



RURACTIVE

HANDBOOK

Activating
RURAL INNOVATION ECOSYSTEMS
for community-led development
and empowerment



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GLOSSARY

Rural Development Drivers (RDDs): Set of six rural drivers that form the foundation of the methodology and together guide rural development.



Nature-based and cultural tourism



Sustainable multimodal mobility



Sustainable agrifood systems and ecosystem management



Culture and cultural innovation



Energy transition and climate neutrality



Local services, health and wellbeing

Cross-Cutting Priorities (CCP): key transversal priorities that should be addressed and integrated across all six RDDs and throughout all stages of the RURACTIVE methodology.



Climate change mitigation and adaptation



Biodiversity



Social justice and inclusion

Rural Innovation Ecosystem (RIE): community of people, places and practices that shares interests in one or more specific RDD to be established in a rural area.

Stakeholder: institution, organization, group or individual that has some interest or impact in one or more of the RDDs, either as possible contributors to the co-development and implementation of solutions, or as a beneficiary of such solutions.

Groups at Risk of Exclusion and Underrepresentation (GREU): groups of people insufficiently represented or traditionally excluded from participation in rural development decision-making process.

Beneficiaries: local communities, including specific GREU, that will benefit from the solutions developed by the RIEs.

Local Task Force (LTF): group of specifically identified stakeholders that are most actively involved in the RIE and whose experience and expertise comprehensively cover RDDs of interest, CCPs and GREU.

INTRODUCTION

This practical handbook aims to guide you through the step-by-step process of **Activating Multi-Actor Rural Innovation Ecosystems (RIEs)** for community-led development and empowerment.

It sets key principles, methods, and good practices to support you in undertaking a participatory and inclusive community-led co-development process. By implementing these steps you will develop a **Local Action Plan (LAP)** that focuses on a selection of the 6 **Rural Development Drivers (RDDs)**, integrates **Cross-Cutting Priorities (CCPs)**, and supports a just, sustainable and smart transition of your rural territory.

This handbook provides a concise summary of the main guiding document (Deliverable 4.1 of the RURACTIVE project) which you can refer to for more in-depth insights.

The methodology is composed of four steps defined as follows:

- **Step 0 - Getting started**
- **Step 1 - Stakeholder identification**
- **Step 2 - Stakeholder engagement**
- **Step 3 - Stakeholder empowerment**

INCLUSIVITY TIPS

Each step details **inclusivity tips** which are intended as suggestions to properly undertake an inclusive participatory process and minimum requirements to be achieved in terms of type of stakeholders to be involved to ensure representativeness, always keeping in mind the diversity of the rural territories.



KEY PRINCIPLES

The methodology proposes the implementation of an innovative participatory approach for activating Rural Innovation Ecosystems (RIEs), empowering local communities and involving them in creating local solutions. **Inclusive participation** is the foundation of this methodology, and leads to the successfully implementing solutions that have been designed through a co-development, co-implementation, and co-monitoring approach.

Why **PARTICIPATION**?

The methodology goes beyond current rural participation approaches by engaging communities and relevant stakeholders for the identification of challenges, with the aim of developing, implementing and monitoring smart, place-based solutions.

Why **INCLUSION**?

The process is dedicated to including and empowering all members of rural communities in the transition towards sustainable, balanced, and inclusive development, with a particular focus on social groups historically excluded or underrepresented in rural

development decision-making processes. These **groups at risk of exclusion and underrepresentation (GREU)** are listed in the following page.

The approach also treats **gender as a transversal priority**, embedding gender considerations across every stage of stakeholder identification, engagement, and empowerment. This involves the integration of a gender mainstreaming strategy, ensuring that gender concerns are considered throughout all phases of solutions development, thus rendering the solutions both gender-sensitive and gender-responsive. The intersection of gender with other social vulnerabilities and risk factors is also a key consideration.

The methodology places significant **emphasis on women**, acknowledging their critical role in the development and sustainability of rural areas. Despite their substantial contributions, women often encounter barriers to full participation in decision-making processes, and their roles and contributions are frequently underestimated. Therefore, the approach goes beyond ensuring fair representation and participation of women; it aims to unlock women-led innovation, tapping into the unique perspectives and capabilities women bring to rural development.

GROUPS AT RISK OF EXCLUSION AND UNDERREPRESENTATION



Young people

18 - 29 years old

Suffer from unemployment, difficult access to education and training, obstacles to set up new businesses, and lack of basic service, often causing young people migration to bigger towns and cities.

Older people

Over 65 – 75

Often face isolation, social exclusion, and difficult access to basic services.



Long-term unemployed

People who are out of work and have been actively seeking employment for at least a year

Their condition is worsened by limited job options and poor infrastructure, which hinders skill acquisition and perpetuates joblessness and social exclusion.



Migrants and minorities

Migrants and linguistic/ethnic and religious minorities

Mostly working in temporary and precarious agriculture job and often excluded from decision-making processes and practices.

LGBTQIA+

Lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual and more. These terms are used to describe a person's sexual orientation or gender identity

Historically, they have encountered disparities stemming from stigma and discrimination. Notably, individuals in rural areas have reported experiencing discrimination related to their gender identity or sexual orientation. Consequently, many from these areas relocate to urban environments seeking a more accepting atmosphere where they can freely express their sexual orientation or gender identity.



People with disabilities

People with long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others

The lack of specialized support services for them is a major barrier to their independent living in rural areas.

RURAL INNOVATION ECOSYSTEM

The process of the methodology relies on setting up **Rural Innovation Ecosystems (RIEs)** which are communities of **practices, places and people** that share interests in one or more specific RDDs.

The **practices** coincide with the implementation of RDDs solutions at local level.

The **places of the RIE** are:

- **RIE territory:** geographical area of application of the solutions that are co-developed within the RIE. The territory of application of the solution might not coincide with the RIE geographies.
- **RDD geography:** geographical area that includes the territory where the solution linked to a specific RDD is applied and locations of the pool of stakeholders involved in the co-development project. Its size and position depend on the solution itself and on the stakeholders involved. The number of RDD geographies corresponds to the number of RDDs chosen to be addressed; the overlapping of RDD geographies makes up the RIE geography.

- **RIE site(s):** venue(s) where RIE community, RIE coordinator and Local Task Forces meet to attend workshops, discuss, and co-develop innovative solutions.

The **people of the RIE**, described in the following page, are:

- RIE coordinator
- Local Communication Manager (LCM)
- Local Task Force (LTF)
- RIE community
- Local influencer

Each RIE unlock the innovation potential of rural communities by developing two to four solutions **related to the chosen RDDs and transversally integrating the CCPs**.

RURAL INNOVATION ECOSYSTEM



PEOPLE OF THE RIE



RIE coordinator

A person or organization responsible for coordinating all the RIE activity

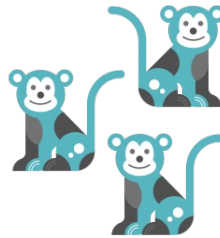
Local Communication Manager (LCM)

A person of the RIE community in charge of managing the project communication at the local level.



Local Task Force (LTF)

A group of selected stakeholders that are most actively involved in the RIE. It consists of stakeholders that have specific expertise or interest in one or more RDD or that can benefit the most from the project co-development activities.

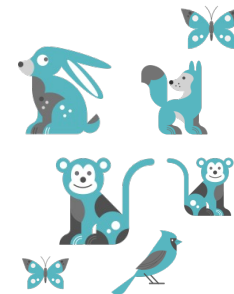


Local Influencer

One or multiple stakeholders actively involved in the activities of the community or particularly influential among it.

RIE community

Pool of stakeholders engaged in the project that represent the civil society in its entirety, including groups at risk of social exclusion and underrepresentation. At least 40% of the traditionally less represented gender in the rural community must be present.



INCLUSIVE STEP BY STEP GUIDELINES

The following guidelines aim to support you in setting up the Rural Innovation Ecosystem (RIE) and to implement an inclusive community-led co-development process for enabling cross-sector collaboration.

The guidelines outline four main steps required to implement a 15-month community-led co-development process, namely:

Step 0 – Getting started (M1-M2): preparation to undertake the process to activate RIE. It includes three main phases: getting familiar with the RIE concepts and guidelines, selecting RDDs and geographies, starting to set up the RIE.

Step 1 – Stakeholders’ identification (M3-M4): identification of the stakeholders that are important for the RIE activities. It includes three phases which are brainstorming, analysing and prioritising stakeholders.

