

Urban Textiles, a design workshop. Connecting urban and rural territories.

*Original*

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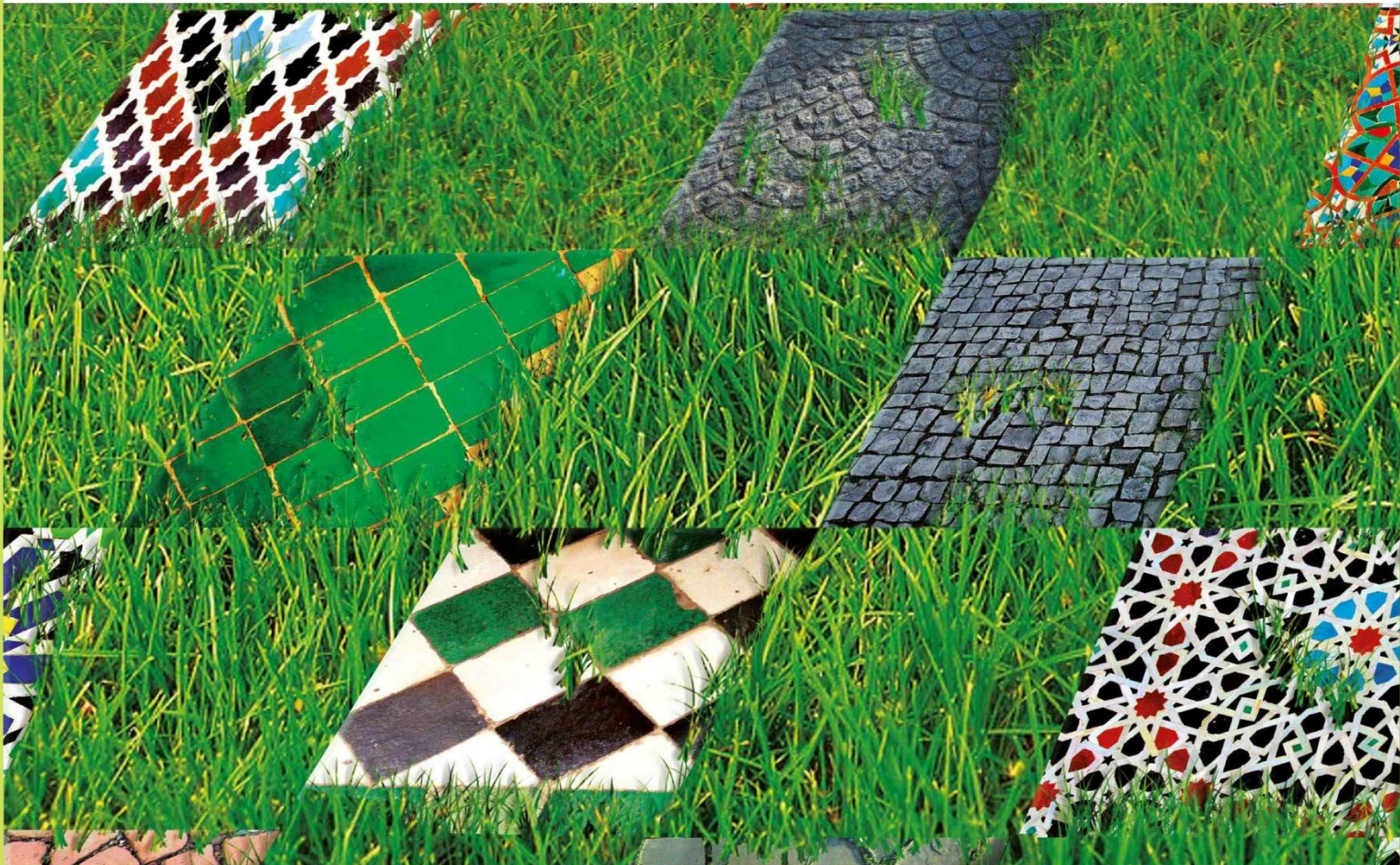


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# تقرير أعمال المؤتمر / Proceedings / Actes / Actas

World Environmental Education Congress  
(7<sup>th</sup> WEEC)  
Marrakech, Morocco 2013 9-14 June

Niche 1  
Promoting Environmental  
Education and Networking



Le 7WEEC a été organisé sous le Haut patronage de **Sa Majesté le Roi Mohammed VI**, et sous la présidence effective de **Son Altesse Royale la Princesse Lalla Hasnaa**, par:

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*Niche 1*

Promoting Environmental Education and Networking  
Promouvoir l'education à l'environnement et la metre en  
réseau pour la renforcer.

