

UNIVERCITY ACTION LAB

e - magazine



ISSUE 1

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GREETINGS FROM UCITYLAB CONSORTIUM

We are delighted to introduce you the first e-zine issue of our Erasmus+ project UniverCity Action Lab (UCITYLAB), the joint initiative of a European consortium of higher education institutions - Porto Business School, University of Ljubljana, Autonomous University of Barcelona, Institut Mines-Télécom - and UIIN to foster university-city collaborations to tackle urban challenges.

What is in?

Our first issue aims to highlight the motivations and the vision of the project, as well as shedding light into the institutional motivations of the partner organisations in joining this change initiative. The issue is also enriched with input from our supported Erasmus+ Knowledge Alliance projects WEXHE & PEOPLE, recent reports and upcoming events relevant to the theme, presented for your attention.

The selected articles from our partner institutions reflect urgency in action, in addressing pressing societal challenges with novel ways of urban engagement, including forming of local stakeholder

communities and setting-up relevant educational activities. Universities are called for adopting interdisciplinary models of teaching and research, and incorporating problem-based learning experiences in their curriculum that will require involvement of the city actors to co-create solutions.

While the consortium commits to the common goals of the project, our articles show our partner institutions have their local and organisational priorities to achieve over the course of their collaboration as well. These unique elements are stated as e.g. increasing of awareness among the academics on the complexity of technological and societal change, innovation in service and product development with inclusion of citizens, development of new business models in accordance with the potential new solutions, and formation of sub-thematic urban research groups.

We wish you all a pleasant reading and plenty of inspiration for your own university-city collaboration initiatives.

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OUR GOAL

UCITYLAB project
aims to link European
universities with urban
stakeholders to address
societal challenges

OUR OBJECTIVES



TO STRENGTHEN

the links between European HEIs and their urban stakeholders



TO FOSTER

development of relevant skills among students via experiential learning



TO PROMOTE

adoption of city engagement practices among European HEIs

UCITYLAB PROJECT ENVISIONS EUROPEAN UNIVERSITIES BETTER ENGAGED WITH THEIR CITIES



As much as the cities are considered to be the engines of European economy with extensive job opportunities, and the educated population they attract, they are also places where the social and environmental challenges are concentrated, including mobility, sustainable land and energy use, inclusion of migrants, digital transformation and poverty.

Without a doubt, universities hold great potential to act as key actors in fostering dialogue among regional stakeholders to initiate and sustain joint actions towards creation of smart and sustain-

Given the significant number of European initiatives under the umbrella of Urban Agenda, it is crucial to expand the bottom up support for the cities to co-develop, test and implement the solutions, and thus consolidate efforts

able cities. In that, the 2017 renewed Agenda on Higher Education has made clear references to the responsibilities of the HEIs, such as being 'civic' and 'entrepreneurial', contributing to both social and economic advancements in their regions. This transformation is particularly necessary, given the lack of student exposure to real-life challenges in traditional settings, and skills mismatches experienced upon graduation, with what is demanded by both modern industry and the society.

However, despite efforts, direct links between universities and cities are still weak. Urban engagement is not an inherent component of HE systems, nor are they a part of ongoing academic programs. HEIs lack relevant strategies, tools, resources, and knowledge to apply to engage in city initiatives. This is largely due to the alignment of universities with national policies and funding frameworks, and their increasing efforts for international recognition, rather than adopting a 'Glocalised' approach to external engagement. Part of the problem for this weak interconnection between universities and regional authorities can also be attributed to failure in understanding the underlying logics that drive each other's activities.

Why is the HEI involvement in urban development vital?

Given the significant number of European initiatives supported under the umbrella of Urban Agenda, and Smart and Sustainable Cities, it is crucial to expand the bottom up support for the cities to co-develop, test and implement the solutions, and thus consolidate efforts. The HEIs can support anchoring innovation by raising interest in the urban areas they are based in, offer resources, and facilitate change.

