

Living Lab Framework

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**Sport and
Social Cohesion
Lab**



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Description of Framework

This output includes the overall approach and guidelines regarding the delivery and implementation of Living Labs for each of the NGO-University pairings. This Framework is meant to provide guidance that can be used by all partners while also providing additional flexibility and tools that allow for the approach to be adapted to the unique, local contexts. As such, this output will be highly influenced by the findings and recommendations generated in the Assets, Needs and Activities Mapping Report (IO1) and will rely significantly on the advice and experience of the partner NGOs. Overall, this Framework includes components for a Living Lab approach for implementing Living Labs in a sport and social cohesion setting, as well as practical and relevant measurement and learning tools.

Introduction to Sport and Social Cohesion Lab Project

Given the increasing vulnerability and diversity among neighbourhoods in European cities, encouraging social cohesion is of utmost importance for the stability, growth and solidarity of European cities. The Sport and Social Cohesion Lab (SSCL) project aims to increase social cohesion in different European cities in diverse, vulnerable urban neighbourhoods and support practitioners delivering high-quality sport for social cohesion programs. We do this by working in and with a Living Lab.

In this document, we will define social cohesion as a 'wicked problem', introduce the concept of a Living Lab, including its key components, and provide concrete recommendations for implementation within the project. These definitions and descriptions were created based on literature research and almost two years of experience in various living labs in The Hague. Therefore, this document is a starting point for the SSCL project, which will be further refined and supplemented with the project partners based on the experiences during SSCL.

Introduction to social cohesion as a 'wicked problem'

Social cohesion has been defined differently but broadly encompasses social relations, trust, and a sense of belonging. Other definitions also include elements of equality, wellbeing and shared values.

For instance, the OECD defines social cohesion as encompassing three key sub-components: 1) social inclusion, 2) social capital, and 3) social mobility. Here, social inclusion refers to the degree to which all citizens have access to equal economic, social and political opportunities, including whether people are protected in times of need. Social capital refers to the level of trust between people and the sense of belonging which people feel in their society. Finally, social mobility refers to the creation of equal opportunity for upward mobility (OECD, 2012).

Elsewhere, the Council of Europe (2010) defines social cohesion "as the capacity of a society to ensure the wellbeing of all its members – minimising disparities and avoiding marginalisation – to manage differences and divisions and ensure the means of achieving welfare for all members".

Regardless of the exact definition, social cohesion is the "glue" that keeps neighbourhoods and society together (Larsen, 2013). Greater social cohesion also delivers countless benefits in other societal areas, including economic productivity, greater social stability, increased peace (OECD, 2012), and even increased sport participation (Kamphuis et al., 2008). Social cohesion is especially important in diverse, disadvantaged urban neighbourhoods, as a lack of social cohesion is often associated with "deprived areas characterised by poverty, high levels of unemployment, overcrowded households, low housing standards and despair" (Stiggendal, 2010).

There is increasing attention on the contribution of sport to social cohesion in policy, programs and literature. Sport has inherent physical, interactive properties that can bring people together and foster learning. Thus, by delivering sport and movement programs, we aim to increase social cohesion in diverse neighbourhoods across Europe. But, increasing social cohesion is not a simple, linear process. It is a problem that does not have a single solution, a so-called "wicked problem".

This means, fostering social cohesion through sport is difficult and complex due to – among other things- the following:

- (1) Firstly, though increasing resources are being invested in sport and social cohesion programming, there is a) a lack of evidence (Levermore, 2011) and b) the impact of these programs is not transparent, and c) the processes by which they achieve this impact remain poorly understood (Spaaij et al., 2008).
- (2) Secondly, practitioners in the field often lack the skills and tools necessary to measure, evaluate and improve their programs (Schulendorf & Adair, 2014). Yet understanding the impact of such programs is imperative for practitioners, beneficiaries and policymakers. Timely, quality, relevant information regarding program impact allows practitioners to learn and make adjustments to serve their beneficiaries better, and also allows policymakers to make informed decisions about the type of programs they should support.
- (3) Thirdly, despite the numerous theoretical definitions of social cohesion, these definitions do not necessarily reflect the needs, expectations or understanding of practitioners and participants in different neighbourhoods. Indeed, research suggests that there is often a disconnect between formal definitions of social cohesion and how the concept is understood by local practitioners (professionals as well as volunteers related to education, welfare and health) and beneficiaries (Saabe et al., 2018). Yet, when this local understanding is not taken into account, programs (and their subsequent evaluation) will not necessarily be able to meet the needs of the target groups adequately. Instead, programs should directly respond to individual community needs (Skinner et al., 2008) and feature the active collaboration of all stakeholders within society.

Consequently, there is a lack of tools, guidance, and evidence to support sport for social cohesion programs, and implementers do not always know how to integrate the broader community into program planning or delivery.

Introduction to a Living Lab

In order to find practical answers and solutions to this 'wicked problem', the Living Lab concept provides an innovative approach to address these gaps in knowledge and implementation. As such, the Sport for Social Cohesion Lab (SSCL) project will implement a Living Lab approach to engage program participants directly, generate understanding of the elements that can help promote social cohesion in a sport setting and to develop relevant tools to allow for the exploration, measurement and improvement of social cohesion outcomes in highly diverse but vulnerable urban neighbourhoods across the continent.

Living Labs are a design and research methodology for developing and testing approaches in co-creation with beneficiaries in real-life settings in further cooperation with public, non-profit and private stakeholders. More specifically, for us, Living Labs are defined by four key elements:

- (1) they focus on developing learning, new approaches and solutions for a 'wicked problem'
- (2) they focus on cooperation between multiple stakeholders,
- (3) they take place in real-world settings,
- (4) beneficiaries are included as equal co-creators in the process.

Living Labs take local complexity as a given and focus on the contextual social issues in a specific (in this case, sport-related) geographical area. They create innovative interventions and solutions that fit in the specific context, in close collaboration with (local) professionals and participants/ local residents.

There are many different definitions for a Living Lab approach. Two definitions, in particular, are helpful to better understand the characteristics of a Living Lab.

"A Living Lab is an orchestrator of open innovation processes focusing on co-creation of innovations in real-world contexts by involving multiple stakeholders with the objective to generate sustainable value for all stakeholders focusing in particular on the end-users." (Stahlbrost, 2017)

"A Living Lab is a place where citizens, artists, technologists, businesses and public sector organisations can come together to co-create ideas, tools and technologies that will address local challenges. It's a place for innovation and exploring new possibilities but where reflection and evaluation are built into the working process to make sure the Living Lab can be flexible and responsive to the changing needs of stakeholders and communities." Penny Evans, Bristol Living Lab (Malmberg & Vaitinen, 2017)

These definitions emphasise the open character and space for co-creating in Living Labs. Moreover, they underpin the focus on the (changing) needs of the stakeholders or end-users. The presence of reflection and evaluation are essential to generate value for all stakeholders.

Creating value for all stakeholders asks for an inclusive and participatory approach. This means including all stakeholders with their knowledge, experience and skills (Rathenau Instituut, 2017). In practice, including end-users or citizens is often a difficult process. User participation does not happen automatically or effortlessly (idem).

Keeping the above definitions and the need for inclusive and participatory research in mind, the following section describes the different components and phases of a Living Lab.

The different components of a Living Lab

We distinguish seven components that are inherent and relevant for a living lab, as shown in the figure below.

