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URBAN IMPRINT

A practical method and tool guide for connecting
universities with cities, municipalities and regions

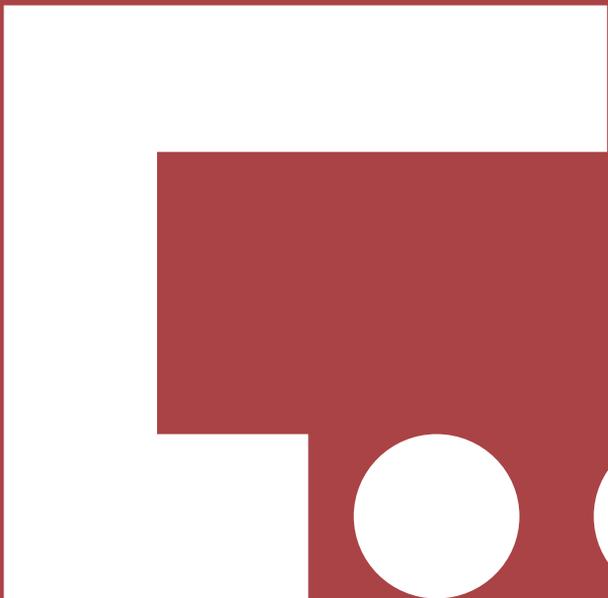
A toolkit developed within the Urban imprint project

Project Reference Number: 2023-1-ES01-KA220-HED-000160257



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Introduction

1. Introduction

Across Europe, universities and local governments are increasingly called to work together to address the complex challenges of sustainable urban and territorial development. Climate adaptation, social inclusion, and digital transformation demand new forms of collaboration that go beyond traditional research or policy frameworks.

Urban Imprint responds to this need by fostering dialogue and cooperation between academia, municipalities, and regional actors through living labs and pilot experiences. These initiatives have tested participatory and transdisciplinary approaches to co-create local solutions aligned with the **Sustainable Development Goals (SDGs) and the Urban Agendas**.

This **Toolkit** brings together the knowledge generated throughout the project and translates it into **practical guidance, tools, and methods** that can be used by universities, local governments, and other stakeholders to strengthen collaboration and knowledge transfer.

It is not a theoretical report but a **hands-on resource**, designed to be applied and adapted to different contexts. The Toolkit offers:

- Real examples and good practices from the project's pilots.
- A curated selection of tools and methodologies for participatory governance and innovation.
- Recommendations on how to embed these practices within institutional strategies.

The document is structured as follows:

1. **Piloting experiences and good practices** — presenting the pilots and lessons learned from partner institutions.
2. **Tools and methodologies** — describing practical instruments that can be applied in similar contexts.
3. **Application, approaches, and policy recommendations** — guiding users on how to implement and adapt these tools and offering reflections and guidance for institutional decision-making.
4. **Appendix** — with templates, resources, and useful references.

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By collecting and systematising these experiences, the Toolkit aims to **empower universities and local governments to co-create policies and solutions that connect knowledge with action**, ensuring that collaboration becomes a permanent driver of sustainable development in cities and regions.



Ultimately, the Toolkit serves as a bridge between academic knowledge and territorial innovation, offering adaptable pathways for SDG implementation across diverse European contexts.

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Piloting Experiences and Good Practices

2. Piloting Experiences and Good Practices: How collaboration takes shape in practice

This section illustrates how collaboration between universities, municipalities, and regional actors took shape in practice throughout the Urban Imprint project. It brings together two complementary perspectives:

- **Piloting Experiences**, which present the pilot initiatives developed by the consortium partners in their respective territories.
- **Good Practices**, which showcase additional cases and approaches that highlight innovative and transferable ways of linking academia with territorial development.

The pilots served as **living laboratories**, testing collaborative and participatory approaches adapted to the specific challenges of each context. They engaged a wide range of stakeholders, from local governments and universities to community organisations and private partners, working together to design, implement, and evaluate joint initiatives.

The good practices complement these pilots by offering a broader set of references and examples that reinforce the replicability and scalability of the approaches presented in this Toolkit.

Together, both types of experiences form the **empirical backbone** of Urban Imprint. They demonstrate how academic knowledge can be co-created, tested, and translated into local action, providing the foundation for the practical tools and policy recommendations gathered in the following sections.

2.1 Piloting experience

The pilot experiences developed within the Urban Imprint project illustrate how collaboration between universities and territorial actors can be translated into concrete action. Each pilot adapted the project's shared principles to its local context, testing participatory methods and governance approaches that connect academic knowledge with community needs.

Rather than isolated initiatives, these pilots served as **experimental spaces for co-creation**, bringing together researchers, local authorities, and civil society to address social, environmental, and cultural challenges. Through these experiences, partners explored new ways to strengthen knowledge transfer, foster participation, and embed sustainability goals in territorial strategies.

A total of **ten pilot initiatives** were implemented by the consortium, reflecting a wide diversity of contexts, thematic focuses, and methodological approaches:

- **Ceuta & Melilla (Spain – University of Granada):** Scientific counselling and matchmaking programme for territorial innovation.
- **Granada (Spain – University of Granada):** Participatory process for the European Capital of Culture 2031.

SPAIN

- **Aveiro (Portugal – University of Aveiro):** Civic Lab for sustainable urban transitions.
- **Ílhavo (Portugal – University of Aveiro):** Civic Lab on climate and sustainability challenges.
- **Matosinhos (Portugal – University of Aveiro):** Citizenship Lab for Climate Transition.

PORTUGAL

- **Perugia (Italy – TUCEP):** Urban regeneration and sustainability in education through university–community collaboration.
- **Panicale, San Giustino & Castel Ritaldi (Italy – TUCEP):** Participatory workshops and world cafés for local innovation and digital transition.

ITALY

- **Graz (Austria – University of Graz):** Governance models for university–city partnerships and climate walks for civic engagement.

AUSTRIA

- **Paris (France – ENSA Paris):** Integrating social innovation into territorial agendas through doctoral collaboration programmes.
- **National Network (France – ENSA Paris):** ACTEE and ANCT doctoral programmes for research-based territorial development.

FRANCE

Across all ten pilots, common elements emerge: participatory governance structures, emphasis on cross-sector collaboration, and the integration of SDG-driven objectives into local policy frameworks.

Each pilot is summarised using a **common format** to make results comparable and transferable, including:

- Context and objectives
- Stakeholders involved
- Key activities and results
- Lessons learned and transferability

Together, these pilot experiences offer a grounded perspective on how collaboration between universities and local territories can generate lasting social and institutional impact.

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2.1.1 Impronta Granada – Ceuta – Melilla

Location: Granada, Ceuta and Melilla, Spain

Lead Institution: University of Granada

Overview:

*The Impronta Granada – Ceuta – Melilla pilot aimed to strengthen collaboration between the University of Granada (UGR) and the autonomous cities of Ceuta and Melilla. Both territories, located on the North African coast, face specific social, economic and environmental challenges related to their insular geography, multicultural composition and strategic position as European border regions. This pilot sought to bridge the gap between local needs and academic expertise through a **scientific counselling model**, enabling political and technical staff from Ceuta and Melilla to work directly with UGR researchers in identifying challenges and co-designing solutions.*

Main Objectives

- Identify key territorial challenges in Ceuta and Melilla that can be addressed through scientific collaboration.
- Promote cooperation between local governments and academic institutions.
- Foster joint project development and European funding proposals.
- Establish a sustainable and replicable framework for university–city cooperation.

Target Groups:

Political and technical staff from the governments of Ceuta and Melilla; researchers and teaching staff from the University of Granada.

Key Activities

- Launch of a call for proposals to identify priority themes.
- Organisation of a two-day delegation visit from Ceuta and Melilla to the UGR Granada campus.
- Four thematic working groups addressing shared urban and social challenges.
- Joint project design sessions and bilateral knowledge exchange meetings.
- Institutional visits to innovation and governance spaces in Granada.

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Key Results

- Engagement of over 75 participants, including policymakers and researchers.
- Identification of four thematic collaboration areas: digital transformation, public health, socio-economic development, and circular economy.
- Development of three to five joint project ideas for future calls.
- Strengthened institutional links and a sustainable cooperation framework between UGR and both cities.

Lessons Learned and Transferability:

Direct interaction between local policymakers and university researchers proved highly effective for aligning scientific expertise with territorial priorities. The pilot demonstrated a scalable model for inter-institutional dialogue that can be replicated in other university–city ecosystems.

Resources and Stakeholders

HUMAN

UGR researchers, policymakers from Ceuta and Melilla, knowledge exchange staff.



MATERIAL

University facilities, digital tools, and supporting documentation.



FINANCIAL

Local funding for travel and logistics (Ceuta and Melilla governments); operational support from UGR.



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2.1.2 Participatory Groups for the European Capital of Culture Granada 2031 Candidacy

Location: Granada, Spain

Lead Institution: University of Granada – in collaboration with the Granada 2031 Candidacy Team

Overview:

This pilot implemented a **participatory process** to co-create proposals for Granada's candidacy as European Capital of Culture 2031. Through thematic working groups, citizens, cultural collectives, artists, and institutions collaborated to design innovative and sustainable cultural initiatives aimed at strengthening the city's cultural ecosystem.

The process, coordinated by the University of Granada and the Candidacy Team, sought to promote long-term civic engagement and to generate a **lasting cultural legacy** that extends beyond the year of the candidacy.

Main Objectives

- Foster active citizen participation in the design of cultural proposals for the candidacy.
- Generate solid, viable, and innovative proposals that reinforce Granada's candidacy.
- Encourage multi-sector collaboration between cultural, academic, public, and private stakeholders.
- Ensure that the participatory process leaves a sustainable social and cultural impact.

Target Groups:

Citizens from diverse backgrounds, including artists, cultural professionals, academics, entrepreneurs, and members of civic associations.

Key Activities

- **Initial session (20 March 2025):** Welcome, collective diagnosis, brainstorming, and planning of thematic areas.
- Formation of **10 thematic groups** working autonomously during subsequent months (March–June 2025).
- Continuous documentation and sharing of progress via digital tools (Google Drive, Google Forms, official websites).
- **Final presentation session (23 June 2025):** Public event summarising proposals, attended by the Mayor of Granada and local media.

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Key Results

- More than **100 participants** across 10 thematic groups.
- Concrete proposals integrated into the strategic plan of Granada’s candidacy.
- Strengthened cooperation between the University, City Council, and cultural sector.
- Creation of public documentation and a transparent record of the participatory process.

Lessons Learned and Transferability:

This pilot demonstrated that structured participation and academic facilitation can translate citizens’ ideas into actionable cultural strategies. The model is easily adaptable to other municipalities seeking to engage citizens in cultural or urban planning processes through a combination of **guided facilitation, open calls, and autonomous group work**.

Resources and Stakeholders

HUMAN

Coordinators (University and Candidacy Team), facilitators, support staff, policymakers.



MATERIAL

Digital platforms (Google Drive, Google Forms, LabIN Granada, Impronta Granada, Medialab UGR websites); physical spaces for meetings and public sessions.



FINANCIAL

Funding provided by the University of Granada and the City of Granada for logistics, materials, and communication.



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2.1.3 Engaged Territories (ANCT Programme)

Location: Nationwide, France

Lead Institution: HESAM Université / ENSA Paris-La Villette

Partner Institution: National Agency for Territorial Cohesion (ANCT)

Overview:

*This pilot evaluated the “1,000 PhD Students for the Territories” programme through a case study carried out with the French National Agency for Territorial Cohesion (ANCT) under its “Engaged Territories” initiative. It explored how hosting doctoral students (CIFRE PhDs) within local authorities can enhance cooperation between academia and municipalities, acting as a driver for **social innovation** and evidence-based policymaking.*

Main Objectives

- Assess the conditions that enable effective collaboration between doctoral researchers and local authorities.
- Identify best practices for integrating academic research into local policy design.
- Facilitate feedback and evaluation workshops using **collective intelligence methods**.

Target Groups:

Doctoral students in social sciences (CIFRE scheme), local policymakers, municipal staff, and ANCT representatives.

Key Activities

- Semi-structured interviews with doctoral students to identify collaboration challenges and opportunities.
- Workshops with PhD students and policymakers to share experiences, best practices, and areas for improvement.
- Public sessions during ANCT events to discuss and disseminate ongoing results.
- Production of an **evaluation and recommendation report** based on workshop insights.

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Key Results

- Development of a **four-phase evaluation framework** for partnership-based doctoral research.
- Identification of key success factors for integrating research into local governance.
- Strengthened dialogue between researchers, elected officials, and public administrators.
- Practical recommendations for improving future CIFRE programs, applied in Pilot #2.

Lessons Learned and Transferability:

Embedding PhD students within local authorities can foster **social innovation** and knowledge exchange when supported by structured communication and shared evaluation mechanisms. This approach can be replicated by national or regional programs aiming to connect academic research with local policy development.

Resources and Stakeholders

<div style="text-align: center; border: 1px solid white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; background-color: white;"></div> <p style="text-align: center; font-weight: bold; margin: 5px 0;">HUMAN</p> <p>Doctoral students, ANCT representatives, ENSA-PLV researchers.</p> 	<div style="text-align: center; border: 1px solid white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; background-color: white;"></div> <p style="text-align: center; font-weight: bold; margin: 5px 0;">MATERIAL</p> <p>Workshop spaces, digital tools (whiteboards, interactive platforms).</p> 	<div style="text-align: center; border: 1px solid white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; background-color: white;"></div> <p style="text-align: center; font-weight: bold; margin: 5px 0;">FINANCIAL</p> <p>Support from ANCT and HESAM Université within the 1,000 PhD Students for the Territories framework.</p> 
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2.1.4 ACTEE Programme: Collaborative PhD Research for Energy Transition

Location: Nationwide, France

Lead Institution: ENSA Paris-La Villette

Partner Institution: FNCCR – ACTEE (Local Authorities' Action for Energy Efficiency)

Overview

Building on lessons from the previous pilot, this initiative applied the same participatory and evaluative framework to support the creation of a **national doctoral programme** under the ACTEE scheme (Action des Collectivités Territoriales pour l'Effacité Énergétique). The pilot promoted collaboration between doctoral students, local authorities, and research institutions to address challenges related to **energy efficiency and public building renovation**, integrating social sciences into technical innovation processes.

Main Objectives

- Apply best practices from the Engaged Territories pilot to structure a collaborative doctoral network.
- Strengthen cooperation between academia and local governments around energy transition goals.
- Create a national community of ACTEE PhD researchers and increase the visibility of their work.

Target Groups:

Doctoral students, university laboratories, local authorities, and experts from FNCCR/ACTEE.

Key Activities

- National call for projects to co-finance **10 CIFRE PhD theses** in social sciences on energy transition.
- Facilitation meetings among universities, municipalities, and doctoral candidates to align objectives and procedures.
- Regular **"online coffee sessions"** for peer exchange and troubleshooting.
- Annual **Research Seminar (October 2025)** bringing together researchers, elected officials, and doctoral students for joint presentations and workshops.

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Key Results

- Recruitment of 10 doctoral students across multiple local authorities in France.
- Creation of a network connecting energy policy experts, researchers, and municipalities.
- Improved integration of research findings into ACTEE’s national strategy.
- Enhanced visibility of doctoral work through publications, posters, and events.

Lessons Learned and Transferability:

This pilot confirmed that **structured facilitation and peer-learning mechanisms** are crucial to sustaining long-term cooperation between academia and local governments. The ACTEE model demonstrates how doctoral programmes can support local capacity building and can be easily adapted to other fields, such as digital transition, public health, or sustainable mobility.

Resources and Stakeholders

<div style="text-align: center; border-bottom: 1px solid white; padding-bottom: 5px;">  HUMAN </div> <p style="color: white; font-size: 0.9em; margin-top: 10px;"> Doctoral students, local government officers, ACTEE coordinators, ENSA-PLV researchers. </p> <div style="text-align: center; margin-top: 20px;">  </div>	<div style="text-align: center; border-bottom: 1px solid white; padding-bottom: 5px;">  MATERIAL </div> <p style="color: white; font-size: 0.9em; margin-top: 10px;"> Online collaboration tools and physical seminar venues. </p> <div style="text-align: center; margin-top: 20px;">  </div>	<div style="text-align: center; border-bottom: 1px solid white; padding-bottom: 5px;">  FINANCIAL </div> <p style="color: white; font-size: 0.9em; margin-top: 10px;"> Co-funding from FNCCR (white certificates) and HESAM Université. </p> <div style="text-align: center; margin-top: 20px;">  </div>
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2.1.5 University of Aveiro Pilot – “Citizenship Laboratory for Urban Proximity of Ílhavo”

Location: Ílhavo, Aveiro, Portugal

Lead Institution: University of Aveiro

Partner Institution: Municipality of Ílhavo

Overview:

*The Citizenship Laboratory for Urban Proximity of Ílhavo was conceived as a **citizens' lab** designed to promote active participation and co-creation in local urban development. Implemented in collaboration between the University of Aveiro and the Municipality of Ílhavo, the laboratory brought together citizens, associations, and local organisations to diagnose urban challenges, discuss shared concerns, and co-develop experimental, low-cost, short-term solutions. Through this approach, participants were empowered to design and test interventions that fostered **proximity-based choices** in mobility, food systems, and community life, encouraging behavioural change, social cohesion, and sustainable territorial transformation.*

Main Objectives

- Encourage reflection on how local choices related to mobility, food, and everyday routines can reduce ecological impact and strengthen collective responses to climate challenges.
- Promote collaborative problem-solving through citizen engagement and experimentation.
- Build networks of trust and cooperation between citizens, local authorities, and academia.

Target Groups:

Residents of the Municipality of Ílhavo, local associations, and representatives from local government and community organisations.

Key Activities

- **Stakeholder mapping** and launch of an open call for participants.
- **Participatory workshops:** five 3-day working sessions divided into thematic groups (food systems, mobility, circular economy, neighbourhood networks, climate awareness).
- **Online follow-up sessions:** to refine project proposals and prepare for experimental actions.
- **Experimental actions:** four one-day low-cost interventions to test ideas in real contexts.

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Key Results

- **Over 100 participants** engaged in both in-person and online sessions.
- **23 collaborative project proposals** submitted across five thematic areas.
- **Four experimental actions implemented**, including:
 - *Agriculture Project: creation of an intergenerational volunteer network to promote urban farming and community gardening.*
 - *Circular Economy Day: upcycling workshops, second-hand swap market, and local business networking.*
 - *Sustainable Mobility Day: awareness event with students, promoting safe cycling and sustainable commuting habits.*
 - *Neighbourhood Network Playground Project: participatory design of inclusive children's playgrounds through creative workshops and model-building with local schools.*
- Strengthened cooperation between university researchers, municipal staff, and citizens, generating a pathway for long-term collaboration.

Lessons Learned and Transferability:

This pilot showed that **small-scale experimental actions** can create meaningful change by reinforcing community bonds and testing ideas before full implementation. The Ílhavo model is easily transferable to other municipalities aiming to integrate citizens' perspectives into local planning through open calls, collaborative workshops, and low-budget prototypes.

Resources and Stakeholders

<div style="text-align: center; border-bottom: 1px solid white; padding-bottom: 5px;">  HUMAN </div> <p>Coordinators (University of Aveiro), facilitators, municipal technicians, community leaders.</p> 	<div style="text-align: center; border-bottom: 1px solid white; padding-bottom: 5px;">  MATERIAL </div> <p>Digital tools (social media, Miro, Canva, websites), physical venues for workshops, and materials for prototyping and outreach.</p> 	<div style="text-align: center; border-bottom: 1px solid white; padding-bottom: 5px;">  FINANCIAL </div> <p>Joint funding from the University of Aveiro and the Municipality of Ílhavo for logistics, materials, and communication.</p> 
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2.1.6 University of Graz Pilot – “Climate Walks”

Location: Graz, Vienna, Innsbruck, Austria

Lead Institution: University of Graz

Overview:

The Climate Walks pilot is part of the University of Graz’s **Multi-Level Living Lab** approach, which connects academia, local governments, civil society, and the arts in exploring practical responses to climate and sustainability challenges. Through a series of thematic city walks, the pilot created a space for **transdisciplinary dialogue** among municipal officials, researchers, artists, and citizens. These walks fostered shared understanding of urban issues such as mobility, energy, and green spaces, promoting co-production of knowledge and collaborative action for sustainable urban transitions.

Main Objectives

- Strengthen cooperation between universities, municipalities, and communities through trans-disciplinary engagement.
- Promote participatory learning and dialogue on sustainability and climate adaptation.
- Generate practical insights and inspire new collaborative initiatives at the city level.

Target Groups:

Municipal officers, researchers, university staff, artists, and citizens engaged in local sustainability transitions.

Key Activities

- Organisation of **five Climate Walks** in Austrian cities during the Urban Imprint project period.
- Thematic focus on active mobility, urban green spaces, and social justice in urban planning.
- Integration of short expert talks and guided discussions in public spaces.
- Example activity: A two-hour walk in Graz linking multiple city sites — City Hall, Graz Museum, Karmeliterplatz, Stadtpark, and Zinsendorfgasse — combining scientific input, local policy context, and citizen perspectives.

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Key Results

- Established a **recurring participatory format** for city-level dialogue on sustainability.
- Enhanced collaboration between academia, local administrations, and the cultural sector.
- Developed insights into how public green spaces influence active mobility and social inclusion.
- Strengthened community awareness and engagement around the Mobility Plan 2040 of Graz.

Lessons Learned and Transferability:

The Climate Walks demonstrated the value of informal, place-based learning as a way to connect science, policy, and everyday urban experience. The format’s simplicity, low cost, and strong visual engagement make it **highly replicable** for other cities seeking to promote public dialogue on climate adaptation and sustainability transitions.

