Rapport 2015

Projekt 16:2014
Golden Cubes Awards - Architecture and Children

Suzanne de Laval

http://uia-architecture-children.bak.de

GOLDEN CUBES AWARDS ARCHITECTURE & CHILDREN

Golden Cubes Awards

Architecture & Children

Suzanne de Laval

Summary and evaluation of the worldwide competition 2012-2014

UIA WP Architecture & Children Golden Cubes Awards

Summary and evaluation of the worldwide competition 2012-2014
UIA WP Architecture & Children Golden Cubes Awards

Author: Suzanne de Laval, Sweden
Published: 2015 by The Swedish Centre for Architecture and Design, Arkitektur- och designcentrum in Stockholm, digital publication www.arkdes.se
This essay is made possible with a project grant from ARQ a Swedish foundation for R&D www.arqforsk.se

The result of the competition and this essay will be published in a digital exhibition at The Swedish Centre for Architecture and Design.

http://www.arkdes.se/articles/skola/for-larare/golden-cubes-awards

Illustration from La Casa, School Award winner Colombia

Table of content

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

Colombia (winner) 12

Finland 12

France 13

Germany 13

Greece 14

Japan 14

Romania 15

Russia 15

Slovenia 16

Sweden 16

Institution 17

Japan (winner) 17

Bulgaria (special mention) 17

Colombia 18

Costa Rica 18

Croatia 19

Finland 19

France 20

Germany 20

Greece 21

Hong Kong 21

Luxembourg 22

Romania 22

Russia 23

Slovenia 23

Spain 24

Sweden 24

Switzerland 25

United Kingdom 25

Written Media 26
France (winner) 26
Colombia 26
Croatia 27
Finland 27
Germany 28
Japan 28
Luxembourg 29
Romania 29
Russia 30
Slovenia 30
Sweden 31
Switzerland 31
Audio visual media 32
Sweden (winner) 32
Russia (special mention) 32
Finland 33
Japan 33
Spain 34
Switzerland 34
Analysis of the result 35
Sustainability - ecological, social, cultural, physical and economical 36
The use of computers 37
Roles that children can play 37
Advocates for Change 37
Researchers 38
Trailblazers 38
Clients 38
Expert Consultants 38
Creative Inspirers 38
(Co) Designers 38
Builders and Place Makers 38
Final reflections 39
Audio-Visual Media 39
The Written Media 39
The schools 39
The Institutions 39
Architecture students and volunteer architects 40
Presenting the result 40
Architecture and Pedagogy 41

Fairy Tale Houses from Romania (School Entry)

Preface

This is the second round or edition of UIA Golden Cubes Awards. 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 with Architecture and Children in Built Environment Education. The first edition was held in 2010-2011 and the second round was accomplished 2012-2014.

In the first worldwide competition UIA WP Architecture & Children Golden Cubes Awards (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 second round of UIA WP Architecture & Children Golden Cubes Awards was accomplished 2012-2014. Totally 128 entries were submitted to the national juries. The 18 participating countries nominated maximum 4 entries each and the international jury had finally 46 entries to judge.

In the first edition 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 corresponding number of the second round was approximately 147.000 persons, plus printed books and teaching aids in total editions of 42.500 copies. AMAG had 88.000 visits on the web and Switzerlands app had 1.735 downloads. If every copy, visit and download is summarized with the personal activities IRL (in real life) we get at total number of children and young people reached of approximately 279.000. Just like in the first edition Finland and Germany are spreading their publications and teaching aids to all primary schools nationwide. The architectural guide from Velenje in Slovenia was distributed to every household in Velenje.

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 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 46 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 will be available at the Swedish Centre for Architecture and Design website. 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 second 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 Awards Ceremony in Durban 2014

Standing from the left:
Hannes Hübrich, Germany, *jury*
Carolina Pizzarro, Costa Rica, *jury*
Magdalina Rajeva, Bulgaria, *special mention Institution*
Ewa Struzynska, France, *jury*
Madeléne Beckman, Sweden, *Awarded Audio-visual media*
Nona Aznavourian, Russia, *special mention Audio-visual media*

UIA WP Architecture & Children the Exhibition of Golden Cubes Awards in Durban 2014

All the entries in Golden Cubes Awards are exhibited. A table in the middle with brochures and books and other printed materials. A video screen in the corner demonstrating the entries of Audio-visual media

Award winning printed media from France.

UIA WP Architecture & Children seminar about Golden Cubes Awards in Durban 2014

Presentation of all the Award winning projects and the Special mentions. And also presentation of some other Built Environment Education projects from a long row of countries.
Lots of inspiration transmitted from participants and audience from many countries.

Photographer: Suzanne de Laval

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 2014:

"The UIA Architecture & Children Golden Cubes Awards were founded to honor people and organizations that help children and young people to understand architecture. 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.

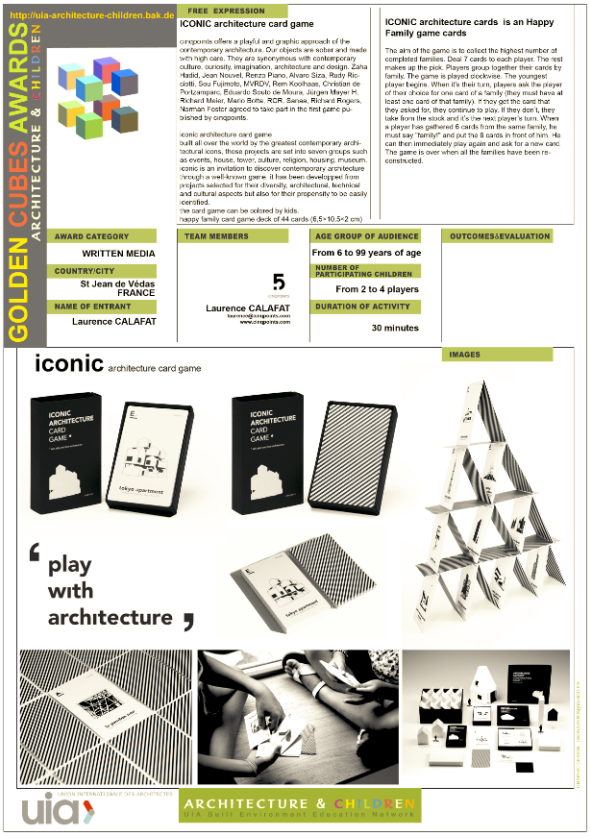
Following a national selection process, 18 countries submitted their nominations in the four categories - Schools, Institutions, Written and Audio-Visual Media – to an International Jury. The International Jury met on April 9 2014 to evaluate the nominated entries and selected one in each category for an Award. The jury also selected two additional entries for Special Mention.

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."

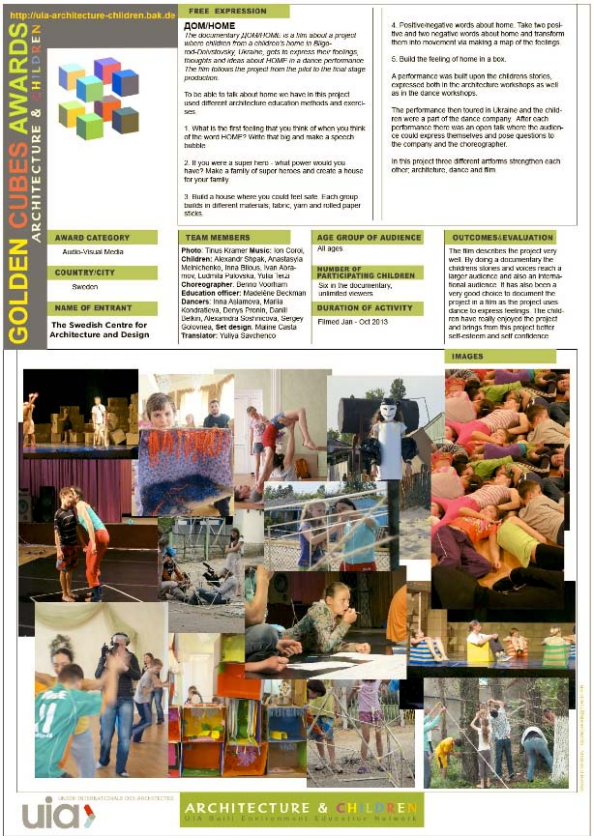
The four awards and the two special mentions were formally presented August 6th at the official UIA Award Ceremony in Durban during the UIA Congress of Architecture in South Africa.

