SCHOOLS
AS LIVING
LABS

SALL

● METHODOLOGY FOR THE ENGAGEMENT OF SCHOOL LIVING LABS WITH STAKEHOLDERS

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INTRODUCTION

Within the Schools As Living Lab-project (SALL), the SALL consortium, together with schools and other societal actors, is investigating the possibilities of introducing and implementing the concept of the Living Lab method in the school context. This SALL methodology will be the result of a co construction process that started at the consortium Workshop in January 2021 and will be nourished by the experience and feedback of National coordinators, teachers and other actors that agree to participate in this collective experiment. So the SALL methodology is a *work in progress*, the first bases are described in the Pitch document for National Coordinators (NCs). Based on the experiences of the pilot schools in the next months, the methodology will be further developed in a second Workshop, planned for June 2021.

One of the characteristics of Living Labs is that multiple stakeholders work together on a common real issue. Stakeholder engagement is an important topic in the Living Lab method, therefore it will be addressed extensively in the SALL methodology. The current document, the Stakeholder Engagement Methodology (SEM), already makes a start on this. It is a roadmap that offers suggestions for schools and NCs how to identify stakeholders, how to approach stakeholders, and how to create a sustainable connection with stakeholders. It also raises questions that schools and NCs can address when embarking on stakeholder engagement. The document is not aimed at providing tools or training, for that we refer to Deliverable 3.2 (M12).

Like the SALL methodology, the SEM is a work in progress. In the current document we describe first guidelines, however the final SALL methodology will be fed by the experiences of the pilot schools in 2021.

How do we define stakeholder engagement?
Stakeholders, societal actors, social actors or local actors are the community members who are actively involved in a specific SALL project, including the students and teachers. These can be individuals or institutions who are interested in the project process or affected by the outcomes of the project. Engagement is the process of communicating to, learning from, and collaborating with local actors to acknowledge the unique needs and strengths of the local actors involved. Within the SALL project, our preference is to use the expression societal actors when talking about the partners with whom the schools collaborate. In spite of that, in this deliverable we sometimes speak of stakeholders instead of societal actors because in the literature "stakeholder engagement" is a frequently used (search) term.

A few words about the current document

The document consists of four short chapters that successively address:

    A.   Identifying stakeholders

    B.   Approaching stakeholders

    C.   Working with stakeholders

    D.   Building and maintaining sustainable connections with stakeholders

Each chapter consists of three paragraphs

- A suggested Step-By-Step
- Questions to Discuss or to Think about
- Examples & Tips

We talk about a "suggested" step-by-step to emphasize that there is not one best way to identify or to approach stakeholders, or to create a sustainable connection with stakeholders: there are multiple ways. The tactic that fits best a Living Lab community, will probably differ per country, per school community and maybe even per topic. In addition, and even more important to mention, the step-by-step is our best prediction based on consulted Living Lab documents and partner's expertise with open schooling. We do not yet know what the best approach to stakeholder engagement for SALL is, as this is one of the questions we will be working on during the SALL project.

In each chapter, attention is also paid to questions that arise in the relevant phase of stakeholder engagement. By doing so, we want to encourage schools and NCs to create their own solutions in addition to the suggested step-by-step approach.

In the final paragraph of each chapter we include examples and tips from the SALL partners. Examples can help schools to get an idea of the possibilities. For instance, we have collected examples of stakeholder's possible motives to participate in a School Living Lab. The risk of giving examples is that it is rarely comprehensive and can give the idea that a completely different approach is no good. This is explicitly not the case. We want to give the pilot schools all the space they need and we are curious to see how they do things differently.

In describing the roadmap, we start from the following situation:

- The school is informed about the project by the National Coordinator (NC),
- The school is familiar with the preliminary SALL methodology (Final Pitch for NCs),
- The school has decided to participate in the project with a group of students,
- The school has roughly identified an issue to work on, within the theme of food systems or has identified a core group of food system related stakeholders,
- The school is ready to start the project.

1. IDENTIFYING STAKEHOLDERS

1.1. A suggested step-by-step

When a school has decided to participate in SALL, and the school has roughly an idea about the Living Lab topic that is 'something related to the food system', then there is the time to explore which societal actors the school would like to involve in the project.

