

Golden Cubes Awards

Architecture &
Children

Suzanne de Laval

Summary and evaluation of the worldwide competition 2010-2011

UIA WP Architecture & Children Golden Cubes Awards

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UIA WP Architecture & Children Golden Cubes Awards

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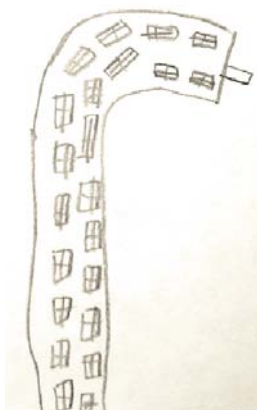


Illustration from Switzerland StadtPlan2020

Table of contents

Preface	7
Introduction	9
UIA Work Programme Architecture & Children	9
The official presentation of the Awards:	9
Award Category: SCHOOL	11
Award Category: INSTITUTION	11
Award Category: WRITTEN MEDIA	11
Award Category: AUDIO-VISUAL MEDIA.....	11
Presentation of all the entries	11
Schools	12
Germany (winner)	12
Slovenia (special mention)	12
Austria	12
Brazil	13
Colombia	13
Croatia	13
Finland.....	14
France	14
Italy.....	14
Japan.....	15
Sweden	15
Switzerland.....	15
USA	16
Germany (out of competition).....	16
Institution	17
France (winner)	17
Colombia (special mention)	17
Australia	18
Austria	18
Brazil	18
Costa Rica	19
Croatia	19
Finland.....	19
Germany	20
Ireland.....	20
Japan.....	20
Slovenia.....	21

Sweden	21
Switzerland.....	21
Turkey	22
USA.....	22
Germany (out of competition).....	22
Slovenia (out of competition).....	22
Written Media.....	23
Switzerland (winner)	23
France (special mention)	23
Austria	23
Colombia	24
Costa Rica	24
Finland.....	24
Germany	25
Japan.....	25
Slovenia.....	25
Sweden	26
USA (out of competition).....	26
Audio visual media.....	27
France (winner)	27
USA (special mention)	27
Austria	27
Analysis of the result.....	28
Sustainability - social, ecological and economical.....	28
Roles that children can play	29
Advocates for Change	29
Researchers.....	30
Trailblazers.....	30
Clients.....	30
Expert Consultants	30
Creative Inspirers	30
(Co) Designers.....	31
Builders	31
Place Makers	31
Final reflections.....	31



Illustration from the Eco-Cubby, Australia

Preface

Built Environment Education, what happens around the world? The UIA working group WP Architecture & Children decided to arrange a competition for to collect and make known what enthusiasts all over the world are doing, mostly we presumed on voluntary basis. But as the result of the competition shows, many of the projects and initiatives are based on professional leadership and institutional funding. There are also examples of a combination of professional and voluntary cooperation in several projects.

The worldwide competition UIA WP Architecture & Children Golden Cubes Awards was accomplished 2010-2011. Totally 276 entries were submitted to the national juries. The 18 participating countries nominated maximum 4 entries each and the international jury had finally about 50 entries to judge.

The total number of children and young people that were reached in all the 50 nominated projects around the world was approximately 375.000 persons, but to that sum you should add every school in Switzerland and Finland because their respective publications are spread nationwide to all schools. You should also not forget all the 225 entries that were not nominated...

The fact that so many countries participated in the competition and that the entries were presented in a fairly similar way, made it interesting to try to summarize the result and try to mirror the state of the art. Architecture & Children or Built Environment Education is still not globally recognized in the academic world. There are some universities and institutions in different countries that are pioneers, but there is a huge need for more research and cooperation between researchers. The result of this competition shows that the pioneer universities and institutions have an important impact in the respective country. The collaboration between universities with Teachers education and Architecture education seems to be a fruitful combination.

This essay is funded by a Swedish R&D foundation ARQ www.arqforsk.se and the research is made totally independent of the work of the international jury. The author has not been in contact with the jury, so the conclusions in this essay about the different entries in the Golden Cubes Awards competition, has nothing to do with the conclusions of the jury. The jury made a short statement about the winners and the special mentions. They also expressed how impressed and encouraged they were over the range of projects presented and the work done by individuals and by organizations of all sizes. But they did no further analyze of the result to guide any other person trying to understand the huge material that the presentations of almost 50 entries represent.

Therefore this essay is an attempt to guide the reader, so you can find the projects that are of interest. The material is described from different angles and all the projects that are in any way presented on Internet are completed with a link, so you can find more information. All the entries are available at the Swedish Centre for Architecture and Design website:

http://www.arkdes.se/english/architecture_young/golden_cubes_awards/index.xml

After the introduction with the presentation of the winners, there is a commented list of all the entries, with links and some base facts. The last part of the essay is an attempt to analyze the result and discuss what we learnt from this first edition of Golden Cubes Awards.

Thanks to ARQ for the funding of this essay and also a great thanks to The Swedish Centre for Architecture and Design for publishing.



The Prize Ceremony in Tokyo 2011
Winner of “Audio-Visual Media”
Georges Nivoix from France, awarded
by Hannes Hübrich (left)



Members of the working group
UIA WP Architecture & Children in
the Exhibition of Golden Cubes
Awards in Tokyo 2011

Standing from the left:
Ewa Struzynska, France
Suzanne de Laval, Sweden
Hannes Hübrich, Germany
Beverley Garlick, Australia
Nobu Motooka, Japan
Barbara Feller, Austria
Takeshi Inaba, Japan



Golden Cubes Exhibition Tokyo 2011

Teaching aids, books, brochures and
other material demonstrating the
potential in all the entries.

Photographer: Beverley Garlick

Introduction

UIA Work Programme Architecture & Children

The UIA Work Programme Architecture & Children is a global professional network of architects within the UIA organization. The network promotes Built Environment Education for children and young people. The competition *Golden Cubes Awards* is one of the activities, and another issue for the network is *Guidelines for Built Environment Education*.

Link to the UIA WP Architecture & Children: <http://uia-architecture-children.bak.de>

Link to UIA: www.uia-architectes.org

This text below is a quote from a leaflet presenting the Work Programme:

“The International Union of Architects (UIA) was founded in 1948 to unite the architects of the world, without regard to nationality, race, religion or architectural school of thought, within a federation of national organizations.

