

Let's Look Closely – The Place I Live

Project Report

September 2018

What does Istanbul/Rotterdam mean to you?
Voices, Smells, Colors of Istanbul/Rotterdam
Design and Re-Design Your Neighbourhood

*A project developed by **Informal Education-cocukistanbul** and simultaneously implemented in **Istanbul and Rotterdam** in partnership with the **Wereldmuseum** under the scheme “**Dutch Children Year 2018 - Genç Kültür/Culture Kids**”*

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I. Executive Summary

The aim of the project **“Let’s Look Closely - The Place I Live”** is to understand how the children perceive their neighborhood and their city, while they get to learn and understand the culture of the city to enable them voice out what they like and dislike, what they want and wish and how they would **“transfer”** these to the benefit of children, nature and the people living in it.

The target age group is 8-11 years old children.

The Project **“Let’s Look Closely - The Place I Live”** has been realised as part of the **Dutch Children Year 2018 / Genç Kultur-Culture Kids** program jointly by **Informal Education-cocukistanbul (cocukistanbul)** and the **Wereldmuseum – Rotterdam (Wereldmuseum)** as a **“simultaneously”** run project in **Istanbul and Rotterdam** with a number of same age children.

The project has provided valuable outputs in terms of;

- providing a rich “mutual learning” and “experience exchange” possibility for the partners
- adding value to the “working together with institutions from different cultures”
- helping understand more deeply and concretely what it means to globalise local programs and the learning what the crucial issues are: When you transfer one model to another place you have to adapt the content to the local, cultural and political setting. But how to approach children seems to be everywhere the same: Take them seriously, address their senses, try to involve them emotionally, communicate with them, be enthusiastic and witty.
- understanding the impact of cultural and social environment on children’s perceptions and reflections and learning from such comparison between different cultural environments
- improving knowledge and awareness of children on countries and cities that they almost know nothing about, stimulate their interest on different culture and life styles, improve their feeling of being children is beyond borders, with similar problems, visions, expectations regardless of language, country, socio-economic back ground.

The outputs of the project has been published on a project mico web page “Lets Look Closer/The Place I Live” : <https://letslookcloserthep.wixsite.com/theplaceilive> and has been communicated through the social media channels of the partners.

II. Timelines

a) Partner Meetings



Picture 1 - At the Wereldmuseum/ Rotterdam



Picture 2 - At the santralistanbul

1st Meeting: 24 - 28 April, 2018 Rotterdam / Amsterdam. **cocukistanbul** to present the “Lets Look Closely” workshop in details to the Dutch partner **Wereldmuseum** and to discuss the possible implication issues at Rotterdam.

2nd Meeting: 4 - 6 May, 2018 Istanbul. **Wereldmuseum** to follow/participate a workshop run by **cocukistanbul** educators and meet together to further deepen and discuss the implication methods, practical aspects, children reflections and tools to improve quality of outputs.

3rd Meeting: 13 - 14 June, 2018 Rotterdam. **cocukistanbul** to follow/participate workshops run by **Wereldmuseum**, to reflect their observations and to discuss how to evaluate the workshop outputs, how to compare and consolidate them.

b) Workshop Implications

Istanbul workshops were realised within May 2018 as weekend workshops, at the premises of *cocukistanbul*'s strategical partner Studio X Istanbul, covering total 3 weekends. A sum of 106 children participated the workshops which is parallel to the target of 25 children per each workshop.

Rotterdam workshops were realised within June 2018 as school group workshops run at the primary school "de Boog" in Schiedam area and the primary school "de Valentijn" in Delfshaven area, covering 3 school days. A sum of 100 children participated the workshops again in line with targeted group numbers.

Number of Participants

Number of Participants Istanbul			
DATE	PUBLIC	PRIVATE	TOTAL
May 5'th 2018	18	6	24
May 12'th 2018	20	8	28
May 12'th 2018	19	6	25
May 27'th 2018	21	8	29
TOTAL	78	28	106

Number of Participants Rotterdam		
DATE	PUBLIC	TOTAL
June 7th 2018	28	28
June 8'th 2018	28	28
June 14'th 2018	22	22
June 14'th 2018	22	22
TOTAL	100	100

Children attending to public schools fairly represent children of families from lower socio-economic background compared to those attending to private schools in Turkey. *cocukistanbul*, gives special emphasis to mix different socio-economic background children in all workshops and events practiced. Same has been practiced with this project workshop.

