Reframing Heritage Education in Egypt (ReHeED)

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Work package 1:
Surveys of Heritage Education and Gap Analysis

WP 1.4-2 Report on the Questionnaire Targeting Employees at Educational Departments of Cultural Heritage Organizations and Sites

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The questionnaire was targeting employees at educational departments of cultural heritage organizations and sites and employees at the Ministries of Culture, Antiquities and Tourism. The questionnaire aims to obtain information about the qualification, expertise and tasks assigned to and performed by personnel currently working at these organizations and institutions.

The questionnaire was prepared in electronic form using 'Google forms' and distributed electronically only (due to the pandemic) through the link: https://docs.google.com/forms/d/e/1FAIpQLSfRH4ytKwxDUvP_BbodTAblTfYGX0o3fsSLcNkG rSh5s-UXZQ/viewform?usp=sf_link

We received 26 responses for the questionnaire, only was excluded because it was incomplete.
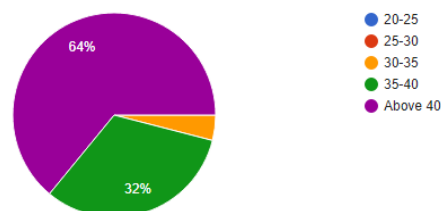
Analysis of the questionnaire:

I-   **The first section: personal information**
        This section aimed at collecting data about the respondents including name (optional), age and highest educational degree. It also included data about granting universities or institutions.
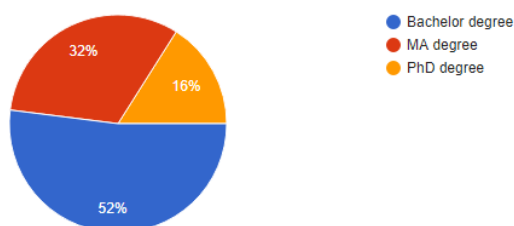
-The largest group of respondents (64%) was above the age of 40, while 32% were between 35 and 40, and 4% between 30 and 35.

2- Your age:
25 responses

- 20-25
- 25-30
- 30-35
- 35-40
- Above 40

-The highest educational level of 52% of respondents was the Bachelor degree, 32% Master Degree, while only 16% had PhD degree.

3- Your educational level:
25 responses

- Bachelor degree
- MA degree
- PhD degree

- Question 4 and 5 were related to each other as they asked about the degree of respondents and the granting institution of the degree and the answers were as follows:
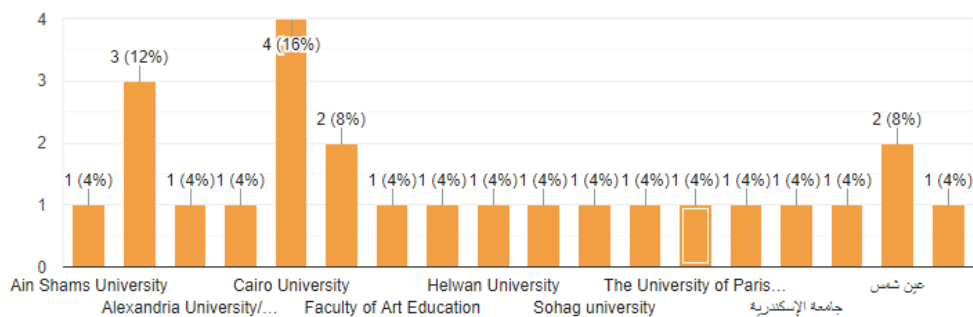
- Heritage and Museum Studies PhD candidate: Helwan University: 2
- MA degree : Helwan University: 1
- MA degree: University of Paris 1, Pantheon-Sorbonne: 2
- Bachelor degree: Cairo University: 3
- MA degree: Cairo University: 2
- PhD candidate: Cairo University: 1
- Bachelor degree: Alexandria University: 2
- MA in Greco-Roman History: : Alexandria University: 2
- PhD in Medieval History: Alexandria University: 1
- PhD candidate : Alexandria University: 1
- Bachelor degree: Computer Institute: 1
- Bachelor degree in Egyptology: Sohag University: 2
- Bachelor degree: Asuit University: 1
- Bachelor degree of Egyptology: Ain Shams University: 2
- Bachelor degree of Islamic and Coptic Archeology: Ain Shams University: 1
- Bachelor degree of Art education: ???: 1

