



Justice in food systems transformations

Taking the next step!

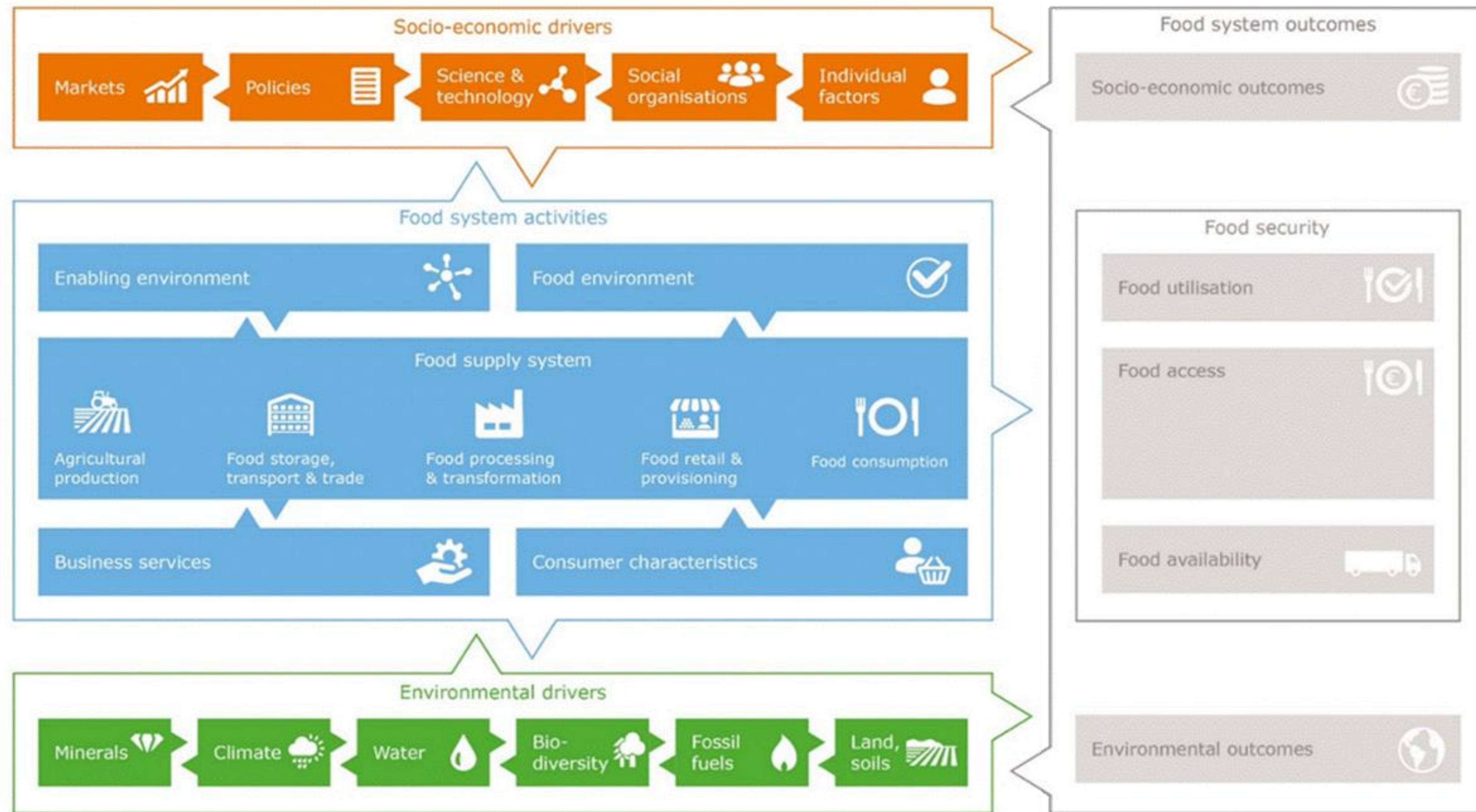
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for agriculture, food and the living environment

Agenda

- Setting the scene: justice in food systems transformations;
- Introduction into HAS green academy and the IFA study programme;
- Justice in HAS and IFA: it's there, but it needs strengthening;
- Taking the next step, together!

Food systems are complex...



Source: van Berkum et al. (2018)

...and contested: societal calls for change!



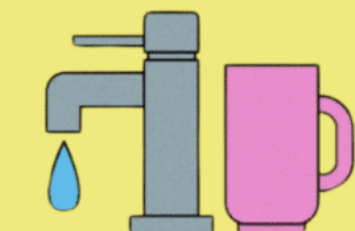
FOOD SOVEREIGNTY



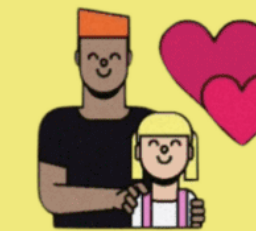
Goed voedsel moet een basisvoorziening zijn.



