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RESPOnD

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Handbook for the co-creation and production of knowledge in alpine wine orchards

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RESPOnD AT A GLANCE

Small-scale Alpine vineyards represent a remarkable blend of ecological integrity, cultural heritage, and economic significance. Situated within distinctive landscapes and microclimates, these vineyards are increasingly vulnerable to the impacts of climate change and shifting environmental conditions.

Rising water scarcity, drought stress, and extreme weather events are contributing to a decline in wine quality and threatening the long-term viability of viticultural practices. This poses a serious risk to traditional cultivation methods that have shaped regional identities and supported local economies for the past generations.

In response to these changes, the RESPOnD project seeks to collaboratively develop Ecosystem-based Adaptation (EbA) strategies and sustainable development pathways with winegrowers and policymakers. By validating EbA approaches in specific pilot areas and disseminating practical knowledge, RESPOnD aims to foster climate-resilient management and governance within Alpine Wine Orchards (AWO).

In particular, the present report provides the reader further insights regarding the various participatory methods to engage stakeholders and set up a Living Lab approach within RESPOnD.

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TABLE OF CONTENTS

1. Introduction 6

1.1 Context of the document 6

1.2 Specific aim and Direction 6

1.3 Users 7

2. RESPOnD living lab: concept and approach 8

2.1 Structure of RESPOnD Living Labs 8

2.2 RESPOnD pilot region framework 9

3. Setting up a RESPOnD Living Lab 13

3.1 Definition of the pilot region 13

3.2 Setting up Living Lab roles 14

3.3 Define Living Lab Stakeholders 15

3.4 Engaging stakeholders within the Living Lab process 17

4. Running a RESPOnD Living Lab 20

4.1 Communication with stakeholders 20

4.2 Designing Living Lab activities 23

4.3 Tips for facilitating LL discussions 25

4.4 Methods and data in RESPOnD Living Lab 27

RESPOnD is co-financed by the European Regional Development Fund
through the Interreg Alpine Space programme 2021 - 2027

4.4.1 Participatory methods for RESPOnD LL 27
4.4.2 Digital tools for stakeholder activation and data collection 29
4.4.3 Working with human subjects in RESPOnD LL: information and consent forms 30

4.5 Monitoring and feedback 31

4.6 Pitfalls 31

5. References 34

6. Annex 35

1. Introduction

1.1 Context of the document

The objective of the RESPOnD project (Climate Resilient Alpine Wine Orchards) is to enhance the climate resilience of Alpine Wine Orchards (AWO) by evaluating their vulnerability to climate change, unlocking their ecologic, socioeconomic, and cultural values, and empowering farmers, sectoral actors, and policymakers in adopting Ecosystem-based Adaptation (EbA) strategies for a climate-resilient, sustainable, and competitive wine sector. The project co-creates knowledge on AWO by working in close contact with multiple target groups such as winegrowers, wine consultant and local authorities in different winegrowing regions. Seven pilot regions in the Alpine Space (AS) cooperation area have been chosen by 11 project partners (PP) to deepen knowledge about the use of EbA in mountain viticulture (Figure 1). To reach the objectives of the project, Living Labs (LL) are started in each of the 7 abovementioned regions by PP. LL are defined as innovation hubs in real-life settings for the co-creation and production of knowledge involving target groups. In this context, co-creation can be seen as a collaborative process in which individuals intentionally engage to jointly develop innovative solutions or ideas. LL represent a participative method that provides a space for discussion among stakeholders, from the regional to the local level (Evans et al. 2019; Habibipour et al., 2020; Ståhlbröst and Holst, 2012). These settings allow different stakeholders configurations, promote participation, and foster the implementation of innovative techniques. The present document guides PP in starting and running the LL in their pilot regions, ensuring that the overall methodology for the RESPOnD LL is in line with the objectives of the project and homogeneous among the different pilot regions.

1.2 Specific aim and Direction

The specific aim of the RESPOnD LL is to establish a network of stakeholders and experts within the wine sector in the AS territory that will co-produce and share knowledge about:

1. The characterization of AWO typologies. Emphasizing their structural attributes, ecosystem conditions and multiple ecosystem services (ES) provided, and the climate-related threats they are encountering.

2. The individuation, selection and testing of potential environmental and governance EbA strategies and transition pathways, feasible and region specific, that can increase the AWO resilience to climate change.

3. The test, fine-tuning and co-design of an open learning and information environment to be shared publicly to build capacity and disseminate the findings of the project, mutually benefitting from the innovation and information provided in the LL.

This document contains the core concepts and methods that will stay consistent across the

RESPOnD LL to gather the knowledge from the previous points. The specific real-world context of LL in each pilot region such as stakeholder selection and involvement, technical limitations, and local challenges will require tailoring by each PP. However, here we provide the necessary knowledge about LL structure and functioning, pilot region definition, LL roles, LL stakeholder selection and engagement, interactions, participatory methods, monitoring and evaluation, and potential pitfalls.

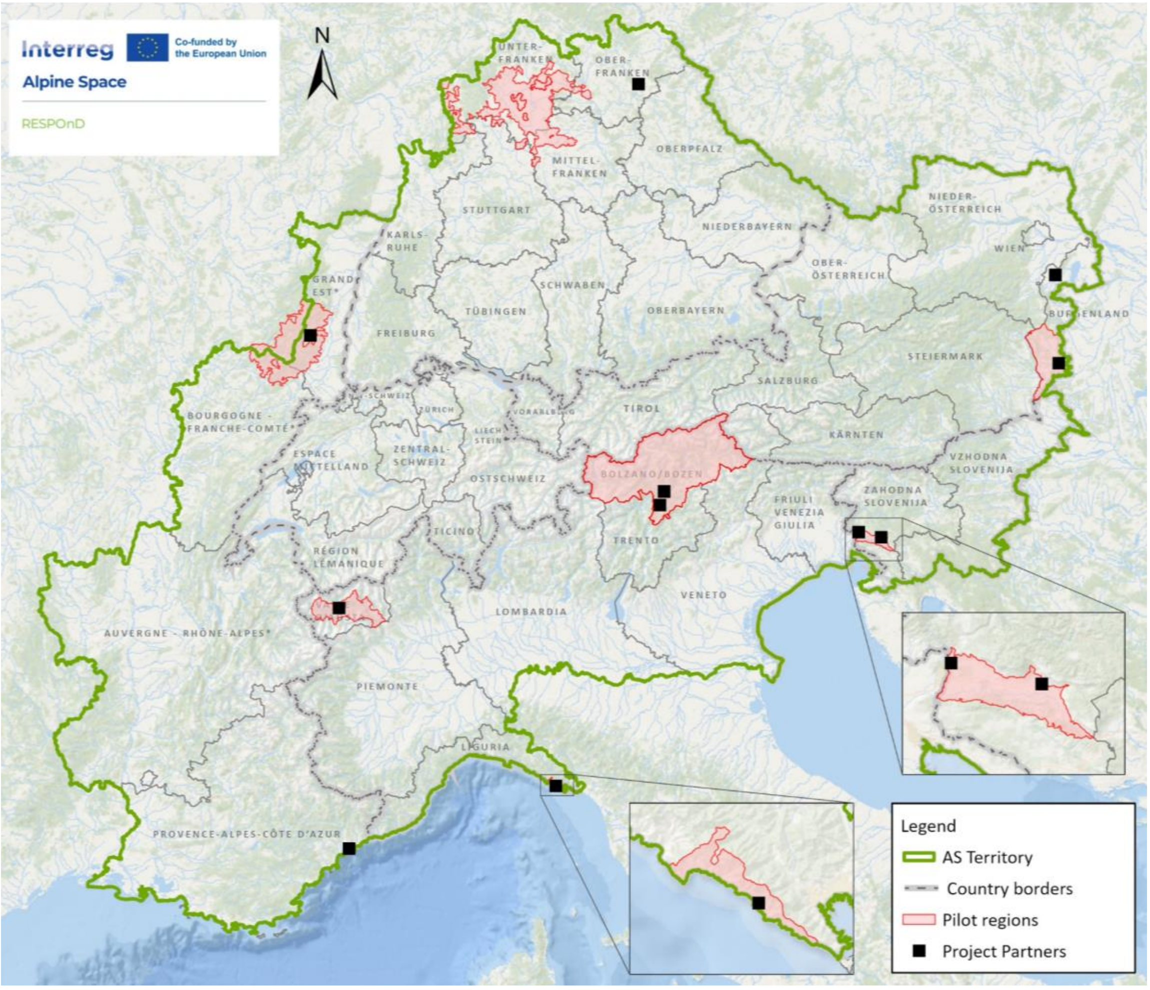

Figure 1. The AS cooperation area (bold green border), national borders (dashed grey lines), locations of the RESPOnD PP (black squares) and of the seven pilot regions (red polygons). Inset maps highlight smaller pilot regions.

