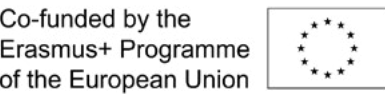


# THE IMPACT REPORT



EUREKA EUROPEAN URBAN REGENERATORS KNOWLEDGE ALLIANCE

AGREEMENT NUMBER — 621709-EPP-1-2020-1-IT-EPPKA2-KA

IMPACT REPORT R 6.4

Work package:	WP6
Type:	Document
Dissemination level:	Public
Version:	Final
Delivery date:	31/12/2023
Keywords:	Impact evaluation, results, outcomes, lessons learned
Abstract:	The Impact Report is the overall deliverable produced for Evaluation and Impact activity. The report is the main public document to show and talk about the EUREKA results in terms of collected data, benchmarking, impact evaluation, positive changes, durable and long-term expected impact; it contains evidence and analysis captured in evaluation at micro, meso and macro-level.
Authors:	Mattia Forni, Harshita Thakare, Alessandra Zagli (LAMA)  Adriano Cancellieri, Marika Moscatelli, Martina Pestarino (IUAV)  Federica Pesce (MeltingPro)

Table of Contents

List of figures	4
Executive summary	5
Introduction	10
The Theory of Change of the project	10
Evaluation methodology	13
Defining the knowledge, attitudes and skills needed by the labour-market for the urban innovators of tomorrow - WP2	17
Strategy	18
Output	18
Impact	19
Development of a new multidisciplinary EU Urban Innovator curriculum - WP3	22
Strategy	23
Output	23
Impact	24
Delivery of the joint multi-disciplinary curriculum in each country - WP4	26
Strategy	27
Output	27
Impact	29
Urban Living Labs - WP5	42
Strategy	43
Output	43
Impact	44
Communication and dissemination activities - WP8	49
Strategy	50
Output	50
Impact	51
Lessons learned	54
Appendix	56
Quantitative indicators (table)	56

# List of figures

Figure 1. The Theory of Change of the project	12
Figure 2. The Theory of Change of WP2	17
Figure 3. The Theory of Change of WP3	22
Figure 4. The Theory of Change of WP4	26
Figure 5. Increased interest in social innovation and urban regeneration practices	29
Figure 6. Acquisition of new knowledge related to urban regeneration during the training	33
Figure 7. Development of new practical skills	34
Figure 8. Acquisition of new tools or knowledge for professional empowerment	35
Figure 9. Exchange of innovative practices and ideas with participants from different countries	37
Figure 10. Establishment of new international connections or relationships	37
Figure 11. Increased capability of dealing with diverse contexts	39
Figure 12. Increase of professional networks and job opportunities	40
Figure 13. The Theory of Change of WP5	42
Figure 14. Increased ability to connect and apply theoretical assumptions to practical problems	46
Figure 15. Improved ability to effectively deal, collaborate, and communicate with various stakeholders	46
Figure 16. The Theory of Change of WP8	49

# List of tables

Table 1. Research tools for impact assessment	13
Table 2. Other tools for impact assessment	14
Table 3. Output of WP2	18
Table 4. Output of WP3	23
Table 5. Feedback from participants in the national codesign tables	25
Table 6. Feedback from partners participating in the Transnational co-design workshop	25
Table 7. Output of WP4	27
Table 8. Additional information on the selection of participants	28
Table 9. Output of WP5	43
Table 10. Output of WP8	50

# Executive summary

## THEORY OF CHANGE AND EVALUATION FRAMEWORK

In recent years, European cities have been characterized by an extraordinary dynamism in the field of urban regeneration. Urban planners, place-maker, community organizers, activists are all different ways to describe the same professional profile: someone who knows how to use social innovation tools to work in the urban regeneration field, capable of planning urban transformations collaborating with the users and creating new alliances, with a strong focus on understanding the specificity of each context, always aiming at the generation of a real social impact.

However, while there is an extraordinary job demand, this professional profile is not clearly recognized, as few are the training and university curricula dedicated to this role.

EUREKA project wanted to seize the opportunity to create a multi stakeholder and stable alliance at national and transnational level able to train urban innovators of the future and to answer to the social, environmental, and economic challenges of cities and territories.

The ultimate aim of the project was to fill in the gap between the existing training and educational offer and the needs of the labour market, enabling training professionals to implement inclusive and sustainable urban regeneration for more cohesive, resilient and democratic European cities.

To reach this goal, a complex and interrelated

chain of activities has been designed and implemented, each with single objectives to be pursued and proper assumptions and preconditions to be respected. Building a framework which reflects how the project intends to contribute to its general and specific objectives, with what resources and under what specific conditions is a crucial step for the project to succeed.

The Theory of Change (ToC) has been chosen as the blueprint for a comprehensive and effective evaluation of the project. This approach proves to be especially useful to reflect on the consequential interrelations between activities, outputs, expected outcomes and long-term impacts for each target involved, identifying risks, and guiding the implementation and evaluation of the activities.

The ToC is the guiding approach for the Impact Evaluation of the project, aimed at ensuring that significant and extended social impact is achieved with long term sustainability and replicability of the project.

Research tools for impact evaluation collected qualitative and quantitative data through surveys, semi-structured interviews, focus groups, workshops. Data was collected during the implementation and at the end of the project.

## **DEFINING THE KNOWLEDGE, ATTITUDES AND SKILLS NEEDED BY THE LABOUR-MARKET FOR THE URBAN INNOVATORS OF TOMORROW**

The project's cornerstone was **establishing a research framework to design and deliver a new curriculum aligned with labor market requirements** (WP2). This involved extensive collaboration with universities, educational institutions, and experts across Europe to understand local and European labor market needs and training gaps. Key activities included setting a methodological framework for needs analysis, conducting surveys, desk research, and focus groups to define the necessary knowledge, attitudes, and skills for urban innovators.

The activity also **benchmarked the “Urban Innovator”** role through interviews and job shadowing, overviewed professional needs at the EU level, and analyzed case studies of urban regeneration.

The impact included **fostering international exchange of innovative ideas and practices, inspiring new educational offerings based on market needs**, and raising awareness about the urban innovator's role. The research phase, characterized by intensive collaboration and a multidisciplinary approach, led to the identification of 45 competences for urban innovators and highlighted the need for continuous research in urban innovation.

Despite challenges such as remote collaboration due to pandemic restrictions, in this phase the project **successfully increased stakeholder awareness of the urban innovator's potential and the need**

**for investment in urban regeneration projects.** The project's **approach and findings have implications for future training and education in urban innovation**, as well as for the development of the urban innovator role in various cultural and social contexts.

## **DEVELOPMENT OF A NEW MULTIDISCIPLINARY EU URBAN INNOVATOR CURRICULUM**

The second step (WP3) of the process was **creating a novel, multidisciplinary curriculum for post-graduate students in urban innovation.** This initiative was a **direct outcome of the research conducted in WP2** and aimed to establish a practical and reflective learning environment that bridges higher education and the real-world challenges faced by SMEs, cultural organizations, and public bodies.

The strategic approach for this was centered around **co-design practices involving both universities and practitioners, aiming to reduce the gap between academic learning and labor market needs.** Activities included forming a Scientific Board to oversee the curriculum's design and delivery, engaging in national and transnational co-design efforts to tailor the curriculum to local market needs and existing professional roles, and defining the curriculum's final outline.

The impact of WP3 was primarily seen in the **increased awareness among Higher Education Institutions (HEIs) about creating new educational paths in urban regeneration responsive to local market needs.**

This was achieved through increased idea exchange and collaboration between the private and public sectors and HEIs, and the development of new methods for universities to build educational offers based on co-design practices.

The feedback from national co-design table participants and the transnational co-design workshop highlighted **high levels of satisfaction and engagement, indicating successful collaboration and idea exchange.** This collaborative approach significantly enriched EUREKA's educational program, as reflected in the positive feedback from both HEIs and other partners.

This phase marked a **substantial step forward in fostering collaboration and exchange between different sectors to develop new, responsive educational paths in urban regeneration.** The co-design approach proved effective in integrating diverse perspectives and needs, setting a strong foundation for innovative educational offerings in this field.

## **DELIVERY OF THE JOINT MULTI-DISCIPLINARY CURRICULUM**

This curriculum was delivered through two main activities: a theoretical part providing a common background (WP4) and a field experience involving real-world scenarios (WP5). WP4's primary goal was to equip students with knowledge, skills, and attributes essential for the urban regeneration labor market, focusing on entrepreneurship competence and creativity.

The activities under the training included **identifying challenges in collaboration with**

**enterprises and universities, organizing local and digital training, and carrying out Short Schools to foster international connections among students.**

The impact of WP4 was multifaceted. Students showed **increased interest in social innovation and urban regeneration**, with many expressing a heightened motivation to pursue careers in urban regeneration. The survey results reflected a positive shift in participants' interest across different countries, with a particularly strong impact in the Netherlands.

Students **acquired new knowledge and practical skills related to urban regeneration.** They appreciated the balance between theoretical and practical learning, although some desired more structured academic content.

The program **facilitated the exchange of innovative practices and ideas between students on an international level.** Participants valued the opportunity to build international networks and engage with diverse perspectives. The international scope of the training enhanced students' ability to adapt to diverse contexts, promoting flexibility and personal growth. The training resulted also in an expansion of professional networks and job opportunities, with some students securing job offers directly related to their participation in the program.

**Trainers acquired new approaches and methodologies**, moving towards more dynamic, collaborative, and co-designed forms of teaching. This shift was appreciated by both students and educational institutions.

#### **URBAN LIVING LABS**

Skills and knowledge gained during training were **applied in real-world scenarios through Urban Living Labs (ULLs)**. These labs aimed to validate the effectiveness of the curriculum by having students prototype innovative products and processes for urban regeneration, fostering collaboration among diverse stakeholders including public administration, SMEs, large companies, civil society, and universities.

Key activities in WP5 included defining participants for the ULLs at the local level, developing detailed project works, organizing local events, an Enterprises' Summer School, and designing guidelines for public-private cooperation.

The activities in the **ULLs improved students' abilities to apply theoretical knowledge to practical urban regeneration problems and to collaborate and communicate with various stakeholders**. Partners highlighted students' enhanced skills in multi-stakeholder collaboration, new research methods, communication, leadership, and digital competencies.

The ULLs increased awareness among companies, SMEs, non-profits, public bodies, and citizens about their role in urban innovation processes. This involved **learning new methodologies and understanding**

**cultural differences**, with a focus on social and environmental sustainability.

The ULLs contributed to stronger networks and potential new legal frameworks supporting sustainable urban regeneration. They offered opportunities for multidisciplinary learning and strategic planning integration at local and European levels.

Survey responses and partner insights showed a **positive impact on students' abilities to apply theoretical knowledge to practical urban regeneration challenges and to effectively engage with diverse stakeholders**. However, there was variability in effectiveness across different countries, with some participants reporting no improvement, highlighting the need for more tailored approaches in certain aspects of the training.

Challenges encountered included difficulties in involving public administrations due to lack of trust and ownership. Despite this, the project helped change perceptions and encouraged more collaborative efforts between private and public sectors.

#### **COMMUNICATION AND DISSEMINATION ACTIVITIES**

Communication and dissemination were crucial in maximizing the impact of the project and ensuring its long-term replication.

Key activities included **promoting urban innovators as champions of urban regeneration in Europe**, sustaining the EUREKA community, and disseminating project deliverables and results for greater impact.

WP8 successfully **enhanced the visibility of the urban innovator profile and the partners' visibility and reputation in urban regeneration**. Social media posts related to the project reached an average of around 1,500 views, with peaks over 5,000 views. The website attracted thousands of unique visitors, and the newsletter had hundreds of subscribers, contributing to substantial overall outreach.

The project's dissemination activities **strengthened existing collaborations and networks in urban regeneration and increased connections with national and European networks**. The diversity of partners and the project's multidisciplinary nature were highlighted as strengths. Networking opportunities created through the project led to the exchange of ideas, experiences, and the potential for innovative project concepts and collaborations.

# Introduction

The Impact Report is the overall deliverable produced for Evaluation and Impact activity. The report is the main public document to show and talk about the EUREKA results in terms of collected data, benchmarking, impact

evaluation, positive changes, durable and long-term expected impact; it contains evidence and analysis captured in evaluation at micro, meso and macro-level.

## The Theory of Change of the project

In recent years, European cities have been characterized by an extraordinary dynamism in the field of urban regeneration. Urban planners, place-maker, community organizers, activists are all different ways to describe the same professional profile: someone who knows how to use social innovation tools to work in the urban regeneration field, capable of planning urban transformations collaborating with the users and creating new alliances, with a strong focus on understanding the specificity of each context, always aiming at the generation of a real social impact.

However, while there is an extraordinary job demand, this professional profile is not clearly recognized, as few are the training and university curricula dedicated to this role.

Therefore, this scenario is characterized by several drawbacks that the project aims to address:

- the gap between the existing training offer and the needs of the labour market;
- the difficulty of social innovation to take the

- hold in urban generation processes;
- the lack of a shared understanding at European level of the role, features and skills needed by an urban innovator.

In this context, EUREKA project wanted to seize the opportunity to create a multi stakeholder and stable alliance at national and transnational level able to train urban innovators of the future and to answer to the social, environmental, and economic challenges of cities and territories.

The project, based on a research conducted at country level and at European level has enabled the co-design of a multidisciplinary training offer which, by mixing learner-centered, problem-based teaching and digital resources, matching students and professionals in practice-based learning activity, developed and implemented a new multidisciplinary curriculum in social innovation applied to urban regeneration able to equip this emerging job profile with the adequate skills.

The ultimate aim of the project is to fill in the gap between the existing training and educational offer and the needs of the labour market, enabling training professionals to implement inclusive and sustainable urban regeneration for more cohesive, resilient and democratic European cities.

To reach this goal, a complex and interrelated chain of activities has been designed and implemented, each with single objectives to be pursued and proper assumptions and preconditions to be respected. Building a framework which reflects how the project intends to contribute to its general and specific objectives, with what resources and under what specific conditions is a crucial step for the project to succeed.

The Theory of Change (ToC) has been chosen as the blueprint for a comprehensive and effective evaluation of the project. This approach proves to be especially useful to reflect on the consequential interrelations between activities, outputs, expected outcomes and long-term impacts for each target involved, identifying risks, and guiding the implementation and evaluation of the activities.

The EUREKA project's overall logic encompasses various work packages that address specific aspects of its mission:

- **WP2 - Needs' analysis of the selected group:** this work package focuses on understanding the gaps in existing training offerings, identifying differences and commonalities in the needs of urban practitioners and students, and considering

the impact of cultural contexts. The goal is to identify skills and competencies that align with labor market needs.

