

TEACHERS AND LEARNERS' PERCEPTIONS ON THE SIGNIFICANCE OF  
HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL  
CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA

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## DEDICATION

This Thesis is dedicated to my sister Aina Shiningayamwe for her immeasurable support throughout my studies.

## DECLARATION

I, AGNES SHININGAYAMWE, 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 degree in any other institution of higher learning.

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## LIST OF ACRONYMS

COTA	College of the Arts
JSSC	Junior Secondary School Curriculum
MAN	Museum Association of Namibia
MEAC	Ministry of Education, Arts and Culture
MET	Ministry of Environment and Tourism
MoE	Ministry of Education
NHC	National Heritage Council of Namibia
NIED	National Institute for Educational Development
NMC	National Monument Council
OUV	Outstanding Universal Value
UN	United Nations
UNAM	University of Namibia
UNESCO	United Nations Education Scientific Cultural Organisation

## ABSTRACT

The main purpose of the study was to investigate the Teachers and Learners' perceptions on the significance of integrating Heritage Studies into the Junior Secondary School Curriculum (JSSC). The study addressed three (3) research questions, namely: 1) What is the significance of integrating Heritage Studies as a subject into the JSSC?; 2) To what extent could elements of heritage be included in the JSSC?; and 3) What expectations do learners and teachers in the Kunene Region have about the role of schools in the teaching of heritage conservation in the JSSC?

Two categories of samples, consisting of forty (40) Grade eight (8) learners and four (4) Grade eight (8) teachers, participated in this study. A mixed method research design was employed and questionnaires for the learners and an interview schedule for the teachers were used to gather data. The thematic analysis and descriptive analysis methods were used to analyse qualitative and quantitative data respectively.

The respondents in general agreed that Heritage Studies can yield multiple benefits such as: instil preservation and conservation ethics in learners from an early stage; increase the likelihood of learners taking up careers in the field of heritage management; result in learners' discovery of their rich and diverse tradition; foster awareness and tolerance of cultural diversity; build pride in cultural heritage; and create cultural entrepreneurship skills to enable students to leverage economic gains from cultural and natural heritage. This study recommends a collaborative approach amongst stakeholders. This will ensure a common understanding of how heritage education can play a role in the preservation and conservation of heritage resources.

## 1. INTRODUCTION

### 1.1 Policy and framework

In its effort to preserve and conserve heritage, Namibia enacted the National Heritage Act, 2004 (Act No. 27 of 2004), which deals with the protection of movable and immovable heritage property. The objectives of this Act are: 'to provide for the protection and conservation of places and objects of heritage significance and the registration of such places and objects; to establish a National Heritage Council; to establish a National Heritage Register; and to provide for incidental matters.' (No.27 of 2004). This Act replaces the National Monument Act, 1969 (Act No. 28 of 1969) which was the first piece of heritage legislation enacted in Namibia and which was operational since 1969. Act No. 28 of 1969 provided for the establishment of the National Monument Council (MNC), a statutory body which ensured the protection of cultural and natural heritage in Namibia.

Furthermore, as a member of the United Nations (UN), Namibia has ratified a number of international conventions aimed at the preservation and conservation of its own heritage. These include amongst others, are; the convention concerning the protection of world cultural and natural heritage, on 6<sup>th</sup> April 2000. The aim of the convention is to preserve cultural and natural heritage for humanity (UNESCO, 1972). The convention for safeguarding of the intangible cultural heritage was ratified on the 19 September 2007. The purpose is to safeguard and ensure respect for the intangible heritages of communities, groups and individuals (UNESCO, 2003)The convention on

the protection of the underwater cultural heritage was ratified on the 9th March 2011, the aim of the convention is to support the protection of underwater cultural heritage (UNESCO, 2001). The ratification of the underwater cultural convention was necessitated by the discovery of the Oranjemund shipwreck in 2008. The 2005 convention on the protection and promotion of the diversity of cultural expressions (UNESCO, 2005) was ratified on 29<sup>th</sup> November 2006.

Moreover, the Ministry of Basic Education, Sports and Culture, in the policy on Arts and Culture of the Republic of Namibia, states that "Our second goal is to safeguard, extend and promote our physical, linguistic and spiritual heritage. It is this heritage that provide us with our unique Namibian and African identity, and which is the foundation for our development" (p3) (MBESC, 2001). It is therefore of paramount importance that public education on issues pertaining to heritage conservation are taken seriously in order to realise this goal.

Griffith and Ivy (1999), states that school children are custodians of promoting and passing on heritage to the future generation, therefore, teachers should instil a sense of community pride and spirit in the young generation, and offer classroom experience which benefits the entire community.

Article 4, of the 1972 UNESCO World Heritage Convention, states that each state party has

"the duty of ensuring the identification, protection, conservation, preservation and transmission to future generations of the cultural and natural heritage" (UNESCO 1972). As a signatory to this convention, Namibia therefore has an obligation of integrating Heritage Studies aimed at the preservation and conservation of heritage into the basic education curriculum.

## 1.2 Problem statement

Namibia has a rich cultural and natural heritage (Nampa,2016) and has, over the years, made great strides towards the preservation of its heritage. Some of its heritage sites such as Twyfelfontein World Heritage site, Namib sand sea and recently the 'Oshituthi shomagongo' (marula fruit festival), are inscribed on the United Nation Educational, Scientific, and Cultural Organisation (UNESCO) World Heritage list.

Notwithstanding these milestones in Namibia's heritage conservation and preservation, there is a noticeable absence of these heritages in the Namibian Junior Secondary School Curriculum (JSSC). A careful examination of the JSSC reveals a poor integration of heritage key areas across several disciplines. For example, there are only two topics focusing on heritage in the history subject, namely "What is Heritage?" and "Why do we study Heritage?" (MoEAC, 2014, p.9). The topics are also brief and therefore do not enrich learners' knowledge and skills in the field of heritage. Additionally, in Arts the concentration is on oral tradition and performing arts (MoEAC, 2015), and excluding other elements of intangible heritage such as social practices, rituals and festive seasons, knowledge, practices concerning the universe and traditional craftsmanship.

Despite Namibia being a signatory to the 1972 UNESCO World Heritage Convention which enjoins state parties to "endeavor by all appropriate means in particular by educational and information programs to strengthen appreciation and respect by their people of cultural and natural heritage" (UNESCO, 1972, p.13), the examples cited above and many others elsewhere shows that Namibia has not adequately integrated

both natural and cultural heritage into the JSSC. It is on this basis that this research explores the perceptions of teachers and learners on the significance of integrating Heritage Studies into the Junior Secondary School Curriculum.

### **1.3 Research questions**

The study addressed the following research questions:

1. What is the significance of integrating Heritage Studies as a subject into the Junior Secondary School Curriculum?
2. To what extent could elements of heritage be included in the Junior Secondary School Curriculum?
3. What expectations do learners and teachers in the Kunene Region have about the role of schools in the teaching of heritage conservation in the JSSC?

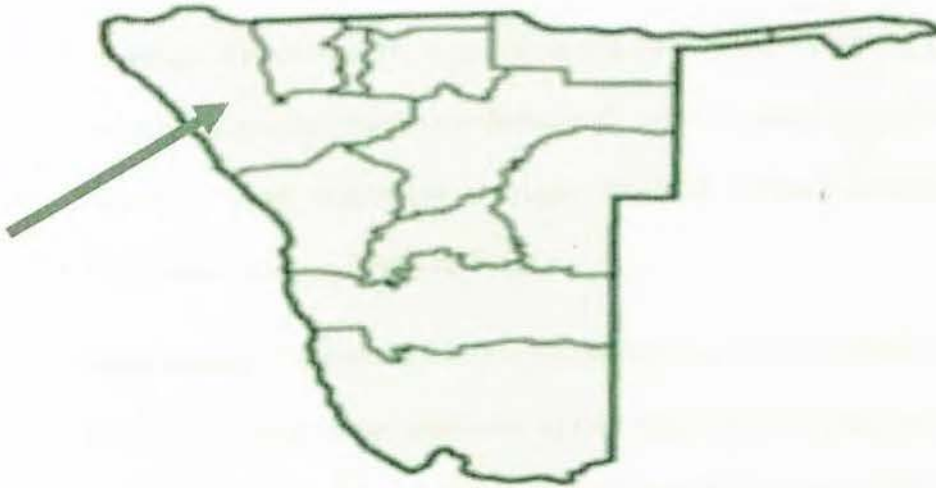
### **1.4 Significance of the study**

The aim of the study was to initiate dialogue with the teachers and learners about the importance of preserving Namibia's heritage. The study further aimed to inform curriculum developers on how to integrate Heritage Studies into the JSSC. Finally, the study highlighted the importance of teaching young people about the need to preserve, conserve and protect Namibia's heritage.

### **1.5 Limitation of the study**

The Junior Secondary School Curriculum (JSSC) is used in twenty-four (24) schools in the Kunene Region, but due to the dispersion of these schools across the vast

geographical landscape, only two (2) schools in which to conduct the research were selected. Both these schools are situated in the town of Khorixas. In addition to this limitation, the researcher planned to conduct interviews with six (6) teachers, however due to various excuses from two (2) teachers, the researcher could only conduct four (4) interviews.



**Figure 1: The arrow on the map points to the Kunene Region**

### **1.6 Delimitation**

This study focused on the perceptions of the Grade eight (8) learners and teachers at two (2) schools which follow the Junior Secondary School Curriculum (JSSC) in Khorixas.

## 1.7 Definition of terms

The following terms should be understood as defined herein:

**Heritage:** Heritage can be classified into tangible heritage (things that you can touch) and intangible heritage (songs, beliefs and customs) which is passed down from one generation to the next (Corsane, 2005).

**Heritage Education:** Heritage Education is the process which allows people to acquire knowledge about their heritage. It normally takes place in a school setting where different educational strategies are used to teach heritage related topics (Mendoza, Baldiris, Fabregat, 2015).

**Curriculum:** Framework for devising syllabuses, learning materials and textbooks to be used in various subjects and areas of learning, from which teachers' scheme of work and lesson plans can be developed, so that the goals and aims will be put into practice in a consistent manner' (MoE 2010, p1).

**Junior Secondary School phase:** Refers to Grade eight (8) and nine (9).

## 1.8 Summary

Legislation such as the National Heritage Act, 2004 (Act No.27 of 2004) and the various UNESCO conventions, which Namibia has ratified, symbolise the importance which Namibia places on the preservation of heritage in Namibia. Education is the primary arbiter through which the future generations, and learners in particular, can be sensitised about topics related to heritage conservation and preservations. Heritage

education will strengthen the sense of a shared Namibian identity. In the next chapter, the researcher will investigate different sources in the literature to shed light on the research questions.

## **2 LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The focus of this chapter is to review existing literature on the subject of study. 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 will be provided. The researcher begins by presenting the theoretical framework on which this study is based, followed by a discussion on the concept of heritage and heritage education, further followed by a description of the importance of introducing Heritage Studies as a subject into the JSC Curriculum and then concludes with an analysis of the current JSC syllabus, looking at the incorporated Heritage related themes since the review of the JSC curriculum in 2014.

### **2.2 Theoretical framework**

This study is based on the conservatism ideology. Edmund Burke is believed to be the father of the conservatism ideology. According to Haywood (1991), "conservatism shares a desire to conserve something" p.133. Sargent (2006) supports this when he argues that conservatism is the tendency to preserve those things that have evolved over thousands of years and should be transferred to the future generation. In the common sense approach the meaning of the doctrine is literally given in the verb "conserve".

Sargent says:

“The second characteristic of conservatism, a reverence for tradition, is composed of a number of subsidiary points including traditional morals standards religion and the assumption that the longer an institution has existed, the more likely it is worth preserving. Conservatives do not reject reason completely, but they would rather trust tradition because they believe that tradition contains the accumulated wisdom of the past generations p.126”.