Moreover, universities can exploit cities as living labs incorporating the open spaces, institutions, and local community in their research and teaching programs, while transforming their teaching methods from the 'traditional' to more 'current' ones, by offering adopting problem-based, experiential learning experiences to their students, and fostering the

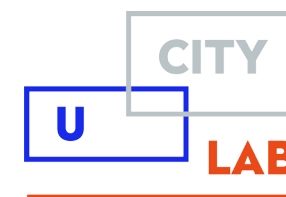
development of much demanded entrepreneurial skills.

To achieve its goals, the UCITYLAB project will target HEIs located in four major cities in Europe – Porto, Ljubljana, Barcelona, and Paris – with their students and academics, respective city governments, NGOs, urban development authorities and community partners and citizens. We believe by joining forces on this project we will be able to leverage a much greater understanding of the needs and solutions for urban challenges, and the ways that could be achieved on our own, thus producing a much more relevant, high quality, sustainable learning resource. Common challenges with urban innovation experienced by the partner cities will allow cross-border collaboration, and exchange of best practices and experiences for joint action, as well as a leading to a greater understanding of approaches to civic engagement, and entrepreneurial activities designed to facilitate this.

Provided by: [University Industry Innovation Network](#)



THE ERASMUS+ PROJECT UNIVERSITY CITY ACTION LAB KICKS OFF IN PORTO



UNIVERCITY ACTION LAB

Erasmus+ Strategic Partnership Project [University-City Action Lab \(UCITYLAB\)](#) kick-off meeting has been held in Porto on 29-30 October, bringing together 5 consortium partners with representatives from [Porto Business School](#) (Portugal); [Institute for Innovation and Development of University of Ljubljana](#) (Slovenia); [Autonomous University of Barcelona](#) (Spain); [Institut Mines-Télécom](#) (France); and [University Industry Innovation Network](#) (Netherlands).

To be coordinated by Porto Business School (PBS) over the next 30 months, the UCITYLAB consortium will aim to embed Europe's education and knowledge institutions into their urban environment to unlock their innovation potential and address metropolitan challenges. To achieve this, the project will first (i) map the status-quo of HEI practices involving city engagement at the national and international level, (ii) launch UCITYLAB

Networks in the partner countries to start conversations with regional stakeholders for collaborative innovation, (iii) prepare the UCITY Challenge course program, and (iv) implement the program in two phases of theory and real-life projects the students will undertake together with city stakeholders.

The efforts will be put forward to strengthen the relationships between HEIs and their urban communities, build the understanding and practice of social innovation, entrepreneurship and urban development among HEI students, and in the long term to foster economic and social development in the cities where the partner institution are located. The role of the UIIN in the consortium will be prominent in the development of the knowledge base, supporting the development of University-City networks, as well as in the dissemination of the project outputs through its diverse range of channels.



PORTO BUSINESS SCHOOL SETS OUT TO CO-CREATE SOLUTIONS TO URBAN CHALLENGES

In their article, Rui Coutinho and Catarina Reis discuss the involvement of the Porto Business School (PBS) in the UCITYLAB project, the vision of PBS in their engagement with urban stakeholders, and the potential impact of these collaborations on the city.

Porto Business School (PBS) was founded 30 years ago to address a common challenge: the gap between the levels of qualification and skills that Higher Education Institutions (HEI) delivered to young professionals and the level of expectations and demand companies requested to their workers. PBS was born out of the will and the passion of a few business people and the vision and boldness of the University of Porto. Still today, PBS's governance model displays this unique DNA: academia and companies are shareholders, with equal decision power, and the educational offer is fully aligned with identified market needs.

Today, however, we are witnessing new collaboration models and new untapped opportunities: HEI's are not taking full advantage (nor being active problem solvers) of the urban ecosystems they are based in. We know for quite some time that universities do not have only the mission of teaching and researching, but in fact they are progressively getting involved with their surroundings, which means having an active role in their communities' progress. It is not enough for universities to create knowledge, it is mandatory that that knowledge results in real economic value, but also social, cultural and environmental value. This goal can only be achieved if everyone is involved with a true triple-helix approach: universities, companies and cities working side by side to identify and co-create new solutions for col-

lective urban problems, aiming at a sustainable economic, social, cultural and environmental added value. PBS aims at being on the edge of this co-creation, which motivated its participation on UCITYLAB.

