

# E<sup>3</sup>UDRES<sup>2</sup>

Engaged and Entrepreneurial European University as  
Driver for European Smart and Sustainable Regions

## 1.8 Final Report

Work Package 1

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## Overview

Deliverable nr.	Deliverable name	Person responsible	Corresponding HEI
D 1.8	Final Report	Project Lead	STPUAS



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## Brief summary

Public Report in English delivered as an overall summary of the third project year including output, outcome, impact, added values, important insights, and more.

<b>STPUAS</b>	St. Pölten University of Applied Sciences
<b>IPS</b>	Polytechnic Institute of Setúbal
<b>MATE</b>	Hungarian University of Agriculture and Life Sciences (former SZIU – Szent Istvan University)
<b>UCLL</b>	UC Leuven-Limburg UAS
<b>UPT</b>	Politehnica University Timisoara
<b>VIA</b>	Vidzeme University of Applied Sciences



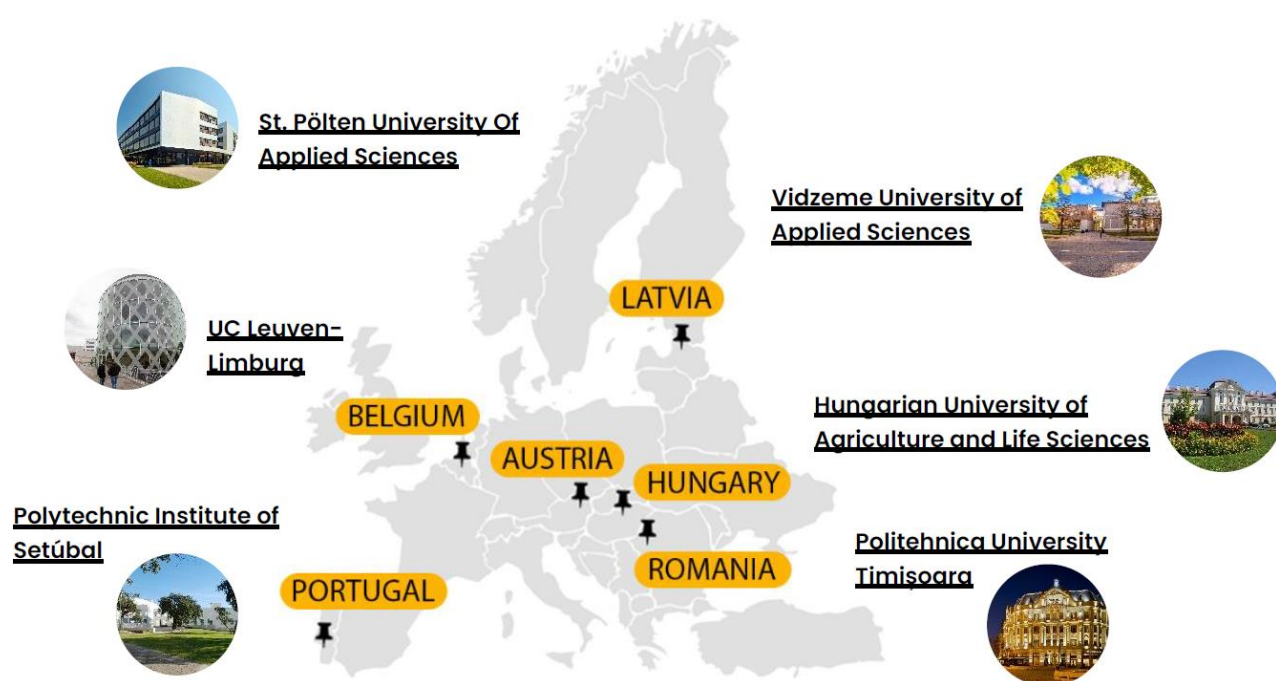
## 1. E<sup>3</sup>UDRES<sup>2</sup> Idea

### 1.1. Partners

E<sup>3</sup>UDRES<sup>2</sup>, the Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions, is a newly established university alliance connecting six higher education institutions all over Europe. The consortium consists of a unique combination of scientific universities and universities of applied sciences (UAS).

The E<sup>3</sup>UDRES<sup>2</sup> members meet most the following criteria:

- Ambitious, flexible and small or medium-sized university (<15,000 students)
- Located in a small or medium-sized European city (< 250,000 inhabitants)
- Located in one of the smaller European countries (<20 million inhabitants)



- **St. Pölten University of Applied Sciences (Lead)** | Austria
- **Instituto Politécnico de Setúbal** | Portugal
- **Hungarian University of Agriculture and Life Sciences** | Hungary
- **UC Leuven-Limburg UAS** | Belgium
- **Politehnica University Timisoara** | Romania
- **Vidzeme University of Applied Sciences** | Latvia



In project year 2, three further European Higher Education institution were selected as associated partners:



Furthermore, in project year 3, WP1 was responsible for strategic decision regarding the future of E<sup>3</sup>UDRES<sup>2</sup>, which was also related to the submission of the proposal of the European University Erasmus + Call 2022, where the 3 new associated partners are considered as full partners.

