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## **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 1.6 Questionnaire Targeting the Managerial Level and Human Resources Managers of Different Education and Cultural Organizations and Institutions**

##### **1.6-2. Report on the Questionnaire Implementation on Managers and Directors of Cultural and Heritage Organizations and Institutions”**

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The questionnaire was targeting the managerial level and human resources managers of different cultural organizations and institutions. It aimed to investigate the expertise and skills required for personnel working at cultural heritage sites and cultural heritage institutions in EG including the appropriate qualifications, the tasks to be performed and the skills they are expected to have.

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/1FAIpQLSdMhsyjgGIZ4mVYOzghBeBHz\\_tZNLfMB\\_LDN3dbTU0BL6TS6w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdMhsyjgGIZ4mVYOzghBeBHz_tZNLfMB_LDN3dbTU0BL6TS6w/viewform?usp=sf_link)

Eight of the managers of different cultural heritage institutions filled out the questionnaire and the analysis of the results is as follows:

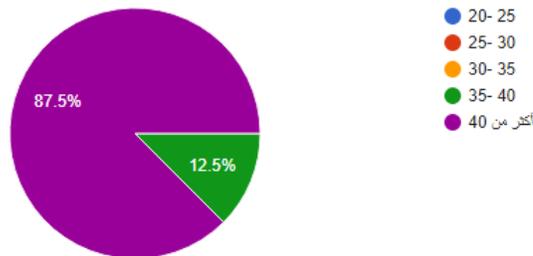
**I- The first part: Personal Information**

This part aimed at collecting data about the respondents including: name (optional), age, the current position and the institution they work for.

- Most of the respondents; 87.5%, were above the age of 40 and only 12.5% were between 35 and 40

العمر - 2:

8 responses



- All the respondents occupy managerial positions in museums. Four are general managers of museums which are: The Greco-Roman Museum, Rashid National Museum, The Egyptian Textile Museum and Maritime Archeology Museum in Alexandria. The other four respondents are directors of departments within the museums which are: director of Mummy Restoration Department, director of educational department in the Egyptian Museum (and director of Child museum too), director of educational department at NMEC.
- All the respondents work in museums run by the Ministry of Tourism and Antiquities.

**II- The Second Part: Evaluation of Personnel in Cultural Heritage Field:**

This part aimed at collecting data about the personnel working in cultural heritage organization and their duties and evaluation from the managerial point of view.

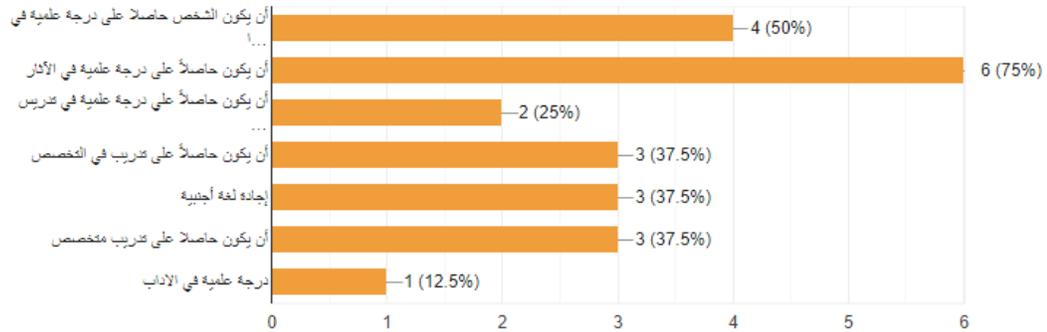
- The respondents were asked about the number of departments related to cultural heritage in their organizations: the response varied between 1 to 6 departments (in both the Greco-Roman and the NMEC)
- The managers and directors were asked about the number of personnel working in jobs related to cultural heritage education in their organization and the least number was 2 at Rashid National Museum while the largest was 40 at The Greco-Roman Museum.

- The qualifications their organizations requested to recruit personnel working in jobs related to cultural heritage varied but the most common were: a degree in archaeology as mentioned by 75% of respondents, followed by a degree in cultural heritage as mentioned by 50% of respondents. Other qualifications such as being fluent in language and obtaining a specialized training (37.5% each) or a degree in cultural heritage education (25%) were also mentioned.

7- ما هي المؤهلات التي تتطلبها جهة عملك لتحجيب هؤلاء العاملين؟ (يمكن اختيار أكثر من إجابة)



8 responses

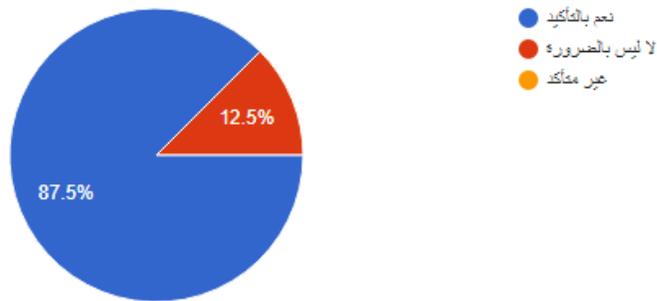


The answer to this question shows that the cultural heritage organization do not recruit specialized heritage educators in their educational department and even the specialized training is not mandatory in their qualifications to be recruited. That of course can explain the insufficient role of such departments.

- Most of the respondents; 87.5%, believed that the educational background can affect the performance and duties of the personnel working at cultural heritage organizations, while 12.5% considered it not necessary.

