



Reframing Heritage Education in Egypt (Re-HeED)

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Work Package 1: Surveys of Heritage Education and Gap Analysis

WP 1.2 Desk Based Research on How Heritage is Being Taught at EG Universities and Schools

Part One

“Desk-based Research and Report on How Heritage is Being Taught at EG Universities”

Prepared by

Helwan University





I- Desk-based Research on How Heritage is Being Taught at EG Universities

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Introduction:

This desk-based research aims to investigate heritage education programs at Egyptian universities to detect the gap between possibilities and actualities in this field. As such, it will look at the most significant programs among them in order to determine their main features (including their courses' structure, components, methods of teaching, methods of assessments, duration and intended learning outcomes) in the hope to reduce that wide difference between expectations and realities.

To realize this end, explicit heritage programs and other relevant programs offered at many universities like for example Helwan University – Faculty of Tourism and Hotel Management, the French University in Egypt – Faculty of Fine Arts, Egypt-Japan University of Science and Technology - School of Human Sciences, Cairo University – Faculty of African Postgraduate Studies, Alexandria University – Faculty of Tourism & Hotels and Academy of Arts - Higher Institute of Folk Art were carefully examined. The survey rested mainly on the information available at the universities' websites. Accordingly, a comprehensive list of courses was compiled and categorized. The data analysis that followed illuminated the differences and similarities between programs as well as the common ground which they share.

Heritage Education in Egypt:

Special attention must be given to heritage education in Egypt to preserve national identity and imbue a sense of belonging among youngsters and future generations. Currently, students are introduced to such heritage through social studies and history curricula taught at schools nationwide where they learn quite a big deal about it. In the same vein, some faculties offer academic degrees specialized in history and archeology while other faculties offer degrees in teaching history and social studies to school children. On the other hand, little attention has been given to both undergraduate and graduate programs in the field of heritage in Egypt. Regardless of that negligence, the interest in heritage studies has remarkably increased in recent years due to the dire need for highly qualified experts in the field who are capable of conserving, managing, enhancing and promoting cultural heritage sites in Egypt

and more importantly capable of communicating heritage to the local community and raising awareness among them.

Methodology:

This survey is primarily concerned with undergraduate and graduate programs in heritage offered by some leading Egyptian universities.

As mentioned above, the data about these undergraduate and graduate heritage programs was basically collected from the websites of these universities. Besides, structured-interviews were conducted with the coordinators of some of these programs; a number of students enrolled in these programs as well as a number of graduates. This was meant to get feedback about these programs and to gain further insights from insiders. The data was then classified and analyzed to come up with findings and to judge the importance, effectiveness and deficiencies of such heritage programs offered across Egypt.

Undergraduate Heritage Programs in Egypt

Country	Egypt
University	Arab Academy for Science, Technology & Maritime Transport
Faculty	College of Archaeology and Cultural Heritage
Criteria for Selection	<ul style="list-style-type: none"> - Thanawiat Eama or Azhary degree, fresh graduate or from 2 year maximum. - Total score 55% or above, both (Scientific, literary)
Nature of the Study	<p>Period of study: 4 years (8 Semesters)</p> <ul style="list-style-type: none"> - The nature of the study constitutes an excellent opportunity to create a new generation equipped with both proper academic research skills and field experience. Through interdisciplinary and multidisciplinary scope, students are exposed to an array of topics like cultural heritage and economics, digital heritage and documentation, international cultural property law, and cultural heritage management. Not only that, but they acquire applied knowledge in philology, surveying, and excavation that enables them to work in sites with colleagues, follow health and safety regulations, and adapt well with mud and desert areas. - The eight majors are Egyptian Archaeology, African Archaeology, Ancient Near East and South Arabian Archaeology, Islamic Archaeology, Maritime Archaeology and Industrial and Contemporary Heritage, Material Culture Conservation, and Architecture Conservation. All courses in the program are taught in an interactive, communicative, and practical way for students to become self-learners, rational, and know. - Students must complete 144 credits as a graduation requirement, for each major, there is a requirement of 72 credit hours of the core curriculum, 12 for concentration, and 3 for electives in the designated

	specialization. Students wishing to pursue a minor will take 5 courses as extra credits.
Date of Approval	Inaugurated in September 2018
Program General Aims	<ul style="list-style-type: none"> - It is the first and only college that offers international quality standards degree in Upper Egypt in this specialty. - Fifty percent of our teaching faculty are foreigners and famous members of the international archaeological missions in Egypt. - The geographical place of the college is an asset with proximity to archaeological sites and heritage zones. - The degree is taught with a multidisciplinary scope like Maritime Archaeology, Industrial and Contemporary Heritage, Material Culture Conservation, and Architecture Conservation. - Students receive professional training programs by field experts from international universities like Oxford in UK and Cologne in Germany. - Students can be involved in paid research projects during the summer.
Graduate qualification	students can pursue graduate studies and work in academia as researchers or instructors, work as archaeologists on the different foreign archaeological missions in Egypt, work for the different funding boards cultural sections like the USAID, EU Commission, UNDP, World Bank, UNESCO as principle investigators, auditors and evaluators on different cultural heritage management projects in Egypt, work as professional writers, as media experts on different international projects of computational archaeology, survey and mapping, on the digital heritage, or work as experts for the different governmental bodies, in the tourism industry, or as history teachers.
Career prospective	The college prepares the students to work on international archaeological missions and museums. It also provides students with

	<p>ample training in critical heritage studies parallel to their archaeological training, thus creating a new caliber of students that the job market needs.</p> <ul style="list-style-type: none"> - Pursue graduate studies and work in academia as researchers or instructors. - Work as archaeologists on the different foreign archaeological missions in Egypt. - Work for the different funding boards and culture sector such as the USAID, EU Commission, UNDP, World Bank, and UNESCO. - Work on different cultural heritage management projects in Egypt. - Work as a professional writers and media expert on archaeology and cultural heritage. - Work on different international projects of computational archaeology, mapping and survey, as well as the digital heritage. - Work internationally as experts for the different governmental bodies. - Work in tourism industry and study tours. - Teach history in the different international schools.
<p>Intended Learning Outcomes</p>	<ul style="list-style-type: none"> • On-site survey skills and excavation methods and tactics. • Using total station to map a site and draw the different features on AUTOCAD and manually. • Stratigraphy, layers and objects interpretation, objects registration, and cataloguing are all part of the excavation training. • Training students on how to collaborate with their colleagues in the field, to follow health and safety regulations, and to work in desert or mud areas.
<p>Academic Reference</p>	<p>Through the college partnerships with several international institutions, it maintains the quality of the educational degrees such as the</p>

	University of Cologne, the University of Oxford and University of Genova. These collaborations provide the students with different opportunities for to travel and get trained by professionals from those host institutions which puts them ahead in their career.
Assessment and Evaluation	At the end of the senior year, students will be required to write a bachelor thesis of 6000 – 9000 words on a chosen topic, which will be defended in front of a committee.
Points of excellences	<ul style="list-style-type: none"> - the faculty accepts international students - teaching staff form international universities with a long history of professionalism in the field
Source	http://www.aast.edu/en/colleges/archaeology/ https://www.facebook.com/collegeofarchaeologyandculturalheritageAASTMIT/ https://www.aast.edu/en/admission/contenttemp.php?page_id=54600025

Country	Egypt
University	King Salman International University
Faculty	College of Tourism and Hospitality
Website	http://www.ksiu.edu.eg/ar/study/sharm_el_sheikh_branch/tourism_and_hospitality/programs
Course name	Museum Science and Heritage Management
Program Overall	This program aims to rehabilitate students enrolled in it to work in the field of heritage management and museums, by providing them with a set of distinct knowledge, skills and capabilities required by the labor market according to the needs of society. The program includes a set of compulsory and optional study units, which combine general materials, and materials specialized in Egyptian and international heritage, in addition to other materials related to the management of heritage sites and the management of museums and museum collections, and other related to economics, legislation, information technology and visitor services, which aim to prepare a capable graduate To compete locally and internationally in the field of specialization.
Course Duration	The study according to credit hours The college is divided into three stages: The first stage: the first year, during which the necessary basic sciences are taught. The second stage: the second and third academic years during which preclinical studies are studied. The third stage: the fourth and fifth academic years in which students study clinical subjects. Sixth year: It is the training year necessary to obtain a license to practice the profession.
Intended Learning Outcomes	A graduate of the Heritage and Museum Studies Program must be able to: Serving clients of different nationalities in museums and heritage places.

	<p>Performing administrative and technical tasks related to museums and heritage places.</p> <p>Prepares various professional reports related to museum work.</p>
Courses Material	<p>Museums</p> <p>Heritage Places</p> <p>Administration</p> <p>Documentation and restoration</p> <p>Economy and Politics</p> <p>Translation and Visitor Services</p>
Sources	<p>http://www.ksiu.edu.eg/ar/study/sharm_el_sheikh_branch/tourism_and_hospitality/programs/museology_heritage_program</p>

Country	Egypt
University	Alexandria University
Faculty	Faculty of Tourism and Hotels
Website	www.ssp.tourism.alexu.edu.eg
Course name	Tourism, Hospitality and Heritage Management Program (THHM)
The Criteria of Selection	<p>Alexandria University is subject to the admission system in the Egyptian government universities, and international students are accepted from all countries after the approval of the General Administration for Expatriates and the competent authorities in the country of scholarship.</p> <ol style="list-style-type: none"> 1. To have a high school diploma, or to be a graduate of the Technical Institutes of Tourism and Hotels who wish to continue their studies at the College of Tourism and Hotels at a rate proposed by the program's board of directors and approved by the College Board from the total number of students accepted from high school holders and candidates by the Coordination Office with Taking into account that the student holds a specialized diploma of at least 80%. 2. Be fit and healthy. 3. To pass the admission tests determined by the College Council. 4. To pass the English language tests according to the rules approved by the program's board of directors and approved by the college council. 5. He must be a full-time student to study, and that he must have a clear approval from his employer on a full-time study. 6. That he has not passed since he obtained the required certificate for admission more than the allowed period in accordance with the organized laws.
Program Overall	<p>The program offers an in-depth understanding of the multi-facets of the tourism industry.</p> <p>The program delivers high quality and professionally-relevant teaching in the field of tourism and heritage, it also embraces real-world challenges to advance and translate knowledge and to drive innovation and enterprise.</p>

Course Duration	Eight semesters – full time (132 credit hours)
Intended Learning Outcomes	<ul style="list-style-type: none"> - The college seeks, through its new special program, to prepare and qualify distinguished cadres serving the labor market in the tourism and hotels field and heritage management locally and internationally. - The program offers a high-quality education that guarantees future career success. - The program encourages innovation and entrepreneurship in addition to providing training opportunities through a close relationship with tourism companies, tour operators, hotel chains, heritage organizations and other bodies.
Courses Material	<p>Level 1 (Industry Overview):</p> <ul style="list-style-type: none"> - Consumer Behavior in Tourism and Heritage industry - History and Archaeology of Egypt - English Language and Terminology - Legislations in Tourism, Hospitality and Heritage - Accounting for the Tourism and Heritage industry <p>Level 2 (Hands on Industry):</p> <ul style="list-style-type: none"> - Human Resources Management in Tourism and Heritage - Managerial Communication in Tourism and Heritage Industry (elective) - Hotel Front Office Management - Tourism Destination Management - Travel Agency Operations and Management - Heritage Tourism Management 1 <p>Level 3 (Industry In-Depth)</p> <p>Level 4 (Professional Development)</p>
Credits and Evaluation	Student must complete 132 credit hours to obtain the degree
Sources	https://www.facebook.com/%D8%A5%D8%AF%D8%A7%D8%B1%D8%A9%D8%A7%D9%84%D8%B3%D9%8A%D8%A7%D8%AD%D8%A9%D9%88%D8%A7%D9%84%D8%B6%D9%8A%D8%A7%D9%81%D8%A9-

