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**From a study programme of architecture and urbanism for older learners,  
via a European Project,  
to new small scale projects and activities...**

Building Bridges for Europe  
Ruse, 19<sup>th</sup>-22<sup>nd</sup> November 2017

## The steps

1.

At the beginning there was the project *Squares, Streets and Buildings Around Us*. Objective? To develop from a scratch a study programme of architecture and urbanism at Slovenian U3A.

2.

To continue, there was Personal Town Tours, a European Project

3.

Finally, there have been emerging new small scale applicable research projects on local, national and international level

(1) Squares, Streets and Buildings Around Us (a programme of architecture and urbanism) has been in existence since 2012 when it was started from a scratch as a local older adult education project

**In our study group, SQUARES,  
STREETS AND BUILDINGS AROUND US**  
we discuss:

- the development of architecture through historical periods;
- what is currently going on in the field of architecture/urbanism;
- provocative topics.

### **Objectives?**

- TO INCREASE SENSITIVITY towards aesthetic characteristics of buildings and built environment. “Saper vedere”;
- TO DEVELOP CAPACITY TO REFLECT UPON OUR PERSONAL EXPERIENCE OF BUILDINGS AND SPACE;
- TO BE ABLE TO FORMULATE ARGUMENTS justifying personal attitude towards spatial developments and land using projects.



All topics embraced by the study programme are particularly important for older learners and citizens. Why? Because

our cities have been changing a lot throughout their lives;  
older people need to reconnect with their living environment;  
the programme belongs to inclusive education (EU objective too!) and older people are socially excluded (their lives are less interconnected with the lives of other people)



### **1. The educational programme embraces topics like:**

Chronological phases of the development of architecture/space

Origins of the city,

Traumas affecting the architecture of the 19th century,

Modernism,

Today's architecture, etc.

### **2. Provocative topics and debates:**

How do architectural heritage and new architectural interventions combine

Quality of life in the city – its growth and dynamics,

The importance of the public space for citizens, in the past and present

Renovation of the industrial heritage

Trees in the urban public space,...

### **3. Current developments :**

The heritage of Jože Plečnik, a Slovenian architect who worked in the Danube

region, built and rebuilt Ljubljana

Renovation of the main Slovenska street.

## **(2) PERSONAL TOWN TOURS**

**was a European Learning Partnership Project** with six participating partners

Main planned result: Setting up 3-5 personal town tours/itineraries;

8 members of the study group Squares, Streets and Buildings Around Us joined the project;

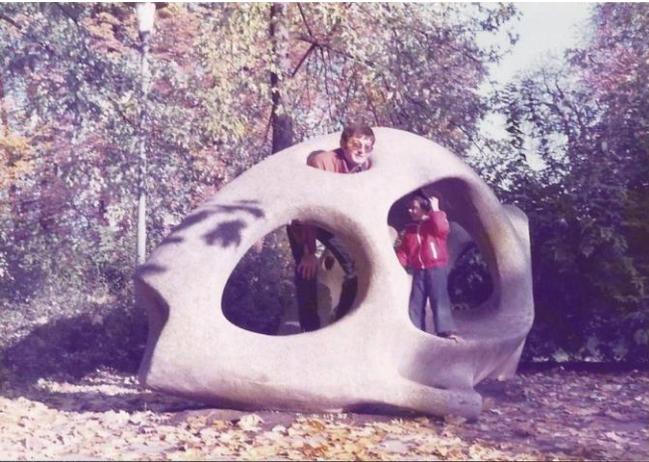
**What the eight members could contribute to the project I asked myself?**

**Personal experience of the city gained through their activities in the city**

**Variety of their experience, talents, personalities.**



# Steps:



**STEP 1:** We encouraged the members of the project **to write about their experience of the city** in the form of personal stories/memories connected with their city. We organised the collected stories around 3 interesting topics We wanted to familiar topics to be told in a new way.

**STEP 2:** When the framework of our research was set, we extended the data collection by: **talking to socially visible and less visible local people** about their experience of the city; **gathering official information** from libraries and municipal archives; **upgrading the data collection** by the knowledge gained in our study programme of architecture and urbanism Squares, Streets and Building Around Us.

**STEP 3:** We **piloted the personal town tours** for the Europeanproject participants Were also needed linguistic skills, story telling /narration skills, the timing skills.

STEP 4 is going on. It is about further learning about the city and experiencing it.

1. We wrote and designed an architectural guide. It combines personal experience and recollections of the city with architectural explanations and descriptions... Publishing houses are interested in publishing it in European languages.



