MUZE.

THE 360 DEGREE RESEARCH GROUP, URLA, TURKEY

Maritime Centre Urla

Strategic plan

November 2021

Navigare necesse est, vivere non est necesse. //
We have to sail, we do not have to live.

Gnaeus Pompeius Magnus, Roman Consul, V century A.D. (Pompeius was ready to start his voyage home and transporting food from Africa to Rome, when a great storm arose upon the sea. The captains of other ships were reluctant to set sail, but Pompeius ordered his crew to weigh anchor, shouting out to them: *"We have to sail, we do not have to live"*)

El barco está más seguro cuando esta en el Puerto, pero no es para
eso que se construyeron los barcos. //
The ship is safest when it is in port, but that's not what ships were built for.

Paulo Coelho, 1987. In the novel O *Diário de Un Mago / The Pilgrimage*

Bakakalırım giden geminin ardından;
Atamam kendimi denize, dünya güzel;
Serde erkeklik var, ağlayamam. //
I stare after the departing ship;
I can't throw myself into the sea, world is beautiful;
There is manhood inside, I can't cry.

Orhan Veli Kanık, poem Ayrılış / Departure (translated by Fatih Akgül)

Photo by: Yol Hafızası

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On next page photo by: Selva Egeli

INSTITUTIONAL STATEMENTS

Mission statement

The Urla Maritime Centre (MCU) is a non-profit organization for raising awareness of the importance and need for experimental archaeology nationally and internationally.

What type of entity / program? Is this important?

It is best to organize it as a Maritime Centre, since it will serve as a vibrant place, where people gather and create. It should be positioned rather as a "centre" than a museum, which only acts as a place to display objects etc. This is important, because this gives us a more "manoeuvrable", adaptive attitude.

What is the broadest way to describe the work of Maritime Centre Urla?

Since it is indispensable to think about history without other disciplines such as archaeology, art or any other, it would be best to plan the boundaries on the broadest sense. MCU should be flexible which would entail to expand and narrow according to circumstances. It should have an "adaptive state of mind." MCU would definitely be collaborating with international institutions (be it a museum, a maritime centre, think tank or any other sort). The broadest way to describe the work of MCU would be:

- carrying out experiments on maritime archaeology,
- sharing the outputs as books, seminars etc.,
- acting education centre for students and wider public.

For whom do you - Maritime Centre Urla - do this work?

- For the whole society. It should collaborate with the local communities. Ever since it was founded we have been working in communities such as Urla Kent Konseyi or Doğal Sofra.
- Younger generations.
- For academia: Osman Erkurt worked as an instructor for Dokuz Eylül University, as a Board Member of Ankara University, Underwater Research Centre Advisory Board and as a member of Koç University Maritime Forum (KÜDENFOR).
- Other museums and heritage institutions and projects. We were contacted by international museums to hold exhibitions and to hold international talks about our projects.

Where do you - Maritime Centre Urla - work? (geographical boundaries)

MCU works in Urla, Turkey, Aegean Region.

Geographical boundaries are not a crucial part of our work, yes. But, if given a chance to pick a place it would be Asia Minor, provided that it serves as a hub of civilizations.

Vision statement

MCU aims to be a sustainable, accessible, scientific, global place carrying specifically experimental archaeology and history projects, which at the same time deliver historical insights to all levels of the society.

What needs to be changed by Maritime Centre Urla?

- Awareness needs to be raised.
- More collective projects to be made.
- People have a hard time visualizing historical events and all sorts of tools, gadgets, vehicles. So, one might clearly say that our initial motivation was to build something "tangible".
- Even though Turkey is surrounded by seas (Mediterranean, Aegean, Black Sea, Marmara) we have loose ties with our maritime past. Maritime past is just indispensable as other pasts and is a crucial element and has to be studied to understand better.
- Studying archaeology helped us draw the connectivity and continuous series of events. Thus, we were eager to provide some sort of a new way to introduce archaeology to people. (Usually, archaeology is not easy to understand by average people.)
- Creativity and knowledge are not valued enough.
- The Sea connects people since the earliest times but we are not aware of it.
- People do not visit museums because they think they are not affordable.

