

360°

the built environment: learning from every angle // **issue 4** // june 2004

resources: re-design your school

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welcome°



We're in the throes of an unprecedented period of investment in the refurbishment and construction of schools across the country. Government investment in school buildings will reach £5.1 billion per annum in 2005-06. This includes £2 billion per annum for the Building Schools for the Future programme which aims to renew and rebuild every secondary school in England within 15 years. Our generation has a responsibility to use that money wisely, to get the design of these buildings right so that we have a lasting legacy of truly inspiring places where young people's learning is encouraged to thrive. This issue of 360° magazine explores some of the resources, projects and initiatives that aim to ensure this is exactly what happens.

A good place to start is our new publication, 'Being involved in school design', which gives practical guidance to all those involved in the process, including staff, students, governors, parents, Local Education Authorities, and architects on the what, when and how of getting involved in shaping schools. The guide introduces ten case studies of involvement in school design from across England and includes details of further resources and organisations that can help. For details go to: www.cabe-education.org.uk and see pages 7 and 14.

On pages 6 – 7 we profile Ellis Guilford secondary school in Nottingham whose new administration and teaching block could not have happened without the input of the school community. Students were involved in the selection of materials, colours, even the shape of the building. The experience of student engagement has not only created a fantastic new building, it has established a culture of enhanced confidence, innovative thinking, and student/staff cooperation.

This issue also introduces Creative Spaces (page 14), a new teaching resource which uses an adapted form of Design Quality Indicators, a real industry tool, to help students think about why schools are the way they are and how they might be in the future. The pullout resource in the centre of this issue is based on Creative Spaces. It challenges Key stage 3 and 4 students to redesign a space within their school.

Finally we review some of the issues debated at CABE Education's networking seminars (pages 10 – 11). Over February and March we ran six events with six architecture centres across England, all focused on aspects of built environment education. In Wakefield and Nottingham participants explored school design and ways of enhancing collaboration between schools and designers.

So, there's plenty of help around to make sure all that public money is used effectively. Let us all strive for excellence in both process and product.

Ben Spencer, Head of Education

feedback°

Many thanks to all those who completed the feedback form included in the last issue of 360° and posted onto the website. The winner of the £30 book token prize can be found on page 4. Please keep telling us what you think so that we can make sure the magazine and the website are providing the kind of information and resources that you need. Why not get involved in our online discussion forum for lively debate on built environment education? Or enter details of your projects and resources directly through the submission forms on the relevant web pages.

To sign up to the CABE Education Network and ensure you automatically receive future issues of 360° simply complete the slip on the back page, complete the form online, or email us at education@cabe.org.uk. Don't forget that all issues of 360° are available on the website in PDF format at www.cabe-education.org.uk.

Improving the quality of the built environment is the long-term aim of CABE, the Commission for Architecture and the Built Environment. The charitable CABE Education Foundation was established in May 2002.

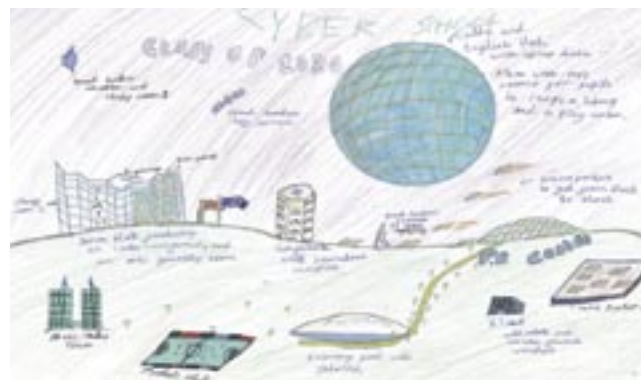
Designers into Schools Week

From 21 to 25, design and technology students from secondary schools across England will have the chance to work with some of Britain's top designers. Now in its third year, the initiative will match more than 300 secondary schools in England with designers from a wide range of disciplines. A new website, www.designersintoschools.org.uk has been developed to support schools that want to get involved. The site contains advice on planning for the week, tips on running activities and case studies from previous years. There are also a number of teaching resources so if you have missed out on the opportunity this year you can run your own project and prepare to welcome a designer into your classroom in June 2005.



Building Schools for the Future

DfES has published a compendium of exemplar designs developed under the Building Schools for the Future initiative. The designs, produced by 11 of the country's leading architectural practices, are based on close collaboration with Heads, teachers and students. The aim is for the designs to provide inspiration for LEAs and schools developing their educational vision and requirements for new schools, in order to drive up the standard of school building across the country. Many of the designs include 'extended schools' facilities for use by the wider community and all have been developed to respond to the demands of current teaching styles whilst looking to the possibilities of the future. To order a copy of Schools for the Future: Exemplar Designs concepts and ideas, 2004, DfES: E: dfes@prologistics.co.uk T: 0845 60 222 60 or download it direct from www.teachernet.gov.uk/exemplars



Space for Learning

On 29 April the Rt. Hon. Estelle Morris MP launched Space for Learning, a handbook for education spaces in museums, heritage sites and discovery centres across the UK. The book gives guidance on best practice in the design, construction, rethinking, refurbishing and management of learning spaces, and identifies communication, consultation and collaboration (especially with young people) as core elements of a successful development process. A number of case studies are presented including the Horniman Museum's Education Centre in London and the Education Workshop within The Lighthouse, Scotland's Centre for Architecture, Design and the City. For a copy of the report E: education@cabe.org.uk



Recommendations for Ministers

Following the final meeting of the DfES/DCMS Joint Advisory Committee on Built Environment Education in April, a letter outlining its recommendations will be sent to Ministers from both Departments in July. This will identify the value and impact of learning about the built environment and strategies to ensure how such activity can be promoted. There is a commitment from the members of the committee, including English Heritage, Heritage Lottery Fund, Citizenship Foundation, Attingham Trust, Qualifications and Curriculum Authority, CABE Education and the two departments to work together in partnership to take forward their recommendations. It is hoped that a report will be published in the autumn.

Bigger, better, brighter – the new CABE Education website

The newly improved CABE Education website went live at the beginning of May. Bigger, brighter and packed with more resources, projects, news and events, the site is easier than ever to use. Whether you are looking for ideas and inspiration or would like to submit details of your own projects simply follow the online instructions and share your experiences of built environment education. The developments are in response to your suggestions over the year and also pick up on comments provided by entrants to our feedback competition such as Dr H. Livas, a secondary school Citizenship and Religious Education teacher from Hull who is the winner of a £30 book token. So keep the ideas coming! www.cabe-education.org.uk



Top left – Wayne Hemingway and GCSE design students during Designers into Schools Week, 2003: © Bianca Mathews
Top right – © Clore Duffield Foundation
Above – © CABE Education
Far left – Cyber School, Drawing by Kryston Martin, St Francis of Assisi RC Primary School, Kensington and Chelsea
Left – Central atrium of an Alsop school of the future: © DfES / ALSOP Architects

Heritage Open Days

England: 10 – 13 September
Heritage Open Days celebrates England's architecture and culture by allowing visitors free access to interesting properties that are either not usually open, or would normally charge an entrance fee. Heritage Open Days also includes tours, events and activities that focus on local architecture and culture organised by volunteers for local people. The Heritage Open Days event directory will be available online from mid-July at www.heritageopendays.org



Left – Heritage Open days: © CV One
Centre left – Bedford school children problem solving, NCW 2003: © CITB-ConstructionSkills
Below left – A surveying challenge at Orton Longeville school in Peterborough, NCW 2003: © CITB-ConstructionSkills
Right – 'Designs on your Town', at the De La Warr Pavilion, Bexhill on Sea, The Big Draw 2003: © The Campaign for Drawing



National Construction Week

UK: 6 – 13 October
National Construction Week (NCW) gives young people the opportunity to experience the wide range of exciting opportunities available in the modern construction industry. During NCW 2004 thousands of young people will visit various built environment professionals including architectural practices and engineering consultancies as well as try out traditional crafts such as painting & decorating, joinery, roofing, bricklaying and plastering. You can register your event on the National Construction Week website: www.ncw.org.uk/home.cfm



The Big Draw

UK: October
Throughout October 2004, venues across the country will host drawing sessions for all ages. Why not join in with one in your local area, or you can run your own event. In 2003 the De La Warr Pavilion, Bexhill on Sea, hosted 'Designs on Your Town'. Two days of workshops encouraged people to picture and plan their ideal town and express ideas for Bexhill's regeneration through films, annotated drawings on a giant floor map, models and maps which were then developed into consultative projects with pupils and parents at four primary schools. For further information go to www.drawingpower.org.uk.