Winner of Award: SCHOOL
La Casa, Colombia

Winner of Award: INSTITUTION
Earthquake recovery, Japan



Winner of Award: WRITTEN MEDIA
ICONIC Architecture card game, France



Winner of Award: AUDIO-VISUAL MEDIA
HOME videofilm, Sweden

Special mention: INSTITUTION
Children´s Architectural Workshop, Bulgaria

Special mention: AUDIO-VISUAL MEDIA
Piet Mondrian´s City, Russia

Award Category: SCHOOL
Award Winner: La Casa, Colombia

Award Category: INSTITUTION
Award Winner: Earthquake recovery, Japan
Special Mention: Children's Architectural Workshop, Bulgaria

Award Category: WRITTEN MEDIA
Award Winner: ICONIC Architecture card game, France

Award Category: AUDIO-VISUAL MEDIA
Award Winner: HOME, video film, Sweden
Special Mention: Piet Mondrian's City, Russia

In Durban at the Congress UIA2014 the result of the competition was presented at a seminar arranged by the UIA WP Architecture & Children. The award winners were given the opportunity to verbally present their projects in lectures. The UIA WP Architecture & Children also arranged an exhibition of all the entries in the Exhibition Hall.
At the UIA2014 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 eventually the special mention entry, thereafter the entrants are presented in alphabetical order country by country.

Schools

Colombia (winner)

The House or La Casa, a school project where the children studied the neighborhood, made models of their home and building workshops with different materials like spaghetti and toothpicks. Finally they made a central workshop and built a house with material from the rural settlement. Its main goal was to generate awareness regarding the place where children live and about the basic factors that affect and transform the surrounding areas. Furthermore, an additional aid was to develop a variety of skills and abilities among children participants.

Children 7-14 years old. Reached 30 children in 2013.
Centro Educativo Rural Champitas
https://www.youtube.com/watch?v=eIgIzyVPpXo

Colombia

Children's Roles:
Researchers
Co designers
Builders
Placemakers

Sustainability:
Recycling building material
Awareness of the place and basic factors that affect surrounding areas

Finland

From Masala to Hvitträsk The pupils studied the Hvitträsk villa, which the architects Gesellius-Lindgren-Saarinen designed for themselves, and its environs. Through studying the children learned about building and interior design, the work of an architect and the creative process. Working over an extended period strengthened pupils' concept of the importance of architecture in all our daily lives. Personal experience of a place and forming an experience through various artistic means gave the children perspectives on times past and present. Teaching of mathematics, art, information technology and environmental science were linked together. The children created a game-map.

Children 7-12 years old. Reached 300 children.
Masalan koulu (primary school) in cooperation with Hvitträsk Museum
www.hvittraskiin.net

Finland

Children's Roles:
Researchers
Co designers

Sustainability:
Learning about the creative process and the importance of architecture

France

Ecole Primaire Publique Julie Daubié a teaching project with an architect giving lessons on architecture and what is a town. Following lessons with exercise books created by the architect. Workshops in class for a ten days period. The project was finally exhibited in the city hall of Brest.

Children 3-11 years old. Reached 119 children.
Ecole Primaire publique Julie Daubié, Saint-Segal in cooperation with MAeB, Maison de l'Architecture et des Espaces en Bretagne.

France

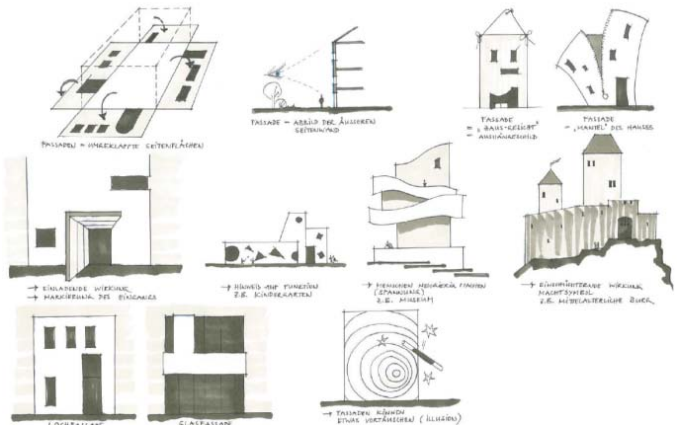
Children's Roles:
Co designers

Sustainability:
Learning about how the city can develop.

Germany

Die Archinauten, volunteer architects coming to school and presenting workshops for the children. The architects present a "problem" and the children are supposed to come with solutions. Worksheets with different challenges for the children are produced by the architects. The children produce drawings, pictures and models and explore the fundamentals of architecture by funny experiments.

Children 6-10 years old. Reached 12-15 children each half year 2012-2014 approximately 90 in total.
Primary School "Marco Polo" in Saalfeld and working group "Die Archinauten"
http://www.baukultur-thueringen.de/baukulturpreis/projekt/?id=1257


Germany

Children's Roles:
Researchers
Co designers

Sustainability:
Children learn to work together, social competence.

Worksheet: Architects illustration to architectural concepts.

Greece

Architecture in schools program, a pilot education program run by volunteer architects. Program in two phases, first phase in the arts lessons and second phase in the computers lessons. First phase included lectures, worshops and discussions, ending with an exhibition of their work. Second phase included a slideshow/quiz and lessons on the CAD-program “Sweet home” which they used in designing their own architectural idea.

Children 9-11 years old. Reached 27 children. Two school years with the same children 2012-2014.
H.A.E.F. Athens College Elementary School
http://www.haef.gr/en/Schools/AthensCollege/PrimaryAthens

Children’s Roles:
Researchers
Co designers

Sustainability:
Learning about the built heritage

Computers involved:
CAD program “Sweet home”

Greece

Japan

Eco-guide, environmental learning through the built environment education using school-buildings. School-users, teachers and pupils, participate in design and construction for changes in the school and building and architect and specialists participate in making educational programs. Everyone learn from each other. The Eco-guide teaches pupils to notice relations between themselves and environment in their life, and take environmentally responsible actions in order to solve problems.

Children 6-12 years old. Reached 306 children.
Tsuchihashi elementary school in Toyota, Tohata Architects & Engineer inc., Nagoya City University Suzuki Ken-ichi lab., Soken inc.

Children’s Roles:
Advocates for change
Clients
Expert Consultants
Co designers
Builders

Sustainability:
Eco-guide is all about environmental responsibility

Japan

Romania

Fairy Tale Houses, based on the story about The Three Little Pigs, the children were asked to be little architects and construct and build a house that was strong, beautiful and useful (Vitruvian qualities). The children made simple drawings and then built models of their Fairy Tale Houses. The building material was recycled boxes of different sizes.

Children 5 years old. Reached 48 children.
Fundatia School and Fun, Gradinita Sotron, Bucharest

Romania

Children's Roles:
Co designers

Sustainability:
Learning about the meaning of a solid construction

Russia

Card Game Moscow, the schoolchildren were asked to choose an architectural monument in Moscow and make a graphic coloured frontal picture of the building. The pictures were attached to a black and white map of Moscow. It could be a nice souvenir from Moscow. The children also wanted to make a card game with the pictures, making cards with description of the travel route passing through certain streets of the city, visiting various architectural objects including those that are designated on the map.

Children 7-15 years old. Reached 22 children.
School No 1298 in Moscow

Russia

Children's Roles:
Researchers
Creative inspirers
Co designers

Sustainability:
Learning about the built heritage.

Slovenia

The most popular shortcut, the pupils have drawn shortcuts of the path to school in a map and made a website where students and other users can vote for the best and most useful shortcut. They found the shortcuts, marked them with signs and the created the website.
https://sites.google.com/site/najboljsablizn jica/

Children 12 years old. Reached 30 children.
Primary School Lava in Celje

Slovenia

Children's Roles:
Researchers
Trailblazers
Co Designers

Sustainability:
Beginning to be conscious of the environment in which they live through their participation.

Computers involved:
The pupils made a map and a website.

Sweden

Green Schoolyards an empowerment project, the schoolchildren were participating in changing their schoolyard to be more green. A schoolyard council consisting of pupils and teachers were formed. They made study tours, discussed several drafts, made democratic pollings and economic choices. All 700 pupils participated to enrich the schoolyard with mosaic. Schoolchildren also participated in planting fruit trees and plant with edible berries. Only natural or recycled materials were used in the building of all new areas.