Resources and Stakeholders

<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center; margin-bottom: 10px;"> <p>HUMAN</p> </div> <p>University researchers, municipal representatives, local artists, community participants.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center; margin-bottom: 10px;"> <p>MATERIAL</p> </div> <p>Maps, visual materials, and environmental measurement tools used during walks.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center; margin-bottom: 10px;"> <p>FINANCIAL</p> </div> <p>Institutional support from the University of Graz and partner cities.</p> <div style="text-align: center; margin-top: 20px;">  </div>
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2.1.7 University of Graz Pilot – “IPs (Interdisziplinäres Praktikum)”

Location: Graz, Austria

Lead Institution: University of Graz

Overview:

The Interdisciplinary Internship (IP) represents a **micro-level Living Lab** embedded within the University of Graz campus. It is a supervised, semester-long course designed to develop students' transdisciplinary competencies through hands-on collaboration on sustainability-related topics. Each IP cohort brings together up to 25 students and four supervisors who co-create projects that combine academic inquiry with societal engagement, generating value both for the university community and for local stakeholders. While the topics (e.g., sustainable food systems, energy, or mobility) serve as entry points, the true objective is to cultivate **skills, mindsets, and attitudes for sustainability-oriented transformation**.

Main Objectives

- Provide students with real-world, problem-based learning experiences in sustainability.
- Foster **interdisciplinary and transdisciplinary thinking**, collaboration, and communication.
- Strengthen the link between academic learning and community engagement.
- Contribute to the development of a permanent **Campus Living Lab** for sustainability.

Target Groups:

Undergraduate and master's students from multiple disciplines, university faculty and researchers, and campus stakeholders (e.g., food service providers, sustainability offices).

Key Activities

- **Semester duration:** October 2023 – February 2024 (weekly sessions).
- Topic: Sustainable Food Systems on the University of Graz campus.
- Students worked in **four thematic groups**, each addressing a different perspective:

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- **Group 1 – Climate and Sustainability Aspects:** Mapping campus food offers; calculating carbon footprints for 60 sample recipes; creating awareness posters and reports.
 - **Group 2 – Socio-cultural Perspectives:** Filming shared meals; using art-based research and performative methods to explore emotional and social dimensions of eating.
 - **Group 3 – Individual Behavioural Barriers:** Conducting self-experiments on eating habits; creating personas and running a Veganuary Challenge via social media.
 - **Group 4 – Economic Efficiency:** Interviewing canteen operators; identifying best practices for affordable, plant-based menus; drafting recommendations and fact sheets.
- Final presentations and reflective reports concluded the course, linking research outcomes to broader sustainability goals.

Key Results

- Enhanced **transdisciplinary learning** and cooperation among students and supervisors.
- Generation of actionable insights on sustainable campus food practices.
- Creation of educational materials and media outputs (films, social media content, reports).
- Strengthened groundwork for a **Campus Living Lab** model at the University of Graz.

Lessons Learned and Transferability:

The IP pilot showed that integrating sustainability challenges directly into the curriculum builds critical thinking, empathy, and practical competence among students. The approach is easily adaptable for other universities seeking to bridge research, teaching, and societal engagement through small-scale, structured learning laboratories.

Resources and Stakeholders



HUMAN

Course coordinators, academic supervisors, students, campus staff.



MATERIAL

Workshop materials (paper, digital tools such as Miro), audiovisual equipment, and field trip resources.



FINANCIAL

University-funded educational activities supported by the Environmental Systems Sciences programme.

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2.1.8 University of Graz Pilot – “Sustainability Challenge”

Location: Graz and Vienna, Austria

Lead Institutions: University of Graz and TU Vienna

Overview:

The Sustainability Challenge is a **multi-university, inter- and transdisciplinary learning format** that combines student-led projects, stakeholder collaboration, and demand-driven research to foster real sustainability transitions. Within the Urban Imprint project, this pilot applied a challenge-based learning approach to the village of Stattegg, near Graz, where students, tutors, and local stakeholders co-designed solutions for the sustainable transformation of the town centre. The initiative strengthens the integration of research, education, and practice, providing both students and communities with tools for systemic change.

Main Objectives

- Equip students with practical **transdisciplinary problem-solving skills** through real-world collaboration.
- Provide science-based contributions to local sustainability transformations.
- Strengthen applied research capacities in climate and sustainability science.
- Foster long-term partnerships between universities and local communities.

Target Groups:

Students from multiple universities and disciplines, academic tutors, local government representatives, and community stakeholders in Stattegg.

Key Activities

- **Duration:** one semester.
- **Team composition:** five students from different universities and disciplines, supervised by tutors from the University of Graz and TU Vienna, supported by a stakeholder coordinator and local actors.
- **Methods used:** stakeholder dialogues, interviews, site visits, and co-production tools (Miro, Mural, MS Teams).

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Selected sessions:

- **Session 1 – Kick-off (TU Vienna, 17 October):** Presentation of the Sustainability Challenge, introduction of stakeholders and student teams, alignment of expectations and goals.
- **Session 2 – Online Workshop (6 November):** Refinement of project plans based on stakeholder feedback and sustainability requirements for Stattegg.
- **Session 3 – Site Visit (Stattegg, 12 November):** On-site analysis, stakeholder meetings, and collective identification of next steps for the local transformation strategy.

Key Results

- Enhanced **student competencies** in transdisciplinary research, facilitation, and stakeholder engagement.
- Strengthened collaboration between universities and municipalities in the Graz region.
- Practical insights and science-based inputs for the sustainability transformation of Stattegg.
- Consolidation of a **community of practice** linking education, science, and local development.

Lessons Learned and Transferability:

The Sustainability Challenge proved that real-world, cross-institutional learning formats can effectively bridge academic knowledge and territorial action. The model’s structure—combining challenge-based learning, stakeholder mentoring, and multi-university coordination—can be easily adapted to other European regions seeking to integrate higher education into sustainability transitions.

Resources and Stakeholders

HUMAN

Students, academic tutors, stakeholder coordinators, local actors.



MATERIAL

Workshop materials, digital platforms (Miro, Teams), and site visit logistics.



FINANCIAL

University funding for teaching activities and local cooperation costs.



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2.1.9 TUCEP Pilot – “Towards an Inclusive and Smart City: Urban Regeneration and Participatory Governance in Umbria”

Location: Umbria, Italy

Lead Institution: TUCEP – Tiber Umbria Comett Education Programme

Overview:

Within the framework of the Urban Imprint project, TUCEP implemented a series of **regional workshops** across several towns in Umbria (Perugia, Panicale, San Giustino, Litzori, and Castel Ritaldi) between March and May 2025. These workshops explored how **research, urban regeneration, and participatory governance** can intersect to build more inclusive, intelligent, and resilient territories. Each event addressed a specific theme aligned with the European Urban Agenda, combining academic perspectives, institutional priorities, and citizens’ ideas to foster integrated approaches to local development.

Main Objectives

- Promote dialogue between researchers, policymakers, professionals, and citizens around local urban challenges.
- Explore digital and participatory tools (such as BIM and Digital Twins) for sustainable and inclusive planning.
- Strengthen cooperation between municipalities, universities, and regional stakeholders.
- Encourage the creation of a **regional ecosystem** for participatory governance and smart territorial innovation.

Target Groups:

Local policymakers and municipal representatives, researchers and university staff, students, professionals, and citizens from participating towns in Umbria.

Key Activities

- Organisation of **four thematic workshops** across the region:
 - **Perugia:** Inclusive cities and the role of design and perception in urban regeneration.
 - **Panicale:** Digital representation and the development of a Digital Twin for the Trasimeno area.
 - **San Giustino:** Smart cities and the use of Building Information Modelling (BIM) in public administration.
 - **Litzori and Castel Ritaldi:** Smart territories and citizen participation in shaping a Green Community.

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- Integration of presentations, case studies, co-design labs, and open discussions between researchers, students, and citizens.
- Use of **digital tools** to visualise spatial data and support decision-making.
- Field visits, including a site tour to the Valfabbrica dam, linking research with real contexts.
- Production of documentation and multimedia materials (videos, maps, reports).

Key Results

- Active participation of local communities, universities, and regional authorities.
- Strengthened cross-sector collaboration and knowledge exchange in the Umbria region.
- Creation of a **shared learning framework** for integrating research and governance.
- Enhanced visibility of digital innovation and participatory planning tools within regional policy discussions.
- Support for Erasmus+ **mobility opportunities**, allowing participants to connect the Umbrian experience to broader European practices.

Lessons Learned and Transferability:

The Umbria workshops demonstrated that **territories can act as Living Laboratories** where governance, technology, and research converge to co-create more inclusive and sustainable futures. This model — combining thematic focus, mobility opportunities, and cross-town collaboration — can be replicated by other regional networks seeking to integrate participatory governance into smart territorial strategies.

Resources and Stakeholders



HUMAN

TUCEP coordination team, technical staff, facilitators, expert speakers, municipal officers.



MATERIAL

Venues (municipal halls, universities, outdoor spaces), presentation tools, digital platforms, visualisation software.



FINANCIAL

Erasmus+ and institutional funding supporting workshops, logistics, and mobility.

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2.1.10 TUCEP Pilot

– “Sustainability in Education: Co-Designing Learning for the SDGs”

Location: Umbria, Italy

Lead Institution: TUCEP – Tiber Umbria Comett Education Programme

Partner Institutions: University of Perugia, local schools and associations

Overview:

Within the framework of Work Package 3 of the Urban Imprint project, TUCEP implemented a set of **piloting activities** focused on integrating sustainability into educational practice through cooperation between universities, schools, and community actors. Held at TUCEP’s headquarters in Perugia, the initiative engaged teachers, researchers, and representatives from local associations and institutions in co-designing innovative educational approaches aligned with the **Sustainable Development Goals (SDGs)**. The pilot promoted reflection on how schools and universities can serve as **agents of change** for sustainable urban and environmental development, with a special focus on SDGs 4 (Quality Education), 11 (Sustainable Cities and Communities), and 16 (Peace, Justice and Strong Institutions).

Main Objectives

- Explore new participatory methodologies for embedding sustainability in education.
- Strengthen cooperation between academia, schools, and local institutions.
- Promote active citizenship and environmental awareness among young people.
- Develop practical educational tools and resources supporting the SDGs.

Target Groups:

Secondary school teachers, university lecturers, students, and representatives from local associations and educational networks.

Key Activities

- **Introductory Workshop:** Presentation of the Urban Imprint project and creation of a collaborative space among educators and researchers.
- **World Café Session:** Participatory dialogue on civic participation, sustainability education, and how students can contribute to more inclusive cities.
- **Hands-on Labs and Co-Design Sessions:** Development of educational toolkits and proposals for sustainability-themed school projects.
- **Final Reflection and Action Planning:** Joint creation of a Sustainability Manifesto, outlining shared principles and actionable steps to enhance environmental education and youth engagement.

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Key Results

- Strengthened collaboration between the University of Perugia and regional schools.
- Creation of a Sustainability Manifesto and supporting educational materials.
- Increased teacher capacity in using participatory tools (World Café, co-design).
- Enhanced student involvement in sustainability-oriented initiatives and civic learning.

Lessons Learned and Transferability:

The pilot demonstrated that **education can act as a key entry point** for sustainable urban transformation. Its participatory and flexible structure — combining workshops, co-design sessions, and shared reflection — can be replicated in other regions to strengthen the link between education, sustainability, and citizenship.

Resources and Stakeholders



HUMAN

TUCEP facilitators, university researchers, teachers, and school staff.



MATERIAL

Venues for interactive workshops, digital tools, educational resources.



FINANCIAL

Institutional support from TUCEP and partner organisations; Erasmus+ project funding.

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2.2. Good practice cases.

Beyond the pilots developed within the Urban Imprint project, several **good practice cases** have been identified across Europe to showcase innovative and transferable ways of linking universities, local governments, and communities in the pursuit of sustainable development.

These cases highlight diverse forms of collaboration — from participatory governance and cultural innovation to digital transformation and knowledge co-production — demonstrating how the principles tested in the pilots are already being successfully applied in other contexts.

Each example was selected based on the following criteria:

- **Relevance:** addressing key dimensions of the Urban Imprint framework, such as governance, participation, sustainability, and innovation.
- **Transferability:** potential to be adapted and implemented in different institutional or territorial settings.
- **Impact:** evidence of tangible outcomes or policy influence at the local, regional, or national level.
- **Innovation:** use of creative methodologies, digital tools, or new governance models to foster cross-sector collaboration.



The selected **good practice cases** are not exhaustive; rather, they represent a **curated sample** of initiatives that align with the project's goals and can serve as references for other institutions or municipalities seeking to strengthen cooperation between research, education, and territorial development.

In the following pages, each case is presented through a **concise, comparable format**, including:

- Context and objectives
- Stakeholders involved
- Key activities and results
- Lessons learned and transferability

Together, these good practices and the preceding pilots form a comprehensive landscape of approaches for connecting **universities, cities, and regions** — providing both theoretical insight and practical pathways for sustainable and inclusive urban transformation.



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2.2.1 Good Practice – “Impronta Granada”

Location: Granada, Spain

Lead Institutions: University of Granada and Provincial Council of Granada

Website: improntagranada.es

Social Media: @ImprontaGranada on X/Twitter · @improntagranada on Instagram

Funding: Jointly funded by the University of Granada and the Provincial Council of Granada, with additional support from European initiatives.

Overview:

Impronta Granada is a long-term alliance between the **University of Granada (UGR)** and the **Provincial Council of Granada**, designed to bridge the gap between academic research, public administration, and society. The initiative fosters a **creative and productive dialogue** between municipalities, researchers, and citizens, transforming territorial challenges into opportunities for innovation and sustainable development.

Main Objectives

- Strengthen collaboration between the university and local governments to align research with urban and rural agendas.
- Promote innovative solutions to territorial challenges, particularly those related to climate change and sustainability.
- Facilitate knowledge transfer and citizen participation in policy co-creation.

Stakeholders Involved

- Teaching and research staff from the University of Granada.
- Political and technical staff from the Provincial Council and local municipalities.
- Citizens, entrepreneurs, and representatives from the business sector.

Key Activities

- **Innovation Labs on Climate Change:** Collaborative workshops involving citizens, researchers, and local authorities to co-design solutions for environmental and social challenges.
- **Hackathon – Ideas Factory (UGR Emprendedora & Impronta Granada):** A three-day event where interdisciplinary teams generated innovative proposals addressing local needs.
- **Joint dissemination and capacity-building events:** Public sessions connecting academia, policy-makers, and civil society.

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Key Results

- Strengthened collaboration and **knowledge transfer** between the university and local administrations.
- Generation of actionable project proposals emerging from innovation labs and hackathons.
- Recognition at national level as a **reference model** for linking universities to local and urban agendas.

Success Factors

- Strong institutional partnership between academia and public administration.
- Use of participatory and innovative methodologies (Living Labs, hackathons, co-design workshops).
- Clear alignment with territorial and European sustainability goals.

Challenges and Risks

- Coordination of multiple stakeholders with diverse priorities and timeframes.
- Dependence on external or competitive funding sources that may affect continuity.

Future Outlook:

Impronta Granada aims to **expand its collaborative model** to other Spanish regions, deepening its connection between universities, local governments, and communities.

The project continues to evolve as a regional platform for **social innovation, research engagement, and territorial cooperation**.

Contact: *Vice-Rectorate for Social Innovation, Employability and Entrepreneurship – University of Granada*

improntagranada.es

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2.2.2 Good Practice – Stadtlabor Graz

Location: Graz, Austria

Website: stadtlaborgraz.at/de

Social Media: [Facebook](#) · [LinkedIn](#) · [Instagram](#)

Funding: National and EU funding agencies

Project Description:

Stadtlabor Graz is an **interdisciplinary innovation laboratory** dedicated to sustainable and cooperative urban development. Its activities focus on climate protection, resource conservation, and innovative approaches to construction, neighbourhood planning, and local development. Through transdisciplinary collaboration, the lab connects citizens, entrepreneurs, researchers, and local authorities to co-create projects that enhance the quality of urban life in Graz and surrounding areas.

Collaborating Organisations / Stakeholders Involved

- Citizens and citizen advocacy groups.
- Entrepreneurs and private sector representatives.
- Public authorities from the City of Graz.
- Universities and research institutions based in Graz.

History / Philosophy / Mission and Principles:

Founded as a collaborative space for innovation in urban living, Stadtlabor Graz has implemented numerous projects that combine sustainability, participation, and technological experimentation. Its work is documented in an extensive project archive: stadtlaborgraz.at/de/archiv-2. The laboratory operates as a **platform for dialogue and experimentation**, integrating the perspectives of administration, science, and citizens to shape a climate-neutral, inclusive, and resilient city.

Objectives

- Facilitate cooperation between universities and local territories.
- Generate innovative solutions for urban and environmental challenges, particularly climate change.
- Strengthen citizen participation and public-private collaboration in sustainable urban transformation.

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Participants:

Municipal technical and political staff, local citizens, academic experts, entrepreneurs, and representatives from diverse stakeholder groups in Graz.

Activities / Actions Implemented:

Examples of ongoing and completed initiatives include:

- [Auf vertrauten Wegen](#) – A participatory project exploring familiar routes and everyday urban experiences.
- [Stadtteiltreff Straßgang](#) – Creation of a neighbourhood hub for social interaction and community initiatives.
- [Genossenschaft „EnergieZukunft WEIZplus eGen“](#) – A cooperative project promoting renewable energy and local participation.
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2.2.3 Good practice – Climate Lab Vienna

Location: Vienna, Austria

Website: climatelab.at

Social Media: [LinkedIn](#) · [Facebook](#) · [Instagram](#)

Funding: Supported by the Austrian Climate and Energy Fund and the Austrian Ministry for Climate Action and Energy (BMK), together with Wien Energie, EIT Climate-KIC, and Impact Hub, combining national public funding with private-sector investment.

Project Description:

Climate Lab Vienna is an **innovation and collaboration hub** that brings together leading companies, public authorities, start-ups, and researchers to accelerate the transition toward **climate neutrality** and a **circular economy**. It operates as both a physical space and a dynamic network where cross-sector alliances are formed to co-develop new solutions for climate and sustainability challenges. By fostering experimentation, dialogue, and shared learning, Climate Lab enables partnerships that can rapidly transform energy, mobility, construction, and housing systems in Austria and beyond.

Collaborating Organisations / Stakeholders Involved:

Entrepreneurs, scientists, artists, public institutions, municipalities, and business leaders from across Austria and Europe.

History / Philosophy / Mission and Principles:

Climate Lab was founded on the belief that the **path to climate neutrality** requires new partnerships and joint action across sectors. Its philosophy is grounded in openness, collaboration, and experimentation — using formats such as thematic dialogues on circularity, innovation projects, multi-stakeholder workshops, and start-up collaborations. The initiative acts as a **platform for systemic innovation**, creating spaces for knowledge exchange, creativity, and testing new models for sustainable business and governance.

Objectives

- Build cross-sector alliances for accelerating climate-neutral transformation.
- Enable cooperation between research, industry, and public administration.
- Develop innovation programmes and challenges addressing sustainability in key sectors.
- Support entrepreneurship and new business models for the circular economy.

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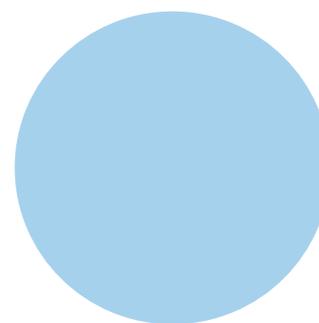
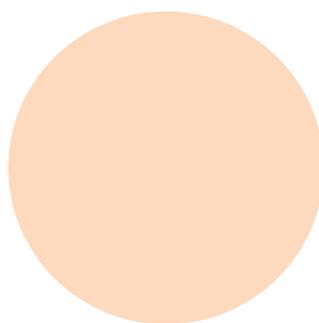
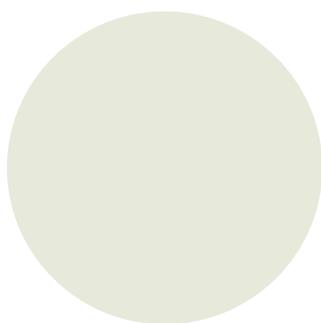
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Participants:

Entrepreneurs, scientists, artists, public figures, local and regional authorities, start-ups, and innovation managers.

Activities / Actions Implemented

- [Grüner Wasserstoff für Donauinselfest](#) – “Green Hydrogen for the Danube Island Festival”: a flagship project showcasing renewable energy applications in large cultural events.
- [Wien Energie Innovation Challenge #8](#): joint initiative supporting climate-related start-up solutions in energy and mobility.
- [KRAISBAU – Mit KI in die Bauwende](#) (“With AI towards a transformation of construction”): innovation project integrating artificial intelligence to drive sustainable change in the building sector.



2.2.4 Good practice – Caring Lab

Location: Graz, Austria

Website: caring-graz.at

Funding: National funding from Fonds Gesundes Österreich (FGÖ)

Project Description:

The project “Caring-Living-Labs Graz: Living well in old age” strengthens the **social participation of older people** in questions of care, health, and community life. It creates **spaces for sharing, listening, and co-creating** activities within neighbourhoods, fostering a more inclusive and caring city of Graz. Through a network of workshops, local forums, and neighbourhood initiatives, the project promotes intergenerational dialogue, solidarity, and innovative approaches to ageing well in urban contexts.

Collaborating Organisations / Stakeholders Involved:

University staff, researchers, citizens, and community organisations in Graz.

History / Philosophy / Mission and Principles:

Caring Lab focuses on identifying and responding to the **needs, challenges, and aspirations of older residents** in Graz, including those with migration backgrounds. In its initial phase, the project engaged residents through neighbourhood discussions to understand what constitutes a “good life” in their communities. Building on these insights, Caring Lab facilitates participatory spaces that encourage mutual support, care, and stronger community ties — ultimately advancing Graz’s vision of becoming an **age-friendly and caring city**.

Objectives

- **Enabling participation:** create opportunities for social interaction, intergenerational exchange, and civic engagement through inclusive public spaces and community events.
- **Sharing knowledge:** transfer knowledge to professional and research communities through publications, conferences, and training activities.
- **Publicising and networking:** expand partnerships within the field of care innovation, and communicate project outcomes to a wider public through media and outreach.

