

**AN INVESTIGATION OF TEXTBOOKS VETTING AND
EVALUATION PROCESS IN TANZANIA**

BY

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DECLARATION

Declaration by the candidate

This thesis is my original work and has not been presented for a degree in any other University or college for academic purpose or any other purpose. No part of this thesis may be reproduced without prior written permission of the author and/or Moi University.

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DEDICATION

To my husband, Hamisi Shafii Msangi and my parents Mr. Ramadhani M. Geuza and Mrs. Mariam S. Muhenga; thank you for your love, prayers, care and support. I am what I am today, because of you. May God bless you always and grant you long, healthy and happy life.

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ABSTRACT

The vetting and evaluation process is important to ensure quality provision of textbooks. Although, vetting and evaluation process is important, the link and functional role of the publishers, Tanzania Institute of Education and the Ministry of Education and Vocational Training, who are the key players in the process seems to be unclear. This study aimed at investigating textbooks vetting and evaluation process in Tanzania in order to propose strategies that would enhance vetting and evaluation process. The objectives of the study were: to investigate the role of publishers and TIE in the textbooks vetting and evaluation process; to examine criteria which are used to approve primary and secondary school textbooks; to examine the differences between the multi-textbook vetting and evaluation process and single-textbook vetting and evaluation process; to examine the challenges faced by publishers in complying with Government's vetting and evaluation guidelines and to propose strategies that would enhance the vetting, evaluation and approval process. The study was guided by the Value Chain Theory which helps to understand relationship among various textbook publishing activities and how they help to improve the value of the textbooks. The study used a mixed method research design. This study was conducted in Dar es Salaam with a total population of 108 and a sample size of 58 respondents including: educational publishers managerial staff; Department of Planning and Policy in the Ministry of Education and Vocational Training, Baraza la Kiswahili Tanzania (publishing section), Tanzania Institute of Education (publishing section, Vetting Evaluation Section), and key staff of Publishers Association of Tanzania. The respondents were selected using purposeful and judgemental sampling techniques. Open and close-ended questionnaire as well as semi-structured interviews were used to collect data which were then analysed qualitatively and quantitatively. The major findings of the study were that; the textbooks vetting and evaluation process had not been professionally conducted although there were standard criteria used; and there was no well-defined textbook publishing and provision system as well as vetting and evaluation process which incorporate views of all the major stakeholders with a number of challenges facing the various players involved. There had not been a good relationship, clear communication and well established roles among key players involved in the vetting and evaluation process leading to conflict of interest between TIE and the publishers. The multiple-textbook publishing system was perceived to be more appropriate for the Tanzania education system than a single system. Thus, the study concluded that, there is a missing link between education system, curriculum development body and the publishing industry which result in ineffective vetting, evaluation and approval process that could not produce quality textbooks. Recommendations were; having an independent professional evaluation board with experienced experts in the field, have a well-defined timetable and effective communication; involving all important players in making important decisions, players should fulfil their duties effectively and make use of the new technology, enacting a book policy and adopting a limited multiple-textbook publishing system and the government should coordinate publishing activities but not participating in it.

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LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|----------|---|
| BAKITA - | Baraza la Kiswahili Tanzania |
| BMU- | Book Management Unity |
| CBP - | Children's' Book Project |
| EMAC – | Educational Material Approval Committee |
| MNP - | Mkuki na Nyota Publishers Ltd |
| MoEVT- | Ministry of Education and Vocational Training |
| NECTA – | National Examination Council of Tanzania |
| PATA - | Publishers' Association of Tanzania |
| TIE – | Tanzania Institute of Education |
| WIPO – | World Intellectual Property Organisation |

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Textbook vetting and evaluation process intends to ensure that the materials provided are relevant, of the required quality, suitable and would enhance learning efficiency and effectiveness. Evaluation and approval of both, core textbooks and supplementary instructional materials is the key to the success of any instructional activity. It is considered as one of the means for regulating and standardising the textbooks to maintain their quality across the nation and/or region (Mahmood, 2010). The vetting and evaluation process assures the nation that the teaching/learning materials produced are objectively checked for correctness and appropriateness of facts in order to help learners and trainers achieve their objectives.

Textbook evaluation refers to the process (usually done before, during or after publication by the government or a chosen institution) to inspect textbooks' value in terms of correctness and appropriateness of facts. It is also involve careful reading of a script by experts in the relevant field (Bgoya *et al*, 1997; Askerud, 1997). Textbook vetting is defined as a process of making a careful and critical examination of a textbooks. In this process, textbooks are checked thoroughly, in order to ensure quality, relevance and suitability for a teaching/learning process (Askerud, 1997). Textbook approval is a process of allowing a textbook to be used in schools after it has meet certain criteria set by the given board or institution which is in charge of assuring quality of textbooks produced (Askerud, 1997).

The Tanzanian government has undertaken various efforts to vet, evaluate and approve textbooks. The vetting and evaluation process was first introduced in 1999 under Educational Materials Approval Committee (EMAC). The process was first done by EMAC and later assigned to TIE in 2014. Educational Materials Approval Committee [EMAC] (1999, p.4) states that:

... an approval system is needed to assist teachers and other education professionals to select books, by guaranteeing the objectivity, correctness and relevance of the materials.

Thus, the vetting, evaluation and approval process aims at ensuring quality, objectivity, correctness and appropriateness of facts in order to help learners and trainers achieve their objectives. The approved textbooks are considered to be of the required standard and quality which serves as a marketing strategy for textbook publishers as it adds potential value to the buyers.

Books, textbooks in particular, reflect the goals and targets of education by following curriculum objectives and examination systems, and promoting appropriate teaching and learning methodologies (Bgoya et al, 1997). Textbooks have an enormous influence on what is taught and how it is taught. These are the backbone of instruction, especially in developing countries (Tyson, 1997 as cited by Mahmood, 2006). In Tanzania, textbooks are prepared based on the curriculum of the United Republic of Tanzania which is prepared by Tanzania Institute of Education (TIE). The Ministry of Education and Vocational Training (MoEVT) is the coordinator of all education provision activities including textbook publishing in Tanzania (EMAC, 1999). Publishers are key actors in the provision of textbooks; they provide the teaching/learning materials basing on the guidelines provided by the government (Bgoya et al, 1997).

1.2 Education in Tanzania

Education has been defined as the process/system of acquiring knowledge and skills through training and instruction to enable a person to appreciate and adapt the environment and the ever-changing social, political and economic conditions of the society (Makotsi & Nyariki, 1997). It is also considered a key component of development in the world. The World Bank (2011, p. vii) states that, “Clearly, Africa will not be able to sustain rapid growth without investing in the education of its people.” Consequently, textbooks are some of the most important teaching/ learning materials that teachers and students depend on to learn and acquire new knowledge (The World Bank, 2011). Thus, education is very crucial for any country’s development and textbooks are vehicles that carry ideas that are needed for people’s education.

Education in Tanzania has a long history since the colonial period. It started with missionaries in the mainland, while in the coastal areas Arab settlers introduced the early form of education in form of ‘madras’. During that time, education was offered to few, mainly sons of chiefs, and other African leaders in order to prepare them to help the colonialists in their administrative works. After independence in 1961, Tanzania restructured the governance system giving more priority to sectors that can foster development, one of it being education. The first Educational Act was enacted in 1962 to regulate the provision of education. The period between 1990s and now has been characterised by many changes including the introduction of free and compulsory basic education (The United Nations Education, Scientific and Cultural Organization [UNESCO], 2010; Welam, 2001).

The structure of education in Tanzania is in four segments: seven years primary school education; four years ordinary level school education; two years advanced level education; and three years university education. Kiswahili is the language of instruction at the primary schools level, while English is the language of instruction in secondary schools and higher learning institutions (UNESCO, 2010). After independence in 1961, TIE, an organisation under the Ministry of Education and Culture (currently, Ministry of Education and Vocation Training (MoEVT) was responsible for preparing the curriculum and teaching/learning materials at all levels of education. In addition, prior to 1991, TIE was also responsible for preparing textbooks in which one core textbook was used for every subject in all schools in Tanzania mainland. This implied that, only a single textbook was used per class in all subjects in schools. In 1991, the government enacted the free marketing economy in textbooks publishing and distribution in schools and teachers trainings (Welam, 2001; Woods, 2007; Reed 2010).

The new system allowed multi-textbook publishing and distribution in which the responsibility of publishing textbooks was left to the private publishers. Implementation of the new system went in line with the enactment of Educational Act No. 2 which, lead to the establishment of the Book Management Unit (BMU) to evaluate textbooks produced. However, various shortcomings were observed which led to the abolition of the Act in 2005, and the enactment of the Education Act no. 7 which established EMAC in 1999 (Kira and Bukagile, 2013; Taasisi ya Elimu Tanzania [TET], 2013).

The establishment of EMAC was the beginning of the textbooks vetting, evaluation and approval process in Tanzania. UNESCO (2010, p.2) states that,

EMAC was designed to improve the quality of provision of education in general by putting in place a transparent system that will set minimum production standards, comprehensive treatment of pedagogical quality standards and terms and conditions of approval.

Thus, the vetting and evaluation process was established to ensure provision of quality textbooks, which would lead to provision of quality education in the country. The multiple textbooks system did not last long. In August 2014, the government announced the return to a single textbook publishing system. In this new system, the TIE is responsible for writing and publishing core textbooks, while the private publishers write and publish reference/supplementary textbooks. TIE is also accountable to vet, evaluate and approve textbooks produced by private publishers (Wizara ya Elimu na Mafunzo ya Ufundi, 2014).

1.3 The Publishing Industry in Tanzania

Publishing refers to the process of preparing the work of an author in the most suitable form and manner and presenting it in the most efficient manner to the widest possible audience/readers. Thus, publishing is an act of preparing and making available written material in a printed or electronic format, for sale or distribution to the general public. Publishing comes from the word “publish” which means to make it public; to send forth among the people words, pictures, and images that the creative mind of the author have produced, that editor have worked over, that printer have produced (Jolly, 2009). In the past, the words “publishing” was used to refer to printed work but with the advancement of technology, publishing can be achieved even without printed materials through the publication of digital contents such as eBooks and electronic journals.

Publishers are the main actors in the provision of teaching/learning materials; they commission or receive manuscripts from authors and find reviewers or readers who

review and recommend manuscripts for publishing. To manage and organize these activities, a publisher needs professional staff consisting of editors, designers, illustrators, as well as marketing, production and administration staff. Publishers also find editors to edit the manuscripts while adhering to the vetting and selection guidelines provided by government, commission illustrators, typeset, design, and proofread manuscripts, and submit copies to TIE for approval (Kapinga, 2010; Bgoya *et al*,1999).

The publishing industry in Tanzania comprises of a number of players including, publishers, MoEVT, TIE, Children's' Book Project (CBP), the 21st Century Book Project, among others. Publishers in Tanzania specialise in different areas including; educational publishing (example: Mture Education Publishers), educational and general publishing like E & D Publishers and general publishers (example: Mangrove Publishers). The publishing industry is also dominated by both local publishers (example: Mkuki na Nyota Publishers) and multinational publishers (example: Oxford University Press and Longhorn Publishers). In addition, publishing industry also comprises of state owned publishing companies such as the TIE and Dar es Salaam University Press, (Publishers Association of Tanzania [PATA], 2014).

1.4 The Educational Publishers in Tanzania

1.4.1 Aidan Publishers

Aidan Publishers is a publishing company that has been producing educational material for the Tanzanian market. It has published over 400 titles, ranging from textbooks, children's books and storybooks to support the teachers and students of Tanzania to

achieve educational excellence. The company has been operating in Tanzania for 13 years specialising in educational publishing (Aidan Publishers Ltd, 2015).

