

Global Citizenship Education –  
Culture of Diversity and Peace ①  
Intercultural and Interreligious  
Dialogue for South-East Europe ②  
Peace Studies ③ Cultural Heritage  
and Tourism ④ Integrated River  
Research and Management ⑤  
Bioethics ⑥ Human Rights and  
Human Security ⑦ Conservation  
and Preservation of Tangible  
Cultural Heritage ⑧ Sustainable  
Management of Conservation  
Areas ⑨ Anticipatory Techniques  
and Future Design ⑩

» Since wars begin in  
the minds of men, it is  
in the minds of men  
that the defences of peace  
must be constructed «

Defences of peace must be constructed in the minds of men: UNESCO is committed to this idea. To this end, the organisation relies on the cooperation of its members in the fields of education, science, culture, communication and information.


To realise this vision of a peaceful and fair future, we must face up to the numerous challenges of today: from globalisation, climate change or pandemics to rapid technological developments, conflicts or extreme poverty. To meet these challenges, we need an abundance of innovative ideas and strong scientific networks, technical expertise in various areas as well as close international cooperation.

The academic world has always been a stronghold of independent thought and new ideas. For this reason, UNESCO relies on the international network of UNESCO professorial Chairs. These Chairs help to build bridges between the academic world, local communities, civil society organisations and policy-makers. As such, over 800 UNESCO Chairs across all regions of the world are already making an important contribution to the process of implementing the global UN 2030 Agenda for Sustainable Development, which aims to create a better world for us all.

In Austria, ten UNESCO Chairs have already been established. These Chairs enable a valuable exchange of knowledge and experience and numerous collaborative projects together with universities across the world.

Furthermore, they support local universities build up their capacity and enrich the Austrian research community with innovative, practice-orientated and solution-focused approaches.


On behalf of the Austrian Commission for UNESCO, we are delighted to present this brochure, which demonstrates the diverse and valuable work of the Austrian UNESCO Chairs as well as the outstanding local expertise they bring together.



Sabine Haag,  
President



Patrizia Jankovic,  
Secretary-General



# United Nations Educational, Scientific and Cultural Organization

## UNESCO

UNESCO was founded in 1945, just after the end of World War II, as a special organisation of the UN. Its general aim is »to contribute to peace and security« by promoting international collaboration in the fields of education, science, culture and communication and, thereby, support the global peacekeeping mission of the United Nations. Austria joined UNESCO in 1948 and is one of its 193 member states.

