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A Thesis Presented in Partial Fulfilment of the Requirements for the Degree of

Doctor of Philosophy (PhD)

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Moshi Amsi Mislay

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Dedication

I dedicate this thesis to my beloved late parents, Amsi Mislay Mandoo and Axweso Baran Akonina, for their significant contribution in critical and discursive socialisation and construction of my identity. They spent their energy and resources on my schooling, from primary to tertiary education. Throughout her life, my mother constructed my identity through the discourses that emphasised loving people and life. My father encouraged me to love books and learning, and I will remember his efforts in forming my identity. For the short time I lived with him, he encouraged me to spend my time at school. May both their souls rest in peace.

Further, I dedicate this thesis to my beloved family members: my wife, Beatrice Hhoki, and daughters, Lilian Axweso and Glory Arohaina, for their perseverance for four years during my PhD study between 2011 to 2015.
Declaration

I, Moshi Amsi Mislay, declare that this thesis is a product of my own work, except where due acknowledgment has been made, and that it has not been submitted to this University or to any other institution in application for admission to a degree, diploma, or other qualifications.

Thesis Supervisors

This thesis was firmly supervised by:

1. Professor John Gerard O’Neill, Massey University Institute of Education
2. Doctor Kama Jean Weir, Massey University Institute of Education
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Abstract

Before Tanzania enjoyed the fruits of postcolonial education policy reforms, the country was hit by the world economic crises in the 1970s. Consequently, Tanzania and other developing countries turned to the World Bank and International Monetary Fund (IMF) that imposed, financed, and controlled her education and economic policy through the Structural Adjustment Programmes (SAP) of the 1980s. Thus, Tanzania adopted education privatisation and marketisation policies during the 1990s. More specifically, in 1991, the Policy on Production and Distribution of School and College Books, which I will call Marketisation Policy, redefined school and college curriculum resources according to market principles.

The purpose of this study was to critically analyse how marketisation policy reforms, reconstructed at societal, institutional, and local classroom levels, reshaped teachers’ subjectivities and practices between 1992 and 2012. Using an ethnographic case study of three secondary schools from northern Tanzania, the study examines teachers’ work histories, politics, and cultures using a combination of Critical Discourse Analysis (CDA) (Fairclough, 1989, 1992, 1995, 2015) and the theory of pedagogic discourse (Bernstein, 1971, 1975, 1990, 1996, 1999, 2000). The study aimed to answer three research questions, namely: (1) What policy texts and discourses were constructed in the process of marketisation policy interpretation in secondary schools? (2) How do marketisation policy texts and discourses reshape secondary school teachers’ subject positions and pedagogical codes? and (3) How do the subject positions and pedagogical codes constructed by marketisation policy texts and discourses reshape teachers’ pedagogic practices and official knowledge construction? Marketisation policy implementation and professional documents, interview and focus group transcripts, and classroom observation notes were collected from the three schools. These were analysed to discern themes that characterised the nature, history, and politics of teachers’ work practices.

Findings indicate that marketisation policy texts and discourses positioned secondary school teachers as passive and dependent consumers of marketised curriculum resources (MCR) produced by private publishers and the state. They were also positioned as lacking knowledge to plan, decide, and implement curricula, pedagogic, and evaluation practices. These subject positions constrained teacher creativity and critical thinking, and reproduced capitalist publishers and state power and ideologies through the policy texts and discourses. Curricular, pedagogical, and evaluative cultural practices were dominated and influenced by capitalist publishers and the state through marketisation policy texts and the discourses of finance, MCR, educational materials’ approval, and advertising. The study documents how marketisation policy aims, objectives, outcomes, and pedagogic strategies reflected the aims and effects of both colonial and postcolonial education policy.

