

Assignment description

10-04-2024

Version 1.1

Programme	Sustainability and Justice Programme
Client	Hans Nederlof, EB member
Contractor	Nellie van der Griend, Director of the Faculty of TIS

Table of Contents

- 1 - Background sustainability and justice programme
- 2 - Where are we now?
- 3 - Assignment: Content and approach
- 4 - Monitoring
- 5 - Starting points and preconditions for the process
- 6 - Resources (FTE, €, etc.)

1 Reason for Sustainability and Justice Programme

Within The Hague University of Applied Sciences, the pursuit of a sustainable and an just society is central. We see these values reflected in our Strategic Plan 'Inquiry-based learning with impact'. In the coming years, we would like to develop further on this theme.

The Strategic Plan includes ambitions both for education and research and for our own operations (see figure 1). Our education aims to ensure that our graduates can make a relevant and impactful contribution to society¹. Issues of sustainability and equity are key, from climate change to poverty alleviation. With our comprehensive, applied research field, we are able to shed sharp light on and further develop these issues. Sustainable and equitable business practices should be in our capillaries.

This programme was designated to facilitate the organisation in achieving its ambitions and to make the themes of sustainability and justice more visible to our inner and outer world. From visibility comes movement and connection.

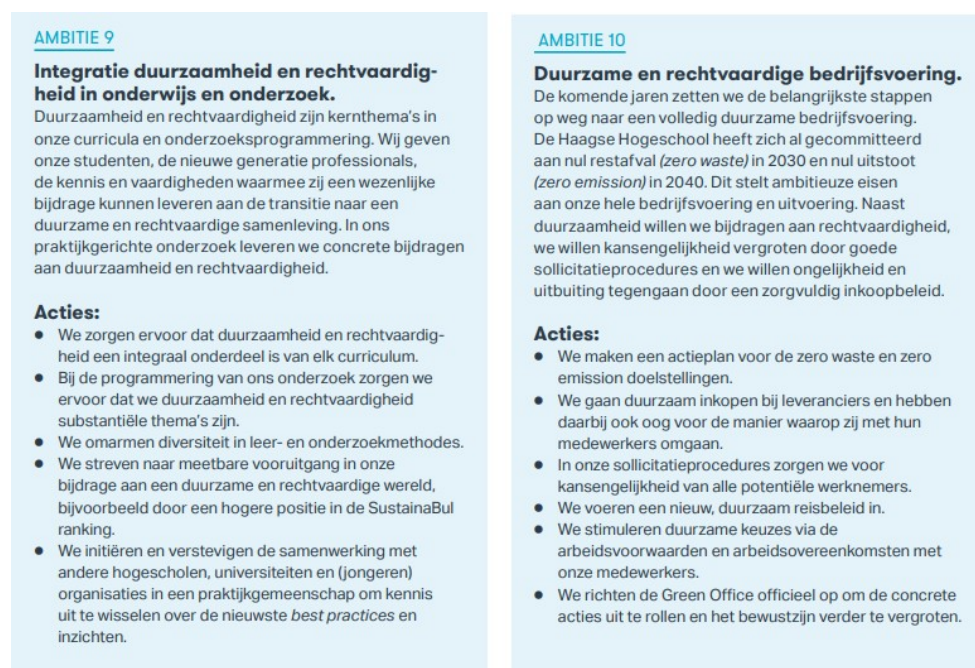


Figure 1 Sustainability and justice ambitions Strategic Plan THUAS 2023-2028

¹ In this, we also refer to the recent EU 'Transformational Education in Polycrisis' which addresses the challenges faced by education systems in the context of multiple crises such as social, economic and environmental challenges. It highlights the need for a comprehensive transformation of education to equip individuals with the skills and knowledge needed to navigate the triple transition to sustainability, digitisation and social resilience.

