# CPIJ News Letter

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# Children's Involvement in Machizukuri and Built Environment Education

*Contents:*



**Note:** The Japanese word "Machizukuri" conveys the concepts of town planning, community design and development all in one word. "Machi" means town, but in the sense of the community and its well-being, as well as a physical settlement. (Adams and Kinoshita,2000)

## Introduction:

**Editor: Isami KINOSHITA,** Chiba University

CPIJ has an active committee concerned with education (please refer to these past issues: Vol.116 "Education and Learning for Machizukuri," Vol.118 "City Planning Education – looking for an ideal model," Vol.202 "Children and Machizukuri.") Starting 2002, the comprehensive learning unit has been officially introduced to the mandatory school curricula, and expectations are high for environmental studies based in local communities. In such a situation, there is a need to structure the theory and practices of city planning education for children. To think back, Hideaki Ishikawa, the father of modern city planning in Japan, taught youngsters "a story of city planning" in his last years. In the recent surge of the public participation movement in planning, some examples involving children are being generated. Also, in relation to the Children's Rights Treaty, discussions are held on how should children's participation be. And some progressive local governments are passing laws for children's rights.

The following articles try to set out in terms of theory and practice, what form city planning education for children of the new century should take.

## 1. Issues of City Planning and Machizukuri Education

**Ichiro OZAWA**, Urban Development Corporation

City planning is at a turning point.Recently, it is a usual practice to respond to unconventional concepts of planning, such as "machizukuri through public-private-partnerships," or "machizukuri based on proposals from the non-governmental sectors." Furthermore, under the government policy on "urban regeneration," it is requested to respond to the needs for new project frameworks and implementation processes that integrate economic and social regeneration as well.

In other words, "establishment of process-planning with a new consensus-building method" and "establishment of a comprehensive approach" are now immediate objectives of city planning.

Those are strategies to bring together a variety of view points and values into a single goal of integrating imaginative and planning power to present clearly a visible "shape" so that players in machizukuri and other collaborating fields will benefit from the process and the outcome.

In order to realize these objectives, it is imperative to gather the wisdom of large numbers of people who are committed and active in the field of city planning. It is also important to seek actively the integration of "theory" and "practice" in city planning as well as in other related fields.

In such a situation, "machizukuri education" plays an important role both in "the establishment of process-planning" and "the comprehensive approach."

More specifically, "machizukuri education" aims to support people who are new players to the field of city planning to understand how their views and interests, their aims and objectives relate to city planning. In order to achieve the aim, "city planning process" and "comprehensive characteristic of city planning" must be made clear and be properly conveyed.

Practices of machizukuri education in a variety of ways would certainly have a great significance in the field of city planning, and CPIJ is expected to play an active role in this movement.

## 2. Challenges for the CPIJ in Response to Change in the School Curriculum

**Kimiko KOZAWA**, Tokyo Gakugei University

For the creation of sustainable communities, it is important to change one's way of thinking through *machizukuri* learning and education, and build the capacity of each citizen.

Here, *machizukuri* education means to nurture imagination for the immense blessings of nature and the environment; to foster a sense of place for *machi* (or the environment); to understand the relationship and interaction between people and *machi* (or the environment), e.g., how our activities influence *machi* (or the environment) and how in turn it will influence our present and future lives; and to build capacity and attitudes, in other words "citizen power,"able to translate into actions that will change society.

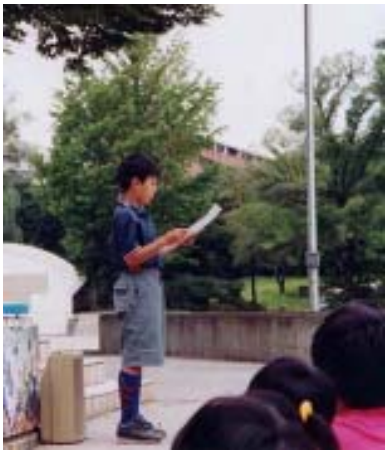
"Citizen power" can be defined as the ability to create "*machi*" and society including local communities, and to maintain and improve them. The skills required would be: problem solving; an ability to research into causes through an interdisciplinary approach; and an ability to communicate and present one's ideas effectively. Other preferred attitudes are autonomous thinking, willingness, social attitudes of respect and tolerance for other people's opinions, and respect for a logical discussion based on facts.