Crear redes para promover la educación ambiental

ان شاء عبرت قويتها والبيئة على التربة تعزيز  
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## Participants

### **Environmental Education for Biodiversity Conservation Workshop**

Kartikya Sarabhai - Nehru Foundation for Development

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### **Agroecología Escolar en comunidades urbanas mediterráneas Workshop**

Germán Llerena del Castillo - Universidad Autònoma de Barcelona  
Mariona Espinet Blanch

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### **Promoviendo educación ambiental y red Workshop**

Maristela Mitsuko Ono - Federal University of Technology - Paraná (UTFPR)

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### **Education au territoire Workshop**

Olivier Blanc

---

### **Collaboration between school and Community in urban and in rural areas Workshop**

Mariona Espinet - Universidad Autònoma de Barcelona  
Christine Affolter, Aravella Zacariou, Eugenia Flogaitis, Georgia Liarakou, Michela Mayer

---

### **Let's build together a Planetary Network for Sustainable Societies (EETPNet) Workshop**

DENISE M.G. ALVES - Oca - ENVIRONMENTAL EDUCATION AND POLICY LABORATORY -  
ESALQ - UNIVERSITY OF SÃO PAULO

Alves, DMG; Borges, A; Pinto, J; Trajber, R., Sorrentino, M., Simons, M., Ceccon, S. and Viezzer, M. by the EEPNet team

---

### **Red Mundial de Equipamentos para la educación ambiental Workshop**

Sara Costa Carvalho - Universidade de Santiago de Compostela  
Araceli Serantes Pazos

---

### **L'Amélioration de la qualité et mise à niveau des structures touristiques rurales Workshop**

Hassan Aboutayeb  
Mlle Khadija El Mamoun, Abdelhakim SABRI

---

### **Vital Coalitions in Sustainable Education Poster presentation**

Machtelijn Brummel - NL Agency, program Learning for Sustainable Development

فاعلية مجتمع ممارسة لمعاينة وتصوير مظاهر الإساءة للبيئة قائم على شبكات التواصل الاجتماعي في تنمية الوعي بالمشكلات البيئية المحلية وتعد

**Poster presentation**

Dr.Mohammed ALqahtani - خالد - جامعة الملك خالد - أستاذ تقنيات التعليم والتعلم الإلكتروني المساعد بكلية التربية بجامعة الملك خالد - د.عامر مترك سياف ود.سعيد فنييس الشهراني

**Conservation of biodiversity through environmental education in Sawaiti, North Rift, Kenya**  
**Poster presentation**

Martha Mutiso - Moi University, Nairobi Campus

**EDUCAR PARA LA SOSTENIBILIDAD DESDE LA EDUCACIÓN INICIAL Y PRIMARIA**

**Poster presentation**

Daisy Magaly Rojas Narváez - Investigadora activa de la Línea de Investigación Pedagógica del Centro de Investigación  
Doris Guerrero, Zully Parra

**Mr Owen Dunlop**

**Poster presentation**

Owen Dunlop - AAEE  
Adrian Wells

**THE OGLIO PROJECT.**

**Poster presentation**

Graziella Rossetti - Area Parchi - Parco Nord Milano

**The ENSI (Environment and School Initiatives) network**

**Poster presentation**

Christine Affolter - ENSI  
Michela Mayer

**School Community Collaboration for ESD, the CoDeS project**

**Poster presentation**

Christine Affolter - ENSI  
Monika Reti





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## **Possibilities and challenges of environmental education in basic school**

### **Poster presentation**

Ariane Di Tullio - PPG-ERN / UFSCar

Haydée Torres de Oliveira

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## **Dialogue and environmental educators training**

### **Poster presentation**

Ariane Di Tullio - PPG-ERN / UFSCar

Haydée Torres de Oliveira

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## **A Greener Glenmore**

### **Poster presentation**

Chantelle Doyle - Greening Australia

Erin Rowe

---

## **La Red de Comités Ambientales Escolares**

### **Poster presentation**

Gabriela Chavez Hidalgo - Instituto Politécnico Nacional

María del Pilar Herrera García

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## **Le réseautage : un outil pour le renforcement de l'éducation à l'environnement : cas de l'Université Sidi Mohamed Ben Abdellah Fès**

### **Poster presentation**

Mustapha IJJAALI - Université Sidi Mohamed Ben Abdellah

Mustapha Ijjaali

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## **Programme Education pour l'environnement dans le PNSM**

### **Poster presentation**

El Hassan El Kilali

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## **Les CRIE, un réseau d'acteurs publics d'initiation à l'environnement en Wallonie**

### **Poster presentation**

Patrick Jacquemin - Empreintes asbl

Matthieu Cornélis

---

## **LET'S FAMILIARIZE WITH PUBLICITY!**

### **Poster presentation**

Marta Fonolleda - Universitat Autònoma de Barcelona

Viciana, Salvador; Calafell, Genina

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## **La culture scientifique au service de l'éducation à l'environnement**

### **Poster presentation**

EL Hassan TALBI

Talbi El Hassan et Mohammed Et-Touhami

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## **Dialogues on the Environmental Education Treaty Planetary Network (EETPNet)**

