



Re-HeEd

# Reframing Heritage Education in Egypt / Re-HeED

**ONLINE WORKSHOP – June 3, 2021**

**Université Paris 1 Panthéon-Sorbonne**



Teaching Archaeology and Art history in the Sorbonne since 1876



HISTOIRE DE L'ART ET ARCHÉOLOGIE (UFR03)

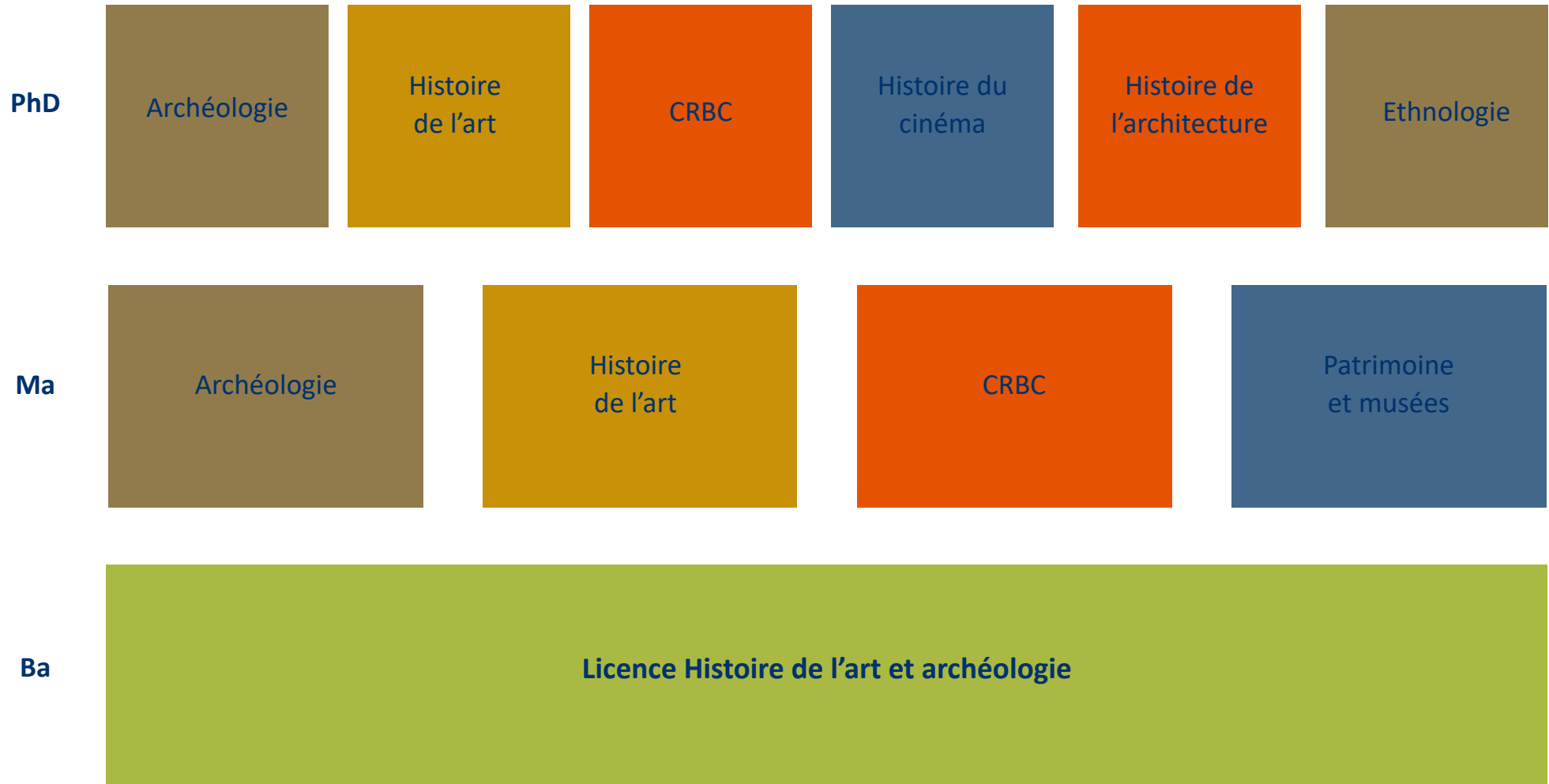


# École d'histoire de l'art et d'archéologie de la Sorbonne (UFR03)

Institut d'Art et d'Archéologie, 3 rue Michelet 75006 Paris

<https://histoire-de-l-art-archeologie.pantheonsorbonne.fr>

# Our curricula



# Report on the research on French graduate programs



## Reframing Heritage Education in Egypt (ReHeED)

### Work package 1: Surveys of Heritage Education and Gap Analysis

“Reports on desk-based research on undergraduate & postgraduate programs of Heritage Education in the French Educational System and questionnaire reports targeting the graduates of heritage programs: France, Italy, Greece, Germany”



## Desk-based research on Graduate Programs of Heritage Education at French Universities Part 1: The French School System and Heritage Studies

### 1. The French Education System: generalities.<sup>1</sup>

#### 1.1.1 Key features of the Education System

The French education system is characterised by a strong central State presence in the organisation and funding of Education. The French education system is regulated by the Department for National Education, Higher Education and Research. It governs within the framework defined by the Parliament, which states the fundamental principles of education. The State plays a major role in governance, as, by long tradition, the French education system is centralised. The State defines the details of curricula at all education levels; it organises the teachers' admissions procedure, defines content, recruits teachers who become civil servants, provides them with in-service training; it recruits and trains inspectors, responsible for controlling the quality of the education system; it is the main funding body of the public education system and subsidises "private schools under contract" which receive approximately 20% of school pupils.

Nevertheless, at local level, and since the start of a process of decentralisation of competences in the administration of the educational system in the 1980s, local authorities have been playing an increasingly significant part in governance, ensuring the material operation of the system (construction and maintenance of school buildings, school transport, supply of educational materials, etc.).

The official language for education is French. Public education is secular and free.

France has a long tradition of pre-primary education: for the past twenty years, almost all children have attended école maternelle (nursery school) from three to six, even though it is optional; it is therefore an integral part of the French education system and falls under the responsibility of the Department for National Education, Higher Education and Research, which sets the curricula.

French pupils are taught the same subjects until the age of 15 within a "collège unique" (ISCED 2). The first stage of specialisation occurs at the end of collège (lower secondary education): pupils are streamed to attend either a general, technological or vocational lycées. All prepare pupils to take the *baccalauréat* in three years, marking the end of secondary education: pupils who pass it obtain the State-issued *baccalauréat* diploma (general, technological or vocational) which opens up access to higher education and entitles them to enrol at university. Higher education is characterised by the coexistence of two systems: universities, – public institutions that have an open admissions policy, except for *Instituts Universitaires de Technologie* (IUT - University institutes of Technology) or some classes *préparatoires intégrées* (integrated preparatory classes) – and a non-university sector, including, in particular, *Grandes Ecoles* (Elite Schools), with a highly selective admissions policy open to *baccalauréat* holders having attended two years of classes *préparatoires*, themselves highly selective on entry and during the course. Post-secondary non-tertiary education is marginal in France: the only two diplomas of ISCED 4 that the French education system provides combined amounted to less than 10,000 graduates in 2014.

In 2014, the French education system provided schooling for around 15.4 million pupils, students and apprentices (representing about 23% of the national population). All financing parties combined, the national community effort towards education activities was estimated to 146 billion euros the same year (the equivalent of 6.8% of the Gross Domestic Product).