The comprehensive learning unit introduced officially in schools starting 2002 aims precisely at nurturing the abilities and attitudes named above. The transition period has already started and a variety of attempts are being made in elementary, junior high, and high schools. Many organizations and professionals have proposed support to the program, and schools are inviting them as guest teachers. Local people are also involved in one-time events.

However, the objectives of Built Environment Education call for the following specifications: Going beyond simple experiential and transient activities; to focus on process learning accompanied by scientific and intellectual pursuit (e.g., process in which children pursue solutions by following the spiral: becoming interested (awareness) > deepening understanding (research) > thinking and reviewing (think) > action (make a change)); inte-

A scene from a class of the Built Environment Education program, named "Cleaning Task Force." Pupils are digging out the garbage they buried a month ago to see how it has changed.

gration of traditional subject-based class with the comprehensive learning unit. In progressive schools, teachers are working together days and nights to develop a curriculum including designs of the learning environment. They are working with parents and people from local communities.



Presenting what has happened to the garbage. The class is supported by people from the Recycling Association.

On the other hand, present-day-children are victims of an efficiency-oriented, fragmented society. Their sensitivities are often distorted. Furthermore, conditions such as the following are often pointed out: lack of imagination and ability to produce ideas due to lack of natural and social experience; lack of understanding of history and culture; strong uncertainty about the future; knowledge-transmission study which emphasizes only results; dearth of problem-solving style of learning which nurtures logical thinking and judgement; lack of alternative ideas; weak in analyzing ability; and tendency to avoid critical viewpoints.

Observing decomposition of the garbage with a magnifier.

In order to respond to such a situation, planning professionals involved in the comprehensive learning unit must: respect the educational goals of teachers and schools, help teachers to understand and acquire knowledge about their local communities, and cooperate in developing programs and learning processes for children.

## 3. The Built Environment Education Program and Machizukuri Practices in School Education, Practices in Communities

### Case 1) Potential of "*Machi* - Learning" for the Comprehensive Learning Unit

**Keiji KITAHARA,** Hirosaki University

1. Introduction

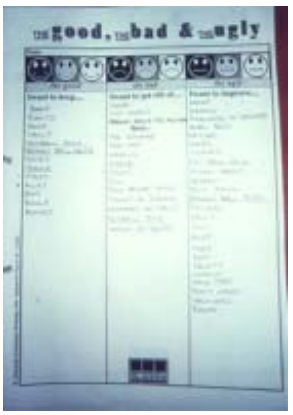
As the comprehensive learning unit is introduced, there are schools that choose "streetscape" and "*machi* (or neighborhood)" as its theme. Of course, many teachers are not even aware as they develop programs for the class, that cclearly in many places, themes more or less connected to the field of *machizukuri* are being incorporated into the comprehensive learning unit. Then, why are many local teachers not even aware that they are dealing with the field. Starting from this question, this paper will discuss, with some examples, the limits of "*machi*-learning" in its present form, and the wealth of possibilities for the comprehensive learning unit.

2. What kind of "*machi*" to teach?

From the surveys I have conducted among teachers, it is hard for them to take *machizukuri* up as a theme for the program because they themselves lack knowledge about city planning and architecture. If you interpret "*machizukuri* learning" literally and see it as the study of how to make cities, this is understandable. However, what is now needed in the *machizukuri* scene is the skill of how to "eat" (digest or appreciate) *machi*. Therefore, I would like to call the learning process not "*machizukuri* learning" but "*machi* learning" as I have advocated with Kiyoshi Teramoto and Isami Kinoshita in recent years.

A good example of "*machi* learning" is the "Front Door Project" conducted by Eileen Adams and others in England. It is a field study using a check sheet named "Good, Bad, and Ugly." It is not a program to teach technical terms, but it aims to nurture original viewpoints and attitudes of children in relation to *machi*.

