

New European Bauhaus

edited by



PATROCINIO
Comune di
Milano

with the support of



WHERE LEARNING HAPPENS

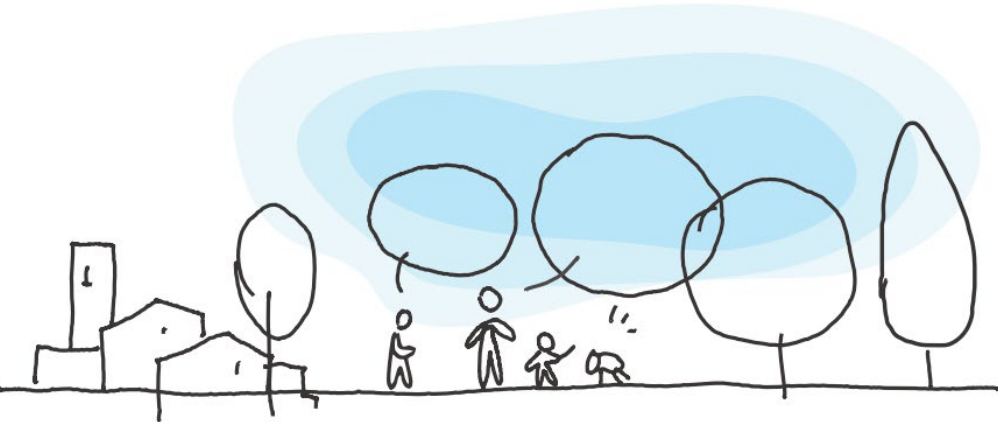
Education as an urban policy

Education and advocacy.	4
Three conversations about education and the city	

01.

Sustaining the "capacity to aspire": experimental projects for collective learning	8
---	---

Learning Machine, BASE, Milan	14
Neighbourhood schools, Bologna City Council	20
Paths, Bridges and Walkways, Quartieri Spagnoli Association, Naples	24
Wish MI, City of Milan	30



02.

Educating in and with the city: schools and Community Hubs	38
---	----

A neighbourhood with a network: Dergano, Milan	42
Madre Project, Terzo Paesaggio, Milan	48
#OvestLab, Amigdala, Modena	52
Schools as Community Hubs, City of Milan	56

03.

Education as an urban policy: the common thread between education and city making	60
--	----

The Old Dockyards, City of Ghent	66
MARES Madrid and Learning Communities, Madrid	70
The School for Neighbourhoods, City of Milan	74

Education as an urban policy	80
Credits	87

which is called upon to play the role of enabler and co-participant in change: for this reason, it needs to foster capacities and collective learning, towards society and towards itself. Education as an urban policy, however, needs to be looked at more broadly: when we say city, we definitely mean the territory, but we are also referring more generally to educational situations that focus on spaces and our bodies, on food and the Earth. This is the case for *Madre Project*, "the school of bread and places", aimed at training the skills of urban agricultural bakers as actors of social innovation and sustainability. It puts the issue of regeneration-innovation-inclusion in the New Climate Regime at the centre of its training and develops a teaching proposal around collectives formed by human and non-human actors (Latour 2018).

References

- A. Amin, N. Thrift (2017), *Seeing like a city*, Polity press, Cambridge
- A. Appadurai (2011), *Le aspirazioni nutrono la democrazia*, Et al., Milano
- J. Dewey (2014), *Esperienza e educazione*, Raffaello Cortina editore, Milano (ed. or. 1938)
- P. Fareri (2009), *Rallentare. Il disegno delle politiche urbane*, Angeli, Milano
- M. Gorman, ed. (2010), *Trading Zones and Interactional Expertise: Creating New Kinds of Collaboration*, The MIT press, Cambridge (MA)
- A.O. Hirschman (1994), *Passaggi di frontiera*, Donzelli, Roma
- I. Illich (1973) *Deschooling Society*, Penguin, Harmondsworth
- B. Latour (2018), *Non siamo mai stati moderni*, Eleuthera, Milano (ed. or. 1991)
- G.F. Lanzara (1993), *Capacità negativa. Competenza progettuale e modelli di intervento nelle organizzazioni*, Il Mulino, Bologna
- OECD (2020), *Back to the Future of Education*, OECD Publishing
- A. Tosi (1984), "Piano e bisogni: due tradizioni di analisi", *Archivio di studi urbani e regionali*, n. 21
- P. Veltz (2021), *L'économie désirable. Sortir du monde thermo-fossile*, La Decouverte, Paris
- H. von Foerster (1987), *Sistemi che osservano*, Astrolabio, Roma

