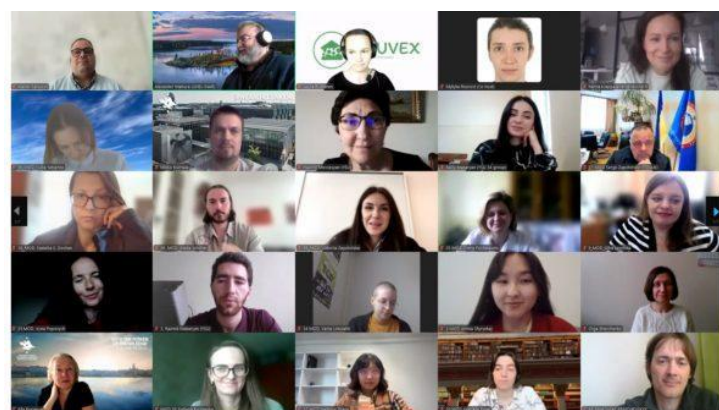
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On 12th May, on the opening day, almost 200 participants attended the VE Week in Zoom. The majority (more than 60%) of participating students were from Ukraine. The remaining participants are from Finland, Armenia, and Denmark, as well as some students (about 10%) who attended from outside the CLUVEX Partners' countries, such as China, France, Italy, Iran, Kazakhstan, Lebanon, and Romania. The majority of students (63%) have earning/or earned a Bachelor's degree. 38% of students have a background in natural sciences, 30% – social and humanitarian, 10% – economic, 1% – art sciences background, as well as 21% – in other fields such as mechanics, linguistics, environmental sciences, geology, law, etc.

The VE Week was opened with Welcome words from the hosts, and short introductions to the CLUVEX project and the Climate Horizon exercise. The plenary session was opened with the invited presentation of Prof. Antti Rajala, University of Helsinki, titled "Towards Sustainable Future Utopia: Pedagogy of Concrete Utopias", and it was followed by other lectures such as "Climate Change, Disasters, Carbon-neutrality and UN Sustainable Development Goals" by Prof. Alexander Baklanov, Niels Bohr Institute, University of Copenhagen (UCPH), Denmark; "Climate Change Impact on Water Resources" by Prof. Sergiy Snizhko, Taras Shevchenko National University of Kyiv (TSNUK), Ukraine; "Nature Hazards – Floods" by Prof. Valeriya Ovcharuk, Mechnikov Odessa National University (ONU), Ukraine; "Climate Change, Mitigation and Adaptation Strategies" by Prof. Hasmik Movsesyan, Yerevan State University (YSU), Armenia; and "Artistic Research and Critical Thinking at the Intersection of Art, Science and Society" by Yvonne Billimore, Bioart Society, Finland.

After the plenary session with lectures, the VE Week participants also met each other for the first time in small groups (a total of 39 small groups of 1 moderator plus up to 10 students) in zoom break-out rooms. In these rooms, each group had a round table introduction of participants, followed by discussions on: what we have learned from the lectures delivered? What can we learn from each other? and initial steps in developing Personal/Individual and Collaborative/Joint Climate Horizon exercise.

The 2nd day, 13th May 2025, of the CLUVEX 2nd Virtual Exchange (VE) Week successfully completed. The VE Week is hosted by Maher Sahyoun from the University of Copenhagen (UCPH), Denmark and Mykota Rozvod from the Mechnikov National University (ONU), Ukraine.



2nd Virtual Exchange Week for students Day 2 --- 12th May 2025



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On 13th May, on the second day of the VE Week, about 180 participants attended in Zoom. The Poll of the day (multiple options to select were possible) showed that participants' expectations for this VE Week included: (i) to meet other students – 44%, (ii) to learn more on climate change – 70%; (iii) to get credits – 31%, (iv) to get international experience – 64%, (v) to have a positive impact on the world – 46%. As seen, most of the expectations were directed at "to learn more on climate" (70%) and "to get international experience" (64%).

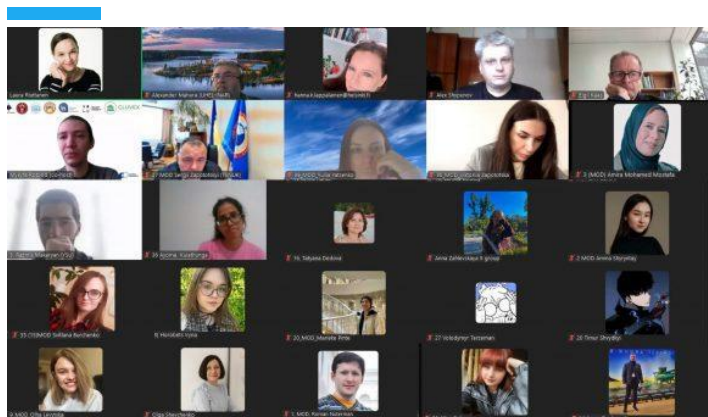
The simple tool “ERA-5 Past Climate Explorer (PCE)” (<https://era5.lobelia.earth/en>) was introduced and demonstrated by Dr. Alexander Mahura, Univ Helsinki. This tool is used to visualize historical climate statistics for any geographical location around the globe. It is possible, to click anywhere on the interactive map or search for a city to explore the typical monthly climate and discover how the climate has changed over the past years. And it is driven by ERA5 (ECMWF Reanalysis v5) – the 5th generation ECMWF (European Centre for Medium-Range Weather Forecasts) atmospheric reanalysis of the global climate. The tool is user-friendly with a possibility to select relevant parameters and to generate location-specific climate statistics. Among options (aggregation period: average “year” and average “month”) are average, maximum, and minimum air temperatures; frost days and warm nights; precipitation; rainy, heavy rainy, and very heavy rainy days; relative humidity; average wind speed and wind gusts; cloud cover.

This tool, the ERA-5 Past Climate Explorer (PCE), as well as other tools – the Shared Socioeconomic Pathways (SSPs) and the IPCC Web-based Atlas – to be presented on the 3rd and 4th days of the VE Week to be actively used by participants in the preparing the Individual/ Personal and Collaborative/ Joint Climate Horizon exercises during the VE Week.

The CLUVEX Climate Horizon exercise was introduced in more detail by Dr. Laura Riuttanen, Univ Helsinki. The focus is that throughout the VE Week, students draft an Individual Climate Horizon that describes a hopeful state of the future from a climate change perspective. For that they use the delivered lectures, demonstrated tools, and group discussions as reference and inspiration for Climate Horizon exercise development. On the final day, 16th May, students in each group present their own developed Climate Horizons to members of their own group. Finally, the group’s Collaborative Climate Horizon presented to all participants of the VE Week. To achieve it, 3 approaches are taken: (1) utilizing tools for climate-related data visualization, analysis and interpretation; (2) preparing a reflective text (learning diary/letter to own group); and (3) visual reflection using images (e.g., a collage). Several examples (based on different approaches) were shared with participants. The importance of active usage of the Miro board by groups was stressed for more effective and productive work on Climate Horizon exercises.

After the demonstration of the ERA-5 Past Climate Explorer tool and more detailed explanation of the Climate Horizon exercise, the VE Week participants were redistributed again into the same small groups (with the moderator) in zoom break-out-rooms as on the first day to continue during 2 hours online discussions, practicing with the tool demonstrated, independently working on individual/ personal Climate Horizon exercise as well started discussions on collaborative/ joint Climate Horizon.

The 3rd day, 14th May 2025, of the CLUVEX 2nd Virtual Exchange (VE) Week successfully continued. The VE Week is hosted by Maher Sahyoun from the University of Copenhagen (UCPH), Denmark, and Mykota Rozvod from the Mechnikov National University (ONU), Ukraine.



2nd Virtual Exchange Week for students Day 3 --- 14th May 2025



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On 14th May, on the third day of the VE Week, more than 160 participants attended in Zoom. The Poll of the day showed that participants' think about the biggest challenges behind the climate change such as: dirty industries – 32%, consumerism – 19%, greed and selfishness – 16%, overpopulation – 13%, political system – 18%, and several participants mentioned that all mentioned above are the biggest challenges.

The new tool “Shared Socioeconomic Pathways (SSPs)” as a global scenario framework as introduction to exercises on socioeconomical trajectories was delivered (video recording) by Dr. Stefan Fronzek, Finnish Environmental Institute, Helsinki. Presentation included scenarios for climate change research; SSP-based global scenario framework (narrative as sketch and storyline; quantitative elements as population, urbanization, rates of technological change, human development index, income distribution) with changes to mitigation and adaptation. To resolve the challenges, a different pathway along the “road” can be taken such as highway (fossil-fuel development), green road (sustainability), rocky road (regional rivalry), divided road (inequality), and middle of the road. It was demonstrated on example of Finland for socio-economic narratives for agriculture and food sector, for health and social welfare.

This tool, the Shared Socioeconomic Pathways (SSPs), as well as two other tools – the already introduced the ERA-5 Past Climate Explorer (PCE) tool and the IPCC Web-based Atlas (to be presented on 4th day of the VE Week) to be actively used by participants working on the Individual/ Personal and Collaborative/ Joint Climate Horizon exercises during the VE Week.

More details about materials in DigiCampus, daily assignments, aspects of the CLUVEX Climate Horizon exercise were given by Dr. Laura Riuttanen, Univ Helsinki. Following 3 suggested approaches – (1) utilizing tools for climate related data visualization, analysis and interpretation; (2) preparing a reflective text; and (3) visual reflection using images – the students have a choice to select and implement in the Climate Horizon exercise.

For the 1st approach, students have to imagine what a hopeful future would look like from climate change perspective; to select one of the data visualization tools demonstrated; to choose an area

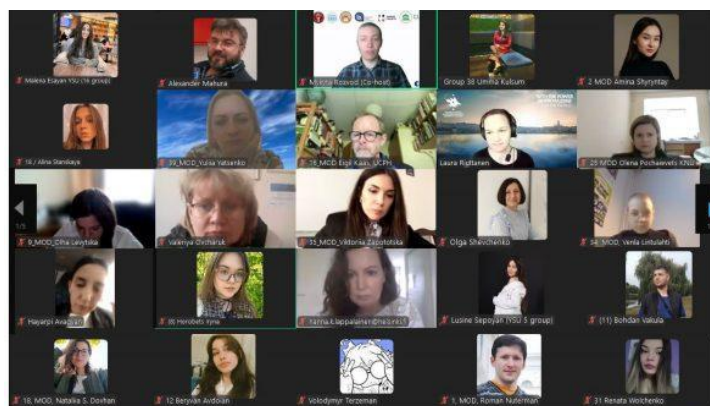
and parameters that are meaningful to student's Climate Horizon, to take screenshots and to write a brief description that captures student's Climate Horizon.

For the 2nd approach, students have to prepare a reflective text by writing about the thoughts and emotions student encountered during the VE; to include info from lectures, exercises, and discussions; to reflect own experiences – life and study experiences before VE and personal experience during VE and most importantly – the future; to include a reflection on group discussions (by writing down a couple of thoughts after each day). The implementation of the final report can be as: a learning diary, a short reflective essay, a letter to group.

For the 3rd approach, it can be an electronic collage for instance. For this implementation, students need to find pictures (or take own) reflecting the themes of VE and personal emotions and thoughts; to draw or paint if that is strong suit; to create own Climate Horizon, a hopeful state of the future, using images or drawings.

After the demonstration of the Shared Socioeconomic Pathways (SSPs) tool and more detailed explanation of the Climate Horizon exercise, the VE Week participants were redistributed again into the same small groups (with the moderator) in zoom break-out-rooms as on the previous days to continue during 2 hours online discussions, practicing with the tool demonstrated, independently working on individual/ personal Climate Horizon exercise as well continued discussions on collaborative/ joint Climate Horizon.

The 4th day, 15th May 2025, of the CLUVEX 2nd Virtual Exchange (VE) Week successfully continued. The VE Week is hosted by Maher Sahyoun from the University of Copenhagen (UCPH), Denmark and Mykota Rozvod from the Mechnikov National University (ONU), Ukraine.



2nd Virtual Exchange Week for students Day 4 --- 15th May 2025



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On 15th May, on the fourth day of the VE Week, about 150 participants attended in Zoom. The Poll of the day showed that participants think that there are people who should solve climate change (with multiple choices): politicians – 73%, entrepreneurs – 46%, scientists – 75%, students – 42%, and celebrities – 27%. As seen, most participants agreed that politicians and scientists should take responsibility for solving climate change.

The new tool “Intergovernmental Panel on Climate Change (IPCC) Web-based Atlas” (<https://interactive-atlas.ipcc.ch>) was delivered (video recording) by Prof. Risto Makkonen, Finnish Meteorological Institute, Helsinki. It is an interactive and novel tool for analysis of much of the observed and projected climate change information underpinning the Working Group I contribution to the Sixth Assessment Report, including regional synthesis for Climatic Impact Drivers. Presentation included demonstration of the tool for interactive, flexible spatial and temporal analyses of observed and projected climate change information; for exploring global and regional observed data and model simulations, and helps to investigate the effects of climate change in specific regions, for assessing changes in mean climate at regional scales, in particular observed trends and their attribution and projected future changes.

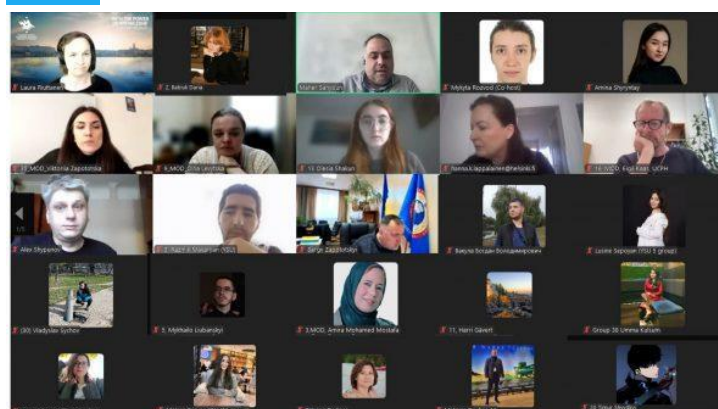
The 3 tools – the ERA-5 Past Climate Explorer (PCE), the Shared Socioeconomic Pathways (SSPs), and the IPCC Web-based Atlas to be actively used by participants working on the Individual/ Personal and Collaborative/ Joint Climate Horizon exercises during the VE Week.

Participants of the VE Week were reminded by Dr. Laura Riuttanen (Univ Helsinki) about materials in DigiCampus, daily assignments for students, aspects of the CLUVEX Climate Horizon exercise with 3 suggested approaches (utilizing tools for climate related data visualization, analysis and interpretation; preparing a reflective text; visual reflection using images) to realise; implementation on Miro-board the collaborative Climate Horizon exercise, where everyone summarizes own Climate Horizons. Students were reminded about the steps after the VE Week – to prepare a short report (max up to 2 pages) and to submit (until the 23rd May 2025) in the DigiCampus for evaluation and obtaining the ECTS credits.