The aim of the UIA is to enable architects to discuss ideas and concepts, share experiences, broaden their knowledge, and learn from their differences in order to play a better part in the improvement of the environment and the quality of people’s lives.

The UIA Architecture & Children Work Programme is a global programme within the theme ‘Architecture and Society’. Its Built Environment Education Guidelines and Website support Architects and Teachers in helping children and young people to understand architectural design and the processes by which our environment is shaped.

Built Environment Education will help children and young people so as adult citizens they will be able to participate effectively in the creation of high quality architecture that is humane, beautiful, sustainable and respectful of its context.

Providing this education is a matter of partnership between architects and teachers in collaboration with schools, parents, education authorities and governments.”

The official presentation of the Awards:

Citation from the presentation leaflet on Internet of the Architecture & Children Golden Cubes Awards, the announcement of the results 2011:

“The UIA Architecture & Children Golden Cubes Awards were founded to honour people and organizations that help children and young people to understand architecture. Almost 300 entrants made submissions describing activities or products designed to teach children and young people, from pre-school up to the age of 18, to understand architectural design and the processes by which our environment is formed. Following a national selection process, 18 countries submitted their nominations in the four categories - Schools, Institutions, Written and Audio-Visual Media – to an International Jury. The International Jury met on 13 – 14 April 2011 to evaluate the nominated entries and select one in each category for an Award. Because of the high quality of many of the submissions they also selected four additional entries for Special Mention.”

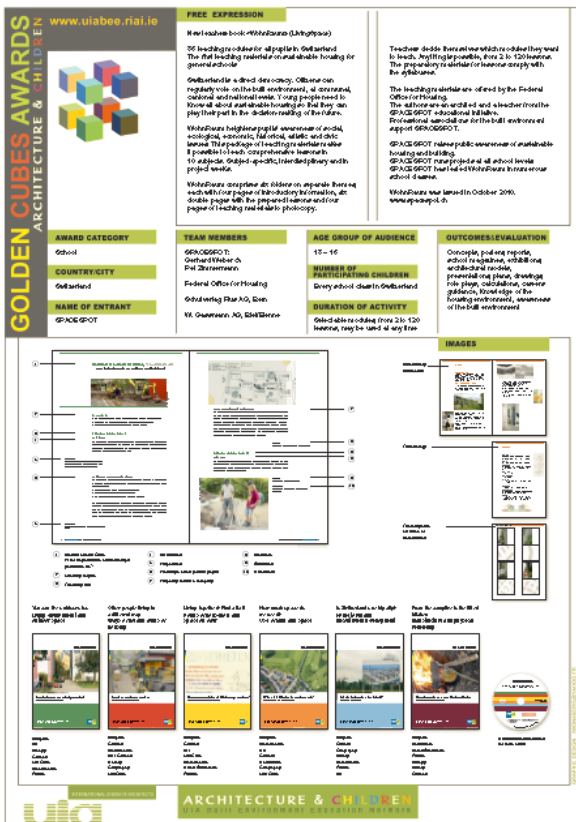
The four awards were formally presented September 27th 2011 at the official UIA Award Ceremony in Tokyo during the UIA Congress of Architecture.



Winner of Award: SCHOOL
L.A.G. Network for Architecture, Germany



Winner of Award: INSTITUTION
Fédération des CAUE, France



Winner of Award: WRITTEN MEDIA
WohnRaum, Switzerland



Winner of Award: AUDIO-VISUAL MEDIA
Architecture Series 1 Workplaces, France

The presentation of all the entries is available at:

http://www.arkdes.se/english/architecture_young/golden_cubes_awards/index.xml

Award Category: SCHOOL

Award Winner: 'Network for Architecture'. L.A.G. (Germany)

Special Mention: 'Trnovo Model of Basic Education + Learning'. Kindergarten Trnovo. (Slovenia)

Award Category: INSTITUTION

Award Winner: '50 Activités pour Découvrir l'Architecture et l'Urbanisme'. Fédération des CAUE (France)

Special Mention: 'Casa Sentires'. Fundacion Sentires – Triptopolis. (Colombia)

Award Category: WRITTEN MEDIA

Award Winner: 'WohnRaum'. Gerhard Weber and Pet Zimmerman. (Switzerland)

Special Mention: 'La Ville Mode d'Emploi'. Carole Saturno and Perrine Belin. (France)

Award Category: AUDIO-VISUAL MEDIA

Award Winner: 'Architecture Series 1 – Workplaces'. Georges Nivoix + CRDP de Franche-Comté (France)

Special Mention: 'NEXT Eco Web.' Next.cc (USA)

Citation from the jury statement:

"The Jury was encouraged and impressed by the range of projects presented and the work done by individuals and by organizations of all sizes. Many works with limited resources to develop young people's awareness of architecture so that, as adult citizens, they will be able to make their voices heard and influence the political, economic and social strategies which will shape their cities and their environment.

As Louise Cox, President of the UIA, said: 'The creation of a humane and sustainable environment is a challenge that involves us all – architects, planners, politicians and communities. I am convinced that if everybody had more understanding of the processes by which our environment is shaped, our towns and our countryside would be better and happier places to live.' "

In Tokyo at the Congress UIA2011 the result of the competition was presented at a seminar arranged by the UIA WP Architecture & Children. The prizewinners were given the opportunity to verbally present their projects in lectures. The UIA WP Architecture & Children also arranged an exhibition of all the entrants in the Exhibition Hall.

At the UIA2011 formal big prize ceremony the Golden Cubes Awards were presented and the prizewinners were awarded.

Presentation of all the entries

The short presentation of all the entries below is sorted after the chosen categories. Some of the entries should perhaps rightly have been sorted in another category. It was obviously difficult for the local national juries to put the projects in the right category, and it was even more difficult for the entrants to choose the right category. A school could be an institution and a school project presented in a book could also be categorized as an institution or a school...

Each category presentation starts with the winning entry and then the special mention entry, thereafter the entrants are presented in alphabetical order. Some countries delivered more than one entry in each category and the extra projects are here presented last in each category and are marked (out of competition). Some entrants were put in the category (out of competition) for other reasons. They are still in this presentation, because they are of interest.

