

# D1.2

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## Guidelines for the Action planning workshops

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# 1. Introduction

A large number of projects aim at designing Nature-based Solution (NBS) in different contexts using participatory approaches to make these solutions innovative, sustainable, and socially acceptable. Participatory approaches to NBS design are expected to facilitate an open and transparent planning process and harness knowledge and experiences from diverse actors. The design and implementation of NBS is however, often unable to achieve their intended purpose, and in many cases, the solutions do not cover the needs and concerns of those most affected by climate change, flood vulnerability, biodiversity loss, and post-pandemic recovery in their daily lives. Moreover, a growing concern is that despite of the fact that NBS are touted for multi-functional qualities, they may remain a single, expert-led artificial solutions that are rarely able to promote the change of community habits and practices towards sustainability and resilience.

COEVOLVERS takes a different, co-evolutionary approach compared to many mainstreaming NBS projects (Hermann-Pillath et al. 2022; Hermann-Pillath et al. 2023), aiming to involve not only the vulnerable, less-privileged, and less-resilient human actors but also other species and their living environments in the working definition and the co-creation of the NBS. In collaboration with seven communities of inquiry, Living Labs (LLs), across Europe COEVOLVERS strives to co-create governance approaches, models, and techniques NBS that will simultaneously benefit both humans and nature, promote the resilience of the social-ecological communities and foster place-based sustainability transformation.

COEVOLVERS identifies non-human actors on par with their human counterparts and reimagines the co-creative process by incorporating non-human perspective through the introduction of a set of theories, best practices, actions and methods in the co-creation LL for the project. COEVOLVERS LLs are situated in a variety of social and ecological contexts to address local socio-political and environmental challenges. Working in real-world environment necessitates that co-creation be tailored to the local challenges, needs and resources while adhering the ethical principles (as outlined in COEVOLVERS: D1.1., Ethical guidelines).

The purpose of this document is to assist COEVOLVERS LLs in coordinating the Action planning meetings with the Living Lab core groups. LLs will use the Action plans as guiding documents to initiate, develop and manage co-creation processes. Chapter II provides a brief introduction to the working definitions of the COEVOLVERS key concepts such as NBS and co-evolution and co-creation, to provide background and context for the co-creation framework presented in Chapter III, and to facilitate the overall work co-creating NBS integrated with Work Package (WP) -activities. These concepts have been jointly discussed in the COEVOLVERS meetings and in two conceptual workshops organised in June 6 and June 16, 2023. Yet, it should be noted that the purpose is not to provide an exhaustive literature review or to present the



definitive approaches of the COEVOLVERS, but rather to elucidate the concepts and approaches that will be further and iteratively elaborated throughout the project. The Chapter III proposes a joint framework for co-creation that is integrated with the different activities defined with different work packages (WP), as well as a few suggestions for additional methods to be used will be concluded by the Methodological review (see COEVOLVERS: D1.3, M24). The framework is a result of the methods & actions workshop organised in May 9, 2023. Chapter IV gives some practical advice to be considered when planning the activities together with the LL core groups.



## 2. Setting the scene: introduction to the key concepts

Nature-based solutions are considered to have the potential to meet three central challenges of the Anthropocene: mitigating and adapting to climate change, halting biodiversity loss, and ensuring human well-being and flourishing (Seddon et al. 2020). They are considered by many organisations to provide multi-functional and multi-beneficial solutions for environmental and social challenges (e.g. European Commission; UNEP 2022; IUCN 2016) and focus on conservation, restoration, and management of ecosystems using often engineering approaches. The NBS are defined in a slightly different ways and applied across various landscape scales. A recent comprehensive literature review (Sowińska-Świerkosz & García 2022) on NBS identified twenty definitions of NBS and derived key elements across various definitions of NBS reflecting the scope of the NBS and action styles, and came up with four core features: NBS are interventions that (1) are inspired and powered by nature; (2) address (societal) challenges or resolve problems; (3) provide multiple services/benefits, including biodiversity gain; and (4) are of high effectiveness and economic efficiency. None of the definitions studied, however, build on co-creation or co-evolution, both of which are central to COEVOLVERS NBS. In the following, we briefly introduce the COEVOLVERS working definition with the key concepts.

### COEVOLVERS working definition for NBS

COEVOLVERS working definition of NBS: “Nature-based solutions (NBS) catalyse the long-term co-evolutionary potential of interconnected nature and people by contributing to their wellbeing and health and to the emergence of more resilient and inclusive communities, diverse living environments, and wider capabilities.”

COEVOLVERS adopts a **co-evolutionary approach** to NBS (Herrmann-Pillath et al. 2022). The current human condition and ecosystem complexities are the result of millions of years of evolution. Yet, the co-evolution of nature and culture also includes behavioural changes in both human and non-human domains. We argue that through a co-evolutionary approach NBS would bring together these two domains and release their potential and contributions to both humans and non-humans to enhance community resilience and sustainability transformation. This co-evolutionary potential of NBS is not yet fully understood or discovered.

The EU definition of NBS (Dumitry & Wendling 2021) considers NBS as solutions supported and inspired by nature. Yet, nature and culture are often seen as separate (Welden et al. 2021). COEVOLVERS take the word ‘inspired’ seriously and seek to overcome the dichotomy between nature and culture by considering “naturecultures” as situational places of NBS creativity and imagination. Naturecultures is a conception to recognise that human and nonhuman habits and life possibilities are both biophysically and socially formed (see also Malone & Ovenden, 2016). This view is





currently emphasised in interspecies design approaches, which aim at enabling co-habitation of humans and non-humans (Ávila 2022; Roudavsky 2022).

Furthermore, COEVOLVERS suggests that the ‘**capability approach**’ provides ways to capture the multiple benefits of NBS from the perspective of diverse living beings, including humans and non-humans. Capability is about who is allowed and supported to flourish. The capability approach claims that the freedom to achieve well-being is of primary moral importance and, that well-being should be understood in terms of people’s capabilities and doings. This means that actors should have opportunities to achieve things that enable their self-realisation if they choose to do so (see Robeyns 2023). NBS can do this, for example by enhancing affordances for various species and supporting their Umwelts in meaningful ways. Umwelt is about how an organism understands or perceives its environment. Hence, affordances constitute a transactional relationship that exists between the organism and the properties/physical givens of the place.

**Co-creation** has recently become a popular concept used in different fields and sectors, as in public policy, innovation policy, sustainability studies, in business and marketing. It has become a popular concept in the design of NBS. Rather than having a single meaning co-creation, it is a bricolage of ideas and norms coming from very varied research traditions and practices, including for example marketing, public service management, urban planning, and design and innovation and sustainability studies. It usually refers to innovation and value creation taking place as a collaborative process involving different types of actors ranging from just making together to a more systematic process of creating new pathways or solutions with the stakeholders, those who are identified as impacted or influenced by the solutions (see e.g. Alve 2016; Mahmoud & Morelly 2021; Gudowsky & Peissl 2016). Many authors suggest a process approach to co-creation, including different iterative and non-linear steps or phases from joint problem definition to initiating and planning a process to developing, disseminating and monitoring (Mauser et al. 2013; Hakkarainen et al. 2021).