## 1.2. Vision & Mission<sup>1</sup>

E<sup>3</sup>UDRES<sup>2</sup>, the Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions, is focusing on the following main topics:

- Co-Innovate Smart and Sustainable European Regions
- Co-Ideate a Future University
- Co-Create a European Multi-University Campus

E<sup>3</sup>UDRES<sup>2</sup> promotes the development of small and medium-sized cities and their rural environments into smart and sustainable regions and shapes a prosperous future with the best possible quality of life for a self-determined people in a progressive European society.

E<sup>3</sup>UDRES<sup>2</sup> co-creates outstanding ideas and concepts for future universities, integrates challenge-based education, mission-oriented research, human-centred innovation as well as open and engaged knowledge exchange as interrelated core areas and establishes an exemplary multi-university campus across Europe.

**The E<sup>3</sup>UDRES<sup>2</sup> network defined the following key aspects as its mission statement:**

- E<sup>3</sup>UDRES<sup>2</sup> is committed to the further development of small and medium-sized cities and their rural surrounding areas into smart and sustainable regions.
- E<sup>3</sup>UDRES<sup>2</sup> is a unique European university that is widely recognized for ground-breaking approaches to challenge-based higher education, mission-oriented research, human-centered innovation as well as engaged knowledge exchange.
- E<sup>3</sup>UDRES<sup>2</sup> provides a platform for collaborative innovation for multidirectional, cross-disciplinary, cross-sectoral, cross-actor knowledge exchange.

<sup>1</sup> The full E<sup>3</sup>UDRES<sup>2</sup> vision & mission document can be downloaded here: <https://eudres.eu/assets/eudres-vision.pdf>



- E<sup>3</sup>UDRES<sup>2</sup> is exemplary as an engaged and entrepreneurial European university that responds to the social, environmental, and economic challenges of the 21<sup>st</sup> century and is committed to sustainable development goals.
- E<sup>3</sup>UDRES<sup>2</sup> acts as a living laboratory for the society of the future in progressive European regions and connects research, innovation, education and service to the community (knowledge square).
- E<sup>3</sup>UDRES<sup>2</sup> strengthens the diversity of European cultures and uses their manifold potentials to collaborate with transnational partners to develop sustainable solutions.
- E<sup>3</sup>UDRES<sup>2</sup> contributes to a human-centered digital transformation that strengthens the overall quality of living.
- E<sup>3</sup>UDRES<sup>2</sup> promotes creativity, creates space for experiments and demands agile management and flexible action to develop exciting ideas into sustainable products and smart services.
- E<sup>3</sup>UDRES<sup>2</sup> is committed to excellence and strives for the highest quality in all areas of activity in order to promote, support and challenge motivated learners, employees and various partners in regional, European and global contexts.
- E<sup>3</sup>UDRES<sup>2</sup> brings together smart individuals with different social, economic and cultural backgrounds to act at a regional level and adopts a European perspective at the same time.

### 1.3. Core E<sup>3</sup>UDRES<sup>2</sup> Topics

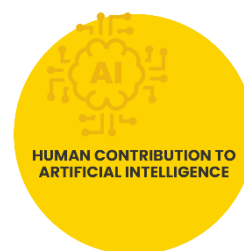
#### ■ Future Universities

What will universities look like in the year 2030 (and beyond)? How can learning and teaching be transformed to fit the needs of the society of the future? And who will be the relevant actors to drive the change that is needed? E<sup>3</sup>UDRES<sup>2</sup> is trying to find answers to all those questions and aims to support the transition to future-proof universities.

#### ■ Smart and Sustainable Regions

The higher education institutions participating in E<sup>3</sup>UDRES<sup>2</sup> together promote the development of small and medium-sized cities (being located in such cities themselves) and their rural environments into smart and sustainable regions. Trying to shape a prosperous future with the best possible quality of life for self-determined people in a progressive European society is the base of the work done on this topic of E<sup>3</sup>UDRES<sup>2</sup>.

The E<sup>3</sup>UDRES<sup>2</sup> alliance identified the following three challenges in order to promote smart and sustainable regions:

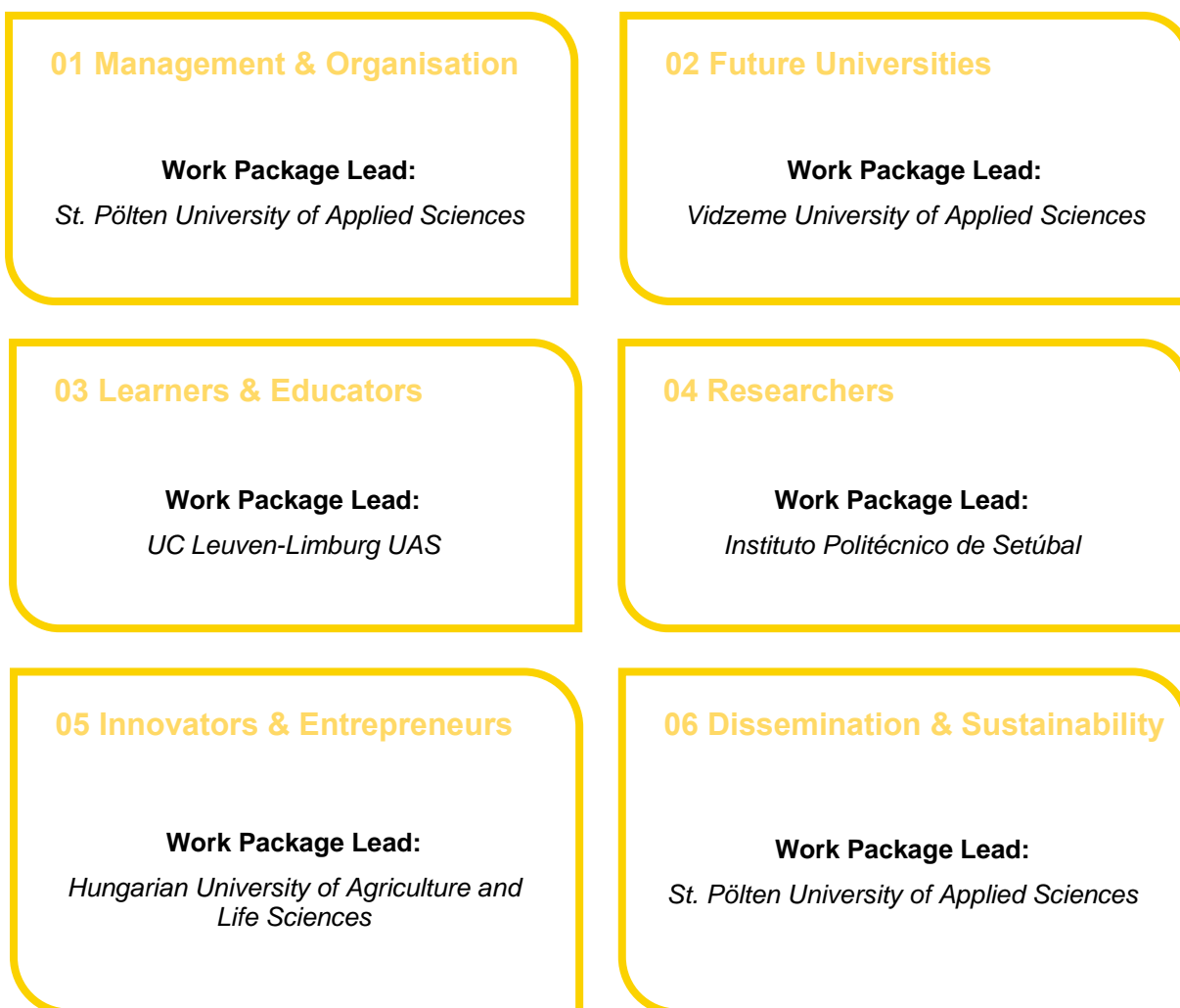




Those challenges are core topics in all activities related to teaching, learning, research and innovation.

## 1.4. E<sup>3</sup>UDRES<sup>2</sup> Management

The E<sup>3</sup>UDRES<sup>2</sup> alliance is coordinated by St. Pölten University of Applied Sciences. However, shared responsibilities in the project administration ensure that all partners are actively contributing to the work of the alliance. The lead of the work packages was chosen by taking into account the individual institutional characteristics and interests, their internal structures, main strengths, as well as each institution's experience at the different areas.



Different players (from rectors to students, including external stakeholders) are part of the E<sup>3</sup>UDRES<sup>2</sup> management. Therefore, different management bodies including the different stakeholders were established.

- **Executive Board:** representatives from the high-level management of each institution
- **Board of Coordinators:** site-coordinators and WP-Leads from each institution
- **Board of Student Representatives:** student representatives from each institution
- **Advisory Board:** external experts from different fields related to the E<sup>3</sup>UDRES<sup>2</sup> topics



## 2. Transformational Deliverables

To achieve the goals defined in its mission, the E<sup>3</sup>UDRES<sup>2</sup> network is developing, testing, evaluating, adapting and implementing different new formats and ways of collaboration, teaching, learning, research and innovation. During the first year of E<sup>3</sup>UDRES, several activities in the described fields of action were carried out. Hereinafter, some of those activities with the most innovative, disruptive and sustainable effects for the network are described as transformational deliverable. They describe the major output and outcome of the work packages and give important insights into the alliances' work.

### 2.1. E<sup>3</sup>UDRES<sup>2</sup> BluePrint 2030 (WP2)

The main transformational deliverable for WP2 Future Universities as Drivers for Smart and Sustainable Regions is E<sup>3</sup>UDRES<sup>2</sup> BluePrint 2030 which summarizes and structures all the findings and conclusions as they were co-created during the three project years.

