



İZMİR: THE LEADING CITY

Serhan Ada

FINAL REPORT

The process of İzmir as a Leading City of UCLG's Agenda 21 for Culture started the day the Pilot City exercise was closed in February 2019. The attendants to the Pilot City final conference took part in participative "Post- Pilot Self-Assessment"¹ workshops in groups where considerable improvement was witnessed on several criteria especially in the areas of "Culture and Education" and "Culture, Equality and Social Inclusion" together with "Culture and Economy" and "Culture and Environment" the latter's being to a lesser extent. These Radar results constituted the starting line of the İzmir Leading City programme and fed into the topics of the Seven Keys workshop.

¹ For İzmir Pilot City Final Report https://www.agenda21culture.net/sites/default/files/files/cities/content/informe_izmir_final-eng_0.pdf

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INFORMATION AND KNOWLEDGE SHARING – WEBINARS

The launch of the Leading Cities programme in İzmir was made with two initial workshops respectively in November and December 2019 with information and knowledge sharing workshops introducing the participants to the Leading City framework and exemplifying other cities' cases. The United Nations' 2030 Agenda and the SDGs were also presented in their relation to culture. İzmir's experience of the Pilot City was summarised and the good cases were analysed in their extensions to the SDGs. The participants took up the existing cultural practices in the city and a workshop in groups session ensued in order to identify good practices which could be in line with the Leading City scheme and could be further developed and/or revised. The first group of people attending the workshops was made of executives working in various departments of the municipality, the İzmir Development Agency, prominent actors of the non-profit sector in culture, education, ecology and agriculture, managers of private arts institutions, cooperatives as well as artists and academics.

The first gathering helped the participants to know each other and start reflecting on their respective fields in their association with culture and the arts. Two factors contributed to decide the methodology to be followed by İzmir on the way to the Leading City. The ongoing uncertainty and the difficulties to come together physically due to the COVID-19 restrictions were not allowing the actors of the Project to start a common work. On the other hand, İzmir was designated as the host city of the 4th UCLG Culture Summit to be held in 2021 (which was also realised in two parts due to the pandemics, with a first virtual launch on 10th June and the actual Summit on 9th - 11th September for the very same reasons) to which most of the members of the Leading City initiative were expected to and/or take an active part. Thus, Culture Summit has been considered to be among the collective learning elements of the Project.²

Hence, İzmir's way to the Leading City was carried out in a slow pace as is the way of life in the Mediterranean cities. A series of webinars to support the forthcoming elaboration of the Seven Keys workshops were organised.

The first two webinars were held under the title of: "Sustainable Development and Culture: Where Are We Towards 2030?".

- The first, 'The End of the Economy that we know' by Prof. Fikret Adaman (Bosphorus University, Economy Department) delved into the classical paradigm of growth and its inadequacies, Adaman also stressed on its being detrimental to

² For the Final Report of the 2021 UCLG Culture Summit in İzmir see: https://agenda21culture.net/sites/default/files/uclgculturesummit_izmir_finalreport_en.pdf

INFORMATION AND KNOWLEDGE SHARING – WEBINARS

the environment. He lastly drew the attention to the continued disillusion created by our consumption-oriented race. He finally suggested the concept of 'de-growth' as an alternative. A moderated workshop came next where participants were invited to think about the questionability of growth as a concept and phenomenon and the role to be played by culture and the arts in this respect.

- The second webinar titled 'The Role of Social and Solidarity Economy in Localising the SDG's' was given by Dr. Simel Eşim (Programme Manager at the Enterprises Department of ILO working on cooperatives). Dr. Eşim outlined the new trends of enterprises in their common efforts and energies to include producers, workers, consumers and citizens and highlighted the experiences of the local cooperatives inserting culture and environment in their scope of activity. She concluded the webinar suggesting the collaborative work of non-state civic actors for the establishment of a culture of solidarity.

This first set of webinars contributed to build a sound base for a collective cultural initiative anchored in the fundamentals of sustainable development.

A second dual webinar series was organised in December 2021 where the learning outputs of the Culture Summit were taken into consideration and further developed. The shortcomings of İzmir at the end of the Pilot City in terms of education, equality and social inclusion were also thought about while deciding on the thematic of the webinars. The first webinar by Meltem Arık Akyüz (ERG Education Observatory, Coordinator) examined the 'natureculture' entanglement with reference to education as well as the in-school learning and urban practices. During her presentation Arık Akyüz mentioned the "Another School is Possible" initiative in İzmir as a good case and she reminded the concept of "ecoton" and its role on bio and cultural diversity as a potential 'edge effect' created at the intersection of two distinct habitats. Referring to the "Learning to become with the World: Education for future survival" Report by the Common Worlds Research Collective³ she also recorded five areas around which the natureculture works in cities were taking place: the relationship between education and humanism, the exceptionality of the human, from universal to pluriversal, from social policies to ecosocial policies, and the ethics of collective wellbeing. The second speaker of the webinar, Gözde Durmuş (İstanbul Bilgi University, Child Studies Unit Coordinator) delved on the common misconceptions about children and education in her speech and recalled the Art. 31 of the UN Convention on the Rights of the Child (1989) stipulating the rights

³ <https://unesdoc.unesco.org/ark:/48223/pf0000374032>



INFORMATION AND KNOWLEDGE SHARING – WEBINARS

of children to participate freely to the cultural and artistic life.⁴ According to Durmuş, the perception based of assuming the children to be a vague and homogeneous mass overlooks the potentials of different age groups and the social and economic differences existing among them. She notably pointed out to the necessity of changing the outdated paradigm of ‘teaching to the children’ to ‘learning with/from children’ with a strong allusion to the present instead of the future.

⁴ The article 31/1 reads as follows: “States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”.



TEAMWORK AND COMMONING AS METHODOLOGY

In this way, the preparatory phase of the Leading City was concluded clearing the way for working towards the Seven Keys in İzmir. The year 2022 was thus dedicated to plan and prepare the projects. During this period, the core group of “authors” who would assume tasks in the upcoming phases emerged quite naturally with their willingness to pursue the work. The number of people assisting to the information sessions and the webinars which was around 70-80 went down to 25-30.

The construction of the projects went through several stages like research, conceptualisation, definition, projectification, fine tuning, pilot field work, etc. Each and every stage was conducted first as teamwork during which the team members shared roles and responsibilities and fulfilled them to draft a presentation to be discussed and evaluated by the core group in common.

Each team consisted of 4 to 6 people from different backgrounds and expertise who come together to concretise a Key. In other words, a co-creation and governance mechanism was established as the method for the Seven Keys in İzmir.

While seven original projects were clearly identified in the starting stage, two of them merged and disappeared and were utterly replaced with two other formerly existing ones to be further developed and extended:

KEY 1: CULTURAL PIONEERS OF IZMIR

An oral history research and exhibition effort aspiring to increase the visibility of especially wealthy non-Muslim families still playing an active role in the economic life of the city, in an effort to encourage them participate in the cultural life to and support the arts. The collected family stories will be exhibited and communicated through various media.

KEY 2: NEIGHBOURHOOD INITIATIVE

Revitalising neighbourhoods and strengthening solidarity among inhabitants. A pilot initiative focusing on notions such as play, solidarity, barter, culture and arts, the project creates maps to identify the outstanding practices, places, actions and actors. Various activities will be carried out in public spaces together with the residents and be evaluated.



TEAMWORK AND COMMONING AS METHODOLOGY

KEY 3: STATIONS FOR CULTURE

Unveiling the cultural resources in the deprived areas of the city. The preliminary stage will consist of exploring the local values of the identified neighbourhoods. The suggested activities include holding periodical meetings with the residents for event planning and creating networks between them for joint events.

KEY 4: NATURECULTURE CELEBRATIONS

A project destined to strengthen mutual understanding and solidarity among culturally diverse communities by emphasising coexistence and harmony through collaborative celebrations. Natureculture Celebrations aim to make the cultural diversity of the city visible with an ecological perspective, particularly in the central area of Izmir (Kemeralti). The rituals and intangible cultural heritage assets will be at the focus of the celebrations.

KEY 5: LEADING VILLAGE

A pilot initiative to overcome the existing inequalities of cultural and economic opportunities between the urban and the rural. The project will be carried out through workshops and trainings in two villages situated on two different ends of the city. The university students will stay in the village for co-learning and work with the villagers and their children.

KEY 6: OUR CLASS: IZMIR

Taking the natural and cultural heritage of the city as a learning capital for children, the project's purpose is to define a new methodology and appropriate tools for teachers to move the learning process out of the classroom with an approach that combines different aspects of culture and nature. A pilot phase to work with teachers consisting of three phases covering creative drama education, workshops in museum and exploratory walks in the natural parks and forests.

KEY 7: BALCONNECTION

An ongoing artistic project by a group of artists aiming to establish a straight dialogue between artists and the community. Balconnection defines itself as “a local and international network,” and a “hub” bringing together the works of artists from various art disciplines. The artworks and performances exhibited on the balconies of the individuals are well documented and archived after being shared on social media.



TEAMWORK AND COMMONING AS METHODOLOGY

The Seven Keys in their current state have to be analysed in terms of their objectives and contents in order to determine their salient traits in connection with the needs singled out in the preparation of the programme.

- Three projects, namely The Neighbourhood Initiative, Stations for Culture, Natureculture Celebrations, and the Leading Village were either addressing the overlooked districts, neighbourhoods and areas in the city and/or ill represented communities. We could cite as a case the Balconnection,⁵ the ongoing project which started during the pandemic in the south end district of the city, in the balconies of the inhabitants and spread out to the whole city and elsewhere.
- All seven projects were designed to be realised 'not for but with' the contribution of targeted communities. They all took into account the vernacular social and cultural features of İzmir to facilitate the empowering dimension. They all are open-ended to let the inhabitants own the content in the long run.
- Culture Pioneers of İzmir, the Neighbourhood Initiative, Stations for Culture, Our Class: İzmir (CultureLab) integrate research and implementation synchronously in the project course or include an *in situ* pilot phase.
- As an outcome of co-building method of the Seven Keys, Balconnection, Natureculture Celebrations, Stations for Culture and the Neighbourhood Initiative contain common aspects to be benchmarked by each other and by other projects and further exchanged. As a result, there exists a thin and an almost imperceptible bond among them.
- Both Our Class: İzmir and Balconnection have unique attributes to have the potential to be included as a complementary component in other projects. Our Class: İzmir being a training programme for culture, arts and environment for teachers and Balconnection as consisting of artistic performances and presentations on balconies.
- The Cultural Pioneers of İzmir stands alone with the aim of integrating the representatives of wealthy minority (non-Muslim) families into the cultural life of the city through oral history work and an exhibition. It addresses thereby the outstanding lack of active participation of the private actors to the cultural life.

⁵ <https://en.balconnection.com/>



TEAMWORK AND COMMONING AS METHODOLOGY

All seven projects refer also to the pressing requisite of cultural diversity and cultural rights in a metropolitan like İzmir for the wellbeing of all the inhabitants.

At the end of the Seven Keys some of the projects started to take shape through pilot events. The Neighbourhood Initiative gathered the neighbours in a park for a second-hand market and tea party to build the base of future actions. The Natureculture Celebrations organised its Winter Equinox on a vacant piece of land with performances and concerts by local and immigrant artists, food sharing, workshops and plays with the children. Our Class: İzmir held its first pilot workshop with the teachers.

