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**Open schooling and collaboration on science education**

**Coordination and Support Action**

**SALL: Schools as Living Labs**

**Deliverable D1.2**

**The SALL community**

**of schools exploring living-lab-based open schooling**



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## Executive summary

The 'Schools as Living Labs' (SALL) project ([www.schoolsaslivinglabs.eu](http://www.schoolsaslivinglabs.eu)) 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 lie in the heart of SALL.

School communities are systematically engaged in SALL, as part of a project strategy grounded on dialogue, mutual learning and co-creation together with teachers, students, students' families, as well as various stakeholders in the local communities to which the schools belong.

The present report provides a first description of the community of schools that will be exploring living-lab-based open schooling in the context of SALL. The SALL community of schools is currently being developed by the SALL team, towards the target of including 412 school communities from ten countries in the various processes of the project.

This document is one of the first outputs of the project, appearing in the fourth month of project work. Its purpose is to present the first instance of the community of schools that is being developed around the SALL project. It serves thus as a preliminary part of the information addressed to the schools that are currently being invited to participate in the pilot implementation activities of the first project year, which are going to take place approximately in the second half of the school year 2020-2021.

## 1 Introduction

This report presents the main characteristics of the community of schools that will be exploring living-lab-based open schooling in the context of the 'Schools as Living Labs (SALL) project ([www.schoolsaslivinglabs.eu](http://www.schoolsaslivinglabs.eu)). This is one of the early outputs of the three-year project, appearing in the fourth project month as deliverable D1.2.

School communities are systematically engaged in SALL, as part of a wider project strategy grounded on dialogue, mutual learning and co-creation together with teachers, students, students' families, as well as together with various stakeholders in the local communities to which the schools belong. 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 have been presented in detail in deliverable D1.1 'SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling'.

The purpose of the present document is to report on the first instance of the SALL community of schools, i.e. the network of eventually 412 schools from ten countries that has just started being developed around the SALL project. It serves thus as a preliminary part of the information addressed to the schools that are currently being invited (to the pilot of the first project year, approximately in the second half of the school year 2020-2021), and will be invited in the future (to the activities of the second and third project years), to participate in the implementation activities of SALL. Therefore, this report is predominately addressed in the first ('we') and the second ('you') person directly to the school teacher, school head, or other member of school staff, or indeed other stakeholders linked to schools, who may be interested in the ways for a school community to interact with SALL. In this way the content of this deliverable will be easily usable and adaptable to the needs of the communication of the project with the SALL community of schools and the stakeholder communities more widely.

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 engagement of school communities in the project as one of the core aspects of the participatory methodology of SALL, which interweaves dialogue and mutual learning processes with work in all project strands. Next to it, the report provides a summary of the other two cornerstones of the participatory approach of SALL, namely an array of project community events and the SALL dialogues.

Section 4 presents specific plans of the project for the invitation to schools from ten countries to get engaged with SALL, focusing particularly on their involvement in the pilot implementation activities of the first project year.

Finally, the fifth section concludes the report with a note on the further development of the SALL community of schools during all three project years, as a continually evolving dynamic process throughout the project.

## 2 About SALL

The ‘Schools as Living Labs’ (SALL) project ([www.schoolsaslivinglabs.eu](http://www.schoolsaslivinglabs.eu)) 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 – and, we hope, your own school community. Further, we choose 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.

SALL is a three-year project. It started on 1<sup>st</sup> September 2020 and will end on 31<sup>st</sup> 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 (see Table 1).

**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 AHHA	AHHA	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 Technologicommunicatie	NEMO	Netherlands
Association Traces Theories et Reflexions sur l’Apprendre la Communication et l’Education Scientifiques	TRACES	France
Intrasoft International	INTRASOFT	Luxembourg

We have joined forces to offer new insights into how Europe can promote science education corresponding to current needs and challenges, by helping schools like yours 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.

## 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.

In SALL we actively promote 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.<sup>1</sup>

**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.

In SALL we bring the powerful concept and methodology of living labs into the landscape of open schooling efforts<sup>2</sup>. We propose that the focus on the technique of living labs in the frame of the OSOS approach can add significant value for open schools as well as for science learning and its position and roles in contemporary societies.

<sup>1</sup> The OSOS project ([www.openschools.eu](http://www.openschools.eu)) 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.

<sup>2</sup> The fine definition of the living lab concept as a practical element of open schooling activities is work currently (in December 2020) in progress in SALL. You can find useful information about what we see as part of this in deliverable D2.1 'Commented bibliography and relevant case studies', which includes a reference bibliography about living lab approaches, a series of significant cases and a basic glossary containing vocabulary used along the steps of the development of the methodology of SALL.

What is more, we choose to demonstrate 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.