-That means: 48% of respondents were graduated from Cairo University and Alexandria University: 24% for each, also 24% of respondents were graduated from Ain Shams University and Helwan University: 12% each, while 16% of respondents were graduated from Sohag University and Sorbon University: 8% each, and finally 12% of responds varied equally between Asuit University, Computer Institute, and Faculty of Art Education: 4% for each.

Most of the respondents didn't mention the name of the program, but those who mentioned were mostly graduated from the faculty of arts, the faculty of archeology of the Faculty of Tourism with specialties varying between Egyptology, Greaco-Roman history and Archeology or Heritage and Museum studies.

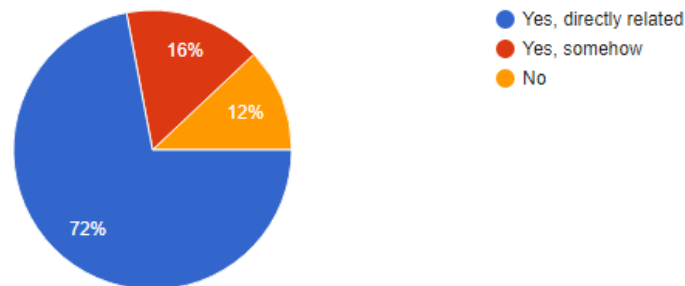5- The name of the granting university/ institution

25 responses

II-	**The Second section : Qualifications**:

This section aimed at obtaining information about the qualifications, expertise and tasks assigned to and performed by personnel currently working at these organizations and institutions and if their degree was related to cultural heritage or not. Also this section collected data about the training programs related to the heritage education that they had.

- The majority of respondents; 72% mentioned that their degree was directly related to cultural heritage, 16% their degree was somehow related to cultural heritage, while 12% had a degree not related to cultural heritage.

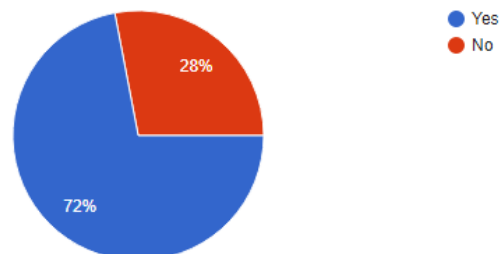6- Was your degree related to cultural heritage?

25 responses

- Yes, directly related
- Yes, somehow
- No

- As for the training, the majority of respondents, 72% received training in cultural heritage, while 28% didn't.

7- Did you receive training related to cultural heritage?

25 responses

- Yes
- No

- Although respondents were asked to specify the training they received, only 9 of the respondents mentioned the training programs which are:

- Museology and heritage training tour at Germany with DAI
- training on the Interpretation plan and outreach at museums , in Germany organized by SAWA Museum Academy
- Internship at the cultural unit in UNESCO Cairo Office. Workshops organized by various international universities specialized in cultural heritage
- Training program for curators in the Egyptian Museum
- Have a many scholarship& different workshops from UK and Germany
- Museology and Conservation for Manuscripts Training Program 2009, Museum Disaster preparedness and Risk Mitigation in the Event of Disaster or Conflict Training

Program 2013, Workshop on "3D Digital Visualization of Artefacts and Sites with the use of LIDAR, Photogrammetry and 3D Visualization concepts" 2019

- ITP in (British Museum) 2007 - ITP Conferences Cairo 2010
- A training program about Coinage in BibAlex.
- A training program about discoveries from site to conservation labs- a training program in calligraphy and script decoration- ICT training

That means only 36% of respondents received specialized training and only 12% of them had a training in national institutions while the rest had training in international organization. That indicator is very important because it highlights the lack of training the national cultural heritage institutions suffers from.