1.3 Users

The users of these guidelines include primarily the RESPOnD PP that will oversee developing LL in their pilot region. However, the potential audience benefiting from these guidelines encompasses a wider range of actors such as winegrowers, winemakers, wine consortia, research institutions and public authorities, that can apply these guidelines outside the context of RESPOnD.

2. RESPOnD living lab: concept and approach

2.1 Structure of RESPOnD Living Labs

The purpose of the RESPOnD project is to enhance the climate resilience of AWO by co-creating a comprehensive knowledge base through a LL process. To ensure the implementation and impact of the LL, a structured approach is essential. The RESPOnD LL are organized into three phases, each phase is designed to address a specific aspect of the project and enables its development through a continuous learning and co-production process (Figure 2).

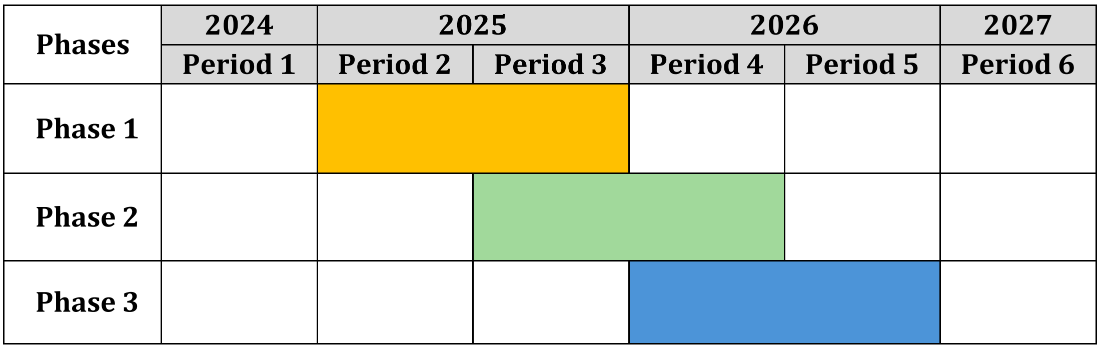

Figure 2. Living Labs' phases timeline. Each period refers to the 6 months intervals during which specific activities have been planned in the project.

Phase 1: Common understanding of AWO and climate vulnerabilities (duration 03.2025 - 02.2026)

AWO are distinctive cultural landscapes that provide a wide range of benefits to society and are increasingly threatened by global changes. In the first phase of the LL, the co-creation of knowledge on AWO focuses on identifying AWO typologies by considering local and regional specificities. This phase results in a shared understanding of AWO typologies, crucial ES (including provisioning, regulating, and cultural) and climate change threats. Based on the collected knowledge from the PP in their pilot regions, it is possible to identify and spatially characterize AWO.

Phase 2: Co-design of a tailored grid of EbA interventions (duration 09.2025 - 08.2026)

In the second phase, the LL co-design a tailored grid of EbA intervention and transition pathways for building more climate resilient AWO. This phase supports and guides stakeholders in adapting to climate change, building upon the specificities and typologies of AWO identified in the previous phase. The aim is to ensure that a set of climate change environmental and governance EbA are shortlisted for each pilot region for building climate resilient viticulture. By applying a tailored framework of EbA interventions, each pilot region will confirm the selection of the most adaptable EbA strategies that will be then tested in the region.

Phase 3: Testing the learning and information environment (duration 03.2026 - 02.2027)

In the third phase, the LL are used to capture key learnings and challenges encountered throughout the process of set-up and running LL and offer an interactive opportunity to learn from the outcomes on phases 1 & 2. This phase allows PP and final users to mutually benefit from the innovation and insights produced within the LL. The expected outcome is the creation of a comprehensive open learning and information environment system (OLE, see Table 1) to exchange, share and facilitate the integration of EbA and resilience thinking into the mountain wine sector.

Table 1. Definition of some of the key concepts useful for RESPOnD Living Labs.

Term	Acronym	Definition
Alpine Wine Orchard	AWO	Mountain vineyards that combine wine production with significant ecological, cultural and economic values.
Living Labs	LL	Innovation hubs in real-life settings for the co-creation and production of knowledge involving target groups.
Climate Change	CC	A change in climate that is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and that is in addition to natural climate variability observed over comparable time periods.
Ecosystem-based Adaptation	EbA	The use of nature or nature-based approaches – conservation, restoration and sustainable management of ecosystems, landscapes and biodiversity – to address climate impacts on people and livelihoods.
Ecosystem Service	ES	Contributions of ecosystems to human benefits obtained from economic, social, cultural and other human activities.
Open Learning and Information Environment	OLE	Online infrastructure designed to support knowledge, collaboration, and self-directed learning. The RESPOnD OLE will give access to modules, resources and allow participation supporting the co-creation of knowledge.

2.2 RESPOnD pilot region framework

The LL process defined in the previous section is applied in the context of each pilot region by the RESPOnD PP. To facilitate this, a set of progressive steps that guide the PP in developing and implementing the LL in their own pilot region are considered (Figure 3).

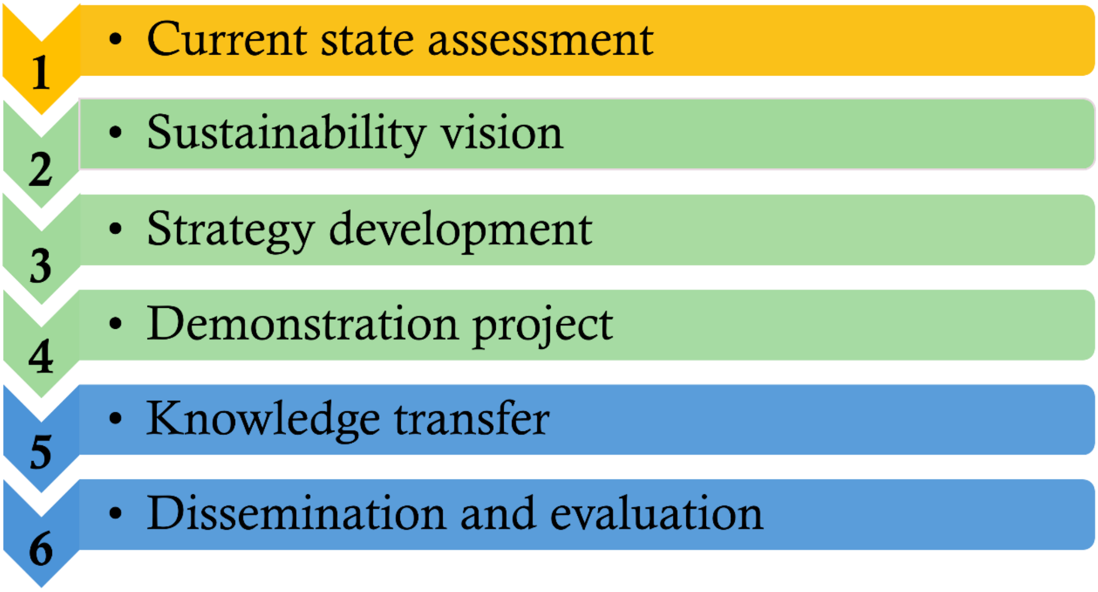

Figure 3. RESPOnD pilot region framework steps and their relationship with the LL phases, described with the use of different colours (Phase 1 – yellow; Phase 2 – green; Phase 3 – Blue). Adapted from (Weber and Wiek, 2021).