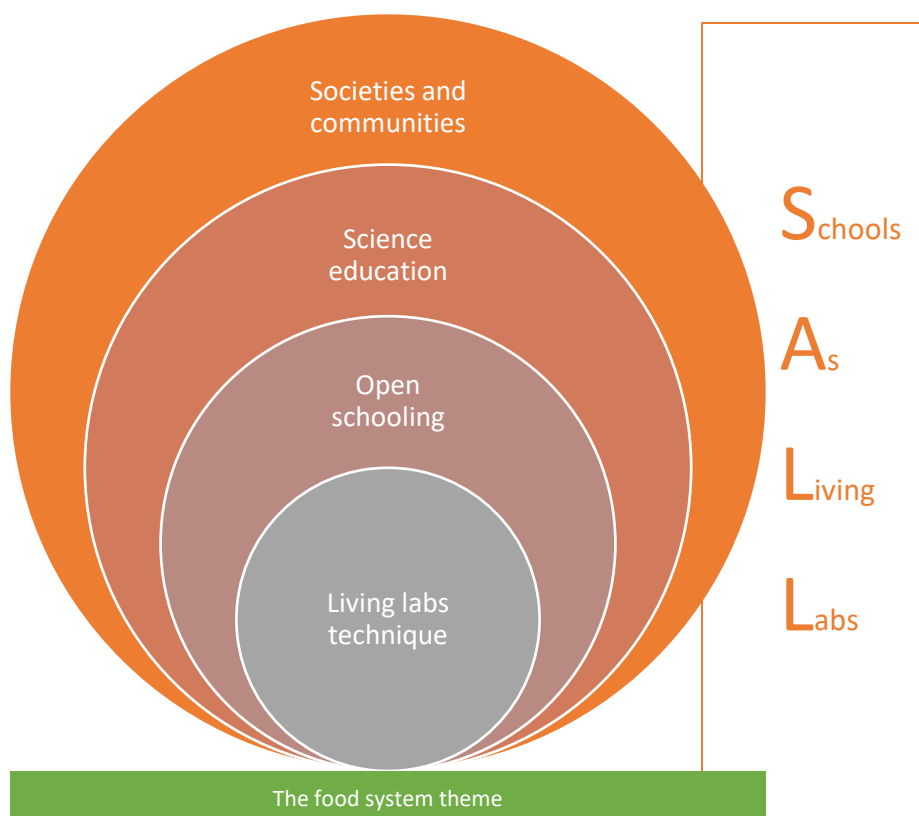
In SALL we prioritize a thematic focus on the food system, because it represents challenges of huge societal, environmental and economic importance, as well as of direct relevance to science education and to ambitious European policy making (cf. the Food 2030 research and innovation policy).

**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 our activities to the Food 2030 policy, in SALL we demonstrate 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, always working together with school communities like yours and local stakeholders linked to the interests and priorities of each school, 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):** In the first phase, 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 phase are used as the foundation for extending project activity in the second phase 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):** In the third and final phase, 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.

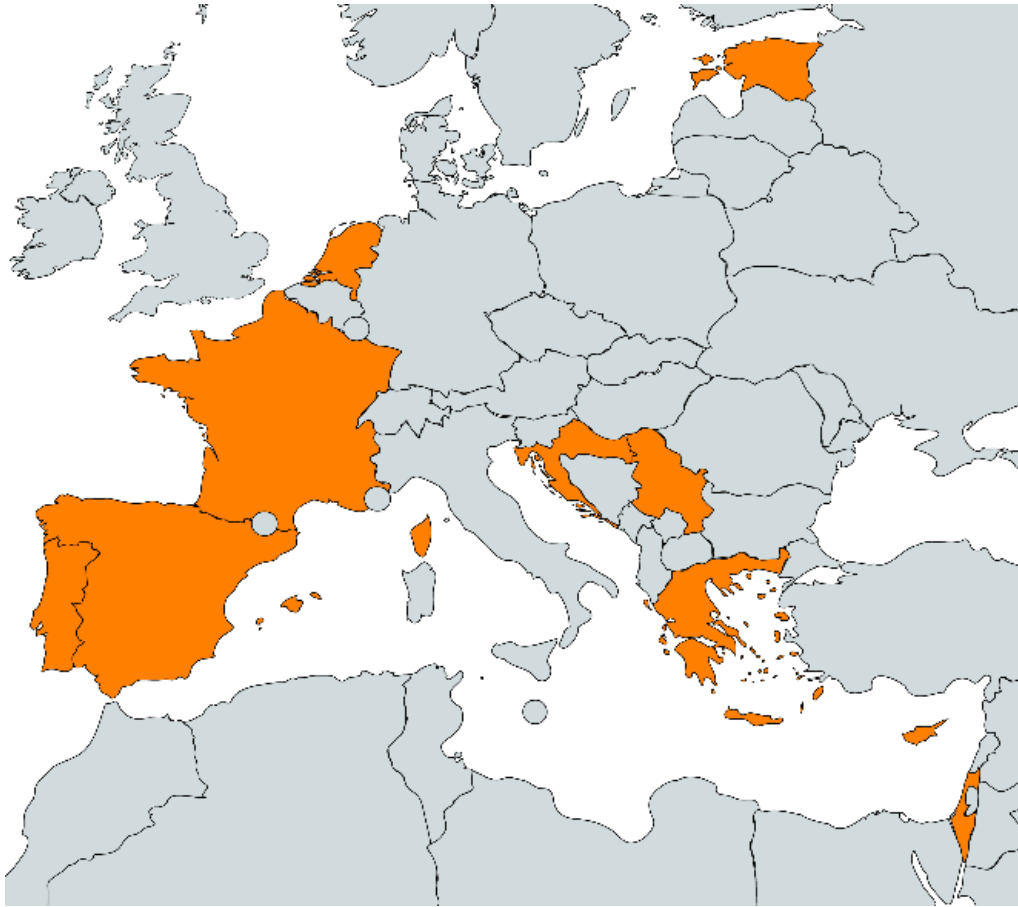
In this way, we will eventually propose a new way for European schools to approach science education in order to make teaching and learning more relevant and inclusive for their students, by collaborating with their local communities and research organisations, and with the active support and involvement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

### 3 Engagement of school communities in SALL

The engagement of school communities in SALL is one of the core aspects of the participatory methodology of our project, which interweaves dialogue and mutual learning processes with work in all project strands. In our report on the 'SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling' (deliverable D1.1), you can find more information on the participatory methodology that we are implementing to facilitate the interaction of the school communities and local stakeholders with each other and with the project team. We are bringing together these agents as active participants in our effort for the co-creation, application, evaluation, dissemination and exploitation of the living-lab-based open schooling methodology that SALL is proposing to Europe's schools.