## 5 NUK

Narodna in  
univerzitetna  
knjižnica  
1930 - 1941  
Jože Plečnik

Turjaska 1

Narodna in univerzitetna knjižnica je zgrajena na mestu nekdanjega baročnega Knežjega dvorca. Plečnik si je knjižnico zamislil kot neorenesančno palačo z izrazitim kamnitim prtiličjem, osrednjim opečnim delom, v katerega so vgrajeni tudi kamni porušeni stavb, in z močnim strešnim vencem. Stavbni ovoj deluje kot plašč iz tekstila. Vhod v knjižnico je v stranski ulici in namenoma nepoudarjen, kar prispeva k večjemu doživetju velike avle. To je Plečnik oblikoval kot stebno dvorano s stopniščem in obloženo s temnim poliranim podpečanskim kamnom. Na vrhu stopnišča in prečno nanj je velika čitalnica – svetel in odprt prostor, ki svetlobo dobiva iz zasteklenih oken na celotni prečni stranici čitalnice. Dvigavanje po osrednjem stopnišču do čitalnice je zasnovano kot 'pot iz teme neznanja k svetlobi znanja'. Konec devetdesetih let je arhitekt Marko Mušič prenovil kletne prostore, prej namenjene skladiščem, ter delno preoblikoval tudi informacijske prostore prtiličja.

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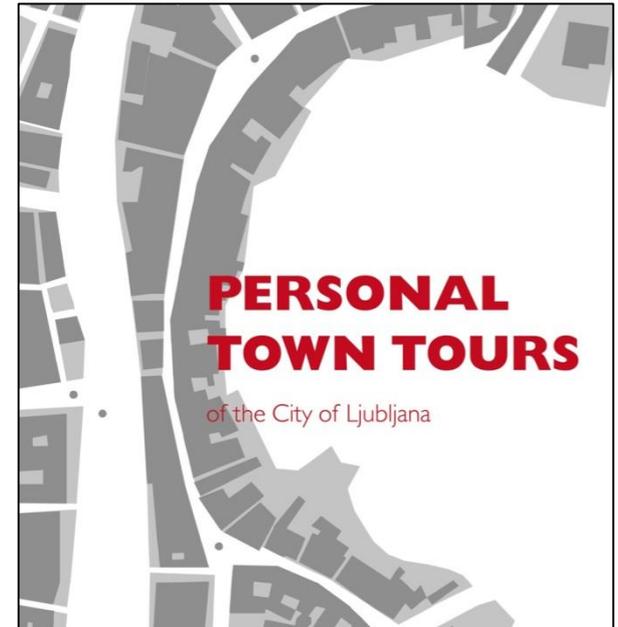


## 6 Čevljarški most

1931 - 1932  
Jože Plečnik  
Hribarjevo  
nabrežje

S koncem prve svetovne vojne in osuševanjem barjanske nadloge se za Ljubljano končuje obdobje tehničnega napredka in ekonomije 19. stoletja. Plečnikovi projekti za mostove izhajajo iz drugih korenin in se navezujejo na pretrgano tradicijo baročne Ljubljane. Ne prinašajo tehničnih novosti, vendar so z vidika zasnovane in uporabe prostora vizionarski. Njihova premišljena arhitektura namreč celi rane poprejšnjemu nepremišljenemu širjenju in popotresni (Velikonočni potres 1895) obnovi mesta. Z mostovi je Plečnik poskušal povezati mestno življenje z Ljubljano, uje to v betonsko korito Alfreda Kellerja, in meščanom odpreti nove javne mestne prostore, kar je vse do danes postavilo merila za gradnjo ljubljanskih mostov. Čevljarški most na mestu nekdanjih vrat v srednjeveško mesto je Plečnik zasnoval kot trg nad vodo, ki podaljšuje prostor Jurčičevega trga čez reko. Stebri, ki most obkrožajo, ustvarjajo tretjo dimenzijo in vtis 'dnevne sobe' meščanov. Prvotno so bili mišljeni kot podpora leseni pergoli, ki nikoli ni bila izvedena. Sredina mostu je označena z lučjo, ki je spuščena pod ravnino pohodne plošče. Morda zato, da se sprehajalec na sredi mostu skloni čez ograjo in zazre v reko pod seboj.