1. A first step can be to list all the possible societal actors you can think of.
2. Then, the schools can think about the criteria they might want to use in making a final selection of societal actors. They can also prioritize these criteria.
3. After that it is very useful for schools to make an analysis of the extent that the potential societal actors meet these criteria
4. This stakeholder analysis can help the school to eventually come to a shortlist of 'most desired partners'

1. **Listing all possible stakeholders**
2. **Drawing up of criteria**
3. **Stakeholder analysis**
4. **Selecting a shortlist**

Identifying stakeholders is not a straightforward process. By talking to stakeholders, new stakeholders may be suggested that schools did not have in their scope at the beginning. It will probably take several rounds before they end up with a final group of stakeholders.

Moreover, identifying stakeholders and selecting a Living Lab issue are closely related. The issue determines who can be identified as a relevant stakeholder. But vice versa, by involving new stakeholders in the project the initial issue probably has to be adjusted to ensure that the interests of the new stakeholders are also met.

The criteria to consider in the stakeholder analysis will depend on the wishes and experiences of the school. An example criterion is the number of stakeholders to cooperate with.

How many people or organizations to include in the project?

When working on an issue in a SALL project, different points-of-views are important. Therefore, it is recommended to involve at least three different stakeholder categories: the school, the food sector and one more stakeholder category. To ensure the school's involvement in the project, it is recommended to engage at least **two different school actors**, for example a teacher and a person from the school administration.

In discussing the amount of stakeholders, schools and NCs can consider: 1) the project perspective that benefits from the input of multiple and diverse social actors each bringing their point of view into the project. Working together with many stakeholders can ensure a good embedding of the Living Lab project in the neighborhood and could provide the project with very diverse expertise. And 2) the student's perspective, who will collaborate, co-create and communicate with each of these stakeholders. It can be challenging for students to maintain contact with too many actors and to properly include all their interests in the project.

1.2. Questions to discuss or think about

Questions that can help schools to identify stakeholders and to draw up selection criteria

Who has an interest?

- Who will be impacted by or has a stake in the issue we will address in our project? Consider the stakeholder categories presented in box 1 (see page 9).
- Which food process sectors are related to our Living Lab issue? See also box 2 on page 9.

What does the project need?

- What knowledge, experience or authority is needed to work on our issue or to find a solution for our problem?
- Who within our local community could possibly have this knowledge, experience or authority?
- Who will be responsible, who has a decision power, who will support, who can support, and who can stop or limit the project?

Who do we know?

- Who is already in our stakeholder network that could make a useful contribution?
- Who has already been part of a similar project about the issue we have chosen?
- Whom would we love to work with?

Are we being inclusive?

- How do we ensure that stakeholders are a good cross-section of the local community? Consider diversity in gender, cultural background, age and socio-economic status.

1.3. Examples & Tips

The examples sometimes have different levels of abstraction, both general examples (NGOs) and very detailed ones (Community vegetable gardens' users). We have not further classified these examples because there are so many different ways to do this, we leave it to the reader to do so if they wish.

Examples: Stakeholders that could be involved in a 'School Living Lab'.

- City counsellor
- Community vegetable gardens' users
- Companies
- Entrepreneur
- Expert from industry
- Farmer
- Farmer Associations
- Industries
- Local businessman
- Local citizen
- Local restaurant
- Local market owner
- Makerspace
- Museum professional
- Other schools
- Parents
- Producer
- Provincial councillor
- Public bodies
- Public library
- School staff
- Science communicator
- Scientist
- Student
- Teacher
- Technologist
- University professor
- Waste disposal service employee

Examples of different categories of stakeholders (Box 1)

- School community
- SMEs (e.g., enterprises)
- NGOs (e.g., non-profit organizations)
- Municipality
- Provincial government
- Researchers
- Citizens
- User/consumer

Examples of food process sectors (Box 2)

- Food production
- Food processing
- Food distribution
- Food consumers
- Food waste management

Examples: Stakeholders participating in Open Schooling school-projects.