- Respondents were asked an about **their positions in their workplace** and they answered as follow:

- 4 were directors of museums which are: Greco-Roman Museum in Alexandria- Sohag Museum- Coptic Museum- Royal Jewelry museum- Kom Ushim Museum
- 2 were curators
- 7 directors of educational departments of: Educational departments of the Egyptian Museum- GEM Learning Center- the educational department at the Museum of Islamic Art in Cairo- the educational department of the Coptic Museum- Education departments at the Greco-Roman Museum- Education Department for People with Special Needs at the Egyptian Museum- Education Department for People with Special Needs at Farouk Corner Museum
- 11 respondents vary between: museum educators, supervisors or employees at the ministry of antiquities
- 1 respondent in the field of computer

- Respondents were asked about **the qualifications required for their positions** (according to their employers), and they answered as follow:

- Bachelor degree in Archeology or history: 9 responses
- Bachelor degree in Museum studies: 1 response
- Pass exam for general directors: 1 response
- Fluent language: 1 response
- Previous experience in the field of archeology/ experience with children/ experience with people with special needs/ experience with heritage education: 5 responses
- Personal skills such as: leadership- problem-solving- creativity- innovation- managerial skills- wisdom: 7 responses

-Respondents were also asked about **their job description** and their answer included three categories of duties: managerial duties, educational duties and curatorship and other specialties duties:

- Managerial duties included: management of the museum activities
  1-Establishing principles for managing the work system in the museum in a way that improves the performance of workers and provides services to visitors according to

the best standards that achieve the museum's goals and enhance its vision and mission.

2- Supervising the technical sections in the museum: - Educational section - Temporary exhibitions section - Archival section - Marketing section - Registration and documentation section

3- Supervising all daily activities and work to ensure the implementation of the best strategies that achieve the desired goals.

4- Periodic follow-up of performance indicators, preparing monthly reports on achievements and submitting them to the presidency of the museums sector

5- Preparing the annual strategic plan for the museum's technical departments in cooperation with the heads of departments, following up on its implementation, and creating new technical departments for the museum according to the changes, whether at the level of the surrounding environment or the society as a whole. 6- Follow up guarding procedures and occupational safety and health requirements.

- Educational duties included : 1-Design museum programs for adult, children and people with special need Dealing with schools to design programs according to their curriculum Organizing events

  2-Developing, delivering and evaluating programs and events for classes, groups or individuals that designed to engage those who may not normally go to the museum, such as hard to reach young people, young children, older people and families-

  3- Ensuring that a museum's collections act as a learning resource for all ages. So the target is to connect the children's museum with Egyptian museum's collection

  4- Interacting with schools, colleges and teachers to promote the use of the collections and activities of the museum in line with the national curriculum

  5- Identifying local interests and needs and ways to meet them through the museum's program

  6- Applying traditional activities that could place the museum at the service of the visitors

  7- Participating in the designing of the annual plan of learning programs of Main Museums' Educational departments at the ministry of Antiquities (Egyptian – Coptic – Islamic and Textile Museums)

  8- Designing educational programs for different groups of society to connect the public with the museum

  9- Responsible for developing educational and cultural programs - Preparing community and teacher exhibitions - Training a group of employees in the educational departments of the museum - Developing plans for educational departments - Reviewing plans for regional museums in the Ministry - Evaluating the performance of employees

  10- Directing the 3 sections affiliated to the Learning Center: GEM Education Section, Children's Museum, Arts and Crafts Center

- Curatorship and other specialties duties included:

  1- Supervise all aspects of a museum's collection

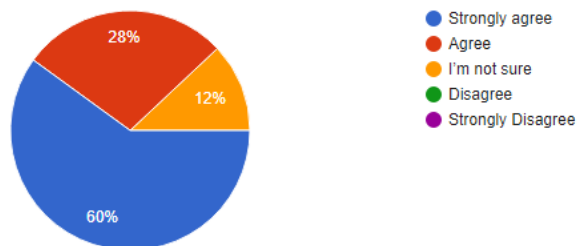 2- Caring of the objects, to be in safe always

  3- Responsible for securing and overseeing a museum's collections, responsible for the daily operations of the museum such as financial and administrative operations, represent the museum at meetings, business and civic communities, follow up with the Curators to set up Exhibitions, workshops, and follow up with the head of each department to solve any problem.

III-   **The Third Section: Readiness to perform tasks and duties related to heritage education:**

- Respondents were asked if they consider themselves able to design a learning activity that covers the Generic Learning Outcomes (GLO): knowledge, skills, attitudes, enjoyment, Behavior and progression. Most 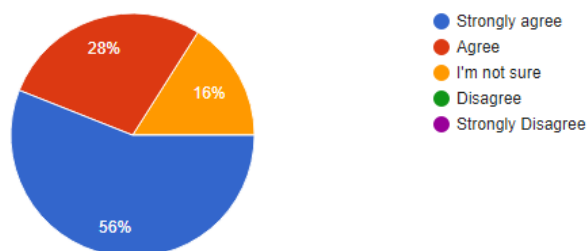of the respondents; 88% approved that they can design a learning activity that covers the Generic Learning Outcomes (GLO), while 12% were not sure about their ability to design a learning activity that covers the Generic Learning Outcomes.

12- I can design a learning activity that covers the Generic Learning Outcomes (GLO): knowledge, skills, attitudes, enjoyment, Behavior and progression

25 responses

- They were also asked about their ability to design a learning activity that covers the Generic Social Outcomes (GSO): Stronger and safer communities, Health and wellbeing and strengthening public life Also most of the respondents: 84% of them approved that they can design a learning activity that covers the Generic Social Outcomes (GSO), while 16% stated that they can't.

13- I can design a learning activity that covers the Generic Social Outcomes (GSO): Stronger and safer communities, Health and wellbeing and strengthening public life
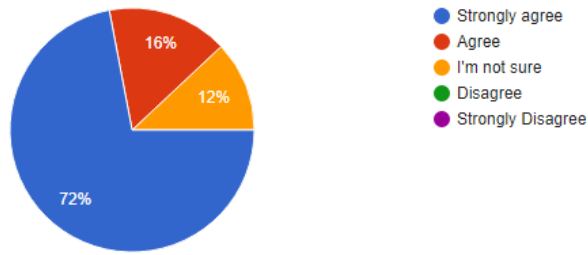
25 responses

- Respondents were also asked about their capability for setting Specific Learning Outcomes for each activity in relevance to their workplace mission and most of the respondents; 88% agreed that they can, while 12% were not sure about that.

14- I can set Specific Learning Outcomes for each activity in relevance to my workplace mission
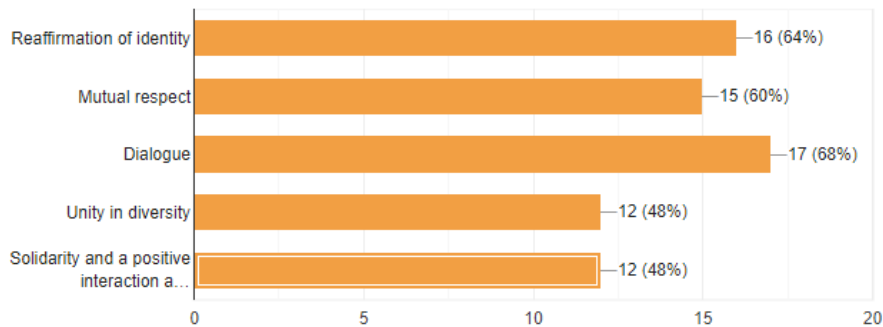
25 responses

Legend:
- Strongly agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

(72%, 16%, 12%)

- Respondents were also asked about the values that their heritage education program advocates for and these values were arranged as follows: Dialogue68% - Reaffirmation of identity64% -Mutual respect 60% - Unity in diversity/ Solidarity and a positive interaction among the cultures: 48% for each.