CREDITS

The publication was edited by Avanzi - Sostenibilità per Azioni.

The introduction was written by Claudio Calvaresi.

Giulia Moresco, Matteo Alteri and Cecilia Terrosi wrote the introductions to the sections that provide the contents of the three conversations.

The files are edited by: Marina Mussapi - BASE Milano (*Learning Machine*); Michele D'Alena - Fondazione Innovazione Urbana (*Neighbourhood Schools*); Giovanni Laino - Associazione Quartieri Spagnoli (*Paths, Bridges and Walkways*); Franca Locati and Emanuela Losito - City of Milan (*Wish Mi*); Anna Moro - Poltechnic of Milan/Informal network of Dergano (*A neighbourhood with a network: Dergano*); Andrea Perini - Terzo Paesaggio (*Madre Project*); Federica Rocchi - Amigdala Collective (*#OvestLab*); Susanna Molteni - City of Milan (*Schools as Community Hubs*); Agnieszka Zajac - sogent, Ghent (*De Oude Dokken*); Miguel Jaenicke - VIC Vivero de Iniciativas Ciudadanas (*MARES Madrid and Learning Communities*); Annibale D'Elia - City of Milan (*The School for Neighbourhoods*).

The concluding notes were written by Claudio Calvaresi, drawing on suggestions and comments made by participants in the conversations.

The images in the publication were created by: Maria Elisa Ferraris - Cesura (*Learning Machine*); Margherita Caprilli - Fondazione Innovazione Urbana (*Neighbourhood Schools*); Associazione Quartieri Spagnoli (*Paths, Bridges and Walkways*); Municipality of Milan (*Wish Mi*); Anna Moro and Elena Acerbi (*Un quartiere in rete: Dergano*); Alberto Martin, Stefania Giorgi and Egidio Giurdanella (*Madre Project*); Davide Piferi De Simoni (*#OvestLab*); Municipality of Milan (*Schools as Community Hubs*); sogent, Ghent, Belgium (*The Old Dockyards*); Tabakalera, Lukacs Michalak and VIC Vivero de Iniciativas Ciudadanas (*MARES Madrid and Learning Communities*); Municipality of Milan (*The School for Neighbourhoods*).

Editorial project by alword, Avanzi - Sostenibilità per Azioni.

Graphic design by Francesca Mascolo.

Editing by Carlotta Roma.

English translation by Julia Binfield.

EDUCATING WITH AND IN THE CITY: SCHOOLS AND COMMUNITY HUBS

02.

The city can be seen as an educating device, for promoting a new vision of educational practice.

These spaces are thus seen as protagonists of educational policies, encouraging the development of *learning communities* and establishing virtuous circles of production and exchange of knowledge between those involved.

It is in these spaces, which anticipate an approach based on mutual learning, that the experiences presented during the second digital meeting are to be found: public policies, network projects and community hubs that suggest a new way of perceiving the **city as a teaching body**, as an enabler of skills, capacities and aspirations that can turn the urban ecosystem into a learning laboratory.