2 Where do we stand now?

In recent years, much has already happened within THUAS around the topic of sustainability:

- Sustainability and justice are directly **embedded in our Educational Vision and Knowledge Agenda**. A strategic umbrella is in place and its implementation is underway. For sustainability and justice, embedding the Sustainable Development Goals in the learning outcomes of each programme is crucial, along with monitoring them and professionalisation of lecturers in this area.
- Operations are working with Paris Proof **to reduce our energy consumption** in line with the Paris Agreement.
- **Launching a Green Office** from the pilot version (<https://www.greenofficehhs.com>) (<https://www.greenofficehhs.com>) is an ambition for 2024 within Team Strategy, aimed at **creating greater awareness among students** and supporting initiatives within the organisation aimed at connection and community building.
- A **website** has been launched (<https://www.dehaagsehogeschool.nl/duurzaamheid-transities>) where, among other things, initiatives from within the organisation are **visible**.
- We collect the net annually as part of the SustainaBul, which gives us **increasing insight** into what we are already doing within the organisation and where we can take steps.
- We **participate in national bodies** such as the SDG Coalition (for higher professional education) and the national network of sustainability coordinators for all higher education to gather knowledge.

What we are missing:

- **Shared values and effort:** We have clarified our common goals, what values we share, why these are important and how we live up to these values both collectively and individually.
- **Internal networking, connection and community** to learn from each other within the organisation and therefore act more decisively.
- **A broad approach to our Zero CO2 2040 ambition:** both through our direct (energy, water, catering, events) and indirect activities (mobility, procurement) with climate positive as a possible aspiration.
- **Strong national and international collaborations and visibility on sustainability and justice.**
- **Compliance with (future) regulations and broad monitoring:** Compliance with upcoming regulations such as the Corporate Sustainability Reporting Directive and monitoring based on international rankings and theme-specific rankings. Examples include The Higher Times Impact Ranking for the entire knowledge institute, the SHE framework regarding sustainability in education programmes or the BREEM ranking that looks at sustainability in real estate. Currently, we only focus on the SustainaBul ranking as a measure of our development, which is a mandatory ranking for higher education institutes in the Netherlands.

3 Assignment: Content and approach

The Sustainability and Justice Programme focuses on the ambitions on integral sustainability and equity in education and research (ambition 9) and sustainable and integral management (ambition 10).

The programme formulates a concrete approach to integrate sustainability and equity into the DNA of our university of applied sciences. Raising awareness, inspiring (value-driven) and facilitating are central to this. Development towards our shared goals we expect to read in our indicators.

Assignment

1) Based on the brief elaboration in this memorandum, a programme plan will be elaborated first (ready for summer), containing as it does 4 work packages (WP):

- **WP1: Strengthening internal connection.** Connection and activation in education, research and business through community building, awareness raising and engagement (events and communication).
- **WP2: THUAS Carbon Neutral by 2040**, which includes projects that align with and complement existing ambitions, programmes and projects, starting from an institution-wide baseline measurement.
- **WP3: Development and external visibility**, analysing in which bodies THUAS wants to actively participate nationally and internationally and in which external rankings THUAS wants to participate.
- **WP4: Strengthening the implementation of the education vision and knowledge agenda.** We recognise the shared responsibility in implementing these strategic visions, including through this programme. Projects for this will be jointly prepared with EKC after a gap analysis regarding the educational vision and alignment of the knowledge agenda-implementation, with a view to adding value and strengthening.

In any case, the programme plan will include which projects and activities will be undertaken in the period 2024- 2026 with which objectives, who will be involved and what budget (commitment and FTE) is needed for this.

2) Implementation of the 2024-2026 programme plan adopted by the EB.

Roadmap: what do we want to achieve and when?

- Q1-Q2 2024: draft long-term programme approach, with roadmap 2024-2026
- June 2024: programme approved

Longer-term go/no-go moments are summarised in the following table.

Milestone	Q1 2024	Q2	Q3	Q4	Q1 2025 - 2026	Q2	Q3	Q4
Set up programme governance, including working team, sounding board group, etc.								
Determine exact scope of programme by analysing what is already being done and what the gap is to what we want to achieve. See the Chapter 2 of this assignment letter. Go/No-Go moment regarding scope.								
Create programme plan for 2024-2026. Present plan to Client/Steering committee. Go/No-Go moment.								
Implement/carry out quick wins and baseline measurements in 2024. Report progress to Client/Steering committee.								
Carry out plans for 2025 and 2026 and prepare handover to permanent organisation in 2027. Report progress to Client/Steering committee.								

Stakeholders and cohesion

Internal stakeholders

- EKC - educational vision implementation, knowledge agenda support and communication
- F&IT – sustainability of facilities
- B&C - reports, CSRD and financial matters sustainability

- HRM - leadership and professionalisation for transitions

External bodies:

- National SDG Coalition
- Knowledge network sustainability coordinators from knowledge institutes
- National network Green Office movement.