3. Rich Possibilities for the Comprehensive Learning Unit "Machi learning" with children is in other words a heuristic method. "Discover" by walking round the city and talking with local people. Then, "research" into what they found interesting. "Think" about how they can apply what they have found in the research. Finally "create" something that could be proposed to the community. This series of process perfectly matches the objectives of the comprehensive learning unit as announced by the Deliberative Council on School Curriculum in the Ministry of Education 3 years ago.




good, bad and ugly

A project "Treasures of Hometown," in which I was involved in Nishimeya-mura Sunakose Elementary School in Aomori Prefecture, is a good

example that clearly shows the above meaning of "*machi* learning." In this town that is destined to go under water due to a dam construction, "*machizukuri* learning" sounds very unreasonable. The concept that underlies the learning program of observing and evaluating at this point in time a town which is going to vanish in a few years is the attitude which put emphasis on finding processes, which can be applied in the lives of children in their new communities.

The idea behind learning "*machizukuri*" in a town that is going to disappear will, I feel, lead to aquisition of the physical and intellectual power that is aimed at in the comprehensive learning unit.

A scene from a class of Built Environment Education program in Sunakose Elementary School.

## Case2) *Machizukuri* Learning in Junior High School

**Yoshihide NAKAGAWA,** Waseda University

1. Background and Objectives of Practicing " Machizukuri Learning"

The City Planning Lab in the Civil Engineering Department of Waseda University is working on "human resource rearing for machizukuri" at local schools from a long-term point of view, aiming to let the activities there have an actual effect on communities. Graduate students of the lab are working with teachers at Higashi-murayama Seventh Junior High School in developing and conducting experimental classes of " machizukuri learning."

In Japan,with teh aim of nurturing the "ability to live," and "ability to think," the Comprehensive Learning Unit has been officially introduced into elementary and junior high schools, starting at April 2002. However, the content is left up to individual schools and schools are exploring for suitable contents. "Machi (neighborhood)" and " machizukuri" can be a meaningful option to be taken up as content.

In elementary schools, there are many attempts at local studies and transient events held by local governments and university researchers. However, it is hard to find cases like those in junior high school. In fact it is difficult for people outside to make such attempts in junior high schools at present. While there is almost no opportunity for pupils in junior high school to learn about their locality, their activity area enlarges and they gradually lose interest in their neighborhood. We are carrying out the project in junior high school, because we believe that junior high schools can play a key role in " machizukuri learning" in Japan.

2. Past Achievements (Higashi-murayama Seventh Junior High School)

In 1999, we conducted 32 class hours in the elective art class for 9th graders. The achievements of the class members were exhibited in the school exhibition, and the pupils' plans were actually reflected in the Higashi-Murayama City Masterplan. In 2000, a similar class was conducted for the 7th graders' required art class for 16 hours. The achievements were also reported in the school exhibition.

For the project in 2001, two kinds of programs are in progress. The first is a cross-subject attempt for the 7th graders, for which 10 class hours are planned in the course of the year. The activities in the class were exhibited in the Higashi-Murayama Hometown History Museum. The other program is for the elective art class for the 8th graders. Approximately 20 class hours are planned on the theme, "accessible environment for transportation poor". These classes are conducted on the basis of the following concepts:

a) To study the feasibility in terms of its content and the required staff in the Comprehensive Learning Unit

b) To stimulate the teachers and pupils to get a better understanding of " machizukuri learning"

c) To provide information for local people through "machizukuri learning"

3. The Contents for the 2001 Class

The machizukuri learning class for all the 7th graders uses several school hours allocated from social studies, science, Japanese, math, and arts.

In social studies, the program aims to deepen understanding about the roles of the community, the main constituent of machi, and the present city of Higashi-Murayama. In science, the program asks children to think about what can be done to better their machi in terms of the natural environment. In Japanese, through "writing" and "presentation", the program asks pupils to think what is needed to better their machi from their own experiences as well as from other people's points of view. In math, while learning "scale ratio" and "two and three dimensional plan", the program asks pupils to think about the scale and the proper positioning of buildings in machi. Finally, in art, pupils are asked to make models of cities they have been thinking about, while learning modeling and coloration.

