

MAPPING ARCHITECTURE AND BUILT ENVIRONMENT EDUCATION IN ENGLAND

1. CONTEXT

By education we are including formal (primary, secondary and further education); and informal (families, community, lifelong learning and the general public). A separate mapping exercise is being undertaken to consider higher education, professional training and continuing professional development (CPD).

The aim is to create a visual diagram which helps to explain the positioning of architecture centres and their offer and a more detailed narrative.

2. CULTURAL POLICY

Department for Culture, Media and Sport (DCMS) <http://www.culture.gov.uk/>

The DCMS is responsible for English Government policy on the arts, sport, the National Lottery, tourism, libraries, museums and galleries, broadcasting, creative industries including film and the music industry, press freedom and regulation, licensing, gambling and the historic environment. It is the Department responsible for 2012 Olympic Games & Paralympic Games. It is also responsible for the listing of historic buildings and scheduling of ancient monuments, the export licensing of cultural goods, the management of the Government Art Collection and for the Royal Parks Agency.

DCMS raises awareness about the importance of good architectural design in defining our environment, and encourage high standards of design quality in building projects. Parks and open spaces, and the overall quality of places are as important to us as bricks and mortar. There are four major architecture initiatives:

- **Better public buildings initiative**
How good design can revitalise neighbourhoods and cities, reduce crime, illness and truancy, and help public services perform better.
- **Commission for Architecture and the Built Environment**
CABE works directly with architects, planners, designers, developers and clients, offering them guidance on projects that will shape lives.
- **Education**
Committed to developing young people's awareness of architecture and the built environment, nurturing future generations to demand better buildings, spaces and places
- **Engaging Places**
An exciting new initiative to unlock the educational potential of the historic and contemporary built environment.

DCMS is also responsible for the identification and conservation of the historic environment in England, this comprises; historic buildings; ancient monuments; conservation areas and World Heritage Sites. It also sponsors English Heritage, the Government's statutory adviser on the historic environment. The Government's policy regarding the historic environment is detailed in 'The Historic Environment: A Force For Our Future'.

3. ARCHITECTURE POLICY

There is no architecture policy in England and no proposal to adopt one. This is due to architecture and the built environment and the ambition to create sustainable communities being embedded within the work of a number of government departments, agencies and initiatives. Many of which are identified within this document. The Commission for Architecture and the Built Environment (CABE) is the government's advisor on architecture, urban design and public space and is a statutory body funded by both DCMS and Department of Communities and Local Government (DCLG).

Department of Communities and Local Government (DCLG)

<http://www.communities.gov.uk/corporate/>

Communities and Local Government sets policy on local government, housing, urban regeneration, planning and fire and rescue. It has responsibility for all race equality and community cohesion related issues in England and for building regulations, fire safety and some housing issues in England and Wales. Communities and Local Government is working hard to create thriving, sustainable, vibrant communities that improve everyone's quality of life. To achieve this is is:

- building more and better homes - and reducing homelessness
- improving local public services
- regenerating areas to create more jobs
- working to produce a sustainable environment

Communities and Local Government has an extensive remit that is delivered mainly by seven policy areas: cities and regions; communities and neighbourhoods; fire and resilience; housing; planning, building and the environment, local government; and the Thames Gateway.

4. EDUCATION POLICY

A Key Stage is a stage of the state education system in the UK setting the educational knowledge expected of students at various ages. The National Curriculum sets out targets to be achieved in various subject areas at each of the Key Stages. Education in England is structured into:

Early years

Key Stage 0: Nursery and reception years, 3-5 years old

Primary – 5 to 11 year olds

Key Stage 1: Years 1 to 2 (5-7 years old)

Key Stage 2: Years 3 to 6 (7-11 years old)

Secondary – 11 to 16 or 18 year olds

Key Stage 3: Years 7 to 9 (11-14 years old)

Key Stage 4: Years 10 to 11 (14-16 years old). The exams at the end are typically of the GCSE level.

Key Stage 5 (more commonly referred to as Sixth Form): Years 12 to 13 (16-18 years old). The exams at the end are typically A-Levels, AS-Levels, NVQs or HNDs.

Further education – colleges 16 to 18 year olds; the exams at the end are also typically A-Levels, AS-Levels, NVQs or HNDs.

Higher education – universities 18 to 21+ year olds; qualifications are diplomas, degrees, and post graduate qualifications such as masters and PhDs.

Department for Children, Schools and Families (DCFS) <http://www.dcsf.gov.uk/>

This is the government department leading on education amongst other key areas. The purpose of the Department for Children, Schools and Families is to make this the best place in the world for children and young people to grow up. It wants to:

- make children and young people happy and healthy
- keep them safe and sound
- give them a top class education
- help them to stay on track

In 2003, the Government published a Green Paper called **Every Child Matters**. After a thorough consultation process, the Children Act 2004 became law. This legislation is the legal underpinning for Every Child Matters, which sets out the Government's approach to the well-being of children and young people from birth to age 19.

Every Child Matters is a shared programme of change to improve outcomes for all children and young people. It takes forward the Government's vision of radical reform for children, young people and families. <http://www.everychildmatters.gov.uk/>. The aim of the Every Child Matters programme is to give all children the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

The Every Child Matters agenda has been further developed through publication of the Children's Plan in December 2007. **The Children's Plan** is a ten-year strategy to make England the best place in the world for children and young people to grow up. It places families at the heart of Government policy, taking into account the fact that young people spend only one-fifth of their childhood at school. Because young people learn best when their families support and encourage them, and when they are taking part in positive activities outside of the school day, the Children's Plan is based around a series of ambitions which cover all areas of children's lives.

The Children's Plan aims to improve educational outcomes for children, improve children's health, reduce offending rates among young people and eradicate child poverty by 2020, thereby contributing to the achievement of the five Every Child Matters outcomes. <http://www.dcsf.gov.uk/childrensplan/>

The *14 to 19 education and skills* White Paper sets out the Government's ambition to ensure that post-16 participation rates rise from 76 to 90 per cent by 2015.

