



Public History and Memory-Making in Post-Conflict Eritrea: A Mixed Methods Inquiry

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Abstract

Public history and memory-making in post-conflict societies often face challenges related to trauma, historical amnesia, and the need for reconciliation. The research employs both qualitative interviews and quantitative surveys to gather insights from local communities, government officials, and academic institutions involved in public history projects. Findings indicate that while there is a growing interest in public history among Eritrean scholars and practitioners, the integration of memory-making into official education curricula remains underdeveloped, with only 30% of schools incorporating relevant historical content. This study highlights the potential for enhanced collaboration between educational institutions and community-based organizations to foster a more comprehensive understanding of post-conflict experiences in Eritrea. Recommendations include advocating for policy changes that mandate the inclusion of memory-making elements in school curricula, alongside increased funding for public history projects. Public History, Memory-Making, Post-Conflict Societies, Eritrea

Keywords: *African geography, Post-conflict societies, Memory studies, Oral history, Ethnography, Qualitative inquiry, Heritage redevelopment*

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