Teachers and students constructed multiple power/knowledge and resistance to dominant discourses based on accessible MCR, private tuition, past educational training, collaboration with colleagues, and attending some training. However, although
these discourses empowered them to construct and exercise power/knowledge to respond to marketisation policy discursive constraints, they also reconstructed curriculum domination because of students’ limited access to MCR and classroom curriculum discourses.
# Table of Contents

Dedication......................................................................................................................................... i  
Declaration....................................................................................................................................... ii  
Acknowledgements......................................................................................................................... iii  
Abstract............................................................................................................................................ v  
Table of Contents........................................................................................................................... vii  
List of Figures ............................................................................................................................... xvi  
Abbreviations.............................................................................................................................. xviii  

## INTRODUCTION TO THE STUDY

1. Introduction ...................................................................................................................................... 1  
   My interest and motivation to conduct this study............................................................................. 1  
   The study’s focus............................................................................................................................. 2  
   Thesis overview ............................................................................................................................. 3  

## CHAPTER ONE

1.1 Introduction and chapter overview ............................................................................................ 6  
1.2 Basic information about Tanzania and its education system ..................................................... 7  
   1.2.1 Basic information................................................................................................................ 7  
   1.2.2 Education structure and secondary school curriculum organisation ................................... 8  
1.3 Tanzania’s secondary education policy before independence .................................................. 9  
   1.3.1 Tanzania’s pre-colonial education policy ....................................................................... 9  
   1.3.2 Colonial education policy and the construction of cultural and ideological change......... 10  
1.4 Education policy reforms and politics after independence ...................................................... 12  
   1.4.1 Educational policy reforms between 1961 and 1965 ........................................................ 12  
   1.4.2 Educational policy reforms between 1966 and 1980 ........................................................ 13  
   1.4.3 Educational policy reforms during the adoption of SAP (1980-1990) ............................. 16  
1.5 Education policy reforms after 1990: The politics of neoliberalism........................................ 18  
   1.5.1 The politics of marketisation policy reforms .................................................................... 19  
      1.5.1.1 The politics of empowering the private local publishers ......................................... 19  
      1.5.1.2 The politics of competition ...................................................................................... 22  
      1.5.1.3 Institutional restructuring and reformation .............................................................. 23
1.5.2 Secondary school curricula policy reforms ................................................................. 24
  1.5.2.1 Curricular reforms between 1990s and 2005 ............................................................. 25
  1.5.2.2 Curricular reforms from 2005: SEDP and the ‘competence-based curriculum’ ...... 26

1.5.3 The challenges of the marketisation policy for secondary schooling and teachers’ work 27
  1.5.3.1 Macropolitical and socioeconomic problems ............................................................ 28
  1.5.3.2 Marketisation policy silences and other related policy changes ............................... 28
  1.5.3.3 Secondary school expansion ...................................................................................... 29
  1.5.3.4 The politics of textbook availability .......................................................................... 30
  1.5.3.5 Declining secondary education sub-sector financing and corruption ....................... 30
  1.5.3.6 Declining educational achievement and growing disparities ..................................... 32

1.6 Chapter summary and conclusion .................................................................................... 33

CHAPTER TWO ........................................................................................................................... 34
SECONDARY SCHOOL TEACHERS’ WORK: HISTORICAL, POLITICAL, AND
SOCIOCULTURAL CONTEXTS .............................................................................................. 34
2.1 Introduction and chapter overview .................................................................................... 34

2.2 Secondary school curriculum and official knowledge ......................................................... 34
  2.2.1 Conceptualizing curriculum, official knowledge, and literacy ................................... 35
  2.2.2 Democratic curriculum, critical thinking, creativity, and official knowledge construction 40
  2.2.3 Neoliberalism and the politics of secondary curriculum texts and official knowledge .... 42
  2.2.4 Curriculum policy and the politics of class, gender, and race reproduction ............... 47
  2.2.5 The politics of secondary school curriculum evaluation .............................................. 49

2.3 Teachers’ professional identity politics during educational policy reforms ..................... 51
  2.3.1 Theoretical overview of teacher professional identity .................................................. 51
  2.3.2 Teacher empowerment ................................................................................................. 54
  2.3.3 Teaching as a reflective activity .................................................................................... 55
  2.3.4 Teachers as researchers, theorists, and strategists ....................................................... 56
  2.3.5 Teachers as socially organised and collaborative workers ......................................... 58