Step 2 – Stakeholders’ engagement (M5-M6): reaching out to and involving of the previously identified stakeholders. The step includes three phases: setting the communication and channels, enrolling Local Task Force (LTF) and involving stakeholders. Stakeholders’ engagement is a continuous process that is activated

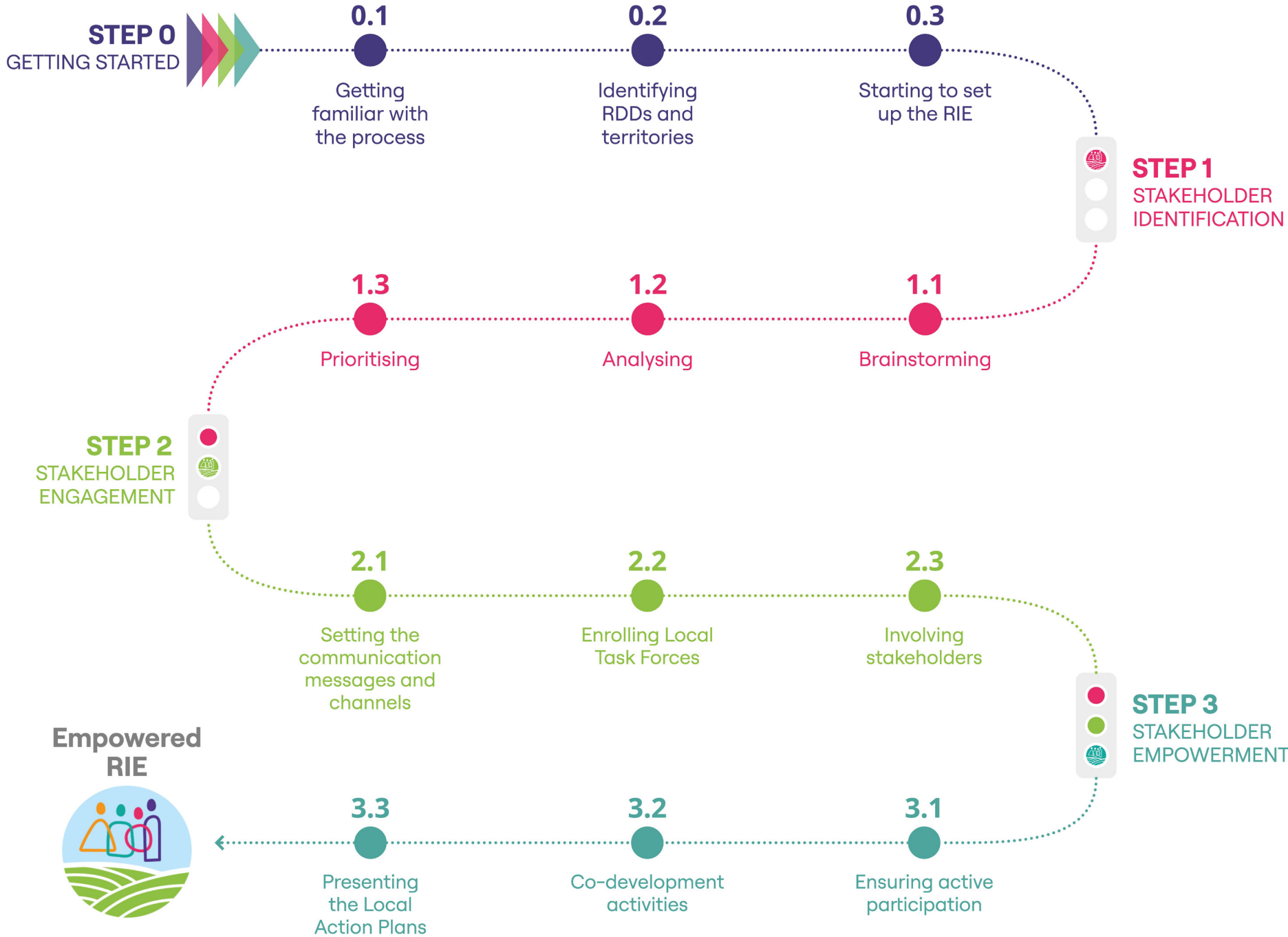
whenever a new stakeholder might show interest in the process.

Step 3 – Stakeholders’ empowerment (M7-M15): the active collaborative involvement of stakeholders to define common goals and pathways through their participation into a set of workshops and activities.

It is important to specify that the proposed inclusive community-led co-development process is iterative, meaning that the steps can overlap in time and there is always the possibility to go back to the previous stage if something needs to be reconsidered.

To monitor the effectiveness of the process, a **list of indicators (highlighted in yellow)** has been identified. The indicators are quantifiable measures used to evaluate the success of the steps (e.g. at the end of each event a report should be compiled to document activities, participants, and outcomes). At least one indicator is reported for each step.

The figure on the following page details the comprehensive step-by-step process which is then further broken down into individual steps.



STEP 0 - GETTING STARTED

Step 0 (M1 - M2) ensures a strong understanding of the foundational elements necessary to start the process of activating the RIEs. It consists of three main phases: **Phase 0.1 - Getting familiar**

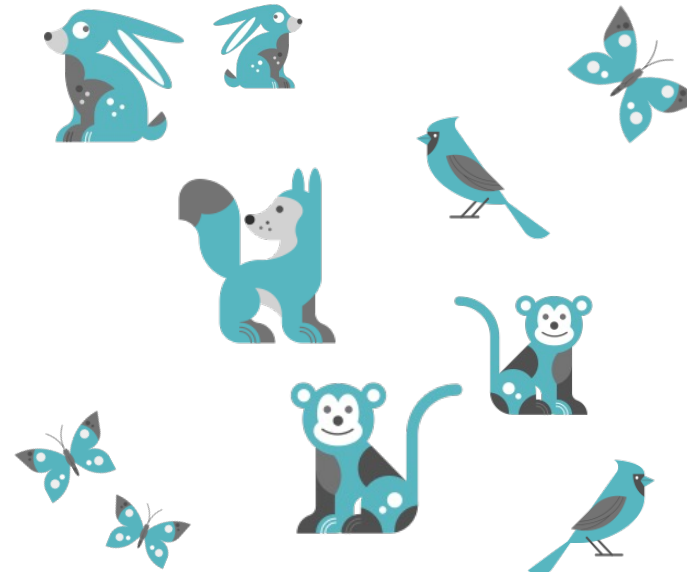
with the Guidelines, Phase 0.2 - Identifying RDDs and territories and Phase 0.3 - Starting to set up the RIE.

Phase 0.1 - Getting familiar with the Guidelines

This phase is for you to familiarize with the concepts and the steps of the Guidelines and to be prepared in undertaking the process.

You are asked:

- to get familiar with the structure of the **Rural Innovation Ecosystem (RIE)** - see *RIE*,
- to be aware of **participation and inclusion**, the two key principles behind the methodology - see *Key Principles*,
- to understand the comprehensive process of the step-by-step Guidelines - read and understand the whole methodology.



STEP 0 GETTING STARTED



M1 - Month 1

1

Getting familiar with the Guidelines



- comprehension of the **RIE methodology and principles**

M2 - Month 2

2

Identifying RDDs and territories



- When relevant, **assessment of stakeholders' engagement processes and co-development projects previously carried out** on the territory.
- **Selection of RDDs** that you would like to work on **and related territories**

M2 - Month 2

3

Starting to set up the RIE



- **Identification of the RIE coordinator**, person or organization responsible for coordinating all the RIE activities
- **Identification of the RIE site(s)**, venue(s) where periodic workshops will take place
- **Brief report summarizing the main Step 0 outcomes:** RIE coordinator, RDDs selected, geographies defined and RIE site(s) identified.

Step 0
monitoring
indicator



STEP 1 STAKEHOLDERS IDENTIFICATION

Phase 0.2 - Identifying RDDs and territories

Once the framework is understood, you should reflect upon the **RDDs you would like to work on**, based on your expertise and any co-development processes previously undertaken in the area.

You should also reflect on the **territories where the solutions will be applied** and on the **location of the stakeholders** that will be involved, in coherence with the RDD selected.

Regarding the stakeholder identification and engagement processes you may have previously undertaken in your geographical area, it is strongly recommended that you **verify whether similar procedures have already occurred** to start the process consistently with existing practices already in place. In the case that similar processes have taken place, you should identify stakeholders previously engaged, investigating their interests and skills.

You should also understand the **geographical area of application of previous projects**. Defining the area for your future solutions can be challenging, so looking at past projects can help you better understand territorial boundaries and networks.

It is also recommended to **analyse your local policy context**. By doing so, you can better understand the main development trends

and strategies in your area, choose more easily the RDDs you would like to work on, create synergies, leverage additional funding, and contribute to local objectives and targets.

Based on the outcomes of these investigations, you can identify which RDDs have already been explored or are at the core of specific policies and plans, which RDD can be improved, and which have never been considered, facilitating the **selection of RDDs and the definition of the related area of intervention**. Remember that your RDDs' geographies can change through the steps of the methodology depending on the selection of RIE sites, on the engagement of stakeholders and on the empowering step. Nevertheless, you should select a reference territory of application of your future solutions.

You should choose to work on **two to four RDDs**. Since some RDDs are strictly interlinked with each other, this choice won't exclude developing solutions that touch upon or have reverberations in other RDDs. In the case that you have already developed solutions in one or more RDDs, you might choose to act on the same or on different RDDs.



Phase 0.3 - Starting to set up the RIE

Phase 3 of Step 0 aims to identify the coordinator of the RIE and the RIE sites.

The first component of the RIE that you need to identify is the **coordinator**, the person responsible for coordinating all the RIE's activity. You need to select a reference person working within your own organization that will act as coordinator, overlooking all the activities of the RIE and responsible for decision-making and coordination.

The second element that you need to define is the **RIE site**. The venue where the activities with stakeholders will take place. Be aware that your selection of venue, time and location impacts different people in different ways. Because of this, consider the possibility of identifying more than one RIE site located in different places, especially if your territory is wide. Consider that in the case of territorial accessibility issues you could have multiple flexible locations, where core informational materials about the process could be set in place.

The RIE sites should be also multifunctional spaces. They should be physical places where to meet and exchange ideas, practices and experiences. Making the physical space vibrant and alive with other activities not directly related to the process is a crucial part of the sustainability of the RIE and of the innovative participatory process. Having multiple functionalities in the RIE site ensures that the local community uses the space in a continuous manner and creates a strong sense of ownership, leading to building a stronger and closer community.

Phase 0.3 - RIE site selection **INCLUSIVITY TIPS**

Assess any **architectural barriers** that might hinder accessibility.

Ensure the venue is **easily reachable**, including by public transport or private car. Consider the availability of parking, especially for people with disabilities

Check whether the spaces, services, and facilities align with an **inclusive approach**. This includes considering the availability of nursery spaces, breastfeeding-friendly spaces, and areas for children. Additionally, ensure that there are adequate facilities for individuals with disabilities or impairments, such as accessible bathrooms equipped with necessary aids and features for ease of use.

