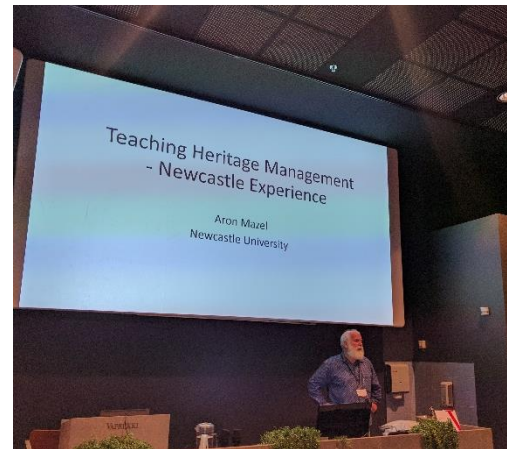


Teaching and Training

In his keynote 'Teaching Heritage Management – Newcastle Experience', Dr. Aron D. Mazel talked about the aspects of teaching and training archaeological heritage management from his experience at Newcastle University.

Summary

This presentation focused on the teaching of Heritage Management at Newcastle University, at Master's level, between 2006 and 2016. It explained that the programme belonged in a suite of programmes that included Museum Studies and Art Museum and Gallery Studies. There were overarching joint modules across the programmes on topics such as management and communication and interpretation, along with programme specific modules. In Heritage Management these included, for example, modules that dealt with heritage frameworks (i.e. charters and conventions and the 'anatomy' of heritage management), visitor engagement at heritage sites, and interpreting heritage sites for the public. It was noted that the content of the Heritage Management modules was informed by advice from industry members through informal and formal engagements. Moreover, industry practitioners were extensively used in the teaching, both in the classroom and on study visits to a variety of heritage sites in the North East of England, where the students had the opportunity to 'go behind the scenes' to obtain insights into the challenges of managing heritage sites. The use of industry practitioners and study visits were, for the most part, received positively by the students. Challenges facing the teaching of Heritage Management such as student numbers, the job market, and the implications of Brexit were briefly addressed.



LOCAL

Collator: Annemarie Willems, Friends of ICAHM

Note-taker: Anna Pihlman

Chair: Iida Kalakoski, Tampere Technical University

Urban heritage as a design task - getting familiar with local built heritage

Structure of studies of history of architecture in Tampere University of Technology:

1st year: sensitivity to build heritage, getting familiar with local heritage, history of Western architecture (local + world heritage)

2nd year: Finnish built heritage, traditional constructions, traditional documentation methods (regional + national)

3rd year: (optional) history of modern architecture, the modern concepts of architecture (world heritage + transnational + national)

4th year: infill building, heritage management (local + regional)

5th year (optional) specialization course together with “theory of architecture”

Task: Create an ideal structure for an AHM program based on your professional experiences and discussion in this conference by presenting the most important learning outcomes for each academic year and describing (in a few sentences) the professional profile of the expert who finished the study program.

and / or

Create an ideal 15-30 credits’ module for AHM studies in detail (including teaching methods, types of exercises, learning outcomes etc.)

Learning outcomes:

IDEAL AHM PROGRAMME:

(5 years: B.A. 3 years + M.A. 2 years)

1. year: The students should be able to describe the context within which archaeology operates in the society.
2. year: The students should be able to apply archaeological methods through identification, documentation, research and archiving.
3. year: The students should be able to identify specializations within the AHM and the work done in different institutions.

+



4. year: The students should have acquired practical experience in an identified AHM institution as well as plan and conduct research for a thesis.
5. year: The students should be able to manage projects and communicate the results both in oral and written form.

After completing this programme, the students should be able to work in the domain of AHM as a professional. The competence includes communication skills, applying research methodologies, project management skills etc.

NATIONAL

Collator: Annemarie Willems, Friends of ICAHM

Note-taker: Holly Flemming

Chair: Visa Immonen, University of Helsinki

The national level is the most difficult due to an ideological dimension from the state foundations such as the Finnish National Board Antiquities (NBA). The funding basis is the social impact that these sites have on the current culture. Within Finland archaeological training mainly discusses Finnish archaeology and Finnish heritage, remaining very academically oriented.



Traditionally, heritage management has been based on practical experience in Finland. However, prior to discussing heritage management it is important to note that Heritage Studies is different from heritage management. Heritage Studies is split into a theoretical component and then a practical component with a parameterized concept of heritage.

Effective heritage management involves creating new narratives on a scholarly basis. This must address the global problem of heritage management such within the University of Helsinki that thinks of pure academics with no need for heritage management. This stems from archaeology's treatment more as a science and less as cultural study, causing a universal disconnection between academics and heritage management. Thus, the planned course must be dynamic, and combine practical and theoretical components, people coming from abroad as well as student internships.

This course cannot solely include archaeology, but must also involve disciplines like ethnology and anthropology. It is important to teach students that they will work in a team, but there is still one or more persons that have the responsibility to lead the team. The AHM students should be trained to lead such teams and understand the language of others, through a horizontal aspect, as archaeology is only a small part of heritage. The students must obtain skills needed to be a good businessperson, good manager, etc. They must learn subjects such as politics, communication and media, not only humanities. There should be crash courses done by professionals, computer programs and budget management. Each module is like a belt in martial arts with all modules leading to a certificate and completion of the program.

