SCHOOLS AS LIVING LABS

SALL

PRACTICAL GUIDANCE AND TRAINING MATERIALS FOR THE ENGAGEMENT OF SCHOOL LIVING LABS WITH STAKEHOLDERS

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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 D3.2 'Practical guidance and training materials for the engagement of school living labs with stakeholders' of the project. It is the output of Task 3.2 'Development of guidance and training materials', which aims to exemplify the stakeholder engagement methodology of SALL and make it accessible and immediately usable by schools, through the production of practical guidance and training materials addressed to members of the school communities on how a school living lab activity can involve relevant stakeholders.

This guidance and training content has been the result of co-design within the community of SALL in year 1 of the project, during the first cycle of pilot implementation of school activities. It is being delivered at the end of the first project year for use in the wider implementation of school activities in years 2 and 3, as an integral part of the SALL methodology.

1. Introduction

Within the Schools as Living Labs (SALL) project, the SALL consortium, together with schools and other societal actors, is investigating the possibilities of introducing and implementing the Living Lab concept and methodology in the school context. This SALL methodology was the result of a co-creation process that started at a dedicated workshop in January 2021. During the second half of the 2020-2021 school year, this methodology was piloted in approximately 40 different schools in the participating countries.

The SALL project has a run time of 3 years. During the first year, the proposed SALL methodology and its supporting materials were developed during two co-creation workshops with all partners (see Deliverable 2.2 for more information on these workshops). These materials were tested in a small community of schools in each participating country, which is referred to as the 'focus school community'. During years 2 and 3 of the project, the living lab activities will be rolled out in more schools for each country. These schools are referred to as the 'wider school community'.

During year 1 of the SALL project, guidance and training materials were co-designed within the project community including during the two co-creation workshops (Workshop 1 and Workshop 2).

The results of Workshop 1 were used to describe the suggested methodology for stakeholder engagement in Deliverable D3.1 'Methodology for the engagement of school living labs with stakeholders'. Based on this deliverable, a workshop and training materials for national coordinators to train the wider school communities on stakeholder engagement were developed and piloted in 5 focus schools in the Netherlands. This workshop only targeted the teachers of the focus schools, and aimed to teach them how to apply the proposed methodology for stakeholder engagement and how to instruct and support their students on engaging with stakeholders.

During Workshop 2 in June 2021, several SALL members worked on refining and expanding this workshop using the input from all partners about the experiences with students and teachers in all pilot schools. Materials from other consortium members were also shared on an online collaborative workspace and were reviewed and used as inspiration.

This deliverable, D3.2 'Practical guidance and training materials for the engagement of school living labs with stakeholders', is the result of the above-mentioned activities, and thus includes contributions from, and is the product of extensive collaboration among, all members of the SALL consortium. It is ready for use in the wider implementation of school activities in years 2 and 3 and will be integrated in the SALL methodology (deliverable D2.3). In September 2021, this deliverable will be presented to the National Coordinators (NC) of school activities in the participating countries.

1.1. How do we define stakeholder engagement?

"Stakeholders, societal actors, social actors or local actors are the community members who are actively involved in a specific SALL project, including the students and teachers. These can be

individuals or institutions who are interested in the project process or affected by the outcomes of the project. Engagement is the process of communicating to, learning from, and collaborating with local actors to acknowledge the unique needs and strengths of the local actors involved."

The workshop was developed with this definition in mind. Within the SALL project, our preference is to use the term societal actors when talking about the partners with whom the schools collaborate. However, in this deliverable we will consistently use the term stakeholder because the expression stakeholder engagement is much more frequently found in the literature.

1.2. A few words about the current document

This document serves as a guide on how to conduct the workshop and use the accompanying materials. In it, some background, the target audience, and information about how this workshop was developed are explained. A summary of the contents of the workshop is also included. The workshop presentation and instructions, plus additional information on how to use these materials, can be found in the appendices.

1.3. Overview of the appendices and their purpose

Below is an overview of the five appendices and their purpose.

1.3.1. Appendix I: PowerPoint presentation of Stakeholder Engagement Workshop

This appendix consists of the PowerPoint presentation to be used by the NC to conduct the workshop.

1.3.2. Appendix II: Overview of purpose per slide

This appendix shows an overview of all slides in the PowerPoint presentation, with an explanation of each slide's purpose. This appendix will thus provide a quick overview of the structure of the workshop.

1.3.3. Appendix III: Instructions and information per slide

In this appendix, each page includes a picture of each slide and below it the instructions for the NC on what information to convey and, if applicable, how to conduct a certain activity. For some slides, it includes additional information about, for instance, where to find more information, a template needed or licensing information for certain images. It serves as a practical guide for the NC to conduct the workshop.

1.3.4. Appendix IV: How to use Mural and AhA slides

This appendix in short explains how to use the several templates that were made in Mural and AhA slides, and how to copy them to your own account to adapt. Mural and AhA slides are online collaboration tools that allow users to work together in an interactive manner. These tools will be used to add an interactive component to the workshop.

1.3.5. Appendix V: Information on the example cases used in the presentation

This appendix gives more background information on the three example cases used in the presentation.

2. About the workshop

NEMO was tasked with the development of this deliverable, to provide practical guidance and training materials for the NCs to train their school communities. During the pilot phase of the SALL project, finding and committing stakeholders to their Living Lab projects proved to be a limiting factor for some schools. Providing schools with a wide array of tools and examples on how to apply the proposed method of stakeholder engagement is therefore needed for the successful completion of a Living Lab school project.

The choice to develop an online workshop for this deliverable was made for two reasons. Firstly, the COVID pandemic is currently still going on, which comes with a lot of uncertainty about when the measures can be lifted or might even be reinstated. Moreover, the state of the pandemic differs greatly between countries, even within Europe, which calls for a flexible training format that can be conducted both online and offline with minimal adaptations. Secondly, during the second year of the SALL project, all partners will expand their school communities, ranging from 10 to 55 schools per country. Organizing on-site workshops for all schools will probably be too time consuming, making an online workshop preferable.

The structure of this workshop is based on that of Deliverable D3.1 'Methodology for engagement of school living labs with stakeholders'. The workshop follows the structure of this document but does so by linking the information to concrete Living Lab examples. Participants are encouraged to actively engage with the topics through short assignments that they carry out either in small groups or individually. This approach was chosen to ensure not only the transfer of information on the methodology of stakeholder engagement, but also the active processing and application of this information on real life situations by the participants. This will help participants better retain the information, give them an opportunity to practice using the methodology suggested and remain focused on the workshop due to the alternation between consuming information and active participation. Another benefit of organizing a workshop with multiple different schools, is that it allows teachers to meet and talk to each other, which benefits the exchange of ideas and provides opportunities to learn from their peers.

2.1. Target audience

This workshop was developed for the National Coordinators (NC) participating in the SALL project and has the purpose to train the wider community of schools. It is aimed at group sizes between 10-15 participants. The wider communities of the different consortium members consist of between 10 (Croatia, Estonia, France, Serbia) and 55 (Cyprus, Greece, Israel, Netherlands, Portugal, Spain) schools.

2.2. How to use this workshop

The workshop was designed to conduct in an online environment using a video conferencing tool. However, the structure of this workshop could be changed in such a way that it can also be used in an on-site setting. Due to its user friendly and universal nature, we have chosen to develop the workshop

presentation in Microsoft PowerPoint. This will allow easy translation and adaptation of the document for the National Coordinators.

The workshop alternates between the transfer of information about the topic by the workshop leader (National Coordinator), and activities that the participants carry out either in small groups or individually. For some of these activities, the websites Mural and AhA slides are used. Mural is an online tool that allows users to work together on an online whiteboard. Users can add, delete, move or edit shapes, texts, images and draw on the board. AhA slides is an online tool that allows users to, among others, conduct polls, show interactive charts and make word clouds using participants' input. More instructions on how to use these tools can be found in Appendix 3 'Instructions and information per slide' and Appendix 4 'How to use Mural and AhA slides'.

Although we have tried to make this workshop and the training materials as widely applicable as possible, National Coordinators are of course welcome to adapt, rearrange, add or remove activities, slides or sections from the presentation, or even split up this workshop into two separate sessions, however they see fit.

In order to successfully conduct this workshop, it is important that the participants are already familiar with the overall Living Lab methodology. It is therefore advisable to conduct this workshop after a workshop explaining the Living Lab methodology.

2.3. Overview of the workshop

In this section, a short overview of the workshop is given. For a more detailed description per slide, see Appendix 3.

2.3.1. Workshop aims

After participating in this workshop, the participant will be…

- familiar with and able to apply the method of stakeholder engagement;
- able to identify potential stakeholders;
- able to put into words why a potential stakeholder should participate in their project;
- familiar with ways in which stakeholders can contribute and activities be conducted with stakeholders;
- familiar with some examples of stakeholder engagement.

2.3.2. Workshop sections

This workshop consists of the following sections (estimated number of minutes needed per section is shown in the round brackets):

1. Welcome (5)

During this section, the NC welcomes the participants and explains the outline of this workshop. The above mentioned aims of the workshop are also shown, so participants know what to expect.

2. Introduction (10)

During this section, the NC zooms in on the specific step of the Living Lab methodology where stakeholder engagement will primarily fall. Then, three example cases used throughout the workshop are explained, after which the first one is immediately used in an introductory exercise to exemplify stakeholder engagement. In this exercise, the example case is used to show how the involvement of stakeholders changes and shapes a Living Lab project. The example starts with one stakeholder (the school) and a general issue, showing the potential stakeholder that could get involved. Each time one of the potential stakeholders is involved, the problem becomes more specific. This activity is meant to show that identifying stakeholders and selecting a Living Lab issue are closely related.

3. Stakeholder Engagement Methodology (60)

After the introduction, the NC explains the methodology for stakeholder engagement in more detail. This is the biggest section of the workshop. Below, a more detailed explanation of the section can be found. Appendix II shows an overview of all slides in the workshop; this section starts at slide 13.

First, the structure of this section is explained: slides that show a specific activity have a blue background, while slides that are used to provide background information about stakeholder engagement have a white background.

In this section, the four stages (A. Identifying; B. Approaching; C. Collaborating; D. Building Sustainable Connections) are explained according to the structure of deliverable D3.1. Each stage consists of a suggested step-by-step process, questions to think about and discuss, and real life examples. For each of the stages, the NC gives a short description, after which the participants are asked to do a short activity, helping them to apply the theory they just learned about. These activities are: filling out a poll in AhA slides about stakeholders (starter activity for stage A); Discussing 'Questions to discuss or think about' for the second example case in small break-out groups (stage A); Individually thinking about the effects of adding a new stakeholder to the second example case (stage A); Individually putting into words how the project of example case 3 can benefit a potential stakeholder (stage B); An individual exercise in Mural, matching potential stakeholders with possible motivations (stage B). After some of these activities or during the explanation of the theory, participants are asked for their thoughts or input. We advise using the 'popcorn' method during these times: this means that participants don't have to raise their hand and wait their turn to talk, but can start talking when they want to add something. For more examples and tips on how to facilitate fruitful discussions in a group setting, please refer to Chapter 3 'References & Bibliography', subsection 3.3 'Further reading'.

During this section, the NC also explains a few examples of getting in touch with potential stakeholders that were used in the wider school communities of Spain (stakeholder event), France (organizing a field trip), and Greece (sending an email).

Finally, stage C of the methodology is exemplified by sharing possible contributions and examples by stakeholders during the different steps of the Living Lab methodology. These examples were collected

during Workshop 2 with the SALL consortium. Then, a few moments are spent on explaining the practicalities of dealing with intellectual property rights when working together with stakeholders.

4. Wrap up (15)

First, the NC repeats the aims that were shown at the beginning of the workshop and explains when the aims were met and how. Then, participants do two final activities. In the first activity, the participants answer a short poll in AhA slides, which serves as a jumping-off point for their process of stakeholder engagement. In the second activity, participants use Mural to give feedback on the workshop and reflect on it.

5. Further reading (1)

A list of other resources is shown for those participants that want to read more about the subject or that want to see more examples of Living Lab projects.

6. Time for questions (20)

This section of the workshop is optional. Here, participants can ask any questions they still have about the process of stakeholder engagement.

Note that this overview does not include a specific moment for informal talking, networking and discussion. We do advise to include such a break, but NCs are free to choose whatever moment during the workshop they see fit for that.

3. References & bibliography

3.1. Literature used

NEMO Science Museum (2021). Methodology for the engagement of school living labs with stakeholders. Schools as Living Labs Deliverable 3.1.

TRACES (2021). SALL – A road map for schools.

3.2. Useful websites

SALL Website: https://www.schoolsaslivinglabs.eu/

SALL Portal: https://dev.schoolofthefuture.eu/sall

3.3. Further reading

More information about (gender) inclusivity:

Hypatia (2015), Institutional guidelines. Retrieved August 18, 2021, from http://www.expecteverything.eu/institutional-guidelines/

More information and tips on leading group discussions:

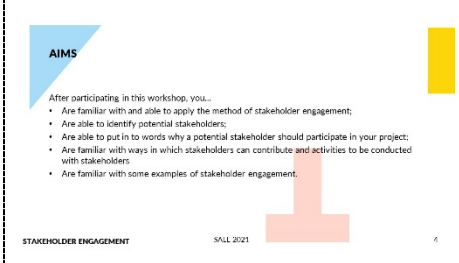
- https://www.liberatingstructures.com/principles/
- https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips
- https://kpcrossacademy.org/facilitating-discussions-during-a-class-videoconference/ - specifically for online group discussions
- https://www.sessionlab.com/methods/brainstorming-popcorn-and-round-robin - more information on the popcorn method.

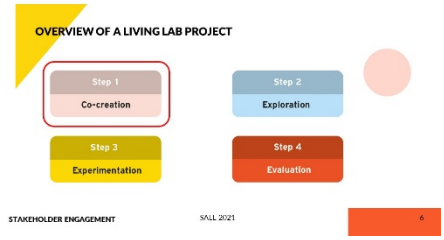
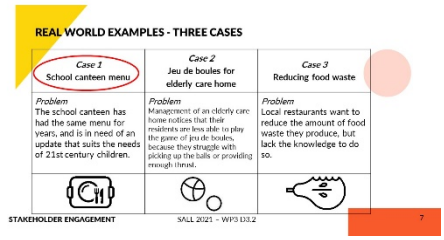
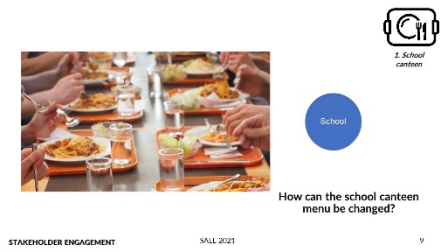
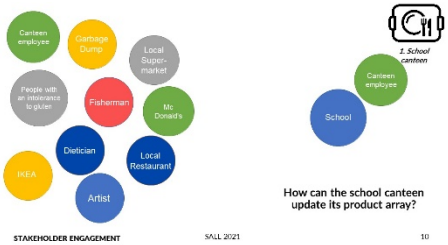
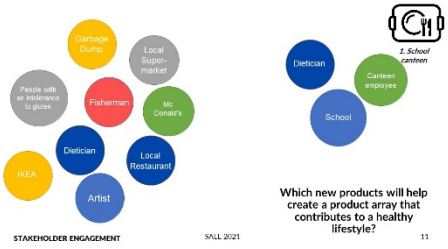
4. Appendices

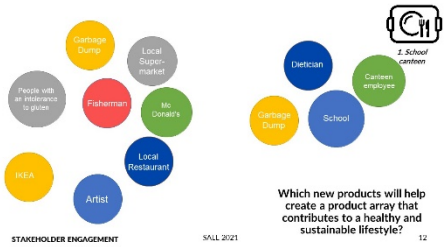
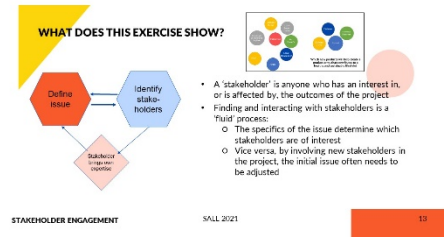
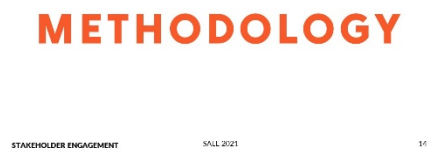
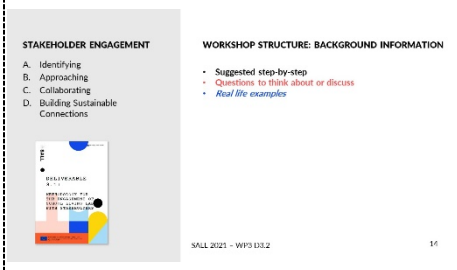
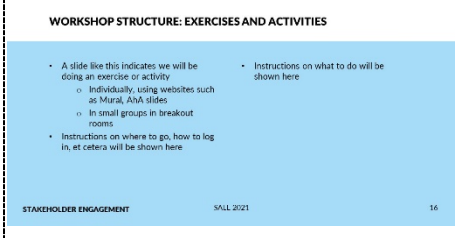
4.1. Appendix I: PowerPoint presentation of Stakeholder Engagement Workshop