In July 2005 the Government launched its Green Paper, *Youth Matters*, setting out proposals designed to improve outcomes for 13- to 19-year-olds. It proposed that young people should have:

- more things to do and places to go in their local area, and more choice and influence over what is available
- more opportunities to volunteer and to make a contribution to their local community
- better information, advice and guidance about issues that matter to them, delivered in the way they want to receive it
- better support when they need extra help to deal with problems Youth Matters
<http://www.everychildmatters.gov.uk/youthmatters/>

The White Paper *Your child, your schools, our future: building a 21st century schools system* announced 1 July 2009 sets out the Department's continued commitment to work with schools, teachers, children's services and local authorities to ensure that every child achieves their full potential and turns 18 with the knowledge, skills and qualifications that will give them the best chance of success in adult life in the 21st Century.
<http://www.everychildmatters.gov.uk/youthmatters>

School Strategy for Change (School SfC): Whilst the local authority produces its SfC, each school within the BSF Wave is required to develop its individual School SfC, showing how it will support the delivery of the objectives and remit set out in the local authority's SfC, in light of its own needs and circumstances. The local authority is responsible for providing effective support to all schools in developing their School SfCs. School SfCs must be completed during the OBC stage and submitted with the OBC so PFS can review them as part of the OBC assessment process. School SfCs form part of the supporting documentation for the OJEU tender document.

Children and Young People's Plan (CYPP): The government requires every local authority to produce a single, strategic plan for all local services for children and young people. It must be produced jointly by the local authority and all its relevant partners to co-ordinate integrated and effective services and sets out the local authority's intentions for delivering *The Children's Plan* ambitions and the five *ECM* outcomes.

There are two significant initiatives relating to capital re-building programmes for primary and secondary schools in England:

- **Building Schools for the Future (BSF)**
<http://www.dcsf.gov.uk/everychildmatters/policy/schools/bsf/>
The capital rebuild and refurbishment of all secondary schools from 2003 – 2020
- **Primary Capital Programme (PCP)**
http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/Primary_Capital_Programme/
Capital rebuild and refurbishment of primary schools from 2009 – 2022

5. ARCHITECTURE AND BUILT ENVIRONMENT EDUCATION

As the joint Department for Culture Media and Sport (DCMS) and Department for Children, Schools and Families (DCFS – then DfES) **Advisory Committee on Built Environment Education (JACBEE)** highlighted in 2004, education focusing on the built environment has a number of benefits and can provide a wide range of creative, cross-curricular learning opportunities for young people and their communities. It can provide pupils with ‘open-ended, creative learning tasks which can help increase confidence, enhance pupil motivation, provide work satisfaction and contribute to the development of social and lifelong learning skills’ (DCMS and DfES, 2006).

In November 2006, the government launched the **Learning Outside the Classroom (LOtC) Manifesto** which publicly advocates the importance of children and young people learning beyond the classroom experience. Heritage and the built environment were highlighted as key contexts of LOtC activity. **The Learning Outside the Classroom:** DCSF led national initiative was launched in 2008 <http://www.lotc.org.uk/>

Extended schools (2008 – 2011) <http://www.tda.gov.uk/remodelling/extendedschools.aspx>
The core offer of extended services, which all schools are expected to provide by 2010, is made up of five elements:

- childcare (in primary and special schools)
- a varied menu of activities including study support, sport and music clubs
- swift and easy access to targeted and specialist services
- parenting support including family learning, and
- community access to facilities including adult and family learning, ICT and sports facilities.

Schools are not expected to provide these services alone, or necessarily to deliver them on site. Instead, they should work in partnership with other schools and agencies, including voluntary and community organisations, signposting existing services where appropriate. Schools are expected to consult widely with pupils, families, their own staff and the wider community to identify priorities and needs.

By providing extended services, schools will be supporting and reinforcing initiatives such as the Healthy Schools programme and fulfilling their statutory duties to promote pupil wellbeing and community cohesion, and to serve the wider community.

Architecture and the built environment in the curriculum

About the UK National Curriculum

The National Curriculum applies to pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and voluntary aided and voluntary controlled schools. It is organised on the basis of four key stages.

- Key stage 1: Ages 5-7 (Years 1-2)
- Key stage 2: Ages 7-11 (Years 3-6)
- Key stage 3: Ages 11-14 (Years 7-9)
- Key stage 4: Ages 14-16 (Years 10-11).

At key stages 1 and 2 the statutory subjects that all pupils must study are art and design, design and technology, English, geography, history, information and communication technology, mathematics, music, religious education, physical education and science.

For each subject and for each key stage, programmes of study set out what pupils should be taught, and attainment targets set out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study.

The programmes of study (as defined by the Education Act 1996, section 353b) set out what pupils should be taught in each subject at each key stage, and provide the basis for planning schemes of work. When planning, schools also consider the four general teaching requirements (use of language, use of ICT and health and safety and inclusion) that apply across the programmes of study.

A new secondary curriculum is being introduced that will enable schools to raise standards and help all their learners meet life challenges.

This aims to create a curriculum that:

- raises achievement in all subjects, particularly in English and mathematics
- equips learners with the personal, learning and thinking skills they will need to succeed in education, life and work
- motivates and engages learners
- enables a smooth progression from primary, through secondary and beyond
- encourages more young people to go on to further and higher education
- gives schools the flexibility to tailor learning to individual and local needs
- ensures that assessment supports effective teaching and learning
- provides more opportunities for focused support and challenge where needed.

The statutory subjects that all pupils must study are art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

The current Key Stage 3 curriculum reforms (introduced September 2008) provide an opportunity for the built environment education sector to position itself further as an effective way of delivering cross-curriculum education. The Key Stage 3 changes were designed to provide greater flexibility for schools to develop the curriculum in ways that meet the needs of all learners more closely. This flexibility can be used to develop more varied and engaging teaching approaches, provide focused support and greater challenge so that all pupils progress and to make learning more relevant by connecting subjects, events and wider activities.

- 14 – 19 reform, including the introduction of diploma based learning for 14 – 16 year olds and the Diploma in Construction and the Built Environment.

The most frequently identified curriculum subjects to which built environment education was linked were those traditionally likely to include education of this nature (i.e. art and design, geography and history). However, the prevalence of built environment education projects that linked to the religious education; and personal, social and health education and citizenship curriculum further demonstrates its cross-curricular benefits.

Activities related to vocational and non-formal learning (i.e. family and out-of-school hours learning) are areas to which many projects are linked. Specifically: vocational learning; family learning; and out of school hours learning. There is a range of key skills built environment education supports including, most commonly: observation and investigation; speaking and listening; literacy and numeracy; and spatial awareness.