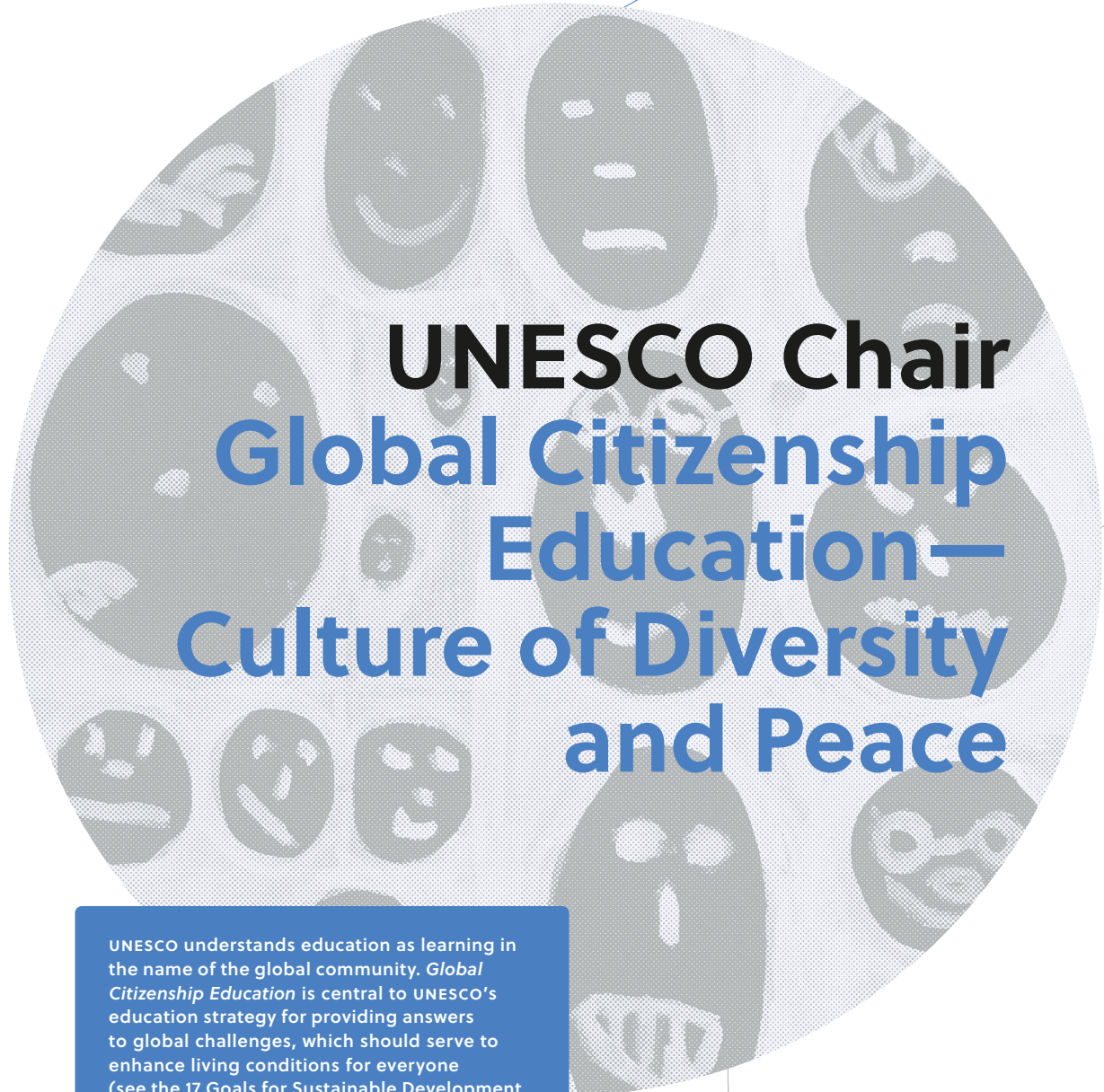
## UNITWIN

The UNITWIN / UNESCO-Chairs Programme was established in 1992, in order to anchor UNESCO's objectives within universities. It promotes research, training and development of universities by establishing academic networks and international cooperation between academic institutions. Over 700 institutions are part of the programme worldwide. Currently there are ten UNESCO-Chairs in Austria.

## Austrian Commission for UNESCO

In accordance with article VII of UNESCO's constitution, the Austrian Commission for UNESCO acts as national hub for the implementation of UNESCO's objectives in Austria and connects national stakeholders, such as governmental and public institutions, as well as experts and members of civil society. The Commission ensures UNESCO's presence in Austria and represents UNESCO on a national level.





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**University course  
Global Citizenship Education**

The university course has presented a unique educational opportunity in Austria since 2012 and is coordinated in cooperation with KommEnt Salzburg and the University College of Teacher Education Carinthia. It is supported by the Austrian Federal Ministry of Education, Science and Research and the Austrian Development Agency. It addresses university lecturers, school administrators, teachers of all school types as well as people in administration, politics, media and civil society who are involved in educational activities. By adopting and actively engaging with a global learning approach, this notion will also be anchored and passed on within schools, institutions as well as political and social initiatives.

**Master's in Diversity Education  
in School and Society**

The Master's programme »Diversity Education in School and Society« was developed from the perspective of the new Chair. It complements the university's regular curriculum by addressing diversity as a challenge to pedagogical thinking and action. By focusing on pedagogical issues and fields that are relevant to both school and society, the programme emphasizes the responsibility of society as a whole for the perception and appreciation of diversity. The programme's curriculum stands at the nexus of several pedagogical approaches such as global citizenship education, education for sustainable development and peace education.

**Consortium Austria**

Using education as a means of increasing a global sense of responsibility requires a great collaborative effort. The Chair will aim to consolidate the many meaningful contributions from people, schools, institutions, NGOs as well as political and societal initiatives for global learning and foster an exchange between these individuals and organisations. Ultimately, the goal is to create a *Consortium Austria* for global citizenship education in order to create a powerful network and to also embed the notion of global citizenship education within a solid theoretical and content-related framework. To this end, a handbook shall be developed to serve as guidance for the academic discourse as well as socio-political action.



chairholder

Hans Karl Peterlini

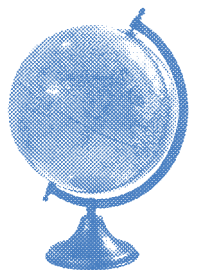
Hans Karl Peterlini was born in South Tyrol/Italy and has been Professor of General Pedagogy and Intercultural Education at the University of Klagenfurt/Celovec since 2014. His academic focus lies on processes of personal and social learning. He accords special attention to processes that serve these goals within the context of coexistence characterised by diversity, ethnicisation and migration.

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**Beyond Borders**

Global learning must not be a one-way road. Global Citizenship Education is not simply a one-sided transfer of knowledge, but rather an effort to learn from each other through international exchange. This exchange of knowledge is achieved through participatory projects such as in Southeast Asia (Thailand, Vietnam), and by involving lecturers from African countries (including Ethiopia) and the American continent in the organisation of events and publications. Such projects include the »International Migration Conference 2021« in Klagenfurt and the publication of an English open access edition of the *Yearbook Migration and Society* on the focus »Beyond Borders«.



UNESCO understands education as learning in the name of the global community. *Global Citizenship Education* is central to UNESCO's education strategy for providing answers to global challenges, which should serve to enhance living conditions for everyone (see the 17 Goals for Sustainable Development for reference). The focus lies on the educational appreciation of diversity along various lines of difference such as gender, geographical and social origin, language, religion, talent/disability as well as education as a driver of peace. The vision of »homeland earth« as a planetary utopia (Edgar Morin) is the guiding principle behind these efforts.



# UNESCO-Chair in Intercultural and Interreligious Dialogue for South-East Europe

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## Learning with and from each other

Academic exchange between universities of various denominations in the region and the Chair in Graz has been encouraged at all levels. This is carried out by fostering the exchange of teaching staff who provide lessons for university beginners, organising annual doctoral programmes for students, and coordinating networking events with expert lectures of the highest international standard. In particular, the research on the common origins in the early church and the Church Fathers contributes to fruitful exchange for all involved, considering the diverse reception within different regions and confessions.