If used appropriately and in the context with the Namibian education system, this ideology will enable learners to appreciate the national heritage, preserve it and pass it on to the next generation. Oakeshott (as cited in Alexander, 2013) explains conservatism as holding onto something which already exists. In the context of this study, it can be argued that the Namibian Government, through the Ministry of Education, Arts and Culture, teachers and NIED as well as institutions of Higher learning, should coordinate efforts to promote heritage education. If the country's heritage (museums, heritage sites oral traditions, traditional beliefs and practices) is not part of our curriculum, learners including the present as well as the future generation will have no knowledge about Namibia's heritage neither will they appreciate it.

Wilson (1941) explains conservatism as follows:

“Conservatism sees continuity in history, continuity in fundamentals, similarity between periods, blends into the concept of repetition in history..... Emphasis becomes simply a differentiation in continuity.” p.40

Understanding of this theory can be helpful when trying to incorporate our heritage into our national curriculum. As Wilson (1941) maintains that conservatism wishes to preserve the past, the theory places emphasis on the continuity of history. In the context of this study, it can be argued that stakeholders in the education fraternity should strive to preserve heritage, which can be national, regional or community heritage. This can be achieved through public education and raising awareness on heritage in our communities. Understanding of this theory can be helpful to teachers and communities as they will utilise their local community as learning workshops and their built heritage as primary teaching apparatuses.

## **2.3 Heritage and Heritage Education**

### **2.3.1 What is Heritage?**

Corsane (2005) defines heritage as “knowledge, a cultural product and a political resource” p.30. Heritage is further classified into tangible heritage (things that you can touch) and intangible heritage (songs, beliefs and customs) that are passed down from one generation to the next (Corsane, 2005).

According to UNESCO ([Http://portal.unesco.org](http://portal.unesco.org)), Cultural and natural heritage is defined as a wide-ranging umbrella model comprising of cultural, natural, tangible and intangible elements.

### **2.3.1.1 Intangible Heritage**

Article 2.1 of UNESCO's 2003 'Convention for the Safeguarding of the Intangible Cultural Heritage' defines the concept of 'intangible cultural heritage' as follows:

"... the practices, representation, knowledge, skills – as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups, and in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity."

Article 2.2 of the UNESCO' Convention further states that intangible cultural heritage occurs in five different domains:

- (a) Oral traditions and expressions, including language as a vehicle of the intangible cultural heritage;
- (b) Performing arts;
- (c) Social practices, rituals and festive events;
- (d) Knowledge and practices concerning nature and the universe; and
- (e) Traditional craftsmanship.

### **2.3.1.2 Tangible Heritage**

The Protection of World Cultural and Natural Heritage convention, adopted by the General Conference of UNSECO on 16 November 1972, defines cultural heritage as

monuments, sites, groups of separate or connected buildings which are of outstanding universal value from the point of view of history, art or science. Article 2 further defines natural heritage as natural features, geological and physiographical formations, natural sites of outstanding universal value from the point of view of science, conservation

## **2.4 Heritage Education**

Hunter (1992), defines heritage education as a teaching and learning approach that exposes learners to their cultural heritage (oral history, built environment and community practices). Furthermore, it allows learners to be actively involved in the exploration of their cultures and thereby deepen their understanding of their communities.

A further definition (No: R (98) 5 (1998)) is adopted by the committee of Ministers of the European Council (as cited in (Simsek & Kesici, 2012,)) and defines heritage education as "A teaching approach based on cultural heritage, incorporating active educational methods, cross- curricular approaches and a partnership between the fields of education and employing the widest variety of modes of communication and expression" p.3817.

Grever and Boxtel (2011) explains heritage education as activities done by learners and teachers that allow learners to examine their past. Such activities include amongst others, visiting museums, historical places and engaging learners in historical interrogation. Similarly, Patrick (1992) states that "Heritage education refers to learning activities that use historic sites to better understand history and culture." p4.

In support of heritage education, Hatch (1988) states that:

“In the short history of heritage education, enough evidence exists. At the elementary school level, these students have already begun to forge an active vision of the historic environment, no longer viewing it as dull and undifferentiated scenery, but as a place of meaning. To link heritage education more directly to historic preservation will require deliberate concentrations between themselves and society, for it is here within the nexus of an individual’s responsibility to the environment that these students may come to see their roles in maintaining the aesthetic, historical and ecological wholeness of their community’s historic neighbourhoods.” p7.

## **2.5 Importance of heritage education**

In order to foster the importance of heritage in our daily lives, there is a need to inculcate the responsibility of preserving this heritage in school learners. Recent years have also seen a number of writers emphasising the importance of the integration of heritage education into the education curriculum.

Like most countries in the world, Namibia has its own history and unique diverse cultural heritage. Sadly, the appreciation of this heritage remains low as evidenced by the degrading of certain monuments of historical significance such as the Reiterdenkmal. The Reiterdenkmal statue has on several occasions been a subject of controversy. The Reiterdenkmal, also referred to as the equestrian monument by some writers, is amongst the oldest statues in Namibia. It was erected in 1912 and proclaimed a national monument in 1969. In 2013 it was removed from the original site in front of the Alte Feste in Windhoek and replaced with the current genocide statue and that of the founding Father, Dr Sam Nujoma. Moreover, the statue (Reiterdenkmal) was deregistered as a national monument. Section 40 of the National

Heritage Act makes provision for the removal of items from the National Heritage Register (Act No. 27 of 2004).

The Reiterdenkmal removal attracted mixed feelings amongst Namibians. Some Namibians rejoiced at its removal, while others expressed disappointment with the manner in which it was removed. The then Minister of Information and Technology, Joel Kaapanda, stressed that the statue should be removed from its original place and should be rather confined in a museum (Shipale, 2015). Andreas Vogt, a Namibian historian, stated that the removal of the Reiterdenkmal statue reflects the government's insensitivity towards the country's heritage. He described the government's action as "barbaric and short-sighted" emphasising that the Germans, just like any other citizens, have the right to a place in the country's heritage (Tjihemuna, 2014).

According to Nunuhe (2014), President Hifikepunye Pohamba made remarks that the Reiterdenkmal is the biggest symbol of colonialism, however Shiningayamwe (2015) pointed out that the Reiterdenkmal is not only the biggest symbol of colonialism, but also the best symbol with which Namibia's long history of the war of national resistance could be interpreted. This would provide the future generation with an opportunity to learn about the Namibian history not only from books, but also by having a chance to come into contact with the realia (original matter) of that period.

The devaluing and degrading of heritage can perhaps be attributed to what Pimonsathean (2007) notes, that the meaning of heritage has tended to be interpreted

as an ancient site or buildings. It could also mean, and especially in our case, that people don't associate with what is preserved on the National Heritage Register.

Griffith and Ivy (1991) explain, the aim of heritage education is to assist learners and teachers to connect their curriculum to the lifestyle of their communities. Teachers could therefore use ancient buildings and other resources around the communities to enhance student's learning in heritage related issues. In addition, school children are custodians of promoting and passing on heritage to the future generation and teachers should therefore instil in the young generation a sense of community pride and spirit and offering classroom experience that benefits the entire community.

Similarly, Hatch (1988) explains that Heritage education advances the interpretation of the concept of heritage preservation by introducing school programmes and subjects aimed at encouraging young people to view their communities and surroundings as learning resources for finding information necessary for expanding their skills and knowledge. Long term commitment should be made to fund school programs aimed at heritage education, mainly targeting the teachers who can be possible transmitters of knowledge to the learners.

In the same vein, (Rabeeh et al,2017) equally put emphasis on the integration of heritage into the curriculum by highlighting that heritage educates the communities about their cultural roots, beliefs and ethics and that is what defines individual and national identity. They further added that the young generations are the possible transmitters of this heritage to the future generation, hence students should be encouraged to take a more active role in the preservation and conservation of our

heritage by increasing their knowledge in heritage related areas such as values, tradition and heritage sites.

Bauer, Alaerts, Dessel, and Wouters (n.d) explain why it is necessary to study heritage education. Firstly Bauer, et al, (n.d), argues that heritage education promotes language acquisition; our indigenous languages are part of our intangible heritage and a very important tool in communicating our heritage. Language is an essential instrument in translating our heritage into books, storylines and files. As far as indigenous language is concerned, in 1992, the Ministry of Education and Culture in Namibia created a new Language Policy for schools which gave learners the opportunity to learn in their mother tongue. The policy outlined that learners should be taught primarily in their home language in Grades one to three, further indicating that home languages should be provided throughout their formal education.

Bauer, et al, (n.d) further states that heritage education promotes skills, science and technology: 'Heritage becomes 'applied sciences' for the students to unravel, sciences become the field of discoverers, technology that of inventors, from which students may derive motivation to follow their footsteps...'p.15. In addition to this, heritage education evokes entrepreneurship; Certain countries have come to utilise their diverse cultures and heritage as a means of income for the communities through heritage education and can thus be vital in revealing examples of the past with relation to cultural entrepreneurship. Promotion of cultural tourism is of utmost importance especially with the effect of climate change which often results in drought and sometimes flood. Learners should be educated on how to make a living out of their cultures and traditions.

Lastly, heritage education stimulates cultural expression. Cultural expression enhances creative thinking and learning. Heritage education offers examples of required good practices (Bauer, et al, n.d).

The Ministry of Basic Education, Sports and Culture's Policy on Arts and Culture of the Republic of Namibia (MBESC, 2001) provides that "our second goal is to safeguard, extend and promote our physical, linguistic and spiritual heritage. It is this heritage that provide us with our unique Namibian and African identity, and which is the foundation for our development" p3. It is therefore of utmost importance that school programmes aimed at fulfilling this goal are designed and implemented from an early stage of our school curricula. More importantly, heritage education is a way through which the nation's multicultural heritage can be preserved. Therefore, courses should be designed to enhance teachers' knowledge regarding heritage in order to promote sustainable preservation of the national heritage.

Heritage is important in understanding the story of Namibia (its history, identity and its people). As a community, we share the responsibility to identify and respect what is important and pass it on to the future generation or else we risk our culture and tradition being eroded by globalisation. Heritage sites also contribute to the quality of life and cultural identity of our community. Utilising and revitalising our heritage sites can assist local economy through employment opportunities and by generating additional revenue through tourism. Masoga and Kaya (2008) agree with the above statement by stating that "With the world rapidly becoming a global village through

pressures of international trade, information highway and other force of globalisation, Africans are increasingly raising questions about the future of their rich and diverse cultural heritage” p142.

Likando (2015) points out different approaches on how heritage education can be incorporated in the school curriculum. Firstly, he states that heritage education can be treated as a subject on its own, in order for it to get adequate emphasis. Secondly, heritage education can be infused into other existing subjects such as Geography, Arts and History. The researcher however believes that heritage education tends to be overlooked when it is incorporated in other disciplines. Hence the purpose of this research is to explore possibilities of integrating heritage education as a core subject, and not just as a topic in other subjects. This would help learners to explore their heritage and understand the fundamental elements of the Namibian natural and cultural heritage.

Despite the importance of integrating heritage education into the curriculum, Patrick (1992) warns us against the five pitfalls that should be avoided when infusing heritage education content into the curriculum. On the pitfall of elitism, Patrick (1992) states that elitism focuses on the elite group of society, hence the heritage promoted is more distorted, because the emphasis is on a certain culture, group and social figures of the society and excludes the majority. Often, such a one-sided representation becomes uninteresting to the students because it is not inclusive. Patrick (1996), adds that that heritage education should denote a plural society, the curriculum should promote unity and diversity in the society, and the heritage curriculum should respect and honour the heritage of the marginalised by recognising them as equal members of the society.

