

D1.5.1 REPORT ON IMPLEMENTATION OF THREE CO-CREATION CAFES

DELIVERABLE 1.3.1 BY UNIVERSITY COLLEGE CORK HYBES TEAM:

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Co-funded by
the European Union

Northern Periphery and Arctic





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DOCUMENT CONTROL

HYBES_ D1.5.1_CO-CREATION CAFES	31.07.2025	V1.0
HYBES_ D1.5.1_CO-CREATION CAFES	31.01.2026	V2.0



Introduction

This deliverable D151 Report on Implementation of Three Co-Creation Cafes presents the development, implementation, documentation, and dissemination of the HYBES Co-creation Café activities. It provides a conceptual framework and method for supporting peer to peer best practice exchange and a knowledge based-ecosystem, organised around the pedagogical model of Mutual Learning Exercises.

It establishes a replicable methodological approach to support transdisciplinary dialogue and potential for scaling (wide or deep), diffusion or acceleration of innovation adoption. It has been effective in HYBES to support trans-regional mutual learning, but could equally be applied to local regional application. It is included as a knowledge resource in the Final Guide and demonstrates exploitation potential for transitioning or maturing as a living-lab-as-service platform model.

V1.0 of this deliverable was written in parallel with *D161 Report on Cultural Events and Festivals* submitted as V1.0 in delivery period 5 of the HYEBS project. Each of these deliverables share commonalities such as mutual learning, co-creation and capacity building through place-based activities.

They support the refinement of the HYBES Living Lab Model (HLLM), testing tools and practice knowledge that will be embedded within a final HYBES toolkit. The Co-Creation Café's propose a format and methodology for co-creation activities as spaces of encounter that emphasise the value of Mutual Learning theory as a pedagogical model for learning from and with others and is particularly suited for practice-based learning. Mutual Learning approaches are central to the wider framework of the HYBES Living Lab Model (HLLM) as stated in deliverable D131 Living Labs Model as a Tool to Facilitate Behavioural Change for Decarbonisation. This revised V2.0 report is submitted as part of the final project submissions. This incorporates reflective evaluation by partners on the Co-Creation Cafes and the iterative refining of the HYBES living lab model and Co-Creation Café's as modality.

Section 1 of this report outlines the Co-Creation Café Framework as a proposed methodological approach for Trans-regional Mutual Learning Exercises to support transdisciplinary dialogue and potential for scaling (wide or deep), diffusion or acceleration of innovation adoption.

We believe there is opportunity to deepen a transdisciplinary community of practice across the NPA to accelerate decarbonisation and support sharing knowledge and practice organised around critical dimensions identified as systems levers.

Section 2 describes the development and delivery of the activity within HYBES project.

SECTION 1. HYBES Co-Creation Café Method (HCCCM)

1.1 Aims, Objectives and Exploitation

The HYBES Co-Creation Cafés were framed as “a collaborative, transnational interactive learning space for experiential learning and a deeper understanding of the benefits of co-creation processes.” The ambition was to design and implement three virtual Co-Creation Cafés during the project with the intention to exploit them beyond the project life for a permanent support to co-creation processes. The Co-creation Cafés support ongoing interaction among the HYBES target groups. At the outset it was envisaged that the Co-Creation Café’s would engage a wider cohort of co-creation practitioners and support mutual learning of good practice for engagement processes that reach all - including gender balance and a diverse mix of citizens of all ages, educational backgrounds. However immediate project needs were identified, considered as common challenges and the Co-Creation Café’s were devised to respond to these.

Need 1: The first was the question of how best to support best practice exchange considering (a) the challenge of finding what you need - there are extensive examples and types of good practice worth sharing (many already identified within project), around different aspects of the decarbonisation efforts and often difficult to navigate or identify where to find useful examples that respond to the local needs being actively progressed and (b) the reality that identifying good practice is not enough – in reality most best practice examples are highly contextualised to local

conditions and need practical implementation insights in order to surface the learning needed for adaptability and adaptation.

Need 2: The second was a question of capacity building. Within HYBES the immediate priority need for transnational mutual learning to support capacity building for co-creation was in the first instance across the project partners and they evolved joint solutions and piloted co-creation activities as living lab practitioners.