## Holy places

A research project concerning the origins and dedications of holy places at the start of Christian history is analysing the theological, historical, sociological, political and economic aspects of their origin stories. Which sites and which routes were created and promoted by whom? For what reasons? How was holiness defined and made use of in a specific place? As well as acquiring theological knowledge, the project also aims to make a positive contribution and open up new perspectives in dealing with controversial and highly contested holy sites in our time.



## Window into the region

After decades of positive developments in South-East Europe, the situation for scientists often continues to be difficult on site and collaboration beyond national, denominational as well as religious lines should not be taken for granted even today. A project developed as part of a collective, equal polylogue by chairholders from the region aims to promote access to international platforms and networking between scientists. Along with the effort of fostering an ideational exchange, interdisciplinary cooperation and work will also be strengthened in relation to concrete topics and projects.



chairholder

Pablo Argarate

Pablo Argarate is a theologian from Argentina. He studied in Buenos Aires and Tübingen and worked as a professor at the University of Toronto in Canada from 2003 to 2011. Since 2011, he has been Head of Ecumenical Theology, Eastern Orthodoxy and Patrology at the Catholic Theological Faculty of the University of Graz, where he currently also serves as dean.

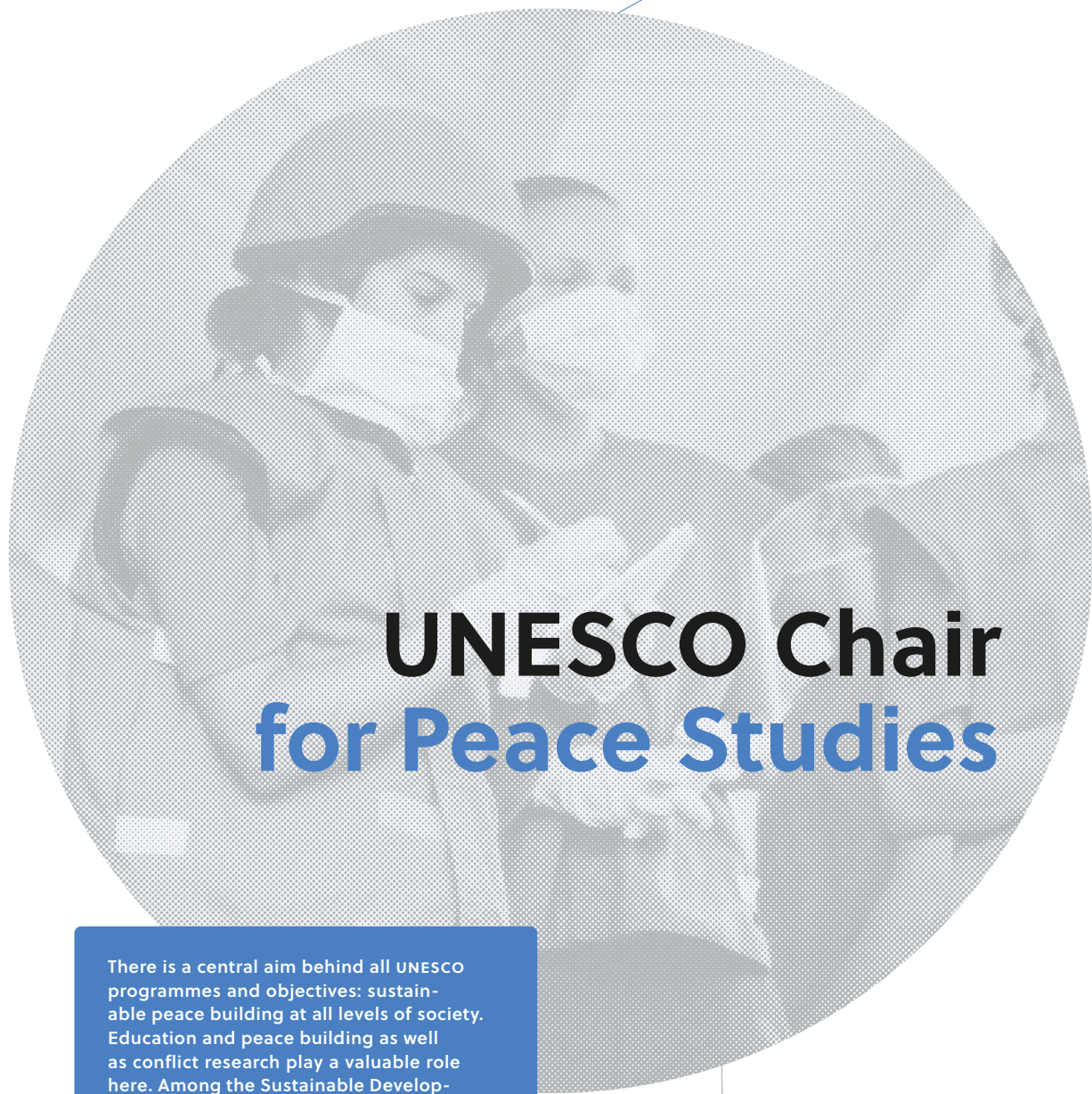
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## Religious communities and civil society

There is a focus at universities on research on the topics of Europeanisation, the social transformation processes in the past and present. To complement this, the UNESCO Chair together with the Commission for Southeast European History planned a conference in Autumn 2021 with a focus on religious communities and civil society. Changes in discourse regarding Europe and the transfer of concepts, values and ideas were analysed in this context. South-East Europe is an ideal and exemplary field of research, and the focus of this research is the continuation of the longstanding commitment of the University of Graz in this region.