Make sure the space is **respectful of all beliefs** and does not feature references to religions or specific cultural characteristics that may exclude someone.

Prioritize **safety and security for everyone**. Ensure that everyone is oriented on accessible evacuation plans in the event of an emergency, and that the spaces feel secure for all attendees, including for example pregnant women, disabled, etc.



STEP 1 - STAKEHOLDER IDENTIFICATION

This step of the guidelines aims at selecting and categorizing different stakeholders and to determine those groups that are more important for the RIEs activities. It provides indication on the procedures to be followed locally to identify and map the community of stakeholders.

Phase 1.1 - Brainstorming

In this phase, you identify potential stakeholders and list them in the **stakeholder database** by domain and interest in the selected RDDs, which will serve as the starting point for the following steps.

The stakeholder database is a baseline that can be modified according to the needs of the project activities, for example whenever new interests in participation can be identified.

For a comprehensive brainstorming on stakeholders to involve, it is important to take into consideration all aspects of the process and all areas that the process might have an influence on throughout the entire duration of the activities. To do so, you might find it useful to consider two different and interrelated spheres:

- Two to four of the six **RDDs** (the ones chosen in phase 0.3)
- Four **stakeholder domains**: Policy, Research, Industry/services/investors, Public/user/community.

To ensure effective representation of stakeholders, this step has three phases: **Phase 1.1 - Brainstorming**, **Phase 1.2 - Analysing** and **Phase 1.3 - Prioritising**.

The four domains are functional areas that help you to identify all the relevant actors for the project by bringing together stakeholders from public institutions and private organisations as well as citizen and are used to assess stakeholders' possible involvement in each RDD. This can assist you in working through all the possible stakeholders from each sector that could be relevant to the RIE activities.

Within the list of stakeholder typologies, you can further identify two types of stakeholders: transversal stakeholders and RDDs spe-

	Policy	Research	Industry/Services	Public/User
 MOBILITY				
 ENERGY				
 AGRI-FOOD				
 CULTURE				
 WELFARE				
 TOURISM				

STEP 1 STAKEHOLDER IDENTIFICATION



M3 - Month 3

1



Brainstorming

M3 - Month 3

2



Analysing

M4 - Month 4

3



Prioritizing



STEP 2 STAKEHOLDERS ENGAGEMENT

- **Stakeholder Database v1** containing the first list of stakeholders to engage
- **Analysis and assessment of the stakeholders** by reasons for engagement and impact on the project, interest, influence and inclusivity aims
- **Stakeholders Database v2** where stakeholders are organised by RDDs, reasons of engagement, impact on the project, interest, influence and inclusivity principles (**Stakeholder Matrix**). The database also contains the groups at risk of exclusion and under-representation to involve in the RIE.
- **Preliminary** identification of the **Local Task Forces**
- **Report summarizing the main outcomes of Step 1**: Stakeholder Database v2, Stakeholder matrix, an indication of the composition of the Local Task Force, an indication of the composition of the RIE community with the supposed different degrees of engagement (collaborate, involve, consult, inform)

Step 1
monitoring
indicators

STEP 1 - STAKEHOLDER IDENTIFICATION

cific stakeholders. Some stakeholders are transversal, as they can be listed as relevant for all or multiple RDD, either because they influence local politics, policies and local development or because they strongly relate to the CCPs of climate adaptation and mitigation, biodiversity or social justice. Some examples are municipalities, regional offices, schools and educational institutions. Other stakeholders are RDD specific, as they are only or mostly relevant for one RDD.

It is highly recommended to start identifying stakeholders departing from:

- Previous collaborations
- Dedicated databases (e.g agricultural companies census, tourism providers portal, etc.)
- Internet and social media
- Local multipliers (e.g. people or stakeholders that are very well known in a specific RDD that can support in developing a coherent list of relevant stakeholders)
- Previous innovation projects that happened in the area related to the specific RDD

While brainstorming potential stakeholder to involve in the activities of the RIE, remember to take into consideration **groups at risk of social exclusion and underrepresentation**. In line with the Key Principles, it is crucial to properly identify, engage, and empower all community members, especially those facing social exclusion (*see groups at risk of exclusion and underrepresentation under Key Principles paragraph*). It's important to note that additional or different social groups may be relevant in various contexts, and you

*As anticipated in step 0, it is important to take into account your prior investigation of innovation projects and the stakeholders identified in Step 0 with whom you are already engaged. Some of the stakeholders in your list might be actors you have already established relationships within your local community, and therefore communicating with them might be easier and faster. It can also help you to understand which groups or individuals where **never involved before** in an innovation project and you may need to reach out to in different modalities. It could be also possible that other entities in your territory are carrying out stakeholder engagement processes in the same period that you are performing similar activities. That can create opportunities for synergies (e.g. both processes aim at developing new innovative energy solutions) and/or challenges (e.g. stakeholders fatigue in joining all the activities organized).*

should broaden your view to consider also lesser-known groups or groups that haven't shown interest before in co-development projects because they might have been excluded from relevant information.

To gain a deeper understanding of social exclusion or underrepresentation processes in your community, consider **conducting a community assessment**. This assessment serves as a crucial step in ensuring that your stakeholder identification process is as inclusive and informed as possible. Begin by taking into consideration the available data concerning the demographic composition of your community. This includes factors such as age, gender, ethnicity, race, religion, language, and socioeconomic status. This step back is foundational to identifying potential underrepresented



groups. Consider also social challenges, economic disparities, and environmental concerns and issues that your community face, to pinpoint the groups most affected.

Employing an **intersectionality lens** while looking at social exclusion process in your area is the key. People belong to multiple identity groups simultaneously, and these intersections can result in unique experiences of privilege and exclusion. For instance, someone's experience as a young woman from an ethnic minority may differ significantly from that of an elderly man from the majority group. By acknowledging these intersections, you can better comprehend the multifaceted nature of social vulnerabilities within your community.

Before passing to the next phase, you need to identify and **select one to three groups at risk of exclusion and underrepresentation** that you want to engage in the co-development of solutions for each RDD. Check again your list of stakeholders, reflect on who might be missing from your list and why. Reassess and repeat the process aiming to identify further potential missing social categories until you can identify at least one group at risk of exclusion. Reflect on the process and write down the challenges (e.g. group particularly disengaged/disenfranchised) or reasons for their absence (e.g. absence of migration in a specific community).

Remember also that **women should be represented** in your stakeholders list and make sure that you have considered gender concerns (see *Key Principles*) while brainstorming.

Phase 1.1 - Brainstorming **INCLUSIVITY TIPS**




Ensuring the inclusion of **women** and the **groups at risk of social exclusion and underrepresentation** in your area, requires a strategic approach that could benefit from the identification of local associations (e.g. sport clubs, religious collectives, etc.), intermediary organizations (e.g. cooperatives, charities, NGOs, etc.) and local influencers (e.g. local librarian, spiritual leader, etc.).

To provide specific on **where and how to effectively identify the groups you selected**, consider to collaborate with associations promoting female-led entrepreneurship, senior clubs, local disability support organizations, religious minorities organizations, employment agencies and/or LGBTQIA+ advocacy groups.



STEP 1 - STAKEHOLDER IDENTIFICATION

Stakeholder database - first version

	stakeholder name	gender	age	contact details	brief description	RDD	Domain	groups at risk of exclusion and underrepresentation
1	...	19	female	...	...		Policy	NO
2	...	67	female	...	...		User	people with disabilities
3	...	34	male	...	...		Research	NO

Phase 1.2 - Analysing

In this phase, you build on the list of stakeholders identified in phase 1.1 to consider and assess potential interest and reasons for taking part into the RURACTIVE project activities and the benefits stakeholders could gain when participating in the co-development process.

In this phase you should reflect around the reasons to involve specific stakeholders and prioritise them to engage in the project activities by considering the three Is: assessing their level of **Influence (estimated impact)**, level of **Interest** and specifically considering **Inclusion** as a prioritizing factor.

You can start understanding why you would want to involve a certain stakeholder in the process and the reasons why the stakeholder would want to be involved. In version 2 of the stakeholder database, you can add next to the details on the typology of stakeholders, columns with **reasons to involve them**, and reasons why they might wish to engage with the project activities.

Ask yourself and answer the following questions:

- Why would I want to involve this stakeholder? How could the activities of the RIE benefit from their presence and engagement? Do they have a particular **expertise** that could be very useful? Are they part of a group at risk of exclusion and underrepresentation and could bring in their perspective in? Do they have a specific interest in the RIE because of their community activities or business?
- Why would the stakeholder want to be involved? How could the activities of the RIE be advantageous for the stakeholder?

Which **benefits** could the project bring them? Is the stakeholder usually active in the community? Are they part of a group at risk of exclusion and underrepresentation, and could they benefit from the activities?

By understanding the reasons to involve the stakeholders, you can better understand the needed expertise and resources for each RDD, what strength a stakeholder might bring to the table and what impact they could have on the project. By considering the reasons why a stakeholder might want to be involved, you can start to understand how a stakeholder could benefit from the solutions co-development process and in so doing start to understand which group could gain the most benefits from the project.

To assess how stakeholders could make useful contributions and positively influence the project, and whether they will be affected by the outcomes, it is useful to consider stakeholders in relation to their relative **levels of interest and influence** in each RDD or in all of them. Nevertheless, in this process these factors should always be considered in relation to the inclusivity principles regarding groups at risk of exclusion and underrepresentation. Therefore, the methodology utilizes a 3 factors matrix, or **Three I Matrix**, that includes not only the influence and interest domains but also the transversal characteristic of inclusion priority. You can first start assessing stakeholders by considering the two domains of influence and interest.