In Finland universities of applied sciences are stronger than in other countries. Thus, a university will likely be the host for these courses theoretically, but practically they are still lacking certain abilities to teach courses and skills. There are already management courses emerging in applied sciences universities. Nevertheless, there still lacks collaboration with universities and applied

science universities. Furthermore, universities and applied universities do not build up strong branches of teaching. Also, places such as Japan and Lebanon do not embrace applied sciences.

What does the course / framework look like?

The course should be Master's level with people already having a basic level of understanding of archaeology. There still remains a danger of combining different kinds of superficial knowledge without proper insight into any particular subject. The course must incorporate research that is informed and lead. It should contain students who have at least two years of professional experience. Along with this Masters level program there should be an option for PhD.

The course cannot remain solely nationally framed. Currently, internationalization occurs in English-speaking areas. However, international teaching needs to be everywhere and international case studies need to be introduced. To be involved with the national side of AHM there are opportunities through national state organizations and countries and then on the personal side joining a national club or association. In every country, AHM has an obligation to deal with their own national forms of AHM making it atypical to deal with the international framework. It even is not encouraged to concentrate on an international level within Finland and those who do solely do it for personal interest. At university, it has been the job of professors to provide courses to visiting students. However, since the university does not offer support for teaching in English, there is a push back against internationalization. Thus, this Master's program should address these issues by being international within their teaching.

Beyond these issues with internationalization, this course must strike a balance between professional and academic skills. The golden triangle of research, academic and professional skills should be addressed within the program. The program should also offer long-distance teaching in heritage management with a variety of different modules. Currently, people within AHM tend to be able to work in heritage management but lack academic skills. The archaeology tends to be preventive, where there is insufficient time to analyse the material. Thus, universities need to maintain research skills and need to be interactive with classroom discussions.

Who should be consulted in deciding the curriculum?

Case studies presented by heritage managers and site managers should be included within the curriculum as they present a real-life case. As well, these individuals should be involved in creating the curriculum. Those consulted should include both people outside academia as well as those in academia as it creates links between the AHM world and the academic work in which there is the possibility for them to potentially offer placements.

Internship is important. Both local and national governments should be involved as well as museums. In addition, a detailed questionnaire should be given to employers with questions like what would you want from an employee. This allows for a properly tailored program and the knowledge as to what skills are necessary for students to gain from their graduation from this program.

Transnational

Collator: Annemarie Willems, Friends of ICAHM

Note-taker: Marjo Juola

Chair: Arek Marciniak, Adam Mickiewicz University, Poznań

Introduction

Formal character of training

Education and training is a peculiar form of public engagement. It is characterized by its formal character where both the teacher and students have to play largely pre-defined roles.

Organizational framework of training

Different associations, museums, ad hoc organizations, etc. are also offering different courses. These interests and expectations of different groups have to be taken in consideration while discussing teaching and training from both national and transnational perspective.



Potential and significance largely undeveloped and unexplored

Education is a largely unexplored field in heritage.

Different stakeholders

Education and training should be provided for all those who require knowledge about archaeological heritage and its protection and management, not just university students. Training has to be provided for those that work in the heritage sector now but were educated 15-20 years ago, in a completely different environment. It is particularly demanding considering the heritage professionals who are now in charge of policy making, dealing with investors and developers, etc. were educated in the last decades of the 20th century. There is a need to provide these people with updated knowledge about changes in the field and deliver this in their own languages.

Definition of target groups

Target groups comprise bachelor or master level students as well as other potential stakeholders of archaeological heritage. Questions that are relevant for the latter groups are as follows: How are the heritage related issues defined outside the realm of academia; what are the organizations that practice their own 'version' of heritage and how well do they do that and how well are they adhering to our academically determined structures, if at all?

Forms & traditions of teaching and training in different national traditions

The format of teaching has to change as the world changes. The heritage management sector offers jobs outside of academia. Accordingly, new archaeological courses have been introduced to meet these changing demands. One of the changes in heritage curricula has to do with these

trends. What does this mean, and who is in charge of identifying these trends? We are dealing with a dynamic, active field and we need to react to societal changes promptly and accurately.

In an academic setting it is very important to attract students to heritage courses. One has to build up a curriculum that will attract students to the university and/or the program. It is particularly important considering a recently decreasing number of students in the humanities and archaeology, which means an increasing competition among universities.

At a number of European universities there are advisory boards composed of people from the 'real world' who are asked to consult the curricula and give guest lectures. Universities can react to this advice by fine tuning their curricula and modelling them to accommodate the latest trends and demands from the standpoint of both students and the field.

Do you bring these advisors into the class or do you go to them? In Surinam, the latter is preferable as students need to see, touch, feel and experience the place, particularly in companies where they may seek employment later. Students need to go into 'their' space to understand how his/her work as a heritage professional is going to play out in that field. Besides traditional seminars and fieldwork, students also need to be taught how to write reports in a way that meets the clients' needs but also use correct archaeological terminology and techniques. While developing a curriculum one needs to know what the requirements for the 'target-job' are.