### **Round table papers**

DENISE M.G. ALVES - Oca - ENVIRONMENTAL EDUCATION AND POLICY LABORATORY -  
ESALQ - UNIVERSITY OF SÃO PAULO

Alves, DMG; Trajber, R; Borges, A; Pinto; Sorrentino, M; Viezzer, M. by the EEPNet team

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## **Experiencia latinoamericana en la incorporación de la dimensión ambiental en las universidades**

### **Round table papers**

Orlando Sáenz - Universidad de Ciencias Aplicadas y Ambientales

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## **The place of EE in creating a Good Place to Live**

### **Round table papers**

Yael Barki-Gateno - Green Network

David Dunetz, The Heschel Center, Michal Shamai

---

## **La Red de Centros de Creación de Capacidades para el Manejo Integrado de Zonas Costeras (CCC-MIC) en el ecosistema Sabana-Camaguey.**

### **Round table papers**

Lídice Castro Serrano - Centro de Información, Gestión y Educación Ambiental

Lídice Castro Serrano, Carmen Membrides Cabello, Teresa Yakelyn Quintero, Ana Manzano Cue,  
Ismael Santos Abreu

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شبكة النوادي البيئية اداة للتربية البيئية و نشر الوعي البيئي

### **Round table papers**

BOUSSELHAM SRIR - وزارة التربية الوطنية

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## **20 années d'éducation à l'environnement, quelles leçons apprises ?**

### **Round table papers**

Abdeslam BOUCHAFRA

Abdelhamid Belemlih

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**Creating and Sustaining Learning and Leadership Networks for Environmental Management and Sustainable Development**

**Round table papers**

Seema Deo - Secretariat of the Pacific Regional Environment Programme

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**LA COMUNIDAD DE APRENDIZAJE PARA LA EDUCACIÓN Y LA ACCIÓN AMBIENTAL**

**Oral papers**

GUSTAVO ADOLFO FLOREZ RESTREPO - Universidad Pedagógica y Tecnológica de Colombia  
Sandra Hernández Aldana

---

**Environmental Education We Need for the World We Want**

**Oral papers**

Judy Braus - North American Association for Environmental Education

---

**La protection de l'Environnement : un engagement inclusif qui repose sur des solutions et éducation adaptés. -*Promoting Environmental Education and Networking***

**Oral papers**

Abdelhak KABBABI - OCP SA  
Taha BALAFREJ, Nour El Houda BENOMAR

---

**Le RNCST : un outil au service de l'éducation à l'environnement au Maroc**

**Oral papers**

Aziz Bensalah - CNRST  
El Hassan Talbi, Mohmmmed Ghamizi, Afaf Mikou

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**La ville : une solution plutôt qu'un problème?**

**Oral papers**

Béatrice Auxent

---

**Uso de la metodología acantelys y de las redes de telecomunicaciones NOMOHi para la formación de investigadores en ingeniería ambiental y tecnologías verdes (Green Computing)**

**Oral papers**

Juan Martinez - Acantelys Research Group, Universidad Gran Mariscal de Ayacucho, UNEXPO  
Karina Aviles, Magaly Figueroa, Carlos Boscarello, Ronald Malave

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**Between Coexistence and Cooperation**

**Oral papers**

Ingrid Hemmer - Katholische Universität Eichstätt-Ingolstadt  
Péter Bagoly-Simó

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## **Regional center of expertise West Sweden (RCE WS)**

### **Oral papers**

Miriam Sannum - Studieförbundet Vuxenskolan Västra Götaland  
Johan Boman

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## **Mountain Propre - Matter of Act - éducation**

### **Oral papers**

Aniko Boehler - Mountain Propre - Matter of Act  
Thomas Allement; Sébastien Dufner; Debora Giorgi

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## **Propuesta de red virtual latinoamericana para proyectos de educación ambiental basados en la problemática de la contaminación por basuras plásticas en ecosistemas acuáticos**

### **Oral papers**

María del Mar Sánchez Bohórquez - Universidad Distrital Francisco José de Caldas  
Karen Milena Osorio Niebles

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## **L'écotourisme, outil de l'éducation à l'environnement**

### **Oral papers**

Asmae Bouaouinate  
Professeur Abdelmajid Essami - Université Hassan II - Mohammedia - FLSH - Département de Géographie

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## **ECOREM**

### **Oral papers**

Mélanie MICHEL - CPIE Cote Provençale  
Jean Louis BAUDE CPIE Côte Provençale

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## **Programme « plages propres »**

### *Oral papers*

Hassan TALEB - Fondation Mohammed VI pour la Protection de l'Environnement

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## **Environmental Education in Brazilian Restingas**

### **Oral papers**

Reinaldo Luiz Bozelli - Universidade Federal do Rio de Janeiro  
Laísa Maria Freire Santos, Marcela Siqueira Farjalla, Alexandre Ferreira Lopes

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## **'Renforcement des centres d'éducation à l'environnement régionaux pour une généralisation des animations à tous les publics**

### **Oral papers**

MALIKA IHRACHEN - Académie Régionale de l'Education et de la Formation  
Kraan H. ,Ksiri A., Maas Geesteranus C., Roosjen G.

