LOLA
LOOKING FOR LIKELY ALTERNATIVES

edited by Francois Jégou,
Victoria Thoresen, Ezio Manzini

A didactic process for approaching sustainability by investigating social innovation...

Paris suburbs.. Ceres gardens... Community of families supporting a local farmer by pre-buying his bio crops and joining in the farming activities...

nonni amici
Interaction
Milan... Walking-bus... groups of children walking together to school on a regular route under elderly people's supervision...
walking route

Paris... Cafézoïde... Café for children, meeting point for kids in the neighbourhood where they can have fun together, play, draw, etc... on their own or with their family...
CAFE ZOIDE

Milan... Lodging a student at home... An assoc
connecting elderly people whose children hav
home and students looking for lodging...

Milan... Urban bio market... A street market organised by local farmers selling organic products for a safer, healthier and more ecological lifestyle

Community garden
Social activities
Eindhoven... Aquarius... A community housing of elderly people sharing collective spaces, a large garden and organising mutual help and support within the community...
Private homes

Glasgow... The Local Food Link Van... Association of local producers, suppliers, retailers and consumers organising distribution of local fresh food through a shared van...

Köln... Vegetable Box... Home delivery services which provide a box of bio grown vegetables, fruit and, if wanted, other food weekly...
DAS GEMÜSEABO.
APFELBACHER 02222/4649

Paris... Jardin Nomade... A group of people squatting on a waste ground in the city to organise vegetable plots and collective activities around gardening in the neighbourhood...

Eindhoven... Neighbourhood Shares... An association of residents together with the municipality organise maintanenca of the area and care of green spaces...

Gardening
Community
Overvecht... Loan gardens... Residents helped by the municipality and a gardening association to take care of parcels of public cgardens...

Milano... North Park Urban Vegetable Gardens
Vegetable plots available to senior citizens for
gardening inside a public park in the city...

FOREWORD

LOLA:LOOKING FOR LIKELY ALTERNATIVES

Signs of despair, cynicism, hopelessness, and frustration are evident amongst young people around the globe. They are daily being bombarded with information about the deteriorating condition of the climate, the continuing destruction of the environment and the lack of initiatives to counteract the consequences of unsustainable development. Many have experienced these conditions themselves. Some schools have begun to recognize their responsibility to heighten awareness of the crucial need for more sustainable lifestyles. Courses related to education for sustainable development are becoming increasingly prevalent. Nonetheless, in many cases the focus remains on what has gone wrong rather than what is being done to improve the situation. Theoretical solutions tend to be presented more often than concrete examples of possible paths to follow.

LOLA, Looking for Likely Alternatives is a tool which assists teachers and students in identifying, investigating and making visible examples of sustainable lifestyle approaches in the very neighbourhoods where the students live. It is not only a learning event which takes place and then is past, but through the use of internet and by connecting with other students globally who are involved in similar processes, LOLA students also contribute to a wider process of making examples of social innovation known, thus giving added impetus to the potential for the initiatives to be recognized, adapted and used elsewhere.

The LOLA project provides an opportunity to progress beyond the common pedagogical use of case studies and project work, thereby providing a valuable supplement to such central resources as UNEP and UNESCO's YouthXchange toolkit , and the Marrakech Task Force and UNEP's "Recommendations for Education for Sustainable Consumption: Here and Now" . It connects the work of teachers at several schools in a collective search for examples of universal value, thereby 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" with initiatives concerned with learning to be a critical, aware, consumer citizen.

The LOLA project is a follow-up of the EMUDE (Emerging User Demand in Sustainable Solutions 2004-2006) research project which involved design schools from eight European countries in a process of collecting examples of social innovation. The designers went beyond mere reflection on the eco-design of goods, and began questioning larger systems related to everyday activities, focusing on peoples' way of living as a whole, meeting creative communities and exploring new areas of social innovation. The initial outcomes of the EMUDE research project were presented at the second international conference of the Consumer Citizenship Network by The Sustainable Everyday Project in an exhibition. The reflections from the EMUDE experiences were discussed amongst the CCN partners within the context of education for sustainability and responsible consumption. These discussions lead to a consultation about how to adapt the EMUDE process so it could become a didactic activity for raising awareness about sustainability issues through the investigation of examples of social innovation. In addition to being able to review inspiring cases of sustainable solutions for daily living and possible alternatives to the mainstream way of living, the very process itself of investigating initiatives was considered to be a significant and new "hands-on" approach to learning about sustainable lifestyles. The process of "looking for likely alternatives" could highlight a pragmatic focus on day-to-day concerns, the proximity of initiatives located in the neighbourhood, the nature of investigation outside school walls, contact with the promoters of the initiatives who often evince strong social, ethical and environmental commitment, and discussion of the potential impacts of the initiatives.

Coming face to face with friends and neighbours who are actively involved in efforts towards sustainable lifestyles affects not only the knowledge base of students but influences attitudes and behaviour. LOLA has proven useful both in countries in Europe and Asia. LOLA is not an expensive set of learning materials. On the contrary, the toolkit is downloadable free from internet and while providing teachers with a framework and instruments it is flexible and adaptable to varying educational situations. LOLA takes the students into the "real world", learning to discover constructive initiatives which have achieved identifiable results. Thus, LOLA contributes to fostering positive attitudes and concrete behaviour towards social innovation and sustainable lifestyles.

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CCN

The Consumer Citizenship Network (CCN) (www.hihm.no/concit) is an interdisciplinary network of educators, researchers and civil society organizations, (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. The Consumer Citizenship Network has, since 2003, developed interdisciplinary approaches to central issues dealing with the balance between material and non-material well-being and with how one can translate ethical values into everyday practice through conscientious participation in the market. CCN also brings together expertise in the fields of citizenship-, environmental- and consumer education to further develop research and good practice for teaching and accessing consumer citizenship education. The Network consists of 133 institutions in 37 countries.The project targets lecturers, researchers and teacher trainers in higher education; students, professionals working with children and young people, public authorities, and associations dealing with citizenship training, sustainable development and consumer issues... By focusing on social responsibility, the CCN addresses the growing international concern for implementation of norms and behaviour which support sustainable development and cooperation.

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ABOUT THE BOOK

THIS BROCHURE INTRODUCES TO THE LOLA TOOLKIT. IT GIVES AN OVERVIEW OF THE GENESIS, INTENTIONS AND GOALS OF THIS PROJECT AS WELL AS A PANORAMA OF POSSIBLE IMPLEMENTATIONS THAT COULD BE ELABORATED FROM ALL THE TOOLKIT MATERIAL AVAILABLE ONLINE.

CONCRETELY WHAT WILL YOU FIND IN THIS DOCUMENT?

• You already have seen a selection of local initiatives on the inner cover suggesting new and more sustainable ways of living. If you have passed it as a 'decorative wallpaper' you may go back and take a closer look at it. They will give you an insight on creative and stimulating suggestions of how to make our daily life more sustainable, and with that on the main focus of LOLA...

• The FIRST part introduces the basic concept of LOLA: what is our vision? What do we mean by toolkit? Who may use it and how? If you have not heard of LOLA yet please start with this section...pages 10 -14.

• The SECOND part shows the core process of LOLA articulated in 5 steps presented as a flexible set of cards that enable to customise and adapt the exercise to any teaching situation. If are interested in implementing the LOLA toolkit, look for what may suit you the best in this section... pages 15 - 21.

• The THIRD Part is a selection of various implementations that have been made from the LOLA toolkit. It shows a wide range of applications from primary schools to universities, from long project periods to one day events, from isolated initiatives to the attempt of official adaptation of LOLA to national curriculum. If you do not intend to use LOLA for your teaching context or if you are only looking for inspiration check this section...pages 22 - 37.

• The FOURTH and last section provides you reference texts to help place the importance of the approach represented by LOLA from the educational, sustainability, social innovation and design point of view. If you look for foundation, go to this last section... pages 38 - 47.

The purpose of this brochure is to disseminate the LOLA initiative across the different fields of education, sustainability, design and social innovation. It is an introduction to stimulate involvement in the project among teachers, teachers' trainers and education policy makers and open access to detailed presentations and material download which are available on the LOLA web platform.

LOLA VISION

FOCUS ON THE LOCAL SCALE

Sustainability issues relate to abstract systems, complex interactions and big numbers... How to get children (and adults) feel concerned about carbon emissions, water shortages, acid rains, etc?
Especially how to make them understand the relationship between one's behaviours and the negative or positive impacts of them on the global scale?
LOLA proposes to focus on the local context: what is happening in the street nearby? What did neighbours implement to reduce their impact on the environment? What actions are efficient and have been successfully adapted in the area we live in? etc. LOLA aims at looking for promising sustainable initiatives at a walking distance from the school; to search for people or groups of people who invent new solutions in their daily living that is likely to reduce their impact on the environment and to regenerate the social fabric around; to raise awareness and concerns with close and concrete examples...

ADOPT ACTION LEARNING

Deciding (and teaching) sustainability issues requires specific knowledge and background that is progressively shaping and slowly diffusing among the population. Sustainability triggers contradictory interests and lots of distorted and fault information. To make one personal point of view at it on the planet scale, is challenging for all (for teachers and educational staff as well...)
LOLA is an investigation process based on interviews. It doesn't require particular knowledge or preparation for the teacher: they will learn together asking questions; collecting material; wondering why and how the initiative they are investigating may have less or more impact on the environment; etc... They will compare points of view, come back to the class having built their own local temporary knowledge. They will have learned to live in a fussy and evolving environment and to permanently question it...

ACT NOW

The sustainability crisis is not anymore a question of a long time: damages; degradation; pollution... It is sensitive issue in our everyday life and has become complicated by the present financial and economic crisis. Our small blue planet is dramatically requiring new regulations, reforms and paradigms. But radical change doesn't come only from top-down policies...
LOLA proposes to focus on bottom-up initiatives. Initiatives, that don't require any political decision or change at a global level before they can be implemented. Initiatives that can be implemented by a small group of people, creative and industrious enough to invent and introduce new and more sustainable ways of living in their everyday...

CHANGE WAYS OF LIVING

Effort towards sustainability tends first to reduce our impact on the environment improving current solutions: they try to provide the same with less: the same products and services consuming less energy, less water, generating less pollution, etc. but this strategy has clear limits at the world scale: the western way of living cannot be generalised to the all world population without conducting to a short term catastrophe!
LOLA therefore proposes to search for new sustainable way of living where "sustainable ways of living stands for daily life activities where people and communities succeeds in living better reducing their ecological footprint and increasing the quality of the social fabric".

LOLA TOOLKIT

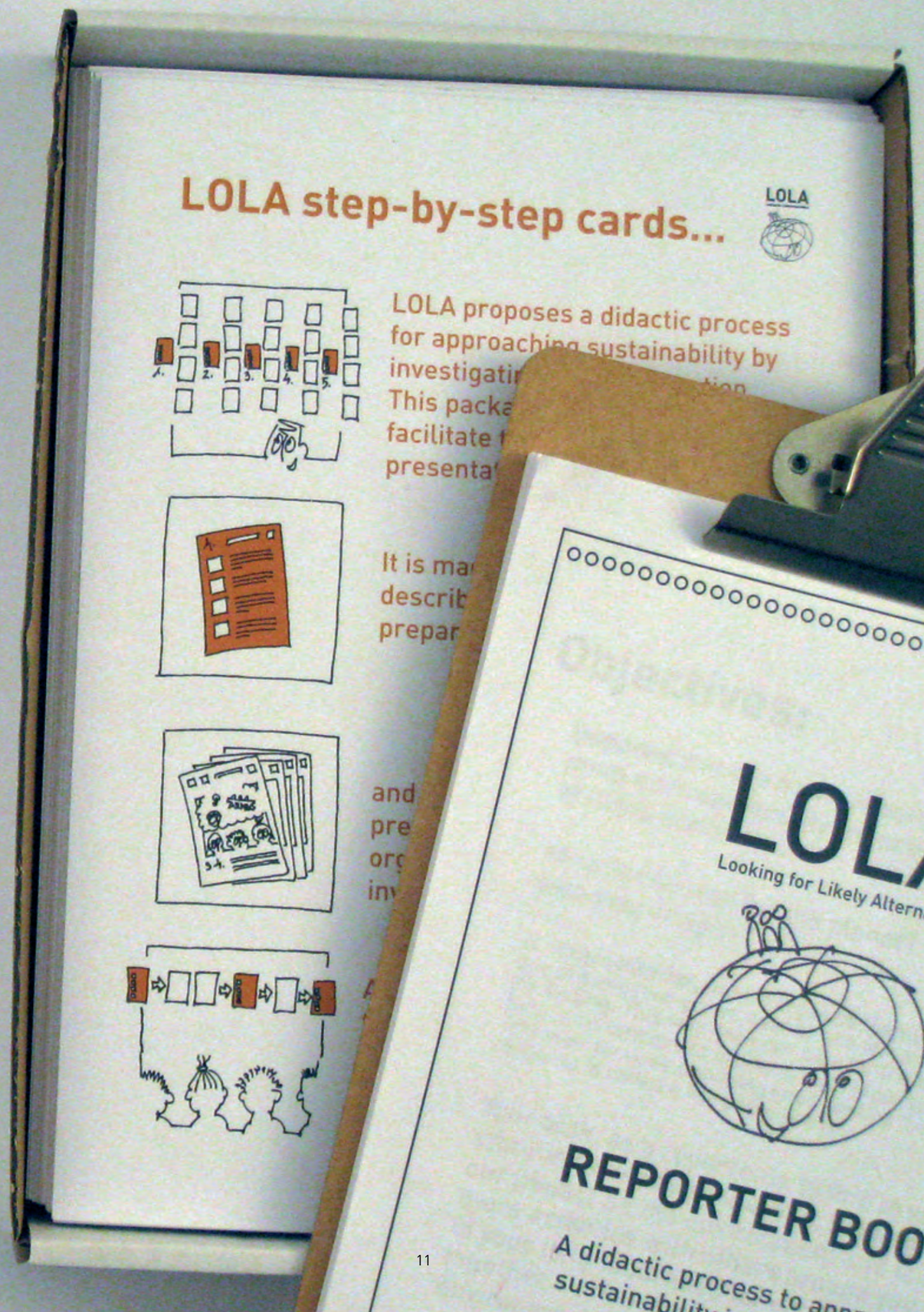
WHAT DO WE INTED BY THE TOOLKIT?