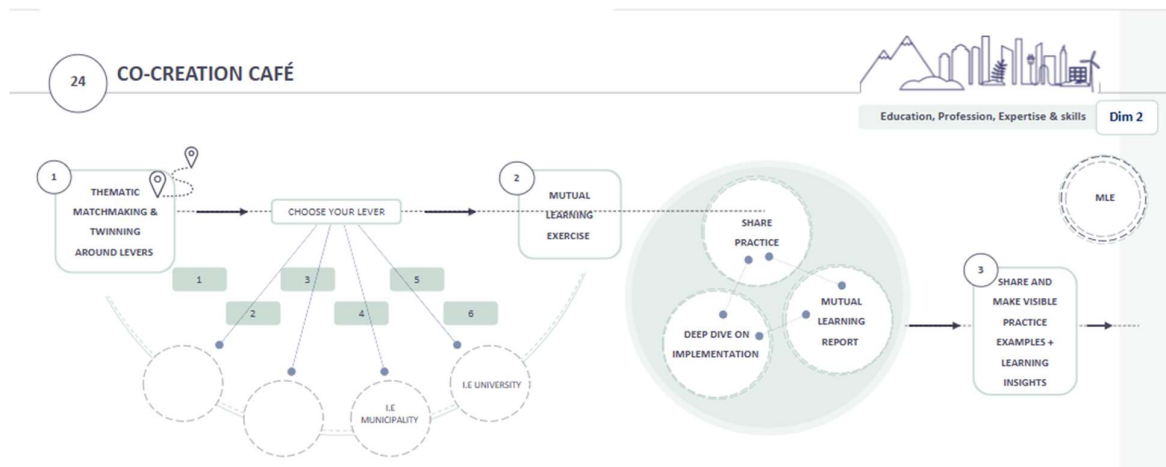
The identification of these needs led to the innovation to organise the efforts and design around thematic focus in areas of relevance to twinned regions based on their current activities. This has been a critical pivot and reflects a practitioner-as-user-led design. It refined the focus of the Co-Creation Café from being a loosely defined wide engagement activity, to being a more strategic and targeted Mutual Learning Exercise. It also contributed to the evolution of the systems thinking approach in the refined HYBES model and the identification of six dimensions as system levers, emerging from this thematic approach.

We see that future iterations could apply the method to other transnational living lab project contexts, utilising the twinning approach and could engage wider range of stakeholders from the local contexts. Alternatively future exploitation could explore scaling to a wider base through a community of practice approach and where the thematic twinning could be adapted to be knowledge brokering organised around the dimensions identified as systems levers. This has potential as a platform-based living-lab-as-service business model.

The HYBES Co-Creation Cafes therefore aim to facilitate co-creation through targeted transnational mutual learning for a deeper understanding of implementing transdisciplinary practice and where the engagement produces new or transferable cultural, environmental, societal and regulatory solutions and alignments. It is considered a key area for further exploitation beyond HYBES and has already a pathway for future testing and development through the Bauhaus Goes North project.

1.2 Description of the HYBES Co-Creation Café Method (HCCCM)

The HYBES Co-Creation Café Method (HCCCM) is an extended MLE format, involving a knowledge brokering and virtual dialogue platform as a transnational environment where the virtual format of the Cafés allows for the inclusion of all partner regions and additional participants.



Thematic Twinning and Matchmaking Around Levers

The Cafés topics are co-designed with partners, in the HYBES case through an initial in-person meeting in March 2025 which identified contributing partners and thematic topics. Additional online meetings served to discuss the Cafés in further detail allowing for transparency and clarity in relation to the ambitions and expectations of the Cafés emerging from both contributing partners and facilitators. This is the knowledge brokering dimension of the method – using the previously mentioned twinning or thematic matchmaking around levers.

Methodologically, the Co-creation Cafés can also be situated within the pedagogical approaches of Participatory Action Research (PAR) and Co-design which align with Living Lab open innovation principles and processes. The knowledge brokering activity supports practitioners to openly and collectively identify common opportunities, challenges and priorities for transnational and mutual learning.



