



## **Reframing Heritage Education in Egypt (ReHe-Ed)**

### **Work package 2**

#### **ON-LINE WORKSHOP ON HERITAGE EDUCATION: PERSPECTIVES AND CONTEXTUAL DISCUSSION ON CURRENT CHALLENGES**

**Université Paris 1 Panthéon-Sorbonne**



## Erasmus +: “Reframing Heritage Education in Egypt (ReHe-Ed)”

**ReHe-Ed** is an international educational and scientific project funded by the Erasmus+ program of the European Union and carried out by seven partner universities from Egypt, France, Italy and Greece. The project aims at reframing and developing heritage education in Egypt by creating a generation of qualified Egyptian specialists in heritage education in different aspects of heritage studies; a discipline which is of extreme importance in Egypt. Moreover, it aims to develop research in the field of heritage education by introducing new technologies in documenting, preserving, presenting, and interpreting heritage collections. As such, the project fits extremely well within the governmental strategic plans and national priorities, and with the great emphasis the country puts on the preservation of cultural heritage. Reframing heritage education in the educational system in Egypt is now more urgent than ever. The conducted desk-based research and gap analysis has shown that while abundant heritage education in Egypt tend to reveal the richness and diversity of Egyptian civilization, the purview, scope and purpose of current practices fall grievously short of contributing to a deeper understanding of the social messages of Egyptian heritage and its role as a driver of economic development and a source of national pride that supports national identity. Moreover, because of the absence of an education that links heritage, both tangible and intangible, to university and school curricula and the lack of commitment to raising public awareness and engagement in community heritage projects, Egypt's rich cultural heritage is not only neglected as a sense of national identity and pride but is also endangered by ignorance and radical misinterpretation.

This workshop, which is conducted in the context of WP2, aims to replace the educational visit of EG staff to programs of heritage Education in EU partner institutions and offers the opportunity to exchange ideas with EU academic and administrative staff and information on the academic contents, teaching and training methodologies used in such programs.

# HERITAGE EDUCATION: PERSPECTIVES AND CONTEXTUAL DISCUSSION ON CURRENT CHALLENGES

**INSTRUCTORS: Nikolaos Arvanitis, François Giligny, Alain Duplouy & Paola Di Giuseppantonio Di Franco**

Hours: 15

Date: 26-30/07/2021

Email: nikolaos.arvanitis@univ-paris1.fr

---

## COURSE OVERVIEW

The course will develop a series of interactive and dialectical seances regarding heritage education. Starting from the English and American experience on the subject (day 1), we will also discuss current trends in France (day 3) and challenges regarding non-European contexts (Tunisia and Lebanon, day 2). We will also present examples of online resources for the dissemination of knowledge concerning heritage (the use of digital platforms like MOOC and SOOC in Paris, day 4). or. The last module will focus on the legal framework, especially international treaties (day 5).

---

## GOALS AND OBJECTIVES

The participants will leave this class with an understanding of the methods, strategies and imperatives of heritage education in key aspects and in a flexible and innovative way. Each student will have the opportunity to engage in cutting edge theoretical and practical challenges of current practices within multifaceted objectives. Heritage education methods in the digital age and applied technologies will enhance the students' potential to conceive, plan, and deliver high standard projects along with a maximum disclosure to both an academic and general public.

---

## REFERENCE TEXTS

1. Janet Blake, *International Cultural Heritage Law*, OUP, 2015
2. 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions
3. Cleere, H. (ed) 1984. *Approaches to the archaeological heritage: a comparative study of world cultural resource management systems*. Cambridge, Cambridge University Press.
4. English Heritage 1991. *The management of archaeological projects*, 2nd ed. London, Historic Buildings and Monuments Commission.
5. Howard, P. 2003. *Heritage: management, interpretation, identity*. New York, Continuum.
6. John Schofield, John Carmen, Paul Belford (eds), *Archaeological Practice in Great Britain*. A Heritage Handbook, 2011
7. C. Dumcke, M. Gnedovsky, *The social and economic Value of Cultural Heritage: literature review*, EENC Paper, July 2013.

*Additional readings:* Additional readings and material on the sub-subjects of the course will be provided by the tutors.

---

## REQUIREMENTS

### IT HARDWARE AND SOFTWARE

Every participant should provide a personal computer with a broadband internet connection in order to attend the classes online.

### LANGUAGE

All activities will be held in English. A B2 level is required for a profitable performance.

### ACCESS TO THE COURSE

A complete list of attendants with a brief curriculum and personal interests of particular necessities must be provided before the course start date.

---

## INSTRUCTORS:

**NIKOLAOS ARVANITIS:** Research Associate at the Université Paris 1 Panthéon-Sorbonne since January 2020. Former Marie Curie researcher at the same university (H2020-MSCA-IF-2016, project number: 746874; “Lands of Meaning. A GIS-Study of Space and Social Praxis in Ancient Attica from the Mycenaean Age to the birth of Democracy”), he is a classical archaeologist of Archaic Rome and Greece. He has worked as associate researcher and adjunct professor in several Italian universities (Rome La Sapienza, Basilicata, Reggio Calabria). He was field director for many excavations in Rome, Gabbia, Basilicata, Pantelleria and Calabria. He specialised in methods and theories of archaeological science with a special focus on excavations methods and digital technologies applied to the archaeological research. His main publications include: - S. Stoddart & N. Arvanitis (organisers), 3D digital technologies and archaeology, international workshop, McDonald Institute for the Archaeological Research, UCAM, 17-18 Mai 2016, Cambridge. - N. Arvanitis, 2017, Rioni palatini del centro protourbano (925-775 a.C.), in Carandini A., Carafa A., Filippi D. (dir.), *Il Santuario di Vesta. Pendici del Palatino e via Sacra*, Rome, pp. 79-86, et pp. 92-93.