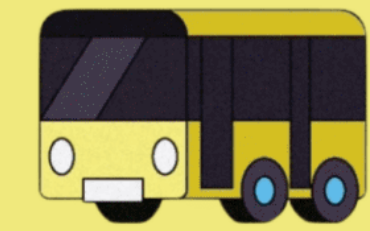
GOED VOEDSEL



DRINKWATER



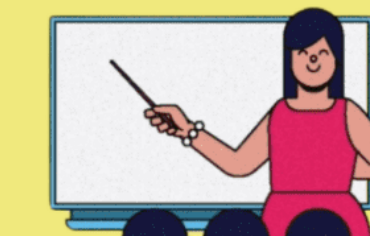
KINDEROPVANG



OPENBAAR VERVOER



BIBLIOTHEEK



ONDERWIJS

Geen luxe.

Justice in food system transformations

Justice: fairness in the way all living creatures are treated, so they can live their lives according to their needs, capacities and aspirations;

Three perspectives on justice in food system transitions (De Bruin et al., 2023):

- Recognition justice: acknowledging all subjects of justice;
- Distributive justice: fair distributions of costs and benefits;
- Procedural justice: inclusive decision-making processes.



Recognition justice



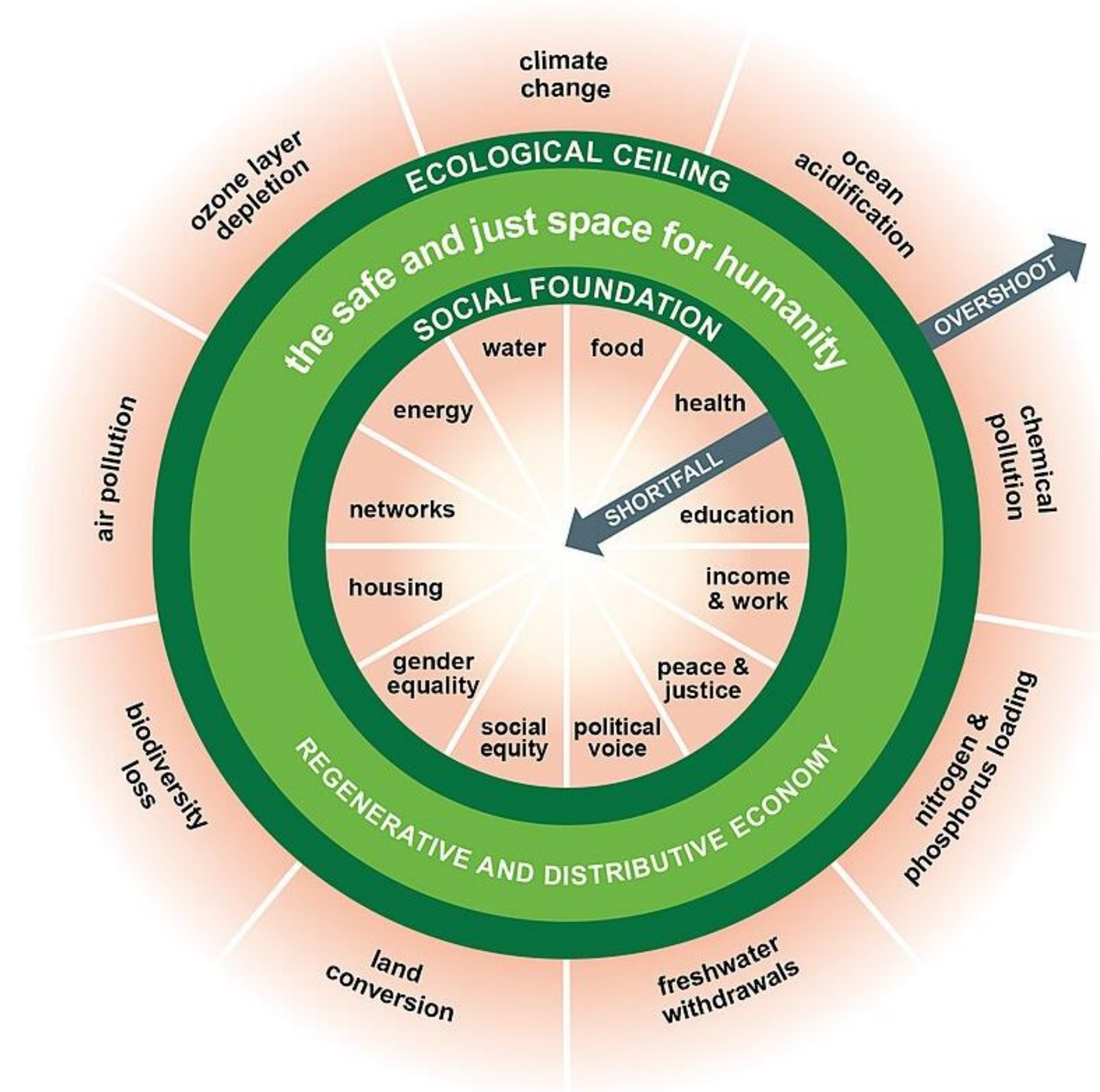
Distributive (and restorative) justice



Procedural justice



Searching for the 'safe and just space'



Source: Raworth (2017)

HAS green academy - International Food & Agribusiness

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HAS green academy



Den Bosch (since 1947)



Venlo (since 2013)



HAS education & research

16 bachelors (14 Dutch, 2 international). Key domains:

- Agriculture;
- Food;
- Nature & living environment.