Facilitated Virtual Platform Café

The Cafés provide a virtual space for structured co-learning focussed on the target dimension. They are structured as (a) presentation of good practice followed by (b) a deep dive dialogue for practice and implementation insights, with particular attention to local context conditions that can inform adaptability and adoptability.

In this way the Cafes employ a practice based approach allowing for real-time data collection employing a qualitative approach. The virtual space for co-creation amongst participants is facilitated with prompts and questions in the form of dialogue and supported by a Miro canvas. Through the pilots, the initial emphasis on the Miro canvas this was reviewed after the first Café and it was decided to use this space to capture insights primarily by the UCC facilitation team. This was based on observations that it was more critically effective to focus on strong dialogic facilitation and using the canvas space as prompts and questions to guide the discussion, inviting participant contribution without enforcing its use by participants. This adaptation serves as an effective example of iterative methodology in action, reflecting on initial outcomes and pivoting approach to better suit participant readiness and context.

Aligning with the value of reflective practice built into the HYBES Living Lab Model, the HYBES Co-Creation Cafés (HCCCs) create a bounded space and opportunity for practitioner reflexivity. This type of reflection was especially evident from clear mutual learning that occurred between HYBES partners employing comparative analysis on local activities when applicable around approaches such as stakeholder engagement, resource acquisition and funding opportunities. By openly sharing both successes and failures in a safe space, participants engaged in collective sense-making central to action research and praxis for collaborative knowledge production and living labs capacity building. This is a central aspect to cohesion building amongst partners within the HYBES project creating visibility across local activities and ultimately increasing capacity building.

1.3 Theoretical Underpinnings

The HYBES Co-Creation Café Method (HCCCM) is grounded in theoretical approaches of living labs including dialogical learning, co-creation, mutual learning, active participation and design thinking. The design and implementation of the HCCCs as a proposed framework and method are therefore grounded in core theory which support the modalities rationale, structure, and approach to stakeholder engagement and learning within the HCCCs.

Dialogic Learning

A central underpinning of the HCCCs is the pedagogical approach of dialogic learning, referring to learning that happens through reciprocal, open-ended, and egalitarian dialogue amongst participants. Emerging from pedagogy and social learning theory, dialogic learning is a non-hierarchical approach that emphasises the value of multiple perspectives through ensuring participants voices are heard equally leading to greater depth of mutual learning amongst participants. The pilot HCCCs included small groups of participants to ensure that this level of egalitarian learning was achieved with a loose structure of presentations contributed by the HYBES partners on local activities followed by a primary co-creation session. Whilst we envisage participation could be expanded, it should remain a targeted and focused cohort. Within the scope of this dialogic approach, the presentations were designed to serve as secondary contributions within the Cafés as the basis to primary discussions amongst participants in the Co-Creation Café virtual environments.

Mutual Learning Exercises

This approach is also underpinned by Mutual Learning Exercises (MLEs) as an innovation “methodology to bring diverse stakeholders together to explore and exchange best practices ... via mutual exposure of views and experiences, expectations, and concerns around the energy transition.” (Zambrano, Boyle & Galvin, 2025). Within the HCCCs the approach supports reciprocal learning between partners and participants as all were considered equal participants within the co-creation sessions and/ or room discussions. As activity leads, UCC facilitated the approach throughout. The Cafés provided increased agency for HYBES with contributing partners

empowered to co-create Café themes, collectively deciding who they would ‘twin’ each Café with and the accompanying theme. The mutual learning process therefore is not only an activity of the virtual platform space, but of the knowledge brokering process where partners had agency and co-learning in selecting each twinned theme, specific focus, and selection of QH stakeholders they wished to circulate the event information. This allowed for increased agency and learning opportunity for the HYBES partners around the topic, their own praxis, and consideration of local partnerships and engagement strategies in determining actors to be invited to participate in the events.