15- My heritage education program advocates the following values (you can choose more than one)

25 responses

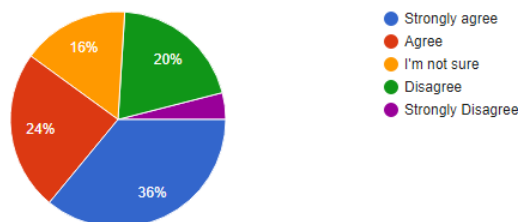| Value	Count
Reaffirmation of identity	16 (64%)
Mutual respect	15 (60%)
Dialogue	17 (68%)
Unity in diversity	12 (48%)
Solidarity and a positive interaction a...	12 (48%)

- Financial planning of the educational program is an essential aspect therefore, respondents were asked if they are able to manage the financial planning of their educational program: most of the respondents 60% agreed that they are able to manage it, on the other hand, 24% stated that they can't manage a financial plan, and 16% were not sure if they can or not.

This percentage should be taken into consideration because it indicated that employees in cultural heritage organization need more study and training focusing on the financial aspects of their work.

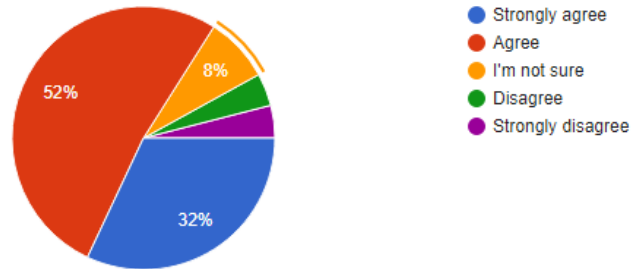**16- I can manage the financial planning of my educational program**

25 responses

Legend:
- Strongly agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

(36%, 24%, 16%, 20%)

- Respondents were also asked about the implementation of their educational program with a limited or no budget. Most of the respondents; 84% mentioned that they can implement their educational program with limited or no budget, while 16% of the responses varied equally between can't and not sure.

25 responses

52% 8% 32%

- Strongly agree
- Agree
- I'm not sure
- Disagree
- Strongly disagree

- As for the involving of stakeholders and facets of the community in the educational programs; most of the respondents; 80%, assured that they are able to do that, while 20% were either not sure or unable to do that.

That result also highlights the importance of training employees on how to involve stakeholders in the museum activities.

18- I can involve many stakeholders and facets of the community in my educational program
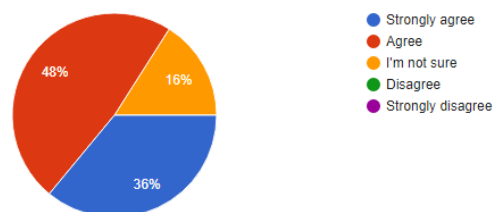
25 responses

40% 12% 8% 40%

- Strongly agree
- Agree
- I'm not sure
- Disagree
- Strongly disagree

- As for the ability to set a marketing strategy for educational program, most of the respondents; 84% agreed that they can set a strategy, while 16% were not sure if they can or not.