4. For Further Development of the Program

Judging from our attempts, there are several points that need to be discussed. These are: how to raise pupils' concentration and interest in this program; how to make them become interested in conditions in their machi; how to let them have confidence in their own opinions in or-

der to nurture their logical thinking ability. Furthermore, we are investigating the following matters; Although sharing of thoughts with other friends is highly important, pupils tend to incline to an one-sided idea. The opportunity to present their work (like an exhibition in the History Museum) dramatically changed their attitudes toward our classes. There are questions such as how to respond flexibly to pupils' interests, and what the roles of teachers and supporters should be.

An open class was held inviting some members of the City Educational Board, teachers from other schools, and other teachers who are not in charge of this program at the school. Using opportunities like this, we urge the teachers in charge of the subjects of our program to discuss machizukuri with the pupils directly. We consider it important to make the teachers able to teach machizukuri by themselves from now on with some advice from the planning professionals .

## An example of "Machizukuri Learning"

class in Higashi-Murayama Seventh Junior High School

### 1.To know and raise awareness about one's machi
### 2.To observe local machi
### (Linked with social study class: first semester)

- slide presentation of various cities in the world

- create a check map of good and bad points of present local machi

Learning Objectives (as global learning) - to deepen understanding about local machi and think what kind of problems it has

Learning Objectives (as social studies) - to apply what was learned in social studies (various cities in the world, map reading, gaining knowledge about one's locality)

### 3. Drawing Plans for your Machi (1)
### 4. Giving Hints to Induce Questions
### (Linked with science: second semester)

- pick an area from machi and have group discussion on problems it has and how to solve them

- think about the role of natural environment (especially greenery) in city

Learning Objectives (as global learning)
- to think how to solve problems in local machi and draw a future plan

Learning Objectives (as social studies)
- to apply what was learned in science (natural environment: animals and plants(greenery)

### 5. Drawing Plans for your Machi (2)
### (Linked with Japanese : second semester)

- write an essay on one's own experience in machi, and based on the experience present what could be done to better machi.

- draw a future plan of machi.

Learning Objectives (as global learning)
- based on the strategy discussed in the previous session, to conduct a detailed research and apply the strategy into future plan

Learning Objectives (as Japanese) - to apply skills learned in Japanese (think, speak, write, listen, read, etc.)

### 5. Drawing Plans for your Machi (2)
### (Linked with math: second semester)

- measure things in machi with foot strides and estimate their approximate length

- understand scale of the city (sense of distance and size), understand the relation between horizontal and cubic plan, and think about shape of machi for modeling

Learning Objectives (as global learning)
- based on the strategy discussed in the previous sessions, conduct detailed researches and apply them to future plan

Learning Objectives (as math) - to apply skills learned in math (calculation, scale, shape: horizontal and cubic plans)

### 6. Making Your Plans into Shapes
### (Linked with art: third semester)

- present plans with models (or drawings)

Learning Objectives (as global learning)
- to present in shapes the findings through planning simulation

Learning Objectives (as art)
- to apply skills learned in art (modeling, coloration)

### Exhibition of the class works

"machizukuri learning" exhibition
- Higashi -Murayama Hometown History Museum-

examples of models

## Case 3) An Attempt in the Zenpukuji River Basin

**Kiyoshi YAMADA,**
Hito Ie Machi Network, Ogikubo Urban Study Center

Many attempts are being tried in various locations in the country, as the official introduction of the "comprehensive learning unit" in the school curriculum approaches. Many of these are at the trial-and-error phase, and strong linkage with local communities is now needed. This article will introduce an attempt at a learning program which was made possible through a cooperation of a local community and a school.

Zenpukuji River runs through the central part of Suginami-ku from east to west. Upstream, the river runs through built-up areas, but the downstrem area is surround by parks and greenery and retains a very natural atmosphere. Matsunoki Elementary School is located downstream and we, as the local human resource, are supporting classes for 4th and 5th graders.

On the first session, pupils were asked to draw pictures so that they could always see their starting point and progress.