Taking into account the diversity of expectations of a future university the Blueprint provides different levels of stories and roadmaps:

- 1) Vision statements and more strategic long-term look;
- 2) Detailed insights and suggestions where to find more specific content in the previous WP2 reports if interested;
- 3) Examples for immediate steps which can be implemented during various WPs at E<sup>3</sup>UDRES<sup>2</sup> 2.0

The WP2 work was designed into the three phases (one year each) and the following teams interacted at various occasions and co-created the ideas for future university during each of the phase:

- WP2 team members;
- regional stakeholders;
- other E<sup>3</sup>UDRES<sup>2</sup> work packages members: learners, educators, researchers, innovators;
- other representatives from management/policy makers in each partner university;
- Executive Board.

**The following events took place whose outcomes are summarized in the E<sup>3</sup>UDRES<sup>2</sup> BluePrint 2030:**

- Future Casting workshop 1, 2, 3;
- Regional Stakeholders workshop 1, 2, 3;
- Non-academic staff exchange of experience 1, 2, 3, 4;
- Local workshops organised by partner universities;
- WP3, WP4, WP5 meetings and events;
- Executive Board meetings;
- Board of Students representatives meetings;



- Future students workshops;
- Future University workshop.

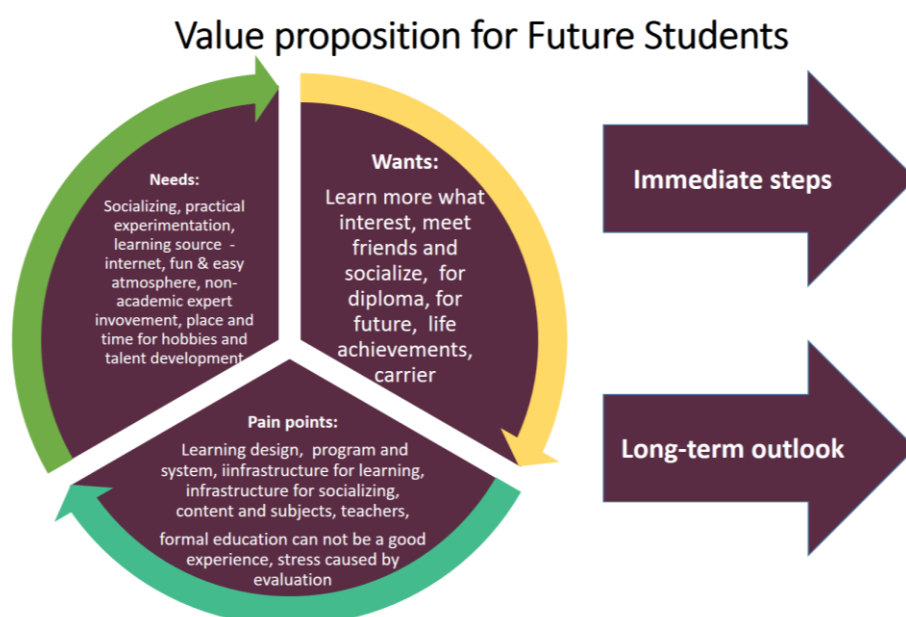
**The content of E<sup>3</sup>UDRES<sup>2</sup> Blueprint 2030 includes:**

1. Introduction / Executive summary
2. Methodology
3. Global Megatrends
4. Higher Education Trends
5. Vision Check 1: Context map
6. Vision Check 2: Future University Personas
7. Vision Check 3: Value proposition
  - 7.1. Value proposition for Future Students
  - 7.2. Value proposition for Future Regional Stakeholders
8. Scenarios for future proof education
  - 8.1. Future University of the Regions 2040
  - 8.2. Future Virtual University 2040
9. Visions of E<sup>3</sup>UDRES<sup>2</sup> partners
10. Conclusions and next steps

Annex: Futures Articles Collection

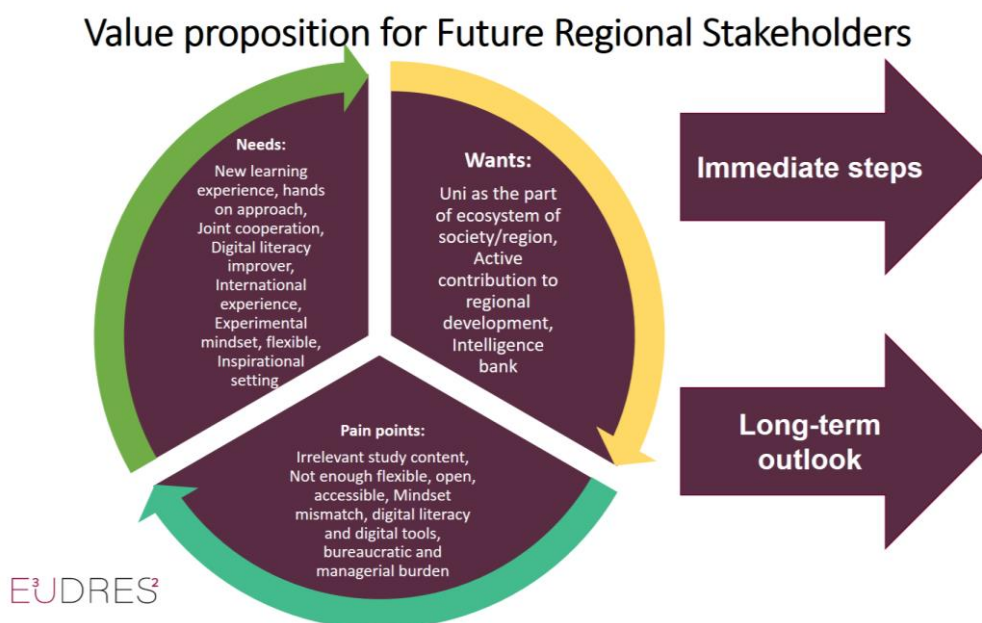
**The most important E<sup>3</sup>UDRES<sup>2</sup> insights which were collected during the 3<sup>rd</sup> year are:**

