

SCHOOLS
AS LIVING
LABS

SALL

STAKEHOLDER ENGAGEMENT

HOW TO FIND AND INVOLVE LOCAL PARTNERS

PROGRAMME

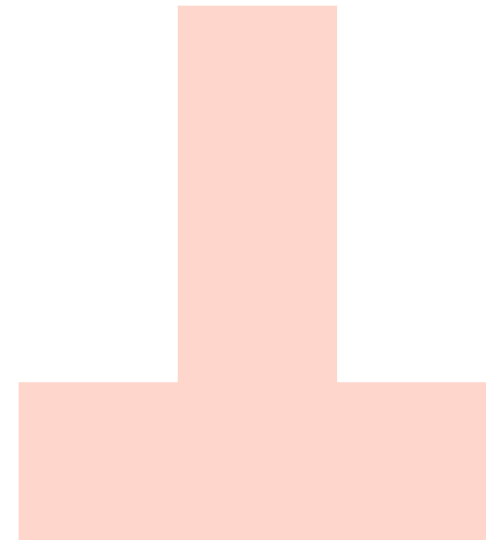
- What is stakeholder engagement?
- Four steps in stakeholder engagement
- Onion Model



A training developed in the framework of the **Schools As Living Labs** project by Denise Kool, Annette van Baalen, Rooske Franse and Meie van Laar of NEMO Science Museum, Department Education and Research



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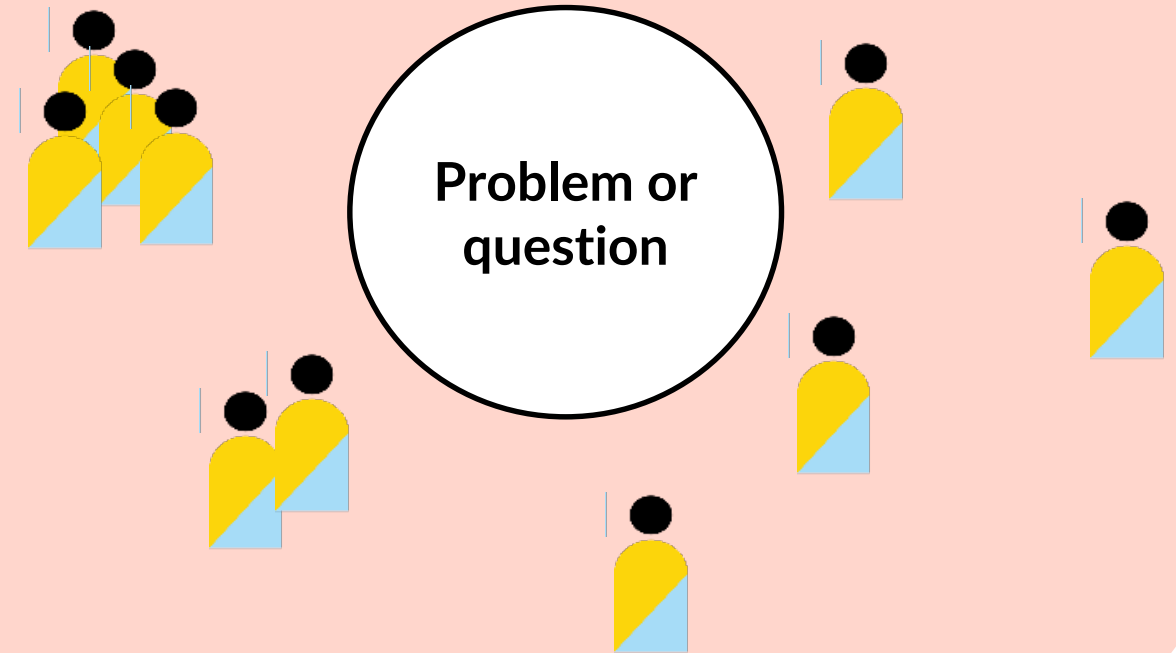


WHAT IS STAKEHOLDER ENGAGEMENT?

THE LIVING LAB PRINCIPLES

- It tackles a **real issue**
- It involves **co-creation**
- And makes use of **quick prototyping**

Living Lab



- Students
- People inside the school
- People or organisations outside the school

