Research

In her keynote Professor Helaine Silverman talked about the place of research within archaeological heritage management (AHM). Due to medical reasons professor Silverman could not join is in person unfortunately, instead she recorded her keynote. She talked about the importance of research in AHM in that it provides a knowledge base with which to make informed management decisions; to understand visitorship and plan and promote it properly; to identify problems of physical site preservation and environmental and social threats; to compose interpretive narratives that can be deployed in site museums and by site guides; to update these oral and written narratives in accordance with new knowledge; etc. Prof. Silverman stated that theory is not an end in itself and that sound research is the key to quality archaeological heritage management.

Helaine is professor in the Department of Anthropology at the University of Illinois at Urbana Champaign, USA, where she teaches courses on Peruvian archaeology, Southeast Asian civilization, spatial theory, heritage management, museums, tourism, and anthropological/archaeological perspectives on death. She is also Director of CHAMP/Collaborative for Cultural Heritage and Museum Practices at the University.

She is an expert member of ICAHM, chair of ICAHM's Nominations Assistance Committee, an associate member of ICTC, a member of Forum-UNESCO, and consults for UNESCO. She is a past editor of Latin American Antiquity, has served on the editorial boards of Heritage Management and Journal of Latin American Anthropology, and currently is an editorial board member of International Journal of Heritage Studies and World Art. She is the author of 4 books and numerous articles, and editor of 11 volumes (including Cultural Heritage and Human Rights, 2007; Intangible Heritage Embodied, 2009; Contested Cultural Heritage, 2010).

LOCAL

Chair: Tapio Salminen, University of Tampere

The local level is the actual environment where heritage management is practised. To make the AHM students understand what they are studying, it is important to make them aware of this local level and introduce them to concepts of community involvement and working with the community.

Why is research being done
Research can support the rationale for protection, conservation and management. That is why we are doing heritage baseline research, so that we can articulate the rationale for protection and for some of the boundaries that we have to place around landscapes and monuments in order to protect their integrity. Knowledge is used to support all sorts of other activities. If we don't isolate it as scientific research, it needs to be much more integrated into thinking.

The reason for preserving heritage links also to politics and legislation. In Finland, heritage is heavily legislated with a top down approach. There has been a development that started fairly recently, that allowed for input from different stakeholders. These 'policy-feeders' come from all levels; perhaps it would therefore be a good idea to stop speaking about top-down and bottom-up.

Academics are not the only ones that have the possibility and feel the need to ask certain questions, the great number of local historical associations and projects like the Adopt-a-Monument project in Finland show this. Perhaps the non-academics understand research differently, but it is still research, it is very important and it can deliver valuable input for the academic researcher.

When local people are involved in projects and are allowed to tell their stories and share memories related to their heritage it often has a positive influence on how they value their heritage, more than when a 'professional' defines the heritage for them. This participatory process is very valuable for both the community and the researcher. As a researcher, it is also a matter of finding out what people want to know by asking questions and not just assuming that you know what they want to know. Asking these questions can present fresh insights and viewpoints.

The word 'research' might be substituted by 'knowledge' depending on which audience you're talking to. Especially within a local context, knowledge is a more approachable term. It is not just sharing knowledge, it is also generating knowledge together with the local communities, which also defeats the top-down approach where the researcher feeds knowledge to the public.

The relationship between heritage management and the media
The way in which in people communicate has changed through the internet. Communities that

might have not had a 'voice', or a very 'local voice' amongst themselves, can now speak through the internet, through social media, through the whole country and even beyond. This change in communication affects power between the academics and other groups, it affects value and it soon will affect ethics as well. Over the last 20 years the framework in which we are operating has changed, in terms of how interactions take place, in terms of knowledge and the distribution of knowledge and insights.

Managing the stories and narratives is important because it influences the meanings that people give to the research. Making a media strategy plan is therefore essential for a project. It is important for researchers to have social media presence. It can be a tool to reach out and present results and put topics on the agenda that they find important or are concerned about.

Digital crowdsourcing, getting people to contribute knowledge, is a very important new tool, for example inviting people to assist in monitoring and help safeguard sites. There are ways in which social media can be used to involve the public in contributing and developing knowledge.

What skills does the AHM professional need at the local level?
On a local level one needs mostly the same skills as on other levels and an interdisciplinary attitude is important. Education should encourage multidisciplinary co-operation.

Most archaeologists, researchers or heritage professionals that are trained at the university are not taught to communicate, mediate and interpret narrations. Educational structures should be modified to respond to the challenges of the current environment.