Respect for the diversity of cultures, tolerance, dialogue and cooperation in an environment of mutual trust and understanding is the best guarantee for international peace and security. The principals for this are laid out in the *UNESCO Universal Declaration on Cultural Diversity (2001)*. The UNESCO programme for interreligious dialogue aims to promote dialogue between various religions, spiritual and humanist traditions in a world where conflicts are increasingly linked to religious affiliation.



# UNESCO Chair for Peace Studies

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## Education for Peace in the Iraqi higher education system

Since 2018, Innsbruck's UNESCO Chair has been developing a nationwide diploma in the field of Peace and Conflict Studies in cooperation with the Iraqi Ministry of Higher Education and Scientific Research, UNDP and the Iraqi Al Amal Organisation. Nine Iraqi universities are involved in the project, most of which are situated in the areas that were recently liberated from the Islamic State. The main tasks of the UNESCO Chair include developing a curriculum while focusing on structural uniformity, transdisciplinarity and permeability. The aim is to enable mobility between different universities, faculties and departments among students.

## Paz & Mente

*Paz & Mente* is a Brazilian postgraduate diploma programme in peace and conflict studies in Florianópolis. It was founded by alumni of the Master's Programme in Peace and Conflict Studies at the University of Innsbruck in 2015. Since the programme's initiation, the UNESCO Chair has supported the project with developing a curriculum that emphasises the independent character and introspective focus of this course. At the same time, it remains structurally embedded within the general framework of standards and rules set out by the field of international peace studies. This drives mobility among students and faculty members, many of whom have since attended the University of Innsbruck.



## AARMENA

»Strengthening the Academic Alliance for Reconciliation in the Field of Higher Education in Peace, Conflict Transformation, Reconciliation studies in the Middle East and North Africa« is an Erasmus+ capacity building project in co-operation with the Friedrich Schiller University Jena. The project will educate instructors at Middle Eastern and North African higher education institutions in the fields of peace building, conflict transformation and reconciliation. The focus lies on countries such as Jordan, Algeria and Palestine. The obtained knowledge serves as a basis for designing and developing curricula and course syllabusi for the local teams while also taking into account the individual needs of the educational institutions in the target countries.



← chairholder

## Wolfgang Dietrich

Wolfgang Dietrich received a Ph.D. in history and literature at the University of Innsbruck in 1980 and a Doctor of Laws LL.D. at the same University in 1984. In 1990, he was promoted to the degree of Adjunct Professor in Political Science, since 2015 he has held the title of Honorary Professor. From 2001 until his retirement, he was the founding director of the university course for Peace Studies and was co-director of the Research Centre for Peace and Conflict INNPEACE at the University of Innsbruck (2018–2021).

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## University course in Peace and Conflict Studies

At the heart of the Innsbruck Research Centre for Peace and Conflict, the university course also takes into account the Sustainable Development Goals (SDGs) in the curriculum, teaching and content. The course introduces the basics of peace and conflict studies, security studies as well as the study of developing countries and covers selected topics and recent findings in depth. The course approaches all current findings and methods of subject-specific teaching and practice with an open mind and aims to promote and pursue related discussions and integrate these discussion into practice-orientated training on an academic level.

There is a central aim behind all UNESCO programmes and objectives: sustainable peace building at all levels of society. Education and peace building as well as conflict research play a valuable role here. Among the Sustainable Development Goals of the UN 2030 Agenda, SDG 16 particularly stands out in this context: Peace, Justice and Strong Institutions. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



# UNESCO Chair in Cultural Heritage and Tourism

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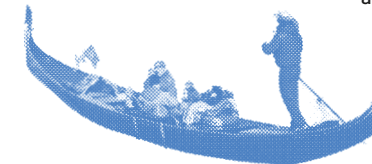
The conservation of tangible and intangible cultural heritage is one of the core missions of UNESCO. Tourism often has a direct impact on cultural heritage and can be both a threat to and an opportunity for the sustainable transfer of these non-renewable resources. To actively get past the inherent conflict between cultural heritage preservation and tourism, there are numerous initiatives and programmes on an international level, for instance the *UNESCO World Heritage and Sustainable Tourism Programme*. The academic discussion is creating the necessary basis for the development of sustainable tourism strategies.

## World Heritage Summer Academy

In 2015, the Chair together with *Blue Shield* founded the World Heritage Summer Academy under the title *Kultur- und Naturerbe, Forschung und Erhaltung, Management und Kommunikation* («Cultural and Natural Heritage, Research and Conservation, Management and Communication»), which is now organised by five university institutions and two UNESCO Chairs. The aim is to teach students across various disciplines the importance of cultural heritage as well as its conservation and management. The summer academy is offered as a practice-oriented university course. Participants have the chance to reflect upon the challenges and strategies posed by the preservation and valorization of cultural heritage on site and together with experts in the field.

