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**Cultural Heritage Management Course
at the University of Debrecen**

1. Best practice selection criteria

The year 2018 is the European Year of Cultural Heritage. The essence of this initiative is to encourage as many people as possible to discover and familiarize with the cultural heritage found in Europe. The slogan for the year is: “Our heritage: where the past meets the future.”

In 2018, several events are organized across Europe to enable the citizens of the respective countries to come closer to their cultural heritage by familiarizing with them more closely. It is of outstanding importance in people’s lives to be aware of their own culture and traditions since it is these that shape their identity and everyday lives.

You may wonder why cultural heritage is so important. The best answer is that cultural heritage has a universal value for us as individuals, communities and societies. That is one reason why it is our outstanding duty to preserve this heritage and pass it on to future generations. You must not think of cultural heritage as non-renewing, static elements. It keeps changing and interacting with those preserving it and is also of key importance in building the future of Europe. That is one reason why we want to reach out to young people in particular in the European year.

It was this task that KultúrÁsz Public Benefit Association took a share of by closely cooperating with the University of Debrecen, within the framework of which an intellectual course was launched for interested young people in higher education with the title *Cultural Heritage Management* in February 2018. For the implementation of the course we used our project Universal communities, with the identification number HRDOP-1.3.5-16-2016-00014. The overall objective of the course was to enlarge young people’s knowledge in the areas of culture and literacy.

2. Organization(s) / person(s) the best practice can be related to

The course started in February 2018 and came into being as a result of the cooperation between KultúrÁsz Public Benefit Association and the University of Debrecen. The association has operated as an adult training and cultural-purpose non-governmental organization for almost 15 years, considering which it has the theoretical and practical knowledge that are required for the organization of such a course. The association has 5 full-time employees at the moment who are university graduates with one or several degrees and also consider the issue of cultural heritage protection as important.

With it is over a one hundred years' past, the University of Debrecen was able to provide an excellent background for the successful organization of the course. This is a renowned institution that is an outstanding player in higher education in the countryside and has the title of an elite research university. The lecture series of the training was implemented in the imposing Main Building. In view of the fact that this is the biggest university outside Budapest, there was a large enough pool available as regards a target group. It was thanks to this among others that a few hours after the course was launched there were no more places left for students wishing to join later.

3. Beneficiaries of the best practice

The primary target group of the best practice comprised young people aged 18-24, all of whom studied at one of the faculties of the University of Debrecen when the course was launched. Our goal in compliance with the strategy of the European Year of Cultural Heritage was to target the younger generation primarily as it emerged as a priority goal in 2018 that these young people should be provided more thorough information on cultural heritage and the importance of protecting and passing it on. There were altogether 100 people who applied for the course from the 8 faculties of the university. This, too, reflects from how wide a circle we were able to involve interested people at the university level; there are few intellectual courses at the university that can boast of its members recruited from so many faculties. At the end of the course all the 100 participants succeeded in meeting the examination requirements and were awarded the credits for the course.

The secondary target group of the best practice comprised participants' family members, friends and persons living in their immediate environment

who themselves did not or could not attend the course but through the information participants shared with them, their knowledge, too, widened about cultural heritage. Thus you can see that beyond the 100 people reached directly we succeeded in reaching much more people with the actual message of the training and the importance of preserving and passing on of the cultural heritage.

The results of the course were also disseminated at the Durkó Mátyás Commemorative Conference organized in summer 2018 where, through a poster presentation made by the person describing this best practice, participants' interest was also raised, so they can also be regarded as the beneficiaries of the best practice.

4. Objectives and activities of the best practice

The primary objective of the best practice was to widen the knowledge of young people between the ages of 18-24 about the topic of cultural heritage. We regarded it as important that during the course they should familiarize with the theoretical and practical knowledge having which they would be able to preserve and pass on the cultural heritage themselves. It was important that at the course organized within the walls of the university participants should receive relevant information with the help of which they would get answers to their questions about cultural heritage and by the end of the course, after a kind of change in attitude, view this cultural heritage even more positively, considering it even greater value.