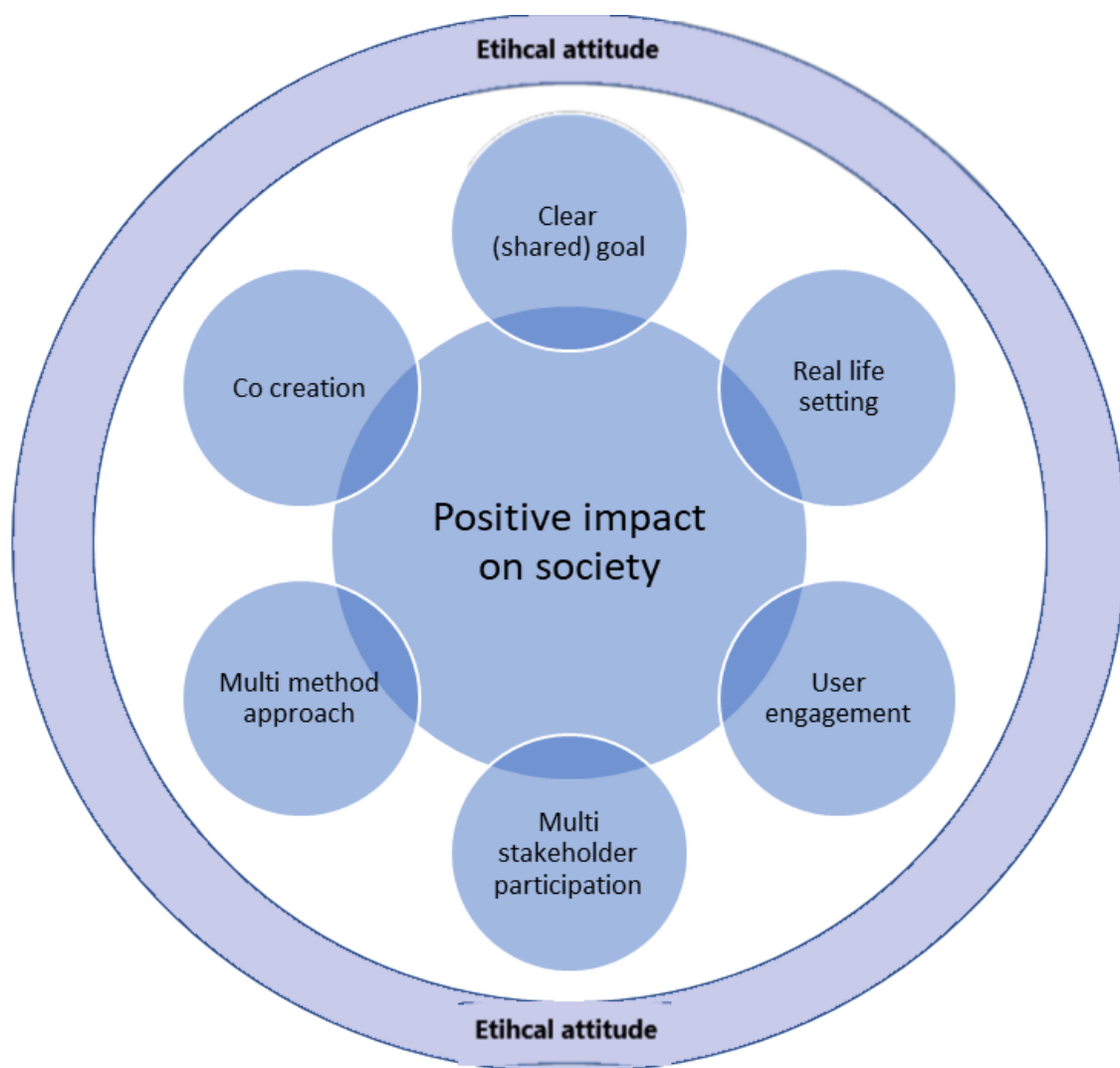


Figure 1. Developed by research group Impact of Sport (2021). Based on ZonMW (2020) and Malmberg e.a. (2017).

We recognize that Living Labs are inherently contextual and should be adapted to local realities. Therefore, the following description of these components indicates what we mean by them and what questions we can ask ourselves to reflect on the extent to which we apply each component in the living lab. In doing so, we are consciously not

prescriptive but leave room to interpret the various components according to each local context.