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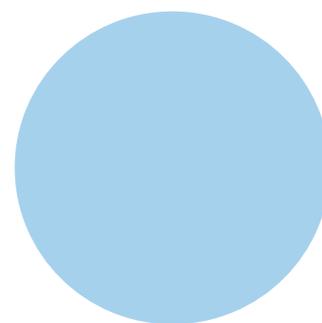
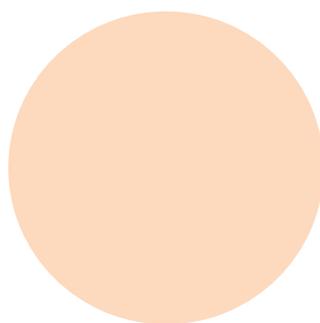
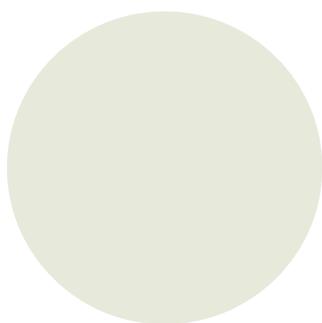
Participants:

Elderly citizens, people with migration backgrounds, scientists, neighbourhood associations, and local residents.

Activities / Actions Implemented

Examples include:

- [Neighbourhood Talks](#): open forums for discussing care, social participation, and community life.
- [Multiplier Workshops](#): capacity-building sessions with local facilitators and care professionals.
- [Philosophical Storytelling Café](#): creative participatory sessions encouraging personal reflection and storytelling around wellbeing and ageing.



2.2.5 Good practice

– Green Campus Living Lab: Sustainable Food Systems

Location: Graz, Austria

Social Media: [@greencampuslivinglab on Instagram](#)

Funding: Funded by the University of Graz

Project Description:

The Green Campus Living Lab: Sustainable Food Systems is a **challenge-based learning course** where students work in an inter- and transdisciplinary manner to connect academic knowledge with real-life sustainability challenges on campus. Implemented as part of the University of Graz's Environmental Systems Science programme, the course — officially titled "Interdisziplinäres Praktikum" (Interdisciplinary Internship) — applies a **Living Lab approach** that enables collaboration between students, university staff, and local restaurant owners to promote sustainable food systems. By combining scientific inquiry with creative and artistic methods, students explore how to make the university campus a model for sustainable consumption and environmental awareness.

Collaborating Organisations / Stakeholders Involved:

Students and teachers from the University of Graz, university authorities, local business owners, and community stakeholders engaged in sustainability initiatives.

History / Philosophy / Mission and Principles:

The course embodies the **"from knowledge to action"** principle, transforming higher education into a testing ground for sustainability innovation. Students are encouraged to experiment with new forms of learning and engagement, connecting research, creativity, and practice within a real campus setting. Through participatory and creative formats — including short films, social media campaigns, cooking sessions, and competitions — students translate academic content into practical, socially relevant outcomes.

Objectives

- Develop **transdisciplinary and problem-solving skills** among students.
- Promote collaboration between the university, local businesses, and the wider community.
- Raise awareness of sustainable food systems and responsible consumption.
- Strengthen the campus as a Living Laboratory for sustainability transitions.

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Participants:

Undergraduate and master's students in environmental sciences, teachers, university administration, and local food service providers.

Activities / Actions Implemented

- Semester-long course structured around challenge-based learning and collaboration with external stakeholders.
- Creative and experimental formats: short films, art-based research, cooking events, and social media outreach.
- Final presentation in a campus café, where students shared findings and discussed them with local actors.

Evaluation / Outcomes Achieved:

The Green Campus Living Lab has become an integral component of the University of Graz's sustainability education, offering students hands-on experience in co-producing knowledge for real-world challenges. It successfully fosters **behavioural change, cross-sector collaboration, and institutional learning**, serving as a model for embedding Living Lab methodologies in university curricula.

2.2.6 Good practice – E³UDRES² (Engaged and Entrepreneurial European University as Driver for Smart and Sustainable European Regions)

Location: Europe-wide (including FH St. Pölten, Austria)

Website: <https://eudres.eu>

Funding: Co-funded by the European Union under the European Universities Initiative (Erasmus+)

Project Description:

E³UDRES² is a **European University Alliance** that brings together higher education institutions across Europe to co-create **smart and sustainable regions** through innovation, research, and entrepreneurship. The alliance promotes a **networked model of universities** working directly with their surrounding territories to strengthen regional development, connect science and society, and empower students and researchers to act as changemakers.

Collaborating Organisations / Stakeholders Involved

Six universities form the core of the alliance:

- St. Pölten University of Applied Sciences (Austria)
- Politehnica University of Timișoara (Romania)
- Hungarian University of Agriculture and Life Sciences (Hungary)
- Vidzeme University of Applied Sciences (Latvia)
- UC Leuven-Limburg University of Applied Sciences (Belgium)
- Polytechnical Institute of Setúbal (Portugal)

In addition, E³UDRES² collaborates with local governments, regional development agencies, innovation hubs, and civil society organisations across participating regions.

History / Philosophy / Mission and Principles:

Launched in 2020, E³UDRES² operates under the philosophy of “**Engaged and Entrepreneurial Universities for European Regions.**” Its mission is to transform universities into **Living Labs for regional innovation**, where teaching, research, and entrepreneurship contribute to societal transformation and sustainability. The alliance focuses on building capacity for **micro-credentials, short learning experiences, and transdisciplinary** collaboration, fostering a European learning ecosystem rooted in local impact.

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Objectives

- Strengthen **regional innovation ecosystems** through collaboration between universities, governments, and businesses.
- Promote **challenge-based learning and entrepreneurship** among students and staff.
- Encourage **research with societal relevance**, connecting science with local needs.
- Foster **European citizenship and cooperation** across diverse territories.

Participants:

Students, researchers, local policymakers, regional entrepreneurs, start-ups, and community actors.

Activities / Actions Implemented

- **I Living Labs:** cross-border innovation environments where students and regional actors co-create solutions to local challenges.
- **E³UDRES² Bootcamps:** short, intensive programmes for developing entrepreneurial and sustainability-focused ideas.
- **Smart and Sustainable Regions Conference:** annual gathering to share knowledge, tools, and results across the network.
- **Innovation Hubs:** local nodes supporting collaboration between academia and business sectors.

Evaluation / Outcomes Achieved:

E³UDRES² has successfully developed a **replicable model of European cooperation**, bridging education, innovation, and territorial engagement. Its initiatives have contributed to strengthening the visibility of smaller and medium-sized universities in EU innovation policy and to shaping a **multi-level governance approach** for sustainable regional transformation. The alliance stands as a **European reference** for integrating learning, research, and entrepreneurship to achieve the Sustainable Development Goals (SDGs).

2.2.7 Good practice – Labic Gestão da Água da Maia

Location: Maia, Porto (Portugal)

Website: <https://agua-somos-nos.smasmaia.pt/laboratorios-participativos/>

Social Media: [Instagram – @sasmaia](#)

Funding: Service contract between the Municipality of Maia and the University of Aveiro

Project Description:

Labic Gestão da Água da Maia (Participatory Water Management Labs) is a collaborative initiative developed by the **Municipality of Maia** and the **University of Aveiro** to promote sustainable water use through citizen participation and co-creation. The project invites residents to play an active role in developing practical solutions for water conservation, strengthening community engagement and environmental responsibility. By combining scientific expertise with local knowledge, the labs foster a culture of shared stewardship over this essential resource, framing water management as both a **technical** and a **civic** challenge.

Collaborating Organisations / Stakeholders Involved

- University of Aveiro
- Municipality of Maia
- Citizens of Maia
- Municipal Water and Sanitation Services (SMAS Maia)

History / Philosophy / Mission and Principles:

Labic Gestão da Água da Maia emerged from a shared vision between the Municipality of Maia and the University of Aveiro to address pressing challenges in **water sustainability and climate resilience**. The initiative places **citizens at the centre of environmental governance**, fostering collaboration and innovation through participatory methods.

Its philosophy rests on three core principles:

- **Dialogue:** establishing open communication channels between experts, policymakers, and citizens.
- **Co-creation:** developing solutions collectively rather than imposing them from above.
- **Responsibility:** promoting long-term behavioural change and environmental awareness.

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Objectives

- Create spaces for **open dialogue** and active citizen participation around water management challenges.
- Prototype **community-driven and innovative solutions** for efficient and sustainable use of water resources.
- Foster **shared responsibility** among citizens, public administration, and experts.
- Promote **water literacy** and awareness of environmental interdependence.
- Develop **pilot projects** in each parish of the municipality to test and scale local solutions.

Participants

- Political and technical staff from the Municipality of Maia and SMAS Maia
- Researchers and academic staff from the University of Aveiro
- Local citizens and community associations

Activities / Actions Implemented

- **Ten civic lab sessions** held across all parishes of the municipality.
- Each session focused on identifying local challenges and co-designing solutions for **transparent, sustainable, and participatory water management**.
- Collaborative actions and awareness-raising activities promoting **efficient and responsible water use**.

Evaluation / Outcomes Achieved:

The project successfully **mobilised local communities** and **bridged scientific knowledge with municipal decision-making**. It strengthened environmental citizenship and generated **replicable methodologies** for participatory water governance. Overall, the model demonstrated how municipalities can **empower citizens to become active agents of sustainability** through inclusive, place-based innovation.

2.2.8 Good practice– Laboratórios Cívicos – Maia Melhor

Location: Maia, Porto (Portugal)

Website: <https://www.instagram.com/maiamelhor/>

Funding: The Maia Melhor Operation is part of the **PRR – Recovery and Resilience Plan of the Porto Metropolitan Area (AMP)** under the action line Integrated Operations in Disadvantaged Communities in the Porto Metropolitan Area.

Project Description:

Laboratórios Cívicos – Maia Melhor are **participatory laboratories** implemented in three Roma communities within the Municipality of Maia. They function as structured, community-based processes designed to **promote active citizenship and social inclusion** through locally co-created solutions.

Each laboratory follows three main phases:

1. **Participatory social diagnosis**, identifying needs and local resources.
2. **Co-design of community priorities and microprojects.**
3. **Implementation of experimental actions**, addressing key issues such as safety, health, education, and employment.

Through this process, the project enhances local capacities, strengthens social cohesion, and improves perceptions of wellbeing within disadvantaged areas.

Collaborating Organisations / Stakeholders Involved

- Municipality of Maia
- Maia Melhor project team
- Espaço Municipal (local partner organisation)
- University of Aveiro

History / Philosophy / Mission and Principles:

The project responds to the **structural exclusion faced by Roma communities in Portugal**, characterised by high poverty levels, limited access to employment, and persistent discrimination. Its philosophy is grounded in the principles of **participatory democracy, collective learning, and citizen-led experimentation.**

Unlike conventional consultation processes, the Laboratórios Cívicos engage citizens as **co-creators of change.**

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They serve as informal and inclusive spaces for:

- Identifying local challenges;
- Prototyping community-led solutions;
- Fostering dialogue between residents, public institutions, and experts.

This approach transforms communities from passive recipients of aid into **active agents of transformation**, empowering residents to design and implement initiatives that reflect their own priorities and lived experiences.

Objectives

- **Develop tailored action plans** for each community through participatory diagnostics and co-created interventions.
- Identify and prototype **experimental microprojects** addressing education, health, safety, and employment.
- Promote **social inclusion and active citizenship** through bottom-up engagement and empowerment.
- Foster **collaborative governance**, involving residents as mediators and co-implementers.
- Evaluate outcomes to inform **future structural and policy interventions**.
- Strengthen **trust and cooperation** among residents, local authorities, and civil society.
- Ensure systematic **technical and scientific coordination** by the University of Aveiro.

Participants

- Technical teams from the University of Aveiro and Maia Melhor
- Residents of the three neighbourhoods involved in the initiative

Activities / Actions Implemented

- **Diagnostic visits** and mapping of needs in each neighbourhood.
- **Open community discussions** to define priorities collectively.
- **Validation sessions** where residents reviewed and approved proposed actions.
- **Implementation of experimental microprojects**, testing locally co-created solutions.

Evaluation / Outcomes Achieved:

The Laboratórios Cívicos – Maia Melhor have strengthened **community agency**, fostered **trust between citizens and institutions**, and demonstrated the potential of participatory labs to address long-standing social inequalities. They serve as a **replicable model for inclusive governance**, particularly in marginalised contexts, combining scientific expertise with lived experience to design sustainable pathways for social transformation.

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2.2.9 Good practice – CONIFER - Co-imagining Needs-based Mobility Visions for the Proximity City Project

Location: Matosinhos, Portugal

Website: <https://www.ua.pt/pt/l3p/projetos-ativos>

More information: University of Aveiro News

Funding: Driving Urban Transitions (DUT) Partnership – 15-Minute City Project

Project Description:

CONIFER is an international research and innovation project that seeks to **transform car-dependent mobility cultures into proximity-based urban futures**, where daily needs — such as work, education, health-care, and leisure — are accessible within 15 minutes by walking, cycling, or public transport.

To achieve this, the project develops an **innovative participatory foresight methodology** that integrates both structured and creative approaches — including art, design, gamification, and artificial intelligence — and actively involves **children, young people, caregivers, and teachers**.

Through **six civic labs** located in Brussels, Kortrijk, Matosinhos, Budapest, Cologne, and Toruń, the project co-creates mobility scenarios, shared visions, and policy pathways. These outcomes will culminate in a **15-minute city branding package** and **transferable policy recommendations** to inspire equitable urban proximity strategies across Europe.

Collaborating Organisations / Stakeholders Involved

- University of Aveiro
- Municipality of Matosinhos
- Partner school in Matosinhos

History / Philosophy / Mission and Principles:

The CONIFER project emerged from the urgent need to move away from car-centric mobility systems towards **sustainable, inclusive, and proximity-based urban living**. Developed within the framework of the Driving Urban Transitions Partnership (DUT), the project directly addresses the topic Empowering People for Urban Mobility Transitions.

Its philosophy is rooted in the following principles:

- **Public participation** as a driver of change.
- **Empowerment of underrepresented groups** in mobility planning.
- **Integration of creative and digital tools** to imagine and design urban futures.
- **Policy innovation** to guide equitable transitions.

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Objectives

- Understand **perceptions and mobility needs** related to proximity-based living, focusing on the school ecosystem (students, caregivers, and teachers).
- Develop and test a **participatory foresight methodology** that combines creative and analytical tools (art, design, gamification, AI).
- Actively engage **children, youth, and caregivers** in urban planning processes, addressing their exclusion from conventional policy design.
- Co-create **shared visions and policy pathways** for equitable, proximity-based cities.
- Produce a **transferable 15-minute city brand and scalable policy recommendations** to inspire other European cities.

Participants

- **Children and young people** (ages 6–24), especially students from diverse socio-economic backgrounds.
- **Caregivers** (parents, grandparents, and guardians responsible for daily transport routines).
- **Teachers and school staff**, directly involved in school mobility and education for sustainability.

Activities / Actions Implemented

- Implementation of **six civic labs** across Europe, including one in Matosinhos.
- Integration of **creative approaches** such as gamification, art, and design thinking to co-create urban mobility futures.
- **Experimental use of AI tools** to support the creation of future scenarios and collective visioning exercises.
- Ongoing documentation and dissemination through academic, policy, and artistic outputs.

Evaluation / Outcomes Achieved:

Although still under implementation, CONIFER has already demonstrated the potential of **participatory foresight** as a bridge between science, education, and urban policy. The project empowers younger generations to **reimagine mobility cultures** and co-design inclusive, proximity-based cities, positioning Matosinhos and the University of Aveiro as references in citizen-centred innovation for sustainable urban transitions.

2.2.10 Good practice

– Citizenship Lab for Climate Transition in Matosinhos

Location: Matosinhos, Portugal

Website: <https://www.cm-matosinhos.pt/atualidade/noticia/laboratorios-de-cidadania-pela-transicao-climatica-de-matosinhos>

Social Media: [Facebook](#) – [Lab Climático Matosinhos](#)

Funding: Service contract between the Municipality of Matosinhos and the University of Aveiro

Project Description:

The Citizenship Lab for Climate Transition in Matosinhos is a **collaborative and experimental space** designed to prototype solutions for the ecological transition through a participatory and inclusive approach. It acts simultaneously **as a meeting point, testing ground, and community incubator**, bringing together citizens, public institutions, and experts to co-create projects and policies that support decarbonisation and sustainability at the local level.

The Lab operates as an **informal listening platform**, where collective needs and aspirations are translated into practical actions. It focuses on four key domains of everyday life — **mobility, food, non-food consumption, and energy** — generating knowledge and experimentation that can inform local governance and be replicated in other territories.

Collaborating Organisations / Stakeholders Involved

- Municipality of Matosinhos
- University of Aveiro
- Local citizens, associations, and private organisations

History / Philosophy / Mission and Principles

The Municipality of Matosinhos has long been committed to **decarbonisation and climate neutrality**. In fact, the city achieved its 2030 target of a 40.2% reduction in carbon emissions a full decade early (by 2020). Building on this success, the municipality aims to reach an **85% reduction by 2030**, advancing its long-term environmental goals.

Within this context, the Citizenship Lab for Climate Transition was launched to strengthen **participatory climate governance** — empowering residents to co-create solutions, raise awareness, and test pilot actions that contribute to decarbonisation.

Its mission is grounded in three interlinked principles:

1. **Participation:** enabling citizens to play an active role in climate transition policies.
2. **Experimentation:** creating controlled environments to test local solutions.
3. **Replication:** generating methodologies that can be transferred to other municipalities.

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Objectives:

The Lab engages the local community — including citizens, associations, and private entities — to:

- Promote climate, participatory, and public policy literacy.
- Develop a **pilot framework** for a local citizenship lab on climate action.
- Conduct **participatory diagnoses** of environmental and climate challenges.
- Identify and test **local responses and experimental actions**.
- Evaluate the **impact of community-led initiatives** on awareness and behaviour.

Participants:

Municipality of Matosinhos, University of Aveiro, local stakeholders, and citizens from all parishes of the municipality.

Activities / Actions Implemented

- **Ten participatory sessions** for diagnosis and co-design, distributed across all parishes over three months.
- Implementation of **experimental actions** addressing mobility, energy, and sustainable consumption.
- Organisation of a **Climate Festival**, featuring:
 - Bicycle circuits promoting active mobility.
 - Vegetarian food tastings.
 - Clothes and book swap markets.
 - Upcycling workshops.
 - Awareness campaigns on energy efficiency.

Evaluation / Outcomes Achieved:

The Citizenship Lab for Climate Transition demonstrated how **guided experimentation and community mobilisation** can drive progress toward climate neutrality. It established a replicable model for **municipal climate governance**, improving cooperation between citizens, institutions, and experts. The initiative fostered **climate literacy**, built stronger community networks, and produced actionable lessons for scaling participatory climate policies across Portugal.

2.2.11 Good practice – URBAN@IT – National Centre for Urban Policies Studies

Location: Milano, Italy

Website: <https://www.urbanit.it/en/>

Funding: Not applicable (non-profit association supported by partner universities and institutions)

Project Description:

URBAN@IT – National Centre for Urban Policies Studies is a **non-profit association** that brings together major Italian universities, research institutes, and urban policy networks to promote collaboration between **academia, public administration, and civil society**. The centre acts as a **national think tank for cities and urban governance**, aiming to strengthen the relationship between research and policymaking while fostering programmatic innovation in urban and territorial development.

Founded on **15 December 2014**, URBAN@IT operates as a multidisciplinary hub that connects urban studies, social sciences, architecture, and public administration to address the challenges of sustainable cities.

Collaborating Organisations / Stakeholders Involved:

URBAN@IT includes the participation of:

- University of Bologna
- Politecnico di Milano
- IUAV University of Venice
- University of Florence
- Roma Tre University
- University of Naples “Federico II”
- Polytechnic University of Bari
- University of Milano-Bicocca
- Sapienza University of Rome
- **ANCI** – National Association of Italian Municipalities
- **SIU** – Italian Society of Urban Planners
- **Urban Laboratory of Bologna** (documentation and research centre)

History / Philosophy / Mission and Principles:

URBAN@IT was created to **bridge the gap between research and urban policymaking**, consolidating collaboration between universities, municipalities, and professional associations. It seeks to generate a **permanent national dialogue** on the future of Italian cities, addressing themes such as sustainability, urban regeneration, and social inclusion. The centre operates through a philosophy of **knowledge exchange, interdisciplinarity, and public engagement**, contributing evidence-based insights to the development of innovative and inclusive urban policies.

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Objectives

- Strengthen the relationship between **research, public institutions, the productive sector, and civil society** around urban policy issues.
- Serve as a **national think tank** for cities and public administrations, providing analytical support and guidance for evidence-based policymaking.
- Direct **academic and applied research** toward programmatic innovation in urban governance.
- Align research initiatives with the **UN 2030 Agenda**, particularly **Goal 11 – Sustainable Cities and Communities**.

Participants:

URBAN@IT engages academics, policy experts, urban planners, and public officials committed to improving **urban sustainability, inclusivity, and quality of life across Italy**.

Activities / Actions Implemented

- **Workshops and Seminars:** regular events gathering academics, government representatives, and civil society actors to discuss urban challenges and policy innovation.
- **Collaborative Research Projects:** multidisciplinary studies addressing governance models, sustainable development, and territorial cohesion.
- **Public Policy Support:** expert advice and technical assistance to municipalities and regional authorities on implementing evidence-based urban policies.

Evaluation / Outcomes Achieved:

URBAN@IT has established itself as a **national reference point for integrating** research and practice in urban policy. Its network-based model fosters **interinstitutional cooperation**, strengthens knowledge transfer, and contributes to Italy's alignment with European and global sustainability agendas. The initiative demonstrates how **academic alliances can directly support territorial governance and public innovation**.

2.2.12 Good Practice – Urban Regeneration: Redeveloping Cities for Sustainable Development

Location: Chieti, Italy

Website: <https://www.unicatt.it/uc/amministrazione->

Funding: Not applicable

Project Description:

The Urban Regeneration Laboratory promotes **awareness, training, and applied research initiatives** focused on identifying innovative solutions for regenerating urban spaces and cities. It serves as a collaborative platform for **professionals, administrators, researchers, and local communities**, encouraging co-design and sustainable redevelopment processes at both small and large scales.

The project emphasises the integration of **social inclusion, environmental sustainability, and spatial innovation**, ensuring that regeneration processes are both technically sound and socially equitable.