London Open House

London: 18 – 19 September
The London Open House weekend opens up nearly 600 buildings across the capital that would otherwise be out of bounds. This year's family event will be City of a Thousand Architects which offers the chance to re-build a portion of the city with wooden blocks and modeling materials in several of the key London Open House buildings. New for 2004 is Junior Open House, an initiative that will give thousands of school children the opportunity to explore London's heritage for themselves over the next two years. The programme is free for schools and will include the chance to meet architects, to explore the link between old and new buildings, and to gain inspiration from the historic built environment in a range of hands-on activities and related classroom workshops. For further details go to www.londonopenhouse.org or E: loh4@londonopenhouse.org

Below left – City of a thousand architects: © Ken Allinson
Below right – Open House at St Pancras Chambers: © Ken Allinson



Walk to School Week

UK: 4 – 8 October
Why not use Walk to School Week as an opportunity to encourage young people to look at and comment on their built environment? The website, www.walktoschool.org.uk, contains teaching resources and event ideas, information for parents and activities for students.

And don't miss:

National School Grounds Week 14 – 18 June
'My Space, Our Place' is the theme of this year's National Schools Grounds Week (Learning through Landscape's annual campaign) designed to inspire children with a sense of their unique spirit and an awareness of their place in the environment around them. www.ltl.org.uk

Architecture Week 18 – 25 June
Architecture Week 2004 will see a diverse range of events and activities for all ages taking place across the country. For listings and to access associated teaching resources go to www.architectureweek.org.uk

Big Arts Week 21 – 25 June
Professional artists from every discipline including painting, architecture and performance, volunteer their time to go in to primary and secondary schools across the country to share their skills to inspire local children. www.bigartsweek.com

Urban Design Week

UK: 13 – 19 September
Urban Design Week is all about raising the importance of good design and its role in making places we all want to live in. Go to www.udal.org.uk to find out about the range of exhibitions, debates, walks and workshops held around the country which aim to do just that.

National Design and Technology Week 21 – 25 June
Why not hold an activity, competition or challenge and bring local schools together to celebrate student's work in Design and Technology Week? For further information and ideas for activities go to www.data.org.uk

Learning by design

In 2002 students at Ellis Guilford secondary school became involved in a programme to design a new administration and teaching block. Today the building is nearing completion, but the long-term benefits to the school go far beyond bricks and mortar.

"We wanted a brightly coloured building, with curves and no more than three floors," says Jonathan, a Year 11 student at Ellis Guilford School in Nottingham. *"And we wanted wide corridors so it was welcoming, and lots of glass to let light in,"* adds Kirsty, also in Year 11.

For the past two years, along with their colleagues on the School Council, Jonathan and Kirsty have been closely involved with the first phase of a plan to upgrade Ellis Guilford, a 1,300-pupil secondary school in Nottingham's Aspley district. Today, with the bold new administration and teaching wing nearing completion, their input is clearly evident. The new building is a world away from the cramped, damp 1920s block it sits next to.

Further good news is that the new building is only the visible evidence of progress. There are also hidden bonuses. The process of consulting the students has initiated a culture shift in the way the school is run. From the curriculum to perceptions of personal safety, Ellis Guilford will never be the same again.

The story begins early in 2002, when the Local Education Authority announced plans for major rebuilding work at Ellis Guilford, a poorly considered combination of inter-war and 1960s architecture. *"The Council's asset management team had come up with a very prescriptive brief"* says John Mitchell, then working for Nottingham City Council Design and Property Services.

A meeting between Mitchell, Head teacher Peter Plummer and the LEA revealed that the proposed building work did not fit with the school's own vision. It was time to take a step back and assess priorities.

"After a series of workshops and meetings it was decided that we needed a masterplan for the development of the entire school" says Plummer. It was also decided that the active involvement of all members of the school community would be vital in the creation of a shared vision.

To establish a framework that would allow students to make meaningful contributions, Mitchell held a series of meetings with the recently-formed School Council. *"It was an opportunity for everyone to have an input. We needed to find out what we were there for, and what we wanted to achieve,"* says Mitchell.

Among the issues that concerned the School Council were safety, light, and improved toilets. But everyone was anxious to reach a school-wide consensus on the priorities, so the Council members consulted their classmates in tutor periods, and compiled a questionnaire which was circulated to everyone in the school. The results were then fed into the design brief.

Two members of the Council, Jonathan and Kirsty (year 11 students), also went on a fact-finding mission to two schools, one in Kent the other in Tower Hamlets, London, where similar approaches to some of the design ideas emerging at Ellis Guilford had been tried such as the use of a glazed central space as the social heart of the school. Both were inspirational,

albeit for different reasons. *"One of them was quite intimidating. It was like a mall, one long corridor overlooked from every floor. It was an enclosed, dark space,"* says Kirsty. *"The other one was really bright and modern,"* says Jonathan. *"When we got back we brainstormed, and then spoke to the rest of the year group,"* adds Kirsty.

Throughout the summer term of 2002 the students kept coming up with ideas. Safety emerged as a particular priority. As a means of 'designing out' threatening spaces in the new building, students were asked to colour-code a plan of the existing school grounds according to which parts were most intimidating. After asking themselves why some spaces are more threatening than others, natural light, large open spaces and CCTV were specified in the new building. Another outcome was the placing of ground level toilets next to the staff common room.

The final stage of design development was the presentation of a 3D computer animated model and 'fly through' to the whole school. After such a rigorous consultation process it was satisfying to find that the designs met with the student's approval. The new three-storey block, which is attached to a revamped 1960s teaching block, will open in September 2004.

Even before completion the new building has been the catalyst for a new approach to teaching and learning at Ellis Guilford, which has been further supported by the school's participation in the Arts Council's Creative Partnerships programme, a national initiative to develop creative learning opportunities for young people through partnerships between schools and creative and cultural organisations, businesses and individuals. *"The consultation process has given us a sense of ownership"* says Kirsty. *"Students are less likely to destroy something if they've actually come up with ideas for it"* adds Jonathan. The process has also bred a culture of confidence and enhanced awareness. The students now really believe that their voice counts.

The teaching staff have also recognised that challenging students to articulate thoughts in the early stages of the project means that they have become capable of abstract thought. Asking students to comment on a fait accompli is one thing; but inviting suggestions before work begins is quite another. It's a thought process that has been taken to the next level by involving some of the students in the selection of an architect as part of an international design competition to upgrade Nottingham's Market Square. John Mitchell (now running his own consultancy Learning-space) facilitated the workshops and discussions with students, exploring their ideas for the square in collaboration with OPUN (the East Midlands Architecture Centre) and Creative Partnerships.

Previously it may not have occurred to the teaching staff that students could enjoy and benefit from considering issues relating to the functions of a civic meeting place. But they've been proved wrong. *"When we saw all six of the shortlisted*



schemes the students could see that one of them was closer to their ideas than the others," says assistant head Dwight Damon. It was further evidence that their ideas do relate to the wider world.