GENERAL STRUCTURE OF THE LIVING LABS METHOD

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

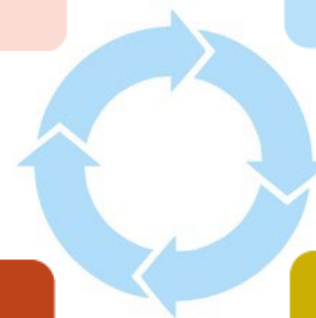
Exploration

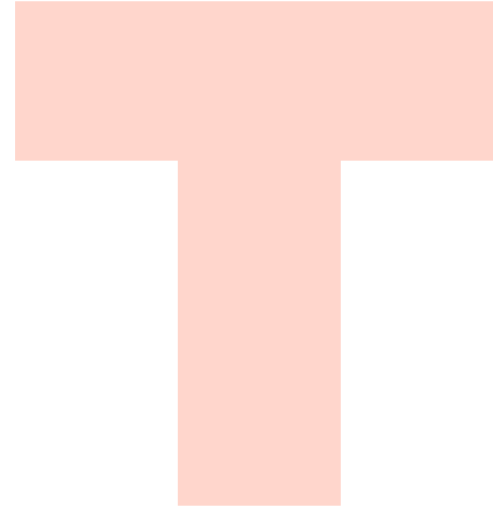
Step 4

Evaluation

Step 3

Experimentation

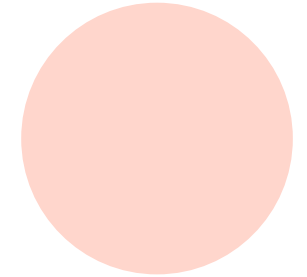
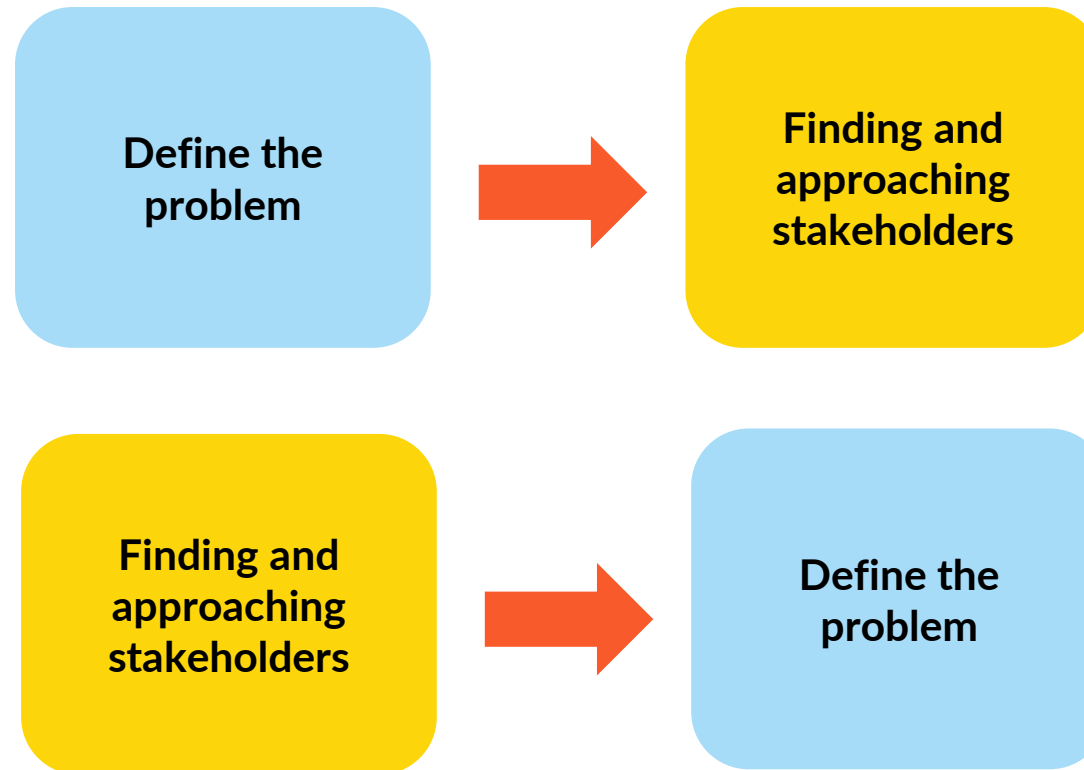




A stakeholder is anyone who has an interest in, or is affected by, the outcomes of the project