A toolkit is a set of elements that enable its users to realise a particular activity. In the case of the LOLA the purpose of providing a toolkit to secondary schools is to enable teachers and pupils to create significant learning sessions. From this short definition we can draw an important consequence for implementation:
LOLA is NEITHER a ready to use package NOR a fixed exercise!
An education toolkit is meant as stimulation material. Nothing pre-masticated to apply in the class... but an enthusiastic proposition for a rich experience: what about going out of the school and meet people that live nearby but in a different way than the mainstream? Why not visiting them and experiencing their living patterns? Or inviting them in the class and asking them to tell about their lifestyles? Etc. There are many different ways to proceed. No one is better: different implementations may suit more or less to different learning contexts in terms of age of the kids, location of the school, time available, etc.
Therefore the first step towards implementing LOLA is to build its own implementation process among or beyond the suggestions proposed in the toolkit. Teachers and pupils should work together to decide the best way for them to proceed; And doing so they already start an enriching experience of searching for the best learning journey they can choose...

WHAT IS THE LOLA TOOLKIT COMPOSED OF?

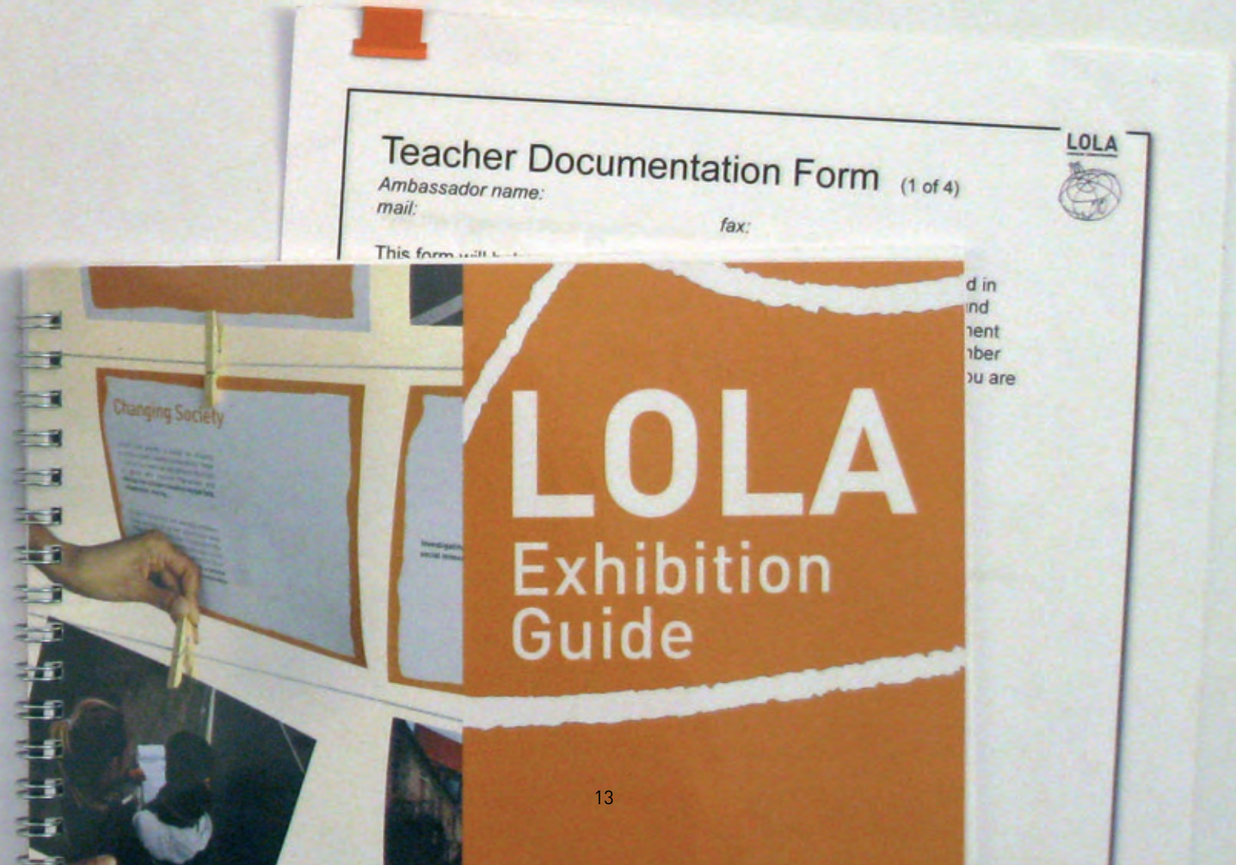
The core element of the LOLA toolkit is a set of **STEP-BY-STEP CARDS** describing the different possible steps to search for a promising initiative, to get in contact with its protagonists, to document what they do and report it in a nice and highly communicative way. For each of these steps, each card is proposing different options multiplying the number of possible combinations to implement LOLA. The cards are large. With a letter format, big titles and explicit drawings can be seen by all the class and they are used to explain the LOLA process and debate how it may look like. Then the cards are used as possible building blocks of the process: some are eliminated, others are kept, organised on sequence and set on the wall to picture the action plan of the class...

Along with the cards a **REPORTER BOOK** is available in the LOLA toolkit. It is the main investigation tool for the pupils to organise their interviews. It contains basic concepts and examples of initiatives to investigate; interview question guides and photo check-lists; progressive reporting formats to organise information and images, personal comments and disclosure agreements...



The material for an **EXHIBITION** is provided in the toolkit. Its aim is to facilitate the diffusion of LOLA and promote it at various levels from a group of teachers of the same school to a teacher convention at a regional or national level...
This exhibition material is meant as a basis to explain the process and to be enriched by the work of the classes. An **EXHIBITION GUIDE** is available to suggest multiple ways to install a low cost exhibition in the school.
Other communication material such as a **BROCHURE** is provided in the toolkit in order to support dissemination across every possible category of actors that may be interested.
A process of becoming a national LOLA AMBASSADOR has been also developed in order to relay at a national level in the promotion of LOLA. Ambassadors coordinate the diffusion and promotion of LOLA in their countries. In particular they collect feedback on implementation through different levels of **FEEDBACK FORMS** to help the LOLA core team to record all experiences and improve the LOLA toolkit.

All the elements of the LOLA toolkit are in copy left and open source: they can be downloaded from the LOLA website, transformed and use for any purpose unless commercial ones. The core elements of the toolkit have been designed with less text and more drawing to encourage translation (the Step-by-step cards are available in 7 languages). Local LOLA antennas are encouraged to open regional or national LOLA blogs in their own languages, decide and promote their own improvements.
The principle of the toolkit is then proposed as a general principle enabling pupils, teachers, teacher trainers and education policy makers to take part at their level in the development of LOLA.



KEY PRINCIPLES

1 PUPIL'S PARTICIPATION

LOLA proposes a learning journey both for pupils and their teachers. The knowledge embedded in the creative way some specific groups of people decide to change the organisation of their everyday life has not been formalised yet: what sustainable ways of living may be are still object of research and discussion in the scientific community. LOLA is therefore proposing to take part to a mutual learning process in this key investigation to invent a new and more sustainable future...

2 ACTIVE LEARNING

LOLA process intends to be an inquiry-based learning process. It is not pure discovery learning since the object of investigation, purpose and expected results are clearly framed. But LOLA put the responsibility of learning on the learners: the exploration of direct surroundings of pupils, the facing of contradictory explanations in the interviews should trigger their curiosity and willingness to access more conceptual knowledge and better understand the issues of sustainability...

3 SCHOOL-COMMUNITY INVOLVEMENT

LOLA promotes the idea that the school may gain efficiency in opening more to the outside world. Starting from concrete observations is likely to increase pupils' motivation to learn about sustainability on one hand and, on the other hand, the same pupils will discover diffused knowledge on sustainability in the very community where they are living, renovation of traditional practices and new forms of sustainable living, reduction of impact achieved, experimentations in progress, projects...

4 PARENT'S ROLE

The greening of the society is a collective learning process and LOLA reflects this situation: everyone should be involved in looking for likely alternatives! Parents and relatives of the pupils have a particularly important role to play. First they are invited to take part at various stages of the process: going with when the pupils visit the initiatives, participating to the discussion of the results etc. Second their ways of living will be challenged by the initiatives observed by their children: they will have to question their own habits, discuss alternatives and start adopting new ones...

5 FLEXIBLE TEACHING METHODS

LOLA starts from a rich learning experience: meeting people that find ways to improve their quality of life while making it more sustainable and develop a toolkit of support to facilitate this experience within a class activity context. But rather than indicating a unique and fixed way of achieving it, LOLA proposes a multiplicity of routes. It promotes a creative approach where teaching methods may evolve, new material may be added and different paths will be explored...

6 DIVERSITY OF SUSTANIABLE WAYS OF LIVING

Sustainability is deeply rooted in a local context: what is a promising solution in one place may not be adapted to another situation. Beyond variety of solutions each class may encounter in its investigations, LOLA proposes to share results through its web platform, to compare sustainable solutions observed between classes in different locations and to progressively build an international repository of sustainable ways of living...

STEPS

STEP1. IDENTIFY SUSTAINABLE LIFESTYLES

Organise the lola project to fit to the purpose and context of your teaching; set the planning and launch the project starting with one session dedicated to familiarise with the kind of social initiatives promising in terms of sustainability the class going to look for...

STEP2. SEARCH FOR PROMISING INITIATIVES

Explain the steps to be followed, present the action plan, prepare the reporter book with the pupils and open a lola weblog the main tool they are going to use in their investigation and dedicate another session to explain how to search for promising initiatives...

STEP 3. SELECT MOST PROMISING INITIATIVE

Ask the pupils to make a draft description as shown in their reporter books of each initiatives they found ask the pupils to make a draft description of each initiative they have found as shown in their reporter book, display them in the class or ask them to present orally and leave time to discuss and compare what they have found, and finally to choose the most promising one to investigate...

STEP 4. INVESTIGATE PROMISING INITIATIVE

Take appointments, prepare the interview, find a camera, make drawings, take notes... lots of things to prepare for the class in order to be ready to capture the maximum of the visited initiative and collect enough material for a good reportage!

STEP5. DISCUSS INVESTIGATION RESULTS

Back to the classroom, it's time to review all the material collected, edit a synthesis, select best images, post the final work on the lola weblog or in an exhibition in the school and invite all teachers, school staff, parents, neighbours to appreciate the results and... maybe trigger vocations...

