

Assessing the effectiveness of Museum Education in teaching the Namibian History theme of the Herero and Nama Genocide of 1904-1908 through exhibitions: A case study of the Independence Memorial Museum in Windhoek, Namibia

Julius Shangeipo Johannes

201509549

2023

Research paper submitted in partial fulfilment of the requirements for the Postgraduate Diploma in Heritage Conservation and Management, University of Namibia, Department of Humanities and Arts, Faculty of Education and Human Science.

Supervisor: Dr Goodman Gwasira

ABSTRACT

This research paper explored the effectiveness of in teaching the Namibian History, specifically focusing on the Herero and Nama genocide of 1904-1908 in Namibian schools. The study centered on the Independence Memorial Museum in Windhoek, Namibia. The assessment aimed to assess the museum's resources, measure the impact of museum visits on learners' outcomes, identify challenges and opportunities, and provide recommendations for maximizing the educational potential of museums in studying the Herero and Nama genocide.

This research employed a qualitative methodology, including document analysis, exhibition analysis, and interviews. The research found out that the Independence Memorial Museum's Genocide exhibition teaches the theme effectively. Limitations of this study include the study's focus on a specific museum and constraints on sample size due to time and resources limitations.

Key words: *Museums, Exhibitions, Herero and Nama genocide, Independence Memorial Museum, Teaching, Curriculum*

DEDICATION

This research paper is dedicated to my late father, Mr. Kalistu Johannes as well as my dear friend Margaret Litungeni Johannes.

ACKNOWLEDGMENT

Uhapandula novake! First, I would like to thank the Museum Association of Namibia for awarding me the Scholarship that enabled me to pursue my studies without having to stress about tuition fees and every cost associated with my studies. Secondly, I would like to thank my supervisor, Dr. Goodman Gwasira for his consistent support throughout my studies, and mostly for his guidance in this research project. On the same note, I would like to thank all the participants who participated in the data collection process. Finally, I would like to thank my colleagues at Orumana Combined School for carrying out my duties when I went to classes. Kalunga ne mu kalele noshisho vaholike!

DECLARATION

I JULIUS SHANGEIPO JOHANNES, hereby declare that this study is a true reflection of my own research, and that this work or part thereof has not been submitted for a qualification in any other institution of higher learning.

I JULIUS SHANGEIPO JOHANNES, grant the University of Namibia and the Museum Association of Namibia the right to reproduce this research paper in whole or in part, in any manner or format which the University of Namibia and the Museum Association of Namibia deem fit for any person or institution requiring it for study and research.



.....

Julius Shangeipo Johannes

30 NOVEMBER 2023

Date

Contents

ABSTRACT	i
DEDICATION	ii
ACKNOWLEDGMENT	iii
DECLARATION	iv
LIST OF APPENDICES	viii
LIST OF ACCRONIMES.....	ix
CHAPTER ONE	1
1 INTRODUCTION	1
1.1 Background of the study	1
1.2 Problem statement	3
1.3 Research questions	3
1.4 Significance of the study	4
1.5 Limitation of the study	4
1.6 Delimitation	5
CHAPTER TWO	6
2.1 LITERATURE REVIEW	6
2.2 Museums as Educational Resources	6
2.3 Interpretation and Presentation of Historical Narratives	7
2.4 Educational Programs and Workshops	7
2.5 Challenges and Opportunities.....	8
CHAPTER THREE	9
3.1 Research Design	9
3.2 Population	9
3.3 Sampling.....	9
3.4. Data collection Instruments.....	10
3.4.1 Questionnaire	10
3.4.2 Semi-structured interviews	10
3.4.3 Exhibition analysis	10
3.4.4 Museum documents Analysis	10
3.5 Data collection Procedure.....	11
3.6 Data analysis	11

3.7 Ethical Considerations.....	11
3.6 Summary	12
CHAPTER FOUR	14
4 RESULTS AND INTERPRETATION	14
4.1 INTRODUCTION	14
4.2 Biographical information of Participants	14
4.3 Results from the questionnaires.....	14
Section 1: Museum's Educational Resources.....	14
Section 2: Impact Assessment	15
Section 3: Challenges and Opportunities.....	15
Section 4: Curriculum Integration.....	15
Section 5: Visitor Engagement	16
Section 6: Cultural Sensitivity	16
Section 7: Museum Accessibility.....	17
Section 8: Visitor Feedback.....	17
Section 9: Future Developments.....	17
4.3 Results from semi-structured interview questions.....	18
Section1: Biographical Information	18
Section 2: Educational Resources and Curriculum Integration	18
Section 3: Impact Assessment	19
Section 4: Challenges and Opportunities.....	19
Section 5: Accessibility, Cultural sensitivity, and community involvement.....	20
Section 6: Visitor Engagement, Feedback and Improvements	21
4.5. Results from exhibition analysis	22
Section 1: Exhibit Overview	22
Section 2: Identification of the key historical event or narrative presented in the exhibit (Herero and Nama genocide)	22
Section 3: Historical Accuracy	22
Section 4: Completeness.....	22
Section 5: Diverse Perspectives	24
Section 6: Design and Layout	24
Section 7: Organization	24
Section 8: Use of Space	24

Section 9: Visual Elements	25
Assessment of visual elements, including graphics, photographs, maps, and illustrations.....	25
Section 10: Hands-On Activities	25
Section 11: Accessibility and Inclusivity	25
Section 12: Inclusivity	25
Section 13: Curriculum alignment.....	26
4.6 Results from Museum Documents Analysis.....	26
CHAPTER FIVE	28
5. DISCUSSION, RECOMMENDATION AND CONCLUSION	28
5.1 INTRODUCTION	28
5.2 DISCUSSION.....	29
Exhibition of Herero and Nama Genocide.....	29
5.3 CONCLUSION.....	32
References	35

LIST OF APPENDICES

Appendix A: Ethical clearance from UNAM.....	38
Appendix B: Request to collect Data in the Independence Memorial Museum.....	39
Appendix C: Authorization to collect Data from the Chief Curator.....	40
Appendix D: Consent letter for participants.....	41
Appendix E: Research Questionnaire Guide.....	42
Appendix F: Interview Guide.....	45
Appendix G: Exhibition analysis Guide.....	48
Appendix H: Document Analysis Guide.....	51

LIST OF ACCRONIMES

JSC- Junior Secondary Certificate

MAN- Museum Association of Namibia

UNAM- University of Namibia

CHAPTER ONE

1 INTRODUCTION

1.1 Background of the study

The event that occurred between the German colonial forces and the Herero and Nama people in German South West Africa (present-day Namibia) from 1904 to 1908 has been a subject of debate regarding how to conceptually characterize it. Different scholars and historians have proposed various terms to describe this historical episode. Three of the commonly used concepts are the "Nama/Herero rebellion," the "Herero and Nama uprising," and the "war of national resistance." However, these concepts face several challenges when considered in the Namibian context, making "Herero and Nama genocide" a more appropriate term.

Nama/Herero Rebellion:

This term suggests that the Herero and Nama people were rebelling against a legitimate authority, implying that the German colonial forces were justified in their actions (Brock, 2019). In reality, the Herero and Nama were resisting the brutal colonization and exploitation imposed by the German colonial regime. Referring to it as a rebellion can misrepresent the power dynamics and motivations of the parties involved.

Herero and Nama Uprising:

According to Shigwedha (2016), while this term acknowledges the agency of the Herero and Nama peoples in acting against the oppressive colonial regime, it fails to capture the full extent of the violence, displacement, and atrocities committed by the German forces. It may inadvertently downplay the severity of the events and their genocidal nature.

The War of National Resistance:

This term implies a war between two nations or entities on equal footing, which does not accurately reflect the context (Kössler 2007). The Herero and Nama were not fighting for independence or nationhood; they were defending their lands, livelihoods, and cultures against a vastly superior colonial power. Describing it as a "war of national resistance" can distort the understanding of the power imbalance and the genocidal intent of the German colonial forces.

Why the event should be referred to as The Herero and Nama Genocide?

According to Sarkin and Fowler (2008), the term "Herero and Nama genocide" accurately reflects the gravity of the events as it acknowledges the deliberate and systematic extermination, forced displacement, and mistreatment of the Herero and Nama people by the German colonial forces. It emphasizes the genocidal intent of the actions taken by the Germans, aligning with international definitions of genocide, such as the United Nations Genocide Convention of 1948. Furthermore, in 2015, the German government admitted that its shared history with Namibia involved genocide, even though they did not tender an official apology (Boehme 2020). The debate over the terminology used to describe the events of 1904-1908 in Namibia reflects the complexity of historical interpretation. However, the term "Herero and Nama genocide" is deliberately and unapologetically used in this paper to amplify the nature of the atrocities, power and dynamics that were involved in the event, and to demonstrate the lasting consequences of this tragic chapter in the Namibian history.