To approach and engage school communities like yours in SALL, we draw on 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.

In SALL we seek to collaborate with 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, in SALL we 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 we 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 our interaction with this wider circle of schools, we aim 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.

We will actively develop and maintain the SALL community of schools, through 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 Ellinogermaniki Agogi (EA), our project coordinator. EA, who is itself a school based in Greece, will collaborate closely in this with those of us who

act as the National Coordinators of activities with the school communities in our respective countries, managing them in accordance with the local circumstances, possibilities and requirements.

Our planned distribution of schools per country and focus vs. wider community, as well as the National Coordinator for each country, are presented in Table 2.

**Table 2: 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:		<b>42</b>	<b>370</b>	<b>412</b>

### 3.1 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 is a central element and priority of all strands of our work.

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 like yours 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, through work falling under WP5 'Evaluation' we are ensuring that the project will collect evidence from the school communities implementing the living lab methodology for open schooling in their local contexts. With this evaluation we will gain insights in order to adapt the methodology and improve its 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.

### 3.1.1 Activities in the early stages

In the early stages, we will involve the focus community of SALL schools in the co-construction of the framework and methodology proposed by the project, in collaboration with us, the team of SALL, and other relevant stakeholders. Building on the OSOS open schooling framework, we will involve your school, if you take part in this early work, as well as other practitioners like you 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'.

We will facilitate the interaction of the school communities with other stakeholders in various ways. On the one hand, we are mobilizing networks in which we 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' we are producing a methodology and relevant training and materials to guide schools like yours in engaging with relevant stakeholders through living lab activities, producing positive societal impact. This 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 our work in SALL will be co-created in collaboration with the 42 schools constituting the focus community, in the first project year, which generally coincides with the academic year 2020-2021. The pilot implementation activities will take place approximately between February and August 2021.

Finally, regarding the thematic focus in this first phase, the schools of the focus community will be involved in piloting the living lab methodology through activities on the theme of the food system, providing us with feedback to inform our efforts for the improvement and finetuning of the methodology, and the evaluation of its impact at a first level.

### 3.1.2 Activities in the later stages

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.

From this phase onwards, our evaluation will delve deeper into the impact of the intervention, and the focus will gradually shift from the implementation of the methodology as proposed by us, to its cultural or other local adaptations reflecting the variety of school settings and circumstances.

Regarding the thematic areas of the activities, in the second phase (approximately between December 2021 and August 2022) we will support all 412 schools of the focus community and of the wider community to participate in larger-scale implementation of the living labs methodology mainly with activities focused on the theme of the food system, but also starting to experiment with other systemic themes too in more mature school contexts.

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.

### 3.1.3 Guidance, support and training for the engagement of school communities

A number of outputs of our work in SALL will guide schools like yours, as members of the community of SALL schools, through the project processes project, allowing each participating school community to closely follow the evolution of the work. Such elements of guidance and support that we are and will be continually offering to schools include:

- The report 'The SALL participatory methodology for dialogue and mutual learning on living-lab-based open schooling' (SALL project deliverable D1.1, which appeared in October 2020, 2<sup>nd</sup> project month): this report presents the general principles and structure of the methodology that we will implement in SALL in order to facilitate the interaction of the participating school communities and other stakeholders with each other and with the project team. This is complemented by the present document (deliverable D1.2 'The SALL community of schools exploring living-lab-based open schooling', appearing now, in December 2020, 4<sup>th</sup> project month), which is presenting the first instance of the SALL community of schools, informing and preparing schools like yours to participate in the pilot implementation activities starting approximately in February 2021.
- Outputs that will present the methodology proposed by us for the development of living-lab-based open schooling activities and will help 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, 6<sup>th</sup> project month; finalized in August 2021, 12<sup>th</sup> project month); b) the full presentation of 'The SALL methodology' (SALL project deliverable D2.3, due in August 2021, 12<sup>th</sup> 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, 15<sup>th</sup> project month).
- Outputs with which we 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, 6<sup>th</sup> 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 August 2021, 12<sup>th</sup> project month).

- The rich 'School preparation materials and tools' (SALL project deliverable D4.1, due in February 2021, 6<sup>th</sup> project month), in which we 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, 18<sup>th</sup> project month), in which we 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 with which we 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, 36<sup>th</sup> 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, 36<sup>th</sup> 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, 36<sup>th</sup> 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, our final publication with the title 'SALL toolbox for living-lab-based open schooling' (SALL project deliverable D6.6, due in May 2023, 33<sup>rd</sup> 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, we will provide the different stakeholders with summarized information and inspirational best practices and success stories.

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

Thus, our work on the SALL framework and 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. With the relevant training programme we 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, we 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), we will prepare and continually support the participating schools. In this, we 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, we will also provide training and support to the participating school communities 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 our project, several of those may well 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.