Positive impact on society

We put the component 'positive impact on society' in the middle of the different components. This refers to the local challenge or so-called 'wicked problem' the stakeholders in the Living Lab want to work on (Duiveman, 2020). The aim of the Living Lab is to work and to contribute to a positive impact on society. This asks for a sensitive and cooperative way of working by all stakeholders. The components we explain in this paragraph are helpful but shouldn't interfere with the main purpose of the Living Lab.

An ethical attitude

We emphasize the need for reflection and an 'ethical attitude'. We consider an ethical attitude a continuous factor in working in and with a Living Lab. Therefore, this component is placed as a circle around the different components. It means a constant reflection on the overall collaboration and the activities. Is what we do the 'right' thing to do in this specific context and for who? This is called 'ethics work' (Banks, 2016). Sarah Banks describes ethics work as the effort to recognize ethical aspects and power processes and to reflect upon your own position and that of others. Working in and with a Living Lab, besides working with the different components, also asks for 'ethics work'. Therefore, we included some reflection questions to ask ourselves continuously during the process of working in a Living Lab.

Clear and shared goal

The start of a Living Lab has its roots in a local challenge / shared problem or desire for change by multiple stakeholders in a real-life setting. In defining a clear goal, it is important to gain an understanding of the goal(s) by the multiple stakeholders. Together with the stakeholders involved, the goal needs to be clear. Different stakeholders have different meanings and goals. It is important to make room for different opinions, goals and solutions. Also, the goal can change during the process of the Living Lab. Again, mutual interest is crucial. Most important is to search for common ground and respect the differences in meaning, goals and solutions.

The area in The Hague where the Living Labs are situated has many citizens who do not exercise or do sports on a regular basis. With the different stakeholders in this Living Labs we have the goal to increase social cohesion by doing sports.

Checklist:

- Explore what kind of local challenges end-users face.
- Explore what kind of challenges professionals face.
- Get more insight into the meaning of a specific challenge.
- Analyze and define a shared challenge and a shared goal together.

Reflection questions to ask continuously:

- Is this challenge for everyone urgent and relevant?
- Is the goal we define still relevant to create a positive impact? And for who?
- Do we need to adapt or change our goal?

Multi-Stakeholder Involvement

A vital element of a Living Lab approach is multi-stakeholder involvement. By working and especially learning together, we can learn to understand other perspectives on a specific topic. Moreover, by working with different stakeholders, we get more insight into the different ways people think, act and learn.

It is important to explore and learn which organizations, professionals and informal networks are familiar or willing to work on the challenge you defined. By getting to know the different possible partners and the way they work on this challenge, you can start to partner with different stakeholders. It is crucial to create an equal relation between all stakeholders involved (cf. Bergvall-Kareborn & Stahlbrost, 2009).

It is sometimes difficult to determine who is involved and how people or organizations can or cannot influence the process. Therefore, a Living Lab is a learning context. Finding out which stakeholder is involved and who is not is a part of the learning process. This involvement can also be flexible. If the goal changes or someone else is needed, other stakeholders can join.

In The Hague we work with different partners in the sport facility Eibernest. Together with the municipality, the manager of the sport facility, the sport coach, researchers, teachers and citizens, we work together in the area where local challenges are present. This way, organizing an activity is done by a multi stakeholder approach and different knowledge is present. The partners in this Living Lab do change, depending on the goal or activity in the Living Lab. However, a fixed 'action team' is a stable factor for making decisions and reflecting on the lessons learned

Checklist:

- Explore which stakeholders are present in the area and possible partners to involve by using a context mapping.
- What are the goals of the possible partners of the Living Lab?
- Try and include different stakeholders from different organisations and backgrounds.
- Include the end users, as it is their local challenge you want to address.

Reflection questions to ask continuously:

- What are the goals and interests of the different stakeholders? What is in it for them?
- Are the end-users still involved, and are we working on their local challenge?
- Who is missing (unheard voices) in this multi-stakeholder approach when considering the challenge we are working on?