## World Heritage study

The »Study on the Measurable Value of the World Heritage Site« (*Studie zum messbaren Wert des Welterbes*), which was commissioned by the City of Salzburg and published in 2019, highlighted the importance of the inscription as a World Heritage site from a monetary point of view, but also in terms of social and cultural benefits. The use of the title »World Heritage« leads to the creation of economic value, enhances local cultural ties and promotes integration as well as social cohesion. The World Heritage Site's catalyst function for economic development is obvious, but so is the need for it to be aligned with sustainability criteria, for example in terms of tourism management, mobility concepts and urban planning.



## Publication on World Heritage and tourism

A conference organised in conjunction with the Organization of World Heritage Cities (OWHC) on the topic of heritage and tourism initiated the publication of a book titled »World Heritage, Place Making and Sustainable Tourism«, which was jointly edited by the chairholder and the World Heritage site of Regensburg and published by Studienverlag Innsbruck (2021). The book discusses integrative approaches to heritage management and contains 25 contributions and practical examples from Europe, America, Asia and Africa. Contributors include scientists and practitioners, tourism professionals, architects, urban planners, and civil society actors.



chairholder

Kurt Luger

Kurt Luger was Head of the Transcultural Division at the Department of Communication Studies, University of Salzburg until 2017. He studied communication science and economics in Munich and Salzburg and obtained a doctorate in 1979 and his post-doctoral qualification in communication science in 1989. He is chairman of the Society for Cooperation Alps-Himalaya – EcoHimal (based in Salzburg and Kathmandu, Nepal); Chairman of INIT-Institute for Interdisciplinary Tourism Research, Salzburg.

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## Waste management at Sagarmatha National Park

Together with local grassroots communities, EcoHimal carried out a waste management project in the World Heritage Site Sagarmatha (Mount Everest) National Park. As part of the project, the mountain, the base camp and the trails across the whole area were freed of the waste that had been accumulating there for decades. The chairholder co-authored the underlying study and worked as project manager. A waste collection and disposal infrastructure was established and the private organization *Sagarmatha Next* is now building a training and exhibition centre for locals and tourists. These initiatives are part of the effort to preserve the dignity of the mountain and the entire region, which constitutes a sacred valley, in the long term.

## UNESCO IHP WLRI— World's Large Rivers Initiative

Rivers provide humanity with important services such as water, nourishment, hydropower, navigation, irrigation, ecosystem services and rest and relaxation. They are essential for life and of great cultural significance. However, due to unsustainable overuse, they are now threatened. As there has not been a global analysis of the state of the world's large rivers, WLRI aims to collect more information by producing a status report. Other activities include, for example, the closing of gaps in our knowledge and international conferences on the state and future of large rivers, (2011 in Vienna, 2014 in Manaus / Amazon / Brazil, 2017 in New Delhi / India, 2021 in Moscow / Russia (virtual)).

### Sediments, hydropower and ecology

»The Role of Sediments and Hydropower in River Basin Management—a Contribution to the UNESCO IHP World's Large Rivers Initiative« is a project sponsored by the World Bank which aims to develop a common, standardised methodology for evaluating large rivers which can be repeated and reused. In doing so, the project deals with issues of hydrology and hydraulics, water quality, ecology, sediment transport and morpho-dynamics as well as water resource management and socioeconomics. In the first phase, the Danube, Niger and Mekong were examined. The UNESCO Chair contributed by taking part in workshops in France, Brazil, Vietnam, Nepal and China.

### Analysis of 300 large rivers

300 large rivers worldwide were analysed concerning their present state and future with regards to hydrology, hydraulics, sediment transport, river morphology, ecology and socioeconomics in an initial global report. The obtained findings have formed the basis for the other activities of the Chair such as closing gaps in knowledge, promoting the transfer of knowledge, formulating an international river research action plan, setting up a World River Forum, World Rivers Days and a WLR Commission concerning the current state and future of large rivers and real improvements that can be made.



chairholder

Helmut Habersack

Helmut Habersack is a Professor for Hydraulic Engineering and Modelling at the University of Natural Resources and Life Sciences, Vienna (BOKU) and Head of the Institute of Hydraulic Engineering and River Research. He has over 25 years of experience in the specific areas of integrated river research and management and coordinates the UNESCO IHP World's Large Rivers Initiative.

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selected projects

# UNESCO Chair on Integrated River Research and Management

There are several UNESCO programmes dedicated to water as an essential global resource. The »Intergovernmental Hydrological Programme (IHP)«, for example focuses on the study and management of water and bodies of water. The »World Water Assessment Programme (WWAP)« provides an overview of the status in terms of quantity and quality, use and management of freshwater. Moreover, one of the Sustainable Development Goals of the 2030 Agenda (SDG 6) directly addresses the topic of water supply and security. Last but not least, bodies of water are important factors in (geo)politics, biodiversity and culture.

