
Arhitektura v šoli: izobraževanje za trajnostni razvoj / Architecture in School: Education for Sustainable Development

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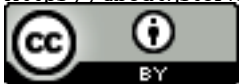
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Marta VAHTAR

Arhitektura v šoli: izobraževanje za trajnostni razvoj

Architecture in School: Education for Sustainable Development

"Izobraževanje je ključnega pomena za promocijo trajnostnega razvoja ter usposabljanje ljudi za odločanje o problemih, ki so povezani z okoljem in razvojem", je zapisano v Agendi 21¹, dokumentu, ki so ga sprejeli na konferenci Združenih narodov o okolju in razvoju v Rio de Janeiru leta 1992.

14. oktobra je v okviru "Tedna izobraževanja o grajenem okolju" v portoroškem Bernardinu potekala mednarodna konferenca "Arhitektura v šoli: izobraževanje za trajnostni razvoj", ki so jo podprla ministrstva za šolstvo in šport, za okolje in prostor ter za znanost in tehnologijo, Britanski kulturni svet, Ameroški kulturni center in drugi. Na konferenci so priznani tuji strokovnjaki za nove metode pri participacijskem planiranju predstavili svoje, skoraj petindvajsetletne izkušnje z izobraževanjem otrok in odraslih o prostoru ter sodelovanjem otrok in odraslih v procesih načrtovanja in odločanja o spremembah v prostoru. Pri tem ne gre le za širjenje klasičnih oblik izobraževanja, temveč za izvirne, povsem nove oblike strokovnega dela, ki bodo prispevale k nastajanju novih vrednot v našem odnosu do okolja.

Med tujimi gosti so bili sledeči strokovnjaki in Velike Britanije in ZDA:

Mag. Eileen Adams iz Londona (*School of Education, South Bank University*) je pedagoginja in dolgoletna voditeljica mednarodne ma-

Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues," is written in Agenda 21¹, the document that was accepted at the UN Conference on Environment and Development in Rio de Janeiro in 1992.

During the **Week of the Built Environment Education**, the Urban planning institute of the Republic of Slovenia organised an international conference **Architecture in School: Education for Sustainable Development** (October 14 in Bernardin, Portorož), which was supported by the Ministry for Education, the Ministry for Environment, the Ministry for Science and Technology, the British Council, the American Cultural Center and others. At the conference, reputed foreign experts on the new methods of participatory planning presented their 25-year experiences in the fields of environmental education and participation of children and adults in the processes of design and decision making about changes in the environment. These methods are not just the expansion of traditional forms of education. They represent new authentic forms of professional work that could contribute to the development of new values in our relation to the environment.

Among the guests from abroad were the following experts from Great Britain and the USA:

turitetne komisije za predmet *Art and Design*. Gospa Adamsova je ena vodilnih strokovnjakinj za metodiko in didaktiko vključevanja vsebin grajenega okolja v šolski program ter avtorica številnih publikacij in zelo uspešnega, večkrat ponatisnjenega priročnika za učitelje, ki ga je napisala skupaj z gospodom Colinom Wardom, *Art and the Built Environment: A Teacher's Approach* (1982). Glavna ideja knjige je da "je pri otrocih potrebno vzpodbujati aktivno učenje kjer ti ne bodo le zbirali podatkov o okolju, temveč tudi razlagali in kritično ocenjevali svoje doživljanje okolja."²

Mag. Jeff Bishop je direktor lastne konzultantske organizacije *BDOR Ltd. - Education, Research and Action for a Better Environment* iz Bristol v Veliki Britaniji, arhitekt in eden vodilnih angleških strokovnjakov v zvezi z izobraževanjem in vključevanjem javnosti v procese načrtovanja, pobudnik *Countryside Experiments (Cottenham: Village Design Statement* in drugi), zelo uspešnega projekta vključevanja javnosti v načrtovanje podeželja, ki poteka že od leta 1993, ter avtor več izredno zanimivih in inovativnih izobraževalnih programov z okoljsko vsebino za otroke in odrasle, katerih bistvo je reševanje kompleksnih problemov urejanja in načrtovanja prostora.