Schools

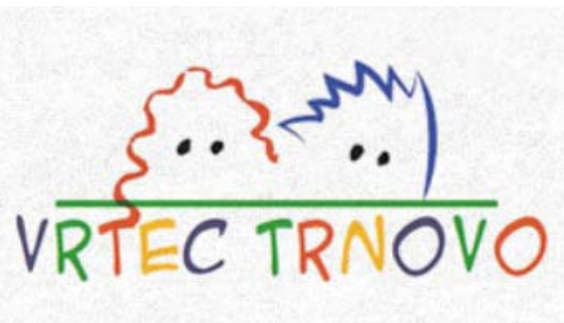
Germany (winner)



Architektur und Schule
LandesArbeitsGemeinschaft Bayern

Network for architecture, L.A.G. – Over 60 teachers, town planners and architects have joined forces to introduce the topic architecture to all Bavarian schools. An inter-disciplinary project aiming to include students in the planning process. Children aged 6-20. Since 2007. Reached 1000 children. Connected book: Raum erfahren – Raum gestalten Architektur mit Kindern und Jugendlichen Landesarbeitsgemeinschaft Architektur und Schule <http://www.architektur-und-schule.org/>

Slovenia (special mention)



Development of an innovation project The Trnovo Model of Basic Education and Learning (TMTU) Trnovo kindergarten's educational model. Cooperation between architect, pedagogue and staff in the Trnovo kindergarten. Children aged 1-6, since 2007. Reached 354 children. Trnovo kindergarten, Vrtec Trnovo <http://www.vrtectrnovo.si/index.html>

Austria



Aunt Berta's Cabin, a cabin was planned and built on the schoolyard with the collaboration of schoolchildren and teachers. Collective wishing, planning and implementation. A daily building journal was kept. Children aged 8-9. Reached 20 children. Primary School Berta von Suttner in Graz

Brazil



The Espiralando Method is used to plan and create a playground with the children in the community participating. The involvement work continues at the construction time. The infrastructure is made by voluntaries parents and bricklayers. The children come and play a clay crush game. Architects and children become sculptors. After clay drying, a specialized team will make the plaster, paintings and baseboards, and then the place of the community is ready to play.

Children aged 6-12. Reached 50 children, duration 90 days.

Espiralando Bioarquitetura

Colombia

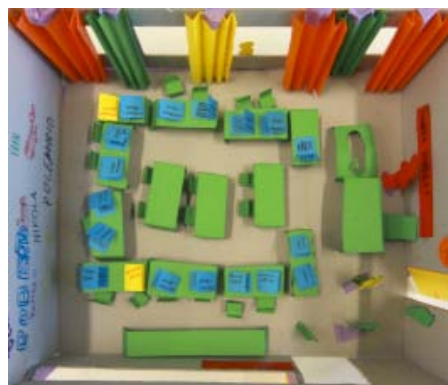


Workshops for children and young people. Courses at the Faculty of Architecture University of Santo Tomás, where architecture students do workshops together with schoolchildren, creative teaching strategies through the experience. Nature and senses, literature and architecture, city collage. Children learn to perceive the qualities of architecture and space. Activities have been established within the introductory course in architecture education in collaboration with local schools.

Children aged 4-18. Reached 900 children and young people.

Faculty of Architecture, Universidad Santo Tomás in Medellín

Croatia



A series of ten workshops during the school-year 2010/2011 a joint project of the school's art teacher and section of the Istrian Architectural Society. Workshop once a month during the school year.

Different themes like dimensions, functional units, composition of mass in space, public and private space, landscape, house as dwelling machine, field work and computer aided design.

Children aged 6-14. Reached 127 children. Elementary school Veli Vrh in Pula.

Finland



A three year learning environment project called Insight! Financed by Ministry of Education. A pilot project with the main goal to develop the physical school environment and teach the children through acting and working out to better understand their built environment. Children aged 7-12. Reached 300 children, the whole school was involved. 2008-2011
Lintulampi Primary School in Oulu

France



Workshops in classes 30 hours per year/class. Collaboration between teacher and architects. Series of activities. Workshop of artistic practices: What is a home? Collective staging of their work at the end of the year. Children aged 13-14. Since three years. Reached 60 children.
Ecole Mont Roland

Italy



Technical Institute of Naples, ITI Marie Curie, carried out laboratory work with the students 2009-2011 to develop their skills in the knowledge of the territory in which they live – Ponticelli, east district of Naples - to enable them to protect it and manage the transformation in the future. Children aged 14-17. Reached 160 children.
Technical Institute of Naples, ITI Marie Curie

Japan



A research project to create an innovative school in Congo Kimbondo. In cooperation Japanese students and Congolese volunteers are constructing and building a school. The schoolchildren participate when it suites. The project ACADEX provides environmental study workshops for the children. Five main subjects make up the curriculum of ACADEX. They are: Science, Arts, Languages (English, Japanese, Spanish, Arabic and Korean), Sports beyond the usual ones, Ethics and Core Values.

Children aged 5-12. 2008-2014. Reached yet 40 children. Will increase up to 120 in 2014.

ACADEX Primary School Project in Congo Kimbondo

Sweden



An architecture course in a small school in Stockholm. Every Friday the pupils go out and study the environment from different angles. Often in cooperation with Arkitekturmuseet (The Swedish Centre for Architecture and Design). The children do workshops and build models, they make drawings and other pictures. The result is collected in individual books that the children make like logbooks. Children aged 9. Reached 150 children during 5 years.

Lilla Adolf Fredriks skola, Stockholm

Switzerland



“Stadt.Plan.2020” A joint project with architects organizations, youth theater, university and government for the future planning of Basel a tri-national metropolitan region in mutual urban and regional planning. 12 architectural offices worked together with 12 classes from different schools with the question: What will Basel be like in ten years from now? The project ended with an exhibition at the Swiss Children’s and Youth Theatre Festival (SPOT) in a container city at the Kasernen Platz.

1650 people came to see the exhibition. Children aged 6-18. Reached 220 children 2009-2010

<http://www.stadtplan2020.com/start>

USA



The Vitruvius program, studio education in Architecture, Art and Design. A ten year curriculum, discussion, presentation, and critique, freehand and constructed drawing, modeling in a variety of media, painting, printmaking, photography and installation/exhibition.

Children aged 2-14, 2010-2011. Reached 300 children.