The Herero and Nama genocide of 1904-1908 in German South West Africa (present-day Namibia) remains a significant and tragic historical event that holds immense importance within the Namibian History syllabuses (Smith, 2016). According to Drechsler (2017), this genocide witnessed the systematic extermination and forced displacement of the Herero and Nama people by German colonial forces, leaving an indelible mark on Namibia's history and the experiences of its indigenous populations. Understanding this dark chapter is not only essential for comprehending Namibia's colonial past, but also for recognizing the ongoing repercussions of such atrocities (Namibian Ministry of Education, Arts, and Culture, 2019).

In the realm of teaching the Namibian History, museums have emerged as invaluable institutions that facilitate a deeper understanding of historical topics (Smith, 2018). According to Karlsson

(2019), Museums serve as crucial educational resources, enabling teachers and learners to engage with primary sources, artifacts, and immersive exhibits related to the genocide. One museum that warrants investigation in this regard is the Independence Memorial Museum in Windhoek, Namibia. The Independent Memorial Museum stands as a central hub for commemorating Namibia's struggle for independence and preserving its historical memory, providing a unique educational environment for exploring the Namibian Historical themes (Meyer, 2017).

1.2 Problem statement

After a careful examination of the Namibian History curriculum, the researcher established that the curriculum does not recognize Museums as educational institutions that play pivotal role in teaching History in general, and Namibian History in particular. Despite the effort of the Museum Association of Namibia (MAN) having put in place Museum Education Handbook, the significance of museum education is not integrated in the History curriculum to acknowledge the role played by museums in teaching Historical themes such as the theme of the Herero and Nama genocide of 1904-1908, as well as to give guidelines of how schools can make use of the Museums' educational programs for the learners to get both primary and secondary historical evidence. It is on this basis that this research explored the effectiveness of museum education in teaching the Namibian theme of the Herero and Nama genocide of 1904-1908 through exhibitions particularly focusing on the Independence Memorial Museum, as well as to seek opportunities for the integration of the significance of Museum Education in the Namibian History Curriculum.

1.3 Research questions

The study addressed the following research questions:

1. How does the Independence Memorial Museum contribute to the teaching of the Namibian History, particularly theme of the Herero and Nama genocide, and what are the key resources and exhibits that facilitate their educational programs?

2. What is the impact of museum visits to the Independence Memorial Museum on learners understanding of the Herero and Nama genocide, their emotional connection to the experiences of the affected populations, and their overall learning outcomes?

3. What are the challenges and opportunities in integrating museum resources, such as exhibits, educational programs, and archival materials, into the Namibian History Curriculum for teaching the theme of Herero and Nama genocide, and what recommendations can be made to maximize the educational potential of museums in this context?

1.4 Significance of the study

This research aimed to examine the effectiveness of the museum's resources, assess the impact of museum visits on learners' learning outcomes. Additionally, the study aimed to provide valuable insights and recommendations for educators, museum professionals, and policymakers to maximize the educational potential of museums in the study of this particular genocide theme and foster a deeper understanding of Namibia's history and its ongoing implications.

The study further aimed to contribute to the broader understanding of the role of museums, particularly in the context of sensitive and significant historical events such as the theme of the Herero and Nama genocide, and to inform future research and practice in museum education. Finally, the study aimed to identify challenges and opportunities in incorporating museums' programs into the Namibian History curriculum, specifically focusing on the study of the Herero and Nama genocide.

1.5 Limitation of the study

It is important to acknowledge the limitations of this research. The findings are specific to the Independence Memorial Museum and may not be fully generalizable to other museums. Additionally, time and resource constraints have contributed to the limitation the sample size of participants. Furthermore, this research only focused on the effectiveness of the Independence

Memorial Museum's teaching of the theme of the Herero and Nama genocide through exhibition. It did not include other historical themes that the museums teach through various means.

1.6 Delimitation

This study focused on the effectiveness of Museum education in teaching the Namibian History theme of the Herero and Nama genocide of 1904-1908 through exhibitions, specifically by only looking at the Independence Memorial Museum exhibition of the Herero and Nama genocide.

CHAPTER TWO

2.1 LITERATURE REVIEW

The focus of this chapter is to review existing literature on the subject of study. The genocide's impact on Namibia's history, the experiences of indigenous populations, and the long-lasting effects of such atrocities make it a crucial theme for learners to understand. Museums have emerged as valuable educational resources in this context, providing immersive exhibits, educational programs, and archival materials that enrich learners' understanding of the genocide. Due to limited literature in Namibia on the topic of interest, literature was drawn from studies done in other countries, but a brief review of the existing though very limited literature on Namibia is provided. The researcher begins with discussing museums as educational resources, followed by interpretation and presentation of Historical Narratives, further followed by educational programs and workshop, then concludes with challenges and opportunities faced by museums.

2.2 Museums as Educational Resources

Museums serve as essential repositories of historical artifacts, documents, and narratives related to Historical events. Through their collections, museums offer students access to primary sources and tangible evidence of the events that unfolded during this period (Smith, 2017). Exhibits displaying photographs, personal belongings, and archival materials contribute to a deeper understanding of the historical context surrounding the genocide (Karlsson, 2019). By engaging with these resources, students can develop a more comprehensive perspective and connect emotionally with the experiences of those affected by the genocide (Sturman, 2016). Silvester and Thaniseb (2005) state that the International Council of Museums defines a museum as a permanent non-profit institution in the service of society and its development which collects, conserves, researches, and interprets for purposes of study, education and enjoyment, material evidence for people and their environment. They suggest that to make our museums as relevant to their respective communities; education must be seen as one of our core functions. Thus, the

museums should see the development and implementation of educational programs as one of their most essential task. As most museums do not have necessary tools or resources, establishing networks with relevant partner institutions is of outmost importance. They further state that education is recognized internationally as one of the key functions of a museum. A museum is not just a very large cupboard for storing things, it aims to communicate and encourage visitors to think.

2.3 Interpretation and Presentation of Historical Narratives

The role of museums extends beyond the display of artifacts. They play a crucial role in interpreting and presenting historical narratives associated with the Herero and Nama genocide. Through collaboration with historians, community members, and affected communities, museums can incorporate diverse perspectives and voices into their exhibits (Chidester, 2016). This inclusivity promotes a more nuanced understanding of the genocide and encourages critical thinking among students (Johnson, 2020). Survivor testimonies, oral histories, and interactive displays help humanize the experiences of the victims and foster empathy among students (Schmidt, 2018).

2.4 Educational Programs and Workshops

Museums offer a range of educational programs and workshops designed to engage students in the study of History. Guided tours led by knowledgeable museum staff provide students with valuable insights into the historical context and significance of the genocide (Brusius, 2018). Workshops that involve hands-on activities, group discussions, and analysis of primary sources enhance students' analytical and critical thinking skills (Meyer, 2017). By actively participating in these programs, students develop a deeper appreciation for the complexities of the genocide and its impact on Namibia's history and identity.

2.5 Challenges and Opportunities

While museums hold immense potential in teaching and learning of History about the Herero and Nama genocide, there are also challenges to consider. Accessibility to museums, both geographically and financially, may limit some learners' ability to visit and benefit from their resources (Bennett, 2018). Curriculum alignment and integration of museum visits within the broader educational framework require careful planning and collaboration between museum educators and teachers (Williams, 2019). Additionally, providing professional development opportunities for teachers can empower them to effectively utilize museum resources in their classrooms (Burcaw, 2015). Silvester and Thaniseb (2005) add that if teachers are going to see the museum as an educational resource it is important to make it clear how a particular display or event at the museum will fit into the curriculum. Indeed, it is important to know which Grade are working on a particular subject so that you can make a display or event suitable for that age group and also to know which classes and teachers will be most likely to be interested in a particular subject. Teachers are much more likely to bring their learners to the museum if they can see a direct educational link between what the learners will see and the subjects they are studying in the classroom.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Research Design

According to Bhattacharjee (as cited in Shiningayamwe, 2020), research design is defined as the broad plan for data collection in an empirical research project. It is thus aimed at answering research questions and consists of the data collection procedures, research instruments, and sampling technique that must be employed in that research. This study employed a qualitative research approach to gain in-depth insights into the effectiveness of museum education in teaching the Namibian History about the Herero and Nama genocide particularly by focusing on the genocide exhibition in the Independence Memorial Museum. Merriam and Tisdell (2016, p. 9) define qualitative methodology as a research approach that emphasizes understanding and interpreting the nuances and complexities of human experiences, behaviors, and phenomena through non-numerical data collection and analysis methods. This research methodology was chosen as it could allow for a detailed exploration of the museum's educational programs, exhibits, and their impact on learners' understanding and engagement.

3.2 Population

The population for this study focused on the officials at the Independence Memorial Museum that deal with exhibitions.