Collaborating Organisations / Stakeholders Involved:

The Laboratory brings together:

- Local governments and urban administrators
- Urban planning professionals and technical experts
- University researchers and educators
- Citizens and community representatives

Through courses, seminars, and workshops, the initiative promotes **exchange of best practices** in areas such as sustainable land use, energy efficiency, mobility planning, and climate adaptation.

History / Philosophy / Mission and Principles:

The Urban Regeneration Laboratory was conceived as a response to the growing need for **systemic approaches to urban transformation** in Italy. Its mission is to provide knowledge, tools, and methodologies for designing **sustainable, resilient, and people-centred cities**.

Its key activities include:

- **Executive Training Courses:** capacity-building programmes for professionals and public administrators addressing the legal, economic, and technical aspects of urban regeneration.
- **Co-design Pathways:** workshops based on real urban cases involving community participation and interdisciplinary collaboration.
- **Consultancy Projects:** applied technical support for public and private entities in the planning of sustainable regeneration initiatives.

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Objectives

- Align urban regeneration strategies with the **UN 2030 Agenda for Sustainable Development**, focusing on:
 - **Goal 11 – Sustainable Cities and Communities**
 - **Goal 13 – Climate Action**
- Promote **inclusive, safe, resilient, and sustainable cities** through participatory and evidence-based planning.
- Strengthen **local capacity and governance** for urban renewal.
- Encourage **collaboration between academia, professionals, and communities**.

Participants:

Local administrators, urban planners, architects, public officials, researchers, and engaged citizens.

Activities / Actions Implemented

- **Co-creation workshops** on real urban regeneration cases.
- **Training sessions and executive** courses for technical and administrative professionals.
- **Strategic consultancy and applied research projects** supporting local authorities.
- **Seminars and dissemination events** on sustainable urban transformation practices.

Evaluation / Outcomes Achieved:

The Urban Regeneration Laboratory has established itself as a **key reference point** for practical knowledge transfer and innovation in Italian urban planning. It has contributed to building a **shared culture of sustainable development**, empowering local administrations and professionals to adopt more integrated, participatory, and environmentally responsible approaches to city-making.

2.2.13 Good practice

– PASS – Piemonte Academy for Sustainable Development

Location: Piemonte, Italy

Website:

<https://www.regione.piemonte.it/web/temi/fondi-progetti-europei/fondo-europeo-sviluppo-regionale-fesr/programmazione-2014-2020/pass-programmi-accesso-servizi-qualificati-studi-fattibilita>

Funding:

Funded by the Italian Ministry of Territory and the Sea under the National Strategy for Sustainable Development

Project Description:

The Piemonte Academy for Sustainable Development (PASS) was created to foster **collaboration between universities, local governments, and civil society** for the implementation of the National Strategy for Sustainable Development within the Piedmont region. The project defined an **innovative operational model** based on cooperation among the four Piedmontese universities and the **Piedmont Region**, aimed at developing and aligning regional policies with the objectives of the UN 2030 Agenda for Sustainable Development.

Following the completion of the PASS project, this collaborative framework led to the creation of **RUS Piemonte** (the regional branch of the Italian University Network for Sustainable Development), consolidating the region's leadership in academic and institutional sustainability initiatives.

Collaborating Organisations / Stakeholders Involved

- Universities of Piemonte (University of Turin, Polytechnic University of Turin, University of Eastern Piedmont, University of Gastronomic Sciences of Pollenzo)
- Piedmont Regional Government
- University students and faculty members
- Local government officials
- Business leaders and private sector actors
- Community organisations and active citizens

History / Philosophy / Mission and Principles:

The PASS – Piemonte Academy for Sustainable Development emerged as part of Italy's effort to **decentralise the implementation of sustainability strategies**, bringing them closer to regional and local realities. The project promotes interdisciplinary collaboration, linking education, research, and innovation to address major challenges such as:

- **Climate change and energy transition**
- **Circular economy and resource efficiency**
- **Urban and territorial regeneration**

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Its mission is to create a favourable **ecosystem for innovation and sustainability** in Piedmont, combining the expertise of universities with the capacities of public and private sectors to deliver actionable, place-based solutions.

Objectives

- Strengthen cooperation **between academic, public, and private sectors** to promote sustainability in the Piedmont region.
- Integrate **training, research, and co-design methodologies** to accelerate innovation and long-term territorial development.
- Advance the implementation of the **UN 2030 Agenda**, particularly:
 - **Goal 7 – Affordable and Clean Energy**
 - **Goal 11 – Sustainable Cities and Communities**
 - **Goal 13 – Climate Action**
- Promote **energy transition, circular economy, and sustainable planning** in both urban and rural contexts.

Participants:

University students, faculty members, local and regional officials, business representatives, community organisations, and engaged citizens.

Activities / Actions Implemented

- **Training modules and workshops** addressing sustainability, energy transition, and circular economy.
- **Joint research projects** between universities and local governments.
- **Stakeholder dialogues and co-design initiatives** for sustainable territorial planning.
- **Regional dissemination events** promoting knowledge exchange and replication of successful practices.

Evaluation / Outcomes Achieved:

The PASS project created a **shared governance model** for sustainable development in Piemonte, building lasting collaboration among academic institutions and regional authorities. It provided a **strategic framework for regional implementation** of the National Strategy for Sustainable Development and served as a foundation for **RUS Piemonte**, which continues to coordinate sustainability initiatives across the region. The initiative demonstrates how regional alliances can effectively integrate **education, research, and policy** to drive systemic sustainability transformations.

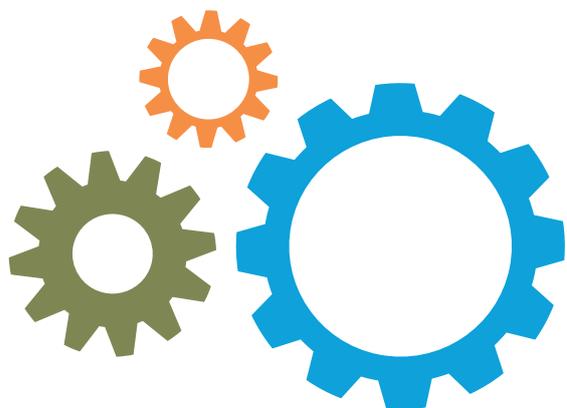
Collection of methods and tools

3. Collection of methods and tools

This chapter presents a set of practical methodologies that emerged from the Urban Imprint pilots and partner experiences. Each methodology is conceived as a transferable tool that can be adapted to different contexts of collaboration between universities, public administrations, and civil society.

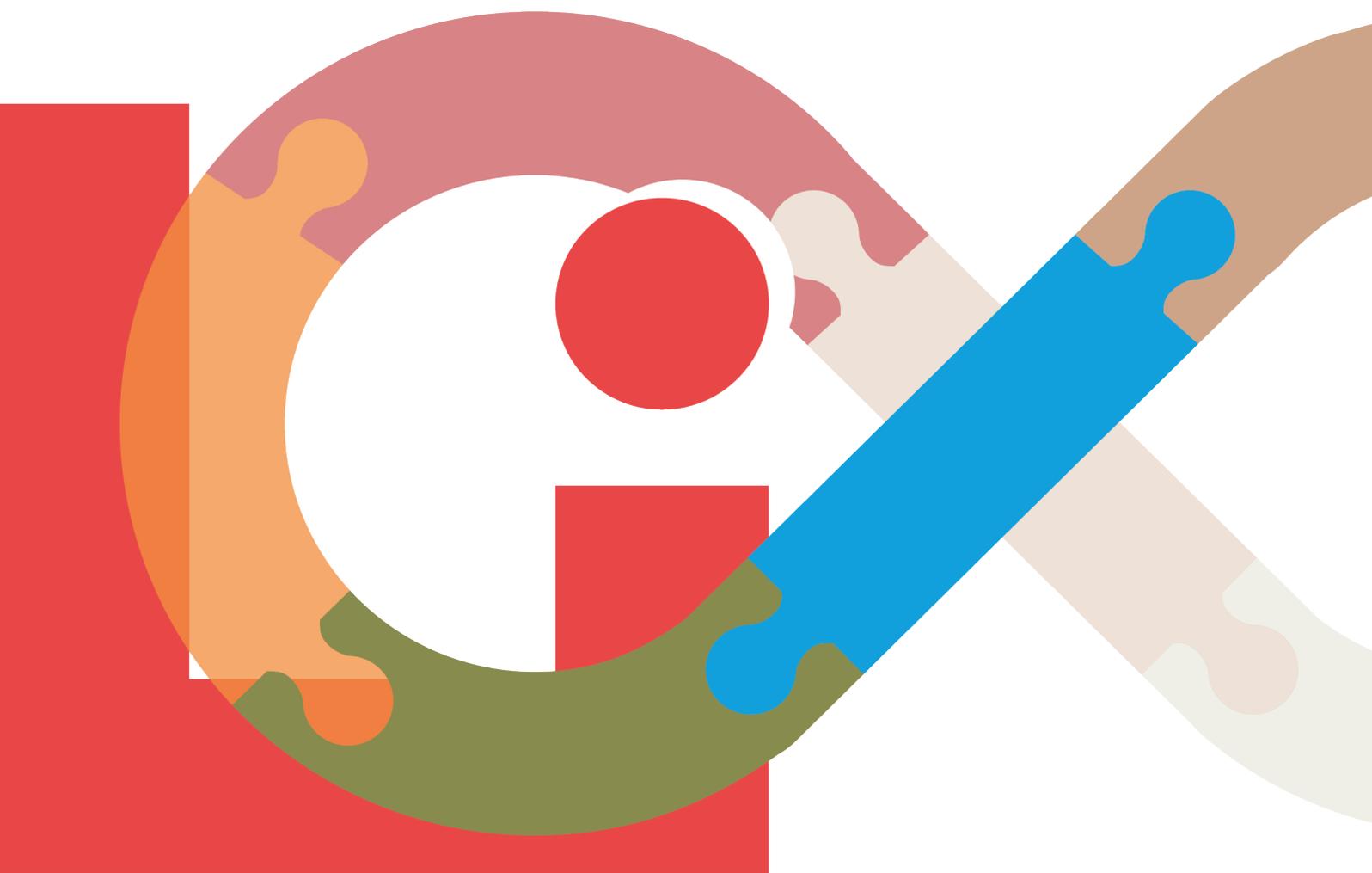
The aim is to offer readers a repertoire of approaches that vary in scope and complexity, from local participatory processes to national programmes linking research and policy. For each tool, a common structure is used:

- **Description** – what the tool is and what it achieves.
- **Why this methodology** – its added value or innovation.
- **In what context** – where and when it can be applied.
- **How it was applied** – the practical steps and resources used.
- **Lessons learned / Recommendations** – what to keep in mind.



The tools are organised into two main clusters:

- **3.1 Tools derived from Urban Imprint pilots**, focused on territorial participation and co-creation.
- **3.2 Tools derived from partner programmes**, focusing on multi-level collaboration, research facilitation, and evaluation of participatory research.



3.1. Methods and tools developed or applied in Urban Imprint pilot actions:

Section 3.1 gathers the methods that Urban Imprint partners have designed, adapted, or validated in the field. These tools move from local dialogue platforms and participatory scenario design to evaluation frameworks and national-scale research facilitation. Together, they demonstrate a learning pathway: starting with anchored co-creation in place and scaling toward structured governance for science–policy collaboration.

Tools:

Tool 1 — Living Lab / platform for dialogue, collaboration, and experimentation

What it does: Structured matchmaking and co-design between policymakers and researchers to turn evidence into actionable projects.

Tool 2 — Living Labs / participatory scenario development

What it does: Multi-stakeholder co-creation of cultural strategies and proposals aligned with a shared urban vision.

Tool 3 — Civic Lab

What it does: Deliberative, multi-session process for diagnosing issues and prototyping low-cost experimental actions with citizens and local actors.

Tool 4 — Programme evaluation through collective intelligence

What it does: Questionnaires, interviews and facilitated workshops to surface barriers/enablers in university–local authority collaborations.

Tool 5 — Sustainable framework for co-constructed research (national programme–local authorities–academia)

What it does: Governance, facilitation and annual seminar cycle to coordinate 10 theses across 10 labs and 10 authorities over three years.

6. Tool 6 — Climate / City Walks

What it does: On-site, transdisciplinary walks that connect science, administration and citizens to discuss concrete sustainability challenges.

7. Tool 7 — Participatory workshop & World Café methodology

What it does: Thematic workshops combining expert inputs with World Café, co-design labs and field visits.

These seven methodologies form the backbone of Urban Imprint's applied experimentation and provide transferable templates for similar university–territory collaborations.

3.1.1. Tool 1. Living Lab or platform for dialogue, collaboration, and experimentation

Pilot name: IMPRONTA GRANADA – CEUTA - MELILLA

Description:

It is a participatory and collaborative methodology designed to connect policymakers and researchers from different regions or institutions. It facilitates structured dialogue to identify shared challenges, exchange knowledge, and co-develop project proposals that translate research findings into actionable policies. This methodology bridges the gap between academic expertise and public administration needs, enabling more informed, evidence-based decision-making.

Why this methodology:

This methodology was chosen because it enables the creation of a structured yet flexible platform of cooperation between local administrations and academia, fostering long-term strategic collaboration while responding to immediate territorial challenges. This approach creates a practical and action-oriented dialogue between stakeholders, but with a specific focus on leveraging scientific knowledge for public policy improvement.

It allows:

- The establishment of a safe and neutral dialogue space where policymakers and researchers can interact outside the pressures of day-to-day administration.
- Cross-campus collaboration that values local knowledge (Ceuta and Melilla campuses) while connecting it to broader research capabilities (Granada campus).
- A targeted response to real policy challenges, transforming research findings into actionable project proposals.
- The generation of sustained cooperation pathways, ensuring that knowledge exchange extends beyond one-off events.

In what context:

The methodology was applied in the context of enhancing interregional cooperation between the University of Granada and the autonomous cities of Ceuta and Melilla. It focused on addressing a range of strategic local challenges with global implications, particularly concerning sustainable urban development, social cohesion, and economic innovation.

The main themes addressed included Smart City strategies, public health improvement, socio-economic development, and sustainability transitions such as energy efficiency and circular economy.

Stakeholders involved included political and technical representatives from the municipal governments of Ceuta and Melilla, academic and research staff from the University of Granada (including representatives from the Ceuta and Melilla campuses), and institutional representatives from public administrations in Granada (e.g., city and provincial councils).

The participant profile was predominantly made up of mid- and senior-level policymakers, technical staff from various public departments, and researchers from a wide range of disciplines. The methodology especially fostered cross-institutional knowledge exchange, bridging geographical and administrative gaps between the autonomous cities and the university.

Ceuta and Melilla, as autonomous cities with strategic geopolitical positions in North Africa, face complex social, economic, and urban challenges. Their collaboration with the University of Granada—headquartered in mainland Spain—allowed the project to activate synergies across territories, promoting mutual learning and the co-creation of targeted, context-sensitive solutions.

How it was applied:



PHASES:

- *Stakeholder Mapping and Call for Proposals: Public call in Ceuta and Melilla to identify priority challenges and stakeholders, alongside mapping of UGR researchers by thematic expertise.*
- *Preparatory Meetings: Online sessions to align expectations, define themes, and prepare logistics.*
- *On-site Knowledge Exchange Visits: 1.5 to 2-day visits to Granada, including plenary sessions, thematic working groups, and bilateral exchanges.*
- *Collaborative Project Design Workshops: Joint development of draft project proposals around identified challenges.*
- *Follow-up and Continuity Planning: Documentation of results, distribution of session summaries, and discussion of sustainability pathways.*

TOOLS:

- *Participatory templates for project development*
- *Google Forms for call participation*
- *Shared Google Drive folders*
- *Facilitation guides for group work*
- *Physical meeting spaces at UGR Granada Campus*

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DURATION:

Total duration of approximately 3 months, covering the launch of the call, preparatory phase, on-site sessions, and follow-up activities.

MATERIALS AND PREPARATION:

- *Printed materials: agendas, participant lists, group session templates.*
- *Digital materials: online forms, session presentations, shared documentation folders.*
- *Preparatory actions: coordination of logistics, session facilitation setup, preparation of workspaces and supporting materials for in-person sessions.*

What did you learn:

The use of targeted matchmaking sessions and face-to-face knowledge exchange visits proved to be particularly effective in fostering trust and collaboration between researchers and public administration staff. The combination of structured thematic working groups with bilateral meetings facilitated direct dialogue and the co-creation of preliminary project ideas, making the sessions highly dynamic and result-oriented.

As a recommendation, it is suggested to invest in personalized engagement strategies, such as tailored matchmaking based on pre-identified challenges, complemented with in-person sessions with interactive formats that encourage participants to co-design practical solutions. This approach can maximize engagement, promote ownership of the process, and lead to more sustainable collaboration outcomes between academia and public institutions.

What should others pay attention to when using this methodology:

To successfully implement this methodology, it is essential to pay special attention to factors that legitimize the process and foster sustained engagement. Firstly, it is crucial to ensure that participants, especially from public administrations, feel that their contributions are valued, generating tangible outcomes for their institutions.

It is also important to clearly communicate the objectives, scope and limitations of the participatory process from the beginning to manage expectations and avoid misunderstandings.

Special care should be taken to guarantee balanced participation between different territories and institutional actors, as disparities in engagement levels can emerge. Tailoring facilitation methods and session formats to the specific context of each territory can help maintain equitable participation.

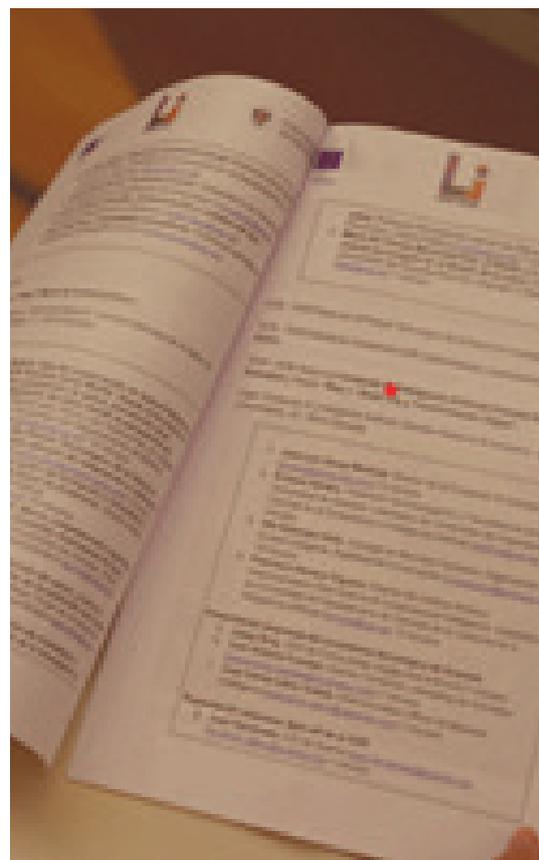


Finally, it is highly recommended to involve key decision-makers early in the process, to reinforce institutional commitment and increase the likelihood that co-created proposals are translated into actual public policies or funded projects.

Documents, photos, or reports about this methodology that could be shared:

PHOTOS OF SESSIONS

TOOLS



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Ceuta hace su aporte al proyecto piloto 'Impronta'

Los consejeros Alejandro Ramírez, Pilar Orozco y Nabila Berzina se encuentran en Granada para ser parte de la iniciativa de la UGR

Por [Nabiel Jiménez](#) - 20/09/2024 - 11:08



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UNIVERSIDAD DE GRANADA

Arranca 'Impronta Granada, Ceuta y Melilla': colaboración científica y académica para afrontar los retos del futuro

Comienza el Programa 'Impronta Granada, Ceuta y Melilla', un evento que conecta a representantes políticos y técnicos de las ciudades autónomas de Ceuta y Melilla con expertos de la Universidad de Granada y del ecosistema institucional y empresarial granadino

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Other contexts where this methodology has been or could be applied

This methodology could be effectively applied in various inter-institutional cooperation settings where universities and public administrations aim to strengthen their collaboration. For instance, it can be adapted to multi-campus university systems that seek to engage with local governments in peripheral or less-connected territories, using structured knowledge exchange processes.

Additionally, this approach is well-suited for regional development agencies, inter-municipal associations, or transnational cooperation initiatives, particularly those focused on policy innovation, sustainable urban development, and social inclusion. It can also be useful in programmes aiming to enhance evidence-based policymaking, where the goal is to bring scientific knowledge closer to the decision-making processes of local or regional governments.

Finally, the methodology could be adapted for international cooperation frameworks, including cross-border university collaborations or European territorial cooperation projects (such as Interreg), fostering stronger links between academic institutions and public administrations in different countries or regions.



3.1.2. Tool 2. Living Labs or participatory scenario development – structured participatory process engaging diverse stakeholders to co-create strategic cultural proposals.

Pilot name: GRANADA 2031 CANDIDACY PILOT – PARTICIPATORY PROCESS FOR THE EUROPEAN CAPITAL OF CULTURE

Description:

It is a structured participatory methodology designed to involve diverse local actors (such as cultural agents, citizens, researchers, and public officials) in the co-creation of cultural strategies and project proposals.

Based on collective intelligence and collaborative design, this approach helps to articulate a shared cultural vision for a city or territory, aligning bottom-up ideas with strategic cultural policies and long-term development goals.

Why this methodology:

The methodology enables transparent, inclusive, and cross-sector collaboration in shaping cultural agendas.

It allows to:



- Mobilise a wide range of stakeholders through open public calls.
- Facilitate dynamic group discussions on key cultural themes.
- Co-create forward-looking cultural projects aligned with a shared urban vision.
- Build lasting networks between institutions, cultural agents, and civil society neighbour

In what context:

The methodology was implemented within the participatory process for the European Capital of Culture 2031 candidacy of Granada, in close collaboration between the University of Granada, the City of Granada, and the cultural community actors. While the central activities were developed in this city, the approach was explicitly designed with a territorial perspective, considering the cultural diversity and specificities of the entire province of Granada.

Themes addressed included cultural innovation, heritage, sustainability, multiculturalism, and tourism, with the ambition to reflect contributions and cultural identities from both urban and rural areas.