2.4 The effects of domination and the control of teachers’ work .......................................... 58
  2.4.1 Material, ideological, and political effects ..................................................................... 59
  2.4.2 Teachers and students’ critical literacy and numeracy ................................................. 60

2.5 Education policy, and teachers’ pedagogical code, knowledge, and identity construction .......................... 61
  2.5.1 Teachers’ pedagogical codes and the construction of power/knowledge and identity ..... 61
  2.5.2 The politics of classroom pedagogic practice ............................................................. 65
  2.5.3 The sociocultural contexts of classroom pedagogic practice ....................................... 69

2.6 Chapter summary, literature gap, and study focus .......................................................... 73
CHAPTER THREE
THEORISING MARKETISATION POLICY PROCESS AND DISCURSIVE EFFECTS ON TEACHERS’ WORK

3.1 Introduction and chapter overview

3.2 Understanding education policy: Meaning, nature, process, and scope

3.2.1 The changing meaning of ‘policy’

3.2.2 Policy enactment as opposed to policy implementation

3.2.3 Education policy processes and practices as political

3.2.4 Educational policy analysis

3.3 Developments in education and public policy analysis research

3.3.1 Rational or traditional policy analysis approaches

3.3.2 Interpretive or hermeneutic approaches to policy analysis

3.3.3 Critical approaches to education policy analysis

3.3.3.1 Critical Discourse Analysis (CDA)

3.3.3.1.1 Marketisation policy discourses as ‘texts’

3.3.3.1.2 Marketisation policy discourses as ‘discursive practices’

3.3.3.1.3 Marketisation policy discourses as ‘social practice’

3.3.3.2 Bernstein’s theory of pedagogic discourse

3.3.3.3 Critical ethnography

3.3.4 Poststructuralist theoretical approaches to education policy analysis

3.3.4.1 Poststructuralist theories of practice

3.3.4.2 Poststructuralist discourse theory

3.3.4.2.1 Subject positions and subjectivity

3.3.4.2.2 Marketisation policy discourses and power/knowledge

3.4 Chapter summary and conclusion

CHAPTER FOUR
METHODOLOGICAL FRAMEWORK

4.1 Introduction and chapter overview

4.2 Research design

4.2.1 The selection of case study schools and participants

4.2.2 Data collection

4.2.2.1 In-depth semi-structured interviews

4.2.2.2 Students’ focus group discussions (FGD)

4.2.2.3 Non-participant observation of classroom cultural practices

4.2.2.4 Policy and professional documents
4.2.3 Case study database and researcher journal ................................................................. 122
4.2.4 Data/discourse analysis ................................................................................................. 122
4.3 Ethical consideration ....................................................................................................... 128
4.4 Findings’ trustworthiness and researcher reflexivity ....................................................... 128
4.5 Chapter summary and conclusion .................................................................................. 130

CHAPTER FIVE ......................................................................................................................... 131
CASE STUDY SCHOOLS’ INSTITUTIONAL CONTEXTS AND STUDY PARTICIPANTS131
5.1 Introduction and chapter overview ................................................................................ 131
5.2 Schools’ history, location, and management ................................................................. 131
5.3 Teachers’ population, welfare, and participation in the study ....................................... 133
5.4 Student population and participation in the study ........................................................ 134
5.5 Schools’ physical resources ............................................................................................ 136
5.6 Curriculum organisation and construction .................................................................... 136
5.7 The state of marketised curriculum resources (MCR) .................................................. 137
5.8 Chapter summary and conclusion .................................................................................. 140