Ms. Eileen Adams (M.S.) from the School of Education, South Bank University in London is a teacher and a former Deputy Chief Examiner for Art and Design for the International Baccalaureate. Ms. Adams is one of the leading experts in the methodology of teaching and integrating built environment education within the regular school curriculum. She is the author of numerous publications; among them the very successful, several times reprinted book that she wrote with Mr. Colin Ward *Art and the Built Environment: A teacher's Approach* (1982). The main idea of the book is that "we need to encourage active learning in which children not only record, but explain and evaluate their experience of the environment."²

Mr. Jeff Bishop (M.S.) is a director of his own environmental consultancy, *BDOR Ltd. - Education Research and Action for a Better Environment* in Bristol in Great Britain. He is an architect and one of the leading British experts in the area of education and integration of public within the process of design. He initiated the *Countryside Experiments (Cottenham: Village Design Statement* and others), highly successful projects of integrating the public in the planning of the countryside, a program that started in



Slika 1: Takole so mladi umetniki iz O.Š. Ciril Kosmač naslikali tipično podobo Pirana

Figure 1: This is how young artists from the Primary School Ciril Kosmač portrayed the typical view of Pirana

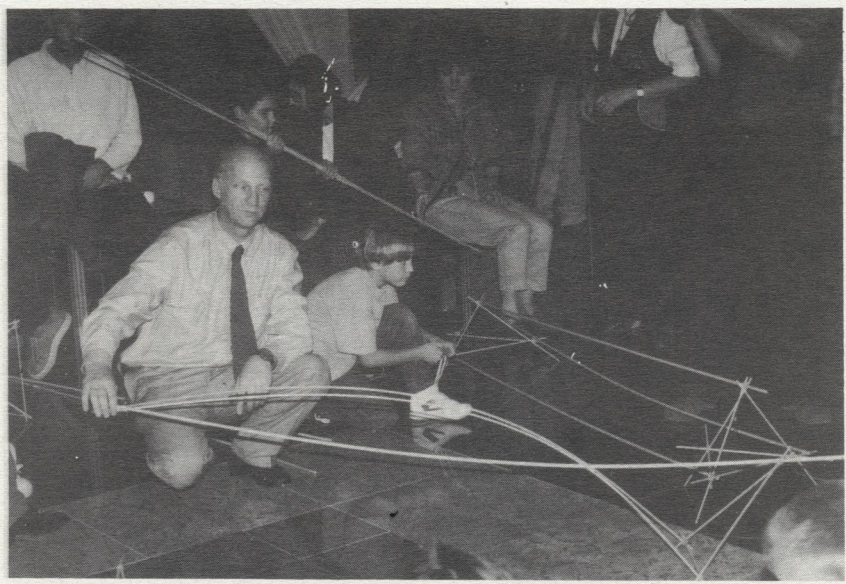
Mag. Nigel Frost je direktor izobraževalne organizacije *Building Experiences Trust* iz Cambridgea v Veliki Britaniji, ki v šolah izvaja številne izobraževalne programe z arhitekturno tematiko. Je arhitekt in pedagog, vodja programa "Architects-in-Schools" (1985-87) pri RIBA – Royal Institute of British Architects, pobudnik svetovne deklaracije o vključevanju arhitekture v šolski program (1993 v Chicagu) ter avtor priročnika za učitelje *Design Technology & Built Environment* (1990) in številnih, med otroci zelo priljubljenih izobraževalnih programov, ki povezujejo percepcijo prostora, tehniko in matematiko.

Dr. Roger Hart je direktor institucije *Center for Human Environments* in co-direktor programa *Children's Environments research* group na univerzi *City University of New York* v ZDA, kjer predava ekološko psihologijo na doktorski stopnji oddelka za psihologijo. Gospod Hart je urednik revije *Children's Environments Review*, konzultant UNICEF-a in eden od vodilnih strokovnjakov na področju vključevanja otrok v procese odločanja in načrtovanja. Na to temo je napisal vrsto knjig, med katerimi sta še zlasti zanimivi *Children's Participation: From Tokenism to Citizenship* (1992) in *Children's Community Participation* (pred izidom). Posebno zanimive pa so nje-

1993, and the author of several innovative and very successful learning packs on environmental themes for adults and children that concentrate on solving complex environmental design issues.