To maintain student involvement once the construction of the school building was underway Peter Plummer and his staff worked with the Creative Partnerships team to select an Artist in Residence. Rob Turner, who specialises in visual art for public spaces, is working with students to develop their own specifications for the standard finishes in the new building, whether plaster, paving, paint or tiling. The idea is to encourage applied learning, getting students to consider the skills and crafts of the people working on their new building, and the materials they are using.

Looking to the future, there is no doubt that Ellis Guilford's on-going upgrade – the new building is only the first phase of the masterplan – will capitalise on lessons already learned to ensure that the culture shift has benefits for future generations. After all, in a few years today's students will be parents. How will their children find Ellis Guilford? If progress to date is maintained, it will be welcoming, bright, lively and inclusive, thanks in no small part to their parents.

For further information:

Creative Partnerships
www.creative-partnerships.com

Ellis Guilford School & Sports College
E: admin@ellisguilford.com

Learning-space is a consultancy that works with LEAs, schools, staff, and students to facilitate the development of exciting and effective learning environments – from small scale projects and curriculum development to whole new schools.

E: Learning-space@btconnect.com or
www.learning-space.org.uk

OPUN The East Midlands Architecture Centre
E: admin@opun.org.uk or www.opun.org.uk



Left – The school's ideas were then visualised by the architects: © Nottingham City Council
Above – Under construction, April 2004: © Willmot Dixon

If you have enjoyed reading about Ellis Guilford and would like to find out more about getting involved in the design of your school then you may be interested to know that CABE Education and CABE Enabling have jointly produced a new publication entitled *Being Involved in School Design*.

The guide, which is aimed at funders, LEAs, the school community and design teams, contains practical guidance on the what, when and how of getting involved in shaping new schools. Ten case studies of involvement are followed by an extensive 'Useful Information' section. The guide will be available from mid-June 2004. You can download the guide from www.cabe-education.org.uk or request a copy by emailing us on E: education@cabe.org.uk



Left and right – Year 10 GCSE Applied Arts students making mosaics with artist Anna Dixon: © Creative Partnerships Nottingham

Above – Developing the grounds of the school: © Creative Partnerships Nottingham



Above – Laboratory Design:
© Association for Science Education
Top left – Build a structure by year 5
Melcombe Primary School:
© Catherine Williamson
Top right – 'Make Buildings' by Year 5
Melcombe Primary School

Key Stage 3 & 4: Designer science: Laboratory Design for Teaching and Learning

Available through the website and on CD, this interactive design tool software allows students, teachers and technicians to create their own 2-D and 3-D images of science laboratories and prep rooms. The 3-D version has a walk-through facility that allows people to view their design from any angle and from a student or teacher perspective. Laboratory Design for Teaching and Learning aims to improve communication between designers and users in order to place teaching and learning at the heart of school science laboratory design. All those involved in the process can use the plans and share ideas via the website. The materials, which are funded by Planet Science and the Royal Society, and managed by the Association for Science Education, are free and can be accessed at www.ase.org.uk/ldtl

Scotland's sustainable future

Designing Scotland's Sustainable Schools of the Future is a guide aimed at all those contemplating a new school. It seeks to illuminate the design process and describes how that process can creatively involve architects, LEA officers, teachers, artists and young people. At the heart of this model are design workshops, run separately with school students and with professionals at The Lighthouse, Glasgow in 2003. The guide is accompanied by a CD Rom which captures the varied opinions of the workshop attendees. The guide, which was published by The Lighthouse in 2003, is available from E: architecture@scotland.gov.uk



Left – Drawing Power at the Royal Academy of Arts workshop, bridge drawing by nine year old:
© The Campaign for Drawing

Above and right – 'Without Walls' at the York Museum Trust, The Big Draw 2003: © The Campaign for Drawing



Key Stage 1 – 3: Architecture Week Resources

A range of teaching resources exploring the built environment are now available free of charge at www.architectureweek.org.uk. The resources have been developed by Catherine Williamson on behalf of Arts Council England and have been designed for use either as part of Architecture Week events (see Events page 5) or to support other schemes of work throughout the year. Activities range from building a structure and exploring architectural styles, to a mapping exercise that looks at local street patterns. Each includes printable and downloadable stimuli, links to the National Curriculum and teaching notes.

Primary: Brighter playgrounds

A primary playground resource pack is now available from The Youth Sport Trust (YST). The pack provides schools with information and support to develop, change and improve their outdoor spaces. Details on involving children, redesigning spaces, training staff and monitoring the impact of change on these new environments are incorporated within a teacher's guide, CD-Rom, activity cards and example plans. The pack has developed out of the Zoneparc primary playground project, run by YST in conjunction with Nike since January 2001. The project aimed to tackle social exclusion and increase activity levels in young people through engagement in the design and maintenance of play spaces. The pack is available from YST and costs £99.95. For more information T: 01509 226600 www.youthsporttrust.org

Drawing space and place

Power Drawing is the education programme of the Campaign for Drawing, focusing on how drawing can be used as a medium for learning across the curriculum. Drawings by young people aged 3 – 18 in schools, museums, galleries, heritage sites and environmental centres show how drawing develops skills of perception, communication and invention. A series of small books is being produced to report on work in progress. *Start Drawing! Drawing on Experience* and *Notebooks*. *Space and Place* will be available from June 23. It shows how pupils in primary and secondary schools and students in further and higher education have used drawing to explore notions of space and place. The drawings indicate codes and conventions used by artists, architects, planners, landscape architects, industrial designers, interior designers, illustrators and animators. The books cost £4 (including p&p) and are available by contacting E: sales@featherstone.uk.com and E: janetpacker@nsead.org

360° RESOURCE

04

Creative Spaces: improving school design

Key stages 3 & 4 Design & Technology and Citizenship

Over the next 10 – 15 years the government is set to invest in a massive building and renovation programme that will touch every school in England. In the year 2005-06 government investment in school buildings will reach £5.1 billion. This provides an unprecedented opportunity to engage young people in the design of their own school spaces, to help them think about what makes a high-quality, functional, stimulating, and flexible learning environment and how it can be delivered.

This resource aims to do just that. Over the next two pages students are introduced to an adapted version of the industry-standard Design Quality Indicators (DQI), a tool designed by construction and architecture experts at the Construction Industry Council (CIC) to help evaluate effective design. They are also asked to think about the changing functions of educational spaces and what makes an effective design. On the final page of this pullout resource a set of exercises have been designed to engage students in researching their own design challenge and developing a 'design brief'.

This resource is based on *Creative Spaces: improving school design*, a free on-line educational resource (www.cabe-education.org.uk/creativespaces) which helps young people to understand the built environment of their school and challenges them to produce designs to improve it. Creative Spaces helps teachers deliver the Key Stage 3 & 4 Design and technology curriculum in an exciting and innovative way and also includes elements of the History, Geography and Citizenship curriculum. Amongst these a survey of school design from the Victorian period to the modern day explores how social, historical and cultural issues, popular educational theory and different user-groups impact on the structure and form of school buildings.

The Creative Spaces resource has been developed by CABA Education and CITB-ConstructionSkills (www.citb.org.uk) and draws on the original Design Quality Indicators created by CIC (www.dqi.org.uk). The Creative Spaces resource has also drawn on the knowledge and expertise of Robin Nicholson (Edward Cullinan Architects), William Hawkins (CIC), Sunand Prasad (Penoyre & Prasad Architects) and Terry Hewitt, teacher of Technology at the Sir Bernard Lovell school, Bristol, and moderator for Technology for BECTA and Teachandlearn.net.

