



HACKING THE CITY – Using entrepreneurial education formats for students in urban development

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VERSION

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1 The project Creating NEBourhoods Together: Overview

“Creating NEBourhoods Together” is one of the six lighthouse demonstrators of the New European Bauhaus funded by the EU to address the great challenges of climate, environment, and health. The aim is to collaborate on the European Green deal to create more sustainable, inclusive, and beautiful living environments across the EU. In Munich-Neuperlach (NPL), one of Europe's largest post-war urban expansion areas, NEBourhoods is collaborating with citizens and stakeholders from culture, science, and business to implement **ten actions from all fields of urban development, encompassing circular construction and redesign of residential and commercial buildings, innovative forms of mobility and energy communities, biodiversity and green space concepts and nutrition and youth culture.** Encouragement of entrepreneurial thinking and action and practical implementation in co-creative processes support the formation of sustainable neighbourhoods in liveable, inclusive, and beautiful cities of the future.

Combining co-creation and entrepreneurship while putting culture and creativity at the core of the transformation process, the project will deliver accessible and empowering solutions to make the EU Green Deal beneficial for all in NPL and beyond. The district will be carefully cultivated into a resilient urban innovation landscape. Within two years, we will create NEBourhoods together and show how we can realise circular thinking and acting in society and the economy, activate the green transformation in building, mobility, energy, food and health and enhance public spaces.

The co-creation is facilitated by the NEBourhoods Transition Hub (WP2), which is lead by HM:UniverCity and implemented in cooperation with the Team

of Excellence fort the Cultural and Creative Industries of the City of Munich (MUC CCI).

The Transition Hub is responsible for the design, set-up and implementation of ten Living Labs. **These living labs are designed to implement the already mentioned NEB actions. The aim is to align these with the current needs and the long-term development of the district and its inhabitants.** These Living Labs are co-creative settings of collaboration in which we combine the following:

- the quadruple helix approach, i.e. the participation of actors from the four social sectors : civil society, administration/politics, science and business
- co-creation, i.e. iterative and user-centred methods and formats of collaboration and
- cross-innovation, i.e. the use of artists and creative professionals as catalysts and initiators for the labs' innovation process.



Another task of the Transition Hub is to collaborate with the entrepreneurial part of the project. The Transition Hub identifies challenges on site together with local stakeholders. These challenges are used by our project partners UTUM and SCE in their entrepreneurship training formats. UTUM is short for UnternehmerTUM, center for innovation and business creation, offering entrepreneurship education formats to students of Technical University Munich (TUM). SCE is the Entrepreneurship Center of University of Applied Sciences (HM), offering responsible entrepreneurship education formats to HM students of all disciplines. Once challenges were identified and designed by the Transition Hub, Students of UTUM and SCE develop viable solutions to the challenges.

This handbook utilizes the Transition Hub's experience with this task.

Urban development benefits from entrepreneurial thinking. It helps to break away from familiar ways of thinking and to find new solutions.

Hacking the city



2 Why would you read this Handbook

This handbook is designed to share our experiences and **is structured as follows**: First, we **introduce our project area**, the Munich neighborhood of Neuperlach, to provide context for our work. Next, we present an **input-output model**, illustrating the challenges we encountered during the project and the potential outcomes we aim for. Following this, we offer **concrete examples** and explain the **key success patterns** from our "hacking" efforts, which form the core of the handbook. The document concludes with our **learnings** and **conclusion**, and an appendix that includes the **identified challenges** along with additional information.

In our project, we found ourselves asking these questions: How can we use entrepreneurial thinking to deal with specific urban challenges and make our cities and neighbourhoods future proof? How can we develop neighborhoods that align with the principles of the New European Bauhaus (NEB)? This handbook shows how we applied our NEB-oriented approach in Munich-Neuperlach and it provides a blue-print for others. **It is intended for anyone looking to implement "Urban Hacking" formats in educational settings.**

The NEBourhoods project is committed to testing new approaches for urban development, using **co-creation and entrepreneurship**. By working with local stakeholders, municipalities, scientists, economic actors, and creatives within living labs, we co-develop solutions that are more sustainable and better adapted to local needs. Entrepreneurial thinking enables faster, more economically viable solutions. Combining both approaches — collaborative educational formats and collaborative development of tailored and sustainable solutions — is how we envision transformative change. **These efforts are crucial stepping stones toward the NEB-inspired societal transformation needed to achieve the EU Green Deal.**

