Horizon 2020: SwafS-01-2018-2019-2020

Open schooling and collaboration on science education

Coordination and Support Action

SALL: Schools as Living Labs

Deliverable D1.1

The SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling

Funded by the Horizon 2020 Framework Programme of the European Union

This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement No. 871794.

Document Identity

Deliverable code	D1.1
Title	The SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling
Work Package	WP1 'Dialogues for mutual learning'
Task	Task 1.1 'Participatory methodology'
Due date	Saturday 31st October 2020
Submission date	Monday 2nd November 2020
Author(s)	Pavlos Koulouris, EA
Contributor(s)	Consortium partners involved in WP1
Reviewer(s)	Francesco Mureddu, LC
Dissemination level	Public

Document history

Date	Document status	Team involved
21/09/2020	Table of contents	EA
12/10/2020	First preliminary draft	EA
29/10/2020	Final draft for review	EA
30/10/2020	Reviewed final draft	LC
31/10/2020	Final for submission	EA

Table of Contents

Executive summary

The 'Schools as Living Labs' (SALL) project is a Coordination and Support Action (CSA) funded under the Science with and for Society (SwafS) objective of Horizon 2020 (H2020), the Research and Innovation Programme of the European Union. In particular, SALL is a project serving Europe's aim to promote open schooling and collaboration on science education. Moving in this direction, SALL proposes the living lab methodology as a technique for the development of open schooling activities linked to science learning in Europe's schools. Further, SALL chooses to demonstrate the use of this technique through activities prioritizing a focus on the theme of the food system and its links to the Food 2030 research and innovation policy of the European Union.

The SALL team, including ten consortium members and three linked third parties, consists of institutions from twelve countries (Belgium, Croatia, Cyprus, Estonia, France, Greece, Israel, Luxembourg, the Netherlands, Portugal, Serbia, Spain) representing diverse worlds: schools, universities and research organisations, science museums and centres, NGOs, business. Dialogue and mutual learning among these worlds lies in the heart of SALL.

The present report describes the 'SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling'. This is one of the very first outputs of the 'Schools as Living Labs (SALL) project, appearing already in the second month of project work as deliverable D1.1. The purpose of this report is to present the general principles and structure of the methodology that the SALL project will implement in order to facilitate the interaction of the participating school communities and other stakeholders with each other and with the project team.

The participatory methodology of SALL interweaves dialogue and mutual learning processes with work in all project strands. The core elements of this are the engagement of school communities, an array of project community events, and the SALL dialogues.

Strong characteristics of the participatory methodology of SALL are its flexibility and applicability. The methodology is a framework continually evolving throughout the SALL project, which is meant to address a wide range of circumstances in which participatory activities will be implemented, including emerging challenges such as those imposed by the current COVID-19 pandemic.

1 Introduction

The present document presents the 'SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling'. This is one of the very first outputs of the 'Schools as Living Labs (SALL) project, appearing already in the second month of project work as deliverable D1.1.

The purpose of this report is to present the general principles and structure of the methodology that the SALL project will implement in order to facilitate the interaction of the participating school communities and other stakeholders with each other and with the project team.

Following this introduction (section 1), the second section of this report presents the identity of the SALL project, its team, as well as the central elements of its conceptualization and methodological approach

Next, section 3 describes the participatory methodology of SALL, which interweaves dialogue and mutual learning processes with work in all project strands. The engagement of school communities in the project is presented in detail as one of the core aspects of the participatory methodology. Next to it, the report presents the plans for the other two cornerstones of the participatory approach of SALL, namely an array of project community events and the SALL dialogues. This section is concluded with information on the background, ideas and good practices from other projects that the SALL community will use as inspiration and guidance for the realization of the participatory activities.

Finally, the fourth section of the report explains the emphasis of the presented participatory methodology on flexibility and applicability, as a framework continually evolving throughout the SALL project, meant to address a wide range of circumstances in which participatory activities will be implemented, including emerging challenges such as those imposed by the current COVID-19 pandemic.

2 About SALL

The 'Schools as Living Labs' (SALL) project is a Coordination and Support Action (CSA) funded under the Science with and for Society (SwafS) objective of Horizon 2020 (H2020), the Research and Innovation Programme of the European Union. In particular, SALL is a project serving Europe's aim to promote open schooling and collaboration on science education.

Moving in this direction, in SALL we propose the living lab methodology as a technique for the development of open schooling activities linked to science learning in Europe's schools. Further, we choose to demonstrates the use of this technique through activities prioritizing a focus on the theme of the food system and its links to the Food 2030 research and innovation policy of the European Union.

SALL is a three-year project. It started on 1st September 2020 and will end on 31st August 2023.

2.1 Who we are

We are a team of thirteen institutions from twelve countries (Belgium, Croatia, Cyprus, Estonia, France, Greece, Israel, Luxembourg, the Netherlands, Portugal, Serbia, Spain) representing diverse worlds: schools, universities and research organisations, science museums and centres, NGOs, business.

We have joined forces to offer new insights into how Europe can promote science education corresponding to current needs and challenges, by helping schools to partner with their local communities and stakeholders, and become agents of community well-being through their involvement in co-creative research and innovation in real-life settings.

Table 1: The team of SALL (Consortium Members and Linked Third Parties)

Organisation	Short name	Country
Ellinogermaniki Agogi	EA	Greece
The Lisbon Council for Economic Competitiveness and Social Renewal	LC	Belgium
University of Cyprus	UCY	Cyprus
Association Europeenne des Expositions Scientifiques Techniques et Industrielles	ECSITE	Belgium
Sihtasutus Teaduskeskus AHHAA	AHHAA	Estonia
Plavi svijet Institut za istraživanje i zaštitu mora	BWI	Croatia
Centar za promociju nauke	CPN	Serbia
Universidad de la Iglesia de Deusto Entidad Religiosa	UDEUSTO	Spain
Ciencia Viva-Agencia Nacional para a Cultura Cientifica e Tecnologica	CVIVA	Portugal
ORT Israel	ORT	Israel
Stichting Nationaal Centrum voor Wetenschaps- en Technologiecommunicatie	NEMO	Netherlands
Association Traces Theories et Reflexions sur l'Apprendre la Communication et l'Education Scientifiques	TRACES	France
Intrasoft International	INTRASOFT	Luxembourg

2.2 Conceptual pillars of our work

In the 'Schools as Living Labs' (SALL) project we propose the living lab methodology as a new technique for the development of open schooling activities linked to science learning.

Open Schooling and Science Education	Open schools, in cooperation with other stakeholders, become agents of community well-being by creating new partnerships in their local communities.
	SALL actively promotes Europe's expressed interest in integrating the concept of open schooling in science education at all educational levels, by building on an existing impactful framework for open schooling, the 'Open Schools for Open Societies' (OSOS) framework.

Living Labs	Living labs are user-centred, open innovation ecosystems based on a systematic user co-creation approach integrating research and innovation processes in real life communities and settings.
	SALL brings the powerful concept and methodology of living labs into the landscape of open schooling efforts.

SALL demonstrates the use of the technique of living labs for the development of open schools through activities prioritizing a focus on the theme of the food system and its links to the Food 2030 research and innovation policy of the European Union.

Food System	The food system incorporates all elements and activities that relate to the production, processing, distribution, preparation and consumption of food, as well as its disposal. This includes the environment, people, processes, infrastructure, institutions and the effects of their activities on our society, economy, landscapes and climates.
	SALL prioritizes a thematic focus on the food system, because it represents challenges of huge societal, environmental and economic importance, as well as of direct relevance to science education and to ambitious European policy making (cf. the Food 2030 research and innovation policy).

Food 2030	Food 2030 is European Union's research and innovation policy to transform food systems and ensure everyone has enough affordable, nutritious food to lead a healthy life. The ambition is to achieve a resilient food system that is fit for the future, while also delivering co-benefits for people's health, our climate, planet and communities. Food 2030 provides the policy framework to accelerate this transition within safe planetary boundaries. It is in line with, and supports, the goals of the European Green Deal, Farm to Fork strategy and bioeconomy strategy.
	By linking its activities to the Food 2030 policy, SALL demonstrates that open schools operating as living labs can become core nodes for the implementation of ambitious European policy agendas and demonstration sites of responsible citizenship.

