



18 APRIL INTERNATIONAL DAY FOR MONUMENTS AND SITES

PROCEEDINGS OF THE PANEL AND WORKSHOP ON THE HISTORICAL PORT CITY OF İZMİR: 18 APRIL AND UNESCO STUDIES FROM PAST TO THE FUTURE

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Mr. President, Mr. Governor, Mr. District Governor, Mr. Mayor, distinguished guests; first of all, I would like to start by welcoming you. We considered the organisation of this panel and workshop with a visit to the Izmir Historical Port City Area Presidency only a few months ago. I am happy to have achieved this in a few months. We live in a geography where 3000-year-old cities are young. Carrying Izmir's 8500-year-old past to the future is a burden on the shoulders of all of us sitting in this hall today. We know that the period of natural disasters we live in will continue to increase its effects until 2100. These disasters include global warming, earthquakes, drought, fires and sea flooding. Izmir Institute of Technology's biggest capital is its human capital. We have opened all the experience we have in the planning of Izmir to all the stakeholders of Izmir so far, and of course, we will continue to do so. IZTECH is the first and still the only state university to receive the title of UNESCO Center of Excellence. It is a university that has won the thirteenth UNESCO Chair in Türkiye. In 2023, it was the first and only university in the history of the Republic to bring the Science Diplomacy Award of the Year, which the United Nations gives to 5 people from all over the world through UNESCO. I hope, and I am sure that by putting our minds and energy together, we can ensure that the Historic Port City is included in the UNESCO World Heritage List not only temporarily but also permanently. I would like to sincerely thank our esteemed president, Mr. Abdulaziz Ediz, and the IZTECH team for their efforts in the organisation. I wish each of you pleasant and productive hours during the two-day panel and workshop.

Prof. Dr. Yusuf Baran
Rector of Izmir Institute of Technology



Welcome to the UNESCO Studies Panel and Workshop from the Past to the Future, organised jointly by the Izmir Historical Port City Area Presidency and Izmir Institute of Technology within the scope of April 18, International Monuments and Sites Day. The historical port area of Izmir, or the area we call Kemeraltı for short, still carries many important economic, cultural, social, urban and architectural values of Izmir and thus continues to be one of the most important city parts of Izmir. Knowing that Kemeraltı and its surroundings are in danger of losing their value on the one hand and knowing they are in significant danger of gentrification on the other, the preservation and development work at the site should be realised in a balanced manner on an axis that prioritises its current users. I would like to especially thank everyone who contributed to such a study in order to ensure the expectations of the citizens and the continuity of daily practices, especially Mr. Abdülaziz Ediz, for coming to us with such an idea, asking for support from us, and the entire Izmir Institute of Technology team, and before everyone else, Prof. Dr. Yusuf Baran, our rector because he contributed greatly to the development of this whole organisation and the creation of his idea from the beginning. I hope that this two-day workshop will be fruitful for everyone and that it will have concrete outputs for the establishment of a UNESCO chair as we aim.

Prof. Dr. Fehmi Doğan
Dean of the Faculty of Architecture,
Izmir Institute of Technology



We are here today to celebrate the International Day for Monuments and Sites on April 18th. This event has been a good opportunity to celebrate this meaningful day and highlight the ongoing collaborations with non-governmental organisations and universities regarding the Historical Port City of İzmir. On behalf of our municipality, I would like to thank everyone who is here today and who has contributed to this effort.

Preserving cultural heritage should be one of the most important goals for any city, and it is also one of the most important areas of activity for İzmir Metropolitan Municipality. As the Mayor of İzmir Metropolitan Municipality, I assure you that I will maintain my strong stance on preserving the cultural heritage of İzmir. During my candidacy for the local government, I was informed about the work conducted by TARKEM at the historic urban site of Kemeraltı. I have seen that very successful work is being carried out, including the restoration of the Historic Akın Passage, where today's event is being held. We must continue our efforts in this way.

It is our primary responsibility to implement the actions defined in the management plan prepared for this area to protect our cultural heritage. In the future, as the Mayor of İzmir Metropolitan Municipality, I will actively participate in the work with more comprehensive knowledge.

I would especially like to thank the İzmir Institute of Technology for its initiative to establish a UNESCO Chair on Cultural Heritage with this event. Once again, I would like to express my gratitude to all the participants involved in this process and wish everyone success. Yours respectfully.

Dr. Cemil Tugay
Mayor of İzmir Metropolitan Municipality



Until today, as the Governorship of Izmir, we have tried to be involved in both the UNESCO process and Kemeraltı, but unfortunately, we have not been able to reach the level we aimed for. For the time being, we don't need to think about the elections, as we have four years ahead of us. Either Kemeraltı will continue its life by shrinking a little bit more, or it will return to its historic mission with a serious contribution by the public and local administrations. Of course, our heart's desire is to return it to its historical mission. I have witnessed that both the Metropolitan and Konak District Municipalities have made valuable contributions to these works. Following the election of the new local administrators last month, I believe that further work will be realised in Kemeraltı in the coming days. One of our shortcomings until today was that the universities did not contribute to this work at the desired level. But today, the involvement of universities, especially IZTECH, has made us happy. We would like to give a place to our universities in Kemeraltı, which is what we have been discussing at the meetings. Let them take part here and intervene more closely.

UNESCO has two pillars: one is the local pillar, the governor, the municipality, and our local institutions, and the other is the Ministry of Culture and Tourism in Ankara. I believe Kemeraltı will be included in the UNESCO World Heritage List, and Izmir will be the first in Türkiye with three regions: Bergama, Ephesus, and Kemeraltı. There is no other province with three UNESCO heritage sites. I have high hopes for this, but it happens by working. This place (Historic Akın Passage) was restored with the financial aid of our Governorship and opened for use again. I think we will be a serious candidate for UNESCO with exemplary conservation work in Kemeraltı. I would like to thank the members of IZTECH who contributed to today's work, especially our Rector and our esteemed members who participated from different places for this workshop. I also celebrate the International Monuments and Sites Day.

İsmail Çorumluoğlu
Vice Governor of Izmir



As Kemeraltı is brought back to urban life and made part of the national and international agenda, and especially hopefully after its inclusion on UNESCO's permanent list, we will see a very different Izmir and a very different Kemeraltı. Of course, Konak Municipality will continue to be one of the leading actors in these works, as it has been until now. We are looking for a method to accelerate these works. We also discussed this during our visit to TARKEM. There is a very successful example in Istanbul: Heritage Istanbul. An example that restores buildings very quickly revives them and thus prevents them from deteriorating and disappearing, and in a sense, provides hope to society because I believe that restoration processes and reuses should be fast. For motivation, for the society to embrace... Therefore, these works will continue to accelerate in İzmir during this period. In addition, it is very valuable to hold the meeting in this building. As the examples of reuse increase, it will be understood that protected areas are not places where even a nail cannot be hammered but places where memory is carried from the past to the future with pleasure and where urban culture is preserved. Reuse projects are examples of how we continue to create cities where we feel we belong. It is a great pleasure to see all stakeholders here today in a multi-stakeholder meeting. I would like to thank everyone who contributed. I would like to thank especially the İYTE rector, Prof. Dr. Yusuf Baran, who will be working with us a lot with the upcoming UNESCO Chair.

Nilüfer Çınarlı Mutlu
Mayor of Konak



The Historical Port City of Izmir was added to the UNESCO World Heritage Tentative List in 2020, and the Historical Port City of Izmir Site Management Office was established in March 2021. The Site Management Plan, developed in collaboration with experts from the ministry, professional firms, and universities in Izmir, was approved on June 29, 2022. The World Heritage Nomination Dossier was submitted to the Ministry of Culture and Tourism on December 31, 2022. The history of the Historical Port City of Izmir, dating back 8500 years, begins with the Yeşilova and Yassitepe Mounds and continues with the living heritage area extending from Old Smyrna to Kadifekale, Kemeraltı, Basmane, and the surrounding areas. This multi-layered cultural heritage, preserved from the past to the present and encompassing numerous values, is subject to various ongoing conservation and management efforts.

The Historical Port City of Izmir Site Management Plan must be implemented in collaboration with all stakeholders, aiming to preserve, sustain, and pass on this cultural heritage to future generations. Izmir has experienced numerous earthquakes, fires, and floods throughout its history and has seen significant cultural assets damaged or lost due to these disasters. The earthquake on February 6, 2023, once again underscored the importance of preserving cultural heritage through scientific methods. Comprehensive protection, as well as the development and implementation of multifaceted risk management strategies, is of critical importance. In this context, our risk management efforts, supported by the Izmir Development Agency, are ongoing. I would also like to express my gratitude to the experts and administrators from İzmir Institute of Technology, Katip Çelebi University, Demokrasi University, Ege University, Dokuz Eylül University, and İzmir Kavram Vocational School for their collaboration in balancing conservation and usage in regional planning. We have been engaged in intensive work for an extended period.

Another goal of today's panel and workshop is to establish a UNESCO Chair on 'Risk Management regarding Cultural Heritage' at İzmir Institute of Technology. I extend my thanks to all the institutions supporting this initiative, including the Ministry of Culture and Tourism, the Turkish National Commission for UNESCO, ICOMOS Türkiye, the İzmir Governorship, İzmir District Governorship, İzmir Provincial Directorate of Culture and Tourism, İzmir Metropolitan Municipality, Konak Municipality, TARKEM, Yaşar University, Istanbul Bilgi University, and the universities from the United Kingdom, Denmark, Switzerland, and the Netherlands that are participating. I wish all participants a productive and successful workshop.

Abdülaziz Ediz
The Historical Port City of Izmir Site Manager



Welcome to Kemeraltı. TARKEM is an urban alliance founded with 180 partners under the leadership of the İzmir Governorship, Konak Municipality, Ministry of Culture and Tourism, and İzmir Metropolitan Municipality, in partnership with Non-Governmental Organizations, Chambers, Exchanges, Unions, Business Associations, and tradespeople dedicated to Kemeraltı.

Today, we commemorate the 18 April International Day for Monuments and Sites. On this occasion, I would like to acknowledge the İzmir Institute of Technology, a significant institution both in Türkiye and globally. I am a graduate of the Institute. Since its establishment, the institute's work in collaboration with TARKEM in the field has made it exceptional. The support of Rector Prof. Dr. Yusuf Baran and the valuable contributions of our esteemed faculty members in this field have been of great importance.

Kemeraltı, which holds the city together and continues to play an active role today, is a source of pride for all of us. After the recent local elections, I evaluate the stance of our newly elected mayors on Kemeraltı as very positive. I would also like to emphasise that the Historic Akın Passage, where we are currently gathering, is a very suitable venue for this event. This building was restored with the support of the İzmir Governorship. I extend my best wishes to all those who will be contributing to this workshop. Thank you for your dedication and efforts.

Sergenç İneler
TARKEM General Manager

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INTRODUCTION

Prof. Dr. Mine Turan¹

The panel and workshop titled The Historical Port City of Izmir: 18 April and UNESCO Studies from Past to the Future was planned with the coordination of Izmir Institute of Technology (IZTECH)², Historical Port City of Izmir Site Management Office (IHPCSMO) and TARKEM (Historic Kemeraltı Construction, Investment, Commerce Joint Company)³. The main aim of this activity was to provide an opportunity to discuss the scope of a possible UNESCO Chair on the multi-hazards and resilience of historic port cities that will be established at IZTECH. The panel and workshop were a two-day activity held in the historic Akın Passage in Kemeraltı. The participants from abroad contributed online.

On the first day, opening speeches were made by Prof. Dr. Yusuf Baran (Figure 1), Rector of IZTECH, Prof. Dr. Fehmi Doğan, dean of the Faculty of Architecture of IZTECH; Dr. Cemil Tugay, mayor of Izmir metropolitan city; İsmail Çorumluoğlu, vice governor of Izmir city; and Abdülaziz Ediz, the site manager of the historic port city of Izmir; Serengeç İnel, director of TARKEM; Architect Nilüfer Çınarlı Mutlu, mayor of Konak district.



Figure 1. Prof. Dr. Yusuf Baran, Rector of IZTECH, opening the UNESCO Chairs panel and workshop (left), valuable participants of the panel (right)

To provide a ground for the workshop regarding the UNESCO Chair proposal, experts defined concepts related to World Heritage Sites and UNESCO Chairs. Yıldırım İnan from the Ministry of Culture and Tourism provided valuable information on the role of World Heritage Sites in education. Esra Hatipoğlu Aksoyoğlu from the UNESCO National Commission of Türkiye introduced UNITWIN Networks and UNESCO Chairs.

¹ Izmir Institute of Technology, Department of Conservation and Restoration of Cultural Heritage, İYTE, KVKO Sekreterliği, Urla, Izmir, Türkiye. mineturan@iyte.edu.tr. <https://restoration.iyte.edu.tr/en/home-page/>

² IZTECH Team: Prof. Dr. Yusuf Baran, Prof. Dr. Fehmi Doğan, Prof. Dr. Mine Turan, Prof. Dr. Koray Velibeyoğlu, Prof. Dr. Engin Aktaş, Prof. Dr. Nurhan Ecemiş, Prof. Dr. Şebnem Elçi, Doç. Prof. Dr. Zeynep Aktüre, Doç. Dr. Bergüzar Özbahçeci, Doç. Dr. Deniz Gerçek Kurt, Doç. Dr. Ozan Uştuk, Dr. Öğ. Üyesi Korhan Deniz Dalgıç, Ar. Gör. Şeyma Sarıbekiroğlu, Ar. Gör. Hatice Ayşegül Demir, Ar. Gör. Tuğçe Işık, Ar. Gör. Nihan Bulut, Ar. Gör. Zeynep Özkaya.

³ IHPCSMO and TARKEM team: Abdülaziz Ediz, Bilge Nur Bektaş, Süleyman Burçak Çıkıkçı, Ahu Sönmez, Cem Büyüksural.



Figure 2. Yildirim İnan (left), Esra Hatipoğlu Aksoyoğlu (right)

After these lectures, two examples of already established UNESCO Chairs in Türkiye were introduced. Assoc. Prof. Dr. Elif Çetin made a very informative speech on the UNESCO Chair on International Migration in Yaşar University, Izmir. Assoc. Prof. Dr. Serhan Ada pointed out the critical issues in the establishment of a UNESCO Chair and introduced the UNESCO Chair on Cultural Policy and Cultural Diplomacy in Bilgi University, Istanbul (Figure 2).



Figure 3. Assoc. Prof. Dr. Elif Çetin (left), Assoc. Prof. Dr. Serhan Ada (right)

In accordance with the proposed content and team of the proposed chair, Izmir as an example of a historic port city was introduced by Süleyman Burçak Çıkıkcı and Bilge Nur Bektaş from the IHPCSMO (Figure 4). The related conservation and risk management activities, and UNESCO World Heritage List application process realised by the IHPCSMO were presented.



Figure 4. Süleyman Burçak Çıkıkçı (left), Bilge Nur Bektaş (right)

IZTECH and Risk Management Studies for Cultural Heritage were introduced by Prof. Dr. Engin Aktaş, the vice director of Integrated Research Centers at IZTECH. Prof. Dr. Mine Turan presented the framework of the proposed UNESCO Chair on multi-hazards and resilience of Historic Port Cities, which is planned to be established at IZTECH (Figure 5).

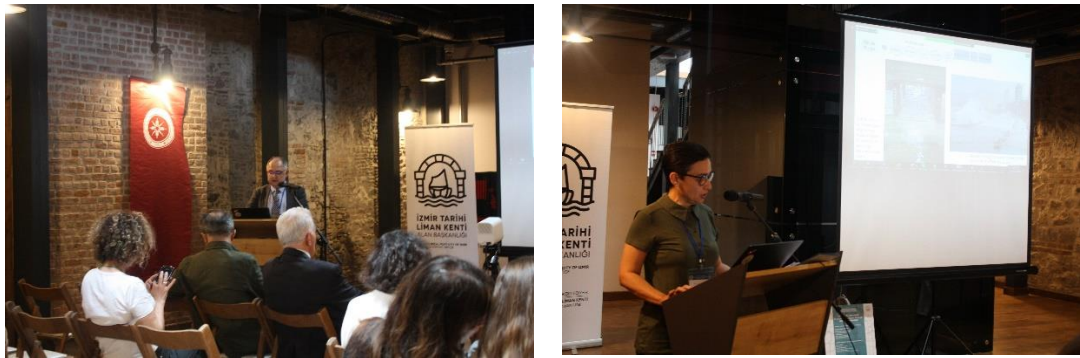


Figure 5. Prof. Dr. Engin Aktaş (left), Prof. Dr. Mine Turan (right)

UNESCO Chair holders from various European countries shared their valuable experiences as well (Figure 6). Prof. Dr. Lorenzo Cantoni from Universita della Svizzera Italiana, Lugano, Switzerland, kindly presented the UNESCO Chair on Information and Communication Technologies to develop and promote sustainable tourism in World Heritage Sites. Prof. Dr. Dina D'Ayala from University College London provided valuable clues about establishing and sustaining a UNESCO Chair and introduced the UNESCO Chair on Disaster Risk Reduction and Resilience Engineering. Prof. Dr. Carola Hein from Leiden-Delft-Erasmus Universities Consortium, Delft, Netherlands, presented UNESCO Chair on Water, Ports and Historic Cities. Assist. Prof. Dr. Alberto Innocenti from the University of Southern Denmark introduced the UNESCO Chair on Urban Resilience by providing information on different themes focused on related workgroups and activities.

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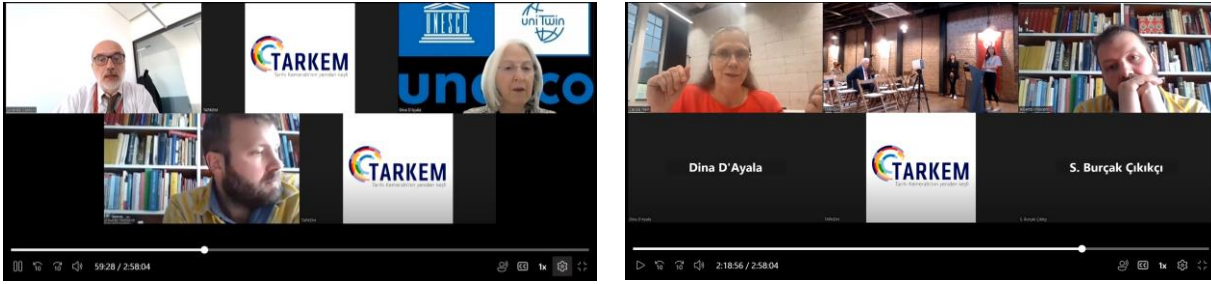


Figure 6. UNESCO Chair holders from various European countries sharing their experience

These presentations were followed by questions of the participants and critical remarks on establishing a UNESCO Chair were made through the discussions (Figure 7).



Figure 7. Questions (left) and answers (right) during the panel

On the second day, a site trip was made to the historic centre of Izmir, and risks regarding the built cultural heritage were evaluated via walking seminars (Figure 8). This was followed by a workshop in which the theme, mission, program, activities, and collaborations of the proposed chair were discussed. Valuable participants from the universities of Izmir, such as Prof. Dr. Eti Akyüz Levi and Assoc. Prof. Dr. Elif Çetin, World Heritage Site Specialist Yıldırım İnan from the Ministry of Culture, and specialists from IHPCSMO and IZTECH made significant contributions. The results of the panel and workshop will guide the development process of the UNESCO Chair on the multi-hazards and resilience of historic port cities, which will be established at IZTECH.



Figure 8. Site trip (left) and workshop (right)

UNESCO WORLD HERITAGE CONVENTION, UNESCO WORLD HERITAGE EDUCATION PROGRAMME AND LEGAL REGULATIONS IN TÜRKİYE ON SITE MANAGEMENT

Yıldırım İNAN⁴

The Educational Role of World Heritage Sites

UNESCO has a very significant position, established as a special organisation of the United Nations after WWII. The founding law of UNESCO was adopted in 1945 in the UK at a meeting attended by representatives of 44 countries. Türkiye was among the first states to sign this law. UNESCO works to promote education, science and culture for the establishment of peace on a global scale. This organisation also carries out its activities in the field of culture through the following programmes:

- Diversity of Cultural Expressions
- Intangible Cultural Heritage
- Underwater Cultural Heritage
- Illicit Trafficking of Cultural Artefacts
- Armed Conflict and Heritage
- World Cultural and Natural Heritage

Each of these programmes is conducted under intergovernmental conventions and has its own administrative bodies.

The Convention Concerning the Protection of World Cultural and Natural Heritage was adopted by the General Conference of UNESCO on 16 November 1972. The World Heritage Programme under the World Heritage Convention is one of UNESCO's best-known symbolic instruments.

The concept of World Heritage was born out of the need to protect heritage of outstanding universal value threatened by factors such as infrastructure and economic development projects. Therefore, The World Heritage Convention defines "World Heritage" as cultural and natural properties of universal value for all humanity, which, if damaged or destroyed in any way, would be a loss to all humanity.

The aim of the World Heritage Convention is the identification, protection, conservation, presentation, and transmission to future generations of cultural and natural heritage of outstanding universal value. It is stated in the Preamble of the Convention that stated:

"The cultural heritage and natural heritage are increasingly threatened with destruction not only by the traditional causes of decay, but also by changing social and economic conditions which aggravate the situation with even more formidable phenomena of damage and destruction".

The Convention is clearly set out as an international and intergovernmental instrument for the protection of all heritage against the forces of modern development, as well as the notion of community development.

⁴ The Ministry of Culture and Tourism, Directorate General for Cultural Heritage and Museums, Surveying and Planning Department, World Heritage Sites Branch Office, Specialist, kulturvarlikmuze@kultur.gov.tr

Article 5 of the Convention clearly recognises the important role often played by cultural heritage in the lives of individuals and communities and in strengthening cultural identity. It is stated that:

“In order to ensure the sustainable protection of the cultural and natural heritage, a conservation policy based on planning should be adopted by giving a function in the life of the community.”

Türkiye became a party to the Convention in 1983. As of 2024, 195 countries have become parties to the Convention. The procedures for the implementation of the Convention are carried out by the World Heritage Committee, consisting of 21 State Parties. These 21 States Parties are elected for four-year terms according to different geographical distributions. Secretariat work is carried out by the World Heritage Centre. As a result of the elections held during the 24th General Assembly of the States Parties to the World Heritage Convention, Türkiye received the highest number of votes and was elected as a member of the World Heritage Committee for the period 2023-2027.

The Operational Guidelines for the Implementation of the World Heritage Convention is the main regulation guiding the conservation and management frameworks and practices for nominated and inscribed World Heritage properties.

The effective implementation of the UNESCO World Heritage Convention began with the introduction of the World Heritage List in 1976. In this way, natural and cultural areas were declared as the unique common heritage of humanity.

As of 2024, 1223 properties in 168 countries were inscribed on the World Heritage List. Among world heritage sites, there are 49 common (cross-border) properties, 952 cultural properties, 231 natural properties, and 40 mixed properties.

Undoubtedly, the inscription on the World Heritage List (Figure 1) is very important in terms of prestige and recognition. Each year, a growing number of States Parties submit nominations to the World Heritage Committee. Türkiye has 21 properties inscribed on the UNESCO World Heritage List as of 2024 (Figure 2).

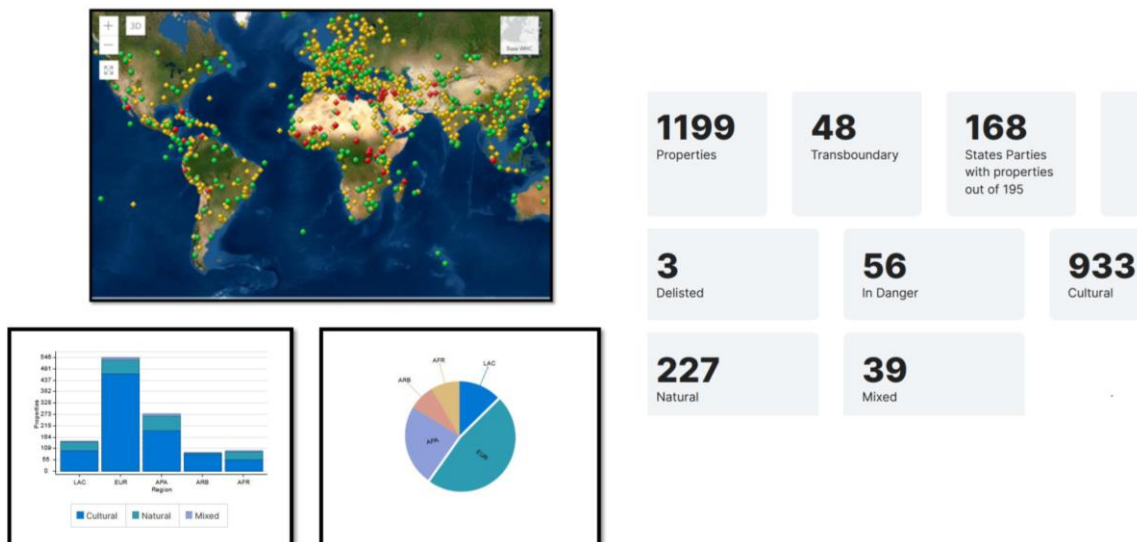


Figure 1. Properties on the World Heritage List

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- ◆ Göreme National Park and the Rock Sites of Cappadocia
- ◆ Great Mosque and Hospital of Divriği
- ◆ Historic Areas of Istanbul
- ◆ Hattusha: the Hittite Capital
- ◆ Nemrut Dağ
- ◆ Hierapolis-Pamukkale
- ◆ Xanthos-Letoon
- ◆ City of Safranbolu
- ◆ Archaeological Site of Troy
- ◆ Selimiye Mosque and its Social Complex
- ◆ Neolithic Site of Çatalhöyük
- ◆ Bursa and Cumalıkızık: the Birth of the Ottoman Empire
- ◆ Pergamon and its Multi-Layered Cultural Landscape
- ◆ Diyarbakır Fortress and Hevsel Gardens Cultural Landscape
- ◆ Ephesus
- ◆ Archaeological Site of Ani
- ◆ Aphrodisias
- ◆ Göbekli Tepe
- ◆ Arslantepe Mound
- ◆ Gordion
- ◆ Wooden Hypostyle Mosques of Medieval Anatolia



Figure 2. UNESCO World Heritage List - Türkiye

As mentioned before, the main aims of the World Heritage Convention are:

- to protect cultural and natural heritage,
- to promote this heritage to the world,
- to create public awareness and
- to ensure the necessary cooperation for the preservation of cultural and natural values that have been damaged and destroyed for various reasons.

There is no doubt that the role of "education" is very important for the achievement of all these purposes. Education is an important tool for raising awareness for the effective protection of world heritage. However, active participation is extremely essential for education to be an effective tool.

The Operational Guidelines also include numerous statements addressing community engagement. Such as;

12. States Parties to the Convention are encouraged to adopt a human-rights-based approach and ensure gender-balanced participation of a wide variety of stakeholders and rights-holders, including site managers, local and regional governments, local communities, indigenous peoples, non-governmental organisations (NGOs) and other interested parties and partners in the identification, nomination, management and protection processes of World Heritage properties. (Decision 43 COM 11A)

123. (Participation in the nomination process) Effective and inclusive participation in the nomination process of local communities, indigenous peoples, governmental, non-governmental and private organisations and other stakeholders is essential to enable them to have a shared responsibility with the State Party in the maintenance of the property. States Parties are encouraged to ensure that Preliminary Assessment requests involve appropriate stakeholders and rights-holders' engagement. They are also encouraged to prepare nominations with the widest possible participation of stakeholders and shall demonstrate, as appropriate, that the free, prior and informed consent of indigenous peoples has been obtained, through inter alia, making the nominations publicly available in appropriate languages and public consultations and hearings. Where appropriate, States Parties are also encouraged to consult potentially concerned States Parties, including neighbouring States Parties, to promote consensus and collaboration and to celebrate cultural diversity. (Decision 39 COM 11 Decision 43 COM 11A)

With the amendment in this paragraph of the Operational Guidelines, an additional section titled "participation" has been added to the nomination file on protection and management.

In addition, the involvement of young people in the conservation of World Heritage Sites is considered to be of particular importance. The idea of involving young people is based on Articles 27 and 28 of the Convention Concerning the Protection of the World Cultural and Natural Heritage:

VI. EDUCATIONAL PROGRAMMES

Article 27

1. The States Parties to this Convention shall endeavour by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage defined in Articles 1 and 2 of the Convention.

2. They shall undertake to keep the public broadly informed of the dangers threatening this heritage and of the activities carried on in pursuance of this Convention.