#### 1.1.2 Stages of the Education System

Education is compulsory between the ages of 6 (which corresponds to the start of primary education) and 16 (which does not represent the end of a cycle).

- Pre-primary education (ISCED 02), which is dispensed at "nursery schools" and take children from 2/3 up to 6 years of age. Almost all children attend nursery school from the age of three, even though it is optional. Such schools therefore

<sup>1</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/france\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/france_en)

# The French School System

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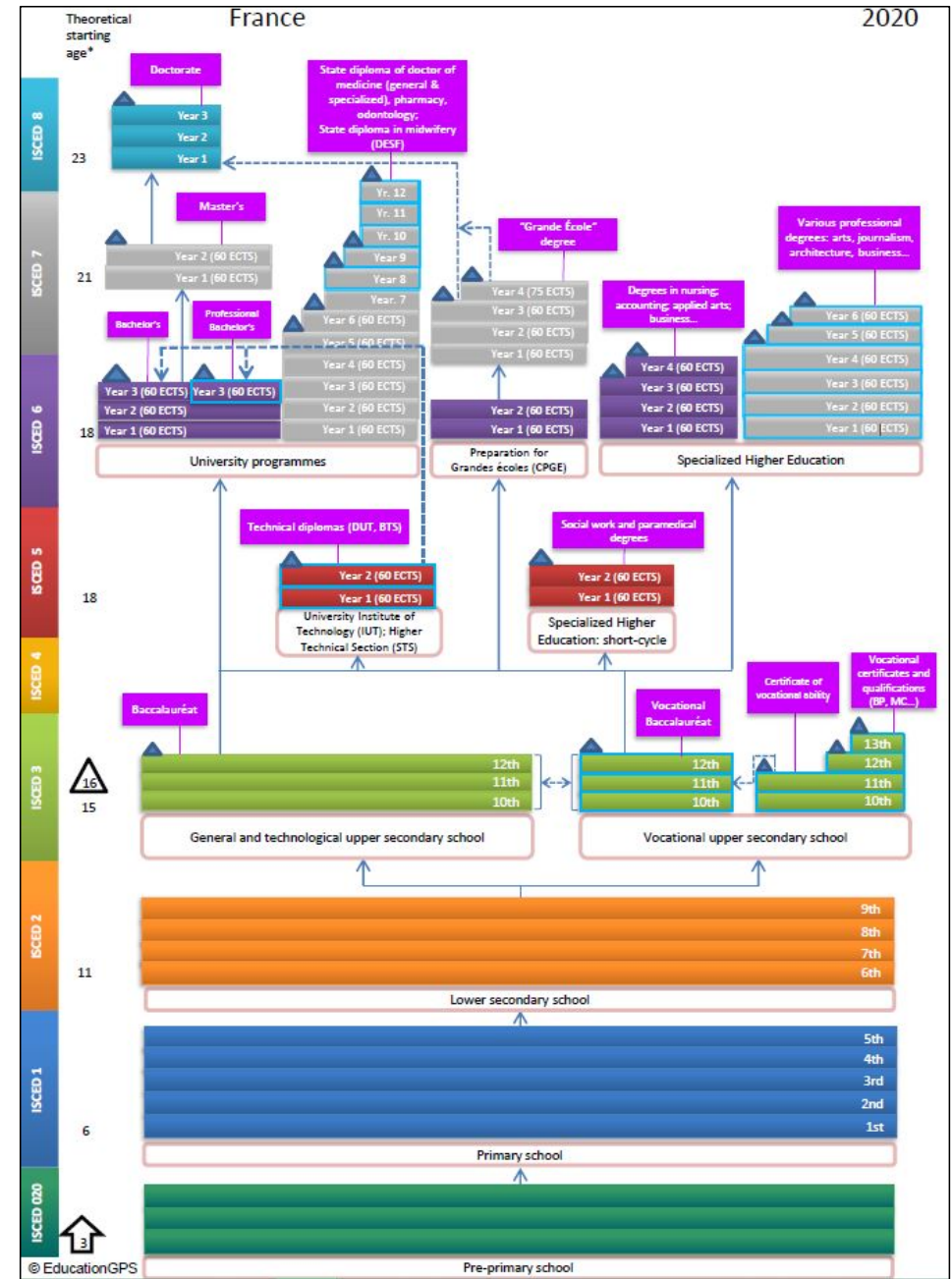
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# Higher Education - Heritage Studies for School Teachers

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# Higher Education - Heritage Studies for School Teachers

## Master métiers de l'enseignement, de l'éducation et de la formation (MEEF)

**Mention : 1er Degré**  
Responsable : Frédéric BOUVIER

Chargée de mission : Anne DUBREL

**Mentions : 2nd Degré**  
Responsable : Dominique PROT

Chargée de mission : Raribah GATTI

**Mention : Pratiques et ingénierie de la formation**  
Responsable : Michèle DÉPREZ

**Mention : Encadrement éducatif**  
Responsables : Dominique BRET et Rebecca ROGERS

### Parcours

<b>Allemand</b> Britta JALLERAT	<b>Espagnol</b> Christina DURAN - FROIX
<b>Anglais</b> Séraphine LANSONNEUR	<b>Histoire - Géographie</b> Matthieu GELLARD
<b>Arabe</b> Iman TERY	<b>Italien</b> Laurent LIBENZI
<b>Arts plastiques</b> Philippe COUBETERCUES	<b>Lettres</b> Pierre-Yves TESTENOIRE
<b>Chinois</b> Clémence GUITTON	<b>Mathématiques</b> Renaud CHORLAY
<b>Documentation</b> Raribah GATTI	<b>Philosophie</b> Ophélie DESMONS
<b>Economie - Gestion</b> Taous MAROUF	<b>Sciences physique - chimie</b> Eric LABBE
<b>Éducation musicale</b> François CIROUX	<b>Sciences économiques et sociales</b> Bénédicte CHEVIT
<b>Éducation physique et sportive</b> Bernard ANDRIEU	<b>Sciences de la vie et de la Terre</b> Marc FOURNIER

