

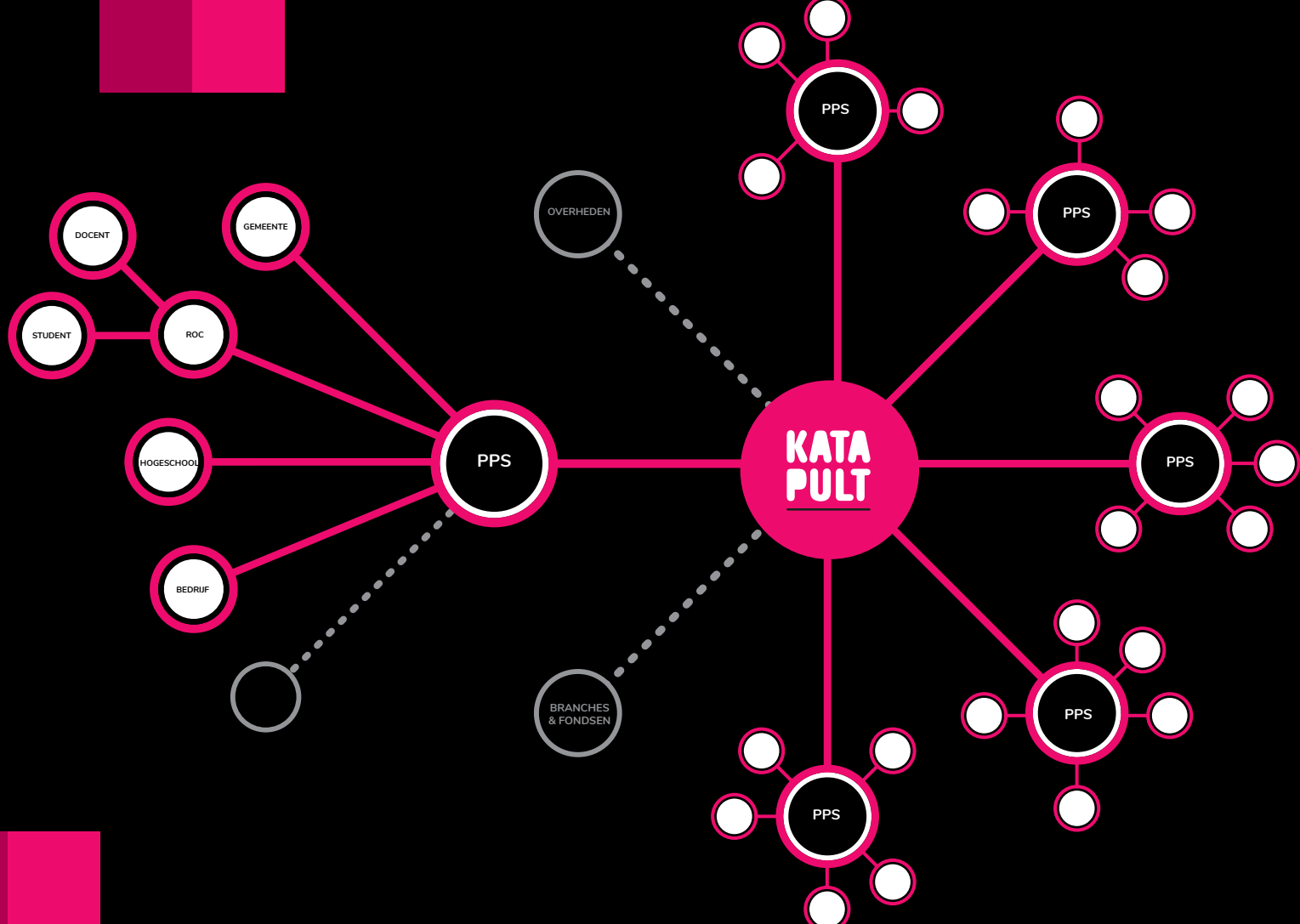
# IMPACT AND ADDED VALUE

OF COOPERATION BETWEEN VOCATIONAL EDUCATION AND BUSINESS, 2021 - 2023



**KATA  
PULT**

next level  
connection



## KATAPULT: THE POWER OF PUBLIC-PRIVATE PARTNERSHIPS

At Katapult, our strength lies in public-private partnerships (PPPs), a strength with which we build the future of the Netherlands. We connect education to business, with which we can meet great challenges and have already reaped great success over the past 10 years.

But we want to continue! Both in the further expansion of our network and in the kind of social challenges we are working on. Because the world is changing rapidly, as are the innovations needed to meet the changing challenges.

Our network includes a continuously growing number of PPPs, students, teachers, researchers and entrepreneurs. Together we provide the knowledge and skills needed, now and in the future.

By continuously expanding our network, new opportunities arise and different learning, working, thinking and doing becomes normal. We want even more companies, organizations and professionals to benefit from the advantages of PPP. Do you want to share knowledge and skills with others? Then join the Katapult network too!



### **Colophon**

The impact report 'Impact and added value' is a product of Katapult, supported by PTVT. The figures in this release are based on: a survey conducted in spring 2023 among more than 150 public-private partnerships, the baseline measurement from April 2023 as part of all granted applications 'scaling up PPP in vocational education' and the network map of more than 550 partnerships and their partners.