<http://www.aanetwork.org/page/vitruvius-program-summit-school-ahwatukee>

Summit School of Ahwatukee

Germany (out of competition)

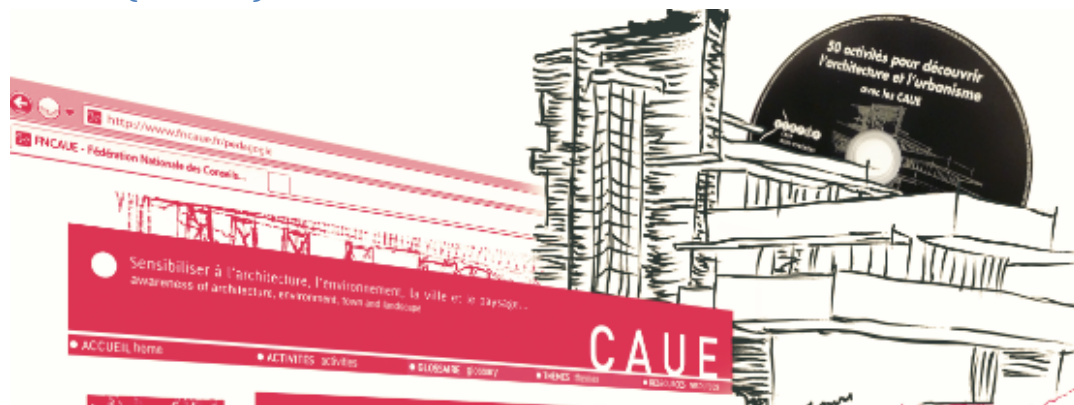


Project “Building + Constructing”. 10 weeks project involving parents and after-school care. Architects, teachers and parents cooperated. A one week-workshop was included in the project.

Children aged 5-10, Feb-April 2012. Reached 160 children.

Institution

France (winner)



CAUE, Conseil d'Architecture, d'Urbanisme et de l'Environnement (The advisory council in architecture, town planning and environment) was created in France 1977. The working group "pedagogical practices for young people" are collecting the different examples from CAUE all over France. They have published a book "50 activités pour découvrir l'architecture et l'urbanisme avec les CAUE", published 2007. Attached to the book is a CD, the next step was to make a web portal, launched 2008.

Children from the age of 10. CAUE reached 136 000 visitors since 2008. (34 000/year)

CAUE www.fncaue.fr/pedagogie

Colombia (special mention)



Casa Sentires, a collective of architects Triptopolis joined Fundación Sentires (a NGO) in a project to develop the building for after-school care of 50 children aged 6-13. The work included actively the children in the development of the house's design. It was arranged with 5 workshops: 1 Artistic sensitization, 2 Fairy tale, 3 Neighborhood and model, 4 trip to National University, 5 Sketch book. Children aged 6-13. Reached 50 children, 3 months in 2010.

<http://triptopolis.wordpress.com/2010/10/22/casa-sentires/>

Fundación Sentires, Triptopolis

Australia



Eco-Cubby is a workshop program for children that places architects and designers in schools and communities to promote the concept of sustainable design. Through the development of an Eco-Cubby, children engage in challenging dialogue to learn about, build awareness of and take action for sustainable living. Eco-Cubby is an annual program that run over 3-4 school terms.

Children aged 3-12. Reached 500-1000 children 2009-2010

www.eco-cubby.com Eco-Cubby in Australia Melbourne

Austria



Driftwood FREiraum – space for and by young people. A project where young people built a camp in a forested area in Egg. In 16 days of Driftwood camp with schoolchildren and students, they planned and built 25 objects. It all started with a design competition in the High School of Egg.

Children aged 16-20. Reached 60 people. Treibholz-Camp. OJB Offene Jugendarbeit Bregenzerwald

<http://www.ojb.at/20110218-golden-cubes-award-treibholz-camp.html>

Pictures <http://picasaweb.google.com/ojb.virtuell/Treibholzcamp180708#>

Brazil



The program Living Village is the set of measures of urbanization social development and regularization of existing settlements – with the aim to integrate it to the city and make appropriate living conditions. Art Therapy project: it is expected that children can cope better with their emotions, leaning to express them in a better way. Conferences and environmental education events: to change the way children see the living environment, promoting environmental conservation.

Children aged 7-15. Reaches 200

Prefeitura de Belo Horizonte

Costa Rica



Lindavista Construyendo un sueño is a project run by a multidisciplinary group of Architecture, Education, Archaeology, Anthropology and Topography students who developed a socio-spatial intervention that considers children's thoughts and imagination through a participative design to conceive and build their own recreational areas in a bamboo construction. By means of educational workshops together with schoolchildren.

Children aged 6-12. Reached 25 children.
Universidad de Costa Rica

Croatia



"Around the school", concept a project to raise awareness and introduce to a broader public the activities of the School of Applied Arts and Design through an exhibition set up in shop-windows of downtown stores and affirm the school and its pupils as active participants in the cultural life of the city in a time when the transfer of the school onto the city's periphery is being discussed. A joint act of collaboration between current pupils, former pupils and teachers that came together to raise awareness to a common

problem as well as successful interaction with a broader urban public "Around the school".

Association of former Pupils of the School of Applied Arts and Design-UBU in Zagreb

Children aged 15-18. 83 pupils. The project reached an audience of 3000 during 7 days.

Finland



Home of my own, the children are studying their homes. They make a picture and drawing of the facades of the house, then they build a model of the house. The models are then put together to form a town with ground and gardens and finally they experiment with light. The method is outlined in collaboration between architects and art educators. This is a workshop used in LASTU an art school in Lapinlahti.

Children aged 6-12. Reached 660

children. LASTU School of Architecture and Environmental Culture www.lastu.fi

Germany



JAS Jugend Architektur Stadt is a non-profit association that generates built environment education and participation of young people. Since 2005 it has generated working tools, teaching materials, workshops and projects. JAS was founded in the Ruhr region, and in Cologne, Berlin, Hamburg and Essen. JAS are developing methods and they are grounded on activities like: “see, explore, design, present”. 2010 JAS realized 50 projects. JAS Jugend Architektur Stadt e.V.

www.jugend-architektur-stadt.de

Ireland



A Space for Learning is an education project for architects and secondary school students to challenge current thinking in school design. IAF, Irish Architecture Foundation placed 120 architects/architecture graduates with 1500 pupils across Ireland during 2010. It was arranged as a competition. The result was documented in a national touring exhibition and a publication. The project also included an evaluation of the total work, architect-, student- and teacher evaluation.