Mr. Nigel Frost (M.S.) is a director of an educational institution Building Experiences Trust in Cambridge in Great Britain, an organisation that develops and delivers programs for built environment education in schools. He is an architect and educator, a former director of the *Architects in Schools* program for the RIBA – Royal Institute of British Architects (1985-87). He initiated the "World Declaration for Architecture in Schools" (1993 in Chicago), wrote a book for teachers *Design Technology & Built Environment* (1990) and developed numerous, among children very popular educational programs that relate space perception, construction and mathematics.

Prof. Roger Hart (Ph.D.) is a Professor of Environmental Psychology in the Ph.D. Psychology Program in the Graduate School and University Center of the City University of New York. He is also a director of the Center for Human Environments and co-director of the *Children's Environments research* group He is co-editor of the *Children's Environ-*



Slika 2: Gospod Nigel Frost z otroci pri konstrukciji mostu na otvoritvi razstave.

Figure 2: Mr. Nigel Frost with children constructs a bridge at the opening of the exhibition.

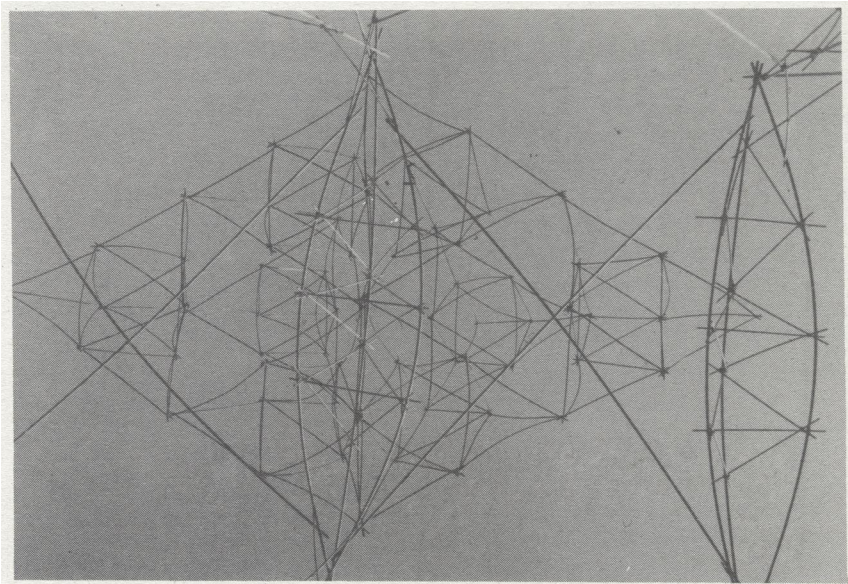
gove bogate izkušnje pri vključevanju otrok v načrtovanje odprtih javnih površin v revnih in pogosto socialno in fizično problematičnih okolij New Yorka.

Dr. Henry Sanoff je arhitekt in predava predmete s področja načrtovanja v skupnosti (*community design*) in metod načrtovanja (*design methods*) na fakulteti School of Design univerze *North Carolina State University* iz *Ralley* v ZDA. Je pionir na področju izobraževanja o grajenem okolju (*ustanovitelj Environmental Design Research Association – EDRA*, 1969) in eden vodilnih strokovnjakov kar zadeva metode vključevanja javnosti v procese načrtovanja in odločanja. Profesor Sanoff je avtor številnih knjig, med njimi še zlasti *Seeing the Environment* (1975), *Design Games* (1978), zbirka metod za dvig občutljivosti ljudi za probleme okolja, *Participatory Design: Theory and Techniques* (1990), *Integrating Programming Evaluation and Participation in Design* (1993), *School Design: Planning with People* (1994) in *Creating Environments For Young Children* (1995), in mnoge druge, med katerimi so bile številne prevedene v več jezikov.

Konferenca je potrdila ugotovitve *Nevadske deklaracije*³ (1970) s poudarkom okoljske vzgoje kot "proce-

ments Review, UNICEF's consultant, and one of the leading experts in the area of children's participation in decision making processes and design world-wide. He wrote several books on this topic, among which *Children's Participation: From Tokenism to Citizenship* (1992) and *Children's Community Participation* (under publication) are the most interesting. His wide experiences in children's participation in the designing of open spaces of poor and often socially and physically problematic areas of New York, are particularly useful.