Country	Egypt
University	Helwan University
Faculty	Tourism and Hotel Management
Website	Not available
Course name	Department of Heritage and Museum Studies
The Criteria of Selection	Only high school students are accepted (science and literary classes)
Program Overall	The department deals with the restoration of antiquities, how to display it, and how to work an integrated archaeological area, for example, the new Egyptian museum, which contains a hotel and restaurants and is fully managed under the museum's management, and the department seeks to elevate the level of Egyptian museums to the level of international museums
Duration	8 semesters (4 years)
Courses Module	<p>HMS Program Structure</p> <p><u>1st Semester 2nd Semester</u></p> <ul style="list-style-type: none"> - English for Heritage and Museums 1 - English for Heritage and Museums 2 - Communication and Public Speaking Skills - History of Art 1 - IT for Heritage and Museums - Ancient Egyptian Heritage 1 - Ancient Egyptian Heritage 2 - Egyptian Museums 1 - World Heritage 1 - Introduction to Tourism and Hospitality <p><u>3rd Semester 4th Semester</u></p> <ul style="list-style-type: none"> - Graeco Roman Heritage of Egypt 1 - Graeco Roman Heritage of Egypt 2 - World Heritage 2 - Coptic Heritage of Egypt 1 - Heritage Management 1 - Museum Management 1

	<ul style="list-style-type: none"> - Introduction to Human Resources Management - Interpretation and Presentation <p>Electives:</p> <ul style="list-style-type: none"> - History of Art 2 - Ancient Egyptian Heritage 3 - Egyptian Museums 2 - Leadership in the Heritage and Museum Sector - Underwater Cultural Heritage - Collections Management - Security and Crisis Management for Heritage and Museums - Digital Documentation <p><u>5th Semester 6th Semester</u></p> <ul style="list-style-type: none"> - Islamic Heritage of Egypt 1 - Islamic Heritage of Egypt 2 - Modern and Contemporary Egyptian Heritage 1 - Exhibitions Planning and Management - Heritage Management 2 - Museum Curatorship - Heritage Conservation - Museum Management 2 <p>Electives:</p> <ul style="list-style-type: none"> - Coptic Heritage of Egypt 2 - Modern and Contemporary - Museum Architecture - Heritage Charters and Legislations - Outreach activities at Museums and Heritage Sites - Egyptian Heritage 2 - Museum Education - Preventive Conservation - Legal Issues in Museums and Heritage Sites <p><u>7th Semester 8th Semester</u></p> <ul style="list-style-type: none"> - Heritage and Museum Marketing
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	<ul style="list-style-type: none"> - Communication and Media for Heritage and Museums - Introduction to Event Management - Community Engagement in Heritage and Museums - Heritage and Museum Economics - Cultural Heritage and Environmental Impact Assessment - Visitor Management at Museums and Heritage Sites <p>Electives:</p> <ul style="list-style-type: none"> - Internship - Study Project - Egyptian Theatrical, Cinematic and Music Heritage - Digital Heritage - Conservation of Museum Objects - Developing Heritage and Museum Web Projects
<p>Sources</p>	<p>https://www.elbalad.news/3416765</p> <p>Academic Schedule of Bachelor in Heritage and Museum Studies, prepared by Helwan University: Faculty of Tourism & Hotels (Cairo, 2016)</p>

Graduate Heritage Programs in Egypt

Country	Egypt
University	Helwan University
Faculty	Faculty of Tourism and Hotels Management
Website	www.heritage.edu.eg
Course name	Heritage Conservation and Site Management Masters (HCSM)
Launched	In 2013
Means of Launching	Coordination between Helwan University (Egypt) and Brandenburg University of Technology Cottbus–Senftenberg (Germany)
The Criteria of Selection	<p>- Applicants must hold a first university degree (minimum Bachelor's degree) in archaeology, tourism, architecture, conservation, history, or equivalent qualifications.</p> <p>- Equivalence is determined by the examination board on the basis of the application documents submitted by the candidate.</p> <p>- A certificate of proficiency in English must be provided. Accepted tests and minimum scores include:</p> <ul style="list-style-type: none"> • TOEFL IBT min. 80 points • Cambridge Certificate in Advanced English (CAE) min. grade B • Cambridge Certificate of Proficiency in English (CPE) min. grade C • IELTS min. 6.5 or equivalent • UNICert, at least II
Program Overall	HCSM is a structured program of four semesters and 120 credit points. The first semester consists of five mandatory modules, while during the second and third semesters students undertake a study project and additionally choose three elective modules. The fourth semester is dedicated to the master thesis.

	<p>The program has an International (Joint-Track: student spend one semester in Brandenburg University of Technology Cottbus–Senftenberg) and a National (Egyptian) Track which take place in Egypt.</p> <ul style="list-style-type: none"> - The HCSM Program’s mission is to educate students in the preservation of the built environment as part of a comprehensive idea of environmental, cultural, touristic and economic sustainability. - The Program seeks to graduate professionals capable of leading and directing cultural heritage sites and centers; managing and improving scientific research; and enhancing the community role in protecting their cultural heritage. - Transfer knowledge and methodologies necessary for the administration and management of archaeological sites, which include the following academic fields: conservation strategies and methods, strategic heritage management and planning, visitor management, presentation and interpretation. - Enhance the students’ general leadership skills and good knowledge of the tourist sector. - Endow graduates with the specific knowledge and multidisciplinary skills required in the significance assessment, management and safeguarding of archaeological sites which is accomplished through the variety of the taught subjects
Course Duration	<p>Two Years (4 semesters)</p> <p>The first, second, and third semesters are consisting of series of modules, the fourth semester is devoted to thesis writing.</p>
Degree	<p>The Joint Track: Master’s in Arts (M.A.), jointly awarded by BTU – Senftenberg and Helwan University.</p> <p>The National Track: Master’s in Arts, jointly awarded by Helwan University.</p>
Courses Material	<p><u>First Semester:</u></p> <p>(Mandatory modules)</p> <p><u>Academic Work and Research Methodology:</u></p>

- In this module student will get to know how to create an academic research, the scientific ways of research, research techniques, methods of turning thoughts into academic proposal, brainstorming for thesis ideas, and how to organize your research.

Heritage Conservation:

- In this module will go through the history of conservation, identify and describe the origin and development of the modern approaches to conservation and restoration of ancient monuments and historic buildings, leading figures in the conservation history, different methods of conservation, the main Convention that controls the conservation proses.

Introduction to Heritage Site Management:

- In this module student will go through the different meaning of heritage and distinguish the difference between tangible and in tangible heritage, explore the different principles of managing a heritage site, Management systems vs. management plan, Basic steps and contents of a management plan and how to develop a condition assessment, Cycles and processes, developing vision and mission for heritage sites, Stakeholder participation and Decision-making, and identify heritage site and how to develop a Statement of Significance.

Archaeology

- In the module the student will go through the Archaeological sites in Egypt and the different methods and technique in the construction, the religious purpose of the construction and the significant usage

Principles of Tourism and Visitor Management

- In this module the student will get through understanding the principles of tourism and the positive and negative effects of the tourism on heritage sites, international charters that controls the interpretation principles, Basic Planning Requirements, developing

	<p>a visitor management plan for the Heritage Sites, Structure of the tourism industry and its Implications on visitor management.</p> <p><u>Second Semester:</u></p> <p>(Mandatory module)</p> <ul style="list-style-type: none"> - Study project <p>(Elective Modules)</p> <p><u>Fundraising and Financing for Heritage</u></p> <ul style="list-style-type: none"> - In this module the student will go through the Accounting for Not-for-Profit Organizations, explain financial reporting and accounting for NPOs, including required, financial statements; classification of net assets; accounting for revenue, gains, and support; accounting for expenses; and accounting for assets, Identify the authoritative standards-setting body for establishing GAAP for nongovernmental NPOs. - Documentation and Assessment of Damaged Cultural Heritage - Safeguarding and Preservation of Ruins - Cultural Heritage in Post- Conflict Recovery - Risk Management for Heritage Sites - Social Aspects of Destroyed Cultural Heritage <p><u>Third Semester</u></p> <p>(Mandatory module)</p> <ul style="list-style-type: none"> - Study Project <p>(Elective Modules)</p> <ul style="list-style-type: none"> - Event Management at Heritage Sites - Cultural Heritage in Post-Conflict Recovery - Introduction to Museology - Heritage Marketing - History and Civilization - Human Resources Management - Heritage Information Technology - Interpretation and Presentation <p><u>Fourth Semester</u></p>
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	<p>(Mandatory module)</p> <ul style="list-style-type: none"> - Thesis
Course Contact	<ul style="list-style-type: none"> - HCSM Program Coordinator: Prof. Dr. Hosam Refai: E-mail: programcoordinator.hcsm@hq.helwan.edu.eg - HCSM Program Marketing: Prof. Dr. Rania Dinana: E-mail: marketing.hcsm@hq.helwan.edu.eg - HCSM Program Registrar: Prof. Dr. Rasha Metawi: E-mail: registrar.hcsm@hq.helwan.edu.eg - HCSM Program Academic Adviser: Dr. Mona Raafat: Email: academicadviser.hcsm@hq.helwan.edu.eg HCSM Program Secretary: Mrs. Rasha Reda: E-mail secretary.hcsm@hq.helwan.edu.eg - Mobile: (002) 01125511470 - Phone: (+02)-23628690 (Tuesdays/Wednesdays/Thursdays between 12:00 to 03:00 pm).
Number of the Program Graduates	<p>The program is working since 2013 and managed to graduate 4 intakes while intake 5 is nearly graduated, also intakes 6 & 7 have started studying in the program.</p>
Protocols & Partnership	<ul style="list-style-type: none"> - The program has a partnership with Brandenburg University of Technology Cottbus-Senftenberg • Cottbus, The German Archaeological Institute (DAI), and The Egyptian Ministry of Antiquities. - The program offers several scholarships are offered: <ul style="list-style-type: none"> - The German Academic Exchange Service (DAAD) offers scholarships for the Arabs settled in Egypt and for Egyptian as well. - The German Archaeological Institute (DAI) offers scholarships for the HCSM International (Joint) Track student to cover the traveling and accommodation for the semester that they spend in Germany. - Egyptian Ministry of Antiquities, the program offers for the ministry employees a discount

<p>Conferences</p>	<ul style="list-style-type: none"> - The Program prepare an annually (every year) conference to demonstrate and discuss the issues and the challenges facing heritage in Egypt and worldwide, also it help in raising the awareness for the threads facing heritage properties. - The conference location is alternately between Egypt and Germany. - Each conference focuses on tracks or themes with several sub-themes for example, HU-BTU Third International Conference on Heritage Conservation and Site Management "Sustainable Tourism Management for Cultural Heritage" the conference went through many issues such as: <ul style="list-style-type: none"> - Cultural Tourism and Economic Development - Current Trends in (Cultural) Tourism: Networks among Producers, Networks for Consumers, Changing Value Chains, New Market Niches, Green Tourism, etc. - Linking Culture and Tourism in National Policy Contexts. - Benefits of Cultural Tourism for Small and Medium Enterprises.
<p>Class Infrastructure</p>	<p>Sessions are held at Education Excellence center at the Faculty of Foreign Trade and Business Administration</p>
<p>Staff</p>	<ul style="list-style-type: none"> - Prof. Dr. Rasha Metawi: Professor of Archeology and Ancient Egyptian History, Tourism Guidance Department, Faculty of Tourism and Hotel Management, Helwan University - Prof. Dr. Mona Raafat: Assistant Professor of Archeology and Ancient Egyptian History, Tourism Guidance Department, Faculty of Tourism and Hotel Management, Helwan University - Dr. Nevine Nizar : Assistant Minister for Museums Affairs - Prof. Dr. Doaa Kandil: Professor of Modern History, Tourism Guidance Department, Faculty of Tourism and Hotel Management, Helwan University
<p>Credits and Evaluation</p>	<p>HCSM is a structured program of four semesters and 120 credit points</p>

Sources	<ul style="list-style-type: none"><li data-bbox="579 250 1509 398">- https://www2.daad.de/deutschland/studienangebote/international-programmes/en/detail/4450/#tab_overview Accessed in 24/12/2019<li data-bbox="579 421 1509 463">- www.heritage.edu.eg Accessed in 23/12/2019
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Country	Egypt
University	The French University in Egypt
Faculty	Fine Arts
Website	http://www.ufe.edu.eg/en/mastersii-cultural-heritage-management/
Course name	Cultural Heritage Management
Launched	In 2011
Means of Launching	In cooperation of the French University of Egypt and Université Paris 1 Panthéon-Sorbonne, this joint master was launched
The Criteria of Selection	<p>- B.A. or B.Sc. or equivalent in archaeology, architecture, engineering, economics, journalism or other backgrounds and wish to acquire professional education in cultural heritage management, we encourage you to apply for this outstanding program.</p> <p>- Pre-selected candidates will be interviewed by a committee from the Université Française d’Egypte and the University of Paris 1 Panthéon-Sorbonne.</p> <p>- Selected candidates are simultaneously registered in the two universities upon the payment of the tuition fees.</p>
Program Overall	- The program is designed to enable graduates to mobilize such resources for social and economic benefits.
Course Duration	<p>1 Year. Courses are offered three days a week from 4:30 to 9 PM.</p> <p>(3 semesters) the first and second semesters (12 weeks each) for courses which consist of a consecutive series of modules. The third semester is devoted to the thesis research and writing.</p>
Degree	<p>- Students who successfully complete a one-year study pro-gram are eligible for TWO degrees:</p> <ul style="list-style-type: none"> • A Master Degree awarded by the University of Paris 1, Panthéon-Sorbonne,

