

# Similar Projects



## **Foundations/ NGOs**

Aga Khan

Polish Children's Fund

The Art Council

Thronton Education Trust



## **Organisations**

Architecture and Children (UIA)

Avoid the Obvious

Chicago Architecture Center

Ladder Team

Jugend Arkitektur Stadt

Beyond Verbal



## **Companies**

Kolektor

SouMo

Mimaia

LINA



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## CROSS-CULTURAL

Cross-cultural projects refer to initiatives that involve collaboration and interaction between individuals or groups from different cultural backgrounds. These projects aim to foster mutual understanding, respect, and cooperation, while also promoting cultural exchange and learning. The goal is to bridge cultural gaps, promote inclusivity, and leverage the diverse perspectives and talents of participants to achieve common objectives.

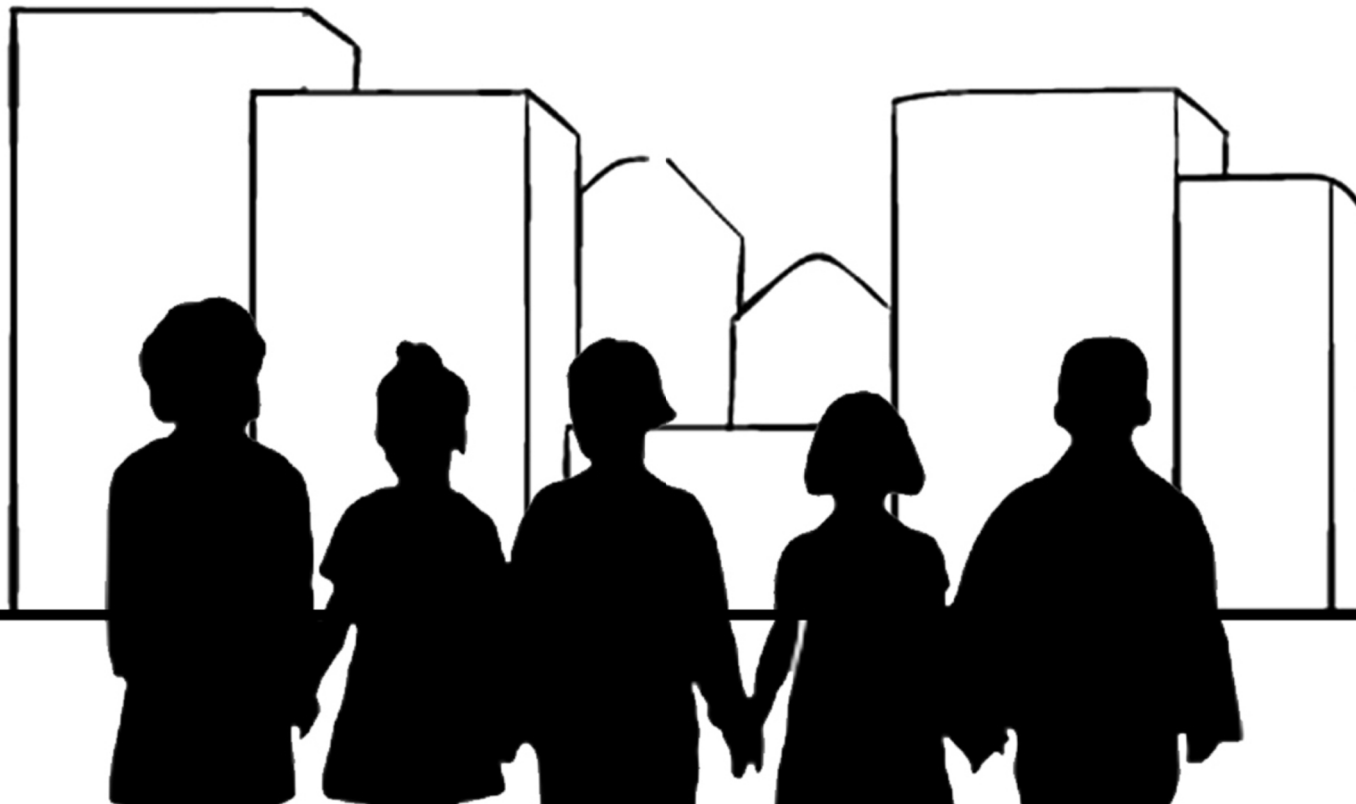
Cross-cultural city and architecture projects aim to create values, and identities of diverse cultural groups. Acknowledge and respect the cultural identities of various communities within the city, incorporate design elements, symbols, and architectural features that reflect the cultural heritage and traditions of different groups, promoting a sense of belonging and cultural representation design.

# Concept

## **Awareness**


The project basically reviews the city and architecture while experiencing them from different point of views. There are lots of urban objects, arts, voices, items that we ignore every day but these concepts are part of our identity. There are different jobs and places throughout the city that we have not heard of...

The target is to see, hear, feel, and understand City & Architecture by going through city environment. We think pointing objects and explaining subjects around them could be helpful for kids to engage with **Awareness**.



## FOUNDATIONS/NGOS

Numerous compassionate NGOs and foundations are deeply committed to nurturing the potential of children and fostering their overall well-being. They tirelessly champion the cause of education and upbringing, working tirelessly to provide access to quality schooling, healthcare, and a safe environment. With a strong focus on empowering underprivileged and vulnerable communities, and other children without a discrimination based on their backgrounds, these dedicated entities run diverse programs, including educational initiatives, health interventions, and skills training. Through advocacy, fundraising, and strategic partnership, these benevolent centers play a crucial role in uplifting on future generations by instilling hope, compassion and a brighter tomorrow.



**Aga Khan  
Polish Children's Fund  
The Art Council  
Thornton Education Trust**

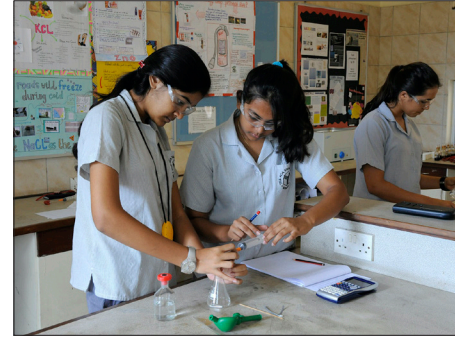


## **Aga Khan**

Switzerland | International

The Aga Khan Foundation (AKF) is a private, not-for-profit, non-denominational, international development agency established in 1967 by His Highness the Aga Khan. AKF brings together human, financial and technical resources to address some of the challenges faced by the poorest and most marginalised communities in the world. With an emphasis on women and girls, AKF invests in human potential, expanding opportunities and improving quality of life. The head office of the foundation is located in Geneva, Switzerland. They operate in 17 countries across Africa, Asia, Europe, the Middle East and North America. The Foundation has seven areas of focus that include: early childhood development, education, health and nutrition, agriculture and food security, civil society, work and enterprise, and climate resilience. In this part of the booklet, we are going to focus on the education part. The Aga Khan Education Services (AKES) is one of the largest private, pre-tertiary education networks in the Global South. Their schools, hostels and non-formal programs were established in areas with little or no education provision. Over 89 percent of their 197 schools and pre-primary centers are located in rural and remote communities where access to quality education is limited. The foundation offers non-formal education programs at over 100 centers, and undertake outreach to provide training and share best practices with other educators in the communities they serve.