## 3.2 Other elements of the participatory approach

The engagement of school communities like yours in SALL will be enhanced through several other aspects of our participatory approach, which we describe in detail in In our report on the 'SALL Participatory Methodology for Dialogue and Mutual Learning on Living-Lab-based Open Schooling' (deliverable D1.1). Here we are summarizing the role of the two other cornerstones of the participatory approach of SALL complementing to school engagement, namely an array of project community events and the SALL dialogues.

### 3.2.1 Project community events

A central element of our participatory methodology is 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, in both physical and digital spaces. 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 for us with the realities, interests, and aspirations of the school and stakeholder communities.

Overall, we are planning to hold at least 27 project community events. If you join the SALL community of schools, we are more than likely to meet and interact in one or more such events!

Among those events, there will be seven major project community events which we will organise in different locations in Europe and in conjunction with local initiatives organized by the hosting partners. Those events, which we are planning to hold both in winters and summers between now (late 2020) and summer 2023, may be combined with European teacher training courses, conferences and workshops, and other public communication and dissemination activities. We do hope that making use of opportunities that we will be offering (e.g. participating in activities, contests or trainings that we will be organizing), you will join us to attend one or more of those major SALL events.



Further, we 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. Our aim is to hold at least twenty local events, with about 2-3 of those per participating country. If you get involved in SALL, the National Coordinator for your country will definitely organize such local events to which you will be invited.

Among the project community events foreseen, of particular importance are the two 3-day co-creation workshops that we will organize as part of the co-creation of the SALL framework and methodology in WP2. The first of these workshops will take place in January 2021 and the second approximately in June 2021. The first will be held fully online due to the disruption caused by the COVID-19 pandemic (originally planned to be hosted by TRACES in France), while we may manage to host the second one in physical space in the Netherlands (hosted by NEMO). We will design and facilitate the two co-creation workshops in collaboration by professionals with experience in applying living lab methodologies in culture and education. We will adopt design thinking and living lab approaches and the workshops will be carefully designed to ensure both creative and applicable outputs. These workshops will involve 20-30 persons each, carefully selected in order to bring in relevant expertise. We will be inviting 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. You could be one of them (if your National Coordinator decides so).

In addition, among the project community events we are planning 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, as part of the strategic planning and policy dialogues process in SALL. If you are related to educational policy-making, you could be one of the invited participants.

### 3.2.2 The SALL dialogues

An additional element of the participatory methodology of SALL are 'dialogue series', two continuous strands of dialogue that we will be integrating into the fabric of SALL: a) the science learning and society dialogues, and b) the strategic planning and policy dialogues. We will summarise some basic information about the SALL dialogues in the following sections.

#### 3.2.2.1 The science learning and society dialogues

Throughout the project we 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'.

We will hold the science learning and society dialogues in physical and digital spaces, with the latter hosted on appropriately designed portions of the project website and community-building technologies of SALL. We will organize the dialogues in physical space in the context of the seven major project community events described further above.

The dialogues will involve the entire SALL community, including us, the SALL team, people like you from participating schools and other stakeholder entities, as well as any other interested parties who will be approached and invited to participate through our communication and dissemination efforts.

### *3.2.2.2 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 with which we are seeking to open roads to policy making for living-lab based open schooling in Europe. Through a structured process, we will give stakeholders like you voice and space to collaborate among them and interact with policy makers. In this way, all of us, 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 process will begin in each partner country locally, will continue at the European level through the two events with policy makers that we will hold in Brussels as described further above, while also continuing locally and expanding nationally up to the end of the project. The two events in Brussels will attract the participation of appropriate key people from the European Institutions and beyond, while all SALL team members will actively contribute to the recruitment of participating policy makers from their local or national contexts. You could be one of them, if you are related to educational policy making.

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, 36<sup>th</sup> project month). We will define the roadmap as a list of actionable recommendations to implement, including expert opinions and analytical research. We will ensure that all relevant authorities will receive the recommendations both in the participating countries as well as at a wider EU level.

## **3.3 A helpful hand from the technology**

Finally, the overall realization of the participatory approach of SALL and in particular the engagement of school communities like yours 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, in SALL we will have our 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 our project website and geared on our communication and dissemination work.

We are currently designing and developing the SALL community platform, seeking to make it simple and inviting for people like you and all the participating school and stakeholder communities to use. INTRASOFT will make it available in an early preliminary version ready for use by all of us in the first cycle of implementation activities starting in February 2021 (6<sup>th</sup> project month), and as a full version in August 2021 (12<sup>th</sup> project month). The SALL community platform will be available at [www.schoolofthefuture.eu](http://www.schoolofthefuture.eu).

We will continue the design and development process throughout the project to improve the community building technologies of SALL continually, in the light of the experiences gathered from their use.

## 4 Inviting schools to the first implementation activities

In this section we will present an overview of our current plans for inviting schools like yours to get engaged with SALL, focusing particularly on the involvement in the pilot implementation activities of the first project year. We have initiated a process of informing schools about SALL and its school engagement strategy (part of which is this very report), and are gradually starting to invite school communities, predominantly through teachers or school heads or other relevant school staff, to join us in designing, implementing and evaluating living-lab-based open schooling activities. In the following sections we are presenting our main tool for this purpose, i.e. the ‘SALL pitch’, and the current plans of the National Coordinators in face of the start of the pilot activities in February 2021.

