

The image is a word cloud for the 'Sustainability HUB 2013 Report'. The words are arranged in a roughly circular shape, with 'Sustainability HUB 2013 Report' being the largest and most central text. Other prominent words include 'learning', 'leadership', 'evaluation', 'competences', 'ESD', 'universities', 'youth', 'Practical', 'skills', 'Equality', 'Brussels', 'Seminars', 'training', 'participation', 'courses', 'change', 'Transparency', 'Diversity', 'transition', 'social', 'critical', '2013', 'interdisciplinary', 'CSR', 'Internationalization', 'educate', 'entrepreneurship', 'involvement', 'responsibilities', 'rethinking', 'development', 'collaboration', 'curriculum', 'stakeholders', 'community', 'debate', 'student', 'footprint', and 'internships'. The colors of the words vary, including shades of green, orange, blue, and black.

Sustainability HUB 2013 Report

learning leadership evaluation competences ESD universities youth Practical skills Equality Brussels Seminars training participation courses change Transparency Diversity transition social critical 2013 interdisciplinary CSR Internationalization educate entrepreneurship involvement responsibilities rethinking development collaboration curriculum stakeholders community debate student footprint internships

Sustainability Report 2013

The HUB continues its commitment to sustainability, and we are proud to present our third sustainability report. As the first Belgian higher education institution with a GRI sustainability report, our highest praise for our reporting efforts was the news that other Belgian education institutions became inspired to begin reporting as well. We are deeply touched that our efforts have inspired others to take a stand for sustainability.

In 2012, we continued working with local partners, such as the City of Brussels Local Agenda 21, European Students' for Sustainable Development, the Ethical Vegetarian Alternative, the Katholieke Universiteit Leuven, VLIR-UOS, Ecocampus, the European Commission, and many more on projects that promote sustainability in our education, research, outreach initiatives, and operations. As we look to the year ahead, we are excited to work more closely with BIM, the Brussels environmental agency, on our environmental performance.

As an educational institution, our largest contribution to a sustainable future is our role in fostering an educated society. It is our goal to lead by example for our students, and send graduates into the world with the skills and competences needed to combat the issues of their generation.




Dirk De Ceulaer
Chair, Board of Directors

As Dean of the Faculty of Economics and Business, I am committed to sustainability in all of its facets. It is my vision that HUB should have a broad platform, where sustainability initiatives are supported and encouraged by all parties. The Faculty has an important role to play in creating and fostering this platform, which we do by collaborating with colleagues from across the organization.

The Faculty tries to exemplify HUB's fundamental respect for society and the environment through core objectives integrating sustainability in courses and scientific research, participating in networks, hosting forums and conferences, and sharing our experiences of integrating sustainability into the Faculty. In academic year 2012-2013, we took sustainability reporting a step further by using the process as a learning tool and including student authors in the report. The big challenge is to measure all the initiatives we do, and then to communicate the results.

It is my belief that sustainability is increasingly entrenched in the minds and hearts of the staff and students. I would like to continue this trend in the coming years, in collaboration with all the stakeholders.


Tom Van Puyenbroek

Dean, Faculty of Economics and Business



Report in a Snapshot

Highlights from 2012-2013

- Student co-authorship of the HUB Sustainability Report 2013.
- Increase in total student enrollment by more than 10%.
- A 19% increase in incoming exchange students.
- A 6% reduction in personnel.
- A reduction in printing paper of 18% since 2010.
- Use of disposable plastic cups increased 40% from 2011.
- Only 40% of trash is recycled due to bad sorting behavior (a 10% decrease in the last two years).
- Increase in electricity consumption (9%), increase in gas consumption (10%), and subsequent increase in CO₂ emissions (9%)—can be attributed to increase in student enrollment, hence increased use of facilities.



Goals for 2013-2014

- A CO₂ reduction of 10% by 2015.
- Further reduction of copy paper (> 7%).
- Introduction of Thursday VeggieDay in De Mineen.
- Further integration of sustainability in education and research, and adopting indicators to measure this.
- Use the Brussels' Eco-Dynamic Organization label as a commitment to environmental goals.
- Expand our sustainability communication platform so we can reach more people (students, teachers, employees).
- Reduce electricity use of the T'Serclaes building.
- Increase the number of hours of training in relation to the number of employees.
- Expand the involvement of students in sustainability events:
 - Foster student leadership;
 - Promote student theses about sustainability;
 - Students co-authorship of HUB Sustainability Reports;
 - Engagement activities;
 - Lectures on sustainability related to topics learned in class.

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HUB in Context

HUB is a public institution that serves the Brussels community, the Flemish community, the greater Belgian community, and the international community; HUB offers educational programs that attract students from Europe and around the world. Since HUB offers both professional and academic training, it serves a diverse population with varying needs and aspirations. HUB's functions are not limited to degree programs; educational, research, and networking activities of HUB serve the local and global community.

HUB belongs to the higher education community of Flanders, Belgium. In accordance with the Bologna Declaration, HUB and several other university-colleges partnered with the Katholieke Universiteit Leuven (KU Leuven—University of Leuven) and formed what is now known as the KU Leuven Association. This association is an official entity regulating the cooperation of KU Leuven and twelve university-colleges. With more than 76,000 students, the KU Leuven Association is the largest association in Flanders.

A Structural Decree of the Flemish Government called for the structural cooperation between higher education institutions in order to optimize the higher education landscape of Flanders. The former institutions of KUB, EHSAL, VLEKHO, and HONIM merged to create the single identity of HUB. In 2009, HUB-EHSAL, HUB-KUBrussel, and KaHo Sint-Lieven entered into a merger agreement. The *Strategic Plan HUBrussel – KaHo Sint-Lieven 2010-2015* outlines how the merger will proceed. As a result of this merger, a new college-university institution—HUB-KAHO—has emerged. In addition, the academic departments of HUB and KAHO have been integrated into the KU Leuven, resulting in the Faculty of Economics and Management becoming a sub-faculty of the KU Leuven's Faculty of Business and Economics.

The majority of HUB facilities are located in the metropolitan area of the Brussels (with one facility located in Flanders), the “campus” of HUB consists of various buildings located throughout Brussels. Operational matters (environmental impacts, fiscal activities, labor relations, etc.) fall under various jurisdictions: the City of Brussels, the Brussels-Capital Region, the Flemish Region, the Belgian Federal State, and the European Union. Compliance with regional, federal, and international regulations ensures HUB's social, economic, and environmental performance in many respects.

Additional information regarding the operational structure, partner institutions, description of degree programs, and internal governance can be found in the annual report, *Jaarverslag 2012*, available on the HUB website (www.hubrussel.be).

HUB-KAHO Mission Statement

On June 23, 2010 the Board of Directors and the Management Committee of HUB and KAHO presented their joint mission statement:

In our institutions, students are central.

*We valorize their talent and transform them into
skilled and committed people.*

*Practice as orientation, science and research as a foundation
is our profile.*

*Dream, Think, Dare, Do and Persevere,
is our motive.*

*Our education is state of the art,
validated by the public.*

Our guidance is personal.

Innovation and quality remain our ambitions.

We choose for Europe and the world from a Flemish anchoring.

Being collectively different is our strength.

*We operate from a Christian inspiration that encourages
a broad and authentic civic engagement.*

*We cherish confidence in each other
and in the future.*

Governance

HUB is governed by a Board of Directors—*Raad van Bestuur*. The Board of Directors works in close collaboration with the Executive Council—*Directieraad* and the Executive Committee—*Directiecomité*. Within the Board of Directors, there is the General Assembly—*Algemene Vergadering*—which consists of members appointed by the proposal of the Board of Directors. As stated in the Internal Regulations, under no circumstances should the independence of Board members be compromised; any inconsistencies between a Board member's professional activities and those of the HUB should be immediately reported to the Chairperson of the Board of Directors.

The Board of Directors is comprised of internal and external members. The majority of members must be professionally active and represent a mix of profiles in regards to education, economic and social fields, and civil society. Student representatives make up at least ten percent of the Board of Directors. In 2013, the Board consisted of 25 members: 6 internal members, 2 student-managers, and 17 external (non-executive) members. The external members were business leaders from organizations within various sectors of society. Five of the members were female. The names and positions of individual Board members can be found in the *Jaarverslag 2012*, available on the HUB website (www.hubrussel.be).

The Board of Directors proposes nomination procedures and selection criteria for members of the Board of Directors and the General Assembly. The Nomination Committee oversees the nomination of new Board members in the manner stated in the Internal Regulations. Achieving a proper balance of experience, education, and skill-set determine the main selection categories for new members. In addition, the Board wants to ensure a balance of gender. Persons of 70 years or greater cannot serve as members of the Board of Directors.

The Board of Directors elects among its members its own Chairman, one or more Vice-Chairmen, a secretary, and a managing director. It is the Chairman's responsibility to promote effective interaction between the Board and the Executive Council.

HUB is divided by operational and educational departments, with support and administrative staff assisting both. Within the educational departments, there is a distinction made between practical and theoretical.

Feedback is essential when evaluating the quality of educational programs offered and the general performance of HUB. HUB conducts annual surveys to gather feedback from students and staff members. The Quality and Education Department monitors the results of these surveys. Improving the quality of educational programs is at the forefront of HUB's efforts.

HUB Sustainability Mission Statement

HUB believes in the urgent need to work towards a sustainable society. The institution declares itself competent, prepared, and able to substantially contribute to the proposed actions of The Johannesburg Declaration on Sustainable Development of the United Nations in 2002.

As a multi-affiliated institution of higher education, HUB is able to work towards sustainability in an interdisciplinary manner.

As an academic institution, HUB contributes to the existing knowledge, experience, and literature regarding the challenges of sustainable development.

As an employer, HUB guarantees to prioritize the welfare of its staff, in general and in order to develop their competencies.

As a proactive educational institution, HUB practices a “facilitative approach to learning,” which is interpreted as an interactive and integrated process of "experiencing together”, crossing boundaries of training and field experience, teachers and students, and amongst students themselves.

As a social player, HUB has access to arenas where it can promote the socially-stimulating debate on sustainability, and therefore, expand the scope of such debate.

As a contemporary institution, set in the urban context of Brussels, HUB pays particular attention to the diversity of the surrounding community.

As an environmentally conscious organization, HUB works to incorporate ecological aspects into organizational agreements.

As a participatory and public institution, HUB involves its staff and students in policy-making processes and constantly applies the principle of Corporate Governance to these processes.

As a globally oriented-education provider, HUB incorporates international and intercultural thinking into its curriculum and trainings.

Students: 8206; Staff: 848

Scope and Reporting Period

This report presents the sustainability performance of HUB. The organizational, legal, and physical boundaries of the “HUB” are convoluted due to ongoing mergers, restructurings, and associations with the KU Leuven. At times, it is material to include information having to do with KAHO and or KU Leuven, and the authors have done their best to make it explicit in the text when this occurs.

In total, the facilities of HUB-KAHO include: the Campuses of Brussel (Hermes, Erasmus, and T’Serclaes), Terranova in Brussels, Campus Parnas in Dilbeek, Campus Hoger Instituut voor Gezinswetenschappen (HIG) in Brussels, the Technologicampus in Gent, Campus Dirk Martens in Aalst, and Campus Waas in Sint-Niklaas. HUB-KAHO belongs to the higher education community of Flanders, Belgium and is a non-profit organization. In an effort to consolidate Brussels campuses in the center of the city, HUB opened the T’Serclaes building in 2009, and in 2015, the newly acquired building “Meyboom” is planned to open, providing space for the students in the education and social work study programs.

This report will deal specifically with the sustainability impacts associated with the following HUB facilities:

Campus Brussel
(Hermes, Erasmus, and
T’Serclaes Buildings)
Warmoesberg 26
1000 Brussels

Campus Brussel
Terranova
Blekerijstraat 23-29
1000 Brussels

Campus Parnas
Stationsstraat 301
1700 Dilbeek

Campus HIG
Huart Hamoiriaan 136,
1030 Brussels

This report will provide the reader with HUB’s operational data from 2012, as well as information about educational, research, and outreach activities from the Faculty of Economics and Business, the Faculty of Law, the Faculty of Linguistics and Literature, the Health Care Department, the Education Department, the Business Studies Department, and the Social and Community Work Department from the academic year 2012-2013.

Managing our Sustainability Performance

Strategic Options and Targets

Strategic Options are the themes that HUB holds in the highest regards. The Options are used to guide the institution in a common and desired direction. The Strategic Options include:

- 1) University College—new structure emerging as a result of HUB-KAHO merger, future integration of academic education into the KU Leuven, and the convergence of practical and theoretical education.
- 2) Campus and Collaboration—integrate campuses into their local surroundings and promote synergy amongst campuses.
- 3) Education, Personnel, and Students—constantly strive for quality and innovation.
- 4) Internationalization and Diversity—internationalization of educational programs, tailored to the diversity of HUB.
- 5) Research—conduct pioneering research.
- 6) Community Service and Continuing Education—further develop social services and continuing education.
- 7) Sustainability—integrate themes of sustainability into education, research, operations, and outreach.

Each department commits to selected options on an annual basis, and sets targets for how they will contribute to the Strategic Options they have chosen. In addition, the entire institution sets targets for each Strategic Option. These institution-wide targets will be monitored on an annual basis via Strategic Indicators.

As discussed in the Environmental Section, in 2011, the Board of Directors adopted CO₂ reduction as one of the Strategic Targets for the Strategic Option: Sustainability. A Strategic Target for how well sustainability is integrated into educational and research activities is planned to be implemented in academic year 2013-2014.

Champions of Sustainability @ HUB Hall of Fame

These Champions of Sustainability @ HUB have been nominated by their peers because their leadership by example embodies the values of sustainability at HUB and encourages others to do more, to do better. The work these champions do, small and large, to make HUB more sustainable has not gone unnoticed, and they deserve a special place on our hall of fame. As Mother Theresa once said, “We know only too well that what we are doing is nothing more than a drop in the ocean. But if the drop were not there, the ocean would be missing something.” Champions (from left to right) are Simon De Jaeger, Kathleen De Saeger (as depicted by René Magritte), the Stewards of HUB (as depicted by Constantin Meunier), Joëlle Theunis, Bart Dewaele, Greet Raspoet, Dirk Ghysels, Ingrid Molderez, and Ilse Maes.



focus on waste sorting
and cleaning up the
campus



leadership

research



concrete recommendations to policy



motivates colleagues



Never doubt that a small group of thoughtful, concerned citizens can change world. Indeed it is the only thing that ever has.

—Margaret Mead

Engagement

Dialogue, Collaboration, and Collective Learning

As an educational institution, it is in the nature of HUB to engage with the community. The very essence of HUB's existence is to serve the needs of society. Higher education institutions can contribute significantly to fostering the transition towards a sustainable society due to their double role: creating knowledge and transferring this knowledge to the society, and preparing students for their future role in society.

It was the goal of HUB in academic year 2012-2013 to go deeper than traditional stakeholder engagement for the sake of preparing a sustainability report. HUB would like to approach its sustainability report as a living document, a learning opportunity, a conversation starter internally and externally. When using the sustainability report to discuss sustainability performance internally, engage with stakeholders, set priorities of the institution, or teach about sustainability reporting to students, three types of feedback emerge: how the report itself can be improved; how HUB can improve its sustainability performance; how reporting and sustainability initiatives can better serve the core of HUB—education.