3.3 Sampling

A sample is defined as a portion of a well-defined population that is used in the study (Ary et al, 2014). Kothari (2004) equally states that a carefully chosen respondent make up what is known as a sample and the selection process is called the sampling technique.

This study employed purposive sampling as the researcher deliberately selected individuals who are directly involved in the exhibitions and deals with documents related to the Herero and Nama Genocide at the Independence Memorial Museum. In purposive sampling, the researcher chooses

the population based on who they think will best represent members of the population, therefore the judgment of the researcher plays a significant role in this sampling design (Kothari, 2004). According to Ary et al, (2024 p. 169) purposive sampling, also referred to as judgment sampling, the sample elements judged to be typical or representative, are chosen from the population. Ary et al (2014) further explains that purposive sampling is more used in qualitative research because it helps the researcher to gain an in-depth understanding into the area of their studies.

3.4. Data collection Instruments

3.4.1 Questionnaire

The study employed closed-ended and open-ended questions to collect data from museum officials the deals with the genocide exhibition to get their view about the effectiveness of museum education in teaching the Namibian History theme of the Herero and Nama Genocide through exhibitions.

3.4.2 Semi-structured interviews

The study also employed a semi-structured interview to gather qualitative data from museum officials that deal with genocide exhibition.

3.4.3 Exhibition analysis

A selection of exhibition directly related to the Herero and Nama genocide was identified for analysis. The exhibition analysis guide was created, and it covered the following aspects: general information about the exhibition, exhibition overview, historical accuracy of the exhibition, and completeness of the exhibition, diverse perspective of the exhibition, exhibition design and layout, as well as accessibility and inclusivity of the exhibition.

3.4.4 Museum documents Analysis

The researcher developed an analysis guide to analyse relevant museum documents such as textbooks, educational materials, to gain a deeper understanding of the content being taught

through exhibits, the resources available, and the alignment between the Namibian History curriculum's objectives and museum exhibits.

3.5 Data collection Procedure

The researcher obtained ethical approval from the Program coordinator at the University of Namibia (UNAM) (see **Appendix A**). Authorization to collect data from the officials from the Independence Memorial Museum was obtained from the Chief Curator at the Independence Memorial Museum (see **Appendix B**). The purpose and research ethics were explained to the participants. Data collection instruments such as exhibition analysis, documents analysis, semi-structure interviews and questionnaires were designed to collect data.

3.6 Data analysis

The collected data from the questionnaire, interviews, exhibition analysis and document analysis have undergone a thematic analysis, identifying patterns, and organizing the information into themes. Braun and Clarke (2006) describe the thematic technique as a method for identifying, analyzing, and reporting patterns (themes) within data. Boyatzi (1998) explains that the researcher develops themes that serve as different labels for different sections. This allows data to be summarised to key ideas. Riffe, Lacy and Fico 1998 (as cited in Atkinson, 2017) state that the researcher looks for certain terms within a text, counts the number of instances in which those terms or themes emerge and utilizes statistical analysis to discover if the recurring use of terms or theme is significant p. 48. The identified themes were examined and interpreted to generate meaningful insights into the significance Museum education in teaching the Namibian History about the Herero and Nama genocide through exhibitions.

3.7 Ethical Considerations

The researcher obtained an authorization to conduct research from the program me coordinator (see **Appendix A**). Further, the researcher sought permission from the Chief Curator at the Independence Memorial Museum (see **Appendix B**) which was granted (See **Appendix C**) and consent was obtained from the Museum officials that work with the museum exhibitions including that of the Herero and Nama genocide (see **Appendix D**). Due to the nature of the study, participants were assured that they will not be exposed to any physical or emotional harm.

Additionally, participants have signed consent forms to participate in this study, and were also informed that their participation is voluntary and that they are at liberty to withdraw from the study at any time without getting prejudiced in any way. The participants were given full information about the purpose and objectives of the study to enable them to make an informed decision on whether to participate on the research or not. The information provided by the respondents was treated with the outmost confidentiality and anonymity. The names of the participants did not appear on the interview guide, questionnaire, or in the final project report.

The researcher was honest and reported on the process accurately and with integrity and acknowledged all the sources used. The Data collected was stored in the researcher's personal computer, with a password only known to the researcher and will be destroyed after the project has been evaluated. All research findings were presented in a confidential manner and no identifiable information was disclosed to the public. The participants' written consent was sought for the use of any personal material such as pictures in the report and any future publications that may result from this study. I undertake to acknowledge all my participants and their respective communities in publications that will result from this study.

3.6 Summary

This chapter explains and describes the methodology of the study by explaining the population, sample and sampling procedure. The sample of this study consisted of three Museum Officials. The chapter discusses how the questionnaires were used to collect data from the participants and interview to get in depth opinions from the Museum Officials. The chapter also outlines how data is analyzed and discussed issues related to ethical consideration. The next chapter presents

the findings from the questionnaires, interviews, exhibition analysis, and museum documents analysis.

CHAPTER FOUR

4 RESULTS AND INTERPRETATION

4.1 INTRODUCTION

The results of data gathered from questionnaires, semi-structured interviews, and exhibition analysis and museum documents during the study are discussed in this chapter. The participants were purposively selected amongst the officials working at the Independence Memorial Museum. The results obtained are presented according to the questions of the study.

4.2 Biographical information of Participants

A total number of 3 museum officials, a male and two females that work directly with the museum exhibits have participated in the data collection process.

4.3 Results from the questionnaires

Section 1: Museum's Educational Resources

1. Are there any aspects of the Herero and Nama Genocide in the Museum Exhibitions?

All participants have indicated that the aspect of Herero and Nama Genocide is exhibited in the museum.

2. If your answer for question 1 is “yes”, briefly describe the components/ Content of the Genocide Exhibitions?

The gallery which consists of aspects of the Herero and Nama genocide is called “Early resistance against colonialism”, and in the gallery, there are mostly images that depict German colonialism in Namibia from roughly 1884 until 1915. Including artifacts such as a canon from the German colonial era. One participant indicated that there are murals depicting dead bodies of people who died after the extermination order was passed and depiction of chained people who worked in concentration camps. Furthermore, the participant indicated that there are actual chains and hand cuffs that were used on prisons, hanging from the ceiling.

3. Can you briefly describe the educational resources and exhibits related to the Herero and Nama genocide available at the Independence Memorial Museum?

The participants have indicated that The Independence Memorial Museum does not have a resource center, thus they usually refer people to the National Museum of Namibia's library which is based across the street. They further indicated that the exhibition that relates to the Herero and Nama genocide can only be found in the gallery titled "early resistance against colonialism, followed by the gallery called "the Dark Room".

4. How do you tailor these resources to cater specifically to learners studying this historical theme?

The participants have indicated that they refer the learners to History textbooks used in school as some of the photographs displayed in the genocide section are also featured in such Text books.

Section 2: Impact Assessment

1. What methods or approaches do you use to assess the impact of museum visits on learners' understanding of the Herero and Nama genocide?

The participants have indicated that there are no specific methods or approaches used to assess the impact of museum visits on learners' understanding of the Herero and Nama genocide.

2. In your experience, what are the strengths and weaknesses of the museum's current offerings in terms of teaching this historical theme?

Section 3: Challenges and Opportunities

1. *What challenges, if any, have you encountered when working with History teachers and learners in the context of the museum's educational programs?*

The participants have indicated that they do not encounter problems when working with History teachers and learners.

2. Are there any opportunities or strategies you believe can further enhance the museum's role in teaching about the Herero and Nama genocide?

The participants believe that they can have descendants, and people who are knowledgeable about the topic to have an opportunity to present that history.

Section 4: Curriculum Integration

1. How closely are the museum's educational resources and exhibits aligned with the History syllabuses regarding the Herero and Nama genocide? T

The participants have indicated that the exhibition is aligned to the History curriculum as some of the images one can find in the galleries are also included in the History textbooks used in school.

2. Are there any specific challenges you face in ensuring that the museum's content aligns with the curriculum requirements?

The participants have indicated that they do not face challenges in making sure that the exhibition is aligned to the History curriculum because it is a permanent exhibition.

Section 5: Visitor Engagement

1. In your opinion, what aspects of the museum's exhibits or programs seem to engage learners the most when learning about the Herero and Nama genocide?

The participants have indicated that they feel that all the displays in the section of Genocide engage learners effectively.

2. Are there any innovative approaches or techniques you've found effective in capturing students' interest and curiosity?

The participants have indicated that there are no specific innovative approaches or techniques you've found effective in capturing students' interest and curiosity apart from the exhibition itself.

Section 6: Cultural Sensitivity

1. How does the museum address cultural sensitivity when presenting information about the Herero and Nama genocide, especially considering the sensitive nature of this historical event?