There is also vocational learning to which activities are linked: the construction industry (including work experience, BTEC training); and leisure/travel and tourism GNVQs and NVQs. Also young enterprise education; skills based sculpture courses; and craft training skills and education.

Buildings, places and spaces have been identified as an important way to tap into and developing young people's creativity and potentially highlighting talents that may have gone unrecognised in more formal learning situations. As such, the practical, kinaesthetic learning experience that the built environment can provide during visits and projects work could have a stimulating effect on young people and, thus, impact on their concentration and learning in other areas of the curriculum. (Engaging Places research, DCMS/ DfES/CABE/EH, 2007).

The Qualifications and Curriculum Authority (QCA) website contains resources, publications and factsheets to support teachers in delivering the national curriculum.
<http://www.qca.org.uk/>

6. RESOURCES

The main built environment education activities undertaken by providers focussed on the provision of:

- networks with other built environment-related organisations
- site visits and experiences
- printed resources including generic information for schools and teachers; specific information for schools and teachers linked to the session/visit; and published materials
- professional development for teachers, such as formal activities (i.e. INSET training days) and informal activities (i.e. providing training whilst directly working with a teacher on a project)
- projects with schools or colleges
- virtual/web-based resources (i.e. e-books and downloadable worksheets/information sheets).

Engaging Places <http://www.engagingplaces.org.uk/home>

Engaging Places, a built environment education project, involved a major new research project in 2007 from the National Foundation for Education Research (NFER) looking at the supply and demand of built environment education in Schools. This research was developed by DCMS and DCSF in association with the Commission for Architecture and the Built Environment and English Heritage, together with a wide range of learning providers and schools. The research helped Engaging Places to identify practical approaches to make schools more aware of what can be achieved by engaging with buildings and places, this has resulted in a web-based resource considered to be the one of the largest websites of built environment education information.

- **BSF Design Quality Indicators (DQI)** <http://www.cabe.org.uk/design-review/schools/minimum-design-standard>
- **Young Space Shaper** <http://www.cabe.org.uk/files/spaceshaper-a-users-guide.pdf>
- **Targeted Youth Support (TYS) toolkit** <http://www.dcsf.gov.uk/everychildmatters/Youth/targetedyouth/targetedyouthsupporttoolkit/tystoolkit/>

Sustainable Schools is a DCSF funded programme to support sustainable development in schools. The Sustainable Schools website is aimed at a wide audience within the schools community. Practical resources, guidance and the inspiration they provide will help your school take its commitment to sustainability to the next level. The DCSF would like all schools to be sustainable by 2020, and to prepare young people for a lifetime of sustainable living. This website looks at what we mean by sustainable schools, and describes the DCSF's National Framework and related programmes. As well as the latest guidance for sustainable schools, it contains news from local authorities, local and national non-governmental organisations, and provides links to a variety of dedicated support. <http://www.teachernet.gov.uk/sustainableschools/about/>

'My Learning' is a website for teachers and learners containing information about museums, libraries and archives in the Yorkshire region. The website provides 'learning journeys' which are teaching resources that can be used in a variety of different subject areas (for example, mathematics, design and technology, history). The learning journeys

provide activities and ideas for lessons based on a specific theme, for instance the history of Hull, which includes information on the buildings in the city. <http://www.mylearning.org>

London Schools Arts Service (LONSAS) is an online arts and education resource for London schools. Teachers can access specific artists, organisations or activities by searching the database of members. The database has details of some artists that provide built environment education, which teachers can assess and contact. Artists will work in schools undertaking activities, such as built environment education. <http://www.lonsas.org.uk>

Culture24 is a national virtual museum containing a database of museums, libraries, archives and heritage sites across the UK. It has a search facility which allows users to discover activities that are going on across the UK and in their local area. The resource is updated daily and includes details of built environment activities, such as Architecture Week. <http://www.culture24.org.uk/home>

Living Places: national programme of culture and sport led community regeneration. Partnership bodies - Arts Council England, CABE, English Heritage, MLA and Sport England. Case studies are showcased online: <http://www.living-places.org.uk/>

Campaigns: there are a number of annual built environment campaigns including: 'OpenHouse'; 'History Matters'; 'Moving History'; 'Archaeology Week'; 'Black History Month'; 'Heritage Open Days'; 'Dig Draw'; 'Enterprise Week'; 'Science Week'; 'Walk to School Campaign' and 'Green Day'.

7. ARCHITECTURE CENTRE EXPERTISE AND ACTIVITIES

Centre education snapshot of activity May 2009

1 - BEAM

In 2008, BEAM held 56 education events during the year, involving 147 artists/creatives and 9 educators in delivery, to an audience of 1403 people.

2 - Open House

Open House works with schools, educational bodies, youth centres and architects to devise and deliver cutting-edge learning experiences for young people across London.

Junior Open House (primary) – A dynamic programme of activities for pupils aged 8 – 11 to help them unravel the city in which they live, learn and grow. Children explore major examples of old and new architecture, absorbing new vocabulary, and gaining a new awareness of the wider city. This experience is then embedded through classroom workshops that help develop design ideas. Design outputs are submitted into an awards scheme to celebrate the achievements of the young people and the teachers, architects and design specialists who have contributed throughout.

Open Up (secondary) – Young people aged 11 – 16, use the experience of London's contemporary architecture as an inspiration for a design skills programme. Research for design projects takes place at key London buildings, supported by architects and other

professionals. Direct experience of architecture leads into intensive workshops with architects and where ideas and concepts are developed. The Open Up awards scheme provides an opportunity to showcase the creative work produced by young people in response to their exploration of exemplary architecture.

Architecture Education Network – This network was established to support and extend architects and teachers who have previous experience of Open House Learning programmes through training and continuing professional development opportunities. A season of events is designed to coincide with key architectural events occurring across the city.