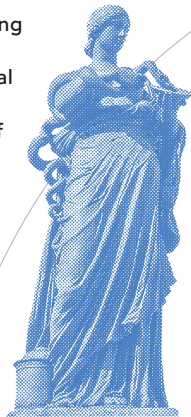


### Ethical guidelines for vector-borne diseases

Christiane Druml had worked together with the WHO Health Ethics & Governance Unit for some years when a new project was initiated in February 2017, namely the creation of ethical guidelines for vector-borne diseases with a two-day meeting in Geneva. To discuss this extensive topic in more detail, the Josephinum organised a two-day meeting in May 2018 in Vienna. Numerous WHO members and experts from various countries were present. The guideline document was published in 2020.

### Bioethics in Africa

This project is based on collaboration with researchers and ethicists based in Africa as well as European researchers active in Africa (North-South). In the course of this initiative, ethical issues were discussed and specific examples developed for African countries which are to be used in teaching. This will supplement the current study material and improve the ethics training programme in the long term. An essential topic will be research questions focused on the area of »Global Health«. This concerns, among other things, the outbreak of infectious diseases, the development of stable public health systems and the general consequences of an increasingly globalised world on the health of people.



### European network

A networking opportunity for UNESCO Chairs in Bioethics in Europe and European members of the UNESCO International Bioethics Committee is offered in the form of a seminar. The wide spectrum of knowledge and the specific experiences of those involved will be brought together in the process. Important topics for this exchange include, alongside the current dominating issue of the coronavirus pandemic, artificial intelligence, climate change, gene editing and the societal consequences of conspiracy theories and disinformation in the health sector.

### The UNESCO Bioethics Core Curriculum

In 2005, the 33<sup>rd</sup> Session of the General Conference of UNESCO adopted the »Universal Declaration on Bioethics and Human Rights« and then worked this into the form of a curriculum for educational purposes. The UNESCO Bioethics Core Curriculum sets out to introduce the bioethical principles of the Universal Declaration on Bioethics and Human Rights to university students. Initially only available in English and French, it was translated by the UNESCO Chair on Bioethics into German. The German version has been publicly available online since 2017.

selected projects



chairholder

Christiane Druml

Christiane Druml studied law at the University of Vienna. She was managing director of the Ethics Committee of the Medical University of Vienna between 1992 and 2011 and then vice-rector for Clinical Affairs 2015. Since 2012 she has been the Director of the Josephinum—Ethics, Collections and History of Medicine at the Medical University of Vienna. In 2007 she was appointed Chair of the Austrian Bioethics Commission at the Federal Chancellery.

→ [www.meduniwien.ac.at/web/en/international-affairs/unesco-chair-on-bioethics/](http://www.meduniwien.ac.at/web/en/international-affairs/unesco-chair-on-bioethics/)

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# UNESCO Chair for Bioethics

Due to the rapid scientific developments in the area of human medicine and biology, numerous societal, scientific and legal questions have arisen from an ethical standpoint, above all concerning the start and end of life. As a result, a new scientific field of study has emerged: bioethics. It constitutes an institutionalised discussion and examination of the new opportunities which science can provide to society. Alongside the World Health Organisation (WHO), UNESCO also plays a central role in the field of bioethics as a major international authority. It is developing international standards and training programmes including university curricula. The *International Bioethics Committee* is the only global expert body in this area.

### Human Rights Moot Court

The annual course titled »European Human Rights Moot Court« prepares students for the participation in simulated proceedings before the European Court of Human Rights. Students represent the applicants and respondent states with written submissions and oral pleadings in a fictitious case and gain knowledge and skills in implementing the European Convention on Human Rights. Successful teams plead in the chambers of the Court in Strasbourg.



### UNESCO-Centre for Human Rights

The Chair cooperates closely with the International Centre for the Promotion of Human Rights at the Local and Regional Levels under the auspices of UNESCO, established in 2020. The Centre is located in the Human Rights City of Graz and supports the enforcement of human rights at the local and regional level worldwide through research, consulting, and capacity-building. The centre operates within the framework of the *Agenda 2030* and the *New Urban Agenda* with a particular focus on Goal 11 of the UN Sustainable Development Goals, i.e., the creation of inclusive, resilient, safe, and sustainable urban spaces based on human rights.

### NoHate@WebStyria

The project »NoHate@WebStyria« brings together an interdisciplinary team made up of the UNESCO Chair, the Joanneum University of Applied Sciences, and the Antidiscrimination Office Styria to analyse the legal framework, the legal awareness and the socio-economic consequences of hate speech on the internet. Research conducted online and interviews with experts covering theoretical and practical aspects of combating hate speech on the internet form the basis for recommendations and suggestions for awareness-building measures.

### University cooperation in Prishtina

Within the programme partnership »University Education for Intercultural Understanding and Peace-building«, the Chair supported the University of Prishtina (Kosovo) in the establishment of teaching resources in human rights, intercultural understanding and peace-building in Kosovo. The programme made it possible to develop curricula, create an online repository and a Human Rights Corner at the University of Prishtina, as well as to organise an international research conference. The project allowed students and faculty members to participate in the international debate on human rights and has strengthened the human rights education competence of the University of Prishtina.

selected projects



chairholder

Gerd Oberleitner

Gerd Oberleitner is Professor of International Law and Director of the European Training and Research Centre for Human Rights and Democracy at the University of Graz. He studied law at the University of Graz, worked in the Office of the Legal Adviser of the Austrian Foreign Ministry and at the London School of Economics and Political Science.

