



UP2YOU

Bottom-up sustainable
and inclusive development

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GUIDELINES ON HOW TO SET UP AND RUN LIVING COMMUNITIES LABS



Co-funded by
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ÇEKDEV



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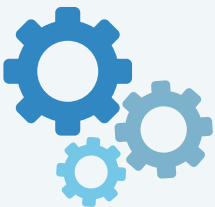
Conclusions

APPENDIX

Here you can find the symbols used in this toolkit with the explanation of their meaning. Each time you will see one of them it refers to one specific item or concept.



Tools used during the process of co-design of the Living Communities Labs.



A specific phase of the methodology we identifies for the Living Communities Labs.



Ideas, practical examples, changes in the methodology put into practice by partners.

MEET THE PARTNERS OF



UP2YOU

Bottom-up sustainable
and inclusive development

Universida de Vigo

**Universidade de
Vigo (UVIGO)**

Spain



**Link Campus
University**

Lazio, Italy



**Center for Social
Innovation (CSI)**

Cyprus



**European Association for
Local Democracy (ALDA)**

France



CEKDEV

Turkiye



SEGA

North Macedonia



**Fondazione Comunitaria di
Agrigento e Trapani (FCAT)**

Sicily, Italy



ABOUT THE PROJECT

The project UP2YOU aims at developing new training paths for University students focusing on Sustainable Development Goals localisation through community organising and community-led initiatives, promoting the creation of new managerial figures who can act as agents of change.

The objective is to promote quadruple helix model improvement & uptake as means to promote sustainable and inclusive development of local communities through participatory, multidisciplinary approaches. In order to reach this objective, Up2You aims at creating 5 Living Communities Labs, as networks of High-Education students and professors, Civil Society Organisation professionals and territorial stakeholders. Each of these Labs has been realised through a co-design process in Cyprus, Spain, North Macedonia, Turkey, Italy.

In addition, the project has implemented micro-courses programs whose objective was to deliver training paths on community organising specifically addressed to University students seen as actors and multipliers of potential changes in their contexts of living.

A Community Balance Scorecard (CBS) was finally developed through a participatory approach based on Hackathon methodology as a set of co-designed indicators used to identify and monitor the progress towards social, economic, educational and environmental sustainability objectives in the territories where the project is implemented.

The micro-courses, the CBS and the LCLs are parts of a shared effort to contribute to the students' self-empowerment as subjects skilled to produce some concrete impacts in their contexts of living through community-organising and multi-stakeholders strategies. In this sense, the implementation of Living Communities Labs aims at creating a real, sustainable, potentially replicable and feasible model for experiencing the renewed leading role of University students in the participatory territorial and local development, which is at the center of Up2You project objectives.



This publication is intended to present the guidelines for implementing the Living Communities Labs methodology.

As a due premise, it needs to be clarified that this methodology has been freely developed by ALDA in the framework of Up2You project, drawing inspiration from other existing community-based models of territorial development such as the Living Lab model implemented by the European Network of Living Labs (ENoLL), particularly on its ecosystemic approach to innovation. However, the Living Communities Labs' methodology differs substantially from the Living Lab model, which requires a proper certification to be implemented.

As we will deepen in the next chapter, LCLs implement a Theory Of Change/ Theory of Transformation scheme, tailoring the theoretical framework to the patchwork of needs and opportunities emerging within the contexts of implementation through a participatory and multi-stakeholders co-design approach, in which local actors cooperate in order to define the functions and the objectives of their own LCL.





LIVING COMMUNITIES LABS: METHODOLOGICAL APPROACH

A Living Communities Lab combines multiple stakeholders in the experimentation of cooperative, grassroots paths for territorial development through Sustainable Development Goals localisation.

In order to achieve such an objective, LCLs implement the quadruple helix methodology as a framework for gathering territorial alliances between high-education institutions & communities, civil society organisations, local authorities and relevant local stakeholders. These territorial actors are invited to pool their expertise for assessing local needs and resources which constitute the basis for the development of co-designed, context-based strategies for local communities' enhancement.

Additionally, LCLs implement a Theory Of Change/ Theory of Transformation scheme, tailoring the methodological approach their implementation is based on to the patchwork of needs and opportunities emerging within the contexts of implementation through the contribution of the participatory and multi-stakeholders approach adopted by the Labs.

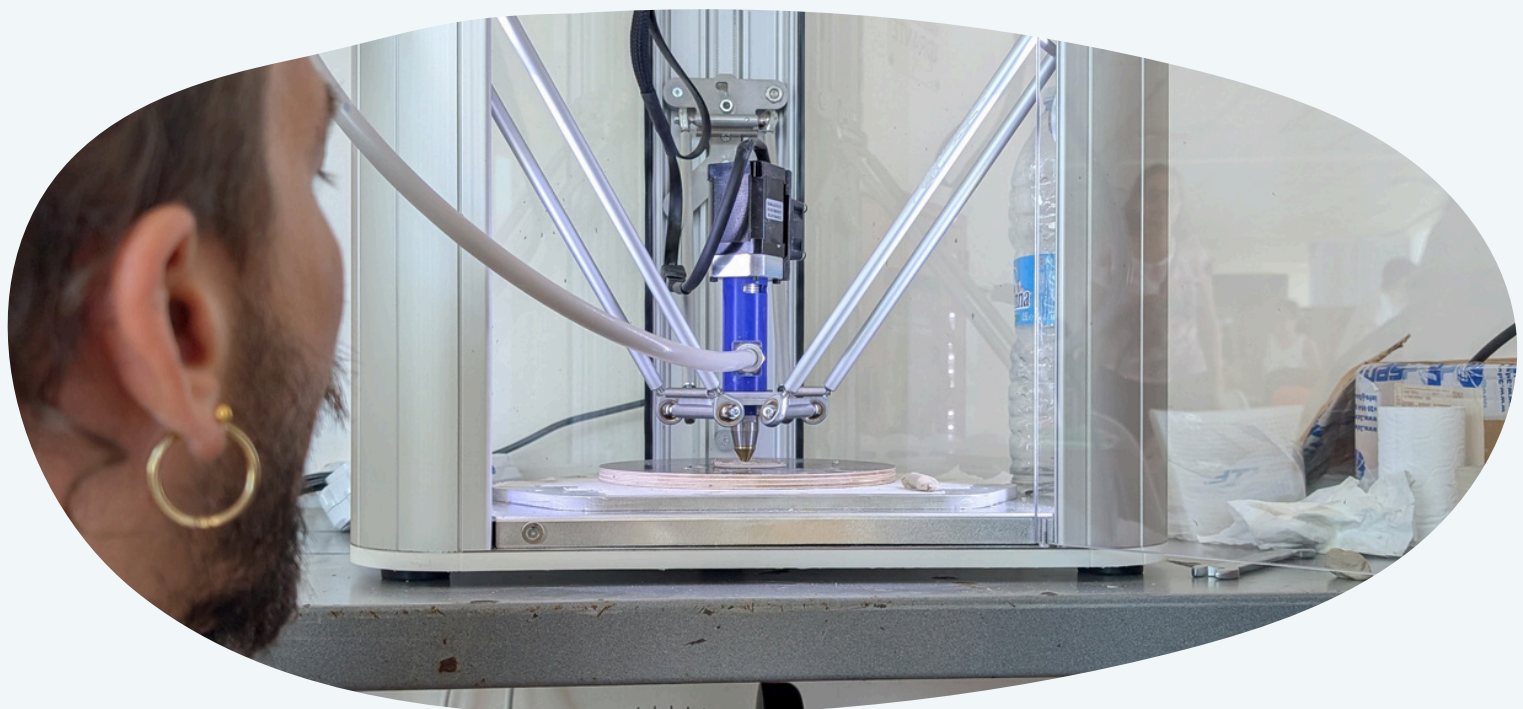
In the framework of Up2You project, the Living Communities Labs have implemented both a **virtual platform** and a **real community**: the former objective has been pursued through the training of high-level students and teachers on the SDGs and their localization in the project's implementation contexts, through the engagement, in the training sessions, of local stakeholders from the CSOs with case-studies, best practices and online workshops to imagine innovative solutions to shared challenges.



The aim was to make the students' trained capable of spreading the contents learned to other students and organizations, sustaining them with materials (e.g slides, references, contacts, platform, university credits, publications opportunities, other trainings...) and with a network of contacts both in the academic and in the civil society dimensions.

This latter objective, namely the construction of a real-network, has been pursued also through a shared calendar of face-to-face periodic confrontation initiatives to discuss future and spin-off projects actions for SDGs localization, alongside with moments to socialize and build a real community.

With regards to the LCLs individuation, although they have been realised within Up2You primarily as virtual Communities, Academic institutions as well as CSOs, public institutions and territorial stakeholders who join the LCLs shall potentially multiply the physical locations of the Communities providing physical locations for their activities.



