



Co-funded by the
Erasmus+ Programme
of the European Union

Reframing Heritage Education in Egypt (ReHeED)

610234-EPP-1-2019-1-EG-EPPKA2-CBHE-JP

Work package 1: Surveys of Heritage Education and Gap Analysis

WP 1.3 Report on the Questionnaire Targeting Graduates of some of the Existing Programs in Heritage Education in EG

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The questionnaire was targeting the graduates of heritage programs to investigate the effectiveness of the programs offered and to what extent they address actual needs and qualifications of the workplace. The report will highlight their readiness for the workplace upon graduation and to what extent the respective program has transferred the skills and knowledge required to work as a cultural heritage education professional.

The questionnaire was prepared in electronic form using 'Google forms' and distributed electronically only (due to the pandemic) through the link: https://docs.google.com/forms/d/e/1FAIpQLScv0N9haHN5bmM1tYr5XGQ1pbzy7z-zmL5U-OZkURjxU5fYmg/viewform?usp=sf_link

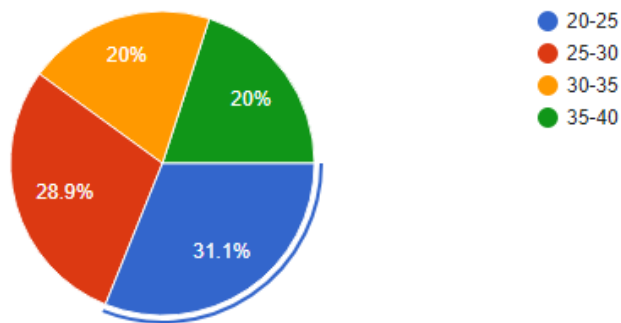
The questionnaire was distributed among graduates of programs that are related to heritage studies in Cairo and Alexandria. The total number of responses is 47 but two of them were incomplete and therefore were excluded.

Analysis of the questionnaire:

- **The first section was: personal information** which aimed at collecting data about the respondents including name (optional), age and highest educational degree. It also included data about the heritage program they graduated from including: the name of the program, its level, the granting institution, time of graduation, current work of respondents and the relevance of that work to their education.
- The largest group of respondents (31 %) were between the age 20 and 25, while 28.9% were between 25 and 30, and both the age group between 30 and 35 and between 35 and 40 are equal representing 20% of the sample. That result indicates that about 60% of the respondents were graduated within less than 10 years.

2- Your age:

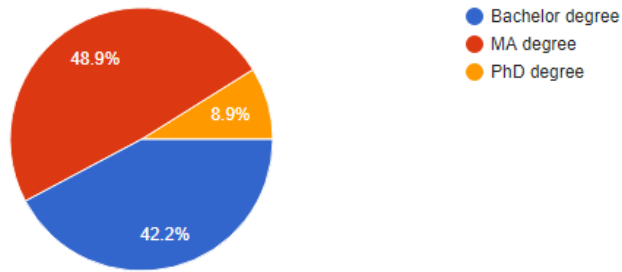
45 responses



- The highest educational level of 48.9% of respondents was Master Degree, of 42.2% was Bachelor degree, while 8.9% only had PhD degree.

3- Your highest educational degree obtained:

45 responses



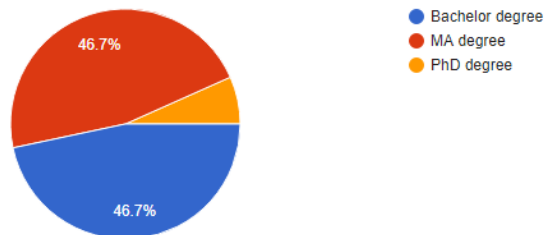
- Question 4 and 6 were related to each other as we asked respondents about the heritage program they studied and the granting institution of the program. Although respondents didn't write the names of the programs in the same way, the following programs were mentioned:

- Greek and Roman Archaeology: Alexandria University: 15 response
- Islamic Archaeology: Alexandria University: 2
- Ancient Egyptian Archaeology: Alexandria University: 1
- Heritage Conservation and Site Management: Helwan University: 6
- Museum studies: Helwan University: 8
- Tourism Guidance: Alexandria University: 5
- Culture heritage management: French University in Egypt: 2
- Archeology and classical languages: Alexandria University: 1
- Cultural Heritage Management: Paris1 Pantheon Sorbonne:1
- Museum Studies: Julius-Maximilians-Universität: 1
- Greek and Roman Archaeology. Hellenistic Studies: Greek and Roman Archaeology. Hellenistic Studies: 1
- Gestion de patrimoine culturel: Senghor university: 2