In 2000, the Aga Khan foundation initiated the establishment of an integrated network of schools, called Aga Khan Academies, dedicated to expanding access to education of an international standard of excellence. The Academies, which educate young men and women from pre-primary through higher secondary education, are being located primarily in Africa, South and Central Asia, and the Middle East. The enrichment programs offered by the Aga Khan Academies enable students to realise their potential in a variety of settings beyond the classroom. Students develop self-awareness and an understanding of school and community needs, and learn how to apply their skills to make a positive impact on their community. Enrichment programs are clustered into three main streams, each with a different focus and experiential learning opportunity: Citizenship, Expression, Action. All of these streams are working on topics like sustainable projects, human rights and dignity, theatre, art, music, drama, physical sport, sportsmanship, etc.

## sh Children's Fund nd

The Polish Children's Fund is one of the oldest Polish NGOs that helps gifted young people to develop their talents. They are an association of scholars, science communicators, artists, researchers, and university students, all of whom share the common belief that developing young people's talents and passions is important for society as a whole. They have been operating since 1983, organising free workshops, interdisciplinary camps, research internships, concerts, and exhibitions for the most gifted students from all over Poland who are keen to develop their passions and interests. All the educators are volunteers, ranging from university students to the most eminent scholars and artists. They form a community of people eager to gain and share knowledge. Their goal is to kindle the curiosity of young people and to provide them with the means to satisfy it. The Gifted Program offers a wide scope of diverse and carefully prepared activities: science camps, painting trips, music workshops, seminars, tutorials, and research internships. Aiming to make the program available to people from all backgrounds, they do not charge any participation fees; and cover the costs of accommodation, travel, and meals. Therefore, teenagers from small population centers and disadvantaged backgrounds have an equal chance.







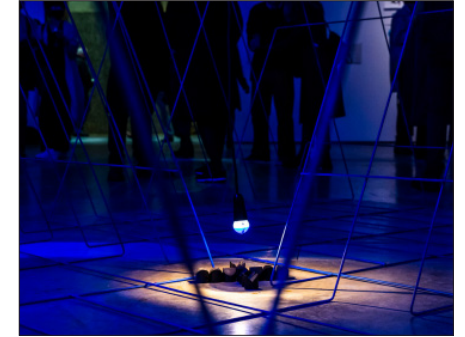
The Gifted Program is the largest and most important project undertaken by the Polish Children's Fund. It is a unique nationwide initiative. The NGO takes more than 500 young people under its wing each year. They train and raise their talents in topics like science and humanities, music, and fine arts. That is also a great chance for them to interact with more people and build friendships. On the other hand, there is another program running by the Polish Children's Fund which is called Inspiratorium. It is a program aimed at teachers. It was launched by the NGO in collaboration with the Young Explorers' Clubs network and with the support of the Credit Suisse Foundation. Every year they invite 15 teachers from small towns and villages to embark on a journey of mutual inspiration in which they learn and discuss strategies for working with gifted students. Participants in the Inspiratorium program are given a chance to develop their passions and skills so that they are well-equipped to discover and foster the talents of their pupils.

## **The Arts Council**

### Ireland

The Arts Council is the national agency for funding, developing and promoting the arts in Ireland. Established in 1951, to stimulate public interest in and promote the knowledge, appreciation and practice of the arts, the Council is an autonomous body, which is under the aegis of the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media. The Arts Council is a voluntary body of 12 members and a chair, appointed by the Minister for Tourism, Culture, Arts, Gaeltacht, Sport and Media for a term of five years. In September 2015 they published their new ten-year strategy, Making Great Art Work, in which they set out how they will lead the development of the arts in Ireland over the next decade. Their strategy has five priority areas: Artist, Public Engagement, Investment Strategy, Spatial and Demographic Planning, and Developing Capacity. What they are trying to do through this strategy and this guideline of work is providing financial assistance to artists and art organisations, support others who develop and promote the arts, offering advice and information on the arts to Government and others, publishing research and information as an advocate for the arts and artists, undertaking a range of projects to promote and develop the arts, often in partnership with others.





The council has been funding and investing in many project ever since its openning. The projects are also come in several fields: architecture, circus, dance, film, literature, music, opera, street arts and spectacle, theatre, traditional arts, visual arts, arts centers, arts participation, climate action, creative schools, festivals, local arts, touring, young people, children and education. Through the Find Funding Tool, people can search through the different types of funding available from the Arts Council. Later, they will be asked three questions to refine their search: What best describes you?, What artform or arts practice would you like funding for?, How much do you want to apply for? Each fund in each field has a deadline and a maximum amount, and participants can apply their project proposals in detail, in order to ask for the relevant fund. After applying for the suitable fund, the decisions database gives a listing of Arts Council funding decisions. Decisions are routinely published in the Arts Council newsletter, and historical decisions are recorded in the Arts Council annual reports.



## Thornton Education Trust (TET)

UK

Why are there so few opportunities for young people to have a voice and actively engage in shaping their community? Who is helping to give them this agency that they need? The aim of Thornton Education Trust (TET) is simply to build a community for practitioners via their Awards celebrations, dialogues and policies, in order to create, educate and deliver creative and environmental initiatives; together with and for young people and children. The «Inspire Future Generations Program» was launched in 2021 to build upon the outstanding work by individuals and organizations, together with evidencing the value of engagement and participation with young people and children. Also in 2023, the «Architecture into Education Program» was launched through a unique award scheme. It is currently open to teachers and other professionals. At TET, they claim to see their role as evidencing and celebrating excellent practice, sharing their expertise and knowledge and providing training and strategies to encourage all from this sector to join this journey. They believe that it is no longer «nice to have», but now it is a «must have» if we are going to empower children and young people to have a voice about their future, whether it be in their community or their creative future.