TOPIC AREAS OF INTERVENTION OF A LIVING COMMUNITIES LAB

In the framework of Up2You project, the co-design process of the Living Communities labs defined 4 topic areas their intervention should focus on.

Be noted that the topic areas identified are not exhaustive and should not limit the potential conditions of implementation and of replicability of the LCLs, being their methodology a ToC/ToT, context-based methodology.



Local Action



Knowledge(s) Exchange/ Networking



Advocacy



Monitoring





Local Action - imagine and implement an action plan of initiatives and campaigns to localise the SDGs in the reference context, with the continuing support of the UP2YOU partners consortium and context-related partners on project cycle management: e.g campaign for job recruitment and orientation organised in the Universities annually with the involvement of local stakeholders explaining what they do and what jobs do they offer. A pilot action in this sense could be a first orientation/ recruitment day...



Knowledge(s) Exchange/ Networking - build a network and a virtual platform to collect different types of expertises and knowledges to be activated on specific issues emerging from the reference contexts: e.g University students, together with professors, Civil society organisation members and local stakeholders create an association for exchanging expertises that functions as a “knowledge bank”, that is, if one member needs some specific knowledge/ consult/ contact on a certain topic it can count on the network. A pilot action in this sense could be an in-person competence “speed dating” event organised in a University...





Advocacy - develop research paths and advocacy campaigns involving both the Higher Education communities and the CSOs' workers on the implementation of SDGs at local and regional level, that could actively support local authorities and territorial stakeholders in addressing coherent policies and regulations: e.g University students and professors, together with local stakeholders, realise a campaign to map the youth employment situation in the reference context and formulate a dossier with a suggestion/ proposal list for the local authorities. A pilot action in this sense could be a public event to disseminate a survey to collect information on the youth employment situation in the reference context...



Monitoring - monitor the actual progresses on SDGs localisation in the LCLs' implementation areas, in light of periodically updated context analysis and using the Community Balance Scorecard (CBS) as indicators: e.g University students and professors, together with civil society organisations, create an association that organises participatory events for SDG tasks mapping at local level and delivers consequently annual reports on the progresses towards some SDG localisation (such as those linked to youth employment) in the reference context. A pilot action in this sense could be the realisation of an event to discuss and disseminate the CBS indicators co-designed during the Up2You Hackaton...

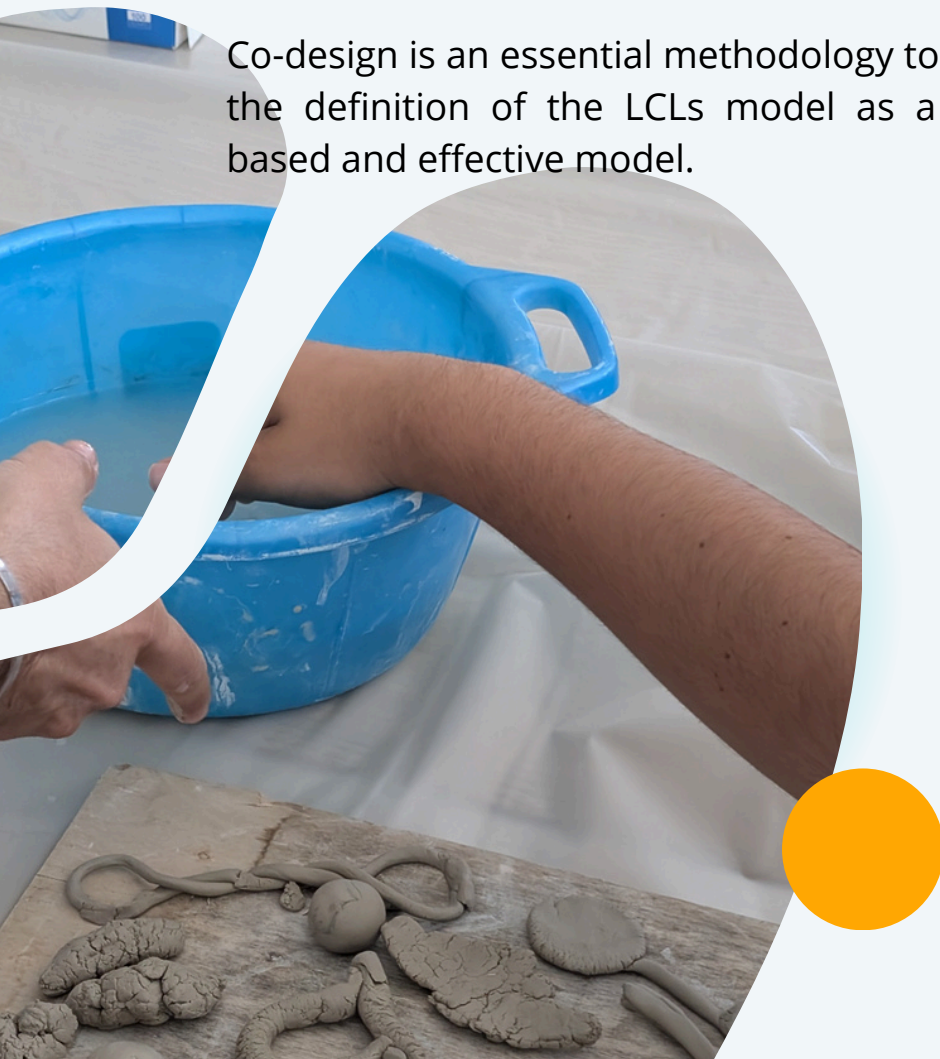
HOW TO SET-UP A LIVING COMMUNITIES LAB:



THE CO-DESIGN PHASES AND METHODOLOGY

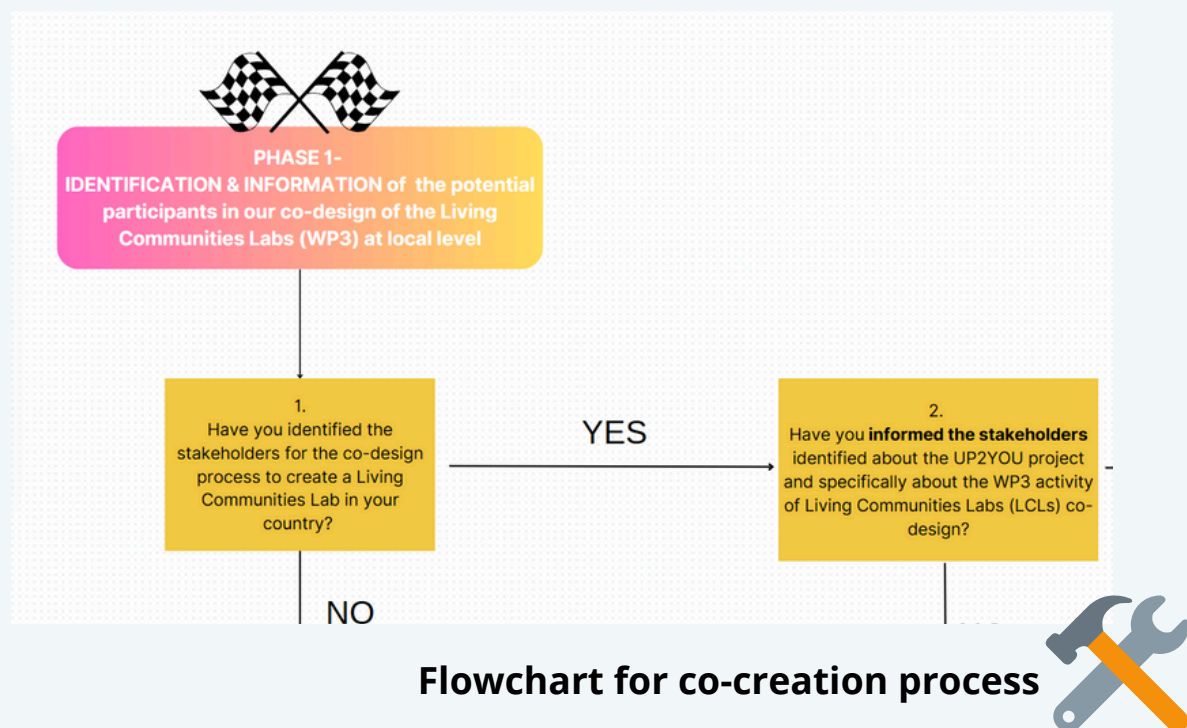
LCLs model implements a Theory Of Change/ Theory of Transformation scheme, tailoring the theoretical framework to the patchwork of needs and opportunities emerging within the contexts of implementation through the contribution of the participatory and multi-stakeholders approach adopted by the Labs.

Co-design is an essential methodology to be considered as crucial for the definition of the LCLs model as a strategy-oriented, context-based and effective model.