Entrepreneurship is part of PBS's DNA. That is why we believe that, in order to truly co-create new solutions for the cities, we need to include technology centres and incubators, to support startups and spin-offs creation or to organise new open innovation challenges. These actions will only be successful if we identify the problems and needs the city presents, if the potential new products or services are able to solve them, if they are able to exploit the city's resources, if they have a strong business case and also if they take advantage of the upstream and downstream synergies in its value chain. In conclusion, it is crucial to know if the potential new solutions and business models fit the city's characteristics.

Besides that, we believe that looking into the city we are based in and detecting the challenges it faces, as well as the biggest tendencies, it is the best way to be innovative in our education portfolio, developing learning methodologies and programs that enable the improvement of the needed skills for the city progress.

Furthermore, we are a collaborative school, differentiated due to the knowledge sharing and value co-creation, so the establishment of partnerships with city stakeholders is perfectly aligned with our modus operandi, being potentially beneficial not only for this specific project, but also for future opportunities. Therefore, we expect that UCITYLAB will enable PBS to help solving some societal challenges



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in Porto, in partnership with the city government and all the urban stakeholders and will inspire our students to the topic of co-creation for urban development.

By learning with other cities' good practices and by testing new co-creation practices and solutions, we aim at helping the city of Porto's endeavours to become a smarter city by creating a new course on urban co-creation that remains beyond the project lifetime, reinforcing the constant connection between PBS and the city and, therefore, having a positive impact on its citizens lives.

Provided by: [Porto Business School](#).

ADDRESSING URBAN CHALLENGES THROUGH A NEW TRANS-DISCIPLINARY FORM OF UNIVERSITY-CITY COLLABORATION

In his article, Gregor Cerinšek (IRI UL) shares his perspectives how University of Ljubljana aims to expand its role in the urban community through the UCITYLAB project.

We live in the age of turbulence. The world is changing and it changes faster and faster, especially due to the exponential growth of technology. The digital transformation is happening so fast that human brains are not even capable to understand it. This rapid progress produces serious challenges which demand action from all of us. The fact is that the majority of people is not against the technological development. However, we should think about and discuss what could happen if we do not think about the consequences of this exponential growth on our society and humanity.

These challenges should affect our education system on all levels and demand for new interactive forms of teaching and learning. Problem is that university education is still mainly based on ex-cathedra lectures and one-directional knowledge passing where students have passive roles. Different faculties are furthermore focusing solely on their narrow academic fields, which leads to lack of communication and cooperation, especially between engineering and natural sciences on one hand side and social sciences and humanities on the other.

With this picture in mind, the Institute for Innovation and Development of University of Ljubljana (IRI UL) aims to foster university-business collaboration addressing real-life challenges of Slovenian industry and society in gen-

When it comes to solving the city challenges, we will try to question the "taken for granted" by looking at it from an "outside-the-box" perspective and encouraging creative, trans-disciplinary insights

eral. The UniverCity Action Lab project provides an ideal platform to enrich our model by enhancing university-city engagement through interdisciplinary students' project-based learning. The established platform will serve for exchanging ideas, for identifying pressing societal and environmental challenges, and for co-creating innovative solutions for urban challenges with all key stakeholders involved. Students will work together with wide variety of key urban actors, including the representatives from governmental and non-governmental spheres, public bodies



and agencies, educational institutions, all pursuing a common goal – to promote and enhance urban development strategies and inter-connectivity in the Ljubljana city. We anticipate that the collaboration and intensive learning experience will provide students with an opportunity to demonstrate and apply the knowledge and skills they have gained through the existing university curriculum and to contribute to professional practice as discipline experts. In addition, academics (teachers, professors) will become aware of the multidisciplinary complexity of technology and urban development and will be furthermore challenged to modify their way of teaching to these new circumstances. Industry and all other stakeholders involved will get a fresh perspective in relation to product and service development – especially how to assess, understand and incorporate users/citizens and their needs. The project will provide valuable insights into “wicked problems” and “big unknowns” that the city and society is facing (such as climate change or urban development). It will contribute to-

