SCHOOLS
AS LIVING
LABS

SALL

CO-CREATION WORKSHOPS ON APPLYING THE LIVING LAB METHODOLOGY TO OPEN SCHOOLING: METHODOLOGY AND RESULTS

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Executive summary

The 'Schools as Living Labs' (SALL) project (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.

SALL is a project serving Europe's aim to promote open schooling and collaboration on science education. Moving in this direction, the project proposes the living lab methodology as a technique for the development of open schooling activities linked to science learning in Europe's schools. Further, SALL chooses to demonstrate the use of this technique through activities prioritizing a focus on the theme of the food system and its links to the Food 2030 research and innovation policy of the European Union.

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

The present document constitutes Deliverable D2.2 'Co-creation workshops on applying living lab methodology to open schooling: methodology and results''. It is the output of Task 2.2 'Co-creation of the SALL Framework – co-creation workshops' within Work Package (WP) 2 'The SALL framework and methodology'.

This deliverable presents the process engaged to co-create a methodology that will allow schools, teachers, students, and other societal actors to reflect on a local problem relating to the Food System in an active, engaged and experimental way. This co-creation was achieved through 2 on-line workshops and nourished by the field experience of National Coordinators working along with focus schools during the first half of 2021. The process of building up a new methodology is presented in detail (preparation, tools, methodology, outcomes, evaluation) as a model for similar projects.

The results of this action were combined with the results of numerous other SALL project actions to create a set of tools and documentation for schools, educators, and policymakers interested in participating in the Schools as Living Labs process.

The results of the process presented in this deliverable are summarized in the *Roadmap for Schools* (cf. deliverable D2.3 'The SALL Methodology').

1. Introduction

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 Lab methodology, SALL supports schools in linking 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 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 wellbeing of the world they live in.

The COVID crisis has raised a certain number of problems linked to education and points out several topics that no longer can be avoided. Not only the technological gaps, some parent's disengagement, a significant lack of tools to work and communicate with students, but also a tiny quantity of students participated and were involved in real societal problems. There are also issues linked to the environment and the future of the Food, one of the main elements of the SALL Project. Therefore, SALL project is an excellent opportunity to improve the school's work for both the teachers and the students, providing possibilities for the families and citizen involvement for the societal actors and the decision-makers, along with a great platform to reflect and act on food issues.

This deliverable presents the experience of organizing 2 online Co-Creation Workshops based on the collective intelligence of the partners coming from 12 different countries contributing with different knowledge and expertise. The persons involved were high qualified formal and informal education experts, science engagement professionals; school system and research system representatives The process of the Co-Creation represented also a great instrument to experiment and to test some of the tools that we were to propose to Schools to engage in a SALL project.

The preparation, development of tools, discussions, and materials established to succeed on the SALL Methodology and Co-Creation Process of two Workshops, held in M5 and M10, are presented in the following chapters. Those workshops involved Living Lab and design thinking experts using adopted approaches and tools to ensure the best possible, innovative and applicable outputs.

Chapter 2 presents in detail the first Co-Creation Workshop, held on January 2021 (M5), and the preparation needed to obtain the goals defined by the Project. We present in addition the Masterclasses scheduled to introduce the Living Lab Methodology, the tools used during the workshops, the main outcomes and the Workshop evaluation.

Chapter 3 presents the tasks made between the 2 Workshops and the preparation, the setup and the outcomes of the Second Workshop (M10), as well as the Workshop evaluation.

At the end of the document, in Annexes, we present some of the necessary components for preparing the workshops:

1. Invitations for Masterclasses with a clear explanation of the choices were made to prepare the collective work effectively.
2. Invitations for both Workshops 1 & 2 were made with guidelines for the sessions' attendance lists.
3. The interactive boards filled in during the 2 workshops, presenting the raw outcomes of the first Workshop and the Case Clinics Invitations with the main directions of the meetings.

The main results are summarized in the document about the Living lab methodology (Deliverable D2.3 'The SALL Methodology'). However, we felt worth capitalizing the lesson learned during the process that was an extremely valuable experience. We hope that this document will be useful for any person who wants to engage in co-creation process to address educational issues.

2. January 2021: the first SALL Workshop

2.1. Masterclasses

Since the beginning of the SALL Project, it was essential to provide the National coordinators (all of which have long term and high-level expertise in STEM education projects and open schooling, but little expertise in living lab or open innovation approaches) with the tools needed, along with the underlying Living Lab Methodology. This meant they should be confident in their ability to use the opportunities that this manner of working can provide when school tasks begin. Thus, a series of Masterclasses involving people who used to work with this kind of methodology were organized during the week before the first co-creation Workshop. As a result, we had four guests that shared their experiences in 4 different fundamental roles in the development of a Living Lab Project:

Masterclass #1 - The arts & media centre's perspective

Living Labs bring together citizens, artists, technologists, businessmen, academics and public sector servants to co-create ideas, tools and technologies that address local challenges. In Bristol, UK, **Lorraine Hudson** and **Penny Evans** from the arts charity **Knowle West Media Centre** manage to develop social innovation projects. How do they ensure the inclusion of people at risk of social and digital exclusion? How do they use their arts and media background to engage with their community? What is The Bristol Approach? What makes a project a living-lab project for them?

Video of the masterclass: https://www.schoolsaslivinglabs.eu/2021/04/29/masterclass-1-the-arts-and-media-centres-perspective/

Masterclass #2 - The student's perspective

Within SALL, schools, especially students, are going to work with societal actors to co-create solutions tackling local issues. This means that students will work with adults and professionals they hardly know. What is it like for a 13-year-old to work with adults? What makes it difficult? What makes it rewarding? We thought that the best to find out was to ask a teenager involved in this kind of project!

Elin Geerlings, 13 years-old, is in 9th grade at **CalandLyceum** in Amsterdam. In her school, students learn STEM by working on real assignments given by industrials or other local stakeholders.

Video of the masterclass: https://www.schoolsaslivinglabs.eu/2021/04/29/masterclass-2/

Masterclass #3 – The designer's perspective

How do designers use the living-lab approach? How can their designs help to facilitate living lab projects? Moreover, how can the designer's perspective help us better understand the philosophy behind the living lab approach?

Emeline Brulé is a designer and lecturer in the School of Engineering and Informatics at the **University of Sussex** and is part of the Creative Technology Research Group. They received their Ph.D. from Télécom Paris in 2018. Their Ph.D. thesis focused on the schooling experiences of visually impaired children in France and how inclusion could be improved by designing a more multisensory curriculum. They have been involved in several living-lab projects in the last 8 years.

Video of the masterclass: https://www.schoolsaslivinglabs.eu/2021/04/29/masterclass-3-the-designers-perspective/

Masterclass #4 - The institution's perspective

The living-lab methodology can also transform the traditional approach of culture and education. For example, **Le Dôme**, a French cultural space dedicated to research and participatory innovation, switched from the traditional approach to the Living Lab approach. What does this mean for their activities? What did they change, transform, abandon or adapt? And what does this imply for the people working there?

After fifteen years of piloting scientific, cultural projects steeped in digital, pop culture, and ornithology, **François Millet** took part in the adventure of designing and piloting Le Dôme. He deploys a cultural program where researchers, communities, businesses, and creative communities come together with citizens to prototype new objects, uses, and services in a spirit of responsible research and innovation.

Video of the masterclass: https://www.schoolsaslivinglabs.eu/2021/04/29/masterclass-4-the-institutions-perspective/

2.2. The Workshop

The masterclasses were complementary for other resources needed to start the development of a School As Living Labs Methodology, mainly the deliverable D2.1: Commented bibliography and significant case studies. Altogether, these documents composed the necessary background to engage National Coordinators and other members of the SALL consortium in the co-creation of a methodology to allow groups composed of students, teachers, heads of schools and societal actors to find together solutions for a food system related problem of interest for each one of them.

The first Workshop was conducted online for 3 days -25, 26 and 28 January 2021- to work on the development of the SALL Methodology. The workshop was conceived and facilitated by TRACES team, including the Association's staff and the two Living Lab experts Malvina Artheau and Didier Laval.

The workshop addressed these three basic questions:

a) What are we heading to?
b) How do we get started? How do we set up?
c) How do we implement (the methodology)?

We separated these questions to work on the 3 days as follows:

a) Day one: What are we heading to?
   - Overview of what is the *Living Lab Methodology*
   - Looking at case studies with a Living Lab lens
   - Identifying our strengths and points that need more attention.
b) Day two: How do we get started? How do we set up?
   - What does it mean to work with Societal Actors?
   - Involvement
   - Diversity management
   - Sustainability
   - Ownership
c) Day three: How do we implement? (for each one of the following steps, we answered the questions: *what is it, what methods can be used, what are the associated benefits, what roles need to be fulfilled*):
   - Co-design
   - Exploration
   - Experimentation
   - Evaluation

2.2.1. The workshop methodology

It was a co-creation Workshop, so engaging all the participants in a co-creational mood was important.

We choose to work on a collaborative platform (MURAL), to fulfil some objectives:

- Let everybody be part of the process and the product
- Keep on working collectively, even some days after the end of the Workshop
- Preserve all the discussions and everyone's contributions
- Discover and master a tool that could also be useful in a Covid context for online collaborative work.

We choose to introduce some of the general concepts of Living lab approaches in their original context of open innovation, and from there, it was mostly about creating things together.
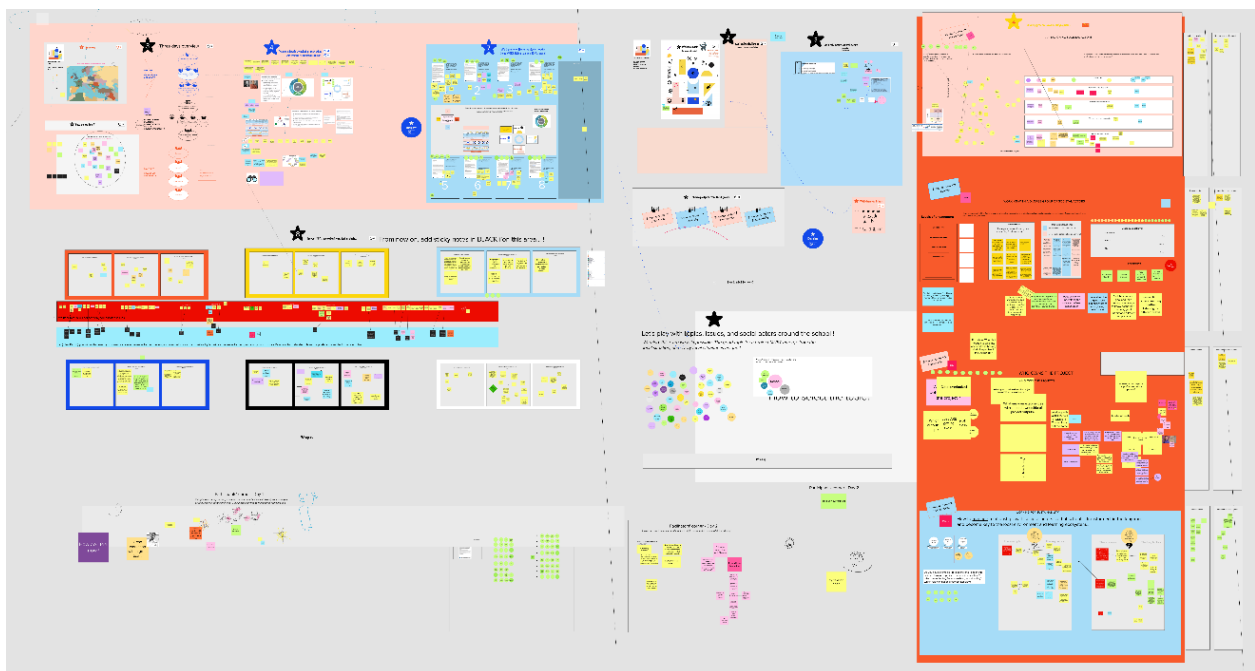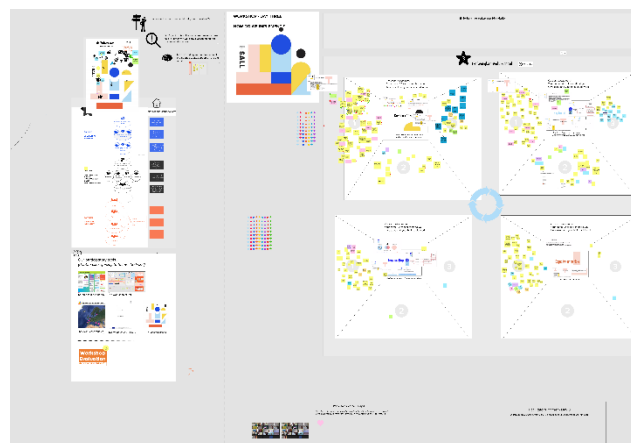
Figure 1 - Workshop MURAL days 1 & 2