For explanatory reasons, we can distinguish between two principal objectives for the co-design implemented within the Up2You project, strictly linked to one another:

a) **Internal organisation and reciprocal inspiration & monitoring amongst the consortium partners:** in order to pursue this objective a Flowchart for the Living Communities Lab Co-creation Process has been developed as an interactive and customisable tool;



b) **Participatory planning and definition of priorities & actions amongst the stakeholders involved in the LCLs implementation:** in order to pursue this objective an Action plan (template) has been deployed as both a country-based and shared organizational tool for the definition of the priorities and workplan of the LCLs and the Flowchart has been updated with a section to be filled out by the stakeholders involved in the LCL co-design, specifically in the co-design and implementation of the pilot actions.

Advocacy	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of advocacy	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of advocacy	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of advocacy	write here what resources you plan to mobilise in order to achieve the results expected on the side of advocacy	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identifies within this function and the related deadlines	Link to Reference Context Shared Analysis			
Networking & Knowledge sharing	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of networking	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of networking	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of networking	write here what resources you plan to mobilise in order to achieve the results expected on the side of networking	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identifies within this function and the related deadlines	https://universidadevigo.sharepoint.com/:w/itsites/UPZYU...layouts/15/doc2.aspx?sourceid=3781D0C82D07-6A99-4659-BA4A-F959C8E043CB%2D&file=Template%20-%20Reference%20Context%20Shared%20Analysis.docx&action=default&mt;direct=true			
Monitoring	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of monitoring methodologies and tools	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of monitoring methodologies and tools realised	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of monitoring methodologies and tools implemented	write here what resources you plan to mobilise in order to achieve the results expected on the side of monitoring methodologies and tools	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identifies within this function and the related deadlines				
Local Actions	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of the promotion of a concrete action plan	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of the realisation of concrete action plans	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of the realisation of concrete action plans	write here what resources you plan to mobilise in order to achieve the results expected on the side of the realisation of concrete action plans	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identifies within this function and the related deadlines				
How to run a LCL	NOTE: This section is to be filled in after the pilot action implementation. Write here how did your LCL concretely worked as a group of people in order to realise the pilot action identified (how did the group structured, what are the lessons learnt, what are the group's strenghts, what has been missing...) Finally, mention what conditions (material support, physical spaces, what kind of internal organisation...) do you need in order to continue working as a group of people gathered around a Living Communities Lab									

Action plan (template)



Partners' notes				Partners' notes			
Question N.	Universidad de Vigo	Fondazione Comunitaria di Agrigento e Trapani	CSI CENTER FOR SOCIAL INNOVATION LTD	Question N.	KOALICIJA NA MLADINSKI ORGANIZACIJE PRILEP	CEKDEV INTERNATIONAL EDUCATION AND DEVELOPMENT ACADEMY	LINK CAMPUS UNIVERSITY
11	Yes, we have identified stakeholders. We plan to engage more in future steps. The idea is to have at least a small group engaged in all cases (core group) and then others that can change.		The mapping of stakeholders has been completed and it will remain an ongoing process. Individuals and entities have already been engaged in UPZYU's activities, and in the following steps, additional individuals	11			
12			No additional material or resources needed to identify relevant stakeholders.	12			
21	We are currently in the process of informing the stakeholders. This is an important phase for us. It is crucial that they understand what a living lab is and their role so it can take a little time. We plan to keep this living lab running after the project so it is crucial that we find "good" stakeholders. We will contact them via email/phone, but we will also have short meetings to explain the activity.		CSI will utilize its network of associated partners to establish trust for the establishment of the Living Communities Lab in Cyprus. Additional entities and individuals will be approached in the next steps (once the Action Plan is finalised) to communicate a solid idea of the lab in Cyprus, how it will operate, what are its objectives and how we plan to achieve them.	21			
31			We plan to host an informal consultation session with the identified actors in order to present the work done so far, the idea of the LCL in Cyprus and discuss about pressing social challenges and needs and how these can be addressed with the establishment of the LCL.	31			

Flowchart - Section for stakeholders



Every partner decided to adapt the methodology and tools provided according to their local context and the group of stakeholders engaged.

The co-design process culminates in the definition of a pilot action for each LCL, chosen by the groups of stakeholders gathered on a country-basis.

HOW TO RUN A LIVING COMMUNITIES LAB:

As a preliminary step, in order to gather an initial group of stakeholders to build a LCL with, it's required the development of a Stakeholders identification and engagement strategy that, together with the definition of shared indicators, supports the definition of a pathway to reach, involve and engage a group of stakeholders interested in the Living Labs implementation.

A template of Stakeholders identification and engagement strategy has been developed, and tailored on the members of the consortium as a living document to be updated during the engagement process.



Type of Stakeholder	How to identify them
Polymakers (public bodies, local and regional authorities (SH1)	Involve community members in the decision-making process for the design and implementation of Living Communities Labs.
Citizens and local communities, local CSOs (SH2)	Identify key public organizations and non-profits working in community development, sustainability, and related areas. Arrange meetings to present the project and explore collaboration opportunities.
SMEs and start-up communities (SH3)	Identify businesses that may benefit from the project's outcomes, such as those focused on sustainable technologies or community development. Establish partnerships with businesses for mentorship programs, sponsorships, or real-world projects for students.

Section of Stakeholders identification and engagement strategy

The **main target groups** identified for these LCLs were: high-education institutions students, professors and researchers, as well as local CSOs and citizens from the local community.

Different strategies were employed by the partners to engage different target groups. A template of informative letter with the general information about the project and the LCL co-design process has been translated into the different national languages and sent via email to the potential participants identified.



UVIGO experience: they decided to first identify key stakeholders. They identified student delegations that are more open to participating in these types of activities, and also professors who are willing to involve their students by promoting our activities in their classes or encouraging participation through incentives. Once these key stakeholders are identified, participation tends to be positive (vd mail e report).

FCAT & UVIGO experience: the choice of the location is important as well. FCAT choose Cittadella dei giovani, UVIGO choose a space in University that might be used in future for LCL.

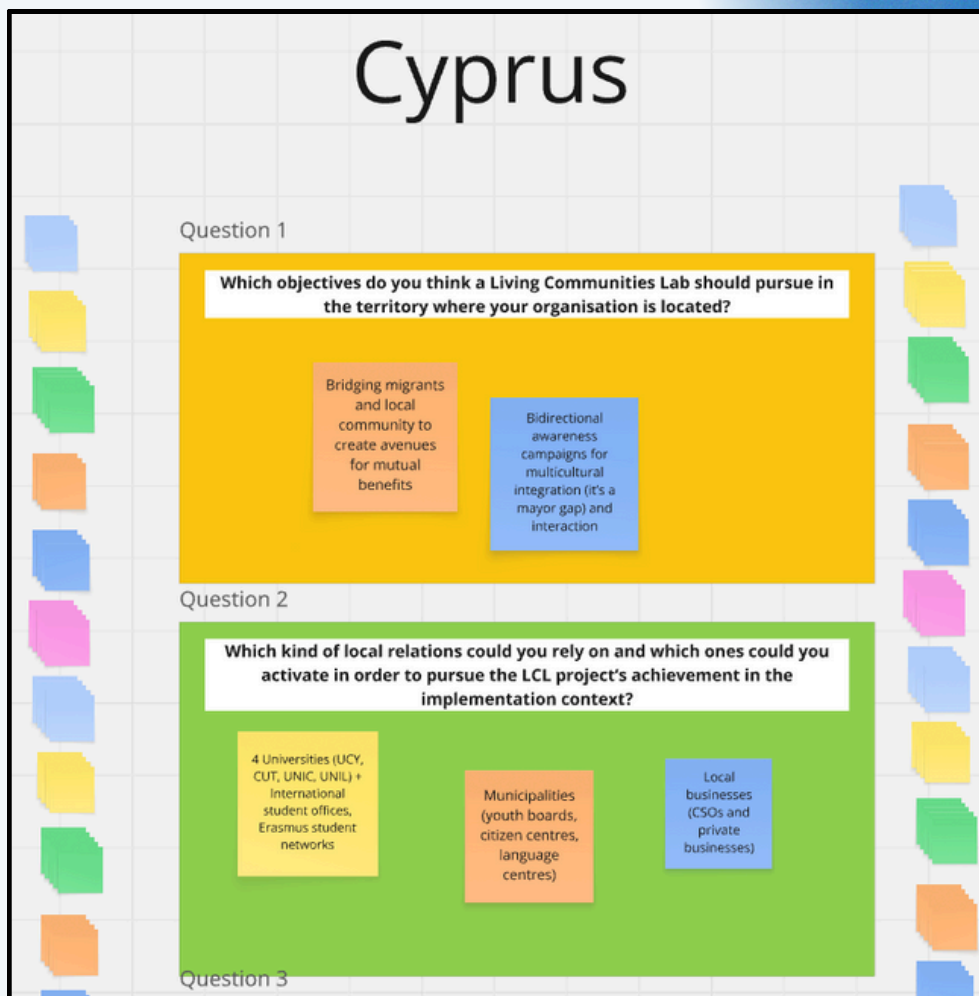




As a first organisational step, regarding the group involved in the LCLs realisation, it is essential a first exchange amongst the stakeholders and individuals engaged in order to confront the different perspectives on the context of implementation and the reciprocal background and expertises, collecting them in the reference context shared analysis: focus groups have been organised in order to accomplish this preliminary common assessment, both online and in presence, utilising venues provided by Universities and the Municipalities in whose territories the project is implemented and potentially available as LCL locations.