	<ul style="list-style-type: none"> • A diplôme from Université Française d’Egypte. (UFE). Equivalent to an Egyptian Master degree upon application to the Higher Council of Universities.
<p>Courses</p> <p>Module</p>	<p>The program consists of lectures, seminars, visits to archaeological sites, museums, and community projects. The teaching program, in English, allowing you to gain professional skills in:</p> <ul style="list-style-type: none"> - IT Applications - Project Management - Social Dimensions of Heritage and Society - Heritage for Socio-Economic Development - Archaeological Site Management - Cultural Tourism - Principles of Architectural - Urban Heritage - Museum Management and Operation
<p>Course</p> <p>Contact</p>	<p>E-mail: masterchm@ufe.edu.eg</p> <p>In Cairo, Program: Director-fekrihassan43@gmail.com</p> <p>In Paris Program: Director-cominellifrancesca@gmail.com</p>
<p>Number of the</p> <p>Program</p> <p>Graduates</p>	<p>Since 2011 the program successfully graduates 8 classes</p>
<p>Protocols &</p> <p>Partnership</p>	<ul style="list-style-type: none"> - The program is in partnership with The Université Paris 1 Panthéon-Sorbonne - UFE has won an international competition to train the staff of the National Museum of Egyptian Civilization. - Partner in the International Erasmus program in Museum studies. - The University (UFE) is currently engaged in a project to revitalize Historic Cairo and another on the conservation and management of archaeological sites of Earliest Egypt (5000 to 3000 BC).

	- A limited number of full/part-scholarships are awarded to outstanding candidates.
Class Infrastructure	The program lecture is held in the French University in Egypt
Staff	- The program is co-directed by Prof. Fekri Hassan, Université Française d’Egypte, emeritus Petrie: Professor of Archaeology, University College London - Dr. Francesca Cominelli, Director of the Institut de Recherche et d’Etudes Supérieures du Tourisme (IREST) and Lecturer at University of Paris 1 Panthéon-Sorbonne.
Credits and Evaluation	Not specified
Sources	http://www.ufe.edu.eg/en/mastersii-cultural-heritage-management/ https://www.facebook.com/Cultural-Heritage-Management-Program-French-University-in-Egypt-222453191796026/

Country	Egypt
University	Egyptian-Japan University of Science and Technology
Course name	Heritage Science Program
Nature of the Program	<p>the program offers two tracks in two areas of specialization: (Conservation Science and Museum Management) and available for two degrees:</p> <ul style="list-style-type: none"> - Graduate Diploma of Heritage Science (in one year) Minimum 2 main semesters and Maximum 6 main semesters - Master of Heritage Science degree (in two years) Minimum 4 main semesters and Maximum 8 main semesters
Date of Approval	2017
Program Vision	The vision of E-JUST: to enable the best use of E-JUST resources and to respond to social needs, the program admits students who are motivated to work in multidisciplinary team with respect to ethics, cultural diversity as well as social responsibility with satisfactory communication and academic skills.
Program General Aims	To promote and add value to the community and learn independently and effectively to investigate problems, create solutions, generate ideas, innovate and improve current practices.
Graduate Attributes	Students who can demonstrate a foundation for future leadership roles and enthusiasm and enjoyment for their study and work.
Program Modules	<p>diploma</p> <p>Semester 1: Fulltime Student: 12~14 Credits:</p> <ul style="list-style-type: none"> - Types of course: seminar <ul style="list-style-type: none"> - Introduction to Heritage Science: <p>The course introduces students with different academic backgrounds to the types of cultural and natural heritage and how the heritage is identified, classified, documented, assessed, valued, accessed and managed considering the local and international framework of the heritage legal system, social context and the ethical basis of the profession.</p> <ul style="list-style-type: none"> - Conservation Fundamentals & Practice <p>This subject will introduce the student to the ethical, professional, And cultural considerations, policies and standards that affect Conservation practices and</p>

	<p>decision making. The course examines The philosophy and history of conservation principles and practice And its relation with allied sciences and disciplines as well as Heritage materials. Topics will also include preventive Conservation procedures in museums. The course will be Supported by tutorials on the basics of environmental sciences.</p> <ul style="list-style-type: none"> - Introduction to Museum Management <p>This course introduces the student to the history and philosophy of museums from their origin to modern times and the changing roles of museum. Topics will also cover the principles and aspects of museum management including governance, marketing, financial management and personnel, visitor and collection management. Students will learn about the process of decision making in a museum in coordination with relevant stakeholders.</p> <ul style="list-style-type: none"> - Natural Sciences & Conservation Engineering <p>This subject aims to provide students with a fundamental understanding of the roles of allied sciences (Chemistry, Physics, Biology and Mineralogy) and their application for preserving heritage material. The course will be supported by tutorials on fundamental knowledge and use of scientific techniques Practicum & fieldwork</p> <ul style="list-style-type: none"> - Material Heritage (Fieldwork) <p>This course will introduce the student to the identification, Conceptualization and interpretation of ‘material culture’ by the Various disciplines (such as anthropology, archaeology, art and Natural and social sciences). Students will understand and assess. The significance and context of heritage material. Topics will Include types of museum collections (including cultural and Natural heritage, tangible and intangible heritage, movable and Immovable heritage and landscapes), the nature of the materials Found in museums and ancient materials and technologies.</p> <ul style="list-style-type: none"> - Documentation & Cataloging & Archiving <p>This course is practicum in lab to learn the methods of the Documentation of objects in a museum and the creation and Design of digital resources using range of imaging techniques From photography to laser scanning. The student can gain an Overview of the methods, understand what kind of information About heritage</p>
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materials should be documented. Students will Also be introduced to the best use and management of digitized Sources in coordination with relevant museum staff using Indexing and cataloguing systems, standards and software for Better information management, accessibility, search ability for Location, conservation condition and provenance of an object or Heritage material. Databases and catalogue data are used by Museum staff for exhibition planning, conservation, publications, Media, and to support educational programs and community Outreach. Lectures of theoretical aspects will be given followed by the lab works.

- Zemi 1 (Foundation)

Instructors select academic papers and reports to read. Through Reading and discussions of the academic papers, the attendees Will learn the form of academic papers and be familiar with Various research themes. Following key note lectures, the Students will have the opportunity to make short presentation. The first presentation of each student is concern his/her Background and vision to utilize it in the field of heritage. They Will also make a short presentation about subjects offered by the Instructors to obtain basic knowledge of heritage science Especially from its point of social and human science. Students Will learn how to work together and support decision-making in Preservation and management of the museum heritage.

Semester 2 Fulltime Student: 12~18 credits:

Types of course: seminar

- Lifelong Learning in Local Context

The course introduces student to the ways that museums can respond to recent and future social challenges. Topics will include adult learning, attitudes and motivations for learning, learning methods and outcomes in museums, equality and access in museums, community outreach, and the museum learning environment.

- Heritage Utilization & Community Engagement

This course explores communications and engagement with communities for better management and preservation of heritage materials and promoting identities,

	<p>cultural awareness, decision sharing with a sense of belonging and visitor satisfaction. Workshops and case studies with the community will be introduced.</p> <ul style="list-style-type: none"> - Micro-Climate Control in Museum <p>This course introduces the student to a variety of approaches to environmental control in display cases, storage areas and galleries (including, illumination, pollution control, Relative Humidity and temperature stability, anoxia, mounting materials, etc) and the display mechanical design of display along with the degradation prediction technology. Students will learn how conservators and curators work together with other relevant museum staff to design micro climates for exhibition and storage and other management aspects.</p> <ul style="list-style-type: none"> - Education, Hospitality and Media in Museum <p>This course introduces the student to the role of museum education and its relationship to the museum mission, human behaviour, information, media, visitors' expectations, exhibitions, collections interpretation, training and social service, learning and awareness for diverse museum audiences. This course will introduce the student to the use of statistics, multi digital media coverage, communication strategy, marketing and social networking for different audiences' satisfaction through hospitality management.</p> <ul style="list-style-type: none"> - Display & Exhibition Design <p>This course will examine, through the coordination between relevant museum staff, the various strategies techniques and approaches to planning and designing heritage material display and exhibition settings with the necessary care and communication set up considering the visitor's needs and public engagement.</p> <ul style="list-style-type: none"> - Practicum & Fieldwork differs from each section <p><u>For conservation science:</u></p> <ul style="list-style-type: none"> - Monitoring & Analysis of Heritage Material <p>This course focuses on scientific methods used to investigate heritage materials, their environment and issues related to conservation. The course will introduce students to a range of monitoring, diagnostics, dating and analytical techniques used to study different types of heritage materials and environments using the</p>
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available resources and budget (including chemical analysis, spectroscopy, chromatography, laser applications and Carbon 14).

- Assessment of Conservation Method & Material

This practicum course introduces the students to conservation engineering and gives attendees a hands-on training opportunity for the assessment of conservation methods and materials including cleaning methods and materials. They will discuss their advantage and disadvantages from several points of view as heritage scientists considering alternatives and undertaking critical decision making in collaboration with other stakeholders in the museum. Lectures of theoretical aspects will be given followed by lab works.

For Museum Management section

- Islamic & Modern Heritage with Practice

This course provides the students with knowledge of Islamic and modern heritage in Egypt. The students will learn the archaeological and art historical methods of research relating to monuments and collection of Islamic and modern art including manuscripts and paintings. Lectures of theoretical aspects will be given followed by lab work.

- Museum Management (Fieldwork)
- Ancient Egyptian & Coptic Archaeology With Practice

Most of heritage materials have an archaeological context such as date and provenance. The practicum gives the students an overview of how archaeological data are collected and archived on-site and in museums. At the same time, the practicum provides the students with history of Egypt from ancient to Coptic periods from an archaeological point of view. This practicum aims also to make students familiar with inscriptions written in different ancient languages. Lectures of theoretical aspects will be given followed by lab work.