1.4.2 Pearson (Radar Education Publishers Tanzania)

Radar Education Publishers is the exclusive partner of Pearson in Tanzania. Pearson is the world's leading educational publisher, providing learning materials, technologies, assessments and services to teachers and students in over 60 countries across the world. With an established presence in more than 20 countries in Sub Saharan Africa alone, Pearson has long been supporting the delivery of primary, secondary and university educational in the world. Pearson's expertise in educational development has been built on its long-standing partnership with some of the best brands in the business. Pearson imprints such as Longman, the Financial Times, Penguin, Ladybird and Heinemann offer specialised publishing and learning materials for an extensive range of age levels and subject areas. The company supports students from their first steps in early childhood, right up to their entry into the professional world through its publications (Radar Education Publisher, 2015).

1.4.3 Mkuki na Nyota Publishers Ltd.

Mkuki na Nyota Publishers Ltd. (MNP) is an independent book publishing company based in Dar es Salaam, Tanzania. Mkuki na Nyota Publisher's vision is to be an independent, vibrant Tanzanian imprint, publishing relevant, progressive, liberating, affordable and entertaining content. The mission statement of the company is to publish relevant, beautiful, and affordable books, and place them in the hands of passionate readers within Tanzania and around beyond. MNP publishes educational, scholarly/trade,

children's and art books. Established in 1991, the company emerged in response to the general absence of high quality, independent publishing house in Tanzania. Through its work, the company aims to encourage and develop a culture of reading in Tanzania, as well as nurturing indigenous literature as a method of preserving and sharing ideas.

1.4.4 Ujuzi Books Limited

Ujuzi Books Limited was established in 2007. It is a subsidiary of East African Publishers Limited, one of the leading publishers in Africa. The company is committed to meeting the needs of its customers through quality, well researched and relevant general and academic books. The company publishes textbooks, children story books, novels, autobiographies, biographies, drama and plays, cookery books, as well as safari books. The company's mission is to publish and promote relevant high quality products that contribute to educational and cultural development. Its vision is to be the undisputed market leader, in publishing in Africa. The core values of Ujuzi are: customer service, transparency and accountability, corporate governance, equal opportunity for growth and advancement and team spirit. Through provision of total solutions when it comes to publishing, Ujuzi encourages and promotes the culture of reading in Tanzania (Ujuzi Books Ltd, 2015).

1.4.5 E & D Vision Publishing Limited

E & D Vision Publishing Limited, is an indigenous publishing company in Tanzania which produces general books as well as textbooks. It is commitment to availing information and knowledge to society. Its vision is to contribute to the creation, promotion and sustenance of a reading habit and culture, by actively participating in the

development of readership in Tanzania and profitably producing a body of literature, which answers to readers' intellectual, educational and development needs, gender sensitive issues and culturally empowering topics. The company aims to see Tanzania become an informed society that values knowledge, literature, creativity, and independent thinking. The mission of the company is to publish good quality books for all levels of readership and to ensure their access in the market, by diligently supporting a strong network of booksellers and book outlets (E & D Vision Publishing Limited, 2015).

1.5 The Tanzania Institute of Education

The Tanzania Institute of Education (TIE) is a department under the MoEVT charged with the responsibility of preparing the curricula for pre-primary education, primary education, secondary education and teacher's training college education. The organisation is also responsible for creating and preparing teaching/learning equipment/materials for training teachers and other stakeholders including researchers. The Institute was established in 1975 through enactment of Act No. 13 of 1975 under the then college of Dar es Salaam, which was a constituent college of the University of East Africa by the time (TET, 2013). The institute was responsible for producing textbooks before 1991, when multiple textbook system was established to enable both private and state-owned publishers involved in textbooks publishing compete freely.

In 2005, the Educational Materials Approval Committee (EMAC) was established under Act. No. 7, after the abolition of the BMU (EMAC, 1999). The organisation was responsible for vetting, evaluating and approving textbooks to ensure that they meet

minimum requirements for primary and secondary school and teachers' training college education (EMAC, 1999). In 2014, the government announced the return to single textbook system. TIE was given the responsibility of producing core textbooks as well as evaluating reference/supplementary textbooks produced by private publishers (Ministry of Education and Vocation Training [MoEVT], 2014; TIE, 2015).

1.5.1 Responsibilities of TIE

According to TET (2013) its main responsibilities are:

- To design and develop curricula for Pre- Primary, Primary, Secondary, and Teacher Education levels.
- To develop curriculum support materials including syllabi and books.
- To conduct in-service and pre-service training of teachers for efficient and effective implementation of curricula.
- To provide and oversee education quality assurance with regard to teaching methods, subject objectives and standard of teaching-learning materials.
- To ensure quality of educational materials.
- To publish core Pre- Primary, Primary, Secondary, and Teacher education textbooks
- To research on education and give professional advice to the government through the ministry responsible for education and other stakeholders with the ultimate objective of providing quality education at all levels.

The major tasks that TIE is performing are: curriculum design and performance activities, publishing of core pre-primary, primary, secondary and tertiary textbooks. TIE ensures production of quality educational materials through textbooks vetting and

evaluation process. However, the TIE has not been very effective in providing and overseeing quality standard of teaching-learning materials, for example: there is no post evaluation of textbooks produced when they are used in class.

1.6 The Textbooks Vetting, Evaluation and Approval process in Tanzania

The vetting, evaluation and approval system in Tanzania has passed through two stages, during the multiple textbook system in which EMAC was the vetting, evaluation board and the new reintroduced single textbook system in which TIE is responsible for vetting, evaluating and approving textbooks.

1.6.1 Textbook Vetting and Evaluation Criteria Used by EMAC

Textbooks vetting and evaluation in Tanzania contributes towards the delivery of quality educational materials that help both students and teachers. EMAC (1999, p.7) states that:

The approval system is needed to assist teachers and other education professionals in book selection, by guaranteeing objectivity, correctness and relevance of the material. The criteria on which the approval decision is based should be public and formulated so that they facilitate an objective evaluation.

The criteria used by EMAC are: pedagogical quality, degree of suitability of language, and quality of presentation. The approval of learning materials should guarantee that they meet the following demands:

- (i) Correspondence with the Syllabus and Curriculum
- (ii) Objectivity of the presentation
- (iii) Correctness of facts

- (iv) Attainment of physical quality of cover, text paper, binding and portability
- (v) General readability
- (vi) Clarity and appropriateness of the language

1.6.2 The Textbooks Evaluation Process under EMAC

According to EMAC (1999, p.7) the evaluation process starts with submission of four copies of either camera read copy or printed book or new edition or revised textbooks by publishers. The materials submitted should not disclose publishers name on the cover, preliminary pages or any part of a manuscript. The submitted materials for both primary and secondary schools textbooks must comprise of student's book and teacher's guide. During submission, the publisher should pay TShs 180,000/- (equivalence to 82.20 USD) for a textbook which is up to 64 pages and TShs 60,000/- (equivalence to 27.40 USD) for an accompanying teachers' guide (flat rate), and TShs 600/- (equivalence to 0.27 USD) for any additional page of the pupil's book. Non-Tanzanian publishers are required to pay 250.00 USD for a work up to 64 pages and 75.00 USD for an accompanying teachers' guide (flat rate) and an additional 1.00 USD for every additional page of pupil's book.

After payment of the fee, EMAC would seek opinion of three subject experts to independently evaluate the work. The experts usually comprises an experienced teacher, education specialist and a person with experience in curriculum development. An author, consultant, owner or another person who has any relationship with the publisher cannot be used as an evaluator. EMAC would ensure that there is no communication between evaluators during the evaluation process. After evaluation,

EMAC convened a meeting to consider the evaluation reports and make decisions on the submissions. There are three types of decisions which were; “approved”, “approved subject to modification” which will require the publisher to work on minor changes and resubmit to EMAC and if satisfied the Secretariat will approve the books as well as “rejected” whereby the publisher will be required to rework on the submission by considering comments given by EAMC and resubmit if the publisher wishes to do so.

1.6.3 Textbook Evaluation Criteria Used by TIE

The criteria used were given under the TIE Book Evaluation Guidelines (2015) under Government authority pursuant to Sections 4 (d) and 21 (1) of the Tanzania Institute of Education Act (CAP 142 R.E. 2002). According to TIE (2015, p. ii):

... the criteria are purposeful yardstick for developing and controlling the quality of books approved for use in schools and teacher colleges. Their ultimate objective is to facilitate provision of quality education in a fair and equitable manner.

According to TIE (2015) submission of the manuscript is acceptable from an author or a publisher who is formally registered in Tanzania. The subjects that a publisher can submit include: pre-primary schools level subject, primary school level (standard 1-7) subjects, secondary school level (form 1-4) subjects, advanced secondary school level (form 5-6) subjects as well as teachers’ training college subjects (certificate, diploma courses).

The criteria are used to vet, evaluate and approve reference/supplementary books/supplementary readers are not used on core textbooks which are developed by TIE. Publishers are required to submit the following: 10 copies of the manuscript to be evaluated indicating: subject target level, whether the material is intended to be used as

a supplementary/reference book; a headed letter indicating publishers full address, evidence of registration including Taxpayer Identification Number (TIN), evidence of evaluation fee payment, certificate on language accuracy from a strong recognised body (BAKITA for Kiswahili manuscripts and a recognised editor for English).

The criteria used to vet, evaluate and approve manuscripts include:

a) Physical production specifications include:

- Type face: This is left to the discretion of the submitting author or publisher. However, pre-primary and primary schools require specific type faces that must be observed.
- Text Paper: 80 gsm, Bond paper, wood free offset with a minimum 75% whiteness and 75% opacity. A tolerance of approximately 5% will be allowed in the evaluation of whiteness.
- Cover Card: A minimum of 250 gsm one-sided coated white art board with grain direction parallel to spine and with 12 micron lamination or high gloss UV finish.
- Binding Styles for Books:
 - Up to 100 pages – Saddle Stitching
 - Over 100 pages – Perfect Bound

b) Typefaces and type size for textual materials

Pre-primary to lower primary (Standard 1- 2): all typefaces must be *Sans Serif* using an open and simplified “a” and “g”. From standard 3 upwards, typefaces may be at the discretion of the author or publisher although, they must be for maximum readability. Type sizes for pre-primary level is not less than 18pt.,

standard 1 and 2 not less than 16 pt., standard 3 and 4 not less than 14 pt., standard 5 to 7 and secondary school and above not less than 12 pt.

c) Quality of presentation

The content should be adequately presented in an objective manner. It should also be relevant to the learners, organised from simple to complex.

d) Pedagogical quality standards

In achieving pedagogical quality, the publisher should make sure that the content relates to learners' experience, linked to prior knowledge with relevant examples given. In addition, the content should be relevant in terms of presentation style or techniques.

e) Language

The language used should be appropriate to learners' level and relevant to context. The content should also be presented using correct grammar and vocabularies with clear sentences, grammar and paragraphs.

1.6.4 The Textbooks Evaluation Process under TIE

Evaluation is coordinated by the book evaluation secretariat which comprises of three to five members who are appointed by the Director General of the institute among its academic staff. The Director of Educational Materials Design and Development is the Registrar. The Secretariat is responsible for:

- (a) Receiving and recording books/camera-ready manuscripts
- (b) Coding of books/manuscript before assigning to assessors.
- (c) Dispatching the manuscripts to the selected assessors

- (d) Receiving back books/manuscripts from assessors and compiling an evaluation report for each book.
- (e) Submitting the evaluation reports to book evaluation panel
- (f) Scheduling book evaluation panels meetings and preparing evaluation reports.