Article 28

States Parties to this Convention which receive international assistance under the Convention shall take appropriate measures to make known the importance of the property for which assistance has been received and the role played by such assistance.

In this respect, in this part of my presentation, I would like to give a brief information about the Education Programme established by the UNESCO World Heritage Centre for World Heritage Sites.

The UNESCO World Heritage Education Programme was initiated as a UNESCO special project in 1994.

This Programme gives young people a chance to voice their concerns and to become involved in the protection of common cultural and natural heritage. It seeks to encourage and enable tomorrow's decision-makers to participate in heritage conservation and to respond to the continuing threats facing the World Heritage.

The Programme is led by the UNESCO World Heritage Centre (WHC) in coordination with the UNESCO Associated Schools (ASPnet) and in close cooperation with UNESCO Field Offices, National Commissions for UNESCO and other partner stakeholders.

The Objectives of the Education Programme are:

- To encourage young people to become involved in heritage conservation on a local as well as on a global level.
- To promote awareness among young people of the importance of the UNESCO World Heritage Convention (1972) and a better understanding of the interdependence of cultures amongst young people.
- To develop new and effective educational approaches, methods and materials to introduce/reinforce World Heritage education in the curricula in the vast majority of the UNESCO Member States.
- To foster synergies amongst stakeholders in the promotion of World Heritage Education on a national and international level.

The different activities carried out under the World Heritage Education Programme are (1) The World Heritage in Young Hands Kit, (2) Youth Forums, (3) The World Heritage Volunteers Projects, and (4) Animated Short Films.

1. The World Heritage in Young Hands Kit is based on an interdisciplinary approach seeking to involve teachers across curricula in raising awareness of young people on the importance of World Heritage. The Kit strives to incorporate World Heritage into the curriculum as a way of delivering core subjects and transverse themes in the classroom as well as through extra-curricular activities. The Kit focuses on creative and participatory methods of teaching, involving students in research, collecting and analysing data, role-playing and simulation exercises, information and communication technology, and taking part in well-planned field trips.

The World Heritage in Young Hands Kit presently exists in 40 national language versions. The Kit includes six chapters supplemented with resource materials:

- Educational approaches to World Heritage
- The World Heritage Convention
- World Heritage and identity
- World Heritage and tourism
- World Heritage and environment
- World Heritage and a culture of peace
- Resource Materials

2. The World Heritage Young Professionals Fora are among the flagship activities of the World Heritage Education Programme. Youth Forums (Figure 3) are designed to foster learning and exchange by bringing together young people and heritage experts from different parts of the world to discover new roles for themselves in heritage conservation.

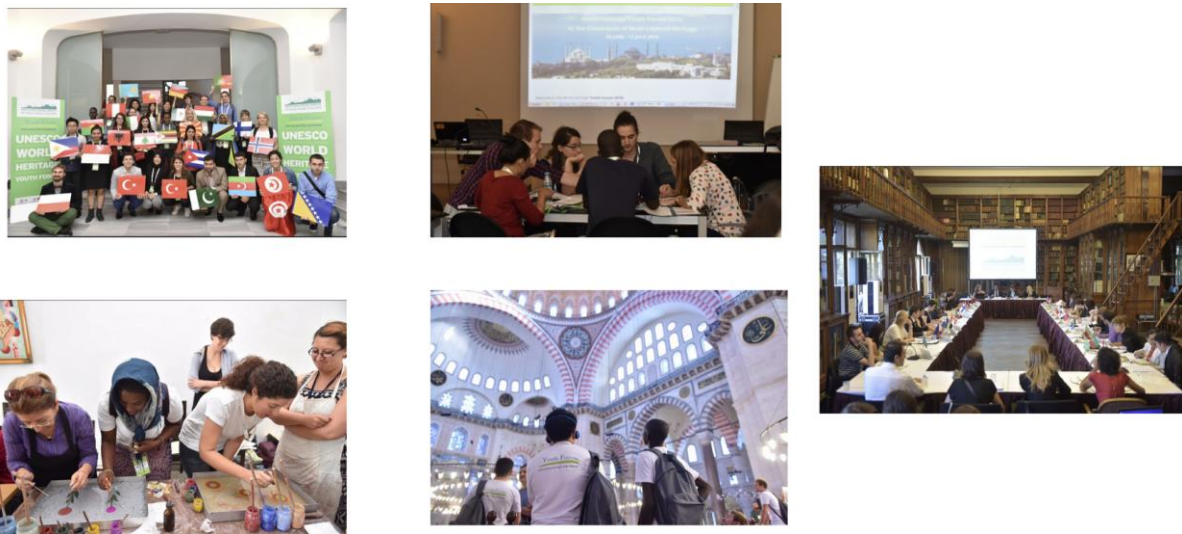


Figure 3. Youth Forums

A platform is provided for intercultural dialogue and discourse, enabling young professionals to explore the concepts related to World Heritage protection and conservation in greater depth through discussions, debates, and lectures.

International Young Professionals Forum has been organised annually in conjunction with the World Heritage Committee session since 1995. It allows the participants to gain local insights into heritage management from the experience of the host country and through site visits to World Heritage properties. The participants can meet with the members of the World Heritage Committee and its Advisory Bodies and discuss the 1972 Convention and its implementation in greater depth.

3. World Heritage Volunteers Projects are organised within the framework of the UNESCO World Heritage Education Programme. The World Heritage Volunteers (WHV) Initiative was launched in 2008 in collaboration with the Coordinating Committee for International Voluntary Service (CCIVS) to mobilise and involve young people and youth organisations in World Heritage preservation and promotion.

The World Heritage Volunteers campaigns provide enriching opportunities for young people, going beyond borders to some of the world's most unique places. Several WHV projects were organised in Türkiye, some of which are:

- 2019 - The Colors of Cappadocia Göreme National Park and the Rock Sites of Cappadocia
- 2021 - Once Upon a Time in Anatolia Early period of Anatolian Turkish Heritage: Niksar, The capital of the Danishmend Dynasty
- 2022 - Heritage for Future in the Historical Port City of Izmir
- 2022 - Bath in Therma Sarıkaya Roma Hamamı
- 2023 - Sustainable Heritage for the Future in Historic İzmir
- 2023 - Do You Know the City You Live in? - Historical Areas of Istanbul

4. Animated Short Film includes episodes of “Patrimonito’s World Heritage Adventures”. Patrimonito means 'small heritage' in Spanish, and the character represents a young heritage guardian. Patrimonito, created in 1995 by a group of Spanish-speaking students during a workshop at the 1st World Heritage Youth Forum, is now widely adopted as the international mascot of the World Heritage Education Programme.

In the 15th episode, Patrimonito, with two children named Elif and Ali, explores World Heritage sites in Türkiye, like Nemrut Dağ, Ephesus, Göreme National Park and the Rock Sites of Cappadocia (Figure 4). They discover that the sites are vulnerable to the effects of climate change and might be threatened in the future if required actions are not taken.



Figure 4. Patrimonito’s World Heritage Adventures

Educational activities for the identification, protection and promotion of the properties inscribed on the World Heritage List in Türkiye are also conducted effectively through management plans, in which public participation is ensured at a high level.

In line with the World Heritage Convention, the legislative framework was revised at the national level. Law on the Conservation of Cultural and Natural Property numbered 2863, and the Regulation on the Substance and Procedures of the Establishment and Duties of the Site Management and the Monument Council and Identification of Management Sites determine the principles and procedures for managing cultural heritage sites in Türkiye.

The site management mechanism is composed of a site manager, an advisory board, and a coordination and supervision board.

The management plan is prepared in coordination with the site manager. The main tasks of the site manager include ensuring the coordination between the relevant administrations and organising the meetings to be held during the preparation, approval, implementation, and monitoring of the management plan.

The Advisory Board is composed of members from professional chambers, civil society organisations, relevant university departments and people with the right to property within the management area. This Board is designed to ensure democratic participation in site management.

It is composed of representatives from various segments of society in order to enable those who will be affected by the management activities to actively participate in the process and to be a part of the

management by actively participating in the decision-making process or by monitoring the decision-making process.

The advisory board is responsible for the evaluation of the management plan. The board examines the draft management plan and submits proposals for decision-making and implementation regarding the plan. All issues and proposals are negotiated by the advisory board.

The Coordination and Supervision Board is composed of members, including the site manager, members elected by the advisory board and representatives from each of the administrations, of which the services are needed for the implementation of the management plan. The Board is the responsible body for the approval and implementation of the management plan.

When the management plans are analysed, it is seen that "education" is addressed as a separate topic in almost all of them and various training activities for different target groups are addressed in the action plans under this topic.

In line with the recently embraced participatory approach, efforts are underway to extend activities based on active participation and mutual interaction rather than a top-down, one-way relationship in education programmes for the recognition, effective protection and promotion of World Heritage Sites.

On-line references

<https://whc.unesco.org/en/wheducation/> (15.04.2024)

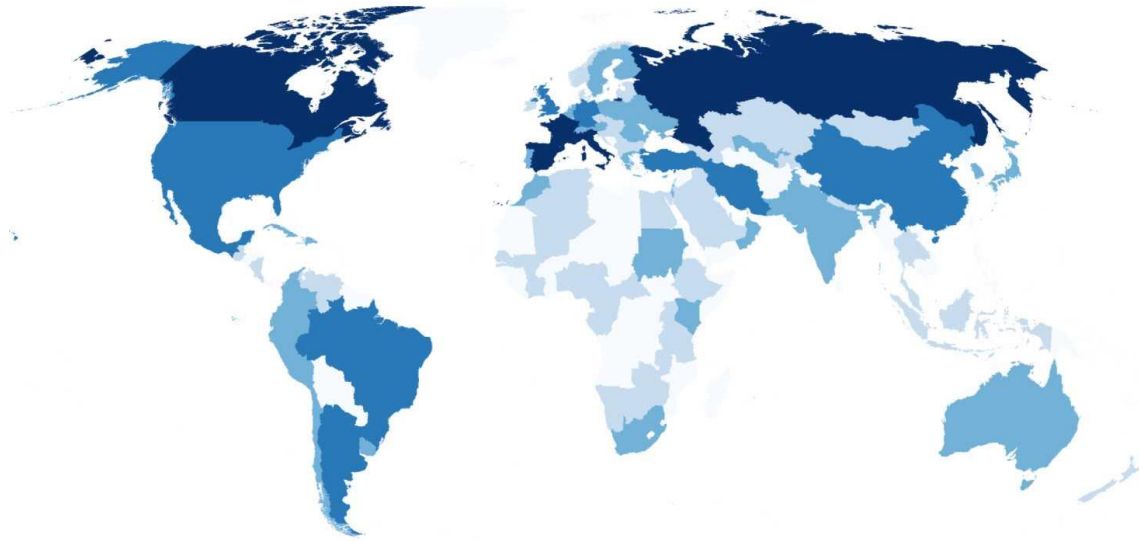
<https://kvmgm.ktb.gov.tr/TR-44393/unesco.html> (15.04.2024)

UNITWIN / UNESCO CHAIRS PROGRAMME

Esra Hatipođlu Aksoyođlu⁵

As you may know, the UNITWIN UNESCO Chairs Programme is a global network of universities supporting UNESCO's work in education, sciences, culture, and communication. The programme was launched in 1992 to promote international inter-university cooperation, share knowledge, and develop collaborative work.

There are over 1,000 UNESCO Chairs and UNITWIN networks in more than 125 countries (Figure 1). The Programme helps establish these partnerships and supports their activities. In Türkiye, we have 19 UNESCO Chairs and networks.



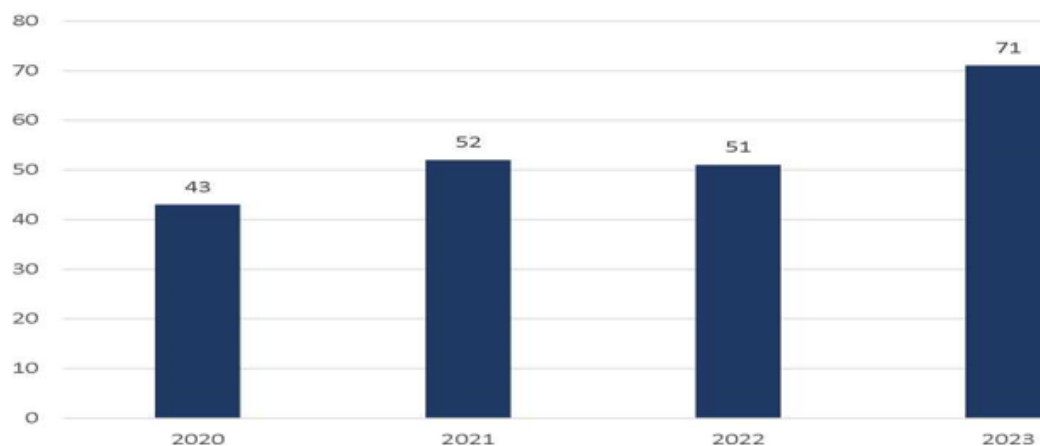
No chairs Less than 5 chairs Between 6 and 15 chairs Between 16 and 29 chairs 30 or more chairs

Figure 1. The distribution of UNESCO Chairs in the World

UNESCO Chairs bring together partners from academia, civil society, local communities, and policymakers for project implementation. Each Chair also works to spread UNESCO's humanistic values through education.

Interest in the Programme is growing worldwide, with over 70 applications received last year (Figure 2).

⁵ UNESCO Türkiye National Commission, Education Specialization Committee, Sector Specialist and Reporter, esrahatipoglu@unesco.org.tr



Note that the increase in 2021 may be attributed to the spillover from 2020 - the year where a number of applications were left incomplete.

Figure 2. Countries applying for a UNESCO Chair or UNITWIN Network by cycle

Regarding the application cycles, there is a guideline for the procedure (Figure 3). Each year, you have to submit your proposal to UNESCO Headquarters in Paris by April 30th. Applications are submitted through an online platform. Since a support letter from your country's National Commission is required, you must first send your proposal to the NatCom in your country.

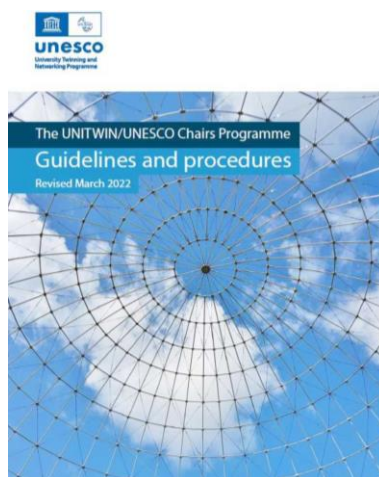


Figure 3. The Application Guideline and Procedures

In Türkiye, the deadline is set for April 1st. A group of experts reviews the proposals and either supports them or advises improvements, with the final decision made by the Executive Board. Until last year, there was no limit on the applications per country, but the Programme has now limited this to 2 applications per country until further notice. Applications must meet all the required criteria.

Here are some key requirements (Figure 4): Your application must align with UNESCO's current priorities and engage with its entities and networks. UNESCO also emphasises international cooperation, such as South-South or North-North cooperation, depending on the context. Gender equality is a priority, so your application must include a gender and foresight component.



Figure 4. Key Requirements for the Application

As a member of this network, you will have opportunities to join a distinguished group of international academics, connect on actions towards sustainable development, enhance institutional capacities, contribute to international debates, and shape future generations.

Engaging with UNESCO programs, networks, and Chairs, as well as their partners, is crucial because it's a network-based initiative. You must connect with other UNESCO programs. As the Turkish National Commission, we also have specific roles and responsibilities.

We hold annual meetings and orientation sessions. Although these meetings were paused due to the pandemic, we will resume them. During these meetings, we share information and best practices and highlight the impact and activities with relevant stakeholders. We also connect with other UNESCO networks, such as ASPnet, Learning Cities, Creative Cities, and Category II Centers, as well as UNESCO clubs.

As the Turkish National Commission, we monitor the UNESCO Chairs in our country, support their engagement, and participate in decisions regarding their renewal or non-renewal.

Visibility is a key aspect of a UNESCO Chair, starting with the correct use of the logo (Figure 5).



Figure 5. The logo of a UNESCO Chair

Let me outline some of the required criteria (Figure 6). To establish a UNESCO Chair at your university, it must be a higher education institution and contribute to UNESCO's priorities, such as Africa, gender equality, or the five sectors of UNESCO's strategic framework.

Criteria 1 : Required

ELIGIBILITY

- Higher education Institution

SCOPE/FOCUS

- Contribution to UNESCO priorities

APPROACH

- Integrated approach
- Engagement with UNESCO and its networks
- South-South and North-South-South cooperation

CAPACITY

- Requisite expertise
- Capacity for inter-university cooperation and networking
- Financial sustainability

Criteria 2 : Desirable

ELIGIBILITY

- Underrepresented countries/regions
- New institutions
- Gender equality

SCOPE/FOCUS

- Beyond national focus
- Interdisciplinary approaches
- Future-oriented approaches
- New thematic areas at country level

APPROACHES

- Gender lens

Figure 6. Criteria required for establishing a UNESCO Chair

Your approach must be integrated, engaging with UNESCO and its networks, and include international cooperation.

I'm confident that universities have the requisite expertise and capacity for inter-university cooperation, networking, and financial sustainability, all of which are essential for the success of the project.

Additionally, if your university does not already have a UNESCO Chair, it is preferable for it to be the first. I think I have summarised the application process. If you have any other questions, I will be happy to answer them.

Q&A

Q1. You mentioned that applications should be submitted by April 1st of the year, so the deadline has already passed.

E.H. Yes, but you can apply every year. If you want to revise your proposal, you may submit it again next year.

We have set the deadline for April 1st because UNESCO Headquarters in Paris has limited the number of applications per country to two. Therefore, we need to select and decide on the two proposals to support. This is why we must review the proposals before sending them to the headquarters.

By the way, we have already received several applications this year, and they are currently under examination.

Q2. Could you elaborate on the advantages of having a UNESCO Chair at a university? What are the benefits of having a UNESCO Chair at your institution?

E.H. I can see some participants here who already have a UNESCO Chair, for example, Serhan Ada. He might be able to provide more insights on the advantages of having a UNESCO Chair. Of course, it's up to you how much you integrate with the international community, but having a UNESCO Chair is also prestigious both internationally and nationally.

Serhan Ada: I believe that having a UNESCO Chair adds an extra point of prestige to the university itself. It enhances the visibility of what you are doing in your field and discipline. The UNESCO Chair adds value not only in the international arena among other universities and colleagues but also within the institution that holds the Chair.

Q3. I understand that there are currently nineteen UNESCO Chairs in Türkiye. Are there common themes among them, such as a focus on cultural heritage or risk assessment? How much do they collaborate with each other?

Also, in the previous presentation, we discussed how educational and participatory aspects of UNESCO activities are prioritised. Are these Chairs actively involved in these programs as part of their agenda?

E.H. I can confirm that all UNESCO Chairs in Türkiye are very active. We have 18 UNESCO Chairs and one UNITWIN network, focusing on areas such as gender equality and sustainable development. There are several themes involved. They are active both nationally and internationally.

There is a Chair focused on the management of World Heritage, but currently, there is no Chair specifically for risk management. However, last year, a Chair was established that focuses on water management, which involves managing risks in that area.

YAŞAR UNIVERSITY UNESCO CHAIR ON INTERNATIONAL MIGRATION

Assoc. Prof. Dr. Elif Çetin⁶

Introduction

YU UNESCO Chair on International Migration was established in 2016, and it remains the first and only UNESCO Chair in Türkiye to have a specific focus on migration. On 4 September 2023, following the unexpected leave of the previous Chairholder from Yaşar University, the University appointed a new Chairholder, Assist. Prof. Dr. Elif ÇETİN upon receiving the approval of UNESCO. This presentation is prepared to reflect upon the activities that have been carried out within the frame of the UNESCO Chair holistically.

The social media accounts that the Chair currently has involve further details of the points presented in this presentation, and they are being actively used and interacted:

- Web: <https://unescochair.Yasar.edu.tr>
- Twitter account: @yu_unesco
- Instagram account: @yu_unesco

As outlined in «the UNITWIN/UNESCO Chairs Programmes Guidelines and Procedures» document, as a UNESCO Chair, it is composed of a team led by a higher education institution that partners with UNESCO to advance knowledge and practice in an area of common priority.

The Purpose of the Chair

Since its establishment, the Chair's activities have been taking place to realise the following two key purposes: (1) to contribute to the creation of an integrated system of research, training, information and documentation on international migration and (2) to facilitate collaboration between high-level, internationally-recognised researchers and teaching staff of the University and other institutions in Türkiye, as well as elsewhere in Europe and North America and other regions of the World.

The activities that have been carried out by the Chair generated outputs and impact that go beyond the scope of academia by ensuring institutional cooperation, offering public events and trainings for policy practitioners, service-providers, humanitarian aid workers and a wider group of migration researchers.

⁶ Yaşar University, Izmir. Chairperson of UNSECO Chair on International Migration. elif.cetin@yasar.edu.tr

The Objectives of the Chair

In addition to its key purposes, the Chair has been pursuing the following main objects through its research, publication, various forms of dissemination and collaboration activities:

1. To establish and consolidate the dialogue between researchers, policy-makers, local communities and civil society on international migration;
2. To create and maintain an interdisciplinary cooperation platform to ensure the sharing of knowledge, experience and good practices and to support the development of better policy responses on migration;
3. To undertake jointly with partners research on migration-related issues and publish results, organise seminars and workshops;
4. To cooperate closely with UNESCO on relevant programmes and activities, as well as with other relevant UNESCO Chairs.

Major outputs

The Chair has already achieved a well-respected identity at the national and international levels as one of the referred sources of academic activities.

A strong and sustainable cooperation platform was established between Yaşar University, İzmir Directorate General for Migration Management and local UN offices of IOM and UNHCR. This cooperation platform enabled directors and social workers from the relevant UN institutions to give guest lectures, which allowed students to be also informed about career opportunities at IOM and UNHCR. The Chair has recently been seeking to further strengthen its relations with the key international actors involved in the global management of migration, namely IOM and UNHCR. For that purpose, the Chairholder has been in close cooperation with the IOM and UNCHR Offices in Türkiye.

Moreover, within the framework of the Chair, three courses were developed at the undergraduate and graduate levels, which are “IR 4457 Politics of Migration”, “INRL 5028 International Migration and the EU”, and “ID 450 Design Thinking”. These courses are already part of the official curriculum of the Yaşar University.

Furthermore, the UNESCO Chair has a cooperation agreement with one of the most active non-governmental organisations (NGOs) in Türkiye, IGAM (Centre for Asylum and Migration Research). In accordance with this cooperation agreement, Yaşar University students are offered internship opportunities at IGAM in Ankara. IGAM and UNHCR Izmir's office gave a guest lecture and informed students about traineeship and career opportunities at their offices.

Projects

Since its establishment, the following projects have been completed by the Chair:

- Integrating Syrians into Turkish Higher Education through Recognition and Qualifications (REFREC-TR) (2017-2019)
- Wellbeing, Housing and Infrastructure in Türkiye (WHIT) (2019-2021)
- Inclusion in or Exclusion from the Turkish Labour Market? An Ethnographic Analysis on Syrian Refugees in Izmir (INorEX) (2017-2018)

- Migrant Smuggling in Aegean Region: Perceptions and Migrants' Decision Making (November 2016-July 2017)
- My Health (2020)

Further information on each of these projects is available on the Chair website (<https://unescochair.Yasar.edu.tr>).

Partnerships

The Chair currently has several partners, both from Türkiye and abroad. The partners involve universities, research centres that focus specifically on different aspects of international migration, NGOs and public institutions. Some of the key partners of the Chair include İstanbul University, Bilgi University, IGAM, Directorate General for Migration Management (DGMM), ELIAMEP (Hellenic Foundation for European & Foreign Policy) and the University of Catania.

A Selection of Recent Activities

The current Chairholder has organised and moderated several seminars and panels that took place in-person and also online. Some of the examples of these dissemination activities involve the following:

- **“Understanding International Migration in the 21st Century: Actors, Policies, Challenges and Opportunities”**, 19 December 2023, online panel. This online panel is organised and hosted by the Chair, in collaboration with Yaşar University Department of International Relations, to raise awareness about the week on which World Migrants Day is celebrated. The speakers included Prof. Dr. Saime OZCURUMUZ (Başkent University, Ankara), Assoc. Prof. Dr. Fulya MEMISOGLU (Yıldız Teknik University, İstanbul) and Dr. Sara SILVESTRI (Senior Lecturer/Assoc. Prof. Dr.; City University of London); the number of participants: 51.
- **“Kuruluşunun 100. Yılında Cumhuriyetin Göç Tarihi”** (Migration History of Turkish Republic in its 100th Year of Establishment), 22 December 2023, online panel. The online panel is organised and hosted by the Chair, in collaboration with Yaşar University Department of International Relations, in order to mark the 100th year of the Republic of Türkiye. The speakers involved in this event were Prof. Dr. Işıl OZKAN (Yaşar University, İzmir), Prof. Dr. Ahmet ICDUYGU (Koc University, Director of Migration Research Centre (MiReKoc), İstanbul) and Prof. Dr. Murat ERDOGAN (Ankara University; Ankara University, Founder and Director of Mülkiye Migration Research Center); the number of participants: 40.
- **“Career Opportunities at United Nations High Commissioner for Refugees (UNHCR) and İltica ve Göç Araştırmaları (IGAM)”**, 26 February 2024, seminar. The seminar is organised and hosted by the Chair in collaboration with Yaşar University Department of International Relations. The speakers involved Ms. Aylin MUTLU (UNHCR İzmir) and Mr. Metin ÇORABATIR (Founder and President of the Research Centre on Asylum and Migration (IGAM)). Each of the speakers gave guest lectures as part of IR 3374- International Political Communication Methods undergraduate course taught by the Chairholder and informed students about the traineeship and career opportunities at their respective institutions; the number of participants: 35.

- **“Taking Care of Elderly During the Pandemic Days: The Case of Uzbek and Georgian Women Migrants in Türkiye”**, 7 March 2024, webinar. The webinar is organised and hosted by the Chair in collaboration with Yaşar University Department of International Relations to mark the week on which International Women’s Day is celebrated. The speaker was Assoc. Prof. Dr. Bezen BALAMIR COSKUN (TED University, Ankara; and Izmir Policy Center Platform); the number of participants: 25 (Figure 1.).

A Selection of Recent Activities



Figure 1. Recent Activities of the UNESCO Chair: seminars

Apart from these, The Chair also organised an online seminar in collaboration with Yaşar University Graduate School and Yaşar University Department of International Relations where Zeynep Günsal, Yaşar University Dept. of International Relations MA student, delivered a presentation based on her master’s thesis research, which was supervised by the current Chairholder, Assoc. Prof. Dr. Elif Çetin, by focusing on **“Migration Debates in the European Parliament: Reflections of 2015 and 2022 Migration Crisis”** on 29 December 2023.

In addition, the current Chairholder has also had the chance to contribute to several seminars as an invited speaker. Some of the examples of these seminars involve the following:

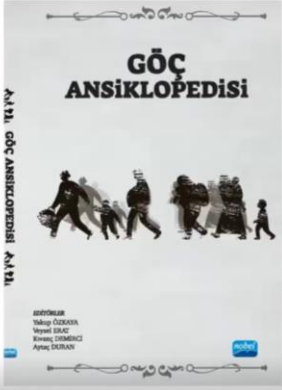
1. **“The Consequences of War in Ukraine on Human Migration”**, Diplomasi Zirvesi (Diplomacy Summit) (13 February 2024) [online].
2. **“The impact of migration on the EU-Türkiye relations”**, webinar organised by İstanbul Aydın University (1 February 2024).

Furthermore, in order to mark the World Radio Day, the Chairholder gave an interview at Yaşar University Radio, which is available at:

<https://radyu.Yasar.edu.tr/dr-ogr-uyesi-elif-cetin-ile-2024-dunya-radyo-gunu-ozel/>

Moreover, since its establishment, several publications in the form of journal articles, book chapters, encyclopaedia entries, project reports and policy briefs have come out as a result of the research activities of the Chair (Figure 2). The full list of these publications can be found on the Chair website.

A Selection of Recent Activities (cont'd)



The image shows the cover of the book 'Göç Ansiklopedisi' (Migration Encyclopedia). The title is prominently displayed at the top. Below the title, there is a silhouette illustration of a group of people, including adults and children, carrying bags and walking. The cover also includes the names of the editors: Mustafa ÖZKAYA, Vahit ERAT, Feriye DEMİRÇİ, and Aytaç DURAN. The publisher's name, Nobel Akademik Yayıncılık, is visible at the bottom right.