STEP 1 IDENTIFY PROMISING INITIATIVES

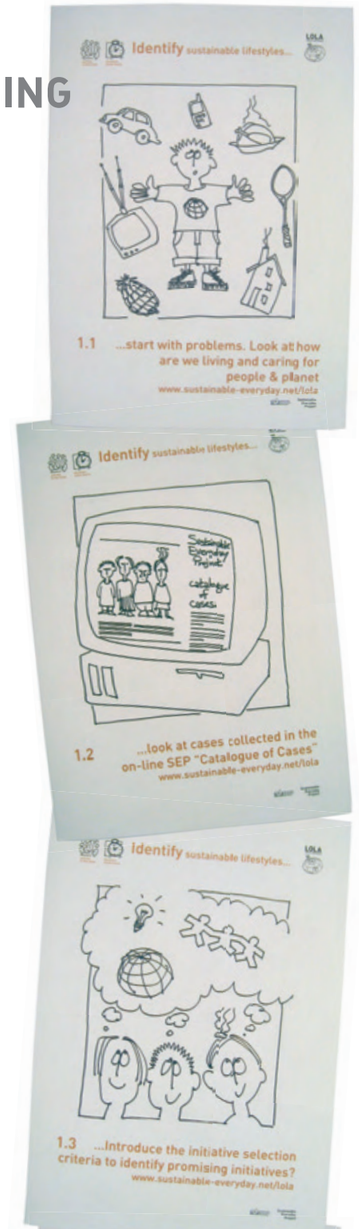
Teacher should first prepare the investigation process the class will follow. Remember, LOLA is a customizable toolkit! Therefore, the teacher should read through all the Step-by-step cards, decide if he wants to use them all or not and if so, how. He retains only the cards he selected and displays them in order to present the action plan to the class.
The complete LOLA process from searching and selecting initiatives to perform investigations and discuss the results is estimated at about an 8 weeks process for a class dedicating a 2 hours session a week. This average time can last more if LOLA process is taken as a project backbone pretext for additional in-depth investigations or collaboration within the school between different learning areas. But it can also be much shorter if for any time constraints, some steps cannot be performed. See the following «LOLA in action» section for examples of implementation inspired by the LOLA toolkit...

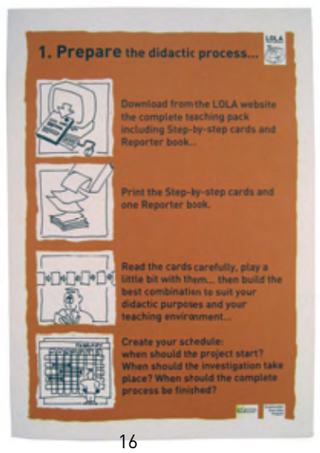
The first step is fundamental: it's a group activity in the class of about an hour that could be seen as self-standing. The pupils should familiarise with the kind of initiatives LOLA focuses on. Probably the easiest way to do it is to look at a sample of cases available on the LOLA website (see: www.sustainable-everyday.net/lola and the inner cover of this brochure) and comment them with the pupils: what is this initiative about? A Footbus to go to school; a car-sharing service; a food purchase group... Why are these solutions likely to be more sustainable? Teachers can use the three criteria's for which they have been selected (see example in the Reporter Book and at www.sustainable-everyday.net/lola):

- What are the good things of the initiative for our society? How will it make us share, help and understand each other more?

- Does the initiative reduce damages of the planet? How? How do we consume less material and energy? How does it reduce pollution?

- Could you also do this in your own neighbourhood? Can this initiative settle and prevail in daily life and get the same benefits for all of us and for the environment permanently?
Teachers can also start questioning critical aspects of our daily living (see list of typical unsustainabilities at www.sustainable-everyday.net/lola) or support the discussion in the class using Guidelines on what we can do to change our way of living (see www.sustainable-everyday.net/lola).

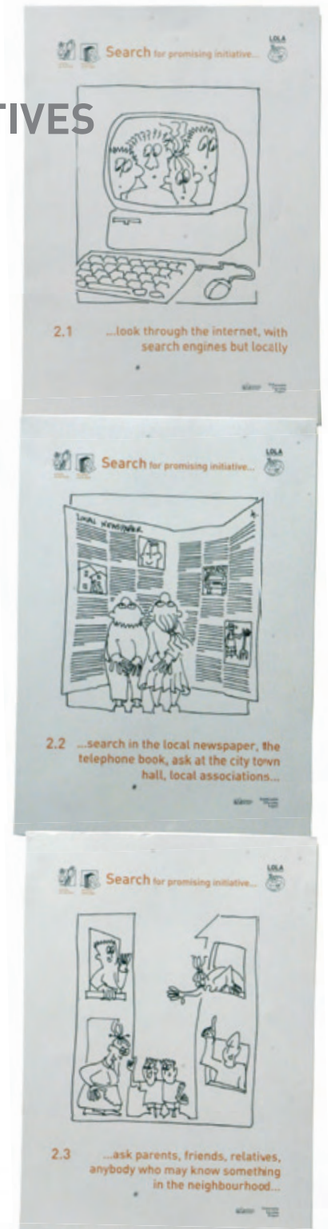


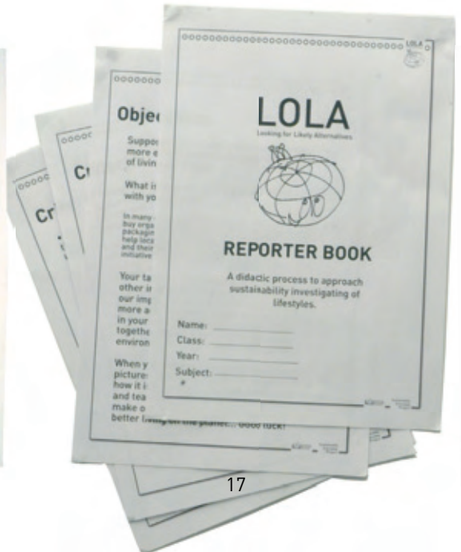


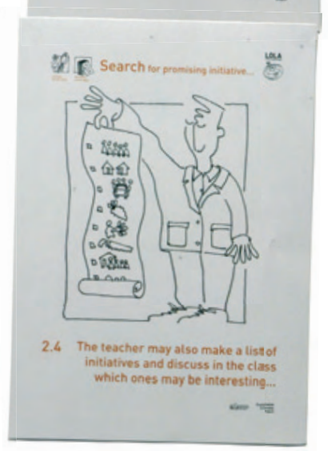
STEP 2 SEARCH FOR PROMISING INITIATIVES

The LOLA toolkit contains a **REPORTER BOOK** to guide the pupils along all their investigation activity: it gives advices, examples, questions guide and pictures check-list, formats for reporting at each stages... Teachers should adapt it eventually to the step-by-step process they decide to follow and distribute a copy to each pupils/groups of pupils.
The **REPORTER BOOK** will be the most important tool the pupils will use during their investigation: it important they take part in its construction and have a chance to browse and discuss the various sections.
When a connected computer is easy to access they should also encourage the class to open a weblog to report progressively on the progress of the investigation. They can use the LOLA platform online to present their initiative and look for collaborations and exchanges with other class working in the same town, region or country or using the same language.

HOW TO SEARCH FOR PROMISING ALTERNATIVES IN THE SCHOOL AREA? There are many ways: some are indicated here; they can be combined and more possibilities will emerge along the research process.
The initiatives observed in step 1. are all about sharing, mutual help, participation, reuse, repair, second hand, socialisation, alternative mobility, local production, reduced transportation, etc. Check combinations of those keywords on a search engine on the Internet associated with the name of the town or region where the school is. The pupils will surly find initiatives in their neighbourhood that they even did not suspected they were existing so near! The pupils will surely find initiatives in their neighbourhood they would not suspect to exist, let alone so near!
Local media either electronic or traditional are worth to look at: they are generally full of short news reporting interesting initiatives in favour of sustainability in the region. The list of non-profit organisations registered in the area is also a good way to start the research. The teacher or the pupils may ask at the town hall to talk to the person in change of sustainability issues and discuss they research with her.
Finally the pupils themselves represents an important network of parents, relatives, friends, neighbours... they can ask for advice: not all of them may be connected with sustainable ways of living but previous experiences show that there are always one or two families that are in the right networks and can provide a lot of contacts...
According to the time available and to the age level and skills, the pupils can look for new initiatives or simply try to identify similar ones in their area to the sample list on LOLA website. They can also search alone or the teacher may prepare the research or even a shortlist of potentially interesting cases...







STEP3 SELECT MOST PROMISING INITIATIVES

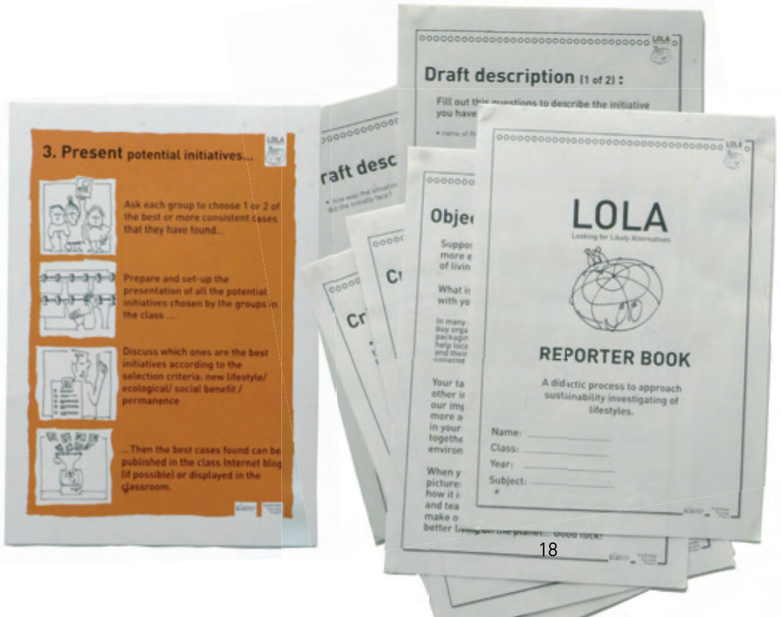
The **REPORTER BOOK** proposes a **DRAFT DESCRIPTION** format to present a snapshot of each initiative found by the pupils: name of the initiative? Where is it found? What is it about? How does it work? How was the situation before? Which problems did they face? Why is it better for the planet? For the people? A picture or a drawing - if available - to better grasp what it looks like...

All the initiatives found should be reviewed and discussed in the class. Different options are suggested by the cards The cards suggest different options: display the pages of the Reporter Books on the wall; groups presenting one after the other... The main interest of this step is to have the pupils confront their findings and make them discuss pros and cons. There are not good and bad cases: it is all a matter to understand why they have been chosen and what they can bring in terms of sustainability.

To start the discussion we proposed some self-assessment questions at the end of the **DRAFT DESCRIPTION** format:

- is it a new way to do your daily life with others?
- is it better for the people and the community?
- is it better for our planet's environment?
- is it possible for people to do it somewhere else?

The discussion should emphasis if we are in presence of new sustainable ways of living which is to say a daily life activity where people and communities succeeds in living better reducing their ecological footprint and increasing the quality of the social fabric. The discussion should emphasis if we are in the presence of new sustainable ways of living: people and communities maintaining daily life activities by which succeeding reduce their ecological footprint and increase the quality of the social fabric... Social and environmental aspects of sustainability should be reviewed systematically paying attention to balance individual and collective benefits. Finally, the initiative should be possible to multiply in other places and other contexts. It should not be limited to a one shot...
If many cases have to be reviewed, the discussion may last long... So choose the number of initiatives according to the time available. You can short-list the most interesting one. You can also introduce a third party point of view in the person of a local responsible person for sustainability issue in the town or from a local NGO... But in any case don't take anything for granted, look for good questions rather than answers and keep the discussion open!



STEP4 INVESTIGATE PROMISING INITIATIVES

The **REPORTER BOOK** contains a series of supports to review in the class before leaving for a visit to the initiative:

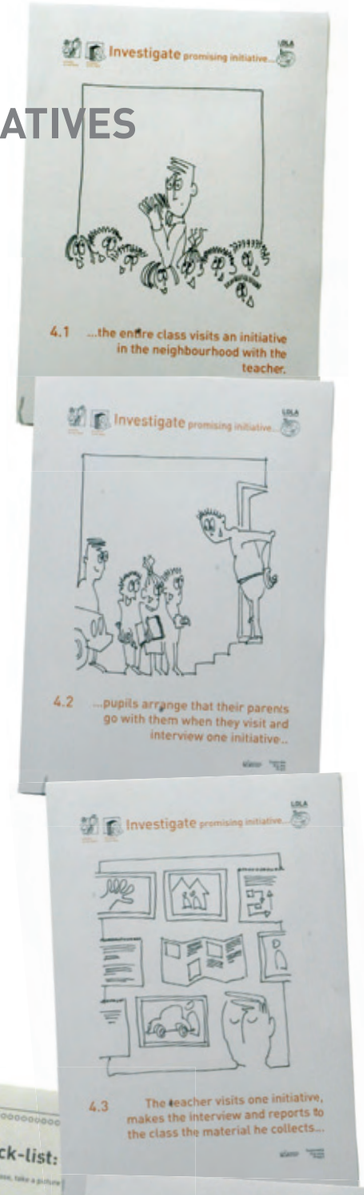
- The **INTERVIEW GUIDE** suggests generic topics and related questions to conduct the interview but asking good questions is not always easy: some rehearsal in the class is advised!

- The **PICTURE CHECK-LIST** is a list of pictures that should be taken. At first sight, it may appear superfluous but in practice, in the rush one always forgets to take a photo of the context or of the users or of the final result or anything... so go beyond the list, take more pictures but never less!