OUR APPROACH

As part of a broader set of initiatives, we employ entrepreneurial education formats for students at UTUM and SCE to explore the potential of entrepreneurial thinking in urban development. Throughout the NEBourhoods project, our partner institutions offered a joint three-month program on three occasions, designed to stimulate innovative solutions. Two complementary formats were used: UTUM's Tech Challenge, which focused on technological innovation, and SCE's Real Projects, which centered on business, social, and cultural entrepreneurship innovation.

Together with coaches, teachers, residents, and local NPL employees, more than 300 **students are developing viable solutions for challenges designed by the Transition Hub**. To facilitate this, the Transition Hub collaborated closely with the educators from UTUM and SCE, who are responsible for the entrepreneurship programs.

Our initial role was to generate these challenges. **In this handbook, we describe what types of challenges are suitable, which methods are appropriate for generating challenges, and, what role local stakeholders should play in the challenge-generating process.** Instead of following our initial plan to identify challenges through workshops with stakeholders on site, we chose to adopt a broader role, which included facilitating the teaching process. Additionally, our participation extended beyond entrepreneurial formats to other educational initiatives (see p. 27-28), further broadening our responsibilities. Drawing from these experiences, we provide recommendations on how best to support student work and how to structure teams for addressing challenges.

The ultimate goal of NEBourhoods is the sustainable development of neighborhoods. While our recommendations are rooted in this specific context, they can be adapted and applied to other settings as well.

Neuperlach and Surroundings - Our hacking area

NEBourhoods' project area is the municipal action area "**Handlungsraum Neuperlach and Surroundings**" (in short referred to as Neuperlach).



about 1100 hectares (11000 qm²)



home to a population of more than **65000 inhabitants**



increase of inhabitants by the year 2040 which induces an increasing demand for social infrastructure.



high-rise buildings in its center with extensive **open and green areas**.

Neuperlach has a culturally rich and diverse social life. The social institutions are well networked, meet ups take place regularly for specific target groups, such as working groups focused on youth or senior topics, and they provide strong support to each other. Many residents consider Neuperlach beautiful, especially because of the extended and open green areas.

Still, the district is facing major challenges:

- increasing demand for housing, igniting extensive urban planning and construction activities.
- ensuring better educational support and opportunities for all children
- above urban average proportion of the population affected by persistent unemployment and dependence on government benefits.
- lack of cultural opportunities, of meeting places and of places and equipment for physical activities that meet today's standards in the district, especially for younger people.

Our project builds on and contributes to two important strategies with action plans from the City of Munich to address these challenges and leverage the potential of parts of Neuperlach: the Neighbourhood Management, focused on the area designated for formal urban regeneration, and the Action Area Management, which covers the whole of Neuperlach and its surroundings within the city administration.¹ Both work in close cooperation with each other and with NEBourhoods.

¹the informal Integrated Urban Development Plan for the action area of "Neuperlach and Surroundings" (Integriertes Handlungsraumkonzept / IHRK) and the formal, legally binding Integrated Urban Regeneration Implementation Plan (Integriertes Stadtteilentwicklungskonzept / ISEK).



Tech-Challenge Barrier-free City for All (Foto: NEBourhoods/Sylvia Pintarits)

3 Challenge identification and implementation of the solutions

In the NEBourhoods project, we identified challenges from different areas and sources. **Urban neighborhoods present many challenges that seem easy to solve at first glance.** However, they often are not. An example is the barrier-free city. There are many solutions for accessibility, but they have not yet been implemented on-site. Perhaps there is a lack of financing, or perhaps specific solutions that meet the requirements of the particular location are missing. **We refer to these kinds of challenges as "local context".**

Our NEBourhoods living labs proved to be a source of new challenges that emerged and needed to be addressed. Often, the living labs provided an ideal environment for addressing these issues, but for certain more complex challenges, involving the students proved to be especially beneficial.

It also varies as to whom the solutions or approaches are directed. Who should and can implement them? To avoid working on solutions in vain and to prevent frustration it needs to be clarified very early on who has the necessary resources for implementation.

