



BACHELOR'S THESIS

What perceptions of democracy can be found among Tanzanian secondary school students, and how does this coincide with how the textbook presents it?

Hvilke oppfatninger av demokrati finner man blant tanzanianske ungdomsskoleelever, og hvordan samsvarer disse med måten tekstboken fremstiller det på?

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SAMMENDRAG

Vi lever i en del av verden hvor tanken om demokrati preger hverdagen våres i stor grad, og hvor skoler verden over ønsker å utdanne elever til å bli engasjerte og dannede samfunnsborgere. Denne bacheloroppgaven har som formål å finne ut hvilke oppfattelser tanzanianske ungdomsskolejenter har av sitt hjemland som et demokrati, og å se i hvilken grad dette stemmer overens med måten lærebøkene fremstiller Tanzania. Datamaterialet i denne oppgaven baserer seg på et spørreskjema gitt til femti ungdomsskoleelever med både kvalitative og kvantitative spørsmål, og for å forklare og støtte opp om funnene brukes Diamond og Morlino's teori om fire essensielle faktorer for et reelt demokrati. Dataanalysen viser at elevene generelt sett har et veldig positivt syn på demokratiet de lever i, og at de blant annet rangerer Tanzania høyest blant nabolandene deres. De sterke tendensene i funnene gir derfor indikasjoner på at informantene i oppgaven fremmer temaer som patriotisme og nasjonsbygging, og at de er tilfreds med å bo i det de synes er et velfungerende og reelt demokrati.

PREFACE

Working with this Bachelor's Thesis has been an exciting and challenging experience, and I have learnt a lot through the preparation, gathering and analysis of the research material, and through the process of writing and composing the Thesis itself. It will always be a reminder of a memorable time spent in Tanzania, and especially three unforgettable weeks with the many inspiring and beautiful students that we were lucky enough to meet. Also, the teachers and the others working in the school will always be remembered as the passionate people they are. This trip would not have been possible without the Department of Social Studies in Western Norway University of Applied Sciences, and I would therefore like to thank them for including such a meaningful trip as part of our specialisation.

I would like to thank all the girls who were my informants, and the headmaster at the practice school for allowing me to carry out this project. Also, I would like to thank my dad, Christen, for proofreading my work.

Last but not least, I want to give a special thanks to my supervisor, Anders Daniel Faksvåg Haugen. Thank you for helping me throughout the whole process, and for believing that this could turn out to be a good Bachelor's Thesis. Also, thank you for being available for guidance in both Tanzania and Bergen, and for always answering my (many) questions quickly.

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1 INTRODUCTION

1.1 Choice of topic

During the past semester at Western Norway University of Applied Sciences, I have taken a specialisation in social sciences by choosing “Africa – specialising on Tanzania”. A significant part of this course was a six-week trip to Tanzania, including three weeks with teaching practice in primary and secondary schools. I chose to do my teaching practice in a boarding school for maasai girls from the age of 12 and older. These girls are handpicked through several rounds of interviews, and are given the opportunity to attend this school as an attempt to make sure that they get a proper education and to avoid them being married at an early age. Because of this, the girls who are accepted to the school are very ambitious, modern and liberal girls who sincerely engage in their own learning.

As a student of social sciences, I am interested in how democracy is promoted and perceived in different cultures. While Norway has been rated as the most democratic country in the world at several occasions, Tanzania has been one of the most stable and peaceful democracies in Africa. When I had the opportunity to have my teaching practice in a culture so different from my own, it seemed challenging, yet fascinating for me, a western, white girl to examine a western phenomenon in a non-western country. In the end my choice was simple. I wanted to look at the perceptions and the education of democracy in a Tanzanian secondary school.

1.2 Research question

The research question in this Bachelor’s thesis is as follows:

“What perceptions of democracy can be found among Tanzanian secondary school students, and how does this coincide with how the textbook presents it?”

To be able to answer this research question, I am using data I have collected from 50 girls in the school. I am analysing this while applying theory I find relevant and composing an answer at the end.

1.3 Outline

In this thesis, I am starting with an introduction before moving on to a background section where I am writing about the democracy and education system in Tanzania. Moving on to the theory part, I am again talking about democracy in Tanzania, presenting a theory about genuine democracies, and then giving a brief presentation of the situation in some of Tanzania's neighbour countries. Proceeding to research methods, I am explaining my choice of method, and clarifying pros and cons for both qualitative and quantitative data. I am then describing the exercise sheet I used in this project and looking at how the textbook presents democracy in Tanzania, before moving on to ethical considerations. In the fifth section I am presenting and analysing the findings, and supporting these with a discussion of possible explanations. The thesis is ending with a conclusion, followed by references and appendixes.

2 BACKGROUND

2.1 Democracy in Tanzania

2.1.a Democratic history of Tanzania

Tanganyika gained its independence from Great Britain in December 1961. At that moment, they had been under British colonial rule since the end of the first world war when Germany had lost its territorial areas in Africa as a result of the Treaty of Versailles. From 1889 to 1918, Tanganyika was the second largest of the areas that German East Africa consisted of. Roughly, Tanganyika had not been independent for over 70 years. Three years later, in 1964, Tanganyika united with the Zanzibar islands and formed The United Republic of Tanzania. (Christophersen, 2018, p. 50-52).

Tanzania's first president, Julius Kambarage Nyerere, was an anti-colonial activist who is known for being the "Father of the Nation", and his work as a president is still acknowledged today. Being a *mwelimu*, (meaning teacher in Swahili), he was popular as he was a man just like everybody else, and did not put himself in front of other people (Christophersen, 2018, p. 57).

In 1967, Julius Nyerere presented a concept to encourage social and economic development. His idea was an African type of socialism called *ujamaa* – meaning familyhood in Swahili (Christophersen, 2018, p. 59). Briefly, this policy was economically doomed, but resulted in great social improvements, leading to Tanzanian citizens being part of a strong national identity and political stability. Also, the country have almost been free for ethnic rivalry, as well as being able to focus on strong development targeting health and education (Christophersen, 2018, p. 61-63).

2.1.b Current democratic situation in Tanzania

Political scientist Göran Hydén (1999, p. 143) articulates in one of his articles that "it [Tanzania] is clearly one of the better performers in Africa with respect to democratic governance". The

current president, John Pombe Magufuli, was elected in 2015, and had the majority of the votes. During the election campaign, he promised to give an end to corruption and to continue developing the country in the right direction. However, it is now being argued that he, and his party Chama cha Mapinduzi (CCM), are bringing Tanzania down a steep hill as he is going against democratic principles such as constricting the freedom of speech and freedom of organisation, and increasing control of the media (Rakner, 2018).

Dan Paget (2017, p. 156) writes as follows:

Since the beginning of 2015, a sharp authoritarian turn by CCM has constricted the freedoms of speech, of the press, and of assembly, as well as the space available for opposition parties to operate. Tanzania's government has become intolerant of public dissent, frequently responding to criticism with arrests, license revocations, and state harassment.

It can be argued whether CCM is moving towards authoritarianism or not, but it is obvious, as Paget also puts forward, that “the new CCM administration presents not only the promise of development, but also the threat of dictatorship” (2017, p. 154).

Furthermore, in November 2018, Paul Makonda, Dar es Salaam's administrative head, under the govern of President Magufuli, launched a crackdown against homosexuals, announcing an aim to identify and imprisoning all gay people. The reactions from the Western world were enormous, and the Tanzanian foreign ministry said that they wanted to distance themselves from such beliefs, as this was Makonda's personal views (Burke, 2018). However, it is alarming that someone with such opinions in 2018 have political power, especially in a country that has functioned as a decent democracy seen in African context. Such thoughts and actions are huge threats to democratic development.