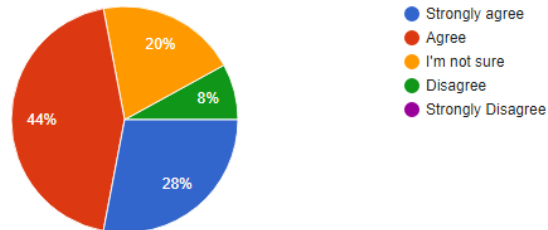19- I can set a marketing strategy for my educational program

25 responses

48% 16% 36%

- Strongly agree
- Agree
- I'm not sure
- Disagree
- Strongly disagree

- Respondents were also asked about using digital sources for the implementation of their educational program and most of them, 72% mentioned that they can use digital sources for the implementation of their educational program, while 20% said that they didn't know if they can or not, and 8% mentioned that they can't do this.

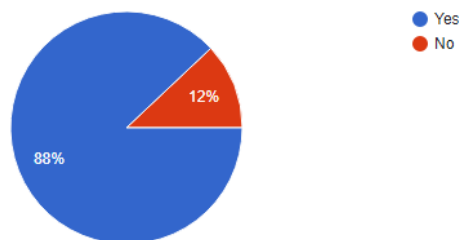20- I can use digital sources for the implementation of my educational program

25 responses

- The benefit of the educational program to teachers was also measured by asking the respondents about their ability to provide help and assistance to formal teachers through their educational program. The majority; 88%, assured that they can provide help and assistance to formal teachers through their educational program, while 12% said that they can't.

21- I can provide help and assistance to formal teachers through my educational program
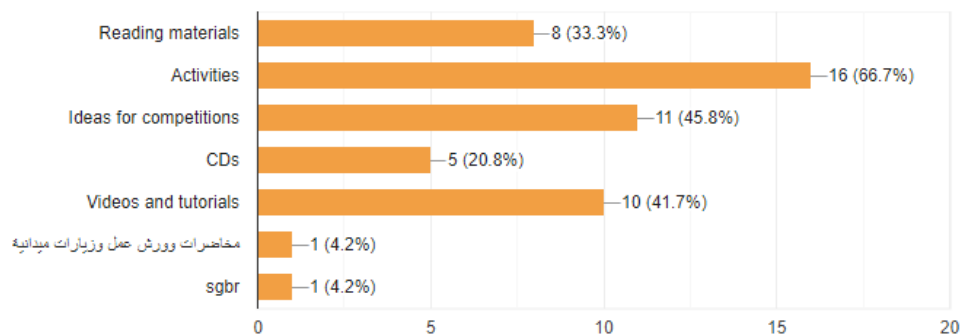
25 responses

- When respondents were asked about the methods and tools of help they provided for formal teachers the listed the following: Activities 66.7%- Ideas for competitions 45.8%- Videos and tutorials 41.7%- Reading material 33.3%- CDs 20.8%- lectures, workshops and site visits 4.2% .
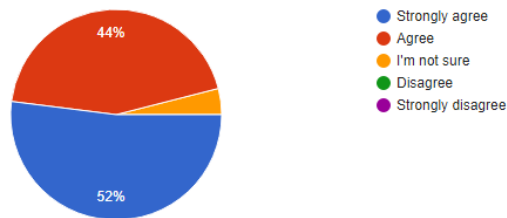
22- If yes, what can you provide? (you can choose more than one)
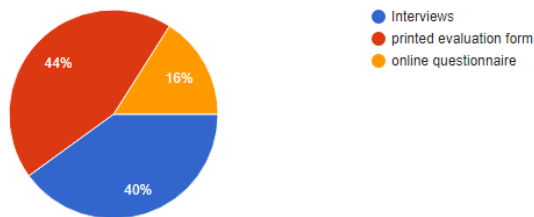
24 responses

- We also wanted to measure whether evaluation methods were implemented in cultural heritage organizations. Therefore, respondents were asked if the evaluation is an essential part of their educational program or not, 96% agreed, while 4% were not sure.