- Amongst the above-mentioned programs: 46.7% were Bachelor degree programs and 46.7% were Master degree programs while only 6.7% were PhD programs

5- The level of the program:

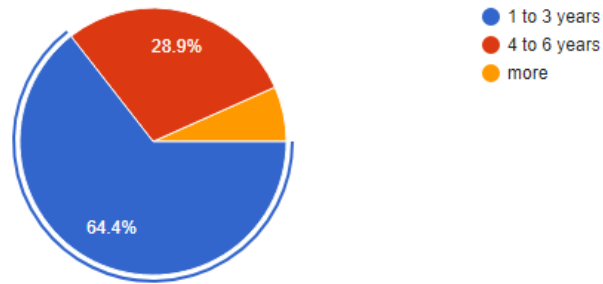
45 responses



- Most of the respondents (64.4%) were recently graduated from the program within 1 to 3 years, while 28.9 % were graduated within 4 to 6 years and only 6.7% were graduated from a longer period.

7- How long have you been graduated from the program?

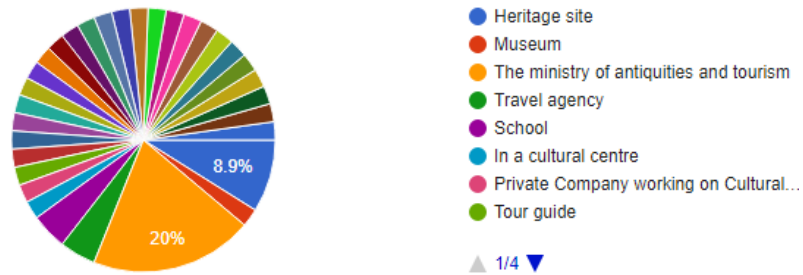
45 responses



- Concerning the current work of the questionnaire respondents: 20 % are employed at the ministry of antiquities and tourism and 8.9 % are employed in heritage sites while the rest have various jobs (teacher, tour guide, a private company..) and some don't work (15.9%).

8- Where do you work currently? In a:

45 responses

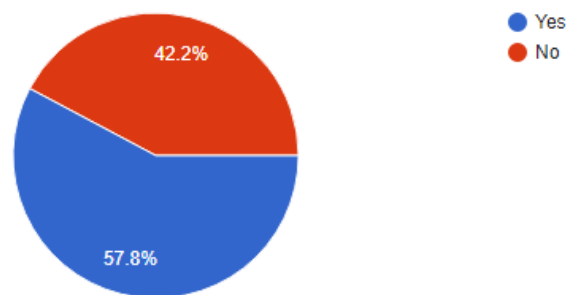


- University (Teaching)
 - I am a MA degree student
 - I do not work in that field
 - Education minister
 - لم اعمل حتى
 - No work
 - لا يوجد عمل
 - My own work
 - Representative at Orange Egypt
 - Teacher
 - I am still looking for a job opportunity
 - Graphic design agency
 - i didn't find a job yet
 - I don't have a work yet
 - AT SCHOOL
 - it field
 - Work as a teacher
 - Private sector
 - Central Administration of Tourism and Resorts
 - shoaa company for public servies
 - freelance Tour guide
 - Senior Human Resources Specialist
- ▲ 2/4 ▼ ▲ 3/4 ▼ ▲ 4/4 ▼

- Most of the respondents; 57.8%, consider their current job suitable for their education and qualifications.

9- Do you consider this job suitable for your education and qualifications?

45 responses

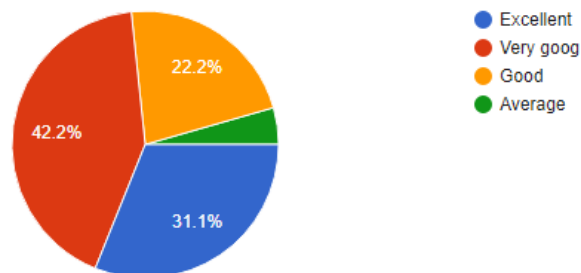


II- **The Second section: Evaluation of the program** which aimed at investigating the strengths and weakness of the existing programs. This section also collected data about the teaching methods and the availability of training within the programs in addition to the recommendations of the graduates to improve the programs.

- The majority of respondents, 42.2%, evaluated the program they graduated from as VERY GOOD, 31% evaluated is EXCELLENT, 22.2% evaluated it GOOD and only 4.4% evaluated it AVERAGE. That result indicates that most of the available programs are of high quality and the graduates are satisfied with them.

10- How do you evaluate the program you graduated from?