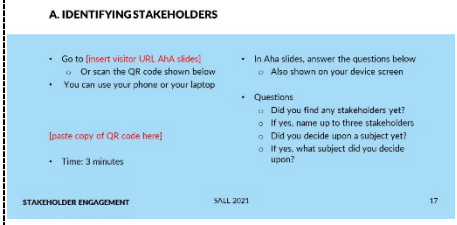
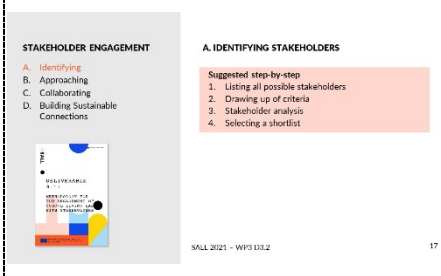
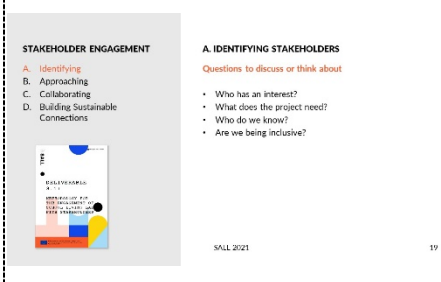
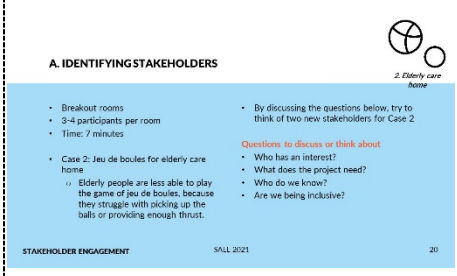
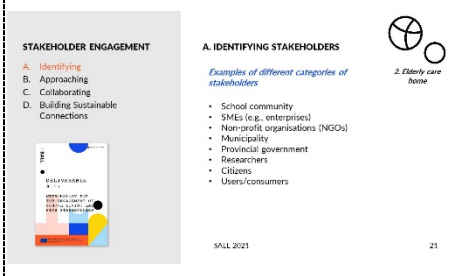
4.2. Appendix II: Overview of purpose per slide

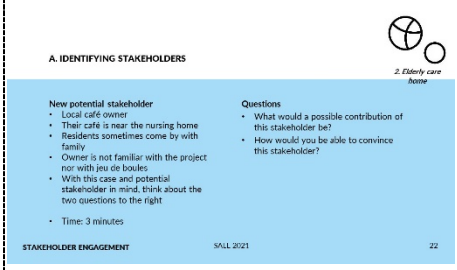
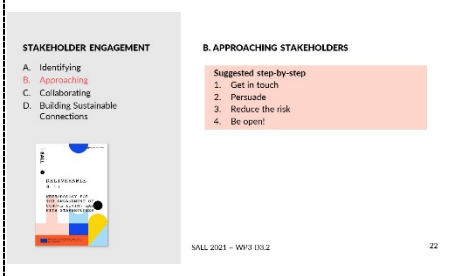
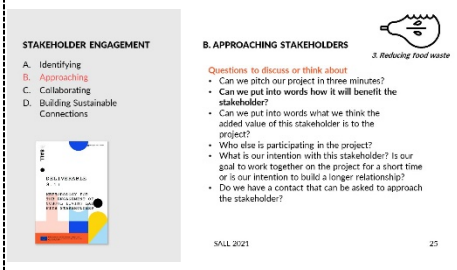
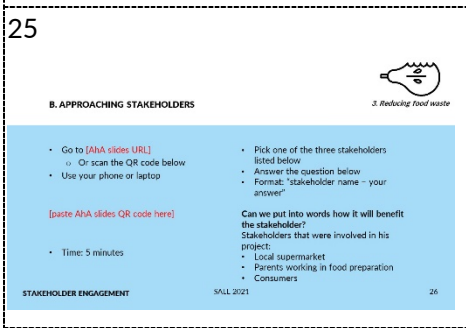
An overview of the purpose for each slide in the PowerPoint presentation is shown in the table below.

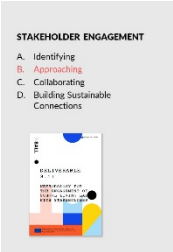
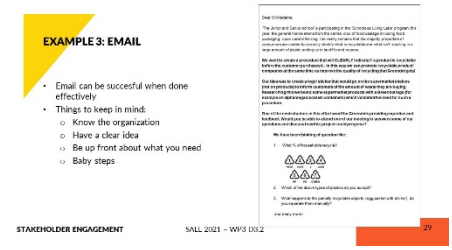
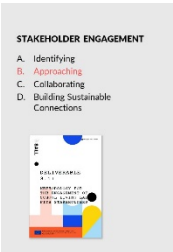
SLIDE	PURPOSE
1	This is the title slide of the presentation.
2	To welcome the participants to the workshop.
3	This slide shows a global outline of the workshop, so participants know what to expect.
4 	The aims of the workshop are explained, to clarify why participants need to follow this workshop and what they can expect to gain from it.
5	To indicate we will move on to the first segment of the workshop: the introduction.

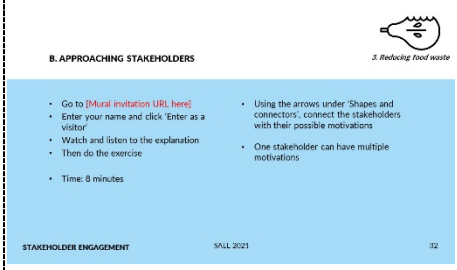
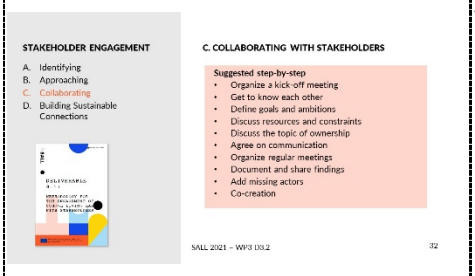
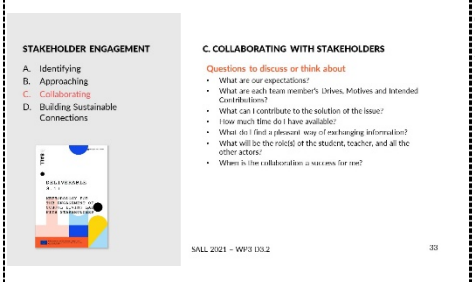
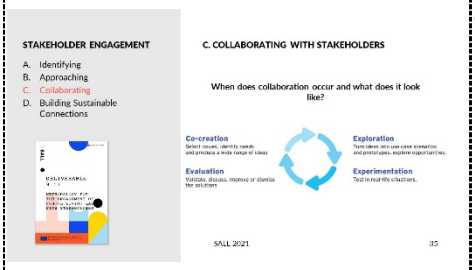
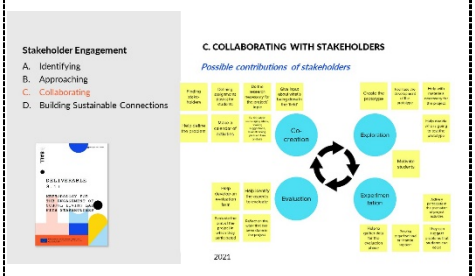
6 	To show the different steps of a Livings Labs project and explain under which steps stakeholder engagement will primarily fall. After clicking: To show (with an animation) that we are now zooming in on step .: co-creation, and to lead in to the next slide.
7 	To introduce the three cases of example Living Labs projects that will be used throughout the workshop.
8 	Slide 9 through 11 use the first case of the previous slide to illustrate how stakeholder engagement might happen in practice. This is an introductory activity to both exemplify the process of stakeholder engagement, and explain what exactly is meant by the term “stakeholder engagement”.
9 	See slide 8.
10 	See slide 8.

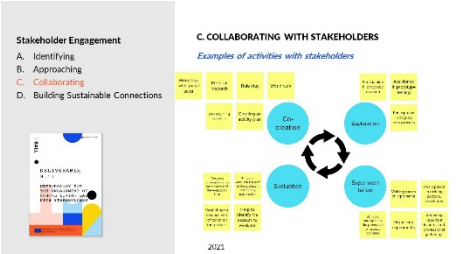
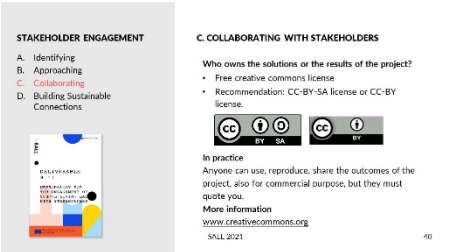
11 	See slide 8.
12 	This slide serves as a wrap up of the exercise done on slide 9-11. It is also the place where the term "stakeholder" engagement is explained more in depth, using the previous exercise as an example.
13 	This is the title slide for the stakeholder engagement methodology segment of the workshop.
14 	This slide shows the general structure of the workshop for this segment.
15 	This slide shows what a slide with instructions about an activity or exercise looks like.

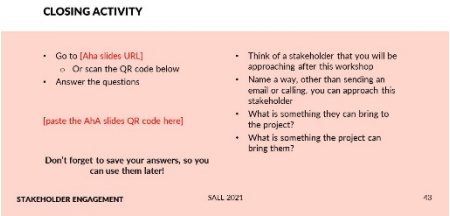
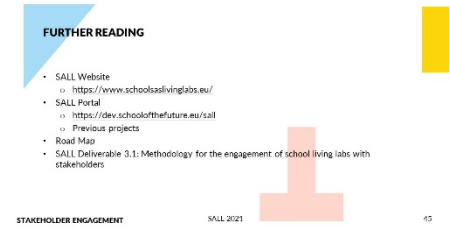
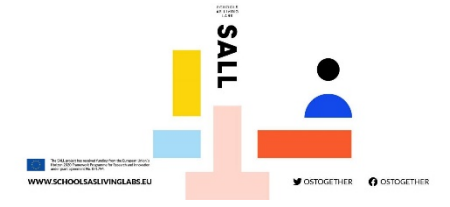
16 	On this slide, an activity is explained that will give both the workshop leader and the participants an insight into how far they and the others are in finding stakeholders and choosing a subject for their Living Labs project.
17 	To explain all the steps of the suggested step-by-step for stage A of the stakeholder engagement according to D3.1.
18 	To show the questions that can be used in identifying stakeholders during this stage.
19 	To use the questions discussed in the previous slide in a real life example, so participants become more familiar with these questions.
20 	To familiarize the participants with the different categories of potential stakeholders, by doing a short “thinking exercise”.

21 	To show the participants what the influence of a potential but unexpected stakeholder can have on the direction and scope of the project.
22 	To explain all the steps of the suggested step-by-step for stage B of the stakeholder engagement according to D3.1.
23 	To show the questions that can help in finding an effective way for approaching stakeholders during this stage.
24 	To emphasize one of the most important questions in this stage, and introduce the activity in the next slide.
25 	To have participants practice putting into words how a committing to a SALL project will benefit a potential stakeholder.

26 	To introduce a few real-life examples on how to get in touch with potential stakeholders.
27 	To give a more detailed background of this example.
28 	To give a more detailed background of this example.
29 	To give a more detailed background of this example.
30 	To explain the possible motives potential stakeholders might have to participate in a Living Labs project.

31 	To practice linking possible motivations to potential stakeholders.
32 	To explain all the steps of the suggested step-by-step for stage C of the stakeholder engagement according to D3.1.
33 	To show the questions that can help in finding an effective way for approaching stakeholders during this stage.
34 	To have participants think about contributions of and activities with stakeholders.
35 	To compare what was said by the participants in the previous slide to real life examples.

36 	To compare what was said by the participants in the previous slide to real life examples.
37 	To introduce the next topic.
38 	To discuss how to deal with intellectual property rights.
39 	To introduce the wrap up segment of the workshop.
40 	To have a final look at the intended aims of this workshop, and see whether they have been accomplished

41 	To allow the participants to think about some questions that can serve as a jumping off point to start the process of stakeholder engagement for their own Living Labs project.
42 	To gather some feedback on this workshop.
43 	To provide participants with additional reading/websites they can visit if they want to learn more about the subject.
44 	To give participants the chance to ask questions they still have remaining.
45 	

4.3. Appendix III: Instructions and information per slide

Instructions for each slide for the workshop presentation can be found below. For each slide, instructions about topics to discuss or activities to do are given. For some slides, some additional information is added, for example where to find certain information or URLs to AhA slides or Mural templates. These URLs can also be found in Appendix 3.

Slide 1

Instructions

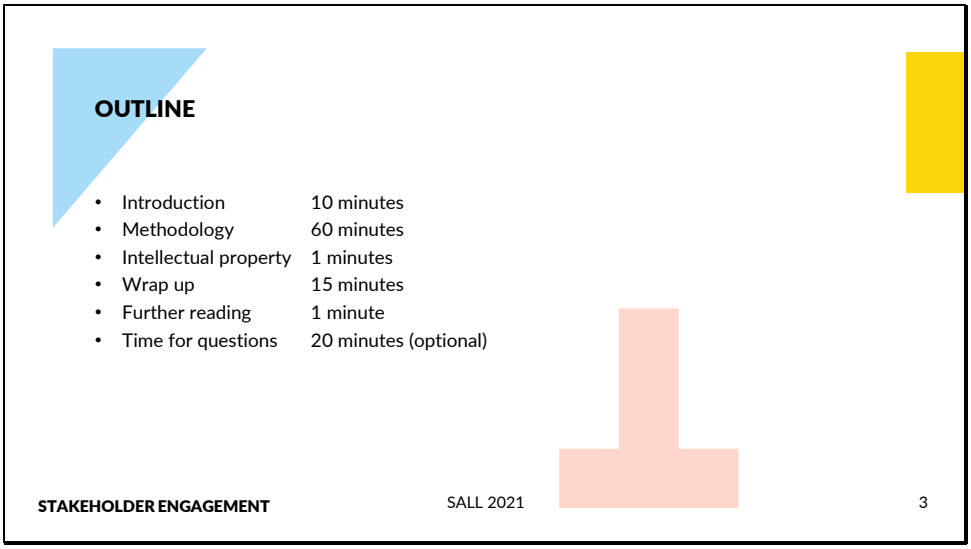
Remember that most of the workshop participants will probably not be familiar with the term “stakeholder engagement”. If needed, reassure the participants when they feel they lack knowledge about this subject: that is exactly the reason why they are following this workshop.

Slide 2

Instructions

Introduce yourself and explain what you will talk about in the next two slides: you will give the outline and the aims of the workshop.

Slide 3



Instructions

Give a short outline of the workshop: briefly explain what will be covered during each segment of the workshop. Explain that the focus of this workshop will be on the first stages of stakeholder engagement: how to identify them and get them committed to your project. To a lesser extent, we will also talk about how to collaborate with stakeholders once they have been committed to the project.

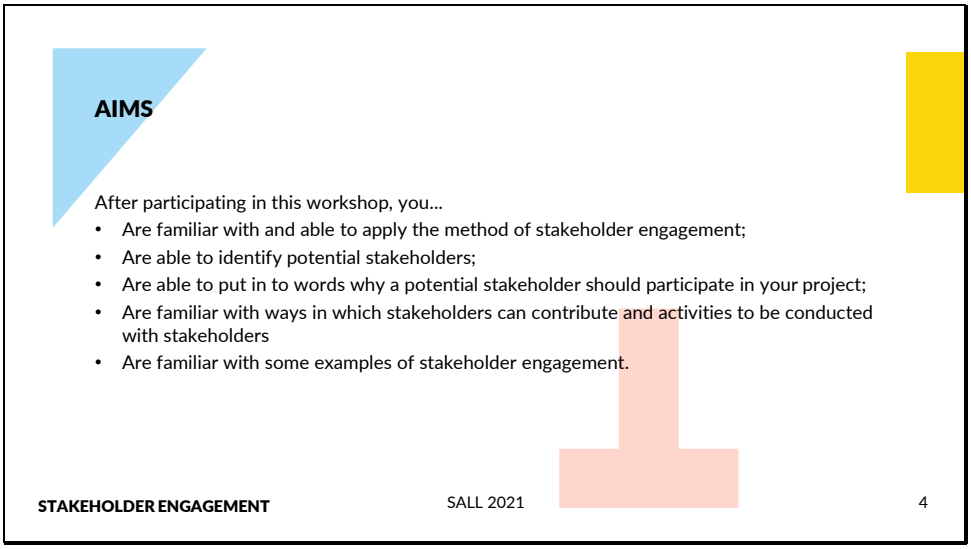
In this workshop, real life examples from past SALL projects will be explained. These examples will be used to illustrate the step-by-step approach of the suggested methodology for stakeholder engagement.