After the demonstration of the IPCC Web-based Atlas tool and repetition of items/topics of the Climate Horizon exercise, the VE Week participants were redistributed again into the same small groups (with the moderator) in zoom break-out-rooms as on the previous days to continue during 2 hours online discussions, practicing with the tool demonstrated, independently working on individual/ personal Climate Horizon exercise as well continued discussions and work on collaborative/ joint Climate Horizon.

The final day, 16th May 2025, of the CLUVEX 2nd Virtual Exchange (VE) Week was completed, and it means that the entire VE Week was also successfully completed. This VE Week during 5 days was hosted by Maher Sahyoun from the University of Copenhagen (UCPH), Denmark and Mykyta Rozvod from the Mechnikov National University (ONU), Ukraine.

On 16th May, on the fifth day of VE Week, about 150 participants attended in Zoom. The Poll of the day showed that among the most rewarding parts of the CLUVEX VE Week, participants chose (single choice): meeting with other students – 16%, learning about the climate change – 17%, new ideas and perspectives – 17%, getting international experience – 28%, working with different tools – 22%, and nice polls at start of each day – 1%. As seen, many participants (50% in total) chose getting “international experience” collaborating with students from different countries and “working with different tools” for climate-related data visualization, analysis, and interpretation.



2nd Virtual Exchange Week for students

Day 5 --- 16th May 2025



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From the beginning of the last day, after welcome word from Hosts and reminder about the Collaborative Climate Horizon exercise, all participants were redistributed into the same small groups (with the moderator) in zoom break-out-rooms as on the previous days to continue and finalize during about 2 hours online discussions in groups; to present for members of own group the personal/individual Climate Horizons developed based on lectures delivered on the first day and tools for visualisation, analysis and interpretation of climate relate data such as the ERA-5 Past Climate Explorer (PCE), the Shared Socioeconomic Pathways (SSPs), and the IPCC Web-based Atlas – all demonstrated during previous three consecutive days; and to prepare, using the Miro-Board, the group's collaborative Climate Horizon exercise based on contributions from all members of the group.

During the last hour, after returning to the main Zoom room, the hosts provided a summary of the session. A final feedback questionnaire was distributed among the students who attended the 2nd VE Week. The hosts shared online with all participants the collaborative Climate Horizons of groups on common Miro-board (<https://miro.com/app/board/uXjVI7rWdBw=/>).

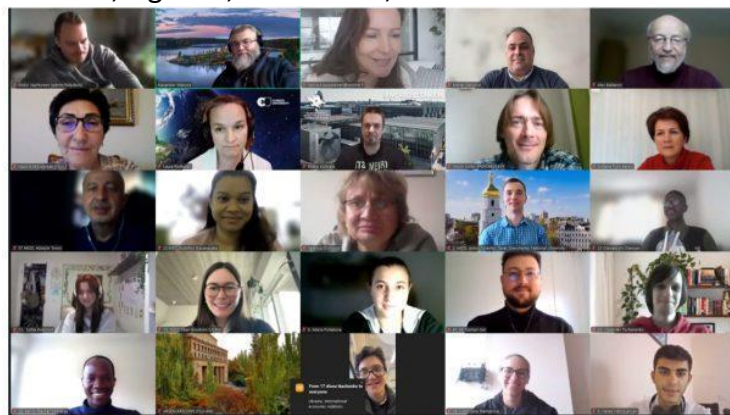
At the end, reminder by Laura Riuttanen (Univ Helsinki, UH) about the Climate University (<https://www.climateuniversity.fi>) courses, which are available now for students successfully completed this VE Week & reminder by Aleksi Vauhkonen (UH) about personal (by students and by moderators) reports to the DigiCampus for obtaining the ECTS credits.

Moreover, daily, the questionnaire for the moderators (by Laura Riuttanen, UH) was also released at the end of each day to understand the situation in each group working online & the polls of the day (by Mikko Kulmala, UH) for participants at the beginning of each day. The hosts and members of the CLUVEX Partners/Teams actively moved between the zoom break-out rooms and assisted groups to solve issues with web-based tools, Miro-board, communication, etc. Technically, the Zoom communication platform was provided/ hosted by UH & the Miro-board (as a collaborative platform), and the DigiCampus (as an educational platform) was actively utilized in the 2nd VE Week for students.

3.2. 3rd CLUVEX VE Week

The 3rd Virtual Exchange (VE) Week took place online on 6-10 October 2025. A total of 506 students pre-registered on DigiCampus for the 3rd CLUVEX Virtual Exchange Week, and from these a total of 332 students finalised registration on DigiCampus. Of all registered students, more than 200 actively participated in the full week's programme. The work was carried out online, 3 hours per day. The three CLUVEX trainings "Moderators-Get-Together" were carried out in September 2025 (TR1 – 42 participants including 13 new persons, TR2 -37, and TR3 – 37). A total of 41 moderators have registered for the VE Week on the DigiCampus platform for moderators.

On 6th October, on the opening day, 233 participants attended the VE Week in Zoom. The majority (60%) of participating students were from Ukraine. The remaining participants are from Finland, Armenia and Denmark, as well as also some students (about 10%) attended from outside the CLUVEX Partners' countries such as Argentina, Brazil, Canada, Egypt, Estonia, India, Iran, Israel, Italy, Kazakhstan, Mozambique, Nigeria, Romania, Sri Lanka, Spain, Sudan, Turkey, Vietnam, Uganda, Uzbekistan, and others.



3rd Virtual Exchange Week for students Day 1 --- 6th October 2025



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Majority of students (53%) are earning/or earned Bachelor's degree, 23% – Master's students, 11% – PhD students, 3% – PostDocs, and 10% – others. The 34% of participants have background in natural sciences, 32% – social and humanitarian, 14% – economical, 2% – art sciences background as well as 18% – in other fields such as computer and data sciences, informatics, applied mathematics, geology, architecture, cultural anthropology, international business management, international economic relations, circular economy engineering, tourism and recreation, artist and critical media, etc.

The VE Week was opened with Welcome words from the hosts, and short introductions into the CLUVEX project and the Climate Horizon exercise. The plenary session was opened with the invited presentation of Prof. Antti Rajala, University of Helsinki, titled "Towards Sustainable Future Utopia: Utopian Pedagogy", and it was followed by other lectures such as "Climate Change, Disasters, Carbon-neutrality and UN Sustainable Development Goals" by Prof. Alexander Baklanov, Niels Bohr Institute, University of Copenhagen (UCPH), Denmark; "Impacts of Climate

Change and Future Outlook” by Prof. Hasmik Movsesyan, Yerevan State University (YSU), Armenia; and “Artistic Research and Critical Thinking at the Intersection of Art, Science and Society” by Yvonne Billimore, Bioart Society, Finland.

After the plenary session with lectures, the VE Week participants also online met each other for the first time in small groups (in total of about 41 small groups of 1 moderator plus up to 10 students) in zoom break-out-rooms. In these rooms, each group had a round table introduction of participants, followed by discussions on: what we have learned from lectures delivered? what we can learn from each other? and initial steps in developing Personal/Individual and Collaborative/Joint Climate Horizon exercise.

On 7th October, on the second day of the VE Week, 205 participants attended in Zoom. The Poll of the day (multiple options to select were possible) showed that participants’ expectations for this VE Week included: (i) to meet other students – 50%, (ii) to learn more on climate change – 81%; (iii) to get credits – 32%, (iv) to get international experience – 69%, (v) to have a positive impact on the world – 51%. As seen, the most of the expectations were directed at “to learn more on climate” (81%) and “to get international experience” (69%).

The 2nd day of VE Week continued with invited presentations/ lectures such as “Navigating Planetary Boundaries: Blueprint for Sustainable Future” – by Inna Khomenko, Mechnikov Odessa National University (ONU), Ukraine; “Climate Change Impact on Water Resources” – by Prof. Sergiy Snizhko, Taras Shevchenko National University of Kyiv (TSNUK), Ukraine; and “Nature Hazards – Floods” – by Valeriya Ovcharuk, Mechnikov Odessa National University (ONU), Ukraine. The simple tool “ERA-5 Past Climate Explorer (PCE)” (<https://era5.lobelia.earth/en>) was introduced and demonstrated by Dr. Alexander Mahura, Univ Helsinki. This tool is used to visualize historical climate statistics for any geographical location around the globe.

This tool, the ERA-5 Past Climate Explorer (PCE), as well as other tools – the Shared Socioeconomic Pathways (SSPs) and the IPCC Web-based Atlas – to be presented on the 3rd and 4th days of the VE Week to be actively used by participants in the preparing the Individual/ Personal and Collaborative/ Joint Climate Horizon exercises during the VE Week.

The CLUVEX Climate Horizon exercise was introduced in more details. The focus is that throughout the VE Week, students draft Individual Climate Horizon that describes a hopeful state of future from a climate change perspective. For that they use the delivered lectures, demonstrated tools and group discussions as reference and inspiration for Climate Horizon exercise development.

After the lectures, demonstration of the ERA-5 Past Climate Explorer tool and more detailed explanation of the Climate Horizon exercise, the VE Week participants were redistributed again into the same small groups (with the moderator) in zoom break-out-rooms as on the first day to continue during 2 hours online discussions, practicing with the tool demonstrated, independently working on individual/ personal Climate Horizon exercise as well started discussions on collaborative/ joint Climate Horizon.

On 8th October, on the third day of the VE Week, about 200 participants attended in Zoom. The Poll of the day showed that participants’ think about the biggest challenges behind the climate change such as: dirty industries – 30%, consumerism – 22%, greed and selfishness – 13%, overpopulation – 12%, political system – 21%, and several participants mentioned that all

mentioned above are the biggest challenges. As seen, the majority thinks that dirty industries, consumerism and political system (in total, 73%) are the biggest challenges behind the climate change.

The 3rd day of VE Week continued with the final invited presentation/ lecture on “Climate Change: Mitigation and Adaptation Strategies” – by Hasmik Movsesyan, Yerevan State University (YSU), Armenia.

The new more advanced tool “Shared Socioeconomic Pathways (SSPs)” (<https://data.worldbank.org/indicator> & <https://tntcat.iiasa.ac.at/SspDb>) as a global scenario framework as introduction to exercises on socioeconomical trajectories was presented (video recording).

This tool, the Shared Socioeconomic Pathways (SSPs), as well as two other tools – the already introduced the ERA-5 Past Climate Explorer (PCE) tool and the IPCC Web-based Atlas (to be presented on 4th day of the VE Week) were actively used by participants by participants working on the Individual/ Personal and Collaborative/ Joint Climate Horizon exercises during the VE Week.

After the demonstration of the Shared Socioeconomic Pathways (SSPs) tool and more detailed explanation of the Climate Horizon exercise, the VE Week participants were redistributed again into the same small groups (with the moderator) in zoom break-out-rooms as on the previous days to continue during 2 hours online discussions, practicing with the tool demonstrated, independently working on individual/ personal Climate Horizon exercise as well continued discussions on collaborative/ joint Climate Horizon.

On 9th October, on the fourth day of the VE Week, about 170 participants attended in Zoom. The Poll of the day showed that participants’ think that there are people who should solve the climate change (with multiple choices): politicians – 80%, entrepreneurs – 50%, scientists – 76%, students – 35%, and celebrities – 29%. As seen, majority of participants agreed that politicians and scientists should take responsibility in solving the climate change. Moreover, communities as well as “everyone has role in solving climate change issues” were mentioned.

A new more advanced tool “Intergovernmental Panel on Climate Change (IPCC) Web-based Atlas” (<https://interactive-atlas.ipcc.ch>) was presented and demonstrated. It is interactive and novel tool for analyses of much of the observed and projected climate change information underpinning the Working Group I contribution to the Sixth Assessment Report, including regional synthesis for Climatic Impact-Drivers.

After the demonstration of the IPCC Web-based Atlas tool and repetition of items/topics of the Climate Horizon exercise, the VE Week participants were redistributed again into the same small groups (with the moderator) in zoom break-out-rooms as on the previous days to continue during 2 hours online discussions, practicing with the tool demonstrated, independently working on individual/ personal Climate Horizon exercise as well continued discussions and work on collaborative/ joint Climate.

On 10th October, on the fifth day of the VE Week, about 170 participants attended in Zoom. The Poll of the day showed that among the most rewarding parts of the CLUVEX VE Week, participants chose (single choice): meeting with other students – 18%, learning about the climate change – 13%, new ideas and perspectives – 20%, getting international experience – 32%, working with

different tools – 16%, and nice polls at start of each day – 2%. As seen, many participants (52% in total) chose getting “international experience” collaborating with students from different countries and “new ideas and perspectives” learned and discussed during VE Week.

An extra poll on how easy it was to understand, practice and use the demonstrated web-based tools in the Climate Horizon exercise was taken too. The majority of students – 75, 59, and 75% – mostly and fully agreed that it was easy to understand, practice and use the ERA-5 PCE, SPPs, and IPCC Atlas web-based tools, respectively.

From the beginning of the last day, after welcome word from Hosts and reminder about the Collaborative Climate Horizon exercise, all participants were redistributed into the same small groups (with the moderator) in zoom break-out-rooms as on the previous days to continue and finalize during about 2 hours online discussions in groups; to present for members of own group the personal/individual Climate Horizons developed based on lectures delivered on the first day and tools for visualisation, analysis and interpretation of climate relate data such as the ERA-5 Past Climate Explorer (PCE), the Shared Socioeconomic Pathways (SSPs), and the IPCC Web-based Atlas – all demonstrated during previous three consecutive days; and to prepare, using the Miro-Board, the group’s collaborative Climate Horizon exercise based on contributions from all members of the group.



During the last hour, after returning to the main Zoom room, the hosts provided a summary of the session, and each group delivered/showcased own developed the Collaborative Climate Horizon exercise. A final feedback questionnaire was distributed among the students who attended the 3rd VE Week. The hosts shared online with all participants the collaborative Climate Horizons of groups on common Miro-board (<https://miro.com/app/board/uXjVJ85g55o=/>).

At the end, a reminder about the Climate University (<https://www.climateuniversity.fi>) MOOCs courses, which are freely available now for students successfully completed this VE Week as well as a reminder about personal reports (by students until 17th October, and by moderators until 24th October 2025) to the DigiCampus for obtaining the ECTS credits.

4. Analysis of the 2nd and 3rd VE Weeks

The 2nd CLUVEX Virtual Exchange Week, held online on 12–16 May 2025, gathered a diverse and highly engaged international audience. A total of 387 students and moderators registered on DigiCampus, and nearly 200 students actively participated in the full week's programme. Activities were conducted online for three hours per day and supported by 27 active moderators. Participants represented the core CLUVEX consortium countries — Armenia, Ukraine, Finland, and Denmark — alongside students from several other countries, reflecting broad international interest. Following completion, 111 students and moderators received certificates, highlighting strong engagement and growing global reach of the initiative.