Figure 2 -Workshop MURAL day 3

2.2.2. <u>Day 1</u>

It was essential to start with training on the tools we will use during the Workshop, especially the MURAL. It proved to be useful for the ongoing work, and it also revealed as a collateral benefit of the Workshop.

A general presentation of the Living Lab concept and practical work on examples to facilitate the appropriation of that notion were conducted on separate workgroups. We took some case studies (from deliverable 2.1) and turned them into Living Lab projects (in an ideal situation) to understand the main characteristics of this methodology. It also allowed tracking the main concerns of the participants when facing the implementation of the Living Lab Methodology.
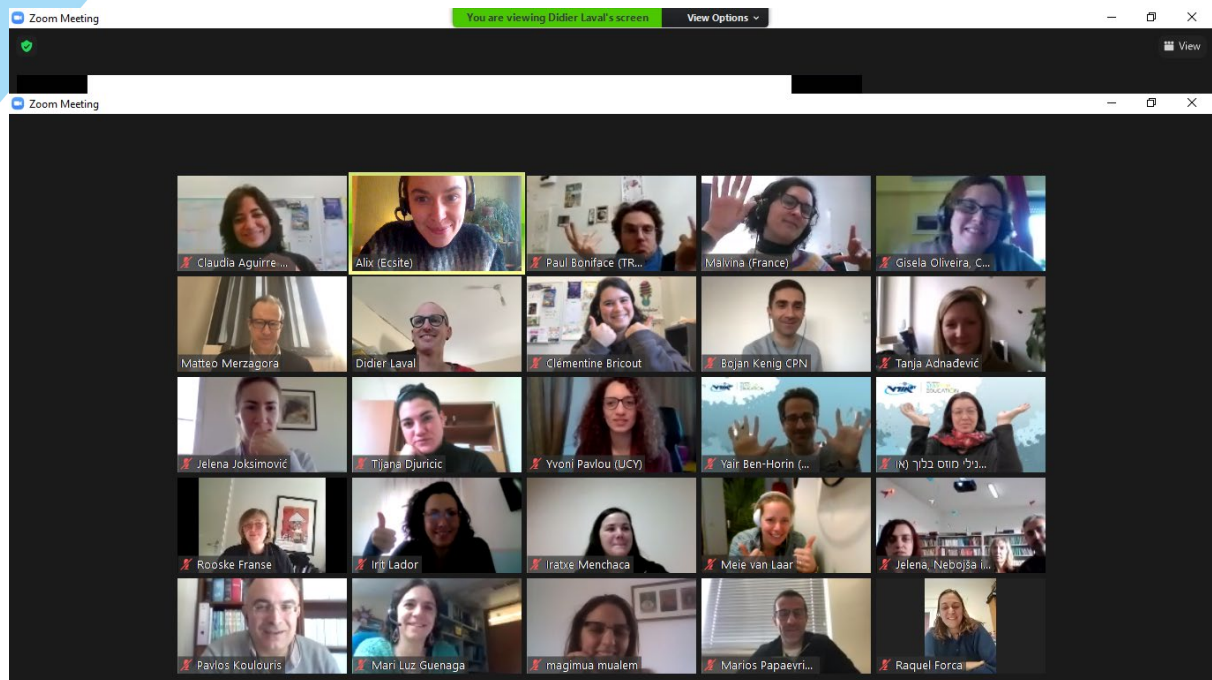
The whole Workshop combined collaborative presentations and group discussions to maintain every participant's interest and participation. So, in the second part of the first day of the Workshop, we made six workgroups to analyse and modify the same number of examples. Starting from examples of projects shared by the members of the consortium (at least one of the partners was involved or familiar with those projects, presented in D.2.1 Commented bibliography and significant case studies), we asked 3 main questions for each of them:

- What will be easy to implement?
- What could be more complicated or tricky?
- What are the cultural challenges that I foresee?

The contributions of each participant were used to work on the second-day session giving a more specific approach to the general content.

The main concerns were clustered on 10 general topics:

- Convincing societal actors to participate
- Engagement of societal actors
- Fostering real cooperation between school and other societal actors
- Agree on and define the issue

- Share an appropriate level of knowledge / know-how
- Expectations
- Sustainability
- Structural change resistance
- individual change resistance
- Implementation

Between Day 1 and Day 2 (after the collective work time), participants were invited to propose solutions to the concerns expressed and then share and discuss them during the following days.

2.2.3. Day 2

The second day of the Workshop was dedicated to the Societal Actors engagement. It started with a presentation of the Work Package 3 (Stakeholders/Societal Actors engagement). The presentation proposed a discussion on 4 main topics related to the Societal Actors involvement:

a. Identifying stakeholders
b. Approaching stakeholders
c. Working with stakeholders
d. Building and maintaining sustainable connections with stakeholders

The discussion was enriched by the participants and continued in breakout rooms which named after the following topics (every participant was free to join any of the four breakout rooms)::

Breakout room 1: Involvement

Breakout room 2: Diversity

Breakout room 3: Ownership

Breakout room 4: Sustainability

For the first topic, **Involvement**, a canvas was proposed for the participants to fill in using post-it. The goal was to identify the actors that will involve in the SALL project and which will be the degree of commitment expected from each of them. The entries were:

1. Societal Actor (ex.: head of the school, little agricultural producer, parents, etc.)
2. We DON'T want that person to...
3. We want that person to, at least...
4. What can be done? How?

After answering those questions, the participants were asked to place the Societal Actors in a 2-dimensional power-interest canvas, where the variables were: interest for the project (X) vs. Power over the project (Y). It was essential to consider the worst scenario for each of the Societal Actors, the best one, and how to involve them in order to get the best outcome.
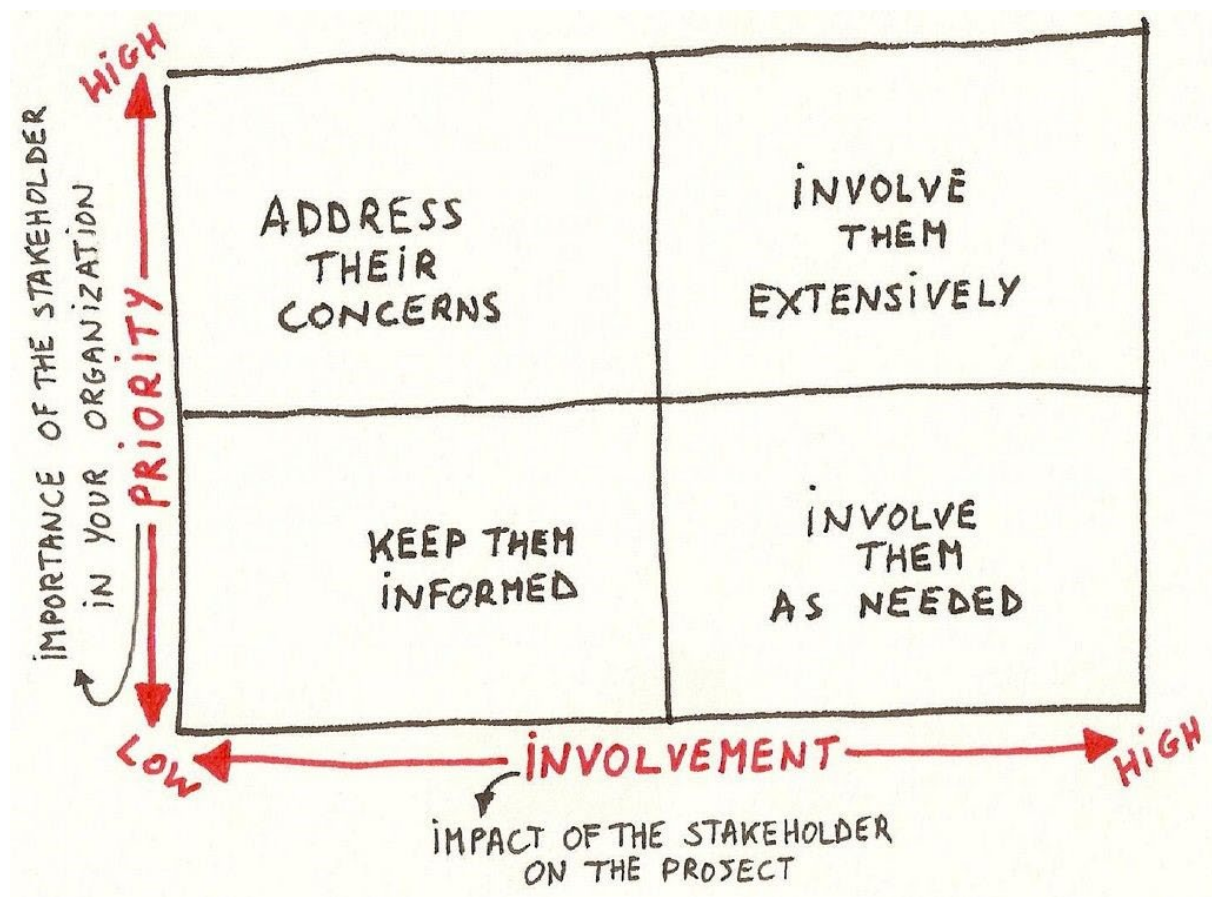

Figure 3 - Source : https://www.interaction-design.org/literature/article/stakeholder-maps-keep-the-important-people-happy

The working group participants pointed out the following main elements, attention points and needed tools.