For more information on CABA Education visit www.cabe-education.org.uk

DESIGN QUALITY INDICATOR (DQI)

How do you judge how well designed a building is? Are the materials it is made of more important than the way it looks? Or is it most important that it is easy to use and fits in with the surroundings?

The DQI is a tool that has been created to help you consider the key elements that go into a well-designed building. It is a series of questions that help you focus on three areas of good design:

BUILD QUALITY

Is it well made? Think about how well the design can withstand wear and tear and vandalism.

Is it really comfortable? Think about noise, glare and temperature.

Is it sustainable? Think about energy efficiency, climate change and whether the materials come from renewable sources.

Does it promote health and safety? Think about hard and soft materials, the dangers of wearing and damage and possible slipping and falling.

FUNCTIONALITY

Does it accommodate everyone's needs? Think about practicability (are the spaces big enough and high enough for their uses), versatility (can the spaces be used for different activities), and possible changing use in future (can it be adapted)?

Are the school buildings and the surrounding spaces secure and safe? Think about bullying and theft, are there too many dark corners? Is it easy for uninvited people to get in unobserved?

Is it easy to get around? Think about the layout, is it clear and logical? Are the corridors wide enough for wheelchairs, guide dogs and prams? Are there too many stairs or enough ramps? Can you change rooms quickly and easily between classes?

Is it easy to get to? Think about public transport (buses and trains); cycling routes and bike sheds; and car parking.

IMPACT

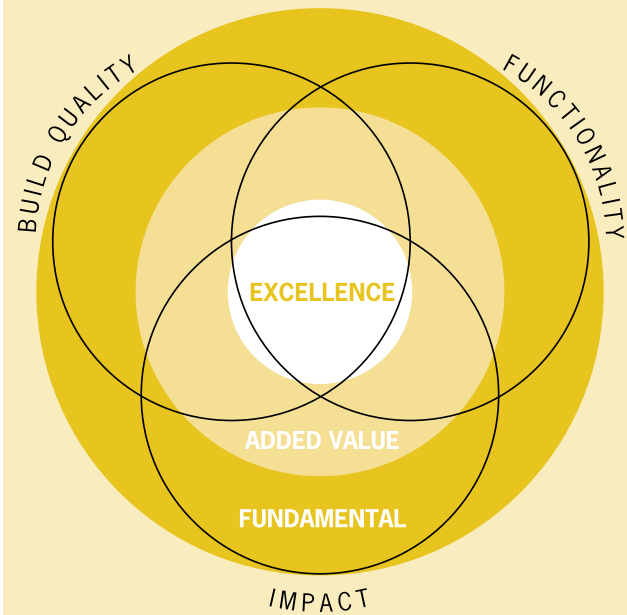
Does the building make a strong impression? Think about how you feel when you enter the building, is it inspiring or boring? Does it make you feel comfortable? Does it feel modern or traditional? Does it fit in with the surroundings or look out of place? Does everybody like it?

A handy, 'pocket sized' version of the DQI can be found on the Creative Spaces website at:

www.cabe-education.org.uk/creativespaces

Use the DQI to judge a particular space in your school, such as a classroom, the reception area or the dining facilities. How well designed is it?

DESIGN QUALITY INDICATOR (continued)



Adapted from the original diagram: Overlapping Quality fields, CIC Design Quality Indicator Online, 2003, CIC

The diagram (above) describes the way the DQI works. Each of the black circles represents one of the areas of good design described on the previous page. The shaded circles underneath represent three levels of scoring:

Fundamental – factors which every building must achieve in order to function

Added value – starts to indicate that the building will add value to the activities for which it is intended

Excellence – is achieved when the design sparkles as a whole by satisfying the fundamental factors and adds value

From the diagram it is clear that excellent design is achieved when a building scores well in all areas; build quality, functionality and impact. If your building scores well in one area but not in the others then only very rarely can it be considered to be of excellent design. In the end, the better the score, the better the overlap, the better the building.



Schools for the Future

The world is changing fast and schools need to change with it. Many students today are being taught in buildings constructed in the 1960s and 1970s or earlier which are often desperately in need of repair and unsuitable for modern and future needs.

So what will the schools of the future be like? Their design will have to take into account a wide range of challenges. How well does your school cater for these things? What kind of buildings and spaces will these changes produce?

The changing curriculum

The curriculum in schools is changing to become broader and more flexible to meet the needs of individuals. New courses arranged with local businesses, theatres or sports academies will become available for 14-year-olds. In short, the world of school and the 'outside' world will be more closely linked. How will this affect the way you use your school? What do you think this will mean for the way we build schools and learning spaces?

New technology

Advances in technology will change the way lessons are taught. For example, students from several schools will be able to use videoconferencing to study together in a 'virtual group', so only one teacher will be needed instead of several. What will this mean for the way we learn and the way our classrooms look?

The community

Schools are now seen as valuable for the whole community. The needs of all users must be taken into account so schools of the future will have to be adaptable.

Some possible designs are based upon the idea of having 'clusters' of buildings set around a central space or walkway instead of single, big buildings. Each cluster would house say, a set of classrooms and social space for a particular age group.



A cluster design means that certain areas of the building can be accessed easily for adult learning without opening and/or heating the whole school. It also means the public can be allowed in during the day without putting the safety of students at risk. Security is of course a really important issue and students of the future may be given smartcards to swipe which recognise who is allowed into which area.

In what other ways might schools and school buildings become more accessible to the local community?

Inclusion

In the past, students with special learning needs have been taught in separate schools. New school design must try to look at the needs of these students and design a building where everyone can be catered for. This is called 'inclusion'. Think about your own classrooms and school facilities. How might they be improved for people with special learning needs?

Comfort

Being comfortable is important if students are to learn effectively and details such as good lighting, heating and ventilation can make all the difference as to whether a building is user-friendly. How important do you think these details are? How would you improve the lighting or ventilation in your classroom?



Sustainability

Sustainable building design makes sure that both the short-term and long-term impact on the environment is low. The most obvious sustainability issues are energy efficiency and waste reduction.

Here are some ways in which new school building can be more environmentally friendly:

- // siting the building carefully to make the best use of sun and natural light and save on heating and lighting costs
- // insulating a building to help reduce heat loss and the need for heating
- // using natural air flows to ventilate spaces
- // using low energy materials and timber from sustainable sources
- // using local, reclaimed or recycled materials
- // building near to suppliers to reduce transport and the problems of traffic and pollution
- // using 'green roofs' (roofs made of soil and plants) which are good natural insulators, reduce water 'run-off' and provide a natural habitat for plants and insects.
- // using environmentally-friendly heating sources such as wood-fired boilers and solar panels

How else might you ensure that your school building is more sustainable? Why is building a sustainable school so important?

Above – The Beehive School: © DFES / Marks Barfield Architects

Left – The exposed roof structure of Ballifield School allows students to begin to understand construction technology: © Howard Evans and Prue Chiles

Below, right to left – Ballifield School front: © Howard Evans

Learning Clusters: © DFES / Wilkinson Eyre Architects

Central atrium of an Alsop school of the future: © DFES / ALSOP Architects

Design project

What improvements could you make to your school?

Identify your design problem

The first thing you need to do is identify a design problem in your school that you want to work on, something that could be, created, altered or improved. You can use the results of your DQI to select this design problem. Was there something that scored particularly low and that you would like to change? It could be the whole school building, or a particular learning space. Or what about the reception area or the dining facilities?

Research

Once you have chosen this you need to do some research. There are two main types of research:

- // primary research – research you have carried out yourself, e.g. an interview with a user or a questionnaire to find out people’s opinions, or using the DQI either individually or in a group
- // secondary research – research that someone else has done, which you have read, e.g. a report from the Internet or a book, or an interview with an expert.

