



Making civic engagement count: insights from CIVIS

CIVIS2 Deliverable 4.1:
List of supported activities

Approved by the Steering Committee of CIVIS
on 17 September 2026

The CIVIS Alliance member universities

Here are the names of the universities and their acronyms as we use them in CIVIS.

Full member universities

AMU	Aix-Marseille Université
NKUA	National and Kapodistrian University of Athens
UB	University of Bucharest
ULB	Université libre de Bruxelles
UofG	University of Glasgow
UNIL	University of Lausanne
UAM	Universidad Autónoma de Madrid
SUR	Sapienza Università di Roma
PLUS	University of Salzburg
SU	Stockholm University
UT	University of Tübingen

Associate member universities

UH2C	Université Hassan II de Casablanca
UCAD	Université Cheikh Anta Diop de Dakar
WITS	University of the Witwatersrand, Johannesburg
MAK	Makerere University
UEM	Universidade Eduardo Mondlane
USF	Université de Sfax

CIVIS is co-funded by the European Union (project N°: ERASMUS-EDU-2022-EUR-UNIV-1-101089983). Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the *European Union* (EU) or the *European Education and Culture Executive Agency* (EACEA). Neither the EU nor the EACA can be held responsible for them.

CIVIS – Europe's Civic University Alliance

CIVIS is formed by the alliance of 11 leading research-intensive higher education institutions across Europe: Aix-Marseille Université, National and Kapodistrian University of Athens, Université libre de Bruxelles, University of Bucharest, University of Glasgow, University of Lausanne, Universidad Autónoma de Madrid, Sapienza Università di Roma, Paris Lodron University of Salzburg, Stockholm University and Eberhard Karls Universität Tübingen. Six prestigious African universities join CIVIS as Associate Members: Université Hassan II de Casablanca, Université Cheikh Anta Diop de Dakar, University of the Witwatersrand, Johannesburg, Makerere University, Eduardo Mondlane University, Université de Sfax.

CIVIS brings together a community of more than 470,000 students and 58,000 staff members, including 35,000 academics and researchers in Europe alone. Including Associate Members, the Alliance counts 720,000 students and 75,000 staff members.

The Authors

Fanny SBARAGLIA, ULB

Claire RAMJAN, UofG

Céline REYNAUD UofG

Ulla HÄRMÄLÄ, ULB

and the entire **CIVIS Community**

Cite as: Sbaraglia, F., Ramjan, C., Reynaud, C., Härmälä, U., & CIVIS, Europe's Civic University Alliance (Hosting institution). (2026). Making civic engagement count: insights from CIVIS. CIVIS, Europe's Civic University Alliance.

<https://doi.org/10.5281/zenodo.22232723>

1 Alliance

11 Universities

Countless Possibilities

TABLE OF CONTENTS

INTRODUCTION	7
Introduction	8
Methodology	9
 CORE OPERATIONALISATION STRUCTURES, CONCEPTS AND TOOLS	 10
Open Labs & Hubs as operationalisation structures	11
Core concepts	12
Implementation tools	13
Networks	13
Expert Groups	15
Staff Weeks	16
Calls for Projects	75
 ANALYSIS, CONCLUSION, AND KEY LEARNINGS	 25
Analysis - Case studies	26
Key learnings	28
Level 1 – Tools and Processes	28
Level 2 - Impact	30
Level 3 – Transversal Policy Recommendations	32
 List of Annexes	 34

CIVIS 2 Work Packages and Streams

The CIVIS2 project is organised around three broad Streams, the Alliance's key areas of activity. Each Stream brings together different operational Work Packages that turn our Alliance's priorities into action.

WP1	Management and Governance	
WP2	Civic Engagement and Challenge-Based Education Strategy	Stream 1: Challenge-Based Education and Civic Engagement
WP3	Challenge-Based Local to Global Educational Activities	
WP4	Local to Global Civic Engagement Projects	
WP5	Enabling the Shared Inter-University Campus	
WP6	Connecting Student Communities through the Inter-University Campus	Stream 2: Inter-University Campus
WP7	Connecting Staff Communities through the Inter-University Campus	
WP8	Embedding Shared Educational Offer	
WP9	Accredited Shared Undergraduate (Bachelor) and Graduate (Master) Educational Offer	Stream 3: Embedded Joint Educational offer
WP10	Doctoral Educational Offer	
WP11	Accredited Modular Educational Offer	
WP12	Consolidation	
WP13	Impact and Dissemination	

Acronyms and Abbreviations

BoR	Board of Rectors
EG	Expert Group
CIVIS	CIVIS – Europe's Civic University Alliance
CIVIS 1	Erasmus+ project "CIVIS" from 2019 to 2022
CIVIS 2	Erasmus+ project "CIVIS2 " from 2022 to 2026
CIVIS 2.1	Erasmus+ project "CIVIS2.1" in grant agreement preparation, planned for 2026-2028
GSC	Global Student Council
MC	Management Committee
OL	Open Lab
SC	Steering Committee
SG	Secretary general
WP	Work Package (of the CIVIS2 project, if not specified differently)

EXECUTIVE SUMMARY

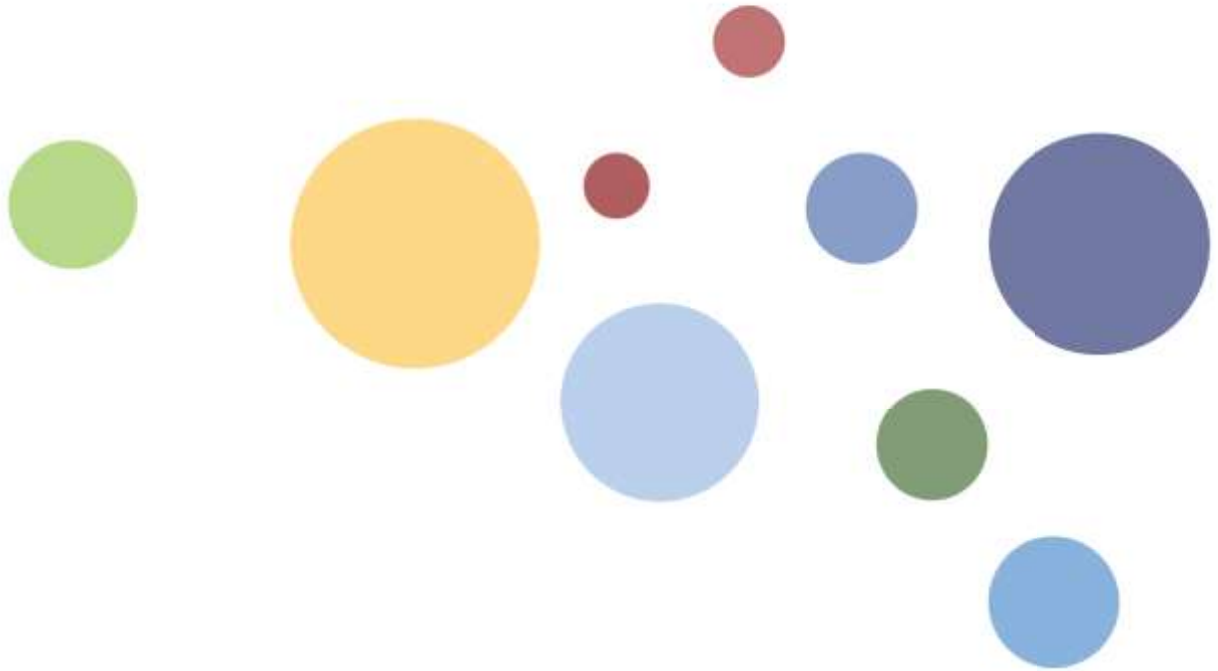
This deliverable presents the achievements, lessons learned, and strategic implications of the work conducted under the Work Package 4 (WP4) of the CIVIS Alliance, which focuses on strengthening civic engagement through challenge-based education, participatory research, service-learning, and collaboration between universities and society. Drawing on evidence from Open Lab projects, staff training activities, expert groups, stakeholder networks, and collaborative events implemented across the Alliance, the report analyses how CIVIS has operationalised civic engagement as a core dimension of the Alliance.

The scope of the deliverable covers the mechanisms, tools, and structures developed to support civic engagement within CIVIS, including Open Labs, thematic Hubs, the CASCADE network, expert groups, staff weeks, and the Open Lab funding scheme. Special attention is given to the 29 Open Lab projects funded across a wide range of thematic areas, including sustainability, health, ageing, migration, cultural heritage, social inclusion, and participatory governance. These initiatives involved students, academics, civic organisations, public authorities, museums, and community groups, demonstrating the capacity of CIVIS universities to act as platforms for collaborative knowledge creation and societal transformation.

The findings show that CIVIS has successfully created a transnational ecosystem for civic engagement that connects education, research, and societal challenges. Open Lab projects enabled meaningful participation of local communities and stakeholders in addressing real-world challenges, while challenge-based and participatory approaches strengthened students' interdisciplinary, civic, and professional skills. The initiatives generated significant social impact by fostering inclusion, intercultural dialogue, democratic participation, and community empowerment. They also contributed to cultural impact through heritage preservation, storytelling, artistic co-creation, and the promotion of cultural diversity, while creating economic value through skills development, partnership building, resource sharing, and the mobilisation of follow-up funding opportunities. More than 1,000 students, hundreds of academics and researchers, and thousands of citizens and community members have directly engaged in WP4 activities across Europe and beyond.

The analysis also highlights several key lessons. Sustainable civic engagement requires dedicated support structures, opportunities for peer learning, strong networks, and flexible funding mechanisms. Existing CIVIS tools have proven effective in stimulating collaboration and innovation, but their impact could be enhanced through greater thematic focus, stronger coordination, improved institutional recognition of civic engagement, and more equitable access to funding for non-academic and African partners.

Overall, the deliverable demonstrates that CIVIS has established a strong foundation for embedding civic engagement within higher education at a European scale. The experiences gathered through WP4 provide evidence that collaborative, participatory, and challenge-based approaches can strengthen the societal role of universities while generating tangible benefits for students, researchers, institutions, and communities.



1. Introduction

1.1 Introduction

One of the defining and original characteristics of the CIVIS alliance is the recognition of civic engagement as a core institutional value and a central pillar of its educational and societal integration. Unlike traditional university cooperation models that primarily focus on mobility, research, and academic excellence, CIVIS places strong emphasis on the social responsibility of higher education institutions and their capacity to contribute actively to democratic, inclusive, and sustainable societies. **Civic engagement is therefore not treated as a complementary activity, but rather as a transformative approach that permeates education, research, innovation, and collaboration with various partners in the society.** This orientation reflects the ambition of the European Universities Initiative to create universities that are more open, participatory, and responsive to societal challenges, while reinforcing the role of students, academics, and staffs as active agents of social change.

Within this framework, the activities of the WP4 are grounded in the CIVIS alliance's mission to strengthen the societal role of higher education through civic engagement and transnational collaboration. CIVIS, through this work package, responds to the growing need for universities to act not only as centres of knowledge production, but also as active contributors to democratic participation, social innovation, and sustainable development. In a context marked by complex global challenges, including social inequalities, climate change, digital transformation, and declining trust in democratic institutions, universities are increasingly called upon to foster meaningful connections between academia and society.

The rationale for this deliverable lies in the need to create sustainable structures and practices that enable civic engagement from the local to the global level. **Through Open Lab projects and challenge-based activities, WP4 aims to strengthen the relationship between universities, their stakeholders, and their surrounding communities while simultaneously embedding these local experiences within broader European and international perspectives.** In this regard, the work package seeks to boost civic engagement through Open Lab projects that encourage participatory approaches, collaborative problem-solving, and co-creation among universities and society.

A central objective of WP4 is to foster more informed and engaged citizens, thereby contributing to the strengthening of democratic practices and civic participation across Europe. By creating opportunities for university staff, students and external stakeholders to actively engage with societal challenges, the work package supports the development of critical thinking, social responsibility, and democratic awareness. At the same time, WP4 aims to facilitate access to educational and citizen science resources to a broad public, ensuring that knowledge production and learning opportunities are accessible, inclusive, and socially relevant.

The deliverable can also be used as a roadmap or guide to help build bridges between the academic world and local social, economic, political, and cultural stakeholders. Through collaborative partnerships and challenge-based initiatives, universities are positioned as open and engaged institutions capable of responding to community needs while benefiting from local knowledge and expertise. In this context, CIVIS promotes the sharing and co-construction of knowledge widely and fairly among students, teachers, researchers, and local stakeholders, fostering reciprocal learning processes and strengthening trust between academia and society.