Inclusive Participatory Processes for Open Innovation

The HYBES Co-Creation Café Model (HCCCM) is also underpinned by a commitment to active participation and co-creation theory that supports the ongoing democratisation of innovation processes, embodying the Living Lab principle that quadruple helix stakeholders act as active participants in the process of change to co-create more sustainable futures. The theoretical underpinning of the HYBES Co-creation Café Model (HCCCM) is therefore centred on inclusive, participatory processes toward building capacity around decarbonisation by bringing QH stakeholders into relation with one another through participatory and co-creation settings. This also builds on the Asset Based Community Development (ABCD) lens proposed in D131 to “identify and empower existing civil society organisations - community networks, organisations and association. This supports a social practice approach to behaviour change within the Living Labs. From this perspective “How do we change individuals’ behaviours?” is reframed as “How do we change social practices?”” (D131, P. 14) This aligns with theories of user-centered design and empowered participation, which have been shown to yield innovations with greater uptake and value. A defining characteristic of innovation in this paradigm is the creation of shared value: all stakeholders collaborate on and nurture a shared definition of value. In the Living Lab setting, co-creation is not a one-off event but an ongoing ethos as it permeates all levels of activity. The HYBES project explicitly embeds a co-creation culture across its activities, from local workshops to transnational exchanges, to ensure innovation is user-driven and context-aware. The

Co-Creation Cafés are considered in this context as open-dialogue platforms that advance mutual and iterative learning around local activities, with participants sharing local challenges and opportunities and sharing best practice examples. The central emphasis on co-creation enables participants to engage in this mutual learning through a non-hierarchical, participatory approach while empathising the complexity that innovation can present. The Co-Creation Cafés presented opportunity to explore different policy landscapes, municipal approaches and regulations and local activities focusing on stakeholder engagement around decarbonisation solutions. This situates co-creation within local context creating a cross-fertilisation of knowledge across the QH which is essential for addressing today's "grand challenges".

Design Thinking and Design Science

The HCCCs are also guided by a design thinking methodology, central to the HYBES Living Lab Model, which provides a structured yet adaptable framework for problem-solving in real-world contexts. Design thinking typically involves iterative phases of empathize, define, ideate, prototype, and test, encouraging divergent thinking followed by convergent thinking. HYBES has adopted this approach to its co-creation process: partners began with a common problem framing (e.g. "How can we enable communities as change makers for decarbonisation?"), then engage stakeholders in ideating solutions, and finally work towards implementation and prototyping in local pilots. This three-step co-creation cycle 1. ideating, 2. co-creating solutions, and 3. Implementing ensures that the insights from discussions like the Cafés feed into real-world impact. This allows to create a creative yet solution-oriented process, by adopting a bottom-up approach beginning with stakeholder perspectives in addressing the complex and multi-faceted challenges of decarbonisation. The design of the MIRO canvas designed to support the HYBES Co-Creation Café was informed by design science and design thinking praxis and devised as suitable to the work and topics of HYBES at that juncture.

SECTION 2

The HCCCM was developed within the HYBES project with contributions from each HYBES partner region and piloted through three pilot Co-Creation Cafes delivered in May 2025. The aim was to support best practice exchange on hybrid building energy solutions and potentially accelerate potential for transferable practice. Conceived as an adaptable and replicable engagement platform, the Co-Creation Cafés created an interactive engagement space to support stakeholder dialogue, transnational and mutual learning, and the co-exploration of locally embedded energy challenges and opportunities.

Emphasis was placed on experiential exchange, and learning facilitation for dialogue driven QH practitioner expertise. Importantly it was cohered around jointly developed thematic priorities, co-ownership of agenda setting and ‘twinning’ among project partners. Employing this informal twinning approach to enable two partner regions to collaborate on each theme proved particularly effective for fostering mutual understanding and surfacing transferrable insights, strategically aligned to their local living lab activities. The Cafés therefore show potential to act as acceleration mechanisms enabling iterative reflective praxis, cross-pollination of best practice and solutions, and a community-of-practice around innovation pathways.

The three 90-minute virtual Co-creation Cafés were held over a one-week period in May 2025 with the theme of each Café focusing on emerging priority themes of the HYBES decarbonisation activities. The themes of the Cafés were 1. District Energy Planning, 2. Solar Energy and 3. Education and Circularity. These were identified by HYBES partners during an in-person partner co-creation session earlier in 2025. Each Co-Creation Café provided expert contributions from two regions, presenting cases of good practice with each session organised around the ‘twinning’ strategy, followed by facilitated discussions focussed on deepening dialogue on implementation and to surface considerations for local application, replication or adaptation. The dialogue sessions were refined iteratively over the three sessions. Whilst MIRO virtual whiteboards were provided, participants were more active in discussions that through the MIRO board. Sessions were



recorded to support capturing lessons learned. By approaching the Cafés through iterative facilitation methods, capturing key lessons learned, and evaluating both process and outputs, this deliverable positions the HYBES Co-creation Café Model as a valuable and replicable method that is included into the broader HYBES project toolkit. In this section we consider implementation, documentation and dissemination.