Children aged 14-16. Reached 1500 students.

Irish Architecture foundation <http://www.architecturefoundation.ie/>

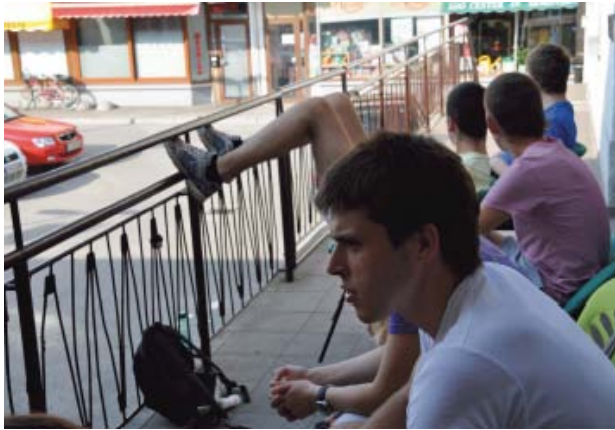
Japan



Meguro Museum of Art in Tokyo has been active in educational programs with a series of workshops since the opening of the Museum in 1987. The school of Architecture is one of such programs. In 2009 the theme was "The popping idea! – My dream house" to contemplate on

“living” and to learn about architecture while having fun. Children aged 5-15. Reached 2009 25 children. Meguro Museum of Art, Tokyo + www.mmat.jp

Slovenia



“Public City” deals with problems of Ljubljana’s youth. The project began by examining the teen’s relationship with the city. A team of teenagers, architects, artists and researchers analyzed the urban space Zalog. On the local level the project will include the young designing the local sport-field and its sitting area. A cooperation between ČAMAC, STEALTH.unlimited, Faculty of Architecture Belgrade and KUD C3 Children aged 8-22. Reached 25 children 2010 Cultural Association C3 www.kudc3.org

Sweden



“The Shaggy City” a project and an exhibition performed at the Swedish Museum of Architecture in Stockholm. An exploration, an exhibition, a publication, a method. An educational project meant to help broaden one’s perception of cities. Workshops were held in Stockholm, and also in Shanghai China during the World Expo 2010. Arkitekturmuseet, The Swedish Museum of Architecture, since 2013 The Swedish Centre of Architecture and Design www.arkdes.se

Switzerland



Art and architecture workshops held at the studio by the Children’s Museum Creaviva in Bern offer the children the innovative opportunity to creatively explore and engage in art and architecture. The workshops are a regular offer for interested schoolchildren and teachers, after a series of supervised pilot workshops and a thorough evaluation with a specialized consulting committee. Didactic material is under preparation. Children aged 9-16. Reaches 1000 children per year.

Chilödre’s Museum Creaviva, Zentrum Paul Klee
<http://www.creaviva-zpk.org/en>

Turkey



2010. Dokuz Eylul University Faculty of Architecture and 75 YIL Primary School

Since 2008 the “Basic Design” education in the City Planning Department of Faculty of Architecture has been carried out through an “re-exploration of childhood”. The applications of this new approach have been continued through project classes and hands-on experiences, bringing undergraduate level students and primary school children together.

Children aged 7-9, students aged 17-18. Reached 27 children and 57 students in

USA



of others. Children aged 5-18. Reaches 2500 per year. Center for Architecture Foundation CFAF, New York City. <http://www.cfafoundation.org/index.php> <http://cfa.aiany.org/index.php?section=center-for-architecture>

CFAF The Center for Architecture Foundation, Learning By Design:New York (LBD:NY) program connects students and teachers to passionate design educators and diverse cultural institutions to broaden their understanding of how the built environment affects their daily lives. Students acquire a framework of knowledge about the built environment and develop the skills needed to engage in the design process. They learn to reflect and assess their own work and that

Germany (out of competition)

KLIMADETEKTIVE, „



Climate detectives, investigating their schools. Guided by an architect/energy consultant pupils of grades 3-11 and their teachers, during 1-2 schooldays, explore their individual behaviour concerning energetic efficiency and especially the energetic quality of their school buildings. Project supported by the Bayerische Architektenkammer and the Bayerische Staatsministerium für Umwelt und Gesundheit, STMUG. Children aged 8-18. Reached 600. Bayerische Architektenkammer ByAK

<http://www.byak.de/start/architektur/architektur-fur-kinder/klimadetective>

Slovenia (out of competition)



Spatial design contest, the activities taking part within the project are contest, workshops for pupils and students, teacher courses, getting to know the works of Max Fabiani and the cultural heritage of Stanjel. A biennial project.

Children aged 5-18. Reached 2000 children 2007-2010

Written Media

Switzerland (winner)



New teachers book “WohnRaum” (LivingSpace). 36 teaching modules for all pupils in Switzerland. The first teaching material on sustainable housing for general schools. WohnRaum heightens pupil’s awareness of social, ecological, economic, historical, artistic and civic issues. The teaching materials are offered by the Federal Office for Housing. Children aged 13-16. Reaches every school class in Switzerland. SpaceSpot <http://www.spacespot.ch/>

France (special mention)



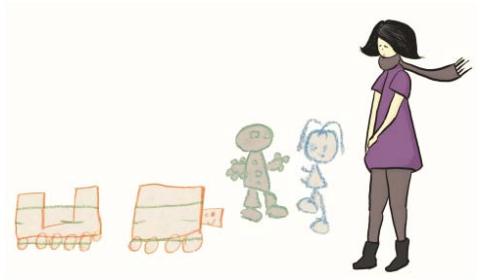
“La Ville Mode d’Emploi” is a non-fiction book aiming to help teenagers understand the urban society as it exists and evolves today: its history, the urbanity as it is generated as a way of life, its structure and future. The book is meant to leave the reader to travel through the book without the necessary help from adults. Children aged 12-15. Published 2007 by Gallimard Jeunesse, Paris
Carole Saturno and Perrine Belin

Austria



“Technik bewegt” the magazine was produced for The Technology Moves Week 2010, an Austria-wide event organized by Initiative Baukulturvermittlung. A specially designed magazine was created. Additionally educational modules has been worked out, set easily understandable tasks accompanied by detailed instructions, and will be reused in the future. One of the workshops was Leonardo Bridge Building Kit. Children aged 13-16. Reached 1080 children. <http://www.baukulturvermittlung.at/wp/>

Colombia



“Valentina en Bogotá” narrates a story of a 7 years old girl that lives in the Soledad neighborhood. She loses her dog “Pombo” and looks for him in the city. Valentina’s journey is carefully planned around the places of most cultural interest in Bogotá. The book is a student work to graduate from Escuela de Arquitectura, Facultad de Artes, Universidad Nacional de Colombia. Children aged 4-7.