Facilitators for the focus group, in the first phase, were provided by the consortium partners as well as the tools employed to take track of the brainstorming and collect the feedback to systematise in the reference context shared analysis, namely Miro, Padlet and posters/ post-its.





Example of Reference Context Shared Analysis in Miro

Desk work has to be taken into consideration as a follow up of the focus group in order to organise the feedback into a reference context shared analysis document, tailored on a template provided by the consortium.

At the end of this first organisational step, ideally the LCL group has reached a shared perspective about the context of implementation's characteristics, as well as a reciprocal knowledge among the stakeholders involved in the LCL and a common understanding of the project's aims.



Partners adapted tools to their own exigencies and group of stakeholders. SEGA used a Padlet platform to collect inputs for the reference context shared analysis, while others used Miro; FCAT used post-its and posters since the workshop was in person

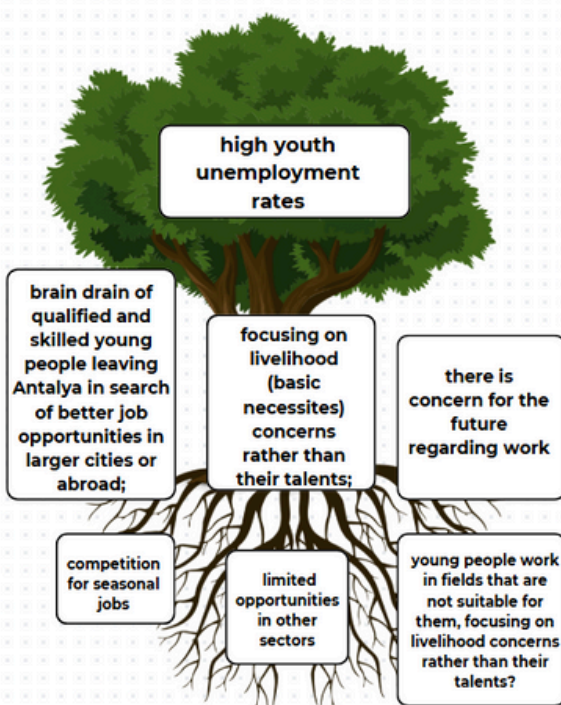


A second step is the shared reflection about the context-based information leading to a co-designed action plan for the LCL whose aim is to define the functions that the group wants for the Lab and a chronogramme of potential activities to implement as a LCL group, among which a pilot action might be identified and realised: online/ offline workshops, facilitated by a person identified by the consortium partners, have been organised in order to reorganize the feedback previously emerged for the reference context shared analysis into a **problem tree- solution tree analysis**.

This analysis has allowed the group to choose a shared specific objective to focus on as a LCL: interestingly, the different Labs have chosen a similar objective, namely the contribution to the youth unemployment reduction.

PROBLEM TREE

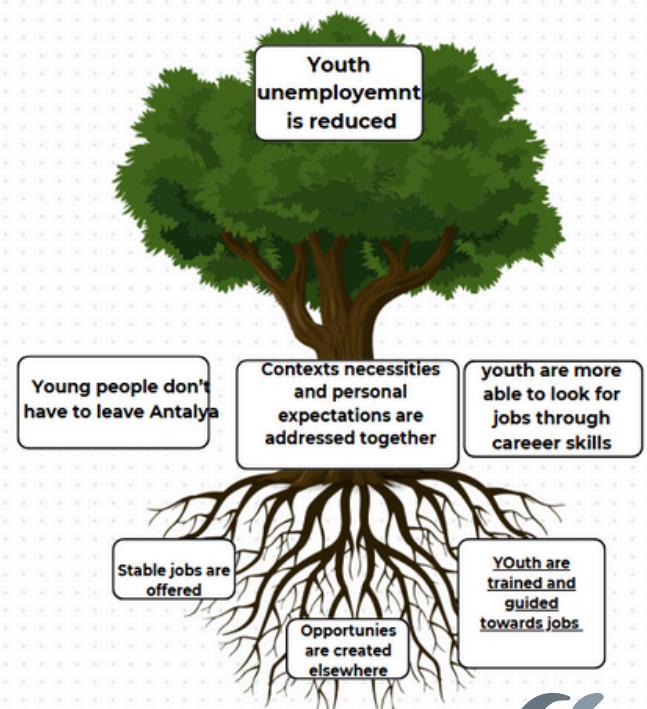
SORUN AĞACI



Türkiye Example

OBJECTIVE TREE

HEDEF AĞACI



Problem and solution tree



Within the same workshops or in different workshops, **an action plan** for each LCL has been developed in co-design, descending from the shared specific objective into expected results to be achieved; related potential activities to be implemented; resources to mobilise; shared indicators to monitor the activities' implementation and evaluate their impact, taken from the Community Balance Scorecard (CBS) previously co-designed within different Up2You project activities.

Additionally, the groups have been asked to fill the action plan with a provisional internal organisation of the identified potential activities in tasks and deadlines, in order to help them in selecting, among the lists of activities, a pilot action to implement as a first experiment of the LCL efficiency.



Some partners riadapted the Excel Action plan, creating new formats and templates.

	Activities	Expected results	Indicators	Resources	Who does what?
Advocacy	Organize advocacy meetings with local / national educational authorities to mandate career counseling in schools and universities.	Educational policies updated to include mandatory career counseling.	Number of advocacy meetings held.	Advocacy groups, educational experts, marketing teams, funding for campaigns, NGO's.	Advocacy groups organize meetings.
	Launch a public awareness campaign highlighting the importance of career guidance for youth.	Increased public awareness and support for career guidance programs.	Changes in educational policies.		Educational experts provide input on policy changes.
			Public awareness levels measured through surveys.		NGO's manage public awareness campaigns.
Networking & Knowledge sharing	Establish partnerships with career counseling organizations, career centers and industry/business experts.	Strong network of career counseling professionals.	Number of partnerships established.	Career counseling organizations, industry experts, workshop facilitators, funding for events.	Career counseling organizations and industry experts provide training.
	Organize workshops and seminars for educators on career guidance.	Educators equipped with the knowledge and skills to provide career guidance.	Number of workshops and seminars conducted. Feedback from educators.	Career counseling organizations, industry experts, workshop facilitators, funding for events.	Workshop facilitators organize and conduct events.

Action Plan - North Macedonia



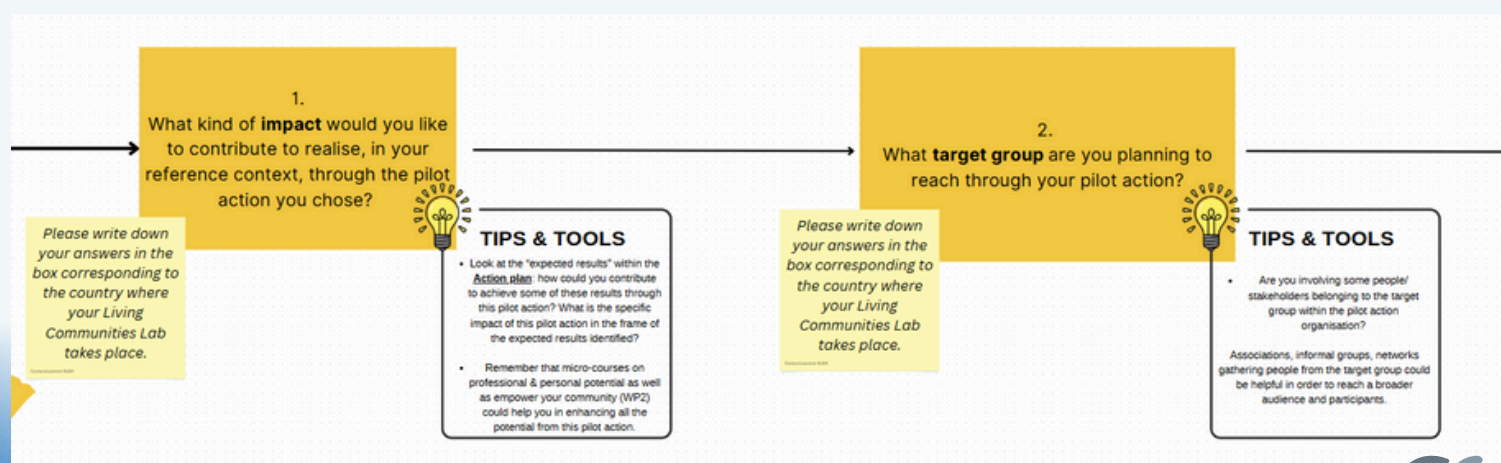
At the end of this second organisational step, ideally the LCL group has reached a co-designed strategy for the LCL, inclusive of a provisional internal division of roles and a set of shared indicator to address the LCL actions and evaluate their impact in the reference context; a strategic organisation of potential activities to implement as a LCL group with different timeframes, starting from a pilot action identified.