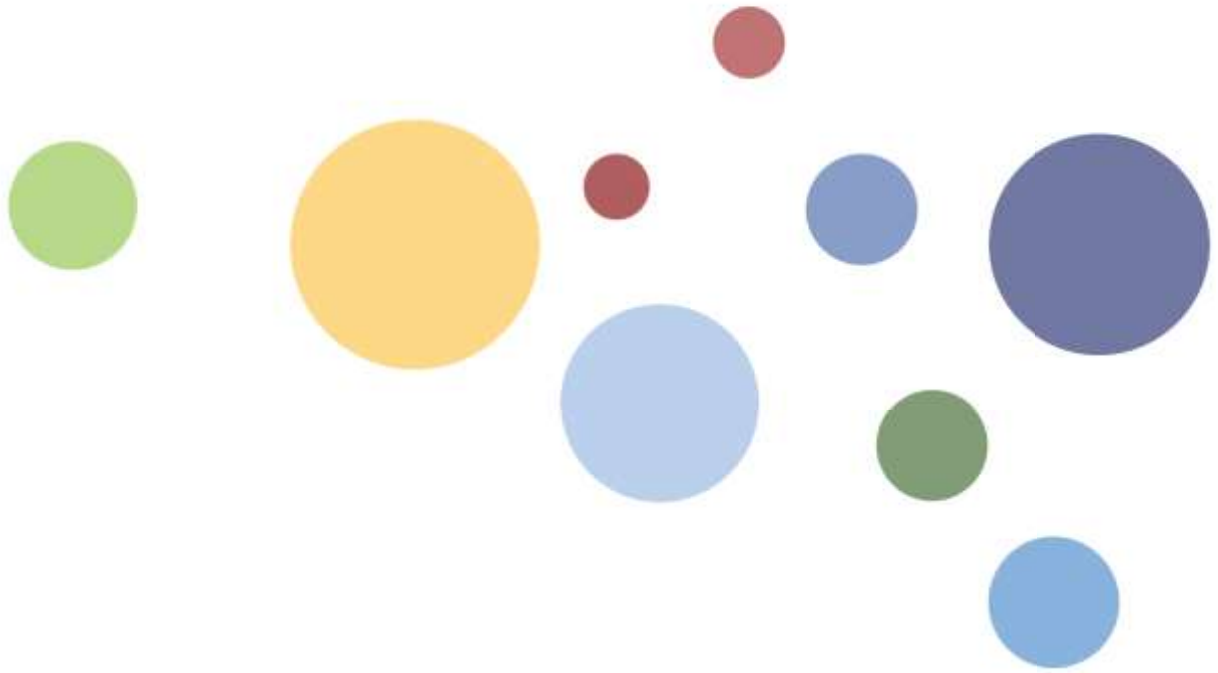
Finally, the deliverable contributes to facilitating the involvement of both global and local associated partners in the CIVIS challenge-based agenda. By integrating transnational cooperation with locally grounded initiatives, WP4 activities reinforce intercultural dialogue, international collaboration, and the exchange of best practices across the CIVIS alliance and beyond. In doing so, the work package advances the broader CIVIS vision of building a more participatory, inclusive, and resilient European Higher Education Area capable of generating meaningful societal impact at both local and global levels.



The report begins by outlining the main structures, concepts, and tools through which civic engagement has been operationalised within CIVIS. It then presents an analysis of WP4 activities and Open Lab projects, highlighting their contribution to challenge-based education, participatory research, and collaboration with societal stakeholders. The final section synthesises key learnings, assesses the wider impact of the initiatives, and proposes recommendations for strengthening civic engagement across the Alliance in the future.

1.2 Methodology

The methodology adopted for this deliverable combined qualitative, participatory, and experience-based approaches to capture the diversity of civic engagement practices developed within CIVIS. The analysis is primarily based on data collected from Open Lab projects implemented across the CIVIS alliance, complemented by insights gathered through online and onsite workshops involving students, teachers, researchers, local stakeholders, and associated partners. In addition, qualitative interviews were conducted with participants and actors engaged in challenge-based and civic engagement activities in order to gain a deeper understanding of their experiences, perceived impacts, and operational challenges. The deliverable also draws upon the practical and reflective experience of the WP leaders in coordinating and implementing WP4 activities across partner institutions. By combining empirical data, participatory exchanges, qualitative inquiry, and practitioner expertise, the methodology provides a comprehensive and grounded understanding of civic engagement within the CIVIS alliance.



2. Core Operationalisation Structures, Concepts and Tools

2.1 Open Labs & Hubs as operationalisation structures

Within the CIVIS Alliance, civic engagement is operationalised through two core and complementary structures: the Open Labs and the Hubs. The CIVIS Open Labs are one of the central pillars of the CIVIS Alliance and embody its mission to strengthen the relationship between universities and society. Defined as spaces where academia and communities converge, the Open Labs aim to support participatory, challenge-based, and community-oriented initiatives through methodologies such as participatory research and education, design thinking, and service learning. In CIVIS 2, each CIVIS member university has hosted an Open Lab with a dedicated Open Lab co-ordinator facilitating collaboration between students, researchers, teachers, citizens, public institutions, NGOs, cultural organisations, and other societal stakeholders. Their role has been to encourage co-creation, knowledge sharing, and the development of innovative responses to societal challenges by connecting academic expertise with local realities and community needs. Through these activities, Open Labs have contributed to fostering civic engagement, social inclusion, interdisciplinary collaboration, and democratic participation, while reinforcing the societal impact of higher education institutions within both local and international contexts.

Hubs are defined in CIVIS Hubs as "cross- and interdisciplinary thematic research and education areas which structure our European University alliance. Their goal is to initiate the creation of innovative study and research programmes with a focus on global societal challenges¹".

There are five thematic Hubs:

- Hub 1 focuses on Climate, Environment and Energy, bringing together educators and researchers across disciplines to develop inter- and transdisciplinary learning opportunities. It unites expertise from 17 universities to tackle Anthropocene challenges and deliver education that no single institution could achieve alone.
- Hub 2 focuses on Society, Culture and Heritage, acting as an incubator for research-oriented teaching and long-term academic collaborations across CIVIS universities. It brings together multidisciplinary teams to explore societal change, cultural diversity and heritage, and to strengthen partnerships with institutions such as museums.
- Hub 3 is the CIVIS Hub on Health, coordinating educational programmes across all health-related fields through a structured network of academic teams from each member university. It fosters strong interdisciplinary collaboration to advance joint and multiple degree development and integrate social sciences and humanities into health education.
- Hub 4 focuses on Cities, Spaces and Mobilities, bringing together academics from 17 universities to explore how people live, move and connect in changing environments. It develops innovative interdisciplinary teaching and research that links universities with communities and partners to promote sustainable, inclusive and liveable cities.
- Hub 5 focuses on Digital and Technological Transformations, creating coherent educational pathways and academic outputs that explore how digital technologies shape work, education, governance, culture and everyday life. It brings together an interdisciplinary community of scholars to critically and ethically examine the social impact of digitalisation, including its effects on rights, inequalities and coexistence

¹Civis Hubs, <https://civis.eu/en/discover-civis-alliance/our-work/our-hubs>

2.2 Core concepts

At the heart of the CIVIS Alliance, several key concepts and guiding principles have been defined to serve as common reference points for the activities developed across its various structures. These concepts provide a shared framework that helps guide the alliance in identifying, designing, and supporting initiatives aligned with its mission and values. They also contribute to ensuring coherence and strategic direction across the different activities carried out within CIVIS. More broadly, these shared principles enable the alliance to maintain a distinctive added value within the landscape of European university alliances by promoting innovative, participatory, and socially engaged approaches to education, research, and collaboration with society. For further discussion of these concepts, please see section 3.1.

Civic engagement

Civic Engagement in a higher education institution (HEI) involves a range of initiatives, actions and activities to engage and involve various communities, organisations, companies, governmental bodies and institutions external to academia to work together to make a difference in the life of cities, citizens and communities and to transform fundamental conceptions about what universities can offer individuals and society².

Transdisciplinarity

Transdisciplinarity is a process in which multiple researchers, educators and non-academic stakeholders (such as the general public, policymakers or end-users) collaborate to co-create and co-produce new knowledge³.

Challenge-based education

Challenge-based education is a pedagogical approach founded on scholarship across and among academic disciplines. It leverages the experience and expertise of stakeholder groups to enable students to apply their learning to engage with real-world challenges⁴.

Service-Learning

Service Learning⁵ is a "pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within the community and work on a real-world problem. Reflection and experiential learning strategies underpin the learning process and the service is linked to the academic discipline" (McIlrath et al., 2016, p.33). The SL methodology can be used in all undergraduate and postgraduate degrees. Its integration in the curriculum can take different formats: integrated in the teaching syllabus of any regular subject, specific Service-Learning courses, external internships, and final bachelor and master thesis programmes.

Citizen science

"Citizen Science is an engagement method that actively involves citizens in various stages of the scientific research process. Citizens may contribute to problem definition, quality assurance, data collection and analysis, and interpretation."⁶

² Digital Guidebook on the CIVIS Challenge-Driven Approach, June 2024, p.16

³ Digital Guidebook on the CIVIS Challenge-Driven Approach, June 2024, p.17

⁴ Digital Guidebook on the CIVIS Challenge-Driven Approach, June 2024, p.17

⁵ CIVIS Service-Learning Guide for Lecturers, 2024, p.12

⁶ European Union Portal for European Data, 2025 (<https://data.europa.eu/en/news-events/news/empowering-citizens-through-science-role-citizen-science-europe>)

2.3 Implementation tools

Networks

The **CIVIS Partner Networks** were developed as a mechanism to strengthen collaboration between universities and local societal stakeholders across the Alliance. Initially conceived as formal structures bringing together Associated Partners through councils and thematic networks, they evolved progressively towards more flexible and project-based forms of cooperation. The networks aimed to facilitate dialogue, identify common societal challenges, and support the participation of external stakeholders in CIVIS activities, particularly through Open Labs, participatory research, educational initiatives, and challenge-based projects. Experience within CIVIS2 demonstrated that stakeholders were more effectively mobilised through concrete thematic collaborations and practical activities rather than through formal governance structures alone. There have been different types of contacts and collaborations with 30 out of 58 local Associated Partners. Keeping in mind that one Associated Partner may have participated in several types of activities, to date there have been:

- 19 partners joining local/Alliance-level meetings
- 14 partners participating in the CIVIS Museum University Forum/Network coordinated by the University of Tübingen (closely aligned to Hub 2 activities)
- 2 partners collaborating in an Open Lab project
- 7 partners joining the delivery of one or more CIVIS BIPs
- 5 partners joining the delivery of another educational activity/programme

Among these initiatives, the **CIVIS Museum Partner Network** represents a concrete example of collaboration between academia and cultural institutions. The network brings together museums and universities to develop joint activities in research, education, public engagement, and interdisciplinary knowledge exchange. Building on collaborations initiated during CIVIS1 (2019-2022), the network supports the preparation of educational projects, PhD collaborations, Blended Intensive Programmes, and outreach initiatives involving museum professionals and academic communities. In doing so, it strengthens the connection between universities, cultural heritage institutions, and society within the CIVIS Alliance. It also contributes to the professional development and networking across Europe, via the exchange of best practices around civic topics (e.g. decolonization, access to culture for all), and provides hands-on experience for students via a dedicated PhD network.

Beyond the 58 Associated Partners, CIVIS activities have involved also other stakeholders. Close to 200 stakeholder organisations (public authorities/administration; museums; civil society; private sector; education and science) have been involved or impacted by the Open Lab project activities. As another example, 65 Blended Intensive Programmes have listed local stakeholder organisations/associations etc. as partners in the BIP

A key success of the CIVIS networks was the successful application of the PartiCIVIS⁷ project for a MSCA staff exchange grant. This consortium were formed during CIVIS 2 and the African-European collaboration in the high-potential realm of civic engagement was directly as a result of the opportunities fostered during this time.

CASCADE as a specific case

The **CASCADE network** was created to strengthen collaboration around participatory research and education across the CIVIS alliance. Its main objective is to bring together academics, educators, and external partners interested in co-creation, challenge-based learning, and participatory methodologies in both teaching and

⁷ PartiCIVIS is a Horizon MSCA Staff Exchange Projects. Full Title: Participatory research-to-action facilitating transformation and innovation in African-European perspectives. Funding of 1 803 600.00 €. It is on pg 11.

research. Organised as a collaborative and interdisciplinary network, CASCADE promotes exchanges across institutions and disciplines through regular online interactions, shared workspaces, collective reflection sessions, and peer-learning activities. The network aims to support the development of concrete tools, frameworks, and collaborative practices that connect universities more closely with societal actors and real-world challenges.

To achieve these objectives, the network organised a series of webinars, workshops, and collaborative sessions dedicated to participatory research and challenge-based education. Activities focused on themes such as participatory research with children, methods for evaluating participation and engagement, and the co-design of courses involving external partners and real-life societal cases. These exchanges allowed members to share experiences, discuss ethical and methodological challenges, develop common evaluation frameworks, and reflect on the practical conditions required for successful collaboration with NGOs, public institutions, citizen organisations, and local communities. The network also initiated the development of shared resources and support tools, while preparing future staff weeks and peer-learning activities dedicated to participatory teaching and research practices.

May 2025 Online	Project Showcase - How to engage of youth and kids in participatory research protocol? David Poveda (UAM), 'Doing sensorial participatory research with children: Some preliminary thoughts from a school soundscapes workshop' Alexandra Nakou (NKUA), "Children's Citizenship and Open Technologies: Developing and Fostering the Concept of Active Citizenship and Participatory Democracy in Preschool Children »
June 2025 CIVIS Days Rome + Online	Collaborative workshops - How to Evidence Participatory Research and Education? Co-creation of an assessment tool to be tested Claire Ramjan (UofG) and Fanny Sbaraglia (ULB)
June 2025 Online	Project Showcase - Learning Together with Real-World Partners Louise Mbengue Djemba, Clinique Aix Global Justice (AMU) Alexandre Camus Boutique des Sciences (UNIL).
Jan 2026	Project Showcase - Building Resilient and Inclusive Communities Through Participation and Dialogue Clara Molina (UAM) How to do things with words: language-related challenge-based & action-research projects to break social barriers Aspasia Dania (NKUA) Photovoice as a participatory methodology for strengthening community resilience in an interconnected world
Feb 2026 Online	Cascade Coffee Chats
Feb 2026 Online	OpenLabs in the Spotlight - How can universities engage more inclusively with migration and cultural diversity? Léa Moreau Shmatenko (UNIL) - "Supporting access and participation to lifelong learning for disadvantaged migrants" Alessandra Vitullo (SUR) - "Stories of Migrants. Learning memories, Building peace" Patrick Michel (UNIL) - "VERIS -Voices of Palmyra: Engaging (in-)tangible memorial heritage in social innovation for refugee inclusion"
Mar 2026 Online	Cascade Coffee Chats
Mar 2026 UH2C	Participation in the 1st African-European CIVIS Forum for Research and Education* Panel 1: Experimentation and the Making of Experiential Knowledge <i>The Role of Traditional Authorities in Decision Making in Addressing Polycrisis – Mozambique case study</i> Emilio TOSTÃO, Noor Jehan GULAMUSSEN, Aderito MACHAVA (Universidade Eduardo Mondlane), Fanny SBARAGLIA (Université libre de Bruxelles) <i>Co-producing agricultural knowledge with farmers: participatory experimentation and climate adaptation for resilient rural livelihoods in Mozambique</i> , António ARLINDO MENDES, Eduardo Mondlane University

	Panel 2: Teaching Complexity Through Real-World and Collaborative Pedagogies <i>EATIA Simulation games to teach polycrises</i>, Gudrun ZAGEL, Paris Lodron University of Salzburg <i>Teaching complexity through Bruno Latour's compass: comparing applications in STEM and public policy education</i>, Fanny SBARAGLIA et Denis TERWAGNE, Université libre de Bruxelles, <i>Teaching the complexity of migration in Morocco: Collaborative and experiential pedagogies in social challenges</i>, Fadma AIT MOUS & Youness BEN MOURO, Université Hassan II de Casablanca
Apr 2026 Online	OpenLab in the spotlight - How can universities support healthier and more connected communities through collaborative initiatives? Mareike Kardinal (UT) - Coordinator of the Open Lab Project "Ageing as a Journey" Aspasia Dania (NKUA) - Coordinator of the Open Lab Project "CIVIS Intergenerational Communities" Emmanouil Zoulias (NKUA) - Coordinator of the Open Lab project "Combating Health Misinformation"
May 2026 - Online	Cascade Coffee Chats
June 2026 CIVIS Days Bucharest	Collaborative Workshops Shaping the future of civic engagement: Co-creating projects from CIVIS Learnings Open Labs Without Borders: Why Cross-Border Collaboration Matters Not Working? Knot Working! Strengthening collaboration and continuity in CIVIS

*The presentations at this event were the result of collaboration through the CASCADE network, no CIVIS 2 funds were used for mobility here.