Prof. Henry Sanoff (Ph.D.) is an architect and teaches courses related to community design and design methodology at the *School of Design, North Carolina State University* in *Ralley*, USA. He is a pioneer of the built environment education (the founder of the *Environmental Design Research Association – EDRA* in 1969) and a leading expert in the methods of participatory design. Professor Sanoff is widely published and well known for his many books including *Seeing the Environment* (1975), *Design Games* (1979), a collection of techniques used to sensitise people to environmental design issues, *Participatory Design: Theory and Techniques* (1990), *Integrating Programming Evaluation and Participation in Design* (1993),



Slika 3: Konstrukcija, ki je nastala z otroci na delavnici z gospodom Frostom

Figure 3: The construction built with children at the workshop with Mr. Frost

sa spoznavanja vrednot in oblikovanja konceptov, v katerem naj bi razvijali sposobnosti in stališča, ki so potrebna za razumevanje in spoštovanje medsebojne povezanosti človeka, kulture ter biofizičnega okolja".

Kot je dejal gospod Sanoff, "običajno sploh ne opazimo okolja v katerem živimo in na katerega se vsak dan odzivamo, kljub temu, da nas morda njegove spremembe celo direktno zadevajo." Grajeno okolje v katerem živimo ima socialno, psihološko in geografsko komponento. Izraža naš odnos do narave, pa tudi vrednote, ki določajo posamezno družbeno skupnost. Združuje vse komponente dobrega študijskega vira, zato sta domači kraj in okolica idealna "učilnica" za tovrstno vzgojo. Z opazovanjem domačega okolja otroci najhitreje osvojijo vizualni in verbalni jezik fizičnega prostora, ki je osnova za kasnejšo vzgojo kritične presoje.

Kakor je poudarila gospa Adamsova, pa namen okoljske vzgoje ni le v dvigu nivoja zavesti, širjenju znanja in razumevanju okoljskih tem. V času, ko ne moremo biti več o ničesar absolutno prepričani, razen o tem, da se vse spreminja, bi morali pri okoljski vzgoji posvečati pozornost predvsem osebnim in družbenim vrednotam ter našemu odnosu do okolja. Zato bi morali poleg posredovanja znanja o fizičnem okolju reševati obravnavati tudi čustvene odzive ljudi na svoje okolje: kako ljudje vplivajo na okolje in kako okolje vpliva nanje.

"Izobraževanje o okolju torej ni nova vsebina že tako preobremenjenega učnega programa v osnovnih in srednjih šolah," je dejal gospod Sanoff, "izobraževanje o okolju je nov način podajanja snovi. Je nov način gledanja na izobraževalne cilje, pa naj so ti povezani s podajanjem obvezne učne snovi ali pa znanja o tem, kako vplivati na spremembe v okolju." Namesto da je cilj likovne vzgoje poznavanje in obvladovanje določene likovne tehnike, je ta le sredstvo s katerim učenec pridobi občutljivost za kvalitete in oblikuje kritičen odnos do opazovanega.

School Design: Planning with People (1994), *Creating Environments For Young Children* (1995), and many others, several of which have been translated.

The conference acknowledged the Nevada declaration³ (1970) emphasising environmental education as "the process of recognising values and clarifying concepts in order to develop the skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings."

As pointed out by Mr. Sanoff, "we often do not notice the environment we live in and respond to every day of our lives, even though we might be directly affected by its changes." The built environment that we live in has a social, psychological and geographical component. It expresses our relation to nature and the values that determine our society. It has all the ingredients necessary to provide a valuable learning resource, therefore, our home town and our surroundings are the ideal learning environment for such education. With the observation of home surroundings children quickly learn the visual and verbal language of physical environment, the language that is the foundation of any kind of critical appraisal.

As stated by Ms. Adams, the purpose of environmental education is not only the raising of environmental consciousness and expanding the knowledge and understanding of environmental issues. At the time when we cannot be sure of anything, but change, we would have to pay much attention to personal and social values, and to our relationship to the environment. Therefore, besides physical environment, we would have to seriously pay attention to the emotional reactions of people to their environment, which includes how people influence the environment and how the environment influences them.