- The **SCHEME OF THE INITIATIVE** suggests a blank page to draw a map with different actors involved and arrows showing what is exchanged between them... A map either drawn by the pupils or by the promoters of the initiative is always a good idea to better understand a process;

- The **CONSENT AGREEMENT** to be signed by the people recognisable on the pictures taken by the class: obligatory prior to any publication of the images in the blog or in an exhibition in the class...
More suggestions: colour pencils and sketch book; a bag to collect samples; an audio recorder...

The visit of the selected initiatives is the core of the LOLA process, the most teasing experience and the source of fruitful learning... but it's not always easy to organise for pupils who are not autonomous and self-standing.
The four cards suggest different settings that may be easier in a class context.
The whole class may visit only one initiative all together with the teacher but they can be organised in subgroups dedicated to discover different aspects of the initiative or competing for the best reportage...
Parents can be asked to take part and accompany one group of pupils one hour after school: it may be an interesting experience also for them!
If the initiative is not easy to visit because of the place, distance, availability... the teacher may choose to do the visit alone and bring back as much rough material as he can: tapes, pictures, brochures, notes and pupils will play to be the editors of the material.
Another setting might be to invite the initiative in the school instead of visiting it and for instance, have one or two representatives coming to tell their story in the class for one afternoon.

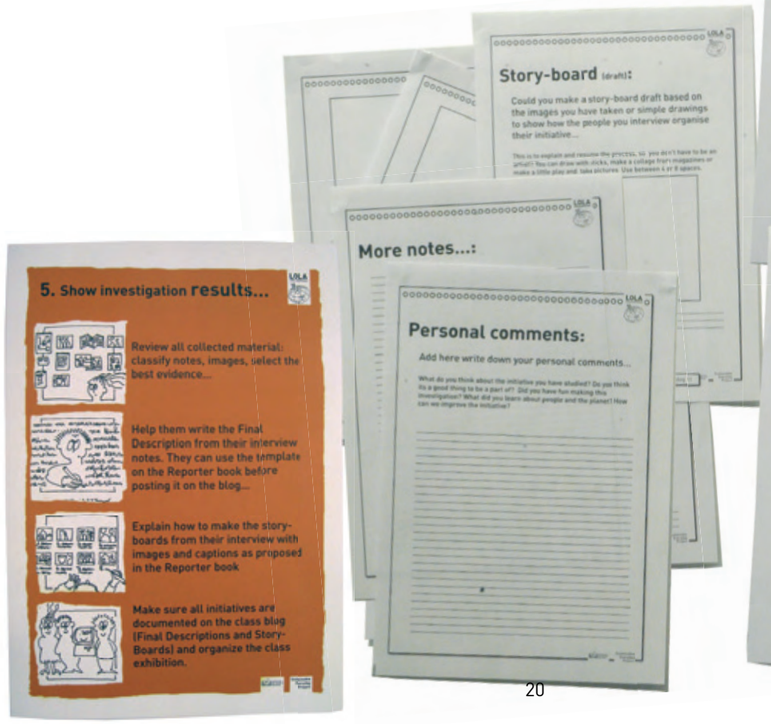


STEP 5 DISCUSS INVESTIGATION RESULTS

After the visit of the initiative, it's time to pull all the collected material together. The **REPORTER BOOK** proposes to write a text, corresponding synthesis of the Interview guide.

It also propose to report the journey of the initiative as a sort of **STORY-BOARD** selecting 9 pictures and adding captions to them to tell, step-by-step what the initiative consists of for those who didn't participate in the visit.
Last but not least, pupils are expected to write their **PERSONAL COMMENTS** at the end of the **REPORTER BOOK** : what do they think of the experience they have conducted? What have they learned? What could be improved in the LOLA process...

The final step of the process is the occasion to show the results of the investigation to a large audience and to put the pupils in the position of teaching what they have learned. Since the initiatives they have reported are generally well known, their presentation is likely to interest others around the school. LOLA process suggests as a final step to make an exhibition as a collective effort to communicate their work outside the class.
The LOLA toolkit is provided with the basis for a simple exhibition that can be easily upgraded and completed by the work of the pupils. It contains also an Exhibition guide to support them to install a proper presentation of their work in the school.
Teaching staff, parents, neighbours, town officials and the promoters of the initiatives themselves might be invited to the schools to discuss the different solutions with the pupils, exchange points of view and see if it can suggest more involvement towards new and more sustainable ways of living...



WHO USES LOLA?

PUPILS AND TEACHERS...

use the toolkit to explore new and more sustainable ways of living between looking for initiatives in the surroundings of their school and investigating more theoretical questions about sustainability...

HEADMASTERS...

use the toolkit to launch a transversal project in their school, they set up an exhibition, present the process to their staff to stimulate a programme of activities on sustainability...

TEACHER TRAINERS...

of original and advanced learning process, collaborative, project based, conducted outside the school, rooted in the local social fabric...

EDUCATION POLICY MAKERS...

use the toolkit to train teachers to explore different teaching processes, to experience it themselves and to compare achievement and learning benefits for the pupils...

LOLA IN ACTION

WHY USING LOLA TOOLKIT AND HOW? EXAMPLES OF IMPLEMENTATION, SUCCESS STORIES AND WORK-IN-PROGRESS IN EUROPE AND BEYOND SHOWING MANY DIFFERENT WAYS TO IMPLEMENT THE LOLA PROCESS FOR DIFFERENT PUPILS, AGE LEVELS, CLASS TOPICS...

Irena Zaleskiene, Villius Pedogogical University, Lithuania

INITIATIVES IN LITHUANIA

LOLA toolkit was translated in Lithuanian and some suggestions were made to Ministry of Education and Science for implementation of LOLA process into National Curriculum of Social Sciences.

LOLA process is seen by education policy makers as an active methodology for teaching student about social sustainability. It helps to develop students' main social competences on which Lithuanian curriculum is based: competencies of social cognitions and investigation, competencies of establishing and developing social relations, competencies of change and social participation. As far as the concept of social sustainability is interdisciplinary topic for whole secondary education in Lithuania, curriculum developers at the Ministry of Education intend to make LOLA as an integral part of civic education and consumer education curriculum.

Most active Civic teachers did gather to teacher training seminar for getting more insights into LOLA process. Two schools: Mazeikiu Ventos schools in the person of the School Principal and Civic Teacher Mrs. Ramune Badaukiene and Elektrenu Versmes Gymnasium in the person of English Teacher Mrs. Daina Valanciene with respective classes of about 20 students each were involved in LOLA. They built up network of LOLA promoters.

At first students did learn about concept sustainability (it's quite unknown in Lithuania even for teachers. Second, students did look for some cases and they found one: sharing old books library.

Thirdly, students try to involve their parents in searching cases (but they have failed still...).

Experimentation of LOLA was also promoted in teacher trainer schools. Mrs. Violeta Rimkeviciene at Pedagogical University did start to implement LOLA with her students that will become teachers in few years. The project is developed for future LOLA dissemination at national level.

We will try to set up active school network and keep training teachers teams from schools how to describe, analyze and post cases on the web. We intend to pilot LOLA toolkit in teachers pre-service training courses as well as in-service. The main point we have to motivate teachers to use LOLA and then teachers has to motivate students to do LOLA; to look for case, to discuss them, to present them.

So, Lithuanian educators see LOLA toolkit as a meaningful method to make aware students (and teachers) about social sustainability, about sustainable development and responsible consumption. As far as Lithuanian national curriculum is based on the paradigm of constructivism (most of educational process suppose to be built of students experiences, developing their knowledge by themselves, etc. we believe that LOLA will become very important methodology used by many of activists in the field of teaching for sustainability.

Vija Dislere, Institute of Education and Home Economics,
Latvia University of Agriculture, Latvia

IMPLEMENTATIONS IN SECONDARY SCHOOLS IN LATVIA

A LOLA implementation took place in ten schools with 114 pupils involved in the pilot experiment in latvia during 20081. Most pupils were between 12-13 years old, but a smaller group of 14-17 year olds were also taking part. All children involved in this project learned a lot about sustainability and responsible consumption, ways of organizing their work independently and to prepare presentations. Luckily, many worthwhile ideas were found for discussion.

The implementation of the LOLA project pilot was a successful experiment as the procedure had numerous achievements.
The students involved quickly accomplished to interpret the idea of the project. They showed much interest and were enthusiastic in preparing the didactics for the investigation of cases. Through the different steps they were taught how to organize their work systematically and based on a precise preparation process. New skills were introduced and absorbed about how to bring forward different tasks for achieving the final aim.
The pupils were then prepared to notice problems with ease and were willing to find solutions with the help of their teachers, who had the knowledge of local circumstances.
Students of different ages worked together successfully and through these mixed group activities they learned to discuss different type of problems with each other.

Some aspects however were not completely ideal; unfortunately, we did not have an optimal timeframe that would have suited the need to investigate the work and initiatives to the detail. Therefore, I believe project weeks during the school year or summer camps in off-school periods probably would serve the purpose better.
A difficult step of the procedure was to prepare pupils to conduct interviews, as it was not easy for them to go and discuss problems with strangers, let alone specialists of the problematic areas. It would have also been nice to use more diverse technologies, such as photo cameras, video cameras and other multimedia devices.

Improvements suggested from Latvia LOLA team:
It would be nice and probably more encouraging if pupils were allowed to organize the preparation of their work self-dependently for the project, but teachers, who lead the project, could then join their students in the second face and work together with them in improving their presentations. For more profound final works, however more time would be necessary as to find initiatives to act and to investigate is easier during a longer time period. The possibility the project provides to improve the cooperation between teachers and students by the given environment and a good framework could be further discovered as well.

1 Ministry of Education and science (Agra Kampuse); Ventspils 1st Gimanzium (Jonika Tervide); Jelgava 4th elementary school (Iveta Lice); Livani 1st secondary school (Maija Kulakova); Bukaisi elementary school (Aldis Tisenkopfs); Zante elementary school (Janis Steinbergs); Ogre 1st secondary school (Ilze Krastina); Edole elementary school (Aiga Ciekale); Broceni secondary school (Inita Valtere); Druva secondary school (Andis Ozolnieks).

LOLA | Looking for Likely Alternatives

Miriam O'Donoghue, CDVEC Curriculum Development Unit
Mella Cusack, Trócaire/CDVEC Curriculum Development Unit
Conor Harrison, National Co-ordinator Civic, Social and Political Education (CSPE)

ADAPTING THE LOLA TOOLKIT IN IRELAND

The objectives of the LOLA group in Ireland were to develop both a guide for an Action Project on the Civic, Social and Political Education concept of Stewardship and a Transition Unit outline for Transition Year/Senior Cycle Politics and Society teachers/students.

THE CONTEXT IN IRELAND

Civic, Social and Political Education (CSPE) is a common level 70-hour programme of citizenship education which is part of the second-level Junior Cycle curriculum (first 3 years of second level schooling). CSPE is based on seven course concepts - human dignity, rights and responsibilities, stewardship, development, democracy, law and interdependence. There is an emphasis on active learning methodologies where students can experience what being an active citizen is like and practice using some of the skills necessary in being an active citizen.

Transition Units (TUs) are 45-hour modules of work devised by or with schools. The TUs fall into one (or more) of eight areas of study: Local and Global Citizenship; Moral, Social and Personal; Top-Ups and Tasters; Events; Personal Achievement; Enterprise; Creativity; and, Work Experience. In future it is envisaged that Transition Units will happen at any point in a three or two year Senior Cycle programme but at present these modules of work are confined to Transition Year student groups. Transition Year is a 'gap' year, between second level Junior and Senior Cycle. This year 'promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative and responsible members of society' and usually involves a lot of project related work. Transition Year is offered by most schools in Ireland, although in some schools places are limited, and in other cases not every student chooses to take it.

THE IRISH LOLA WRITING GROUP

The LOLA writing group was recruited in September 2008. The group consists of four practicing second level teachers and three project/programme staff based in the City of Dublin Vocational Education Committee Curriculum Development Unit (CDVEC CDU).1

A baseline survey with participating teachers found that they were attracted to involvement in the LOLA project for a variety of reasons:
"It is an opportunity for engaging in professional development in the area of citizenship education/ sustainability"; "I have an interest in being involved in resource production suitable for use in the classroom – resources which are relevant and recent»; "I have a personal interest in the topic and I'm optimistic about its potential in school"; "I hope it will provide me with the opportunity to engage with sustainable development within the context of CSPE".

Initial meetings focused on the adaptability of LOLA materials to the Irish context, and in particular to the CSPE curriculum. Participating teachers stressed the need for the adapted LOLA resource materials to compliment rather than add to the work of the CSPE teacher.