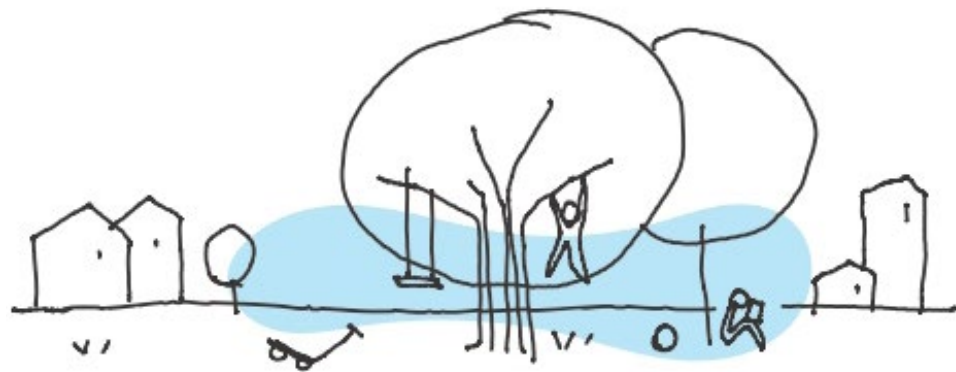
EDUCATIONAL NEIGHBOURHOODS AND THE DECOLONISATION OF KNOWLEDGE

Anna Moro, City Planning researcher for the DASTU Department of the Polytechnic of Milan, presented the local network of actors that animate Dergano and have set up a system of actions, activities and practices that outline the profile of an “educational neighbourhood”.

A neighbourhood that, through simple and often informal guidelines and practices arising in public spaces, mobilises local actors and builds a tight system of relationships around a community that designs together and shares knowledge.

Dergano is, in fact, characterised by the presence of a considerable number of actors, in particular cultural and social promotion associations, which have begun to inhabit the spaces as **community hubs**.

Within this framework, the network has set up a series of lightweight initiatives linked to the theme of outdoor education: this is a network that can focus on the aspect of shared knowledge, co-designing and inventing new ways of living and **learning together**.

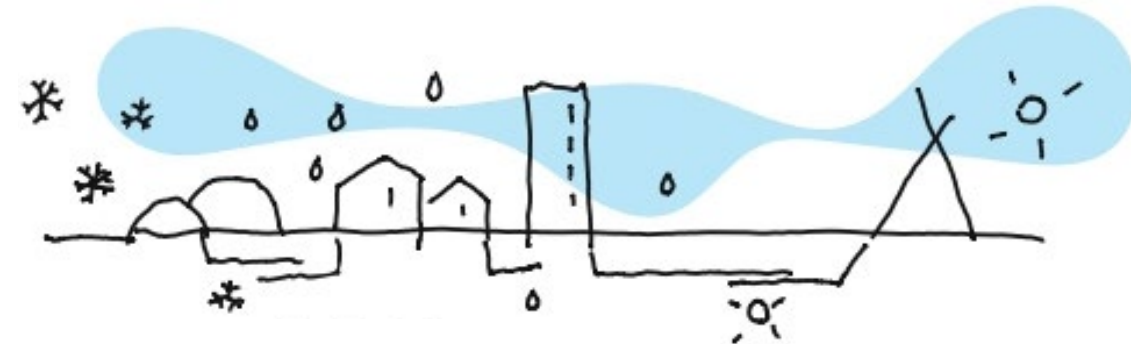


On the opposite side of the city, in **Chiaravalle**, Madre Project guides the urban rediscovery through a high school for bakers that not only provides trainees with technical skills, but also aims to *"make bread and look at places as a means to become cultural designers and activators of places and in some way build future citizens."* The aim of the project is to *do business by looking at the territories*, their potential and their unique features, with a focus on building a strong community that can take care of the place where it is based.

"Making bread to transform places, to build communities, to design landscapes" (Andrea Perini, MadreProject)

Building communities and transforming places is also the objective being pursued by #OvestLab, which has set up a community hub in **Modena** that focuses on the themes of art, culture, education and *working together*.