The political situation in Tanzania today is, as mentioned, worsening. It is clear that political parties, in this case CCM, are gaining power through democratic elections, but then abusing their power to gradually undermine the watchdogs of democracy: the court of law and the

media (Rakner, 2018). However, it is important to remember that most democratic elections from the 1990s have been carried out quite peacefully without any massive riots. Many people have experienced economic progress and have been lifted out of poverty. These can be some of the reasons why CCM have been the ruling party since the introduction of a multi-party system in 1992 (Vågenes & Haugen, 2018, p. 96).

2.2 Education system in Tanzania

2.2.a Historical line

When Julius Nyerere was presented as the President of the newly founded United Republic of Tanzania, he immediately started focusing on constructing a well-functioning education system. “Education is power” became a slogan composed under the govern of Nyerere, and he designated three main enemies of the development of a nation: poverty, diseases and illiteracy. Education was the only weapon in the fight against these enemies (Mashaza & Majani, 2018, p. 128).

Before independence, the education system in Tanganyika had been based on race, and as a result very segregated with separate schools for Europeans, Asians and Africans. Tanzanian authorities changed this immediately after gaining independence, and in 1967 education was formed to promote self-reliance so that those who had completed primary school should have knowledge enough to work in their home villages (Mashaza & Majani, 2018, p. 128-129).

2.2.b Education in Tanzania today

Today, the education in Tanzania has two different systems of education. Mainland-Tanzania, former Tanganyika, has a 2-7-4-2-3+ system. This means 2 years of pre-primary education, 7 years of primary education, 4 years of ordinary secondary education (O-level), 2 years of advanced secondary education (A-level) and three or more years of higher education in university or college. Zanzibar has basically the same system, but have six instead of seven years of primary education (Mashaza & Majani, 2018, p. 126-128).

Only primary school is free and compulsory, and naturally has the highest percentage of children. Around 90% of all children all over Tanzania attend primary school, and the division between girls and boys is even. However, as we move further up in the education system, the boys are more and more overrepresented (Wedgwood, 2010, p. 843-844).

2.2.c Teaching practice in Tanzanian schools

As a Norwegian teacher student, I had already experienced several periods of teaching practice in Norwegian secondary schools. Coming to a maasai boarding school in the Tanzanian countryside therefore needed a massive, personal adjustment. Being in a teaching context as different as possible from the one I was used to was challenging in the beginning. Lack of material resources such as books, computers etc., different time habits and new classroom structures were only some of the matters I had to get used to. The most difficult part was maybe the fact that there were so many students in the classroom, and that I felt I had not enough time to see and talk to all of the students during a class. Also, many of the students had low levels of English knowledge, and could barely understand anything of what I was going through in class. As I do not speak Swahili, I found it difficult to carry out what I had planned for the lesson as a result of them lacking adequate knowledge in English.

Also, looking at the students waiting for up to 45 minutes before their teachers came to the classroom felt heart-breaking. These are few out of many girls who are lucky enough to get a secondary education, and many of them have sacrificed the most personal relationships they had to grab this opportunity. Watching them missing out on valuable teaching time because of the teachers' lack of time structure was not easy.

While observing the everyday life of Tanzanian teachers over a period of three weeks, I found huge differences in the teaching methods. I realised that they look at pedagogy in a very different way from how we are being taught in Norway. While we tend to focus on argumentation, discussions, critical reflection and student interaction, the teachers I observed preferred blackboard teaching with direct copying from the textbook, and memorizing text and definitions while being able to explain simple theories. The practice of drawing parallels between different concepts and topics was something the students were not used to.

Furthermore, they had never tried to analyse and evaluate information, and I found it difficult to explain what I wanted them to do in the questionnaire.

However, despite of cultural differences, I had a wonderful time being a teacher student in the school. After only a short period of time, I had heard many of their stories, and the relation I had to each of them grew stronger for each day I spent there. Being included in their spare time as we were is an opportunity all teacher students should get, and I know for sure that I will never forget my time with the girls.

2.2.d Civics

Since before independence, the basic education in Tanzania has been aiming at training the people in being citizens. During the British colonialism the subject was called *Civic Education*, and educated Tanzanians to be able to work in the administration and civil services in the colony. After independence, the subject changed its name to *Siasa* (meaning politics in Swahili). The subject changed its focus in order to prepare proper citizens, competent to engage in the not so democratic one-party system. Later on, after the establishment of a multi-party system in 1992, *Siasa* was replaced by *Civics*. In *Civics*, issues such as law and justice, environment, health, culture, education and religion were included, and the citizen training now reflected the political situation in Tanzania in a greater extent (Vågenes & Haugen, 2018, p. 100).

Despite great progress considering the academic content, *Civics* has faced many challenges. First of all, it was until 2017 the only subject in Tanzanian ordinary secondary education which was assessed as passed/not passed. A result of lacking a proper grade was a low status among teachers and students, which can lead to a weak focus and poor academic performance. Secondly, it lacks the opportunity to specialisation in advanced secondary level, university and college. Also, it is not possible for teacher students to choose *Civics* as a subject, and consequently few teachers who are teaching *Civics* in ordinary secondary education have the relevant expertise. Many of today's teachers have not even studied *Civics* when they went to secondary school, and the quality of the *Civics* education in Tanzania can be questioned (Vågenes & Haugen, 2018, p. 101).

3 THEORY

3.1 Just a democracy or a genuine democracy?

There is a difference between a democracy and a genuine democracy. For instance, the Democratic Republic of the Congo has the word “democratic” as part of its name, but seen from Western eyes, the country is not even close of being a genuine democracy. Larry Diamond and Leonardo Morlino (2005, p. x-xi) claim as follows:

To analyse the quality of democracy, and to identify what is “good” democracy, we must first define what democracy is. At a minimum, democracy requires: 1) universal adult suffrage; 2) recurring, free, competitive, and fair elections; 3) more than one serious political party; and 4) alternative sources of information.

Furthermore, they argue that for elections to be genuinely democratic, that is free, fair, without corruption and with several parties to vote for, there must be some political and civil rights. Also, the “formal democratic institutions should be sovereign – that is, they should not be constrained by elites or external powers that are not directly or indirectly accountable to the people” (Diamond & Morlino, 2005, p. xi).

To be able to see how democracies vary in quality, Diamond and Morlino (2005, p. xii) identifies eight dimensions. They are: 1) the rule of law; 2) participation; 3) competition; 4) vertical accountability; 5) horizontal accountability; 6) respect for civil and political freedoms; 7) the progressive implementation of greater political equality; and 8) responsiveness. No single framework can objectively assess the quality of each democracy in the world (Diamond & Morlino, 2005, p. xii), but these eight measures can at least signify to a certain extent how genuine a democracy is. To be able to answer and reflect upon the democracy one is a part of, one has to be aware of what characterises a “good” democracy, and evaluate the democracy based on the characteristics.

3.2 Democratic situations in neighbouring countries

To get a better impression of how the democracy in Tanzania functions in relation to five of its neighbour countries, I am very shortly presenting the democratic situation in Burundi, Democratic Republic of the Congo, Kenya, Rwanda and Uganda. I am using statistics from the United Nations to compare them to each other. The elements I am looking at are the level of corruption, political rights and civil rights, and are organized as follows:

Level of corruption: Scale from 0 to 100 where 0 is very corrupt

Political rights: Scale from 1 to 7 where 1 is best

Civil rights: Scale from 1 to 7 where 1 is best

Tanzania scores 36 in corruption, 4 in political rights, and 4 in civil rights (United Nations Association of Norway, 2018e).

3.2.a Burundi

Burundi is a country struggling with a conflict between two ethnic groups, the Hutus and the Tutsis. This ongoing conflict is affecting the country both economically and socially, and has led to a decision where the president and the two vice presidents must have different ethnic backgrounds. After the civil war from 1994 to 2005, it seems Burundi has been moving towards political stability, but since the last presidential election in 2015, there has been an increasing fear of a new civil war and new massacres. Burundi has a score of 17 in corruption, 7 in political rights, and 6 in civil rights (United Nations Association of Norway, 2018a).