Ultimately to conclude and wrap up the Leading City İzmir and review the Seven Keys all the projects were presented and discussed with the presence of Jordi Pascual, the Coordinator of the Culture Committee of UCLG in a Final Conference on 9th- 10th December 2022. Three talks were also organised around the theme of Circular Culture presented by the mayor of İzmir, Tunç Soyer, during the Culture Summit of 2021 and further incorporated in the text of the Final Declaration. These talks were: “Circular Culture from the Perspective of Foundational Economy” by Prof. Justin O’Connor (University of South Australia) and “Exploring Circular Culture in Fair Culture Research” by Prof. Véronique Guèvremont, (Université Laval, Québec, Canada) both online, while Serhan Ada’s (İstanbul Bilgi University) talk was “The İzmir Way and Circular Culture”.

THE FUTURE: WHAT NEEDS TO BE DONE

Following now almost five years of Pilot City and Leading City programmes and the finalisation of the Seven Keys it is now high time to review the cultural panorama of İzmir as a city of culture and propose some concrete steps for the years to come.

Let us first look at some of the findings of the Pilot City and see what has been achieved so far.

“A common platform of communication would help to share information and experiences for social inclusion and cultural rights” was among the prominent requirements of the Pilot City Final Report. İzmir Art, the online communication portal developed and engineered by the Culture Department of the Metropolitan Municipality prepared and updated in several languages (in Arabic, Chinese and Russian besides English, French and German), is an effective tool in this respect.⁶ Also, “Junior Ticket”⁷ aiming to incentivise the cultural demand of the youth is an application which is operated via the same website.

Another major recommendation formulated in the Pilot City Final Report reads as “the municipality might launch a scheme to fund independent culture and arts projects on a transparent and open call basis. This last point, which will provide a model to be followed by other cities in Turkey”. The Municipality has lately prepared that scheme under the name of İzmir Culture Fund (IzKF) which is now in the pipeline of decision making of the City Council and the approval by the court of auditors. IzKF is expected to be launched in its pilot phase during the first quarter of 2023 and fully implemented upon revision.

“The international dimension of the cultural projects in İzmir, especially in the sense of a closer co-operation with Mediterranean cities, will play a significant role for the exchange of experiences and sharing of mutual skills” was also among the recommendations itemised among the outcomes of the Pilot City. İzmir is now ready to open the first edition of its Mediterranean Arts Biennial in March 2023.

We can behold that most of the recommendations expressed at the completion of the Pilot City are thoroughly fulfilled in a relatively short period of three years.

Yet, there are still things to be done.

Before starting to list the recommendations, which will constitute a de facto extension of the Leading City, there is one significant phenomenon which represents an asset for future cultural development of İzmir. During the Culture Workshop of 2009 which devised the essential lines of the current İzmir culture strategy, a commonly shared

⁶ <https://www.izmir.art/>

⁷ <https://www.izmir.art/tr/genc-bilet-hakkinda>



THE FUTURE: WHAT NEEDS TO BE DONE

complaint was the “brain drain” from the city and notably to İstanbul. In fact, İzmir is now the destination of a “reverse brain drain” of people who choose the city for the quality of life, healthy environment and its liveability. These are generally middle-aged couples with children who feel themselves as “Smyrniotes” in a short while and are energized to take an active part in different sectors. This new intellectual capital will be a new asset to the creativity of the city.

A culture mapping of venues and open spaces was realised back in 2017 upon the initiative of the informal platform IKPG (İzmir Culture Platform Initiative) through a bottom-up data collecting method. The map covering only the 11 districts (out of total 30) situated in the central areas of the city showed evidence of cultural inequalities both from supply and demand side of culture. It is now urgent to take up the map to update it covering all the districts on the basis of actors, venues and events. Such a mapping study will enable to see the change in the last 5-6 years and will provide data for cultural policy development.

Additionally, the foundation of a cultural policy observatory is a necessity today. Such a hub will serve as the nucleus of reliable information and capacity development for all actors in İzmir and other cities in the region, especially local district administrations and civil society organisations. The experience accumulated by IKPG through the last decade could be a solid ground for such endeavour.

The Mediterranean Academy, a semi-autonomous department of the municipality which was the focal point of both the Pilot City and the Leading City also needs to be restructured in its organisation and become more resourceful for its outputs and transparent in terms of its scope. A transdisciplinary approach matching the creation scientific content with vulgarisation and bridging the communities with their peers in the Mediterranean and in Europe would be defined as the new mission of the Academy.

The culture map of İzmir clearly demonstrated the existence of two dominant actors on the cultural scene: the civil society and the municipality. Yet we know that İzmir has been and still is a port city of trade (and industry) since centuries. Nonetheless, the private sector representatives and their organisations are not yet involved in the vibrant cultural life. Specific projects like the Culture Pioneers of İzmir could encourage the private business circles to be interested and engaged in the cultural activities. TARKEM, a collective private enterprise working for the regeneration of the old market and retail district of Kemeraltı⁸ close to the ancient Roman Agora, could be an efficient broker in this respect. The efforts targeting the inclusion of the old city centre to the UNESCO World Heritage List could constitute a unique opportunity in this respect. The development of



THE FUTURE: WHAT NEEDS TO BE DONE

a tailored cultural tourism plan for İzmir and its integration to the cultural policy should be the ultimate goal of such a plan.

At the conclusion of the Leading City programme, in December 2022, one can say that it is now the right time to convene again Culture Workshop anew in İzmir, 14 years after the first in order to determine what has changed and re-assess what it's to be done and how it would be done during the next decade. Considering the expertise of UCLG in cultural rights and cultural governance, this activity could perfectly fit as the main content of the "Leading Cities" programme in İzmir for the period 2023-2024.

The Leading City has bestowed the visibility of the present-day deep currents of the culturescape of İzmir, consolidated the efforts of those striving to promote cultural rights and equity and at the same time served as a stepping stone of new spurts for the city to be definitely recognized as "The city of culture" of Turkey.

ANNEX 1: CULTURAL PIONEERS OF IZMIR



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Final Conference
İzmir 2022

ÖNCÜ KENT İZMİR
Sonuç Konferansı
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7 KEYS - LEADING CITY İZMİR | PROJECT GROUP PRESENTATIONS

7 ANAHTAR - ÖNCÜ KENT İZMİR | PROJE GRUP SUNUMLARI

GROUP #1 | CULTURAL PEERS OF IZMIR

GRUP #1 | İZMİR'İN KÜLTÜR ÖNCÜLERİ



Throughout its long history, Izmir has always been a cosmopolitan city, bringing together various different cultures, religions and ethnicities, nevertheless, though there is always a buzz about Izmir's multicultural structure and its Levantine population, when it comes to active participation, this cultural mosaic becomes only partially visible.

İzmir, uzun tarihi boyunca hep kozmopolit, pek çok kültürü, dini ve kökeni bir araya getiren bir kent olmuştur. Ancak kentin çok kültürlü yapısı, Levanten nüfusu ve diğer kültür paydaşları günümüzün hızlı kültür üretimi ve tüketiminde görünür olmaktan ve kültür hayatında aktif roller üstlenmekten uzaklaşmıştır.

This project was triggered primarily by the necessity of dusting and polishing this multicultural façade and increasing the participation of different segments of the urban population in the city's cultural production.

Bu proje İzmir'in kültürel zenginliğini yüzeye getirebilmek, kentin kültür hayatına tüm kesimlerden katılımı arttırabilmek ve kent halkının İzmir'in güncel sanat hayatı hakkındaki farkındalığını yeni iş birlikleri ve yeni aktörleri gündeme getirerek arttırmayı hedeflemektedir.



Our project, “Izmir’s Cultural Peers,” intends to draw the families that have assumed important roles in the urban and economical development of Izmir into the cultural arena, hoping to vitalize their experiences and support for contemporary art.

«İzmir'in Kùltür Öncùleri» projesi, İzmir tarihinde, İzmir'in kentsel ve ekonomik gelişiminde önemli roller üstlenmiş ailelerin bu anlamda görünürlüğünü arttırmak, kültürel birikimlerinin ortaya çıkmasına vesile olmak ve onları güncel sanat alanında destekçi olmaya teşvik etmek amacıyla kurgulanmış bir araştırma ve uygulama projesidir.

Starting with an intensive research phase, our intention is to concretize our findings into a documentary and an exhibition of three pioneer families, and to use the launch of this documentary/exhibition as a means to bring together different cultural groups with the hope of taking the first steps into creating a more inclusive, sustainable cultural environment.

İzmir'in önde gelen 3 ailesinin hikayelerinden oluşan bir belgesel ve bir sergi üretilmesi / Sergi açılışı/belgesel lansmanının bu bağlamda lokomotif olarak kurgulanması / İzmir'in farklı kökenlerden gelen kesimlerinin bir araya gelmesi ve bu yaklaşımla kentin çok kültürlü tarihinin güncel etkinliklere yansıtılması, canlı tutulması hedeflenmektedir.



In the following phase of the project, we would like to develop this structure into a sustainable “art cooperative” where the pioneer families of Izmir’s cultural scene would each support one artist for a certain period of time, through his/her endeavour of creating an artwork.

Projenin ilerleyen aşamalarında, oluşturulan «sanat dostu» yapının sürdürülebilir bir «sanat kooperatifi»ne dönüştürülmesi, bu yapıda yer alan öncü ailelerin İzmir’de sanat çalışmalarını sürdüren genç bir sanatçıya belirli bir süre destek çıkması ve üretimini desteklemesi önerilmektedir.





SDG 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation.

Girişimciliği, yaratıcılığı ve yenilikçiliği destekleyen kalkınma odaklı politikalar geliştirmek.

SDG 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products.

2030'a kadar istihdam yaratan ve yerel kültür ve ürünlerini teşvik eden sürdürülebilir turizmin desteklenmesi için politikalar oluşturulması ve uygulanması



SDG 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

Dünyanın kültürel ve doğal mirasını korumaya ve sahip çıkmaya yönelik çabaları güçlendirmek

SDG 12.A Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products.

İstihdam yaratan ve yerel kültür ve ürünlerini teşvik eden sürdürülebilir bir turizm için sürdürülebilir kalkınma etkilerini denetlemeye olanak sağlayan araçlar geliştirilmesi ve uygulanması



SDG 16.A Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

Ulusal mevzuata ve uluslararası anlaşmalara uygun olarak bilgiye kamu erişiminin sağlanması ve temel özgürlüklerin korunması



SDG 17.G Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.

Sürdürülebilir Kalkınma Hedeflerine özellikle gelişmekte olan ülkeler olmak üzere bütün ülkelerde ulaşılmasının desteklenmesi için bilgi, uzmanlık, teknoloji ve finansal kaynakları seferber eden ve paylaşan çok paydaşlı ortaklıklar tarafından tamamlanan Sürdürülebilir Kalkınma için Küresel Ortaklıkların çoğaltılması



SDG 17.H Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.

Ortaklıkların deneyim ve kaynak sağlama stratejileri paydasına dayanan kamu, kamu-özel ve sivil toplum ortaklıklarının teşvik edilmesi ve desteklenmesi



PROJECT TEAM | PROJE EKİBİ

Akın Erdoğan

Ceren Ünsever

Hande Meviz Alatay

Recep Tuna

Zeynep Arda

ANNEX 2: NEIGHBOURHOOD INITIATIVE

Annex 2.a: Presentation

Annex 2.b: Video



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We, the people, are the city. Through our beliefs, values and creative activities – our culture – we shape the city of stones and dreams. For better and for worse, it is the embodiment of our individual and shared imagination. Our city must support every inhabitant to develop their human potential and contribute to the communities of which all are part.