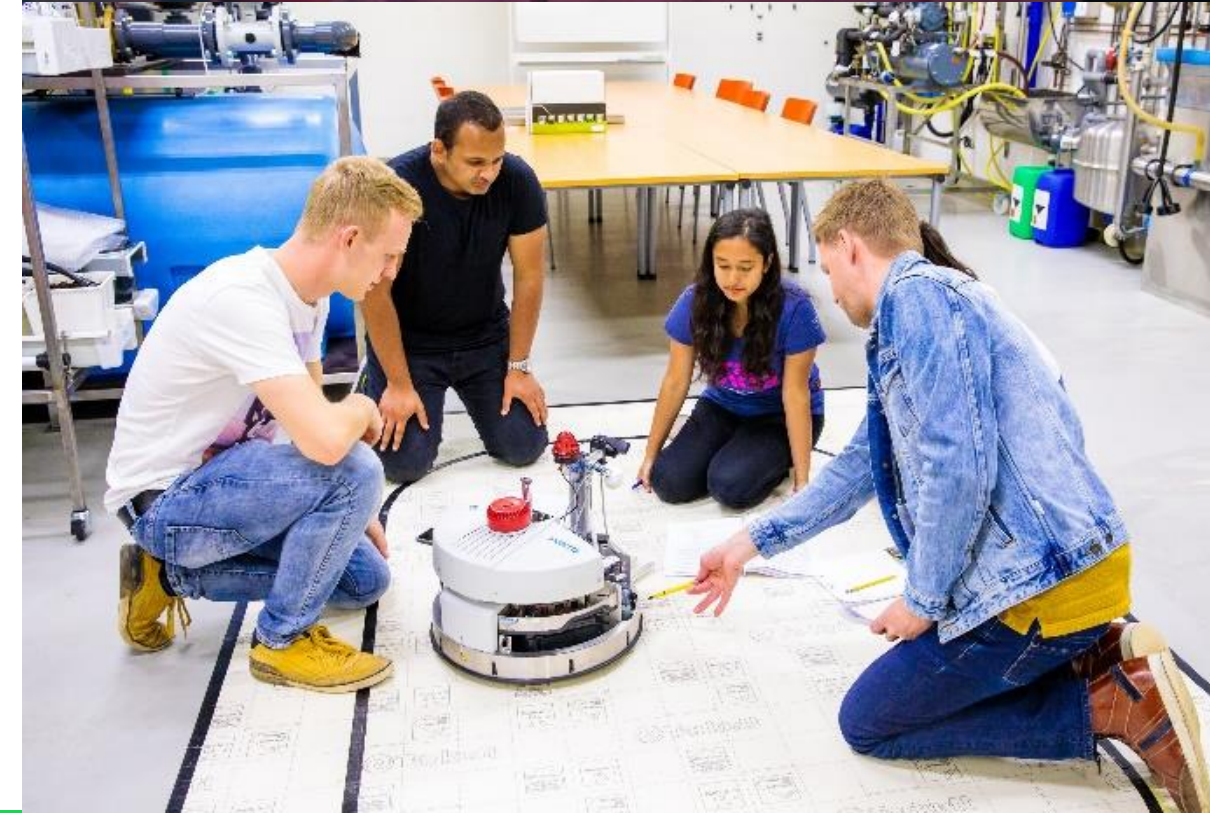
550 EMPLOYEES

3,315 STUDENTS

RESEARCH

13 Professorships – applied research groups

NEW: Masters in Sustainable Transitions (1 year)
start September 2026



HAS as a 'green knowledge partner'

HAS green academy is partner for organisations, companies and authorities when it comes to exploring, connecting and applying green knowledge and expertise, across the globe.

Our partners are using services like:

- Business courses
- In-company trainings
- Graduation projects
- Research projects
- Our facilities e.g. for pilot purposes



International Food & Agribusiness study programme



- ✓ 4 years bachelor (BBA)
- ✓ University of Applied Sciences
- ✓ English-taught
- ✓ International classroom
- ✓ Food systems, sustainability transitions, circular economy, new business models, value-based leadership