Enabling and empowering the next generation of urban shapers is one of the most important goals for TET. Young people have a vested interest in their own neighborhoods, yet often not a part of the long-term engagement process. To ensure that their voices are heard, it is essential to create opportunities for them to engage in the design process. In order to do so, TET has been creating a program called «Inspire Future Generation» and its awards. Open to practitioners, built environment professionals and the private/public sectors, these awards aim to recognize people and initiatives that have been working with children and young people, helping them to engage and advocate for a better future. They are the first awards of their kind for all the professionals in this field. Each year the winning award entries will be added to the TET resource bank, sharing knowledge and examples. The categories of the awards are: social value projects, community engagement, diversity in action, IT projects, education collaborations and so on.

# OBSERVATION

**Community Development** Foundations and NGOs might fund projects that promote sustainable development in culturally diverse communities, fostering collaboration.

**Arts & Cultural Events** Supporting cultural festivals, art exhibitions, and performances that celebrate diversity and encourage interaction among different cultural groups.

**Research & Publications** Funding research projects, studies, and publications that explore cross-cultural dynamics and provide insights for better intercultural communication.

**Collaborative Workshops** Organizing workshops and Talks that bring together individuals from various cultures to discuss common challenges, solutions, and opportunities.



## ORGANIZATIONS

Numerous organizations worldwide are dedicated to nurturing creativity and introducing children to the captivating realms of architecture and art. These organizations design enriching projects and workshops specifically tailored to engage young minds and inspire their artistic and intellectual talents. Through hands-on activities, interactive exhibits, and experts-led sessions, children are encouraged to explore various artistic mediums, learn about different materials and marvels, and develop a deeper understanding. These initiatives not only foster imagination and self-expression, but also instill skills and critical thinking, nurturing the next generation of innovative designers and architects.



**Architecture and Children (UIA)**  
**Avoid the Obvious**  
**Chicago Architecture Center**  
**Ladder Team**  
**Jugend Architektur Stadt**  
**Beyond Verbal**

## Architecture and Children (UIA)

Switzerland | 1948

The UIA was founded in Lausanne, Switzerland, following the merger of the Comité permanent international des Architectes and the Réunion Internationale des Architectes. Its headquarters is located in Paris. The organisation is recognised as the only global architecture organisation by most United Nations agencies, including UNESCO, UNCHS, ESOSOC, UNIDO and the World Health Organization as well as the WTO. Through its Member Sections, the UIA is represented in over 100 countries and territories, geographically grouped into five regions: Western Europe, Central and Eastern Europe and the Middle East, The Americas, Asia and Oceania, and Africa. The governing bodies of the UIA are divided into three groups, Assembly, Council, and Bureau. One of the vast number of projects and programs that the organization has been working on, is the Architecture with Children program. The Program aims to raise awareness among children of the built environment, architecture, urbanism and sustainable development. Fostering their knowledge in these fields will ensure their development as responsible citizens, able to make their voices heard and influence the political, economic and social strategies that will shape their cities and their environment.







For the different parts of the program, they have been working on several activities and projects. Exhibitions, seminars, trips, webinar meetings, experience with children in different countries, and most importantly the Golden Cubes Awards. The Golden Cubes Awards were founded to honour people and organizations that help children and young people to understand architecture. Entrants made submissions describing activities or products designed to teach children and young people to understand architectural design. Following a national selection process, countries submit their nominations to an International Jury in four categories: Institutions, Schools, Written Media and Audio-Visual Media. National best nominations will be sent to UIA. After a while, the international jury select and announce the winners and special mentions.

## void Obvious Architects

A | China

Green & happy design is the core of their practice. With over 20 years of experience in architecture and urban planning, their team delivers award-winning buildings and cities. In their opinion, design is a collaborative process to discover the greener and happier ways to live, work and play. They also work very closely with NGOs and government to provide sustainable designs on a non-profit basis. Since 2018, they have helped over 20 non-profit organization with community projects to help people and the environment. The team cares about people, history, and the environment. The AOA's passion and design philosophy is just spreading within the professional world, they also volunteer to teach local children. In 15 years, Architecture for Children program have taught over 7,000 students. Through working closely with AIA (American Institute of Architects), Architecture for Children became comprised of a group of volunteers in Hong Kong and New York who teach children about architecture and sustainability with the goal of improving communities. The volunteers come from multiple background with the desire to promote equity, access, ecology and sustainability. The goal is to give children a full spectrum of architecture. Their study is a mixture of art, design, math, science, culture and history.







Architecture for Children focuses on geometry, environmental problems, science, history, creative thinking and model building. Through trial and error, children discover the beauty of scientific experiments and critical thinking. The students include children at the age of 8-11. The lesson begins with something simple and small, like a triangle. From one geometry, they explain the concept of building a bridge (tessellated structure) and how to build a more efficient structure. Using interactive presentations, they teach children the concept of sustainable designs. They build up new lesson on top of the previous lessons. More geometries will be taught until the children learn how to assemble a complicated geometry like high-rise towers. They learn to collaborate with their teammates. The team also encourages people to use trash or recycled materials to build their projects.



## Chicago Architecture Center (CAC)

USA

The Chicago Architecture Center (CAC) was founded in 1966 as the Chicago Architecture Foundation, which is a nonprofit cultural organization with tours, exhibitions, programs and events for all ages. Since then, the CAC has grown to become one of the largest cultural organizations in Chicago. For more than 50 years, the educators, 450 volunteer docents and 150 guest services volunteers have shared the stories of Chicago architecture with millions of Chicagoans and visitors. The CAC serves more than 500,000 guests and audience members annually. It aims to inspire people to discover why design matters. The Chicago Architecture Center is the leading organization devoted to celebrating and promoting Chicago as a center of architectural innovation. As Chicago's forum for the exchange of ideas on urban design, the CAC inspires people to participate in the building of vibrant communities and to demand the highest standard in urban design. The CAC awakens young people to achieve their potential through the discovery of architecture, engineering and design. The programs and events are designed to make participants think differently about the places they live, work and play, to get behind-the-scenes access to the architectural treasures, to practice design skills.





There are lots of programs going on in CAC, talks, exhibitions, explorings, camps, etc. Throughout the summer, CAC hosts students ages 7-14 at the summer camps. The students stay there all day for several days to learn firsthand why design matters. Campers walk outside every day to view sites, go on tours, eat lunch and play. Some field trips include visits to the Willis Tower Skydeck, Perkins + Will's office in the Wrigley Building and the McCormick Bridgehouse & Chicago River Museum, it gives the students opportunities to learn how to navigate the city, while also strengthening their social and presentation skills. There is a direct connection to not only the field of architecture, but the history, and they can go and touch it, they can experience it. Each camp culminated with a final showcase for family and friends where the campers displayed their work from the week, presented their final project and received a camp certificate.