For all section

- Zemi 2A (Conservation Science) – Zemi 2B (Museum Management)

Following key note lectures by instructors, the students make a short presentation about subjects offered by instructors to obtain a basic knowledge of Heritage Science. At the same time, they

	<p>learn research methods and the manner of academic discussion, trying to develop research questions, research methods and resources, structure, argument and presentation.</p>
<p>Admission Requirements</p>	<p>To register for the Heritage Science Professional Postgraduate Programs (Graduate Diploma or Master Degree) the applicant must fulfill the below:</p> <p>Undergraduate Certificate</p> <p>An applicant should have a BA or BSc with grade “good” or equivalent cumulative percentage (%) or CGPA (2 out of 4).</p> <p>Academic Background</p> <p>Conservation Science (CS)</p> <p>Relevant knowledge in Conservation, Natural sciences, Engineering, Computer Science, Environment, Geology, Information Technology or any allied disciplines and a desire to improve their performance and acquire innovative knowledge and skills to become an expert in heritage preservation.</p> <p>Museum Management (MM)</p> <p>Archaeology; Conservation; Fine Arts; History; Finance; Accounting; Engineering, Management; Marketing; Education; Public Relation; Law; Architecture; Computer Science, and Information & Communication Technology etc).</p> <p>Complementary Courses</p> <ul style="list-style-type: none"> • Those who do not have the educational and academic background as required by each area of specialization may be required to pass complementary courses prior to starting regular graduate courses, or in parallel, while a level of competence in chemistry is essential to enrollment in the Conservation Science area of specialization. • Successful applicants will be notified with the required complementary courses with the admission exams final result announcement. <p>Language Requirement</p> <ul style="list-style-type: none"> • Student should provide TOEFL iBT certificate with a minimum score of 50 or Academic IELTS certificate with a minimum score of 5.5, the Language certificate should be valid on the date of the application of the applicant” or • Pass the E-JUST English Language Proficiency TEST (EPT),

	<ul style="list-style-type: none"> • Applicants whose native language is English are not required to submit official evidence of English Language Proficiency; applicants can apply for EJUST English Test through the online application. <p>Students are required to pass successfully an entrance examination (Written exams and Interview) that focuses on the students' academic background in the related program.</p> <ul style="list-style-type: none"> • Admission Entrance Examination and Interview consists of two parts: <ul style="list-style-type: none"> • Heritage Science Written Examination • Interview • Applicants must pass successfully E-JUST both written examinations and interview • The applicant minimum acceptance percentage in each part (Heritage Science Exam and Interview) is 50%. • The applicant minimum acceptance percentage of the total evaluation (Heritage Science Written Exams + Interview) is 50%. • The percentages of total evaluation (Written Exams+ Interview) would be distributed as follows: <ul style="list-style-type: none"> • For applicants selecting Conservation Science as his/her specialization, they have to pass the extra Chemistry exam (this exam will not be included in the total score, it is only pass or fail exam). • Interview includes research proposal discussion while professional skills, specialization knowledge and IT skills, and teamwork skills will be also measured. <p>Heritage Science Written Examination</p> <ul style="list-style-type: none"> • Written admission exams will demonstrate the applicant's equivalent proficiency in Heritage Science which will assist the selection of the one's area of specialization. • The entrance written exams will be maximum two hours. • Heritage Science examination is composed of two parts: compulsory and optional.
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	<ul style="list-style-type: none"> • Answers should be given in English or Arabic (preferably English). For each question, the answer should be given in the provided answer sheet space. • Your choice among the optional questions does not necessarily have to correspond to the field in which you would like to study in our Heritage Science Program. • E-JUST will held English Proficiency Test to the applicants who did not fulfil the minimum required score for the Academic IELTS or iBT TOEFL (this exam will not be included in the total score; it is only pass or fail exam). <p>Interview and Research Proposal Discussion:</p> <p>Interview and Research Proposal Assessment Criteria may include:</p> <ul style="list-style-type: none"> • Research ability and potential • Knowledge of basics principles in the field • Potential for conducting independent experiments/surveys • Presentation skills • Originality of the proposal • Logic and clearness to expose ideas (looking to audience) • Answering questions logic, and consistently • Clear and concise spoken English • Personal Character: Motivation and neatness • Awards and publication
<p>Points of Excellence</p>	<p>the program has a unique features such as :</p> <ul style="list-style-type: none"> - It accepts international students from different background and this ensures cross-culture experience for the students and gets to know different. Perspective of heritage point views. - It offers two options for student a diploma and a master degree. - Two major fields to provide specific degrees.

<p>Scholarship</p>	<p>The program offers scholarships, OUDA Scholarship for Heritage Science Program of E-JUST:</p> <p>This scholarship is provided by the Operational Unit of Development Assistance (OUDA) and is designated for excellent post-graduate students who are registered in the Heritage Science Program of E-JUST. The scholarships are available to the applicants from the Ministry of Antiquities and Ministry of Culture and other individuals in other museums and institutes or private sector in Egypt.</p> <ul style="list-style-type: none"> - The scholarship will cover, totally (100%) or partially (50%), the tuition fees. <p>Every applicant for the Heritage Science Program is able to apply for the scholarship (if needed).</p> <p>To be a candidate of this scholarship, applicants to Master and Diploma degrees are required to apply for this scholarship in the online application of this program</p> <p>The scholarship's support is dependent upon the student good standing with the E-JUST graduate program in which he/she is registered. An evaluation progress report of the scholarship will be conducted quarterly reporting about the scholarship student's study level, including the student transcript, academic advisor report, and the updated student research situation.</p> <p>While the scholarship students devote to their study and research in E-JUST, they are allowed to work elsewhere during their scholarships' period in view of the bylaws of the Heritage Science Program in E-JUST as well as the mission of the OUDA.</p>
<p>Sources</p>	<p>https://ejust.edu.eg/adm-policy-hs/</p>

Country	Egypt
University	Helwan University
Faculty	Tourism and Hotel Management
Website	http://www.helwan.edu.eg/museumstudies/index.htm
Course name	Master in Museum Studies (MMS)
The Criteria of Selection	<p>Admission Requirements:</p> <ul style="list-style-type: none"> • Bachelor’s degree in Archaeology, Tourism, Tourism Guidance, Hotel Management, Arts, Heritage Conservation, History, or equivalent qualifications. • Certificate of proficiency in English Language (Minimum institutional TOEFL score of 500, or its equivalent: TOEFL IBT 61 or IELTS 5). <p>Required Documents:</p> <ul style="list-style-type: none"> - University Certificate - Transcript Certificate - Proof of Military Status - Birth Certificate - 4 Personal Photos - CV - Motivation Letter - Recommendation Letter
Program Overall	<p>The program is designed to provide the student with the essential knowledge, methodologies, and skills necessary for museum work through strong theoretical and practical .preparations</p> <p>program Vision</p> <p>To be one of its kind in Middle East that fosters lifelong success of its students and achieve excellence in its own educational and practical experience in the field of museums.</p>

	<p>Program Mission</p> <p>The Museum Studies Master’s Program is to prepare museum professionals based on both theoretical and practical preparations, thus attaining all the necessary knowledge and skills to pursue their career in a broad range of institutions. The program will enhance the museum environment and all museum-related works in Egypt.</p> <p>Objectives</p> <p>MMS Program aims to endow the enrolled graduates with the knowledge, skills, and abilities required for working in all kinds and levels of museums through a set of modules relevant to the management of museums and its collections as well as information technology and visitors' services. Through such set of carefully selected broad material, which includes mandatory and elective modules, graduates will develop an academic approach to museum studies together with applied professional skills and museums employees will be markedly rehabilitated.</p>
<p>Course Duration</p>	<ul style="list-style-type: none"> - Four Semesters (Two academic years) including writing a Thesis and its Oral Final Examination. - The Program consists of 120 credit hours in accordance with the ECTS.
<p>Courses Material</p>	<p>Semester 1: 6 mandatory modules = 30 credit points; Semester 2: 5 out of 8 elective modules = 30 credit points; Semester 3: 5 out of 8 elective modules = 30 credit points; Semester 4: Master Thesis (=24 credit points) + Museum Internship (=6 credit points)</p> <p>1st Semester</p> <p>MS 101- History and Philosophy of Museums (Mandatory)</p> <p>This module aims to survey museum history and philosophy from a global perspective to examine how the museum's function has developed over time and across boundaries. It focuses on the</p>

formation of a variety of museums from a diversity of disciplinary perspectives, and examines the intellectual life of museums beginning with concepts of collecting and cultural property in the medieval period. It examines current issues in the philosophy of museums; museum missions, representation of the past, interpretation of cultural objects and the role of museums in society. The module will conclude by discussing how museums are redefining themselves today as educational, social, and cultural institutions.

MS 102 – Research Methodology

MS 111- Museum management and Operation (Mandatory)

Museums are stewards of cultural heritage, vortices of knowledge and arbiters of taste. They are community icons, places of respite and public education adjuncts. Museums do not necessarily deal in products for profit, yet they compete in an entertainment ecology. They must cultivate members and donors, while they rely on programs, gifts, grants, sponsorships, and retail operations to survive. Students will explore the range, fundamentals, and subtleties of the museum business including mission, governance, programming, management, finance, fundraising, facilities, legal and ethical issues, technologies, and audiences.

MS 112- Curatorship: Principles and Practices (Mandatory)

Whether the museum is large or small, public or private, has several curatorial departments or a single director/curator, it must have a way to fulfill its curatorial obligations. Everyone in the museum should understand the institution curatorial responsibilities, and every museum should have a curatorial strategy suited to its collection and/or its exhibitions. In this course, students will study a broad knowledge of the principles and

practices related to core curatorial functions, and learn about the relationship of curatorship to the museum mission, ethical and other challenges facing museums, and how technology is changing the ways museums fulfill their curatorial responsibilities.

MS 113- Museum marketing and Communication (Mandatory)

The module presents the scientific approach of marketing and the way of applying the marketing mix in relation to Museums. This course explores the core responsibilities and the expanding roles of museum marketing and communications in an era of increasing competition for people's time, attention, and resources. Topics range from market research and branding to crisis communications and social media. The module will help the students to acquire skills used to acknowledge the public about the museums' offerings and experiences. Through the different mix of marketing the students will be able to carry out market segmentation and identify the target customer of museums. The module will qualify the student to establish the marketing plan of museums. This is followed by developing marketing material as brochures, print advertisements, etc.

MS 114- Preventive Conservation Concepts and Techniques (Mandatory)

Preventive conservation is the mitigation of deterioration and damage to cultural property through the formulation and implementation of policies and procedures for the following: appropriate environmental conditions; handling and maintenance procedures for storage, exhibition, packing, transport, and use; integrated pest management; emergency preparedness and response; and reformatting/duplication. The module aims to provide a comprehensive and challenging introduction to preventive conservation and to teach students how to evaluate and

monitor collections, and to develop and implement policies and procedures to facilitate collections care.

2nd Semester

MS 201- Museum Types and Architecture (Elective)

This module serves as an introduction to museum architecture including the history of museum buildings, as well as current case studies of renovations, expansions, and new facilities. There will be discussions on relevant topics in creating a physical museum space such developing a museum program, planning the visitor experience, developing wayfinding systems , building a green museum, and incorporating technology in the initial plan of museum. The course will include an analysis of museum buildings for multiple perspectives including visitors, staff, and collections. Students will learn how to evaluate an existing museum building and will be guided through a mini-POE (post-occupancy evaluation) of a museum in their community.

MS 202- History of Art (Elective)

This module presents the history of art from the ancient to modern times. It will help the students to acquire skills used to acknowledge all style of art and for the purposes for which works of art were created. Through that, the students will be able to identify, describe, and analyze works of art from a range of historical periods and geographical locations. The module will qualify the student to relate works of art to their proper cultural and historical origins.

MS 211- Museum Exhibitions (Elective)

This course examines the entire exhibition planning sequence. It will address the foundation of planning, the planning process itself, designing, writing exhibition labels, fabricating, and installing

interpretive exhibitions that encourage museum visitors' understanding, participation, and emotional engagement. Students will have the opportunity to evaluate exhibitions and the personal experience at the museum and to establish scientific principles of visitor behavior.

MS 212- Legal Issues in Museum Administration (Elective)

Legal issues and concepts are a fundamental part of the day-to-day management of museums and the policies that shape the nature of museums. This course introduces students to the ways in which museums are affected by the law and different legal concepts.

Discussions and assignments will address practical concerns as well as policy and conceptual matters incorporated cases, mock negotiations, and group discussions. Students will be able to identify issues from hypotheticals, identify relevant legal concerns and resources- the course will help students understand legal matters in museum practice in an applied manner. Legal and policy discussions will include current issues in copyright, freedom of speech and censorship matters, collections issues including cultural heritage developments.

MS 213- Collection Information Management Systems (Elective)

Collections Management Systems, the workhorses of museum information technology, long ago evolved into Collection Information Systems, are able to provide staff members and the public with access to collections information for myriad purposes. As information about the objects in our collections has become a valuable and widely accessible asset, it is used more widely and intensively than ever before. Yet in many institutions, the effort to produce this information is duplicated among multiple departments, drawing on multiple data management technologies and unsynchronized sets of data. In this course, we examine the

purposes for which collection information is used, who takes responsibility for it, and how it is managed. Students will learn to evaluate the object information regardless of where and how it is stored. Practical exercises in requirements identification, “corralling” legacy data into consistent formats for import to standards-based systems, selecting appropriate standards, and developing criteria for selecting not only the right system but the right kind of system (or systems) will prepare students for the real world of messy, inconsistent, and often “solid” information.

MS 221- Museums and Digital Technology (Elective)

This module aims to offer the student a survey about the role of technology in museums and how they communicate and interact with their audiences through digital means. It focuses on the growth of technology in the museum industry and its evolving role. It examines the new broadcasting methods of museums. The module will qualify the student to relate the role of social media web sites and evaluate museum web sites.