In COEVOLVERS, co-creation refers to in-depth thinking, novel meaning-making and renewal of habits. This means that a full co-creation is a process, where a particular group of people (including scientists) engage in deliberating on shared understandings of needed change in a certain social-ecological and political conditions, envisioning and developing novel ideas by including non-human perspectives and the means of intervention into this context for planned improvement, and leveraging the solutions in the different spheres and scales. Overall, COEVOLVERS suggests that the co-creation process will not only explore but also renew meaning making and habits, i.e. all possible actions humans have in relation to nature. The key question here is, how the NBS should become a part of the governance instead of just being an object for it.

Co-creation in COEVOLVERS seeks to include not only humans, but also non-human actors – individuals, species, ecosystems and substances – suggesting that they have an agency in the NBS. This kind of co-creation requires a specific mode of interaction



and communication. We seek to capture the idea of future co-evolutionary potential by understanding NBS as “artwork” (Herrmann-Pillath et al. 2023). NBS are co-created by collectives of humans and non-humans and used and lived by additional actors forming a dynamic naturecultures, artwork. Art is probably the most creative form of human, and non-human activity (Prum 2013). The artwork perspective can help go beyond technical understanding of NBS towards the aesthetic and ethical envisioning of how they could be co-created, how they can foster dynamic interactions between people and nature, and what kind of possibilities they can offer to address pressing sustainability challenges of today and tomorrow. Considering NBS as a co-created artwork is a novel idea to respond to the unknown futures and to capture co-evolutionary potential in naturecultures. Consequently, COEVOLVERS suggests the use of art-based methods, creative tools and thinking, and being reflexive on other actors’ perceived lifeworld’s can offer a promising way for the next generation of NBS science, policy, and practice.

*Table 1. Comparing concepts of co-creation and co-evolution.*

<b>Key dimensions</b>	<b>Co-creation</b>	<b>Co-evolution</b>
Temporal scope	Short-term time horizon	Long-term open time horizon
What the “co” denotes?	Co-creation of NBS by humans and non-humans	Co-evolution of the biosphere and human culture
What aspects are co-evolving	Intertwined contributions from humans and non-humans	Intertwined cultural change and ecosystem change
Ethics	Includes ethics: who is included and who is not.	Does not include ethical aspects but is fact of life.
Type of potential	Collaborative potential	Co-evolutionary potential of naturecultures

## COEVOLVERS Living Labs for co-creating NBS

The European Network of Living Labs (ENoLL) defines LLs as “open innovation ecosystems in real-life environments using iterative feedback processes throughout a lifecycle approach of an innovation to create sustainable impact”. LLs operate on co-creation, testing and scaling-up various types of innovations providing (different types



of) benefits to the involved stakeholders. According to scientific literature, common to LLs is that they are real life environments, in particular geographical location, sites of user/stakeholder engagement, targeted to co-creation, testing and experimenting, pathway creation and governance (e.g. Hussain et al. 2019; Leal Filho et al. 2022). Rather than fixed contexts the LLs are dynamic spaces, where relations between actors and spaces are constantly shaped and reshaped, place-based problems solved, and where learning and continuous co-creation take place.

The EU highlights especially the so-called Quadruple helix of stakeholder engagement, which refers to four type of stakeholders representing public institutions, private organizations (SMEs, companies corporations), academia (researchers, universities, research organization) and citizens. It is assumed that the inclusion of representatives from each sector in innovation process may create optimal solutions and benefits to them all. Recently, a Quintuple helix approach has been introduced (Barth, 2011). Quintuple Helix includes the natural environment as a new subsystem bringing 'sustainable development' and 'social ecology' constituents for social innovation and knowledge production (Carayannis & Campbell 2010). While COEVOLVERS acknowledge the role of natural environment in LL activities, it considers nature not only as a subsystem or dimension of knowledge, but also having an agency in the co-creation of NBS. In this way it critically explores, what are the possible means to go even beyond Quintuple Helix approach.

## 2.1 COEVOLVERS Living Labs as communities of inquiry

COEVOLVERS Living Labs are considered the communities of inquiry. They operate in complex situations in specific communities and settings bringing together participants from local communities, organisations, government, and entrepreneurs or companies, but also non-humans (individuals, species, ecosystems and substance), to a participatory, transdisciplinary co-creation process in different social, political and cultural contexts.

COEVOLVERS Living Labs represent highly diverse contexts in terms of their size and socio-ecological characteristics, ranging from (large) rural territories (Beskydy, Barcelona, Scotland) to urban fringe (Cagliari) and suburbs (Turku, Tartu), to a single institution, a mental hospital (the greater agglomeration of Budapest), having implications for the stakeholder engagement and selection of co-creation methods. The borderlines of the LLs and communities involved may be fluid and cross many scales. Similarly, the maturity of the COEVOLVERS LLs vary greatly: some LLs have had earlier collaboration between the LL teams and LL core groups/participants (Beskydy, climate change adaptation plans and projects; Turku community development projects and ecological compensation); in some cases, there has been collaboration, but not any project with a certain aim (e.g. Scotland), while others are starting a project (Budapest, Tartu).

Different actor groups facilitate the co-creation in COEVOLVERS LLs. The partners of the COEVOLVERS, **Living Lab teams (LLT)**, act as mediators between the local

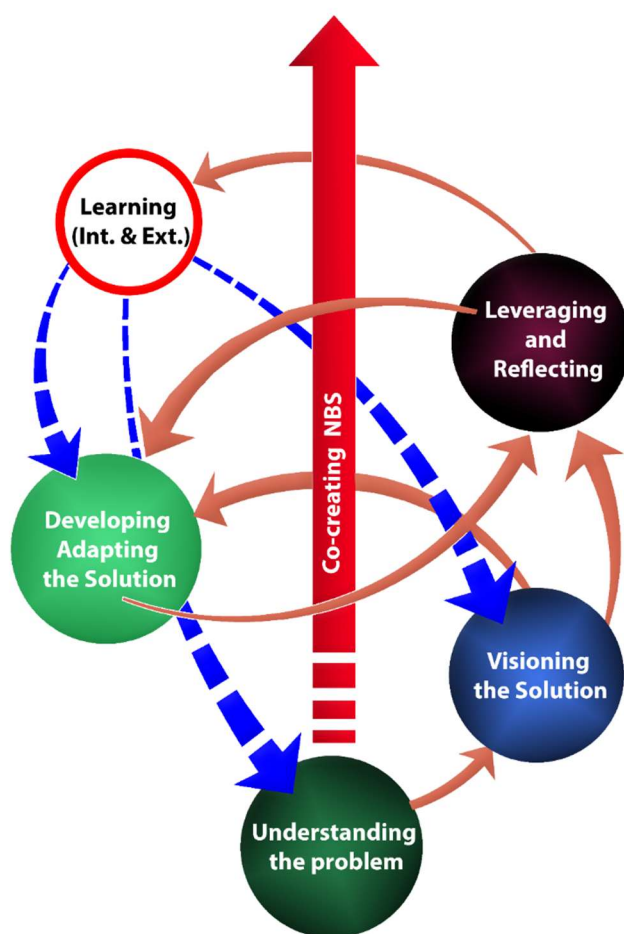


actors and the COEVOLVERS researchers. The members of the LL teams may have multiple roles related to research and some practices (like administration and planning). Many of them have also a background in research in different disciplines and research fields, but also people practice partners. Living Lab teams are responsible for the organizing, running, documenting and evaluating the co-creation process. Secondly, there is a group of local actors, who together with the Living Lab teams compose the local **Core Groups (LLCG)**. The core Group is the local board that make plans and decisions regarding activities at the local scale and has representatives from different stakeholder groups. The composition of this group may vary throughout project's lifetime and consider representation of some specific topics related to the theme of the Living Lab. The third group of actors is the **Living Lab participants**; in the case of COEVOLVERS these can be citizens of the LL site, entrepreneurs, members or representatives of different NGOs and civil society organisations but also non-humans, namely individuals, representatives of species, ecosystems and substances.