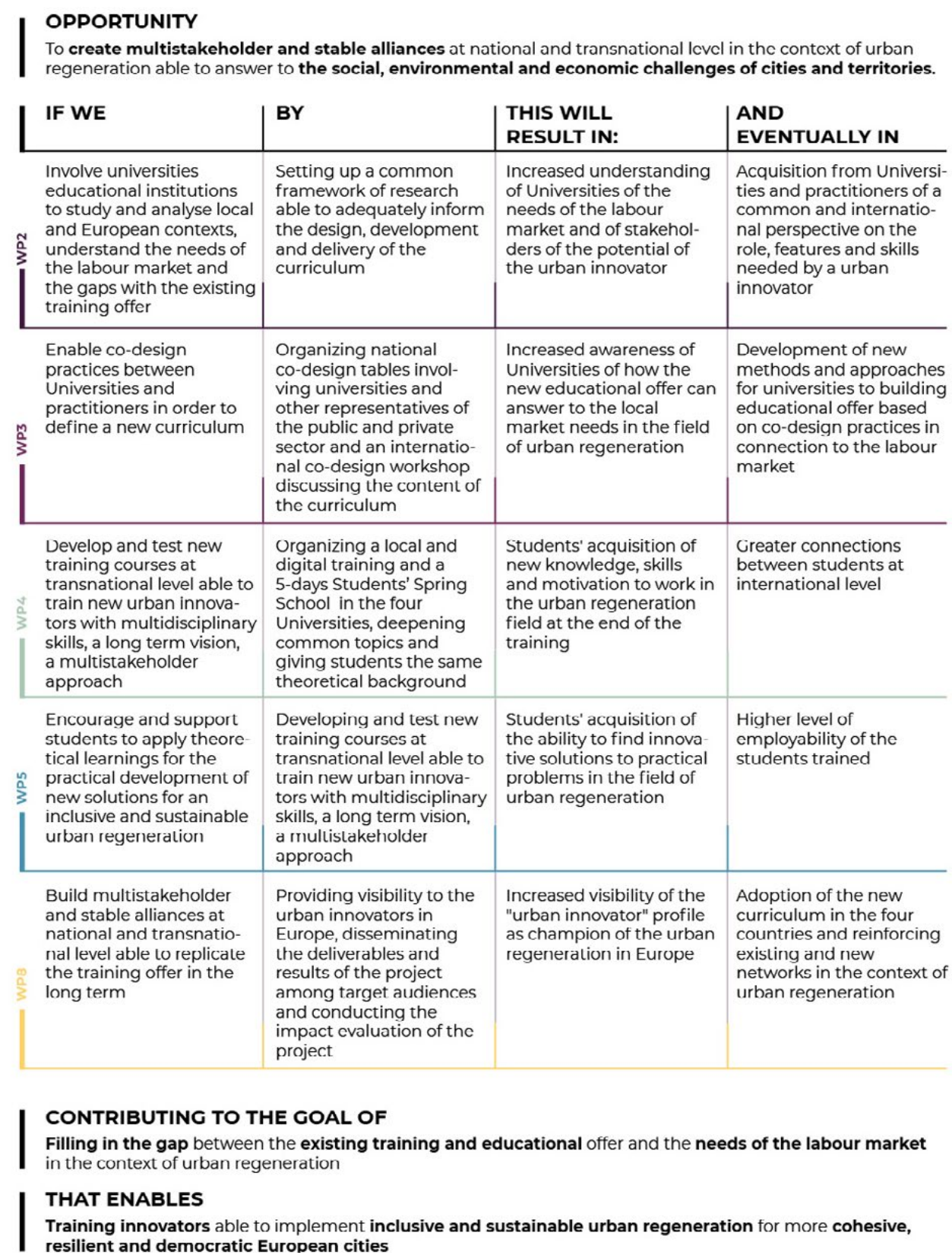
- **WP3 - Development of a new multidisciplinary EU Urban Innovator curriculum:** this work package designs and develops a multidisciplinary and transnational curriculum targeting post-graduate students. The curriculum aims to bridge the gap between academic learning and practical application in urban regeneration.
- **WP4 - Delivery of the joint multi-disciplinary curriculum in each country:** this work package is responsible for delivering the curriculum to students. It includes both theoretical and hands-on components, fostering knowledge, skills, and attributes linked to entrepreneurship and creativity.
- **WP5 - Urban Living Labs:** this work package validates the curriculum's effectiveness through Urban Living Labs. These labs aim to test students' ability to prototype innovative solutions for urban regeneration projects in real-world scenarios.
- **WP8 - Communication & Dissemination:** this involves building multi-stakeholder alliances at national and international levels to promote the training offer in the long term.

The project has been implemented in four countries: **Spain, Italy, The Netherlands, Romania.**

<sup>1</sup>WP1 (Project management) and WP7 (Project monitoring and quality assurance) were not included in the impact evaluation, carried out through WP6.



Figure 1: The Theory of Change of the project



# Evaluation methodology

The ToC is the guiding approach for the **Impact Evaluation of the project**, aimed at ensuring that significant and extended social impact is achieved with long term sustainability and replicability of the project.

This allows the whole consortium to:

- understand the interrelations between inputs, activities, outputs, short- and long-term outcomes.
- reflect on the eventual gaps between the expected and the results achieved.
- derive lessons learned for future projects.

Through verifying the hypothesis and the intervention logic described in the theory of change, the impact evaluation of the project aims at:

- Evaluate the overall effectiveness of the initiative, reflecting on the reasons and possible implications of any deviations between the expected and the reached results.
- Reflect on the assumptions orienting the choices made, identifying any factors (internal and external, expected, or unexpected) that could have hindered or supported the achievement of the desired results.
- Understand the replicability and scalability of the intervention, also based on possible adjustments that may emerge during the evaluation phase.

Research tools for impact evaluation collected qualitative and quantitative data through surveys, semi-structured interviews, focus groups, workshops. Data was collected during the implementation and at the end of the project.

Table 1. Research tools for impact assessment

Tool	Type of respondents	Timing	N. of respondents/ participants
Online questionnaire	Co-design tables attendees	March '22	23
World café	Participants in the training	May '23	43
Online questionnaire	Participants in the training	October '23	40 (ES: 8; IT: 11; NL: 12; RO: 9)
Personal reports on the learning path	Participants in the training	October '23	28

Group reports on Urban Living Labs	Participants in the training	October '23	4
World café	Participants in the training	October '23	33
Focus group discussion	Project partners	October '23	17
Semi-structured interviews	Project partners	October '23	10
Semi-structured interviews	PA/Policy makers	October '23	4
Semi-structured interviews	Enterprises	October '23	2

Other tools from the internal project monitoring and quality assurance were used for better analyzing the outputs and outcomes of the project.

Table 2. Other tools for impact assessment

Tool	Type of respondents	Timing	N. of respondents/ participants
Monitoring questionnaire for the quality of results of the project	Project partners - Work Package Leaders	Every semester	5 WP Leaders
Quality of results questionnaire - Learning mobility	Project partners	May '22	11 Partners
Training Feedback form	Participants in the training	From October '22 to October '23, every month	276 in total, 23 average

Expected impacts were at first categorised based on their level of impact: micro, meso or macro-level:

- **Micro-level impacts:** impacts of the project on its main categories of beneficiaries, focusing in particular on the benefits produced for students, teachers, administrators, and practitioners who have directly participated in -and benefited from- the different project activities. The focus will be on assessing if and how the project has actually improved the knowledge, skills and attitudes of these subjects, including their entrepreneurial capacities and attitudes.
- **Meso-level impacts:** impacts produced on local organisations, infrastructures, systems and stakeholder relations. Evidence on how the project has enhanced the capacity of the participating Universities, companies, and Public Administrations to effectively collaborate to improve their respective missions; produce relevant innovation on the local urban regeneration system; look further at the direct and indirect benefits gained by these actors from the participation to, or interaction with, the project. The meso-level evaluation will take a systemic view of the local system and will further assess the level of interaction between the actors, as well as the creation of relevant infrastructures to favour effective multi-stakeholder collaboration at local level.
- **Macro-level impacts:** evaluation of the highest layer of EUREKA ToC. The main aim is to capture the macro-level policy and innovation impacts produced by the project and its main outputs. Indeed, the project's highest ambition (and level of impact) is to develop new knowledge, alliances, and

models of collaboration in order to inspire and enable the birth of new practices and policies concerning the urban regeneration sector at an international level.

Based on this categorization, **five main target groups** were expected to benefit from the project:

1. **Participants in the training:** post-graduates students (Master level) or professionals taking part in Eureka. With the curriculum, developed through co-creation and with the engagement of private and public stakeholders at European and local levels, students will acquire skills, capacities and knowledge.
2. **Higher Education Institutions (HEIs):** Universities involved from the four different European countries. One of the main project's aims is to create a model for stable Alliance between enterprises and Universities, building up a model for educational and training in the urban regeneration sector.
3. **Private enterprises:** Private enterprises and practitioners involved in Urban living labs and Summer school, including non-for-profit organisations.
4. **Public administrations, policy makers** taking part in the project.
5. **Urban Innovation community** as a whole, composed of actors part of several sides of the Alliance, mainly those that already work in regenerated spaces and that are involved in Eureka at many different levels: as partners, stakeholders and even as dissemination target to spread the Eureka's results.



Seven **thematic clusters** of impacts have been identified:

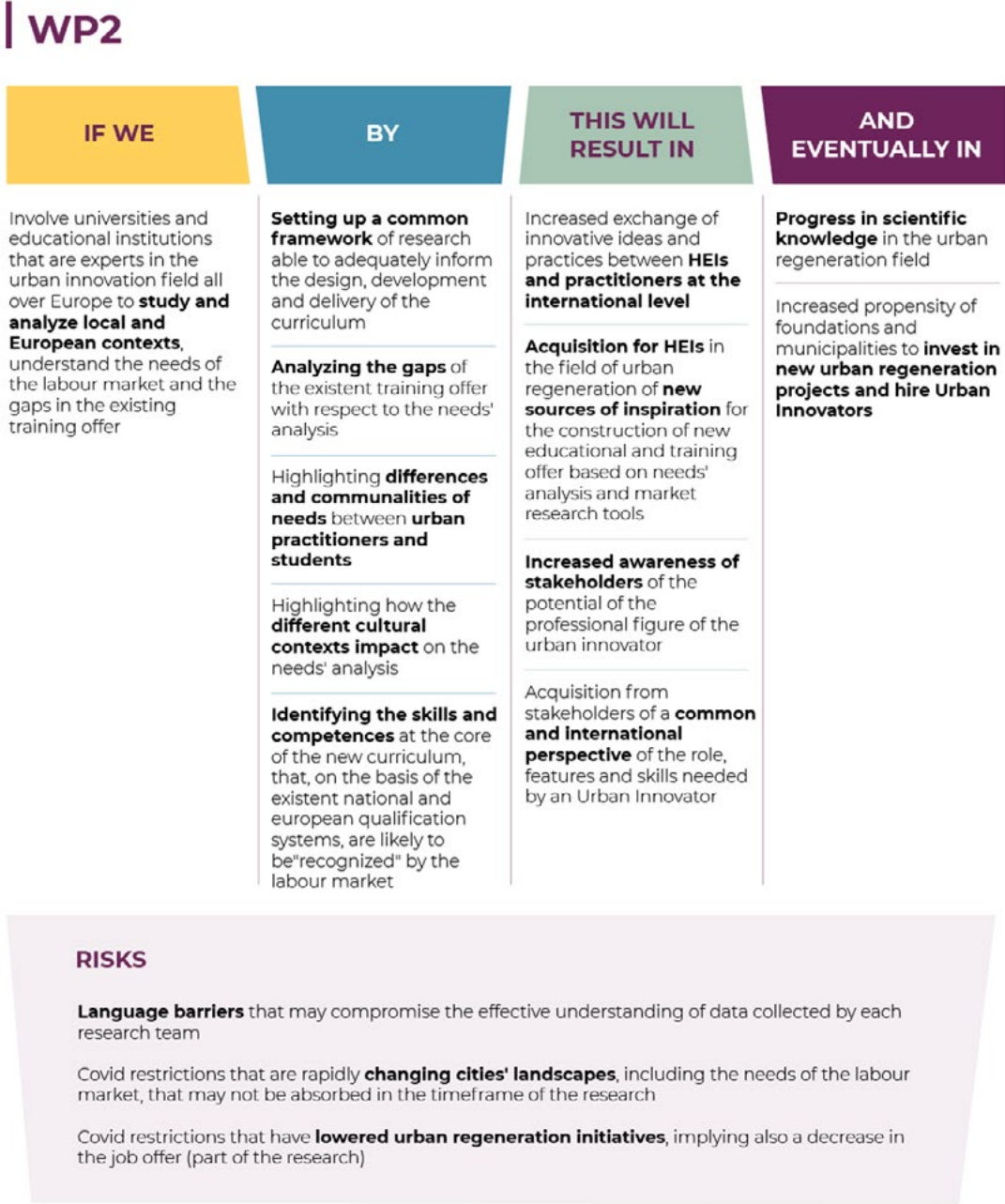
1. **Knowledge** - Creation of new knowledge and inspiration, improved understanding of urban challenges
2. **Skills** - Strengthening of cognitive and practical skills
3. **Networking and relational capacity** - Enlargement of networks, opportunities and new relations
4. **Collaboration and exchange** - Strengthening of networks and relations, increase in confidence and trust among actors
5. **Awareness and interest** - Increase of knowledge, awareness about the figure of the urban innovator
6. **Teaching and learning methods** - Innovation in pedagogical approaches and tools, improvement of training offer
7. **Policy innovation** - Inspiring and enabling new practices and policies

All project's partners were involved in the validation of impacts, indicators and tools, through a **participatory mapping activity**; following this activity, final versions of expected impacts, indicators, tools, timelines and templates (questionnaires, traces for interviews and focus groups) were defined.

In the following chapters, the results of the project are analyzed by verifying the actual implementation of the project's Theory of Change. For each Work Package, the **strategic approach** according to which it was carried out is first described, followed by the **activities** carried out in that context; then, the main **outputs** of the WP, resulting from the monitoring activities of the results, are reported; finally, the results for each expected **outcome** are analyzed through qualitative and quantitative indicators.

# Defining the knowledge, attitudes and skills needed by the labour-market for the urban innovators of tomorrow - WP2

Figure 2. The Theory of Change of WP2



### STRATEGY

The first activity and Work Package of the project represented the backbone of the whole project. In fact, its main scope has been to set up a common framework of research needed for the design (WP3) and the delivery (WP 4,5) of the curriculum. The research was focused on understanding the gaps of the **existing training offer with respect to the needs' analysis**; identifying the **differences and commonalities of needs between urban practitioners and students**; highlighting how the **different cultural contexts** have an impact on the needs' analysis. By doing so, the ambition was to **identify the skills and competencies at the core of the new curriculum** that are likely to be "recognized" by the labour market.

To reach these aims, the strategy adopted has been **to involve universities and educational institutions, and experts in urban innovation all over Europe, to study and analyse local and European contexts, understanding the needs of the labour market and the gaps with the existing training offer.**

This strategic approach resulted in **several activities** which have been undertaken to achieve the expected changes:

- **Setting the methodological framework** for the needs' analysis.
- **Defining the knowledge, attitudes and skills** needed by the labour-market for the urban innovators of tomorrow, through surveys, desk research on available literature, ESCO database and through several focus groups across countries.

- **Benchmarking professional figures of the "Urban Innovator"** through interviews and job shadowing activities.
- **Overviewing the professional needs of the Urban Innovator** across the countries involved and at EU level after an analysis of the open job positions as indicators of the market needs.
- **Recollecting best practices of urban and social innovation.**
- **Selecting 10 representative case studies of urban regeneration** across Europe, in order to provide additional knowledge on the skills needed to develop the figure of Urban Innovator.

### OUTPUT

The main outputs of this Work Package are reported in the following table:

Table 3. Output of WP2

Output	N.
Job positions analyzed	39
Courses analyzed (master and third sector)	83
Questionnaires realized	2
Respondents to questionnaires	339
Job observations	11
Focus group organized	10
People participating to focus groups	88
Stakeholders interviewed	8
Case studies analyzed	10
Competences identified	45
Research download on the website	580
Research report	1

The participants in **job observations, interviews and focus groups** were very diverse in terms of gender, country and type of organization of respondents.