The participants have indicated that the first thing that they do when receiving learners and teachers is to inform them that they do not display human remains. They also ask for informed consent from the teachers and learners if they wish to be toured through the dark room (A room displaying atrocities that the victims of the Herero and Nama genocide went through).

2. Have there been instances where cultural sensitivity became a particular concern, and how were those situations addressed?

The participants have indicated that cultural sensitive surrounding the Genocide topic have never become a concern.

Section 7: Museum Accessibility

1. What steps has the museum taken to ensure that the exhibits and educational resources related to the Herero and Nama genocide are accessible to a wide range of visitors, including those with disabilities?

The participants have indicated that the museum is constructed in a way that can accommodate people with diverse needs particularly people with mobility challenges as there are elevators and corridors that can be used by people on wheelchairs. They have however indicated that people with hearing impairment and visual impairment do not benefit from museum offerings as there is no sign language interpreters at the museum and there are no brail transcriptions in the museum.

2. Are there any ongoing efforts to improve accessibility within the museum's educational offerings?

The participants have indicated that they are not aware of any ongoing efforts to improve accessibility within the museum's educational offerings.

Section 8: Visitor Feedback

1. Do you actively seek feedback from learners and their teachers about their experiences at the museum? If so, how do you use this feedback to make improvements?

The participants have indicated that they do not seek feedback from learners and teachers. However, the visitors always thank them for doing a great job.

2. Are there any memorable instances of feedback that have led to positive changes in the museum's programs or exhibits?

The participants have indicated that the positive feedback they get from teachers and learners through their tour guiding usually motivates them to keep up the standard with all their tour guides.

Section 9: Future Developments

1. Looking ahead, what are some plans or ideas the museum has for enhancing its role in teaching about the Herero and Nama genocide for History learners?

The participants have indicated that currently, there are no plans or ideas for enhancing the effectiveness of the exhibition.

2. How does the museum envision its role in historical education evolving in the coming years?

All participants have stated that the vision of the museum is to continue preserving history and to pass it down from one generation to the next.

4.3 Results from semi-structured interview questions

Section1: Biographical Information

1. Can you please introduce yourself briefly, by just stating your current position at the Independence Memorial Museum and years of experience on your current position?

All the participants have introduced themselves as museum technicians and tour guides, and they have been at their positions since the inauguration of the museum.

Section 2: Educational Resources and Curriculum Integration

1. Could you provide an overview of the educational resources related to the Herero and Nama genocide that are available at the Independence Memorial Museum?

All participants have described the photographs displayed in the Genocide section that shows the conditions of the concentration camps and the army general of the German soldiers Lothar Von Trothar.

2. How do you tailor these resources to cater specifically to learners studying this historical theme?

The participants have indicated that the exhibition was not necessarily designed solely for school learners. They have however stated that they change the methodologies of narrating the exhibits when they are touring learners through the exhibition to create a classroom a sense of a classroom setting for the learners.

3. How closely do the museum's educational resources align with the History curriculum regarding the Herero and Nama genocide? Can you share any examples of how this alignment has positively impacted learners?

The participants have strongly affirmed that the genocide exhibit is aligned to the History curriculum because learners and teachers always confirm with them that they teach and

learn about the Herero and Nama genocide topic covering the aspects displayed in the museum.

Section 3: Impact Assessment

1. What methods or approaches do you use to assess the impact of museum visits on learners' understanding of the Herero and Nama genocide?

The participants have indicated that they do not assess the impact of museum visits on learners' understanding of the Herero and Nama genocide after touring them through the exhibits. They have however indicated that they will consider assessing the learners understanding going forward.

2. In your experience, what are the strengths and weaknesses of the museum's current offerings in terms of teaching this historical theme effectively?

The participants have indicated that the strengths of the museum's current offering are the fact that the galleries are very spacious, which makes it possible for them to attend to a large group of learners at the same time. They have also stated that all the photographs displayed have labels with a brief story of what they represent or portray.

The participants have however acknowledged that there some weaknesses in the current museum's offer such as that the exhibits are permanent. This means that they cannot use it outside the museum. They have also noted that the section for genocide is not big enough to allow for the extension of the exhibit.

Section 4: Challenges and Opportunities

1. Have you encountered any challenges when working with History teachers and learners in the context of the museum's educational programs? If so, could you share some examples and how they were addressed?

The participants have indicated that they have never encountered challenges when working with teachers and learners.

2. Looking ahead, what are some of the museum's plans or aspirations for further improving its role in teaching about the Herero and Nama genocide for learners?

The participants have indicated that they are planning to develop a mobile exhibition that they can be using for outreach programs.

3. Do you provide any professional development opportunities or resources for History teachers to help them better utilize the museum's educational offerings in their classrooms?

The participants have indicated that they do not provide any professional opportunities or resource for teachers.

4. Are there any innovative approaches or technologies that the museum is exploring or has implemented to enhance the educational experience for learners studying the Herero and Nama genocide?

The participants have indicated that the museum has a Facebook page where they update people about their upcoming activities. They have also indicated that they would engage stakeholders to get innovative ideas of how to improve the museum's offerings.

Section 5: Accessibility, Cultural sensitivity, and community involvement

1. What measures has the museum taken to ensure that the exhibits and educational resources related to the Herero and Nama genocide are accessible to a diverse range of visitors, including those with disabilities?

The participants have indicated that the museum is constructed in a way that can accommodate people with diverse needs particularly people with mobility challenges as there are elevators and corridors that can be used by people on wheelchairs. They have however indicated that people with hearing impairment and visual impairment do not benefit from museum offerings as there is no sign language interpreters at the museum and there no brail transcriptions in the museum.

2. Given the sensitive nature of the Herero and Nama genocide, how does the museum ensure cultural sensitivity when presenting this historical event? Are there specific guidelines or practices you follow?

The participants have indicated that the first thing that they do when receiving learners and teachers is to inform them that they do not display human remains. They also ask for informed consent from the teachers and learners if they wish to be toured through the

dark room (A room displaying atrocities that the victims of the Herero and Nama genocide went through).

3. Does the museum involve local community members, historians, or representatives from the Herero and Nama communities in the development or presentation of exhibits and programs related to the genocide? If so, how do their contributions enhance the educational experience?

The participants have indicated that there was no additional exhibition created after the inauguration of the museum. They however assumed that community members, particularly from the Herero and Nama communities were involved to set up the permanent exhibition. They have also affirmed that if they to create a mobile exhibition one day, community members would be deeply involved.

Section 6: Visitor Engagement, Feedback and Improvements

1. Can you describe some notable instances where learners or teachers engaged deeply with the exhibits or educational programs related to the Herero and Nama genocide? What do you think contributed to their engagement?

The participants have indicated that they do not really notice deep engagement from learners or teachers. They have suspected that poor engagement happens because whenever teachers and learners visit the museum, they are always having another place to visit and are always in fear of running late.

2. Do you actively seek feedback from learners and their teachers about their experiences at the museum? If so, how has this feedback influenced improvements or changes in the museum's programs or exhibits?

The participants have indicated that they do not seek feedback from learners and teachers about their experience at the museum. They have however stated they would start seeking feedback from teachers and learners as it would help them to address the concerns or compliments they would receive.

4.5. Results from exhibition analysis

Section 1: Exhibit Overview

Brief description of the exhibit's theme and focus:

The exhibition focuses on Namibia's early resistance of colonialism, starting with the displays of photographs from the period of the Herero and Nama Genocide illustrating the conditions of the concentration camps where Namibia prisoners were kept, chained prisoners, as well as decapitated heads of the Namibian prisoners.

Section 2: Identification of the key historical event or narrative presented in the exhibit (Herero and Nama genocide)

The display concentrates more on the conditions of the concentration camps, showing how the victims went through harsh treatments on the hands of the German soldiers. It also depicts how dead bodies of the prisoners were violated as their heads were decapitated to undergo "scientific examinations".

Section 3: Historical Accuracy

1. Is the historical information presented accurate and well-researched?

Yes

2. Are there citations or sources provided for historical facts?

No

3. Are there any historical inaccuracies or omissions? If yes, give a short explanation.

There are no historical inaccuracies. However, there is an omission of some important information. For example, the history of how and where the genocide started is not displayed. Also, the history of what the victims went through outside the concentration camps, particularly in the Kalahari Desert is not displayed.

Section 4: Completeness

1. Does the exhibit provide comprehensive coverage of the Herero and Nama genocide?

No, some information is omitted such as the history of how and where the genocide started is not displayed. Also, the history of what the victims went through outside the concentration camps, particularly in the Kalahari Desert is not displayed.

2. Are all relevant aspects of the event addressed, including causes, consequences, and aftermath? If not, what is missing?