1.6.4.1 The Book Evaluation Panel

The members of the textbook evaluation panel are appointed by the Director General of TIE. The Chairperson of Subject Panels of the Tanzania Institute of Education automatically serve as the Book Evaluation Panel for the particular subject. The panel serves for a period of three (3) years and members may be eligible for reappointment after the expiry of the tenure. The panels are formed subject-wise and comprise of the following members:

- a) A curriculum development specialist of the subject, who have knowledge of the curriculum for which the book is intended
- b) A subject specialist teacher/educator nominated by TIE from among the teacher education colleges or universities
- c) A subject specialist from the National Examination Council of Tanzania (NECTA)
- d) At least two (2) experienced actively practising subject specialist teachers
- e) Any other member (priority given to experts in subject matter or discipline under review especially teachers), known as “co-opted member” can be added when need arises.

1.6.4.2 Responsibilities of the Book Evaluation Panel

The Book Evaluation Panel will be responsible for:

- (a) Receiving the evaluation reports from the Secretariat
- (b) Assessing the evaluation reports and make recommendations accordingly.
- (c) Compiling evaluation reports that will be presented before the Academic Affairs Committee of the Council for the recommendation that will be forwarded to the Council in TIE.

1.6.5 The Evaluation Process under TIE

The evaluation is done by a team of assessors from among professional experts including school teachers and academicians with outstanding skills/expertise and experience in the learning areas and shall be oriented in evaluation of educational materials. Each manuscript is given to three (3) independent assessors to evaluate manuscripts, award points, provide comments for points awarded as well as write evaluation report. The publishers are required to pay evaluation fees before their manuscripts are evaluated. The fees charged are based on the level and the subject specialisation: for pre-primary education to standard two (2) is Tshs 800,000/= (equivalence to 365.35 USD), standard three (3) to four (4) is Tshs 900,000/= (equivalence to 411.02 USD), standard five (5) to standard seven (7) is Tshs 1,000,000/= (equivalence to 456.69 USD), form one (1) to form four (4) is Tshs 1,200,000/= (equivalence to 548.03 USD) for arts subjects and Tshs 1,400,000/= (equivalence to 636.36 USD) for science subjects while form five (5) and form six (6) it is Tshs 1,300,000/= (equivalence to 593.69 USD) for arts subjects and Tshs 1,600,000/= (equivalence to 730.70 USD) for science subjects.

On the basis of the evaluation, one of the following decisions can be taken: approval with minor corrections, approval with conditions and rejection. The publisher will submit a corrected copy of the manuscript so as to be given the certificate. The publisher is supposed to submit two (2) copies of the manuscript to TIE after printing for record keeping. To ensure confidentiality the assessor's name will be confidential and publishers' details are removed, instead code reference number will be used when giving manuscripts to assessors.

1.6.6 The Vetting and Evaluation by EMAC versus the Vetting and Evaluation Process by TIE

The procedures used in vetting, evaluation and approval by the two organisations (EMAC and TIE) have some similarities and differences. This study assessed the two systems used by EMAC and TIE.

a) SIMILARITIES

The similarities between TIE and EMAC vetting and evaluation system are as follows:

- i. Both used standard criteria in vetting, evaluating and approving manuscripts including: pedagogical quality, degree of suitability of language, and quality of presentation and physical presentation.
- ii. Both used two tier evaluation system comprising of the evaluation panel/secretariat, which is formed by organisation staff and other important stakeholders and a team of evaluators who are not employees of the organisation but are professional experienced experts
- iii. Both were guided by the syllabus in evaluating manuscripts

- iv. Both had three types of approval: approval with minor errors, approval with condition and rejected manuscripts
- v. Both had physical quality as one of the criteria to be used in vetting, evaluating and approval of the manuscripts although there are no post-evaluation mechanism to make sure that the textbook printed have achieved the standard.
- vi. Both used coding system to ensure confidentiality.

b) DIFFERENCES

TIE and EMAC has some differences on the way their evaluation, evaluation and approval system which are:

- i. The Educational Material approval Committee (EMAC) was specifically dealing with vetting, evaluating and approving textbooks with no other function within or out of the government while Tanzania Institute of Education is an organisation deals with curriculum related activities and it has taken over other functions apart from the vetting, evaluation and approval of textbooks like authoring and publishing textbooks.
- ii. EMAC was formed during the multiple textbook system and it used not to write textbooks while TIE was formed during the single textbook system and apart from evaluating textbooks it also writes and publishes them.
- iii. The secretariat that was responsible for approving textbooks after getting reports from evaluators during EMAC comprised of important stakeholders in the book industry including the Publishers Association

of Tanzania (PATA), Booksellers Association of Tanzania and Printers Association of Tanzania while TIE does not involve all the key stakeholders although it has added more educational specialists like National Examination Council of Tanzania (NECTA).

- iv. EMAC's criteria on language suitability included getting a certificate from BAKITA for Kiswahili manuscripts but it did not have a mechanism to check the English titles, while TIE recommend BAKITA for Kiswahili manuscripts and a recognised English editor for English manuscripts (however, there is no organisation for certifying English editors in Tanzania).
- v. TIE's criteria on physical quality are well specified with measurements while EMAC's criteria are very general and has no measurements.

1.7 The Textbooks Vetting and Evaluation System by Other Countries

Textbook vetting or evaluation has been a common practice in many countries for many years. However, practices have not been the same in all countries. In Slovakia, the approval process is in two stages: sample manuscripts in a tender process, publication of completed manuscripts or evaluation of textbooks used in schools. The process of preparing textbook policy as well as vetting, evaluating and approving system includes representatives of the Ministry of Education, local self-governing bodies, publishers, teachers, individual subjects' experts as well as students (Nogova & Huttova, 2005). The vetting and approval process in Sweden was in place for the period 1974-1991. The textbook approval committee decides on the use of a textbook, including its pros and cons to help schools when deciding which book to use (Harrie, 2005).

Korea has been evaluating textbooks since 1945, under the term “textbook authorization”. The evaluated books are in three categories; government-copyrighted textbooks, government-authorised textbooks and government-approved textbooks. Most schools in Korea prefer government-copyrighted and government-authorised textbooks. However, in the absence of the two, schools opt for government-approved textbooks. In Korea, textbooks examination is based on guidelines in the writing of textbooks and checkpoints of government authorisation. A review of authorised textbook is done after every three years for junior high school textbooks, and in two years for senior high schools (Gim, 2005).

Kenya is one of the East African countries that has a strong and developing publishing industry with the textbook evaluation and selection system. The evaluation process involves the submission of dummy copies of the book, which must meet minimum technical specifications provided by the Ministerial Textbook Vetting Committee. A membership of the evaluation committee is from senior members of the Ministry of Education Science and Technology (MoEST) headquarters (Rotich and Musakali, 2005; Simam, Rotich & Kemoni, 2012).

1.8 Statement of the Problem

In Tanzania, publishers are manufacturers of textbooks, while the Ministry of Education and Vocational Training (MoEVT) is the curriculum developer and its department; Tanzanian Institute of Education (TIE) is the evaluator of the materials produced. The main players in the vetting process are TIE and educational publishers. MoEVT coordinates all activities pertaining to provision of teaching/learning materials in

Tanzania; it formulates educational policies, curricular, employs TIE staff and oversees all textbooks provision activities in the country.

TIE develops vetting guidelines, establishes criteria, identifies reviewers, compiles and evaluates submissions based on reviewers' reports and issues approval certificates to publishers. On the other hand, publishers are the main implementers of vetting guidelines set by TIE. Publishers abide by these guidelines in preparing manuscripts, submitting them to TIE, working on the comments from TIE, publishing manuscripts in accordance with TIE requirements as well as selling or distributing textbook to the target customers.

Although, the vetting process is important in the provision of textbooks, the link and functional role of the publisher (the manufacturer of textbooks), TIE (the evaluator of textbooks, after taking over EMAC's role in evaluation and vetting of textbooks) and MoEVT (the overseer of the all educational activities in Tanzania) seems to be unclear.

Graham, Pehrsson & Minzi (2008) state that:

Among publishers, opinions on the EMAC process are mainly favourable. However, some complain about the lengthy procedures, with manuscripts going back and forth between publishers and the EMAC. A more critical point is that the EMAC published its criteria for approval in 1999, but since then publishers have not been informed about possible changes, which can be detrimental to their business. Some publishers also made remarks about the EMAC's lack of visions for the development of the book sector. (p.10)

Therefore, there seems to be unclear relationship among the key players involved in textbook vetting and evaluation process. Despite the key role played by publishers in textbook provision, their position in textbook provision in relation to vetting and evaluation guidelines seems to be unrecognised. The evaluation committee has not been

closely communicating with publishers over important issues in the vetting and evaluation process although they are the main actors. In 2014, the evaluation and vetting process was assumed by TIE following the decision to adopt the single core textbook system in the country (Ministry of Education and Vocational Training, 2014). Although the single textbook system is now operational, the missing link between publishers and TIE in the vetting and evaluation process continues.

1.9 Aim of the Study

This study aimed at investigating vetting and evaluation process in Tanzania in order to propose strategies that would enhance textbook provision as well as vetting, evaluation and approval process in Tanzania.

1.10 Objectives of the Study

The objectives of this study were to:

- a) investigate the role of publishers and Tanzania Institute of Education (TIE) in the textbooks vetting and evaluation process
- b) examine criteria used to vet, evaluate and approve primary and secondary school textbooks
- c) assess the differences between the multi-textbook vetting and evaluation process and single-textbook vetting and evaluation process
- d) examine the challenges faced by publishers in complying with Government's vetting and evaluation guidelines
- e) propose strategies that would enhance the textbook vetting, evaluation and process.

1.11 Research Questions

- a) Which roles do publishers and TIE play in vetting and evaluation process?
- b) How effective and relevant are criteria are used to vet, evaluate and approve primary and secondary school textbooks?
- c) How does the single-textbook vetting and evaluation process differ from that of the multiple textbook vetting and evaluation process?
- d) What challenges do publishers face in complying with Government's vetting and evaluation guidelines?
- e) What strategies would enhance the textbook vetting, evaluation and approval process?

1.12 Assumptions

- a) Although publishers produce textbooks, it had not been clearly understood if they understand the vetting guidelines provided by TIE and implement them while preparing textbooks due to unclear communication between these actors.
- b) Textbooks vetting and evaluation process had an impact on the quality of textbooks produced

1.13 Significance of the Study

1.13.1 Practical Significance

Most researches have been conducted on curriculum development and role of teachers in the teaching/learning process in Tanzania. Although textbooks are important in the provision of education in Tanzania, few documented studies are known to have

discussed the vetting, evaluation and approval process and its impact on the teaching/ learning materials produced (Kapinga, 2010; Kira, & Bukagile 2013; Graham, Pehrsson, & Minzi (2004), 2008; Read & Treffgarne, 2011). Many studies concentrate on the role of the government in the provision of education with little focus on textbooks.

The study gave an opportunity to the publishers, government departments, education specialists and other non-governmental organisations working on Tanzanian primary and secondary school textbooks provision to get information about various players and their roles in the process. In addition, the study examined the challenges that publishers encounter in abiding with the Government's vetting and evaluation guidelines and give out some suggestions and recommend strategies for improving the process. This would help in knowledge generation and dissemination to the students and teachers in Tanzania.

1.13.2 Theoretical Significance

The study has offered a new perspective on knowledge creation and dissemination in Tanzanian educational materials assessment and textbook publishing process considering that it is one of the areas that has not been well explored. It is believed that researchers interested in textbook publishing as well as educational materials provision within and without the country will benefit from it. Since publishing is a rapidly growing field, the findings of this study make important contribution to decision affecting the sector in and outside the country.