### 4.1 Explaining SALL and inviting schools to it

The ‘SALL pitch’ is a four-page document that has been developed in the context of WP2 and WP3, i.e. the methodological work packages of SALL, with the aim, at this very early stage of the project, to provide the basic message which can be used to familiarize National Coordinators and school communities with the kind of activities that the SALL vision and approach entail. The pitch, which is included in full in the Annex to this report, consists of precise answers to the following questions that may be asked by you and all those potentially interested in getting involved in SALL activities:

- What is SALL: Schools as Living Labs?
- What does “living lab” mean?
- What do we mean by “school”?
- Who are the “other societal actors”?
- What is SALL aiming to achieve?
- What does the “food system” theme mean?
- Which kind of school project?
- What are the requirements of these school projects?

- What are the main benefits of participating?
- How do we know that our project worked?
- What do we want to know from students?
- What do we want to know from teachers, school's administration, and other societal actors?
- Can I participate in spite of the COVID-19 pandemic?
- Is that all?

We warmly invite you to consider our pitch, which you can find in the Annex, and think about the potential of your joining us in our efforts to work with the living labs approach in open schools enabling science education for the 21<sup>st</sup> century.

## 4.2 Plans per country

At present (December 2020), we are making the following plans for inviting schools from the ten target countries to get engaged with SALL, especially in the context of the pilot activities of the first year (approximately in February – August 2021):

	Country	National coordinator	Focus community	Wider community	Total no. of schools
1	Croatia	BWI	2	10	12

BWI, the National Coordinator (NC) for Croatia, has long experience in cooperating with Croatian schools that are visit BWI's education centre and participate in its education programmes. Some of these schools are regular visitors and BWI has developed good cooperation with them. With some BWI has already participated as partners in mutual projects. In SALL, the NC is planning to make a list of schools that they are in contact with and that they estimate would be the best fit for this project. Since BWI is situated on a small island, in the context of the limited possibilities for travel and school access due to the pandemic this school year, the NC has decided to involve two schools from their local community in the pilot study. They have identified teachers with whom they believe they could have a good cooperation. With them they are planning to organise informal meetings in following weeks to present them the ideas of the SALL project and explore their interest to join. After they get teacher's feedback, they will formally set up meetings with school directors and set up the cooperation officially. Although currently schools are functioning online in Croatia and the 3-week holiday break has arrived, the NC expects to be able to define their pilot schools and start implementing activities with them by the end of January 2021. According to the feedback they will get from the schools, they plan to involve other local stakeholders such as small local agricultural and tourist businesses, a fishery local action group, retail centers and potentially some others, depending on the project ideas.

	Country	National coordinator	Focus community	Wider community	Total no. of schools
2	Cyprus	UCY	5	55	60

UCY, the National Coordinator (NC) for Cyprus, has identified 5 schools with which they have collaborated in previous projects and have expressed an initial interest in participating in the SALL project. During January, an online (or face-face) meeting will be organized to provide more information to these schools regarding the objectives of the project and the suggested methodology, as well as the implementation and evaluation process. Throughout the rest of the school year, the research group will support these schools in various ways (e.g. facilitating the development of collaborations with interested stakeholders, and co-designing a food system related project). In addition, a national open call will be disseminated in collaboration with the Ministry of Education to inform all the Cypriot schools about the project and to invite them to participate. The open call will also be disseminated to the social media and website of the research group, as well as to its contact list of schools which participated in previous projects (e.g. SNAC, Go-lab, Next-lab, TIWI). A SALL community of schools will be gradually created starting from year 1 and a continuous monitoring and co-creation work with the schools will be employed.

	Country	National coordinator	Focus community	Wider community	Total no. of schools
3	Greece	EA	6	55	61

EA, the SALL project coordinator and a school itself, acts as the National Coordinator (NC) for Greece. On the one hand, EA has started organizing the SALL activities (in detail for the first project year and tentatively for the following two years) that will take place in EA's own lower and upper secondary schools. So far school heads and selected teachers have been informed about the project, and the first details of a number of cross-curricular, interdisciplinary living lab school projects have been discussed and agreed with them. On the other hand, SALL is making use of the advantage of EA's rich activities and leading roles in a line of successful projects that have developed an extensive network of collaborating innovative school communities across Greece, to invite more Greek urban, suburban and rural schools to get engaged with SALL. To this end, EA is drawing on the pool of Greek schools that took part in OSOS, schools currently participating in the OSOS successor project entitled 'Reflecting for Change' (R4C; <https://reflecting4change.eu>), other schools with which EA has collaborated for years in several innovative projects, as well as building on synergies with the Institute of Educational Policy (IEP) of the Greek Ministry of Education. After a first cycle of communication and invitations, in January EA will organize a workshop dedicated to introducing interested schools more deeply into SALL and its envisioned activities, and to making concrete plans with those of them that will be involved in for the pilot activities this year.

	Country	National coordinator	Focus community	Wider community	Total no. of schools
4	Estonia	AHHAA	2	10	12

AHHAA, the National Coordinator for Estonia, at this first stage is planning to approach two schools catering for 7-15-year-old students and an additional high school, to invite them to get involved in SALL. The approach followed includes a first communication with schools, which may be followed by a workshop in January 2021, or other appropriate means for delving deeper into the details of the collaboration.

	Country	National coordinator	Focus community	Wider community	Total no. of schools
5	France	TRACES	5	10	15

In order to engage known partners for the pilot phase of the SALL project –partners who will help us to test and to improve the methodology as well as to build new knowledge with us during the process–, TRACES, the National Coordinator for France, are working with institutions and networks that they already know. For each association, institution or network they can have more than a project involved with the SALL methodology.