No, the causes of the genocide such as the loss of Herero land and cattle are not addressed in the display. The order that was given to the Ovaerero chiefs to take up arms against the Germans and refrain from touching missionaries, English, Basters, Berg-Damaras, Namas, and Boers is not display. The display does not speak of the letters that Samuel Maharero wrote to Van Wyk and Hendrick Witbooi including the second one that he wrote to Hendrick Witbooi that reads:

“All our obedience and patience with the Germans of little avail, for each reason the shoot someone dead for no reason at all. Hence OI appeal to you my brother not to aloof from the uprising, but to make your voice to be heard so that all Africa may take up arms against the Germans. Let us die fighting rather than die because of maltreatment, imprisonment or some other form of calamity.”

The extermination order that was issued by Lothar Von Trothar at Ozombuzovindimba is also not displayed. The extermination order reads:

“The Hereros are no longer German subjects. They have murdered and plundered... Now, out of cowardice, they want to give up the fight... The Herero nation must leave the country. If they will not do so I shall compel it by force. Inside German territory every Herero tribe- man, armed or unarmed, with or without cattle, will be shot. No women and children will be allowed in the territory: they will be driven back to their people or fired on. These are last words to the Herero nation from me, the Great General of mighty German Emperor.”

The display does not show that some of the Herero survivors including Samuel Maharero escaped to Botswana where they were given asylum. Furthermore, the display does not

show why and when the Nama people entered the war in solidarity with the Herero people.

Section 5: Diverse Perspectives

1. Does the exhibit incorporate diverse perspectives and voices, including those of the affected communities?

No, there is nothing displayed about how the affected communities feel about the genocide or the exhibition.

2. Are there efforts to provide a balanced representation of the historical event?

Yes, the exhibition displays how both Ovaherero and Nama people suffered at the hands of the German troops.

Section 6: Design and Layout

Narrative Flow:

1. Is there a clear and logical flow to the exhibit's narrative?

Yes

2. Do visitors follow a chronological or thematic sequence?

Yes

Section 7: Organization

1. Is the exhibit well-organized with distinct sections or themes?

Yes, the gallery for the Herero and Nama genocide can clearly be identified.

2. Are there clear labels or headings for different parts of the exhibit?

Yes, all the images have labels explaining what was happening.

Section 8: Use of Space

1. Is the physical space utilized effectively to convey the historical narrative?

Yes, historical themes are clearly demarcated.

2. Does the exhibit make efficient use of available space?

Yes, the exhibition is set on set on sufficient space, while leaving another space for another themes.

Section 9: Visual Elements

Assessment of visual elements, including graphics, photographs, maps, and illustrations

1. Are these elements visually engaging and informative?

Yes, the images can be clearly seen and interpreted from a distance.

2. Do they enhance the understanding of the historical event?

Yes, the images, monuments, and artifacts are easy to be understood.

Section 10: Hands-On Activities

Are there any hands-on activities or interactive displays that encourage visitor participation?

If yes, give a short description:

No

Section 11: Accessibility and Inclusivity

1. Are the exhibits accessible to visitors with diverse needs, including those with mobility challenges?

Yes

2. Is there an availability of ramps, elevators, and accessible labels?

Yes

Section 12: Inclusivity

1. Are there efforts to make the exhibit inclusive for visitors from various cultural backgrounds?

Yes

2. Are there translations or multilingual materials available?

No

Section 13: Curriculum alignment

1. Is the exhibition aligned to the Namibian History curriculum?

Yes, the exhibitions display the conditions of the concentration camps, and the decapitated heads of the victims of the Genocide.

4.6 Results from Museum Documents Analysis

1. Document Information:

There are no documents available in the museum that are used when teaching the theme of the Herero and Nama genocide by the museum officials. This makes all the questions that follows to be irrelevant. Hence, the answer for each question below is “Not applicable”.

2. Objectives and Target Audience:

Not applicable

3. Learning Outcomes:

Not applicable

4. Historical Content:

Not applicable

5. Curriculum Alignment:

Not applicable

6. Use of Primary Sources:

Not applicable

7. Teaching Strategies and Activities:

Not applicable

8. Inclusivity and Cultural Sensitivity:

Not applicable

9. Educational Materials:

Not applicable

10. Alignment with Museum Exhibits:

Not applicable

12. Overall Impressions:

Not applicable

CHAPTER FIVE

5. DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 INTRODUCTION

This study aimed to examine the effectiveness of the museum education resources and assess the impact of museum visits on learners' learning outcomes. Additionally, the study aimed to provide valuable insights and recommendations for educators, museum professionals, and policymakers to maximize the educational potential of museums in the study of this genocide theme and foster a deeper understanding of Namibia's history and its ongoing implications.

The study further aimed to contribute to the broader understanding of the role of museums, particularly in the context of sensitive and significant historical events such as the theme of the Herero and Nama genocide, and to inform future research and practice in museum education. Finally, the study aimed to identify challenges and opportunities in incorporating museums' programs into the Namibian History curriculum, specifically focusing on the study of the Herero and Nama genocide.

The following three questions were addressed:

1. How does the Independence Memorial Museum contribute to the teaching of the Namibian History, particularly the theme of the Herero and Nama genocide, and what are the key resources and exhibits that facilitate the educational programs?
2. What is the impact of museum visits to the Independence Memorial Museum on learners' understanding of the Herero and Nama genocide, their emotional connection to the experiences of the affected populations, and their overall learning outcomes?
3. What are the challenges and opportunities in integrating museum resources, such as exhibits, educational programs, and archival materials, into the Namibian History Curriculum for teaching the theme of Herero and Nama genocide, and what

recommendations can be made to maximize the educational potential of museums in this context?

5.2 DISCUSSION

The layout of this chapter is based on the following themes identified from the research questions:

Exhibition of Herero and Nama Genocide

The presence of the Herero and Nama Genocide within the museum's exhibitions is a vital component of Namibian history education. The fact that all participants confirmed its inclusion underscores the importance of acknowledging this historical event. Exhibitions serve as a tangible representation of historical events, offering a visual and sensory experience that can be more impactful than traditional classroom learning.

The gallery titled "Early Resistance Against Colonialism" acts as a window into the past, illustrating the stark realities of the Herero and Nama genocide during German colonial rule. The use of images, artifacts like the cannon, murals depicting dead bodies of people who died after the extermination order was passed, actual chains and hand cuffs that were used in concentration camps, and other exhibits helps visitors, especially learners, to connect with history on a visceral level. This direct engagement is instrumental in making history more relatable and memorable.

Educational Resources

The absence of a dedicated resource center within the museum is a limitation. However, the museum's proactive approach of referring visitors to the National Museum of Namibia's library demonstrates a commitment to providing supplementary educational resources. This collaborative effort ensures that learners and teachers have access to a broader range of materials to support their understanding of the Herero and Nama genocide.

While the availability of reference materials at another location is a helpful step, it would be beneficial for the Independence Memorial Museum to consider expanding its own resources. This might include developing printed guides, brochures, or multimedia resources that provide additional context and information to complement the exhibitions.

Curriculum Integration:

The alignment of the museum's exhibits with the national History curriculum is a significant strength. When history education closely mirrors the content covered in the curriculum, it can reinforce classroom learning and provide students with real-world context. The participants' affirmation that exhibited images correspond to the content found in history textbooks indicates a direct correlation between the museum and formal education.

However, while aligning with the curriculum is crucial, it is equally essential to consider how the museum can go beyond textbook content. Addressing the participants' mention of the omission of some key historical information, such as the causes, consequences, and broader context of the Herero and Nama genocide, can enhance the museum's educational value.

Impact Assessment:

The absence of specific methods or approaches for assessing the impact of museum visits on learners' understanding suggests an opportunity for growth. Assessment tools or follow-up surveys could help the museum gauge the effectiveness of its educational programs. It could provide valuable insights into whether museum visits lead to increased comprehension, interest, and retention of historical information.

By instituting impact assessments, the museum can further refine its programs and adapt to the evolving needs of learners and educators. Understanding what works best in engaging visitors and aiding their understanding is vital for continuous improvement.

Strengths and Weaknesses:

The museum's strengths include its spacious galleries, which accommodate large groups, making it accessible for school visits. Additionally, the presence of clear labels and stories accompanying displayed photographs enriches the learning experience. These elements offer a

structured approach to interpreting the content, helping learners better understand the historical context.

However, the permanency of exhibits can be limiting since they can only be utilized within the museum. The need for adaptability, such as creating traveling exhibits or digital resources, is a consideration for the future. Moreover, the physical constraints of the genocide section should be addressed to allow for an expanded exhibit, incorporating more comprehensive content and diverse perspectives.

Challenges and Opportunities:

The absence of challenges when working with history teachers and learners is a positive aspect, signifying a smooth working relationship. However, the absence of challenges should not discourage the museum from seeking active collaboration with educators and learners. Continuous dialogue and partnership can lead to the development of more effective educational programs.

