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# Background

The LOLA process is a follow-up of the **EMUDE** research project. EMUDE (Emerging User Demand in sustainable solutions 2004-2006) is a **EU funded Specific Support Action involving design schools at university level in 8 European countries for researching, documenting and discussing local initiatives of social innovation**. A consortium of research institutions, universities and public bodies was then in charge of assessing the collected cases, building scenarios inspiring new and more sustainable ways of living and drawing technological roadmaps to support them.

The very positive feedback from the participating schools in terms of cases collected but also as an involving and efficient process **to raise student**

**awareness on the themes of sustainability** was presented and discussed on the occasion of the second CCN conference in May 2005 in Bratislava. It resulted in the creation of the **LOLA pilot project**.

## Project

The project, **Looking for Likely Alternatives (LOLA)**, launched in 2005, **is a pedagogical tool** for teachers and students which assists them in the process of identifying, documenting and evaluating cases of social innovation towards sustainable lifestyles.





20<sup>e</sup> édition  
**Valériane**  
Salon Nature & Progrès Belgique  
3, 4 et 5 septembre 2004

Namur Expo  
Entrée gratuite  
jusque 26 ans  
www.natpro.be











The LOLA pilot project which was developed during 2005-6 involved teacher training colleges in Belgium, Norway and Portugal in the process of collecting cases of social innovation, documenting the didactic process and participating in discussion on the experience. Currently, LOLA has started its implementation phase consisting of fine tuning the Teaching Pack and putting it into action in secondary schools in various countries in and outside Europe.

The project's goal is to help teachers and their class to discover, approach and give visibility to new sustainable lifestyles in their surroundings. It goes beyond the common pedagogical use of

case studies and project work which tend to be limited to the immediate classroom context. **The process brings the students into direct face-to-face contact with groups of people who question their current lifestyles.**

It connects the work of teachers at several schools through an ICT platform in a collective search for examples of universal value, there by putting into action the goals of the UN Decade for Education for Sustainable Development (2005-2014). It is a process of integrating initiatives dealing with "learning to learn" and "learning for a sustainable future" concerned with learning to be a critical, aware, consumer citizen.















# Changing Society

LOLA's core activity is based on scouting promising cases towards sustainability. These initiatives have been carried out by communities of people who organize themselves and **develop new solutions based on mutual help, collaboration, sharing...**

On top of facing their own everyday problems, these solutions can be seen as potential seeds of new sustainable lifestyles. Giving light to this kind of grass-root innovation, the pupils share knowledge developing a vision about the future and how **to change our society in a positive way shifting it in a new and more sustainable direction.**





**Check-list photos:**

- 1. The subject is clearly visible in the frame.
- 2. The subject is centered in the frame.
- 3. The subject is clearly visible in the frame.
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- 10. The subject is clearly visible in the frame.



# Guide d'interview (2/5):

## 2. LES UTILISATEURS

Qui sont les utilisateurs de la solution? *Les techniciens de la solution*  
*Les clients*

Pourriez-vous décrire des profils d'utilisateurs types?  
Quelles sont leurs motivations à participer? Comment contribuent-ils à la solution?

## 3. LA REPONSE

Quel est l'objectif du projet? *C'est d'aider les clients à mieux gérer leur activité*

Pourquoi avoir choisi ce projet?

A quels besoins de l'utilisateur est-ce que la solution répond?  
*La solution est destinée à répondre aux besoins des clients de la solution*