## Ladder Team

Poland | Iran

What Ladder Team does, is to create better situations and positive adventures for children and adolescents so that they can find their talents and creativity in order to develop them in the best possible way. Ladder Team shares what they have seen and experienced, different educational methods, what they have become familiar with, both their advantages and disadvantages, with others. The basic axis of their method is direct interaction. Therefore, art, especially theater, is their way of facing the world, others, and the fundamental issues around. Ladder Team helps children and adolescents to develop tools and skills needed for the future world. What Ladder Team tries to do is to create an educational approach that will be able to face future world challenges. Ladder Team's projects help participants to improve the 21st century skills with particular attention to personal and social responsibility, planning, critical thinking, reasoning, and creativity, strong communication skills, cross-cultural understanding, visualizing and decision making, knowing how and when to use technology and choosing the most appropriate tool for the task. They are trying to prove that the borders can be removed, also the differences in appearances by giving mutual value to humanity.







The whole team believes in youth empowerment through performing art. Therefore, in 2015 they teamed up with a NGO and Grotowski institute to create three weeks of theatrical workshops. The play «Isfahan- the city of Polish children» was about the Second World War, when in 1942 Anders Army, escaping from the USSR, reached Iran with Polish civilians. It is a story about human tragedy and humanity. A story about how the smallest gestures can change human fate. During the theatre workshop, participants learned the secrets of working on the performance (preparation of the script, set design and costumes). Everyone could find the area that interests them the most. Working on the performance also means learning how to interpret texts, working with the body and voice, which allowed them to overcome fear and shyness. It was an intercultural work, since it said the story of bonding of two cities in two countries.

## Jugend Arkitektur Stadt (JAS)

Germany

JAS -Jugend Architektur Stadt- is a non-profit association for the promotion of Baukultur education for children and young people. With its activities, the association wants to encourage young people to perceive, rediscover and help shape architecture, design, city and landscape, the designed living environment, with all their senses. The aim is to teach children and young people how to deal with different spaces, responsibly, confidently and creatively. With its project ideas, JAS deliberately gets involved in debates on building culture. The individual projects are redesigned to match the respective focus and financial framework. Further projects are also created through exchange and cooperation with other institutions and educational institutions, municipalities, associations or companies interested in building culture. In addition to imparting education to children and young people, professional discourse is also their concern. To this end, they are also involved with moderations, lectures and workshops at conferences and other specialist events. Furthermore, the JAS team communicates its experience and expertise in the field of Baukultur education for children and young people through its own practice-oriented events and publications.





The organization has been holding several workshops and activities -School4city, study trip to Montenegro, cooperation projects. Financed by the German Federal Foundation for the Environment, JAS is working together with the Exeditio-Center for Sustainable Spatial Development headquartered in Kotor and the Bureau for Education Services of Montenegro to create a solid basis for sustainable urban development education in Montenegro schools. First of all, a database with existing actors in this field of work in Montenegro and Germany sets up. It is important to exchange experiences and accompany the development of the projects and working materials. In addition to mutual visits, it is planned to establish the topic primarily in Montenegro educational institutions and to test the concepts developed in close cooperation with selected schools and kindergartens. Ultimately, the aim is to incorporate the topic of sustainable urban development into the school curricula. JAS also presents its work on this occasion. On the occasion of this visit, various pilot schools in Kotor and Podgorica are being visited and the work of the coming years will be structured.



## Beyond Verbal

Sweden | Denmark | Turkey

Beyond Verbal (BV) is an exchange and cooperation between preschools, independent art organizations, and universities in Stockholm, Rinkeby, Istanbul, Tarlabasi and Aarhus with a special focus on gender equality and inclusion. It is a research-based, pedagogical, collaborative art project that communicates and creates awareness on issues concerning norm criticism, representation, inclusion, and gender equality. Beyond Verbal introduces participatory art processes into pedagogical and creative work with children between 1-6 years old. Beyond Verbal (BV) started as a need to raise the quality and invent new methodologies in the work on gender equality and norm criticism in early childhood education and care. This work was developed in relation to the context of socioeconomically challenged and intercultural areas. To develop this work, they use contemporary socially engaged art processes as a tool. BV is based on the seven grounds for discrimination; race, color, sex, religion, political opinion, national extraction, and social origin, with a special focus on gender equality and standard criticism. The partners in Beyond Verbal are several preschools, universities, and contemporary art organizations from Sweden, Denmark, and Turkey.







The group has been through several projects in these three countries. They create most of their programs in the forms of meetings, tours, site visits, shared media, lectures, book recommendations, etc. During one of the activities in Sweden, Beyond Verbal team created a public space workshop. Despite the heavy raining, they carried out a short version of this Beyond Verbal workshop. In public and urban spaces, they watched the different actions of each other and reflect themselves in others. The participants could see the public space as a performative space that can have a great influence on how adults, youth and children create, define and reshape their identities. Or for example, another one of their programs was a tour in the Torget preschool. This two -year project started as dynamic conversations about preschool teaching methods with teachers, caregivers, nurses, contemporary artists and antropologists from Rinkeby, Tarlabasi and Gellerup.

# OBSERVATION

**Community Engagement Initiatives** Collaborating with local communities to involve them in the design and planning process, ensuring cultural sensitivity and community input.

**Cultural Preservation & Revitalization** Initiating projects that focus on preserving and revitalizing historic and culturally significant urban areas, ensuring their integration into modern

**Architectural Education Exchange** Facilitating student and faculty exchanges between architecture schools in different countries to expose students to diverse design philosophies.

**Public Art Installations** Commissioning public art installations that reflect the cultural heritage and diversity of a neighborhood or city.

## COMPANIES

In the next part of the booklet, we like to talk about a diverse range of companies that passionately cater to the needs and interests of children, providing a wide array of services and products tailored to the different categories of related target audiences, such as schools, institutions, and even families themselves. From educational toys and interactive games to clothing lines and health-oriented solutions, these companies strive to engage and delight children of all ages. Some focus on educational products, empowering teachers and parents with tools enhance learning experiences. Others cater to the experiment sector, creating captivating content and media for kids, like shows, books and digital platforms.