**“WE WANT TO
EMPOWER OUR
STUDENTS TO BECOME
GAME CHANGERS IN
GLOBAL AGRI-FOOD
SYSTEMS”**

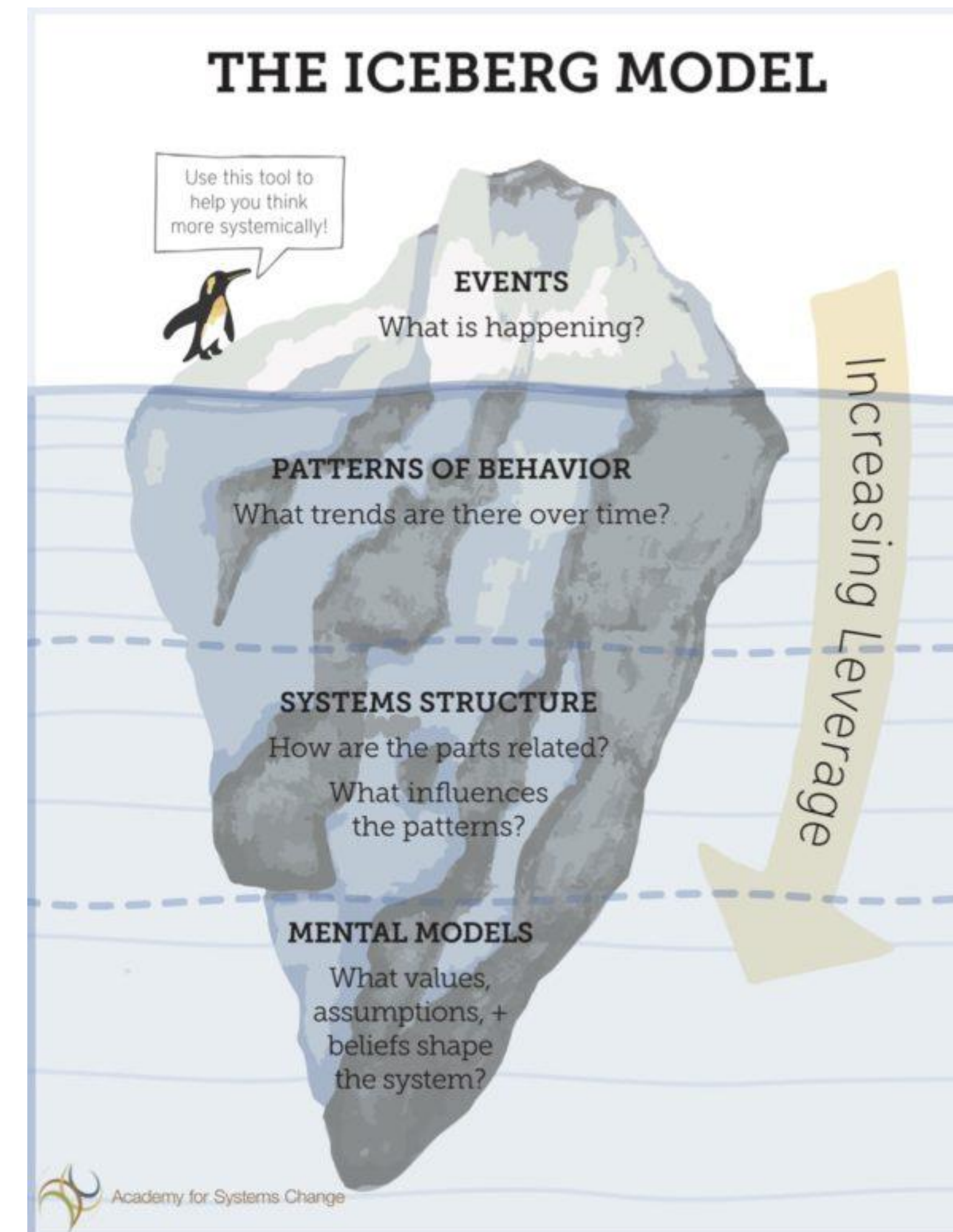
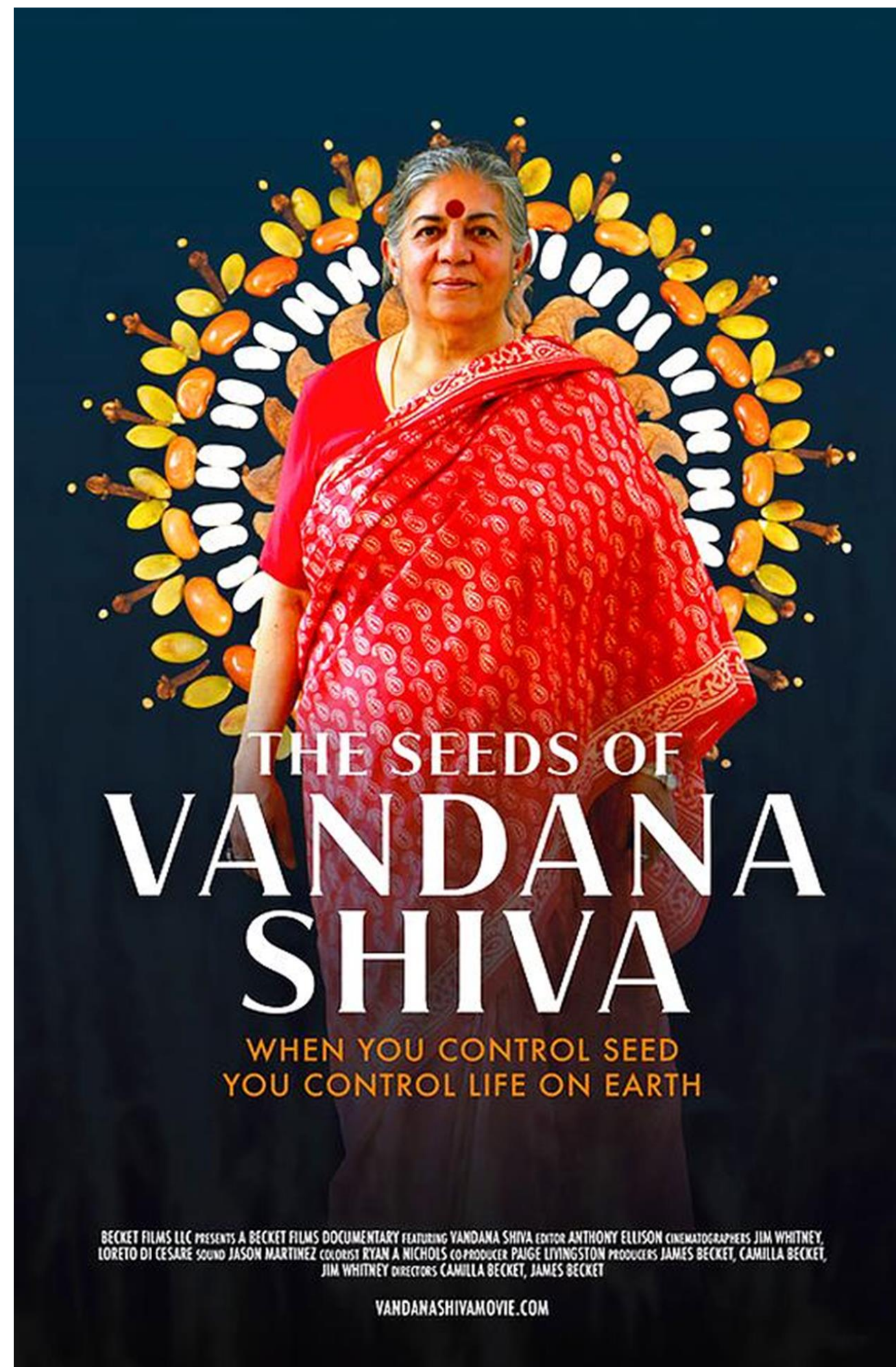
Justice in the IFA programme and HAS: it's there, but it needs strengthening