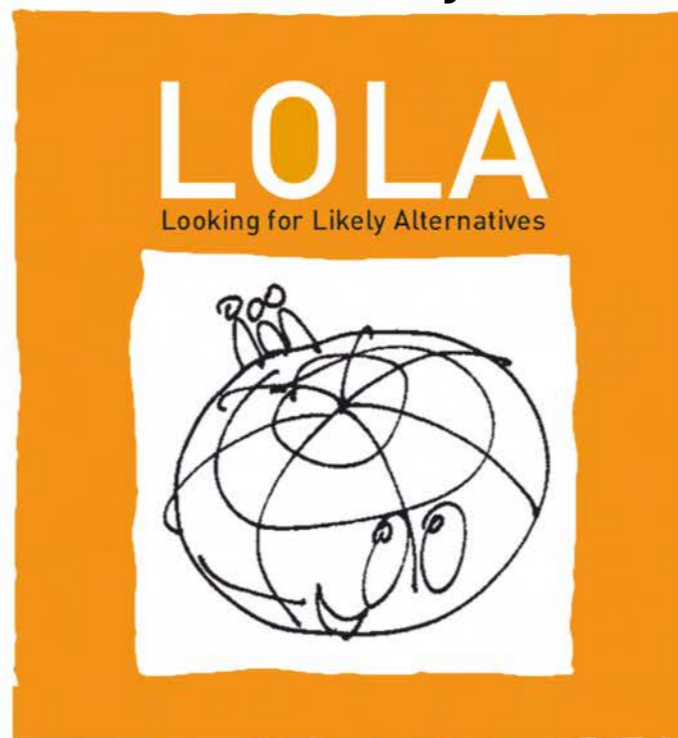
# Looking for Likely Alternatives



Sustainable  
Everyday  
Project



**Society**



**Shifting  
society**

**Investigating for  
social innovation**

**Giving visibility to  
promising initiatives**

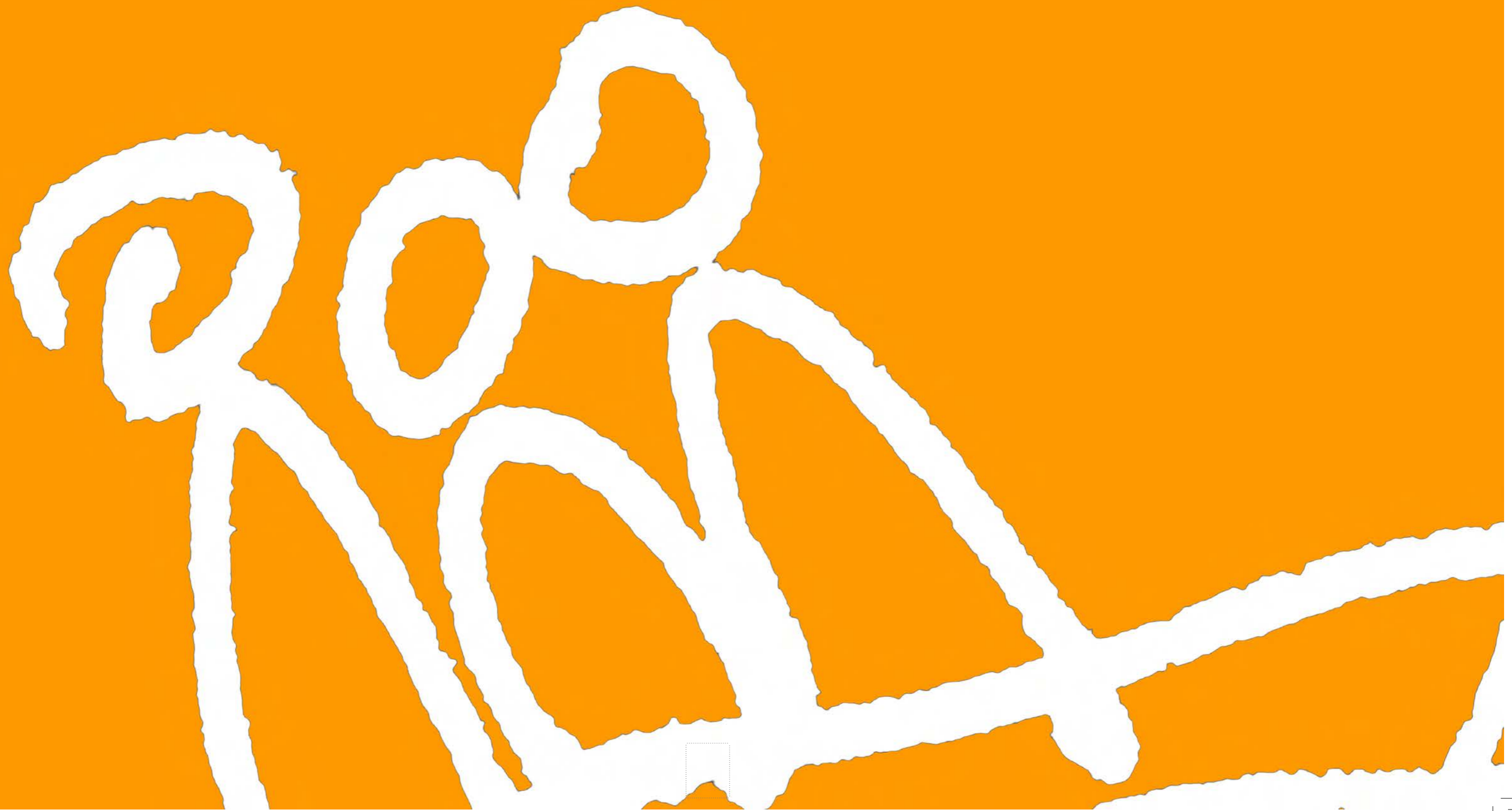


**Cases**











# LOLA

# Teaching Pack



Sustainable  
Everyday  
Project











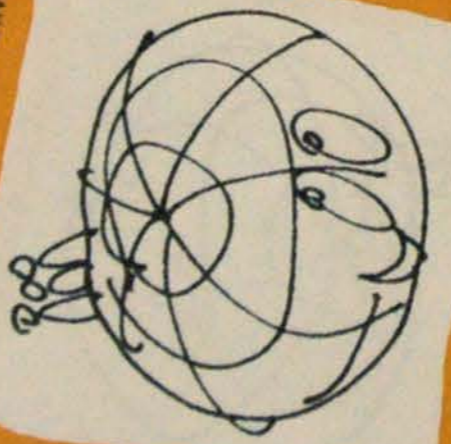
# The Teaching Pack

The LOLA pilot project has developed a Teaching Pack based on a set of Step-by-step Cards to help teachers in organizing the activity in the class; and a Students Reporter Books which assists in the collection of cases by the students.

**LOLA offers a flexible, didactic process for use in learning about sustainability.** Each class should decide its own combination of steps of the project for pupils to investigate their own neighbourhood, interview people experiencing more sustainable ways of living and acquire new perspectives on their own living patterns...



**LOLA**  
Looking for Likely Alternatives

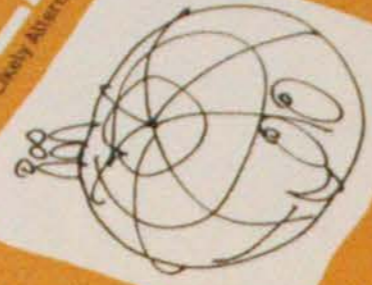


**TEACHING PACK**

A didactic process to approach  
sustainability by investigating  
social innovation.



**LOLA**  
Looking for Likely Alternatives



**STEP-BY-STEP CARDS**

A didactic process to approach  
sustainability investigating  
social innovation.

**LOLA**  
Looking for Likely Alternatives



**REPORTER BOOK**

Un processus didactique pour  
comprendre le développement  
durable au travers d'enquêtes  
sur l'innovation sociale

Nom: \_\_\_\_\_  
Classe: \_\_\_\_\_  
Année: \_\_\_\_\_

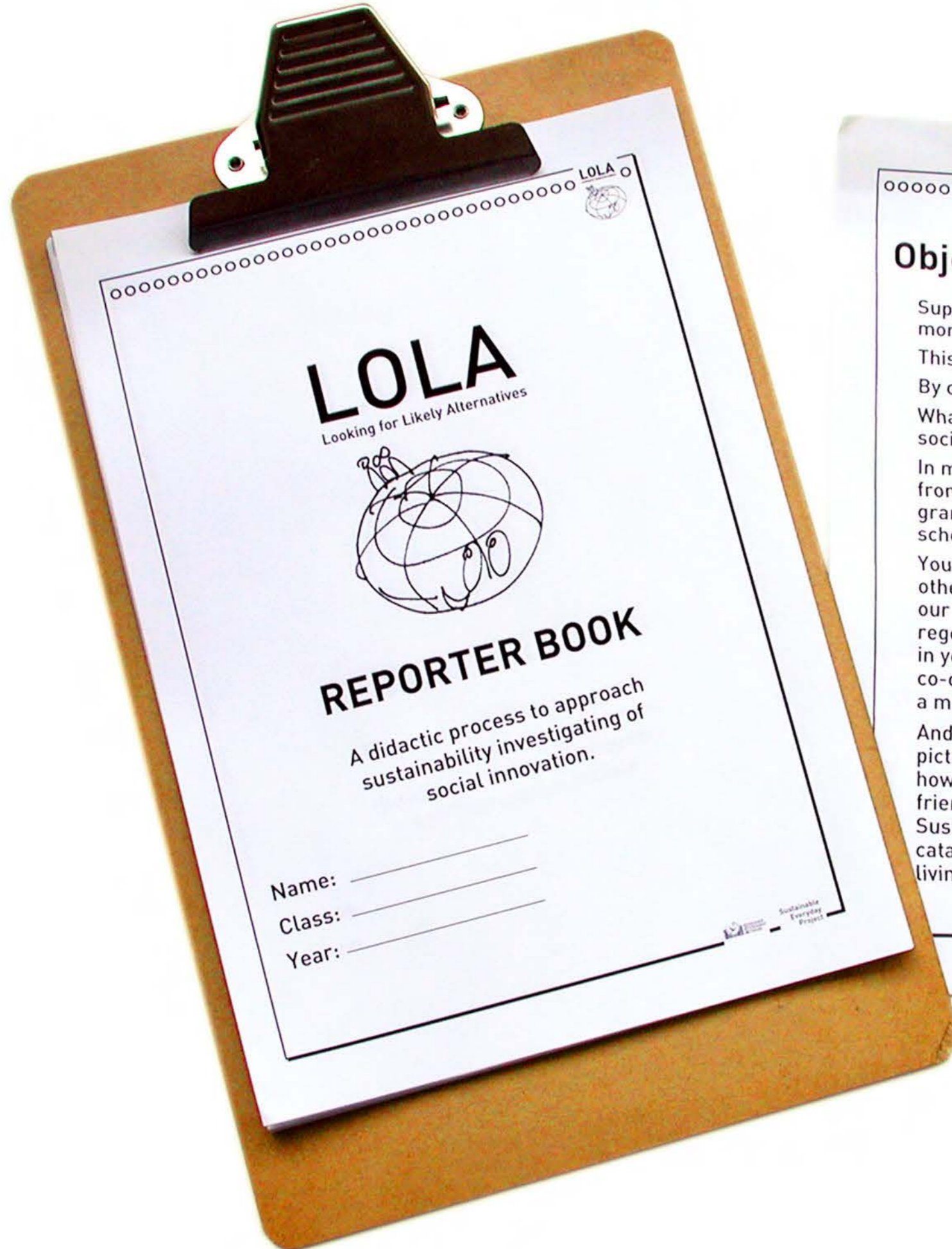


# Reporter Book

The Reporter Book is **a tool intended to enable the scholars during the case investigation process**. It is designed following the learning-by-doing principle, offering a strong guidance about the recognition and description of promising cases. The introduction of the Reporter Book contains a reminder of the objectives of the process and a simple list of criteria for identifying initiatives that are promising in terms of sustainability.

