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Engaged and Versatile



Hanze
University of Applied Sciences
Groningen

Strategic Plan
2021-2026

Introduction

A new reality

This Strategic Plan was produced during a period in which we find ourselves confronted with a new reality as a result of a highly contagious and dangerous virus. This is an unusual time to be considering our institution's future. Clearly, our core task, the delivery of online and real-life education and research on a daily basis requires significant additional focus and commitment from us at this time. Nonetheless, defining our direction for the years to come remains crucial. However unpredictable the future may be, the experience and insights gained from this period will change education forever. Over the course of the recent decades, we have made a name for ourselves as a high-quality university of applied sciences with a distinctive profile. This Plan builds on this foundation and on the themes on which we are already working.

With the anticipated decline in and ageing of the population, maintaining the vibrancy of our region will become even more important. Here in the northern Netherlands, as in Europe as a whole, the gap between the rich and poor in society is becoming wider and more evident. At the same time, our region is dynamic and enterprising, and Groningen is the healthiest city in the Netherlands. The region leads the way in the energy transition, is a European role model in the field of 'active and healthy ageing' and, as an agricultural region, provides a wealth of opportunities for the development of the circular economy.

As a university of applied sciences, we are strongly involved with these developments. Through education, applied research and the stimulation of innovation, we help boost the region's resilience. The world around us is changing, and if we are to continue doing the right things in the face of a decline of young citizens in the northern part of the Netherlands, we as an organisation want to be versatile.

The Plan has been written in the form of a framework. It is up to us all to flesh out the details of the Plan. We trust that we all will show creativity, openness and a willingness to engage in an ongoing dialogue with each other over the best way to do this. If it turns out that things could be done better or in a different way, then that is what we will do. 'Engaged and Versatile'. With these qualities, we can face the future of our region and our university of applied sciences with confidence.

This Plan has been compiled with significant input from staff, students, representative bodies, strategic partners and our Supervisory Board. We are extremely grateful to all who have helped in the production of this Strategic Plan.

Dick Pouwels Petra Smeets Annemarie Hannink

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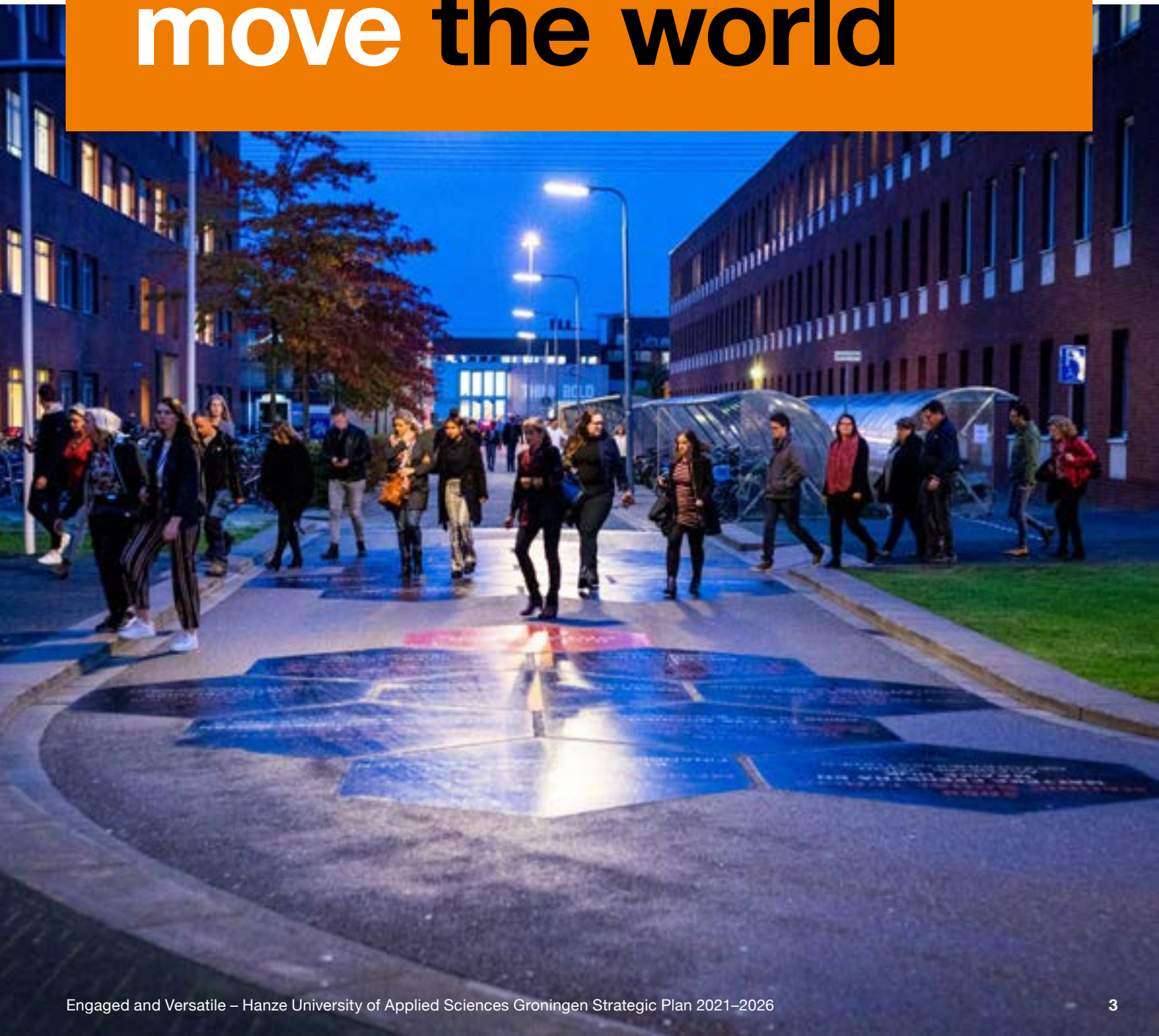
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We are an engaged university

We want to be of value to the world. Together with partners, all over the world, who share our ideals, we work on innovation and a sustainable and liveable future. We help build a thriving region through up-to-date education and applied research. Our students, staff and partners share our ideal of contributing to the resolution of societal challenges. We work together

and practise lifelong learning in varying learning communities. We call this engaged learning. We are engaged. We are nearby and in connection, we know what is at stake and are approachable.

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Hanze University of Applied Sciences Groningen, is located in the vibrant student city of Groningen.