In the following sections, various forms of engagement will be discussed. In regards to the sustainability of the institution, engagement for HUB during academic year 2012-2013 included activities, such as, a formal survey online, a week-long student forum on sustainability in higher education, in-class activities, and more. All of these activities enable HUB to share information about its sustainability initiatives to its stakeholders, and in turn allows stakeholders to give feedback back to HUB. This process of two-way dialoguing improves the content of future reports, the performance of HUB, and most importantly, fosters learning opportunities.

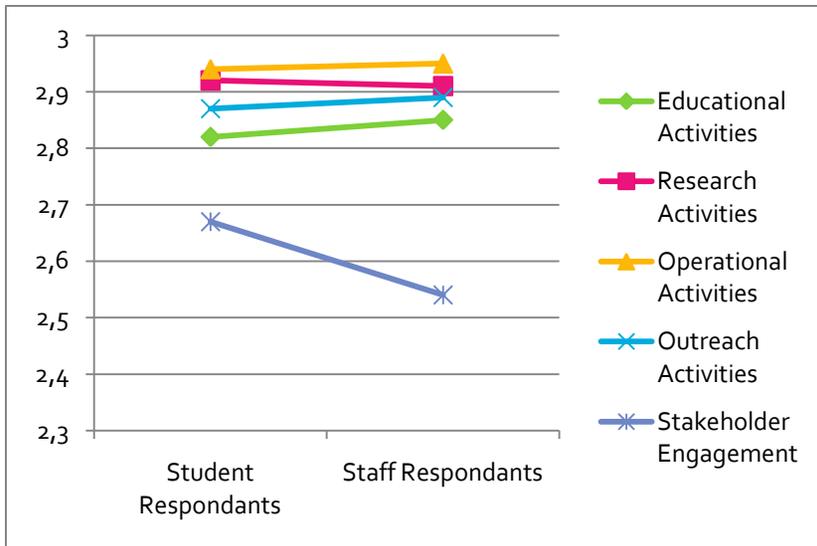
HUB Sustainability Survey 2013

Annually, HUB seeks the input of its student and staff members with regards to the sustainability of the institution. The HUB sustainability reports are available online, and a survey is distributed at the end of the spring semester to all students and staff members via email.

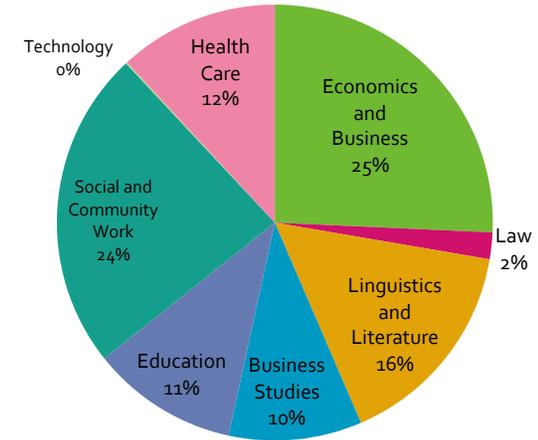
In 2013, there was a record number of participants with 228 staff members participating and 294 students participating in the survey. 46% of staff participants in teaching or research position were from the Faculty Economics and Business.

When asked why the sustainability of HUB is important to our students, students responded most strongly to the statement “HUB should be an example that I can learn from/seek inspiration from.”

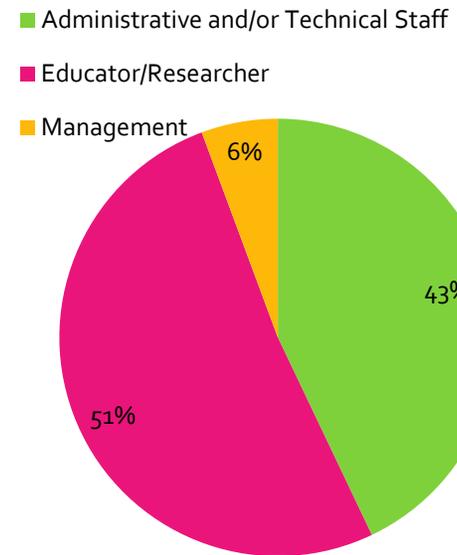
When asked whether HUB incorporates sustainability into the institution, student and staff member respondents were generally in agreement, with staff being slightly less positive about HUB seeking the input of stakeholders for the integration of sustainability.



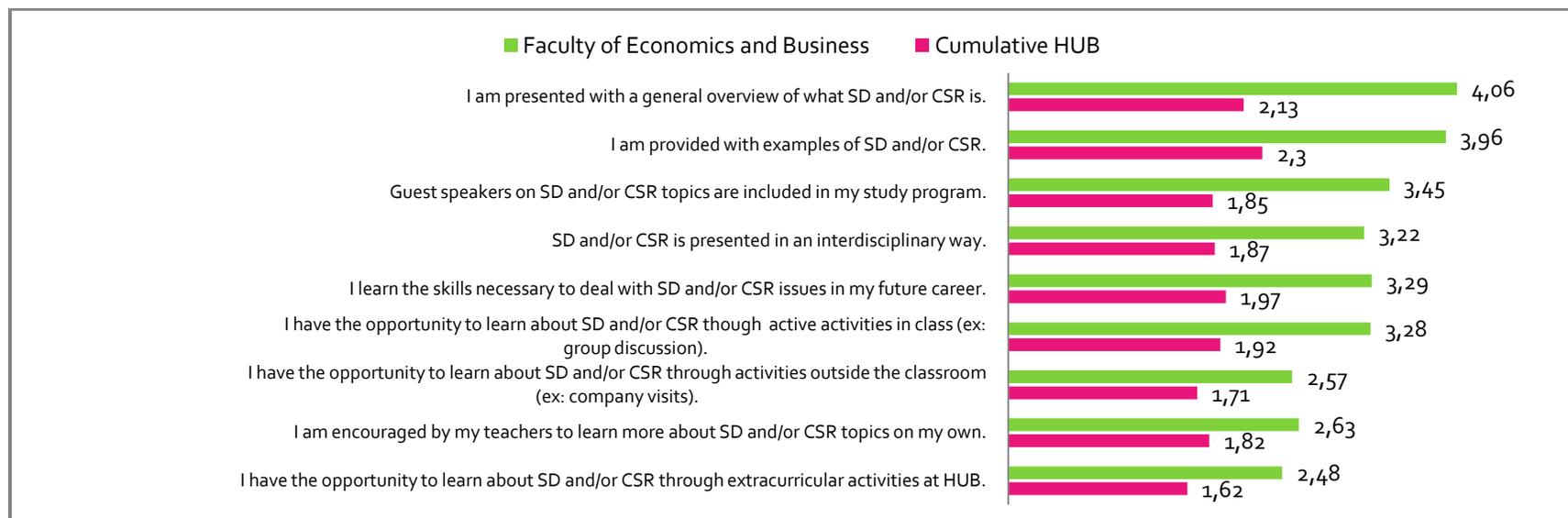
Student Participants



Staff Participants

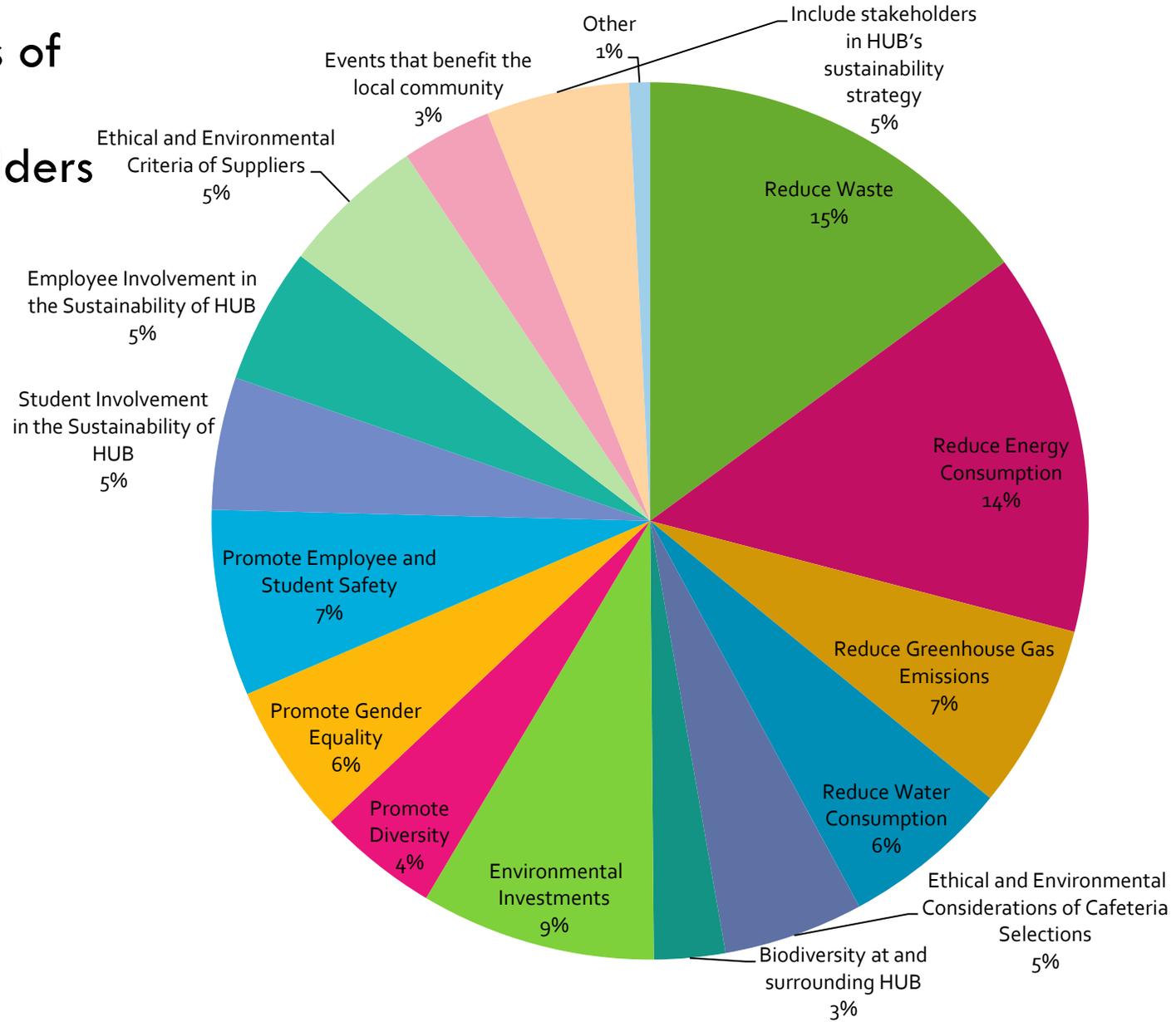


Student respondents were asked to rate how well themes of sustainable development (SD) or corporate social responsibility (CSR) were integrated into their education. Respondents were asked to provide a score of 1-5 (5 signifying full integration) for the statements in the chart below. As illustrated in green, the Faculty of Economics and Business scored fairly high for presenting students with a general overview of SD and/or CSR themes. Scoring lowest on the list is the opportunity to learn about SD/CSR through extracurricular activities, which have been shown to highly contribute to students gaining SD competencies.



Many higher education institutions struggle with how to measure the integration of sustainability themes into their education. Often, institutions present a top-down perspective of how SD/CSR themes are integrated in their educational program, as will also be presented in the Education section on page 19. The above data is interesting because it represents the perspective of the *students* as to how well sustainability is integrated into the educational programs of HUB. Since the survey is voluntary, it can be expected that these numbers are not fully representative of the student population, nevertheless, the data above points to some interesting discussion points regarding the integration of SD/CSR in the education programs of HUB during the academic year 2013-2014, which will be further examined in the Education section of this report.

Priorities of HUB Stakeholders



Materiality Matrix

C o n c e r n t o S t a k e h o l d e r s	Availability of information/ transparency of management's decisions	Sustainability-themed education available to students and community Energy efficiency/CO ₂ reduction Waste Reduction
	Stakeholder inclusiveness Sustainable procurement Sustainable cafeteria operations Environmental performance of HUB (including indoor environmental quality) Water conservation Environmental investments	Employee and student welfare Sustainability-themed research Diversity, non-discrimination, and human rights Active involvement of students in sustainability activities at HUB
	Social activities for students and staff members	Sustainable mobility
	Relevance to HUB	

Education

As an educational institution, HUB's most important contribution to a sustainable society is the education it offers to its students, which incorporates themes of sustainability, and the HUB graduates, who possess skills and competences necessary to tackle the challenges of sustainability in their future occupations. In this capacity, the "product" HUB produces is education and sustainability-minded graduates.

As "sustainability" is one of HUB's Strategic Options, all faculties and educational departments can voluntarily commit to this theme as a priority for their educational programs. HUB's Educational Development Plan 2008-2013 (*Onderwijsontwikkelingsplan*) stresses some concrete actions that can be undertaken by the different faculties and departments:

- integrate sustainability-related themes into existing courses;
- develop interdisciplinary educational projects with other faculties/departments;
- use student-activating teaching methods within educational programs.

In the following section, an overview of the approach to sustainability of the faculties and educational departments of HUB will be given. Afterwards, the Faculty of Economics and Business will provide an in-depth update on its sustainability activities in education.

Professional Education

BUSINESS STUDIES DEPARTMENT

From the very start of their educational program, bachelor students of the Business Studies Department at HUB are sensitized to consider sustainability and diversity as an essential element of their future careers.

During the Project Week in the beginning of their studies, *CSR at the Helm* (see page 37 of *HUB Sustainability Report 2011*) and the movie "Age of Stupid", in which mainly the "P" of planet is highlighted, provide the students with an introduction to sustainability. Business professionals are invited to deal with specific sustainability-related themes in their courses—the students studying accountancy and tax-law become acquainted with the ethical aspects of banking; students studying office management and logistics

management are given an introduction to sustainable mobility by an employee of Cyclo, a social economy enterprise which promotes cycling in Brussels. Students also participate in company visits where concepts of corporate social responsibility (CSR) are applied.

In their final reflection reports, all first year students elaborate on: how they function in a multicultural team and/or with non-native speakers; to what extent they take into account the long-term consequences of their actions and whether they have developed a well-balanced personal opinion about the matter.

In all the Business Studies programs, the second- and third-year students are invited to analyze how companies shape their sustainability policy. All aspects of sustainability are gradually discussed in the course of their educational program—i.e., people, planet, and profit. In the course Business Ethics, amongst others, students critically assess the extent to which a company of their choice realizes its sustainability goals.

Graduates from the Business Studies program have experience critically evaluating the CSR of the company that offered them a work placement as an essential aspect of corporate culture and reflect on how they functioned in that particular environment. In this way, the graduates have proven their analytical skills and long-term thinking, and they are prepared to make straightforward choices in their career.

EDUCATION DEPARTMENT

The Education Department of HUB approaches sustainability on three different levels: the level of the lecturer, the level of the student, and the level of the future teacher.

Various lecturers of HUB's Education Department are part of the thematic learning network, entitled "Integration of Sustainable Development in Teacher Education." This is an Ecocampus network, gathering lecturers from Flemish teacher education departments to develop knowledge and exchange didactic materials and methods among each other.