3.2.b Democratic Republic of the Congo

The Democratic Republic of the Congo (hereafter referred to as DR Congo) is a country characterised by corruption, riots and many conflicts. Over a long period of time, many civil

wars have occurred in the country, especially in the east. Keeping control is difficult as the state apparatus is not functioning and is very corrupt. Also, poorly developed infrastructure gives many challenges. DR Congo is anything but democratic, and many see it as the recipe for failure. It scores 20 in corruption, 7 in political rights and 6 in civil rights (United Nations Association of Norway, 2018c).

3.2.c Kenya

Kenya has a weak party system which is often based on ethnicity. Ethnicity plays a great part in politics, and is considered a splitting factor of the country. Also, parties splitting up and politicians switching party is frequent. This is likely to happen prior to election campaigns, and new alliances are often formed. Corruption is in no way absent, and political loyalty can be bought. As a result, elections and politics in general are characterised by unrest, violence and mistrust. Kenya has a score of 27 in corruption, 4 in political rights and 4 in civil rights. As we can see, even though the corruption is severe, Kenya is not doing too bad in political and civil rights (United Nations Association of Norway, 2018b).

3.2.d Rwanda

In 1994, Rwanda experienced one of the worst genocides the world has even seen. However, progress has been quite present both economically and politically. Rwanda's politics are also characterized by a division between the Hutus and the Tutsis, and the Tutsis have since the early 2000s been the ones in power. As a result, the Hutus have been oppressed and threatened by the Rwandan authorities, and are not seen as a potential competitor anymore. Rwanda scores 56 in corruption, 6 in political rights and 6 in civil rights (United Nations Association of Norway, 2018d).

3.2.e Uganda

Uganda has suffered from poverty and inequalities for a long period of time. The country is rich in natural resources, but thanks to bad leaders and many internal unrests, it has struggled to

improve the situation. Many principles for democratic governments are not being followed, and the president, Mr. Museveni, has been governing since 1986. In 2005, a multi-party system was implemented in Ugandan politics, but no other than Museveni and his party have been dominating since then. There is no rule for how long a president can sit, and the Supreme Court has recently expressed an urgent need for an electoral reform. When the political opposition has tried to arrange demonstrations and assemblies, the Ugandan police have forced them to stop. Uganda has a score of 26 in corruption, 6 in political rights and 4 in civil rights (United Nations Association of Norway, 2018f).

3.3 Comparison of the countries

Based on the scores of the three statistic elements, it is possible to compare the six countries to each other. To do this, I am turning the level of corruption up-side down to get a number of percentage where 0 is best and 100 is worst. This is opposite of the scale which used 0 as very corrupt. The scales of political and civil rights are changed from 1-7 to 0-6, and the scores are reduced by one to keep the same ratio. The two new scores for each country are then converted from fractions to percentages. To get the average, the three new percentages are summarised before being divided by three. As a result, each country has three numbers placed on a new scale from 0 to 100, where 0 is best and 100 is worst. The totals of each country are as follows:

Table 1. Table showing the comparison between the countries.

Country	Statistic score
Tanzania	55 (1)
Kenya	58 (2)
Uganda	69 (3)
Rwanda	70 (4)
DR Congo	88 (5)
Burundi	89 (6)

4 RESEARCH METHODS

4.1 Choice of research methods

In order to choose the most suitable research method, I had to find methods relevant to the research question. Originally, I wanted to conduct interviews to get data for this thesis. However, the number of participants I wanted to join this study was higher than the number of participants I was able to interview during the three weeks I spent with them. I ended up choosing questionnaire as my research method, and the result was an exercise sheet consisting of five questions handed out to 50 young girls during a Civics class. The reasons why I ended up using a questionnaire as research method were many. First, it gave me the opportunity to get both qualitative data and quantitative data. Secondly, it allowed me to obtain data from a large number of informants. Finally, the ethical challenges that follows with using informants under the age of 18 could be dealt with sufficiently. I will go more in-depth of ethical considerations in chapter 4.6.

4.2 Qualitative data

Qualitative research methods are flexible, and therefore more spontaneous so the researcher more easily can adjust to the interaction with the participant. The focus is quality over quantity, and the questions are more open, giving the informants the possibility to answer detailed using their own words and reflections (Christoffersen & Johannessen, 2012, p. 17). The exercise sheet I am using in this thesis does not intend to gather qualitative data, but some of the questions make it possible to extract qualitative data to a certain degree. However, the main focus of this Bachelor's thesis is to look at tendencies based on the results from 50 informants, and statistic outcomes will therefore be more accurate. This leads us over to quantitative data, which is the type of data the questionnaire aims at.

4.3 Quantitative data

Unlike qualitative research methods, quantitative methods are not very flexible, and are collected in order to be able to compare them up against each other. Therefore, all participants are asked questions that are identical, and the questions can often be multiple choice. In this research project, there was no possibility to give follow-up questions while the informants were filling in the questionnaire, and the level of flexibility was therefore low. Consequently, the results are quantitative, and can easily be used to generate numeral statistics. In order to get the most valid results possible, as a researcher, it is important to bear in mind that the questions in quantitative research methods require good knowledge to assure that the questions asked are suitable, that they are asked in the correct way, and that the possible answers will be legitimate (Christoffersen & Johannessen, 2012, p. 17). These matters were considered beforehand, and the questions were carefully chosen to assure that the results would give me the information I was looking for. Likewise, the questions were articulated in a certain way to indicate what types of answers I was looking for. As a result, the information the questionnaires give me is easy to categorize, analyse and put in to statistics.

4.4 Exercise sheet

As mentioned earlier, the exercise sheet consists of five questions. I chose to have a short survey with only five questions so the chances of getting completed sheets would be big, but still having enough information to answer the research question. The questions were carefully formulated so as many misunderstandings as possible could be avoided. Also, the two scales were designed in a way that it would be easy for them to understand what to do, even though they are not used to such tasks. Many of the girls had never seen a scale before and I had to explain everyone in front of the class how it worked. In question number four, the flags of the neighbour countries were inserted so it would be easy for them to remember which country they were asked to range. In the first three questions, a specific number of lines were included so it would be clear how much they were expected to write. Keywords were put in where seen necessary, so that there would be no doubt in which end of the scale that was best and worst. Also, the questions were numbered with digits, whereas the three issues in task two were

numbered with letters. The questionnaire was printed beforehand in Norway so that the colours of the flags would show. They were all printed on two sides, so each student only had one paper sheet. This was done to avoid any messing with the papers, so that no respondents would end up handing in only half of the questionnaire.

4.5 Textbook

When I carried out the questionnaire during a Civics class, I first had to make sure that the students understood the concept of the questionnaire and that they knew something about democracy. I used girls in form three as my informants, and had to do some revision with them beforehand, as it is the syllabus in Civics for form two that has several chapters related to governance. Before handing the questionnaire to the class, I had a discussion with the girls where we talked about what a democracy is, things that are important in a democracy, democratic elections and types of democracy. We mentioned the basic principles of democratic governments and I wrote keywords on the blackboard during the whole discussion. Even though it was a year since they had learnt about democracy, it was clear that they had memorized the textbook, because most of them were able to quote the content in the book directly. When I asked about the definition of “democracy”, they all said the definition from the textbook in choir. This agrees well with my own experiences from teaching in the same school. In some subjects all the students lacked the textbook, but they were all very focused in directly writing the whole chapters in their notebooks. Also, when observing other teachers, I found that they aimed at learning definitions and memorizing the textbooks. In class, most students lacked the ability to reflect and think independently in this respect.

The textbook the school uses is approved by the Tanzanian Ministry of Education and Vocational Training:

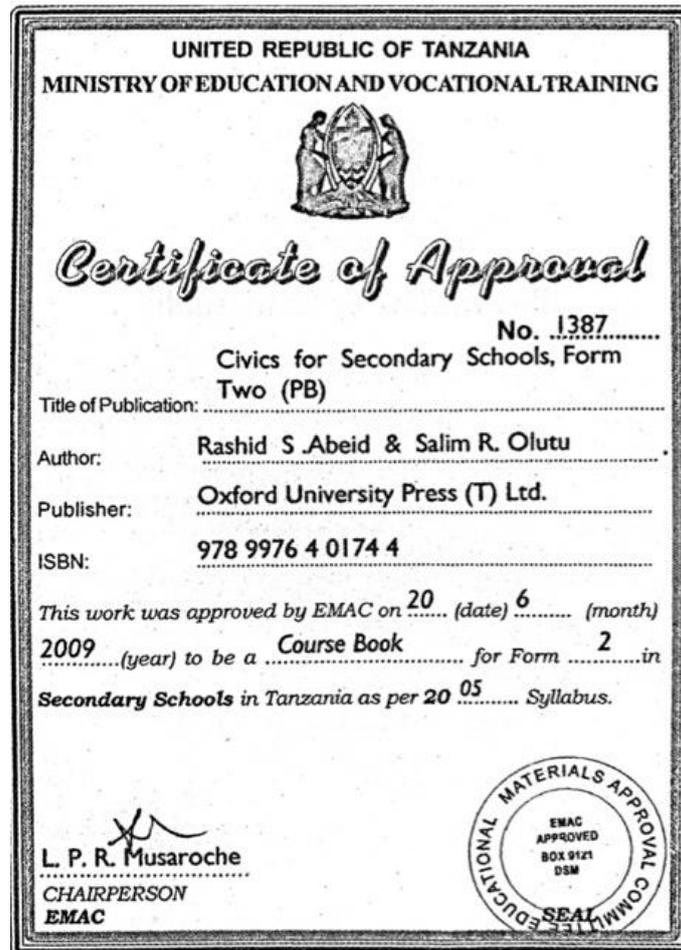


Figure 1. Certificate of Approval.

4.6 Ethical considerations

As a researcher one has a certain amount of ethical considerations. There are three main issues one needs to pay special attention to. These are as follows: (1) the informants' right to self-determination and autonomy, (2) the researcher's duty to respect the personal life of the informant, and (3) the researcher's responsibility to avoid harm (Christoffersen & Johannessen, 2012, p. 41). In the three following paragraphs, I will discuss these issues in the light of my own research project.

The first issue, the informants' right to self-determination and autonomy, means that the ones who are, or have been, participating in a research project should be able to fully decide upon their own participation. In other words, the informants must voluntarily give their consent to

participation, and must be allowed at any time during the research project to withdraw their participation without giving any reasons and without being exposed to potential consequences (Christoffersen & Johannessen, 2012, p. 41).

In this case, the main challenge is that the respondents were all under the age of 18 when the research project was carried out. Also, many of the respondents are girls who have been excluded from their families because of their wish to attend secondary and higher education. Consequently, they do not have any parents or guardians who can approve of their attendance. As an alternative, I asked the principal of the school and got his permission in advance to carry through my research project. For many of the students, he is the closest person they can use as their guardian.

When put in such a situation, I found it particularly important to emphasise the fact that this questionnaire was completely voluntary to do, and that I would use the answers for a Bachelor's thesis only. I told all participants that no answers were right or wrong, and that all I was looking for was their own reflections and thoughts. Also, I needed to be assured that they had understood all the questions, so that any misunderstandings could be avoided. After explaining the exercise sheet, I handed them out to the girls, and walked around to answer any questions they had.

The second issue, the researcher's duty to respect the personal life of the respondent, specifies the right the informants have in choosing what information they let out, and in what detail they want to go. They also have the right to deny access of personal information to the researcher, and must be insured that the researcher treats the information in a confidential way to avoid anyone being able to identify any participants (Christoffersen & Johannessen, 2012, p. 41-42). In this questionnaire, no personal information has been collected. It is not possible for me or any other people to find out who of the respondents each sheet belongs to. Also, for outsiders who do not know who these students are, they have no chance of finding out. This questionnaire did not ask for any personal information, and the question of choosing what information the respondents let out is only narrowed down to thoughts around democracy in Tanzania.

The third issue, the researcher's responsibility to avoid harm, is relevant to social scientific research. This is through potential psychological pressure as a result of collecting data. Some research methods may touch upon vulnerable and sensitive areas, which can later lead to the informant having a hard time processing these emotions (Christoffersen & Johannessen, 2012, p. 42). While carrying out the survey, the chances of anyone feeling any psychological pressure were minimal. The questionnaire did not touch any personal information or anything about their own life, other than few thoughts regarding their home country. The chance of someone having difficulties in the following time was therefore at the very lowest.

As the questionnaire was carried out manually, and without any personal information, it is not possible to identify any singular persons. In short, this means the gathering of data is anonymous, and therefore not required to be notified to Norwegian Centre for Research Data, hereafter referred to as NSD (Christoffersen & Johannessen, 2012, p. 44). To be assured of that I was not obliged to notify my Bachelor's project to NSD, I took a test at their webpage which confirmed it not necessary. Screenshots of the test can be found in the appendixes 9.2 and 9.3.

One of the difficulties regarding the questions in the exercise sheet, is the fact that the students are asked to place Tanzania on a range from one to ten, as well as ranging Tanzania in relation to five neighbour countries. In Tanzania today, criticism of the President and his work can lead to imprisonment (Freedom House, 2018). Criticism of the current democratic situation in Tanzania is therefore seen as criticism of President Magufuli, and prohibited. When asking the girls questions where they should support their answers with praise or criticism can therefore lead to many dishonest and untruthful answers, and needs to be taken into consideration.

5 PRESENTATION AND ANALYSIS

5.1 How does the textbook present “Democracy” and “Democratic elections”?

The parts of the Civics syllabus for Form two that are relevant to this thesis are presented in the textbook “Civics for Secondary Schools – Form Two”. Here, I am using chapter 5 which is called “Democracy” and chapter 6 which is called “Democratic elections”. The subtitles in chapter 5 include “Meaning and principles of democracy”, “Types of democracy” and “The implementation of democracy in Tanzania”, whereas chapter 6 have “Meaning and indicators of democratic elections”, “How free and fair elections are ensured in Tanzania” and “The spirit of tolerance” (Abeid & Olotu, 2009, p. 49-68).

The textbook gives a view of Tanzania as being a fully democratic country. One of the subtitles in chapter 5 is, as already mentioned, “The implementation of democracy in Tanzania”. Here the book reads: “Tanzania is a country which implements democracy in various ways, including the following: 1. Political freedom (...), 2. No discrimination (...), 3. Tolerance (...), 4. Free and fair elections (...), 5. Economic freedom (...), 6. Multipartyism (...), 7. Legal rights (...), Equality before the law (...), 9. Rule of law (...)” (Abeid & Olotu, 2009, p. 53-54). After each reason, a short explanation is given for why Tanzania fulfils it. Weaknesses of democracy is mentioned in the book, but only refers to general weaknesses of democracy, and does not indicate anything about Tanzania’s own weaknesses.

Chapter 6 has the subtitle “How free and fair elections are ensured in Tanzania”, which also is relevant in this task. Here, the book reads “The following are some indicators of free and fair elections in Tanzania: 1. Elections (...), 2. Election procedures (...), 3. Conditions for candidates in general elections (...)” (Abeid & Olotu, 2009, p. 66-67). Again, the textbook explains the three aspects in a way that is sugar-coating the Tanzanian democracy.

To give a more concrete image of how the textbook displays “Democracy” and “Democratic elections”, I am quoting one part of each chapter that I find interesting. The first quote is part of the “Historical background of multiparty democracy in Tanzania” in chapter 5. Here the book states “The parties were well-organized, strong and very active in both Tanganyika and

Candidate number: 244

Zanzibar. Every political party was doing what was expected by its members” (Abeid & Olotu, 2009, p. 57).

Another example is part of “Meaning and indicators of democratic elections” in chapter 6. The book reads “Political parties should not disrupt each others’ campaigns and the government should allow opposition parties to hold campaigns freely” and “Sometimes, political parties and the government do not tolerate the political activities of others. In this situation, free and fair elections cannot be achieved” (Abeid & Olotu, 2009, p. 62).

5.2 Categorising the respondents

The research data in this Bachelor’s thesis is collected from fifty secondary school girls. In order to categorise them, I am giving them numbers from one to fifty, where each number represents one girl. All fifty girls have answered identical exercise sheets, and all data used in this section is gathered from these sheets. When I am using percentage to present my findings, each student is worth two percent, as 100 divided by 50 equals two.

5.3 Exercise sheet

5.3.a Students’ first associations to the word ‘democracy’

The first task in the exercise sheet reads: “What is the first word you think about when you hear ‘democracy’? Write it below.”.

This question gave 14 different answers. The most frequent response was “equality” which fifteen girls chose, closely followed by “free and fair elections” with 12 replies. Five of the answers are mentioned in the textbook under “Basic principles of democratic governments”. These answers are “quality”, “free and fair elections”, “economic freedom”, “the rule of law” and “accountability” (Abeid & Olotu, 2009, p. 49-51). In total, the frequency of these principles was 30, meaning that 60% of the students used principles directly from the textbook. Furthermore, three students answered “system of government”. This corresponds directly to

the textbook which introduces the chapter of democracy with “Democracy is the system of government...” (Abeid & Olotu, 2009, p. 49).

These findings can suggest that the students to a certain extent have been taught to reproduce what the textbook conveys, and that they might lack capability to create their own answers. The fact that 66%, almost two thirds, of the respondents answer expressions found in the book may be explained by a need for certainty that they answer correctly. Also, it can represent the teaching habits in some schools in Tanzania, where teaching habits such as memorizing and reproduction of the textbook are favoured rather than encouraging the students’ own reflections. However, it is indeed impossible to know what the first word each of them is thinking about, though one can argue that it is unlikely that more than 50% answer “equality” and “free and fair elections”. It is still impressive that all students answer something related to democracy, and that they know so many aspects related to the theme. All the different answers can be seen in the word cloud below, and the frequency of each expression is represented by the size of the font.

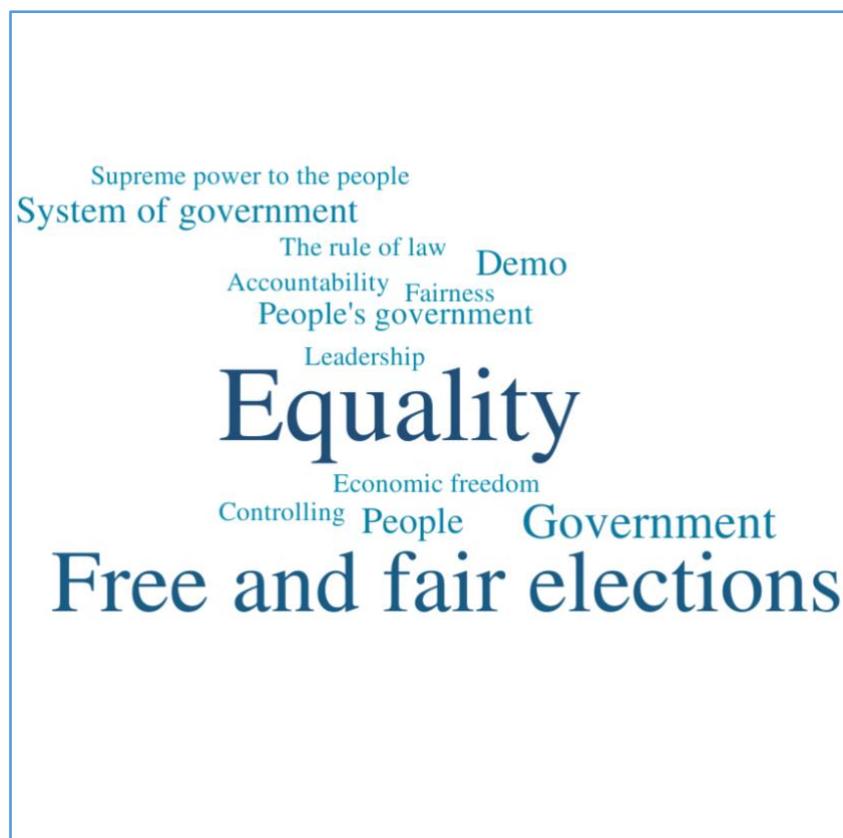


Figure 2. Word cloud presenting the answers from the first task in the exercise sheet.

5.3.b Three core issues to secure democracy

The second task in the questionnaire reads: “What do you think are the most important things in a democracy? List three issues below.”

Here, the results showed that the students in total came up with 19 different issues that they found to be the most important in a democracy. The textbook presents 12 basic principles of democracy, and 11 of these principles were among the mentioned answers. As in the first task, the two issues with the highest frequencies were “equality” which 32 students mentioned, and “free and fair elections” which 30 students mentioned. The tendency in the first question is also evident in this question. Only one student, participant number 34, lists three issues where none of them are mentioned in the textbook under “Basic principles of democratic governments”.

Nevertheless, many students may think that these principles are the answer keys to a good democracy, and that they, as a result, want to give “correct” answers instead of choosing answers that may be more important to them personally. The strong tendency of 86,7% of the answers being among the basic principles in the textbook can definitely be explained as a result of the discussion we had in the class just before the questionnaire was handed out.

Also, it is evident that many of the expressions mentioned in the first task also is mentioned in this task, and that they therefore might have misunderstood the tasks in some extent, or that they are eager to answer what they think is correct. The two tasks have different questions, but they can be interpreted in somehow asking for similar answers. A word cloud representing the issues from this question can be seen in the following page, with the highest frequencies shown through larger text size.



Figure 3. Word cloud presenting the answers from the second task in the exercise sheet.

Some of the students choose to describe either the principles they are writing, and some are even explaining why they think their choices are important. For instance, participant number 10 describes her issues by expressing:

[a.] *Equality. this is were by people in the country should be equal there is no exploitation in the country.* [b.] *political tolerance. This is were by people in the country should be tolerance.* [c.] *Acountability – this were by leaders should be responsible for their people. And leaders they should do what did they promise during election.*

Furthermore, participant number 20 writes:

[a.] *Economic freedom – because if we have a democracy we need the economic freedom in order to the country to be developed.* [b.] *Equality – because in a country we need equality so that we can vote equally.* [c.] *Free and fair election – because we need free and fair election in order to the people to vote freely without any corruption.*

5.3.c The level of democracy in Tanzania

The third question in the questionnaire asks the students to range Tanzania on a scale from one (non-democratic) to ten (fully democratic), and then give an explanation. Here, the results among the great majority are very consistent, even though there are a few informants who are answering the very opposite. The huge number of 84% students range Tanzania at ten out of ten. In other words, they see the Tanzanian democracy as flawless and without any potential to get any better. Most of the explanations from those who rated Tanzania 10/10 generally consist of the same arguments, that is that the Tanzanian democracy has all of the basic principles of democratic governments, as listed in the textbook. Three of the explanations are quoted below:

The Tanzania country is democratic country because all characteristic of democracy are followed by leaders and also president of the country (participant number 1)

,

Because Tanzania practices all the characteristics of democracy like, Transparency, equality – Accountability, citizen participation, Multipartism and others (participant number 22)

and

Because it contains all basic principle such as citizen participation, equality, accountability, free and fair elections, transparency, Bill of right, Human Right and Rule of law (participant number 39).

However, eight of the informants did not place Tanzania as fully democratic. Among these were two participants who rated it as eight, two who rated it as six, three who rated it as five and one who rated it as one. Some of the most interesting explanations are:

Because the ruler of power they use their power for their own benefits and not for the citizen so it is less democratic (participant number 44)

,

This because in Tanzania there is no freedom of speech this mainly affect the politicians most of them end up jail due to lack of freedom speech (participant number 45)

,

Tanzania is a democratic country because there is a free and fair elections and all people participate in democratic activities but not fully because a citizen is not allowed to correct the government and sometimes there is corruption in election (participant number 49)

and

Tanzania is a democratic country but sometimes is the non democratic country because sometimes people are not allowed to contribute ideas (participant number 50).

Participant number 44 rated Tanzania as six, participant number 45 rated one, number 49 rated eight and the last one rated six. It is difficult to say where they have their justifications from, whether it is the school, their family, their community or maybe the mass media such as newspapers and news channels. However, their explanations contain a higher level of critical reflections, and also stronger tendencies to independent argumentation.

5.3.d The democracy in Tanzania compared to its neighbour countries

The fourth task in the exercise sheet is:

How would you range Tanzania in relation to Kenya, DR Congo, Burundi, Rwanda and Uganda considering how democratic they are? Please draw a line from each country to the scale from 1 (the most democratic country) to 6 (the least democratic country).

To be able to analyse the results from this question, I am making a score system where I am basically turning the scale up-side down. This means that if a country is rated as one (the most democratic country), it gets six points, rated as second gives five points and down to six (the least democratic country) which gives one point. Adding the scores from 49 informants together, as one informant did not complete the task, they are as follows:

Table 2. Table showing the scores of each country from the fourth task in the exercise sheet.

Country	Students' score	Statistic score
Tanzania	288 (1)	55 (1)
Kenya	205 (2)	58 (2)
Uganda	170 (3)	69 (3)
Rwanda	151 (4)	70 (4)
Burundi	130 (5)	89 (6)
DR Congo	85 (6)	88 (5)

Tanzania is the obvious winner, with 45 of 49 students rating it as the most democratic country, two rating it the second best and two rating it the third best. Kenya is followed as a second most democratic and is rated best by four informants. DR Congo is the country with the least points, and is rated as the least democratic country by 30 of the students, meaning that 61% of the students think it is the worst country regarding democracy. One of the participants rates is

as second best, and two rates it as the third best, but other than that, it is only rated in the lower half of the scale. Tanzania on the other hand is entirely rated in the upper half of the scale.

Comparing the order of the countries from the survey to the order of the countries based on the three statistic elements, shows that the countries are evaluated in the exact same order, except from Burundi and DR Congo who change place. This is surprising, yet it can be understood. The fact that Tanzania scores best is not very surprising, as Tanzanian schools tend to focus quite a lot about their own country. In history they are taught about Julius Nyerere and his attempt to Tanzania's nation building, often resulting in a feeling of patriotism and ethnocentrism. Only Tanzania and Kenya achieved scores of being first, and seen from Western eyes, Kenya can in some ways be considered as the most democratic of the two. However, Tanzania did indeed get a better total score than Kenya in the three statistic elements, and can, based on those, be considered the most democratic of the two.

Furthermore, while Tanzanians have experienced peace and stability since independence, they have been looking at their neighbour countries who have struggled with political riots, civil wars and even genocides. Burundi has a tense situation between the Hutus and Tutsis, DR Congo have over the last decades been witness to several wars and misrule, Kenya undergoes ethnic based riots whenever there is an election coming up, Rwanda went through one of the worst genocides the world has ever seen in 1994, and Uganda was brutally ruled by Idi Amin in the 1970s (Vågenes & Haugen, 2018, p. 101). From my own point of view, many of these historical events are what I associate the countries with, and before this Bachelor's thesis, I did not know much about Rwanda or Uganda beside the 1994 genocide and Idi Amin. It therefore makes sense that the Tanzanian girls see their own country as more democratic and stable than their neighbour countries.

5.3.e Illustrations of democracy

The fifth, and last task in the exercise sheet is "Make a drawing of a democracy, i.e. how you picture a democracy". Here, half of the informants draw mind maps in this, and as a result narrow down the quantity of the actual drawings considerably. The reason that 50% of the

students make mind maps when they are asked to draw a democracy, can be explained by the tendencies mentioned in chapter 2.2.c. As I observed during my practice period, the teachers train their students to perform simple tasks based on remembrance and some degree of comprehension, but not to argue, explore, analyse and reflect upon different topics. In a task where one is asked to draw something abstract, it is necessary to have some extent of knowledge in recognising, assessing and selecting the potential ideas that one is considering to draw. It can therefore be argued that those informants choosing mind maps as their drawing of democracy, in some extent, lack the ability to reflect upon democracy and using their own opinions to answer the task. However, they might think that this is what they are expected to do. They have probably never been taught to do anything else and their answers are thus not surprising, even though I several times emphasised the fact that they should draw whatever *they* thought about, and that no drawings were correct or wrong.

On the other hand, the other half of the respondents makes proper drawings, and some of these are presented in this paragraph. Among the responses are drawings of people (participant number 2), ballot boxes (participant number 3 & 37), the Tanzanian flag (participant number 5, 7, 9, 14, 15, 16, 19, 34 & 40), the Uhuru Peak in Kilimanjaro (participant number 6), the Uhuru Torch (participant number 11), the sun (participant number 24), a government office (participant number 25), people going to vote (participant number 29 & 50), discussions between people (participant number 30), democratic campaigns (participant number 48). Some of these drawings may represent their feeling of patriotism, such as those of the Tanzanian flag which nine informants chooses to draw, the Uhuru Peak in Mount Kilimanjaro which is one of Tanzania's prides and most important tourist attractions, and the Uhuru Torch which can be seen as a symbol of freedom and light (*uhuru* meaning freedom in Swahili). Looking at these patriotic drawings, one can interpret that their perception of democracy is the United Republic of Tanzania, and that the country represent what they think about when they hear "democracy".

Perhaps the most surprising finding is the two drawings of a ballot box. This is indeed a word that one would believe most students in that age group would not know, considering their somewhat low level of English knowledge. Both drawings are supported by a small text next to the drawing which says "ballot box". When looking in the textbook, there is a very similar figure

of a citizen casting her vote (Abeid & Olotu, 2009, p. 69). The strong resemblance between the drawing in the textbook and the drawings from the two students suggests that they noticed, and later remembered, the picture when learning about democracy exactly one year before the questionnaire was carried out. The drawings from the two participants (number 3 & 37) and the drawing from the textbook can be seen below:

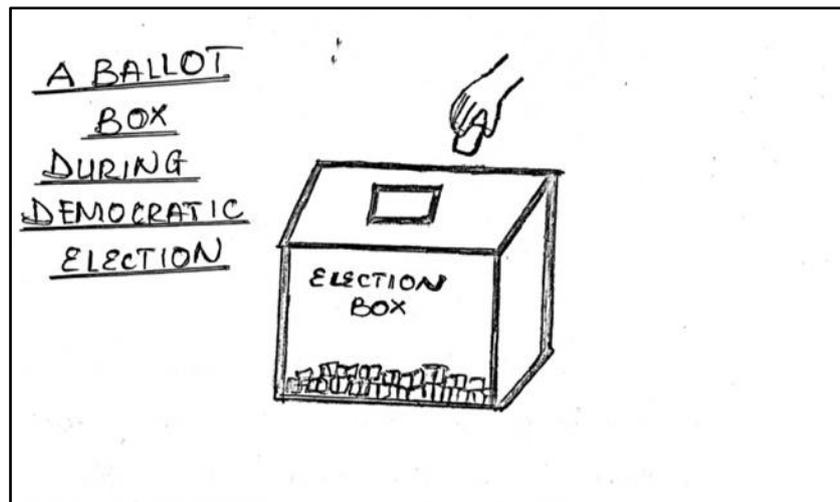


Figure 4. Drawing of "ballot box" from participant number 3.

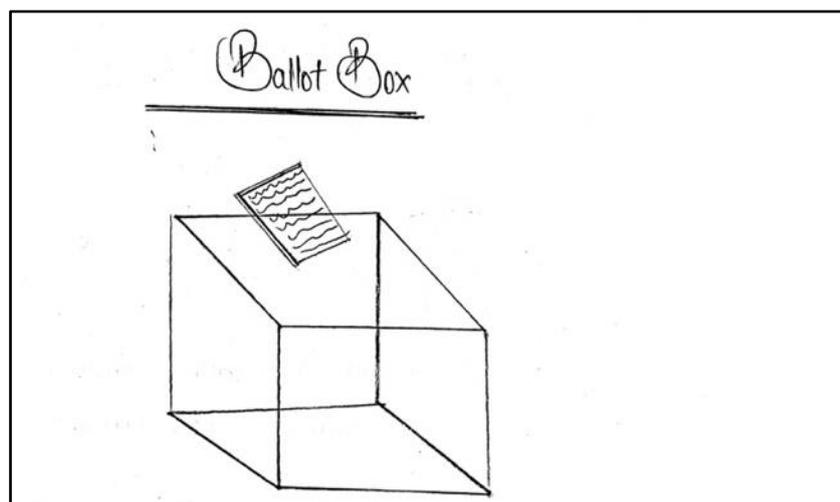


Figure 5. Drawing of "ballot box" from participant number 37.

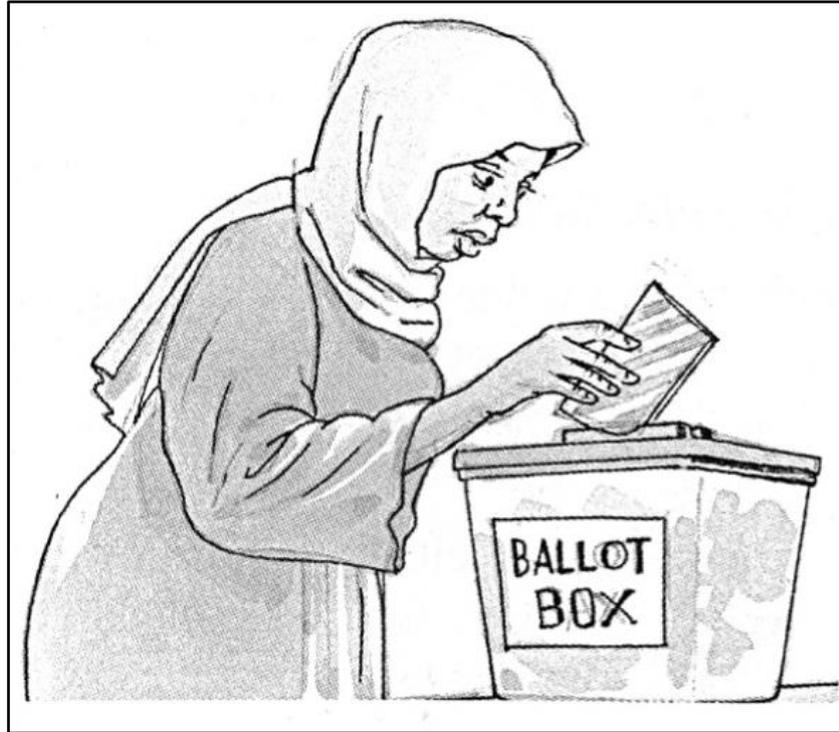


Figure 6. Drawing of "A citizen casts her vote" (Abeid & Olotu, 2009)

6 DISCUSSION

In order to examine how well the perceptions of democracy among the secondary school students coincide with the way the textbook presents it, I am now looking at the reasons for why it might coincide or not coincide, before I conclude in the end.

Looking at the answers from the questionnaires, and it is clear that the students have much knowledge about democracy. The question might be if they can see it in a critical light, or if the information is uncritically adopted. In a way, it is possible to say that the main tendencies from the questionnaire correspond well with the views the textbook displays. This can be argued from how the answers from the two first tasks are, in such a great extent, taken from the textbook. Also, 42 of 50 rates Tanzania as being fully democratic, and argues that the reason is that they have all the basic principles of democratic governments which are listed in the textbook. An explanation of this repeated correspondence can be related to the classroom style of teaching, which is explained in chapter 2.2.c. The lack of independent thinking will often result in students answering straight from the book, and since they have not been taught to think critically, they are also likely to be “victims” of theoretic inculcation.

Their lack of critical thinking can be seen in the light of Diamond and Morlino’s definition of a democracy, which claims that a democracy requires alternative sources of information (2005, p. x-xi). Many people in Tanzania suffer from poverty, and do not have access to the mass media, such as newspapers and news channels on the TV or radio. The situation in the school where the informants live is the same. The girls do not read newspapers, and the school does not provide the students with TVs or computers. Based on these circumstances, the girls can be affected by the persistent teaching where ideas and theories are implemented, and their only source of information is the textbook. Hence, their views and beliefs can be the result of an indoctrination from the school, and if the book supports what they are taught, they can in one way be seen as “brainwashed”. However, a couple of students show the ability to critical reflection and are not part of this indoctrination in such extent.

The Civics Syllabus for Secondary School has a purpose under the section “Aims and Objectives of Education in Tanzania”. Here, it reads:

The general objectives of education in Tanzania are: (...) h) Inculcate principles of the national ethics and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters (Tanzania Institute of Education, 2005, p. iv).

The United Republic of Tanzania actually states that one of their educational aims is to inculcate principles on their students. To inculcate is a very strong word, and it can suggest a way of brainwashing the students. Some views of the textbook can support this approach. For instance, the book states, as mentioned in chapter 5.1, that the parties in Tanganyika and Zanzibar were well-organized, strong and active, and that all parties were doing what their members were expecting them to do (Abeid & Olotu, 2009, p. 57). However, by saying that no parties did anything they were not supposed to do can be seen as a way of sugar-coating the political situation. One example that disproves the assertion in the textbook is a happening in 1963, during the independence, when two minority parties formed the government, even though there was no support among the majority of the citizens (Christophersen, 2018, p. 55). This is an action which strides against the democratic principles, and all political parties did therefore not do what was expected by its members.

Also, the book mentions that election campaigns should be allowed to be held without any disruption from other parties, and that free and fair elections cannot be achieved if political parties and the government do not tolerate each others’ political activities (Abeid & Olotu, 2009, p. 62). However, a newspaper article from last year claims that the “installation of the Magufuli regime in 2015” has led to “a creeping dictatorship or petty dictatorship dressed in populist garb”, giving a “shrinkage of political, economic, social as well as legal and human rights spaces”, and is illustrated by Magufuli’s regime “abrogating freedom of assembly by arbitrary and unconstitutional banning of public rallies by the opposition parties” (Baregu, 2018). This is

contradictory to the textbook, which states that free and fair elections, which is a basic principle of democratic governments, does not occur when political parties are not tolerating the political activities of other parties. Again, the textbook is presenting the Tanzanian democracy as idealistic and flawless.