- The school as an institution might not be able to trigger trust, open and equal relationships with students. Involving a societal actor (after school club, an organization working with youth…) who already has that kind of relationship with students might be a way to tackle the issue (they could be co-organizers of the project).
- The choice of the most pertinent partners is key to the success of the project

- We must define clear goals at the beginning. Then, it will create a good cooperation posture.
- It is essential to maintain mutual respect for opinions, suggestions and ideas.
- We must place students at the same level of participation and engagement as the other stakeholders.
- Keep the motivation on a high level during the whole project.
- Clarify budget questions with all partners early on (how much money is available for buying supplies or equipment for the project).
- Pick an issue that is relevant for all parties involved.
- Provide teachers with practical Methods and Tools for Co-Creation.
- Come out with creative ideas to engage students and stakeholders in the major theme (food system).
- Prepare and use tools for evaluation to know how the project develops.
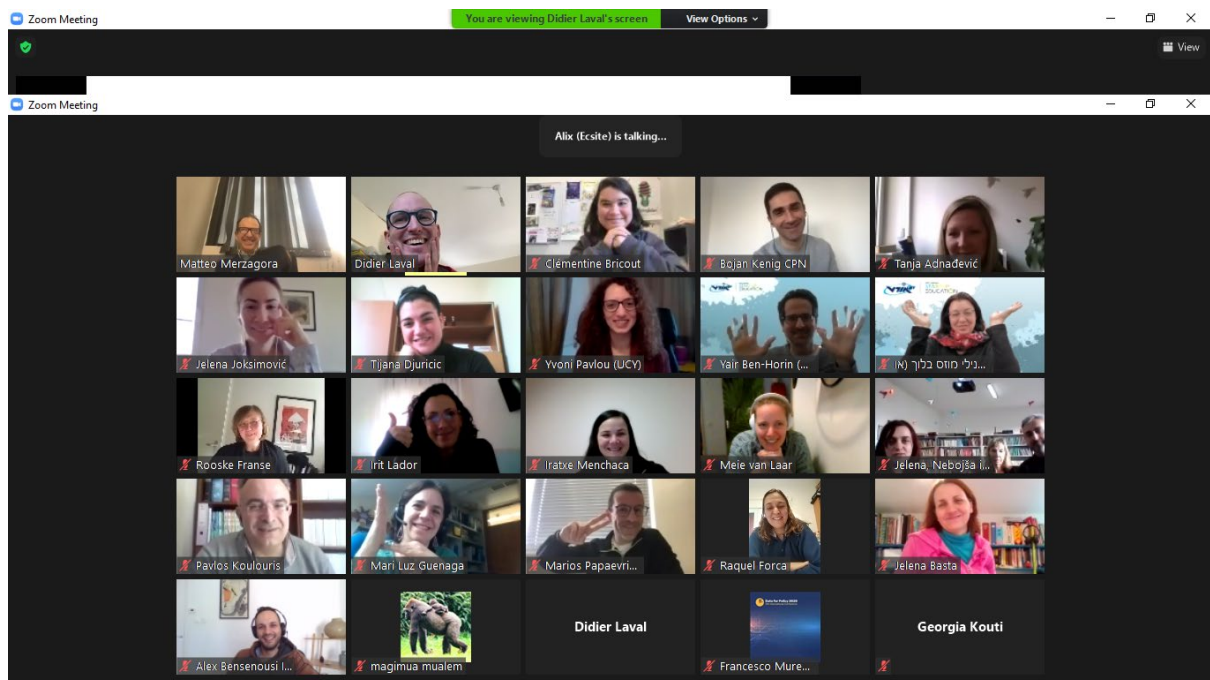
The participants of the second workgroup, Diversity, were invited to share their own experience utilizing this question:

Have you ever worked or facilitated with a group of people with very diverse professional, cultural, social, and educational backgrounds? A group diverse in age, colour, gender, religion, beliefs…?

The real question to answer in this particular topic, was to share with the group whether their experience was successful or failed and which elements made success or failure happen.

Some of the elements that participants considered that made up successful stories:

- When there are similar goals, values, good communication about the project's vision between the participants.
- When the tasks are perfectly distributed between different teams; Where all followed everyone in time, and with an atmosphere of respect and good sharing.
- When you recognize –and declare- a partner's relevance in the project.
- When you have built a relationship with a societal actor based on trust.

And some of the reasons why some projects got stuck:

- When the community –or one of the societal actors- is not aware of the problem, or not interested.
- When the role of each partner is not clear from the beginning.
- When there are problems of communication between the actors.
- When the priorities of different stakeholders are very different.
- When the stakeholders are not suitable for the needs of the project.

The topic of **Ownership** was not discussed during the workshop session. However, all the participants were invited to complete and work on the MURAL. Contributions led to the following main conclusions:

- It is important to define –from the beginning- what are all the potential outputs of the project and which of these outputs could potentially produce conflict.
- It is important to define who owns the project's output and how everyone can use the ideas produced collectively.
- It is very useful to document as much as possible so that anybody can read and then use the project results. For that, it is necessary to have an honest and transparent discussion on how each participant is planning to use the project's outputs.
- Take the time to discuss all aspects and attribute creative commons licenses if necessary.
- Finally, give credit, emphasize and communicate each participant's contribution in each project activity (for instance, using Open Badges).

The breakup room n°4, **Sustainability**, worked on managing the relationships with societal actors to transform the school and become key to the local environment and learning ecosystem.

Two main reasons why schools can be transformed by participating in LL projects in the long term were identified:

- School transformed because *it keeps doing new LL projects with new stakeholders and on new topics*
- School transformed because *they have kept a relationship going with stakeholder engaged and the topic treated through LL projects*

Keeping in mind, this could facilitate the planning of the medium to long term sustainability of the process, and collectively define the measure of success for a specific project or process.

The following main attention point were highlighted.

- Ensure that small, simple projects can be launched at a low cost for the partnership to continue even if significant externally funded projects are not available.
- Accompany change in all partnerships: accept change, witness change, adapt to change... Sustainability is not about doing the same as long as possible but rather about facilitating and supporting change.
- Be sure to identify the elements of stability that can guarantee long term engagement. Teachers appear to be in the best place for this.
- It is important to create a common ground in which small and bigger projects are developed over the years (physical: vegetable garden in school; non-physical: healthy eating habits in school).
- Policy framework is also essential. To keep societal actors engaged, continuous evaluation of impact (and diversity of impacts) is essential.
- Address the critical choice openly to remain with a stable partnership vs. choice to renew. This is a critical moment, illustrated by the hummingbird vs. arctic tern metaphor: the first invest all the energy to remain in the same place, the second to move as far as possible.
- Who is responsible for long-term promises? As project leaders, we need to plan a transfer of responsibility.

<u>Needed tools and support</u>

- Guidelines for stubbornness: how to be happily stubborn?
- An everlasting, very-very-simple, and beautiful online platform is needed to ensure that the actors do not feel that the project just died after three years.
- Continuous evaluation: how to evaluate quickly and simply.
- Clear and usable guidelines for impact assessment and how to communicate it.
- A simple and easy-to-use timeline monitored all main phases of a project, identified when sustainability could be achieved or killed and determined what actions are determinant.
- Involve local government, the wider community, other schools to make the project sustainable.

2.2.4. <u>Day 3</u>

To answer the question *How do we implement?* in a collaborative way, the activity proposed was to take the Living Lab cycle in detail, make a step-by-step presentation, and asked participants to contribute with their own experiences.

The objective for the first step of the LL Cycle, **CO-CREATION**, is to select or clarify the issue/question/problem and to produce a wide range of ideas. The tools and methods explored looked for:

How to ...

... get consensus on the topic to work on?

... start building a common project culture?

... correctly nail down concerned societal actors need within and beyond the requirements of project participants)?

... get a wide range of ideas?

... get innovative, groundbreaking ideas?

... get consensual ideas?

... make sure each participant expresses their idea?

... acknowledge participant's contribution at this phase?

... celebrate the achievement of this phase?

... evaluate the co-creation phase?

Some of the participant's contributions to answer those questions:

- A "walking debate" - people must have physical position along with a "minds gradient."
- Hackathon with artistic materials to build a prototype
- Role-play of different societal actors to raise awareness to understand different points of view
- Reflective processes (e.g. what we know, what we need to know etc.)
- SWOT / PEST analysis
- Fun building games to enhance the joy of working together
- Ball of wool to create connection among the participants
- Get innovative ideas or innovatively reconstruct the existing ideas - brainstorming with the different societal actors to get different perspectives
- to have common vocabulary/culture about the project: *mind mapping*
- Participatory Leadership
- To use words/images/concepts as disruptors that will push storytellers to move beyond the conventional (think out of the box)
- The importance of the physical environment: rely on public spaces. They promote a different type of thinking and can spark creativity.

The second step of the LL Cycle, **EXPLORATION**, will turn ideas into use case scenarios and prototypes, explore opportunities, deepen the ideas, and elaborate on their use. Furthermore, it will help identify each idea's "core value" and spot opportunities for new uses, new markets, better experiences, and build representations and low-fidelity models of the services or products in the ideas. Thus, it is equivalent to think "by doing."

The questions asked for this step were: *How to deal with...*

... a physical tool?

… a smartphone app?

… a new special service in trains?

… an electronic device?

… an organisation of people?

… a new architecture?

… a virtual reality experience?

How to make the prototyping playful? How to make it as « real » as possible? How to make it fun and messy?

Some of the participant's contributions:

- To collaborate with makerspaces and labs in R&D institutions
- Collective tinkering
- User testing at different stages of the solution
- If it is an app: draw the different screens of the process
- Paper or digital prototype with *Prototyper* or similar tools
- Create infographics explaining possible outcomes
- To analyze the added value of choosing each type of solution (Cost–benefit)
- Imagining different PERSONAS that can use the product
- "Hackathon events" with experts for building prototypes (use simple, non-expensive materials schools can afford)
- Collaborative creative writing of a usage scenario
- "Silent feedback" (present an idea and then let other speak as if we were not there)
- Artistic representation (drawing, sculpture, movie…).

The third step, **EXPERIMENTATION**, will respond to the following objectives:

- Identify the main questions or elements to be tested
- Confront the solutions to the real world
- Experiment and face feedback, unexpected perspectives and new questions

It is time to prototype, identify the main questions, and choose a real-life setting. It is important for the process to organize all the settings (venue, people), build the protocol, and experiment! Furthermore, to answer all the questions raised in this step, we must:

- Face the complexity and the perturbations
- Observe
- Listen to the reactions and feedback
- Manage expectations and disappointments
- And gather data for the evaluation

Participants contributed on how to face this step by the following main insights:

- Facing the real world with very draft prototypes is a wonderful opportunity for learning
- Create a "safe environment" for testers. It should be a nice moment. People should feel comfortable, listened to, and "useful."
- Create a grid of observations. Complete the observations with interviews (create the same canvas for observation of all prototypes and answer: 1. what do we want to test (i.e what is the hypothesis behind the proposition) 2. how do we expect people to behave with the proposition?
- Listening and observing is an extraordinary and not trivial skill
- Give a precise role to everyone involved in the experimentation, to focus their attention on a specific task
- Identify and test with potential external users
- Let testers have a lot of freedom. Remind the group that they are observers (also suggest "exercises" to test specific functionalities)
- Open mind to criticism, to see different (wrong) ways of using the prototypes...
- FAIL is an opportunity to learn
- It is not important if people like or not like: we want feedback!