Over the last year, teachers participated in the Millenniums Goal Project (MDG15) in cooperation with Studio Globo and some partners in Flanders and Ireland. One of the goals of this project was to provide information on how to teach sustainable development in secondary education. An exchange visit took place in October 2012. These educational initiatives were experimented and discussed in cooperation with Studio Globo during the International Class Project in the spring of 2013. Some aspects were directly translated into courses for the teacher trainees for secondary education. This project will be continued during the academic year 2013-2014.

On the level of the student, the competence of “Sustainable Development” is being achieved within the Bachelor of Education via different courses addressing sustainability related themes. Topics include the interactive game on Corporate Social Responsibility— *CSR at the Helm*, study visits on the topic of global education, and guest speakers from NGOs.

The programs of the Education Department strive for the future teachers to integrate sustainability in the schools and classes where they will teach. Their studies provide students with the necessary skills to work with their future pupils on sustainability during the classes and via interdisciplinary projects.

The Education Department of HUB successfully applied for an Erasmus Intensive Programme (IP) on sustainable development in cooperation with international partners from Poland, Croatia, Slovakia, and the Netherlands. The project was accepted, and took place for the first time in May 2013. Four students joined the courses in Radom (Poland) in an international setting. They all made a successful portfolio. A new intensive programme about education for sustainable development will take place next year in Croatia.

In June 2013, two students and one lecturer from the HUB Education Department participated in the IP “Education for Sustainable Development: Exploring Hopeful Pathways for Preferable Local and Global Futures.” The IP was hosted by the Education Department at University of West-England, Bristol. Students from Belgium, Finland, Hungary, Latvia, Portugal, Rumania, the UK, and Turkey were challenged to question how they could contribute positively to the sustainability agenda in their everyday lives and future employment. The students carried out small-scale research projects, the results of which were discussed during presentation sessions. They all wrote a reflective paper on their stay. Different from other IPs, this IP issued credits for the students’ efforts. The participating Belgian students obtained very good results.

HEALTH CARE DEPARTMENT

The Health Care Department of HUB guides its students in developing the competence of “sustainability” during the three phases of their education program.

“Taking Action for Sustainability” is included in the competency profile of the different Health Care programs. Within these programs, students are encouraged to take sustainability into account in their practice and to carefully consider the use of resources. Students learn to make their decisions based on not just social, but also economic and ecological considerations.

Lecturers have an exemplary function and try to minimize waste in their courses (i.e., use of digital platforms). Focus on good practices in the field help present sustainability in a meaningful way for future health care practitioners. Due to the nature of health

care, professionals are in contact with a diverse range of people, environments, and issues—therefore, interdisciplinary work is an important part of the educational programs.

SOCIAL AND COMMUNITY WORK DEPARTMENT

Within the Social and Community Work Department, sustainability is understood as a broad, value-laden concept. Starting from fundamental values, such as honesty, justice, and equality, students are taught to—in an ecologically responsible way—build sustainable relationships and initiate and facilitate sustainable social change processes.

The vision of the Department towards sustainability is explicitly and implicitly translated into various aspects of the different study programs of the Social and Community Work Department. The Bachelor of Social Work and the Bachelor of Special Education include “sustainability” in the competency profiles of the students. Students learn to act with respect for environmental limits when striving for a sustainable future for their clients and target groups. Within these study programs, themes of sustainability are integrated in a transversal way throughout various courses.

In the Bachelor of Family Sciences, the Ecology course trains students in a very concrete way to work towards sustainable development, both at the individual and family level, as well as the policy level. Sustainability also is a central theme in the department’s policy on community outreach and research.

Academic Education

Faculty of Languages and Literature

In the Faculty of Languages and Literature attention for sustainability is mainly focused on social aspects. The educational programs of Applied Linguistics, Linguistics and Literature, Translation and Interpreting, Multilingual Communication, and Journalism are specifically applicable for the topic. Lecturers and students do not limit themselves to the mere analysis of societal structures, but they also try to support and enhance them. Special attention is given to the multicultural and multilingual Brussels community.

Students of the Master in Journalism recently contributed to a publication that highlights the diversity of the Brussels society, “Learning young. Portraits of Brussels Seniors Crafted by Students” (*Jong leren. Portretten van Brusselse senioren gemaakt door studenten*) (Brussels: Hogeschool-Universiteit Brussel, 2011). All students in the Faculty can participate in the project “Reading Group at Home” (*Boekenbende aan huis*), in which they read stories aloud for children of immigrant families. In addition, students can do an internship in which they act as a coach for non-native speakers of Dutch or for students with a speech impediment. Educational projects like the “Simulated Translation Bureau” (*Virtueel Vertaalbureau*) have students apply their skills in real life, often for Belgium-based NGOs with a social focus. Within the faculty, much attention is also paid to the cultural and literary heritage.

Faculty of Economics & Business

The Faculty of Economics and Business is committed to teaching sustainable development concepts, encouraging research on sustainable development, fostering campus greening efforts, supporting sustainability efforts in the local community, engaging with stakeholders, and sharing its experiences via international frameworks. In 2011, the Faculty proclaimed its commitment to sustainability by signing the RIO+20 Declaration of Higher Education Institutions, *Declaration of Commitment to Sustainable Practices of Higher Education Institutions on the Occasion of the United Nations Conference on Sustainable Development* at RIO+20 in 2011, but the Faculty's commitment to sustainability has a history far longer than that.

In 1998, the creation of the degree program Environment, Health and Safety Management brought with it an influx of sustainability integration into the curricula, research, and management of the Faculty. In 2005, the Faculty created the position of Sustainability Coordinator to oversee its activities for sustainability. From 2005 to 2009, the Faculty utilized the AISHE tool to measure to what extent sustainability was being integrated into its degree programs. The Faculty continues to use the AISHE tool as a framework to foster the further integration of sustainability themes into its curricula. In 2011, a “core group” of committed personnel formed. Members volunteer to work on special projects for sustainability in the Faculty and throughout the entirety of HUB in collaboration with other departments (ICT, STUVO, Logistics, etc.). Examples of past projects include: a printing paper reduction campaign, the initiation of an environmental management system, and the week of sustainable food 2011 and 2012.

SPECIAL QUALITY CHARACTERISTIC “SUSTAINABILITY”

Flemish institutions of higher education can voluntarily apply for a Special Quality Characteristic (*bijzonder kwaliteitskenmerk*) when having their educational programs accredited by the Dutch-Flemish Accrediting Organization (*Nederlands-Vlaamse Accreditatieorganisatie* – NVAO). The Faculty of Economics and Business decided to apply for the Special Quality Characteristic of Sustainability for the Bachelor/Master in Environment, Health and Safety Management, and Bachelor/Master in Business Engineering, based on the two-star AISHE certificates both programs received after an external audit by the Dutch organization Sustainable Higher Education (*Duurzaam Hoger Onderwijs* - DHO). The Environment, Health and Safety program and the Business Engineering programs both have received the Special Quality Characteristic of Sustainability.

One of the main challenges whenever the topic of sustainability, sustainable development, or corporate social responsibility, etc. is brought up, is defining what actually is meant by these concepts. The discussion is further complicated when one wants to define what “sustainable education” or “education for sustainable development” is. Researchers from the HUB also contribute to the growing literature on education for sustainable development in higher education institutions, which can be found online (lirias.hubrussel.be). Short of trying to *define* “education for sustainable development”, below is an overview of all the degree programs (with main themes in italics) from the Faculty and some selected courses closely related to the topic of sustainable development. Detailed information about all HUB degree programs and courses is available online (hubrussel.be).

DEGREES

Bachelor/Master of Business Administration (BBA, MBA)

- *Strategy and Business Administration*
- *Economics and International Business*
- *Research and Methodology*
- *People, Society, and Law*

Combined Bachelor/Master of Business Engineering (HI)

- *Economics and Finance*
- *Management and Entrepreneurship*
- *Research and Methods*
- *Technology and Innovation*
- *Globalization and Sustainability*

Combined Bachelor/Master of Environment, Health, and Safety Management (MPM)

- *Environment*
- *Prevention*
- *Management*
- *Corporate Social Responsibility*
- *Research*

Master of International Business Economics (MIBEM)

- *Business Economics*
- *Strategy and Management*
- *Research and Practice*

CLASSES

Biotechnology (HI)

Chemistry w/Applications in Technology and Sustainability (HI)

Corporate Social Responsibility (HW, MBA, MIBEM, HI)

CSR Management (MPM)

Ecology (MPM)

Energy Management (MPM)

Energy Supply (MPM)

Environmental Economics (MIBEM, MPM)

Environmental Law (MPM)

Environmental Management (MPM)

Environmental Reporting (MPM)

Environmental Technologies (MPM)

International Project CSR (MPM)

Occupational Health and Safety Management (MPM)

Occupational Rights (MPM)

Philosophy (HW)

Sustainable Development Philosophy (MPM)

Sustainable Development Sociology (MPM)

Psychosocial Aspects and Stress at Work (MPM)

Citizen Law (HW, MPM)

Safety Psychology (MPM)

Social Entrepreneurship (MPM)

Social Law (HW)

Social Profit Project (HI, HW)

Sustainable Development (HI, MPM)

BEST PRACTICES AT IN THE FACULTY

INTERNATIONAL STUDY VISIT - CSR (MPM)

The International Study Visit to London aims to give students a real-world perspective into selected themes of sustainable development/corporate social responsibility. Students were presented with these themes in the context of Belgium, then allowed to compare the Belgian perspective with that in the UK during a five-day excursion. The study visit was sponsored by our partner Colruyt Group, a Belgian company with 25,000 employees, active in all segments of the retail chain. Colruyt Group aims to conduct its business in a sustainable manner and values education for corporate social responsibility. They have generously chosen to financially sponsor our trip, and also provided each student with a “student survival package”—containing some of their own sustainable products. More info about our partner can be found via www.colruytgroup.be.

In 2012, 41 master students participated in the study visit. The selected themes and corresponding guest lecturers/company visits for 2012 were:

1. *Government policy regarding sustainable development/corporate social responsibility*, **London Sustainability Exchange.**
2. *Partnerships between businesses and nongovernmental organizations (NGOs)*, **Marks & Spencer.**
3. *Social marketing*, **Paula Owen Consulting.**
4. *Grassroots movements*, **Green UCL.**
5. *Sustainable catering*, **Sodexo UK.**
6. *Sustainable events*, **London Sustainable Olympics.**
7. *Eurocrisis*—guest lecture Paul De Grauwe, professor **London School of Economics.**
8. *Sustainable mobility*—**London Bicycle Tour Company.**
9. *Sustainable Cities*—**Siemens The Crystal**



colruytgroup 

THE INTERDISCIPLINARY ASSESSMENT PROJECT – IAP (HI, MPM)

The Interdisciplinary Assessment Project (IAP) is a course requirement for master students in the degree programs of: Business Engineering, Environment, Health and Safety Management, and Industrial Engineering (KAHO Ghent). This course gives students the opportunity to cooperate in interdisciplinary teams to resolve real-life cases of business problems. In these cases, economic, technical, and sustainability issues are brought together and resolved. Finally, students present their projects for a panel of teachers and company representatives and a winning group is selected.

ROUNDTABLE DISCUSSIONS ABOUT ENTREPRENEURSHIP



In April, 2012, the Faculty of Economics and Business held its annual roundtable of discussions between bachelor students of Business Administration and entrepreneurs. The goal of this initiative is to promote the importance of the interaction between companies and higher education, in order to encourage cooperative actions by the entrepreneurs of tomorrow. The theme in 2012-2013 was the Pecha-Kucha principle—20 slides and 20 seconds per slide to present their perspective as entrepreneur to the students.

SUSTAINABILITY-THEMED MASTER THESES

Since academic year 2010-2011, Colruyt Group annually awards the Prize for Corporate Sustainability to selected HUB master theses on the subject of corporate social responsibility. The selection process for the winner focuses on theses having to do with the topic of corporate social responsibility that meet specific criteria of the Colruyt Group—such as: relevance of the thesis to business, innovative character of the thesis, theme of the thesis (for example, ethics, value-driven undertaking, environment, energy, mobility).

BUSINESS SEMINAR: CORPORATE SOCIAL RESPONSIBILITY (OPEN)

In March, 2013, HUB was honored to have Bruno Tuybens, Member of Parliament, at HUB for a special seminar on CSR. His talk focused on major geopolitical challenges and developments of CSR, calling on his experience in government and working with the private sector.



SUSTAINABILITY REPORTING AS A LEARNING TOOL: CO-AUTHORSHIP (MPM)

As an educational institution, the HUB must approach sustainability reporting from a different perspective. Whereas, like any institution of its size, HUB has departments, personnel, activities, and budget dedicated solely to maintaining the practical operations. But at the end of the day, all of these operational activities support the essence of HUB—education; and while sustainability reporting in practice tends to be an impact statement of operational activities of an organization, for the HUB, sustainability reporting is a learning opportunity. This is particularly important in Belgium, where only 35 reports of 2012 were registered on the GRI website.

In the master year of the degree program Environment, Health and Safety Management, is the course CSR Management. As students from this program will likely find careers as environmental coordinators or health and safety coordinators, they must be familiar with systems and tools that support such functions (i.e., ISO, environmental management systems, etc.). Sustainability reporting is also a topic covered in this course. In academic year 2012-2013, students from this course were included in the preparation of this sustainability report. The goal of the assignment was to teach the theory of sustainability reporting in a practical way, so students can enter their new careers with the experience and confidence to initiate sustainability reporting in their organization.

Students worked in groups, and each group was assigned a section of the report (economic, social, etc.). The *HUB Sustainability Report 2012* and the *GRI G3.1 Guidelines* were given to the students as a starting point. They compared the information provided in the report with the GRI Indicator Protocol to assess the quality of HUB's past report in terms of balance, clarity, accuracy, timeliness, comparability, and reliability. After which, they developed a plan for the preparation of their section of the new report, including any additional material information they felt had not been included in HUB's previous report.

During the semester, they performed interviews and gathered data throughout the organization. Students learned firsthand some of the challenges for sustainability information (i.e., information gaps, processing time, organizational attitudes about sustainability, misconceptions or unfamiliarity with sustainability terminology, etc.). Each group was also responsible for identifying a stakeholder group relevant to their section, develop an engagement plan, and execute that engagement plan. The work of these students has been integrated throughout the entirety of this report, and their names appear as co-authors at the end.

SUSTAINABILITY REPORTING AS A LEARNING TOOL: STAKEHOLDER FEEDBACK

The CSR course is offered as an elective to students of the degree programs Business Administration, , and International Business Economics and Management. This course closely examines the management of stakeholder relationships. From this perspective of disclosing material information to stakeholders, students were introduced to the concept of sustainability reporting and congruent stakeholder engagement processes that accompany reporting. After an overview of the GRI tool, students worked in groups to take a critical look at the HUB Sustainability Report 2012. Specifically, they examined which indicators were included in the 2012 report, and discussed as a group what additional indicators are material to the stakeholders of HUB and why.

Environmental

Indicator	Description	Relevance to Stakeholders
EN10	Percentage and total volume of water recycled and renewed.	Major water saving could be achieved at HUB via a grey water scheme.
EN5	Energy saved due to conservation and efficiency improvements.	Always possible to have <i>some</i> energy reductions.
Additional Remarks	-Useful to reader to divide environmental impacts by facilities. -No clear goals for water reduction. -No explanation why water use increased between 2011 and 2012.	

Economic

Indicator	Description	Relevance to Stakeholders
EC 7	Procedures for local hiring.	This proves HUB's openness about the local community and inversely, their openness about foreigners.
Additional Remarks	-Additional information would help readers understand quantitative balance sheet.	