45 responses



- Respondents were asked open-ended questions to mentioned the strengths and weaknesses of the programs and **they mentioned many strengths such as:**

- Languages: the use of English as a language of study- possibility to study classical languages in some programs- possibility to practice the language within the training and team-work activities.
- Content of courses: exploring more than one culture and civilization- learning about different historic periods in addition to heritage- learning about archeology and art- a wide variety of courses- rich content of courses
- Site visits and training: many programs provided site visits and training- use of team-work and research activities
- Professional teachers: good professors and specialized teachers- some courses were taught with international experts

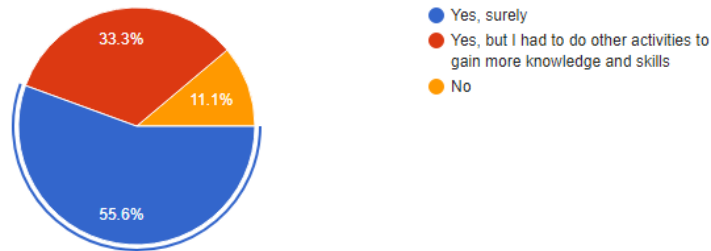
- Grant opportunities for training and exchange opportunities for students and staff in some programs
- Good job opportunities for graduates.

On the Other hand the most important weaknesses included:

- More training was needed
 - More focus on learning other languages (other than English)
 - More organizational help is needed by the students: to offer them consultation, guidance in the practical practice, help them find jobs or organize job fairs..etc.
 - More sources are needed by the students
 - More connections with other universities offering similar programs is needed.
- When respondents were asked whether the program provided them with the knowledge, skills, attitudes and values needed to work in the field of cultural heritage: 55.6% confirmed that, and 33.3% agreed but mentioned that they still need to gain more knowledge and skills while 11.1% disagreed.

13- Did the program provide you with the knowledge, skills, attitudes and values needed to work in the field of cultural heritage?

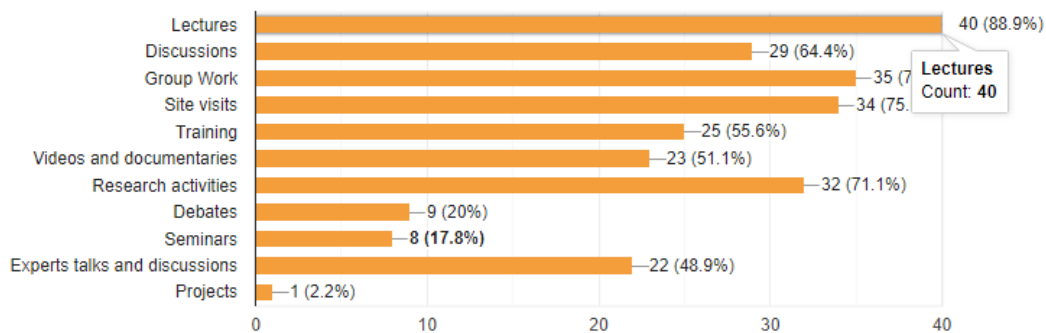
45 responses



- Respondents were also asked about the teaching methods used in the program they graduated from and these methods were arranged according to the frequency of their usage as follows: Lectures 88.9% – group work 77.8%- site visits 75.6% - research activities 71%- discussions 64.4%- training 55.6%- videos and documentaries 50%- expert talks and discussions 48.9%- debates 20% - seminars 17.8%- and projects 2.2%.

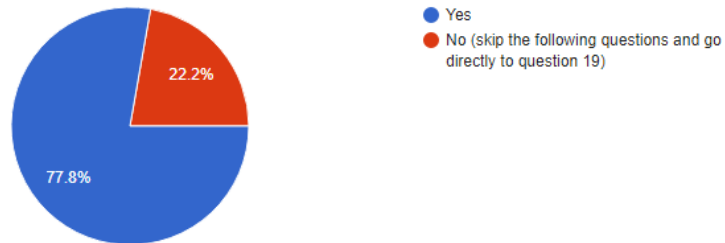
14- What are the teaching methods used in the program? (you can choose as many answers as you want)

45 responses



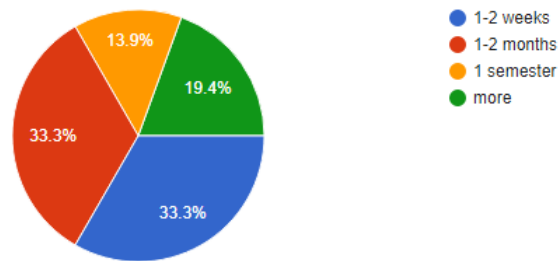
- The training was an essential part in most of the programs as 77.8% mentioned that the program provided them with training and 22.2% didn't have training.