User Engagement

End-users are the experiential experts of the local challenge the Living Lab is addressing. Therefore, one of the most important elements of a Living Lab is the engagement of the end-user. Engaging users starts with defining the shared goal of the Living Lab. What do the users, or citizens, want to change or work on, and how?

Creating space for local knowledge of citizens is not always easy. It takes time to involve people from the local neighbourhood and asks for adaptation from the professionals. But, as Schrevel et al. (2020) describe, not creating enough space and time for user participation leads to an unsatisfying end product for all stakeholders. Also, it is not always easy to uncover the perspectives of people to understand their (non-)participation (Visser et al., 2021).

However, it is a must to connect with, and include the people who are living in this context and who are, therefore, the experiential experts. The experiential experts are the ones who need to be happy with the changes that are made during the process of the Living Lab. Only then the Living Lab approach can create a positive and sustainable impact in the community and on society.

Once citizens are engaged, they can support to engage more and other citizens, and try to work with a diverse stakeholder group.

Taking experiential knowledge seriously does not mean that citizens need to sit on a conference room table. It is important to include the valuable knowledge of citizens and give them space to speak up and to make decisions. In The Hague, one researcher participates in one of the sport classes of the local women. During the class they talk about what the women find important and after the class, they drink coffee and talk some more. This gives a chance for the women to be asked about the activities and their experiences in a more informal, relaxed way.

Also, we asked children to make drawings about their favorite activities. In that way we could have informal talks with the children and anticipate on the needs considering sports and activities.

Checklist:

- Make sure to include different end-users in your Living Lab process
- Adjust to the way end users are able or want to be involved.
- Ensure end users have a serious voice in the process and the goal/ results.

Reflection questions to ask continuously:

- Are the end-users included so that they can decide and reflect on the process and goals?
- Do we take their voices seriously enough? Do we know what the end-users want?
- What is in it for them?

Real-Life Setting

We define a 'real-life setting' as a setting in a specific neighbourhood or context wherein the problem definition and the actions are a joint responsibility (versus other forms of 'test' or 'field' labs). The real-life setting also means that we try to understand and work on a specific challenge together with different institutions/ citizens. The real-life setting means that we are breaking through institutional boundaries by working together with a shared goal.

In The Hague we work with different stakeholders in the local area. The base is a sport accommodation situated at a central location in the neighborhood we work. Through doing sports, walking around, visiting community centers or visiting other (informal) organizations, we learn and involve the different kind of knowledge from the area.

Checklist:

- Is there a location available from where you can work with other stakeholders?
- Is this a place open for end-users?
- Do we need a specific location, or is a defined area sufficient?

Reflection questions to ask continuously:

- How do we work together in this real-life setting? When do we meet and with who?
- Do end-users know and recognize this location?
- Do we still need to hang on to a specific location? Or, in the case of a defined area, do we need a location for our Living Lab?

Co-Creation

Working together in a real-life setting with multiple stakeholders is not easy. It requires creating a safe and open space wherein all stakeholders can speak up and learn from each other. The 'wicked problems' are the kind of problems that, mostly, cannot be solved by one stakeholder or organisation. Co-creation asks for new and innovative ways of working together, wherein equality is a crucial factor (Nicholls et al., 2015; Karre, 2017).

There are different terms for co-creation. Kalinauskaite and colleagues (2021) speak about transdisciplinary collaboration between a variety of disciplines and a multitude of sectors. This way of working together is a very complex process, depending on interpersonal relationships, contextual factors and other dynamic variables (Kalinauskaite e.a., 2021 p. 3). Actually, the success of transdisciplinary collaborations strongly depends on interpersonal qualities and traits of collaborating parties, for example, openness, innovative mindset, and willingness to share and embrace transdisciplinary ethics (idem., p. 11). Moreover, the process of co-creation is not only about *making* together. It is also about *learning* together (Puerari, 2018).

In The Hague we work with different stakeholders in the Living Lab. Our aim is not only to create together, but also to learn together. We do also face challenges depending on personal and organizational goals. By being open and transparent with this, we learn together and work together. By organizing an event together, like ladies day or sport events, we learn and face the different goals and conditions of the different stakeholders.