- ▶ New Publication in Göç Ansiklopedisi (Migration Encyclopedia) on “Geri Gönderme Yasası” (Non-Refoulement), “Göç Yönetişimi” (Migration Governance) and “Mülteci” (Refugee)
 - ❖ Elif Çetin. 2023. “Geri Gönderme Yasası” (Non-Refoulement), “Göç Yönetişimi” (Migration Governance) and “Mülteci” (Refugee). In Özkaya, Y., Erat, V., Demirci, K. and Duran, A. (eds.) Göç Ansiklopedisi. Nobel Akademik Yayıncılık.

Figure 2. Recent Activities of the UNESCO Chair: Publications

UNESCO CHAIR ON CULTURAL POLICY AND CULTURAL DIPLOMACY

Assoc Prof. Dr. Serhan Ada⁷

Let me begin by expressing my joy at being in my city, although I represent a university from Istanbul. I'm also delighted to be here as the president of the Izmir Mediterranean Academy.

I will try to share a brief presentation on the UNESCO chair at Istanbul Bilgi University, which is the only one of its kind in cultural policy and cultural diplomacy. Before I proceed, let me extend my sincere thanks to our hosts at IZTECH and the Historical Port City of Izmir Site Management Office, who have made a tremendous effort to organise this event despite the timing, given the Bayram holiday. I also would like to actively congratulate them for their efforts in establishing a UNESCO chair and, of course, the title.

Let me introduce my additional role as a faculty member of Arts and Cultural Management MA, BA and PhD programmes at Istanbul Bilgi University, where I have been teaching for the last 27 years. I will also mention about the road to create a UNESCO chair and making it sustainable. I have been familiar with the UNESCO system for quite some time, as Esra Hanım from the UNESCO National Commission has just mentioned. I served as the head of the Cultural Diversity Committee and was a member of the Executive Board of the Turkish National Commission for UNESCO. Since last year, I have been a member of the Scientific Council of UNESCO's Venice Regional Bureau, and this year, I was honoured to be elected as the Chair of the Council, marking the first time that Türkiye has had representation in this role.

My presentation today will focus on the concept of "critical mass" – a key element in making a UNESCO chair sustainable over the years. One shining example is the UNESCO Chair at Maltepe University, led by Professor Ioanna Kuçuradi, who is also a member of the Izmir Mediterranean Academy's board. Her exemplary work demonstrates how a UNESCO chair can be successfully maintained over the years. I'd like to note how she always emphasises, in the UNESCO chairs' meetings the importance of producing tangible outcomes from their activities. She frequently shares how her team has organised human rights conferences with the participation of other universities, which were then published. A critical mass, having regular outputs, is vital because founding a chair may not be difficult, but maintaining it requires sustained effort.

Now let me share the background of Istanbul Bilgi University, which I once called "a strange creature" because it was founded in a less popular district of Istanbul. The district of Kuştepe, where the first campus was founded, later gained prominence with the construction of the Trump Towers, which is just next to the campus. Despite initial discouragement, we established the first campus of this social sciences and humanities university in that area. It was then a real challenge, and I'm now proud to have been part of the founding team. Today, Istanbul Bilgi University has expanded to three campuses, offering a range of programmes, including engineering and preparing for a Faculty of Medicine.

The origins of our UNESCO chair date back to 1998 when we founded a new department called "Management of Performing Arts". All the entertainment, all the theatre, ballet, performances in art, etc., are also part of the scope of the department, and at that time, it was quite early for Türkiye, and people were a bit anxious. But now I'm proud to say that our alumni are excelling in various fields, including a theatre festival in Bergama here in Izmir, a Performing Arts Center in Istanbul (Performistanbul), and many others are pursuing PhDs or teaching abroad. The achievements of alumni are a key to the success of academic programmes.

⁷ Istanbul Bilgi University, UNESCO Chair in Cultural Policy and Cultural Diplomacy. serhan.ada@bilgi.edu.tr

Starting in 2005, we expanded our offerings to include a Cultural Management and an Arts Management Department, which have played a key role in the development of our chair. The department contributed significantly to the creation of Santral Istanbul, an Art, Culture, and Education Center, and Istanbul's first electric plant, now a major industrial heritage site. This campus, where we spent two and a half years working toward its restoration, remains a testament to our contributions to the cultural landscape. Our programmes were actively involved in the creation of Santral Istanbul, which also included a large contemporary art space, a residence for artists, etc., as well as some other university departments.

In 2007, a sub-track of the Performing Arts Department was established, and in 2008, we created Türkiye's first MA in Cultural Management. Through this programme, we organised a variety of activities, including Thursday Talks monthly, which focused on UNESCO's three major cultural conventions: the 1972 World Cultural Heritage Convention, the 2003 Intangible Cultural Heritage Convention, and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. The scope of our MA programme coincided with the overall UNESCO's work with culture.

Back in 2010, as part of Istanbul's designation as a European Capital of Culture, we organised a landmark conference that brought together participants from neighbouring countries, Armenia, Azerbaijan, Georgia, Iran, Jordan, Lebanon, Syria, and Türkiye. The conference, titled "Emerging Cultural Continent: Actors and Networks," was a success and resulted in a published volume in both Turkish and English. Although the political landscape has changed since then, it was a significant cultural initiative at the time.

In addition, since 2009, we have been publishing the bilingual *Cultural Policy Yearbook*, which is now in its 10th issue. This peer-reviewed journal consists of three sections: "Focus", "Open Space", and "Review" and covers themes such as culture in cities or the precarity and the resilience of theatre and "live art" ecosystems, especially after the COVID-19 pandemic, in the latest English edition set to be published by Peter Lang in Germany.

Our UNESCO Chair, inaugurated in 2018, focuses on cultural policy and cultural diplomacy. Its objectives include promoting cultural diversity at local, national, and international levels, developing cultural governance principles, and advancing the concept of cultural diplomacy for peace. We also work on capacity building in cultural management and advocate for civil society's role in UNESCO's cultural programmes.

As a contribution to the development of cultural expressions of cultural diversity, the Chair is striving to add some cultural content to the principle of governance and also to the concept of "cultural diplomacy", which now needs to be redefined as "international cultural relations for peace". We shouldn't forget that the founding principle of UNESCO is to establish lasting peace and secure human rights.

Research on the "status of the artist" is another objective of our Chair. Who is an artist? How do we define an artist in cultural policies? The Chair also tackles the status of artists and culture professionals in Türkiye and in our region. We organise advocacy projects and activities for the participation of civil society in national and local cultural policies and UNESCO's cultural programmes. The 2005 Convention on Cultural Diversity clearly states in Article 11 that civil society has a key role in the development and promotion of the expressions of cultural diversity; we also work as a consulting partner with the services of UNESCO for their research and publications.

In addition, during the COVID-19 "The Young Researchers Conference" was organised online. We were happy to have the presentations of 18 young researchers with master's degrees or working on their PhD from all around the world on different issues of cultural policy and cultural diplomacy. The papers presented at the conference had been published in English and Turkish in 2022.

We've recently renewed our chair title until 2026.

Finally, I am pleased to announce that we are part of a new UNITWIN network, Türkiye's second, with the following long-standing collaborators:

- University of Hildesheim, Germany
- The University of Arts in Belgrade
- Université Laval in Québec/ Canada
- Zimbabwe Open University
- University of Warwick, UK
- The University of the Witwatersrand, South Africa,
- Université Félix Houphouët-Boigny, Côte d'Ivoire,
- Al Mawred Al Thaqafy, Lebanon
- STAND Foundation, South Africa

To conclude, I encourage those working on similar UNESCO chair applications to ensure that commitments are feasible and scalable through solid collaborations.

Thank you for your attention.

UNESCO WORLD HERITAGE PROCESS AND RISK MANAGEMENT STUDIES

Süleyman Burçak Çikikçi⁸ and Bilge Nur Bektaş⁹

Izmir covers Ephesus and Pergamon world heritage sites and three nominee sites, namely the Historical Port City of Izmir, Birgi, and Genoese castles. Besides, Gediz Delta is considered a potential candidate for world natural heritage. Thus, we call Izmir a world heritage (Figures 1 and 2).

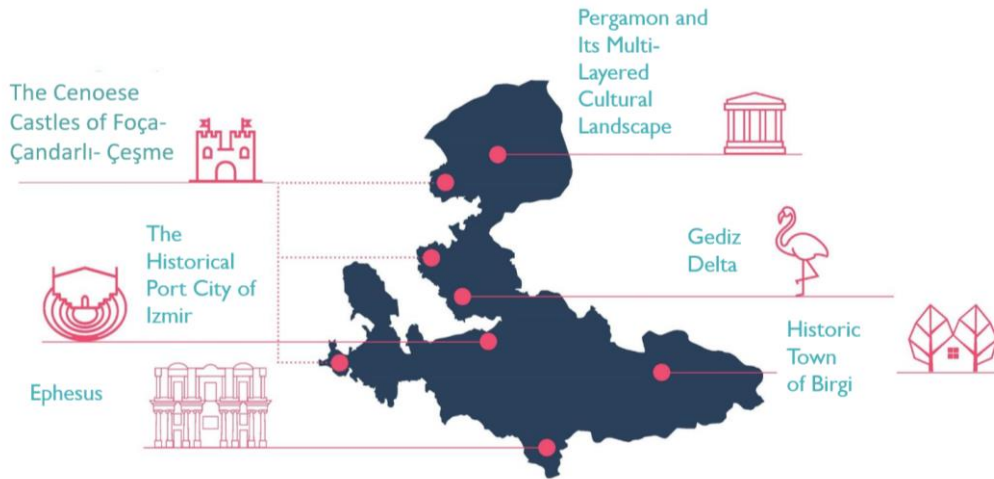


Figure 1. Izmir Heritage of World



Figure 2. Izmir Heritage of World

The theme of the nomination (Figure 3) is based on diverse values, such as urban patterns based on trade and commerce, continuous settlement landscape from the prehistoric period, significant geographic and strategic

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location, multilayered cultural heritage with Hellenistic, Roman, Byzantine and Ottoman periods, examples of multicultural religious, public and civil architecture buildings, the multicultural structure of different religious and ethnic groups, and the intersection of land and sea trade routes.

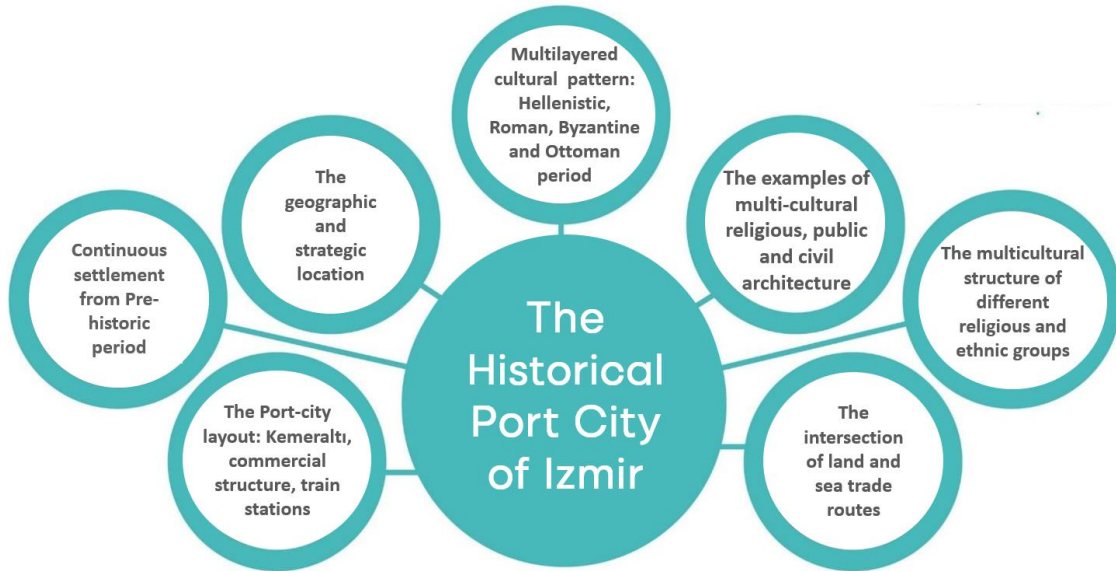


Figure 3. The Themes of the Historical Port City of Izmir

The theme focused on 8500 years of seawater and trade relations. Management site has three components: Yeşilova and Yassitepe mounds in Bornova district, Old Smyrna in Bayraklı district, and Kemeraltı, Basmane, Kadifekale and environs in Konak district. Kemeraltı, Basmane, Kadifekale and environs are defined as the management area, which covers 372 398-hectare area (Figure 4). Yeşilova and Yassitepe mounds and Old Smyrna are defined as junction points and cover 54.154 hectares.



Figure 4. The Border of the Historical Port City of İzmir and Its Components

The coastal line (Figure 5) has changed over time. Throughout history, both natural causes and human interventions led to the infill of the ancient harbour and coast. The rivers also played an important role in these processes.

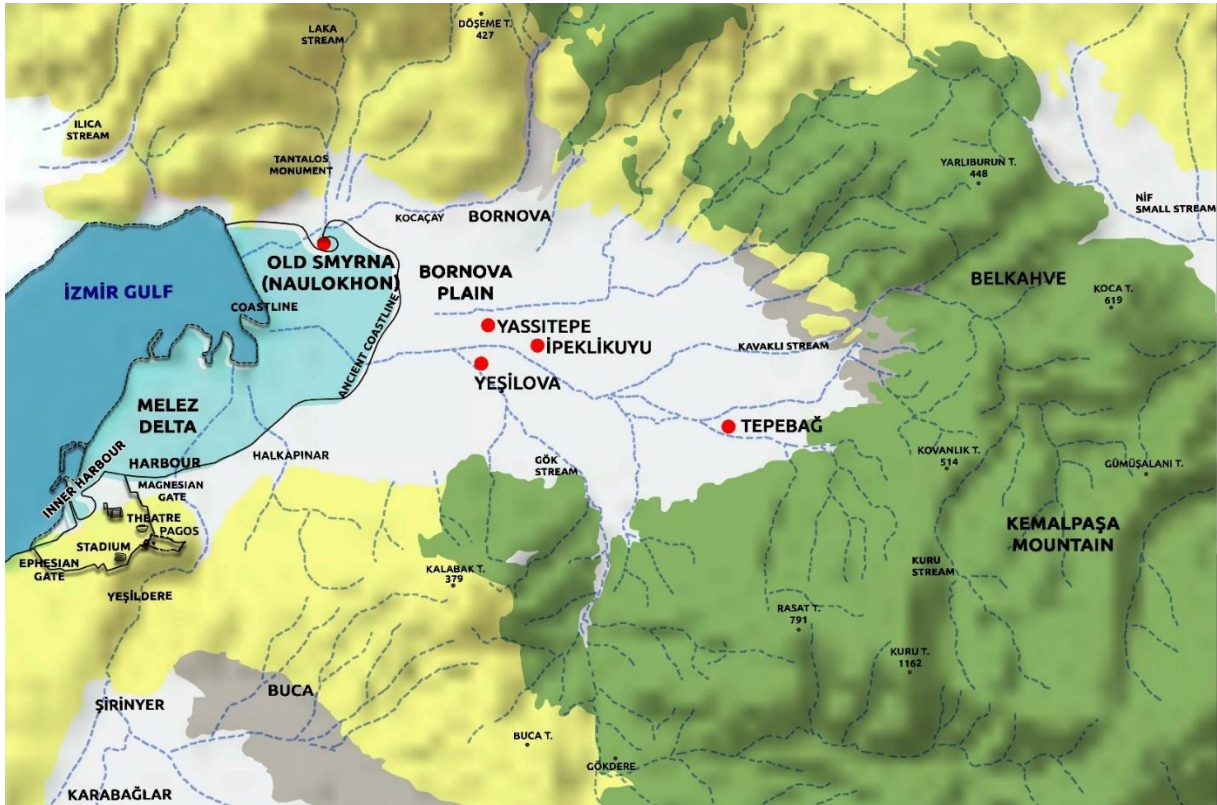


Figure 5. Ancient Costline

Smyrna reached a wide network in the Mediterranean basin during the 19th century during Ottoman times (Figure 6). Throughout history, the Royal Road, Silk Road and Spice Route, Caravan Road, Ottoman- Banliyo Railway, and Sea Roads have been associated with the place. Roman Road, caravan bridge, Pasaport ferry terminal and pier customs house, pier and breakwater, Konak Pier customs house, Basmane train station, and several industrial buildings are traces of these infrastructure networks.



Figure 6. Smyrna and the Ottoman Empire International Trade Network

The Historical Port City of İzmir Site Management Office & Governance Mechanism

After the site was inscribed on the Tentative List of UNESCO World Heritage under the theme of the Historical Port City of İzmir, the Ministry of Culture and Tourism General Directorate of Cultural Assets and Museums and TARKEM signed a protocol to prepare a Management Plan and the nomination dossier for the UNESCO World Heritage List on May 5, 2020.

Accordingly, the boundaries and junction points were determined based on the opinions of the stakeholders and evaluations of experts. Abdülaziz EDİZ was appointed as the Site Manager, and members of the Coordination and Supervision Board and the Advisory Board were issued (Table 1).

Table 1. Administrative Structure of the Historical Port City of İzmir Site Management Office

Historical Port City of İzmir Site Management Office	
Historical Port City Of İzmir Coordination And Supervision Board	Historical Port City Of İzmir Advisory Committee
<ul style="list-style-type: none"> Izmir Governorship Izmir Governorship-Investment Monitoring And Coordination Presidency Izmir Provincial Directorate Of Culture And Tourism Izmir Regional Board Of Conservation Of Cultural Heritage No.1 General Directorate Of Cultural Heritage And Museums Izmir Directorate Of Surveying And Monuments Izmir Museum Directorate Izmir Metropolitan Municipality Konak Municipality Bayraklı Municipality Bornova Municipality Izmir Development Agency TARKEM TMMOB Chamber Of Architects İzmir Branch Izmir Foundation 	<ul style="list-style-type: none"> Universities <ul style="list-style-type: none"> Dokuz Eylül University Ege University Izmir Institute Of Technology Katip Çelebi University Excavation Departments <ul style="list-style-type: none"> Bayraklı Höyüğü Excavation Head Smyrna Ancient City Excavation Head Yeşilova Mound Excavation Head Mukhtars Chambers Non-governmental Organisations Experts <ul style="list-style-type: none"> Bergama Site Management Office Efes Site Management Office General Manager Of BİMTAŞ

The Historical Port City of İzmir Site Management Office & İzmir Metropolitan Municipality Communication and Coordination Office was established. Both full-time experts and part-time experts from public authorities were dutied to conduct and coordinate site management and nomination file studies. The main six stakeholders in the constitution of the site management office are the Ministry of Culture and Tourism, İzmir Governorship, İzmir Metropolitan Municipality, Konak Municipality, İzmir Development Agency and Tarkem.

The studies for the site management plan and nomination file were conducted with different firms, experts, and academics. The Historical Port City of İzmir Site Management Plan was prepared with participatory approaches and approved by the Coordination and Supervision Board on June 29, 2022. Besides, the Nomination File was finalised on December 30, 2022, and submitted to the Ministry of Culture and Tourism. Currently, the implementation and monitoring processes of the site management plan are sustained in collaboration with the stakeholders (Figure 7).

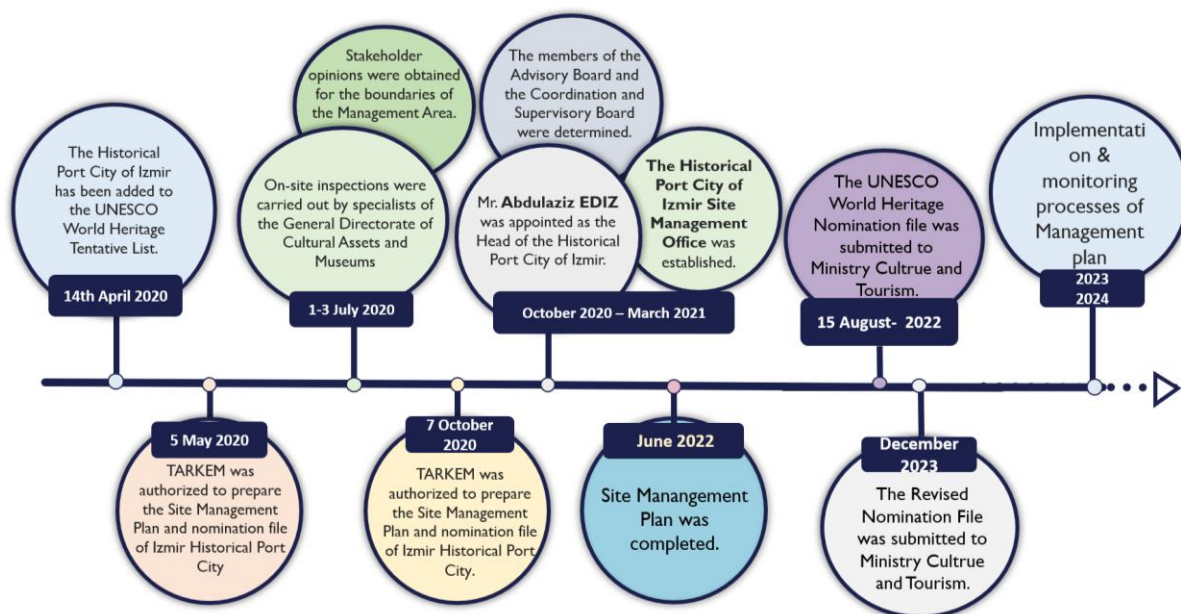


Figure 7. The Process

The Historical Port City of Izmir Management Plan (2022-2027) has a vision of “The Port and Trade City of the Eastern Mediterranean, the Beautiful Izmir’s Multi-layered Cultural Heritage Created by the Effect of Co-Existence will be Conserved, Sustained and Promoted.” Six goals are determined regarding the vision.

- Goal 1: Natural and Cultural Heritage Values of the Historical Port City of Izmir Will Be Protected Holistically
- Goal 2: The Historical Port City of Izmir Spatial Planning Processes Will Be Activated
- Goal 3: Social and Economic Structure of the Management Site will be Strengthened
- Goal 4: The Historical Port City of Izmir Visitor Management System Will Be Activated
- Goal 5: Risk Management of The Historical Port City of Izmir Will Be Activated
- Goal 6: The Historical Port City of Izmir Management Structure Will Be Developed

After the 2023 earthquake, risk management studies gained more and more importance for all the stakeholders. Accordingly, the site management office organised a Coordination and Audit Board meeting and a special meeting with stakeholders to form studies under goal 5 of the site management plan (Table 2).

Table 2: Objectives and Theme of Actions of Goal 5 in the Site Management Plan

Objectives	Theme of Actions
Objective 5.1: Inter-Agency Coordination Will Be Enhanced, Risk management capacity of stakeholders will be strengthened.	Ensuring inter-agency coordination
	Developing Social Awareness
Objective 5.2: Spatial and environmental risks will be eliminated or reduced in the Management Site and Junction Points.	Dissemination of Detection Studies
	Enabling Risk Assessment Studies
Objective 5.3: Uses that create risks in the Management Site and Junction Points will be	Identification and protection of heritage elements at risk

monitored, and the risks will be eliminated and reduced.	Inspection and removal of risky uses in the area
Objective 5.4: Social inclusion-oriented policies will be followed against social risks.	Prevention of Social Risks

The Historical Port City of İzmir Site Management Office, in collaboration with İzmir Governorship, Provincial Directorate of Culture and Tourism, İzmir Metropolitan Municipality, Konak Municipality, TARKEM and Kemeraltı Tradesmen Association applied for the Technical Support Program of İzmir Development Agency. The project titled “Developing Risk Management in the Historical Port City of İzmir” began in February 2024 and will be accomplished in August with the involvement of relevant stakeholders.

The project focuses on conducting a pilot study and developing a site-specific study methodology, taking into account the varying urban characters of the area, to carry out the risk management planning study effectively and efficiently. It is aimed to reveal the correct methodology for the site with the participation of relevant stakeholders in risk management, together with the application stages.

The study covers (Table 3) the Historical Kemeraltı Bazaar (Figure 8), Anafartalar Street, Damlacık Region and its surroundings (Table 3), which have a traditional Ottoman Period bazaar and settlement fabric within the boundaries of İzmir Historical Port City. Three scales of study are defined:

1. Study area: 91,66 hectares (Fevzipaşa Boulevard at the north, Eşrefpaşa Street at the east, Cumhuriyet Street at the west) (Figure 8)
2. Focus Area: 13,1 hectares (Historic Kemeraltı Bazaar with Anafartalar axes) (Figure 9)
3. Building example: Building(s) and/or building group(s) within the Kemeraltı Bazaar, which will be studied in detail and reflect the main building typology(ies) in the bazaar

Table 3: Key Values of Study and Focus Area

Types	Number	Percentage (%)	Area (m ²)
Study area			
Registered Buildings	1010	14.75	135171.9
Other Areas		85.25	781463.9
Total Area	1010	100.00	916635.8
Focus area			
Registered Buildings	403	31.03	40740.95
Other Areas		68.97	90545.48
Total Area	403	100.00	131286.4

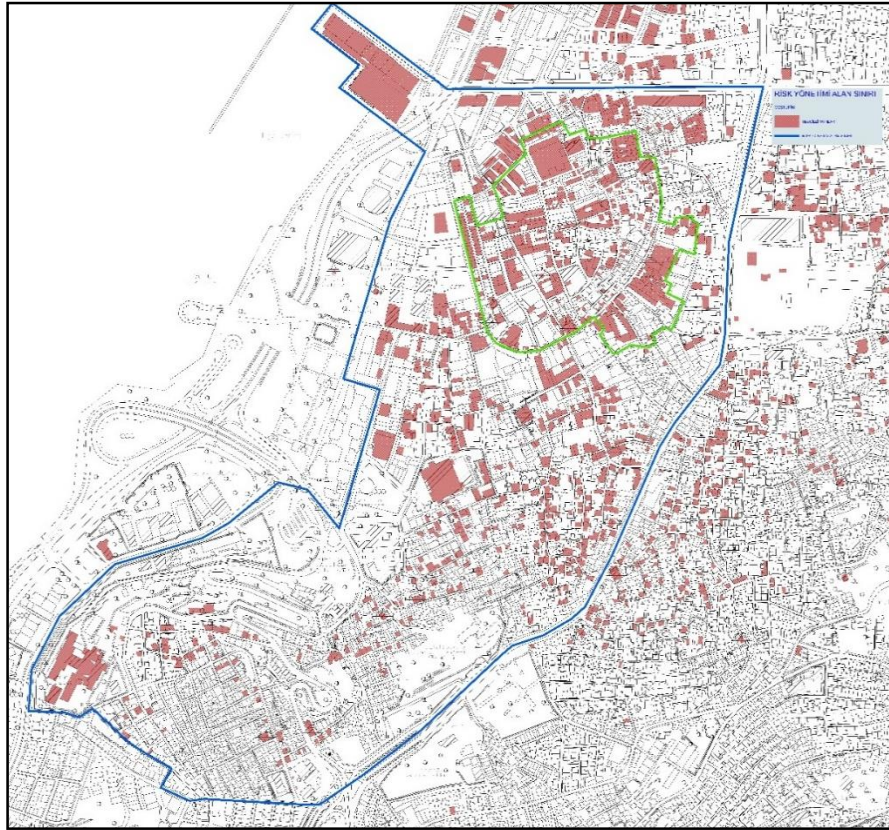


Figure 8. Boundaries of Study Area and Focus Area

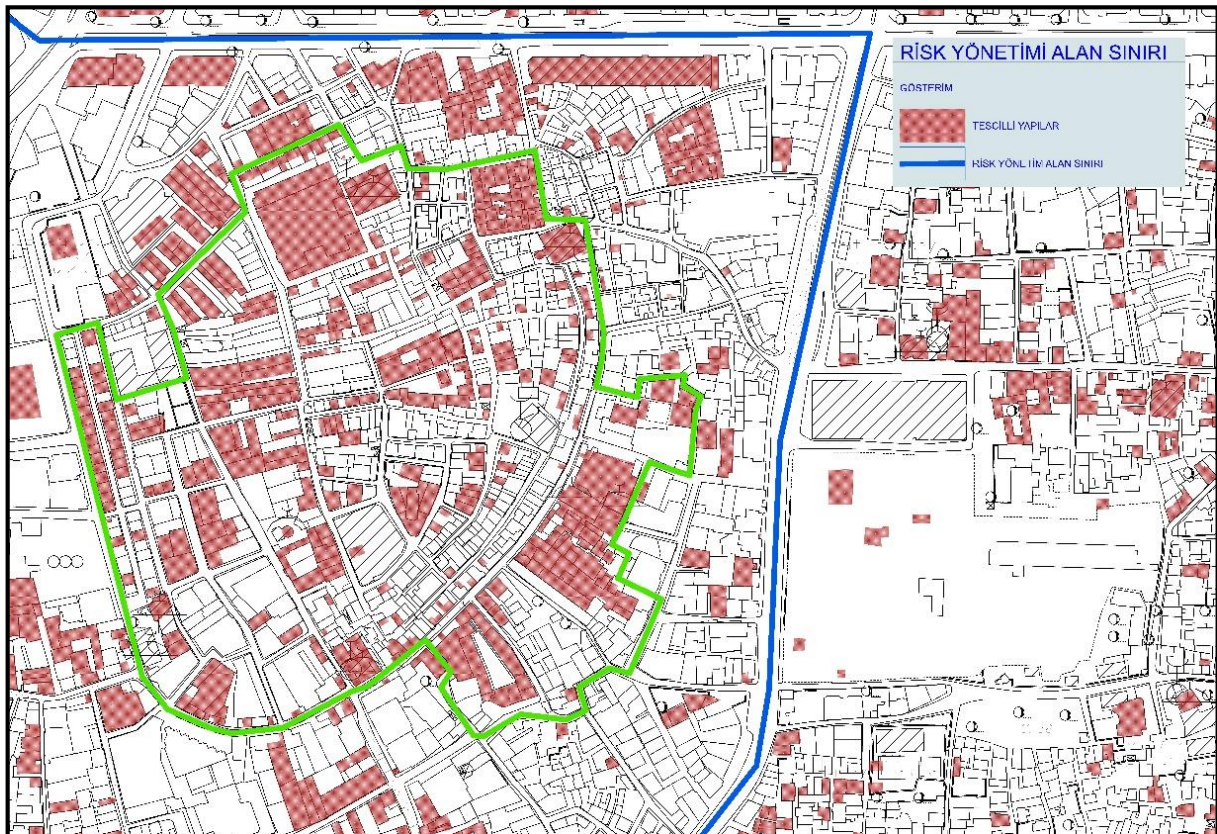


Figure 9. The Historical Kemeraltı Bazaar Focus Area

PROCEEDINGS OF THE PANEL AND WORKSHOP ON THE HISTORICAL PORT CITY OF IZMIR: 18 APRIL AND UNESCO STUDIES FROM PAST TO THE FUTURE

The project has five phases: The first phase is preparation studies and determination of scope and context with stakeholders. The second step covers risk analyses for the whole study area within the scope of urban heritage. In the third step, risk analyses and evaluation are conducted for the focus area and selected building examples by the stakeholders. The fourth phase is risk prevention and improvement strategies, implementation model, monitoring and revision processes. The last step includes the preparation of a comprehensive report of the study, and a data set will be provided.