Children 6-16 years old. Reached 700 children and young people.
Augustenborg School in Malmö, The Department of Internal Services, City of Malmö

Sweden

Children's Roles:
Advocates for change
Researchers
Clients
Creative inspirers
Co Designers
Builders
Place Makers

Sustainability:
Green schoolyards is an empowerment process. Using natural and recycled materials.

Institution

Japan (winner)

Earthquake recovery in Sendai, two projects; first the restoration of a damaged kiln, building it up again with the help of schoolchildren, and the second project restoration of an old storehouse where the schoolchildren made new design for façade decoration. A cooperation between Tsutsumi Doll Pottery, Elementary school Yoshinari/Dainohara/Minami zaimokucho, Tohoku Fukushi University, Yamagata University, Miyagi University, Shokei Gakuin University and the City of Sendai.

Children 6-12 years old (kiln restoration). Reached 60 children
Children 9 years old (Storehouse restoration) Reached 360 children.
Architecture and Children Network of Sendai

Children's Roles:
Builders
Co designers

Sustainability:
Restoration of earthquake damage, learning about built heritage.

Storehouse design proposals for decoration och the façade.

Japan

Bulgaria (special mention)

Children's Architectural Workshop offers education for schoolchildren at the University of Architecture, civil engineering and geodesy. Classes are held every Saturday and a workshop is 1,5 hour, three workshops per week. Architectural students are tutors. Topics for the workshops are: architecture and environment, structure and composition, sensibility, culturally specific architecture, sense of history, function, design and technology. Architecture and the education process.

Children 5-12 years old. Reached over 1800 children per year. Ca 12 children per workshop and 36 children weekly.
Children Architectural Workshop a nonprofit organization, University of Architecture, civil engineering and geodesy. http://archforchildren.com

Children's Roles:
Researchers
Creative inspirers
Co Designers

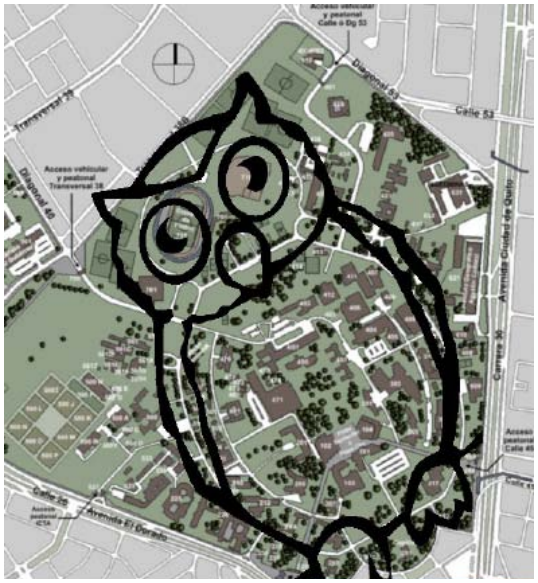
Sustainability:
Architecture and environment is an important topic for the workshops

Bulgaria

Colombia

Journeys through patrimony, a four hour workshop offered to schoolchildren in the University Campus of Bogota, to learn about the patrimony. The workshop start with a guided tour, architectural students are guides. After that the schoolchildren are having a workshop playfully reconstructing the design of the city and the university campus with models and jigsaw puzzles.

Children 10-12 years old. Reached 193 children since 2011.
School of Architecture, Art Faculty, Universidad Nacional de Colombia.



Colombia

Children's Roles:
Researchers

Sustainability:
Schoolchildren learn about the built heritage and the protection of the patrimony.

Costa Rica

To create awareness – to involve – to interact, three workshops created by a student of Architecture at Universidad Veritas of Costa Rica. First workshop is about to experience natural environment and created environment, second workshop is about textures and materials and the third workshop is about colors.

Children 5-11 years old. Reached 72 children.
Student work at Universidad Veritas of Costa Rica
http://blog.veritas.cr/estudiante-de-arquitectura-gana-premio-nacional-cubos-de-oro/

Costa Rica

Children's Roles:
Researchers
Co designers

Sustainability:
Aiming to create an awareness and appreciation of the environment.

Croatia

Donja Dubrava in Zagreb, Action Old Marketplace, an extensive program of educational research and cultural activities that would help children and citizens to take part in the decision making process and use architectural and urban tools for community building. Action research combined with workshops with schoolchildren. Pupils visited the site experienced it and documented their visit, took photographs interviewed passers-by etc. They got lectures explaining the history and they made sketches in art workshops. Finally the project and students work was exhibited.

Children 11-14 years old. Reached 500 children.
Platforma 9.81 – Institute for Research in Architecture

Croatia

Children's Roles:
Researchers
Advocates for change
Creative inspirers
Co-designers

Sustainability:
Deliberation process for the whole community for taking care of the old Market Place renewal.

Finland

Oasis – a living room in Annantalo's yard, architecture students and schoolchildren working parallel and intertwining designing a nicer courtyard. The process ended with an exhibition of all proposals and visitors could both vote and make their own new proposals. Finally a jury, consisting of representatives of town planning and cultural administration as well as pupils, decided which was the winning entry.

Children 7-14 years old and students of Master degree. Reached 19 children and 6 students.
Annantalo Arts Centre and Aalto University, in collaboration with World Design Capital Helsinki 2012 Foundation.
http://living.aalto.fi/en/program/archive/view/1e1262cf0bcec3a262c11e191b8ad4365a62eb02eb0/

Finland

Children's Roles:
Researchers
Clients
Creative inspirers
Co-designers
Place makers

Sustainability:
A real life project, learning about society

France

CAUE de Paris offers since 2012 architectural courses for children in Paris, with the support from institutional partners. The course was at the garden of the School of architecture in Paris Belleville. Students of architecture participated in the workshops, theoretical and practical studies aiming to understand the city, draw and design and then to build a full scale small pavilion. The course is two hours per week outside school hours.

Children and young people 6-18 years old. 14 student per class since 2012 reached in total 98 students.
CAUE, DRAC Pavillon de l'Arsenal, Ecole National Supérieure d'Architecture de Paris Belleville
http://www.caue75.fr/

France

Children's Roles:
Researchers
Creative inspirers
Co designers
Builders
Place makers

Sustainability:
Learning about the design process and technique and construction principles.

Germany

District Detectives – children find out about their city. School classes in Frankfurt are offered a two weeks course where the children through inspiring workshops are investigating their neighborhood. Frankfurt itself becomes a classroom in which children are encouraged to take a closer look in order to gradually understand the different factors that to architecture and the public domain either working or not working. http://www.sptg.de/stadtteildetektive.aspx

Children 8-10 years old. Reached approximately 500 pupils since 2008.
Deutsches Architekturmuseum, Frankfurt, Stiftung Polytechnische Gesellschaft, Frankfurt am Main
http://www.dam-online.de/portal/de/Bildung/ArchitekturmuseummachtSchule/1918/2415/61053/mod1962-details1/1888.aspx

Germany

Children's Roles:
Researchers
Trailblazers

Sustainability:
Learning about social and economic factors that influence the city. Learning about what planning is. How architecture is influencing the life in the city.

Greece

Hellenic Children's Museum educational program "Builders & Building" and "Support & Building". Children experiment with the basic principles of balance and structural design, touch real tools and building materials, come into contact with different architectural styles and create their own sustainable city.

Children 4-7 years old. Reached approximately 5.000 children
Hellenic Children's Museum in Athens http://www.athensmuseums.net/museum.php?id=16

Children's Roles:
Researchers
Builders

Sustainability:
Sustainability is in the museum program.

Greece

Hong Kong

Education Reform Architecture in Hong Kong, a Teaching Kit Project with an interactive pick and mix of methodologies are developed to help children to learn architecture at their own pace using videos, guided tours, children design workshops, hands on experiments and teachers guide. The material covers topics design deliberately bridging boundaries between architecture and arts, liberal studies, applied technology and local history. The teaching kit is designed for all secondary school students.

Young people 15-18 years old. Reached approximately 112.800 students from 470 secondary schools since 2012.
The Hong Kong Institute of Architects in association with the department of Architecture in the University of Hong Kong.

Children's Roles:
Researcher
Creative inspirers
Co designers

Sustainability:
The project aims for comprehension of built environment as global citizen

Computers involved:
In some lessons with technology as topic

Hong Kong

Luxembourg

Festival des Cabanes is a youth project on a triennial basis. A competition organized as a professional architects competition, followed by a construction phase leading to an exhibition of the completed works during 2 weeks. The participants learn about project management, different materials, statics and structure, budgeting, scheduling, and working individually and in a team. The use of renewable material is encouraged.