The LCL group is also provided with a **virtual space** where the members can start to share materials on their own and organise themselves for meetings.



Third step is the selection, among the potential activities identified for the LCL, of one of these as a pilot action to implement in order to test the functioning of the Lab, based on the internal organisation of the group of stakeholders engaged in the previous LCL co-design as well as on the identified resources to mobilise: usually, the pilot action identification has been realised during the last phase of the co-design workshop/ workshops through focus groups, and the selection has been made based on already mobilised or easily mobilisable resources.

In order to organise the pilot action as a test for the Lab's functioning, a **Flowchart- Pilot Action Practical Toolkit** has been deployed as a supporting tool to be used by the group of stakeholders in co-design: the tool has been realised as an expansion of the Canva Flowchart-Living Communities Lab Co-creation Process previously used, finalising concretely the handover of the Lab's strategic co-design from the consortium partners to the group of stakeholders in charge of its functioning. The tool is also thought of as an opportunity for testing the knowledge acquired and/ or strengthened through some of the mini-courses on community organising delivered within the Up2You WP2.



Flowchart: Pilot Action - Practical Toolkit



This second Flowchart focuses on 5 aspects to be considered by the group responsible for the pilot action implementation: the expected impact of the action itself and its relevance to the reference context; the target group to be reached; the potential obstacles to the realisation and the strategies to overcome them, including a strong communication strategy; the support materials to assist the implementation; the sustainability of the chosen action, in light of the broader strategy chosen for the LCL.

At the end of this third organisational step, ideally the group has reached a level of self-empowerment contributing to an autonomous coordination of the future activities of the LCL as well as the management of resources needed for the follow up of the action plan.

In order to finalise this phase, an internal reflection on the experiences done as a LCL group is essential in order to assess in a co-design mode a sustainability strategy for the Lab.



The group of stakeholders gathered by UVIGO identified the reduction of the mismatch between the educational offerings and the labor market demands as the specific objective to focus on.

Some potential activities proposed in order to reach this goal were the creation of dialogue spaces between Universities, companies, civil society and students; the flexibilisation of academic curricula to adapt to changes in the environment with a special focus on real-world practices and applied training.



The group of stakeholders gathered by SEGA identified the reduction on youth unemployment through improvement on compliance between education and needs on the market on labor, prevention on the outflow on brains , solving on political and structural problems , and development on the skills at the young people as a specific objective to focus on.

Some potential activities identified in order to reach this goal were the realisation of awareness campaigns regarding the importance of career guidance for youth, the establishment of partnerships with career counseling organisations and experts, the development of monitoring paths to track the implementation and effectiveness of career counseling programs with students and educators



The group of stakeholders gathered by CEKDEV identified the reduction of youth unemployment as the specific objective to focus on.

Among the potential activities identified in order to reach this goal, some regarded the development of career guidance programs in schools, the strenghtening of the connections between education institutions and local employers, the support to social vulnerable students trthrough mentoring and bursaries that could overcome the economic unequalities and the unfair distribution of resources.



Fourth, and final, step is the capitalisation on the concrete experience of pilot action implementation and a shared reflection regarding the impact and the sustainability of their LCL.

In this phase, participants are invited to reflect on the organisational strategies, as well as on the challenges and opportunities met during the realisation of the pilot actions, stressing the elements coming from their concrete experiences that can become part of a common strategy for continuing working as a LCL group.

In order to evaluate the impact of the Living Communities Lab's implementation process, a **survey** has been submitted, on a territorial basis, to the participants of the different Labs: this questionnaire uses qualitative indicators and a scale of pertinence of the feedback, measured on the basis of the participants' involvement in the different phases of the co-design, to assess the LCL impact in the different contexts of implementation.



Additionally, the last questions of the survey, together with an updated section in the Action plan, are aimed at stimulating the reflection, among the stakeholders involved in the LCL implementation phases and in the realisation of the pilot actions, regarding the conditions to make the 5 LCLs continue working.

At the end of this phase, ideally each group of stakeholders gathered in the Living Communities Labs has collected the elements that can contribute to produce a sustainability strategy for their LCL, based on their concrete experiences, and that can work as a basis for mobilising the internal and external resources needed to keep the Labs running and for strengthening their impact on the territories.

Here some of the pilot actions implemented by partners are briefly presented as examples of possible activities of a Living Communities Lab.

Additionally, some partners have elaborated the answers received to the evaluation survey, reflecting on them, as well as on the evaluation methodologies, as fundamental elements to assess LCLs sustainability and to strengthen the implementation strategy accordingly.



SEGA, in North Macedonia, organised two pilot actions:

- **Career Guidance Workshop at the University in Bitola:** in collaboration with a University, a workshop was held focusing on career guidance. This event brought together students and professors, encouraging dialogue and mentorship. It served as a platform for students to explore career paths, understand labor market trends, and receive tailored advice from academic professionals.
- **Educational and career fair:** it was held at the Youth Center in Ohrid, in collaboration with the Municipality of Ohrid and the Youth Council Ohrid. The event was open to the public and attracted a wide audience, including young people, universities, and companies. Parallel sessions on career guidance were conducted throughout the day, and a professional pathway framework was introduced. The fair facilitated direct interaction between youth and potential employers, educational institutions, and support organizations, creating a dynamic environment for networking and career exploration. Participants were high school students, unemployed young people, University staff, youth workers, career counselors etc.



The **Universidade of Vigo** developed a pilot action focused on addressing a key challenge identified in previous workshops with local stakeholders: **the mismatch between the current educational offer and the real demands of the labour market.**

To respond to this issue, we launched a collaborative process aimed at co-designing flexible learning itineraries that could be realistically implemented in our community context. These itineraries are intended to enhance employability, align training with local opportunities and promote more inclusive and adaptive educational pathways.

We brought together a diverse group of stakeholders (including students, teachers, entrepreneurs, civil society organisations and local authorities) to work together in several participatory workshops. The objective was to define, in detail, the **structure and content of the proposed itineraries**. Participants worked on different aspects such as: thematic areas and target skills, format and duration, key learning outcomes, value propositions, suggested methodologies and types of activities, necessary resources, success indicators, strategies to reach and engage the target audience...

These co-designed itineraries **will be implemented by the Universidade of Vigo during the upcoming academic year** across different institutional and outreach events, including: a "Creativity and Innovation Week", an entrepreneurship-focused event and a set of workshops in secondary schools with 4th-year students.



Capitalisation on participants' feedback:

Participants were asked to assess aspects such as the **relevance of the topic addressed** (the mismatch between training and labour market needs), the **appropriateness of the methodology used**, and the **usefulness of the tools provided** for co-designing flexible learning itineraries. The feedback collected through the evaluation survey was overall **very positive**, highlighting that the participatory approach was engaging and effective, and that the problem tackled was perceived as timely and meaningful.





The **Tradizione InPressa pilot action**, implemented by **Fondazione Comunitaria Agrigento e Trapani**, represents a concrete and successful implementation of a pilot action, demonstrating the capacity of Living Community Labs to foster inclusive, creative, and community-driven learning environments. The initiative promoted **social inclusion by bringing together people of different ages, backgrounds, and abilities** — including young people, older adults, and people with disabilities — and enabling genuine **intergenerational exchange**. Participants were introduced to both **traditional and digital ceramic techniques**, developing new creative and technical skills while engaging in mutual learning. Rooted in a codesign process based on local needs, and strengthened by the collaboration of the Comune di Alcamo, the pilot reinforced effective public-private cooperation and the active role of local institutions. The experience also supported personal empowerment, allowing participants to contribute their voices and ideas, with the evaluation process itself adapted to ensure accessibility for everyone. Despite some logistical challenges linked to the high number and diversity of participants, the pilot achieved meaningful engagement, positive feedback, and tangible learning outcomes. Ultimately, Tradizione InPressa validated the adaptability and relevance of the UP2YOU Living Community Lab model, confirming its potential to activate inclusive, participatory, and sustainable development processes from the bottom up.