FINDING AND APPROACHING LOCAL STAKEHOLDERS



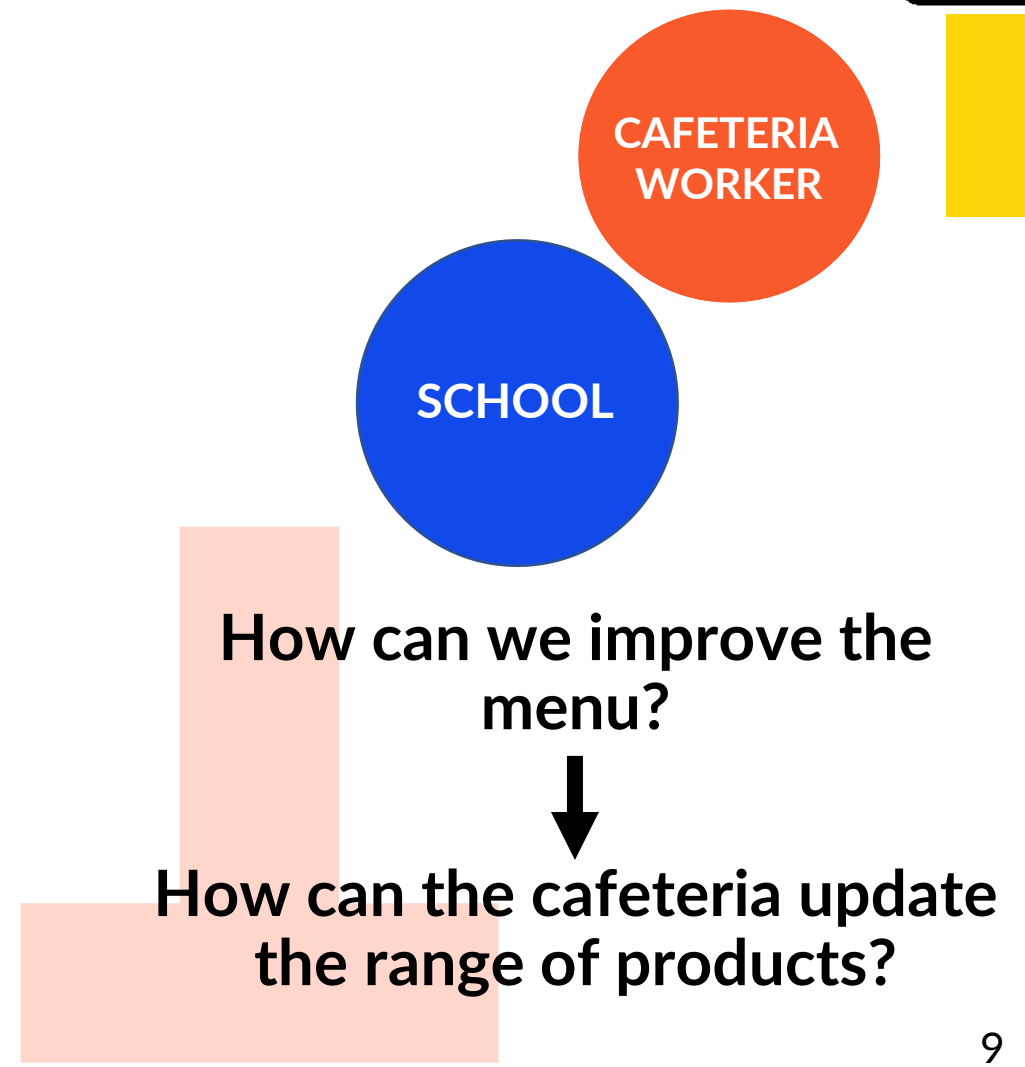