Expert Groups

Throughout the lifetime of the CIVIS2 project, the activities of the WP have given the opportunity to work with two groups of experts from CIVIS member universities, on the topics of Civic Engagement and Service-Learning. Representatives of the two Expert Groups (EG) have been directly involved in the evaluation of initiatives submitted in the Open Lab Call for Projects (see below). Through regular meetings and in close collaboration with WP4, the EG members have also initiated significant actions at Alliance-level in line with the general objectives of the Alliance.

Examples – Educational offer

- BIP 'Civic Engagement & Football: A Transdisciplinary Approach' (2024-2025)
- Micro-programme 'Civic Engagement' (launch 2024-2025, on-going)
- BIP 'Civic Engagement in Europe: A Transdisciplinary Approach' (2025-2026)
- Modular offer 'Civic Engagement meets University (CEMU) – Transversal Skills Through Social Commitment' (2025-2026) *
- Staff training 'Service-Learning - Discover service-learning and develop your own project' (2025)
- Online module in CIVIS Moodle 'Applying a Service-Learning approach in course design' (2026)

Examples – Resources & Other

- CIVIS Service-Learning Guidelines for lecturers (2024). insight into Service-Learning, its key elements, and different forms, including international perspectives and digital means.
- CIVIS Service-Learning Guidelines for community partners (2026)
- Open Lab project "Service-Learning Awards" (see below)
- Successful application for a new European project: "SL 2.0: ColLab: Service-Learning 2.0: A digital ecosystem for university-community collaboration and student empowerment. Enhancing learning and civic engagement". With UB (Coord.), NKUA, PLUS, UAM, Eurasianet (FR), Uniroma, UFP, UB-Virtute et Sapientia.

Staff Weeks

As part of the CIVIS strategy to strengthen participatory and challenge-based approaches in both research and education, several Staff Weeks were organised to support capacity building, peer learning, and interdisciplinary collaboration among alliance members and partners. These activities aimed to provide practical tools and shared reflection spaces for developing community-oriented projects and innovative pedagogical practices involving external stakeholders.

The **Staff Week on Participatory Research** focused on strengthening participants' capacities to develop participatory, community-based, and challenge-driven research projects. A first edition was organised at the University of Lausanne in 2025 (participants were all members of the CIVIS Alliance Universities, but the event was funded independently), followed by a second edition hosted by the Université libre de Bruxelles in 2026, reflecting the growing interest within the CIVIS alliance for participatory approaches. The programme combined lectures, workshops, collaborative sessions, and peer exchanges addressing topics such as community engagement, ethical and inclusive research practices, stakeholder involvement, communication strategies, and the integration of participatory research into public policy. Participants also worked collectively on the development of concrete project ideas and collaborative methodologies.

Participant Reflection

"I think the content and organization of the staff week cover the basics of participatory research well across a variety of settings and contexts relevant to CIVIS universities and most CIVIS academics. The content across both editions is relatively similar (with the necessary updates and revisions based on experience) and seems aimed primarily at researchers engaging with participatory research for the first time. In other words, it is a training program intended to be taken once.

It is highly relevant. It showcases one way of developing socially relevant research, particularly in a historical context marked by complex challenges at all levels and at a time when trust in, and investment in, science need to be protected and promoted. At a very practical level, it also illustrates one way of responding to existing research calls and trends (sometimes outside the main radar of academics), as well as ways in which partnerships and collaborations can be embedded — at a relatively low cost — within university teaching, research collaborations, and outreach/knowledge transfer activities.

The European/transnational dimension is the main value and asset of the staff week and training structure. We should not take for granted the potential and effort involved in building these alliance-based initiatives and European-level training schemes. It is truly a privilege to be able to participate in these initiatives.

For the future, the challenge would be to design more specialized and targeted staff weeks centred on more specific issues and/or challenges related to participatory research. This would allow — or encourage — participants to enrol in and engage with subsequent iterations of the staff week, thereby creating a consistent community over time."

David Poveda Bickell, Professor Developmental and Educational Psychology, UAM

The **Staff Week on Collaborative Pedagogies and Real-Life Cases**, hosted at the ULB, aimed to support CIVIS educators in developing participatory and community-oriented teaching practices involving external partners. Through practical workshops, creative activities, and collaborative design sessions, participants explored themes such as socio-constructivist pedagogies, citizen science, community-based learning, and innovative teaching methods including role play, photography, podcasts, and FabLab activities. The

programme also addressed assessment methods, impact evaluation, and the valorisation of collaborative teaching practices, while encouraging participants to co-design their own challenge-based educational projects and strengthen links between universities and society.

Participant Reflection

I think this type of teaching is extremely valuable because it helps prepare our students for a world that is becoming increasingly uncertain, complex, and volatile. For me, some of the major challenges we are facing today are artificial intelligence, climate change, and the rise of political and social extremism. In this context, it is essential for academics to have access to this kind of training in order to better understand these transformations and adapt their teaching practices accordingly.

What I particularly appreciated about the staff week was the fact that it was structured around the participants' own concrete projects as a common thread throughout the program, which made the learning experience very relevant and meaningful. I also found the cycle-based structure extremely well designed, especially the progression from inspiration to design and then to valorisation. Very often, these kinds of initiatives focus mainly on the design phase, whereas here the addition of inspiring examples and the reflection on how to sustain and valorise projects brought real added value. Another major strength was the balance between theory and practice: participants could immediately apply ideas to their own projects in a very active and participatory environment. The transnational dimension was also a key asset because it allowed participants to step outside their own institutional context and discover practices from other universities and countries. In some Anglo-Saxon universities, for example, pedagogical training for academic staff is much more developed and sometimes even mandatory, with different levels of progression and specialization. Seeing these approaches can be very inspiring and enriching.

For the future, I think it could be interesting to develop more targeted staff weeks focused on specific teaching environments or challenges, such as "teaching in a fablab" or other innovative learning spaces. I also believe that investing more time in upstream collaboration between organizers and participants could strengthen the overall coherence of the program and create even more opportunities for international and interdisciplinary exchanges.

Eric Uytendaele, Responsable du Centre d'appui pédagogique (CAP), ULB

Calls for projects

The CIVIS Open Labs Call was created to support the development of participatory, challenge-based, and community-oriented projects across the CIVIS alliance. Its main objective is to encourage collaboration between universities and societal stakeholders through initiatives that promote civic engagement, service-learning, participatory research, citizen science, and interdisciplinary cooperation. The call aimed to strengthen connections between academia and local communities while supporting innovative responses to societal challenges at local, European, and international levels. Through this funding mechanism, CIVIS sought to foster co-creation processes involving students, researchers, citizens, NGOs, public institutions, and associated global partners, while reinforcing synergies between the Open Labs and the CIVIS Hubs.

The Open Labs Call operated through a rolling funding mechanism open to researchers, university staff, and CIVIS working groups. To be eligible, projects had to involve at least three CIVIS member universities and align with the CIVIS Stream 1 objectives related to civic engagement and challenge-based education. Additional criteria contributing to the evaluation/scoring of the projects include collaboration with external partners, involvement of local communities, links with CIVIS Hub themes, or participation of associated African universities. Applications were submitted monthly and evaluated by a multidisciplinary committee composed of representatives from the Open Lab Council, CIVIS management, and Expert Groups on Civic

Engagement and Service-Learning. Selected projects received lump-sum funding and were monitored through mid-term and final narrative reports demonstrating their societal impact, collaborative dimension, and contribution to CIVIS objectives.

Open Labs projects by core topics

The Open Lab (OL) projects developed within WP4 addressed a wide range of societal challenges through 29 funded projects on five main thematic areas: Environment, Cities, and Sustainability; Health and Social Ties, Intergenerational Connections; Languages, Heritage, and Cultural Memory; Migration, Exile, and Social Inclusion; and Participatory Methodologies, Conferences, and Promotion. Together, these interdisciplinary topics reflect the CIVIS alliance's commitment to civic engagement, social inclusion, sustainability, cultural diversity, and collaborative knowledge production through challenge-based and community-oriented approaches.

For more details on each of the 29 projects listed below, see Annex I.

TOPIC 1 - ENVIRONMENT, CITIES, AND SUSTAINABILITY

Project title	Key words	Partners
AQUAMIND – Bridging Minds for Co-creating Nature-Based Solutions and assessing water security	Environment, Water, Citizen Science, Challenge-Based Education	UB (Coord.), AMU, PLUS, ULB
Sensing Our Environment Together	Citizen Science, Air Quality	UNIL (Coord.), AMU, PLUS, UT, SUR, ULB, UofG, MAK, UCAD
Responding to the Far Right: Local Challenges, Global Perspectives	Democracy, Citizen Participation, Tackling the Far Right	UT (Coord.), PLUS, NKUA, ULB, UofG
C.I.V.I.S. Sustainability Challenge	Sustainability, Innovation, Challenge-Based Education	ULB (Coord.), NKUA, UAM, UofG, UEM, MAK
Exploring Biodiversity on Campuses	Urban Biodiversity, Citizen Engagement	AMU & UB (Coord.), PLUS, UofG, UH2C
Generating Shared Knowledge on Rent Regulation	Urban Environment, Social Justice, Housing Policies	ULB (Coord.), AMU, UNIL

TOPIC 2 - HEALTH AND SOCIAL TIES, INTERGENERATIONAL CONNECTIONS

Project title	Key words	Partners
Tackling the challenges of ageing – Phase 1 Focus Groups	Active Ageing, Participatory Health Science	UNIL & UT (Coord.), PLUS, SU, UB, UofG, UH2C, UEM
Tackling the challenges of ageing - Phase II Ageing as a Journey. Exploring Transnational, Transdisciplinary, and Transgenerational Perspectives of Ageing in Place	Ageing, Health, Intergenerational Participation, Challenge-Based Education	UNIL & UT (Coord.), PLUS, SU, UB, UH2C, UEM, WITS
Combating Health Misinformation	Fighting Health Misinformation, Challenge-Based Education	NKUA (Coord.), SUR, UB

CIVIS Intergenerational Communities	Intergenerational Solidarity, Fight against Ageism, Challenge-Based Education	NKUA (Coord.), PLUS, UAM
Contemporary Childhoods/Youths (CON-CHY)	Youth Inclusion in Urban Spaces	UAM (Coord.), NKUA, UB, PLUS, UEM

TOPIC 3 - LANGUAGES, HERITAGE, AND CULTURAL MEMORY

Project title	Key words	Partners
FARO Project - Building community through FARO convention	Cultural Inclusion and Citizenship through Heritage, Challenge-Based Education	SUR (Coord.), AMU, UAM, UB
YODA – Youth for Open Digital Acquisitions: Training in 3D Heritage and Best Practice	Digital heritage, 3D Documentation, Training Harmonisation, Cultural Heritage & Technology.	ULB (Coord.), AMU, UNIL
Preserving and revitalizing Scottish Gaelic	Language Revitalisation and Intergenerational Transmission of Scottish Gaelic	UAM (Coord.), SUR, UofG, UNIL
Mediterranean Network of Small and Medium Publishing Houses and Literary Festivals	Languages, Cultures and Literary Heritage	AMU (Coord.), SUR, UAM
EUROTALES - Building a Museum Laboratory of the Voices of Europe	Linguistic Diversity, Cultural Inclusion, Challenge-Based Education	SUR (Coord.), UAM, UB, UH2C, SFAX
ArcheOPENLAB - Archaeological Citizen-science Project for Local & International Civic Inclusive Engagement	Participatory Archaeology and Inclusion through Heritage, Challenge-Based Education	UAM (Coord.), NKUA, UB

TOPIC 4 - MIGRATION, EXILE, AND SOCIAL INCLUSION

Project title	Key words	Partners
"Co-Creation for Digital Equity: Civic Technologies and Multilingual Communication in Service-Learning Projects across Europe"	Digital Inclusion, Multilingual Communication, Challenge-Based Education	UAM (Coord.), AMU, NKUA, ULB, UB, UH2C, SFAX
Stories of Migrants - Learning Memories, Building Peace	Migrant Memory, European Identity, Challenge-Based Education	SUR (Coord.), UAM, UB, SFAX
Supporting access and participation to lifelong learning for disadvantaged migrants	Migration, Social Inclusion, Lifelong Learning, Challenge-Based Education	UNIL (Coord.), NKUA, UAM, UB, UofG
Migrant Storytelling on Home and Belonging as Transformative Tools	Representation of Migrants, Participatory Storytelling	UAM (Coord.), UofG, WITS