Costa Rica



Lindavista construyendo un sueño, a joint project with University of Costa Rica, Art and Culture Moravian Group, architecture students and local authorities, also supported by a group of Danish experts. Documentation of the process in a book, which is a student project at the University of Costa Rica, Escuela de Arquitectura. Children aged 15-18. Reached 13 teenagers

Finland



Ampiainen (wasp) has been buzzing around Finnish schools since 2005. It is a joint project by the Design Museum, the Finnish Associations of Architects, Designers and Graphic designers, the Museum of Architecture and the Arts Council. Every year Ampiainen publish a thematic magazine and distribute it nationwide to all schools. Children aged 7-18 distributed all over Finland. Ampiainen Helsinki <http://www.ampiainen.fi/s/>

Germany



Media package “Architecture at School” , Architektur Macht Schule from Chamber of Architects in Hessen AKH. A number of publications that offers long-term support for handling architectural topics in schools. It can be employed independently from support by an architect, even though such support would be profitable. The media package contains books, movie on DVD and teaching materials. Children aged 5-19. Reaches 50.000-60.000 children.

<http://www.akh.de/baukultur/architektur-macht-schule/>

Japan



Built Environment Education, published Case Studies 2007 for use in schools. The material concentrates on learning about earthquake safety. Cooperation between Built Environment Education Support Team and Hyogo Architects Association, Smile-net, Kobe City and a number of Japanese companies.

Children aged 10-12. Reached 8000 children 2007-2010. Kobe City

Slovenia



In the illustrated story “Where do you live?” children meet the little boy called Nejc who shows them his home and living area. Pleasant reading for children, parents and teachers.

Children aged 4-8, published 2010

Rokus Klett Publishing Ltd, Ljubljana

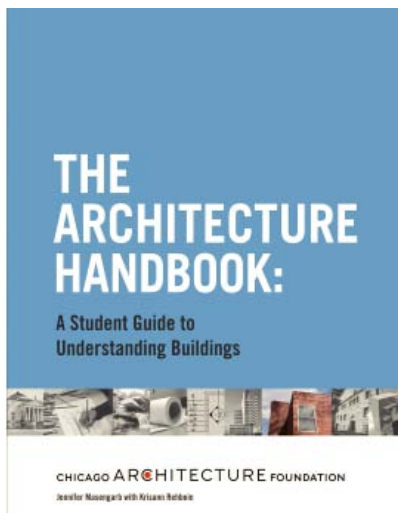
Sweden



“Children’s Right to the City, Architecture Pedagogic as a Democratic Method in Gothenburg”. In this book are gathered different examples of architectural projects involving children and young people during the years 2002-2009. The architect who participated tell us about their experience and describe their methods.

Children aged 5-18, reached a total of 3000 children 2002-2009. City of Göteborg Culture department and Movium.

USA (out of competition)



“The Architecture handbook” is the first secondary school architecture textbook in the United States. Students learn the fundamental skills of technical drawing in service of the larger goal of understanding sustainable architectural design. Educators also receive step-by-step activities and connections to math, language, arts, science and history.

Children aged 14-18. Reached 7200 children since 2007

Chicago Architecture Foundation <http://www.architecture.org/>

Audio visual media

France (winner)



A film produced on DVD presenting architecture in a new way. The film is part of a film collection entitled *The architecture series*. This film has the title *Workplaces* and presents some industrial building complexes in France and other countries as well. Presenting visual effects the construction and telling stories. Replaces architecture in its historical, technical, artistic, social and economic context. Children aged 12-18. Reaches 135 000 children. 4 years project. Franche-Comté CRDP, Besançon

USA (special mention)



NEXT Eco Web, or NEXT.cc, a website from USA made by a network of institutions around USA. There is also a video and a book published, presenting the same eco web introduction, what design is, what design does and why design is important. The web introduces architecture to children with fun and free tools, encouraging exploration of local communities while enabling virtual field trips to international institutions, museums and contemporary practices. Children aged 7-17. Reached 5000 children. www.NEXT.cc

Austria



The Society for Building Culture for Young People (Initiative Baukulturvermittlung) –a group of initiatives and projects from throughout Austria – developed the website www.baukulturvermittlung.at to make building culture accessible to a broad range of people. Online since 2010. For adults and interested youths. Initiative Baukulturvermittlung.

Analysis of the result

In the worldwide competition there were 276 entries. When you look upon the table below of all entries, it mirrors the fact that in some countries Built Environment Education is a big issue since many years, and in other countries this is something new. We have a lot to learn from each others. In Germany, France, USA, Austria, Slovenia, Colombia and Japan, which all had a great number of entries, there exists an infrastructure for Built Environment Education and probably many of their national entries would have been very interesting to present together with those very few that were nominated. The Russian entries were unfortunately taken out of competition since they did not fulfill the regulations properly.

N°	COUNTRY	Total Entries	Schools	Institutions	Written Media	Audio Visual Media
1	Finland	4	1	1	2	0
2	Brazil	7	2	4	0	1
3	Japan	50	10	35	5	0
4	Slovenia	21	18	2	1	0
5	Russia	2	1	0	0	1
6	USA	42	6	32	3	1
7	Sweden	4	2	1	1	0
8	Ireland	2	0	2	0	0
9	Croatia	6	1	5	0	0
10	Germany	22	5	12	5	0
11	Colombia	20	6	11	1	2
12	Austria	37	15	11	3	8
13	Australia	4	0	4	0	0
14	France	43	3	33	5	2
15	Switzerland	3	1	1	1	
16	Costa Rica	4	1	2	1	0
17	Italy	2	1	1		
18	Turkey	3	1	2	0	0
	TOTAL	276	74	159	28	15

These are the award criteria for Golden Cubes Awards that the jury had to relate to:

1. Are the educational objectives – what the children will learn and what skills they will acquire clearly stated?
2. Does it increase their understanding of architecture?
3. Does it support their understanding of social, economic and ecological sustainability?
4. Does it encourage sensitivity, creativity or critical thinking?
5. Is it fun?
6. Does it have the support of the educational authorities or of the community?
7. Does it involve collaboration or interdisciplinary partnerships?
8. Can it be implemented on a continuing basis?