15- Did the program provide you with training?
45 responses



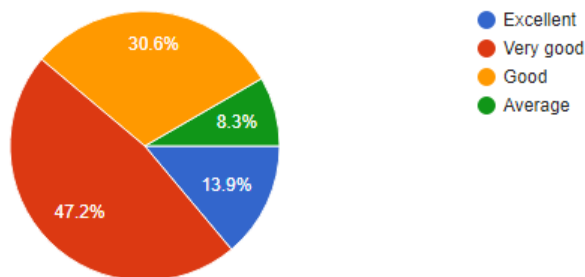
- The length of the training within the programs varied as: 33.3% of respondents had a 1-2 weeks training, 33.3% had a 1-2 month training, 19% had a training for a period more than a semester and 13.9% had 1 semester training.

16- If yes, how long was the training?
36 responses



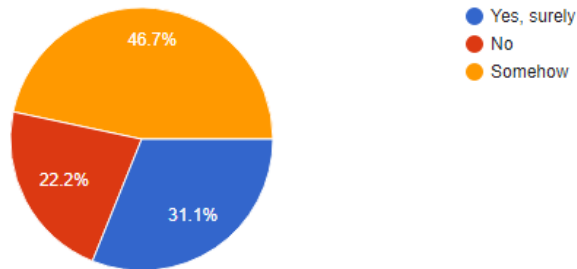
- 83.3% of the above-mentioned trainings were held in Egypt and only 16.7% were abroad.
- Almost half of the respondents; 47.2%, evaluated these trainings as 'very good' trainings, 30.6% evaluated them as 'good' and 13.9% evaluated them 'excellent'. That result of course indicates that more effort should be done to improve the quality of the training in the existing heritage programs. This conclusion is assured by the following question asking if the training was enough to prepare the respondents well for their current job as: almost half of them; 47.6% said "somehow", 31% said "yes surely" and 21.4% said "no".

18- How do you evaluate the training?
36 responses



19- Were the courses and the training enough to prepare you well for your current job?

45 responses



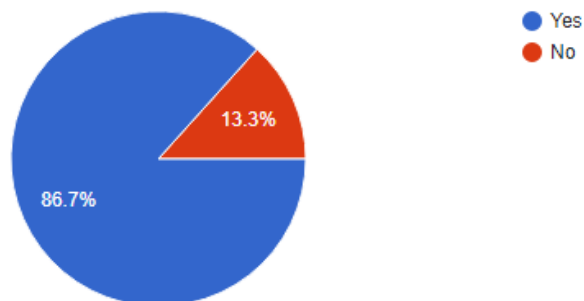
- Related to that, when the respondents were asked about their recommendations to improve the program they graduated from, they mentioned comments mostly focusing on improving the training, adding more activities and site visits, improving the selection process of applicants, providing more exchange opportunities and giving more attention to community outreach and cooperation.

III- **The Third Section: Evaluation of readiness for workplace as cultural heritage education professional.** It aims at investigate many aspects of the content of the heritage program.

- Both questions 21 and 22 asked about the material relevant to heritage education within the studied program. Most of the respondents; 86.7%, agreed that their program included material about heritage education while 13.3% stated that it didn't. 40% of the respondents explained that they learned about heritage education in more than one course, 24.4% explained that they learnt about it within the training, 22.2% mentioned that it was part of a course while 13.3% stated that they learnt about heritage education in one course.

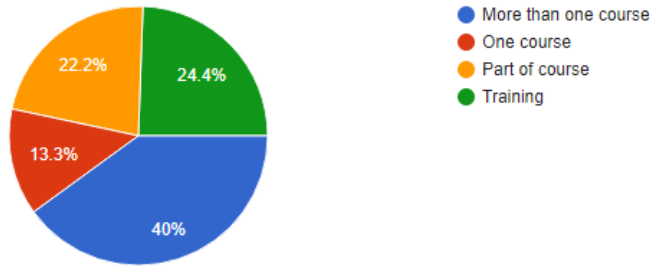
21- Did the program include material about heritage education?

45 responses



22- How did you learn about heritage education?