The steps represented in Figure 3 constitute the conceptual framework that define actions to be carried out in each pilot region and reflect the phases described in Figure 2 (please notice consistent colour coding). During the work in the pilot regions, PP are guided by the respective Work Package (WP) leaders. In each phase of the LL, WP leaders provide PP with a solid foundation on related contents and materials that can be used during the implementation of the workshops (e.g., presentations, documents). PP should adapt the recommendations to their pilot region context. At the end of each phase, the respective WP leader asks PP to deliver specific results so to fulfil the project outputs requirements. PP have the flexibility of tailoring the topic of their work in the pilot region based on the local needs. The activities carried out in the pilot region should reflect the six steps outlined in Figure 3. It is suggested to carry out a minimum of three in-person workshops with multiple stakeholders throughout the project (i.e., at least one per each of the three LL phases).

1. Current state assessment

In RESPOnD, current state assessment corresponds to understanding the threats of climate change on the Alpine region and assessing their status through characterization of AWO. The process of identifying, selecting and engaging stakeholders is implemented here, and this step serves as a theoretical foundation for the work in each pilot region. The main goal is to understand the current state of AWO, characterize them, and identify ES and climate change (CC) vulnerabilities. The focus will be on the current challenges faced in the wine sector in the pilot regions. This step involves activities with stakeholders that generate evidence which is informing further analysis of the EbA strategies to be implemented.

Key activity in this step:

- Creation of common understanding of AWO and climate vulnerabilities in the pilot region

2. Sustainability vision

After defining the main AWO characteristics and identifying relevant ES and climatic indicators, the next step involves formulating a sustainability vision. Through heterogeneous involvement activities (e.g., workshops, roundtables, field trips), the goal of this step is to assess the perspectives of stakeholders to establish and motivate a shared sustainable vision that will guide subsequent steps. Activities in this phase is focusing on understanding the needs, challenges, and opportunities of stakeholders. During this step, the co-creation of knowledge with stakeholders contributes to the development of future solutions, while also fostering collaboration and building trust throughout the process.

Key activity in this step:

- Definition of the problems to be addressed by using EbA

3. Strategy development

This step focuses on developing a strategy to achieve the sustainability vision. Building on knowledge about the use of EbA strategies to reduce vulnerability and improving AWO resilience, ground actions are planned in the pilot regions to test at least one EbA. Here, both in-person and online activities are strongly recommended to coordinate with the target groups and work together developing a practical strategy towards the sustainability vision. In this way, it is possible to manage the stakeholder expectations and therefore reduce the probability of conflicts and disagreements.

Key activity in this step:

- Co-design and planning of tailored ground actions in the pilot region

4. Demonstration project

In this step the goal is to practically test the selected EbA strategies in AWOs through pilot actions. The step aims to implement CC environmental or governance EbA strategies in the pilot regions with on-the-ground actions carried out on an experimental basis. Here, the stakeholders support and experience play a fundamental role. After the EbA test in each pilot region, efforts should be made to coordinate and facilitate the replication of these strategies across the regions, ensuring a broader impact and the exchange of knowledge.

Key activity in this step:

- Test EbA strategies and resilience strategies in AWO through pilot actions

5. Knowledge transfer

The aim of this step is to gather knowledge from ground actions in the pilot regions to prepare the materials necessary for the RESPOnD OLE. In this step stakeholder are involved to share their experiences about the applied EbA and their capacity to increase AWO resilience in the context of the pilot region. The knowledge obtained is the basis for the creation of the projects' open-source e-learning platform that will contain a series of learning modules designed to specific target groups.

Key activity in this step is:

- Gather the information that will be the foundation for the learning (and information) environment, and test the system in the LL

6. Dissemination and evaluation

In the final step the aim is to test the OLE and evaluate the overall innovation and co-creation process. Target groups will be able to test the OLE modules developed from the experiences of all the pilot regions and co-design new ones. This step will assess the knowledge generated and how it can be disseminated.

Key activity in this step is:

- Testing the learning and information environment

3. Setting up a RESPOnD Living Lab

In the previous chapter the approach of the LL in RESPOnD was introduced together with a framework to be applied in the individual pilot regions. However, from the practical point of view, setting up a LL can be a difficult task (Colobrans ,2019). This chapter provides a step-by-step guide to setting up RESPOnD LL, it outlines a set of actions needed before the start of LL in a pilot region. The four main actions that we focus are: the definition of the pilot region, the setting of roles to manage the LL, the choice of relevant stakeholders in the area, and their first engagement.

3.1 Definition of the pilot region

Defining the boundaries of a pilot region is crucial for the effective set up and functioning of a LL (Natioons, 2023). The definition of a pilot region highly influences the steps of LL implementation, from the assessment of current viticultural conditions and the development of a sustainability vision to the implementation of the demonstration project on the ground. For example, the type of EbA selected may depend on the dimension of the wine region, as this might need a certain number of field trials to be tested. The potential interests from stakeholders could also shape the work in the region depending on specific needs and expertise, the types of vineyards, their characteristics and the wines produced. Here we suggest six types of boundaries that PP should consider when defining their pilot region (Table 2).

Table 2. Types of pilot regions boundaries.

Boundary type	Description
Administrative	These boundaries define the pilot region based on administrative division, such as municipalities, provinces, or regions. These entities often operate under their own specific governance regime, with defined regulations that might influence viticulture.
Geographical	Refers to the physical boundaries and spatial characteristics of an area. The geographical delineation of pilot regions is defined by specific geographical features such as valleys, slopes, rivers, and mountain ranges that can delineate specific winemaking areas.
Agricultural	Refers to the limits within an agricultural system established according to the specific practices and methods employed within a given area (e.g., organic viticulture).
Wine regulatory	A wine regulatory boundary is established, e.g., through food quality policies, such as protected designation of origin or protected geographical indication, which set geographical and production practice limits.

Socio-cultural-economic	The socio-cultural-economic delineation of the pilot regions is determined by their social and/or cultural and/or economic characteristics. For example, it is possible to define a region based on the average age of wine makers, the cultural background (e.g., local identity), or the presence of either small or large wine estates.
Infrastructure based	Refers to the spatial delineation of the region based on the presence or distribution of a specific physical infrastructure on fields, e.g., vineyards irrigation systems. Infrastructure based boundaries are used to distinguish areas of functional difference in land management or productivity.

3.2 Setting up Living Lab roles

In a LL set-up, each person, both organizers and stakeholders, play a role related to their position within the co-creation process. For setting up and running LL, it is important to consider a set of specific roles that will help to better manage the activities (Basaran et al., 2024). A role definition from the start of the process can simplify the functioning of LL and reduce the probability to face challenges. The main roles to keep in mind when organizing LL are the following (see also Figure 4): LL director/coordinator, scientific coordinator; process facilitator; dissemination and communication manager.