The teachers identified parallels between the LOLA framework and the process required to complete a CSPE Action Project potentially dealing with the concepts of Stewardship, Development and Interdependence. They were particularly keen on the idea of Exhibition as Action. The CSPE Action Project

Report accounts for 60% of assessment for the subject. It was therefore thought to be crucial that the adapted LOLA materials be seen as a tool for completing the Action Project but that inclusion of the LOLA Reporter Book would cause unnecessary confusion in schools. Instead aspects of the Reporter Book, such as the interview guide and the storyboard are being adapted to the CSPE context. The teachers were attracted to the graphics and the case study approach within the LOLA framework but felt that the inclusion of local and national Irish case studies would make the materials more applicable to the CSPE classroom. Finally, the group felt that the terminology and language used throughout the adapted resource should reflect what CSPE teachers would recognise as applicable to citizenship education.

The last three meetings of the group have focused on working towards the development of a guide for an Action Project on the CSPE concept of Stewardship using the LOLA framework. This guide will appear as a slimmed down version of the LOLA framework, adapted for specific use as an Action Project planning tool for the CSPE classroom. A 'pilot' version of the guide will be produced by the end of April 2009. After the piloting process the materials will be finalised and printed.

Following on after this work it is envisaged that the group will begin production of an Education for Sustainable Development Transition Unit outline, based on the LOLA materials. The outline must be written into a Department of Education and Science (Ireland) template, be piloted with one or more Transition Year groups and validation by the National Council for Curriculum and Assessment.

1 The writing group consists of: Oonagh Bennett, second level teacher, Marino College, Fairview; Sara Bradshaw, second level teacher, St Dominic's High School, Santa Sabina, Sutton; Michelle Byrne, second level teacher, St Mary's Secondary School, Holy Faith, Glasnevin; Mella Cusack, Citizenship Studies Project Co-ordinator, Trócaire/CDVEC Curriculum Development Unit; Conor Harrison, National Co-ordinator Civic, Social and Political Education (CSPE), Second Level Support Service, Department of Education and Science; Marie Lenehan, second level teacher, St Mary's Secondary School, Holy Faith, Glasnevin; Miriam O'Donoghue, Deputy Director, CDVEC Curriculum Development Unit.

François Jégou, Strategic Design Scenarios, Belgium

ORGANIZING LOLA ACTIVITY FOR THE DAY OF THE ENVIRONMENT IN BELGIUM

This opportunity of implementing LOLA process was offered by an invitation from the European School in Brussels to take part to half a day event on Environment and Health. A three hours slot in a class required an important adaptation from the original LOLA process foreseen several weeks before. We collaborated with the inviting Maths teacher, Emanuel Battut and tried to transpose in this very reduced time period a similar experience as the one proposed in LOLA.

EVIDENCE OF UNSUSTAINABLE LIFESTYLES...
Starting right away with looking at promising initiatives in terms of sustainability seems a bit difficult for pupils who hardly got information about sustainability issues before. To introduce rapidly the session we developed a series of double-side cards showing obvious evidences of unsustainable behaviours in our everyday living: questions were printed on one side of the cards and answers on the other such as: «Electric drill: average time of use? / 4 hours in its entire life»; «Food ingredients: average distance travelled? / 2000 km from the producer to your table»; «A car: average time parked and not in use? / 95% of time « etc. When pupils have proposed their answers, cards were turned upside-down and the class discussed the answer and rapidly form an image of unsustainable aspects of our daily ways of living.

ANALYSING BACKGROUND PRINCIPLES
After pupils focused on unsustainable lifestyles, Emanuel proposed to have a moment with all the class and try to formulate general rules of characteristics on more sustainable ways of living. We prelisted a series of principles from the Design guidelines available on the LOLA website, helped the pupils formulate them, then wrote them with chalk on the black board as references for the rest of the exercise: i.e. «bring people and things together, reduce the demand for transport»; «share tools & equipment / reduce the demand for products»; «use what already exists / reduce the need for new things»; etc.

VISITING INITIATIVES THROUGH PICTURES...
The given timeframe excluded any possibilities to visit real initiatives. We decide to work with a selection of already documented cases from the LOLA online catalogue that shows them through a composition of pictures. Emanuel suggested that pupils could 'visit' the pictures and question them as if they were visiting the real initiative to make interviews. The process worked surprisingly well: pupils were asked to guess what each initiative was about just looking at the pictures. They were then discussing their hypothesis in the class and most of the time guessed the right purpose of the initiative!

RE-INVENTING SOLUTIONS FROM NEED AREAS
For the last part of the exercise Emanuel insisted to have any kind of application exercise. We proposed then to put the pupils in groups in the position of potential promoters of the similar initiatives: we selected another series of initiatives from the LOLA online catalogue and we described the situation that triggers the development of the initiative in each case: i.e. «Lodging: elderly people who live by themselves because their children are married or have moved out, they regularly have one or more spear bedrooms... / students who come to the city to study in university often look for cheap rooms... What could we do?»; «Nutrition: some small farmers in the local countryside produce seasonal bio fruit & vegetables, in a less harmful way for people and planet... / families in the city would like to buy quality products directly from the farm... What could we do?»; etc. The pupils invented their own solution and we proposed a final discussion comparing them with the existing initiatives we started from.

FEEDBACK AND LEARNING...
Some pupils were very active during all the session because they knew some of the initiatives focused in LOLA project and used them in their own life. But these initiatives were new for all the others and even in this short time period they were able to perform the complete cycle from acknowledging the sustainability issues, formulating general principles, identifying pertinent solutions and finally they were able to imagine their own solutions...
It is certainly a good preparation before doing it in their real life!

Alcina Dourado, Depto. Comunicação - Escola Superior de Educação de Setúbal, Setúbal, Portugal
João Jardim Fernandes, Escola Publica de Beja, Beja, Portugal
Antonio Carloto, Instituto Politécnico de Beja, Beja, Portugal

PROMOTING LOLA PROJECT IN PORTUGAL

To be able to participate in a community of people is a privilege. But to interact with active science workers who are interested in changing the world is a lifetime opportunity.
So, where to start?
As lola ambassadors for portugal we start promoting the project. like a stone in the pond, it started to create concentric circles as a chain reaction, spreading over in our country and beyond!

The main idea was to make the LOLA toolkit available for all the interested people in order to apply it, mainly in secondary schools. It's as simple as that, but that was not enough.

In Portugal, the Lola Project started with António Carloto from the Politechnical Institute of Beja who initially implemented the tool with his students in a class of Educational Multimedia Communication and the precious help of João Fernandes by the translation of its contents from English to Portuguese language.
«I assigned the LOLA process as one of the class activities subjected to assessment, says António Carloto. The students would use the LOLA toolkit and their work would be monitored, looking for possible flaws and ways of improvement. They liked the idea and I think that they did a good work, presenting interesting cases of sustainable initiatives in a broad range of fields. Their main difficulty was deciding when a "case" was eligible or not, but I think this is the interesting issue to be debated in the class with LOLA. This initiative has a lot of merits in a world of semi-blind consumerism and lifestyle uniformization - people should be aware that they can live and work in a different, more sustainable, way."

The Portuguese Ministry of Education supports the LOLA project and published news about it on the webpage of the ERTE/PT a team from the Directorate-General of Innovation and Curricular Development (DGIDC) of the Portuguese Ministry of Education. The ERTE/PT mission is the conception, development and evaluation of initiatives concerned with the computers, networks and Internet use at schools and in the learning process.

At the Setúbal College of Education, Alcina Dourado, who joined the Portuguese LOLA ambassador João Fernandes, decided to create an event to present, not only the concept but also the exhibition. This was an opportunity for the dozens of students present at the event - teachers to be in the next years – to see the Teaching Pack and its advantages as a teaching tool. This initiative is very important to show several ways of, not only preparing classes, but to make a real difference by introducing new inputs into the pedagogical materials with their own students in a collaborative way. This also improved the visibility of the Setúbal College of Education and of LOLA among the local media.

The main difficulty in promoting LOLA in Portugal resides in reaching teachers, to capture their attention and to collect all the experiences they are implementing in their own schools. So this is actually an opportunity to improve the work regarding LOLA in Portugal by designing and implementing a marketing plan, in particular a webmarketing. Making connections between LOLA and other good initiatives like the contest 'Cidades Criativas' ('Creative Cities') by using communication tools from the web 2.0 (like blogs or forums) can be a simple way to promote good experiences. Both promote good practices and creative ideas among young people especially because of the 'worth to mouth' and the increasing of their awareness to this kind of actions among internet. The previous experience with the contest is a positive indicator that this could be a possible path to follow with LOLA.

So, there's still a lot to do in order to help changing the world but, step by step, with the help of new contributors to the project, we can contribute to it!

Fernando Portal, **Manuel Gutiérrez Aragón**, Torrelavega, Spain;
Nieves Álvarez, LOLA Ambassador in Spain, Director of the E-CONS Network and the European School of Consumers, Santander, Spain;
Miguel Angel García, CCN member, Santander, Spain;
Ana Goepner, LOLA coordinator, Santander, Spain;
Eva Hoyos, LOLA collaborator, Santander, Spain.

LOLA EXERCISE FOR VOCATIONAL TRAINING IN SPAIN

My name is Fernando Portal. I am a doctor and also I am a vocational training teacher. I teach Nutrition since 1990. Before, I taught Clinical Analysis. I work in a school called Manuel Gutiérrez Aragón placed in Torrelavega (Cantabria) in Spain. During more than five years, I use to work with European School of Consumers about consume subjects. I enjoy a lot doing that.

In our school we teach for professional technical: laboratory of chemistry, environmental chemistry, auxiliary nurses, and Nutrition. My nutrition students are 19-20 years old. They spend two year to get the title, and when they finish they can work in hospitals, caterings, food companies' laboratories, and private surgeries of nutrition. For my students is very important the knowledge of foods. So they study its composition, production and distribution. Lately food's industry is changed. Foods business it is very powerful, eating habits are changing, and most of the food that we eat nowadays is processed foods by industry. This new way of feeding is not very good and it has brought many health problems: heart diseases, obesity, additives, diabetes... My students and me both think that we should to know healthy ways to produce the foods. Maybe our parents made much better than us. For example 30-50 years ago many people cultivated their own vegetable (lettuce, pepper, carrots, onion...). They did not use too much chemical substances for growing the foods, and they got very healthy and taste foods. Besides they did not contaminate the land, they saved money, and they understood better the foods.

Many times my students and me talk about the foods, but them, as mostly of young people nowadays, do not know a lot about foods. Many of foods are in the plastic bags and not very often we are able to imagine on the land in the garden. Last October, stimulated by the LOLA project and the initiatives of urban orchards and community gardens, I suggested to them the possibility to make our vegetable garden, and six students were excited to participate. Of course nobody of us knew nothing about garden, but looking for gardening initiatives around we met a family who know a lot about ecological cultivate and they were willing to help us. So my students and I went to their house, visit their garden and we document the initiative. It was very nice to imagine we also could cultivate our foods: tomatoes, potatoes... It was very exciting to think next summer we could cook the salad with foods what we had planted. But we had a problem: we had not any land to make the garden. The students looked for some opportunities and find a person with available land and also ready for help us. Next weeks our LOLA team will start ploughing the land, after that we will fertilize the land with organic fertilizing (of cow), then we will plant different vegetable foods following the instructions of our expert friends. We will learn to care the land, to love the foods... We hope the garden will be planted in May and the project will finish in September when the harvest end.

We found the LOLA toolkit interesting and decided to look for a model and reproduce it with respect to sustainability. Therefore, our choice was not to document many different initiatives but instead to implement one. We searched for orchards around the school, discussed about them in the school context. Afterwards, we contacted the protagonists directly, made interviews and documented each initiative, got advice from their experience... in order to try to replicate it adapting it to our school context.

In particular we have contacted one family that supplies itself with horticultural products using ecological agricultural techniques, which are respectful to the environment. We made an interview, photos and a video of this family. We then met another group called "Sea of Grass" who uses biological agricultural techniques and who provided us a piece of land to carry out our own experience. The difference from the LOLA process, which only provides information about solutions that are being or have been done by others is that we try to put it into practice. We think is a good way to work. My students are 19-20 years old and for me the most importing thing is that they understand the general idea and they do some changes in their future life and professional activities in order to be more aligned with sustainability.

All of activities will be filmed, because we want to make a movie of all the project and report with pictures step by step the process. Making the garden, my students will get healthier, tastier food and learn land cultivation in a sustainable and respectful way for the environment. With the movie and pictures they will share with other students of the school and teach them what they learnt show it also to their parents and families and they will get an experience they will never forget.

Fernando Portal

Inger Lise Skare, Ranvik ungdomsskole, Sandefjord, Norway

ADAPTING THE LOLA IN PRIMARY SCHOOLS IN NORWAY

LOLA, as a basis material is an instructive work with children and has great potential. However as school schedules was already full it was difficult to find the needed time frame for it. After a discussion with other teachers involved the solution seemed to be to implement the LOLA program both into Civic and Norwegian and Ethic and Norwegian lessons. The pupils, approximately 70, were 14 years old, all students at 9th grade.