It is shaped as an easy to construct booklet in order to involve young people from the moment of its physical creation. Written in an appropriately easy language, it always presents examples to which they can refer to, and it contains spaces to take notes and make drawings. A Reporter Book could be used by a single student as well as a small groups of 3 or 4.





### Objectives:

Suppose you are now a reporter searching for more sustainable daily ways of living...

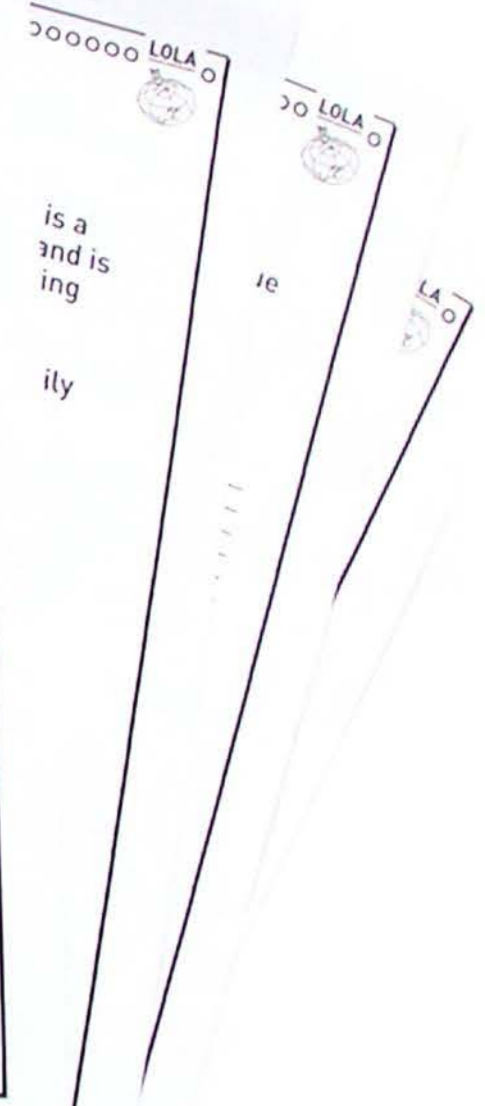
This morning, how did you come to school?  
By car? By bus?, With your bicycle? On foot?...

What is the best for the planet? And for socialising with your friends?

In many countries, kids living not too far away from school use the FootBus, organised by grand parents to walk all together and safely to school...

Your task, as a reporter is to find in your town other initiatives like this one, helping to reduce our impact on the environment and to regenerate the social tissue around you. Search in your neighbourhood for groups of people that co-operate in an original way in order to live in a more sustainable way...

And when you find promising initiatives, take pictures, interview people, try to understand how it is organised... discuss it with your friends and teachers and publish it on the Sustainable Everyday website to enrich our catalogue of initiatives for a more sustainable living on the planet... Good luck!









# Step-By-Step Cards

The Step- By-Step Cards **facilitate the organisation and presentation of the learning process**. It consists of 5 preparation cards describing what should be done to prepare each didactic session, and 20 session cards that present alternative ways of organising each session of the investigation with the pupils:

**1.** The teachers and students prepare the didactic process...

... in order to help the students in identifying promising initiatives.

**2.** The teachers organise the content of the reporter book...

... in order for the students to have guidelines for searching for promising initiatives.

**3.** The students present potential cases...

... in order to altogether select most promising initiatives.

**4.** The class prepares for the interviews...

... in order to investigate promising initiatives.

**5.** The class share the investigation results...

... in order to discuss and share what they have learned.



**1. Prepare the lesson process.**

- 1.1. Prepare the 10 drawings of a neighborhood and its environment.
- 1.2. Prepare the 10 drawings of a neighborhood and its environment.
- 1.3. Prepare the 10 drawings of a neighborhood and its environment.
- 1.4. Prepare the 10 drawings of a neighborhood and its environment.

**1.1** ...join with the kids. We look for a final solution for sustainability and search for alternatives.

**1.2** ...look at resources collected by other classes in the school (2D "Technology of Care").

**1.3** ...play with the children a group of games that requires in order to solve an environmental problem.

**1.4** ...start the meeting with a brief report of the neighborhood people collaborating, sharing, working together.

**2. Organize the reporter task.**

- 2.1. Organize the reporter task.
- 2.2. Organize the reporter task.
- 2.3. Organize the reporter task.
- 2.4. Organize the reporter task.

**2.1** ...look through the internet, with search engines full locally.

**2.2** ...search in the local newspaper the telephone book, such as San City team call, local administration, ...

**2.3** ...ask parents, friends, neighbors anybody who may know something in the neighborhood.

**2.4** The teacher may also make a list of interviews and discuss in the class which ones may be interesting.

**3. Present personal cases.**

- 3.1. Present personal cases.
- 3.2. Present personal cases.
- 3.3. Present personal cases.
- 3.4. Present personal cases.

**3.1** People always searching their house for the best addresses which are the most promising initiatives.

**3.2** Get to group members 2 if individuals and address which one is the best way to be sustainable.

**3.3** The reporter for internet type those responsible for environment in the town, the region, country, agency.

**3.4** The teacher may select which are the best initiatives and discuss reasons of the choice with the class.

**4. Prepare for the letter/visit.**

- 4.1. Prepare for the letter/visit.
- 4.2. Prepare for the letter/visit.
- 4.3. Prepare for the letter/visit.
- 4.4. Prepare for the letter/visit.

**4.1** ...the activities with an initiative in the neighborhood with the teacher.

**4.2** ...invite to neighborhood their parents up with them about their work and interview new initiative.

**4.3** The teacher may also organize another the interview and require to the class the material to collect.

**4.4** ...the people write messages from the initiative the organizer or want to contact in the class.

**5. Show messages/ results.**

- 5.1. Show messages/ results.
- 5.2. Show messages/ results.
- 5.3. Show messages/ results.
- 5.4. Show messages/ results.