Young people 12-25 years old. Reached 198 participants of which 64 were aged 12-18
Service national de la Jeunesse, Ordre des Architectes et des Ingenieurs-Conseils
http://www.cabanes.lu/

Children's Roles:
Co designers
Builders

Sustainability:
Renewable material is used.

Luxembourg

Romania

Let's play architecture, De-a Arhitectura Association works since 2011 with workshops, training courses, educational materials and a website with short films for teachers and architects – to spread knowledge about architecture to children in schools. Educational programs for children aged 5, imaginary world of stories, children aged 8-10, the happy city and for children aged 11-13, the happy school. The program is built on explore-analyze-build-present learning sequence on a project learning basis.

Children 5-14 years old. Reached 2.170 children since 2011
De-a Arhitectura Association, Romanian Order of Architects and FPSE Bucharest University
http://de-a-arhitectura.ro/

Children's Roles:
Researchers
Trailblazers
Co designers
Builders

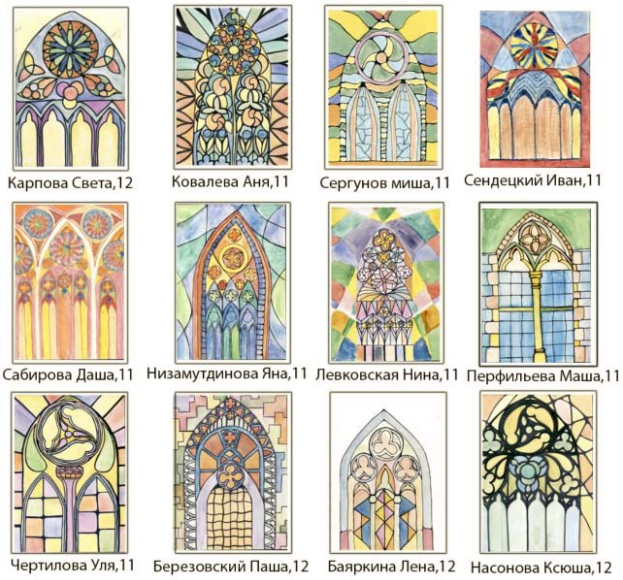
Sustainability:
Children learning about built environment.

Romania

Russia

Architecture to children, schoolchildren in Irkutsk have produced two handbooks or educational aids about architecture, “Vocabulary” and “Window’s travel Style guide”. Children were in a creative search, during illustration. They were forming individual view on certain historical architectural style.

Children and young people 4-18 years old. Reached 200 children authors, more than 1000 readers.
Children’s creativity Center of Architecture and Design “Pyramid”, Irkutsk State Technical University



Russia

Children’s Roles:
Researchers
Co designers

Sustainability:
Knowledge of the built heritage.

Slovenia

Workshops on local environment, Metro SR in Celje develops its own educational programs about the qualities of the local space for children as well as youth by means of workshops. Critical space users will appreciate and respect the qualities of constructed space. The participant will familiarize with the space they live in, develop a critical attitude and be enabled to improve their local space.

Children and young people 7-18 years old. Reached approximately 260 during 2012-2013.
METRO SR, The Institute for Space in the Savinja region
http://www.metro-sr.org/

Slovenia

Children’s Roles:
Researchers
Creative inspirers
Co designers
Advocates for change

Sustainability:
Pupils learn about the built environment and how to have an impact.

Spain

Chiquitectos is a playful and educational proposal, created around the architectural and the society of tomorrow. It is also an ethical project, where architecture and ideology go hand in hand. The way we play is the way we live and vice versa. The program includes spatial games, building games, abstraction and representation games, visual and digital games, experimental games, sensory games, observation and memory games, proportion and scale games, games and tours in the buildings and games in the city.

Children 3-12 years old. Reached 3.312 children since 2011. Each workshop is 8-25 children.
Chiquitectos in Madrid http://www.chiquitectos.com/

Spain

Children's Roles:
Advocates for change
Researchers
Trailblazers
Creative inspirers
Co designers

Sustainability:
Sustainable development is in the educational program. The goal is to develop responsible citizens, advocates for change

Computers involved:
Digital games, 3D, animation, Skype etc.

Sweden

"It becomes important when it's for real!" The Swedish National Agencies had a governmental commission to strengthen and improve the urban planning from the perspective of children and young people. Six local municipalities participated and a long row of projects were completed. The municipalities have in various ways used their schools as research institutes in and for the municipality. A number of pedagogic methods were used. Most of the projects were presented to the municipality in a local exhibition and thereby discussed with the local politicians and planners.

Children and young people 3-22 years old. Reached more than 1.200 children and young people.
The Swedish Transport Administration
http://www.trafikverket.se/PageFiles/150069/swedish_transport_adminstration_poster_architecture_children140220.pdf

Sweden

Children's Roles:
Advocates for change
Researcher
Trailblazers
Expert consultants
Creative inspirers
Place makers

Sustainability:
Public participation in the planning process

Computers involved:
Children's GIS an activity mapping tool

Switzerland

Saper Vedere “I spy with my little eye”, schoolchildren learn to see the architecture and the environment with a playful approach and the base for the exploration is Zentrum Paul Klee. The program consists of 1. Architectural Communication Workshops: From attention to astonishment , 2. Architecture Competition: Turning not spots to hot spots and 3. Educational Architectural Walk: Opening eyes and doors. There are sheets of theory and worksheets prepared for the visiting school classes and their teachers.

Children and young people 8-18 years old. Reached 1.250 young people so far (71 school classes)
RailAway, Swiss Federal Railways, Kanton Bern Bildung und Kultur, Bern University
Zentrum Paul Klee Creaviva Kindermuseum http://www.creaviva-zpk.org/av/saper-vedere

Switzerland

Children’s Roles:
Researchers
Creative inspirers
Co designers

Sustainability:
To learn about the built environment and heritage.

United Kingdom

ArchKIDS+HelpKIDS strives to engage children in learning through play and hands-on tasks that inform them the values of built environment and place-making objectives in their cities, using learning by doing methods. The goal is sustainable cities and to prepare the children to become conscious and participatory as future stake holders.

Children and young people 8-16 years old. Reached 250 in Aberdeen Greening Campus
ArchKIDS+HelpKIDS Foundation, Robert Gordon College Aberdeen, IDEAS Research Institute Robert Gordon University plus participating architecture students
http://www.rgu.ac.uk/news/cities-by-children-aberdeen-kids-get-hands-on-in-international-architecture-project

United Kingdom

Children’s Roles:
Advocates for change
Researchers
Creative inspirers
Co designers
Builders
Place makers

Sustainability:
The goal of the whole project is giving the children tools for a sustainable future.

Written Media

France (winner)

ICONIC Architecture card game based on an old concept, a well known game to collect picture-families. The greatest contemporary architectural icons, those projects are set into seven groups such as events, house, tower, culture, religion, housing, museum. The projects are selected for their diversity, architectural, technical and cultural aspects.

Children and anyone, any age. Time for a game 30 minutes.
www.cinqpoints.com

Children's Roles:
Playing a card game

Sustainability:
To learn about the built heritage.

France

Colombia

Circasia Territorio de los Ninos, children and young people in Circasia Quindio are invited to participate in the planning process for the municipality's future. 200 children were trained and certified as re-editors to impact a population of about 5000 children in five schools in Circasia. During the training the children produced booklets, videos and radio shows and were given the opportunity to interact with authorities like the Mayor.

Children and young people 5-14 years old participated. Reached 200 pupils.
Alcaldia Municipal de Circasia, Quindio
http://www.circasia-quindio.gov.co/ninos_ninas.shtml

Children's Roles:
Advocates for change
Researchers
Clients
Expert consultants
Creative inspirers
Co-designers

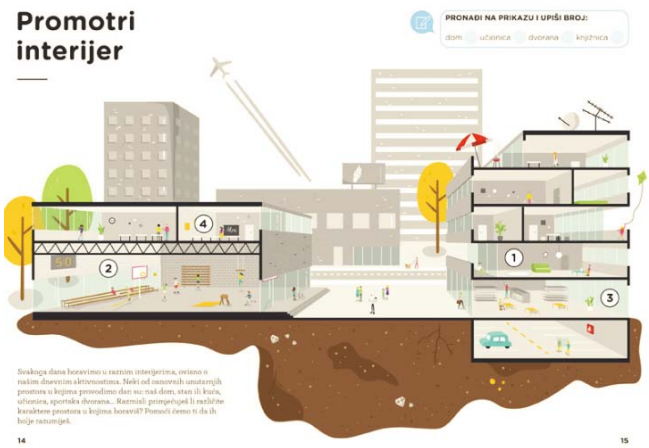
Sustainability:
The whole project aims for a sustainable future for the municipality, in all means.