Building on this success, more than 300 students and professionals registered for the 3rd CLUVEX Virtual Exchange Week, which was held online from 06-10 October 2025. Of those registered, about 200 students actively participated throughout the programme. In total, approximately 250 certificates and 135 credits (97 accepted, 33 pending, 5 unclear reports) were issued. The drop-out rate between registration and active participation averaged 30%, which is typical for open online initiatives. Most participants were from Ukraine (60%), with additional representation from Finland, Armenia, and Denmark. Moreover, around 10% of participants joined from outside CLUVEX partner countries — including Argentina, Brazil, Canada, Egypt, Estonia, India, Iran, Israel, Italy, Kazakhstan, Mozambique, Nigeria, Romania, Sri Lanka, Spain, Sudan, Turkey, Vietnam, Uganda, Uzbekistan, and others — demonstrating the rapidly expanding international profile of the Virtual Exchange Week.

Feedback indicates that lectures on climate-related topics were clear and informative, while web-based tools for climate data visualisation, analysis, and interpretation were perceived as interesting and generally easy to use. However, several organisational aspects require attention. For the 4th VE Week, improved scheduling is recommended to avoid overlap with examination periods, vacations, and other academic events. Additionally, moderator engagement varied significantly; therefore, strategies to strengthen moderator motivation and commitment should be prioritised.

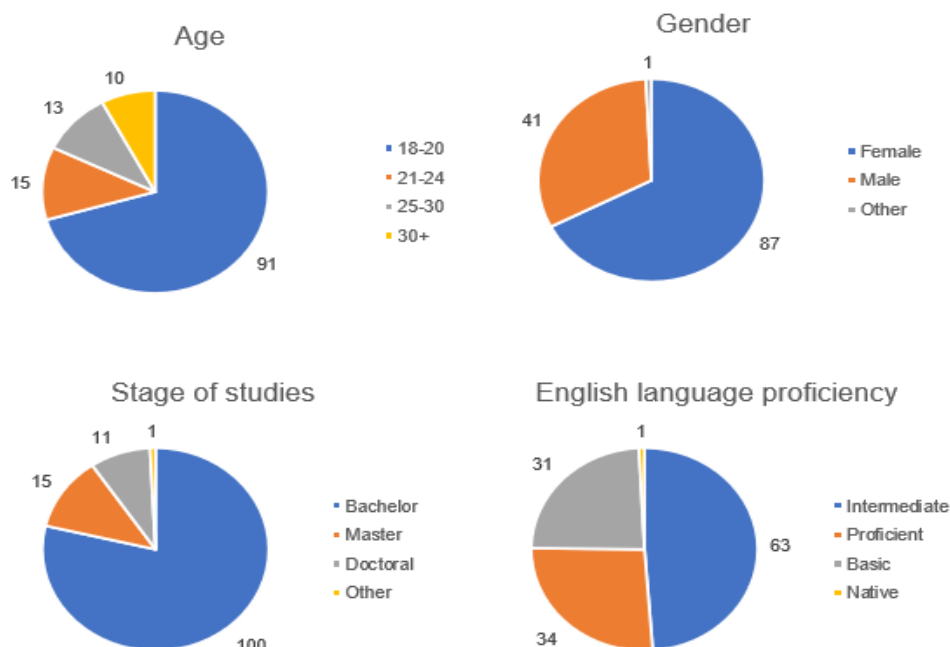
4.1. Students' Statistics and Feedback

4.1.1. 2nd CLUVEX VE Week

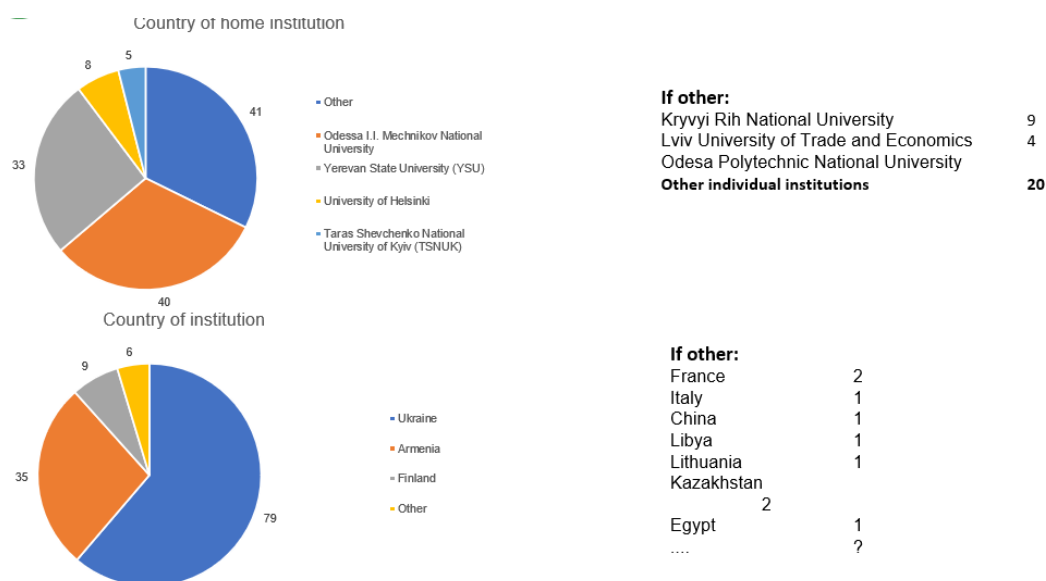
The feedback after the **2nd CLUVEX Virtual Exchange Week** shows that most respondents were 18–20 years old (91 students), indicating strong engagement from younger undergraduate participants. Gender distribution is also imbalanced, with female students representing the largest group (87) compared to 41 males and 1 other.

Most respondents were Bachelor-level students (100), while Master's (15), Doctoral (11), and other categories (1) were represented to a lesser extent. This confirms that the Virtual Exchange Week primarily attracted early-stage students.

In terms of English proficiency, the largest group rated themselves as Intermediate (63), followed by Proficient (34), while Basic (31) and Native (1) speakers were less common. Overall, most participants demonstrated sufficient language skills to engage effectively in the programme.



Demographics. The demographic data show that participants represented a diverse range of institutions and countries. Most respondents came from Odessa I.I. Mechnikov National University (40), followed by Yerevan State University (33) and other institutions (41), which included Kryvyi Rih National University, Lviv University of Trade and Economics, and Odesa Polytechnic National University, as well as more than 20 additional universities.

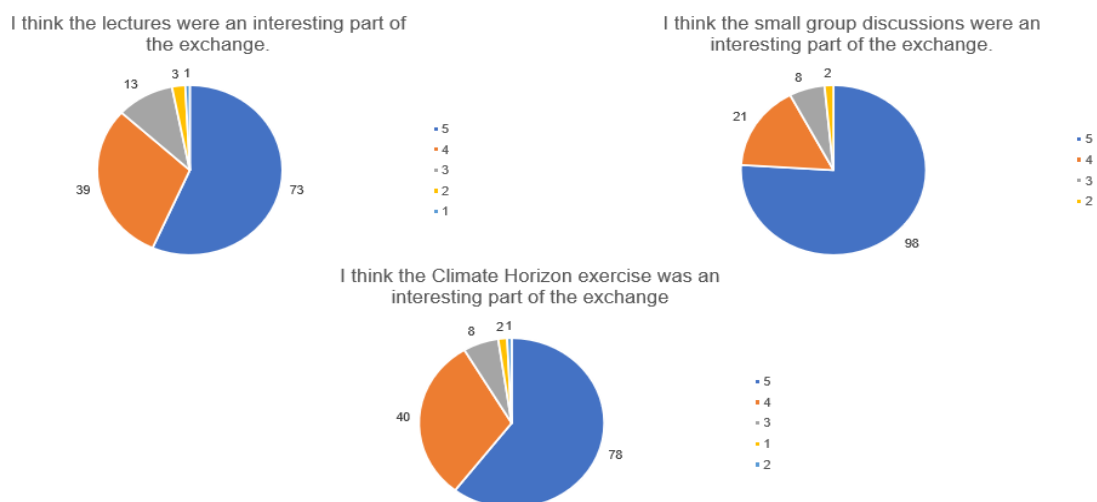


Regarding the country of institution, most participants were based in Ukraine (79), followed by Armenia (35) and Finland (9). A smaller number came from other countries (6), including France,

Italy, China, Libya, Lithuania, Kazakhstan, and Egypt, demonstrating international engagement beyond the core CLUVEX consortium.

Overall, the participant pool reflects strong involvement from Ukrainian and Armenian universities, consistent with project priorities, while also showing growing interest from institutions across Europe, Asia, and Africa.

Interest. The students' feedback also indicates a very high level of student interest across all components of the Virtual Exchange Week. Most participants rated the lectures positively, with 73 students giving the highest score (5) and an additional 39 rating them 4, demonstrating that the lecture content was engaging and well-received.



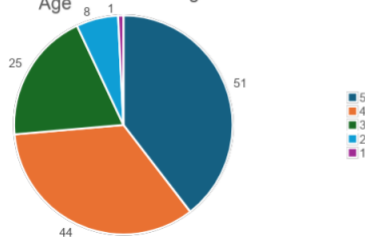
Interest in the small group discussions was similarly strong. A large majority (98 students) rated this activity with a 5, while 21 students gave it a 4, indicating that interactive, collaborative formats were particularly valued by participants.

The Climate Horizon exercise also received high evaluations, with 78 students giving it the top score and 40 students rating it 4. This suggests that the hands-on, future-oriented activity effectively captured student attention and supported meaningful learning.

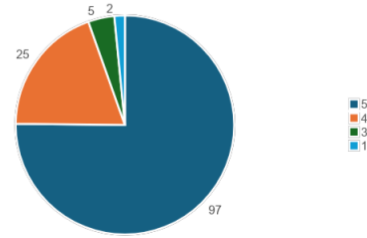
Overall, the interest charts show consistently positive reactions, confirming that all major components of the VE Week were engaging and contributed significantly to student motivation and learning.

Learning. Student feedback indicates strong positive learning outcomes across all evaluated dimensions. Most students found the unit intellectually challenging and stimulating, with 51 respondents giving the highest rating (5) and 44 rating it 4. This suggests that the academic level of the content was appropriate and engaging.

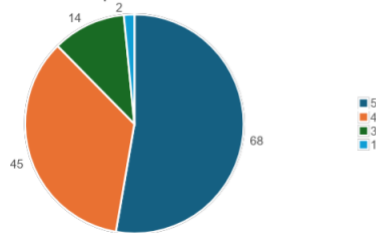
I have found the unit intellectually challenging and stimulating.



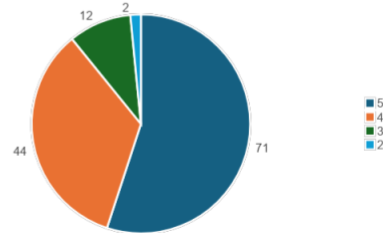
I have learned something which I consider valuable.



My interest in the subject has increased as a consequence of this unit.



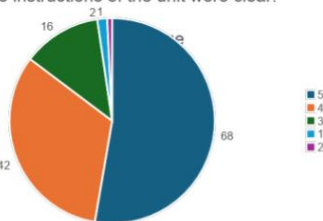
I have learned and understood the subject matters of this unit.



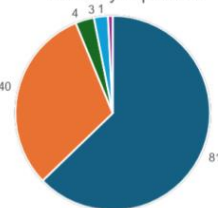
Interest in the subject increased for most participants: 68 students rated this outcome as 5 and 45 as 4, demonstrating that the unit effectively enhanced motivation and curiosity in the topic. A very large proportion of students reported that they learned something valuable. Here, 97 respondents assigned the top score, while 25 rated it 4, showing that the material had clear practical or intellectual relevance. Finally, in terms of understanding the subject matter, 71 students rated their comprehension at the highest level, and 44 gave a score of 4, confirming that the unit successfully supported meaningful learning and improved knowledge acquisition. Overall, the “Learning” results show consistent, overwhelmingly positive educational impact, with strong gains in understanding, interest, and perceived value.

Organization. The organizational aspects of the Virtual Exchange Week received consistently strong evaluations from participants. Most students agreed that the instructions for the unit were clear, with 68 respondents giving the highest rating (5) and 42 rating them 4, showing that communication and guidance were effective.

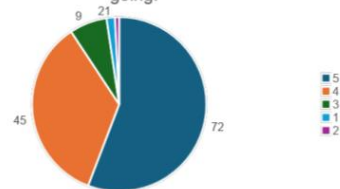
The instructions of the unit were clear.



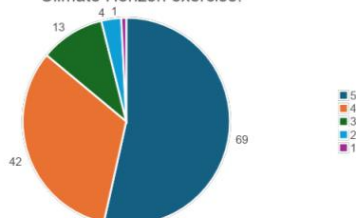
Course materials were well prepared and carefully explained.



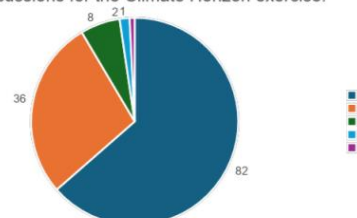
The objectives of the virtual exchange were informed so I knew where the unit was going.



I was able to utilize the lectures for the Climate Horizon exercise.



I was able to utilize the small group discussions for the Climate Horizon exercise.



Participants also highly valued the quality of course materials, with 81 students rating them 5 and 40 giving a score of 4. This indicates that the materials were well-prepared, accessible, and helpful for completing the tasks. Clarity about the objectives of the virtual exchange was similarly well received: 72 students rated this aspect with a 5, and 45 rated it a 4. This suggests that students understood the structure and purpose of the unit throughout the week.

Students reported being able to effectively use the lectures for the Climate Horizon exercise. Here, 69 respondents rated their experience at the highest level, and 42 gave a 4, underscoring strong alignment between lectures and applied components.

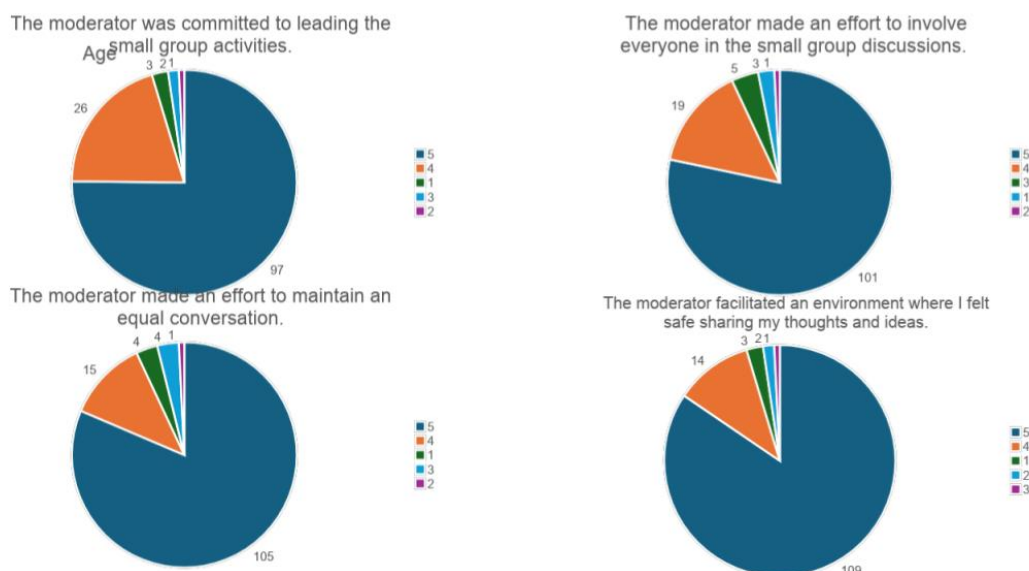
Finally, the majority also stated they could use the small-group discussions during the Climate Horizon exercise, with 82 participants rating this a 5 and 36 a 4, demonstrating that the collaborative format supported learning and exercise participation.