Below real examples are listed of external stakeholders who have participated in school projects. The examples come from the cases of open schooling projects that were described by partners in deliverable D1.2.

- Cyprus: civil protection organization, seismologist, educational researcher
- Netherlands: students, retirement home residents, cooking school staff, teachers
- Spain: the Provincial Council of Bizkaia and the City Council of Loiu, the neighbours who were informed about measures to eradicate the problem, experts from the University of the Basque Country who advised on the problem and on previous related studies, other local experts in eradicating invasive plants
- Greece: SMEs, NGOs, local governments, researchers and citizens
- Portugal: Escola Portuguesa de Moçambique (school), Escola Matatuine (school), Faculdade de Agronomia e Engenharia Florestal da Universidade Eduardo Mondlane (University), Instituto Ricardo Jorge (University), Agrupamento de Escolas de Alcanena (school), Laboratório Nacional de Engenharia Civil (I&D institution), Cooperativa Terra Chã (Agriculture Association), Câmara Municipal de Alcanena (Local authorities).
- Croatia: Museums, research centres, public institutions and NGOs,
- Israel: Sakhnin Municipality (Sanitary department), a regional environmental association, the students' families, farmers from a nearby Kibbutz, researchers from the academy (Volcani Center - Agricultural Research Organization)

- Estonia: students, teachers, school staff, parents, locals, enterprises (building and designing the area),
- Serbia: Belgrade's flower festival, McDonald's, several local entrepreneurs for exterior design, communal services in the city of Belgrade, parents and Ministry of justice.

Tip: Explore how Issues relate to Stakeholders and vice versa.

- To experience how stakeholder and issue relate, students or teachers could use the SALL exercise of the SALL Workshop on February 2021 (see Toolbox Mural).

2. APPROACHING STAKEHOLDERS

2.1. A suggested step-by-step

As soon as the school has a shortlist, it is time to find out whether these potential stakeholders are interested to join the school's Living Lab project. In this phase it is important, on the one hand, to get partners excited about the project and to show them the added value of working together in a LL project. On the other hand, or at the same time, it is also very important to paint a realistic picture of the situation in order to prevent partners from leaving the project prematurely or to prevent conflict arising within the team.

Three points are particularly relevant here:

- that an open mindset and a flexible state of mind is crucial for working within the LL method
- that all participants, including students and users, have decision-making power at all stages of the co-creation process.
- and be clear about the fact that the ownership of the solution (or product) and all other outputs of the project (e.g. knowledge) lies with all partners in the project

The Living Lab manual of AMS (the Amsterdam institute of advanced Metropolitan Solutions), provides a nice guide for approaching stakeholders: Get in touch, Persuade, Reduce the risk and Be open!

Get in touch.
The initiator of the Living Lab makes the first contact with the potential partners. In SALL, it is likely that this will be the school, for example, someone from the administration, the teacher involved or the students themselves.

Persuade.
The initiator convinces the partner to work together on the idea or problem. Make sure the idea is concrete or the problem specific. Think in advance about how this partner can contribute to working on the issue or solving the problem. To do this, you can fall back on the stakeholder analysis that has been made in the previous phase.

Reduce the risk.
Be clear about what you expect from the partner. Specify how many co-creation sessions you plan to organize (e.g., three session), how long they will last on average (e.g., three hours), at what time of the year they will take place (e.g., in the months of April and May), and where they will take place (e.g., in the science classroom at school). When speaking to someone in the company who will not be participating in the project themselves (e.g., the director), make sure that the employees who do participate have a good understanding of what the project entails.

Urban Living Labs
A living lab way of working

AMS
AMSTERDAM INSTITUTE FOR ADVANCED METROPOLITAN SOLUTIONS

1. **Get in touch**
2. **Persuade**
3. **Reduce the risk**
4. **Be open!**

Be open!
Explain that an 'Open mindset' is crucial for working together using the Living Lab approach. That all participants, including students and users, have decision-making power at all stages of the co-creation process. You can use a power/interest matrix with all the desired actors drawn into it, and discuss with the potential partner how they would approach the other personas on the matrix (see Examples & Tips). Be clear that the ownership of the solution and all other outputs of the project (e.g. knowledge) lies with all partners in the project.