Participants included cultural collectives, public officials, citizens, entrepreneurs, university researchers, and civil society organizations from across the province. The methodology sought to integrate voices

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from the broader Granada territory, connecting local cultural planning efforts to wider European narratives and sustainability objectives, while reinforcing territorial cohesion and representation.

The methodology focused on the local urban context of Granada, while connecting cultural planning efforts to broader European narratives and sustainability goals.

How it was applied:



PHASES:

- *Public Call for Participation to engage a wide spectrum of citizens and stakeholders.*
- *First plenary session and facilitated thematic group work on defined cultural themes.*
- *Autonomous Group Phase with self-managed sessions and facilitator support.*
- *Final Public Presentation Session to share proposals with authorities and the wider public.*

TOOLS:

- *Online registration forms and collaborative documentation platforms (Google Forms, Google Drive).*
- *Facilitation guides and thematic working templates.*
- *Physical venues for public sessions and workshops*

DURATION:

4 months from the initial call to the final public event.

MATERIALS AND PREPARATION:

- *Public call materials, information booklets, group facilitation templates.*
- *Access to university facilities and community spaces for sessions.*
- *Visual documentation and dissemination channels through local media.*

What did you learn:

The participatory and collaborative approach proved highly effective in activating citizens and cultural stakeholders around a shared goal. The combination of structured sessions and autonomous phases fostered creativity and ownership among participants, while the final public event provided visibility and a sense of accomplishment.

As a recommendation, it is suggested to combine thematic diversity with methodological clarity, ensuring facilitators are well-prepared to guide discussions and help synthesize group outputs into actionable proposals.

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What should others pay attention to when using this methodology:

Clearly communicate the process objectives and expected outcomes from the start, ensuring participants understand how their contributions will be used.

Explain in a transparent way how proposals are developed, structured, and integrated into the overall candidacy process, providing clear examples and templates to guide participants.

Balance structured facilitation with enough autonomy for participant-led creativity, allowing groups to define specific ideas while receiving support to frame them within the strategic objectives.

Use accessible venues and times to maximize participation, with special attention to territorial inclusion and rural participation.

Ensure participants feel genuinely involved throughout the process by fostering interactive dynamics and regular feedback opportunities, so they can see the progression of their input into concrete proposals.

Plan sufficient time for group consolidation and proposal refinement, allowing adequate phases for idea development, documentation, and final presentation preparation.

Documents, photos, or reports about this methodology that could be shared

TOOLS

Notebooks for workshop participants



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Proposal Template

GRANNON 2031
labint

Formato de propuesta

Título de la propuesta

Descripción de la propuesta
Por favor, incluye objetivos, necesidades que aborda, descripción completa de la misma, etc.

GRANNON 2031
labint

Referencias y/o representación visual de la propuesta
Indica, si las conoces, otras iniciativas similares o de referencia en las que nos podamos inspirar para esta propuesta.

Instituciones responsables de promover el proyecto y otros actores implicados
¿Qué instituciones podrían estar potencialmente interesadas en llevar a cabo esta propuesta? ¿Qué instituciones deberían llevarla a cabo? ¿Qué actores sociales están implicados, podrían estar interesados o son potencialmente beneficiarios?

Número de las personas o instituciones proponentes

SESSIONS



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REPORTS



Universidad y Ayuntamiento ponen en marcha la participación ciudadana de la Capitalidad Cultural

Publicado el 25 de marzo de 2025



Granada consolida su candidatura a Capital Cultural Europea 2031 con más de 1.300 propuestas ciudadanas y un fuerte respaldo territorial

Publicado el 24 de junio de 2025

Other contexts where this methodology has been or could be applied:

This methodology can be applied in a wide variety of participatory processes that aim to co-create strategic visions or cultural development plans. Beyond European Capital of Culture candidacies, it is suitable for:

- Urban cultural planning processes, where cities develop medium or long-term cultural strategies involving civil society, institutions, and cultural actors;
- Territorial development plans, especially in contexts where cultural identity and creative industries are central to local economic and social development;
- Participatory frameworks for city branding, helping municipalities define narratives and strategic priorities with multi-stakeholder contributions;
- Cultural regeneration programmes in historic urban areas, where public space revitalization is linked to community-driven cultural projects;
- Cross-sectoral strategic planning initiatives, where culture, education, tourism, and sustainability intersect;

International cooperation programmes focused on culture and heritage, where participatory processes can strengthen dialogue between local actors and international networks.

It can also be adapted for smaller-scale initiatives, such as local cultural councils, participatory budgeting processes focused on cultural projects, or thematic community labs directed to specific sectors of cultural life.

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3.1.3. Tool 3. Civic Lab

Pilot name: Civic Lab

Description:

The Civic Lab is a participatory and collaborative approach designed to engage different actors in identifying, debating, and co-creating solutions to challenges faced in local contexts. It is based on the principles of deliberative democracy and the development of collective knowledge, creating spaces for exchange where citizens, organisations, and local public authorities reflect on issues affecting the community.

Why this methodology:



Applying this methodology enables the creation of an informal space for dialogue and cooperation, while remaining a structured environment with scheduled sessions to achieve coherent and meaningful results.

The methodology makes it possible to:

- Increase the practice of involving citizens in decision-making processes;
- Strengthen knowledge exchange and trust among different local actors;
- Encourage the emergence of solutions tailored to the local reality;
- Implement a shared sense of belonging;
- Develop collective responsibility and commitment to territorial transformation.

In what context:

The methodology was applied in the context of addressing local urban challenges, whose implications have global repercussions, particularly regarding climate and sustainability challenges on five different perspectives: active mobility, food systems, risk awareness, circular economy, and neighbourhood networks.

Stakeholders involved included municipal government actors, civil society organisations, educational institutions, and ordinary citizens.

The participants' profile was mainly adults aged between 36 and 65 years old, with a predominance of women.

Ílhavo is a municipality located in the Central Region of Portugal, bordered to the north and east by the municipality of Aveiro and to the west by the Atlantic Ocean. It has around 39,000 inhabitants, spread across four parishes covering approximately 73 km²; some are urban, while others are peri-urban, characterised by predominantly flat terrain and equipped with important infrastructure for economic development. This context facilitates approaches that foster territorial and social cohesion within the municipality.

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How it was applied:**PHASES**

The implementation process is organised into five phases:

1. Stakeholder Mapping

- a. Identification and characterisation of relevant local actors
- b. Preliminary meetings to establish partnerships and final alignment of the methodology

2. Public Call

- a. Dissemination of a public call for participation
- b. Citizens and organisations were invited to submit project ideas within the themes covered by the call

3. Participatory Sessions with Citizens and Local Actors

- a. Project Prototyping Sessions (discussion of submitted projects + grouping of similar proposals into new collaborative projects)
- b. Project Preparation Sessions (development of collaborative projects + preparation of ideas for experimental actions)

At this stage, the following elements are particularly noteworthy:

- The implementation of working group sessions (projects and participants are divided by theme) organised around round tables;
- The use of participatory tools for collective diagnostic exercises and collaborative prototyping of solutions;
- The application of facilitation techniques to ensure inclusive and balanced participation.

4. Experimental Actions

- a. Implementation of short-term, low-cost initiatives to test possible solutions;
- b. Each collaborative project group was encouraged to carry out an experimental action.

This phase may require some additional preparatory meetings, which can be held online. Creating What-sApp groups significantly facilitates quick and direct communication.

5. Evaluation and Continuity

- a. Monitoring and documentation of results
- b. Evaluation surveys with participants and stakeholders to analyse outcomes and identify future prospects

TOOLS

Three main methodological tools were used:

- 1. Participatory Cards:** These cards identify problems within a specific theme and encourage discussion about the causes and consequences of these problems.
- 2. Informative posters:** posters containing relevant data on the topics addressed, supporting the debate.
- 3. Problem Tree:** A model that distinguishes between the causes and consequences of a given problem, defining solutions based on the root causes, a crucial distinction for forming coherent proposals.
- 4. Canvas Sheet:** This tool structures the development of each project proposal, with guided questions aimed at achieving the intended results.
- 5. Municipality Map:** supports the identification of places and their interconnections.

DURATION

Civic Labs may vary in duration depending on their territorial scope, as the methodology is adaptable to the specific context in which it is implemented. A Civic Lab should last between 4 and 5 months, with at least 6-10 sessions and one experimental action for each theme. Each session should have an average duration of 2 hours and 30 minutes.

MATERIALS AND PREPARATION

To implement a Civic Lab, it is necessary to prepare both printed and digital materials. For the call for participation, posters containing all the required information should be created, along with submission forms including links. For the participatory sessions, it is necessary to prepare and print Participatory Cards, Informative Posters, the Problem Tree, and Canvas Sheets organized by thematic areas. It is recommended that these materials be visually appealing and, whenever possible, using reused materials, such as cardboards. Additionally, it is suggested to create social media pages to promote the project, thereby enabling broader and more effective outreach.

What did you learn:

The use of playful and interactive approaches proved to be particularly effective in engaging the public. The interactive exhibition, combined with practical activities using recycled materials, sparked participants' curiosity and facilitated deeper exploration of the project themes.

As a recommendation, it is suggested to invest in a variety of visual and sensory resources, as well as to create opportunities for participants to actively create, experiment, and express themselves.

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What should others pay attention to when using this methodology:

To successfully implement this methodology, it is essential to pay special attention to factors that legitimise the project:

- **Citizen empowerment:** Participants should leave the process confident that their contribution was relevant and valued;
- **Expectation management:** It is fundamental to clarify, from the outset, the scope, objectives, and limitations of the participatory process, in order to avoid frustrations;
- **Representativeness and inclusion:** Care should be taken not to limit participation to specific groups, ensuring the involvement of communities traditionally less represented (such as children, older people, migrants, etc.). It is important to schedule sessions at accessible times, for example, after working hours or even on weekends, depending on the local context, and to provide a welcoming space for children.
- **Involvement of local decision-makers:** Their participation is crucial to facilitate the implementation of the ideas co-created within the Lab

Documents, photos, or reports about this methodology that could be shared:

TOOLS



Participatory Cards (Food theme))

Problem Tree

Canvas Sheet

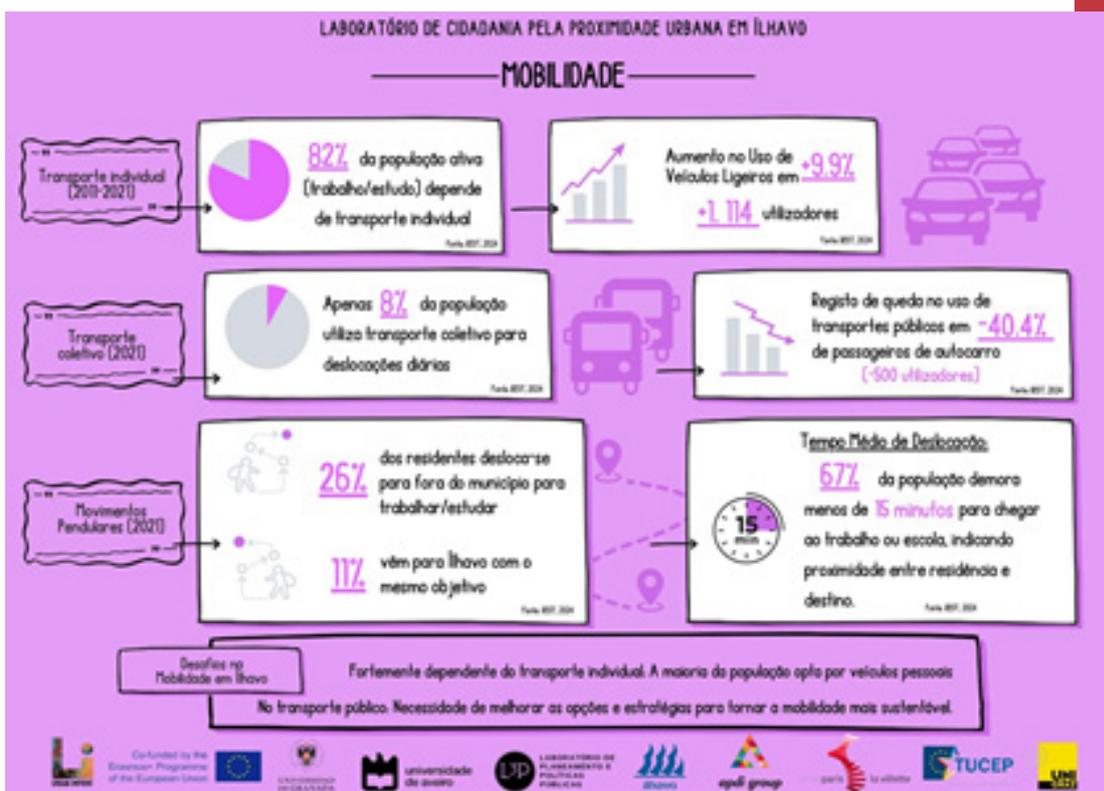
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INFORMATIVE POSTER (MOBILITY)



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PHOTOS OF SESSIONS:



Working groups



Interactive Exhibition



Working groups



Tools for playful expression and interaction

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Using Problem Tree and Canvas Sheet



Using Informative Poster (Mobility)



Using Municipality Map

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PHOTOS OF EXPERIMENTAL

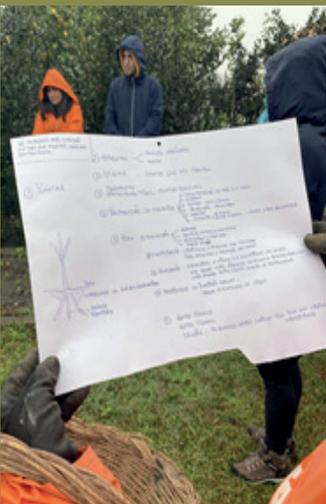
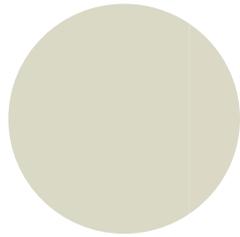
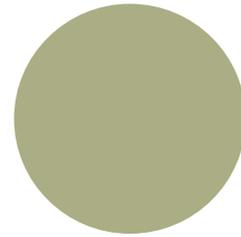
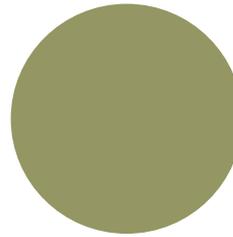
ACTIONS



The neighbour's vegetable garden



The neighbour's vegetable garden



The neighbour's vegetable garden



Book club

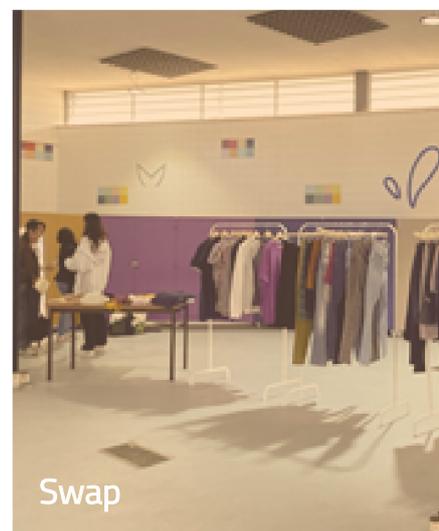
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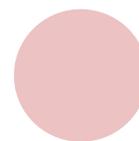
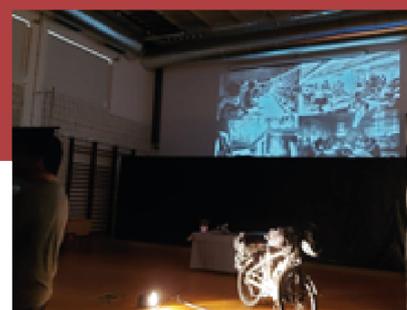
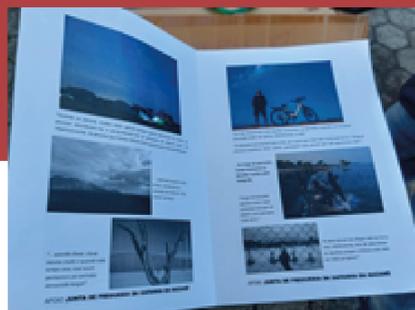


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Upcycling workshop



MOBILITY DAY



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THE CREATORS'S PARK



DAY 1

DAY 2



DAY 3

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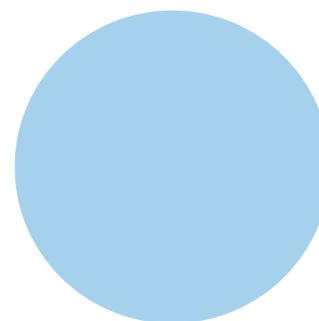
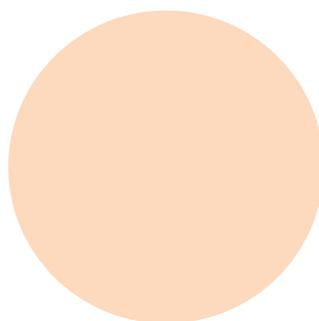
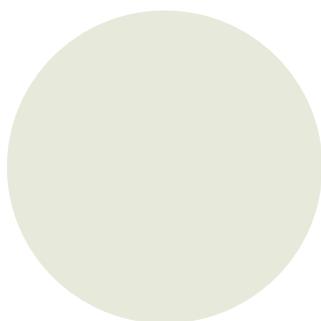


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Other contexts where this methodology has been or could be applied:

A Civic Lab can be implemented in multiple contexts, such as decision-making processes related to the formulation of public policies, territorial management instruments, and strategic plans in various areas (health, social development, climate transition, among others).

This methodology is also an effective tool to promote the involvement of underrepresented groups, namely children, young people, older adults, women, migrants, among others.



3.1.4 Tool 4. Programme Evaluation through Collective Intelligence

Pilot name: “1000 Doctorants pour les Territoires” – ANCT ‘Territoires d’Engagement’ Programme, France.

Description:

This methodology provides a structured approach for evaluating collaborative research programmes between universities and local authorities using collective intelligence techniques. It combines questionnaires, semi-structured interviews, and facilitated workshops to identify challenges, tensions, and opportunities for social innovation. The approach treats evaluation not merely as a reporting exercise, but as an active process of **co-learning and reflexivity**, where participants collectively analyse their experiences and co-produce insights that can improve cooperation models between research and public administration.

Why this methodology:



The methodology was developed to assess and strengthen cooperation frameworks such as CIFRE doctoral programmes hosted within local authorities. It makes it possible to:

- Give evaluation an active, participatory role within collaborative programmes.
- Facilitate dialogue between doctoral students, policymakers, and institutions.
- Identify systemic barriers, misunderstandings, and enablers of collaboration.
- Transform evaluation outcomes into shared knowledge and actionable recommendations.
- Strengthen mutual understanding between the research and administrative spheres

In what context:

The approach was co-developed in 2024 with the **French National Agency for Territorial Cohesion (ANCT)** as part of the “Territoires d’Engagement” scheme. The methodology aimed to help local authorities and doctoral students engaged in the CIFRE framework navigate difficulties arising from mismatched timelines, unclear expectations, or differing institutional cultures. The evaluation targeted 15 participating local authorities and doctoral students funded by the 1000 Doctorants pour les Territoires programme. The process sought to generate a shared diagnostic and to formulate practical recommendations for improving cooperation in future editions.

How it was applied:

PHASES

1. Co-Design of the Methodology (July 2024)

- Joint development with ANCT, literature review, and creation of an informal steering committee.

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2. Questionnaire Development

A core questionnaire designed to explore four dimensions:

- Prefiguration and supervision of doctoral work;
- Working conditions and management structures;
- Promotion and dissemination of knowledge;
- Continuity of collaboration after the thesis.

3. Collective Intelligence Workshops

- Workshops with doctoral students to share experiences and identify obstacles.
- Separate workshops with policymakers to compare perceptions and best practices.
- Hybrid group discussions for mutual understanding and problem-solving.

4. Semi-Structured Interviews (March–May 2025)

- In-depth interviews with doctoral students and local authority representatives.

5. Synthesis and Reporting (May–June 2025)

- Compilation of findings and preparation of a collective report integrating all perspectives.

TOOLS

- Core questionnaire guiding all phases of data collection and workshops.
- Discussion templates and participatory boards for mapping challenges and balances.
- Online collaborative whiteboards for remote sessions.
- Facilitation techniques to ensure neutrality and balanced participation.

DURATION

Approximately **one year**, from design to synthesis.

MATERIALS AND PREPARATION

- Availability for coordination and facilitation.
- Printed and digital materials (questionnaires, markers, post-its, whiteboards).
- Interactive online tools for remote participation.
- Dedicated space for workshops and debriefing sessions.

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PHOTOS OF SESSIONS

Workshop with CIFRE doctoral students

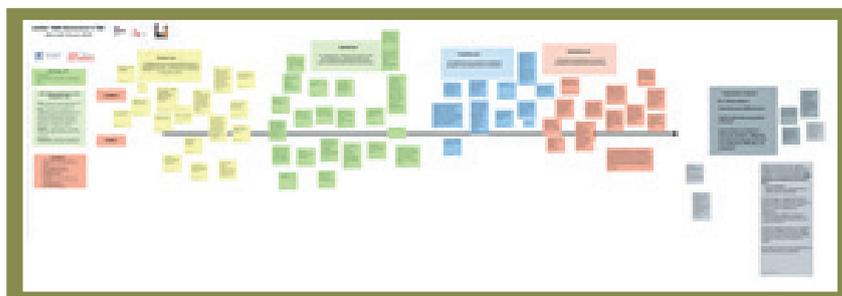


Workshop with CIFRE doctoral students



conference presenting doctoral students' work in progress to policy makers

Workshop with CIFRE doctoral students



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PHOTOS OF EXPERIMENTAL ACTIONS

What did you learn:

The evaluation revealed the complexity of embedding doctoral research in local administrations. Key challenges included insufficient preparation, unclear expectations, and misaligned institutional logics. However, where mutual understanding developed, cooperation improved significantly—creating frameworks of trust, reciprocity, and shared learning. The process confirmed the importance of reflexive spaces where both doctoral students and local officials can articulate difficulties openly and co-design solutions.