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# UNESCO Chair in Human Rights and Human Security

Ever since the foundation of the organisation in 1945, human rights have been an important element of the UNESCO Constitution and are thus placed at the heart of the organisation's goals. Many of the fundamental rights laid out, for example, the right to education, access to clean water or to participation in culture, are integral to the central topics and focus of UNESCO. The Centre for the Promotion of Human Rights at the Local and Regional Levels in Graz, which was founded in 2021 under the auspices of UNESCO, is an important partner on a national and international level.

### Collection care: Preserving today for tomorrow

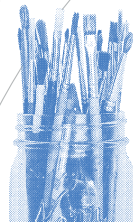
Museums not only preserve and display artworks of outstanding value, but also impart and support the understanding of natural and cultural heritage. The Chair addresses the improvement of exhibition modalities and storage conditions, climate control and pest management as well as the inventory of collections; all of these are questions of preventive conservation. Research and work projects have been running in Austria as well as Asia, for instance at the Napier Museum in Trivandrum (India), the Bogd Khaan Palace Museum in Ulaanbaatar (Mongolia) and the Patan Museum (Nepal).

### Preserving cultural heritage beyond borders

The Patan Durbar Square in Nepal, which is part of the Kathmandu Valley World Heritage Property, boasts an impressive range of tangible heritage. The devastating earthquakes in 2015 caused considerable damage and loss to this unique Nepalese cultural property. The Chair is dedicated to the conservation, restoration and rebuilding of the monuments which were damaged by the earthquake. Condition and damage assessments, technological studies and scientific investigations form the base for the development of preservation strategies and practical modellike conservation on site.

### Joint Master's programme in Cultural Heritage Conservation and Management

Together with the Thai Silpakorn University, the Chair initiated a new, innovative higher education study programme in the field of cultural heritage preservation. This international course is aimed at graduates in the field of conservation and restoration who want to expand their skills, work in an international context and gain a deeper understanding of the conservation of (global) cultural heritage. Within the scope of interdisciplinary teaching formats and teaching visits in Asia, international project work, project and site management, communication skills and trans-cultural competencies are taught and applied, both in theory and in practice.



### World Heritage up close

In order to capture, understand and document UNESCO World Heritage in all its dimensions, on-site inspections and local discussions are essential. The Chair offers students and graduates a range of options in this context: on the one hand, they have the opportunity to participate in excursions that provide them with insights into World Heritage management strategies and include discussions on conservation as well as exciting guided tours that offer a glimpse behind the scenes. On the other hand, the annual World Heritage Summer Academy, a cooperation between Austrian universities and UNESCO Chairs, is a welcome opportunity to explore Salzburg, Graz, Vienna and the cultural landscapes of Wachau and Semmering in detail.



chairholder

Gabriela Krist

Gabriela Krist has been a professor at the University of Applied Arts Vienna and head of the Institute of Conservation since 1999. She studied conservation at the Academy of Fine Arts Vienna, as well as art history and archaeology in Vienna and Salzburg. She worked for ICCROM in Rome and at the Austrian Federal Monuments Authority for many years.

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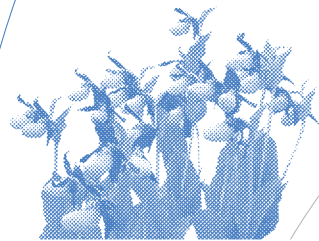
selected projects

# UNESCO Chair on Conservation and Preservation of Tangible Cultural Heritage

Since its foundation, safeguarding and protecting Cultural Heritage have played a key role for UNESCO. Important international conventions, such as the »Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954)« or the »Convention Concerning the Protection of the World Natural and Cultural Heritage (World Heritage Convention, 1972)«, demonstrate the significance of protecting cultural property in order to foster intercultural exchange, sustainability and peace. Basing conservation and restoration processes on scientific evidence is crucial for the preservation of the world's cultural heritage.

### Science\_Linknockberge

UNESCO Biosphere Reserves are model regions for sustainable development and should allow work to continue on scientific findings and innovations in the future. The project is a cooperation between the Carinthian part to the Salzburger Lungau & Kärntner Nockberge Biosphere Reserve, the Carinthia University of Applied Sciences and the University of Klagenfurt. The aim is to create a bridge between international research and the reality of life in biosphere reserves, to encourage technical, scientific and ecological innovations in the region, and to monitor them from a scientific perspective as well as to promote public awareness of the issues.



### Master's programme in Management of Conservation Areas

Planning and managing conservation areas come with a variety of legal as well as administrative aspects. Under the slogan »Your career for our future« the chair offers an international postgraduate master's »Management of Conservation Areas«, in cooperation with practice partner E.C.O. Institute for Ecology as well as many other international institutions. Main goal of the programme is to combine the conservation of biodiversity and sustainable development, prepare future managers for these tasks and contribute to nature conservation in the 21<sup>st</sup> century.