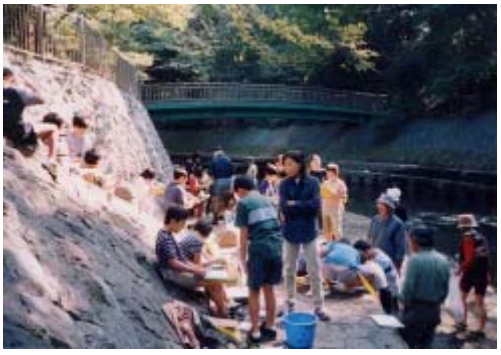
The theme for 4th graders is " exploration of the river." Pupils are divided into 7 groups according to their points of interest. The field study on the river is conducted with 7 local supporters with professions matching pupils' interests, and ten parents. First, groups are asked to make research plans that include items of research, method, and the responsibility of each individual in the research. Then, pre-research is conducted to test feasibility of the research plans. Some adjustments are made concerning place of research and time table. Those are reflected in the real research.

The theme for 5th graders concerns the surrounding environment. With 49 pupils in two classes, the themes of their interest are so broad that, we have decided to start with discussions on each of those issues, and make them into a single proposal that could lead to a feasible action program. The plan is to present the proposal to the mayor at Suginami Educational Forum that was held in January 2002.

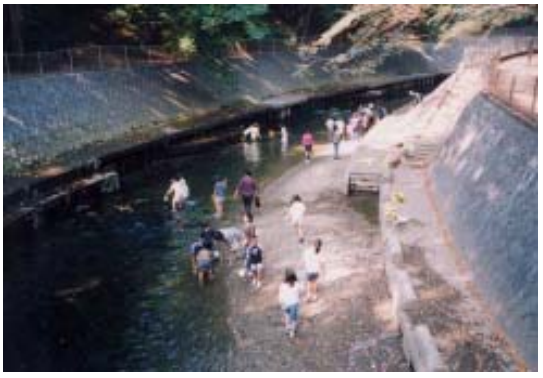
We, as local people, developed these programs by working closely with teachers, and aimed to generate "enlightment from within." The main objectives of the program were, other than enriching the school curriculum, to recognize children as members that constitute society by building a relationship between the school and the local community, and to build a foundation to be developed into real-life *machizukuri*.

Fifth grader – the Second Session
Passing down a ball of yarn, as each speaks of how they want their surrounding environment to be.

Fifth grader - the Second Session
Organizing pieces of Post-It into groups. Each Post-It has individual opinions written on it. In the middle: a local supporter (Tokyo Environmental Learning Leader)



Fourth grader — River Exploration
Preparing presentation about their findings. The adults are local supporters and parents.



Fourth grader — River Exploration

## Case 4) *Machi* Learning Using Heritages of Modern Industry
## :Welcome to http://www.niihamaminami-h.kss.ed.jp/akagane/

**Kiyotada MAGATA,** Ehime University

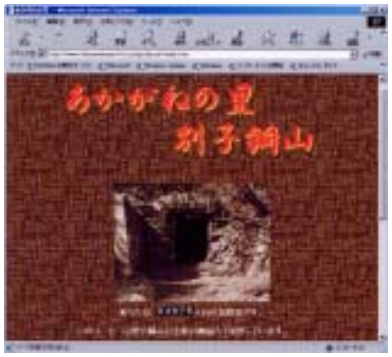
Introduction

If you access "http://www.niihamaminami-h.kss.ed.jp/akagane/", the history of Sumitomo copper industry, which has supported the modernization of Japan, and the transition of Niihama town, Besshi, will unroll in front of your eyes, with the title "Welcome to Akagane-no-Sato, Copper Mine of Besshi." This article will introduce a fun *machi* learning attempt by pupils of Niihama-minami Highschool of Ehime Prefecture — "the town trail on the web."

1. Web Site Making through Cooperation of School, Community, and Local Government

In 1999, while we ware busy making a web site for an introduction to a school, it was decided to take up extensively, in the local guide section, the local history and the transition of the town with heritages from modern industry in the central focus. The presence of Sumitomo-related heritages, Besshi Copper Mine Memorial Hall, and temples associated with the mine led to this idea.