1.14 Scope of the Study

The study investigated the vetting, evaluation and approval process in Tanzania. It also covered primary and secondary schools' textbooks. Respondents were: educational publishers, MoEVT, Baraza la Kiswahili Tanzania (BAKITA), Tanzania Institute of Education (TIE) and the Publishers' Association of Tanzania (PATA). Dar es Salaam is where most of the publishers locate their head offices and all the activities for vetting and evaluation of textbooks. In addition, the study concentrated on printed primary and secondary schools textbooks only.

1.15 Limitations

The limitation of this study was of textbook vetting, evaluation and approval process only it did not cover other process involved in textbook publishing. The study was also limited on interview and questionnaire as data collection instruments.

1.16 Definition of Key Terms and Terminologies

Book chain

This refers to the processes required to take a book from the author to the reader and for the linkages between authors and publishers, publishers and printers, publisher and bookseller, and bookseller and consumers. The book chain can also be described basing on how different institutions work together and depend upon each other within the book sector. In this study the book chain will refer to the linkages a manuscript goes through up to when it reaches the readers including: authorship, editing, vetting and evaluation, production, printing and sales and distribution (Askerud, 1997; Bgoya et al, 1997).

Camera-ready copy (CRC)

The final text and illustrations of a publication, pasted up ready to be put on film prior to platemaking and printing, (A & C Black, 2006).

Distribution

The transfer of the finished books to wholesale or retail outlets or directly to the reader, (A & C Black, 2006).

Editing

The preparation of a manuscript or typescript for production and then publication. Editing can include working in conjunction with an author or authors to produce a final manuscript as well as preparing the script for press, (Clark, G. & Phillips, 2008).

Editor

The person who prepares a manuscript for a printer. The editor may work with the authors as they are developing a script (Bgoya et al, 1997; Clark, G. & Phillips, 2008).

Educational publishing

It is a type of publishing which focuses on the production of textbooks only (World Bank, 2008).

Guideline

This is a general instruction given to a compositor indicate how something should be done. In this study guidelines refers to instructions given by the government through a its responsible Ministry of Education and Vocational Training to the writers/publishers on how textbook should prepared and produced (Askerud, 1997).

Manuscript

It is unprinted typed or handwritten text of something, which is aiming to be produced as a book (Smith, 1989). In this research a manuscripts will refer to an unprinted typed

or handwritten text written following a given syllabus aiming to be produced as a textbook.

Marketing

The promotion and sale of books (or other commodities) for commercial gain, (Bgoya et al, 1997).

Multi textbook system

It is a situation in which a country uses more than one textbook in teaching/learning process (Read & Treffgame, 2011).

Policy

It is a course or a principle of action adopted or proposed by government, party, business or individual intended to influence and determine decisions or actions (Askerud, 1997).

Print run

The number of copies of a book printed at one time, (Bgoya et al, 1997).

Printer

A company which prints books or other materials, usually for commercial gain. A printer will often have typesetting and bookbinding facilities as well (Bgoya et al, 1997).

Production

Generally all the functions involved in the creation of a finished book, other than manuscript development, editing and design (Bgoya et al, 1997).

Publishing

This is an act of preparing and making available written material in a printed or electronic format, for sale or distribution to the public. Publishing comes from the word “publish” which means to publish mean to make it public (Buiguit, 2009).

Reviewer

A person evaluating a book or other publication to assess its quality to know if it aligns with the needs. In this research, a reviewer is a person who read a manuscript to evaluate its quality before it is approved (Askerud, 1997).

Single textbook system

The single textbook system is a situation in which a country uses only one textbook in teaching/ learning process (Read & Treffgame, 2011).

Teaching/learning materials

These are materials, which comprises of textbooks, teacher's guides, supplementary materials and reference books used by teacher and students in teaching and learning process (World Bank, 2011).

Textbook

An academic book on a particular subject used for studying (The World Bank, 2011). For this particular study, a textbook refers to a book approved by the vetting and evaluation institution to be used in teaching/learning process.

Textbook provision

This is the process of supplying textbooks in various academic institutions such as school, colleges, and universities (Bgoya, et al, 1997). In this study book provision refers to the process by which publishers prepare, produce and distribute books in schools.

1.17 Chapter Summary

This chapter presented the background of the study which introduced the history of vetting, evaluation and approval process in Tanzania as well as the present situation. The chapter also brought out statement of the problem, aim of the study, objectives of

the study, research questions, significance of the study, scope of the study, assumptions, and limitation of the study as well as definition of key terms and terminologies. Thus, the chapter formed the basis on which the study was conducted.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is an account of what has been published on the topic by various scholars and researchers. It entails the works that the researcher consulted in order to understand and investigate the research problem (Kombo & Tromp, 2006). According to Creswell (2009), literature review accomplishes several purposes: it shares with the readers the results of other studies closely related to the one being undertaken; relates the study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies; provides a framework for establishing the importance of the study; as well as setting a benchmark for comparing results with other findings. Thus, literature review is vital as it widens and broadens the researcher's knowledge and provides a base for integrating the findings of the study with the existing body of knowledge.

This chapter discusses various theories that were reviewed and used by the researcher for the study: the Bloom's Taxonomy of Educational Objectives, Revised Taxonomy of Educational Objectives Theory and Value Chain Theory. The Value Chain Theory was found to be relevant and therefore was used to guide the study. In addition, the chapter discusses various literatures that are relevant to the study.

2.2 Theoretical Framework

Creswell (2009, p.51) defines a theory as "an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables."

In addition, a theoretical framework refers to a researcher's theoretical perspective, which is critical to the building up of the study (Kombo & Tromp, 2006).

2.3 Bloom's Taxonomy of Educational Objectives Theory

Bloom's Taxonomy of Educational Objectives was developed in 1956 by Benjamin Bloom along with a group of like-minded educators to serve as a framework for classifying educational goals and objectives into a hierarchical structure representing different forms and levels of learning. This theory consists of the following domains arranged from lower-order to higher-order levels of learning: 'The Cognitive Domain' which is a knowledge-based domain encompassing intellectual or thinking skills; 'the Affective Domain', that is an attitudinal-based domain, encompassing attitudes and values and the 'Psychomotor Domain' which is skills-based domain, encompassing physical skills or the performance of actions (Anderson & Krathwohl, 2001).

Each of these three domains consists of a multi-tiered, hierarchical structure for classifying learning according to increasing levels of complexity. In this hierarchical framework, each level of learning is a prerequisite for the next level that means mastery of a given level of learning requires mastery of the previous levels (The International Assembly for Collegiate Business Education, 2014). According to Anderson & Krathwohl, 2001) the theory aims to provide:

- a) a common language about learning goals to facilitate communication across persons, subject matter, and grade levels;
- b) a basis for determining the specific meaning of broad educational goals, such as those found in the currently prevalent national, county and local standards.

- c) a means for determining the congruence of education objectives, activities, and assessment in a unit, course, or curriculum; and
- d) a panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted.

2.3.1 Strengths of the Theory

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to cognitive levels of complexity which moves from lower to higher level of thinking. Due to its long history and popularity, it has been condensed, expanded, and reinterpreted in a variety of ways. Thus, the theory remains the standard factual and founder of taxonomy theories (Forehandv, 2012).

2.3.2 Weaknesses of the Theory

According to Marzano (2000) the theory certainly expanded the conception of learning from a simple, one-dimensional behaviourist model to one that was multidimensional and more constructivists in nature. However, it assumed a rather simple construct of difficulty as the characteristic separating one level from another: Super-ordinate levels involved more difficult cognitive processes than did subordinate levels. The research conducted on Bloom's Taxonomy simply did not support this structure. Thus, the hierarchical structure of Bloom's Taxonomy simply did not hold together well from logical or empirical perspectives.

In addition, the consistent application of Bloom's taxonomy across multiple developers is impossible as the theory was meant to assist university educators. Equally, there is

no consistency in what constitutes instruction or assessment that targets separate levels. In addition, the distinctions in Bloom's taxonomy make no practical difference in treating learning and performance gaps, i.e. everything above the "knowledge" level is usually treated as "higher order thinking" although some of them may not be (Sugrue, 2002).

2.3.3 Rationale for not using the Theory

The theory focuses on cognitive domain which is mainly dealing with how trainers access learners by considering the six levels which moves from simple to complex. The theory is therefore more useful to teachers in creating educational objectives for student's learning and making evaluation. However, this theory will not be suitable to the study because it narrowly focuses only on trainers and thus cannot apply well to teaching/learning material provision and evaluation of these materials.

2.4 The Revised Taxonomy of Educational Objectives Theory

The Bloom's Taxonomy theory was revised by Anderson & Krathwohl in 1999 and published in 2001; coming up with two dimensions; the Knowledge Dimension and Cognitive Process Dimension. In the Revised Taxonomy knowledge dimension category contains four dimensions arranged from most concrete to the most abstract (Table 2.1). The theory has four categories instead of three which include; factual, conceptual, procedural knowledge (appeared in the Original Taxonomy as well) and Metacognitive knowledge which was added into it (Anderson & Krathwohl, 2001). According to Menzenmaier & Rubin (2013) the Revised Taxonomy arranges skills from the most basic to the most complex considering that such skills can be exercised on many levels, developers allowed categories to overlap.

Table 2.1 : Structure of the Knowledge Dimension of the Revised Taxonomy

| Skill | Definition |
|--|---|
| <p>A. <i>Factual Knowledge</i> –</p> <p>a) Knowledge of terminology b) Knowledge of specific details and elements</p> | <p>The basic elements that students must know to be acquainted with a discipline or solve problems in it.</p> |
| <p>B. <i>Conceptual Knowledge</i></p> <p>a) Knowledge of classifications and categories b) Knowledge of principles and generalizations c) Knowledge of theories, models, and structures</p> | <p>The interrelationships among the basic elements within a larger structure that enable them to function together.</p> |
| <p>C. <i>Procedural Knowledge</i></p> <p>a) Knowledge of subject-specific skills and algorithms b) Knowledge of subject-specific techniques and methods c) Knowledge of criteria for determining when to use appropriate procedures</p> | <p>How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.</p> |
| <p>D. <i>Metacognitive Knowledge</i></p> <p>a) Strategic knowledge b) Knowledge about cognitive tasks including appropriate contextual and conditional c) Self-knowledge</p> | <p>Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.</p> |

Source: Anderson & Krathwohl (2001)

The revised Taxonomy presents objectives in two dimensions, thus the need to reconstruct a two-dimensional table, which was termed the Taxonomy Table.

Table 2.2 : Structure of Cognitive Process Dimension of the Revised Taxonomy

| Skill | Definition |
|--|--|
| 1.0 Remember <i>1.1 Recognizing</i> <i>1.2 Recalling</i> | Retrieving relevant knowledge from long-term memory. |
| 2.0 Understand <i>2.1 Interpreting</i> <i>2.2 Exemplifying</i> <i>2.3 Classifying</i> <i>2.4 Summarizing</i> <i>2.5 Inferring</i> <i>2.6 Comparing</i> <i>2.7 Explaining</i> | Determining the meaning of instructional messages, including oral, written, and graphic communication. |
| 3.0 Apply <i>3.1 Executing</i> <i>3.2 Implementing</i> | Carrying out or using a procedure in a given situation. |
| 4.0 Analyse <i>4.1 Differentiating</i> <i>4.2 Organizing</i> <i>4.3 Attributing</i> | Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. |
| 5.0 Evaluate <i>5.1 Checking</i> <i>5.2 Critiquing</i> | Making judgments based on criteria and standards. |
| 6.0 Create <i>6.1 Generating</i> <i>6.2 Planning</i> <i>6.3 Producing</i> | Putting elements together to form a novel, coherent whole or make an original product. |

Source: Anderson & Krathwohl, 2011

The theory asserts that each level of knowledge can match up with each level of cognitive process and the learning usually starts from simple to complex stages (Table. 2.2). Using the Taxonomy theory teachers and students can be able to create and comprehend knowledge thus create a common understanding of the subject matter.