September 2023





## TOGETHER TOWARDS A FUTURE FULL OF CHANGE AND IMPACT

Two years have flown by since our last impact measurement and what changes we have gone through. The corona pandemic turned our lives, work and learning upside down, but now it seems as if we have put these challenges behind us. We are going full speed ahead again.

At Katapult, it has always been important to change the way we learn, work and live. Making real impact means changing our attitudes and relationships, as individuals, organizations and society. The number of collaborations pursuing this has grown significantly again. Moreover, these collaborations have grown in quality and reach over the past two years. Now is the time to make a turnaround toward closer collaboration among these initiatives. We want to reduce fragmentation and join forces.

The optimal training and development of people remains the core of our partnership: we invest in young people and professionals. We focus on education that is closely linked to society and connected to major economic and social developments. In the coming period we want to pay extra attention to the development of tomorrow's knowledge and its application in SMEs.

Katapult is committed to making a positive impact on society together with our partners. Change is possible and together we can pave the way to a future where we learn, work and live differently. Let's join hands and join forces even more for lasting impact. Because impact means change, and change starts with us!

Pieter Moerman  
We are Katapult



## EXAMPLE OF NATIONAL EXPANSION

### Agile Craftsmanship

Vitens is a Dutch water supply company that provides millions of people and businesses in our country with clean and safe tap water. Vitens considers active and agile personnel important. That is why the company participates in the cooperation between CIV Water, CIV Groen and Wendbaar Vakmensschap, which work together in the High Impact Pps Green Transition North Netherlands. Here, students and employees are trained to become agile professionals.

Klaas Jensma is a process technician at Vitens and a participant in the program Wendbaar Vakmensschap. Two years ago, he started in a new sector as a lateral entrant with the help of training from the Vitens water supply company. "After working in agricultural mechanization for more than twenty years, it is very refreshing to do something completely different again. To learn new things. Not by sitting in school but by visiting different Vitens locations." At Vitens, employees are trained in this way to be agile and with an

active attitude. Klaas: "The agility is also expressed in the ability to absorb knowledge that Vitens gives us. If you want to go to another location tomorrow to learn something, we have the space to do that."

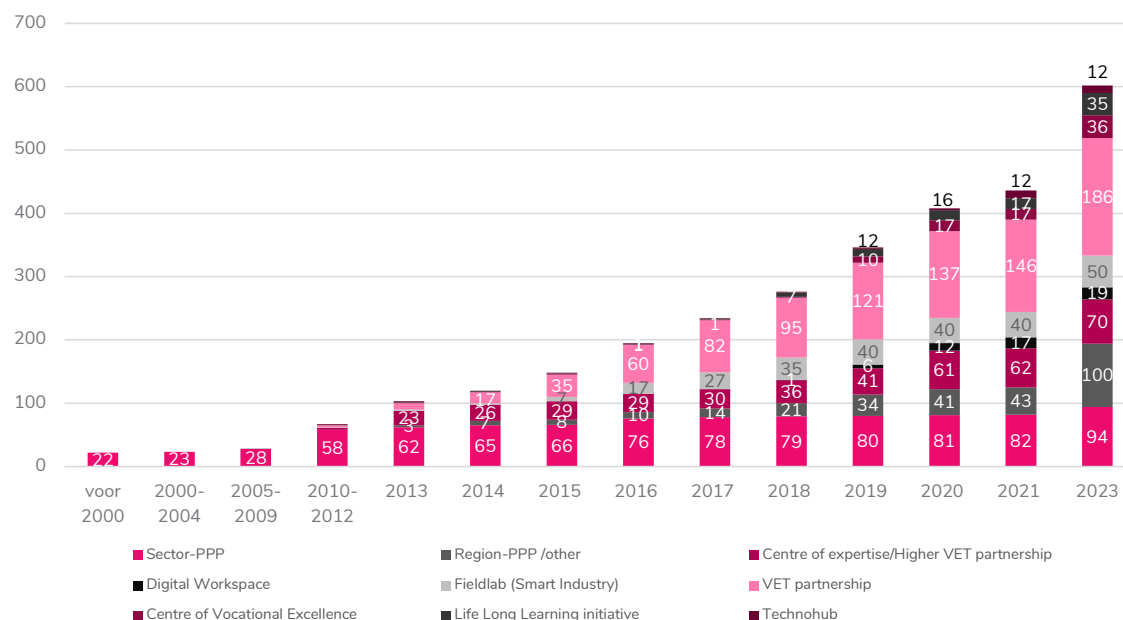
The combination of employees' active attitude and the company's incentive to develop leads to a snowball effect among employees. This leads to valued people who often advance quickly. Agile professionals whose knowledge and skills increasingly fit the job, and who are prepared for rapid changes in the field.

Scan the QR code or [click here](#) to listen to Klaas' full story!



# THE POWER OF KATAPULT'S NETWORK

Both the size and strength of interconnections determine the strength of a network. The size of the Katapult network continues to grow in all areas, for example, by 2023, 28 new PPPs in secondary vocational education (MBO) were started through the Regional Investment Fund (RIF) and 13 new Centres of Vocational Excellence were started internationally. Also, 15 High Impact PPPs were started, which are consortia in which PPPs will collaborate with each other. This is another step in the maturity of PPP development, in which the focus on and collaboration with the external environment continues to increase.