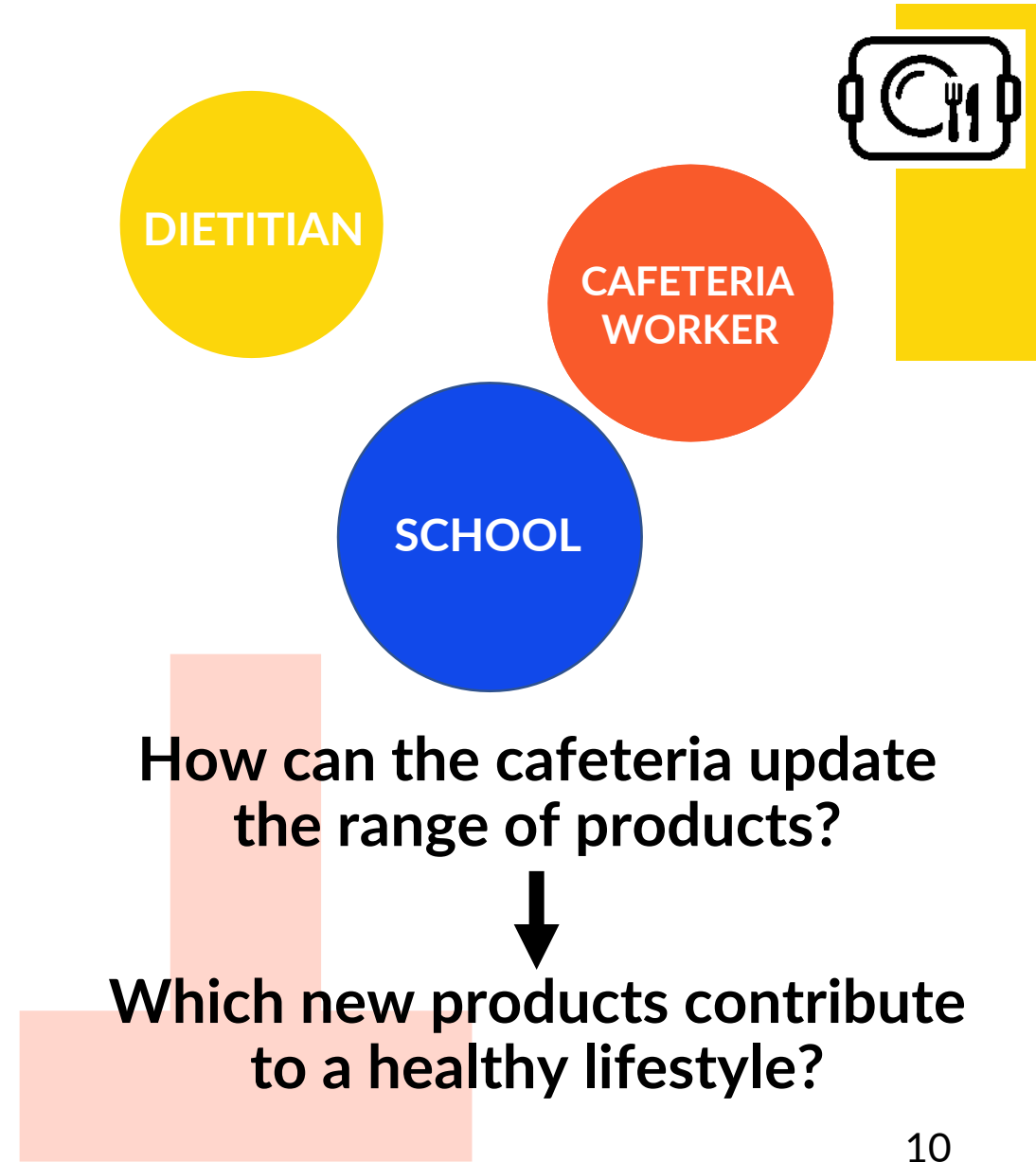
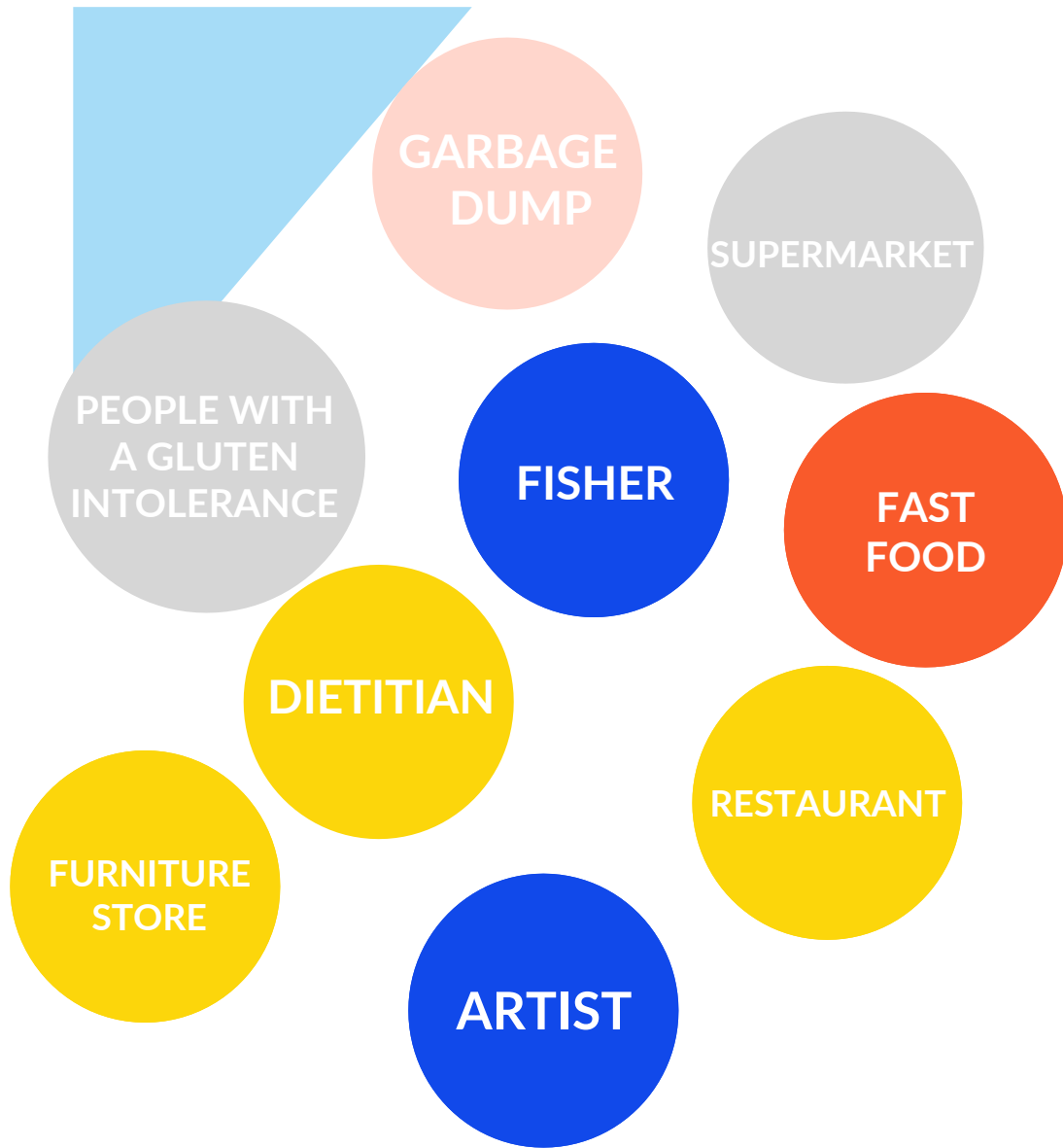
EXAMPLE

