

THE UIA INNOVATION IN ARCHITECTURAL EDUCATION AWARD (Sustainable Development Goals) 2022/2023

The UIA is pleased to announce that 15 submissions from 12 countries on 4 continents were shortlisted out of over 35 registrations for the Second Edition of the UIA Innovation in Architectural Education Award (2022-2023), organised jointly by the [UIA Education Commission](#) and [The UIA Sustainable Development Goals Commission](#). The Award was established in 2019 to celebrate pedagogical innovation across cultural and geographic boundaries and to promote inspiring pedagogical practices contributing to the creation of sustainable environments.

Open to colleges, schools, departments, or programmes of architecture worldwide, the second edition of the UIA Award for Innovation in Architectural Education recognizes excellence in architectural and urban design education, focusing on innovative pedagogies that foster contributions to realizing the [United Nations Sustainable Development Goals](#) across the five UIA regions, while reflecting their broad diversity.

Evaluation Criteria

The Jury assessed entries on the basis of two key criteria:

- Excellence in Pedagogical Practice *based on evidence of pedagogical innovation and enhanced learning outcomes.*
- Excellence in Addressing Sustainable Development Goals *based on evidence of innovation in content, identifying challenges, and development of solutions.*

In demonstrating excellence, entries were expected to consider evidencing and documenting how the pedagogical programme:

1. Adopted and implemented pedagogical approaches that respond to United Nations Sustainable Development Goals whether holistically or emphasizing a focus area.
2. Stimulated students' inquisitiveness in ways that inspire a commitment to addressing social and environmental challenges.
3. Recognised and effectively enhanced the diversity of student learning needs, thus offering multiple learning opportunities.
4. Integrated findings from architectural research, scholarship, and professional practice in ways that add value to the learning environment.
5. Engaged with and potentially contributed to the established body of knowledge by working effectively across disciplines.
6. Identified strategic and operational priorities of the context or region in which the school/programme operates.

Eligibility

- The Award addresses university level professional education in architecture which could be any study programme for professional architectural education worldwide. This includes university level independent schools/programmes or schools/programmes within public or private universities.
- The school/programme must have been established for at least ten years.
- The school/programme must offer a professional degree in architecture, which is recognized by its local higher education authorities and/or local validation/accreditation body.
- UNESCO-UIA validation is not a requirement for entry.

Jury Members

Following a rigorous process of assessing the entries, the jury, chaired by Deniz Incedayi (Turkey) and consisting of Martha Thorne (United States/Spain); Howaida Al-Harithy (Lebanon/Saudi Arabia); Michael J. Crosbie (United States); Hermie Delpont (South Africa); Efthalia-Thaleia Grigoriadou (Greece), met on 14 April 2023 to debate the merits of the projects.

The Jury was Joined by the Technical Committee: Ashraf M. Salama, Award Curator; Observers (non-voting) technical committee members: Marilyns Nepomechie, Iman Gawad, and Cid Blanco.

Results

The Jury awarded 4 entries.

Region 1: Department of Architecture and Civil Engineering, Chalmers University of Technology, Gothenburg, **Sweden**

Design Activism Beyond Sustainability - Architectural Education based on Collaborative and Radical Pedagogy

Focusing on collaborative and co-creative pedagogy through well-established processes that enable the designing, prototyping, and constructing, the programme places emphasis on knowledge progression and skills application in a variety of relevant contexts through experience-based learning and the development of hyper-local solutions for real-world problems. Effectively relating to Sustainable Development Goals, this programme engages with critical and timely issues including circularity, environmental education for children, and urban equality.

Region 2: Department of Architecture, Gazi University, Ankara, **Turkey**

Active Collaboration in Architectural Design Studio: Enhancing Knowledge Networks for Excellence in Pedagogical Practice

A well-conceived upper-level design studio that considers contextual challenges. Focusing on action research as part of the design process, it aims to cultivate dialogic learning and students' abilities in the reactivation of historical centre through working with municipalities and local authorities. Through a community service commitment, this is an impactful studio focusing on retrofitting and adaptive reuse as integral components of sustainability with interesting well-articulated cases addressing various scales of existing built environment stock.

Region 4: Beijing University of Civil Engineering and Architecture, Beijing, **China**

Building with Earth: A Mutual-educational Approach towards Sustainable Rural Revitalization Empowered by Traditional Wisdom

The programme responds effectively and holistically to the SDGs in a response to the rapid urbanisation experienced in China. With a very sound pedagogical approach the programme engages with a variety of players coming from different backgrounds and disciplines to work directly with the villagers where everyone learns. The programme has the potential to make a real impact with its emphasis on and testing of earth as building material and building real projects. It responds effectively and holistically to the SDGs and challenges the rapid urbanisation experienced in China.

Region 5: Architectural Engineering & Technology AET Programme, Faculty of Engineering, Cairo University, Cairo, **Egypt**

Sustainable Community Design and Social Development: Activating Spaces within Green and Healthy Corridors

Focusing on green and healthy urban corridors the programme addresses actual projects that immerses students in real-world design challenges. The studio work is tied to action research with a great variety of tools and techniques that include assessment, gaming, negotiation, observations, and communication. Students look for unused opportunities in their city in which to intervene, such as vacant land and medians. This is a design studio that focuses on engaging actual projects that students

have first-hand awareness of, with results that demonstrate an approach that is important for a sustainable future of Cairo.

The Jury further identified 1 entry to be commended as a Special Mention for its inspiring proposal that successfully considers the relationship between the natural and the built environment with equality embedded as a key design parameter.

Region 4: Department of Architecture, School of Architecture, Tianjin University, Tianjin, **China**
Designing with Nature and Equality

A carefully considered programme speaking to various levels of students learning and demonstrating a model for other programs in its detail and rigor. The fact that this programme is over a decade old speaks to how much of an influence it has had on shaping a sustainable future. Heavily anchored in scientific research the international component of the programme makes its impact global, as does the interdisciplinary approach. This is a truly impressive program in its organization and scope.

The jury is quite pleased with the level and quality of most shortlisted entries which successfully address gaps between architecture and other disciplines, architects and communities, thinking and making, the intellectual and the vocational, the university campus and its wider context. Collectively, they demonstrate various approaches that a) challenge misconceptions in dealing with sustainable architecture and urbanism only in physical terms and b) encounter traditional conceptions about pedagogical practices in architecture. They brilliantly provide effective articulations towards a future sustainable built environment.

The great value of sharing best practices and local approaches is very rewarding to all. We encourage schools worldwide to participate in the forthcoming edition of the award to share experiences, narratives, and reflections on what works well in their programmes and what requires further improvements.

This second edition of the Award (2022-2023) aligns with the [UNESCO-UIA Charter for Architectural Education](#); with the UIA initiative of designating the Year 2022 as [the Year of Design for Health](#); and with the [Architectural Guide for UN – SDGs](#). It emphasizes the role of architectural education in addressing the societal and environmental challenges facing the built environment, and in articulating the opportunities those challenges create. It recognizes the multitude of factors influencing the development of sustainable environments, which include focus areas ranging from climate action to health; from inclusivity and migration to community development; and from resource efficiency to community revitalization.