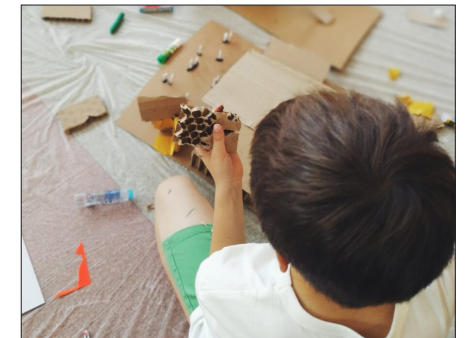




## lektor and

The Kolektor team describe themselves as a flying cultural education. Their team design processes, situations and educational tools. They specialize in creating content for children, carrying out workshops, trainings, lessons, books and exhibitions as well as many other formats for all ages. Kolektor is a modern education process that responds to the challenges of the present, but also activities brimming with creative energy. For them, the target group and audience to work with and for are kids and young adults in different ages (directly without the help of schools), teachers who teach architecture or use it as a topic and tool for other means, cultural institutions, libraries, companies, schools and publishing houses, offering opportunities related to informal education. Each recipient can see and choose the program and tools that suited them the most, but they can also contact the group and ask for a special arranged product.





Kolektor consists of four thematic areas. They have experience in creating and implementing educational projects in each of them. The first one is Art + Creation, which is about action, thinking, asking questions, blowing up patterns, and contemporary art. Then is Stories + Books, with both words and images, in children literature and about different topics. After that, comes Architecture + Design, a great field to practice problemsolving and going beyond the schemes. And the last but not the least is Modern World that focuses on what is happening here and now, like the bold topics of migration and multiculturalism.

## SuoMu and

SuoMu was founded in 2013 to promote the use and recognition of design education. It produces educational and event contents and cooperates with educational, cultural, and design operators. Its activities include designers, teachers, craftsmen, and people from the fields of culture, communication and marketing. Also in cooperation with the Art Promotion Center, in 2014 the team published design education guide and online materials for primary schools. The guide was later supplemented with a method booklet for learning design, and then it was published. They do public work by producing design events, seminars, and events in places like libraries, cultural centers, schools, educational institutions, and in the form of trainings, workshops and projects. In addition, they pilot and develop design education concepts and act as a developer of the design education network. Their instructors are designers and actors in various fields who use design in their profession, for whom the SuoMu activities offer a new kind of professional field in public work, teaching and guidance.





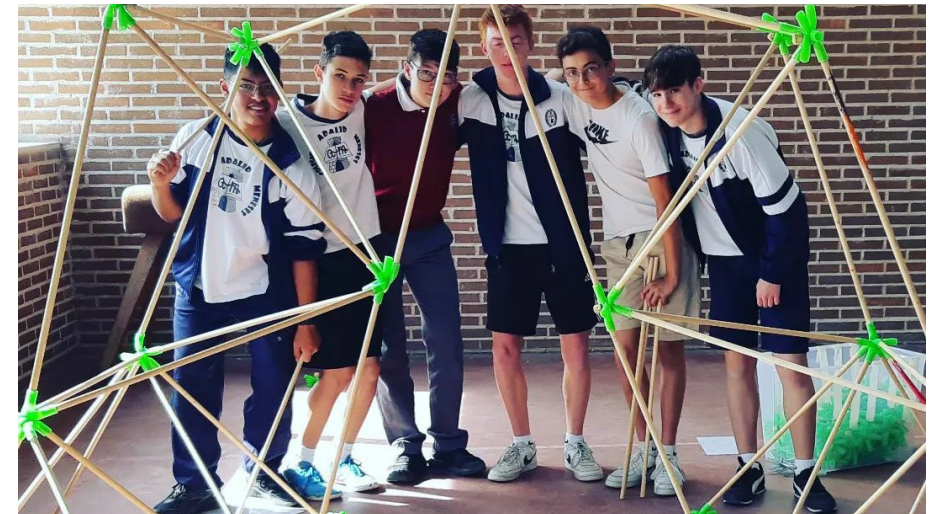


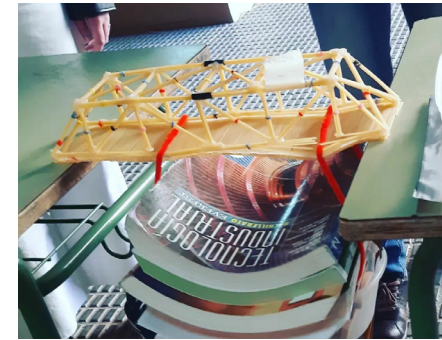
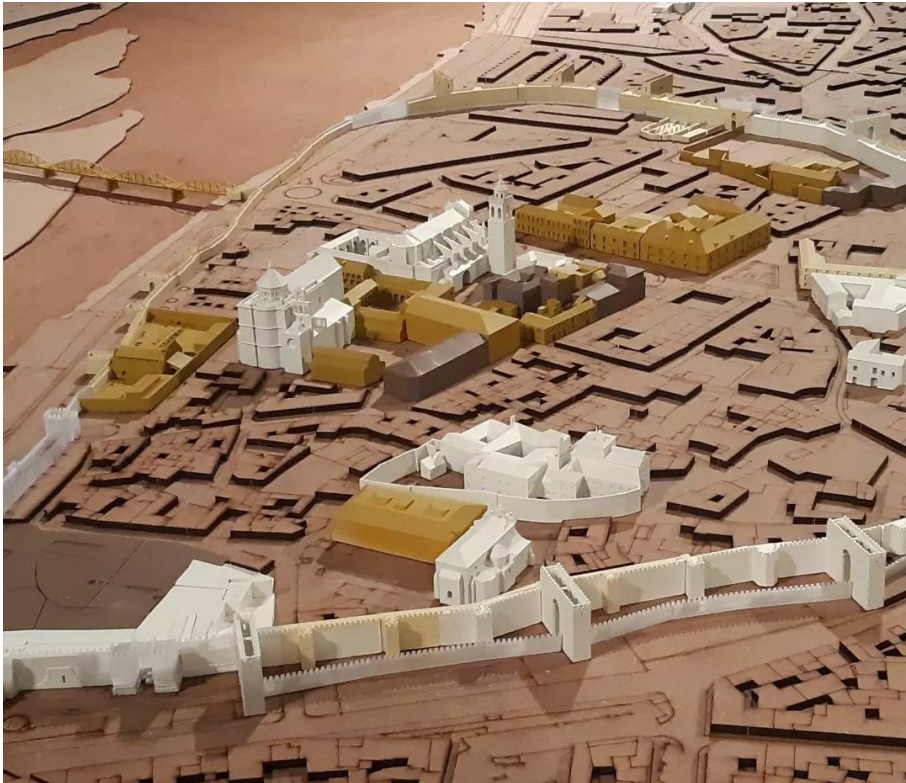
SuoMo implements design education projects that increase creative design thinking in practical everyday life. Their goal is to be a significant factor in design learning and a network developer in Finland and other Nordic countries. Some examples of the projects that they have been working on are Helsinki shapes and urban planning, world improvement machines, pop science summer camps, design package for high schools, and Habi design school. For the Milan Triennale 2019, the team made the project «World Improvements Machine». They made world healing machines with school children in five different locations. Design methods were used to invent and test what could be developed from recycled materials and how the world could be improved sustainably. With children, they went over their view of the world, what should be changed, improved or fixed.