**5.1** The class invites people to see all the initiatives studied to see the addition and discuss their results.

**5.2** The class sets up a table with photos and asks the parents for their contribution.

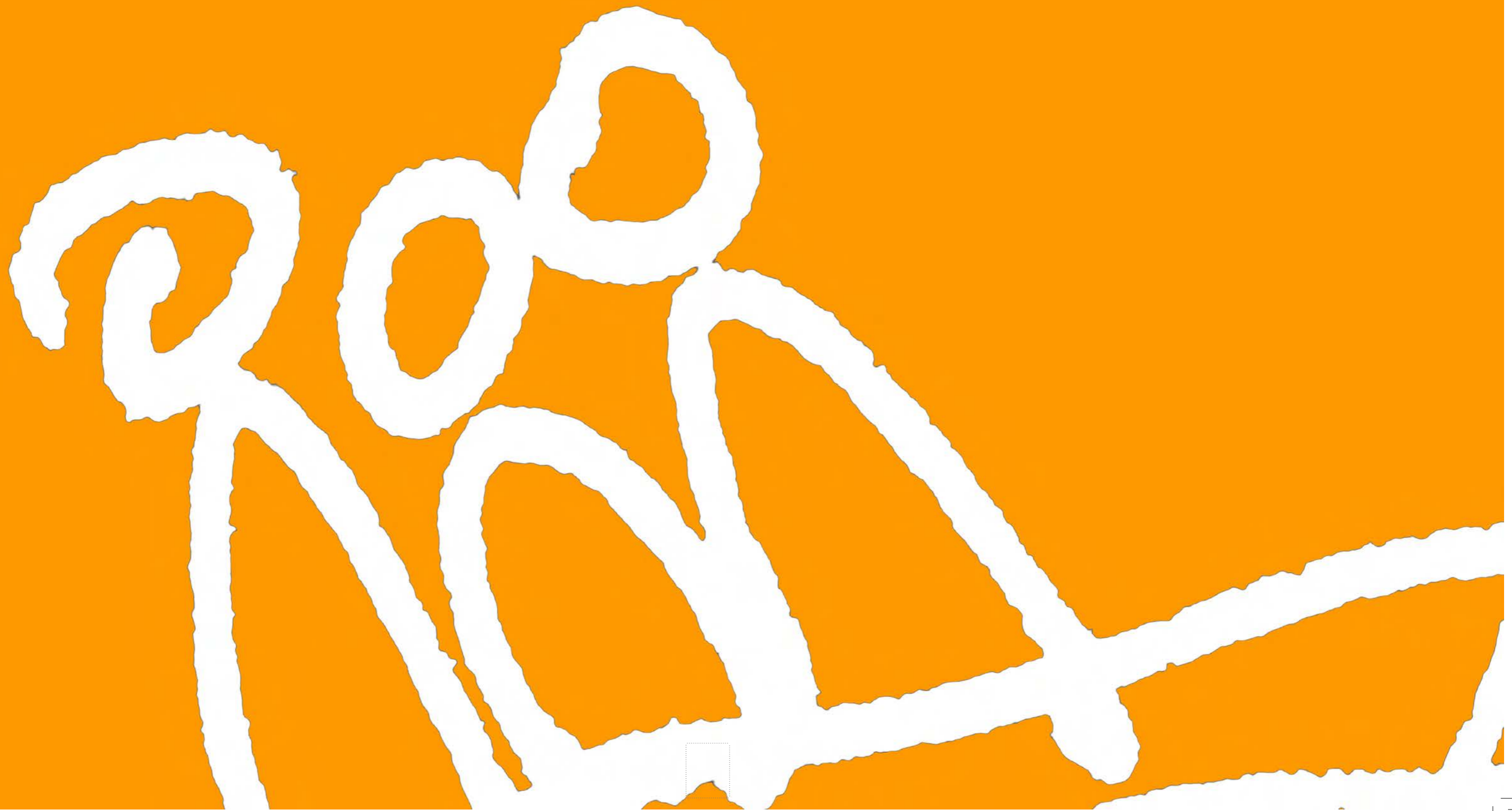
**5.3** The class takes the responsibility of a local action on sustainability to discuss their best work.

**5.4** The people write a local report, present their results and discuss them with the class.











# LOLA Pilot & Implementation Processes



Sustainable  
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Project











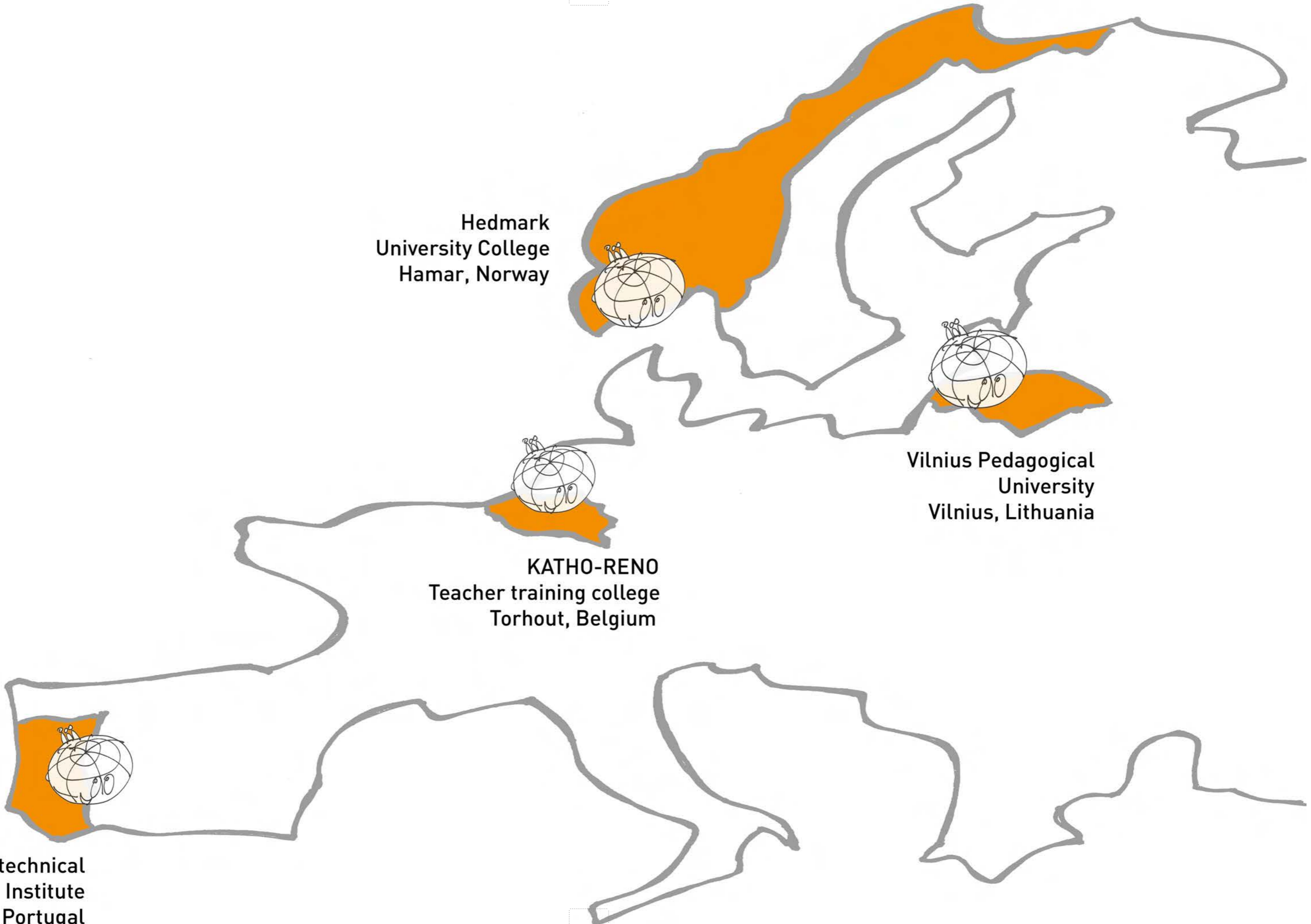
# LOLA

## Pilot Process

The LOLA pilot project involved 3 teacher training schools and one lower secondary school in the process of collecting cases of social innovation, documenting the didactic process and participating in discussion on the experience. Others were involved in translation and diffusion.