2.2. Questions to discuss or think about

Questions that can help schools and NCs in their preparation:

- Can we pitch our project in 3 minutes?
- Can we formulate what it will bring to the stakeholder?
- Can we formulate what we think the added value of this stakeholder is to the project?
- Who else is participating in the project?
- What is our intention with this stakeholder? Is our goal to work together on the project for a short time or is our intention to build a longer relationship?
- Do we have a contact person through whom we can approach the stakeholder?

2.3. Examples & Tips

Already in this Approaching stakeholders phase it is about involving them. Making them "feel" what's in there for them. What benefits they may have. And it can be very different from one partner to another. For example, participate in a project for the good of the community, gain institutional influence, understand potential customers, get new ideas for products and services, get nice-looking communication and a good image, increase the links with the ecosystem, have fun, try something unusual, have a political impact, et cetera, et cetera.

Examples: Stakeholder's possible motives to participate in a 'School Living Lab'.

- Assistance in solving the stakeholder's problem
- Corporal industrial responsibility
- Interest in the subject
- Interest in the problem
- Networking with other community agents
- Personal interest in the subject
- Professional challenge
- Professional curiosity
- Promoting academic research by providing data
- Helping in academic research by being a subject in citizen science
- To attract students to scientific carriers/ universities
- To be aware of new environmental friendly solutions
- To be socially involved
- To get to know the neighbourhood
- To give a social dimension to my brand
- To help and be an active citizen
- To improve services/ products
- To learn young people's opinions
- To pilot a new product (or solution)
- To promote my brand
- To promote vocations
- To test new solutions or products
- To test their products with different targets
- To work with other stakeholders

Tip: When it turns out to be difficult to engage a societal actor in a project

- Look for voluntary associations and non-profit organizations
- Look for companies with corporal social responsibility (that seek collaborations with education)

Tip: Use a power/interest matrix
Use Mendelow's matrix to better characterize stakeholders, and to manage their role in the project.

- For each stakeholder, estimate their interest in the project and their decision-making power, and place them in the matrix. Someone with a high interest in the project and much decision-power (e.g., a school principle) is placed in the upper right corner of the matrix.

- Discuss with the potential partner how they would approach the other personas on the matrix. Leading questions could be:
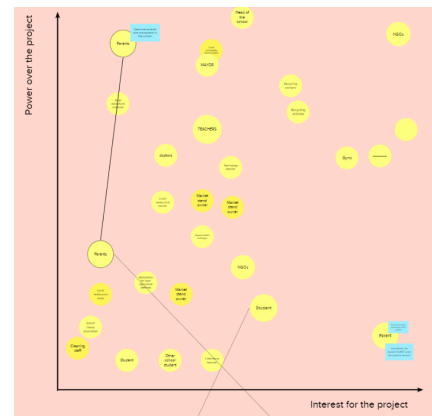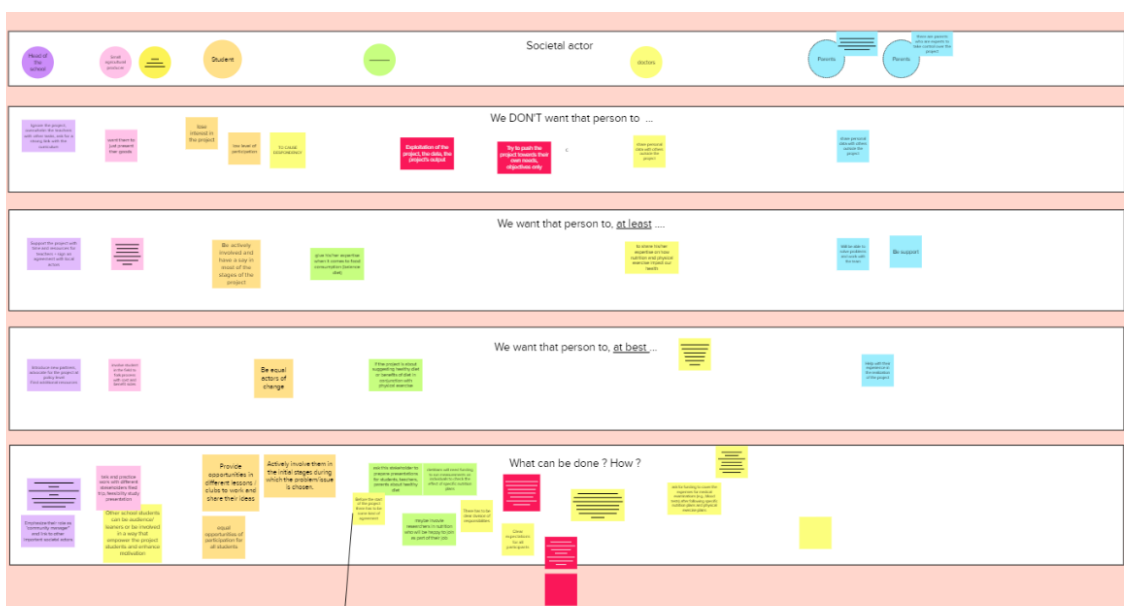
  We <u>don't</u> want this actor to...