That's the case of Lab School Paris that belongs to the Lab School Network (LSN): a group of schools piloted by different professionals engaged with new ways to educate. It was created in 2015 by Pascale Haag (EHESS Paris). This network is managed by a group of teachers, policy makers, associations, institutions and enterprises looking for engaging ways to educate young citizens ([www.labschool.fr](http://www.labschool.fr)).

Another network that TRACES are used to work with is "Inversons la classe" (Let's reverse the class) – ILC. They have collaborated with several teachers from this network, engaged with new ways to educate and eager to experiment and discover solid methodologies to extend the possibilities of project work in schools (<https://inversonslaclasse.fr>).

Les Savanturiers (the name is a wordplay for "savants" (scholars, wise) and "aventuriers" (adventurer)) is an association linked with a research institute (the CRI) that TRACES often collaborate with on projects related to education. They gather a group of schools and teachers that are always keen to participate in projects that go beyond the classroom (<https://les-savanturiers.cri-paris.org>).

The association Science ouverte (Open Science; <https://scienceouverte.fr>) is an important partner in the northern part of TRACES' region (Ile de France). They work with an important number of high schools to achieve the insertion of young people in scientific careers.

With regard to engaging public actors as well, TRACES are contacting the local network of high schools in Ile-de-France (<https://lycees.iledefrance.fr/jahia/Jahia>), but with a special emphasis in the "Pole innovant lycéen" (Innovative high school student Pole; <https://pilparis.org>), a structure specialized in engaging youngsters that had left the education system for more than 6 months. They are always looking for new ways to give the young people envy to go back to school.

TRACES will also contact again their former partners in European projects as "Engaging Science" (<http://www.engagingscience.eu>) and "INPROFOOD" (<https://cordis.europa.eu/project/id/289045/fr>).

Finally, to prepare the second and third year of the project, TRACES will contact their teacher mailing list to invite them to discover SALL and participate with their own students.

	Country	National coordinator	Focus community	Wider community	Total no. of schools
6	Israel	ORT	5	55	60

For the piloting phase in year 1, ORT, as a National Coordinator for Israel, intends to contact schools with which it has been collaborating in the framework of the OSOS project. Specifically, ORT have defined a list of 9 schools that worked well and that already have a good perception and an effective experience in projects that express an open schooling approach. In addition, they will contact a new school which has recently joined the ORT Israel network and that is interested in making educational projects in the food-tech field. As a first step, the 10 schools will be offered to participate in an online event, with the aim of making their acquaintance with the SALL project and allowing them to share their thoughts and ideas. Then, ORT Israel will personally contact a representative from each of these schools which would have agreed to join the project and begin to work with them on their local ideas.

For the implementation in years 2-3, ORT plans on using four different channels for recruiting new schools: (a) schools from year 1 (piloting phase) will contact related schools, if applicable; (b) addressing all the schools in the ORT Israel network as well as the rest of the schools in Israel that participated in the OSOS project (by disseminating a call, creating a designated webpage, dissemination through ORT Israel's existing newsletter and website, etc.); (c) contacting schools within the ORT Israel network that teach relevant curricula developed by ORT Israel R&D Centre (e.g., well-being educational program); (d) contacting vocational schools (within the ORT Israel network) with cooking studies.

	Country	National coordinator	Focus community	Wider community	Total no. of schools
7	Netherlands	NEMO	5	55	60

NEMO, the National Coordinator for the Netherlands, has selected 27 teachers from their network (OSOS schools). They have already invited the teachers to participate in a webinar that they will organize in

January. These webinars, which will explain the project, will take place on Monday 18 January and Wednesday 20 January 2021. Afterwards, schools will decide if they want to participate in SALL.

Country	National coordinator	Focus community	Wider community	Total no. of schools
8 Portugal	CVIVA	5	55	60

In December 2020, CVIVA, the National Coordinator for Portugal, is selecting eight secondary education schools (students from 12-18 years old) for the pilot phase of SALL project, considering a nationwide distribution that includes schools from urban and rural areas, as well as a broad representation of students' different socioeconomic contexts. The selected schools should have a wider experience in developing STEM and community-based projects, and a history of collaboration with CVIVA. Some of the selected schools will have previously participated in OSOS project, but others will be chosen considering their experience in other projects.

Still in December 2020, the representative teachers of the eight selected schools are being contacted and informed about the main goals, tasks and phases of SALL project, the purpose of having schools as living labs, and the importance of developing community-based school projects focusing on the food system. They purpose is not only to have schools that will be engaged in the full length of the project, but also to have teachers working side-by-side with CVIVA's staff in order to achieve the best strategies and methodologies to implement the Living Lab methodology both in the pilot schools and in future participating schools.

In January 2021, CVIVA will organize an online meeting with the representatives of the eight schools, where the project will be thoroughly discussed, in order to ensure that the teachers have the same level of information about SALL. During the meeting, some examples of community-based projects where the living-lab approach was applied will be shared and discussed with the teachers.

During the pilot phase, a follow-up will be made with each one of the schools, with regular individual meetings, as well as meetings bringing together all participant schools, in order to promote the sharing of experiences, doubts and best-practices, and online training actions (eg. developing living-lab projects, engaging stakeholders and families, exploring communication strategies).

During the development of the pilot-phase of the project, a call will be made to other schools to join SALL, considering once again a nation-wide distribution and a broader socioeconomic context of the students. The call will initially focus on schools that have already participated in OSOS and other projects, but will also be open to new schools, that may be willing to change their educational strategy towards an open schooling approach.