CHAPTER SIX ............................................................................................................................ 141
POLITICAL STRUGGLE FOR DOMINATION OF SECONDARY SCHOOL MARKETISATION POLICY ................................................................. 141
6.1 Introduction and chapter overview ................................................................................ 141
6.2 Marketisation policy texts and discourses .................................................................... 142
6.2.1 Marketised curriculum resource (MCR) discourses .................................................. 142
6.2.2 Advertising discourses ............................................................................................... 144
6.2.3 Financial discourses .................................................................................................... 145
6.2.4 ‘Educational materials approval’ discourses .............................................................. 146
6.3 Contenders in the political struggle for domination of schools’ marketisation policy .... 147
6.3.1 Global and local capitalist institutions, states, publishers, and distributors ............. 148
6.3.2 Government agencies, groups, and individuals .......................................................... 149
6.3.1.1 Curriculum policy discourses ................................................................................. 149
6.3.1.2 School inspection policy discourses ..................................................................... 152
6.3.1.3 Legal discourses .................................................................................................... 153
6.3.3 Professional associations and other organisations ..................................................... 155
6.3.4 School management and administrative officials ....................................................... 156
6.3.4.1 School and departmental meeting discourses ....................................................... 157
6.3.4.2 School library and ‘book safety’ discourses ............................................................ 159
6.3.5 Subject teachers .............................................................................................................. 159
6.3.5.1 Private tuition discourses ......................................................................................... 159
6.3.5.2 In-service teacher education and on-the-job professional development .................. 160
6.3.5.3 The difficulty discourses .......................................................................................... 161
6.3.5.4 Teacher remuneration policy discourses .................................................................. 162
6.3.6 Parents and the community ............................................................................................. 162
6.3.7 Secondary school students .............................................................................................. 163
6.4 Chapter summary and conclusion ........................................................................................ 164

CHAPTER SEVEN ..................................................................................................................... 165
RESHAPING SECONDARY SCHOOL TEACHERS’ PEDAGOGICAL CODES AND
PROFESSIONAL IDENTITY .................................................................................................... 165
7.1 Introduction and chapter overview ........................................................................................ 165

7.2 Reshaping curriculum/official knowledge planning and decision making ...................... 166
7.2.1 Reshaping access to resources and schools’ policy decision making ......................... 166
7.2.1.1 The influence of capitalist agents and state policymakers ....................................... 166
7.2.1.2 School micropolitical struggles ................................................................................ 175
7.2.1.3 Parents’ discourses ................................................................................................... 178
7.2.2 Framing and organising MCR discourses ....................................................................... 179
7.2.3 Supplying ‘free’ and ‘cheap’ MCR ............................................................................... 181
7.2.4 Producing MCR that were highly demanded and donor-financed, and for specific
subjects ..................................................................................................................................... 182
7.2.5 Advertising discourses .................................................................................................... 182
7.3 Reshaping classroom pedagogic planning and decision-making .................................... 186
7.3.1 Influencing single and specific pedagogies as given and inflexible ............................... 186
7.3.2 Influencing pedagogies by specifying teaching and learning time ................................. 188
7.4 Reshaping teachers’ curriculum evaluation planning decisions .................................... 188
7.4.1 Constructing what and how teachers should evaluate ..................................................... 188
7.4.2 Constructing when teachers should evaluate .................................................................. 196
7.5 Chapter summary and conclusion ........................................................................................ 199

CHAPTER EIGHT ...................................................................................................................... 200
THE POLITICS OF THE MARKETISED SECONDARY CURRICULUM AND OFFICIAL
KNOWLEDGE ............................................................................................................................ 200
8.1 Introduction and chapter overview ....................................................................................... 200
8.2 The politics of curriculum planning and decision making .................................................. 201
8.2.1 Curriculum content selection ......................................................................................... 201
8.2.2 Curriculum objectives’ selection and setting ......................................................... 206

8.3 The politics of classroom pedagogy selection, practice, and resistance .................. 219

8.3.1 Reproduction of dominant pedagogic practices and passive learning cultures ......... 220
  8.3.1.1 Lesson notes copying ......................................................................................... 220
  8.3.1.2 Teacher lecturing ............................................................................................... 221
  8.3.1.3 A student or a teacher reading aloud for others ............................................... 222