Within RURACTIVE stakeholder **influence** is defined as:

- **high:** the stakeholder has direct impact over policies, processes, resources and activities and has the power to modify or

STEP 1 - STAKEHOLDER IDENTIFICATION

deliver impact;

- **medium:** the stakeholder has little or no direct impact over policies, processes, resources and activities but has the power to influence impact;
- **low:** the stakeholder has no impact over policies, processes and resources.

Stakeholders' **interest** is defined as:

- **high:** the stakeholder is directly, personally or as part of a group, affecting and affected by the RDD;
- **medium:** the stakeholder is partially, personally or as part of a group, affecting and affected by the RDD;
- **low:** the stakeholder is not affecting or affected by the RDD.

You can plot your stakeholders in the matrix according to whether they have a high or low interest in, and high or low influence on the project's activities. Moreover, you should also consider whether stakeholders should be included in the RIE activities in a low or high degree based on the guiding inclusivity principles and their belonging to a group at risk of exclusion and underrepresentation.

Therefore, after you have filled the matrix with stakeholders eval-

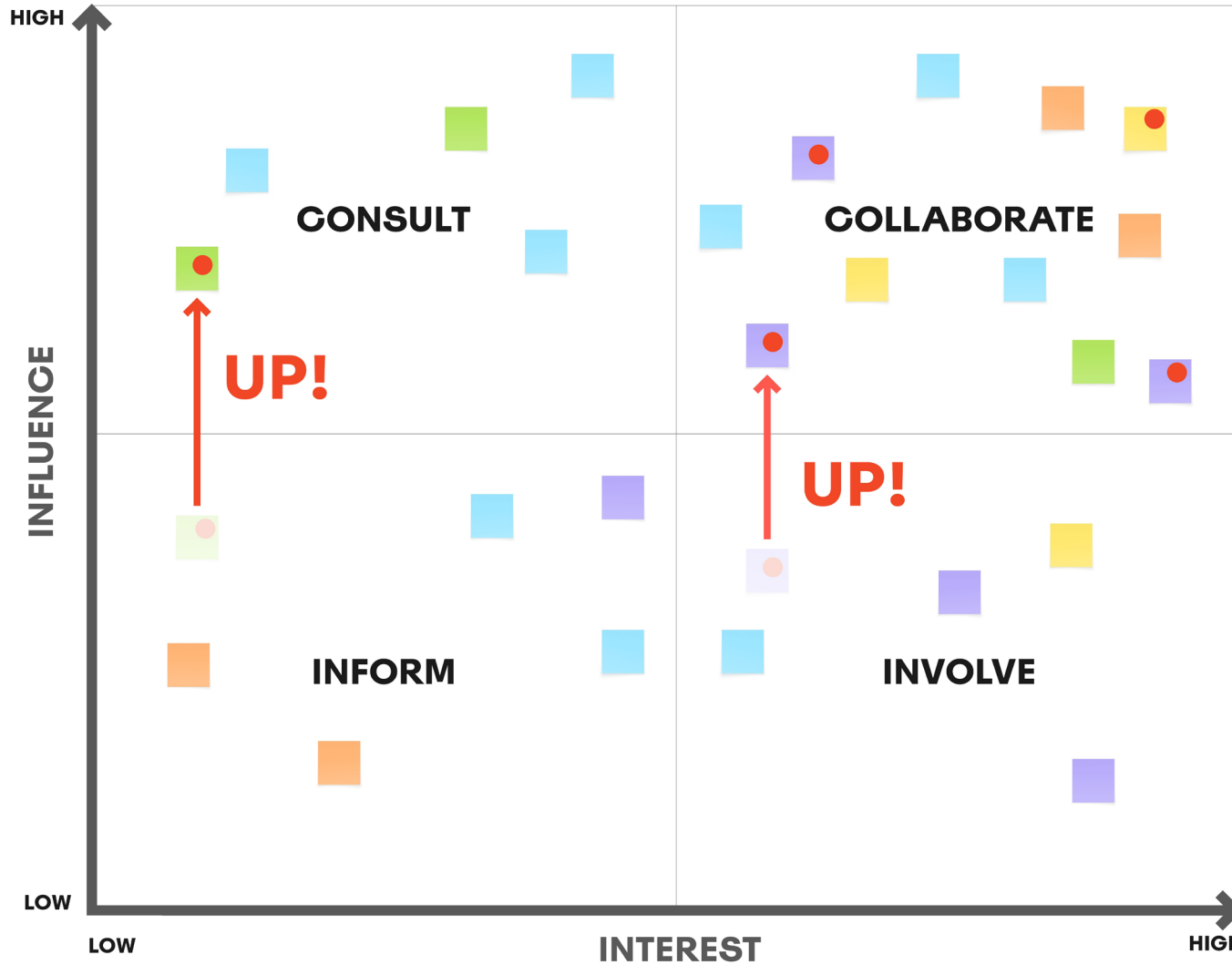
uating interest and influence you can go on to consider the **inclusion priority**. The aim of addressing inclusivity is to identify stakeholders who are at risk of exclusion or underrepresented within each local context and in terms of specific RDDs, to prioritize them in the engagement and empowerment steps.

Inclusion priority is defined in relation to the stakeholders previously identified and as:

- **high:** the stakeholder belongs to a group at risk of exclusion and underrepresentation and, personally or as part of a group, directly benefits from the co-development activities of the project in the RDD;
- **medium:** the stakeholder belongs to a group that is at risk of exclusion and underrepresentation and, personally or as part of a group, could partially benefit from the co-development activities of the project in the RDD;
- **low:** the stakeholder does not belong to group at risk of exclusion and underrepresentation and them benefitting from the co-development activities of the project in the RDD is not a priority.



Matrix phase 1.2 - Analysing



LEGEND



The **red dot** means stakeholders and groups **at risk of exclusion and underrepresentation**

STEP 1 - STAKEHOLDER IDENTIFICATION

Having a high degree of inclusion priority means that within this project, **the stakeholder is “pushed up” into a higher level of involvement** (usually collaborate and involve) despite their relative position in the matrix. Start by colour coding your stakeholder with a red dot and make sure that in your considerations they are the ones that you potentially want to engage the most (refer to the three-I-stakeholder matrix in the following page).

When assessing **interest, influence and inclusion** priority go back to the reasons you wanted to involve the stakeholder and the reasons why the stakeholder might want to be involved that you have previously assessed.

Remember also that some stakeholders might be potentially negatively impacted by some of the activities of the project, and this should be taken into careful consideration in your analysis and assessment. Rather than being avoided and potentially causing problems at a later point in time, this conflict should be constructively addressed as early and as often as necessary to ensure beneficial coexistence for all stakeholders.

The four boxes each represent a level of involvement in the RIE’s activities:

- Stakeholders in the **collaborate** box (high interest – high influence) are those with which it is likely to be most beneficial to engage. They may be able to supply relevant information, permissions, resources, or useful skills and capacities to the co-development activities or may be profoundly impacted by the outcomes. When a stakeholder is characterized by a high degree of inclusion priority (color coded with a red dot) they should be actively collaborating with the activities of the RIE. Stakeholders in this box are to be engaged right away as they

are the ones that will be most actively working.

- Those in the **consult** box (low interest – high influence) are highly influential but might not have so much interest in the project or low capacity and resources to engage actively in the activities of the RIE. When a stakeholder in this box has a high degree of inclusion priority (color coded with a red dot) it should be involved. Stakeholders in the consult box are to be informed right away.
- Those in the **involve** box (high interest - low influence) are very supportive towards the project activities but they might lack the capacity to deliver impact. In the process, stakeholders in this box that are also characterized by a high degree of inclusivity (color coded with a red dot) play a fundamental role in the innovation process and become influential by being actively engaged and allying with other stakeholders. These are often the ones that have been historically excluded from projects because of the low level of influence and may also be considered ‘hard to reach’, and that might need special attention to secure their engagement and to empower them. They must be engaged right away when according to the inclusivity principles, they have a high degree of inclusivity.
- Those in the **inform** box are stakeholders who have little interest in or influence over research outcomes. When they are characterized by a high degree of inclusivity (color coded with a red dot) their interest might be aroused by being informed right away and by paying special attention to test their possible engagement.

Remember to always take into consideration the inclusivity principles and make sure that the collaborate box contains the groups at

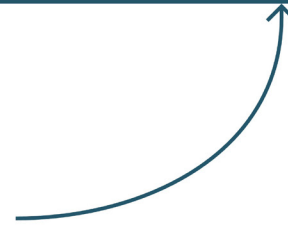
risk of exclusion, as well as including an adequate representation of rural women.

At the end of this phase you should update your previously compiled stakeholder database to reflect the results from this three-I-matrix analysis (2nd stakeholder database version found below).

Stakeholder database - second version

	...	RDD	Domain	Groups at risk of exclusion or underrepresentation	Expertise/ impact on the process	Benefits for the stakeholder	Level of interest	Level of influence	Level of engagement
1	NO	...	...	HIGH	HIGH	COLLABORATE
2	people with disabilities	...	...	HIGH	LOW	COLLABORATE
3	NO	....	....	MED	LOW	INFORM

Phase 1.2 - Analysing



STEP 1 - STAKEHOLDER IDENTIFICATION

Phase 1.3 - Prioritising

The prioritising phase is crucial as it determines **which stakeholders should be more involved** based on the character and value of their potential contribution. It is important to better allocate resources, build strategic partnerships, and effectively meet the needs not only of those who have the most significant impact on the project's outcome but also of the groups at risk of exclusion that the co-development process wants to address and of the solutions' beneficiaries.