Written ethical principles in conventions and other texts always need to be considered, as well as new approaches to ethics. Students need to be made aware of the importance of ethics in research, but you can't affect people's behavior in real life.

What is the relationship between communities, media and heritage management.
Language can be a barrier to involve people on a local level. English is often the preferred language for scientific articles, but this, as well as the scientific jargon and the length of an article, might form an obstacle for connecting with local non-academics.

In archaeology, a baseline study is essential, because excavating is also resource destruction, therefore you need to know very well what it is you're researching before you start excavating. Without research, you cannot justify your need for funding or other resources. For that, writing is an important skill. Research cannot be isolated as something that is done at the universities, instead it should be regarded as the essential groundwork to obtain knowledge that you need at least to have some idea before the interventions begin. Especially on a local level, unfortunately, it is often the case that that the research reports are not even read and investigations are not necessarily based on previous research. The executive summary of a report is critical, because you can't expect the politician, official or decision-maker always to read the whole report. Therefore, it important for the heritage professional to learn how to write for different audiences.

NATIONAL

Chairs: Päivi Maaranen, NBA and Johanna Enqvist, University of Helsinki

Which skills are needed for the different practices of AHM?
On the one hand AHM professionals need to be skilled in writing statements; to have knowledge about the requirements for the type of heritage, and the textual context; to have the ability to collect information and to make informed conclusions and judgments; and to have communication and writing skills.

On the other hand the new AHM expert should be skilled in developing management practices, composing policies and guidelines; have knowledge and understanding of heritage research; and have the ability to connect and communicate with all the stakeholders. Theory is not enough, we also need understanding and this should be addressed at universities as well, the soft skills. How do you integrate these soft skills into a university program or should they be taught on the job?

We should be teaching critical thinking, not just facts. But people also need skills and competences. There should be a balance producing archaeological research and management, cooperation, inter- and multidisciplinary practice, discussion between experts and 'others', etc.

National research realities
All the countries represented in the session for continental Europe and Africa face similar issues regarding research. There is not enough funding and there are not enough resources available to do proper research on excavated material, affecting the quality of the research in both countries where the archaeology has been liberalized and where it has not. The knowledge-based decision-making process is favoured, but the question is, who is going to digest this?

On a simplistic level research means digging a hole in the ground, often because it is required by the investor and by the law that a place should be excavated. Afterwards when everything has been done according to the rules, the eventual quality is often poor, because only a simple recovery of all the remains has been done and legally often only a simplistic report (grey literature) is required, which is not useful for further research. When we feel, as academics, that the quality of the reports from contract archaeology is lacking, why can't we make ourselves available to make sure that we secure the reputation?

Quality
The quality control is considered the number one priority and concern for research and heritage management. Quality is important in all phases of the excavation, before during and after. In the

management process, you therefore need a very high-quality standard. To secure this quality, standards are required for the people who do the excavation, and the researchers.

In Finland, AHM guidelines for quality of archaeological fieldwork have been created and, to engage all players in the archaeological process, all were asked participate in writing them. There is also a section in these guidelines for managers. Political choices offer a framework, both for research and management. In Finland, and in other countries, nowadays research and management move in different directions, which is not necessarily desirable.

In Finland, there are three different realities:

1. Heritage management - NBA
2. Research reality- fieldwork archaeologists, private companies, universities, etc.
3. Universities - or the real research analysing reality.

The reason for the growing separation between these three entities might be that there is no actual quality control. There are the guidelines, but there is no actual control over the archaeological fieldwork, as long as you do your report in time. Fieldwork is not research, it is documentation, it is always preventative archaeology without any questions. The connection to the academic world is getting lost as well as the ability to analyse the things that we produce. The commercialization is a big problem all over Europe, because there is no quality control. The more liberal a system, the more you need quality control mechanisms from the State, also to determine what belongs to the State. The results of the research belong to the State; the people.

Research and heritage
Heritage professionals are now being trained in academia by those that have no experience to give training in AHM. The university programs are getting more heritage-oriented and these are designed by the traditional archaeologists who are forced to do so because more and more students are interested in heritage issues and heritage and research archaeology are still presented as two separate entities. There is a lack of critical understanding that research must be integrated with heritage. The distinction between research and heritage management is fabricated.

Why are archaeologists generally more amenable to the core sciences (chemistry, archaeo-botany, etc.) and not the other side? Placing archaeology in a certain department impacts its focus and emphasis on either the core sciences or the humanities. This division is problematic. Training affects our definition of heritage and research and how we understand quality.