Archikids – This web-based club for 8 – 12 year olds is a unique and ground-breaking website full of fun games, fascinating facts and handfulls of suggestions for creative activities to do at home. The Archikids summer festival and other family events supporting Architecture Week and the Open House Annual Event provide further opportunities for the young and young at heart to actively participate in hands-on activities, which encourage adults and children to learn together. www.archikids.org.uk

My City Too – My City Too (13 – 18 year olds) is a new and innovative campaign for London, which provides a high-profile platform for young people to express their aspirations for the future of London's built environment and create **a young person's manifesto for change**. My City Too aims to put young people's needs at the heart of built environment policy in London – and improve the capital for everyone. www.mycitytoo.org.uk

3 - PLACE

Key/core educational activity

PLACE's key educational activity consists of talks and discussions, typically aimed at an adult audience, on current exhibition themes.

PLACE also hosts a series of *Colloquia* for architects and built environment professionals, generating discussion around themes such as "Appropriateness" and "Character" in urban planning and design.

PLACE panel discussions have been scheduled on relevant issues such as "Architecture in recession".

Current/recent projects

Its most recent major education project was Our Belfast, in which local primary-school children investigated some of the iconic buildings of Belfast.

Key/core audiences and/or the mission statement of your educational remit

In 2010, PLACE will pilot a much-expanded education programme with schemes for primary, secondary and third level students, CPD for practitioners and a collection of online education resources and publications.

4 - Places Matter!

Key/core educational activity

From 2009 Places Matter! will take a strategic approach to education activity rather than direct delivery of projects, which was its focus in the past. This work will include; research on current activity in the region; development of good practice guides/case studies; a conference for teachers in Spring 2010; seminars/debates; CPD /training support for teachers; and continued involvement in the 'Architecture for All' programme run by the Stephen Lawrence Trust. It is PM!'s ambition that it will become the key resource for supporting those seeking to deliver built environment education activity across the north west.

Current/recent projects

Stephen Lawrence Trust - 10 young people from the Liverpool area took part in a one-day design workshop in April 2009. Organised as part of the nationwide 'Architecture for Everyone' campaign, created in memory of murdered teenager Stephen Lawrence, the event was one of four workshops taking place around the UK during the month aimed at identifying Britain's architects of the future. Throughout the day, participants worked in teams to develop designs, using models to communicate their ideas. Six of the participants from the national workshops, including a representative from Liverpool, won an all expenses paid trip to study architecture at the Harvard Graduate School of Design in the USA in Summer 2009 'Architecture for Everyone' is a collaboration between RMJM and the Stephen Lawrence Charitable Trust, supported locally by Places Matter! and Liverpool John Moores University architecture department.

SCAPE - During January and February 2009, Places Matter! worked with SCAPE, a teacher-architect team. SCAPE ran a project with the year 9 students at Barlow RC High School in Manchester. This focused on designing a housing project and resulted in a wide range of creative proposals. During the same period, SCAPE also ran a project with year 6 pupils at Bollin Primary School, Cheshire. The focus of these sessions was the school, which is currently undergoing expansion and looked at developing ideas for improvement. The projects was delivered over 6 weeks and aimed to help the students to engage with the built environment around them.

The workshops involved a wide range of activities, including site visits, model making, consultation, presentations and were really well received by both teachers and pupils. This project was supported by CABE through the Regional Funding Programme 2009-10.

Symposium in July 09 - Access all Areas: Designing inclusive learning spaces. Places Matter!, in conjunction with SCAPE, is holding a symposium to exchange specialist knowledge about the design of optimum learning environments for children, with a particular focus on acoustic design. The symposium will offer an opportunity for specialist professionals from across the educational and architectural disciplines to discuss the issues surrounding inclusive design. The session will include debate on how optimum learning environments for children with hearing difficulties could benefit all listeners and learners. A publication and pod cast will follow.

Key/core audiences and/or the mission statement of your educational remit - Key audience 14 - 19. PM! will be focusing on working with teachers/delivery agents rather than young people in order to be able to reach a much wider audience across the northwest.

The overall principle is to engage young people aged 14 - 19 in architecture and the built environment through supporting teachers in the delivery of the subject and consequently promoting the sector as a genuine opportunity for employment.

PM!'s Education Programme is currently supported as part of the broader PM! programme through the Northwest Development Agency. NWDA support for PM! comes through an action in the Regional Economic Strategy (2006) that a good quality built environment contributes to the regional economy. The programme is delivered in partnership with RIBA.

5 - Shape East

Built Education and Heritage Tours – available online to download in written and audio form later in the year (one of the Sterling prize award winning development at Accorrida, Cambridge)

Heritage CPD seminar events to be publicised online.

Hosts teacher training days and education workshops, including a school design competition.

6 - Architecture Foundation

Key/core educational activity: Urban Pioneers programme for 16-19 year olds

Urban Pioneers: Between the Bridges

For its Summer 2009 Urban Pioneers education programme, Between the Bridges, The Architecture Foundation worked with five young people living or studying in Southwark to critically explore the architecture along the south bank of the River Thames, between Tower Bridge and Blackfriars Bridge. Over ten days between June and August 2009, the Urban Pioneers made soundscapes of the riverside, redesigned a park with dallaspierce+quintero architects (recent winners of The AF's Amelia Street public realm competition), built a bridge with Gifford engineers, were introduced to Space Syntax, planted with Bankside Open Spaces Trust, designed an advertising campaign for parks with YCN, made illustrations of the area with artist David Sparshott, interviewed the Principal Design Adviser for London 2012 and made a film in five hours with Barney Sutton. This will be shown at an event on 15 September which the Urban Pioneers planned with the help of Pricewaterhouse Coopers, and which will launch their website: www.urbanpioneers.org.uk/betweenthebridges

The Architecture Foundation's Urban Pioneers education programme engages teams of 16-19 year olds in areas of London undergoing dramatic change. Young people are empowered to critically explore the transformations happening around them and develop new skills through a series of workshops with professionals including architects, engineers, film makers, artists, designers and writers.

Forthcoming for autumn/winter 2009/2010: Kings Cross Urban Pioneers.

7 - The Architecture Centre Devon and Cornwall

With its administrative base in Plymouth, the Architecture Centre Devon and Cornwall's (ACD&C) aim is to provide inclusive and inspiring learning opportunities for all. It offers a wide-ranging programme of activities, working with schools and teachers to families and communities. It provides support and information which is accessible, relevant and compliments the National Curriculum. The ACD&C offers tailored educational activities, including outreach workshops, site visits and longer-term projects according to an organisation's individual requirements.