In order to make the participating young people familiar with cultural heritage in the widest possible range they were given information by experts in four major fields:

1. *Theoretical knowledge:* within the framework of this block they familiarized with the concepts of cultural heritage as well as the legal and financial background of heritage management. After studying the techniques and the domestic and international practice of heritage protection they could familiarize with the unique characteristic features of the institutional system in Hungary.
2. *Hungaricums:* hungaricum is a collective term denoting a Hungarian peak performance that refers to a value worthy of differentiation and emphasis, which is a characteristic, specific feature, uniqueness and quality characterising Hungarians. Within the framework of this

participants could learn about the practice of declaring something a Hungaricum and received comprehensive information about the following Hungaricum categories:

- a. Agriculture and food economy: The intellectual and material assets of agriculture – including the fields of forestry, fishery, hunting and animal health –, especially agricultural and food products, winery, animal and plant species.
- b. Health and lifestyle: The products of scientific and popular prevention and medicine, natural medicine, especially medicine, herbs, products with medicinal effects, healing waters and spa culture.
- c. Built environment: The built (artificial) part of the environment created and separated as a result of intentional building activity, which primarily serves establishing the conditions of individual and community existence; intellectual products related to the maintenance of the environment surrounding humans.
- d. Industrial and technical solutions: The products and material assets of industrial production – including craft industry and handicraft – especially respective technologies, techniques, facility, machinery and instruments manufacturing, passenger and goods transportation by technical instruments.
- e. Cultural heritage: Intellectual and material assets of cultural heritage, especially literature, science, folk art and crafts, ethnography, cinematography, industrial arts, fine arts, dance and musical arts; as well as protected property values, especially historical monuments and archaeological sites, national and historic sites as well as world heritage sites of outstanding value, belonging to national property.
- f. Sports: Body exercise or activities performed in intellectual sports serving the preservation and development of physical fitness and intellectual performance capacity, performed flexibly as pastime, in an organized way or in a competitive form, especially sports careers and peak performance.
- g. Natural environment: Material assets in humans' natural environment, especially physical and biological formations or groups of formations, geological and geomorphological formations, natural landscapes, natural areas, living

communities and ecological systems as well as the intellectual products related to the maintenance of the environment surrounding humans.

- h. Tourism and catering: Intellectual products and material assets of tourism and catering, especially tourist attractions, services, catering industrial products as well as food and beverage making procedures within the range of catering.
3. *Intellectual cultural heritage*: Intellectual cultural heritage is basically cultural practice existing in words, knowledge, abilities and habits and related to living communities. This is the intellectual cultural heritage that is passed on from generation to generation, which is constantly re-created by communities and which gives them the feeling of common identity and continuity. Participating students were made familiar with the intellectual cultural heritage that could be related to Hungary (e.g. the traditions of mutton stew making in Karcag, the Mezőtúr pottery, falconry, lace making in Kiskunhalas, etc.) and they also explored the process of entering into the heritage list as well as the structure of the expert committee.
4. *World heritage*: world heritage sites in Hungary were presented in both the cultural and the natural categories. Participants were familiarized with the aspects that make categorization in one or the other category possible. In addition to these, the respective items of both categories were presented in detail and it was discussed why the respective world heritage sites fit in the world heritage concept.

The course was completed by a written examination on the basis of a series of questions on the theoretical and practical knowledge shared at the respective occasions. Participants who scored at least 50% at the examination successfully complied with the requirements and were awarded the credits for the course.

5. Area(s) affected by the best practice

As its title reveals, the best practice primarily concerns cultural heritage. Within that it concerns Hungaricums, intellectual cultural heritage, architectural and natural world heritage as well as the theoretical and practical knowledge that forms the fundamentals of cultural heritage management.

6. Territorial scope of the best practice

The territorial scope of the best practice can be considered international. This, on the one hand, can be thanks to the fact that, in addition to Hungarian cultural heritage, international cultural heritage has also been made mention of. On the other hand, it is the result of the fact that even though the course was implemented in Hajdú-Bihar County in Hungary, students from beyond Hungarian borders (e.g. from Transylvania and Slovakia) were also among the attendants in addition to Hungarian students. It is therefore important to underline that, by the implementation of the course, we have in fact served European efforts and the training we implemented was not only of local or regional significance. It is our hope that the course has also enabled persons of Hungarian origin who are not Hungarian residents to have a glance into the topic of cultural heritage management.