The management aspect of preservation is problematic in an African context, because spiritual aspects are often not considered and the management guidelines are not African-defined. Conservation could offer a solution, because it is a use. It is preferable to preservation, because it allows heritage to evolve in a certain way; preservation blocks heritage and freezes it in time. Conservation is the direction in which we, heritage professionals, should head. How to conserve a place, while keeping it liveable.

Transnational

Chair: Akira Matsuda, University of Tokyo

What should or could a teaching program in Archaeological Heritage Management (AHM) look like?

Several subjects need to be covered: archaeology, landscape management, communication skills, museum studies, information technology, etc. The key to avoid a mishmash of introductory courses just stitched together is academic research. The course should not just offer a taste of different subjects, which always need to be informed and backed up by ongoing research.

How can we utilize research to strengthen all these different subject fields and what kind of research should we develop for the effective delivery of the course of AHM? How can research be combined so that it takes place on different levels? How can we achieve research-led management informed by the current research activities and output?

When we are talking about AHM, archaeology is the focal point. This new AHM professional with for instance a background in archaeology must be flexible enough to deal with different experts and be able to communicate with them. Since it is archaeology that is being managed, a research background in archaeology should be required as well as basic management knowledge. A research background in and deep knowledge of at least one field of study, usually archaeology, is a basic element that should be part of the AHM professional's skillset, the required knowledge from other disciplines should come from a multi- and interdisciplinary team of experts. The AHM manager should be able to talk with each of them in their 'language'. In addition the AHM professional should have skills in the fields of communication, mediation, project management etc., but the key element is research.

What is AHM and does AHM need to be done by an archaeologist?
A site can and often does have many different layers that require different disciplines. There can be several heritage managers, but the leader or the director needs to be an archaeologist, if archaeological heritage is the site' central focus. You must know your site in order to make the right management decisions and managers need to be sensible to all aspects and layers of the site, which can mean that the best decision for an archaeological site does not always have to be made or motivated by an archaeologist.

What kind of topics can be chosen for a doctoral research in AHM?
Given the relatively short period of 1-2 years of most Masters-Level programs and the great number of courses the students would have to take to become an 'all round' AHM specialist, there is usually very little time for research, except for the 3-6-month period to write the dissertation. One might therefore want to move on to the doctoral level upon completing a Masters to learn how to do good research.

What kind of topics can be chosen for a doctoral research in AHM?

- Evaluation, because there are a lot of good- and best practices in the world in managing archaeological heritage. You need to know the background of these cases and compare different situations to find the best solutions for each separate case.
- Monitoring techniques.
- Interpretation and the necessity to apply multivocality when interpreting the sites. In heritage management we tend to be more practical and forget the theoretical consideration of very fundamental questions: who owns the heritage and what is heritage in the first place?

Methodological groups in heritage studies
In their book 'Heritage Studies: Methods and Approaches' the authors Carman and Sørensen offered a categorization of methods adopted in Heritage Studies. They grouped these message into 3 categories:

1. Textual / discourse analysis, that's all about language and what language is used to conceptualize heritage.
2. Methods for investigating people's attitudes and behavior.
3. Methods for exploring the material qualities of heritage. These can be about the scientific analyses of the material quality of heritage, but they can also be framed more humanistically like the concept of 'biography of objects.

Other methodological groups in AHM that could be added to this list are the economical quantitative methods, like visitor numbers and visual or behavioral analysis

A possible fourth category: analysis of legal and administrative structure for managing heritage
This kind of analyses needs to be done on a comparative and therefore international basis, keeping in mind that legislation isn't always comparable straightforwardly. Cultural, social and/or political contexts and differences between countries can prohibit an accurate and precise comparison, especially when translated into another language. Despite all this, legislation and how it effects heritage should be researched as internationally as possible, because knowing about legislation in other countries can lead to better management in your own country.

In a transnational context, it is good to study the laws of different countries to get a good overview of what can and cannot be done at for example a transboundary site. On a basic level, we need to know the laws and administrative procedures to know how to operate, on a higher level if these laws and procedures need to be enhanced we should also be able to give a clear statement on how we can enhance them hoping that the authorities will take them into consideration and change the law or adjust administrative procedures.

"Who needs Experts?"
In this edited book, John Schofield and other contributors said that this idea of not just prioritizing what experts consider and how they think about archaeological sites, but also including the voices of many other stakeholders, is fully embraced. The fundamental question raised in this book is; What is the role of the 'original' experts? Schofield pushed the agenda even further by talking about a shift in the conceptualization of heritage, the emphasis in valuing heritage is gradually changing from the iconic, the special and the outstanding to the everyday and the ordinary. This makes answering the question of 'who are the experts' even more difficult, because heritage is something we appreciate in our everyday life, in our local context.