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2. Photography exhibition. Author: Vida Vilhar Pobegajlo, 2014



Photo: Vida Vilhar Pobegajlo

3. Members of the project group have been available to help guiding foreign delegates coming to the Slovenian U3A



## Different public presentations of our project work are going on

Presentations of the printed guide were on the national radio and television, 2016;

at the national Urban Planning Institute, 2014;

in the central book store, 2014

in a gallery, 2015

In the on-line magazine Trajekt

### **Most important:**

Basing ourselves on our project experience, we have been developing new projects... Our students feel socially included....on all levels(local, national, international)



**A selection of small scale projects**

# 1. Project, 2015: “48 from 1623” – Streets of Ljubljana named after women

Important: the unplanned topic was “discovered” by the group members, appreciated by the general and professional audience, by journalists

Four female participants took part in this small scale project: Nadja Agrež, Francka Bizilj, Ana Zalar, Vida Vilhar Pobegajlo



# Exhibition at Slovenian U3A. Was discussed the social culture gender etc.

2013



»Neizpremenljivi in absolutni kvaliteti umetnosti sta zato živost in svoboda in pravi umetnik je tisti, ki pri izražanju življenja namenoma prezre marsikatero podrobnost in si izbere one strani, s katerimi more poudariti značaj življenja, ki ga je zaslutil v svojem predmetu.«

A. Sodnik (1896) - Zbator magistr. Ljubljana-Slovenija in avstrijske



**Ulica se odcepi v križišču Maistrove ulice, železniške proge Ljubljana-Jesenice, Goriške in Smerkarjeve ulice in poteka proti severu ter se zaključuje na Litostrojski cesti.**

Alma Sodnik (1896 - 1965) se je rodila v Ljubljani. Poučevala je na oddelku za filozofijo ljubljanske univerze, kjer je postala prvi doцент za zgodovino filozofije, leta 1951 redna profesorica in 1952 celo dekanja Filozofske fakultete, kar je bil v tistih časih za žensko zelo visok položaj. Studirala je na Dunaju in se izpopolnjevala v Rimu, Milanu, Parizu, na Dunaju in v Gradcu. Pri nas je prva podrobno prikazovala zgodovinski razvoj filozofskih problemov od začetka antike do vključno Kanta z vplivom na He-

gla ter v vrsti monografskih razprav obravnavala filozofske teorije ter pomen posameznih mislecev. Na osnovi domačih (od zač. 16. st.) in tujih virov je ustvarila metodološko osnovo za sistematični prikaz zgodovine filozofije pri Slovencih, bodisi po filozofskih avtorjih, bodisi po filozofski problematiki. Med drugim so leta 1975 pri Slovenski matici izšli tudi njeni izbrani spisi.



1984



»Največjo oviro za smotrno znanstveno pot so mi vrgle rojenice že v zibel, saj sem se rodila kot – ženska. To pa pomeni obremenjenost z vsem, razen z logiko. In kdo je med starši naše generacije že zaslutil, da se da tudi žensko mišljenje kako urediti... V tistem času so bile Slovenke z gimnazijsko maturo, z akademsko častjo pa bele vrane in smešno bi bilo v zvezi z mano pomisliti na kaj takšnega.«

M. Boršnik (1906) - Fotograf. In fragment. Muzejna Galerija



**Ulica Marje Boršnikove je v naselju Nove Jarše. Odcepi se od Jarške ceste in poteka med stanovanjskimi hišami in stolpci proti jugovzhodu in severovzhodu ter se slepo zaključuje.**

Marja Boršnik (1906-1982) je bila slovenska literarna zgodovinarica in zaslužna profesorica. Rodila se je v Koštovni hiši v Borovnici, maturirala na realni gimnaziji v Ljubljani in diplomirala

iz zgodovine slovenske književnosti na Filozofski fakulteti. Med letoma 1930 in 1942 je poučevala na gimnazijah na Ptuj, v Ljubljani, Leskovicu v Srbiji in Celju. Med drugo svetovno vojno je bila zaradi sodelovanja v OF aretirana in po kapitulaciji Italije leta 1943 izpuščena s komaj nekaj mesece staro hčerko Franco Premk. Po vojni je bila med drugim inšpektorica za srednje in visoke šole, strokovna inšpektorica pri Ministrstvu za prosveto LRS in referenka za učbenike na oddelku za šolstvo.

Bila je predsednica slavističnega društva, predstojnica katedre za slovenski jezik ter dopisna članica SAZU. Objavila je monografijo o Antonu Askercu, Franu Celestini in Ivanu Tavčarju ter knjigo Studije in fragmenti.