Checklist:

- What are the goals and possible pathways of the stakeholders?
- What are the activities the group wants to do?
- What are possible learning outcomes?

Reflection questions to ask continuously:

- How, or in what way, are we contributing to a positive impact on society?
- Do we listen to all perspectives? Are they all equally involved?
- Can we be open and innovative enough? Or are we holding on to 'old' ways of working?

Multi-Method Approach

The Living Lab approach relies on continuous input from users and stakeholders and thus requires a wide range of formal and informal feedback or data collection methods. Furthermore, in line with the overall ethos of the Living Lab, these methods should be adapted to the local context and be highly participatory. The researcher participates in the field, and multiple methods are possible. It depends on the present goal and the context, what method is suitable.

In the Living Lab in The Hague we use different methods by participating in a sport class for women. The researcher is using participative observations, informal talks and by drinking coffee together they have informal focus groups on a regularly base. These insights are used to learn and to work on new and innovative ways of doing sport for women in this area.

We will explain some possible methods in this section. Which method you use depends on the goal, context and persons involved.

- Participative observation is a method often used in qualitative research. The researcher is part of a specific context and observes interactions and informal talks while participating. It can teach us a lot about a specific context and the persons involved.
- Informal talks are used in different settings. You can have an informal talk on the street or during sports. It is often combined with participative observation.
- Interviews are a bit more formal way of doing research. The questions are often already set in a structured or unstructured way. The interview is often recorded and transcribed in order to analyse the data.

- (informal) focus groups can also be translated as group discussions. It is a way to explore a subject or to gain more in-depth insights from a specific group of stakeholders. The focus group can be organised with a homogenous or a heterogeneous group. This depends on the topic and the goal of the group discussion.
- Creative based methods such as drawings can be used to get insight into perspectives of, for example, children and the meaning of sports.
- More methods are possible

Reflection questions to ask continuously:

- What do I want to know from who? And what do I and others already know?
- Why do I use this specific method?
- What do we do with the results, what do we learn?

Possible phases of a Living Lab

There is clearly an overlap between the components. Therefore, we do not advise a fixed way to start a living lab. It is vital to start and continue working in and with the local context of a Living Lab. Nevertheless, some logical phases can be distinguished (ZonMW, 2020). These phases can be described as follows:

1. Identifying the 'wicked problem' and different goals.

In this first phase, you work on identifying the local challenges and goals. What do the different stakeholders want? And why?

For example: By doing focus groups with different stakeholders (use, for example, the guidelines for focus groups in appendix 1). Informal talks with organizations and end-users. Make sure that end-users and other stakeholders are involved and interested to work together on the 'wicked problem'.

2. Exploring the different ideas, goals and solutions of different stakeholders.

In this phase, you get to know more about which stakeholders are present in the area. What are their aims and activities? Try to start working together with people and organizations who are willing to cooperate on this 'wicked problem', do also include people with another perspective or solution on this matter.

For example: Use the context mapping we provide in appendix 2 to understand which stakeholders are present in the area.

3. Co-creating and learning by new ideas/ activities and so on.

With a multi-stakeholder group, it is essential to explore the different perspectives, goals and challenges. By really listening to each other and trying to learn from each other on an equal basis, co-creation can happen. Try to be open to other perspectives and strategies. Together, you can experiment and learn. After all, a Living Lab is a space for trial, error and learning.

1A, 2A, 3A: Evaluating, learning and repeating the/ some phases.

As mentioned before, a Living Lab is a way of working and learning. This constant reflection on the overall collaboration and the activities is essential in working in and with a Living Lab. We did describe this as the need for an ethical attitude or a need for 'ethics work'. Therefore, this phase cannot be seen as a separate phase but must be seen as a constant need. This reflection phase is a continuous process. Because of this, we named this phase 1A, 2A and 3A. After and during each phase, reflection on the collaboration, the activities and the goals is needed to learn, adjust and repeat if necessary. In this figure below, we illustrate the cyclic process of reflection and adjusting.