Students need to be taught different concepts and theories. It is required that they understand the tradition of the country of origin or place in which they work.

Students need to be confident to go out and get a job and physically putting yourself in that space helps to break that barrier, particularly when they happen to work in places in which people not necessarily care about heritage. To be able to push back and explain why the taxpayer money needs to be spent on heritage research, students also need to acquire appropriate social skills.

Students should know how multinationals merge with the ICOMOS and UNESCO policies and frames of operation. Students need to learn these strategies and proposed solutions to react promptly and adequately. Offering skills that go beyond the national setting is an asset considering it is not uncommon for heritage professionals to find jobs outside their own country, also due to a scarcity of jobs in the archaeology and heritage sectors.

English as a language of instruction can be a positive factor because it makes studying in other countries possible. It can also have a negative impact when it excludes students whose English is poor. In Europe there is a growing number of Master programs offered in English to attract students from elsewhere, due to the competition to attract students. The number of such courses in continental Europe is growing, especially when the UK is no longer an attractive option due to high university fees. Curricula for courses offered in English have to be European in scope as the majority of people usually come from outside the local setting with limited knowledge and interests in heritage issues in the country where the course is taught.

Cultural heritage vs natural heritage

In the last five year there is a growing interest in combining skills in cultural and natural

heritage; experts from both domains are being trained in completely different environments and know very little about one another.

Skills and competences

They need to be made explicit and deliberate including:

- critical thinking
- practical skills of different kind
- social competences (e.g. responsibility, self-awareness, etc.)
- sense of belonging and identity
- historical consciousness
- landscape understanding

World Heritage

Collator: Annemarie Willems, Friends of ICAHM

Note-taker: Andrea Martinez

**Chair: Alicia Castillo, Complutense
University of Madrid**

Need of connecting practices: Integration of natural and cultural heritage helps conservation and management, and to help people understand what heritage is.

WH sets a standard of management and that standard shouldn't just be the preserve of WH. It is the underlying principles that can be scaled down, into practice of what heritage site or situation you're managing. Generally more resources are thrown at WH, but there should be a trickle-down affect of good practice that is established at that level. This should permeate through to other heritage sites as well. This leads to the importance of management planning and teaching the students how to make a management plan.



Once you know what the attributes are that carry the value, you know what you are managing and you begin to understand what can impact the value negatively, or the attributes that carry the value. The value goes into the statement of significance, but the values have to be inbedded in sufficient attributes to hold the integrity of the site. A lot of these principles are transferrable. You need the identify the value and out of that you write the statement of significance.

The use of values is differs and understood differently by different stakeholders. In different parts of the world, people tend to look at things in different ways. Is there a need or desire to create some kind of universal understanding? Or do we just operate in our own environments and we know what we mean.

Rather than challenge existing practise, a significant development of existing practice is required and a re-think of how it all works on the ground. The system until now has been too centralized and too top-down.

Content

Encourage students to critically asses the cultural significance of a variety of heritage resources and to give them a project to go and perhaps visit a sites or group of sites and then prepare a statement of significance.

Best methodology to teach about values and significance: Start with an introduction of the development and evolution of the concept of conservation planning. Link between conservation

planning and the WH operational Guidelines. This is a very good foundation and there are a number of other guidance documents of both WH and a variety of sources. Reading some very good management plans as a case study and compare. The problem with management plans, good or bad, is that they get down and put on a shelf. In terms of actual practice, what management planning should give rise to is an action plan.

WH as part of a AHM Course

WH should always be a part of course in AHM, as one of the basic components. In many parts of the WH Convention, since 1972 the Convention has given rise to national legislations through that requirement, the signatories to the convention are charged with responsibility for inventorying their cultural resources and that then becomes the foundation of national legislation. It is important to teach about the origin and the tradition of the Convention and the rest of the convention. WH is part of something more complex than just UNESCO and students should be aware of this.

What a course should include

Managers should be critically aware of what it is that they are managing. The focus on setting is not well developed in some site managers. Some things that really intrude on the site; signage can be very visually intrusive, the site infrastructure can come way too close to the monument itself, hard landscaping, architecture for its own right that competes with the architecture of the monument that you're trying to preserve. These are things that are being discussed in the new [ICAHM Guidelines](#).

One of the biggest issues with practice is the growing number of career administrators involved in heritage management and incremental technical knowledge loss. Very often both academic and technical decisions are therefore being taken by people that do not have a correct understanding of the resource. When career administrators are managing heritage, which is the case in a lot of heritage services, they actually don't have the sensibility or the education to understand the impact of their own decision-making.

How do you work with those people? Should some sort of Continuing Professional Development (CPD) be developed for them?

Summing up the key topics in teaching AHM:

1. Environment, the mix of cultural and natural values;
2. Economic aspects;
3. Articulating values, interpretation, community involvement;
4. Technical knowledge;
5. Land use planning.