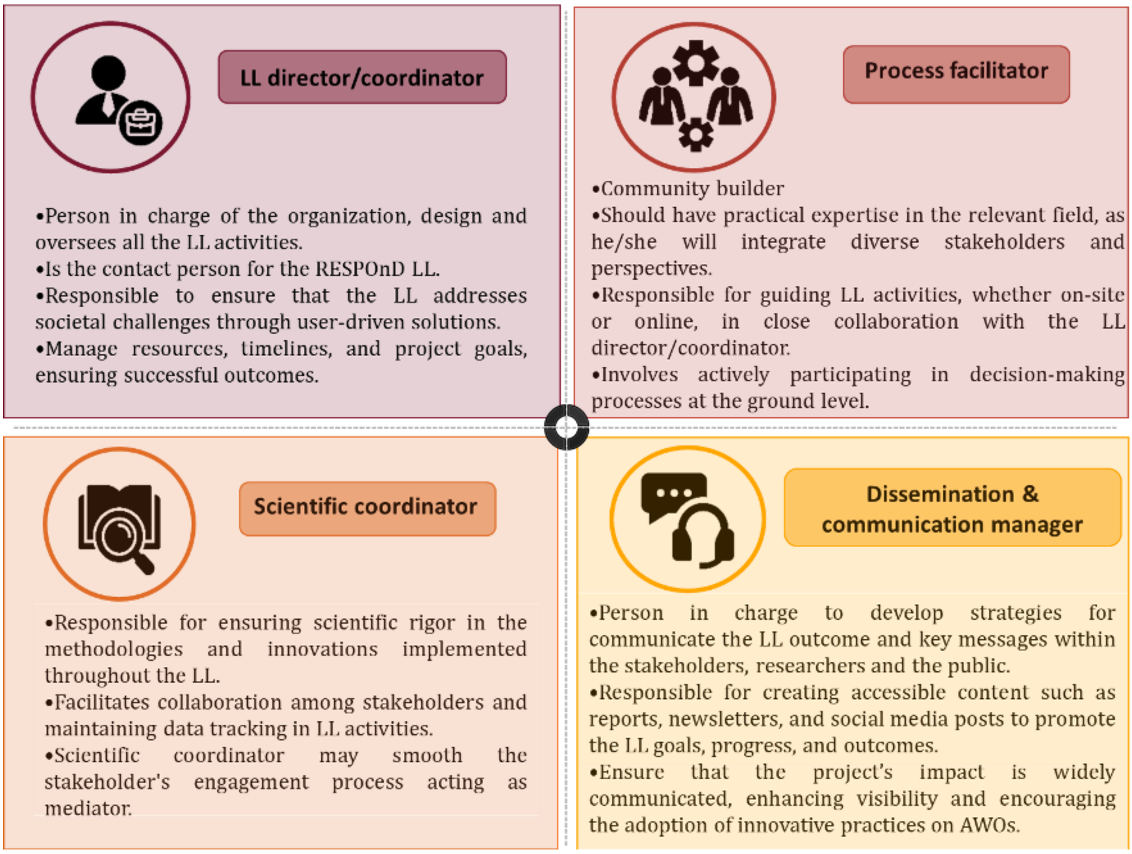

Figure 4. Roles to consider when setting up the LL in your pilot region.

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If the number of stakeholders participating in the LL is large (e.g., more than 20) it might be worth establishing a representative board in addition to the roles shown in the figure. A representative board consist of about 3-5 members, each for one of the major types of stakeholders. Having a stable group of key stakeholders will provide effective governance and oversight throughout the LL process. The goal of the LL representative board is to preserve the perspectives of all stakeholders, facilitating consensus on decisions and minimizing the risk of misunderstandings.

The roles outlined in Figure 4 serve as a basis for setting up the LL structure. Therefore, it is suggested keeping them in mind for every step of the LL implementation. Indeed, defining these roles will not only help mitigate misunderstandings but also ensure clear and open communication throughout the LL development process. Each PP, while planning the LL activities, internally define who will be the responsible for each role and ensure a smooth process. In case the PP does not have a team that is large enough to cover every role with one person, it might be feasible that a person is sharing more than one role, for example one person could be both the communication manager and the process facilitator.

3.3 Define Living Lab Stakeholders

The RESPOnD LL serve as a space of discussion to find the best EbA strategies to enhance the resilience of AWO in each pilot region. Implementing this approach in close contact with local stakeholders is vital to sustain the LL process. In this context, the RESPOnD LL aim to create dialogue among stakeholders, whether building on existing partnerships or new collaborations started during the project, with the potential to continue beyond its duration. In both the cases, the selection and engagement of stakeholders may change based on the specificity of the region and the aim of the LL. Where possible, it is recommended to adopt a comprehensive approach that account for social differences such as gender, educational background, occupation, etc. These considerations are essential for fostering an inclusive environment within the project. In addition to that, there are some methods that can be used to classify stakeholders and therefore help PP in their selection.

Building on Mitchells' 1997 stakeholder identification theory, stakeholders can be selected based on the following attributes:

1. <u>Power:</u> the influence that a stakeholder has, to achieve the outcomes they desire.
   Example: regional development agencies have the power to provide or withdraw subsidies, for example related to terracing.
2. <u>Legitimacy:</u> the perception that the actions of a stakeholder are acceptable.
   Example: local wine consortia are usually seen as cultural steward of specific wine making areas and are respected and accepted by the winegrowing community.
3. <u>Urgency:</u> stakeholder's claim for immediate attention, based on sensitivity and criticality.
   Example: grape growers experiencing large losses due to droughts or pests' outbreaks related to climate change possess this attribute.

When selecting the stakeholders to involve in a pilot region's LL it is useful to look at these three attributes so to create a pool of stakeholders that are balanced in terms of power, legitimacy and urgency. Stakeholders only rarely possess all these three attributes together, while they more often possess only some of them (Figure 5). In selecting stakeholders, it is also important to consider that these three attributes are not a steady state, as stakeholders can shift from one to another.

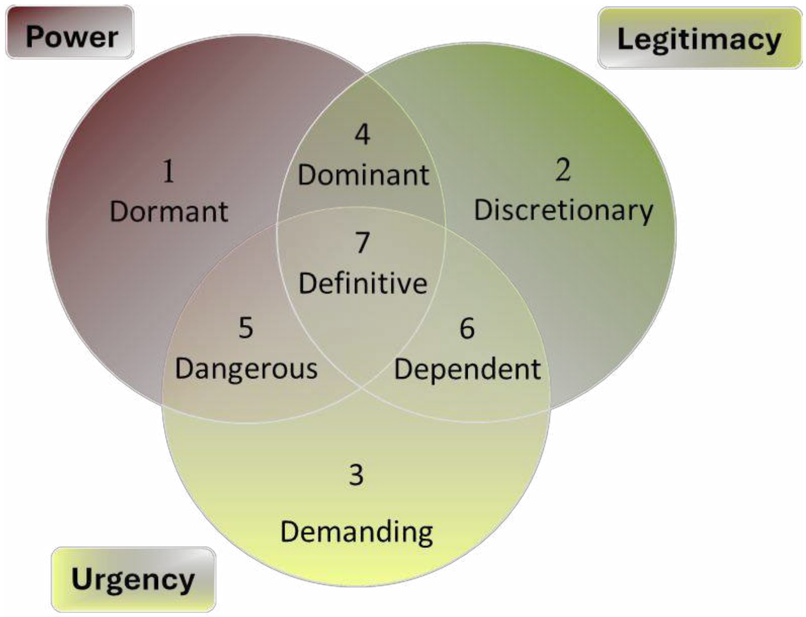

Figure 5. Stakeholder typology based on Mitchell, 1997.

In a collaborative process, the typology of LL stakeholders plays an important role. The influence of one stakeholder due to their power could guide the decision-making process on their own benefits. Table 3 shows the different stakeholders typology and their definition, with some examples from the wine sector. The table supports the identification of potential stakeholders in a pilot region and their classification. This can guide in the selection of a balanced set of participants, and in contacting stakeholders that might be more active or decisive in the region because they represent a more balanced range of perspectives for the discussions.

Table 3. LL stakeholders' typology with examples. For a full list of target groups related to the wine sector and relevant for RESPOnD see the Annex.

Stakeholder Typology	Description	Example
Dormant	Possess power, however without legitimacy and urgency, their power is unused.	A high-end hotel with potential interest in wine tourism but not yet engaged in local wine events.
Discretionary	They possess legitimacy but no power, their influence on decisions or activities is minimal.	An old wine estate, respected in the area, but with no formal decision-making influence.