- Gender: male, 58, female: 49
- Type of organization: public administrations 21; non-profit organizations, 40; private company, 30; self-employed professional, 11
- Country: Spain, 17; Italy, 34; The Netherlands 21; Romani, 22.

The **questionnaire submitted to students and practitioners** reached a high level of diversity in terms of gender, geographical coverage and type of organization of respondents:

- Gender: male, 141; female, 192
- Type of organization: public administrations, 47; non-profit organizations, 44; private company, 59; self-employed professionals 69
- Country: Spain, 71; Italy, 97; The Netherlands, 53; Romania, 103

The 10 **case studies** were quite diverse in terms of European area and area of intervention:

- Northern Europe, 3; Southern, 3; Eastern, 2; Western, 2
- Metropolitan areas 5; Urban areas, 5

These research activities resulted in a report **"THE EUROPEAN URBAN INNOVATOR Knowledge, Skills, and Attitudes"** [published on the project website](#).

A report containing the analysis of **Case studies** is also [published](#) online.

### IMPACT

Depending on the specific target considered, there were several impacts that were expected to be generated through WP2:

- **Increased exchange of innovative ideas and practices between HEIs and practitioners at the international level and increase their awareness of the diversity existing between the various country contexts and acquire a common and international perspective** on the role, features and skills needed by an urban innovator.
- **Acquisition for HEIs in the field of urban regeneration of new sources of inspiration** for the construction of new educational and training offer based on needs' analysis and market research tools.
- **Increased awareness of stakeholders of the potential of the professional figure of the urban innovator and increased propensity of foundations and municipalities to invest in new urban regeneration projects and hire urban innovators.**
- **Acquisition from stakeholders of a common and international perspective** of the role, features and skills needed by an Urban Innovator.
- **Progress in scientific knowledge in the urban regeneration field.** The research about the needs in this field is likely to be the starting point for further academic publications.

The outcomes for this WP were measured mainly in terms of **qualitative evidence**; the sources are **interviews and focus group discussions** with project partners and public administrations.

**Increased exchange of innovative ideas and practices between HEIs and practitioners at the international level; increase awareness of the diversity existing between the various country contexts and acquire a common and international perspective on the role, features and skills needed by an urban innovator.**

From the perspective of Higher Education Institutions (HEIs), the alliance between academics and practitioners was a winning element of the project. This applies to the initial research phase, as well as subsequent activities. The initial activity of defining and analyzing needs allowed for the identification of various needs through a shared approach between enterprises and universities.

*“The research phase was intensive - conducted several interviews, methodology development with IUAV, great collaboration with the partners. With the university, it was a new type of collaboration for an intervention”*  
MeltingPro

This initial phase of analysis and research led to shared definitions of the theme and role of urban innovation, highlighting differences across the countries involved in the project. By emphasizing the specific characteristics of each country, it was possible to lay the groundwork for subsequent activities, fostering national and international networking that laid the foundations for urban living labs, as IUAV noted:

*“Through this initial research, we were able to grasp the significant differences in understanding urban innovation, which certainly made the learning more powerful for everyone”*  
IUAV

The multidisciplinary approach characterized the entire project, thanks in part to initial research activities that defined the urban innovator's profile as extremely varied, with diverse competencies in various fields. The research identified 45 competences: 32 are hard skills, 13 are soft skills. However, it was recognized that these skills, although varied, are all oriented towards generating positive social change - a fact particularly appreciated by the project's academic partners.

**New sources of inspiration for the construction of new educational and training offer for HEI & progress in scientific knowledge.**

The research was useful in describing the landscape of urban innovation in Europe, collecting numerous elements and evidence from diversified sources. This allowed for a clearer definition of the project's scope, creating common ground and highlighting differences between countries. Consequently, there was **progress in knowledge in terms of learning and understanding different contexts.**

The role of an urban innovator emerged as collaborative, involving the bringing together of diverse people and disciplines. This role is crucial for cross-disciplinary dialogue to address the diverse challenges of urban environments. The research not only defined the different interpretations and applications of urban innovation but also **suggested a more deep reflection on its definition**; this reflection raises several questions, for a **continuous research on how urban innovation can be understood and implemented** effectively in different cultural and social contexts.

However, in the implementation of the curriculum, it **has not always been easy to fully capitalize on the richness of the research results**, particularly due to the great importance given to the ULL and its open, collaborative approach, oriented towards understanding and managing practical problems.

**Increased awareness of stakeholders of the potential of the professional figure of the urban innovator and a common and international perspective & increased propensity of foundations and municipalities to invest in new urban regeneration projects and hire urban innovators**

WP2 for this target was expected to **stimulate interest and improve the understanding of stakeholders on the potential of urban innovators in their fields of work.** This research can bring foundations and municipalities to pay more attention to the figure of the urban innovator, funding new urban regeneration projects and hiring this professional figure.

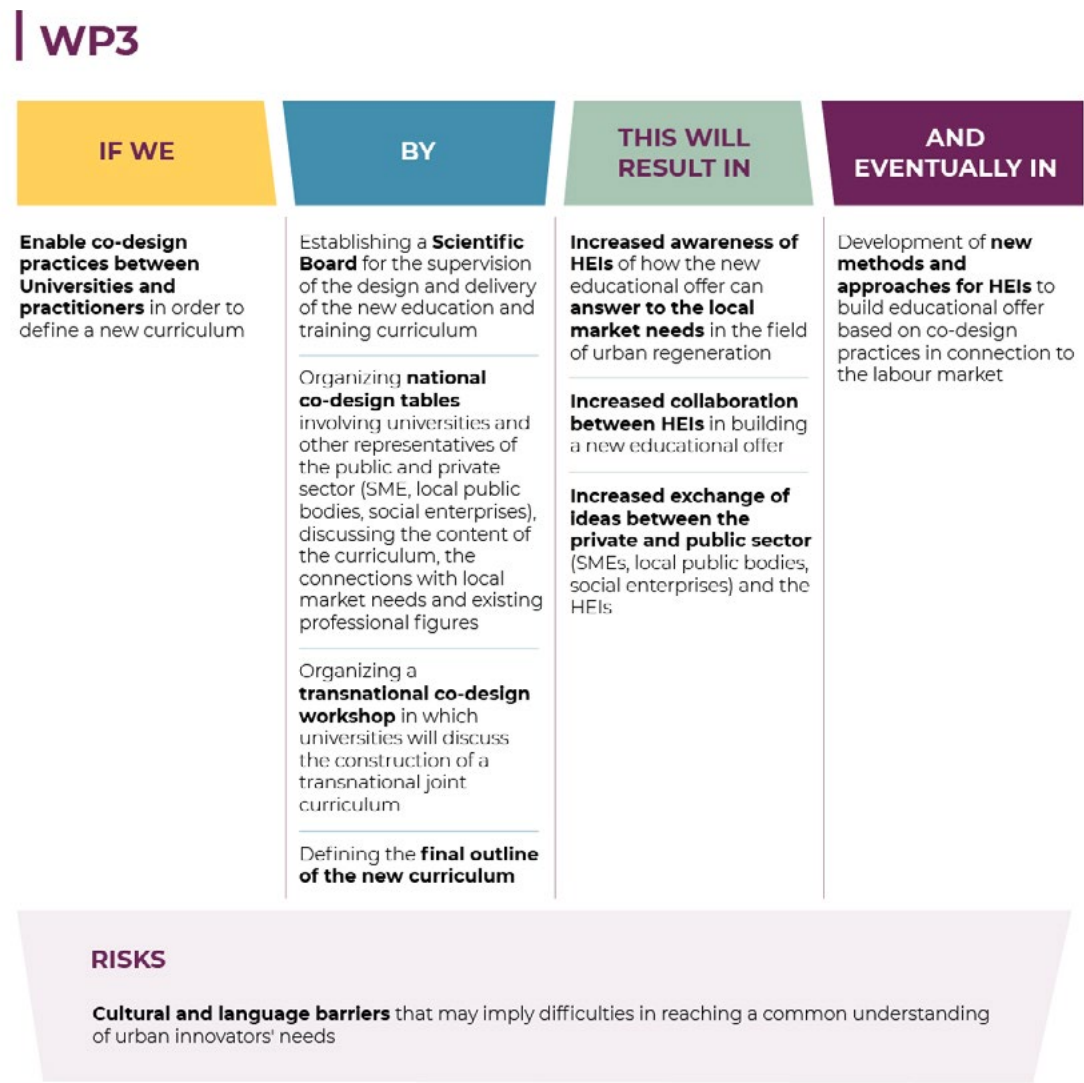
*“The multidisciplinary approach of the project brings in a new perspective. In this program we were able to host different perspectives, coming from different countries. We were able to challenge our local biases”*  
Municipality of Timisoara

The realization and success of this activity were possible, despite the lack of an initial in-person meeting due to pandemic containment measures, aligning different starting points and cultures. The project, conducted remotely and online for 10 months, required more time for this first phase, including difficulties in data collection. However, the **high number of report downloads suggests increased awareness of the potential of the urban innovator's professional figure.**



# Development of a new multidisciplinary EU Urban Innovator curriculum - WP3

Figure 3. The Theory of Change of WP3



## STRATEGY

Based on the results of the research developed in WP2, WP3 gets to the heart of the project, designing and developing **the multidisciplinary and transnational curriculum** targeting post-graduate students. Thanks to the close cooperation with the professional world, sharing knowledge and innovative practices, the ambition was to create a strong link between critical and reflective learning in the **higher educational environment** and the concrete problems **SMEs, cultural organisations, and public bodies** (PPP) face. On one hand, universities had the opportunity to update the academic curriculum, on the other hand, practitioners might have found new sources of inspiration for their own activity.

For the design and implementation of the new curriculum, the strategic approach adopted was **to enable co-design practices between universities and practitioners**, trying to close the gap between the Academy and the labour market.

In order to reach these objectives, several **activities** have been put in place:

- The **establishment of the Scientific Board** for the supervision of the design and delivery of the new educational and training curriculum; a representative for each HEI will join the Board.
- **National co-design of a new multidisciplinary EU curriculum.** IUAV, with the support of the Scientific board, designed general guidelines for the new curriculum. Each HEI will then organize national co-design tables involving the project partners, associate partners, and other representatives of the public and private sector (SME, local public bodies, social enterprises). The national tables will discuss the content of the curriculum, the connections with local market needs and existing professional figures.
- **Transnational co-design workshop.**

During a learning mobility session hosted by IUAV in Venice, **partners discussed the construction of the transnational joint curriculum.**

- **Definition of the new curriculum.** The Scientific Board of EUREKA then defined the final outline of the curriculum.

## OUTPUT

The main outputs of this Work Package are reported in the following table:

Table 4. Output of WP3

Output	N.
Members of the Scientific Board	4
Associated partners notified about the Board	10
Scientific Boards	1
Co-design tables	8
Representatives of universities participating to the co-design tables	20
Representatives of the public and private sector (Sme, local public bodies, social enterprises) participating to the co-design tables	51
Participants to the transnational codesign workshop	26
Transnational co-design workshop	1
Modules/workshops in the curriculum' structure	13
Competences defined	10
Curricula developed	1

IMPACT

Expected impacts related to WP3 were mainly included in the context of collaboration and exchange, for an improvement of educational paths:

- **Increased awareness of HEIs of how new educational paths in the field of urban regeneration can be built in response to the local market needs.**
- **Increased exchange of ideas between the private and public sector** (SMEs, local public bodies, social enterprises) and the HEIs.
- **Increased collaboration between HEIs in building a new educational offer.**
- **The development of new methods and approaches for universities to build an educational offer based on co-design practices in connection to the labour market.**

The outcomes for this WP were measured through **qualitative and quantitative data**; the sources are **interviews and focus group discussions** with project partners, **questionnaires to participants in the co-design tables** and in the **trans-national workshop**.

**Increased awareness of HEIs of how new educational paths in the field of urban regeneration can be built in response to the local market needs and development of new methods and approaches for universities to build an educational offer based on co-design practices**

Universities are usually not used to developing educational and training programs starting from the analysis of the labour market needs and in close cooperation with practitioners. National co-design tables, including the participation of representatives of the public and private sector (SME, local public bodies, social enterprises) have been ideated to facilitate this dialogue and to discuss in a collaborative approach the points emerging

from the research; this experience has been a source of inspiration for HEIs in future opportunities to design new educational paths.

This experience was full of exchange opportunities both between universities and between universities and practitioners which will likely improve the approach of universities towards the acquisition of new methods and approaches to develop training offer based on co-design practices.

*“The curriculum was co designed with non teachers so it was a new perspective. In the future it would be good to involve the partners/actors in the creation of our curriculum.”*  
Western University of Timisoara

**Increased exchange of ideas between the private and public sector (SMEs, local public bodies, social enterprises) and the HEIs**

The National co-design tables have been a platform for idea exchanges between the public and private sectors. This collaboration, involving SMEs, public bodies, social enterprises, and HEIs, has significantly enriched EUREKA’s educational and training program.

The feedback from a sample (23 out of 71 participants) illustrates the great satisfaction with the co-design tables. Notably, every participant rated their experience as satisfactory (scoring at least 3 out of 5), with an impressive average satisfaction score of 4.5 out of 5.

This high level of satisfaction reflects positively on various aspects of the event.

Table 5. Feedback from participants in the national codesign tables

Statement	% “Strongly agree” + “Agree”
The event was well promoted and communicated	91%
The event was well organized	96%
Time schedule has been respected	100%
I found a high quality of contents	96%
The contents have been a source of inspiration for me	100%
I felt that my point of view was important	91%
I actively participated	91%
Industry professionals had adequate space to express their point of view	78%
The real needs of the market and society emerged from the discussion	91%
New ideas have emerged to rethink the training and educational offer	96%

**Increased collaboration between HEIs in building a new educational offer**

The Transnational co-design workshop has been a crucial opportunity for HEIs to discuss the construction of the joint curriculum and an opportunity for exchange and dialogue between universities, in order to integrate inputs and learnings coming from different perspectives. This experience has consolidated the connections between different universities

for the construction of a lively community in the field of urban regeneration.

Feedback from the participants highlights the significance of this workshop .

These responses highlight the workshop’s success in achieving its objectives and setting the stage for ongoing collaborative efforts in educational innovation.

Table 6. Feedback from partners participating in the Transnational co-design workshop

Statement	Total (% “Strongly agree” + “Agree”)	HEIs (% “Strongly agree” + “Agree”)	Other partners (% “Strongly agree” + “Agree”)
I found a high quality of contents	100%	100%	100%
The contents of the workshop were inspiring	91%	100%	83%
New ideas have emerged to rethink the training and educational offer	100%	100%	100%
Results and insights from my country co-design tables have been included and enhanced by the Transnational workshop	100%	100%	100%



# Delivery of the joint multi-disciplinary curriculum in each country - WP4

Figure 4. The Theory of Change of WP4



## STRATEGY

Once designed, the curriculum has been delivered. The delivery of the curriculum occurred in two main steps: a “theoretical” course aimed at giving students the same theoretical background (WP4); a “field” experience, aimed at involving students in “real world” scenarios, fostering a hands-on approach and applying knowledge acquired to concrete challenges (WP5).

The first step, WP4 **delivered the joint multidisciplinary curriculum** in each country. The educational and training offer aimed at **fostering knowledge, skills and attributes** linked to entrepreneurship competence and creativity that will give the mentee an advantage in the competitive field of urban regeneration labour market.