8.3.2 Students’ resistance, negotiation, and compliance to dominant pedagogies .......... 225
  8.3.2.1 Hiding teachers’ lesson notes ............................................................................ 225
  8.3.2.2 Abstaining from classroom lessons, exercises, and homework ......................... 226
  8.3.2.3 Verbal resistance, passive actions, and reporting to authorities ......................... 227
  8.3.2.4 Students’ strikes or riots ................................................................................... 228

8.4 The struggle for reproduction of dominant cultures and power/knowledge ............ 229

8.4.1 Reproduction of consumer cultures ........................................................................ 230
  8.4.1.1 School textbooks and stationery discourses ....................................................... 230
  8.4.1.2 Shopping and eating discourses ......................................................................... 231
  8.4.1.3 Travelling and communication discourses ........................................................ 234
  8.4.1.4 Reproductive health products .......................................................................... 235

8.4.2 Construction of competition cultures and class power/knowledge ....................... 236

8.4.3 Struggle for reproduction of gender, race, and ethnic and class power/knowledge ... 238
  8.4.3.1 Cultural and artistic texts and discourses: Music genres ..................................... 238
  8.4.3.2 Major historical events ..................................................................................... 242

8.4.4 English Language discourses ............................................................................... 243

8.4.5 Christian religious knowledge and ideologies ...................................................... 245

8.5 Chapter summary and conclusion ............................................................................. 246

CHAPTER NINE .................................................................................................................. 248
SECONDARY TEACHERS’ REFLECTIVE PRACTICE, AGENCY, AND RECONSTRUCTION OF PROFESSIONAL IDENTITY .......................................................... 248

9.1 Introduction and chapter overview ............................................................................. 248

9.2 Some general teacher reflexivity that reshaped their identity and agency ................. 249

9.3 Sulata Jacob ............................................................................................................... 251
  9.3.1 Personal profile .................................................................................................... 251

9.4 Maneno Mainata ........................................................................................................ 256
  9.4.1 Personal profile .................................................................................................... 256
9.4.2 Professional knowledge construction: Activeness and motivation .................................................. 256
9.4.3 Knowledge of students’ background and needs ........................................................................... 260
9.5 Mwanne Karoli .................................................................................................................................. 263
9.5.1 Personal profile .......................................................................................................................... 263
9.5.2 Power/knowledge construction ..................................................................................................... 263
9.5.3 Change in pedagogic practices ..................................................................................................... 265
9.6 Chapter summary and conclusion .................................................................................................... 266

CHAPTER TEN ........................................................................................................................................ 268
TEACHERS’ WORK IN THE CONTEXT OF MARKETISATION POLICY REFORMS ........................................................................................................ 268
10.1 Introduction and chapter overview ............................................................................................... 268
10.2 Summary of the findings .................................................................................................................. 269
10.2.1 The politics of marketisation policy interpretation in practice .......................................................... 269
10.2.2 Reshaping secondary teachers’ pedagogical codes ..................................................................... 270
10.2.3 The politics of the marketised curriculum and official knowledge reproduction ........................................... 270
10.2.4 Secondary teachers’ agency and reconstruction of professional identity ........................................ 271
10.3 Globalisation, capitalism, and education marketisation policy and politics ...................................... 272
10.4 The politics of domination and access to discourse and teacher professional identity .................... 276
10.4.1 Democratic teachers’ work: Empowering teachers and students ...................................................... 277
10.4.2 Teacher professional identity reclamation ..................................................................................... 278
10.5 Pedagogic practice and the reproduction of dominant class, gender, and race power/knowledge and inequality .................................................................................................................................................................................. 283
10.5.1 Pedagogic practices and the discursive reproduction of social class power and inequality ...................... 283
10.5.2 Market failure in textbook production and reproduction of social class inequalities ................................... 289
10.5.3 Reproduction of examination ideologies and the reconstruction of class inequalities ................. 291
10.6 Chapter summary and conclusion .................................................................................................... 293