Overall, the “*Organization*” results show a highly effective design, strong clarity of instructions, and successful integration of learning materials with practical activities.

Student feedback shows that the quality of moderating during the 2nd Virtual Exchange Week was rated very highly across all evaluated aspects.

Moderators. Most participants agreed that moderators were committed to leading the small-group activities, with 97 respondents giving the highest rating (5) and 26 giving a 4. This reflects strong engagement and responsibility from the moderators.

Similarly, students felt that moderators made an effort to involve everyone in the discussions. Here, 101 students rated this aspect with a 5, and 19 rated it a 4, indicating that moderators were effective in promoting participation and inclusiveness.

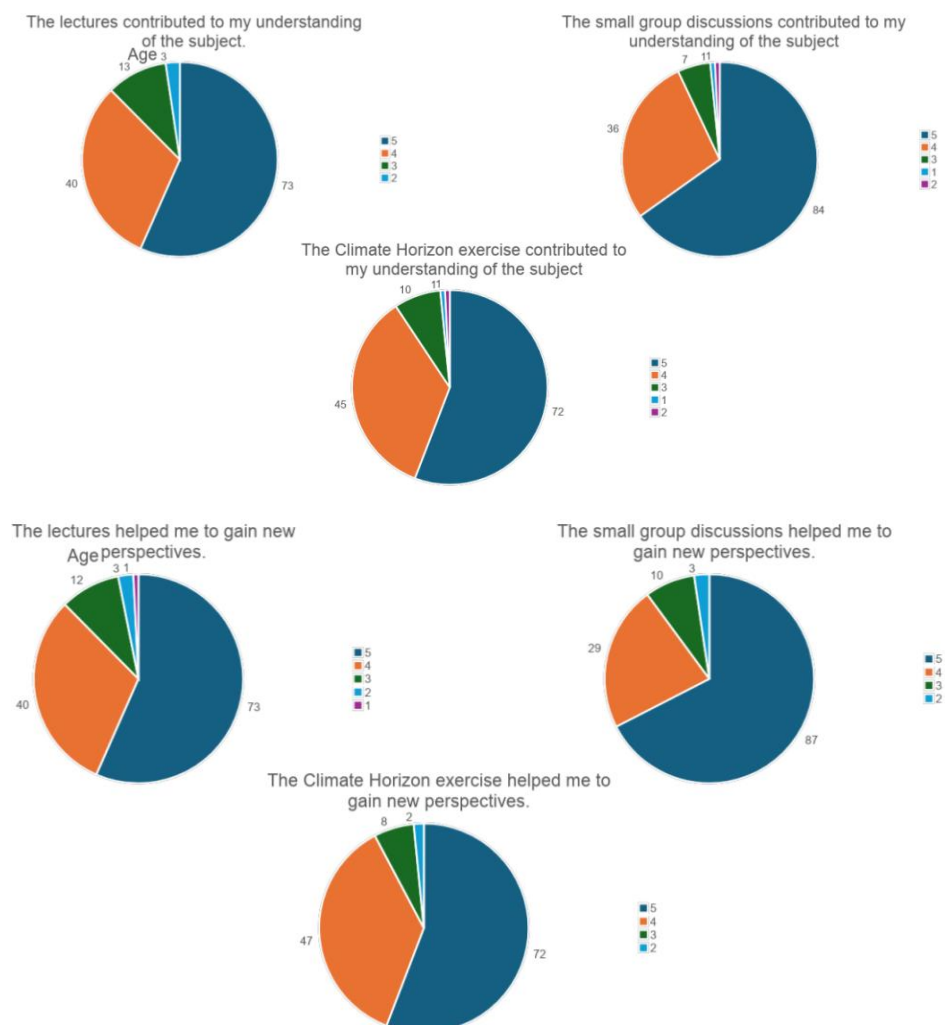


The ability of moderators to maintain an equal and balanced conversation was also highly valued. A large majority — 105 students — gave the top score, with 15 selecting 4, showing that moderators were successful in ensuring fairness and equal voice within the groups.

Finally, the data show that moderators succeeded in creating a safe and supportive environment for sharing ideas. This item received 109 ratings of 5 and 14 ratings of 4, demonstrating a strong sense of psychological safety and trust established within the groups.

Overall, the moderating results demonstrate exceptionally positive perceptions of moderator performance, with high consistency across all categories. This suggests that the moderators played a key role in fostering engagement, inclusivity, and a safe learning atmosphere during the 2nd Virtual Exchange Week.

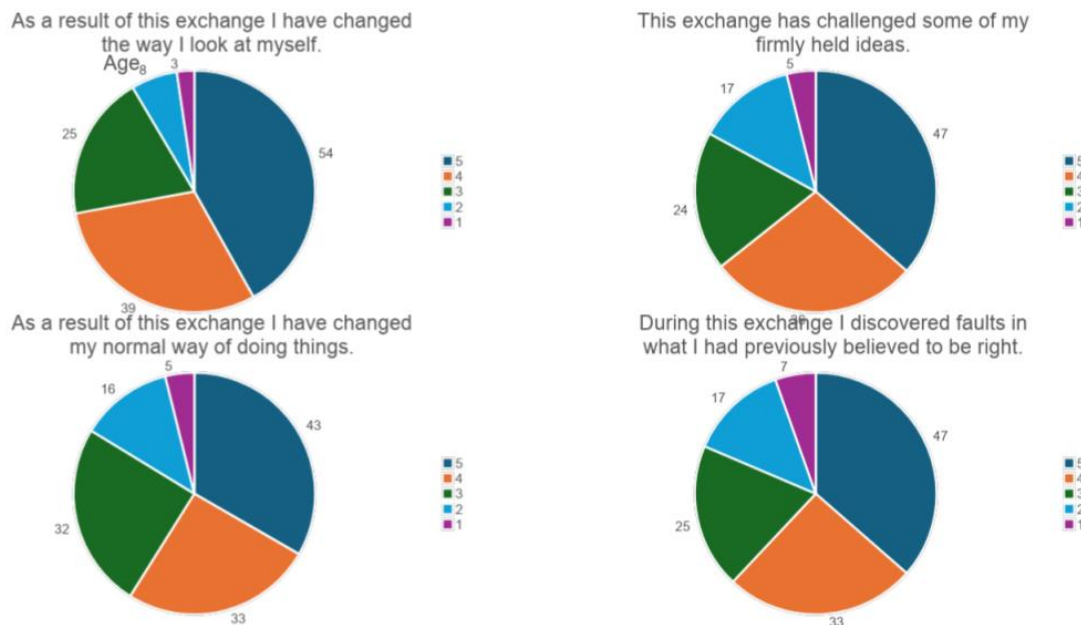
Assessment. Across all assignment-related questions, student feedback was overwhelmingly positive, demonstrating that each component of the Virtual Exchange Week effectively supported learning and perspective-building.



Contribution to Understanding. Most students reported that: (1) Lectures contributed significantly to their understanding of the subject, with 73 students rating this a 5 and 40 rating it 4; (2) Small-group discussions also played a strong educational role, receiving 84 ratings of 5 and 36 ratings of 4, indicating that peer interaction enhanced comprehension; and (3) The Climate Horizon exercise contributed meaningfully to understanding, with 72 students giving a top rating and 45 giving a 4. These results show that each of the three components successfully reinforced students' grasp of the subject matter.

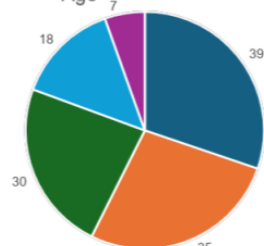
Gaining New Perspectives. Students also reported that all activities helped them develop broader perspectives: (1) Lectures: 73 gave a top score, and 40 rated it 4; (2) Small-group discussions: 87 students rated this a 5, while 29 rated it 4 — showing that peer exchanges were especially effective in broadening viewpoints; and (3) Climate Horizon exercise: 72 top ratings and 47 ratings of 4, confirming that the exercise encouraged forward-looking thinking and deeper reflection.

Overall, the assignments were highly effective in enhancing both understanding and critical perspectives. Students appreciated the complementary nature of lectures, discussions, and experiential tasks, which together supported a rich and multidimensional learning experience.

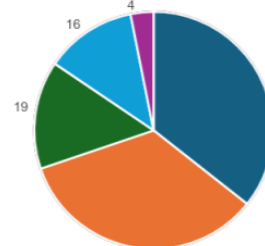


Student feedback demonstrates that the 2nd Virtual Exchange Week had a strong reflective and transformative impact on participants' attitudes, values, and personal development. Many students reported meaningful self-reflection, with 54 respondents stating that the exchange changed the way they look at themselves, and 39 rating this effect as a 4. A similar pattern appears for behavioural change: 43 students gave a top score for having changed their normal way of doing things, with 33 giving a 4. This suggests that the exchange encouraged students to critically reconsider habits and assumptions.

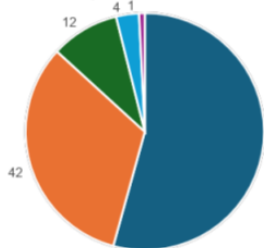
During the virtual exchange my viewpoints were challenged.



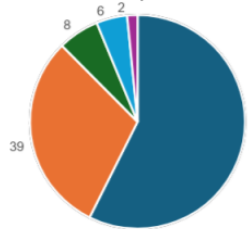
During the virtual exchange I had to look closely at my own values.



During the virtual exchange I became aware of the perspectives of others



During the virtual exchange I adopted new ways of thinking about the virtual exchange topics.



The exchange also challenged students' firmly held ideas. Nearly half (47 students) rated this impact as 5, and 33 as 4. Additionally, many students acknowledged discovering faults in their previous beliefs (47 top scores), indicating that the activities successfully promoted critical thinking and intellectual openness.

Students also reported substantial shifts in their perspectives during the exchange. For example: (1) Viewpoints were challenged: 39 gave a 5, while 35 gave a 4; (2) Awareness of others' perspectives increased: 70 students rated this as 5, one of the highest ratings in this section; (3) Students reflected on their own values: 46 gave a 5, and 41 a 4; (4) New ways of thinking were adopted: 74 students gave the highest score, showing that the exchange fostered significant cognitive and conceptual growth.

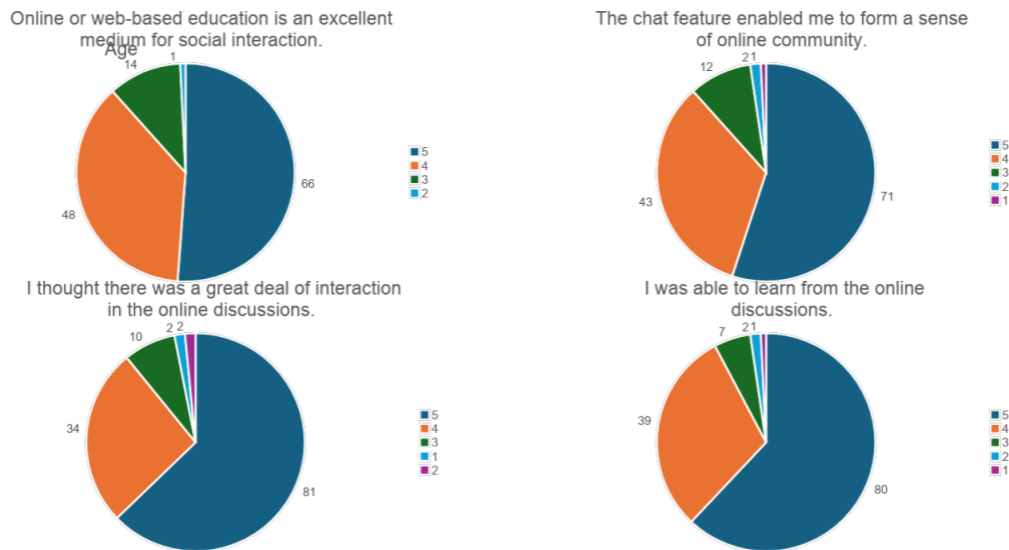
Overall, the **"Perceptions of Learning"** results reveal that the Virtual Exchange Week not only enhanced academic understanding but also facilitated deep personal reflection, broadened worldviews, and strengthened intercultural awareness. The experience clearly supported students in challenging assumptions, gaining new insights, and developing more nuanced perspectives on complex climate-related topics.

Feedback on social presence indicates that students experienced a strong sense of interaction, community, and shared learning during the 2nd Virtual Exchange Week.

A large majority of participants agreed that online or web-based education serves as an excellent medium for social interaction, with 66 respondents rating this a 5 and 48 giving it a 4. This shows that students felt socially connected despite the virtual environment.

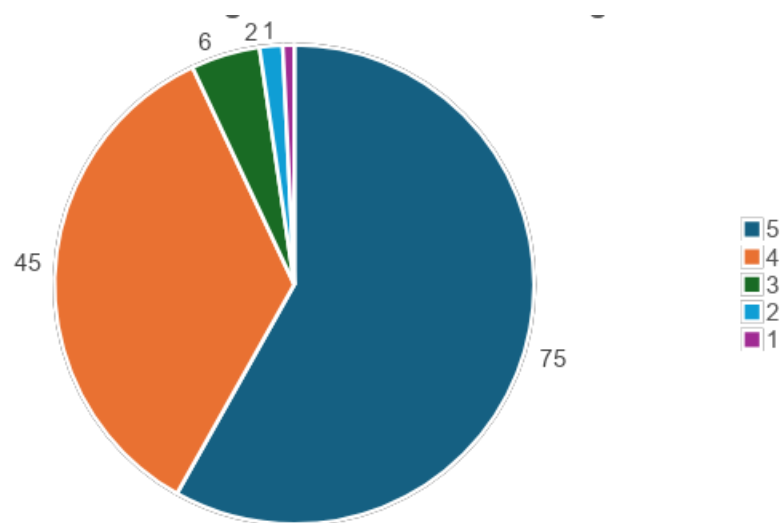
Students also perceived a high level of interaction during online discussions. 81 respondents gave the top rating, and 34 rated it a 4, demonstrating that the discussion spaces were active, engaging, and participatory.