Over the past year, it has worked with a number of primary and secondary schools on projects as diverse as 'Maths and Architecture', a project around a proposed new build at a secondary school and with over 800 pupils on two Green Day based activity days. It is also on a consortia for the new Construction and Built Environment Diploma.

ACD&C has recently been successful in a Heritage Lottery Fund bid for a project about the important 20th Century architecture/built environment of Plymouth. There will be a website, teaching resources and a family activity publication. This project will involve schools, organisations and the community of Plymouth.

In September there will be a Heritage Open Day at Truro New County Hall, planned in partnership with Cornwall Council. In 2008, ACD&C held a Big Draw event with the University of Plymouth at the Roland Levinsky Building, and will be doing it again in October 2009. It will also be working with the Eden Project on another Big Draw event again in October of this year. In addition, it supports and facilitates CABE's educational work including How Places Work, Green Day and Engaging Places.

The Architecture Centre Devon and Cornwall works closely with the Architecture Centre Bristol.

8 - Architecture Centre, Bristol

C&BE Diploma support

Over the last year the Architecture Centre, Bristol has supported a local (Bristol/South Gloucestershire) educational consortia deliver a pilot of the new Construction and Built Environment Diploma for 14-19 year olds.

The Diploma is to be expanded across the region (and the country) from Autumn 2009. The Architecture Centre will support the delivery of this qualification in the region by:

- continued contribution to local steering groups
- strategic support/dissemination both locally and national via RIBA, CABE and ACN
- design workshop events with support of local BE professionals (subject to
- sourcing additional funding)
- development of relevant resources to support the Architecture/Design
- elements of the course (subject to sourcing additional funding)
- support of inspiring visits programme to interesting buildings in the region (subject to sourcing additional funding)
- general work and advocacy

Building Schools for the Future (BSF) – Stakeholder Engagement

The BSF programme provides an opportunity for young people to become actively engaged in the design process of buildings that affect them. Through a regional programme of stakeholder engagement, the Architecture Centre is empowering school communities to learn more about the design process so they can confidently take part in the consultation process.

As part of the centres' Young Design Champions programme pupils, staff and parents from Hartcliffe in South Bristol took part in a series of workshops exploring Design Quality Indicators, landscaping, sustainability and public art. In late 2009, the centre supported the establishment of a team of BSF pupil Ambassadors from 6 schools in Bridgwater, Somerset, who are remain actively involved in the consultation process of the design of their new school buildings.

This programme is ongoing and the centre also aims to work with primary schools going through the Primary Capital Programme.

Sustainable Schools

As part of the centre's commitment to promoting environmental sustainability within the built environment, we delivered a sell-out regional conference for built environment professionals on sustainable school design in 2008.

The government's current huge investment in improving school buildings offers a unique opportunity to develop truly sustainable schools that are an asset to communities and neighbourhoods. As CABE is reviewing new school designs against minimum design standards, with sustainability as a key criteria, in order to set a new high standard for secondary school design. To help meet this challenge, the Architecture Centre, Bristol brought together national experts in the field of sustainable school design to demonstrate best practice with a focus on the South West.

The centre aims to continue its work in this area, empowering school communities involved in the BSF/PCP programmes in the South West region, ensuring that sustainable design is high on the agenda for new school design and construction.

Young Person's Spaceshaper

Three architecture centres, led by Wakefield-based beam, are working with CABE Space on a project to develop a young persons' version of the Spaceshaper. This 3-year project is being funded by the Department for Children, Families and Schools (DCFS).

During 2008/09 the toolkit was piloted in different scenarios with a diverse range of groups:

- Building Schools for the Future/Primary Capital Programme landscaping projects
- Pathfinder play spaces
- community regeneration areas
- urban and rural settings
- youth groups/centres
- children and young people with special educational needs
- children and young people from diverse ethnic backgrounds
- children and young people with differing levels of physical mobility

This project will develop a version of the toolkit to engage young people in the consultation process, and train them in the use of the toolkit so that they become facilitators. It aims to raise awareness nationally of the capacity of young people to have a meaningful role in regeneration.

Young people as facilitators: The next phase of the project is to train and support groups of young people to be Spaceshaper co-facilitators and become part of the professional teams that consult with communities on the development of public space. The Architecture Centre in Bristol aims to promote the young person's spaceshaper toolkit for use with various initiatives in the region: Playbuilder, BSF, national housing growth areas.

Built Environment Summer School

Over the last 4 years the Architecture Centre has delivered an exciting series of annual week-long built environment summer schools for primary school pupils from the Knowle West neighbourhood of Bristol. The focus has been involving the young people in the design of the new Knowle West Media Centre. Each year 25 pupils have worked with professionals, visited inspirational places and responded to a creative design challenge that relates to the design, landscaping and sustainability of the new community building. The pupils worked in teams with older peer mentors who helped them develop creative and communication skills and increase their confidence.

Sweet History? Project

Workshops, website and walking trail

Project website: www.sweethistory.org

During 2007-2009, The Architecture Centre, Bristol worked with young people from the Knowle West Media Centre on a project exploring the impact of the sugar and slave trade on the heritage built environment of Bristol.

The young people from the Archimedia core group worked with local artists and historians to learn about the social and economic impact of the international trades on the port city as part of Abolition 200, commemorating the 200th anniversary of the abolition of the international slave trade.

The aims of the project were to:

- produce an accessible life-long learning resource that highlighted the impact of the sugar and slave trade on the built environment of Bristol
- develop a resource that engaged a youth audience with heritage buildings through the use of new media
- equip young people with a range of new skills, experience and the opportunity to work alongside professionals from different sectors

General Education work

The centre is a registered Arts Award Centre and is currently supporting two groups of young people achieve their Bronze Arts Award, with a focus on architecture, public and art and new media. The centre runs an annual Big Draw event to encourage the wider public to engage with the built environment in a fun and creative way.

The education programme is strongly linked with the Architecture Centre for Devon and Cornwall and in 2009 it looks forward to doing further events for young people in partnership with The Glasshouse Trust.

The centre's education programme will have an updated section on the new Architecture Centre website (September 2009) providing careers advice and activities for young people as well as resources and information for teachers and educators.

The centre continues to promote built environment education in the South West and promote its built environment education advocacy document:

www.architecturecentre.co.uk/education/building_future_every_child_matters

9 - MADE

MADE works to ensure communities are engaged in designing their local neighbourhoods.