The museum's plan to develop a mobile exhibition is a promising opportunity. Mobile exhibitions can reach a broader audience, including those who may not be able to visit the museum in person. It is an innovative way to engage learners and promote historical education beyond the museum's physical walls.

Cultural Sensitivity:

The museum's commitment to cultural sensitivity, especially in the context of presenting the Herero and Nama genocide, is commendable. Acknowledging the sensitivity of the historical event and providing visitors with a clear understanding of what they can expect during their visit, particularly in the "Dark Room," shows respect for the subject matter and the visitors themselves.

While the participants mentioned no specific instances where cultural sensitivity became a concern, maintaining this sensitivity is essential. Historical events like the Herero and Nama

genocide are deeply significant to affected communities, and engaging with those communities in a meaningful way could provide a richer context to the exhibitions.

Museum Accessibility:

The physical accessibility of the museum, including features like elevators and wheelchair-accessible corridors, ensures that people with mobility challenges can experience the exhibits. This inclusivity is vital in making historical education available to a wide range of visitors.

However, the absence of sign language interpreters and Braille transcriptions poses limitations, especially for visitors with hearing or visual impairments. To enhance accessibility, the museum could explore partnerships with organizations specializing in accessibility services and technologies. By offering more inclusive resources, the museum can ensure that everyone can engage with its educational offerings.

Visitor Feedback:

The museum's decision to start seeking feedback from teachers and learners is a positive step. This feedback can provide valuable insights into visitors' experiences, allowing the museum to make targeted improvements. Positive feedback from educators and learners can also serve as a source of motivation for museum staff, reinforcing the significance of their work.

Actively seeking and utilizing visitor feedback can lead to continuous refinement and innovation in the museum's educational programs, enhancing their impact on learners' understanding of history.

5.3 CONCLUSION

The Independence Memorial Museum plays a vital role in educating learners and visitors about the Herero and Nama genocide and Namibian history. The findings reflect several strengths, such as curriculum alignment, accessibility, and a commitment to cultural sensitivity. However, there are also areas for development, including the introduction of assessment methods, diversification of resources, and a more comprehensive approach to historical content. The

museum's commitment to ongoing improvements and collaboration with teachers, learners, and affected communities contributes to a richer and more impactful historical education experience.

5.4 RECOMMENDATIONS BASED ON THE RESEARCH FINDINGS

Based on the study, the following recommendations are provided:

1. The exhibit should strive to provide a more comprehensive historical context of the Herero and Nama genocide. This can be achieved by addressing the historical omissions identified in the research, such as the origins of the genocide, the experiences of victims outside of the concentration camps (particularly in the Kalahari Desert), and important historical documents like the extermination order issued by Lothar Von Trothar. Incorporating these elements will offer visitors a fuller understanding of the genocide's history and its broader implications.
2. To further maximize the educational potential of the exhibit, it is recommended to provide multilingual materials, including translations and explanations in different languages. This will ensure that visitors from diverse linguistic backgrounds can access and comprehend the exhibit's content effectively. Additionally, the exhibit could benefit from incorporating interactive elements or hands-on activities to encourage visitor participation and foster a deeper understanding of the historical event. These enhancements will make the exhibit more inclusive and engaging for a broader audience.
3. To overcome the limitation of permanent exhibits, the museum should consider developing a mobile exhibition. This traveling display can take the museum's educational offerings to a wider audience, including schools and communities that may not be able to visit the museum physically. Mobile exhibitions can enhance accessibility and extend the museum's educational reach.
4. To improve accessibility, the museum should collaborate with organizations that specialize in providing accessibility services, such as sign language interpreters and Braille transcriptions. Ensuring that the exhibits and educational materials cater to the

needs of visitors with disabilities will make historical education more inclusive and accessible.

5. Curriculum developers should consider integrating museum education in the History curriculum to ensure the recognition and utilization of museum offerings in the educational context.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

1. The population of this study was small and based on one museum, thus findings based on these participants may not be generalized. There is a need for further research with a larger sample from different museums.
2. The study only focused on the effectiveness of museum education in teaching the Namibian History theme of Herero and Nama genocide through exhibitions, leaving out other historical themes covered in the Namibian History curriculum as well as themes from other subjects taught in Namibian schools. There is a need for further research to establish the effectiveness of museum education in teaching other historical themes covered in the Namibian History curriculum, as well as themes from other school subjects.

References

- Ary, D., Jacobs, L., Sorensen, C., Walker, D., (2014). *Introduction to research in education (9th ed)*. United States. Wadsworth.
- Atkison, J. D. (2017). *Journey into social activism. Qualitative methods*. Fordham University. Retrieved from www.jstor.org 16 07 2019.
- Bennett, T. (2018). Museums as sites of memory and learning. In J. Kavanagh & S. Walter (Eds.), *Museums and the Past: Constructing Historical Consciousness* (pp. 207-222). Routledge.
- Boehme, F. (2020). Reactive remembrance: The political struggle over apologies and reparations between Germany and Namibia for the Herero genocide. *Journal of Human Rights, 19*(2), 238-255.
- Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. London: Sage
- Braun, V & Clarke, V. (2006). Using thematic analysis in psychology: *Qualitative research in psychology, 3* (2). pp. 77-101. Retrieved from <http://eprints.uwe.ac.uk/11735>
- Brock, P. (2019). Politics of reparations: unravelling the power relations in the Herero/Nama genocide reparations claims.
- Brusius, M. (2018). The Sensuous Sight of Objects: Museums and the Visual Historiography of Empire. In P. R. Schmidt & M. Wendt (Eds.), *Namibia and Germany: Negotiating the Past* (pp. 177-192). Palgrave Macmillan.
- Burcaw, G. E. (2015). *Introduction to Museum Work*. Rowman & Littlefield Publishers.
- Chidester, D. (2016). Religion, Museums, and Historical Agency: The Herero and Nama Genocide of 1904-1908 and the Struggle over History. *Journal of Religion in Africa, 46*(2-3), 224- 244.
- Drechsler, H. (2017). The Herero-Nama genocide, colonialism, and postcolonial memory politics in Namibia. *African Studies Review, 60*(2), 87-111.

- Johnson, N. (2020). Making Museums Matter: A Brief Case Study on the Contemporary Politics of Heritage and the Herero Genocide in Namibia. *Journal of Namibian Studies*, 27, 65-85.
- Karlsson, J. (2019). Museums of the World: Selected Projects and New Challenges. In S. Elvins, & D. van der Kellen (Eds.), *Museum Projects* (pp. 41-58). Springer.
- Karlsson, K. (2019). Heritage and memorial museums: Challenging history in post-conflict societies. *Museum International*, 71(1-2), 126-140.
- Kathari, C. (2004). *Research Methodology: Methods & Techniques*. New Age International
- Kössler, R. (2007). Facing a fragmented past: memory, culture and politics in Namibia. *Journal of Southern African Studies*, 33(2), 361-382.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Meyer, C. (2017). Critical Museology and the Reinterpretation of History: Towards an Inclusive Museum Practice. *Museum & Society*, 15(3), 345-358.
- Meyer, H. (2017). *Museums and communities: Curators, collections and collaboration*. Bloomsbury Publishing.
- Namibian Ministry of Education, Arts, and Culture. (2019). *Namibian History Curriculum Framework for Grades 8-12*.
- Sarkin, J., & Fowler, C. (2008). Reparations for historical human rights violations: The international and historical dimensions of the Alien Torts Claims Act genocide case of the Herero of Namibia. *Human Rights Review*, 9, pp.331-360.
- Schmidt, P. R. (2018). The Spaces of Public Memory and Forgetting: The Case of the Genocide Memorial in Namibia. In P. R. Schmidt & M. Wendt (Eds.), *Namibia and Germany: Negotiating the Past* (pp. 139-154). Palgrave Macmillan.
- Shigwedha, V. A. (2016). The return of Herero and Nama bones from Germany: the victims' struggle for recognition and recurring genocide memories in Namibia. *Human remains in society*, pp. 196-219.

- Shiningayamwe, A. (2020). *Teachers and learners' perception on the significance of heritage studies in the junior secondary school curriculum: A case of Kunene Region, Namibia*: University of Namibia
- Silvester, J., & Thaniseb, W. (2005). Museum Association of Namibia: *Museum Education Handbook*
- Smith, D. J. (2016). The Herero genocide and memory: New directions in scholarship. *The Journal of African History*, 57(3), 431-440.
- Smith, D. J. (2018). *Museums, heritage, and Indigenous voice: Decolonizing engagement*. Routledge.
- Sturman, R. (2016). *Displaying the Holocaust: Museums, Memory, and the Politics of Public History*. Bloomsbury Publishing.
- Williams, E. L. (2019). *Teaching history with museums: Strategies for K-12 Social Studies*. Routledge.