## Mimaia Spain

Mimaia is an architecture studio-workshop located in Talavera de la Reina, where the profession of the architect is intertwined with the educational and the maker. Mimaia team designs playful-didactic strategies to activate learning in educational contexts; such as schools, museums, or homes. Exploring through actions (workshops or events) and objects (materials or arch-kits), the relevance of connecting the interior of these educational contexts with the world, from the school playground and its immediate surroundings, to the built environment with its architectural cultural heritage. What they are trying to encourage is experimenting through play, both mathematics and geometry, as well as physics, natural sciences and many other areas of the curriculum for the primary and secondary stages. Together with homologous groups from all over Spain, they form the team, involved in generating knowledge, research, and innovation, around the rights of children in the urban, educational context, playful and participatory.





Mimaia is doing the mission through several programs: workshops and arch-kits. For the implementation of the workshops, they relate to public and private institutions in the field of education, culture, urbanism and heritage, tourism, etc, developing programs and/or projects tailored to each context. As an example, in a workshop called «Bars and Maxiknots», they experientially verify how the flexibility of the knots allows the users to go from polygons to regular polyhedra as large as the icosahedron. Children can see how they react to the efforts through movements, and how there are more and less stable forms. There is also their other service, arch-kits. For each kit, they plan concepts from the field of mathematics, physics, natural sciences, the built environment through constructive challenges, and to learn from the emotion of creating. Each box contains all the materials, introduction, explanation of the construction system and challenges, and specific for the development of key competencies of the primary or secondary stages.

## LINA

### Slovenia

The European platform LINA is a network connecting relevant institutions with emerging practitioners and thinkers who work at the intersection of architecture and other fields related to spatial culture: it aims to promote up-and-coming talent. LINA's goal is to steer design and building processes towards regenerative practices and principles of de-growth in line with the values of the European Green Deal. A growing alliance of museums, universities, research networks, foundations, triennials, biennials, and other European and Mediterranean organisations -LINA members- carries out a series of events taking place all over Europe. The LINA Architecture Program is supported by the European Union within the eligible countries of the Creative Europe Program. In its work and program, across all levels of decision making, LINA promotes equality, social justice, equity, solidarity, and care for local communities. LINA supports creatives regardless of age, background, ethnicity, race, gender, disability, sexual orientation, or religion. It is committed to transparency to prevent nepotism or favouritism in its processes.







Each year, LINA organises an Open Call. Emerging practices are invited to apply with a project. If selected, individuals and teams behind these projects are invited to become LINA fellows and to collaborate with LINA members, projects and calls. Projects supported by LINA comes in several forms: talk, summer school, workshop, exhibition, residency, lecture, writing, reportage, video production and so on. One of the recent programs by LINA is called «Architecture at the Edge» which is being held in Ireland. Architecture at the Edge invites architects, artists, academics, activists and others to submit projects, practices and perspectives to contribute to the aim: to showcase architectural projects that are conceived through 'acts of remaking'. Selected submissions are being exhibited during the Architecture at the Edge Festival 2024 to an audience of the broad public.

# OBSERVATION

**Localization** Adapting products, services, and marketing materials to suit local languages, customs, and preferences.

**Cultural Events Participation** Participating in local festivals, events, and celebrations to connect with communities and showcase commitment to cultural integration.

**Social Responsibility** Engaging in socially responsible initiatives that benefit local communities and demonstrate commitment to cultural values.

**Collaboration and Partnerships** Forming partnerships with local companies, organizations, and experts to navigate cultural differences and establish credibility.

## INTERNATIONAL SCHOOLS

An innovative breed of schools with global presence is revolutionizing education by prioritizing creativity of children, their well-being, and environmental consciousness. With branches spread in different locations and countries of the world, these progressive institutions offer a holistic approach to learning, nurturing their innate creativity and imagination. Embracing a child-centric philosophy, these schools place the well-being of students at the core of their educational framework, providing a supportive and inclusive environment for optimal growth. Also, as pioneers in sustainable practices, they infuse environmental education into their curricula, encouraging students to understand and respect the nature.



**Arkki**  
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Arkki

and

Education will no longer be about WHAT you know at a certain moment, it will be about HOW you can learn and adapt. It is no longer enough to learn the facts, but we need to learn what to do with the facts. How to combine complex information, and how to use it creatively to solve the complex problems of our society. Arkki programs are developed in Arkki Finland since 1993. Arkki Curriculum was approved by the Ministry of Education and Culture in 2008. It follows the national curriculum called "National Core Curriculum for the Advanced Syllabus for basic Education in Architecture". Arkki provides creative education using architecture & design as holistic real-world phenomena to integrate STEAM subjects. Arkki is present in 9 countries, Finland, Vietnam, Turkey, Singapore, Greece, China, Croatia, Prague, and Thailand, and actively collaborates in Finland and Internationally with local governments, companies, and organizations such as UNICEF. They aim to make children's voices better heard all over the world. Arkki has been recognized internationally. Recently, they have been selected as a finalist for the WISE 2020 Awards for our impactful and innovative approach to education, won UNICEF CFCI2019 Inspire Award in the category "Meaningful Child Participation".





Arkki Centers are certified providers of award-winning education with trained and certified Arkki educators. The centers provide Arkki's long term education programs, theme courses, and workshops. Arkki International provides creative education programs to 4-19 year-old kids, using architecture and design projects as holistic real-world phenomena. Arkki full program is a 15 year step by step curriculum, where the new knowledge builds upon the existing. In addition to the long-term education, Arkki offering includes more than 10 different theme courses. The duration of these courses can be up to 40 hours each. They are designed around a certain theme or topic: hut building, urban planning, product design, fashion design, etc. Also, Arkki offers a wide range of workshops for professionals and children. The workshops and projects actively promote problem-solving skills and creatively engage participants in hands-on learning challenges. The concepts of the workshops consist creative and design thinking, technology for everyone, and the power of creativity and cultivating invention literacy.