### Parcours

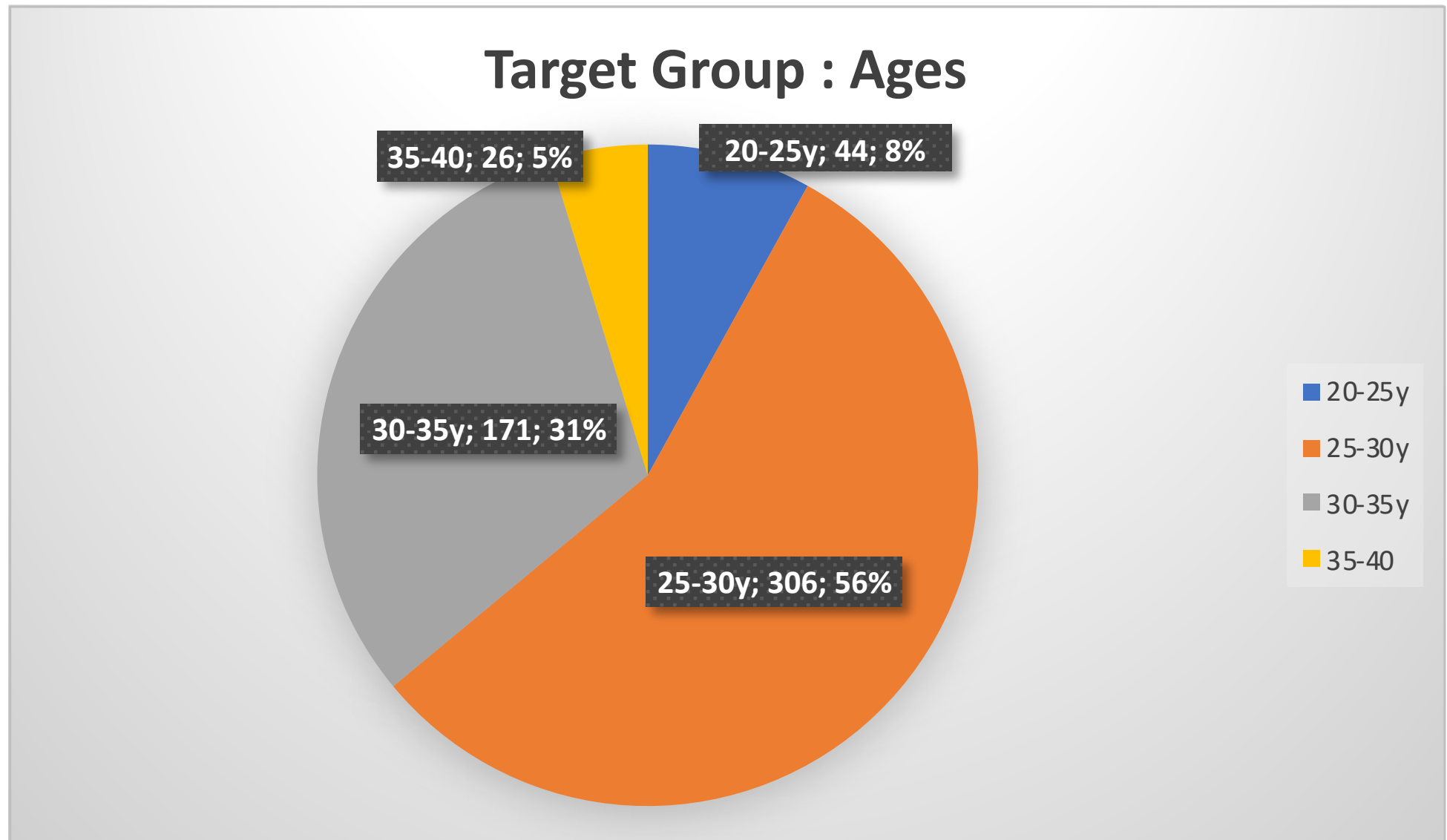
<b>Formation de formateurs</b> Eric RODITI
<b>Ingénierie formation et médias numériques</b> Laurent PETIT
<b>Métiers de l'adaptation et de la scolarisation des élèves à besoins éducatifs particuliers</b> Georges BESNARD et Charlotte COUDRONNIÈRE



# Report on the questionnaire

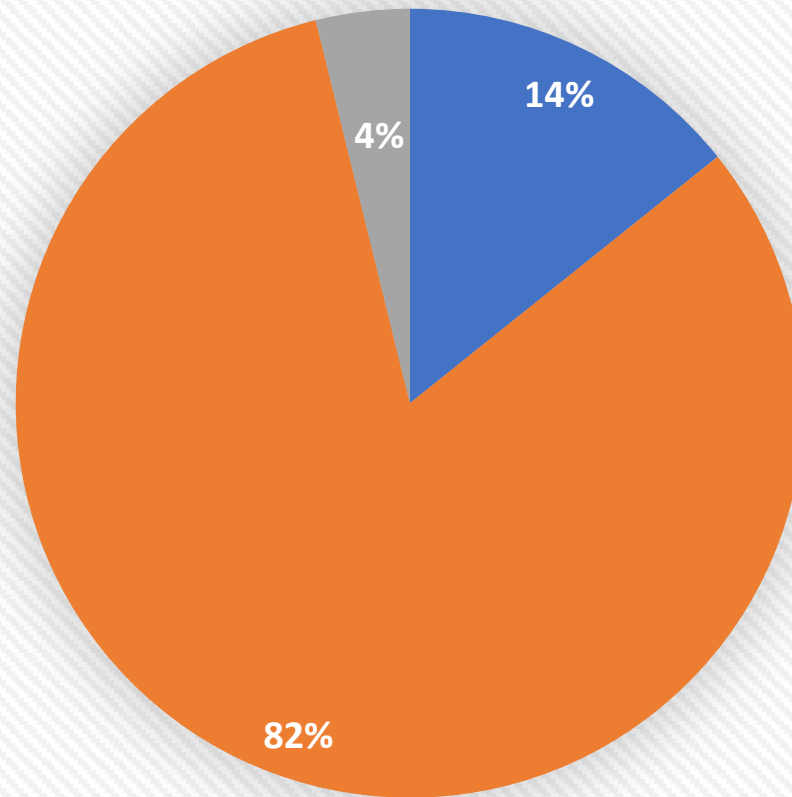
- Every year, we graduate about 300 Ba students, 200 Ma students, and award about 50 PhD
- The questionnaire targeted students who graduated between 2009 and 2019, that is exactly 5,423 students
- Of these, 547 eventually replied – that is about 10 % of the total
- The questionnaire was distributed in early June 2020 and closed on the 31st of August
- A special attention was dedicated to compliance with the new 2018 European rule on data protection and privacy (or GDPR)