WHY NEIGHBORHOOD

Definition:

1. Individual parts of a city, town or large village which is divided
2. All inhabitants living in these parts (1)

Eth. (Arabic) – Mahalla, Mahalle- to settle, to occupy (2)

Historical Usage - The smallest administrative unit shaped according to ethnic and religious differences (3)

Today - Administrative unit that has similar needs and priorities and has neighborly relations among its inhabitants (4).

(1) <https://sozluk.gov.tr/> (2) <https://en.wikipedia.org/wiki/Mahallah> (3) <https://dergipark.org.tr/tr/download/article-file/231203> (4) <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.5393.pdf>

WHAT IS THE NEIGHBORHOOD INITIATIVE?

- occupation of neighborhoods by a group of “spoilers”
- socially resilient* neighborhoods
- unity of art, design and solidarity
- have tea together

Image: A teapot

*Term of social resilience, C.S. Holling



WHAT ARE THE AIMS OF THIS PROJECT ?



For Neighbors

- Belonging and communication
- Solidarity
- Cohesion
- Urban culture

For Citizens

- Welcoming
- Inspiration
- Familiarity

Photographs belong to Mert Çakır, one of the project artists of «Neighborhood @ İzmir », developed in cooperation with HAYY Open Space and GAPO and supported by Spaces of Culture. (2020 - Courtesy of the artist and GAPO). For information: www.mahalleizmir.com



Stock photo

Direct SDGs

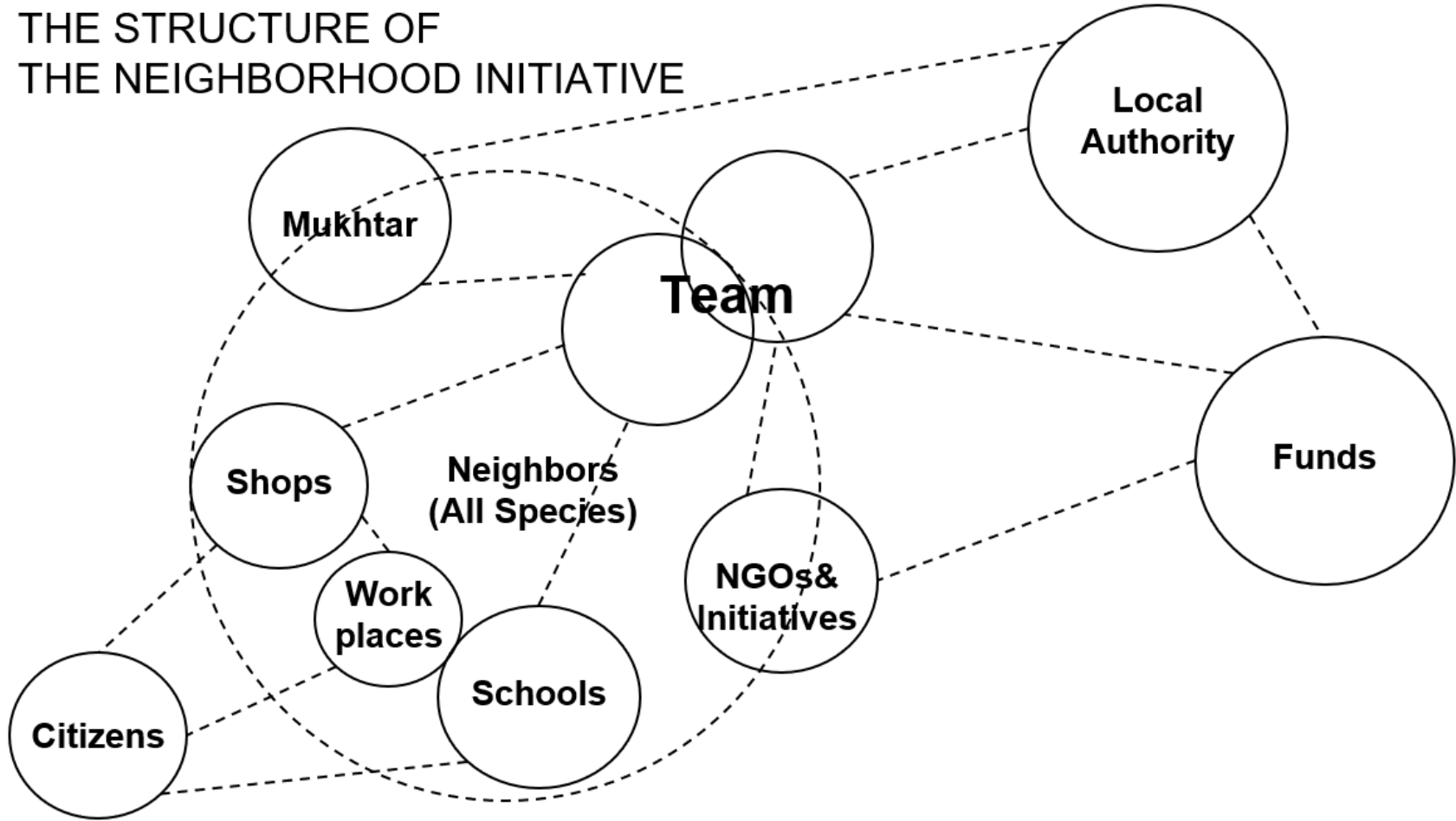
- 10: Reduced Inequality
- 11: Sustainable Cities and Communities
- 12: Responsible Consumption and Production
- 17: Partnerships to achieve the Goal

Indirect SDGs

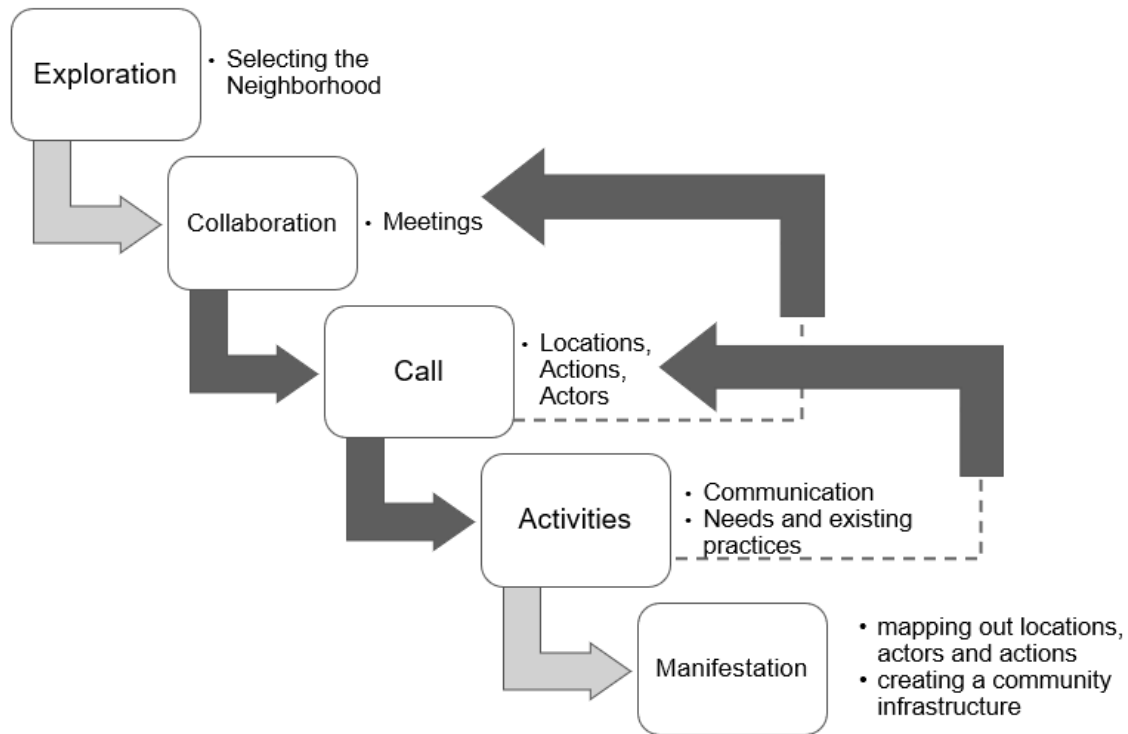
- 5: Gender Equality
- 13: Climate Action
- 16: Peace and Justice Strong Institutions



THE STRUCTURE OF THE NEIGHBORHOOD INITIATIVE



HOW IS THE PROCESS?



WHERE IS THE PILOT NEIGHBORHOOD?



TEAM OF *MİMAR SİNAN* NEIGHBORHOOD INITIATIVE



+



Development Team (left to right)

Günseli Bakı, Cansu Pelin İşbilen,
Yasin Sancak, Begüm Tatari
Kardelen Dilara Cazgır, Tayfun İçsel

Field Team (left to right)

Yazgülu Yüksek, Mehtap Doğu, Elfin Yüksektepe, Fatih Genckal,
Ozan Müldür, Ayça Uysal, Maya Arıkanlı Özdemir, Ceren Ünsever

WHAT AND HOW?



Poster for Swapping Day:
Books, Toys, Plants, Kitchenware and Small Appliances





Thank you for
listening, you can
join or follow.

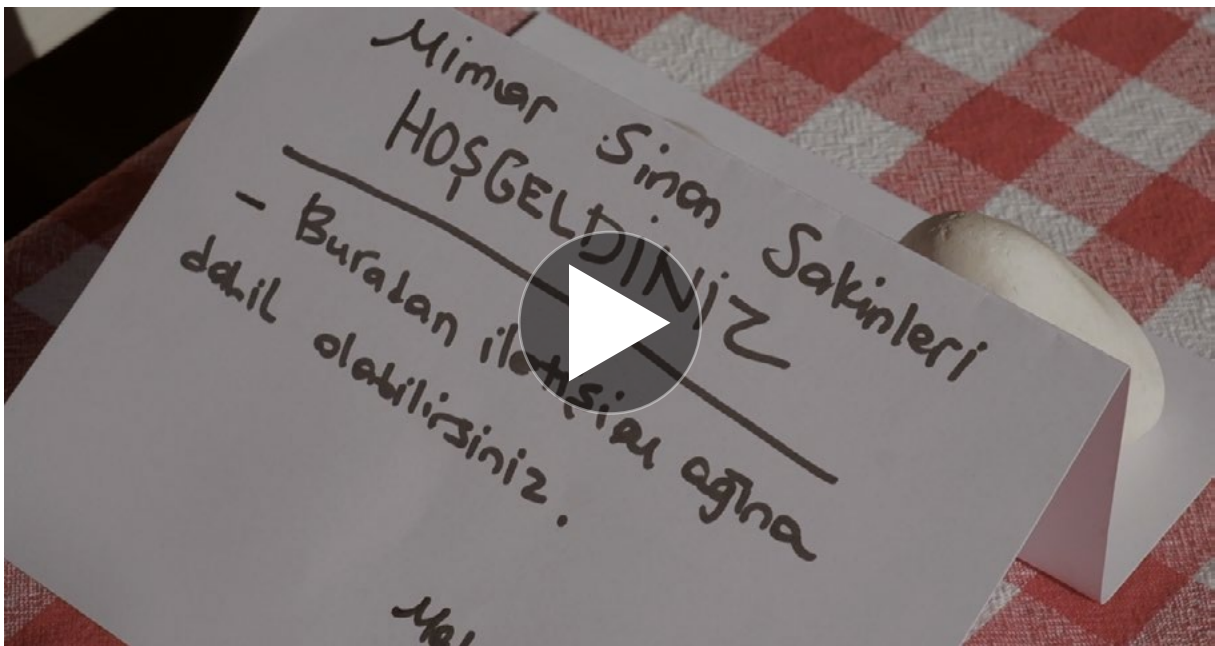


Photo is taken by artist Mert Çakır, during our "Swaping" day on 26th of November, 2022 in Mimar Sinan Neighborhood.