The chat feature played an important role in fostering community. With 71 students rating it a 5 and 43 a 4, the data suggest that the chat allowed students to feel part of an online community and supported informal and peer-level communication.



Finally, students strongly agreed that they were able to learn from the online discussions. 80 participants rated this a 5, and 39 rated it a 4, indicating that social interaction was not only active but also academically meaningful.

Overall, the **“Social Presence”** results highlight that the 2nd Virtual Exchange Week created a supportive, interactive, and community-oriented online learning environment, where students could meaningfully engage with peers and enhance their learning through communication and collaboration.



The overall evaluation of the 2nd Virtual Exchange Week was highly positive. A strong majority of participants (75 students) rated the experience with the highest score (5), while an additional

45 students gave it a rating of 4. Only a very small number of respondents selected lower scores (6 rated it 3, 2 rated it 2, and 1 rated it 1), indicating minimal dissatisfaction.

These results show that the 2nd Virtual Exchange Week was very well received, with participants appreciating its content, organization, and interactive components. The overwhelmingly high ratings confirm the programme's success in delivering an engaging and meaningful international learning experience.

Some respondents left comments and suggestions:

"First day was extremely information-heavy, and it was difficult to learn all that the lecturers were trying to explain."

"I would like to see the lectures be better curated and specified to be focused on a smaller, more focused amount of information that is conveyed clearly and proficiently."

"I would like to see more discussion starters and ways to encourage having discussion in the group, not just individually doing our exercises."

"This week was both challenging and interesting for me. At first, it was a bit hard to understand the graphs."

"It was a good chance to improve English, to gain new knowledge, to find new friends."

"You need to know English well and listen carefully."

"I had difficulty communicating due to my low level of English. This stimulated me to learn the language. Modern technologies allowed me to quickly communicate and understand the topics and tools that were provided during this week."

"I was wondering, if some of the lecturers might be more comfortable with and capable of providing a video lecture, as the prerecorded lectures tend to force people to stick to a timeframe and compress all of the interesting and important information into a more digestible parcel."

"My group had only me and moderator. Would be good to see on activity of groups and connect some small groups while work. It would be more discussions."

"Additionally, it's best to have few more lectures to address atmospheric science and biodiversity."

"To help new students get started, Cluvex should offer a simple onboarding guide, highlight key features with short videos or tips, and promote a "welcome challenge" where students can explore the app and earn points for their participation."

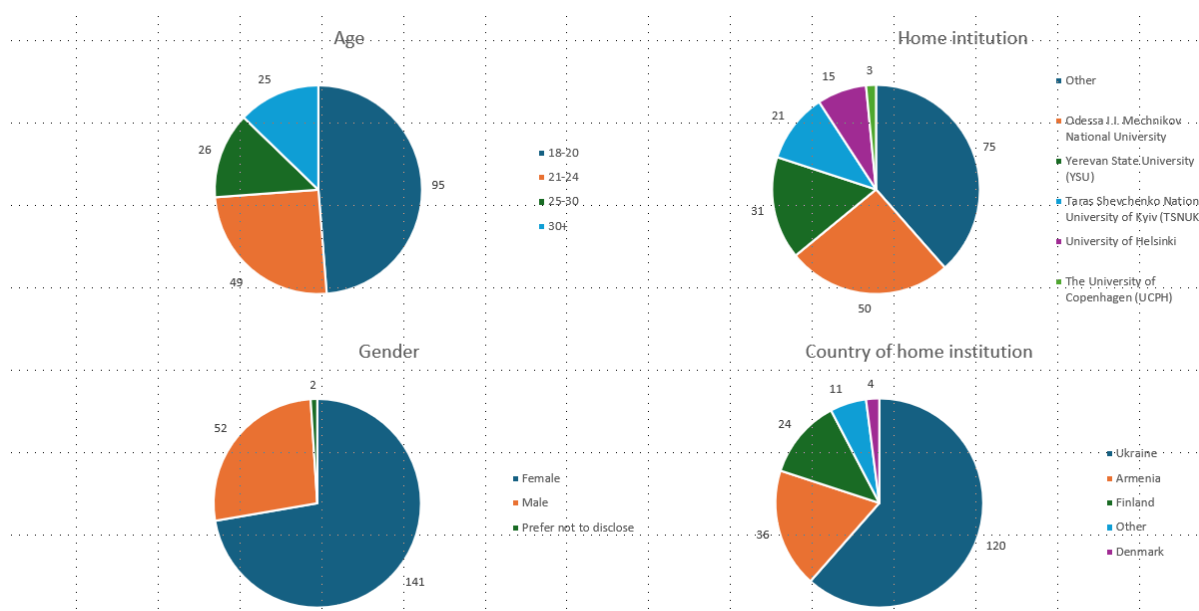
"The platform is user-friendly, well-organized, and offers high-quality learning materials along with strong support from instructors.

I gained valuable knowledge and had the opportunity to connect with peers from around the world. I highly recommend Cluvex to anyone looking to broaden their horizons, improve their skills, and experience a truly international academic environment!"

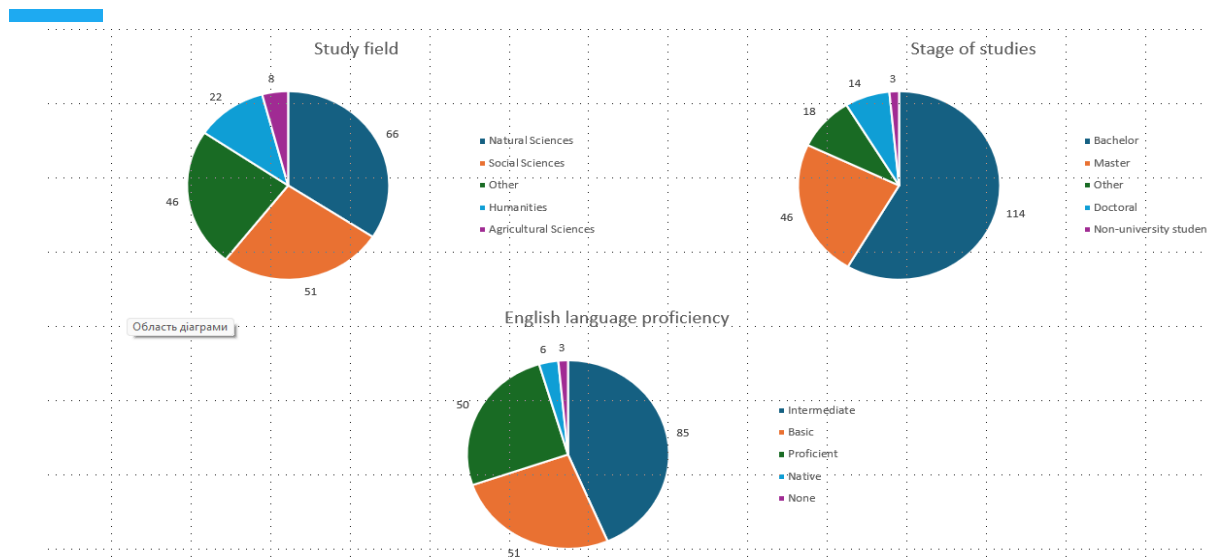
"I never thought online learning could be this engaging. CLUVEX connected me with students from different cultures, and we worked together on climate solutions that actually matter."

4.1.2. 3rd CLUVEX VE Week

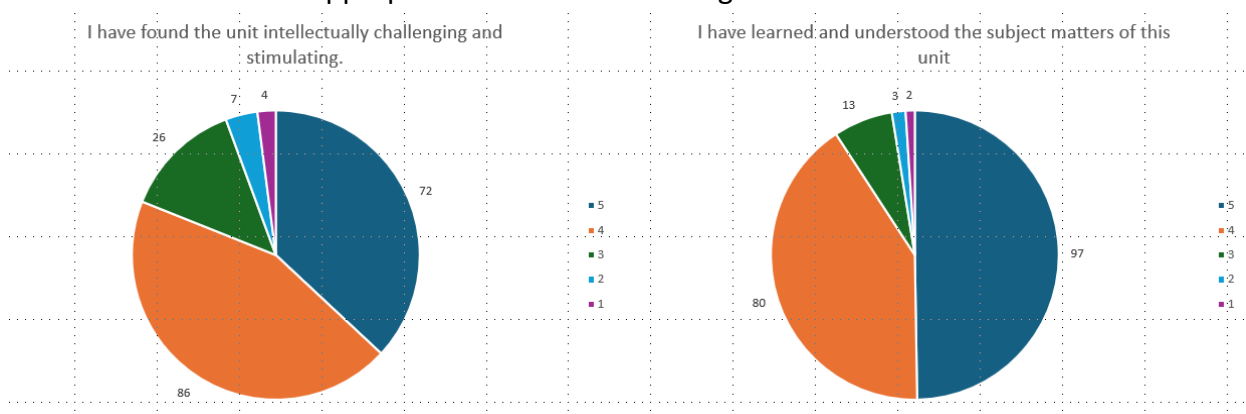
Demographics. Analysis of the sample (n ≈ 195) shows a significant concentration of respondents in younger age groups, particularly those under 30 (over 80%). The gender structure is clearly asymmetrical, with about 71% of participants being women. Geographically, the sample is dominated by representatives of Ukrainian academic institutions (55%), but also includes a significant proportion of international participants, which demonstrates the multinational nature of the survey.



The distribution by level of education indicates a high academic status of the sample: more than half of the respondents have bachelor's degrees (58%), another quarter have master's degrees (24%), which indicates a significant research orientation of the audience. The structure of specialties demonstrates the greatest representation of natural sciences (35%) and humanities (30%), which forms an interdisciplinary, but clearly academically oriented profile. The level of English proficiency is mainly medium and high, which provides the possibility of effective academic communication: almost 50% of respondents have a basic and professional level of English.

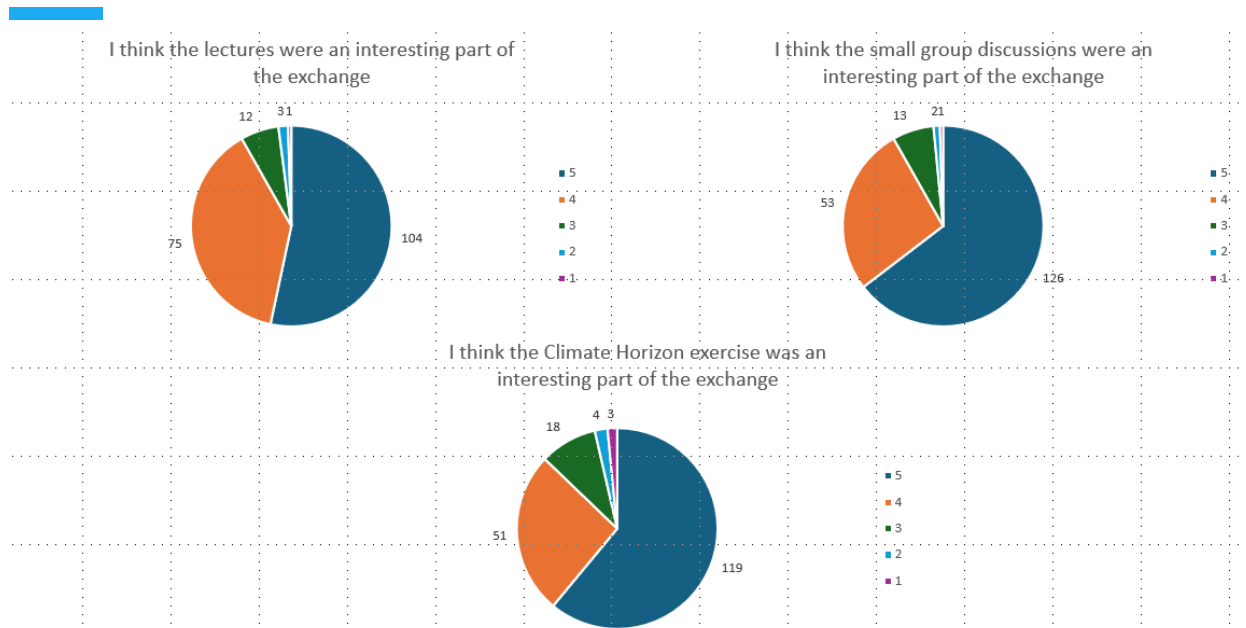


Learning. The analysis of the survey results demonstrates a high level of intellectual engagement and effectiveness of learning the material among the participants. According to the indicator of intellectual stimulation, most respondents (over 80%) unequivocally assess the module as intellectually complex and conducive to the development of thinking, while the share of neutral or negative assessments remains minimal (about 5%). This indicates the adequacy of the academic load and the appropriate level of methodological construction of the course.



The indicators of learning the material demonstrate even more significant results: 91% of respondents confirm a full or significant understanding of the content of the module. Negative or questionable assessments are almost absent (no more than 5%), which indicates an extremely high teaching effectiveness and the effectiveness of the curriculum in the formation of subject knowledge.

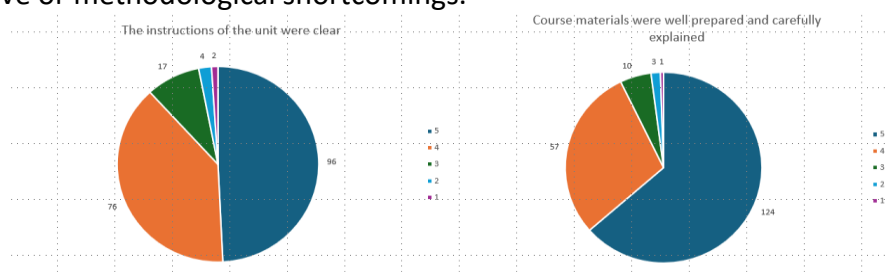
Interest. Analysis of the interest indicators demonstrates a consistently high level of positive perception of all key components of the virtual exchange. The lectures were highly rated by the majority of respondents: about 92% of participants gave the highest or close to the highest scores, while the share of neutral and low ratings remained minimal (16 people). This indicates that the lecture part met the expectations of the audience and its didactic quality.



Small group discussions demonstrated the highest level of engagement, with 126 participants (65%) rating them as highly engaging and 53 participants (27%) rating them as engaging, indicating the format's high interactivity and ability to stimulate communication and active engagement.

The Climate Horizon exercise also received mostly positive feedback: 119 participants (61%) gave it the maximum score, and the overall number of positive ratings was 96%. This indicates the relevance of the methods used and the general motivation of the participants. Overall, there is a clear positive trend in the distribution of responses: the share of high ratings significantly dominates in all three categories, while negative or neutral responses have a small statistical representation.