wards understanding of human dynamics and will uncover the surprising and complex ways in which people and citizens make decisions. Finally, when it comes to solving the city challenges, we will try to question the “taken for granted” by looking at it from an “outside-the-box” perspective and encouraging creative, trans-disciplinary insights.

Exciting times ahead!

Provided by: [Institute for Innovation and Development of University of Ljubljana](#)

THE “CORE” ON THE SMART AND SUSTAINABLE DEVELOPMENT OF CITIES AT AUTONOMOUS UNIVERSITY OF BARCELONA: NEW KNOWLEDGE AND INITIATIVES IN THE REGION

In their article, Konstantinos Kourkoutas, Coordinator of the CORE Smart and Sustainable Cities of the UAB and Angela Serrano, Head of the Unit of Strategic Development at UAB discuss how the critical mass of research and innovation institutions at the Autonomous University of Barcelona facilitated the emergence of a number of Strategic Research Networks (COREs), including Smart and Sustainable Cities. The research on the Smart and Sustainable Cities aims to integrate the knowledge generated by disciplines involved in traditional spatial research and planning with new disruptive technologies and methodologies.

The Strategic Research Networks / CORES (Comunitat Adreçada a Repte Estratègic, in Catalan) are interdisciplinary research communities, with a flexible organization that bring together all the research groups of the different members of the UAB Sphere, in line with the objectives of the challenges outlined in the priority societal challenges of Horizon 2020, the RISCAT, and the local strategic development goals.

The CORE mission is to promote the R & D & I capabilities of the UAB and its Sphere through the support of the coordinated development of research and transfer strategies, with the ultimate goal of increasing the competitiveness of the member groups, both individually and collectively. Their aim is to generate and promote networking, to share resources and to coordinate actions required to effectively boost projects that may advance knowledge in the field

and promote transfer of result into society and industry. Each CORE has a Strategic Plan and a community manager.

A Snapshot into the development of Catalonia Regional Innovation Ecosystem

The current challenge for European public universities is to ensure that research excellence translates into an economic, social and cultural growth for the region and that the public research can be accountable not only to the wide scientific world but also to the society and the respective challenges being faced.

The Regional Smart Specialization Strategies set up in 2010 by the European Commission identify priorities in which each region believe it has potential to grow and were set up by the interaction of the quadruple helix (government, industry, academia and society). Universities are key actors in defining and implementing such strategies, thus they had to make an effort to draft strategic plans that enable alignment with these policies. By taking part to the Regional Specialization Strategy (RIS3CAT in Catalonia), the Catalan universities have developed, for the first time, a strategic vision of the region and its key sectors and met new partners and stakeholders in order to be able to participate in the regional strategy programs.

The strength of the UAB proposal comes, not only from its own capabilities, but from the singularity of the UAB Research Hub – the UAB Sphere- in terms of critical mass.



The UAB Sphere is an ecosystem of knowledge that aggregates research and innovation institutions contribute to socio-economic development of the territory. Aggregation in terms of increase of critical mass, sharing of resources, synergies, optimizing investments, and improving the sustainability of the system, results in an improved competitiveness of the territory. This definition has played an important role in the development project “Excellence Campus UAB.”