Additional information

The workshop from beginning to end is meant to last approximately 90 minutes. At the end, an additional 20 minutes are allocated to answering questions. This is optional for the participants.

Note that the suggested times are an indication, of course these can be changed according to the needs and wishes of the participants and workshop leader and/or national coordinator.

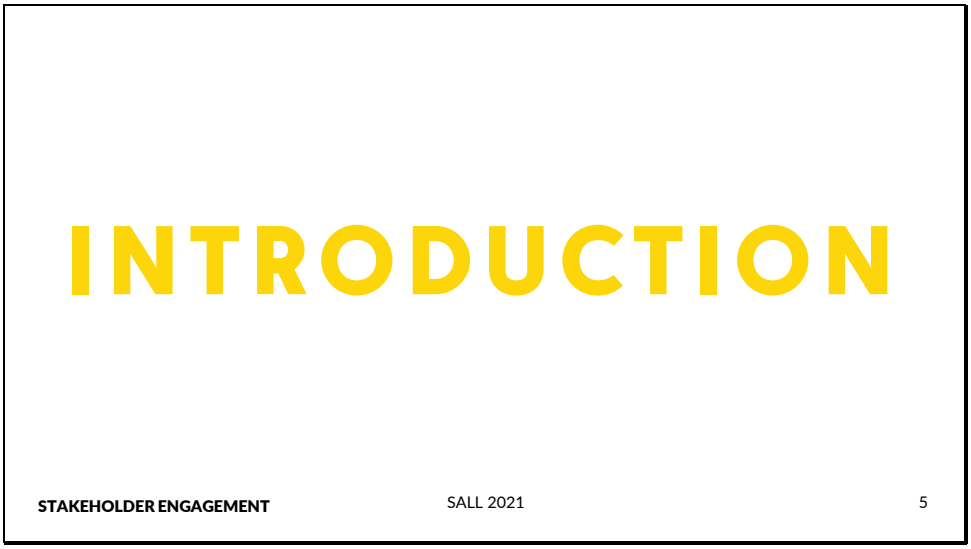
Slide 4



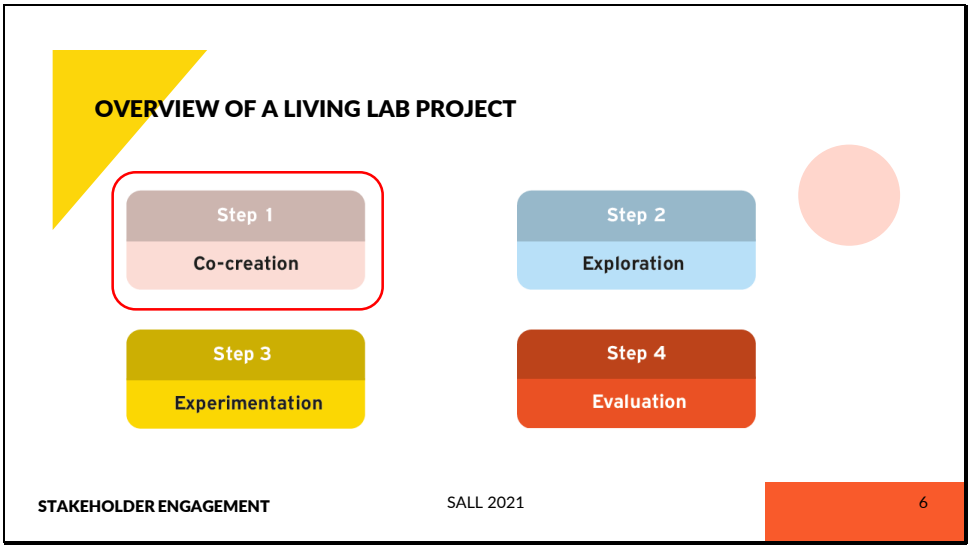
Instructions

Explain that at the end of this workshop, these are aims that the participants will have achieved. Emphasize that these are very practical and applicable to use in their Living Labs projects.

Slide 5



Slide 6



Instructions

Explain the steps of creating a living lab project according to the Living Labs methodology (see "SALL – A roadmap for schools"). Refer back to the workshop on the Living Labs methodology.

Explain that stakeholder engagement is part of the project from day one. This does not mean that you cannot already choose a subject/problem to focus on before approaching potential stakeholders, but that you do have to keep in mind that this might change during your collaboration with stakeholders. This is something we will look at more closely during this workshop.

Explain that we are zooming in on step 1: co-creation, as the process of identifying and approaching stakeholders will already be taking place during this step. Also explain that stakeholders will most likely be involved in all other steps of the Living Labs cycle as well.

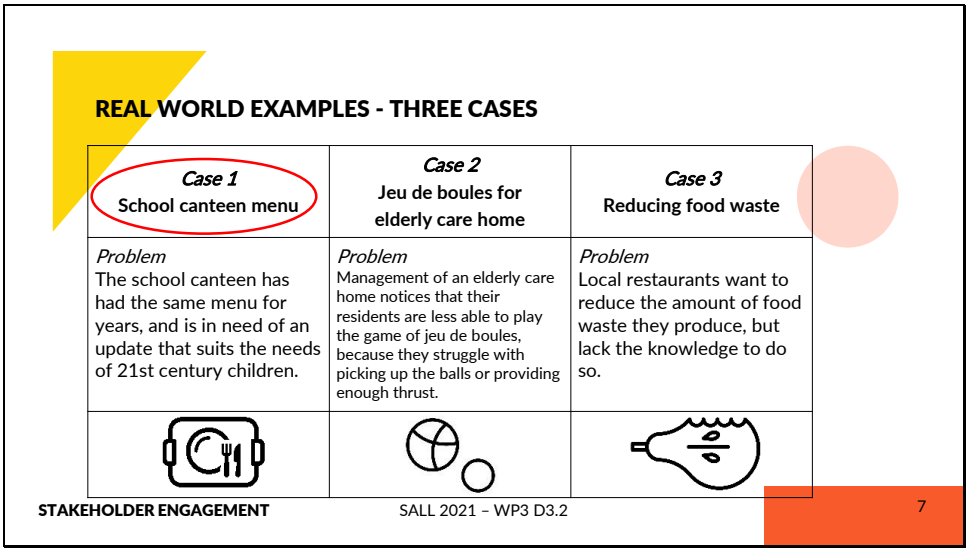
Finally, explain that we will look at three cases of real life Living Labs projects to illustrate the step-by-step approach of the methodology for stakeholder engagement.

Additional information

The image on this slide was taken from "SALL – A roadmap for schools" created by WP2.

This slide is animated, upon clicking an animation zooming in on step 1: co-creation will play.

Slide 7



Instructions

Give a short introduction to each case, and explain these will be used during the workshop.

Explain that whenever a certain case is referenced, the specific icon will be shown, along with a short reminder of what the case entails. Then explain that for the first exercise, we will focus on the first case, the school canteen.

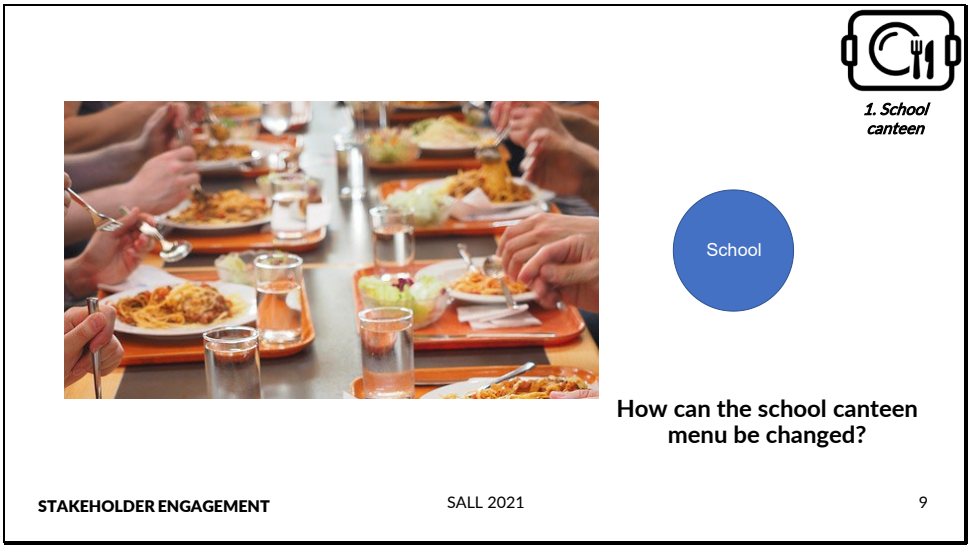
Additional information

Icons downloaded from Adobe Stock, for licensing information see: https://stock.adobe.com/license-terms

Note that some details of these cases have been changed to better suit the purposes of this training.

See Appendix 4 for more information on each case.

Slide 8



Instructions

Repeat the problem for case 1: The school canteen has had the same menu for years, and is in need of an update that suits the needs of 21st century children. On this slide, this problem is reworded into the question displayed.

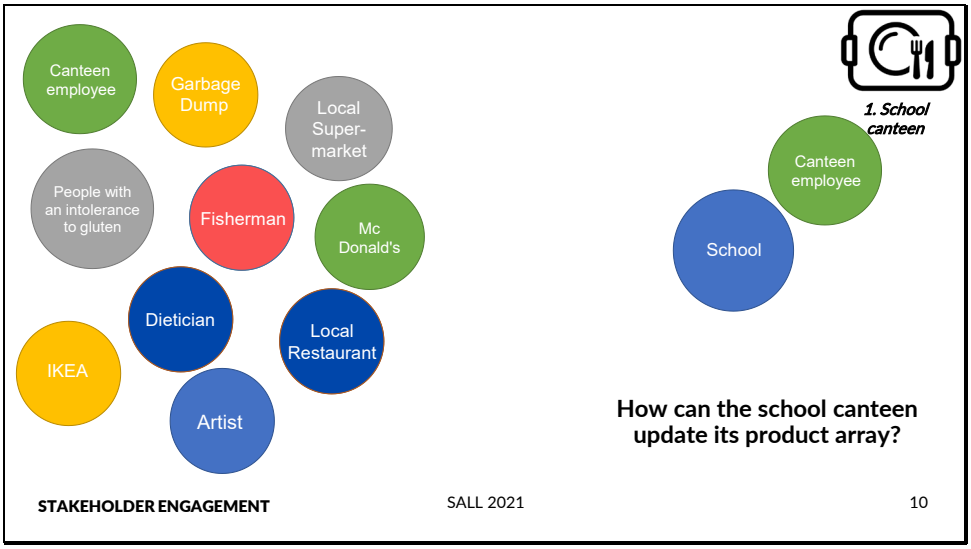
The first stakeholder is the school, that has the canteen that is in need of menu update.

Additional information

This exercise is used as an introduction to the topic of stakeholder engagement. It is meant to show how, during the process of finding and committing stakeholders, the topic and main problem of the project might change too.

For image licensing information, see: https://pixabay.com/service/license/

Slide 9



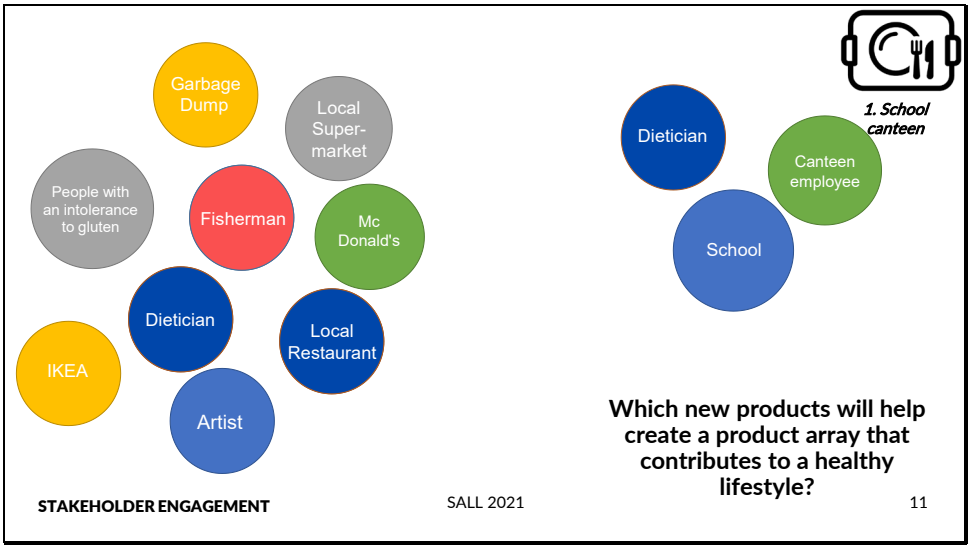
Instructions

Explain that this slide shows all the potential stakeholders that could get involved in this project.

Note: this does not mean that eventually, everyone will or should be involved!

The second stakeholder that is obvious, is an employee of the school canteen. In this case they were a caterer hired from outside the school. There is a clear benefit for them in making the choices of products more appealing to the students.

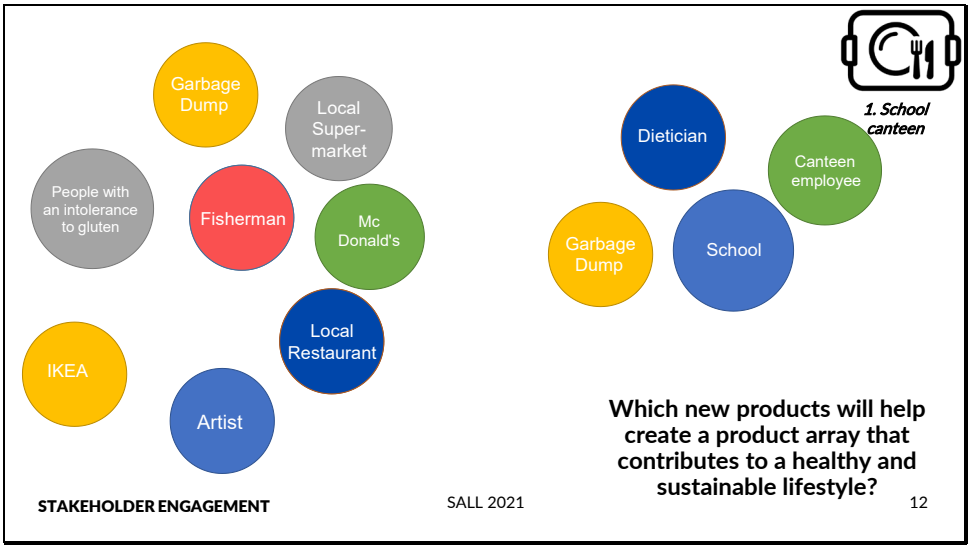
Slide 10



Instructions

Explain that next, the parent council of the school is consulted. One of the parents happens to be a dietician, and would like to contribute to this project because they care about the health of the students in the school (a few of whom are their own children). This adds another dimension to the question, as health has now become an important part of this project. The question is changed into: "Which new products will help create a product array that contributes to a healthy lifestyle?"

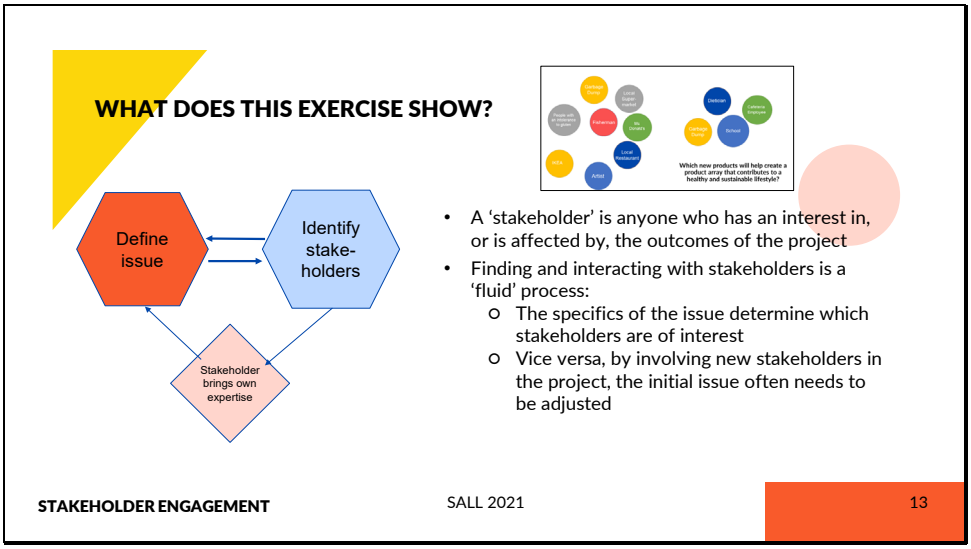
Slide 11



Instructions

Explain that as the final stakeholder, the local garbage dump is involved, adding focus on sustainability: by reducing food waste, packaging, etc., the garbage dump will become more efficient. This again changes the main question: “Which new products will help create a product array that contributes to a healthy and sustainable lifestyle?”