Pupils of the information science club all worked together. On weekends, they visited industrial heritages like Besshi mountain villages, Dozan-Mine, and Tonaru several times, digging and collecting information. They held a learning session inviting the president of Besshi Copper Mine Memorial Hall; they also conducted interviews with former mine workers. Helped by the courteous provision of information from the local government, the web site includes a rich fund of information and enjoyable panorama view of the town.




2. The Town Trail of the Niihama Modern Industrial Heritages on the Web

When accessed, a moving picture of Kankiko, the mouth of a pit, will invite visitors in. When a guide map is clicked, the screen will show the former sites of a school, theatre, and guest house on a steep slope, on which more than 10,000 people lived. In addition, reports generated by the eyes, ears, and feet of pupils, are filled with their astonishment and impressions.

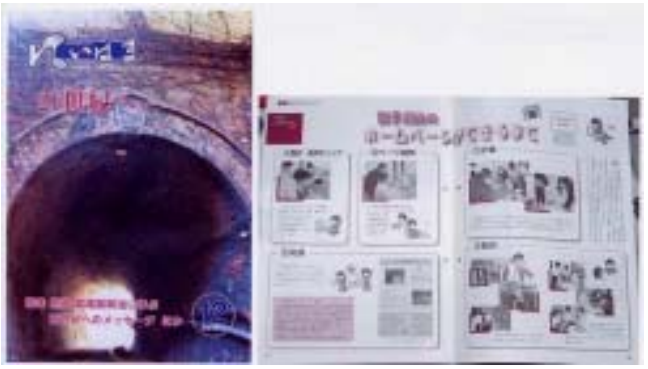
In 2000, a section on lives at the Tonaru Mine was added. With music from the music box as background, a monochrome moving picture with monologues will reproduce the lives of mine workers who were always mutually supportive even under hard living conditions. Every scene is filled with reality, and the images totally capture your eyes and your mind.

3. Wide Linkage in *Machi*-Learning by the Internet

Visitors to the site "Akagane-no-Sato" amount to 8,000,

including a number from overseas. One of the significant aspects of this attempt is a direct transmission of local information to the world from a school. Another is that it enables pupils to exchange interactively, allowing networks to grow. The third is the discovery that presentations in cyberspace can be more real and enjoyable than usually imagined. Of course, the research and interviews conducted by pupils, as well as the cooperation with local people and the government have been a significant outcome.

With the local authority, which is aiming to create the Iron Bridge Canyon Museum in the East, the pupils are now working and enlarging their networks to add a new section, "introduction of Shisaka Island," which is to be completed by the end of 2001.



## 4. Toward City Planning Education that promotes Children's Autonomous Participation

**Isami KINOSHITA,** Chiba University

Patrick Geddes (1854-1932), the father of modern city planning and environmental studies, had practiced urban studies more than a century ago, and exhibited his achievements in the Watchtower of Edinburgh, proposing a way for people including children to learn about cities. In the surge of public participation in the late 60s and 70s, Geddes's attempt led to the establishment of an educational unit in the Town and Country Planning Association, the publication of BEE, a journal of environmental study of the built environment, the spread of Streetwork, and the establishment of Urban Study Centers.

Unlike the Skeffington Report (1969) in England, Japan does not have a clear momentum that marks introduction of public participation in city planning system. What is closest may be the introduction of a District Plan to the City Planning Law and the Building Standard Law in 1980. Before that, in a progressive area like Mano District in Kobe City, a resident-led movement, which had started as an anti-pollution movement, developed into taking up of welfare services by residents, and finally to an advocacy movement for comprehensive environmental improvement. The first example of the participatory district-plan in the eastern part of Japan was the Taishido *Machizukuri* in Setagaya Ward. Here, a group of professionals and residents, somewhat like Streetwork in England, was formed and a variety of activities involving children occurred.

Since then, public participation in *Machizukuri* has spread around the country, and as introduced in articles of this issue, many attempts to realize children's participation have also been tried. The movement is favored by ratification of the Children's Rights Treaty and promotion of "Right to express opinion" and "Freedom of speech," as stated in Provisions 12 and 13 of the treaty. The introduction of a comprehensive learning unit in mandatory school curricula starting from 2002 is also working as a tailwind.