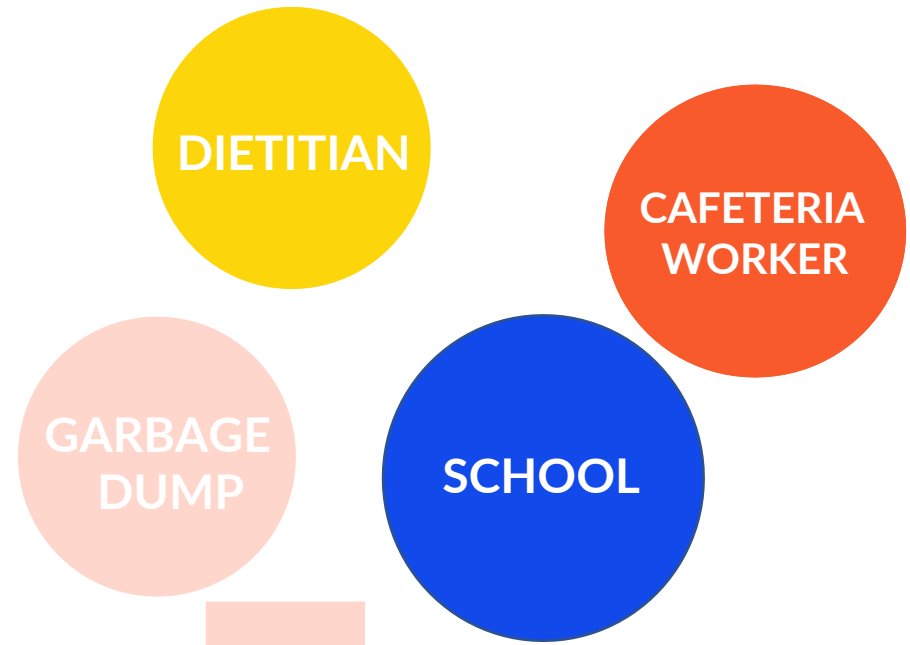
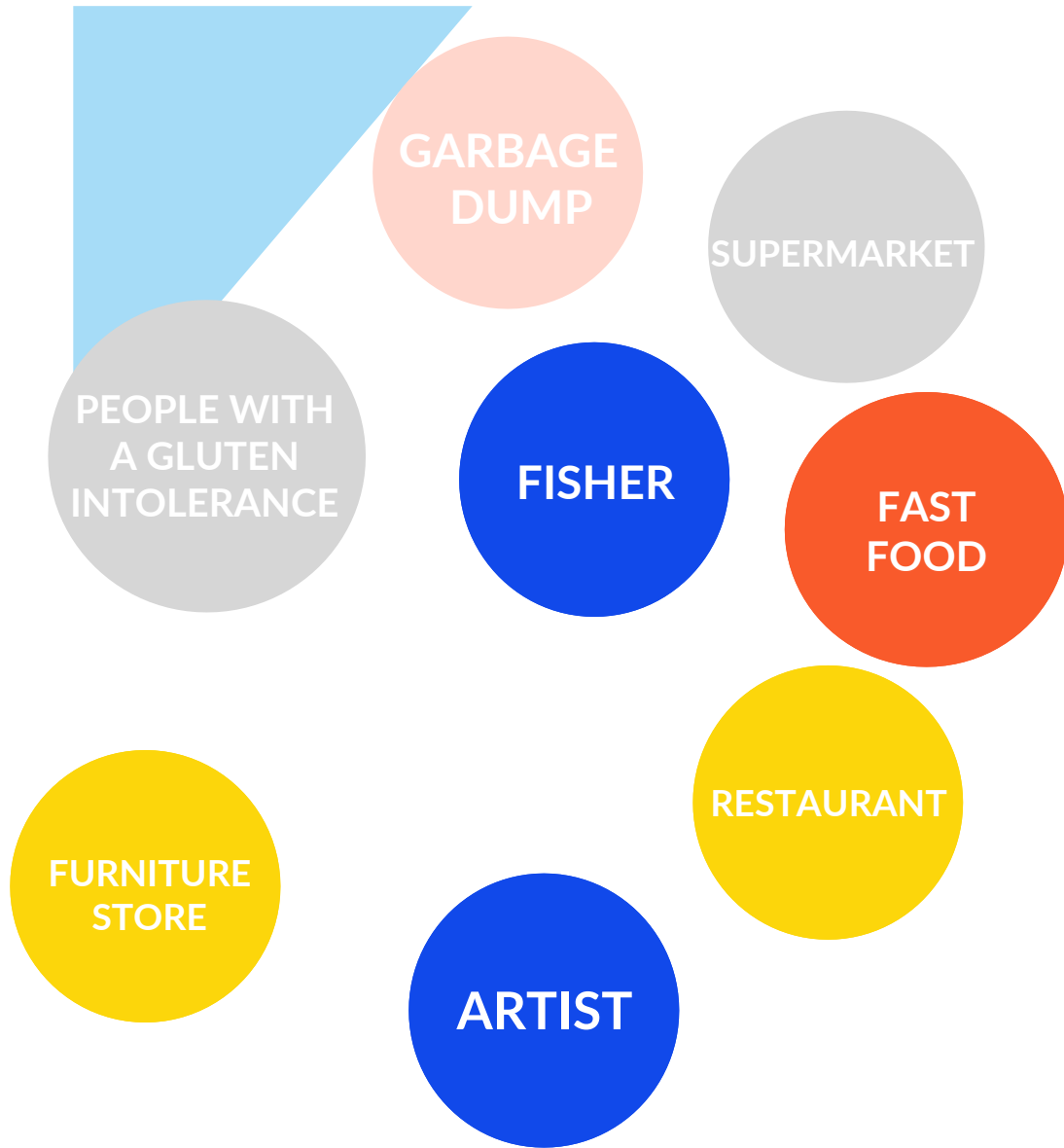


SCHOOL

How can we improve the menu?





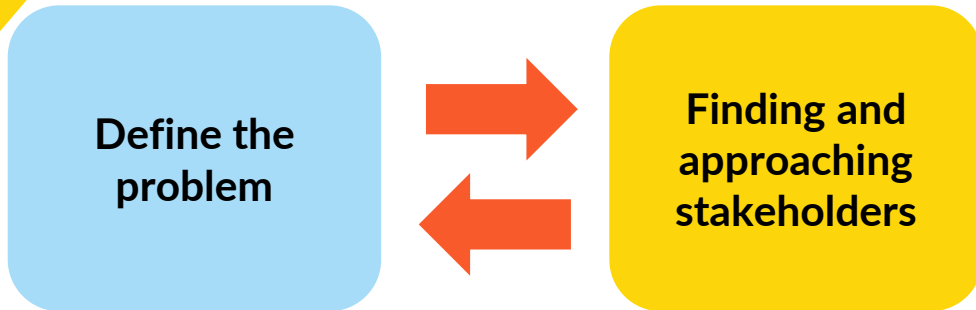


Which new products contribute to a healthy lifestyle?