Wereldmuseum has preferred to work with two district schools, located at areas heavily occupied by lower socio-economic background immigrant families. There are no "private" schools in Rotterdam comparable to Istanbul.

Age Group

Age Group Distribution Istanbul		Age Group Distribution Rotterdam	
GRADE	NUMBER	GRADE	NUMBER
2 - 3	25	5	28
4	52	7	50
5	28	8	22
8	1		
Total	106	Total	100

Due to *Wereldmuseum*'s working with two schools with two groups each, the age group distribution is more condensed. *cocukistanbul* realized the workshops as weekend workshops and could keep up with the target age group 8 – 11 more closely.

Neighbourhood Distribution

Neighbourhood Distrubution Istanbul	
NEIGHBOURHOOD	Number of participants
Eyüp	14
Beşiktaş	13
Beyoğlu	10
Tuzla	7
Kağıthane-Seyrantepe	7
Kadıköy-Acıbadem-Göztepe-At	7
Sarıyer	6
Maltepe	5
Pendik-Kartal-Sancaktepe	5
Bakırköy-Bahçelievler-Yeşilköy	5
Other provinces	27
(Bahçeşehir, Zeytinburnu	
Çekmeköy, Şişli, Kurtuluş	
Halıcıoğlu, Sultangazi, Halkalı	
Zekeriyaköy, Avcılar)	
TOTAL	106

Neighbourhood Distrubution Rotterdam	
NEIGHBOURHOOD	Number of participants
Delfhaven	44
Schiemond	56
TOTAL	100

cocukistanbul chose a method to cover children from all around Istanbul. **Wereldmuseum** sought a collaboration with 2 Rotterdam schools, namely primary school 'de Boog' in Schiemond area and primary school 'de Valentijn' in Delfshaven area. The workshop was plotted in 4 different classes. Rotterdam children represent a more closed group in terms of socio-economic back ground and living area/neighbourhood.

III. Project Outputs

1. Partnership and Partners

The project partnership provided the opportunity for the involved institutions and persons for reflection of their own visions, program development practices and understandings, their experiences on working for and with children. Discussing and working on these themes and further seeing and participating to the implementation of a same workshop in different cultural areas gives a new perspective and view on the own model and also to the partner institution. It's an interesting and valuable experience to work together with people and institutions from another country/culture.

On **cocukistanbul** part, the reflection of the own programmes was very fruitful, the critical questions of the partner useful. Receiving new ideas for the further development of the models gives a new dimension on the own work. **cocukistanbul** has highly benefited from the experience of globalising a local program, and the learning what the crucial issues are and could be.

Besides the **Wereldmuseum**, **cocukistanbul** also found the opportunity to visit the **Het Nieuwe Instituut**, **Museon**, **Nemo** and the **Designathon Works** where institutional relations were either established or strengthened. As part of the meeting with the **Designathon Works/Amsterdam**, **cocukistanbul** has finally agreed to be part of the **Children's Designathon 2018** project representing Istanbul, to be realised on November 3rd 2018.

On **Wereldmuseum** part, the project brought a lot of inspiration for the Children's museum which is at establishment/development phase. **Wereldmuseum** found the project outputs highly valuable during the development. The education staff used the workshop and cooperation with **cocukistanbul** to do research about the neighborhood with the children of Rotterdam. The interesting questions are in line with the development of the new Rotterdam children's museum. Further, **Wereldmuseum** considers the workshop as a big success and plans to include in the permanent curriculum of the **Wereldmuseum**.

Both partners benefited from experiencing new and different teaching methods. Different methods, techniques and approaches for stimulating children's involvement and motivation. New hints and techniques to improve quality of workshop/program outputs.

2. Workshops

During the workshops the children reflected how they perceive their city, described the place they live with its surroundings by drawing, expressed verbally and then being “city planners” they transformed the place they live in a way they feel best to their and all other living. In Istanbul, they then defended their ideas to the questioning participants, including the parents that acted as “city council”.