What issues should be addressed by Maritime Centre Urla?

- Authenticity. MCU is one of its kind in Turkey.
- Unique experience. Provided it is an open-air historical centre it functions as a time machine.
- Innovative approach. Though our subjects date back to circa 2000 BC, our aim is to connect with people using innovative approaches.
- Educated staff. Due to its links in academia, our board members and volunteers are pioneers.
- Because MCU makes history tangible.

What are the strengths and assets of Maritime Centre Urla?

- Location. We have a scenic location set on an ancient site, near Klozemenai
- Expertise. 360 Derece has 17 years of expertise in maritime archaeology.

  o Designing museums with municipalities (like Demre Museum).
  o Building replicas of historically important structures like Uluburun and testing them.
  o Building archaeological parks.

What is Maritime Centre Urla dream end-state?

- Building a "history maritime village" in which people can experience certain periods of time.
- A "School" for non-formal learning for all age groups where one can experience various maritime courses. (Two terms in a year for instance. Fishing, weather forecast, etc.)
- International recognition.
- Collaborating with international universities, museums and institutions.
- Set upon a rich and layered heritage, MCU works for the people and by the people in general. It will become a world-wide known centre for people exploring the maritime world.
- Generating stable revenues.
- A steering committee composed of public and civil society.

What would success look like for Maritime Centre Urla?

- Positive response and feedback are vital. Using A CRM application to spot and minimize complaints.
- We are often critiqued (positively) because of lack of media coverage. More powerful coverage would mean more interaction which in the end serves for a more active ground to operate.
- People, especially primary school kids, are connected to maritime history.
- People appreciate the common history of the sea of humankind.
- People have respect for the maritime heritage of their own and of other people and times.
- It grows curiosity and understanding for the importance of knowledge and creativity.
- People are more aware, creative and happier.

ECOSYSTEM MAPPING

Our visitors and users

In general, our visitors and users can be identified as people interested in maritime history in general. But to name a few it includes:

1. School children
2. Families with school children
3. Maritime Tourists
4. Academics, Archaeologists

School children

What behaviour or outcome you want to help school children achieve:

One can only know the history of mankind by knowing his/her own history. That's why we care about school children and think that they are the most essential part. By the way, only in 2019 our place was visited by more than 5000 school children. Taken into account, that we do not use any promotions or advertisements, this interest may be regarded as "organic".

We greet the school children at the entrance of the centre. Usually they bring along a "special person" with them. That special person's aim is to facilitate the communication between our centre (which usually uses marine terminology) and the school children. First, we try to familiarize that person with the terminology so that he/she can transfer the knowledge to kids. For instance, we encourage the kids to shout out loud some maritime terminology. These may be considered as ice breakers.

Some examples include:

- Alesta: Get ready
- Alberaber: Rowing all together chanting "hey hop"
- Çimavira: Another word to "Get Ready"

Another way to design a way to connect is to make a small and quick workshop with ropes. In order to be a good sailor, one has to know a series of knots. We designed a workshop where they can experience nautical knots. The drill about knots is that it has to be quickly tied, hold strong and quickly untied.

Free thinking: After all this hands-on experience in the workshop, it's the kids turn to create from what they grasped. They are given some stationary and we ask them to create something they like. In the end they take their crafts back home.

At times we offer them "*balık ekmek*" (fish sandwich) which is a typical street food in Turkey's coastal areas.

By doing this, we aim to make them feel at home. It's important to keep it fun.

And where is this user right now with knowing? Feeling? Doing what is needed?

MCU wants school children to have a first-hand experience of maritime past, to get excited and become more interested. Children are not often exposed to these kinds of experiences.

Based on the above, what shifts need to be supported?

FROM not knowing what maritime heritage is, TO playfully experience maritime heritage that will make them more curious for learning from the human past.

FROM not enjoying, TO gradually embrace archaeological concepts and maritime history subjects.

Who or what might play a role in supporting or preventing those shifts?

- Schools interested/not interested in the program
- Parents allowing/not allowing kids to visit
- Teachers interested/not interested.
- Municipalities interested/not interested.
- Private Sector supporting/not supporting.
- Maritime Tourists interested/not interested.

