

re-value

Re-Value Innovation Camps, Report 1

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Report Information

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Executive Summary

JA Europe together with all 9 Re-Value cities aims to hold Innovation Camps in each city to specifically target youth and parents to build awareness and skills to shape local planning and design, and more broadly climate neutrality processes.

Throughout its network of branch organisations in each city, JA Europe is organising Innovation Camps with young people in order to raise awareness about climate-neutrality and its challenges in decision making processes and engage young generation in active citizenship. Throughout the implementation of the intense idea-generation project-based learning programmes, municipalities are working together with JA local chapters as well as schools and teachers, to address the systemic challenges of the Waterfront Pilots and the long-term TTPs (Territorial Transformation Plans) towards climate neutrality. Thanks to its diverse stakeholders engagement participants are reflecting on the different views of the challenges defined as well as proposed solutions.

The report provides an overview of the methodology and components used to plan Innovation Camps in all Re-Value Cities in the coming years. It does not report back on the Innovations that took place in the fall of 2023, as they will be the focus of future reports.

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1 Introduction

An Innovation Camp provides an immersive learning experience for secondary school students to cultivate innovative thinking, problem-solving skills, and collaboration among participants. By providing a structured framework, interactive workshops, and hands-on activities, Innovation Camps¹ encourage an active learning environment where students of all ages can openly explore new ideas to help solve big problems. Junior Achievement Network has long-standing expertise delivering Innovation Camps² to address different business challenges. As part of the Horizon Europe Re-Value project, the JAE Innovation Camp approach and methodology will be tested and adapted to enable close collaboration with municipal stakeholders in nine Re-Value cities as they explore and co-create innovative solutions for local climate mitigation and adaptation challenges. This report provides an overview of the Innovation Camp architecture and methodology in the context of Re-Value. It highlights the educational goals of the Innovation Camp, as well as the strategies employed to actively involve and empower high school students in local decision-making processes. Additionally, it offers valuable insights for the cities participating in Re-Value, bringing voices and communities together to the table that are often under-represented.

The Innovation Camp for secondary school students is a dynamic and immersive educational program designed to foster creativity, critical thinking, and collaboration. By engaging students in hands-on activities, interactive workshops, and mentorship opportunities, the camp aims to provide a unique learning experience that empowers students to become innovative problem solvers. The camp recognizes the importance of equipping young learners with the skills necessary to thrive in an increasingly complex and rapidly evolving world.

In Re-Value, each innovation camp is organised by the local chapters of JA Europe in the local Re-Value community, with central support from JA Europe.

1.1 Innovation Camp Methodology

Innovation Camps are an intensive creative learning experience focusing on problem-solving over a short period of time (contact hours between 8 - 12). They are based on the existing format of JAE and described in internal guidance documents and ebooks, with a summary below. The focus areas of each innovation camp are based on a real contemporary challenge.

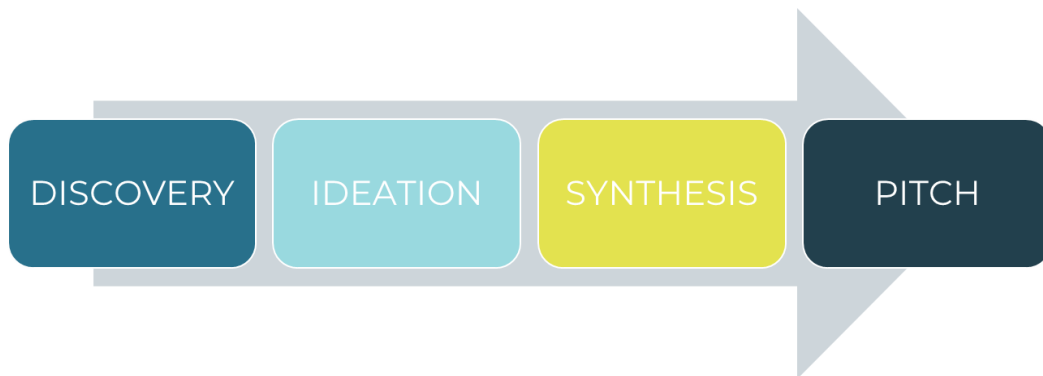
The flow of the activities curriculum is carefully crafted to provide a comprehensive learning experience in a team setting. It comprises a variety of interactive activities workshops, discussions, and project-based tasks activities. The group activities Workshops may include sessions on design thinking, ideation techniques, prototyping, and presentation skills. The activities are designed to stimulate creativity, promote critical thinking, and enhance problem-solving abilities, while also addressing specific learning outcomes aligned with the camp's theme.