The principal aim of the pilot project was to refine the case collection process by having future teachers test the didactic process in order to get to a version 2.0 of the Teaching Pack. The experience took place in a timeframe starting approximately at The Consumer Citizenship Network meeting in Budapest (February 2006) and leading up to the Hamar CCN Conference in May 2006.





**Hedmark  
University College  
Hamar, Norway**

**Vilnius Pedagogical  
University  
Vilnius, Lithuania**

**KATHO-RENO  
Teacher training college  
Torhout, Belgium**

**Beja Politechnical  
Institute  
Beja, Portugal**







# Participating Schools

**Several European teaching training schools were involved in the experimentation and discussion of the LOLA pilot.** With the help of the Teaching Pack they found and discussed different cases of social innovation and the results of their experiences were posted on their individual blogs.

The participating teacher trainer schools were:

- HIHM, Hedmark University College, Hamar, Norway
- IPBEJA, Politechnical School of teacher education, Beja, Portugal
- KATHO-RENO, Teacher training college, Torhout, Belgium
- VPU, Vilnius Pedagogical University, Vilnius, Lithuania



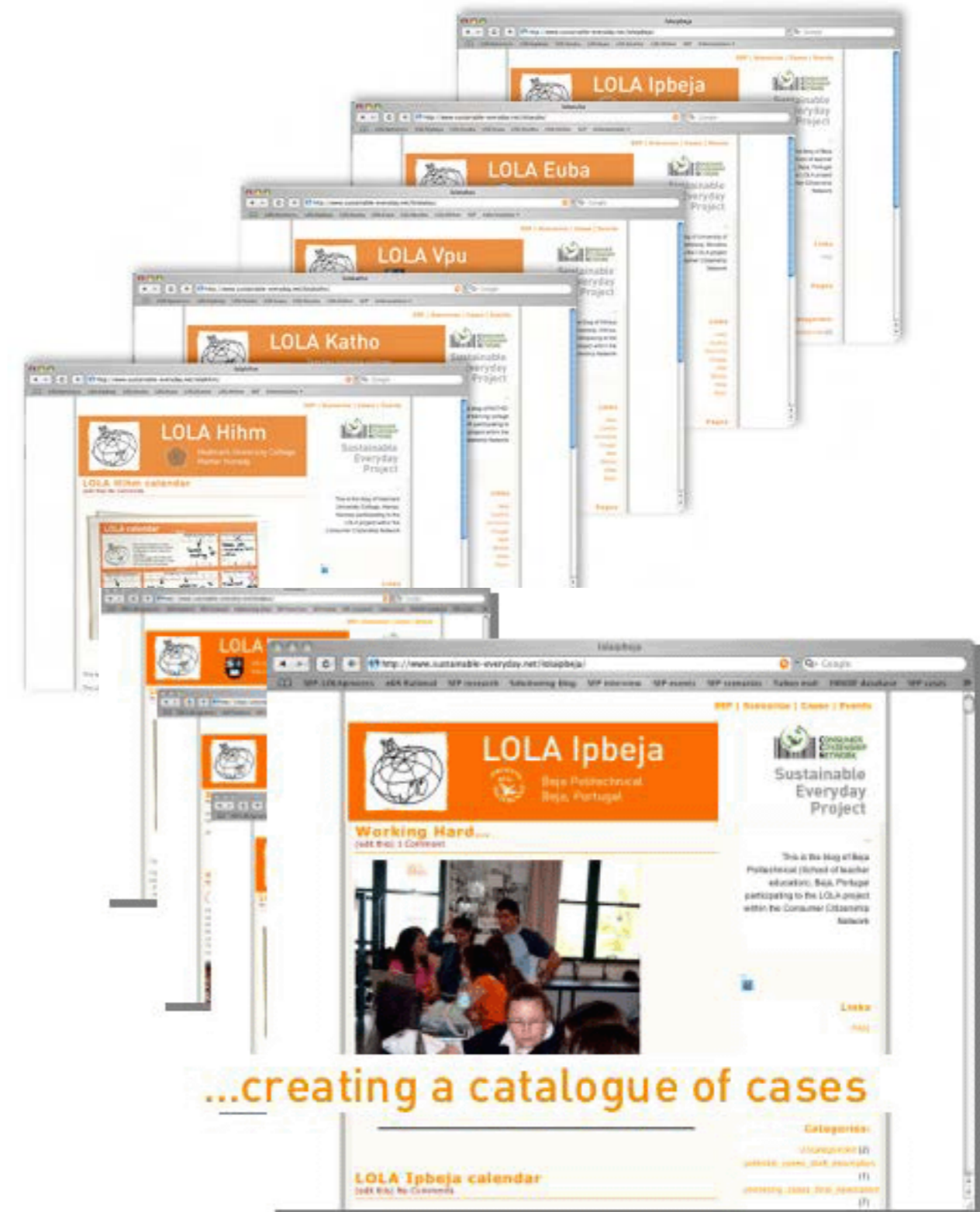




# Web Sites

As an official start, separate blogs were opened to collect the work of the students in each school while a main LOLA process blog was created as a reference point for coordinating the activities.

The main process blog hosted communication of shared interest and, by providing the possibility of leaving comments to every single posted article, it was thought of as a trigger **to exchange experiences between the pilot project's teams**. Comments collected on the LOLA process blog represented the seeds for discussion about project's further development.





# Exhibition in Hammar

The LOLA exhibition was presented during **conference days at CCN conference in Hamar, Norway 2006**, and located at the heart of the hall of the Hedmark University College. It presented the progress of the LOLA pilot project with the state of the art of the Teaching Pack, the achievements of the schools involved and the perspectives of follow-up. The positive feedback then and after has made it possible to proceed into an implementation phase.







cases

### Biocoop

A community cooperative focused on selling organic products and promoting sustainable agriculture. It provides a platform for local producers to reach consumers.




### GreenFeet

GreenFeet is a project that aims to reduce the carbon footprint of food by promoting local and organic products. It features a map of the region with green spots indicating local production areas.




### Associação Clínica Frater

Associação Clínica Frater is a medical association that provides healthcare services to the community. It includes a photo of a group of people standing in a hallway.



### Biocoop

Biocoop is a community cooperative that focuses on providing organic and sustainable food products. It includes a photo of a white van parked outdoors.



### GreenFeet

GreenFeet is a project that aims to reduce the carbon footprint of food by promoting local and organic products. It includes a photo of a person holding a green leafy vegetable.




### Associação

Associação is a medical association that provides healthcare services to the community. It includes a photo of a person holding a small object, possibly a medical instrument.