All steps of the project are conducted with the direct participation and contribution of relevant stakeholders. Meetings with stakeholders, advisory and communication and audit board, and field surveys with the planning team and participants are organised in several phases (Figure 10).

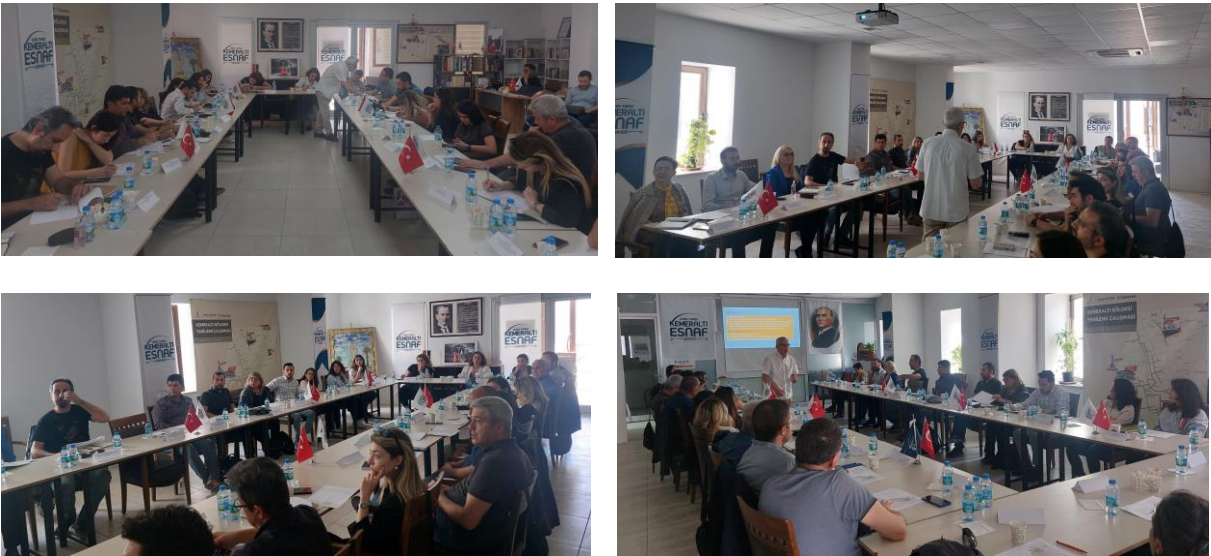


Figure 10. Photos from the Meetings

With the kickoff meeting in the first phase (Figure 11), the stakeholder participation strategy and schedule of the project were determined. In the second phase, a field survey of the study area and study area was conducted, and expert meetings and stakeholder meetings were organised for risk analyses and evaluation. In the third phase, expert meetings for building examples and field surveys for the selected building example were conducted with the participation of relevant experts. Later, the draft report was prepared and shared to obtain views and opinions. After taking official evaluations and comments, the report will be finalised and published online.

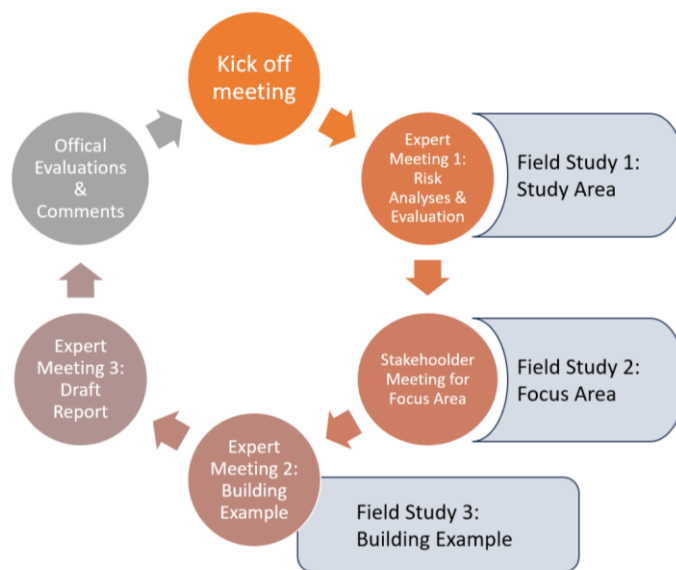


Figure 11. Phases Cycle

In the second phase, several risks were analysed. For instance, past earthquakes and tsunami events, probability of liquefaction, infilled areas of different periods, high-rise buildings, and so on were analysed. The site (Figure 12 and 13) visits showed that unregular electricity cables, street occupations, damaged buildings, and improper implementations were determined. On the other side, the benefits of several implementations, such as a lighting master plan, infrastructure, fire cabinet, and security cameras, are observed.

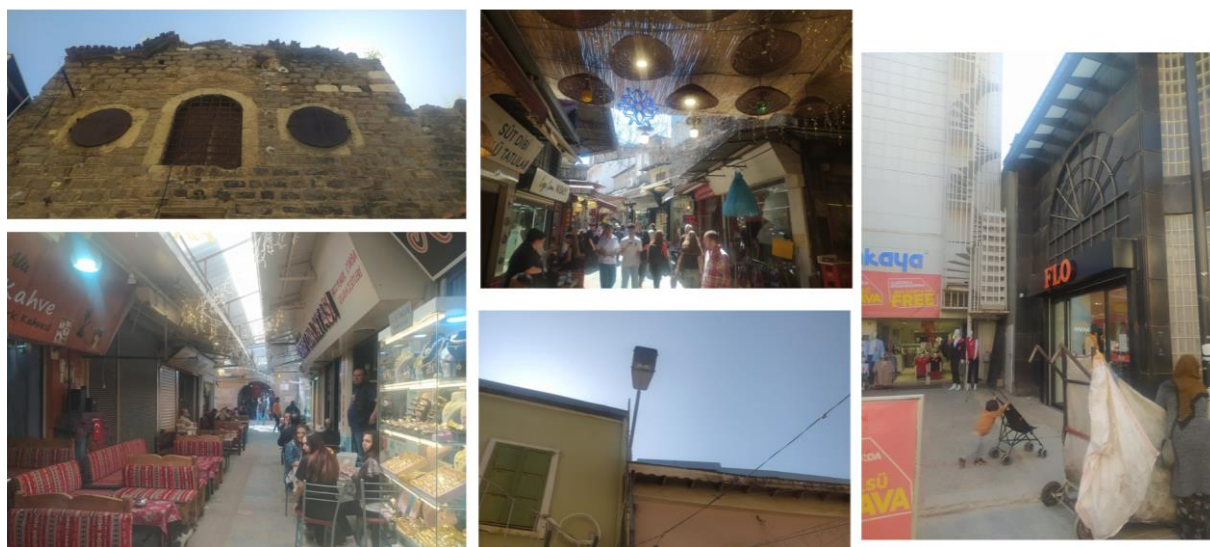


Figure 12. Photos from the Historical Port City of Izmir



Figure 13. Photos from the Historical Port City of İzmir

This preliminary methodologic study for the Historical Port City of İzmir Risk Management Plan will outline the İzmir Province Risk Reduction Plan and the Site Management Plan (2022-2027). The project will be finalised and shared with stakeholders this year.

You can follow us online via social media accounts:

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info@unescoizmir.com



Figure 6. Social Media Accounts

İZMİR INSTITUTE OF TECHNOLOGY AND RISK MANAGEMENT STUDIES

Prof. Dr. Engin Aktaş¹⁰

I would like to present some facts and figures related to risk management and risk assessment studies. While this will not be an exhaustive list, it will provide a selective overview of studies that are crucial for guiding our next steps. As some of you may already know, since some graduates are with us today, IZTECH is a relatively new university, founded in 1992, and all programmes offered are in English. It's a public university, and it's currently the only institute of technology in Türkiye (Figure 1).



Figure 1. Izmir Institute of Technology (IZTECH)

As shown in Figure (1), the institution is located on a big campus. It has established 18 research and application centres serving on the campus. The number of students is just over 5,500 for undergraduates and over 1,400 for postgraduates. IZTECH offers 18 bachelor's, 30 master's, and 20 PhD programs. The campus hosts about 159 international students from 39 countries.

As can be seen, IZTECH is a relatively small institution population-wise, and significant growth has not been anticipated. However, we believe that even with the available number of researchers, a lot can be achieved if resources are properly managed. Currently, we have a total faculty of 660, including instructors and research assistants. Notably, 65% of our faculty members hold PhDs from abroad, which provides us with a diverse perspective.

We have three faculties: The Faculty of Science, The Faculty of Engineering, and The Faculty of Architecture. I am a member of the Civil Engineering Department and also affiliated with the Integrated Research Centers. This morning, you heard about the City and Regional Planning, Architecture, and Conservation and Restoration

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of Cultural Heritage departments, which are highly involved in the region's development. We believe that we will be able to add more departments to this collaboration this month.

In terms of research, the Institute has focused on sustainability, nanotechnology, biotechnology, renewable energy, and architecture and design. These are the main research centres we have established under the umbrella institution named Integrated Research Centers (Figure 2 left). Our goal is to manage, run, and use everything efficiently, given our limited resources. Regarding research funding, you will see that we have been working hard to secure funds both through the European Commission and TÜBİTAK, allowing us to enhance our research capabilities (Figure 2 right).

And all the research funding, you will see with the numbers as well, that we have been just trying to skew some funds, both through the European Commission and as well by the TÜBİTAK, so we would be able to just make the research to be upgraded in our sense (Figure 2).



Figure 2. Integrated Research Center (left), international research funding (right)

Since 2017, IZTECH has officially become a research university, recognised by the Higher Education Council of Türkiye, and has been ranked fourth in the research university category by the Higher Education Board. Additionally, the Institution has a well-developed Technopark that houses around 210 research and development companies (Figure 3), both national and international. The faculty members are heavily involved with these companies, contributing to an ecosystem that generated over 168 million in exports, with a total turnover of about 3 billion TL by the end of 2023. The Innovation Centre Project, supported by the Development Agency, has helped foster newly started companies, and an expansion plan is underway for the technology development zone to accommodate more companies.



Figure 3. The Technopark at IZTECH

I would like to highlight that the funding the Institution receives from EU projects reflects significant growth as of 2024. While we are ranked 6th in terms of secured funds after normalising against the populations, we rank 2nd overall. IZTECH is involved in five recently funded EU projects and leads two of them, which is a great achievement that will help us secure even more funds for future projects.



Figure 4. EU funding (left) and consortium leaderships of IZTECH (right)

The output of these efforts is evident in our publications, particularly in high-quality journals, citations, and international collaborations, where our averages are quite competitive, both in Europe and Türkiye.

In terms of internationalisation, there has been significant progress. We have a chair in biotechnology and innovation, and our Integrated Research Centers were recognised as a Center of Excellence by the World Academy of Sciences (Figure 5). This allows us to host postdocs from around the world, including those from less advantaged countries. This global reach has enabled us to attract 159 international students from 39 countries, making up about 2.2% of our student population.



Figure 5. Memberships of IZTECH in international networks (2019-2023)

IZTECH is an associate member of the European University Foundation and has long held the Diploma Supplement and ECTS labels. We are striving to make our campus a 24/7 facility by improving conditions, and we are fortunate not to have issues with dormitory availability, ensuring all students have a place to stay.

And our campus, we're trying to make it a 24/7 premises. So, we try to improve the conditions inside the campus. Right now, I believe it might be the lucky ones who don't have any problem with the dormitory. So, we can just house every student in an available dormitory or just look for them. As a simple summary, if I try to just look at our core competencies, our edge in science, education technology, science diplomacy and as well the memorandum of understandings and joint projects and collaborations and the exchange of students and the faculties gives a great edge in our work (Figure 6).

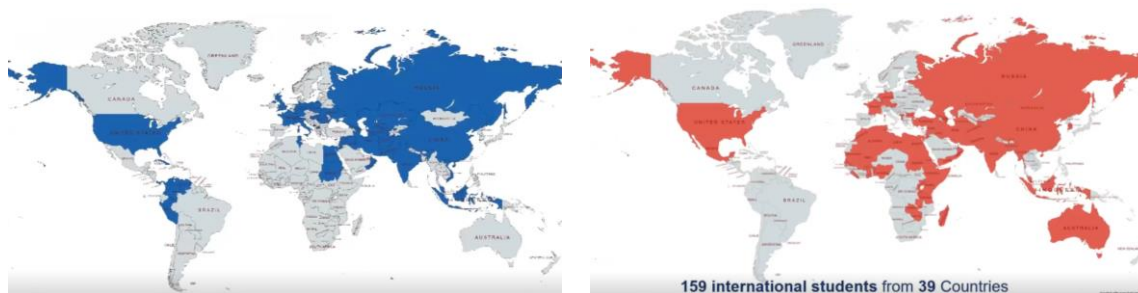


Figure 6. Memorandums of understandings and joint projects (left), exchange students and faculties (right)

Now, I would like to focus on the risk assessment, management, and mitigation studies conducted at IZTECH by various researchers and faculties. These studies are crucial for applying this knowledge to the region of İzmir.

The first study I would like to share is by Assoc. Prof. Dr. Deniz Gerçek, which evaluates the earthquake resilience of cities using spatial analysis methods, with İzmit City as a case study (Figure 7). The study assesses earthquake hazard zones, calculates an earthquake vulnerability index, and identifies the most vulnerable areas in the city.

PROCEEDINGS OF THE PANEL AND WORKSHOP ON THE HISTORICAL PORT CITY OF IZMIR: 18 APRIL AND UNESCO STUDIES FROM PAST TO THE FUTURE

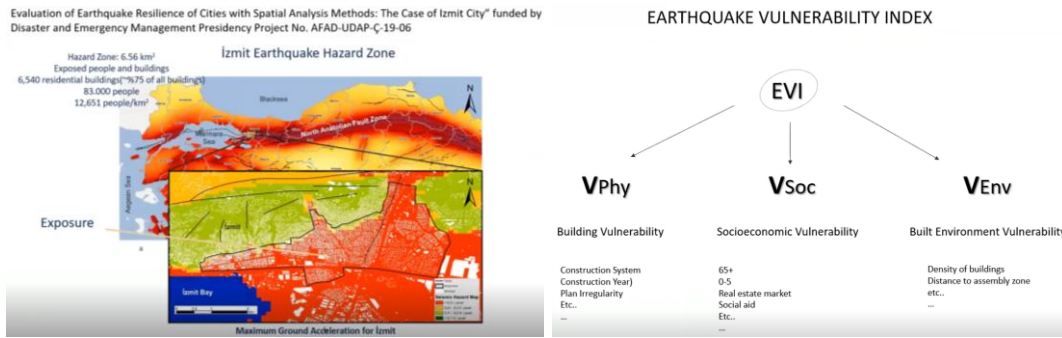


Figure 7. Disaster Risk Studies at IZTECH: Earthquake Resilience of Izmit City

Another study, conducted by Prof. Dr. Mine Turan and her PhD student, focuses on disaster risk management strategies regarding the deliberate destruction of historic urban sites in Antakya (Figure 8). The study assesses risk levels and proposes management strategies to protect the region, especially given its proximity to conflict zones. Unfortunately, the February 6th earthquake had a devastating impact, highlighting the importance of effective disaster management.

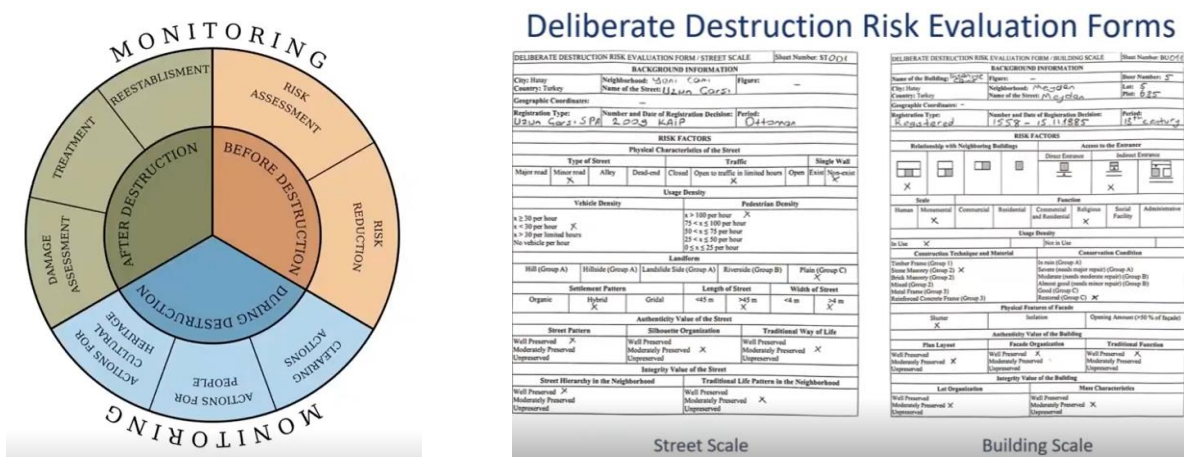


Figure 8. Disaster Risk Studies at IZTECH: Deliberate Destruction of Historic Urban Sites

Another project, supported by the ACI Committee 133 and led by the Chairman of the Civil Engineering Department, Professor Cemalettin Dönmez (Figure 9), involved visiting various cities to study the effects of earthquakes. They collected data and developed the Hassan Index, which relates to the number of walls and columns relative to the slab area. This study has yielded interesting results that will inform future building codes to improve earthquake resilience.

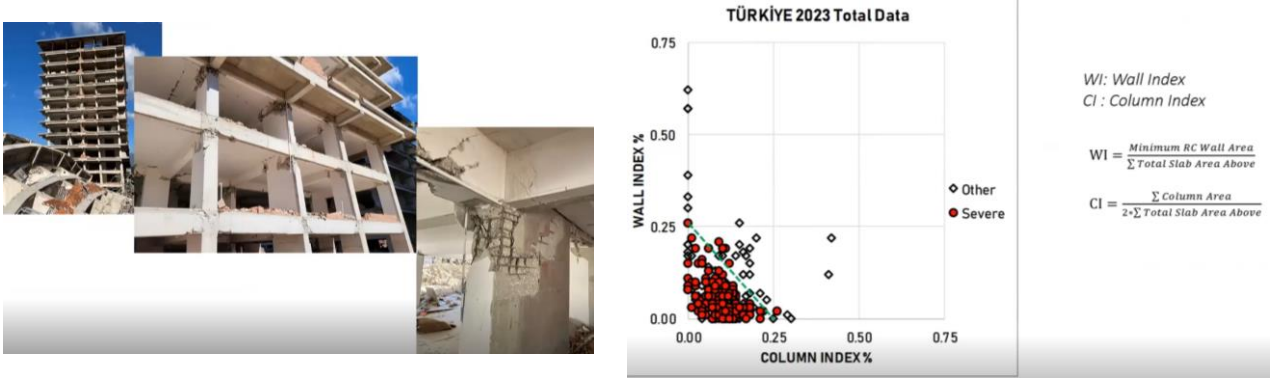


Figure 9. Disaster Risk Studies at IZTECH: Assessment of the damage of the 2023 Antakya Earthquake Sequence on RC Structures

Additionally, our faculty has focused on masonry structures with Assist. Prof. Dr. Korhan Deniz Dalgıç leading efforts to understand how these structures, which are particularly brittle, can be reinforced to survive earthquakes (Figure 10).



Figure 10. Disaster Risk Studies at IZTECH: Masonry Structures after the 2023 Antakya Earthquake Sequence

Prof. Dr. Nurhan Ecemiş has been involved in liquefaction analysis (Figure 11), with a TÜBİTAK project focused on understanding the effects of soil liquefaction on structures. Given the potential for liquefaction in certain sites around the region, her research is crucial.

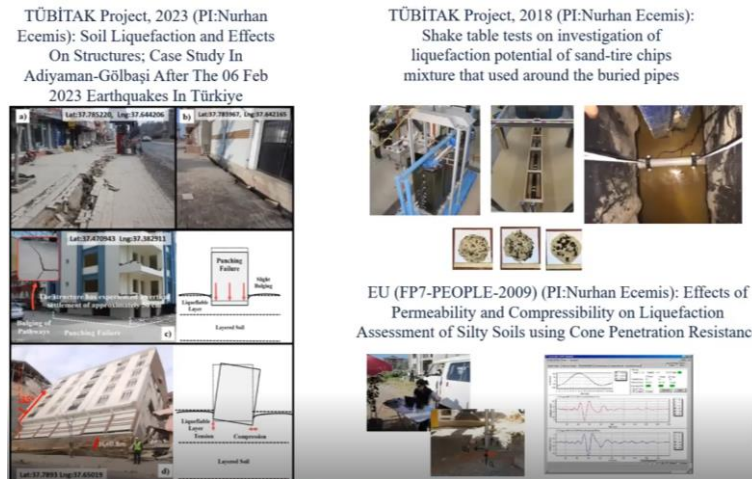


Figure 11. Disaster Risk Studies at IZTECH: Soil Liquefaction and Buildings

Moreover, the 2020 earthquake brought an unexpected challenge of a tsunami hitting the shoreline. Assoc. Prof. Dr. Bergüzar Özbahçeci is leading a TÜBİTAK project on the risk assessment and development of disaster prevention methods for tsunami-induced hazards in ports (Figure 12).

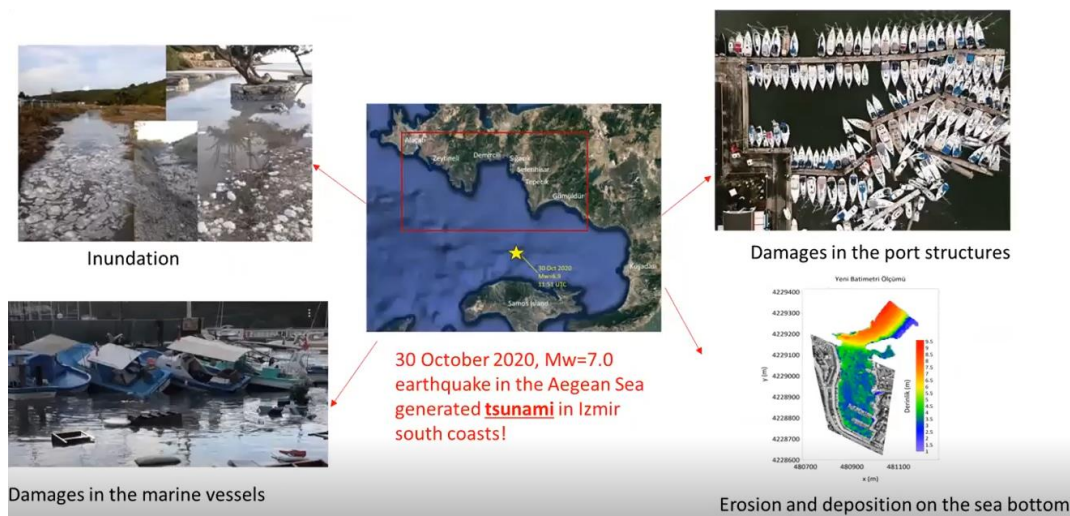


Figure 12. Disaster Risk Studies at IZTECH: Tsunami-induced hazards at ports

Coastal floods have also become more frequent, likely due to climate change, presenting another challenge. Prof. Dr. Özbahçeci and her colleagues are working on finding remedies to prevent such floods from becoming disasters (Figure 13).

INVESTIGATION OF COASTAL FLOOD HAZARDS IN IZMIR BAY and POSSIBLE HAZARD MITIGATION METHODS

Sponge City Izmir Project granted by Izmir Metropolitan Municipality, 2021

Study Outline

- Determination of wind climate
- Determination of water level changes
- Modeling of waves
- Flood calculations
- Nature-based and soft structure solutions

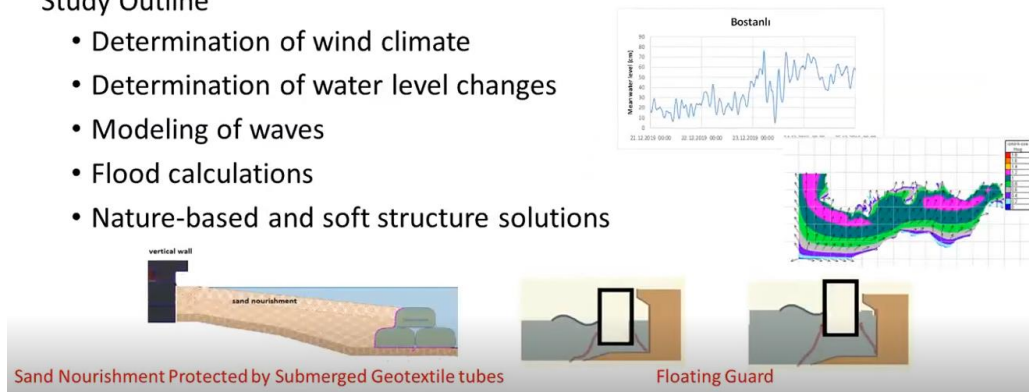


Figure 13. Disaster Risk Studies at IZTECH: Coastal floods

Climate change is also putting pressure on our water resources, which needs to be addressed to ensure resilience against future hazards. A group at our institution is part of a European project called NATMed, which started in April 2023, focusing on nature-based solutions for water management, water scarcity, and seasonal balance in the Mediterranean (Figure 14).



Figure 14. Disaster Risk Studies at IZTECH: nature-based solutions on existing infrastructures for resilient water management in the Mediterranean

Another project that started on September 1st, 2023, is CARDIMED (Figure 15), which stands for Climate Adaptation and Resilience Demonstrated in the Mediterranean Region. The Mediterranean is a hotspot for climate change, and this project represents a significant collaboration among partners from 12 countries. The aim is to address the effects of climate change in this region by developing techniques to enhance climate resilience. The project will utilise demonstration sites, including the Gediz Delta, as part of the adaptation strategies.