2.1 Implementation

Leveraging an informal twinning approach between partner regions around identified themes, the Co-Creation Cafés speak to a wider set of ambitions within the HYBES project that centres on pedagogical engagements with and amongst stakeholders through mutual learning, co-creation and capacity building enacted through a dialogic approach. The delivery of three 90-minute virtual Cafés were designed to meet the HYBES objective of supporting transnational, participatory, and inclusive learning. These were supported by learning facilitation led by UCC with the intent to nurture rich, informal, and context-sensitive dialogue co-creating knowledge and building capacity across the Northern Periphery and Arctic (NPA) region through emerging transferrable insights.

The 90-minute Co-Creation Cafés were structured primarily around two sessions; practitioner contributions in presentation format, and a co-creation/ room discussion session. Each Café began with an general introduction of the HYBES project by the UCC facilitation team, which provided an overview of HYBES, highlighting partner regions, aims and objectives, the purpose and structure of the Co-Creation Cafés, and short introductions on contributing partners. This was particularly important to include in each Café as it highlights inclusive practice for participants who were not familiar with the project, and embeds sufficient information in the recorded sessions as valuable resources for the HYBES project. This introductory section was followed by two to three practitioner contributions in the form of presentations lasting on average between 10-15 minutes. Following this, a mutual learning deep dive dialogue as co-creation session - discussed in more detail below – prompted the participants with several questions focused on accelerating sharing



and transferring or replicating good practice across local contexts. This was complimented with learning facilitation by the UCC team which guided the discussions while allowing for open dialogue to organically emerge, ensuring that all participants voices were heard equally.

The Three sessions were:

District Energy Planning, 19th May 2025

Contributing partners included Umeå and Bodø, with two presentations from Umeå; *Älidhem district model: Reaching zero emissions by 2040* presented by Itai Danielski, Department of Applied Physics and Electronics, UmU and *Umeå's energy program - Our common direction towards a sustainable energy* presented by Erik Eklund, Umeå Kommune. A final presentation by Bodø was titled; *New City - New Airport: Planning urban areas of the future* presented by Abdul Chowdhury, Bodø Kommune.

Solar Energy, 21st May 2025

Contributing partners included Akureyri and Cork with an initial presentation from Akureyri focused on local solar energy related activities presented by Eyrún Gígja Káradóttir, Icelandic Environment and Energy Agency followed by a presentation by José Ospina, Carbery Housing Association, NCE insulation, Cork titled *RedWoLF-Solar Power Houses*.

Education and Circularity, 23rd May 2025

Contributing partners included two presentations from Umeå Kommune by Mirella Person on the *SCHOOLFOODACHANGE* initiative, followed by Eduardo Pettersson discussing *Energy in Municipal Kitchens*. Finally, an expert contribution external to HYBES was made by Fiona Zimmerman, Energy Living Lab, at University of Applied Science Western Switzerland (HES-SO) who presented on *Energy Living Lab*. Fiona brought valuable insights presenting on the Energy Living Lab with an emphasis on governance and roles, followed by examples of co-learning in SWEET Lantern and oPEN Lab Project in relation to capacity building and key challenges and opportunities.

Mutual Learning Deep Dive Canvas + Dialogue

The dialogue space was supported by the design of a canvas format created on Miro as an accessible platform in which participants could co-contribute in a virtually interactive environment. The session was framed by an initial prompt 'Co-Learning Opportunity: Things Worth Sharing' which asked participants to share valuable resources, followed by a number of questions suited to the project context that aimed to deepen and accelerate mutual learning amongst participants around how we best support trans-national learning around the thematic topic:

- How can we accelerate sharing good practice for learning from each other?
- What transnational projects, formats or networks do you engage with to learn from successful practice in other neighbourhoods, districts, towns, regions?
- What else would support learning from successful practice in other neighbourhood, districts, towns, regions?
- How can we accelerate transfer of successful practice from one context to another?
- In your experience what might be success factors for enabling replication or take-up of successful practice from other regions in your local context?
- What would support more/better replicability or take-up of examples of successful practice in other regions in your local context?