  We want this actor to, <u>at least</u>...

  We want this actor to, <u>at the best</u>...

  What can be done? How?

- Take a look at the power/interest matrix that was made during the SALL workshop on 26 February 2021 (see page 20 for Link to Mural).

3. WORKING WITH STAKEHOLDERS

When the approached societal actors have decided to participate in the school's Living Lab project, or not, and the multi-stakeholder team is complete, the project can really get started. Because collaboration and co-creation in real settings are at the heart of the Living Lab method, it is important to make sure that all team members are comfortable with each other, that they get to know each other. That everyone knows what expertise each member can bring to the table. That everyone knows about each other's motives and interest for participating in the project. So that the group as a whole can ensure that throughout the project everyone's interest is taken into account.

Stakeholder engagement is the process of communicating to, learning from, and collaborating with societal actors to acknowledge the unique needs and strengths of al societal actors involved.

3.1. A suggested step-by-step

Starting the project

Organize a Kick-of meeting. Make sure all societal actors are involved from the beginning. All actors, including students and users, are full partners of the project and have decision-making power at all stages of the project.

Take time to get to know each other. Working with a diverse group of societal actors can be challenging, but also very rewarding. It is important to make sure that all team members are comfortable with each other, and that they get to know each other. It may be helpful to introduce schools with the Levels of engagement framework from the Hypatia project (see Example & tips).

Define goals and ambitions. Together with the initiator, the team determines what the common goal and ambitions are. To keep all societal actors motivated and involved in the project, it is important that the interests of all partners are included. . Take the student's voice seriously and not only as "cosmetic". To achieve a good end result, the multi-stakeholder team takes these interests into account. And everyone is willing to help each other

Discuss resources. Have a transparent discussion about resources allocated to the project. Consider form example the available hours of team members, a budget for prototyping supplies and equipment and communication.

Discuss constraints. Discuss if actors have specific preconditions that have to be met or considered. For example, a company may not share data or a company wants their logo on the communication tools or students have to work on certain learning goals.

Discuss the topic of ownership. Be clear that the ownership of the solution and all other outputs of the project (e.g. knowledge) lies with all partners in the project. The NC can refer to the Creative Commons concept.

Agree on communication and project management. Identify each societal actor's preferences regarding means of communication and way of working. Agree on how you will keep each other informed about project progress in between co-creation workshops. Make (or present) a project timeline, set dates for the co-creation sessions and agree on where the sessions will be held.

Organize regular meetings. It is important to coordinate expectations from the beginning, meet regularly and talk about the difficulties and successes.

Document and share findings. To ensure that all participants remain engaged during the project, it is important to document and share the findings of each co-creation session with ALL participants.

Add missing actors. As the project evolves, the group may realize that a key actor have not yet been identified; it is never too late to bring someone new on board. However, make sure that the new actor connect in all areas (e.g. getting to know each other, goals, etc.). Give the new actor the opportunity to connect with the team and the project (e.g., get to know the other societal members, adjust goals and ambitions, et cetera.).