The strategic approach chosen for this WP has been to **develop and test new training courses at transnational level** able to train new urban innovators with **multidisciplinary skills**, operating with a **long-term vision** and a **multistakeholder approach**.

Specifically, the **activities** put in place to reach this objective are:

- The **identification of some challenges between the enterprises** (SMEs, cultural organizations, public bodies) together with universities, that students will address during the piloting.
- The **organization of a local training** in the four Universities deepening common topics and giving students the same theoretical background.
- The **organization of a digital training** where all partners are involved in the production of webinars targeting all the students.
- The organization of **3 Short Schools** for students, developing the international dimension of the curriculum and enabling direct connections between students coming from different countries.

## OUTPUT

The main outputs of this Work Package are reported in the following table.

Table 7. Output of WP4

Output	N.
<i>Selection of participants</i>	
n. of students who applied for the 1 year programme	117
n. of students selected for the 1 year programme	60
n. of websites/webpages promoting the curriculum	12
<i>Selection of PPs</i>	
n. of representatives of the public and private sector (Sme, local public bodies, social enterprises) showing interest in participating to the 1 year programme	22
n. of representatives of the public and private sector (Sme, local public bodies, social enterprises) participating to the 1 year programme	22
<i>Identification of challenges</i>	
n. of challenges addressed by the PPP representatives and universities	8
<i>Mentoring scheme</i>	
n. of students selected as mentees	20
n. of companies selected as mentors	10
<i>Local training</i>	
n. of meetings for the training	26
n. of topics discussed	52
n. of training material produced	12
n. of training modules	26
n. of trainers involved	12
n. of students who completed at least 80% of the local training	85

Digital resources for education and training	
n. of webinars produced	11
n. of digital resources produced	27
n. of sources reviewed	22
n. of best practices identified	4
Students' Spring school	
n. of students who participated to the Spring School	43
n. of participants to the Spring School	61
n. of EU countries that tested the curriculum	4
n. of digital meetings	4
n. of face to face meetings	5

Additional information on the selection of participants is reported in the table below.

Table 8. Additional information on the selection of participants

	ITALY	THE NETHERLANDS	SPAIN	ROMANIA	TOTAL
n. of students who applied for the 1 year programme	67	18	14	18	117
n. of students selected for the 1 year programme (total)	16	14	14	16	60
n. of female students selected for the 1 year programme	11	9	10	11	41
n. of male students selected for the 1 year programme	7	5	4	7	23

Detailed **information on the [training offer](#) and the [Spring school in Timisoara](#)** is available on the **EUREKA website**. [Webinars and podcasts](#) are also published on the website.

IMPACT

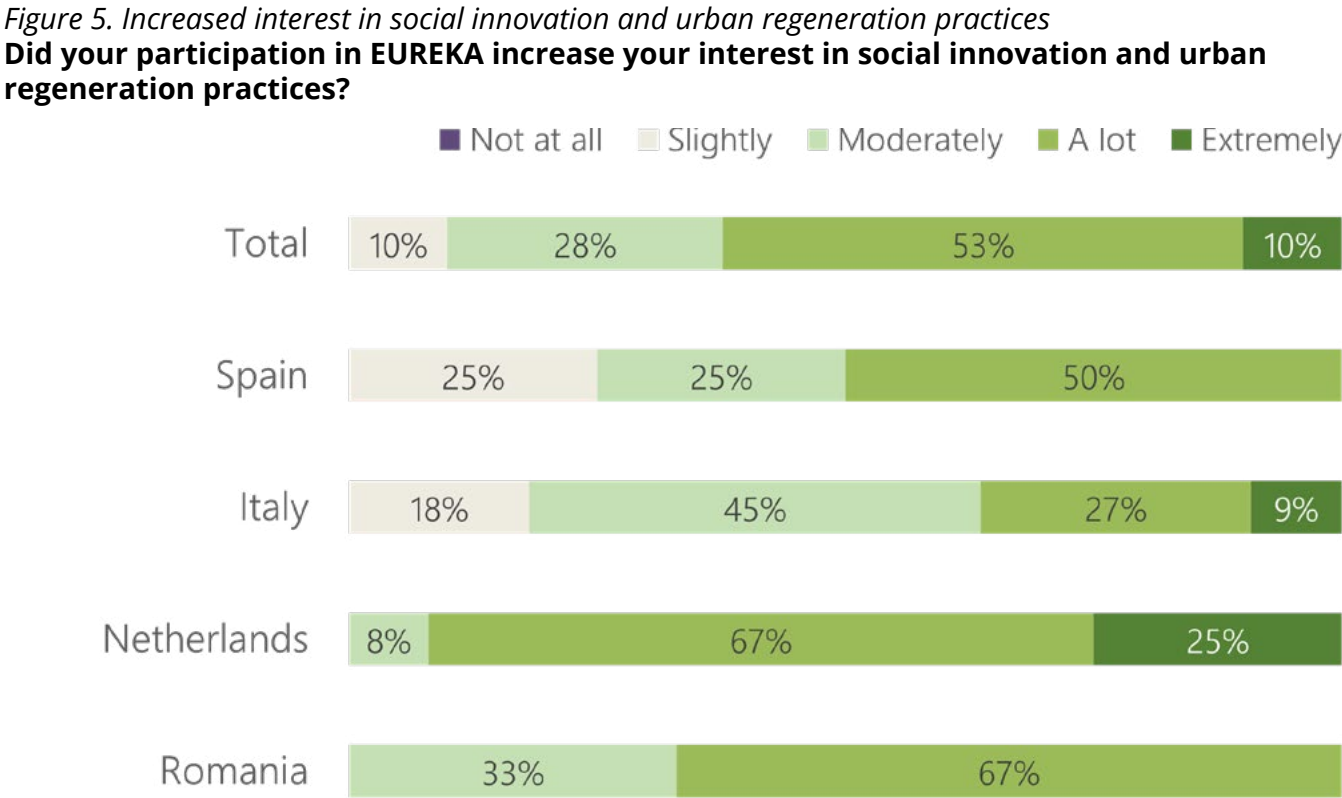
- The following **outcomes** are related to the delivery of the joint curriculum:
- Increased **interest of students towards social innovation and urban regeneration** practices and increased **motivation in following the urban regenerator career path**
  - Students’ **acquisition of new knowledge, skills** and **new tools** that can be applied in practice
  - Raising students’ **ability to confront themselves with different contexts**
  - Increased **exchange of innovative practices and ideas between students at international level and greater connections** between students at international level
  - Acquisition from trainers of **new approaches and teaching methods** and increased **appreciation of the PPP organizations in the educational offer of**

the academy

- Higher level of employability** of the students trained and increased opportunities offered to the students by the PPP representatives.

The outcomes for this WP were measured through **qualitative and quantitative data**; the sources are **interviews and focus group discussions** with project partners, **online questionnaires to students** at the end of the training, **personal reports on the learning path**.

**Increased interest of students towards social innovation and urban regeneration practices and increased motivation in following the urban regenerator career path**  
The quality of a training course can be measured on the extent to which it can stimulate the interest of students towards the proposed topics and to motivate them to undertake this career path.



Source: responses from final online survey conducted with participants of EUREKA training program

The survey data reveal a generally positive shift in participants' interest in social innovation and urban regeneration practices across different countries. Notably, no participants indicated a lack of impact, with all responses falling into the range of positive outcomes, which we define as 'Moderately,' 'A lot,' and 'Extremely.' When examining the data more closely, we observe that the strongest impact was in the Netherlands, where a vast majority reported a significant increase in interest. However results are similar and very positive for all the other clusters. The survey results reflect a clear positive trend, with the majority of responses across all countries falling within the positive sentiment.

In the personal reports, from a qualitative perspective also, the overall sentiment of the responses seems to be predominantly positive. They show a willingness to understand deeper various aspects of urban innovation and express satisfaction with their personal path. While there are mentions of challenges and frustrations, these are generally intended as learning opportunities.

The responses from the training course participants reveal a multidimensional increase in interest and awareness regarding social innovation and urban regeneration practices. A common topic across these answers is the desire to **integrate diverse aspects of urban innovation into their learning and professional practices**. Several participants expressed an interest in exploring the **intersection of environmental and social sustainability**, emphasizing the need to balance these for greater impact.

*"I also want to explore more the interconnects between the environmental and the social aspects of sustainability and circularity, after having focused on the ideas of social infrastructure and community building, I feel I'm missing the link of how to integrate this with the physical aspects of environmental action. It feels important for me to balance the two for a larger impact."*

Participant, NL

The concept of **urban governance and leadership** emerged as a significant area of interest. Participants acknowledged their previous focus on the 'what' and 'why' of urban issues, and now express a desire to delve deeper into the 'how' – specifically, how urban governance and leadership function and how they can actively participate in these areas.

A notable shift in perspective was observed regarding the **nature of innovation**. Participants recognized that innovation in urban contexts does not necessarily imply large-scale, top-down projects but can also be incremental and community-driven. This understanding reflects a more nuanced appreciation of the diverse scales and approaches to urban regeneration.

**Co-creation and collaboration** are other pivotal themes. Participants showed a strong interest in engaging in sustainable, collaborative projects, particularly those that span across different fields and geographical scales. This interest is coupled with a desire to enhance their communication skills, particularly in overcoming language barriers and effectively engaging in international networks.

**Personal growth and self-awareness** were also highlighted. Many participants noted that the program helped them find their own voice and become more confident as urban innovators. They expressed a newfound appreciation for diverse viewpoints and processes in project construction, recognizing the significant role of the social component in urban transformation.

*"I felt the need to develop my own style and ideas, in a more 'neutral' place where I could grow independently. The program definitely helped me with this; I found my own voice and became more confident in my role as an urban innovator."*

Participant, NL

*"I gained awareness on my skills. [...] I probably won't do anything different, I am very satisfied by the path we took, aware that it is the best we could get, considering our energies and resources."*

Participant, IT

Lastly, the responses indicate a keen interest in exploring specific tools and methodologies, such as mapping and storytelling, to aid in urban development and to make cities more inclusive and resilient. This suggests a move towards more innovative, interdisciplinary approaches in their future endeavors in urban innovation and regeneration.

*"I was able to get to know and appreciate new and sometimes unexpected points of view and processes of project construction (in general terms). The confrontation with the topics dealt with and the work with colleagues has allowed me to mature a greater awareness, above all, of the relevance of the social component in the processes of territorial transformation."*

Participant, IT

The reports responses also reveal a significant **increase in motivation among students following the urban regenerator career path**. Key insights include a strong emphasis on personal development, with many participants finding their unique voice and style in the field. Collaboration and network building, especially in the international arena, are seen as crucial for professional growth. Participants also expressed a renewed passion for urban regeneration, with many looking forward to exploring new roles and continuing their education in related areas. The program seems to have been pivotal in broadening perspectives and motivating participants to pursue careers in urban innovation and regeneration.

*"I also know that my professional journey has just begun, I want to explore in depth my creativity and how it can be useful in urban, social, community transformative processes. Every context is different and as such my contribution also changes, I am curious to be surprised!"*

Participant, NL

*"I'm still very curious about how we as professionals of the cultural and creative industry can create a network based on horizontal collaboration and sharing of ideas, with work exchanges and other similar practices."*

Participant, ES

### Students' acquisition of new knowledge skills in the urban regeneration field and new tools that can be applied in practice

The analysis of the responses in the personal reports of participants reveals a complex and learning experience. The overall sentiment is **positive**. There's a sense of satisfaction from learning new concepts and skills, though some participants expressed a desire for more structured academic content and deeper dives into urban innovation strategies.

A key theme that emerged is the **exploration of diverse roles and skill development**. Participants actively engaged in various capacities, such as project management, creative roles, and strategic thinking, which significantly enhanced their professional versatility in the field of urban regeneration.

Another prominent theme was the emphasis on community engagement and local development. Participants gained valuable insights into the importance of involving local communities, citizens, and stakeholders in urban regeneration processes. This aspect of the training seems to have provided them with a **deeper understanding of the social dynamics and grassroots approaches necessary for successful urban transformation**.

*"Overall, my personal learning during this program has been transformative and has equipped me with the knowledge and skills needed to contribute better to the field of urban innovation."*

Participant, ES



The balance between theoretical knowledge and practical application was a recurrent topic, with participants expressing appreciation for the real-world insights and examples, particularly those from international contexts like Timisoara. However, some participants noted a **desire for more structured academic content** and a deeper dive into urban innovation strategies, suggesting that while the practical elements were impactful, there was room for improvement in the program's academic rigor.

*"I am really satisfied about this experience, I met a lot of beautiful people and talented professionals. I've changed a lot (thanks also to this experience) but sometimes I felt quite lost about what we were doing. The program needs more defined structure."*  
Participant, NL

**Teamwork and collaboration** were also highlighted as vital components of the learning experience. The training provided insights into the dynamics of team development and the importance of collaborative efforts in urban regeneration. This aspect of the program was not only crucial for professional development but also for personal growth, as many participants noted how the experience pushed them out of their comfort zones, challenging them to take on new roles and confront personal insecurities.

*"I assumed many roles throughout the process; a strategic thinker, a creative, a project manager... These are the ones I would like to grow more in."*  
Participant, NL

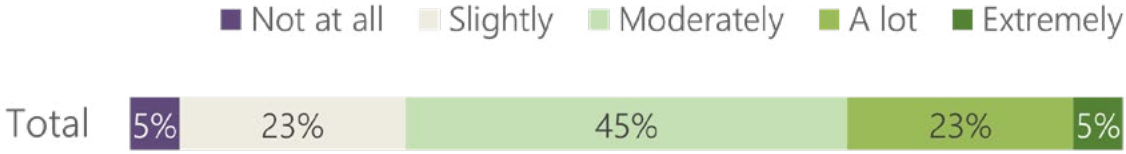
*"I now know how to recognize a group struggling to build something together, the attitude of one or two participants can influence the whole group."*  
Participant, ES

In terms of knowledge and skills, the training program was seen as transformative, equipping participants with a blend of theoretical understanding and practical skills essential for urban regeneration. While there was an expressed need for more academic depth in some areas, the program's real-world applications, international exposure, and focus on community engagement and teamwork were highly valued, contributing significantly to the participants' professional development in the field of urban innovation.

*"For the students, collaboration aspects, networking, they developed a sense of togetherness and community. It's the soft skills, for technical skills they already had some bases"*  
Western University of Timisoara

According to the final survey, most participants reported acquiring new knowledge to varying degrees, with 'Moderately' being the most common response (45%) and 28% stating the most positive answers (23% 'A lot', 5% 'Extremely').

Figure 6. Acquisition of new knowledge related to urban regeneration during the training  
**How much have you acquired new knowledge related to urban regeneration during the training?**



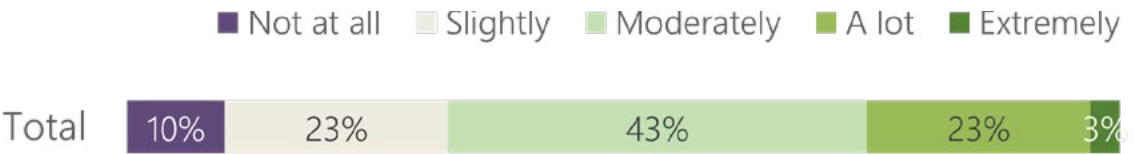
Source: responses from final online survey conducted with participants of EUREKA training program

Analyzing the survey responses regarding the acquisition of new knowledge in urban regeneration, a diverse landscape emerges across the countries. Overall, a majority of the participants indicated that they had acquired new knowledge to some extent, with the most common response being 'Moderately' (45%), and 28% stating the most positive answers (23% 'A lot', 5% 'Extremely'). However, analyzing country-specific data reveals a more mixed picture.