The above is a minimal guide and is further up to the programme itself to detail and/or expand as it sees fit.

Coherence with other programmes implementation agenda IP:

- Leadership vision: how we communicate sustainability and training/professionalisation transitions
- Educational vision implementation: coordination with PM, plan of action regarding projects after gap analysis
- Implementing knowledge agenda: collaboration and reinforcement
- Social safety and inclusion: alignment on equity theme based on scope

Client

Hans Nederlof, EB member

Contractor

Nellie van der Griend, Director of the Faculty of TIS

Steering committee

- Hans Nederlof, EB member (Chairman)
- Marjolein Moonen, Director/secretary Strategy
- Hongli Joosten, lector Purposeful Marketing (subject to change)
- Joost Muiser, Adjunct Director F&IT
- Degree programme manager (to be determined)
- Lector related to link knowledge agenda theme sustainability (to be determined)
- Student (from General Council?)

Sounding board - informal key - to existing consultations of:

- DDO
- Open Space
- Leading Lectors

Programme management office (PMO)

- Veronika Brantová – Project leader (as part of Sustainability Strategic Advisor)
- Marjolein Scheeringa - Change communication consultant
- Vacancy - Green Office and internal community coordinator
- Colinda Leemburg - Project-based support

In the **implementation**, commitment is requested from faculties/research groups/services for specific activities, based on plans (e.g. when running pilots and start-up projects).

4 Monitoring

There is currently monitoring based on five components:

- SustainaBul ranking and scores per category
- Realisation of ZeroWaste 2030 ambition
- Realisation of Zero CO2 2040 ambition
- NSE questions on sustainability and equity in curricula (2024 baseline measurement)
- MTO questions (relevant questions to be determined in 2024)

SustainaBul ranking

2023 figures as a baseline:

- 58.5/110 points education
- 98.75/110 points research
- 64.25/110 points business management

ZeroWaste 2030

Baseline measurement in 2023: 49%

Zero CO2 2040

Establish baseline CO2 emissions in 2024, compared to kWh/ m2 GO Paris Proof² and consider external baseline measurement (such as Environmental Barometer³)

NSE questions on integrating sustainability and equity in the curricula

NSE in 2024 is a baseline measurement.

Staff member satisfaction

Relevant MTO questions to be determined in 2024.

5 Starting Points and Preconditions

Sustainability and justice definition We use a broad definition of sustainability and justice. It is about 'sustainability' of systems, requiring transitions and transformations, not only for the benefit of current generations but also future ones⁴.

A sustainable and just world goes beyond lower CO2 emissions, less plastic and social cohesion. It is also about good health, no poverty or change in consumption and production as included in the United Nations' 17 Sustainable Development Goals (SDGs). We embrace those SDGs because we want to contribute to a sustainable and equitable society.

Scope of justice: The knowledge agenda considers equitable coexistence and the transition to sustainability as two separate themes. In this, justice is understood in terms of justice of opportunity. Justice can be seen as part of the Sustainable Development Goals. We take 'preliminary research' into interpretation 'Justice in the broad sense' into further developing the programme plan.

² Paris proof is the measuring stick for kWh per m2 Usable Area (GO) instead of a CO2 emissions measurement. We see Paris Proof 2030 as an intermediate step (70kw/m2GO). Energy neutral is a step further 30 kw/m2 GO.

³ Municipality of The Hague give a free first year subscription for all companies and institutions in The Hague: <https://www.milieubarometer.nl/register-form/Denhaag/>

It is implemented by Stimular Foundation. The foundation is highly regarded by other knowledge institutes and public sector in general

⁴ In 1987, the United Nations Brundtland Commission defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs."



Fig 4: All SDGs define THUAS' sustainability and justice ambition

Within the scope of this programme is monitoring consistency with other efforts that help influence the intended benefits. PMO is responsible for process SustainaBul, communication execution, community building and student-led activities.

The following efforts are in scope due to SustainaBul reporting, but implementation is not the responsibility of the programme:

1. Realisation of Educational vision
2. Realisation of Knowledge agenda
3. Realisation of Paris Proof 2.0 and Guide 2.0
4. Realisation HR policy - professional development, leadership development

6 Resources

Policy funds of 150k have been allocated for 2024. Long-term programme includes financial resources in Framework Letter 2025 and multi-year budget. In 2024, there is no IT component in the programme and therefore no resources (people or means) of IT are needed.