Slide 12



Instructions

Explain the following points:

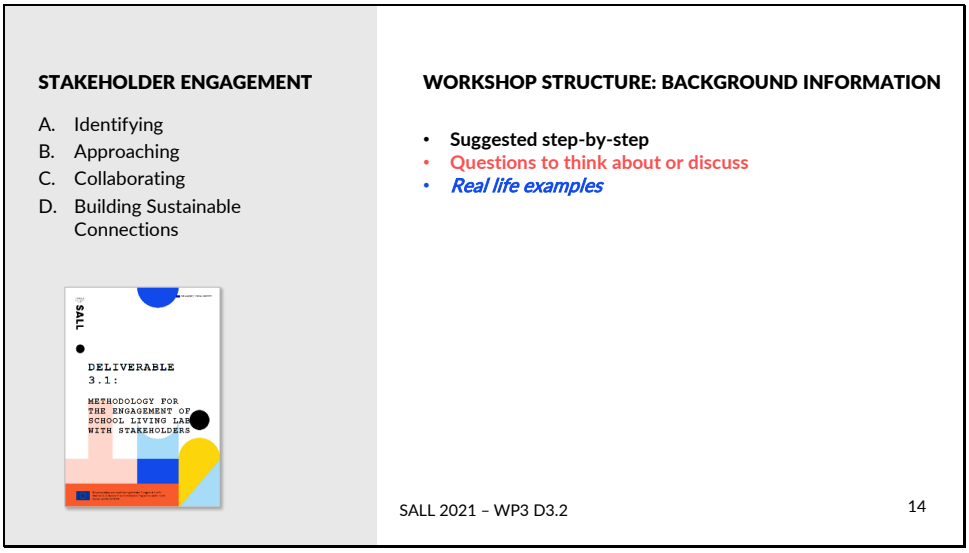
- This exercise shows that identifying stakeholders and selecting a Living Lab issue are closely related. The issue (school canteen menu) determines who can be identified as a relevant stakeholder (school, cafeteria employee). But vice versa, by involving new stakeholders in the project (dietician, garbage dump) the initial issue had to be adjusted to ensure that the interests of the new stakeholders were also met.
- Different stakeholders look at a problem in different ways, they have varying interests and areas of expertise. All these points will influence the specific problem definition (issue) that the LL group will work on.
- Identifying stakeholders is not a straightforward process. By talking to stakeholders, new stakeholders may be suggested that schools did not have in their scope at the beginning. It will probably take several rounds before they end up with a final group of stakeholders.

Ask the group what they now think is meant by the term "stakeholder engagement" and ask a few participants to explain what they think. This can be done either using the "popcorn" method, in which anyone can say what they want when they want to, or by randomly asking a few participants to share their thoughts.

Now, share the definition of "stakeholder engagement" according to D3.1, and compare with the statements done by participants: "Stakeholders are the community members who are actively involved in a specific SALL project, including the students and teachers. These can be individuals or institutions who are interested in the project process or affected by the outcomes of the project. Engagement is the process of communicating to, learning from, and collaborating with local actors to acknowledge the unique needs and strengths of the local actors involved."

Slide 13

Slide 14



Instructions

Explain that this workshop is all about engaging stakeholders in your project. It is based on a deliverable that was written at the start of the SALL project. In this deliverable, we distinguish these four stages in stakeholder engagement:

A. Identifying stakeholders
B. Approaching stakeholders
C. Working with stakeholders
D. Building and maintaining sustainable connections with stakeholders

During this workshop, we will mostly focus on step A and B. Step C and D will also be touched upon with the discussion of a few examples.

For each stage, we will use the following structure:

- A suggested step-by-step
- Questions to think about or discuss
- Real life examples

Stress that the step-by-step shown for each stage is a suggestion, and that schools are encouraged to only use those activities that work for them.

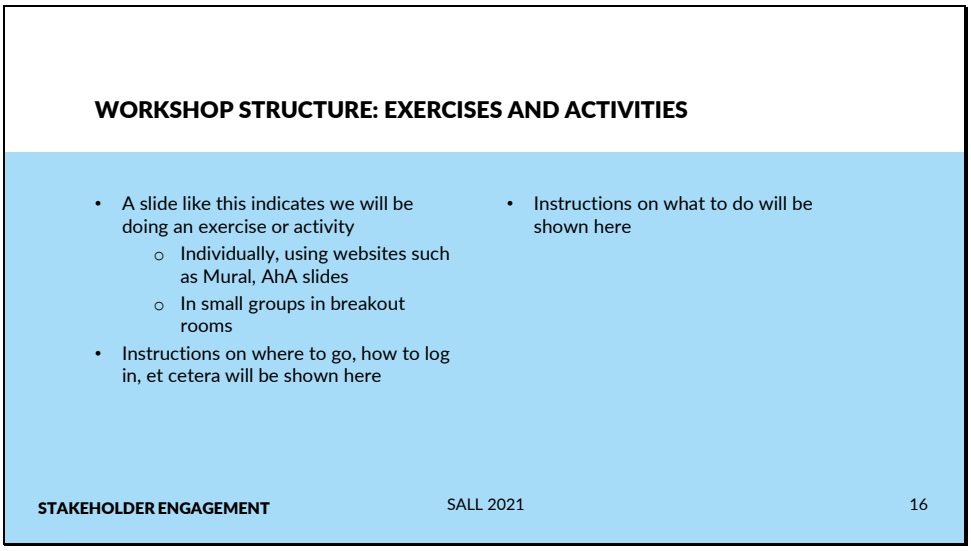
Now let's start with stage A: stakeholder identification.

Additional information

Deliverable D3.1 can be found in the BSCW workspace in "Formal documents > Submitted".

Note the differences in text colors and formatting: black is for the suggested step-by-step, red is for the questions to think about or discuss and blue italics is for real life examples.

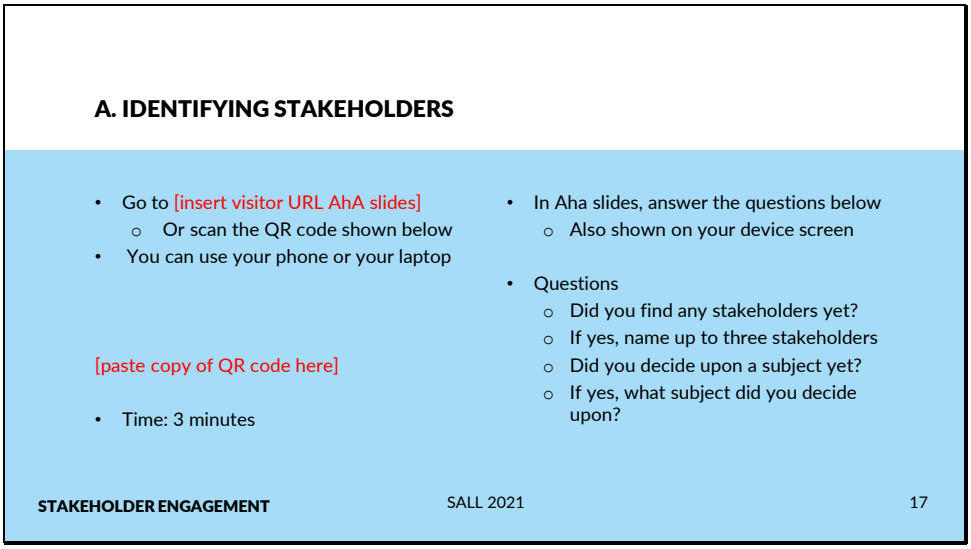
Slide 15



Instructions

The text on the slide is self-explanatory. Allow the participants a few minutes of reading time, or read the text on the slide aloud.

Slide 16



Instructions

Explain that before presenting the suggested step-by-step for stakeholder identification, you would like to know whether the participants have already approached stakeholders and if they have a specific topic in mind.

Direct the participants to the correct website (see Appendix 3) and instruct them on how to use it and give them a few minutes to answer the questions. Then share your screen, to show their answers.

A short questionnaire was made in “AhA-slides” asking the participants:

1. Did you find any stakeholders yet? YES/NO → results are shown as bars
2. If yes, which stakeholders did you find? → results are shown in a Word cloud
3. Did you decide upon a subject yet? YES/NO → results are shown as bars
4. If yes, which subject did you decide upon? → results are shown in a Word cloud

A suggested way to wrap-up this activity:

Per question, show the results of the poll.

1. Compliment those that have already manage to find (a) stakerholder(s), but also reassure the others that it is not a problem if they haven’t. Remind them that this workshop is meant to help them in this process.
2. Go over the answers, stress the differences and explain that this is to be expected: stakeholders can be found anywhere. Choose one stakeholder and ask the person who submitted this answer to explain how they got into contact with this stakeholder and how they were able to commit the stakeholder to their project.
3. Again, compliment those that have decided upon a subject, but remind the rest that in these stages of the project, this decision does not have to have been made yet either. Explain that stakeholders can influence this decision too, and this will be talked about later during this workshop.
4. Use this word cloud do show the different subjects a Living Labs project can cover, even within the theme of the Food System. If there are only a few answers, explain that we will soon see more real life examples of Living Labs projects to use as inspiration.

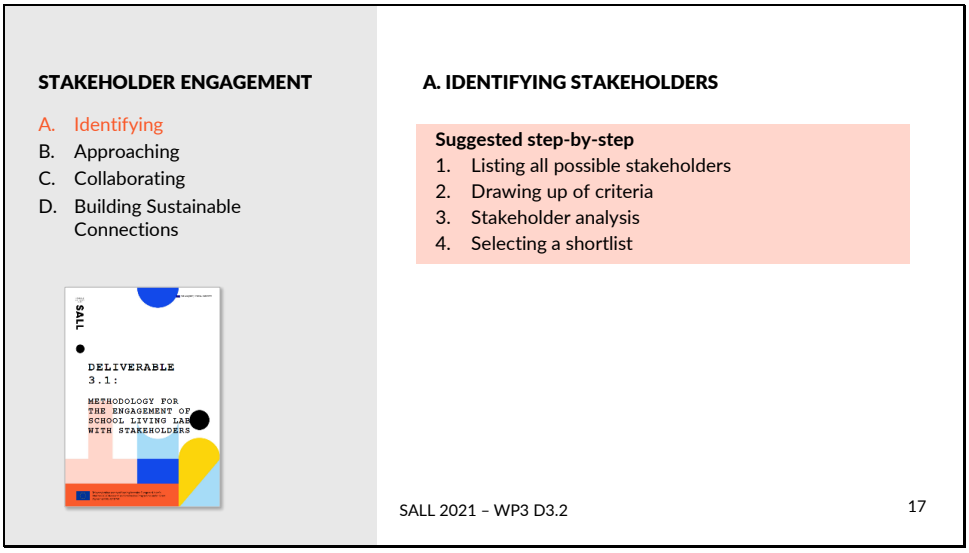
Ask a participant to explain how they decided upon their subject.

Additional information

The AhA slides template can be found here: https://presenter.ahaslides.com/share/sall-stakeholder-workshop-template-1-1627645652981-wonbczvjib.

See Appendix 3 for more explanation on how to use AhA slides.

Slide 17



Instructions

First, repeat that this is a suggested step-by-step. Then, give a short explanation of step 1 through 4:

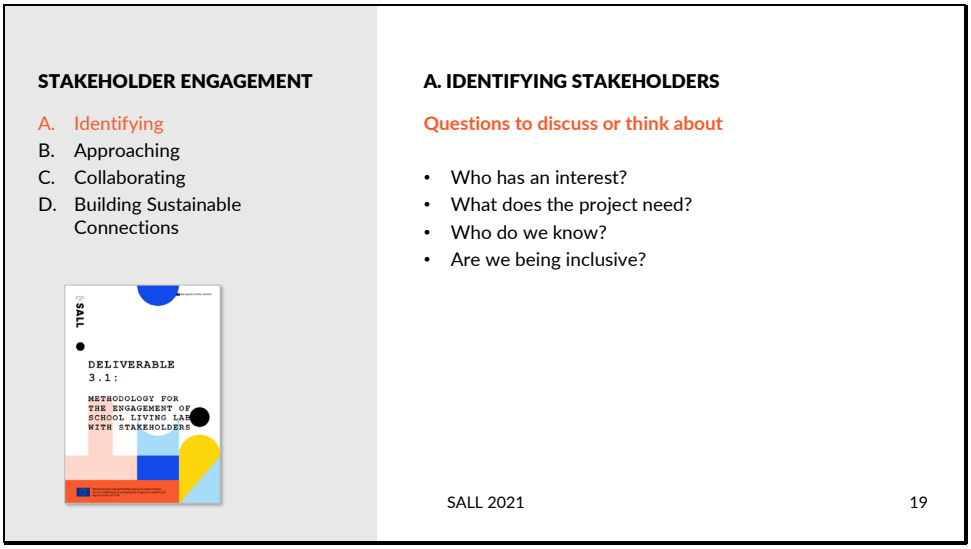
1. A first step can be to list all the possible societal actors you can think of.
2. Then, the schools can think about the criteria they might want to use in making a final selection of societal actors. They can also prioritize these criteria. The criteria to consider will depend on the wishes and experiences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

In this process, consider both the perspective of the project and the student's perspective: for the project, involving many stakeholders is beneficial because it will ensure many different viewpoints and optimal embedding of the project in the local community. However, for students it can be difficult to maintain contact with many different stakeholders. It is therefore advisable to involve at least three stakeholders in the project: the school, the food sector and one more stakeholder category, but not many more than this.

Additional information

See the text on page 6 of the D3.1 document for a more in-depth explanation.

Slide 18



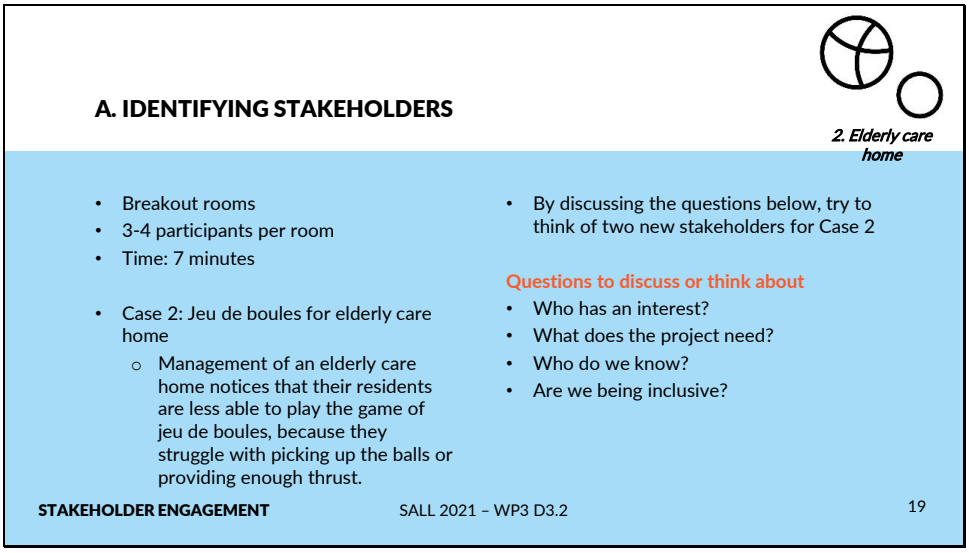
Instructions

In the process of identifying stakeholders, thinking about these four questions can be helpful. Explain what is the purpose of and what is meant with each question.

Additional information

See D3.1 page 7 for a more detailed explanation on each question.