Human participants may act in different roles in these groups (as researcher, facilitator, mediator, and knowledge broker), and it is essential to be aware of and reflexive about one's role and position during the activities, in workshops and other events, in the data collection and in internal and external communication (see Ethical Guidelines, D1.1.). Non-humans are not equal participants in the co-creation with the humans, as they cannot speak human language. However, they can speak by being part of the living environment studied, and performing functions that can be understood and analysed by means of ecosemiotics (e.g. umwelt and ecofield analysis) (Maran 2020). The perspectives of non-humans may also be represented by, for example, scientists, other experts and NGO, in the fields of ecology and ethics.

### 3. Framework for co-creating NBS

The framework presented in this chapter was developed by COEVOLVERS to support and structure of the co-creation in each Living Lab. The framework comprises the main phases and elements of co-creation processes such as those envisioned for the Living Labs in the DoA. However, the COEVOLVERS Living Labs are diverse and are currently in very different phases. While some are brand new initiatives, others are continuing the work previously done in the area, e.g. by further developing an NBS. Therefore, the idea is not that the LLs follow this framework in a strict manner, but still, the co-creation process in each LL is expected to link to the identified elements/phases.



*Figure 1 Co-creation as an iterative and reflective process.*

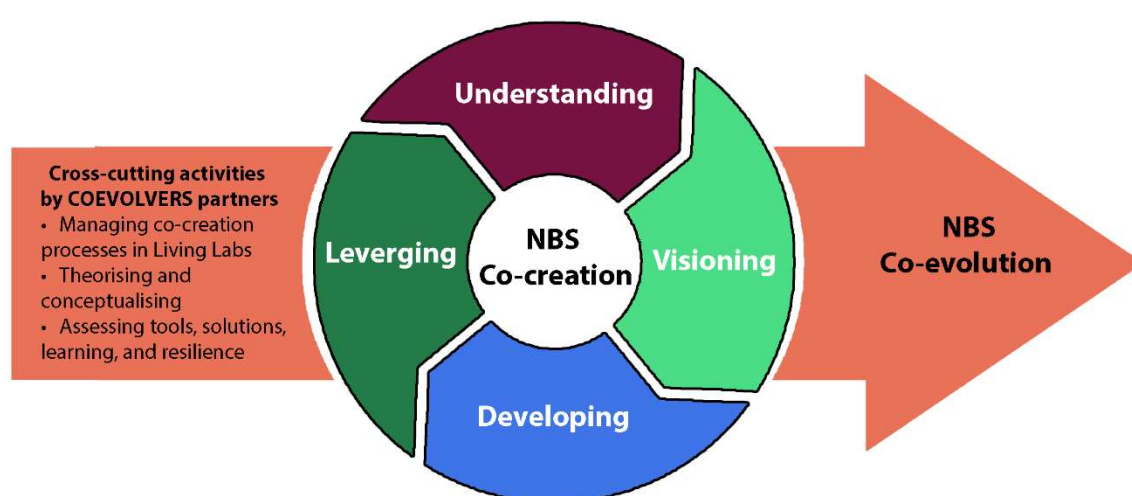
Figure 1 illustrates the idea of co-creation as an iterative and reflective process comprising key phases from problem understanding and definition to visioning and developing the solution, and finally to evaluation of solutions. The first phase focuses on (co-) understanding of e.g., the socio-ecological and governance contexts, and identifying and understanding the challenge(s) or problem(s) and their (re)framing. The second phase points to shared visioning (or planning) of the solution(s) and defining relevant objectives, while the third phase focuses on developing solutions or adapting/modifying previously developed solutions. Finally, the fourth phase focuses not only on evaluating and monitoring the solution, but also the previous phases. The internal and external phase is considered a spin-off of these key phases. All these phases contribute to the learning within and across the Living Labs.

cyclical encompassing four phases, namely co-understanding, co-visioning, co-developing and co-boosting (leveraging). In this illustration, assessment of tools,

Figure 2. structures and operationalises the co-creation process in COEVOLVERS Living Labs. It portrays the same process as



solutions, learning and resilience are seen as elements interlinking to all four phases. In addition, a set of cross-cutting activities carried out by the COEVOLVERS partners are highlighted, including managing co-creation processes in Living Labs, and theorisation and conceptualisation. In following, we elaborate on these elements based on 1) WP activities identified in the DoA, and 2) actions and methods proposed by the Living Lab teams. Each of these four actions has been linked to WP activities identified in the DoA and their respective methods (see Tables 2-6). A more thorough review of possible methods is being carried out to extend the selection of suitable methods (D 1.3, M24). In addition, the LL teams have provided examples of the methods they are initially planning to use. These methods have been tentatively linked to the actions.



*Figure 2. Operationalising the co-creation framework in COEVOLVERS. Co-creation with stakeholders is in the heart of the project.*

### 3.1 Phase I- Understanding the living environment

The overarching objective of this phase is to develop an understanding of the baseline and problematic situations related to the socio-ecological, socio-economic, institution, and governance context to be addressed, as well as the context in which it is embedded and their current state of the art. Here, it is essential to analyse the situation from multiple perspectives, including those of different social groups and humans and non-humans. This phase of the co-creation process is broken down into four actions: 1) understanding the problem and the socio-ecological, institutional, and governance context of the LLs; 2) identification and mapping of the relevant actors (both human and non-human actors); 3) understanding different perspectives (uses and needs of human and non-human actors); and 4) identifying vulnerabilities.

Governance, as institutions and decision-making processes and structures is important for NBS development. It can both support the actors who are needed for NBS to function, but also guide, restrict and change behaviour of those whose doings need to be changed in order to get the NBS to function. Furthermore, governance can balance the playing field when restrictions are implemented. Compensations and incentives may play crucial roles for enhancing acceptance towards NBS by those whose actions are restricted to get the NBS to function. Understanding the socio-ecological, institutional, and governance context may contribute to the development of the NBS's purpose, goal, and objectives, which will later define actions and methods leading to the selection and development of appropriate tools and techniques. In this primary task, living labs will begin co-understanding the local issues, the local history of nature-culture, defining the NBS (or the typology of NBS in question) and the type of intervention required, identifying stakeholders, and preparing for participation modes that determine the scope for innovation and co-creation. Understanding the governance and institutional context (strengths, opportunities, and barriers) in which the NBS will be co-created and co-implemented.