Fig 2 Miro canvas designed for Co-Creation session

The Miro board was employed during the first session titled ‘District Energy Planning’, however it was evident that the co-creation session may benefit from a more room discussions using the canvas as prompts and questions to guide the conversations. While initially intended to follow this canvas format, the facilitation team quickly recognised that these sessions would require a more dialogue driven approach in which the interactive tool may be used to capture discussions by the facilitation team in order to allow for open dialogue amongst participants removing the burden of technical distractions. The Miro boards were thereafter used to capture some of the discussions by the facilitation team. This need for adaptability within these sessions highlights the importance of iterative design and praxis insights for co-creation work.

Themes and Practitioner Presentations

A central emerging thing from HYBES is cross, cross and inter-disciplinary working. The Co-Creation Cafes therefore enable a hybridity of socio-technical learnings by drawing on local technical decarbonisation activities that have strong social dimensions. The scale of these local activities was captured within the Cafes with the Café themes spanning from district energy planning to education and circularity. Large scale district planning activities were complimented by

local activities such as the *School Food 4 Change* initiative implemented in schools in Umeå as discussed in the Education and Circularity Co-Creation Café. This spectrum exhibits a vast and diverse range of local activities that led to rich real-world learning within the Cafes between stakeholders and add to a valuable online resource collection that exists beyond the singular events of the Cafes. Therefore, HYBES enacts transdisciplinary learning and the co-creation of knowledge which transcends individual academic disciplines by integrating practical, local, and scientific knowledges.

The presentations on local activities by and to HYBES partners and Café participants allowed for critical insight into local activities in detail. These was beneficial to partners as regular project meetings given limited opportunity, however, the structure of the Café including presentations enabled a high-level of detail on implementation and shared learning around these activities. This was methodologically effective as partners were given opportunity to reflect on their own local activities, on partner activities and wider Living Lab thinking useful for effectively feeding into the next cycle of action in the final delivery period.

The CCCs presented opportunity for HYBES partners and participants to discuss in detail local contextualised information on the implementation of activities. This supported dialogic approach and depth of learning within the Cafés as partners identified aspects that would or would not transfer to their own local contexts. This dialogic approach was valuable to enhance engagement amongst participants and create adequate space for depth of knowledge building.

2.2 Documentation

The HYBES Co-Creation Cafés had several documentation stages; an initial circulation of event notices to invited stakeholders, the recording of each virtual Co-Creation Café as pedagogical resources for wider future dissemination (with the consent of participants), and the development

of the model and method as a co-creation tool informed by practitioner learning evolved through implementation of pilots.

The Café's approach and themes were also informed by the collection of best practice by project partners over the course of the project including at partner meetings and through local stakeholder workshops. Early joint working identified possible areas for exchange and it was recognised that there was a wide pool of best practice knowledge from which these three pilots could draw from. Other best practice examples and resources identified were compiled into a practice catalogue as part of the final guide.

2.3 Dissemination

The Cafés are framed not only as discrete engagement events but as a Mutual Learning Exercise (MLE) method enabling reflexive praxis, cross-pollination of best practice, and community-of-practice approach to support innovation pathways. A central ambition of implementing the Co-Creation Cafés was to establish a framework so that the HYBES Co-Creation Café Method could be easily replicated elsewhere. We note dissemination activities of the delivery of pilots as well as dissemination of the method as pathways for further testing and refining the method have been identified and we believe there is opportunity for this approach in other projects and settings.

Event notices for each session were produced and the HYBES partners were invited to circulate the event information to relevant stakeholders identified in their local contexts. This allowed for local agency around target cohorts based on local stakeholder realtions. Gender balance and a diverse mix of disciplinary/sector backgrounds were also taken into account by the HYBES partners when inviting contributors and participants. For the HYBES project the invitation to participate was predominantly shared within HYBES partner department and institutions and related projects as the decision was made early on in the planning of the Cafés to not circulate the event details to the general public, and to retain more strategic focus for these as pilots and to support the tran-

national collaborations. This resulted in more intimate co-learning discussion amongst HYBES partners, colleagues and peers.