Slide 19



Instructions

Explain that:

- In the current assignment participants will discuss the questions in small groups, using the case of the "Jeu de boules for elderly care home".
- Quickly remind the participants what this case was about.
- Instruct the participants about this activity:
    - Breakout rooms will be made randomly, with 3-4 participants each.
    - Discuss these 4 questions for case 2 within the breakout room.
    - Come up with 2 new potential stakeholders for case 2.
    - After 7 minutes, the breakout rooms will be closed, everyone will automatically return to the main meeting and each group is asked to present their findings in one minute.
- Explain to the participants that these 7 minutes will be strictly followed, to prevent delays in the workshop. It is okay if a group doesn't manage to discuss all four questions or think of two more stakeholders.
- During the 7 minutes, write down the names of each group, so you can keep track of who was in which group.
- After 7 minutes, ask one person in each group to explain what they found.
- Discuss, using the popcorn method: Did these questions help you to think of new stakeholders?
- Then discuss how teachers can use this method to help their students think of new stakeholders. Do you think asking these questions to your students will help them come up with new stakeholders? If no, what would be a way to approach this with your students?

<u>Possible answers</u>

Note that this list is not exhaustive.

- Who has an interest?
    - Care home residents
    - Care home medical staff

- What does the project need?
    - A member of the Jeu de boules association (to advise on the conditions that a ball should meet)
    - A physical therapist (to advise on which movements older people can and cannot make)
    - A field or square near the care home where the game can be played and tested
- Who do we know?
  Here you can name local societal actors that are or might not be obvious candidates for potential stakeholders. However, the mere fact that this societal actor is in close proximity, will make it easier to approach them, especially if there has been previous contact or a form of collaboration.

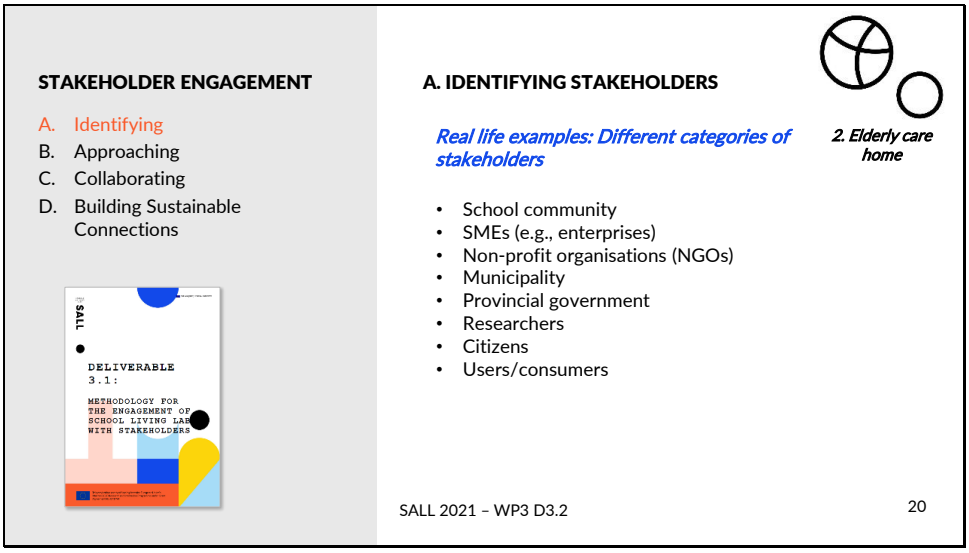
  Examples:
    - The care home is situated in the same neighborhood as a sports center. Their expertise in the area of sport facilities could be useful in this case.
    - The school has previously worked with a museum of fine arts. They might have several forms of expertise that could be useful, like in the area of marketing, connecting with groups of people, providing hospitality services, providing education materials, et cetera. Even though this societal actor might not be the most obvious, they could still be of value for the project.
- Are we being inclusive?
  Being inclusive in this context means that the overall group of stakeholders that is approached is a good cross-section of the local community. Consider diversity in gender, cultural background, age, ability, socio-economic status and medical or other needs. This sometimes means stepping outside of your own network and looking in places you haven't before.

  Note for NC: During the Hypatia project, a document was written about gender inclusion. In this document, institutional guidelines are described on how to achieve gender inclusion. The reference to this document can be found in the chapter "Literature, useful websites and further reading" of the main document of deliverable 3.2.

Additional information

Also see page 7 of D3.1 where the questions are listed in more detail.

Slide 20

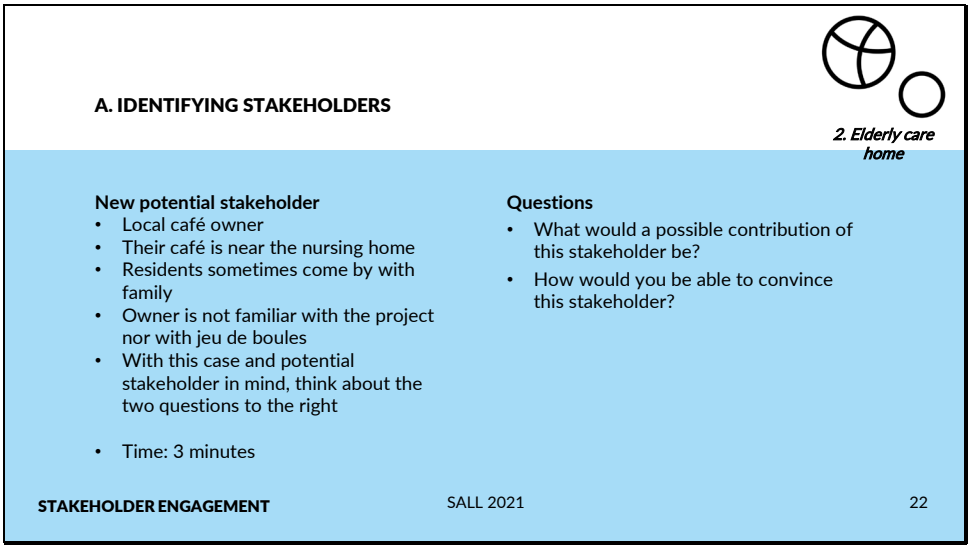


Instructions

Explain that stakeholders can be found in many different areas. Try to link this to the potential stakeholders that have already been mentioned in the previous exercise. Ask the group: Thinking back on the examples that have been mentioned before and the exercise we did in the beginning can we name one stakeholder for each category? Allow everyone who wants to, to answer using the popcorn method.

Tell the participants to remember to keep it small. A non-profit organization could be a huge one like Greenpeace, but it can also be a local initiative that is only active in your neighborhood. The latter is probably more inclined to work together with you than the first.

Slide 21



Instructions

Now, introduce a new stakeholder that is a less obvious partner for the current project (the jeu de boules case): the owner of a local café. Residents sometimes come by, accompanied by visiting family members, so the owner is familiar with the nursing home. The café owner is not familiar with the project nor do they know anything about jeu de boules.

Ask the participants how this new stakeholder could contribute to and/or benefit from the current case, using the two questions shown on the right. Allow for a three minutes of thinking time, then open the floor to suggestions, again using the popcorn method. This time the group will not be split up into breakout groups.

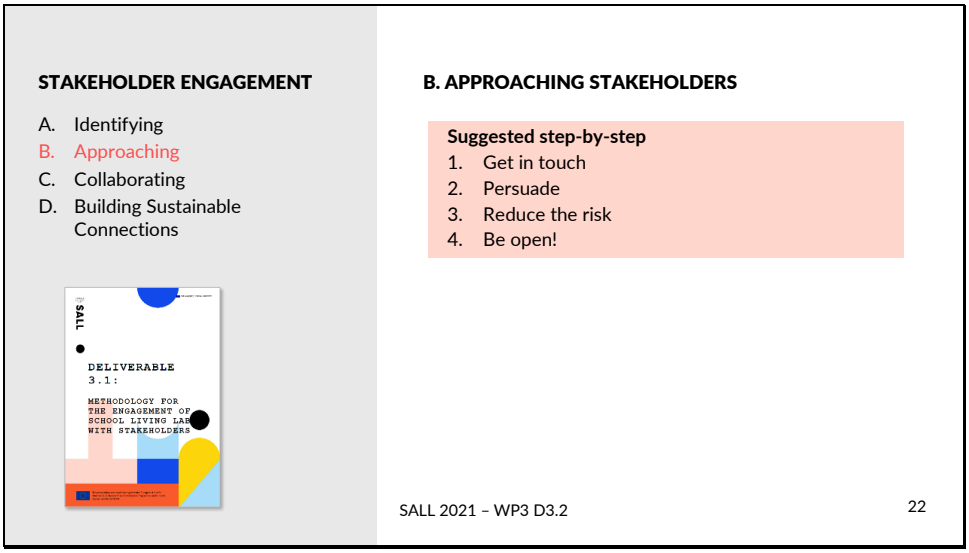
Remember: this exercise is not meant to find a whole lot of perfect answers, but it is meant to provide some practice in coming up with these points, and thinking outside the box. If needed, remind participants of this when they seem to be getting stuck.

<u>Possible answers</u>

Note that this list is not exhaustive.

- What would a possible contribution of this stakeholder be?
    - Funds for the realization of the project.
    - The café owner might know other stakeholders with expertise.
    - Advertising space: when the project has a need for advertisement, these could be displayed somewhere in the café.
    - Organizing a jeu de boules tournament, to try out the devices.
    - Providing a test group for the prototypes outside of the nursing home.
- How would you be able to convince this stakeholder?
    - Offer an sponsorship: by using your services, you can promote your business in the nursing home

Slide 22



Instructions

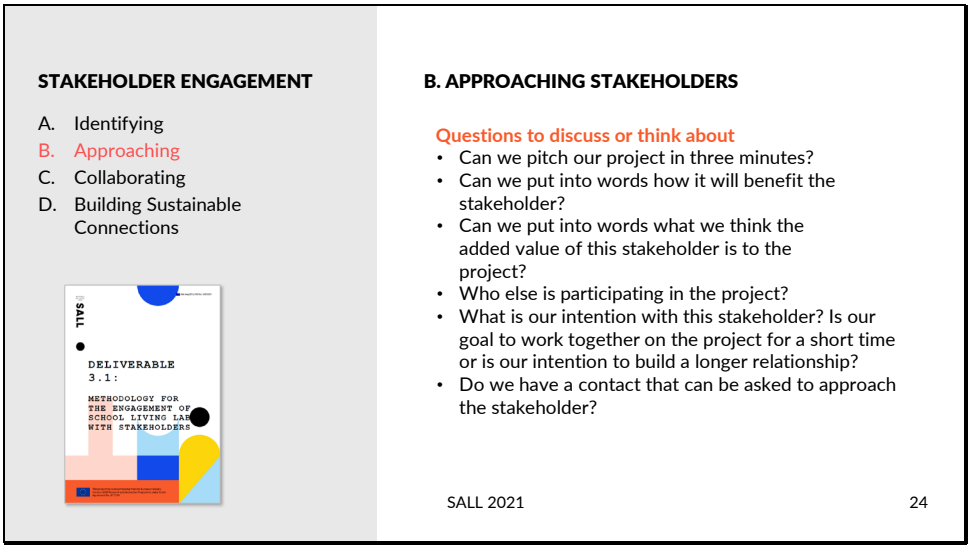
Explain the four steps is this suggested step-by-step:

1. The initiator, for instance someone in the administration of the school or a teacher involved in the project, makes the first contact with the potential stakeholders.
2. The initiator convinces the partner to work together on the idea or problem. Make sure the idea is concrete or the problem specific, and think about how this stakeholder can contribute to the project in advance. The stakeholder analysis made during stage A can be used for this.
3. Be clear about what you expect from the stakeholder. Specify how many co-creaction session you plan to organize, how long they will last, in which period they will take place, and where they will take place. Make sure this information is clear to the people who will actually be participating in the project.
4. Explain that an 'Open mindset' is crucial for working together using the Living Lab approach. All participants, including students and users, have decision-making power at all stages during the co-creation process.

Additional information

See the text on page 10 and 11 of the D3.1 document for a more in-depth explanation.

Slide 23



Instructions

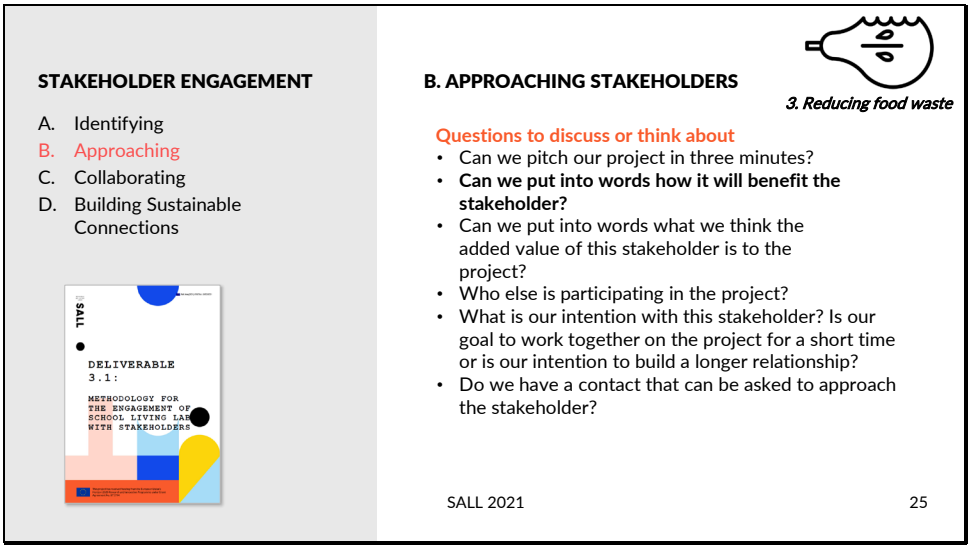
In the process of identifying stakeholders, thinking about these questions can be helpful. Explain what is the purpose of and what is meant with each question.

Then, just like in slide 18, using the popcorn method, discuss how teachers can use these questions to help their students when it comes to approaching stakeholders. How would they approach this in a classroom setting?

Additional information

See D3.1 page 11 for a more detailed explanation on each question.

Slide 24

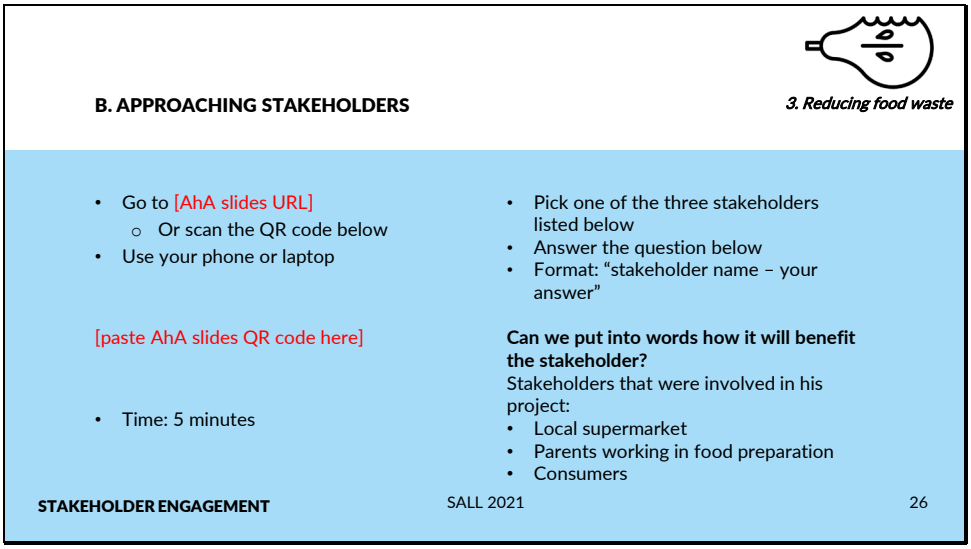


Instructions

Explain that most stakeholders will only want to participate if there is something to gain for them as well. It is therefore very important to be able to put this into words before approaching potential stakeholders. In the exercise in the next slide, you will practice this.

Explain that in the next slide, participants will be shown the stakeholders that were involved in this project and will be asked to think about the bolded question for one stakeholder. This will be in relation to the third case: the app to reduce food waste.

Slide 25



Instructions

Remind the participants of case 3: the app to reduce food waste (see Appendix 4 for the case descriptions).

Instruct participants to go to AhA slides in the same way as they did before. Explain that this is a new form, so they need to login again an cannot use the previous AhA slides form if they still have it opened.

Explain that on the right, the stakeholders involved in the project from case three are shown. Instruct the participants to choose one stakeholder and try and answer the question shown in bold for this particular stakeholder. Allow for a 5 minutes of thinking time. Instruct them to fill out their answers in the AhA slides form.

After 5 minutes, share your screen and shown the answers given to the question.

Discuss one answer for each of the three suggested stakeholder and ask the person who contributed this to explain their answer. If possible, see if you can relate this answer to another answer about the same stakeholder, to exemplify the many different ways this question can be answered.