Read more:
bit.ly/hanze-uas

Hanze University of Applied Sciences Groningen

More than two centuries of higher professional education in Groningen

In 1798, six leading citizens of Groningen founded the Academy for Draughtsmanship, Architecture and Seamanship, which evolved, in an unbroken line, into what is known today as Hanze University of Applied Sciences, Groningen. Two centuries ago, the aim of the Academy's founders was to 'give those of both limited and more substantial means an opportunity to receive easily available and more regular Education'.

This passage from the founding charter emphasises the social and emancipatory role of the Academy at that time. These words, which were written more than two centuries ago, stress the Academy's desire to be of value to the world. The charter also speaks of entrepreneurship, personal development, application, purpose, expertise and skill.

Rooted in the northern Netherlands, connected to the world

Over the years, we have evolved into a broad, comprehensive knowledge institution in which education and applied research are mutually reinforcing. We offer applied research and high-quality full-time and part-time degree programmes as well as stand-alone courses across four subject areas: Business and Economics, People and Society, Technology and the Arts.

Our portfolio of degree programmes covers every profession, from teacher to architect, from physiotherapist to biochemist and from accountant to musician. It is relevant to businesses, large and small, and organisations at the regional, national and international level. While at the end of the 18th century only a handful of students enrolled in their first draughtsmanship class, with their drawing boards under their arm, the international Hanze community now numbers more than 31,000 students and course participants.

Our strategic themes in 2021: Energy, Healthy Ageing and Entrepreneurship

Hanze UAS leads the way in the application of knowledge and innovation in our three strategic themes: Energy, Healthy Ageing and Entrepreneurship. These strategic themes add value to the region and are recognised both nationally and internationally. Our Centres of Expertise and Centres of Applied Research translate their own specific expertise into teaching, applied research and multidisciplinary cooperation. We do this with partners and in living labs.



The power of cohesion

In the previous Strategic Plan, Innovating Together (2016–2020), we focused on our social mandate of translating knowledge into innovation in the field. We fulfilled this mandate by bringing education, research and professional practice together in the learning community.

Over this period, we worked with partners in the region to develop living labs where students, lecturer-researchers and civil-society organisations, businesses and members of the community work together to find solutions to today's issues. We expanded our portfolio to include socially relevant degree programmes, such as, for example, our Associate degree Expert by Experience in Health & Welfare and our Master's in Energy for Society.

Through our many links with public bodies, institutions and businesses, we are an Engaged University that enhances sustainability, liveability and widespread prosperity in our region. We do this from an international perspective. As an example, we share the outcomes of innovation and research in an international league of Engaged Universities. We strongly believe in enabling Dutch students to gain international experience and in the importance of attracting international students to study with us.

Living lab

In a living lab, businesses, organisations, students, lecturer-researchers and professors work together to find answers and solutions to complex societal challenges – always in a multidisciplinary way, always focused on the impact on society. We are involved in more than 100 living labs located throughout the North of the Netherlands.



Health Hub Roden is a health tech innovation playground.

Meet Health Hub Roden:
bit.ly/health-hub-roden-EN

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EnTranCe, the Centre of Expertise Energy, speeds up the transition to clean, renewable and affordable energy.

Read more:
bit.ly/entrance-EN

Societal challenges

For the purposes of this Strategic Plan, we at Hanze UAS are engaged in an intensive dialogue with one another over the developments in our society and what they mean for us. Some developments have an impact at the global, European, national and local level. These include challenges involving the climate, energy supplies and the digitalisation of society.

Other challenges, such as the population decline and the related challenge of maintaining the economic, social and cultural liveability of the northern Netherlands, are more regional in nature. The anticipated ageing of the population and the ever greater inequalities in society call for a focus on health and health care.

Our role in this: to educate the professionals of tomorrow and to translate new knowledge into applicable, sustainable alternatives.

At the same time, we recognise the dynamism and potential of our region: opportunities in the field of digital transformation, the circular economy and the energy transition. The northern Netherlands also functions as a role model for health and entrepreneurship. We will exploit these opportunities in conjunction with businesses, civil-society organisations, public bodies and educational partners.

Four societal challenges are key

Over the period of the Plan, we will focus on four societal challenges that relate directly to our three strategic themes. We will design our education and research in such a way that we contribute optimally to these four challenges.



Working towards a more liveable and sustainable northern Netherlands

Resilience, inclusiveness and creativity are key drivers of liveability and sustainability. Our decision to focus on a liveable, sustainable region is in line with the European and regional approach, in which the region is increasingly seen as the point of departure for a strong and resilient society. High-quality education, social engagement, mental well-being, a sense of purpose and quality of life are all aspects of this liveable, sustainable society. Employment and facilities, for example in the infrastructure or in the cultural sector, are important prerequisites for widespread prosperity in the region.

We want to use our expertise and influence to create a region in which people have the opportunity to develop themselves and to make a contribution to society. We are working on new concepts that leverage the region's strengths to tackle the challenges that we face. The region's strengths are enhanced by the following two societal challenges: 'transition to a healthy and active society' and 'energy transition and circularity'.

Transition to a healthy and active society

Despite all efforts, health inequalities in the Netherlands have increased. Opportunities for children who grow up in families in poor areas or regions have not improved. The coronavirus pandemic quickly highlighted the limits of health care capacity. Given an ageing population and a decrease in the working population, this issue will not resolve itself in the coming decades. Never before have the need to transition from health care to health and the importance of prevention and participation been greater.

In this context, we have already laid a strong foundation in our education and research. We are engaging even more closely with society on this issue than we did before and are helping to accelerate the transition. To do this, we have to make a systematic and structural link between health and well-being issues and related areas, such as economic aspects, digitalisation and human capital, so that we are prepared for the future.



Energy transition and circularity, sustainability by and for all

We want to live together in a healthy, sustainable society in which we make efficient use of resources and clean energy, without jeopardising the ability of future generations to provide for their needs.

This calls for a change in the way we think and act and for smart new solutions in terms of processes and products. Among other things, these changes require commitment of citizens and organisations, technical innovations, changes in legislation and regulations, and new business models. The energy transition involves the continuous adaptation of people and society.

We are currently developing and researching solutions for the energy transition and for the transition to an economy based on green resources. Thanks to our high-quality applied research and education, and in cooperation with our partners, we are able to stimulate sustainable innovations. We want to leverage applied research, education and entrepreneurship to develop and communicate knowledge, stimulate economic activity to enable these transitions and be successful in the new economy. We do this by forming a learning knowledge community with those around us – one that is enterprising, network-driven and connected to the region.



Digital transformation

Smart digital systems constantly collect and analyse large quantities of data, thereby providing new information. As a result, our lives and our work will change in as yet unimaginable ways.

We are already exploring this transition in our research and education: for example, we are working on implementing the latest technologies, artificial intelligence and smart connectivity in and for the region. In addition, we have already started work on the social and economic consequences, such as digital literacy and digital business.