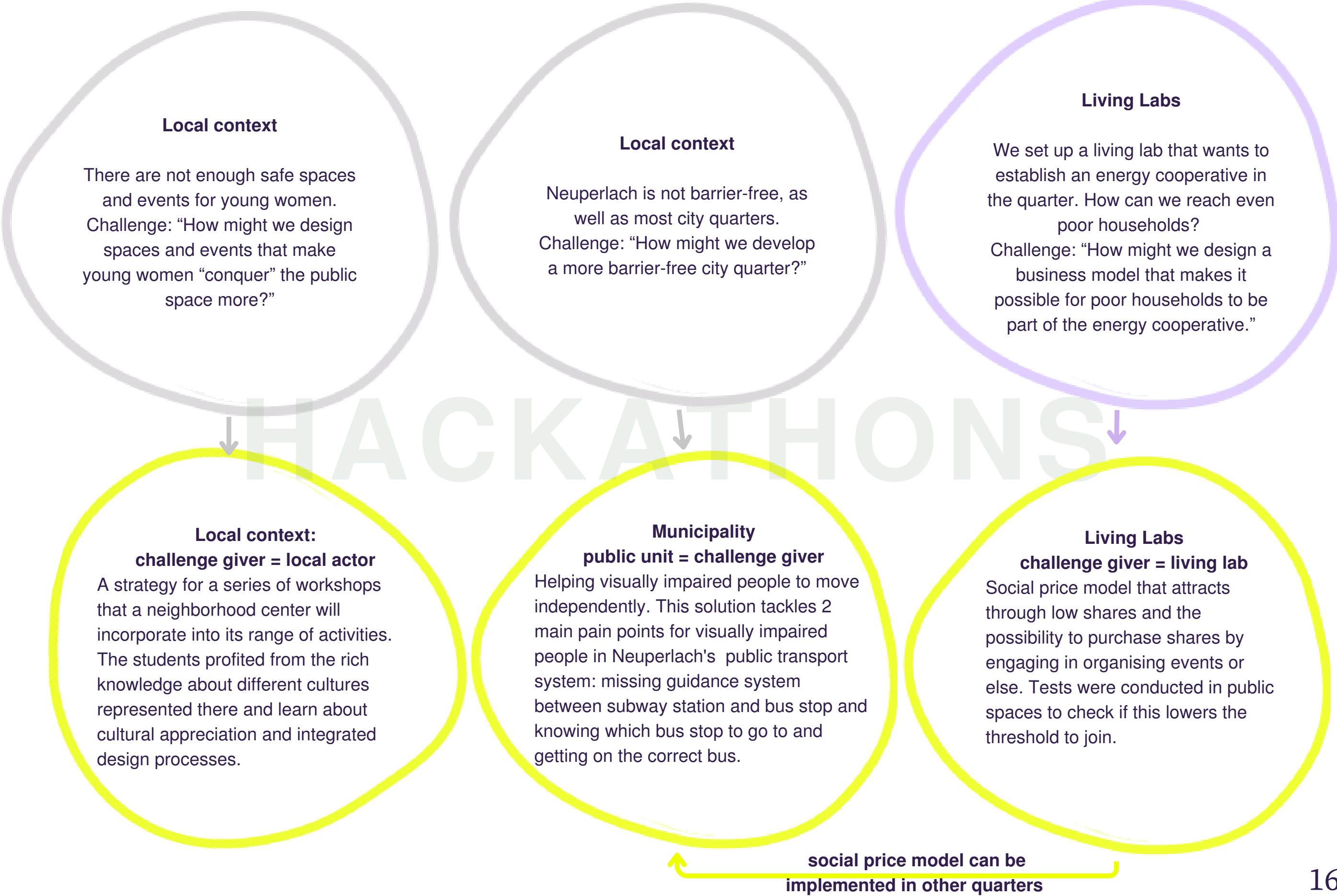
Institutions responsible for implementation should therefore be involved as early as possible in the process of addressing the challenges.



Examples from
the project

Challenge

Result



Because the population is so heterogeneous, it is **important to draw challenges from different sources**, not from one-off workshops where the same actors always turn up.