Families with School Children

What behaviour or outcome you want to help school children achieve:

- Thinkers. They exercise initiative in applying thinking skills critically and creatively.
- Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning.
- Knowledgeable. They explore concepts, ideas and issues that have local and global significance.
- Communicators. They understand and express ideas with others.
- Open minded.

Based on the above, what shifts need to be supported?

- FROM not being aware, TO being thinkers and inquirers.
- FROM not exploring, TO exploring.
- FROM not exchanging ideas, TO communicating.
- FROM being biased TO being open minded.

Who or what might play a role in supporting or preventing those shifts?

- Media
- Schools
- Teachers
- Peers
- Extended Family

Maritime Tourists

What behaviour or outcome you want to help maritime tourist achieve:

- To broaden their horizons.
- Eliminate various prejudices.
- Connect

Based on the above, what shifts need to be supported?

- FROM not knowing what underwater archaeology is TO knowing.

- FROM not knowing the cultural richness of Asia Minor TO knowing.
- FROM being distant TO being friends.

Who or what might play a role in supporting or preventing those shifts?

- International Media can support or prevent those shifts.
- Social Media, Influencers can support or prevent those shifts.
- Politicians.

Academics, Archaeologists

What behaviour or outcome you want to help academics, archaeologists achieve:

- Theory and practice are different realms. So working on the field and inspiring academics is one of the outcomes we want to achieve.
- Choosing experimental archaeology as their dissertation subjects and assisting them.
- Guest lecturing in universities.
- Being supported by universities.

Based on the above, what shifts need to be supported?

- FROM not interacting TO interacting.
- FROM being indifferent to experimental archaeology TO choosing it voluntarily.

Who or what might play a role in supporting or preventing those shifts?

- Deans
- Publications
- Seminars and conferences.

Community

1. School Children Community
2. Families with School Children Community
3. Maritime Tourists Community
4. Local Fisherman Community
5. Peers community Academics, journalists, related NGO's

School Children Community

Which individuals or groups play an important role in the user's life?

- Schools
- Parents
- Teachers
- School excursion providers – tourism agencies

Is this a group a fan or a sceptic, with regard to what we want our user to achieve? In what ways do they support or block the user?

- Schools: support or scepticism depends on the type of schools and where they come from. Probably the schools from the poorer regions of Turkey will be less supportive as well as religious schools. Financial capabilities also play the role. Maybe if they will be more financially capable, they will be more interested... Many private schools will probably be more interested in organizing the school excursions to the MCU. There is also a difference between rural and urban schools and it reflects on what has been just said.
- Parents: similar to schools, there is a social difference and gap. Many parents may not have financial resources for kids to go to excursions. Probably they will be less open to send their kids because of the religious background. Parents are also not very well informed and it depends how the parents share the values of knowledge and creativity.
- Teachers: similar to schools and parents, but teachers are maybe more open to knowledge and creativity because that is their vocation.
- Tourism agencies: they will support the MCU because it is added attraction they can offer to the market.

What is the power dynamic between this group and the user—who has influence or control?

- Schools: they are in control of their students. They may see MCU as a field trip point. For instance for 6 graders this place can serve as a perfect place to experience various civilizations.
- Parents: they are in control of their kids and they can ask the schools to organize such trips.
- Teachers: they provide preliminary information before the excursion.
- Tourism agencies: they can play an important role in marketing and influencing.

Finally: Based on the above, what kinds of shifts might be needed within this group?

- We have to seriously work on all levels to influence schools and parents to visit MCU.
- We can work together with tourism agencies to get our MCU on the list of the daily excursions.
- We can collaborate with some NGO's that raise funds for poverty stricken school children and schools in underdeveloped parts of Turkey and partner with tourism agency to organize for these kids' excursions to MCU.

Families with Children Community

Which individuals or groups play an important role in the user's life?

- Other families with children
- Friends and neighbours
- Wider Family – older members of the family
- Schools
- Religious leaders

Is this a group a fan or a skeptic, with regard to what we want our user to achieve? In what ways do they support or block the user?