---

## **Développement d'un système de formation standard approprié aux communautés de base en tant qu'outil de gestion durable des ressources naturelles**

### **Oral papers**





Ony Malalaniaina RABEARIVOLOLONA - Durrell Wildlife Conservation Trust/ Réseau des  
Educateurs et Professionnels de la Conservation  
RAKOTOSONA Domoina Joelle

---

**La charte Qualité et Environnement en Tourisme (QET) :**

**Oral papers**

Youssef EL BOUDRIBILI - FS, Université Ibn Zohr- Agadir  
ABOUTAYEB H.; Prof. Dr. KABBACHI B.; Prof. Dr. KAGERMEIER A

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**Connecting to Zoos and Aquariums**

**Oral papers**

William Street - SeaWorld Parks and Entertainment

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**Les Assises pour l'Education relative à l'Environnement et au Développement Durable (ErE  
DD) à l'école (Belgique francophone)**

**Oral papers**

Joëlle van den Berg -  
Marianne Tilot, Emmanuel Rifaut, Philippe Delfosse, Roxane Keunings, Vanina Dubois.

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**Bruxelles Environnement, une administration chef d'orchestre**

**Oral papers**

Roxane Keunings

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**Exploring the Operation Status and Improvement Needs of Taiwan's Environmental  
Learning Centers -Promoting Environmental Education and Networking**

**Oral papers**

Ju Chou - Graduate Institute of Environmental Education, National Taiwan Normal University  
Su-Lan Pan, Pei-Chin Kuo

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**Promouvoir le développement durable à travers différentes thématiques Promouvoir le  
développement durable à travers différentes thématiques**

**Oral papers**

Asmaa Alami

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**Conferencia Internacional de Jóvenes: Cuidemos el planeta (Confint)**

**Oral papers**

Jose Manuel Gutierrez Bastida - Ingurugela - Servicio De Educacion Ambiental Del Gobierno  
Autonomo Vasco

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**La red de escuelas para la sostenibilidad de Cataluña (XESC)**

**Oral papers**

Paulina Pérez Carrillo - Departamento de Territorio i Sostenibilidad- Generalitat de Catalunya  
Josep Planas

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**Partnerships towards practice: A Malaysian-South African case study**

**Oral papers**

Carel Loubser - University of South Africa  
Dr Noor Azlin Yahya

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**La sociologie de l'école rurale marocaine et la question environnementale**

**Oral papers**

Youssef Nait Belaid - Ministère de l'Education Nationale (Maroc)

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**EL DISCURSO EN REDES INTERNACIONALES DE EDUCACIÓN PARA LA SOSTENIBILIDAD (EpS).**

**Oral papers**

Esther Sabio Collado - Universidad Autónoma De Barcelona (Uab)  
Mariona Espinet Blanch

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**Biodiversity 2020 Plan of Action: Linking Education, Science, Policy and Society**

**Oral papers**

Pierluigi Bozzi - International University Network on Cultural and biological Diversity (IUNCBD)

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**Préparer les jeunes générations à devenir des citoyens du littoral**

**Oral papers**

Frederic Airaud - UICN - Union Internationale pour la Conservation de la Nature  
Omar Sy, Pierre Campredon

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**Education for the German Energy Turnaround (Energiewende) after Fukushima**

**Oral papers**

Malte Schmidthals

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**Becoing an eco-mentor**

**Oral papers**

Paul Elliott - School of Education, Trent University  
Paul Elliott

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**GUPES: The Global Universities Partnership on Environment and Sustainability**

**Oral papers**

Pablo Fuentenebro Alonso - United Nations Environment Programme

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**Socially critical education for a sustainable Stellenbosch**

**Oral papers**

Lesley Le Grange - Stellenbosch University  
Chris Reddy & Peter Beets

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**Changes in Environmental Centers in Spain:**

**Oral papers**

Jose Gutierrez-Perez - Universidad De Granada  
Franciso Alvarez-Navas Parejo

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**Youth-Led, Cross-Border Collaborative Radiation Measurement Project in Asia**  
**Oral papers**

Yoshiyuki Nagata - University of the Sacred Heart, Tokyo  
Hideki Maruyama, Naoko Yoshida, Makoto Iijima, Kazuko Yokota

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**ENVIRONMENTAL EDUCATION: THE ALGERIAN EXPERIENCE SINCE 10 YEARS**  
**Oral papers**

Khammar Farida - Université Sciences et Technologie Houari Boumediene  
Remki Latifa

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**Promouvoir l'écocitoyenneté sous forme ludique**  
**Oral papers**