**1. Value proposition for Future Students:**





## 2. Value proposition for Future Regional Stakeholders:



## 3. Scenarios for future proof education as the outcome of Future University workshop in May, 2023:

- Scenario 1: Future University of the Regions 2040
- Scenario 2: Future Virtual University 2040

## 4. Collection and analysis of 5 Future Articles with visions of E<sup>3</sup>UDRES<sup>2</sup> partners:

- 1) Future Universities (ViA)
- 2) Will the future university meet the challenge of educating new era professionals? (ViA)
- 3) Universities in 2040 – in the eyes of a lecturer about to retire (IPS)
- 4) Futures University (MATE)
- 5) Moving towards a future-proof European university(-college) network (UCLL)

## 2.2. Umbrella I Living Lab (WP3)

The third year of the E<sup>3</sup>UDRES<sup>2</sup> project has been a transformative period, characterized by a series of groundbreaking achievements that have significantly impacted the educational landscape. This report aims to offer an exhaustive overview of these milestones, contextualizing them within the broader objectives and vision of the project. As we navigate the complexities of 21st-century education, the innovations and improvements made this year serve as a testament to the project's evolving dynamism.

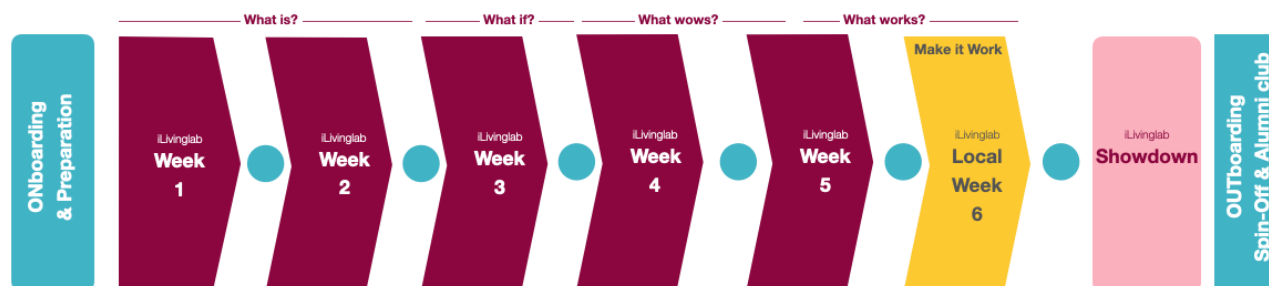
The I Living Labs are **a perfect form of open eco-systems**. By systematically working together with local entrepreneurs and public institutions based on real-life cases, E<sup>3</sup>UDRES<sup>2</sup> encourages open innovation. With the Umbrella concept that combines several I Living Labs around a specific topic such as, for example, Talent Development or Energy Transition, E<sup>3</sup>UDRES<sup>2</sup> has taken a step further in facilitating open innovation.



The strength of these Umbrella I Living Labs is that multiple and different regional stakeholders collaborate within a cluster of an I Living Lab. This diversity of knowledge, sector expertise and culture create a demonstrably higher dynamic of collaboration.

### The Umbrella I Living Labs concept

The flow diagram below shows the process operation of the Umbrella Open Innovation I Living Lab. Through this mix of hybrid learning in close collaboration with multiple challenge owners simultaneously, the focus is not only on personal learning goals, but also very specifically on innovating together with the region as an open collective and further develop ideas that emerge from an I Living Lab in a Local Week project.