Organization. The evaluation analysis of the organizational components of the training module demonstrates a consistently high level of satisfaction among participants with both the clarity of instructions and the quality of the training materials. The clarity of instructions received a total of 172 positive responses out of 195 (scores 4 and 5), reflecting an unequivocal perception of the instructional materials as well-structured and accessible. Neutral and negative responses constitute only a small proportion of the sample, indicating the absence of significant communicative or methodological shortcomings.

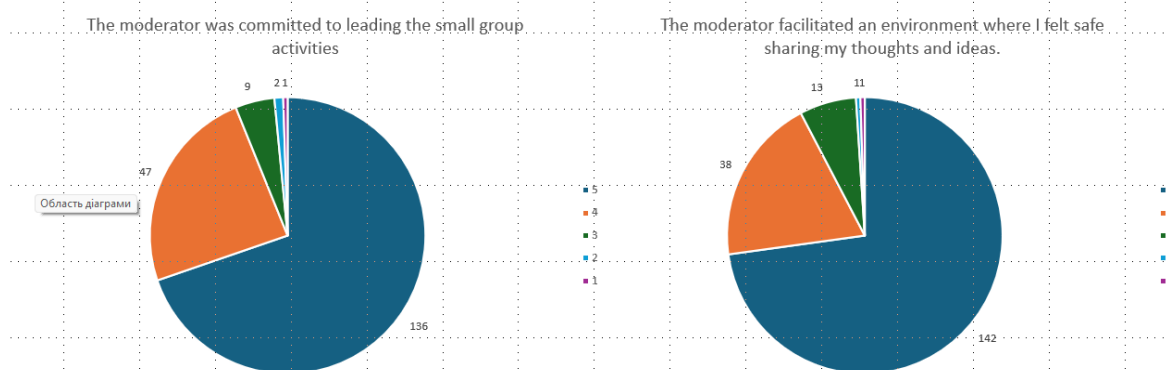


Even more striking is the assessment of the quality of educational materials: 124 participants gave the highest score, and the total number of positive responses is 191, which is one of the

highest indicators among all the studied aspects of the educational process. Such a concentration of high scores indicates a high level of preparation of materials, a well-thought-out structure and effective presentation of content.

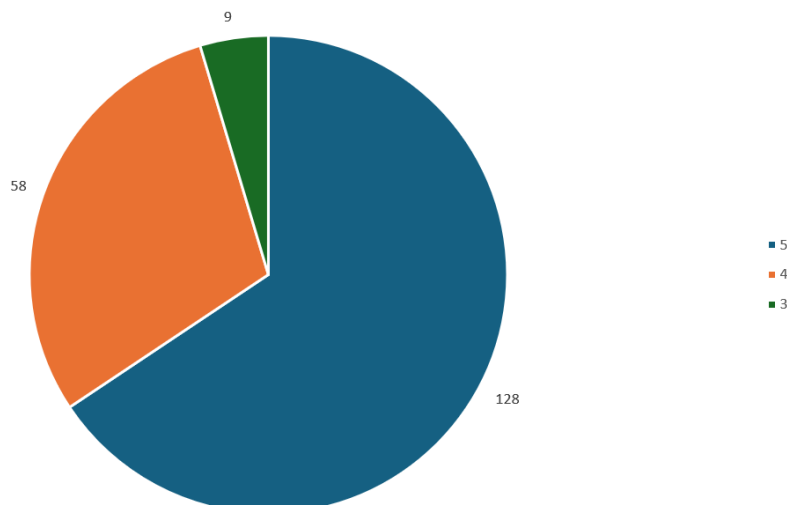
The total distribution of responses demonstrates that critically low scores are almost absent, and positive assessments significantly dominate in the two highest categories, which indicates a high level of organizational quality and pedagogical effectiveness.

Moderating. The survey results demonstrate a consistently high level of satisfaction among participants with the work of moderators within the framework of CLUVEX discussions. The assessment of moderators' commitment to small group leadership showed the dominance of maximum scores: 136 respondents gave a score of "5", and another 47 - "4", which in total makes up about 94% of positive responses. Low scores (1-2) occur singly, which indicates the almost complete absence of critical perception of this aspect. Such a distribution corresponds to the characteristics of high methodological discipline and effective organization of group work.



Analysis of the second parameter - creating a safe environment for expressing ideas - also demonstrates a high concentration of positive ratings. The maximum rating was given by 142 respondents, and 38 - a score of "4", which forms over 90% of positive responses. The number of neutral and negative ratings is minimal and statistically insignificant. This picture suggests that moderators not only performed organizational functions, but also actively supported psychological comfort, inclusiveness, and trust in group interaction. Taken together, both criteria demonstrate a consistent trend: moderators were perceived as highly professional, emotionally competent, and methodically trained specialists who ensured a productive and safe discussion dynamic.

Overall rating. Analysis of the final assessment of the CLUVEX virtual exchange week demonstrates an extremely high level of participant satisfaction. Out of 195 respondents, 128 people gave the maximum score ("5"), which is over 65% of the sample and indicates the dominance of the highest score.



Another 58 participants (almost 30%) rated the program at “4” points, forming together with the maximum rating a total of positive reviews at the level of almost 95%. Only 9 people gave a rating of “3”, while there were no ratings of “1” or “2” at all, which indicates the absence of negative experience or critical dissatisfaction.

The structure of the distribution of ratings indicates a high consistency of positive impressions among the participants, as well as that the program met the stated goals, providing significant cognitive value, organizational quality and overall effectiveness of educational interaction.

Some respondents left comments and suggestions:

To develop our Climate Horizon project further, we could add more scientific data and real examples from Odesa. Including short interviews, statistics, or comparisons with other cities would make it stronger and more informative.

Include more interactive group projects and cultural activities. Add live discussions with students from different countries to make the experience more engaging and global.

The only suggestion I can propose is to ensure that each group has a full number of participants, everyone feels comfortable and is not afraid to speak up.

I think the course could include more interactive workshops or small group projects to enhance collaboration. It would also be helpful to provide additional real-life case studies from different countries to better understand global climate challenges.

I suggest adding more interactive activities, such as group projects or live discussions, to make Cluvex Virtual Exchange Week more engaging and collaborative.

To improve CLUVEX virtual exchanges, you should enhance technological accessibility by providing alternative participation methods for those with limited internet access or mobile-only connections, address socioeconomic barriers by offering flexible scheduling or asynchronous components, expand digital resource availability and create more interactive climate-focused

tools, and foster broader intercultural understanding by implementing language support and cross-cultural communication training.

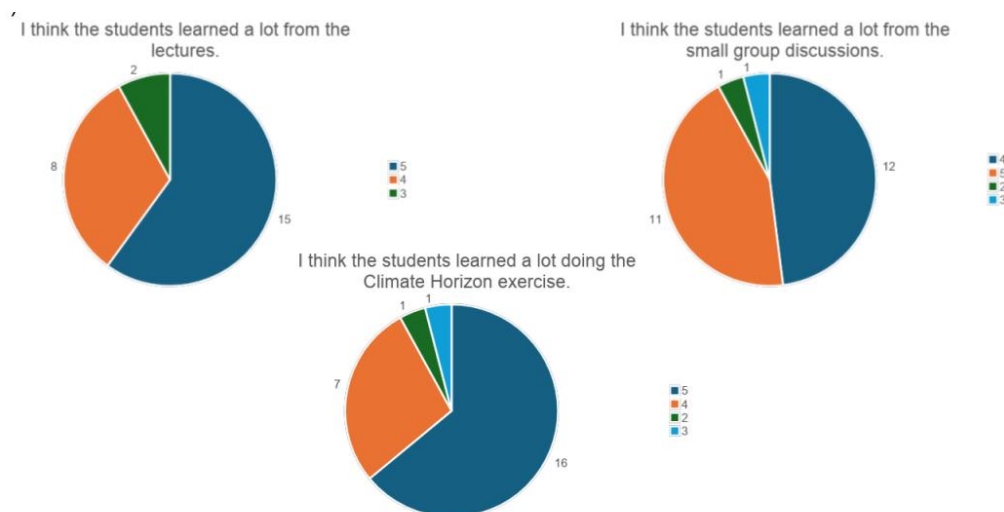
4.2. Moderators' Statistics and Feedback

4.2.1. 2nd CLUVEX VE Week

Students' learning. Moderator feedback (25 responses) confirms that the Virtual Exchange Week was highly effective in promoting student learning across all components of the programme. Most moderators agreed that students learned a lot from the lectures, with 15 giving the highest rating (5) and 8 more rating it a 4. This aligns strongly with the students' own positive evaluations of lecture impact. Moderators also observed substantial learning in small-group discussions. This component received 12 top ratings and 11 ratings of 4, indicating that discussion-based activities significantly strengthened understanding and engagement.

The Climate Horizon exercise was likewise seen as a powerful learning tool. It received 16 top ratings, with an additional 7 ratings of 4, showing that moderators recognized the strong educational value of this applied, forward-thinking exercise. Across all categories, only a very small number of moderators selected lower scores (3, 2, or 1), suggesting near-unanimous agreement about the strong learning outcomes achieved.

Overall, moderator feedback confirms that students benefited greatly from the lectures, collaborative discussions, and the hands-on Climate Horizon exercise. The consistency between student and moderator evaluations further underscores the high educational impact of the Virtual Exchange Week.



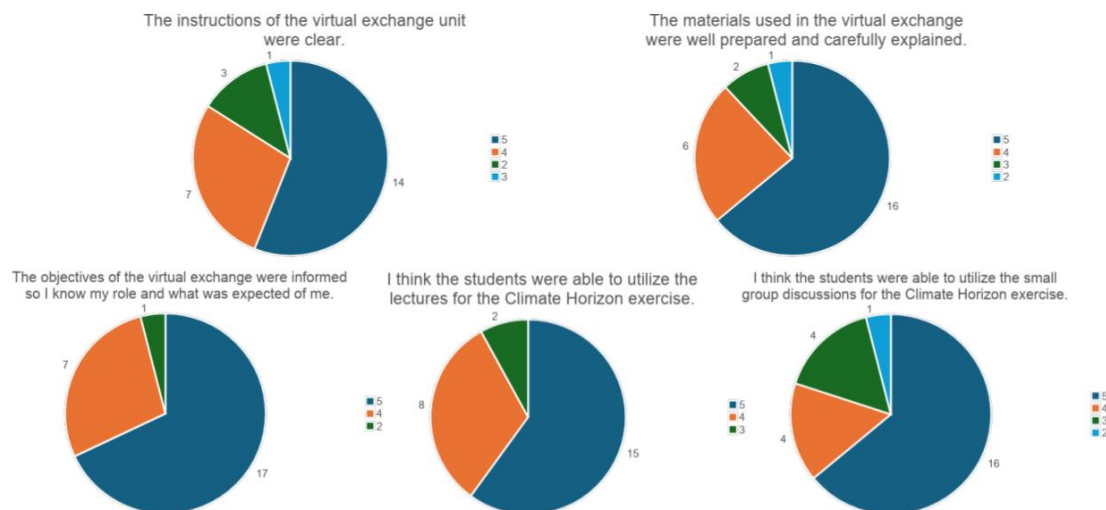
Organization. Moderators evaluated the organizational aspects of the Virtual Exchange Week very positively, showing strong alignment with the students' feedback. Most moderators agreed that the instructions of the virtual exchange unit were clear, with 14 giving the highest rating (5) and 7 giving a 4, indicating effective communication and clarity in guidance. The materials used in the virtual exchange were also highly appreciated. 16 moderators rated the materials with a 5, and 6 more gave a 4, suggesting that the resources were well prepared, accessible, and

supportive of the learning process. Moderators felt well-informed about the objectives of the virtual exchange and their role, with 17 respondents rating this statement a 5 and 7 providing a 4. This reflects a strong sense of coordination and clear expectations for facilitator involvement.

In terms of student performance, moderators overwhelmingly agreed that students were able to utilize the lectures for the Climate Horizon exercise. 15 gave the highest rating, and 8 rated it a 4, confirming that lecture content effectively supported practical application.

Similarly, moderators reported that students successfully utilized small-group discussions during the exercise. This item received 16 ratings of 5, demonstrating that group interactions were productive and contributed meaningfully to the overall activity.

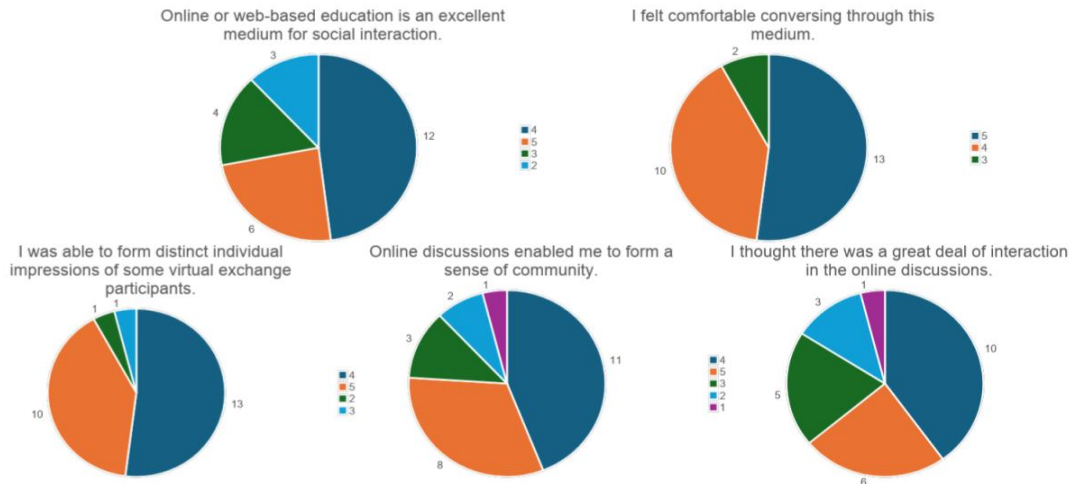
Overall, moderator feedback indicates that the virtual exchange was well-structured, clearly communicated, and effectively supported, enabling both moderators and students to engage fully with the learning activities.



Moderator self-evaluation. The questions included: 1) I was committed to leading the small group activities; 2) I made an effort to maintain an equal conversation; 3) I think I succeeded in facilitating an environment where the students felt safe sharing their thoughts and ideas; and 4) I think guiding the small group discussions developed my communication skills.

And all answers we're either 5 or 4, with one exception (from open answers): "Group was too small in order for the moderator to develop communication skills properly".

Social Presence. Moderator feedback indicates that the Virtual Exchange Week successfully fostered meaningful social interaction and community-building in the online learning environment.



Most moderators agreed that online or web-based education served as an excellent medium for social interaction, with 12 awarding the highest rating (5) and 6 giving a 4. This suggests that the virtual format effectively supported interpersonal engagement. Moderators also felt comfortable communicating through this medium, reflected in 13 top ratings and 10 ratings of 4. This indicates a high level of ease with online communication tools among facilitators. Regarding interpersonal understanding, many moderators reported that they were able to form distinct impressions of individual participants, receiving 13 ratings of 5 and 10 ratings of 4. This demonstrates that even in a digital setting, moderators could recognize participants' personalities and engagement styles. Online discussions were seen as a key contributor to building a sense of community. This item received 11 top ratings and 8 ratings of 4, showing that the discussion environment supported social cohesion and collaboration.