Thérèse Gernigon - Amitié sans Frontières  
Equipe d'animation d'Amitié sans Frontières

---

**Real World Learning Network**  
**Oral papers**

Richard Dawson - Field Studies Council

---

**Écodéveloppement communautaire et santé environnementale en Bolivie**  
**Oral papers**

Lucie Sauvé - Université du Québec à Montréal  
Osabel Orellana, Aura-Teresa Barba

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**WEBRADIO FENNEC**

**Oral papers**

Marie-Eve Miguères  
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**EECapacity**

**Oral papers**

Jose Marcos-Iga - North American Association for Environmental Education / Environmental  
Education Exchange  
Marianne Krasny, Judy Braus

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**Water in a World of 7 Billion [www.ww7b.org](http://www.ww7b.org)**

**Oral papers**

David Hill - University of Lethbridge  
Mr. David Hill

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**Redes docentes y estudiantiles: presente y futuro de la educación ambiental**

**Oral papers**

Daniel Alberto Oviedo Sotelo - Universidad Autónoma Metropolitana - Iztapalapa

---

**The Mediterranean Education Initiative on Environment and Sustainability - MEdIES**

**Oral papers**

Iro ALAMPEI - MIO-ECSDE / MEDIES  
Vicky Malotidi, Iro Alampeí, Michael Scoullós, Vassilis Psallidas

---

## **PROGRAM FOR ENVIRONMENTAL EDUCATION AND TRAINING OF THE SOCIAL AGENTS**

### **Oral papers**

Sonia Haracemiv - Universidade Federal do Paraná  
Eduardo Ratton

---

## **Intersections in Environmental Education Internationally**

### **Oral papers**

A. Michael Marzolla - President-Elect  
Peta White

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## **EDUCATION ENVIRONNEMENTALE DANS LES ESPACES PUBLICS - Curitiba-PR, BRÉSIL**

### **Oral papers**

Maclovia Silva - Edith Correa Da Silva E Joao Pereira Da Silva  
Alessandra Chaves

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## **Global Environments Summer Academy**

### **Oral papers**

Gary Martin - Global Diversity Foundation

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## **Teens Go Green: I Know, I Act, I Share**

### **Oral papers**

Rina Kusuma - The Indonesian Biodiversity Foundation

---

## **Ponds with Life**

### **Oral papers**

Jael Palhas - CIBIO / Universidade do Porto  
Armando ALVES, Vera VENTURA, Vasco CRUZ, José TEIXEIRA

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## **Primate Education Network:**

### **Oral papers**

Sian Waters - Association Barbary Macaque Conservation in the Rif  
Amy Clanin

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## **Formuler une définition de l'EEDD : les discours des participants aux Assises de l'EEDD à Lyon (France). -Promoting Environmental Education and Networking**

### **Oral papers**

Francis Thubé - Ifrée  
Ifrée: Jean Etienne Bidou et Francis Thubé

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## **Oral papers**

Carlos Vales - Centro de Extensión Universitaria e Divulgación Ambiental de Galicia - CEIDA

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Emilie Hecquet

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Esther Mena Rodríguez

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## **Redes de Educación Ambiental**

### **Oral papers**

Angelica Góis Morales - Universidade Estadual Paulista (UNESP)  
Irene Carniatto; Maria Aparecida de Oliveira Hinsching

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## **Urban Textiles, a design workshop.**

### **Oral papers**

Sara Ceraolo - Civico13 - Politecnico di Torino  
Andrea Zanchetta, Cristian Campagnaro

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## **Armenia Tree Project Charitable Foundation and its Commitment to Environmental Education**

### **Oral papers**

Sefora Aguilar - Maria do Amparo Tonholo de Aguilar  
Anahit Boyajyan

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## **GESTION DE L'EAU ICI ET AILLEURS**

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Sofie Aublin - teacher  
Isabelle Gaborieau

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Christian PELTIER -  
Isabelle GABORIEAU

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## **EWSWWF's multipronged approach to environmental education**

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## **The Green Network**

### **NGO Forum**

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David Dunetz

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**NGO Forum**

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المساهمة في تعزيز التربية البيئية في المجتمع المدني

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دور الأندية البيئية في تعزيز التربية على البيئة

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تجربة جمعوية في التربية البيئية

**NGO Forum**

Abdelhai Rais - Forum Regional Des Initiatives Environnementales Fes

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## **Promotion de l'éducation pour l'environnement/l'éducation pour le développement durable**

### **Synthèse des travaux de la niche 1 revu et enrichi par M.Mohamed Ftouhi**

La niche 1 relative à la promotion de l'éducation pour l'environnement / l'éducation pour le développement durable (l'EEDD) et sa mise en réseau a été caractérisée par une forte participation des différentes délégations marocaines et étrangères (environ 40 à 50 participants dans chacune des six sessions de cette niche, durant le 10 & 11 juin 2013. Ces délégations étrangères appartiennent aux pays suivants : France, Allemagne, Portugal, Espagne, Belgique, Etat unies d'Amérique, Canada, Emirats Arabes Unies.