Design Thinking	Challenge owner	Experience learning	based Learning Goals
<p>An Umbrella I Living Lab typically consists of a 6-week design-thinking process, during which students co-ideate and co-create a solution to a real-life challenge together with international students from different disciplines as well as external stakeholders, including the end user. In doing so, they improve different skills which in the future will be of use to them in both their personal and professional lives.</p>	<p>Each I Living Lab is kicked off with a joint event which brings together participants from all I Living Lab that start on the day. In the weeks to follow, students meet for online evening sessions on a weekly basis. In between these online sessions, they learn, conduct research, and investigate on an individual basis as well as together with other students in their own time.</p>	<p>An I Living Lab follows the principle of experience-based learning, which means students learn as they go. The facilitator does not transfer knowledge, but instead they encourage the students find their own team solution to the problem. In addition, the facilitators help the students through the process and coaches the group as well as the individual students.</p>	<ul style="list-style-type: none"> <li>▪ Personal growth</li> <li>▪ Intercultural competence</li> <li>▪ Language skills</li> <li>▪ Global engagement</li> <li>▪ International disciplinary learning</li> <li>▪ More detailed information is available in the course guide</li> </ul>

During Local Weeks, several local challenge owners work intensively with a group of students. They do this at different locations within the E<sup>3</sup>UDRES<sup>2</sup> regional eco-system. The students are working with SME entrepreneurs as well as start-ups. From the E<sup>3</sup>UDRES<sup>2</sup> partners,



researchers work closely with the students on knowledge exchange. The collaboration of a multitude of Educational Entrepreneurs from multiple partner countries accelerates the innovation process. This is because there is a greater diversity of knowledge and coaching expertise within the total Umbrella group.

### ■ I Living Lab #3 and #4

The third and the fourth round of [I Living Labs](#) were offered in 3 different formats: **Classic** six-week **online** format, [Umbrella I Living Labs](#) with a trip to Belgium, to UC Leuven-Limburg UAS. On top of that, a short ,but an [Intensive I Living Lab](#) was also a possible choice for students, where the entire work was concentrated into one week spent in Latvia at Vidzeme University of Applied Sciences.

Theme	Travel	Challenge
Green Campus	NO	"How might we contribute to food waste alleviation strategies on campus?"
Green mobility	NO	The future of cities - green mobility in urban planning
Green mobility	NO	How to make E-mobility sustainable
Green urban space	NO	Build and strengthen communities - How to use public space to empower participation and collectiveness
Green urban space	NO	Sustainable cities- can cities be friend of Biodiversity?
Circular Economy Wildcard	NO	How to encourage sustainable fashion consumption?
Circular Economy Wildcard	NO	How can we produce healthier food with microalgae as a sustainable resource?
Mental Health & Youngsters	NO	Living Lab on the Students' Mental Health
Mental Health & Youngsters	NO	Healthy Lifestyles for Youngsters
Mental Health & Seniors	NO	How to Improve Healthcare Access for Elderly through Digitalisation
Smart Health	NO	Sustainable cities- can cities be healthy with Biodiversity?
Smart Health	NO	How might we use SMART FOOD to improve HEALTHY AGING?
Creative AI	NO	Audio-Visual Storytelling Elements in AI
Creative AI	NO	Audio-Visual Storytelling Elements in AI
Creative AI	NO	Integrate AI in education - like ChatGpT
Creative AI	NO	Machine learning use-cases for sustainable agriculture and food quality
Robotics	NO	Vertical Farms in Cities
Robotics	NO	AI and robots in wellbeing for disabled people

Picture 1: The 18 Classic I Living Labs offered to the students in ILL #4

### ■ Transformational Deliverables

The introduction of Advanced I Living Lab represents a paradigm shift in our approach to education. These labs, an evolved form of our foundational I Living Lab, are designed to tackle complex, real-world challenges requiring interdisciplinary solutions. The labs serve as incubators for innovation, fostering a culture of collaborative learning among students, educators, and entrepreneurs. Furthermore, they have been pivotal in community engagement, acting as catalysts for sustainable regional development. The Advanced I Living Lab have undergone rigorous evaluation metrics to ensure their efficacy, and preliminary data indicates a significant positive impact on student engagement and learning outcomes.

### ■ Innovations in I Living Labs

The implementation of MatchMaking via Talent Battery tests and talent algorithms has been a groundbreaking development in our I Living Labs. This targeted approach has substantially elevated the quality of team dynamics, offering pathways for more effective and harmonious collaborations. The Talent Battery tests and algorithms provide invaluable insights into individual strengths and preferences, enabling the formation of teams that are not just technically compatible but also temperamentally harmonious. This innovation marks a significant leap in our commitment to creating educationally enriching and psychologically fulfilling team experiences, setting a new standard in educational collaboration.



## ■ Future Directions

As we look into the future, our primary focus is on scaling these innovations to a broader educational ecosystem. Plans are already in motion to integrate the Advanced I Living Labs into our educational institutions, thereby amplifying their impact. Additionally, we are in the exploratory phase of forming partnerships with governmental bodies and NGOs. These partnerships aim to elevate our innovations to a policy level, advocating for systemic changes in educational practices across the board.

The third year of the E<sup>3</sup>UDRES<sup>2</sup> project has been a transformative journey, setting new benchmarks for educational excellence and collaborative learning. As we transition into the next phase of the project, we are filled with a sense of optimism and excitement for the endless possibilities that lie ahead. Our unwavering commitment to pushing the boundaries of educational innovation remains steadfast. The groundwork laid this year provides a robust foundation for future endeavours, and we are invigorated by the opportunities for further growth and innovation.