APPENDIX A: Ethical clearance from UNAM

SCHOOL OF HUMANITIES, SOCIETY AND DEVELOPMENT

DEPARTMENT OF HUMANITIES AND ARTS

13 September 2023

TO WHOM IT MAY CONCERN

RE: REFERENCE LETTER FOR JULIUS SHANGEIPO JOHANNES

The above subject matter bears reference.

I am pleased to provide this testimonial for Julius S Johannes, who has been an outstanding student in History at undergraduate level and in our Post Graduate Diploma in Heritage Conservation and Management program at the University of Namibia. As a History lecturer and the Coordinator for Post Graduate Diploma in Heritage Conservation and Management, I have had the opportunity to observe Johannes' academic prowess, dedication, and passion for History and Heritage studies.

Throughout his studies, Johannes consistently demonstrated a deep understanding of historical contexts, heritage preservation methodologies, and the intricate challenges associated with heritage management. His academic performance has been exemplary, reflecting not only his commitment to the subject matter but also his analytical and critical thinking skills. He has shown a remarkable ability to integrate theory with practical applications, a crucial aspect of heritage conservation.

Johannes aspires to pursue a Master of Arts Degree in History at the University of Namibia, focusing on assessing the role of education in conserving heritage. I have no doubt that Johannes will continue to excel in his academic and professional pursuits and I highly recommend him to get assisted with whatever he may need.

Yours Sincerely



Dr Goodman Gwasira
Senior Lecturer: Archaeology and Heritage Studies
gwasira@unam.na
061 206 3632

APPENDIX B: Request to collect Data from the Independence Memorial Museum

By Mail

03 October 2023

Dear Mrs. MUBUSISI

The above subject matter bears reference.

My name is Julius Shangeipo Johannes, a student at the University of Namibia pursuing a Postgraduate Diploma in Heritage Conservation and Management.

This mail serves to humbly request for an authorization to conduct my research at the Independence Memorial Museum. My research topic is “Accessing the effectiveness of Museum Education in teaching the Namibian history theme of the Herero and Nama Genocide of 1904-1908 through exhibitions: A case study of the Independence Memorial Museum in Windhoek, Namibia”

I intend to conduct interviews with the Museum curators, analysis of museum documents regarding the theme as well as effectiveness analysis of the Exhibitions.

I will be very delighted to be granted permission to conduct my research as I as my findings will not only determine the effectiveness of museum Exhibitions, but may also inform policy formulations to integrate Exhibitions in the Namibian School Curriculum.

I hope that you find the above in order.

Yours faithfully,

Julius Shangeipo Johannes

+26481 333 1435

Student number: 201509549

UNIVERSITY OF NAMIBIA

APPENDIX C: Permission to collect Data from the Independence Memorial museum

From: Marina Mubusisi

<Marina.Mubusisi@moe.gov.na>

Date: Tue, 3 Oct 2023 at 12:31 PM

Subject: Re: Request to conduct research at The Independence Memorial Museum

To: Julius Johannes <jsjohannes29@gmail.com>

Dear Johannes,

Thank you for choosing the National Museum of Namibia exhibition a Case study for your research question.

Permission us hereby granted for you to conduct research as per your email.

You are assigned to contact Mr [REDACTED], the tour guide for the exhibition on the Genocide to make arrangements on when you can start. His contact number is

[REDACTED]

Yours sincerely

Nzila Marina Mubusisi

Chief Curator for Social Sciences

APPENDIX D: Consent letter for the participants

SCHOOL OF HUMANITIES, SOCIETY AND DEVELOPMENT

DEPARTMENT OF HUMANITIES AND ARTS

Consent Form

Post Graduate Diploma In Heritage Conservation
and Management (UNAM)

Research Project Title: Accessing the effectiveness of museum education in teaching the Namibian History theme of the Herero and Nama genocide of 1904-1908 through exhibitions: A case study of the Independence Memorial Museum in Windhoek, Namibia

Researcher: Julius Johannes

I _____ hereby confirm that I have read the information sheet concerning this research project. The researcher Julius Johannes has informed me of the objectives of the project and my expected participation therein. I am participating voluntarily and am aware that I can withdraw from the interview at any time. I am also aware that I can choose not to answer question that I am not conformable with. I understand that my responses will be used confidentially and anonymously for the purposes of doctoral studies and further research.

I give my consent to participate in the interview and those materials that I may share with the researcher such as personal archives may be used in this research.

By signing this form, I confirm my consent.

Signature _____

Date _____

For any questions you may contact the researcher on +264 81 333 1435\
jsjohannes29@gmail.com or project supervisor Goodman Gwasira +264 61206 3236 or
ggwasira@unam.na

APPENDIX E: Questionnaire Guide

RESEARCH QUESTIONNAIRE FOR MUSEUM EDUCATORS, CURATORS AND TOUR GUIDES: INDEPENDENCE MEMORIAL MUSEUM, WINDHOEK, NAMIBIA

Research topic: Accessing the effectiveness of Museum Education in teaching the Namibian history theme of the Herero and Nama Genocide of 1904-1908 through exhibitions: A case study of the Independence Memorial Museum in Windhoek, Namibia

Name of the researcher: Julius Shangeipo Johannes

This research questionnaire aims to find out the effectiveness of the museum's resources, assess the impact of museum visits on learners' learning outcomes, identify challenges and opportunities, and provide recommendations for maximizing the educational potential of museums in the study of this specific genocide theme. The findings of this study will provide valuable insights and recommendations for educators, museum professionals, and policymakers to maximize the educational potential of museums in the study of Herero and Nama Genocide, and foster a deeper understanding of Namibia's history and its ongoing implications. All the information provided in this research will only be used for purpose of the research objectives mentioned above and will be treated with outmost confidentiality and anonymity.

Section 1: Personal Information

Age: (Choose the appropriate age range)

23-30

30-37

38-44

45-52

53-60

Position at the Independence Memorial Museum:

Timeframe for work experience on the current position:

Section 2: Museum's Educational Resources

This section seeks to explore the depth and educational value of the museum's offerings regarding the Herero and Nama Genocide.

- Are there any aspects of the Herero and Nama Genocide in the Museum Exhibitions?
- If your answer for question 1 is “yes”, briefly describe the components/ Content of the Genocide Exhibitions?
- Can you briefly describe the educational resources and exhibits related to the Herero and Nama genocide available at the Independence Memorial Museum?
- How do you tailor these resources to cater specifically to learners studying this historical theme?

Section 3: Impact Assessment

- What methods or approaches do you use to assess the impact of museum visits on learners’ understanding of the Herero and Nama genocide?
- In your experience, what are the strengths and weaknesses of the museum's current offerings in terms of teaching this historical theme?

Section 4: Challenges and Opportunities

- What challenges, if any, have you encountered when working with History teachers and learners in the context of the museum's educational programs?
- Are there any opportunities or strategies you believe can further enhance the museum's role in teaching about the Herero and Nama genocide?

Section 5: Curriculum Integration

- How closely are the museum's educational resources and exhibits aligned with the History syllabuses regarding the Herero and Nama genocide?

- Are there any specific challenges you face in ensuring that the museum's content aligns with the curriculum requirements?

Section 6: Visitor Engagement

- In your opinion, what aspects of the museum's exhibits or programs seem to engage learners the most when learning about the Herero and Nama genocide?
- Are there any innovative approaches or techniques you have found effective in capturing students' interest and curiosity?

Section 7: Cultural Sensitivity

- How does the museum address cultural sensitivity when presenting information about the Herero and Nama genocide, especially considering the sensitive nature of this historical event?
- Have there been instances where cultural sensitivity became a particular concern, and how were those situations addressed?

Section 8: Museum Accessibility

- What steps has the museum taken to ensure that the exhibits and educational resources related to the Herero and Nama genocide are accessible to a wide range of visitors, including those with disabilities?
- Are there any ongoing efforts to improve accessibility within the museum's educational offerings?

Section 9: Visitor Feedback

- Do you actively seek feedback from learners and their teachers about their experiences at the museum? If so, how do you use this feedback to make improvements?
- Are there any memorable instances of feedback that have led to positive changes in the museum's programs or exhibits?

Section 10: Future Developments

- Looking ahead, what are some plans or ideas the museum has for enhancing its role in teaching about the Herero and Nama genocide for History learners?
- How does the museum envision its role in historical education evolving in the coming years?

Thank you for participating in this research. Your insights are valuable in understanding the effectiveness of museums in teaching the Namibian History about the Herero and Nama genocide.