8- هل تعتقد أن الخلفية التعليمية يمكن أن تؤثر على أداء ومهام العاملين في المؤسسات المرتبطة بالتراث الثقافي؟

8 responses



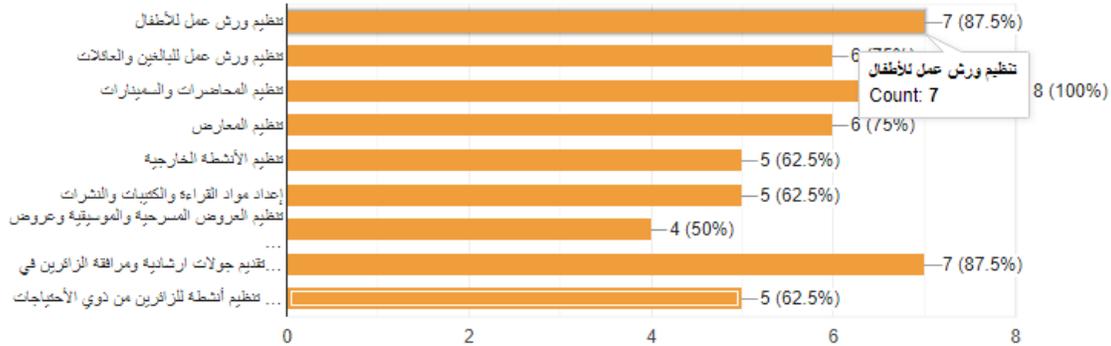
- Respondents were also asked about the various duties done by the cultural heritage education member/s in your organization and they mentioned the following duties (arranged according to their frequencies):

- Organizing lectures and seminars: 100%

- Organizing workshops for children/ Providing guided tours in the site/ museum: 87.5% each
- Organizing workshops for adults and families/ Organizing exhibitions and fairs:75% each
- Organizing outdoor activities/ Preparing reading material, booklets and brochures/ Organizing activities for visitors with special needs: 62.5% each
- Organizing theatre, musical and storytelling performances: 50%

ما هي مهام القائمين على تدريس/ عرض التراث الثقافي في جهة عملك؟ يمكن اختيار أكثر من أجابة -9

8 responses

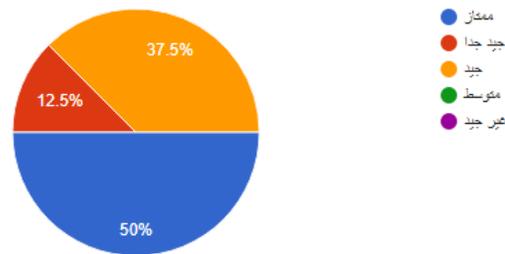


The results indicates that the traditional activities are on top of the duties of the cultural heritage education members such as lectures, seminars and guided tours.

- 50% of the respondents evaluated the he performance of the cultural heritage education member/team in their organization as 'excellent' and 37.5% evaluated their performance as good and 12.5% as 'very good'.

كيف تقيم أداء القائمين على تدريس/ عرض التراث الثقافي في جهة عملك؟ -10

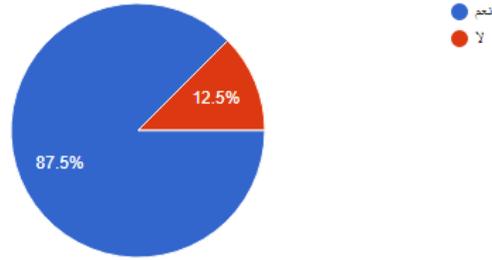
8 responses



- Regardless that evaluation, 87.5% of the managers and directors believed that the cultural heritage education members in their organization need further training to improve/ update their performance, and only 12.5% believe that they don't need training. The same percentage; 87.5%, also believe that they need to acquire certain skills needed for their job

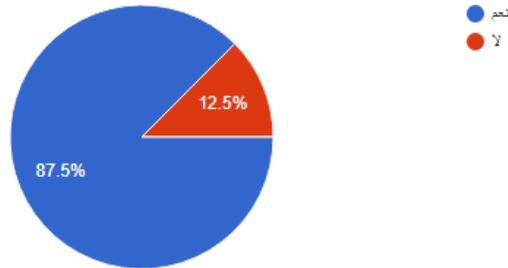
هل تعتقد أن القائمين على تدريس/ عرض التراث الثقافي في جهة عملك يحتاجون مزيد من التدريب لتحسين وتطوير أدائهم؟ -11

8 responses



هل تعتقد أن القائمين على تدريس/ عرض التراث في جهة عملك يحتاجون إلى اكتساب مهارات معينة للقيام بمهام عملهم؟ -12

8 responses



- When the managers were asked about the skills they believe the heritage educators in their organization need to acquire they listed many skills such as:
  - Learning strategies of Heritage education
  - Managing groups with special needs
  - The ability to organize workshops
  - The ability to work with different visitors
  - Being open-minded and open to other experiences
  - Openness to successful experiences of heritage education in international museums
  - Communication skills
  - The ability to prepare an inclusive educational program to different groups of the society
- Respondents were also asked to list the qualities/skills needed for an efficient cultural heritage personnel and their answers included:
  - Leadership
  - Accountability and persistence
  - Flexibility and accepting different opinions
  - Good communication skills
  - Believing in the importance of cultural heritage for the communities
  - Creativity and problem-solving ability
  - Team-work
  - Good relations and connections with other institutions and individuals in the field of cultural heritage
  - Enthusiasm and passion of his field

- Ability to use social media to market the activities of his organization
- Self-confidence
- Patience especially when dealing with children and people with special needs
- Knowledgeable
- Ability to set goals and priorities

The result to that question reveals that the managers and directors –although generally satisfied with the performance of their employees- still believe that they lack many essential skills required to assure the successful performance of the organization. That indicates that more work should be done to qualify the efficient specialized heritage educators.