## 2.3. International Engagement Circus (WP3)

The [second International Engagement Circus](#) was held at the Polytechnic Institute of Setúbal in May 2023 with the aim of bringing together different stakeholders in a moment of joint reflection and planning for the future.

### ■ Impact of the International Engagement Circus

The International Engagement Circus (IEC) has undergone a significant expansion this year. Building upon the foundational success of the previous year's IEC, the event now includes a more diverse array of interactive workshops, panel discussions, and networking sessions. This has facilitated a more enriched exchange of ideas and best practices among participants from various disciplines. The IEC's role as a cornerstone of our project has been solidified, serving as a unique platform for interdisciplinary collaboration and knowledge exchange.

## 2.4. Research Living Labs (WP4)

The third edition of the Research Living Lab took place from 6 to 10 of March at the Polytechnic Institute of Setúbal with the aim of “Shaping the Future of E<sup>3</sup>UDRES<sup>2</sup> research”. Researchers, academic communities, and stakeholders contributed to the success of the event, and the joint research of the alliance, which is based on the current landscape of research at all the institutions.

Participants had a chance to listen a presentation of the 3 projects that are being used to build the E<sup>3</sup>UDRES<sup>2</sup> alliance and to delve into the presentation of the stakeholders regarding various challenges and project ideas that could trigger new research projects inside the alliance. Moreover, a poster session aimed at fostering discussion on the future of joint research was also a highlight of the third edition of the Research Living Lab

The event is related to Task 4.2 and, in addition, three satellite events covering the markets of Circular Economy (CE), Well-Being and Ageing (WBA), and Human Contribution to Artificial Intelligence (HCtAI) networks were conducted online between 13 and 14 of March, as well.



## 2.5. Conference on Citizen Science (WP4)

The first E<sup>3</sup>UDRES<sup>2</sup> International Conference on Citizen Science (ICCS) was jointly organized by WP4 and WP6 between 29 and 30 of June 2023, at the Polytechnic Institute of Setúbal, at the Barreiro campus.

The aim of the International Conference on Citizen Science was:

- To raise awareness of citizen science among E<sup>3</sup>UDRES<sup>2</sup> researchers, lecturers and students,
- To showcase successful citizen science projects and share their outcomes and impacts,
- To provide guidance and support for the development and implementation of new citizen science projects,
- To explore effective strategies to promote collaboration between citizens and researchers in key research areas of the alliance,
- To identify key challenges and opportunities for citizen science projects and develop strategies to address them.

The event was a good opportunity to promote further synergies among the alliance. The conference brought together approximately 60 participants from all the partner institutions. The conference served also as another opportunity for networking and foster new collaborations.

The conference also offered a valuable platform for networking and cultivating fresh collaborations. An intriguing outcome of the conference was the creation and public availability of a Book of Abstracts. This publication serves as a means of disseminating E<sup>3</sup>UDRES<sup>2</sup>'s strong commitment to advancing citizen science.

## 2.6. Bootcamp (WP5)

The E<sup>3</sup>UDRES<sup>2</sup> Bootcamp was a 5-day event in which students from our E<sup>3</sup>UDRES<sup>2</sup> higher education institutions collaborated to solve a specific challenge established by WP5 members and challenge owners. The second Bootcamp was held by MATE between 3 and 7 July 2023, at the outstanding Lake Balaton in Keszthely, Hungary.

The Bootcamp gave students the opportunity to actively participate in shaping Europe's future. Its goal was also to offer students with the experience of working in an inventive and creative atmosphere with support and inspiration from mentors and experts, where participants learned to develop an idea from a problem to an impactful solution. Participants exited the bootcamp with a better understanding of design thinking, business models, investor pitching, and, of course, the E<sup>3</sup>UDRES<sup>2</sup> areas. The students were split into four groups, each working on a different challenge.

30 students from nine E<sup>3</sup>UDRES<sup>2</sup> partner institutions participated in the Bootcamp working on challenges related to the topic of "Future food":

- Creating an artificial intelligence app for reducing food waste
- Designing a tool for discovering sweet treats that consider restrictions like allergies or intolerance
- Creating reusable food packaging
- Combatting food waste through food sharing, learning new recipes and donating food
- Designing a sustainability score for products to help consumers make better choices.