2.4.1 Strengths of the Revised Taxonomy Theory

Revised Taxonomy theory has been acknowledged by many researchers to be more appropriate Taxonomy theory. According to Amer (2006) the Revised Taxonomy is potentially useful to analyse the objective of a unit or a syllabus, help teachers not to confuse activities with objectives, help teachers realise the relationship between assessment and teaching/learning activities, and examine curriculum activities. Adding to that, Cannon & Feinstein (2005) commented that one of the differences between the Original Taxonomy and the Revised Taxonomy is that the Revised Taxonomy was designed to focus on practical applicability to the curriculum planning. It provides an approach to formulating educational objectives. It addressed them in natural language, using cognitive process to supply the predicate and knowledge structures to supply direct object of a student learning activities.

2.4.2 Weaknesses of the Revised Taxonomy Theory

The Revised Taxonomy Theory has been useful in redefining the objective, level and application of the Original Taxonomy Theory. The Theory has been able to revise and add into the Original Taxonomy Theory components that were considered as the major weaknesses of the Original Taxonomy Theory. Although the Revised Theory has its own strengths, scholars have criticised it as having a number of weaknesses. Cannon & Feinstein (2005, p.37) quoting Wright states that, “the knowledge acquisition model of the theory, should be turned upside down to start form the most complex skills of creating, analysing and applying stages. This is because moving from simple to complex step-by-step, can be boredom and rote learning.” In support of that; Wine burg & Schneider (as cited by Cannon & Feinstein, 2005) suggest for reorientation of the

theory skills organisation because the goal of learning is to acquire new knowledge, thus placing knowledge down disvalues both knowledge and purposeful learning.

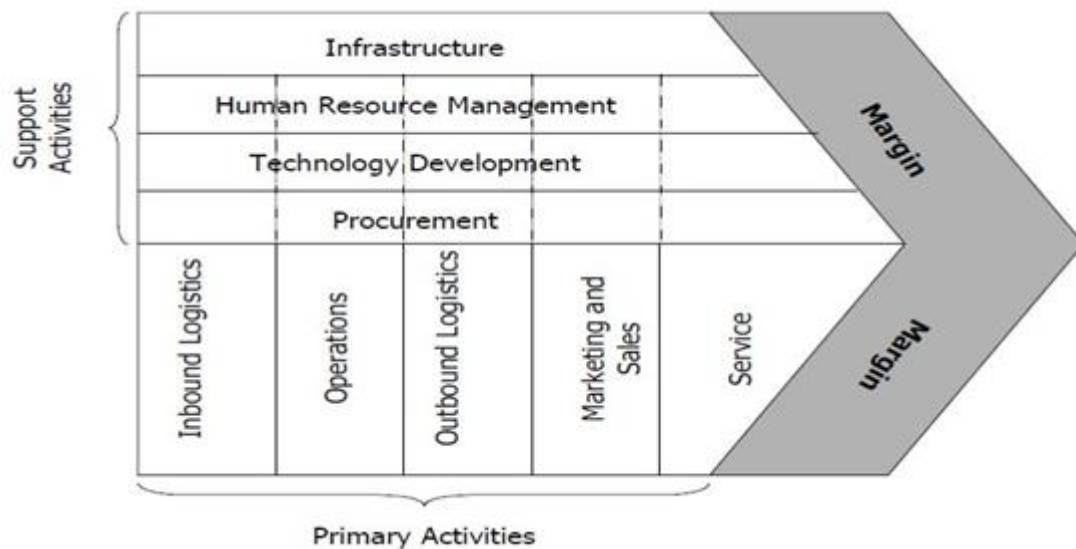
2.4.3 Rationale for not Using Theory in the Study

The theory focuses on how learners can be assessed basing on the levels of competencies by considering elements, which helps a student to remember, understand, apply, analyse, evaluate and create knowledge. It entails a step-by-step process of learning starting from acquisition, understanding, application, analysis and evaluation and creation activities. The evaluation category although based on the learners can also be used to assess how publishers and education specialists apply levels of competencies in preparing textbooks and how TIE's vetting and evaluation process create impact on the quality of textbooks. As the study focuses on vetting and evaluation process then such elements will not apply to the study.

2.5 Value Chain Theory

The theory was first developed by Michael Porter in 1985. According to Porter (1985), value chain includes activities performed by an organisation that link it to competitive position. The value activities are divided into primary and support activities. Primary activities create a product or a service, deliver and market it as well as provide after-sale support. Categories of the primary activities are: inbound logistics, marketing and sales, as well as services. Support activities provide the input and infrastructures that allow the primary activities to take place. Categories of support activities are: company infrastructure, human resource management, technology development, and procurement (see fig.1). All activities come together to enable product creation and support in adding value to the point that it reaches the end user. It is a chain as it shows

all activities important for producer in delivering the product to the end user or a customer.



Source: Porter, M (1985, p.20)

Figure 2.1: Value Chain

According to Rich *et al* (2009) the term “value chain” entails a representation of a firm’s value-adding activities, based on its pricing strategy and cost structure. Baum (2013) asserts that value chain is a full range of activities required to bring a product or service from conception through different phases of production, delivery to final customers, and final disposal after use. Thus, value chain is a process of transforming raw materials into goods and services purchased by an end user as well as disposal of any waste generated from the end user.

The value chain includes a sequence of activities performed from design, produce, sell, deliver, and support of products and services. It is mostly concerned with competing to be unique, which can be achieved if the company can create a competitive advantage; creating difference in relative price or relative costs which arise due to difference in activities being performed. It entails adopting a strategy; deliberately choosing a set of

activities to deliver a unique mix of value (Magretta, 2012). Supporting the ideas, Webber & Labaste (2010) comments that, the value chain is a key framework for understanding how inputs and services are brought together and then used to grow, transform, or manufacture a product; how the product then moves physically from the producer to the customer; and how value increases along the way. HDBM (2003) states that in value chain, a firm makes a strategy which involves making choice on what to pursue; it is a deliberate and conscious effort to be different from all other players in the industry.

Institute of Management Accounting (1996) states that, the value chain involves internal processes or activities a company performs in designing, producing, marketing, delivering and supporting its products. Institute of Management Accounting (1996, p.8), states that, “The value chain for any firm is the value-creating activities all the way from basic raw material sources from component suppliers through to the ultimate end-use product delivered into the final consumers’ hands.”

In addition, the Institute of Management Accounting (1996) states that linkages among value-creating processes do not end with the activities within a firm. The greatest competitive advantage may come out of linkages between a firm’s value-creating activities and those of its suppliers, channels or users. Thus, it is important to link with other stakeholders in the chain to achieve the targeted value of the product. For instance, a firm or person should link with other material manufacturers, policy makers, marketers and wholesale and retail supplies as well as customers.

2.5.1 Strengths of the Value Chain Theory

Porter (1985) affirms the importance of value chain in that it helps in exposing two concepts of corporate strategies; transfer skills among business units in a diversified company, and share activities in it. It is a powerful tool for disaggregating a company business unit, its strategically relevant activities that results in higher prices or lower costs for profit making as well as non-profit making companies (Magretta, 2012). Webber & Labaste (2010) comment that the value chain approaches have been used to guide product and process innovations that final customers or receivers value. According to Baum (2013), the use of the theory can help to portray a firm's strength and weaknesses by serving as a framework for transparency of companies' processes. It allows for the systematic evaluation of the process and helps to find inferences. On the other hand, it is always important for benchmarking to measure a firm with other comparable organisations within the same sector.

Baum (2013) adds that the theory breaks companies into single activities thus, allow firms to understand which parts of its operations create value and which do not. In addition, the value chain analysis helps the product to gain value as it passes through the vertical stream of production within the firm. This is done by assuring that the created value exceeds costs hence, attaining a profit. Webber & Labaste (2010) state that the value chain perspective provides an important means of understanding relationships that connect the chain in business, mechanisms for determining and influencing efficiency, productivity and adding value. It can be used as a reference point for improvements in the business environment. Increasingly, the value chain approach is being used to guide and drive high-impact and sustainable initiatives focused on

improving productivity, competitiveness, entrepreneurship, and the growth of enterprises.

A business's value chain is a complex interactions of activities and processes that are needed to create and deliver products and services to end users; as well as identify opportunities for and constraints against increasing productivity. In particular, value chain analysis sheds light on participants in each link, how they are participating or could be participating in the chain, and opportunities to facilitate or improve those linkages. Value chain analysis rests on a segmentation of the different activities and mapping of interactions that may generate costs or value in the production and sale of a product or service (Baum, 2013).

HDBM (2003) states that, a value chain's contribution is on advocating ways to raise a product's value by modifying the industry structure to enable it achieve a competitive advantage. A value chain strategy involves making choices on things to pursue; it is a deliberate and conscious effort to be different from all other players in the industry. The author stresses on competitive advantage, which is controlled production of a product or provision of a service on what should be done to add value and thus earn the competitive advantage. Using the theory, managers could understand their current position, influence the structure positively or could define a position where they can uniquely have a competitive advantage. Simister, (2011) comments that the theory is a flexible strategic way of looking at a business, competitors and related places in the industry. It helps to understand organisational issues related with customer value commitments and focus on activities needed to deliver the value proposition. It gives a

deeper understanding of the weaknesses and the strength of the business in relation to the competitors.

2.5.2 Weaknesses of the Value Chain Theory

Value Chain has been used by many companies and researchers to study and formulate strategies that companies can use in order to win a competitive advantage. However, studies have also been done on the weaknesses of the theory. Simister (2011) says the value chain focuses on manufacturing business so it might not be well applicable to other types of businesses. Baum (2013) comments that, the theory considers industry as photogenic; it does not consider the diversity of the service industries which differ from the manufacturing industry. Therefore, a direct application is often impossible and needs to be adjusted to the characteristics of the service industry. Service industries focus on information, knowledge and ideas; consequently their raw materials cannot find the theory suitable for their field, which then calls for the formulation of a model to suit the service industries.

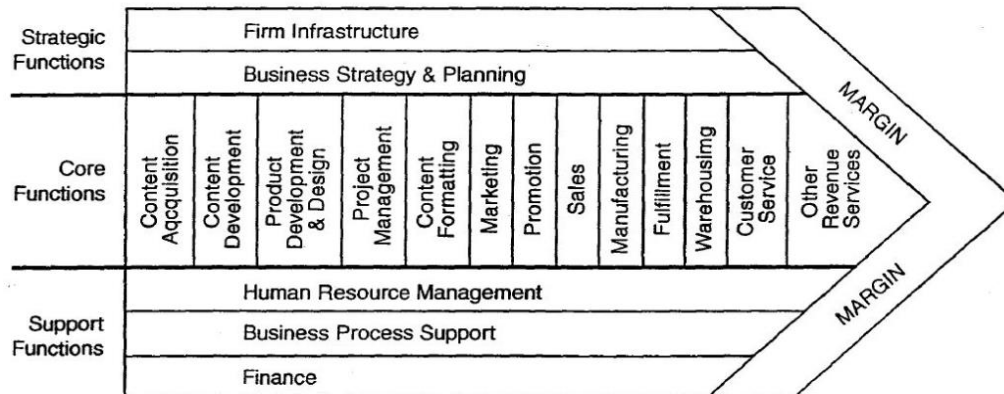
According to HDBM (2003), the framework has weaknesses as it is based on a simplistic list and an abundance of factors which can be extreme. It is almost impossible to build any sustainable competitive advantage which cannot be copied by rivals due to proliferation of information, cheap technologies and workers mobility. Thus, the framework is inherently rigid and does not allow for easy flexibility. In addition, Porter's key concepts are best applicable in start-ups environments since a business owner can make use of these industry-analysis tools to decide on the kind of industry to enter; though it is not helpful on moving forward.