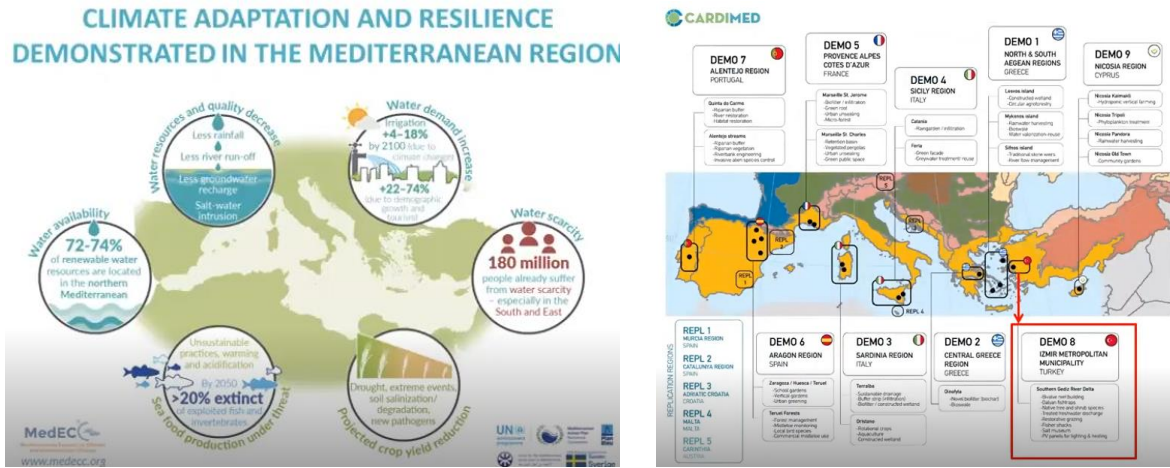


Figure 15. Disaster Risk Studies at IZTECH: climate adaptation and resilience demonstrated in the Mediterranean region

Additionally, following the October 30th, 2020, earthquake, we investigated possible precursory anomalies in groundwater levels and geothermal resources. As you know, our campus is located in Gülbahçe Bay, which is also rich in geothermal resources. We collaborated with other institutions in İzmir to analyse the behaviour of these resources, looking specifically at soil effects and changes in geothermal temperatures (Figure 16).

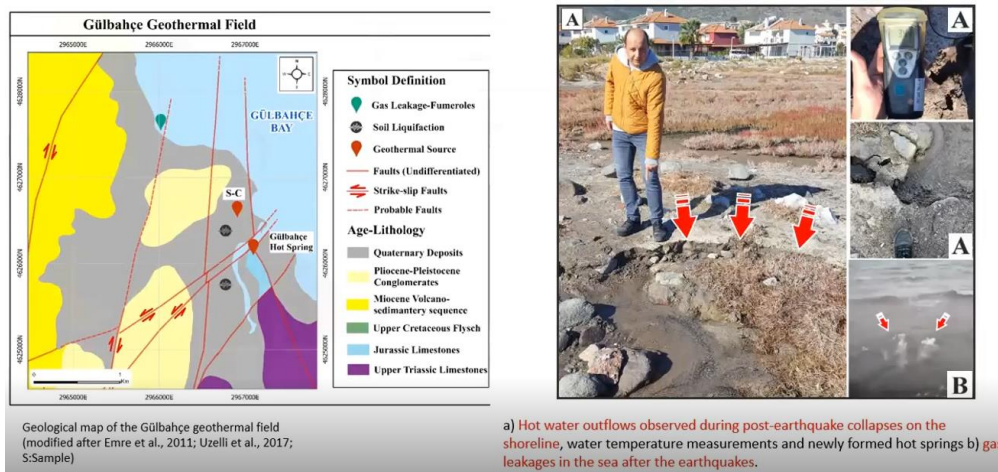


Figure 16. Disaster Risk Studies at IZTECH: Geothermal Fields in Gülbahçe, Izmir

We are also fortunate to have access to geothermal resources on our campus, including a historic geothermal bath (Figure 17). This bath was in a state of ruin, but with the support of the İzmir Governorship and under the leadership of Prof. Dr. Mine Turan, we have initiated a restoration project. Although the bath is currently within a restricted area on campus, efforts are being made to make it accessible to the public.



Figure 17. Disaster Risk Studies at IZTECH: Conservation of the Historic Geothermal Bath House in Gülbahçe, Izmir

Another project, which was part of a master's study, focused on the historic Vezirağa Aqueduct in Yeşildere (Figure 18). This aqueduct was partially damaged, and we aimed to understand its behaviour, particularly in the context of seismic activity. We were fortunate to have some instrumental data, such as ambient vibration measurements, which allowed us to model and assess the current condition of the aqueduct. Although it remains partially damaged, our study provided valuable insights into its resilience during earthquakes.

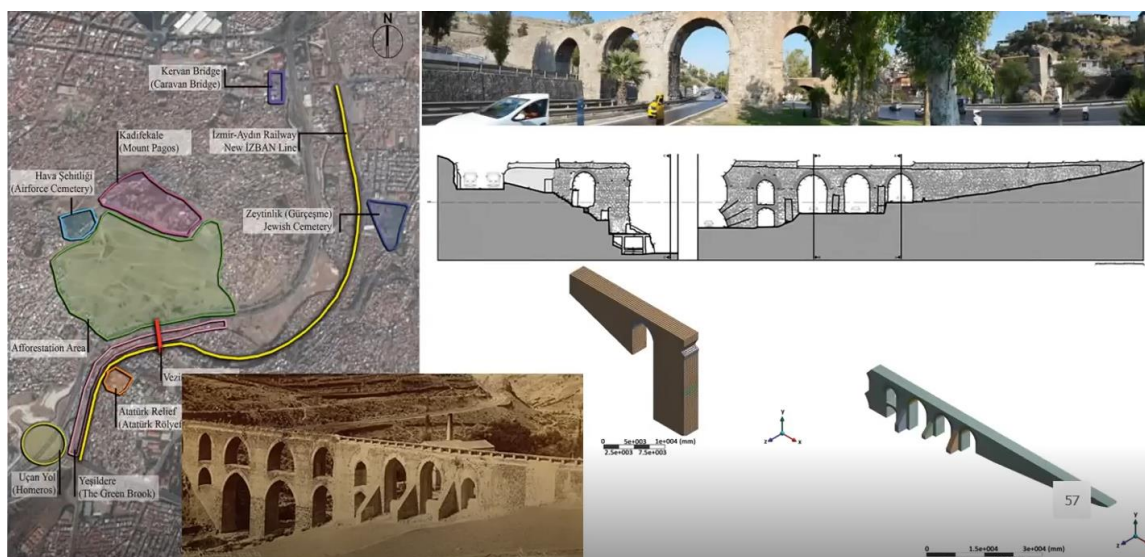


Figure 18. Disaster Risk Studies at IZTECH: Conservation of the Historic Vezirağa Aqueduct

Beyond quantitative measures, we believe civic engagement is crucial for effective risk management (Figure 19). At IZTECH, we organise workshops and activities to raise awareness about the pressures that disasters

impose on communities. While calculations and technical analyses are important for decision-making, it's equally vital to ensure that people understand the risks and are prepared. This requires effective communication and community involvement.



Figure 19. Disaster Risk Studies at IZTECH, civic engagement efforts

We aim to increase awareness by organising events and encouraging participation, as shown in the figure. It's important to understand that managing risks involves more than just calculations. While calculations help us make informed decisions, it is equally crucial to ensure that the public understands what is happening and what is expected. Effective communication is key to preparing people for potential risks and ensuring they are ready to respond.

A FRAMEWORK FOR A PROBABLE UNESCO CHAIR AT IZMIR INSTITUTE OF TECHNOLOGY, TURKIYE

Prof. Dr. Mine Turan¹¹

This paper presents a framework for a probable UNESCO Chair at IZTECH, which is to be established in coordination with the site management office of Izmir Historic Port City. The proposed UNESCO chair may focus on the multi-hazards and resilience of historic port cities (Table 1). The related keywords are defined as historic port city, conservation condition, climate change, earthquake, extreme events, tsunami, water and ecosystem based.

Table 1. Representation of some historic port cities of the Mediterranean on the World Heritage List (IHPCSMO, 2024)

Chios	WHL	Alexandria	WHL
"Monasteries of Daphni, Hosios Loukas and Nea Moni of Chios"		"Abu Mena"	-
Emporio (Chios)		Beirut	-
Lesvos	TL	Tyre	WHL
"Petrified Forest of Lesvos"		Damascus/Historical Bazaar	WHL
Poliochni (Lemnos)		"Ancient City of Damascus"	WHL
Knossos (Crete)	TL	Aleppo	WHL
Melos	-	"Ancient City of Aleppo"	-
Syros	-	Livorno	-
Thessaloniki / Salonica	WHL	Pompei	WHL
"Paleochristian and Byzantine Monuments of Thessalonika"		"Archaeological Areas of Pompei, Herculaneum and Torre Annunziata"	WHL
Athens	WHL	Koper	-
"Acropolis, Athens"		Marseilles	TL
Piraeus (Athens)	-	"Rade de Marseilles"	WHL
		Valletta	WHL
		"City of Valetta"	TL
		Lisbon	WHL
		"Pombaline Lisbon"	WHL
		Mostar	WHL
		"Old Bridge Area of the Old City of Mostar"	WHL
		Tunis	WHL
		"Medina of Tunis"	WHL

WHL/TL Legend	
WHL	World Heritage List
TL	Tentative List
-	Non-listed

Problem Definition

Historic port cities are known for their cultural significance and economic vitality, but this heritage is threatened by various hazards (Figure 1).

¹¹ Izmir Institute of Technology, Department of Conservation and Restoration of Cultural Heritage, IYTE, KVKO Sekreterligi, Urla, Izmir, Turkiye. mineturan@iyte.edu.tr.

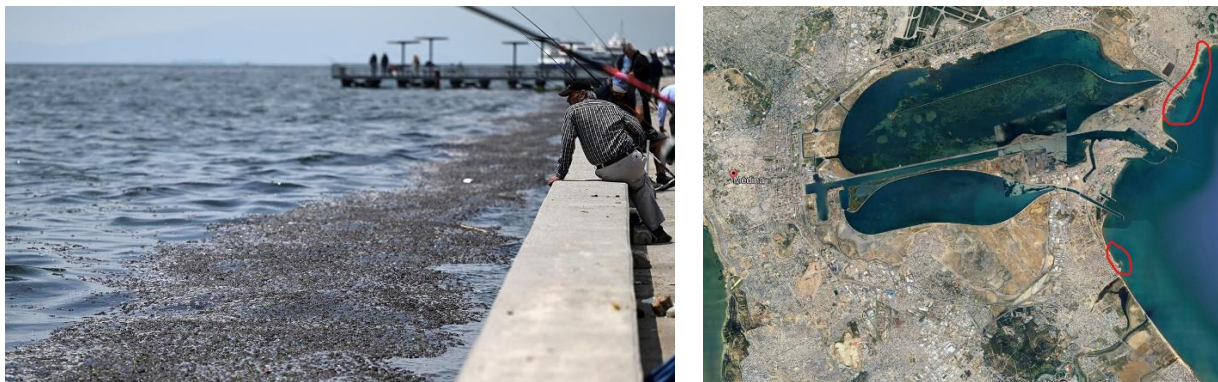


Figure 1. Algal blooms, Izmir Bay (TRT News, 2023, left); coastal erosion, the historic port city of Medina, Tunis (Özbahçeci, 2024, right)

Some of these hazards, like earthquakes, landslides and fires, have caused disasters throughout centuries in the historic port cities (Figure 2).



Figure 2. Izmir before and during the fire of 1922 (IHPCSMO, 2024)

Climate change has intensified the challenges which historic cities have to cope with. Sea level rise, floods, coastal erosion, heatwaves and algal blooms are some of the contemporary hazard types that threaten the port cities (Figure 3).

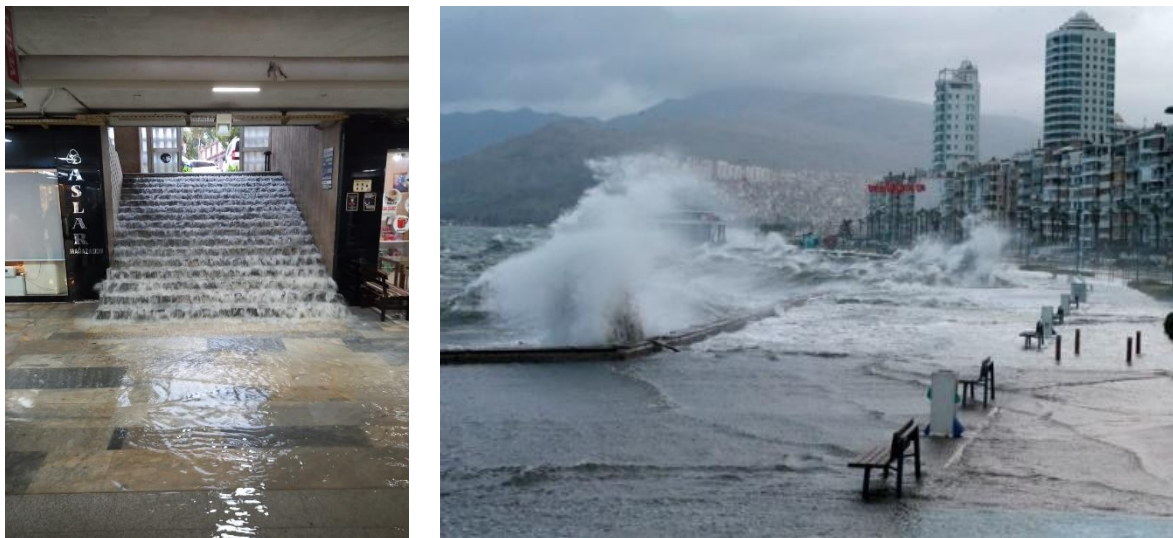


Figure 3. Half-basement of a commercial khan in the historic centre of Izmir on a rainy day (Turan, 2023, left); sea overflowing, the coast at the North of the historic centre of Izmir (Özbahçeci, 2023, right)

Mapping of hazard zones regarding the historic port cities of specific regions will support understanding the extent of the hazards and allow their categorisation (Figure 4).

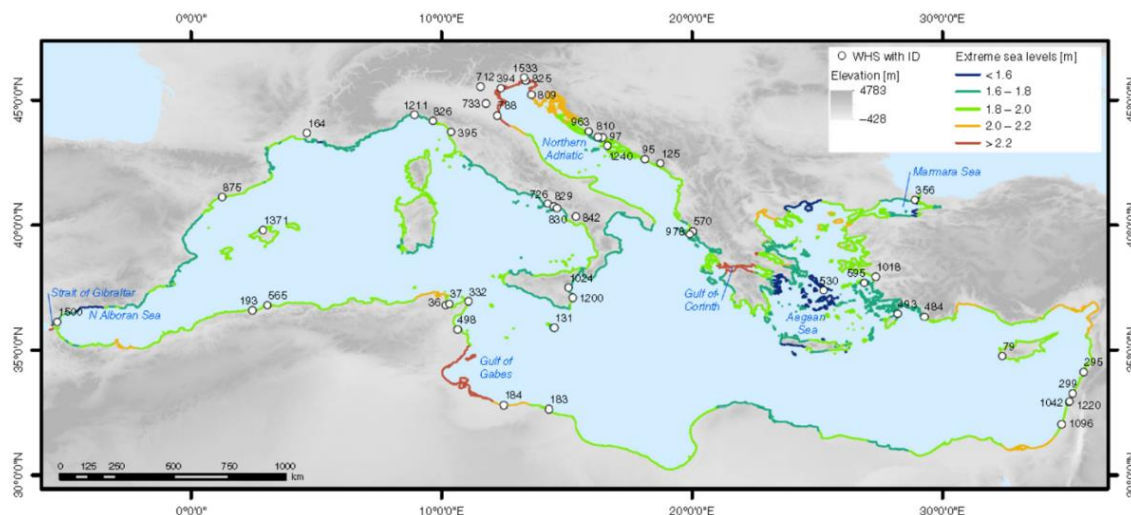


Figure 4. A single hazard map for the sea level rise in the Mediterranean (Reimann et al. 2018)

Blue and green environments, cultural heritage, and people may be indicated as the three major elements of a historic port city. The qualities and conditions of each element should be characterised in a systematic manner (Figures 5 and 6).



Figure 5. Environment: Landslide zone, east of the historic castle / Acropolis, Izmir (Turan, 2014, left); People: Locals of Izmir Historic Center (Turan, 2019, right)



Figure 6. Cultural heritage: Eastern City Walls, Izmir Historical Center (Turan, 2021)

Mission of the Chair

The mission of the proposed UNESCO Chair may be to improve the resilience of historical port cities through climate change adaptation and disaster risk management by making use of ecosystem-based approaches. The relevant keywords of the proposed scope are historic port city, conservation condition, climate change, earthquake, extreme events, tsunami, water, and ecosystem-based. The proposed UNESCO Chair will develop

a strategy for the assessment of vulnerability in the environment, urban space and building scales considering both tangible and intangible qualities in the historic port cities (Figure 7).



Figure 7. Coastal location of built heritage, Ferry Station and Square, Pasaport, Izmir (Turan, 2023, left); poor infrastructure, the Bazaar of Fishers, Havra Street, the historical commercial centre, Izmir (Turan, 2022)

Work Flow

The vulnerability of pilot cases will be assessed, and zones that need urgent intervention will be defined. The phases of the vulnerability assessment process are defined as the identification of vulnerability indicators, improvement of indicator list with respect to views of stakeholders, assignment of weights to indicators, calculation of vulnerability scores using a multi-criteria analysis approach and prioritising and ranking high-risk areas within the historic port cities based on their vulnerability score (Figure 8). The indicators may include historic building authenticity, conservation state of historic buildings, land use, abundance of green areas, integrity of historic urban site, gross domestic product, human development index, inequality, dependency, migration, conservation organisations, conservation activities, etc.

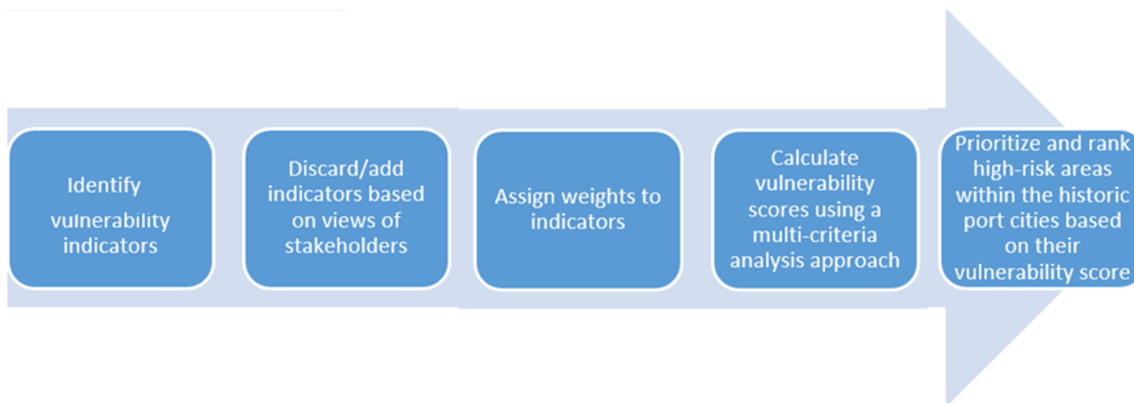


Figure 8. Process of assessment of vulnerability in a historic port city (Kurt, 2024)

The UNESCO Chair will also develop ecosystem-based approaches for the preservation of the environment and rehabilitation of cultural heritage (Figure 9) and improve the mindsets of people living in the historic port cities so that overall resilience is achieved.

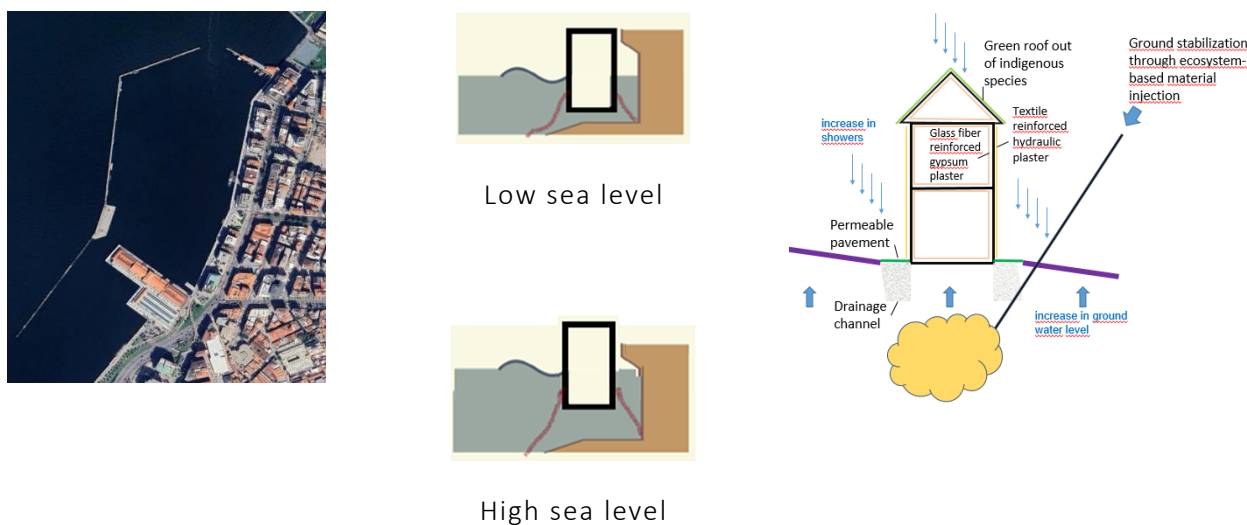


Figure 9. The breakwater dating to the 19th century, Izmir (left) and the floating guard to be developed for its preservation (Özbahçeci, 2024, middle); rehabilitation of historic buildings on the alluvial ground gained from the sea (Ecemiş, Dalgıç, Aktaş, Turan, 2024, right)

The proposed UNESCO Chair will develop strategies for risk reduction involving measures and techniques for the improvement of the resilience of historic port cities and demonstrate them in pilot cases (Figure 10).

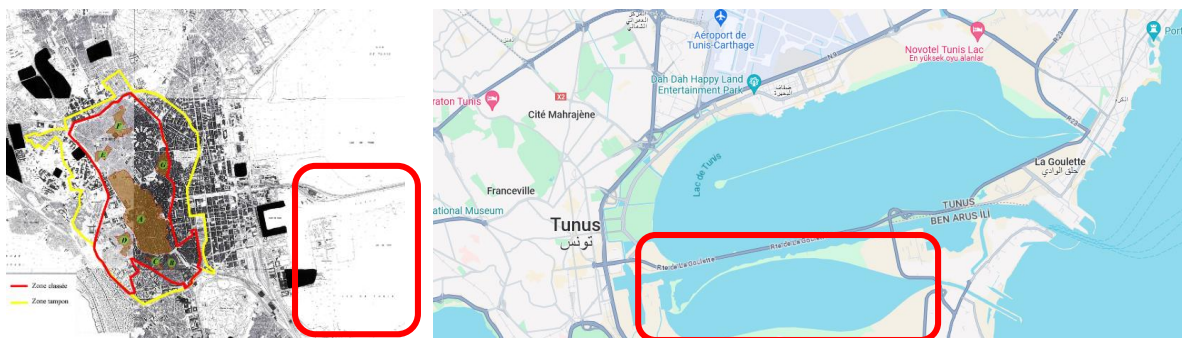


Figure 10. Medina Historic Port City, Tunis (<https://whc.unesco.org/en/list/36/maps/>, left) and the zone affected by algal blooms (Elçi, 2024, right)

The UNESCO Chair will improve its strategies for the resilience of historic port cities through impact assessment of the pilot implementations on urban life quality. Dialogue between the actors, such as local authorities, researchers, practitioners and NGOs, will provide feedback for further improvement of the vulnerability assessment and risk reduction strategies (Figure 11).



Figure 11. Dialogue between actors, Association of Craftsmen, Izmir Historical Center (IHPCSMO, 2024)

To maximise the impact of the developed strategies, the UNESCO Chair will plan the dissemination process as well as training and consultancy activities to address the multi-hazards threatening historic port cities. As a result, the overall resilience of a historic port city is to be achieved through the workflow suggested by the proposed UNESCO Chair (Figure 12).

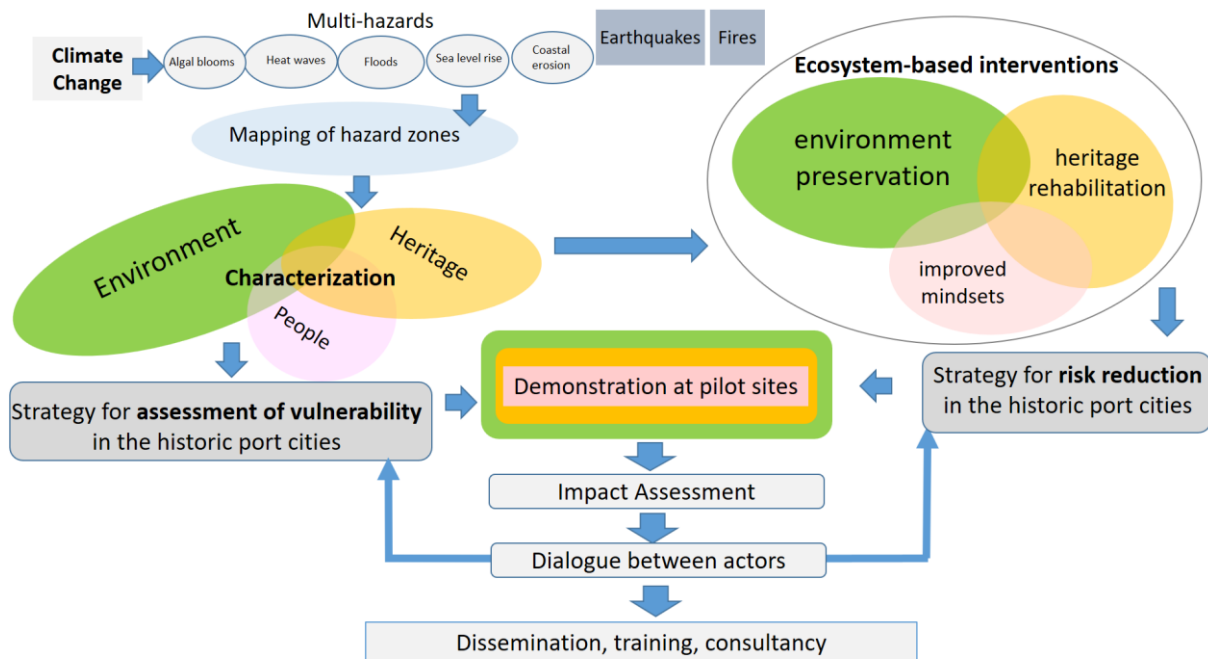


Figure 12. Workflow for dealing with multi-hazards and improving the resilience of historic port cities (Turan et al., 2024)

Activities and Team

An important activity of the Chair may be supplying funding from various organisations. This will help purchase state-of-the-art research equipment and make necessary laboratory renovations to encourage faculty members to perform their research. For the historic port city of Izmir, the funding may be provided from a series of organisations, e.g. Izmir Development Agency (IZKA); Historic Kemeraltı Construction, Investment, Commerce Joint Company (TARKEM); the Scientific and Technologic Research Council of Turkiye (TUBITAK), and the World Bank. A second activity may be the regular dissemination of digital educational material for practitioners, regular online announcements of developments, and organisation of regular seminars, workshops and panels. A third activity may be offering a certificate program on integrated training for improving the resilience of historic port cities. A fourth activity may be providing technical consultancy for improving the resilience of historic port cities in developing countries. A disaster risk management unit may be established to coordinate this work.

The team working on the UNESCO Chair proposal has researchers from different backgrounds. Civil engineers specialised in structures, hydrodynamic processes, shoreline erosion, and ground improvement techniques; city planners, conservation architects, sociologists, and managers experienced in the assessment of vulnerabilities and improvement of resilience are all involved. The members in charge of this teamwork at the current state represent different sectors, such as governmental organisations (Izmir Institute of Technology and Izmir Historic Port City Site Management Directorate) and a combination of private, governmental and non-governmental organisations (Historic Kemeraltı Construction, Investment, Commerce Joint Company).

Conclusion

The establishment of a Unesco Chair specialised in the multi-hazards and resilience of historic port cities will contribute to local, national, and global scales, with its vision covering both prevalent and contemporary issues of conservation.