**PAOLA DI GIUSEPPANTONIO DI FRANCO:** Lecturer in Heritage and Digital Humanities at the University of Essex. Her research combines material culture, heritage, and cognitive science to explore how new technologies impact heritage making processes and the interpretation processes of the past. She took her BA, MA, and Post-graduate Specialisation in Medieval Archaeology at the University La Sapienza of Rome, and my PhD in World Cultures/Heritage at the University of California Merced. She led a Marie Skłodowska Curie project between 2014-and 2017, titled DIGIFACT: Digital artefacts: How People Perceive Tangible Cultural Heritage through Different Media; and held an Eastern ARC Fellowship with a project on the Heritage of Natural Catastrophic events between 2018 and 2021. The results of her research have been published in top-tier journals, but also as book chapters, edited book, special issues, and practice research elements.

**ALAIN DUPLOUY:** Reader in Greek archaeology at the Université Paris 1 Panthéon-Sorbonne. A former Dean of the Faculty of Art history and archaeology, he is now the Chancellor’s delegate for the university cultural heritage. He received his PhD from Brussels and Paris universities in 2003 in both archaeology and history, and his Habilitation from Paris in 2017. He was British Academy visiting scholar

in Leeds in 2009, Fulbright scholar at the University of California Los Angeles (UCLA) in 2011 and Fellow in Hellenic Studies at Harvard University in 2018/19. He will be Alliance Visiting Professor at Columbia University in 2020/21. He has led archaeological fieldwork programs in Greece (Itanos) and Italy (Laos and Pietragalla) and has published extensively on elites and citizenship in archaic Greece. He is the author of *Le Prestige des élites* (Les Belles Lettres, 2006) and has edited the collective volume *Defining citizenship in archaic Greece* (Oxford University Press, 2018, with Roger Brock) and the conference proceedings *La Lucanie entre deux mers: archéologie et patrimoine* (2019, with Olivier de Cazanove). His new book (*Construire la cité*, Les Belles Lettres, 2019) offers a sociology of the various communities of archaic Greece.

**FRANCOIS GILIGNY:** Professor of Archaeological Methods and Theories at the Université Paris 1 Panthéon-Sorbonne since 2009. He has experience in preventive and planned excavations. He created two Professional Master's degrees in "Archaeological sciences" and "Mediation and Valorisation of archaeological Heritage". He is Scientific Director of the journal *Les Nouvelles de l'archéologie* and involved in UISPP Commissions. His research interests include European Neolithic, excavation methodology and technologies, statistics, digital archaeology and archaeological heritage. Since 2016, he is member of the Governing board of the university in charge of Digital humanities. His main publications include: - GILIGNY F. et al. (eds.), 2015. 21st century Archaeology. Proceedings of the 42th Annual Conference on Computer Applications and Quantitative Methods in Archaeology. CAA 2014, Paris, 22-25 April 2014. Archaeopress, Oxford. - GILIGNY F. et al., 2014. A siliceous rocks database in the northwestern Paris basin: the Soissons lithotheque. In: Giligny F., Bostyn F. (dir.), *Lithic Raw Material Resources and Procurement in Pre- and Protohistoric Times*, BAR International Series 2656 Archaeopress, Oxford, p. 25-38.

PERMANENT LINK TO THE WORKSHOP (ZOOM):

<https://pantheonsorbonne.zoom.us/j/91565131305?pwd=RGZFUFRRQndGV2sxOVNrbIB4Qmt6UT09>

If needed : ID meeting : 915 6513 1305 / Code : 404173

---

**SCHEDULE — all time slots are in Cairo time (UTC +2)**

<b>DAY 1: 26 July 2021</b>			
<b>Teaching Heritage on multiform levels: the case of UK and USA</b>			
	Greetings and Presentation of the Program	Prof Alain Duploux Dr. Nikolaos Arvanitis Prof. Rasha Metawi	16:40-17:00
1	a. The public and private paths to heritage education in the UK and USA	Paola Di Giuseppantonio di Franco	17:00-18:00
2	b. The public and private paths to heritage education in the USA	Paola Di Giuseppantonio di Franco	18:00-19:00
Discussion			19:00-20:00

<b>Day 2: 27 July 2021</b> <b>Heritage Education in non-European countries. The challenges of the Tunisian and Lebanese cases</b>			
3	a. Building Lebanese young people's engagement with their heritage	Paola Di Giuseppantonio di Franco	17:00-18:00
4	b. Building Tunisian Young People's Critical Engagement with Their Heritage	Paola Di Giuseppantonio di Franco	18:00-19:00
Discussion			19:00-20:00

<b>DAY 3: 28 July 2021</b> <b>A Critical Assessment of Heritage Education in France: Schools, Universities, Institutions and Museums</b>			
5	a. Heritage in France: history and critical analysis of the educational networks and current practices	Nikolaos Arvanitis	17:00-18:00
6	b. The public Sector	Nikolaos Arvanitis	18:00-18:30
7	c. The private sector and associations	Francois Giligny	18:30-19:00
Discussion			19:00-20:00

<b>Day 4: 29 July 2021</b> <b>Digital Tools for the dissemination of knowledge in the field of heritage</b>			
8	a. The use of MOOC and SOOC: the Ancient Cities project	Alain Duploux	17:00-18:00
9	b. The use of web-series: Devenir archéologue and Past and Curious	Francois Giligny	18:00-19:00
Discussion			19:00-20:00

**Day 5: 30 July 2021**  
**The international Legal Framework on Heritage**

10	a. The international Treaties on Cultural Heritage	Nikolaos Arvanitis	17:00-19:00
Discussion			19:00-20:00