RISE - Voices of Palmyra: Engaging (in-)tangible Memorial Heritage in Social Innovation for Refugee Inclusion	Social Inclusion of Refugees through Heritage	UNIL (Coord.), UB, UofG
All year long CIVIS Open Lab Music Ensembles	Music, Social Inclusion, Intergenerational Learning, Cognitive Health, Service-Learning	SUR (Coord.), NKUA, UAM

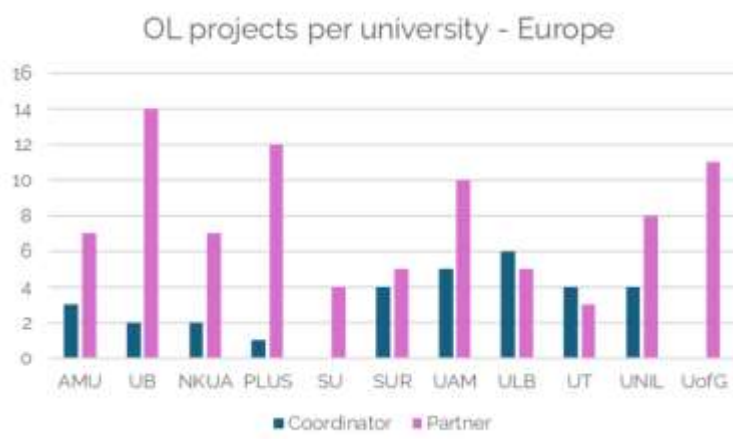
TOPIC 5 - PARTICIPATORY METHODOLOGIES, CONFERENCES, PROMOTION

Project title	Key words	Partners
Service-Learning Awards	Civic Engagement, Service-Learning	AMU (Coord.), PLUS, SUR, UAM, UB
Public Makers	Co-Construction of Public Policies, Challenge-Based Education	ULB (Coord.), AMU, UNIL
Creating Knowledge through Participatory Research	Participatory Research, Co-Creation of Knowledge	ULB (Coord.), PLUS, UT, UNIL
CIVIS Connect Webinar Series	Participatory Research, Civic Engagement and Public Engagement	ULB (Coord.), PLUS, UT, SU, UofG, UNIL
Civic by Design: Open Labs in Pop-Up Spaces	Civic Engagement, Digital Transformation, Participatory Spaces, Science Communication	UT (Coord.), PLUS, SU, ULB, UoG, UNIL
Experiencing and Engaging with Applications of Discrete Mathematics in Cybersecurity and Resilience	Science Outreach, Mathematics, Cybersecurity	PLUS (Coord.), UAM, UB

Open Lab projects by partners

The following data and graphics provide an overview of the partnerships and participation dynamics within the Open Lab (OL) projects developed under WP4. They illustrate the involvement of CIVIS member universities, African associated partners, local stakeholders, and target audiences, highlighting the collaborative, transnational, and community-oriented nature of the initiatives. Together, these figures demonstrate the extent to which Open Lab projects foster multi-actor cooperation, strengthen connections between academia and society, and contribute to the CIVIS objective of promoting inclusive and participatory civic engagement at both local and global levels.

The **distribution of Open Lab projects across European CIVIS universities** highlights a strong level of engagement throughout the alliance, with several institutions acting both as coordinators and partners, reflecting a collaborative and transnational approach to civic engagement initiatives.



The **participation of African partner universities** demonstrates the global dimension of the CIVIS alliance and the active involvement of associated partners in the development of challenge-based and community-oriented projects. The **high involvement of local stakeholder organisations** confirms the strong anchoring of Open Lab projects within local communities and illustrates the importance of multi-actor collaboration beyond academia. The projects primarily targeted local communities, stakeholders, and the academic community, while also significantly involving students, highlighting the inclusive and participatory nature of Open Lab activities.



Open Lab projects and challenge-based education

The Open Lab projects involved students and university staff through a wide variety of participatory and challenge-based approaches, reflecting the CIVIS commitment to experiential learning and civic engagement. Depending on the projects, students worked alongside academics and contributed to service-learning activities, participatory research, fieldwork, co-creation processes, intergenerational dialogue, policy design exercises, sustainability challenges, and community-based initiatives. In several projects, students worked directly with local stakeholders, public administrations, NGOs, migrant associations, museums, senior citizens, schools, and civil society organisations, allowing them to apply academic knowledge to real societal challenges. Their involvement ranged from data collection and research activities to the co-design of exhibitions, participatory workshops, awareness campaigns, and collaborative problem-solving exercises. These diverse forms of engagement strengthened students' practical, interdisciplinary, and civic competences while reinforcing the connection between universities and society, the academic, teaching, and research staff were also able to explore new ways of working in their subject areas.

- *CIVIS Intergenerational Communities* - The students conducted regular meetings with seniors residing permanently in Non-Profit Care Homes, and encouraged them to participate in various music, movement-based activities and oral health literacy sessions respectively.
- *Service-Learning Awards* - The project aimed to promote SL amongst academic community with a view to develop this practice and ensure the recognition of its value in the acquisition of transdisciplinary and practical skills, adding to students' employability. The award allowed a diversity of initiatives and practices to be showcased and embeds the idea of including the concept of challenge-based or real-life education.
- *Exploring Biodiversity on Campuses* - Carry out an inventory of current knowledge regarding biodiversity on the campuses of each of the project partners. A harmonized workflow to involve students in the data collection was developed. With this expert-based approach, students (in biology, etc.) carried out standardized and systematic data collection under supervision.

- *FARO Project* – Academics, students, and migrant associations collaborated to reinterpret cultural assets, fostering inclusive narratives. A group of 20-25 participants, including students from the anthropology and history of art programs, as well as members of migrant and second-generation associations, were directly engaged in the meetings and contributed to create an exhibition based on participatory museography, reflecting diverse views on the cultural heritage preserved into the campus. At AMU, students also conducted socio-demographic analyses of different city areas and collaborated with La Citadelle, designing participatory processes to better understand and connect with local audiences.
- *Stories of Migrants. Learning memories, Building peace* – Students, alongside civil society, religious and cultural actors and media experts were called to deal with the complexity of the migratory dynamics which today generate cultural, social and political conflicts. To reflect on those mechanisms that increase social and political polarisation and identify the tools to contrast these phenomena.
- *Public Makers* – The project's core objective was to train Master students in designing, evaluating, and transforming public policies through hands-on collaboration with public administration. By placing students at the intersection of academic knowledge and real-world administrative practice, the project aims to foster a new generation of civic-minded experts capable of navigating complex societal challenges and contributing to systemic change.
- *Combating Health Misinformation* – The project aimed to reduce the risk of encountering and believing in fake health news, ensuring that health decisions are well-informed. Participating CIVIS universities encouraged a collaborative service-learning environment where students actively contributed to the identification and synthesis of research on health misinformation. This involved participatory science, guiding students through systematic literature reviews and analysis methodologies to develop critical thinking skills. This initial training helped students to recognise key trends, gaps, and challenges in the study of misinformation.
- *C.I.V.I.S. Sustainability Challenge* – Over the course of a semester, students prepared to tackle real-world sustainability problems, culminating in a 48-hour intensive event where teams develop and pitch actionable solutions. The project was not only an educational experience but a platform for empowerment—equipping students to become changemakers and fostering meaningful collaboration between academia and society. This way, the project promoted practical, challenge-based learning, providing the students with real-world cases that required critical thinking, creativity, and the integration of sustainability principles into problem-solving.
- *Co-Creation for Digital Equity* – One of the objectives of the project was to promote Service-Learning by engaging students in real-world, socially relevant projects. Students were directly engaged in service-learning activities across the six project phases (identification, creation, discourse & content strategy, localisation, marketing, and deployment), allowing them to apply their academic knowledge to real societal needs.
- *Tackling the challenges of ageing (Phases I & II)* – One of the aims of the project was to empower university students to engage in critical, global, challenge-based thinking about age, care, and inequality. Students and senior citizens were invited to participate in seminars to learn through intergenerational dialogue. Learning activities consisted in a) reading critical gerontological texts, b) conducting excursions into the local life worlds of older people (e.g. care home, town planning, cemetery) and c) engaging in voluntary work e.g. in a care home. These educational activities strengthened intergenerational dialogue and prepared students to thrive in transnational, challenge-based environments.
- *Responding to the Far Right* – The project placed a strong emphasis on participatory knowledge co-creation, collaborative learning, and civic engagement. Early-career researchers and PhD students at

CIVIS universities, especially those working on democracy, political behaviour, and local governance, participated actively in discussion groups and co-production exercises. Practitioners contributed experiential knowledge from democratic “frontline” work, while researchers and PhD students provided comparative evidence and analytical frameworks. This reciprocal exchange strengthened local stakeholder networks, enhanced the societal relevance of academic research, and exemplifies the Open Labs' mission of linking university knowledge with concrete societal needs.

- *AQUAMIND* – The project was designed for students, educators, and researchers across the CIVIS alliance. Linking scientific work to teaching and real-world applications created opportunities for fieldwork, interdisciplinary learning, and collaboration across universities. By equipping local residents, students, and schools in the Danube Floodplain and Braşov with the tools to monitor environmental quality, the initiative fosters a sense of environmental stewardship. This participatory approach ensures the university serves as a facilitator for community-driven data, fulfilling the Open Lab's mission to address regional societal needs

Open Labs projects and the variety of stakeholders involvement

The Open Lab projects involved a wide diversity of stakeholders, reflecting the CIVIS commitment to participatory and community-oriented approaches. Depending on the thematic focus of the projects, activities engaged local citizens, municipalities, NGOs, migrant associations, schools, museums, healthcare professionals, carers, refugees, older adults, cultural organisations, and local authorities.

Stakeholder organisations in Open Lab projects				
Museum	Civil Society/ Social Partner	Public Authority/ Administration	Education/Science	Business Sector
9	110	46	22	21

In many cases, stakeholders were not only beneficiaries but active contributors to the projects through workshops, interviews, participatory research, public events, co-creation activities, and collaborative decision-making processes. These interactions strengthened the connection between universities and society while ensuring that the projects addressed concrete local needs and promoted social inclusion, intercultural dialogue, cultural heritage preservation, lifelong learning, and civic participation.

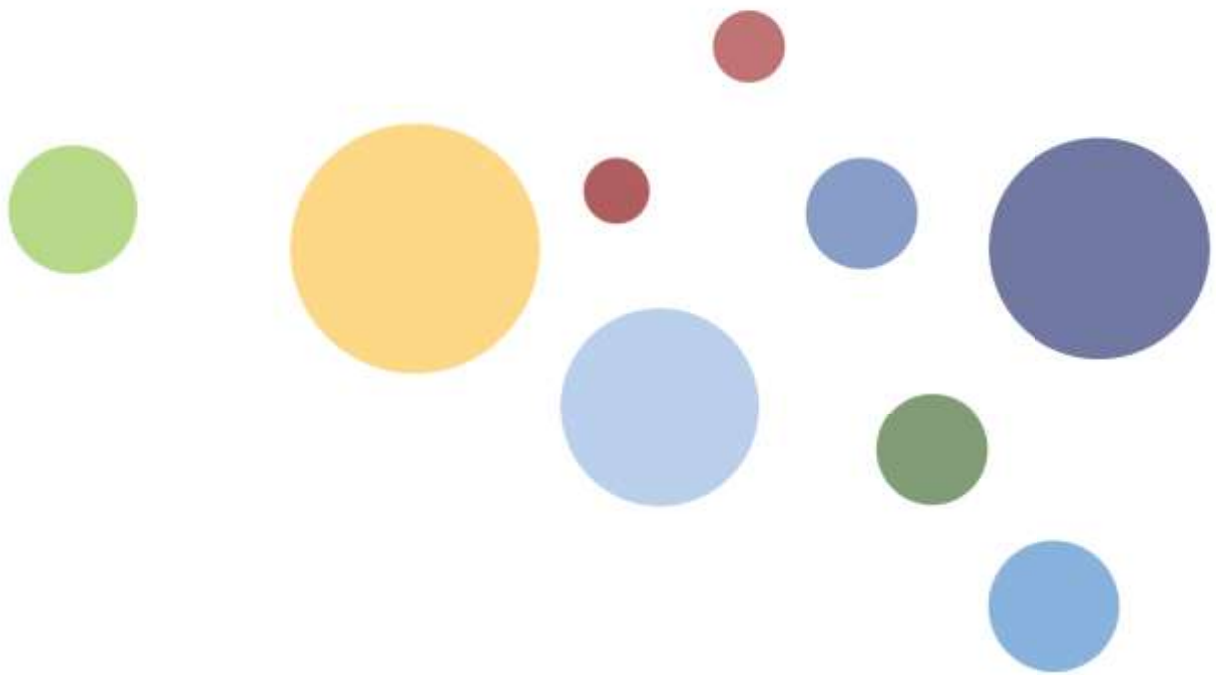
The following examples describe projects that demonstrate the diversity of stakeholder involvement:

- *ArcheOPENLAB* – The aim of the project was to encourage citizen participation in heritage-related decision-making, as well as its protection and maintenance. Foster effective collaboration at the local level with municipalities through citizen involvement in excavation, dissemination, and heritage protection efforts. A key priority was fostering a direct connection between the public and their tangible and intangible heritage by integrating the community into the process, thereby moving beyond the passive role traditionally assigned to the public as mere spectators of scientific knowledge.
- *CIVIS Intergenerational Communities* –Intergenerational learning groups developed a public event for all age groups, guiding participants through the different setups, explaining tasks and bodily sensations. This experience flows into the subsequent lectures of the thematic course, where students developed new interactional settings for intergenerational learning. At UAM, a series of closed intergenerational meetings aimed to enable older and younger people to exchange their experiences and opinions on relevant topics on the current public agenda, such as professional experience, care, involvement in social movements and climate change. At the end of each session, participants collaborated in the elaboration of concrete intervention proposals in the areas discussed, such as the world of work, care or climate activism. This to

provide skill training for people of different ages, focusing on skills that will enable intergenerational contact and civic engagement in a sustainable and culturally specific way.