The award of the Campus of International Excellence (CIE) to the UAB by the Spanish Ministry of Science back in 2009, set out the ground for the development of the current RIS3. The UAB-CIE jointly focused on the creation of a regional plan to consolidate the centers on the UAB campus with the technology parks, companies and local municipalities. They aimed to create a vibrant regional hub of knowledge and innovation with a special emphasis on specific areas of specialization that could act as motors for local socio-economic development. The project implied, for the first time strengthening the collaboration among all the research and innovation stakeholders of the campus and the territory, and it represented a major shift in the vision of

The UAB Sphere is an ecosystem of knowledge that aggregates research and innovation institutions contribute to socio-economic development of the territory

TRAINEESHIP FOR DARING AND ENTHUSIASTIC GRADUATES AT THE MUNICIPALITY OF HOLLANDS KROON

The call for change was waiting around the corner in the province of North-Holland when four of its municipalities merged into one in 2012. The newly established municipality Hollands Kroon (HK) completely innovated local government by decreasing bureaucracy, promoting self-managing teams, implementing flexible working hours, and stimulating its employees to have more contact with local citizens. However, to successfully implement these changes in an organization with employees that are used to work in a traditional way, Hollands Kroon needed a fresh outlook, creative approaches and enthusiasm. Who has more of the above than the talented graduates, who are eager to face the real-life challenges? With this in mind, Hollands Kroon initiated a two-year traineeship programme open to recent graduates from all disciplinary areas, who would like to support the municipality in undertaking change whilst developing their professional skills.

The five fundamental values of HK

Hollands Kroon is responsible for 48.000 people in the third largest region in the Netherlands, and employs around 350 people that are working in 30-40 self-managing teams. As the municipality of Hollands Kroon has undergone many changes in recent years, the needs of the organization changed over time as well. The content of the HK traineeship has been adjusted to what the organization Hollands Kroon needed. The first generation of trainees were 'daring communicators', the second 'service providers' followed

by a generation of 'connectors'. To make sure HK selects the right applicant, Hollands Kroon developed an unusual selection procedure. In order to find the daring communicators, for example, the first selection round was based on the format of the talent show 'The Voice'. Applicants had to pitch and convince the executive board to turn their chair. In the search for service providers, however, HK hired actors who played help requesting passers-by at unexpected moments during the selection procedure. Although the set-up of each election procedure varied, the final round always consisted of a conversation between the executive board and the last remaining applicants.

Daring communicators, service providers and connectors The HK traineeship programme is team and project-based in nature. In total, four to six trainees are selected, who together, form a self-managing team. Next to three individual assignments, trainees also execute four to six team assignments during the programme. The coordinator presents available assignments at the start of the traineeship. The trainee-team distributes these assignments among each other and formulates an action plan in which the trainees outline what they are going to do, what their goals are, and how they are going to share their activities. The executive board has to approve this plan. After approval, the trainees can work on their group and individual assignments. However, over the course of the traineeship trainees are expected to come up with new assignments themselves – identify the problem, see the potential and

generate the solution. The progress of the trainee is supervised by the programme coordinator during each assignment. Additionally, trainees are supervised by stake holding HK employees and provided with personal mentorship for further advice.

Former trainees, for example, worked on the transition to self-managing teams, innovating the planning and control cycle and exploring the future of information technology and its security in HK. The current trainees are already working on process optimization in the municipality and have shifted their focus towards the extremal issues in the area – employability in the north of the North-Holland province.

Opportunities for non-stop learning

The traineeship at Holland Kroon distinguishes itself in various ways. First, it has a creative selection process and focusses on personality traits rather than on academic background. Second, HK trainees become the engines of organizational and cultural change within the organization. Third, operating in self-managing teams inspires independence and strengthens the leadership qualities of the trainees, while working on multiple projects in a multidisciplinary surrounding fosters the ability to think outside the box and therefore changes one's perspective. The experience also allows the recent graduates to develop transversal skills such as time management, teamwork, and multitasking.



Who has more of fresh outlook, creative approaches and enthusiasm. than the talented graduates, who are eager to face the real-life challenges?

The majority of the trainees who completed the traineeship stayed to work in Hollands Kroon as civil servants. Many have mentioned that the traineeship helped them to better understand their own strengths and weaknesses and perhaps more importantly has helped them to identify the path they want to follow in their future career.