According to Patrick (1996), another pitfall that should be avoided is localism, stating that the connection between local, regional and national heritage should be emphasised and the curriculum should avoid too much focus on the local heritage only. Romanticism is another pitfall which the heritage curriculum should avoid as it involves the selectivity of certain parts of the past. The past should be presented the way it is without excluding certain chapters, particularly those that are believed to contain bad history or heritage. In addition to this and with regard to anti-intellectualism, (Patrick 1992) explains that a curriculum that is designed for commercial and promotional purpose should be avoided.

## **2.6 Heritage education in Namibia: some experience to date**

MoE (2010, p1) defines curriculum as a 'framework for devising syllabuses, learning materials and textbooks to be used in various subjects and areas of learning, from which teachers' scheme of work and lesson plans can be developed, so that the goals and aims will be put into practice in a consistent manner'. It is important to include Namibian heritage into the JSSC comprising of teaching materials that aims to strengthen the opportunities for teaching about Namibia's heritage. By so doing we aim to cultivate the importance of caring for our natural and cultural resources in our young people.

The curriculum should also include visiting heritage sites. For instance, learners in the Kunene Region could go for excursion to sites such as Petrified Forest National heritage site and Twyfelfontein World heritage site. Other activities could include

visiting resource centres such museums and other historical and cultural sites in Namibia. In addition to practices such as cultural festivals, oral traditions should be promoted at both local, regional and national level. It is through initiatives such as heritage education where learners can explore their heritage and gain knowledge and experience about the preservation of their cultural and natural heritage.

According to Kayunde (2017), the Ministry of Education, Arts and Culture launched the School Culture Club (SCCD) for developing the National policy guide:

“With the SCCD national policy guide, the ministry wants to make sure arts and culture are taken seriously and incorporated in the mainstream curriculum..... The book also offers guidelines to teachers on how they should make cultural and historical lessons more exciting for pupils.” (Kayunde,2017, p.4).

Elago and Silvester (2011) argues that the Namibian curriculum does not clearly bring out the heritage aspects hence, there is a need for the expansion of the heritage content in the curriculum. These recommendations were done in the working document prepared for the National Institute for Educational Development (NIED) highlighting ways in which heritage can be inserted into existing curriculum. For instance, in the History subject, the early history of Kavango and Caprivi (now Zambezi) is not sufficiently covered. In addition, there is a need to develop new classroom materials aimed at teaching about local and regional heritages, with Twyfelfontein rock engravings being a typical example in this regard. In the Physical Science subject, there is a need to relate certain topics to traditional knowledge and skills. In the Religious and Moral Education subject, original Namibian spiritual beliefs are absent

throughout the junior secondary phase. In the Design and Technology subject. “A handbook should be developed using examples drawn from Namibia’s cultural heritage to explain design concepts. The handbook will thus give learners an awareness of Namibia’s cultural heritage at the same time explaining concepts that need to understand for this subject” (Elago & Silvester 2011, p.19).

Based on the above-mentioned recommendations, an attempt was made to include heritage related topics in the JSSC when it was reviewed in 2014 and 2015. For instance, in the Grade eight (8) History syllabus which was implemented in 2017, two new topics which directly speak to the concepts of heritage were introduced as indicated in Table 1.

**Table 1: Grade 8 History syllabus**

<b>Topics</b>	<b>General objectives</b>	<b>Specific objectives</b>
What is heritage?	Understand what is heritage	Define what heritage is?
Why do we study heritage?	Understand the significance of heritage.	<ul style="list-style-type: none"> <li>• Name heritage sites in Namibia</li> <li>• Explain the importance of heritage sites in Namibia</li> </ul>

Source: Ministry of Education, Arts and Culture (2014, p.9)

It is clear from table 1 that the topics introduced are brief and therefore do not enrich learners’ knowledge and skills in the field of heritage. In the Grade eight (8) and nine

(9) Arts syllabus, the concentration is on oral tradition and performing arts (MoEAC, 2015) and to give an illustration, here follows some of the general objectives in the Arts syllabus:

- Dance: 'appreciate how body movement and patterns can be used to dance and communicate.' p.11;
- Drama: 'appreciate the possibilities of the voice and sound.' p.9; and
- Music: 'Explore a varied repertoire of songs in different vernaculars.' p.12.

The selected objectives indicate an exclusion of other elements of intangible heritage such as social practices, rituals and festive seasons such as the 'Oshituthi shomagongo', marula fruit festival which is a celebration of unity amongst the seven Aawambo communities of northern Namibia through the consumption of the 'omagongo' beverage made from marula fruit. The festival was inscribed on the representative list of the Intangible Cultural Heritage for Humanity knowledge and practices concerning the universe in 2015. While the aspect of traditional craftsmanship is also absent from the Arts syllabus, this element is particularly important in creating employment and encouraging learners to take part in cultural tourism. The focus could be more on transferring the skills and knowledge about how to make craft products. Crafts could be an important contributor to a country's economy.

Schools should be encouraged to explore local resources such museums, heritage sites and architectures as learning resources. Moreover, activities tailored towards the practices and expressions of cultures, most of which cannot be put in museums, should be promoted.

Knowing that schools are mostly challenged with teaching and learning resources, Mendoza, Baldris and Fabregat (2015) outline methodologies that could be used in heritage education in an informal context. Firstly, tour guiding: tour guides are very useful in disseminating information on heritage sites. However, they warn that if tour guides are not well trained and knowledgeable about the site they are presenting, this method can be a disadvantage to those acquiring such information. Audio guides is another method which can be used to facilitate the education process.

Mendoza et al (2015) explain that information on heritage related topics can be recorded and made available in museums and other places of heritage significance, further encouraging that such recordings should be made available in numerous languages. Lastly, interactive screens: Interactive screens is a method whereby screens are connected to the computer. This method enables people to interact and find information about places. Various agencies in the heritage sector can be encouraged to develop or share materials on Namibia's heritage which can be used as teaching materials in schools.

This research therefore aims to raise awareness about the importance of incorporating Heritage Studies as a subject into the JSSC in Namibian schools as crucial to the heritage and identity of Namibians. The most effective way of raising awareness about the appreciation, conservation and promotion of Namibia's cultural and natural heritage is through education.

## Summary

The literature review part carries some weaknesses: firstly, not enough research has been done with regard to the significance of Heritage Studies into the school curriculum especially from the teachers' and learners' perspective. More local and regional research is still required in a range of issues such as raising awareness through public and community education. Despite these shortcomings, there is some strength in the literature review. Various authors on the subject of this research have pointed out that there is need for heritage education to be introduced in public schools, emphasising that the younger generation should take a lead in heritage conservation and preservation.

Above all, in order for the country to preserve its heritage successfully and accomplish its goals as outlined in the National Heritage Act 27 of 2004, preservation concepts need to be introduced to the Namibian child at an early stage. In addition, heritage education from an early school stage also help learners develop sensitivity towards their heritage as they develop an understanding of their own cultures and that of others and this encourages them to actively participate in the promotion of heritage. The best way to get the preservation and conservation aspects and methods and improve public understanding is to introduce Heritage Studies in public schools. This will reinforce the role of learners in the promotion and protection and transmission of heritage.

### 3 RESEARCH METHODOLOGY

#### 3.1 Research Design

Research design is defined as a broad plan for data collection in an empirical research project. It is thus aimed at answering research questions and consist of the data collection procedures, research instruments and sampling technique that must be employed in that particular research (Bhattacharjee, 2012).

This study used a mixed method research design, which employed both qualitative and quantitative approaches. The quantitative approach was used to collect data from learners through questionnaires and qualitative data was used to get an in-depth perception of Teachers on the significance of heritage into the curriculum.

Cresswell and Clark (2006) defines the mixed method research design as follows:

“Mixed method research is a research design with philosophical assumptions as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysis and mixing of both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combinations provides a better understanding of research problems than either approach alone” p.5.

This design was perceived as the most suitable for the study. It captured the views and perceptions of various groups on the significances of integrating Heritage Studies as a school subject into the Junior Secondary School Curriculum.

### **3.2 Population**

The study consisted of two Junior Secondary Schools. The two schools are Welwitchia Junior Secondary School and Cornelius Goreseb High School, falling under the Outjo Circuit, located in Khorixas town, Kunene Region with a combined population of three hundred and seventy four (374) Grade eight (8) learners and fourteen (14) Grade eight (8) teachers.

### **3.3 Sample and Sampling procedures**

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 and random sampling method. The two schools were purposively selected because they are the only schools with the junior secondary phase in Khorixas. The Grade eight (8) learners were chosen because they have History and Arts as compulsory subjects which contain elements of heritage. The Grade eight (8) teachers chosen are those who are currently teaching Arts and History subjects which contain elements of heritage.

In purposive sampling the researcher chooses the population based on who they think will best represent members of the population, therefore the judgement of the researcher plays a significant role in this sampling design (Kothari, 2004).

According to Ary et al. (2014) "purposive sampling, also referred to as judgement sampling, the sample elements judged to be typical or representative, are chosen from the population" p.169. Ary et al. (2014) further explains that purposive sampling is more common in qualitative research because it helps the researcher gain an in-depth understanding into the area of their studies.

From a population of fourteen (14) Grade eight (8) teachers, six (6) teachers were purposively selected, comprising of three (3) from each school. From a population of three hundred and seventy four (374) Grade eight (8) learners, a sample of forty (40) Grade eight (8) learners were randomly selected, comprising of twenty (20) from each school. The researcher made use of the Grade eight (8) class lists to randomly select the learners who participated in this study. At each school, samples were drawn by placing learners' names in a small box and blindly selecting twenty (20) learners from each group. Learners were selected from one class group at each school rather than selecting few learners from each class group. A total of forty (40) learners and six (6) teachers participated in this study.

### **3.4 Data collection Instruments**

#### **3.4.1 Questionnaire**

The study employed close ended (four-point Likert rating scale) and open-ended questions to gather data on learners' expectations of the role of schools in the teaching of heritage.

The questionnaire was divided into three sections; Section 1 dealt with the biographical information and consisted of two questions. Section 2 comprised of statements on the perceptions of learners on the importance of integrating Heritage Studies as a subject into the junior secondary school curriculum and consisted of 8 questions. Section 3 consisted of five open ended questions where learners were allowed to express their opinions on the role of schools in the teaching of heritage.

#### **3.4.2 Individualized Semi-Structured Interviews**

A semi-structured interview was used as an instrument for collecting data from the teachers. Interviews are one of the commonly used methods of obtaining qualitative data. Interviews are used to collect information from the research participants about their views, beliefs and positions regarding a particular topic (Ary et al, 2014). An interview set up consists of an interviewer, interviewee and a set of predetermined questions and a recorder since the process involves asking and answering questions orally (Kothari, 2004).

The interviews allowed teachers to explain and give an in-depth description on the significance of integrating Heritage Studies into the Junior Secondary Curriculum. The researcher used an interview guide to interview the teachers. Interviews with teachers were conducted strictly via appointment.

### **3.5 Data collection procedures**

The researcher obtained permission to collect research data through ethical clearance from the University of Namibia (**see Appendix A**). Permission to collect data was requested from the Permanent Secretary of the Ministry of Education (**see Appendix D**), and from the Kunene Educational Regional Director (**see Appendix B**). Permission was also obtained from the principals of the two schools. The purpose and research ethics were explained to the school principals and participants (**see Appendix D**). The researcher visited schools to arrange suitable time slots on when to administer questionnaires and conduct interviews with the learners and teachers respectively. The researchers ensured that the questionnaires were completed by the learners and collected from them on the same day.

### **3.6 Data Analysis**

The data collected from the questionnaires were analysed using frequency tables. Thematic technique was used in analysing the qualitative research data. Braun and Clarke (2006) describe the thematic technique as a method for identifying, analysing and reporting patterns (themes) within data. Boyatzi (1998) explains that the researcher develops themes that serve as labels for different sections. This allow data

to be summarised to key ideas. Riffe, Lacy and Fico 1998 (cited in Atkinson, 2017) state that “the researcher looks for certain terms or themes within a text, counts the number of instances in which those terms or themes emerge and utilises statistical analysis to discover if the recurring use of terms or theme is significant” p.48. The researcher studied the data carefully and organised them into themes according to the research questions.