The digital transformation is an important part of the aforementioned societal challenges; our work and the professions for which we educate our students will change beyond recognition, and digitalisation will increasingly be a game changer. This presents us with a major challenge. Lifelong learning is becoming ever more important; employees in many sectors, and students too, will have to become more digitally literate and the changes in the workplace will affect the content of our courses.



Our contribution: expertise and multidisciplinary cooperation

The aforementioned societal challenges are interrelated and are impacted by developments elsewhere in the world. Many parties play a role in these developments. We focus on what we are good at, where we stand out from the crowd and where we can add value within these developments. As a comprehensive university of applied sciences, we are ideally placed to bring together a wide range of perspectives and come up with integrated, innovative solutions.

In the Arts, for example, we have been coming up with out-of-the-box solutions for years. More than ever before, we are combining the strengths and expertise of the Arts, People and Society, Business and Economics and Technology, and cooperating in a multidisciplinary way. As such, we are displaying our creativity and innovation.

As part of a mutual process, we at Hanze UAS are impacted by the four societal challenges and, at the same time, help find solutions to them. Lifelong learning, having an impact together with our partners and members of the community, and being a versatile organisation are key pillars in this reciprocal relationship. Over the next few years, we will work with our partners to determine our role and position with regard to each societal challenge. Sometimes we will lead, sometimes we will be the experts and sometimes we will follow. In all cases, we will act as a link between the partners involved.

The societal challenges also pose a challenge for Hanze UAS itself: we are committed to heating our buildings without the use of natural gas, we strive to provide a safe, healthy and rewarding work environment, we put the digital transformation into practice in our teaching and our business operations, and we work on our organisational and professional development.

Sustainable Development Goals

Hanze UAS embraces the Sustainable Development Goals (SDGs), which stimulate the transition to a liveable, sustainable future worldwide.

We see the following five SDGs reflected in the societal challenges: 'good health and well-being', 'quality education', 'affordable and clean energy', 'responsible consumption and production' and 'partnerships for the goals'.

SUSTAINABLE DEVELOPMENT GOALS





Ella Groenewoud and her fellow students organised a summer school for vulnerable pupils to help them catch up with study delays caused by the coronavirus.

Our ambitions

Over the coming strategic period, the four societal challenges will define the focus of our education and research. They will determine the choices we make in our education- and research portfolio and our internal and external collaborations. By 2026, we want to have achieved the following three ambitions:

1

We offer all those who want to develop themselves suitable learning pathways with recognised qualifications

2

We conduct applied research with a visible impact on education and society

3

We are an adaptive, versatile and approachable organisation

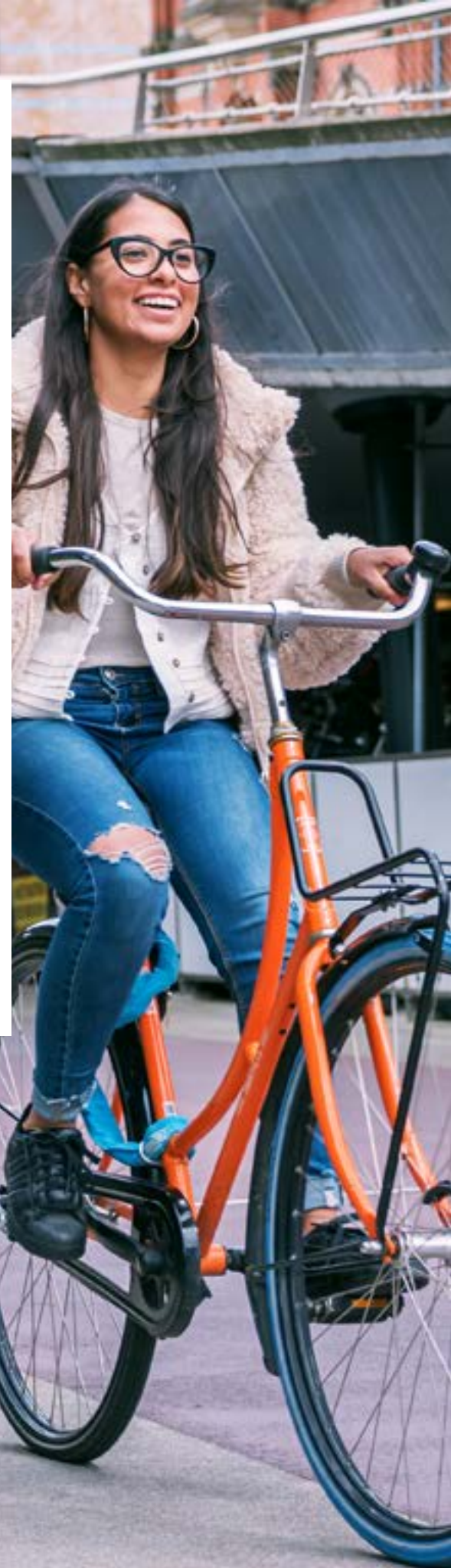
These ambitions are based on current practice and, ultimately, will go well beyond it.

4 We offer all those who want to develop themselves suitable learning pathways with recognised qualifications

The transition in our society calls for professionals who are willing to develop themselves on an ongoing basis. Knowledge is becoming obsolete at an ever increasing rate, professions are changing, and there is a need for new combinations of knowledge and skills. Consequently, we must design flexible learning pathways and teach our students in an more multidisciplinary way. This will ensure that our education is accessible to all, including working professionals.

We are making our education more flexible to meet the individual needs of students and the needs of society. For example, students can speed up or delay their studies and can make content-related choices to give them a distinctive profile as they enter the labour market. Together with our partners in the education sector in the northern Netherlands, we make it easy to transfer to and switch between educational institutions.

Everyone who completes a degree programme, course or curricular component successfully is awarded a recognised qualification. That is how we guarantee the quality required by society and employers and how we give students the guarantee that what they have learnt will be of value on the labour market. Such qualifications can, for example, take the form of micro-credentials and certificates.



We conduct applied research with a visible impact on education and society

Society requires new applicable knowledge and innovation. We want applied research to have an impact on the content of our education and to accelerate the finding of solutions to the four societal challenges. For this reason, we conduct applied research that enriches our educational programmes, keeps them up to date at all times and innovates them.

We involve citizens, students and social partners in the choices we make regarding our applied research and in how we conduct it. We contribute to applicable solutions to problems in society.