As part of a wider dissemination strategy, however each of the three Co-Creation Cafés were recorded with the consent of participants to be made available as a wider set of pedagogical resources. Each of the Cafés were recorded in full to include co-creation and discussion sessions. The presentations made by HYBES partners and invited experts (Fiona Zimmermann HES-SO) were extracted as individual resources for wider access. Each of these recordings is uploaded to the HYBES project website for wider dissemination from delivery period. The outputs of the Cafés therefore feed into a repository of practice.



Fig 1 Event Notices circulated to participants

The HYBES Co-Creation Café Method (HCCCM) is included in the HYBES Guide to Living Labs for Decarbonisation which will be a tangible product for living lab practitioners and made available on the HYBES website. Other opportunities for dissemination include at practitioner and research conference, for example an (unsuccessful) proposal was submitted to the [Open Living Labs Day 2025](#) which proposed a workshop in the style of an in-person Co-Creation Café with the intent to support “practice-based co-learning and know-how, understanding living labs as building capacity for and accelerating the socio-technical transition to decarbonisation.... Taking a deep dive into

working in local contexts and with a complex of diverse actors, roles and place-based contexts.” This was a collaborative submission drawing together the HYBES Living Lab Model, the SWEET Lantern work package on Energy Communities and UNIC CityLabs, leveraging existing relationships and resources. Although unsuccessful, Open Living Lab Days expressed interest in taking this forward in other activities. The Co-Creation Café model has also been presented to the partners of a related Northern Periphery and Arctic project ‘Bauhaus Goes North (BGN) 2024-2027’ for their consideration. As lead partners for the deliverable on the Living Lab work package in this programme, UCC have committed to further testing and replicating this framework to advance mutual learning and collective ambitions within the BGN project demonstrating an immediate opportunity for exploitation of HYBES outputs.

2.4 Key Learnings

Project partners engaged in a dedicated session to reflect on the HYBES Co-Creation Café Method (HCCCM) and the pilot implementation at the partner meeting in Bodo to refine and validate the method. Reflections considered:

- Internal/External Affordances - The smaller cohort driven by largely HYBES project partners and close stakeholders was effective for strengthening joint solutions whilst a wider participation / dissemination strategy would support communications and relations with other stakeholders. It was concluded that it is a useful way of working and that a longer term sustained strategy might begin with immediate close collaborators in the first instance to refine the delivery format, moving toward adding additional collaborator and towards growing a wider community of practice around the work.
- Audience and Take Up – It was considered that the topics and format was useful but that refinements could focus more on clarity of target audiences and communication strategies that stakeholders can see the relevance to their work
- The challenge of best practice – this a wider challenge (in terms of the originally identified needs and issues) and the format goes some way towards addressing

- Twinning and Matchmaking – this is an effective strategy that could be further extended and developed. Some best practice is not relevant or suitable for QH or transdisciplinary working. Working further with the dimensions and matchmaking could strengthen the practitioner led approach and combined with communication strategy have refined targeted and strategic brokering
- The process (twinning, mutual learning) was more important than the technology (canvas)
- The learnings of the Café's should be translated as an output e.g. high level findings of discussions. In the case of HYBES they contributed to the final model and report, however each Café's should disseminate a summary of the key insights from the discussion.

Overall the Café supports the HYBES Living Lab Model (HLLM) in demonstrating the value of strengthening transnational collaboration and supporting mutual learning. Through structured engagement around decarbonisation related themes central to HYBES, the cafés provided an inclusive platform for experiential knowledge exchange, complemented technical demonstrations and local policy development occurring within each partner region. The Cafés can act as accelerators of decarbonisation living lab activities in which local activities are drawn on to nurture discussions around specific place-based opportunities and challenges and relating to the broader transnational scope of the mission. This approach supports the building of synergies across partner regions, articulating shared challenges and opportunities. Methodologically, the Cafés support HYBES's commitment to practice-led innovation and stakeholder-led design. The Cafés validate the relevance of dialogic and co-creative methods for addressing complex societal challenges.