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IFA student journey on ethics & justice

Curriculum International Food & Agribusiness				
YEAR	TERM 1	TERM 2	TERM 3	TERM 4
1	Global Food Systems	Agri Food Business	Business Economics	Work Experience Placement
	Intro Food	Primary Production	Biobased Economy	
	Personal leadership I		Personal leadership II	
2	Business & Marketing	Sustainable Value Chains	Business Development I	Business Development II
	Circular Agri-Food Production I	Circular Agri-Food Production II	Food Systems Governance	Extension on Sustainability
	Personal leadership I		Personal leadership II	
3	Traineeship		Elective: Traineeship or Minor	
4	Future Food Systems		Professional Assignment	

An example: food systems governance



Outputs,
outcomes, impacts

Behavior, practices,
knowledge

Institutions,
structures

Narratives,
paradigms, values,
beliefs

Justice in the IFA programme

- Strong focus on personal leadership: personal reflection on ethical dilemmas that students have experienced during their studies;
- Diffuse learning aims: which knowledge, skills and attitude do we want to develop with our students?
- Fragmented learning line: how does one learning activity build on the other?
- Barely touched upon: justice in food systems transformations;
- Team capacity: do we have the needed teaching skills?

HAS green academy

- A small yet diverse university: different world views and value orientations among students and staff;
- Bubbles of 'transition-minded' and 'innovation-minded' people;
- HAS and the SDGs: a guiding framework?
- HAS partnerships: driven by which motivations?
- HAS as a host for international students: do we meet their needs?





Let's get to work!