With regard to our strategic themes, Energy, Healthy Ageing and Entrepreneurship, we are at the forefront of making knowledge and innovation applicable in practice. In this way, we help promote widespread prosperity and strengthen the economy and society of the northern Netherlands, and we are a valued and natural partner when it comes to developing and implementing regional and European agendas.

More about the project: page 30.

We are an adaptive, versatile and approachable organisation

The world around us is changing rapidly and becoming more complex. If we are to be able to keep up with and, where necessary, adapt to changes, we as an organisation must be versatile. Versatility requires us to be open to new developments, willing to learn and approachable to individuals and organisations that ask our help or that put forward new ideas.

In a culture of dialogue and shared learning, we focus on the continuous development of all staff to the extent required for achieving the ambitions.

Where necessary, we will adapt structures and systems to facilitate flexibility, quality and cooperation – both internally and externally. We will ensure that we are approachable to those who want to work with us and that we address practical challenges.

Employees of Hanze UAS participating in
the Education Inspiration Day in April 2019.

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Sara Gonzalez-Pastor plays the violin for patients recovering from surgery.

bit.ly/music-in-health-care



Working on our ambitions together

Our ambitions must lead to meaningful results for our students, our partners, society and ourselves. We will only succeed in this when we work together, each in our own role and in consultation with each other. We believe it is important that our staff and students live by our four core values: personal development, respect and active tolerance, entrepreneurship and responsibility. We set out below what we are working on for our students, for society and for ourselves.

What working on our ambitions means for students

By students, we mean anyone who comes to Hanze UAS to learn, be they junior or experienced professionals, students or course participants.

- We invest in time and quality to support students during their learning route and offer them choices in terms of content, pace and place. These choices always reflect developments in the labour market. We expect students to be open-minded and willing to make carefully considered choices.
- With continuous learning pathways ranging from Associate degrees, Bachelor's degrees and Master's degrees to Professional Doctorates, and with stand-alone courses, students have a wide range of development opportunities. Within Hanze UAS and at other educational institutions in the Netherlands and abroad.
- We remove barriers between learning pathways, making it possible for course participants and students in full-time, part-time and work-based learning programmes to learn from each other.
- We work in challenging, small-scale learning communities in which students can develop themselves into professionals and feel visible, recognised and acknowledged by staff and each other.
- Using the expertise from their own discipline, students from a wide range of degree programmes work together on practical solutions for real problems in society. They do this within relevant educational and research programmes. We expect students to play an active role and to contribute in the cooperative process. This way they develop their own talents while being open to learn from other disciplines.



What working on our ambitions means for society

By society, we mean all stakeholders with whom we make an impact; e.g. businesses, civil-society organisations, public bodies and citizens.

- We offer readily accessible, relevant lifelong learning programmes and develop recognised qualifications that are relevant to the labour market. We expect businesses, civil-society organisations and public bodies to make a tangible contribution to the development of these programmes and to contribute to the development of the recognition of new qualifications.
- Society, citizens and professional practice recognise and value the fact that our students, staff and alumni are working on solutions to societal issues.
- We stimulate regional development by investing, as a university of applied sciences and in conjunction with partners, in participation in research, living labs and exchange programmes.
- Together with partners from professional practice, we are responsible for the continuous development and updating of our education and applied research, so that we teach professionals who contribute to society. We ask our partners to make an active contribution to this and are open to new ideas and advice.
- We make agreements with educational partners concerning the educational and research portfolio for the northern Netherlands. We do this, among other things, through the 'University of the North' partnership.

Sensors in the Fraeylemaborg in Slochteren monitor the impact of seismic activity.

Read more:
bit.ly/sensor-fraeylemaborg

What working on our ambitions means for ourselves

By ourselves, we mean Hanze UAS as an organisation and all members of staff: lecturers and professors, facility staff and board members, support staff and researchers.

- We have to change in a continuous way and in an ongoing dialogue with each other to fulfil our ambitions. We ask each and every individual to make an active contribution to this process, to keep an open mind and to be willing to look beyond their own role and organisational unit.
- We strive at all levels for a healthy balance between workload and our ambitions. Together, we create a safe, healthy, challenging and enjoyable work environment.
- We take responsibility for and ownership of our day-to-day work and for our professional development. We expect each and every individual to show personal leadership in this. We are also developing a leadership style which fits with the ambitions.
- Together, we are building a culture of mutual trust in which we strike the right balance between responsibility and accountability. We are committed to teamwork and mutual care.



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Artist's impression
renovation Zernikeplein 7

Read more:
bit.ly/construction-zp7

Our way forward

We want to have achieved our ambitions by 2026. We deliberately wrote this Plan as a framework to enable us to be versatile and responsive. Further details of timing, implementation and content will be set out in the implementation agenda for the years ahead.

Given that challenges often call for multidisciplinary solutions, we are working specifically on the flexible deployment of staff, where appropriate beyond the boundaries of organisational units. We are therefore investing in staff to develop skills which enable them to think and work beyond the boundaries of their own specific discipline.

In order to make our education more flexible, we have set up a support programme which will also focus on the development of recognised qualifications. Together with partners, we will lobby to ensure that, beside diplomas, components of degree programmes and courses also grant admission to the profession concerned.

A sound foundation in terms of quality is the starting point for our ambitions. We will maintain and monitor this foundation using a set of existing indicators. We will also develop additional strategic quantitative and qualitative indicators to monitor the progress of our ambitions. This will enable us to identify the desired and feasible impact of education and research in the four societal challenges.

We have an entrepreneurial approach, from a desire to learn and investigate. Therefore, we will work with pilots and experiments. Depending on the content, these can be Hanze UAS-wide, jointly with a number of schools

or within a single organisational unit. In this respect, we keep on working on current programmes, such as more flexible learning paths and the three areas of investment resulting from the quality agreements: student support and well-being, staff development, and suitable, high-quality educational facilities.

In the context of our improvement and reporting cycle, we will ask the organisational units to translate the ambitions annually into plans and agreements for their own activities. In this context, focus and prioritisation are key: not everything has to be done at the same time and at the same speed. The plans and agreements submitted by the organisational units will serve as the point of departure for the periodical review of how we progress in the implementation of the plan.

Given the increasing dynamism in the world around us, we have chosen a system of dynamic monitoring: interim reviews, adapted in terms of format and frequency to what is required. The main thing is that we engage in an ongoing dialogue about the progress and results and that we improve on an ongoing basis.