Your research should involve the following steps:

- // ask people what they think about the problem, use the DQI to help structure your discussion
- // read about your design problem – here are some websites you might find useful:
 - www.teachernet.gov.uk/exemplars
 - www.buildingfutures.org.uk
 - www.designcouncil.org.uk
- // ask people about possible solutions
- // record your data carefully and think about how you will use it

Summarise what you have learned from your research.

The user

Most design is created with a particular user in mind. The user, or client, will often employ the designer to find a solution for a particular problem.

Who are the main target users for your design? Your client could be a student, a parent, a transport system organiser, an ICT expert, a teacher, a school cleaner, a caterer or a head teacher.

The relationship between the target user and designer is important. Spend some time in your portfolio explaining who your target user is, using the following as a structure:

I selected my target users by...
Thinking about the person who most often complains about the changing room and who probably has good ideas about what they want the changing room to be like
Here is some information about them...

- Name: Simon Jenks
- Gender: Male
- Age: 14
- Interests: football, music
- What they have: small changing room for sport
- What they need: better facilities including lockers and seating

The interview

You should spend some time with your target users if possible; talk to them and observe them using the feature that you plan to design. Ask them what they want from the design, what they need and what problems they have. Ask them what they think about issues such as sustainability and inclusion. Use the questions provided on page 3 to help structure your own questions. The user interview will help you prepare a ‘design brief’.

The design brief

The Design Specification is an outline of all the design requirements, breaking down the main problem into smaller parts. Copy the sentence below onto your page as a header and then fill in the rest of the sentence with as many different ‘answers’ as you can. When you have made a list, group your sentences into three areas: functionality, impact, and build quality.

When it is finished, my new design will...

Think about these things when you write your design brief:

The needs of your user

Safety

Relationship to the surroundings

Impact on the environment

Ergonomics: the relationship between users and their environment to improve effectiveness (eg. designing large corridors so that students can move between classes more easily)

Aesthetics: appearance, finish

Materials

Cost

Time it would take to develop your designs into the finished building or space

How you will know it works

Lifespan

Maintenance

Don’t forget to think about the Design Quality Indicator (DQI) when you draw up your design brief. Does your design meet the requirements of the DQI? You should also think about your answers to the issues presented on the previous page. When thinking about the needs of your user you should also consider how much of their ‘wish list’ you can include. It is often not possible to design exactly as the user requires as issues such as cost and safety, and the opinions of other users will affect your design decisions. But you do need to be able to explain these decisions to users when you present your ideas to them.

Now present your design brief to the class, or to a group of students and get their feedback on your design.

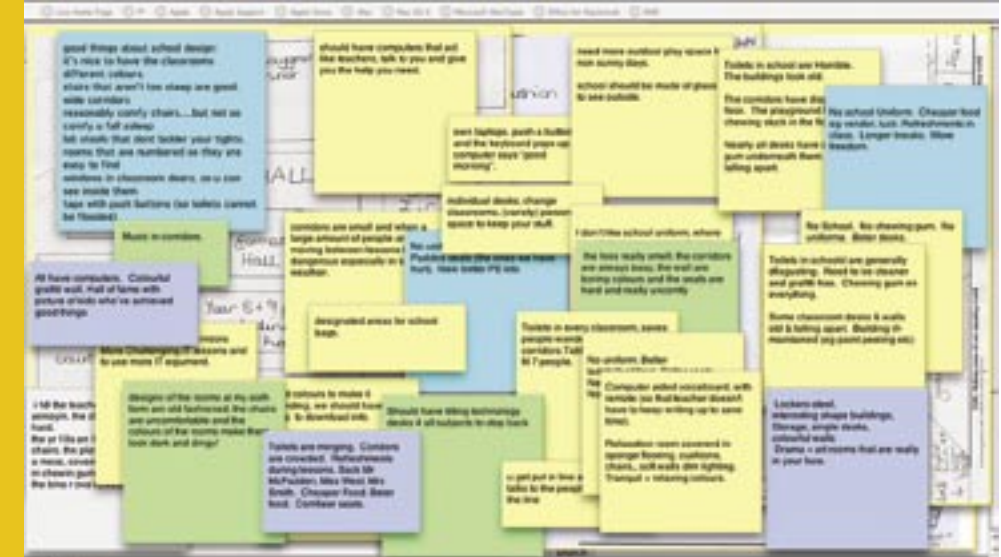
Have you produced resources or do you have good ideas for lessons that use the built environment? Would you like to see them reproduced within 360° or decribed on our website? If so please contact Nicola Lithgow on T: 020 7960 2431
 E: nlithgow@cabe.org.uk or enter details directly into our website www.cabe.org.uk

Future Learning Environments

The new report from Building Futures due to be published in July will explore the future of learning environments for the 11 – 18 age range. Whilst the education sector (and the built infrastructure that houses it) is currently in the process of gradual change, it is widely accepted that the built environment plays a significant role in teaching and learning outcomes. Key issues for the future will include whether new teaching methods are enabled or constrained within the existing school infrastructure, and ensuring that the design of new learning environments avoids ‘designing in’ such constraints. The report is aimed at those commissioning, designing and working within school environments. It is focused on the year 2024, and presents four provocative scenarios, intended to prompt debate. Building Futures was established in April 2002 as a joint venture by CABE and the Royal Institute of British Architects (RIBA). The report will be launched at a conference at the Institute of Education, London on 12 July. The conference is organised by the RIBA Client Forum in association with SENJIT. Contact David Noel T: 020 7307 3612 or E: david.noel@inst.riba.org



Top right – Future learning: students ideas: © Ultralab
 Above – ArchEd projects in action: © ArchEd



Architecture in Education

ArchEd is an organisation that has worked with primary and secondary schools across England since 1993, preparing and running curriculum based architectural projects that encourage pupils to investigate their immediate environment as part of the design process. The projects, which typically run over six half day sessions, vary from playground design to shelter to play houses to classroom and school design and involve the practical use of most curriculum subjects. Using the design process, pupils produce drawings and models of their proposals and justify their decisions. For further information contact Nita Sharma on: T: 020 7733 4180 or 11 The Hamlet, Champion Hill, London SE5 8AW

Landscape your school grounds

Since 1992 a team of landscape architects from Hampshire County Council have been working with schools across the education sector to develop strategies for their outdoor spaces. The Schools Landscape Programme adopts an inclusive approach, opening up the design process so that it engages young people and other sections of the school community and achieves solutions that consider the needs of all users. Projects typically start with an ‘Introductory briefing’ held annually for Heads. ‘Information gathering’ activities with the wider school community follow, the results then forming the foundation on which a strategy for the whole site can develop with continuing input from young people and other sections of the school community. As the project grows the school can draw on the expertise of a landscape architect and other members of Hampshire School Grounds Advisors Forum. The School Landscape team has developed a range of resources to support their work with schools. A book is also available entitled *School Landscapes: A Participative Approach to design* ISBN 1859752012. For detailed information visit www.hants.gov.uk/environment/slp

Hand in hand:

The full list of events run by architecture centres as part of the CABE Education regional Networking Seminars Series in Spring 2004 was as follows:

3 Feb, Public Arts, Wakefield, Good design in schools: the role that schools can play in the planning and design of their spaces

www.public-arts.co.uk

25 Feb, CUBE, Manchester, Young people's involvement in the design of the Built Environment

www.cube.org.uk

26 Feb, The Building Exploratory, London, Interactive learning for the Built Environment

www.buildingexploratory.org.uk

4 March, Architecture Centre Bristol, Bristol, Learning through the Built Environment

www.arch-centre.demon.co.uk

10 March, Northern Architecture, Newcastle, Developing an Urban Design Education Toolkit for the North East

www.north.org.uk

24 March, OPUN, Nottingham, Hand in hand: schools and designers working together

www.opun.org.uk

In February and March 2004 CABE Education ran a series of six regional networking seminars in collaboration with six architecture centres. The events were a great success and the diversity of topics and of projects showcased is evidence of the wealth of good practice in built environment education that exists across England today. The work of national organisations such as English Heritage and CITB-ConstructionSkills was illustrated alongside that of individual schools and architecture firms.