**Building a me-we-world approach for
justice in food system
transformations**

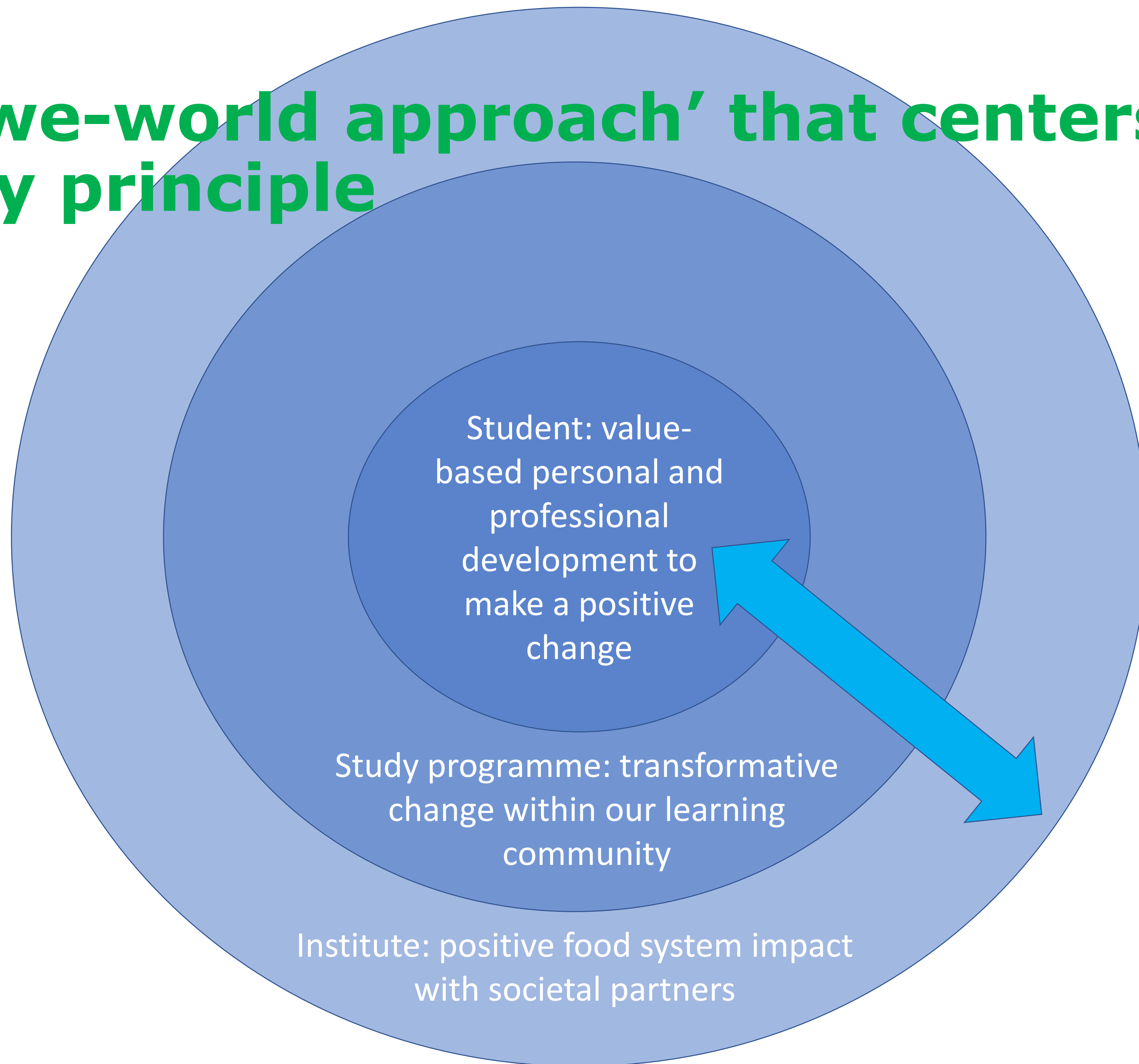
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Our starting point

We need a coherent 'me-we-world' approach on justice in food system transformations!



A 'me-we-world approach' that centers justice as a key principle



World café exercise

- Three 'me-we-world' tables: (1) student; (2) study programme; (3) university;
- What do we need at each level to build a multilevel approach to justice in food systems transformations?
- Put your ideas, suggestions, best practices from your studies and institutes on paper and discuss with each other;
- Three dialogue rounds, building on the previous round(s);
- At the end of each round: a brief plenary recap from each table.

Table 1: the student (me)

Which knowledge, skills and attitudes do our students need to contribute to just food system transitions?