The outputs can be collected under two headings:

- How children perceive the city they live in
 - What does Istanbul/Rotterdam mean to you?
 - Voice you hear in Istanbul/Rotterdam?
 - Smell you feel in Istanbul /Rotterdam
 - Colour you see in Istanbul/Rotterdam
- Drawing and Re-designing their neighbourhood: Neighbourhood picture/sketch description and if and what to change? Why?

a. How Children Perceive the City They Live in;

Children gather around a giant city map (Guliver Map) and were provided with 4 different colored post-its to write down their reflections for below questions in single words;

- “What comes to your mind first when we say Istanbul/Rotterdam?”
- “What is the voice that you hear the most in Istanbul/Rotterdam?”
- “What does Rotterdam smell like for you?”
- “What is the color that you see the most in Istanbul/Rotterdam?”



Picture 3 - What is Istanbul for me and what I hear, see, smell in Istanbul

➤ **“What comes to your mind first when we say Istanbul/Rotterdam?”**

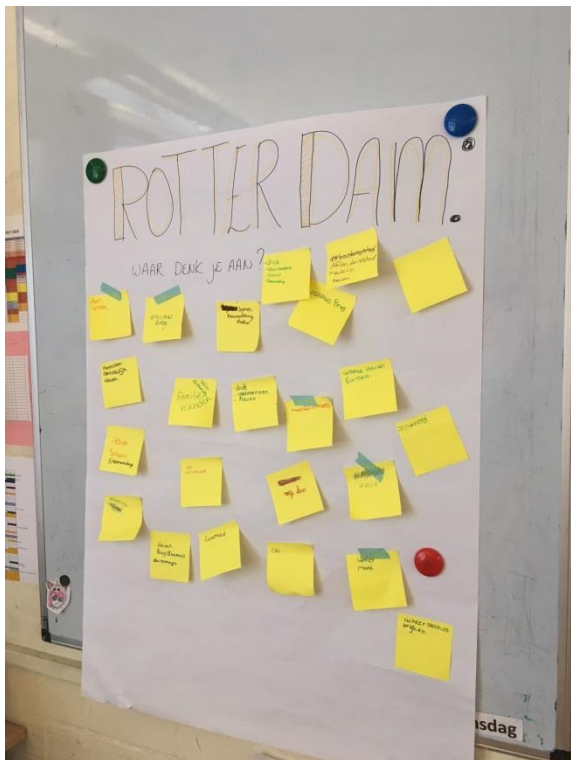
While evaluating below outputs it should be kept in mind that Istanbul covers an area close to 5 times more than Rotterdam (Istanbul 1.539 km² - Rotterdam 325,8 km²) and the population is more than 25 times more than Rotterdam (Istanbul 17 million – Rotterdam 624 thousand) The other fact is that, the children participated in Istanbul were spread all around this big metropole (25 out of 39 districts) while Rotterdam workshops were realised with children from 2 districts.

Children’s observations and feelings on Istanbul were reflected by more than 50 different “words” while these were fewer for expressions on Rotterdam. The top 10 reflections for both cities are listed below in descending order.

Istanbul is ...	Rotterdam Is ...
Crowded/Dense/Human/Humming	Harbour / Water
Galata Tower / Maiden's Tower	Erasmus Bridge
History/Historical Artifacts	Cosiness
Buildings/Houses/Towers	Crowded/A lot of People
Bosphorus Bridge / Bosphorus	River Maas
Traffic	Euromast Tower
Air Pollution/pollution/Trash/Dirty City	School
Museums/ Mosques	My house / my street
Simit	The Kuip (soccer stadium)
Seagull	Schiemond (Rotterdam neighbourhood)

As the participant children in Istanbul represent a more diverse group in terms of living area and socio-economic background, their perception on the city appear to be relatively richer compared to their peers in Rotterdam. Istanbul from the eyes of children is crowded, dense with heavy traffic, buildings... and history, reflecting a chaotic growing historical metropole. Rotterdam participant’s experience with their city they live in seem to be more limited which is evident by their high referrals to local objects/items like “Schiemond”, “my house”, “my street”, “school” etc.

Children from both cities commonly refer to the symbols of their cities.



