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**The Politics of Teachers' Work in the Context
of Curriculum Resources Marketisation Policy
Reforms in Three Secondary Schools in
Tanzania**

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

Doctor of Philosophy (PhD)

**at Massey University, Manawatu Campus, Palmerston North,
New Zealand**

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Dedication

I dedicate this thesis to my beloved late parents, *Amsi Mislai 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 Mislav**, 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.

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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