Based on the previous phase of analysing and assessing, you have determined relevant stakeholders for each RDD, including stakeholders with relevant expertise, with high interest and high priority degree of inclusion. Within this macro group of identified stakeholders you can select the ones that you consider **most relevant for the RIE community composition**. Start by looking at the stakeholders that you might want to collaborate with (the ones in the collaborate box), then consider the ones that you want to involve. You can later address the ones that you might want to consult and inform as they will be less actively involved in the activities of the RIE. You can select as many stakeholders as you think is useful, but you should have at least more than 15.

In general, the prioritisation of stakeholders should focus on **RDD relevant expertise, gender equity and empowerment of groups at risk of exclusion**. You can consider: expertise, benefits, selected vulnerable groups, level of interest and influence and inclusion priority.

Within the list of stakeholders that you have prioritised for the RIE, you can now select who will be asked to take part as a member

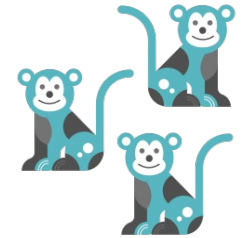
of the **RIE Local Task Force (LTF)**. It is composed of four to seven stakeholders selected between the list of stakeholders that will work on different smart, and community led solutions related to multiple RDD and support you in identifying local challenges and needs. It is the core working group of the RIE community and is composed as follows:

- the coordinator;
- 1 member of a socially excluded group;
- 3 to 4 other prioritized stakeholders.

Consider that to ensure a representative and inclusive LTF, **gender balance is required**, with a target of at least 40% of one gender and 60% of the other.

You can choose the members of the LTF among the stakeholders identified as people to collaborate with, but you could also consider choosing stakeholders falling into the consult/involve box. Try to ensure that in the composition of the LTF there is, when possible and depending on the local context, one member for each selected RDD and one member for each of the four stakeholders domains.

The stakeholders that will be part of the LTF will formally ensure their availability and participation in all the activities of the RIE by signing a letter of commitment. They will also support the RIE coordinator or coordinators effectively in contacting and engaging other stakeholders (Step 2) and in setting up the activities for stakeholders' empowerment (Step 3).



STEP 2 - STAKEHOLDER ENGAGEMENT

This section of the step-by-step guidelines aims at connecting and engaging stakeholders that have been identified in the previous steps. On one side, it provides indication to make stakeholders aware about the project, including its aims, objectives and methods, and, at the same time, it gives practical guidance on stakeholder recruitment to start activating local multi-actor RIEs, ensuring participation.

Phase 2.1 - Setting the communication messages and channels

This phase is coordinated by the Local Communication Manager (LCM), a person of the RIE community in charge of managing the project communication at local level.

The LCM will oversee development of the Local Communication Plan (LCP), a document describing the communication activities tailored to get the local community involved. This plan is the foundation of communication with local stakeholders, it must be written in the local language and follow the **inclusivity tips for Step 2**. It aims at sharing the goals and the vision of the process, supporting the engagement phase in identifying appropriate communication messages and tools to be used, inviting local actors to join the local multi-actor RIE, and communicating the activities and the workshops, both of which will take place in Step 3.

While this information will be detailed in the LCP, local communi-

To ensure effective participation of stakeholders, the engagement step (M10-M11) has three phases: **Phase 2.1 - Setting the communication messages and channels**, **Phase 2.2 - Enrolling Local Task Force** and **Phase 2.3 - Involving stakeholders**.

cation should include the following activities:

- Integrate in your organization's webpage general information about the process and the local RIE
- Arrange social media account/s related to the project
- Prepare leaflet, flyer, posters or roll ups providing information about the project and the local RIE
- Use radio/tv to provide information about the process and the local RIE



STEP 2
STAKEHOLDER
ENGAGEMENT



M5 - Month 5

1



Setting the
communication
messages and
channels



- Communication messages and channels defined within the **Local Communication Plan**

M5 - Month 5

2



Enrolling Local
Task Forces



- Commitment of **LTF**

M6 - Month 6

3



Involving
stakeholders



- **Increased stakeholder awareness** around the main objectives and possible outcomes of the process in their territories
- **Report of the Open Day** detailing the agenda and the activities carried out

STEP 3
STAKEHOLDERS
EMPOWERMENT



Step 2
monitoring
indicators



During the engagement phase, keep in mind that some social categories such as the groups at risk of social exclusion you identified, have historically been excluded, misrepresented, or not been properly considered in similar initiatives, so reaching out to them may require additional effort.

Step 2 - Engagement INCLUSIVITY TIPS

Gender equity in communication: Use appropriate professional titles for each interlocutor, avoiding gender-specific or biased terminology. If the language allows, consistently use feminine forms for roles, titles, and professions alongside their masculine counterparts. Avoid using different communication styles or tones when addressing different genders. Treat all interlocutors equally and respectfully. If appropriate to the context and if the language allows, include the option for people to state their preferred gender pronouns when communicating (e.g. in email signatures) and ask for pronouns if necessary.

Make it clear that the participation in RURACTIVE RIE's activities is **inclusive and open to all community members** in the communication material you develop. Mention that the collaborative process welcomes participation from all community members. Be specific when communicating about activities, mentioning that they are tailored for specific demographics, such as youth, the elderly, migrants, people with disabilities, etc. Declare the commitment to ensuring gender balance and gender equity in decision-making processes to be carried out. For instance, you might include a statement like: "The call for participation welcomes individuals of all genders, ages (18 to 99 years), both long-standing and new residents, including migrants, as well as people of diverse abilities and professions".

Develop a **comprehensive communication strategy** that is complete, accessible, and multi-channel to effectively reach diverse groups. Utilize various communication channels, media, tools, and messaging tailored to specific target groups. For instance, use social media platforms like Instagram and TikTok to engage with young people, and consider local press/radio announcements for reaching older adults. All communications should be accessible for every kind of ability. Be sure it is accessible in audio, video, and written formats.

Recognize that **cultural barriers** can impact participation, leading to the underrepresentation of certain groups. Be culturally sensitive in your outreach, respecting local customs and values. Address these cultural aspects when communicating with different community's members. Use language that avoids reinforcing negative stereotypes or stigmas. Ensure that communication is respectful and inclusive. Employ inclusive language in communication materials, refraining from expressions or language that may diminish the experiences or reinforce stereotypes based on gender identity, age, personal or social conditions, ethnicity, or religious affiliation.

Be mindful of **linguistic differences** and provide translations or access to translators when necessary to ensure effective communication with all community members. Offer information materials and communication in multiple languages, especially in linguistically diverse communities. Consider also the possibility of communicating in local dialects or local languages when it is appropriate and when it could grant wider accessibility to information and engagement. Try to avoid jargon and to communicate in layman's terms, using plain language and avoiding unnecessarily complex words and phrases.

STEP 2 - STAKEHOLDER ENGAGEMENT

Phase 2.2 - Enrolling Local Task Forces

Based on the database of stakeholders and their assessment and prioritisation in Step 1, you should start getting in touch with stakeholders that have been prioritized and identified as possible members of the LTF and enrol them right away as supportive figures for the engaging step.

To ensure representativeness and equity in the composition of the Local Task Force, specific **inclusivity requirements** are called for:

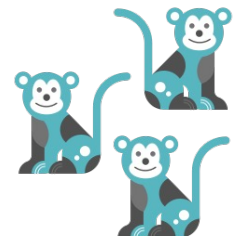
- **Gender balance:** the ideal gender target is a distribution of at least 60% for one gender and 40% for another. It means that 2-3 members of the Local Task Force should belong to the most underrepresented gender.
- Strive to have **at least 1 representative within the Local Task Force who belongs to a group at risk of exclusion and under-representation**. This inclusion ensures that the perspectives and needs of socially excluded communities are integrated in the design of the solutions.

The identification and enrolment of Local Task Forces is the prior step for the establishment and the consolidation of the local multi-actor RIEs. The Local Task Force members should be approached directly, and sufficient efforts should be invested in engaging them into the project. To get a first contact with this stakeholder, it is recommended to follow **three stages**:

- As first step, send an email, phone or text them to briefly explain to them the main objectives of the project, why their participation would be beneficial for the project and the local community and what they can gain from their participation.

The email (or the phone call or text message) must be in local language, it should provide some simple general information about the local RIE and invite the stakeholders contacted to become members of the Local Task Force. The email (or text message) can also contain link to the webpage, link to the social media pages and/or the leaflet/flyer attached.

- Secondly, organize a first informal informative meeting with interested stakeholders. Stakeholders who make themselves available to join the Local Task Force will be invited to join a first informal information meeting, attended only by you, RIE coordinator and possible LTF members. At this meeting, you are asked to present your organization and the project's goals and features, specifying the role and the effort of the Local Task Force in terms of activities, calendar and outputs. To get possible LTF members more involved and dedicated to the project aim, you should provide a list of benefits for people who decide to join the LTF (e.g. a short paragraph of the LTF member's organization published on the official project website, a certificate of attendance signed by the Project Consortium, etc.).
- Ask those who agree to participate to sign a commitment of intent. After the presentation, concerned stakeholders confirm their willingness to become official members of the LTF, leaving their contacts and signing a commitment of intent, it is an informal document declaring the commitment of the stakeholder to be an active part of the LTF.



Phase 2.3 - Involving stakeholders

Once Local Task Forces are established, stakeholders' involvement phase should start. Check the stakeholder database with the support of the LTF to allow them to suggest new stakeholders that might be included and/or fix some features of existing ones.