# Age groups



# Degree

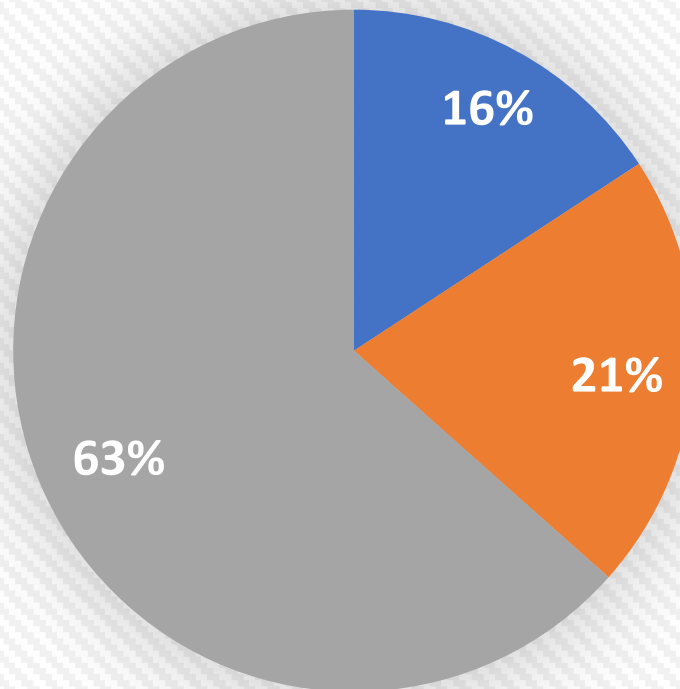
## Educational Degree



■ Bachelor ■ MA degree ■ PhD

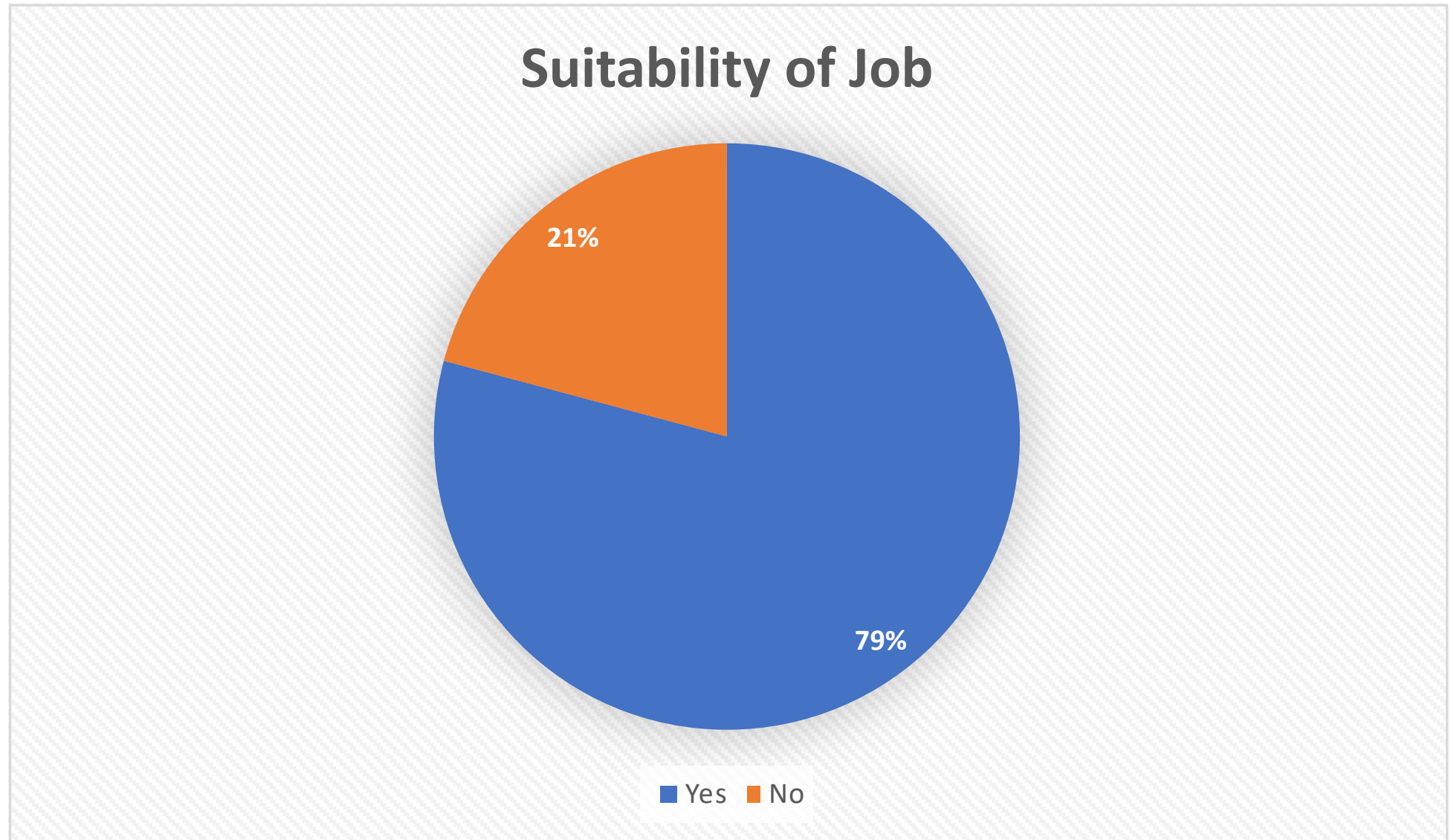
# Actual job

## Profession



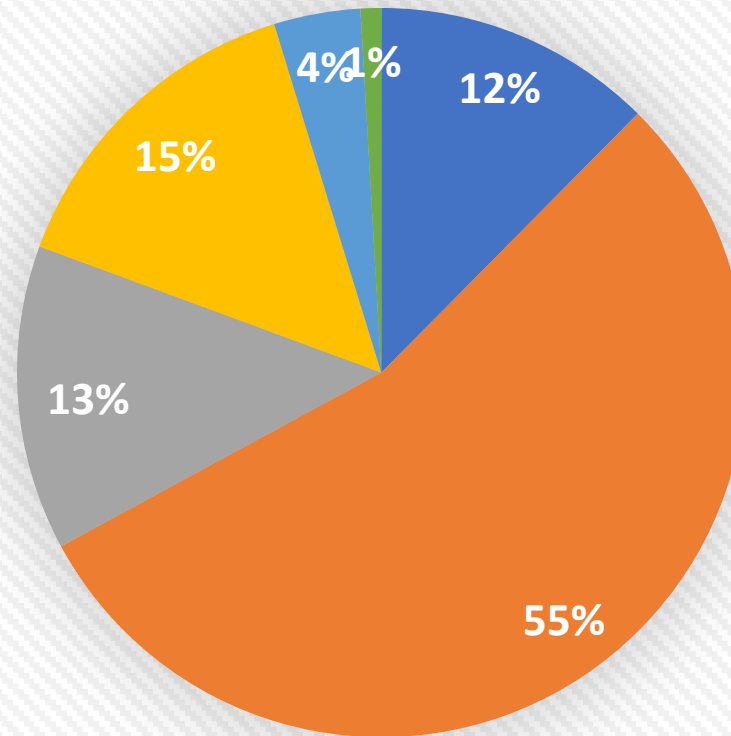
■ Heritage site ■ Museum ■ Other

# Suitability of job



# Quality of the training received

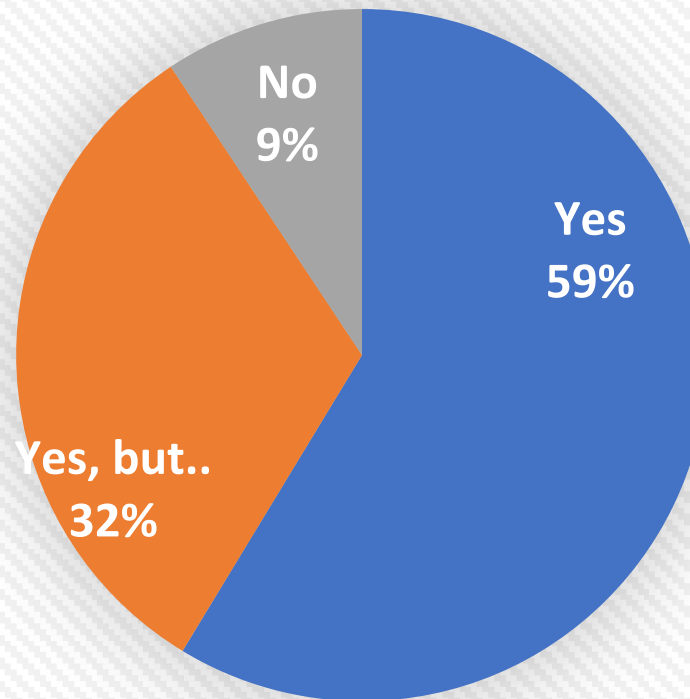