Authored by: Alexandra Zinovyeva and Anna Silvius
This article is based on a case study originally written by Anna Silvius (University of Groningen) developed as part of the [Erasmus + Knowledge Alliance Project "Integrating Entrepreneurship and Work Experience into Higher Education" \(WEXHE\)](#).

Image credit: Hollands Kroon

GIVING POWER TO PEOPLE!

In many sectors – and in the energy sector specifically – businesses are operating in increasingly complex and constantly changing environments. They are facing “wicked” problems that are difficult to solve because they usually involve contrasting interests. However, in these sectors product and service design and innovation are still mainly dominated by technical engineering, from which graduates in social sciences and humanities are thus largely excluded. This occurs despite widespread acknowledgment that “knowing” and understanding people should become an indispensable phase of the development process if we want to achieve new categories of products, services, or business strategies that fundamentally address people’s needs and lead to sustainable innovation. As a result, solutions “designed in isolation” or with only a superficial consideration of “user needs and expectations” are often over-reliant on technological innovation, ignore the particular lifestyles and socio-cultural specifics of the intended users. This also comes with a risk of reduced or undesired impact, and – ultimately – giving them a reduced chance of seeing a return on investment.

The key challenge addressed by the PEOPLE project is the skills mismatch between sociology, psychology and anthropology graduates across Europe and the requirements of the industry

The key challenge addressed by the PEOPLE project is the skills mismatch between sociology, psychology and anthropology graduates across Europe and the requirements of the industry. This affects the job satisfaction and wages of graduates, while at the same time diminishing the productivity and innovative potential of companies. The situation is exacerbated by the failure of society at large and the business world in particular to understand how young people educated in the above-mentioned fields could contribute towards improving products, services and processes or by driving innovation in rapidly evolving technology areas. The qualification mismatch and relatively high unemployment rate of young graduates prevents countries from realising the full potential of their labour force and to some extent also leaves young graduates unfulfilled.

PEOPLE project addresses the immediate needs of both, graduates and companies. The innovative contribution is the development and implementation of People-centred Learning Cycles as a novel pedagogical approach that brings together interdisciplinary groups of students, faculty educators, industry professionals, as well as target end-users and other external stakeholders. These teams jointly examine and explore real-life industry and societal challenges and aim to discover the unmet needs. Furthermore, they apply and test different people-centred development and design approaches, analyse the results, and convey the work by providing industry-relevant recommendations. Eight different university-business cooperation case studies in the field of energy efficiency and sustainability are being implemented to assess the impacts on all key stakeholders involved. The interim evaluation results demonstrate that:

(1) social science and humanities students have applied their knowledge acquired through their education to real-life and work situations, as well as gained a unique research experience and acquired new skills. More specifically, students have adopted an applied perspective on



social science theory and methods, especially by incorporating industry requirements in their research design. They have learnt about the amount of effort and time that is taken up in research projects through identifying third parties whose input is essential to conducting the research and managing relationships with them.

(2) Teachers and researchers have become aware of the different perspectives and contexts in which industry operates and have been challenged to modify their way of teaching to these new circumstances. New learning modules have been embedded in degree programmes, enabling students to gain valuable practical skills to complement their theoretical education, while demonstrating the value of that education for industry.

(3) Industry has benefited through acquiring fresh, “outside-the-box” perspectives in relation to their existing processes and understanding of markets. Activities have contributed towards changing the mindset of engineers, technicians, practitioners and company senior management who have started to question the “taken for granted”, uncovering the surprising and complex ways in which people make decisions.

Overall, the PEOPLE project aims to have a long-lasting impact on higher education institutions and society at large by improving the relevance of social science teaching and research. Key identified added value impacts all stakeholders involved as they are becoming aware of the importance

of understanding the complexity of human dynamics and involving people in interdisciplinary co-creation – to develop relevant, meaningful and sustainable products and services. If industry (and even third sector organizations designing public services) brings consumers into the design process from the start they will avoid problems later on and produce something which people are more likely to adopt. Asking people directly what they want and need is not enough and time needs to be spent with them in the environments and contexts where they are intended to make use of a new product or service. In addition, the PEOPLE approach promotes a holistic way of looking beyond clients and passive consumers to cover the perspectives of multiple actors, including of the companies themselves. It sets out without predefined assumptions – it asks broader, open questions – it becomes immersed in the everyday lives of people and organisations – it gathers large amounts of information that may challenge the initial assumptions that companies have. So, adopting the PEOPLE approach allows companies to address wicked problems in ways that they do not (yet) conceive: it allows looking beyond the surface, uncovering the part of the iceberg lying under the water.