In discussions about children's participation, opinions such as the following are often heard: "Planning issues are too complicated for children to understand"; "the real world is full of irrationality, so involving children in such as environment would be a bad influence on them"; "While participation by adults is not yet enough, there is little meaning in involving children." Public participation in planning still holds many challenges. To name a few, how to explain a complicated city planning system to the general public, to say nothing of children; how to resolve conflict between opposing interest groups; how to involve the majority of uninterested public. At the same time, communities face issues such as environmental improvement, through of an aged population and depopulation of the young, and the breaking down of traditional communities and their function to prevent crimes.

If those issues are too difficult for us adults to solve in our times, they could be passed down to the next generation. In such a case, a place where children and adults work together on these issues will be very important, providing children with an opportunity to see how adults are working hard to solve the problems their neighborhood is facing.

In Setagaya, children and adults together participated in a city inspection walk. Adults, who had only focused on negative aspects of the area, were made aware by children of the better aspects of their neighborhood. This is one example of a scene where adults and children share "the enjoyment of discovery," like another case in this issue reported by Keiji Kitahara. In another area, conflicting adults came to a compromise, because the presence of children worked to generate a more mature attitude.

Then, the question arises, "what is the ideal way for children's participation?" Roger Hart, commissioned by UNICEF, researched various examples of children's participation all over the world and even re-

ported cases where children are involved in a decision-making process, directly affecting what goes on in certain communities. He also warned about superficial styles of participation, which were described as “decoration,” “tokenism,” and “manipulation.” It is true that many adults do not have sufficient skills to communicate with children even if there are chances for adults and children to participate together. Furthermore, there will always be uncertainty if children are participating of their own volition and making their own decisions. Therefore, professionals are needed, who are able to understand the process of how children interpret information they are given and make decisions. At one time, a child spoke in a forum about children’s participation: “Many adults come to our playground. We first bother each one a little and see how he react. Then, we decide just to brush him off or open our hearts to them.”

In *machizukuri*-learning, It is imperative that city planning professionals work together with education and psychology professionals who are familiar with the characteristics of development stage of children and are capable of following their internal thought. In practicing the comprehensive learning unit, such collaboration will be essential. CPIJ is expected to develop a support system for *machizukuri*-learning, somewhat like the educational unit of TCPA.

A field study in a local area is a process that includes research, discovery of resources and problems, and planning what can be done to solve the problems. The process can be a real *machizukuri*-learning, opposed to the traditional one-way style of local studies. Such a process takes time, but the skill is important for realizing public participation. It works to build the capacity of citizens to play a leading role in planning, instead of just being a speaker in public hearings. If such a process is prepared for children, there is no doubt that children would demonstrate equal capability to adults. Eileen Adams, a former art teacher, focuses on the work of children’s sensitivity in the process. The process fosters intuitive judgment ability in complicated situations and builds a foundation for logical and critical thinking.

With incessant scandals of corruption in the social and political arena, children are exposed to the bright and dark side and irrationality of the world from their early adolescence; and it is understandable that they close their minds to adults. In order to make a society where just argument based on intuitive sensitivity prevails, now is the time for children and adults to collaborate in the field of local *machizukuri*.

## 5. Built Environment Education Resources.

Growing Up in Cities
http://firewall.unesco.org/most/growing.htm

Architecture in Education
http://whyy.org/aie/page2.html

Free The Children
http://www.freethechildren.org/

KIDSPOWER European Network for Children’s Ecological Rights
http://www.kidspower.org/index.htm

Architecture Link
http://www.architecturelink.org.uk/

Architecture Foundation
http://www.architecturefoundation.org.uk/

The Best Practices Database
http://www.unhabitat.org/

Centre for Urban and Regional Ecology (CURE)
Cure@man.ac.uk

Centre for Creative Communities
http://www.creativecommunities.org.uk/

Centre for Neighbourhood Technologies and the Urban Sustainability Learning Group
http://www.cnt.org/