Mapping and identifying actors of NBS, those who might have an impact or be influenced by the NBS, is another preliminary activity that could be accomplished through the use of the snowball technique or a network of known stakeholders, reaching out to and inviting all stakeholders pertinent to the project. Human and non-human users of the landscape must be identified, and the affordances of human and non-human users using various methods and tools such as Umwelt analysis and virtual nature (ecofield model for nonhuman actors) and behavioural observation mapping and participatory survey methods will be mapped. Approaches involving interviews, storytelling, and application of art-based methods may be effective for understanding vulnerabilities.

*Table 2. Activities related to Phase I.*

WP activities based on DoA	Methods identified in the DoA	Other potential methods linked to the theme
<p><b>THEME:</b></p> <p><b>Context: co-understanding the socio-ecological, institutional and governance contexts &amp; the problem</b></p>		
Task 3.1 Searching for a common ground	Participatory methods to explore NBS sites (potential methods identified by T1.2)	
Task 4.1 Assessing socio-politics of nature	Interviews Survey	Field surveys Policy and literature review Timelapse videos to explore soundscapes



		Mapping existing NBS and their governance Mapping different methodologies Local history of naturecultures (storytelling)
WP4: Institutional baseline		Template (Annex II)
<p align="center"><b>THEME:</b></p> <p align="center"><b><i>Actors: mapping/identifying the stakeholders/actors (human and non-human)</i></b></p>		
WP1: Stakeholder mapping		Template (Annex III)
WP2: stakeholder analysis: mapping stakeholders and synergies and trade-offs for diverse actors resulting from NBS-stakeholder analysis inclusive also for non-humans		Ecological field research or using soundscapes to identify the non-humans (see e.g. task 3.2)
<p align="center"><b>THEME:</b></p> <p align="center"><b><i>Perspectives: use, needs of humans and non-humans</i></b></p>		
Task 3.2 Mapping the affordances	<p>On-site interviews (e.g. walking interviews) supported by digital tools (virtual nature, photovoice, soundscapes) for preliminary information on non-humans, affordances and related human meanings and values.</p> <p>Eco-field model for identifying specific affordances of a given site for human and non-human participants</p> <p>Semiotic modelling to identify real or potential conflicts and co-creation opportunities</p>	<p>Umwelt analysis using eco-field method to understand the perspectives and needs of non-humans</p> <p>Umwelt analysis &amp; virtual nature to understand the non-human view</p> <p>Assessing the actual use of the field (the park or garden)</p> <p>Behaviour observation to understand how people use the area</p> <p>An expert assessment of the environment</p>
<p align="center"><b>THEME:</b></p> <p align="center"><b><i>Vulnerabilities</i></b></p>		



Task 3.3 Understanding the vulnerabilities	Mixed methods (e.g. storytelling, focus groups, interviews)	Self-reflection of vulnerabilities
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## 3.2 Phase II- Visioning

Currently climate change speeds up environmental change, and past species adaptations will fail to meet new challenges. The natural state and engineering approaches to NBS can be considered to have limited capacity to consider future situations. Intertwined challenges and developments that together form major challenges for future and therefore NBB should also seek to be prepared for the future surprises. In order to unfold the co-evolutionary potential, it is important to understand and address the overall purpose of the NBS for both humans and non-humans in different contexts and timescales. The purpose of the visioning is to foster alliances to explore and articulate visions for NBS within each Living Lab and across Living Labs.

*Visioning* is relevant for all LLs and NBS. Some NBS may be already in place, but require implementation, improvement or scaling (e.g. Barcelona, Turku, Beskydy); some might be emerging during (and with) the COEVOLVERS project (e.g. Alford, Cagliari) and some may be just imagined future solutions (e.g., Tartu, Budapest). Addressing an imagined future can be useful not only for defining a common goal but also when trying to understand NBS and their benefits for human, non-human and the nature.

*Table 3. Activities related to Phase II - Visioning.*

WP activities based on DoA	Methods identified in the DoA	Other potential methods linked to the theme
<p style="text-align: center;"><b>THEME:</b></p> <p style="text-align: center;"><b><i>Visioning of the future and identifying goals</i></b></p>		
Task 4.2 Identify specific NBS implementation conditions and needs for NBS reconfiguration in each LL	<p>Co-design workshop 1 to adapt re(configuration process and behavioural experiment for LLs needs</p> <p>Co-design workshop 2 for (re)configuring NBS governance</p>	<p>Letters from the future - method</p> <p>Scenario planning methods to think about desired futures for the community</p>

## 3.3 Phase III- Developing

The "Developing" phase is tied to two major co-creation outcomes: enhancing human-nature relationships in NBS and improving the governance of NBS by understanding the appropriate typology, designing an appropriate governance model, and mapping



various methodologies. *Enhancing the human-nature relationship* is envisioned as nature-based activities that provide physiological and psychological health benefits, raise awareness of nature's worth, and investigate human-nature dependence and interdependence. In order to enhance human-nature relationships COEVOLVERS will engage with the perceptions, preferences, perspectives, and capabilities (perceived and actualised affordances) of human actors, as well as the learnings of non-human entities. These activities will be used to facilitate and ensure interaction with nature throughout the co-creation process and beyond. This long-term co-evolutionary perspective will incorporate changing habits, socio-cultural and socio-political dynamics, and evolving requirements for NBS governance and management. Co-developing and applying methods in different Living Labs for co-creation of NBS, such as virtual nature using crowdsourcing data, gaming, and AI, will rely heavily on technology. Other activities, like community-led tree planting, will be evaluated in order to observe the results of co-created nature as a means of enhancing human-nature relations.

*Governance* is an important aspect of co-creation in COEVOLVERS. In this context, Living Labs will co-develop innovative NBS governance models and evaluate and implement potential methods. These methods involve combining NBS typologies, reconfiguring existing governance mechanisms, and considering the longevity of such models. Through surveys and interviews, reviews of existing methodologies and social acceptance of new governance models will be conducted as part of this procedure.