It must have been very difficult for the jury to evaluate those criteria and compare the projects when some projects are extensive and others are more or less minimalistic. Question nr 3 about sustainability I have tried to investigate in the material.

Sustainability - social, ecological and economical

Most of the projects are carrying a certain amount of sustainability. Generally, to work with children and architecture and planning is a long term work to make our future better and to teach the children about how we can achieve a more sustainable society all together. To learn about how social,

ecological and economical factors interact, and how to have an influence on the development is very important. Especially when we discuss the physical environment, the town planning and architecture.

One of the entries was focusing on sustainable ecological design, the [Eco-Cubby](#) project from Australia, an annual program which runs over 3-4 school terms. The special mention project in Audio Visual Media from USA “[NEXT Eco Web](#)” was also focusing on ecological sustainability. Some other project had a social sustainable approach like the Turkish project “[Basic Design](#)” that brought together undergraduate students and primary school children. The Colombian project “[Casa Sentires](#)” with architects working together with children to build a house for after-school activities had a social and economical sustainability approach. The Japanese project [ACADEX](#) in Congo also was working with social and economical sustainability, building a school. The Swiss winner of the Written media “[WohnRaum](#)” has a strong sustainability profile. The other Swiss project “[Stadt.Plan.2020](#)” focusing on how Basel will be in ten years from now is also a sustainability project. The Swedish book project “[Children's Right to the City](#)” is focusing on sustainability, the book presents methods for children’s participation in the planning process. The German project Network for architecture [L.A.G.](#) is aiming to include students in the planning process. The Italian school project from [Ponticelli](#) worked with the territory’s transformation into the future. The Brazilian project “[Living Village](#)” had environmental conservation and environmental education on the programme. The German project (out of competition) “[Climate Detectives](#)” had an explicit sustainability goal. [The Architecture Handbook](#) from USA has a strong ecological mission. Many of the lessons in the book are having an ecological twist.

Roles that children can play

Parallel to a study made by Rosie Parnell at University of Sheffield, upon Children’s Architecture Participation and Education, it is interesting to discuss the different roles that children can play in such projects that were presented in the Golden Cubes competition.

1. Advocates for Change
2. Researchers
3. Trailblazers
4. Clients
5. Expert Consultants
6. Creative Inspirers
7. (Co) Designers
8. Builders
9. Place Makers

In several entries the children have had numbers of roles. Especially the books, written media, and the video presentations, audio visual media. They are presenting a number of projects or lessons of varying kinds. One good example of that is the winner of the School category from Germany – a network [L.A.G.](#) for architecture who also published a very elaborate book presenting hundreds of lessons and also background and analysis of the different lessons. Teachers, architects and researchers are the network and they made the book together in cooperation with two pedagogic universities in Switzerland. Also the winner of the Institution category from France, the [CAUE](#) produced a book with 50 examples or lessons for teachers to use in school. The German entry in Institution category [JAS](#) also uses all kinds of roles for the children and they have performed many projects all over Germany. The German entry in Written Media “[Architektur Macht Schule](#)” is another very ambitious project with a number of publications and examples of workshops and lessons for the schools. The American entries [CFAF](#), [NEXT.cc](#), The [Vitruvius Program](#) and [The Architecture Handbook](#) also present numerous lessons suggesting all different kinds of roles for the children.

Advocates for Change

Many of the projects have participant children that really are advocates for change, where the children are participating in a project that will lead to something built. The [Eco-Cubby](#) from Australia is aiming

to teach the children to be advocates for change – for a more ecological built environment. In the Croatian project [“Around the School”](#) the participants were supposed to discuss change in Zagreb. The Slovenian project [“Public City”](#) aimed to let youths from Ljubljana analyze and try to design a local sport-field. The Italian project in [Ponticelli](#) aimed to prepare the students to manage the transformation in the future. In the [Casa Sentires](#) project from Colombia the children were advocates for change and they were also making the change themselves. The Costa Rican project [Lindavista](#) worked with teenagers that in Future Workshops were advocates for change in a cooperation with local institutions. The [JAS](#) from Germany is an institution promoting that the young participants becomes advocates for change. The Swedish entry with the book [“Children’s Right to the City”](#), Architecture Pedagogic as a Democratic Method in Gothenburg” is promoting the children to become advocates for change.

Researchers

In almost all of the projects that participated in this Golden Cubes competition the children had the role of researchers. Most of the projects had moments of studying the environment in all different kind of ways. Some of them underlined the importance of using all your senses. Other stressed the importance of measuring and documenting. The pedagogic idea in several projects was to teach the children to really see their environment, to learn to appreciate it and to analyze the architecture.

Trailblazers

Very few of the projects were focusing on something that could be called trailblazers. The Swiss project [Stadt.Plan.2020](#) with schoolchildren cooperating with planners to discuss and explore how Basel would be in ten years from now, is one of them. The Swedish entry [“The Shaggy City”](#) also focusing on exploring the city is another example.

The very big projects or institutions like [CAUE](#) (Conseil d’Architecture, d’Urbanisme et de l’Environnement) in France, [CFAF](#) (Centre for Architecture Foundation), [NEXT.cc](#) and [CAF](#) (Chicago Architecture Foundation) in USA and [L.A.G.](#) (Landesarbeitsgemeinschaft Architektur und Schule), [JAS](#) (Jugend Architektur Stadt) and [Architektur Macht Schule](#) in Germany consisting of hundreds of lessons published in books or on the Internet, naturally have some lessons where the students acts as trailblazers.

Clients

One of the entries in the Golden Cubes competition had the idea of letting the children have the role of clients. It was the Colombian entry [“Casa Sentires”](#) where the children had multiple roles, but perhaps the most important was that they were the clients who participated in the design for their own future building for after-school care.