MS 231- Introduction to Museum Education (Elective)

Museum education is about how well a visit inspires and stimulates people into wanting to know more, as well as changing how to see themselves as a part of a community. This module aims to offer the student an overview of the role of the educational role of the museum; the types of museum education, as well as the examination of the various theories and practices of museum education. Students will have the opportunity to discuss several topics with other specialists in the field of museology. They will explore the process to creating significant educational programs in museums. The course will emphasize the different categories of audiences and the necessary skills that educators need to possess and /or acquire. The course will also shed light on the current

	<p>trends in digital technologies and its impact on educational services and learning programs: within the museum and outside the museum. As well as focusing on the deference between Pedagogy and Museum Education and how to create educational programs for diverse audiences.</p> <p>MS 232- Museums and Community Engagement (Elective)</p> <p>This module aims to offer the student the theory and skills of museums and community engagement, drawing on research and practice for examples. It introduces participants to essential arrangements in creating successful community and civic engagement practices. It explores the ways in which museums can most effectively represent, engage, collaborate with and serve diverse communities through museum programs. It discusses procedures of investigating community needs, assets and interests through a variety of collaborative and inclusive formats that consistently insure museum programs work in congruence to meet changing community needs. Emphasis will be on how museum programs can be designed to build social capital through bonding and bridging individuals, groups and communities in co-created programming which in turn engenders healthy, active and connected communities.</p> <p>2nd semester (International Track)</p> <p>Museum Types and Practical Museum Work</p> <p>History of Art in Germany and Europe</p> <p>Perspectives of Museums and Museum Studies in the 21st Century</p> <p>Exhibiting and Curating: Realization and Analysis of Exhibitions</p> <p>3rd Semester</p>
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MS 301- World History (Mandatory)

This module will introduce students to the Modern History of the World through surveying the major events, developments and personalities that have shaped it. It also offers cross-cultural grounding necessary to bridge the gaps between people of different cultural backgrounds. It is designed to develop greater understanding of the evolution of global processes and patterns in different types of human societies. The module also highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies.

MS 231- Introduction to Museum Education

Museum education is about how well a visit inspires and stimulates people into wanting to know more, as well as changing how to see themselves as a part of a community. This module aims to offer the student an overview of the role of the educational role of the museum; the types of museum education, as well as the examination of the various theories and practices of museum education. Students will have the opportunity to discuss several topics with other specialists in the field of museology. They will explore the process to creating significant educational programs in museums. The course will emphasize the different categories of audiences and the necessary skills that educators need to possess and /or acquire. The course will also shed light on the current trends in digital technologies and its impact on educational services and learning programs: within the museum and outside the museum. As well as focusing on the deference between Pedagogy and Museum Education and how to create educational programs for diverse audiences.

**MS 312- Human Resources Management in Museums
(Elective)**

This module will focus on key aspects of the human resource management process in museums that support productive, efficient, and effective employees. Emphasis will be on how managers select, hire, develop, and retain employees. These areas include recruitment and selection, orientation and training, development, retention and turnover. Participants will be involved in role plays in order to gain added insight into these common management functions.

MS 313- Museum Economics and Fundraising (Elective)

This module examines museums from the economic point of view. It starts with handling the demand and supply for museums, and proceeds with exploring the possibilities of both public and private funding of museums. It aims to offer the student a survey about the types of museums demand, the museum displays, exhibitions, special activities and visitor services and facilities. The strategies to get the needed economic support from foundations, private corporations and even individuals are also discussed. Factors affecting fundraising such as income tax law for individuals and corporations are discussed too. Furthermore, the course covers the issue of the influence of donors on the policy and behavior of the museum management.

MS 314- Conservation of Museum Objects (Elective)

This course examines the role of conservation in museums by introducing materials commonly found in collections, the causes of their deterioration and the resources available to identify and mitigate collection risks. Students will learn how to handle objects, how to record object conditions in written and photographic

formats, how to choose a conservator and to understand the ethics that govern conservation.

**MS 321- Museum Publishing, Libraries and Archives
(Elective)**

This course will emphasis on issues that relate specifically to collecting institutions. Class work will involve the history of collecting and the development of the three communities (archives, libraries, and museums) in the United States in the late 19th century/early 20th century before delving more deeply into ideas and ideals, missions, professional training, conversation, ethics, and services that are shared among the three communities. In the final weeks we will focus on how technology can help in shaping ongoing dialogues. Students will have the opportunity to learn basics for documentation and archiving and the how to create effective museum archive. The difference s between museum library and archives will be taught together with the importance of museum publication as a tool for marketing to the museum.

MS 331- Interpreting Material Culture (Elective)

This course explores the ways in which material culture has been represented and interpreted by historians and cultural theorists, and the methodologies behind interpretation. It is designed to provide a broad grounding in the fields of artefact and material culture studies. The module will prepare participants at both a theoretical and practical level in the field of specialist artefactual analysis as well as the demands of the museum sector with regard to material culture.

**MS 332- Museum Accessibility and Visitor Management
(Elective)**

Making museums and their information and collection accessible to people with disabilities concerns more than ramps and restrooms. People with disabilities can encounter barriers to every aspect of the museum experience, from finding out about exhibitions and educational offering before a visit through advertising or the museum website; to getting to, into and around the museum galleries and other public spaces; to hearing tours and lectures, reading labels and signs, and using gallery interactives; to participating in educational programs. This course will introduce students to the key concepts and issues associated with making museums accessible to and inclusive of people with disabilities.

4th Semester

MS 401- Master Thesis (Mandatory)

Registration for the Master Thesis is possible for the student after finishing 90 credit points. Thesis should be accomplished in four months, yet in exceptional cases duration for the thesis could be extended for another month. Oral examination will be carried out in five weeks after submitting the thesis. Master Thesis is equal to 24 credit points.

MS 402- Museum Internship (Mandatory)

To fulfil the internship requirements, a student must complete 80 hours of work onsite and a ten- to fifteen-page research paper on an approved topic related to his/her experience, due at the end of the semester. Before registering for the internship option, the student should contact the internship coordinator for approval. At least four to six weeks before the beginning of the semester in which the internship will take place, the student must submit: 1) a

	description of the intended project including activities and/or responsibilities; 2) learning objectives and goals; 3) why this experience should be part of the Museum Studies degree, and 4) a signed letter of commitment from the internship supervisor.
Learning outcomes	Graduates will be qualified to successfully operate and manage the various departments of the museum, identify and analyze its collections, and enhance the exhibits. They will be familiar with the innovations in both information and communication technologies so as to keep up with the greater demands of visitors and scholars and will also be acquainted with the legal issues related to museum administration. They will be able to develop new strategies, innovative concepts, and present researches and projects to meet the need for a new museum paradigm in the 21st .century
Protocols & Partnership	The program offers two tracks <ul style="list-style-type: none"> - National track: all semesters in Helwan University - International track (International Degree): the 2nd semester of the program students takes it in WÜzburg University Germany
Credits and Evaluation	Exams and Assessment Rules: <ul style="list-style-type: none"> - Continuous assessment through exams and assignments related to the modules. - The module is completed after the exam, which may include oral presentation, training, or quiz carried out during the semester. - Exams could be written or oral: <ol style="list-style-type: none"> a. Types of written exams: exam, quiz, drawings or designs, assignments or research, and written reports. b. Types of oral exams: oral exam, thesis oral examination, oral reports, oral presentations, seminars.
Sources	http://www.helwan.edu.eg/museumstudies/index.htm

Country	Egypt
University	Helwan University
Faculty	Faculty of Tourism and Hotel Management
Website	Under construction
Course name	Doctors program in Heritage and Museum Studies (DHMS)
The Criteria of Selection	<p>Master degree in a related field from an accredited university</p> <ul style="list-style-type: none"> - Demonstrate sufficient knowledge of the English language through a personal test conducted by the program management - Fulfilment of required documents
Course Duration	The study is on the credit points system. The study amounts to six semesters, with a total of 180 credit points
Duration	The program aims to prepare specialists in the field of museum studies at a high level of scientific qualification and refine the skills of scientific research and create a suitable environment for creativity and innovation in the field of heritage and museum studies and link scientific research in the field of museum studies with the latest international scientific trends and related environmental sciences
Courses Material	<p>The first semester:</p> <ul style="list-style-type: none"> - Research Colloquium 1 - Latest development in world heritage studies 1 - Latest development in museum studies 1 <p>The Second semester:</p> <ul style="list-style-type: none"> - Research Colloquium 2 - Latest development in world heritage 2 - Latest development in museum studies 2 <p>The third semester</p> <ul style="list-style-type: none"> - Research Colloquium 3 - Writing of grant proposals for scientific projects 1 <p>The fourth semester:</p>

	<ul style="list-style-type: none"> - Research Colloquium 4 - Writing of grant proposals for scientific projects 2 <p>Fifth and sixth semester:</p> <ul style="list-style-type: none"> - Doctor thesis - Oral examination
Sources	<p>Academic Schedule of Doctors Program in Heritage and Museum Studies, prepared by Helwan University: Faculty of Tourism & Hotels (Cairo, 2016)</p>

Graduate Programs Related to the Egyptian Heritage

Country	Egypt
University	Cairo University
Faculty	Faculty of African Postgraduate Studies (Anthropology Department)
Website	https://faps.cu.edu.eg/
Course name	<p>Special Diploma in (Anthropology)</p> <p>Master of Social Anthropology</p> <p>Master of Cultural Anthropology</p> <p>Master of Natural Anthropology</p> <p>Natural Doctor's</p> <p>Doctor's in Anthropology</p>
Launched	<p>The Institute Specialized in African Studies was founded in 1947, The institute was subordinate to the Faculty of Arts, Cairo University as "The Centre of Sudanese Studies" that consisted of two departments: Geography and History. In 1970 it was decreed to establish an independent institute for African research and studies affiliated to Cairo University.</p> <p>In 1971, four new departments were formed to constitute six total departments. The new departments entitled Department of Political and Economic Systems, Department of Natural Resources, Department of Anthropology and Department of African Languages. The study system at the institute has been evolved over time. In 2004, it was changed to credit hour system.</p> <p>The name was changed in 2019 from The Institute Specialized in African Studies to the Faculty of African Postgraduate Studies.</p> <p>Vision of the Faculty of African Postgraduate, Cairo University:</p> <ul style="list-style-type: none"> • Meeting the requirements of quality and accreditation, keeping up with the global scientific progress and trying to reach the global academic standards in the areas of African Studies. • Achieving optimum scientific communication between Egypt and Africa.

	<ul style="list-style-type: none"> Refining and developing human Egyptian skills in planning and decision-making fields in respect of Africa and the Nile Basin in particular.
<p>The Criteria of Selection</p>	<p>The student must meet the following criteria to be able to join the Anthropology Department, the faculty provides a set of written exams and personal interviews to determine students admitted to study at the faculty.</p> <p>The student must hold one of the following degrees to be able to be enrolled in the anthropology department:</p> <ul style="list-style-type: none"> Faculties of Arts departments (Anthropology - Psychology - Sociology - Philosophy) Faculties of Archeology and Archeology departments of Faculties of Arts College of Medicine, Dentistry and Pharmacy Faculties of Science (Animal and Geology) Departments College of Fine and Applied Arts Faculties of Agriculture, Department of Rural Meeting Faculties and social service colleges, Language departments, Media colleges and Archeology Institutes Faculty of Urban Planning College of Education - Departments (Sociology - Philosophy - Psychology) American University (corresponding majors)
<p>Program Overall</p>	<p>The main objective of the Faculty is to deepen the knowledge of African affairs, and conducting research and studies on the African continent, documentation, dissemination, the formation of researchers and specialists in scientific affairs, and motivating closer relations with the Egyptian and Arab Africa.</p> <p>The institute is achieving its main objective through the following means:</p> <p>A - planning lessons, conducting research and African Studies, and guidance and supervision.</p> <p>B - Publication of research and studies at the African continent.</p> <p>C - Providing the means for scientific research on African affairs.</p> <p>D - Training of technicians who are assigned by public bodies and institutions and government departments to African countries.</p> <p>E - Organization of scientific missions to the country's African field studies.</p>

	<p>F-conducting field studies in African countries, and doing a field visit for a specified African country each academic year.</p> <p>- The study is available in both Arabic and English</p>
<p>Course Duration</p>	<ul style="list-style-type: none"> - The duration of the study is two years for obtaining the diploma degree. - For the master degree no less than a year for preparation and not more than three years. - For the PhD should not be less than two years and not more than five.
<p>Courses Modules</p>	<p><u>-Master of Social Anthropology Schedule for the first semester:</u> Students are required to take three obligatory modules and choose one from the optional modules:</p> <ul style="list-style-type: none"> - Kinship Anthropology - Ecological Anthropology - Anthropology of Development - Urban Anthropology (optional) - Religious Anthropology (optional) <p><u>-Master of Cultural Anthropology Schedule for the first semester:</u> Students are required to take three obligatory modules and choose one from the optional modules:</p> <ul style="list-style-type: none"> - Prehistoric Anthropology - African Folklore - Ecological Anthropology - Urban Anthropology (optional) - Religious Anthropology (optional) <p><u>-Master of Natural Anthropology Schedule for the first semester:</u> Students are required to take four obligatory modules:</p> <ul style="list-style-type: none"> - Prehistoric Anthropology - Demographic Anthropology - Dental Anthropology - Biological Adaptation <p><u>-Special Diploma in (Anthropology):</u> Students are required to take six obligatory modules:</p> <ul style="list-style-type: none"> - Cultural Anthropology

	<ul style="list-style-type: none"> - Anthropological texts in a foreign language - History of Anthropological Thought - Natural Anthropology - Cultural Anthropology - Social Anthropology <p><u>-Doctor of Natural Anthropology Schedule</u></p> <p>Students are required to take two obligatory modules and choose two from the optional modules:</p> <p>An Advanced Topic in Natural Anthropology</p> <ul style="list-style-type: none"> - Health and Disease Anthropology - Biological (optional) - Dental Anthropology (optional) - Food Anthropology (optional) <p><u>-Doctor's Schedule</u></p> <ul style="list-style-type: none"> - An Advanced Topic in Natural Anthropology - African Folklore - Anthropological African Societies
Staff	<p>Dr. Marwa Al-Tohamy</p> <p>Dr. Nancy Ahmed Fakhry</p> <p>Dr. Tamer Mahmoud</p> <p>Dr. Saad Abdel Moneim, Head of the Anthropology Department</p>
Sources	<p>https://www.elbalad.news/3602677</p> <p>https://www.facebook.com/FacultyofAfricanPostgraduateStudies/</p> <p>https://cu.edu.eg/userfiles/3.pdf</p> <p>https://cu.edu.eg/userfiles/ASRI_EN.pdf</p>

Country	Egypt
University	Academy of Art
Faculty	Higher Institute of Folk Art
Website	http://www.academyofarts.edu.eg/ar/?p=4&ins=1&inId=12
Course name	Folk Art
The Criteria of Selection	<p><u>Bachelor degree:</u></p> <p>(10) students in each of the four departments of the institute (Folklore arts, material culture / Folklore / Folklore curricula and conservation techniques / customs, beliefs, and popular knowledge).</p> <p>There are (30) students for the Department of Folklore Performing Arts in its three divisions (folk dance / folk music / folk theater), with a rate of (10) students for each division.</p> <p>Provided that the Institute accepts holders of high school or its equivalent with a total of not less than 65%.</p> <p>Holders of technical diplomas with a total of at least 75%.</p> <p><u>Postgraduate Diploma:</u></p> <p>There are (50) students according to the terms of the regulations. Students must pass the approved admission tests.</p> <p><u>Master's degree:</u></p> <p>A student must have obtained at least a good general grade in the Bachelor's High Institute for Folk Art or its equivalent, and that he must pass the foundation year of the Master's degree in specialization with a good overall grade of at least, or that he has obtained a diploma of the Higher Institute of Folk Art, with a good overall grade of at least, and that It passes the foundation year of the master's degree with at least a good grade.</p> <p>For the departments of Folklore arts, Folklore arts, Folklore arts and material culture, the student must have obtained the first university degree from one of the colleges or institutes of the arts.</p>

	<p>That it has not been three years since he obtained a postgraduate diploma or the foundation year of the master's degree, upon applying to enroll in the master's degree.</p> <p><u>PHD degree:</u></p> <p>That he holds a master's degree in Folklore studies with a good grade of at least from the Higher Institute of Folk Art or an equivalent degree from a specialized institute or specialized college related to the departments of the institute and in this case the following conditions are required:</p> <p>That the subject of the Master's thesis and its scientific content have a clear and explicit link to the fields of study at the Institute. The department council sends the message to a committee consisting of three professors or assistant professors to provide a report on its relevance to these areas.</p>
<p>Program Overall</p>	<p>The Higher Institute for Folk Arts is interested in collecting, documenting and studying Egyptian folk culture. This includes studying topics: customs and traditions - popular knowledge - popular beliefs - Folklore arts - Folklore (folk music - folk theater - folk dance) - Folklore arts And material culture. In this way, the institute's job is to reveal the community's identity, values, and popular creations, and it is the only institution in the Arab region that studies these topics in an integrated educational context.</p> <p>Therefore, we will find the institute consisting of three main units: the educational building - the Center for Folklore Studies - the Museum of Folklore, all of which join forces to research and document the nation's heritage.</p>
<p>Course Duration</p>	<p><u>Bachelor's degree:</u></p> <p>The period of study for obtaining a bachelor's degree from the institute is four years, and the study and examination system will be in accordance with the two-semester system</p> <p><u>Postgraduate Diploma:</u></p>

	<p>The duration of the study with a postgraduate diploma is two academic years, each of which is divided into two semesters, and in the matter of students who have enrolled before studying in this list, the rules governing the study in the applicable regulations when applying to study are applied.</p>
<p>Courses Material</p>	<p>Departments of the Institution</p> <p>Department of Performing Arts teaches:</p> <ul style="list-style-type: none"> - Traditional dancing - Popular Theater - Folk Music - Dancing and Popular Games <p>Department of Folklore and Teaching teaches:</p> <ul style="list-style-type: none"> - Popular literature - The Department of Folklore Arts and Material Cultures is taught <p>Department of customs, beliefs and popular knowledge teaches:</p> <ul style="list-style-type: none"> - Traditional Customs - Traditional Beliefs - Popular Knowledge <p>Department of Folklore curricula and conservation techniques teaches:</p> <ul style="list-style-type: none"> - Curricula of Folklore - Preservation Techniques of Folklore
<p>Credits and Evaluation</p>	<p><u>Bachelor's degree evaluation:</u></p> <p>The study and examination system will be in accordance with the two-semester system.</p> <p><u>Postgraduate Diploma:</u></p> <p>An examination at the end of each semester, and the student is not transferred from one semester to another except after his success in all subjects.</p> <p><u>Master's degree:</u></p>

	<p>1- A general research seminar on modern scientific trends in Folklore by two hours per week and the examination in written form, and the student may be assigned to prepare a special research in the subject that is permitted by the professor of the subject and associate professor.</p> <p>2- A general research seminar in the curricula of scientific research at the rate of two hours per week, and the examination is written in writing. The student may be assigned to prepare a special research in the subject, which is permitted from the course professor and associate professor.</p> <p>3- A specialized seminar with the supervisor of the thesis in the specialization related to the subject of the thesis by 4 hours per week and at the end of it the supervisor submits to the department board a report on the learner passing the seminar. The message is discussed only after all the specified episodes have been successfully passed.</p> <p><u>PhD degree:</u></p> <p>4- A general research seminar on modern scientific trends in the study of Folklore at the rate of two hours per week, and the examination is written. The student may be assigned to prepare a special research in the subject, which is permitted from the course professor and associate professor.</p> <p>5- A general research seminar in the research curricula at the rate of two hours per week, and the examination is written in writing. The student may</p>
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	<p>be assigned to prepare a special research in the subject, which is permitted by the subject teacher.</p> <p>6- A seminar in the specialization related to the subject of the thesis, at the rate of 4 hours per week, with the co-supervisor or supervisor, if available, to submit or present at the end of the department's council a report on the student's passing. The doctoral thesis is not discussed until after all the sessions are successfully passed.</p>
<p>Sources</p>	<p>http://www.academyofarts.edu.eg/ar/?p=4&ins=1&inId=12</p>

Conclusion:

On analyzing the data collected regarding the undergraduate and graduate programs in Egypt, one finds a wide gap among various programs offering heritage studies and related modules. Bridging this gap has to be taken into consideration in the future.

Some programs in both undergraduate and graduate do not pay appropriate attention to heritage communication modules which is an essential addition to the programs. Also, environmental and sustainable development should be given further attention. Providing several options for the study programs such as online courses allows new segments to take heritage courses since they offer an opportunity for people with limited time to take the course online in the time which they see convenient, also allows distance-learning to reduce alienation.

Similarly, offering internships in local, international organizations and heritage facilities allows students to get the right exposure to work field and enables them to implement their academic study on the ground.

There is a considerable similarity between most of the heritage programs concerned with heritage conservation whether tangible or intangible. As for the differences, each program focuses on a certain interest based on the specialization of the Faculty offering it.

Some faculties offer programs which are not directly related to heritage but with a great importance to the heritage field such as the department of Anthropology which encompasses a wide range of subjects relating to culture, such as, kinship, religious rituals, rural and urban lives and language. The Faculty of African Postgraduate Studies at Cairo University offers a unique opportunity for researchers who seeks academic knowledge in Anthropology. It is a unique department among national universities as it is the only department that deals with Anthropology in Cairo.

The modules offered by the department covers the evolution of human heritage such as Prehistoric Anthropology and Kinship Anthropology. One of the biggest advantages offered by this department is that the student can join the Master's program after finishing the diploma

Aswan had also established recently an Anthropology Department inside the University institution of African Studies and Nile Basin Countries. So did Alexandria University at Faculty of Arts. The American University in Cairo has likewise a Sociology, Egyptology and Anthropology Department founded inside the School of Humanities and Social Sciences. Nevertheless, the study of Anthropology- though pivotal in the field of heritage - is still largely ignored.

The HCSM program offered by Helwan University is considered the most promising programs among the list previously discussed in this survey as it had developed two tracks an international one and a local one and attracted a large number of students in a relatively short time and gained wide acclaim. The partnership established with a German university had enriched the program and largely contributed to its success. It much helped in capacity building in the field and enabled graduates to have access to heritage education sources on an international level. Nevertheless, all heritage programs offered in Egypt still fall short to cover its actual needs.



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Reframing Heritage Education in Egypt (Re-HeED)

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Work Package 1: Surveys of Heritage Education and Gap Analysis

WP 1.2 Desk Based Research on How Heritage is Being Taught at EG Universities and Schools

II-Report on Desk-based Research on How Heritage is Being Taught at EG Universities

Prepared by
Doaa Kandil

Helwan University



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List of Abbreviations

UNESCO: The United Nations Educational, Scientific and Cultural Organization

CoE: Council of Europe

ST21: European Heritage Strategy for the 21st Century

OEPE: Spanish Heritage Education Observatory

SAPEP-OEPE: Spanish Heritage Education Observatory-Analysis and Assessment
Sequential Method

Re-HeEd: Reframing Heritage Education in Egypt Project

EJUST: Egypt-Japan University of Science and Technology

UFE: Université Française d'Égypte

HMS: Bachelor of Heritage and Museum Studies- Helwan University

HCSM: Master of Heritage Conservation and Site Management- Helwan University

MMS: Master of Museum Studies- Helwan University

DHMS: PhD in Heritage and Museum Studies- Helwan University

THHM: Bachelor of Tourism, Hospitality and Heritage Management- Alexandria
University

Clearing the Mist: Examining Heritage Education Programs at Egyptian Universities

Introduction:

To safe-guard world heritage classified into cultural¹ and natural² ones and to raise awareness of its high value, Article 5 e. of the UNESCO's Convention concerning the Protection of the World Cultural and Natural Heritage held in Paris in 1972 had directed the attention of states parties to this Convention to: *“foster the establishment or development of national or regional centres for training in the protection, conservation and presentation of the cultural and natural heritage and to encourage scientific research in this field”*³

In the same context, Article 27 1. had called upon states parties to *“endeavor by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage...”*⁴

Similarly, the recommendations related to educational and cultural actions urged the states parties to pay heed to heritage education and take immediate steps in this regard. Such orientation appeared vividly in recommendations nos. 60 and 61: *“Universities, educational establishments at all levels and life-long education establishments should organize regular courses, lectures, seminars, etc., on the history of art, architecture, the environment and town planning.*

¹ According to Article 1 of UNESCO's Convention in 1972, it is defined as *“monuments: architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science; – groups of buildings: groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science; – sites: works of man or the combined works of nature and man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological point of view.”* <http://whc.unesco.org/uploads/activities/documents/activity-562-4.pdf> accessed February 27, 2020

² According to Article 2 of the same Convention, it is defined as *“natural features consisting of physical and biological formations or groups of such formations, which are of outstanding universal value from the aesthetic or scientific point of view; – geological and physiographical formations and precisely delineated areas which constitute the habitat of threatened species of animals and plants of outstanding universal value from the point of view of science or conservation; – natural sites or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty.”* <http://whc.unesco.org/uploads/activities/documents/activity-562-4.pdf> accessed February 27, 2020

³ <http://whc.unesco.org/uploads/activities/documents/activity-562-4.pdf> accessed February 27, 2020

⁴ <http://whc.unesco.org/uploads/activities/documents/activity-562-4.pdf> accessed February 27, 2020

-Member States should undertake educational campaigns to arouse widespread public interest in, and respect for, the cultural and natural heritage.”⁵

On realizing the cardinal importance of heritage education as an indispensable tool to treasure priceless national heritage and in conformity with the above-mentioned articles and recommendations, some Egyptian universities had recently developed a number of undergraduate and graduate programs in heritage studies to bridge the increasingly widening gulf and to catch up.