Through a series of activities, such as exploratory walks and workshops that teach people how to "make things with their hands", #OvestLab builds what **Federica Rocchi**, one of the promoters of the project, has defined as an *"affective and effective community"*, that *"decolonises knowledge"* by extending the practices of teaching and learning to



different professions (craftsmen, tradesmen, dancers, actors, tailors, etc.).

"We dare to repair artefacts, feelings, people"
(Federica Rocchi, #OvestLab)

Finally, the last experience presented by **Susanna Molteni** of the Milan City Council is of a public nature, and aims to rethink schools as community hubs and interpret education as an urban policy. In contrast to an idea of schools that, instead of reducing social inequalities, often broaden them, and where *self-sufficiency* can sometimes become *isolation*, the Municipality's intention is to use the system of **Community Educational Pacts** to activate civil society organisations to collaborate with schools in the development of new initiatives, projects and educational programmes that encourage **social inclusion and cohesion**. ■



A NEIGHBOURHOOD WITH A NETWORK, Dergano, Milan

The educational and cultural initiatives described here, carried out in Dergano and the surrounding areas, are **characterised by the fact that they are initiated by different groups** — associations, professionals and residents (from the same neighbourhood) — **who work closely together, in an informal and tightly-knit network** that is fuelled by common

projects and objectives and is based on relationships and reciprocal knowledge.

Dergano, in the heart of Milan's Municipality 9, is located north of the outer ring road (bus route 90-91), in an intermediate urban sector, rich in contrasts, in which parts of the historic fabric that are lively and active due to the presence of local commerce are

to be found alongside other elements, such as blocks of more recent and ordinary buildings and vast productive and artisanal areas, some active, others disused, polluted or underused, where the odd new attractive building such as the university (Campus Bovisa-La Masa and Candiani, Politecnico di Milano) stands out.

Economically the neighbourhood presents a number of weak points (income and employment levels of the inhabitants), also linked to the presence of significant numbers of young and elderly people as well as to the high cultural mix — it has one of the highest percentages of immigrants in the city. This aspect, together with a certain isolation historically linked to the morphology of the neighbourhood, is one of the main features of the identity of the area which is made up of small shops and neighbourhood relations that give it the "almost village" atmosphere. Aspects that until recently benefited the property market both for buying and renting and facilitated the arrival of young families, introducing new demands and probably more contemporary resources into the neighbourhood.

In this case, **the young self-promoted groups from the world of culture and social enterprise stand out.** They have

good networking skills and promote actions that sometimes supplement existing services with a new offer, sometimes answering urgent local needs that are not met by the existing offer. During the pandemic they, as well as a larger informal group of inhabitants, **developed projects linked to the theme of education**, in as far as a neighbourhood can. Some of these projects have been developed to a high level.

Prompted by the urgency of the pandemic — which, as everyone remembers, was (and perhaps still is) causing widespread psychological suffering, particularly among children and adolescents — during the period when relations and contacts were impossible, when schools were temporarily closed and replaced by remote learning, the neighbourhood, still in a virtual format (at a distance), began to share concerns and the need to do something about it.

The response strategically seeks to seize the singularity of the moment to **leverage a deeper revision of the idea, role and place that children and young people can occupy in a community, and how the community can be involved in the growth** and harmonious development of individuals and the context to which they belong.



A number of different support groups quickly sprung up and dealt with urgent and specific needs: from the exchange of basic necessities to the recovery and distribution of personal computers. This included small acts of care and attention, such as donating plants or toys to be recycled, compensating for the lack of human contact with objects. Along the same lines, a more profound reflection takes shape, first and foremost to construct an opportunity for interaction that

is possible at a distance; a joyful, constructive, educational experience that introduces a new format. The project, which encompasses various teaching exercises and tests in presence, outside and potentially inside the school, based on the value of the direct experience of children and young people, is collectively referred to as "Everyone outside for school" ("Tutti fuori per la scuola"). The official organiser is the association Via Dolce Via which represents a very