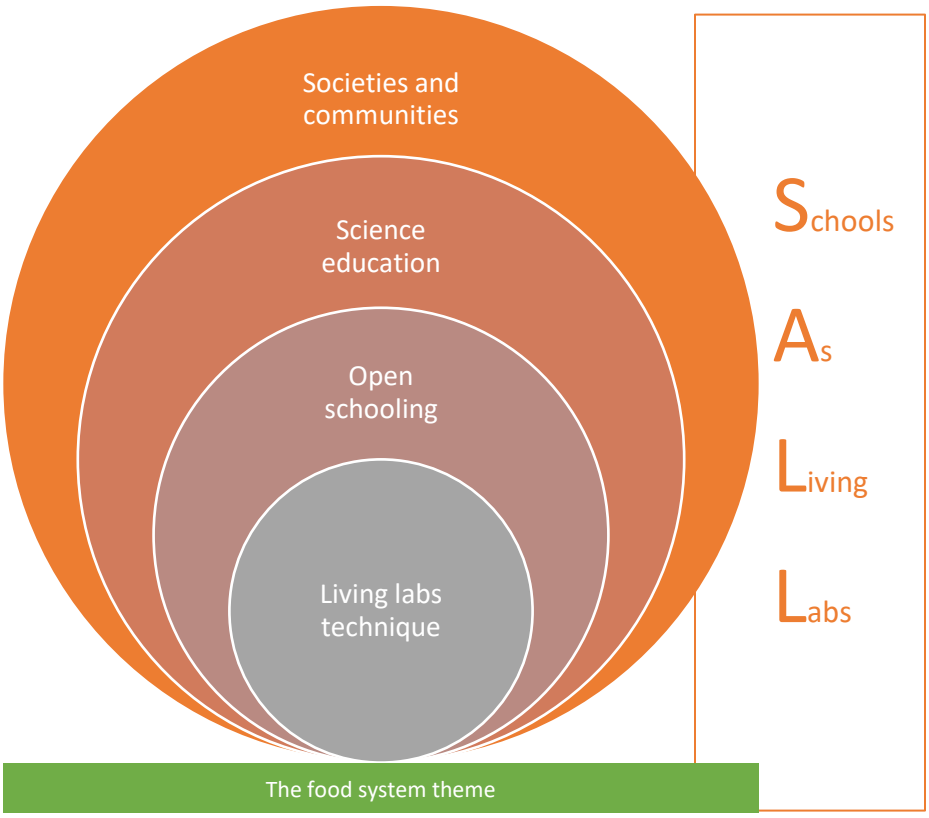

Figure 1: *SALL, a European open schooling initiative offering the technique of living labs as a means for positive impact on science education and its position and role in Europe's communities and societies*

2.3 What we do in SALL

In the SALL project, we bring together school communities, including teachers, students and their families, research institutions, science museums and centres, spaces of informal learning and open innovation such as existing living labs, as well as policy makers, and engage them in dialogue, mutual learning and exchange. Our aim is to:

- co-construct the proposed living-lab-based open schooling methodology, by building on existing knowledge and best practices as well as on the power of synergy in the stakeholder community;
- closely study living-lab-based open schooling practices and their impact, through implementation and evaluation in real-life conditions in school communities in different European countries; and
- prepare the ground for sustainable living-lab-based open schooling activities in Europe's schools after the end of the project, through strong community-building, networking, dissemination, as well as policy-oriented interventions.

In the three years of the SALL project, our work evolves in three phases:

- **Phase 1 – Incubation (year 1, September 2020-August2021)**: The concepts, methods and first results of the project are shaped involving a core community of participants.
- **Phase 2 – Growth (year 2, September 2021-August2022)**: The outcomes of the first stage are used as the foundation for extending project activity to involve a much wider participant community and cover the field in both greater width and depth.
- **Phase 3 – Sustainability (year 3, September 2022-August2023)**: The emphasis shifts towards creating the conditions for a sustained interest in and involvement with the SALL not only of the participants from the previous two phases, but also of the stakeholder communities more widely.

In this way, SALL will eventually propose a new way for European schools to approach science education in order to make teaching and learning more relevant and inclusive for their students, by collaborating with their local communities and research organisations, and with the active support and involvement of science centres and museums in this process. Importantly, SALL proposes this new methodology while acknowledging the reality and constrains of formal education systems, and by continually engaging students, teachers, families, researchers and policy makers in the process.

2.4 Building on existing knowledge and good practice

SALL is a Coordination and Support Action (CSA), and as such, it brings together expertise and experience from existing good practice. So, in a sense, in SALL we are not 'reinventing the wheel'. Rather, we are making good, innovative use of existing 'wheels' to propose a new 'vehicle': a Living-Lab-based Open Schooling methodology for school communities and their social context to use as a specific technique in the wider framework of the open school culture. To this end, we are utilizing the results of several successful European projects.

Most significantly, SALL strategically builds on the results of the 'Open Schools for Open Societies' (OSOS) project, a major landmark in the world of open schooling and collaboration on science education in Europe which has developed an approach currently used by more than 1,000 school communities across Europe. Next to OSOS, in SALL we are also bringing together valuable experience and good practice from a large number of other projects and initiatives in which our consortium members have been engaged. Overall, SALL is building on work and outputs of the projects presented in Table 2 below.

Table 2: Projects in the background of SALL

Open Schools for Open Societies (OSOS) www.openschools.eu	OSOS has described and implemented at scale a process that facilitates the transformation of schools to innovative ecosystems, acting as shared sites of science learning for which leaders, teachers, students and the local community share responsibility, over which they share authority, and from which they all benefit through the increase of their communities' science capital and the development of responsible citizenship.
	SALL proposes that the focus on the technique of living labs in the frame of the OSOS approach will add significant value for open schools as well as for science learning and its position and roles in contemporary societies.
FIT4FOOD2030 www.fit4food2030.eu	To support the European Commission in the development and implementation of the FOOD2030 policy framework and its action plan, FIT4FOOD2030 establishes a sustainable multi-stakeholder, multi-level platform, mobilising a wide variety of stakeholders at the level of cities, regions, countries, and Europe.
	SALL builds on various aspects of FIT4FOOD2030, including its approach to food system transformation, its methodologies for community building and co-creation, and its hands-on educational modules co-created with stakeholders.
FoodSHIFT2030 http://foodshift2030.eu	FoodSHIFT 2030 proposes a novel approach to scale-up, multiply and share food system innovations, putting citizens at the centre. Through partnerships of engaged citizens, NGOs, SMEs, researchers, local administration and policy makers, living labs across Europe are established to incubate local food system innovations.
	SALL draws inspiration and good practices from the FoodSHIFT Accelerator Labs and their establishment as open innovation

	living labs based on the quadruple helix approach, involving stakeholders from the private, public, voluntary and academic sector.
SPARKS https://www.ecsite.eu/activities-and-services/projects/sparks	SPARKS is an engagement project on the topic of technology shifts in health and medicine, which has raised Europeans' awareness that they can get involved in science and that various stakeholders share the responsibility for scientific research and innovation.
	SALL builds on innovative formats proposed by SPARKS for the engagement of different stakeholders, such as scenario workshops, pop-up shops, and reverse cafes.
HYPATIA www.expecteverything.eu	HYPATIA addresses the challenge of gathering different societal actors around bringing more teenagers, especially girls, into STEM careers both in school and as a choice of learning and career in the future.
	SALL uses the Institutional Guidelines for Gender Inclusion and the Gender Inclusion framework proposed by HYPATIA, as well as its community building formats of the youth panels and the expect everything campaign.
SISCODE https://siscodeproject.eu	SISCODE aims at stimulating the use of co-creation methodologies in policy design and use bottom-up design driven methodologies to pollinate Responsible Research and Innovation and Science Technology and Innovation policies.
	SALL builds on the co-creation methodologies produced by SISCODE and its bottom up approach to community engagement.
EEPN https://educationpolicynetwork.eu	EEPN is a Europe-wide network of policymakers, practitioners, researchers and stakeholders promoting co-operation, policy development and implementation at different governance levels in order to support EU policy work on teachers and school leaders.
	SALL builds on EEPN's good practices of collaborative evidence-based construction of policy and implementation recommendations at the European level.