As an introduction to the process thematic lessons were given about the environment, diversity and sustainability. In Civic and Ethic classes textbooks of the students were used to introduce the topic of social sustainability. The pupils were active and seemed to have found interest and fun in mind mapping at the blackboard, they came up with many ideas. As a next step the LOLA material was introduced and different LOLA examples were discussed. Following this step, their textbooks of Norwegian classes were used in order to introduce how to carry out such project.
The pupils worked in groups of 4-6, and chose their project from their previous mind mapping.

Having read the LOLA Reporter book, the students went into discussions and had lots of questions. They were eager to start to investigate: What is to be found in the town, Sandefjord? Are there any sustainable social projects? Are there any second hand shops? If so, what kind of second hand shops are they? Who works there? Does any organization run it? Do work places exist for people with special needs? If so, are they run by the municipality, by private initiatives or by ideal helpers? Are the work places protected? Do all schools allow parents to drive their kids to school or are there any kind of alternatives, like «walking buses»? These questions were to be answered, and the students were ready to pay visits, make interviews and take pictures if it was possible.

Pupils approached the challenge differently; some started off by making phone calls to book appointments of a visit at a place which they would already know from before, others called the municipality and asked for help. Some called other schools and asked the head teachers there. As Sandefjord is a small town with an approximate of 40000 inhabitants the pupils were able to walk, bike or go by bus to all their destinations.
The results were presented in the class upon completed. Most of the students did a good job, only a few had difficulties fulfilling their task. We found very small variations in the results of works in the different classes.
Some found the Reporter book a bit difficult to follow, so they made it with some corrections. Some agreements were difficult to make with work places because of restrictions or professional secrecy and especially for taking photos.
At the end of the implementation, after the project presentations some pupils were asking questions; they were interested how to proceed on. How do we, or the municipality follow up the initiative, and who is responsible for social sustainability? They had many ideas. One boy even came proudly and told me his engagement resulted in involving a political party for youngsters!

Marco Ogê Munizm, master student at Federal University of Santa Catarina (UFSC), Brazil.
Luiz Fernando Gonçalves de Figueiredo, Federal University of Santa Catarina (UFSC), Brazil.

LOLA FOR ECO-DESIGN COURSES IN BRAZIL

In the second semester of the academic year of 2008, the LOLA methodology was inserted in the program of Eco-design, a course which is part of the curriculum of the fifth semester of the Graphic Design undergraduate degree program, in the Federal University of Santa Catarina (UFSC), in Florianópolis, State of Santa Catarina, Brazil. The LOLA project brought together professors and students who were then concerned with the course of Eco-design, and was seen as part of the efforts that aimed to approximate the undergraduate degree program of Graphic Expression, and the graduate degree program of Design and Graphic Expression. It was the starting point in the process of investigation of cases of social innovation in the area of Florianópolis, State of Santa Catarina. This first experience can be regarded as a pilot program; hopefully, it will inspire the dissemination of LOLA in secondary schools, in universities and even in informal Design courses. The course program includes the discussion of the Eco-design theories, which focuses environmental aspects related with the development of a product. So, in line with the principle of sustainability, it disseminates the idea of life cycle assessment. The use of LOLA caused an academic move from a theoretical to a practical approach.

The students already had some skills in the handling of other methodologies and were able to play an important role in the adjustment of LOLA to meet their needs and to face a new social and economic environment. Following that, LOLA as a whole was approached, mainly through the presentation of the Step by Step Cards, which was followed by the organization of these cards, so that the students could get acquainted with the entire process, and could become prepared to use it. By the way, there was a small innovation in the size of the cards, which were printed in such a way that they could fit in a hand. The groups made a short presentation, regarding: the Concept Map of the neighborhood, the organization of the Step by Step Cards (and its justifications) and the criteria (and its justifications) for the more relevant investigations. A catalog of social innovation cases was made available at the LOLA web platform. These cases were taken as references for academic debates, as well as models for further researches. The students selected some initiatives and a two weeks term was established, during which the groups should conduct their own individual field investigations. The students conducted their field investigations, especially their interviews, following the directives of the Student Reporter Book. An upgrade was added to the process, since the students should also remark the potential use of design, in the cases they were investigating. Debates were held over the findings of the groups and over the role of design, especially regarding the relevance of the latter for the development of creative communities. Following that, a new two-weeks term was set, during which the groups had to elaborate projects regarding the design interventions they proposed. During this period, the groups received the visit of two social entrepreneurs, who shared with them their experience in the field of social innovation. Two weeks later, the groups reported their design intervention proposals, and, as a closing phase, a debate was promoted, in order to evaluate this first experience with LOLA, for academic purposes. Overall, the activity involved the participation of three conductors (a Professor, an Assistant Professor, and a Monitor Student) and of the 29 students who performed the several phases of the process in a period of near two months.

The results that arose from the experience with LOLA at the university were remarkable. As a consequence of the division of the students in four groups, four cases of sustainable social innovation in the area of Florianópolis were detected and reinforced: an initiative conducted by the Community Council of Pantanal (CCPan), an association of local residents that organizes social activities for the community; "Forest Park of Córrego Grande", an organization that promotes environmental education courses, as well as park tours; "Sea School", which conducts boat tours for children, initiating them in sea studies; "Natural Products Fair", a fair that offers organic products in the area. As to the design intervention proposals, they focused the visual identities that could better promote the social initiatives that were investigated by the groups. Some groups refined their design intervention proposals, by sketching web platforms that aimed to display their messages, folders of environmental campaigns and projects of ecological garbage collectors.
The pedagogical gains for the students were remarkable. The first contribution arising from LOLA was a link between a theoretical and a practical approach. In line with this direction, field investigations were added to the study of design, as a complement to the explanations and discussions related with it. Thus, the students were put in touch with what happens in the real world. This experience resulted in the detection, in their own neighborhoods, of cases which, prior to that, were not noticed by them. In addition to that, the confrontation of the theoretical and practical aspects also dealt with important concepts for Eco-design, like social innovation, sustainability, creative communities, collaborative organizations, and so on. Another important result was the adjustment of LOLA to the needs of the College students, as well as to the particular aspects of the local communities. Both professors and students made their best to build a satisfactory final format that met the needs of the local contexts. All phases – identification, search, selection, investigation and discussion – were performed. The use of LOLA, however, did not end at this point. As an upgrade, potential chances of design intervention were detected, and projects were sketched regarding such possibilities. It was found that, especially through projects of visual identity, design can contribute to the development of sustainable social innovation cases. A summary of this experience with LOLA was presented at the SEPEX (the Week of Education, Research and Extension of the Federal University of Santa Catarina), an official event which, in its seventh annual edition, attracted near 50 thousand people from the academic community, from public schools of the whole State of Santa Catarina and from the general public. Last but not least, this implementation of LOLA in a design school is a way to 'close the loop': LOLA emerges from a research initiatives from design schools, then it was adapted into a toolkit to fit general education purposes and here in Brazil it was re-appropriated by a design school!

BACKGROUND

HOW DOES LOLA RELATE TO THE VARIOUS THEORIES OF EDUCATION? HOW DOES LOLA EMERGE FROM DESIGN RESEARCH FOR SUSTAINABILITY? HOW DOES IT RELATE TO SOCIAL INNOVATION? HOW MIGHT IT CONTRIBUTE TO LOCAL TRANSITIONS TOWARD NEW AND MORE SUSTAINABLE WAYS OF LIVING?

IMPORTANCE FROM PEDAGOGICAL/EDUCATION FOR SUSTAINABLE DEVELOPMENT

LOLA and educational theories

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Lola as a didactical approach can be indentified as having diverse educational background but mostly the constructivism, social and situational theories could be seen as theoretical roots for it. The main ideas from some of the theories looking from learning perspective are presented in this paper. looking at lola as at innovative methodology of teaching for sustainability it's reasonable to point out the importance of this method for improving pedagogical process at schools as well as at teacher training institutions. it helps to rene view curriculum, to develop teaching competences for teachers, to gain practical skills of social participation for students, etc.

CONSTRUCTIVISM

Constructivism is one of the Learning Paradigms witch states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa), but brings past experiences and cultural factors to a situation. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Main developers are Vygotsky, Bruner, Piaget and etc. We present some ideas of learning theories on which we believe LOLA teaching and learning tool is based.

1. SOCIAL DEVELOPMENT THEORY (Vygotsky) argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior. Vygotsky's theory asserts three major themes, but one of them has strongest relation with LOLA: The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from a culture to mediate their social environments. Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students.

LOLA as process is pertinent to the theory of Vygotsky's because according his theory children can learn only when they act in shared social experiences. So, LOLA creates and promotes learning context for everyone who participates in it.

2. DISCOVERY LEARNING THEORY (Jerome Bruner) is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned (Jean Piaget and Seymour Papert. Students interact with the world by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. As a result, students may be more more likely to remember concepts and knowledge discovered on their own (in contrast to a transmissionist model). Models that are based upon discovery learning model include: guided discovery, problem-based learning, simulation-based learning, case-based learning, incidental learning, among others. This theory is known by advantages, including: encourages active engagement, promotes motivation, promotes autonomy, responsibility, independence, the development of creativity and problem solving skills, a tailored learning experience, teachers may fail to detect problems and misconceptions.

LOLA is closely connected to the educational theory of Jerome Bruners (Discovery Learning) because LOLA creates not only learning but discovering environment for children in which they are motivated to interact with the community by exploring the styles of living and problems with questioning and taking part in discussions, etc.

3. CHILD STAGE DEVELOPMENT THEORY (Jean Piaget) is a highly influential model of child development and learning. Piaget's theory is based on the idea that the developing child builds cognitive structures–in other words, mental "maps," schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget further attested that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes such as crying and sucking to highly complex mental activities. Piaget's theory identifies four developmental stages and the processes by which children progress through them. The four stages are: Sensorimotor stage (birth - 2 years old)–The child, through physical interaction with his or her environment, builds a set of concepts about reality and how it works. This is the stage where a child does not know that physical objects remain in existence even when out of sight (object permanance). Preoperational stage (ages 2-7)–The child is not yet able to conceptualize abstractly and needs concrete physical situations. Concrete operations (ages 7-11)–As physical experience accumulates, the child starts to conceptualize, creating logical structures that explain his or her physical experiences. Abstract problem solving is also possible at this stage. For example, arithmetic equations can be solved with numbers, not just with objects. Formal operations (beginning at ages 11-15)–By this point, the child's cognitive structures are like those of an adult and include conceptual reasoning. Piaget outlined several principles for building cognitive structures. During all development stages, the child experiences his or her environment using whatever mental maps he or she has constructed so far. If the experience is a repeated one, it fits easily–or is assimilated–into the child's cognitive structure so that he or she maintains mental "equilibrium." If the experience is different or new, the child loses equilibrium, and alters his or her cognitive structure to accommodate the new conditions. This way, the child erects more and more adequate cognitive structures.

LOLA is related with Child Stage Development Theory of Jean Piaget because it helps to understand better from pedagogical point of view how during LOLA process child builds cognitive structures (mental "maps," schemes, or networked concepts) and use them to understand the social environment and lives of people living in close communities. And this understanding do help for teachers to use LOLA in more effective ways.

4. COMMUNITIES OF PRACTICE AS A THEORY WAS STARTED TO BE USED in 1991 by theorists Jean Lave and Etienne Wenger who discussed the notion of legitimate peripheral participation. In 1998, Etienne Wenger extended the concept and applied it to other domains, such as organizations. With the flourishing of online communities on the Internet, as well as the increasing need for improved knowledge management, there has been much more interest as of late in communities of practice. People see them as ways of promoting innovation, developing social capital, facilitating and spreading knowledge within a group, spreading existing tacit knowledge, etc. Communities of Practice can be defined, in part, as a process of social learning that occurs when people who have a common interest in a subject or area collaborate over an extended period of time, sharing ideas and strategies, determine solutions, and build innovations: "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." (Wenger, 1998). Learning can be, and often is, an incidental outcome that accompanies social processes. There are three required components of Community of Practice: to be a domain, to be a community. to be a practic. A Community of Practise is not just people who have an interest in something (e.g. sports or book reading). The third requirement is that the members are practitioners. They develop a shared repertoire of resources which can include stories, helpful tools, experiences, stories, ways of handling typical problems, etc. Communities develop their practice through a variety of methods, including: problem solving, requests for information, seeking the experiences of others, reusing assets, coordination and synergy, discussing developments, visiting other members, mapping knowledge and identifying gap. A primary focus for Community of Practise is learning as social participation – that is, an individual as an active participant in the practices of social communities, and in the construction of his or her identity through these communities.