Capitalisation on participants' feedback:

A structured questionnaire — developed in collaboration with Link Campus University — was used to assess participants' experiences and perceptions of the Living Community Lab. However, due to difficulties in accessing or completing the forms — especially among older adults and people with disabilities — the FCAT team adapted the method on-site, organizing a plenary oral session. During this session, each question was read aloud and participants responded verbally, either individually or collectively. Responses were recorded by the facilitators. This approach ensured that everyone could participate, regardless of literacy level, digital skills, or cognitive/physical barriers, in line with the project's commitment to inclusion and accessibility.





Main findings:

- Motivations: participants mainly joined out of curiosity and the desire to try something new or learn. Some also mentioned wanting to connect with others or support community initiatives.
- Involvement: most participants reported feeling moderately engaged throughout the workshop. A smaller number felt highly involved, while a few experienced moments of limited focus or difficulty staying attentive during the full day.
- Learning: the majority said they learned something useful, particularly about traditional and digital ceramic techniques. However, only a few described the learning as very significant, indicating different levels of prior experience and attention.
- Working with diverse people: nearly all participants confirmed they worked with people of different ages, backgrounds, and experiences. This diversity was generally viewed as a positive and enriching element of the workshop.
- Group belonging: many participants felt part of a group, though some noted that the size of the event and limited time made deeper connections more challenging.
- Recommendation: the majority of participants said they would recommend this type of experience to others, especially if future editions included smaller groups and more individualized guidance.



The LCL coordinated by **CEKDEV** co-created a pilot initiative titled **“YOUTHLINK: Antalya Youth Skills Studio”** envisioned as a modular and hybrid training program consisting of micro-workshops, digital modules, and live challenge-based activities. The proposed learning tracks included:

-Digital Skills for Employment: Practical tools like Canva, Trello, and AI basics;

-Civic Engagement and Social Innovation: Introduction to the Sustainable Development Goals (SDGs), project management for community impact;

-Social Entrepreneurship and the Green Economy: Business model development, green business ideation, pitching;

-Career Readiness: CV and cover letter clinics, LinkedIn optimization, mock interviews.

Monitoring and evaluation components were embedded from the outset, including pre- and postassessments, peer-to-peer evaluations, and mentor feedback loops.



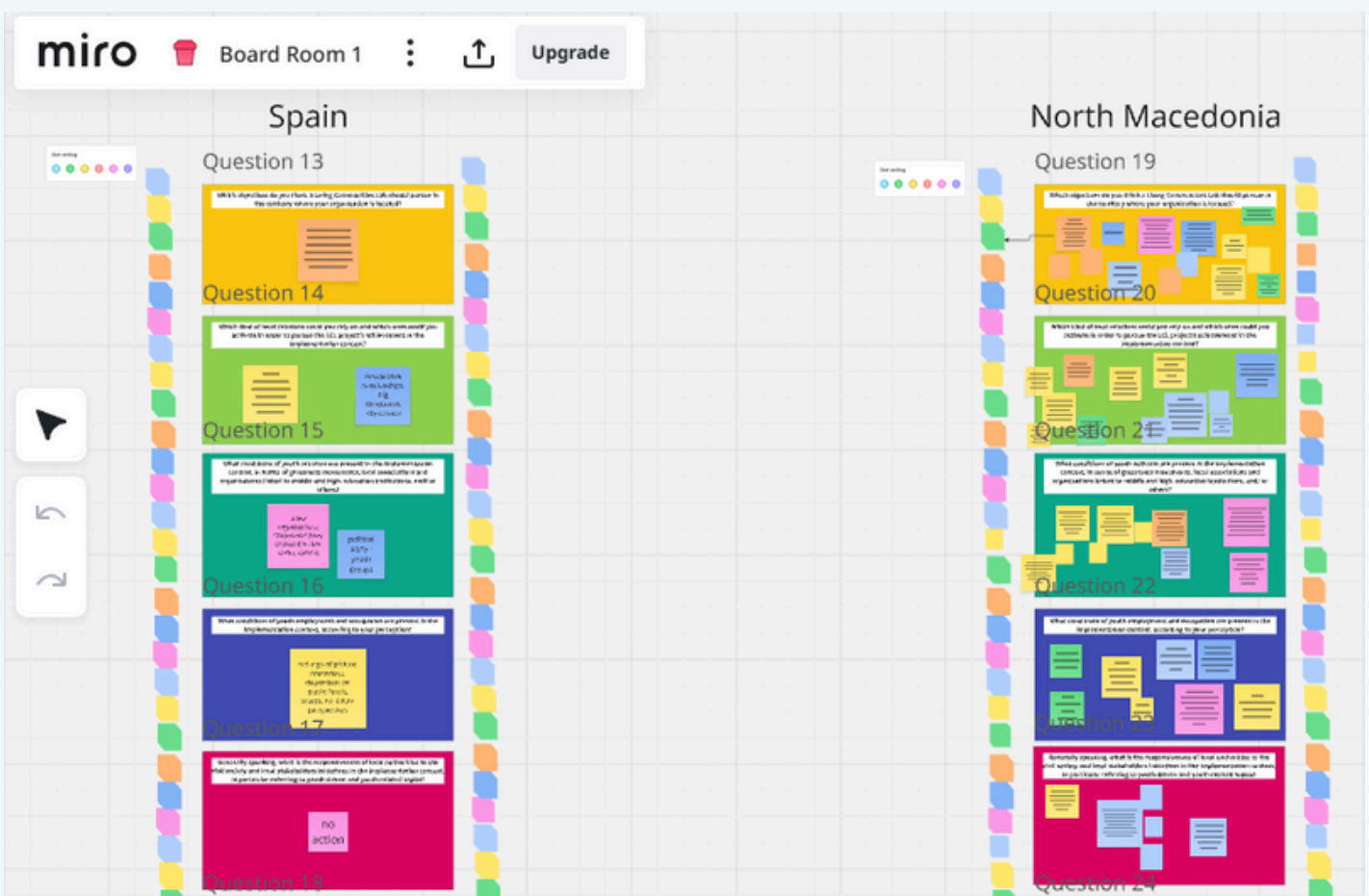


In this chapter we review all the tools used in the different phases of the co-design and implementation of the LCLs.

1. Miro

It's a collaborative platform which can be used to brainstorm together. We decided to use the platform in order to help the stakeholders brainstorm about local needs and problems.

A section dedicated to each partner/country was created with 6 questions and through post-its participants could answer each question.



Question 1: Which objectives do you think a Living Communities Lab should pursue in the territory where your organisation is located?

1: Sizce bir Yaşayan Topluluklar Laboratuvarı kuruluşunuzun bulunduğu bölgede hangi hedefleri izlemelidir?

genç istihdamı bir önceliktir
youth employment is a priority

Social & Economic Development AND Climate Change Resilience & Environmental Sustainability

Bir arada paylaşım vurgusu yapılabilir.
Sharing together can be emphasised. ??

Topluluk bireyleri arasında tolerans öncelikli olmalıdır.
Tolerance between community members must be prioritised.

Okul olarak farklı kültürlerde (kapsayıcı eğitim) öğrencilerimizin kültürlerini okulda beraber yaşayarak tanıtıcı kültürel faaliyetler gerçekleştirilebilir.

As a school, cultural activities can be carried out to introduce the cultures of our students of different cultures (inclusive education) by living together at school.

Supporting women, youth, and marginalized communities through skills development programs and entrepreneurship opportunities

Documenting and preserving intangible cultural heritage

sürdürülebilirlik uygulamaları öncelikli olmalıdır
sustainability practices should be prioritised

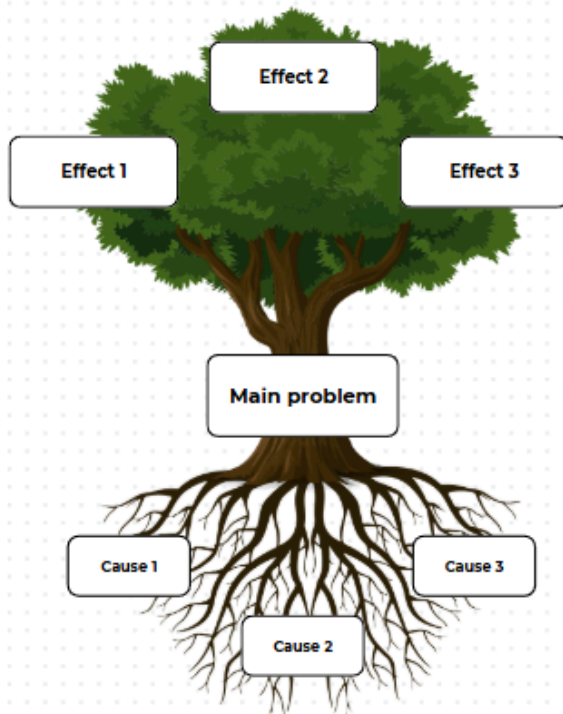
The partner from Türkiye, CEKDEV, decided to translate the questions in Turkish, in order to meet stakeholders' needs. After the workshop, the answers were also translated.