### **3.7 Ethical Consideration**

The researcher obtained an ethical clearance certificate from UNAM’s Research and Publications Committee (**see Appendix A**). Additionally, the researcher sought permission from the Kunene regional directorate (**see Appendix B**) and school principals of the selected schools. Minors (Grade eight (8) learners) are in particular chosen to participate in this study because they are the ones that normally visits the heritage sites and have potential of managing these sites in the future, learners are likely to make career choices in the field of heritage and finally the outcome of the research will be beneficial to the learners since the study is related to the possible change in curriculum.

Since some participants of this research were minors, an informed consent was obtained from their parents (**see Appendix E**), this was done by writing letters to the parents of participating learners. Parents were thoroughly informed about the purpose of the study.

Due to the nature of the study, participants were given assurance that they will not be exposed to any physical or emotional harm. Furthermore, participants were informed

that their participation is voluntary and that they are at liberty to withdraw from the study at any time without being penalised or prejudiced in any way. The participants were given full information about the purpose and objectives of the study in order to enable them to make an informed decision on whether to participate in the research. The information provided by the respondents was treated with the utmost confidentiality and anonymity. The participants' names did not appear on the interview guide, questionnaire or in the final thesis report.

The researcher was honest and reported on the process accurately and with integrity and acknowledged all the sources used. Data collected was stored in the researcher's personal computer, with a password only known to the researcher and will be destroyed after the thesis has been evaluated. All research findings were presented in a confidential manner and no identifiable information was disclosed to the public.

### **3.8 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 forty (40) Grade eight (8) learners and four (4) Grade eight (8) teachers. The chapter discusses how the questionnaires were used to collect data from learners and interviews to get in depth opinions from the teachers. The chapter also outlines how data is analysed and discussed issues related to ethical consideration. The next chapter presents the findings from the questionnaires and interviews conducted.

## **4 RESULTS AND INTERPRETATION**

### **4.1 INTRODUCTION**

The results of the investigation of the data gathered from semi-structured interviews and questionnaires obtained during the course of the study are discussed in this chapter. The participants were selected from two schools in Khorixas offering the Junior Secondary School phase. The purpose was to assess their views on the integration of Heritage Studies into the Junior Secondary School Curriculum (JSSC). The results obtained are presented according to the questions of the study. The first section deals with biographical information of the learners, while the second section focuses on the findings of the views of the learners on the integration of Heritage Studies into the JSSC and the third section reports on the views of teachers gathered through the semi-structured interviews.

### **4.2 Biographical information of Participants**

#### **4.2.1 Gender**

A total number of forty (40) learners took part in the study, of which twenty-one (21) were male and nineteen (19) were female.

Table 2: Gender of participating learners

Category	Quantity	%
Male	21	52.5
Female	19	47.5
<b>Total</b>	<b>40</b>	<b>100</b>

A total number of four (4) teachers took part in the study of which three (3) were male and one (1) female.

Table 3: Gender of participating teachers

Category	Quantity	%
Male	3	75
Female	1	25
<b>Total</b>	<b>4</b>	<b>100</b>

Table 4: Age of participating learners

Age group	Frequency
Under 13	1
13 – 16	30
17 – 20	9
Above 20	-
<b>Total</b>	<b>40</b>

**Table 5: Age of participating teachers**

<b>Age group</b>	<b>Frequency</b>
Under 25	-
25 – 29	2
30 – 34	1
35 – 39	-
40 – 45	-
45 – 49	1
above 49	+
<b>Total</b>	<b>4</b>

#### **4.3 Perceptions of learners on the importance of integrating Heritage Studies as a school subject into the junior secondary school curriculum**

The following are findings with regard to learners' perceptions on the importance of integrating Heritage Studies into the Namibian JSC Curriculum. A four-point Likert scale was used using strongly agree, agree, disagree and strongly disagree. Table 6 shows the participants' responses on the eight (8) statements that required Grade eight (8) learners to indicate their level of agreement.

Table 6: Perceptions of Learners on the significance of Heritage Studies

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Total
	Fr	Fr	Fr	Fr	
1. Heritage Studies is an important subject for the future of all learners.	27	13	0	0	40
2. All learners at Junior Secondary level should have Heritage Studies as a compulsory subject.	9	21	7	3	40
3. Heritage Studies is an important asset to the community and it encourages School- Community Partnership.	19	17	3	1	40
4. Integration of Heritage Studies into the curriculum will help students explore their historical and cultural Heritage.	24	12	4	0	40
5. Transmitting heritage values to young people will foster awareness and tolerance of cultural diversity.	6	24	8	2	40
6. Heritage Studies can build learners 'self-esteem and pride in self, community and cultural Heritage.	25	14	1	0	40
7. Heritage Studies will offer learners learning opportunities that value each students' life and experience.	15	16	8	1	40
8. Knowledge in the field of Heritage will assist learners in utilising and revitalising their heritage places to create employment opportunities through tourism.	15	19	2	4	40

Key = Fr means frequency

As seen in Table 6, a significant number of 27 (67.5%) learners 'strongly agree' that Heritage Studies is an important subject for the future of all learners, while 13 (32.5%) merely 'agree' with the statement. About 9 (22.5%) of the learners 'strongly agree' that all learners at Junior Secondary level should have Heritage Studies as a compulsory subject and a significant number of 21 (52.5%) learners 'agree' with this statement, while 7 (17.5%) of the learners 'disagree' and 3 (7.5%) 'strongly disagree'.

In support of the result, Hatch (1988) states that:

"Heritage Education introduces much broader and deeper meaning into the message of preservation. Framing the built environment terms of traditional academic subjects and often using it in imaginative ways, heritage educational encourages youngsters to view their surroundings as lifelong resources and places for finding information, identifying social issues and achieving personal meaning." p.5

The results in Table 6 also indicate that a significant number of 19 (47.5%) learners 'strongly agree' that Heritage Studies is an important asset to the community and it encourages School-Community Partnership, 17 (42.5%) of the learners merely 'agree' with the statement, while 3 (7.5%) of the learners 'disagree' and only 1 (2.5%) learner 'strongly disagrees'. Table 6 further shows that 24 (60%) learners 'strongly agree' that the integration of Heritage Studies into the curriculum will help students explore their historical and cultural heritage. 12 (30%) of the learners 'agree', while 4 (10%) of the learners 'disagree' with the statement.

Furthermore, Table 6 shows that 24 (60%) of the learners 'agree' that transmitting heritage values to young people will foster awareness and tolerance of cultural diversity, 6 (15%) of the learners 'strongly agree', 8 (20%) learners 'disagree' and 2 (5%) 'strongly disagree'. Table 6 also indicates a significant number of 25 (62.5%) learners 'agree' that Heritage Studies can build learners' self-esteem and pride in self, community and cultural heritage, 14 (35%) of the learners 'agree', while only 1 (2.5%) of the learners 'disagrees' with the statement.

The findings are similar to that of Bawa (as cited in Huibin, Marzaki & Razak, 2012) who notes that the involvement of young people in heritage is significant, as it enriches them with knowledge and understanding of their heritage and it also helps them acquire skills related to conservation techniques, thus fostering the appreciation of their heritage resources.

With regard to whether Heritage Studies will offer learners learning opportunities that value each student's life and experience, Table 6 illustrates that 16 (40%) of the learners 'agree', 15 (37.5%) of the learners 'strongly agree', while 8 (20%) of the learners 'disagree' and 1 (2.5%) learner 'strongly disagrees' with the statement. Nineteen (19) (47.5%) learners 'agree' that knowledge in the field of heritage will assist learners in utilising and revitalising their heritage places to create employment through tourism, 15 (37.5%) of the learners 'strongly agree', while 4 (10%) learners 'strongly disagree' and 2 (5%) 'disagree'.

#### **4.4 Responses to open ended questions**

This section will explain data from Grade eight (8) learners' responses to open ended questions. At times the qualitative items required the learner to explain their responses

in detail. The reason why the researcher decided to have some questions explained was to get an in-depth and detailed understanding of the research topic.

### **The extent to which elements of heritage could be included in the Junior Secondary School Curriculum**

**Question 9.** *Is there a relationship between heritage and your other school subjects?*



**Figure 2: relationship between Heritage and other school subjects**

In order to avoid repetition, the researcher decided to summarise responses to this item as some of the responses were similar. Figure 2 shows that a significant number of 31 (77.5%) of the learners indicated that there is a relationship between heritage and their other school subjects, 5 (15.5%) 'disagree', while 4 (10%) chose to be neutral. The learners who indicated that there is relationship pointed out that there are heritage related aspects in subjects such as History, where they are taught about cultural

heritage and rock art in Namibia with Twyfelfontein used as an example. Examples of different cultures are also explored in the subject of Arts, and in Agriculture, different types of crop production practiced traditionally are explained. Similarly, Hunter (1988) states that the heritage subject content fits certainly into subjects such as History and Geography.

**Question 10.** *Can you identify any elements of heritage (heritage sites, values, practices, beliefs) that could be included in the current school curriculum?*

Some learners indicated that traditional beliefs and practices could be included. One learner wrote:

*"A man does not eat in the pot, otherwise he will not get married, a woman (sic) does not cook while she is pregnant. If your husband dies (sic), you must wear all black."*

Others felt that traditional dances such as the 'Nama staap' and the 'Herero>Nama troops' should be included in the heritage curriculum, while others stated that heritage sites such as Spitzkoppe, Brandberg White Lady and Etosha National park should be included in heritage study materials.

## Learners' expectations about the role of schools in the teaching of Heritage

**Question 11.** *Would you say your school is aware of its role as an instrument in the transmission and preservation of heritage? Explain,*



Figure 3: The role of schools in heritage transmission

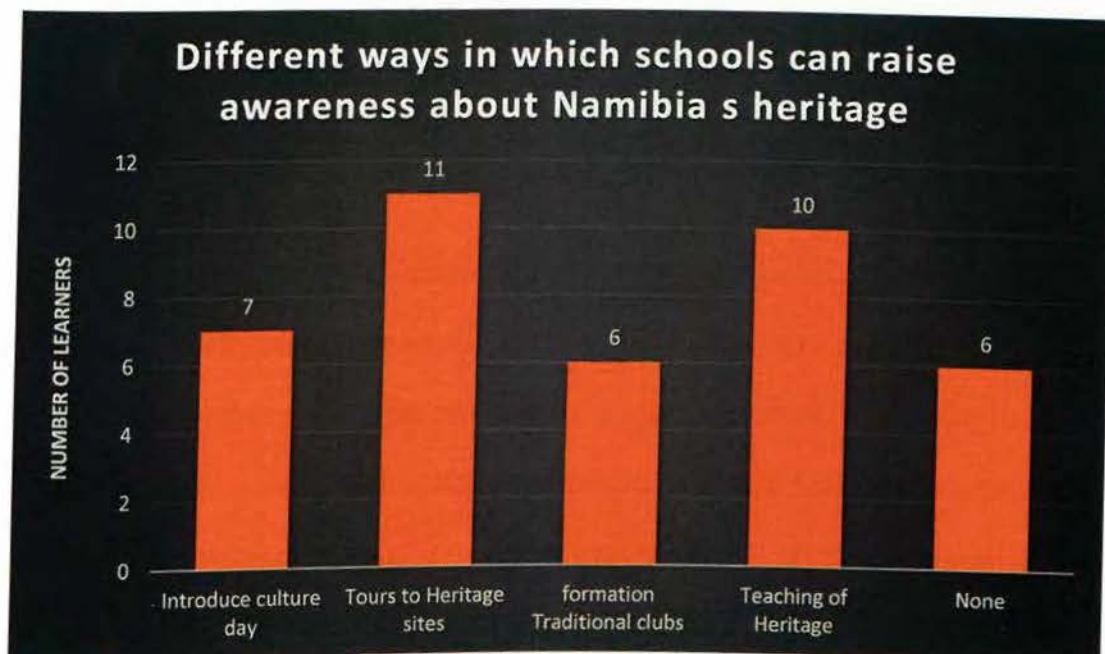
Figure 3 shows that a majority of 31 (77.5%) learners 'agree' that there is awareness of the school's role in the transmission and preservation of heritage. This is evidenced by the fact that their schools take part in heritage activities such as excursions to heritage sites and museums, they indicate. Furthermore, subjects such as History and Arts contain some elements of heritage that they are introduced to. The schools encourage the wearing of cultural attire during cultural events and take part in activities such as drama and dance that promote heritage. They further indicated that the schools accommodate learners from different backgrounds.