*Table 4. Activities related to the Phase III - Developing.*

WP activities based on DoA	Methods identified in the DoA	Other potential methods linked to the theme
<b>THEME:</b> <b><i>Enhancing human-nature relations in NBS</i></b>		
(No direct to any of the WP activities)		Foraging, tree planting, other immersion and education activities to improve connectedness with nature for all LL  Developing visual nature tool for increased access.  More-than-human design methods and tools involve non-human actors  Planting as a trial to define how we can do this better
<b>THEME:</b> <b><i>Governance</i></b>		

Task 4.3 Co-development of novel NBS governance models	Combining NBS typology task 4.1 and governance reconfiguration task 4.2	<p>Deliberative methods to design a suitable governance model for long-term cooperation</p> <p>Mapping different methodologies to improve existing methodology (e.g. for payment setting)</p> <p>Survey and interviews with local population to increase the social acceptance</p> <p>Invite experts to propose solutions to relevant challenges/issues/ etc.</p>
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### 3.4 Phase IV- Leveraging

"Leveraging" refers to a phase with activities aimed at boosting and promoting the solutions and methodologies developed in various COEVOLVERS contexts, as well as facilitating the dissemination and adoption of NBS policies across national and sectoral borders. This phase focuses on the capacity of the NBS co-creation process to promote the scalability of results and facilitate transformational change. Key themes to consider in COEVOLVERS to scale up NBS solutions include collective actions, human-nature relations, stakeholder engagement, and the development of best practises pertaining to NBS implementation and obstacles. Regarding the benefits, co-created NBS may have an impact on existing policy instruments and may assist in maximising the impact of NBS and attracting investments.

*Collective actions* includes meetings with the National Consultation Panel, and the collection of co-creation summaries from Living Labs enabling construction of an actionable knowledge repository. This will contribute to the development of best practises for the co-creation and co-implementation of NBS. In co-design workshops held in Living Labs, toolkits will be developed to facilitate the implementation of NBS.

In the co-creation of NBS, a variety of tools will be co-designed and utilised. A Virtual Nature Tool (VNT) based on crowdsourced data will play a crucial role in fostering more effective, efficient, and inclusive co-creation by enabling users to visualise, simulate, and interact with existing NBS. This will aid in the creation of scenario models for climate change, increase community awareness and nature education, and aid in the co-design and planning of NBS. Role Board Games (RBG) provide real-world settings for testing and validating new solutions through the co-creation of diverse stakeholders. RBGs can support scenario testing relating to the creation of new or the management of existing NBS, as well as the testing of various governance mechanisms to support optimal outcome scenarios. Incorporating both human and non-human perspectives, these games may also foster empathy. Using a digital



platform that promotes idea exchange and communication, COEVOLVERS facilitates collaborative learning across living labs and with audiences beyond these labs.

*The human-nature relationship* is an additional important theme in co-created NBS. The objective is to assess attitudes, beliefs, and motivations regarding NBS, as well as the perception of NBS characteristics. COEVOLVERS will conduct surveys using an appropriate PPGIS tool (Maptionnaire, available at <https://maptionnaire.com/>) and issue-specific indicators developed in the various living labs to establish a common ground for extrapolating solutions beyond the study areas of the living labs.

*Table 5. Activities related to the Phase IV – Levering.*

WP activities based on DoA	Methods identified in the DoA	Other potential methods linked to the theme
<b>THEME:</b> <b>Collective action</b>		
T5.1 Consulting National Consultation Groups	Two meetings with National Consultation Groups	
<b>THEME:</b> <b>Human-nature relations</b>		
Task 3.4 Measuring attitudes, beliefs and motivation in respect to NBS	A survey based at larger spatial level beyond the LLs	Workshop activities to communicate the needs and perspectives of non-humans to the humans  Dissemination activities to provide information about NBS and climate interaction
<b>THEME:</b> <b>Targeted stakeholders</b>		
T5.2 Integrating findings for actionable knowledge	Templates to collect material from each LL (summaries from WP3 and WP4)	Interviews with key stakeholders and policy makers  Digital storytelling to tell the story of the LL
<b>THEME:</b> <b>Best practices</b>		
T 5.4. Upscaling and validating tools	Co-creation of validation tool	Sharing best practices in relation to NBS implementation

		VNT to share best practices and NBS benefits and limits
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### 3.5 Cross-cutting activities

Cross-cutting activities aid in guiding the NBS co-creation process and are embedded in each of the aforementioned phases. Cross-cutting themes in a co-creation process serve primarily to improve both inter- and trans-disciplinary understanding of the process and co-ordination of the activities across the LLs. The activities include 1) Managing co-creation in Living Labs; 2) theorising and conceptualising the co-evolution of NBS from human and non-human perspectives; and 3) assessing the tools, solutions, learning, and resilience are examples of the activities in this theme.

*Establishing, operating, and managing co-creation* within each of the LLs and across all the Living Labs is a primary responsibility of WP1. This includes the organisation of kick-off workshops with the established core group in order to introduce the Living Lab, the topic, sensitise the group to issues, establish rules and core values, and collect their perceptions, needs, and requirements regarding the NBS in question. Key stakeholders and participants in the Living Lab will be made aware of the ethical issues surrounding co-creation activities, with a special focus on vulnerable and non-humans. LLs will investigate the tools specified in the DoA as well as actively seek and incorporate additional readily accessible and current tools and methodologies. Co-creation activities in European Living Labs and learning with Overseas cousins (OC) will be organised through regular core-group meetings and virtual meetings.

*Theorising and conceptualising* the co-evolution of NBS is a theoretical module in COEVOLVERS that will be co-developed via joint workshops involving researchers and Living Lab Teams. This workshop will focus on the transition between theory and practise and will support the theory of co-creation and co-evolution in the context of each living lab activity and the NBS in question. The methods employed in this procedure are primarily artistic.

*Assessing* the user experience, the learning within and across living labs, co-created solutions and governance mechanisms, and the impact of co-created NBS on community resilience for both human and non-human community members will facilitate an open, reflective, and learning-oriented approach that can foster habit change and remain responsive to changing socio-ecological and socio-political needs and requirements. Key methods may include a baseline study, collaborative learning through mobility programmes, the introduction of policy cycle analysis, and the collection of data on relevant aspects of community resilience and how the proposed NBS affects them.

Table 6. Cross-cutting themes.

WP activities based on DoA	Methods identified in the DoA	Other comments
<b>THEME:</b> <b>Managing co-creation in Living Labs (WP1)</b>		
T1.1 Getting Living Labs going	Preliminary list of participants Kick-off workshops Design and agree on ethical guidelines with LL participants Stakeholder mapping in each LL	
T1.2 Providing and assessing the working tools	Review additional digital tools & collecting useful methodologies	
T1.3 Running co-creation activities	Organize regular LL core group meetings 4-5 per year in each LL Plan and implement co-creation activities with respective WPs and core groups using digital tools, art-based methods, develop bespoke methods for each LL	
T1.4 Learning with overseas cousins	(Virtual) meetings with OCs minimum 3 times/year (either all the LLs or pairs)	
<b>THEME:</b> <b>Theorizing and conceptualizing (WP2)</b>		
T2.1. Defining a conceptual frame for co-evolutionary technology and principles of co-creation. T2.2. From theory to practice – operationalizing co-evolutionary approach in research methodologies. T2.3. Application of the coevolutionary approach in the LLs	Theoretical and conceptual workshops with an aim to develop co-evolutionary and co-creation approach based on (e.g.): Posthumanist thinking, science & technology studies; evolutionary institutional economics; more than human anthropology and ethnography; actor-network theory. The workshops connect theories to LL practice via joined workshops and 'participant theorizing' aka co-creation of theory among CO-EVOLVERS.	
<b>THEME:</b>		