Finally, the $EVALUATION$ step will ensure that a solution is tried out in real-life conditions and help decide if this solution will be validated, improved, or dismissed.

The questions that guided this part of the workshop were: *How to...*

... analyze data and draw conclusions?

... make decisions that are satisfying for all parties?

... collectively write a « deliverable » that is accessible and available?

... allow participants to check out of the project at this stage in a smooth and joyful way?

The contributions of the participants:

- In the first place, we must define together what will be the parameters by which we will examine the prototype or define success
- To use storytelling or a collective diary (for instance, video diaries)
- *Zines* can be at the same time an evaluation and a communication tool
- Focus groups, creating specialized checklists for all participants
- Wrap-up to talk on the lessons learnt (use visualization!)
- Be able to interpret what the data is telling us (be able to identify patterns, relationships, identify extreme cases, outliers, etc.)
- One important purpose of reporting/presenting the results of the Living Lab cycle is to INSPIRE OTHERS (even if we can't go further to change the world, let's share our results with others who can take the next step) by using presentations/ reports/ articles
- To share results and the experience with the community
- It could also be important to collect feedback on the emotional/learning aspects of the project among the participants

2.2.5. <u>The workshop evaluation</u>
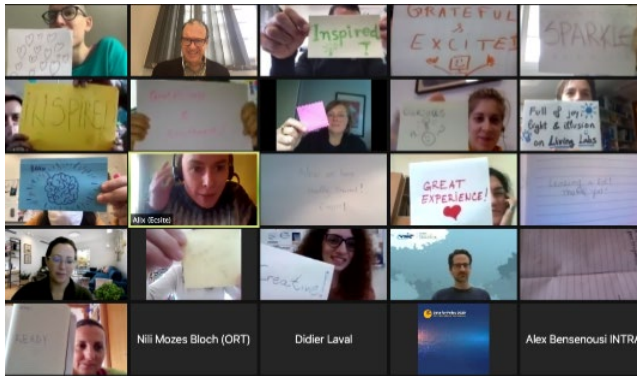
At the end of the workshop we conducted a short evaluation. Some important figures are:

- 61% of the participants answered the evaluation form
- 100% of the participants that answered the evaluation found that the Workshop corresponded to their expectations.
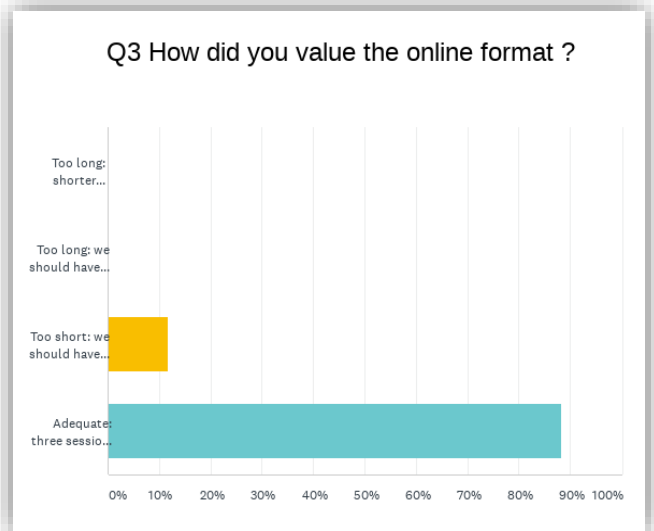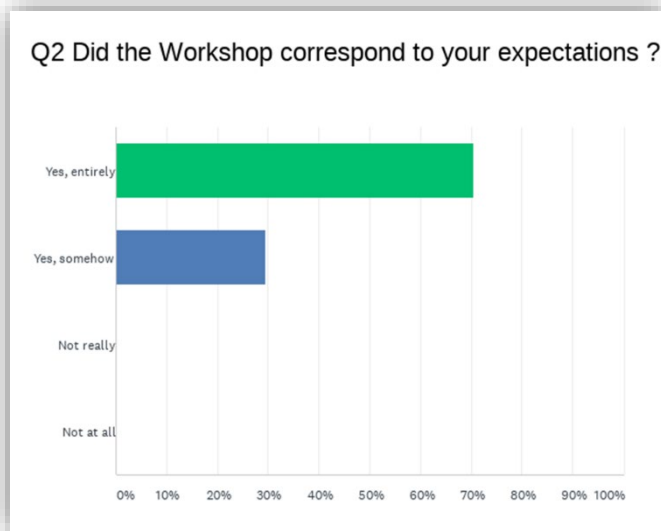
- Almost 90% of participants thought that the format was adequate: three sessions of three hours were just what we needed. (the options: *Too long: shorter sessions would have been better; Too long: we should have done the same number of hours, but split in more sessions; Too short: we should have organized more hours or more sessions; Adequate: three sessions of three hours were just what we needed!*)
- 100% find the content of the Workshop interesting and relevant for the project. (The options: *Interesting and relevant for the project; Interesting, but not relevant for the project; Not interesting, but useful, Not interesting, not useful*)

Q4 How did you find the content of the Workshop ?
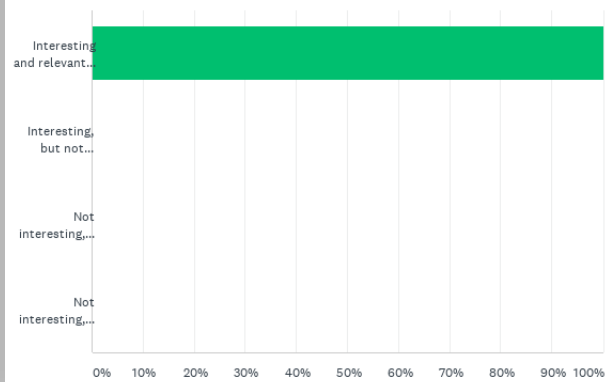
- More than 90% found the presentations and practical activities well balanced. (The options: Well balanced; Too much time devoted to presentations; Too much time devoted to practical work)
- The facilitators were very well valued

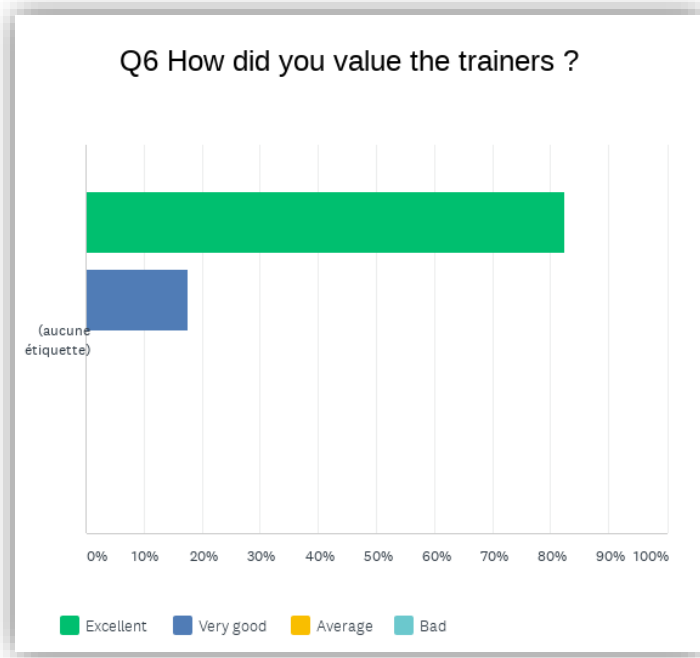Q5 How did you find the balance between practical activities and presentations?

Q6 How did you value the trainers ?

Legend: Excellent · Very good · Average · Bad
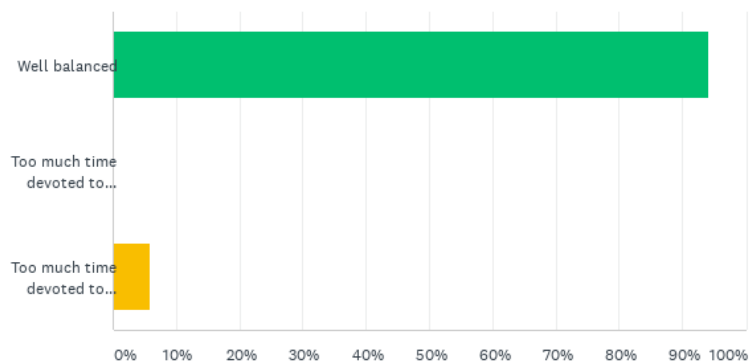
- Some additional comments from the participants:
- **Would you like to detail more on one or more activities in particular?**
  - o *"All the activities on the Mural were very interesting and useful."*
  - o *"It was very well organized, the contributions were excellent, very appropriate and very enjoyable to follow. Also, the mural tool and the discussion groups were excellent."*
  - o *"Becoming familiar with the mural was not easy at the beginning. Maybe more focused like the 3rd day better. Working on small groups gives the opportunity to hear more voices (even it seems contradictory). Of course, you miss others."*
  - o *"A very good use of mural - excellent structuring of the activities and of their reflection on mural"*
- **Was there some topics missing that you think we should have tackled?**
  - o *"This was a broad introduction to methodology but what would be great is to discuss scopes of the national projects. Now everything seems so full of possibilities and huge but in reality there are many constraints."*
  - o *"More practical examples of living labs and how they work."*
  - o *"No missing topic. But I find that everything was too quick."*
  - o *"Not during the workshops. Now I think there is a big, needed and useful work of compiling the fruitful information so we can use it in real settings (with schools)."*

The Masterclasses were well appreciated, and in general, they were considered useful for the project:

  - o *"It was very good to be aware of the different experiences, considering the different actors."*
  - o *"Elin as a guest was amazing! Tour through the Dome as well. Show and tell format is the best."*
  - o *"During the first masterclass maybe the LL concept was not so clear and neither the expectations about the masterclass itself. Also, I felt I could not make the link btw. this experience and the implementation in schools."*

17

o   *"The examples of the good praxis."*

What people liked the most at the Workshop: *The ambiance, the interactions between participants, the practical aspect of activities, the presenters, the balance between presentations and experience sharing/co-creation, the tools.*

What people disliked the most at the Workshop: The timing, technical aspects (internet connection), Missing the travel to Paris.

2.3. The Outcomes

The Workshop was essential to collect and analyse all the results from this exercise. First, the teams of three of the SALL Project Work Packages (Methodology, Societal Actors involvement and Implementation) worked on how to present the outcomes in the most useful way for the National Coordinators. Then, for the schools and teachers who will engage in SALL projects, we decided to prepare three levels of information, from a more general to a detailed and narrative way. In the end, and after several proofs (in the best LL esprit), there are three ways to get the Workshop outcomes:

1. The Canvas where the contribution of all participants is consigned (MURAL)
2. A PDF document, with a diachronic presentation of the MURAL information
3. A roadmap that translates the SALL methodology in a more sequenced way

2.3.1. The Mural

For the people who participated in the Workshop there are lots of bookmarks, references, resources and ideas that could be consulted, deepened and discussed with the other consortium members. It's not an outcome intended to be public, but it still remains useful for the National Coordinators and Work packages teams (Annex 3).