Picture 4 - What is Rotterdam for me and what I hear, see, smell in Rotterdam

➤ Voices and Smells of Istanbul and Rotterdam...

Although children's observations on the cities they live in - what they hear and smell- are rich and cover a wide range of expressions, there is high concentration on certain reflections.

Istanbul Smells...	Rotterdam Smells...	Istanbul Voices....	Rotterdam Voices....
Exhaust	Gasses / Gasoline	Horn/Car/Traffic/Motor	Driving cars / Horn
Flower/Forest/Grass	Food	Bird/Seagull	Crowded / People talking
Garbage Smell	Smoke	People/Talking	Children playing
Cigarette	Nature	Animal/Cat/Dog	Bikes
Sea	Sea	Ship Sound	Birds
Nature	Garbage	Sea/Wave	Boats
Smoke	Mowed grass	People Laughings / Gossiping	Tram
Food/Meat	Dirt	Construction	Police, ambulance, firetruck
Clean Air	Poo	Fight	Scooters
Plastic	Dogs	Wind	Music

The children living in Istanbul commonly and heavily referred to “exhaust smell” followed by the smell of “garbage, cigarette” and “smoke”. Concerning the reflection of “sounds heard” there is evident concentration on “horn, traffic, people talking” and “construction” which support the general perception of a chaotic, crowded metropole with massive construction activities going on. Children in Istanbul although to a lesser extend, smell “nature” (flower, grass, forest, sea) and “food”, hear voices like “bird” (seagulls), “animal” (cats,dogs) and “sea” (wave, ship sound). Differently then many European cities including Rotterdam, “street cats and street dogs” are part of city life in Istanbul.

For the children living in Rotterdam smell of “gas, gassoline, smoke and food” appear as the highest referred, followed by “nature, sea, garbage”. Similar to their peers is Istanbul, for children in Rotterdam voices of “traffic and crowd” are on top of the list. However, voices of “ children playing, bikes, scooters” gives the signs of a different environment. A relatively high referral to “police, ambulance, firetruck” voices also attract attention.

➤ Colors of Istanbul and Rotterdam...

Istanbul Colors....	Rotterdam Colors....
Blue	Blue
Grey	Green
Green	White
White	Red
Black	Grey
Brown	Orange
Red	Black
Mixed Colors	Brown
Blue and Green	Rainbow
Yellow/Navy Blue	Yellow

For the children living in Istanbul, while blue is among the top expressed, there is a heavy concentration on gray. Like other referrals to black, brown and “mixed colors”, together with gray, this color group reflect the dense asphalt road structure, almost no green, free space between high buildings and the ongoing construction activities. Color green is considerably less voiced.

The color blue is on the top of the colors seen in Rotterdam too. However green is equally expressed and white and red which appear on their famous soccer team Feyenoord and on their national flag are also highly mentioned.

It may be stated that children living in both cities do perceive and reflect their environment, surroundings and feelings very clearly and realistically. “Exhaust/gasoline/cars”, “traffic, crowd” appear to be a common concern.

b. Design and Re-design Their Neighbourhood

Neighbourhood description” and “What they want to change? Why?”

After a warm-up and verbal descriptions children were asked first to “draw” their neighbourhood in details where not the “quality of the drawing” but the quality of reflecting the environment in details such that a “foreigner” could imagine “how the place they live” looks like. They then were asked to pretend to be a “city planner” and redesign their neighbourhood in a way that makes life easier and more enjoyable for them and for other livings in their neighbourhood. In Istanbul practice, they also presented their ideas and solutions to the group and to their parents which represented the “city council”...

The outputs of the workshops has been gathered under certain headings that fairly cover their rich observations, ideas and solutions to the issues they tracked. This also provides a base for a comparison between children’s common and “different” positions living in different cultures and environments.