2010



»Ljudska pesem na Koroškem ni samo spomenik davno minulemu, ni solza za grob, marveč še živa resničnost, iskreača se lepota sončnega dne v poletju življenja... Naj bi ne utihnila, naj bi se vedno znova ubrano oglašala pod Višarjami, ob Zilji in Dravi, od Dobrača do Pece in Uršlje gore...«

Z. Kumer (1924-2008) - Slovenski ljudski pevski zbori, 2007, 2008



**Ulica je na Rudniku, v križišču z Jurčkovo cesto se odcepi severovzhodno in poteka proti železniški progi Ljubljana-Novovo mesto in se zaključuje s Cvetkovo ulico.**

Zmaga Kumer (1924-2008) je raziskovala slovensko ljudsko glasbo, ljudsko pesem, tipologijo pripovednih pesmi, vlogo, zgradbo in slog slovenske ljudske pesmi

Rodila se je v Ribnici, diplomirala iz slavistike na ljubljanski Filozofski fakulteti in na folklorno-zgodovinskem oddelku Akademije za glasbo v Ljubljani ter podiplomski študij zaključila z doktorsko disertacijo z naslovom Slovenske priredbe srednjeveške božične pesmi Puer natus in Bethlehem. O glasbenem narodopisju

je predavala na Oddelku za muzikologijo na Filozofski fakulteti, od leta 1995 do upokojitve pa je bila zaposlena kot znanstvena svestnica na Glasbenonarodopisnem inštitutu ZRC SAZU v Ljubljani. Napisala je več del o slovenskih ljudskih pesmih, na primer Pesem slovenske dežele in Slovenske ljudske pesmi Koroške. Sestavila je tudi pesmarice, med drugimi Čez polje pa svetinja gre in Eno si zapolimo.

Za svoje delo je bila nagajena z zlatim vencem, Murkovo, Herderjevo, Zoisovo nagrado za življenjsko delo za raziskave ljudskega izročila in Streklejvo nagrado.



## Newspaper articles:

# DELO

### Le trije odstotki ulic poimenovani po ženskah

Tina Lešničar, 10/2/2015



# DNEVNIK

### Razstava za Bežigradom: od 1623 ulic v Ljubljani le 48 poimenovanih po ženskah

Živa Rakovec, 11/2/2017

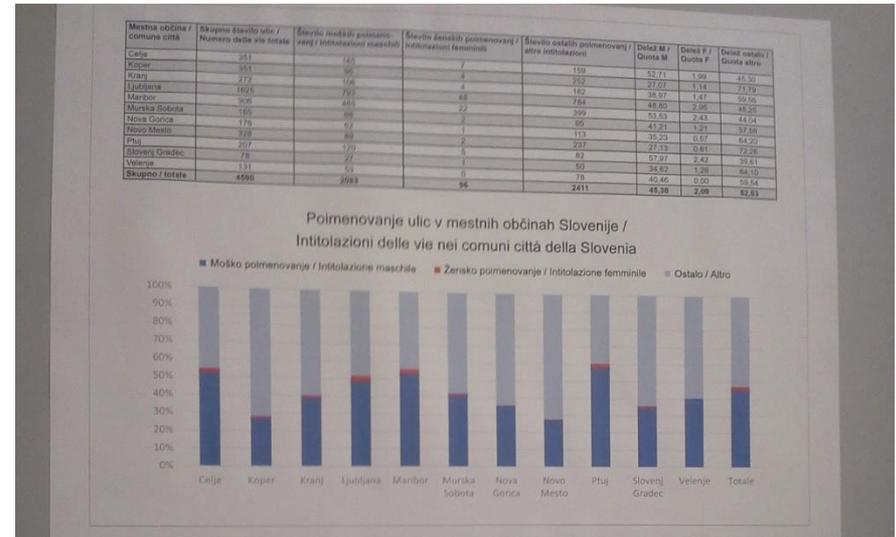


# Invitation from Toponomastica Femminile, Trieste

By its president Elene Cerkvnič, 2015

Participation at their exhibition in  
Trieste

In Trieste: 1316 streets, 9 named after  
Slovenian people (gender and ethnic  
inequality)



## Na ljubljanskih ulicah je vsekar pre malo žensk

Le trejše odstotki ulic, poimenovani po ženskah. Študentska univerza za tretje življenjsko obdobje opozorilo na pomen imen ulic v prestolnici

**Trije odstotki**

Študentska univerza za tretje življenjsko obdobje opozorilo na pomen imen ulic v prestolnici

**Kumerjeva ulica**

**ŠČUKARJI, ŽENAGA IN MOŠKI**

Študentska univerza za tretje življenjsko obdobje opozorilo na pomen imen ulic v prestolnici

The exhibiton was hosted also by the national Slavic public library in Ljubljana, 8th February 2017



2. Project, 2016: **workshops and an architectural tour in co-operation with Vič Primary School.** Workshop with children, 10 - 12 years old, from 4 European countries. Invitation came after a programme broadcast on the national radio.