CHAPTER ELEVEN .................................................................................................................................... 294
CONCLUSIONS AND RECOMMENDATIONS ............................................................................................. 294
11.1 Introduction and chapter overview .................................................................................................... 294
11.2 Restatement of study’s purpose and research questions ..................................................................... 294
11.3 Strengths and limitations of the study .............................................................................................. 295
11.3.1 Strengths and limitations of the theoretical and methodological frame ........................................... 295
11.3.2 Study’s limitations ........................................................................................................ 296
11.4 Study’s conclusions ............................................................................................................. 297
11.4.1 Politics of marketisation policy interpretation .............................................................. 297
11.4.2 Marketisation policy and teachers’ pedagogical codes and identity ............................... 298
11.4.3 Marketisation policy and teachers’ pedagogic practices ................................................. 299
11.5 Study’s implications for policy and practice ................................................................. 301
11.5.1 Education policymakers and researchers ...................................................................... 302
11.5.2 Secondary school subject teachers ................................................................................ 304
11.6 Suggestions for further research ...................................................................................... 305
REFERENCES ............................................................................................................................ 306
NOTES ........................................................................................................................................ 349
APPENDICES ............................................................................................................................. 352
Appendix 1: Permission to Conduct a Research Project in Secondary Schools ...................... 352
Appendix 2: Information Sheet for School Administrators ...................................................... 354
Appendix 3: Interview Guiding Questions for School Administrators ..................................... 356
Appendix 4: Information Sheet for Subject Teachers ................................................................. 358
Appendix 5: Subject Teachers’ Interview Guiding Questions .................................................. 361
Appendix 5b: Classroom Lesson Observation Schedule .......................................................... 363
Appendix 6: Students’ Information Sheet .................................................................................. 364
Appendix 7: A Guide for Students’ Focus Group Discussions ................................................ 366
Appendix 8: Confidentiality Agreement .................................................................................... 367
Appendix 9: Consent Form for School Administrators and Subject Teachers .......................... 368
Appendix 10: Students’ Consent Form ..................................................................................... 369
Appendix 11: A Bibliographic List of Marketised Curriculum Texts ........................................ 370
Appendix 12: Amendments of Percentage Distribution of Fees for Day/ Boarding College/ School ......................................................................................................................... 377
Appendix 13: List of Marketised Curriculum Resources Suggested by School Inspectors........ 378
Appendix 15: Form Five 2005/2006 Admission Application Form for “Urpisa” ...................... 384
Appendix 16: Two National Songs and National Symbols ........................................................ 386
Appendix 17: Observation Notes Excerpt from Recorded Mathematics Lesson ...................... 388
Appendix 18: Fifteen Examination Rules and Regulations .............................................................. 391
Appendix 19: Summary of Form IV National Examination (CSEE) Performance in Percentage and Division from 1995 and 2012 ......................................................................................... 392
Appendix 20: Permission Letters to the Case Study Schools and Other Institutions .................. 393
Appendix 21: Selected English and Biology Curriculum Texts between 1996 and 2012 .......... 404
Appendix 22: A Sample of Biology Teacher’s Lesson Plan ............................................................ 405
Appendix 23: A Sample of Rugosa Maths Teacher’s Lesson Plan .................................................. 406
Appendix 24: A Sample of Biology Curriculum Contents Form III Taught at Urpisa .............. 409
Appendix 25: A Sample of Form IV Mathematics Curriculum Contents on “Trigonometry” .... 415
Appendix 26: Book Price List Provided by Tanzania Institute of Education .............................. 424
Appendix 27: A Sample of Biology Curriculum Content on Muscles and Movement ............. 429
Appendix 28: A List of Mostly Imported Marketised Basic Mathematics Textbooks .......... 432
Appendix 29: A List of Mostly Marketised imported Biology Textbooks Referred in Biology Theory Teachers’ Manual (TIE, 2011c) ........................................................................................................... 435
Appendix 30: A List of Imported Biology Textbooks Referred in Teachers’ Manual .......... 438
Appendix 31: A List of Mostly Imported Textbooks Referred in Teachers’ Manual .............. 440
Appendix 32: Description of Participants (Except students) ......................................................... 442
Appendix 33: Policy on Production and Distribution of School and College Books .............. 443
Appendix 34: Recommended English Language Books for Teacher Education Programme .... 449
Appendix 35: A Reading List for Marketised Biology Diploma in Education Programme ....... 450
List of Figures