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UNESCO CHAIR ON ICT TO DEVELOP AND PROMOTE SUSTAINABLE TOURISM IN WORLD HERITAGE SITES

Prof. Dr. Lorenzo Cantoni¹²

We established the UNESCO Chair at the University of Switzerland in 2013, and now we are in the third run. The university is quite young, which was established in 1996, but within a few years, it gained success to be in QS World University Rankings, and now it is the 328th best university in the world according to 2024 rankings.

As a UNESCO Chair, we have three pillars: heritage, digital media and sustainable tourism (Figure 1). We are a part of the UNESCO UNITWIN network “Culture, Tourisme et Développement” and of the University Network for Cultural Routes Studies of the Council of Europe.

An overview

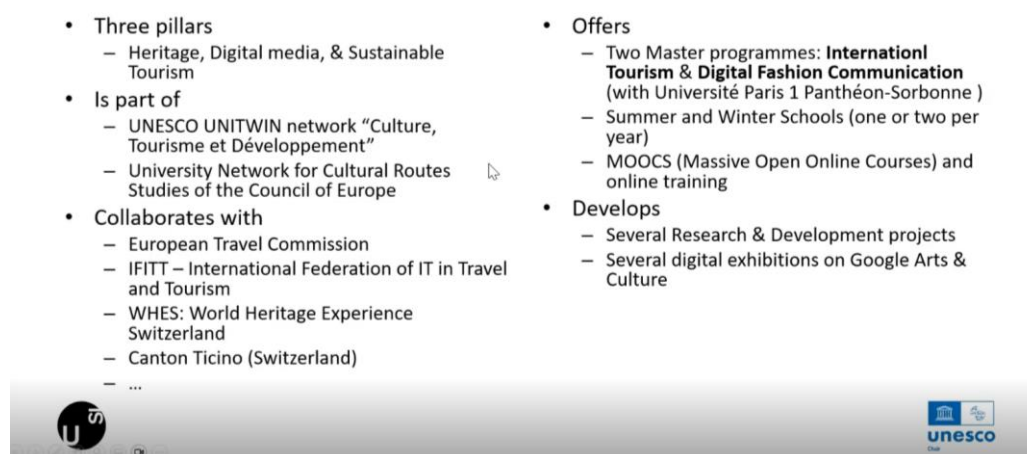


Figure 1. Overview of the UNESCO Chair

We also collaborate with the European Travel Commission, IFITT – International Federation of IT in Travel and Tourism, WHES – World Heritage Experience Switzerland and Canton Ticino (Switzerland) and many other colleagues, friends, and partners worldwide in Europe, Africa, Asia and Latin America.

We offer two master programs: “International Tourism” and “Digital Fashion Communication” (with Université Paris 1 Pantheon-Sorbonne). We organise summer and winter schools (one or two per year) and MOOCs (Massive Open Online Courses) that offer online training with thousands of participants.

We are involved in several research and development projects, and we now have a focus on Google Arts & Culture, where we developed several digital exhibitions.

¹² Faculty of Communication, Culture and Society, USI – Università della Svizzera italiana, Lugano, Switzerland. UNESCO Chair in ICT to develop and promote sustainable tourism in World Heritage Sites. lorenzo.cantoni@usi.ch – @lorenzocantoni.

So, as I mentioned, we are mostly focused on the overlapping area among the three domains: tourism, heritage, and digital media. We have recently published a handbook entitled “Heritage, Sustainable Tourism and Digital Media”. It has been edited by my colleague Silvia De Ascanis, who is the coordinator of the chair, and by myself. Many parts of this volume are published open content. So, they are freely accessible online. In that volume, we have presented a framework highlighting five main areas where digital media can help sustainable tourism in World Heritage (Figure 2).

Research: a couple of references



Figure 2. Recent publications of the Chair

Recently, information and communication technologies (ICT) have been everywhere with the diffusion of smartphones and the consequent experience and expectation of “being always on”. The developed ABCDE Framework refers to (Figure 3):

Research: the ‘ABCDE’ framework *_cont.*



Figure 3. ABCDE Framework developed by the Chair

Access (A): Providing quality information about heritage places and support for those who want to visit them.

Better (B): E-tourism enriches experiences with augmented reality photos, videos, formal learning and gamification.

Connect (C): ICTs – Information and Communication Technologies connect locals, visitors and heritage. For instance, through digital storytelling or awareness campaigns.

Dis-intermediate (D): They help disintermediate the relationship between prospects and travellers on one side and tourism and hospitality players on the other, ensuring the local communities can really benefit and that tourism is sustainable.

Educate (E): Finally, ICTs can educate tourism operators in the field with the flexibility of eLearning, allowing them to learn at any time and anywhere.

In these ways, ICTs can be very important in promoting sustainable tourism and heritage.

Therefore, Access, Better, Connect, Dis-intermediate, and Educate are our five lines for research, designing projects, and developing activities.

There is another research line we delve into, which is developing a definition of “cultural sustainability” (Figure 4). When it comes to sustainability, we generally have top-of-mind environmental sustainability, social sustainability, and economic sustainability; however, we believe that cultural sustainability should be given the same level of importance. So, this is an area of research in which we are highly active. Here is the most recent publication entitled “The Perception of UNESCO World Heritage Sites’ Managers about Concepts and Elements of Cultural Sustainability in Tourism,” published in the Journal of Cultural Heritage Management and Sustainable Development.



Figure 4. Research on cultural sustainability

In terms of industrial collaborations (Figure 5), you see some of our reports published in collaboration with the European Travel Commission. One is about communication and Access of ABCDE framework: how do different European major tourism offices communicate online when it comes to different publics and cultures? We need to “localise” many contents for people with very different backgrounds.

As another area, we have explored the area of *soundscape*s or how digital media can cover the audio dimensions on websites when it comes to different places, so it is not just a matter of showing nice pictures but also providing soundscapes. We have also done quite extensive research about how to represent gastronomy, a major part of cultural experience. So, in a sense, we want to ensure that tourism goes well beyond just “what you can see” but really includes what you can hear, feel, eat, smell, etc. In a word, it becomes a true transformative experience.

Studies for the industry Collaboration with the European Travel Commission

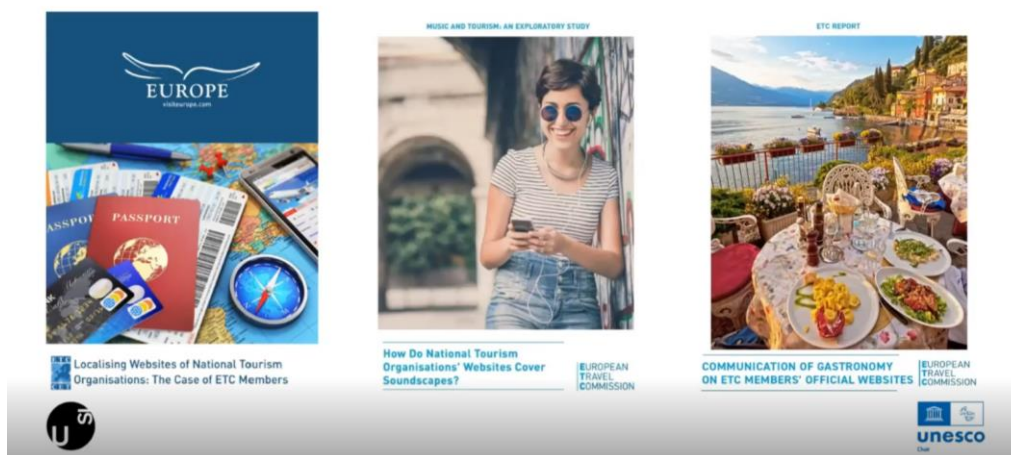


Figure 5. Industry collaborations (left), research on soundscapes (middle), gastronomic representations (right)

The Master in International Tourism offers a specialisation in Sustainable Tourism, as well as a specialisation in e-tourism and smart tourism (Figure 6). We have had students from 60 countries so far. Most of them work for destinations, and so they are really focused on ensuring that travellers are informed about heritage and culture and behave in a responsible and sustainable way. It is a two-year, full-time master's in Lugano, Switzerland. Very recently, we just launched a double degree in collaboration with the Italian University of Gastronomic Sciences, founded in 2004 by the international non-profit association Slow Food. Students from Lugano and from that university will be able to explore the close connections between tourism and gastronomy.

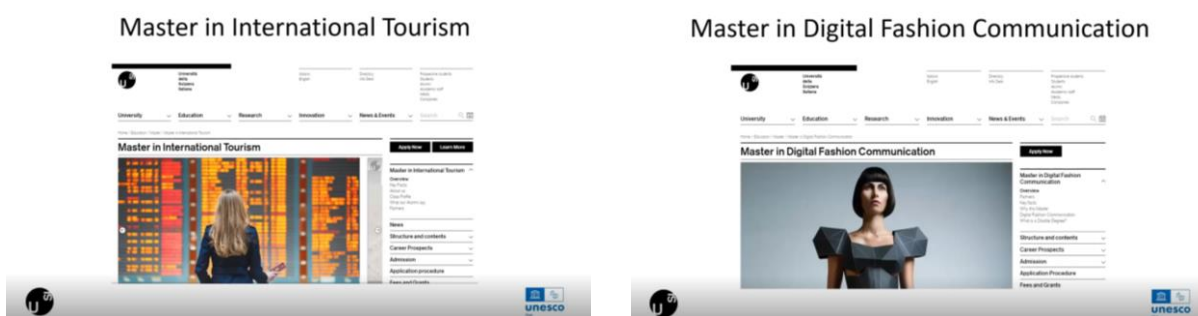


Figure 6. Master programs of the Chair: international tourism (left), digital fashion communication (right)

We also have a double degree program with Sorbonne University in Paris: a Master's in Digital Fashion Communication. In terms of intangible cultural heritage, fashion has a very important role. Nowadays, there are many museums and exhibitions on this topic. So, in this case, we have students coming to Lugano for one year and six months to Paris, and then they decide where to do their internships as well as their thesis.

We regularly organise one or two summer and winter schools per year, which take place in collaboration with other colleagues online and offline (Figure 7). We have been collaborating with colleagues in several countries. So, let me know if you are interested in partnering with us in developing one of them.

Summer & Winter Schools

- 2025: Madeira (Portugal) | Machu Picchu Peru
- 2024: Portugal | Lugano (Switzerland)
- 2023: Pisa, Italy
- 2022: Indonesia | Cyprus
- 2020: Namibia
- 2019: Lugano and Val Müstair (Switzerland)
- 2018: Finland
- 2017: Hangzhou (China)
- 2016: Armeno (Italy)
- 2015: Milano (Italy)
- 2014: Lugano (Switzerland)



Figure 7. Summer and winter schools

You see the list of places where these schools took place: Lugano-Switzerland (2014), Milano-Italy (2015), Armeno-Italy (2016), Hangzhou-China (2017), Finland (2018), Lugano and Val Müstair-Switzerland (2019), Namibia (2020), Indonesia (2022), Cyprus (2022), Pisa-Italy (2023), Portugal (2024), Lugano-Switzerland (2024). In 2025, we will run a winter school in Madeira, Portugal, and a summer school in Machu Picchu, Peru.

We are currently collaborating on a European Project, among other projects. I could mention a very extensive one with Indonesia, developing a mobile app and the largest online presentation of the Batik intangible cultural heritage, which has also entailed the development of an artificial intelligence tool that is able to recognise some specific Batik patterns. We have collaborated with Machu Picchu, developing digital exhibitions and starting to digitise a huge archive of images. If you are interested in those projects, you will find all the details online on our website. But just to say that again, it's very nice to collaborate with colleagues around the globe.

We recently became partners with Google Arts & Culture and have been developing several digital exhibitions (Figure 8). We study the immediate impact of people watching an exhibition as well as after 100 days: what has changed or what they do remember. Here you see an exhibition about climbing Everest Mountain and another exhibition on a Sudanese archaeological site, which we have developed with a colleague from Sudan.

Google Arts & Culture

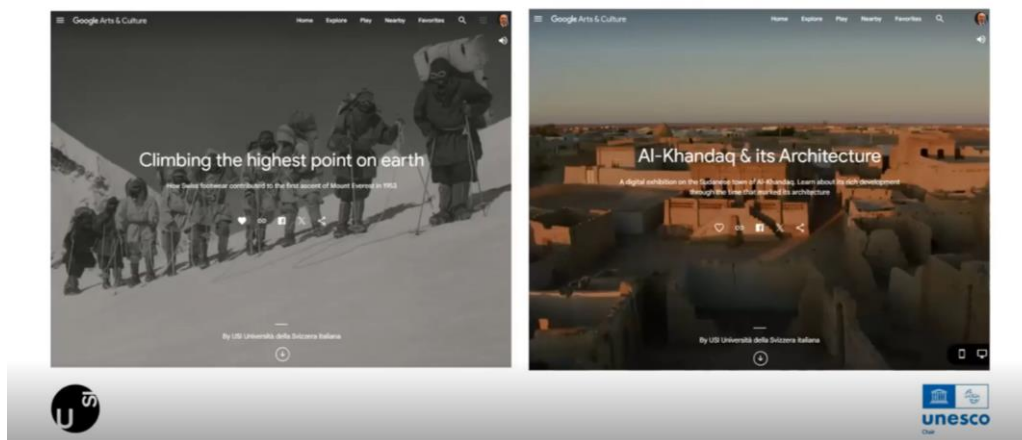


Figure 8. Digital exhibitions developed by the Chair

We have a very extensive experience developing massive open online courses (Figure 9). This is one of the latest studies devoted to tourism management at UNESCO's well-dated sites, and it has been published in English and Arabic in collaboration with colleagues from Sorbonne University and other universities.

Massive Open Online Courses



Figure 9. Online courses of the Chair

Hereafter, you can see my e-mail and the address of our website: lorenzo.cantoni@usi.ch www.unescochair.usi.ch

Thank you so much for having me today.

Questions and Answers

Q. We can ask you about the process and your recommendations for the Izmir Institute of Technology to establish a new UNESCO chair. Do you have any suggestions or recommendations on how to proceed with this journey?

Lorenzo Cantoni: What I saw in my experience was that I collaborated with other colleagues to establish their own UNESCO chairs after 2013. My experience was that it's very important to have a clear focus, something which is peculiar, where you could really demonstrate that what you are doing is an added value and you have a so-called "unique selling point". It is also important to have a network of collaborations with others beyond your own country or even beyond your own continent. That is my experience. Of course, I cannot claim to be an expert in this, but that would be my recommendation.

THE UNESCO CHAIR IN DISASTER RISK REDUCTION AND RESILIENCE ENGINEERING

Prof. Dr. Dina D'Ayala¹³

Disaster Risk Reduction and Resilience Engineering UNESCO chair was established at the University College London. The University College London is a global university which is set in the heart of London and has been ranked eight or nine this year by the US ranking. The trial has been set up from the beginning with the idea of collaborating with universities in other countries and on other continents. We collaborate with the University of the Andes in Colombia, Xavier University in the Philippines, and the NGO in Nepal, which looks after earthquake-safe construction and reduction of seismic risk in Nepal (Figure 1).



Figure 1. Organisations that take part in the UNESCO Chair on Disaster Risk Reduction and Resilience Engineering

As the title of the chair states, we are concerned with disaster risk reduction and resilience engineering. When we set up the chair in 2021, there were a few chairs that looked at various aspects of resilience, mainly social or economic resilience, but none that focused on developing the technical tools and skills that are needed for implementing resilience for earthquakes in the urban setting and for infrastructure. So, our chair has four major objectives:

- To develop a multi-hazard holistic resilience engineering framework for efficient and low-cost infrastructures,
- To create an efficient and low-cost school infrastructure data inventory in exposure characterisation tools,
- To create a culture of resilience engineering, open educational resources, and training,

¹³ UCL Department of Civil, Environmental and Geomatic Engineering; UNESCO Chair on Disaster Risk Reduction and Resilience Engineering. d.dayala@ucl.ac.uk

- To determine through these activities, a sustainable networking through a permanent hub and community of practice (Figure 2).



Figure 2. Objectives of the UNESCO Chair

The focus of the chair is climate change and the opportunity to empower the school infrastructures to be resilient, not just to climate change, but also to possible hazardous events. That is why we have the multi-hazard point of view and setting. We focus on meeting three main sustainable development goals: quality of education, industry innovation and sustainable cities and communities.

- Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.
- Goal 11: Make cities and human settlements inclusive, safe, resilient, and sustainable.

In meeting these goals, it turns out that we are also fulfilling others. In producing a better education and ensuring inclusive and equitable quality of education to promote lifelong learning opportunities for us, we are not only providing better education, but we are also reducing poverty and hunger because we have reduced poverty. Also, there is better health and less gender inequality if everybody is educated and has the same opportunity. Education goal has two particular targets.

- Target 4.8. Build and Upgrade Inclusive and Safe Schools: Build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.
- Target 4.b. By 2020, substantially expand the number of scholarships available to developing countries globally, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

We are not, as a chair, in a position to directly influence the number of scholarships available to outside countries, except to a certain extent in our university. However, we are capable of delivering better engineering, a scientific program, and open access to training in these areas through our activities. Indeed, in the last two years, we have developed more than 20 webinars that are directly available on YouTube to anybody who wishes to access them (Figure 3)¹⁴. We do almost one webinar per month on many different topics, such as technical resilience, multi-hazard risk analysis, specific interactions of system engineering and very specific techniques. Some webinars are more technical; some are less technical.

Seminar/Course	Title	Presenters	Date
1. CAPRA	Disaster risk assessment for disaster risk reduction in school infrastructure – CAPRA platform	Juan Francisco Correal, Rafael Fernández	Apr-22
2. OpenSees	Introduction to Seismic Analysis with OpenSees	Jonas Cels, Sahin Dede, Maria Kontoe	May-22
3. GLOSI	Classification and vulnerability evaluation of school buildings for seismic risk reduction	Rohit Adhikari, Rafael Fernández, Ahsana Parammal Vatteri	Jul-22
4. FV Course	Engineering based fragility and vulnerability assessment	Rohit Adhikari, Rafael Fernández, Ahsana Parammal Vatteri	Sep-22
5. OASIS	The Democratisation of Cat Models	Matt Donovan, Joshua Macabuag	Oct-22
6. Masonry	Towards an integrated assessment strategy for masonry structures	Rita Esposito	Nov-22
7. Arup	Appropriate structural engineering in humanitarian and international development contexts	Sebastian Kaminski	Dec-22
8. SMARTnet	SMARTnet – Non-Engineered Seismic Design 2.0	Martijn Schildkamp	1-Feb-23
9. Bayesian	System Resilience: Application of Bayesian Networks for Decision-making in Civil Eng. Problems	Ahsana Parammal Vatteri, Ji-Eun Byun, Pierre Gehl	9-10 March 2023
10. SELENA	Seismic Losses Scenarios using SELENA	Sergio Molina, Abdelghani Meslem	23-24 March 2023
11. Structural Resilience	Structural Resilience of RC and Masonry Buildings	Rafael Fernández, Rohit Adhikari, Ahsana Parammal Vatteri	04-05 May 2023
12. Indonesia	Webinar – Earthquake Performance of School Buildings in Indonesia	Yunita Idris, Ella Meilianda, Adrian Utza	22-Jun-23
13. Türkiye	Management of post-disaster relief, recovery and reconstruction after Türkiye Earthquake	Yasemin Didem Aktas, Cassidy Johnson, Ali Tolga Özden	13-Jul-23
14. NSET	Experience and Lessons on Seismic Retrofitting of Masonry Buildings in Nepal	Ramesh Guragain	21-Sep-23
15. ICSI	The role of engineers in accelerating implementation of Disaster Risk Reduction and Resilience	Savina Carluccio, George Karagiannis, Daniel Stevens, Prof. Kapil Gupta, Bram Evers, Anna Morley and Sölveig Thorvaldsdóttir	30-Oct-23
16. SimCenter	SimCenter: A computational framework to simulate the impacts of natural hazards	Sang-I Yi and Jinyan Zhao	16-Nov-23
17. Thornton Tomasetti	From post-earthquake forensics investigations to recovery-based design	Francisco Galvis, Ruchika Kaur, David Ojala and Julie Pietrzak	18-Jan-24
18. Confined Masonry Global Symposium	Global symposium on recent advancements and the way forward in confined masonry construction	Svetlana Brzez, Sebastian Kaminski, Sergio M. Alcocer, Ramesh Guragain, Juan Jose Pérez Gavilán, Sofia Andrade, Marcos Chávez, Qaisar Ali, Daniel Quiñ, Erwin Lim, Dina D'Ayala, Hemant Kaushik, Vaibhav Singhal, Tim Hart, Ahsana Parammal Vatteri, Yunita Idris, Annu Pavan, Aidarbek Stomov, Dexter S. Lo and Julian Thamboo	8-Feb-24
19. MEDiate 1	Multi-hazard and Risk-informed System for Enhanced Local and Regional Disaster Risk Management	Dr. Abdelghani Meslem	7-Mar-24
20. The Philippines	Infrastructure Resilience Initiatives: The Philippine Experience	Dr. Andres Winston C. Oreta, Dr. Lessandro Estelito O. Garciano, Engr. Juanito D. Cunanan, Dr. Ahsana Parammal Vatteri, and Dr. Rodolfo Mendoza, Jr.	11-Apr-24

Figure 3. Recent webinars organised by the UNESCO Chair

Recently, we ran a 2-day first symposium on confined masonry because this is a type of construction that is quite common in developing countries, but it is not standardised and covered well by international standards. Therefore, we brought a large number of people to discuss how we can improve the use of confined masonry, which is also much more economical than reinforced concrete. In this respect, we have a large number of participants from more than 50 different countries with different contributions; with some of them, we have direct exchanges and collaboration, and with some others, we have less collaboration. We also try to look at how we can improve our connection not just through academia but, very importantly, with government, institutions, industry, and NGOs (Figure 4).

¹⁴ <https://www.youtube.com/@EPICentreUCL>

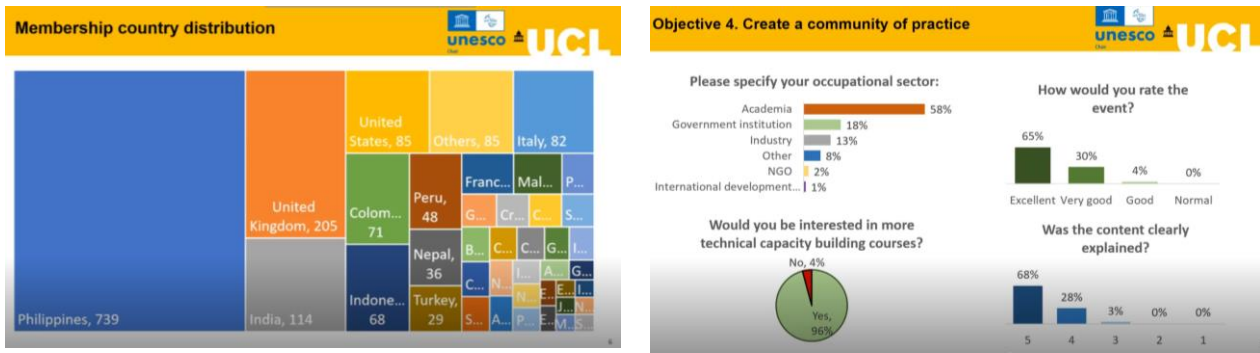


Figure 4. Members of the UNESCO Chair (left), their distribution and satisfaction (right)

Our main focus is on multi-hazard holistic engineering resilience. Goal 9 focuses on building resilient infrastructures, promoting inclusive and sustainable industrialisation and fostering innovation, particularly facilitating sustainable infrastructure development for developing countries. When we talk about infrastructures, there are several barriers to better education quality, such as poverty, challenging geographies, post-conflict insecurity, refugees, gender, infrastructure, quality of education, climate change and resources. With our knowledge, we can support the reliability of the infrastructure and improve its resilience. Safer learning facilities are the first pillar of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector. So, how do we do this on a global scale? We need to look at the exposures to the facilities that provide education and their vulnerability to specific hazards. How can we define the risk? Once we have defined the risk, then we can also define the activity that will determine the resilience. In order to do that, we need to have safer infrastructures for natural hazards, health hazards, and human-made hazards. You can read more in the Comprehensive School Safety Framework, which the Chair has directly contributed. However, we also need to look at how the infrastructure is functional in terms of sufficient space, adequate sanitary facilities, electricity, internet connectivity, and so on. The infrastructure must be durable if we want it to be sustainable. So, we need to look at the life cycle, the maintenance and the space that is modern and fit for future activity. And of course, there are a number of references that can be consulted in this respect, but then they need to be put into action (Figure 5).



Figure 5. Pillars of disaster risk reduction and resilience in the education sector (left), required infrastructure quality in schools (right)

This is our target, but there is clear evidence that school infrastructure is very vulnerable globally (Figure 6). In the February 23 Türkiye, Syria earthquake, a large number of schools were damaged in comparatively few with respect to the size of the event and the magnitude of the event. But still we know that education had

been interrupted for at least one month nationally. Even today there are still areas in which it has not completely been recuperated. The schools have not been rebuilt where they were.



Figure 6. Examples of schools vulnerable to earthquakes from the Globe

So, this brings us to the issue of the fact that it is also important to look at the rest of the infrastructure around schools and, especially when we look at other events, not just seismic, but, for instance, flooding. Schools might be resilient to flooding if properly built in the correct place, but they might not be accessible. It is important to look at the schools in the urban context or in the larger territorial constants and understand the effect of other infrastructure on the school. In this case, it would be the water network or the electricity network. We have been doing research on this both in the Philippines and in the Dominican Republic with the UNESCO Paris Disaster Risk Reduction unit. A full report was published on the UNESCO site, and the presentation was made in the Dominican Republic in Santo Domingo in December to finish our research (Figure 7).

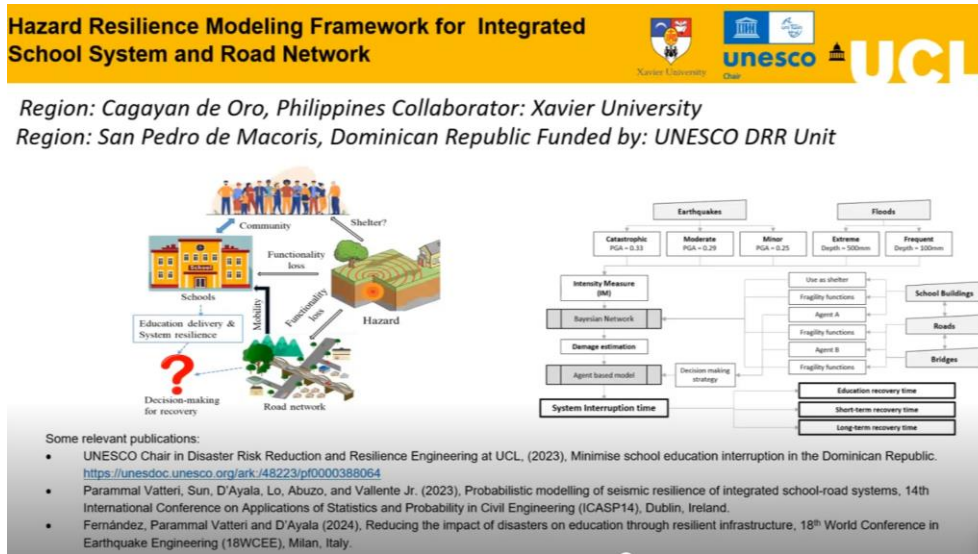


Figure 7. Resilience framework for the Philippines and Dominican Republic

This type of work is only feasible if there are quite strong connections with the governmental agency, which was, in this case, facilitated through UNESCO DRR. But also, if you have coordinated fieldwork activity, as we have done in the Philippines, you are able to work very locally with the people who are directly affected by the possible risk. They are directly interested in becoming more resilient as a community but also in investing to exert the political pressure that is needed to obtain better infrastructures and more resilient infrastructures (Figure 8).



Figure 8. Activities related to the Philippines case

In order to remain valid and useful, we need to create tools and frameworks that are translatable and that are flexible and updatable as we apply them to different cases. These will help us to meet Goal 11: make cities and human settlements inclusive, safe, resilient, and sustainable. In particular, we can play into work towards three different targets:

- Target 11.5 Reduce the adverse effects of natural disasters
- Target 11.9 Implement policies for inclusion, resource efficiency and disaster reduction
- Target 11.A Support least developed countries in sustainable and resilient building

How do we know that we are being beneficial at global level? We have been working closely with the World Bank for the past six years or seven years. When we are talking about school exposure and school infrastructure exposure, 1.6 billion students and 6.6 million schools are damaged yearly, an equivalent of 3 billion due to earthquake damage, and 4 billion to tropical cyclone damage (Figure 9).