Annex 2.b

Neighbourhood initiative - video



ANNEX 3: STATIONS FOR CULTURE



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Final Conference
İzmir 2022

ÖNCÜ KENT İZMİR
Sonuç Konferansı
İzmir 2022



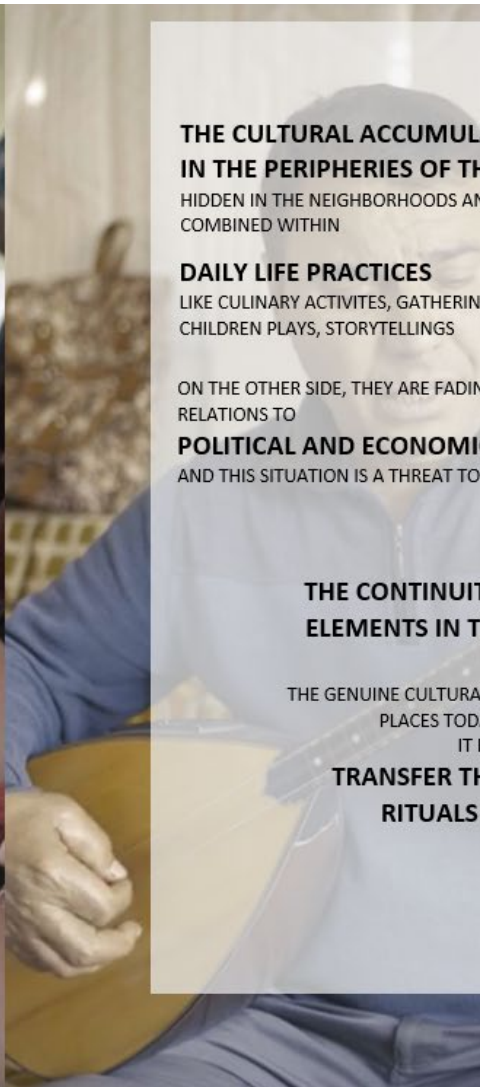
İZMİR
Leading City • culture 21



THE CULTURE STATIONS

Ayşe Besikcioğlu
Akın Erdoğan
Onur Eryesil
Avşegül Güngören
Cangül Kus
Çiçek Ş. Tezer

photo by Çiçek Ş. Tezer, Naldöken



**THE CULTURAL ACCUMULATION
IN THE PERIPHERIES OF THE CITY**

HIDDEN IN THE NEIGHBORHOODS AND
COMBINED WITHIN

DAILY LIFE PRACTICES

LIKE CULINARY ACTIVITES, GATHERING CEREMONIES,
CHILDREN PLAYS, STORYTELLINGS

ON THE OTHER SIDE, THEY ARE FADING AWAY WITHIN THE
RELATIONS TO

POLITICAL AND ECONOMIC DYNAMICS

AND THIS SITUATION IS A THREAT TO

[DEFINED PROBLEMS]

**THE CONTINUITY OF CULTURAL
ELEMENTS IN THE PERIPHERIES
OF THE CITY**

THE GENUINE CULTURAL PATTERNS OF/IN THE
PLACES TODAY IS WEAKENING AND
IT IS GETTING HARDER TO

**TRANSFER THESE ELEMENTS,
RITUALS TO THE FUTURE**

photos by [Aysegül Güngören](#) (1-2) in [Naldöken](#) and [Devrim Taban](#) (3-4) in [Çınarköy](#)

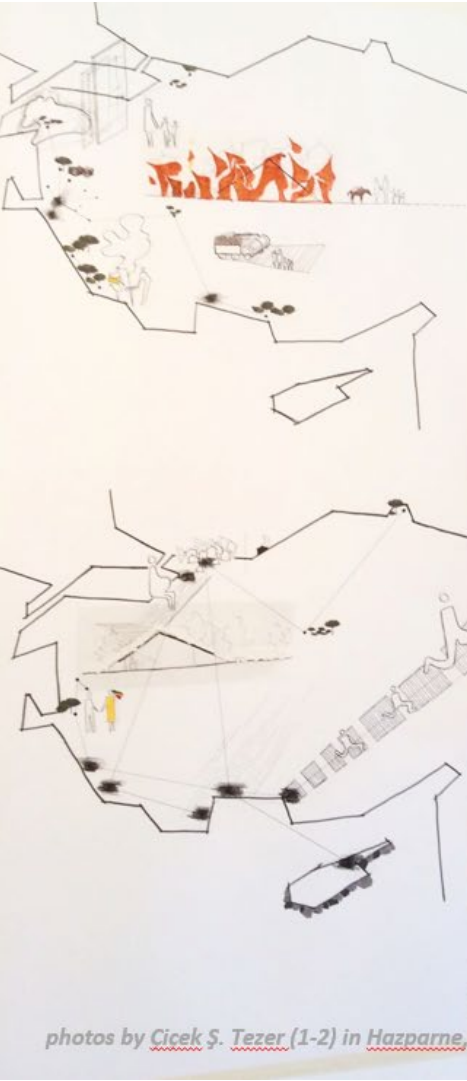


THE AIM OF THE PROJECT IS TO
**UNVEIL THE CULTURAL ACCUMULATION
IN THE PERIPHERY OF THE CITY**
BY
STARTING A SERIES OF LOCAL ACTIVITIES
IN ORDER TO

**OPEN THE WAY AND ENCOURAGE THE
LOCAL COMMUNITY** TO KICK-OFF A

PRODUCTION PROCESS AND AN
**AUTHENTIC SOCIAL-SOLIDARITY
ECONOMIC MODEL**
DEVELOPED BY THE COMMUNITY ITSELF

photos by *Devrim Taban in Cınarköy*



PROJECT ACTIVITIES AIM TO:
· **TRANSFER THE CULTURAL ELEMENTS TO THE FUTURE**
WHICH IS THE COMBINATION OF
CULTURAL HERITAGE ITEMS FROM THE DEEP-ROOTED PAST AND THE DAILY-LIFE PRACTICES

· **SUPPORT THEIR TRANSFORMATION INTO CONTEMPORARY CULTURAL PRODUCTIONS WITHIN AN INNOVATIVE PERSPECTIVE AND AN AUTHENTIC COMMUNITY-LEADING PROCESS**

photos by Cicek Ş. Tezer (1-2) in Hazparne France and Cınarköy, makerlabs.com (3-4)



photo by Emre Yıldız in Çınarköy.

ACTIVITIES RELATION IN THE CONTEXT OF THE PROJECT OBJECTIVES AND PROCESS DEVELOPMENT PHASES ARE:

1. BRINGING THE COMMUNITY WITHIN THIS NEW CONTEXT TOGETHER

2. CREATING A STARTER PROGRAM
WHICH WILL SUPPORT THE CREATION OF:

. THE MAIN ACTIVITIES

THAT WILL BE SHAPED ACCORDING TO THE NEEDS, PROBLEMS, VALUES AND DESIRES ROOTED FROM THE AUTHENTIC CULTURAL ELEMENTS

. A SELF-SUSTAINED SOCIAL-SOLIDARITY ECONOMIC MODEL

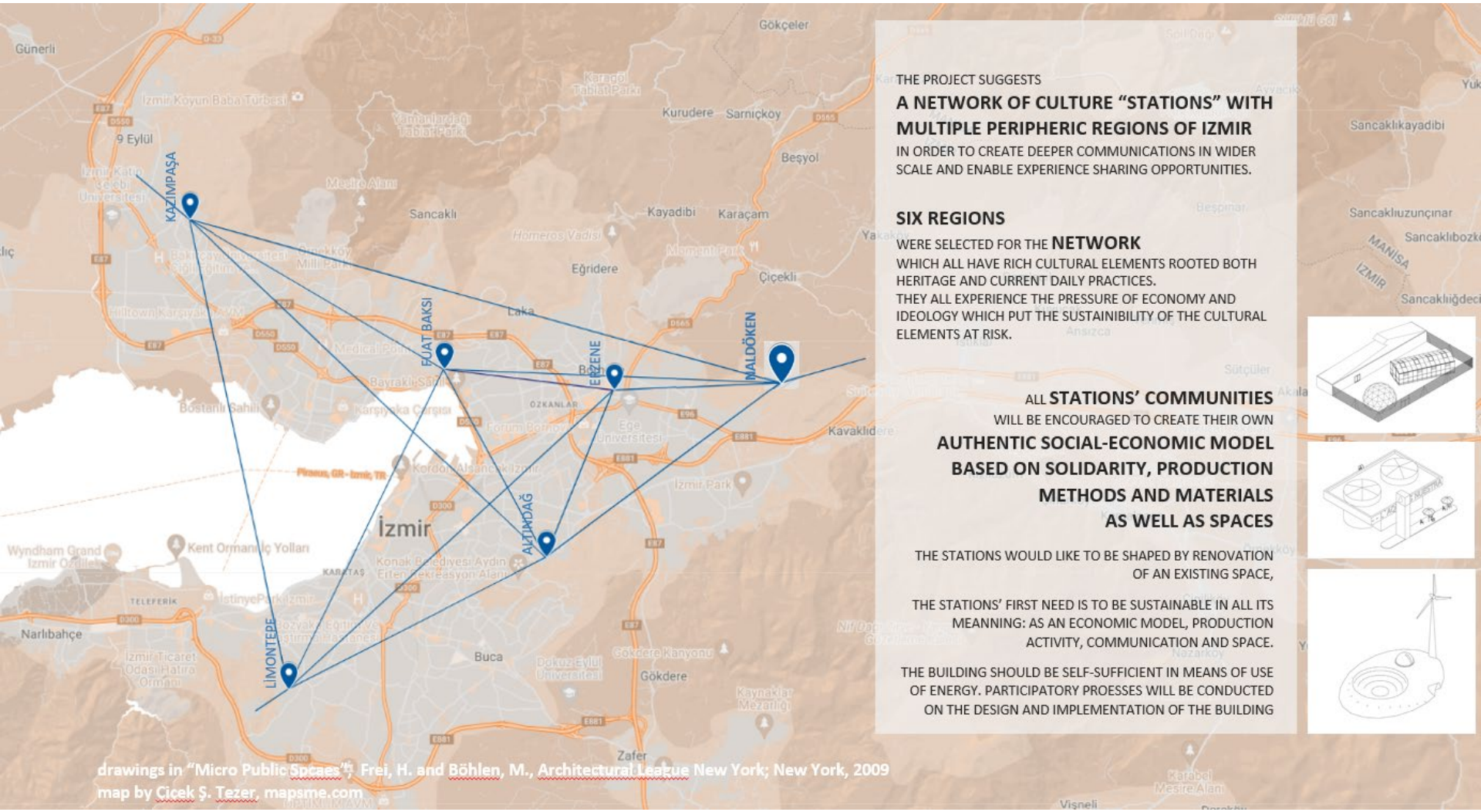
WITH ADDITIONAL AIMS OF SUPPORTING THE UNDERSTANDING OF:

COLLECTIVE FORMATION

INDIVIDUAL CREATIVE PRODUCTION AND ENTREPRENEURSHIP

THE STARTER PROGRAM

WILL CONTINUE (AND DISSOLVE) UNTIL THE SELF SUSTAINED MODEL HAS BEEN BUILT



THE PROJECT SUGGESTS
**A NETWORK OF CULTURE “STATIONS” WITH
 MULTIPLE PERIPHERIC REGIONS OF İZMİR**
 IN ORDER TO CREATE DEEPER COMMUNICATIONS IN WIDER
 SCALE AND ENABLE EXPERIENCE SHARING OPPORTUNITIES.