Demanding	Could be considered as noisy ones, as they have urgency but without power and legitimacy, they can´t move their claim further.	A local startup that is pushing for the use of their new frost sensors in viticulture even if they are not essential in the region.
Dominant	The dominant coalition of power and legitimacy make this group one of the most influential.	A major research centre on viticulture and oenology that is partnering with authorities for a research project.
Dependent	As their name implies, they rely on other stakeholders because they lack the power to act independently or make decisions on their own.	A municipal government that needs higher level resources to approve actions that protect viticulture in its area.
Dangerous	The coalition of power and urgency make this group of stakeholders particularly dangerous, as they are likely to act coercively.	A coalition of rich investors that are pushing vineyard expansion without considering the negative impacts of intensive viticulture.
Definitive	These stakeholders became definitive as they include the urgency to the dominant coalition of power and legitimacy.	Winemaker associations that are pushing innovation in the region supported by funding, policymakers and public institutions.

3.4 Engaging stakeholders within the Living Lab process

Activating the LL through stakeholder engagement in the project is the first step after stakeholders' selection but it could be challenging. To address this, some common strategies are the following:

1. Relying on the direct knowledge of stakeholders from the wine sector from previous projects, collaborations or activities. Usually, it is easier to involve these stakeholders because there is already a personal relationship in place with them.
2. In case it is needed to expand a stakeholder network or to build one, it is important to identify leaders or influencers in the wine sector within the pilot region, as they can play a key role in promoting RESPOnD's information, events, and activities. These individual stakeholders are also usually valuable for effectively reaching and engaging other target groups. To start involving them, a first step is reaching out directly providing RESPOnD materials in a clear, concise, and easily shareable format. For example, reaching out to a wine association and introduce them RESPOnD with a short presentation.
3. Participate in existing events and reach out with ongoing projects where potential collaboration can be explored is another way to reach out stakeholders. In the first case, by going on fairs, workshops and activities from the wine sector in the pilot region it is possible to identify new stakeholders and contact them at a later stage to engage them in the project. In the second case, it might be useful to search if projects that have a shared

view with RESPOnD are in place in the region and contact the project managers. Chances are high that it will be possible to open a collaboration with the stakeholders already involved in other projects. In both the cases it is suggested to meet the stakeholders in person before the start of the LL activities, so to build mutual trust.

4. In all the cases, it is crucial to open and actively maintain the communication with potential participants, this is essential for building and strengthening trust and credibility among the stakeholders, especially in the first stages of the project. For example, it is important to promptly answer to emails (especially when they are asking information about the project), be reactive when contacted, announce meetings in advance, and to let them show potential criticisms.

It is recommended to use a range of engagement methods to keep ongoing communication and connection. Below are some examples about potential approaches applicable.

Face to face meetings
Meetings where the participants have a face-to-face conversation are one of the best ways to build trust with stakeholders. They allow a fluent conversation where it is possible to listen to stakeholders' necessities and interests.
Example of use
• Identification and contact of possible stakeholders asking for an introductory meeting. • Use of the materials created during the project (e.g., presentations) translated in the local language to introduce the project. • Discussion with potential stakeholders about the impact of climate change on viticulture in their area and the use of EbA. This will help to better explain the project and to know what the point of view of local stakeholders on these topics is. • Request of permission to involve stakeholder in the LL process. • Request of contact details to be kept up to date.
Note: face to face interviews allows to better get to know stakeholders and get insights of what has been done in the region until now.

Mailing lists
Mailing lists must be used to send informative messages (not redundant!). With this tool stakeholders can be contacted and updated about RESPOnD LL process.
Example of use
• Approach/contact of key stakeholders in the region (e.g., consortia, winemakers association) and introduction to the project. • If interest is shown, invitation to be part of the LL process. • In case the stakeholder is interested, it is important to ask if it agrees to share messages and information about the project through its mailing list. • Based on that, tailored messages can be sent.
Note: it is important to keep in mind that if the information sent through a mailing list is not relevant, it can lead to over-information for stakeholders, and they might lose interest in project's activities.

Social media
Personal and institutional accounts allow to share projects' overall objectives and invite target groups.
Example of use
• Creation of visually appealing and easy-to-understand posts that describe the project. • Use of unique hashtags to help you reach a broader audience and encourage sharing across platforms. • Use of histories and videos to attract the target group interest. • Tracking number of views to confirm audience is reached.
Note: through Facebook, Instagram histories it is possible to create a friendly and active environment to keep stakeholders up to date.

4. Running a RESPOnD Living Lab

4.1 Communication with stakeholders

After stakeholders' selection and first engagement in the LL process, interactions with them should become regular. In this step, it is important to organize the communication with stakeholders in a systemic and consistent way. This will help maintaining their involvement along the LL. Communication with stakeholders is essential, as it initiates an invitation for them to engage in discussions regarding the project and best practices that could be implemented. Below we provide a set of communication principles and related guiding questions that can help communication with the stakeholders in the pilot regions (Czett et al. 2024). Additionally, in Table 4 a set of communication tools are suggested for this aim.

1-Transparency

Communication regarding the general goals of the project or the objectives of a workshops should be clear and transparent, including what is expected from the stakeholders. This helps defining expectations and ensuring that stakeholders understand what is happening in a pilot region and why.

Suggestion: agendas should be shared in advance, decision making processes explained, and objectives reached during a meeting summarized.

2-Clarity

The communication level should be understandable by all the participants. Since LL might include people from different backgrounds, and not necessarily EbA specialists, content should be easy to understand.

Suggestion: jargon and technical language should be avoided, if used, clear and simple definitions, understandable also by non-experts, should be provided.

3-Continuity

Contact with stakeholders should be kept on a regular basis through the established channels. Lack of communication might cause a loss of interest or trust in the project. Stakeholders should always be able to know when to expect the next communication.

Suggestion: newsletters, updates or meetings should be created on a regular basis.

4-Tailored messaging

When engaging with heterogeneous groups of stakeholders the content of the message should be tailored to the specific audience. This allows to highlight aspects of the project that are particularly important for specific categories.

Suggestion: tailor messages based on the target audience, e.g., policymakers, winegrowers or consortia.

5-Responsiveness

Responsiveness and availability are essential when contacted or asked about specific issues. Questions and suggestions should be acknowledged and answered in a timely and respectful manner.

Suggestion: suggestions or questions should be answered promptly, showing appreciation for the input of stakeholders.

6-Accessibility

Communications should be accessible by all the stakeholders, regardless of their digital skills and background. Widely available platforms and tools, that everyone could manage, should be prioritized.

Suggestion: the use of collaboration platforms such as Microsoft Teams, Zoom, is recommended.

7-Feedback orientation

Communication should not be built unilaterally but rather encourage stakeholders to provide feedback regularly. By showing attention to that, stakeholders will feel more engaged in the project.

Suggestion: summaries of workshops should be sent, letting space for discussing comments and giving inputs on the next stages.

8-Trust building

Relationships with your stakeholders should be based on respectful, consistent and reliable communications. Open dialogue should be supported, showing that stakeholder are not only recipients of information.

Suggestion: acknowledgement of contributions, honouring commitment and prioritization of face-to-face communication when possible.

9-Documentation and traceability

A record of communications should always be maintained. This allows documentation of contents, of the received feedback and actions taken.

Suggestion: exchanges with a stakeholder should be recorded, especially when they contribute to project ideas.

Table 4. communication tools suggested in RESPOnD LL.