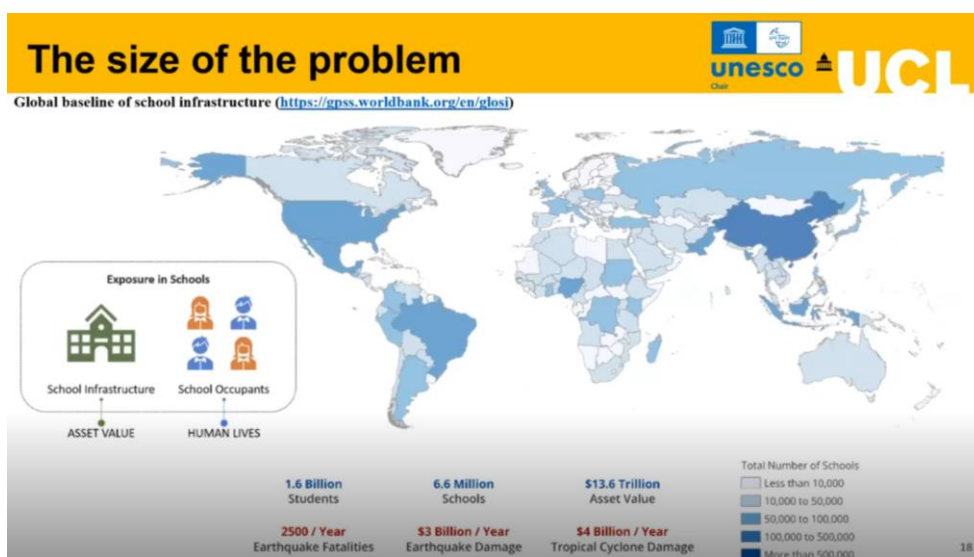


Figure 9. Determination of global baseline of school infrastructure

In order to respond to these with the global programme for safer schools, we have developed what we call the Global Library of School Infrastructure. The idea is to define a taxonomy that identifies each school type, determine a catalogue of building types, identify their vulnerability, and eventually define vulnerability reduction solutions (Figure 10). We have developed a global baseline based on cases worldwide, including Indonesia, the United States, Japan, India, Europe, and North Africa.

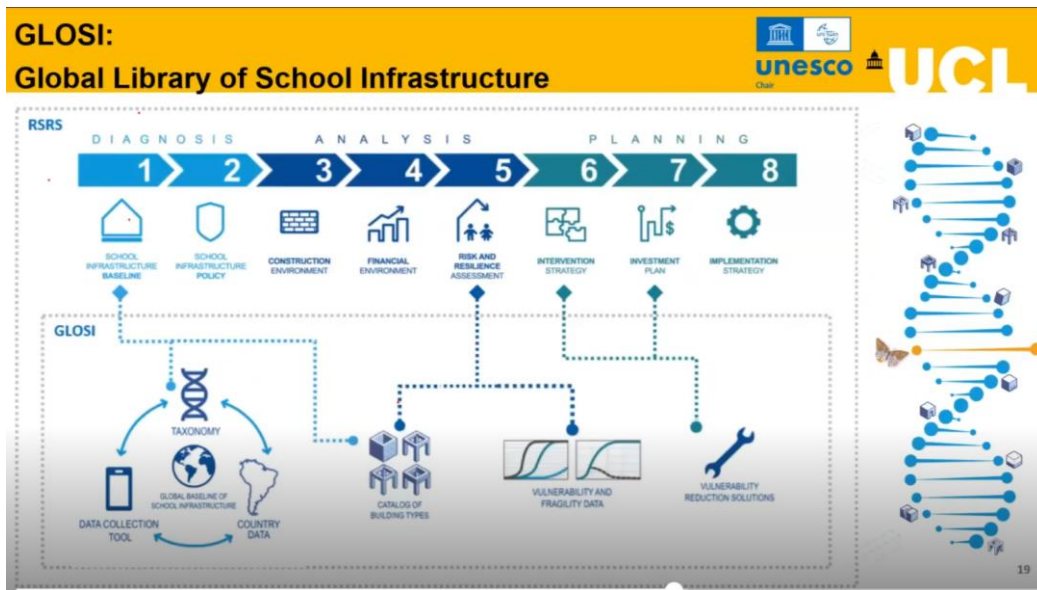


Figure 10. Process of vulnerability reduction

This comes to determine taxonomy, which is the coalition of a number of indicators, in this case, 12. When secondary parameters are added, there are more than 259 taxonomy strings. This is clearly expandable. There are many different ways of classifying the structures.

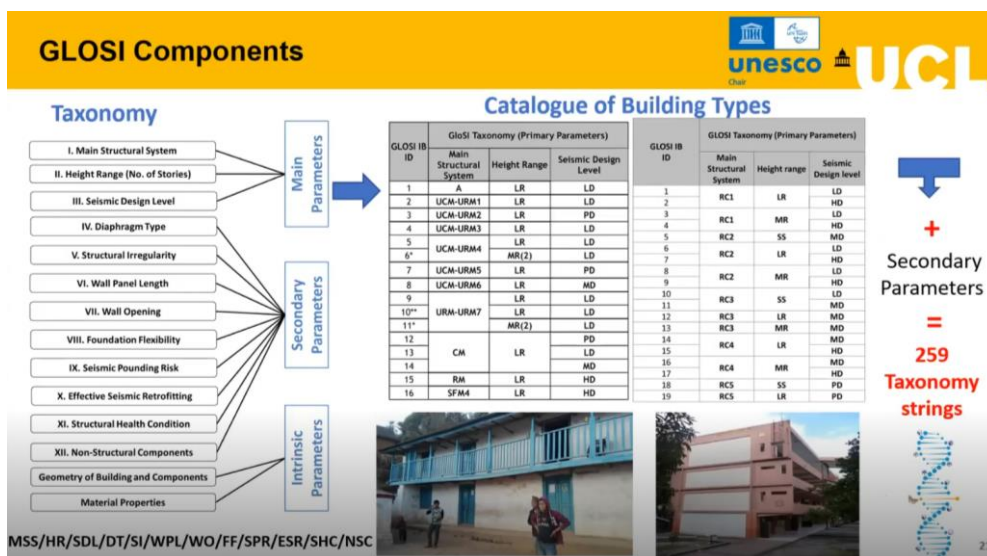


Figure 11. Development of taxonomy

So far, we have been mainly looking at earthquake vulnerability, and in doing that, we have developed an app for data collection. The data collection allows us to identify the typology to identify or compute their vulnerability and then to identify typical strengthening or retrofitting approaches that can reduce that vulnerability and be implemented at scale and cost before the next event happens (Figure 12).

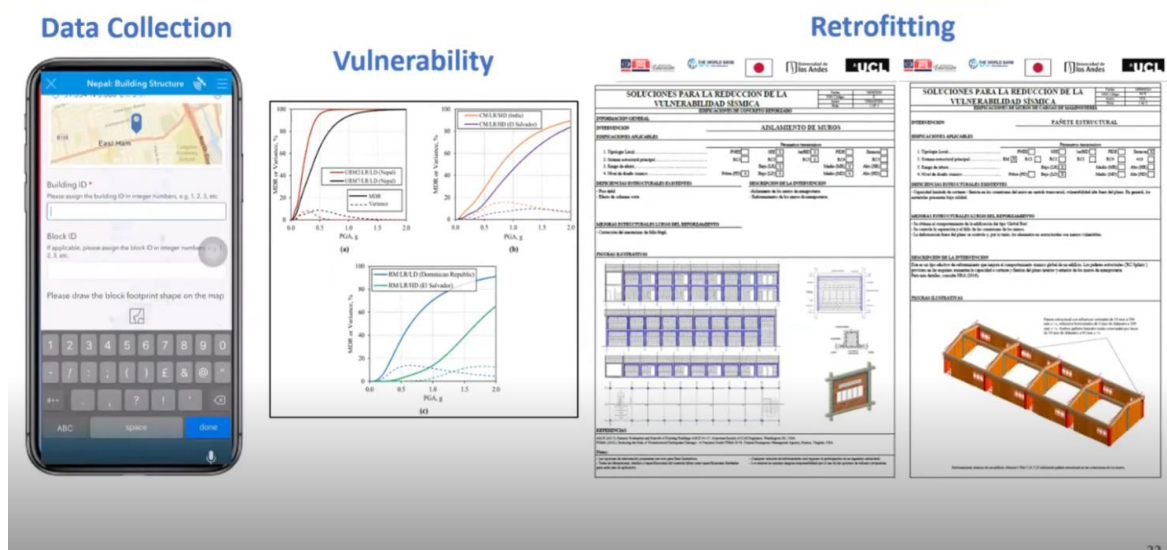


Figure 12. Process of determining earthquake vulnerability

Besides looking at the earthquake, we also want to look at functionality and sustainability. We have done some of that work by working with a number of schools in Nepal. In Nepal, there was an earthquake in 2015. Many schools have been either retrofitted or new schools have been built. Our new school typology was developed not only to be safe but also to ensure thermal comfort, lighting, acoustics, and ventilation so that children can properly learn within the school. When we talk about a school, it is not just one building. Typically, a school will have a large number of buildings with different functions but also made with different structures (Figure 13).

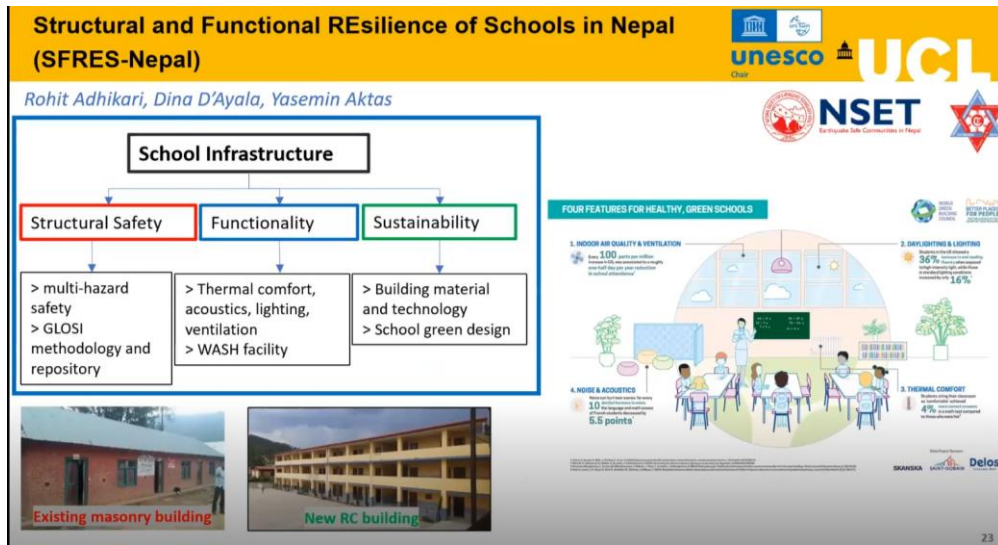


Figure 13. Requirements for resilient schools

It is very important to understand the exposure and how the school infrastructure exists and is being used (Figure 14). Once we have identified the vulnerability of each building, then we can quantify what is needed to improve each and every particular school. Therefore, we do prioritise that.

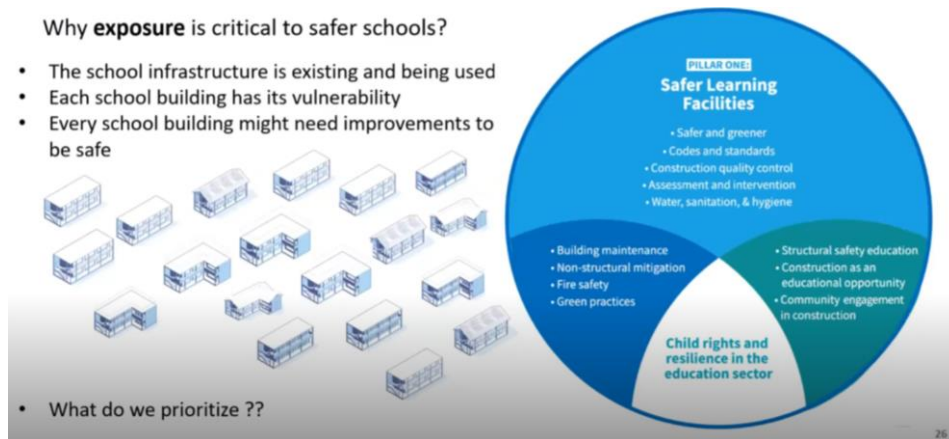


Figure 14. Significance of exposure

We have done some of this using artificial intelligence and agent-based models to look at how we can set the level of vulnerability before a disaster, how we can intervene and how we can consider the best option. Basically, we go from the taxonomy to understanding the building quality index. Then, we can cluster similar buildings at the school level. So, it is not just at the individual building level but also at the system level of the school. We can consider different interventions for each building, which will then mean different costs for each school. For instance, considering the number of students that can benefit from different intervention strategies, we can understand the best school and the optimal intervention we can consider (Figure 15).

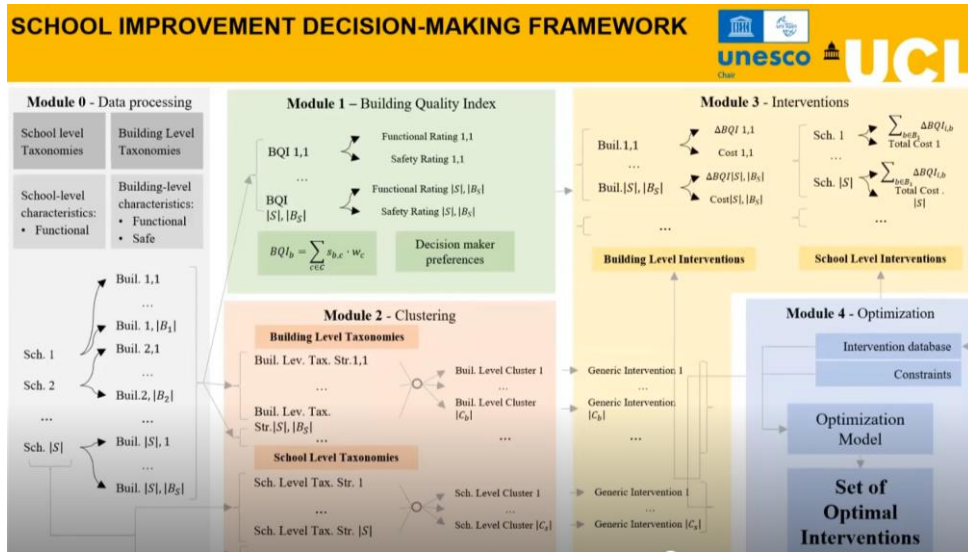


Figure 15. Optimisation of interventions

On the other hand, we produce different types of tools that allow for the collection of data on-site in the wake of an earthquake or a tsunami (Figure 16). The particular mobile app, which we provided to Izmir and Samos during the Aegean earthquake in 2020, is designed in such a way that you can use different levels of surveying in different years. Depending on the amount of time that you have to do it, the survey will define the quality of the information to be collected.

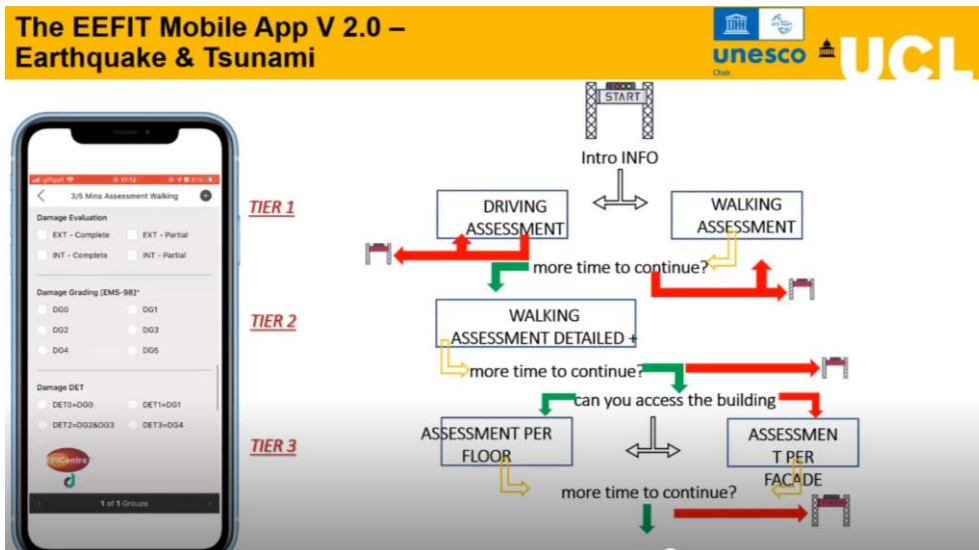


Figure 16. Tools developed for collecting data on disaster damage

When we used it in the Aegean earthquake and Tsunami in 2020, we were able to apply it to more than 500 buildings. That allowed us to conduct our reconnaissance activity, particularly looking at historic buildings. They were indeed almost not damaged at all during that particular earthquake. They are notwithstanding the fact that they would appear as relatively vulnerable structures.

This is just to give a flavour of the different things that we are done in the chair. If I had again put some words of conclusions here in relation to how you set the UNESCO Chair and how you make it successful, first of all, think globally and act locally. So, whatever your unique selling point is, identify what you want to develop from an academic, research, and educational point of view. From your side, it's valuable, effective, and useful to other locations and colleagues worldwide. It is very important to create a network of strong collaboration. UNESCO does not support chairs financially, so it is very important that you have a network not just of collaborators but also of goodwill and that you can enact this collaboration through alternative funds. Identify very clear targets; don't be too ambitious. It's always better to overcome our targets rather than not meet that particular target. But also, it is very important to determine very strong correlation with the SDGs. It should be clear what is it that you are doing within the Sustainable Development Goals framework. Engage with UNESCO Paris and, in this particular case, probably with the Cultural Heritage Unit and clarify what is your educational mission.

Questions and Answers

Q: We have seen that you are approaching with a clear target of schools, and you are also working with sustainable development goals in mind. We can really correlate this with the engineering aspect of the research you have conducted, given that we have also had many engineering-focused projects at the Izmir Institute of Technology. I want to ask how the community was involved and empowered. These are the goals we are also trying to achieve. What kind of feedback do you get from the local community and all the students in these schools? Can you provide brief information about the social aspects of your outcome as well?

Dina D'Ayala: Our situation is slightly different from your situation because you would be setting up the UNESCO Chair in Izmir with a clear focus on the Izmir UNESCO sites and the expansion of the historical port. So, your community is outside your dorms. Our communities are on the other side of the world, in the Philippines, the Dominican Republic or Nepal. We achieve the engagement by collaborating with local colleagues, empowering them to develop these engagements, and giving them a global platform so that engagement in Calgary or in the Philippines becomes relevant to colleagues in Indonesia or Nepal and vice versa. It is a different dynamic. We ask colleagues on the different sites what interests them, how they want to develop related projects, what the content is, and what technical elements are needed. We support and provide technical training for that particular issue to be researched or brought to the community and acted upon.

Q: You have already mentioned about the financial aspect, but we can make it clearer. UNESCO does not give some kind of financial support to the UNESCO chairs, but do these kinds of establishments make it easier to reach European funds? Is it a positive aspect, or do you have any other examples like this?

Dina D'Ayala: The success of the chair depends very much on the network of the chairs' holders. By developing these networks, research ideas and research agendas are developed that are suitable for European engagement or national engagement for bilateral funding. For instance, we try to work with and get funding from the British Council. Getting funding is dependent on the quality of the proposals that you developed. If the chairs work well, of course, there is a positive influence of being a UNESCO chair because everybody knows that you are speaking to the world.

There was also a question earlier about what you need to do to establish the chair. To my knowledge, engaging with the UNESCO National Commission is especially important because their recommendation brings the chair to international ratification.

WATER SYSTEMS DESIGN: LEARNING FROM THE PAST FOR RESILIENT FUTURES

Prof. Dr.-Ing. Carola M. Hein¹⁵

This event explores these questions: What is the process of establishing a UNESCO Chair? What can a Chair achieve? What are the goals?

Let me share some experiences from my UNESCO Chair Water, Ports and Historic Cities. My background is in architecture and planning, with a focus on long-term developments. I am convinced that physical spaces, cities and landscapes play an important role in sustainable development because of their longevity. I have long had a fascination with the way in which systems of shipping and water change the built environment. Together with colleagues from Leiden, Delft and Erasmus universities, we set up a research centre called PortCityFutures in the Netherlands. It is a transdisciplinary group looking into the spaces shaped by port functions, meaning the transmission of goods, people and ideas through a territory.

The PortCityFutures Center explores port city territories as complex spaces beyond the waterfront – all the places where port activities leave a spatial imprint. If we take Izmir as an example, the carpet making far from the coast, the transport routes that lead into the city, and the housing districts of the wealthy in Izmir – all are part of a larger system, which I call a port cityscape. The spaces within it are affected by port functions that have evolved over time. In the PortCityFutures Centre, we're looking at long-term development, taking a perspective, sometimes, of several hundred years. The argument is that we need to think beyond the short-term politics of three-four years to perspectives that are forty, fifty, and sixty years in the future. We believe that the study of the long-term past can help project a longer-term future.

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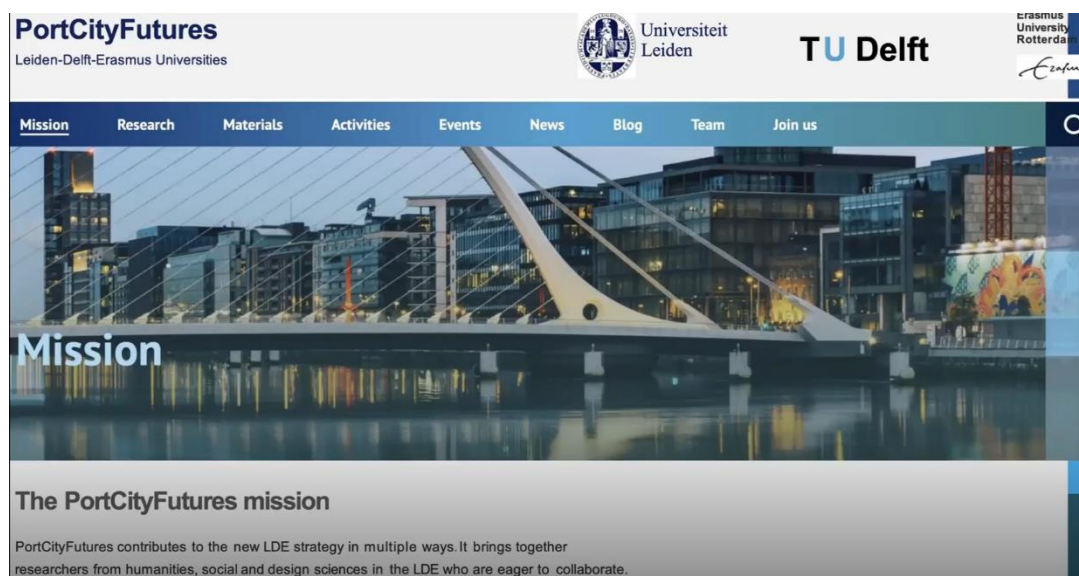


Figure 1. Mission of the UNESCO Chair on Water, Ports and Historic Cities

This means we have to engage both with active port sites and heritage places, raising the question of how we want to engage with port activities past, present and future, both the tangible structures and the intangible settings of institutions, laws, governance, and, how can we design and redesign these spaces for a more sustainable future (Figure 1).

The UNESCO Chair Water, Ports and Historic Cities explores port city territories in the context of comprehensive water systems that are transforming the built environment. Port city territories are, in fact, places where multiple water-related systems come together: shipping, groundwater, water for agriculture, etc. We argue that we need long-term, multi-scalar approaches and design thinking to activate heritage. This comprehensive approach to water is also the foundation for our online open course *Water Works*, in which we explore the role of history and heritage for sustainable development at a time of climate change, sea level rise and water system change (Figure 2).

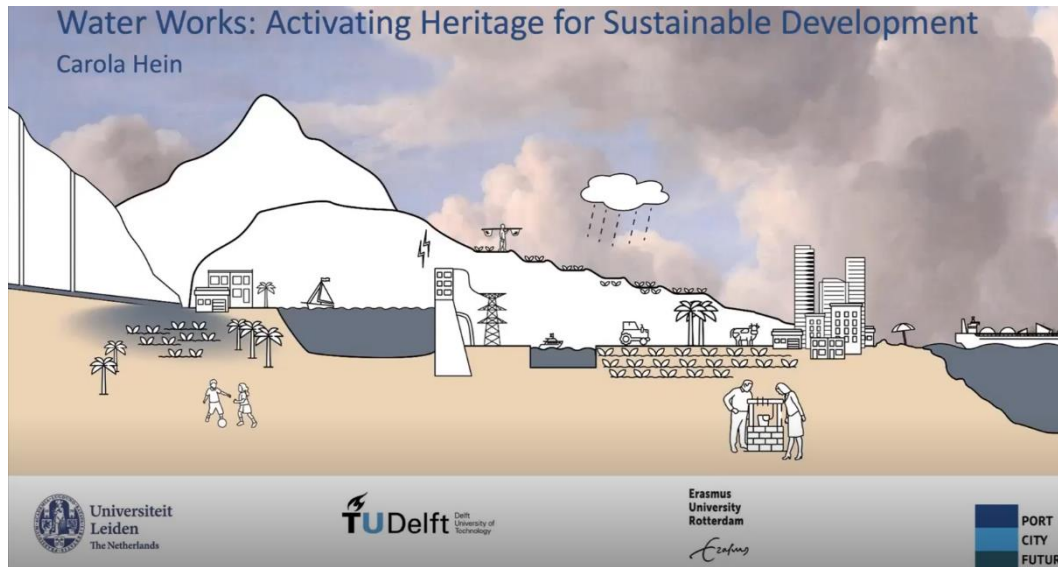


Figure 2. Different forms of water in a port city

The UNESCO Chair Water, Ports and Historic Cities is connected to the World Heritage Center of UNESCO. It explores the impact of climate change on heritage, notably with a focus on water, a key challenge in adaptation and mitigation. Water is key in transitions; for example, we see an increase in both floods and droughts that threaten our heritage. In the past, people have creatively adapted to water and energy patterns. They have engaged with water in multiple ways, creating physical structures – such as buildings, cities, infrastructures and landscapes – and socio-cultural manifestations – such as institutions, laws, artistic practices and rituals. They have transformed natural settings to keep up with climate and energy conditions. Water heritage in Northern Europe looks different from that of Izmir and from that of Yazd in Iran. Today, we have to decide whether we want to conserve our heritage and at what price.

If sea levels are rising, some elements might be underwater, and changing rainwater or snow patterns may mean that buildings are no longer appropriate for the weather they stand in. A World Heritage property, such as Kinderdijk, the historic windmill district in the Netherlands, was designed to extract water. Today, the site needs to have water pumped back in because of drought. How can we navigate water heritage in this kind of setting of climate change? We must discuss new strategies, including the loss of buildings or ways to adapt these buildings, while also thinking of the creation of future heritage.



Figure 2. Visualisation of conflicts of heritage and industrial development (PortCityFutures)

Water heritage sites can help tell stories about societal conflicts. This building in the front (of Figure 2) is a water mill, using water flows to generate energy. The water from the river flows into the polder, a low-lying area, drained or reclaimed from the sea, that requires constant pumping out of water. In fact, several windmills are required to get the water back out of the polder. It means we have a benefit for the company that is using water for energy, and we have a public investment in getting this water back out and keeping everybody's feet dry. You can already imagine that this led to big discussions because why would one group or person benefit, and the whole community pay to solve the problem? It took the Dutch some 300 years to solve the conflict between these different interests (Figure 3).



Figure 3. Wool mill using waterpower on the left and windmill on the right (Carola Hein)

We have looked at this whole question of water and heritage through several publications. One of them is the book *Adaptive Strategies for Water Heritage*, in which we looked at different types of water separately: drinking water, sewage water, but also land reclamation or waterfronts, shipping, etc. An interesting example is the Dutch Water Defense Line (Hollandse Waterlinie), a historic defence system in the Netherlands. Despite its effectiveness during periods of conflict, technological advancements rendered the defence system obsolete, letting it fall into a state of neglect. After years of neglect, a multi-stakeholder endeavour connected heritage preservation, nature conservation and spatial development. In the course *Water Systems Design: Learning from the Past for Resilient Water Futures*, we show this as an example of connecting economic development, environmental sustainability and social well-being (Figure 4).