Co-creation sessions

Co-creation. During co-creation all actors make decisions together based on everyone's contribution and interests. This means an active involvement of all actors, where everyone shares what he or she thinks and where everyone listens to each other. Where all actors are open to the perspectives of the other actors. Actors work together in a network structure, and have to let go of a hierarchical way of working. For some people this will take some time getting used to. Students may also need to get used to taking this space.

Documentation. Ensure that decisions made during a co-creation session are well documented and monitored.

Promote good communication. The teams consist of people who come from different fields of work, each with their own way of talking and thinking. To promote good communication, it is important to avoid jargon as much as possible. This also turned out to be important for students as evidenced by the SALL Masterclass of a secondary school student on January 19, 2021 (see page 20 for Link to Masterclasses).

Location. Determine a location where work on the project and co-creation sessions will take place.

Intrinsic motivation. Take care of intrinsic motivation. For example, by naming the importance of each actor or the shared interest during co-creation. And emphasize that the ownership and responsibility lies with the team.

3.2. Questions to discuss or think about

Questions that the team can consider to address at the start of the project

- *Goals*. What do we want to achieve? What are our expectations?
- *Motives*. What are all team member's Drives, Motives and Intended Contribution?
- *Ownership*. What if... the final product is very successful and one of the team members wants to take the product into production to make a profit?
- *Knowledge and expertise*. What knowledge do I bring to the table? What can I contribute to the solution of the issue? What would I like to learn? How can the team help me to achieve this?
- *Resources*. How much time do I have available? Can I continue until the result is achieved, or am I available for a set (limited) amount of hours? Is there a budget for supplies and equipment?
- *Communication*. What do I find a pleasant way of exchanging information?
- *Organization*. What are the roles to play in order to run our Living Lab successfully? What will be the role(s) of the student, teacher, and all the other actors? Will there for example be a project leader, a problem owner, a user?
- *Working together.* When is the collaboration successful for me?

3.3. Examples & Tips

Examples: possible roles within a SALL project

- Communicator
- Debate promoter
- Evaluator
- Experiment subject
- Experimenter
- Facilitator
- Knowledge broker

- Match maker
- Problem 'victim'
- Problem owner
- Problem solver
- Project leader
- Specialist
- User

Examples: possible outcomes of a SALL project

- Empowerment of students
- Information to share
- Learning outcomes
- New relationships
- New skills

- Product
- Prototype
- Service
- Solution to problem
- Sustainable network

*Tip: Get inspired by Liberating structures principles.*
This approach describes ten inspiring principles on how to relate to others:

1. Include and Unleash Everyone
2. Practice Deep Respect for People and Local Solutions
3. Build Trust As You Go
4. Learn by Failing Forward
5. Practice Self-Discovery Within a Group
6. Amplify Freedom AND Responsibility
7. Emphasize Possibilities: Believe Before You See
8. Invite Creative Destruction To Enable Innovation
9. Engage In Seriously-Playful Curiosity
10. Never Start Without a Clear Purpose(s)
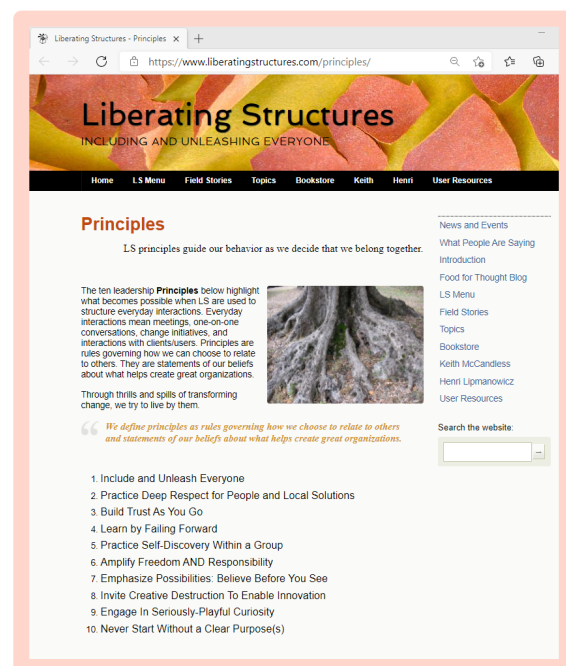
Tip: Use icebreakers at the beginning of the (kick-of) meeting.