## Green School Indonesia

From their origins at Green School Bali, they have become a global movement in education, with schools opening in New Zealand, South Africa, and Tulum. Their 'living' curriculum educates for sustainability through community-integrated, entrepreneurial learning, in wall-less and nature-immersed environment. The school strives to champion a new model of education that nurtures the whole children, giving them agency in their own lives and learning, so that they can thrive with purpose in the ever-changing world. Their shared vision is motivated by a deep concern for, and attention to, the wellbeing of the students and our planet. Since opening, Green School has become a beacon for the future of education, with a growing community that includes Green Camp, Green Educators Course, and new Green School locations around the world. To thrive in a world that's changing exponentially, there is a need education to inspire students to innovate, find purpose, love learning, and make an impact now. As an example their award-winning bamboo campus, set in the jungles of Bali, is a model for sustainability and a center for experimentation, innovation and solutions. They believe that it takes a village to change the world. Their community of learners allows all of them to learn, collaborate and connect globally and locally, from the students and teachers, to the parents and local neighbourhood.







At Green School, they have “The Three Frames of Learning”. They design innovative learning experiences, keeping these frames central to their curriculum design model as a way of teaching knowledge, life skills and values. It consists Experiential Frame, Proficiency Frame, and Thematics Frame. Their activities are set for different age range, Early Years (before 1st grade), Priamry school, Middle school, and High school. The said activities come in wide range. Yoga, social emotional wellbeing, Teman Teman (wandering in the nature), environmental connection, mystery guests, innovation hub, library visits, experiential projects, green studies, music, project-based learning, and quests are some of the activities that they arrange for children based on their age group. In the meantime, they have main topics and themes like different fields of art, green studies, environmental science, entrepreneurial learning, and wellbeing, which are the center of their focus, designing projects and activities for children.

## Eastwest Education Group UK

Eastwest Education Group is a leading international institution with over 20 years in the education field. Their head office is located in Cambridge, UK, and the group includes Washington Language School (USA), Eastwest Cultural Exchange Ltd (UK) and their branch in the US (EastWest Culture Exchange LLC). It is dedicated to providing outstanding educational courses and learning experiences for students, from the lower secondary level to the end of higher education. Their goal is to regard the students as the first priority in the business and their objective is to help them achieve life goals and dreams. Eastwest Education Group provides outstanding education and has been delivering a wide range of A-Level, higher and further education courses, while also promoting UK cultural exchange. It is one part of Eastwest Education Group's business, a leading Summer/Winter course Institution in the UK with over 20 years of experience and has hosted over 200,000 students, came from across the world such as Italy, France, Spain, Poland, Turkey, Dubai, China, Russia, Japan, Hongkong, etc. Other than high-quality Summer/Winter courses, the group provides residential and homestay accommodation at famous universities and schools in the UK.







The summer camp includes activities that helps develop the physical, mental, psychological, and social aspects of a young student's life. The aim is to improve both the immediate and future quality of life for those young people through educational, recreational and cultural activities. The activities are consist of 58 different Summer/Winter courses that cover a diverse range of extracurricular activities, including artificial intelligence study, pre-university courses, sports, English course, football, law course, psychology course, sports leadership, global leadership course, young entrepreneur course, intensive IELTS course, art course, drama course, architecture training program, etc. The summer school students immerse themselves in the activities and they can have an amazing summer camp. The students have the opportunity to learn so much and to also teach adults much about laughter, hope and energy.



## Tehran Monoxide

Tehran Monoxide is an ongoing cultural and socially-engaging art project which started in Tehran in 2011. It started off as a series of independent projects and collaborations with artists and citizens in Tehran's public spaces, it soon became a singular project based on the theme of air pollution in Tehran metropolis. During the different phases, a great number of artists, designers, school students and people with backgrounds in art, culture and research, collaborated in the project. The project's goal is to raise awareness on and offer practical solutions to the problem of air pollution. It reflects the viewpoints of people from all walks of life, from children to adults in terms of the issue of air pollution. Since 2011, Tehran Monoxide has run some projects in public spaces, focusing on two aspects; first, children and teenagers in Tehran, who contribute the least to the city's air pollution and are harmed the most by it. The second aspect is highlighting the importance of collaborative social efforts and public engagement in addressing the issue of plants and green spaces. The phases have several different approaches, from the engagement of artists who were also parent to share their idea about pollution in the form of an artwork, to the exhibition of the photos that were taken by children with the concept of pollution. Another important phase of this project, is an independent project called Green Corners.





«Green Corners» is the fifth phase of «Tehran Monoxide», a cultural and socially engaged art project, which has been going on since 2011, in the form of independent projects, and its users are the pupils from the age of 5 until the age of 18 from 22 districts in Tehran. The project focuses on creating green spaces as effective elements which ameliorate air quality absorbing chemicals from the atmosphere. In order to develop an alternative pedagogical approach into public schools of Tehran, the initiator, in close collaboration with a botanist, formed different teams of people with different backgrounds such as art, physics, chemistry, biology, statistics, math, and agriculture, who can collaborate and shape the program. After a research about the educational system and its curricula, and after reading the school books, the initiator noticed a lack of environmental topics and botany. Educating pupils about the basics of caring for indoor plants can lead to more attention to plants, trees and the problem of climate change.

# OBSERVATION

**Multicultural Curriculum** Integrating diverse cultural perspectives, literature, history, and art into the curriculum to expose students to a variety of cultural viewpoints.

**Global Citizenship Programs** Educating students about global issues, social justice, and the importance of responsible citizenship in an interconnected world.

**Community Outreach** Engaging students in projects that connect them with local cultural communities, encouraging interaction and learning.

**Interdisciplinary Projects** Creating projects that require students to work together across different subjects to solve global or cultural challenges.



## FESTIVALS

For the last but not the least part, we want to talk about festivals. Across the globe, a delightful array of periodic festivals captures the imaginations of children, fostering their love for city life, architecture, different cultures, and art. These vibrant gatherings bring together young enthusiasts from diverse cultural background, offering a plethora of captivating events, activities, and camps. With a focus on urban exploration, children are encouraged to engage with their surroundings, unravel the mysteries of architectural marvels. They inspire young minds to design and create, honoring their creative talents. Those festivals enable them to gain a deeper appreciation for the beauty and diversity of cities worldwide.