Which new products contribute to a healthy and sustainable lifestyle?

WHAT DOES THIS SHOW?

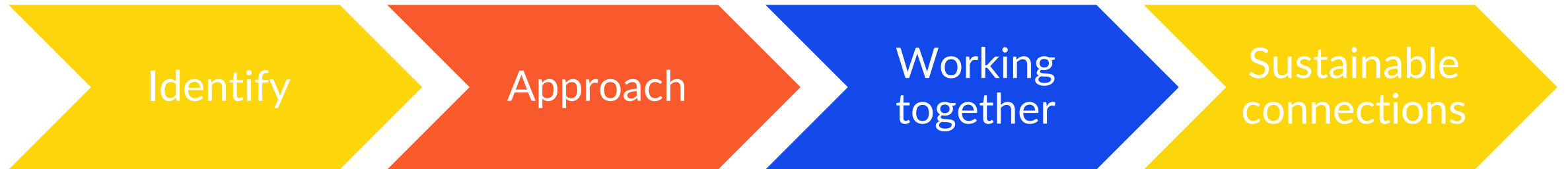


The problem and the partners are often related:

- The problem can guide which partners are interesting to work with
- Involving new partners can make the group want to adjust the original problem

FOUR STEPS OF STAKEHOLDER ENGAGEMENT

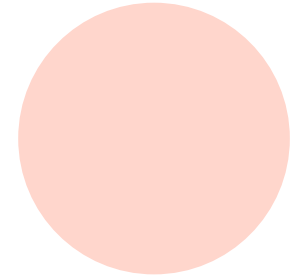
INVOLVING LOCAL PARTNERS IN A SCHOOL PROJECT





IDENTIFYING STAKEHOLDERS

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



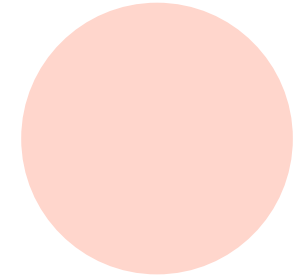


IDENTIFYING STAKEHOLDERS

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Questions you can ask yourself:

- Who has something to do with it?
- What does the project need?
- Who do we know?
- Are we inclusive?



IDENTIFYING STAKEHOLDERS

Stakeholders that could be involved in a school-based living lab project

- 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
- Other schools
- Parents
- Producer
- Provincial councilor
- Public bodies
- Public library
- School staff
- Science communicator
- Scientist
- Student
- Teacher
- Technologist
- University professor
- Waste disposal service employee

Stakeholders categories

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

Tip:

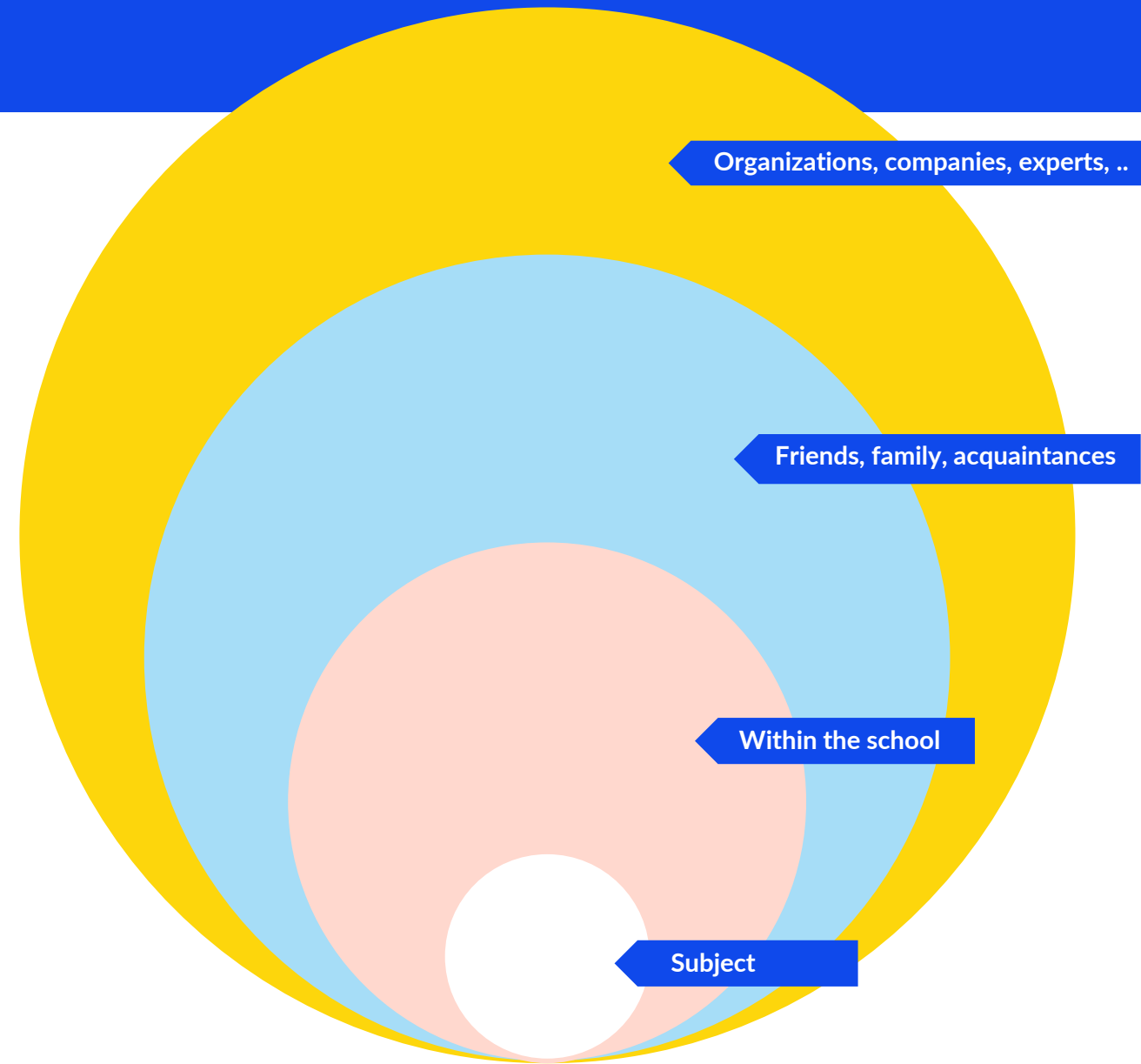
- Explore how issues relate to Stakeholders and vice versa.