The initiative aimed to be a driving force in the creation of intelligent and sustainable areas through open and dedicated information sharing. In line with this approach, the future and present issues of the food industry were examined, with a special emphasis on sustainability, innovation, and the role of artificial intelligence. Five local stakeholders were involved in the challenge concept and contributed to the solution through their previous experience working with students. Within the framework of this program, 30 chosen students from nine partner universities spent five days exploring for answers to future food industry difficulties with Hungarian enterprises and partner institutions with relevant experience. The five project teams were tasked with developing and presenting on-site solutions not just in terms of financial prospects, but also in terms of their impact on the environment and society. Among the Hungarian organizations who collaborated were Innomine DIH Nonprofit Ltd., Lissé Édességgyár Ltd., Munch Europe Ltd., the Hungarian Chamber of Agriculture, and Suppli Ltd. Five umbrella challenges (AI for Consumer Awareness, Next Generation Confectionery, Food Waste Management, Packaging, Sustainability) were announced by the five stakeholders. Each team selected a challenge, thus a stakeholder was assigned to them, as well as a mentor, who remained with them during the onboarding period and the whole week of the Bootcamp. The mentor assisted the students in developing the best potential solution for the problem by utilizing the students' soft talents. Among the participants were 4 students from 6 institutions: St. Pölten University of Applied Sciences (Austria), Polytechnic Institute of Setúbal (Portugal), Polytechnica University Timisoara (Romania), Hungarian University of Agricultural and Life Sciences (Hungary), UC Leuven Limburg (Belgium), Vidzeme University of Applied Sciences (Latvia). On the last day of the Bootcamp, the students presented their solution and ideas in the form of a pitch. The Director of the Institute of Food Science and Technology (MATE) and the experts delegated by the stakeholders to be present during the pitch comprised the jury. The pitches lasted 3 minutes and were followed by a Q&A session. Following the conclusion of the pitch event, the stakeholders held a one-hour private feedback session with the students to develop their ideas.

## 2.7. iResidency (WP5)

The second E<sup>3</sup>UDRES<sup>2</sup> iResidency was held at the Vidzeme University of Applied Sciences in Valmiera, Latvia, from 15 to 19 May 2023. Six E<sup>3</sup>UDRES<sup>2</sup> students participated in an in-depth study of the issue of start-up communities. Two stakeholders attended the event: the Valmiera Development Agency and the LIAA Valmiera Business Incubator. The students collaborated with an expert to create a vision for the ideal start-up village and explored the roles of the various participants in this ecosystem.

During the International Week at Vidzeme University of Applied Sciences, the stakeholders organized a special and a present-day topic for the iResidency participants: The LIAA Valmiera Business Incubator is already planning a start-up community for its rural area. The Business Incubator collaborated with the Valmiera Development Agency to push participants to come up with fresh ideas for the iResidency. They invited the group to create a plan for a startup village, define the role of the university, and test its feasibility in the participants' home cities. Each E<sup>3</sup>UDRES<sup>2</sup> partner university sent one student for the program. The participants arrived from the Polytechnic Institute of Setúbal (Portugal), Politehnica University Timisoara (Romania), Hungarian University of Agriculture and Life Sciences (Hungary), University of Applied Sciences Fulda (Germany), St. Pölten University of Applied Sciences (Austria), and Vidzeme University of Applied Sciences (Latvia) gathered in Latvia for five days to construct their own start-up village. The students used their diverse backgrounds and expertise in business management, economics, marketing, communication, smart villages, and architecture to collaborate on new concepts with an expert in rural incubators. Working days were divided up with trips throughout the region. On Tuesday, the group went to Konu



Dzirnavas, a local small company where historical wool processing machinery meet new ideas for tourism. A day excursion to the partner institution Pärnu college on Wednesday provided the iResidents with insight into their entrepreneurial strategy. Thanks to the long spring nights, the schedule was supplemented with an introduction to Latvian gastronomy, hikes in the woods, and a tour of the town center after work. On Friday, students got the opportunity to propose their proposal to stakeholders and then discuss further ideas. The second iResidency was a success for the students and everyone who supported the team throughout their journey.



### 3. Get connected and participate!

E<sup>3</sup>UDRES<sup>2</sup> aims to involve a variety of people inside and outside the academic field in its activities. Therefore, E<sup>3</sup>UDRES<sup>2</sup> offers a range of opportunities to get connected with its network and for participating in the project.

#### Digital platforms and Social Media:

- [E<sup>3</sup>UDRES<sup>2</sup> digital platform](#)
- [Facebook](#)
- [Instagram](#)
- [LinkedIn](#)
- [YouTube](#)
- [Twitter](#)

#### Activities and Calls:

- [Submitting Challenges](#) from your region
- I Living Labs: see also **Error! Reference source not found.**
- Research Living Labs: see also 2.2
- Innovation Activities, e.g. Bootcamp, iResidency: see also 2.6 and 2.5

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## 4. Facts & Figures

During the year three of the alliance, E<sup>3</sup>UDRES<sup>2</sup> maintained its well-established governance structure. The third year marked a successful onboarding of the 3 new associated partners from Germany, Netherlands, and Finland, allowing them to join as guests on several E<sup>3</sup>UDRES<sup>2</sup> occasions as well as join the team in writing the proposal for the new funding period. E<sup>3</sup>UDRES<sup>2</sup> continued in organizing diverse activities, such as I Living Labs #3 and #4, 2<sup>nd</sup> Bootcamp, iResidency, Research living labs (3<sup>rd</sup> edition), leaving learners, educators and staff with new skills and great memories. In the final year of the project, the Citizen Science Conference and the first E<sup>3</sup>UDRES<sup>2</sup> Forum, with more than 120 participants from all partner institutions, took place.

The following visualization illustrates a summary of what E<sup>3</sup>UDRES<sup>2</sup> has established in the third year:

