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BACHELOR'S THESIS

**The Colonial Legacy in Tanzania's History Education and its
contribution to the creation of a national identity**

**Koloniarven i Tanzania sin historieundervisning og dens bidrag til
skapelsen av en nasjonal identitet**

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Supervisor: Anders Daniel Faksvåg Haugen

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Abstract

Historiefaget påvirker elevers oppfatning av sin nasjon, identitet og posisjon i samfunnet. I denne bacheloroppgaven presenteres argumenter som finnes blant historielærere i Tanzania for hvorfor historiefaget og da spesielt kolonitiden er viktig for deres elever på det personlige plan og også for samfunnet. Studien baserer seg på to semi-strukturerte intervju med to lærere som underviser i historie på ungdomstrinnet i Tanzania og historiedidaktisk teori om de ulike funksjonene til faget. I analysen kommer det frem at den nasjonsbyggende effekten, subjektivering av elevene, og kjennskap til fortiden er viktige aspekter ved læringsutbytte i historie. Historieundervisningen på form 3 i Tanzania slik den blir fremstilt kan være med på å gjøre elevene i stand til å ville slå et slag for landet sitt.

Key Words: Tanzania, History, Education, Colonialism, Identity, Empowerment, Narrative,

Preface

I would like to thank my supervisor Anders Daniel Faksvåg Haugen for his support during the work on this thesis. I would also like to thank Sigurd Aaland for proofreading the text. In addition, I want to thank Western Norway University of applied sciences for organizing the study-trip to Tanzania.

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1 Introduction

In the 1800's, Africa was described in dark and grim ways by missionaries which later was used to justify the colonization of the continent. Tales of primitive, hedonistic folks were used as ideological motivation by both the British and the French colonial powers all the way up to the 1960's when an independence wave hit Africa (Linné Eriksen, 2010, p 319). Tanzania experienced an 80-year long colonial period under both British and German rule, a period of time which still to this day shape the country, economically, socially and politically. Tanzania became independent in 1961 under the help of Julius Nyerere and is a relatively new nation. Since independence, Tanzania had to decide how to structure their education system. Like any nation, they had to prioritize which subjects and topics to include in their syllabuses. History was one of the subjects they deemed relevant and made room for. History entered into the curriculum of public education as one of the key resources of the nation states, to secure a loyal citizenry sharing a sense of belonging to the same imagined community (Rosa, 2013, p.64). The colonial heritage in all its vastness is devoted to an entire year of history education at the ordinary secondary level in Tanzania. In my bachelor thesis I wanted to investigate how colonialism is presented in Tanzanian education because I find it fascinating to study how the colonial period is presented in history education from the perspective of a former colonized nation.

1.1 Research Question

This bachelor thesis answers the following research question:

What different arguments can be found among Tanzanian history teachers for having Colonialism as a major topic in the history education at the secondary level?

This thesis aims to answer the following additional questions:

- What are the teachers in Tanzania's views on history's importance?
- What do the teachers say about the relevance of history in everyday life?

1.2 Demarcations

The volume of a bachelor thesis limits my research. I have chosen to go deeper into the analysis of history education, more specifically the colonial times and the colonial legacy in Tanzania. I chose to do my research at Form 3 for two separate reasons. Firstly, the entire history curriculum at Form 3 is devoted to colonial topics. Secondly, I was assigned to teach Form 3 students during my teacher practice in Tanzania.

1.3 Structure

This thesis begins with an overview of the history of Tanzania under colonial rule. After that follows the history of the educational system in Tanzania and how it is structured today. Then it looks at the history syllabus for secondary education and finally the History subject at Form 3. Different perspectives on the utility of history are accounted for, before I present my method for collecting data, my role in the field and some ethical considerations regarding my method. Further, I use the theoretical framework to analyse my data collected in Tanzania, before ending my thesis with a discussion and a conclusion

2 Background

2.1 Tanzania under Colonial Rule

The United Republic of Tanzania was founded in 1964 through the union of Tanganyika and Zanzibar. The Independence ended an 80-year long period of colonial rule having been both a German and British colony. Colonial rule was legitimized by a racist notion that deemed those with dark skin as inferior and in the need of help from the superior Europeans (Aminzade, 2013, p.41). During colonial rule both Germany and Britain pursued economic policies designed to exploit Tanzania in various ways. From the moment Germany gained control they started harsh taxations, exploiting land and labour and forced local farmers to grow crops in their interest. There was a difference between the rule of Britain and that of Germany. The Germans were more brutal in dealing with the natives in Africa in comparison to their other colonies around the world (Aminzade, 2013, p.61). Their way of ruling made them face a lot of resistance from Tanzanians and it led to an uprising called the Maji Maji war in 1905-1907 (Aminzade, 2013, p.31). The Germans ruled from 1885 until the end of World War 1 where they lost Tanganyika to Great Britain (Wegdwood, 2010, p.841).

From here on the British took over the governance of Tanganyika, legitimized under the notion that Tanganyika was still not able to take care of themselves and needed assistance to fully function in the modern world (Aminzade, 2013, p.37). Britain ruled Tanganyika through the means of indirect rule, where African chiefs were used to perform colonial administrative tasks as tax collection, the maintenance of public order, work projects, enforcing colonial agricultural politics and more. Although indirect rule helped the African chiefs to gain some political and administrative experience and protected local indigenous culture, the system was implemented to serve British interests (Aminzade, 2013, p. 38). The British colonies around the world served as a market for British products and Tanganyika was no exception (Aminzade, 2013, p.32).

2.1.a Julius Nyerere and Tanganyika African National Union

In 1929 the African Association was founded in Tanganyika. The organization led the battle against foreign rule. They were against European settlement in Africa and wanted a stronger voice in political affairs (Aminzade, 2013, p.63). In 1948 the organization changed their focus from the whole of Africa to Tanganyika when they became Tanganyika African Association

(TAA). In 1953 a man named Julius Nyerere, became president of the organisation after returning from his studies in Scotland. The organization became a political party in 1954 under the name of Tanganyika African National Union (TANU) (Aminzade, 2013, p.64). Tanzania had huge ethnic diversity and did not have a common language, culture, religion on which to base the creation of a shared national identity, what they did have was the subjugation to foreign rule and a common enemy (Aminzade, 2013, p.64). The movement for the independence of the country was led by Julius Nyerere and Tanganyika gained its independence in 1961. Since Nyerere and until this day, all the presidents in Tanzania has come from the same political party (TANU/CCM) (Christophersen, 2018, p.49).

Tanzania has since liberation been one of the most peaceful countries in Africa (Christophersen, 2019, p.53). The Tanzanian state's motto is "Uhuru na umoja" which is translated in English to "freedom and unity". This founding idea has influenced Tanzanian politics, culture and education (Christophersen, 2018, p.50). After the election in 2015 with the president John Joseph Pombe Magufuli, democracy and human rights are being undermined. As it is with other authoritarian leaders, this is a process that is happening gradually which makes it hard to pinpoint the moment when the democracy is no longer a democracy (Christophersen, 2019, s. 98).

2.2 The Education System of Tanzania

2.2.a Historical development

Before the colonization of Tanganyika by the Germans, there were relatively few schools in the country. The first government school which was opened was in Tanga in 1892 (Wegdwood, 2010, p.841). Germany set up a school system but this was shattered after World War One and it wasn't until 1925 that the British colonial rulers developed a clear education policy. During colonial rule, the population consisted of 99% African citizens. There was only a small percentage of these that were allowed to go to school. Colonial education was mainly for the white and Asian part of the population (Christopherson, 2018, p.52). The colonial education system was made in order to serve colonialist needs. When Tanzania gained its independence in 1961, Julius Nyerere started the work of desegregating the education system. There was a rapid expansion of secondary and higher education, and in 1967 he initiated the strategy of Education for Self-Reliance. He wanted the country to develop from the efforts of its own people without being dependent on external countries. In today's model and vision for 2025

you find some of the thoughts from Julius Nyerere, but there is a deeper focus on computational skills, scientific literacy, and higher education (Wegdwood, 2010, p.841).

In 2019, mainland Tanzania has an education model which can be written in the formula 2-7-4-2-3+. This involves two years of pre-primary. Seven years of primary, four years of ordinary secondary level (O-level), two years of advanced secondary level (A-level) and three years or more at university or similar higher education (Mashaza, 2018, p.126). When it comes to the secondary education there are both private and governmental schools. 19% of secondary students are in Non-Governmental schools. Subjects found in the secondary curriculum are basic mathematics, English, *Kiswahili*, history, geography, civics, biology and physics with chemistry (Wegdwood, 2010, p. 843). All students in secondary education are required to have four years of history education. The exam-questions and teaching methods that are mostly used in the schools in Tanzania have been criticized for their lack of developing critical thinking and that students are required to learn a lot of facts and definitions (Mashaza & Majani, 2019, p.132).

2.2.b Challenges regarding the education system today

The education system is supposed to prepare students to become future citizens who can function in a given society (Christophersen, 2018, p.126). Like any nation, Tanzania have decided which subjects they deem relevant and what they want to teach their future citizens. We already looked at the structure of their education system but now we are going to look at some challenges. One of UN's development goals is that every person has the right to quality in their education. It is hard to measure quality, but in Tanzania there is a huge difference in quality among the public and the private schools (Christophersen, 2018, p.130). The private schools are expensive and it helps create a division between those who can afford to go there and those who have to settle with public education. The private schools have the possibility of hiring the best teachers and invest in better infrastructure. These are factors which have led to the private schools scoring higher on national exams (Christophersen, 2018, 131.). Research also shows that students at the primary and secondary level have bad basic skills like reading, writing and calculating when they finish school (Christophersen, 2018, p.132). This is a huge problem, if parents see that their children do not learn anything while they are at school, why bother having them there at all. In Tanzania, there is a significant need for labour within each household.

There are a number of various factors that lead to the poor learning outcomes in Tanzania. One of which are overcrowded classrooms. The amount of pupils per teacher can reach incredible high numbers. One estimation of this was that in some areas of Tanzania it was as high as 74:1 (Christophersen, 2018, p.133). That means that the teacher has less than a minute per student per session. In addition, many classrooms in Tanzania don't have the capacity to have this many students, which results in the fact that some students have to sit on the floor (Christophersen, 2018, p.133). Another example is the lack of teaching materials. There are relatively few books and other learning material such as maps and computers. The lack of learning materials forces the teachers to be creative and it makes them the key person in the learning situation (Christoffersen, 2018, p.132). This is a problem in regards of the quality education that the teachers can produce and the learning outcome for the students (Christophersen, 2018, p.133). Another issue is in regards of infrastructure where many schools lack toilets and access to clean water. (Christophersen, 2018, p.135). The medium of instruction in secondary education is English. Many students and some teachers struggle with this, which again leads to poorer learning outcomes (Wegdwood, 2010, p.843). All of these factors mentioned above help reduce the quality in the education in Tanzania. It has led to the fact that millions of students fail to complete secondary education and then fail to get a job (Christophersen, 2018, p.139).

2.3 History at O-level

In Tanzania, the different grades are referred to as forms (Christophersen, 2018, p.131). Secondary education at O-level in Tanzania is four years long. Which is also referred to as Form 1-4. The Syllabus for Form 1-4 was implemented in 2005 and is still being used today. The structure aims to avoid repeating topics as well as increasing students' knowledge, skills and attitudes. There are also lists of the objectives of education in Tanzania, the objectives of secondary education and also general competences expected of history students. Furthermore, the syllabus shows class-level competences and a detailed overview on what, why, when and how each topic should be lectured.

Form 1 deals with the importance of history and the evolution of man. Form 2 examines the interactions between Africans and the economic and social development in pre-colonial Africa. It also looks at Africa's interactions with the outside world. Form 3 is devoted to colonial topics and Form 4 examines the first and second world war. It also deals with the decolonisation process and the rise of social welfare in Africa.

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1. ESTABLISHMENT OF COLONIALISM	a) Scramble for and Partition of Africa.	The student should be able to: 1. Explain the meaning of scramble for and partition of Africa.	The teacher to guide students in groups to read written sources on the scramble for and partition of Africa.	Written sources on the scramble for and partition of Africa.	Are the students able to explain the meaning of: i) Scramble for Africa? ii) Partition of Africa?	13
		2. Assess the causes of the scramble for Africa leading to the partition.	1. The teacher to guide the students in groups to read written texts on, discuss and assess the causes of the scramble for Africa leading to partition. 2. The teacher to guide the groups to present in class their findings for further discussion and clarification.	Written sources on the causes of the scramble for and partition of Africa.	Are the students able to assess the causes of: i) The scramble for Africa? ii) The partition of Africa.	
		3. Explain why some areas in Africa experienced more intensive scramble than others.	1. The teacher to guide the students in groups to conduct a library research, read written texts on and explain why some areas in Africa experienced more intensive scramble than others.	1. Written sources on the scramble for and partition of Africa. 2. Maps of Africa on the various stages of the partition.	Are the students able to explain why some areas experienced more intensive scramble than others?	

Figure 2.1. This is a picture of the history syllabus that was implemented in 2005. It shows with great detail how the teacher should approach a topic found on the syllabus. The excerpt is from form three and shows the first of four colonial topics: “the establishment of colonialism”.

As you can see from the excerpt above, the syllabi in Tanzania are very specific. The plan is detailed even down to the number of periods that should be spent on each topic. If you know when the school year starts and the number of history lessons the students have each week, you can count your way forward and walk into a classroom and know what the teacher is teaching. The teachers are given clear instructions regarding the amount of periods used on teaching each topic. The Ministry of Education and Vocational Training has made the history syllabus for forms 1 to 4 with detailed explanations about what the teachers should teach, how they should teach it, how many periods should be devoted down to each topic and what the students should learn after the end of each form.

When it comes to the general competences listed in the syllabus, number four and five deals with colonial topics:

4. Demonstrates an understanding and appreciation of and the ability to critically assess the cultural, political, economic and technological advancement made by African societies before and after colonial rule.

5. Shows an understanding of and the ability to objectively relate Africa's development problems with foreign intrusion, colonial domination, cultural

2.3.a History at Form 3

In Form 3 at Ordinary secondary level, the entire History syllabus is devoted to colonial topics. Four major topics are analysed. The first topic is the establishment of colonialism which clarifies the scramble for Africa and the Berlin conference of 1884/1885. It also talks about the establishment of colonial rule. Furthermore, the second major topic in the book is colonial administrative systems which goes through the various types of administrative systems that occurred during colonial rule. Colonial legal and military institutions are included as well. The third major topic is colonial economy, the establishment and sectors of it, and colonial labour. The last major topic is colonial social services which explains colonial education, health services and the provision of water and housing services.

The following is an excerpt of objectives of History teaching in Form 3:

By the end of Form Three course, the students should be able to:

- 1. Understand and explain the processes of establishing colonial rule in Africa.*
- 2. Understand and explain the different colonial administrative systems applied in Africa and assess their impact.*
- 3. Understand and explain the sectors of colonial economy, their features and impact on Africa.*
- 4. Demonstrate knowledge on the various colonial social services and show how they consolidated colonialism.*

(History Syllabus, 2010, p.51)

3 Theory

For my theoretical framework I have chosen to analyse history from three different perspectives, being history as identity, history as empowerment, and history as narrative. Lise Kvande and Nils Naastad have written a book titled “Hva skal vi med historie” which translates to “why do we need history?”. It explains history didactics through a theoretical and practical approach. The book contains a lot of Norwegian examples in it. Despite this, there are still a lot of concepts in the book which are relevant for this thesis.

3.1 History as Identity

Amin Malouf writes the following about identity.

Any persons identity consists of a number of elements which of course don't limit itself to what you find in official registers. For most people it is probably the affiliation to a religious tradition, a nationality, sometimes two, to an ethnic group or language group, to a more or less extended family concept, to a profession, an institution or a specific social environment.. but the list is longer than that, it is almost limitless (Kvande & Naastad, 2013, p.103).

History contributes to creating identity in a collective sense. A nation or a society is an example of a shared identity. For a society to be a society, its citizens need a community, a set of common values, norms, and attitudes (Kvande & Naastad, 2013, p.89). History entered into the curriculum of public education as one of the key resources of the nation-states, to secure a loyal citizenry sharing a sense of belonging to the same imagined community (Rosa, 2013, p.64). When history emerged as a subject in the 1800's, it was alongside the birth of the many nation states in the world. If a nation has its own history, that is a way of legitimizing that nation's existence (Stugu, 2016, p.49). In addition, memories regarding the past can create strong cultural bonds between populations and human beings (Kvande & Naastad, 2013, p.90). In other cases, it can help legitimize power or help claim land, which we can understand through Maja Hagerman's words:

The history subject has in fact always, as long as it has existed, primarily served the empires and its power, and it has been used to create stories who have legitimized contemporary politics. It has been about how the kingdom has been unified and strong nations, and “people” who have made an impact on the scene of world politics (Kvande & Naastad, 2013, p.90).

Maja is referring to that empires used history as a way to legitimize their own power. History can thus be a powerful tool by forming a grand narrative about how the empire came to existence and why it has claim to the power. Furthermore, it is also a powerful tool for nations, and history is used as a way to tell the narrative that the nation wants its citizens to know about. A common history can help create a common identity and serve as glue within a nation state.

History is also a way of categorising “us” and “them”. As an identity enhancing subject history mainly is about “us”. You cannot say anything about who is “us” without saying something about who “they” are (Kvande & Naastad, 2013, p.142). When you construct an identity, it is about identifying yourself with what is common and compare it to the uncommon. There are a number of things that can bring people together, such as language, flags, culture, and education.

Almost without exception, education systems throughout the world play a vital role in shaping the collective memory of its citizens. The history curriculum and history textbooks often serve as the principal mean to influence, if not control, how children understand their nations past (Foster, 2013, p.51).

Collective Identity according to the Spanish sociologist Manuel Castells is based on shared experiences.

Ethnicity, religion, language, territory, per se, do not suffice to build nations, and induce nationalism, Shared experiences does. A shared history, shared projects, and historical narratives are common to the people of each country on many grounds (Kvande & Naastad, 2013, p.96.)

3.2 History as Empowerment

To learn children and youth to become critical citizens is among the most important tasks for the school. Through history as a subject you can empower a student and promote moral and critical responsibility for the society it is a part of (Kvande & Naastad, 2013, p.72). Ohman Nilsen claims that the legitimization of the history subject is that history is there so that the student develop certain knowledges, insights, and skills that make them able to understand and function in the society they live in and make them subjects in their own lives (Kvande & Naastad, 2013, p.73). Empowerment is closely linked with the ability to be able to think critically (Kvande & Naastad, 2013, p.74).

To understand how to function in society you have to understand how society is built up and how it became what it is today. Through history you get that insight into why society is like it is and your role in it (Kvande & Naastad, 2013, p.81).

The theorist Jonathan Howson argued that:

An ordered understanding of the past is a usable past: one that equips pupils with the knowledge and understanding to place themselves in a context and to appreciate where they have come from and where they might be going (Howson in Kitson, Husbands, Steward, 2011, p.149).

Correct knowledge about the past is in the views of the theorist presented above one of the ingredients to a functioning society. An insufficient knowledge about the past can lead to hatred, stereotypes, and misinformation which can be socially and culturally disadvantageous for a society (Kitson et al., 2011, p.149).

Christine Counsell writes that a key aspect of history teaching is the:

Diversity and complexity of past society. A good historical education will challenge stereotypes, avoid homogenization of nations or groups and help pupils to understand that not all people in the past thought and acted in the same way. (Kitson et al., 2011, p.151).

3.3 History as Narrative

You can not understand history unless you tell it as a narrative (Kvande & Naastad, 2013, p.162). You have to make it start somewhere and end somewhere else. When it comes to an historical narrative, told either by a book or a person, you weigh the events you find most significant in order for the recipient to understand the plot (Kvande & Naastad, 2013, p164.). There is always editing involved when you tell a narrative, some parts are always left out. The interesting part is not always what is said, but often what is not. To be able to pick the narrative apart and pinpoint why something is left out and something is not, is a crucial way of reading history critically. In narratives there are often heroes. The heroes of history have risked their lives in the fight for what is good (Kvande & Naastad, 2013, p.113). Narratives can also be altered as times, perspectives and societal needs change. When it comes to Norwegian history the story about Norway has changed, it went from being a story about heroes to becoming a story about everyday human life (Kvande & Naastad, 2013, p.91).

4 Method

My bachelor project investigates history teachers in Tanzania and their views on the importance of history education and the importance of learning about the colonial period. To be able to gain a lot of information about this from few informants I chose a qualitative approach (Christoffersen & Johannesen, 2012, p.49) Quantitative method would not suffice because that is used when you want to find out very little from a large number of informants. I chose to use interview because I wanted to understand the phenomenon from the perspective of the interviewee (Kvale & Brinkmann, 2017, p.46). Further I decided to use semi-structured interviews to be able to be flexible in the interview situation. I used an interview guide that was designed with question regarding the colonial era and the importance of history. Based on their answers I was able to ask additional questions to really get the meaning and their arguments behind each answer. The interview guide has been added to the attachments of this thesis. The goal was to look for nuanced descriptions of how the informants saw the importance of learning about the colonial period.

My selection of informants was criteria based, as they had to be teachers at the secondary level and they had to teach history (Christoffersen & Johannesen, 2012, p.51). Since my group of informants was very homogenous, I landed on the number of two informants (Christoffersen & Johannesen, 2012, p.49). I decided to get to know my informants well, instead of having many informants. One could argue that I could have used more informants, but since this is a student project, the time also limits my research (Christoffersen & Johannesen, 2012, p.50).

4.1 My role in the Field

I lived at the school where I found the interview objects with six other fellow students. We stayed in an annex house right next to the school and got to know the teachers very well during the three-week period that we spent on campus. We had Tea-breaks together every day at 10:00am and lunch at 14:30am. One of my interview objects lived in a house right next to ours, and the other interview object was within 500 meters of our house. The school and the surrounding teacher houses acted as a small community. I felt to got to know the persons I interviewed well. One of them was our go-to person if we had any concerns. Me and a fellow-student taught his class in history for the entire teacher practice, and we came to him with questions regarding teaching and he provided us with learning materials for our classes. The

advantage of getting to know the interview objects on a personal level was that it felt more natural to do the interview and it floated better as a natural conversation. This might not have been as easy had we not lived at the school. When I did the interview I kept in mind the asymmetrical power relation that occur in an interview situation (Kvale & Brinkmann, 2015, p.52). I chose the teachers office as the location for my interviews in order for them to have a place they were familiar with, which could make them relax more, and it was nearby and not difficult for the informants to get to (Christoffersen, & Johannesen, 2012, p. 82). There was a low chance of somebody interrupting us because we did the interviews after lunch when other teachers were out having lessons. The interviews were done in English which is not their native tongue. Despite this, English is a language the informants mastered well. All of the lessons at the secondary level, except for Swahili, are held in English. This contributed to language not being a problem for both my informants during the interviews.

4.2 Ethical Considerations

Before I started each interview, I asked for informed consent from the participators. I told them what the project was about and if they wanted to help me by participating. I told them about the research project's purpose and procedure, who would access to the information and what it was for. They agreed to sign my consent form which had all the information they needed and has been approved by NSD, The Norwegian Centre for Research Data.

When you use a qualitative method there are ethical considerations to consider when the interview is taking place (Kvale & Brinkmann, 2013, p.110). Since my method was semi-structured interview there were ethical consideration to be aware of not only before the interview, but also during the interview itself. Based on their responses I had to reply with questions I had not written down beforehand, which meant I had to make considerations on the spot in regards of how to reply without offending them and which topics to pursue. In my interview there was also ethical considerations to be made regarding the theme of my thesis. I was asking questions about colonial rule while sitting there as a westerner (former colonizer) asking question to an African teacher (former colonized) about the colonial period. When one of the interviewees blamed developing countries for the underdevelopment of Tanzania, she immediately said: "I am so sorry" to which I replied, "no no no". The fact that she thought that I might take offense of her statement shows her awareness of the interview situation.

4.3 Validity and Reliability

When you collect data in a research project, that data consists as the link between reality and the interpretation of that reality (Christoffersen & Johannesen, 2012, p.21). When you conduct a scientific project, you as a researcher choose which data to proceed and investigate further and which to leave out. It is important that you as a researcher is conscious about this (Christoffersen & Johannesen, 2012. p.23). how reliable the data is an important aspect of all research. To conduct new interviews with different teachers at a different time would be a way to test the reliability of my research (Christoffersen & Johannesen, 2012, p.23). It would be interesting to find different informants who work at other schools in Tanzania in order to see if their answers correlates. Another way to test the reliability would be if other scientist investigates the same phenomenon. If they were to find the same answers that would be known as inter-reliability (Christoffersen & Johannesen, 2012, p.23). How relevant the data is, is another term known as validity (Christoffersen & Johannesen, 2012, p.24). Since data is a representation of reality I had to keep this in mind when I made the research questions to make sure that my answers would give me the data that was relevant for answering my thesis (Christoffersen, 2012, p.24).

5 Data and Analysis

5.1 Presentation of Informants

I interviewed two informants for my bachelor project and I have given them pseudonyms. My first informant's name is Anna, she got her degree while working as a teacher. She went to a teacher training program and different colleges in Tanzania. She has been teaching history for nineteen years. My second informant's name is George; he has been working as a teacher for 36 years. He first studied psychology, philosophy and theology in Italy, and has later been educated in Chennai, India, before he came back to Tanzania to get his teaching license. Both of them taught history at the secondary school where I had my teaching practice.

5.2 The Importance of the History of Tanzania

My first questions were regarding colonialism as a major topic and the importance of history. Anna felt that it was important her students learned history to know about the past which occurred in Tanzania. She said students have to know about the work of Julius Nyerere and how he fought the colonialists. When asked why she thought the history book had so many topics regarding colonialism she replied:

Anna: “The reason is the colonialist did bad things to the Africans. The students need to know why Europeans came to Africa and colonized the people of Africa”

Interviewer: “Why do you think it is important your students learn history?”

Anna: “It is because through studying history they get to know about the past which occurred in our country. How did the people in Tanzania especially the national leaders. Struggled for their independence of their country. So through history they get to know the achievements which were held by our leaders.”

George replied to the same question:

George: “History it has got so many things that help to know the origin of man. Some events which took place, Some different methods took place and some

different methods took place. Knowing those things you can repeat the future. Yes also History is for someone to predict the future. To study history you can become also the teacher of history and also sometimes history is leisure”.

Interviewer: “It is a leisure?”

George: “Some of the events which took place when we hear them you can feel the joy”

Interviewer: “Yeah you can discuss and...”

George: “You can also know some heroes did this and that”

Interviewer: “...And get inspired”

George: “Yes it can also help someone to be patriotic. Patriotic to his nation”

5.2.a Analysis:

George is saying that history can lead a person to become patriotic towards his nation. It can make you feel joy when you hear about the heroic actions of the national heroes. These responses coincide with the point that sociologist Manuel Castells makes when he claims that shared experiences is how you build a nation. He claims that language, Ethnicity, religion and territory alone is not enough. A common story and an historical narrative is the most important factor that leads to the creation of a collective identity (Kvande & Naastad, 2013, p.96). Their responses also fit the description that the theorist Alberto Rosa gives when he says that history entered into the curriculum as one of the key weapons for nation-states to secure loyal citizenry sharing a sense of belonging to the same imagined community (Rosa, 2013. p.64). It also lines with the words of professor Ola Svein Stugu who says that If a nation has its own history, that is a way of legitimizing that nation’s existence (Stugu, 2016, p.49). Here we can see that there is theoretical support for the claim that the history subject, in this case, history about the colonial history in Tanzania can help students gain an identity, in this case a national identity.

Anna is saying that students has to know about the work of Julius Nyerere and how he fought the colonialists. In this historical narrative, Julius Nyerere is presented as the hero. His fight against the colonialist, who made things worse for Tanzania, is deemed as good (Kvande &

Naastad, 2013, p.113). The narrative is presented so that the national hero Julius Nyerere fought for “us” (The Tanzanian people) versus “them” (The colonialists). Narratives about national heroes can help strengthening the Tanzanian identity. In Tanzania’s case it was the colonialist who were making their lives bad, and Julius Nyerere and other heroes who came and made it better. This is a clear example of history as narrative.

One of the general competences listed for students for History is:

Shows an understanding of and the ability to objectively relate Africa’s development problems with foreign intrusion, colonial domination, cultural. (History Syllabus, 2010, p.iv)

This also helps strengthening the Tanzanian identity, where their underdevelopment is to be understood from the perspective of foreign intrusion and colonial domination from the West. This is another example of making the categorizations of “us” and “them”.

5.3 Personal Life Skills

I wanted to know if the teachers had any arguments regarding the relevance of history in everyday life. I asked both of them whether there was any relevance in the knowledge of the colonial topics that they teach and if there was one topic that was more important than the other. What can the students use in their life?

Anna: “I think they should be able to resist if someone was to control them. Because they have understood the effects of being under the control of someone. You know sometimes not to be controlled by foreign people. Even the same people. From the family. Because sometimes. People want to enslave another person. Because the knowledge which they learned through these topics they will be able to resist such a problem.”

I also asked the male teacher the same question but in a slightly different nuance. I asked him if he was supposed to teach away one colonial topic that the students could take with them in life, what would that be?

George: “They should know about colonial administrative systems.”

Interviewer: “Why do you think that is so important?”

George: “That one is very important for it can be applied also. It can be applied in some areas. Because some for example some who have just been who have been our students we have to prepare them to be responsible in their societies. To be accountable. To be responsible in their societies. And to be accepted by their societies. So if is going to practice some of them we teach them to become leaders. They became leaders of their family. Or leaders of their families. they can use some of the systems to control their family”.

5.3.a Analysis:

Anna is saying that the student will be able to resist if somebody wants to control them and she uses the word enslaved. She is arguing that knowledge they learn in class about the colonial times, can help students avoid a modern form of slavery. These answers fits into the category of History as Empowerment. Empowerment is closely linked to the ability to think critically (Kvande & Naastad, 2013, p.72). George argued that knowledge about colonial administrative systems can be used for the development of the students’ leader skills and the ability to look after their own family. Both their arguments are in line with the theorist Ohman Nilsen view that if you boil down the legitimization of the history subject it is so that the students can become subjects in their own lives (Kvande & Naastad, 2013, p.73).

Through history education you can learn how to position yourself in society and how to function within it and how to act responsible. History can also help you find your role in society (Kvande & Naastad, 2013, p.81). George mentions this when he points out that you have to make the students responsible and accountable in their societies. This way of Empowering students goes a long with the argument that Jonathan Howson made that a correct understanding of the past is a usable past (Kitson et al., 2011, p.149). The opposite can happen if you do not have a correct understanding of the past. An insufficient knowledge about the past can lead to hatred, stereotypes, and misinformation which can be socially and culturally disadvantageous for a society (Kitson et al., 2011, p.149). According to Christine Councill it can also help avoid stereotypes and homogenisation (Kitson et al., 2011, p.151).

The views of Jonathan Howson, Christine Councill and Ohman Nilsen shows us how history can help you orient yourself in society and think critically, avoid stereotyping and hatred. Skills that are essential for Empowering an individual, in this context a student.

5.4 Problems regarding Teaching about Colonialism

When asked if they taught there were any problems regarding teaching about colonialism Anna replied no. George on the other hand thought there was a problem.

George: “Yeah there are. You have to pass many books in Tanzania we are having many history books. Many history books different covers. There is a differentiation between this author and that author. We are having different history books, but we don’t have a specific history book for form 3 or form 4”.

Interviewer: “Different schools use different books. And the authors write different things that’s a problem.”

George: “You can find because it is free, formerly we are using books only written by the Tanzanian society of education. But now those who have the power to write they can write.”

Interviewer: “Sometimes they write mistakes?”

George: “They write mistakes, no one pass through them, so that’s a problem. Because it is a problem it is free now to write books.”

5.4.a Analysis

There is agreement among scientists of the important role that history books have in school for the children's understanding of the past (Foster, 2013, p.51). If schools use different books that mean that students will have different perspectives about the past. If a government has control and have to approve the textbooks that are sent to school that means that they are in control of the narrative. They can outline it and write it in a way to make it fit their societal needs. Like George is saying that control has now shifted to the free market in Tanzania. This means that

different schools use different books, and the state control of what is written in them are less evident. It is hard to know the exact impact in regards that the government of Tanzania is no longer as in full control of the narrative about the colonial past. But the entering of the free market and who ever has the power to write opens up for alternative narratives. The history that is taught in Tanzania can change over time, like it has in Norway (Kvande & Naastad, 2013, p.91).

6 Discussion

The nation building in Tanzania has been successfully socially but not as much economically. Tanzania is still one of the poorest nations in the world and they've got a huge ethnic diversity. Despite this, Tanzania has been one of the most peaceful countries in Africa. Its neighbouring countries like Kenya and Rwanda have experienced civil wars and genocide. How is this possible? A lot of credit has to be given to the construction of a Tanzanian identity and the focus on unity (Christophersen, 2018, p.50). Swahili as a language have played a major role, the one party-state, and as this thesis has pointed out - its national history.

History plays an important role in the students understanding of their nation, their identity and their role in society (Kvande & Naastad, 2013; Rosa, 2013; Stugu, 2016). The Tanzanian history told to pupils in school about the heroes like Julius Nyerere, and how he fought the colonialists can help foster loyalty to the nation. George points out that one of the goals of the history education is to make them patriotic. Make them somehow owe the state their loyalty and their work. Since independence, there has been one political party who has had power in Tanzania. Under the lead of John Magufuli, the nation is becoming less and less democratic (Christophersen, 2019, s. 98). This raises the question of whether or not patriotism is always good, and if loyalty to the state can go to far. If you put the nation first in every aspect of the society that can be in detriment of democratic rights. Patriotism above all may lead to emergence of undemocratic regimes, in worst case dictatorships. Whereas no trust to the state at all can lead to anarchy. There is a fine balance there.