This belated initiative undertaken by some Egyptian universities in the last few years though a good step, yet it seems insufficient to bring heritage education to the fore. More giant steps should follow to put Egypt on the right track with respect to heritage education.

As such, this report study provides an analytical overview of heritage education programs in Egypt to gain a better understanding of its actual state.

It should be noted that this report is limited to clear-cut and explicit heritage programs offered at Egyptian universities with this heading. Accordingly, the argument here would be restricted to them only. Other relevant programs like those offered at history, archaeology, geography departments as well as those offered by Faculties of Education which also contribute to heritage education in Egypt lie beyond the scope of this report since another separate study about those implicit programs offered by Faculties of Education is being currently conducted.

Objectives:

Resting on the desk- based survey conducted about heritage education in Egyptian universities, this report aims to investigate the current status of heritage education programs offered at the Egyptian universities and chart a critical outline of such programs. In other words, it serves as an exploratory report that clearly defines the situation of heritage education in Egypt and sheds lights on its multiple dimensions and different perspectives.

Methodology

The research process of this report study consisted of a number of stages meant to follow the line of investigation. The first stage involved reviewing the current body of literature available on heritage education in Egypt as well as heritage education worldwide together with the desk- based survey conducted by the *Re-HeED* team about heritage education in Egyptian universities to acquire key understanding to the topic studied.

⁵ http://portal.unesco.org/en/ev.phpURL_ID=13087&URL_DO=DO_TOPIC&URL_SECTION=201.html
accessed March 10, 2020

Within the second stage of the study, a number of in-depth interviews with some stakeholders involved in the field of heritage education (like coordinators of some of these programs, professors teaching in these programs, students currently enrolled in these programs, graduates of these programs) were conducted for further data collection. This had proved immensely helpful for the author especially because the interviewees were given the chance to expound on certain points which they regarded crucial for the topic. Thus, they drew attention to other aspects beyond the interviews' questions and provided insiders' insights.

The last stage of the study involved analysis of the qualitative data collected from the academic research and interviews then matching them together and discussing of results to formulate theory and review findings.

Being a new field of research in Egypt, there is a pronounced dearth of specialized studies which researchers could reliably consult or build on. Therefore, such scarcity of data at times and inaccessibility at others posed a serious limitation to the report which the author had to acknowledge and deal with from the very beginning.

The absence of nation-wide specific academic standards for heritage education programs newly launched at Egyptian universities forms a major challenge for researchers conducting studies in this field. Similarly, the absence of an assessing scale for evaluation that takes into consideration basic standards as well as key performance indicators (like descriptors, typology, audience, justification, criteria, objectives, methodology, contents, resources, evaluation system, impact and repercussions and others⁶) in as much as the SAEPEP-OEPE (Spanish Heritage Education Observatory-Analysis and Assessment Sequential Method for Heritage Education Programs or the Q-Edutage scale that was lately constructed likewise through the Spanish Heritage Education Observatory (OEPE)⁷ partially impede researchers likewise.

To overcome such hindrances, the author consulted the European Cultural Heritage Strategy for the 21st century devised by the Council of Europe (CoE) and officially launched in Limassol 2017⁸ with respect to heritage education and looked for some of its best practices to provide guidelines and to serve as a point of reference to determine pros and cons and evaluate overall performance of Egyptian heritage education programs. This was meant to identify the gap and detect areas of deficiency through quality comparison.

⁶ Olaia Fontal Merillasa et al., Assessing the Quality of Heritage Education Programs: Construction and Calibration of the Q-Edutage Scale, *Revista de Psicodidáctica (English ed.)*, 24, no. 1 (January–June 2019): 32-34

⁷ Merillasa, Assessing the Quality of Heritage Education Programs, 32-34.

⁸ <https://www.europanostra.org/european-cultural-heritage-strategy-21st-century-launched-limassol/> accessed March 11, 2020

Selected Heritage Programs in Focus

It is meant by heritage education “*a teaching approach based on cultural heritage, incorporating active educational methods, cross-curricular approaches, a partnership between the fields of education and culture and employing the widest variety of modes of communication and expression*”⁹

Since heritage is the label of identity of any nation, heritage education should take precedence. To be precise, heritage education solidifies national identity, fosters social cohesion and gives people a sense of rootedness that would enable them to withstand any attempt of blurring their shared identity. Accordingly, heritage education serves as a retaining wall for any given nation: “*Heritage education nourishes a sense of continuity and connectedness with our historical and cultural experience; encourages citizens to consider their historical and cultural experiences in planning for the future; and fosters stewardship towards the legacies of our local, regional, and national heritage*”¹⁰

Besides, such concepts form the central building blocks of active citizenship and the cornerstone of a well-balanced homogeneous society. No wonder, heritage education is regarded as an ideal way for delivering citizenship education.¹¹

Equally importantly, heritage education helps in raising a new generation who takes responsibility and acts as fully fledged members committed towards preserving their own cultural baggage: “*Cultural heritage education enhances people’s capability to become not only fulfilled citizens able to live in society but also responsible citizens regarding the protection of cultural heritage*”¹²

It comes as no surprise that the “knowledge and education” component (K) that constitutes one of the three priorities components of ST21, calls for establishing heritage knowledge centers¹³ while the K9 recommendation invites all actors and stakeholders to “*Develop study and research programmes that reflect the needs of the heritage sector and share the findings*”¹⁴

Such World-wide attention directed towards heritage education together with the ongoing grave threats that imperil the invaluable Egyptian heritage¹⁵ had seemingly spurred some Egyptian institutions to ring an alarm bell and bring the heritage

⁹ <https://rm.coe.int/16804f1ca1> accessed March 11, 2020

¹⁰ <https://www.ericdigests.org/pre-929/heritage.htm> accessed March 11, 2020

¹¹ Tim Copeland, *European Democratic Citizenship, Heritage Education and Identity* (Council of Europe: Department of Culture and Cultural Heritage, 2006), 32.

¹² [https://www.europarl.europa.eu/RegData/etudes/STUD/2018/617486/IPOL_STU\(2018\)617486_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2018/617486/IPOL_STU(2018)617486_EN.pdf) accessed March 11, 2020

¹³ <https://rm.coe.int/european-heritage-strategy-for-the-21st-century-strategy-21-full-text/16808ae270> accessed March 11, 2020

¹⁴ <https://www.coe.int/en/web/culture-and-heritage/strategy-21-k> accessed March 11, 2020

¹⁵ <https://smarthistory.org/cultural-heritage-egypt/> accessed March 11, 2020

question to light at last. In response, some Egyptian universities had created a number of heritage programs in the hope to rescue such endangered heritage and promote awareness of the dire need to preserve it.

Four undergraduate programs were developed by Helwan University, Arab Academy for Science, Technology & Maritime Transport, Alexandria University and King Salman International University Sharm El Sheikh Branch respectively. While the first three have already started, the fourth one is on the way. These programs target mainly students who have just completed their high school and proceeded to pursue their higher education to build up a career.

As for the graduate programs, four Master programs were launched in the field of Heritage and Museum studies. They are offered by Helwan University, the French University in Egypt and Egypt-Japan University of Science and Technology. Some of these programs like HCSM have already won acclaim thus attracting an increasing number of students annually¹⁶.

There is only one PhD program offered by Helwan University and one specialized Diploma offered by Egypt-Japan University of Science and Technology. Those programs in entirety endeavor to create a new generation of highly qualified calibers in the field of cultural heritage. Therefore, they target professionals in the first place (mainly those working in the field such as curators in museums and heritage sites, functionaries working at the Ministry of Antiquities and Tourism or members of specialized organizations and the like) who are seeking professional development. While all the above-mentioned programs are primarily concerned with tangible heritage, the Academy of Arts is the only institution that directed its energies towards intangible heritage. It offers through its Higher Institute of the Folklore three programs a Bachelor for undergraduates as well as Master and PhD for Post Graduates.¹⁷ These three programs altogether pay special attention to folkloric music, dance, tales as well as customs, traditions popular culture and means of preserving them. Such unique approach had remarkably distinguished those programs and made them far unrivalled ones.

Discussion

After awakening of their slumber, some Egyptian universities and higher institutions had lately paid tribute to heritage education and designed a number of specialized programs. Many positive things were done in this regard. Suffice to say that heritage Studies programs that started from scratch partially expanded across Egypt (Cairo, Alexandria, Aswan and Sharm el Sheikh) within one single decade. Generally speaking, they largely contributed to spreading awareness of heritage value among certain segments of the Egyptian society namely highly educated people and

¹⁶ The program had seven intakes so far as clarified by its coordinator.

¹⁷ <http://www.academyofarts.edu.eg/en/HigherInstituteOftheFolklore.html> accessed March 11, 2020

intelligentsia. Moreover, they spawned well-trained cadres capable of bearing the heavy brunt of preserving the immensely rich and diverse national heritage.

To their credit, some of these programs had established successful synergies with some prominent international universities like HCMS that launched a joint program with Brandenburg University of Technology¹⁸ and MMS of Helwan University that established a partnership with Würzburg University in Germany¹⁹.

However, it should be mentioned that the numbers of students enrolled in the undergraduate programs are still considerably low which reflects lack of interest among young people to join them because there is no clear career path awaits them.

On the other hand, these programs fell short to achieve the desired outcome so far. The impact of its graduates is still very limited on the ground. It seems safe to say that they failed to revolutionize the outlook of the entire society towards its national heritage or to address and resolve nagging problems that endanger Egyptian heritage whether cultural or natural.

More significantly, they did very little to effectively engage the local community or extensively attract them to explore heritage sites mistakenly believed to be reserved for tourists. As a result, heritage sites and museums remain deserted places for the locals. In short, they could neither communicate their message nor appeal to multiple audiences of all ranges so as to move beyond the conventional and rather repellent mould within which heritage is unfairly locked²⁰.

Such reluctance of the local community to visit heritage sites or get to know them at close stems from a serious lack of awareness. It also ushers the shortage of outreach activities conducted within these heritage programs and its abyssal failure to serve them. Evidently, these activities are saliently poor, far inadequate and rather insufficient to overcome such an enormous challenge. They need to be multiplied, redesigned with considerable creativity and reorganized according to international standards so as to make a difference.

No wonder, ST21 suggests among its recommended course actions to “*Develop outreach programmes (lectures, courses, radio and television programmes, publications for specific readerships, etc.)*”²¹ to educate the masses about their heritage and generate a sense of pride and identity among them.

¹⁸ <http://www.heritage.edu.eg/> accessed March 11, 2020

¹⁹ <http://www.helwan.edu.eg/museumstudies/Our%20Partners.htm> accessed March 11, 2020

²⁰ Doaa Kandil & Mona Abd Al-Badie, Mustafa Kamel Museum: The Revival of a Heritage in Neglect, *Proceedings of the 1st International Conference of Heritage Conservation and Site Management*, (2013): 109, 110.

²¹ <https://www.coe.int/en/web/culture-and-heritage/strategy-21-k9> accessed March 11, 2020

Nevertheless, one can find only two explicit courses among all these programs that are concerned with outreach activities and local community. The first one is:

HMS 381 Outreach Activities at Museums and Heritage Sites²² which attempts to design activities at museums and heritage sites to enrich visitors' experience and raise their awareness of the value of such places and most of all engage them in the process of preserving national heritage for future generations.