- *Tackling the challenges of ageing (Phases I & II)* – As challenges in healthcare, social inclusion, and quality of life for older adults intensify, addressing these requires innovative, inclusive strategies that reflect the real needs of older adults. This project directly involved older adults (>60 years), caregivers, and healthcare professionals and local authorities in the scientific process, transforming them from passive subjects into active contributors. This participatory research-action framework, which empowers the various stakeholders, ensures that solutions are relevant and have both a social and economic impact.
- *All year long CIVIS Open Lab Music Ensembles* - This project aimed to create lasting social impact through music as a tool for inclusion and support for individuals from vulnerable social realities through the involvement of university students musicians. As part of the development of a handbook on best practices, a series of concerts were implemented across different European cities, involving people with dementia, carers, university students, and the wider community. These concerts promote inclusivity and solidarity through shared musical experiences. Each event will aim to stimulate memory, foster social interaction, and enhance well-being, creating opportunities for connection among diverse groups. By collaborating with citizens, schools, social and cultural associations, the project will have forged richer interactions and co-creation of knowledge and skills with the realities of our territories.
- *Supporting access and participation to lifelong learning for disadvantaged migrants* - This project was primarily aimed at marginalised migrant and refugee learners, both prospective and current students who face structural, legal, social, and institutional barriers to participating in higher education and lifelong learning. By centring their voices, needs, and aspirations, the project sought to shift how inclusion is understood and practiced across universities and cities. These participants were involved directly as contributors to creative outputs, and as key informants through interviews, focus groups, and workshops.
- *Addressing the social challenge of preserving and revitalizing Scottish Gaelic* - This was an initiative connecting academic knowledge with practical application, encouraging the involvement and participation of citizens in finding a solution to the local problem of seeing their ancestral language die, and promoting civic values such as inclusion, solidarity, and equality related to the preservation and maintenance of a minority language. The community of speakers of this language represented a crucial part of the project because they were active contributors for the collection of data analysed in the initiative.
- *Stories of Migrants* - The project collected the stories, memories, and objects of migrants that were then converged into the construction of an archive of migrant's memories. The digital and physical archives of migrants' memory will serve as tools to address societal challenges related to migration by initiating a process of normalization and routinization of the presence in Europe of people with a migratory background. These practices will allow the sedimentation of migrants' history and identity also in Europe. The collaborative workshops, public events, and cultural activities will contribute to fostering civic engagement and ensuring that the project's impact resonates with both local and migrant communities.
- *VERIS: Voices of Palmyra* - The project is devoted, among others, to communities of refugees of Syrian origins accommodated in Europe, in particular in Romania, Switzerland and U.K, but also Syrian refugees across the Middle East. One of the aims was to gather narratives of refugees of Middle East whose countries have been affected by wars, in order to strengthen the social inclusion of such vulnerable extra-European groups across Europe and to raise the awareness on the essential role of culture in bridging and bonding communities with traumatic pasts.

The range and diversity of the Open Lab projects has afforded an integrated global dimension that has provided important learnings that will be explored in more detail in the next section



3. Analysis & Key Learnings

3.1 Analysis - Case studies of civic engagement

Across the thematic areas identified in the OL projects, a case study is presented below, identifying the key beneficiaries and the societal impact of these projects.

Environment, Cities, and Sustainability - C.I.V.I.S Sustainability Challenge

Key beneficiaries	(1) Students (final-year bachelor's, master's, and postmaster's) from all disciplines at CIVIS partner universities; (2) Local stakeholders (NGOs, municipalities, social enterprises, community organisations) involved in defining and evaluating challenges; (3) Academic staff and researchers engaged in interdisciplinary teaching and participatory research. Participation took place through open calls, preparatory learning modules, onsite 48-hour challenges, mentoring sessions, and a hybrid inter-university final. Students from each partner university were involved in local challenges, with finalists advancing to the final CIVIS-wide event.
Societal impact	The initiative strengthened sustainability skills, teamwork, leadership, and ethical reasoning among student participants, while fostering civic engagement and cross-cultural collaboration. For stakeholders, it delivered fresh ideas, actionable solutions, and stronger university–community partnerships. At the institutional level, it contributed to curricular innovation and scalable models for challenge-based learning, reinforcing CIVIS Open Labs' mission to cocreate knowledge with and for society.

Health and Social Ties, Intergenerational Connections - Contemporary Childhoods/Youths

Key beneficiaries	The activities were open to the community at large, with each individual initiative potentially of interest to other researchers and professionals working with young people, across a variety of sectors. Working with participatory methodologies involved the active engagement of children and adolescents who came into contact with the project through schools, their involvement in after-school organizations or other community events. CON-CHY activities co-involved young people in data collection processes and arts-based creative dynamics.
Societal impact	The project focused on young people's participation, inclusion and exclusion from urban settings. The aim was to raise awareness of the place of children and youth in city contexts and public space, paying particular attention to mechanisms of exclusion in local community settings and neighbourhoods. The partners used arts-based and digitally mediated interventions in public space led by young people as a consciousness-raising strategy.

Languages, Heritage, and Cultural Memory - ArcheOPENLAB

Key beneficiaries	ArcheOPENLAB was a citizen-science project designed to engage a wide and diverse range of beneficiaries, bringing together local communities, students, non-governmental organizations, cultural and heritage associations, municipal and regional authorities, and international volunteers and heritage enthusiasts. The project was fundamentally aimed at empowering local communities to take an active role in the documentation, conservation, and dissemination of their own archaeological and cultural heritage, while simultaneously creating opportunities for students, researchers, NGOs, and policymakers to collaborate in co-creation and participatory processes. Local citizens represented one of the core beneficiary groups of ArcheOPENLAB.
-------------------	--

Societal impact At the community and civic level, the project aimed to enhance local engagement and empowerment. Heritage sites, which might otherwise remain unnoticed or underutilized, were transformed into living spaces of memory, identity, and participation. Local citizens, associations, and volunteers were invited to contribute actively through workshops, open calls, co-creation sessions, and community monitoring programs. These activities encouraged residents to take ownership of their heritage, instilling pride and a sense of responsibility for the conservation and dissemination of local archaeological and cultural assets. Through participatory excavation campaigns, heritage walks, and public exhibitions, local communities gained direct experience in heritage practices, contributing to intergenerational learning and ensuring that local knowledge, traditions, and stories are preserved and valued. By actively involving residents in tangible heritage management, ArcheOPENLAB strengthened social bonds, promoted civic responsibility, and fostered sustainable, long-term networks of engaged citizens invested in the protection and promotion of their cultural environment. The project also generated educational and capacity-building benefits for the participants. Students and volunteers acquired knowledge in heritage research, documentation, analysis, and digital tools, while community participants gained training in practical conservation and recording techniques.

Migration, Exile, and Social Inclusion - Migrant Storytelling on Home and Belonging as Transformative Tools

Key beneficiaries Over the course of workshops in Madrid, Glasgow, and Johannesburg, individuals from diverse nationalities contributed their voices and artworks. Each work became a bridge, connecting memory, identity, and belonging, while challenging the dehumanizing narratives that frequently dominate public discourse. By presenting these first-hand artistic narratives of displaced people in an eBook, designed for a wide range of audiences, the aims are to foster understanding and empathy, challenge stereotypes, and provide nuanced insights into the realities of migration. Thus, the eBook serves as a permanent resource for those involved in designing policies, programs, or educational initiatives, offering evidence-based perspectives that highlight the voices and experiences of displaced communities.

Societal impact The project challenged the dehumanized and stereotypical portrayals of displaced people by centring their first-hand narratives. Participants reclaimed their stories by speaking in the first person, becoming co-creators of knowledge rather than passive subjects. Creative workshops functioned as both artistic and safe spaces, fostering trust, dialogue, and peer support while enabling participants to reflect on migration, home, and belonging. By amplifying displaced people's perspectives, the project dignified their experiences, counters marginalization, and promoted broader understanding of migration, while supporting participants' emotional well-being. The project also strengthened collaboration between universities and non-academic partners, demonstrating how participatory art and storytelling can empower displaced people, amplify marginalized voices, and foster more inclusive societies.

In Summary

The Open-Lab funded projects have facilitated **meaningful and sustainable engagement with diverse and inclusive participant groups and beneficiaries**. This includes students and academics alongside community members and citizens, reflecting strong commitment to CIVIS's civic engagement aims. The projects demonstrate participatory and narrative approaches to research and education, alongside citizen and

community science participation, enabling true knowledge sharing between academics and citizens. With a strong emphasis on lived-experience and local, embodied and cultural knowledge demonstrated in the outcomes of the Open Lab funded projects, this has been a successful way to build trust, empowerment and capacity between and across universities, and with a wide range of civic partners.

The **societal impact of these projects is broad and demonstrable**, spanning global and local perspectives. The different projects emphasise empowerment of local and often under-represented groups, amplifying their experiences across the CIVIS network of universities. By emphasising co-creation, and first-person narratives, the projects actively promote a more inclusive, equitable society. Using arts, story-telling and creative methods for engagement builds trust and develops skills in both University and community partners. These projects demonstrate sustainable, scalable models of challenge-based education and community partnership.

3.2 Key learnings

In this section, we will describe the key learnings that have been identified across the WP 4 initiatives in three levels, firstly, we will describe the tools and processes used and highlight the opportunities and challenges of these in practice. Secondly, we will describe the societal, cultural, and economic impacts of the WP 4 initiatives, drawn from the final reports of the Open Lab projects, and finally, we will make some policy recommendations drawn holistically from the experiences of WP 4.

Level 1 – Tools and Processes

Funding Calls as tool of implementation

Successes This funding model directed financial support directly to academics working in a collaborative way with community partners. This ensured that the projects were truly situated in the needs of the community. By stipulating that the project MUST involve a minimum of 3 CIVIS partners, and evaluating against criteria that encourage collaboration, e.g. external partners, or associated African universities, it was possible to ensure that all funded projects had collaboration at the heart of their work. This enabled complementary community needs to be identified across the European and global context. The resulting projects covered a wide range of thematic areas and crossed geographical regions, building a body of knowledge of civic concerns in Europe and Africa.

“The main success has been the collaborative nature of the project across partners and disciplines. Working through the Open Lab funding model allowed us to experiment in ways that wouldn't have been possible under more traditional funding structures, and it gave space for genuinely co-created outputs like the eBook

This type of project has also encouraged and strengthened collaboration with colleagues from non-academic organizations, including CEAR, Migrant Voice, and the Windybrow Arts Centre. The synergies that have emerged from these collaborations have been very fruitful and have significantly enriched both the process and the outputs. Here I would also highlight the very positive feedback we have received from the artists who participated in the project. Helping them express their experiences of migration and asylum through artistic means has been very rewarding. And this has been made possible thanks to the programme”

Francisco Fuentes Antras: PI Migrant Storytelling on Home and Belonging as Transformative Tools

Recommendations for Future. Across the projects, the research and delivery teams demonstrated a wide range of different experience and skill levels. To ensure consistency of delivery and confidence in the skills development of project teams, a robust skills identification and training programme should be incorporated into this funding model going forward.

To strengthen collaboration opportunities both ahead of project conception, and as projects are implemented and delivered, a strategically planned series of knowledge-sharing and networking events (for example, via the CASCADE network) would provide formal and informal community building that will support ongoing relationships. Strong coordination with the Open Labs in ensuring that reporting mechanisms and timelines are adhered to would maximise the impact of these creative and community-centred projects.

"We had important challenges in relation to the funding rules. In particular, the programme did not allow payments to third parties, including services provided by colleagues in non-academic partner organizations. We also were not able to reimburse travel expenses for the refugee participants who contributed to the project. Given their situation of vulnerability and considering that this is a programme explicitly aimed at fostering inclusion, we felt that enabling this type of support would have been both appropriate and important.

I would also note that the inability for partner universities in Africa to directly receive and manage funds created an imbalance in participation. This limitation meant that our African partners were not able to engage at the same level of autonomy and responsibility as European partners, which also complicated the process."

Francisco Fuentes Antras: PI Migrant Storytelling on Home and Belonging as Transformative Tools

Collaborative networks - Hubs, Open Lab Council, CASCADE, Expert Groups

Opportunities/Successes. Collaborative networks provided formal and informal support and networking opportunities across the CIVIS Alliance Universities. This provided opportunities for participants to share their success in their projects, to seek support of more-experienced partners on issues of challenge, and to build relationships across European boundaries.

Recommendations for Future. It is vital that collaborative networks are consistently and strategically considered across the life of the projects. By having multiple collaborative networks operating across the CIVIS Alliance, it can be challenging for potential participants to commit to any one network, limiting their longer-term success. There is a need for the timings of network events to align closely with the relevant project stages, noting that these may vary, however, hosting networking events ahead of funding calls, and knowledge sharing events towards the project finalisation stages would support and strengthen the collaborative nature of CIVIS. Finally, it is vital for the sustainability and coherence of network, that future planning accounts for staff changes and workload pressures involved in managing a collaborative network.

Co-creation sessions - Civis Days, Staff Weeks, Webinars

Opportunities/Successes. Co-creation sessions such as activities during Civis Days and CIVIS Staff Weeks provided a concentrated focus on a particular topic or need, making for targeted and meaningful outcomes for participants. The focused nature of these sessions alongside expert tutors and mentors provided an important opportunity for sharing knowledge and building confidence. This targeted opportunity enabled participants to success or explore challenges together, strengthening relationships alongside experience and skills development. Participants in the Collaborative Pedagogies Staff Week reported that the most important thing they took away from the event was "Practical ways to improve my collaboration with students and stakeholders", "New partners to work with", and "A new way of thinking about teaching methods".

The highly committed and engaged participants ensured that the event was joyful, hopeful and purposeful. Having a concrete task to work on and dedicated time to focus on this meant that participants returned to their settings feeling confident, prepared, and reinvigorated.

Collaborative Pedagogies Staff Week Final Report

Recommendations for Future. Differing levels of expertise make ensuring equitable experiences across participants a challenge in co-created sessions, such as CIVIS Staff Weeks. This can be improved by ensuring that the expectations of the event are clear in the sign-up processes and that participants are provided with pre-session reading and activities to come prepared. At times, there may be different cultural and professional expectations, which can make designing sessions for diverse audiences challenging. By ensuring that facilitators are experienced and well supported in their planning and delivery, the best possible events can be organised and implemented.