Despite the idealistic presentation the book promotes, it is highly important to emphasise the fact that the textbook was published in 2009. That was six years before John Magufuli was elected as President, and many of the contemporary restrictions of democratic principles such as freedom of speech and freedom of press, was not yet in place (Rakner, 2018). Many of the criticisms of Tanzania not being a genuine democracy is quite directly related to him bringing the country down a steep hill as he is reversing the democratisation. However, in 2009, the President was Mr. Jakaya Kikwete, and even though his regime was characterised by stability and economic progress, there was still an increase in corruption. Also in 2008, the Prime Minister, Mr. Edward Lowassa, was forced to resign as a result of a big corruption case (Vågenes & Haugen, 2018, p. 93). This was most likely still a current happening when the book was written, and the level of idealism of Tanzania that the book presents can therefore be seen in some ways as misleading. The authors of the book did not have the possibility to predict the future, and can therefore to some extent be excused for not having a very representative view of the democracy of Tanzania, but they are not completely excused for their glorification of the Tanzanian governance.

As Diamond and Morlino argue, the four most necessary dimensions of a democracy are universal adult suffrage, free and fair elections, a competitive multi-party system, and alternative sources of information (2005, p. x-xi). The universal adult suffrage in Tanzania is a dimension that can be seen as fulfilled in a satisfying way. Relatively free and fair elections have been present over the last couple of years, and there is a multi-party system in Tanzanian politics today even though the same party has been ruling since independence. Likewise, the access to alternative sources of information is available, even though it is not accessible in all areas of society, such as in the school where the informants live. There might be many things that can be done in Tanzania to assure a more democratic society, but seen in the light of the three statistic elements given by the United Nations Association of Norway, the level of democracy is good compared to the African context.

Applying Diamond and Morlino's theory to the perceptions of the girls and the focus of the textbook, one sees that the girls tend to think about three of the dimensions the theory displays, and that the textbook presents much information about some of them.

Firstly, the most frequent expression from the first two tasks was "equality", and can be linked to universal adult suffrage. The book has some information about who is eligible to vote in Tanzanian elections, and the findings reveal that the girls pay a lot of attention to this dimension of democracy. Secondly, free and fair elections was the second most frequent answer in the same tasks, and the textbook has one whole chapter dedicated to "democratic elections". Again, the compliance between the students' perceptions, the book's focus and the theory of the second dimension is evident. Thirdly, a competitive multi-party system is mentioned in the book, but says little about the situation in Tanzania. The findings show that 18% of the students mention multipartyism as one of the three most important issues in a democracy. The accordance between the students and the book makes sense as multipartyism only gets limited attention in the book, and consequently only nine girls mention it. Finally, the dimension of alternative sources of information is barely mentioned at all in the textbook, and it only mentioned by one student in the questionnaire. This shows that the compliance between the book and the students is apparent, but that they do not act in accordance with Diamond and Morlino's theory.

7 CONCLUSION

This Bachelor's Thesis aims to answer the research question "What perceptions of democracy can be found among Tanzanian secondary school students, and how does this coincide with how the textbook presents it?". Overall, looking at the Tanzanian secondary school students' perceptions of democracy shows that many students have the same understandings and ideas, but that there still is a great variety between them. Some students show great ability in reflection and critical thinking, whereas others seem to swallow all information raw. The textbook might not manage to include all four basic dimensions of democracy that Diamond and Morlino argue are necessary in a "quality" democracy, but still gives a fair idea of what features democracy and democratic elections involve. The findings suggest that most of the students seem satisfied with the Tanzanian democracy, and even though we see threats suggesting democratic shrinking, the most important discovery is perhaps that the students live in a country they are pleased with. Certainly, the great majority of the girls classify Tanzania as the most democratic country out of five of their neighbours, and also seem to think that most of the basic principles of democracy are being enforced in Tanzania.

Furthermore, the findings indicate that many of the girls are educated to believe that their country might be more democratic than the reality actually is, and consequently they end up blinded by the school's indoctrination and persuasion. This is not what one strives for in a democracy, but the lack of alternative sources of information and their style of teaching makes it challenging for the girls to distinguish between what is genuine and what is not.

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9 APPENDIXES

9.1 Exercise sheet about democracy

Exercise sheet about democracy

1. What is the first word you think about when you hear 'democracy'? Write it below.

2. What do you think are the most important things in a democracy? List three issues below.

a. _____

b. _____

c. _____

3. How democratic is Tanzania as a country? Place Tanzania where you find it reasonable on a scale from 1 (non-democratic) to 10 (fully democratic), and explain briefly your choice below.

Non-democratic

Democratic

1	2	3	4	5	6	7	8	9	10

Explanation: _____

4. How would you range Tanzania in relation to Kenya, DR Congo, Burundi, Rwanda and Uganda considering how democratic they are? Please draw a line from each country to the scale from 1 (the most democratic country) to 6 (the least democratic country).

1	<i>Most democratic</i>	Burundi	
2		DR Congo	
3		Kenya	
4		Rwanda	
5		Tanzania	
6	<i>Least democratic</i>	Uganda	

5. Make a drawing of a democracy, i.e. how you picture a democracy.



9.2 Screenshot from NSD (English)

NSD MELDESKJEMA FOR BEHANDLING AV PERSONOPPLYSNINGER English ▾ Log in

Which personal data will be processed?

What are personal data?
What is processing?

Name (also with signature/written consent) [?](#)

Yes No

National ID number or other personal identification number [?](#)

Yes No

Date of birth

Yes No

Address or telephone number

Yes No

Email address, IP address or other online identifier [?](#)

Yes No

Photographs or video recordings of people [?](#)

Yes No

Sound recordings of people [?](#)

Yes No

GPS data or other geolocation data (electronic communications) [?](#)

Yes No

Background data that can identify a person [?](#)

Yes No

Genetic data [?](#)

Yes No

Biometric data [?](#)

Yes No

Other data that can identify a person [?](#)

Yes No

You have indicated that no personal data will be processed in the project.
If you will only be processing anonymous data you should not notify your project. Anonymous data are data where individual persons are not/no longer identifiable; not directly, indirectly or via email/IP address or scrambling key.

Note that this is not a formal assessment but is guidance based on the answers you have given above.

9.3 Screenshot from NSD (Norwegian)

NSD MELDESKJEMA FOR BEHANDLING AV PERSONOPPLYSNINGER Norsk ▾ Logg inn

Hvilke personopplysninger skal du behandle?

Hva er personopplysninger?
Hva er behandling?

Navn (også ved signatur/samtykke) ?

Ja Nei

Fødselsnummer eller andre nasjonale identifikasjonsnumre ?

Ja Nei

Fødselsdato

Ja Nei

Adresse eller telefonnummer

Ja Nei

E-postadresse, IP-adresse eller annen nettidentifikator ?

Ja Nei

Bilder eller videoopptak av personer ?

Ja Nei

Lydoptak av personer ?

Ja Nei

Gps eller andre lokaliseringsdata (elektroniske spor) ?

Ja Nei

Bakgrunnsopplysninger som vil kunne identifisere en person ?

Ja Nei

Genetiske opplysninger ?

Ja Nei

Biometriske opplysninger ?

Ja Nei

Andre opplysninger som vil kunne identifisere en fysisk person ?

Ja Nei

Du har oppgitt at ingen personopplysninger skal behandles i prosjektet.

Dersom du kun skal behandle anonyme opplysninger, skal du ikke melde prosjektet. Et anonymt datamateriale består av opplysninger som ikke på noe vis kan identifisere enkeltpersoner, hverken direkte, indirekte eller via e-post/IP-adresse eller koblingsnøkkel.

Vi gjør oppmerksom på at dette ikke er en formell vurdering, men en veiledning basert på svarene du har gitt over.

Exercise sheet about democracy

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b. _____

c. _____

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Explanation: _____

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5. Make a drawing of a democracy, i.e. how you picture a democracy.