- Other families with children: They support the user.. They see it as an education centre unlike conventional ones.
- Friends and neighbours: They support the user by sharing information

and common values.

- Wider Family – older members of the family: They may be sceptical of change so they may block the user.
- Schools: Depends on the type of school. Generally schools support the user by visiting us frequently.
- Religious leaders: Sceptical and block the user by underestimating MCU's achievements.

What is the power dynamic between this group and the user—who has influence or control?

- Other families with children: They influence each other.
- Friends and neighbors: They influence our user.
- Wider Family – older members of the family: They control our user.
- Schools: Schools control our user.
- Religious leaders: Influence of a group becomes more dominant in societies where power of the individual is insufficient So groups dominate users for sure.

Finally: Based on the above, what kinds of shifts might be needed within this group?

Maritime Tourists Community

Which individuals or groups play an important role in the user's life?

Walk in tourists will be less compared to major attractions like İstanbul so, travel agencies play a critical role.

Thanks to Social Media channels world is connected more than ever.

For each group consider:

Travel agencies can promote our work. Therefore we should have close ties.

A rich social media content (especially Instagram) can engage with the target groups.

Is this a group a fan or a sceptic, with regard to what we want our user to achieve? In what ways does they support or block the user?

Both travel agencies and social media platforms support our users by advertising us. They make us more visible and accessible.

What is the power dynamic between this group and the user—who has influence or control?

Both travel agencies and social media platforms have influence on our user. However we become the primary influence as soon as they visit our centre.

Finally: Based on the above, what kinds of shifts might be needed within this group?

Recognition is vital. As these groups get to know us they will reflect this positive attitude to the user.

Local fisherman community

Which individuals or groups play an important role in the user's life?

- Fishermen Cooperatives.
- Fishermen's families.

For each group consider:

- Most fishermen daily catch and sell through these cooperatives. Every morning there is an fish auction organized by this group.
- As the younger generations tend to have desire in big cities, the fisherman and his partner live together. This might be the last generation of local fishermen in Turkey due to commercial fishing and migration.

Is this a group a fan or a sceptic, with regard to what we want our user to achieve? In what ways does they support or block the user?

During the replica tests, we try to establish a solid communication with fishermen and listen to the issues they bring. So we try to get to know our users on an individual level. Thus it becomes easier for us to influence the user via their group.

What is the power dynamic between this group and the user—who has influence or control?

- The fishermen cooperative has control over the user due to economic reasons.
- The fishermen are dependent on this group in order to sell his daily catch and make a living.
- Fishermen's families have influence over our user. They still maintain a traditional living and although it seems "patriarchal" at first, women in Turkey are regarded as the implicit decision makers.

Finally: Based on the above, what kinds of shifts might be needed within this group?

- Good relations with the cooperatives are a must.
- Having close ties with these cooperatives, we can have warmer relations with the fishermen.
- Female participation is crucial. We should be dragging women into our work. They should be more visible and active.

Peers community

Which individuals or groups play an important role in the user's life?

Academics, journalists, related NGO's.

For each group consider:

It's hard to have a thesis that's contradictory to Academics, journalists and related NGOs although they are considered "peer community".

Is this a group a fan or a skeptic, with regard to what we want our user to achieve?

This is a fan group.

In what ways does they support or block the user?

They support our users by all means. Most of the Peer community members are our volunteers as well.

What is the power dynamic between this group and the user—who has influence or control?

The group has control over our user. Peer community has an intellectual monopoly over our user

Finally: Based on the above, what kinds of shifts might be needed within this group?

More stable network and relationship could be established between peers and MCU.

SERVICES

The service/resources we provide in order to achieve our goal can be summed up as follows:

- Video displays of previous projects,
- E-displays that the user can navigate individually.
- Local guides that lead the users.
- Seminars in related subject; range from ancient weaving and dying techniques to nautical knots, pre-compass navigation.
- Workshops
- Virtual Reality

Welcoming and Information Services

We try to greet them (almost 90% we greet them at the entrance.)