<b>Assessing tools, solutions, learning, and resilience</b>		
T1.1 Follow-up on ethical guidelines	Each LL monitors and assesses the fulfilment of the ethical principles and guidelines regularly using the checklists and reports back to the WP1 annually	Ethical issues addressed in project meetings and with the Ethical Advisory and the Advisory Board members (for more information, see D1.1: Annex V)
Task 1.2. Assessing the user experience of the digital tools and art-based methods)	Common procedures for the assessment to be developed	User experience and Facilitator experience templates (see Annex IV)
Task 1.4. Assessing the learning within and across the LLs	Baseline study & protocol Use the protocol for reflecting and assessing the activities together with the participants <i>during</i> the project Design and oversee a mobility programme for practice partners to learn across LLs	
Task 4.4. Assessing solutions and governance mechanisms (including benefits and harms)	Policy cycle analysis	
Task 5.4 Assessing the tools in different socio-political contexts	Based on created method for validation	
Task 5.5. Assessing the impact of NBS on community resilience	Using provided templates, each LL collects information on relevant dimensions of community resilience and how these are affected by the proposed NBS	

## 4. Suggestions for organizing the action planning meetings

The purpose of the Action planning workshops and meetings is to develop an Action plan for each of the LLs. It will guide the LLs in initiating and running the co-creation process in LLs. Consequently, the Action plan will a) define the main activities of the LL, including the activities that are part of the COEVOLVERS Document of Action (DoA) as well as other possible activities the LLs are willing to conduct; b) target groups and participants of each activity; c) timing of the activities; and d) anticipated outputs and communication activities.

At least one action planning meeting is held with the LL core group by the LL team. The target number of the invitees should ideally be less than ten to make the planning feasible. Nonetheless, the LL team and core group may also decide to hold multiple meetings or sessions, such as, one meeting focusing on the activities through month 24 and another meeting focusing on the activities through month 48. Note that the LLs also need to organise a meeting with the LL core group to design and agree on the LL ethical guidelines and checklist.

The meetings should be organised with the LL core groups, which include representatives from different stakeholder groups (from local governmental and non-governmental organisations, entrepreneurs/companies, and specialists in certain areas critical for your LL) deemed essential for co-creation. Critically consider the criteria for the inclusivity (see the Ethical guidelines).

Table 7 (Annex) provides a template for the Action plans, to be filled out during or after the Action planning meetings. Each LL fills out their own Action plan template. The template lists activities that are relevant for all LLs as they come from the DoA. The LL teams will add their own more specific and additional activities to the table. Note that while many activities are already predefined Living Labs, there is also a space for creativity and experimentation. It is important to be open for the local wishes as well as to be reflexive in your actions. Consider using various visual methods in the planning of the activities.

The Action plans are living documents that will be updated (e.g. annually) with additional information about activities, such as methods, target groups and communication. Action planning is supported by a methodological guide, that is also a living document, (D1.3., M24) and available when discussing various actions and methods.



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## Annex I: Action planning calendar

*Table 7. The template for planning LL activities for each year (2023-2026). The WP tasks that relevant to all LLs have been added to the template, but after the Action planning workshops, the LL team should also add any other plans they have made to their respective template. 'When' indicates the timing of the activity by the LLs and are of course well before the deadline of related deliverable. 'Who' indicates the relevant actors for this particular task (LLT=Living Lab Team; LLCG=Living Lab Core Group; LLP=Living Lab Participants)*

2023						
WP tasks	What	Methods	When	Who	Output	Communication
Task 3.1 Searching for common ground	Exploring the sites together using participatory and art-based creative methods	Potential methods identified by T1.2	By the end of 2023	LLT, LLCG, LLP	D3.1 (April 2024), D3.5 (July 2026)	
Task 4.1 Assessing socio-politics of nature	To understand different perceptions of NbS in the socio-political context	Interviews (using the WP4 interview guide)	Early autumn 2023	LLTs make interviews with ~10 LLCG & LLP	D4.1 (April 2024)	
Task 5.1 Consulting NCG	First meeting of the NCGs	NCG meeting	October 2023	LLT	D5.1 (April 2024)	

T1.1 Getting LLs going	design a checklist and agree on ethical guidelines with LLCG	LL meeting/workshop	Summer/autumn 2023	LLT in collaboration with LLCG	LL ethical guide document	
	Each LL organises an action planning workshop	Action planning meetings	Summer/autumn 2023	LLT in collaboration with LLCG	An action plan document	
T 1.3 Running co-creation activities	LLT organises regular LLCG meetings 4-5 per year (Link to Task 1.1 meetings!)	LLCG meetings	2023	LLT & LLCG	Minutes	
T1.4 Learning with OCs and across LLs	LLT (and LLCG?) participate in the baseline study	Baseline study and protocol	Summer/autumn 2023	LLT		
	Use the protocol for reflecting and assessing the activities together with the participants during the project	Evaluation using the protocol	Throughout the project	LLT	D1.6 (October 2026)	
	LLT participates in online	Meetings	Spring, summer and autumn 2023	LLT		

	meetings with OCs 3 times per year					
	Design and oversee a mobility programme for practice partners to learn across the LLs			LLT	D1.5 (October 2023)	
<b>Other LL tasks/actions</b>						
Identification of stakeholders	Identification and mapping of both human and non-human participants/stakeholders			LL in collaboration with LLCG		
Mapping the local policy and governance structures	To understand the socio-political context for NBS design	Local policy documents and interviews (if needed)	Autumn 2024 – Spring 2025	LLT		

2024						
WP tasks	What	Methods	When (LLs carry out the task)	Who	Output	Communication
Task 3.2 mapping the affordances	Acquiring preliminary information on non-humans, affordances and related human meanings and values	On-site interviews (e.g. walking interviews) supported by digital tools (virtual nature, photovoice, soundscapes)	Early 2024?	LLT, LLCG, LLP	D3.2 (June 2024)	
	identify specific affordances of a given site for human and non-human participants	eco-field model	?			
	identify real or potential conflicts and co-creation opportunities	semiotic modelling	?			
Task 3.3 Understanding the vulnerabilities		Mixed methods (e.g. storytelling, focus groups, interviews)	2024		D3.3 (April 2025)	
Task 4.2 identify specific NBS	to adapt reconfiguration	Co-design workshop 1	August 2024	LLT?	D4.2	

implementation conditions and needs for reconfiguration	process and behavioural experiment for LLs needs				(October 2025)	
	for reconfiguring NBS governance	Co-design workshop 2	Late 2024- April 2025?			
T5.2 Integrating finding for actionable knowledge	synthesising key findings from WPs and LLs	Template to collect information	Late 2024	LLT	D5.3 (April 2025)	
T5.3 co-designing a toolkit for implementation	co-designing workshops in all LLs to produce building blocks of toolkit	workshops (protocol and template provided)	spring 2024?	LLT and LLCG?	D5.4 (October 2024)	
T1.1 Getting LLs going	Each LL monitors and assess the fulfilment of the ethical principles and guidelines regularly	LL meeting/ workshop	2024	LLT in collaboration with LLCG	The LLT reports back to the WP1/Living Lab meetings. (March 2024)	
T1.3 running co-creation activities	LLT organises regular meeting with LLCG 4-5 times per year	Meeting		LLT&LLCG		