## Evaluation of the Graduation Program



■ Excellent ■ Very Good ■ Good ■ Average ■ Bad ■ Very Bad

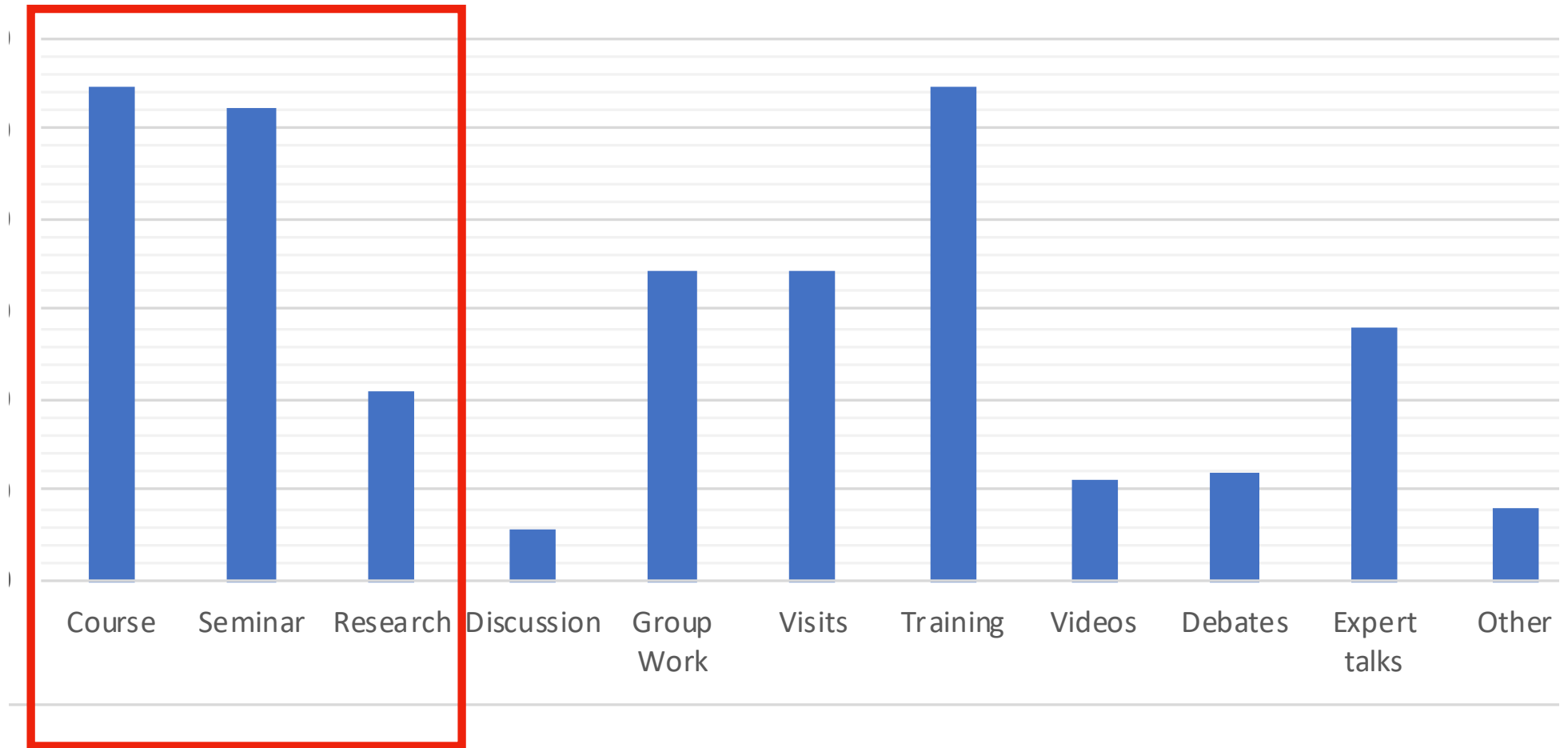
**Question 12: Did the program provide you with the knowledge, skills, attitudes and values needed to work in the field of cultural heritage?**

## Evaluation of the Educational Offer



■ Yes ■ Yes, but.. ■ No

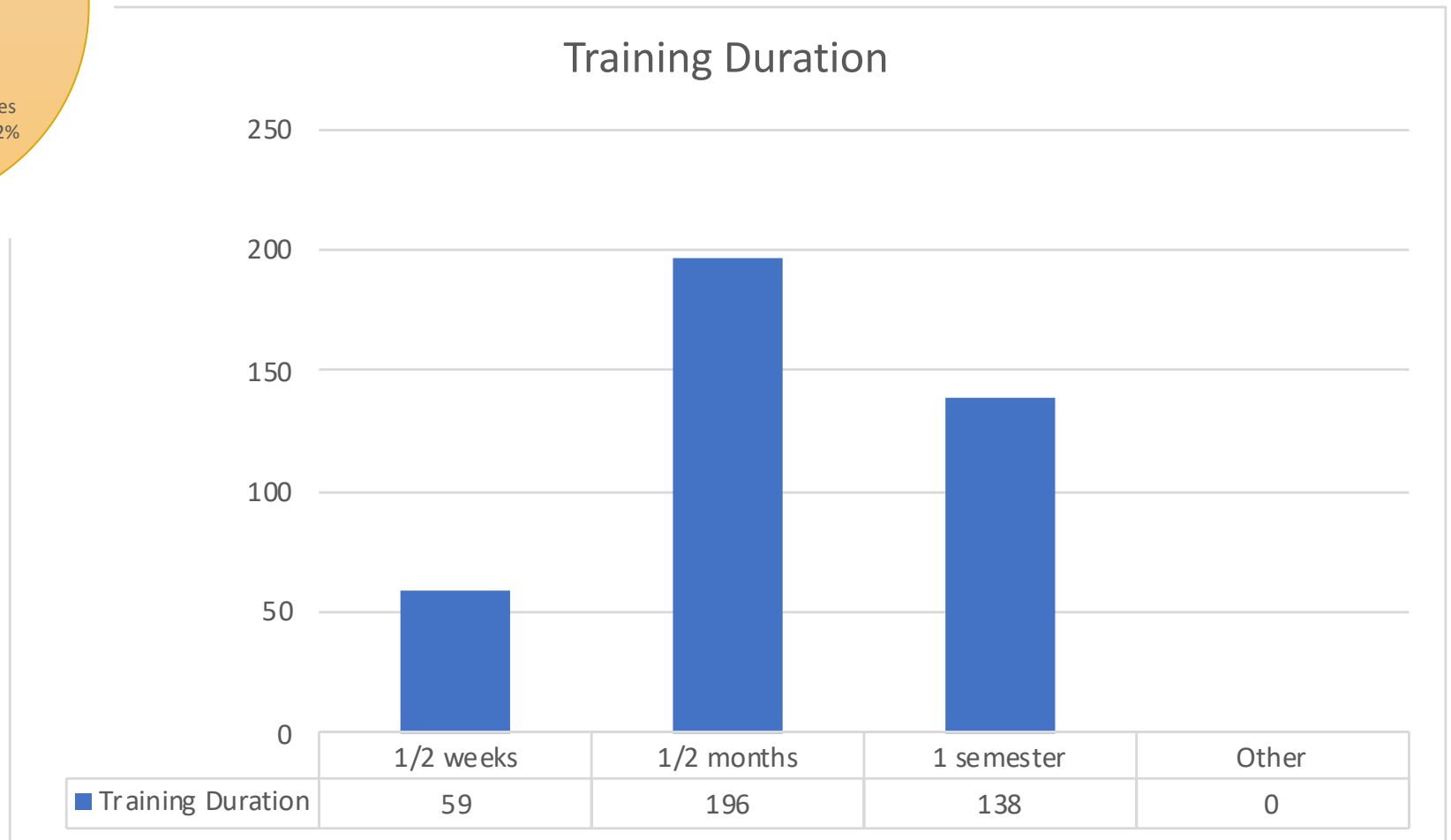
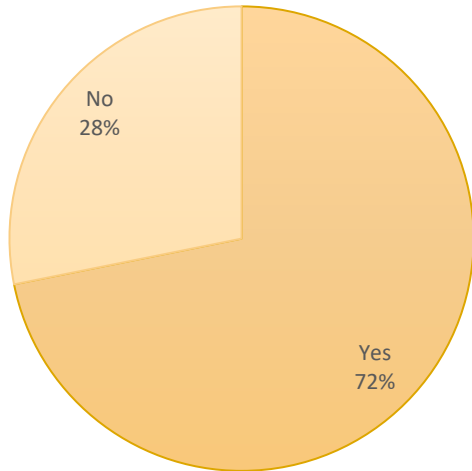
# Teaching methods