large pool of inhabitants and groups in the neighbourhood, already known because it organises an annual event of exchange and mutual knowledge in a local street that is closed to traffic for a day. **In *Everyone outside for school*, local associations and professionals from the world of culture and education organise a series of workshops for children on the main subjects to be found at school in a playful and proactive way. Here concrete experiences are used to teach concepts and ideas.** For example geography becomes an "orienteering" experience (by Egle Varisto), in geometry an exercise on the "golden section" involves physically tracing it in space (di Archipelag). Interestingly all the activities not only take place in accordance with the current rules of distancing, but also **turn the rule into an opportunity to invent new activities.** The event and the subsequent formal and informal seminars plant a seed in the network, which is now wider and stronger, **a seed that germinates in different forms and situations, promoting reflection on the role and quality of play areas** and open spaces in general, the subject of a design workshop with students from the Milan Polytechnic. It also leads to ongoing, regular initiatives such as the project promoted by the

Caffè Mamusca bookshop "Out with the books" ("Fuori i libri"), which offers group readings in the gardens, parks and squares of Dergano and beyond.

The Dergano network and the New European Bauhaus

The idea behind the actions carried out (and in progress) around widespread and open education on a neighbourhood scale in Dergano is rooted in a deeper and shared concept circulating in the Dergano "community". It is the echo of a particular sensitivity and attention to the issue that refers to an idea of a city where services are widespread and numerous, where the very idea of traditional service is probably in question, but where the school as an institution and space continues to count and the two aspects try to interact and resonate. In fact, this approach combines the knowledge and initiatives of competent and trained individuals linked to the world of education and local services, with a marked propensity for innovation in terms of social entrepreneurship linked to local activism.

An activism which has produced both temporary actions and more lasting cultural proposals, and which, by making its own skills available, has also been able to do business and

regenerate places. A good number of these active subjects are in fact managers or owners of spaces and facilities of a mixed public-private nature. It is here that the perspective of the New European Bauhaus finds a practical and interesting application. The spaces — buildings and their respective gardens and courtyards — regenerated and made available by the local realities are fluid, flexible, well-kept spaces that change and regenerate over time. They are the result of, and at the same time encourage, the emergence of new ways of living together and of social enterprise. The New European Bauhaus is also recalled by the very strong sense of community in Dergano which provides one of the possible ways to institute some aspects of the European Green Deal by approaching the individual and his daily practices. More specifically, it is probably the capacity for learning and innovation inherent in the wide-ranging and "variable geometry" of the Dergano network that represents the most outstanding element. During the pandemic, and particularly during the harshest phases of lockdown and social distancing, some inhabitants and some of these realities became active and invented new forms of interaction and support for the most fragile people.

In some cases, such as the introduction of "hanging baskets" from balconies in the area for the anonymous donation of basic necessities, they borrowed tools and forms of organisation from practices that already existed (the Neapolitan breadbasket), taking advantage of their particular relevance in response to new and surprising demands that arose because of the pandemic (the impossibility of going shopping or leaving the house), related to themes and issues that these realities already practised in a different way (bartering, exchange, various small circular economy initiatives). In some ways, these initiatives were then able to extend, move out of the house and temporarily occupy larger common spaces. Returning to the description of the urban fabric, if the presence of unexploited spatial resources, whether caused by industrial decommissioning, residual spaces, pathways or inaccessible and inhospitable areas of public space, can be said to be significant, it is precisely the contribution of the most community minded in Dergano that has animated the recent "educating" dimension. This could be the key to sustainable innovation of the forms and processes of urban regeneration in the whole area and could enhance the combination of functionality and beauty.





avanzi.org
info@avanzi.org

Avanzi - Sostenibilità per Azioni S.p.A. SB

Via Ampère 61/a - 20131 Milano

Tel. +39 02305160



avanzimilano



Avanzi - Sostenibilità per Azioni



@avanzi_



@AvanziMilano



alpodcast

ISBN 979-12-200-9931-8



9 791220 099318