- It can help people to be open to each other and start a collaboration in a good mood! https://www.scienceofpeople.com/meeting-icebreakers/]
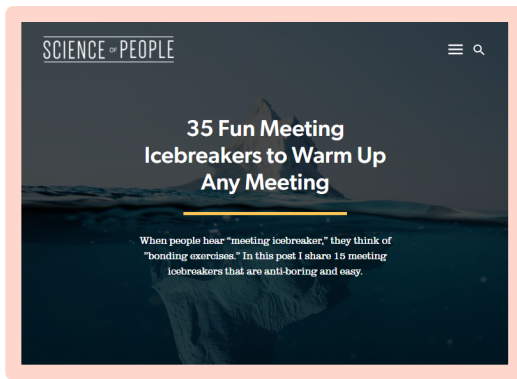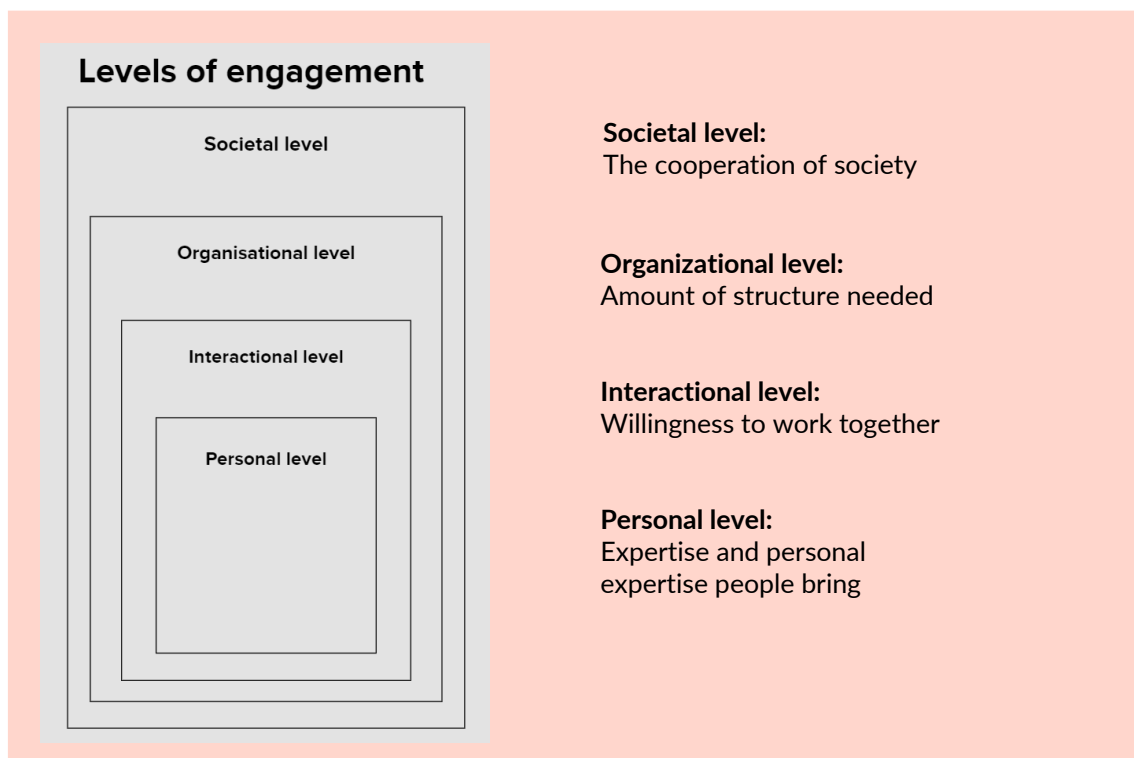
Tip: Use the SWOT analysis form

- Use the SWOT analysis form that the school, teachers and stakeholders had to fill out for the evaluation of the SALL project. Discuss the results of the various SWOT analyses within the team and see where the team could potentially be at risk and what the team could do to avoid it.