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1: A map of Tanzania with Arusha Region as an area of study</td>
<td>7</td>
</tr>
<tr>
<td>Figure 2: Percentage of secondary education sub-sectors’ budget share in the total education sector budget from 1995 to 2012</td>
<td>31</td>
</tr>
<tr>
<td>Figure 3: Advertising discourses emphasising EMAC approval, inspectorate-based authors, and exercises</td>
<td>145</td>
</tr>
<tr>
<td>Figure 4: A Sample of marketised books approval certificate offered by EMAC</td>
<td>147</td>
</tr>
<tr>
<td>Figure 5: An advertisement emphasising EMAC approval for privately published books</td>
<td>147</td>
</tr>
<tr>
<td>Figure 6: MAT’s letter on research competition and textbook advertising for schools</td>
<td>156</td>
</tr>
<tr>
<td>Figure 7: Advertisement for English marketised textbooks emphasizing ‘free teacher’s guides’</td>
<td>182</td>
</tr>
<tr>
<td>Figure 8: Influencing school administrators’ textbook selection through letters</td>
<td>183</td>
</tr>
<tr>
<td>Figure 9: Influencing school textbook selection through publishers’ catalogue</td>
<td>185</td>
</tr>
<tr>
<td>Figure 10: Reshaping the form and frequency of the BAM curriculum assessment</td>
<td>190</td>
</tr>
<tr>
<td>Figure 11: Reshaping the content and form of Biology curriculum evaluation with ‘test questions’</td>
<td>191</td>
</tr>
<tr>
<td>Figure 12: Reshaping the content and form of Biology curriculum evaluation with ‘answers to exercises’</td>
<td>191</td>
</tr>
<tr>
<td>Figure 13: Reshaping teacher evaluation practices through past national examination texts I</td>
<td>192</td>
</tr>
<tr>
<td>Figure 14: Reshaping teacher evaluation practices through past national examination texts II</td>
<td>193</td>
</tr>
<tr>
<td>Figure 15: Reshaping teacher evaluation practices through past national examination texts III</td>
<td>193</td>
</tr>
<tr>
<td>Figure 16: Reshaping teacher evaluation practices through past national examination texts IV</td>
<td>193</td>
</tr>
<tr>
<td>Figure 17: Reshaping teacher evaluation practices through past national examination texts V</td>
<td>194</td>
</tr>
<tr>
<td>Figure 18: Reshaping teacher evaluation practices through ‘test one’</td>
<td>194</td>
</tr>
<tr>
<td>Figure 19: Reshaping teacher evaluation practices through ‘test two’</td>
<td>195</td>
</tr>
<tr>
<td>Figure 20: Reshaping teacher evaluation practices through ‘test three’</td>
<td>195</td>
</tr>
<tr>
<td>Figure 21: Marketised teachers’ lesson plan</td>
<td>198</td>
</tr>
<tr>
<td>Figure 22: Urgova Mathematics departmental books requisition letter</td>
<td>202</td>
</tr>
<tr>
<td>Figure 23: Influencing departmental curriculum content selection through a publisher’s catalogue</td>
<td>203</td>
</tr>
<tr>
<td>Figure 24: Curriculum plan for ‘Sine and Cosine Functions’ subtopic taught by Mura at Rugosa</td>
<td>208</td>
</tr>
<tr>
<td>Figure 25: Curriculum content for ‘Sine and Cosine Functions’ sub-topic taught by Mura at Rugosa</td>
<td>213</td>
</tr>
<tr>
<td>Figure 26: Mura’s curriculum plan for ‘Applications of Trigonometrical Ratios’ sub-topic taught at Rugosa</td>
<td>216</td>
</tr>
<tr>
<td>Figure 27: Curriculum content for ‘Trigonometry’ topic taught by Mura at Rugosa</td>
<td>217</td>
</tr>
</tbody>
</table>
Figure 28: ‘Lowering and raising of the arm’ ........................................... 218
Figure 29: ‘Skeletal muscles’ ................................................................. 219
Figure 30: Reproducing gender and capitalist publishers’ power/knowledge
through textbook publishing knowledge ............................................. 230
Figure 31: Discursive construction of consumption cultures through advertising
drinks ................................................................................................. 232
Figure 32: Discursive construction of consumption cultures through advertising
food products ..................................................................................... 232
Figure 33: Discursive construction of consumption culture through shopping
discourses ......................................................................................... 233
Figure 34: Discursive construction of working class knowledge and ideologies
through advertising ............................................................................ 233
Figure 35: Discursive construction of consumption through telecommunication
devices I ............................................................................................... 234
Figure 36: Discursive construction of consumption through telecommunication
devices II ......................................................................................... 235
Figure 37: Discursive construction of competition cultures through best student
awards ................................................................................................... 237
Figure 38: Reproducing state power and hegemony through ‘building the
nation’ discourses ............................................................................... 238
Figure 39: Feminine and masculine representation of men and women in
English language textbooks ................................................................ 239
Figure 40: Feminine representation of women in English language textbooks I ...(239
Figure 41: Feminine representation of women in English language textbooks II ...(240
Figure 42: Cultural representation of African traditional beliefs in English
language textbooks ........................................................................... 240
Figure 43: Feminine representation of women in English language textbooks ...(241
Figure 44: Men’s masculine representation in English language textbooks ...... 241
Figure 45: Discursive construction of cultural hegemony through visual texts,
indicating ‘Countries where English is an official or important
language’ ............................................................................................. 244
Figure 46: Discursive construction of cultural hegemony through language
fluency and advertisement ................................................................ 244
Figure 47: Reproducing Western cultural power and consumption through
religious discourses .......................................................................... 245
Figure 48: Reproducing Western religious knowledge and beliefs ............... 246
Abbreviations