Not only is the number of PPPs increasing, the relationships between them are also developing. On average, PPPs cooperate with two other PPPs. The start of High Impact PPPs creates even more connections between PPPs, making the network even stronger and more powerful. In particular, PPPs are finding each other on topics that involve development of demand-driven education and involving the business community and maintaining relationships. To a lesser extent, it also concerns topics such as governance, working together on complex issues (in learning communities), hybrid educational pathways and making the PPP sustainable.

**“THE MOST I LEARN FROM HOW THE OTHER PPPS HAVE HANDLED THINGS, SUCH AS PROJECT DESIGN, COLLECTION OF HOURS WORKED, ETC.”**

**“IN THE STEERING COMMITTEE AND WORKING GROUPS THERE IS AN EXCHANGE OF THE RETURNS OF THE VARIOUS EXPERIENCES OF ALL PARTNERS.”**





## EXAMPLE OF A PPP ON THE SOCIAL THEME OF INCLUSIVENESS

### CIV Leven Lang Flex

CIV Leven Lang Flex is a public-private partnership that aims to guide mbo students level 1 and 2 to a sustainable position on the labor market. They do this by letting the students develop their talents in a practice-oriented way. For example, by paying attention to the specific needs of students and what is needed on the labor market. The practice-oriented approach can be seen in the many hybrid learning paths. There is also a strong focus on flexibility and self-direction. Students are given the freedom to learn and take exams at their own pace and at their own convenience.

### Provalu

Provalu is an apprenticeship company working with MboRijnland as a partner within CIV Leven Lang Flex. In recent years, MboRijnland has gained good experience in offering hybrid learning concepts in entrance courses. Together they invest in (young) adults with a distance to the labor market by developing specific work and learning paths in a business environment. Together they are also exploring where to expand within the existing pathways, especially focusing on status holder pathways. They put additional focus on functioning in Dutch society and mastering the Dutch language. At Provalu, students can be trained within the familiar walls of the company. It is understood that sitting in school is not the way for everyone to get a diploma. That is why they offer an appropriate educational model in the form of a hybrid track. At Provalu and mboRijnland, students can learn and work, and as a result obtain their level 1 mbo diploma.

**“WHEN I WAS 18 I STARTED WORKING AT PROVALU IN LANDSCAPING, BUT I KNEW I WANTED MORE THAN THAT. I WANT TO EVENTUALLY BECOME A LANDSCAPER. FOR THAT, I FIRST HAD TO GO TO AN INTERMEDIATE VOCATIONAL SCHOOL AND GET MY DIPLOMA AND I SUCCEEDED.”**

# INVESTING IN INCLUSIVENESS IN SECONDARY VOCATIONAL EDUCATION AND LABOR MARKET

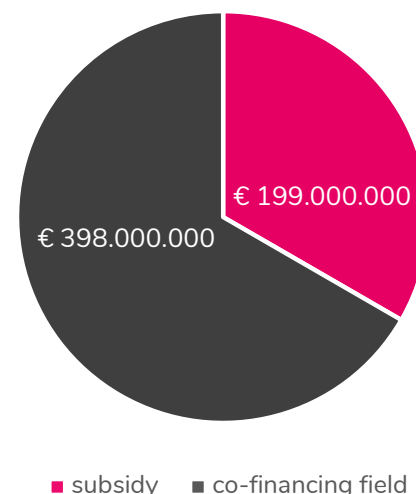
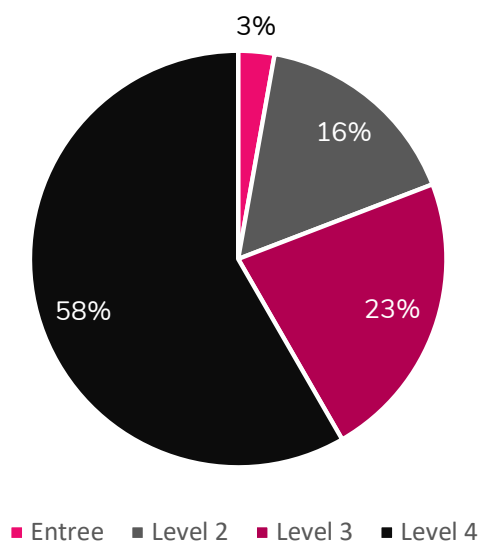
Secondary vocational education (MBO) plays an important role in addressing major societal challenges, such as climate change, housing, future-proof care, digitalization, as well as equal opportunities in education and the labor market. Since 2014, the impetus given from the RIF scheme has led to a strong growth of public-private partnerships in the MBO and to the development of more attractive, accessible and contemporary MBO education. The growing focus within the RIF, and therefore also in PPPs, on inclusiveness in education and the labor market is also essential to address the major labor market shortages and to stimulate equal opportunities and innovation and contribute to more equitable

cooperation. There, too, collaboration between MBO institutions and businesses is essential. At least 14 PPPs focus specifically on supporting young people in Entree (and level 2) courses: they represent significant potential to reduce labor shortages. Within the PPPs, investments are being made in education that captivates and engages, and employers are showing a willingness to hire diverse target groups and invest in appropriate training and guidance.