Providing initial information about the centre and its programs, We need to organize a series of billboards on the fence (How does it sound please give feedback)

The thing is the fence is approximately 20 mt long and We wouldn't want to use the space inside for information billboards. Instead of using fences or any other item to put the billboards we would have the space to use more displays and thus people can accommodate themselves more freely.

At the weekends Urla is packed with people having lunch or dinner. And to various beaches around. Using the fence as a display area would at the same time attract their interests and walk-ins would be encouraged.

We experienced this during our Foça-Marseille Project. While we were building the Kybele Ship, we put numbers on the fence stating the days spent building it. It lasted for 46 days. During this period of time the public interest was huge. (We have photos)

We need to make a statement at the entrance. That statement needs to be compiling the information about the projects we have done so far.

What kind of access does the user have to Welcoming and Information Services? Is it good quality?

- Well designed, clear and visible totem (name of the centre and entrance area) and signage (orientation, rules of behaviour, interpretive signs)…
- Entrance desk
- Applied visual identity of the centre
- Easy access to information and programs
- Easy to access – no stairs or obstacles for people with impairments…

What challenges does the user face accessing the services? What challenges do the service providers face in delivering the service? Is this service, or its providers, something we might need to design for? What do we need to design? Based on the above, what kinds of shifts might be needed with this service?

- Finding out the location of MCU.
- Insufficient number of signs in the area,
- Insufficient Parking lots if arrived via private vehicle
- Unclear Directions to the MCU via public transportation
- Infrastructure problems like uneven surfaces

Heritage Interpretation Services

- Permanent and temporary exhibitions,
- Audio/actual guides
- Mobile apps

What kind of access does the user have to Heritage interpretation services? Is it good quality?

- Interpretation is understandable, captivating, interacting with all senses, hands-on, especially communicating and engaging kids and adults
- Well designed and connects heritage to people
- Well thought about according to the heritage interpretation principles…
- Well educated guides in the subject but also techniques in heritage interpretation
- Users will be able to touch and even sit on the previous ancient boat replicas, and feel like a part of history.

What challenges does the user face accessing the services? What challenges do the service providers face in delivering the service? Is this service, or its providers, something we might need to design for? What do we need to design? Based on the above, what kinds of shifts might be needed with this service?

- Lack of skilful local guides.
- More users than planned would mean providing mediocre / low quality services.
- Long queues during weekends and public holidays.

Education and play services

- Workshops,
- Hands-on activities,
- Lectures,
- Presentations,
- Movies.

What kind of access does the user have to Education and play services? Is it good quality?

- There will be handouts, explaining the projects in a nutshell.
- Using VR technologies, USER will be sitting on a rowing bench of a replica, hold the oars, and feel as close as possible to real rowing. For ex. KarDes application.
- Local fishermen may take the user on water with a replica boat that was built in the MCU. For a short spin.
- After learning basic nautical knots, students can compete for the fastest bowline, and the winner gets a small souvenir from MCU.

What challenges does the user face accessing the services? What challenges do the service providers face in delivering the service? Is this service, or its providers, something we might need to design for? What do we need to design? Based on the above, what kinds of shifts might be needed with this service?

- Due to frequent power cuts in the region, there might be delays in services we provide related to electricity.
- Adverse weather conditions may obstruct education programmes.

Shopping services

- Souvenirs,
- Books for kids and adults,
- Snacks, soft drinks.

What kind of access does the user have to Shopping services? Is it good quality?

- Products, made in MCU or by locals in proximity, will be sold in the shop.
- Artisans, after a workshop, can display their souvenir type artifacts that users can purchase.

What challenges does the user face accessing the services? What challenges do the service providers face in delivering the service? Is this service, or its providers, something we might need to design for? What do we need to design? Based on the above, what kinds of shifts might be needed with this service?

- User dissatisfaction related to items on sale (expensive, low quality etc),
- Unfriendly sales assistant,
- Lightening dissatisfaction,
- Temperature dissatisfaction,
- Ventilation problems.

Utilities

- WC: Men-Women, Disadvantaged people.
- Free Parking Area (Urla Municipality's parking area is 100mt walking distance).
- No Bus Parking Area. The bus can disembark people in the Urla municipality's parking area.
- No Smoking Area (because of wooden works).

