SALL

SCHOOLS
AS LIVING
LABS

A road map for schools

SCHOOLS AS LIVING LABS

SALL

The SALL project has received funding from the European Union´s Horizon 2020 Framework Programme for Research and Innovation under Grant Agreement No. 871794. The content of this document is provided by the SALL project consortium and does not necessarily reflect the views of the European Commission. The European Commission is not liable for any use that may be made of the information contained herein.

In this short "roadmap" you will find some practical instruments and guidelines to engage in, and develop, a Living Lab Project. You can use, transform, and adapt them for your own context. Remember the 3 characteristics that really define a Living Lab project:

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

Co-creation
Select issues, identify needs and produce a wide range of ideas

Exploration
Turn ideas into use case scenarios and prototypes, explore opportunities.

Evaluation
Validate, discuss, improve or dismiss the solutions

Experimentation
Test in real-life situations.

THE GENERAL STRUCTURE

Phase 0 PREPARATION

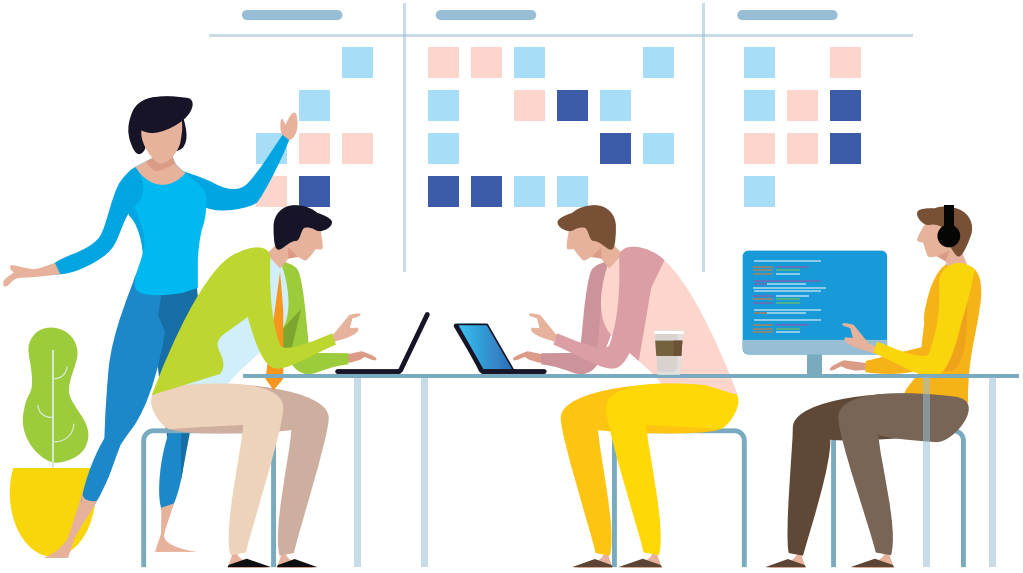
The Food System theme

The topic

Societal actors

SALL project evaluation

Phase 1 STEPS OF THE LL METHODOLOGY



Step 1
Co-creation

Step 2
Exploration

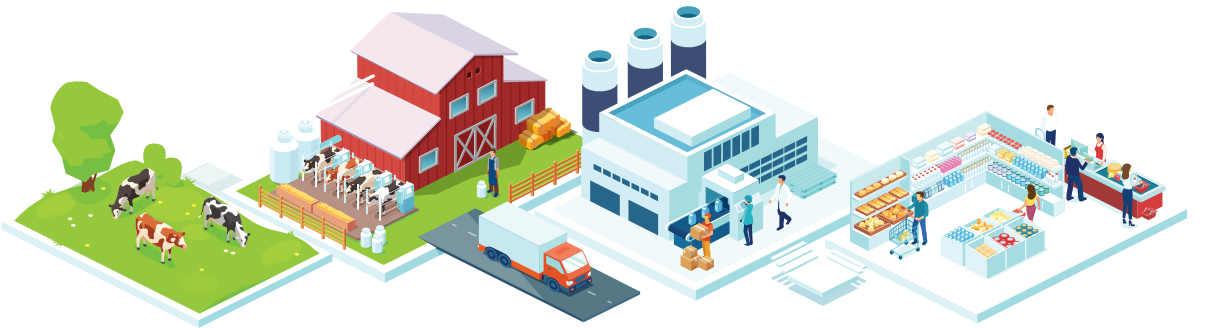
Step 3
Experimentation

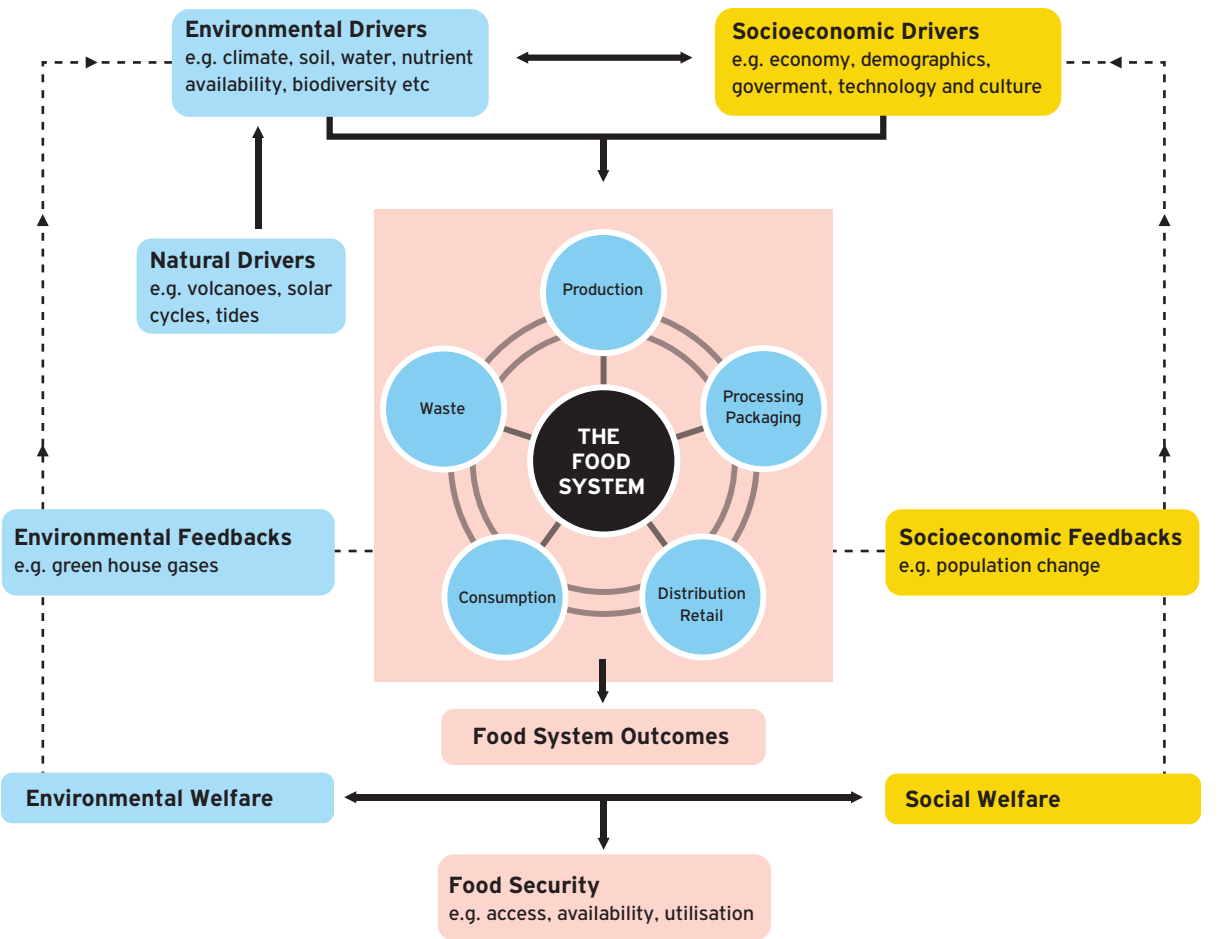
Step 4
Evaluation

THE FOOD SYSTEM THEME

From pitchfork to fork: which challenges for our food system?