Hacking in urban areas



4 Challenge Identification in local contexts

In our NEBourhoods project we aim to collaborate with the local residents and employees on the topics of the project. The common goal here is to include the local needs and hurdles while balancing conflicting interests.

The time to understand and get to know the place sufficiently must be invested in **preparation for identifying the right challenges. If this is beyond your resources, speak to someone who already has profound knowledge about the neighbourhood.**

Extract challenges in following settings:



Take observational walks or walk through the neighbourhood **with your eyes wide open. Scan existing concepts thoroughly.**



Listening is key
Organize information sessions and set up booths to engage directly and maintain ongoing communication with your contacts.



Actively approach representatives of certain groups such as the senior citizens' or disabled persons' advisory board



Take part in **specialised working groups and regional working group** meetings and note the challenges

As you progress, review your observations and notes from the conversations and events you attend. Challenges that are mentioned repeatedly by different actors may emerge, thus becoming validated.

→ After the challenges have been identified, determine which ones are the most important and align them with the entrepreneurship formats!



Firstly, align the challenges with local stakeholders. Let them vote on challenges. **Use one of your events and design an interesting evaluation tool.** Decide if you want to do it digitally or analogue. Look up “social design evaluation tools” in the internet and find what suits your project best. If you choose analogue, think about whether the tool will be used outdoors or indoors, whether it will last long or just for the event, and whether it will be reusable for new cycles or not. See the one we used on the right.

Secondly, to adopt an urban development perspective, be sure to consult with municipal partners so they can offer their insights and potentially help find sponsors for a step-by-step implementation of solutions.

After the voting, transform the most popular challenges into “**How-might-we questions**” (see p. 24) and share them with the educators responsible for the entrepreneurship formats. They will assess which challenges can be addressed by their student teams. It may be necessary to reframe some challenges to be more general in order to keep the solution space wide open. **Therefore, if you choose this approach, be sure to carefully review the conditions of the entrepreneurship formats with which you wish to collaborate.** !



Example from NEBourhoods:

The Voting board we used was reusable and one could pin new challenges to it. This voting was around Christmas time so people could pin little branches and the tree kept “growing”. It was supposed to evoke a positive and playful feeling so people would try it.

Although living labs are often multidisciplinary, they are often unable to address all the challenges posed by real-world environments.

Entrepreneurial thinking from students can significantly enhance the outcomes.

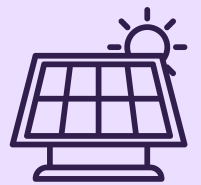
Hacking in
Living Labs



5 Challenge identification in Living Labs

Working in living labs involves the implementation of pilot projects as user-centered, open innovation ecosystems established within real communities and on-site spaces, aimed at testing and refining existing ideas. Entrepreneurial thinking from students significantly enhances problem-solving capacity. Students might bring **different professional backgrounds** than those represented in the living lab, allowing them to propose **innovative solutions through an entrepreneurial lens**. Their relative distance from the real-world environment can offer an additional advantage, fostering **fresh perspectives**.

Example from our Energy Communities Lab



The setup of an energy cooperative is the main goal of one of our living labs. As we **moved closer to a real-life setup**, it became obvious that different price models need to be found and tested for their attractiveness. Because German law does not yet allow the sale of locally produced power to households, the setup was already hard to understand for the average citizen. Investing money seemed even “scarier” for them. **A mixed team of students with various backgrounds developed several recommendations**; for example: Set one stake at no more than 50 Euros or a maximum of 100 Euros. Enable volunteering work valued at 20 Euros per hour to “earn” stakes. Thus, it becomes possible for low-income households to become members of the cooperative.

→ After the challenges have been identified, align them with the entrepreneurship formats



Convert the challenges into "How-might-we" questions and pass them along to the educators overseeing the entrepreneurship programs. In some cases, it might be necessary to broaden the challenges to ensure that students have ample room for creative problem-solving. However, this can lead to solutions that don't always perfectly match the practical realities of the living lab. As a result, it's crucial to carefully examine the requirements and framework of the entrepreneurship programs you're collaborating with. Additionally, you may have the opportunity to influence both the formats used and the level of student involvement (see the following chapter).