Social

Indicator	Description	Relevance to Stakeholders
HR 1	Percentage and total number of significant investment agreements and contracts that include clauses incorporating human rights concerns, or have undergone human rights screening.	HUB has a lot of furnishings and equipment (i.e., tables, electronics, food, paper). It is important that human rights concerns were respected in the manufacturing of these goods.
SO 5	Public policy positions and participation in public policy development and lobbying.	This could potentially have an impact on education.
SO 9	Operations with significant potential or actual negative impacts on local communities.	HUB can potentially have a negative impact because of increased traffic, student partying, and/or increased littering.
LA 7	Rates of injury, occupational diseases, lost days, and absenteeism, and total number of work-related fatalities, by region and by gender.	Absenteeism rate can indicate when people are not feeling well or motivated in an organization. If professors are not feeling well or

		motivated, this has an effect on students.
LA 9	Health and safety topics covered in formal agreements with trade unions.	Safety and health is important.
LA 13	Composition of governance bodies and breakdown of employees per employee category according to gender, age group, minority group membership, and any other indicators of diversity.	HUB is located in Brussels, a multicultural city, this should be reflected in its workforce.
Additional Remarks	<ul style="list-style-type: none"> -Additional information would help readers understand quantitative balance sheet. -Numbers of suppliers and business partners are not included in the report. -Inclusion of students in social section of the report is a good thing. -Additional text would help the reader understand the employee data, as well as comparisons to the previous year. -No explanation as to the high turnover of employees between 2011 and 2012. -No explanation for increase in training hours from 2011 to 2012, or type of training. 	

Three groups looked at education. As the GRI offers no sector supplements for education, these groups were challenged to consider which aspects of education are important performance indicators for how education institutions contribute to sustainability.

Title of Indicator	Relevance	Description	Documentation
Number of courses that deal with topic of sustainability	Majority of classes adhere to neoliberal framework, youth need to be aware that there is another approach.	Qualitative and quantitative presentation of data (# of classes, and course descriptions).	ETCS files.
Number of sustainability-related courses, and number of sustainability-related topics in non-sustainability courses.	Schools must improve the values of students in regards to sustainability.	Content of courses; exam scores on sustainability questions in non-sustainability courses. However, it is difficult to measure if students really apply this knowledge in their lives.	ECTS files, exam scores.
Number of compulsory sustainability-related courses and number of students enrolled in sustainability-related electives.	Awareness is necessary for people to change the way they act.	Total number of students enrolled in each sustainability-related course, and disclose if compulsory or voluntary. Course documents are examined and teachers are surveyed to ensure quality and relevance of topics.	ECTS file.

The critical reflection provides HUB with a better insight into the materiality of issues for our student stakeholders. As we mature each year in our approach to sustainability reporting, we hope that we will be able to broaden our disclosure and improve the content of our report. Some of the recommendations above are a simple clarification of reported data, while others will require quite a bit of additional effort to begin measuring new data.

Improving our Communication

A major communication challenge for higher education institutions wishing to engage their students around the topic of sustainability is the ever-changing student population. Communication must be perpetual. Another challenge is the varying levels of understanding students have on the topic of sustainable development.

Using the Building Future Curricula event of October 2012 (see page 41), master students of Business Administration took a critical look at HUB's marketing and communication scheme for sustainability. Students were asked to assess shortcomings of past communications and develop future communications that are more appealing to the student population. Below is an illustration with the main findings and creative idea generation of these students' work.

Past HUB Sustainability Communication

- Past communication is too formal, unemotional, text-heavy, and boring- students are not interested in getting engaged.
- Not all students have a good basic understanding of sustainability. When students are not familiar with a topic, they are less likely to engage.



Creative Ideas for Future Communication

- Up-to-date Facebook communication is necessary to engage and attract students to events (photo posting competitions are a good way to engage students on facebook).
- Start behavior-changing campaigns or event advertising with an attention grabber (i.e., only an image, no text- make students want to know more and starts conversation).
- Names of events and wording on communication should be fun and youthful.
- Flyers and posters should have minimum text , but grab attention with colorful imagery- include link or QR code to websites with further info.
- Sustainability initiatives should be communicated in class, so teachers must also be informed.
- Movie nights, quizzes, links to youtube clips, and evening lectures are good ways students can get an introduction to the topic and generate interest to get further involved.
- Students need to feel like they can make a difference.
- There should be a logo for sustainability at HUB in general. Then every time students see that logo, they know what it is about.

The creative ideas of these students will be used to improve future communication about sustainability at HUB. If you are a student reading this report, we apologize for its formal and wordy format, but we promise to post the most interesting information on Facebook.

Similarly, as part of the stakeholder feedback exercise students performed in the CSR course (as described on page 29-30), they were asked to describe how they, as students, would like to be engaged by the HUB on the topic of sustainability. The text box below highlights their responses.

Better communication about sustainability initiatives at HUB is a major goal for academic year 2013-2014. The feedback from these students, as well as students of the CSR course will be extremely helpful in crafting communication channels that are interesting and engaging for HUB's students.

How should HUB engage its stakeholders on the topic of sustainability?

- Increased visibility about sustainability initiatives at HUB/ Presentation about general ideas for sustainability at HUB/Sustainability week/Inform students from their first day/Increased access to up-to-date HUB environmental data (i.e., energy use, etc.).
- Periodic update with goals and performance via e-mail, facebook, intranet announcements, a dashboard on HUB portal.
- Facebook group to follow sustainability at HUB and act as a discussion forum/"Wall of Shame" to report unsustainable behavior.
- Discussion/suggestion forum/clear contact person that students can address their concerns to.
- Signs to sensitize people to act consciously (i.e., turn off lights, sort recycling, etc.).
- Student group for sustainability that works on projects and report back to general student population throughout the year/Contests to engage students.
- Stakeholder dialogues that students can participate/Dialogue with student organizations.
- Events outside formal curricula for students to learn more about sustainability.
- Lecturers explain sustainability goals to students.

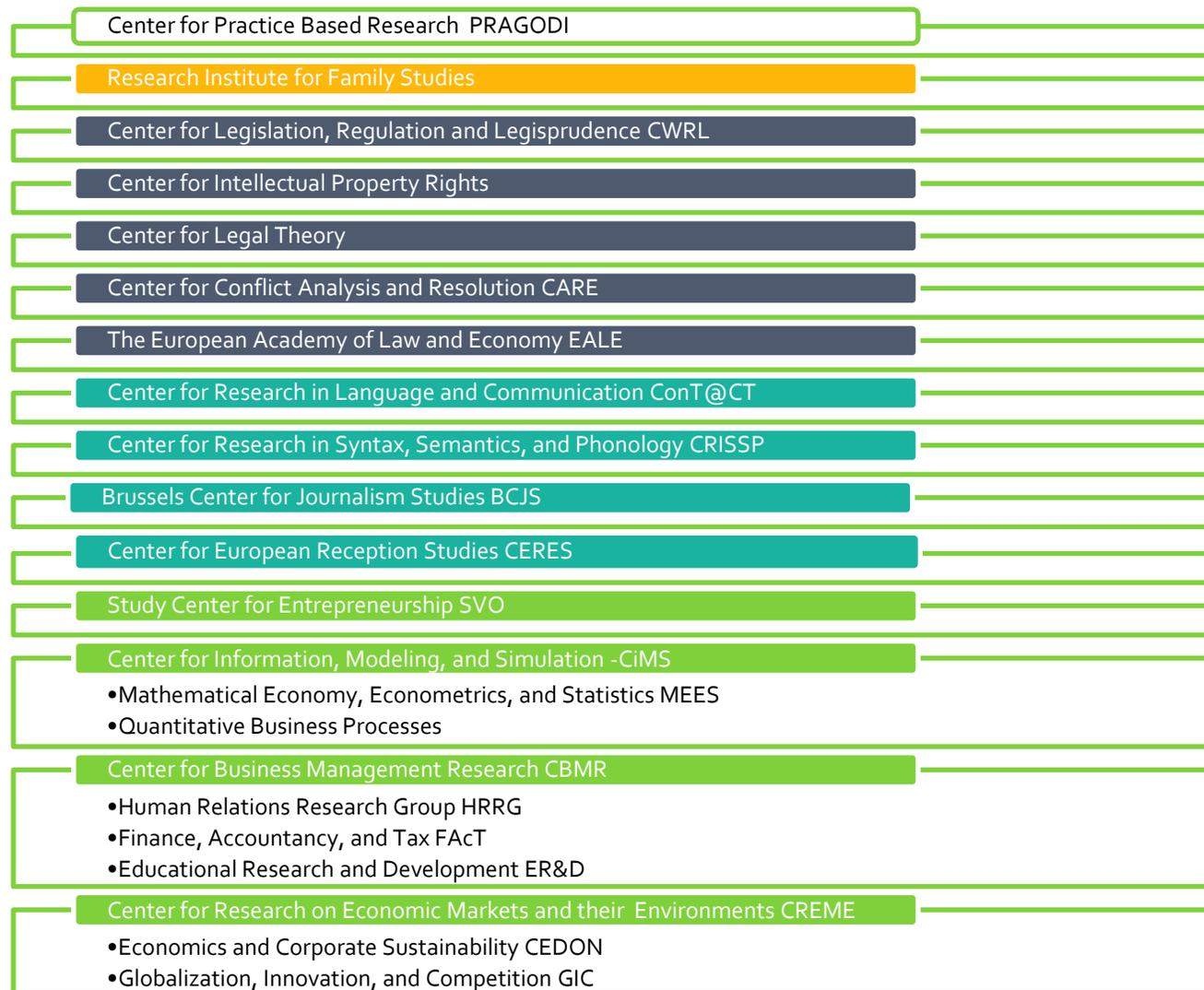
Research

Organization

Theoretical research at HUB is divided into the research councils of Economics, Languages, and Law (corresponding with the theoretical-based academic departments of HUB). The Center for Research Coordination supports in the development and implementation of research HUB.

In addition, there are the Center for Practice Based Research and Services (PRAGODI) and Research Institute for Family Studies.

Research centers and their respective subgroups are displayed to the right.



Highlights from CEDON Research Center

As described in the initial report, CEDON takes the lead at HUB for integrating themes of sustainability into research. Therefore, an update on the research centre's activities is listed here.

Research Projects on Sustainability Themes

POLICY CENTRE FOR SUSTAINABLE MATERIALS MANAGEMENT (2012-2015)

The Policy Centre for Sustainable Materials Management (SuMMa) started in January 2012 to investigate and foster the role of policy in Flanders, which is necessary to make a transition towards sustainable materials management. It is an interdisciplinary and interinstitutional research platform with researchers from HUB, Universiteit Hasselt, Universiteit Antwerpen, and VITO—the Flemish institute for technological research, under the coordination of KU Leuven. HUB is copromotor of Cluster 1 (systems analysis) and Cluster 3 (socio-economic aspects) and is promotor of Cluster 5 (collaborative governance).

COLLABORATION OF SCHOOLS AND COMMUNITIES FOR SUSTAINABLE DEVELOPMENT (2011-2014)

HUB is partner in this project, which started in October 2011. CoDeS is a Comenius multilateral Network funded by the Lifelong Learning Program from European Union that focuses on school community collaboration addressing sustainability. The activities of the network aim at providing a European perspective on the processes of learning, models, values and tools for successful collaboration. Based on the partners' wide range of experience and background in Education for Sustainable Development (ESD), the network will produce, publish and disseminate a range of products useful for school and community stakeholders to engage into successful practice such as case study reports, a tool box, a travelling guide, and different types of workshops.

In May 2013, HUB participated at the second CoDeS-conference in Kerkrade: Living Sustainable Community-School Collaboration, Learning for the Future. At this conference, the outcomes of the Comeniusproject CoDeS were presented: the European case studies, the digital handbook for local authorities and the traveling guide for school-community collaboration. In addition, HUB-student, Lisa Rothe, was invited by organizers to participate as a student intern.



Publications

Every year, HUB researchers add to the growing array of publications on the topics of sustainable development, corporate social responsibility, environmental economics, health and safety, and related themes. The following articles, and other interesting publications, can be found on the digital repository of HUB (lirias.hubrussel.be).

1. Cappuyns, V., Kessen, B. (2012). Evaluation of the environmental impact of Brownfield remediation options: comparison of two life cycle assessment-based evaluation tools. *Environmental Technology*, 33 (21): 2447-2459.
2. Chiang, E., Santos, R., Ghyselbrecht, K., Cappuyns, V., Martens, J., Swennen, R., Van Gerven, T., Meeschaert, B. (2012). Strategic selection of an optimal sorbent mixture for in-situ remediation of heavy metal contaminated sediments: Framework and case study. *Journal of Environmental Management*, 105 1-11.
3. Claus, K., Rousseau, S. (2012). Public versus private incentives to invest in green roofs: A cost benefit analysis for Flanders. *Urban Forestry & Urban Greening*, 11 (4): 417-425.
4. De Moor, L., Devooght, K., De Bondt, C. (2012). Een Rangschikking volgens het Duurzaam en Maatschappelijk Verantwoord Karakter van Vier Belgische Beleggingsfondsen. *Bank- en Financiewezen*, 76 (2-3): 161-167. [Sustainability and Social Responsibility Ranking of Four Belgian Investment Funds]
5. Eyckmans, J. (2012). Review of applications of game theory to global climate agreements. *Review of Business and Economic Literature*, 57 (2): 122-142.
6. Reniers, G. (2012). Integrating risk and sustainability: a holistic and integrated framework for optimizing the risk decision and expertise rad (ORDER). *Disaster Advances*, 5 (2): 25-32.
7. Rogge, N., De Jaeger, S. (2012). Evaluating the efficiency of municipalities in collecting and processing municipal solid waste: a shared input dea-model. *Waste Management*, 32 (10): 1968-1978. 199
8. Rousseau, S. (2012). Variable compliance incentives in conservation policies in a dynamic setting. *Journal of Environmental Economics and Policy*, 1 (3): 313-326.
9. Waas, T., Hugé, J., Ceulemans, K., Lambrechts, W., Vandenabeele, J., Lozano, R., Wright, T. (2012) Sustainable Higher Education – Understanding and Moving Forward. Flemish Government – Environment, Nature and Energy Department, Brussels.
10. Wiethoff, M., Brookhuis, K., de Waard, D., Marchau, V., Walta, L., Wenzel, G., De Brucker, K., Macharis, C. (2012). A methodology for improving road safety by novel infrastructural and in-vehicle technology combinations. *European Transport Research Review*, 4 (2): 67-77.

PhD Research

Economic Instruments for European Waste Management

In Spring 2013, Maarten Dubois successfully defended his PhD on waste management policy, which investigates how economic instruments such as taxes, subsidies, and deposit-refund systems can help balance the priorities of waste management policy, such as minimization of environmental damage, cost reduction, recovery of valuable materials, and domestic industrial development.

Interacting Externalities

The PhD research of Marieke Franck focuses on environmental pollution, modeled in economics as a negative externality. The research aims to value multiple externalities in a consistent way, using the hedonic valuation method—a technique that estimates willingness to pay of consumers for reductions in negative externalities by looking at differences in sales prices of houses. The goal of the research is to shed light on the question: Does the presence of noise and air pollution at one single location reinforce or dampen the other's negative effect? For the empirical part of the project, some case studies of interacting externalities in Flanders will be studied in detail.