Two of the architecture centres ran seminars which are particularly pertinent to this issue of 360°. On 3 February Public Arts ran a seminar in Wakefield which focused on the role that schools can play in the planning and design of their schools. Speakers included Geoff Gillard, Head teacher of Ballifield School and Prue Chiles, the architect who worked with the school on their new classroom block. The Sheffield school received two new class bases as part of the DfES Classroom of the Future initiative.

Geoff Gillard spoke of the children's pride in the finished structure, which incorporates child scale window seat alcoves or 'retreat pods' as secret spaces which are half in half out of the main room, a mezzanine floor with porthole windows, and storage walls which allow the space to be divided in two. Much of the detail of the finished rooms was inspired by the children's ideas drawn up in 'wish lists' created in the early stages of the design process. The spaces also support curriculum learning. The exposed roof structure allows students to begin to understand construction technology whilst the changing landscape of the outdoor classroom, and the recycled materials embodied within the building, bring the natural world inside. Sheffield University architecture students were also involved in the project, working alongside the school students exploring different construction materials and eliciting their feedback through a post occupancy evaluation process. According to Geoff Gillard, since its opening in September 2003, it is the students who have shown prospective parents around the teaching block explaining their part in the process and displaying obvious pride in their new classroom.

The Public Arts Seminar continued into the afternoon with hands on workshops that allowed attendees to explore themes such as school identity and further debate the practicalities of getting involved in design. One such workshop focused on initial steps that can be taken to begin thinking about what a school building should or could be. Sharon Wright of School Works, a not-for-profit organisation which encourages participation in the school design process, asked group

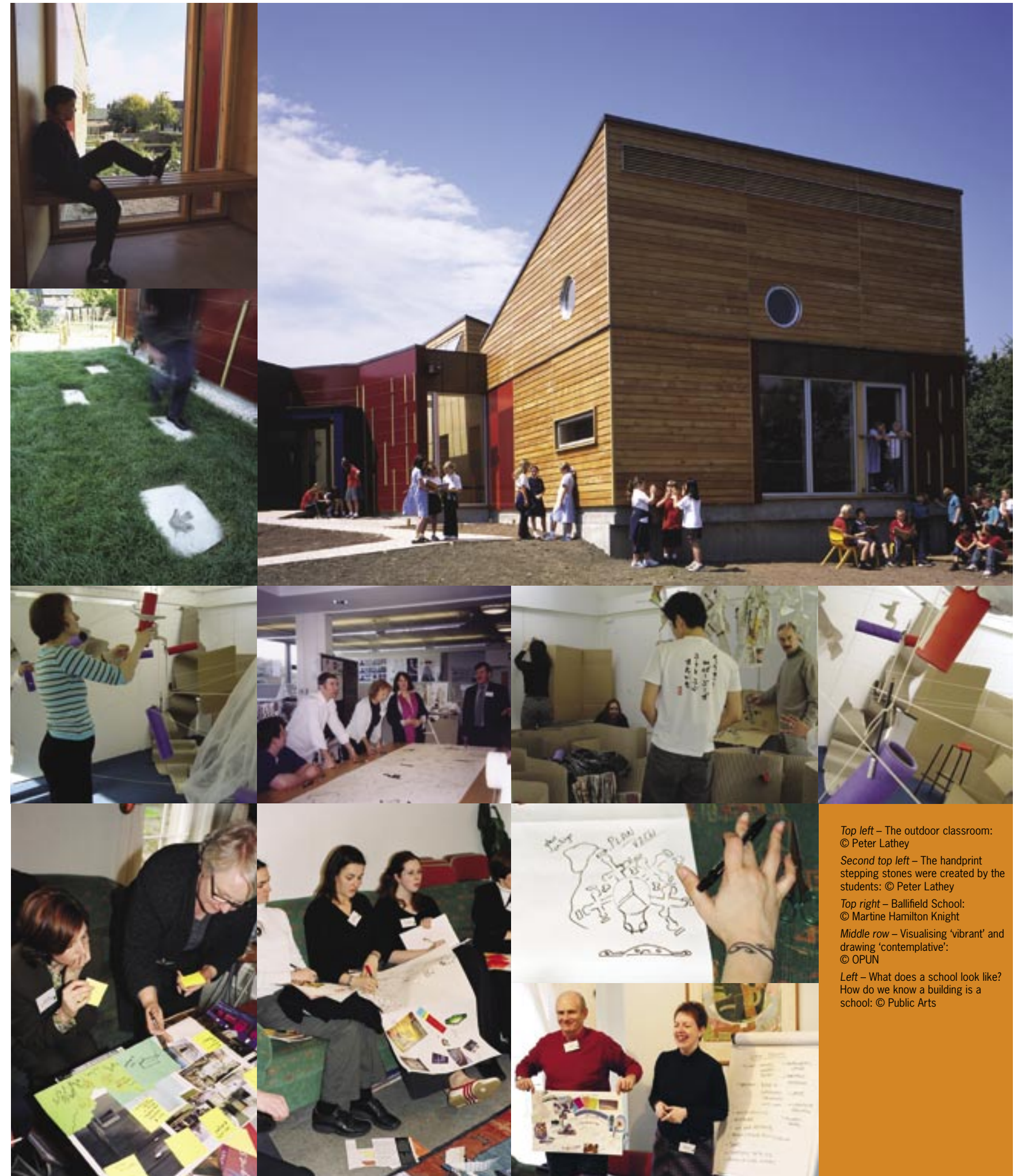
Looking back at the first series of CABE Education regional networking seminars

members to think about what school identity meant to them. What does a school look like? How do we know a building is a school? What attributes does a school building carry, both positive and negative? And what would our ideal school be like? The group was asked to discuss these issues and compile a list of attributes which ranged from green spaces, nicer toilets, school colours to outdoor teaching spaces. These were then visualised through drawings and collage as a way of creating a vision for a school site and thinking about solutions to problems such as bullying, litter, inspiring playgrounds and flexible teaching spaces that could all be addressed by new building design.

On 26 March OPUN hosted the final seminar in the series in the University of Nottingham School of the Built Environment's Sustainable Research Building. It explored the possibilities for schools and designers working together. Amongst the speakers Sharon Wright, School Works, talked about the type of involvement school communities can take in the initial phases of design development and Dr Judy Appleby, University of Central England School of Architecture, described her work in bringing architecture students into local primary schools through the Connections Project. (This project was explored in detail in the second issue of 360 and an update can be found on page 12).

The drawing and making sessions in the afternoon were really well received, providing attendees, including design and construction professionals, teachers, youth workers, local authority staff and architectural students, with first hand experience of design. Participants were split into three groups and handed a large piece of paper, a stick of charcoal and a word: vibrant, protective or contemplative. They were then given 15 minutes to visualise on the paper anything that came to mind from their particular word. The groups were then split again – and each group was asked to make a structure inspired by their sketches and thoughts. At the end the groups came together to discuss their creations and their experience of participating in a design team.

For more detailed information on the individual events within the first series, and to find out about our plans for future seminars in your area, visit our website at www.cabe-education.org.uk



Top left – The outdoor classroom: © Peter Lathey
 Second top left – The handprint stepping stones were created by the students: © Peter Lathey
 Top right – Ballifield School: © Martine Hamilton Knight
 Middle row – Visualising 'vibrant' and drawing 'contemplative': © OPUN
 Left – What does a school look like? How do we know a building is a school: © Public Arts

current projects°

Climbing, jumping, twisting, sliding, turning ...