7 participants from the study programme; 3 also from PTT project: Nada Klučar, Vida Vilhar Pobegajlo, Andrej Šolar, Alenka Šolar, Dubravko Lovrečič, Anamarija Rančič, Sonja Bastar



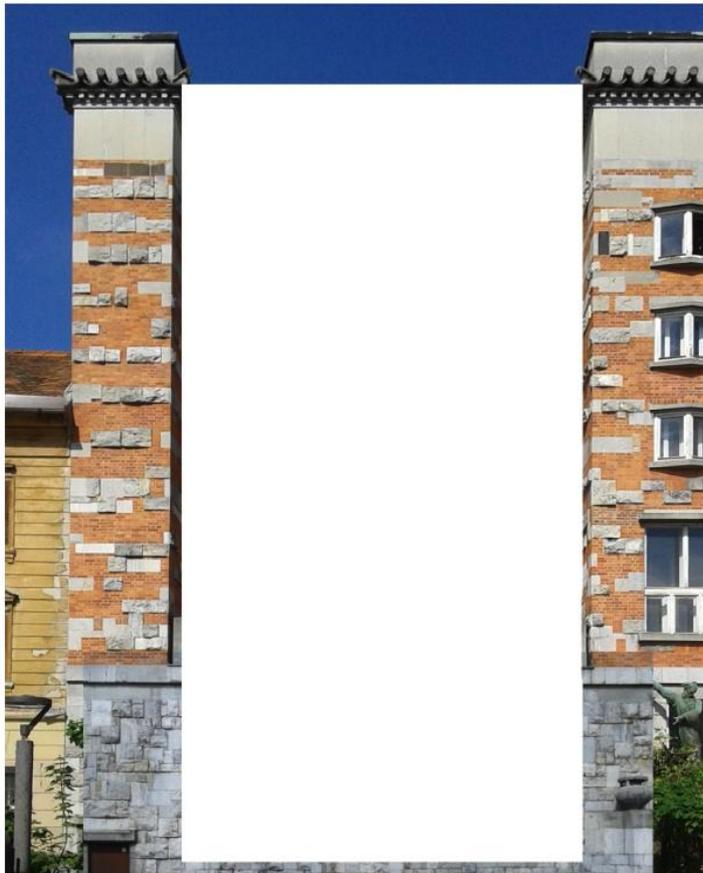
We used project experience gained in the EU Personal Town Tours...

1. The picture shows one part of the lateral facade of The National and University Library. Draw the missing part of the facade.

Who is the architect of the building? .....

What is there behind the missing window in the picture?

.....



Picture: Andrej Solar

2. Add the architect Plečnik's bridge into the photograph.

After whom was the bridge named? .....

How can we recognize the bridge? By what characteristics?

.....



Picture: Meta Kutin

Worksheets we developed were using the draing method (“international language”).



### 3. Project, in progress:

We are doing research for an architectural guide based on personal stories and professional knowledge of Križanke which is an old town area. (Together with the international Ljubljana Festival and a Grammar School for Design and Photography Ljubljana)



## **To conclude:**

The first project entitled “Personal Town Tours” helped us develop further and in a different direction, with different learning methods, our basic study programme “Squares, Streets and Building around us”, so that

- we started to promptly apply theoretical knowledge acquired in the classroom within small applicable projects;
- I started basing our weekly meetings (lectures) much more on my students’ experience, adapting them to *their* responses, ideas, needs;
- we strengthened interpersonal ties through our joint work. It is worth mentioning that the ties strengthened between all members of the study programme “Squares, Streets and Buildings around us” and not only between the learners who cooperated in each individual research project. Now our students are far more ready to take part in EU projects, to build European awareness and European identity;
- we are planning an open air project titled Urban Bread for children in the old town (making bread and talking about the town)

Personally, I have become interested in the connection between older students, older adult education providers, the town. I have become a doctorate student researching interconnectivity of older adult education, architecture and urban space.