	Country	National coordinator	Focus community	Wider community	Total no. of schools
9	Serbia	CPN	2	10	12

08-10. January: CPN, the National Coordinator for Serbia, will contact reference persons in two schools they had collaboration with in previous projects. These schools are located in rural or suburban areas around Belgrade. CPN are targeting higher grades of secondary schools. Firstly, they will inform the reference persons about the project and then invite their possible school team to a video meeting. They plan to organize two individual meetings, one per each school. CPN chooses this approach in order to build on previous good cooperation, and count on the internal motivation of the school staff.

If any of these two schools is not able to participate, CPN staff have several back up plan schools that are a bit further away but usually motivated for work in STEAM.

In the video calls with schools one of the topics will also be which schools can be part of the wider community, and that is how CPN will start to prepare the list that would be built later on when project activities start to grow. However, CPN would like core community schools to influence who will be in the wider community schools group. They assume that if they rely on the existing school network their exchange will be more sustainable and deeper.

10-15. January: Individual video meetings organized with teams from each of two schools. After this they should be familiar with the project aims and their roles.

18-20. January: Schools' representatives are attending SALL webinars with CPN representative(s)

25., 26. and 28. January: Schools' representatives are attending the SALL January 2021 Workshop with CPN representative(s).

28. January- 28. February: SWOT analysis workshops are organized with local stakeholders in each of two schools.

	Country	National coordinator	Focus community	Wider community	Total no. of schools
10	Spain	UDEUSTO	5	55	60

UDEUSTO, the National Coordinator for Spain, has defined a list of 10 trusted schools with which they had previously collaborated in other STEAM-related projects. UDEUSTO plans to contact the reference person of these schools and invite them to an initial online informational session in January to share with them the SALL approach. In this first meeting, they will present the objectives of the project, the methodology, examples of the "School as living lab" concept and they will also be informed about how to participate in the project during this first year. After this first meeting, an individualised follow-up of these schools will

be carried out to find out more about the interests of each school and to look for synergies with the SALL objectives, for example helping them to define a "Living Lab" or learning project on a specific subject that meets the SALL requirements: to be a STEAM project, related to the food system, to find collaboration with local external agents, etc. In this way, UDEUSTO ensures that the schools maintain their interest in the project and continue in the implementation process. From this first phase, they will carry out continuous monitoring and co-creation work with the schools.

In addition to the strategy designed with these selected 10 schools, a general call will also be made to all schools with which UDEUSTO has participated in previous projects such as OSOS, InspiraSTEAM, Platon, iDiverSe, etc. In this communication, they will inform the schools about the SALL project and ask them to show their interest in knowing more and receive notifications about the project. With this information, they will create a database with schools interested in SALL and they will keep them informed of the project progress and results. UDEUSTO will invite them to participate in the implementation in the later phases.

## 5 Further development of the SALL community of schools

The development and management of the SALL community of schools during all three project years is a continually evolving process. This document is just a preliminary report on the first instance of the community of schools that is now starting to develop around SALL. In this report, as well as in other project documents appearing in the first project months, we aim to help schools participating in the first-year pilot implementation activities to get informed and prepare in time. Subsequently, the SALL community of schools will be managed continually by EA and the National Coordinators. The status of the community will be reflected in the in the SALL project website and the SALL community building technologies. Eventually, its path of growth and achievements will be summarized in the final 'SALL toolbox for living-lab-based open schooling' publication (D6.6).

### 5.1 Response to COVID-19

The challenges posed by the current COVID-19 pandemic are inevitably affecting our plans for the engagement of school communities that we aspire to generate and support in SALL, as these include intensive collaboration and exchange in face-to-face settings. Our plans are therefore being under constant review, so that alternative routes and digital media can be fully exploited to hold successful school engagement activities remotely, as necessary.

## Annex: The SALL pitch to schools

### SCHOOLS AS LIVING LAB

#### A PRELIMINARY PITCH TO SCHOOLS INVITED TO PARTICIPATE

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*\*Short intro: the purpose of this document is to facilitate a quick appropriation of the project generalities for the National Coordinators and schools invited to participate in SALL, and to establish a baseline for all SALL team members.*

*Version of 12/12/2020*

#### **What is SALL: Schools as Living Labs?**

SALL is a European project gathering the expertise of 10 different countries to propose a new approach to open schooling. By adapting the principles of the Living Labs, SALL supports schools in the implementation of projects which link with their local communities and addresses locally relevant issues related to the food system in all its dimensions (production, distribution, waste management, health, economy, etc.)

By participating in the SALL project, schools and teachers will experiment an open schooling approach based on the Living Lab methodology, aimed at making STEM teaching more relevant, systemic and inclusive for their students. SALL will also help students develop new skills and positive attitudes, and conceive learning science as a way to actively contribute to the well being of the world they live in.

#### **What does "Living Lab" mean?**

Within the SALL project, "Living Lab" is the methodology used to support the collaboration among different partners who want to address a concrete issue relevant for each of them, going through a Living Lab cycle typically comprising:

- Creating ideas together after exploring the issue
- Quickly building some elements of the solution, which can be done in a cheap and fast way (often referred as prototyping)
- Testing the solution with users, and getting feedback to improve the solution

This cycle may be implemented several times, in an iterative way, to refine the solution at various levels.

The key principles are:

- 1 - Real issue - real solution, making use of the participants' personal experience,
- 2 - Co-creation, involving of all impacted societal actors,
- 3 - Quick prototyping, as ideas are immediately put in practice and tested.