Hopefully the history education can help create critical students (Kvande & Naastad, 2013, p.142), so that if the regime in Tanzania goes further down the line of becoming undemocratic, the future generation of Tanzanians can stand up to it and vote for somebody else. On the other hand, the schools in Tanzania have been criticized for their lack of focus on developing critical thinking and their exams, who have a focus on remembering facts and definitions (Mashaza & Majani, 2019, p.132). Through this kind of focus one could raise the question if maybe the education and the way it is structured in Tanzania is working against the evolvement of empowering students and making them subjects in their own lives. Thus making the intentions of the history subject to develop critical-thinking students less effective. One could also argue that it is hard to meet the goals set by the government when the lack of quality in the Tanzanian schools are so evident (Christophersen, 2018, p.126-138). Another interesting point is that you

could argue that the replies from the informants regarding empowerment match traditional gender roles in Tanzania. The female teacher is arguing for the ability to resist enslavement and avoid control from somebody within the family while the male teacher is arguing the development of leader skills. I am not going to discuss this any further in this thesis, but this is a point that would be interesting to investigate further in another project.

The state of Tanzania had to approve History books before they were sent into schools and used in education. One argument is that it makes Tanzania have control over which narrative about Tanzania's past that is being told in school. Which again can help them steer the pupils in the direction that they want. As George pointed out, the formerly government approved history books are now being left to the free market. Which may open up for a more critical view on the Tanzanian state and the history of it. The state will no longer be able to be in full control of the narrative about their past as they used to be. There is endless historical knowledge, so choosing what to teach each year is a hard process of what to leave out and what to include in the syllabus. The subject of colonialism is devoted to an entire year of history education. This raises the question of why the theme of colonialism is so heavily weighted by the government that they make it a topic through all of form 3. One can argue that one of the reasons is that the theme itself is unifying. Through the Narrative about colonialism it creates the separation between “us” (The Tanzanian People) and “them” (The Colonizers). The narrative about Julius Nyerere and his fight for the Tanzanian people against the colonialists helps strengthen the Tanzanian identity. When Julius Nyerere and TANU wanted to gather the masses of the people in Tanzania they didn't have a common language, culture, or religion to base creation of a common national identity, what they did have was subjugation to foreign rule and a common enemy (Aminzade, 2013, p.64). An alternative could have been to teach about the various tribes in Tanzania and all its ethnic diversity, but one could argue that this would be a more divisive topic and would not fit the government's strategy of creating a Tanzanian identity.

7 Conclusion

My thesis answers the following research question:

What different arguments can be found among Tanzanian history teachers for having Colonialism as a major topic in the history education at the secondary level?

According to my data and analysis, knowledge about the colonial topics in Tanzania can lead to a patriotic feeling towards the nation and strengthen the students' national identity. The narrative which is told about the hero Julius Nyerere and his fight against the colonialists increases the feeling of an "us" (the Tanzanian people) and a "them" (the colonizers) which is also a factor that helps create the collective national identity. In addition, history is essential for empowering students and make them find their place and function in society. Learning about colonialism can help the students become the subjects of their own lives and help their development of critical thinking. It is important that the students have a correct understanding of the past which they can use to orient themselves in the present. The entering of the free market in the school sector regarding history books opens up for alternative narratives about the past of Tanzania.

In the discussion I make several critical points regarding the findings in the data and the analysis. The successful creation of the Tanzanian identity and the unifying feeling may be detrimental to democratic rights. Since the election of John Magufuli, Tanzania has become less democratic, and one can only hope that the history education fosters not only patriotism, but also critical thinking, which will be needed if the regime moves further down the line towards dictatorship. The education system in Tanzania and how it is structured may be undermining the development of critical thinking through fact-based teaching and the highlighting of the ability of students to reproduce facts. Clearing the syllabus and making room for one year devoted to colonial topics have a unifying effect in itself because it helps create the separation between "us" and "them" and strengthen the national identity. Resistance against colonial rule was also the basis on which Julius Nyerere created a common Tanzanian identity which gathered the nation and led to independence.

It would be interesting to further investigate the students' perspective on the importance of knowledge about the colonial past to see if it correlates with the arguments of the teachers. It would also be interesting to investigate this at a higher level, interviewing the people

responsible for selecting the topics on the syllabuses and hear their arguments for devoting this amount of time and attention to colonialism.

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9 Attachments

9.1 Interview guide for my Bachelor Thesis.

Introduction

1. Can you describe your educational background for me?
2. How long have you taught history?
3. Why do you think it is important that your students learn history?

Interview questions

1. Why do think it is important that your students learn about the colonial times?
2. How is teaching about the colonial times relevant for the students that grow up today?
3. Are there any difficulties regarding the teaching of colonial time?
4. What do you think are the negative effects of colonialism?
5. Why do you think colonialism is such a huge topic in history at form three?
6. What do you think is the most important that your students learn and take with them in life today when it comes to the colonial legacy?
7. What do you think is the most important teaching about the colonial times?
8. Do you find students at form three mature enough to learn about colonialism?
9. How do you think colonial rule effected Tanzania today?
10. Do you think your pupils understand the effect of the colonial legacy?
11. Is there anything you would like to add that has not been discussed?