## PPS MBO IN FIGURES (RIF)

- 204 PPPs received grants
- 16 PPPs continued a RIF after initial start-up with scale-up grant
- About 20% of PPPs focus on Entree
- A total of more than 500,000 students were reached by 2021.

Distribution across different learning paths is shown in the chart. A total of 199 million euros of subsidy was invested in RIF projects. Since the grant could be a maximum of 1/3 of the budget, a minimum of 398 million was contributed from the field.

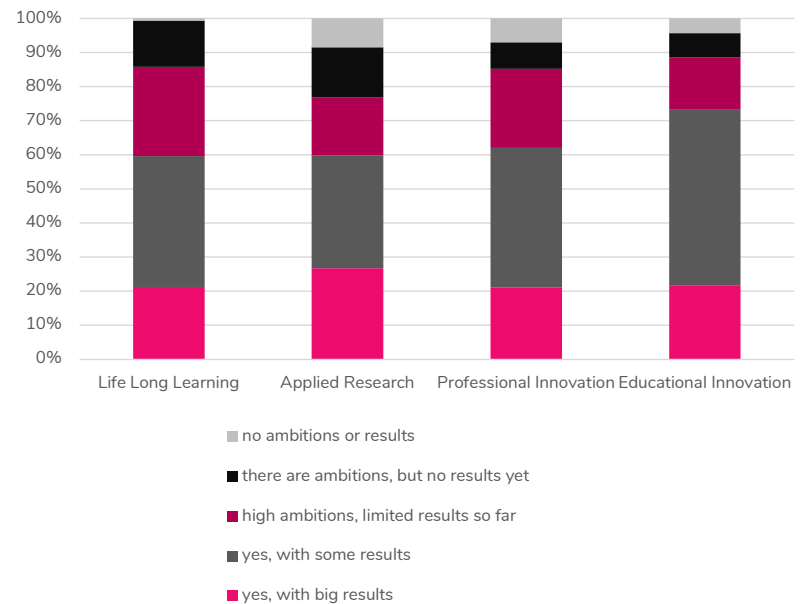




# SUBSTANTIVE FOCUS

## AMBITIONS AND RESULTS

Making impact means changes in culture and attitudes about the way we live, learn and work. These changes are increasingly visible in the ambitions and results of PPPs whose highest goal is to bring education, research and practice together. The PPPs in the VET/MBO are achieving the greatest results in educational innovation, while in the higher VET/HBO they excel mainly in practice-oriented research. Nevertheless, in the MBO, too, there is plenty of effort put into increasing the research skills of teachers and students and the number of PPPs with a practical department has quadrupled in recent years. More than three-quarters of the PPPs have ambitions in the areas of lifelong development, research, innovation of professional practice and educational innovation. This versatility comes from the growing understanding that only through a productive combination of learning, working and innovation can real impact be achieved.

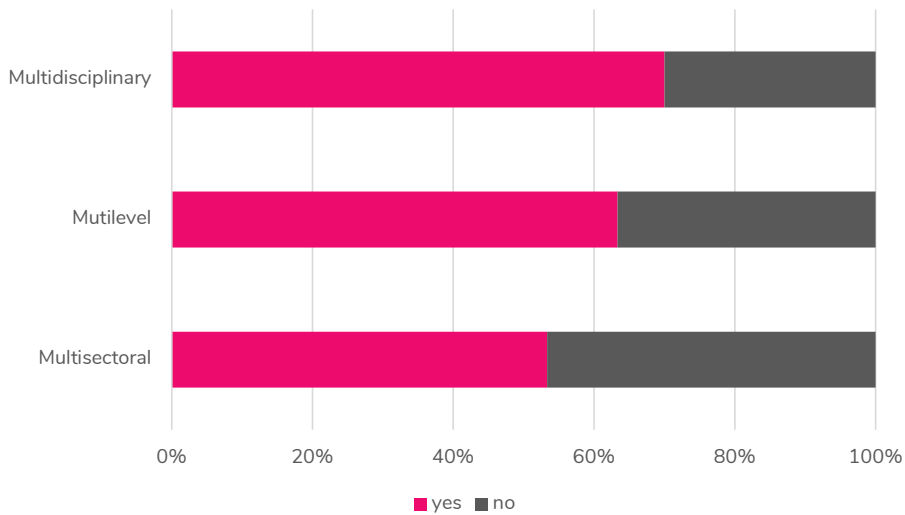


## LEGAL STRUCTURE

Impact is also made by learning to work together in other structures and relationships. More and more PPPs (35%) still form a partnership with agreements, the majority has now opted for more close-knit structures in which to cast the collaboration. Among the most recently formed HIPs, a quarter have opted for a foundation form.

**“STUDENTS PARTICIPATE IN APPROXIMATELY 80 RESEARCH PROJECTS PER SEMESTER FROM WORK FIELD PARTNERS, ADDRESSING NOT ONLY TALENT DEVELOPMENT BUT ALSO THE DEVELOPMENT AND INNOVATION OF THE FIELD.”**

# STRENGTHENING THE NETWORK



Networks are strengthening not only between but also within PPPs. There is an increasing focus on forming cross-links. For example, the number of PPPs cooperating at different levels of the education chain (multi-level cooperation) has increased from 46% to 63%. Also, the majority of PPPs operate within different disciplines and sectors. Among PPPs involved in a High Impact PPP, these percentages are even higher!