Communities of Practice Theory is most connected to LOLA process because it helps to explain how strong input could be made to learning processes of the human being by experience of sharing ideas and strategies, determining solutions, searching and mental building of innovations. So, LOLA as a tool for learning about communities, can be very strong in sharing concerns or a passion for something students do and learn how to do it better as they interact regularly. Thus learning can be, and often is, an incidental outcome that accompanies social processes.

5. SITUATED LEARNING THEORY (Jean Lave) posits that learning is unintentional and situated within authentic activity, context, and culture. Lave argues that learning is situated; that is, as it normally occurs, learning is embedded within activity, context and culture. It is also usually unintentional rather than deliberate. Lave and Wenger (1991) call this a process of "legitimate peripheral participation. "Knowledge needs to be presented in authentic contexts — settings and situations that would normally involve that knowledge. Social interaction and collaboration are essential components of situated learning — learners become involved in a "community of practice" which embodies certain beliefs and behaviors to be acquired. As the beginner or novice moves from the periphery of a community to its center, he or she becomes more active and engaged within the culture and eventually assumes the role of an expert. Situated learning is related to Vygotsky's notion of learning through social development.

As far as Situated Learning Theory is based on the idea of learning within authentic activity of person, within social context and within culture, it seems to be one of the basic ideas for LOLA process which intends to create learning environment for students.

6. PROBLEM-BASED LEARNING (PBL) Theory or a pedagogical approach and curriculum design methodology often used in higher education and K-12 settings (it appeared in 1960 in University of Canada). It is rather an instructional method of hands-on, active learning centered on the investigation and resolution of messy, real-world problems. The following are some of the defining characteristics of PBL: a) learning is driven by challenging; b) open-ended problems with no one "right" answer; c) problems/cases are context specific; d) students work as self-directed; e) active investigators and problem-solvers in small collaborative groups (typically of about five students); f) a key problem is identified and a solution is agreed upon and implemented. Teachers adopt the role as facilitators of learning, guiding the learning process and promoting an environment of inquiry, rather than having a teacher provide facts and then testing students ability to recall these facts via memorization, PBL attempts to get students to apply knowledge to new situations. Students are faced with contextualized, ill-structured problems and are asked to investigate and discover meaningful solutions. Learning based on thsi approach develops critical thinking and creative skills, improves problem-solving skills, increases motivation, helps students learn to transfer knowledge to new situations.

LOLA is very deeply rooted by Problem Based Learning Theory because the same characteristics for learning process can be identified in both: learning is driven by challenging, searching for open-ended problems, active investigators and problem solvers in small collaborative groups, solution searchers, etc.

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IMPORTANCE FROM THE DESIGN POINT OF VIEW

A social learning process

Promising cases, teachers, students and designers

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The transition towards a sustainable society is a massive social learning process. The radical nature of the objective (learning to live better leaving a light ecological footprint) requires vast experimentation, a vast capacity for listening and just as great a degree of flexibility in order to change when it becomes evident that a road embarked on does not in fact lead in the desired direction.

A social learning process on this vast scale must involve everybody. This is, in itself, a much abused phrase. We are always saying it: "Everyone must remember to switch off the lights when they leave the room and everybody must make the effort to put their rubbish in the right container,....." Sure, but it doesn't stop there. In fact, this way of seeing participation as little personal efforts in the up-keep of our own household or of our own Planet, in the long run may even prove to be misleading. What is required of everybody is not only a little incremental improvement on what the normal model of life proposes. What is required is, as we said, a change in model. A radical change that, if it is to take place, does not require the acceptance of a new duty (the duty to make an effort for the good of the Earth and/or to help the poor). On the contrary, it requires a drastic re-orientation of the idea of well-being. It requires us to go so far as to consider positive, ways of being and doing that in the currently dominant model are seen as indifferent or even negative. We need to re-discover the pleasure of moving on foot, of eating local fruit, of feeling the cycle of the seasons, of caring for things and places, of chatting with neighbours, of taking an active part in the life of the neighbourhood, of gazing at the sunset... Is this change possible? It is possible to adopt a viewpoint where what has been said is lived, not as an obligation, but as a new, positive way of living and doing.

PROMISING FORMS OF RADICAL SOCIAL INNOVATION. The definition of radically new ways of being and doing is an epoch-making event. It requires the bringing into play of all the capabilities that an individual or community possesses, if it is to come about: from technical-scientific knowledge to practical skills; from philosophical reflection to artistic experience; from deductive logic to individual and social creativity. And it is on to the last of these capabilities that we will concentrate now: the one where it is precisely social creativity that generates promising steps towards sustainability.

The questions to be asked are: do cases of radical social innovation exist that are promising from the point of view of sustainability? If the answer is yes, what could be the role of teachers and students? And what could designers do to empower their possibility to be active and proactive?

To the first, fundamental, question the reply is affirmative. Observing society as a whole and in all its contradictoriness, we can see that alongside numerous unfortunately extremely worrying tendencies, signals are also emerging that indicate different and far more promising developments. Signals, still weak, but all the same stating clearly that another way of being and doing is possible.
To the other two questions the answer is positive too and it can be found, for instance, in the LOLA project: an initiative that indicates how teachers and students can operate to make the emerging cases of diffuse social innovation more visible. And, hopefully, to move from here to reinforce and to replicate them.

CREATIVE COMMUNITIES. Looking at society carefully and selectively in this way, what we can see are people and communities who act outside the dominant thought and behaviour pattern. Creative communities that when faced with a result to achieve, organise themselves in such a way as to achieve what they want directly themselves. Groups of people who re-organise the way they live their home (as in the co-housing movement) and their neighbourhood (bringing it to life, creating the conditions for children to go to school on foot; fostering mobility on foot or by bike). Communities that set up new participatory social services for the elderly and for parents (the young and the elderly living together and micro-nurseries set up and managed by enterprising mothers) and that set up new food networks fostering producers of organic items, and the quality and typical characteristics of their products (as in the experience of Slow Food, solidarity purchasing and fair trade groups). The list of promising cases could continue .

DESIGN AND SOCIAL INNOVATION. A new, different and fascinating role for the designer emerges from what has been said here. A role that does not substitute the traditional one, but that works alongside it opening up new fields of activity, not previously thought of.

The first step on this ground is to take the social innovation as a kick off point and use one's specific skills and abilities to indicate new directions for product and service innovation (in practice this involves moving in the opposite direction from that more frequently taken by designers i.e. where, starting by observing a technical innovation the designer proposes products and services that are socially appreciated).

The second step designers must make is to consider themselves part of the community they are collaborating with. To be and act as experts participating peer-to-peer with the other members of the community in the generation of the promising cases they are working on, and their evolution towards more efficient and accessible systems.

If the transition towards sustainability is a learning process and ground for diffuse design ability, the designer increasingly takes the role of facilitator in the learning process, and of support for diffuse design skills. In other words, his field of action moves further and further away from the figure of a traditional designer towards that of an actor operating to make orientated social innovations happen and make sure interested subjects creatively participate. In between these potentially "interested subjects", of course, there are also students, teachers and schools considered as a whole. In fact, students, teachers and schools have the possibility to play a crucial role in detecting promising cases of social innovation and in promoting them (giving them more visibility and initiating new ones). To do all that, designers can help preparing the needed supporting tools. And this is exactly what, in the LOLA project, it has been done.

IMPORTANCE FROM SOCIAL INNOVATION POINT OF VIEW

Approaching sustainability by investigating social innovation

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Lola project intends to contribute through education and awareness to a change in the currently dominant models of living, production and consumption, in particular giving visibility to new possibilities.

In the LOLA process, students are invited to look for social innovations, which in LOLA's conceptual framework are defined as initiatives promoted by grass-roots organisations of citizens and other actors – called creative communities - who have, or could have, the ability and will to re-orient themselves towards sustainable ways of living and producing. This process stimulates students to take part in a social conversation about possible sustainable futures and insert them in the movement now discovering "social innovation" as a relevant phenomena to be taken into account if we want to find "new ideas that work to meet pressing unmet needs" , here particularly considering the "need" for more sustainable ways of living.

Social innovation initiatives are sometimes understood as a result from the work of heroic individuals, or coming from much broader movements of change such as feminism and environmentalism. However, "learning" is considered a keyword in social innovation processes: "all processes of innovation can be understood as types of learning, rather than as 'eureka' moments of scarce geniuses. Instead, ideas start off as possibilities that are only incompletely understood by their inventors".

Therefore, LOLA project stimulates students, teachers and eventually their parents to participate in a social learning process: initially as "antennas" - detecting promising cases of social innovation for sustainability - but also reinforcing these signals through the discussion with their neighbours, schoolmates and parents or interviewing people who are living differently in the reality around them. These conversations are able not only to "transfer" social innovations for sustainability from an extended context to a more near and personal one, but stimulating changes in students (and teachers), personal attitudes and views about the way they can live everyday life. It's also necessary to add that materials as the LOLA Exhibition, Web Platform and SEP's on-line "catalogue of cases" share the role of communicating best practices outside the project's domain, i.e., make them accessible also to a broader audience.

COLLECTING CASES: QUALITATIVE CRITERIA

As we have learned, LOLA project is based on a process of collecting case studies. Students are invited to "discover" the "hidden seeds" of a sustainable future in their surroundings, not only "observing" cases but also arriving to have interpersonal interactions with its promoters.

But, which kind of cases studies does LOLA encourage students to look for? This question indicates the qualitative criteria that form the basis of LOLA's concept of social innovation for sustainability and can be described as follows:

1. INNOVATIVE SOLUTIONS;
2. BOTTOM-UP ORGANIZATIONS;
3. SOCIALLY POSITIVE;
4. ENVIRONMENTALLY FRIENDLY .

1. INNOVATIVE SOLUTIONS
Students are invited to collect cases presenting organizations of different social actors, which organize themselves to get a result or to open a new opportunity in organizing daily life. The solutions have to be innovative in relation to main stream thinking and action.

2. BOTTOM-UP ORGANIZATIONS
The promoters of the solutions have to be «local»: the s ame with final users, local entrepreneurs, local NGOs, local institutions. However, the notion of what can be considered as «local» is relative. In our case, we consider an initiative as «local» when the promoters operate at the scale of the neighbourhoods and/or of a little city, although they may be linked with larger organizations.

3 . SOCIALLY POSITIVE
The solutions, getting a result or opening a new opportunity, regenerate the social capital and strength the social fabric. They have a socially regenerative effect that takes place directly (it is a formal goal of the initiative) or indirectly (it is not a formal goal of the imitative but, nevertheless, it happens). However the social aim should not be the main and only one. Charity and/or social improvement programs are very good initiatives, but they don't insert themselves in everyday life as models of new ways of living for the whole of society. In some cases, few charity initiatives organized bottom-up by the same in need can propose objectives and organizational models that could be valuable also for other people, becoming a more general model of doing.

4. ENVIRONMENTALLY FRIENDLY
The initiatives - that get a result or open a new opportunity reduce previous average environmental foot-print. They do not need to be initiatives directed only towards solving some problems as recycling wastes, renewable energy generation, pollution prevention, etc. They should have an environmentally regenerative effect that takes place also indirectly (it is not a formal goal of the imitative but, nevertheless, it happens)

LOLA AS A "DESIGNERLY WAY OF KNOWING"

To resume, the cases targeted should have an embedded balance between these four elements, accepting that one or more of them can be predominant due to the aims established by participants and which motivate them to join and persevere in their practice. Therefore, these criteria are proposed here as "initial filters", or "guidelines". The value of each case collected by the students needs to be particularly examined and discussed.

Here LOLA project promotes also a "designerly way of knowing" . Discussing the qualitative aspects of each case, students are stimulated to understand "how the social initiative start", "who are the users", "which user need does it answer", "what are the aims", "what works well in the solution", and other questions that implicitly induce students to recognize initiatives in a "solution-focused way", or as a result of the arts of planning, inventing, making and doing. So LOLA is more than an "observation" of what is happening around, or a learning-with-good-examples practice. It intends to promote in students –so far as possible – the idea that people are able to "design" for themselves, to solve problems and to live in a sustainable way. So the question that each student is being invited to do is: can't I do the same?

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IMPORTANCE FOR SUSTAINABILITY

A toolkit to promote local sustainability...

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These elements of background intends to look at the lola project not anymore from the education point of view but for what it can provide in terms of transition to a new and more sustainable society.

NEW WAYS OF LIVING...

Improving our current consumption society is not enough to make it sustainable: more deeper paradigmatic changes in the western mainstream ways of living are needed.
Experts now converge on the idea that all the world population living the western lifestyle would require resources equivalent to between 3 and 8 planet Earth . A radical downshift is therefore needed reducing by a factor between 4 and 20 the current impact in the countries with mature economy. In any case, the level of reduction required is so high (between 75% and 95 %) that it can't be achieved by only streamlining the model of consumption society as it has been expanding so far: new ways of daily living more in line with the requirements of sustainable development have to be adopted in order, together with the progress of green technologies to face this enormous challenge.