2.3.2. The PDF

It is a handier way to consult the Workshop results, also intended for National Coordinators and Consortium members (Annex 4). The sections of the outcomes are organized in this way:

- A general presentation
- 2 Phases: Preparation and implementation
    - o The Preparation Phase is divided in four sections: Approach, Societal Actors, The Topic and Project Evaluation.
    - o The Implementation Phase is also divided in four sections, corresponding to the 4 steps of the Living Lab methodology: Co-creation, Exploration, Experimentation and Evaluation.

2.3.3. The Roadmap

As this tool introduces and details the SALL Methodology, it will be the object of the 2.3 Deliverable to analyse. There are two versions of this document: the working version that NC used during the first part of the project, and an adjusted version, produced during the second Workshop, which we will explain in the next section.

3. June 2021: the second SALL Workshop

For 6 months (from January to June), the National Coordinators of each country involved in the SALL Project worked along with schools, teachers, students and Societal Actors using the tools and the Roadmap co-developed during the first Workshop. Therefore, it was important to gather impressions, difficulties, and strengths founded during the implementation of the SALL Methodology to adjust and improve the results during the second Workshop, held in June 2021.

It was a continuous monitoring of the process: weekly meetings (Case Clinics, see section 4.2) were held to follow and gather impressions that served to prepare and organize the second Workshop's flow. The Work Package in charge of implementation also made monthly meetings with National Coordinators to monitor the main inquiries regarding the SALL Methodology implementation.

Following this phase, it was agreed that the next Workshop would be devoted to working collectively on the practical production of tools, documents, guidelines, etc. that would best support teachers, schools, National Coordinators and societal actors to engage in School As Living Lab project for the next phase. Therefore, it was the main objective of the second SALL co-creation workshop.

3.1. Preparation

Again, the coordinated work between the Work packages was fundamental. The collective character of the Methodology and thus, the responsibility of each Work package obliged us to harmonize the needs experienced in each one of the SALL project's dimension: not only the implementation, but also the involvement of Societal Actors, the partner's investment in Project Evaluation, and the creativity needed to overcome COVID-19 difficulties, among others.

Several meetings were organized between Work packages to establish the main goals of the Workshop, the methodology to be used, and the tools that will allow the great interaction and productivity that will be needed to reach those goals. A great challenge was to overcome the frustration of not being able to reunite physically to work as planned after the first Workshop. The Work packages laboured in a collective canvas to allow everyone to participate and discuss other's ideas.

We consulted all the Consortium members to get their feedback. This was the message sent to the partners:

"It would be great if you could take a moment to reflect on your experience with the pilot schools so far and give us whatever feedback comes to your mind.

We are planning on going one step further in co-creating the tools and materials that will make the project as smooth and easy as possible for the teachers to implement. To achieve that goal, we need to collect your feedback on what is really needed and what experience has already been gained during the past few months.

This material will be very helpful in designing up-coming activities and production of WP2[1], WP3[2] and WP4[3], including (but not restricted to) the upcoming workshop:

What are the questions/issues you as National Coordinator have been facing?

*What are the questions/issues pilot schools/teachers have been facing?*

What do you miss? (things needed in order for the materials to be a real support for teachers and other societal actors)

What do you have? (Things that you have used or developed during the pilots and that worked well)

All the material collected from the Consortium, added to the Case Clinics minutes, were the starting point to plan the Workshop.

The main needs expressed by the consortium members were:

- Planning a workshop for teachers on how to engage Stakeholders/ Societal actors in the project,
- A Planning Template for Teachers,
- A Working Template for Students,
- A list of typologies of stakeholders/ Societal Actors related to food system and tools to identify and reach them;
- Concrete examples on LL cases.
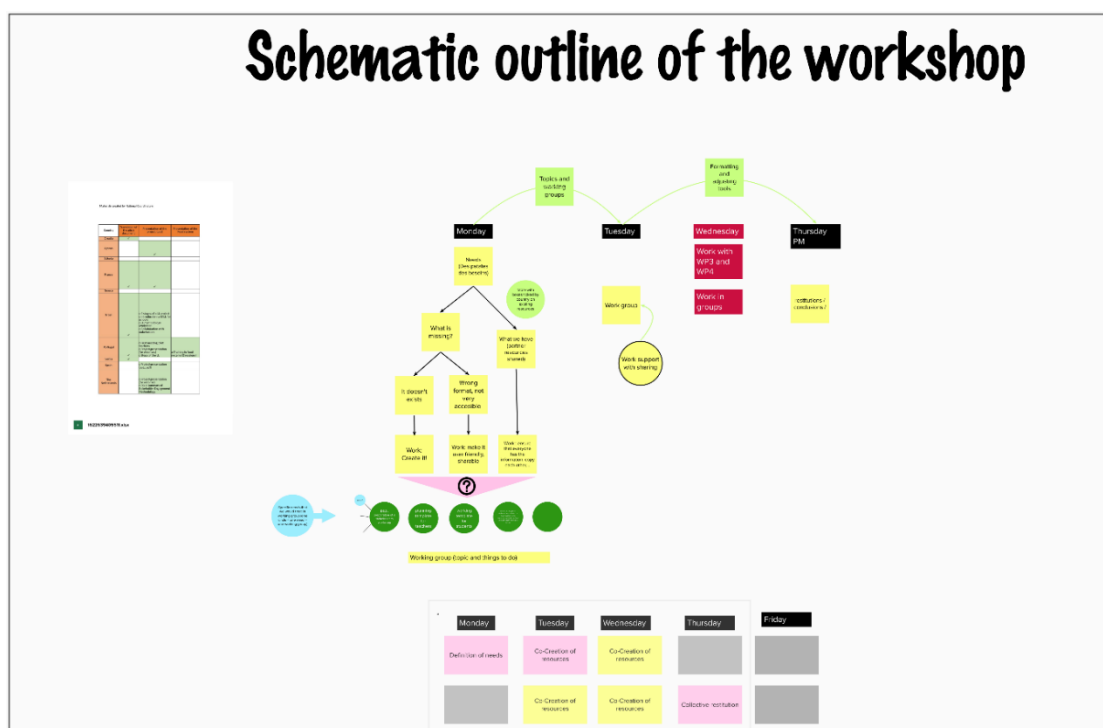
We also received and collected diverse tools that were developed by Consortium members (collections of resources for teachers, activities on Food System, Power Point presentations to engage teachers /

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schools / societal actors, templates, etc.). Part of the Workshop preparation was to put in correspondence needs and solutions for those needs, and to build complementary work groups to reach all the resources demands.

3.2. The case clinics

After the first workshop, a big challenge for National coordinators was to guide schools in the implementation of a methodology that themselves were learning on, in a period where nothing was easy. So, the Methodology Work Package proposed a weekly online appointment to exchange about struggles, difficulties and questions about the methodology implementation. There was no obligation to participate, and even if there was a proposed scheme, informal conversations took center stage fairly quickly.

In the beginning, the Case Clinics were considered as a place to assist National Coordinators, but in reality they became a masterpiece for feedback about difficulties on methodology implementation and tools needed, and thus a key milestone in the co-creation process.

When asked about the Case Clinics, National Coordinators were very enthusiastic. They felt it as a safe place to discuss about difficulties, and in a society that is always showing great achievements, to see other's struggling in the same way they were, was an oasis for them:

The sense of sharing experiences about problems and ideas for solutions in an informal context was very positive.

It was warm, you could feel the understanding even through the screen. It seems unstructured from time to time, and completely driven by us - participants, but that is the best thing about Case Clinics I guess.

The experience was very positive and important for the work we are developing on the project (I'm a fan of the format). At first, I was very reluctant whether it would work, because usually these initiatives have a great kick-off, but then people stop showing up... and they did! Fortunately, that didn't happen. As this is a new methodology for me (slightly different from other projects) it was important to hear from those who are more used to work with the LL methodology.

We used this experience to include a "Case clinic" chapter in the SALL Methodology itself as a mean to facilitate all the participant's work (students, teachers, societal actors, etc.).

3.3. The Workshop

3.3.1. The structure

The Workshop was organised 4 days, combining synchronous work and self-organisation groups. The first session (*Definition of needs*), in which all the work to be done has to be explained was held on Monday morning. It was the opportunity to analyse and discuss together the activities planned for the next 4 days and to agree on goals, methods and tools to be used.

Tuesday morning (*Co-Creation of resources*) was the opportunity to explore a new environment of online work (GatherTown) that will allow us to work on separated rooms but to have the opportunity to contact any other participant in every moment to ask for advice or help. The general Canvas, where all the groups' work will be visible by anyone, continued to be MURAL.

Gathertown room used for the Workshop

Tuesday afternoon, Wednesday and Thursday morning were dedicated to self-organised work around each topic. The topics to be developed were:

1. Societal Actors Workshop (how to plan a workshop for teachers on how to engage Stakeholders/ Societal actors in their Living Lab projects. The workshop will be led by a National Coordinator)
2. Involvement of Societal Actors
3. Prototyping
4. Templates for planning and implementation of projects
5. Engaging materials
6. National communities of practice / Case Clinics
7. Examples

On the common MURAL each workgroup asked for other participant's help (filing forms, giving examples or sharing experiences). The tools used for the workshop, in particular the GatherTown application, allowed a kind of "physical presence" even through the screen.

The collective restitution was held on Thursday afternoon. Two main groups were formed to discuss all groups' development. It was crucial to gather the Workshop outcomes and plan on actions needed to complete the final Methodology and tools.

3.3.2. The outcomes

3.3.2.1.   *Societal Actors Workshop (guide for teachers and National Coordinators on how to engage stakeholders/societal actors)*

The resources to be created/improved on this topic were:

- Design for conducting a meaningful societal actors workshop
- To find a way to explain to the teachers how to engage societal actors

The questions used to conduct this discussion were:

- Why should we organize a workshop?

- What can schools offer and demand to societal actors (win-win)?

- "Give me reasons for societal actors to engage in school projects".

- Practical guidance on how to organize a fruitful workshop (pre, during, post)

- Practical information about the ethical and property rights to be considered.

All the resources developed by different partners were gathered in this topic: Power Point presentations, documents, letters from students, etc. were analysed, discussed and improved.

The outcome from this topic is a new Power Point presentation available for all the Consortium members to use in their own engagement with Societal Actors. It is complementary with the Topic 2 (Involvement of Societal Actors). The detail of this outcome is available in the Deliverable D3.2.

3.3.2.2. Involvement of Societal Actors

The resources to be created/improved on this topic were: to establish a list of typologies of Societal Actors with concrete examples (from pilot cases) on how to reach them. The questions that guided this topic were:

- How can societal actors contribute to the different phases of the project?

- Which type of dynamics schools can organize with them?

The outcome for this topic consisted of a detailed analysis of examples where Societal Actors could intervene in each step of the Living Lab cycle and a list of dynamics that could be used –also for each step of the LL cycle– by teachers and Schools to engage different Societal Actors.

3.3.2.3. Prototyping

Several participants agreed that it was the most difficult concept to communicate to students. So, the main goal was to create a guide on how to do quick prototyping. The resources already produced by some of the partners were very useful and served as the starting point for this topic (Several Padlets and presentations with ideas, tools and activities to facilitate prototyping).

Some of the guiding questions were:

- What is a prototype?

- Can we establish a list of characteristics a prototype should have?

- How do they look like?