The impact of a growing network is reflected in changed human behavior and a changed environment. Those changes, in turn, are needed to strengthen the network.

**“THERE IS COOPERATION BETWEEN THE DEVELOPMENT COMPANIES, EDUCATION IS DESIGNED AND IMPLEMENTED IN CO-PRODUCTION, AND DIFFERENT COURSES ARE CARRIED OUT WITHIN ONE LEARNING COMPANY.”**





## EXAMPLE OF INTERNATIONAL EXPANSION

### EPLUG

The European Platform for Urban Greening is a European network of landscaping companies and schools working together to develop new curriculum and share the latest innovations around biodiversity, climate adaptation and urban greening.

Lars van Ginkel, innovation and development consultant at Royal Ginkel Group and Heidi Kamerling, practor Green Livable City at Yuverta have known each other for years through the Green Hotspot in Houten. Moreover, since 2020, they have been two of the driving forces behind the international cooperation in the European Platform for Urban Greening.

Lars: "As a company, we are working on greening cities, such as, for example, with the Wonderwoods residential towers in Utrecht, where we are creating a vertical forest in a place where there is otherwise little space for greenery or biodiversity. This reduces heat stress and promotes healthy urban living environments. In complex working environments we use innovative solutions, often outside our field of expertise, so well-trained staff are essential to us."

Heidi: "In the European Platform for Urban Greening we join forces with schools and companies from all over Europe to adapt our education to social developments. We also share knowledge for curriculum development, for example in our Lifelong Development offerings and our top Urban Green Development course. By joining forces with our international partners, we have knowledge and innovations at our disposal that we would not have on our own."

Lars: "from the European Platform for Urban Greening we also join forces with other initiatives, such as the Platform of Vocational Excellence Water. Because water management is becoming increasingly important for us as gardeners, we started the BARCOVE project together, in which we conduct applied research with our international partners on blue and green solutions in the urban environment. This gives us as a company the opportunity to gain knowledge elsewhere in Europe and translate this to our Dutch working environment."

Heidi: "It's really nice to see how our international cooperation connects with and also strengthens national developments. For example, in addition to our international projects, Yuverta and de Ginkel Groep are also working on the working landscapes of the future through the National Growth Fund and we are working to make the green sector more attractive by translating the Green Worlds to 5 other European countries through the GreenVEU project. By joining forces and smart combinations between these projects, we really create a win-win-win situation for all parties involved and ensure that 1+1 is three."

The European Platform for Urban Greening, BARCOVE and GreenVEU are funded by the European Commission through the Erasmus program. In addition to the European Platform for Urban Greening, there are 35 other similar Centers of Vocational Excellence. To learn more about them, visit [www.copcov.es](http://www.copcov.es) or contact Boudewijn ([b.grievink@ptvt.nl](mailto:b.grievink@ptvt.nl)).





## EXAMPLE LEARNING COMMUNITIES

### ACE Challenge Based Learning Platform

The Automotive Learning Community began in 2019 as a project funded by Stimulus and the EU and implemented by ACE Mobility, with the goal of creating a learning environment in which employers and educators in the automotive and mobility world collaborate on lifelong learning for employees.

The project proved to be a success, as a vibrant community of 70 organizations emerged around numerous projects on real-world innovation questions. Although the project ended, the network and the need to learn, work and innovate together remained! Workers in this industry want more insight into innovations and developments in the sector so they can continue to develop. Entrepreneurs want to find efficient collaborations to realize innovations and present them to their network. Researchers, in turn, seek connections with the business community so they can research and improve problems and innovations in business.

Therefore, ACE Mobility decided to develop a (digital and physical) Challenge Based Learning Platform where people can meet and learn and innovate together. The platform contains modules, programs and training from knowledge institutions and companies. It will also include challenges from the automotive and mobility world in which people can participate. Examples of themes in challenges are automated driving, battery technology, LEAN and hydrogen.

The end result should be an independent and continuous community, bringing together entrepreneurs and employees, students, teachers and researchers. ACE Mobility will serve as the independent custodian of the platform and host physical meetings to strengthen the community.

Tjaard Sijpkes, Chief Technology Officer Ebusco: “Ebusco has a dream to help make our world emission-free. To make that happen, we have chosen electric buses. The Automotive Learning Community (TALCOM) is a wonderful collaboration between a whole number of parties that are also important to us, such as Fontys, Summa College and Lightyear. Together with these parties we now have a case: a solar panel on our bus to extend our range, which is very important for us.”

Lars van Ieperen, student at Fontys Automotive: “I started doing the minor mainly to be more familiar with electrifying current cars and also to put solar energy on it. We are working with Summa, because they are more advanced in 3D drawing than we are ourselves. And we would like to have all the parts figured out in the car and Summa can really help us with that.”

Roel Burger, Summa Automotive teacher: “Students love working on these new innovations because it gives them a broad picture of what’s available in the industry. And because then later in their own profession there they really know very well what they want and how to specialize.”