Tip: Get inspired by the HYPATIA Levels of engagement framework

- Get inspired by the HYPATIA Levels of engagement framework and encourage all actors to get to know and understand each other better, on multiple levels of engagement.

Levels of engagement

Societal level

Organisational level

Interactional level

Personal level

Societal level:
The cooperation of society

Organizational level:
Amount of structure needed

Interactional level:
Willingness to work together

Personal level:
Expertise and personal
expertise people bring

Tip: How to keep the same level of motivation during the project

- Develop creative moments in each step of the project (everybody loves a celebration)
- From the beginning, a clear methodology, planning, responsibility distribution...will make each actor know his/her place in the LL

Tip: How to make actors from the school involved actively, not only during the workshops

- Clearly define the expectations, results…of each participant and share a common minimum
- Link the living lab theme with the school curricula and/or with open-content classes

4. BUILDING SUSTAINABLE CONNECTIONS WITH STAKEHOLDERS

4.1. A suggested step-by-step

Sustainability is not about keep doing the same as long as possible, but rather about facilitating and supporting change. The school can be transformed in two way

- because it continues working on new SALL projects
- because it keeps the relationship with the societal actors going

How to ensure that collaboration with stakeholders is not limited to a one-time event? How to manage relationships with societal actors so that school is transformed, in the long run, and become key to the local environment and learning ecosystem? These are all very relevant questions but also difficult to answer.

One step that can help build a lasting relationship is to take the time to evaluate the collaboration after the project ends. During a meeting, look back on the issues that were discussed in the kick-off meeting. Discuss whether everyone's interests have been sufficiently considered during the project. If not, discuss how this could be done better next time.

Another point that was mentioned in one of the masterclasses: celebrate the successes! Not only success of achieving a well-functioning end product. But certainly also the successes of the collaboration.

4.2. Questions to discuss or think about

- How do we want the societal actors to transform the role of the school in its environment?
- How do NC engage with schools to make sure they see themselves as agents of change?

4.3. Examples & Tips

Tip: Long term relationships
- Long term relationships only work if both parties benefit from it. Independently of the LL project you have done, discuss in which areas you can strengthen each other.

Examples of institutions that built long-lasting relationships with their publics with confidence on both sides:

- Knowle Media Center, see Masterclass on January 18, 2021 (page 20, Link to Masterclass)
- The Dome, see Masterclass on January 20, 2021 (page 20, Link to Masterclass)

HOW DID WE PROCEED?

We searched for publications that describe stakeholder engagement in projects in practical ways. We have found practical guides published by organizations working with stakeholders in the context of Urban Living Labs (Steen & van Bueren, 2017), School community (Meg Boyd, 2019) and Food system innovation (Fit4Food2030, 2020a and 2020b), among others.

In addition we consulted the SALL partners at several points in the period September 2020 - January 2021 with questions about stakeholders and stakeholder engagement. For example, during the SALL kick-off meeting in September 2020, we gathered examples of potential stakeholder categories for schools to cooperate with when addressing food system related issues, and we asked participants to discuss the approachability of different types of stakeholders. And in addition, through two assignments we have further deepened these questions (November 2020; e.g., Stakeholders possible motives to participate). During the SALL training week in January 2021, we dedicated a separate workshop day to "working with stakeholders".

We also consulted experts outside the SALL consortium by organizing Masterclasses together with TRACES (WP2). Different experts shared their experiences from different stakeholder perspectives. The video recordings of these masterclasses can still be viewed via the SALL project website (www.schoolsaslivinglabs.eu).

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Link to Murals

- https://public.bscw.de/sec7/bscw.cgi/329440
- BSCW / SALL / WP2 – The SALL framework and methodology / Workshop 1 / Workshop Murals

Link to Master classes

- https://public.bscw.de/sec7/bscw.cgi/316569
- BSCW / SALL / WP2 – The SALL framework and methodology / Masterclasses