- **Istanbul Outputs**

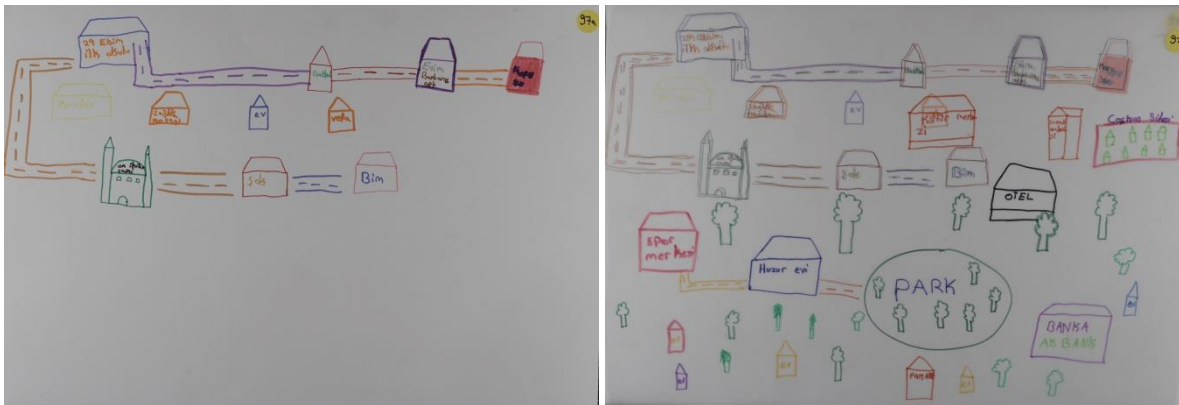


Picture 5 - Children in Istanbul drawing and re-designing their neighbourhood

Istanbul workshops were carried out with children representing a rich socio-economic mix and a wide range of districts. As a general observation, it is seen that the more children “experience” and “interact” with their neighborhoods the more they are able to have well observations about area and draw in more detail. In line with this, children from lower socio-economical backgrounds are more likely to interpret on real “social problems” and find solutions, while children from private schools seem less “trained” to detect and solve such problems, that may be referred to their life experience.

All children are aware of the absence of sufficient public and play areas and in their re-designings they seek for and create safe, green areas to be “out” and play. They are also passionate to disabled, old people and animals.

Schools play an important role in their lives in the sense of their being a very important issue of concern.



Picture 6 - A child from Istanbul : My Neighbourhood - Before and After...

- **REFLECTIONS OF LIVING IN A TRADITIONAL NEIGHBORHOOD**

Children who live in the areas where the traditional, local neighborhood culture is still preserved. They have a more detailed sense of observation about their neighborhood which appear both in their drawings and oral expressions. These drawings mostly include many types of “local artisans” (tailor, butcher, hardwareman etc...) which are mostly reflected with their actual names. Children are more likely to keep the “local artisans” in their areas without transforming or substituting them with big shopping centers.

The neighbours are included in almost all drawings either referred as “neighbour” or with their actual names or with their friend’s names. Neighbours are also kept as they are during the revised drawings.

- **GREEN AREAS / TREES / PLAYGROUNDS / PARKS / FORESTS**

It is obviously seen in the drawings that children include green areas, trees, parks in a very high ratio. While they keep the green areas which already exist, they tend to add more. In the first drawings, existence of “places under construction” are highly noticed. In the revised drawings almost all such areas are transformed into “parks, theatre halls, public spaces, play grounds and football fields”. They support this idea verbally as “in order to breath, play, enjoy, get together...”

- **ABOUT THE BUILDING COMPLEXES (SITE)**

Depending on the area, the “building complexes” which is a trending concept in İstanbul in the recent years, are seen to become a part of childrens lives. Interestingly, some children transformed some part of the houses in their areas into building complexes. Some of their reasonings are;

- “to be safer”
- “to have more space by collecting the houses together”

- **ABOUT THE SCHOOLS**

In children’s pre and post drawings “schools” appear as a main point of focus, which they clearly consider as an “issue”, as a big concern. Their post/revised drawings and suggested solutions clearly reflect that they are aware of the problems of the education system.

- Children who go to schools far away from their home are seen to be in a need of schools closer to home. Like the public school students, children in private schools also draw a private school next to their houses if their schools are far from home.
- In children’s lives, the sharp difference between public and private schools is very distinct. The fact that private school is “expensive” and not everyone can go is something that the children are very aware of. While it is seen that children from private schools draw both private and public schools -although rare, in their revised drawings, children from public schools draw public schools.)
- The fact that the students have to go to different schools in different grade levels and their concerns about finding a “good” school leads children to find an escape and this escape is reflected in the drawings as “continious schools”, where children can study “from preschool even up to university.