ENGAGE www.engagingscience.eu	ENGAGE mainstreams RRI in science education by providing teacher material and training to tackle sociotechnical controversies in school by engaging with different local actors.
	SALL builds on material produced by ENGAGE on how to treat community relevant issues in educational programmes, and its approach to connect school with other stakeholders.

3 Dialogue and mutual learning in all project strands

The development of dialogue and mutual learning is a cornerstone of the SALL project. This lies in the heart of our effort to deploy a community-based participatory approach across the project, engaging school communities and other stakeholders in mutual learning and co-creation in physical and digital spaces of dialogue, exchange, shared practice, and strategic planning on living-lab-based open schooling more generally, and in particular with a focus on the food system theme.

The development of dialogue and mutual learning takes place throughout the SALL project, constituting the participatory element of all work within the community of the project, which includes the team of SALL together with the school communities and other stakeholders participating in SALL. The processes of dialogue and mutual learning aim to facilitate and enhance the efforts of the project community to study the use and impact of the living lab methodology in the context of open schools, as well as complementing the dissemination and sustainability-oriented work addressing the world outside the community of SALL.

3.1 The participatory methodology

The present document is one of the very first outputs of the SALL project, appearing already in the second month of project work. It serves the purpose of presenting the general principles and structure of the methodology that the project will implement in order to facilitate the interaction of the participating school communities and other stakeholders with each other and with the project team. SALL is bringing together these agents as active participants in the efforts for the co-creation, application, evaluation, dissemination and exploitation of the living-lab-based open schooling methodology.

3.2 Engaging school communities

The central players in SALL's participatory methodology are school communities. We systematically engage them in the work of the project, involving students, teachers, and students' families in the processes of dialogue, mutual learning and co-construction.

To approach and engage school communities, we draw on successful relevant practices of the OSOS project, which has managed to gathered more than 1,000 schools from across Europe in its network and introduce them to the open schooling concepts and practices.

SALL will engage schools from ten countries representing a wide variety of geographical, national, cultural and socioeconomic contexts (cf. Figure 2). Specifically, the school communities of SALL will include some which are already part of the OSOS community in Greece, Israel, the Netherlands, Portugal and Spain, as well as possibly new schools from these countries so as to increase the diversity of voices and degree of 'openness' of participating schools. In addition, going beyond the heritage of OSOS, the project will also engage school communities from Croatia, Cyprus, Estonia, France, and Serbia.

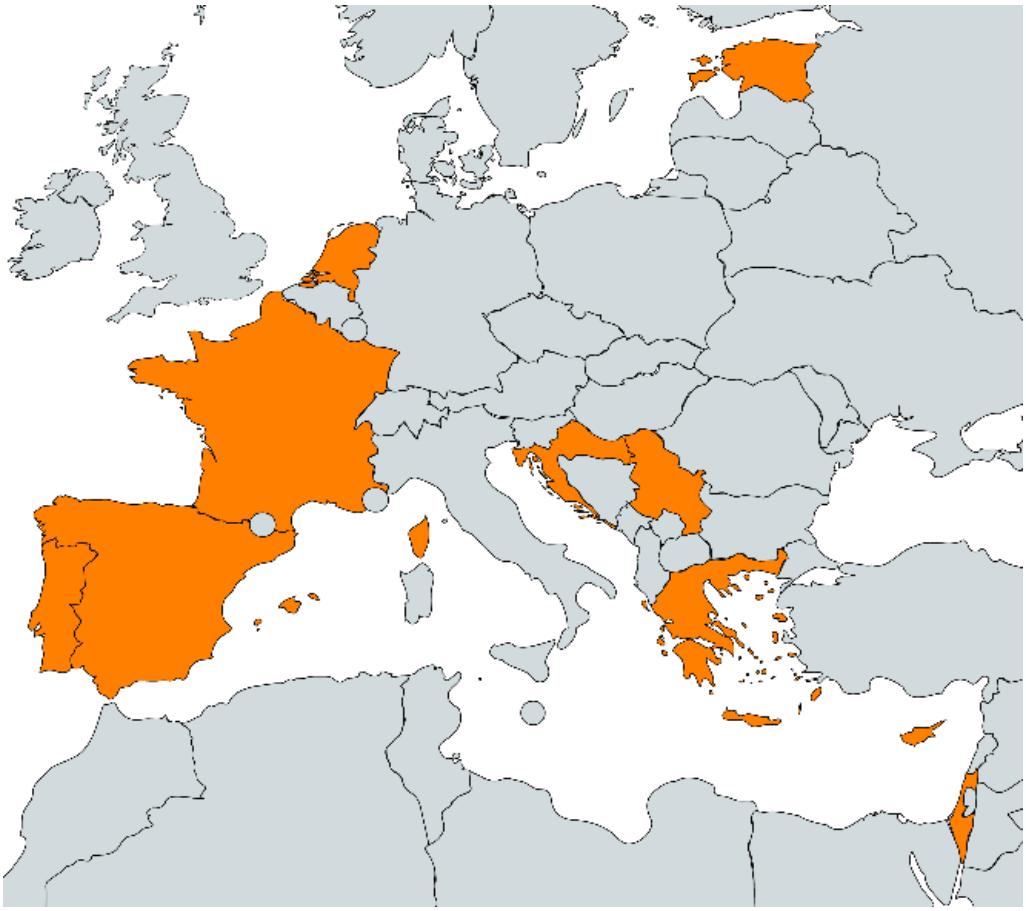

Figure 2: *The ten countries of the school communities participating in SALL*

Overall, 412 school communities will be engaged in SALL. Our ambition is that the project activities will involve at least 1,000 teachers, and at least 10,000 students and their families. Of those, 42 schools will form the focus community of SALL schools, in which the project will carry out the study of living-lab-based open schooling in greater depth through more intensive co-design, implementation and evaluation activities. In addition to them, another 370 schools will form the wider SALL community, in which less intensive but important project activity will take place in order to increase voices, diversity and inclusion in the project community, and shed more light on the conditions for self-initiated and sustainable living lab activities in open schools.

SALL will actively develop and maintain this community of schools, though information campaigns, invitations for collaboration, various incentives for active engagement (e.g. playful engagement design of

the activities, contests with various prizes including teachers' and students' participation in European events), as well as continuous information and support. This important aspect of SALL will be centrally managed by EA, who is the project coordinator. EA will collaborate closely in this with the project partners who act as the National Coordinators of activities with the school communities in their respective countries, managing them in accordance with the local circumstances, possibilities and requirements.

The distribution of schools per country and focus vs. wider community are presented in Table 3.

Table 3: Distribution of the participating schools per country and focus vs. wider community

	Country	National coordinator	Focus community	Wider community	Total no. of schools
1	Croatia	BWI	2	10	12
2	Cyprus	UCY	5	55	60
3	Greece	EA	6	55	61
4	Estonia	AHHAA	2	10	12
5	France	TRACES	5	10	15
6	Israel	ORT	5	55	60
7	Netherlands	NEMO	5	55	60
8	Portugal	CVIVA	5	55	60
9	Serbia	CPN	2	10	12
10	Spain	UDEUSTO	5	55	60
		Total:	**42**	**370**	**412**

3.2.1 Aspects of the engagement of school communities

The involvement of the school communities with the project and the facilitation of their collaboration with local stakeholders in the spirit of the living lab methodology will be a central element and priority of all strands of work.

In the early stages, the focus community of SALL schools will be involved in the co-construction of the framework and methodology proposed by the project, collaborating with the team of SALL and with other relevant stakeholders. Building on the OSOS open schooling framework, practitioners will be involved in

a reflective and co-creative process exploring the methodology of living labs as a focused technique for the development of school-based innovation. This will take place in the context of the work constituting Work Package 2 (WP2) 'The SALL framework and methodology'.

The interaction of the school communities with other stakeholders will be facilitated by SALL in various ways. On the one hand, to this end SALL team members will mobilise networks in which they participate (e.g. ECSITE, ENOLL, ECSA, EUSEA, PCST, EUCU.NET, EUA) as well as other relevant networks. On the other hand, in WP3 'Engagement with stakeholders' SALL will produce a methodology and relevant training and materials to guide schools in engaging with relevant stakeholders in their living lab activities, producing positive societal impact. The methodology will propose ways for school community members to identify, approach, and create a sustainable connection with stakeholder groups and individuals.