**This is our way forward.
Together, learning, engaged and versatile!**

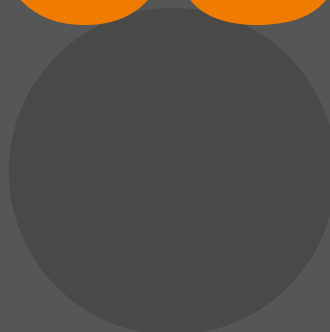
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Our



stories



Green manure, pesticide and beneficial food supplement all in one: marigolds have more to offer than you might think. Together with arable farmers, industry and other research institutes, Hanze UAS is conducting research into the properties of this appealing plant. Professor of Biobased Chemistry André Heeres is the project leader of the study.



A true power flower

‘Arable farmers have long known the secret of *Tagetes* (the scientific name for marigolds). Its cultivation ensures that crops are protected against eelworms during the following season. Farmers need fewer pesticides as a result, and bees love *Tagetes* too. When marigolds are ploughed into the soil, they form an excellent green manure. Marigolds also have another advantage: lutein, a powerful antioxidant that can be extracted from the petals of the flowers. Among its uses is the protection against age-related macular degeneration – a leading cause of blindness – and skin ageing. It is also a popular dye in the food industry.’

Marigolds as a business case

‘We examined how growing marigolds could become a cost-effective business case for arable farmers. The entire chain was represented: arable farmers, companies from the food and pharmaceutical sectors and the development company New Business Agrifood. Three business models emerged. Firstly, you can

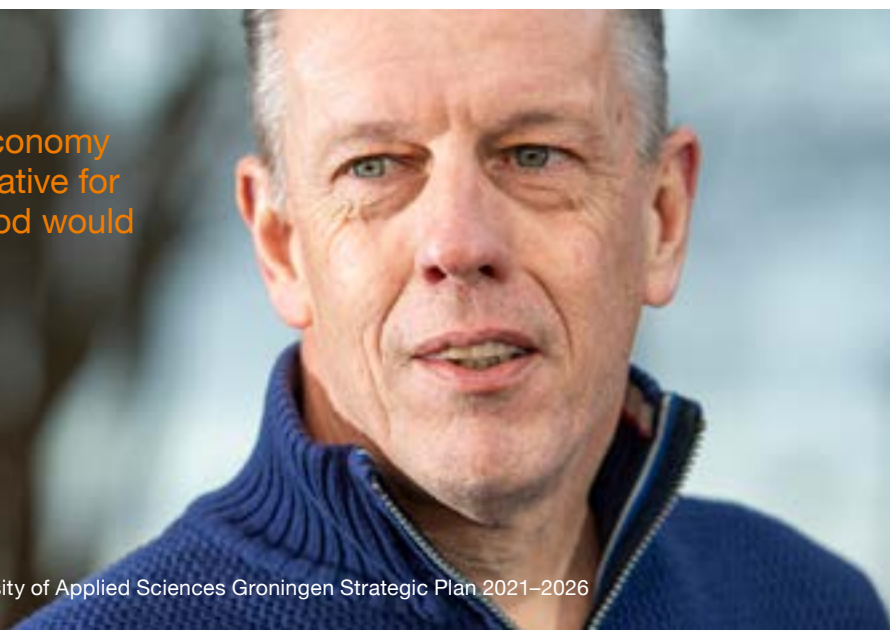
incorporate flowers into chicken feed. This leads to eggs with a beautiful yellow yolk and a better structure. The second model focuses on the extraction of pure lutein. The third business model is a dot on the horizon: a factory that not only processes the flowers and extracts lutein, but also processes lutein into a high-quality raw material for food, pharmaceutical products and animal feed. Not only will this increase yields for arable farmers, it will also lead to high-quality and sustainable chemistry in the region.’

Vistas

‘A boost for the local economy and a sustainable alternative for arable farmers. How good would that be? The beautiful vistas are almost reason enough in and of themselves. You can just imagine fields full of colourful *Tagetes*, gently waving in the Dutch winds. Marigolds are such appealing plants, they could put a smile on almost any face.’

‘A boost for the local economy and a sustainable alternative for arable farmers. How good would that be?’

André Heeres



Last August, Cenk Arpa (29) graduated from the Prince Claus Conservatoire with a Master's degree in New Audiences & Innovative Practice. His thesis on the empowerment of disadvantaged young people won him the Hannie Schaft Award for the best thesis with a social impact.

Positive impact through music

Cenk Arpa

'I grew up in Berlin. My parents are Turkish immigrants who worked extremely hard to make ends meet. As a boy, I often came across discrimination against immigrants. This made me want to give children with an ethnic background an insight into the world, enabling them to successfully manoeuvre their way through it.'

Facilitating empowerment

'In my final research project, I wanted to discover strategies that would have an impact on young people with different ethnic backgrounds through music, my great passion. I am a singer and guitarist. In the first part of my thesis, I studied theories on leading multicultural groups through a process and theories on multiculturalism and ethnic diversity. I also expanded my insights into empowerment and how to facilitate it.'

'I wanted to create an impact on young people with different ethnic backgrounds through music.'

'In the second part of the thesis, I put the theory into practice with an organisation in Berlin that offers creative workshops to gap-year students. In five-day sessions, I worked with a multicultural group on writing and performing a number of songs. I tried to avoid group formation to ensure that everyone felt safe. Back in Groningen, I analysed my notes and determined which methods worked for me. I think I succeeded well in adapting to the needs of the students and letting them take control of the process themselves.'

Teach First

'I currently work for Teach First, an NGO that tackles inequality in education. I prepare disadvantaged children for further education or a job. I help them with personal or school-related problems. After the summer, I may be able to perform social interventions with music. This will allow me to further develop the methods in my research.'

Jenny Laninga had her own hair salon in Bedum. When she saw more and more refugees in her village who barely had any connection with the locals, she wanted to do something about it. She followed her heart and started the part-time Social Work programme.

From hairdresser to Colourful



Connection

‘When my youngest daughter read to a Somali boy as a volunteer for Humanitas, I was captivated by her stories about the family’s hospitality. I realised that I was seeing more and more refugees here and that nobody was really speaking to them. Although I experienced that same barrier, I also felt a strong need to connect people. I got the chance to do this at the “Mooi Bedum” art and culture market, where I was able to let migrants show their pride and talent. Due to the enthusiasm from all sides, I set up the “Colourful Het Hogeland” foundation, which aims to make people with a migration background feel at home here.’

‘The Colourful Het Hogeland foundation aims to make people with a migration background feel at home here.’



Jenny Laninga

Flexible modules

‘At one point, I noticed that I lacked the knowledge required to better substantiate what Colourful can contribute to society. Hairdressers are almost like social workers anyway, but things like applying for subsidies were still quite a challenge.’

