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

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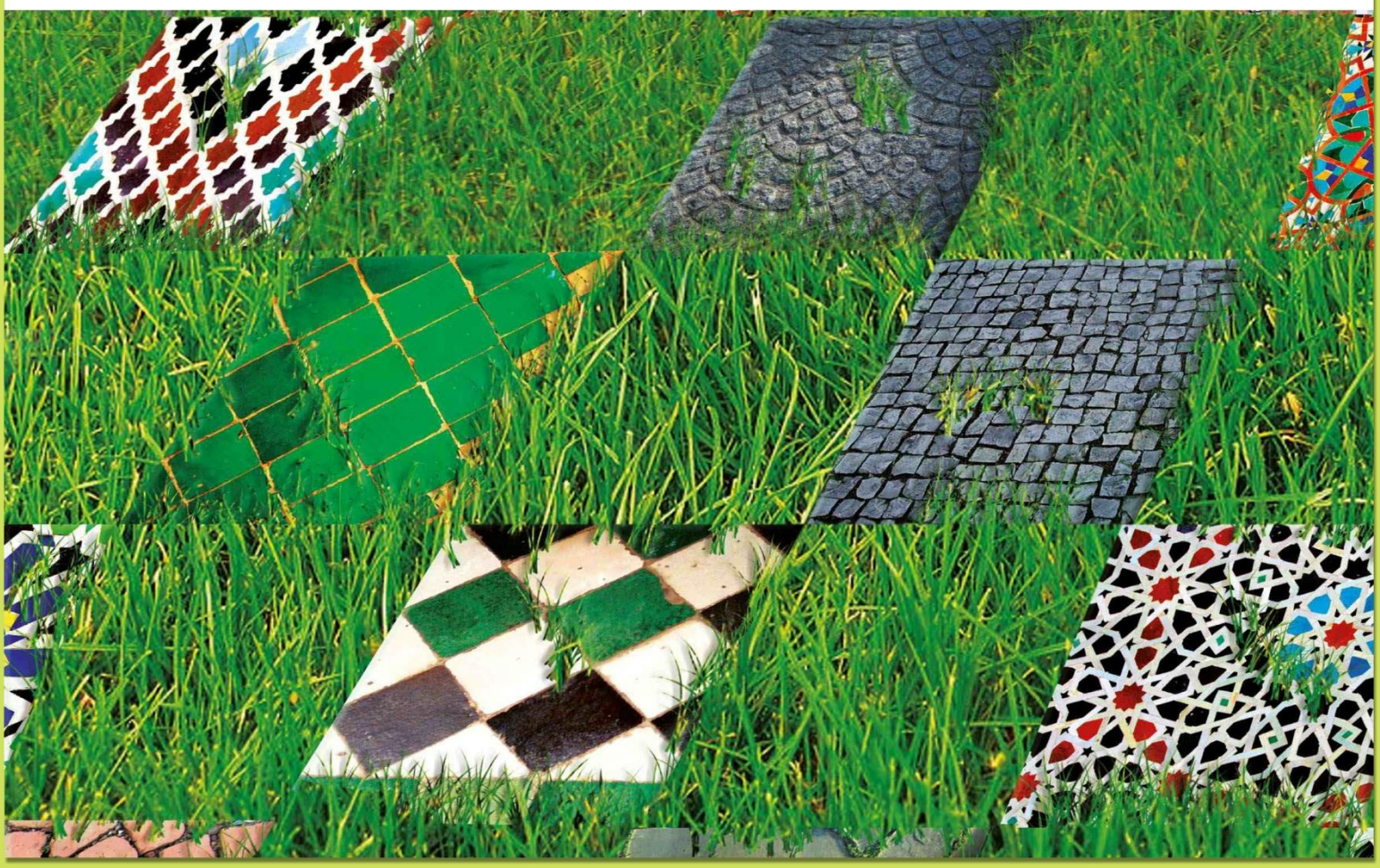
تقرير أعمال المؤتمر /Proceedings/Actes/Actas

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

Niche 1
Promoting Environmental Education and Networking



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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

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Agroecología Escolar en comunidades urbanas mediterráneas
Workshop
Germán Llerena del Castillo - Universidad Autònoma de Barcelona
Mariona Espinet Blanch