All these outputs of SALL will be co-created in collaboration with the schools constituting the focus community, in the first project year, which generally coincides with the academic year 2020-2021. Subsequently, in the second and third project year (2021-2022 and 2022-2023) all schools engaged in SALL, i.e. both the focus and the wider community will participate in the implementation and evaluation of the methodologies proposed by the project.

The organization of the activities for the implementation of the living lab methodology in the participating school communities constitutes WP4 'Implementation of school living labs'. In this context, schools will be facilitated to experiment with getting students, teachers, and families to collaborate with local stakeholders in order to co-create solutions addressing real-life needs of the school and local community, in synergies with and with support from research organisations and science museums and centres.

In parallel, work falling under WP5 'Evaluation' will ensure that the project will collect evidence from the school communities implementing of the living lab methodology for open schooling. The aim of this evaluation will be to gain insights in order to adapt the methodology and improve implementation in subsequent phases, as well as to assess the impact that the proposed living lab methodology for open schooling has on the individuals and organisations involved and more widely on their school and local communities.

In the first phase (approximately between February and August 2021), the 42 schools of the focus community will be involved in piloting the living lab methodology through activities focused on the theme of the food system, providing feedback to inform the improvement and finetuning of the methodology, and evaluate its impact at a first level.

Subsequently, in the second phase (approximately between December 2021 and August 2022), all 412 schools of the focus community and of the wider community will participate in larger-scale implementation of the living labs methodology, mainly with activities focused on the theme of the food system, but also starting experimenting with other systemic themes too in more mature school contexts. From this second phase onwards, evaluation delves deeper into the impact of the intervention, and the focus gradually shifts from the implementation of the methodology as proposed, to its cultural or other local adaptations reflecting the variety of school settings and circumstances.

Finally, in the third phase (approximately between November 2022 and August 2023), all participating schools will continue with living lab activities on various systemic themes, including the food system as well as biotechnology, climate change, artificial intelligence, and more. In this last phase there will be an additional emphasis on identifying and creating the conditions that will facilitate sustainable living lab activity in the participating schools as organisations open to society, beyond the end of the SALL project.

3.2.2 Guidance and support for the engagement of school communities

A number of project outputs will guide the community of SALL schools through the processes of the project, allowing them to follow its evolution closely. They include:

- The present document, D1.1 'The SALL participatory methodology for dialogue and mutual learning on living-lab-based open schooling' (SALL project deliverable D1.1, due in October 2020, 2nd project month), which presents the general principles and structure of the methodology that the project will implement in order to facilitate the interaction of the participating school communities and other stakeholders with each other and with the project team. This will be complemented by the report on 'The SALL community of schools exploring living-lab-based open schooling' (SALL project deliverable D1.2, due in December 2020, 4th project month), which will present the first instance of the SALL community of schools, and inform and prepare the schools participating in the first-year implementation activities before the start of the field activities.
- Outputs that will present the methodology proposed by SALL for the development of living-lab-based open schooling activities and will help to familiarize the participating school communities with it. These include: a) the early preliminary report entitled 'Co-creation workshops on applying living lab methodology to open schooling: methodology and results' (SALL project deliverable D1.2, available in an early first version in February 2021, 6th project month; finalized in August 2021, 12th project month); b) the full presentation of 'The SALL methodology' (SALL project deliverable D2.3, due in August 2021, 12th project month); and c) the relevant training content to be published as 'Support and training materials for schools as living labs' (SALL project deliverable D2.4, due in November 2021, 15th project month).
- Outputs that will familiarize the participating schools with the methodology for engaging with relevant stakeholders in the living lab activities. These include the 'Methodology for the engagement of school living labs with stakeholders' (SALL project deliverable D3.1, due in February 2021, 6th project month), accompanied by the 'Practical guidance and training materials for the engagement of school living labs with stakeholders' (SALL project deliverable D3.2, due in February 2021, 6th project month).
- The rich 'School preparation materials and tools' (SALL project deliverable D4.1, due in February 2021, 6th project month), which will include all the training materials (presentations, recorded webinars, articles, etc.), guidelines and resources that will help the participating schools prepare for the implementation activities. These will later be followed by the 'Interim implementation activities report' (SALL project deliverable D4.2, due in February 2022, 18th project month), which will present the implementation activities from the first phase and the experience, conclusions and lessons learnt from those.

- Eventually, a number of final project outputs that will guide school communities to continue with living-lab-based open schooling activities beyond the end of the funded SALL project. These include the 'Final, disseminated methodology and support and training materials' (SALL project deliverable D2.5, due in August 2023, 36th project month), the report on 'Experiences and practices of supporting the engagement of school living labs with stakeholders' (SALL project deliverable D3.3, due in August 2023, 36th project month), as well as the report on 'Results and outcomes of school living lab projects' (SALL project deliverable D4.3, due in August 2023, 36th project month), which will present all implementation activities in the 412 participating schools, conclusions, lessons learnt and recommendations for the future adoption of the proposed approach to science education. Importantly, also the final publication with the title 'SALL toolbox for living-lab-based open schooling' (SALL project deliverable D6.6, due in May 2023, 33rd project month) will provide a user-friendly set of graphically designed summaries of all results, gained experiences, evaluation findings and policy recommendations of the SALL project. In this modular set of professionally produced publicity materials, the different members of the stakeholder community will be able to find summarized information and inspirational best practices and success stories.

In addition to the above documentation, the project will also offer continual support to the participating school communities in various forms, including opportunities for staff training.

Thus, the work on the SALL methodology in WP2 will include training on the methodology as well as the production of supporting materials to guide the living lab activities in schools. The relevant training programme will address both teachers and researchers, including short teacher training seminars for the schools as well as seminars for the researchers on how to collaborate with students and teachers. Further, in the context of WP3, in the course of the implementation of the living-lab-based open schooling methodology in schools, the project will monitor and support the participating schools in setting up effective and sustainable connections with stakeholders from their local communities. Part of the support will be the delivery of relevant training to teachers, including through four webinars (two webinars in year 2 and two webinars in year 3). In addition, in organizing the implementation activities (WP4), the project will prepare and continually support the participating school. This will include preparation of the teachers through training (e.g. five relevant webinars: one webinar in year 1, two webinars in year 2, and two webinars in year 3), as well as information and motivational materials to the members of the school communities to motivate them for the development of activities materializing the SALL approach in their own contexts.

Next to the materials and webinars mentioned above, the training and support to the participating school communities will also be provided through more localized and adapted means, as part of the collaboration of each participating school with their National Coordinator. So, while the central version of the various support materials and activities will be in English, the working language of the project, several of those may be localised or adapted in their use by the National Coordinators in accordance with the local needs and circumstances in each country. In addition, in the local, regional or national contexts there will also be face-to-face training offerings, linked to the various project events presented in the following section.

3.3 The project community events

A central element of the participatory methodology of SALL will be the organization of several project community events aiming to bring together project agents (SALL team members, school community members, other stakeholders, and policy makers) into rich instances of dialogue and mutual learning. The project events will be used as tools for the interaction of the design, implementation and evaluation project processes with the project community, as a source of inspiration and a method of continuous contact of the project with the realities, interests, and aspirations of the school and stakeholder communities. They will also be organized in close synergy with the communication and dissemination efforts of the project (WP6) so as to bring the SALL community in rich regular contact with the world beyond the boundaries of the project.

Overall, SALL is planning to hold at least 27 project community events. Of those, seven major project community events will take place in different locations in Europe hosted by different partners and in conjunction with the project consortium meetings as well as local initiatives organized by the hosting partners. Further, SALL will also organize several local events tailored to the needs of the project for interaction with the project community in the local, regional, or national context. The aim is to hold at least twenty local events, with about 2-3 of those per participating country.