‘I also saw barriers to starting higher professional education at the age of 51. I had to do a 21+ admission assessment because I didn’t have a senior general secondary education diploma. The flexible modules made all the difference. I could continue running the hair salon and Colourful alongside the course. Whereas young students first study the theory and then put it into practice, I study the theory through my daily practice. That makes it easy to learn. I obtained my first-year diploma with distinction. As my workplace is also my place of learning, I can take the accelerated route: three years instead of four.’

‘I like the fact that – at this point in my life – I still have the opportunity to change course and follow my heart. I also appreciate that the degree programme gives me the opportunity and support I need to determine my own route.’

While he was training to become a mechanic at the Veendam potato giant Avebe, Dennie Jager suffered a motorcycle accident. This made him completely paraplegic, which meant he could no longer walk. Although he had to give up his career as a mechanic, Avebe did not want to lose its ambitious intern. Dennie switched to the role of technical documentalist and started the part-time Industrial Engineering & Management programme.

‘I expect to reach the finish line soon.’

Dennie Jager

Go for it

‘If it hadn’t been for that electrical cabinet, I might have got away with just a few scratches. That was plain bad luck. The rehabilitation was the hardest part – I almost fell into a depression. I was in my last year at the Noorderpoort regional training centre and had a job as a mechanic at Avebe on the horizon. I obtained my upper secondary vocational education diploma anyway, and Avebe said they didn’t want to lose me. That pulled me out of the depths of despair. Keep going, kop d’r veur! That means go for it in Groningen, and it’s how I was raised.’

Acceptance

‘I was able to switch to the role of technical documentalist. Because I needed different skills for this, I was allowed to start a Bachelor’s programme. During the open day, I immediately felt a click with Industrial Engineering & Management. I’m in the third year now and it’s going well. I am getting very satisfactory marks. The first year took so much getting used to that I had to retake everything. I worked during the day, of course, which was pretty tough. My lecturers came up with a step-by-step plan to help me pass my examinations. They showed me that I should think in terms of possibilities, not limitations, and that I needed to accept that I can’t do everything. I expect to reach the finish line soon.’

‘My lecturers showed me that I should think in terms of possibilities, not limitations.’

Own company

‘During the Bachelor’s programme, I also had the opportunity to set up my own project – the exoskeleton – at the Health Hub Roden, where I have all the space and freedom I need for my work. I hope to be able to continue this as an entrepreneur, in order to help more people with a spinal cord injury become more mobile. I have taken the first steps towards setting up my own company. What could be better than taking the next steps together with Hanze UAS students?’



Time for the Future: equal opportunities for all children

Nikki Jepkema

For many people in the Groningen countryside, it is often difficult to have their children take part in sporting and cultural activities and help them discover and develop their talents. Many people cannot afford or organise this. In order to break this trend, Hanze UAS and other organisations are investing in the youngest generation of our province. Their initiative is called **Tijd voor Toekomst (Time for the Future)**.

Tijd voor Toekomst is a project of educational, public, social, and sports organisations, together with Hanze UAS. Nikki Jepkema is a School of Sport Studies lecturer and researcher, and involved in the project. 'How can we design a daily programme for primary schools that enables pupils to develop their talents, get good job prospects, and develop a sustainably healthy and active lifestyle? The answer is Tijd voor Toekomst.'

Scientific insights

Alongside the regular curriculum, children take part in fun and educational activities that help with their personal development. This enhanced school day gives all children the same opportunities to discover and develop their talents. Together with partners in the vicinity of the school, activities in the areas of sports, culture, health and technology are developed

Nikki argues that real change in this complex societal challenge requires an innovation ecosystem that facilitates and stimulates cooperation between the parties involved. 'At a primary school in Bad Nieuweschans, where we organised a pilot, such an ecosystem exists – teachers, parents, local parties, pupils, the education sector, the municipality of Oldambt and knowledge institutes such as Hanze UAS were closely involved in its creation. The involvement of knowledge institutes also ensures that the latest scientific insights are incorporated into the approach.'

'Children can become acquainted with things they would otherwise not come into contact with, or at least much less easily. This allows them to broaden their horizons.'



Breeding ground for innovations

The Revalidatie Friesland (Friesland Rehabilitation) interprofessional educational department is run entirely by students from various Hanze UAS health care and welfare programmes. The educational department is a breeding ground for innovations in the areas of health care and education in the rehabilitation sector. Inge Wijkamp, lecturer at the School of Health Care Studies, is involved since the start.

Six beds and a bare common room

Inge Wijkamp: 'We started the educational department in Beetsterzwaag in September 2019 with six beds, an empty office, an empty common room, six patients and 11 students. We mainly treat patients who have suffered a non-congenital brain injury, such as a cerebrovascular accident.'

'The cooperation in the educational department has also led to international connections.'

'Students are normally matched with a therapist here, but in this project they take the lead from day one. They are given more or less free rein, which creates all kinds of new connections and insights. Each trainee is at the centre of their own learning process, and is in control of that process.'

'The educational department at the Beetsterzwaag location forms the foundation for many new developments. Examples include deepening existing



Inge Wijkamp

interprofessional educational activities, such as the Interprofessional Skills Day (ISD). Here, students from various paramedical programmes and from the School of Nursing work on care-related assignments. This cooperation makes it possible for rehabilitation patients to play an active role during this day.'

International connections

'The cooperation in the educational department has also led to international connections. In the Erasmus+ project Interprofessionalism in action! Aligning interprofessional education and collaboration in practice, using promising regional experiences for international exchange, Hanze UAS and Revalidatie Friesland have been cooperating with a number of European partners in the field of interprofessional educational innovation in the rehabilitation domain since 1 January. Meanwhile, the first outlines of an educational department in the Wiebenga Complex are also becoming visible.'

Charlotte Wekker is always ready to fight when it comes to racism, inclusion and diversity. She is active for Black Lives Matter and is the initiator of Dear White Groningen. The lecturer-researcher at the School of Social Studies believes that ‘students of colour want to be seen.’

‘By not acknowledging colour, you isolate people.’



Charlotte Wekker

‘Together with colleagues, I am working on a booklet in which students of all colours – including white students – are interviewed. You might be quick to think, “But I don’t discriminate”, right? Be honest. Ask yourself: do I have black friends? When I see a woman wearing a headscarf, am I more likely to think she is a cleaner rather than a professor? White people don’t realise how many privileges they have purely as a birth right. By diving deeper into the theme and asking questions, you create awareness, which is the first step towards a more responsible policy.’

‘Students of colour want to be seen. They want to be appreciated for their qualities and recognised for the unusual position they often find themselves in.’