What should others pay attention to when using this methodology:

- **Ensure neutrality:** designate a third-party facilitator (programme team or external mediator) to balance perspectives.
- **Define expectations early:** clarify roles, objectives, and limits of collaboration at the outset.
- **Provide structured reflection spaces:** regular workshops prevent tensions and miscommunication from escalating.
- **Encourage reciprocity:** all actors (doctoral students, supervisors, policymakers) must perceive the process as mutually beneficial.
- **Value diverse profiles:** professional experience and adaptability of doctoral students are key to success in applied contexts.

Other contexts where this methodology could be applied:

Other context would be the evaluation of participatory research programmes connecting universities and local governments, the assessment of science-policy interface projects (e.g. Living Labs, regional innovation hubs), the monitoring and evaluation of interdisciplinary doctoral or postdoctoral initiatives. Applied in Pilot #2 of Urban Imprint (ACTEE Programme, 2026) and by institutions such as the **Public Factory (SciencesPo Lyon)** to foster reflexive policy innovation.

3.1.5. Tool 5. Sustainable Framework for Facilitating Co-Constructed Research Between National Programmes, Local Authorities, and Academia

Pilot name: “1000 Doctorants pour les Territoires” & ACTEE Programme, France

Description:

This methodology establishes a structured and sustainable framework to facilitate collaboration between a national programme, multiple local authorities, research laboratories, and doctoral students. It promotes coordinated research, reflexive evaluation, and the continuous valorisation of scientific work in partnership-based environments.

The framework integrates research and policymaking through structured facilitation, shared governance, and ongoing dialogue, ensuring coherence across a network of actors and territories. It provides both organisational and methodological support for national-scale participatory research initiatives.

Why this methodology:



Developed from the lessons learned in Pilot 1 (ANCT “Territoires d’Engagement”), this methodology addresses the recurring challenges of cooperation in CIFRE doctoral programmes hosted by local authorities.

It enables:

- The creation of an upstream, clearly defined framework for collaboration between research institutions and local authorities.
- The establishment of scientific and steering committees to ensure continuous support and alignment of research objectives.
- Regular exchange and reflection sessions to strengthen relationships and share experiences among stakeholders.
- The systematic promotion and visibility of doctoral students’ research outputs through annual seminars and communication tools.
- The building of a community of practice among doctoral students and policymakers in the field of energy transition and sustainability.

In what context:

The methodology was implemented within the ACTEE Programme (Action des Collectivités Territoriales pour l’Efficacité Énergétique), managed by FNCCR, and designed to help groups of local authorities plan and finance energy renovation projects.

In 2024, ACTEE partnered with 1000 Doctorants pour les Territoires to co-fund 10 doctoral theses in the social sciences focused on energy efficiency and sustainable public building management.

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To coordinate this initiative, a facilitation and governance framework was established under the **Urban Imprint** project, drawing on previous experience from Pilot 1. The framework ensures ongoing coordination, knowledge sharing, and structured evaluation among 10 doctoral students, 10 laboratories, and 10 local authorities over a three-year period.

How it was applied:

PHASES



1. Design of the Call for Projects

Drafting clear guidelines and explanatory materials defining research roles, coordination responsibilities, and expected milestones across the three-year programme.

2. Visibility and Outreach

Dissemination of the call through ACTEE and 1000 Doctorants networks, participation in sectoral events (e.g., Ecole des Mines, French Inter-Municipalities Convention).

3. Project Development Assistance

Support to doctoral students, laboratories, and local authorities in preparing coherent research proposals through one-on-one consultations and facilitation support.

4. Governance Setup

Creation of a **steering committee** and **scientific committee** including experts from CEREMA and other institutions to monitor progress and scientific relevance.

5. Implementation and Community Building

- Launch meeting with all stakeholders.
- Informal peer-exchange sessions (“coffee breaks”) among doctoral students.
- Annual seminars combining academic presentations, policymaker dialogues, and collective intelligence workshops.
- Regular evaluation and dissemination of progress reports and scientific posters.

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TOOLS

- Structured governance model including a steering and scientific committee.
- Facilitation guidelines for workshops and exchange sessions.
- Communication templates for calls, seminars, and reports.
- Digital and physical tools for coordination (shared drives, online collaborative boards, whiteboards, notebooks).

DURATION

Three years (aligned with the CIFRE doctoral thesis timeline).

MATERIALS AND PREPARATION

- Skilled facilitation and coordination team familiar with both research and local governance ecosystems.
- Administrative and legal support for managing CIFRE contracts and national funding procedures.
- Workshop materials (whiteboards, sticky notes, notebooks) and online collaboration platforms for hybrid sessions.

TOOLS

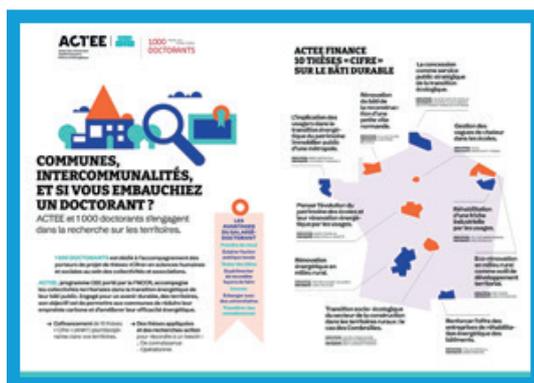
APPEL À PROJET POUR LE CO-FINANCEMENT DE THÈSES CIFRE

ACTEE s'associe avec 1000 doctorants pour les territoires afin de lancer un appel à projet pour le co-financement de 10 thèses CIFRE en Sciences Humaines et Sociales sur les enjeux d'efficacité et de rénovation énergétique.

Cet appel à projet est destiné aux laboratoires de recherche, aux collectivités territoriales et aux futur.es doctorant.es.

call for proposals

Visual creation by ACTEE to present the 10 winners at an national event attended by political decision-makers (convention of French intermunicipal associations)



call for proposals

Stand by ACTEE and "1000 doctorants pour les territoires" to present the 10 winners at an national event attended by political decision-makers (convention of French intermunicipal associations)

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Working groups

kick-off meeting with all stakeholders (universities, policy-makers, ACTEE programme managers, doctoral students)



REPORTS

What did you learn:

- Setting up a national-scale participatory research scheme requires sustained dialogue and mapping of existing local initiatives.
- The **pre-project phase** is critical: early clarification of roles and shared expectations significantly reduces later misunderstandings.
- Informal exchange spaces and reflexive workshops are highly valued by both doctoral students and local authorities, fostering trust and shared learning.
- Ongoing facilitation ensures coherence between research progress and territorial needs, transforming isolated projects into a cohesive national research ecosystem.

What should others pay attention to when using this methodology:

- Coordination and facilitation require significant time, administrative capacity, and long-term commitment.
- Upstream clarification of research roles versus consultancy expectations is essential to avoid confusion.
- Ensure institutional buy-in from all participating laboratories and authorities through clear agreements and regular communication.
- Build in mechanisms for continuous feedback and adaptive management to maintain coherence across territories.
- For replication, design standardised templates (contracts, reporting tools, facilitation materials)

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3.1.6. Tool 6. Climate / City Walks

Description:

The city walks bring science and practice together to explore possible solutions for the urgent climate and sustainability challenges on site. They facilitate the transdisciplinary dialogue between different stakeholders (e.g. municipal administration, science, art and citizens), focusing on topics relating to sustainability, climate change and socio-ecologic transformation. The aim is to motivate stakeholders to form new networks and initiate further steps in the future, addressing different senses and opening the mind for different perspectives on the context and subjects and create forums for new co-productive processes.

Why this methodology:



Creating a co-productive dialogue towards a community of practice for tackling the socio-ecological challenges, local stakeholders (e.g. public authorities and citizens are facing); in a transdisciplinary manner science and real-world actors work together and explore solutions. By immersing participants into a concrete context, opening a different setting and discussing real-life challenges, the format facilitates an agile action-driven community of change makers that can work together in the long term.

In what context:

The method can be applied in all contexts, here we apply it for bridging between universities and their cities or regions, focusing on specific topics. The format is appropriate for about 20 participants, e.g. public sector employees, scientists working at university as well as civil society representatives and citizens depending on the topic.

How was it applied:



City walks have been applied e.g. in the cities of Graz and Innsbruck, with focus on topics such as adaptation to heat, climate resilient cool locations, green and blue infrastructure and active mobility. Here we describe a walk with focus on active mobility

Duration: 2 hours

The walk was the start to the event for a transdisciplinary dialog between city administration, science, art and the population on the topic of sustainable and active mobility in Graz, with stops at selected locations related to the Mobility Plan 2040. The aim was to enable various actors to initiate further steps in the future.

The event began at city hall with a short round of introductions in which all participants introduced themselves, by giving their name, describing their function and sharing images that they associate with active mobility in Graz.

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Nina Hampl, Professor for active mobility at Graz University gave an introduction to the topic and illustrated it with multi-layered examples. The focus was on the definition (cycling, walking, running, rollerblading, swimming...) as well as the importance of active mobility and its impact on the quality of urban life. It was also mentioned that active mobility has a positive impact on energy consumption and particulate pollution and also has a major social and health component.

At the Graz Museum, Katalin Betz, a curator of the museum, gave an input and invited the group to gather in the inner courtyard of the exhibition "In Grazer Gärten und Innenhöfe". She posed the question how green space in the city influences the choice of transportation, especially active mobility. This led to a discussion on social justice and the use of green space in active mobility.

Next stop was Karmeliterplatz, where Renate Platzer, responsible for pedestrian mobility in Graz, gave an input and presented the Master Plan Walking Graz. She presented the general measures, functions and fields of action as well as the footpath network. After an exciting discussion, the walk continued through the Stadtpark to Zinzendorfsgasse.

There, finally, Tristan Schachner from the organization "MoVe iT" gave an inspiring presentation on the redesign of Zinzendorfsgasse, which now allows equal use of the road space by pedestrians, cyclists and cars and thus a model for re-designing urban space. The diverse functions of this street and the citizen participation processes that play a role in its design were discussed in detail.

What did you learn:

We learned that this transdisciplinary format is well suited for a low-hierarchy exchange between different stakeholders, allowing to experience a city context with all senses, enabling constructive dialogue and new communities of practice and promoting sustainability transitions at city level as well as within the university.

What should others pay attention to when using this methodology:

- Less is more – limit the walk to 20 (max 25) participants, in order not to lose participants attention and avoid sub-groups
- Co-productive planning and design is important, e.g. in terms of local knowledge and routing
- Pay attention to weather forecast, plan flexible route and possible indoor options
- Time-management is key -> make sure inputs are kept brief, so there is enough time for feedback and discussion (at the location of input as well as along the way)
- Keep resources in mind when preparing for the walk (manpower, budget, etc.)
- Try to institutionalize the format in your city so knowledge and network can build up



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SAVE THE DATE

**Nachhaltige Mobilität,
Grünräume und Wasser in der
Stadt zusammen denken
Stadtspaziergang in Graz**

**17. September 2024
Start: 15:00
Ende: ca. 17:00**

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3.1.7. Tool 7. Participatory workshop and world café methodology

Description:

The methodology applied in Umbria was that of **participatory workshops**, conceived as collaborative events where institutions, universities, and local communities could meet, share ideas, and co-design solutions for urban and territorial development. Each workshop was dedicated to a different theme – inclusive cities in Perugia, digital representation in Panicale, BIM for smart administration in San Giustino, and artificial intelligence and green communities in Ritzori and Castel Ritaldi – thus ensuring a strong link between local priorities and the European Urban Agenda.

Why this methodology:

This approach was chosen to foster **inclusive governance and dialogue** between different actors, combining expert input with participatory tools. The workshops aimed not only to transfer knowledge but also to generate proposals and ideas directly shaped by local stakeholders. The intention was to bridge the gap between research and practice and to empower citizens and municipalities to take part in shaping their future.

In what context:

The workshops took place across various towns in Umbria between April and May 2025. They were hosted in municipal halls, university facilities, and public or outdoor spaces. Participants included local administrators, researchers, students, associations, and citizens, reflecting the diverse fabric of Umbrian society and its commitment to sustainability, innovation, and heritage preservation.

How it was applied:

The process followed a sequence of phases. After a preparatory stage involving the definition of themes and the engagement of local partners, each workshop opened with institutional greetings and an introduction to the topic. This was followed by a knowledge-sharing phase, where researchers, professionals, and policymakers presented case studies and innovative approaches. Each workshop closed with a synthesis of results, which were documented and shared with all participants.

What did you learn:

The heart of the workshops was the participatory phase, in which citizens and students engaged in world café discussions, co-design activities, and group work, often supported by digital tools. In some cases, such as in Valfabbrica, field visits were included to connect theory with real-life contexts. Each workshop closed with a synthesis of results, which were documented and shared with all participants.

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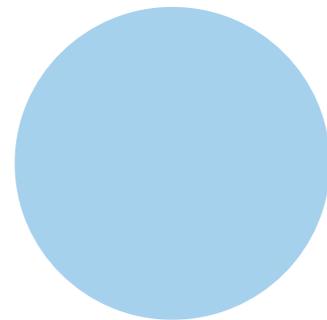
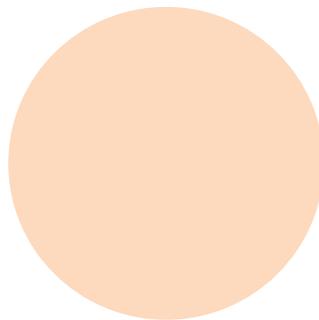
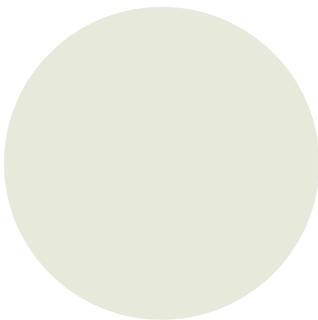
PHASES

The workshops were structured around:

- **Phases:** preparation, introduction, knowledge-sharing, participatory sessions, field visits, synthesis and follow-up.
- **Tools:** world café, co-design methodologies, digital mapping, BIM, Digital Twin models, and multimedia documentation.
- **Duration:** typically one full day per workshop, with plenary sessions followed by interactive labs; the series ran from April to May 2025.
- Workshop with teachers and students from November 2024 to April 2025
- **Materials and preparation:** venues included town halls, university facilities, and outdoor sites; technical equipment consisted of projectors, audiovisual systems, and digital platforms for interactive visualisation; participants were provided with co-design toolkits, handouts, and presentations. Human resources included expert speakers, facilitators, and technical staff, while documentation was prepared in the form of maps, thematic presentations, and visual reports.

What should others pay attention to when using this methodology:

Venues included town halls, university facilities, and outdoor sites; technical equipment consisted of projectors, audiovisual systems, and digital platforms for interactive visualisation; participants were provided with co-design toolkits, handouts, and presentations. Human resources included expert speakers, facilitators, and technical staff, while documentation was prepared in the form of maps, thematic presentations, and visual reports.



Documents, photos, or reports about this methodology that could be shared:

TOOLS



Participatory workshop in Perugia



Participatory workshop in Perugia

SESSIONS



Participatory workshop in Panicale



Participatory workshop in Panicale

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Working groups with teachers and Educators



Working groups with teachers and Educators



Participatory workshop Castel Ritaldi



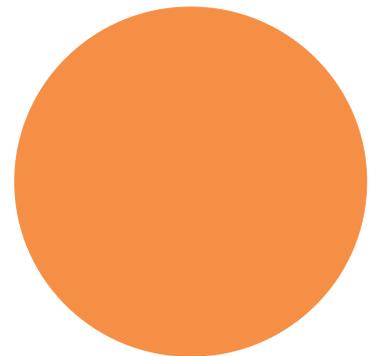
Participatory workshop in San Giustino



Participatory workshop Castel Ritaldi



Participatory workshop in San Giustino



Other contexts where this methodology has been or could be applied:

Given its flexibility, this participatory methodology could easily be applied in other regions or countries where inclusive governance, sustainable urban development, and community-driven innovation are priorities. It is particularly suitable for small and medium-sized towns that face the dual challenge of preserving heritage while embracing innovation and sustainability.

The methodologies developed through Urban Imprint pilots demonstrate how structured participatory formats can translate into operational cooperation models. Despite their contextual differences, all share core principles: open calls, facilitated co-design, iterative learning, and documentation of outcomes. Together, they form a practical toolkit for bridging academic research with territorial innovation.

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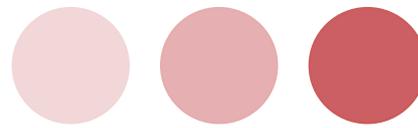
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3.2. Methods and tools identified through the experience of project partners and other well-known initiatives:

Beyond the pilot activities, the toolkit also includes a broader selection of proven methodologies and tools used by project partners or by third parties whose work is well known and relevant to Urban Imprint's objectives. These include approaches that facilitate dialogue, experimentation, planning, and collective learning across institutional and societal boundaries.

Among the methods and tools covered in this section are:

- Arts-based transdisciplinary methods: Legislative theater
- Citizens' assemblies
- Citizen science initiatives
- Participatory foresight
- Policy lab
- Stakeholder analysis & mapping
- Theory of change (ToC)



This section is designed to serve both as a repository and as a source of inspiration for those seeking to implement collaborative, participatory, and impactful processes at the intersection of science and territorial transformation.

3.2.1. Arts-based transdisciplinary methods: Legislative theater

<p>1. What is it?</p> <p>Brief description of the tool or method (1–2 sentences max).</p>	<p>Arts-based transdisciplinary methods are research and intervention approaches that use artistic practices — such as theatre, drawing, photography, music, dance, poetry, among others — as central tools to produce knowledge, foster critical reflection, and promote participation and dialogue across different disciplines and ways of knowing, including academic, technical, and lived (popular/community-based) knowledge.</p>
<p>2. Why use it? (Objectives & value)</p> <p>What purpose does it serve?</p> <p>What kind of impact does it aim for?</p>	<p>The methodology serves to create deeper dialogues between different forms of knowledge; explore topics that are difficult to communicate through conventional methods; make research and participation processes more accessible, engaging, and transformative; and include marginalized voices in decision-making or knowledge production processes.</p> <p>The expected impacts are: Influence public policies through creative and compelling results, contribute to social transformation by stimulating imagination, empathy, and autonomy and promote the transformation of institutions by challenging dominant paradigms of knowledge and action.</p>

<p>3. Where and when to apply it - and where not (limitations)? (Use context)</p> <p>Recommended contexts, challenges or topics (e.g. citizen engagement, climate action, education...).</p>	<p>You should use it when you aim to engage diverse audiences — especially marginalised groups — when dealing with complex or hard-to-communicate issues, and when you seek to create spaces for dialogue, imagination, and co-creation between scientific, technical, and popular knowledge, going beyond purely rational or discursive approaches.</p>
<p>4. Who is it for? (Participants & roles)</p> <p>Suggested number of people</p> <p>Typical user profiles (e.g., students, municipal staff, researchers, citizens)</p>	<p>They are intended for a wide range of participants, including citizens, researchers, students, municipal staff, artists, activists, educators, and other stakeholders. Participants may act as co-creators, storytellers, facilitators, or contributors of lived experience.</p> <p>There is no fixed number, but small groups of 8 to 25 people are often ideal to ensure deep interaction, trust-building, and meaningful engagement. However, larger formats may be used for exhibitions, performances or public events.</p>
<p>5. How to use it? (Basic steps)</p> <p>Short outline of how it works (e.g., key phases, duration, preparation needed).</p>	<p>This method involves the use of various artistic expressions, such as theatre, photovoice, mural art, among others. In the case of Legislative Theatre, for example, the process typically includes the following steps:</p> <ol style="list-style-type: none"> 1. Watch an original play based on the lived experiences and challenges faced by community members. 2. Act on stage to intervene in the play and explore different ways of addressing the issues presented. 3. Propose policy changes to solve the problems and deliberate collectively with policymakers. 4. Vote on the policy proposals that emerge from the performances and commit to collective action.
<p>6. What to keep in mind? (Tips & lessons)</p> <p>Lessons learned, things to avoid, and practical advice from real experiences.</p>	<p>Create a safe space.</p> <p>Don't use art merely as a decorative or superficial tool.</p> <p>Ensure that creative outcomes are genuinely integrated into the decision-making process.</p> <p>Ensure ethical care in documentation and dissemination.</p> <p>Ensure that the creative process is linked to real opportunities for change.</p>

7. Real examples

One or two brief cases where it has been applied successfully.

(Optional link to more info)

Glasgow Youth-Led Climate Crisis Legislative Theatre

<https://sharedfuturecic.org.uk/glasgow-youth-led-climate-crisis-legislative-theatre/>

3.2.2. Citizens' assemblies

1. What is it?

Brief description of the tool or method (1–2 sentences max).

It is a mechanism of deliberative democracy that brings together a group of people from a municipality, region, or country, selected by lottery in a way that reflects the diversity of the population (in terms of gender, age, education level, geographic location, among other criteria), to discuss and formulate recommendations on matters of public interest.

2. Why use it? (Objectives & value)

What purpose does it serve?

What kind of impact does it aim for?

Citizens' assemblies are used to address complex issues that require broad social legitimacy. The recommendations resulting from these processes are generally submitted to legislative bodies for consideration or put to a public vote through a referendum.

Citizens' assemblies tend to generate significant impacts, particularly in enhancing the quality of political decision-making, strengthening democratic legitimacy, and broadening civic participation, while promoting a more inclusive representation of social diversity.

3. Where and when to apply it - and where not (limitations)? (Use context)

Recommended contexts, challenges or topics (e.g. citizen engagement, climate action, education...).

This methodology can be applied in various contexts, being particularly well-suited to addressing complex and long-term issues. It can be used to review public policies across multiple areas of local, regional, or national governance. In the field of urban planning, for instance, it may be employed to examine laws related to land use and occupation, urban mobility, and housing. Furthermore, it is equally applicable to the review of environmental policies aimed at climate transition and decarbonisation. In other contexts, it may also be used to foster debate on constitutional reforms concerning highly complex matters.