## EXAMPLE OF A CLIMATE TRANSITION PPP

### **Biodiversity Perspective**

As a farmer, how can you ensure resilient agriculture in a healthy environment and with good economic prospects? In the PPP Biodivers perspective Noord-Holland, the green education within Vonk, two higher agricultural schools and various entrepreneurs are working together to increase knowledge in the field of nature-inclusive farming. Learning companies are opening up to students, teachers, entrepreneurs and researchers around the three themes of Livestock, Bulbs and Vegetables.

Siem Flanders is project manager at Wij.land, an organization that works with farmers, nature organizations and others to develop concepts that contribute to 4 values: inspiration, financial value, natural value and social value. He is also involved in this PPP as a hybrid lecturer in dairy farming.

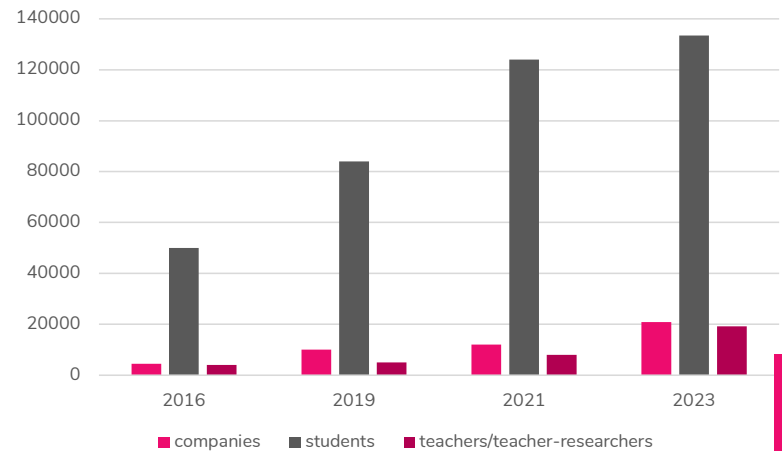
“Within this PPP, the goal is to get knowledge of nature-inclusive agriculture into the curriculum of agricultural education. This then applies to secondary agricultural schools in Noord-Holland but also, for example, to higher agricultural schools in Dronten and Friesland. I myself supervise dairy farming students and teach modules on soil, feed, grassland and farm development. Within the framework of this PPP, we try to enrich modules with knowledge of nature-inclusive agriculture and to include students and teachers in that.

The first few years were quite difficult; due to busyness, teachers often lack the time to follow all the new developments and adapt their lessons accordingly. Meanwhile, in dairy farming, this subject is seen as an enrichment, partly because as a hybrid teacher I can teach those modules myself. Next year I will teach a module on circular agriculture in which students learn to optimize the cycle on a farm. Because using little artificial fertilizer and limiting nutrient loss produces real economic returns in addition to biodiversity gains. If something is not financially viable, it is not sustainable, I always say. Then we look at what you as a farmer can do extra for nature. Through the nature associations it is possible to take out packages for agricultural nature management for which the farmer can receive compensation. A win-win for the farmer and nature. Students often come from a farm themselves and learn to make a customized nature business plan. In this way they automatically start to look differently at their own environment and with this PPP we also reach the farms they come from. Most dairy farms are already phasing out fertilizer use and optimizing their grasslands, and together we are exploring how they can go the extra mile. By having students do active research, for example on opportunities for herb-rich grasslands, a farmer can make informed choices in their own operations. In this way, this PPP can be profitable for both students and entrepreneurs.”

The Biodivers Perspective initiative is part of the High-Impact PPP Green Chain NH.

# GROWTH IN REACH

The impact measurement shows that the measured PPPs together involve around 134.000 students, 19.000 teachers and 21.000 companies. The large increase in the number of teachers involved is striking. We see here an increased diversity in the ways in which teachers are active within a PPP - such as developing new education, participating in learning communities and projects, taking courses as part of their own professionalization, etc. The oil slick effect is also really visible now. To capture all of this, we have included teacher involvement in this measurement unfiltered. Not all PPPs are included in this measurement. So the total number of companies, students and teachers in practice is even higher.

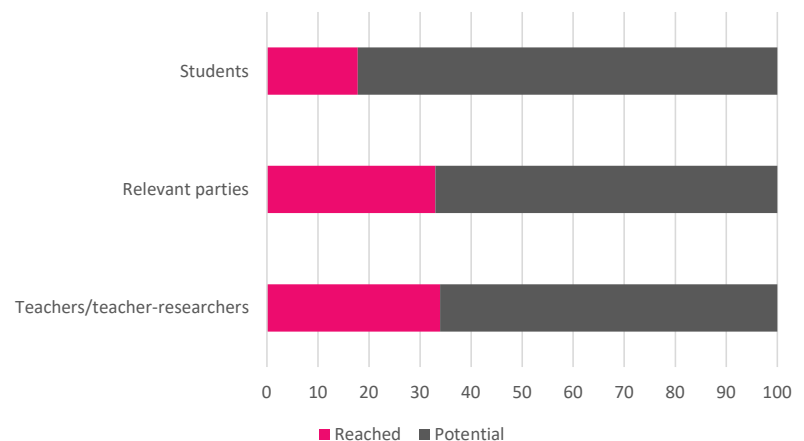


## IMPACT ON TARGET AUDIENCES

Most frequently mentioned activities of PPPs with the most impact involve issues and assignments from professional practice that are worked on jointly by students, teachers/teacher researchers and entrepreneurs. Measured both in terms of time spent and perceived effects for education (direct effect for the student/teacher involved and as broader educational innovation), research (knowledge development) and professional practice (knowledge application).