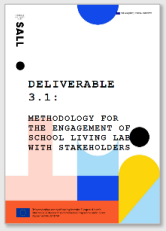
Additional information

The AhA slides form template can be found here: https://presenter.ahaslides.com/share/sall-template-2-1627648444034-l6xqom2nqa

Slide 26

STAKEHOLDER ENGAGEMENT

A. Identifying
B. Approaching
C. Collaborating
D. Building Sustainable Connections



B. APPROACHING STAKEHOLDERS

Real life examples: How to get in touch

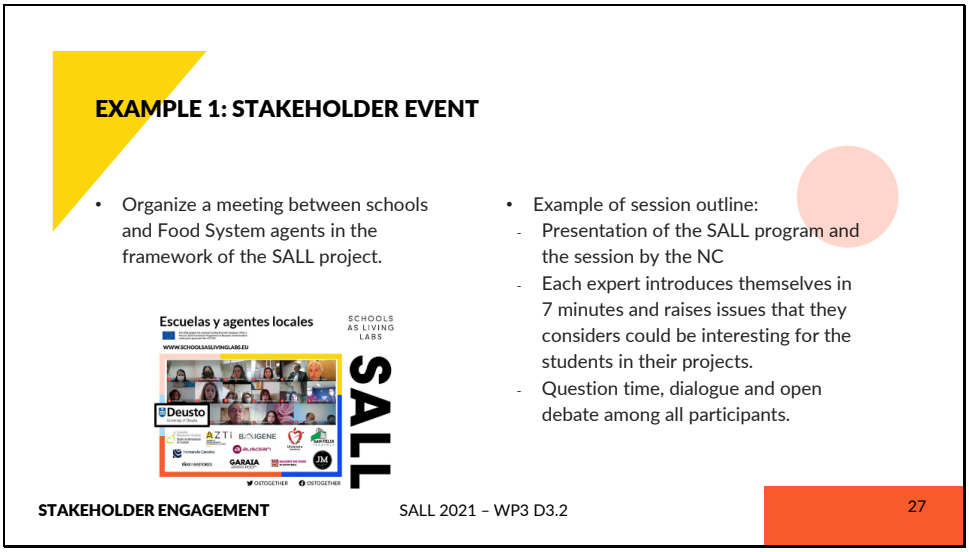
1. Organize a stakeholder event
   - Spain
2. Organize a field trip
   - France
3. Have students write and send a detailed letter about their project
   - Greece

SALL 2021 – WP3 D3.2 26

Instructions

Explain that during the pilot phase of the SALL project in all the different countries and schools, many ways of approaching stakeholders have been used. Now, we will look at three examples that proved successful.

Slide 27



Instructions

Note to NC: only include this example if you feel like you can organize such an event or at least facilitate (a) school(s) in organizing it. If not, you risk making a promise that cannot be kept and disappointing participating schools.

Explain the following points:

- Here, a group of potential stakeholders was approached in advance by the NC of Spain, explained what the SALL project entailed and asked to participate in a "stakeholder event", that was free of any obligation to eventually participate in a project.
- Potential stakeholders were allowed to think about and bring forward issues that were interesting to them.
- Then, students and teachers were allowed to ask questions and there was an open discussion.
- Positives:
    - As we have noticed during the pilot phase, approaching potential stakeholders can be difficult to for students to do by themselves. This way, they will be presented with a group of potential stakeholders that has already expressed some interest in the subject, making it less difficult for them to do.
    - Because potential stakeholders can express what is of interest for them, students can use this to build their project around. This way, there is already a common interest at the start of the project.
- For the schools participating in SALL in Spain, this proved to be quite effective.

Slide 28

Instructions

Explain the following:

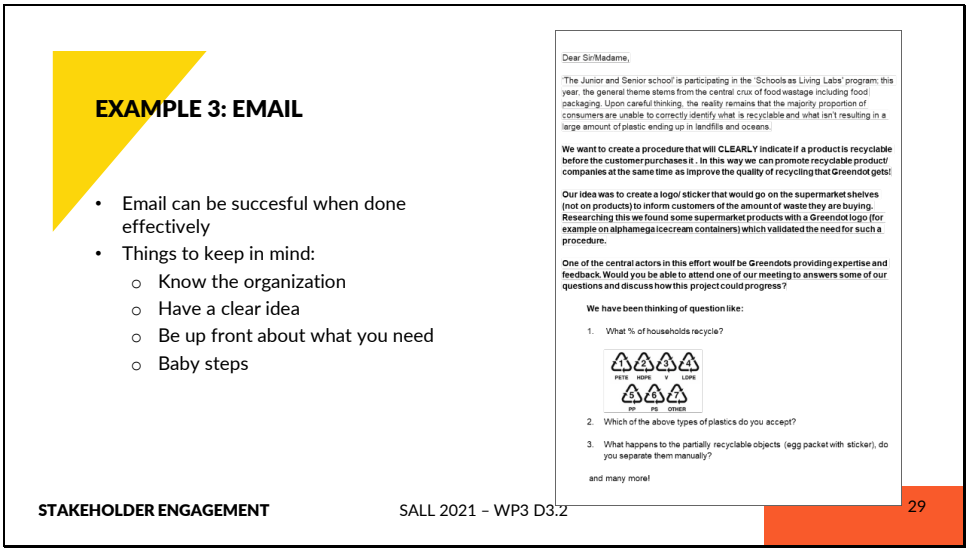
- A French school organized a field trip. This turned out to be a good way to get to know an organization of interest for this project, before asking them to participate in the LL project.
- Because you're not immediately asking the organization to participate, this is a more accessible way for the staff to get acquainted with the students, and vice versa.
- The organization will also have a better idea of what they would be saying yes to if they do agree to participate.
- If the organization not interested in participating, a field trip can still be a good source of inspiration and information for the students to come up with some good ideas during the visit.
- Another way to approach this, is by asking organizations to come do a talk at your school.

Additional information

For image licensing information see: https://creativecommons.org/licenses/by/2.0/

Image by: BlackRockSolar, https://www.flickr.com/photos/freethesun/7172427088

Slide 29



Instructions

Explain that up to now, approaching stakeholders has been done mostly from the perspective of school administration and/or teachers. If you want your students to have an active role in this process, they can be tasked with reaching out to stakeholders via email or telephone. In the pilot schools this proved to be challenging to students, but very satisfactory if they did manage to successfully approach a stakeholder. This is an example of how students did this.

Stress that the tips explained below are meant for students who want to send an email to a potential stakeholder.

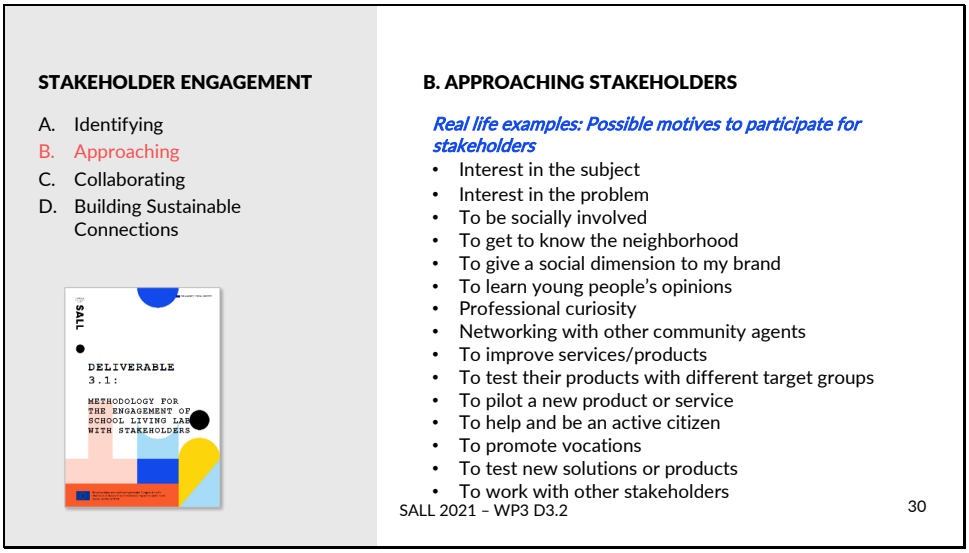
Explain that emailing can be useful when done effectively, but is very difficult. Organizations that are potential stakeholders and don't have unlimited time to spend on side-projects. They need to know right away what the project is about and how they could benefit from it. When sending an email, you only get one chance to accomplish this. The email therefor needs to be very strong, which can be done using the four points shown on the slide.

- Know the organization: make sure that before approaching an organization, you have done enough research that you can explain why you need their expertise.
- When you are writing an email, the reader must get a very clear idea of what you are trying to do. If the reader does not see this right away, they will be more likely to say no or even ignore the email. Think about what you want to do and how you can explain this as concisely as possible.
- Also make sure that the reader knows exactly what you are asking of them after reading the email.
- Don't ask too much of the organization at once: use the email as way of getting in touch and getting them interested in the project, without demotivating them by making it too big. Once you have made contact with the organization, you can always (try to) expand your collaboration.

Additional information

This email was drafted by students of a school in Greece and sent to potential stakeholders to inform and motivate them for the project.

Slide 30



Instructions

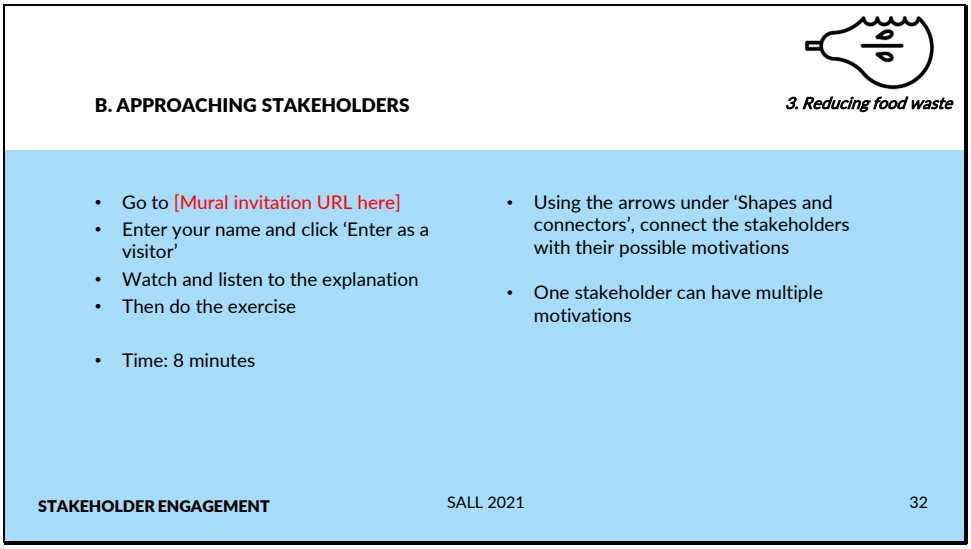
Explain that it is useful to think about what motivations a potential stakeholder might have before approaching them, because this makes it easier to explain why they would want to participate.

Show and explain this list of possible motives for stakeholder participation. Stress that this is not an exhaustive list, and other motives could arise when looking into potential stakeholders or even during collaboration with stakeholders.

Additional information

See D3.1 page 11 and 12 for a more examples.

Slide 31



Instructions

Here the participants do a matching exercise with a shortened list: they have to match possible motives to the stakeholders in a Mural.

Share your screen and explain the exercise (see procedure below). Then, show how to use Mural using the example exercise.

Exercise procedure

The idea is that participants using the arrows under the menu item "Shapes and connectors", connect the motives they think apply to the stakeholders. Stakeholders can have multiple motives.

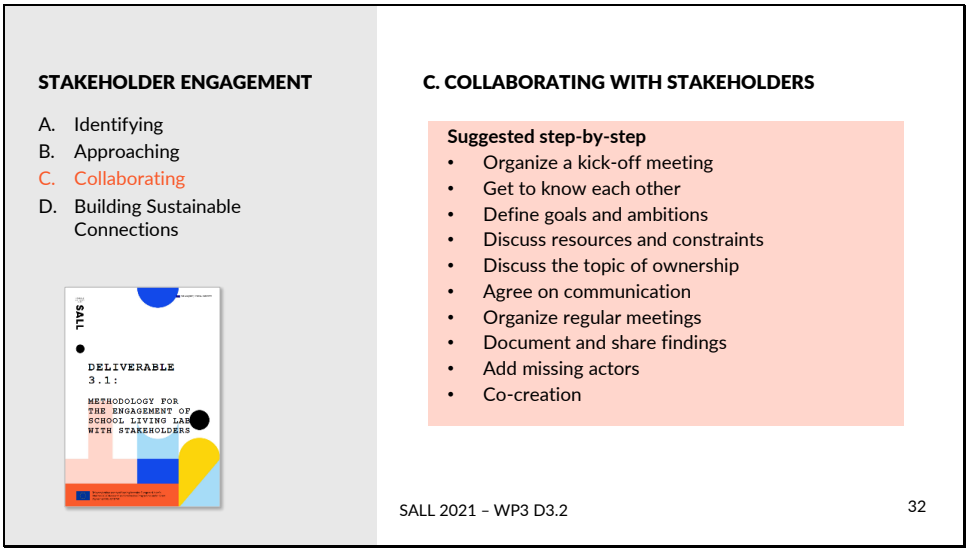
- Every participant uses their own area on the Mural
- Instruct participants to choose one area, and replace the word "Name" with their own name. This shows other participants that this space has been used.
- Show how to do the exercise by doing the example exercise:
    - On the left are three exclamations a person might utter to someone else, while on the right there are three reactions.
    - Link the right exclamation to the right reaction: click on "Shapes and connectors" in the menu on the left, choose one of the arrows, and link two Post-Its with each other by dragging the arrow from one Post-It to the other.
    - The correct answers are: Achoo – Bless you!; I won the game! – Congratulations!; Have a great evening! – Thanks, you too!
- Note that in this example, there's only one correct answer for each exclamation, while in the actual exercise, one stakeholder can have multiple motivations. Remind the participants of this.

Additional information

The template Mural for this exercise can be found here: https://app.mural.co/template/18abdae0-04fe-4244-b793-f8073725890f/14624020-b8d4-491a-a65d-5d6d22601252

You can set a timer inside Mural or mind the time yourself.

Slide 32



Instructions

Introduce the topic of collaborating with stakeholders by showing these steps. Stress that this these steps do not need to be followed in order, but they are suggested activities that can be engaged in when collaboration with stakeholders. Again, explain that schools are encouraged to choose only those activities that work for them.

Here, you do not need to explain each activity in depth. Explain the following points:

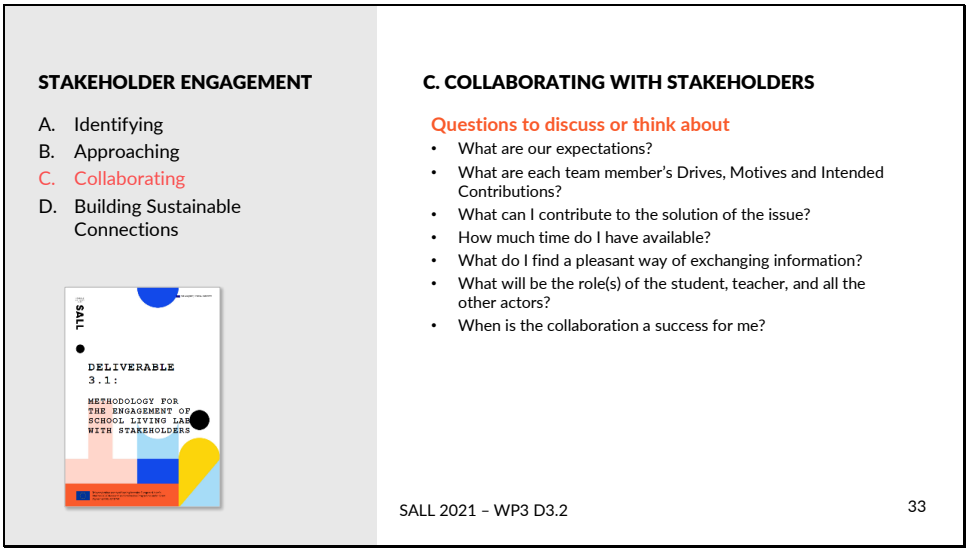
- Make sure you take time to get to know each other. This includes all stakeholders, teachers and students involved in the project. To be able to work together effectively, all team members need to be comfortable with each other. A kick-off meeting can be a way to achieve this.
- Make sure everyone is on the same page when it comes to goals an ambitions, resources, constraints, ownership of project outcomes and project management. This will prevent misunderstandings and conflict in the future.
- Organize regular meetings to make sure expectations are met, and difficulties and successes are discussed.
- During co-creation all actors make decisions together based on everyone's contribution and interests. Actors work together in a network structure, and have to let go of a hierarchical way of working. For some people this will take some time getting used to. Students may also need to get used to taking this space.