Throughout the camp, students actively participate in a range of workshops and activities that encourage exploration and hands-on learning. For instance, students might engage in brainstorming sessions where they generate and refine innovative ideas related to the theme. They could also partake in design

¹ <https://www.jaworldwide.org/experiences>

² <https://www.eitdeeptechtalent.eu/courses/junior-achievement-innovation-camp/>

challenges, where they collaborate in teams to prototype solutions and present their concepts. These interactive activities foster teamwork, communication, and adaptability while nurturing their creativity and problem-solving skills. Students go through four stages of learning and after pitching the potential business solution in a competition set-up, a winning team receives a recognition, award and a potential learning continuation to further develop the business idea.



1.2 Innovation Camps in Re-Value

Junior Achievement Europe is using the recognised project-based learning experience³ to connect not only local decision making processes with young people but also challenge the younger generation to come-up with solutions on climate challenges defined by local municipalities involved in the Re-Value project. Following the guidance and facilitation of JA, public authorities are also forced to think about what challenges they shall define not only to engage students but also to have the possibility that the proposed solutions are adapted and used for the future of the cities.

1.2.1 Planning and Preparation

The success of the Innovation Camp hinges on meticulous planning and preparation. The organising team collaborates with municipal partners in each Re-Value City to define the camp's objectives, taking into account the educational goals, the target age group of secondary school students, and the available resources. Key considerations include selecting a suitable venue, securing necessary materials and equipment, and establishing a budget to ensure a seamless execution of the camp. The national/local JA chapters lead the process in the cities.

1.2.2 Theme Development

Choosing an engaging and relevant theme is crucial to capturing the students' interest and aligning the activities with educational objectives. The theme should inspire curiosity, stimulate innovative thinking, and encourage interdisciplinary exploration. For example, a theme centred around sustainable development might encompass areas such as renewable energy, waste management (circular economy), sustainable mobility, or eco-friendly technologies, allowing students to address real-world challenges.

The following focus areas were defined for the first round of the Innovation Camps:

³ <https://www.jaworldwide.org/experiences>

City	Thematic area
Ålesund (Norway)	The Irresistible Everyday-City – combined with theatre play
Bruges (Belgium)	Science and technology urban planning
Burgas (Bulgaria)	Lake integration – increased sustainable tourism
Rimini (Italy)	Sustainable mobility
Constanta (Romania)	Science and technology urban planning
Cascais (Portugal)	Sustainable mobility, car-free centre
Izmir (Tukey)	Urban planning
Písek (Czech Republic)	Smart City – water in the city, free time in the city, sustainable city
Rijeka (Croatia – JA Serbia)	Sustainable development of seas and the blue economy

1.2.3 Mentoring and facilitation

Mentors, experts of the municipalities, play a vital role in guiding and inspiring students throughout the camps. Mentors provide expertise, support, and personalised guidance, encouraging students to explore their ideas, refine their projects, and overcome obstacles. Facilitators foster a positive and inclusive learning environment, promoting active participation, facilitating discussions, and encouraging students to reflect on their experiences. This mentorship and facilitation allow students to develop self-confidence and gain valuable insights from experienced professionals.

1.2.4 Showcase and Share

At the conclusion of the camp, students have the opportunity to showcase their innovative projects. This could involve presenting their prototypes, delivering pitches, or exhibiting their creative solutions to a panel of experts, peers, and parents. The evaluation process considers not only the final outcome but also the students' ability to articulate their ideas, demonstrate their understanding of the camp's objectives, and reflect on their learning journey. Constructive feedback is provided to recognize achievements, encourage growth, and highlight areas for improvement.