Expert Consultants

This role is very rare or nonexistent in the material. The Swedish entry with the book [“Children’s Right to the City”](#), Architecture Pedagogic as a Democratic Method in Gothenburg” is dealing with children’s participation in the planning process, including the role of being expert consultant. Children are experts on their own perspective.

Creative Inspirers

Generally projects concerning architecture and children is very inspiring for everyone that participates, especially when the project is presented or exhibited with funny models and nice drawings and paintings. The role of creative inspirer within the project is seldom occurring for the children themselves. The children’s role as creative inspirers appears mostly in the projects where there is a collaboration between children and professionals, teachers, architects or planners.

(Co) Designers

In most of the projects the children are getting the role of designers and they really enjoy the possibility to design and let the fantasy flourish. They make drawings and pictures and more or less complicated models. The photos from all the projects tell us the story of successful design workshops.

Builders

The Japanese project in the School category [ACADEX](#) is one example where they are actually building a school in Congo. Also in Austria school children participated in building a cabin on the school yard, [Aunt Berta's Cabin](#). In the Institution category the entry from Colombia "[Casa Sentires](#)" was a very successful participating project, with children participating in planning a new building for after-school care. In Costa Rica "[Lindavista Construyendo un Sueño](#)" the children were designing and building their playground with bamboo-constructions.

Place Makers

In Finland in the project "[Insight!](#)" the schoolchildren in Oulu were participating in the planning of new school environment. The Japanese project in Congo [ACADEX](#) where they built a school the children were place makers. The Colombian project in [Santo Tomás](#) had moments with place making. In the Austrian project [Aunt Berta's Cabin](#) the children planned and built the cabin and were truly place makers.

Final reflections

There were only three entries in the Audio Visual Media category. The French winner with a series of films "[The Architecture Series](#)" and two webpages, the American [NEXT.cc](#) and the Austrian [Baukulturvermittlung](#). For the future Golden Cubes Awards it would be urgent to encourage more entries in that category. Audio Visual Media is becoming more and more powerful in our society and it is important that pedagogical tools are developed for built environment education. You have to find a neat balance between the use of Media and the physical experience of the real world. The French and the American entries addressed children or youngsters. The Austrian webpage addressed grown ups working with children and architecture.

The Written Media i.e. Books were richly represented both from Institutions and from schools. There are very ambitious publications made, with hundreds of lessons to use. Most of them are produced in professional collaboration or interdisciplinary partnerships. Some of them were even based on scientific research on Architecture, Art, Pedagogy or Didactics. They all addressed adults; teachers, architects and others who want to work with Children and Architecture.

Three of the books addressed children; the French "[La Ville Mode d'Emploi](#)" for teenagers, the Colombian "[Valentina en Bogotá](#)" and the Slovenian "[Where do you live?](#)" for younger children. Perhaps a bit surprising that not more of the books addressed children or young people directly. "[The Architecture Handbook](#)" from USA is a Student's Guide to Understanding Architecture. A very ambitious educational book for school use. It addresses pupils in school, not the young people directly.

The participating schools were of different size and some of the entries reached very few schoolchildren, but most of the schools had huge programs covering hundreds of children during multiple years. It is impressive to read about all these school projects. Many teachers, architects and artists working together with workshops and excursions and interventions, studying the cities and the built environment with the children and young people.

The participating Institutions were of diverse kind. There were museums; Arkitekturmuseet from Sweden, Children's Museum Creaviva from Switzerland and Meguro Museum in Japan, DAM German Museum of Architecture, Cooper Hewitt National Design Museum USA. The Finnish entry

Ampiainen represented a cooperation between Helsinki Design Museum, Museum of Architecture and the Arts Council as well as the organizations for architects respective designers.

States or federal offices participating or funding the projects: The Finnish Ministry of Education, CAUE (The Advisory Council in Architecture, Town Planning and Environment) from France, Bayerische Staatsministerium für Umwelt und Gesundheit STMUG, and the Bavarian Ministry of Education and Culture in Germany, Federal Office for Housing in Switzerland, The City of Göteborg Arts and Cultural Affairs in Sweden, Bundesministerium für Unterricht, und Kultur in Austria, Kobe City in Japan, National Endowment for the Arts USA and Ministry of National Education France.

Universities participating in projects: Colombia Faculty of Architecture of Santo Tomás, University of Applied Sciences Northwestern Switzerland, Pädagogische Hochschule Zürich Switzerland, Pädagogische Hochschule Zentralschweiz - Luzern, Staatsinstitut für Schulqualität und Bildungsforschung in München Germany, Technical Institute of Naples ITI Marie Curie in Italy, School of Applied Arts and Design-UBU in Zagreb in Croatia, Faculty of Architecture in Belgrade in Slovenia, Dokuz Eylül University Faculty of Architecture in Turkey, MOVIMUM-Centre for the Urban Public Space at the Swedish University of Agricultural Science, University of Costa Rica Escuela de Arquitectura, The University of Wisconsin USA, School of the Art Institute of Chicago USA,

National Centers or Foundations were represented; CFAF Centre for Architecture Foundation and CAF Chicago Architecture Foundation in USA and IAF Irish Architecture Foundation, National Environmental Education Foundation USA, Regional Department of Cultural Affairs Franche-Comté region France, Initiative Baukulturvermittlung Austria.

NGO's were represented by Fundacion Sentires in Colombia, and JAS in Germany, Cultural Association C3 in Belgrade.

Architectural Associations represented were: Istrian Architectural Society from Croatia, Federation of Swiss Architects (BSA), Bayerische Architektenkammer ByAK, Architektenkammer Hessen AKH, Architektenkammer Northrhine-Westphalia all from Germany, The Association of German Architects BAK, Hyogo Architects Association in Japan.

Architecture students were participating in projects from Turkey, Slovenia, Costa Rica, Austria, Colombia, Finland, Ireland, Italy and Croatia. It seems popular amongst architecture students to work with schoolchildren during their training to become architects. In some countries you can also find teacher students interested in Architecture Education for schoolchildren.

Summing up the Golden Cubes Awards had a variety of entries and the total picture is rich and inspiring. Truly worth to study from different angles. This was just a brief summary with no ambition to be complete. The studied material is so diverse, that it is almost impossible to understand it all and to present it in a systematic way. Still that is the great charm with this international competition. You get inspiration and new ideas. Hopefully this thesis is a little help to orientate in the material.



From the Swedish entry