2. Canva - Problem & Solution Tree

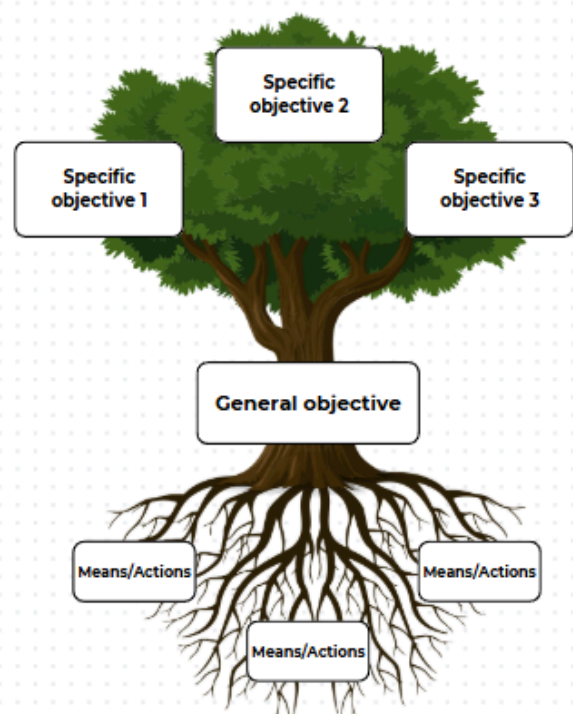


A Problem and a Solution Tree were created on Canva to help partners and stakeholders visualise the problems of their communities and the objectives they wanted to reach with the pilot actions.

PROBLEM TREE



Objective TREE



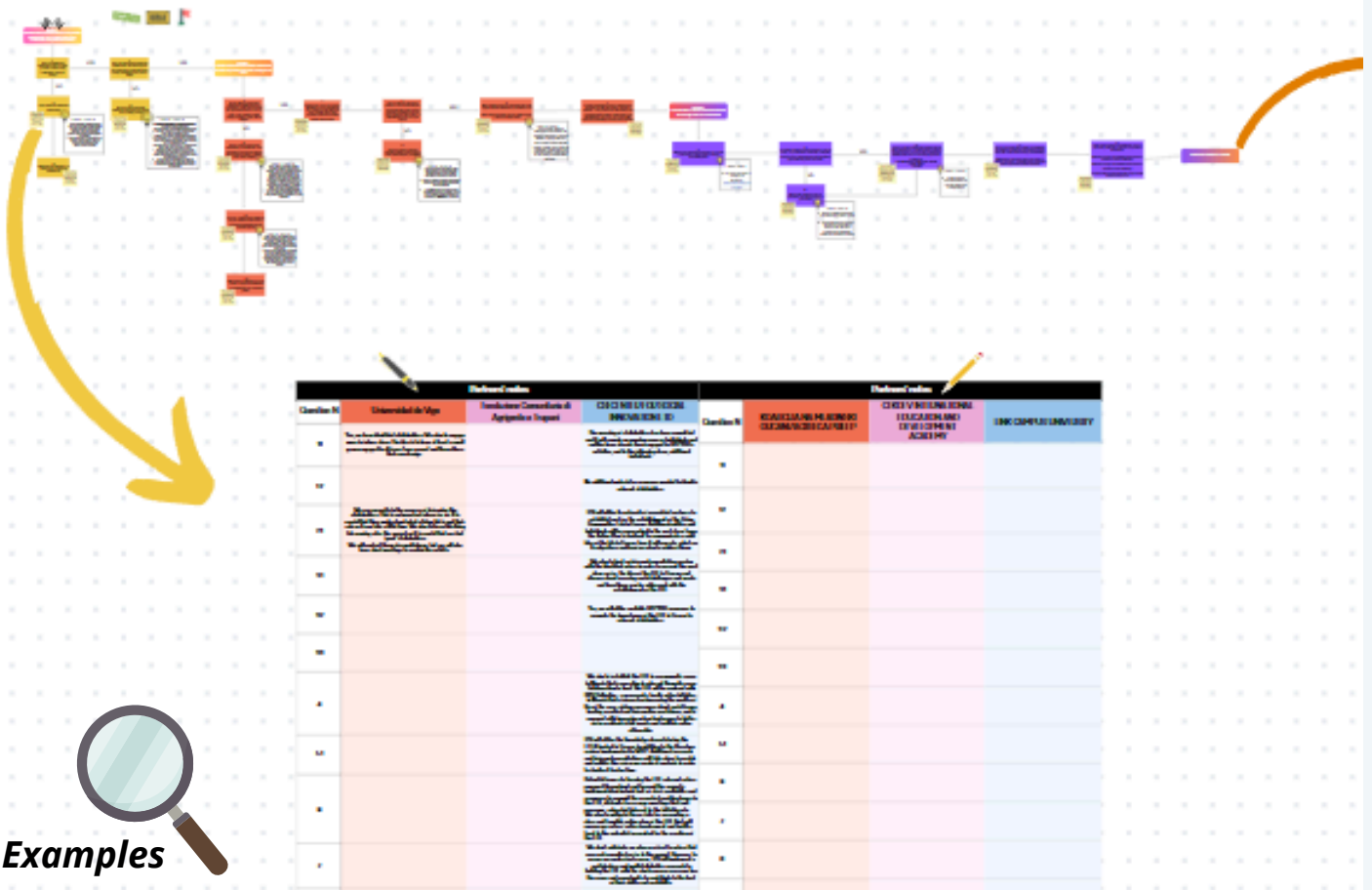
3. Canva Flowchart - Living Communities Labs Co-Creation Process



The Canva Flowchart was created to give partners and stakeholders a tool for internal organisation and reciprocal inspiration, as well as a monitoring instrument amongst the consortium partners.

It has different phases and for each there are various questions that can be answered in the table at the bottom. Moreover, tips & tools were added next to some questions to guide partners in the co-design.

FLOWCHART LIVING COMMUNITIES LABS CO-CREATION PROCESS



Examples



6.

What potential **obstacles** to participation may some people, within the stakeholders you identified, face?

What **resources/solutions** can you mobilise in order to remove or mitigate them?

Please write down your answer in the box corresponding to the name of your organization in the table for this question number



TIPS & TOOLS

- Some examples of limits to participation may be parental care, changing working hours, movement difficulties, language differences
- Some examples of limits mitigation could be organising young volunteers as babysitter, doodle pools in order to plan the meetings, rotating places for the meetings and online-offline alternation...