Lors de cette niche , les débats des participants se sont axés sur:

- les défis socio-économiques majeurs que l'on peut rencontrer dans les villes et les Campagnes, ainsi que leurs impacts sur les équilibres environnementaux et les exigences du développement durable;
- le rôle de l'éducation pour l'environnement & l'éducation pour le développement durable pour faire face à ces défis et promouvoir les valeurs de l'écocitoyenneté ;
- comment peut-on développer l'éducation pour l'environnement et l'éducation pour le développement durable à travers le réseautage ?

Parmi les points les plus importants dégagés du débat, on peut citer en particulier que l'adhésion & la participation du citoyen via l'éducation et la communication, sont deux éléments clés dans toute stratégie & politique visant la protection des équilibres environnementaux, et socio-spatiaux en milieu rural & urbain.

En plus, un focus particulier a été orienté vers le rôle de la collaboration, de partage de l'information et l'échange des acteurs actifs et des meilleures pratiques relatifs à la promotion de l'éducation pour l'environnement et l'éducation pour le développement durable.

### **Les principales recommandations**

- ✓ Développer des canaux de dialogues, de communication et de concertation pour inciter à une plus forte participation au processus de développement de l'éducation pour l'environnement et l'éducation pour le développement durable (EEDD);

- ✓ Développer la collaboration autour de l'EEDD à travers la mise en réseaux entre les éducateurs, les entités gouvernementales et la société civile;
- ✓ Renforcer les partenariats et la mise en réseaux avec les organisations internationales œuvrant dans le domaine de l'EEDD comme le PNUE, l'UNESCO, l'ISESCO, l'ALECSO, etc
- ✓ Développer des partenariats et la mise en réseaux avec les organisations non gouvernementales internationales, régionales et nationales impliquées dans le domaine de l'EEDD, comme la Fondation d'éducation environnementale (FEE), l'UICN, le WWF le MIO-ECSDE, et autres....
- ✓ Développer des partenariats et la mise en réseaux entre états, institutions éducatives, universités et centre de recherche, ONG et collectivités locales pour promouvoir l'EEDD
- ✓ Développer et mettre en œuvre des programmes EEDD communs, en tenant compte des spécificités environnementales: villes & campagnes;
- ✓ Encourager le jumelage des institutions, des écoles, des universités, des organisations non gouvernementales œuvrant dans le domaine de l'EEDD;
- ✓ Promouvoir la production commune (via des réseaux) des supports et des outils pédagogiques relatifs à l'EEDD
- ✓ Encourager l'échange de visites, des programmes éducatifs, des supports pédagogiques pour partager les expériences et renforcer les capacités des acteurs concernés par l'EEDD.



## **Urban Textiles, a design workshop**

### **Connecting urban and rural territories.**

Cristian Campagnaro

Politecnico di Torino, Department of Architecture and Design, Italy

Sara Ceraolo

Andrea Zanchetta

Civico13, Italy

### **Abstract**

The paper presents Urban Textiles, a design workshop with students from Politecnico di Torino in Ameno (Novara, Italy). By working with an ecodesign approach, the creative process investigated the relations between urban and rural, architecture and natural landscape, environment and local production processes. The workshop led to the production of pieces of street furniture, by using waste material provided from local industries. Those products acted as info-design tools and gave local and incoming communities a new vision about the identity of the territory; this portrait underlined the connections among landscape, people and industry as mutual exchange of resources, knowledge and culture.

### **Urban Textiles: a specific case**

This paper investigates the experience of the design workshop as creative tool to develop dynamic connections between territory and communities.

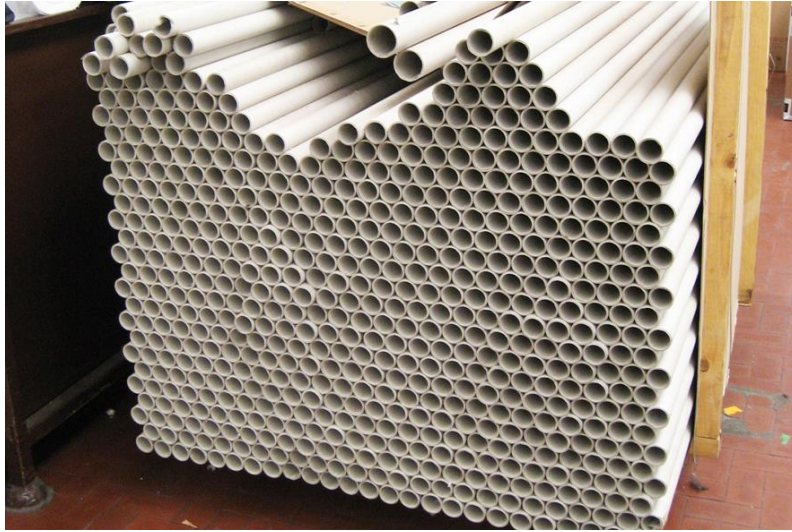
This discussion focuses on a specific case: Urban Textiles, a design workshop tutored by Civico13, a design studio based in Turin, Italy. The framework of the workshop was “Studi Aperti”, an international arts festival in the town of Ameno (Novara). The experience involved six design students from Polytechnic of Turin led by Cristian Campagnaro, assistant professor in the field of eco-design.