Among the project community events foreseen, of particular importance are the two 3-day co-creation workshops that SALL will organize as part of the co-creation of the SALL framework and methodology in WP2. It is foreseen that these events will take place approximately in February 2021 (6th project month) and June 2021 (10th project month). They will be hosted in in France (by TRACES) and in the Netherlands (by NEMO), two countries where the living lab approach and school innovation appear particularly advanced. They will involve 20-30 persons each, carefully selected in order to bring in relevant expertise. Invited profiles will include teachers, students (subject to time availability and ethical constraints), living lab experts, formal and informal education experts, food system experts, science engagement experts, school system and research system representatives. The two co-creation workshops will be designed and facilitated by professionals with experience in applying living lab methodologies in culture and education. The workshops will adopt design thinking and living lab approaches and will be carefully designed to ensure the best possible outputs, both creative and applicable.

In addition, among the project community events planned by SALL there are also two European events for policy makers. Those will be held in Brussels towards the end of the first project year (in summer 2021) and towards the middle of the third project year (in winter-spring 2023) and will gradually lead to the formulation of a set of recommendations and guidelines for educational policy-making towards the introduction of the living-lab-based methodology for open schooling into formal education systems. These two events are part of the strategic planning and policy dialogues process, which is described in more detail further below.

In all events, in addition to physical space, digital spaces will be exploited as appropriate, including the project website, other digital fora accessible to the consortium and popular social media (Facebook, Twitter, LinkedIn, YouTube).

3.4 The SALL dialogues

An additional element of the participatory methodology of SALL are 'dialogue series', two continuous strands of dialogue integrated into the fabric of SALL. The science learning and society dialogues, and the strategic planning and policy dialogues respectively, are presented in the following sections.

3.4.1 The science learning and society dialogues

Throughout the project the consortium will develop and operate a scheme of coordinated, structured dialogue on the interactions of the concept of living-lab-based open schooling proposed by SALL with various aspects of science education of current interest, such as: the science education curriculum; science-related competences and careers, Responsible Research and Innovation, gender and inclusion; synergies of formal, non-formal and informal science learning spaces, the need for change in schools and school systems towards openness and a 'living-lab mentality'.

The science learning and society dialogues will take place in physical and digital spaces, with the latter hosted on appropriately designed portions of the project website and community-building technologies of SALL. They will also be promoted in relevant digital fora accessible to the consortium and popular social media (Facebook, Twitter, LinkedIn, YouTube). The dialogues in physical space will be organized in the context of the seven major project community events described further above.

The dialogues will involve the entire SALL community, including the SALL team as well as participating schools and stakeholders, as well as any other interested parties who will be approached and invited to participate through the communication and dissemination efforts of the project.

The overall process will involve three cycles, one per project year and phase (cf. year 1 - Incubation, year 2 - Growth, year 3 - Sustainability). Each cycle will commence with literature and good practice reviews, and on this basis will continue with the circulation of short, thought-provoking position papers seeking to inspire and motivate participants to contribute to the dialogues. Exchange of views and arguments will be moderated for a specified short period, and the results will be summarized in concluding dialogue digests in the form of points of consensus and points of contention, and a list of challenges and opportunities lying ahead. The position papers and digests will be widely disseminated through the project website, social media and all other relevant communication and dissemination channels of the project.

The methodology for the development and operation of the science learning and society dialogues will be continually improved in the light of the experiences gained through its implementation during the project. The eventual output of the whole effort including all dialogues and their results will be presented in the report entitled 'Science learning and society dialogues on living-lab-based open schooling', which will be published as an illustrated booklet and set of infographics (SALL project deliverable D1.3, due in August 2023, 36th project month).

3.4.2 The strategic planning and policy dialogues

The second of the 'dialogue series' of the participatory methodology of SALL, the strategic planning and policy dialogues constitute the aspect of exchange and mutual learning in the SALL community which

seeks to open roads to policy making for living-lab based open schooling in Europe. Through a structured process, stakeholders will be given voice and space to collaborate among them and interact with policy makers. In this way, project partners, stakeholders and policy makers will co-develop policy and implementation recommendations towards introducing the living lab methodology into regular science education practices within the framework of open schooling and with clear links to addressing societal needs and contributing to European policy priorities. The policy recommendations will include both generally applicable guidelines as well as guidelines specific to participating countries.

The path to policy and implementation recommendations will be shaped on the basis of existing good practices and experiences of consortium partners with previous involvement in policy road-mapping and policy design. In this respect, SALL, will build on:

- LC's expertise in enabling the engagement of political leaders and the public at large in a constructive exchange about the economic and social challenges of the 21st century, including by developing policy and implementation roadmaps through the formulation of policy and implementation recommendations. Such expertise has been developed within the scope of the Big Policy Canvas project, in which LC has developed the roadmap for Future Research Directions in Data-Driven Policy Making. LC also regularly produces policy papers and policy recommendations to be presented in events for policy makers as well as in policy briefs.
- The co-creation methodologies for policy design and the bottom-up design-driven approach for community engagement of the SISCODE project, through partners TRACES, ECSITE, and CVIVA. In SISCODE such methodologies were produced to pollinate Responsible Research and Innovation and Science Technology and Innovation policies.
- Past experiences of EA in various relevant policy recommendation development exercises in the field of educational innovation and in particular science education. On this background, EA will particularly bring the strategic planning and policy dialogues in SALL in interaction with the currently running European policy recommendations development processes of the European Education Policy Network on Teachers and School Leaders (EEPN).

An important element of the strategic planning and policy dialogues in SALL is the direct engagement and exchanges of the project community with policy makers at various levels and from different counties, who will be invited and facilitated to participate in appropriately shaped project processes within the collaborative space and sustainable network of open schooling stakeholders developed by SALL. In this way the project aims to co-design the guidelines and recommendations together with policy makers.

All SALL team members will help in this by liaising with public authorities, and particularly education and innovation-related authorities, in their respective sectors and country contexts. The process will begin in each partner country locally, will continue at the European level through the organization of two collaboration meetings with policy makers in Brussels, while also continuing locally and expanding nationally up to the end of the project.

The two European events for policy makers in Brussels will be organized in close collaboration with the relevant communication and dissemination work. Policy makers will be invited to gather in a European-level event in Brussels towards the end of the first project year (in summer 2021) to discuss methodologies for innovating school education systems in the light of the methodology proposed by SALL and the first results and experiences from its implementation and evaluation. Subsequently, they will convene again towards the middle of the third project year (in winter-spring 2023) to propose a set of recommendations and guidelines for educational authorities on how to introduce innovative methods such as the living lab methodology into their formal education systems.

The two policy maker events in Brussels will be co-led by ECSITE and LC, attracting the participation of appropriate key people from the European Institutions and beyond. In addition, all SALL team members will actively contribute to the recruitment of participating policy makers from their local or national contexts.

In addition to these two European events for policy makers, the project community events described further above and the digital spaces of the project will also be utilized in order to facilitate the strategic planning and policy dialogues process.

The final result of the overall strategic planning and policy dialogue process will be a 'Roadmap to European policies for living-lab-based open schooling' (SALL project deliverable D1.4, due in August 2023, 36th project month). The roadmap will be defined as a list of actionable recommendations to implement, including expert opinions, recommendations, and analytical research. The project will ensure that all relevant authorities receive the recommendations both in the participating countries as well as at a wider EU level.

3.5 Learning from good practice

The participatory methodology of SALL is founded on existing good practice. It builds on methodologies of successful relevant projects, experience from which is contributed to SALL by consortium members who have participated in those projects.

3.5.1 Building on the OSOS model and network

In the heart of SALL lies rich previous experience in building and sustaining school networks, and in particular the Open Schools for Open Societies (OSOS) network of school communities. Experience and practices from OSOS are brought into SALL by project partners EA, UDEUSTO, ORT, CVIVA, and NEMO.

The OSOS project (www.openschools.eu) has described and implemented at scale a process that facilitates the transformation of schools into innovative ecosystems, acting as shared sites of science learning for which leaders, teachers, students and the local community share responsibility, over which they share authority, and from which they all benefit through the increase of their communities' science capital and the development of responsible citizenship.

SALL's main proposition is that the focus on the technique of living labs in the frame of the OSOS approach will add significant value for open schools as well as for science learning and its position and roles in

contemporary societies. To approach and engage school communities, SALL draws on the successful relevant practices of the OSOS project, which has managed to gather more than 1,000 schools from across Europe in its network and introduce them to the open schooling concepts and practices. The SALL network of collaborating school communities will build on the existing OSOS community, as described further above.