7. The conditions (human, financial, technical) required for the best practice

The implementation of the best practice was made possible by the project entitled Universal communities awarded to KulturÁsz Public Benefit Association. The project has made it possible to finance the expenditure related to the course (e.g. the tutors' fees). As regards human resources it is very important to underline that the course can be implemented only with professionals all of whom are knowledgeable about the topics of cultural heritage management, as it is only this way that relevant and authentic knowledge dissemination can be ensured. In the case of this course the tutor was head of the Department of Cultural and Human Studies of the University of Debrecen, college associate professor Dr. Erika Juhász, who is at the same time chairperson of our Association.

As regards the technical conditions it can be established that the course has relatively low needs in this respect. Implementation primarily required a university that was able to accommodate as many people as we wished to involve in the course. Considering that it was a university course, another technical requirement was the provision of the Neptun Uniform Education System suitable for involving the target group because it was within that that the course was advertised and could be registered for and the examination results could be entered. As regards the facilities of the room a laptop or a desktop computer was required, as well as suitable sound amplification and a projector through which the tutors' presentations as well as the related multimedia contents could be shown to the participants. The topic was a

very exciting and colourful one so in addition to the presentations short films and audio materials were also used to help to successfully explain about the importance of preserving and passing on the cultural heritage. The course was made more colourful by the occasional use of realia for illustration, which was further motivation for students. This when explaining about intellectual heritage, students were handed out drawings of folk motives together with colour pencils to practice the use of colours related to the motifs concerned; when we taught about Hungaricums, cards were used among others for demonstration; when taught about world heritage, they were handed out bookmarks with photos of world cultural heritage sites in Hungary as well as the year of their registration as world heritage, etc.

8. Results and short-, mid- and long-term impact of the best practice

As a short-term result of the best practice the students attending the course will be more informed about the topic of cultural heritage management. They come to terms with theoretical and practical information within the topic and the level of their general knowledge rises.

It can be mentioned as a mid-term result that participating students pass on the knowledge acquired in their families and communities and this may start a process among people living in Hungary and even beyond Hungarian borders that will draw attention to cultural heritage to an even greater extent and they will understand why it is important to preserve and pass on culture and tradition.

As a long-term effect we have managed to achieve what the initiative of the European Year of Cultural Heritage of 2018 set as a goal: to train young people who themselves are capable of protecting cultural heritage and are able to pass on knowledge, traditions and cultural habits to the next generation. Adjusting to the strategy of the initiative this is the highest goal that the course is meant to achieve as it is of outstanding importance that, in addition to the older generation, young people should emerge who themselves wish to make efforts for preserving their culture and the heritage hidden therein. Thanks to the cooperation of several generations this objective can be successfully implemented and the fading of cultural heritage can be avoided.

9. Sustainability of the best practice

The best practice can be sustained if the human, financial and technical resources required for its implementation can be provided. Considering that there are long-established professional relations between KultúrÁsz Public Benefit Association and the University of Debrecen and this cooperation is to be maintained in the long run, technical as well as highly trained human resources are to be available in future as well. Examining financial resources you can establish that in spite of the fact that the course was implemented from grants, the availability of tender grants is not a condition for implementation. The implementation costs of the course are not too high to be financed by a higher educational institution from its own funds. Higher expenditure can certainly produce higher-quality training implementation, considering which if organizers have the chance to make use of grants, either individually or in cooperation with other institutions or organizations, they should by all means apply for these.

10. Adaptability of the best practice

The course can be perfectly adapted at other Hungarian institutions and organizations in view of the resources available. The best practice can furthermore be adapted even by organizations and higher educational institutions beyond the borders, familiarizing with the Hungarian cultural heritage and complementing these with the list of and information about heritage in the countries concerned. In addition to institutions of higher education other public education institutions, too, can adapt the best practice, adjusting its contents to the needs of their own target groups. This can take place within the framework of weekly workshops, too, where the individual topics can be processed in a more playful way with younger children. The sooner you start involving the target group, the more you are able to ensure that they grow up to become adults who regard the preservation of cultural heritage and the transmission of traditions as important themselves. Non-governmental organizations can also successfully adapt the best practice in the form of e.g. a licensed course, and the topic can also be processed with a training method. After the successful start, the Cultural Heritage Management course will be launched once again at the University of Debrecen in spring 2019, while interactive lectures limited to one-two occasions, of an information dissemination nature in the same field, have also been held several times, within the circle of various communities.