The food system is a complex web of activities involving the production, processing, transport, and consumption of food. This can include many different aspects, such as 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. Some ideas about the food system:





The food system and its drivers. Adapted from Ericksen 2008
https://www.futureoffood.ox.ac.uk/what-food-system

In a Living Lab project, identifying and engaging societal actors and choosing a topic are conducted side by side, because each societal actor has a say in how the topic will be shaped. It is important not to have too strict a definition of the topic until all societal actors are aboard.

THE TOPIC

List of guiding questions to engage discussion

1. What is the characteristic of a "topic"?
2. The local context must me analysed: Which are the main concerns? Who can act about it?
3. The topic must be defined with all the actors: What topic would get you involved in a project?
4. It is important to remain open, the topic can change: Is there a way that transforming the topic will get you more involved?

Tool: collage for all partners to share their views and understanding of the topic

Most important: Walk in the neighborhood, chat with the people who live there... (For the National Coordinators, the teachers, all those who lead the project!)

Yet, the narrowing of the topic will also lead to a better identification of some actors that were not necessarily thought of in the first place. The project will start with a few core group of actors, among which the school will be the first one to board. This core group will then define new actors that need to be approached (see the “engaging societal actors” section).

ENGAGING SOCIETAL ACTORS

Societal actors need to be identified and brought into the project from the start. They are full partners of the project from day 1. As the project evolves it is possible that the group will realize that some important societal actors have not been identified. It is never too late to bring someone new on board.

A. IDENTIFYING SOCIETAL ACTORS

- Listing all possible stakeholders
- Drawing up of criteria
- Stakeholder analysis
- Selecting a shortlist

B. APPROACHING SOCIETAL ACTORS

- Get in touch
- Persuade
- Reduce the risk
- Be open!

C. WORKING WITH SOCIETAL ACTORS

At the start of the project:

- Take time to get to know each other
- Define goals and ambitions
- Discuss resources
- Discuss constraints
- Organize a kick-off meeting
- Discuss the topic of ownership
- Agree on communication and project management
- Organize regular meetings
- Document and share findings
- Add missing actors.

During co-creation sessions:

- Actively involve all actors
- Document all decisions
- Promote good communication
- Determine a location
- Foster intrinsic motivation

D. BUILDING SUSTAINABLE CONNECTIONS WITH STAKEHOLDERS

- Take the time to evaluate the collaboration after the project ends
- Celebrate the successes!

Find further information and examples about this point in the SALL Report "Methodology for the Engagement of School Living Labs with Stakeholders" (Deliverable D3.1).

https://www.schoolsaslivinglabs.eu/resources/methodology-for-the-engagement-of-school-living-labs-with-stakeholde/

At this stage, it might be useful to have a rough idea of what the topic will be. It will be easier to approach new partners with a topic, even though some might be more interested in the Living Lab process and/or the opportunity to work hand in hand with the school.

SALL project evaluation

A pre-post design will be followed for administrating the evaluation tools of the SALL project, in order to identify changes in the four participation levels as a result of the implementation of the SALL methodology. During the implementation activities in schools, the partners will provide support to the participants and collect data and feedback when needed.