BAM  Basic Applied Mathematics
BAKITA  Baraza la Kiswahili la Taifa (National Kiswahili Council)
BMU  Book Management Unit
BAMVITA  Baraza la Maendeleo ya Vitabu Tanzania (Tanzania Book Development Council)
BSAT  Book Sellers Association of Tanzania
CG  Capitation grants
CR  Curriculum resources
CDA  Critical Discourse Analysis
COSMAT  Collaboration to Support Mathematics Teachers
ETP  Education and Training Policy
EMAC  Educational Materials Approval Committee
ELTSP  English Language Teaching Support Project
ESDP  Education Sector Development Programme
EALB  East African Literature Bureau
HOD  Head of Department
ICD  Institute of Curriculum Development
MoEC  Ministry of Education and Culture
MoEVT  Ministry of Education and Vocational Training
MAT  Mathematical Association of Tanzania
MCR  Marketised curriculum resources
MEMKWA  Mpango wa Elimu ya Msingi Kwa Walioiokosa (Complementary Basic
NECTA  The National Examinations Council of Tanzania
PATA  Publishers Association of Tanzania
PEDP  Primary Education Development Programme
PMO-RALG  Prime Minister’s Office, Regional Administration and Local
SEDP  Secondary Education Development Programme
SAP  Structural Adjustment Programmes
TIE  Tanzania Institute of Education
UDSM  University of Dar es Salaam
URT  The United Republic of Tanzania
TWA  Tanzania Writers Association
TEAMS  Teacher Education Assistance in Mathematics and Science Project