A different kind of Dutch

‘Students of colour want to be seen. They want to be appreciated for their qualities and recognised for the unusual position they often find themselves in. It is in the Groningen nature to be “colour-blind” and not mention it. In the meantime, however, all sorts of processes are taking place beneath the surface that

maintain the unequal status based on colour. Students who speak or write Dutch differently are often told by lecturers that higher professional education is too much for them. It is worth paying attention to this, as talent is currently being lost.’

Working together

‘Another point is entering into discussions together. Lecturers feel embarrassed and uneasy about digging deeper, and students themselves hardly talk about it. They can’t find the words to express their anger or grief. Although we conduct the social debate on the multicultural society from primary school onwards, the real discussion is barely held at all.’

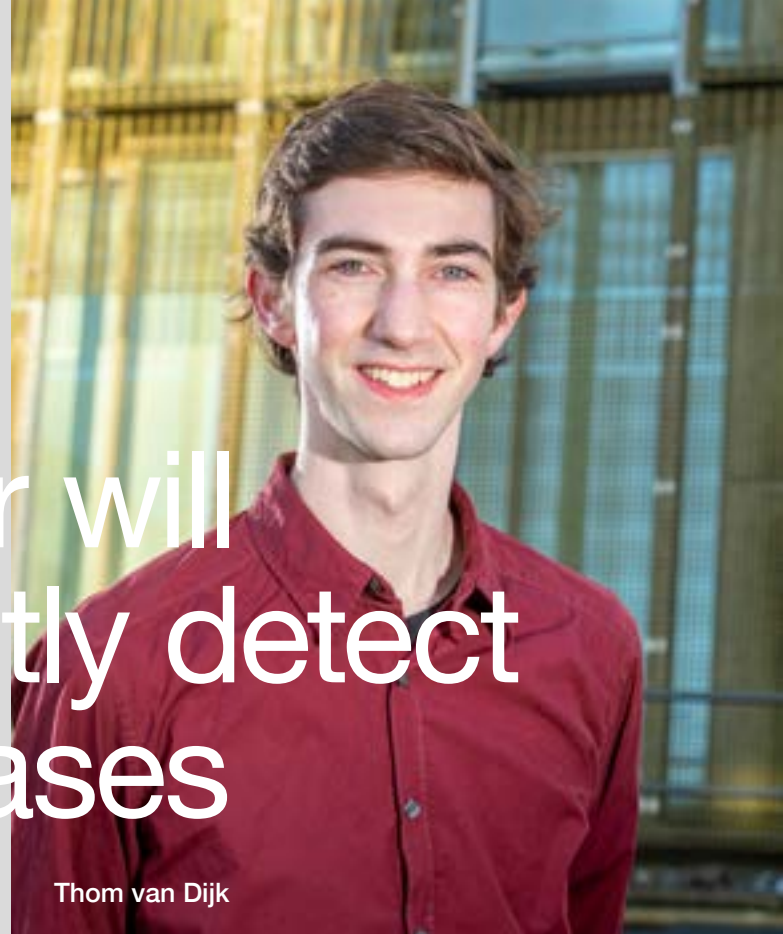
‘Racism is a priority within the School of Social Studies. Across Hanze UAS, a group of employees of colour meet on a regular basis to exchange experiences and make plans.’

Acknowledging colour

‘These days, you often hear that acknowledging colour is racist. But by not talking about it at all, you isolate people. I am pleased that Hanze UAS is not only stimulating the debate, but also entering into discussions so that we gain the strength and power to change.’

Software Engineering student Thom van Dijk has been working with fellow students from various different programmes in the Digital Society Hub to develop the Pieperkieker, a robot that independently detects sick potato plants.

Pieperkieker will independently detect potato diseases



Thom van Dijk

‘The Pieperkieker – Groningen dialect for potato viewer – is a robotic cart that can drive independently through the fields and check whether each individual plant is sick. The farmer is then alerted via 5G. We’ve already come a long way. Our client, the software company ACS from Leens, only had the cart and the engine. I was among the first group of 19 students to work on the project in the Digital Society Hub living lab from February to June 2020.’

Autonomous

‘My assignment was to get the robotic cart to drive autonomously. First, I compared computer control systems. We ended up choosing open-source hardware that offers a great deal of flexibility. We then selected and modified the appropriate software. After that, I wrote the software that allows you to use the GPS data from the robot to drive autonomously from A to B. The next group of students are currently working on software that recognises obstacles, such as puddles, fallen logs and branches on the ground. Ultimately, the robot will need to choose its own route based on GPS data.’

Broad cooperation

‘Making the robot autonomous was just one of the sub-projects. The prototype of the robot was redesigned by Mechatronics students, as was the camera system used to recognise sick plants. The photos are analysed using an Artificial Intelligence system, which was taken care of by Software Engineering students. The recognition of objects via sensors was a task for Electrical and Electronic Engineering students.’

‘It will be a few years before the robot is on the market. The Artificial Intelligence system needs to be trained by entering huge numbers of images of diseases in all kinds of potato varieties. This needs to be done manually, so it’s very time-consuming. This will be followed by a test phase in practice. We will obtain the necessary photos from farmers in the surrounding area. The cooperation needs to take a legal form, and the ownership rights of the photos need to be determined. Students from the Laws programme are working on this.’





Research into energy law by the Eemsdelta living lab

Emma Pik

Emma Pik has just submitted her thesis. The Laws student conducted research into electricity regulations in the Eemsdelta living lab. The thesis was met with great interest by William Moorlag, MP and energy specialist of the PvdA (Dutch Labour party).

‘My research focuses on the legal possibilities arising from the Electricity Directive and the Experiments Scheme. The bottom line is that European directives must be transposed into Dutch law. In a nutshell: the directive and scheme must be implemented in the Energy Act 1.0, a new law that is intended to lead to the implementation of European directives in national legislation. European directives have what is known as a transposition deadline, 31 December 2020 in this case. As this deadline was not met, the Energy Act will not enter into force before 2022.’

Stalling legislation

‘It might already sound complicated, but it gets even worse. The Experiments Scheme came to an end in 2018 because a new experiment was intended to start in 2020, but this experiment was rejected by the Council of State. This is a major blow for local energy cooperatives, since they operate within these margins. Electricity cannot be stored, so the amount on the grid must be in balance. If we supply too much energy to the grid, for example from solar panels, malfunctions

will occur. Small-scale cooperatives are much better at transferring electricity to parties that require energy at that time. As a result of the stalling legislation, this is not currently possible, and it is such a shame.’

‘Small-scale cooperatives are much better at transferring electricity to parties that require energy at that time.’

‘This study has demonstrated the need for the better and more careful implementation of energy law, given the importance of local energy cooperatives. Last week, I gave a presentation for 15 local cooperatives. They were very pleased that someone had chosen to research the legislation and regulations. At the request of William Moorlag, energy specialist of the PvdA, I sent the research to the Committee of the Ministry of Economic Affairs and Climate Policy, with the chance that the Minister will respond.’