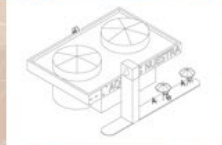
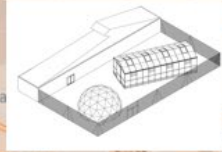
SIX REGIONS
 WERE SELECTED FOR THE **NETWORK**
 WHICH ALL HAVE RICH CULTURAL ELEMENTS ROOTED BOTH
 HERITAGE AND CURRENT DAILY PRACTICES.
 THEY ALL EXPERIENCE THE PRESSURE OF ECONOMY AND
 IDEOLOGY WHICH PUT THE SUSTAINIBILITY OF THE CULTURAL
 ELEMENTS AT RISK.

ALL STATIONS’ COMMUNITIES
 WILL BE ENCOURAGED TO CREATE THEIR OWN
AUTHENTIC SOCIAL-ECONOMIC MODEL
BASED ON SOLIDARITY, PRODUCTION
METHODS AND MATERIALS
AS WELL AS SPACES

THE STATIONS WOULD LIKE TO BE SHAPED BY RENOVATION
 OF AN EXISTING SPACE,

THE STATIONS’ FIRST NEED IS TO BE SUSTAINABLE IN ALL ITS
 MEANING: AS AN ECONOMIC MODEL, PRODUCTION
 ACTIVITY, COMMUNICATION AND SPACE.

THE BUILDING SHOULD BE SELF-SUFFICIENT IN MEANS OF USE
 OF ENERGY. PARTICIPATORY PROESSES WILL BE CONDUCTED
 ON THE DESIGN AND IMPLEMENTATION OF THE BUILDING



drawings in “Micro Public Spaces”, Frei, H. and Böhlen, M., Architectural League New York; New York, 2009
 map by Cicek S. Tezer, mapsme.com



painting from the archive of Zaza Bibi, by Avseqül Günqören

NALDÖKEN IS THE PLACE FOR THE FIRST STATION OF THE PROJECT

WITH ITS

RICH CULTURAL ELEMENTS OF

. DEEP ROOTED MAIN CULTURAL DIMENSIONS OF BEKTASHI, TAHTACI, WOODWORKING, DEATH AND MOURNING RITUALS, WEDDING AND MARRIAGE TRADITIONS, FABRIC/TEXTILE PRODUCTION

. DAILY LIFE CULTURAL ACTIVITIES MAINLY CONDUCTED ON CUISINE AND FOOD CULTURE (ESPECIALLY PASTRY), CEMETERY PICNICS, AVICULTURE

AS THE OTHER FORESEEN STATIONS

BUT ITS DISTINCTIVE FEATURE IS THAT IT IS UNDER

VERY URGENT HEALTH-RELATED

CONDITIONS BECAUSE OF THE

CEMENT PLANT NEARBY THE NEIGHBORHOOD

AND MOST OF THE PEOPLE ARE SUFFERING UNDER

HARSH ECONOMIC CIRCUMSTANCES

WHICH

ENDANGERS THE PROTECTION AND

SUSTAINIBILITY OF CULTURAL

ELEMENTS



TARGET GROUP OF THE PROJECT
BECAUSE THE PARTICIPATORY PROCESS AND
DEVELOPING OF THE PROJECT BY THE COMMUNITY
ITSELF IS VERY IMPORTANT,
**ALL AGES, GENDERS FROM THE LOCAL
COMMUNITY ARE WELCOME**
THE MOST IMPORTANT THING IS TO HAVE
**THE INTENTION FOR PARTICIPATORY
PROCESSES**

BESIDES/BEYOND THAT,
**WOMEN AND CHILDREN ARE
ENCOURAGED TO BE A PART OF THE
PROJECT**

BECAUSE UNEMPLOYMENT RATE OF WOMEN IS
CONSIDERABLY HIGH AND CHILDREN ARE ESSENTIAL
TO CREATE A NEW MOMENTUM ON
TRANSFORMATIVE PROCESSES

from the archive of Zaza Bibi, by Aysegül Güngören

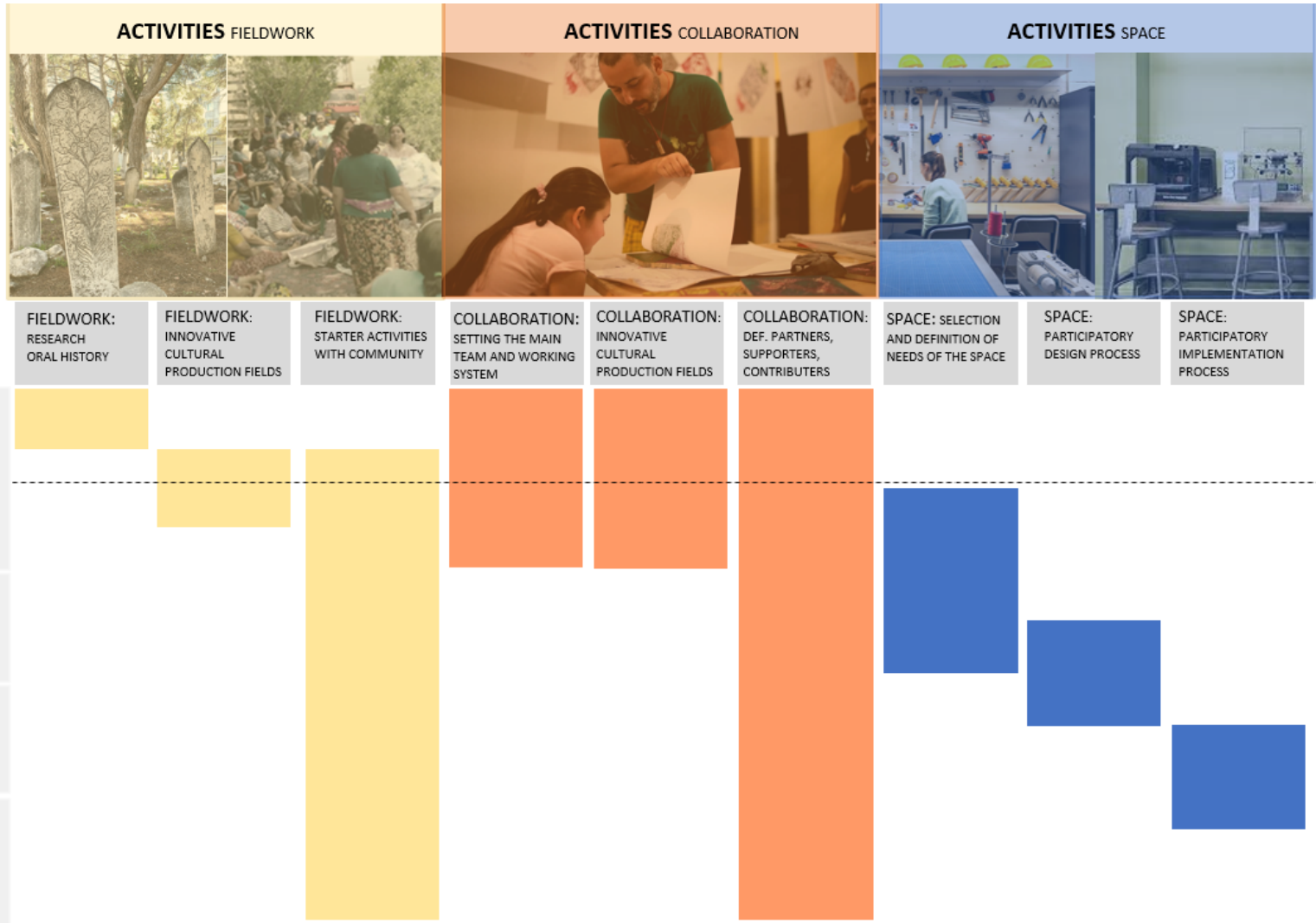




photo by Çiçek Ş. Tezer

WHAT WE HAVE DONE UNTIL NOW ABOUT

PROCESS - PHASES

AFTER **CONTACTING PEOPLE**

WHICH HAVE IMPORTANT

SOCIAL ROLES WITHIN THE COMMUNITY

LIKE A CULTURAL CENTER WORKER, A "DEDE" FROM ALEVI RELIGION AND AN ACTIVIST

THE PROJECT DEVELOPER TEAM

MET WITH MORE PEOPLE FROM

COMMUNITY WHO WERE MIGRATED FROM DIFFERENT CITIES IN DIFFERENT TIMES (20 TO 50 YEARS AGO)

FIELDWORK WAS STARTED BY USING THE METHODS OF **ORAL HISTORY**

THE SPACES OF THE REGION WERE VISITED TO FORESEE THE POTENTIAL OF CREATING A COMMON SPACE FOR THE COMMUNITY BOTH PHYSICALLY AND SOICALLY



photo by Çiçek S. Tezer

RELATED
**UNESCO ANS
SUSTAINABLE
DEVELOPMENT
GOALS**

- 

1 NO POVERTY
- 

4 QUALITY EDUCATION
- 

5 GENDER EQUALITY
- 

8 DECENT WORK AND ECONOMIC GROWTH
- 

10 REDUCED INEQUALITIES
- 

11 SUSTAINABLE CITIES AND COMMUNITIES
- 

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
- 

16 PEACE, JUSTICE AND STRONG INSTITUTIONS
- 

17 PARTNERSHIPS FOR THE GOALS

THE ECONOMIC MODEL OF THE PROJECT CONCERNING PAVING A WAY OF CREATING A COMMUNITY BASED **PARTICIPATION** SHOULD NOT BUILD THE STRUCTURE OF THE MODEL ON THE PROJECT PROPOSAL PROCESSES. THAT'S WHY IT IS IMPORTANT TO TREAT THE **PROJECT AS A PLANTING A SEED** TO THE SOIL AND PROVIDING IT WITH NECESSARY SUPPLEMENTS LIKE WATER; **THE COMMUNITIES SHOULD BE ABLE TO SHAPE THE STRUCTURE IN COLLABORATION** IF THERE ARE AVAILABLE CONDITIONS AS FORESEEN

OF COURSE IT IS IMPORTANT TO **FEED AND ENCOURAGE COMMUNITY WITH EXPERIENCES, KNOWLEDGE AND BASIC SPATIAL AND TECHNICAL EQUIPMENTS** ON THE STARTING PROCESS

DEFINED **SIX STATIONS** SHOULD BE CONSIDERED AS **THE POTENTIAL POINTS OF THE PROJECT.**

THE FIRST EXPERIENCE OF NALDÖKEN WILL TEACH THE TEAM A LOT ABOUT THE METHODOLOGY AND THE RISKS AND ADVANTAGES OF THE APPROACH



THANK YOU.