Participants in the Collaborative Pedagogies Staff Week asked for more time together to share and co-create their learning, learning from previous experiences will improve the quality and consistency of co-creation session across the CIVIS alliance going forward.

Summary – Tools and processes

1. Allow visibility of various kind of projects and enable the collection of the key learnings from these projects that can be collated towards policy recommendations
2. Stimulate connections and makes opportunities available or visible
3. Identify skills and share them with CIVIS community
4. Make available a space for experimentation
5. Showcase projects success which enables sharing of key-learnings and inspirations for future projects, keeping a living community

Level 2 – Impact

The individual Final Impact Assessment Reports of all Open Lab projects, covering the dimensions listed below, are publicly accessible under the individual Open Lab project pages of the CIVIS website. A summary of the key impacts identified in the final impact assessment reports in the societal, cultural, and economic dimensions follows:

Societal Dimension

Through transnational, interdisciplinary, and intercultural collaboration the WP 4 initiatives have generated significant social impact. The diversity of projects and collaborative sessions have fostered participatory knowledge creation and inclusive collaboration across diverse communities. Bringing together universities, societal organisations, public/policy organisations, schools, museums and community groups, has strengthened relationships and built trust between academia and society. The Open Lab projects consistently positioned community actors as co-creators of both knowledge and solutions, with the effect of reducing barriers and promoting participation for traditionally underserved communities. By supporting projects that respond to local societal challenges through collaborative methodologies and approaches, we are able to demonstrate the impact of the CIVIS Alliances commitment to sustainable partnerships that go beyond individual projects to collective societal responses to contemporary challenges such as climate change, migration, ageing and health. Across the life of the 29 initiatives, we can report that a significant number of people have been directly involved in, and impacted by the activities.

University communities				External communities	
Academics (teaching and scholarship)	Researchers (research only)	Students	Admin personnel	Citizens	Partners
582	304	1406	241	6374	389

Cultural Dimension

The WP 4 initiatives have demonstrated impact in the cultural dimension through activities such as heritage digitization, storytelling, participatory arts, and exhibitions. These activities have provided opportunities for sharing cultural heritage across Europe and beyond, promoting participation and intercultural dialogue. Themes of identity, belonging, and migration provide opportunities for diverse groups to share and strengthen cultural knowledge on key societal challenges affecting people across Europe and beyond. Through the documentation of migrant experiences, and the co-creation of artistic and cultural artefacts, the WP 4 initiatives supported a wide range of participants, from community actors to artists, schools, policy makers and researchers to share their experiences, democratising cultural participation and sharing knowledge. By combining creative approaches, cultural heritage, and civic engagement, the WP 4 initiatives strengthened cultural accessibility, supported intercultural understanding and positioned the CIVIS Alliance of universities as active cultural actors contributing to more inclusive, diverse and socially connected societies.

Economic Dimension

The WP 4 initiatives have created economic impact in three main ways, firstly by facilitating collaborations and relationships that are able to attract further finance across sectors; in the development of human capital and sustainable infrastructures; and by reducing economic barriers to participation, in particular for underserved communities. CIVIS WP 4 provided funding that enabled projects to demonstrate their impact, viability and scalable nature, acting as seed funding for projects to work towards onward finance and investment opportunities. The imperative for cross-national collaboration enabled projects to consider funding sources that would not be available in local community settings. Human capital was developed through training, professional development, and skills acquisition for participants including students, community actors, and researchers. Providing open access resources and reusable tools across digital and interpersonal infrastructures improves efficiency, organisational capacity and streamlines access to future investment. By engaging a wide range of participants in cultural events and activities, knowledge generation and sharing workshops, educational resources and mobility opportunities, the WP 4 initiatives have reduced the barriers to participation for underserved and underrepresented communities.

Catalogue of Open Lab Resources

The CIVIS Alliance has an overarching general dissemination objective to share what we learn and develop so that others can use and build on it. Specifically, under the Work Package 4 there is also a commitment to facilitate access to educational and citizen science resources to a broad public, and to share and build knowledge widely and fairly among students, teachers, researchers, and local stakeholders.

As part of their individual workplans, the Open Lab projects foresee the publication of useful resources produced within the framework of each initiative. The CIVIS Open Lab network thus reveals itself also as a coherent ecosystem capable of producing a remarkable diversity of outputs, guides and toolkits, reports, platforms, educational materials, data sets, exhibitions, seminars, and more, each contributing to the Alliance's ambition to share knowledge widely and fairly, within and beyond academia.

The outputs produced by the CIVIS Open Labs are available on the [Resources-page](#) of the CIVIS website and summarized in the CIVIS Catalogue of Open Lab Resources - see Annex II.

Level 3 – Conclusion and Transversal Policy Recommendations

Conclusion

CIVIS WP4 has demonstrated that civic engagement can be successfully embedded across a European university alliance through participatory, challenge-based, and community-oriented approaches. By connecting students, academics, citizens, public organisations, and community partners around shared societal challenges, the Alliance has generated meaningful social, cultural, and economic impact while strengthening the societal role of higher education. The experiences and evidence gathered through Open Labs, networks, staff development activities, and collaborative projects provide a strong foundation for the next phase of CIVIS, highlighting the importance of sustained investment, stronger institutional recognition, focused thematic collaboration, and equitable partnerships to ensure that civic engagement remains a defining and transformative feature of the Alliance.

Recommendation 1 - CIVIS partner universities should strengthen the visibility and institutional recognition of civic engagement within the Alliance by promoting CIVIS as a long-term European and global reaching space for learning, training, and capacity building in collaborative and socially engaged practices.

Within the diversity of funding schemes and projects carried out by CIVIS member universities, the added value of CIVIS can sometimes become diluted, making it appear as just another European project among many others. However, what truly distinguishes CIVIS from other European initiatives is its global, long-term and sustainable character. Over the years, Open Lab managers, international relations offices, academics, and other actors involved in CIVIS have built a genuine ecosystem based not only on shared procedures and institutional frameworks, but also and perhaps above all, on the quality of interpersonal relationships and mutual trust developed through continuous collaboration.

In this context, civic engagement represents a key strategic asset that remains underdeveloped or insufficiently recognized in some partner universities. CIVIS therefore has the potential to position itself as a unique global space for experimentation, exchange, and innovation in civic engagement practices. To further strengthen this dimension, partner universities should promote the Alliance internally not only as a mobility or project-based framework, but also as a collective learning environment dedicated to training, capacity building, and the dissemination of innovative practices in civic engagement. Such an approach could contribute to reinforcing the skills and capacities of both staff and students across all member universities while consolidating CIVIS as a long-term community of practice at the European level and beyond.

Recommendation 2 - To enhance civic engagement within the Alliance, CIVIS should prioritize the consolidation and continuous improvement of existing mechanisms by developing Alliance-level training and teaching activities that can be replicated locally in partner universities to increase coherence, quality, sustainability, and stakeholder impact across the Alliance.

Within CIVIS2, several mechanisms have been implemented to foster the development of civic engagement across the Alliance, including the Cascade Network, staff weeks, and, most importantly, the Open Lab rolling call. These initiatives have demonstrated significant strengths: they are capable of addressing a wide range of themes, bringing together diverse stakeholders, and combining the missions of teaching, research, and service to society. At the same time, they have also revealed certain limitations. The themes addressed can sometimes appear too broad, the rhythm of activities insufficiently structured or coherent, and the expected outcomes highly variable depending on the projects and institutional contexts.

Rather than creating new instruments, the Alliance should build on these identified limitations to strengthen and consolidate the existing mechanisms through a dual approach. On the one hand, CIVIS should develop activities, training modules, and teaching formats directly at the Alliance level and then replicate them locally within partner universities. Such an approach would increase the attractiveness and visibility of CIVIS initiatives while reaching a larger number of stakeholders and ensuring greater quality control and coherence across activities. On the other hand, reinforcing the continuity, coordination, and long-term follow-up of existing initiatives would contribute to creating a more stable and sustainable ecosystem for civic engagement within the Alliance. In this sense, the continuous improvement and consolidation of already established mechanisms appear to be the most sustainable and effective recommendation for the future development of civic engagement in CIVIS.

Recommendation 3 - To strengthen the coherence and impact of civic engagement across the Alliance, CIVIS should develop more focused thematic priorities that better connect activities, projects, and stakeholders while fostering stronger and more sustainable interdisciplinary communities of practice.

To strengthen the coherence and long-term impact of civic engagement within the Alliance, CIVIS should move away from overly broad thematic approaches and instead develop more focused thematic priorities that better articulate the different activities and initiatives across member universities. While the diversity of disciplines, teaching profiles, researchers, and experimental territories represented within the Alliance is a major strength, greater thematic focus would help create more coherent rhythms of activity, reinforce synergies between projects, and foster the development of stronger and more sustainable communities of practice. In this perspective, civic engagement appears as a more clearly defined and strategic framework than the broader Open Labs approach, while still maintaining a deeply interdisciplinary character.

Recommendation 4 - To strengthen the effectiveness and coherence of civic engagement within the Alliance, CIVIS should transform the current OpenLab Council into a more operational Civic Engagement Unit composed of members sharing a common core of expertise in participatory research, international project development, and challenge-based teaching, while maintaining interdisciplinary and thematic diversity.

Following the logic of the previous recommendation, the OpenLab Council, which brings together the OpenLab Managers, is currently composed of a wide variety of profiles, experiences, and institutional affiliations. While this diversity was perceived as a strength during the first years of the Alliance, it now seems more appropriate to move from a council model to a more operational unit within the CIVIS structure, focused specifically on civic engagement, while also reconsidering the profile of its members. The objective would be to combine a common core of competencies and experience with disciplinary and thematic diversity. Among the shared criteria, having a background in participatory research, international project development, and challenge-based teaching appears to be absolutely essential for driving an effective and high-performing "Civic Engagement Unit."

Recommendation 5 - To foster more equitable and effective civic engagement collaborations, CIVIS should develop complementary funding mechanisms enabling non-university and African partners to access financial support on a more equal basis with member universities, thereby reducing structural inequalities and strengthening horizontal partnerships across the Alliance.

To strengthen the inclusiveness and long-term sustainability of civic engagement collaborations within the Alliance, CIVIS should develop complementary funding mechanisms that allow non-university stakeholders and African partners to participate and receive financial support on a more equal basis with member universities. Under the current European funding rules governing these types of projects, these partners often cannot directly access funding, despite their central role in the implementation of civic engagement activities and participatory approaches. This situation creates structural inequalities between partners, reinforces hierarchical relationships, and limits the development of genuinely horizontal and reciprocal collaborations.

Since civic engagement relies precisely on co-creation, mutual learning, and shared ownership between academic and non-academic actors, ensuring more equitable access to resources appears essential. Developing alternative or complementary funding schemes would therefore not only strengthen the participation and commitment of these actors, but also enhance the legitimacy, diversity, and societal impact of CIVIS initiatives across different territories and institutional contexts.

Recommendation 6 – To strengthen the impact and diffusion of civic engagement across the Alliance, CIVIS should continue to move towards more agile and transversal project management approaches capable of integrating external partners, interdisciplinary collaboration, and the flexible dynamics inherent to civic engagement practices.

To strengthen the long-term impact of civic engagement within the Alliance, CIVIS should recognize civic engagement as a transversal strategic value that must be integrated across all activities, rather than remaining confined to isolated initiatives or institutional silos. The current organizational structure, based on segmented workflows and linear management approaches, limits the circulation of practices, collaboration between units, and the effective integration of external partners. Because civic engagement relies on co-creation, adaptability, and continuous interaction with societal actors, CIVIS should move toward more agile and flexible project management models capable of fostering interdisciplinary collaboration, horizontal decision-making, and stronger involvement of non-academic stakeholders throughout the different stages of projects and activities.

List of Annexes

- Annex I – List of Open Lab Projects
- Annex II – Catalogue of Open Lab Resources

ANNEX I – LIST OF CIVIS OPEN LAB PROJECTS 2022-2026

ENVIRONMENT, CITIES, AND SUSTAINABILITY

AQUAMIND – Bridging Minds for Co-creating Nature-Based Solutions and assessing water security

Partners UB (Coord.), AMU, PLUS, ULB

Topic(s) Environment, Water, Citizen Science, Challenge-Based Education

Summary Project focusing on two sites in Romania: the Danube floodplain (Balta Mică a Brăilei) and the metropolitan area of Braşov. It combines environmental sciences, geospatial data, participatory workshops, and citizen science to cocreate nature-based solutions addressing water challenges: pollution, droughts, flood risks.

Objectives

- Collect environmental data (water, soil, biodiversity) through citizen science
- Identify priority areas for nature-based solutions (NbS)
- Design these solutions with residents, NGOs, and local authorities
- Produce educational tools, thematic maps, and policy recommendations.

Web page [CIVIS Website](#)

Sensing Our Environment Together

Partners UNIL (Coord.), AMU, PLUS, UT, SUR, ULB, UofG, MAK, UCAD

Topic(s) Citizen Science, Air Quality

Summary Two-day workshop bringing together researchers and practitioners on citizen science applied to air quality and climate, aiming to share methods, tools, and challenges of citizen participation in environmental monitoring.

Objectives Share practices, strengthen networks, and initiate collaborations.