"Environmental education is not a new curriculum area to be added to the already increasing list of subjects taught in primary and secon-

To je še posebej pomembno takrat, kadar govorimo o varstvu naravne ali kulturne in predvsem arhitekturne dediščine. V zvezi s tem gospod Jeff Bishop meni: "Lokalni prebivalci morajo biti varuhi trajnostne prihodnosti. Prevezmati morajo osrednjo vlogo pri določanju zelenih kvalitete in presoji predlaganih sprememb. Če naj bodo prebivalci zagovorniki lokalne identitete, komu naj torej zaupamo nalogo varstva, če ne prav prebivalcem prihodnosti – šolarjem?"

Izobraževanje in participacija sta temelja trajnostnega razvoja. "Zaupanje vase in sposobnost soodločanja pa je treba doseči postopoma, z izkušnjami," je poudaril gospod Roger Hart. "Postopno uvajanje možnosti za sodelovanje otrok pri odločanju je zato obveza vsake demokratične družbe. Navsezadnje se stopnja demokratičnosti nekega naroda kaže tudi v stopnji aktivnega vključevanja ljudi v procese odločanja, še posebej na lokalni ravni."

S Tednom izobraževanja o grajenem okolju se začne večletni projekt, ki ga pripravljamo na Urbanističnem inštitutu. Na podlagi tega projekta naj bi bolj sistematično v redni program osnovnošolskega in srednješolskega izobraževanja vključili tudi vsebine o grajenem okolju.

Pri nas izobraževanje o okolju še vedno največkrat razumemo kot izobraževanje o zaščiti naravnih virov, energetske krizi ali onesnaževanju ter njegovih učinkih na življensko okolje. Z izobraževanjem o grajenem okolju pa želimo predvsem doseči, da bi otroci osvojili in razvili verbalni in vizualni jezik okolja, spoznali prostorske probleme, vzpostavili odnos do sprememb v okolju in spoznali družbene mehanizme vplivanja na prostorske spremembe. To pomeni oblikovati izobraževalne vsebine in metode podajanja takšnih vsebin ter izdelati model za vključevanje znanj o okolju in predvsem o naravni in kulturni dediščini v izobraževanje tako, da bo integrirano v že obstoječe programe na način, ki bo omogočil povezovanje najrazličnejših specializiranih predmetov s fizičnim okoljem v katerem otroci živijo. Pri tem je poudarek na razvoju sposobnosti čitanja prostora s po-

dary school," said Mr. Sanoff. "Environmental education is a new delivery system. It is a new way to look at educational objectives whether they express a concern for learning academics or learning how to change the environment." Instead of mastering an art technique being a focus of art education, for example, the learned art technique is just the medium that helps a student acquire the sensitivity for quality in his/her environment and form a critical relation to the observed.

That is especially important when we talk about protection of natural, cultural and especially architectural heritage. In relation to that Mr. Bishop says: "Local people must be the guardians of a sustainable future. They should play a central role in determining the qualities they want and assessing whether proposed changes will take them closer to or further from their desired future. If local people are to be guardians of local distinctiveness, then who better to take on that role than the citizens of tomorrow – the schoolchildren?"

Education and participation are the foundations of any sustainable development. "The confidence and competence to be involved must be gradually acquired through practice," emphasised Dr. Hart. "Gradual increase of opportunities for children to participate is, therefore, an obligation for any aspiring democracy. After all, the level of democracy in any nation expresses through the active involvement of its citizens in decision making process, particularly at the community level."

With the **Week of the Built Environment Education** we are launching a long term project that we are preparing at the Urban Planning Institute of the Republic of Slovenia. The aim of the project is to systematically include the built environment subject into the regular primary and secondary school curriculum.

When we think about environmental education, we often understand

močjo osvajanja ustreznega vizualnega in verbalnega jezika, kakor tudi ostalih komponent jezika prostora.

Prav osvojitve jezika okolja, povečana občutljivost in razumevanje prostorske problematike pa bodo pripomogli k razvijanju kritičnega odnosa do okolja, ki za proces urbanističnega in prostorskega načrtovanja, dolgoročno gledano, pomeni spodbujanje bolj učinkovitih odnosov med načrtovalci in javnostjo.