Once the database is checked, start contacting stakeholders listed, departing from the prioritized stakeholders (*see prioritizing phase*), and using the communication materials and the appropriate channels (*see setting the communication messages and channels*). This phase focuses on **getting in touch with stakeholders** to make them aware of the project and to get their willingness to participate inviting them to the **Open Day**, the local launch event of the project.

The process involves contacting each potential stakeholder, previously identified, setting out the terms of reference for the project and clarifying the expectations for each stakeholder in terms of activities, calendar, key steps and outputs. This phase ensures that the contact for each stakeholder is the most appropriate for the needs of the project and clarify any other aspects regarding RIEs activities and on-going communication.

With the support of the LTF and the LCM, involve and engage stakeholders in the RURACTIVE RIE, inviting them to the Open Day and starting to make them familiar with the project. In accordance with the four levels of involvement defined in phase 1.2, use different level of communication for each type of stakeholder following the steps below:

- Reach out to stakeholders identified as persons to inform through the communication channels defined in the LCP: so-

cial media, radio/tv, public calls, webpage, contacts with local organizations and influencers, etc. Rely on channels that already exist in your geographical areas because at the beginning of the project implementation, the local stakeholders will have little awareness about the project-level communication channels and if communication is conducted via the channels that are familiar to them, it will significantly increase the credibility of project information.

- Contact stakeholders identified as people to involve and/or consult through direct contact: as detailed for the LTF the process should follow various steps depending on the type of stakeholders and including emails, text messages and direct phone calls – whenever details are available.
- Reach out to stakeholders you want to collaborate with through direct contact (emails, text messages and direct phone calls) and organizing personal informal meetings. Informal communication with the members of local groups is very helpful, (i.e. simply asking them the best way/channel to reach out to their organizations/institutions).

To widen the RIE community and involve interested people that were not included in the stakeholder database, follow these additional steps.

- Reach out to stakeholders leveraging on the knowledge and experience of the members of the LTF.
- Reach out to stakeholders through direct visit and through intermediary organizations: visit popular community locations

STEP 2 - STAKEHOLDER ENGAGEMENT

(e.g. bars, squares, places of worship, local associations, etc.) and leave leaflets, brochures and other materials with defined contact points for getting further information.

- Organise little info meetings in popular and strategic community locations (e.g. pubs, squares, places of worship, local associations, etc.).

Keep in mind to get in touch with groups at risk of exclusion identified and adapt communications methods according to it (follow [Inclusivity tips for Step 2](#)).

At the end of the involving stakeholders' phase, organize the **Open Day** which is the kickoff of the activities at a local level, and it represents the official introduction of the process to the local community. It is an occasion to present the RIE itself and the activities to be implemented throughout the project. This occasion allows stakeholders concerned to get aware of the aims and the features of the project and to eventually ask questions to the coordinating entities.

At the Open Day, the RIE coordinator presents the goals and features of the RIE process and the members of the LTF. It is important to highlight that the composition of the LTF may also be flexible, thus if other stakeholders express their willingness in participating to it, you should consider this possibility.

During this event, sufficient effort should be put in specifying the role and the effort of the stakeholders involved in terms of activities, inputs, and outputs. An almost definitive calendar of future activities is shared. It is suggested to end the presentation with a questions and answers session, to allow participants to clear doubts and ask questions. Specific event organization logistics and

Phase 2.3 INCLUSIVITY TIPS

It is crucial to put an extra effort to ensure that social categories that have historically been excluded from similar initiatives are properly reached out:

- Leverage local associations and intermediary organizations
- Engage local influencers
- Organize community engagement events
- Use gender-specific engagement strategies



communication will be further defined in the LCP.

During the event and after its end, stakeholders are asked to confirm their willingness to participate in the activities of the RIE. To do so, interested people can leave their personal contact details signing a letter of consent. Information gathered by the RIE coordinator will update the **stakeholder database - 3rd version**.

After updating your stakeholder database, check to ensure that no one has been inadvertently left out following the **inclusivity check** below. Ask yourself the following questions:

- Is my stakeholders' list adequately gender-balanced? Have I succeeded in securing balanced representation from diverse genders? Are the different gender groups diverse among them/heterogenous or does one of the groups have an homogenous profile (e.g. all women being white retirees).
- Does my stakeholders' list reflect a diverse range of generational perspectives? Have I ensured representation from dif-

ferent age groups, including young, middle-aged, and elderly stakeholders?

- Have I incorporated stakeholders from diverse socioeconomic backgrounds? iterativwe
- Is the rich cultural and ethnic diversity within my community represented in the stakeholders' database?
- Have I considered stakeholders with varying levels of education and skill sets?
- Have I excluded individuals with diverse abilities? Does the list include representation of people with disabilities?
- Have I actively reached out to intermediary organizations and explored the most appropriate channels for stakeholder identification?



STEP 3 - STAKEHOLDER EMPOWERMENT

This third step of the guidelines aims to empower and activate the stakeholders that have been identified and engaged in the previous steps. It is the core step of the process of activating RIEs.

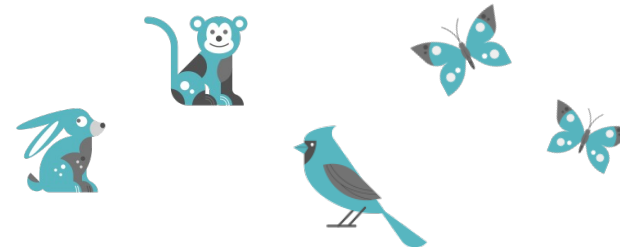
The empowerment step involves three phases: **Phase 3.1 - Ensuring active participation**, **Phase 3.2 - Co-development activities** and **Phase 3.3 - Presenting the Local Action Plan**.

Phase 3.1 - Ensuring active participation

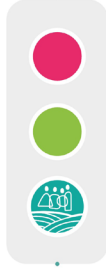
Ensuring the engagement and active participation of local influencers and relevant figures within the RIE community in the co-development activities greatly contributes establishing trust and supporting the participation efforts of stakeholders throughout the project. Moreover, local influencers could make sure to keep a high level of attention towards the activities of the co-development process, stimulating members of the RIE and making sure that people are less prone to drop off.

Facilitation is also an important aspect of Step 3. Engaging stakeholders with sufficient competencies in facilitating/moderating ensures the **effective participation of all stakeholders**. Facilitators should guide the activities impartially, by promoting open communication and collaboration and ensuring that all participants are heard, particularly those traditionally underrepresented, and their contributions are valued. They should also support the efficacy of the activities in reaching the set objectives and outcomes

of each workshop. Good facilitations ensures that the participating members of the RIE community feel valued and acknowledged and trust that their presence is never a waste of time but always an effort towards shared goals of the RIE community.



STEP 3 STAKEHOLDER EMPOWERMENT



M7 - Month 7

1

Ensuring local participation

- **Open communication and collaboration** granted by local influencers and facilitators

M8 - Month 8

M14 - Month 14

2

Co-development activities

- **Co-development of solutions** for each selected RDD through a series of **three Local Workshop (LWs)**
- **Short reports for each LW** with the agenda, information on the participants, short description of the activities, the process and the objectives

M15 - Month 15

3

Presenting the Local Action Plans

- **Local Action Plan** developed

Step 3
monitoring
indicators

Empowered
RIE



STEP 3 - STAKEHOLDER EMPOWERMENT

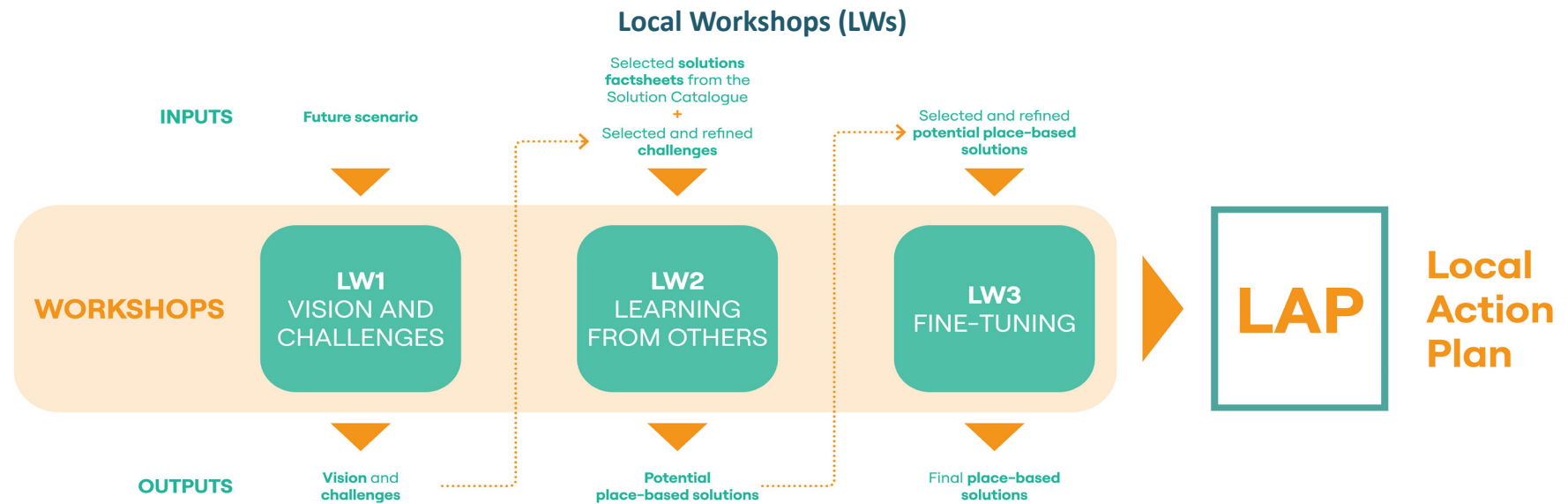
Phase 3.2 - Co-development activities

The core activities of Phase 3.2 are **three Local Workshops (LWs)**, to be carried out between M8 and M14 in the RIE community. Specifically, the outputs of these LWs will constitute the core skeleton of the LAPs:

- **LW1: Vision and Challenges Local Workshop** where RIEs will set up a common vision for the future of their territories and identify main local challenges and needs. The clear definition of these challenges and needs are at the basis of the development of the LAP. The vision for the future of the RIEs is co-developed with the support of forecast and scenario planning techniques.