2.6 The Publishing Value Chain Model

Basing on the weaknesses of the Porter's Value Chain theory, the World Intellectual Property Organisation [WIPO] (2007) came up with a model to be used to explain the publishing value chain. WIPO (2007) used the value chain to understand the link between various stakeholders in the book sector and how they cooperate together to achieve a product (fig. 2.2). In this model, the support activities by Porter (1985) were divided into two groups; strategic activities and support activities, in which the former portrays core activities and the later underpins them. WIPO (2007, p.1) states that,

“Book publishers do not work in isolation, but are one link in a chain of added value that starts with creators and ends with consumers. Together, the separate but related stages in the process – creation, production, dissemination and consumption – form an integrated chain of economic activity.”

Thus, the theory shows how different players in various sections of a book publishing company; manufacturing, marketing, selling and distribution of textbooks work together in producing books. According to WIPO (2007), in the book publishing value chain, the ideas originate in the minds of the authors (content creator) where they are given material expression, the publishers then add value to author's manuscripts by employing editors, designers, artists, illustrators and indexers to polish and package them for public consumption. Paper manufacturers provide materials and printers print to make a complete bound book. Bookshops add its value by making the finished product available and accessible to readers. To explain the publishing value chain, the following model was developed by WIPO (2007).



Source: World Intellectual Property Organisation (2007)

Figure 2.2: Generic Value Chain

2.7 Other Publishing Studies that have applied the Value Chain Theory

The value chain has been applied in various manufacturing as well as service industries. Information related fields have used the theory to study various information and communication related fields. The theory has been applied by Department of Arts, Culture, Science and Technology (1998) to study the publishing industry in South Africa. The Department of Arts, Culture, Science and Technology (1998) asserts that; publishing value chain include economic activities used to support or facilitate the creation, production, circulation and delivery of information-based products. These products are mainly in the form of text and images, to consumers who are able to read or visually interpret words and pictures and ideally provide feedback to the publisher. Basing on the fact that, Porter model could not address the information industry completely; a model was developed to show the publishing value chain.

According to Department of Arts, Culture, Science and Technology (1998) the publishing industry value chain starts with origination of content or manuscript by the author alone or in collaboration with a commissioning editor, in the form of ideas,

information, and knowledge as well as writers creativity based on the readers' needs. Manuscript development process is then followed by value adding activities which begins once the complete manuscript has been received.

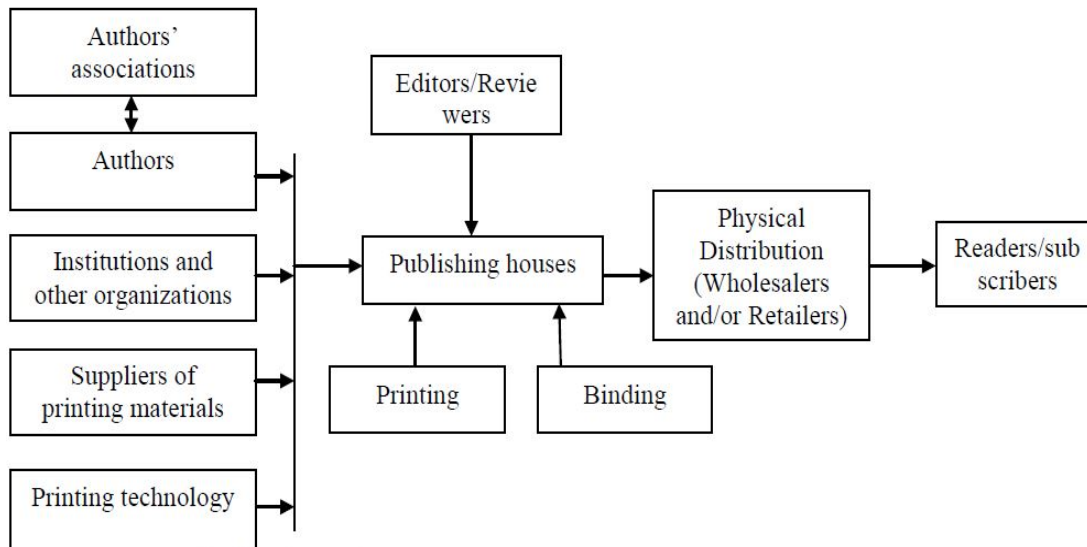
The theory includes substantive editing, copy-editing which deals with checking clarity and correctness, house style, logic, grammar, and numbering. The manuscript then goes through typesetting, page layout and preparation of a camera-ready copy, printing, delivery and circulation in which a book is targeted or circulated to specific markets and localities and distributed to the customers through one or more delivery channels. In each process, the end result is the same, that is, the product will be produced and moved from publisher to the readers.

Moreover, value chain has been applied by Fei & Viswanadham (2001) to explain how ebusiness link book publishing Industry in the supply chain, urging that the chain enables the various players to be integrated from product creation to disposal of the waste after use by customers. The theory has also been used by Joseph (2010) to develop a publishing model which is used to assess the impact of digital publishing technology on publishing business. Quoting Porter, Joseph (2010, p.35) states that,

“Competitive advantage is generated by a firm to its buyer in access to the creation cost used by the firm. Books and other publications promote our culture while the ultimate aim of the industry is to attain commercial success.”

Thus, publishing industry attain commercial success when books are provided to the customers and winning a competitive advantage is when publishers can get more than what they have invested in a publishing business. The publishing value chain is made up of authors, editors/reviewers, publishing firms, distribution intermediaries and readers. The author develops the model that would explain how digital publishing

operates in the book industry, modifying Porter's Value Chain model that would not clearly explain the process (fig. 2.3).



Source: Joseph (2010)

Figure 2.3: Book Publishing Value Chain

Joseph (2010, p.7) argues that, “Application of Porter’s models to the publishing industry helps us to gain useful insight into how the industry operates and the power relations among the various stakeholders and how they affect its profitability. A comparative analysis of how the model works will in the traditional and digital paradigm is useful from the perspective of strategic-making.” Thus, for publishers to be able to make profit and sustain their businesses, it is important to analyse the Value Chain Theory and see how it applies in their book business. This will make a strategic business plan which will enable the business to win a competitive advantage.

2.8 Rationale for Using the Value Chain Theory

The Value Chain Theory is about creating a competitive advantage through activities which are done, while creating a product. It aims at achieving a high value of the

product offered to customers. The relevance of value chain theory, to the study is on how the theory was used to understand how various activities relating to vetting, evaluation and approval process contribute to the publishing process. These activities include, publishers who are involved in writing the manuscript, editing, designing, printing, marketing and selling as well as TIE which is involved with vetting, evaluating and approving textbooks. All these activities are expected to add value to the textbooks produced. To add value to the books in order to win a competitive advantage, publishers invest financial and human resources; knowledge, and materials to create services of real value to people. This study focuses on the role of publishers in the provision of textbooks based on the vetting guidelines of Tanzania. The Value Chain theory involves all the activities performed from collecting raw materials, to production, marketing and selling and lastly disposal of waste by end user.

In a publishing industry, ideas, photographs and pictures are the raw materials, while editing, typesetting, page layout, proofreading, printing, marketing and selling of books are the production stages. In Tanzania, the publisher adds value to a book through processes that are involved in pre-production, production and post-production stages. In addition, the vetting and evaluation process aims at adding value to the textbooks by making them fit the requirements of the government as well as the needs of the students and teachers thus, increasing textbooks market as well as quality. The theory will enable the researcher to;

- Establish the players involved in the production and provision of textbooks in relation to how vetting process helps them in adding value to the textbooks produced in Tanzania.

- Establish discrepancy between publishers and TIE so as to understand the role played by them in the vetting and evaluation of textbooks in Tanzania.
- Establish the gap between the desired textbook vetting and evaluation process and the actual process whereby there is no clear link between TIE and publishers. This will allow the researcher to find out the importance of a clear link between TIE and publishers in the vetting, evaluation and approval process.

The theory will therefore guide the study in investigating the textbook vetting and evaluation process in Tanzania and how it is desired to be. In addition, the theory will be used to investigate the relationship between TIE and textbook publishers in Tanzania. Any missing link if any between the two key players will be known during the study and possible solutions will be recommended.

2.9 Educational Publishing

A publisher receives a manuscript from the author, edits, illustrates, typesets, designs and prints a book, as well as, distributes it in print or digital format to the readers (Ikoja-Odongo, 2010). According to Bgoya *et al* (1997) there are several functions involved in textbook publishing including: preparation of the manuscript which involves writing, editing, illustrating and designing; trialling and evaluation that pre-test textbooks for usefulness; approval process that is done by the government to check on quality; printing and binding, marketing as well as teacher orientation (Table 2.3).

Books are designed to serve various purposes depending on the category under which they are published, such as: entertain, educate, motivate or instruct. Educational publishing is of its own kind, as publishers do not write only based on their needs, they have to adhere to guidelines provided by the respective educational materials provision

organ which is usually the Ministry of Education (Bgoya et al, 1997). The World Education Forum (2000, p.4) stated that,

“In many countries of the developing world, the textbook is the major, if not the only, medium of instruction. It is the main resource for teachers, setting out the general guidelines of the syllabus in concrete form, providing a guide and foundation to the content, order and pacing of instruction, supplying exercises and assignments for students to practise what they have learned. It is both a source of essential information and the basis for examination and appraisal. The textbook retains its primacy because, in comparison to other educational technologies, textbooks are inexpensive, easy to use, easily portable, and familiar.”

The fact that, educational publishing and provision of teaching/learning materials need to have government control can lead to the introduction of a vetting and evaluation organisation/department or section to assess these materials before they reach learners and trainers. African countries such as Tanzania and Kenya have introduced textbooks vetting process to ensure provision of quality materials to learners.

Educational publishing becomes easier if players know each other, understand their various roles and share knowledge and experience of each other. Education authorities should not set objectives for textbook provision without knowing the financial consequences of such decisions and publishers must take into account the situation and circumstances of textbook users in order to provide them with suitable quality. In addition, buyers must be aware and informed of the range of textbooks available in order to compare different qualitative solutions, such as prices or service quality (Bgoya *et al*, 1997; Mahmood, 2010). Mahmood (2010) contends that evaluation and approval of supplementary instructional materials and a complete series of instructional programmes is the key to the success of any instructional activity. This situation demands for analysis of textbooks and approval process. Therefore, textbooks should

be checked to ensure their quality for learners and trainers for successful education provision.

In Tanzania, the MEVT is responsible for coordinating all educational related activities. MoEVT facilitates educational publishing activities by using its department, TIE including: developing curricula for teaching and learning materials in pre-primary schools, primary schools, secondary schools and teachers' training colleges. The Children's Book Project (CBP) and 21st Century Book Project are some of the non-governmental organisations which support provision of core and supplementary teaching and learning materials in Tanzania. These organisations set guidelines, select manuscripts and fund the publication of children's and young adults' textbooks for use in pre-primary and primary schools in Tanzania.