One learner indicated that "our school is named after an important heritage property, *Welwitchia*".

**Question 12** *What activities are being undertaken by your school to promote heritage?*

A Majority of the learners (65.5%) indicated that their schools have introduced several activities to support the promotion of heritage such as cultural clubs, where they take part in cultural dances, poems and dramas. The history teachers also mostly take learners to visit heritage sites such as the Petrified Forest National Heritage and Twyfelfontein World Heritage sites. The entrepreneurship day is another aspect where learners are encouraged to, for instance, promote traditional food. Other learners explained that the introduction of Arts as a non-promotional subject in schools and the mere fact that the schools accommodate learners from all cultural backgrounds indicates that both schools and the Ministry of Education are serious about the promotion of heritage. Kadlec (1997), reveals that formalization tours, festivals and programmes aimed at raising awareness are all useful approaches which can be used to provide heritage education.

**Question 13.** *What role can schools play in developing learners' awareness about Namibia's heritage?*



**Figure 4:** ways in which schools can raise awareness on Namibian Heritage

A significant number of 11 (27.5%) learners indicated that tour visit to heritage sites should be promoted, while 10 (20%) of the learners felt that the teaching of heritage related themes in schools should be encouraged. One learner wrote;

*“They must come up with subjects such as Heritage, this way we can learn more about our history and heritage.”*

Another learner writes:

*“Bringing in of new subjects such as Heritage in the curriculum so that learners can learn about their cultures, values and practices.”*

Seven (7) (17.5%) of the learners recommend the introduction of culture day at schools, while 6 (15%) indicated the formation of traditional clubs. Six (15%) learners did not to provide responses for this item.

**Question 14.** *Why do we need to preserve our country's heritage?*

In order to avoid repetition, the researcher decided to summarise responses to this item as some of the responses were similar. Some of the learners indicated that there is a need to preserve the country's heritage in order to promote cultural awareness in order for learners to be aware of their cultural background. Other learners further explained that the preservation of heritage prevents the total absorption of modern culture and the dying out of current cultural and traditional practices. The preservation of the country's heritage will also be beneficial to the future generation. One learner wrote:

*"For our future generation, they need to know about their cultural background and their children too, mostly about their culture and tradition. To inspire people and motivate them to take pride in their heritage."*

Other learners added that heritage promotes tourism in the country which in turn promotes the country's development. Another learner wrote:

*"Heritage through tourism grows our economy."*

## 4.5 Results from the interviews

### 4.5.1 Perceptions of teachers on the importance of integrating Heritage

#### Studies as a school subject into the junior secondary school curriculum

**Question 1.** *In your opinion, what is heritage?*

All teachers defined heritage as what the present generation has inherited from the past or what is being constructed for next generations to inherit, and in addition to that the following answers were given:

- *Heritage is a complex term, it includes physical and cultural, tangible and intangible and that heritage has to do with preserving for future generation.*
- *Heritage is the richness that we inherit from our ancestors, which we preserve for the future. It's our cultures, our customs and our tradition including our moral values and principles.*
- *Heritage is something that has been left behind by our ancestors and things that they have discovered and developed through customs, things that they have been doing in the olden days like the rock art paintings, and things they have discovered like the Petrified Forest. All in all, things that we have inherited.*
- *Things that are kept. History of the events that happened in the past.*

**Question 2.** *Do you think all learners should study Heritage? Give reasons to support your answer?*

All teachers indicated that learners should study Heritage, and their responses were summarised as follows:

**Table 7: Teachers opinions whether all learners should study heritage**

<b>Teacher</b>	<b>Response</b>
1	<i>as long as the heritage that will be taught is not one sided, it should be inclusive. If only cultural group is promoted it will be criticised</i>
2	<i>All learners should study heritage because nowadays in schools we have a problem called ill-discipline.</i>
3	<i>Heritage being the teaching of customs which includes rules and regulations and which most of them are based on respect if heritage is introduced at schools it will be very good because learners will be disciplined and respectful</i>
4	<i>So that learners can develop pride and realise the significance of heritage and to start thinking in terms of preserving and conserving it, they need to know what their ancestors has done during their time</i>

**Question 3.** *Describe your views on the importance of integrating Heritage Studies as a subject into the Junior Secondary School Curriculum.*

The teachers indicated that school learners are the future leaders of our country and therefore learners need to be educated on the importance of heritage and heritages sites.

Teacher 1 said that *'the integration of Heritage Studies will make them aware of the need to preserve this heritage, for instance, in case someone is busy with illegal activities, then they would report this in order to protect these heritage resources'*

Teacher 4 added that *'the integration of heritage studies is quite appropriate as it could expose learners to the significance attached to things within heritage'*.

**Question 4.** *What purpose will the integration of heritage as a subject serve?*

All teachers agreed that the integration of heritage as a subject will serve a purpose, and highlighted the following: some learners might take up careers in the area of heritage such as tour guiding; and the integration of heritage will enlighten and broaden learners' knowledge about the national heritage and will encourage and motivate learners to preserve this heritage. Preservation of heritage will in turn lead to tourist attractions which can create jobs for the locals and generate foreign currency.

**Question 5.** *What role can the integration of Heritage Studies as a subject play in preserving and transmitting Namibia's heritage?*

The teachers pointed out the following roles:

- The learners who will benefit from the integration will be the future leaders. Once they are educated, we have the assurance that they will preserve the heritage resources.
- Once the subject is taught, learners will be exposed to various issues concerning heritage preservation. Learners will also learn to value their heritage by taking ownership of it. The integration of heritage will motivate learners to take up studies in the area of heritage at institution of higher learning where they will be further educated and sensitised about preservation measures.

#### 4.5.2 To what extent could elements of heritage education be included in the Junior Secondary School curriculum?

**Question 6.** *Are there any special features of heritage in your school curriculum? If yes, give examples.*

All teachers agreed that there are features of heritage in the school curriculum. They gave the following examples: a) the fact that there are different languages taught at school such as *Khoe Khoe gowab*, which is an example of intangible heritage; and b) in the introduction part of history, learners are expected to know the different heritage sites and are required to know the different types of heritage such as cultural, physical, tangible and intangible. Learners are also introduced to topics such as rock art and different artefacts which constitute part of our heritage.

**Question 7.** *What elements/topics of heritage do you expect to be included into the curriculum?*

The teachers indicated that the focus should be on cultural entrepreneurship as an aspect to be integrated into the curriculum, stating that the elements currently included do not stress out the aspects of job creation and foreign investments that are derived from heritage tourism. Some teachers also felt the different cultures of Namibian people should be included into the curriculum.

**Question 8.** *What challenges are likely to influence the integration of Heritage Studies into the curriculum?*

Teacher 4 said, *“Majority of learners have no interest in reading, and heritage studies will obviously come with a reasonable amount of content that need to be read. Urban learners are exposed to libraries so it might not be a problem, but the challenge will be for learners in rural areas. Therefore, government will need to invest in educational materials for the rural areas learners to stimulate their reading.”*

Integrating content that is objective and accepted by all might be a challenge, as well as the lack of learning materials and human resources and thus teachers will be required to go through in-service training.

**Question 9.** *What type of assistance and training do you think will be most appropriate for you to effectively teach and raise students’ awareness about their national heritage?*

The responses to this question are summarised as follows: workshops should be held where teachers can be provided with training in heritage related aspects; peer teaching should be encouraged; and tours to heritage sites should be organised. Teacher 2 states that *“Parents should be encouraged to take ownership of heritage. Therefore, elders in the society, community leaders and traditional leaders must spearhead the initiative of creating awareness.”* Teacher 4 added that *“We will need tools such as audio visual equipment to capture learners’ imagination, this will create more interest amongst learners.”*

#### **4.5.3. Teachers' expectations about the role of schools in the teaching of Heritage?**

**Question 10.** *During your teacher training, did you cover any material related to heritage conservation and preservation?*

All teachers responded 'NO' to this question.

**Question 11.** *Provide examples of class activities in which you include or might include heritage?*

The teachers provided the following examples:

- a. story telling
- b. drama plays
- c. essay and composition writing

**Question 12.** *How important is the teaching of heritage to you?*

All teachers indicated that the teaching of heritage is very important to them. Their responses are indicated in table 8.

**Table 8: Teachers' views on the teaching of heritage**

<b>Teacher</b>	<b>Response</b>
1	<i>Very important, it is the only way to educate our learners on the importance of heritage in Namibia. If we don't focus on this, it will die out and lose its significance. Encourage learners to appreciate our cultural diversity.</i>
2	<i>Very important, teaching learners about the past of their ancestors gives them light to who they really are, broaden up their paths and show them where they are heading.</i>
3	<i>Very important, heritage must be safeguarded, it symbolises love that one has for their country and pride and promotes national unity.</i>
4	<i>Very important, it will instil from an early age the value of preserving and conserving the national heritage.</i>

**Question 13.** *How can the school reorganise itself (curricular/extracurricular) to contribute to the preservation and promotion of heritage in Namibia?*

Three teachers suggested that heritage clubs can be introduced in schools where learners can meet on regularly for education about heritage related issues. They further suggest fundraising to embark upon community projects such as inviting elders in the communities to schools who can teach learners about their traditions, songs and dances and lastly learners could embark upon practical

excursions to heritage sites where they can acquaint themselves with first hand heritage experience, noting that this will automatically spark interest in national heritage. One teacher suggests having Heritage Studies as an extra subject. On the contrary, another teacher maintains that given the challenge of limited time, heritage content could be integrated as a cross curricular subject.

**Question 14.** *What responsibilities do Namibian schools have in promoting local heritage and what should be done to achieve a complete integration of this local heritage into the curriculum?*

The teachers highlighted the following responsibilities.

*Teacher 1: Schools are places where education is taking place. If we include heritage into the curriculum, it will be very effective. We should teach learners about the significance of heritage sites and make them aware of different heritage sites within their societies because there are learners who don't even know what heritage sites they have.*

*Teacher 2: Schools have a huge role to play, therefore set aside days for heritage. Organise a committee that deals with heritage at the school level. Schools in Khorixas can have a day where they can be educated and sensitised about preserving heritage.*

*Teacher 3: Schools should emphasise the importance of national heritage. Learners learn fast through practical exposure (excursion) to national heritage sites. Once learners have developed love for National heritage, it can be easily integrated into the school curriculum.*

## 4.6 Summary

This chapter presented, analysed and interpreted data on the perceptions of teachers and learners on the significance of heritage studies into the JSSC. The data was collected through questionnaires and interviews. Majority of learners strongly indicate that heritage studies is an important asset to the community. Even though the majority of the learners indicated that there is a relationship between heritage and other school subjects such as History and Arts, they also indicated that more aspects related to heritage conservation and preservation could be incorporated into the curriculum. Teachers strongly support Heritage Studies as a subject and highlight that learners will be introduced to preservation and conservation ethics which will encourage them to appreciate cultural diversity, adding that the introduction of heritage will motivate learners to take up careers in the field of heritage management. Lack of training in heritage related themes was also cited by teachers however, they suggest that workshops, in-service training, and collaborative lesson plans can address this challenge. In the next chapter, the discussion, conclusion and recommendations are presented.