Promoviendo educación ambiental y red
Workshop
Maristela Mitsuko Ono - Federal University of Technology - Paraná (UTFPR)

Education au territoire
Workshop
Olivier Blanc

Collaboration between school and Community in urban and in rural areas
Workshop
Mariona Espinet - Universidad Autónoma 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

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Araceli Serantes Pazos

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Mlle Khadija El Mamoun, Abdelhakim SABRI

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Machtelijn Brummel - NL Agency, program Learning for Sustainable Development

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د.عامر مترك سياف ود.سعيد فنيس الشهراني

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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

Possibilities and challenges of environmental education in basic school
Poster presentation
Ariane Di Tullio - PPG-ERN / UFSCar
Haydée Torres de Oliveira

Dialogue and environmental educators training
Poster presentation
Ariane Di Tullio - PPG-ERN / UFSCar
Haydée Torres de Oliveira

A Greener Glenmore
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Chantelle Doyle - Greening Australia
Erin Rowe

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Viciana, Salvador; Calafell, Genina

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Karen Milena Osorio Niebles

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Josep Planas

Partnerships towards practice: A Malaysian-South African case study
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Carel Loubser - University of South Africa
Dr Noor Azlin Yahya

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Mariona Espinet Blanch

Biodiversity 2020 Plan of Action: Linking Education, Science, Policy and Society
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Préparer les jeunes générations à devenir des citoyens du littoral
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Frederic Airaud - UICN - Union Internationale pour la Conservation de la Nature
Omar Sy, Pierre Campredon

Education for the German Energy Turnaround (Energiewende) after Fukushima
Oral papers
Malte Schmidthals

Becoing an eco-mentor
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Paul Elliott - School of Education, Trent University
Paul Elliott

GUPES: The Global Universities Partnership on Environment and Sustainability
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Pablo Fuentenebro Alonso - United Nations Environment Programme

Socially critical education for a sustainable Stellenbosch
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Lesley Le Grange - Stellenbosch University
Chris Reddy & Peter Beets

Changes in Environmental Centers in Spain:
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Franciso Alvarez-Navas Parejo

Youth-Led, Cross-Border Collaborative Radiation Measurement Project in Asia
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Hideki Maruyama, Naoko Yoshida, Makoto Iijima, Kazuko Yokota

ENVIRONMENTAL EDUCATION: THE ALGERIAN EXPERIENCE SINCE 10 YEARS
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Khammar Farida - Université Sciences et Technologie Houari Boumediene
Remki Latifa

Promouvoir l'écocitoyenneté sous forme ludique
Oral papers
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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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Oral papers
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Oral papers
Jose Marcos-Iga - North American Association for Environmental Education / Environmental Education Exchange
Marianne Krasny, Judy Braus

Water in a World of 7 Billion www.ww7b.org
Oral papers
David Hill - University of Lethbridge
Mr. David Hill

Redes docentes y estudiantiles: presente y futuro de la educación ambiental
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Iro ALAMPEI - MIO-ECSDE / MEdIES
Vicky Malotidi, Iro Alampei, Michael Scoullos, Vassilis Psallidas

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Eduardo Ratton

Intersections in Environmental Education Internationally
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A. Michael Marzolla - President-Elect
Peta White

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

Global Environments Summer Academy
Oral papers
Gary Martin - Global Diversity Foundation

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

Primate Education Network:
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Sian Waters - Association Barbary Macaque Conservation in the Rif
Amy Clanin

Formuler une définition de l'EEDD : les discours des participants aux Assises de l'EEDD à Lyon (France). -*Promoting Environmental Education and Networking*
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Ifrée: Jean Etienne Bidou et Francis Thubé

El CEIDA (Galicia-España): Un ejemplo de Centro de Referencia para dinamizar la educación ambiental y la cooperación internacional

Oral papers
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JARDINS, LIEUX DE LIENS
Oral papers
Christian Peltier -
Emilie Hecquet

Creación de la Red CAPEA
Oral papers
Juan Jesús Martín Jaime - Universidad de Málaga
Esther Mena Rodriguez

Redes de Educación Ambiental
Oral papers
Angelica Góis Morales - Universidade Estadual Paulista (UNESP)
Irene Carniatto; Maria Aparecida de Oliveira Hinsching