Authored by: Gregor Cerinsek

This article was originally published in the blog section of UIIN www.blog.uiin.org on March 20, 2019

Image credit: PEOPLE Project

UPCOMING EVENTS



Smart Cities: Shaping Cities Based on Living Labs

Smart Cities event in the Eindhoven region offers participants a programme with lectures, interactive workshops, field trips and time for networking.

Location: Eindhoven, The Netherlands

Date: 21.05.2019 - 22.05.2019

[visit the event website](#)



OpenLivingLab Days (OLLD)

OpenLivingLab Days (OLLD) is the annual gathering of the global Living Lab community. Through interactive panel discussions, hands-on workshops with leading experts and site visits to local partners, OLLD offers an exclusive networking and knowledge sharing experience.

Location: Thessaloniki, Greece

Date: 03.09.2019 - 05.09.2019

[visit the event website](#)



Nordic Edge Expo

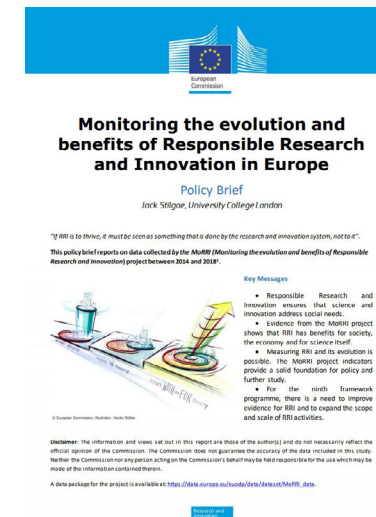
Nordic Edge Expo aims at being the most important arena in the Nordics for knowledge exchange and inspiration to creators of smarter businesses, societies and smarter cities.

Location: Stavanger, Norway

Date: 24.09.2019 - 26.09.2019

[visit the event website](#)

SELECTED PUBLICATIONS



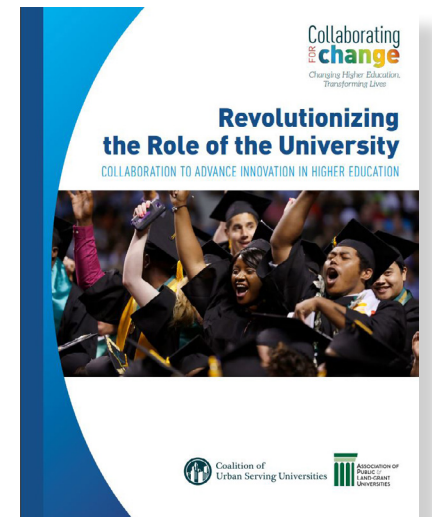
"If RRI is to thrive, it must be seen as something that is done by the research and innovation system, not to it". The policy brief reports on data collected by the MoRRI (Monitoring the evolution and benefits of Responsible Research and Innovation) project between 2014 and 2018.

[Access the policy brief](#)



The 2018 Sustainable Campus Index (SCI) recognizes top-performing colleges and universities overall by institution type and in 17 sustainability impact areas, as measured by the Sustainability Tracking, Assessment & Rating System (STARS).

[Access the publication](#)



The report is the result of fieldwork conducted during the RUNIN Project Summer School, which was held in Enschede on June 25th-29th 2018. During the week, the RUNIN researchers had the opportunity to explore the case of Twente and assess the role of HEIs in the innovation and development of the region.

[Access the report](#)



UNIVERSITY CITY ACTION LAB

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