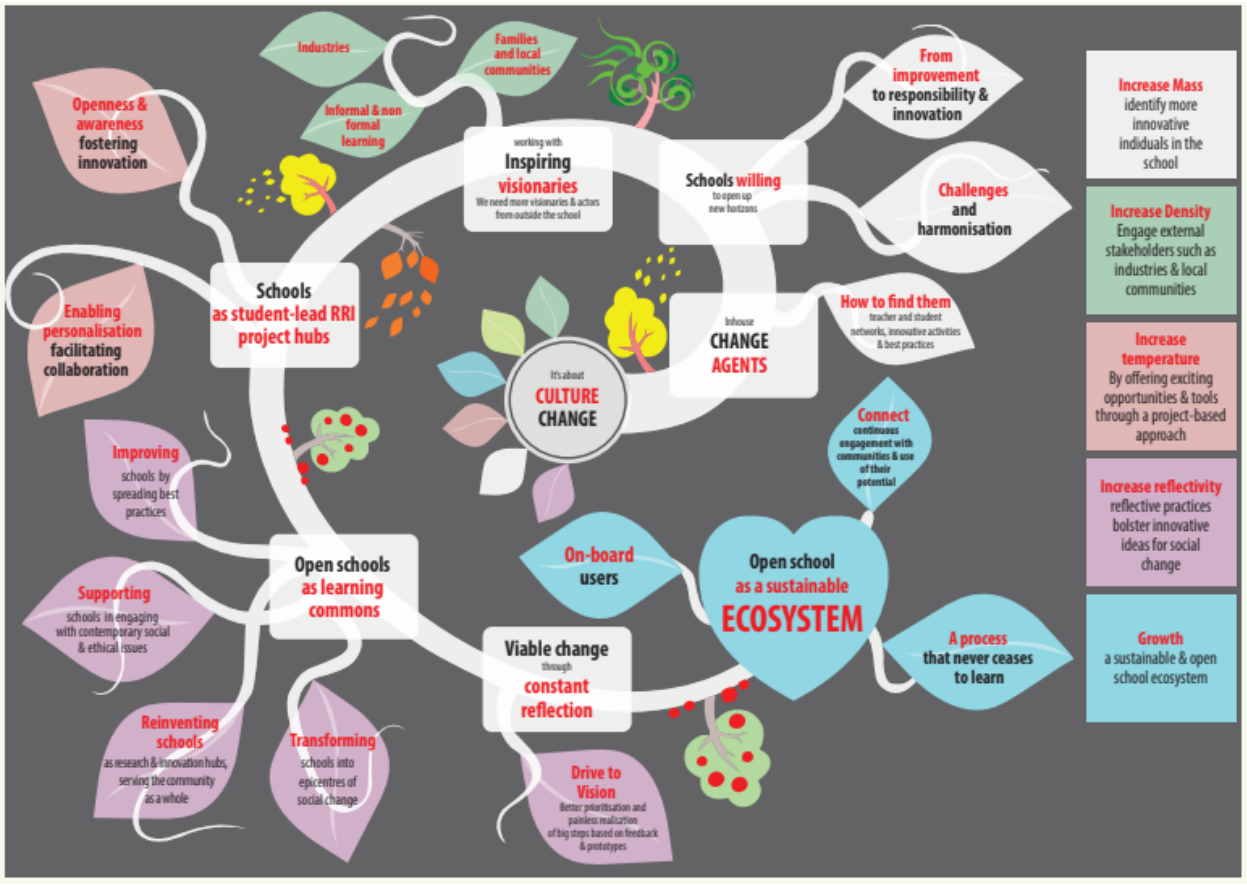

Figure 3: *The full cycle of school transformation proposed by OSOS.*

The participatory methodology of SALL comes as an addition and extension to the Open School Model (https://www.openschools.eu/open-school-model) proposed by OSOS, which provides school leaders with a powerful framework that can help them with the transformation of their school into an open school. This transformation can only take place if a school does not isolate itself but opens up to other schools. Schools can form a hub together, in which they help each other, collect good practices and share their experiences. Such an open and curious environment will support the development of innovative and creative educational activities. The model takes school settings into account and therefore ensures that school leaders can innovate in a way that is pleasant and suitable for schools.

The model proposes a process which starts with Change Agents who become Inspiring Leaders of the school community. Along the way, the OSOS support mechanism supports school leaders to capture innovation and decide on the appropriate strategy to diffuse innovation in the school, with constant reflection as part of the process, and guides them towards the transformation of the school into an Open

Schooling Hub and eventually to a sustainable innovation ecosystem (cf. Figure 3). In this context, the participatory activities in SALL will be developed taking into account lessons learnt in the OSOS project, and on the background provided in the documents on the OSOS Open Schooling Model and the Open Schooling Roadmap.

3.5.2 Community engagement through a co-creation and bottom-up design

Community engagement is inherently linked to the living lab concept, i.e. the core concept of SALL, and the processes of co-creating and bottom-up design that it implies. In this sense, the development, in the course of the project, of the methodology proposed by SALL for living-lab-based open schooling activities will entail the development of further guidance for community engagement practices. This is a process that has just started in the current initial phase of the project. The participatory methodology will be gradually enriched with input and directions that will emerge as a result of the development, implementation and evaluation of the living lab methodology of SALL.

At present, however, it is worth noting that rich experience and practices of community engagement through co-creation and bottom-up design already exist in the background of SALL, informing the development of the methodology and, hence, the refinement of the participatory processes of the project.

Thus, for example SALL is drawing on experiences from the ENGAGE project (www.engagingscience.eu), which are contributed by the consortium partner TRACES. ENGAGE mainstreams RRI in science education by providing teacher material and training to tackle sociotechnical controversies in school and by engaging with different local actors. SALL is building on materials produced by ENGAGE on how to treat community relevant issues in educational programmes as well as on its approach to connecting the school with other stakeholders.

In addition, SALL is building on relevant experiences and practices from the FIT4FOOD2030 project (www.fit4food2030.eu), which are brought into SALL through project partners ECSITE and EA. To support the European Commission in the development and implementation of the FOOD2030 policy framework and its action plan, FIT4FOOD2030 establishes a sustainable multi-stakeholder, multi-level platform, mobilising a wide variety of stakeholders at the level of cities, regions, countries, and Europe. Next to using the approach of FIT4FOOD2030 to food system transformation while focusing the living lab activities on the theme of the food system, SALL will also be informed by methodologies used in FIT4FOOD2030 for community building and co-creation, such as the Policy Labs, and the City Labs and Food Labs. The FIT4FOOD2030 Policy Labs align research and innovation policies and programs on food and nutrition security, building on and expanding existing national and regional networks. In the City Labs and Food Labs, on the other hand, FIT4FOOD2030 brings together policy makers, researchers, educators and citizens from all walks of life, to work on their visions of FOOD 2030, and consider concrete actions on how to get there, with the important objective to develop and pilot hands-on (in)formal training of students, researchers and professionals.

Similarly, the participatory activities of SALL are also building on the concept of Accelerator Labs from the FoodSHIFT2030 project (http://foodshift2030.eu), through experiences and practices contributed to SALL

by the consortium partner EA. FoodSHIFT2030 explores citizen-driven transition of the European food system towards a low carbon, circular future, including a shift to less meat and more plant-based diets. SALL draws inspiration and good practices from the FoodSHIFT Accelerator Labs, which are established as open innovation living labs based on the quadruple helix approach with stakeholders from the private, public, voluntary and academic sector.

Indicative of the rich background to the participatory approach of SALL is the example of the SISCODE project (https://siscodeproject.eu). SISCODE has stimulated the use of co-creation methodologies in policy design and used bottom-up design driven methodologies to pollinate Responsible Research and Innovation and Science Technology and Innovation policies. SALL builds on practices for co-creation and bottom-up design-driven community engagement developed in SISCODE, an approach which is brought into SALL by consortium partners TRACES, ECSITE, and CVIVA.