In the NEBourhoods project, we found alternative approaches in other formats than the entrepreneurial formats. See Chapter 8 for details.



To make sure that the challenge is phrased in a way that aligns with what the challenge givers from the living lab initially expressed as a need, **make sure to check again with your lab partners for possibly adding overlooked aspects.** !

What's a "How-Might-We"-Question?

When working on a challenge, the starting point is usually to formulate a question including "How might we?", for example:

"How might we increase hygiene offerings and cleanliness in Neuperlach?"

Why is this method used so commonly? Let's hear it from the inventor, Tim Brown, Chairman and former CEO of the design agency IDEO: "The 'how' part assumes there are solutions out there — it provides creative confidence... 'Might' says we can put ideas out there that might work or might not — either way, it's OK. And the 'we' part says we're going to do it together and build on each other's ideas."²



²HBR Staff. (2012, September 27). The secret phrase top innovators use. Harvard Business Review. <https://hbr.org/2012/09/the-secret-phrase-top-innovato>

Entrepreneurial thinking is by no means exclusive to business degree programs. **Students from other disciplines bring valuable insights and fresh perspectives.**

Multi-Disciplinary Hacking



6 Adding value through mixing disciplines

The role of Entrepreneurship Education is going to be increasingly valuable in the development of our future cities.³ To effectively teach entrepreneurial thinking in ways applicable to real-world environments and living labs, it is crucial that the **entrepreneurship education programs work interdisciplinarily and/or focus on social entrepreneurship.**

Ensure that the partner integrates social and sustainable perspectives, either through appropriate tuition or by incorporating interdisciplinary approaches with faculties outside of business administration. !

We therefore recommend the following for this type of “Hacking”:

Collaboration with **interdisciplinary** teams and project formats

Recommended fields:



social sciences



design



economics

- ➔ New solutions from disciplines not previously involved in the problem
- ➔ Opportunity to develop innovative approaches that may not have been recognized in other disciplines

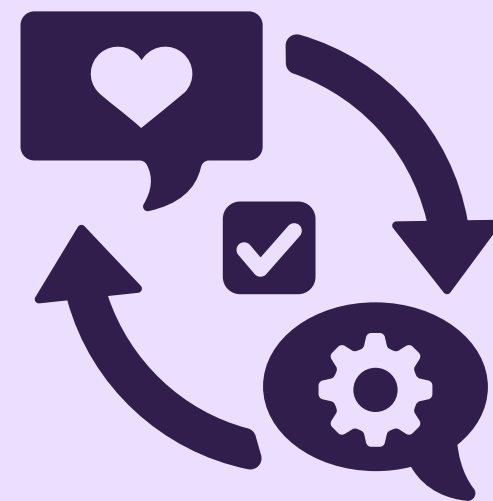
! Exceptional case: Challenges coming up in the project that are very narrow and field-specific might also be hacked by only one discipline (p. 28)

³ Bouncken, R. B., & Kraus, S. (2021). Entrepreneurial ecosystems in an interconnected world: emergence, governance and digitalization. Review of Managerial Science, 1–14.

With every cycle/new semester, you find out which challenges can be tackled and which not.

Build in feedback loops.

Improvement of
meaningful challenge
survey



7 Continuous evaluation of challenge identification

If possible, use this method more than once, incorporating feedback from the previous round to refine the next one. In addition to improving collaboration with the entrepreneurship programs, it's also important to assess how the students handled the challenges. **Retrospective workshops with all stakeholders, possibly including the students, are recommended.** The following questions can help guide the process: "What went well – and why? Where do we see potential for improvement? What actions can we take to enhance our performance?"

suitable

- wide range of solutions possible
- entrepreneurial solutions are obviously possible