IZMIR
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ANNEX 4: NATURECULTURE CELEBRATIONS



LEADING CITY İZMİR
Final Conference
Izmir 2022

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Sonuç Konferansı
İzmir 2022



İZMİR
Leading City • culture 21

7 KEYS - LEADING CITY IZMIR | PROJECT GROUP PRESENTATIONS

7 ANAHTAR - ÖNCÜ KENT İZMİR | PROJE GRUP SUNUMLARI

İzmir Doğa-Kültür Şenlikleri



Şenliklerin Şenliği

İzmir Nature and Culture Festivities
A Festivity of Festivities

Social-Thematic Issue

Cultures are being polarized by ongoing policies. Technology is creating digitally plural but disconnected coexistences. The realities of the planet (such as the climate crisis, resource depletion, wars and migration) are forcing diverse cultures and human beings & nature to come back together.

This project focuses on forgotten traditions, cultures that have drifted apart over time, and lives disconnected from nature.

Potential of the City

İzmir's history, social memory, cultural diversity, and approach to living in harmony with nature create a fertile environment for the project. Again, the inclusive-egalitarian-participatory understanding of the city and its attitude that 'knows how to enjoy life' offers hope and opportunity

Diversity of the Project Group Members



A Festivity of Festivities

The celebrations of various cultures that integrate with the nature/planetary cycles are brought together under a festivity timeline for the Spring equinox and the Winter solstice.

Aim

By considering the common symbols/elements/rituals/values of festivity cultures, we aim at:

- weaving the disconnected links between various cultures, nature & human beings,
- making the memory of İzmir visible,
- setting an example for the planet

Bases and Principles

- The Roma Charter 2020 (“cities can realize their culture democratically”)
- The study of culture indicators for İzmir
- The “circular culture” concept introduced during the İzmir Culture Summit 21 (harmony with the nature, the past, each other and the change)
- The 7 keys project principles (sustainable project model, solidarity/stakeholder economy, internationalization, universal accessibility/inclusiveness, digitization/technology, climate change/ecological literacy, urban ecology, intergenerationality, targeting young people & children)

SDGs

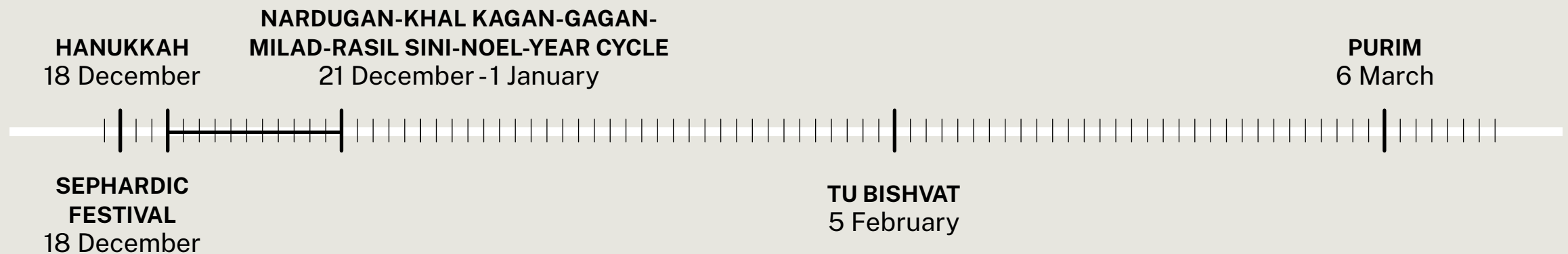


Project in Action: What?

Preparing a festival covering the festivities during the **Spring equinox** period



and during the **Winter solstice** period



Hıdırellez



İzmir Nature and Culture Festivities: “A Festivity of Festivities” | 09 December 2022

Calf Feast



Izmir Nature and Culture Festivities: “A Festivity of Festivities” | 09 December 2022

Sephardic Festival



İzmir Nature and Culture Festivities: “A Festivity of Festivities” | 09 December 2022

Nardugan

Khal Kagan/Gagan

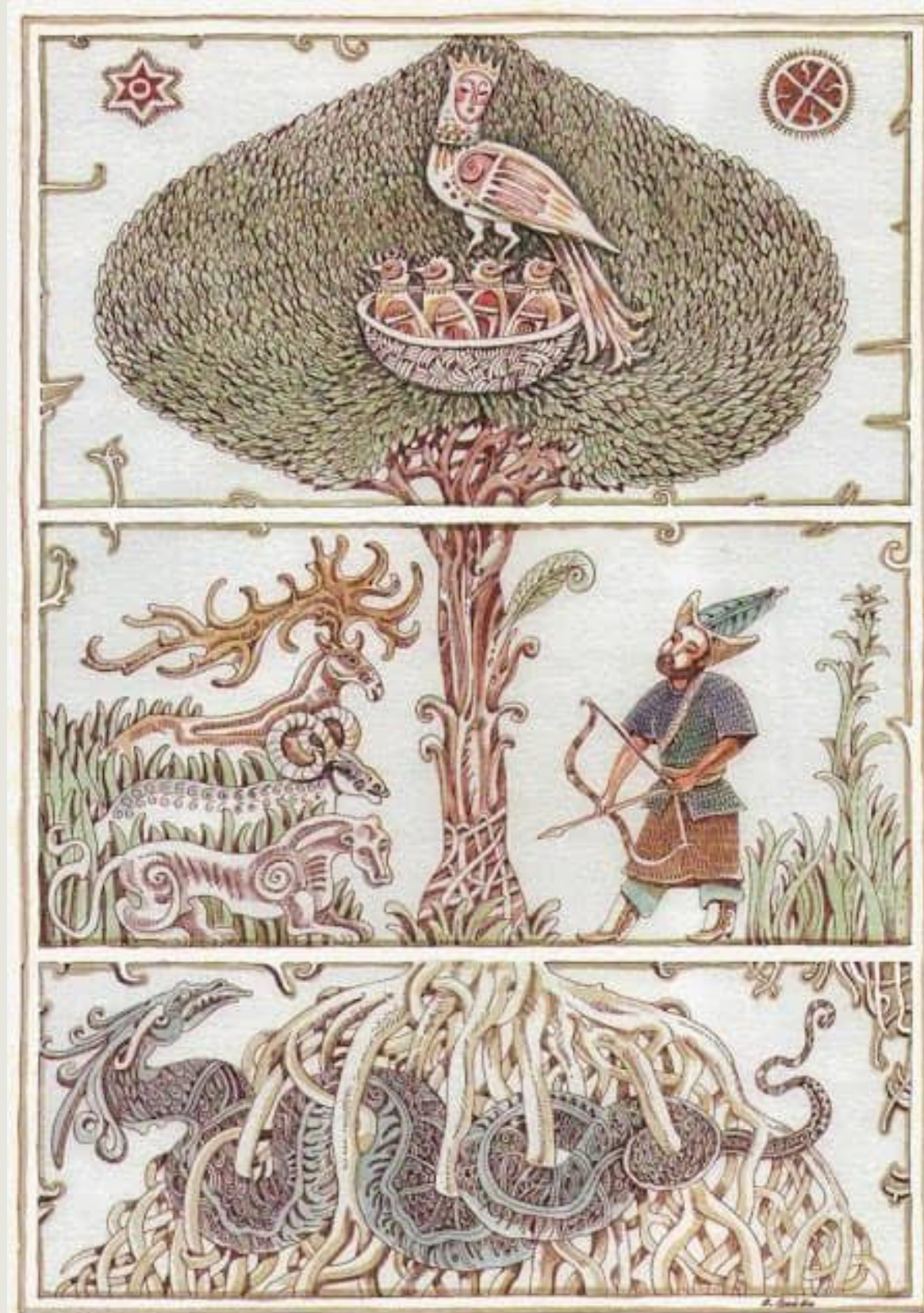
Milad (the Beginning)

Rasil Sini

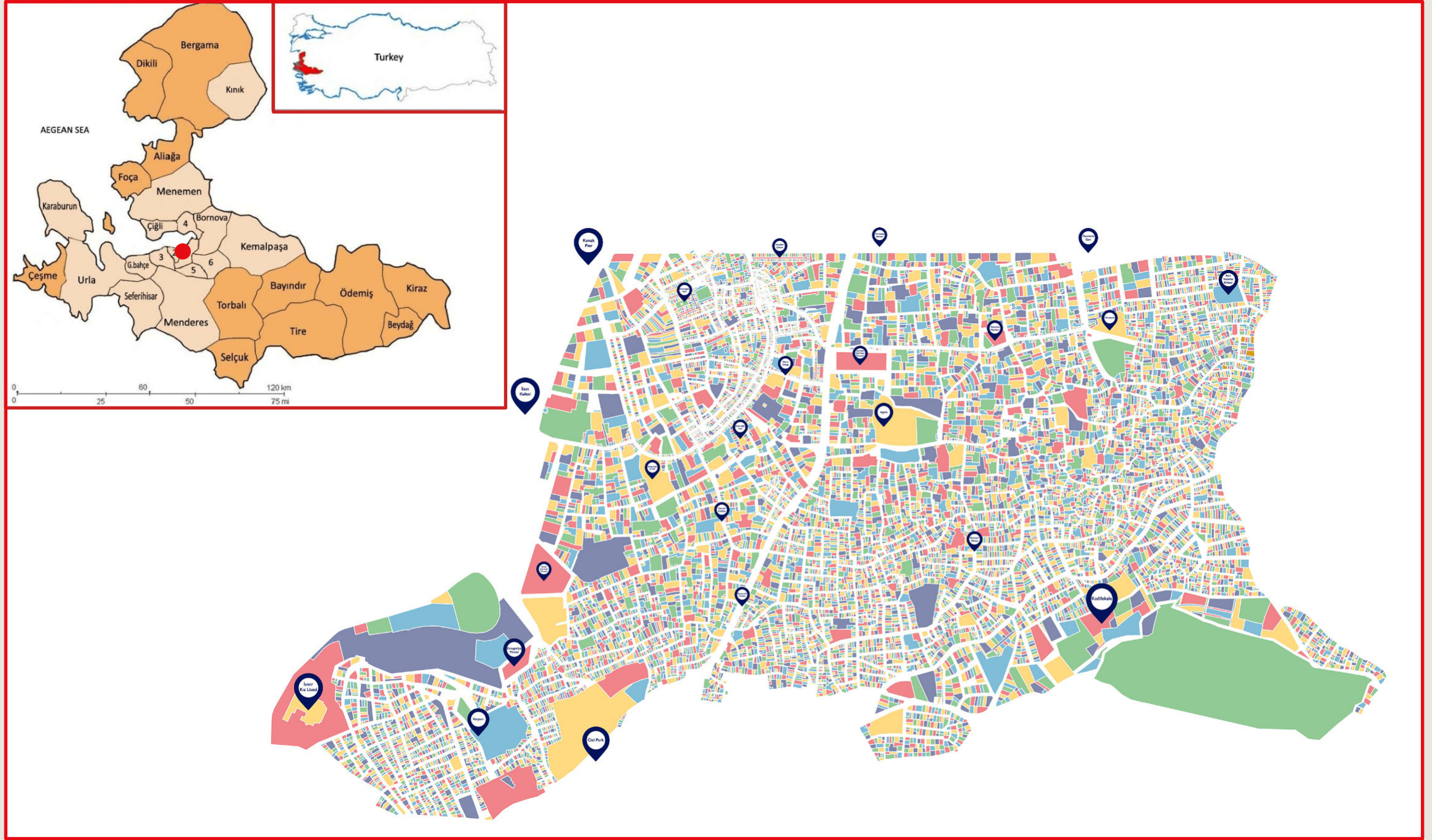
Noel (Christmas)

Year Cycle

Nardugan



Project in Action: Where?