During Studi Aperti, the town of Ameno hosts free and open interaction in creative disciplines including architecture, art, photography, literature and music. Visitors participate in the transformation of the city into a creativity workshop, spread over forty different locations.





The students taking part in Urban Textiles were asked to design and produce tools for the festival, using waste materials as resources. These were provided by Liolà, an Italian textile industry located only a few kilometers from Ameno.



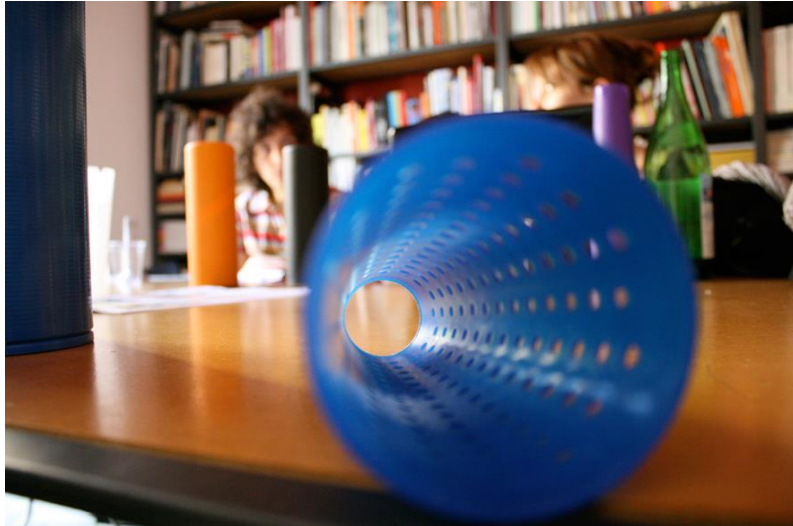
**Figure 1.** Some of Liolà's waste material.

### **Design-thinking and development of connections**

This paper presents the idea behind Urban Textile experience: design-thinking, applied to a temporary artistic event, offers the opportunity to create a successful network of connections between community and its identity, local resources and people involved.

Making use of waste material coming from a local factory remarkably increased the relations between the elements in the area: development of services for the community, use of site-specific products and design of a high-value system to enhance the event.

After a week of research and design in the field of information and eco-design, the workshop led to production of objects strongly influenced by the urban space and the context of the event, and with a well-defined formal identity.



**Figure 2.** Designers at work

### **Materials and guidelines of the project**

Liola provided waste materials for the workshop: fabrics from the previous season's collections, cardboard tubes with different diameters and length used to roll up the fabric, plastic and cardboard distaffs, zip fasteners and reels.

Several project guidelines led to the actions, according to the principle of eco-design, of self-production and valorization of properties of the provided materials. Moreover, Studi Aperti's general mood and aware of Ameno's city plan had to be preserved and enhanced. The work was based on the following principles:

- Modularity and assemblage

Reels and cardboard tubes were assembled respecting structural properties of shapes and materials. This module had to be repeatable according to project requirements.

- Landscape insertion

The students' works had to relate to the Ameno city plan, evaluating which spots were more appropriate to host the information design projects, in agreement with context and visibility.

- Integration into the Studi Aperti's context

The following points were considered: possible visitors' routes through the Studi Aperti festival, orientating visitors, understanding of the informational language and temporariness (i.e. easy to set up and take down at the end of the event).





**Figure 3.** Cardboard reels

### **A temporary and repeatable lab**

From a practical point of view, the work was structured as follows: the courtyard of the Ameno Museum was selected as the venue for the workshop laboratory.

The participants were split into 3 groups of 2 people. They set up an *open air* laboratory with desks and machines (circular saw, glue gun and drill). Scotch tape, hooks, cutter and scissors completed the tool kit. Work consisted in sharing general analysis between groups, discussing concepts with the tutors, defining common guidelines and producing prototypes, testing them on site and modifying the objects according to spatial needs.

The role of the design workshop was to set up an action-research and to act simultaneously in the field of promotion, experimental survey and education.

The design action is presented as a temporary and locally based laboratory, which is also repeatable. It operates inside a production system that can affirm its own identity on the field, thanks to design-oriented projects.