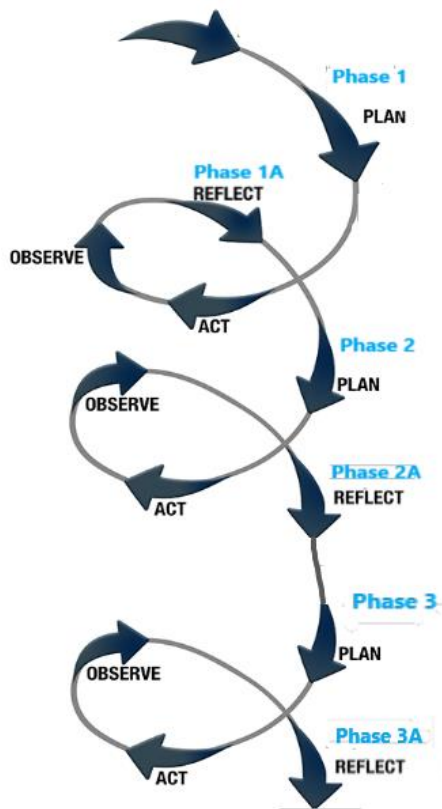


Figure 2. Based on the cyclic phases, action research is used to act and reflect while doing.

Conclusions

This document describes the different components and possible phases of a Living Lab, providing guidelines and support while creating and working in a living lab during the SSCL project. At the same time, this is a 'living document' meant to be supplemented by the various project partners during the upcoming months of the SSCL project. The additions may relate to the components themselves, the associated checklist and associated reflection questions. However, the main aim is to collect best practices that inspire, stimulate and provide input to develop a tool kit.

In the coming period, it is therefore important to collect clear descriptions of interventions that have been carried out within the living labs, including analyses of why these interventions were successful or not. 'Successful' here means that we're looking for local, lived experiences and interventions that contributed to meeting the various components of a living lab and that provide guidance and tools on how stakeholder participation (through Living Labs) can be used to support sport for social cohesion, in terms of social inclusion, social capital, social mobility.

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Appendix 1: Focus Group Protocol

Focus Group Protocol for Living Lab Participants or Stakeholders

<p>Goals:</p> <ol style="list-style-type: none"> 1. Understand how participants experience the local neighbourhood 2. Understand how participants conceptualise social cohesion 3. Understand how a (sport) programme could support social cohesion and the neighbourhood as a whole 	
<p>Participants and Timing</p> <ul style="list-style-type: none"> - 1 Focus group with 5-7 participants/citizens from the defined local neighbourhood. - 1 Focus group with 5-7 representatives from one or many relevant stakeholders (e.g. municipality, sport organisation, coaches, etc.) - Plan about 60-90 minutes for each focus group discussion. 	
<p>Instructions</p> <ul style="list-style-type: none"> - Welcome participants and thank them for their time. - Explain the purpose of the research, that <i>we are trying to find out more about their experiences in their neighbourhood and what can be done to improve things.</i> - Clarify that participation is voluntary, that data from the interview will be used in publication and that identifying information will be kept anonymous. - Let them read through the consent form and ask questions if there are any → sign consent form (if not done already) - Gain express verbal consent to record the interview and then turn on the recorder - A second facilitator is present to only take notes. 	<p>Materials</p> <ul style="list-style-type: none"> - Pen and paper for note taking - Smartphone or other audio recording device.

Instructions

These guidelines are divided into three parts: ice-breaker, main questions and wrap up. The questions go progressively into more depth and complexity. Each question highlights a general topic, and underneath there are numerous suggested follow-up questions or probes to generate additional responses. The interviewer should address each main topic question but does not need to ask every suggested follow-up – rather, these are only ideas and the interviewer should probe according to the answers and flow of the discussion.