Explain that more information can be found in the suggested methodology for stakeholder engagement described in D3.1, which will be shared at the end of this workshop.

Additional information

See D3.1 page 13 and 14 where these points are explained more in-depth.

Slide 33



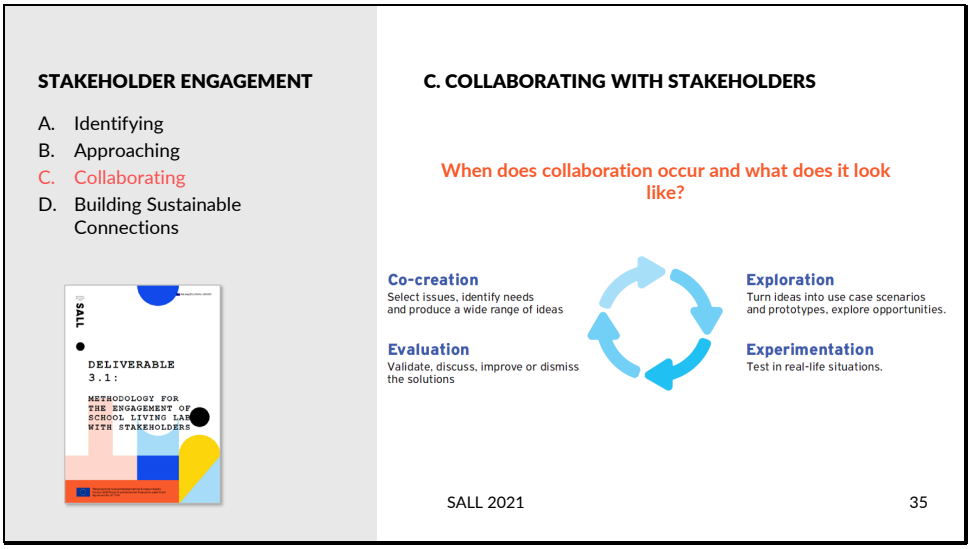
Instructions

In the process of collaborating with stakeholders, thinking about these questions can be helpful. Show this slide, but don't linger on it too long (keep in mind that up to know, participants have already received a lot of information to process).

Additional information

See D3.1 page 14 for a more detailed explanation on each question.

Slide 34



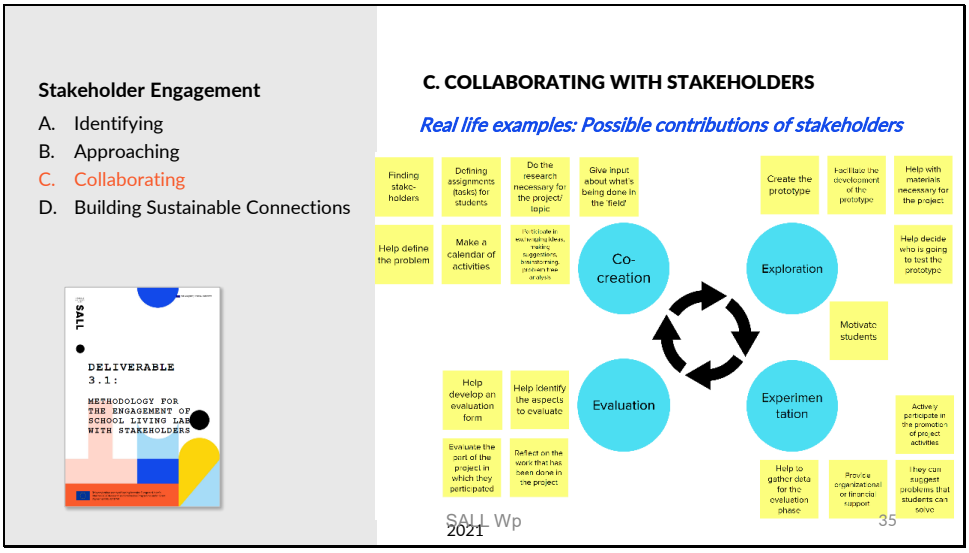
Instructions

Discuss this question with the group. Show the LL cycle and ask the group what they think the contribution of different stakeholders can be in different phases of the project. Also ask what they think what types of activities can be done with different stakeholders. Then show the next slide with real life examples to compare.

Additional information

This image was taken from “SALL Roadmap for Schools” created by WP2.

Slide 35

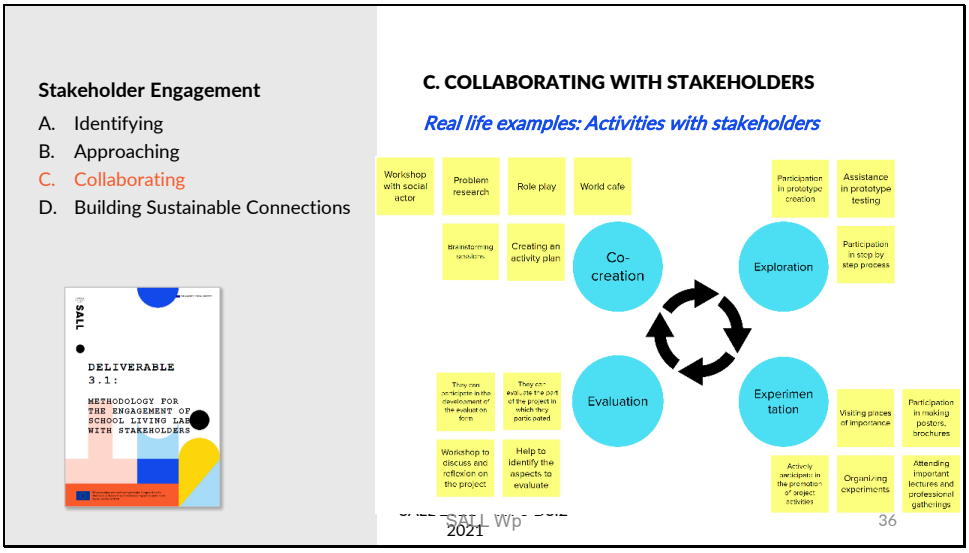


Instructions

Explain that these examples were collected by the different partners in the SALL projects, thinking of the projects that were done in their countries.

Compare what participants brought up with this slide.

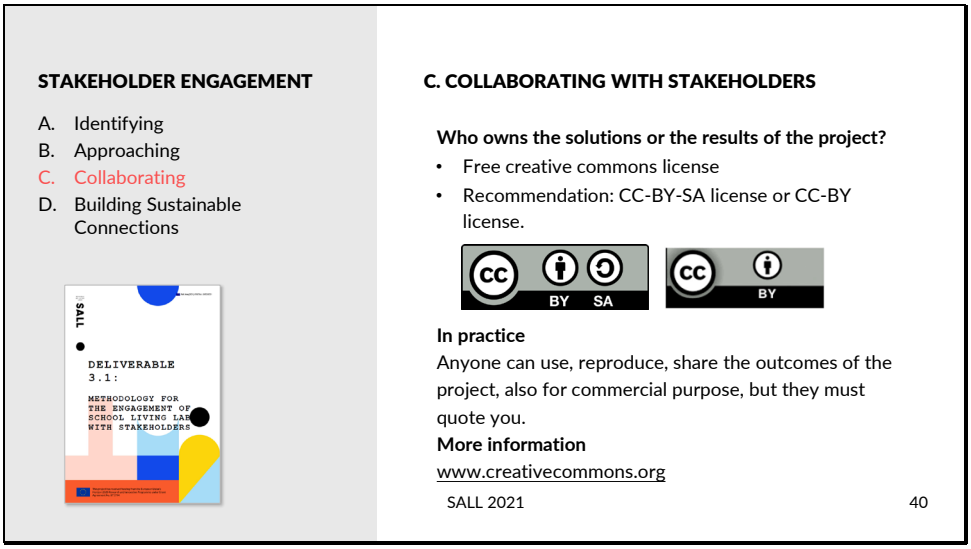
Slide 36



Instructions

See slide 35.

Slide 37



Instructions

Explain that when creating an actual product, it is important to discuss the intellectual property rights. We advise using an creative commons license for the ideas, concepts, scenarios, objects produced.

There are two types

CC BY SA: anyone can use it under the same CC license, no one can have exclusive rights)

CC BY: anyone can use it, with the only obligation to quote you).

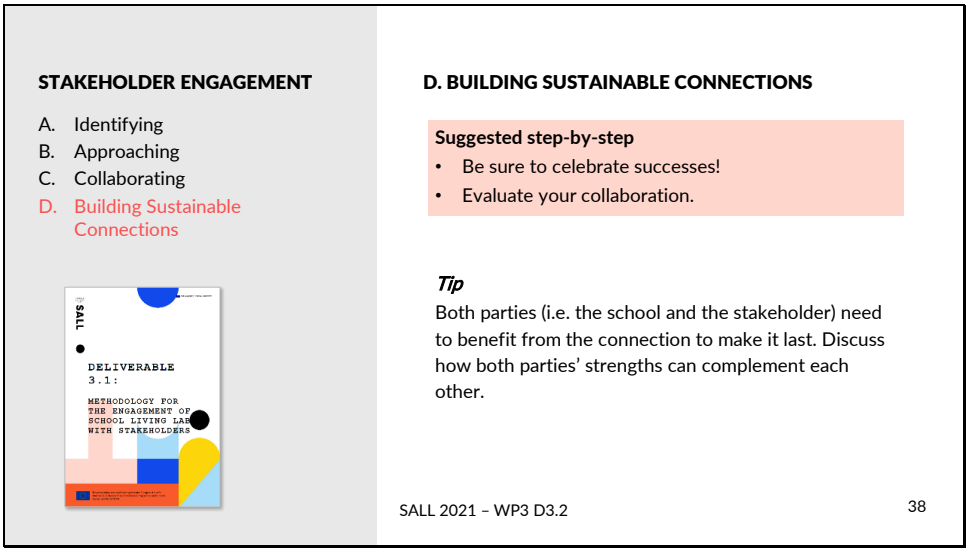
Not that when using this type of licensing, anyone can use the results of the project. They can even set up a company out of the project, as long as they recognize where the ideas came from. This includes the teachers, students and all stakeholders involved in the project.

Additional information

More information about CC BY SA: https://creativecommons.org/licenses/by-sa/3.0/

More information about CC BY: https://creativecommons.org/licenses/by/4.0/

Slide 38



Instructions

For the sake of being complete, take a few moments touch upon stage D of the methodology.

Explain that building sustainable connections can be challenging, and can bring up a lot of questions. Two tips to help you along:

- One step that can help build a lasting relationship is to take the time to evaluate the collaboration after the project ends.
    - This can be achieved by setting up a meeting, where together you look back on the issues that were discussed in the kick-off meeting and you discuss whether everyone's interests have been sufficiently considered during the project. If not, discuss what should be different next time.
- Also don't forget to celebrate successes! Both the successes of achieving your goal (or any sub goal in between), and the successes of a fruitful collaboration.

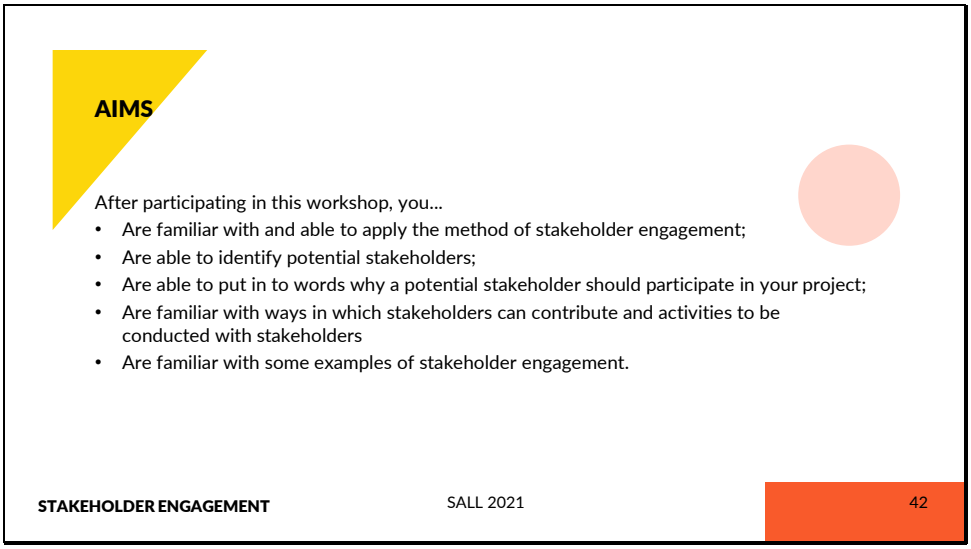
Relate the tip shown on the slide to the following: Long term relationships only work if both parties benefit from it. Independently of the LL project you have done, discuss in which areas you can strengthen each other.

Additional information

See D3.1 page 19.

Slide 39

Slide 40



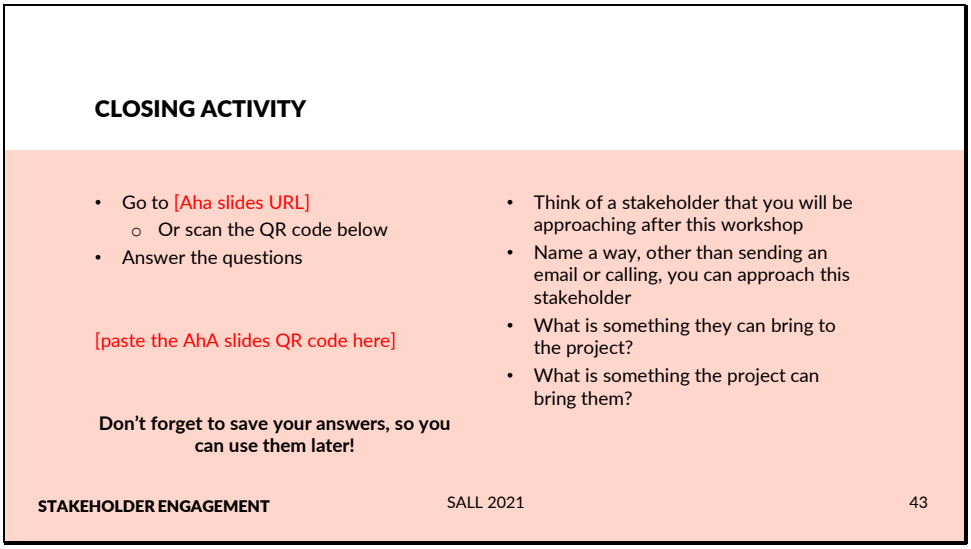
Instructions

Per aim, name what activity focused on this and what we learned from it

- Are familiar with and able to apply the method of stakeholder engagement.
  We have discussed the suggested step-by-step for stage A through C; Using the school canteen example, we looked at how the process of stakeholder engagement might go.
- Are able to identify potential stakeholders;
  We used the Jeu de boules example to practice identifying potential stakeholders.
- Are able to put in to words why a potential stakeholder should participate in your project;
  Using the food waste case, we practiced putting this into words.
- Are familiar with ways in which stakeholders can contribute and activities to be conducted with stakeholders;
  We discussed this and looked at the real life examples collected during the pilot phase of SALL.
- Are familiar with some examples of stakeholder engagement.
  We looked at multiple examples throughout this workshop.

Finally, stress that while during this workshop, a lot of ideas and activities have been posited, we realize that this is a lot! Schools are not expected to implement all these ideas at once, but are encouraged to use this workshop as inspiration, and only use those parts that they think work for them and their students. This is a learning process, and need to be approached with baby steps.