SUSTAINABLE SOLUTIONS...

Beyond technological improvements, sustainability requires an intense social innovation to increase or maintain the level of satisfaction across all the population while reducing dramatically the environmental impact.
Observations show that the growing material wealth and levels of population satisfaction are increasingly uncoupled: happiness of people doesn't rely on the quantity of material goods they possess. On the contrary, we can observe growing rows of people who are fed up with over-consumption, who fear rampant individualism and who question the so-called 'quality' of life in our modern societies...

Local food network involving customers to support traditional farming; alternative mobility proposing fluid combinations between public transports, bicycles and sharing or pooling of private vehicle; cohousing where the habitat is designed to facilitate collective use of places and resources; local exchange trading systems where people organise mutual help and provide service to each other; repair workshops and second hand market places that increase the products fruition time; etc.

This sample of solutions shows how various daily procedures could be performed by structured services that rely on a greater collaboration of individuals amongst themselves. Through local participation, mutual assistance, shared use we can reduce each individual's needs significantly in terms of products and living space and optimize the use of equipment, reduce travel distances and, finally, decrease the impact of our daily lives on the environment. The diffusion of organisations based on sharing, exchange, and participation on a neighbourhood scale can also regenerate the social fabric, restore relations of proximity, create meaningful bonds between individuals and favour the emergence of more sustainable social initiatives.

CREATIVE COMMUNITIES...

Creative communities are social laboratories experimenting alternative ways of living sometimes very promising in terms of sustainability.
The example of promising sustainable solutions as LOLA project focuses on have nothing to do with utopia: the very fact that children can find such initiatives in their surroundings wherever they are situated at and are able to visit the people that experience them everyday shows such practices are feasible and are certainly desirable since are chosen to be adopted. From niches, these sustainable solutions at the crossroads of social innovation and sustainable society, tend to expand significantly. But their recent emergence is less important than the fact that they represent the only concrete alternative model of sustainable daily living we can propose to face the deep environmental and social crisis we are facing today.
These solutions are worth to be considered then together with the people whose creativity and entrepreneurship allow them to invent, implement and maintain these solutions. Those people, the creative communities, are currently experimenting alternative and more sustainable ways of living. They represent the access keys to ways to actively demonstrate and promote a sustainable society.

Within this perspective, the LOLA project assumes a very important role at two levels: it is part of a local process to give visibility and raise awareness on existing good local practices in terms of sustainable ways of living and children represent a powerful vector to introduce changes in mainstream ways of living.

GIVING VISIBILITY AND RAISING AWARENESS...

The creative communities and the solutions they elaborate tend to be invisible: they are based on local elective networks, peer-to-peer relationships without any need of external communication. Starting a process of transition toward sustainability at a territorial level, in a neighbourhood, an urban area or a region requires to search for the already existing sustainable solutions, to give visibility to promising initiatives among the population on which to build up, to trigger a debate on the possibility to develop them to a larger audience, etc.
In that process of identifying promising initiatives and raising social conversation about them, the LOLA project can play a determinant role: schools of the area whatever the age of the children is represent a important capability of local investigation as well as exhibition potential across the neighbourhood. Many pupils and students in small groups by just activating their relationships with relatives, neighbours, friends, shops, etc, can easily map all relevant initiatives in their area. Children investigating possible alternative pathways for the future of everyday living are likely to be positively welcome and trigger enthusiastic participation of the promoter of the initiatives visited. Displayed in the schools through exhibitions or presentations prepared by the children, results of this investigation have a great impact both in number of population involved and in showing a transfigured image of the territory.
The particular position of schools as institutions depending from local authorities and connected with families from all range of cultural backgrounds and social levels sharing the same living area make them strategic places to start social conversation and engagement towards sustainability at.

INTRODUCING CHANGES...

Let's now look at the potential of LOLA of triggering change toward more sustainable ways of living not anymore at the collective but at the individual level. Children occupy a central position in western societies and tend to have a considerable influence on everyday ways of living in the families. This position often abused by marketing strategies to increase consumption also reveals to be successful to introduce durable sustainable behaviours. Education campaigns focusing on children to be responsible of the proper sorting of packaging or to watch rational use of energy at their home have a great potential of shifting household consumption patterns and daily behaviours. If properly managed and without putting too much pressure on the children, the familiarisation with different ways of living can lead to a dialogue in the family. LOLA involves parents at various stages of the process as logistic support to facilitate the visits of the initiatives or as the public invited to an exhibition of a selection of sustainable solutions will also get in contact directly or indirectly with the promoters of these solutions, they will share the findings of their children and are in good position to question their current lifestyles. In parallel the children generally come back enthusiastic from experiencing direct food purchase at the farm, shared mobility or exchange networks and encourage their parents to participate.

Parents and children involvement combined together and shared collectively at the scale of a neighbourhood is a powerful process to initiate progressive change and to develop and maintain it on the long run. More than a learning process to approach sustainability LOLA toolkit has all the required ingredients to be a promoter of transition towards sustainability at the local scale.

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UNEP UNESCO YOUTHXCHANGE

UNEP UNESCO YouthXchange (YXC) is a train-the-trainer kit that aims to promote sustainable consumption patterns among young consumers worldwide.

In 2001, UNEP and UNESCO decided to "brand" the idea of sustainable lifestyles as "cool" rather than necessary, as "smart" rather than responsible. Initially focusing on urban youth ages 15 to 25, the UNEP UNESCO youthXchange (YXC) training kit on responsible consumption – towards sustainable lifestyles responds to the need for reliable yet entertaining information on the meaning and challenges of consumption among youth. Education, learning, public awareness are essential prerequisites for a transition to sustainable societies.

The UNEP UNESCO YouthXchange training kit on responsible consumption – toward sustainable lifestyles (updated recently in 2008) is designed to assist, youth groups, NGOs, teachers and trainers in raising and acquiring awareness of the opportunities offered by the adoption of more sustainable consumer choices in a youth friendly format. It is an interdisciplinary, multi-methodological and holistic approach to sustainable consumption and can be used in formal as well as non formal education settings. It involves a participatory process based on interaction and cooperation between teachers and youth, on discussion, and learning from experience.

To make sustainable consumption more immediate to youth, the YXC kit refers to the notion of lifestyles rather than consumption: this way healthy eating, moving around or fashion are included in the discourse as significant factors in developing consumer awareness. While many consumer education information tools focus on the well-being and rights of the individual consumers, YXC aims at contributing to an understanding of the impact of our consumption at large. The kit provides statistics, case studies, games and practical tools that fit the multiple dimensions of SC into the educational curricula – making a clear link between the way we live and act in society and the wider complex issue of sustainable development.

YXC supports knowledge-building and sharing through workshops and, ultimately, joint projects among youth in different countries and cultures. To ensure a good dissemination of YouthXchange an approach similar to franchising has been adopted whereby UNEP and UNESCO find partners in countries to undertake translation, adaptation and training at the local level. The main delivery agents for YouthXchange are varied – ranging from non-governmental organizations, schools and government education programs to private companies that implement the kit in a locally and culturally adapted manner and integrate it within ongoing environmental education activities. So far YouthXchange is implemented by about 25 partner organizations, translated and adapted in 20 languages with a bilingual (French/English) website and related pedagogical resources (slides, exercises for teachers etc.).

YouthXchange and LOLA
Young people can no longer be seen as future citizens but as co-creators of the environments in which they live, work, play and learn, as actors within a community. With the LOLA cards, educators and youth are guided to research and discover groups of people within their communities, their country or their region who organize themselves in order to respond to a social or environmental problem. Through capacity-building workshops worldwide, YXC and LOLA work hand-in-hand to introduce and bring to life the concept of sustainable lifestyles as young people locate their local actors/initiatives and begin understanding, connecting and partaking in these initiatives as alternative, sustainable and accessible modes of living.

YouthXchange is currently available and implemented in France, Greece, Spain (Basque and Catalan), Portugal, Italy, Croatia, Slovenia, Germany, Hungary, Norway, United Arab Emirates, China, Japan, Korea, the Philippines, Argentina, Ecuador, Colombia and Mexico It is expected to spread to Turkey, Croatia, Morocco, Tunisia, Algeria, UK and Israel in 2009.

For more information:
YouthXchange: www.youthxchange.net or www.unep.fr/scp/youth/

Cracov... Eco-village... A village organising an Environmental Education Centre to promote local folk culture and development of sustainable initiatives... .

Tallin... Self-help Community... Group of elderly retired people self-organised to offer dinner and shopping facilities at reduced price in the neighbourhood... .

Köln... Book exchange... Internet platform organising exchanges of second-hand books and cultural discussions between members...

Glasgow... Ayshire LETS... Local Trading Exchange Systems organising innovative forms of trading and exchanges within the community...

Milan... GAS Solidarity Purchasing Group... Group of people following fair trade and solidarity guidelines for their purchasing and all their daily household economy...

Helsinki... Oransis... A community housing of young students based on new members' participation in the renovation of old buildings to provide cheaper lodging...

Milan... +BC... Promotes the bicycle culture and improves integrated mobility through renting, parking and bike maintenance services...

Milan... Minimo Impatto... A shop organising selling services for second-hand sports equipments...

Milan... Home Nursery... Flexible and personalised self-organised nursery for groups of two or three babies looked after at one of the parents' place...

Eindhoven... Living Room Restaurant... People turning their place into a restaurant once a week, offering a good dinner and opportunities to socialise...

Utrecht... De Kersentuin, Sustainable Housing and Living... Inhabitants grouping with architects and city council to build an entirely new sustainable neighbourhood...

LOLA LOOKING FOR LIKELY ALTERNATIVES

A didactic process for approaching sustainability by investigating social innovation...

THIS BROCHURE PRESENTS THE LOLA TOOLKIT IN THREE PARTS:
WHAT IS LOLA ABOUT AND WHAT DOES IT CONSIST OF? THE GENESIS OF THE PROJECT AND THE INITIAL VISION, THE KEY PRINCIPLES AND THE DIFFERENT STEPS OF THE LOLA PROCESS BASED ON AN EDUCATION TOOLKIT FOR SCHOOLS TO APPROACH SUSTAINABILITY BY INVESTIGATING LOCAL ALTERNATIVE WAYS OF LIVING
WHY USING LOLA TOOLKIT AND HOW? EXAMPLES OF IMPLEMENTATION, SUCCESS STORIES AND WORK-IN-PROGRESS IN EUROPE AND BEYOND SHOWING THE MANY DIFFERENT WAYS TO IMPLEMENT THE LOLA PROCESS FOR DIFFERENT PUPILS, AGES LEVELS, CLASS TOPICS...
HOW DOES LOLA RELATED TO THE VARIOUS THEORIES OF EDUCATION? HOW DOES LOLA EMERGE FROM DESIGN RESEARCH FOR SUSTAINABILITY? HOW DOES IT RELATED TO SOCIAL INNOVATION? HOW IT MAY CONTRIBUTE TO LOCAL TRANSITION TOWARDS NEW AND MORE SUSTAINABLE WAYS OF LIVING?
THE PURPOSE OF THIS BROCHURE IS TO DISSEMINATE THE LOLA INITIATIVE ACROSS THE DIFFERENT FIELDS OF EDUCATION, SUSTAINABILITY, DESIGN AND SOCIAL INNOVATION. IT IS AN INTRODUCTION TO STIMULATE INVOLVEMENT IN THE PROJECT AMONG TEACHERS, TEACHERS TRAINERS AND EDUCATION POLICY MAKERS AND FOSTER ACCESS TO MORE DETAILED PRESENTATIONS AND MATERIAL DOWNLOAD WHICH ARE AVAILABLE ON THE LOLA WEB PLATFORM (WWW.SUSTAINABLE-EVERYDAY.NET).
LOLA IS ONE OF THE PROJECTS PROMOTED BY THE CONSUMER CITIZENSHIP NETWORK (CCN) AN INTERDISCIPLINARY NETWORK OF EDUCATORS, RESEARCHERS AND CIVIL SOCIETY ORGANIZATIONS CONSISTING OF 133 INSTITUTIONS ACROSS 37 COUNTRIES WHO RECOGNIZE THE PRESSING NEED FOR CONSTRUCTIVE ACTION BY INDIVIDUALS IN ORDER TO ACHIEVE SUSTAINABLE CONSUMPTION AND GLOBAL SOLIDARITY.
THE LOLA TOOLKIT HAS BEEN DEVELOPED WITHIN THE SUSTAINABLE EVERYDAY PROJECT (SEP) BY STRATEGIC DESIGN SCENARIOS, BRUSSELS AND DIS INDACO, POLITECNICO DI MILANO.

UNEP
United Nations Environment Programme

CONSUMER CITIZENSHIP NETWORK

Sustainable Everyday Project