Web page [CIVIS Website](#)

Responding to the Far Right: Local Challenges, Global Perspectives

Partners	UT (Coord.), PLUS, NKUA, ULB, UofG
Topic(s)	Democracy, Citizen Participation, Tackling the Far Right
Summary	Two-day workshop bringing together researchers, unions, local elected officials, associations, and field actors to analyse and co-create strategies to respond to the rise of far-right movements. Emphasis is placed on practice, ethical dilemmas, comparative strategies, and local experience sharing.
Objectives	• Analyse existing strategies (distancing, confrontation, accommodation) • Co-create tools and responses adapted to local contexts • Produce a policy brief and launch an academic-practitioner network • Strengthen democratic resilience through transnational collaboration.
Web page	CIVIS Website

C.I.V.I.S. Sustainability Challenge

Partners	ULB (Coord.), NKUA, UAM, UofG, UEM, MAK
Topic(s)	Sustainability, Innovation, Challenge-Based Education
Summary	Inter-university challenge where student teams worked for a semester on local sustainability challenges, then joined an intensive 48-hour event to propose concrete solutions. The best ideas receive support for prototyping and implementation.
Objectives	• Strengthen interdisciplinary skills and civic engagement • Co-create sustainability solutions with cities, associations, and companies • Experiment with innovative pedagogies • Develop a replicable model
Web page	CIVIS Website

Exploring Biodiversity on Campuses

Partners	AMU & UB (Coord.), PLUS, UofG, UH2C
Topic(s)	Urban Biodiversity, Citizen Engagement
Summary	This project aims to create a shared methodology to inventory biodiversity across CIVIS campuses, involving students and using AI and citizen science tools.
Objectives	Create a biodiversity database and maps for the campuses.
Web page	CIVIS Website



Generating Shared Knowledge on Rent Regulation

Partners ULB (Coord.), AMU, UNIL

Topic(s) Urban Environment, Social Justice, Housing Policies

Summary Project aiming to create a space of reflection between researchers, associations, and activists engaged in the right to housing. It addresses the lack of time and resources among associations to analyse scientific literature on rent regulation. Through a two-day workshop, the project confronts misconceptions, scientific data, and field experience to produce shared knowledge useful for activist practices.

Objectives

- Debunk misconceptions about rent regulation
- Build a shared synthesis between academic expertise and activist knowledge
- Produce a memo and annotated bibliography for housing stakeholders
- Strengthen links between grassroots organisations and universities.

Web page [CIVIS Website](#)



HEALTH AND SOCIAL TIES, INTERGENERATIONAL CONNECTIONS

Tackling the challenges of ageing – Phase 1 Focus Groups

Partners	UNIL & UT (Coord.), PLUS, SU, UB, UofG, UH2C, UEM
Topic(s)	Active Ageing and Participatory Health Research
Summary	First phase of an action-research project on ageing, involving focus groups with older adults, caregivers, and health professionals.
Objectives	Identify local challenges related to ageing and define shared priorities.
Web page	CIVIS Website

Tackling the challenges of ageing - Phase II Ageing as a Journey. Exploring Transnational, Transdisciplinary, and Transgenerational Perspectives of Ageing in Place

Partners	UNIL & UT (Coord.), PLUS, SU, UB, UH2C, UEM, WITS
Topic(s)	Ageing, Health, Intergenerational Participation, Challenge-Based Education
Summary	Follow-up to a first CIVIS project on ageing, this phase develops co-creation workshops (design thinking), intergenerational seminars, Africa-Europe collaborations, and a multilingual platform. It aims to understand ageing as a life course, produce local solutions, and foster intergenerational dialogue.
Objectives	• Co-create local solutions with older adults, caregivers, and social actors • Deepen post-colonial perspectives on ageing • Develop intergenerational teaching formats • Increase visibility through a multilingual platform • Build a sustainable transdisciplinary research network.
Web page	CIVIS Website

Combating Health Misinformation

Partners	NKUA (Coord.), SUR, UB
Topic(s)	Fighting Health Misinformation, Challenge-Based Education
Summary	Interdisciplinary project to raise awareness and equip citizens against health fake news through podcasts, digital games, seminars, and educational resources.
Objectives	• Create digital tools • Train young people • Raise awareness among vulnerable groups.
Web page	CIVIS Website



CIVIS Intergenerational Communities

Partners NKUA (Coord.), SUR, UB

Topic(s) Intergenerational Solidarity and the Fight against Ageism, Challenge-Based Education

Summary This project creates intergenerational communities through educational, sports, and social activities between young people and seniors in several countries.

Objectives Combat ageism and promote solidarity between generations.

Web page [CIVIS Website](#)

Contemporary Childhoods/Youths (CON-CHY)

Partners UAM (Coord.), NKUA, UB, PLUS, UEM

Topic(s) Youth Inclusion in Urban Spaces

Summary This project explores the participation of children and youth in urban public spaces through three case studies (Madrid, Salzburg, Maputo) using participatory and artistic methods.

Objectives Study and encourage young people's participation in public space using participatory methods.

Web page [CIVIS Website](#)



LANGUAGES, HERITAGE, AND CULTURAL MEMORY

FARO Project - Building community through FARO convention

Partners	SUR (Coord.), AMU, UAM, UB
Topic(s)	Cultural Inclusion and Citizenship through Heritage, Challenge-Based Education
Summary	Project inspired by the Faro Convention, aiming to highlight the contributions of minorities through exhibitions and participatory workshops.
Objectives	Promote a community-based approach to cultural heritage.
Web page	CIVIS Website

YODA – Youth for Open Digital Acquisitions: About the Training in 3D Heritage and Best Practice

Partners	ULB (Coord.), AMU, UNIL
Topic(s)	Digital heritage, 3D documentation, training harmonisation, cultural heritage & technology.
Summary	The YODA project analyses and compares existing 3D heritage training across partner universities to address fragmentation in methods, tools, and standards. It maps current courses, examines their alignment with institutional needs, and produces a shared framework and toolkit to support more coherent, interoperable 3D heritage education.
Objectives	• Map existing 3D heritage training across partner universities • Identify strengths, gaps, and complementarities between disciplines • Compare academic programmes with professional sector needs • Produce recommendations and a shared methodological framework • Develop an adaptable toolkit for future coordination and expansion.
Web page	CIVIS Website

Addressing the Social Challenge of Preserving and revitalizing Scottish Gaelic

Partners	UAM (Coord.), SUR, UofG, UNIL
Topic(s)	Language Revitalisation and Intergenerational Transmission of Scottish Gaelic
Summary	Linguistic documentation project on Scottish Gaelic aiming to analyse dialectal variation and create digital educational resources to support its learning.
Objectives	Document complex constructions, create a reference grammar, and develop interactive learning tools.
Web page	CIVIS Website



Mediterranean Network of Small and Medium Publishing Houses and Literary Festivals

Partners AMU (Coord.), SUR, UAM

Topic(s) Languages, Cultures and Literary Heritage

Summary This project creates a Mediterranean network of independent publishers and literary festivals in France, Spain, and Italy. It aims to promote marginalised literatures, document linguistic diversity, and encourage the transnational circulation of works. It builds notably on the "Effets réels" festival in Aix/Marseille and partner festivals in Madrid and Rome.

Objectives

- Promote linguistic and literary diversity in the Mediterranean
- Structure a sustainable network connecting publishers, festivals, and universities
- Encourage student participation through surveys, documentation, and cultural mediation
- Support the circulation of lesser-known works and new artistic voices.

Web page [CIVIS Website](#)

EUROTALES - Building a Museum Laboratory of the Voices of Europe

Partners SUR (Coord.), UAM, UB, UH2C, SFAX

Topic(s) Linguistic Diversity and Cultural Inclusion, Challenge-Based Education

Summary EUROTALES is a transnational and digital university museum dedicated to Europe's languages, particularly minority, endangered, and regional languages. It involves citizens in collecting linguistic biographies and cultural narratives.

Objectives Create a digital and participatory museum of Europe's languages.

Web page [CIVIS Website](#)

ArcheOPENLAB - Archaeological Citizen-science Project for Local & International Civic Inclusive Engagement

Partners UAM (Coord.), NKUA, UB

Topic(s) Participatory Archaeology and Inclusion through Heritage, Challenge-Based Education

Summary A social and inclusive archaeology project involving citizens in excavations, workshops, and events related to local heritage.

Objectives Engage citizens in archaeological research and promote local heritage.

Web page [CIVIS Website](#)



MIGRATION, EXILE, AND SOCIAL INCLUSION

Co-Creation for Digital Equity: Civic Technologies and Multilingual Communication in Service-Learning Projects across Europe

Partners UAM (Coord.), AMU, NKUA, ULB, UB, UH2C, SFAX

Topic(s) Digital Inclusion, Multilingual Communication, Challenge-Based Education

Summary Project focused on co-creating multilingual websites and digital tools for associations and NGOs in Casablanca and Sfax. Students from partner universities participate in all stages: needs assessment, design, content, translation, deployment, and training of local partners.

Objectives

- Equip local organisations with inclusive and adapted digital tools
- Train students through service-learning in multilingual communication and civic technologies
- Strengthen the autonomy of associations in managing their platforms.
- Create a sustainable transnational laboratory (LaCoTT Open Lab).

Web page [CIVIS Website](#)

Stories of Migrants ; Learning memories, building peace

Partners SUR (Coord.), UAM, UB, SFAX

Topic(s) Migrant Memory and European Identity, Challenge-Based Education

Summary Creation of a physical and digital archive of migrant narratives to highlight their contribution to European identity.

Objectives Collect, document, and share migration stories.

Web page [CIVIS Website](#)

Supporting access and participation to lifelong learning for disadvantaged migrants

Partners UNIL (Coord.), NKUA, UAM, UB, UofG

Topic(s) Migration, Social Inclusion, Lifelong Learning, Challenge-Based Education

Summary Project aiming to identify and improve institutional practices of access, participation, and integration of migrants and refugees in higher education and continuing training. Through a participatory approach, it combines policy analysis, surveys, local workshops, and transnational exchanges.

Objectives

- Document barriers faced by migrant learners.
- Analyse institutional practices and their limitations.
- Co-develop tools, recommendations, and creative advocacy materials.
- Create a sustainable transnational network linking universities, cities, and NGOs.

Web page [CIVIS Website](#)



Migrant Storytelling on Home and Belonging as Transformative Tools

Partners UAM (Coord.), UofG, WITS

Topic(s) Representation of Migrants, Participatory Storytelling

Summary Transnational creative storytelling project with migrants in Madrid, Glasgow, and Johannesburg, exploring notions of "home" and "belonging," resulting in a transmedia e.book.

Objectives

- Organisation of artistic workshops
- Production of an e.book
- Raising awareness through first-hand stories.

Web page [CIVIS Website](#)

VERIS - Voices of Palmyra : Engaging (In)tangible Memorial Heritage in Social Innovation for Refugee Inclusion

Partners UNIL (Coord.), UB, UofG

Topic(s) Social Inclusion of Refugees through Heritage

Summary Uses the heritage of Palmyra to foster the social inclusion of Syrian refugees through workshops, exhibitions, and digital storytelling.

Objectives Create cultural tools for refugee inclusion.

Web page [CIVIS Website](#)

All year long CIVIS Open Lab Music Ensembles

Partners SUR (Coord.), NKUA, UAM

Topic(s) Music, social inclusion, intergenerational learning, cognitive health, service-learning

Summary A transnational musical project involving student musicians, people living with dementia, vulnerable communities, and local associations. It includes concerts in Rome, Athens, and Madrid, along with workshops, a seminar, and the creation of a best-practice handbook for "relaxed concerts." Music is used as a tool for inclusion, cognitive stimulation, and community building.

Objectives

- Create inclusive musical experiences for vulnerable groups
- Promote intergenerational and intercultural solidarity
- Train students in inclusive musical and community-based practices
- Develop a methodological guide for accessible concerts in Europe.

Web page [CIVIS Website](#)



PARTICIPATORY METHODOLOGIES, CONFERENCES, OTHER

Service-Learning Awards

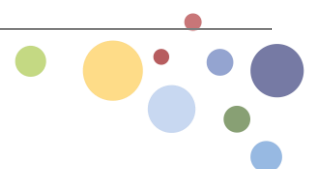
Partners	AMU (Coord.), PLUS, SUR, UAM, UB
Topic(s)	Civic Engagement, Service-Learning, Challenge-Based Education
Summary	Organisation of awards to highlight Service-Learning projects within CIVIS universities, in order to promote civic engagement in institutional curricula.
Objectives	• Institutionalise Service-Learning • Create a CIVIS network of Service-Learning practices.
Web page	CIVIS Website

Public Makers

Partners	ULB (Coord.), AMU, UNIL
Topic(s)	Co-Construction of Public Policies with Students, Challenge-Based Education
Summary	Educational project in which students design public policies in collaboration with local administrations, through challenge-based pedagogy and co-creation.
Objectives	• Train students • Create methodological tools • Strengthen university-territory links.
Web page	CIVIS Website

Creating Knowledge through Participatory Research

Partners	ULB (Coord.), PLUS, UT, UNIL
Topic(s)	Participatory Research and Co-Creation of Knowledge
Summary	International conference in Brussels on participatory research, bringing together researchers, practitioners, and citizens around panels, workshops, and field visits.
Objectives	Foster exchanges on methodological and practical challenges of participatory research.
Web page	CIVIS Website



CIVIS Connect

Partners	ULB (Coord.), PLUS, UT, SU, UofG, UNIL
Topic(s)	Participatory Research, Civic Engagement, Public Engagement, Service.Learning
Summary	A series of monthly online/hybrid seminars gathering academics and practitioners to exchange on the practices of CIVIS Open Labs: participatory research, civic engagement, challenge-based education, outreach, and service-learning. Each session combines an academic presentation, a practitioner's perspective, and an open discussion
Objectives	• Create a regular space for knowledge exchange among Open Labs • Encourage co-creation and the emergence of new collaborative projects • Strengthen networks between researchers, students, and local stakeholders.
Web page	CIVIS Website

Civic by Design: Open Labs in Pop-Up Spaces

Partners	UT (Coord.), PLUS, SU, ULB, UoG, UNIL
Topic(s)	Civic Engagement, Digital Transformation, Participatory Spaces, Science Communication
Summary	A pilot project establishing a Pop-Up Open Lab in a vacant shop in Tübingen's city center. The space becomes a visible and accessible hub for public engagement, hosting workshops, exhibitions, and participatory events around themes such as democracy, diversity, and futures. It also serves as a transferable prototype for other CIVIS Open Labs.
Objectives	• Create a public space for dialogue and co-creation between academia and citizens • Test an innovative Pop-Up format for science engagement • Strengthen CIVIS visibility and transnational collaborations • Develop a replicable methodology for future Open Lab Pop-Ups.
Web page	CIVIS Website

Experiencing and Engaging with Applications of Discrete Mathematics in Cybersecurity and Resilience

Partners	PLUS (Coord.), UAM, UB
Topic(s)	Science Outreach, Mathematics, Cybersecurity
Summary	Outreach project aiming to make cybersecurity and resilience concepts based on discrete mathematics accessible, through physical games, demonstrators, and visual supports. Targeted at pupils, youth, and non-technical audiences to bridge the gap between digital usage and scientific understanding.