Sustainability Reporting in Higher Education

In October 2011, FEM's former Sustainability Coordinator, Kim Ceulemans, started up her PhD research on sustainability reporting in higher education. The purpose of this research is to study the process of integration of sustainability in institutions of higher education, and more specifically, the use of sustainability reporting and sustainability indicators within these institutions. Amongst others, HUB and its sustainability reporting process is one of the cases studied in the research.

Collaborative Governance for Sustainable Materials Management

The PhD research of Inge Vermeesch commenced in January 2012 at HUB-CEDON and is part of the SuMMa Policy Research Centre's Cluster 5 on collaborative governance. The aim is to study and foster novel relational processes between social actors belonging to different social sectors (government, civil society, business) necessary for sustainable materials management. The action research will be based on Flemish cases, in close collaboration with the relevant actors in the field.

COURSES, SEMINARS and CONFERENCES on SUSTAINABILITY THEMES

BELGIAN ENVIRONMENTAL ECONOMICS DAY (BEED)

CEDON organizes an annual Belgian Environmental Economics Day, which offers an opportunity to researchers in the areas of environmental, resource, and ecological economics from universities, university-colleges, or research institutes in Belgium, to present their recent work. It is an academic, one-day meeting open to all interested stakeholders (academics, public servants, consultants, students, etc.). BEED also aims at making the scientific discipline of environment economics more visible in Belgium. It can be seen as an intermediate platform between individual researchers and traditional international professional associations (European Associations of Environmental and Resource Economists EAERE, International Society of Ecological Economics ISEE).

The 2013 BEED featured these lectures:

1. *The Clean Development Mechanism in a Globalized Carbon Market*. Presenter: Pierre Picard. Co-authors: Thierry Bréchet and Yann Ménière.
2. *The Political Economy of Trade in the European Renewable Electricity Sector*. Presenter: Lotte Ovaere.
3. *Triggers and Barriers to Energy/Carbon Efficiency Measures in the Ceramic, Cement and Lime sectors*. Presenter: Frank Venmans.
4. *Green Tax Shift in a Federal State: A Regional CGE Analysis for Belgium*. Presenter: Toon Vandyck. Co-author: Denise Van Regemorter.
5. *A 100% Renewable Energy System in Belgium by 2050*. Presenter: Jan Duerinck or Danielle Devogelaer. Co-authors: Dominique Gusbin, Wouter Nijs, Yves Marenne and Marco Orsini.
6. *Dredged Sediments as a Resource for Brick Production: Legal, Economic and Technological Possibilities and Barriers*. Presenter: Valérie Cappuyns. Co-authors: Valentine Deweirt and Sandra Rousseau.
7. *Economic Valuation of Schulensbroek*. Presenter: Peter Van Hoorde.
8. *Recovering Consistent Welfare Estimates in Hedonics: A Case Study for Road Noise*. Presenter: Marieke Franck. Co-authors: Johan Eyckmans and Sandra Rousseau.
9. *Heterogeneity in the Solar Powered Consumer Electronics Market: A Discrete Choice Experiments Study*. Presenter: Sebastien Lizin. Co-authors: Steven Van Passel, Ellen De Schepper and Liesbet Vranken.

More information about the BEED and an archive of the presentations can be found on CEDON's website: www.hubrussel.net/CEDON.

Outreach

Kom op Tegen Kanker – Fight Against Cancer

Based on the idea that many little actions make a big one, in academic year 2012-2013, the departments of HUB joined forces to raise money for cancer research. Each department organized its own initiatives. Some initiatives included: “Thirsty Thursday” cocktail parties organized by the Faculty of Economics and Business, a beer tasting organized by STUVO, candy sales by the departments of professional education, plant and flower sales by the Facilities department, internal greeting card service by Student Administration and Planning, a pasta diner, and a karaoke night. The HUB is one of many organizations participating in the Fight against Cancer Fund. Participants that raise more than €5000 are invited to participate in a 1000 km cycle event. The HUB efforts exceeded the goal, and raised a total of €9557.

In addition to fundraising for cancer research, the HUB was honored to have Dr. Koen Traen, of the Onze-Lieve-Vrouw Hospital in Aalst, give a public talk on breast cancer and tips for prevention and early detection.



Kom op tegen **Kanker**

Week of Sustainable Food

After the success in 2011, the HUB held its second annual Week of Sustainable Food in 2012 in collaboration with its catering partner Sodexo. The goal of the week was to sensitize students about the social and environmental issues surrounding the food chain. The CO₂ footprint of the daily dishes were calculated and displayed, so students could see the variances between the CO₂ footprint of different protein sources.

verlaag je ecologische voetafdruk
lower your ecological footprint
 ...don't give nature the boot

gebruik zoveel mogelijk seizoensgroenten en fruit
 use seasonal vegetables and fruits as much as possible!

wist je dat ...
 did you know?

1 kg rundsvlees
 1 kg beef
 = 12 kg CO₂
 = 80 km
 = 16000 l water

1 kg kippenvlees
 1 kg chicken meat
 = 1.5 kg CO₂
 = 10 km
 = 3900 l water

1 kg kaas
 1 kg cheese
 = 9 kg CO₂
 = 60 km
 = 5000 l water

1 kg aardappelen
 1 kg potatoes
 = 0.1 kg CO₂
 = 0.67 km
 = 170 l water

1 kg vlees gebruikt evenveel tijd en m² als 160 kg aardappelen
 1 kg of meat uses the same amount of time and m² as 160 kg potatoes

1 kg belgische aardbeien
 1 kg belgian strawberries

tijdens seizoen
 in season
 = 0,8 kg CO₂
 = 5,33 km

buiten seizoen
 out of season
 = 3,5 kg CO₂
 = 23,33 km

i'm a bear
 so i don't care

menu van de duurzame voeding week
 menu for the week of sustainable food

	maandag/monday	dinsdag/tuesday	woensdag/wednesday	veggie donderdag/thursday	vrijdag/friday
DAILY	belgische met kruidenbodem, paprika worstjes en pasta-aardappelen	schotel, rode wijnen, burensoepjes en panisse dachse	gahstevend met krieltjes en aardappelpuree	vegetarische boerengedrochten, groentestoep en currysau	kip met tomaten, macaronisousse en tagliatelli
CO ₂	2042 gram CO ₂	2580 gram CO ₂	1980 gram CO ₂	530 gram CO ₂	527 gram CO ₂
DAILY VEGGIE	vegetarische soep van de dagpotstiel	vegetarische soep de dagpotstiel	vegetarische soep de dagpotstiel	vegetarische soep de dagpotstiel	vegetarische soep de dagpotstiel
CO ₂	1657 gram CO ₂	1071 gram CO ₂	1065 gram CO ₂	530 gram CO ₂	1704 gram CO ₂
PASTA	havik met vleesworsting in tomatensaus	havik met vleesworsting in tomatensaus	Groentestoepje	Groentestoepje	Groentestoepje
CO ₂	2627 gram CO ₂	2617 gram CO ₂	1462 gram CO ₂	1462 gram CO ₂	1462 gram CO ₂
PASTA VEGGIE	Macaroni met tomaten en cheddar	Macaroni met tomaten en cheddar	Macaroni met tomaten en cheddar	Quadrilagratoen	Quadrilagratoen
CO ₂	1812 gram CO ₂	1812 gram CO ₂	1812 gram CO ₂	1869 gram CO ₂	1869 gram CO ₂

meer info en duurzame recepten? more info and sustainable recipes? www.zvwzwb.be



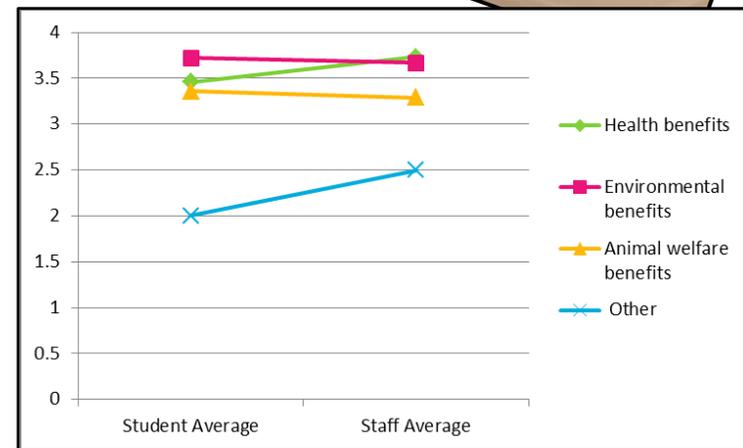
Macaroni
 Wednesday
 1311 grams CO₂



Donderdag Veggiedag – Thursday Veggieday

During the Week of Sustainable Food, the HUB holds its own version of a popular trend in Belgium—Thursday Veggieday. The idea originates from the non-profit organization *Ethisch Vegetarisch Alternatief* (Ethical Vegetarian Alternative—EVA). EVA launched the campaign Donderdag Veggiedag, an initiative that encourages people to eat vegetarian once a week. EVA works with companies, schools, and governmental agencies to bring the Donderdag Veggiedag to their cafeterias. On Thursday, participating organizations focus on vegetarian dishes. Meat is still served, but the main dish is vegetarian. This gives people the opportunity to try new options while reducing their environmental impacts and enjoying the health benefits of less meat-intensive diets.

In academic year 2012-2013, the HUB signed the charter for the Donderdag Veggiedag campaign, entering into a formal collaboration with EVA. The process of implementing Donderdag Veggiedag involves good collaboration between the host institution, the catering partner, and EVA. EVA works with chefs to develop a tasting menu that stakeholders from the institution rate; only the most popular dishes are then used. In June 2013, students and staff members of the HUB were invited to a tasting. The best dishes will be used to launch the campaign in 2013-2014. When launching the campaign, it is important that stakeholders understand and are on board. When asked which benefits of a less meat-intensive diet participants of the 2013 HUB Sustainability Survey were interested in, students were slightly more interested in environmental benefits (3.72 out of 5), and staff members were slightly more interested in health benefits (3.73 out of 5).



Building Future Curricula: Sustainability in Higher Education

The European Development Days (EDD), organized by the European Commission, is an annual forum on international affairs and development cooperation. The EDD is a closed event; participants are mainly government delegates and members of stakeholder organizations. In May, 2012, SENSD Belgium approached the HUB with interest in co-organizing an official side event to the EDD, hosted by the HUB, and open to all students whom wish participate. The KU Leuven, VLIR-UOS (a Flemish inter-university board), the City of Brussels Local Agenda 21, and Ecocampus (a division of the Flemish governments' environmental agency for implementing sustainability in higher education) collaborated with the HUB and SENSD on the project.

The purpose of the event was to create a space for European higher education students to participate in the EDD. The SENSD students felt it was important to have the voice of students heard, and the European Commission was interested in supporting such a space as an official side event to the EDD. The HUB could offer a physical space, and organizational resources to support the SENSD student organizers.



“By experiencing the entire process of developing such an event, SENSD students gained knowledge about event and grant application, collaboration with other organizations and institutions, effective compromising due to time and financial limitations, time management, internal coordination, networking, marketing, and media use. SENSD appreciates the close collaboration with HUB and realizes that without the support of HUB, the planning, organization, and execution of a project that size would not have been feasible for the network’s current composition”



Lisa Rothe, Country Coordinator
SENSD Belgium

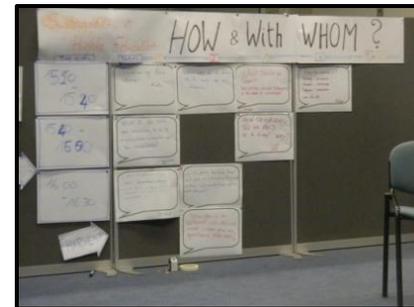
Debate Cafes organized by Ecocampus aimed to stimulate a discussion on various topics of sustainable development in an informal setting during the weeks leading up to the high-level panel.

Keynote Presentation – by Jyoti Gopinathan (South Asia Environmental Network) and Professor Francisco Lozano-Garcia (academic expert in implementing sustainability in higher education) provided participants a general introduction to SD implementation in higher education institutions.

High Level Panel – content of this discussion was determined by the SENSD students, and focused on three central questions:

1. How can SD be better integrated in higher education?
2. Is a simple integration of SD practices into the current academic content sufficient, or is there a need to re-structure academic programs to create a new sustainable vision?
3. How can the private sector and educational institutions work closer together to assess labor market needs and to adapt to these needs in time?

Student-Led Interactive Workshop – using open space technology, students worked in small groups to identify the topics relevant to them and propose actions for higher education.



"If students believe they will fail in changing the world, does this influence their ethics and values?"

A discussion topic raised by student participants of the Student-Led Workshop

Sustainability for SMEs

Furthering HUB's relationship with KAURI, a Belgian stakeholder network, in March, 2013, HUB hosted a seminar on the role small and medium enterprises (SMEs) play in the sustainability agenda, or inversely, the role sustainability plays in SMEs. SMEs are unique in the sense that they often have long-term visions, and management that is closely tied to the local community, which makes them ideally positioned to embody the "think globally, act locally" motto. But SMEs are often in the shadow of larger corporations when it comes to CSR, often having to bare the practical and financial brunt of the supplier criteria enforced on them. This seminar aimed to examine how SMEs can benefit from smarter collaboration with larger companies.

The seminar proceeded as follows:

- Introductory Presentation: *SMEs and Sustainability*. Professor Johan Lambrecht and Professor Ingrid Molderez, of the HUB.
- Collaboration Sessions: *Tools and Guidance for the Sustainable SME*. KAURI members
- Case Presentation: *UNIZO Roadmap: tool for SMEs*. Jochanan Eynikel (SPES Forum) and Halina Bletek (UNIZO).

Videos of the presentation are available on Kauri's website (www.kauri.be).



HUB Community

Employees

At HUB, employees are central—developing their talents, professional growth, and commitment are essential. The personnel policy of HUB attempts to find an optimal fit between employees and the organization, striving for an optimal overlap between individual skills and talents of employees and collective objectives of the organization. Important values in the personnel policy are: respect and diversity, loyalty and solidarity, team spirit and collegiality, commitment and trust, personal responsibility and growth, intellectual freedom, and servitude. All employees have the opportunity to develop skills necessary to achieve the stated objectives, and the organization seeks to recognize the efforts of workers.

Certain benefits are only granted, or granted in a greater extent, to tenured employees over contractual employees. These benefits mainly concern wages, pensions schemes, parental leave, sick leave, and social security costs. For example, contractual employees will be paid sick leave from the HUB for up to one month, after which they will receive 60% of their wages from social security, while tenured employees have the right to one month illness with full wages per every year worked for HUB. The teaching staff can work two half days per week at home if they work full-time. All employees, full-time and part-time, receive reimbursement for public transportation commuting expenses.

Women account for the majority of HUB's employees, and half of HUB's management positions. In total, the HUB workforce consists of 871 employees (a slight decrease from 906 in 2012, and 938 employees in 2011). A small majority of HUB's workforce works full-time.

Educational training as well as job-training programs are organized to support the continued employability of the HUB-employees and assist them in managing career endings.

Workforce	Total	Employment Type		Gender				Age		
		# Full-time	# Part-time	# Female	Basic Salary*	# Male	Basic Salary*	< 30	30 - 50	> 50
Management	99	87	12	49	5,523.27	50	5,825.25	3	63	33
<i>Percentage</i>	-	87.88%	12.12%	49.49%	-	50.51%	-	3.03%	63.64%	33.33%
Teaching/Research Staff	503	202	301	233	4,474.52	270	4,508.40	45	313	145
<i>Percentage</i>	-	40.16%	59.84%	46.32%	-	53.68%	-	8.95%	62.23%	28.83%
Training	-	-	-	9718.05 h	-	4649.00 h	-	-	-	-
Administrative Staff	232	142	90	172	3,648.20	60	3,784.29	37	145	50
<i>Percentage</i>	-	61.21%	38.79%	74.14%	-	25.86%	-	15.95%	62.50%	21.55%
Training	-	-	-	2239.60 h	-	1591.10 h	-	-	-	-
Support/Maintenance Staff	37	25	12	25	1,991.84	12	2,322.41	1	22	14
<i>Percentage</i>	-	67.57%	32.43%	67.57%	-	32.43%	-	2.70%	59.46%	37.84%
Training	-	-	-	186.00 h	-	195.50 h	-	-	-	-
Total Staff	871	456	415	479	-	392	-	86	543	242
<i>Percentage</i>	-	52.35%	47.65%	54.99%	-	45.01%	-	9.87%	62.34%	27.79%
Training Total	18,579.25 h	-	-	12,143.65 h	-	6435.60 h	-	-	-	-
Entering Employee	105	-	-	65	-	40	-	51	51	3
Exiting Employee	83	-	-	50	-	33	-	23	29	31

*Basic Salary: fixed, minimum amount for occupation (min. of pay scale)



*My name is Hendrik Frits, I'm a receptionist and stock manager at HUB.
In academic year 2012-2013, I followed an external, 2-day training related to Autocad.
HUB offers a wide range of courses.*

Adobe

“Education and New Learning Technologies”

Qualtrics

My name is Anja Van den Broeck, I am a teacher and a researcher at the HUB. Benefits associated with my contract, included a laptop, the ability to work from home, my own workspace at the HUB, flexible working hours, job content freedom, and support to attend international conferences.

In the past academic year, I followed the external training Career Support and IRT. I also attended a few conferences and seminars.

In addition to my salary I receive a commuting allowance, partial compensation for my home internet, and funding for my research.



My name is Els Jadot, I work at the Planning Service at the HUB.



Blended Learning

Optimizing Lectures

“MITIGATION, ADAPTATION IN CLIMATE CHANGE POLICY”

TRAINING: FIRST AID

Workshop: Language Coaching

Health and Safety

The Health and Safety Committee (CPBW) consists of twelve employees, four employee reserves (all labor union representatives), and an employers' delegation of four. The CPBW is responsible for the health and safety of all employees. Each labor union representative has a role in the monitoring and the promotion of occupational and health and safety programs.

HUB offers training courses and risk prevention programs to prevent occupational diseases. For example, HUB trains and provides information to employees to prevent back pain issues, on how to use chemicals in a safe way, and computer-training. There are also prevention programs for the management of asbestos and legionella, the purchase of ergonomical tools, and periodical risk assessments for possible risk-associated activities within the university.

Collective Bargaining Agreements and Protocols

All employees of HUB are bound to the Collective Bargaining Agreements (CAOs), constructed by the Paritaire Committees (PC) 152 and 252. PC 152 is the committee for the employees of the subsidized institutions of the free education. In this committee, the employee representatives are the VSKO (Vereniging van Inrichtende Machten van het Katholiek Onderwijs; 4 seats) and SeGEC (Secretariat General de l'Enseignement Catholique en Communautés Française et Germanophone; 2 seats). The representatives for the employers in this committee are ABVV (Algemeen Belgisch Vakverbond; 1 seat) and ACV (Algemeen Christelijk Vakverbond van België; 5 seats).

PC 225 is the committee for the attendants of the subsidized institutions of the free education. In this committee, the employee representatives are the VSKO (4 seats) and SeGEC (1 seat). The representatives for the employer in this committee are ABVV (2 seats), ACV (4 seats), and ACLVB (Algemene Centrale der Liberale Vakbonden van België; 1 seat). The administrative and technical staff (ATP) and teaching and research staff (OP) are not bound by those CAOs but by protocols that are drafted in the negotiating committee of the HUB. This committee is also composed of representatives of employers (the College Board) and representatives of the employees. The representatives of the employees in the PCs and the negotiating committees are chosen by elections.

One of the aspects that is regulated by CAOs and protocols is the minimum notice period. The ATP and OP have a minimal notice period of three months for every five year period of their employment, while technical staff are bound by CAOs and have a minimum period of notice depending on the years that they are in service.

Parental Leave

Belgian labor laws specify allotted parental leave for men and women. There are two different kinds of parental leave which HUB staff members can take. The primary parental leave is for immediately before and/or after the birth of a baby. Women are mandated to take at least one week of primary leave before the birth, and nine weeks of primary leave after the birth of their child, but are allowed up to 15 weeks in total; men are allowed up to ten days of primary leave in total. The second type of parental leave is an optional leave which allows each parent to take a total of three months of fulltime leave (or six months of half-time leave; or fifteen months at one-fifth time, etc.) anytime from the when the child is 0-12 years old.

In 2012, 22 female employees were entitled to primary parental leave, and 21 took their allotted leave. 11 male employees were entitled to primary parental leave in 2012; 3 men took their allotted leave. All employees returned to work after taking primary parental leave and were still employed by the end of 2012. In 2011, 164 female and 105 male employees were entitled to this optional leave (i.e., they had children between 0-12 years of age). 38 female employees and 4 male employees chose to use part, or all, of this leave during 2012. All employees returned to work after taking this optional parental leave and were still employed by the end of 2012.

Human Rights

Ensuring human rights is of the utmost importance to HUB. Belgian labor laws ensure HUB's performance with respect to human rights indicators such as: anti-discrimination, freedom of association and collective bargaining, forced and compulsory labor and child labor. Ensuring that human rights concerns are taken into account when economic decisions are made is the concern of the Financial Department (for supplier contracts, investments, etc.) and *Economaat* (for products purchased by HUB). *Economaat* also oversees security personnel on campus. Aspects of human rights having to do with the workforce of HUB are the responsibility of the Personnel Department.

Ensuring that HUB is a place free of discrimination is the responsibility of the Health and Safety Committee and all students and staff members. Non-discrimination is included in the labor regulations for staff members. The Diversity Group promotes acceptance and diversity at HUB and analyzes the ability of the institution and its people to create such an environment. Students can report incidents of discrimination to the an ombudsman; staff members can report incidents of discrimination, bullying violence, and sexual harassment in the work place to the Confidential Advisors—*Vertouwenspersonen*, or to the external Prevention Advisor. Sanctions are issued, or disciplinary action is taken in the case of bullying, violence, or sexual harassment regulation violations.

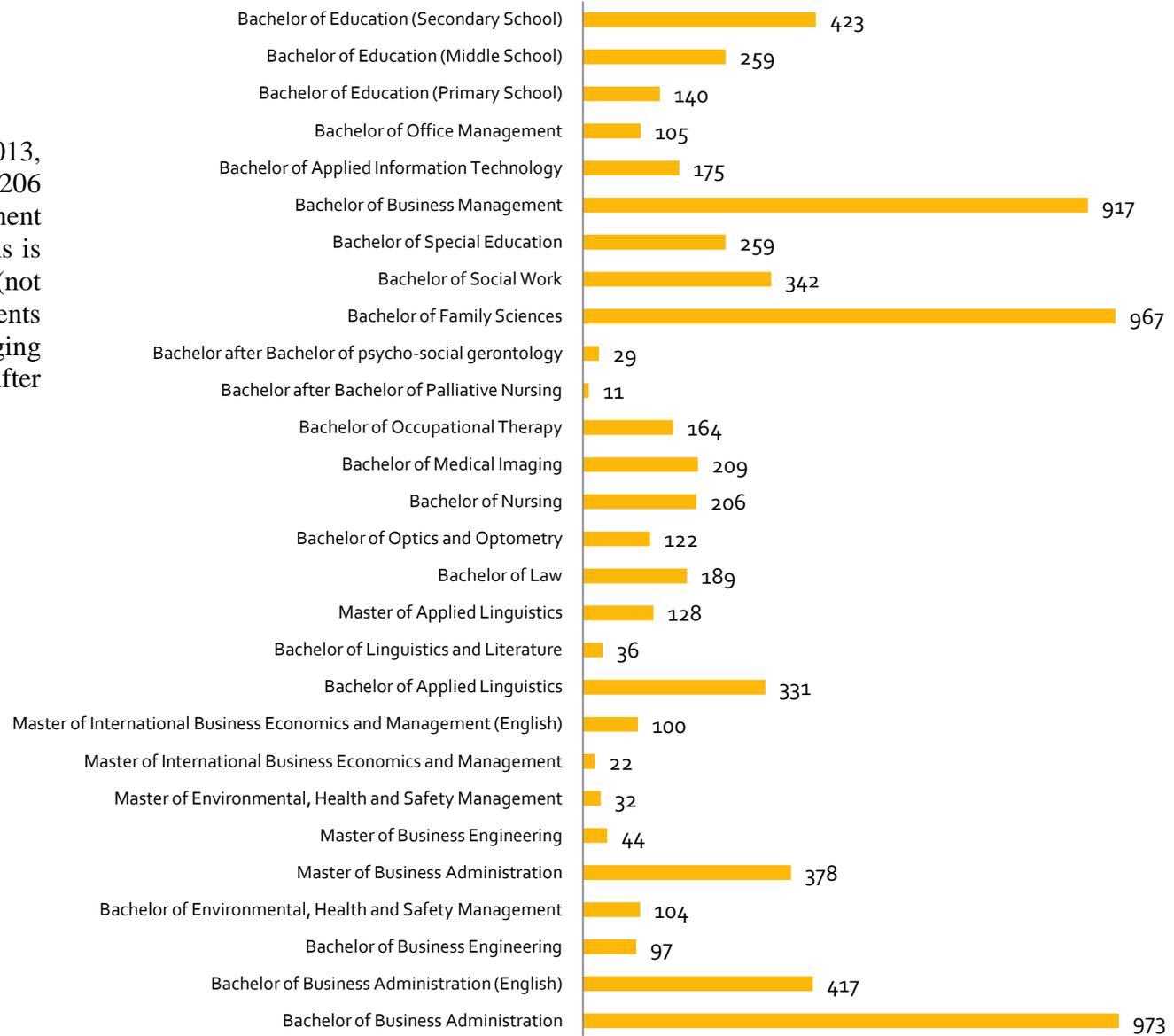
Although there are no selection criteria for suppliers, specifically regarding human rights, HUB promotes human rights awareness by purchasing fair trade products, including coffee, tea, juice, and wine.

As is entitled to all Belgian workers, HUB employees participate in unions at their own free will. Information regarding the Committee of Negotiations--*Hogeschoolonderhandelingscomité* (HOC) is available to employees via e-mails and intranet announcements. There are no operations of HUB in which the right to exercise freedom of association and collective bargaining are at significant risk.

Belgian labor laws state that the minimum age of employment is fifteen, for youths no longer subject to compulsory full-time education. Youths between ages fifteen and eighteen can participate in part-time work/study programs and may work full-time during school vacations. These young employees can work a total of forty-six days annually. HUB adheres to all labor laws when hiring part-time, student workers.

Students

In academic year 2012-2013, HUB had a total of 8206 students. Student enrollment in specific study programs is illustrated to the right (not displayed are students enrolled in bridging programs or master after master programs.)



Diversity

HUB's educational offerings attract students from all over the world. Students from more than 90 different nationalities are enrolled in educational programs at HUB.



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STUVO Student Services

STUVO (student services) strives to meet the needs of HUB students. Psychotherapeutic support is offered to students for study-related problems and personal problems. Guidance teachers and Dutch language support are also available to students through their study program's department. Special software purchased in 2011, continues to support dyslexic students with their studies. Students with dyslexia can also get reimbursed for speech therapy.

The Erasmus Student Network (ESN) focuses on organizing activities for HUB's international students.



STUVO organized a number of activities in 2012, including:

- First aid courses at the Terranova campus;
- Free healthy breakfast for students at Brussels and Parnas Campuses;
- World AIDS Day at the Brussels Campus;
- Bloedserious, a blood collection in collaboration with the Red Cross;
- Sports activities (building run, participation in the Brussels 20k, participation in Flemish Student Sport Federation, etc.);
- Social events (ski trip, DJ Contest, Christmas market, end-of-the-year BBQ, etc.); and
- Cultural events (housing of art in campus building via collaboration with Kunst in Huis, student magazine Tempus, poetry competition, film viewings, etc.).



Internationalization

Internationalization and diversity are important themes at HUB, as exemplified by their inclusion as a Strategic Option of the institution. In 2012-2013, HUB welcomed 154 exchange students and 12 visiting personnel, while 103 HUB students and 9 personnel members went on exchange. HUB partners with more than seventy higher education institutions inside Europe, and fourteen outside, for student and staff exchange programs.

	Incoming Students	Outgoing Students	Incoming Staff	Outgoing Staff
2011-2012	129	103	12	9
2012-2013	154	110	11	17

Internationalization and diversification efforts of HUB include, but are not limited to, the following:

- **Student Mobility.** The HUB partners with other higher education institutions in Europe and around the world to allow students the opportunity to go on exchange programs during their studies. The HUB also welcomes international exchange students. These programs vary in terms of length, with short exchanges of a week to longer exchanges of up to a year.
- **Staff Mobility.** Staff members are also encouraged to maintain international ties by spending part of their time abroad.
- **English Degree Programs.** The HUB is proud to offer bachelor and master programs in English that attract international students to Brussels.
- **Collaboration.** The HUB strives to collaborate with other education institutions, governmental agencies, and other organizations on projects that promote internationalization and diversity. Example of these projects include the European Development Days (see page 41), project EDGE (focusing on gender education), the Acknowledging and Developing Entrepreneurial Practice in Teacher Training project, and the Challenges of Multilingual and Multicultural Learning Space in the International University project.

Diversity in the Picture, The Story Before They Arrived in Brussels

Funded by the Koning Boudewijn Stichting, this project aimed to highlight the backgrounds of international students studying at the HUB.

Photographs of international students and text describing their life in their home country was displayed in the campus lobby.

Photography was done by students of Sint-Lucas.



Managing our Environmental Performance

Ecodynamische Onderneming – Ecodynamic Organization

The formation of a formal environmental management system was a priority of the HUB for academic year 2012-2013. The HUB has decided to use the Ecodynamic Organization program of the Brussels Region as its environmental management tool. As this initiative is Brussels-based, it will allow HUB to work with the local government to achieve environmental goals. The program includes guidance from experts, an auditing system, and a one-, two-, or three-star labeling scheme. More information about this program can be found on the Brussels Environmental Agency (*Leefmilieu Brussel*) website (www.leefmilieubrussel.be).

HUB's goal is to obtain the Ecodynamic Organization Label by 2014. To achieve this goal, HUB has to develop an environmental policy plan (*Milieubeleidsplan*); in this respect, the label can be seen as a precursor for the development of the environmental policy plan and the improved environmental performance that comes with such a plan.

To develop this plan, HUB must conduct an analysis of the current situation regarding its environmental performance. After the analysis, management must decide which actions they will be able to take to improve environmental performance. The analysis combined with an action plan will result in the environmental policy plan. This plan is scheduled to be finished by the start of the academic year 2013-2014, with an audit planned in December 2013, after which HUB will receive a one-, two-, or three-star rating based on its environmental performance.