At the Swiss Cottage School, a special school in the London Borough of Camden, students, staff, health professionals, the local sports development team, and the contractors, Theories, worked together to design an unique space for accessible and creative play. The approach adopted was child centred from the start. The contractor wanted to observe the way children used the original space, play games with them to see what they enjoyed doing, and talk to them about what they would like in their playground.

The inclusive nature of the design process was initiated by the school from the outset with visits to a variety of play spaces, exhibitions and play conferences. Once draft designs were completed the contractor came back into the school to consult with staff and students before drawing up the final designs which are now with New Opportunities Fund, the funders, for final approval. The contractors have agreed to stop construction for a short time each week so that the students can look at what they have done and ask questions about the development.

"We think the process we have gone through has lead to the design of a unique facility that will be used by both the school, local schools, and the wider community – particularly young people with special needs and physical disabilities" says Joe West, teacher at Swiss Cottage School.

For further information contact

E: joe.west@swisscottage.camden.sch.uk

Inspiring design

In March 2004, School Works, a not-for-profit organisation, ran a Participatory Design Process for Bradford's Building Schools for the Future Pathfinder, funded by DfES as a national demonstration site. Pupils, staff, parents and governors from Buttershaw High School, Salt Grammar School and Tong School took part in an Inspirational Tour of Leeds to start them thinking about what would make a fantastic learning environment. They visited buildings as diverse as Leeds University, the Council Chamber and the Henry Moore Institute. This was followed by a Design Festival at the Cartwright Hall in Bradford. Over two days a team of educationalists, architects and artists ran 40 workshops on lighting and colour, communications, learning and social spaces, school identity, behaviour and security, creating environmentally friendly schools, the school's relationship with the community and what makes a building inspirational.

A further workshop with 90 staff from the three schools was held to feed back the key messages from the festival, and to discuss their priorities. The schools will be using the results of this process to continue discussions with their stakeholders and to develop output specifications for their new schools. For more information E: mail@school-works.org



Above – Swiss Cottage School: © Peter Lathey

Right – And the walls came tumbling down: © Sally Tomlinson



Above – Bradford Students at the School Works Festival: © School Works

Below – Plans for Portway Primary: © Fluid

And the walls came tumbling down

CUBE recently ran a project with 6 – 8 year old children from St Edward's Primary School, Manchester exploring the children's feelings about changes taking place in the built environment around their school. Built in the shadow of the Manchester City Football Stadium, the school has long shared the success and failure of the club. Now, this is all changing with the move of the club to its new stadium in East Manchester and the demolition of Maine Road. The students' reactions to this change, illustrated through photographs, drawings and computer images, were exhibited in the children's gallery at CUBE from March to May 2004. For information about current and future projects contact CUBE on T: 0161 237 5525 E: info@cube.org.uk or visit: www.cube.org.uk



Portway Primary looks to the future

Architectural firm Fluid's development plan for Portway Primary School in Newham went on site in March 2004, the result of a series of consultations with students, school staff, local residents and parents. One session involved a day long workshop with a Year 5 class which made the students architects for the day, with the brief of designing a classroom. The students had to think carefully about issues concerning the site, the effects of the weather, materials to use and activities happening in and around their classroom, before presenting their designs to the rest of the class and discussing the good and bad points of their schemes. Young people and schools were also at the heart of Fluid's consultation for the large-scale King's Cross Central development. Fluid (www.f-l-u-i-d.co.uk) developed a variety of tools and techniques to help to get people to think and use their imaginations when they talk about their surroundings and hopes for the future. They can be found at www.kxc21.co.uk Why not use them to get you thinking about your local built environment?



Shaping Places

Kent Architecture Centre are developing an education programme that aims to bring together teachers, artists and built environment practitioners to develop projects in schools which will engage young people in the process of reshaping a part of their local townscape. The programme is currently being piloted in two locations, Ramsgate and Havant, prior to being rolled out in a variety of locations across the South East region over the next two years. In Havant, pupils from Warblington School and Bidbury Junior School will consider how to improve the pedestrian routes between their schools, Havant town centre and Leigh Park, where many of them live. Havant Borough Council will shortly be commissioning a borough-wide Open Space Design Framework, and an Urban Design Framework for Havant town centre, and the Shaping Places project provides an opportunity for young people's views about the public realm to be taken into account. Pupils will be working with a landscape architect and a local film maker to help them develop and then present their ideas. On completion, the pilot projects will be evaluated and disseminated through local INSET sessions aimed at teachers, artists and built environment practitioners. To find out more T: 01634 401166 E: annette.hards@kentarchitecture.co.uk

"Some kids need to run about, it's the way their brains work"

On 25 March 20 teachers from primary and secondary schools participated in a day workshop about design-led schools, co-organised and facilitated by Creative Partnerships Birmingham and MADE, (Midlands Architecture and the Designed Environment). The day explored the link between spaces and learning and how schools can develop design-led strategies and policies. Teachers worked in groups with architect facilitators from a range of architectural practices. The morning session 'dreaming of the perfect school space' gave teachers the opportunity to design creative learning environments using art and collage materials away from context and compromise. Designs included a school which was 'a necklace of pearls', a rotating group of buildings to reflect the course of a school day and incorporation of new light-responsive skin technology. In the afternoon, the same groups were presented real design challenges: to transform problematic spaces at Heathlands and Paget Primary Schools. For further information contact MADE on T: 0121 236 0200 or visit www.made.uk.net



Above left – Modelling Victorian buildings: © Dr Judy Appleby

Above right – Imagining a wet future: © Dr Judy Appleby

Building Connections between Belfast and Birmingham

The first Connections presentation event outside of Birmingham has been held at the Queens University, Belfast. A collaborative learning project devised by Dr Judy Appleby of the University of Central England School of Architecture, the project saw 300 primary school children joined up with 80 architecture students over a period of five weeks culminating in a day long presentation event. The aim of the project is to link architecture with subjects across the national curriculum. For instance a History/Architecture project started with a study of the Victorians and involved dressing up in period clothes and sketching drawings of local Victorian buildings on slate. Their experience of Victorian School life led to designing their future schools based upon how they as students, have changed. For further information on the project or developing these ideas E: judy.appleby@uce.ac.uk.

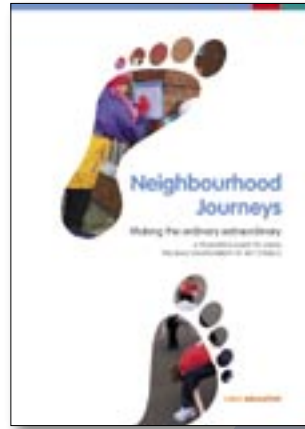
Schools Renaissance

The Design Council is currently working with 12 schools to explore spending on educational resources and develop ways to ensure that well-designed, cost effective furniture and inspiring environments become the norm. The Schools Renaissance project will give staff and students a chance to shape the institution they teach in and in turn help shape future education policy. One of the schools taking part is Alder Grange High School in Rawtenstall. The school is investigating the impact of humidity, heat and light on concentration and will be developing ways of influencing the climate in the school in order to enhance teaching and learning. At St Margaret's Church of England High school in Liverpool, one of the items being developed is a 360 degree classroom. This will include furniture which can be reorientated to face in any direction without increasing the overall space requirement. For further information contact E: kitforpurpose@designcouncil.org.uk or visit www.designcouncil.org.uk

Student's voices and the architecture of change

Jean Rudduck and Julia Flutter from Cambridge University's Faculty of Education are exploring the development of student participation and consultation in school design and planning. Their research focuses on identifying how students' voices have influenced change in school environments and what impact these changes have on conditions of learning in school. The researchers would be very interested to hear about schools or projects where students have been taking an active role in planning and design. For further information, please contact E: jaed100@cam.ac.uk

CABE Education resources°



NEW Key Stage 2: Cross Curricular

Neighbourhood Journeys: Making the ordinary extraordinary is a teacher's guide to using the local built environment at key stage 2 as a context for learning in and around the school. The built environment is rich with opportunities to motivate, inspire and challenge children's ideas about what they know, think and aspire to. The guide contains a number of tasks and activities that are divided into four journeys. Each journey includes curriculum links, learning objectives and resources. By embarking on these journeys, children have the opportunity to experience a range of creative processes and to discover how they can make a difference and affect change in their world. All the activities were developed with teachers and students from two primary schools in South Bristol. This booklet has been developed by CABE Education, in partnership with Creative Partnerships Bristol.