## GROWTH POTENTIAL

While PPP outreach is growing, it is far from reaching its ceiling! This is evidenced, for example, by the number of students, parties and teachers actually reached so far. There is still an lot of room for growth there. In all cases, a maximum of one-third of the target group has been reached, so the reach can still triple. In addition, teachers most often spend 4 hours (average 8.5 hours) on the PPP. So the potential for impact growth is very high!



**“COMPANIES GOT IN TOUCH WITH UPCOMING TECHNICAL TALENT THROUGH COMPANY VISITS AND WORKSHOPS. THEY WERE ABLE TO INTEREST STUDENTS IN THEIR COMPANY AND FIELD. AS A RESULT, STUDENTS HAVE CHOSEN INTERNSHIPS THAT REALLY SUIT THEM.”**





## EXAMPLE OF NATIONAL EXPANSION

### Cloud IT Academy

"Thanks to Cloud IT Academy, we now have training that is designed from employers, the market," - Leo van Schie, partner at NewMedia2Day.

For (almost) MBO-4 ICT graduates, it can be a difficult choice: continue studying or go to work? Why choose if you can do both? With the dual training route of the Cloud IT Academy, students start working as ICT professionals at a relevant company and also work on obtaining their hbo-ICT diploma. This way they can immediately apply and hone their skills in practice.

Employers in ICT are eager for young employees. From that need, the Cloud IT Academy was started by a collective of employers: students who enter the company via this route are already fully qualified ICT professionals and therefore immediately add value to the company. The 4-year dual track ensures a serious commitment from both sides. The student is truly part of the company, and the company has an employee who continues to develop within the organization for 4 years. Win-win!

### Facts&Figures

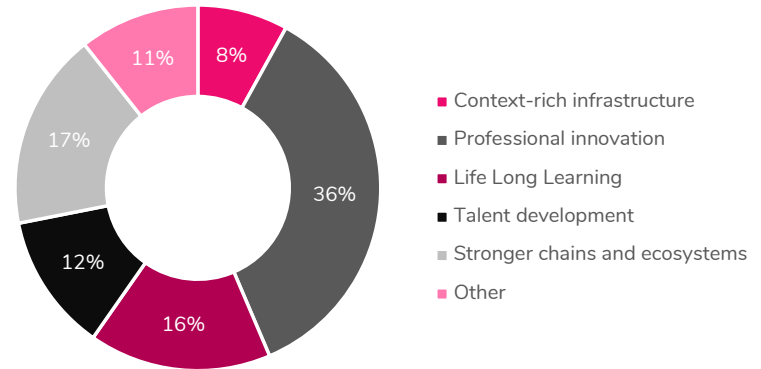
- Students work three days a week at the apprenticeship center, attend classes one day a week and have one day a week of self-study and guidance from CITA;
- Outreach: since 2018, 150+ students have started the track;
- Target group: the track is subject to regular entry requirements for the college program.
- At CITA, they focus mainly on (almost) graduated MBO-4 ICT students.

As a cloud or software development company, do you also want to scale for the future and contribute to an innovative ICT climate in the Netherlands? Then sign up now at CITA: [info@clouditacademy.nl](mailto:info@clouditacademy.nl). Scan the QR code or [click here](#) for more information!



# CAPITAL

A typical PPP composite budget is about €1.5 million, in kind and cash combined. The exact size of the budget varies greatly between PPPs. Educational institutions and work field partners contribute most of the PPP's income (30% and 25% respectively). In addition, PPPs receive income from paid services (15%), the central government (12%) and regional and local governments (9%). Most of the revenue is spent on issues and projects for and with professional practice (36%).



## Innovation Hub Tubbergen

Twente is facing a brain drain - departure of highly educated students and employees - across the board, and in a small municipality like Tubbergen that problem is all the more urgent. With the help of a SLIM subsidy, a number of regional companies in the construction and engineering sector are therefore working hard together to bring the knowledge and competence levels of (future) employees up to scratch. In the Innovation Hub Tubbergen, they are creating a breeding ground for innovation that is simultaneously a learning environment for employees and students.

The hub offers challenging internships and graduate assignments for college students in addition to already existing opportunities for college and university students. An internal learning school provides fortnightly master classes on specific topics such as time management, effective communication and presentations. Internal training programs continue to be developed within the learning school. Joint projects and development days strengthen the intensive cooperation and knowledge sharing between the four partners.



## EXAMPLE OF INNOVATION

### Smart Makers Academy

The biggest challenge for further digitalization of the manufacturing industry is the increasing lack of sufficient people with the right skills. The Smart Makers Academy was developed to facilitate and activate SMEs in the development of talent and skills for digitization. The successful, low-threshold learning concept, which is based on substantive “metro lines” built from nanomodules (the “metro stations”), builds on the regional initiative of the 3D Makers Zone in Haarlem and the Nova College. From the scale-up agenda Smart Industry, Katapult is responsible for the pillar ‘digitization of employees’ and to this end we are scaling up the successful example to a nationwide network of 40 Smart Makers Academies in 2026.