[HTTP://WWW.TARKEM.COM/EN/TARIHI-ALAN/](http://www.tarkem.com/en/tarihi-alan/)

Focus

- Symbols/elements/rituals/values (tree, aşure, egg, fire, votive offering, mirror, salt, water, hamsa, fish, etc.) common within the Kemeraltı communities
- Music, cinema, literature, street arts, visual arts, contemporary arts, gastronomy, design, (oral) history studies, etc.
- Architectural heritage and narratives

For whom?

- Residents of the region (living & working)
- İzmir residents
- Academics, designers, artists, non-governmental organizations, local governments, art audience

With whom?

- Residents of the region as natural stakeholders of the festivity content
- Initiatives, collectives, associations, cooperatives
- International networks: a Mediterranean city

Principles

- Mutual learning, multilingual outputs, experience-based updates

Expected Outcomes

- Events
- Website for documentation and archiving (podcasts, videos, publications, reports, etc.)
- Print publication

Future Aims

- Creating an identity in three years time
- Expanding the region from Kemeraltı to the seaside
- Generating a call-based model

Project in Action: How?

Research and Dialogue
2 months

Preliminary Programming
1 month

Fundraising and Programming
2 months

Communication and Launch of the Program
1 month

Communication and Program Preparations
2 months

Spring Equinox

*Newroz + Pesach + Easter
+ International Workers'
Day + Hidirellez
March-April-May*

Winter Solstice

*Street Harvest + Nardugan
+ Tu BiShvat
October-November-December*

Assessment and Evaluation
1 month

Production of the Outcomes
1 month

Documentation and Archiving
1 month

Project in Action: How?

Project Structure: Steering and Production Groups

Steering Group (us+)

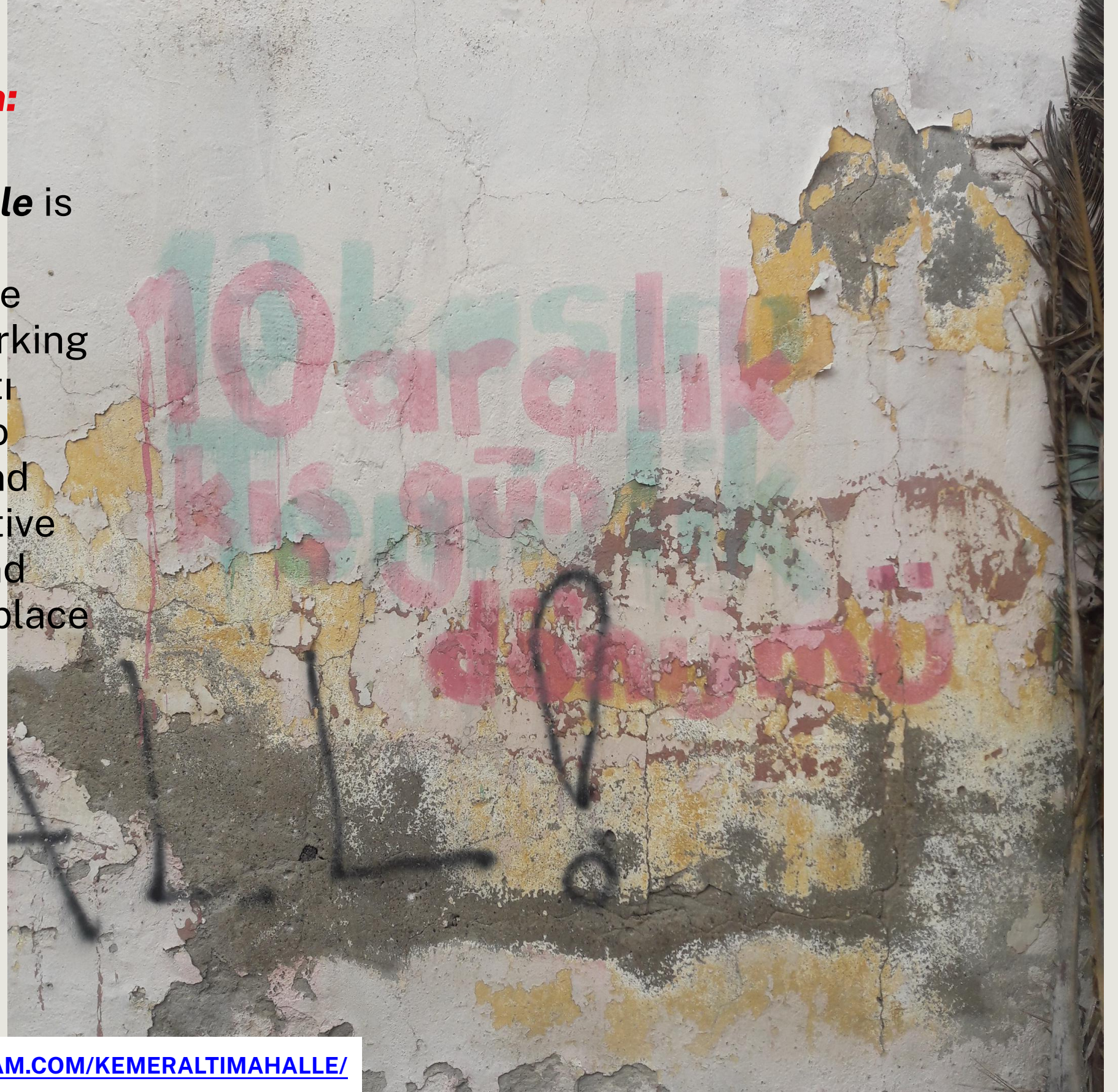
- Together with the Advisory Group, they conduct a comprehensive study on the festivities and holidays celebrated in İzmir.
- They prepare and design a “İzmir Festivities Timeline” showing the diverse cultures, symbols and practices.
- For every year, they choose an equinox or solstice period from the timeline and construct the Izmir Nature and Culture Festivities based on the common symbols and practices of the diverse cultures of that period.
- • They act as a reminder and enabler of the project bases and principles.

Production Group

- They implement the selected period’s festivity.
- They put forward the 3 pillars that would constitute the festivity:
 - i)* Pool of non-living things such as places, spaces, geographical features, and the living things such as animals and plants that can contribute to the historical/cultural/memorial aspects of the project area; *ii)* Pool of various cultures and people living and working within the region; *iii)* Pool of artists, initiatives, cooperatives, etc.
- They plan the budget and find sponsors to implement the program.
- They ensure that the festivity is publicized.

Project in Action: How?

Kemeraltı Mahalle is a neighborhood community where people living/working in İzmir Kemeraltı come together to create, realize and maintain generative conversations and practices about place and life.



[HTTPS://WWW.INSTAGRAM.COM/KEMERALTIMAHALLE/](https://www.instagram.com/kemeraltimahalle/)



KEMERALTI KIŞ GÜNDÖNÜMÜ

İsmet İnönü Sk.
10.12.2022 Cumartesi
11:00'de başlıyor

Günboyu atölyeler, müzik,
bahçecilik ve daha fazlası

[HTTPS://DOCS.GOOGLE.COM/SPREADSHEETS/D/1BXGZY_WU-GMTLDQXNAYZDIOJPCUCB0AWPX0NG09KLUC/EDIT#GID=0](https://docs.google.com/spreadsheets/d/1BXGZY_WU-GMTLDQXNAYZDIOJPCUCB0AWPX0NG09KLUC/edit#gid=0)

[HTTP://YOKUSUNBASI.COM/KEMERALTIKISGUNDONUMU2022](http://yokusunbasi.com/kemeraltikisgundonumu2022)

Final Comments

Izmir Nature and Culture Festivities: Kemeraltı Winter Solstice

- Nardugan-Khal Kagan-Gagan-Milad-Rasil Sini-Noel-Year Cycle-Human Rights' Day-Terra Madre Day
- Tree, Pomegranate, Sun
- Without research and dialogue in the region
- Without money and in very short time
- Event content is rich, however, not specifically related to the Winter solstice
- The place (“Arsa”) has brought the people together / What about the festivity as the initiator?
- The event became the starting point for “maintaining generative conversations” and for the Izmir Nature and Culture Festivities
- In terms of project bases and principles, the event content is compatible but does not meet all the conditions



Thank you

Izmir Nature and Culture Festivities: "A Festivity of Festivities" | 09 December 2022

ANNEX 5: LEADING VILLAGE

Leading City Izmir
2021-2022

LEADING VILLAGE PROJECT

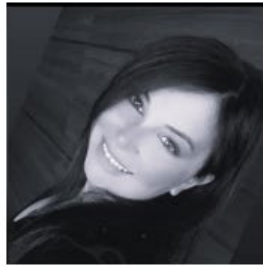
9 December 2022



The Project Team



**AHMET
UHRI**
Archaeologist



**ASLI
ÇAKIR**
Project
Coordinator at
İBB / Ahmed
Adnan Saygun
Art Center



**GÜLAY
VARDAR**
Cultural
Management
MA Student at
Istanbul Bilgi
University



**HALE
ERYILMAZ**
Cultural
Manager



**SULTAN
KOŞAR**
Culture and Art
Assistant at İBB
Mediterranean
Academy

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1

PROJECT FRAMEWORK

- Sustainable Development Goals
- Agenda 21 "9 Commitments"

2

PROJECT

- The Project Team
- About the Project
- Sarpıncık Village, Karaburun
- Summary
- What's the Difference?
- Target People
- Objectives
- Activity Plan
- Draft Events Program
- Expected Outputs

3

VIDEO

Sustainable Development Goals and Leading Village

The Leading Village Project adopts the "localization" policy, to realize the Sustainable Development Goals locally.





AGENDA 21 "9 COMMITMENTS" AND LEADING VILLAGE PROJECT

LEADING CITY
PROGRAM

1. Cultural Rights
2. Heritage, Diversity, and Creativity
3. Culture and Education
4. Culture and Environment
5. Culture and Economy
6. Culture, Equality, and Social Inclusion
7. Culture, Urban Planning, and Public Space
8. Culture, Information, and Knowledge
9. Governance of Culture

An aerial photograph of a coastal town with white buildings and red-tiled roofs, situated on a hillside overlooking a blue sea under a clear sky. A green rectangular overlay is positioned on the left side of the image, containing the text '2: PROJECT' in white.

2:
PROJECT

About the Project

Name

Leading Village

The region where the Project activities are carried out

Sarpıncık, Karaburun / İZMİR Bayındır / İZMİR (At the Decision Stage)

The Social / Thematic Issue of the Project

The consideration is that the villages are socially and culturally constrained places and interventions that are not appropriate for local conditions.