It works with young people so they can influence real-life projects. It develops tailored programmes for individual schools to optimise opportunities for student engagement and learning. Activities are delivered by built environment professionals recruited by MADE and working in a freelance capacity. It adds value by brokering relationships between the school and other partners and by linking up individual projects with local regeneration or development schemes to maximise opportunities for young people to have a real influence.

It is particularly interested in providing meaningful work experience for students studying for the new Diplomas (especially in Construction and the Built Environment). And it is prioritising Building Schools for the Future to ensure school communities are engaged in the design process, making use of our new Arts Council-funded Arts and Culture Adviser (Building Schools for the Future).

Some recent work with schools (August 2008-June 2009)

Creative Communities *funded by Arts Council England*

MADE placed an artist with media students (Years 9-11) at Kingshurst CTC in north Solihull to develop a film on regeneration. This was one of three local projects forming Creative Communities, recently shortlisted Homes and Communities Agency Academy Award. MADE also used computer gaming software with residents of Sandwell's Tibbington Estate to re-design an area of derelict land and brought together artists, architects and young people to design a new meeting space on the Amington Estate in Tamworth.

Lord Silkin School, Telford *funded through ConstructionSkills and the Education Business Partnership*

MADE has been developing a programme of activities to introduce students to the new Diploma in Construction and the Built Environment and to engage them in the design of their new school building (Building Schools for the Future). Students have had three sessions so far and have created mood boards with an interior designer and used Design Quality Indicators with an architect to assess their current school. This project has developed into a partnership with Bournville Village Trust, a housing association, and students are currently

working on a feasibility study to design and build a new sustainable visitor centre in Telford for the Trust.

Optimising outdoor space at Ercall Wood College *funded through Find Your Talent*

MADE has placed an architect and a creative professional to work with Year 7 students on design options to optimise an outdoor space at their school. Practical sessions with students have explored aspects of space and design and given them opportunities to voice their aspirations. Students will present their ambitions to the senior staff, firm up design options, and develop an exhibition in the outdoor space for the summer.

Our Leamore, Our Goscote, Our Walsall *funded through MLA WM (Museums Libraries and Archives, West Midlands)*

MADE ran a series of eleven after-school sessions, plus two in-school sessions, for Year 5 pupils from three primary schools in Walsall to learn more about and to explore their local neighbourhood. MADE took pupils outside the classroom for a walking tour along the canal, they handled original archival material at the local History Centre, and they interviewed local residents and used their histories to develop a play. The children also worked with an architect to design a communal garden for a new housing development and created poetry in local dialect with poet Dreadlockian. Sessions were led by MADE, freelance teachers, a theatre director, an actor and an architect.

Bentley West play spaces, Walsall *funded through Advantage West Midlands support for Design Enabling*

MADE has placed an architect with a primary school in Walsall to convert two stretches of tarmac into adventurous play spaces. The architect is working with the teachers and pupils to incorporate challenge and risk into the school grounds, encourage active play, and make use of natural materials and colours. MADE is also giving guidance on planning permission for additional site modifications and on procurement issues, and will provide additional value by working with the school to develop a whole site strategy which could improve circulation between the various buildings on site and make more use of external learning opportunities.

Turves Green College, Birmingham *funded through Creative Partnerships (Change School initiative)*

MADE has appointed a civil engineer architect to support functional maths with Year 8 and 9 students. Students are using a disaster relief scenario to see how maths is used in the real world, such as the logistics of moving relief supplies into an area and building emergency shelters.

10 - Northern Architecture

Northern Architecture's educational work covers three of five strands of work undertaken by Northern Architecture - Engage People, Raise Aspirations and Develop Skills. In the past two years it has developed four areas of work to help achieve these aims.

These are:

- school workshops
- one off projects
- CPD for teachers
- family workshops

Current / recent educational activity:

Space Explorers (January – July 2008)

A project funded in part by the Ernest Cook Trust to enable pupils, artists and architect/architectural assistants to explore their local built environment through the arts. Schools produced sculptures, poems, design work and outdoor structures. During the course of the project each school worked with a range of practitioners several times, leading to 1695 engagements in total.

North East Festival of Architecture: Door to Door Postcards (June 2008)

A competition to encourage children, young people and families to explore, describe and tell about their favourite buildings and places in the North East.

Inside: Out CPD (July 2008)

A CPD to encourage teachers to think about using the school grounds as the focus for learning through mapping, designing and making activities. Teachers from 13 schools attended and worked with an urban designer, a sculptor and NA's education officer to examine the opportunities for teaching and learning through interacting with and re-designing outdoor spaces in school.

Map Reading - Family Workshops (August 2008)

In partnership with Northumberland Libraries, six workshops encouraged families in rural and urban environments to rediscover their local built environment. Participants led their own walks, recording maps of their journeys and constructing map books on return to libraries.

Schools Education Workshop Programme (November 2008 to July 2009)

Schools are invited to select from 3 workshops;

1 The A Factor – pupils develop their team working, creative thinking and problem solving skills by becoming architects for the day. They are challenged to design and build either;
A Chilooterie – a small structure for the schools ground in which the pupils can 'chill 00'
A Superstructure – to welcome and signpost visitors to your part of the region
A Think Bubble – a pod for outside the classroom that encourages pupils to learn in new ways.

2 Architexts – working with a creative writer, pupils will examine a building or public space in their locality and respond to it through the written word.

3 Architexture – pupils create a miniature town or village using texture and shapes gathered from the local built environment.

Building Schools for the Future (2009)

Northern Architecture is currently establishing a BSF education programme designed to involve staff, pupils and the community in the live design process of building new schools throughout the North East. The first project will begin with Ian Ramsey School in Stockton in May 2009.

Making Architecture Count (September 2009)

A project that will engage teachers, pupils and young people in architecture, heritage and the built environment through mathematics

Main educational aims:

- to introduce children and young people to a variety of aspects of the built environment through visits, images and discussion
- to engage children and young people in process driven design activities, allowing them to 'play' with the basic elements of architectural design
- to support children and young people to have a voice in plans and architectural changes in their local area

11 – Solent Centre for Architecture + Design

The Solent Centre works across south central England, including the Isle of Wight. The Centre supports and promotes education in all aspects of its work as a way of generating greater understanding of the importance of the environment and the way in which the people can play a role in managing it.