The Dutch participants showed the strongest positive response, reporting significant knowledge enhancement. In Spain, a mixed response to the training's effectiveness in enhancing knowledge was evident: still a majority (63%) felt their knowledge acquisition was moderate. Italian participants presented a more distributed set of responses, with a considerable number (27%) feeling that they gained a lot of knowledge, pointing towards a generally positive reception of the training in Italy. Romanian responses showed 44% reporting at least moderate knowledge acquisition.

When it comes to the development of practical skills in urban regeneration, the overall trends are similar to that of knowledge acquisition.

Figure 7. Development of new practical skills  
**How much have you developed new practical skills related to urban regeneration during the training?**

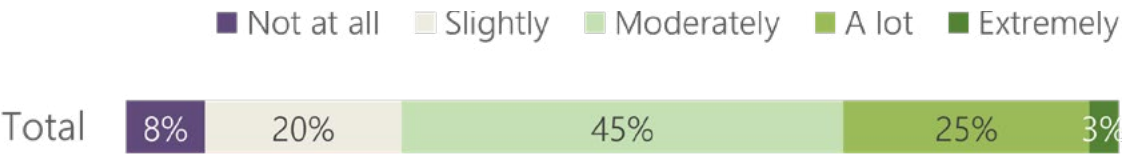


Source: responses from final online survey conducted with participants of EUREKA training program

According to the data from the survey, the training overall **appears to have contributed to the professional empowerment of participants**, even if the extent and nature of this impact varied between countries. The Netherlands stands out with a high degree of positive response, while Spain shows a tendency towards a more modest impact. Italy and Romania exhibit mixed but generally positive trends, indicating the training's varying degrees of effectiveness in different cultural and professional contexts.

Nevertheless, when analyzing the data on the participants' skill and tool acquisition, **it is important to consider their initial level of competence**. Indeed, in Italy, where there were 67 applications for 15 places, a selection was made of participants with a higher level of experience in the field of urban regeneration. This contrasts with the other clusters, where for many students, it was their first introduction to the field of urban regeneration. As a result, from the same training program, they acquired more new knowledge compared to the more experienced profiles present in the Italian cluster.

Figure 8. Acquisition of new tools or knowledge for professional empowerment  
**How much have you gained tools or knowledge that empower you professionally?**



Source: responses from final online survey conducted with participants of EUREKA training program

The training program effectively provided participants with **new tools and perspectives for professional empowerment in urban regeneration**. Key learnings included the significance of non-physical elements in urban design, the power of storytelling, and the advantages of an outsider's perspective. Again the program also highlighted the importance of vulnerability in teamwork, introduced **valuable collaborative tools**, and fostered a deeper understanding of public-private dynamics. Participants valued the exposure to different roles within urban innovation, leading to reflections on their career paths. Despite some challenges in interdisciplinary collaboration, the overall experience was seen as enriching and beneficial for their professional development.

Participants express satisfaction with the new insights and tools they acquired, though there's an acknowledgment of initial challenges in interdisciplinary collaboration.

*"Most important learning which is far from what I've learned from university as an architect is that there is another way to shape the space, it never is only the built environment. They teach us that the way you shape/design buildings and space create an impact on people but sincerely i get that you can design also through action: with the combination of those two topics I can imagine and maybe reach a better impact in achieving more livable cities."*  
 Participant, NL



Increased exchange of innovative practices and ideas between students at international level & Greater connections between students at international level

The project involved four different countries with very diverse approaches to urban regeneration. This has certainly increased the exchange of practices at international level, contaminating the way urban regeneration issues and themes are usually dealt with.

According to participants, the training course facilitated a significant increase in the exchange of innovative practices and ideas among students at an international level, as well as fostering greater connections between them. A key outcome was the opportunity for participants to **engage with peers from diverse backgrounds**, enhancing their understanding of urban development through varied perspectives. The international nature of the group was particularly enriching, allowing for a broad exchange of ideas, experiences, and professional contacts across Europe.

*"The enormous amount of connections, projects, and contacts... made me happily realize the deep power of connections in a professional field like this."*  
Participant, IT

The training program fostered a significant increase in the exchange of innovative ideas and practices among students at an international level, as well as in strengthening their connections. The **diverse and interdisciplinary nature of the group** was a crucial factor in this enrichment. Participants, coming from various professional and cultural backgrounds, engaged in meaningful discussions about urban development, often stepping out of their comfort zones. This diversity brought about a rich tapestry of insights, enabling participants to reconsider and reshape their ideas and approaches in urban regeneration.

*"For me it was all about getting out of my comfort zone and engaging in conversations about urban development with people with very diverse backgrounds."*  
Participant, ES

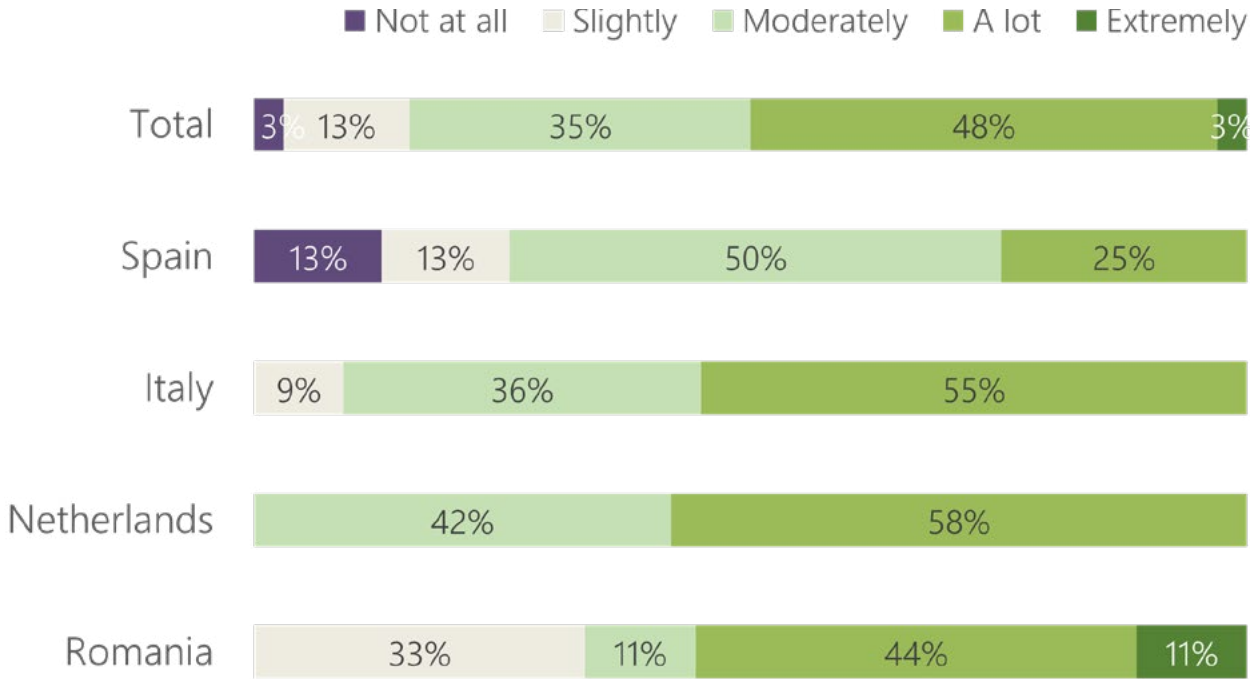
One of the key benefits highlighted was the **opportunity to build an international network**. This network not only provided professional connections but also facilitated a deeper understanding of urban development challenges and strategies across different European contexts. Participants valued the shared experiences and knowledge that came from working with such a varied group, which often led to transformative personal and professional growth.

Participants appreciated the diverse and skilled composition of the groups, which challenged their thinking and encouraged them to see change as the outcome of varied energies and perspectives. The experience of working in such a heterogeneous group was seen as stimulating and confidence-boosting. However, some challenges were noted, particularly in relation to fieldwork due to **geographical dispersion and the difficulties of coordinating in an international setting**. The geographical dispersion of the group members posed logistical issues, particularly in conducting fieldwork and maintaining a cohesive group dynamic. Despite these hurdles, the in-person interactions and shared experiences during the program were seen as invaluable, fostering a strong sense of community and collaboration.

*"It was the moments of sharing together, very intense and moderated by professionals... leading us to get to know each other and listen to each other as a group of people."*  
Participant, NL

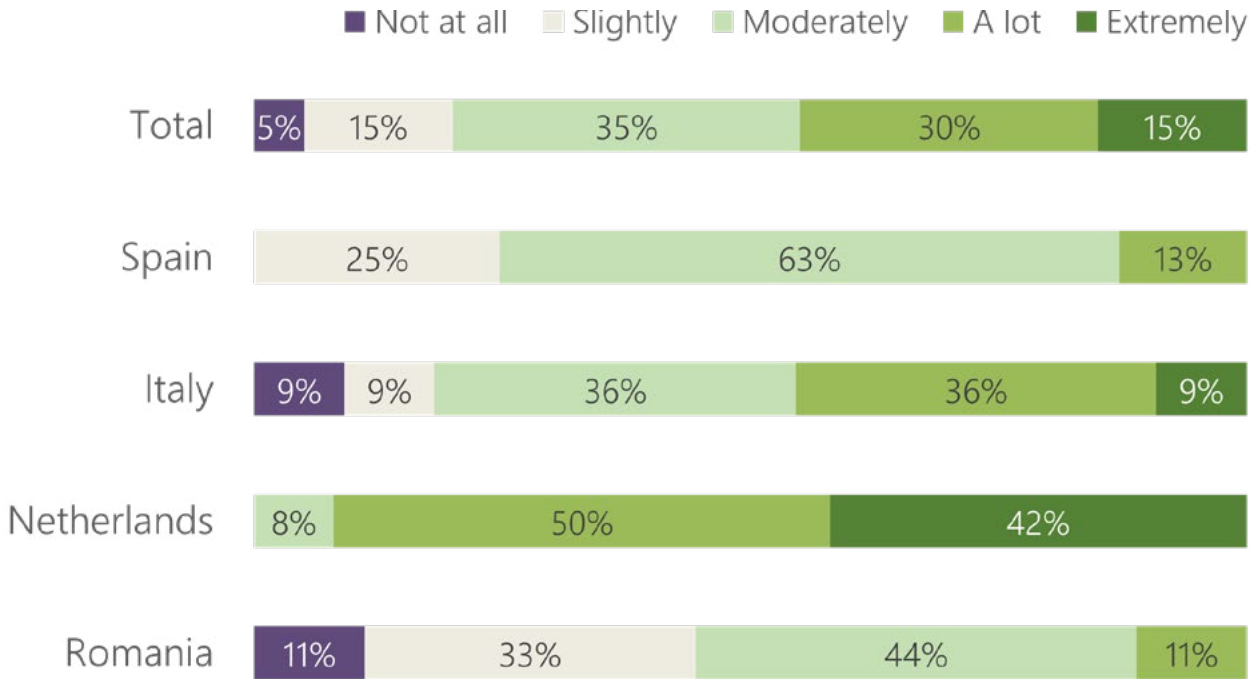
From a quantitative point of view, as responses to the survey show, a notable 48% of respondents felt that the program impacted them "A lot," pointing to a strong effect on this element. This sentiment was most pronounced in the Netherlands and in Italy.

Figure 9. Exchange of innovative practices and ideas with participants from different countries  
Did you find that EUREKA facilitated the exchange of innovative practices and ideas with participants from different countries?



Source: responses from final online survey conducted with participants of EUREKA training program

Figure 10. Establishment of new international connections or relationships  
To what extent have you established new international connections or relationships through the training?



Source: responses from final online survey conducted with participants of EUREKA training program

Also, a significant proportion of the total respondents experienced a positive impact in terms of establishing new international connections. Specifically, 35% indicated a “Moderately” positive impact, 30% felt it “A lot,” and 15% rated it as “Extremely.” The data suggests that 80% of all respondents had a positive experience (“Moderately” to “Extremely”) in forming new international connections through the program. This is **particularly relevant for the Dutch cluster**, where the member students were from different countries.

The general sentiment expressed by the participants in their personal report is also positive. They appreciated the **diversity of the group and the learning environment created**. The challenges of working in an international setting were acknowledged, but these were often seen as opportunities for growth rather than as significant drawbacks.

*“What I would like to explore: international opportunities of connections. It is an opportunity to be part of an international network. I would like to maintain relationship with others and make them grow.”*  
Participant, IT

**Raised students’ ability to confront themselves with different contexts**  
One of the most important features of this training course is its “international” scope: the project included many exchange opportunities between students at international level and this represented one of the most important aspects of this training, since it will likely give students the opportunity to discover new perspectives that will enrich their future job experience.

The training program significantly enhanced the participants’ ability to confront themselves with different contexts, both culturally and professionally. They learned to adapt and be flexible in diverse environments, developing skills to navigate through uncertainty and unfamiliar situations. This adaptability was coupled with personal growth, as participants

confronted their insecurities, particularly in roles and situations that were new to them.

*“From this point of view, the roles taken on during the year... I personally tried to behave very flexibly, going along with the directions imparted by the group’s ‘collective intelligence’.”*  
Participant, IT

*“Overall I am happy with having been able to feel more comfortable in uncertainty.”*  
Participant, ES

The experience of working in a horizontally organized group fostered a sense of collaborative leadership, where roles evolved according to the needs of the project. One of the most valued aspects was the diversity of the group, which challenged and broadened their perspectives, contributing to a richer and more nuanced understanding of urban regeneration. Overall, the experience was seen as enriching, with the challenges of working in a diverse, international context ultimately leading to significant personal and professional growth.