Participating in the Innovation Camp can have a transformative impact on students' education. By engaging in creative problem-solving, critical thinking, and collaboration, students develop essential skills and competences that are highly valued in today's rapidly changing world. The camp also serves as a platform for students to expand their network, build confidence, and explore potential career paths related to

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innovation and entrepreneurship. To ensure the sustainability and scalability of the program, considerations for future iterations may involve partnering with educational institutions, seeking sponsorships, and exploring opportunities for ongoing engagement and mentorship beyond the camp. At the same time, for the municipalities it helps to not only engage with but also co-create with the local youth ensuring solutions are developed with the people who will be affected by them.

In conclusion, the methodology of the Innovation Camp for secondary school students incorporates careful planning, theme development and local cooperation to achieve its ambitions.

2 Insights from the local planning in Re-Value Cities

The first Innovation Camps in collaboration with Re-Value were planned to take place in Fall 2023. The following section provides an overview of the initial discussions, scope of participation, themes, and activities planned for the first round of Innovation Camps in nine participating cities: Ålesund (Norway), Bruges (Belgium), Burgas (Bulgaria), Cascais (Portugal), Constanța (Romania), İzmir (Türkiye), Písek (Czechia), Rijeka (Croatia) and Rimini (Italy).

The report describes the actions leading up to hosting the Innovation Camps locally, with future reports covering the actual camps, the outcomes and the lessons learned.

2.1 Ålesund (Norway)

Collaboration

The partnership between the local JA chapter – Ungt Entreprenørskap – and the Municipality is well established, and this became evident also in the planning phase. Several meetings helped organise the first Innovation Camp, and accompanying activities, from an early stage of the project.

Preparation of the Innovation Camp: The city district Sørsida, or “The South Side” in Ålesund, will be the focus and the location of the camp. Sørsida Development (Sørsida Utvikling) will also act as the client for the camp, presenting the assignment to the youth.

In Week 39, the performing arts festival Høstscena will take over the city. One of the Re-Value partners, Teatret Vårt, will participate with their play “Et stykke for de levende i en døende verden” about the exploration of what we can do to stop our own extinction as human kind. The play will be implemented as a part of the Innovation Camp as inspiration before they dig into their assignment.

Local Re-Value partners are involved in the planning of the Camp, and will act as speakers, mentors and in the jury, alongside other relevant actors. The last part of the Camp – the pitching of their solutions – will be a part of the program at the performing arts festival.

Conclusion

The local early planning of the Innovation Camp was proactive and engaged from all partners, leading to it progressing well. The specific case of the Sørsida area both being a case, the location and a – publicly owned – company, supported if setting the tone early on.

2.2 Bruges (Belgium)

Collaboration

On 19/06, a productive in-person meeting took place with the representatives of the municipality. The purpose of this meeting was to discuss the project’s objectives, align on the goals, and establish a

collaborative partnership. Valuable insights were gained from this meeting, enabling a better understanding of the local context and the challenges specific to Bruges.

One of the key areas of focus for the project in Bruges is urban planning within the realm of science and technology (Sci-Tech). This focus aims to explore innovative solutions and approaches to urban planning challenges in the region. By addressing these issues, the project seeks to contribute to the sustainable development and improvement of urban environments in Bruges.

Conclusion

The progress made in Bruges for the ongoing project was promising as the planning phase concluded. An in-person meeting with the municipality helped establish a strong partnership, while the planned engagement with schools and the development of the programme outline signify the project's advancement. The careful selection of schools and the identified areas of focus, particularly the Sci-Tech urban planning theme, will contribute to a comprehensive and impactful project implementation in Brugge.

2.3 Burgas (Bulgaria)

Collaboration

To ensure seamless coordination and integration of the project activities in Burgas, a call was organised with the Burgas Municipality. This call established key parameters and obtained necessary approvals since the municipality was unable to include the event in their June program. By engaging in this conversation, the project team aligned the camp's objectives with the municipality's vision and priorities for the city.

Conclusion

Communication and coordination with the Burgas Municipality was established, with a comprehensive understanding of the main objectives of the Innovation Camps and alignment with a broader project team to maximise efficiency and ensure a seamless integration of activities in Burgas.