- **LW2: Learning from Others Local Workshop** where RIEs use the RURACTIVE Solutions Catalogue to identify, tailor and develop potential new solutions to tackle their challenges and needs. This workshop produces a shortlist of potential solutions to be included in the LAPs.
- **LW3: Fine-tuning Local Workshop** where RIEs work upon the potential solutions coming from LW2 and define detailed Action Plans to co-implement and co-monitor each solution.

Throughout the process the role of the LTF will be to support you in refining and elaborating inputs and outputs of the LWs.





Logistical adjustments for accessibility

If your RIE site is not 100% accessible to everyone, communicate this in advance and consider corrective measures. Make necessary logistical adjustments, such as installing ramps for wheelchair access, ensuring ramps have a slope of no more than 5-6%, and clearly signposting the path to barrier-free access. Reserve parking spots for people with disabilities.

Services for families

Provide support services to facilitate work-family balance, such as on-site childcare and nursing areas. Consider setting up a supervised room for children or breastfeeding-friendly areas. Be accommodating and meet the needs of parents with young children.

Translations and audio-visual support

Assess the need for translators or audio-visual support materials.

Environmentally friendly providers

For any providers you select, whether for catering or other services, prioritize the choice of environmentally responsible suppliers and local providers. For example, prefer those who avoid using plastic.

Phase 3.2 - Co-development INCLUSIVITY TIPS

*During the planning and execution of local workshops, it is crucial to employ **facilitation and organizational practices that are as inclusive as possible**. Following earlier steps, you have identified and mobilized a representative, inclusive, and balanced pool of stakeholders, considering diverse genders, ages, ethnicities, languages, abilities, and occupations. Now is the time to ensure inclusion and accessibility for everyone during the activities' implementation.*

Take into consideration that common reasons that prevent people to attend such kind of initiative include: care-giving commitments, dietary restrictions or needs, incompatible work schedules, or lack of personal transportation.

Food allergies and preferences

Be proactive and responsible regarding food intolerances, allergies, or dietary needs/preferences when organizing meals, catering, or coffee breaks. Gather information on potential allergies, intolerances, or specific needs beforehand and provide necessary solutions. Aim to make menus available with clear allergen labelling. For pre-packaged or pre-prepared food, include lactose-free, gluten-free, and other allergen-free options, as well as vegetarian and vegan choices.

Timing

Not only space but also time significantly influences participation. In Step 0, you already reflected and made choices to ensure the accessibility and inclusivity of your RIE Site. Now, it's important to reflect inclusively on the timing of your events as well, ensuring they are compatible with work commitments and caregiving responsibilities.

STEP 3 - STAKEHOLDER EMPOWERMENT

LW1 - Vision and Challenges Local Workshop

LW1 serves as the starting point of the co-creation phase, marking the launch of Step 3 Empowering Stakeholders. Its primary objective is to support the whole RIE Community in developing a common vision for their territories and in **identifying key challenges** to address in the following LWs.

In this process, a **challenge** is defined as: something new and difficult that may arise in one or more RDDs in the context of your territory, that includes issues related with the CCPs (climate change, biodiversity and social justice and inclusion) and gender considerations.

The identification of these challenges is guided by future scenarios that intersected each RDD of interest and integrate the CCPs. These scenarios should be collaboratively developed by you (the RIE coordinator) and the LTF, starting from a place-based analysis of trends and forecasts.

During LW1, you - supported by the LTF and, where needed, dedicated facilitators - guide participating RIE stakeholders in developing a territorial vision through a series of guiding questions:

What do you imagine in relation to the quality of life and services, including work, education, health and wellbeing? What kind of social change and care for others do you wish for? What do you imagine in relation to care for the environment, biodiversity and natural resources? How do you imagine the development of technology and infrastructure?

Then the participants articulate both current and future challenges, using the scenarios and further guiding questions:

What are the main current and future challenges that you see in this scenario for your daily life? What are the main current and future challenges that you see in this scenario for your work?

Out of this activity, a vision and a list of challenges emerged.

LW1 - key features

<i>Goals</i>	1) to make stakeholders aware of their current situation and of their vision for the future; 2) to support the RIE Community in developing a common vision and identifying challenges.
<i>When</i>	M8 - Month 8
<i>Where</i>	RIE site
<i>Who</i>	You (RIE coordinator), Local Task Force and other stakeholders
<i>Inputs</i>	1) Future scenario co-created by the RIE coordinator and the LTF
<i>Outputs</i>	1) Challenges; 2) Strategic vision
<i>Type of event and logistic</i>	Full day workshop with breaks (5 hours) Needed equipment: projector, boards, post it, papers (including printed template), pens, tables and chairs, camera, computer, WIFI connection + catering Others: snacks, coffee breaks and lunch (catering)
<i>Estimated budget and eligible cost</i>	Around 300 euro for catering and materials. Between 500-1000 euros if you also need to rent out the workshop venue (RIE site).



LW2 - Learning from Others Local Workshop

The primary objective of LW2 is to support the RIE community in exploring, identifying and co-developing **initial solutions proposals** to address the challenges identified in LW1. By evaluating existing solutions from the RURACTIVE Solutions Catalogue (<https://www.ruractive.eu/>), local stakeholders **draw inspiration from these good practices** and discuss potential methods to tailor them to their own territorial context or implement components into other solutions proposed by stakeholders within the RIE.

In preparation for LW2, refine and, if needed, prioritise the identified challenges together with the LTF to ensure a smooth process. You should also select, with the LTF, relevant solutions from the Catalogue that match these challenges and fit the local territories, stakeholders, and selected RDDs. This is supported by the **Solutions Factsheets** (<https://www.ruractive.eu/resources/solution-factsheets>), which provide short visual summaries of the solutions.

During LW2, stakeholders choose one challenge and its related Solutions Factsheets. They work in small groups to discuss and analyse them using guiding questions on a **Question Card** (see next page). Each group reflects on how the solutions could apply locally and fills in the card with ideas, suggestions, or adaptations. This is done in two rounds so participants can explore two different challenges. The completed Question Cards are then collected and reviewed by you (with facilitators, if available), grouping similar ideas into initial solution proposals. These are discussed with all participants to clarify and refine them.

The workshop ends with a voting exercise, where participants se-

lect up to five of the most promising and practical solutions. These are shared for final input. The result of LW2 is a list of potential place-based solutions, which are then further refined after LW2 by you and the LTF using a **Solution proposal template** (see next page) and developed further in LW3.

LW2 - key features

<i>Goals</i>	1) to inspire stakeholders by looking at the good practice collected in the RURACTIVE Solution Catalogue, 2) to support the RIE community in identifying the solutions they want to develop in each RDD.
<i>When</i>	M11 - Month 11
<i>Where</i>	RIE site
<i>Who</i>	You (RIE coordinator), LTF and other stakeholders
<i>Inputs</i>	1) Selected Solutions factsheets; 2) List of refined challenges from LW1
<i>Outputs</i>	1) Potential solutions identified
<i>Type of event and logistic</i>	Half day workshop with breaks (3.5 hours) Needed equipment: Solution Factsheets, Question cards, projector, boards, post it, papers, pens, tables and chairs. Others: snacks and coffee breaks (catering)
<i>Estimated budget and eligible cost</i>	Around 200 euro for catering and materials. Between 400-900 euros if you also need to rent out the workshop venue (RIE site).



LW3 - Fine-tuning Local Workshop

LW3 serves as the concluding workshop of the co-development phase for the place-based solutions. The primary objective of LW3 is to support the RIE Community in **refining and assessing the feasibility of the selected solutions proposals** emerged from LW2 including their economic viability, according to the key principles and key aspects of the process (inclusion, participation, gender concerns, forms of innovations, and CCPs).

LW3 is a crucial moment to set up concrete engagement of stakeholders in developing activities part of the solutions, exploring possible type of formal/informal agreement and partnership.

During the workshop and in the work carried out after the workshop particular attention should be given to reflect over the integration of CCPs and gender issues, plus the forms of innovation.

To facilitate these reflection and integration, LW3 is supported by the **RURACTIVE model Canvas** (see following pages), adapted from the traditional business model Canva to include all key aspects of the project.

The RURACTIVE Canva is composed of six sections, guiding the development of a clear implementation plan for each solution, specifically:

- *Advancing synergies*: it supports in understanding how the discussed solutions can benefit from potential synergies with existing projects and policies.
- *Planning*: it helps in defining objectives, activities, targets and stakeholders, setting up the basis for the implementation plan of the solution.

LW3 - key features

<i>Goals</i>	1) to make stakeholders aware of the different elements necessary to implement the solutions, 2) to define a sustainable business plan.
<i>When</i>	M13 - Month 13
<i>Where</i>	RIE site
<i>Who</i>	You (RIE coordinator), LTF and selected stakeholders
<i>Inputs</i>	1) Solution proposals; 2) RURACTIVE Canva model
<i>Outputs</i>	1) Solutions broken down into feasible elements and steps and aligned with key principles and elements (RURACTIVE Canva)
<i>Type of event and logistic</i>	Half day workshop with breaks (3.5 hours) Needed equipment: Solutions proposals, RURACTIVE Canva model, post it, papers, pens, tables and chairs Others: snacks and coffee breaks (catering)
<i>Estimated budget and eligible cost</i>	Around 200 euro for catering and materials. Between 400-900 euros if you also need to rent out the workshop venue (RIE site).