Communication tool	Potential use	Pros	Cons
Personalised Email	Direct messages to individual stakeholders	-Personal/targeted -Easy and widely used	-Can be lost among other emails -Inefficient for communicating with large groups
Newsletters	Regular updates about the work in the pilot region	-Efficient for continuous communication -Reach a lot of stakeholders	-Require planning of contents -People might not open it (spam risk)
Project Websites	Share general information, documents, resources about RESPOnD	-very accessible - high visibility	-require regular maintenance -require content management
Collaboration platforms	Keep stakeholder group communications (e.g., Teams)	-dialogue facilitation -real time collaboration	-familiarity with tool is needed -might be difficult to handle for some stakeholders
Cloud storage	Useful to share documents and edit them in a collaborative way	-easy file access -version control	-familiarity with tool is needed -can be difficult to handle for some stakeholders
Social media	Give broader updates about LL (e.g. Facebook, Instagram)	-high visibility -fast way of communicating	-risk of misinformation -not all stakeholders might be using them
Video Platforms	Sharing or streaming meetings or workshop summaries (e.g., YouTube)	-good for visual learning -easy to reach	-require know-how to create content -time consuming
Webinar tools	Hosting seminars and stakeholder sessions (e.g., Zoom)	-live interaction -can be recorded	-connectivity issues -can be difficult to handle for some stakeholders
Infographic & Visual Design Tools	Communicate ideas simply and visually (e.g., Canva)	-engaging format -easy understandable	-simplified representation of concepts

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Dashboards	Display project metrics or data about the work in the pilot (e.g., Power Business Intelligence)	-interactivity -enable knowledge sharing	-require time for setup -potential problems with updates

4.2 Designing Living Lab activities

Activities with stakeholders are the core of any LL. To organise a meeting or event, a structured management process is suggested. This can be divided into three steps that consider actions to do before, during, and after the activity (Figure 6). Each step should have a purpose and be designed with specific participant groups in mind.

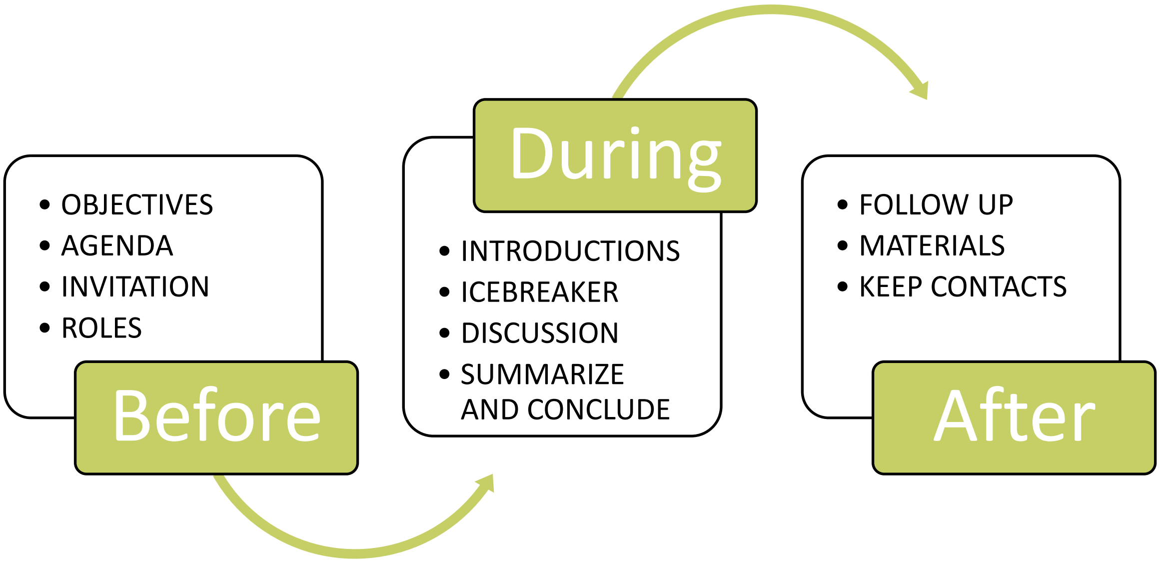

Figure 6. Overview of the suggested activity management process in RESPOnD.

Before the meeting: setting the stage

The preparation of this phase is critical to set a productive activity. In this step it is necessary to choose feasible objectives based on RESPOnD's priorities and the help of WP leaders, set a related agenda, invite stakeholders, and decide in advance what the roles will be in the context of the activity.

Crucial points before the meeting:

- *Definition of clear objectives*: the aim of the activity should be clear. Is the meeting aimed at characterizing the pilot region, discussing a potential EbA, or just for relationship building? The choice of the objective will then guide every other planning decision. In this step it is important to follow the lead of WP leader that guides in the activity creation based on project's priorities.

- *Identification of suitable participants*: potential stakeholders who should be involved following the suggestions given in section 3.3. should be identified considering their roles, expertise, and potential contributions to the topic.
- *Development of the agenda*: the agenda should be developed in collaboration with core partners (WP leaders, more active and interested stakeholders) to reflect shared priorities and allocates time for active participation and dialogue.
- *Planning of the format and tools*: the meeting format (in-person, online, hybrid) should be defined, and tools that are easy to use and accessible to all selected. Collaborative platforms, whiteboards, polls, or other digital resources can be considered (also check section 4.4 for specific methods and tools).
- *Preparation of the materials*: materials (e.g., documents, presentation), needed for the activities should be prepared in advance and made available in a timely manner.
- *Invitations and context*: invitation should be provided, including a draft agenda and purpose statement. This helps participants understand why they are being invited and how they can prepare.
- *Assignment of roles and responsibilities*: it is important to clarify in advance who will moderate, present, take notes, and/or facilitate discussions or breakout groups.
- *Audience awareness*: participants can be profiled in advance, including the organisation they represent, their interests in the topic, and any of their needs (e.g., language).

During the meeting: creating a space for dialogue and co-creation

This is the core involvement phase, where facilitation and group dynamics come into play. It might be tricky to manage this step, and conflicts might arise. The goal is to build a collaborative environment with stakeholders, co-create knowledge, and foster a genuine interaction.

Crucial actions during the meeting are:

- *Welcome and introductions*: the facilitation team should be introduced, together with an explanation of the meeting purpose.
- *Data consent forms*: participants should be asked to sign the data consent forms (see section 4.4.3).
- *Objectives and rules of engagement*: the objectives of the activity and interaction rules should be explained.
- *Icebreakers*: tailored questions can be used to activate your stakeholders and help participants feel comfortable speaking. These can be general or specific to RESPOnD (e.g., how is the season going in your vineyards?).
- *Dialogue facilitation*: contributions from a variety of voices should be encouraged, making sure that also quieter participants can speak and that dominant stakeholders don't monopolise the activity.

- *Agenda management*: flexibility is important during the activity. If an unexpected but interesting topic arises, it is advisable to let stakeholders talk about but keeping an eye on the official agenda!
- *Visuals and interactive tools*: people can be activated through different tools, including collaborative boards, polls and surveys (see also section 4.4.2).
- *Summaries and next steps*: at the end of each item in the agenda, it is advisable to briefly summarise the discussion so to confirm the outcomes and what the next steps are.
- *Conclusion*: the session should be concluded with a recap, participation acknowledgement, and clear indication of the end of the meeting.

After the Meeting: extend the value and keep stakeholders engaged

The final phase enables to follow-up and reflect on what has been done during the activity and ensure continuity after it. This is a key opportunity to stress the obtained results and prepare stakeholders for future involvement.

Crucial actions after the meeting:

- *Key outcomes*: a follow-up message should be sent, summarising the main points discussed, including meeting's minute and copies of slides or materials used during the activity.
- *Acknowledgement of contributions*: stakeholders who shared insights that couldn't be addressed during the session can be contacted to recognize their contribution. This shows appreciation and maintains interest.
- *Internal reflection*: the facilitation team should review the outcomes of the activity so to identify strengths and areas of improvements in its management.
- *Ongoing involvement*: opportunities for participants to stay involved by using surveys or invitations to future sessions should be provided.
- *Documentation:* documentation about the activity should be stored.

Organizing an effective management process not only saves time but enhances team collaboration in the LL. In this process transparency and clarity in the first stages leads to well-structured activities and ensure that participants get involved. In addition, having tangible results helps to keep the stakeholders interested in the LL.