A citizens' assembly should not be used for urgent decisions that require rapid responses, for highly technical or narrowly administrative issues, in processes lacking institutional commitment, when the topic is already broadly consensual, or when participant representativeness cannot be ensured.

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<p>4. Who is it for? (Participants & roles)</p> <p>Suggested number of people</p> <p>Typical user profiles (e.g., students, municipal staff, researchers, citizens)</p>	<p>A citizens' assembly is primarily intended for ordinary members of the community, without any political office or mandate.</p> <p>There is no fixed number of participants; the ideal size depends on the context and purpose of the assembly. It should be large enough to reflect a representative sample of the population. An assembly that is too small may fail to capture the diversity of opinions and experiences within society, while one that is too large may become difficult to manage and reach decisions effectively.</p> <p>It should ensure a diverse and inclusive representation of society in terms of gender, age, educational level, socio-economic status, geographical origin, among other relevant criteria.</p>
<p>5. How to use it? (Basic steps)</p> <p>Short outline of how it works (e.g., key phases, duration, preparation needed).</p>	<p>A citizens' assembly is conducted in four stages:</p> <ol style="list-style-type: none"> 1. Participant selection: A governmental authority, civil society organization, or other institution randomly selects participants using methods that ensure diversity and social representativeness to reflect the broader community. 2. Deliberation: Participants meet to learn about the topic under discussion, consulting experts and the public to gain different perspectives. They then reflect and discuss before formulating recommendations. 3. Presentation: The group presents well-founded proposals or recommendations to policymakers, usually by consensus or qualified majority. 4. Action: Policymakers respond to the recommendations, committing to integrate them into legislative or governance processes, which then implement them or submit them to public vote for approval. <p>The process is facilitated by professional moderators who ensure equal participation for all involved.</p> <p>Duration and preparations of a citizens' assembly</p> <p>It takes place over several weeks or months, with multiple sessions dedicated to learning, discussion, and reflection. Preparations include defining the topic and objectives; organising logistics, such as securing physical venues or digital platforms, managing schedules, and ensuring technical support; preparing informational materials; selecting and training facilitators; and planning communication strategies to ensure transparency and connection with decision-makers.</p>

<p>6. What to keep in mind? (Tips & lessons)</p> <p>Lessons learned, things to avoid, and practical advice from real experiences.</p>	<p>For a successful citizens' assembly, it is essential to ensure political commitment from the outset, maintain transparency and clear communication, allow sufficient time for deliberation, provide diverse and balanced information, engage qualified facilitators, prepare logistics carefully, and avoid any form of political instrumentalisation.</p>
<p>7. Real examples</p> <p>One or two brief cases where it has been applied successfully.</p> <p>(Optional link to more info)</p>	<p>The First Fórum dos Cidadãos Citizens' Assembly (Lisbon, Portugal)</p> <p>https://participedia.net/case/4947</p>

3.2.3. Citizen science initiatives

Question	Answer
<p>1. What is it?</p> <p>Brief description of the tool or method (1–2 sentences max).</p>	<p>Citizen science initiatives involve the active participation of citizens in scientific research or data collection, often in collaboration with scientists or institutions</p>
<p>2. Why use it? (Objectives & value).</p> <p>What purpose does it serve? What kind of impact does it aim for?</p>	<p>Citizen science democratizes knowledge production by involving the public in a collaborative effort to actively participate in scientific research, often alongside professional scientists. It enhances data collection at larger scales, builds public awareness, promotes community engagement, and strengthens trust between citizens and scientific or policy institutions.</p>
<p>3. Where and when to apply it - and where not (limitations)? (Use context). Recommended contexts, challenges or topics (e.g. citizen engagement, climate action, education...).</p>	<p>It can be effective in environmental monitoring, public health, urban planning, biodiversity, education, and climate action; and less effective in projects requiring highly specialized expertise or where data quality and control must be tightly managed. It may not be suitable without proper training, coordination, or clear communication channels.</p>

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<p>4. Who is it for? (Participants & roles). Suggested number of people. Typical user profiles (e.g., students, municipal staff, researchers, citizens).</p>	<p>Any non-professional scientist can contribute to scientific research. In other words. Open to a wide range of participants: citizens, students, educators, activists, community groups, and researchers.</p>
<p>5. How to use it? (Basic steps).</p> <p>Short outline of how it works (e.g., key phases, duration, preparation needed).</p>	<p>Step 1 – Define objectives and research question; Establish the topic, problem, and scientific or societal goals of the project.</p> <p>Step 2 – Choose the type and level of participation; Decide whether the project will be contributory, collaborative, or co-created.</p> <p>Step 3 – Design accessible protocols and tools; Develop data collection and analysis methods suitable for different skills and backgrounds.</p> <p>Step 4 – Recruit participants inclusively; Use clear, motivating, and inclusive communication tailored to the target audience.</p> <p>Step 5 – Provide training and ongoing support; Equip participants with guidance, materials, and feedback throughout the project.</p> <p>Step 6 – Collect and, when possible, analyze data with participants; Carry out data collection following the defined protocols; involve participants in analysis where appropriate.</p> <p>Step 7 – Share and interpret results with participants. Disseminate findings transparently and involve participants in result discussions.</p> <p>Step 8 – Evaluate and adapt the project; Assess impact, motivations, and challenges; adjust the project based on feedback and outcomes.</p>
<p>6. What to keep in mind? (Tips & lessons)</p> <p>Lessons learned, things to avoid, and practical advice from real experiences.</p>	<p>Ensure that participation goes beyond tokenism and truly impacts the project's outcomes. Using accessible tools and clear, inclusive language. Transparency throughout the process builds trust and motivation, encouraging continued involvement. Above all, fostering genuine inclusion ensures that all voices are heard and valued.</p>

7. Real examples.

One or two brief cases where it has been applied successfully. (Optional link to more info)

https://citizensciencefp10.eu/wp-content/uploads/2025/04/PositionPaper_CS_FP10_Exec_Summary_20250331.pdf

<https://eu-citizen.science/project/627>

3.2.4. Participatory foresight

Question	Answer
1. What is it? Brief description of the tool or method (1–2 sentences max).	Participatory foresight is a collaborative process that engages diverse stakeholders to explore and shape possible futures. It combines strategic foresight tools with inclusive dialogue to inform decision-making and policy.
2. Why use it? (Objectives & value). What purpose does it serve? What kind of impact does it aim for?	It helps build shared visions, anticipate future challenges, and co-develop strategies, empowering participants, supports long-term thinking, and fosters more resilient and adaptive policies.
3. Where and when to apply it - and where not (limitations)? (Use context). Recommended contexts, challenges or topics (e.g. citizen engagement, climate action, education...).	Useful in contexts of uncertainty, complex problems, and policy development (e.g., climate resilience, urban planning, innovation, education). Less effective when rapid decisions are needed or when there is limited stakeholder engagement.
4. Who is it for? (Participants & roles). Suggested number of people. Typical user profiles (e.g., students, municipal staff, researchers, citizens).	For diverse groups: policymakers, citizens, experts, students, NGOs, and businesses. Ideal group size: 10–50. Roles include facilitators, recorders, and diverse participants who contribute their knowledge and perspectives.

<p>5. How to use it? (Basic steps).</p> <p>Short outline of how it works (e.g., key phases, duration, preparation needed).</p>	<p>Key steps: (1) Define the challenge and scope; (2) Select and engage participants; (3) Explore trends and drivers; (4) Develop scenarios or visions; (5) Backcast to strategies; (6) Reflect and act. Requires preparation (2–4 weeks); workshops may span 1–3 days.</p>
<p>6. What to keep in mind? (Tips & lessons).</p> <p>Lessons learned, things to avoid, and practical advice from real experiences.</p>	<p>Ensure diversity and inclusion from the start. Avoid overly technical language. Foster open dialogue, but manage expectations. Document outcomes clearly. Skilled facilitation is key.</p>
<p>7. Real examples.</p> <p>One or two brief cases where it has been applied successfully. (Optional link to more info)</p>	<p>- Finland's National Foresight Network: Engages citizens and experts to inform long-term national strategy. - Urban Futures Lab (Germany): Used participatory foresight to co-create urban climate adaptation strategies.</p>

3.2.5. Policy lab

Question	Answer
<p>1. What is it?</p> <p>Brief description of the tool or method (1–2 sentences max).</p>	<p>A Policy Lab is a structured, participatory process that brings together diverse stakeholders to co-create, test, and iterate policy solutions to complex societal challenges. It applies design thinking, experimentation, and user-centered approaches to policy-making.</p>
<p>2. Why use it? (Objectives & value)</p> <p>What purpose does it serve? What kind of impact does it aim for?</p>	<p>It enhances the relevance, feasibility, and legitimacy of policy by involving end-users and stakeholders in the design process. The method aims to produce more innovative, inclusive, and adaptive policy outcomes.</p>

<p>3. Where and when to apply it – and where not (limitations)? (Use context)</p> <p>Recommended contexts, challenges or topics (e.g. citizen engagement, climate action, education...).</p>	<p>Best used in complex, uncertain, or rapidly changing policy areas such as climate action, education reform, digital transformation, and citizen engagement. Less suitable for rigid or highly time-constrained policymaking contexts.</p>
<p>4. Who is it for? (Participants & roles)</p> <p>Suggested number of people. Typical user profiles (e.g., students, municipal staff, researchers, citizens).</p>	<p>Involves 6–20 participants ideally, including policymakers, public servants, citizens, experts, and stakeholders. Suitable for government agencies, researchers, civil society, and innovators.</p>
<p>5. How to use it? (Basic steps)</p> <p>Short outline of how it works (e.g., key phases, duration, preparation needed).</p>	<p>Key phases include problem definition, stakeholder mapping, ideation, prototyping, testing, and refining. Requires facilitation, stakeholder outreach, and 1–3 months depending on scope.</p>
<p>6. What to keep in mind? (Tips & lessons)</p> <p>Lessons learned, things to avoid, and practical advice from real experiences.</p>	<p>Ensure inclusive participation and manage expectations early. Avoid rigid planning—embrace iteration. Allocate time for building trust and understanding between diverse participants.</p>
<p>7. Real examples One or two brief cases where it has been applied successfully.</p>	<ul style="list-style-type: none"> - The UK Policy Lab has supported government departments to develop user-centered policies on education and employment. - Finland’s D9 Lab helped improve digital public services by involving end-users in co-design sessions.

3.2.6. Stakeholder analysis & mapping

Question	Answer
<p>1. What is it?</p> <p>Brief description of the tool or method (1–2 sentences max).</p>	<p>It is a method used to identify, categorize, and understand stakeholders relevant to a project, and visualize their influence, interests, and relationships.</p>
<p>2. Why use it? (Objectives & value).</p> <p>What purpose does it serve? What kind of impact does it aim for?</p>	<p>It helps identify who can affect or be affected by an initiative, laying the groundwork for effective communication, collaboration, and strategic planning. This method plays a crucial role in determining the project's outcome. By understanding stakeholders' interests and influence, teams can anticipate support or resistance, align actions accordingly, and build trust when necessary to ensure project success.</p>
<p>3. Where and when to apply it - and where not (limitations)? (Use context).</p> <p>Recommended contexts, challenges or topics (e.g. citizen engagement, climate action, education...).</p>	<p>Ideal for projects in areas like public policy, sustainability, urban development, education, or community engagement. Less useful for highly technical or internal decisions with minimal external impact, or where stakeholders are already well-known and aligned.</p>
<p>4. Who is it for? (Participants & roles).</p> <p>Suggested number of people. Typical user profiles (e.g., students, municipal staff, researchers, citizens).</p>	<p>It's often used in cross-sectoral teams where different perspectives (technical, social, political) are needed. In participatory settings, it can also involve citizens, community members, local organizations. It is often applied by researchers and academics, policy makers, project managers, facilitators.</p>
<p>5. How to use it? (Basic steps).</p> <p>Short outline of how it works (e.g., key phases, duration, preparation needed).</p>	<ol style="list-style-type: none"> 1. Identify stakeholders 2. Analyze their interest, power and influence 3. Map them (using a table or matrix) 4. Prioritize and develop strategies for engagement

<p>6. What to keep in mind? (Tips & lessons).</p> <p>Lessons learned, things to avoid, and practical advice from real experiences.</p>	<p>It's important to be inclusive and intentionally consider marginalized voices that are often overlooked, avoiding making assumptions, validating stakeholder roles, interests, and influence through data or direct conversations. Since stakeholders' positions and power can change, the map should be reviewed and updated regularly. Having a skilled facilitator helps ensure the process remains unbiased, focused, and productive.</p>
<p>7. Real examples.</p> <p>One or two brief cases where it has been applied successfully. (Optional link to more info)</p>	<p>Implementation Guide Toolkit by World Health Organization:</p> <p>https://cdn.who.int/media/docs/default-source/reproductive-health/contraception-family-planning/stakeholder-mapping-tool.pdf</p>

3.2.7. Theory of change (ToC)

<p>1. What is it?</p> <p>Brief description of the tool or method (1–2 sentences max).</p>	<p>A theory of change is a strategic planning tool that describes how and why a desired change should occur in a specific context, mapping the path of an intervention or programme to achieve desired outcomes and impact. It helps organize the planning, implementation, and evaluation of projects, especially those focused on social impact.</p>
<p>2. Why use it? (Objectives & value)</p> <p>What purpose does it serve?</p> <p>What kind of impact does it aim for?</p>	<p>It works as an organizational strategic planning tool, connecting activities to short, medium and long-term results, in addition to documenting assumptions and enabling adaptive management during execution.</p> <p>ToC aims to generate lasting social impacts by connecting interventions to concrete medium-term objectives and long-term impacts in the lives of beneficiaries and communities—such as the right to education, inclusion, and the reduction of inequalities.</p>

<p>3. Where and when to apply it - and where not (limitations)? (Use context)</p> <p>Recommended contexts, challenges or topics (e.g. citizen engagement, climate action, education...).</p>	<p>Recommended contexts</p> <ul style="list-style-type: none"> ▪ Education (especially civil society coalitions), ▪ Advocacy and institutional mobilization, ▪ Civic engagement, ▪ Public policy, climate action, or other areas that require complex social change. <p>It does not offer a consolidated recipe for uncertain contexts. It is a hypothesis, not an absolute truth. It requires time, resources, and the involvement of multiple stakeholders, and may not be suitable when these are lacking.</p>
<p>4. Who is it for? (Participants & roles)</p> <p>Suggested number of people</p> <p>Typical user profiles (e.g., students, municipal staff, researchers, citizens)</p>	<p>Typical user profiles:</p> <ul style="list-style-type: none"> ▪ Staff members of civil society organizations, ▪ Facilitators of participatory processes, ▪ Public and civic representatives involved in the topic, ▪ Researchers or educators engaged in programme planning or evaluation. <p>It is recommended to work with groups of 10 to 20 people, ensuring diverse representation (e.g. managers, facilitators, target groups, external actors). According to similar methodologies, groups of 10 to 30 participants in two-day workshops are common.</p>
<p>5. How to use it? (Basic steps)</p> <p>Short outline of how it works (e.g., key phases, duration, preparation needed).</p>	<p>Main phases</p> <ol style="list-style-type: none"> 1. Identify the desired impact (long-term goal), 2. Build the Pathway of Change (inverted problem or objective tree), defining necessary preconditions, 3. Specify operational indicators for each step (who changes, how much, and in what time), 4. Define the interventions (activities) that will lead to the results, 5. Articulate assumptions about why and how these activities will lead to the desired outcomes, 6. Develop the narrative (a clear, accessible description of the change logic). <p>Duration and preparation</p> <p>Typically requires 1 to 2-day workshops (in-person or online), followed by later refinements. The full process may take several months to research, design, and review.</p>

<p>6. What to keep in mind? (Tips & lessons)</p> <p>Lessons learned, things to avoid, and practical advice from real experiences.</p>	<p>Lessons and practical advice</p> <p>It is not an absolute truth: it should be treated as a working hypothesis, open to revision—avoid treating it as a fixed recipe.</p> <p>Avoid vague goals: overly general outcomes reduce clarity. Break down “mega-outcomes” into specific and measurable results.</p> <p>Document assumptions and evidence: clearly identify the beliefs behind the logic (context, causal links), and test them using data or research before implementation.</p> <p>Treat the ToC as a “living document”: regularly review and update it based on real-world experience and monitoring.</p> <p>Ensure diverse voices are included in the process: broad participation enhances legitimacy, equity, and introduces different perspectives on what change is needed.</p>
<p>7. Real examples</p> <p>One or two brief cases where it has been applied successfully.</p>	
<p>(Optional link to more info)</p>	



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Application, approaches, and policy recommendations

4. Application, approaches, and policy recommendations

This chapter translates the lessons from Urban Imprint into **actionable guidance** for universities, local governments, and societal actors seeking to implement SDGs and urban agendas together. It provides (i) recommended approaches to set up collaborations; (ii) advice on selecting and tailoring methods and tools; (iii) pathways for institutionalisation and sustainable funding; and (iv) common challenges with practical solutions.

4.1 Recommended approaches for implementing SDGs and urban agendas through collaboration of universities and local governments and other societal actors.

Start from a clear thematic focus co-defined with partners.

Let societal demand shape the collaboration and co-design objectives, activities, and methods (rather than defaulting to a single institutional Living Lab structure).

Granada: partners jointly set four priorities, **smart cities, public health, circular economy, social inclusion**, aligning agendas and expertise from the outset. This enabled Impronta Granada's participatory pilots to bridge science and policy using real territorial challenges as drivers of innovation.

Provide reflective spaces for dialogue and evaluation.

Academic partners can complement action-oriented governance with facilitation and reflexive assessment.

Paris: facilitation workshops among doctoral students, local authorities, and doctoral schools collectively identified issues and "sticking points," illustrating how academia can host structured reflection that improves cooperation quality.

Be transparent about goals and outcomes from the start.

Early clarity on scope, timelines, and use of results manages expectations, prevents misunderstandings, and builds trust.

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Mainstream activities into existing urban agendas and routines.

Embed joint work in ongoing agendas (energy, mobility, housing, spatial planning, climate adaptation/mitigation, circularity, solidarity) to avoid stakeholder fatigue and ensure demand-driven relevance.

Graz (under construction): the Living Lab orients around the city's climate-neutrality 2040 target ("Klimapakt"), progressively mobilising a cross-sector network of public, private, and civil actors.

Use windows of opportunity.

Engage when policies/strategies are designed or revised so inputs can be seamlessly absorbed.

Granada: the European Capital of Culture 2031 candidacy was leveraged to structure LL-style participatory workshops that fit the broader Impronta Granada framework and local SDGs.

Translate top-down programmes into bottom-up experimentation.

Paris: two experiments were built on national policies—ANCT's civic mobilisation and ACTEE's public-building renovation—showing how collaborative systems adapt national programmes to local co-creation.

Show and visit best practices; use engaging formats.

Field-based formats (e.g., Climate/City Walks) motivate participants and deepen learning through on-site, low-hierarchy exchanges.

Activate "coalitions of the willing."

Identify champions in each institution to open pathways inside otherwise change-resistant systems.

Paris: workshops and interviews surfaced best practices, later shared (anonymised) at conferences and in evaluation reports.

Define complementary roles and responsibilities (and adapt them over time).

Use lightweight agreements (e.g., Memorandum of Understanding) and adjust roles as partnerships evolve.

Invest in trust-building formats.

Combine targeted matchmaking, face-to-face exchanges, structured thematic work + bilateral meetings to turn episodic collaboration into long-term partnerships.

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Granada: iterative exchanges fostered mutual recognition among technical experts, policymakers, and researchers.

Legitimise the process and secure co-ownership of results.

Co-produce shared documents (reports, briefs, design canvases) and ensure public-administration participants see tangible institutional value.

Paris: national programme partners (ACTEE, ANCT) co-created and documented outputs, reinforcing legitimacy.

Commit to equity, inclusion, and “leave no one behind.”

Value multiple knowledge types, languages, and cultures; proactively include under-represented groups.

Aveiro’s Civic Lab: inclusive tools (participatory cards, problem trees, municipality maps) helped bring in children, older adults, and migrants.

Leverage the university’s three missions.

Connect research, education, and societal impact through challenge-based learning and real-world experimentation.

Paris (CIFRE): doctoral students embedded in agencies/local authorities navigated research–operations synergies and tensions.

TUCEP (Sustainability in Education): teachers, researchers, and students co-designed school-based actions (SDGs 4, 11, 16) culminating in a Sustainability Manifesto.

Create a hybrid platform (virtual/physical) for joint work.

Sustained dialogue builds shared understanding, trust, and reusable infrastructures for future collaboration.

Impronta Granada: a permanent interface connecting academia and administration, linking municipal, provincial, and European levels.

Establish dedicated interface roles and units.

Graz: Transdisciplinary Interface Managers act as boundary spanners between university and society.

Campus Living Labs across Europe often become nuclei for university–city Living Labs.

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Enable framework conditions.

Science/climate/environment/development policies should incentivise transdisciplinarity and recognise Living Labs as research infrastructure eligible for stable support.

Graz University's funding agreement with the national ministry includes Living Labs.

Not all pilots formalised a single LL structure, yet all aligned with co-creation/experimentation principles—showing multiple formats can advance SDGs and the **European Urban Agenda**.

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4.2. How to effectively choose and apply appropriate methods and tools for the respective context

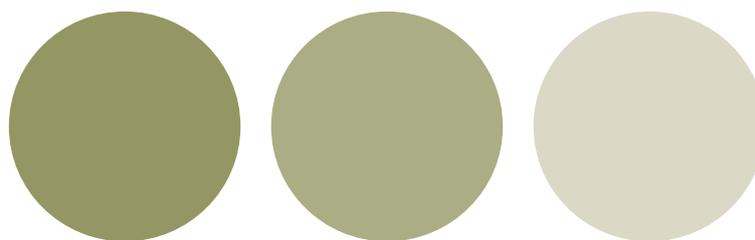
Selecting the right methods and tools is a strategic decision that determines how collaboration will evolve in a Living Lab or similar participatory setting. The process should not be based on preference or novelty, but on context, purpose, participants, and available resources. Below is a step-by-step guide for choosing and adapting the methods introduced in Chapter 3.