Traditional training



# Teaching methods - traineeship

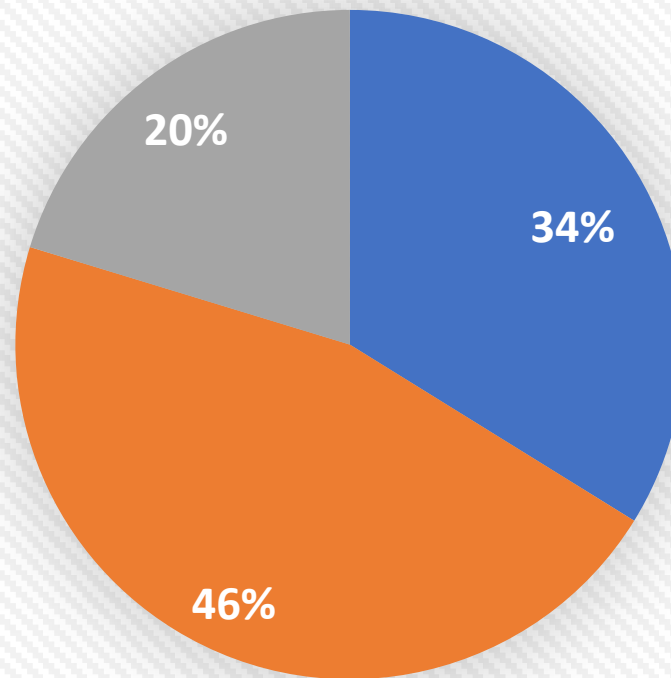


# Question 17: How do you evaluate the training?



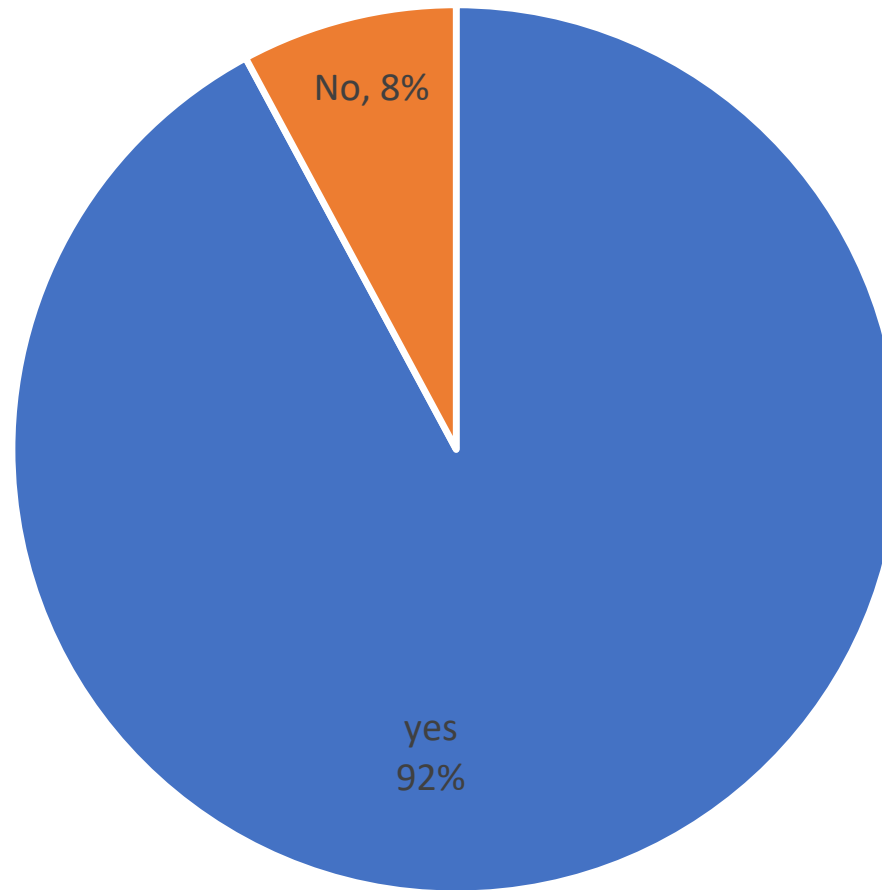
# Question 18: Were the courses and the training enough to prepare you well for your current job?

## Adequacy of Training/Job



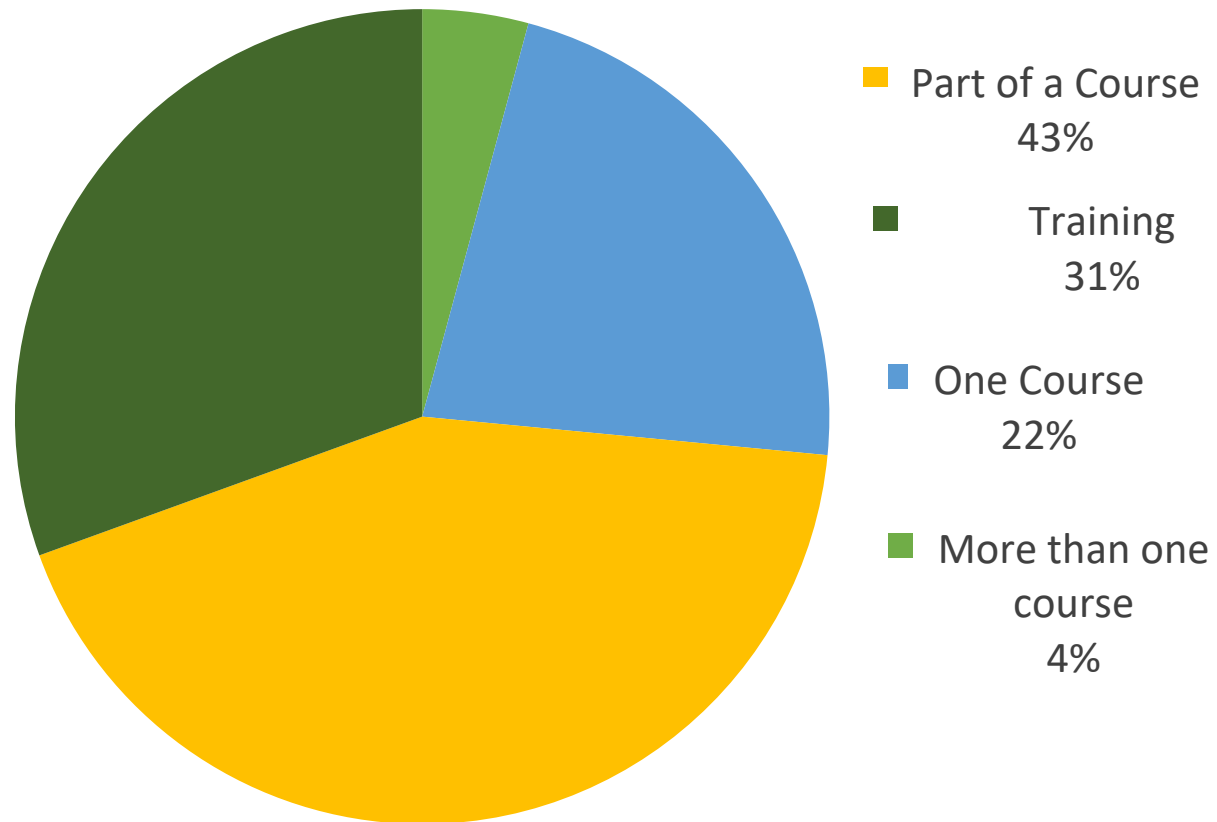
■ Yes, surely ■ Yes, but.. ■ No ■ Yes, but not really