- Which resources do I need to create a prototype? How can I get them?

The outcomes for this topic were:

- A document with a step by step guide on prototyping[4]
- One example of solution leading to various questions and different prototypes[5]
- A document with detailed typical products/services and their usual prototyping[6].

3.3.2.4.   Templates

One recurrent demand from National coordinators was to have planning templates for Teachers and Students. Therefore, this Workgroup combined the needs and the tools already developed by National coordinators to answer the questions and produce the instruments included in the SALL Roadmap.

The questions:

- What steps should all teachers/students follow? (an Easy-to-follow roadmap + checklist)

- How can teachers/students work on some specific phases and reflect the main elements?

The outcomes:

- A planning template for Teachers[7]
- A working template for students[8]

3.3.2.5.   Engaging Tools/Communication

The main challenge on this topic was how to present SALL as a tool to motivate students to come back to school (after the pandemics crisis). The questions raised, was to conduct the discussion were:

- Why should we join SALL? You have 5 minutes to convince us

- What others say about their experience?

- How does my teaching/subject/school reality fit in the project?

For this topic, two lists were produced:

- Potential benefits for teachers
      1. Try a new and innovative teaching and learning methodology

      2. Give students more independence and motivate them

      3. Being part of an international community of teachers driven by the same values

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4 https://docs.google.com/document/d/11Ep9pw0GhVXUktKRNSig-798XWwFcjuZq-YYmwcIIH8/edit
5https://docs.google.com/document/d/1XpAuZN5tNAodReUq_bQbPn5s8KfVGmuUExm0syi2RFw/edit
6 https://docs.google.com/document/d/1eGWzKnI7TCx1Bkg2WFE-KZM4fJHvRgQWpJHB96hhO0k/edit#heading=h.bfj8j8xokibi

7 To see the working document (The final version is in the Deliverable 2.3):
https://docs.google.com/document/d/1G9d1CRJhvO6T5us6Vb1ePVOh54rK51XLJA3eyBtgv3o/edit
8 To see the working document (The final version is in the Deliverable 2.3):
https://drive.google.com/file/d/1wRrIRF0Z6GRJ0YhpHZ6nRBVqzVzmod8s/view

       4. Building strong relationships with the local community

       5. Working on relevant and important topics and problems

       6. Collaborating with a renowned museum, science center or university

- <u>Potential benefits for students</u>
       1. Innovate and create solutions to real problems

       2. Make changes by making your own decisions

       3. Have fun by trying new things

       4. Collaborating with others and making new friends

       5. More engaging school experience by doing

       6. Meet, work and get inspired by professionals outside the school

       7. Relevant and important topics and problems

Details of the existing communication materials of the project are added to a series of arguments, documents, photos and possible communication instruments, and they are gathered in a shared folder9 to be used by National coordinators for communicational purposes.

3.3.2.6. *National Communities of Practice / Case Clinics*

Thanks to the great success of this community of practice during the first part of the SALL project, we think that it will be of great help to develop communities of practice for the partners invested in SALL projects. The idea was to develop some guidelines on setting and facilitating Case Clinics (at the national level). The questions raised for this topic were:

- What is a Case Clinic?

- Why should I conduct a CC?

- Which are the benefits for the participants and for me?

- How can I do it?

The outcome of this topic is a document that responds to all those questions: *Why, what and how of setting up and facilitating case clinics*

And a description of the experience for the SALL project:

Case Clinics organized by WP2 for National Coordinators - SALL Project

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9 https://drive.google.com/drive/folders/1kPrF8JleD4k87X9uy3iDfH1MTnL9Y73a

9 Case Clinics took place every Wednesday between the 14 of April and the 9 of June.

Organization:

- Framadate (or another schedule tool) to find a convenient time
- Invitation (with some rules to begin)
- Very structured framework
- We asked to share an issue or question 1 or 2 days ahead (weekly reminders by e-mail)

Evolution:

Rules changed following the group dynamics: we started with a question (if any), otherwise, we get around the table to have everybody's insights. There was no judgment or censure, and people expressed freely. Between 3 and 8 people attended each CC. We had participants who attended the nine sessions.

Outcomes:

- 9 Case Clinic with national coordinators and other partners took place
- Between 3 to 8 people attended each Case Clinic
- 9 reports with some concrete examples ranging from how to rely on societal actors to provide material support on helping teachers reframing their issue in order to better involve the students
- Insights on NC and teacher's practical questions issues used to frame the questions to be tackled during a co-construction workshop in June

A document detailing some Rules to conduct Case Clinics was also produced. Those documents are included in the shared folder with resources available for National Coordinators and partners of the project.

3.3.2.7. Examples

One of the most demanded elements by all the National Coordinators was to have practical examples of school projects turned into Living Lab Projects. This topic was meant to answer the following needs:

- To create a set of inspiring projects detailing all the steps with different approaches and possibilities within the LL approach in real projects with different characteristics.
- Acknowledge and value diversity: in duration, educational level, subject(s) involved, societal actors, etc.
- Provide different levels of detail.

The outcome of this workgroup was a table with different examples of LL projects, implementing 3 levels of information[10]:

10
https://docs.google.com/spreadsheets/d/17KH6N1JQsF4wAxFf8MLoHxlmsj7eNk3CIbGd61UYGl0/edit?usp=sharing

- Level 1: title + testimony + photo (brief summary in 5 lines);

- Level 2: further detail on the objectives, procedure, outcomes, etc.

- Level 3: detailed description of the project, from teacher to teacher.

Level 1 - How can you use this information?

 1. Dissemination purposes (social media, newsletters, etc.)

 2. Motivation

 3. Providing initial information to potential participants

Level 2 - How can you use this information?

Providing project ideas (goals, structure of LL, procedures etc.)

Level 3 - How can you use this information?

 1. Evaluation of the project (WP5)

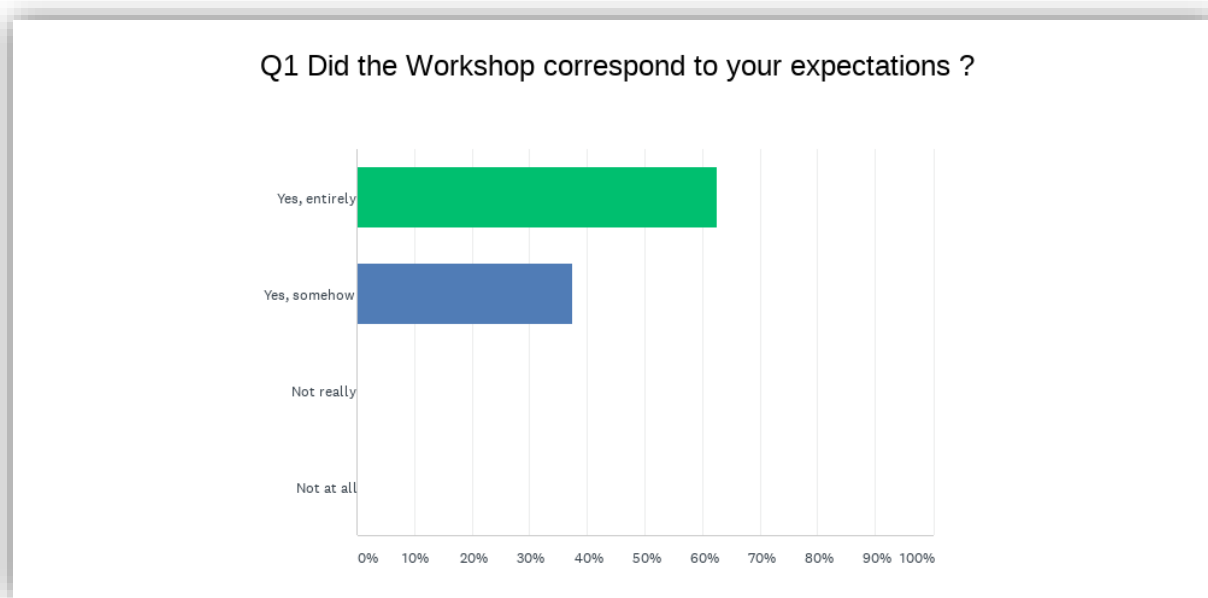 2. Providing detailed information to participants for a project that interests them

Figure 4 - Systematization of the Workshop outcomes

3.4. The workshop evaluation

We received 8 answers to the Workshop evaluation.

100% of the people that answered the questionnaire were satisfied with the results of the workshop.


The workshop corresponds to my expectations indeed. It was both informative and collaborative. Moreover, it helped me understand many aspects of the project.

Participants worked effectively in the resources identified to fulfill the needs of NCs and schools in the following piloting phase. Great involvement and ideas from all.

The content responds exactly to what the NCs identified as needs. In addition, there was consensus in choosing the resources to be generated and no unmet needs were identified.

More than 60% thought that the time and the online format was adequate and 100% find interesting and relevant the contents of the Workshop. (The options: *Too long: shorter sessions would have been better; Too long: it's difficult to reserve so much time to on-line work; Too short: we needed more hours or more sessions to finish our work; Adequate: the sessions were just what we needed!*)

"We can always say it's too short, but we can't ask for more time from partners. We have a lot of tasks in this project and what we did helped us to lay the groundwork for the resources, which is what we needed."
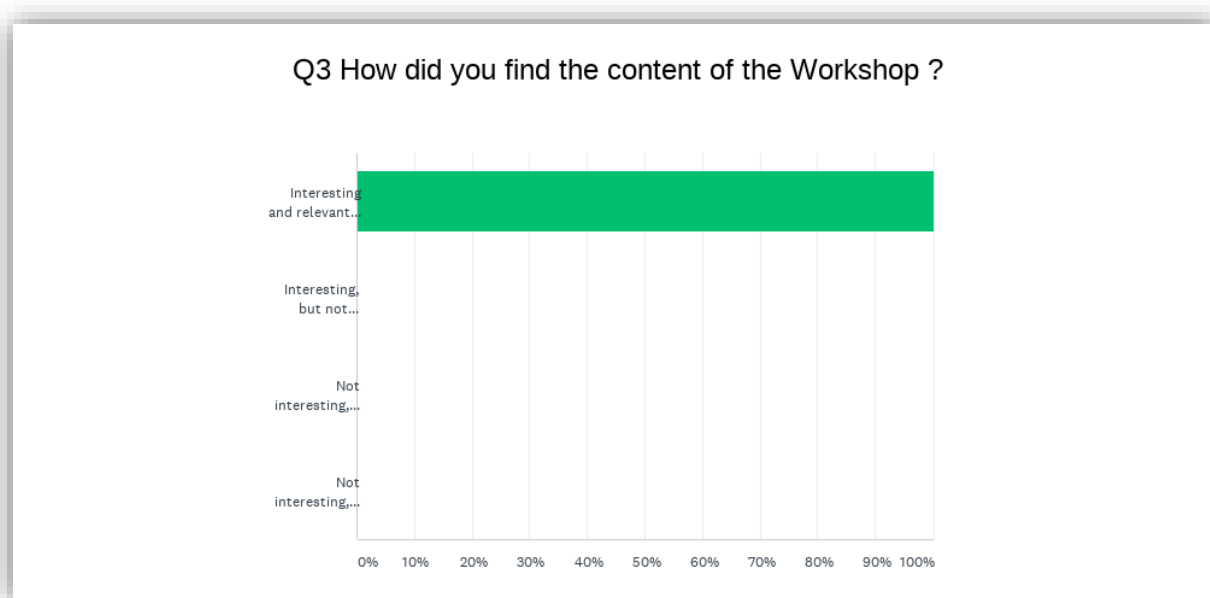
As for the first time, the facilitators were very well valued and the participant appreciated to learn about the tools used during the Workshop to implement them in their own work. (The options for the Q3: *Interesting and relevant for the project; Interesting, but not relevant for the project; Not interesting, but useful, Not interesting, not useful*)

*Tools were a big surprise for me. I will definitely use them for my work.*

I loved Gathertown and also the way the MURAL was organized. Great job that eased the work of participants.