	YEAR 1 FOCUS COMMUNITY			YEAR 2 WIDER COMMUNITY		YEAR 3 WIDER COMMUNITY	
Participation level	Pre-Year 1	Post-Year 2		Pre-Year 1	Post-Year 2	Pre-Year 1	Post-Year 2
Students	Questionnaires	Questionnaires		Questionnaires	Questionnaires	Questionnaires	Questionnaires
Teachers	Expectancies SWOT	Impact SWOT	Case studies	Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach
Schools				Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach
Societal Actors				Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach	Beliefs questionnaire towards SALL approach

Pilot study year 1 (in-depth analysis):

Students questionnaires:

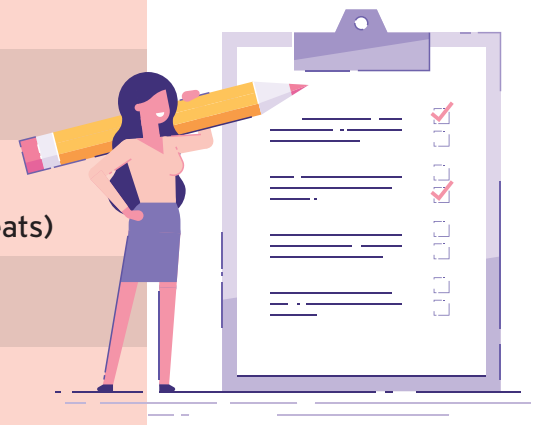
- Science Attitudes
- Civic Engagement

SWOT Analysis

(Strengths,Weaknesses, Opportunities,Threats)

- Expectancies SWOT (before)
- Impact SWOT (after)

Case studies



STEP 1: CO-CREATION

AIM: Identify needs and articulate ideas (of products, services, solutions) from all participants. Define the issue.

Define the issue: Once the topic is selected and relevant societal actors are on board, it is time to choose the issue the project partners will address. It is important that all partners have ownership of the issue to be addressed.

Identify the needs and expectations of societal actors

Understanding not only the needs of the project participants but also that all concerned societal actors have ownership of the chosen issue.

Build a common project culture

A culture of acknowledging each other's expertise and contribution is reaffirmed through little actions and activities. Some of them will be carried on all through the project and become "community rituals".

Get creative!

Foster imagination and wild thinking
It is important that all participants' voices are heard. The students', of course, but all other societal actors' as well. This is the first stage where all actors learn how to really work with each other on equal terms. Any appropriate creativity method is welcome. It is good to propose various exercises that allow different types of expression (i.e. speaking, writing, drawing, moving, discussion, etc), and where participants can take turn in facilitating.

Monitor how we are doing

There are not many tangible outcomes at this stage, yet the project might have been going on for a while already. To keep everyone on track it can help to monitor how things are going, how people feel in the project. If a little loss of energy and sense of purpose is observed, remember that this is likely to disappear as the project moves to the exploration phase:

- Open discussion or questionnaire: "how I feel?": in general, about the process, with the result
- Reflect throughout the process on how each actor is contributing
- Don't forget to acknowledge that listening IS contributing
- Take some time to look back at the overall planning of the project

STEP 2: EXPLORATION

AIM: Deepen some ideas > Identify the main questions or elements to be tested > Confront the solutions to the real world > Face feedback, unexpected perspectives, new questions.

PROCESS

Ideas

Carefully thought and selected

Identify the "core value"

Detail the steps

- Physical object
- Digital products
- People

- Build a physical prototype
- Build a digital prototype
- Build a story of the service
- Build a low-fidelity version of the service with real people
- Build a dramatic representation

OUTPUTS

- The details about the products and services prototyped
- The prototypes, representations, low-fidelity models
- The main opportunities that have been spotted and that could be tested
- The main questions arising from the work

STEP 3: EXPERIMENTATION

AIM: Try out the prototype or scenario in a real world setting

PROCESS

Prototypes

Built with love

- Identify the main questions
- Choose the real-life setting

- Organise with the setting (venue, people)
- Build the protocol
- Experiment!