not suitable

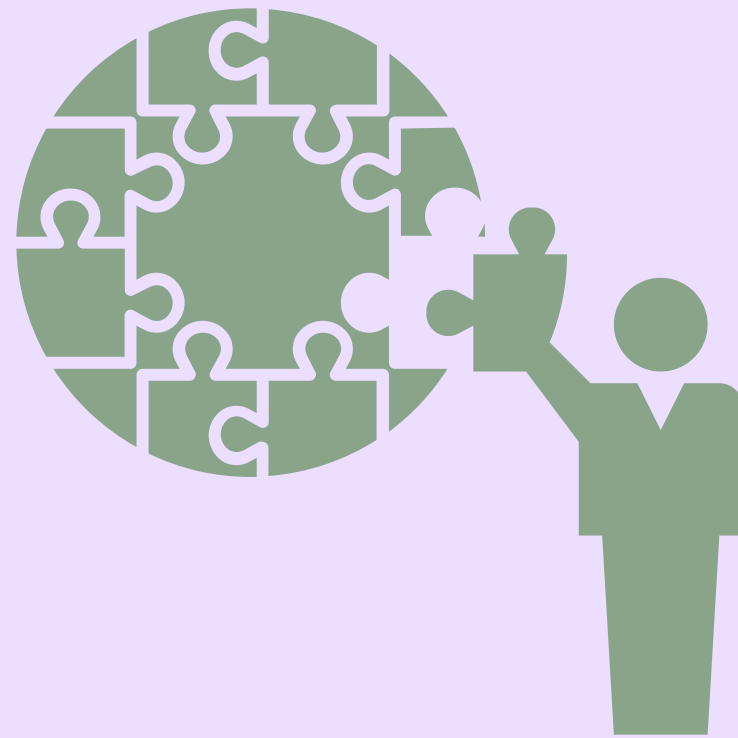
- challenge too specific: only allowing for a very limited solution (see p. 19)
- solution space too limited
- not solvable by entrepreneurship: For example, the challenge occurs in contexts where no other business model is applicable, such as institutions governed by state or church regulations
- the problem can be too systemic and has to be solved politically

demanding

- challenges in public spaces: Conflicts of interest may arise when, for example, solutions for young people are developed that could cause issues such as noise disturbances for others
- problematic social issues can lead students to feel powerless, as they often lack the skills and resources (yet) to effectively address complex challenges
- very specific challenges from within the project: Gathering the necessary information and prerequisites from ongoing processes can be difficult when trying to develop a suitable solution

While Entrepreneurial formats have proven to be beneficial, **other effective solutions for urban development can be achieved through alternative challenge formats.**

Horizons for the Hacking method



8 Challenge formats besides entrepreneurial education

We recommend exploring other challenge-based formats in addition to entrepreneurial education approaches. At Hochschule München University of Applied Sciences (HM), for example, several teaching formats are also challenge-based, though their solutions are not always entrepreneurial in the strict sense. Early in the hacking task, it became apparent that some challenges encountered during project work were not well suited for Entrepreneurship Education formats (see process on p. 19). In response, we sought alternatives and began incorporating challenges from the living labs and our own co-creation tasks into HM's challenge-based formats. The results produced by HM students were so impressive and beneficial to the project work that we continued transferring more challenges in subsequent semesters.

Examples from the project:

At the beginning of the project, **we collaborated with the design faculty** of HM on four different topics related to Neuperlach (see Annex 4, p. 37-38). These topics included identity, cultural patterns, the alignment of identity and mobility, and the city quarters of tomorrow. One of these courses posed the following questions: “How does Neuperlach present itself? Which cultural patterns, structures, colors, patterns, spaces, sounds, and topographies shape the public image? What atmospheres and feelings are conveyed? What design features and principles can be derived from this?” **The outcome was a high-quality corporate cultural identity for Neuperlach that the Neighborhood Management is interested in adopting.** In addition to working with individual disciplines and faculties, **we collaborated with another interdisciplinary format** (Zukunft Gestalten, HM) on topics such as participation, diversity in co-creation, and social pricing models. The outcomes of these initiatives were so valuable that we were able to integrate them into our project and test them.

⑨ The hacking approach supports the transformation of urban areas

LEARNINGS

- Take your time to identify the challenges. You need to know the urban area well and understand the needs of various stakeholders.
- In established living labs, challenges arise constantly. Student support in solving them is a great asset.
- Also, take the time to prepare the collaboration with entrepreneurship education formats. Start with workshops with the educators of these formats to understand exactly what types of challenges they can work on.
- It may take some effort to align certain challenges with the requirements of the educational formats. As we've shown, you will likely find more formats at the university you're partnering with — or try exploring another university. Discover which other formats, faculties, and disciplines in your ecosystem might be interested in the hacking method.
- Look for educational formats that include students from various disciplines and allow for solutions beyond entrepreneurial ones.