Colombia

Croatia

“Prostor oko mene” The space around me, an architecture handbook and guide for primary school children, designed with an intention to help them understand the designed urban space, both exterior and interior. In order to test the handbook materials, workshops were conducted in Zagreb reaching 80 schoolchildren

For children 8-14 years old, printed copies 1.000. Test group of 80 children.
Publisher: Zagreb Society of Architects, 2014. Authors: Tatjana Liktar Elez, Ivana Lukenda, Kristina Careva, Ana Mrden, Maja Drazina.
https://www.behance.net/gallery/23309525/Prostor-Oko-Mene



Croatia

Children’s Roles:
Readers
Reseachers

Sustainability:
To learn about the built environment.

Finland

Spaces, Buildings & Cities (Tilat, talot & kaupungit) is a set of architectural teaching material based on the primary school basic education curriculum and integrating the content of the various curriculum subjects, and divided into three themes: Basic architectural concepts, Living and City. The teaching package encourages pupils to learn through three-dimensional activity, process working, learning by doing and thinking with their hands. The package was produced together with teachers and is designed to be as easy as possible to use in everyday teaching work.
The teaching material is available for everybody to use, download and print at:
www.arkki.net/tilat_talot_kaupungit/

Children 7-12 years old, intended for the use of all primary schools in Finland
Arkki School of Architecture for Children and Youth http://arkki.net/en/

Finland

Children’s Roles:
Researchers
Creative inspirers
Co designers
Builders
Place Makers

Sustainability:
Learning about the built environment to understand the living and the city.

Germany

How to build and plan a house, a media package of activity oriented material for primary school students which supplies their teachers with ready to use material in order to call the children's attention to their planned surroundings and the social and practical aspects of architecture. A CD with interviews and original sounds as well as all work sheets in pdf format completes the folder.

Primary school students 5-11 years old.
AKH Akademie der Architekten- und Stadtplanenkammer Hessen, ByAK Bayerische Architektenkammer http://www.akh.de/baukultur/architektur-macht-schule/medienpaket-wie-ein-haus-geplant-und-gebaut-wird/

Germany

Children's Roles:
Researchers

Sustainability:
Social and practical aspects

Japan

Building Blocks Play, with three shapes of building blocks Kirakusha Tsumiki Research center arranges workshops for children of all ages, every workshop uses 20.000 building blocks and the children are starting the workshop in a shower of blocks, then they build. In the end of the workshop the room is darkened and they put electric light into the new buildings, it's magic!

Children, and young people from preschool to university students. Reaches 8.000-10.000 participants in 50 workshops per year.
Kirakusha Tsumiki Research center.
https://www.facebook.com/permalink.php?story_fbid=595220940566908&id=303954826360189

Japan

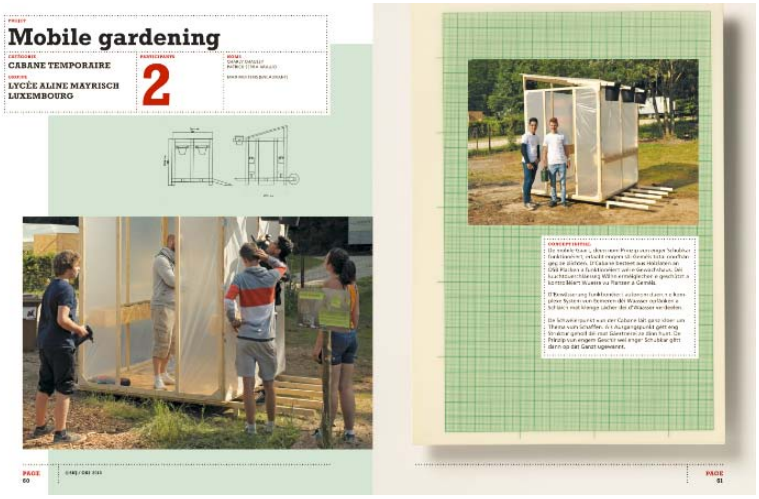
Children's Roles:
Builders
Co-designers

Sustainability:
Only wooden building blocks.

Luxembourg

Festival des Cabanes, a youth project organized on a triennial basis. Hut planning and building and the project ends in a festival. The entire project is documented in a brochure presenting all entrants and all the huts. It show the commitment of the young people to their project and to the festival. The brochure rewards the participants for their efforts and raises awareness about youth and architecture.

Young people 12-25 years, 198 participants. Brochure printed in 3.500 copies.
Service National de la Jeunesse, Ordre des Architectes et des Ingenieurs Conseils
http://www.cabanes.lu/



Children's Roles:
Creative inspirers
Co designers
Builders
Place makers

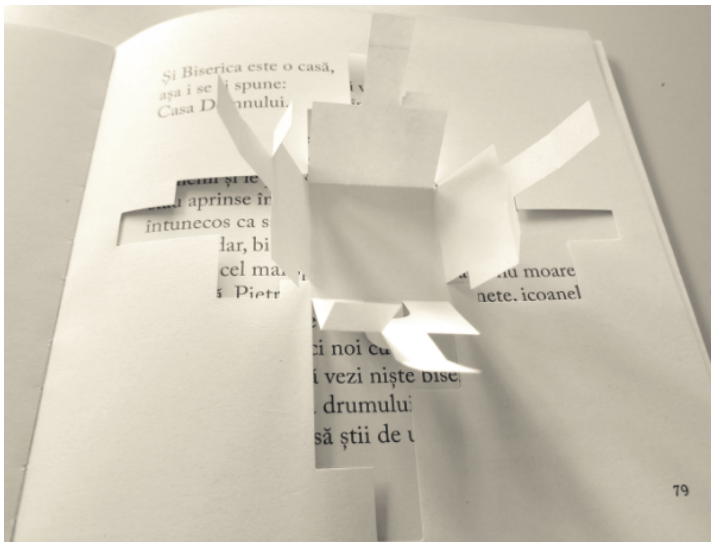
Sustainability:
All renewable materials

Luxembourg

Romania

Dreams about houses, "Vise Despre Case", The book contains 18 stories that present the houses to the children as living characters. The illustrations are simple hand drawings, in black, and are complemented by 3D pop-up illustrations. It is an interactive object and exercise for the little ones and their parents to "build" together from the precut pages the caracter of the story and to draw on the white pages their own stories.

Children 5-10 years old. Printed in 500 copies in the first edition, a new to come.
Author: Eliza Yokina, Editor: igloo 2011 http://www.syaa.ro/portfolio/vise-despre-case/



Children's Roles:
Readers
Co designers

Sustainability:

Romania

Russia

Sounds around us – the space symphony, a Russian Kazan architecture education program where the students explore the sounds around us everywhere, acoustics, not only music. They practice interpretation and transcription in own drawings and audile impressions.

Children and young people 11-15 years old. Reached 450 pupils. Annually 180 student of children's architectural school "DASHKA" study the program.

Russia

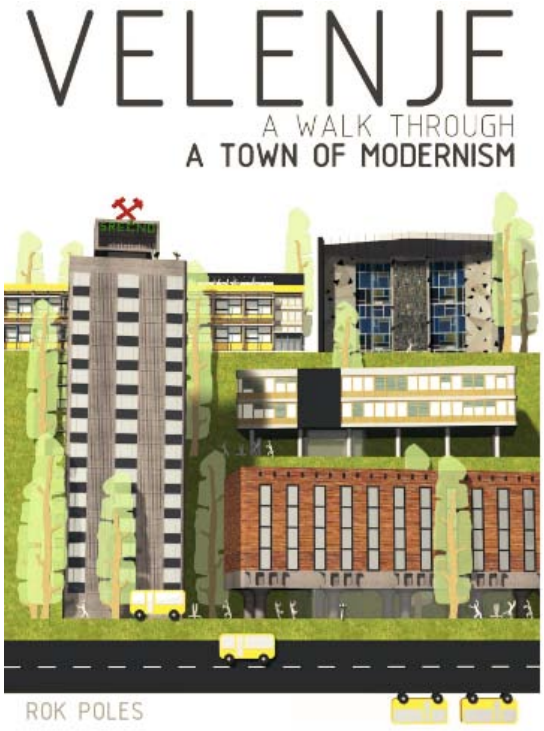
Children's Roles:
Researchers
co designers

Sustainability:
Environmental studies

Slovenia

Velenje a Town of Modernism, an architectural guide about Velenje, designed and written for teenagers. Published both in Slovenian and English versions. The same content was published in a condensed version as a New Year gift from the municipality to the households in Velenje to draw wide attention to the architectural heritage.