2.4 Cascais (Portugal)

Collaboration

The project has established a fruitful collaboration with the department responsible for the environment within the Cascais Municipality. Several meetings have taken place, laying the foundation for a productive partnership, and solidifying the collaboration and focus on logistical aspects. The Innovation Camp aims to address key challenges through innovative solutions and engagement with students. Four potential topics have been proposed for the IC challenges, including increasing sustainability in mobility, waste reduction per capita, improving the selective collection of organic waste, and promoting a sustainable diet. These topics reflect the project's commitment to addressing environmental concerns and fostering sustainable practices.

To ensure a comprehensive approach, schools located near the areas affected by the identified topics will be actively engaged in the Innovation Camp. This approach promotes a deeper understanding of the issues and encourages students to develop solutions that directly impact their communities. The venue for the IC was planned to be the municipality itself, providing an immersive and impactful environment for the participants.

While addressing environmental challenges, the project recognizes the importance of economic sustainability in the solutions developed. The proposed solutions aim to enhance the quality of life for individuals while also considering their economic viability. This approach ensures that the solutions generated have a tangible and lasting impact, benefiting both the environment and the community.

The project will utilise the Business Model Canvas and Dreamshaper methodology to guide the participants in developing their innovative solutions. This structured approach will enable students to analyse and refine their ideas, considering various aspects such as feasibility, resources, and target audience. To enhance the effectiveness of the IC, experts from the municipality and the Lisbon Lab in Science will be involved, providing valuable guidance and support to the students throughout the process.

Conclusion

The collaboration with the Cascais Municipality has been fruitful, and regular meetings helped to strengthen the partnership. The planning of the Innovation Camp ran smoothly with four potential topics identified for the IC challenges. The engagement of schools near the problem areas ensures a localised and impactful approach. The project emphasises the importance of economic sustainability in the solutions developed, benefiting both the environment and the community. The utilisation of the Business Model Canvas and Dreamshaper methodology, along with expert involvement, will guide the students in creating innovative and feasible solutions.

2.5 Constanța (Romania)

Collaboration

In the case of Constanța, the Re-Value project gives the first opportunity to establish collaboration between the local Junior Achievement chapter and the municipality. During the preparatory phase key objectives as well as possible areas were defined which gives a direction to the collaboration.

To enhance the educational aspect of the IC, a specific focus on Sci-Tech will be incorporated. This emphasis aims to expose students to innovative technologies, scientific advancements, and their applications in real-world scenarios. The proposed location for the IC is the University of Constanța, providing a stimulating environment for the participants. This academic setting will foster creativity, critical thinking, and collaboration among the students.

A list of high schools were compiled for potential participation in the IC. These schools will play a crucial role in engaging and empowering the students. The selection process commenced as the school year began, ensuring that all interested schools had an opportunity to participate. The project team will continue to

collaborate closely with the selected schools to ensure their active involvement and to maximise the impact of the IC.

Conclusion

The timing of the IC in the second part of October allowed ample preparation time, ensuring a well-executed event. The list of high schools involved, with the selection process commencing at the start of the school year, ensures broad participation. The focus on Sci-Tech and the proposed location at the University of Constanța enhance the educational aspect of the IC. The project team will collaborate closely with the municipality to develop a proposal regarding the topics, tailoring the IC to address specific objectives and learning outcomes. With the active involvement of the municipality and the selected schools, the IC is poised to be a transformative experience for the participating students.

2.6 İzmir (Türkiye)

Collaboration

The project has established a collaborative partnership with JA Türkiye, a renowned organisation dedicated to fostering entrepreneurship and innovation among young people. Building upon the success of previous ICs conducted in collaboration with Eurochamber and the municipality, JA Türkiye brings valuable experience and expertise to the project. The previous ICs have provided a strong foundation for future initiatives and serve as a source of inspiration.

Due to an election and the subsequent changes in local administration, the project experienced a delay in meetings with the municipalities. However, the project team remains proactive and committed to establishing fruitful partnerships. In the absence of immediate municipality engagement, the involvement of the Provincial National Educational Governance ensures continuity and support for the project's objectives. This collaboration opens avenues for collaboration with schools and educational stakeholders in the region.

The project team worked diligently on the planning phase of the first IC. This crucial phase involved designing a comprehensive program, defining the objectives and learning outcomes, and identifying the logistical requirements. The team is committed to ensuring that the IC is tailored to meet the needs and aspirations of the participating students, while aligning with the broader goals of the project. By considering the expertise of JA Türkiye, lessons learned from previous ICs, and input from educational governance, the planning process went smoothly.