Step 1 – Define the purpose of the collaboration

Start by clarifying why the Living Lab or initiative exists. Different objectives require different methodological approaches:

Objective	Suitable methods / tools	Example
Exploring and diagnosing challenges	Stakeholder mapping, focus groups, World Cafés, Problem Tree	Aveiro Civic Lab used these to map sustainability issues with citizens.
Generating new ideas or co-designing solutions	Co-creation workshops, Design Thinking, Project Canvas, Storytelling, LEGO Serious Play	Granada 2031 Pilot combined creative ideation with thematic workshops.
Testing or prototyping actions	Experimental actions, Citizen Science, Climate / City Walks	Aveiro Civic Lab tested local prototypes; Graz used climate walks to engage stakeholders on mobility.
Evaluating or reflecting on collaborations	Programme Evaluation through Collective Intelligence, interviews, surveys	Paris – ANCT experiment applied these to identify barriers and enablers.

Tip: Before selecting a method, agree with all partners on what success looks like—raising awareness, generating ideas, influencing policy, or creating tangible pilots.



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Step 2 – Consider the context and scale

Each method has a “best-fit environment.” Ask three guiding questions:

1. Scale: Is the initiative local, regional, national, or cross-border?

- Local pilots (e.g., Perugia or Aveiro) benefit from hands-on, accessible tools such as World Cafés, participatory mapping, or storytelling.
- Large-scale programmes (e.g., Paris – ACTEE) require structured frameworks with governance committees, evaluation protocols, and reporting templates.

2. Type of territory:

- Urban settings can use advanced digital tools (BIM, Digital Twins, interactive mapping) due to technical capacity.
- Rural or small-town contexts often need low-tech, participatory formats emphasizing dialogue and trust-building.

3. Maturity of collaboration:

- If partners are meeting for the first time, start with exploratory and trust-building tools (stakeholder mapping, focus groups, walks).
- Once trust exists, progress to co-design and prototyping methods (Design Thinking, Canvas, Citizen Science).
- For mature partnerships, integrate evaluation and institutionalisation tools (Collective Intelligence Evaluation, Policy Labs).

Step 3 – Match resources and complexity

Balance ambition with feasibility. Methods differ in preparation effort, facilitation needs, and resource intensity:

Level	Characteristics	Example tools
Low-intensity / high accessibility	Require minimal preparation; suitable for awareness-raising and inclusion	World Café, Climate / City Walks, Storytelling
Medium-intensity / moderate resources	Need facilitation and structured materials; ideal for co-design	Civic Lab, Problem Tree, Project Canvas, Design Thinking
High-intensity / specialised expertise	Demand technical or analytical capacity; used for systemic change	Policy Labs, BIM / Digital Twins, Evaluation Frameworks

These levels can be visualised on a two-axis matrix:

X-axis: preparation / resource intensity - low to high

Y-axis: expected impact - awareness to policy change.

Quick, inclusive tools (bottom-left) are ideal for starting collaborations; complex ones (top-right) consolidate and institutionalise them.

Step 4 – Ensure alignment with institutional agendas

Methods should reinforce existing strategies instead of creating extra workload.

- At the university level:

Integrate tools into academic structures:

- Teaching & curricula -- challenge-based learning (1st mission).
- Research -- pilot projects and data generation (2nd mission).
- Societal outreach -- Living Lab participation and dissemination (3rd mission).

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- At the city or regional level:

Align activities with ongoing policies on climate, energy, mobility, housing, or food.

- Example: Impronta Granada research tools with the province's innovation and sustainability strategies.

Step 5 – Plan a sequence and combination of methods



Impact emerges from mixing and sequencing tools rather than applying one in isolation.

1. Engage -- Start with accessible methods to build trust and gather perspectives (e.g., World Cafés, Climate Walks).
 2. Co-design -- Move to structured ideation and prototyping (Design Thinking, Canvas, LEGO Serious Play).
 3. Implement / test -- Use experimental actions or Citizen Science to validate solutions.
 4. Reflect / institutionalise -- Apply evaluation frameworks, Policy Labs, or governance committees to embed results.
- Granada: followed this sequence in the 2031 Cultural Capital process—citizen dialogue -- thematic co-design -- proposal testing -- integration into city strategy.
 - Aveiro: alternated participatory sessions with short experimental actions for iterative learning.

Step 6 – Tailor to participants and inclusivity goals



Choose tools that fit the audience's capacities and diversity:

- For citizens and community groups: simple visual or experiential tools (storytelling, mapping, cards).
- For professionals or policymakers: analytical tools (Scenario Planning, Policy Labs, Evaluation Matrices).
- For mixed groups: hybrid methods combining creative facilitation with structured analysis.

Always adapt language, timing, and logistics to include women, youth, migrants, seniors, and people with disabilities.

Step 7 – Combine facilitation with documentation

Whichever tool is chosen, accompany it with:

- Facilitation guides to ensure inclusivity and goal orientation.
- Documentation templates to capture results and make them transferable.
- Evaluation forms to gather participant feedback and learning outcomes.

This ensures that every methodological choice contributes to both action and reflection—core principles of the Urban Imprint approach.

Table – Choosing the right methods and tools for university–territory collaboration

Context / Setting	Main Objective	Recommended Methods & Tools	Example from Urban Imprint Pilots
Early-stage collaboration / first contact between actors	Build trust, identify challenges, map stakeholders	Stakeholder mapping · Focus groups · World Café · Climate/City Walks · Storytelling	Graz: Climate Walks used to create low-hierarchy exchanges around mobility and climate issues.
Diagnosis and shared understanding	Analyse problems collectively, prioritise challenges	Problem Tree · Participatory Cards · Municipality Maps · Collective Intelligence Workshops	Aveiro: Civic Lab used participatory cards and problem trees to diagnose local sustainability challenges.
Ideation and co-design	Generate and structure joint solutions	Design Thinking · Project Canvas · Co-creation Workshops · LEGO® Serious Play	Aveiro: Civic Lab used participatory cards and problem trees to diagnose local sustainability challenges.
Testing and experimentation	Prototype actions and test small-scale solutions	Experimental Actions · Citizen Science · Civic Labs · Pilot Demonstrations	Granada 2031 Pilot: Co-design sessions with artists, researchers, and citizens to shape cultural proposals.
Strategic planning and scenario building	Explore long-term visions and align strategies	Participatory Scenario Development · Foresight · Policy Lab · Digital Twins / BIM	Aveiro: Local groups implemented “neighbour’s garden” and “mobility day” prototypes.
Monitoring and evaluation	Reflect on processes, learn from experiences, and institutionalise outcomes	Programme Evaluation through Collective Intelligence · Surveys · Policy Labs · Reflection Workshops	Paris (ANCT & ACTEE): Applied evaluation through collective intelligence to improve cooperation models.

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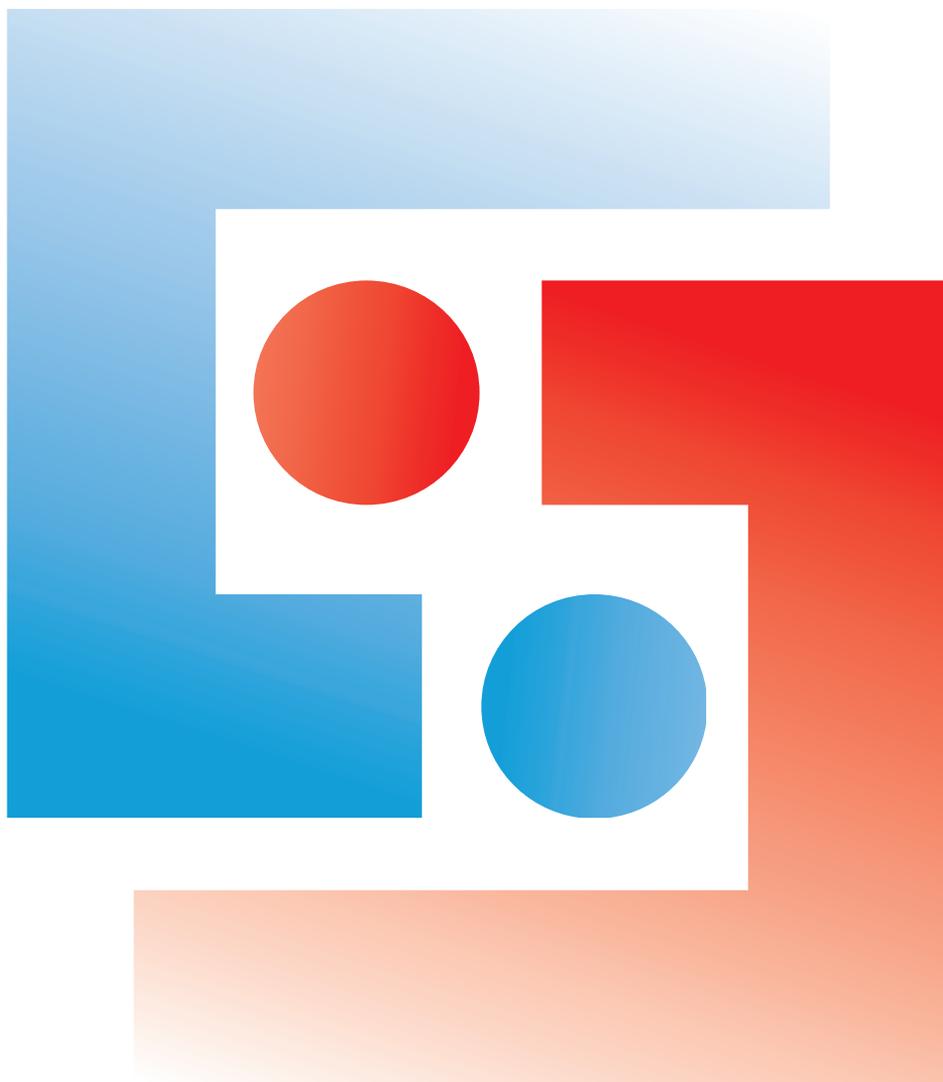
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Institutionalisation and scaling up	Create governance structures and ensure continuity	Living Lab Platform · Steering Committees · Interface Managers · Knowledge Repositories	Impronta Granada: Established a hybrid platform connecting municipalities, provincial government, and UGR.
--	--	--	--

Choosing the right methods means matching purpose, context, and capacity. Start simple, adapt progressively, and combine complementary tools to move from participation to transformation. The examples from Granada, Aveiro, Perugia, Graz, and Paris demonstrate that there is no single recipe: effective Living Labs are those that adapt methods to local realities while maintaining a shared framework of co-creation, experimentation, and learning.



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4.3. Institutionalization of living labs for lasting collaborations between universities and their cities and ensuring sustainable funding

Institutionalization of a living lab starts from **continuous dialog and collaboration of all actors** in the first phase. Developing joint vision, objective, approaches and methods and tools, lays the foundation for continued interest and commitment – and eventually also funding.

Institutionalization requires continuity on both sides, the university and the city: thus for the city, **permanent administrative staff** plays a key role, because it “survives” new policy priorities after an election (policy makers change, but administrative staff stays). At universities, institutionalization requires acknowledgment of transdisciplinary activities in study curricula and academic careers (as well as in evaluation criteria and evaluation boards for research proposals and reviewer boards for publications). Thus institutionalization of living labs and other transdisciplinary activities also requires a cultural change and transformations of universities.

At the same it is important to also foster dialogue and tailored activities with all parties across the full political spectrum, starting from “champions” interested in sustainability and transdisciplinary activities in each party.

The living lab platform plays a central role for ensuring continuity, permanent structures, lasting institutional memory and development of a network and community of practice.

For continuity and institutionalization, living labs need to **be embedded within existing institutional structures**.

Institutionalization can also be facilitated by working with permanent institutional and international partners such as [ICLEI](#) or other associations of municipalities/cities such as Städte- und Gemeindebund (Austrian / German context) or associations of universities such as [Nachhaltigeuniversitaeten.at](#) (Austrian context).

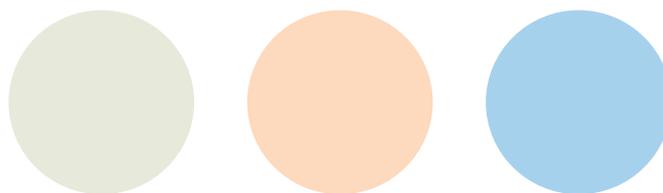
Funding

Continued funding beyond the initial (project) funding phase is a major challenge for institutionalizing living labs. Thus, early and pro-active (and creative) efforts in identifying and applying for continued funding is very important. Otherwise the establish collaboration and co-production process and network is likely to break down as soon as funding runs out, before the objectives of the living lab are fulfilled.

Diversity of funding sources is key for increasing chances for continued funding, starting from participating institutions, extending to any other partner institutions that may be interested in the living lab process and results.

At university level, living labs should be “sold” as research infrastructure that requires long-term funding (beyond individual projects) like every other research infrastructure.

In times of budget squeeze in the public sector, (co-) funding from the private sector (e.g. privat-public partnerships), including (philanthropic and other) foundations, becomes very important.



4.4. Challenges/limitations and how to overcome them

Challenge: lack of time for new / additional activities on the side of the university and the city

Solution: make sure that living lab objectives and activities contribute to the agendas, obligations and ongoing tasks of the respective institution and individual, rather than becoming an additional activity and burden

Challenge: lack of interest

Solution: engage institution and individual in shaping the living lab and its objectives and activities from the beginning, maintain continuous dialogue and adjustments according to the respective actor’s needs, thus increasing the acceptance and relevance and generating legitimacy, co-ownership and targeting activities of the living lab

Challenge: limited duration of activities, projects, programmes and funding, too short for achieving the intended objectives

Solution: a continuous platform and continuous funding, combining consecutive projects, designing follow up projects and tapping multiple funding sources

Challenge: As with all transdisciplinary activities, impact of the living lab and its formats is difficult to measure, monitor and evaluate

Solution: include in the dialogue with all partners frequent questionnaires that assess changes as affected by their participation in the living lab, see also “change stories” or “impact stories” by the Stockholm Environment Institute (SEI) or the Potsdam Research Institute for Sustainability (RIFS).

Overall, the pilots revealed that participatory and experimental methodologies can generate lasting systemic change when they are institutionally embedded, inclusively designed, and continuously resourced.

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They also demonstrated that the diversity of approaches—from structured Living Labs to small-scale civic experiments—can all contribute effectively to SDG implementation and the European Urban Agenda when grounded in collaboration, trust, and shared purpose.

4.5 Policy Recommendations

This part summarises how the findings of Urban Imprint can inform policies at different levels of governance.

At the local and regional level

- Integrate university–territory collaboration into municipal and regional development plans, treating them as core governance tools.
- Ensure dedicated budget lines for participatory and experimental processes (e.g., Living Labs).
- Appoint interface roles between universities and local administrations (e.g., innovation officers, Living Lab coordinators).
- Promote inclusive governance frameworks that recognise civic actors, cultural organisations, and SMEs as partners in SDG implementation.
- Link participatory initiatives to existing SDG monitoring systems and territorial indicators.

At the university and research system level

- Recognise Living Lab activities as research and teaching infrastructure within institutional strategies and evaluation systems.
- Embed transdisciplinary work into curricula, doctoral programmes, and promotion criteria.
- Create seed funds for co-creation pilots and open spaces for collaboration with local authorities.
- Strengthen the university’s “third mission” through structured partnerships and shared governance with cities.
- Encourage the inclusion of challenge-based learning modules addressing territorial issues.

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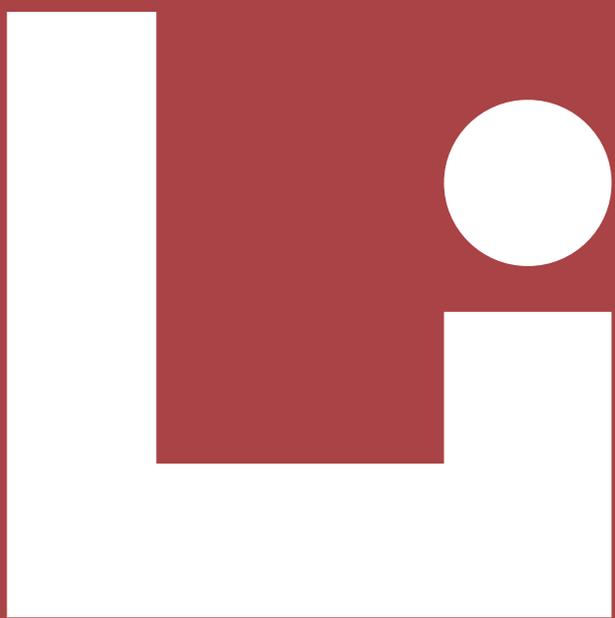
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At the national and EU level

- Acknowledge Living Labs and Civic Labs as eligible research infrastructures in national funding frameworks.
- Design cross-ministerial funding instruments (research + territorial development + innovation + culture).
- Facilitate multi-actor partnerships within EU missions (e.g., Mission Soil, Mission Cities) to ensure continuity between EU and local experimentation.
- Support capacity-building programmes for local administrations to manage participatory innovation and evidence-based policy.
- Encourage data-sharing standards and open-science protocols to reinforce transparency and comparability across labs.

Cross-cutting recommendations

- Foster long-term continuity by moving from project-based to programme-based funding.
- Develop monitoring frameworks for transdisciplinary impact, combining quantitative indicators with qualitative “change stories.”
- Promote international exchange and peer learning among university–territory alliances to scale successful models.
- Ensure that inclusion, accessibility, and diversity remain guiding principles across all levels of governance.



APPENDIX

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Additional resources, templates, links, and supplementary materials.

Urban Nature Labs: <https://unalab.enoll.org/>

SCNAT Knowledge: https://naturalsciences.ch/co-producing-knowledge-explained/methods/td-net_toolbox

Alliance of Sustainable Universities in Austria -
<https://nachhaltigeuniversitaeten.at/english/>

ICLEI - https://iclei.org/our_approach/

ENGAGEgreen Toolkit: <https://policy-engagement-toolkit.eu/network/>

Urban Imprint Project: <https://urbanimprint.eu/>

UGR website for research staff and academic contributions:
<https://www.ugr.es/>

Ceuta and Melilla government websites for institutional and financial support
details: <https://www.ceuta.es/ceuta/>
<https://www.melilla.es/melillaPortal/index.jsp>

Granada 2031 Candidacy website: <https://granada2031.es/>

Labin Granada: <https://www.labingranada.org/>

University of Granada (UGR): <https://www.ugr.es/>

Medialab UGR: <https://medialab.ugr.es/>

Impronta Granada: <https://improntagranada.es/>

City of Granada website: <https://www.granada.org/>

Sources for further reading: <https://anct.gouv.fr/programmes-dispositifs/territoires-d-engagement>

<https://www.territoires-audacieux.fr/reportages/2021/11/03/territoire-accueil-doctorant-recherche-action-zero-euro/>

Sources for further reading: <https://programme-cee-actee.fr/actualites/neuf-theses-cifre-actee-selectionnees-pour-mieux-saisir-les-enjeux-humains-de-la-renovation-energetique-en-collectivite/>

Facebook: <https://www.facebook.com/labproximidadeurbanilhavo>

Instagram: <https://www.instagram.com/labproximidadeurbanilhavo/>

Sources for further reading: https://static.uni-graz.at/fileadmin/_files/_project_sites/_umweltsystemwissenschaften/2_Dokumente_ab_2023_USW_Seite/IP-Leitfaden_10_2022.pdf

Sources for further reading: <https://sc.rce-vienna.at/>

Sources for further reading: tucep@tucep.org

Website Stadtlabor Graz: <https://stadtlaborgraz.at/de/>

Facebook: <https://www.facebook.com/stadtLABORgraz>

LinkedIn: <https://www.linkedin.com/company/stadtlabor-innovationen-f%C3%BCr-urbane-lebensqualit%C3%A4t-gmbh/>

Instagram: https://www.instagram.com/stadtlabor_gmbh/

Stadtteiltreff Straßgang: <https://stadtlaborgraz.at/de/2024/07/stadtteiltreff-strasgang/>

Website: <https://climatelab.at/>

LinkedIn: <https://www.linkedin.com/company/climate-lab-at>

Facebook: <https://www.facebook.com/people/Climate-Lab/100094323192087/>

Instagram: https://www.instagram.com/climate_lab_at/?next=%2F

Grüner Wasserstoff für Donauinsselfest - green hydrogen for a music festival in Vienna:
<https://climatelab.at/wasserstoff-gruenes-leuchtturmprojekt-bei-donauinsselfest/>

Wien Energie Innovation Challenge #8: <https://climatelab.at/wien-energie-innovation-challenge-8/>

Website: <https://caring-graz.at/>

Neighbourhood talks: <https://caring-graz.at/projektaktivitaeten/beteiligung-ermoeglichen/>

Multiplier workshop: <https://caring-graz.at/projektaktivitaeten/beteiligung-ermoeglichen/>

Philosophical storytelling café: <https://caring-graz.at/projektaktivitaeten/bedarfe-und-wuensche-ermitteln/>

Stadtteiltreff Straßgang: <https://stadtlaborgraz.at/de/2024/07/stadtteiltreff-strasgang/>

Genossenschaft „EnergieZukunft WEIZplus eGen“:

<https://stadtlaborgraz.at/de/2024/03/genossenschaft-energiezukunft-weizplus-egen/>

Website: <https://stadtlaborgraz.at/de/>

Facebook: <https://www.facebook.com/stadtLABORgraz>

LinkedIn: <https://www.linkedin.com/company/stadtlabor-innovationen-f%C3%BCr-urbane-lebensqualit%C3%A4t-gmbh/>

Instagram: https://www.instagram.com/stadtlabor_gmbh/

Auf vertrauten Wegen: <https://stadtlaborgraz.at/de/2024/07/auf-vertrauten-wegen/>

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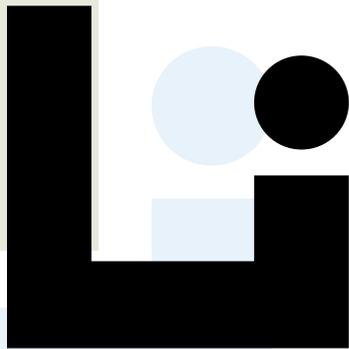


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