# Question 20: Did the program include material about heritage education?

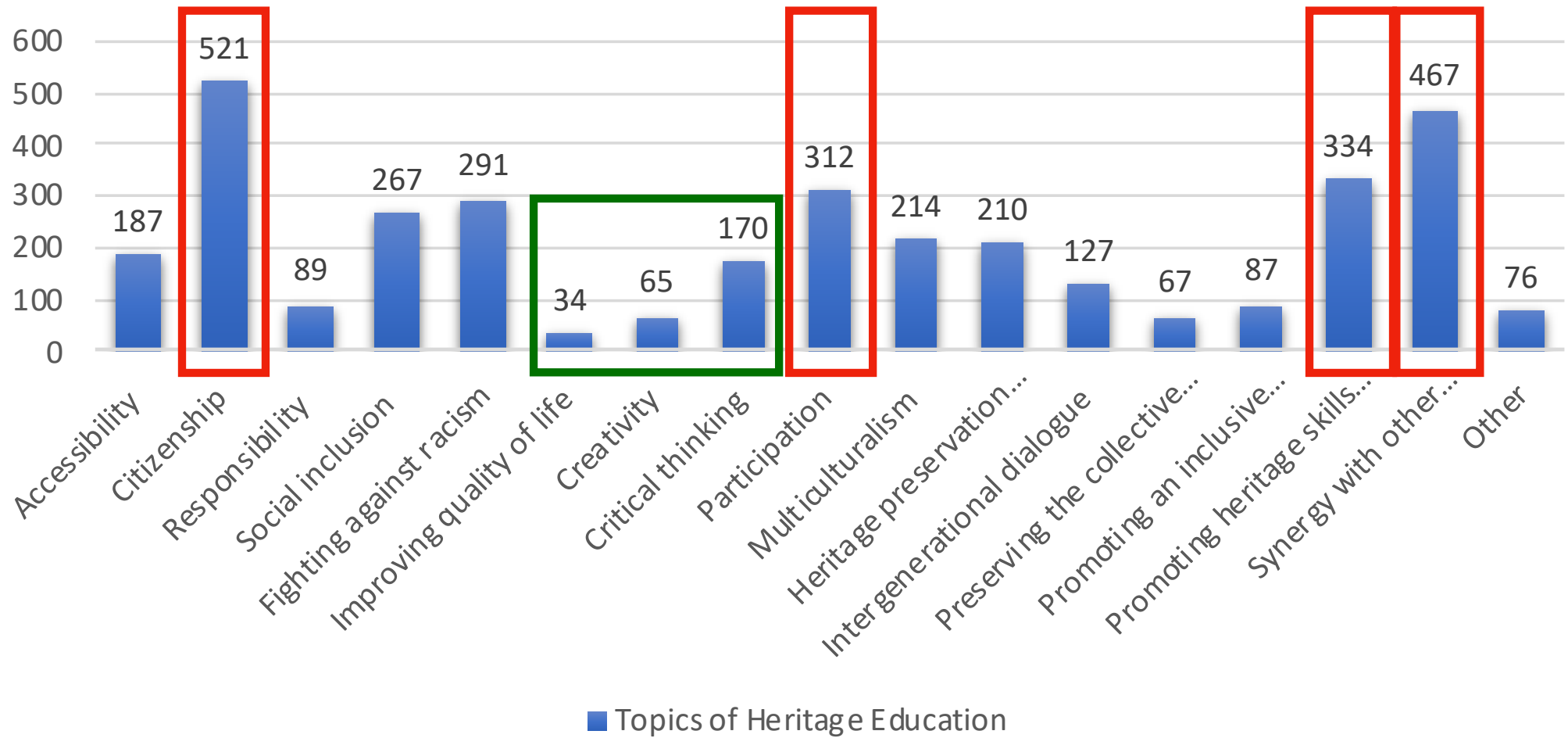


# Question 21: How did you learn about heritage education?

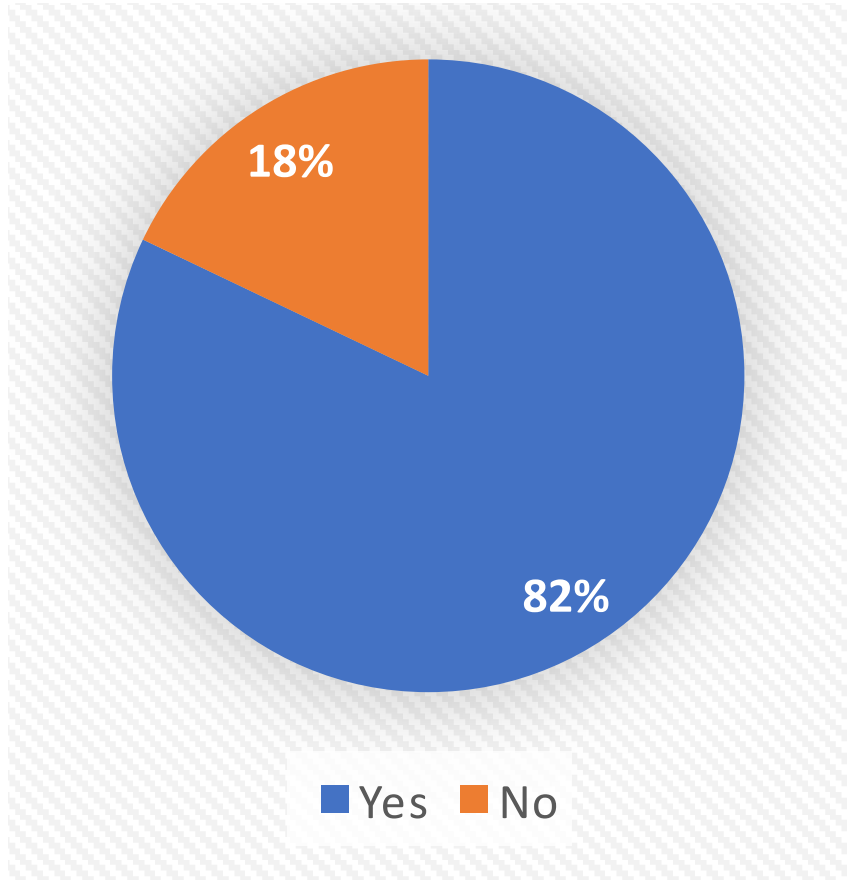
Access to Heritage Education



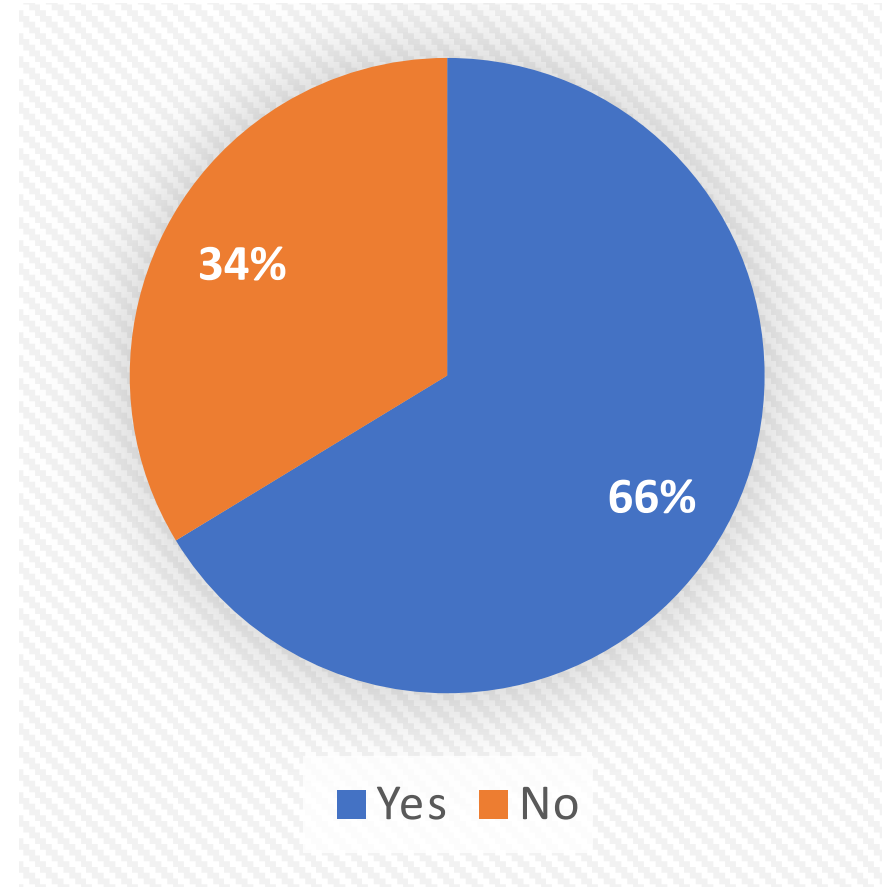