### Biocoop

Biocoop is a community cooperative that focuses on providing organic and sustainable food products. It includes a photo of a person working in a kitchen.



### EcoShop

EcoShop is a project that aims to reduce the carbon footprint of food by promoting local and organic products. It includes a photo of a person holding a small object, possibly a medical instrument.



### Insect

Insect is a project that aims to reduce the carbon footprint of food by promoting local and organic products. It includes a photo of a person holding a small object, possibly a medical instrument.



### Biocoop

Biocoop is a community cooperative that focuses on providing organic and sustainable food products. It includes a photo of a person working in a kitchen.



### EcoShop

EcoShop is a project that aims to reduce the carbon footprint of food by promoting local and organic products. It includes a photo of a person holding a small object, possibly a medical instrument.



### Insectzoo

Insectzoo is a project that aims to reduce the carbon footprint of food by promoting local and organic products. It includes a photo of a person holding a small object, possibly a medical instrument.





# Translation in many languages





# LOLA

## Implementation process

The LOLA pilot project is starting its second cycle. We are now in LOLA's implementation phase and the objective is to gather experiences of participant secondary schools in order to finetune and finalize the Teaching Pack within the second 3 year cycle of the Consumer Citizenship Network (2006-2009).

Many actions will take place in order to complete this phase. The development of an ambassador role will help organizational purposes; a downloadable exhibition will promote the project; a Tips & Notes booklet will assist teachers in the usage; and a complete web platform will communicate and inform participant schools.







# LOLA calendar

## **Part 1 : February 2007-September 2007 - Upgrading of the Teaching Pack -**

- Co-design sessions for an upgraded Teaching Pack (TP)
- Revision/ discussion of the Teaching Pack upgraded version
- Promotion of the first round of experimentation with secondary schools
- Preparation of the first round of experimentation with secondary schools

**LOLA's exhibition : the 17th of april in Genova and the 10th of may in Sophia**

## **Part 2 : September 2007-September 2008 - Testing session with schools and fine tuning -**

- Testing session in secondary schools
- Analysing the results and fine-tuning the Teaching Pack

**LOLA's exhibition : May 2008 at CCN conference**

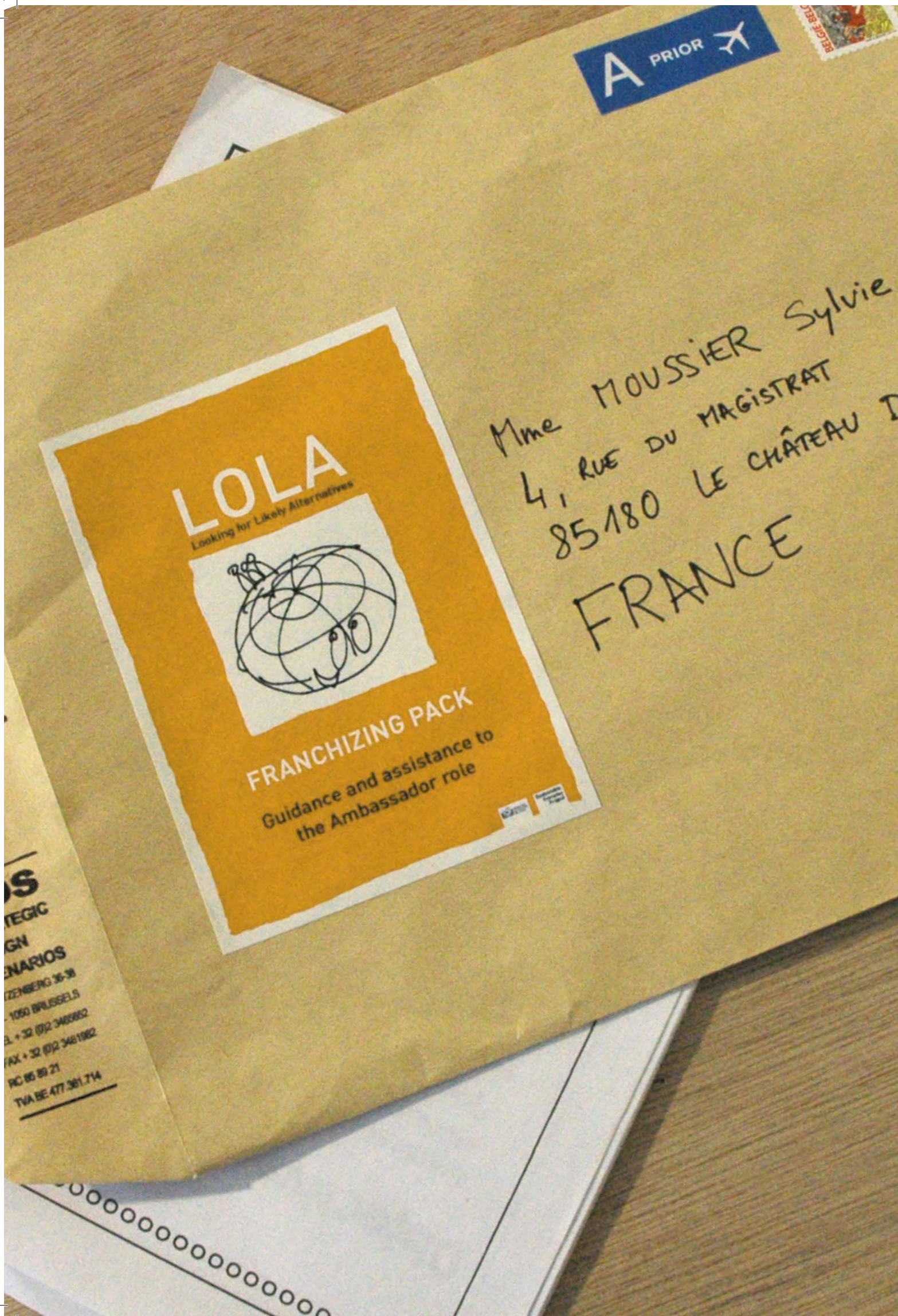
## **Part 3 : September 2008-September 2009 - Promotion and dissemination -**

- Promising actions for the implementation and diffusion of LOLA
- Final report and publication