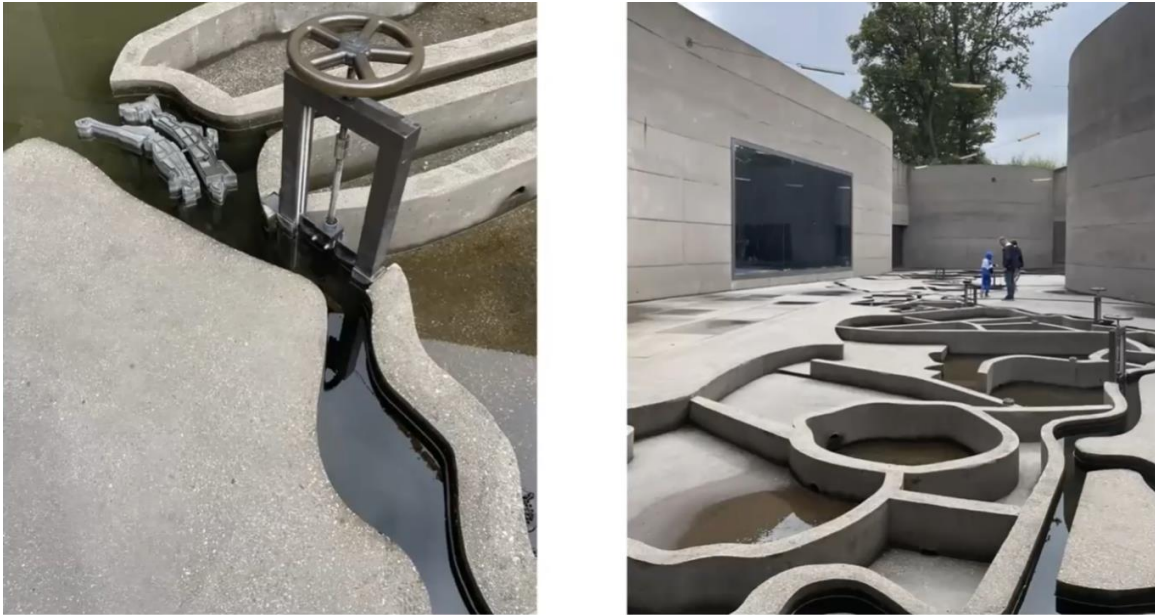


Figure 4. The military heritage of the Netherlands, its relationship with water, its preservation, and its presentation in the Waterline Museum in Fort Vechten (@Photo: Lea Kayrouz)

As UNESCO Chair Water, Ports and Historic Cities, I aim to create new theoretical approaches and develop new methodologies and capacity-building tools. In terms of these approaches to capacity building, we have developed a number of Open Access courses like *Waterworks* and a new professional education course called *Water System Design*. We have also developed new methodologies and engagement tools, including serious games. We have started a new open-access, peer-reviewed and transdisciplinary journal called *Blue Papers*, where authors from around the world can share diverse perspectives and research on water, culture and heritage.

In March 2023, we joined the United Nations 2023 Water Conference in New York to share knowledge and exchange ideas about water-related challenges. Conference participants acknowledged the need for long-term thinking, as evidenced by the hundreds of commitments made to reference heritage, the past, and history. This raises the question of how to connect the past, present, and future. A first lesson to learn from historic practices may be to respect water on a daily basis, pragmatically, emotionally, and perhaps also spiritually.

I propose that turning to the past, history, and heritage can help, at least in three ways:

1. History can serve as a mirror for water-system thinking. Analysing past water systems and the values that guided them can help us understand the importance of water as a complex system, from source to sea. We can get a better sense of how integrated water systems connect spaces, institutions and culture and how this history can help us imagine sustainable water futures. Values are often anchored in habits, traditions and cultures – even recently created ones. By exploring the heritage of communities, it is possible to unveil these values. For example, the study of traditional water systems shows us how water management, architecture, institutions, laws and rituals have been integrated and have allowed communities to thrive in extreme conditions, including arid and flood-prone environments.

2. The past must be recognised as the foundation for future development. The structures we have erected, the institutions we have formed, and the laws, tools and cultures we have developed over centuries are not only study objects; they are the foundation for how we can design the future. Once established, a

system of dikes, polders, pumps, and institutions shape all future interventions. History provides us with empirical evidence of developments and interventions that failed. It also teaches us ways of living with water that might be reestablished.

3. Specific spaces and practices can be identified and protected as heritage. Heritage properties and practices can inspire sustainable development, but if we want to save them for future generations at a time of climate change, they need to be protected, including from destruction by changing water systems. This means developing clear frameworks, terminologies and policies. For example, water management plans for UNESCO World Heritage Sites could help protect these sites. Traditional ways of living with water can also inspire future water management.

A holistic consideration of SDGs as part of a larger value-based approach to sustainable living can help identify transformative actions. Based on the understanding of the relation between water and culture sketched above, I propose that to realise the 2030 SDGs, rethinking our approach to culture(s) and developing place-specific approaches that acknowledge long-term development and socio-cultural context is necessary. Through value-based goals, policies and institutions (SDG 5, 10, 16), through transformation actions (education, consumption/production and partnerships [SDG 4, 12, 17]), we can regain agency in implementing and co-creating sustainable water management

To understand the diverse conditions of water spaces and heritage, we have created a set of icons to categorise tangible and intangible objects and practices related to water and use them, notably in the open-access peer-reviewed journal *Blue Papers*. The icons help us identify different scales, functions and forms of water management-related heritage objects, as well as generic water-related structures. The categories identified are suggestions and not conclusive or mutually exclusive. Connecting different types of water (Figure 5), both the tangible and the intangible parts, is part of it. The article highlighted in red in Figure 5 is about World Heritage discourses and conceptualising water, basically pointing out that World Heritage management lacks water management.

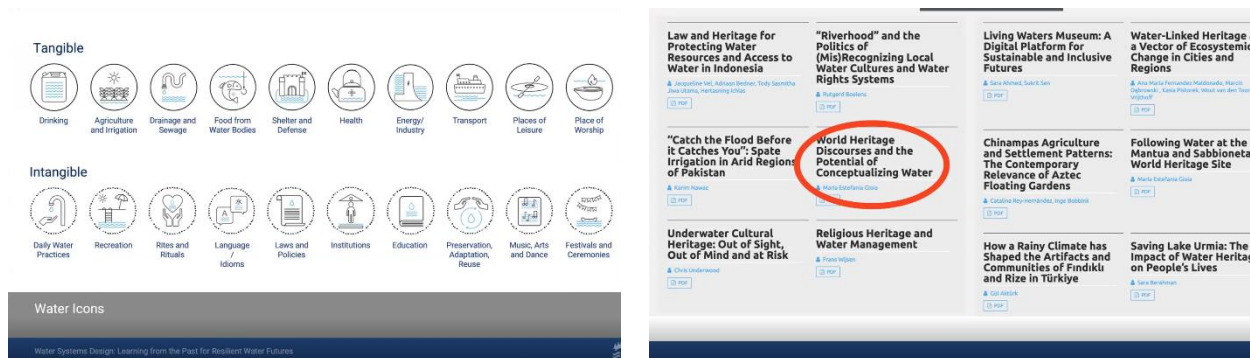


Figure 5. Water types (left), articles on water–heritage relations (right) (@Excerpt Blue Papers)

More recently, we have been collaborating with the World Heritage Centre on the recently launched Urban Heritage Atlas. We are also working with the Water Museum Network on a taxonomy to collect information on key perspectives and activities of water museums worldwide. We are thus promoting various commitments that we also made in New York through open access platforms, generating capacity-building tools and new approaches, and we have done so again at the 10th World Water Forum and coming up in Bali (May 18–25, 2024).

Questions and Answers

Q: Was the UNESCO chair in the Netherlands established with three universities and a partner together?

Carola Hein: My academic chair is History of Architecture and Urban Planning at Delft University of Technology. Over the years, together with colleagues, I have built the Leiden Delft Erasmus PortCityFutures Centre. I have also been named professor at Leiden and Erasmus universities. While the UNESCO Chair has been discussed with the three universities, there was only one signature of the TU Delft rector who signed for the three universities.

Q: I would like to ask why you preferred this type of collaboration with the establishment. Is it more beneficial than forming partnerships with other universities? Could you provide a recommendation for us to collaborate with other universities as well? Could this also be followed as a methodology, or have you encountered any challenges?

Carola Hein: The chair is very much transdisciplinary. The study of port city territories and water systems requires anthropology, economy, history and other disciplines. By building this cross-cutting UNESCO Chair, we connect disciplines that engage heritage with those that focus on design. It is a strategic decision. It was important to have the three universities and the consortium on board.

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PortCityFutures Centre and UNESCO Chair Water, Ports and Historic Cities <https://www.portcityfutures.nl/unesco-chair-water-ports-and-historic-cities>

Water Works: Activating Heritage for Sustainable Development <https://www.edx.org/learn/water/delft-university-of-technology-water-works-activating-heritage-for-sustainable-development>

Water Systems Design: Learning from the Past for Resilient Futures <https://online-learning.tudelft.nl/courses/water-systems-design-learning-from-the-past-for-resilient-water-futures/>

UNESCO CHAIR ON URBAN RESILIENCE

Assist. Prof. Dr. Alberto Innocenti¹⁶

We established the UNESCO Chair on Urban Resilience two years ago. It is part of the UNESCO network on Water and Resilient Human Settlements. We are part of the IHP, the Intergovernmental Hydrological Program. So, we are part of the UNESCO water family. We are also looking into the Intergovernmental Oceanographic Commission because we have many works and research that are related to coastal areas and the sea. Our main focus is the urban resilient transition. We try to systematically integrate the development of Disaster Risk Reduction and climate change. We look at mitigation and adaptation. We set up all our research in urban areas on the territory. We also develop research on governance. At the same time, we have many agreements, many works, and many contributions from different United Nations agencies, such as UN Habitat, UNDP, and UNDRR. So, our main aim is to develop research to inform policy-making at the national and international levels.



Figure 1. Main focus of the UNESCO Chair (left) and related international agreements (right)¹⁷

We have developed research that takes sustainability principles into account. We look into Climate Change, Urban Development, and Disaster Risk Reduction. We are also very much aware, as all the other professors that they shared before their presentation, that all our activities are always linked to the Sustainable Development Goals. As a UNESCO Chair, we have to deliver, every couple of years, a report of the activity that we have developed in our research group to UNESCO. So, it's very important that when you make the report, you link all the activity, research, and outputs to the Agenda 2030.

As I was explaining, there are two different levels: the international or global level, and a regional or local level together with education. We are a relatively medium-sized group. So, we have more or less ten people working in our research group. Plus, we always have 5 or 6 visiting PhD students and interns. So, we are a very dynamic group. We have people arriving from a bit everywhere in the world, from the Philippines, from Iran, from India, from Poland. So we have a very heterogeneous group also with very diverse backgrounds.

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¹⁷ The source of all figures in this paper is the video of the presentation by Dr. Innocenti on April 17th, 2024 (IHPCSMO Archives).

The main research clusters that we are developing in our research group are Water and Resilient Human Settlements, Resilient Coastal and Maritime Planning, Climate Nature-Based Solutions, Circular Economy and Built Environment, Human Health and Climate in Cities, Climate Finance, and Data for Disaster Risk Reduction (Figure 2). These topics are always linked to Spatial Planning for Resilience because most of us are planners where we have that background. They are very much linked to Climate Governance because that is part of the impact of our research. We transfer globally to international and national policies. At the same time, we are also developing Capacity Building for Resilience. Besides our educational activity inside the university, we also have an academy in which we develop intensive training throughout the year on urban resilience both in Denmark and also, for now, in Asia and the Pacific. This is to multiply the impact of our research and our knowledge by sharing it with senior researchers, policymakers, and practitioners.



Figure 2. Main research clusters of the UNESCO Chair

The Water and Resilient Human Settlements are also crucial since we are part of the water family and the Intergovernmental Hydrological Program. We are developing a different type of research, which is from governance and NDC, so international governance. Also, now we have our colleague Maria Pizzorni Altés, who is our new PhD candidate, and she's developing research on adaptation to floods and droughts in cities. So, she's trying to investigate and put together the excessive quantity of water together with the scarcity of water. For example, we are also coordinating and supporting the strategic plan for the UNESCO Intergovernmental Hydrological Program. Furthermore, we are developing different types of output to support the plan of UNESCO.

At the same time, we have another cluster, which is Climate Nature-Based Solutions. In this cluster, in one year, we were awarded a significant grant for developing an elite research centre called AquaNbS. This is a project endorsed by the UNESCO Intergovernmental Oceanographic Commission in the Ocean Decade program. The Intergovernmental Oceanographic Commission endorses the project for the UN Decade for the Ocean; the research centre and the research developed mainly focused on NbS for rivers, coastal areas, and underwater. We are developing this research together with two other faculties inside our university because we believe that we cannot find solutions without taking into account the economic part or the biological side. So, we are trying to put together a comprehensive transdisciplinary research (Figure 3).

Aqua NBS

Funded by SDU Climate Cluster
Duration 2023-ongoing

The Elite Centre of Aquatic Nature-based Solutions for climate change adaptation and mitigation (Aqua-NbS) aims to scale up and integrate approaches of Aquatic Nature-based Solutions to expand the provision of multiple ecosystem services.

<https://www.sdu.dk/en/forskning/aqua-nbs>

2021-2030 United Nations Decade of Ocean Science for Sustainable Development

aqua NbS

WATER COAST NBS SPATIAL PLANNING

UNESCO Chair on Urban Resilience

Figure 3. A research centre developed within the context of activities in climate nature-based solutions cluster

Then we have other PhD students who are working on the circular economy (Figure 4), and they are especially working more on building and social housing. There are some of the reports that we made with other work on circular economy in the building environment.

Circular Economy

Circular economy and built environment

Vibeke Grøpe Larsen
Industrial PhD candidate

The CE cluster aims at supporting the circular transformation of cities, housing and the building sector by providing planning **frameworks for evaluating social value creation together with environmental impact and economy** through understanding stakeholder perspectives in converting construction.

Furthermore, the cluster aims to create the basis for new circular economy advisory services and solutions, focusing on the social components of sustainability.

Figure 4. PhD Thesis developed as part of the activities of the circular economy and built environment cluster

We have developed some research on Human Health and Climate Change. As you know, a few years ago, we were dealing with COVID-19 and did some research with WHO. We have also researched slow mobility and green spaces to enhance the quality of life in cities.

There is a PhD visiting researcher who has already started work for one year and is enhancing the Urban Climate Finance cluster. This cluster of resources is still a bit at the beginning, but we believe that in a few years, it will also be well-developed. Then we have Sunil Parashar, another postdoc who is in charge of developing the Data for Disaster Risk Reduction. He has extensive work and experience working in Asia for the ADPC.

Some of the clusters are transversal and keep diverse research together; those are Spatial Planning for Resilience, Climate Governance and Capacity Building.

At the same time, one of the biggest transversal clusters is Climate Governance, which works differently; they have been working strictly in connection with the United Nations, and we work together with UN-Habitat and the UNDP. We developed different types of research. For example, they developed research and reports that were presented at COP 27. They also analysed the urban content in the NDCs (Urban Content of NDCs Global). This work was developed with the African Development Bank and our research group. They tried to analyse all the NDCs and developed indicators to understand how much urban content, climate adaptation content, and mitigation contained global policies developed by the different member states.

There are some other things. We always have these works that we developed together with the UN agencies, and we also try to share in big events in order to have the maximum possibility to share our work and to have a higher impact. The similar types of jobs because we don't work only globally, but we also try to work locally; we develop research together with another Danish university that is Aalborg University, and the Region of Southern Denmark. We assessed all the climate plans for all the municipalities in the region of Southern Denmark. So, it was very interesting to see how we could move from the global level to the local level (Figure 5). And this is one of the reports which is Empowering Local Climate Action. This is part of the first report, which is the preliminary analysis of the municipal action plan in the region of Southern Denmark.

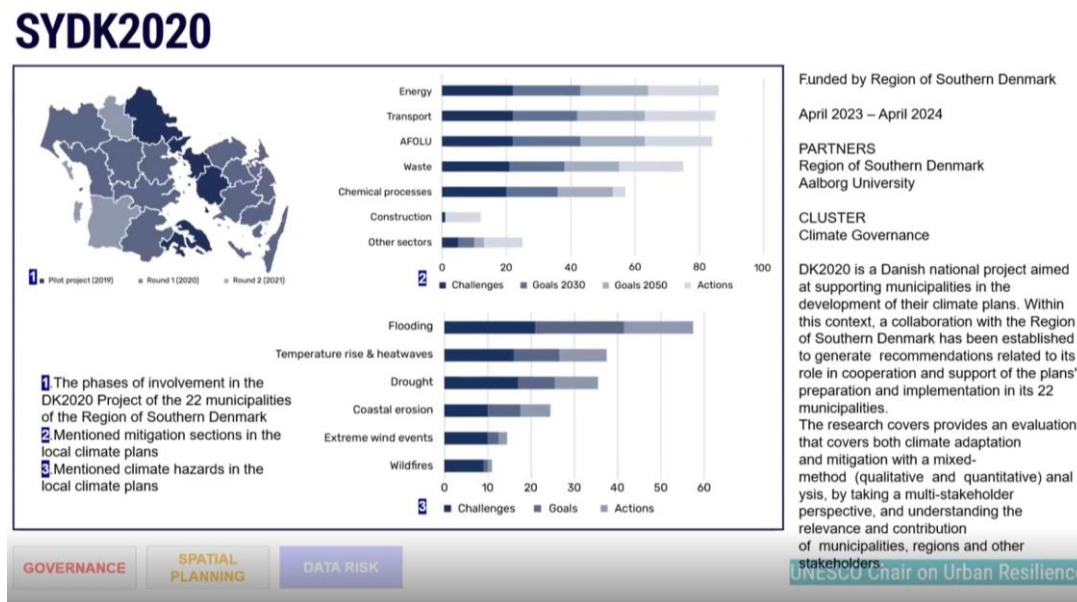


Figure 5. National Research Project on climate change adaptation in a specific region in Denmark

At the same time, I was telling you that one of these activities that is taken care of and transdisciplinary within our research group is Capacity Building for Resilience. So, we develop a lot of intensive training, which is called Urban Resilience Intensive Training, every year. This time, it will be around the end of June or the beginning

of July and will be held in Copenhagen. A big network of experts is coming to have very high-level classes. At the same time, we are reaching different types of people interested in learning urban resilience in cities and how to develop strategies and actions. Besides that, we are also developing intensive training in Bangkok together with the ADPC, the Asian Disaster Preparedness Centre. We are trying to build capacity with our knowledge and support experts in Asia (Figure 6).



Figure 6. Capacity Building Activities

Besides that, we were rewarded with a Danish grant for developing sustainable and inclusive urban development, which we organised together with Roskilde University. Here, we have participants from Global South who are coming to learn about multi-disciplinary approaches to multi-layer urban challenges. It's a bit broader than what we are already doing, but we have many different activities in order to build capacity and reach a bigger impact.

The last one is my research cluster: Resilient Coastal and Maritime Planning (Figure 7). My background is that I am a spatial architect and a spatial planner. I also studied geography and developed my double degree PhD at the University luav of Venice and the University of Copenhagen. I used to work on maritime spatial planning. My research topic and area of interest are the land-sea continuum and its dynamics. In this research cluster, I'm developing specific research on land-sea interaction. I'm trying to foster and keep working on maritime special planning. That is something that I was used to doing when I was in Italy. I'm working on coastal climate adaptation planning. I'm also working a bit on port cities and waterfronts and developing low-cost and low-impact solutions for adapting coastal areas. I am also developing research with drones that try to elaborate high-definition analysis of the coastal continuum.

COAST

Resilient coastal and maritime planning

Alberto Innocenti
Assistant Professor

Clarissa Attombri
Research Assistant

The coastal cluster aims to develop integrated research, with an interdisciplinary perspective, across the **land-sea continuum**. The theoretical and applied research, through understanding the complexity of the land-sea continuum, aims to support **planning for resilient coastal cities**.

The main research topics include:

- Land-Sea Interactions | LSI**
- Marine Spatial Planning | MSP**
- Coastal climate adaptation planning**
- Resilient port cities and waterfront**
- Low-cost and low-impact coastal solutions**




Figure 7. Resilient Coastal and Maritime Planning

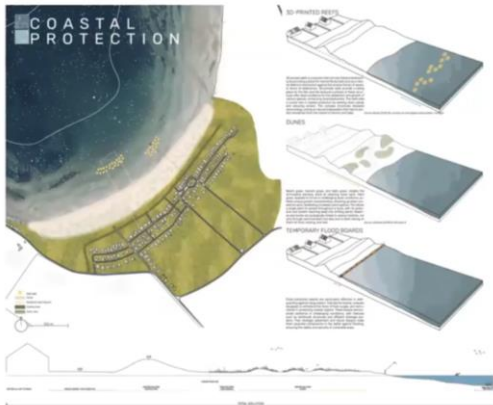
At the same time, I'm organising some joint research with the Institute of Technology in Surabaya, Indonesia (Figure 8). For example, we are trying to define the state-of-the-art about maritime spatial planning and coastal planning in Indonesia. We have a strong connection with this university and are developing different research types. At the same time, part of my research is also developed through teaching because I'm designing the studio course that simulates a spatial planning process, and we are doing it together with the municipalities. So, we are developing solutions for municipalities affected by climate events in their coastal areas.

COAST

Coastal climate adaptation planning

Low-cost and low-impact coastal solutions

Research and teaching activities



Resilient coastal and maritime planning

The research aims to understand and share knowledge in coastal climate planning.

The research is developed with real case study and the support of Danish municipalities

UNESCO Chair on Urban Resilience

Figure 8. Research on coastal protection in Indonesia

At the same time, I'm working in port cities. Mainly, I was working on port cities because their activity is part of the land-sea continuum because they are located on the edge of the sea. But at the same time, I'm developing this part of research with the support of a PhD visiting who was working in port cities. So, I was

supporting that PhD visiting student and also developing another part of this research with some of the students, and we are looking at the paradigm shift in the port cities from productive to liveable. When a port is redeveloping by regenerating the waterfront and making it residential, it is our research that we are willing to understand which enabling factor makes a port a liveable place that is resilient and inclusive for people.

Questions and Answers

Q. I was very fascinated with the sub-sectioning of the research structure. As far as I understand, you also assigned one or several research assistants and PhD students to work on the projects, but they can also intersect in other bigger projects depending on the global or national scales. Can I ask about the management of all these publications? How do you manage to schedule them, or how do you decide on their workload?

Alberto Innocenti: Yes, so I would say it is not easy. That's why I'm probably also the vice coordinator of the chair. Professor Tolin obviously has many people working and is away a lot of time, as of today, and it's difficult to keep control of everyone. That's why I'm also supporting him. But we are trying to develop, and we have reached out to some more senior researchers. So I will be, I think soon, an associate professor, and we have two new postdoc researchers, and we will have an assistant professor soon. We are also trying to, you know, give some of the specific activities the freedom to develop to other researchers. In the beginning, it was a bit more difficult to keep everything together because we did many activities and also because our UNESCO share is on urban resilience and takes inside many thematics. We also wanted to highlight specific research clusters that are obviously linked with each other in many cases so we can develop, share, or do joint research. But at the same time, we wanted to give specific, you know, I would say solo work for each cluster.

As you can also see, my cluster is not just doing one specific thing. This year, I had to do more than one thing because it was probably in the environment where I was used that we had to produce a lot. So we are trying to do as best as possible to be a bit everywhere. Also, Professor Tollin, throughout his career, has built a very large network. I already have my network; he has a very large network. So sometimes, things are always happening, and you just have to embrace them. As far as you have the expertise and the knowledge and you are developing obviously something, it is complex. You manage those things. We are trying to do our best.

Q. Maybe we can get inspiration from your clustering methodology.

Alberto Innocenti: Yeah, I don't know. We are trying, and we are always in a sort of evolution. We are, you know, seeing what is working and what is working less. And we always try to fix and try to see, and, actually, something that is really nice is something that you have to develop. So, when you are in the UNESCO chair, every two years, you have to send a report of all the activities. That moment when we collect all the information is also the moment in which you can assess yourself a little bit on where you are, how much you were able to do, what your expectations and goals were, and how you reached them. So, it's not just for UNESCO, but it's a good way to assess what we are doing.

Q. According to the big project group, are the staff and the project's financial assets powered by the university, or do you use some kind of funding?

Alberto Innocenti: We have different types of projects. It's our mandate as researchers to find money. So we are, in Denmark, kind of lucky. Besides applying for European projects, which we always do, but it is also not always easy to win, we also have inside the university a climate cluster that is a big tank, where we can also apply for money. So, the Aqua NBS, the lead centre of aquatic nature-based solutions, was founded internally by the university because, this time, the university itself is trying to foster interdisciplinary research between faculties. The government was redistributing money from the climate plan in this way. And we apply a lot to private foundations in Denmark; there are a lot of private foundations. So, I'm applying for a proposal for the

Danish seas; I'm working specifically on the Danish seas through the VELUX foundation. VELUX is the company that makes windows, but there are many big companies in Denmark that have a foundation, and they are very keen to fund research projects on green transition, coastal areas, and other things like that. We can apply to the European level, but we can also apply internally. You know, it is still difficult, but it might be slightly easier because, you know, the competition is still high, but a little bit less high than for a European Commission project.

Q. Implementation is also very important, and it's a really high financial need.

Alberto Innocenti: Yes, I would say that; I mean, the last two postdocs are paid from money that we raised with the foundation. Also, we do a lot of work that we developed with the UN, UNAPS, and WHO. We had contributions from them as well. We also do this in a bilateral way by having contracts for smaller grants. But you know, we try to foster many ways to have money to develop research. Otherwise, it will be difficult.

EVALUATION OF THE PANEL AND WORKSHOP

Prof. Dr. Mine Turan¹⁸

The panel and workshop titled The Historical Port City of Izmir: 18 April and UNESCO Studies from Past to the Future realised in Izmir on 17th and 18th of April 2024 was a fruitful activity. Its results will be valuable in shaping the new UNESCO Chair at IZTECH, which aims to focus on multi-hazards, risk management, and resilience in historic port cities (Figure 1).



Figure 1. Participants of the workshop

The results may be evaluated as in the following:

While establishing a UNESCO Chair, it is important to consider the problems of the globe and plan pilot actions at relevant local scales. Major research topics for the Chair should be clarified and expressed as keywords, targets, clusters, pillars, etc. Mission and aim should be defined. Sustainable Development Goals should be followed. Agenda 2030 should be considered. Together with the risk concept, the resilience concept may be considered. Social and cultural aspects of the problem should be involved: social capacity building, circular economy, and social sustainability.

Sustaining the UNESCO Chair is as important as establishing it. So, a framework for the analysis, evaluation, decision-making, and implementation of the actions should be developed. The success of the Chair should be measured based on set criteria. An integrated approach should be established, e.g., mobile applications designed to interact with the related community. Digitalisation should be provided as much as possible, e.g., mobile data collection applications.

¹⁸ Izmir Institute of Technology, Department of Conservation and Restoration of Cultural Heritage, IYTE, KVKKO Sekreterligi, Urla, Izmir, Turkiye. mineturan@iyte.edu.tr.

It is important to engage with UNESCO Paris Units and the UNESCO National Commission. Similarly, collaboration with other universities for the relevant branches that are not available in the Izmir Institute of Technology, e.g., sociology, should be considered. The team of the Chair may be small, but the members should be the ones who are related to the scope and well-focused on the mission of the Chair. Letters that state supportive efforts are going to be provided should be taken from the relevant partners, e.g., universities, UNESCO Chairs, etc.

Activities of the UNESCO Chair should include the establishment and sustaining of interdisciplinary and international networks. Building the network will take years, so this should be planned in the first stage of the work. The network should involve related UNESCO Chairs and the related organisations of the countries possessing similar economic problems. A variety of actors should be provided, e.g., representatives of governmental organisations, non-governmental organisations, international organisations, private firms, practitioners, researchers, locals, citizens, etc. Research projects should be planned in line with the scope of the Chair. In addition, educational activities should be planned in relation to the scope of the Chair. These may include a master's program specialised in the major research topic of the Chair, related MS and PhD D theses, summer and winter schools, massive open online courses, and student exchange programs. Moreover, capacity-building activities are important for the sustaining of the Chair. These may include the creation of a related community of practice, e.g., the local craftsmen and tradesmen specialised in related risk preparedness work. The creation of the aimed culture of the Chair requires regular activities, e.g., one online seminar per month for the locals and an online journal for the citizens on the web page of the Chair. All these activities should be reported periodically.