**What do we mean by "school"?**

A school is a teaching and learning institution made not only of teachers and students, but also their families and all the associated staff working in the school.

Furthermore, when we consider a school, we always think of it as part of a larger system of other societal actors and situated in a specific neighborhood or territory.

**Who are the "other societal actors"?**

All individuals or institutions that have a common interface and/or a common interest with the school, and that are interested or affected by the process or the outcomes of the project. They range from the municipality to the local bakery, from the local environmental association to the driver of the food truck.

**What is SALL aiming to achieve?**

Through the Living Lab projects, SALL will:

- 1- support schools in partnering with other societal actors to address an issue that are relevant for each one of them ;
- 2- foster the recognition of every actor as an agent of change, breaking the roles and boundaries of traditional teaching

Through these objectives, the activities will widen the students' representation of science and promote open schooling.

**What does the "food system" theme mean?**

SALL addresses the general theme of the food system. The food system is a complex web of activities involving the production, processing, transport, and consumption<sup>3</sup> of food - from seed to plate to waste.

This can include many different aspects, for example food waste management, cultures and traditions of food, carbon footprints of the food system, agriculture, physiology of taste, packaging, local circulation of food, health issues, economy, aesthetics,... Each school will define what is most relevant for them.

**Which kind of project?**

Ideally, SALL projects are expected to satisfy four fundamental conditions:

- They involve actors within the school (students, teachers, technicians, administrators, directors, support professions), and other societal actors.
- They respond to a common issue that needs to be solved, and is relevant for all the parties involved (ie : directly or indirectly impacted by the issue or its solutions).
- They involve the design and testing of solutions during the course of the project.

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<sup>3</sup><https://www.futureoffood.ox.ac.uk/what-food-system>

- They aim to make a real and sustainable change for the school and the other societal actors, with tangible outcomes (e.g. collective event organization, change in waste management, newsletter, participatory board in local decision making, etc...)

### **What are the requirements of these projects?**

- Contact point: any school or institution may participate, and should start by identifying one main contact person for the SALL project.
- Partnerships: schools will need to identify and build a local partnership with the other societal actors.
- Co-creation workshops : during the whole course of the project co-creation workshops will have to be held together with schools and societal actors.
- Timeframe: a project would typically have a duration of 2 to 6 months, but may be adapted to each school context.
- Project time: a project would typically involve the teachers and students 1 to 4 hours per week, but may be adapted to each school context.
- Number of students involved: students typically work on these projects in small teams of 2 to 6 students. However, the total number of students you want to involve is up to you, from 2 to 999.
- Reporting: a short reporting form about the activities carried out will need to be filled-in to monitor the progress of SALL.

### **What are the main benefits of participating?**

- A stronger engagement of students through an active approach.
- Establishing the school in a network of local actors (NGOs, companies, policy-makers, etc.),
- Building soft skills for the future (creativity, critical thinking, collaboration, problem-solving, media/information literacy, etc.),
- Intersecting STEM related topics with wider issues, civic engagement and other disciplines (e.g. Arts and Humanities),
- Responding to an issue that matters for the school.
- Being part of an international school network of SALL projects.

### **How do we know that our project worked?**

SALL project is a three-year project (2020-2023) and the first year of the project works as a pilot phase. Thus, your feedback and contribution throughout this school year will be very useful for us in order to improve our methodology and materials. During the design and the implementation your SALL project, we will need to collect useful information from all participating actors (students, teachers, school's administration, external actors) about their contribution to the ongoing process of the project. It is

important to know that your participation is voluntary and all the information you will provide for evaluation purposes will remain anonymous.

*What do we want to know from students?*

We would like to see whether their participation in the SALL projects will impact on their motivation for doing science and the level of their engagement in their community. Thus, they will be asked to anonymously fill in two questionnaires related to their motivation for doing science and their level of engagement in their community.

- The tests might take **approximately 20 minutes** to fill in, but they can also be provided as homework for students.
- They can be provided in **paper and pencil format or online**.
- They will be **re-administered** to students **at the end of your implementations** in order to be able to identify if the project's impact.

*What do we want to know from teachers, school's administration, and other societal actors?*

We have developed a set of reflective questions for the school's administration, the participating teachers and other societal actors in order to facilitate the planning of your project. It will take approximately 20 minutes per participant to answer these questions via an online meeting or a face-to-face communication, etc. This process will help you create a clearer picture about the project you will implement, the ways you can collaborate with others and it will also help the national coordinators to tailor their support based on your school's needs. At the end of your implementations, similar questions will be asked to the same participants to facilitate your reflection on what worked and what did not work during your project, to be able to improve our Living Lab methodology and support the wider implementations the following year.

### **Can I participate in spite of the COVID-19 pandemic?**

Indeed! The Living Lab approach links the students with other actors, outside of the school, through various means including online teleconferences and virtual meetings. Moreover, students can do some research and other work from home, and they can collaborate through online tools and platforms. Thus, the project can be done fully online, fully in real life, or in a hybrid way.

### **That's all?**

- It is important to remember that all the parties involved are partners of the project. In a SALL activity everyone has something to teach and something to learn. Students are not there only to learn, teachers not only to teach, etc. : they all participate in a mutual way and contribute actively to a local issue, and use this participation to teach, learn, etc.
- As a medium to long term impact, SALL activities should help school governance, students, teachers, staff and local actors to feel part of the same school ecosystem, in which each one can

benefit from the other. We are deeply convinced that this approach can help them better fulfill their core mission as educational institutions.