23- I consider evaluation an essential part of my educational program

25 responses

- Strongly agree
- Agree
- I'm not sure
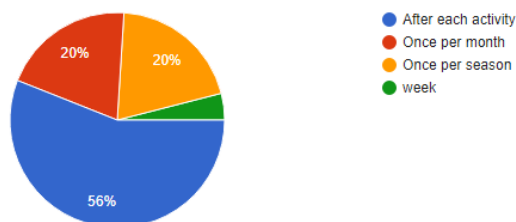- Disagree
- Strongly disagree

44%

52%

- Also they were asked about the common method of evaluation they use: 44% mentioned that they use the printed evaluation, 40% use interviews, and 16% use online questionnaire.

24- What method of evaluation do you use for your education program?

25 responses

- Interviews
- printed evaluation form
- online questionnaire

44%

16%

40%

They were also asked about the frequency of the evaluation: 56% stated that they use evaluation after each activity, 20% use it once a month or once per season each, while 4% only once per week.
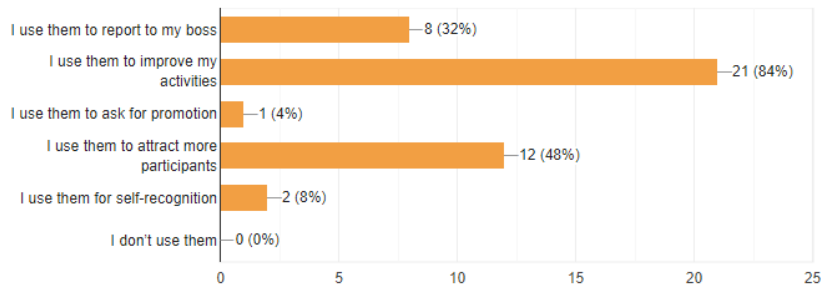
25- How often do you use evaluation?

25 responses

- After each activity
- Once per month
- Once per season
- week

20%

20%

56%

- When the respondents were asked how they use the results of the evaluation, most of them; 84%, stated that they use its results to improve their activities, 48% said that they use it to attract more participants, 32% to report to their bosses, 8% for self-recognition, and also 8% to ask for promotion.

26- How do you use the results of evaluation? (you can choose more than one)
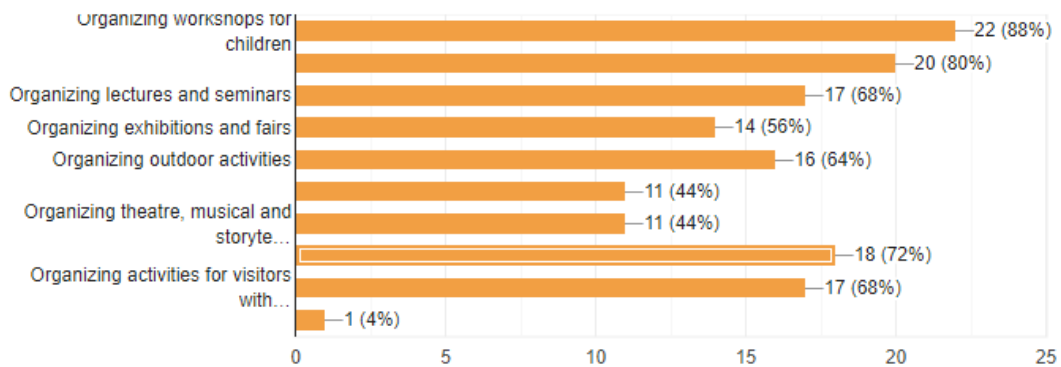
25 responses

- Finally the respondents were asked about the duties of their job and they listed the following duties:

- Organizing workshops for children: 88%
- Organizing workshops for adults and families: 80%
- providing guided tours in the site/ museum: 72%
- Organizing lectures and seminars/ Organizing activities for visitors with special needs: 68% each
- Organizing outdoor activities: 64%
- Organizing exhibitions and fairs: 56%
- Preparing reading material, booklets and brochures/ Organizing theatre, musical and storytelling performances: 44% each

27- The duties of my job include: (choose all that applies)

25 responses

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