*“Our work was organized quite horizontally/co-created, with some people embracing leadership roles depending on specific needs.”*  
Participant, NL

*It was very enriching to be able to meet and have spaces for exchange with the other participants from different countries.”*  
Participant, ES

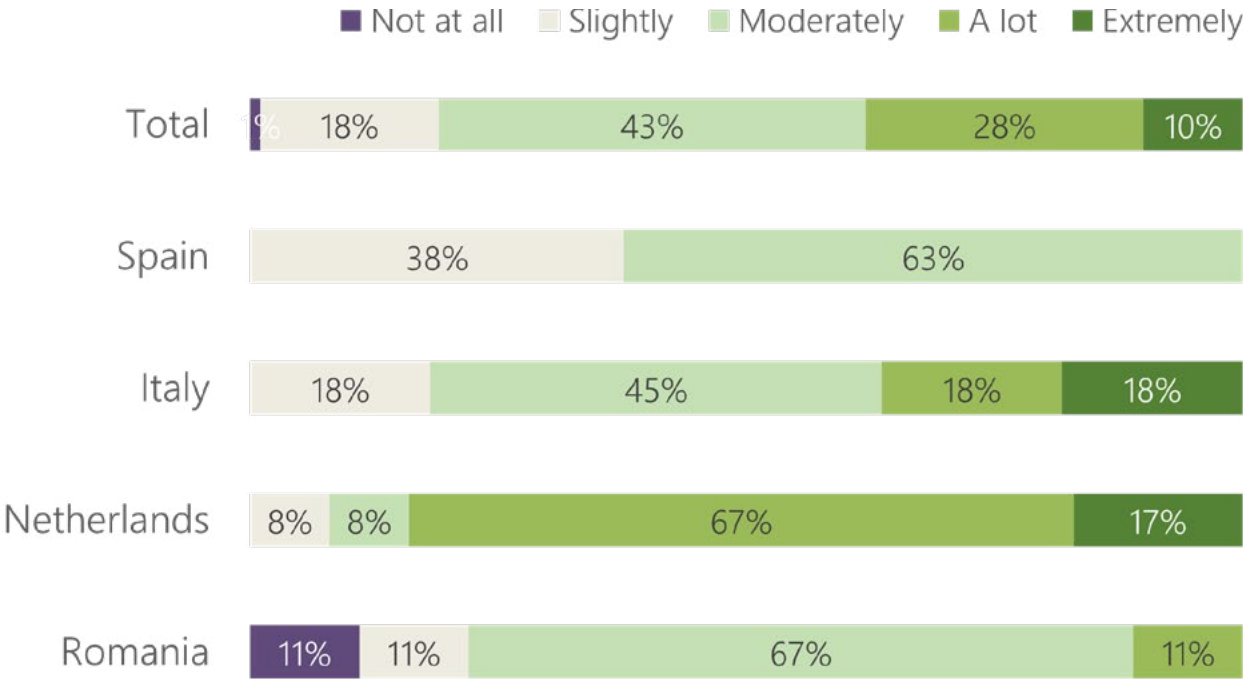
The general sentiment is predominantly positive, though mixed with initial discomfort and insecurity. Participants express satisfaction with their growth in adapting to different contexts and overcoming initial challenges. The tone reflects an appreciation for the learning and personal development opportunities presented by the diverse and uncertain environment.

The survey responses to the question about perceived capability in dealing with diverse contexts after the training reveal insightful trends and country-specific variations.

Overall, the majority of participants across the countries felt an increased capability to handle diverse contexts, with ‘Moderately’ being the most common response (43%). With a similar

pattern as previous questions the extent of this increase varies by country. The Netherlands stands out with a particularly strong positive response, while Spain shows more modest improvements. Italy displays a balanced increase across different levels of capability enhancement, and Romania shows a mix of moderate improvements and notable instances of no change.

Figure 11. Increased capability of dealing with diverse contexts  
**To what extent do you feel more capable of dealing with diverse contexts after participating in this training program?**



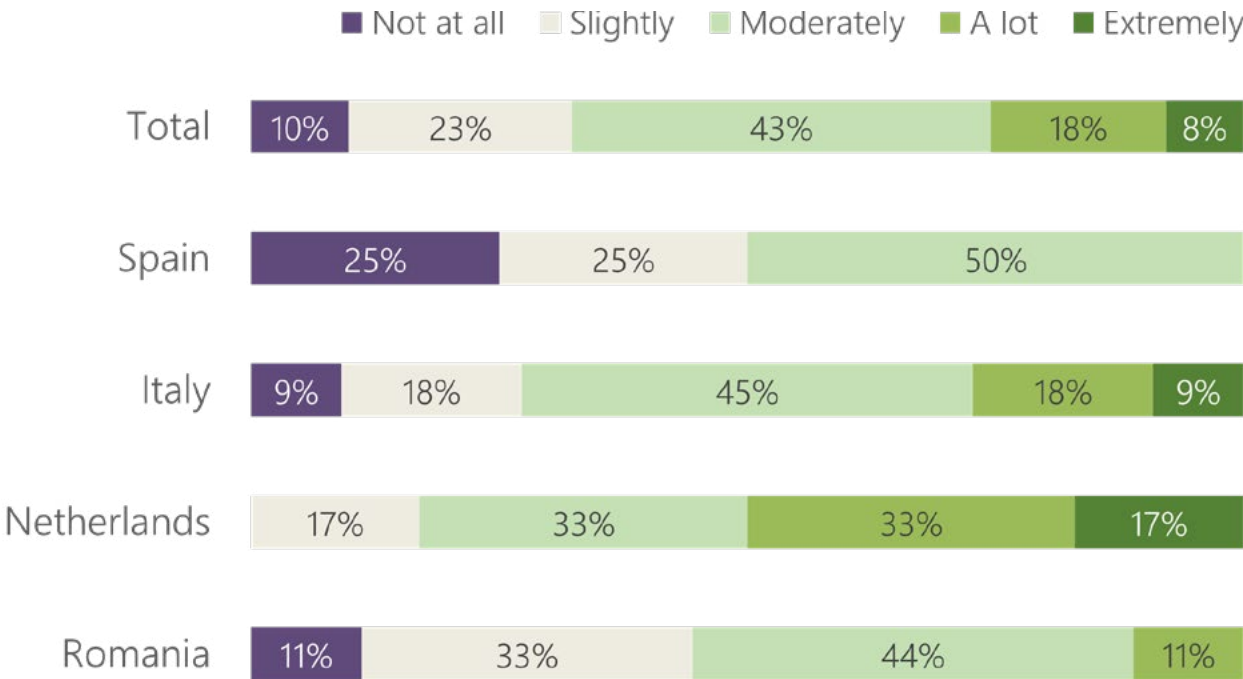
Source: responses from final online survey conducted with participants of EUREKA training program

Higher level of employability

Overall, a significant portion of participants (69%) felt that their professional networks and

job opportunities expanded at least moderately as a result of the training. Again, the extent and perception of this expansion differ among the countries.

Figure 12. Increase of professional networks and job opportunities  
How much do you think your professional networks and job opportunities expanded as a result of the training?



Source: responses from final online survey conducted with participants of EUREKA training program

When exploring the direct impact of the program on professional opportunities for its participants, it emerges that three participants secured job offers **as a direct result of their participation** in the program, and **thanks to the connection established with organizations involved in the project**. Specifically, two participant from the Italian cluster will be involved in a **research fellowship** and in a **freelance activity**. Meanwhile, two participants from the Dutch cluster successfully gained a position as researchers in **urban innovation**.

Furthermore, the program's influence extended beyond its participants to the enterprises

involved. Businesses recognized the program as a valuable platform for identifying professionals with unique and essential skills that complement competencies. One enterprise in Italy articulated this sentiment, highlighting the program's utility in discovering professionals who could enhance their architectural expertise with additional competencies.

*"The program has been useful for finding professional figures to complement my architectural skills: facilitation, design thinking. This has led to the development of collaborative opportunities with some of the participants."*

Enterprise, IT

Acquisition from trainers of new approaches and teaching methods and increased appreciation of the PPP organizations in the educational offer of the academy

The partners' quotes shed light on the significant acquisition of new approaches and teaching methods by trainers, as well as an increased appreciation of the educational offerings of the academy.

A key aspect of this transformation involved integrating innovative methodologies into the curriculum. These methodologies were not just theoretical but action-oriented, emphasizing co-design and collaborative project development. The training encouraged managing work in groups, a shift from traditional academic approaches, which usually focus more on individual tasks and theoretical learning. This change in methodology not only challenged trainers but also participants, introducing them to experimental and dynamic ways of learning, particularly for universities accustomed to more conventional teaching methods.

Other private partners noted that while they didn't learn significant new knowledge about urban development or innovation per se, the process itself was innovative. This suggests that the method of delivery and interaction was as significant as the content. HEIs echoed this sentiment, pointing out that new teaching approaches gave more freedom to students, fostering discussion and listening without strict rules, essentially positioning trainers as facilitators rather than traditional lecturers.

*"The key takeaway is that we tried to change, make new way of learning and training. We learnt how to collaborate with universities for delivering training. The process itself was very innovative"*  
Pakhuis de Zwijger

*"New teaching approaches - giving more freedom to the students - included discussion and listening. There were no definite rules about the collaboration: for this reason at the beginning, co-design with students was difficult, and us - the university - being just facilitators"*  
University of Deusto

HEIs also highlighted the co-design of the curriculum with non-teachers, including NGOs and municipalities, offering a fresh perspective. Based on this experience, they expect more engagement with partners and actors in curriculum creation, emphasizing the importance of involving various stakeholders in the educational process.

*"The curriculum was co designed with non teachers (ngo, municipality) so it was a new perspective. More relation with the partners/ association/actors that the university collaborate with would be good. It would be good to involve the partners/actors in the creation of our curriculums."*  
Western University of Timisoara



# Urban Living Labs - WP5

Figure 13. The Theory of Change of WP5



## STRATEGY

Skills and knowledge acquired during the training were tested in a **real-world scenario**. WP5 through the implementation of Urban Living Labs, aimed to **validate the effectiveness of the curriculum** in terms of students' practical prototyping of **innovative products and processes**. The ambition is to make **these prototypes replicable** in other contexts and to stimulate a **stable collaboration of different stakeholders** (public administration, start-ups, SMEs, large companies, end users, civil society, universities) in future urban regeneration projects.

The strategic approach that has been adopted is **encouraging and supporting students to apply theoretical learnings** for the **practical development of new solutions** for inclusive and sustainable urban regeneration projects.

The activities carried out for this WP were:

- **Defining the participants of the Urban Living Labs** at local level: composed of at least one University, 5 Enterprises, one public actor and end users (e.g. citizenship).
- **Developing a project work** that detail the trainee matching procedures and the challenges identified
- **Organizing local events**: a series of small events gathering enterprises and students in Italy, Romani, Netherlands, and Spain by the Universities, to reinforce the relationship and give light to the Urban Living labs
- **Planning a 5-days Enterprises' Summer School** targeting people coming from the enterprise, together with students. Participants from the learners' groups will be selected from the pool of enterprises recruited for the Eureka project, based on criteria to be established.
- **Designing guidelines for public/private cooperation** as a practical tool for public-private partnership (PPP) practitioners and Universities showcasing case studies aimed at sharing the learnings from the project with the wider community.

## OUTPUT

The outputs for this WP have been the following.

Table 9. Output of WP5

Output	N.
<i>Urban Living Labs</i>	
Universities participating to the Urban Living Labs	4
Professionals (individuals and companies) participating to the Urban Living Labs	10
Public actors participating to the Urban Living Labs	4
Non-profit organizations participating to the Urban Living Labs	7
Urban Living Labs defined	4
Reports for project work	4
<i>Local events: Student &amp; Enterprises</i>	
Events for each country	2
Professionals (individuals and companies) participating to the events	4
Universities participating to the events	4
Students participating to the events	39
Public actors participating to the events	2
Non-profit organizations participating to the events	5
Projects/prototypes developed by students through project work done in training	8
Companies/NGOs/stakeholders involved in students' project work	6
<i>Enterprises' Summer School</i>	
Companies participating per country	4
Staff persons per country	2
<i>Guidelines for public/private cooperation</i>	
N. of Guidelines	1

For an in depth description of the activities carried out during the ULLs, a **publication is available on the EUREKA Website, [here](#)**. The Guidelines for public/private cooperation are also [published](#) on the website.

## IMPACT

The following outcomes are related to the Urban Living Labs carried out through WP5:

- Improving the **ability of the students to connect and apply theoretical assumptions to practical problems** in the field of urban regeneration and the **ability to deal, collaborate and communicate with different types of stakeholders** in the field
- Raising **awareness of companies and SMEs, non-profit organizations and NGOs, public bodies, citizens, on their role in urban innovation** processes
- Contributing to **new collaborations and stronger networks**, new **legal frameworks at local level** that may support more sustainable urban regeneration processes, **activation of new urban regeneration projects** at the local level

The outcomes for this WP were measured through qualitative and quantitative data; the sources are interviews and focus group discussions with project partners, online questionnaires to students at the end of the training, personal reports on the learning path, group report on the ULL.

### Improving the ability of the students to connect and apply theoretical assumptions to practical problems in the field of urban regeneration and the ability to deal, collaborate and communicate with different types of stakeholders in the field

For students, the project aimed at improving the ability to connect and apply theoretical assumptions to practical problems in the field of urban regeneration; in fact, the challenge for trainers was to develop more and more an educational approach which can prepare students for the labour market, making them experience real-world scenarios, and at the same time, stimulate reflection and an open-minded approach to problem solving.

The partners' insights illustrate the progress

made in enhancing students' abilities to connect theoretical concepts with practical problems in urban regeneration, and to effectively engage with diverse stakeholders in the field, through the Urban Living Labs.

A key focus of the project was to develop an educational approach that prepares students for the labor market by immersing them in real-world scenarios. This approach aimed to not only equip students with practical problem-solving skills but also to foster reflection and an open-minded approach. The ULLs played a crucial role in this process. For example, IUAV described the ULLs experience as **ethnographic, highlighting the development of research competencies and the collaborative establishment of trust** with local actors.

Other partners highlighted the **enhancement of key skills such as multi-stakeholder collaboration, new research methods, field practice**, communication, team leadership, and digital skills like video and mapping. This broad skill set, coupled with self-reflection, greatly enhanced the students' understanding of urban fields from a practitioner's perspective.

The challenges and complexities of comprehensive community engagement emerged from the project and the ULLs especially. The group report from Spanish cluster participants reflected on the intricacies involved in addressing complex urban development projects and creating impactful 'soft' interventions. This experience deepened the students' understanding of addressing challenges in complex urban contexts.

*"Ensuring every perspective was heard proved challenging, emphasizing the complexity of the task and the necessity for comprehensive community engagement to effectively address the challenge while safeguarding the island's narrative. The process deepened our understanding of addressing a challenge embedded in such a complex urban development project and took us on the path of creating meaningful 'soft' interventions."*

Group Report, ES

Inputs from individual reports highlighted as one of the most valuable takeaways **overcoming the gap between abstract thinking and practical application.**

*"One of the most valuable takeaways related to the programme is on how to collectively overcome moments of strong divergence between abstract thinking and practice."*

Participant, NL

Partners also pointed out the students' effective public engagement at the local level; this was especially noted in Venice. The ULLs provided opportunities for local networking and actual interventions, allowing students to acquire skills valuable for future work with municipalities and other stakeholders and citizens.