# LOLA

## Ambassador

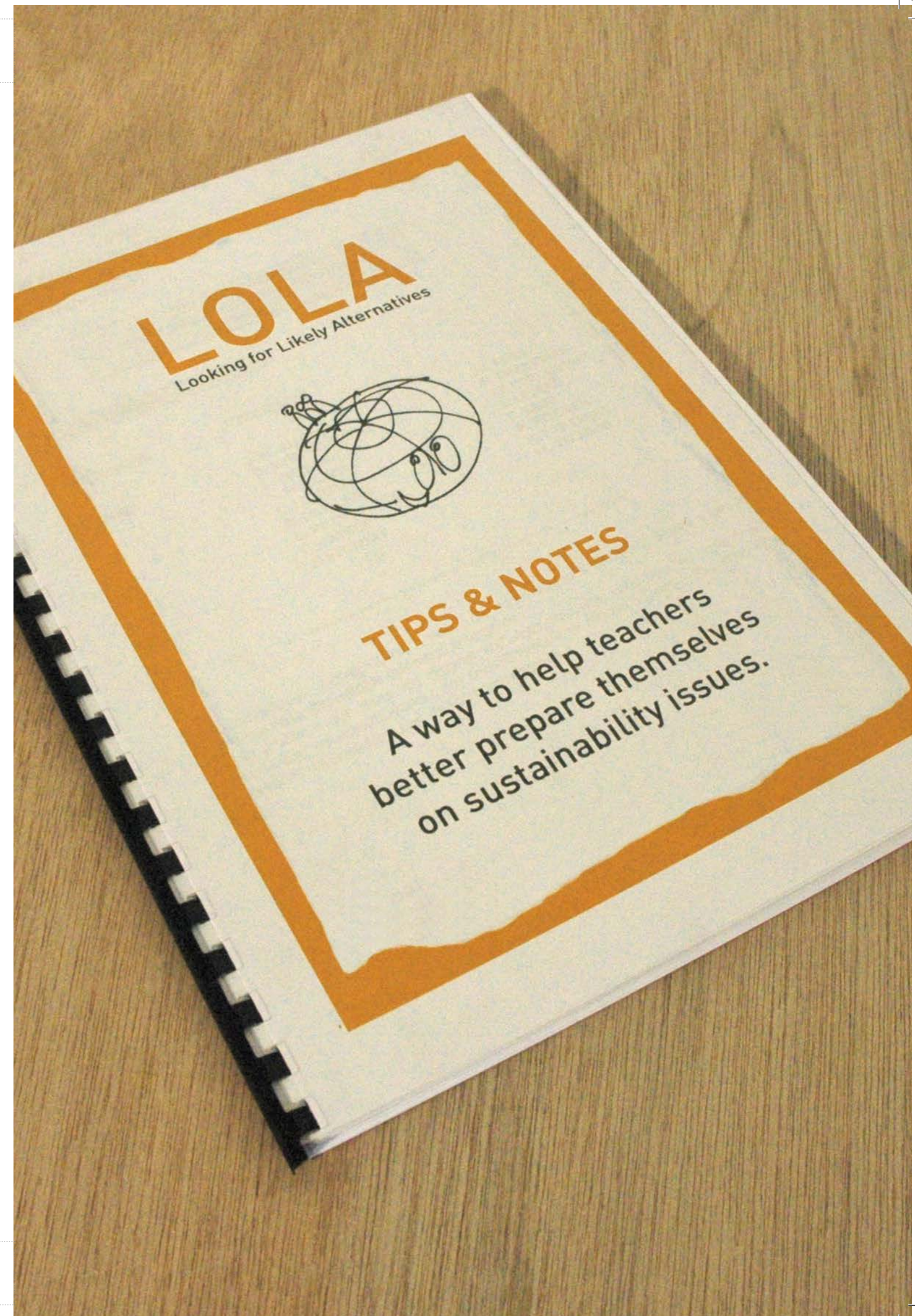
For ensuring direct and clear communication paths with participating schools around the world, the role of ambassador per region or country will simplify relations and feedback to the project. Each ambassador will perform certain duties which include: disseminating information about Lola, ensuring a preliminary translation in their language, reporting statistics and keeping a database of participants in their region.

For that aspect, an Ambassador Franchising Kit will be created in order to facilitate and prepare their responsibilities. The ambassadors will be CCN members recruited through the network's information channels that will volunteer to their role by, as a first step, signing a letter of intent.



# Tips & Notes

A section of Tips & Notes is foreseen to be included in the Teaching Pack in order to help teachers address issues related to sustainability. Vocabulary, some references to existing cases and links to find information about sustainability are simple but effective ways to help teachers better prepare themselves on the subject.







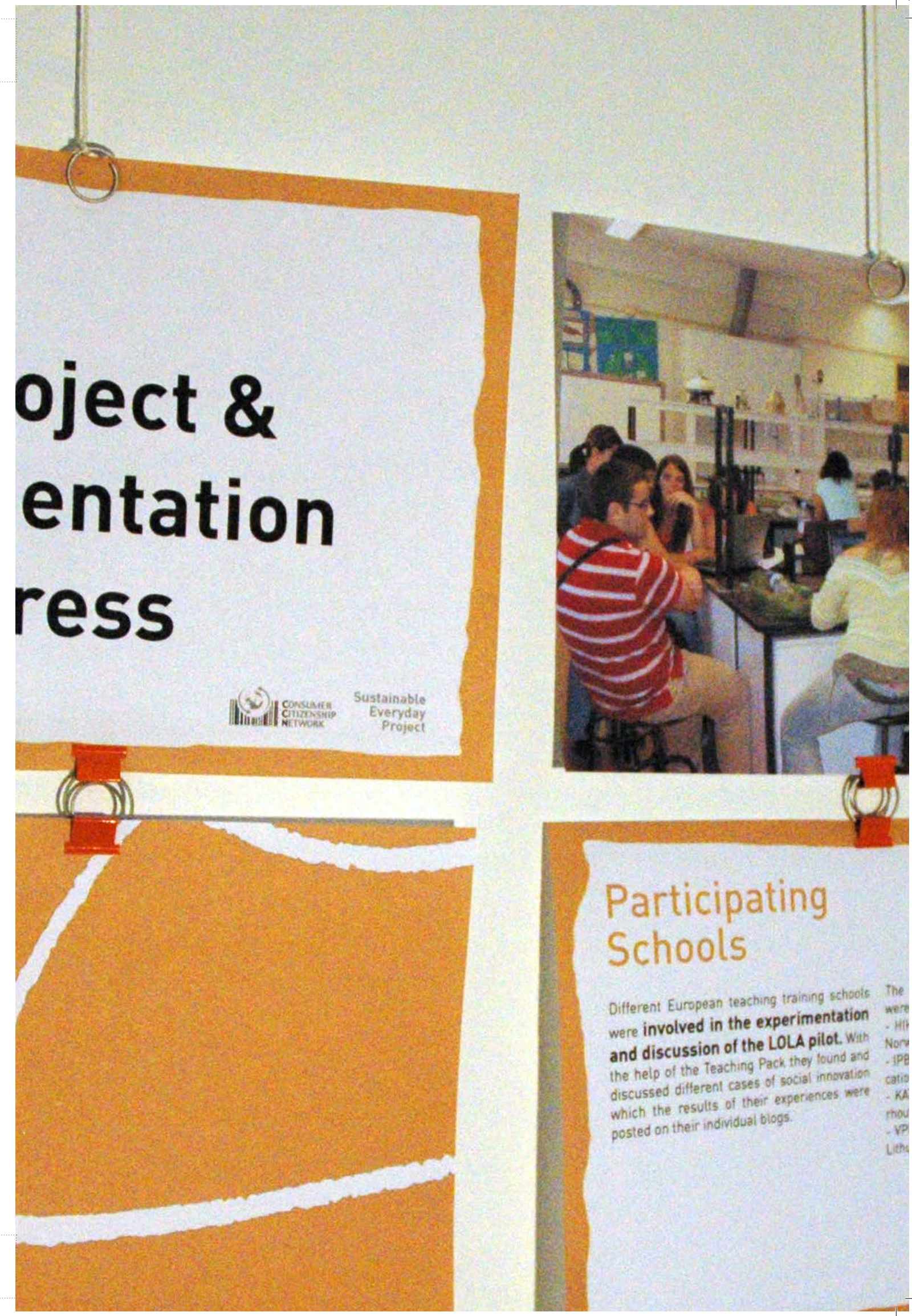
# Web Platform

An easy to use web platform will be available to connect participating schools, respond to questions, display the found cases, capture the discussion, leave comments, download information....