Age group – teenagers. Reached all households in Velenje. The guide is for free for tourists. Published by: Municipality of Velenje 2013, Author: Rok Poles



Slovenia

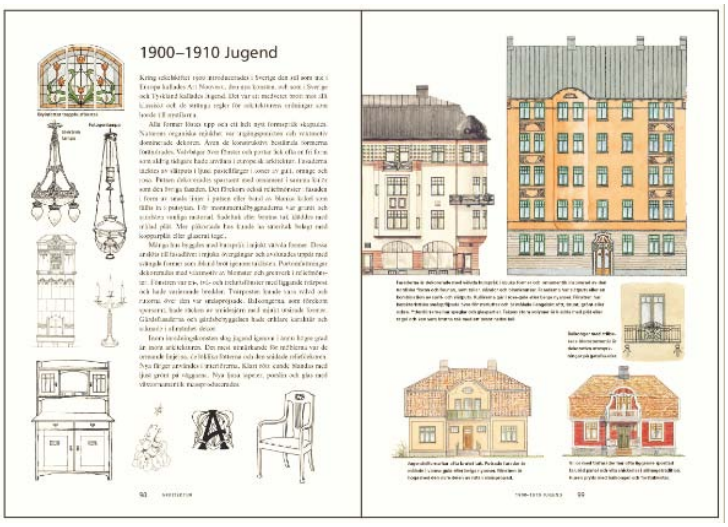
Children's Roles:
Readers
Researchers

Sustainability:
Lifts the architectural cultural heritage

Sweden

Thus the City was Built, “Så byggdes staden”. The built environment is all around us. It’s important that we understand our surroundings. The book gives you the keys for that, presenting an introduction to town planning, architecture and building technique. The book is richly illustrated with interesting examples.

Young people 11-18 years old, and grownups. Used in university courses. Printed in 40.000 copies.
Authors: Cecilia Björk, Lars Nordling and Laila Reppen, Editor: Svensk Byggtjänst, 3rd edition 2012
http://byggtjanst.se/bokhandel/kategorier/arkitektur/sa-byggdes-staden.-utg-3/



Sweden

Children’s Roles:
Readers
Researchers

Sustainability:
Architectural and cultural heritage
Ecological and sustainable materials and methods are presented.
Planning process and sociological aspects are presented.

Switzerland

Buildings, Cities and Landscapes, “Bauten Städte Landshaften”, 80 picture cards shows individual buildings and cities and explain in easily understandable texts the ideas behind their planning and creation. The reader learn that architecture combines social, economic and ecological considerations. The booklet helps the teachers to give interesting lessons.

Young people aged 14 and up.
Authors: Hansjörg Gadient and Judith Gross, Editor: Spacespot Schulverlag plus, 2013
http://www.schulverlag.ch/platform/apps/shop/detail.asp?MenuID=1176&Menu=1&ID=1289&Item=4.2.1&artId=16183

Switzerland

Children’s Roles:
Readers
Researchers

Sustainability:
Awareness of the human impact on natural processes, social, economic and ecological.

Audio visual media

Sweden (winner)

HOME a documentary film about a project where children from an orphanage in Bilgo-rod-Dnivstovsky, Ukraine, gets to express their feelings thoughts and ideas about HOME in a dance performance. The film follows the project from the pilot to the final stage production. To express the feelings of home, the children participated in architectural workshops as well as dance workshops.

The film is for all ages.
The Swedish Centre for Architecture and design, filmed Jan-Oct 2013
https://vimeo.com/77280944 (22:30 minutes)

Children's Roles:
Researchers
Expert consultants
Creative inspirers
Co designers
Builders
Place Makers

Sustainability:
Social sustainability

Sweden

Russia (special mention)

Piet Mondrian City, a video showing a museum project with children building a paper city with inspiration from Piet Mondrian's imagery. The project was executed during an exhibition of Mondrian in State Tretyakov Gallery in Moscow. In the exhibition the children could learn about Mondrian's journey from realism to cubism. The video film has been shown in 23 cities in Russia to inspire other school classes to do the same.

Children and young people 6-16 years old. 22 participant children in the video project.
Library of Cinamatography named after Sergei Ezenshteyn.

Children's Roles:
Co designers

Sustainability:
Cultural heritage, art

Russia

Finland

Let's build a city! Architectural opera, is a new type of architectural education, the central idea of which is to bring together architecture, classical music and performing art into an experience for all the senses. The first children's architectural opera was performed by class 4C of Kaisaniemi primary school at the Museum of Finnish Architecture in 2012. The pupils of the class practiced the libretto and choreography of the opera and made the scenery for the performance guided by the production working group and their teacher. They wrote some of the words of the performance themselves. During the rehearsals there were general discussions on cities and their future. After this a number of Architectural operas have been implemented in different cities of Finland. A DVD had been produced with the first opera and exercise material.

Children from kindergarten to secondary school. The project reached 3.500 pupils.
Rakenetaan kaupunki
http://www.rakennetaankaupunki.fi/

Finland

Children's Roles:
Creative inspirers
Co designers

Sustainability:
Social, working together

Japan

Pocket Nature – a forest in our classroom – a serious computer game to learn about natural environment. Teaching material to enhance children's nature experiences and deepen their awareness of nature based on local plants and animals. One program for younger children 5-11 years old and another program for children 10-12 years old.

Children 5-12 years old. Reached in total 436 pupils since 2010.
Genkai Youth Nature Center, University of Kitakyushu.

Japan

Children's Roles:
Researchers

Sustainability:
Learning about biological diversity and eco-system

Computers involved:
This is a computer game.

Spain

AMAG! The Online Architecture Magazine for Children. The purpose of Amag! Magazine comes from the need to raise architectonic awareness among children and work with their playing ability, using today's digital media tools. Amag! is a building material or a research tool, rather than a magazine to read. Born as a periodical in a network, to download, print and play. Amag! is an interactive and useful experience for the development of space capabilities of children, where, from a simple element, like a sheet of paper, a three-dimensional architectural game is produced. Amag! is an Open Educational Resource (OER) for schools around the world, for children between 5 and 10 years. The articles are made by professionals in architectural education and institutions around the world that collaborate by creating an article or by spreading the magazine in schools in their countries. It is presented in four languages: English, Spanish, Finnish and Basque.

Children 5-10 years old. 88.000 visits on the web site.
http://a-magazine.org/

Spain

Children's Roles:
Researchers
Co-designers

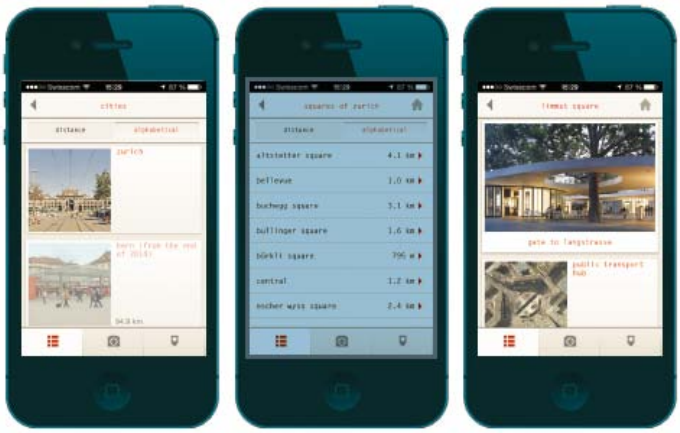
Sustainability:
Using Internet to reach children in many countries.

Computers involved:
The AMAG Magazine is digital and published on line.