### Sustainable management of conservation areas

Conservation areas help ensure the conservation and safeguarding of both biodiversity and natural heritage. The newly established Chair is to support and supervise the management of conservation areas with education, research and cooperation following the example of UNESCO-designated areas. In this way, the Chair should support people, institutions and societies in facing current and future challenges in the management of conservation areas and in expediting the introduction of new technologies.



chairholder

Michael Jungmeier

Since 2019, the ecologist and human geographer Michael Jungmeier has held the position of Professor for Conservation and Sustainable Development at the Carinthia University of Applied Sciences. In his scientific studies, teaching and consulting practice he has focused on the relationships between humans and the environment following the example of nature reserves, and headed numerous research projects. He has also authored numerous publications.

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# UNESCO Chair on Sustainable Management of Conservation Areas

There are several UNESCO programmes and conventions dealing with the protection of the natural environment, fragile ecosystems and the preservation of global biodiversity in harmony with mankind. One important example is the »Man and the Biosphere (MAB)« programme in particular with its biosphere reserves as well as the UNESCO World Heritage Sites. In order to be able to perform the necessary work and meet the challenges for successful conservation, efficient management systems need to be in place which consider local issues and ensure the sustainable use of natural resources based on sound research.

### Teaching: Futures Literacy in design and technology innovation

In seminars and workshops, the futures literacy competencies of students from different disciplines, such as fine arts, applied arts (e.g. architecture, fashion & technology, industrial design) and pedagogical subjects are strengthened sustainably. In particular, the focus lies on building and strengthening the ability to design and investigate alternative futures. Through hands-on application in the workshop, students learn to use futures to make systemic assumptions visible, design knowledge creation processes that enable collective sense-making, and adopt an anticipatory stance that allows them to proactively respond to and take advantage of new developments.

### Research: Learning on the shoulders of giants

The chair researches new social techniques, innovation, and leadership skills that enable the opening of alternative perspectives, patterns of thought and perception. We design and provide practical methods and tools to help mobilise people and create prototypes. Great importance is given to action research of current transformation processes in organisations as well as the analytical reappraisal of historical examples.

### Network and community building: Practices of futurecasting

The Center for Future Design is a platform for idea generation and exchange on a global and local level, supporting UNESCO's agenda to act as a source of innovation to address humanity's challenges. Regular community conferences bring together experts with executives and representatives from politics and the public to reconnect science with practice.

### Practical experience: Foresight journey, new learning paths

In this novel leadership development programme, executives are strengthened in their futures literacy. Unlike traditional classroom seminars, executives are given the opportunity to develop their skills on the job and to link further education directly to their core operational business. The programme is offered in cooperation with the universities of St. Gallen (CH) and Stanford (USA) and takes place over a 5-month period with twelve days of attendance. Learning informally as equals with executives from other industries plays a central role.



chairholder

Michael Shamiyeh

Michael Shamiyeh is the founder and director of the Center for Future Design at the University of Art and Design Linz. He holds degrees from the University of St. Gallen (PhD in Management), Harvard University (post-professional Master's in Architecture), AA London (MA History and Critical Thinking), and the Technical University of Vienna (Architecture & Engineering).

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# UNESCO Chair in Anticipatory Techniques and Future Design

Futures Literacy strives to counteract people's »poverty of imagination,« to improve their ability to grasp change, to overcome fears, to inspire hope, and create new paths for peace. UNESCO, in its role as a global laboratory of ideas, wants to strengthen and root those capacities to develop seminal ideas, solutions and changes on all levels of society. The Global Futures Literacy Network fosters collaboration and exchange, in order to create new social techniques to successfully shape the future.

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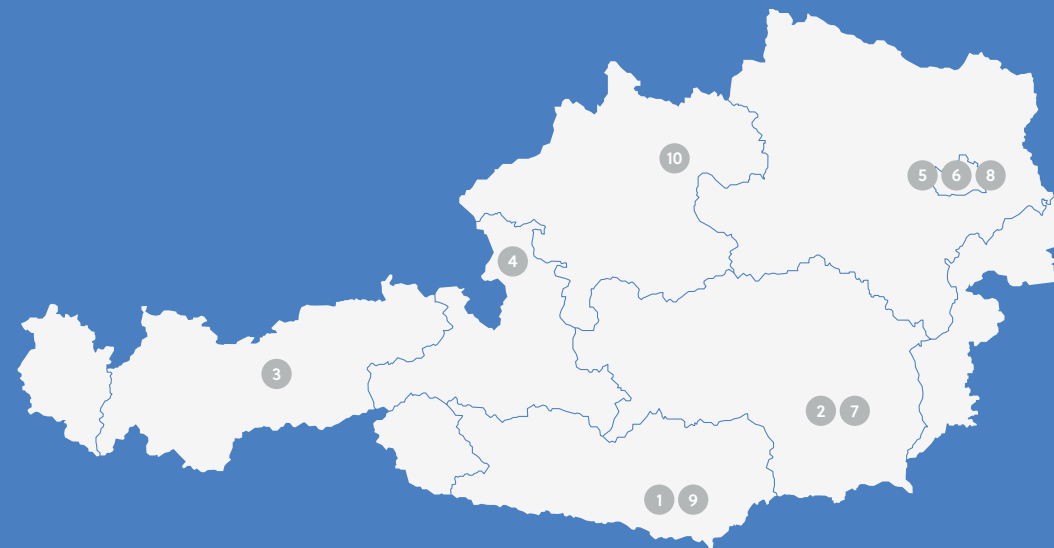
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