Urban Textiles, a design workshop.
Oral papers
Sara Ceraolo - Civico13 - Politecnico di Torino
Andrea Zanchetta, Cristian Campagnaro

Armenia Tree Project Charitable Foundation and its Commitment to Environmental Education
Oral papers
Sefora Aguilar - Maria do Amparo Tonholo de Aguilar
Anahit Boyajyan

GESTION DE L'EAU ICI ET AILLEURS
Oral papers
Sofie Aublin - teacher
Isabelle Gaborieau

AGENDA 21 ET PEDAGOGIES
Oral papers
Christian PELTIER -
Isabelle GABORIEAU

EWSWWF's multipronged approach to environmental education
NGO Forum
Ajita Nayar - WWF

The Green Network
NGO Forum
Yael Barki-Gateno - Green Network

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Le Réseau de Jardins Botaniques Med-O-Med.
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المساهمة في تعزيز التربية البيئية في المجتمع المدني
NGO Forum
Shadi El-Habbash - Muslim

دور الأندية البيئية في تعزيز التربية على البيئة
NGO Forum
El khalil Nouhi - Association les Amis du Palmiers

ONG au service de l'environnement littoral
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Four Lessons - 21st Century Challenges
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Pamela Puntenney - Environmental & Human Systems Management

تجربة جمعوية في التربية البيئية
NGO Forum
Abdelhai Rais - Forum Regional Des Initiatives Environnementales Fes

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 insititutions, 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.

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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 resoruces, 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.

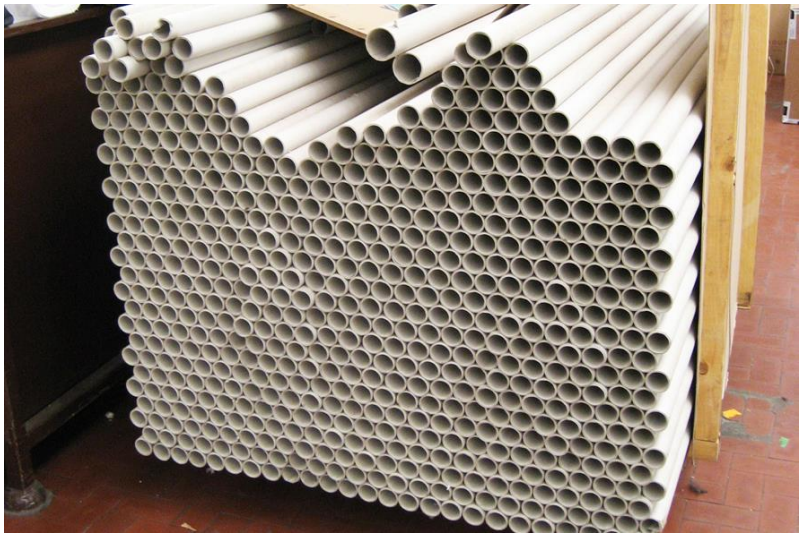

Figure 1. Some of Liolà's waste material.

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

Liolà 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 proprieties 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 cardboards tubes were assembled respecting structural proprieties of shapes and materials. This module had to be repeatable according to project requirements.

- Landscape insertion

The students' works had to related 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.

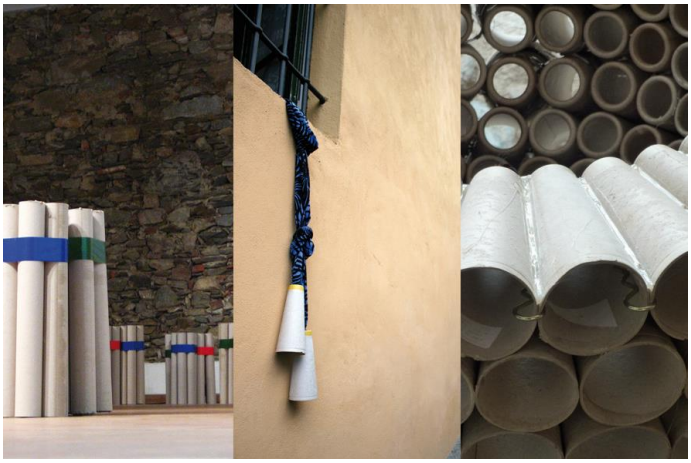

Figure 5. Products from the workshop: cardboard chairs, urban scarf and detail of a semisphere.

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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