**Figure 4.** A designer using the circular saw

### **The products**

The products designed by the participants were the following:

- A system of modular cardboard chairs

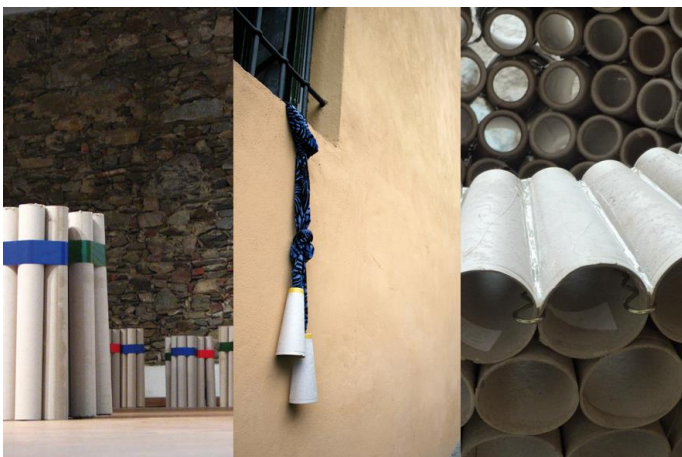
The organizers of the festival asked the students to create a temporary and unusual seat for the video exhibition in the Museum. The cardboard tubes were cut into semifinished products of 50 cm in length, connected in modules of six and fastened by double-sided tape; modules were connected to one another with hooks. Visitors could interact with the chairs, by removing the hooks connecting the modules and reorganizing them according to personal preferences and needs.

- Urban scarves

This object consisted of a long, wide strip of fabric; two paperboard cone reels were knotted at the end of the fabric. These “urban scarves” were hung in the streets. Their function was to underline architectonic elements of the city such as window fixtures, fences, gutters, grids, shop signs and overhanging elements. Like a “leitmotif”, the repetition of the urban scarf in the Studi Aperti streets allowed the visitor to recognize meaningful locations. Several scarves in the same place showed visitors the most significant areas to visit and explore.

- Semispheres

The goal was to create an identity for the transition from the first courtyard to the second in the Ameno city hall. The students glued a hundred of cardboard cone reels together. The geometry of the starting element made it possible to create two semispheric elements: the first was held as pendant over the second which was placed on the floor. The purpose of the second semisphere was to attract visitor’s attention and to show the extreme simplicity of the structure.



**Figure 5.** Products from the workshop: cardboard chairs, urban scarf and detail of a semisphere.





## The performing feature of the workshop

During the analysis of the architectural context and the production of the project, the workshop took advantage of a specific feature which usually belongs to artistic performances. The design process was visible at all times. This gave visitors the chance to observe the designer's activities while they developed projects and transformed the materials.

The value of the performing feature is two fold. Thanks to the full-immersion in the Ameno area, the designers got the chance to nullify the distance between the meta-design phase and the production of the objects phase. They also gained more awareness and critical thinking skills. In additions, they achieved a high level of specificity in their projects, which appeared to fit perfectly with the needs of the surroundings. On the other hand, the visitors had the chance to watch the designers "in action" by watching the whole creativity process. They felt deeply involved in every moment of the workshop.

Moreover, the visitors went beyond the external surface of the workshop products, and reached an understanding the system of complex issues the projects portrayed.



**Figure 6.** Fabrics in the Ameno's Museum courtyard.

## Conclusions and achievements

The paper affirms that the Urban Textiles workshop worked on meaningful unexpressed connections transformed into functional objects.

By promoting its performing feature to a *modus operandi*, the workshop offered the participants a deeply conscious design experience. The workshop shared the design process with the visitors and with the other subjects involved (between the municipality, the festival management and local factories). It enhanced the connections between

landscape, people and industry through a mutual exchange of resources, knowledge and culture.

The Urban Textiles workshop is an example of an action-research process applied to specific territory. Among the results of the workshop, the most significant are the following:

- The site-specific products enabled to point out strengths, weaknesses, and peculiarities of the architectural and natural landscape of Ameno, in order to facilitate an outsider's point of view.
- Urban Textiles involved the designers, Ameno's community, Studi Aperti's organizers, local authorities, and the managers of Liolà. The workshop promoted an innovative bottom-up action for exploiting local resources (by involving different expertise in the local context).
- The students self-produced the artifacts using waste materials. A process of sustainable development was encouraged and made tangible, due to the usefulness of the artifacts as tools for the festival.
- The designers experienced how the connection with environment can deeply affect the nature of the objects they designed. They also understood how simple objects can be meaningful to the users, when they recognize a common ground of values and belonging in them.
- The monitoring process of the feedback received from the public modified the relationship between theoretical premises, step by step activities and design outputs.

In conclusion, the design approach by Urban Textiles states a complementary relationship between theory and practice, designers and users. The skills of design are enhanced to explore the reality in which we work, to analyze the production processes and to introduce changes to create innovation.





Figure 7. Urban Scarves in Ameno

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