Hanze UAS has been affiliated with educational institutions in low- and middle-income countries since 1995.. As a university of applied sciences, we want to contribute to their goals of providing high quality education. Mutual learning is a core aspect of the collaboration. This allows us to tackle social challenges in the region as well as further away.

Positive impact in low- and middle-income countries



HEALCARE Tanzania

The School of Nursing has turned its long-standing relationship with several hospitals and universities in Tanzania into a multi-year project. The Erasmus+ HEALCARE project teaches nurses and midwives in Tanzania to provide care in a more respectful and equal manner, in accordance with the guideline from the Ministry of Health. Joya Smit from the Nursing Diagnostics research group is the applicant and project leader.

There is still a long way to go. The media feature stories about patients who do not feel that equal healthcare is provided, and about women who are treated unfairly during childbirth. Smit: 'You also see that the information patients receive when they are discharged from hospital is often not understood. Teaching health skills must become the starting point for communication between nurses and patients.'

In the West, we conduct a lot of research into Health Literacy, Smit continues. 'How do we teach patients to cope well with their illness? How can they find out what kind of behaviour will improve their health? This is the kind of research we want to do in Tanzanian universities and hospitals, together with the University of Groningen, the University Medical Center Groningen and two European universities.' In August, the project received an Erasmus grant for the amount of €880,000. 'This money will boost the quality of care and the opportunities for exchange.'

bit.ly/heal-care



Hanze Centre for Development Cooperation

In the past five years, the Hanze Centre for Development Cooperation (HCDC) has carried out 16 education projects in countries such as Tanzania, Kenya, Uganda and Indonesia. Key tasks have included curriculum development, training courses in teaching skills, the introduction of entrepreneurship education and the development of gender-related informational materials. Linda Maat (HCDC): 'Hanze students and staff are closely involved in our activities. Students and staff help with fundraising for the Hanze University Foundation and participate in exchange activities.'

'Hanze students and staff are also closely involved outside the region.'

Centre for entrepreneurship in Uganda

An example of an HCDC project is the establishment of a centre for entrepreneurship at Uganda Christian University (UCU). After UCU lecturers participated in our 'Doing Business in Europe' summer school programme, they were so inspired that they immediately started making plans to set up a centre for entrepreneurship for their own students and graduates. During the opening of the centre, students presented the businesses they had started. Maat: 'Everyone was there, from the mayor to the rector. Those who gave speeches expressed how happy they were with the donation and above all with the long-term connection.' bit.ly/hcdc-impact-map

Miscanthus, or silvergrass, is a crop that offers opportunities and benefits for the circular economy, the environment and biodiversity in the region. On a field near the Dutch village of Leek, 1.5 hectares of this crop have now been planted. Hanze UAS students and lecturers are closely involved in this project.

Miscanthus: a crop with a lot of potential

With its reed-like stems and narrow leaves, Miscanthus is a cross between reeds and bamboo in terms of appearance. This crop, which originates from Asia and reaches a height of two metres, is also known as an environmentally friendly super crop. This jubilant qualification is due to its numerous potential applications. Miscanthus is highly suitable as a plant-based raw material for bioplastics, paper, alternative cotton, chipboard and fibreboard, biofuel and concrete.

With the project, the initiator Green North primarily focuses on producing organic packaging for the food industry (making the plastic cycle more sustainable). Green North collaborates with Gebiedscoöperatie



Wobbe Reindersma

Westerkwartier, a social enterprise that works on social and economic innovation in the region from a living lab. In this living lab, students, lecturer-researchers and experts work together with entrepreneurs, municipalities and village associations to resolve issues.

‘800 students are doing something for the region every year’

Various schools

Through the living lab, Green North wishes to set up a regional Miscanthus chain, research the regional effects on biodiversity and examine other applications. Students from various Hanze UAS schools are involved in these activities, says living lab manager Wobbe Reindersma. ‘Business Management and Finance & Control students are conducting research into the design of the chain, the financing and the revenue models. The legal aspects are being examined by Laws students. Communication and Multimedia Design students are focusing on getting target groups enthusiastic about the idea. We are working in close cooperation with professor Willem Foorhuis’ Sustainable Cooperative Entrepreneurship research group. All in all, 800 students are doing something for the project and therefore for the region every year. Alongside Hanze UAS students, students in upper secondary vocational education are also contributing.’

First hydrogen-heated residential area in the Netherlands

Ted Wildenberg

Converting natural gas to hydrogen to heat homes – that is what the Hydrogen Hoogeveen project is all about. Hanze UAS was involved in drawing up a blueprint incorporating all aspects of this energy transition, from social support and technology to economic and legal affairs. Hanze UAS will also be playing a role in the subsequent process.

In Hoogeveen, the first hydrogen-heated residential area in the Netherlands is being built. Some 80 to 90 new homes will be supplied with sustainably generated hydrogen via the natural gas pipeline. If this works, the existing neighbourhood, with over 1,100 homes, will be partially or even entirely taken off the natural gas network and switched to hydrogen supplied through the existing natural gas pipeline. The project is an initiative of HYDROGREENN, a group comprising public bodies, businesses and knowledge institutes, including EnTranCe, the Centre of Expertise Energy of Hanze UAS.

Never before has the entire chain – from hydrogen production to the delivery of heat to the home – been brought together at this scale.

Promising alternative

‘Never before has the entire chain – from hydrogen production to the delivery of heat to the home – been brought together at this scale,’ says project team member Ted Wildenberg, lecturer-researcher and expert in the field of energy transition. Before transferring to Hanze UAS, he worked in the oil and gas industry. ‘Though there are plans to use hydrogen at various locations in the Netherlands, these are not yet as concrete as in Hoogeveen.’ The blueprint for the sustainable residential area is not just a technological one. The social business case and social acceptance were also taken into account. ‘This involves issues such as safe hydrogen generation and storage, any modifications to the existing gas infrastructure, the possible roll-out to different parts of the country, the development of new standards and communicating with residents. Hydrogen is just one of the ways to increase sustainability.’

HRH Willem-Alexander, King of the Netherlands, is shown an impression of the hydrogen-heated residential area in Hoogeveen.





Engaged and Versatile

The Plan has been written in the form of a framework. It is up to us all to flesh out the details of the Plan. We trust that we all will show creativity, openness and a willingness to engage in an ongoing dialogue with each other over the best way to do this. 'Engaged and Versatile'. With these qualities, we can face the future of our region and our university of applied sciences with confidence.

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