### Overview in mid-2023

- Number of academies 8
- Number of academies under development 16
- Number of metro lines 40
- Number of metro stations 180
- Number of nanomodules followed 5000

### Smart Makers Academy Digital Twin

Hogeschool Arnhem-Nijmegen (HAN), Varex Imaging, Van Raam, Graafschap College and ROC Nijmegen together developed the metro map “Getting started with Digital Twin in the company”. Project leader of the Smart Makers Academy Digital Twin Inez Kohlmann: “The metro map has become a nice example of how an SME company can go through the transition, in this case to a digital twin. Here, the DGA and the intended project leader start together and team leaders and employees join later. After going through these metro lines, the SME has the insights and skills to concretely start their innovation.”



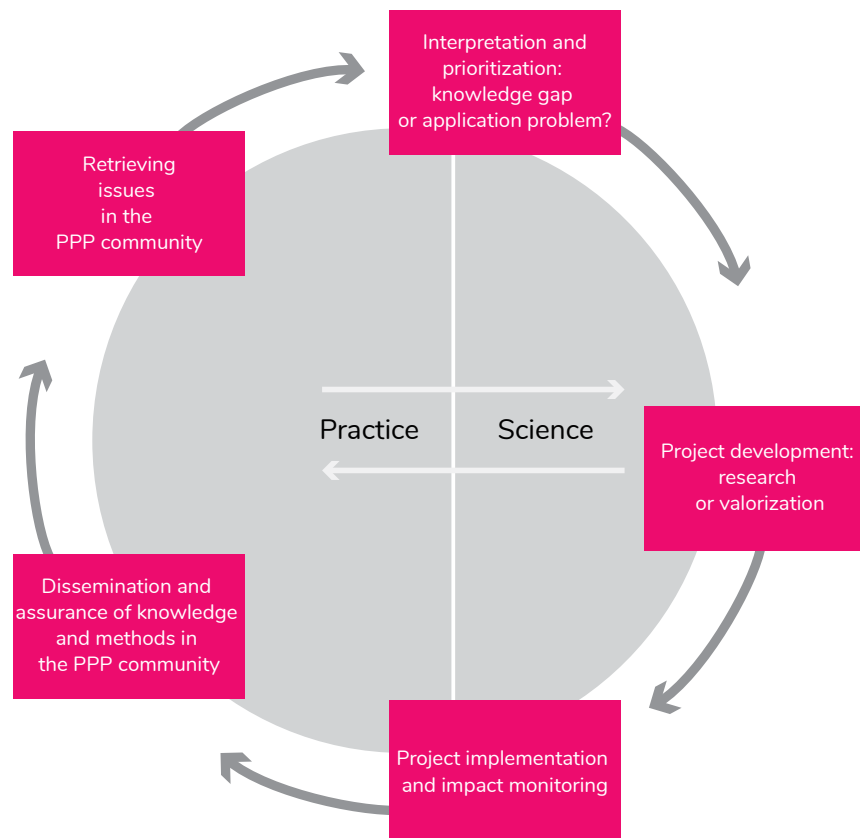
# PPP SCALE-UP RESEARCH AND VALORIZATION PROGRAM

To ensure that PPPs become even more successful, we have started preparing a research and valorization program. The program will focus both on the development of new knowledge and on the (better) application of already existing insights and methods.

Realizing more impact is central to the program. That is why we are going to work in a demand-driven learning and development cycle. Issues are raised in the PPP community and new knowledge and methods are secured in the community at the end of the cycle via the Katapult Knowledge Bank and Katapult Academy, among others. With the program we want to get a more clear answer to the question “what works when, under what circumstances and why?” through scientific and practical research.

The program is designed in collaboration with a team of passionate researchers and practitioners. They play an important role in interpreting and prioritizing the issues, providing access to knowledge and research capacity, and supervising/guiding the research and valorization projects. The researchers, in turn, are given access to unique data, a large network and various real-life case studies that can serve as study subjects.

Of course, we will also work closely with existing knowledge gremia and related outreach programs in the new program.



# NETWORK CARD

The Katapult network wants many more companies, organizations and professionals to benefit from the added value of PPP. Would you like to partner with others by sharing knowledge and expertise? Then become part of the Katapult network.

Is your pps not on the network map yet? Then create a profile here.



Interested in our newsletter? Then sign up here.



## QR CODE: WHAT CAN YOU FIND BEHIND THIS?

This publication is emphatically a snapshot in time. Literally every month new partnerships are started, existing partnerships scale up, and partnerships merge with each other. This means that the “PPP landscape” is constantly changing, as we already see compared to previous reports. Moreover, we cannot tell in this publication everything about what all the partnerships want, can and do. Therefore, this publication contains a selection of “high lights” that we believe give a good picture but is certainly not complete. Would you like to know more about what lies behind the information presented, how we arrived at it or what more there is to say about the partnerships? Then use this QR code or [this link](#) to visit our website for more background information or contact us at [hello@wearekatapult.eu](mailto:hello@wearekatapult.eu).





## WITH THANKS TO

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