APPENDIX F: Interview Guide

INTERVIEW GUIDE FOR MUSEUM EDUCATORS, CURATORS AND TOUR GUIDES: INDEPENDENCE MEMORIAL MUSEUM, WINDHOEK, NAMIBIA

Research Topic: Accessing the effectiveness of Museum Education in teaching the Namibian history theme of the Herero and Nama Genocide of 1904-1908 through exhibitions: A case study of the Independence Memorial Museum in Windhoek, Namibia

Name of the researcher: Julius Shangeipo Johannes

This research interview guide aims to find out about the effectiveness of the museum's resources, assess the impact of museum visits on learners' learning outcomes, identify challenges and opportunities, and provide recommendations for maximizing the educational potential of museums in the study of this specific genocide theme. The findings of this study will provide valuable insights and recommendations for educators, museum professionals, and policymakers to maximize the educational potential of museums in the study of Herero and Nama Genocide, and foster a deeper understanding of Namibia's history and its ongoing implications. All the information that will be provided in this research will only be used for purpose of the research objectives mentioned above and will be treated with utmost confidentiality and anonymity.

Section1: Biographical Information

2. Can you please introduce yourself briefly, by just stating your current position at the Independence Memorial Museum and years of experience on your current position?

Section 2: Educational Resources and Curriculum Integration

4. Could you provide an overview of the educational resources related to the Herero and Nama genocide that are available at the Independence Memorial Museum?
5. How do you tailor these resources to cater specifically to learners studying this historical theme?
6. How closely do the museum's educational resources align with the History curriculum regarding the Herero and Nama genocide? Can you share any examples of how this alignment has positively impacted learners?

Section 3: Impact Assessment

3. What methods or approaches do you use to assess the impact of museum visits on learners' understanding of the Herero and Nama genocide?
4. In your experience, what are the strengths and weaknesses of the museum's current offerings in terms of teaching this historical theme effectively?

Section 4: Challenges and Opportunities

5. Have you encountered any challenges when working with History teachers and learners in the context of the museum's educational programs? If so, could you share some examples and how they were addressed?
6. Looking ahead, what are some of the museum's plans or aspirations for further improving its role in teaching about the Herero and Nama genocide for learners?
7. Do you provide any professional development opportunities or resources for History teachers to help them better utilize the museum's educational offerings in their classrooms?

8. Are there any innovative approaches or technologies that the museum is exploring or has implemented to enhance the educational experience for learners studying the Herero and Nama genocide?

Section 5: Accessibility, Cultural sensitivity, and community involvement

9. What measures has the museum taken to ensure that the exhibits and educational resources related to the Herero and Nama genocide are accessible to a diverse range of visitors, including those with disabilities?
10. Given the sensitive nature of the Herero and Nama genocide, how does the museum ensure cultural sensitivity when presenting this historical event? Are there specific guidelines or practices you follow?
11. Does the museum involve local community members, historians, or representatives from the Herero and Nama communities in the development or presentation of exhibits and programs related to the genocide? If so, how do their contributions enhance the educational experience?

Section 6: Visitor Engagement, Feedback and Improvements

12. Can you describe some notable instances where learners or teachers engaged deeply with the exhibits or educational programs related to the Herero and Nama genocide? What do you think contributed to their engagement?
13. Do you actively seek feedback from learners and their teachers about their experiences at the museum? If so, how has this feedback influenced improvements or changes in the museum's programs or exhibits?

Thank you for participating in this research. Your insights are valuable in understanding the effectiveness of museums in teaching Namibian History about the Herero and Nama genocide

APPENDIX G: Exhibition Analysis Guide

EXHIBITION ANALYSIS GUIDE: INDEPENDENCE MEMORIAL MUSEUM, WINDHOEK, NAMIBIA

Research Topic: Accessing the effectiveness of Museum Education in teaching the Namibian history theme of the Herero and Nama Genocide of 1904-1908 through exhibitions: A case study of the Independence Memorial Museum in Windhoek, Namibia

Name of the researcher: Julius Shangeipo Johannes

This exhibition analysis aims to find out the effectiveness of the Herero and Nama genocide exhibition, assess the alignment of the exhibition to the Namibian History Curriculum, identify challenges and opportunities for the exhibition, and provide recommendations for maximizing the educational potential of museums in the study of this specific genocide theme. The findings of this study will provide valuable insights and recommendations for educators, museum professionals, and policymakers to maximize the educational potential of museums in the study of Herero and Nama Genocide, and foster a deeper understanding of Namibia's history and its ongoing implications. All the information that will be gathered in this research will be treated with outmost confidentiality and anonymity.

1. General Information

Date of Visit:

Time of Visit:

Location/Section of the Museum:

Exhibit Title (if applicable):

2. Exhibit Overview

Brief description of the exhibit's theme and focus:

3. Identification of the key historical event or narrative presented in the exhibit (Herero and Nama genocide):

4. Historical Accuracy

- Is the historical information presented accurate and well-researched?
- Are there citations or sources provided for historical facts?
- Are there any historical inaccuracies or omissions? If yes, give a short explanation.

5. Completeness

- Does the exhibit provide comprehensive coverage of the Herero and Nama genocide?
- Are all relevant aspects of the event addressed, including causes, consequences, and aftermath? If not, what is missing?

6. Diverse Perspectives

- Does the exhibit incorporate diverse perspectives and voices, including those of the affected communities?
- Are there efforts to provide a balanced representation of the historical event?

7. Design and Layout

Narrative Flow:

- Is there a clear and logical flow to the exhibit's narrative?
- Do visitors follow a chronological or thematic sequence?

8. Organization:

- Is the exhibit well-organized with distinct sections or themes?
- Are there clear labels or headings for different parts of the exhibit?

9. Use of Space:

- Is the physical space utilized effectively to convey the historical narrative?
- Does the exhibit make efficient use of available space?

10. Visual Elements:

Assessment of visual elements, including graphics, photographs, maps, and illustrations

- Are these elements visually engaging and informative?
- Do they enhance the understanding of the historical event?

11. Hands-On Activities:

- Are there any hands-on activities or interactive displays that encourage visitor participation? If yes, give a short description:

12. Accessibility and Inclusivity:

- Are the exhibits accessible to visitors with diverse needs, including those with mobility challenges?
- Are there an availability of ramps, elevators, and accessible labels?

13. Inclusivity

- Are there efforts to make the exhibit inclusive for visitors from various cultural backgrounds?
- Are there translations or multilingual materials available?

14. Curriculum alignment:

- Is the exhibition aligned to the Namibian History curriculum?

APPENDIX H: Document Analysis Guide

ANALYSIS GUIDANCE OF MUSEUM DOCUMENTS: THE INDEPENDENCE MEMORIAL MUSEUM, WINDHOEK, NAMIBIA

Research Topic: Accessing the effectiveness of Museum Education in teaching the Namibian history theme of the Herero and Nama Genocide of 1904-1908 through exhibitions: A case study of the Independence Memorial Museum in Windhoek, Namibia

Name of the researcher: Julius Shangeipo Johannes

1. Document Information:

- Recording of the essential details about the document, including the title, date of publication, author(s), source, and the document's type (e.g., curriculum materials, teacher guides, brochures).

2. Objectives and Target Audience:

-Identification of the primary educational objectives or goals outlined in the document.

-Determination of the intended audience for the document (e.g., teachers, students, museum visitors).

3. Learning Outcomes:

-Documentation of any specified learning outcomes or competencies that the document aims to achieve.

4. Historical Content:

-Analyzation of the depth and accuracy of historical content related to the Herero and Nama Genocide.

-Verification of the historical facts, events, and narratives presented in the document.

5. Curriculum Alignment:

-Assessment of whether the document aligns with Namibian History curriculum standards or guidelines.

-Verification of whether it supports the objectives of the national curriculum.

6. Use of Primary Sources:

-Checking of the integration of primary sources, such as photographs, documents, or artefacts.

-Evaluation of how primary sources are used to enhance historical understanding.

7. Teaching Strategies and Activities:

-Identification of teaching strategies recommended in the document (e.g., inquiry-based learning, experiential learning).

-Description of specific activities or lesson plans provided for teaching the Herero and Nama Genocide.

-Evaluation of the interactivity and engagement of suggested activities.

8. Inclusivity and Cultural Sensitivity:

-Assessment of the document's approach to inclusivity and cultural sensitivity in teaching sensitive historical topics.

-Looking of guidance on handling emotional or difficult discussions in the classroom.

-Identification of any references to the perspectives of Herero and Nama communities.

9. Educational Materials:

-Noting of the availability of supplementary materials (e.g., maps, videos, worksheets) that support teaching and learning.

-Assessment of the quality and relevance of these materials in enhancing educational experiences.

10. Alignment with Museum Exhibits:

- Checking if the document refers to the Herero and Nama exhibition, resources, or educational programs.

- Analyzation of how the document recommends incorporating museum visits into the educational process.

12. Overall Impressions:

- Summarization of overall impressions of the educational document's effectiveness in supporting the teaching and learning of the Herero and Nama Genocide.

- Comment on any strengths or weaknesses observed during the analysis.