It is an honor to have such facilitators that really make us feel confident in sharing our experiences and doubts.

In my opinion, the main factor for the success of the workshop was the facilitator.

A hundred percent thinks that all the gaps were identified and that the work done during the workshop was what the project needed.

Q6 Have we identified the gaps, and laid the foundations for the missing tools to build?
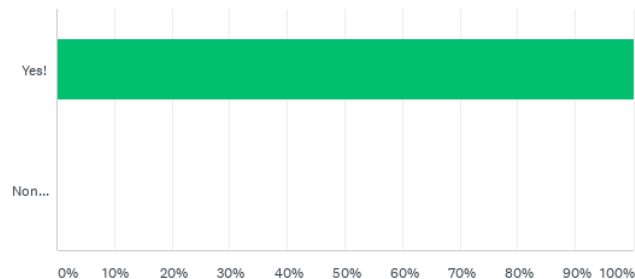
It was clear that we co-produce tools and approaches together and that you can lean on partners to recognize and fill gaps with joint effort.

They were collected from previous meetings, case clinics, and others. Also, agreed during the meeting these were the necessary resources.

Q7 Apart from the tools to be developed, are there any additional tools you consider as necessary?
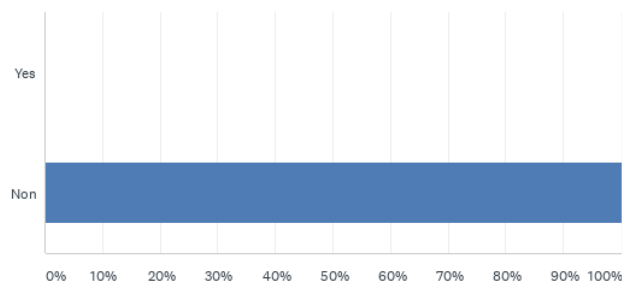
When asked if the participants would be interested in refining the tools, almost 60% declared they wanted to get involved (the options: *I would like to take part in the reviewing process of the materials; I would like to take part in the development of the materials/tools that my workgroup worked on; I would like to take part in the development of all the materials/tools; I don't want to take part in the development of new tools*).

Q8 In what extent would you like to be involved in the creation of the materials?
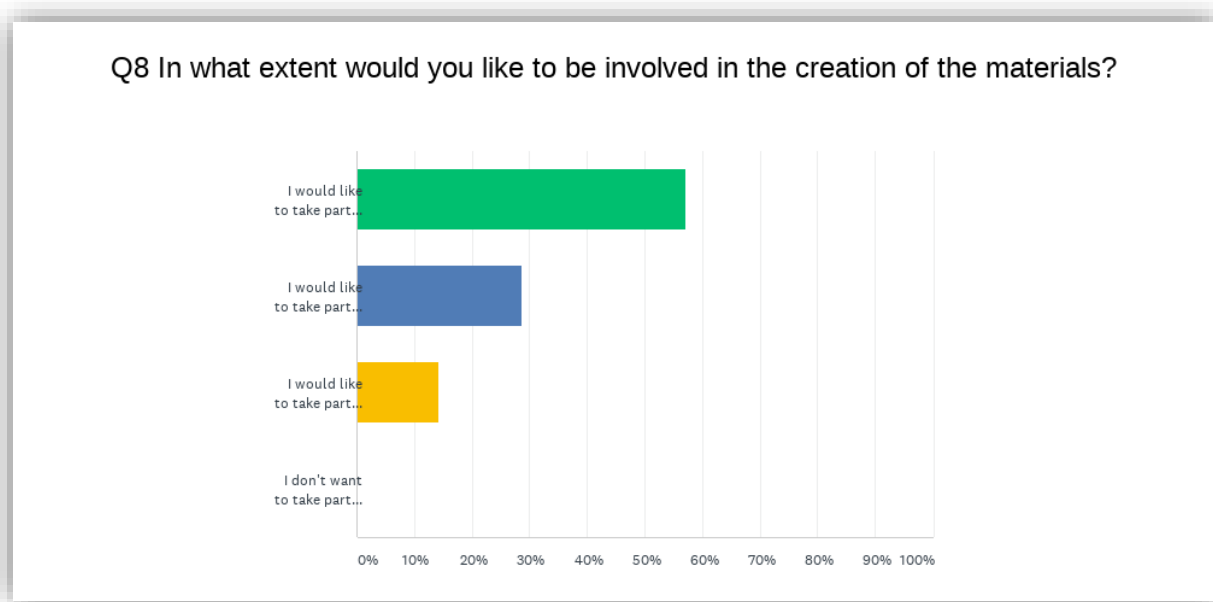
Some additional comments on the Workshop:

It was super nice to work closely with a small number of people, we had in depth discussion and constructive exchange.

I think the tools are important and can be useful for all partners

Great job! Fully involved in the task and a lot of good and practical ideas. Almost finished work and people willing to elaborate high-quality resources.

4. Next steps

After the workshop Work packages, the implementation of the outcomes into the existing Roadmap were discussed: A more in-depth work was made to complete and refine the topics developed during the sessions. The results of this work are in Deliverable 2.3 - The SALL Methodology.

From now on, it will be critical to continue to improve the co-developed tools. The following two years of the project will be fundamental for implementing and evaluating the SALL methodology, the Roadmap and all the materials developed and shared.

The continuous work of National Coordinators, the new ideas that will arise from students, teachers, and Societal Actors, the discussions, and reflections of all the Work Packages will be the material to make the SALL Methodology an instrument that will last and serve the post-pandemic education as an opportunity to engage in local problems related to the Food System. After that, we hope this methodology will be applied to any problem that can profit from an open-ended, engaging and very enjoyable methodology!

5. Annexes

ANNEX 1 – Invitations for Masterclasses, Invitations for Workshop 1 & 2

ANNEX 2 - Attendance lists (Workshop 1 & 2)

ANNEX 3 - MURALS (Workshop 1 & 2)

ANNEX 4 – Case Clinics Invitation

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MASTERCLASSES

PROGRAMME OF THE WEEK OF 18th JANUARY 2021

January 18, 19 and 20 2021

The SALL project
School As Living Labs promotes the concept of open schooling: a concrete new way to approach science education programs by fostering collaboration between schools and local communities. It will combine this concept with the living labs methodology to make science, technology, engineering, and math more relevant and inclusive.

www.schoolsaslivinglabs.eu

#1 Monday 18th January 12:00-12:45 CET

Dr Lorraine Hudson - Director of Bristol Living Lab, Knowle West Media Centre (UK)

Lorraine works for Knowle West Media Centre (KWMC), an arts charity in Bristol (UK), which is a member of the European Network of Living Labs. Bristol Living Lab brings together citizens, artists, technologists, business, academics and public sector organisations to co-create ideas, tools and technologies that address local challenges. Lorraine manages the development of social innovation projects with a focus on diversity and inclusion of citizens, collaborating with a wide range of external stakeholders including academia, business, the public and voluntary sectors. **Participate (zoom link here)**

#2 Tuesday 19th January 12:00-12:45 CET

Elin Geerlings - Student

"*Hi, my name is Elin and I'm 13 years old. I'm in 9th grade at CalandLyceum in Amsterdam. This is a school where they also teach me how I can do projects with other organizations. What I like about school is having fun with my friends. I really like to surf and skate. When I grow up I want to be a sports physiotherapist. In the Netherlands we now have a lockdown. I don't like that because I can't meet my friends as much as I want to. A positive thing about having school online is that I can skate and surf more often because not all of our lessons can be given online*". Within the SALL project, multiple societal actors, including teens and adults, will engage in locally relevant food system issues. What is it like, as a thirteen-year-old, to work with adult stakeholders in a project? **Participate (zoom link here)**

#3 Tuesday 19th January 18:00-18:45 CET

Emeline Brulé – Service designer, University of Sussex (UK)

Emeline Brulé is a designer and lecturer in the School of Engineering and Informatics at the University of Sussex, and is part of the Creative Technology research Group. They received their PhD from Télécom Paris in 2018. Their PhD thesis focused on schooling experiences of visually impaired children in France, and how inclusion could be improved by the design of a more multisensory curriculum. This was part of the Accessimap research project, which led to the design of an audio-tactile display for images and schema. Their current research focuses on technology policy, accessibility and design education. **Participate (zoom link here)**

#4 Wednesday 20th January 12:00-12:45 CET

François Millet – Living Lab Manager, Le Dôme, (France)

After fifteen years of piloting scientific cultural projects steeped in digital, pop culture and ornithology, François took part in the adventure of designing and piloting Le Dôme, a cultural space dedicated to research and participatory innovation. His work is to deploy a cultural program where researchers, communities, businesses and creative communities come together with the population to prototype new objects, uses and services in a spirit of responsible research and innovation. **Participate (zoom link here**

* Webinars **will be recorded**. If you **activate** your camera on Zoom during the masterclass, you authorize the SALL Project to **use your image** for educational or communication purposes.
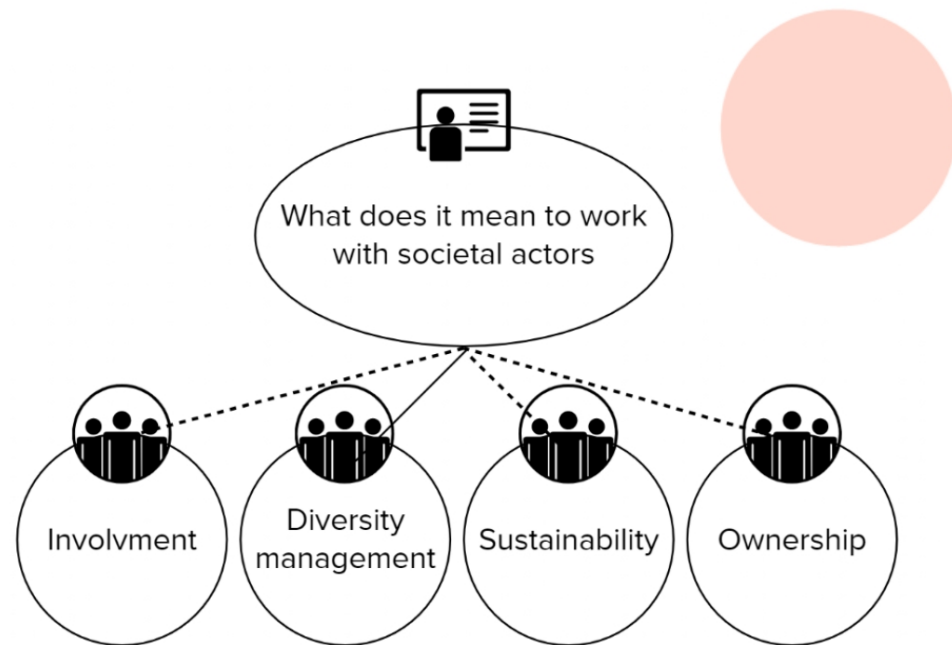For any questions and comments please write to claudia.aguirre@groupe-traces.fr

WORKSHOP #1

Co-constructing the SALL Methodology

25, 26, 28 January 2021 / 3 hours: 9h30 - 12h30 CET

Day 1- WHAT WE ARE HEADING TO?