The label will be applicable to the Hermes and T'Serclaes buildings to begin with, then HUB plans to expand the program to include the HIG and Meyboom buildings. The Terranova, Erasmus, and Parnas buildings will not be included in the program for various reasons, including location outside the Brussels jurisdiction, shared spaces, and planned closures.

In the following table, the most important aspects, regarding the certification, for HUB are summarized.

Aspect	Importance
Legal aspects	High: obtaining labels is influenced by the compliance with the legal aspects
Energy – heat	High: big financial and environmental impact
Energy – electricity	High: big financial and environmental impact
Paper	High: big financial and environmental impact
Mobility	High: difficult mobility in Brussels, problems with the quality of the air in Brussels, time cost, big cost for the employees
Waste	High: growing quantity of waste, bad sorting behavior, growing costs of waste processing and disposable materials
Air: emissions into the atmosphere (Hermes)	High: CO ₂ emissions (reduction) is a strategic goal of the HUB
Air: inside the buildings	High: Important for the welfare of the staff and students
Soil	High: problems with the handover of property
Purchasing goods and services	High: energy saving with the correct purchases and avoiding health problems and environmental pressure thanks to the purchase of less dangerous products
Products and services offered by HUB	High: strategic option HUB

Project Meyboom

With the closure of the campuses Koekelberg and Nieuwland, HUB started the process of centralizing its campuses in the heart of Brussels. The Meyboom campus is the next step in this process of centralization. The campus will be placed on the corner of the Broekstraat and the Zandstraat, a few blocks from the T'Serclaes, Hermes, and Erasmus buildings. This new campus will house the classes for the Social Work and Education programs. The campus is planned to open September 2015.

Sustainability is a priority for the renovation work of the Meyboom building. As CO₂ reduction via energy conservation is a main goal of HUB, extra emphasis was given to ensuring that the Meyboom building is energy efficient. The HUB is working with engineers to evaluate energy saving initiatives for Meyboom, including: green roofs, increased isolation, LED and TL5 lighting, sunlight detection in classrooms, and an efficient heating and air conditioning systems with an up-to-date building management system to avoid inefficiencies associated with the T'Serclaes building. The building will also have a rainwater harvesting system with dual benefits of decreased external water consumption and decreased pressure on local storm systems.

Electricity

In 2012, HUB consumed an estimated total of 3,130,335.00 kWh, equivalent to 11,269.206 GJ. The energy consumption data from Terranova and HIG have been included as well. In total there was an expenditure of €453,790.87. Even without considering the added electricity of the Terranova and HIG facilities, there has been a increase in electricity consumption of the HUB by roughly 9%. This can be explained by the increase in student enrollment by approximately 10%. Increased student enrollment leads to more use of facilities, hence more electricity consumption.

Building	Hermes	Erasmus	T'Serclaes	Parnas	Terranova	HIG	
Provider	<i>Electrabel</i>	<i>Nuon/Electrabel</i>	<i>Electrabel</i>	<i>Nuon</i>	<i>eni</i>	<i>Electrabel</i>	
2010	1,359,911.00 kWh	67,559.00 kWh	648,504.57 kWh	246,234.00 kWh	-	-	
2011	1,322,257.00 kWh	11,557.73 kWh	1,054,626.00 kWh	252,237.00 kWh	-	-	
2012	1,320,437.00 kWh	94,552.00 kWh	1,074,601.00 kWh	263,162.00 kWh	329,728.00 kWh*	47,855.00 kWh	
Cost 2011	€ 159,848.43	€ 15,042.42	€ 179,983.24	€ 37,605.60	-	-	
Cost 2012	€ 165,108.00	€ 18.502,27	€ 178,307.02	€ 39,499.61	€ 42,578.35	€ 9,795.62	
Total Estimated HUB Electricity Consumption 2010*:						2,890,979.68 kWh	
Total Estimated HUB Electricity Consumption 2011*:						2,813,385.73 kWh	
Total Estimated HUB Electricity Consumption 2012*:						3,130,335 kWh	
Total Cost for Energy 2011							€ 392,479.69
Total Cost for Energy 2012							€ 453,790.87

*Estimated consumption.

Gas

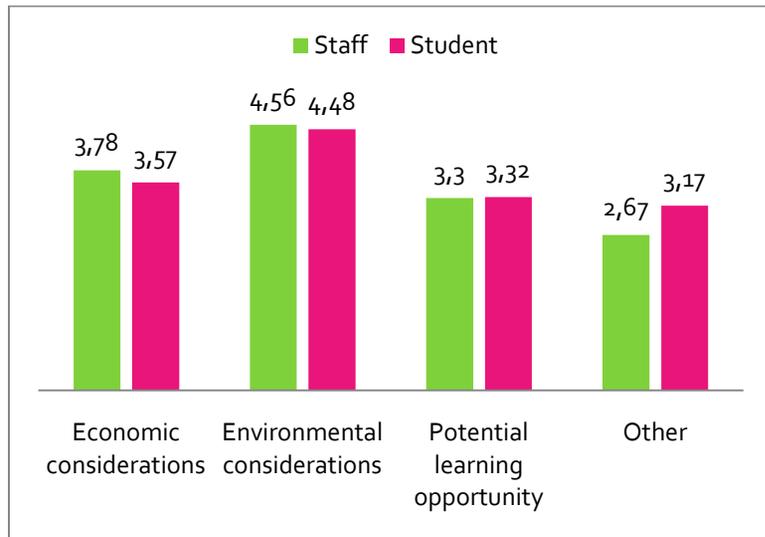
The total estimated gas consumption for 2012 was 4,047,443 kWh (14,570.79 GJ). Even without considering the additional data from the Terranova and HIG facilities, there was a increase in consumption from 2011 by 348,699 kWh, representing roughly a 10% in gas consumption. Like with the increase in electricity, this can be explained by the increase in student enrollment by approximately 10%; increased student enrollment leads to more use of facilities, hence more gas consumption.

Building	Hermes	T'Serclaes	Parnas	Terranova	HIG
Provider	<i>Electrabel</i>	<i>Electrabel</i>	<i>Electrabel</i>	<i>eni</i>	<i>Electrabel</i>
2010	1,450,435.00 kWh	783,328.00 kWh	246,234.00 kWh	-	-
2011	1,072,604.00 kWh	1,444,405.00 kWh	641,089.00 kWh	-	-
2012	1,226,826.00 kWh	1.492.782.00 kWh	815,545.00 kWh	375,564.00 kWh	136,726.00 kWh
Cost 2013	€ 59,736.83	€ 73,432.22	€ 39,652.76	€ 26,826.61	€ 7,447.59
Total 2010					3,413,030.83* kWh
Total 2011					3,186,454.00* kWh
Total 2012					4,047,443 kWh
Total Cost 2012					€207,096.01

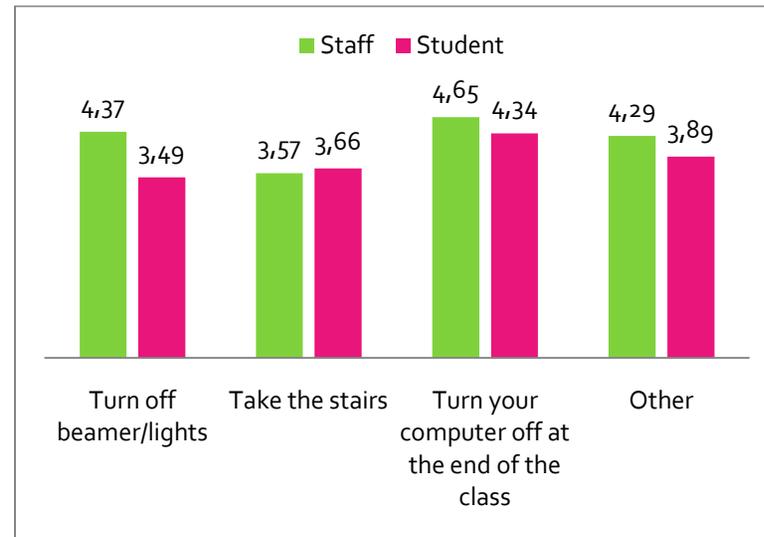
Energy Savings

Attention continues to be given to the amount of energy used at HUB and the subsequent emission of CO₂. In 2011, the Board of Directors adopted “CO₂ Emission” as the indicator for the Strategic Option: Sustainability. By using Scope 1 and 2, as defined by the Green House Gas Protocol, HUB will focus its attention for CO₂ reduction initially on energy reduction. In 2011, an energy audit was performed on the T’Serclaes building to identify possible energy reduction schemes. As a follow up to that project, bachelor student Laura Cieters of the Environment, Health and Safety program evaluated potential energy saving initiatives for T’Serclaes. As discussed above, energy reduction has been given high priority in the newly developing HUB environmental plan.

As part of the HUB Sustainability Survey 2013, student and staff respondents were asked why energy saving was important to them, and what steps they take individually to reduce energy consumption at HUB. Student and staff respondents were asked to rank energy reduction benefits on a 1-5 scale (5 being most important). As displayed in the graphs below, both student and staff respondents value the environmental benefits of energy reduction highest.



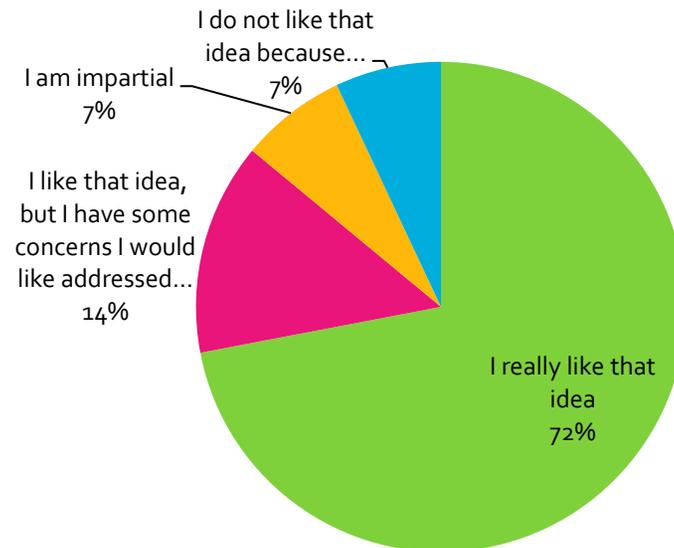
Why Energy Saving is Important to Stakeholders



Frequency of Energy Reduction Actions

In 2011 HUB bought an application called “PowerFreezzz” that has yet to be implemented. PowerFreezzz is a locally-developed software that allows computers to be automatically turned off when not in use. Assuming a computer uses between 80-150 kWh of energy when on and 15 kWh when in sleep mode, the potential energy saving for an institution the size of HUB is quite large. However, the actual energy savings of these initiatives will not be known until after implementation, which is delayed due to other priorities of the department.

As part of the HUB Sustainability Survey 2013, staff members were questioned regarding their openness to the implementation of the PowerFreezzz software. 72% of respondents “really liked” the idea, while only 7% were outright against the idea. Some respondents liked the idea but had the following concerns they would like addressed when the software is implemented: ability to override the software for long-running research batches, ability to override the software when bulk e-mailings are sent overnight, longer start up times of computers when turned fully off instead of sleep mode. All of these concerns can be addressed by the override feature of the software. Respondents who were out right against the implementation of this software refer to the loss of control and personal choice.



Greenhouse Gas Emissions

The Greenhouse Gas Protocol Initiative estimates emissions of GHG from “factor-based emissions” (i.e., indirect emissions resulting from the purchase of energy) in tons of carbon dioxide equivalence (CO₂e). CO₂ typically represents 99% of GHG emissions from the stationary combustion of fuels; other GHGs are converted to their CO₂ equivalence (potential for heat-trapping). In August 2012, the Greenhouse Gas Protocol updated its tools for calculating CO₂ equivalence. HUB’s estimated CO₂e emissions for factor-based emissions (i.e., indirect emissions resulting from the purchase of energy) for 2010, 2011, and 2012 are presented in the table below. The total HUB emission in 2012 was 1,955.36 tons CO₂e. Even without taking into account Terranova and HIG’s CO₂e emissions, which have been added to the report this year, the total emission is higher than 2011 (1,720.09).

Building	Hermes		Erasmus	T'Serclaes		Parnas		Terranova		HIG	
	Electricity	Gas	Electricity	Electricity	Gas	Electricity	Gas	Electricity	Gas	Electricity	Gas
2010	353.62	444.96	17.57	168.64	0.24	64.03	282.93	-	-	-	-
2011	343.83	329.05	3.01	319.12	451.81	65.60	196.67	-	-	-	-
2012	287.71	385.95	20.60	243.15	469.61	57.34	256.56	71.85	118.15	10.43	43.01
Total Tones CO₂e 2010											1,799.42
Total Tones CO₂e 2011											1,709.09
Total Tones CO₂e 2012											1,955.36

HUB Greenhouse Gas Emissions display in tons of CO₂e

In 2011, the Board of Directors adopted “CO₂ Emission” as an indicator of the Strategic Option: Sustainability. This commits HUB to determine a baseline performance for CO₂ emissions per capita, set a target for reductions, and monitor emissions of greenhouse gases on an annual basis. CO₂ reduction, by means of energy reduction, has been identified as a priority for the institution in its draft environmental plan. HUB would like to achieve a 10% reduction in CO₂e emissions (per capita) by 2015.

Water

Data for HUB's water consumption continue to be limited to the Hermes, T'Serclaes, Parnas, Terranova, and HIG facilities. HUB only uses tap water, so there is no extraction of ground or surface water.

There has been a slight increase in water consumption between the years 2011 and 2012. This can be contributed to an increase in student population. The reduction between 2010 and 2011 can be contributed to the closing of the campuses Nieuwland and Koekelberg. In 2012, HUB facilities located in Brussels discharged an estimated total of 16,828 m³ of sewage, and the HUB facility located in Flanders discharged an estimated total of 1,046 m³ of sewage.

Building	Hermes	ERASMUS	T'Serclaes	Parnas	Terranova	HIG
Provider	<i>Hydrobru</i>	<i>Hydrobru</i>	<i>Hydrobru</i>	<i>I.W.V.B</i>	<i>Hydrobru</i>	<i>Hydrobru</i>
2010	9,228 m ³	No data available	3,138 m ³	400 m ³	1,174 m ³	-
2011	11,175 m ³	No data available	4,820 m ³	466 m ³	821 m ³	1057 m ³
2012	9317 m ³	No data available	5255 m ³	1,046 m ³	872 m ³	1,384 m ³
Total Estimated Water Consumption 2010						20,215 m ³
Total Estimated Water Consumption 2011						17,275 m ³
Total Estimated Water Consumption 2012						17,874 m³

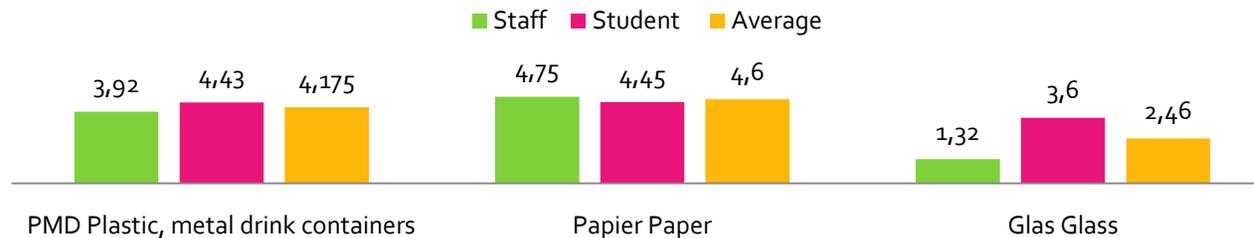
Materials Used and Waste Generated

In 2012, 1637.16 m³ of waste was collected on all HUB campuses. In the last three years, there has been a decreased in the percentage of waste diverted for recycling, with only 40% in 2012. Net Brussel collects the waste for all campuses except Campus Parnas, as this campus is located outside the Net Brussel jurisdiction. Net Brussel recycles the sorted waste (PMD, paper, and glass) in its center for recycling at Vorst. The non-sorted waste collected by Net Brussel is burned in an energy recuperation installation. In 2012 there were no significant spills.