The focus groups should be recorded and can optionally be transcribed verbatim. Two people should be present to support the focus group. One person should be responsible for moderating the discussion. A second person should be responsible for note taking. Notes should focus on participant responses (including quotations) and also include observations on the group dynamics, physical gestures, silence/non-verbal moments and the overall physical setting. The notes should be translated into English to support common analysis and the researchers can review the recording afterwards to integrate additional relevant quotations.

Ice breaker

- Do an active ice breaker activity (e.g. line up participants in rows based on preferences, reveal a fun fact about yourself, ask a funny question like 'if you were stuck on an island, what is the one object you'd bring' etc.) And let the participants introduce themselves shortly.

Topics/Questions

- Tell us a bit about how it is to live in this neighbourhood?
 - o How long have you lived in the neighbourhood?
 - o What do you like about the neighbourhood? What don't you like about the neighbourhood?
 - o Do you feel close to your neighbours? How active is the city/government in your neighbourhood?
 - o What are the services/sport offers in your neighbourhood?
- What can be improved in your neighbourhood, and how?
 - o Or, put differently, what would the ideal neighbourhood be like for you?
 - o Why would you like to see this change? How does this affect you personally? Is there already anything being done to address this issue?
- When you hear the term 'social cohesion', what does that mean to you?
 - o How would you describe social cohesion in your neighbourhood/city? What supports or limits social cohesion in your neighbourhood?
 - o How do you experience social cohesion in your day-to-day life?
 - o How do other organisations work to support social cohesion?
- If we started a new community sport programme tomorrow, what could we do to address issues in your neighbourhood and support social cohesion?

- What kind of sport activities should we do? Why?
- What kind of non-sport activities should we consider? Why?
- Who should deliver our activities? Where should the activities be? Who should participate? What other organisations should be involved?

Wrap up

- We've come to the end of the discussion. The goal of our focus group was to understand your neighbourhoods, how you understand social cohesion and how sport can contribute to social cohesion.
- Should I have asked you something that I didn't give you an opportunity to share? Is there anything else you would like to talk about?
- Thank them again for participating. Ensure them that their data will be kept strictly confidential. Share contact details clearly with all. And let them know that they can always contact you if they forgot something to mention or if they have any questions or concerns.

Focus Group Note Sheet Template

Date:	
Time:	
Duration	
Location	
Number of participants	

General Notes

Participants *(Please describe the participants in this focus group, including their background, available demographic information)*

Setting *(Please describe the physical or digital setting of the focus group, including a description of the room/software and any other notable characteristics, like the temperature, technical issues, etc.)*

Response Notes

Neighbourhood Description *(Notes on the first topic and how participants describe the neighbourhood)*

Improvements in the Neighbourhood *(Notes on how participants would like to improve their neighbourhood)*

Social Cohesion *(Notes on how participants understand, live and experience social cohesion)*

Sport *(Notes on what participants would like to see from a sport programme in order to improve their lives/neighbourhood/cohesion)*

Other comments *(Notes on final/other remarks from participants)*

Other reflections *(Please describe any of your reflections or observations that do not fit into the other categories)*

Appendix 2: Context Mapping

Questions for context mapping based on the PACT Method

1. People

- a. *Who lives in the neighbourhood? What is their background? What do they do? What is their situation (e.g. employment, health, education, etc.)? What are their real and perceived needs (e.g. what do we/government think they need, what do they say they need)? What are local challenges the people face? What would they like to change?*

2. Context

- a. *What is the neighbourhood itself like? What are the general services or infrastructure like (e.g. roads, public transport, healthcare, sport, etc.)? What are the defining characteristics of the neighbourhood?*
- b. *What other organisations are active in the neighbourhood?*

3. Community Services/ Activities

- a. *What kind of community (sport) offers already exist in this neighbourhood? What activities do they deliver, for whom, and where? How do we ensure we can work with these other services (and not create unnecessary competition)?*

4. Stakeholders

- a. *What stakeholders do we need to engage with to maximise the success of our Living Lab? How and why? And in whose interest?*