- **TRAFFIC, TRANSPORTATION AND PARKING LOTS**

It is obvious that the children are very aware of the problems caused by traffic which they reflect in their drawings. In the revised drawings they deal with finding solutions about this problem in a high ratio. Some outcomes about finding solutions on this issue;

- Crosswalk drawings for pedestrians into the streets/avenues
- Traffic light drawings
- Underpass road drawings to cross the streets for pedestrians
- Leading the traffic to sub-roads
- Car traps to sustain the one-way pass
- Seperating the roads for each ways
- Drawings of bus and metro stations
- Drawings of bicylc roads

They are also seem highly aware of the car parking problem in the city and are not comfortable with cars parking in the sidewalks and streets. They tend to get rid of the cars by raising the number of the parking lots, useually with “underground parking lots”.

• SHOPPING MALLS/CENTERS

Shopping Malls/Centers appear to play an important role in children's lives. They are currently spread all around the city and are more and more considered to be a "fact" by children. Few children broke down these centers and converted to public-green places while this was a more common reaction of children during the previous year's studies. The shopping malls/centers offer children a lot of entertainment in the absence of sufficient open public spaces and play grounds and appear to be considered as more "safe" by children.

• DETECTING AND SOLVING THE SOCIAL PROBLEMS

Some children are able to detect the social problems in their areas and try finding solutions to them in their revised drawings. These children have a high sense of awareness on social issues and they are mostly from public schools. Some of these solutions reflected in the drawings are;

- Places to "help and provide the needs of homeless, poor and those in need"
- Discounts and "cheap markets" for homeless and poor
- Keeping the "cheap" groceries while transforming the expensive ones
- Special discounts for Syrians and other refugees
- Drawings of daycare places for working mothers
- Drawing more hospitals is also a highly seen case. It is understood that hospitals cover a significant place in children's lives, especially for those who use the public hospitals, which is not as comfortable and easy as the private hospitals to get treatment.
- "Water fountains" are drawn by children for locals to reach to drinking water for free and "clean public toilets" are also added in some drawings
- Children are likely to increase the number of trash bins in their areas and they tend to insert NGO type of organisations close to their neighbourhood to foster this process.
- Children, thinking of the other, and mostly disadvantaged groups, mostly add "senior care centers", "care centers for disabled", "children's hospitals" and "animal shelters" in their neighbourhoods



Picture 7 - A child from Istanbul : My Neighbourhood / Before and After...

- **Rotterdam Outputs**



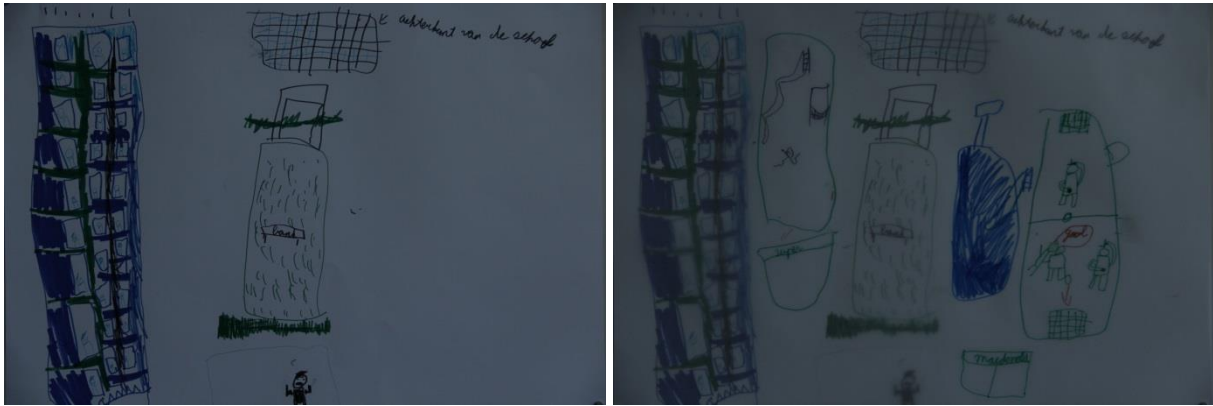
Picture 8 - Children in Rotterdam drawing and re-designing their neighbourhood

The children who participated the workshops do not leave their neighbourhood quit often. They mainly walk and live in and around their own streets. The world of these children is quite small. This can be noticed on the drawings as their drawings in general, reflect only their own streets.