Table 2.3: Functions of Textbook Publishing

| | |
|---|--|
| 1. Preparation of manuscripts <ul style="list-style-type: none"> • Writing • Editing • Illustrating • Design | <p>The content of textbooks must be based on general guidelines of education expressed in a curriculum and more specifically in syllabi for various subjects. Curriculum development forms an ultimate prerequisite for textbook publishing, but is not part of it.</p> <p>The preparation of a manuscript is a creative process where a variety of expertise is needed. Often a team of experts can best achieve an accessible combination of text and illustrations. The team's skills should encompass subject expertise, classroom expertise, writing ability, editorial experience and expertise in design and illustration.</p> <p>The editorial functions are of central importance, not only for manuscript preparation, but also for coordination of the whole publishing process. Editors are responsible for the quality and the economy of an individual title. Therefore, editors have to understand the whole process of textbook publishing, and be able to coordinate the long chain of various activities. Illustrators and graphic designers are responsible for typography, layout and use of illustrative material (photos, drawings, etc.) in a textbook in a way that is appropriate for the target group in question.</p> |
| 2. Trialing and evaluation | <p>The quality of a textbook should be tested before it is used in schools. A publisher can use statements from experienced teachers and education experts and also arrange field tests in selected schools in order to check the usefulness of a new title. Continuous feedback on titles already in use in schools is also needed to take account of users' experience for revised editions.</p> |
| 3. Approval Acceptance | <p>A formal approval of textbooks, especially in centralized publishing systems, is usually managed by education authorities (Ministry of Education through its textbook board or committees). Final approval and selection of textbooks can also be left to schools, teachers and parents as happens in many market economies.</p> <p>The publisher's role in quality control is vital from an early stage of writing and in many cases the final decision to publish a new title is the sole responsibility of the publisher.</p> |
| 4. Reproduction Printing Binding | <p>The technical process of textbook production consists of origination of the work (pre-press work), printing and binding. Publishers do not necessarily have their own production facilities, and often subcontract printing services. Subcontracting gives a publisher an opportunity to arrange the technical process in a flexible way according to specifications of different titles. The publisher can utilize both domestic and international printers. The major raw material of books is paper. In large print runs of textbooks the cost of paper may be more than 50 percent of the total production cost.</p> |
| 5. Marketing: <ul style="list-style-type: none"> • Promotion • Selling • Distribution | <p>Marketing functions include promotion, selling and distribution. A two-way information flow is one of the essentials in marketing: customers (buyers and users of the textbooks) are informed about books available, but information about their needs is collected at the same time. A reliable system is needed to organize ordering, deliveries and invoicing.</p> <p>Distribution is often the weakest link in the book publishing chain because it is highly dependent on the general infrastructure such as road networks, mail services, telecommunications, or transportation capacity.</p> |
| 6. Teacher orientation | <p>The quality of textbooks can be utilized only if teachers are (a) properly informed about their characteristics and (b) trained to use them. This is especially important if the books present pedagogical ideas new to teachers.</p> |

(Source: Bgoya at al. 1997)

2.10 Textbooks

Textbooks are important materials for the provision of education to both students and teachers; they facilitate learning of various concepts for good understanding of a subject. “Effective instruction requires textbooks, notebooks, library books, wall charts, and maps,” (World Bank, 2011, p.36). The teaching/learning materials comprise of textbooks, teacher’s guides, supplementary materials and reference books. Learning and teaching materials are critical ingredients in learning, and a curriculum cannot be easily implemented without them (The World Bank, 2011). Textbooks act as the main source of knowledge transfer in the learning process.

The development of textbooks depends much on the country policy and perceptions of various stakeholders in a country. Organisation as well as policy formulation and control has an impact on textbook provision and distribution. Bgoya *et al*, (1997, p.8) states that,

“Textbooks and textbook publishing can be seen from various angles, depending on the observer. As policy developers and decision makers, education authorities often view publishing and textbook provision as part of a bureaucratic procedure. Teachers and students, as users of textbooks, are primarily interested in the quality and availability of textbooks. Buyers, whether Ministry of Education, schools, parents or others, place a high priority on prices. Independent publishers view publishing as a business from which they have to live.”

The provision of textbooks has been linked to improved student performance. Next to a good teacher, a good textbook is the most effective medium of instruction. . Effective instruction requires textbooks, notebooks, library books, wall charts, and maps. When teachers are underqualified, underpaid, and under motivated, the textbook and its accompanying teacher’s manual are especially important. For many young people on a book-starved continent, textbooks are the only introduction to literacy. They are

described as quality inputs, whose assessment is largely subjective, yet they must fit into a bid evaluation procedure designed to be objective. (World Bank, 2011).

2.11 Textbook Vetting and Evaluation Systems in Other Countries

Textbook vetting or evaluation has been a common practice in many countries for many years. Many countries have evaluation/vetting committees or departments to carefully select their educational materials. However, practices have not been the same in all countries. They not only differ in practice, but also in the level of success and/or failure depending on how the process is conducted and the relationship among the key players in the education sector.

2.11.1 Slovakia

Slovakia established textbooks evaluation in 2006, to guide how textbooks are evaluated and approved over a three stages process into one of the: sample manuscripts in a tender process, publication of completed manuscripts or evaluation of textbooks used in schools. In Slovakia, the quality of textbooks is not only based on social needs, general educational objectives and up-to-date psychological theories of learning and the contemporary theories with emphasis on the role of a student in the active acquisition of new knowledge. The process of preparing textbook policy as well as evaluation and approval system, was highly participatory and representative of the Ministry of Education, local self-governing bodies, publishers, teachers, experts in individual subjects as well as students. The six evaluation categories are: compliance with principal pedagogical documents, personal development, content selection, social correctness, methodological approach and graphic layout (Nogova & Huttova, 2005).

2.11.2 Sweden

In Sweden, the textbook approval process was in place in the period 1974-1991 and involved examination of all textbooks and in 1991 included teaching aids in the social sciences. The approval process involved an approval committee called Institute for Information about Textbooks in collaboration with the appointed examiners. The aspects examined included: the price of the book and the content in correspondence with the national curriculum. The approval committee decides on the use of a textbook, including the pros and cons of a textbook so as to help schools when deciding which book to use. This approval process in Sweden stopped in 1991 (Harrie, 2005).

2.11.3 Korea

Korea is another country that has been evaluating textbooks since 1945, under the term “textbook authorization”. The evaluated books are in three categories; government-copyrighted textbooks, government-authorized textbooks and government-approved textbooks. Government-copyrighted textbooks are those textbooks authored by the national government, government-authorized textbooks are written by private publishers and approved by the government, while government-approved textbooks are approved textbooks with lower standard than those of the authorization review. Most schools in Korea prefer government-copyrighted and government-authorized textbooks and only in case of the absence of the two that schools opt for government-approved textbooks.

In Korea, textbooks examination is based on guidelines in the writing of textbooks and checkpoints of government authorisation. A review of authorised textbook is done after every three years for junior high school textbooks, and in two years for senior high schools. Korean government-authorised textbooks go through four main stages; preparation of government textbook authorisation, writing of textbooks, review, selection, production and provision. A review for government-authorisation textbooks have three sets; common checkpoints, subject-specific checkpoints, teachers' manual checkpoints (Gim, 2005).

2.11.4 Kenya

Kenya is one of the East African countries that has a strong and developing publishing industry with the textbook evaluation and selection system. The evaluation process involves the submission of dummy copies of the book, which must meet minimum technical specifications provided by the Ministerial Textbook Vetting Committee. Publishers also pay a non-refundable fee of Kshs 5,000/= (equivalent to 49.40 USD) for a set of evaluation and an additional Kshs 7,500/= (equivalent to 74.10 USD) per subject and class. Submissions accepted are only those from publishers who are legally incorporated and registered in Kenya.

A membership of the evaluation committee is from senior members of Ministry of Education Science and Technology (MoEST). The committee approves the appointment of subject panel members and one administrator who is responsible for assembling results from subject panels. Each curriculum subject has a separate evaluation panel, usually comprising of seven members; a non-scoring moderator who

also acts as a chair, a subject specialist representative of the MoEST; a panel secretary who is a specialist in the subject and has knowledge of the curriculum, a subject specialist teacher or trainer and three experienced teachers.

During evaluation each panel member marks submitted textbook or teacher's guide separately without communicating with other evaluators. The criteria used for evaluation are: conformity to the curriculum, content, language, exercises and illustrations for pupils' books. In teachers' guide the criteria are: diagnostic assessment exercises, provision of additional content for teachers, activities to support multi-ability learning, suggestions to use low-cost or no-cost materials, clarity of writing and presentation of text, clear cross referencing to the textbook and clear methodology and support for pupils (Rotich & Musakali, 2005; Simam, Rotich, & Kemoni, 2012).

2.12 Single Textbooks Vs Multiple Textbook Publishing

The World Bank (2011) states that, multiple textbook a good textbook provision system, since competition among publishers encourages them to improve their products. The system also allows teachers or district-level officials to choose the books best suitable to their students' needs and experiences. The multiple choice of textbook reinforce literacy as it increase publisher's revenue which make it possible for local publishers to develop supplementary reading material and other books that will help develop reading habits. Evaluation done before printing of new books is useful for checking the appropriateness of academic and social content, language, and length. In bid evaluation, at least 40 percent of the weighting is on the quality of content. After independence, many African countries operate under state textbook publishing and book provision. The system faced many challenges including poor quality textbooks;

poor physical production quality with low life span, textbooks being used for so long without being updated, irregular and inaccurate book distribution (Kira & Bukagile, 2013; Languille, 2015).

Kira & Bukagile (2013); Mahmood (2010) commented that, the biggest impact of single textbooks system on the quality of education; on students is limited intellectual diversity and if a book has factual errors there is no recourse. The single textbook encourages rote learning and cramming for examination purposes without enabling the student to gain requisite knowledge and the required skills as specified by the curriculum. Hence, a textbook which is produced under single textbook system is likely to have less detailed information on the topic under discussion. In teaching/learning process, multiple textbook system enriches content since, various textbooks can be used to prepare lessons. This results on best notes for the students. Therefore, the multiple textbook system makes students gain more materials that are appropriate.

However, according to the study conducted by Kira & Bukagile (2013) multiple textbooks can lead to incoherence and confusion. This is especially the case to book sellers and final consumers (libraries, schools, parents and students) on which textbooks to buy or stock. The study points out that the students come across various textbooks with texts that are presented differently although they are for same subject. This would cause confusion on which textbook to buy. The problem can be addressed through promotion of reading culture and training on how to use multiple textbooks in learning/teaching process. Although, multiple textbook system has its own shortcomings, there is evidence that schools have greater ownership of textbooks that they choose themselves. In multiple choices situation, competitive pressures tend to

force publishers to upgrade their textbooks to meet the standards set by rival publications and also to compete actively on price. The multiple textbook system also promotes production of quality textbook. (Read & Treffgame, 2011; Mahmood, 2006).

2.13 Publisher's Role in Textbook Publishing

A publisher is the chief coordinator, controller, investor and director general of the book publishing industry. It is central in the general plan and has relation with all other players in the book publishing industry. In textbook publishing, a publisher commissions authors or receives a manuscript from the author, engages the services of editorial specialists, artists, translator and designer who will ensure a textbook meets the set standards (Askerud, 1997; Altbach, 1997). The publisher also contracts, supervises printer; and then directs the distribution to the potential market of the textbooks produced. It is the publisher who pushes the button setting the whole machinery of the book publishing process in motion. The publisher is responsible for vision, imagination, long-term planning and a spirit of experimentation to succeed in business. Without a clear understanding of these elements a publisher will not be able to produce good books at competitive prices (Smith, 1989).

Textbook publishing is a changing business which is mostly controlled by the government, thus a publisher must have a clear understanding of the environment, politics, logistics and development surrounding the market. A good publisher is a good manager who can get things done well through other people. Thus, a publisher employs expert who will work hard to deliver the needed textbooks to the readers, and he/she is always the leader in the process. A good publisher also looks for ways of attracting more opportunities in his business. He or she has a critical eye that looks for ways to

enrich the business, a creative mind that is usually looking for ways to improve the business, an entrepreneurship heart that is ready to try, and management skills that can bring people together to work as a team to explore opportunities in a publishing business (Smith, 1989; Jolly, 2009; Buigutt, 2009; Clark & Philips, 2008).