Slide 41



Instructions

Explain the final exercise:

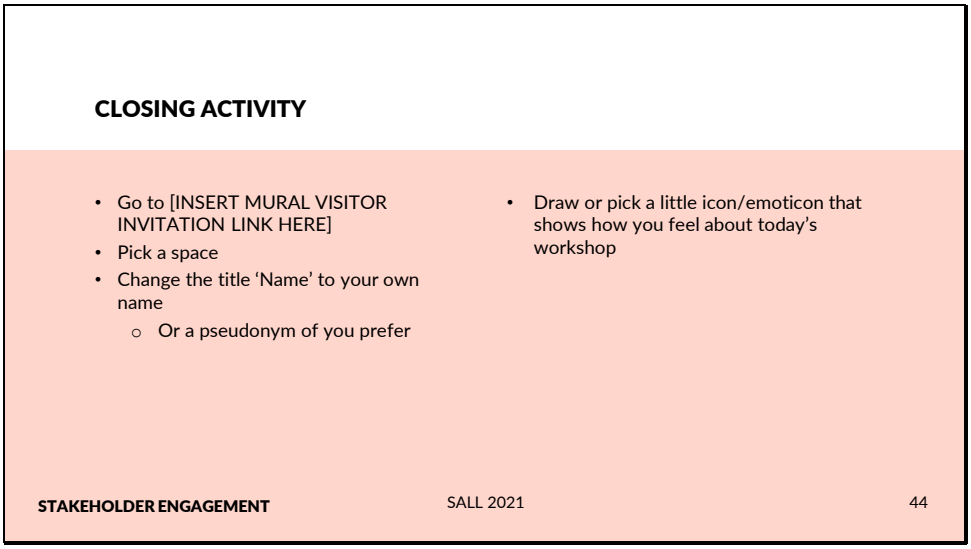
Using AhA slides, they will be answering these four questions as a way to get started when it comes to finding stakeholders for their living labs project. This does not need to be a completely thought out plan, but just serves as a start that they can get on with themselves.

After everyone has filled out their answers, share your screen and have a look at a few answers.

Additional information

The AhA slides template can be found here: https://presenter.ahaslides.com/share/sall-workshop-stakeholder-template-3-1627654456838-scb1ucsvv7

Slide 42



Instructions

Share the Mural visitor URL with the group and have the participants log in. Remind them they don't have to use their own name if they prefer to remain anonymous.

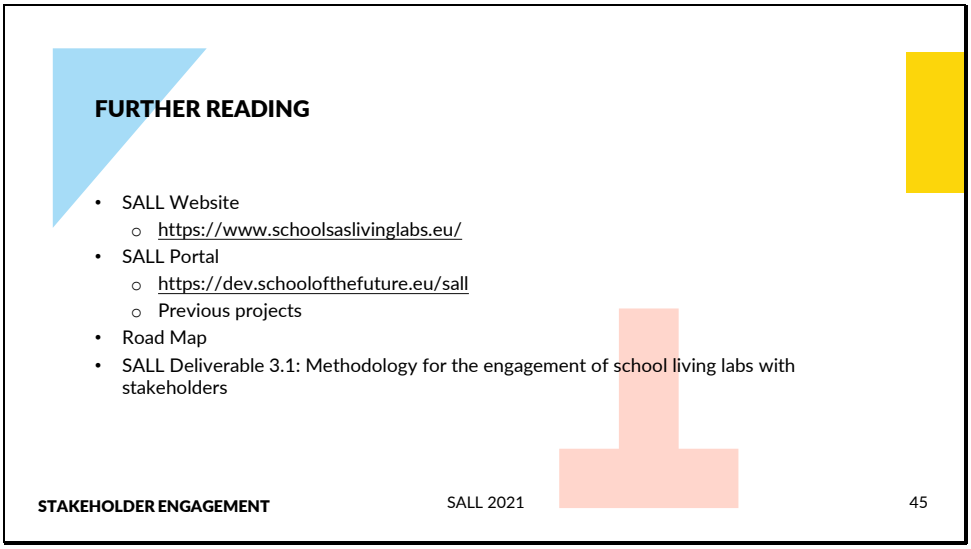
Instruct everyone to choose one area to make their drawing and put their name above it.

Note: you could use your screen to show the participants how to use icons and/or pictures in case a participant can't/doesn't want to draw.

Additional information

The template for the Mural can be found here: https://app.mural.co/template/fda871d9-79ab-49de-82e7-fb3d2d55cebd/9c047a83-d051-4e1c-9965-4bcedf7193bb

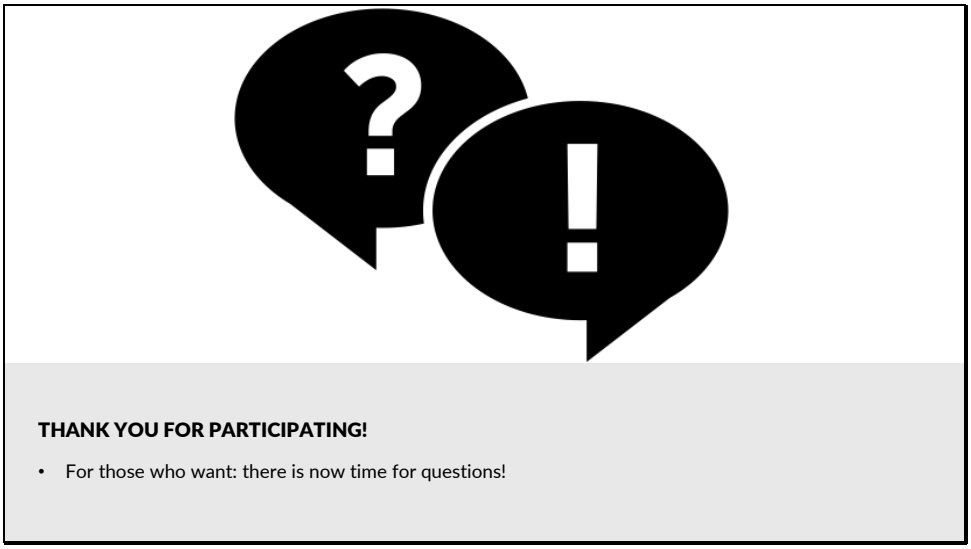
Slide 43



Instructions

Share the PowerPoint with the group of participants so they can access this list.

Slide 44

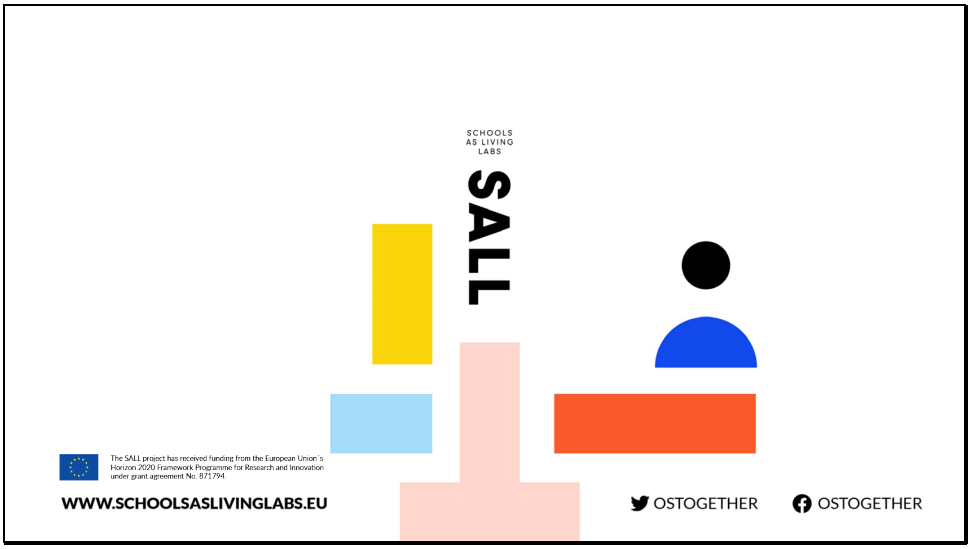


Instructions

Thank everyone for participating and explain there is now time for questions. Explain that now there will be 20 minutes for questions, for those who want to. If not, you can leave now.

Wait 5 minutes to allow people who don't want to participate to leave.

Slide 45


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. 877794
WWW.SCHOOLSASLIVINGLABS.EU
OSTOGETHER
OSTOGETHER

4.4. Appendix IV: How to use Mural and AhA slides

4.4.1. Mural

4.4.1.1. Templates

Mural is used in two activities in the training. Two templates were created that can be copied, if necessary adapted or translated, and used during the workshops.

How to copy the templates into your own account:

- Go to https://www.mural.co/ and sign in
- Sign up for an account if you haven't already, as you will need one to be able to use the Mural templates
- You can create multiple rooms, for instance one per workshop, to keep everything organized.
- Use the two links below to copy the templates to your own account
    - Template 1: https://app.mural.co/template/18abdae0-04fe-4244-b793-f8073725890f/14624020-b8d4-491a-a65d-5d6d22601252
    - Template 2: https://app.mural.co/template/fda871d9-79ab-49de-82e7-fb3d2d55cebd/9c047a83-d051-4e1c-9965-4bcedf7193bb
- After clicking a link, you will be taken to a page that shows you a preview of the template. Click on "Create mural from template" to copy this template to your own account. Now the template can be adapted and/or translated if necessary.

4.4.1.2. Using the Mural

Once the Mural is definitive, you can use it in the workshop. Note that if you want to use the Mural for multiple workshops, you should make multiple copies before inviting participants to use the mural, as they will be changing the Mural while doing the activities. To make a copy, click on the arrow in the right hand upper corner of the Mural template and choose "Duplicate". Give each Mural a name that allows you to keep track of them.

Use a visitor URL to invite participants to use the Mural. A visitor URL can be made by clicking "Share" button in the top menu while inside the Mural you want to share. A pop-up opens, in which you should choose "Visitor link". Now a URL is shown that can be used to invite visitors.
Not that the URLs that Mural generates are very long. By using a URL shortener such as https://bitly.com/, they can be made more user friendly.

4.4.1.3. Devices

Mural can be used on laptops/PCs through a web browser and smartphones using the Mural app.

4.4.1.4. Keep in mind

It is to be expected that most participants in this workshop will not have used this service before. Take your time to help participants get acquainted with the use of a Mural before having them do an activity in it.

4.4.1.5. More information

More information on using Mural can be found in the Help Center: https://support.mural.co/en/

4.4.2. AhA Slides

4.4.2.1. Templates

AhA slides is used in three activities in the training. Three templates were created that can be copied, if necessary adapted or translated, and used during the workshops.

How to copy the templates into your own account:

- Go to https://ahaslides.com/ and sign in
- Sign up for an account if you haven't already, as you will need one to be able to use the AhA slides templates
- You can create folders in your own account, for instance one per workshop, to keep everything organized.
- Use the links below to copy the templates to your own account
    - Template 1: https://presenter.ahaslides.com/share/sall-stakeholder-workshop-template-1-1627645652981-wonbczvjib.
    - Template 2: https://presenter.ahaslides.com/share/sall-template-2-1627648444034-l6xqom2nqa
    - Template 3: https://presenter.ahaslides.com/share/sall-workshop-stakeholder-template-3-1627654456838-scb1ucsvv7
- After clicking a link, you will be taken to a page that shows you a preview of the template. Click on "Copy to your own account" to copy this template to your own account. Now the template can be adapted and/or translated if necessary.

4.4.2.2. Using AhA slides

Once the AhA slides presentation is definitive, you can use it in the workshop. Note that if you want to use a AhA slides presentation for multiple workshops, you should make multiple copies before inviting participants to submit answers, otherwise the answers from previous workshops will remain visible. To make a copy, click on the three dots for the item you want to copy, and choose "Make a copy". Give each AhA slide a name that allows you to keep track of them.

Use an invite URL to allow participants to submit their answers. After clicking on "Present" for a specific AhA slides presentation, the invite URL is shown at the top. By clicking on the menu button in the bottom left corner, you can show a QR code that can be scanned using a smartphone and also leads to the presentation.

The AhA slides presentation shows all the submitted answers in real time, so don't forget to share the AhA slides presentation instead of the workshop presentation while doing these activities.

4.4.2.3. Devices

AhA slides can be used on both laptops/PCs and smartphones through a web browser.

4.4.2.4. Keep in mind

If you want to use AhA slides with more than 7 participants at once, you will need to get a paid subscription.

4.4.2.5. More information

More information on using AhA slides can be found in the Help Center: https://help.ahaslides.com/

4.5. Appendix V: Information on the example cases used in the presentation

CASE 1: SCHOOL CANTEEN MENU

Problem
The school canteen has had the same menu for years, and is in need of an update that suits the needs of 21st century kids.

Stakeholders
- Students of the school
- School canteen employee
- Parent: dietician
- Garbage dump

Solution
Using questionnaires and interviews, the needs and wants of students and their parents were collected. In collaboration with the canteen employees and a dietician, a new menu was created

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CASE 2: JEU DE BOULES FOR NURSING HOME

Problem
Elderly people are less able to play the game of jeu de boules, because they struggle with picking up the balls or providing enough thrust.

Stakeholders
- Local nursing home
- Residents of the nursing home
- Producer of jeu de boules

Solution
Making the game more accessible by adding a 'ball shooter' and 'ball picking up apparatus'.

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CASE 3: REDUCING FOOD WASTE

Problem
Local restaurants want to reduce the amount of food waste they produce, but lack the knowledge to do so.

Stakeholders
- Local supermarket
- Parents working in food preparation
- Consumers

Solution
A free app with practical tips, challenges to reduce food waste and a way in which users can share meal leftovers. It also contained a section where the local supermarket could market their almost expired products for a reduced price.

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SCHOOLS
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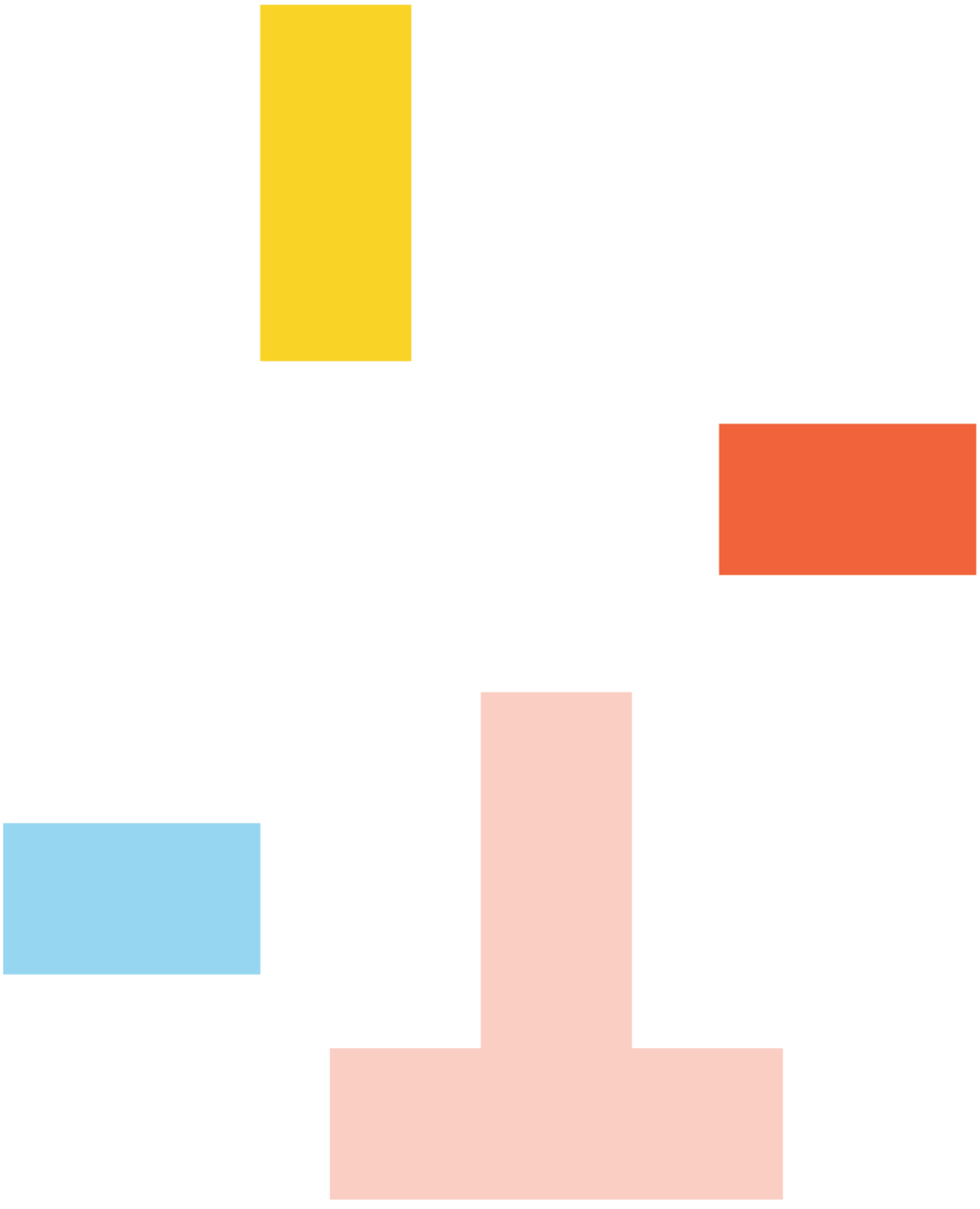
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