CONCLUSION

In large projects like NEBourhoods, it's essential to allocate sufficient resources for the hacking task. We recommend appointing someone with deep expertise in the urban area and who is also well-connected to relevant institutions and stakeholders. This person should act as a liaison, translating local characteristics to the hacking community and, conversely, explaining the hacking concept to local participants.

Despite the significant effort involved, collaborating with entrepreneurship and similar educational formats is worthwhile. Students are capable of handling demanding challenges. With their fresh perspectives and subject-matter expertise, their work enriches our efforts to transform urban areas. Students also transform themselves: The results of the challenges, as shown in NEBourhoods Deliverable D3.5 by WP3, demonstrate an increase in the students' awareness of social justice, circularity, and integrative design processes. Finally, our project partners from Munich's city planning department gave positive feedback and confirmed that the results of the hacking challenge revealed new opportunities.

ANNEX

Local context
Problems that have developed over a long period of time and are resolved in general, but not in this local context

Living Labs
Upcoming challenges in the different phases of living labs are resolved in general, but not in this local context

ANNEX 1 CHALLENGES
CYCLE 1

Challenge	Contact Person	Challenge Giver	SCE/UTUM
Circular Neuperlach	Carsten Schade, Johannes Staudt	TUM Chair of Sustainable and Energy-Efficient Planning and Construction	SCE
StadtRaumCheck	Matthias Faul	TUM Chair of Urban Design	SCE
Perlacher Herz (Neuperlach)	Daniel Dittmer	Member of Executive Board Perlacher Herz	SCE
Sustainable Food Chains	Christina Schepper-Bonnet, Jana Köstler	City of Munich / Team of Excellence for the Cultural and Creative Industries	UTUM
Energy Communities	Serena Keller	TUM Chair of Building Technology and Climate Responsive Design	UTUM
Conflict Free Playgrounds	Tina Zoch	Münchner Gesellschaft für Stadterneuerung mbH (MGS)	UTUM

ANNEX 2 CHALLENGES
CYCLE 2

Challenge	Contact Person	Challenge Giver	SCE/UTUM
Green Spaces	Tina Zoch	Münchner Gesellschaft für Stadterneuerung mbH (MGS)	SCE (Digitalisation)
Digital Literacy for Seniors	Tina Zoch	Münchner Gesellschaft für Stadterneuerung mbH (MGS)	SCE (Digitalisation)
Clean Neuperlach	Tina Zoch, Jana Köstler	Münchner Gesellschaft für Stadterneuerung mbH (MGS)	SCE (NEB)
Circular Practices	Marika Kuschan, Jana Köstler	MUC PLAN	SCE (NEB)
Connecting Munich	Tina Zoch	Münchner Gesellschaft für Stadterneuerung mbH (MGS)	UTUM
Energy Communities - Optimization of Resource Distribution in Neighbourhoods	Serena Keller	TUM Chair of Building Technology and Climate Responsive Design	UTUM
Barrier-free City for all	Sylvia Pintarits	MUC PLAN	UTUM

Local context
Problems that have developed over a long period of time and are resolved in general, but not in this local context

Living Labs
Upcoming challenges in the different phases of living labs are resolved in general, but not in this local context

ANNEX 3 CHALLENGES
CYCLE 3

Challenge	Contact Person	Challenge Giver	SCE/UTUM
Cultural Entrepreneurship in semi-public spaces	Members of the NEB creative pool	LHM	SCE
Cultural Entrepreneurship in public spaces	Members of the NEB creative pool	LHM	SCE
Cultural Entrepreneurship in commercial spaces	Members of the NEB creative pool	LHM	SCE
Barrier-free access to systems designed for app access	tbc	HM	UTUM
Barrier-free access to real social networks	tbc	HM	UTUM
Barrier-free access to registration systems/websites/newsletters	tbc	HM	UTUM
Perpetuation of mobility hubs	tbc	HM	UTUM

Local context
Problems that have developed over a long period of time and are resolved in general, but not in this local context

Living Labs
Upcoming challenges in the different phases of living labs are resolved in general, but not in this local context