Children in the 'Schiemond' area have a wider view of their neighbourhood. Perhaps because of the setting of their neighbourhood, which is next to the River Maas. Children of Schiemond are aware that their neighbourhood is beside the river Maas. The children of Delfshaven who seem more squeezed in their narrow neighbourhood, walk and live in and around their streets and this was directly reflected in their drawings . Although public transportation is highly accessible, it expensive.

Schools play a major role in children's daily life. School gardens are important for social interaction and to satisfy their open space play area needs.

Not many children are able to detect the social problems in their areas and try finding solutions to them in their revised drawings.



Picture 9 - A child from Rotterdam : My Neighbourhood - Before and After...

- **LOCAL GROCERY vs MARKET CHAINS**

Children are more likely to keep the local groceries in their areas without transforming. Children are mostly aware of the names of these local stores and sometimes they specify these names in their drawings. Some children added supermarkets and ice-cream shops ("Free Ice-creams!")

- **GREEN AREAS / TREES / PLAYGROUNDS / PARKS**

Children are quite happy with the area the life in, there is plenty space to play outside. They add soccer fields (called Johan Crujff Fields), quite a lot swimming pools to play more.

Some children in Schiedam add amusements parks into their drawings. In Holland there is an amusement park 'Efteling' in the south of the Netherlands, children know this park, but won't come there (too expensive). That's why they add it in their neighbourhood (if I can't go to the Efteling, I wish the Efteling come to me)

- **ABOUT THE SCHOOLS**

All children are living near to school. They go there by foot. Schools are seen a lot in their drawings and are used frequently as play and meeting areas during after school days and hours. In many revised drawings, it is noticed that children tend to increase the area of their school gardens to satisfy their needs.

- **DETECTING AND SOLVING THE SOCIAL PROBLEMS**

Not many children are able to detect the social problems in their areas and try finding solutions to them in their revised drawings. Some kids added an orphan house, birdhouse and community houses.

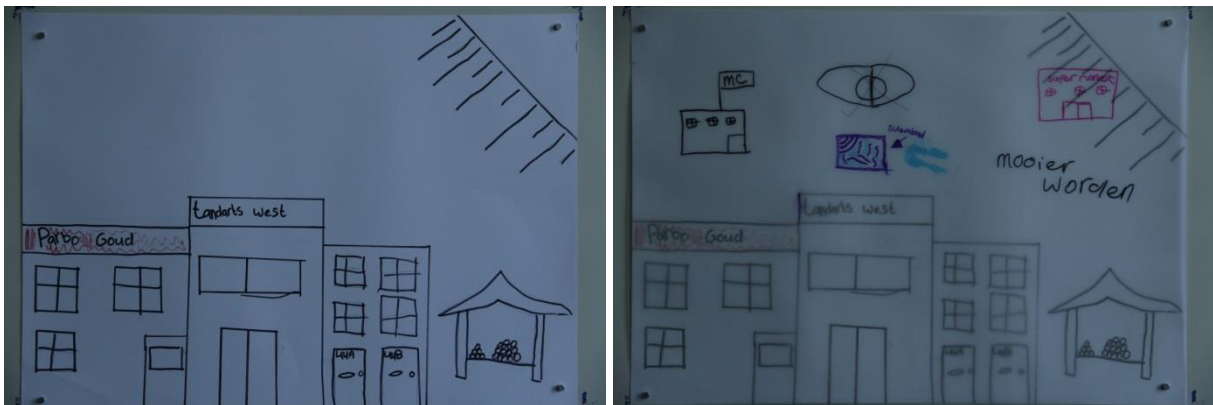
Children most commonly draw the things they have an interest in or what they use in the neighbourhood like the play area's and soccer fields. A lot of children added neighbours in their drawings and told stories like "I live next to grandpa."