- Face the complexity and the perturbations
- Observe!!!
- **Listen** to the reactions and feedback!
- Manage expectations and disappointments!
- Gather data for the evaluation

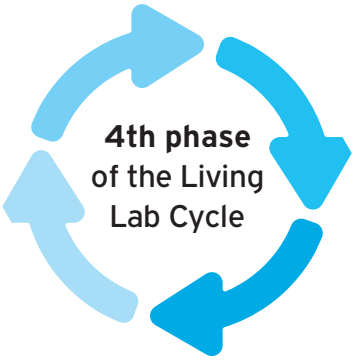
OUTPUTS

- Protocols of experimentation
- Documentation of the experimentation itself
- Data for the evaluation

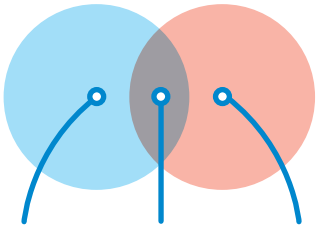
STEP 4: EVALUATION (of the prototype)

AIM: Analyze the experimentation results to validate or improve the solution

EVALUATION ≠ **EVALUATION**

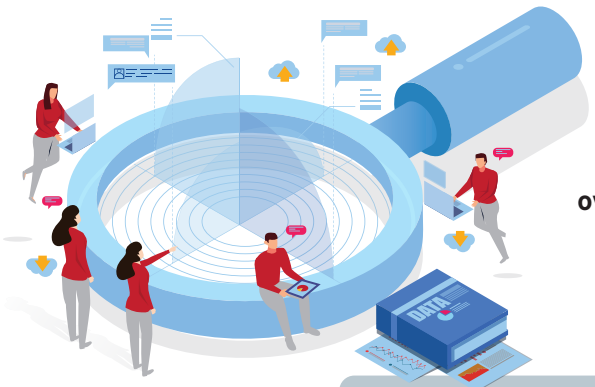


Activities

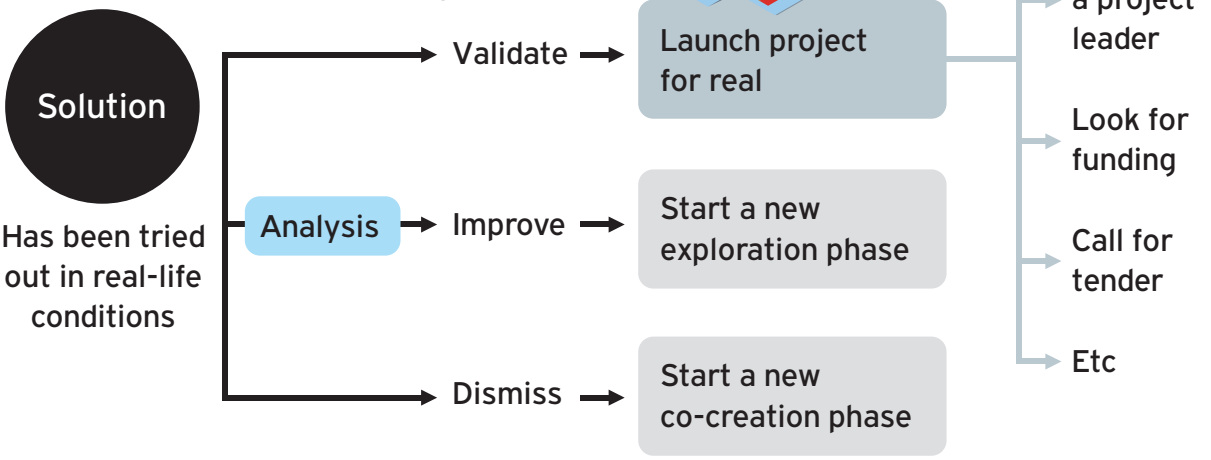


Evaluating the deriving prototype

Receiving participants' feedback for the implementation of the overall SALL methodology



H O W ?



O U T P U T S

A document (or a blog, or a map....) with :

- the description of each "prototype"
- the data gathered in the experimentation phase
- the lesson learned from the experimentation phase
- the decision made regarding each solution

This "document" is accessible (as easy to read and understand by anyone) and avalaible to all participants as well as to the local community at large.

At the end of an evaluation phase, all participants will know which solution will be transformed into a long lasting solution OR decide for a new cycle starting at co-creation or exploration.