Omenjena konferenca je prvi korak k popularizaciji širšega koncepta izobraževanja o okolju in novih metod participacijskega planiranja. S konferenco pa naj bi tudi vzpostavili delovno partnerstvo med strokami, ki se ukvarjajo z oblikovanjem in razumevanjem fizičnega prostora ter učitelji, in sicer z namenom, da bi skupaj oblikovali vsebine in metode ter skupno vplivali na oblikovanje šolskega programa. Vse, ki vas to zanima, vabimo k sodelovanju.

V sklopu **Tedna izobraževanja o grajenem okolju** (9.-19. oktobra v Piranu, Portorožu in Ljubljani) so bile še druge prireditve. To so:

- **otroška likovna delavnica** "Moja najljubša hiša v Piranu", (9. oktobra), ki je potekala na Tartinijevem trgu in vključevala približno 70 mladih slikarjev iz piranskih osnovnih šol in otroških vrtcev;
- **seminar za učitelje** "Arhitektura v šoli: izobraževanje za trajnostni razvoj" (12.-14. oktobra v Piranu in Portorožu), ki je bil namenjen vsem osnovnošolskim in srednješolskim učiteljem, ki učijo tematike povezane s prostorom;

of natural resources, energy crisis, or pollution and its consequences. With the built environment education we would like children to acquire and develop the visual and verbal language of the environment, learn about environmental problems, establish a personal relation to changes in the environment, and get familiar with the social mechanisms of influencing the spatial change. This will require designing educational contents and methods of teaching environmental subjects, as well as to build a model of integrating the knowledge about the environment, and especially about the natural and cultural heritage within already existing educational program in the way that will connect various specialised subjects with the pupils' local environment. The emphasis is on the development of ability to read the environment through learning proper visual and verbal language, as well as other components of the environmental language.

The mastering of the language of the environment and increased awareness of environmental problems will contribute to the development of a critical attitude to the environment. In the process of physical and urban planning this would, in the long run, mean the promotion of a more effective relationship between designers and public.

The conference is the first step towards the popularisation of the wider concept of the environmental education and new methods of participatory planning. We aim to build the working partnership between



- **razstava "Arhitektura v šoli"**, to je razstava do sedaj opravljenega dela na tem področju, tako pri nas kot v tujini (12.-19. oktobra v Piranu in Portorožu);
- **predavanja v Ljubljani** (16. oktobra): Sanoff: *Izkušnja razvoja lokalne skupnosti v manjših mestih* (DESSA), Bishop: *Načrtovanje na podeželju* (MOP) in Adams: *Likovna vzgoja in grajeno okolje* (Pedagoška fakulteta).

Zbornik konference in sočasnih prireditev bo izšel kasneje. Podrobnejše informacije dobite pri mag. Marti Vahtar na Urbanističnem inštitutu RS, tel. 061 125 0712.

mag. Marta Vahtar, d.i.k.a., Urbanistični inštitut RS

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- ¹ Earth Summit 92, The UN Conference on Environment and Development in Rio de Janeiro in 1992, p. 221.
- ² Adams & Ward: Art and the built environment: A Teachers Approach, 1982, p. 20.
- ³ International Working Meeting on Environment Education in the Schools Curriculum, Nevada 1970.

professions that deal with the designing and understanding of the physical environment, and educators to jointly influence the school curriculum. All interested are invited to collaborate.

Several other events were organised during the **Week of the Built Environment Education** (Piran, Portorož and Ljubljana, October 9. - 19.). Those were:

- **An art workshop with children** "My favourite house in Piran" (October 9.) at the Tartini Square in Piran that included nearly 70 primary school and kindergarten artists from Piran;
- **A seminar for teachers** "Architecture in School: Education for Sustainable Development" (October 12.-14. in Piran and Portorož) that was organised for all primary and secondary school teachers that teach environmental topics;
- **An exhibition** "Architecture in School", the exhibition of the built environment education efforts in Slovenia and abroad (Piran and Portorož, October 12-19),
- **Lectures in Ljubljana** (October 16): Sanoff, *The Experience of Community Action in Small Towns* (DESSA - Association of Freelance Architects of Slovenia); Bishop, *Design in the Countryside* (Ministry for Environment); Adams, *Art and the Built Environment* (Faculty for Education, University of Ljubljana).

The report of the conference and parallel events will be published later. For information contact Marta Vahtar, Urban Planning Institute of the Republic of Slovenia, tel. (386) 61 125-0712.

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