4.3 Tips for facilitating LL discussions

During LL activities there are multiple occasions for face-to-face discussions. Facilitating meaningful discussion in a LL could be challenging, particularly due to different views between target groups. For example, some stakeholders may prioritize their own view on viticulture (e.g., organic vs conventional) or not be open to discuss alternative management strategies for vineyards. To avoid this issue, it is important to develop effective stakeholder involvement built on trust, capacity building, and social learning - all elements that can be supported using some tips. In this context, the LL director/coordinator and facilitator of the responsible PP play a key role to guide the process of dialogue. They can facilitate the implementation of carefully selected strategies and adapt methods that align with the specific context and objectives of each LL activity. Below are some tips on how a LL director/coordinator and facilitator can support meaningful discussion during RESPOnD LL.

Act as a guide
• Provide direction and coordination (e.g., set timeline and activities). • Make ideas tangible with examples (e.g., use pictures or infographics). • Avoid taking notes and moderating at the same time (someone else should take notes while the facilitator is giving full attention to the group).
Establish group norms
• Provide a structure to the discussion (e.g., prepare a structured list of topics to start the discussion). • Determine group logistics and ground rules for respectful interaction and active listening (e.g., people need to raise hand if they want to talk).
Offer a starting point and prioritize questions
• Sometimes groups need a prompt for direction. Having some questions in mind to help start the discussion is useful. • Knowledge should be applied to address collective needs of a community rather than individual interests. • Help the group move forward on the discussion (e.g., recognizing that changes happen when people step out of their comfort zone). • Prepare questions to ask related to the project's needs rather than answer specific requests from stakeholders related to their personal activity (addressing individual people's needs might make them less participative).
Encourage participation
• Encourage participants using open-ended questions (e.g. "What happened after that?" or "Can you expand on that?"). • Avoid allowing one individual to dominate the discussion but rather encourage equal participation among stakeholders (e.g., if someone is always answering first, the facilitator can anticipate the next answer and give the word to another participant). • Build relationships between participants that might have the same interests (e.g. "What do you most hope to gain from participation in this group?", "What's something you're looking forward to right now?").
Use and read body language
• Pay attention to eye contact, facial expressions (e.g., someone may be ready to speak but is shy). • Step in the discussion only if becomes repetitive or is going in circles (e.g., someone might want to speak longer to feel heard).
Avoid conflict

- Disagreements are inevitable and conflict arise when disagreements aren´t handled respectfully, take time to be clear and solve disagreements but do not give them too much weight during the discussion.
- Focus on the common interests of the stakeholders rather than on the different positions they have (e.g., producing good wine is usually the aim of both organic and conventional winemakers, focus on that!).
- Encourage mediation roles (e.g., some stakeholders may already know each other and help you in managing conflict situations).

Embrace silence

- Silence can be uncomfortable, but it is useful to think. A facilitator can allow some seconds of silence before asking a new question or start a new discussion.

4.4 Methods and data in RESPOnD Living Lab

Stakeholder interaction and involvement are key to the success of RESPOnD LL. A variety of activities can support this goal and help the project in gathering evidence based on real case scenarios. Through an in-presence or online activities the co-creation of knowledge and exchange of ideas will be the base for the development of the LL. Moreover, involving more participants in problem-solving fosters a greater sense of appreciation for decision-making among them.

4.4.1 Participatory methods for RESPOnD LL

A range of participatory methods is available to support the engagement of stakeholders in RESPOnD pilot regions. Table 5 lists a set of these methods together with their characteristics and potential LL phase in which they could be used. In addition, for every method a link is provided to sources where to find more information about how to use these methods. The provided list is built to cover all the phases of the RESPOnD LL, enabling PP to choose among the most suitable methodology for their context. The choice of the method depends on each region and the capability of each partner to carry out the activities. While this is not an exhaustive list of all the participatory methods available, it provides the basic knowledge needed for the aims of RESPOnD LL activities. Other resources and methods are available, for instance, from the European Network of Living Labs association website or from specialized publications (ENoLL, 2025; Schiele et al. 2022).

Table 5. Participatory methods suggested for RESPOnD LL. The table includes, together with a general description of the characteristics, the typical duration of the activity (Time), number of people involved (People), effort needed for the organization by the PP (PP effort), and potential LL phase in which they could be used (LL phase).

Method	Characteristics	Time	People	PP effort	LL phase
Brainstorming session	Creative thinking for problem solving - Include people's perceptions - Capture subjective matters influenced by personal experiences and motivation	1 -2 h	20 -25	Low	All
Conferences	Knowledge sharing - Information from experts in the field - Spaces to network and collaborate	1 - 2 days	> 50	High	Phase 2 & 3
Conversations	Foster group interaction - Dynamic exchange among participants - Share ideas and break the ice	15 – 30 min	10 - 30	Low	All
Field trips	Helps participants visualize the context and problems - Combining field observation with discussion - Direct exposure to the challenges	1 day	5 - 15	High	Phase 2
Focus groups	Gathers participant opinions on a topic - Explore attitudes and experiences - Discussion flow can adapt based on participant input	2 – 3 h	5 - 15	Medium	Phase 1
Panel discussions	Experts discussing on a topic - Interactive discussion in front of an audience - Needs a moderator	45 – 60 min	3 – 5	Medium	Phase 2
Participatory scenario planning	Involve a diversity of participants - Participants foresee future scenarios - Explore long-term implications, risks and opportunities	2 – 4 h	15 - 20	Medium	Phase 2
Round table discussion	Confront about specific issues - Small group discussions - Identify problems and find solutions	1 – 2 h	5 - 10	Low	Phase 2 & 3
Training courses	Transfer information and knowledge - Active involvement of trainees - Develop competences	1 – 3 days	Up to 30	Medium	Phase 2 & 3
World Café	Exchange knowledge by rotating between multiple discussion tables - Foster inclusive participation - Focus on exploring themes	45 min – 3h	12 - 30	Medium	Phase 1 & 2

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4.4.2 Digital tools for stakeholder activation and data collection

In the involvement process, the activation of stakeholders could be challenging. Participatory methods are employed not only to stimulate active engagement and sustained commitment throughout the workshop process but also to make the process more interactive and gather data (Basaran et al., 2024). A set of different platforms can be used other than traditional paper-based methods. For example, digital tools can be used to share short questionnaire and interactively show the results obtained from the people in the room in real time, longer surveys can be sent to gather data and opinion from stakeholders, and an online board can be used to collaboratively work on a specific issue. Based on the type of information that needs to be gathered many tools are available (for the use of special functionalities a fee might be required) (Table 6). The data collected through these tools is easily accessible and forms a foundation for further analysis. The generated reports and charts support the development of LL workshops and offer valuable insights into potential gaps and challenges.

Table 6. A non-exhaustive list of digital tools that can be used for stakeholders' activation and to gather data and information during the LL.

Tool	Features	Potential use
Mentimeter	-Real time pools, quizzes, world clouds -Can be used from mobile -Easy export for post session analysis	-Ice breaker at the start of a meeting -Collect real time feedback on a topic from stakeholders -Guide discussion based on quick audience answers
EUSurvey	-Secure platform hosted by the European Commission -Suitable for long surveys -Support anonymous data collection	-Distribute workshop evaluations -Collect feedback on structured questionnaires -Gather formal input
Google Forms	-Support the creation surveys or invitations -Collects information in Google sheets -Very easy to setup	-Send workshop invitations and tracking participants registrations -Collect inputs on preferences or ideas

miro	-Whiteboard for collaborative brainstorming or mapping -Offers various templates for different uses (e.g., stakeholder mapping, idea clustering) -Support real time and asynchronous participation	-Co-create knowledge with stakeholders -Map problems or opportunities collaboratively -Brainstorm on specific concepts

4.4.3 Working with human subjects in RESPOnD LL: information and consent forms

When conducting a LL, it is essential to obtain informed consent from your participants and ensure proper data management. To support this, a standardized "Information and Consent Forms" is provided to RESPOnD PP to collect and manage the data directly from the lead partner of the project.