NEW Key Stage 3: Citizenship

A Sense of Place encourages Key Stage 3 students of citizenship to think about their local built environment, and explore how the built environment and those who live within it impact on each other. A series of images, provoking questions, vox pop video clips and interviews help students analysis their home towns, explore the issues behind places that work and places that don't (introducing concepts such as planning regulations and regeneration), and think about their own ability to affect change within them. The resource has been developed for CABE Education and is available on CD Rom.



Key Stage 3: Geography & Citizenship

Where will you be in 2023? What kind of housing will you live in? *Living Futures* is a web-based resource designed to allow Key Stage 3 geography and citizenship students to engage in the current national housing debate. A number of different housing scenarios are presented to encourage classroom discussion and students can vote for their preferred scenario.



NEW Key Stage 4: Geography & Citizenship

Using a combination of lesson notes, handouts, video clips, photography and comprehensive teachers' notes, *Making Better Places* provides everything required to engage Key Stage 4 students of geography and citizenship in an exploration of their surroundings. Students will develop skills to analyse the design and structure of familiar places and apply them to their own design solutions. The material has been developed by the Joint Centre for Urban Design (JCUD) at Oxford Brookes University and supported by CABE Education. It is available online and on CD Rom.

NEW Key Stage 3 & 4: Design and Technology

Creative Spaces: Improving School Design is a brand new online Design and Technology resource which aims to support students at KS3 and KS4 in their understanding and appreciation of the school as a built environment. The resource offers students an insight into how their current learning environment came about via a time-travel tour of schools through the ages. It then introduces them to an adapted form of Design Quality Indicators, a real industry design quality evaluation tool, and invites them to create a comprehensive design process for the school of the future. *Creative Spaces* is a joint educational venture between CABE Education and CITB-ConstructionSkills. We have included a slimline version of this resource in the centre pages of this addition of 360°.

NEW Involving young people in the design and care of urban spaces

CABE Education and CABE Space have recently launched their good practice guide to involving young people in the design and care of urban spaces. The guide is aimed at youth workers, local authority officers in planning and community development departments, regeneration agencies and housing associations.

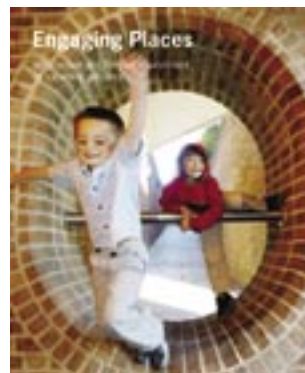
NEW Being Involved in School Design

This guide contains practical guidance on the what, when and how of getting involved in shaping new schools. It has been jointly produced by CABE Education and CABE Enabling, and is aimed at funders, LEAs, the school community and design teams. Ten case studies of involvement are followed by an extensive 'Useful Information' section. The guide will be available from mid June.



Engaging Places: Architecture and the built environment as a learning resource

This joint CABE Education and Architecture Centre Network good practice guide contains 14 case studies which provide a snapshot of the many ways the built environment has been used as the basis for educational projects with young people of all ages.



// All CABE Education teaching resources include teachers notes and curriculum links. All resources are available free of charge. Go to www.cabe-education.org.uk or contact us on E: education@cabe.org.uk

funding°



BT Schools Awards

The 2004/5 BT Schools Awards are now open to all UK schools for projects that illustrate:

- // good practice in citizenship
- // development of the skills, attitudes and experiences young people need to play their role as active responsible citizens
- // development of students communications skills.

The judges are looking for original and creative ideas that realistically demonstrate how the award will benefit teaching and learning in a school or community. This year up to 240 schools will win the £2000 awards. For inspiration, application forms and to track the progress of last years winners, visit the website at www.btplc.com/ict/bt_schools_awards/
Deadline for applications is 12 November.

Learning Together Best Practice Awards (LTL and NCPTA)

If you are a Parent and Teacher association and are interested in developing an inspirational play space for your local school you can get involved in the Learning Together project and stand the chance of winning a financial award through the Learning Together best practice award scheme. Learning Together, a three year programme running from summer 2002 until summer 2005, provides information on how to get started, carry out plans, and develop school grounds into safe, healthy and sustainable environments. You can register at any time, and work at your own pace. The Best Practice Awards are allocated each term with the summer term application deadline on 5 July 04. For further information and to get involved visit: www.ltl.org.uk or www.ncpta.org.uk

Museum Education

DCMS and DfES have pledged to invest over £7 million over the next two years in museums and galleries education work. The funding will be used to foster partnerships between schools and museums and support the development of educational programmes and activities. Half the money will be allocated through the Museums, Libraries and Archives Council's (MLA) 'Regional education development fund' and 'Teacher and museum educator professional development programme'. Why not develop a programme of work around your museum or gallery building? For further information go to: www.mla.gov.uk or www.culture.gov.uk/museums_and_galleries or www.teachernet.gov.uk/teachingandlearning/resourcematerials/museums/

// Already tried the above? Visit the CABE Education website to access our Built Environment Education funding database and search for information specific to your geographical area and project focus.
www.cabe-education.org.uk

Inspiring young people to get more from their built environment.

CABE Education exists to ensure that young people understand the value of well-designed buildings and spaces. Our ultimate ambition is to nurture a generation of confident and demanding citizens, to play an active role in improving the villages, towns and cities that we live in. We will achieve this by:

- 1 Developing CABE Education's status as England's one-stop shop for education on the built environment. This involves:
 - // Expanding our network of 750 educators
 - // Developing our website, www.cabe-education.org.uk
 - // Publishing this magazine
 - // Running events nationwide.
- 2 Publishing education resources to assist teachers in using the built environment as a teaching resource.
- 3 Compiling research on the needs of the sector and current practice in built environment education.
- 4 Speaking directly to young people by working with TV and digital media producers.
- 5 Ensuring that the educational potential of wider CABE activities is realised.
- 6 Raising funds for the sector in order to achieve CABE Education's aims.
- 7 Providing advocacy for the sector.

Improving the quality of the built environment is the long-term aim of CABE, the Commission for Architecture and the Built Environment. The charitable CABE Education Foundation was established in May 2002.



CABE Education Trustees

Sophie Andreae (Chair) is an architectural historian and former Chairman of SAVE Britain's Heritage and Director of English Heritage's London Region.

Dickon Robinson is an architect by training and has been Director of Development & Technical Services at the Peabody Trust since 1988.

Gillian Wolfe is Head of Education at the Dulwich Picture Gallery and a freelance education consultant. She is a Commissioner for the Royal Historic Palaces.

Brian Boylan is Chairman of London-based brand consultancy Wolff Olins and is a specialist in communications strategy.

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cabe education



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Please identify your specific areas of interest: All Areas Primary Education Secondary Education Regeneration Social inclusion Family
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