What kind of access does the user have to Utilities? Is it good quality?

What challenges does the user face accessing the services? What challenges do the service providers face in delivering the service? Is this service, or its providers, something we might need to design for? What do we need to design? Based on the above, what kinds of shifts might be needed with this service?

- Hygiene issues on crowded days,
- As we are currently located on an archaeological site, building a sewage system seems difficult. As a result, there might be some issues

INSTITUTIONS

Rights and freedoms

What are the rights and freedoms that the user needs to achieve their goal?

- Equal access to knowledge (regardless of social status, language barriers…)
- Equal access to the centre for people with different impairments. This is critical for Turkey since people with disabilities constitute almost 7% of the population, designing the centre according to their needs is cool. The centre should be accessible to all. Yes it is a maritime centre but this place can also act as a hub for people with similar interest.
- Equal access to all genders…(Including Non-binary) This may sound a bit far off but this is where the world is evolving.
- Some ideas include:
- Gender Neutral Toilets
- More exhibitions by women artists
- More female employees

Barriers

Does the user experience barriers or unequal access to this right or freedom?

- Yes, as we have different user groups from different backgrounds, their equal access to knowledge is hardly possible. So yes unfortunately they experience barriers.
- Although we will try minimizing unequal access for impaired people, it sure will take time to adjust. (Studies show that designing MCU accessible to impaired visitors from the very start will be cost efficient. Otherwise it will be expensive.)
- Throughout the MCU Gender biased representation should be avoided. (Even the implicit ones should be watched.)

Policies

Which systems and policies support the user with regards to this right or freedom? Which ones discriminate?

- We have to be sure that regardless of their backgrounds all users have access to the services we provide. Hereby MCU is keen on putting all levels of information as possible.
- Regardless of impaired/non impaired distinction everybody should have similar experiences. So it is our utmost motivation to realize this projection.
- Throughout the last 17 years we sailed the replicas that did not have a cabin nor a toilet. We slept together on the deck and used the same bucket as a toilet. We believe that we have an unwritten constitution on gender equality. However nowadays it is evident that MCU needs a declaration on gender equality.

Constraints and levers

Finally: What should we consider as constraints or levers as we tackle this challenge?

Constraints may include:

- Bureaucratic obstacles, Procrastinating processes.
- Difficulties in working with volunteers.
- Hardships of institutionalizing our old research group.

Levers may include:

- Interesting fact: Since MCU offers a unique and authentic centre for maritime studies, it had received unexpected support from both state and civil spheres. (People loved it)
- We have skilled, successful volunteers in their fields.
- Program funders, governments and other influencing bodies might sit in this category too thing we might need to design for?

THEORY OF CHANGE (TOC)

IF we can make MCU happen, THEN we will be able to help adults and also kids, learn about the importance of Anatolia. BECAUSE showing them that history and archaeology can also be considered tangible by displaying our replicas, having them participate in the process, monthly seminars and courses.

Maritime Centre Urla Logic Frame

Project Plan

- Modify our shipyard into a maritime centre.
- Build a new replica of a lost boat design.
- Make replicas of ancient navigation tools, compare their measurements with modern ones.
- Carrying out the maintenance works of our previous replicas and transform them into displays for MCU
- Classes for kids on experimental archaeology
- Hands On Sections ,
- Temporary exhibitions
- Models of ancient harbours, tools.
- Workshops on Bronze, weaving, culinary etc
- Organize Conferences, seminars

Inputs

- The resources MCU puts into the project, including staff time.
- Finance; MCU has a variety of financial resources. To name some of them, we can list municipalities, government funds, companies, individuals who would like to contribute.
- Know How: related local expertise like boat builders, fisherman, international and national academics and universities.
- Replicas: We've already built Trireme and Uluburun replicas, as well as Hippoi, Cyladic and reed boats. They will be displayed in MC
- Staff: We need 3 staff members. 1 Manager, 1 shopping and cafe stuff, 1 security stuff.