Conclusion

The collaboration with JA Türkiye and the successful execution of previous ICs provide a strong foundation for the ongoing project. Despite the delay in meeting with the municipalities, the involvement of the Provincial National Educational Governance ensures continued support and engagement. The project team's dedicated efforts in the planning phase contribute to the development of a well-designed and impactful IC. By leveraging expertise and lessons learned, the project aims to create an enriching experience for the participating students, fostering their entrepreneurial spirit and nurturing their innovative thinking.

2.7 Písek (Czechia)

Collaboration

A productive meeting between JA Czech Republic and the municipality was conducted early in the project. This meeting served as a platform to discuss and align on the project's objectives and strategies. Valuable insights were exchanged, enabling a better understanding of the local context and the role of the municipality in supporting the project initiatives.

As part of the project, a student company programme was being prepared to engage and empower 16-17-year-old students. The focus is on nurturing their entrepreneurial skills and providing them with practical experience in running a business. This preparation involved selecting several schools within the region, including both new schools and existing ones. By involving a diverse range of schools, the project aims to foster regional collaboration and create a supportive ecosystem for student entrepreneurship.

In addition to the student company, the project aims to initiate discussions among the older population to harness their wisdom and experiences. These discussions will focus on how innovative ideas can be utilised to enhance public spaces within the region. By involving the older population, the project seeks to promote intergenerational dialogue and ensure that the ideas generated have a broader societal impact.

Conclusion

The first innovation camp was scheduled for October, providing an exciting opportunity for students to collaborate and explore the concept of a Smart City in Písek. The camp will focus on advancing cities through innovative technologies, sustainable solutions, and urban development strategies. By addressing these topics, the project aims to inspire students and encourage them to think critically about the future of their cities. The municipality is really keen on using the local library as a venue for the Innovation Camp.

To foster engagement and participation, public discussions will be organised as part of the project. These discussions will allow the community to contribute their perspectives and ideas, enriching the overall project outcomes. Additionally, the project will extend its focus beyond Písek's immediate surroundings to include the wider regional area. By embracing regional collaboration, the project aims to foster a sense of collective responsibility and maximise the impact of the initiatives undertaken.

The Creative Center of Písek will serve as an inspiring venue for motivational meetings during the project. This centre will provide an environment conducive to creativity and innovation, encouraging students and participants to think outside the box. The motivational meetings will serve as a catalyst for idea generation and further reinforce the project's objectives.

2.8 Rijeka (Croatia)

Collaboration

The municipality's support and collaboration are instrumental in ensuring the success of the project in Rijeka which is going to involve local students. At this stage 20 schools are invited to participate.

The project has established the City Hub as the central hub for project activities in Rijeka. This dedicated space will serve as a creative and collaborative environment for students, fostering innovation and entrepreneurship. To foster collaboration and teamwork, the project will organise team-building activities for the participating students. These activities will strengthen bonds and encourage collective problem-solving. Additionally, students will be guided in developing a comprehensive business plan that addresses the identified challenges and opportunities in the blue economy. Finally, they will have the opportunity to showcase their ideas and proposals through presentations, further refining their communication and presentation skills.

The project timeline has been set, with the last week of October marked for the culmination of the activities in Rijeka. The municipality was actively engaging schools to ensure the participation of 50 students. This collaboration between the project team and the municipality is vital for reaching the intended target audience and maximising the impact of the project.

One of the key areas of focus in Rijeka is the sustainable development of seas and the blue economy. With a specific emphasis on Rijeka's port, the project aims to explore innovative solutions and strategies for leveraging the region's maritime resources. By addressing the challenges and opportunities associated with the blue economy, the project seeks to contribute to the sustainable growth and prosperity of Rijeka. The Chamber of Commerce will play a vital role in the project, providing mentorship and guidance to the students. Their expertise and industry knowledge will be invaluable in shaping the students' understanding of entrepreneurship and business development. Through mentorships, the Chamber of Commerce will empower students and help them navigate the complexities of the business world.