*"There was a good public engagement by the students at the local level [in Venice]; they had the opportunity for local networking and do real intervention in the ULL. Also, a representative of the municipality was at the final ULL meeting. Since the goal was not to have an impact on the territory but rather to experiment with an innovative educational pathway, it's important that they acquired skills to later work with municipalities"*

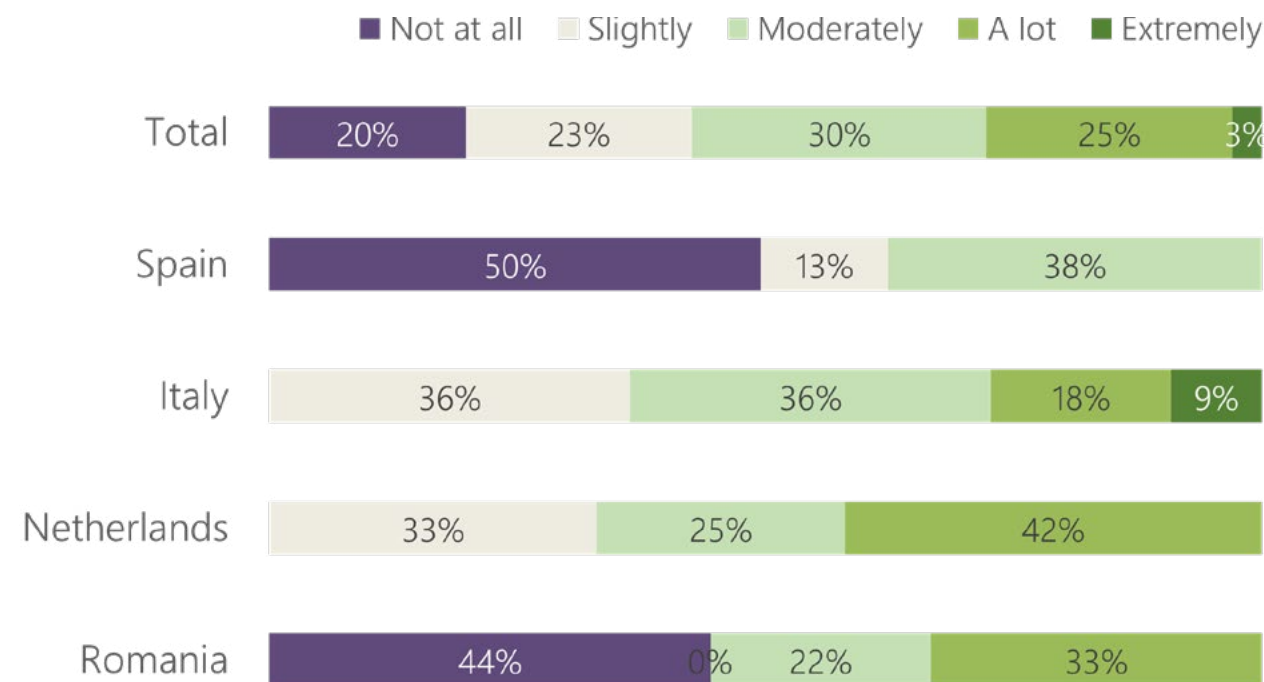
MeltingPro

Analyzing the results from the survey provides quantitative insight into the overall effectiveness of the training program in enhancing skills critical for urban regeneration, with differences emerging among country-specific data.

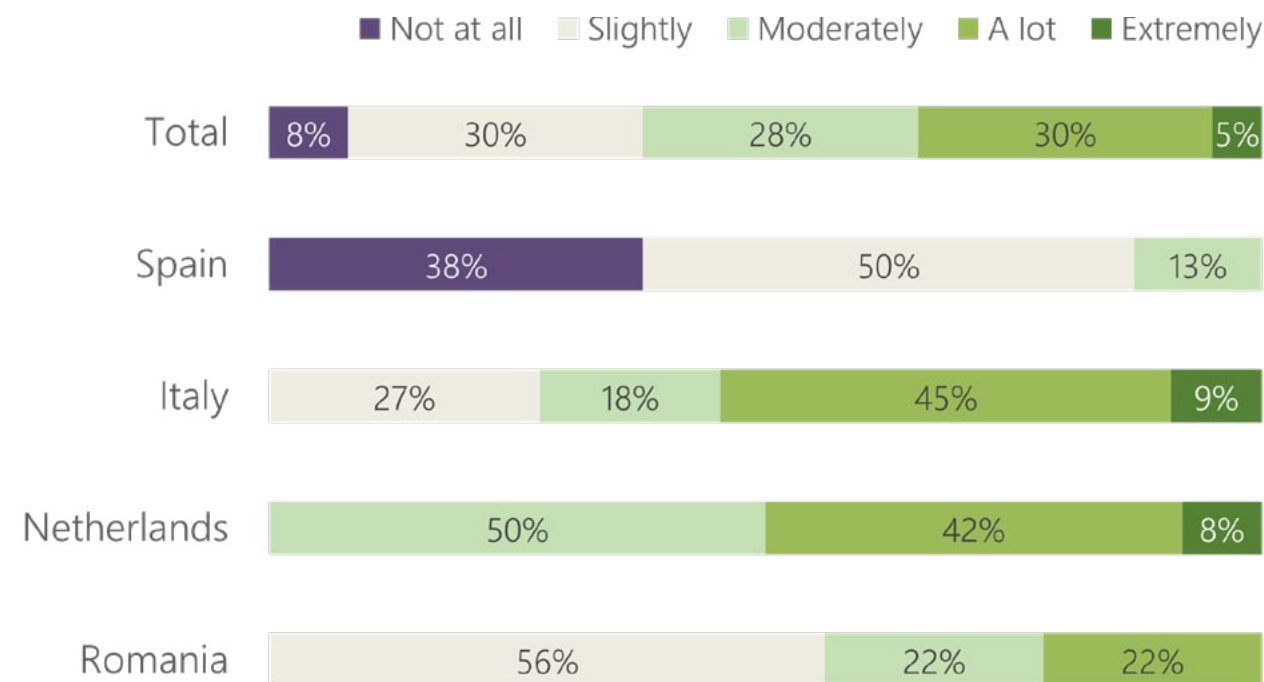
In terms of improving the ability to apply theoretical assumptions to practical problems in urban regeneration, the collective response was positive. A majority of the participants (58% in total) reported at least a moderate improvement in this skill, indicating a general effectiveness of the training program in bridging theoretical knowledge with practical application. However, 20% felt no improvement, underscoring the need for a more tailored approach in certain aspects of the training. When examining the results by country, Spain and Romania showed a substantial gap, with almost half of the participants reporting no improvement. In Italy and the Netherlands the responses leaned towards moderate to high levels of improvement.



Figure 14. Increased ability to connect and apply theoretical assumptions to practical problems  
**To what extent do you think your ability to connect and apply theoretical assumptions to practical problems in the field of urban regeneration improved through the training?**



Source: responses from final online survey conducted with participants of EUREKA training program  
 Figure 15. Improved ability to effectively deal, collaborate, and communicate with various stakeholders  
**How much do you believe you have improved the ability to effectively deal, collaborate, and communicate with various stakeholders in the urban regeneration field due to this training?**



Source: responses from final online survey conducted with participants of EUREKA training program

Regarding the enhancement of abilities to deal, collaborate, and communicate with various stakeholders in the field, the total responses were more positive than the previous question. A majority of participants reported experiencing at least a moderate improvement, with a noteworthy 35% reporting significant improvement ('A lot' and 'Extremely' combined). This suggests that the training was generally effective in developing stakeholder engagement skills.

**Raising awareness of companies and SMEs, non-profit organizations and NGOs, public bodies, citizens, on their role in urban innovation processes**

For companies and SMEs, the focus was on fostering social awareness, aligning with the rising trend of the social economy. Participation in Urban Living Labs offered these entities a chance to cultivate socially and environmentally sustainable goals. This involvement also provided a source of inspiration for developing new ideas within their respective fields. For example, Pakhuis de Zwijger emphasized the value of learning methodologies from different disciplines and understanding cultural differences.

*"We learned methodologies from different disciplines. Sometimes, as a private entity, we focus mainly on the results, on the outputs - we were inspired in applying new methods to our activities"*  
 Pakhuis de Zwijger

Public bodies, traditionally fixated on the 'hardware' aspects of urban regeneration, such as architectural renovation, encountered a shift in perspective through the ULLs. The project encouraged these bodies to embrace the 'software' facets, like social innovation processes and citizen engagement, thereby broadening their understanding of urban regeneration. This impact was achieved especially through the participation of members of Public administration in the training.

*"Having in mind that my job in public administration is mostly about strategies and local development of the city, this training was about learning about new perspectives of how to involve local community, citizens and stakeholders in this process. I heard and learned about small ideas and projects that had a great impact on the community and the role of this projects in developing the sense of appartenance of one citizen to a bigger community."*  
 Participant, Romania

*"Concretely, my work within a public body consists of designing public works that have, to a greater or lesser extent, an impact on the quality of life of the inhabitants. Having said that, my learning journey during this year has certainly been positive and interesting. [...] I was able to get to know and appreciate new and sometimes unexpected points of view and processes of project construction (in general terms). The confrontation with the topics dealt with and the work with colleagues has allowed me to mature a greater awareness, above all, of the relevance of the social component in the processes of territorial transformation."*  
 Participant, Italy

Also, partners from the public administration considered that the project was useful in closing the gap between private and public sector.

*"Voices of the private partners are heard by the municipality so private partners are always excited to be in partnership. Everyone thinks it iss difficult to work with municipality, but we think that this helped in changing the perception"*  
 Municipality of Timisoara

However, when analyzing the activities carried out in the ULLs significant challenges were encountered in involving PAs, citing in particular a lack of trust and ownership.

However, when analyzing the activities carried out in the ULLs significant challenges were encountered in involving PAs, citing in particular a lack of trust and ownership.

*“We should have involved PAs [in Amsterdam] but we did not. They did not want to be involved also. Missing trust and understanding of the project, missing ownership.”*  
Pakhuis de Zwijger

IUAV’s experience highlighted barriers encountered with public administration, underscoring the need for greater outreach and institutional support. HvA pointed out the low collaboration with public administration at the policy level.

*“We could have done something, but we encountered a “wall” in public administration [in Venice]: the distance of the PA from these issues led us to adapt our actions accordingly; however, at the final presentation, the municipality was there.*  
*This underscored even more the need to approach the PA: to seek allies, to gather institutional support, a gap in Eureka that made us realize how central it is.”*  
IUAV

**New collaborations and stronger networks, new legal frameworks at local level that may support more sustainable urban regeneration processes, activation of new urban regeneration projects at the local level**

Public bodies can play an essential role in Urban Living Labs, especially by making the experience durable and replicable. In the long term, the ambition is to stimulate public administrations to pay more and more attention to social innovation in the field of urban regeneration, also through the development of new frameworks that may

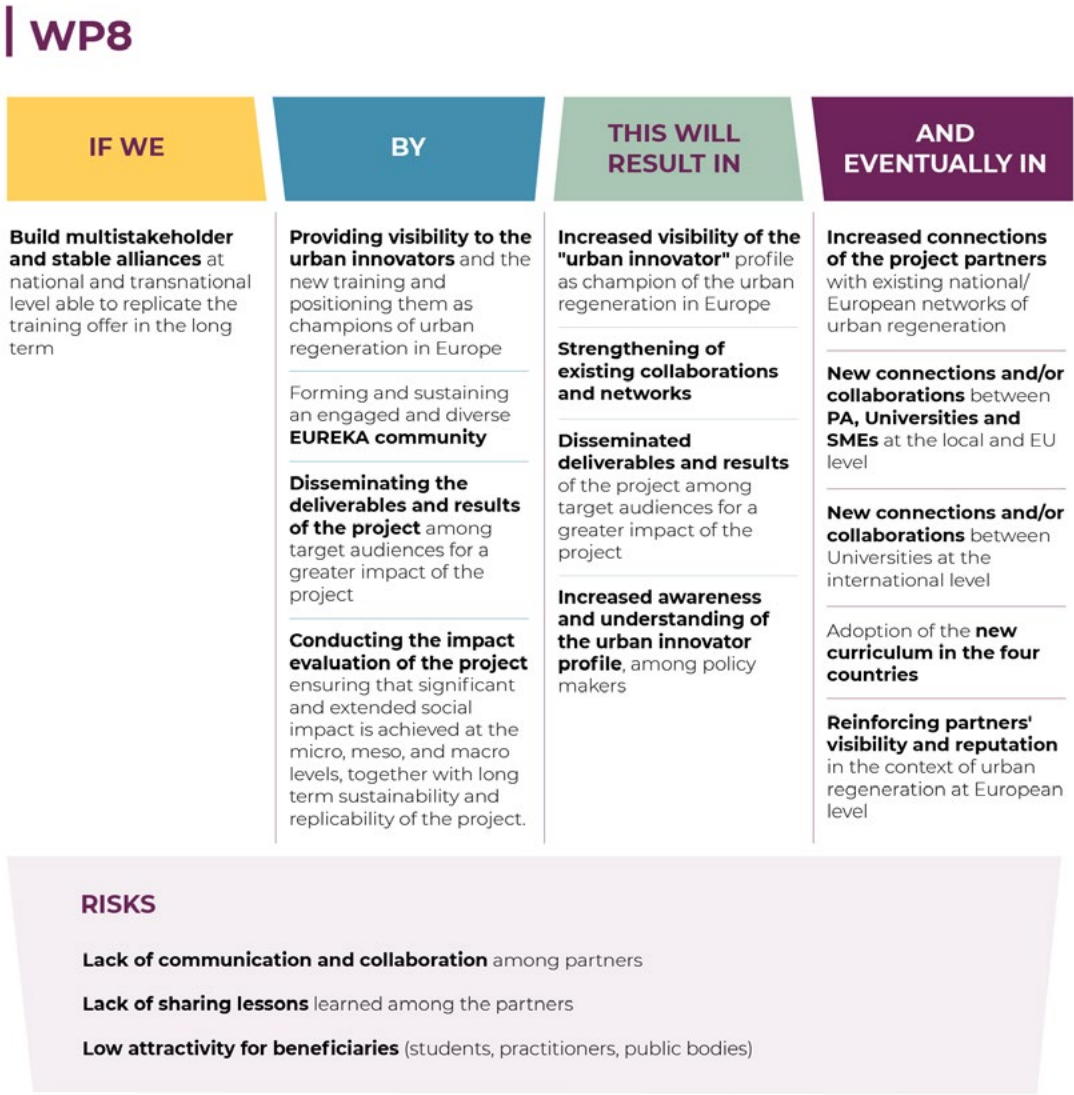
facilitate this integration which could help in adopting a more cross sectional approach.

The Municipality of Timisoara shared their experience, highlighting the project as an important opportunity for learning and collaboration. It offered a fresh perspective to the municipality’s administration and trainees, allowing them to challenge local biases and incorporate diverse viewpoints from different countries. This multidisciplinary approach was seen as particularly valuable for bringing new insights and challenging conventional methods.

The project’s impact extended to strategic planning as well. The Municipality of Timisoara noted the potential for incorporating learnings from the project into strategic documents, which are updated every 5 to 10 years. This integration could prove beneficial at both local and European levels, as it reflects the collaborative spirit and diverse insights garnered from the EUREKA project.

# Communication and dissemination activities - WP8

Figure 16. The Theory of Change of WP8



### STRATEGY

Finally, the project has also envisioned an important Work Package that played a crucial role in terms of **maximizing the project's impact and to replicate it in the long term**: Communication and Dissemination activities (WP8), that are transversal to the project. The strategic approach adopted to reach this goal is to **build multi-stakeholder and stable alliances at national and international level** able to replicate the training offer in the long term.

### OUTPUT

Table 10. Output of WP8

Output	N.
n. of disseminations plans	1
n. of organizations involved in the Stakeholder Map	120
n. of Eureka communication channels	3
n. of partners' channels used to promote the project	46 channels in total with all partners
Total outreach from the Eureka Channels (social networks + website)	EUREKA Fb group: 179 members LinkedIn: 87 members Newsletter: 463 subscribers Instagram: 242 followers Website: 4 732 unique users since Aug 2021
n. of studies for project's graphic identity	1
n. of websites	1
n. of visitors of the website (per month)	483 unique visitors
average time per session in minutes	2,01
n. of subscribers to newsletter	463
n. of events	15
n. of participants to each EUREKA events	694
attendance and participation in EUREKA activities (in percentage)	100%
n. of publications of project's outputs	1
n. of accesses per project's outputs	515
n. of envisaged participants European Forum on Urban Regeneration	148 registrations

The **activities** designed to achieve this aim were:

- **Providing visibility to the urban innovators** and the new training and positioning them as champions of urban regeneration in Europe.
- **Forming and sustaining an engaged and diverse EUREKA community.**
- **Disseminating the deliverables and the results of the project** among target audiences for a greater impact of the project.