Switzerland

Swiss Squares map, Swiss Squares is an app for iPhone and iPad that works with Augmented Reality. It takes young people on a trip to the most important squares in Switzerland's larger cities. Views from the past, present and future tell the story of how public squares have developed and how they continue to change. Thanks to Augmented Reality the pictures of the squares can be displayed – using GPS – by the iPhone's or iPad's camera. This allows live comparisons between the current situation, past times, future square designs and even alternative plans. Swiss Squares is free from app store in four languages; English, German, French and Italian. English: https://itunes.apple.com/el/app/swiss-squares/id739039987?mt=8

Young people 16 years or older. Downloaded 1.735 times from Nov 2013–March 2014.
Demovideo in English www.youtube.com/watch?v=jwY5LfwbIxU


Switzerland

Children's Roles:
Researchers

Sustainability:
Learning about the history and the development of the city.

Analysis of the result

In the worldwide competition there were in total 128 entries 2014, in comparison to 2011 with 276 entries. The number of nominated projects was 46 this time 2014, and last time 2011 it was 44 projects. We had the same number of participating countries both times, but not entirely the same ones. In total 25 countries have participated in one or two Awards competitions, 18 countries each time. In the table below all entries from both issues of Golden Cubes Awards are listed. The entries of 2014 are written in **Bold** text and those who participated in both issues are **Bold/green**. The number of entries 2011 are written in parenthesis (5) and the number of entries from 2014 are without parenthesis.

Country	Total nr of entries	School	Institution	Written media	Audiovisual media
Australia	(4)	(0)	(4)	(0)	(0)
Austria	(37)	(15)	(11)	(3)	(8)
Brazil	(7)	(2)	(4)	(0)	(1)
Bulgaria	1	0	1	0	0
Colombia	3 (20)	1 (6)	1 (11)	1 (1)	0 (2)
Costa Rica	3 (4)	1 (1)	2 (2)	0 (1)	0 (0)
Croatia	6 (6)	0 (1)	5 (5)	1 (0)	0 (0)
Finland	7 (4)	1 (1)	3 (1)	2 (2)	1 (0)
France	13 (43)	2 (3)	5 (33)	3 (5)	3 (2)
Germany	15 (22)	3 (5)	8 (12)	2 (5)	2 (0)
Greece	2	1	1	0	0
Hong Kong	1	0	1	0	0
Ireland	(2)	(0)	(2)	(0)	(0)
Italy	(2)	(1)	(1)	(0)	(0)
Japan	37 (50)	8 (10)	22 (35)	5 (5)	2 (0)
Luxembourg	2	0	1	1	0
Romania	3	1	1	1	0
Russia	14 (2)	4 (1)	6 (0)	3 (0)	1 (1)
Slovenia	3 (21)	1 (18)	1 (2)	1 (1)	0 (0)
Spain	8	2	4	1	1
Sweden	6 (4)	2 (2)	2 (1)	1 (1)	1 (0)
Switzerland	3 (3)	0 (1)	1 (1)	1 (1)	1 (0)
Turkey	(3)	(1)	(2)	(0)	(0)
United Kingdom	1	0	1	0	0
USA	(42)	(6)	(32)	(3)	(1)
	128 (276)	27 (74)	66 (159)	23 (28)	12 (15)

When you look upon the table, 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. Every country can only nominate one project in each category.

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 - ecological, social, cultural, physical 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 the culture of architecture. The physical sustainability refers to the old Vitruvan principle “firmitas” meaning firmness of a construction. Economical sustainability is a very contemporary conception. All kinds of planners in all levels have to face questions about economy.

The ecological factor is stressed in some projects like school project Eco-guide and Audio visual media Pocket Nature both from Japan. A number of projects are underlining that they are using renewable material when the children are building something like Schools Awardwinner from Colombia La Casa, Green Schoolyards from Sweden and Festival des Cabanes from Luxembourg.

The social factor of sustainability is significant in many projects. Some of the projects are focusing on children and young people participating in the planning process in a full scale real projects like The most popular schortcut from Slovenia, Green Schoolyards from Sweden, Donja Dubrava in Croatia, It becomes important when it’s for real from Sweden, ArchKids+HelpKids from UK. Oasis a living room from Finland and CAUE from France.

The cultural factor of sustainability is strong amongst the projects. Many of the projects are focusing on learning about the built environment so that the pupils in the future will have an understanding for the built heritage and take care of it. The built heritage is leading theme in the Japanese Institution Awards winner Earthquake recovery in Sendai, the Colombian project Journeys through Patrimony, the Sloveninan book-project Velenje town of modernism . The Swedish book Thus the City was Built is also based on knowledge of the built cultural heritage. The two Russian projects Architecture to children and Card Game Moscow are both focusing on children studying the old buildings and making nice presentations of the built environment to spread knowledge.

The physical factor is represented in most of the projects, since they have certain moments of model-building or building in full scale. Some of the projects also discuss or demonstrate the sustainability in physical means like the Japanese Earthquake recovery project and the French CAUE building project.

The economic factor in sustainability is not mentioned explicit in the presentations of the entries. The economic gain from using renewable materials and the interaction between social, cultural, ecological and economical factors are in many cases taken for granted.

The use of computers

In some of the projects the use of computers is mentioned or even very important in the project. But in most of the projects the emphasis is on doing things together with your hands and your senses. Many of the pedagogues are stressing the importance of the real life experience. Still in som projects computers are woven in. Like in the Greek Architecture in schools programme, where the CAD program "Sweet home" is used. The Slovenian project The most popular shortcut is based on using Internet, map information and a website. The Chinese project a Teaching kit for an Education reform in Hong Kong includes technology lessons where computers are used. The Spanish entry Chiquitectos is presenting different games, also including digital games, 3D, animation, Skype etc. The Swedish entry It becomes important when it's for real presents different methods and one is Children's GIS a digital mapping tool. The Japanese entry Pocket Nature is a computer game for to learn about the natural environment. The Spanish entry AMAG! Is a digital magazine that children can reach via Internet. The Swiss Squares map is an app for iPhone and iPad.

The tug of war or competition between the traditional teaching and learning about architecture and the teaching taking advantage of the digital technique is lively. In the first edition of Golden Cubes Awards 2011 there were 2 projects based on the use of computers, now in 2014 we had 8 projects. It is important that the use of computers are just a complement to the real experience and analyze of the built environment and architecture, IRL, In Real life.

Roles that children can play

Parallel to a study made by Rosie Parnell at University of Sheffield, upon Children's Architecture Participation and Education http://designingwithchildren.net/, 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

Advocates for Change

Only a small amount 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 Swedish entry Green Schoolyards and the Croatian entry Donja Dubrava are both projects teaching the children to work with participation in real life. A deliberation process where they will become advocates for change. The Swedish entry It becomes important when it's for real is all about teaching the schoolchildren and the local municipality to work together in an advanced deliberation process. The Colombian project Circasia Territorio de los Ninos is a project where schoolchildren are invited to participate in the real planning process of their city. The entry from the United Kingdom ArchKids+HelpKids is also an explicit deliberation project – the goal is to prepare the children to become conscious and participatory as future stake holders.

In the Slovenian entry Metro SR the aim of the project is that the pupils will be enabled to improve their local space. The Spanish entry Chiquitectos presents a number of games but the aim is to learn about the society of tomorrow. In the Japanese entry Eco-guide the children are supposed to be advocates for a change to a more eco-friendly future.

Researchers
In almost all of the projects that participated in this Golden Cubes Awards competition the children had the role of researchers. Most of the projects had moments of studying the environment in all different kind of ways. 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
Some of the projects were focusing on something that could be called trailblazers. In the Slovenian project The most popular shortcut the children were trailblazers when they mapped the shortcuts. In the German entry District Detectives the children are supposed to investigate their neighborhood. In the Romanian entry Let's play architecture the idea is to explore-analyze-build-present. There would be some trailblazing in that sequence.

The very big projects or institutions like CAUE (Conseil d'Architecture, d'Urbanisme et de l'Environnement) in France, Consisting of hundreds of lessons published in books or on the Internet, naturally have some lessons where the students acts as trailblazers. The Swedish entry, also a big project, It becomes important when it's for real has trailblazing moments especially in the Children's GIS when the pupils are mapping their environment.

Clients
There were two entries where the children are clients when they are changing their own school. The Japanese entry Eco-guide means that the pupils and the teachers learn together and change their school environment. In the Swedish entry Green Schoolyards the pupils are clients and builders and planners and make a nice schoolyard together.

Expert Consultants
In three of the entries, all of them "real life projects" the children have had the role of expert consultants. They have been giving their being-children-expertise to the project, and the grown-ups have respected their advice. The three projects are the Swedish It becomes important when it's for real, the Colombian Circasia Territorio de los Ninos and the Swedish Award winner in Audio visual media, the videofilm HOME, where the children are orphans and the documentary is all about how they experience the concept Home.