On contacting the professor who teaches this course, she clarified that the enrolled students were requested to carry out outreach activities to spark the interest of school children, whom they mainly targeted, in the ancient Egyptian civilization. The students made paper crowns that take the shape of the red crown of lower Egypt and the white crown of upper Egypt and the double crown of unified Egypt and distributed them to the children. They also used storytelling technique to attract their attention. She also noted that the target segment highly interacted with these activities and well-received them²³.

The second course is HMS 443 Community Engagement in Heritage and Museums²⁴ that seeks to raise awareness of the importance of community participation in the heritage and museums sector, including how to study the surrounding community, and how to design community engagement programs through displaying successful examples in this field worldwide as a source of inspiration.

Both courses taught at HMS undergraduate program though gave students a window on the local community, they couldn't meet the expectations of the public or secure a solid holding among them. Above and beyond, they couldn't influence them or invite them to actively participate in heritage preservation process.

Looking carefully at the structure and content of the previously mentioned programs offered at Egyptian universities, one finds that they are neither multi-disciplinary nor holistic ones involving "... *the natural and cultural, the tangible and intangible, the movable and immovable, heritage on land and under the sea, and heritage at global to local scales.*"²⁵

They are usually concerned with merely one or two sides of heritage like conservation or management. Accordingly, they lack broad scope and multi- preceptive approach.

The expected hybridity of heritage studies doesn't appear quite well in most of the programs that concentrate particularly on either heritage management or conservation as stated above. Furthermore, some programs are labelled interdisciplinary like the bachelor program of archaeology and cultural heritage however its main focus is archaeology because only Two out of eight majors are

²² Academic Schedule of Bachelor in Heritage and Museum Studies, prepared by Helwan University: Faculty of Tourism & Hotels (Cairo, 2016), 11.

²³ Interview with one of the program's professors by author, Cairo, February 18, 2020.

²⁴ Academic Schedule of Bachelor in Heritage and Museum Studies, prepared by Helwan University: Faculty of Tourism & Hotels (Cairo, 2016), 11.

William Logan, Heritage Education at Universities, in *Training Strategies for World Heritage Management*, eds. Marie-Theres Albert, Roland Bernecker, Diego Gutierrez Perez, Nalini Thakur, Zhang Nairen (Germany: Druckzone GmbH & Co. KG, Cottbus, 2007), 66.

allocated for Industrial Archaeology and contemporary heritage and material culture conservation²⁶. This also applies to the forthcoming “Museology and Heritage Management” Program offered by King Salman International university where its main focus is management of museums and heritage sites as well as tour-guidance.²⁷ On the contrary, THHM undergraduate program offered by Alexandria University combines three disciplines Tourism, Hospitality and Heritage Management however in a rather heterogeneous manner that lacks coherence, organic unity and most of all clear vision. Taking a close look on its courses, one finds that most of the courses are related to hospitality and hotels industry while very few courses are related to heritage like: Legalizations in tourism, Hospitality and Heritage and Management of Touristic Heritage²⁸.

This also applies to graduate programs like the “Master of Cultural Heritage Management”²⁹ at the French university in Egypt UFE which puts much emphasis on Archaeological Site Management, Cultural Tourism, Principles of Architectural and Urban Heritage, and Museum Management and Operation.

On the other side the Heritage Science Program offered by EJUST had two areas of specialty: Conservation Science (CS) & Museum Management (MM).³⁰ In the same vein, HCSM Master program of Helwan University is also namely concerned with heritage conservation and site management.

The only exception is to be found in the HMS that classified the courses into eight supplementary bundles dovetailed and closely associated together: World Heritage, Museums, Management, Documentation and Conservation, Economics; Policies and Legalizations, Interpretation, Tourism and Hospitality, Internship and Study projects.³¹

It is worth mentioning, they all heritage programs discussed here focus lens on cultural heritage while largely neglect natural heritage. LRA 303 Introduction to Environmental Biology³² taught at EJUST is the only course offered among these programs which is primarily concerned with the basic principles of environmental biology, ecology and the relationship between humans and the natural world. Besides, it is a complementary course rather than a core.

To one’s surprise, Anthropology hardly appears in any of these programs whether under or post graduate which constitutes a marked deficiency in their contents.

²⁶ <http://www.aast.edu/en/pdf/catalog2020-en.pdf> accessed March 11, 2020

²⁷ http://www.ksiu.edu.eg/ar/faculties/sharm_el_sheikh/tourism_and_hospitality/departments accessed March 11, 2020

²⁸ http://tourism.alexu.edu.eg/images/%D8%AC%D8%AF%D9%88%D9%84_%D9%85%D8%AD%D8%A7%D8%B6%D8%B1%D8%A7%D8%AA-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85_%D8%A7%D9%84%D8%AE%D8%A7%D8%B5.pdf accessed March 11, 2020

²⁹ <http://www.ufe.edu.eg/en/mastersii-cultural-heritage-management/> accessed March 11, 2020

³⁰ <https://ejust.edu.eg/shs/shs-postgraduate-program/> accessed March 11, 2020

³¹ Academic Schedule of Bachelor in Heritage and Museum Studies, prepared by Helwan University: Faculty of Tourism & Hotels (Cairo, 2016), 11, 12.

³² <https://ejust.edu.eg/shs/shs-postgraduate-program/> accessed March 11, 2020

More significantly, the interviews with some of the enrolled students in these programs as well as graduates revealed that many core courses are descriptive ones. They don't necessarily enhance their competences with respect to creativity, critical thinking, historical thinking and problem-solving.³³

Furthermore, they don't address key parameters and fundamental concepts like Citizenship, identity, diversity, Social inclusion, multiculturalism and intergenerational dialogue...etc. To one's surprise, they are almost missing the objectives of all these programs and ILOs of its courses. The only exception is to be found in the governing values of the forthcoming program of King Salman International University that spot lights on creativity, cultural diversity and adherence to Arab and African identity³⁴

It is quite evident that attention is given in these programs to the professional side that comes at the expense of such values that are less taken into consideration which deprive these programs from leaving a wide indelible impact on the graduates.

The other disappointing fact that manifests itself clearly in those programs that very little attention-if at all- is directed towards educating heritage to public or sharing knowledge with them as long as they stand outside the professional circles. They couldn't ultimately reach the populace and convey to them the message that heritage "*is a non-renewable common good*"³⁵ that needs the support of everyone to upkeep and protect.

Going through these programs, one finds only two courses among their long modules lists that pay attention to education. The first one is HSc 515 Education, Hospitality and Media in Museum³⁶ and the other one is MMS 231- Introduction to Museum Education³⁷

Other than these two courses, education isn't taken into account. There are no courses devoted to using drama³⁸ for example or storytelling technique on a large scale to communicate heritage to the broader population in as much as other countries that put heritage education on top of its priorities. Neither the coordinators of those programs nor the graduates try extend their role to public.

³³ Interview with some students and graduates by author, Cairo, March 8, 2020.

³⁴ http://www.ksiu.edu.eg/faculties/sharm_el_sheikh/tourism_and_hospitality accessed March 11, 2020

³⁵ <https://rm.coe.int/16806f6a03> accessed March 11, 2020

³⁶ <https://ejust.edu.eg/shs/shs-postgraduate-program/> accessed March 11, 2020

³⁷ <http://www.helwan.edu.eg/museumstudies/Course%20Descriptions.htm> accessed March 11, 2020

³⁸ G.Simşek & A. Elitok Kesici , Heritage Education for Primary School Children Through Drama: The Case of Aydın, Turkey, *Procedia - Social and Behavioral Sciences*, 46 (2012): 3817-3824.

They don't use emerging mobile applications³⁹, or adopt game-based learning approach to stimulate and engage visitors of the museums and historical places in learning new material through amusing and informative activities⁴⁰. Such modern means can make their experience more pleasant and enjoyable. They don't hold heritage contests in situ among school children or organize Olympics of history⁴¹ to inspire them and give them an incentive to thoroughly discover heritage.

Graduates of those programs don't organize public events that are heritage-based ones like European heritage days⁴² for example to reach larger segments of the Egyptian society or arrange guided tours for youngsters to evoke their curiosity and stir their imagination. Apart from the summer boot camp arranged by the American University of Cairo: "*Journey into your Egyptian heritage and identity*"⁴³ to foster a deeper sense of appreciation and cultural identity, no similar activities are arranged by Egyptian universities.

As resource persons, they didn't even consider giving a hand to school teachers through constructing an Egyptian heritage archive to provide them with reliable teaching materials like that produced in Estonia⁴⁴ or prepare a rigorous hand manual for them to consult.

At the other end of spectrum, they are supposed to back informal education of heritage too.

It is widely agreed that heritage education must not be restricted to knowledge. Thus, informal ways of heritage dissemination like oral and intergenerational transmission⁴⁵ could play a crucial role in educating and popularizing heritage to larger segments so that "*one can smell, breath, touch the heritage; it moves our spirit, our senses, our hearts.*"⁴⁶

Unfortunately, such informal means of heritage education are somehow ignored in heritage programs in the meantime and need to be incorporated so as to push people to hold dearly their past and their present and pass it down to later generations.

³⁹ Raynel Mendoza, Framework to Heritage Education using Emerging Technologies, *Procedia Computer Science*, 75 (2015): 239-249.

⁴⁰ <https://www.mdpi.com/2078-2489/11/1/22/htm> accessed March 14, 2020

⁴¹ <https://eays.edu.ee/ajaloo-olumpiaad-2019-2020/> accessed March 14, 2020

⁴² <https://www.coe.int/en/web/culture-and-heritage/european-heritage-days> accessed March 14, 2020

⁴³ <https://www.aucegypt.edu/academics/summeratauc/bootcamps/egyptian-heritage-identity> accessed March 14, 2020

⁴⁴ <https://eays.edu.ee/ajalooopetus/> accessed March 14, 2020

⁴⁵ [https://www.europarl.europa.eu/RegData/etudes/STUD/2018/617486/IPOL_STU\(2018\)617486_EN.p df](https://www.europarl.europa.eu/RegData/etudes/STUD/2018/617486/IPOL_STU(2018)617486_EN.p df) accessed March 14, 2020

⁴⁶ [https://www.europarl.europa.eu/RegData/etudes/STUD/2018/617486/IPOL_STU\(2018\)617486_EN.p df](https://www.europarl.europa.eu/RegData/etudes/STUD/2018/617486/IPOL_STU(2018)617486_EN.p df) accessed March 14, 2020

On professional levels, knowledge banks and professional repositories are non-existent among heritage circles. They must be established in the near future and without delay to support both learners and professionals. Egyptian universities must take the lead.

Conclusion

The development of heritage programs in Egyptian universities in the last few years marked a turning point in the field of heritage in Egypt. They were much like an eye-opening experience for the students who joined them. Such step was by all means a massive contribution that rekindled interest in cultural heritage and tried to bring the heritage question to the front. Nevertheless, a large amount of work should be done to redefine heritage education in Egypt and remarkably expand it whether through specialized programs or relevant ones. The existing programs also need further elaboration and revision.

This report study revealed an urgent need to establish a supreme council of national heritage to carry the heavy brunt of perpetuating heritage and cherishing it. The current situation also necessitates the foundation of an independent faculty for heritage education as well as a number of professional diplomas to contribute to the professionalization of those working in the field of heritage or those entrusted with educating it. School teachers in particular should be targeted as they are the heart and soul of heritage education. One can safely say, they form the backbone of heritage learning process. Since they are the ones who shape the minds and develop the character of their students, they could instill in them that lost appreciation for national heritage. They could teach them that losing one's heritage is a serious offense amounts to a cultural crime which they must not commit.

Hence, such specialized diplomas could help those teachers to perform this big job efficiently. Through training them on new techniques, teachers could communicate heritage to their students in a more interesting way and inspire them.

In the same context, a set of national academic standards pertaining to heritage should be embraced in the nearest convenience to ensure quality.

Regarding the input of the graduates of those existing programs, it is still unnoticed. Therefore, they need to wholeheartedly assume their responsibility. They also need to devise a new dynamic approach to promote country-wide heritage awareness and invite the broader population to take part in preserving it.

On the other hand, heritage think tanks and heritage online networks should be established to bring all players together and effectively connect them. Heritage databases should be created likewise for better dissemination of knowledge and for educational purposes while heritage instructors should employ more advanced teaching methods and strategies to guarantee success and maximize the outcome. Only then could heritage education loom and bear its sweet fruit.

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