Overview of what is Living Lab ?

Looking at case studies with a LivingLab lens

Identifying our strenghs and points that need more attention

What does it mean to work with societal actors
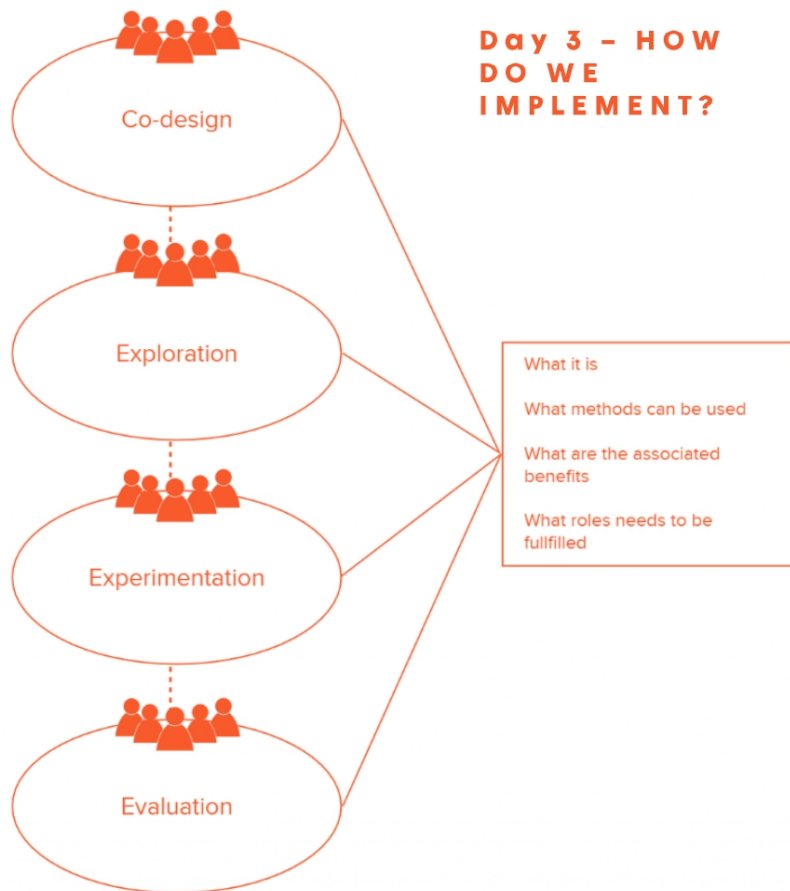
Involvment

Diversity management

Sustainability

Ownership

Day 2 – HOW DO WE GET STARTED?

HOW DO WE SET UP?

• **Relax and chat over a drink: 18h30-19h30 CET. More details by e-mail**

Day 3 – HOW DO WE IMPLEMENT?

- Co-design
- Exploration
- Experimentation
- Evaluation

What it is

What methods can be used

What are the associated benefits

What roles needs to be fullfiled

FINAL RECOMMENDATIONS

- Please, make sure **to register** using this link. Make sure that all the participants from your institution as well as your guest(s), have registered individually.

- Please, be sure that you can participate on **the 3 days of the workshop**

- In order to make the best out of this workshop we have also planned for a bit of asynchronous individual work to be done in between sessions. This is as important as the work during the sessions, please make sure to keep a little bit of **free time in your agendas** in the afternoons !

- If you couldn't attend the webinars they are **available** at the BCSW plateform. It's important to be familiar with their content before the workshop.

- Use **one computer per participant**. We have planned a very interactive workshop and it's important that each one of you can bring their own personal contribution.

- Be sure that you have a **very good** internet connection.

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WORKSHOP #2

Refining the SALL Methodology

14-17 June 2021

Day 1-
WHAT ARE WE DOING? AND HOW? (ZOOM)   *Click here*

Day 2-
WORK IN GROUPS (GATHERTOWN)   *Click here*

Day 3 -
WORK IN GROUPS (GATHERTOWN)   *Click here*

Day 4 -
WHAT'S NEXT? (BACK TO ZOOM)   *Click here*

	Monday	**Tuesday**	**Wednesday**	**Thursday**
9h30 – 12h30 CET	Session 1 Definition of needs *All together – synchronous work*	Session 2 Co-Creation of resources *All together – synchronous work*	Co-Creation of resources *Groups self-organization*	
14h30 – 17h30 CET		Co-Creation of resources *Groups self-organization*	Co-Creation of resources *Groups self-organization*	Session 3 Collective restitution *All together – synchronous work*

Click here **Afterwork online meet-up, (with a drink!)** ☺

IMPORTANT REMINDERS

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A road map
for schools

- Please, make sure **to register** using this link and check that all the participants from your institution as well as your guest(s) (teachers, students, societal actors...), have registered individually.

- Please, try to **make yourself available for all days of the workshop** (as is you have travelled!)

- We hope that everyone **will be able to attend all the sessions marked in** pink.

- In order to make the best out of this workshop we have also planned for asynchronous work to be done in between sessions. This is as important as the work during the sessions, please make sure to keep **free time**!

- Try to use **one computer per participant**. It will be a very interactive workshop and it's important that each one of you can bring their own personal contribution.

- We will be trying new tools for online work! Be open to learn and do not worry if it takes a little time ;)

Be sure that you have a **very good** internet connection.

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OSTOGETHER   OSTOGETHER

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ANNEX 2 Attendance lists (Workshop 1 & 2)

Workshop 1 (January 2021)

	Your name	Your Institution	Country
1	Adriana Galveias	Ciencia Viva	Portugal
2	Alex Bensenousi	INTRASOFT International SA	Luxembourg
3	Alix Thuillier	ECSITE	Belgique
4	Bojan Kenig	Center for the promotion of science	Serbia
5	Claudia Aguirre	Association TRACES	France
6	Clémentine Bricout	Association TRACES	France
7	Didier Laval	Association TRACES	France
8	Doctor Francesco Mureddu	Lisbon Council	Portugal
9	Georgia Kouti	University of Cyprus	Cyprus
10	Gisela Oliveira	Ciência Viva	Portugal
11	Iratxe Menchaca	University of Deusto	Espagne
12	Irit Lador	ORT Dafna	Israel
13	Ivana Šeparović	Blue World Insitute	Croatie
14	Jelena Basta	Blue World Insitute	Croatie
15	Jelena Joksimović	Center for the promotion of science	Serbia
16	Malvina Artheau	Association TRACES	France
17	Mariluz Guenaga	University of Deusto	Espagne
18	Marios Papaevripidou	University of Cyprus	Cyprus
19	Matteo Merzagora	Association TRACES	France
20	Mrs. Nili Mixes Bloch	ORT Israel	Israel
21	Ms. Yvoni Pavlou	University of Cyprus	Cyprus
22	Paul Boniface	Association TRACES	France
23	Pavlos Koulouris	Ellinogermaniki Agogi	Greece
24	Raquel Forca	EB2,3/S Dr. João de Brito Camacho	Portugal
25	Rooske Franse	NEMO Science Museum	Netherlands
26	Sanela Ankić (Jelena, and Nebojsa)	Primary school "Veljko Dugosevic"	Serbia
27	Tijana Djuricic	OS"Petar Kocic" Indjija	Serbia
28	Yair Ben-Horin	ORT Israel	Israel
29	Tanja Adnađević	CPN	Serbia
30	Georgios Strousopoulos	Intrasoft International	Luxembourg
31	Meie van Laar	NEMO Science Museum	Netherlands
32	Malem Magi	ORT- Danciger high school	Israel

Workshop 2 – June 2021

	Country	Your name	Your institution
1	Greece	Elina Maniati	INTRASOFT International
2	Greece	Pavlos Koulouris	Ellinogermaniki Agogi
3	Cyprus	Yvoni Pavlou	University of Cyprus
4	Serbia	Jelena Joksimović	Center for the Promotion of Science
5	Belgium	Alix Thuiller	Ecsite
6	Spain	Mariluz Guenaga	University of Deusto
7	Portugal	Adriana Galveias	Ciência Viva
8	Cyprus	Marios Papaevripidou	University of Cyprus
9	Croatia	Jelena Basta	Blue World Institute
10	Spain	Iratxe Menchaca	University of Deusto
11	Cyprus	Georgia Kouti	ReSciTEG, University of Cyprus
12	Belgium	Johanna Barton	Lisbon Council
13	Israel	Mr. Yair Ben-Horin	ORT Israel
14	Israel	Mrs. Nili Mozes Bloch	ORT Israel
15	The Netherlands	Annette van Baalen	NEMO Science Museum
16	The Netherlands	Rooske Franse	NEMO Science Museum
17	Portugal	Gisela Oliveira	Ciência Viva
18	France	Artheau Malvina	TRACES
19	Cyprus	Marilena Savva	University of Cyprus
20	Croatia	Ivana Šeparović	Blue World Institute of Marine Research and Conservation
21	Serbia	Tijana	Elementary School "Petar Kocic"
22	Estonia	Annika, her	Science Centre AHHAA Foundation
23	France	Aude Ghilbert	TRACES
24	France	Matteo Merzagora	TRACES
25	France	Didier Laval	TRACES
26	France	Claudia Aguirre Rios	TRACES

ANNEX 3 – MURALS (Workshop 1 & 2)

Workshop 1

Workshop 2

ANNEX 4 – Case Clinics Invitation

You have a small question or are facing a big issue? You'd like some clarification or advice before taking action? Something didn't go as expected ? Or are you having second thoughts ?

Come and share your thoughts with other partners and let's quickly come up with solutions together

CASE CLINIC
How it goes

2 DAYS AHEAD

Send Claudia a summary of the situation you are facing and of the problem you'd like the group to reflect upon. This way, other people facing the same problem can join.

1 SHARE QUESTIONS

(10min*) All participants share their small and big questions. The group decides which one to address today

2 DESCRIPTION

(10min*) to describe the chosen situation as precisely as possible as well as the faced issue

3 CLARIFICATION

(10min*) for the group to ask questions, making sure everyone gets a clear picture of the case

4 REPHRASING

(3min*) reflection for you to rephrase your question to the group : " I would like the group to help me ....?

5 DISCUSSION

(30min*) for the group to share their personnal experience related to the situation. It is not about giving advice, but more about sharing similar situations and how one has been dealing with it, at the personnal level

6 FEEDBACK

(5min*) for you to give feedback to the group: what you have learnt, what will you keep and maybe put into action

Don't hesitate to show up even if you are doing fine, your experience will be valuable to others

For all questions : claudia.aguirre@groupe-traces.fr

* *Indicative maximum time*

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