45 responses



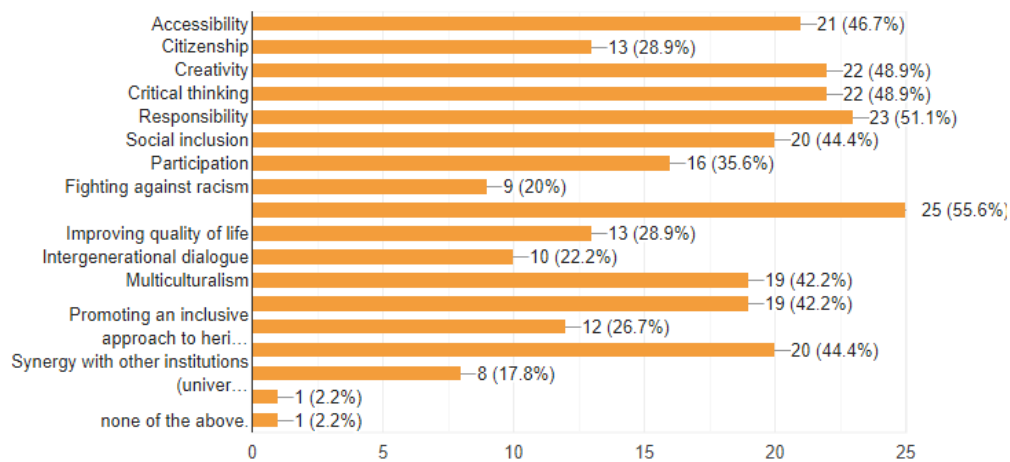
- The questionnaire revealed the topics that have been tackled during the studied heritage program or its activities and these topics are as follows (arranged from the most frequently tackled to the least):

- Heritage preservation awareness: 55.6 %
- Responsibility: 51%
- Critical thinking/ Creativity: 48.9% each
- Accessibility: 46.7%
- Social inclusion / Promoting heritage skills: 44.4% each
- Multiculturalism/ Preserving the collective memory: 42.2% each
- Participation: 35.7%
- Improving the quality of life: 28.9%
- Promoting an inclusive approach to heritage: 26.7%
- Intergenerational dialogue: 22.2%
- Fighting against racism: 20%
- Synergy with other institutions: 17.8%

23- Which of the following topics have you been tackling during your heritage studies/ education activities? (you can choose as many answers as you want)



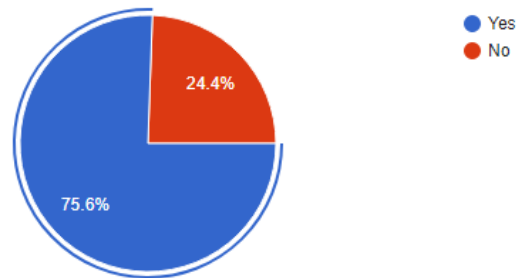
45 responses



- In order to evaluate the readiness of respondents to work in the field of heritage education we asked them if they see themselves qualified to work in that field and most of them (75.6%) agreed. Moreover, most of them (91.1%) agreed that they can work with different target groups that vary according to age, level of education, interests.

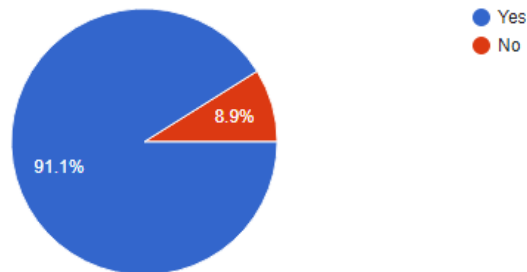
24- According to what you've learnt about heritage education, do you see yourself qualified to work as a cultural heritage education professional?

45 responses



25- Are you prepared to work with different target groups/audiences that vary according to age, level of education, interests...etc?

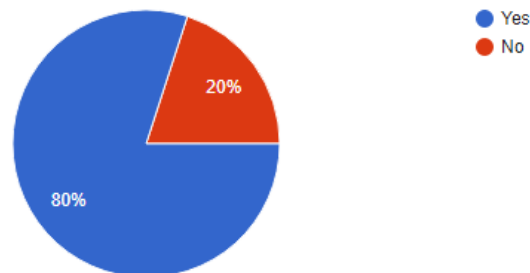
45 responses



- Most of the respondents; 75.6%, also agreed that they are able to design an education program that can fulfil the mission and vision of your workplace and be relevant to people and the majority; 80%, agreed that they are able to design an education program that can cover the main learning outcomes and also be relevant to the needs and interests of people.

27- Are you able to design an education program that can cover the main learning outcomes and also be relevant to the needs and interests of people?

45 responses



- All the respondents (100%) believed that cultural heritage could be integrated in education at schools and universities. 51% of respondents believe that it could be integrated in education either as a subject in its own, and 44.4% believe that it could be a fertile source of activities for other subjects, while only a small sample of respondents suggested that it could be integrated in group projects or as private section in universities (2.2% each).

29- If yes, and based on your experience, how cultural heritage could best be integrated in education?

45 responses