## **5 DISCUSSION, RECOMMENDATION AND CONCLUSION**

This Chapter provides the discussions of the results as well as conclusion and recommendations of the study.

### **5.1 INTRODUCTION**

The study sought to investigate teachers and learners' perceptions on the significance of the inclusion of Heritage Studies in the Junior Secondary School Curriculum using Namibia, a case of Kunene region. The aim of the study was to seek dialogue with the teachers and learners about the importance of preserving Namibia's heritage. The study further aimed to inform curriculum developers about how to integrate Heritage Studies into the national curriculum and finally the study highlighted the importance of teaching young people the need to preserve, conserve and protect Namibia's heritage.

**The following three questions were addressed:**

1. What is the significance of integrating Heritage Studies as a subject into the Junior Secondary School Curriculum (JSSC)?
2. To what extent could elements of Heritage be included in the JSSC?
3. What expectations do learners and teachers have about the role of schools in the teaching of heritage conservation in the JSSC?

The researcher employed a mixed method approach. Data was collected through questionnaires and semi structured interviews. The population of the study comprised of forty (40) Grade 8 learners and four (4) Grade 8 teachers. This study employed purposive sampling to select teachers and random sampling to select learners.

The Grade 8 learners were chosen because they have History and Arts as compulsory subjects which contain elements of heritage. The Grade 8 teachers chosen are those that are currently teaching Arts and History subjects which contain elements of heritage.

For ethical reasons, the participants received full information about the purpose and objectives of the study in order to enable them to make informed decisions whether to participate in the research or not. They were informed that they are free to withdraw from the study anytime and will not be penalised or prejudiced in any way. The respondents were assured that the information provided will be treated with the utmost confidentiality and anonymity.

The layout of this chapter is based on the themes identified from the research question: the significance of integrating Heritage Studies as a subject into the Junior Secondary School Curriculum, the extent to which elements of heritage can be included in the JSSC and the expectations of learners and teachers about the role of schools in the teaching of heritage conservation in the JSSC.

## 5.2 SIGNIFICANCE OF INTEGRATING HERITAGE STUDIES AS A SCHOOL SUBJECT

Most teachers understand what heritage is and what it entails as they explained that heritage is what the present has inherited from the past, which should be preserved for the future generation. This is similar to Barghi et al (2017)'s definition who define Heritage as " what has been inherited, cultural and natural. Heritage is the legacy of our ancestors transmitted across time and is available to be passed on to the future generations." p.125.

There was agreement by all teachers and majority of the learners that learners should study heritage. Furthermore, teachers indicated that the heritage which is to be integrated should be inclusive of all Namibian cultures and traditions. This is in agreement with Hunter (1988) who argues that heritage should be inclusive of 'all rich historical and cultural contributions' from people of different racial and ethnic backgrounds.

The teachers further posited that learners are likely to benefit from Heritage Studies, emphasising that they are the future leaders of the country and therefore introducing Heritage Studies at an early stage will expose them to various heritage preservation and conservation measures which will enable them to preserve the country's heritage for the future generation.

Masoga and Kaya (2008) states that "Western education in Africa put an emphasis on academic subjects and qualifications, such that African school children no longer know how to use their hands or how to speak their mother tongue. They no longer know the name of local indigenous plants, animals and insects around them, even names of their grandparents including the cultural history of their local communities" p.145. There is an element of contradiction in this statement as Hunter (1992) contends that heritage education is an academic discipline that draws on many disciplines such as history, geography and literature. Bwasiri (2011) argues that formal education has suppressed African traditional practices, adding that the conversion of Africans into Christianity has led to the abandonment of African traditional practises and beliefs system. In light of Bwasiri's statement, it can be argued that it is very important to incorporate our intangible heritage into the curriculum to prevent further erosion of this heritage.

The study also showed that the majority of learners are of the opinion that the integration of Heritage Studies into the curriculum will help them discover their historical and cultural heritage and equally a significant number of learners who participated in the study also indicated that Heritage Studies is an important subject for the future of all learners.

However, there can be obstacles and challenges when introducing new subjects into the school curriculum. Bennie and Newstead (1991) states that time, parental expectations, absences of teaching and learning resources, and teacher's lack of skills are some of the factors that are likely to influence the implementation of the new curriculum. Respondents also indicated that heavy workload and time constraints are

some of the challenges that might influence the introduction of Heritage Studies as a subject into the curriculum.

Despite these challenges however, the benefits of introducing Heritage Studies as a school subject into the JSSC are numerous: the subject will enrich learners with preservation and conservation ethics; it will promote the growth of heritage tourism and cultural entrepreneurship; and will instil a sense of pride in the Namibian child about the country's heritage.

### **5.3 ELEMENTS OF HERITAGE IN THE JUNIOR SECONDARY SCHOOL CURRICULUM.**

The study revealed that teachers and learners are aware of certain elements of heritage that are currently integrated into the curriculum. The majority of those who participated pointed out topics related to heritage that are found in the subject of History, Arts and a few mentioned Agriculture. Teachers also pointed out the different second languages taught at schools, which form part of intangible heritage such as *Khoe Khoe Gowab*. Language is an important component in the transmission of heritage, particularly intangible heritage. Songs and folktales can all be expressed through languages. Sridhar (1994), reveals that "Language use in all domains (home, education, workplace, religion) ensures its maintenance" p. 628.

Moreover, teachers and learners have similar expectations that more could be done in terms of incorporating other elements of heritage that are currently not presented such as social practices, practices concerning the universe as well as traditional craftsmanship. Aspects of traditional craftsmanship in particular are important in promoting cultural entrepreneurship. It is crucial that learners are well informed on how to make a livelihood out of cultural entrepreneurship by for instance designing objects and other commercial products that be sold at the heritage sites and around the community.

Tourism in Namibia is regarded as one of the sectors which contribute significantly to economic growth and creates employment. According to the Ministry of Environment and Tourism (MET), Namibia recorded a total of one million, four hundred and ninety nine, four hundred and forty two (1,499,442) tourist arrivals in 2017, reflecting an increasing of 2.1% from 2016 and also recorded a 5.9% increase from 2015 to 2016 (MET, 2017). Therefore, if training in the area of traditional craftsmanship (woodwork, ceramic, painting) is made part of our curriculum, it can aid in creating employment. This can form part of the cultural heritage tourism product in our communities. As defined Huibin, Marzaki and Razak (2012) "Cultural heritage tourism is a special tourism product with reference to traditions, festivals, industries and places with strong diversity and territoriality, including irreplaceable historic elements along with cultural and natural resources". As one of the identified pillars of Vision 2030 aimed at improving Namibia's economic growth, tourism has the potential to contribute to poverty reduction especially in rural communities. While deriving economic benefits from heritage sites, it should also be noted that such sites

are fragile, therefore learners should be educated on how to reduce threats emanating from tourism.

Teachers also argued that they will need assistance and training in forms of workshops for instance, to enable them to effectively teach and raise student's awareness about their national heritage. This view is consistent with that of Barghi et al (2017) who advised that "Programs should be developed with a view towards increasing teachers' knowledge and interest in sustainable preservation of national heritage such activities are consistent with the economic, political, social, spiritual and cultural objectives...." p.126. In support of this view is also Kadlec (1997), who states that heritage training should include workshops in areas of historic conservations, site management and archives and record keeping.

Kadlec (1997) explains that another key component of heritage training is to establish a network with institution of higher learning to motivate them to incorporate heritage into their curriculum. The University of Namibia (UNAM) introduced a Postgraduate Diploma in Heritage Conservation and Management in 2015 to develop experts in the field of heritage management. Other institution of higher learning can be encouraged to introduce similar courses. The College of the Arts (COTA) is an accredited institution which offer various qualifications in Arts. Furthermore, several institutions such as NHC, MAN, MET and Universities that have published information about Namibia's heritage should be encouraged to make such information accessible to schools.

#### 5.4 EXPECTATIONS REGARDING THE ROLE OF SCHOOLS IN THE TEACHING OF HERITAGE CONSERVATION.

The majority of learners and teachers agreed that the schools are aware of their role as instruments in the transmission and preservation of heritage. To support the above, they highlighted activities that schools are involved in such as excursions with learners to heritage sites, especially those found in the region such as Twyfelfontein World Heritage and Petrified Forest National Heritage sites. Educational tours to heritage site are likely to increase learners' preservation skills as they become exposed to ideas on preservation efforts put in place especially at heritage sites where such efforts are presented. For instance, at the Twyfelfontein World Heritage site, the following visitor management strategies are put in place:

1. Daily recording of visitors at the site through the completion of visitor's fill in forms;
2. Provision of guided tours to a limited number of visitors per group by tour guides;
3. Designated parking area;
4. Designated walking paths for visitors; and
5. Admission rules and regulations to Twyfelfontein are summarized and printed on the reverse of receipts for admission fees. (Such rules, regulations and conditions of entry to all are also communicated to tourism operators, as an essential step to avoid or alleviate conflict between visitors and guides).

The existence of these rules and procedures raise awareness amongst learners visiting the site on the importance of taking care of heritage resources. Tours to heritage sites provide learners with first-hand experience of the original phenomena while also assisting learners in examining the heritage sites, which contributes to a deeper and thorough understanding of the site visited.

Grever and Van Boxtel (2011) report that globally, learners visit places of historical significance such as museums and discover traces of the past in their environments. Some teachers bring heritage items to the classrooms to arouse their pupils' interest.

Most participants in the study also indicated that schools encourage the wearing of cultural and traditional attires especially during important national events such Independence Day. They further indicated that the introduction of Arts as a non-promotional subject is a key point in addressing certain elements of heritage.

Despite the above, the respondents felt that more could be done in raising awareness and broadening learners' knowledge in the field of heritage, which could include the introduction of heritage clubs at school level and the introduction of a culture day into the school calendar.

Furthermore, the results revealed activities that teachers involve their learners in, in an effort to promote heritage such as dramas, essay writings and cultural dances. Another significant finding was that majority of the learners felt that there is a need to preserve the country's heritage to prevent the total absorption of the youth into the modern western lifestyle.

Figure 5 summarises methods that can be used in the teaching of heritage education both in the formal and informal context.



**Figure 5: Methods for teaching Heritage Education**

In line with the Namibian Government's commitment to promoting cultural tourism, the National Policy on Tourism states that: " The government will aggressively promote the attractions of Namibia's varied cultures and heritage as part of the Namibian tourism product. Namibia is blessed with a rich and diverse cultural and traditional Heritage of artist ranging from story tellers, poets and musicians and traditional dancers amongst others." p.20. The Namibian Government has taken affirmative steps to develop and protect its heritage, amongst others the revision of the 2001 National Policy of Arts and Cultures, introduction of Arts in the school

curriculum and the establishment of the National Heritage Council through the National Heritage Act 27 of 2004.

## **5.5 CONCLUSION**

Following the discussion and interpretation of the results of the study, several key findings emerged:

Teachers and learners recognised the presence of certain elements of heritage in the JSC curriculum which are found in subjects such as History and Arts. However, they felt that more could be done, highlighting that the curriculum should give equal weight to tangible and intangible elements.

Learners and teachers seem to be aware of the role of schools in the transmission of heritage. They pointed out activities which their schools are currently involved in, in an effort to promote heritage conservation. These include school organised tours to heritage sites, especially those found within the Kunene Region such as Twyfelfontein World Heritage, Burnt Mountain and Petrified Forest National Heritage sites. The schools also encourage the wearing of cultural attire during special events or celebrations such as Independence Day. They however suggest that more could be done to raise awareness about the conservation of Namibia's cultural and natural heritage. They call upon the cooperation of various stakeholders to realise and achieve this goal. In addition, teachers also suggested workshops as a useful way to share ideas and information on heritage.