Table 4: Ideas for creating interactive and engaging experiences in the project community events of SALL, from the 'Activities pool for co-creation labs open days' of the SISCODE project

Ice breakers	Dialogue activities	Engagement
Name circle	Science Espresso	Journal Mapping
Back to back drawing	World Café	Doll scenarios
Birthdays - silent icebreaker	Reversed Science Café	Problem Tree
Embarrassing introduction	PlayDecide Games	Lego Play
Ball throwing game	Science Speed Dating	Lotus Flower
Geographical locations	On the Bench	Experiment mixtape
Unusual fact	Video synthesis	Mini-campaign challenge
True or false	Dixit 2.0	Transforming Objects
Sli.do (or similar tools)	The ill-fated tribunal (role play)	Empathy Map
	Discussion continuum	Photovoice
	Priority game	
	Moving debate	
	The 7 whys	
	Seeing through art	

SISCODE provides a rich set of resources through its website (https://siscodeproject.eu/resources), where the SALL community can find inspiration and useful ideas for the development of its activities. Of particular usefulness may also be the various tools which have been developed or applied during SISCODE (https://www.siscodeproject.eu/repository/contents/tools). For each tool there are instructions and

practical tips on how to use the tools itself, in which phase of the process/workshop they can be applied and which benefits are to be expected. All tools are available for download and print. Of particular interest in relation to the participatory methodology of SALL are the tools used in SISCODE for stakeholder engagement. An additional useful resource is also SISCODE's toolkit for the conduction of policy workshops (https://www.siscodeproject.eu/repository/areas/toolkit-for-policy-workshops).

Among the many ideas and resources members of the SALL community can draw from SISCODE, there are also practical ideas for creating an interactive and engaging experience for the participants of the various project community events of SALL. Such ideas can be found in the 'Activities pool for co-creation labs open days' (https://siscodeproject.eu/wp-content/uploads/2019/03/Attachment_0-2.pdf). The activities presented are 12 ice-breakers, 14 dialogue activities and 9 engagement activities, as summarized in Table 4 above.

3.5.3 Event formats for stakeholder engagement

Ideas for the organization of inspiring events with the engagement of different stakeholders are also drawn from the SPARKS project (https://www.ecsite.eu/activities-and-services/projects/sparks), which is connected to SALL through consortium partners ECSITE, CVIVA and EA.

SPARKS is an engagement project on the topic of technology shifts in health and medicine, which has raised Europeans' awareness that they can get involved in science and that various stakeholders share the responsibility for scientific research and innovation. The project community of SALL will utilize the innovative event formats proposed by SPARKS, such as Science Espressos, Reverse Science Cafés, Pop-up Science Shops and Scenario Workshops.

Among the resources offered by SPARKS which will be used by SALL is the 'SPARKS Toolkit' (https://www.ecsite.eu/activities-and-services/resources/sparks-toolkit). This is an easy to use guide helping identify the activity that best fits objectives and resources for any given event, and appropriately organize Science Espressos, Reverse Science Cafés, Pop-up Science Shops or Scenario Workshops. It is a playful tool to choose and implement successful participatory activities engaging citizens and multiple stakeholders in the practices of Responsible Research and Innovation (RRI). The Toolkit can help members of the SALL project community to understand the differences between the types of formats in terms of resources and engagement level, offering practical advice on developing the most suited formats, and providing concrete examples of how to deal with the topic of RRI through public engagement activities methodologies.

A visual summary of the characteristics of the four event formats from the SPARKS project are provided in Figure 4 on the next page.

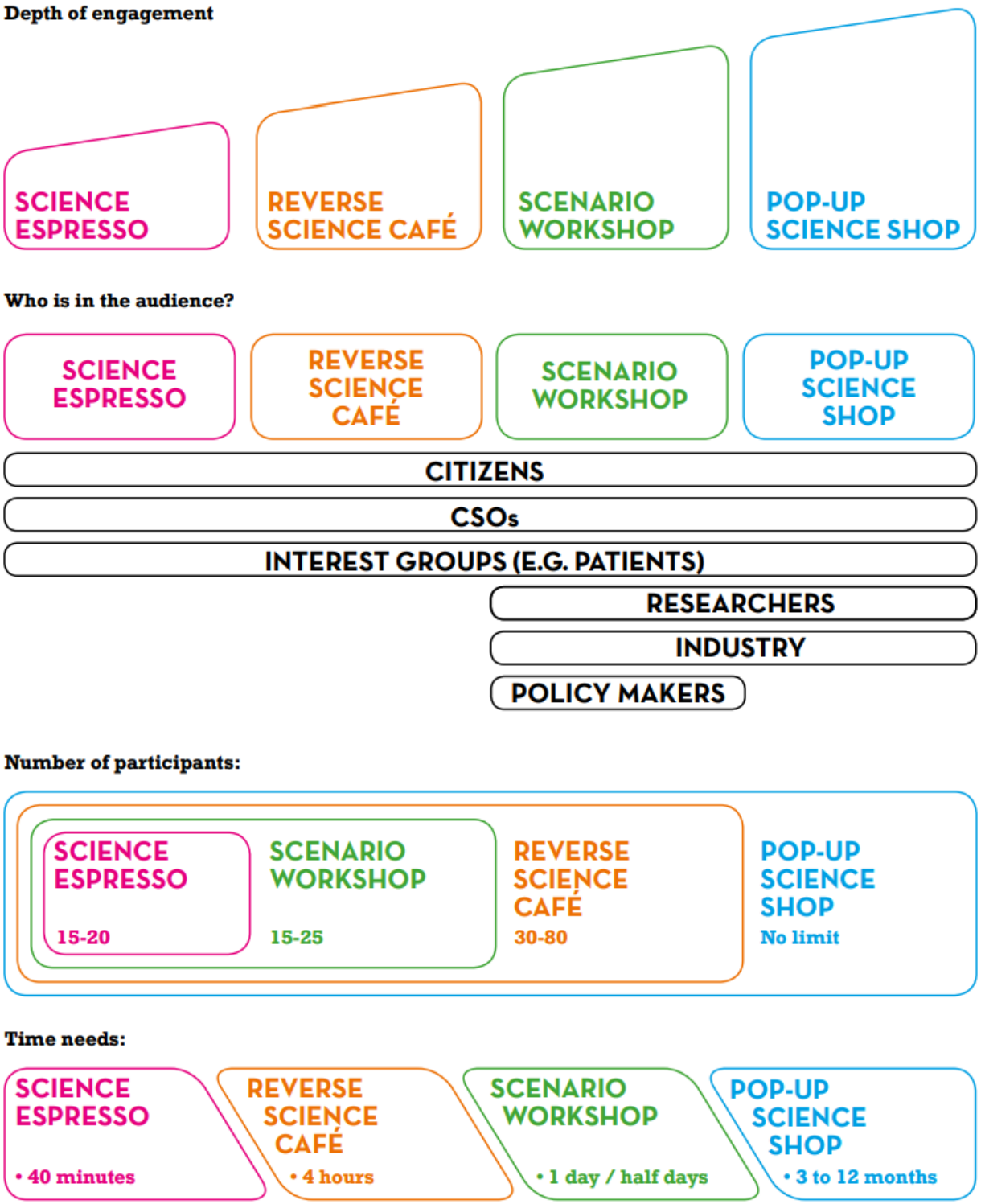

Figure 4: *A visual summary of the characteristics of the four event formats from SPARKS, based on graphs from the SPARKS Toolkit.*

3.5.4 Inclusiveness and young people engagement

In the organization of its participatory activities, the SALL community will draw inspiration and guidance from the HYPATIA project (www.expecteverything.eu), in order to achieve inclusiveness and the engagement of young people. SALL draws on the valuable experiences and practices of HYPATIA through consortium partners NEMO and ECSITE.

In HYPATIA science centres and museums worked together with schools, industries and academics to promote gender inclusive STEM education and communication. The project developed a theoretical framework on gender inclusive STEM education and produced, tested and promoted a toolkit with practical solutions and modules for schools, businesses and science centres and museums across Europe.

In the Toolkit (http://www.expecteverything.eu/hypatia/toolkit), members of the SALL community can find an accessible, practical and ready-to-use digital collection of activities (modules) for teachers, informal learning organizations, researchers and industry. The modules focus on gender-inclusive ways of educating and communicating STEM, empowers teenagers and explores the range of skills that are needed for a great variety of STEM studies and careers open to young people.