The forms ensure that RESPOnD is compliant with the European Union General Data Protection Regulation and national laws. There are three different forms that must be signed by the participants at the start of the LL activities:

1. **Photo and Video Disclaimer** (General Use) – for capturing and publishing participant images or recordings during public or project-related events.
2. **Information and consent form to participate in the RESPOnD research project** (Research Purposes) – tailored to explain how research will be carried out in the project and what is expected from participants.
3. **Information on the processing of personal data** – to collect consent for using personal data in the context of research activities, including communications and stakeholder engagement.

Informed consent means that participants voluntarily agree to take part in the LL after being fully informed about the project and the use of their personal data. The consent form will be available in the local language of each region and should provide information on:

- The purpose of data collection, including whether the data will be published.
- The individual or entities who will have access to the data, including a contact detail.
- The process that participants can follow if they choose to withdraw their data.
- The location and how the data will be stored.

PP must be informed on the standards of the consent form and on how to collect and store data, to this aim they must:

- Use only the provided templates or ensure local versions are aligned with EU standards.
- Collect only the data necessary for the aim of RESPOnD.
- Guarantee voluntary participation with special attention to representativeness and inclusivity.
- Store signed consent forms securely and maintain appropriate records for accountability.

It must be noted that effective data management is not limited to obtaining consent but extends to how data is processed, stored, shared, and (if applicable) anonymized. In addition, it is important to keep in mind that photo/video publications on digital platforms are governed by platform-specific privacy policies and may limit the data controller's ability to withdraw content after dissemination.

4.5 Monitoring and feedback

Monitoring, evaluation, and feedback are essential components for a successful LL as they enable organizers to understand where their activities could have been better tailored and how they can improve the quality of their workshops. In RESPOnD, the PP can set up an informal monitoring and evaluation framework, asking feedback to their stakeholders.

A set of points to ask for feedback from the side of the participants can include the following elements:

- **Logistics and venue**, how was the workshop organized?
- **Participation and facilitation**, how was the workshop managed?
- **Contents**, how was the quality (and usefulness) of the received information?
- **Discussion**, what was the level of the discussion?
- **Overall process**, are stakeholders interested in participating in the next workshops?
- **Further expectations**, what are the stakeholders expecting from the next steps of the LL?

It is also important to consider the point of view of the organizer by answering the following questions:

- **Stakeholders**, were stakeholders heterogeneous? How much did this influence the workshop?
- **Interaction**, were the interactions fruitful and with a good exchange? Were the stakeholders able to network?
- **Method**, was the used method in line with the objective of the workshop?
- **What to repeat**, what worked well?
- **What to avoid**, what would you do differently next time?

By asking this basic set of questions to the stakeholders or to themselves, PP can identify what could be improved not only in the delivery of the workshops but also in the choice of the topics that the participants are more interested in. PP could consider these points for each LL workshop or phase, so that they can gather feedback, which can be then used in the preparation of the next step of the LL.

4.6 Pitfalls

As in any process, there are typical pitfalls that may arise in LL. While following the suggested guidelines should help you to avoid many of these pitfalls, in this section some of them are addressed, highlighting potential actions to avoid them.

⚠ **Focusing on data collection while neglecting stakeholders**, i.e., the tendency to prioritize data collection instead of understanding the users' needs and discuss them in a co-creation process.

Example: a LL is started by collecting information about the quantity and type of green infrastructures in your pilot area without asking stakeholders if and how they think green infrastructures are important for viticulture.

Example actions:

- Involvement stakeholders in the decision-making process explaining the reason why data on green infrastructures are needed
- Identification of what stakeholder think about the use of green infrastructure for climate change adaptation
- Co-design with them a solution to the problem

⚠ **Absence of a governance framework:** lack of structures, representativity and responsibilities in the LL that makes it not effective.

Example: stakeholders are participating in the workshop of a LL, however the process is not running well because no one is responsible for leading the workshop and everyone is confused.

Example actions:

- Definition of responsibilities and activities is done in advance inside the facilitation team
- Definition of clear roles for stakeholders and moderators is done at the start of the workshop
- Stakeholders are asked during the workshop if the process is clear or if they need further instructions

⚠ **Not meeting stakeholders' expectations:** needs, interests, and assumptions that individuals or groups involved in the LL have not been met.

Example: winegrowers are joining a workshop because they want to try a specific EbA in their vineyards, but they then discover that in the pilot region another set of EbA will be tested, for which they are not interested in.

Example actions:

- Goals and objectives are explained and identified from the start of the involvement
- The individual interests of stakeholders are considered, looking for a common solution
- Not everyone's specific requests are met, but rather user-type needs

⚠ **Lack of communication:** absence or irregularity in the flow of communication between PP and stakeholders.

Example: PP provide information regarding the agenda of the workshops but is not sending the results after the event.

Example actions:

- Keeping regular communication through communication channels
- Sharing information on events as well as outcomes
- Asking stakeholder to send their feedback on the workshops

⚠️ **Not enough time to build trust:** insufficient time to develop meaningful, collaborative relationships between PP and stakeholders that lead to ineffective workshops.

Example: a workshop is organized two weeks after the initial outreach to local winegrowers, without having contacted a local facilitator, therefore participants are hesitant to speak openly, and some of them only participate passively. As a result, the workshop does not provide concrete ideas.

Example actions:

- Establishment of a long-term relationship with your stakeholder ahead of the start of the LL
- Presentation of PP team and the aim of the project
- Development of personal relationship of stakeholders with the project, so they take ownership of it

⚠️ **Drop-outs:** a drop-out is the withdrawal of a stakeholder during the LL process. This can be due to multiple reasons related to the focus of the LL, the actions required to the participants and how the PP is managing the LL.

Example: some winegrowers agree to participate in the LL, hoping to learn about new EbA strategies; after a few months, several drop out due to concerns about the cost and feasibility of new strategies.

Example actions:

- Clarification of benefits (also financial) of EbA from the start of the LL, offering a range of different solutions applicable and the financial context
- Co-design EbA solutions with stakeholders, organizing learning moments and acknowledging potential constrains from the participants respectfully
- Clarification of expectations on the implementation of EbA, allowing different level of participations from the stakeholders and sharing the experiences from (even small) EbA implementations positively

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6. Annex

Target groups	Definition
Private/governmental wine consultant	This category captures both private and government consultants who play a crucial role in advising on wine production, vineyard management, and environmental sustainability.
Winegrowers	Covers the range of winegrowers, from small-scale to large, and includes both conventional and organic methods.
Winemakers	Individual winemakers, ideally both large and small.
Winegrowers' and winemakers' associations/consortia/cooperatives	These organizations represent collective interests, helping to set standards and advocate for the sector.
Research and education institutions	Research institutions and training schools focusing on viticulture and winemaking. This potentially includes also students from education institutions.
Policy and decision makers	Covers all levels of government involved in policymaking and regulations, especially those related to viticulture, water, regional development, and environmental protection.
Supply chain and technology partner	This category is crucial for ensuring the seamless operation of the winemaking process. This includes everyone from nurseries to equipment suppliers.
Hospitality and tourism	Covers the wine tourism sector, which is closely tied to winemaking regions. This includes wine routes, wine tourism events, local tourism agencies, and other service providers.
Consumers and advocacy group	Covers both the demand side (consumers) and advocates for sustainability and heritage protection in the industry (e.g., environmental organizations).
Financial and investments bodies	Encompasses the financial aspect, from banks to venture capitalists who invest in wineries and vineyards.
Marketing and sales organizations	This category is essential for the market visibility of wine products, both locally and internationally.
Quality control institutions	Covers regulatory and certification bodies ensuring wine quality, including organic or sustainable certifications.
Inhabitants	This category includes people that are living in the pilot region.

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