T1.4	Learning with OCs	Online meetings 3 times/year		LLT		
	Use the protocol for reflecting and assessing the activities together with the participants during the project	Evaluation using the protocol	Throughout the project	LLT	D1.6 (October 2026)	
Other LL tasks/actions						
2025						
WP tasks	What	Methods	When	Who	Output	Communication

T5.1 Consulting NCG	LLT organises the second NCG meeting	Face-to-face or online meeting	October 2025	LLT	D5.8 (July 2026)	
T1.1 Getting LLs going	Each LL monitors and assess the fulfilment of the ethical principles and guidelines regularly	LL meeting/ workshop	2025	LLT in collaboration with LLCG	The LLT reports back to the WP1/Living Lab meetings.	
T1.3 running co-creation activities	LLT organises regular meetings with LLCG 4-5 times/year	Meeting	4-5 times per year	LLT & LLCG		
T1.4 Learning with across LLs and with OCs	LLT attends virtual meetings with OCs 3 times/year	Online meetings	3 times/year	LLT		
	Use the protocol for reflecting and assessing the activities together with the participants during the project	Evaluation using the protocol	Throughout the project	LLT	D1.6 (October 2026)	

T4.4 Assessing solutions and governance mechanisms		Policy cycle analysis	Autumn 2025?	LLT	D4.4 (June 2026)	
T5.4 Assessing the tools in different socio-political contexts		based on created method for validation	Autumn 2025?		D5.5 (April 2026)	
Task 5.5 Assessing the impact of NBS on community resilience	using provided templates, each LL collects information on relevant dimensions of community resilience and how these are affected by the proposed NBS	template	Autumn 2025?		D5.5 (June 2026)	
<b>Other LL tasks/actions</b>						
<b>2026</b>						

WP tasks	What	Methods	When	Who	Output	Communicaton
T1.1 Getting LLs going	Each LL monitors and assess the fulfilment of the ethical principles and guidelines regularly	LL meeting/ workshop	2026	LLT in collaboration with LLCG	The LLT reports back to the WP1/Living Lab meetings.	
T1.3 running co-creation activities	LLT organises regular meetings with LLCG 4-5 times/year	Meeting	4-5 times per year	LLT & LLCG		
T1.4 Learning with across LLs and with OCs	LLT attends virtual meetings with OCs 3 times/year	Online meetings	3 times/year	LLT		
	Use the protocol for reflecting and assessing the activities together with the participants during the project	Evaluation using the protocol	Throughout the project	LLT	D1.6  (October 2026)	
<b>Other LL tasks/actions</b>						


## Annex II: Institutional baseline

### Coevolvers institutional baseline

This document provides brief instructions to conduct institutional baseline studies in Living Labs (LL). The institutional baseline study will describe existed ***institutional context of each LL before/ when COEVOLVERS intervention started***. It contributes to WP4 and especially to Task 4.2 by providing a current institutional context, prior to LL activities. You may use /refer to already provided data (e.g. Interviews, or LL description) but it is also welcome to update baseline situation given new way of understanding.

### Key concepts

#### ***Institutions***

Institutions constrain (oblige), liberate, induce (enable) and expand (empower with rights) individual and social action and are thus relevant in leading to socio-environmental problems and for solving and managing various situations in your LL context. Some institutions are articulated and coded, i.e. formal, such as laws, strategies, policies, agreements etc. and some of them are informal such as social norms, customs, traditions and practices. In any situation, institutions constitute a contingent scaffold – opportunity & possibility space – for individual, social and collective action and hence affect life and activities in the LL. From these constellations of institutions, we can identify whose rights, liberties, and responsibilities (obligations) are recognized.

Note: You do not have to be aware of all the formal institutions, but you surely can identify the most important ones for solving the socio-environmental problem in you LL context. The informal institutions can be more difficult to identify, but you may still know unwritten rules affecting activities in the LL such as communal interrelations, participation in joint activities, practices of decision-

making and, finally, trust. Note that the interviews and other interaction with the stakeholders has provided some useful information for this purpose.

### Actors

Decision-making bodies, administrative organizations, companies, stakeholders, other relevant associations, networks, the public, and so on.

### TASK FOR LLs:

Please describe the LL-area when COEVOLVERS started

<b>Define</b> the LL area: administrative name, size, nature, habitat types, landscape..	
Basic <b>demography</b> of the LL area (including cultural diversity) such as trends of population over last 20 years	
<b>Socio-environmental challenge</b> /problem tackled by the LL – from application if you like	
What kind of nature-based activities or <b>NBS</b> (if any) were in the area <b>before CO-EVOLVERS</b> – select relevant for your LL and project If NBS, how did they work or not and why?	
Typical current sources of <b>funding</b> for developing of nature-based activities or NBS	
Natural or social (external) <b>disturbances</b> affecting LL area	
<b>Ownership</b> (who owns the key areas in the LL area, including private, state, community, and the commons),	

<b>Allowed actors</b> (access to current benefits area provides, including non humans)	
<b>Excluded actors</b> (no access to current and expected future benefits area provides, including non humans)	
<b>User-rights</b> – existed right to resources: e.g. water, land (what can be done and by whom in the LL area, any non human rights? )	
Other <b>social dilemmas or conflicts</b> relevant to COEVOLVERS (human -non human)	
<b>Strategies</b> for the LL area (management plans, declarations, general agreements, and decisions) – please name relevant and effective in the beginning of COEVOLVERS	
<b>Key regulations</b> (national, municipal) laws and policies) affecting the LL area – relevant and effective in the beginning of COEVOLVERS	
<b>Key actors</b> involved in developing the LL area (including community, municipality etc)- link reference to stakeholder analyses (Simo) if conducted.	
<b>Social norms</b> (traditions, customs, practices) regarding access, use, or ownership in the LL area (if you aware of any e.g. based on the interviews)	
<b>Previous/existed monitoring</b> of environmental and social change in the LL area	



(e.g. census, visitor counting, nature surveys, by whom, if any)	
<b>NBS planned by the LL</b>	

## Annex III: DRAFT Stakeholder mapping

Name of the stakeholder	Type of stakeholder (you may consider who is relevant for your work <b>or affected by the NBS you are working with</b> , e.g. individual citizen, NGO/interest organisation, authorities / public sector, policy, businesses / entrepreneurs, researchers / scientists, other)	Sector (e.g. agriculture, environment, education, forestry, healthcare & social services, tourism and recreation, urban planning etc.)	Contact information (email - DO NOT SHARE INDIVIDUAL CONTACTS OUTSIDE OF YOUR LL / KEEP CONFIDENT)	Reasons to engage (you may consider the following questions & possible aspects: why to involve, why are they relevant for the NBS, what might motivate them, what could they gain from the project, do they have / lack decision-making capacity / authority, access to resources, ability to mobilize support, relationships with other stakeholders)	Role(s) of the stakeholder in the project - <b>Collaborate:</b> collaborating in decision making & identifying preferred solutions (e.g. core group) <b>Involve:</b> ensuring stakeholder concerns & opinions are reflected and providing feedback on how input was considered (e.g. family members of patients in Budapest) <b>Consult:</b> obtaining feedback from stakeholders on issues raised & alternatives to solve them (NCG member) <b>Inform:</b> providing balanced information to stakeholders on the topic and share results (e.g. agricultural policy-makers in Catalonia)	How are the stakeholder affected by the NbS you implement / design? Directly or rather indirectly? Positively or negatively?	Special aspects to consider for the involvement (you may consider aspects such as e.g. how to reach, power dynamics to consider, such as are they in conflict with other groups, timing, any support needed from your side, any potential challenges or even risks?)