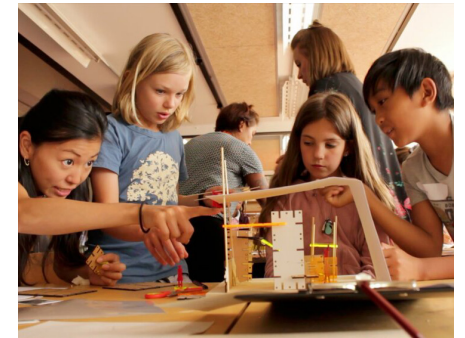
**Open City  
ArchiKids  
Stoppested Verden  
Beyond Borders**

## Open City England

Open City is charity dedicated to making architecture and neighbourhoods more open, accessible and equitable. Their mission is to empower communities to learn about, experience and have a role in shaping places where they live. They collaborate with people from diverse communities to widen access to spaces, built heritage, neighbourhoods, knowledge and careers they are often excluded from. Open City team does this by creating educational and cultural programs discussing, celebrating and opening up historic and contemporary buildings and landscapes. Their work is organised into 5 strands: Open House festivals, children and young people, tours, events and publications, worldwide festivals network, and organisational collaboration. They make all their projects come true with the support of the Open City Partners; a community of architects, businesses, industry leaders, and policy-makers who believe in a more diverse and sustainable city. There is also an always-open donation part which people and other organizations can make donates as much as they want and decide.







Open House Festival is a two-week celebration of London's homes, architecture and neighbourhoods. Participants can get inside some of London's best known buildings, as well as some of its best kept secrets. The festival is led by a community of Londoners who, for the duration of the festival, open up buildings they either own, work or care for so that visitors can explore. Along with the festival contributors, over 500 volunteers come together to help open up London's best buildings. Visitors can explore the full festival program and all the different open buildings through the festival website, where they can sign-up and book onto tours of buildings or drop-in to openings and events. Along with open buildings, the festival has a program of urban walks and tours, and is one of the best ways to learn about London's history, architecture and the social significance of the diverse neighbourhoods of London.



## ArchiKids Canada

ArchiKids programs launched with the idea of using architecture as a playful, hands-on medium where kids practice accurate observation, question experience, and exercise creativity in making. Their team believe in the multidisciplinary capabilities of architecture, and to this end they create contents of workshops based on composing architecture with different disciplines such as archiART, archiMATH, archiLIFE, archiGREEN. The workshops are designed in two formats: One is a series of workshops which could be held continuously in order to achieve their educational goals (weekly programs or camps), the other one is in the form of a public event, which aims to stimulate the sensibilities of children and their parents toward a specific subject in the city and engage them in a very collaborative sort of play-based workshop during a day program. There are multiple ways that the ArchiKids programs can be arranged: In-school programs, after school programs for private and Montessori schools, programs in collaboration with institutions and organizations in the form of events or continuous programs based on their visions, camps; March break and summer camps, and outreach programs.





ArchiKids works on planning different types of activities for children and young adults. Exhibitions, public events, camps, and thematic workshops (archiTECTURE, archiGREEN, archiMATH, archiART, archiLIFE, and fabrication). The participants are children, parents, architects, and architecture students. ArchiKids seeks to stimulate the imagination of children, through dynamic activities where a team specialized in architecture and city issues participates. During a whole day, workshops will be held free of charge in which each child, with the help of student monitors of architecture, art, design and related careers and guided by professional architects, builds a model, which at the end of the day and together with the moreover, it will shape the city that children envision in the future. The objectives of the projects are to educate, integrate, investigate, and extend the way of thinking and problemsolving for children. So far the ArchiKids festivals have been held in Canada, Iran, England, Ukraine, Hungary, Australia, Portugal, Netherlands, and etc.



## Stoppested Verden

Norway

Stoppested Verden creates meeting places through art and cultural activities with room for everyone. Their purpose is to prevent alienation, racism and discrimination. They work for a more generous society with a focus on positive shared experiences, respect and recognition. There is a chance for everyone to meet children and young people, adults and the elderly who want to show who they are and what they are interested in, to meet people who are curious and open to each other. People who want to contribute. This is the kind of generous and inclusive society that Stoppested Verden wants and works for. It was launched in connection with the Year of Diversity 2008 with Innlandet as the arena, and with extensive local, regional, national and international cooperation. Stoppested Verden is organized as an association and is run as a project organization with support from municipal, county and national grant schemes, funds and gifts. Since then, they have organized the largest international cultural festival for children and young people. All Stoppested World activities are free for the public and participants.







Stoppested Verden has more than 5 years experience as a bridge-builder between public administration and an actively participating community life. They use art and culture as a method to achieve unity and belonging across cultures, gender, generations and social and economic status. The festival takes place in the forms of intercultural workshops, activities, shows, concerts, and displays. It also has a additional part, where all the participants and visitors stop to take a break as a picnic in a park, while wandering around and tasting foods and drinks from around the world. Stoppested Verden also focuses on adult refugees and immigrants. There are major challenges associated with coming to a new country, creating a new life and becoming an active participant in social life in general. In 2008, they established a separate festival school where students are offered a separate teaching program as part of the regular curriculum. The aim is to engage students in practical work based on their experiences, interests and skills, as well as offer language trainings.

## Beyond Borders

n | Poland

As we have mentioned earlier in the booklet, the Ladder Team is an cross-cultural organization between Poland and Iran. The team has the vision to create projects with no borders and discriminations, and plans to do so through theatre workshops and performances. Therefore, they have done several different project with that concept. Theatre and art are two of the most important and inseparable parts of the projects of this team. One of the most successful projects of the group is called «Beyond Borders Festival» which is an annual international youth-oriented cultural festival. The festival is a long-term joint venture, carried out with the cooperation of Iran and Poland. The axis of activities aimed at young people were artistic activities, based on domestic and foreign cinematography.





The film itself has become a mirror of culture, an inspiring tool for understanding the uniqueness of one country and the generation, as well as for understanding the differences and similarities present in other cultures. Creative and conscious artistic activities have turned art into a tool for breaking down boundaries, creating the possibility of personal reflection. As a result, the terms «own» and «foreign» lost their meaning. Active involvement of young participants was a long process that allowed them to develop attitudes of curiosity, sympathy and empathy towards other people, cultures, and nations. The experience modified their view of the world and protected them against unreflective acceptance of social stereotypes and prejudices. The festival consisted of several phases that the team gradually presented: Discovering, Film inspirations, Beyond borders Iranian film festival, Imagination space, and a Meeting.



# OBSERVATION

**Public Spaces for Cultural Exchange** Highlighting designs that foster interactions between people from different backgrounds in public spaces, promoting cross-cultural understanding.

**Cultural Design Exhibitions** Showcasing architectural projects that incorporate elements of various cultures, demonstrating how design can respect and integrate diverse traditions.

**Traditional Architecture Revival** Presenting initiatives that revitalize and incorporate traditional architectural styles and methods into modern urban environments.

**Innovative Cultural Centers** Presenting designs for cultural centers, museums, and gathering spaces that celebrate diversity and provide platforms for intercultural learning.



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