Do you embrace this shift, or do you feel that it is too radical?

- It can also be both, like at the Rauma WHS where an active, living local community is functioning in a WHS.
- Archaeologists seem uncomfortable with this development and it is not discussed enough.
- Heritage is now such a wide area that is difficult to control and manage
- To really connect people to their heritage you have to consider the social context, the local and the ordinary. These 'small histories' that usually are not taken in consideration by the classical approach to heritage and history are sometimes more efficient if we tackle them as Schofield suggested in his book; this way people may connect better to their heritage and it is a good way to preserve heritage.

Faro convention
This convention adopts a very people centered definition of heritage; it needs to be sustainable, it's something local and everyday. The convention in a way celebrated this people-centered idea of heritage. The convention is embraced by many, but it proved to be difficult to implement in practice in many countries. The idea, not the practice, came first, this makes it more a hope and an ideal to achieve.

World Heritage

Chair: Cheryl White, Anton de Kom University, Suriname

Are there different approaches in research at WH sites between developing and developed countries?

The main issues that exist in developing countries that could complicate or have a negative impact on research are the infrastructure, the low number of qualified professionals and lack of financial resources. On the other hand, because of the heavy regulations, control and bureaucracy in developed countries, there might actually be more opportunities in developing countries to do research at WH sites.

WH sites that have a greater amount tourists have greater access to funding for research. Tourism potential therefor seem to have a direct link to WH site research.

What kind of professionals do we want to involve in our heritage and incorporate in our research?

Experts from other fields of study could enhance our understanding of a site and be valuable in the interpretation of the site. There is also a risk to inviting 'others' to the site that are not familiar with excavation, like over enthusiastic individuals that have an alternative motive and are looking for 'name and fame' by finding something special at a site.

Research, universities and commercial archaeology

Most of the archaeological fieldwork in the UK is done by commercial companies, not universities. There's a difference between academic archaeology and commercial archaeology, where academic archaeology is of lesser quality than the commercial variant. Unfortunately, in this context academic archaeology is not cutting edge and they're not looking at the most interesting sites. Whereas commercial archaeology has compartmentalized skill sets that complement each other and allow for greater cross-collaboration, with better products and completed in a timely fashion. There is no scope for public involvement in the commercial excavation commissioned by developers in, for example, in the city of London. There is no value for them in doing that.

In Finland basically all archaeology is academic archaeology, commercial companies are non-existent; the only exception is the National Board of Antiquities that does the rescue excavations.

The cutting-edge archaeology is done at the university and there is a growing trend in involving other expertise in the research teams, like ethnographers or historians, GIS specialists, etc.

Perhaps the difference between universities and commercial archaeology is that the commercial archaeological companies, because the work is so segmented, look to a large range of specialists to have a broad scope of the work. Perhaps academic archaeology isn't cutting it there because they don't have this range of specialists to do the work, whereas a commercial company has, because they adhere to different standards and they are bigger players. The companies have this in-house expertise, and sometimes this knowledge will also come from universities.

Should we be creating courses that are more focused at the commercial or private sector?
Yes, because potable skills (GIS, history, ethnography, tourism), are skill sets that go beyond borders and are applicable in any country. Whatever curriculum you develop there should be a great portion geared towards skill development. With these skills students can find employments in different facets of AHM or find work outside their own country. A curriculum in AHM should build a greater skill set that enhances research the same time and the basics should be taught at the Bachelor level and portable skills should be developed at the MA level.

One of the WH mandates is professional dissemination of knowledge. Professional dissemination of knowledge in academia is basically an article at the end of the project in an academic journal, that is often not open access and in the end only read by a handful of people. Public companies, on the other hand, have to organize various disclosure meetings at different stages of the project. In Finland researchers are encouraged and trained to share information and disseminate information. Communication is considered very important in Finland. Finnish academics are required to present their research via a range of outlets. These include: school children level and to a lay community as well. Although many of the people who follow archaeology are well informed. In Suriname commercial companies have more structured outlets for information dissemination where professionals must communicate in multiple languages and to a range of stakeholders that range from educated professionals to collectively illiterate tribal communities.

What does a curriculum in AHM need to look like?
Creating greater opportunity to bring in ethnic groups and oral testimonials to enhance the narrative of the WH site, by using media and e-learning channels in order to do this. Bring students into the program with the understanding to better engage that segment of the population via different, traditional teaching methods.

Encourage activity based symposia and collaborative learning methods and be more innovative when creating a new curriculum.

Try to diversify the narrative.