THE ONION MODEL

For each layer, write down as many people as possible who have something to do with the topic.

To reflect on:

- Who has something to do with it?
- What does the project need?
- Who do we know?
- Are we inclusive?



IDENTIFYING STAKEHOLDERS

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

Criteria:

- With how many stakeholders do I want to work?
- What is the maximum distance between the partners and the school?
- What language will we speak?
- What type of organisations do I want to approach?
- What does the project need in terms of expertise, resources, influence?

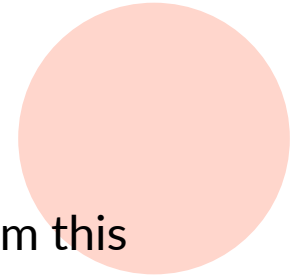


IDENTIFYING STAKEHOLDERS

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

Sample questions:

- What could be a possible contribution from this stakeholder?
- What reason could this stakeholder have for this collaboration?



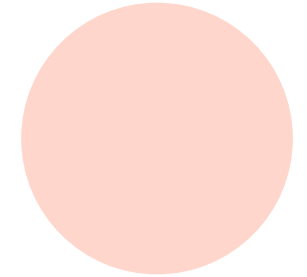


IDENTIFYING STAKEHOLDERS

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

Make a selection based on:

- List of possible stakeholders
- Criteria
- Stakeholder analysis



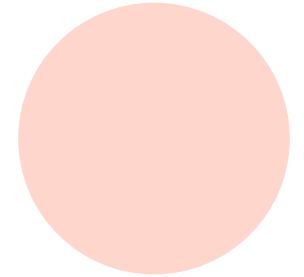


APPROACHING STAKEHOLDERS

- Get in touch
- Persuade
- Reduce the risk

Things to keep in mind:

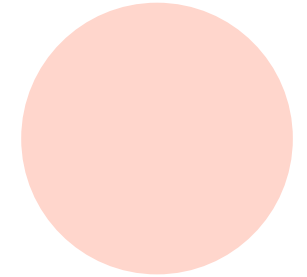
- Know the organisation
- Have a clear goal
- Be concise
- Take small steps





APPROACHING STAKEHOLDERS

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APPROACHING STAKEHOLDERS

- Get in touch
- Persuade
- Reduce the risk

Organize a field trip to an organization relevant to the project.

- More accessible way to get to know each other.
- The organization will have a clearer idea of what they would say yes to.
- Can also be a source of inspiration or information for students.



Beeld: BlackRockSolar

Foto heeft geen relatie tot het voorbeeld

APPROACHING STAKEHOLDERS

- Get in touch
- Persuade
- Reduce the risk



Dear Sir/Madame,

'The Junior and Senior school' is participating in the 'Schools as Living Labs' program; this year, the general theme stems from the central crux of food wastage including food packaging. Upon careful thinking, the reality remains that the majority proportion of consumers are unable to correctly identify what is recyclable and what isn't resulting in a large amount of plastic ending up in landfills and oceans.

We want to create a procedure that will **CLEARLY** indicate if a product is recyclable before the customer purchases it . In this way we can promote recyclable product/ companies at the same time as improve the quality of recycling that Greendot gets!

Our idea was to create a logo/ sticker that would go on the supermarket shelves (not on products) to inform customers of the amount of waste they are buying. Researching this we found some supermarket products with a Greendot logo (for example on alphamega Icecream containers) which validated the need for such a procedure.

One of the central actors in this effort would be Greendots providing expertise and feedback. Would you be able to attend one of our meeting to answers some of our questions and discuss how this project could progress?