- **TRAFFIC AND TRANSPORTATION**

It is obvious that the children are very aware of the problems caused by the traffic. This was evident by their associating Rotterdam with 'gas' and 'traffic' a lot during the first phase of the workshop. However this reflection was not visible in their drawings. Just some cars were drawn and there were some outcomes about finding solutions on this issue were, crosswalk drawings into the streets, drawings of roundabouts and bicycle roads were noticed.

- **WASTE PROBLEM OF THE CITY**

Children are likely aware of waste in their neighbourhood. During the association assignments about 'the Smell of Rotterdam' children mentioned 'waste' and 'garbage' a lot. The problem is more noticed in the Delfshaven area by the children. They won't increase the number of trash bins in their areas however keep them in the drawings.



Picture 10 - A child from Rotterdam : My Neighbourhood - Before and After...

IV. Conclusion



Picture 11 - Hello to Rotterdam from Istanbul...

The “**Let Us Look Closely - The Place I Live**” project, based on the workshop developed by **Informal Education-cocukistanbul**, revised and adopted together with the **Wereldmuseum Rotterdam** has been successfully completed in line with the project proposal.

- **For both of the partners** the project has been inspiring with a high qualified mutual learning and cultural experience exchange.

cocukistanbul benefited from

- practicing an experience of “globalizing a local program”,
- developed further institutional relationships with Dutch institutions in addition to the **Wereldmuseum**
- the team improved their vision and capabilities all through this experience.

Wereldmuseum too, benefited from

- working together with an institution from another culture and environment,
- could transfer the outputs to their upcoming Children Museum program studies and is planning to include the workshop in the permanent curriculum of **Wereldmuseum**
- the team improved their vision and transferred a lot of education methods and tools for their further practice with children.

- The outputs of the workshops realised with the children of Istanbul and Rotterdam, has been of high quality with rich outputs as outlined above. **For children,**
 - the workshops enriched their perception and awareness about the “place they live”,
 - stimulated them to reflect their needs, to think, discuss and develop ideas and solutions for them and their environment’s benefit,
 - made them be aware that they had similar concerns and wishes regardless of their nationality and identities,
 - they now also “know” where Netherlands- Rotterdam and Turkey-Istanbul is and how does it look like living in different culture and environments. They were highly excited and interested when they got in contact with each other and their living environments.
- The outputs of the project has been published on a project mico web page “Lets Look Closer/The Place I Live” : <https://letslookcloserthep.wixsite.com/theplaceilive> and has been communicated through the social media channels of the partners.

The project has re-stated the importance of multicultural collaborations between the informal education actors world wide and as a model, represented a succesfull sample for such relations.



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Informal Education-cocukistanbul

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 Eyüp / İstanbul



Wereldmuseum-Rotterdam

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Annexes

- Visuals from partner meetings
- Visuals from the workshops in Istanbul and Rotterdam
- Photo displays of the children’s drawing and re-designing works on their neighbourhoods from Istanbul and Rotterdam

V. About the Partners

Informal Education-çocukistanbul

Located in the santralistanbul Energy Museum-Istanbul, Informal Education-çocukistanbul represents around 10 years of experience in the informal education area. The mission is to provide permanent opportunities and environment for children where they can learn while playing, get into touch with friends of their age in a free, sharing and collaborating atmosphere, improve their capabilities and their awareness of themselves as an individual not “for future” only, but also as objects of “today”.

Primary focus is on topics Energy, Science and City. Each education period, average 12-13.000 students of different age groups attend the interactive education programs and workshops in the Museum.

Wereldmuseum-Rotterdam

Wereldmuseum Rotterdam offers a reflection on 130 years of collecting by Rotterdammers for Rotterdammers. The objects cover a period of 2000 years and form a world-class collection – from an ancient temple from Mexico to a modern artwork from Syria. In the permanent exhibition and regularly changing exhibits, objects are shown from all over the world that each tells a part of a human story. These are stories about universal human themes such as mourning, celebrating, decorating, praying or fighting. They inspire curiosity about the enormous cultural diversity that enriches the world.

The Museum is in preparation of establishing a Children’s Museum in Rotterdam.