Overall, teachers and learners strongly suggest the integration of Heritage Studies as a subject into the JSSC with the majority indicating that it will help learners explore their historical, cultural and natural heritage and adding that the integration will help them develop skills and understanding needed for living in a multi-cultural society.

With the passage of the 2004 National Heritage Act, Namibia pledged to conserve and preserve the country's natural and cultural heritage. The best way to improve understanding and interest in preservation amongst learners is to have topics introduced to the greatest number of learners and thoroughly incorporated into public school classrooms. It is important to educate learners on the Heritage Act no. 27 of 2004 in order to strengthen their role and responsibilities in promoting the protection and transmission of heritage.

## **5.6 RECOMMENDATIONS**

On the basis of the findings of this study, the following recommendations are provided:

1. Best practices which demonstrate Namibia's indigenous knowledge should be documented. This could provide appropriate and relevant learning and teaching materials for Namibian school children.
2. Identification and declaration of heritage resources in communities must be encouraged to help communities derive economic benefits and improve their livelihoods.
3. Institutions such as the National Heritage Council of Namibia (NHC) should share their interpretation materials of different heritage sites with schools. This information can be useful in educating learners about the different heritage resources in Namibia.

4. A platform should be created by the National Institute for Educational Development (NIED) where policy makers and stakeholders will be involved in the decision-making regarding elements of heritage that should be included in the curriculum.
5. A learning kit consisting of maps, photographs, drawings and local history should be designed. The kit can be used by learners and teachers during field excursions.
6. Fairs and festivals can be an impetus to heritage education programs.
7. In-service training for teachers – the training would provide an understanding of and appreciation of the philosophy, beauty and inherent Namibian culture. Teachers' workshops will also enable teachers in helping learners to :
  - become aware of the diverse natural and cultural heritage resources around them.
  - expose them to the role of heritage in our social, political and economic life.
  - familiarise themselves with different heritage sites.
  - become aware about how to take care and manage cultural and natural resources in a sustainable manner.
8. Integrating heritage studies into the JSSC would become an added benefit. Learners would learn to understand and appreciate ways of preserving their local heritage.

## 5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

- The population of this study was fairly small and based on one region, thus findings based on these participants may not be generalised. There is a need for further research with a larger sample in different regions.
- The study only focused on the views of Grade 8 learners and teachers. Further studies should be conducted to engage a variety of stakeholders such as NIED, academics from institutions of higher learning in Namibia, parents and various government agencies.

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Appendix A: Ethical clearance



UNAM  
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/449/2019      Date: 12 March, 2019

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA

Researcher: AGNES SHININGAYAMWE

Student Number: 200921738

Supervisor(s): Dr B. Kangumu

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
  - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
  - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Dr. E. de Villiers : HREC Chairperson

Ms. P. Claassen: HREC Secretary

**Appendix B: Request for permission from Director**

P/Bag 12043

Auspanplatz

Windhoek

20<sup>th</sup> May 2019

To

The Regional Director

Ministry of Education, Arts and Culture,

Kunene Region

Dear Ms Angeline Jantze

**Re: Request to conduct Educational Research in the Kunene Region on the topic TEACHERS AND LEARNERS'S PERCEPTIONS ON THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA'**

I am a registered student at the University of Namibia, pursuing a Masters degree in Education, Curriculum Instruction and Assessment studies. In partial fulfilment of the requirement of completion of this degree, I am required to conduct a research project on the topic stated above.

Namibia has a rich cultural and natural heritage (Nampa,2016) and has made great strides towards the preservation of its heritage As a member of the United Nation (UN) Namibia has ratified a number of international conventions aimed at preservation and conservation of its own heritage; such as the 1972 UNESCO World Heritage Convention, that enjoins state parties to "endeavor by all appropriate means in particular by educational and information programs to strengthen appreciation and respect by their people of cultural and natural heritage" (UNESCO, 1972, p.13). The policy on Arts and Culture of the Republic of Namibia published by the Ministry of Basic Education, Sports and Culture (MBESC, 2001), states the following "Our second goal is to safe guard, extend and promote our physical, linguistic and spiritual

heritage. Therefore the goal of my research is to find out the perceptions of teachers and learners on the significance of Heritages studies in the Junior Secondary School Curriculum.

I kindly request your good office to allow me to use the two school in Khorixas with the Junior Secondary School Phase as my research site for the research project. The two schools are; Welwitchia Junior Secondary and Cornelius Goreseb High School, in Outjo Circuit. If granted permission the Project will be carried out in two phases, first phase, questionnaires will be distributed to 40 randomly selected grade 8 learners, 20 from each of the two selected school. Second phase, 6 teachers will be purposively selected, 3 from each of the two schools. The teachers who will be selected are those that are currently teaching either History or Arts, (the two subjects contain elements of Heritage) , the 6 teachers will be interviewed.

The participants will receive full information about the purpose and objectives of the study, in order to enable them to make informed decisions whether to participate in the research. They will be informed that they are free to withdraw from the study anytime and will not be penalised or prejudiced in any way. The information provided by the respondents will be treated with the utmost confidentiality and anonymity.

The study will inform curriculum developers how to integrate Heritage Studies in the national curriculum and will highlight the importance of teaching young people the need to preserve, conserve and protect Namibia's Heritage.

I look forward to a favourable response from good your office

Your sincerely  
Agnes shiningayamwe  
Masters student  
University of Namibia

Appendix C: Permission for Educational Director, Kunene region



REPUBLIC OF NAMIBIA  
KUNENE REGIONAL COUNCIL  
DIRECTORATE: EDUCATION  
DIRECTOR'S OFFICE



Tel: 09264 67 - 335000  
Fax: 09 264 67 -332226  
Ref: 13/2/9/1

Private Bag 2007  
KHORIXAS  
22 May 2019

Agnes Shiningayamwe  
P/Bag 12043  
Ausspanplatz  
WINDHOEK

Dear Madam

RE: REQUEST TO CONDUCT AN EDUCATIONAL RESEARCH STUDY IN THE  
KUNENE EDUCATION REGION

Your letter dated 20 May 2019, bears reference.

Permission is granted to carry out your research for your Master's Degree on "The significance of heritage studies in the Junior Secondary School Curriculum in Outjo Circuit in Kunene Region at Welwitschia JSS and Cornelius Goreseb CS.

You have to consult plus present the approval to the respective principals. This activity should not interrupt the normal curriculum activities.

We humbly request you to share your research findings with the Directorate.

Thank you for your understanding in this regard.

Yours faithfully,



MRS. ANELINE A. JANTZE  
DIRECTOR OF EDUCATION, ARTS AND CULTURE  
KUNENE REGION



**Appendix D: Request for permission from PS**

P/Bag 12043

Ausspanplatz

Windhoek

Permanent Secretary  
Ministry of Education  
Private Bag 43 186  
Windhoek

Dear Madam

**Re: Request to conduct Educational Research in the Kunene Region on the topic 'TEACHERS AND LEARNERS'S PERCEPTIONS ON THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA'**

I am a registered student at the University of Namibia, pursuing a Master's degree in Education, Curriculum Instruction and Assessment studies. In partial fulfilment of the requirement of completion of this degree, I am required to conduct a research project on the topic stated above in April 2019.

Namibia has a rich cultural and natural heritage (Nampa,2016) and has made great strides towards the preservation of its heritage As a member of the United Nation (UN) Namibia has ratified a number of international conventions aimed at preservation and conservation of its own heritage; such as the 1972 UNESCO World Heritage Convention, that enjoins state parties to "endeavor by all appropriate means in particular by educational and information programs to strengthen appreciation and respect by their people of cultural and natural heritage" (UNESCO, 1972, p.13). The policy on Arts and Culture of the Republic of Namibia published

by the Ministry of Basic Education, Sports and Culture (MBESC, 2001), states the following “Our second goal is to safe guard, extend and promote our physical, linguistic and spiritual heritage. Therefore the goal of my research is to find out the perceptions of teachers and learners on the significance of Heritages studies in the Junior Secondary School Curriculum.

I kindly request your good office to allow me to use the two school in Khorixas with the Junior Secondary School Phase as my research site for the research project. If granted permission the Project will be carried out in two phases, first phase, questionnaires will be distributed to 40 randomly selected grade 8 learners, 20 from each of the two selected school. Second phase, 6 teachers will be purposively selected, 3 from each of the two schools. The teachers who will be selected are those that are currently teaching either History or Arts, (the two subjects contain elements of Heritage) , the 6 teachers will be interviewed.

The participants will receive full information about the purpose and objectives of the study, in order to enable them to make informed decisions whether to participate in the research. They will be informed that they are free to withdraw from the study anytime and will not be penalised or prejudiced in any way. The information provided by the respondents will be treated with the utmost confidentiality and anonymity.

The study will inform curriculum developers how to integrate Heritage Studies in the national curriculum and will highlight the importance of teaching young people the need to preserve, conserve and protect Namibia’s Heritage.

I look forward to a favourable response from good your office

Your sincerely

Agnes shiningayamwe

Masters student

University of Namibia

## PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

ANNEX 5



**TITLE OF THE RESEARCH PROJECT:**

**TEACHERS AND LEARNERS'S PERCEPTIONS ON THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA**

**REFERENCE NUMBER:**

**PRINCIPAL INVESTIGATOR**

AGNES SHININGAYAMWE

**ADDRESS**

P.O.BOX 2979 OSHAKATI

**CONTACT NUMBER**

081 1489704

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

**1. What is this research study all about?**

- a) *Where will the study be conducted; are there other sites; total number of participants to be recruited at your site and altogether.*

The study will be conducted at two junior secondary schools situated in Khorixas in the Kunene region with a population of 374 Grade 8 learners and 14 Grade 8 teachers. However only a total number of 40 learners and 6 teachers will participate.

- b) *Explain in participant friendly language what your project aims to do and why you are doing it?*

Taking into consideration that the research participants are in a strong heritage surrounding (Kunene region) with two National Heritage sites: Petrified National Heritage Site and the Twyfelfontein World Heritage Site. The study aims at finding out the significance integrating Heritage Studies into the Junior Secondary School Curriculum. Knowing the importance of preserving and conserving Namibia's heritage, the researcher thus aim to seek dialogue with the teachers and learners about the importance of preserving Namibia's heritage. The study will further inform curriculum developers how to integrate Heritage Studies in the national curriculum.

- c) *Explain all procedures.*

*1. Explain any randomization process that may occur.*

From a population of 374 Grade 8 learners, a sample of 40 Grade 8 learners will be randomly selected, 20 from each of the two selected school. The researcher will make use of the Grade 8 class list to randomly select learners that will participate in this study.

- d) Explain the use of any medication, if applicable.  
N/A

## 2. Why have you been invited to participate?

- a) Explain this question clearly.

Learners: learners are the most possible transmitters of heritage to the future generation, hence they should play an active role through the preservation and conservation of this heritage, and the most important tool of raising awareness in heritage related aspects is through education, particularly curriculum change.

Teachers: Teachers can play a very important role in curriculum decisions and promoting the a sustainable national Heritage.

## 3. What will your responsibilities be?

- a) Explain this question clearly.

My responsibility in this research will be to facilitate/supervise the research process, attend to questions, concerns, comments and protect the rights and safety of participants involved in the research.

- b) Explain the duration the participant is expected to participate in the study (i.e. 2 hours, 4 days, etc.)

Learners: maximum 40 minutes to answer the questionnaire.

Teachers: maximum 1 hour for the interview.

## 4. Will you benefit from taking part in this research?

- a) Explain all benefits objectively. If there are no personal benefits then indicate who is likely to benefit from this research e.g. future patients.

The study will inform curriculum developers how to integrate Heritage Studies in the national curriculum and furthermore it will highlight the importance of teaching young people the need to preserve, conserve and protect Namibia's Heritage. Unfortunately there are no personal benefits from this research.

## 5. Are there in risks involved in your taking part in this research?

- a) Identify any risks objectively.