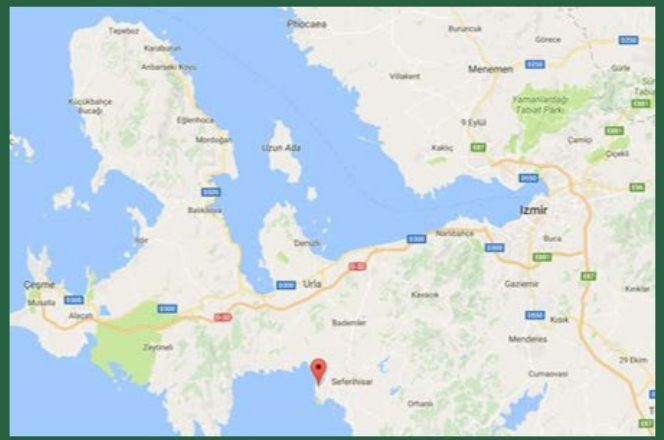
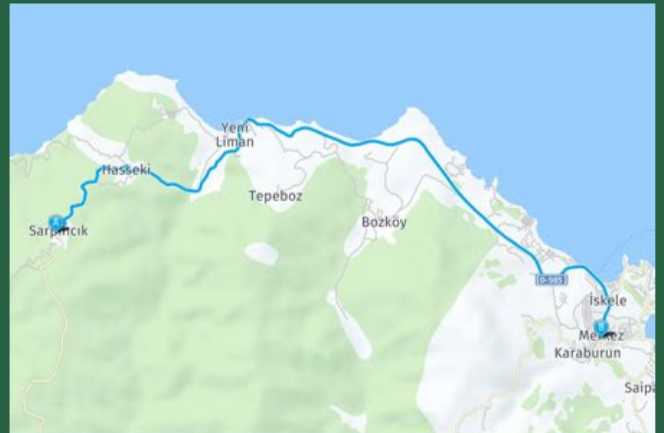
SUMMARY

The Leading Village project creates **an alternative training program** in two coastal and non-coastal pilot villages. Realization of the first leg of the project in Sarpıncık/Karaburun, a village by the sea.

Twenty university students will be invited to the training program for two weeks in the village with an open call to universities. The villagers will host the students and accommodation is also provided by the volunteer villager families. The training program will be designed by experts in the fields of visual arts, philosophy, art history and archeology. On the other hand, villagers, local people, the elderly of the village will also share different cultural traditions of the village about gastronomy, agriculture or handicrafts belonging to the intangible cultural heritage of the village. All trainings and activities will take place in an open workshop format and any interested village resident will be able to take part in these trainings. In addition, excursions, concerts in public spaces in the evenings, film screenings, village theater and storytelling accompany these trainings and workshops.

Thus, the project explores the fertile geography of Izmir as a port city, which has hosted various societies, to realize the cultural diversity outside the city center, and to learn from the local.

Sarpıncık Village, Karaburun



LEADING VILLAGE

About Sarpıncık Village



Sarpıncık Village, founded in the early 19th century, is located in the west of Karaburun Peninsula. The village is 12 kilometers away from Karaburun district center. Around 120 people live in the village that has 60 households.

Sarpıncık Lighthouse, which is located on the coast of the village and can be reached through an earth road, is one of the places to be seen and visited for both photographers and trekking hikers with its interesting appearance.

The vegetation composes of lants such as the Olive, Artichoke, Narcissus, Hyacinth, Wild Orchid, 67 kinds of herbs, weeds, arbutus, sandalwood, pineapple, rosary, maple tree, gum and labdanum.



One of the common bakeries of the village. (Sarpıncık Village)

What is the difference?

The Leading Village project interacts with the village people and is held inside the village. In this way, it differs from other training programs in villages, such as the Mathematics Village in Şirince; Adatepe Taş Mektep, or Foça Sciences Village, which are established a little far from the villages. The Leading Village project is constituted around the existing activities of the locals and is carried out with the village people. It aims to develop the village not with indirect inputs but with direct resources.

TARGET PEOPLE

Sarpıncık Villagers

University Students

Artists from different disciplines

Instructors

OBJECTIVES

LEADING CITY IZMIR

01

Validating the cultural right of the citizens living in Sarpıncık village and strengthening the solidarity between communities.

04

Encouraging creative culture by increasing interaction between generations and identities with recognition of cultural diversity of the local in fields such as agriculture, art and education.

02

Organizing training activities/programs for participants of all ages on formal and informal issues within the cultural centers and common areas in the region.

03

Encouraging co-learning and transferring cultural heritage by providing communication between generations.

05

Fostering economic development of the villages

ACTIVITY PLAN

LEADING CITY IZMIR

Activity 1

Stakeholder Meetings;
holding face-to-face
meetings with the village
mukhtar and the Mayor
of Karaburun.

Activity 2

Announcing the project
to the relevant
universities; searching
for funds for
development and
announcement of the
project

Activity 3

Village Meeting, planning
the project details
(training programme,
accommodation, meals)
together

Activity 4

Workshops on harvesting, tree
grafting, local products, food,
given by the elders living in
the village. (Five workshops
per week, ten in total);
Training Program for university
students (Ten lessons per
week, twenty lessons in total)

Activity 5

Social activities,
excursions, film
screening with the joint
participation of
instructors, participants
and villagers.

Activity 6

Exhibition of the output
of activities and
trainings.

LEADING VILLAGE PROJECT EVENTS AND LEARNING PROGRAM

| WEEK 1 | Breakfast 10:00-11:00 | 1. Lecture 11:15 -12:00 | Free Time 12:00 -12:30 | Lunch 12:30 -13:30 | 2. Lecture 14:00 - 14:45 | 3. Lecture 15:00 - 15:45 | Free Time 15:45- 18:00 | Dinner 18:30-19:30 | Event 20:00- | Açıklama |
|---------------|---|-------------------------------|-----------------------------|-----------------------|--|--|---------------------------|-----------------------|--|---|
| Monday | | Drama | | | Sociology | Gastronomoy | | | Meeting of Village People and Students at the Village Coffee House | Clarifying the weekly event schedule together |
| Tuesday | | Art History | | | Sociology | Sabunhane" | | | | |
| Wednesday | A walk to discover the herbs in the area. | Gastronomy | | | Art History | Bread Making Workshop | | | Cultural Events (theater, cinema, concert.. etc.) | |
| Thursday | | Philosophy | | | Anthropology | | | | | |
| Friday | | Anthropology | | | Philosophy | Drama | | | | |
| Saturday | | Archaeology | | | Archaeology | Visiting places of archaeological importance in the region | | | Cultural Event (theater, cinema, concert.. etc) | |
| Sunday | | Drama | | | Sightseeing in the area (if necessary, the dinner of that evening can be eaten in a different village) | | | | The tradition of face painting in the surrounding villages can be experienced. | |
| WEEK 2 | | | | | | | | | | |
| Monday | | Drama | | | Sociology | Gastronomoy | | | | |
| Tuesday | | Art History | | | Sociology | Sabunhane | | | | |
| Wednesday | | Gastronomy | | | Art History | EkmeK Yapım Atölyesi | | | Cultural Events (theater, cinema, concert.. etc.) | |
| Thursday | | Philosophy | | | Antropoloji | | | | | |
| Friday | | Anthropology | | | Philosophy | Drama | | | | |
| Saturday | | Archaeology | | | Archaeology | A conversation about the past and present of the village in the village coffee house | | | Cultural Events (theater, cinema, concert.. etc.) | |
| Sunday | | Drama | Departure from the village. | | | | | | | |

Expected Outputs

- Equal enjoyment of cultural rights by villagers;
- Providing lifelong education through culture;
- Intergenerational communication, sharing of experience and knowledge;
- Involvement of at least six of the elderly people living in the village in training activities;
- Participation of at least ten university students in the program, getting to know village life and local culture;
- Exhibition of the works created by participants during the program;
- Video outputs to be created by montage of all recordings acquired in the two-week period.



3:
Video

LEADING VILLAGE

LEADING CITY IZMIR

**Thank you for your
attention.**

LEADING VILLAGE PROJECT TEAM

ANNEX 6: OUR CLASS: IZMIR



LEADING CITY İZMİR
Final Conference
İzmir 2022

ÖNCÜ KENT İZMİR
Sonuç Konferansı
İzmir 2022



İZMİR
Leading City • culture 21

Kültürlab

OurClass:IZMIR



Why should the kids go to museums?

“A museum is a not-for-profit, permanent institution in the service of society that researches, **collects**, conserves, **interprets** and exhibits tangible and intangible heritage. Open to the public, accessible and inclusive, museums foster diversity and sustainability.

They operate and communicate ethically, professionally and with the **participation of communities**, offering **varied experiences** for education, **enjoyment**, reflection and **knowledge sharing.**”



But Only Museums??

Natureculture is a synthesis of nature and culture that recognizes their inseparability in ecological relationships that are both biophysically and socially formed (Fuentes 2010; Haraway 2003).

Natureculture is a concept that emerges from the scholarly interrogation of dualisms that are deeply embedded within the intellectual traditions of the sciences and humanities (e.g., human/animal; nature/culture).

Project Team

Aslı Çakır : IzBB /Ahmed Adnan Saygun Art Center
Erdem Erem : Contemporary Drama Association
Gökçe Süvari : Leading City Izmir
Makbule Başbay : Ege University
Sultan Koşar : IzBB Mediterranean Academy
Yasin Sancak : Izmir ASIP Education Cooperative



Project Framework

We aim to use the natural and cultural heritage of the city as a learning environment and transfer this heritage it to the children of the city.

A program has been written and applied to train teachers to move the learning process out of the classroom with an approach that combines different aspects of culture & nature.

Target Group

- 20 classroom teachers* teaching in public schools in five districts (Bornova, Bayraklı, Konak, Karşıyaka and Torbalı)
- 600 children trained by these teachers
- Institutions that are project participants.
- The heritages themselves...

* 2 schools from each district and 2 teachers from each school



Objectives

- Using the natural and cultural heritage of the city as a learning environment
- Developing teacher skills so that the learning-teaching process can be carried out of the classroom
- Increasing the cooperation between the project participants; MoNE, university and civil society
- Increasing efforts to protect and preserve the cities' cultural and natural heritage



Activities – Phase I

Traning of Teachers - 3,4 - 10,11 – 17,18 December 2022

- Creative Drama in Education Workshop and Museum Education
- Planning in Teaching and Planning with Creative Drama
- History and Art Museum (at the museum)
- Archeology and Ethnography Museum (at the museum)
- Forest Education - Yakaköy Forest
- History and Art Museum (at the museum)
- Sasalı Natural Life Park (at the park)

ÜCRETSİZ



Sınıf öğretmenleri için MÜZE & DOĞA EĞİTİMİ

Şehrin doğal ve kültürel mirasını öğrenme ortamına dönüştür!



ev sahibi EGE
ÜNİVERSİTESİ

3-4 Aralık
10-11 Aralık
17-18 Aralık
KÜLTÜRLAB





IZMİR AKADENİZ AKADEMİSİ
İZMİR MEDITERRANEAN ACADEMY
İZMİR AKADENİZ AKADEMİSİ
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İZMİR AKADENİZ AKADEMİSİ
İZMİR MEDITERRANEAN ACADEMY







Activities – Phase II

Monitoring and evaluation 06 February - 10 June 2023

- Teachers will plan their ‘out-of-school’ learning trips and the feedback will be given to the plans by experts.
- Teachers will be taking their classes at least three out-of-school learning environments and create a portfolio (+ mentor visits)
- Instructors are expected to examine the files and make a written note (grading) whether the teacher is entitled to receive a certificate.

Activities – Phase III

Good Practices and Certificate Ceremony - May 2023

- Each teacher/ will share their choice of successful plan with other schools.
- Closing of the project and certificate ceremony

Dissemination

- The good practices will be published on the web page of IzBB Mediterranean Academy.
- The outputs of the project and the findings obtained through the survey will be published and shared.
- The output will be shared in other districts of Izmir, and other cities.

We hope the experience and achievements will inspire more teachers, families, municipalities and local governments... and



Thank you.

ANNEX 7: BALCONNECTION





CONTACTS

For additional information, please contact:



Metropolitan Municipality of Izmir

Department of International Affairs

Email: international@izmir.bel.tr



United Cities and Local Governments (UCLG) Committee on Culture

Email: culture@uclg.org

Web: www.agenda21culture.net

TW: @agenda21culture





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UCLG Committee