ANNEX 4

Additional challenges (non-entrepreneurial context)

Challenge	Contact Person	Challenge Giver	Faculty/Project
Identity Neuperlach	Michael Dross	HM:UniverCity	Design Faculty HM Prof. Dr. Eileen Mandir Prof.Markus Franzl, Prof. Bela Stetzer
City quarters of tomorrow	Michael Dross	HM:UniverCity	Design Faculty HM Prof. Dr. Eileen Mandir Prof.Markus Franzl, Prof. Bela Stetzer
Cultural patterns Neuperlach	Jana Köstler	HM:UniverCity	Design Faculty HM Katrin Laville
Fit of Identitty and Mobility	Jana Köstler	HM:UniverCity	Design Faculty HM Prof. Marion Kießling

Challenge	Contact Person	Challenge Giver	SCE/UTUM
participative urban planning	Nicola Sennewald	HM:UniverCity	Zukunft gestalten interfaculty project HM
Price model for energy communities	Serena Keller	TUM Chair of Building Technology and Climate Responsive Design	Zukunft gestalten interfaculty project HM
Invreasing diversity in co-creation formats	Jana Köstler	HM:UniverCity	Zukunft gestalten interfaculty project HM
Impact Measuring for cultural district work	Bahar Auer	Kulturbunt Neuperlach	Social sciences faculty Prof. Dr. Ariane Sept

ANNEX 5

Template from educational partner, example for phrasing and designing challenges

PROJEKTIDEE

Theme 4 –How can participatory neighborhood development succeed?

Making Neuperlach more future-proof together

ZUKUNFTGESTALTEN

INNOVATIONEN FÜR EINE NACHHALTIGE ZUKUNFT

SDG-Challenge

BRIEF DESCRIPTION OF THE CLIENT

The project *Creating NEBourhoods Together* (short: NEBourhoods) is one of the six European New European Bauhaus lighthouse projects funded by Horizon Europe.

Neuperlach is to be designed with and for the citizens to be future-proof, sustainable, and inclusive. The NEB lighthouse project supports the implementation of the Green Deal as an inclusive and cultural transformation process.

Munich University of Applied Sciences, through HM:UniverCity, is part of the consortium and, together with the City of Munich's Competence Team for Cultural and Creative Industries, has taken on the task of designing district development co-creatively using design methods. Prototypes of services, layouts, and structural changes are an intermediate goal.

In the so-called *Transition Hub*, co-creative formats tailored to the project are developed, tested, and further refined.

Further information can be found at: <https://www.nebourhoods.de/>; LinkedIn Creating NEBourhoods Together.

TOPIC PROPOSAL

How can participatory neighborhood development succeed?

INTRODUCTION/BACKGROUND

The project is being implemented together with citizens and stakeholders from culture, science, and business in Neuperlach.

Cultural spaces for young people, new mobility offerings, energy generation, circular building use, and low-carbon diets are some of the topics.

The project results must meet the following requirements: They must be linked to places and stakeholders in Neuperlach, the developed projects must be sustainable, and they should serve as models for other cities. Approaches that have rarely been used in urban development so far, such as entrepreneurship and co-creation, are the focus.

THE TASK

NEBourhoods aims to build bridges between citizens, research, business, city administration, culture, and creativity to make Neuperlach a future-proof district together. This represents a new participatory form of neighborhood development. But how can true participation of different target groups of cultural, ethnic, and social origins be achieved? How can we involve representatives of as many diverse societal groups as possible in the design process?

In this project, you will first familiarize yourself with the topic of participatory urban development (methods, etc.). You will also engage intensively with Neuperlach and have the opportunity to observe co-creation groups.

Based on this preliminary work and the above question, you will be able to get creative yourself and develop a method, game, action, workshop, or installation (digital/analog) to then test on-site. We invite you to present the project's results creatively at the end, e.g., as a video contribution, podcast, neighborhood magazine, collage, Insta-Reel.

CONDITIONS

Our co-creation workshops with all stakeholder groups will start at the end of April/beginning of May.

EXPECTATIONS

Open communication is desired.

SUPERVISION: HM:UniverCity Team

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HIER WIRD DAS LOGO DES KOOPERATIONSPARTNERS PLATZIERT

M:UniverCity