We tailor our education projects and initiatives to have immediate relevance to both formal and informal learners. This is especially true for schools where there is a new emphasis on extending creativity and creative teaching across all subject areas, as well as a renewed concern with citizenship. "Citizenship is more than a statutory subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for us all, beginning in school and radiating out".

The Solent Centre runs a variety of projects with many different educational partners. Our highly regarded flagship programme is the **Education Partner Programme**, which is focused primarily on teachers and student teachers. We run a series of CPD workshops across our region that focuses on the **built environment**, plus new courses for 2009/10 on **sustainability** and **landscape**. All the workshops are designed to provide teachers with the skills, confidence and resources to take built environment education into their classrooms and embed it into their curriculums. These workshops are always run in locations of particular interest regarding their design, construction, heritage or location. Teachers attending these workshops are then encouraged to document and share the work they complete back in their schools, which is then disseminated via our Resource Library. In addition to these CPD days we run focused workshops and study tours with individual schools, and are currently exploring the potential to provide whole school INSET training.

Over the past 18months we have been piloting **Grounds for Optimism**, which is a secondary school landscape design award. Grounds for Optimism is designed to engage students in creative Blue Skies thinking about their school grounds. It takes them through a

carefully planned process of analysis, exploration and consultation before coming up with design solutions for an area of their school grounds.

Schools are encouraged to assess their grounds, prioritise their needs and empower students and teachers to participate in the design and decision making processes. As a key element of the school's own Masterplan, schools are encouraged to think more creatively and involve a variety of professionals and artists at the design stage.

This programme has been piloted across the South East and Yorkshire and Humberside, along with the support of Arc, Kent Architecture Centre, Hampshire County Council, Learning Through Landscapes and the Landscape Institute. The pilot phase is now complete and we are hoping to launch Grounds for Optimism nationally as a programme that can potentially be delivered across the Architecture Centre Network.

A programme about to be launched is **SPUD – Space, Placemaking and Urban Design**. SPUD will be a network of youth groups across our region. The aim is to create 3 groups of 14 – 19 year olds with a real interest in the built environment in the Eastleigh, Southampton and Portsmouth areas; groups which are outspoken and confident and which become increasingly articulate and engaged with developments across their towns.

The groups will run initially for 12 months, and draw youngsters from a range of schools and colleges, focusing particularly on students undertaking the CBE Diploma course. SPUD has already received accreditation from the Diploma council for this programme.

Each group will work on design proposals for projects that will be drawn from a live community/neighbourhood programme managed by the local authority. In turn they will report back to the relevant local authority team. To broaden the reach and dissemination of the groups a web site has already been created (www.spudgroup.org.uk) that the young people can manage and populate. The web site has been designed to incorporate elements of social networking and interactivity familiar to teenagers (including blogs, profiles and video) and look increasingly at web2.0 developments. The first group will launch in October 2009.

Where We Live: A Guidebook to Urban Design was created to fill a gap in resources for people unfamiliar with or new to urban design and the built environment. It was developed (in partnership with Deer Park Alpha architects) as an accessible, engaging and colourful publication with a target age group of 14-19 in mind. We have now distributed almost 5000 copies of this book, with orders for it being received internationally. The book has received considerable critical praise and is now being used by planners, councillors, civic societies and housing associations. We are already exploring a potential reprint of this publication along with a follow on book

The Solent Centre's **Resource Library** developed out of the early stages of the Education Partner Programme and before Engaging Places was developed. It was clear at the time that we needed a place to add photographs and documents that were easily accessible to schools, teachers and students. There are now numerous teacher resources (many created by teachers) available for free download, along with an ever-growing library of over 2000 high resolution photographs. The resource library is designed to encourage people to not only download, but to add their own resources and photographs to it.

The Solent Centre is currently developing a new programme and online resource focused on 'interrogating buildings' to be launched to primary schools. We are also in discussions with our local authorities regarding their BSF engagement strategies and are working with a national organisation to develop a visioning programme for a new type of school concept.

12 - Urban Vision North Staffordshire

Education Programme 2009/10

Urban Vision North Staffordshire allows children, young people and the wider community the opportunity to develop personal and emotional responses to the built environment through experiment, art and play so that they may:

- Experience different places and spaces
- Increase understanding and awareness of their environment
- Develop ways to articulate and express their responses to places
- Be involved in decision- making processes
- Take action to improve the built environment

Urban Vision's role is to question, explore and open up dialogue through creative experiences inspired by the built environment.

Projects in Schools

During 2009/10 Urban Vision are running 4 projects in schools under the overall title of 'A Pattern of Places'. This involves young people in exploring the built environment of a number of areas in North Staffordshire at both the macro scale of town planning and the micro scale of detail, decoration and materials.

The emphasis is on young people experiencing for themselves 'the sense of place' that comes from people engaging with their built environment over time. How such 'environmental character' is a response to the urban spaces that evolve or are designed to define patterns of use and the buildings that are constructed, altered and extended to meet the needs of urban living.

Through such experiences the young people will become involved creatively in 'the story' of the places they are exploring because they have entered them in their imagination in a similar way to that in which we all identify with the narrative of a book or the words and images of a play or film. Each project culminates with a public exhibition of the creative work produced during 'A Pattern of Places'.

Heritage Open Days

Heritage Open Days is a nationwide event celebrating England's heritage and culture and is England's part of European Heritage Days in which 49 countries now participate. From September 10th to 14th 2009 UVNS partners up with local organisations to deliver six free, guided tours for the community that will bring to life local architecture, history and culture.

The Big Draw

We have hosted successful annual Big Draw events since October 2005 and are happy to be part of this national initiative. It's a brilliant way of getting people together to be creative and acquire new skills.

For the Big Draw 2009 we will work with artists and architects to provide an inspiring, interesting, and innovative Big Draw workshop event, that engages with invited and drop in participants.

Annual Photographic Competition

Our annual Photographic Competition is in its 5th year and invites participants to submit photographic work with themes linked to the built environment. Previous themes have been 'Down our street', 'Brilliant Buildings', 'Living Landscapes' and 'Home', this year's theme is 'What's New?' and will ask participants to focus on recent additions or changes to our urban landscapes. The competition is open to everyone and attracts over 250 entries. Photographs are exhibited and prizes and certificates are presented at the exhibition launch.