We have been thinking of question like:

1. What % of households recycle?



2. Which of the above types of plastics do you accept?
3. What happens to the partially recyclable objects (egg packet with sticker), do you separate them manually?

and many more!



APPROACHING STAKEHOLDERS

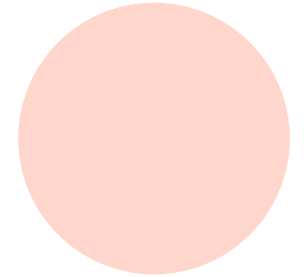
- **Get in touch**
- **Persuade**
- **Reduce the risk**

Preparatory questions for students:

- Can we present our problem in three minutes?
- What will it bring to the partner?
- What value does this partner add to the project?
- Who else is participating in the project?
- Do we already know someone who can help us approach the partner?

Preparatory questions for teachers:

- What is our intention with this partner? Is our goal to work together on the project for a short time or is our intention to build a longer relationship?



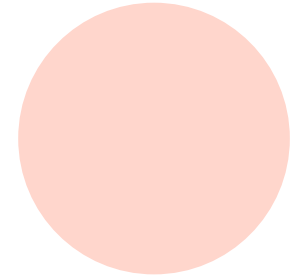


APPROACHING STAKEHOLDERS

- Get in touch
- **Persuade**
- Reduce the risk

Examples of motivations to participate:

- Interest in the topic
- Interest in the problem
- Being socially involved
- Getting to know the neighborhood
- Giving a social dimension to their brand
- Getting to know the opinions of young people
- Professional curiosity
- Networking with other local organizations
- Improving services/products
- Testing their products with different target groups
- Testing a new product or service
- Recruiting for certain professions
- Testing new solutions or products
- Collaborate with other partners

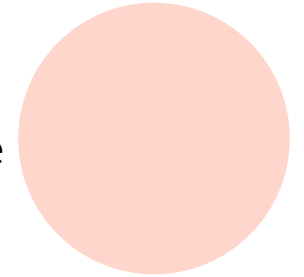




APPROACHING STAKEHOLDERS

- Get in touch
- Persuade
- **Reduce the risk**

- Discuss with the stakeholders what they expect from this collaboration and from the project.
- Discuss what you expect from the stakeholders.
- Be open about your expectations of each other!



WORKING TOGETHER WITH STAKEHOLDERS

At the start of the project:

- Take time to get to know each other
- Define goals and ambitions
- Discuss resources and 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

Preparatory questions to the partner:

- What are your expectations?
- What are your drives, motives and intended contributions?
- What can I contribute to solving the issue?
- How much time can I devote to this project?
- What do I find a pleasant way to share information?
- When is the collaboration a success for me?

Preparatory questions for the teacher:

- What will be the roles of the student, teacher and all other partners?
- When will the collaboration take place and what will it look like?

Identify

Approach

Working together

Sustainable connections

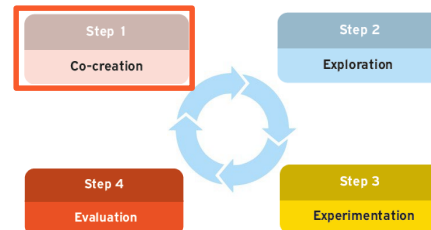
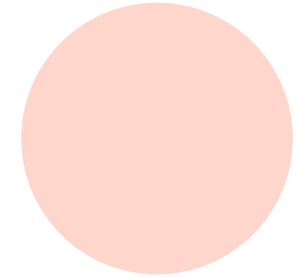
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During co-creation sessions:

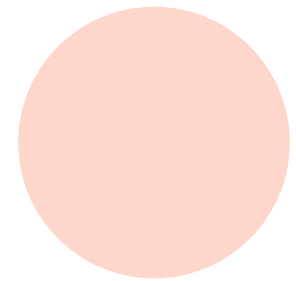
- Actively involve all actors
- Document all decisions
- Promote good communication
- Determine a location
- Foster intrinsic motivation





WORKING TOGETHER WITH STAKEHOLDERS

When will the collaboration take place and what might it look like?



Activate their network to find more stakeholders or help approach them

Provide insight into the current issues in the field

Help building a prototype

Providing materials or equipment for the prototype

Help define the problem precisely

Step 1
Co-creation

Step 2
Exploration

Motivate students



Analyze test results together.
What insights did the test provide?
How might new problems be solved?

Step 4
Evaluation

Step 3
Experimentation

Help find participants for testing

Reflecting on the entire process of the project.
What did it bring to the partner?

Help students prepare an observation form

Provide a test location.

SUSTAINABLE CONNECTIONS WITH STAKEHOLDERS

Important to note:

- Make sure to celebrate your successes!
- Evaluate your collaboration

Tip

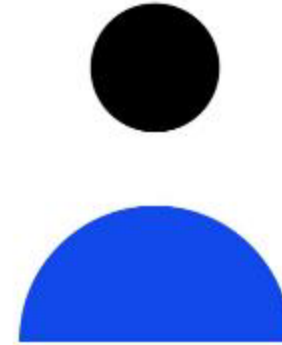
- Both parties (i.e., the school and the stakeholders) must benefit from the collaboration to make it sustainable.
- Discuss how the strengths of both parties can complement each other.

At the end of this step:

- It is clear whether the school and the partners want to work together more often in the future and has been discussed how this will be followed up, if any.
- Not continuing to collaborate in the future does not mean that the collaboration has not been successful.

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