Inspiration and ideas can also be drawn from the special events organized by HYPATIA in 14 countries based on the project tools. Many of those events engaged teenagers in a variety of ways, while other events were dedicated to teachers and head teachers. Organizations involved adapted their existing events making them gender inclusive, through the use of the Toolkit.

SALL will in particular explore ways to adopt and adapt the community building formats of the Youth Panels and the Expect Everything campaign, in order to inspire, gain the trust of, and truly engage teenagers in the living lab journeys of their school communities. Thus, instead of adults developing activities for young people and testing activities with young people, experience from HYPATIA inspires and guides SALL to develop its innovative open schooling approach *together* with young people, through their active contributions to the project, building their motivation by giving them ownership, taking them as serious conversation partners.

3.6 A helpful hand from the technology

Dialogue and mutual learning and the overall realization of the participatory approach of SALL will be greatly supported by dedicated community-building technologies which are currently being designed and developed by the consortium partner INTRASOFT. Building on the existing open schooling digital platform of OSOS, SALL will have its own dedicated community platform. In this way, the community and activities of SALL will interact with the large European open schooling community of OSOS, while SALL will be making use of selected elements of the strong OSOS infrastructure. The technologies offered will form a user-friendly set of communication, community and exchange tools which will support all project processes and in particular the sharing and exchange of ideas and materials within the SALL community, and the development and presentation of the living lab activities of the participating schools. These community building technologies will be interconnected with the project website and geared on the communication and dissemination processes of the project.

SALL is currently designing and developing the SALL community platform, seeking to make it simple and inviting for the participating school and stakeholder communities to use. INTRASOFT will implement it so that they will be available in an early preliminary version ready for use by the project community in the first cycle of implementation activities starting in February 2021 (6th project month), and as a full version in August 2021 (12th project month). The SALL community platform will be available at www.schoolofthefuture.eu.

The design and development process will continue throughout the project to improve the community building technologies of SALL continually, in the light of the experiences gathered from their use. The outcome of this work will be eventually summarized and finally delivered in August 2023 (36th project month), offering the technological tools for sustainable use by the community after the end of the project.

3.7 Synergy with dissemination and sustainability efforts

While the above described participatory methodology refers to the development of dialogue and mutual learning within the community of the SALL project (consortium members, school communities and other stakeholders engaged), the very nature of dialogue and mutual learning makes the participatory methodology fully synergetic and complementary to the efforts of the project for communication, dissemination and exploitation addressing the world beyond the boundaries of the immediate project community.

This 'outward' function of the project is performed in the context of Work Package 6 (WP6) 'Dissemination and Sustainability'. The development of the SALL community and of dialogue and mutual learning within it will naturally be facilitated through this work, which aims to provide an integrated, solid and common external image of the SALL project, in order to facilitate its recognition, raise awareness about it and attract the relevant target groups. In this context the project will target the relevant stakeholder communities and policy makers at various levels with tailored communication, dissemination and exploitation actions. Predominantly, in this the project community will find means and tools in order to expand by approaching and engaging new members, and to engage with the public in further dialogue and exchange.

4 Final words: flexibility and applicability

The conception of SALL includes the notion of National Coordinators (NC), i.e. consortium members in charge of implementing the project activities in their national contexts. Among their other duties, the NCs will make sure that the participatory methodology described in this document will be implemented in their countries in ways appropriate for each local and organizational context. To cater for this great variety of settings in which project activities are expected to evolve, instead of a recipe, in the participatory methodology the community of the SALL project should see a consistent but flexible overall framework which invites to its adaptation and application in the diverse contexts in which SALL is being implemented.

4.1 Response to COVID-19

The challenges posed by the current COVID-19 pandemic are inevitably affecting all plans for the development of the dialogue and mutual learning activities that the participatory methodology of SALL aspires to generate, as these include intensive collaboration and exchange in face-to-face settings. The relevant realization plans are therefore being under constant review by the SALL consortium, so that alternative routes and digital media can be fully exploited to hold successful participatory activities remotely, when and as necessary.

4.2 A framework to evolve

The participatory methodology of SALL is being presented in the current document at the very early stages of the project, as an overall framework to guide all project activities towards integrating participation, dialogue and mutual learning. Naturally, the present 'SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling' is a starting point rather than an end. The framework presented in this document will evolve in the course of the project, together with the participatory activities that it will trigger and in parallel with the SALL methodology for living-lab-based open schooling and its implementation and evaluation. In this sense, it should be regarded as an open tool which will be continually enriched through the insights that its users will gain through its application for the organization of participatory activities on the field.

Specific realisations and updates of this participatory methodology will be presented in a number of subsequent documents of SALL, including:

- 'The SALL community of schools exploring living-lab-based open schooling' report (SALL project deliverable D1.2, due in December 2020, 4th project month), which will present the first instance of the SALL community of schools, and inform and prepare the schools participating in the first-year implementation activities before the start of the field activities.
- The report 'Co-creation workshops on applying living lab methodology to open schooling: methodology and results' (SALL project deliverable D1.2, available in an early first version in February 2021, 6th project month; finalized in August 2021, 12th project month), the full presentation of 'The SALL methodology' (SALL project deliverable D2.3, due in August 2021, 12th project month), and the relevant training content to be published as 'Support and training materials for schools as living labs'

(SALL project deliverable D2.4, due in November 2021, 15th project month), all of which will familiarise the community of SALL with the living-lab-based open schooling methodology.

- The 'Methodology for the engagement of school living labs with stakeholders' (SALL project deliverable D3.1, due in February 2021, 6th project month), and the 'Practical guidance and training materials for the engagement of school living labs with stakeholders' (SALL project deliverable D3.2, due in February 2021, 6th project month), which will familiarize the members of the SALL community with the methodology for engaging with relevant stakeholders in the living lab activities.
- The 'School preparation materials and tools' (SALL project deliverable D4.1, due in February 2021, 6th project month), which will include all the training materials (presentations, recorded webinars, articles, etc.), guidelines and resources that will help the participating schools prepare for the implementation activities, as well as, at a later stage, the 'Interim implementation activities report' (SALL project deliverable D4.2, due in February 2022, 18th project month), which will present the implementation activities from the first phase and the experience, conclusions and lessons learnt from those.
- The final project outputs that will guide school communities to continue with living-lab-based open schooling activities beyond the end of the funded SALL project. These include the 'Final, disseminated methodology and support and training materials' (SALL project deliverable D2.5, due in August 2023, 36th project month), the report on 'Experiences and practices of supporting the engagement of school living labs with stakeholders' (SALL project deliverable D3.3, due in August 2023, 36th project month), as well as the report on 'Results and outcomes of school living lab projects' (SALL project deliverable D4.3, due in August 2023, 36th project month), which will present all implementation activities in the 412 participating schools, conclusions, lessons learnt and recommendations for the future adoption of the proposed approach to science education.

The final shape of the participatory methodology, as it will evolve through the application of the present framework in the course of almost three years of dialogue and mutual learning within the SALL community, will be presented in the final stages of the project as part of the SALL Toolbox for Living-Lab-based Open Schooling (SALL project deliverable D6.6, due in May 2023, 33rd project month). The SALL Toolbox will provide a final user-friendly set of graphically designed summaries of all results, gained experiences, evaluation findings and policy recommendations of the SALL project. In this modular set of professionally produced publicity materials, the different members of the stakeholder community will be able to find summarized information and inspirational best practices and success stories, including those that will have emerged from the application of the participatory methodology of the SALL project.

References

The OSOS project and its website, available at www.openschools.eu

The FIT4FOOD2030 project and its website, available at www.fit4food2030.eu

The FoodSHIFT2030 project and its website, available at http://foodshift2030.eu

The SPARKS project and its website, available at https://www.ecsite.eu/activities-and-services/projects/sparks

The HYPATIA project and its website, available at www.expecteverything.eu

The SISCODE project and its website, available at https://siscodeproject.eu

The EEPN project and its website, available at https://educationpolicynetwork.eu

The ENGAGE project and its website, available at www.engagingscience.eu