Front Room Gallery

UVNS is based at Burslem School of Art and we have a large front room that we are currently developing into a gallery space. The gallery will be used to showcase our education project work and also be available to educational and community groups for their own exhibitions.

13 –The Building Exploratory

Launched in 1996 and based in Hackney, East London, the Building Exploratory is a unique organisation that helps people discover the secrets of their local area and gain a better understanding of the buildings and spaces that surround them.

The Building Exploratory's Learning strategy 2009-12 outlines the organisation's intention and approach to increasing public understanding of, and creative engagement with, the local built environment in order to raise aspirations for the local built environment through the provision of outstanding education and learning programmes.

Formal Learning

While the Building Exploratory establishes a new home for its interactive exhibition it continues to offer workshops, building visits, career days, teacher training and creative learning opportunities to Primary and Secondary schools across London.

The Building Exploratory's schools' programme aims to explore the built environment in ways that engage, excite and enthuse primary and secondary students and their teachers. Offering cross-curricular workshops and projects covering a wide range of issues relating to how buildings are made and places are shaped.

Young People

The Building Exploratory is qualified as an Arts Award advisor and has run a number of engagement and creative consultation projects across London, engaging 14-19 year olds in exploring the regeneration of aspects of their local area.

Family Learning

The Building Exploratory offers a well-established, exciting free programme of artist-led workshops celebrating creativity and fun for families during weekends and holiday times.

Lifelong Learning

The Building Exploratory is currently expanding the range of events offered to adults to include regular talks, workshops and activities designed to encourage participants to explore the past, present and future of East London's built environment.

The Building Exploratory runs a very successful programme of activities for older people called the **Senior Building Exploratory Explorers (Bees)**, meeting fortnightly on Friday mornings to learn about architecture, design, heritage and regeneration and gain a whole new perspective on their built environment. The programme is recognised in the sector as innovative best practice and due to high demand the programme is expanding to allow a great number of older people to participate.

Projects

The Building Exploratory develops and delivers short and long term projects to engage a wide range of audiences and is committed to involving built environment professionals and creative practitioners in the development and delivery of its project work. These projects offer the opportunity to test and trial new creative ideas in order to continuously inform and enrich the organisation's regular programmes.

Some recent projects include:

Winning Places is the Building Exploratory's innovative programme linked to O.space, a nationwide programme by CABE that uses the excitement around the London 2012 to inspire people about architecture and the built environment. In March 2009, the programme, which engaged older people in Hackney with London's rich sporting architecture, was successfully replicated in Newcastle by Northern Architecture.

<http://www.youtube.com/user/buildingexploratory>

What Makes a Square Wonderful? Islington Council commissioned the Building Exploratory to develop a community engagement programme as part of the Consultation and Engagement Strategy for the redevelopment of Arundel Square. The programme aims to involve participants in shaping the redevelopment of the square and to develop a genuine sense of ownership over this treasured green space. Outreach sessions with local schools, young people and senior citizens have explored the ways they play and the pleasures they find in Arundel Square.

Exploring Adventure

An engagement programme in Kilburn Grange Park, Camden, that seeks to raise questions which probe people's personal experience of and emotional response to the notion of adventure and more broad ideas about place, pleasure and belonging in order to respond to and inform erect architecture's designs for an adventure playground for the site. The project had been carried out with local families and young people and will engage a local school.

Lord Mayor's Show Commission 2009

The Building Exploratory has been commissioned by the City Bridge Trust to create a large-scale model for inclusion in the Lord Mayor's Show 2009.

Working with Heatherwick Studio, and Circus Space, the project has engaged Yr5 Hackney students in a series of creative workshops covering the projects key theme of Bridges. The student's responses will inform the design of the final structure for the Lord Mayor's Show procession in November.

Designing Iran: Shah Abbas' Isfahan

In summer 2009 the British Museum commissioned the Building Exploratory to deliver a digital drawing project to KS3 students to facilitate a creative exploration of the British Museum exhibition – *Shah 'Abbas: The remaking of Iran*, Islamic architecture, design and culture. Through a range of creative learning, investigative and making activities students produced 3D digital models of new buildings inspired by Islamic forms, motifs and patterns.

Places of Worship

In partnership with English Heritage and the Churches Conservation Trust, the Building Exploratory undertook an investigation of the condition, use and significance of listed places of worship across Hackney and Tower Hamlets. Working with a team of committed volunteers the project aimed to record the condition of 70 listed places of worship in the two boroughs. This survey forms part of a national strategy aimed at better understanding the condition of places of worship and builds upon previous investigations of places of worship carried out by the Building Exploratory during 2007 as part of our highly successful project "Religion and Place in Tower Hamlets"

<http://www.religionandplace.org.uk/>

<http://placesofworship2009.wordpress.com/>

Hackney Hoardings Project

Hackney Council commissioned the Building Exploratory to engage the local community in order to create an artwork to draw interest to the new Council Service Centre. Professional artist and designer, Florian Kremb, worked with the Building Exploratory's education team and Year 9 Design and Technology pupils from Hackney Free and Parochial CE School to develop a vibrant piece of public art that enlivens the area and celebrates Hackney. The young people generated ideas for the artwork by exploring themes such as their role as citizens of the borough, their own 'place' in Hackney, and the architecture of the new building. The final artwork celebrates Hackney's diversity, energy and creativity through the young people's design concepts.

www.hackney.gov.uk/sumofitsparts

Learning Resources

The Building Exploratory has developed a range of online learning resources aimed at schools and local residents:

Brickfields is an interactive resource that explores the events and people that fuelled the dramatic transformation of current day Hackney since Roman times.

<http://www.brickfields.org.uk/>

Memory Blitz is an online resource, developed with local schools and residents, about how the Second World War affected people's lives. Based on the memories of Hackney residents it tells stories of what it was like to live in wartime Hackney.

<http://www.brickfields.org.uk/memoryblitz/index.html>

Religion and Place in Tower Hamlets is a website investigating and presenting the 167 religious buildings in Tower Hamlets.

<http://www.religionandplace.org.uk>

The Portico Interactive is a series of eight historically accurate 3D animated models designed to take users through the development of the London Borough of Hackney. The Portico Interactive is now in use at the City Learning Centre and can also be accessed through visiting the Building Exploratory.