Finally, moderators agreed that there was a great deal of interaction during online discussions, with 10 top ratings and 6 ratings of 4. This confirms that the virtual exchange format enabled active dialogue and participant involvement.

Overall, moderator feedback reveals strong social presence throughout the Virtual Exchange Week, characterized by comfortable communication, active interaction, and a developing sense of community, all of which supported an effective collaborative learning environment.

Suggestions to develop the virtual exchange:

"Data tools were confusing. There should be more time and explanation provided for mastering them. This especially relates to interpreting specific data parameters, which sometimes is not self-evident"

"It might be more convenient if after the 1st day we could reformat the groups so that there are no groups without moderators and moderators without groups."

"The instructions of each day should be redone to make them clearer on what should be done each day. Also making a version of instructions using simple English could be a good idea to

support those students who struggle with English. Furthermore, this is wonderful awareness raising, but integrating some sort of 'from knowledge to action' as part of this week could be a great step to start working on combating climate change."

"Maybe implement a game for the first group session to break the ice among the participants"

"The material, while new, needs to be visually and linguistically improved for clarity. Even with excellent English skills the written instructions on the key aspects of the course are very hard to get a proper grasp on for both students and moderators, and the lectures always seemed to rely on showing these written instructions even during verbal clarifications. The exercises, examples, dates and differences between the different horizon exercises (brief report, group exercise and final report) need to be more clearly outlined. They seemed to cause confusion throughout the entire week. The week timeline graphic could also use some improvement for clarity. The constant mentions of "group exercise" throughout the instructions seem to confuse students, when they should be working on their personal horizons. If the English skill differences seem to pose a bigger problem in the future as well for some of the basic instructions, some translated instructions may be order, so group discussions and moderators do not have to fill the gaps at the expense of the assignment time."

"Combine groups if they don't have enough students, it is unreasonable to assume that groups with one or two active students are enough for active communication. Also perhaps make it clearer that use English is required as my group had multiple students too insecure about their English skills to speak."

Suggestions on how to recruit more moderators:

"Exclusively from the scientific field"

"For Copenhagen University, it would be a nice idea to contact the student services to make a larger communication in the intranet. I had the information only because I know Maher."

"You could reach out to former participants – many of them already understand the format and would be great moderators! Also, asking partner universities to recommend enthusiastic students or young researchers could help find motivated people. Social media or short presentations during student events might also be a good way to spread the word."

"To advertise CLUVEX in universities, to give more credits"

"Aalto University has a large community of students working with sustainability topics, we have the sustainability action booster that has collected a community of students doing gardens, beekeeping, solar panels, skills sharing, and much more on campus to promote"

"Moderators from educational institutions do an excellent job of communicating with students, postgraduates, etc. Since they have a specialized education in science, they can answer

questions about the materials presented based on their own knowledge.”

“I would like to see more participants, but the language barrier is decisive. This is the experience of Ukraine. Perhaps, as an experiment, we can try to form groups within the country”

Additional comments/feedback:

“Despite the low activity of the students, the virtual exchange week went well and productively.”

“One of the biggest problems this week was that while we had a lot of students in the beginning, some of them never said a word, even if I talked to them directly. And this way, I had no way of communicating with them and even knowing if they are actually participating. Towards the end of the week, these students did not show up anymore and by the last day there were only two students left that actually did something. I felt a bit bad for them, as we could not really have a discussion before, as many people just ignored everyone and never said or texted a word.”

“The combination of groups could be more effective as the number of students varied group to group and some group including mine were too small”

“The international aspect of the course was very successful as the nationalities were very varied and the disciplines of the students were very different.”

“It’s nice to include people with different levels of English, it is a good training ground.”

“It was very great to work with students. I am very proud that we have such smart next generation! Special thanks for friendly attitude and help all CLUVEX organizers!”

“It’s a great project that allows everyone who joins it to achieve their goals. For example, I had a philology student in my group (English, Spanish) who was able to practice her English and also get acquainted with the tools that can be used to model the climate situation. I found this knowledge extremely useful, because nowadays it is not enough to speak the language only at a non-domestic level, it is important to have some professional orientation. The organizers and moderators are very nice and polite people. They were always quick to help if I had any technical problems.”

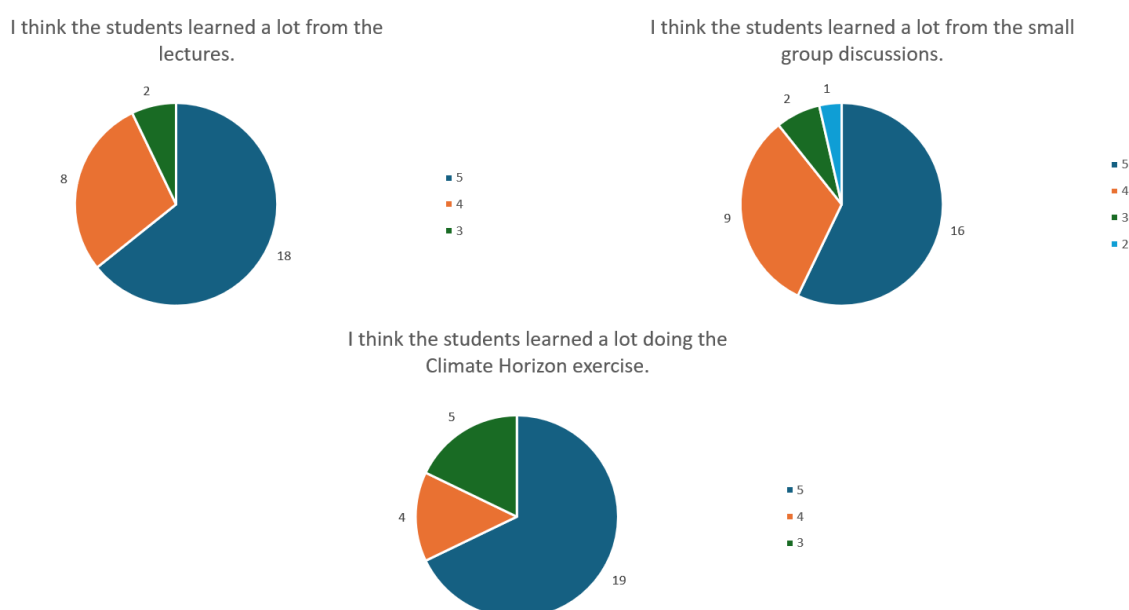
“Thank you to the organizers and participants for a great job!”

4.2.2. 3rd CLUVEX VE Week

Students’ learning. The results of the evaluation of the effectiveness of the three key types of educational activities indicate the overall high effectiveness of the educational process within the CLUVEX virtual exchange. Lectures received 18 of the highest marks, which indicates their good informativeness and structure; additional marks of “4” (8 participants) and “3” (2 participants)

form a consistently positive perception profile. Discussions in small groups demonstrated the highest educational effectiveness among all activities: 16 respondents chose the maximum score, and another 9 - the high mark of “4”, which emphasizes the importance of interactive forms of work for deeper assimilation of knowledge. The practical exercise “Climate Horizon” received the largest number of the highest marks (19), demonstrating the high pedagogical value of simulation and practice-oriented methods; at the same time, the share of lower marks (5 marks of “3”) may indicate differences in the individual experience of the participants.

All three activity formats received a significant share of the highest scores, which indicates both the effectiveness of the presentation of the material and the ability of students to integrate the acquired knowledge into their own cognitive activity. A comparison of the results indicates a clear advantage of interactive and practical formats over traditional lecture formats

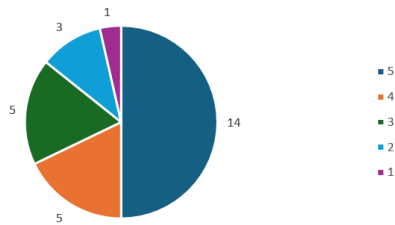


Organization. The survey results demonstrate a generally high level of satisfaction among participants with the organizational aspects of the CLUVEX virtual exchange. The clarity of instructions was supported by a significant proportion of maximum ratings (14 respondents), which indicates the effectiveness of communication, and the clarity of the instructions provided; at the same time, the presence of several ratings of “2” and “1” indicates individual difficulties in interpreting the instructions by individual participants. The quality of training materials received the most unanimous support among all three organizational components: 17 participants gave the highest rating, another 8 – “4”, which indicates the systematic, structured and accessible presentation of training content. The analysis of awareness of goals also demonstrates a predominantly positive profile: the dominance of ratings of “5” (17 participants) indicates a clear explanation of roles and expectations; the presence of individual low scores may be associated with individual differences in the perception of information.

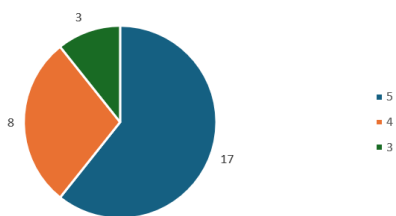
Taken together, all three organizational elements considered – instructions, materials, and communication of goals – were assessed by the participants mostly positively, which forms a high overall assessment of the organizational quality of the project. The ratio of positive and neutral-

negative assessments indicates the systematic and effective work of the organizers, aimed at ensuring transparency, structure, and accessibility of the educational process.

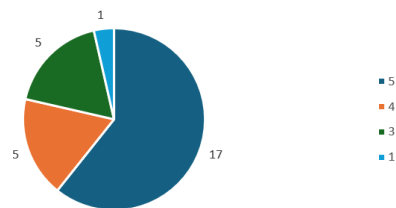
The instructions of the virtual exchange unit were clear.



The materials used in the virtual exchange were well prepared and carefully explained.

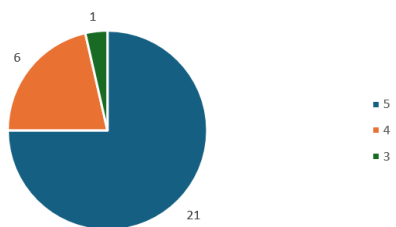


The objectives of the virtual exchange were informed so I know my role and what was expected of me.

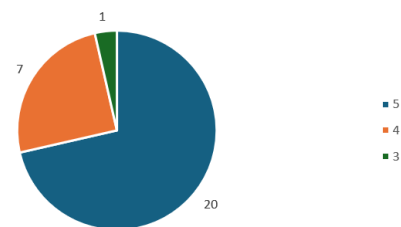


Moderator self-evaluation. The survey results demonstrate a generally high level of self-esteem among moderators regarding their own performance and professional development while working with small groups in the CLUVEX project.

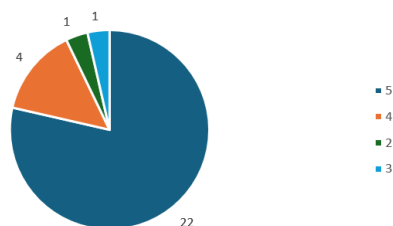
I was committed to leading the small group activities.



I made an effort to involve everyone in the small group discussions.



I think guiding the small group discussions developed my communication skills.



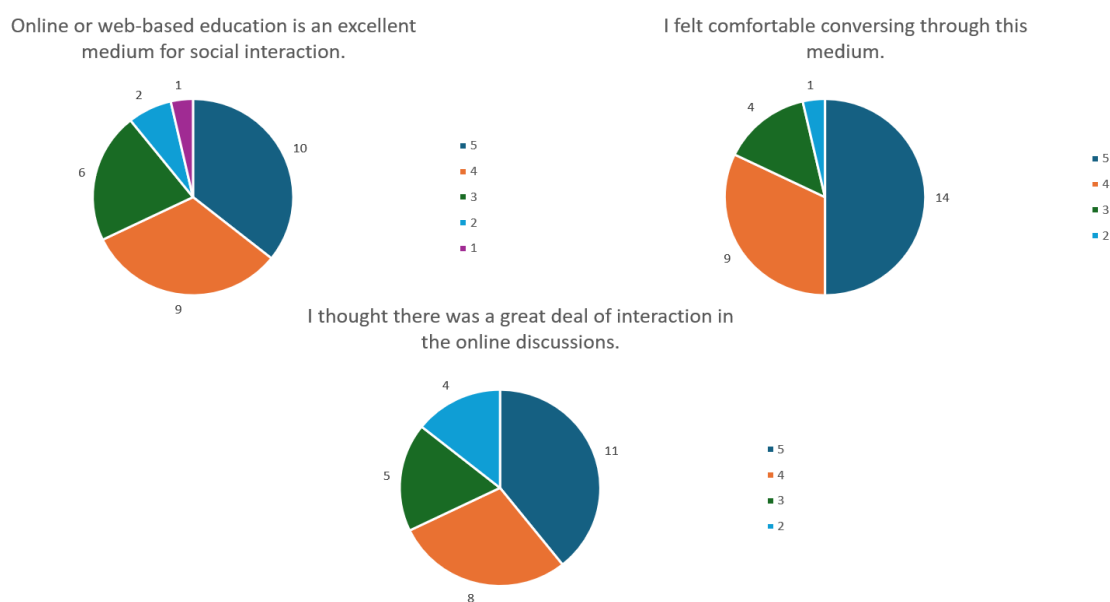
Commitment to group leadership received mostly maximum marks (21 moderators out of 28), which indicates a sense of responsibility and a serious approach to the role of moderator; the presence of one low mark may reflect individual differences in the perception of one's own activity. Efforts to involve all participants in discussions were also rated very highly, with most moderators noting their ability to ensure inclusiveness, and isolated low marks indicating some difficulties in the practical implementation of this approach. The development of communication

skills during discussion leadership received the most unequivocal support: 22 moderators (79%) gave maximum marks, which indicates a significant personal and professional effect of participation in the work of the groups.

Overall, all three assessed aspects – commitment to leadership, participant engagement, and communication development – were perceived by moderators mostly positively, which forms a high overall assessment of their effectiveness and professional growth.

Social Presence. The results of the CLUVEX survey demonstrate a generally high level of participants' perception of social presence and interaction in the virtual environment.

The effectiveness of online education as a means of social interaction received mostly positive ratings: most participants agreed with the statement about its effectiveness, although a few low scores indicate individual differences in the perception of the platform. The feeling of comfort during communication was rated very high, confirming the psychological safety and convenience of the environment for participants. The intensity of discussions also received a positive rating: most respondents noted active interaction, although a small proportion of lower scores indicate differences in individual perceptions of involvement.