## Annex IV: User experience and Facilitator experience templates

### User experience survey

This small survey can be used after you have organised an event/activity with your LL participants. The aim is to get first hand information about the method/activity used and in that way learn, how the method/activity fits or does not fit with certain situation and what needs to be taken into account in the facilitation. If possible you may also try to make interviews or a small group reflection using the same questions.

**Name of the Living Lab** [organiser adds the name of the LL]

**Name of the event, place and time** [organiser adds the event, place and time]

#### Questions for the participants

##### 1. Background information:

I am a.... (please choose the most relevant option)

- a) child (ethical issues)
- b) young adult
- c) middle aged
- d) senior citizen

I represented in the event

- a) an individual citizen
- b) an organisation
- c) Living Lab core group member

2. Please indicate the way you feel about the following statements on the activity **[organiser add the name of the activity here]** by selecting the most suitable option (1 = I strongly disagree, 2= I disagree, 3= I am neutral, 4= I agree, 5 = I strongly agree, 6 = I don't know/not relevant).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know/not relevant
The introduction to the activity was sufficient to enable participation.	1	2	3	4	5	6
The purpose of the activity was clear to me.	1	2	3	4	5	6
The activity was suitable for its purpose.	1	2	3	4	5	6
The steps of the activity were easy to understand.	1	2	3	4	5	6
The time reserved for the use of the activity was sufficient.	1	2	3	4	5	6
I had sufficient capabilities to participate in the activity.	1	2	3	4	5	6

3. Please indicate the way you feel about the following statements on the activity **[organiser adds the name of the activity here]** by selecting the most suitable option (1 = I strongly disagree, 2= I disagree, 3= I am neutral, 4= I agree, 5 = I strongly agree, 6 = I don't know/not relevant).

During this activity I experienced...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know/not relevant
Enjoyment	1	2	3	4	5	6

<b>Confusion</b>	1	2	3	4	5	6
<b>Uncertainty</b>	1	2	3	4	5	6
<b>Connection to the site</b>	1	2	3	4	5	6
<b>Confidence</b>	1	2	3	4	5	6
<b>Concern</b>	1	2	3	4	5	6
<b>Connection to other participants</b>	1	2	3	4	5	6
<b>Curiosity</b>	1	2	3	4	5	6
<b>Frustration</b>	1	2	3	4	5	6
<b>Excitement</b>	1	2	3	4	5	6
<b>Anxiety</b>	1	2	3	4	5	6
<b>Any other feeling, please specify:</b>	1	2	3	4	5	6

**4. Please tell in your own words more about your experiences and feelings during the activity**

**5. Please indicate the way you feel about the following statements on the activity [organiser add the name of the activity here] by selecting the most suitable option (1 = I strongly disagree, 2= I disagree, 3= I am neutral, 4= I agree, 5 = I strongly agree, 6 = I don't know/not relevant).**

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>I don't know/ cannot answer</b>
<b>The activity helped me...</b>						

...to learn more about the NBS.	1	2	3	4	5	6
...to learn new things about the plants and/or animals in the site /place/location.	1	2	3	4	5	6
... to become more familiar with the site/place/location.	1	2	3	4	5	6
...to become more familiar with the other participants.	1	2	3	4	5	6

## 6. What is your overall perception of the activity?

I liked the activity, because

I did not like the activity, because

How would you develop the activity further?

## 7. Anything else you would like to share with the organizers:

## 8. Would you be willing elaborate on your experiences further in an interview?

a) Yes, contact me:

b) No, thank you

## Facilitator experience survey

Facilitator's experience of a method used in COEVOLVERS project

Name of the Living Lab

Name of the event, place and time

- Please indicate the way you feel about the following statements on the activity/method **[add the name of the activity here]** by selecting the most suitable option (1 = I strongly disagree, 2= I disagree, 3= I am neutral, 4= I agree, 5 = I strongly agree, 6 = I don't know/not relevant).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know/not relevant
The introduction to the activity was sufficient to enable participation.	1	2	3	4	5	6
The purpose of the activity was clear to participants.	1	2	3	4	5	6
The activity was suitable for its purpose.	1	2	3	4	5	6
The steps of the activity were understood.	1	2	3	4	5	6
The time reserved for the use of the activity was sufficient.	1	2	3	4	5	6
I had sufficient capabilities to facilitate the activity.	1	2	3	4	5	6

Please elaborate your experiences and reflections on the activity:

- Please indicate the way you feel about the following statements on the activity **[organiser add the name of the activity here]** by selecting the most suitable option (1 = I strongly disagree, 2= I disagree, 3= I am neutral, 4= I agree, 5 = I strongly agree, 6 = I don't know/not relevant).



<b>During this activity I experienced...</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>I don't know/not relevant</b>
<b>Enjoyment</b>	1	2	3	4	5	6
<b>Confusion</b>	1	2	3	4	5	6
<b>Uncertainty</b>	1	2	3	4	5	6
<b>Connection to the site</b>	1	2	3	4	5	6
<b>Confidence</b>	1	2	3	4	5	6
<b>Concern</b>	1	2	3	4	5	6
<b>Connection to other participants</b>	1	2	3	4	5	6
<b>Curiosity</b>	1	2	3	4	5	6
<b>Frustration</b>	1	2	3	4	5	6
<b>Excitement</b>	1	2	3	4	5	6
<b>Anxiety</b>	1	2	3	4	5	6
<b>Any other feeling, please specify:</b>	1	2	3	4	5	6
<hr/>						

**Please describe in your own words what kind of feelings and experiences you had during the activity:**

Please share also your reflections on how the participants might have experienced or felt during the activity:

3. Please indicate the way you feel about the following statements on the activity **[add the name of the activity here]** by selecting the most suitable option (1 = I strongly disagree, 2= I disagree, 3= I am neutral, 4= I agree, 5 = I strongly agree, 6 = I don't know/cannot answer).

The activity helped me...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know/cannot answer
...to learn new things about the NBS.	1	2	3	4	5	6
...to learn new things are about the plants and/or animals in the site.	1	2	3	4	5	6
...to become more familiar with the place/site/location.	1	2	3	4	5	6
...to become more familiar with the participants.	1	2	3	4	5	6

Please elaborate in your own words what you learned or gained from this activity:

4. What is your overall perception of the activity?

I think that activity was successful, because

I think activity was not successful, because

How would you develop the activity further?

Additional remarks, comments:



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