Activities

- Building a new replica of a lost boat design.
- Making replicas of ancient navigation tools, compare their measurements with modern ones.
- Carrying out the maintenance works of our previous replicas and transform them into displays for MCU
- Classes for kids on experimental archaeology
- Hands On Sections,
- Temporary Exhibitions
- Models of ancient harbours, tools.
- Workshops on Bronze, weaving, culinary etc
- Organize Conferences, seminars

Outputs

- A tent for indoor display area, conference zone, cafe, souvenir shop, library, virtual exhibitions, WC, scaffolding and decks for replicas, displays for various items like anchors
- Number of visitors: Approximately 40 visitors on daily base, although it's hard to foresee this during Covid 19.
- Hours of training delivered: Planning to deliver 4 hours of training on weekly basis

Outcomes

- By the end of the first year after dedication, MCU will be visited by over 1200 kids.
- By the end of the first year after dedication, MCU will be visited by over 12.000 people.
- By the end of the first year after dedication, MCU will be visited by over 3000 university students.

Impact

- Mediterranean has been the cradle of trade. Thus, a generator of common values. Visiting MCU will provide an eye opening experience to witness these values.
- Our users will be inspired and come up with their own unique projects.
- Local shopkeepers, fisherman will have a more vibrant economy.
- Locals will have a better idea of the area they live on in terms of history and culture.
- Other experimental archaeology projects cited on academic papers.
- Projects of MCU becoming subjects of international documentaries.
- Globally, other groups/NGO's establishing centres like MCU.
- MCO provides services to over 50.000 users on a yearly basis.

VISUALISATION

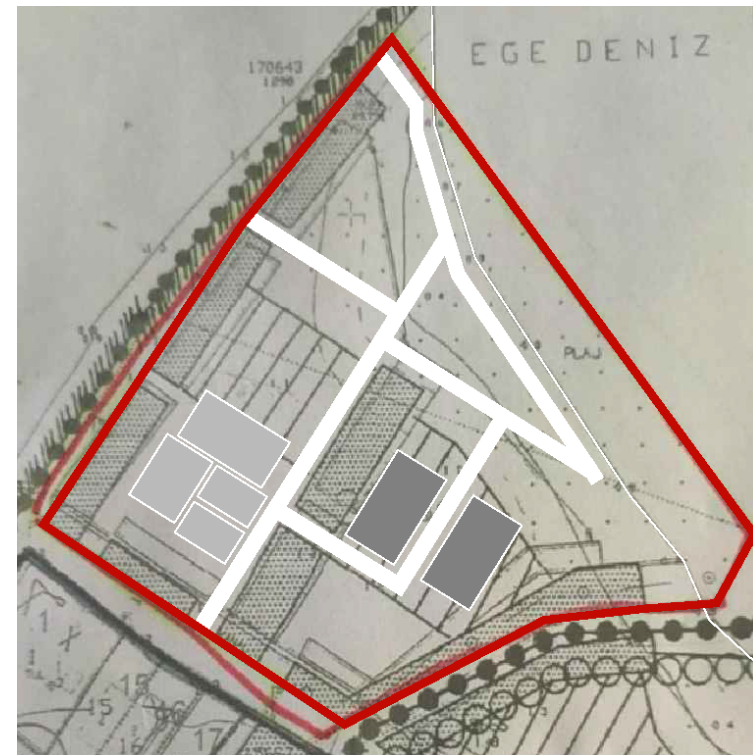## Maritime Centre New Location

Covering an area of approximately 4920 m2 the new location for the Maritime Centre Urla would be situated on the land which is municipality's own property on the right of the way to the Quarantine island.

Maritime Centre Urla is comprised from one building of 270 m2 and 3,5 m in hight. This building would include service areas, MCU offices and a exhibition space - interpretation centre.

In addition, two porch type structures are added for outside work and exhibitions as well as the walkway connecting them with adjoining interpretation panels and sitting places.

This is a preliminary visualisation showing just the dimensions of volumes that would be situated on the land. Their precise position and appearance would be defined in the next phase of the project.

New location on Google maps: https://goo.gl/maps/p9kSt8RfZaE6AAAQ8

Urla denizcilik merkezi
Maritime Centre Urla

Urla denizcilik merkezi
Maritime Centre Urla