Commission for Architecture and Built Environment
http://www.cabe.org.uk/

Council for Environmental Education
Info@cee.i-way.co.uk

cation (CUBE)
http://www.cube.org.uk/

Department of Culture Media and Sport
http://www.coi.gov.uk/coi/depts/GHE/GHE.html

Design Council
http://www.design-council.org.uk/

Development Education Project, Manchester University
http://www.dep.org.uk/

Groundwork Foundation
Learning Through Landscapes
http://www.ltl.org.uk/

International Council for Local Environmental Initiatives (ICLEI)
http://www.iclei.org/europractice/

National Association for Urban Studies (Places for People)
http://pobox.com/~streetwise/

Earthscan Publications
http://www.earthscan.co.uk/

PLACECHECK
http://www.placecheck.com/

Resource for Urban Design Information (RUDI)
http://rudi.herts.ac.uk/

Schoolworks
http://www.school-works.org/

Town and Country Planning Association
Tcpa@tcpa.org.uk

URBED and the Sustainable Neighbourhood Urban Initiative
http://www.urbed.co.uk/sun/

Architecture Centre Network
Contact Bridget Sawyer at CABE
Tel 0207 960 2400

Architecture Centre
Narrow Quay
Bristol BS1 4QA
http://www.arch-centre.demon.co.uk/

Architecture Foundation
60 Bastwick Street
London EC1V 3TN
http://www.architecturefoundation.org.uk/

CUBE
113-115 Portland Street
Manchester M1 6FB
http://www.cubeuk.org/

Hackney Building Exploratory
Professional Development Centre
Albion Drive
London E8 4ET
http://www.buildingexploratory.org.uk/

Kent Architecture Centre
The Historic Dockyard
Chatham, Kent ME4 4TZ
http://www.architecturecentre.org/

The Lighthouse
56 Mitchell Lane
Glasgow G1 3LX
http://www.thelighthouse.co.uk/

Liverpool Architecture and Design Trust
16 Vernon Street
Liverpool L2 2AY
http://www.merseyworld.com/ladt/

London Open House / Architecture Link
Linton House, 39/41 Highgate Road
London NW5 1RS
http://www.architecturelink.org.uk/

Northern Architecture
Blackfriars, Monk Street
Newcastle upon Tyne NE1 4XN
http://www.north.org.uk/

RIBA Architecture Centre
66 Portland Place
London W1
http://www.architecture.com/

Children's Eco City, Gaia Group
http://www.gaiagroup.org/Research/facilitation/eco-city/

International Save the Children Alliance
http://www.savethechildren.net

Trust for Public Land
http://www.tpl.org/

Children's Environments Research Group / The City University of New York ,NY, USA
http://web.gc.cuny.edu/che/cergfr.htm

Children's Environments Research and Design Group/ University of Wisconsin-Milwaukee
http://www.uwm.edu/Dept/cerdg/

Child Watch International Research Network
http://www.childwatch.uio.no/

International Institute for Environment and Development
http://www.iied.org

Natural Learning Initiative
http://www.naturalearning.org/index.html

"Children as Community Researchers" for the UNICEF
http://www.unicef.org/teachers/researchers

Paedagogische Aktion e.V./ Spiel Kultur e.V.
htttp://www.pask.muc.kobis.de/

Kultur & Spielraum e.V.
http://www.kulturundspielraum.de/

Planungsbuero Stadt-Kinder
Ostenhellenweg 41, 44135 Dortmund
Tel.: 0231/524011 Fax: 0231/524051
reinhard.pach@stadt-kinder.de

Naturfreundejugend Deutschlands
http://www.naturfreundejugend.de/

IPA
http://www.ipaworld.org/

SAFA (The Finnish Association of Architects)
http://www.safa.fi

IPA Japan (in Japanese)
http://www.sda.nagoya-cu.ac.jp/~ken/ipajapan/

ICCP(Information Center for Children's Participation)(in Japanese)
http://www.hobunsya.com/iccp/

Architecture and Children Network Japan
http://members.jcom.home.ne.jp/acnj/eigo.htm

The list was made in cooperation with Eileen Adams (South Bank University, London)