Objectives Adapt and develop educational games and materials related to cybersecurity. - Participate in science outreach events in Europe. - Encourage young people to engage with STEM and how technologies work. - Improve digital resilience among the public.

Web page [CIVIS Website](#)





Co-funded by
the European Union



CIVIS Open Labs

Catalogue of Resources 2022-2026

civis.eu



Member universities :

amU Aix
Marseille
Université

ΠΟΛΙΤΙΚΗ ΣΧΟΛΗ
National and Kapodistrian
University of Athens

ULB UNIVERSITÉ
LIBRE
DE BRUXELLES

UNIVERSITY OF
BUCHAREST

University
of Glasgow

Unil
UNIL | Université de Lausanne

UAM Universidad Autónoma
de Madrid

SAPIENZA
UNIVERSITÀ DI ROMA

PARIS
LODRON
UNIVERSITÄT
SALZBURG

Stockholm
University

ERHARD KARL
UNIVERSITÄT
TÜBINGEN



Associate member universities :

UNIVERSITY OF
WITWATERSRAND
Johannesburg

UNIVERSITE
CHIMARA DIMP
DEKAR

UNIVERSITY OF
WITWATERSRAND
Johannesburg

Maastricht University

UNIVERSITÄT
DUISBURG
ESSEN

University of Silesia
Katowice

INTRODUCTION

The CIVIS Alliance has an overarching general dissemination objective to share what we learn and develop so that others can use and build on it. We are commitment to facilitating access to educational and citizen science resources to a broad public, and to share and build knowledge among students, teachers, researchers, and local stakeholders.

The CIVIS Open Lab network has revealed itself as a coherent ecosystem capable of producing a remarkable diversity of outputs: guides and toolkits, reports, platforms, educational materials, data sets, exhibitions, seminars, and more. This catalogue includes outputs produced within the framework of initiatives supported by the Open Labs and the **CIVIS European University Alliance (Project ID 101089983 — CIVIS2 — ERASMUS-EDU-2022-EUR-UNIV)**.

INDEX - RESOURCES BY CATEGORY

ENVIRONMENT, CITIES, AND SUSTAINABILITY	03
HEALTH AND SOCIAL TIES, INTERGENERATIONAL CONNECTIONS	05
LANGUAGES, HERITAGE, AND CULTURAL MEMORY	08
MIGRATION, EXILE, AND SOCIAL INCLUSION	09
PARTICIPATORY METHODOLOGIES AND OTHER	11



Europe's Civic University Alliance

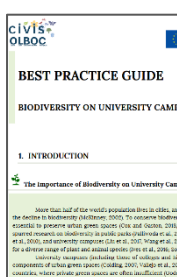


Sensing Our Environment Together: Citizen Sciences for Climate and Air Quality

Support for educators and practitioners seeking to strengthen participatory science, replicate successful approaches, and further advance citizen science initiatives.

Report Students, Academics, Researchers, Civil Society November 2025

Access [CIVIS Alliance Resources](#)



Biodiversity on University Campuses. Best Practice Guide

This guide aims to support universities in protecting, conserving, and enhancing biodiversity on their campuses through an integrated approach based on assessment, planning, implementation, and monitoring.

Guide Academics, Policy Makers, Civil Society April 2026

Access [CIVIS Alliance Resources](#)



AcquaMinds: Participatory Water Management and Climate Adaptation in Romania

Scientific, educational, participatory, and policy-related outcomes developed through stakeholder activities: priority intervention maps; educational materials; a stakeholder engagement analysis; alignment analysis with major European policy frameworks.

Data & Report Academics and Researchers, Public Authorities, Practitioners, Civil Society August 2026

Access [CIVIS Alliance Resources](#)



Nature-Based Solutions: Viable Alternatives for Improving Water Management and Climate Change Adaptation

Scientific and practice-oriented overview of nature-based solutions as viable instruments for improving urban water management and climate change adaptation.

Guide Academics and Researchers, Public Authorities, Practitioners, Students, Civil Society August 2026

Access [CIVIS Alliance Resources](#)



Climate Change in the Municipality of Braşov: Risk Analysis, Adaptation Measures and Youth Perceptions

Educational and participatory results of climate adaptation activities implemented with young people in the Municipality of Braşov. Identification of potential impacts and adaptation measures with a questionnaire-based assessment of youth perceptions.

Report	Academics and Researchers, Public Authorities, Practitioners, Students, Civil Society	August 2026
Access	CIVIS Alliance Resources	

HEALTH AND SOCIAL TIES, INTERGENERATIONAL CONNECTIONS



Home as story. Stories from home. Transformations of belonging

Collection of testimonies in various formats about cultural diversity on a shared map collaboratively built by users. These contributions facilitate ethnographic studies, participatory research, and processes of democratic and open knowledge building.

Application	General public, Academic Community, Policy Makers.	March 2026
-------------	--	------------

Access	Google Play Store
--------	-----------------------------------



Tackling the challenges of ageing - Phase II Ageing as a Journey

Graphic recordings from Design Thinking workshops on Co-Creating Ageing Futures. Shared insights into local challenges and needs; application of user-centered methods to solve them; prototypes, concepts and tangible strategies for local implementation.

Publication	Universities, NGOs, Students	Sept 2026
-------------	------------------------------	-----------

Access	CIVIS Alliance Resources
--------	--



Bringing Generations Together: A Community Toolkit for Designing International Programs

Support to educators, researchers, municipalities, NGOs and community organization in designing meaningful and sustainable intergenerational learning programmes. It provides practical guidance, examples and resources to foster collaboration, participation and social inclusion across generations.

Toolkit	Academics, Researchers, Civil Society, Students, General public	July 2026
---------	---	-----------

Access	CIVIS Alliance Resources
--------	--



Bringing Generations Together: A Practical Toolkit for Designing Transformative Intergenerational Learning Communities

Evidence-based guidance, planning tools and activities for practitioners to create inclusive and transformative intergenerational learning communities. Design of programmes that strengthen civic participation, reduce age-related stereotypes and promote meaningful collaboration between generations.

Toolkit	Academics, Researchers, Civil Society, Students, General public	July 2026
---------	---	-----------

Access	CIVIS Alliance Resources
--------	--

HEALTH AND SOCIAL TIES, INTERGENERATIONAL CONNECTIONS



Civis Open Lab Intergenerational Communities

Dissemination platform of the CIVIS Open Lab project. Information about the project's objectives, activities, partners, resources and outcomes, promoting intergenerational learning and collaboration among communities across Europe.

Website Academics, Researchers, Civil Society, Students, July 2026
General public

Access [HOME | InterGen](#)



Intergenerational Learning Communities – Best Practices Showcase

Community-based model for intergenerational learning. Practices in storytelling, volunteering, sport, dance and music, showcasing how reciprocal, creative participation can reduce ageism and social isolation, strengthen civic bonds, and inform transferable resources and policy recommendations.

Presentation Academics, Administrators, Researchers, Civil July 2026
Society, Students

Access [CIVIS Alliance Resources](#)



Social Impact Evaluation Indicators in Intergenerational Communities

The collaborative evaluation framework integrates five key dimensions: social connection and intergenerational cohesion, perceptions and stereotypes, civic participation and solidarity, wellbeing and quality of life, and institutional sustainability and structural collaboration.

Report Academics, Researchers, Administrators, Civil July 2026
Society

Access [CIVIS Alliance Resources](#)



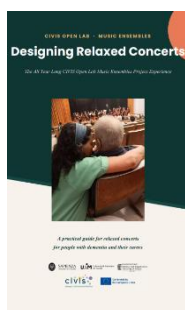
Public policy recommendations on Intergenerational Communities

Conceptualisation of intergenerational spaces as local democratic infrastructures that can strengthen social cohesion, mutual recognition and deliberative capacity, with particular attention to evaluation through quantitative and qualitative methods.

Policy recom. Policy Makers July 2026

Access [CIVIS Alliance Resources](#)

HEALTH AND SOCIAL TIES, INTERGENERATIONAL CONNECTIONS

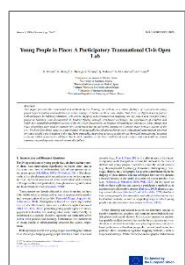


Designing Relaxed Concerts: A practical guide for relaxed concerts for people with dementia and their carers

Key learnings from the preparation, training, performance, observation and feedback that accompanied the international series of CIVIS concerts "All-Year-Long CIVIS Open Lab Music Ensembles".

Guide Academics, Researchers, Civil Society, Students August 2026

Access [CIVIS Alliance Resources](#)



Young People in Place: A Participatory Transnational Civis Open Lab

Conceptual and methodological framing, as well as very initial findings, of a project on young people's participation and mobilities in urban setting. The paper builds on three case studies that draw on different participatory methodologies.

Article Academics, Researchers, Civil Society July 2026

Access [CIVIS Alliance Resources](#)



Contemporary Childhoods - MLSÑ Video-Documentary

Collaborative video-documentary with a group of pre-teens and teenagers from a community organization in downtown Madrid that provides socio-educational support to at-risk children in the city.

Audiovisual materials Students, Academics, Researchers, Civil Society, Policy Makers June 2026

Access [Infancia Contemporánea](#)



Young people's places and spaces in Salzburg

Survey created by and for young people regarding their views on urban spaces and an interactive dashboard for visualizing these results in the city of Salzburg.

Web platform Students, Academics, Researchers, Civil Society February 2026

Access [Interactive dashboard](#)

LANGUAGES, HERITAGE, AND CULTURAL MEMORY



Youth for Open Digital Acquisition – 3D Project Design

The YODA toolkit provides support to cultural institutions, researchers, and private and public providers in the initiation, planning and implementation of 3D projects. A special emphasis is on the facilitation of dialogue between different project partners.

Toolkit	Academics, Practitioners	July 2026
Access	CIVIS Alliance Resources	



Learn Scottish Gaelic through interdisciplinary texts about Scottish culture

The website features a series of texts in Scottish Gaelic that help learners acquire the language through immersion in Scottish culture, with each text focusing on a different historical or cultural aspect of Scotland.

Educational materials	Students, Academics, Researchers, Civil society	June 2026
Access	Dachaig Cursos En Lnea	



EUROTALES – Resonances of Past & Today

Collection of linguistic biographies exploring the multilingual identities of people in Europe, past and present. Highlights how Europe's linguistic heritage is shaped by individual lives, choices, and encounters across languages and cultures,

Online data	Academics, Students, Researchers, Civil Society	May 2026
Access	Resonances – Eurotales	



Towards a European Heritage Pedagogy

This paper aims to contribute to the definition of a European Heritage Pedagogy by translating a theoretical-methodological model into operational guidelines developed through the experience of the CIVIS Open Lab FARO Project.

Paper	Academics, Civil Society	Sep 2026
Access	CIVIS Alliance Resources	

MIGRATION, EXILE, AND SOCIAL INCLUSION



Home as story. Stories from home. Transformations of belonging

This e-book consists of a total of 60 artistic works created by forcibly displaced people over the age of eighteen.

E-Book Students, Academics, Researchers, Civil society, Policy makers March 2026

Access [CIVIS Alliance Resources](#)



Stories of Migrants. The STORM Archive

A space where objects serve as bridges to memory, enabling migrants to trace their family's history through the material evidence of migration itself and honoring the complexity of individual migration experiences.

Website Students, Academics, Citizens May 2026

Access www.stormarchive.eu



Imagining Homeland: Palmyra's (In)Tangible Heritage and the Voices of Displacement

Monograph documenting the virtual reconstruction projects of the Temple of Baalshamin in Syria, destroyed as a result of terrorist attacks. Support for social inclusion and the reconstruction of cultural identity.

E-Book Students, Academics, Researchers, Civil society June 2026

Access [CIVIS Alliance Resources](#)



Toolkit for Social Integration through Intangible Cultural Heritage and Safeguarding of Cultural Memory. Supporting Syrian Refugees in European Contexts

Practical, research-informed approach to social integration through intangible cultural heritage (ICH), with a particular focus on Syrian refugees and displaced communities in European and neighbouring-country contexts.

Toolkit NGOs, Policy makers, Cultural institutions, Universities, Educators, Refugees July 2026

Access [CIVIS Alliance Resources](#)

Co-Creation for Digital Equity: Civic Technologies and Multilingual Communication in Service-Learning Projects across Europe and Africa

Guide presenting a replicable model for digital civic co-creation; webpage documenting project objectives, methodology and activities; and videos of the workshops developed with students, university staff, and civic partners.

Guide, Web & Video	Students, Academics, Researchers, Civil Society, Policy makers	August 2026
Access	CIVIS Alliance Resources	

PARTICIPATORY METHODOLOGIES AND OTHER



Civic by Design - Lessons from a Pop-Up Store as a Public Engagement Space

Description and take-aways from a CIVIS Alliance Pop-up store organised by the CIVIS Alliance Open Lab of the Eberhard Karls Universität Tübingen (GER).

Report Academics, University staff June 2026

Access [CIVIS Alliance Resources](#)

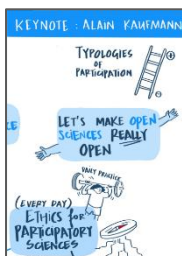


CIVIS Connect Webinar Series

Visual reports from an online webinar series. Topics covered include public engagement with research, challenge-led education, civic engagement, outreach, participatory research, and service-learning.

Graphic recording June 2025

Access [CIVIS Alliance Resources](#)



Creating Knowledge through Participatory Research

Visual reports from a conference promoting democratic values and civic engagement by centering citizen knowledge and community involvement as core research assets.

Graphic recording November 2024

Access [CIVIS Alliance Resources](#)