Conclusion

The establishment of the City Hub and the focus on the sustainable development of seas and the blue economy demonstrate the project's commitment to addressing local challenges. The involvement of the Chamber of Commerce and their mentorship will provide invaluable support to the students. Through team-building activities, business plan development, and presentations, the students will gain valuable skills and experiences. The project timeline, with the engagement of the municipality, will ensure the participation of 50 students, further enhancing the project's impact in Rijeka.

2.9 Rimini (Italy)

Collaboration

The first municipality discussions were postponed due to the recent flood having disrupted the schedule. The project team rescheduled the meeting and continued the dialogue with the municipality. The planning for the Innovation Camp continued, with November originally targeted as the month for its execution, later changed to October.

During the preparatory meeting several important topics were proposed as a challenge for the Innovation Camp. Waste management as a possible key focus, exploring innovative solutions for waste reduction, recycling, and circular economy practices. The use of plastic and its environmental impact will also be tackled, with the aim of promoting sustainable alternatives and raising awareness about plastic pollution.

Additionally, the IC will delve into sustainable mobility, considering the role of transportation in creating greener and more efficient cities.

Recognizing the urgent need to address climate change, the project will emphasise the impact of climate change on cities. The aim is to educate and empower students to understand the challenges and develop sustainable solutions that can mitigate the effects of climate change on urban areas. By focusing on this pressing issue, the project seeks to foster a sense of urgency and inspire proactive actions among the participating students.

The Innovation Camp will serve as a platform for collaboration and knowledge sharing among project partners. The meeting will bring together 50 students aged 16-18 from ITTS Belluzzi Da Vinci school, providing them with an opportunity to interact with their peers from different backgrounds. During the meeting, three challenges will be revealed for further discussion. Notably, one of these challenges, focusing on cycling mobility, has been proposed by the municipality itself, showcasing the active involvement and collaboration between the project and the municipality. To ensure wider participation and maximise the impact of the project, efforts are being made to engage new schools in collaboration with the municipality. By utilising the resources and support of the municipality, the project aims to involve a diverse range of schools, fostering inclusivity and encouraging innovative thinking from different perspectives.

Conclusion

Despite the consequences of the floods in the area, the project team continued the dialogue. The IC planning progressed well, with a focus on waste management, the use of plastic, and sustainable mobility. Recognizing the impact of climate change on cities, the project seeks to empower students to develop sustainable solutions. The Study Visit provides a valuable platform for collaboration and knowledge sharing among students, further enriching their experience. Engaging new schools in collaboration with the municipality ensures broader participation and leverages available resources. With these efforts, the project continues to make significant strides towards its goals.

3 Conclusion and next steps

In each of the 9 cities the development of the Innovation Camps went on well, led especially by local forces, with central support from JA Europe. Each JA chapters built-up an engaged collaboration with the municipalities. As the insights from the planning shows, the theme and areas of focus are defined by the municipalities and are in line with their objectives for the project.

This deliverable – the first of three on the Innovation Camps – details the early planning stages, and highlights how each city is different and how their needs were accommodated through one-to-one meetings and ongoing dialogue.

The next step of this task is the work already underway to hold the first round at the end of 2023, then evaluate these first camps, and plan the second round. A thorough report from – and a review of – the camps will be the focus of upcoming deliverables.

About Re-Value

The Re-Value partnership consists of nine European waterfront cities and selected European organisations that work to make the urban transition irresistible for everyone. This is done by demonstrating how climate neutrality and urban quality can be aligned, by re-valuing the cities' connection to their waterfronts, strengthening co-benefits and mitigating potential adverse impacts.

Ålesund (Norway), Bruges (Belgium), Burgas (Bulgaria), and Rimini (Italy) demonstrate how integrated urban planning and design can be optimally deployed to achieve climate neutrality and significantly reduce GHG emissions by 2030.

In addition, Cascais (Portugal), Constanța (Romania), Izmir (Türkiye), Písek (Czechia), and Rijeka (Croatia) learn, replicate and develop their own participatory story-building, data-driven scenarios and financial and partnership models on integrated urban planning and design to accelerate their journeys to climate neutrality.

The partnership is coordinated by Norwegian University of Science and Technology (NTNU) and is funded by the European Union's Research and innovation funding programme Horizon Europe.

Learn more about the partnership and the outcomes on re-value-cities.eu.

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