Partners' notes

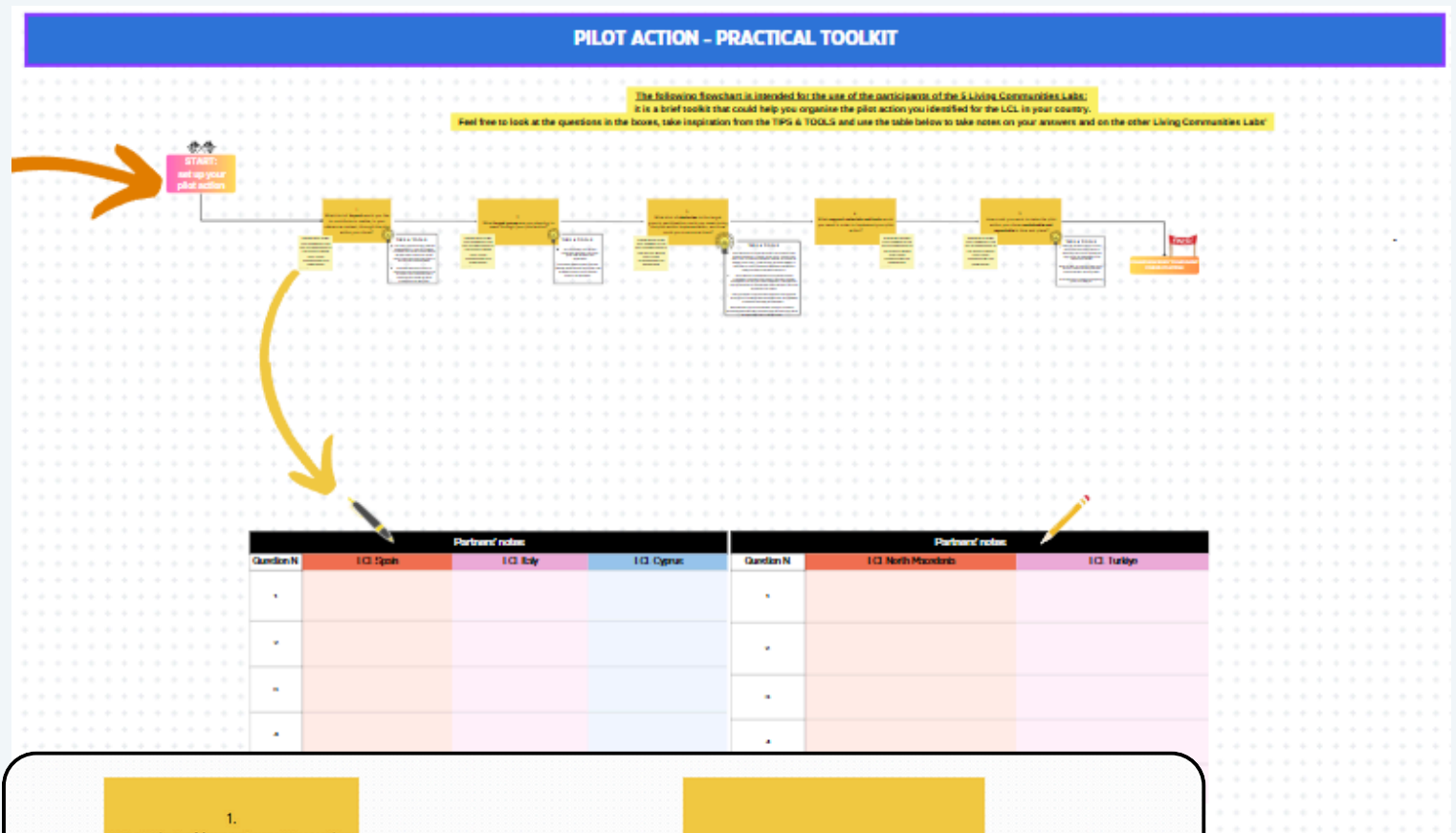
Question N.	Università di Vigo	Fondazione Comunitaria di Agrigento e Trapani
11	Yes, we have identified stakeholders. We plan to engage more in future steps. The idea is to have at least a small group engaged in all phases (core group) and then others that can change.	
12		
21	We are currently in the process of informing the stakeholders. This is an important phase for us. It is crucial that they understand what a living lab is and their role so it can take a little time. We plan to keep this living lab running after the project so it is crucial that we find "good" stakeholders. We will contact them via email/phone, but we will also have short meetings to explain the activity.	

4. Canva - Pilot Action - Practical Toolkit



The Practical Toolkit was designed to support stakeholder in the organisation of the pilot action identified.

It focuses on 5 aspects to be taken into account by the group responsible for the pilot action implementation, and also here tips & tools were added for support. The questions can be answered in the table at the bottom.



1.
What kind of **impact** would you like to contribute to realise, in your reference context, through the pilot action you chose?

Please write down your answers in the box corresponding to the country where your Living Communities Lab takes place.

TIPS & TOOLS

- Look at the "expected results" within the **Action plan**: how could you contribute to achieve some of these results through this pilot action? What is the specific impact of this pilot action in the frame of the expected results identified?
- Remember that micro-courses on professional & personal potential as well as empower your community (WP2) could help you in enhancing all the potential from this pilot action.

2.
What **target group** are you planning to reach through your pilot action?

Please write down your answers in the box corresponding to the country where your Living Communities Lab takes place.

TIPS & TOOLS

- Are you involving some people/stakeholders belonging to the target group within the pilot action organisation?
- Associations, informal groups, networks gathering people from the target group could be helpful in order to reach a broader audience and participants.

Examples

3.
What kind of **obstacles** to the target group's participation could you meet during the pilot action implementation, and how could you overcome them?

Please write down your answers in the box corresponding to the country where your Living Communities Lab takes place.

TIPS & TOOLS

- Some obstacles may regard **practical lack of interest** in the potential participants: a solution, in this sense, could be using some "bait" to catch the participants' attention, for example an appeal, a music show, a cultural event, an outdoor relative, a sport event as well as a particular disposition of the physical setting associated to the pilot action per se.
- Some obstacles to participation may regard the **material accessibility** of the pilot action setting: connections to public transportation, presence of architectural barriers, other obstacles may regard the time at which the pilot action takes place, the need for parental care support.
- Some strategies to overcome these obstacles may regard the **choice of an accessible location** for the pilot action, the availability of volunteers for helping the participants.
- Remember that a good communication strategy is essential to disseminate information about your pilot action: the micro-course about the digital skills (WP2) could be of help.

4.
What **support materials and tools** would you need in order to implement your pilot action?

Please write down your answers in the box corresponding to the country where your Living Communities Lab takes place.

5.
How could you work to make the pilot action you chose **sustainable and repeatable** in time and place?

Please write down your answers in the box corresponding to the country where your Living Communities Lab takes place.

TIPS & TOOLS

- Reflect on the pilot action to see if it is part of a broader strategy aimed at addressing some issues regarding the target group: the **Action plan** could support you with this.
- Are you able, as a group, to take care of the issue addressed through the pilot action on the **mid- and long-term**?
- The micro-course on project management (WP2) may help you.

Starting from a specific objective identified, and helped by the five questions on top of the table, stakeholders could use this tool to identify: activities, expected results, indicators, resources, “who does what”, deadlines.

In the table these questions can be answered for each General function of a LCL: Advocacy, Networking, Monitoring, and Local Actions.

Advocacy	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of advocacy	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of advocacy	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of advocacy	write here what resources you plan to mobilise in order to achieve the results expected on the side of advocacy	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identified within this function and the related deadlines
Networking & Knowledge sharing	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of networking	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of networking	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of networking	write here what resources you plan to mobilise in order to achieve the results expected on the side of networking	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identified within this function and the related deadlines
Monitoring	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of monitoring methodologies and tools	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of monitoring methodologies and tools realised	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of monitoring methodologies and tools implemented	write here what resources you plan to mobilise in order to achieve the results expected on the side of monitoring methodologies and tools	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identified within this function and the related deadlines
Local Actions	write here through which activities a Living Community Lab in your country could contribute to reach the specific objective on the side of the promotion of a concrete action plan	write here the results you expect to achieve through the Living Communities Lab implementation in your country linked to the specific objective you identified on the side of the realisation of concrete action plans	write here the indicators you plan to use in order to monitor and evaluate the level of achievement of the result expected on the side of the realisation of concrete action plans	write here what resources you plan to mobilise in order to achieve the results expected on the side of the realisation of concrete action plans	Write here who is responsible, among the stakeholders involved in the Living Community Lab, of what task in order to realise the activities identified within this function	Write here the period in which you are planning to implement the activities identified within this function and the related deadlines

At the bottom, a specific box is to be filled after the implementation of the pilot action.



CONCLUSIONS

The quadruple helix model approach implemented by Up2You pursued the attempt of creating innovative paths for exchanging competence and expertise among different stakeholders involved in various capacities in territorial enhancement issues.

Essential characteristic of these exchange paths is the belief in an approach to training where the training itself is conceived as a collective effort to co-design the more suitable strategies for community-centered objectives of territorial development. In this regard, the pursuit of a strengthened students' protagonist is seen as a flywheel for local activation paths that could contribute to spread capacity-building competences and community-organising expertise by enhancing, not extracting, the forms of knowledge deeply rooted in the territorial contexts.

Up2You project has proven potentialities in terms of sustainability and replicability of some of the territorial paths fostered. It has indeed implemented a competence-centered transformative and multiplier method that has seen the trained become trainers, that is, promoter of community-organising paths with strong evidence on SDGs localisation impact.



In this framework, the Living Communities Labs have been a test bench and a validation tool for the aforementioned training approach and for its impact, through a process which is easily adaptable to different territorial contexts and to different degrees of resources mobilisation opportunities.

It has also proven to be a highly permeable methodology with regards to the different needs and compositions of stakeholders detected.

The monitoring and evaluation process has been a fundamental element of the Living Communities Labs co-design process.

In particular, the impact evaluation of the LCLs in the territories of implementation has been realised also through the use of participatory methodologies and tools, developed in order to engage the local communities in the shared assessment of the project's achievements and in the collective adjustment of its approach.



With regards to the local communities engaged in the evaluation, it should be added that not only Up2You direct beneficiaries have been consulted, but the broader range of stakeholders reached through the project activities, such as the pilot actions. This decision helped the assessment of the projection capacity of the LCLs' actions beyond the limited group of people engaged in setting up the Labs

As Up2You project demonstrated, territories can benefit from initiatives that multiply opportunities for people with different backgrounds and different stakeholders to encounter and exchange, in order that, with sufficient resources and training material, they could have the chance to assume a leading role in implementing activation paths in their contexts of living in the sign of sustainability and with clear strategies to make the identified scalable at different levels.



UP2YOU

Bottom-up sustainable
and inclusive development



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