### IMPACT

The expected impacts of these activities were:

- Increased **visibility of the urban innovator profile** and **growth of partners' visibility and reputation** in the context of urban regeneration
- **Strengthening of existing collaborations and networks** in the field and **increased connections of the project partners with existing national/European networks** of urban regeneration
- **Adoption of the curriculum** by the four Universities involved in the project, in the long term

The outcomes for this WP were measured through **qualitative and quantitative** data; the sources are interviews, focus group discussions with project partners and data from web analytics.

#### Increased visibility of the urban innovator profile and growth of partners' visibility and reputation in the context of urban regeneration

The dissemination and communication activities under WP8 of the project succeeded in enhancing the visibility of the urban innovator profile and also augmenting the visibility and reputation of the partners in the urban regeneration context.

A primary objective of these activities was to promote the profile of the Urban Innovator across Europe and to disseminate the results of various project stages. This goal was achieved with a significant reach: each social media post related to the project outreached in average around 1,500 views, with a peak of over 5,000 views for a post about a dissemination event in 2021 made by IUAV.

The overall impact of these efforts allowed a significant result of over 140.000 people reached in total, with the media channels used by the partners.

The project's website was another critical media for outreach, attracting 4,568 unique visitors. A breakdown of the website visitors by country reveals a diverse international audience, with the highest number coming from Italy (27,8%), followed by Spain, the United States, Romania, and the Netherlands.

The newsletter of the project, with 463 subscribers, further extended the project's reach and engagement with interested stakeholders. Additionally, the project's events attracted a total of 694 attendants.

#### Strengthening of existing collaborations and networks in the field and increased connections of the project partners with existing national/European networks of urban regeneration

The dissemination of the deliverables and results of the project among target audiences was also functional to the consolidation and creation of new networks, both inside and outside the consortium. It also helped in increasing awareness and understanding of the urban innovator profile, among stakeholders.

The insights gathered from the focus group with partners reveals different perspectives on urban innovation, underlining the diversity and complexity in this field. The understanding of what constitutes urban innovation varied significantly among the partners, a variation that stemmed from the different cultural backgrounds and scales of operation represented in the group. A key insight from the discussions was the recognition that a singular, universal definition of urban innovation might be too restrictive or even impractical. Instead, the diversity of opinions and approaches suggested the value of embracing multiple definitions.



The project stimulated a deeper reflection on the concept of urban innovation, raising several questions and therefore increased connections of the project partners with existing networks of urban regeneration and new connections or collaborations. Partners recognize networking as the most significant opportunity generated by the project.

One of the key outcomes was the strengthening of the network among the practitioners and partners involved in the course. This internal networking facilitated the exchange of ideas, experiences, and best practices, enriching the participants' professional knowledge and skills. The interactions among practitioners, who brought diverse perspectives and experiences to the table, were instrumental in sparking innovative project concepts and potential collaborations.

*"Collaboration with universities was super intense - and it does not happen usually"*  
Pakhuis de Zwijger

Furthermore, the course expanded its reach to include an external network of experts. This aspect was particularly significant as it allowed for the growth of the network beyond national boundaries, introducing a global dimension to the discourse and collaboration. The involvement of these external experts not only brought additional expertise and insights into the mix but also provided opportunities for practitioners to establish connections with professionals and leaders from different countries and disciplines.

Networking was not limited to professional levels but also occurred on a personal level. These personal connections are often the bedrock of strong professional networks, fostering trust and a deeper understanding among individuals. Such personal networking lays the foundation for sustainable and productive professional relationships, which can lead to successful collaborations in the future.

*"The alliance between academics and practitioners was the best part of the project: this is also demonstrated by the new projects that have already emerged from this in these years - and by the willingness to create others with the same partners. Furthermore, at the internal organizational level, the realization of the project has created the foundations, conditions, and skills necessary for the opening of a university spin-off on the themes of urban innovation"*

IUAV

### Adoption of the curriculum by the four Universities involved in the project

At the end of the project, the curriculum had not been fully adopted in its entirety by the participating universities. However, numerous high-quality elements of the project were well-received by universities, indicating the potential for a stable introduction of some of these elements into their academic offers.

An important feature of the project was its multidisciplinary and international component, which was particularly appreciated by HEIs. The diversity of partners involved in the project was seen as a significant strength, as articulated by WUT.

*"Diversity of partners was very good. As university, we have technical and research aspects, but with the municipality, ngos, - good to have the practice oriented approach. It was good to have an outlook from the perspective of different actors."*

WUT

Additionally, as previously emphasized, the co-design of the curriculum with private entities was a key highlight. This approach, along with the co-creation with students, marked a shift in educational strategies. Universities, traditionally responsible for delivering and teaching content, embraced a more collaborative and flexible methodology. This approach was evident throughout the course, for instance, in the creation of agendas in conjunction with students. The new teaching methods emphasized giving more freedom to students, fostering discussion and active listening. These innovative approaches not only enhanced student engagement but also brought a new dynamic to the academic environment, reflecting the evolving landscape of higher education in urban innovation.

### LESSONS LEARNED

The project strongly strengthened the capacities and innovation of higher education institutions involved through the development, testing and implementation of an experimental European curriculum recognized by new and specific micro-credentials. The main innovation and lessons learned in particular are the following.

New alliances/networks:

- A new **intersectoral** and transdisciplinary collaboration between universities and social and cultural enterprises at national and international level on urban innovation
- The project also supported **collaboration and exchange among different national master's programs** that focus on urban innovation

New Knowledge - Creation of new knowledge and inspiration, improved understanding of urban challenges:

- A **Europe-wide research** aimed to define and analyze:
  1. the **urban innovators' profile** as a person who knows how to use social innovation tools to work in the urban regeneration field, capable of planning urban transformations collaborating with the users and creating new alliances, with a strong focus on understanding the specificity of each context, always aiming at the generation of a real social impact;
  2. the current state of national job markets for Urban Innovators and the educational offer about Urban innovation;
  3. ten representative case studies of **urban innovation across Europe**.
- Four new and interconnected **urban living labs** involving a plural number of actors that:
  1. produced territorial knowledge and new territorial alliances by engaging local stakeholders on a local base
  2. produced new **insights** into the local context on: the satisfaction of unmet social and spatial needs; the construction of new social networks; the storytelling and the empowerment of local communities

# Lessons learned

The project strongly strengthened the capacities and innovation of higher education institutions involved through the development, testing and implementation of an experimental European curriculum recognized by new and specific micro-credentials. The main innovation and lessons learned in particular are the following.

New alliances/networks:

- A new **intersectoral** and transdisciplinary collaboration between universities and social and cultural enterprises at national and international level on urban innovation
- The project also supported **collaboration and exchange among different national master's programs** that focus on urban innovation

New Knowledge - Creation of new knowledge and inspiration, improved understanding of urban challenges:

- A **Europe-wide research** aimed to define and analyze:
  1. the **urban innovators' profile** as a person who knows how to use social innovation tools to work in the urban regeneration field, capable of planning urban transformations collaborating with the users and creating new alliances, with a strong focus on understanding the specificity of each context, always aiming at the generation of a real social impact;
  2. the current state of national job markets for Urban Innovators and the educational offer about Urban innovation;
  - 3.

4. ten representative case studies of **urban innovation across Europe**.
  - Four new and interconnected **urban living labs** involving a plural number of actors that:
    1. produced territorial knowledge and new territorial alliances by engaging local stakeholders on a local base
    2. produced new **insights** into the local context on: the satisfaction of unmet social and spatial needs; the construction of new social networks; the storytelling and the empowerment of local communities
  - The new experimental curriculum is constituted by:
    1. A **local in presence training** in the four Universities analyzing the territorial context, engaging stakeholders and developing site specific projects.
    2. Four **Urban Livin Labs**.
    3. A **digital international training**, including online interactive classes and webinars and podcasts produced by the partners.
    4. 3 **Short Schools** for students, developing the international dimension of the curriculum, deepening common theoretical background and enriching the knowledge with the different local based approaches.
    5. A **mentoring scheme**

- The possibility for the academic partners involved in the project to **unify the three missions** of the university, that are teaching, research and public engagement, in order to accelerate the higher education transformation and the development of student centered curricula that **better meet the learning needs of students** and that are **relevant for the labour market**
- Eureka project produced **open educational resources** produced on urban innovation innovation, in particular 11 webinars (one produced by each partner) and 6 Podcasts/success stories.
- The **learner-centered** teaching techniques of the curriculum that gave responsibility to the students allowing them over time to **co-design research and design activities** and to try, experiment and find the most innovative, effective and inclusive social and territorial solutions
- The **constant reflexivity** of the curriculum that has been implemented using a **design thinking approach**: this open design way allowed in order to produce new knowledge among the project partners

New trained skills and new forms of validation:

- The **experimentation by 60 students** from the 4 different countries involved in the project of the piloting of the curriculum
- The students' development of **new soft skills, problem solving and entrepreneurial and life skills** to address the current social, economical and environmental territorial challenges.
- These skills were validated by a new and specific process of recognition through the issue of **microcredentials** to the students who completed the Eureka training.

New European dimension:

- The **European dimension** was a key added value thanks to the constant exchange between students and partners, as well as between partners alone, through a regular series of online meetings and through international face-to-face schools. The EUREKA project expanded the international profile of the students and of all subjects involved in the training path (e.g. NGO organizations, social entrepreneurs, public administrations, enterprises and Universities);
- Through constant discussion among international partners in both the research and curriculum phases, EUREKA partners learned from each other about strengths and weaknesses at the national (and to some extent local) level in both labor market requirements and the skills required by urban innovators. The project has therefore enabled partners **to develop a shared European perspective on urban innovation** all together and brought the reflections, practices and innovations of the national clusters at EU level (e.g., through the open online event called "Urban Innovation Forum").
- The project created a cross-sectoral and **European network** of mutual support and a learning community of experts interested in sharing knowledge and practices in urban innovation constituted by almost one hundred professionals with different backgrounds.



# Appendix

QUANTITATIVE INDICATORS (TABLE)

WP	IMPACT CLUSTER	TARGET GROUP	IMPACT	INDICATOR	LEVEL	RESULT
2	Awareness and interest	Urban Innovator community	Increased awareness of stakeholders of the potential of the professional figure of the urban innovator	% of stakeholders who declared to have raised their awareness in the Urban Innovator thanks to the research	MICRO	100%
2	Knowledge	Urban Innovator community	Progress in scientific knowledge in the urban regeneration field	n. of scientific publications developed from the research	MACRO	0
3	Collaboration and exchange	Urban Innovator community	Increased exchange of ideas between the private and public sector (SMEs, local public bodies, social enterprises) and the HEIs	% of participants from private and public sector declaring to have benefited from the exchange of ideas	MICRO	100%
4	Awareness and interest	Students	Increased interest of students towards social innovation and urban regeneration practices	% of students declaring to have raised interest towards social innovation and urban regeneration practices	MICRO	100%
4	Awareness and interest	Students	Increased interest of students towards social innovation and urban regeneration practices	% of trainers observing high level of interest in students	MICRO	100%
4	Collaboration and exchange	Students	Increased exchange of innovative practices and ideas between students at international level	% of students declaring to have increased exchange of innovative practices and ideas between students at international level	MICRO	97%

WP	IMPACT CLUSTER	TARGET GROUP	IMPACT	INDICATOR	LEVEL	RESULT
4	Knowledge	Students	Students' acquisition of new knowledge in the urban regeneration field	% of students declaring to have acquired new knowledge in the urban regeneration field	MICRO	95%
4	Knowledge	Students	Students' acquisition of new knowledge in the urban regeneration field	% of trainers declaring students' acquisition of new knowledge	MICRO	91%
4	Networking and relational capacity	Private enterprises	Increased opportunities offered to the students by the PPP representatives	% PPPs representatives declaring the intention to hire students	MESO	50%
4	Networking and relational capacity	Students	Greater connections between students at international level	% of students declaring to have established new connections at international level	MICRO	95%
4	Skills	Students	Students' acquisition of new skills in the urban regeneration field	% of students declaring to have acquired new skills in the urban regeneration field	MICRO	90%
4	Skills	Students	Students' acquisition of new skills in the urban regeneration field	% of trainers declaring students' acquisition of new skills	MICRO	100%
4	Skills	Students	Raised students' ability to confront with different contexts	% of students to have increased ability to confront with different contexts	MICRO	99%
4	Skills	Students	Students' acquisition of new tools for professional empowerment	% of students declaring to have acquired tools for professional empowerment	MICRO	92%

WP	IMPACT CLUSTER	TARGET GROUP	IMPACT	INDICATOR	LEVEL	RESULT
4	Skills	Students	Higher level of employability of the students trained	n. of students declaring to have received job offers thanks to the project	MICRO	4
4	Teaching and learning methods	Urban Innovator community	Acquisition from trainers of new approaches and teaching methods	% of trainers declaring to have acquired new approaches and teaching methods	MICRO	100%
4	Teaching and learning methods	Urban Innovator community	Increased appreciation of the PPP organizations in the educational offer of the academy	% of PAs representatives declaring to have increased their appreciation in the educational offer of the academy	MESO	100%
4	Teaching and learning methods	Urban Innovator community	Increased appreciation of the PPP organizations in the educational offer of the academy	% of Entepresises representatives declaring to have increased their appreciation in the educational offer of the academy	MESO	100%
5	Collaboration and exchange	Urban Innovator community	Greater sense of trust of PPPs representatives towards the academy, as player able to provide an educational training close to the needs of the labour market	% of PPPs organizations declaring to have renewed sense of trust towards the Academy	MESO	100%
5	Networking and relational capacity	Students	Increase of students' professional network and job opportunities	% of students declaring to have increased professional networks and job opportunities	MICRO	90%

WP	IMPACT CLUSTER	TARGET GROUP	IMPACT	INDICATOR	LEVEL	RESULT
5	Networking and relational capacity	Urban Innovator community	Development of new collaborations (job opportunities, stages) between the companies involved and the students	N. of new job relations developed between the companies and the students	MICRO /MESO	4
5	Skills	Students	Students' improvement in the ability to connect and apply theoretical assumptions to practical problems in the field of urban regeneration	% of students improved their ability to connect and apply theoretical assumptions to practical problems in the field of urban regeneration	MICRO	80%
5	Skills	Students	Students' acquisition of the capacity to deal, collaborate, communicate with different types of stakeholders in the field	% of students declaring to have acquired the ability to deal, collaborate, communicate with different types of stakeholders in the field	MICRO	92%
8	Awareness and interest	Urban Innovator community	Increased visibility of the "urban innovator" profile as champion of the urban regeneration in Europe	Outreach for each post	MAC-RO	1.500 avg.
8	Awareness and interest	Urban Innovator community	Increased visibility of the "urban innovator" profile as champion of the urban regeneration in Europe	n.of visitors of the website	MAC-RO	425 per month

WP	IMPACT CLUSTER	TARGET GROUP	IMPACT	INDICATOR	LEVEL	RESULT
8	Awareness and interest	Urban Innovator community	Increased visibility of the "urban innovator" profile as champion of the urban regeneration in Europe	n. of subscribers to newsletter	MAC-RO	385
8	Awareness and interest	Urban Innovator community	Increased visibility of the "urban innovator" profile as champion of the urban regeneration in Europe	n. of participants to the events	MAC-RO	218



Co-funded by the Erasmus+ Programme of the European Union



**European Urban Regenerators Knowledge Alliance (EUREKA)** is a three-year project set to create a multidisciplinary curriculum, designed jointly by universities, cultural practitioners and policy-makers, for a rising professional profile of urban innovators. The project will identify needed skills and develop a training that addresses the current job market's demands across Europe.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