# Topics of heritage education



# Self Evaluation of as an HE Professional

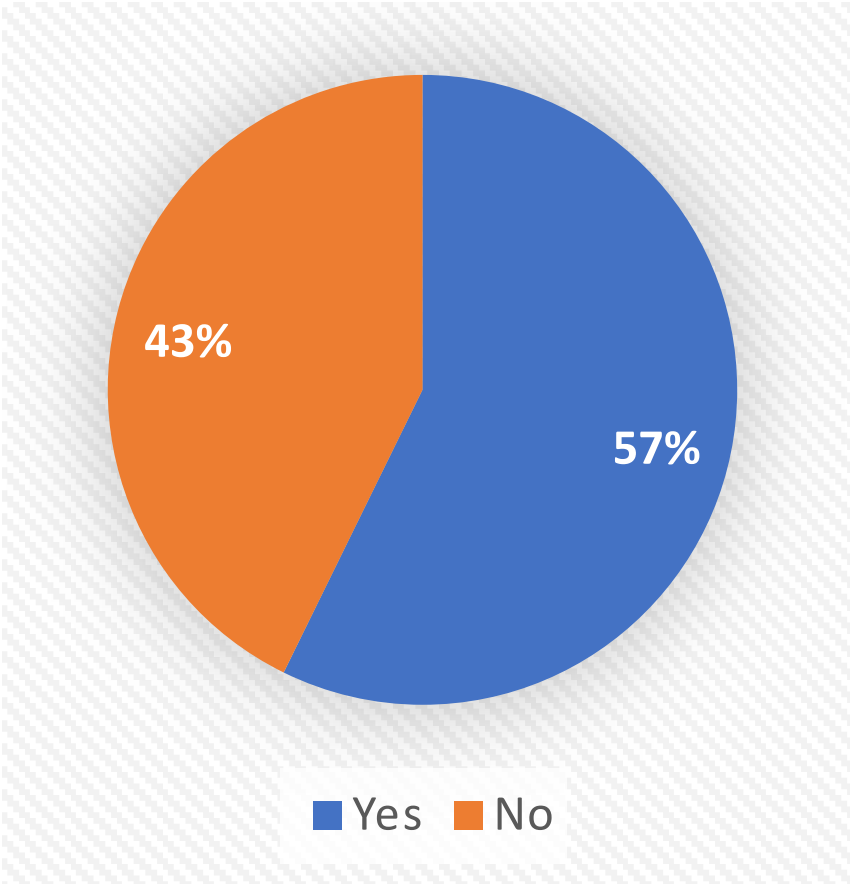


**Question 23**

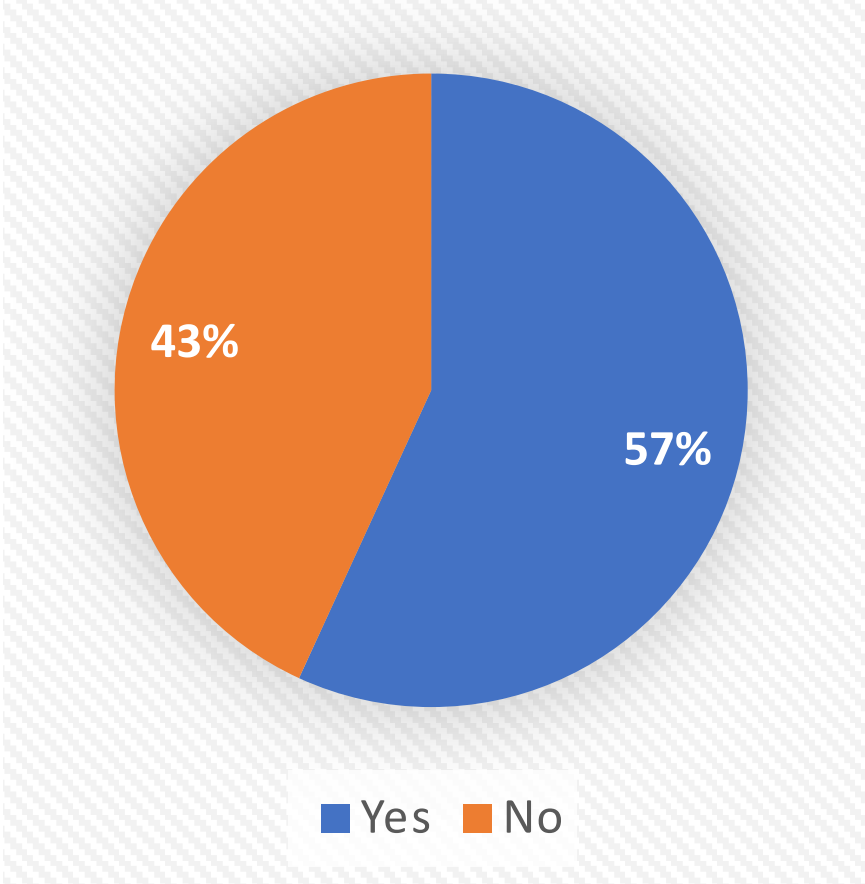


**Question 24**

# Ability to deliver an education program



Question 25



Question 26



# Integration of Heritage training in education