Creative Inspirers
Generally projects concerning architecture and children is very inspiring for everyone that participates, and that is usually when the project is presented with funny models and nice drawings and paintings. Of course children are creative inspirers all of them in a general sense, but the role of creative inspirer within the project is seldom occurring for the children. The children's role as creative inspirers appears mostly in the projects where there is a collaboration based on true equality between children and professionals, teachers, architects or planners. It is difficult to trace this role for the children just reading the text in the entries.

(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 and Place Makers
The projects where the children are actually building something in full scale are the Colombian entry La Casa, the Japanese project Eco-guide, the Swedish entry Green Schoolyards, the French entry CAUE de Paris, the entry from Luxembourg Festival des Cabanes. In those projects they are also Place Makers. In other projects the children are building models and houses of building blocks.

Final reflections

Audio-Visual Media

There were six entries in the Audio Visual Media category and they were all very interesting; video films from Sweden, Russia and Finland, a computer game from Japan an online Magazine from Spain and an app for iPhone from Switzerland. 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. But you have to find a neat balance between the use of Media and the physical experience of the real world.

The Written Media

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.
The award winning French entry was *not* a book but printed items and games. Very elegant and nice to handle. The Finnish entry was a paper house filled with architectural teaching material and printed cards with lessons.

The schools

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 Institutions

The participating Institutions were of diverse kind: Universities, States or federal offices, National centers, Museums or foundations, NGO's and Architectural Associations.

Universities participating in projects:
Nagoya City University, Tohoku Fukushi University, Yamagata University, Miyagi University, Shokei Gakuin University, University of Kitakyushu all in Japan,
University of Architecture, civil engineering and geodesy in Sofia, Bulgaria, The department of Architecture in the University of Hong Kong, School of Architecture, Art faculty, Universidad Nacional de Colombia, Universidad Veritas of Costa Rica, Aalto University, Finland, Ecole National Supérieure d'Architecture de Paris Belleville, Irkutsk State Technical University, Russia, Bern University Switzerland, Robert Gordon College Aberdeen, United Kingdom, IDEAS Research Institute Robert Gordon University.

States or federal offices participating or funding the projects:
Annantalo Arts Center, Finland, World Design Capital Helsinki 2012 Foundation, Stiftung Polytechnische Gesellshaft Frankfurt am Main, Children's creativity Center of Architecture Irkutsk Russia, METRO SR, The Institute for Space in the Savinja region, Slovenia, The Swedish Transport Administration, Swiss Federal Railways, Kanton Bern Bildung und Kultur Switzerland, Alcalda Municipal de Circasia, Quindio, Colombia, Kirakusa Tsumiki Research Center, Japan, Municipality of Velenje, Slovenia, Genkai Youth Nature Center, Japan, CAUE de Paris, France.

National Centers, Museums or Foundations were represented:
Institute for Research in Architecture in Zagreb, Croatia, Deutsches Architekturmuseum Frankfurt, Hellenic Children's Museum in Athens, Service National de la Jeunesse in Luxembourg, Zentrum

Paul Klee Creaviva Kindermuseum Switzerland, The Swedish Center for Architecture and Design, Library of Cinematography named after Sergei Ezenshteyn, Russia, Museum of Finnish Architecture.

NGO's were represented by:
Architecture and Children Network in Sendai Japan, Children's Architectural Workshop Sofia Bulgaria, ArchKIDS+HelpKIDS Foundation United Kingdom, AMAG Spain, Chiquitectos in Madrid, Spain, Arkki School of Architecture for Children and Youth, Finland.

Architectural Associations represented were:
The Hong Kong Institute of Architects, Ordre des Architectes et des Ingenieurs-Conseils Luxembourg, Zagreb Society of Architects, Croatia, AKH Akademie der Architekten- und Stadtplanenkammer Hessen, ByAK Bayerische Architektenkammer, Germany and Romanian Order of Architects.

Architecture students and volunteer architects

Architecture students were participating in projects from Bulgaria, Colombia, Costa Rica, France and Finland. It seems popular amongst architecture students to work with schoolchildren during their training to become architects. In the first edition 2010-2011 there were nine countries that reported students participation in the projects. Colombia, Costa Rica and Finland were among them. Perhaps students are participating in other countries as well, but it was not explicit in the descriptions of the entries. The collaboration between students of architecture and researchers at the universities can contribute to build up an academic platform for this subject.

Volunteer work is of course very important for questions like Built Environment Education. But there is always a problem with the sustainability of a project when it is relying of volunteers and enthusiasts. Architects working with children in schools and in after school activities has been a strong tradition and a base for to build up a network of knowledge sharing. It was also the origin of the UIA WP Architecture & Children. Now institutions, foundations and schools are, step by step, taking over the responsibility and are building up more sustainable hubs all over the world. Still there is a big need for volunteers to start up new activities in new places. The need is immense.

In this round of Golden Cubes Awards there were only two entries that explicit reported that volunteer architects participated. The general impression comparing the first edition and the second is that there were more volunteers represented in the first edition. It could be a good sign, that the professionals are getting paid for their qualified work.

Presenting the result

The result from the national competitions is usually published on webpages on Internet. Some of the links are presented in this essay. In most of the countries there has been some articles in newspapers and magazines as well. All publicity is naturally of good for the continuation of this competition.

In Japan the Architects Organization JIA have published booklets documenting all the entries from Japan in Golden Cubes Awards, one from 2011 and one from 2014. Since they had a big number of entries in both issues, the booklets are very nice and inspiring to look at, even if you can't read a word! In the booklet there is also some report from the UIA congress and the seminar about Golden Cubes Awards. You can also see some pictures from the hard work of the Japanese jury, with many entries to assess.

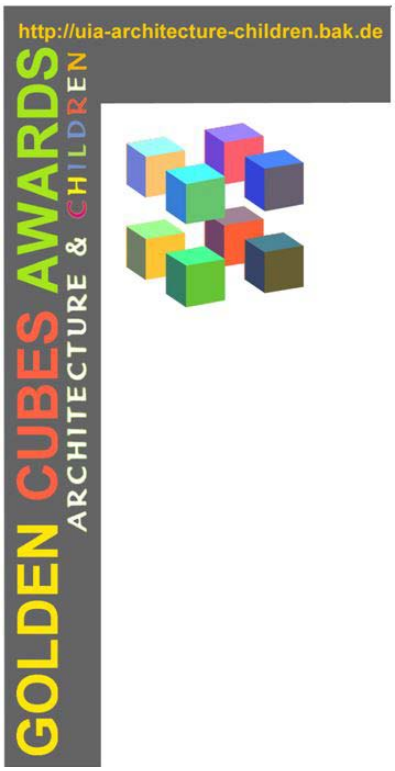
The two booklets from Japan published by JIA The Japan Institute of Architects.

Architecture and Pedagogy

The very impressive and inspiring work in a great number of schools where the teachers themselves or in cooperation with architects are practicing Built Environment Education shows that Architecture and Pedagogy is a good combination. It is important that this kind of practice will be documented, for others to be able to learn from their experience. This initiative *Golden Cubes Awards*, is a modest attempt to contribute and to distribute knowledge and experiences. Collaboration between universities or faculties of Architecture and Pedagogy will in the future be fruitful for to build up an academic platform. We had a brilliant example of that in the first edition 2010-2011 from Germany/Switzerland in an educational book *Raum erfahren – Raum gestalten* based on both pedagogical and architectural research and grounded in the theory of reform pedagogy.

Summing up the Golden Cubes Awards, this second round was exactly as interesting and inspiring as the first edition. Many initiatives are very ambitious and you can learn a lot from them. We can also hope for more universities and faculties to let students on Master level or Doctorial level make studies that can bring more light to Architecture & Children or Architecture & Pedagogy and Built Environment Education. We can also hope for more Institutions around the world to establish cooperation and projects practicing Built Environment Education – Architecture & Pedagogy.

Next round or edition of Golden Cubes Awards will take place 2015-2017 with a final award Ceremony in the UIA Congress in Seoul 2017. Let's hope we will get a great number of fascinating and inspirational entries from both the "experienced countries" that have already participated, and from new countries. You are all welcome!


http://uia-architecture-children.bak.de
GOLDEN CUBES AWARDS
ARCHITECTURE & CHILDREN