	Non-Sorted Waste	Paper	PMD	Glass	Total Students
2010	504.12 m ³	286.10 m ³	182.26 m ³	59.28 m ³	6101
2011	721.60 m ³	314.40 m ³	213.20 m ³	42.90 m ³	7163
2012	985.38 m ³	395.48 m ³	226.6 m ³	29.7 m ³	8206
Total 2010*				1031.76 m ³	
Total 2011*				1292.10 m ³	
Total 2012				1637.16 m³	
Percentage Recycled 2010				51%	
Percentage Recycled 2011				44%	
Percentage Recycled 2013				40%	

As part of the HUB Sustainability Survey 2013, students and staff members were asked to disclose how often they sort their waste as HUB. One a scale of 1-5, with 5 signifying “always” and 1 signifying “never”, on average, the HUB community does a slightly better self-proclaimed job of sorting paper waste than PMD, and glass waste is not well sorted (as illustrated in the graph on Page 63).

When we examine only the staff data, we see a more honest self-reported sorting pattern in comparison to the data from Net Brussel. HUB is best at sorting paper waste to be recycled. One explanation for this phenomenon is in line with the conclusions of the bachelor paper by Charlotte Declercq—paper waste bins are more readily available to staff members (located in each office space) than PMD (located on each floor). A lack of sorted waste containers in classrooms contributes to poor sorting behavior among students (see picture below). A goal of the HUB for academic year 2013-2014 is to increase the number of collection reciprocals in order to induce better sorting of waste by students and staff members. Additionally, the HUB plans to extend the placement of sorted waste reciprocals where there formally have not been any, specifically in cafeteria operations.



There is still work to be done to improve the sorting behavior of students and staff members...

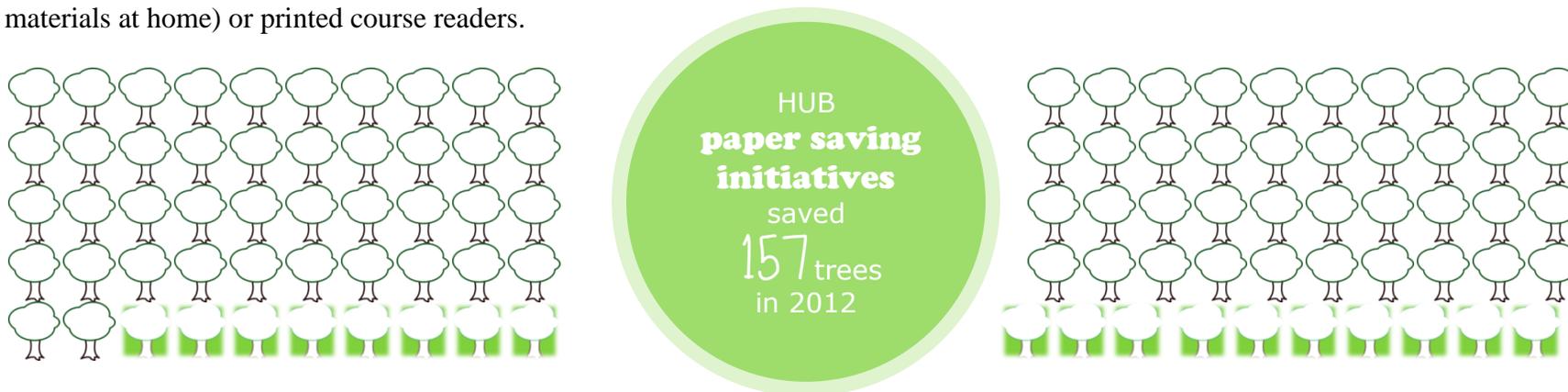
Plastic Cups

Another highly visible material used at HUB are plastic polystyrene (PS) cups. These cups are primarily used for drinking coffee by staff members. The cups are intended for single use and are not recyclable in standard municipal recycling streams. Internal stakeholders continuously voice their dislike for the use of these cups and the volume in which they are used at HUB, therefore, it was decided to include PS cups in this report. In 2012, HUB purchased a total of 185,000 of these disposable cups, an increase of 53,500 (40%) compared to 2011.



Paper

In 2012, 5,686,000 sheets of printing paper were purchased by the HUB, representing a decrease of 18% from 2010. This decrease can be attributed to actions taken by the HUB including automated double-sided printing, Papercut software, and sensitization actions. However, these figures do not however include obligatory print job students do outside of the HUB (the printing of course materials at home) or printed course readers.



By utilizing the Papercut software, staff members have been able to track their paper consumption on a year-to-date basis. Sensitization actions are built into the software—in addition to tracking the number of sheets of paper users consume, information about the number of trees used, CO₂ emitted, and energy required for their printing jobs is also provided to the user. Individual usage can be compared to the average of the entire institution as well.

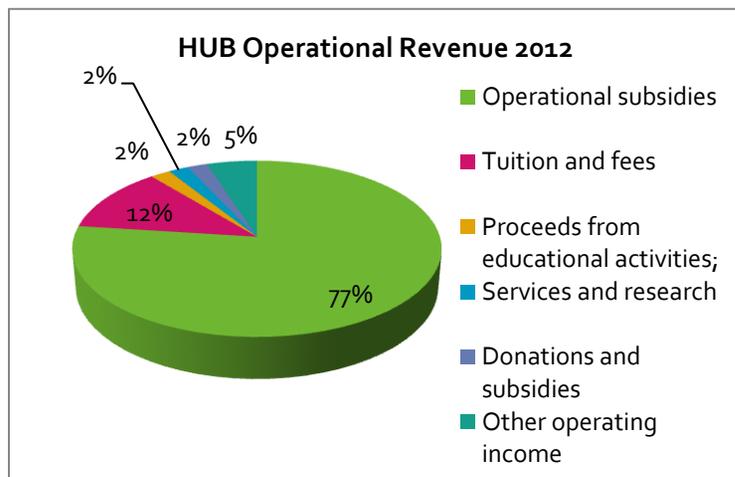
Sensitization actions help staff members be conscious of their printing

Trees	 0.174% of a tree since Jan 18, 2012
Carbon	 630 grams of carbon dioxide since Jan 18, 2012
Energy	 Equivalent to running a 60W bulb for 39.7 hours

As discussed in the HUB Sustainability Report 2012, securing a reliable and quality recycled paper source was an issue in 2011. Thanks to stakeholder dialogue with FSC Belgium (Forest Stewardship Council), the HUB was able to gather further insights in paper choices and now uses Papyrus's BalanceBright chlorine free, 100% recycled paper non-recycled with FSC and EU ecolabels.

Economic Performance

The main policy objectives of the financial management of HUB can be summarized as: 1) the efficient use of financial resources for the realization of the HUB Mission Statement, wherein activities for education, research, scientific, and social services are developed at an acceptable cost to the community; 2) ensuring a sufficient degree of financial autonomy of the institution to guarantee the continuation of its operations. Additional information regarding the economic performance of HUB can be found in the *Jaarverslag 2011-2012*, available on the HUB website.



Concerning financial autonomy, it can be stated that HUB was sufficiently “independent” at the end of 2012. Student fees accounted for 12% of the overall operating income. An additional 4% of operating revenue was generated by private initiatives for education, research, and services. It can be noted that the results of operating profit were slightly higher than in 2011. A significant part of operating incomes are not structurally acquired—particularly the income from projects on social and academic services and of “continuing education.”

In 2012 the Flemish government granted €40,032,619 of operational subsidy, which is the gross of HUB’s operational revenues. The paid taxes were €892.915. Due to their dependency on the Flemish government, universities are financially strictly regulated and not allowed to invest in financial products that contain any risk (triple A investments).

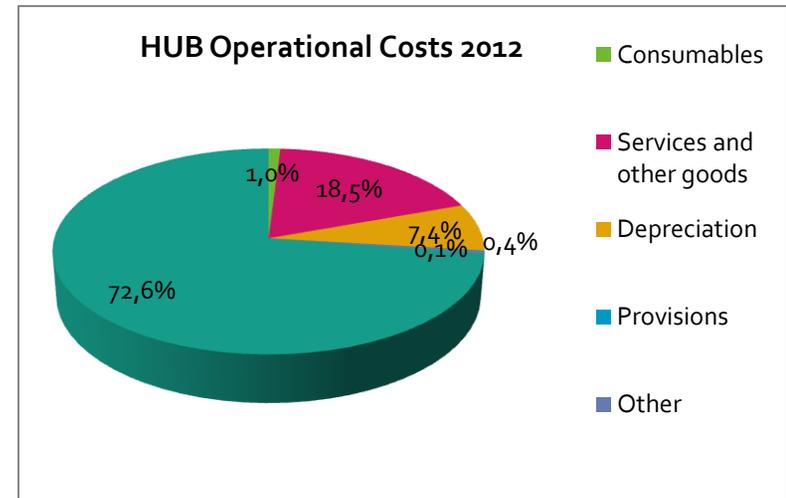
HUB is also supervised by a commissioner of the government who guards the compliance with financial, and other rules set by the Flemish government. Besides operational subsidies, HUB also receives investment subsidies from an organization called *Agentschap voor Infrastructuur in het Onderwijs* (AGION). AGION provides grants to help schools with infrastructural investments. In 2012, HUB mainly used this subsidy to pay off current loans. AGION and other diverse subsidies provided €646,000 in 2012. Additionally, HUB has assets of about €30,000 in some small companies. These companies, like NV ACTIEF or DEBUuT, are closely related to educational activities or provide certain services to students.

The largest costs for the HUB in 2012 were employee wages and benefits. Another significant cost, the fee reimbursement of staff commuting costs, increased in 2012. Additionally, the HUB repaid a loan.

HUB received no significant fines for non-compliance with laws and regulations. However, it can be noted that due to the reorganization of HUB's campuses, HUB is involved in some cases of complaints from neighbors and other stakeholders, which brings extra costs.

The management of HUB does not yet consider the economic impacts of climate change. However, there are some risks and opportunities posed by climate change that have potential financial implications for the HUB:

- increased commuting traffic;
- increased costs for heating and cooling systems;
- costs for changes on the building (isolation, solar-systems) due to severe regulation;
- costs for changing energy provider;
- costs due to image damage (if HUB is a late adopter of climate initiatives).



Market Presence

Job Discription	Entry Wage	Ratio Minimum Wage
Federal Minimum Wage	€ 1,501.82	1.00
Senior Lecturer	€4,591.43	3.06
Higher Academic	€5,375.94	3.58
Lecturer	€4,009.52	2.67
Asisting Academic Staff	€3,145.57	2.09
Minimum Wage HUB	€1,629.99	1.09

The personnel policy of HUB is an important aspect of its market position. Wages are a part of this policy. Wages are legally fixed by the Flemish government. The table to the left illustrates the comparison between some relevant entry wages and the Belgian federal minimum.

All ratios >1 indicate a positive contribution to social wellbeing and the school's license to operate. For the recruitment of new personnel at the HUB, a selection procedure has been

developed—a vacancy notice is issued; a selection commission reviews candidates; the selection is made. There is no specific exception or alternative that ensures local hiring, nor is there an existing policy on sourcing needed services or products to “local” suppliers. However, HUB is involved with the city of Brussels and has a connection with suppliers in the area. The HUB must also adhere to government regulations on purchasing that emphasizes local suppliers.

Indirect Economic Impacts

Although the organization does not actively consider or attempt to measure its indirect economic impacts, an institution of higher education naturally impacts the local economy by means of:

- enhancing knowledge amongst people in Brussels, which in turn contributes to a magnet city for companies to employ skilled workers;
- providing education, which in turn makes it possible for more students, and society at large, to more easily engage in the economy;
- granting student scholarships, that allow more students to study;
- consolidating campuses, generating a positive impact on local businesses in Brussels;
- providing education programs in English and Dutch, enabling greater access to education for international students, who in turn bring knowledge back to their home economies.

Stakeholder Inclusiveness: Triodos Bank

Triodos Bank NV, one of the first Belgian banks to promote sustainable options for finances, considers schools and higher education institutions as important actors in spreading knowledge about the importance of sustainable development to younger generations. In 2012, Triodos Bank participated in a roundtable discussion between HUB and selected stakeholders led by the Belgian stakeholder network KAURI (see HUB Sustainability Report 2012, pg. 13). Triodos sees relationships with higher education institutions as a valuable asset. Not only in helping institutions manage their finances in a sustainable way, but also incorporating sustainability, in the larger sense, into the organization. In their view, the implementation of sustainability in higher education institutions gives incentive to students to do the same later on.

The following topics were highlighted by Triodos as possible improvements to the transparency of HUB's economic performance:

Triodos Suggestions to Further Improve Transparency of HUB

- What is HUB's policy concerning the choice of financial institutions (i.e., is sustainability taken into account)?
- At which financial institutions does the organization hold credit?
- In regards to financial principal: "At the moment, there are not any risky products possible by law. They are also limited by law; they can only do risk-free investments such as term deposit accounts and triple A's." What is the risk profile of these products?
- Which specific legislations are the investments of the organization bound to?
- Does the organization hold risk-associated participations in corporations?

It is the goal of HUB for the 2013-2014 academic year to further develop its relationship with Triodos, in terms of operational activities of HUB, but also regarding possible educational collaborations between the two institutions.

Direct economic value generated	2010	2011	2012
a) Revenues Operational subsidies; tuition and fees; proceeds from educational activities; services and research; inventory and change orders being processed; fixed assets; memberships fees, donations, subsidies; other operating income.	€53,424,145	€52,301,916	€52,425,420
b) Extra Revenue Financial income, extraordinary income, profit from extraordinary activities.	€1,358,157	€8,945,730	€1,506,155
Economic value distributed			
c) Operating Costs Goods, raw materials, and consumables; services and other goods; depreciation for liabilities and charges; depreciation allowance; provisions for liabilities and cost; other operating costs.	€16,890,803	€14,991,226	€14,283,383
d) Employee wages and benefits Employee salaries, social security, and pensions.	€35,695,472	€37,130,809	€37,937,117
e) Payments to providers of capital Interest of loans.	€1,092,670	€1,031,306	€2,003,787
f) Community Investments	These are done sporadically; there is no set budget for community investments, nor are these expenditures explicitly recorded from other operational expenses.		No significant investment, only small local sponsorships.
g) Extra Costs Additional financial costs (excluding interest of loans)	€28,620	€18,092	€21,849
Economic value retained	€799,788	€7,466,543	€-320,360

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This report is a self-declared level B report in accordance with the GRI G3.1 Guideline.