

HEIs as Innovative Triggers of Sustainable Development in European Cities in Post Covid-19 era



Summary of Stakeholder Survey Research

Intro:

- 1. Partner responsible: HdM Stuttgart**
- 2. Name of the University course/project/workshop where the pilot was organized: HdM Stuttgart**
- 3. Dates of the course: 18 March – 02 July 2024**

Report:

Survey Summary Stuttgart Pilot/Participation Management

After the Stuttgart Pilot, an anonymous survey, completed by 10 representatives from two primary groups—local government officials and other local stakeholders—was conducted through an online questionnaire.

Summary of Key Findings

1. Participant Representation

- **Local Government Representatives:** 3 participants (30%)
- **Other Local Stakeholders:** 7 participants (70%)

The majority of respondents were stakeholders from the local community (70%), with a smaller portion of local government representatives.

2. Course Contribution to Awareness of Inclusive and Sustainable Development

- **Definitely Yes:** 8 participants (80%)
- **Rather Yes:** 2 participants (20%)

Nearly all respondents agreed that the course effectively heightened student awareness around inclusive and sustainable urban development. The unanimous agreement on its positive impact indicates the course's strong alignment with its objectives in promoting knowledge and awareness in this critical area.

3. Encouragement for Participation in Urban Development Processes

- **Definitely Yes:** 9 participants (90%)
- **Rather Yes:** 1 participant (10%)

The course was perceived as highly effective in encouraging students to engage actively in participatory processes. A 90% agreement on "Definitely Yes" reflects the course's success in motivating students to take part in urban development processes, a promising outcome for fostering a proactive civil society.

4. Effectiveness in Teaching Specific Participatory Tools

- **Definitely Yes:** 8 participants (80%)
- **Rather Yes:** 1 participant (10%)
- **Rather No:** 1 participant (10%)

Most respondents felt the course taught essential participatory tools, such as conducting public consultations and participating in public debates. However, one participant (10%) felt that the course could improve its focus on practical skills in this area, suggesting there may be room for additional hands-on or application-based learning components.

5. Support for Promoting the Course as an Educational Model

- **Definitely Yes:** 10 participants (100%)

All participants believed that this course should be promoted in other schools and universities as a model for fostering public participation and civic development. This strong endorsement indicates the perceived high quality and potential impact of the course model.

6. Recommended Areas for Further Development of Student Competencies

Participants were asked to indicate areas where student participatory competencies could be developed and applied to build a stronger civil society. The most frequently recommended areas included:

- **Public Consultations on Strategic Documents:** 5 participants (50%)
- **Youth City/Municipal Councils:** 6 participants (60%)
- **Social Projects:** 5 participants (50%)
- **Sustainable Development Goals (SDGs) Activities:** 5 participants (50%)
- **Revitalization Programs:** 4 participants (40%)

These responses highlight that stakeholders see significant value in training students to participate in public consultations, youth councils, and sustainable development initiatives. There is also interest in skills related to planning and implementing social projects, which can directly benefit community cohesion and inclusivity.

7. Key Stakeholders for Future Involvement in Similar Projects

The respondents identified several critical stakeholders whose involvement would be beneficial for similar projects aimed at developing student participatory skills:

- **Local Government, Schools/Universities, Public Institutions, and Residents:** 5 participants each (50%)
- **Entrepreneurs and Local Non-Governmental Organizations (NGOs):** 4 participants each (40%)
- **Media:** 1 participant (10%)

This input indicates a strong desire to create broad-based partnerships that include educational institutions, residents, and government bodies, along with support from NGOs and business sectors. The involvement of media, though less emphasized, may also play a role in raising awareness and publicizing initiatives.

8. Personal Willingness to Engage in Future Projects

- **Rather Yes:** 5 participants (50%)
- **Neither Yes nor No:** 5 participants (50%)

Responses were split evenly between those who were willing to engage in similar future projects and those who were uncertain. This hesitation may reflect limited time, resources, or uncertainty about how their skills could best be utilized in these contexts. A clearer structure for involvement and potential roles might encourage greater future engagement.

Conclusions

Overall, the feedback highlights that the course was effective in meeting its primary goals. The participants overwhelmingly felt that the course raised awareness, encouraged active participation, and taught relevant tools for engaging in urban development. With unanimous support for promoting the course as a model for other institutions, it appears to offer a promising framework for education in public participation and civil society development. The identified areas for further skill development

and stakeholder involvement suggest a path for future iterations or expansions of the course, with specific focus areas that can enhance the course's impact.

Recommendations

1. **Expand Course Offerings to Other Educational Institutions:** Given the strong support for promoting the course as a model, efforts should be made to introduce it to additional schools and universities. This expansion could help cultivate a generation of students equipped with participatory skills and civic awareness.
2. **Enhance Practical Learning in Specific Participatory Tools:** To address the feedback regarding participatory tool training, the course could incorporate additional workshops, simulations, or hands-on projects. This would allow students to practice skills such as facilitating public consultations and engaging in structured debates.
3. **Foster Multi-Stakeholder Involvement:** Future courses and related projects should strive to involve a broad range of stakeholders, including public institutions, NGOs, educational institutions, and businesses. Creating a collaborative framework could help leverage diverse resources and perspectives to enrich student learning experiences.
4. **Develop Clear Pathways for Stakeholder Engagement:** The mixed response regarding willingness to participate in future projects suggests a need for clearly defined roles and engagement opportunities for stakeholders. Providing stakeholders with actionable ways to contribute could enhance ongoing involvement and foster sustainable partnerships.

Survey Results Table

Question	Response Option	Responses
1. Represented group	Local government	3
	Other local stakeholder	7
2. Course increased awareness?	Definitely yes	8
	Rather yes	2
3. Course encouraged participation?	Definitely yes	9
	Rather yes	1
4. Taught specific tools?	Definitely yes	8
	Rather yes	1
	Rather no	1
5. Promote course in other institutions?	Definitely yes	10
6. Areas for developing participatory skills	Public consultations	5
	Revitalization programs	4
	New public projects	3
	Social projects	5
	Business projects	1
	City council meetings	2
	Government committees	2
	Youth councils	6
	Local government evaluation	3

	Election campaigns	2
	Participatory budgeting	2
	Equal opportunities	2
	SDGs	5
	Urban revitalization	1
	Social life post-COVID	2
7. Involvement in similar projects	Local government	5
	Schools/universities	5
	Public institutions	5
	Entrepreneurs	4
	Non-governmental orgs	4
	Media	1
	Residents	5
8. Personal future engagement?	Rather yes	5
	Neither yes nor no	5

No further comments have been made.