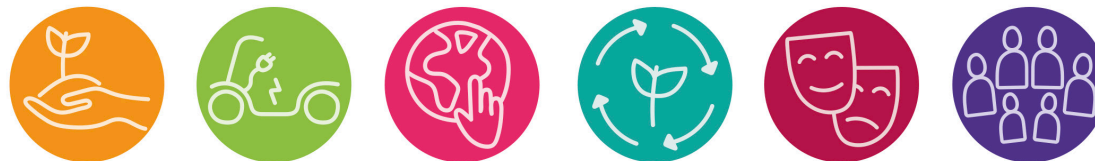
STEP 3 - STAKEHOLDER EMPOWERMENT

- *Resources/capitals*: it supports in defining the needed resources to kick off the implementation, understanding what is already available and what should be found to start the implementation phase.
- *Approach - Forms of innovation, Gender considerations, Target Groups at Risk of Exclusion*: it supports reflection on different forms of innovation to be integrated into the solution; it also helps consider gender issues, promoting gender-sensitive planning activities, and encourages attention to the engagement of groups at risk of exclusion.
- *Crosscutting priorities (CCPs)*: it helps users in integrating diverse aspects of climate adaptation and mitigation, biodiversity and social justice into the propose solutions, iteratively including the CCPs into activities and targets.
- *Implementation*: it sets up the implementation phases aiming at supporting reflection over the timeline, the budget, the long term impact and the sustainability over time of the solution.

During the workshop, you - together with facilitators when necessary - guide selected stakeholders through a structured discussion of each section of the Canva. This iterative process ensures that innovation, gender considerations, groups at risk of exclusion, and CCPs are systematically reflected in activities, targets, and involved stakeholders.

The output of the workshop consists of three to five completed Canvas, one per solution discussed, each populated with detailed information across all sections.

Following the workshop, the solutions are further refined using **the Solution Table** (see next page) by engaging relevant stakeholders to confirm available resources and secure commitment, in close collaboration with the LTF, progressively refining them to add clarity and detail. Throughout this process, engage your local stakeholders to ensure all sections are coherently completed and that your solution is strategically prepared for implementation.



RURACTIVE model Canvas - LW3

DYNAMO'S NAME		SOLUTION TITLE			
ADVANCING... SYNERGIES		With existing local projects?	With local and European policies and programs?	With local partners and stakeholders?	0
With other solutions proposal?	With the open call?				
1 PLANNING					
OBJECTIVES 1.a	SPECIFIC ACTIVITIES 1.b	TARGETS 1.c	STAKEHOLDERS INVOLVED AND ROLE 1.d	MAIN AND OTHER BENEFICIARIES 1.e	
	1	1			
	2	2			
	3	3			
2 RESOURCES/CAPITALS					
CULTURAL CAPITAL 2.a	NATURAL CAPITAL 2.a	BUILT CAPITAL 2.b	SOCIAL CAPITAL 2.d	HUMAN CAPITAL 2.e	FINANCIAL CAPITAL 2.f
DATA 2.g					
3 APPROACH					
FORMS OF INNOVATION		GENDER CONSIDERATION 3.b	TARGET GROUPS AT RISK OF EXCLUSION 3.c		
Digital and technological innovation	Financial and business model innovation				
Technical innovation	Social, organisational and governance innovation				
4 CROSSCUTTING PRIORITIES					
CLIMATE CHANGE MITIGATION AND ADAPTATION 4.a	BIODIVERSITY 4.b	SOCIAL JUSTICE AND INCLUSION 4.c			
5 IMPLEMENTATION					
TIME FRAME		COMMUNICATION AND ENGAGEMENT 5.a	SUSTAINABILITY 5.e		
Activity 1	=====				
Activity 2	=====				
Activity 3	=====				
...	=====				
LONG-TERM IMPACT ASSESSMENT		BUDGET AND COST STRUCTURE 5.d			
ECONOMIC	ENVIRONMENTAL	SOCIAL	CULTURAL	5.b	

Solution table template - LW3

Solution Title	
Objectives of the solution	
Brief Description (max 250 words)	
Relevant RDD and RDD subcategory	
Relevant Challenge/s	
Specific Activities	
Targets	
Location of implementation	<ul style="list-style-type: none"> Village/town (where appropriate) Region Country
Geography and territorial context	<ul style="list-style-type: none"> Island Archipelago Coastal area Mountain area Hilly Flat River Flood plain
Integration of relevant crosscutting	
Forms of Innovation considered	
Gender Sensitive Planning aspects	
Resources/Capitals needed	
Main stakeholders involved and their contribution	
Main and other Beneficiaries	
Target groups at risk of exclusion	<ul style="list-style-type: none"> Women Young people Older people People with disabilities Migrants and minorities Long-term unemployed LGBTQA+ People without access to the internet General public Other specific groups not listed above
Timeframe (M to M)	
Indicative cost	
Indicative funding sources	
Monitoring plan/tools and indicators	
Long Term Impact Assessment	<ul style="list-style-type: none"> Economic Environmental Social Cultural
Communication and Engagement	
Sustainability consideration	
Synergies with other solutions	
Synergies with local policies	
Synergies with EU policies when relevant	

STEP 3 - STAKEHOLDER EMPOWERMENT

Phase 3.3 - Presenting the Local Action Plan

After completing the LWs, you should begin writing your **Local Action Plan (LAP)**. This document summarises the main features and outcomes of each step of the process and LWs as well as the implementation plan for each solution (Solution Tables).

Start drafting your LAP by building on the reports from each step of the methodology, including:

- Selection of the RDDs of interest and related geographies, identification of the RIE coordinator and RIE site (Step 0),
- Stakeholder database (Step 1),
- Open Day agenda and participants and LTF composition (Step 2),
- Local Workshops agenda, participants and main outcomes (Step 3).

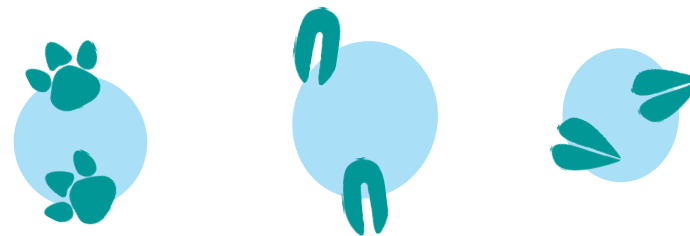
In addition to the reports for each step, the LAP also includes the final version of the Solution Tables, which serve as the basis for implementing the solutions.

Once your LAP is ready, present it to the wider RIE community during a final event. This milestone marks the official launch of the implementation phase at the local level (M15).

To maximize participation, consider scheduling the event on a weekend or at a time that is accessible to the broader local community.

LAP presentation - key features

<i>Goals</i>	1) to present to the RIE community and all interested local actors the LAP, 2) to collect feedback on the LAP, 3) to present the implementation activities
<i>When</i>	M15 - Month 15
<i>Where</i>	RIE site
<i>Who</i>	You (RIE coordinator), LTF and other stakeholders
<i>Inputs</i>	1) LAP
<i>Outputs</i>	1) LAP and solutions to be implemented presented, 2) Feedback on the LAP and the co-development process
<i>Type of event and logistic</i>	Half day workshop with breaks (3.5 hours) Needed equipment: projector, chairs. Others: lunch (catering)
<i>Estimated budget and eligible cost</i>	Around 150 euro for catering and materials. Between 300-700 euros if you also need to rent out the venue (RIE site).



MONITORING

As highlighted in the introduction, throughout the entire process, you should ensure that the progress of each step is carefully monitored.

The indicators for each step are as follows:

STEP 0

- *Step 0 report* - reporting RIE coordinator, selected RDDs and related geographies and identified RIE site(s)

STEP 1

- *Stakeholder database* - listing the stakeholders to engage, organised by RDDs, reasons of engagement, impact on the project, interest, influence and inclusivity principles
- *Step 1 report* - reporting an indication of the composition of the Local Task Force and the list of stakeholders with the supposed different degrees of engagement (collaborate, involve, consult, inform)

STEP 2

- *Local Communication Plan* - describing the communication activities and tools tailored to get the local community involved
- *Open Day report* - reporting the agenda of the event and data on stakeholder participation (number, gender, age, etc.)

STEP 3

- *LW reports (one for each LW)* - reporting the agenda of the event, data on stakeholder participation (number, gender, age, etc.) and main outputs
- *Local Action Plan LAP* - collecting the reports of each step of the process and describing the implementation plan of each solution

This task is essential to track performance, identify challenges early, and ensure the overall effectiveness of the process!

ADDITIONAL MATERIAL

RURACTIVE website

<https://www.ruractive.eu/>

Local Action Plans

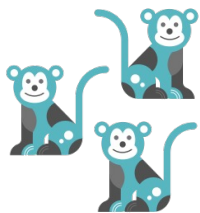
<https://www.ruractive.eu/resources/publication>

Solution Factsheets

<https://www.ruractive.eu/resources/solution-factsheets>

Decision Support Tool (DST)

<https://ruractive.almende.com/>



Linkedin

<https://www.linkedin.com/showcase/98239548>

Facebook

<https://www.facebook.com/profile.php?id=61556769636563>

Instagram

https://www.instagram.com/ruractive_eu/

Youtube

<https://www.youtube.com/channel/UCFhvkLYnEZDKnZs8No1q0ZQ>