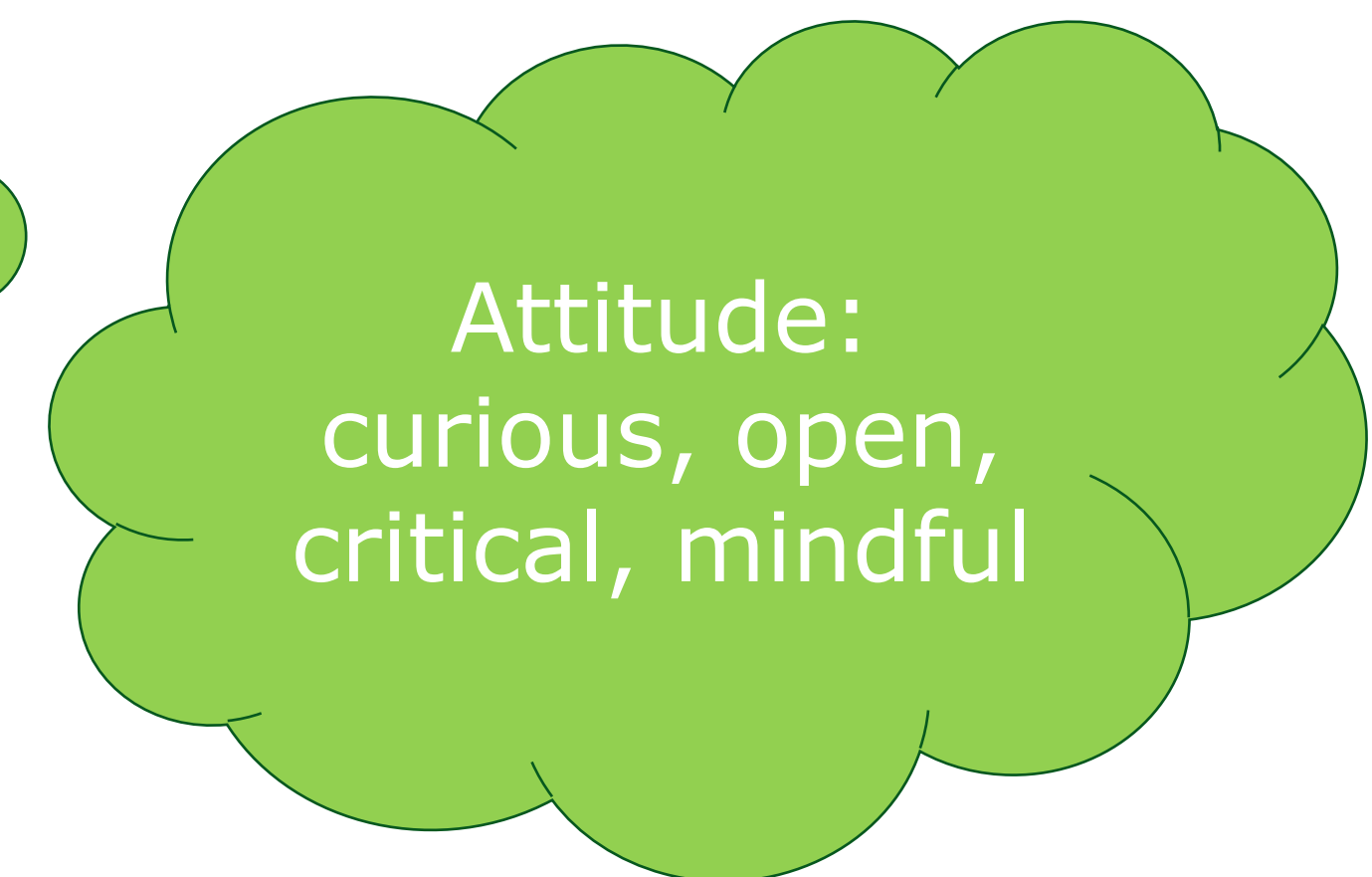
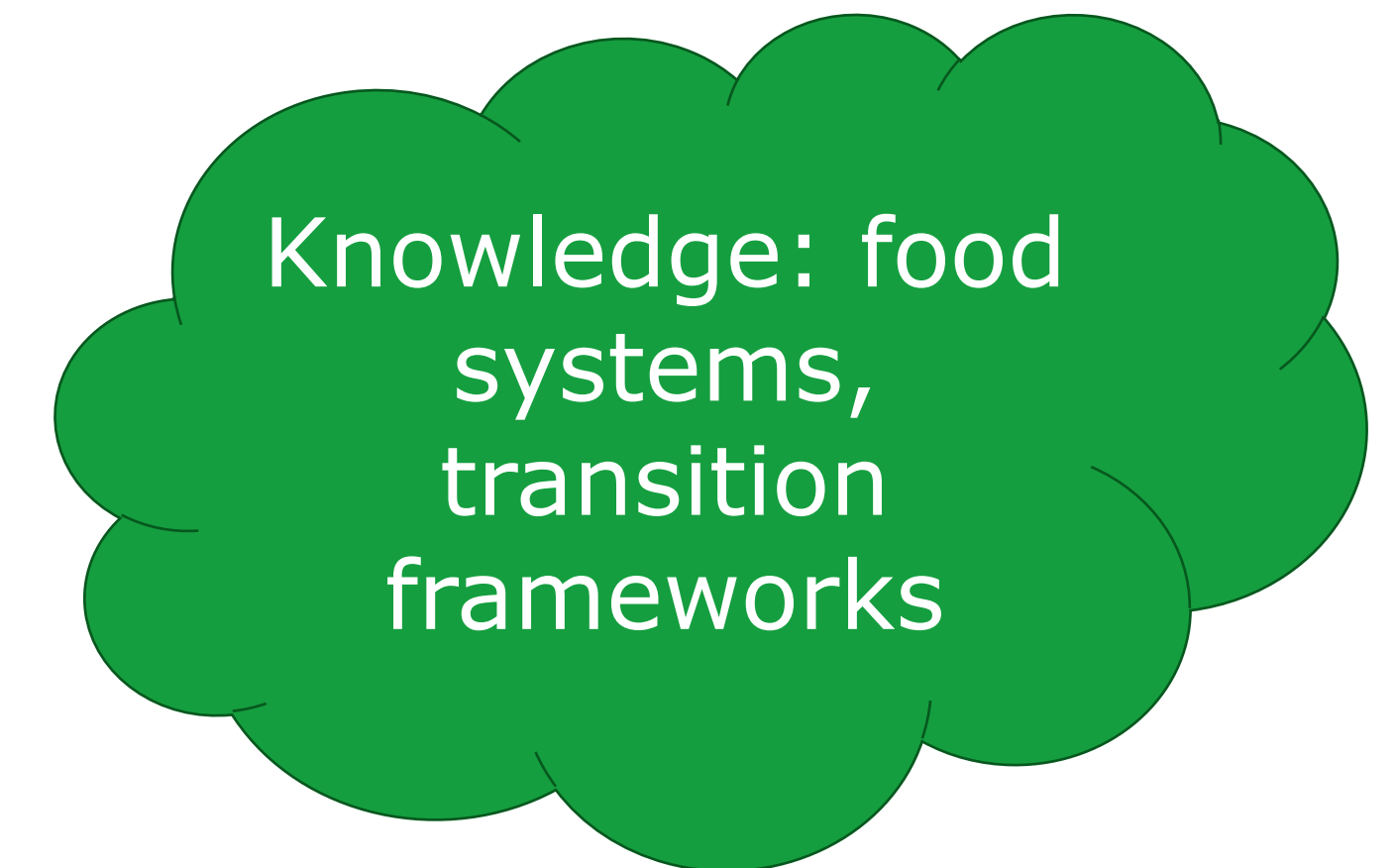