# Downloadable Exhibition

To facilitate the promotion of LOLA throughout the implementation phase, in order to encourage secondary schools to take part of the experience, a downloadable exhibition will be available for CCN partners to easily mount a small exhibition at a regional meeting or national conference if needed.



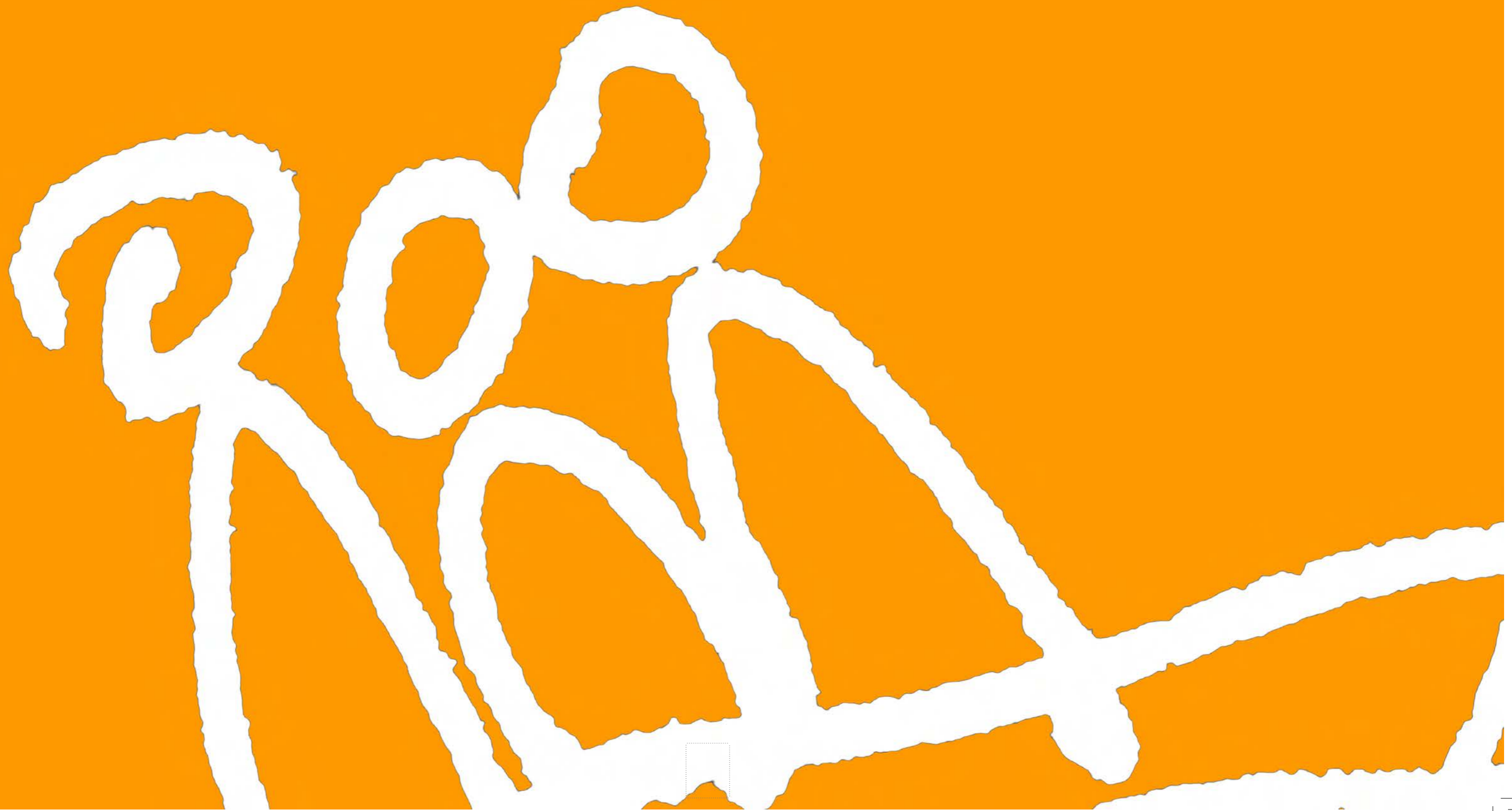
Project &  
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## Participating Schools

Different European teaching training schools were **involved in the experimentation and discussion of the LOLA pilot**. With the help of the Teaching Pack they found and discussed different cases of social innovation which the results of their experiences were posted on their individual blogs.







# LOLA

# Actors & Thanks



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Project











# Actors

## **The Consumer Citizenship Network**

(CCN, Coordinated at Hedmark University College, Norway), an Erasmus 3 thematic network, is an interdisciplinary network of educators, researchers and civil-society organisations, (including UNESCO, UNEP and Consumers International) who recognize the pressing need for constructive action by individuals in order to achieve sustainable consumption and global solidarity. ([www.hihm.no/concit](http://www.hihm.no/concit))



## **Sustainable Everyday Project**

### **The Sustainable Everyday Project**

(SEP, Coordinated at Milan Polytechnic University, Italy and Strategic Design Scenarios, Belgium) started in 2002 and intends to raise awareness about sustainable social innovation through a web platform ([www.sustainable-everyday.net](http://www.sustainable-everyday.net)), publications, and a series of exhibitions and local events.



Visit us at :  
**www.**  
**sustainable-**



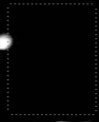
**everyday.net/  
lolaprocess**



**See you in Sophia !**

The next exhibition will take place during the next CCN conference in Sophia, Bulgaria May 2007 for you to see LOLA's progress ... we hope to see you there!







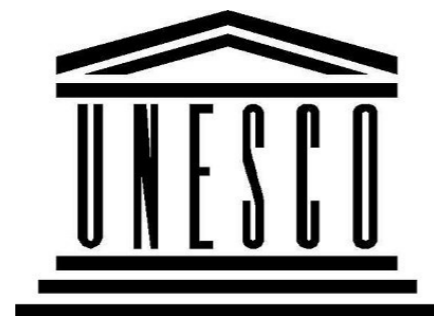
# Colophon

This presentation has been organised within:

- The Consumer Citizenship Network (CCN) ;
- and the Sustainable Everyday Project (SEP).

The CCN network is funded by:

- The Socrates program of the European Commission
- and the Norwegian Ministries of Education and Children and Equality



The Lola Project is supported by :

- UNESCO
- UNEP

The SEP project is carried out by:

- INDACO, Politecnico di Milano
- SDS Solutioning
- Sustainable Everyday Project



# Thanks

## Curators:

François Jégou

Ezio Manzini

Victoria Thoresen

## Realisation of the exhibition:

Emilie Bourgeot

Sara Girardi

Giuseppe di Francesco

Nicoletta Spagnuolo

## Special thanks to:

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for sustainable development

Thank to all participating staff and students :  
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VPU - Vilnius Pedagogical University Vilnius,  
Lithuania  
KATHO-RENO - Teacher training college Torhout,  
Belgium