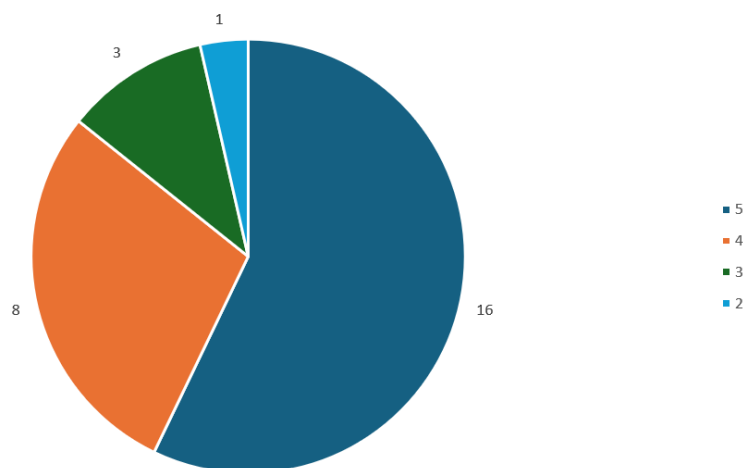


Taken together, all three aspects — platform effectiveness, communication comfort, and discussion intensity — form a positive social presence profile that demonstrates successful engagement and engagement of participants in the CLUVEX virtual environment.

Rating. The results of the final evaluation demonstrate an extremely positive perception of the CLUVEX virtual exchange by its participants. The predominance of the highest scores (16 “5” ratings) indicates the high quality of the organization, content, and overall interaction experience. A significant proportion of “4” ratings confirm the consistently positive attitude of the majority of respondents, while the presence of only three “3” ratings indicates some individual nuances in perception, but does not form a systemic criticism or dissatisfaction. The absence of the lowest scores (1 and 2) is an important indicator that the participants did not

encounter significant difficulties or negative impressions, and the key expectations regarding participation in the exchange were justified or exceeded.

Taken together, this distribution of scores forms a clearly positive overall quality profile, reflecting the effectiveness of the program's implementation and its ability to meet the needs of most participants.



It should be noted that during the survey, the participants made the following **suggestions regarding the training of moderators:**

After each preparation online session, have a short quiz about the content, or highlight more the importance or ways to get familiarized with the data tools. I stumbled upon trying to explain most of them.

The practicalities of moderation I learned almost entirely from my previous CLUVEX moderator's example. I feel like the training was a bit short. I also don't feel like there was much confirmation of moderator abilities, so it must've been a gamble to trust moderators to moderate well, though I don't have negative experiences with this.

Doing a mock session before the actual VE

More detailed demos on the tools could be helpful.

Hard to say. The most difficult thing was maintaining engagement and create a welcoming environment for discussion. Practice and awareness are needed which cannot be learned by reading or watching materials.

There was too much info. More precise instructions in one or two files would have been better.

I found it hard to have time for the Climate Horizon exercise, as I each day prioritized to complete the tool explorations and group discussions. We were therefore a bit late to discuss the climate utopias - but in the end it worked out. Maybe some more instructions on how to connect the lectures, tools and group discussion with the climate horizon?

Participants also made suggestions for improving the virtual exchange:

Our group was very small (3 people came every time + participated) and in the future might be wise to combine such small groups. But then they would have 2 moderators, and the group cohesion would depend on how well the moderators work together. Food for thought!

The high drop-out rate seems to be quite an issue. Maybe some pre-assignment before assigning the groups and starting the week could help to have only the more committed students during the actual week and therefore the planning and grouping could be easier?

In my opinion, to achieve better outcomes in future sessions, it would be beneficial to organize the groups based on participants' English proficiency levels and ensure that these levels are aligned with those of the moderators.

The lectures felt quite rushed as there seemed to be a lot of information presented in short amount of time. Creating shorter lectures with more audience interaction may increase engagement and information retention.

5. CLUVEX VE Weeks for Students as a Climate University Course – Added Value

The CLUVEX Virtual Exchange (VE) Week for students is implemented as a **credit-bearing course within the Climate University framework**. It is not a standalone event, but an integrated educational unit aligned with Climate University standards for digital, interdisciplinary, and international climate education.

The course is delivered fully online and combines expert-led plenary sessions, moderated international group work, applied use of web-based climate tools, and reflective learning tasks. Learning activities, assignments, and assessment are administered through **DigiCampus**, ensuring academic quality assurance and formal recognition of learning outcomes.

Embedding the CLUVEX VE Week within Climate University ensures **academic legitimacy, ECTS recognition, and long-term sustainability** beyond the project lifetime. The course aligns with European standards for virtual and blended learning and is fully compatible with the Climate University ecosystem of online courses.

As such, the CLUVEX VE Week serves as a **scalable and replicable model of a short, intensive Climate University course**, strengthening international collaboration, interdisciplinary climate education, and continuity of learning across Climate University programmes.

6. Gaps Analysis and Recommendations for Future VE Weeks

The analysis of the Virtual Exchange (VE) Weeks reveals a set of recurring and systemic issues that affect participation, learning effectiveness, operational coordination, and long-term sustainability. These gaps are not isolated; rather, they reflect structural characteristics of a

rapidly expanding, multi-country online initiative. The following discussion synthesises the core challenges and examines their implications for future implementation.

6.1. Participation and Engagement Gaps

A prominent issue across VE cycles is the substantial drop-out rate between initial registration and actual participation. This discrepancy indicates that early student interest does not consistently translate into commitment, likely due to unclear expectations, competing priorities, or insufficient motivation mechanisms. The absence of a structured onboarding process further exacerbates this problem, as many students may enter the VE Week without a full understanding of its workload or learning format.

In addition, participation remains geographically imbalanced, with a strong concentration of students from Ukraine and comparatively lower numbers from other partner countries. While this reflects high interest from Ukrainian institutions, it also suggests that recruitment strategies elsewhere may be inadequate or inconsistently applied. This imbalance diminishes the intercultural dimension that the VE model is designed to promote.

6.2. Scheduling and Organisational Gaps

The scheduling of VE Weeks continues to conflict with academic calendars, particularly examination periods and intensive teaching weeks. Such timing issues directly reduce participation, increase absenteeism in small groups, and contribute to student fatigue. Without alignment to academic cycles across partner institutions, attendance remains unstable.

Organisationally, students report insufficient guidance regarding daily expectations and task progression. The lack of a clear pacing framework—such as daily timelines, structured instructions, and consistent reinforcement—makes it difficult for participants to manage their workload and fully engage in activities like the Climate Horizon exercise.

6.3. Moderation and Facilitation Gaps

Moderation quality varies significantly between groups, which introduces inequity in student experience. Some moderators are highly skilled and proactive, while others have limited experience, lack confidence with tools, or struggle with group facilitation. This variability undermines the coherence of the VE Week and reduces the reliability of learning outcomes.

Motivation challenges among moderators also emerged, particularly related to workload, unclear expectations, and insufficient recognition. As moderators are central to the VE model, inconsistent engagement can disrupt group functioning and diminish the effectiveness of collaborative tasks.

6.4. Technical and Platform Gaps

Although the VE Weeks rely on widely accessible digital tools, many students still encounter difficulties navigating the platforms. Issues range from technical failures with Zoom and Miro to more fundamental challenges in understanding how to use PCE, SSPs, or the IPCC Web Atlas. These problems disproportionately affect students with limited digital literacy or unstable internet connections—particularly those in conflict-affected or low-resource environments.

A broader concern is the high cognitive load associated with introducing multiple complex tools in a short timeframe. Without adequate preparation and scaffolding, students may feel overwhelmed, which reduces the quality of their learning and engagement.

6.5. Curriculum and Pedagogy Gaps

The current structure places substantial emphasis on lectures, which—although informative—reduce opportunities for interactive and inquiry-based learning. Student feedback indicates a preference for collaborative and hands-on components over extended plenary presentations.

Furthermore, the Climate Horizon exercise, while conceptually strong, is not equally accessible to all participants. Students from different academic backgrounds sometimes struggle to see how the exercise aligns with their disciplinary perspectives or skillsets. This mismatch reduces engagement, especially among students in social sciences, economics, arts, or law, who may not feel fully supported by the current design.

6.6. Evaluation and Reporting Gaps

The variability in the quality and completeness of student reports highlights a lack of clarity in guidance and expectations. Many participants appear uncertain about the required structure, depth, and evidentiary standards. This inconsistency makes assessment more challenging and reduces the comparability of outputs across groups.

Similarly, moderator reports are often incomplete or inconsistently submitted, reflecting both time pressure and unclear reporting mechanisms. This limits the project’s ability to systematically monitor group dynamics and identify emerging issues during implementation.

6.7. Strategic and Sustainability Gaps

As VE Weeks continue to grow in scale and attract global participation, support structures have not expanded accordingly. Without central coordination and increased technical and pedagogical support, the model risks losing efficiency and quality as it expands.

Finally, although the VE concept is inherently collaborative, contributions from different partner universities remain uneven. The potential for co-teaching, shared expertise, and joint curriculum development is underutilised, which limits both innovation and cross-cultural integration.

See below summary tables: Table 1 “Risks and Mitigation Measures for Future VE Weeks” and Tabе 2 “Key Risks and Mitigation Measures for Future VE Weeks”.

Table 1: Risks and Mitigation Measures for Future VE Weeks

Risk Category		Specific Risk	Likelihood	Impact	Mitigation Measures
Participation Engagement	&	High drop-out	High	High	Onboarding, reminders, confirmation forms
Participation Engagement	&	Geographical imbalance	Medium	Medium	Targeted campaigns, multilingual materials

Risk Category	Specific Risk	Likelihood	Impact	Mitigation Measures
Scheduling	Overlap with exams	High	High	Shift VE timing; map academic calendars
Moderation	Uneven quality	High	High	Certification, mentoring, scripted interventions
Technical	Tool difficulties	High	Medium	Starter kit, phased introduction, Help Desk
Pedagogy	Overload from lectures/tools	High	Medium	Shorter lectures, interactive learning
Evaluation	Incomplete reports	Medium	Medium	Templates, orientation, checklists
Strategy	Scaling issues	Medium	High	Coordination Hub, Support Fellows

Table 2: Key Risks and Mitigation Measures for Future VE Weeks

Risk Category	Specific Risk	Likelihood	Impact	Mitigation Measures
Participation & Engagement	High drop-out between registration and active participation	High	High	<ul style="list-style-type: none"> Require pre-start confirmation form and technical check Automated reminders (email + DigiCampus) Clearer onboarding describing workload and outcomes
	Geographical imbalance (dominance of Ukrainian students)	Medium	Medium	<ul style="list-style-type: none"> Targeted recruitment outside core countries Promotional materials in additional languages Country Ambassadors initiative
	Low engagement in small groups for some students	Medium	Medium	<ul style="list-style-type: none"> Ice-breaker templates Daily micro-tasks for every participant Moderators trained in activation techniques
Scheduling & Timing	VE Week overlaps with exams/vacations	High	High	<ul style="list-style-type: none"> Shift VE Weeks to lower-pressure academic windows (April/Nov) Harmonise with partner universities' calendars
	Students joining late or missing first sessions	Medium	Medium	<ul style="list-style-type: none"> Mandatory onboarding session

Moderation & Facilitation				<ul style="list-style-type: none"> Prohibit group assignment after Day 2
	Uneven quality of moderation	High	High	<ul style="list-style-type: none"> Moderators' Certification (short test + simulation) Co-moderation pairs mixing experienced and new moderators
	Moderator fatigue and unclear workload	Medium	High	<ul style="list-style-type: none"> Structured moderator schedule; workload caps Moderator Handbook with scripted interventions Digital badges + certificates + optional compensation
	Insufficient number of moderators relative to group size	Low–Medium	High	<ul style="list-style-type: none"> Recruit moderators earlier Maintain a backup list Reduce group size target to 8 where feasible
Technical Infrastructure & Tools	Students struggle with PCE, SSPs, IPCC Atlas, Miro	High	Medium	<ul style="list-style-type: none"> Pre-week Tools Starter Kit (tutorials + videos) Tool introduction phased by day Beginner/Advanced pathways
	Technical failures in Zoom breakout rooms	Medium	High	<ul style="list-style-type: none"> Dedicated real-time Help Desk Team Pre-event platform stress test Backup meeting links
	Internet instability for students in conflict-affected regions	Medium	High	<ul style="list-style-type: none"> Provide downloadable materials Allow asynchronous tool practice Allow audio-only participation
Pedagogical Design	Overload from too many lectures and tools	High	Medium	<ul style="list-style-type: none"> Shorten lecture slots to 10–12 minutes Increase active learning time Discipline-specific Climate Horizon guidance
	Climate Horizon instructions perceived as unclear	Medium	High	<ul style="list-style-type: none"> Provide a complete template pack (text + collage + tool example) Day-by-day Roadmap with required outputs
Evaluation & Reporting	Incomplete or unclear student reports	Medium	Medium	<ul style="list-style-type: none"> Provide ready-to-use templates (docx + PDF example) Self-assessment checklist 30-minute orientation to reporting on Day 5

Strategic & Sustainability Risks

Inconsistent moderator reporting	Medium	Medium	<ul style="list-style-type: none"> Mandatory structured online form Daily deadline reminders
Rapid expansion without scaling support structures	Medium	High	<ul style="list-style-type: none"> Establish VE Coordination Hub (UH-led) Train student assistants as Support Fellows
Limited inter-university contribution to content	Medium	Medium	<ul style="list-style-type: none"> Encourage discipline-specific mini-modules Incentivise co-teaching across institutions
Loss of momentum between VE cycles	Low–Medium	Medium	<ul style="list-style-type: none"> Quarterly micro-events (short webinars) Sharing Climate Horizon outputs on web & social media

7. Conclusion

The results of the student and moderator surveys indicated that the CLUVEX VE Weeks were successful in all key components – educational, organizational, socio-communicative and moderator.


The program of VE Weeks was attended by a highly qualified groups of students from the CLUVEX Partners/ Universities and other European countries, who had sufficient international experience and a high level of English proficiency. This created a favourable environment for intercultural and interdisciplinary interaction.

The educational component of the program received very high marks: participants noted the content of the lectures, the quality of group discussions and the significant educational effect of the Climate Horizon exercise. Interactive formats were particularly effective, which ensured deeper assimilation of the material and stimulated analytical thinking. Almost all applicants confidently mastered the content of the module.

The organizational component was also assessed positively. Participants noted the clarity of instructions, the logical structure of the classes, the quality of the educational materials and the comfort of the educational environment. The small number of negative reviews confirms the effectiveness of the training and the professionalism of the organizational team.

The social and communicative aspect of the program received high marks from both students and moderators. The virtual platform provided a convenient and safe environment for discussions, active interaction and the formation of a sense of social presence.

The moderators emphasized that participation in the program contributed to their professional development, improvement of communication skills and the formation of an inclusive atmosphere for participants.



The final ratings of the program are extremely high: more than 90% of participants gave 4-5 points, which confirms that CLUVEX fully met and in many aspects exceeded expectations.

The program provided a high-quality learning experience, effective interaction and became a successful example of modern virtual international educational exchange