The study will not in any way harm the participants either physically or psychologically.

d) *Explain the use of any medication, if applicable.*

N/A

## **2. Why have you been invited to participate?**

a) *Explain this question clearly.*

Learners: learners are the most possible transmitters of heritage to the future generation, hence they should play an active role through the preservation and conservation of this heritage, and the most important tool of raising awareness in heritage related aspects is through education, particularly curriculum change.

Teachers: Teachers can play a very important role in curriculum decisions and promoting the a sustainable national Heritage.

## **3. What will your responsibilities be?**

a) *Explain this question clearly.*

My responsibility in this research will be to facilitate/supervise the research process, attend to questions, concerns, comments and protect the rights and safety of participants involved in the research.

b) *Explain the duration the participant is expected to participate in the study (i.e. 2 hours, 4 days, etc.)*

Learners: maximum 40 minutes to answer the questionnaire.

Teachers: maximum 1 hour for the interview.

## **4. Will you benefit from taking part in this research?**

a) *Explain all benefits objectively. If there are no personal benefits then indicate who is likely to benefit from this research e.g. future patients.*

The study will inform curriculum developers how to integrate Heritage Studies in the national curriculum and furthermore it will highlight the importance of teaching young people the need to preserve, conserve and protect Namibia's Heritage. Unfortunately there are no personal benefits from this research.

## **5. Are there in risks involved in your taking part in this research?**

a) *Identify any risks objectively.*

The study will not in any way harm the participants either physically or psychologically.

**6. If you do not agree to take part, what alternatives do you have?**

- b) *Clearly indicate in broad terms what alternative treatment is available and where it can be accessed, if applicable.*  
N/A

**7. Who will have access to your medical records?**

- a) *Explain that the information collected will be treated as confidential and protected. If it is used in a publication or thesis, the identity of the participant will remain anonymous. Clearly indicate who will have access to the information.*

The information provided by the respondents will be treated with the utmost confidentiality and anonymity. The participants' names will not appear on the interview guide or in the final thesis report. Data collected will be stored in the researcher's personal computer, with a personalized password for a period of four years, and destroyed thereafter.

**8. What will happen in the unlikely event of some form injury occurring as a direct result of your taking part in this research study?**

- a) *Clarify issues related to insurance cover if applicable. If any pharmaceutical agents are involved will compensation be according to ABPI guidelines? (Association of British Pharmaceutical Industry compensation guidelines for research related injury which is regarded as the international gold standard). If yes, please include the details here. If no, then explain what compensation will be available and under what conditions.*

N/A

**9. Will you be paid to take part in this study and are there any costs involved?**

Participants will not be paid by taking part in this interview and hence they will be informed that their participation is on a voluntary bases.

**10 Is there anything else that you should know or do?**

- a) *You should inform your family practitioner or usual doctor that you are taking part in a research study. (Include if applicable)*

N/A

- b) *You should also inform your medical insurance company that you are participating in a research study. (Include if applicable)*  
c) *You can contact Dr ..... at tel ..... if you have any further queries or encounter any problems.*

- d) You can contact the Centre for Research and Publications at +264 061 2063061; [pclaassen@unam.na](mailto:pclaassen@unam.na) if you have any concerns or complaints that have not been adequately addressed by the investigator.
- e) You will receive a copy of this information and consent form for your own records.

**11. Declaration by participant**

By signing below, I ..... agree to take part in a research study entitled ( THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA).

I declare that:

- a) I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.
- b) I have had a chance to ask questions and all my questions have been adequately answered.
- c) I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- d) I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- e) I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 2005.

.....  
Signature of participant

.....  
Signature of witness

**12. Declaration by investigator**

I *Agnes Shiningayamwe* declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter. *(If a interpreter is used then the interpreter must sign the declaration below.*

Signed at (*place*) .....on (*date*) ..... 2005.



.....  
Signature of investigator

.....  
Signature of witness

**13. Declaration by interpreter**

I (*name*) declare that:

- a) I assisted the investigator (*name*) ..... to explain the information in this document to (*name of participant*) ..... using the language medium of (Oshiwambo, Oshierero, Afrikaans, etc.)

**Appendix F: Consent form for the parents**

Dear Parent

**Re: permission to access information from your child**

I am Agnes Shiningayamwe, a Master student at the University of Namibia. I am conducting research titled **TEACHERS AND LEARNERS'S PERCEPTIONS ON THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA**. I am requesting permission to access information on your child from school.....

The aim of the study is to seek dialogue with the learners about the importance of preserving Namibia's heritage. The study will further inform curriculum developers how to integrate Heritage Studies in the national curriculum and finally the study will highlight the importance of teaching young people the need to preserve, conserve and protect Namibia's Heritage.

Participation in this study is voluntary. Your decision whether or not to allow your child will not interrupt and affect the quality of education normally provided to your child by the school. Any information that is obtained in connection with study will remain confidential and will only be disclosed with your permission.

Should you have any question or need further information or clarification I can be contacted at 081 148 9704 or at [shiningayamweagnes@gmail.com](mailto:shiningayamweagnes@gmail.com).

**Signatures**

Parent .....	Date .....
Researcher .....	Date .....

**Appendix G: Assent form for the participants**

**Assent Form**

**Research topic**

**THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA**

1. I agree to participate in this study. I understand that my participation is voluntary, that I am free to withdraw anytime without giving reasons and that I will not be penalised for withdrawing.
2. I confirm that I have read and understand the content of the information sheet provided to me for the above mentioned study.
3. The procedures regarding confidentiality has been explained to me (e.g. use of pseudonyms)
4. The use of data in this research has been explained to me.

<b>Name of Respondent</b>	<b>Date</b>	<b>Signature</b>
.....	.....	.....

<b>Name of Researcher</b>	<b>Date</b>	<b>Signature</b>
.....	.....	.....

**Appendix H: Consent form for the interviewees**

**Consent Form**

**Research topic**

**THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA**

1. I agree to participate in the interview of this study. I understand that my participation is voluntary, that I am free to withdraw anytime without giving reasons and that I will not be penalised for withdrawing.
2. I confirm that I have read and understand the content of the information sheet provided to me for the above mentioned study.
3. I agree to the interview being audio recorded.
4. The procedures regarding confidentiality has been explained to me (e.g. use of pseudonyms)
5. The use of data in this research has been explained to me.

**Name of Respondent**

**Date**

**Signature**

.....

.....

.....

**Name of Researcher**

**Date**

**Signature**

.....

.....

.....

## Appendix I: Learners 'questionnaire

### Learners 'questionnaire

**TEACHERS AND LEARNERS'S PERCEPTIONS ON THE SIGNIFICANCE OF  
HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM:  
A CASE OF KUNENE REGION, NAMIBIA**

#### Dear Learner

In partial fulfilment of the requirement of Master's degree in Education (Curriculum Instructions and Assessment studies) of the University of Namibia. Students are required to conduct research in key issues in Education. The study is seeking information on the teachers' and learners' perceptions on the integration of Heritage Studies as a subject into the Namibian JSC curriculum, a case of Kunene. All information given in this study will be treated with utmost confidentiality and anonymity.

#### Instructions

Please answer all questions as honestly as possible.

#### 1.1. Biographical Information

##### (a) Gender

Table 1. Gender of participating Learners

Category A	Gender Mark here [ × ]
A	Female
B	Male

##### (b) Age

Table 2. Age of participating Learners

Category	Age group Mark here [ × ]
A	Under 12
B	13 - 16
C	17 - 20
D	Above 20

**1.2. Close – ended questions**

**A. Perceptions of learners on the importance of integrating Heritage Studies as a school subject into the junior secondary school curriculum**

For the following statements, please mark with an [X] in the box of your choice.

Statements	Strongly agree	Agree	Disagree	Strongly disagree
1. Heritage Studies is an important subject for the future of all learners.				
2. All learners at Junior Secondary level should have Heritage Studies as a compulsory subject.				
3. Heritage Studies is an important asset to the community and it encourage School-Community Partnership.				
4. Integration of Heritage Studies into the curriculum will help students explore their historical and cultural Heritage.				
5. Transmitting heritage values to young people will foster awareness and tolerance of cultural diversity.				
6. Heritage Studies can build learners' self esteem and pride in self, community and cultural Heritage.				
7. Heritage Studies will offer learners learning opportunities that value each students' life and experience.				
8. Knowledge in the field of Heritage will assist learners in utilising and revitalising their heritage places to create employment opportunities through tourism.				

**1.3. Open-ended questions**

- A. To what extent could elements of Heritage be included in the Junior Secondary school curriculum?**

9. Is there a relationship between heritage and your other school subjects? If yes, explain by giving examples.

.....  
.....  
.....  
.....

10. Can you identify any elements of heritage (heritage sites, values, practices, beliefs) that could be included in the school curriculum?

.....  
.....  
.....

**B. What expectations do learners and teachers have about the role of schools in the teaching of Heritage?**

11. Would you say your school is aware of its role as an instrument in the transmission and preservation of heritage? Explain,

.....  
.....  
.....  
.....  
.....

12. What activities are being undertaken by your school to promote heritage?

.....  
.....  
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.....  
.....  
.....

13. What role can schools play in developing learners' awareness about Namibia's heritage?

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.....  
.....

14. Why do we need to preserve our country's heritage?

.....  
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.....  
.....  
.....  
.....

*Thank you for your participation!*

## Appendix J: Interview guide for Teachers

### Teachers' interview guide

<p style="text-align: center;"><b>TEACHERS AND LEARNERS'S PERCEPTIONS ON THE SIGNIFICANCE OF HERITAGE STUDIES IN THE JUNIOR SECONDARY SCHOOL CURRICULUM: A CASE OF KUNENE REGION, NAMIBIA</b></p>
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### Introduction

Thank you for your interest to take part in this interview. I assure you that you will remain completely anonymous and no record of this interview will be kept for any purpose other than research.

### Instructions

- To ensure confidentiality, you are not required to provide your name to the interviewer.
- There are neither nor right or wrong answers to the questions in this document.

### 1.1. Biographical Information

#### (a) Gender

Table 1.1. Gender of participating teachers

Category A	Gender Mark here [ × ]
A	Female
B	Male

#### (b) Age

Table 1.2. Age of participating teachers

Category	Age group Mark here [ × ]
A	Under 25
B	25 - 29
C	30 - 34
D	35 - 39
E	40 - 45

F	45 - 49
G	49 and above

## 1.2. Interview question

### A. Perceptions of teachers on the importance of integrating Heritage Studies as a school subject into the junior secondary school curriculum

1. In your opinion, what is heritage?
2. Do you think all learners should study Heritage Study? Give reasons to support your answer.
3. Describe your views on the importance of integrating Heritage Studies as a subject into the junior secondary school curriculum.
4. What purpose will the integration of heritage as a subject serve?
5. What role can the integration of Heritage as a subject play in preserving and transmitting Namibia's heritage?

### B. To what extent could elements of Heritage be included in the Junior Secondary school curriculum?

6. Are there any special features of heritage in your school curriculum? If yes, give examples.
7. What elements/topics of heritage do you expect to be included into the curriculum?
8. What challenges are likely to influence the integration of Heritage Studies into the curriculum?
- 9.
10. What type of assistance and training do you think will be most appropriate for you to effectively teach and raise students' awareness about their national heritage?

**C. What expectations do teachers have about the role of schools in the teaching of Heritage?**

11. During your teacher training did you cover any material related to Heritage conservation and preservation?
12. Provide examples of class activities in which you include or might include heritage?
13. How important for you is the teaching of Heritage?
14. How can the school reorganised itself (curricular/extracurricular) to contribute to the preservation and promotion of heritage in Namibia?
15. What responsibilities do Namibian schools have in promoting local Heritage and what should be done to achieve a complete integration of this local heritage into the curriculum?

*Thank you for participating in this discussion*