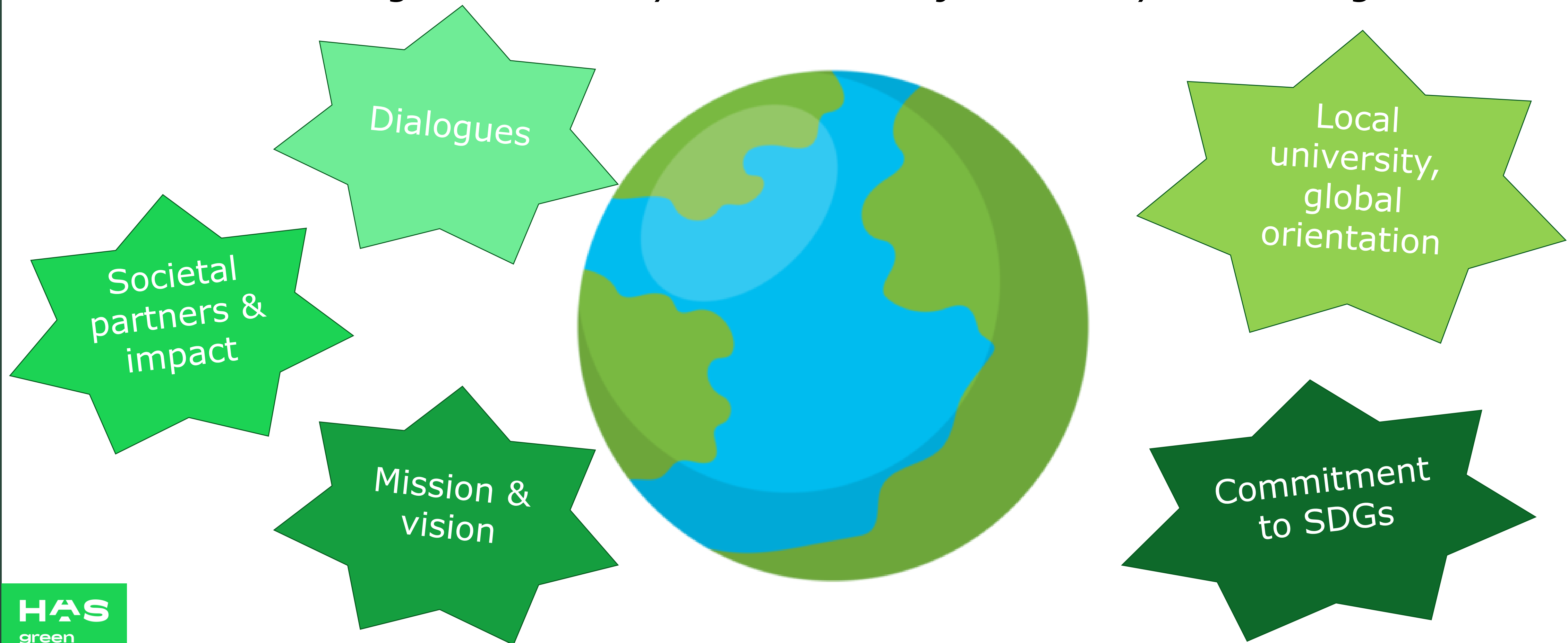
Table 2: study program and team (we)

Which teaching and study qualities need to be in our team and study programme to support students in their learning journey on justice?



Table 3: our institute and its impact (world)

How can HAS green academy contribute to just food system change?



Thank you

Questions?

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