2.14 The Textbook Vetting and Evaluation Process

Textbook evaluation and vetting is done to ensure that books produced meet the criteria set for effective teaching and learning. In most countries, the Ministry of Education or a department under this Ministry evaluates and vets textbooks. Vetting is usually done on the manuscripts or books produced by private or state publishers. In most cases, the government ensures quality of the textbooks produced through vetting and evaluation process. The vetting committee will issue guidelines and publishers will prepare manuscripts or submit their published or new editions for vetting and evaluation (Mahmood, 2011). Textbook evaluation and vetting can be done at different stages of preparation of textbooks, including; evaluation of sample manuscripts in a tender process, the approval and publication of completed manuscripts and evaluation of textbooks used by schools. According to Bgoya *et al* (1997) the two textbooks approval methods are; automatic prescription of textbooks written by curriculum development institution as the only approved textbooks, and recommendation of several textbooks in addition to the one written by curriculum development institution.

Textbooks evaluation and vetting process assists teachers in qualitative selection of textbooks; the vetting process helps teachers in quality control based on content quality and/or physical quality of textbooks such as; relevance to the target group, accuracy,

readability, legibility and durability. Usually, criteria are established by the committee responsible, so as to ensure that the textbooks used by the students meet needed standards. Teaching and learning process can only be successful if quality materials are supplied to both learners and trainers, and when everybody is allowed to publishing, buyers might be confused what to buy. Through vetting and evaluation process, the government can check the quality of these publications and approve those that suits the needs best, thus helping teachers select easily among the approved list (World Educational Forum, 2000).

Moreover, to check social political correctness, the vetting and evaluation of textbook enables a thorough checking of textbooks on the social and political matters, which are important for preservation of the national culture, unity and moral behaviours of the learners. Evaluation ensures content meets desired values, and that those that present matters of political or social biasness (example: gender imbalance, disloyalty to the country) do not reach the learner (World Educational Forum, 2000). Furthermore, textbook evaluation and vetting process help to meet needs of information on subject/grade coverage. The new, revised or new edition textbooks need to be checked to ensure that they are appropriate and cover the syllabus completely. Registration of textbooks based on minimum needs of pedagogical relevance, accuracy and technical quality help to maintain content quality and completeness. To ensure the right that level of education and growth of intellectual capacity, it is important that textbooks cover the syllabus well, uses appropriate language and meets desired criteria (Bgoya *et al*, 1997).

The evaluation process should ensure that bidding documents for procuring textbooks are as short, simple, and inexpensive as possible. The responsible organ has to test standard bidding documents for effectiveness and efficiency before they are implemented, using a representative sample of local and transnational publishers and printers (Askerud, 1997). According to World Bank (2008, p.13) a typical set of evaluation criteria would include: conformity with curriculum requirements, presentation and attractiveness, factual accuracy, accessibility of Language, gender, religious, racial equity, and price. Approved textbook lists (particularly if they are price sensitive and limited) can be used to encourage good textbook quality and lower prices if the evaluation criteria are carefully developed and if publishers are provided with good lead times to develop their submissions. Approved textbook lists can be used to stimulate the local publication of textbooks if there is a market that is perceived to be big enough and reliable enough to justify the initial investment (World Bank 2008; Mahmood, 2009).

In the evaluation process the general rule is that publishers and their authors are provided with the maximum amount of information to enable them to meet the government requirement for textbooks and other teaching/learning materials. This information include: the national curriculum framework; the relevant syllabuses; a list of key skills, competencies, values and attitudes required by the curriculum and by individual subjects and grade levels; any subject standards that have to be met; any cross-cutting issues which need to be included (e.g. gender equity, environmental issues, concepts of globalisation, HIV/AIDS, maternal reproductive health, etc.), (World Bank, 2008; World Educational Forum, 2000).

Reed (2010) asserts that, in vetting and evaluation process specification should be given to show what materials should be submitted for evaluation e.g. a textbook and teachers' guide. Guidance may also be needed on the requirement for exercises, activities, some methodological approaches and for assessment. Providing publishers with sample lesson plans produced by members of the curriculum/ syllabus groups helps publishers to see how information is combined with activities and student-oriented working methodologies to develop the skills and competencies specified by the curriculum. It is common to require that any evaluated textbook approved for use in schools should have a minimum 80% conformity with the national curriculum. It is also common that all other criteria should be scored to a minimum level of 60% or higher to ensure that all of the critical components of a textbook and teachers' guide meet good minimum standards. Good evaluation and approval systems, particularly if the evaluation is competitive, will usually ensure that content and presentational quality is of an acceptable standard.

2.15 Chapter Summary

The chapter reviewed literature from various sources and scholars in relation to vetting. Evaluation and approval process. The chapter also presented the theoretical framework. Three theories were reviewed: the Bloom's Taxonomy of Educational Objectives, the Revised Taxonomy Theory and the Value Chain theory. The Value Chain theory by Porter (1985) was found to be relevant to this study. This is because the theory presented the important activities of the company that add value to the products. This helped to assess how various activities relating to vetting and evaluation help in ensuring quality of textbooks. Literature was reviewed on textbooks, textbooks vetting

and evaluation process in other countries, publisher's role in textbook publishing and textbook vetting and evaluation process. This was in line with research objectives and questions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that were used to conduct the research. The chapter discusses the research design, study population, sampling procedure, data collection methods and procedures, data collection instruments; with justification for their choice and use. The chapter further discusses data validity and reliability, data analysis and data presentation as well as ethical considerations relating to the study. According to Rajasekar, Philominathan & Chinnathambi (2013) research methodology is a systematic way to solve a problem; essentially, it is the procedures by which researchers go about their work of describing, explaining and predicting phenomena.

3.2 Research Design

This is an exploratory research study. Exploratory research is defined as a research that aims to explore and discover issues about the problem at hand because very little is known about the situation, (Cohen, Manion & Morrison, 2007; Creswell, 2009). The design was used to explore and discover the role of publishers in textbook vetting and evaluation process in Tanzania. Sample population was drawn to make some inferences about the wider population (Creswell, 2009).

3.3 Research Methodology

This research used mixed methods approach to achieve its objectives. The mixed methods approach combines or associates both qualitative and quantitative forms. It

involves philosophical assumptions; the use of qualitative and quantitative approaches and mixing of both approaches in a study. “Thus, its central premise is the overall strength of a study is greater than either qualitative or quantitative research” (Creswell, 2009, p.3). The research used a mixed method approach during the data collection process as well as during the data analysis. Thus, the entire study will apply the use of a mixed method approach.

For this study, qualitative approach was used as a primary instrument of data collection, so as to discover, explore and understand the research problem (Kothari, 2004). The method was also used to examine textbook vetting and evaluation process, as well as role played by various players in this process. On the other hand, quantitative research methods was used to confirm, test theory, explain, predict and obtain standardised data (closed ended questions), and for doing statistical analysis on the area under study (Kothari, 2004). Thus, it explored and analysed variables, which related to textbooks vetting and evaluation process in Tanzania.

3.4 Study Population

Population refers to an entire group of individuals, events or objects having common observation characteristics (Mugenda & Mugenda, 2012). The total population was 108 including government officials and publishing staff. The population comprised of: 16 educational publishers managerial staff, 20 Department of Planning and Policy in the Ministry of Education and Vocational Training, 10 Baraza la Kiswahili Tanzania (BAKITA) (publishing section), 54 Tanzania Institute of Education (TIE) (publishing section as well as Vetting Evaluation Section and head of sections), and 8 key staff of Publishers Association of Tanzania (PATA). The reason for studying them was that

they are involved in textbooks production and provision as well as vetting and evaluation process.

3.5 Sampling Techniques

Sampling is a procedure, in which a proportion of the population are used to provide the data/information, and the inference drawn from the sample is extended to the whole group. There are two types of sampling techniques, namely probability (representative) sampling and non-probability (non-representative) sampling. With probability sampling, the researcher determined the chance or probability of an element being included in the sample. This technique gives each member of the population an equal chance of being selected for the sample. Examples of probability sampling include simple random sampling, stratified sampling and cluster sampling (Kombo & Tromp, 2006).

In contrast, non-probability sampling is when the researcher had no way to determine the chances of inclusion of a particular element of the population in the sample. The sample may be drawn depending on a determined size in advance, but there is no assurance of representativeness. Examples of non-probability sampling include haphazard sampling, quota sampling, snowball sampling, deviant-case sampling, sequential sampling, theoretical sampling and purposive sampling. Sampling was used to select respondents who participated in this study (Kothari, 2004).

Purposeful/judgemental sampling and stratified sampling was used in this study. The aim was to ensure that the different people who were involved in textbooks production as well as vetting and evaluation were included in the sample. The population which

was selected using stratified sampling included: (28) Tanzania Institute of Education (TIE) (publishing section, Vetting and Evaluation Section), Department of Planning and Policy in the under, Ministry of Education and Vocational Training (20), and (10) publishing section member staff of Baraza la Kiswahili Tanzania (BAKITA). On the other side, 12 educational publishers' managerial staff, (6) Tanzania Institute of Education (TIE) (head of sections) as well as (3) key staff of the Publishers' Association of Tanzania (PATA) was purposively selected.

3.6 Sampling Frame and Sample Size

According to Gay as quoted by Cohen, Manion & Morrison (2007) it is irrelevant to sample when the population is less than 100 people or units, thus a researcher has to survey the entire population; if the population size is about 100, 50% of the population be sampled. If the population size is about 150, 20% of the sample should be sampled and beyond a certain point at least 5000 units or more the entire population size is almost irrelevant, and a sample size of 400 should be adequate. In this study, the target population is 108, from which a sample size of 72 respondents was picked representing about 50% of the population (Table 3.1).

This sample included: 16 educational publishers managerial staff, 10 Department of Planning and Policy in the Ministry of Education and Vocational Training, 5 Baraza la Kiswahili Tanzania (BAKITA) (publishing section), 33 Tanzania Institute of Education (TIE) (publishing section, Vetting Evaluation Section as well as head of sections), and 8 key staff of Publishers Association of Tanzania (PATA). The reason for sampling

them was that they are involved in textbooks production, provision, as well as vetting and evaluation process.

Table 3.1: Total Sample Size

| Respondents | POPULATION | SAMPLE SIZE |
|---|------------|-------------|
| Educational Publishers' Managerial Staff | 16 | 16 |
| Key Staff of Publisher's Association of Tanzania (PATA) | 8 | 8 |
| Department of Planning and Policy under, Ministry of Education and Vocational Training | 20 | 10 |
| Tanzania Institute of Education (TIE) head of sections) | 12 | 12 |
| Tanzania Institute of Education (TIE) (publishing section and Vetting and Evaluation) staff | 42 | 21 |
| Baraza la Kiswahili Tanzania (BAKITA), publishing section | 10 | 5 |
| TOTAL | 108 | 72 |

3.6.1 Purposive Sampling

According to Cohen, Manion, & Morrison (2007), purposive sampling, often features qualitative research, in which a researcher handpicks the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought.” In this way, a researcher builds up a sample that is satisfactory to his/her specific needs. Thus, the sample was chosen for a specific purpose. Therefore, managers of publishing houses were targeted because they have more information on the way vetting and evaluation of teaching/learning materials is conducted and organise the ways to provide teaching/learning materials based on the government vetting/evaluation guidelines.

Quoted by Cohen, Manion & Morrison (2007) Ball asserts that in many cases, purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience. Purposeful sample enable a researcher to acquire in-depth information on particular issues from those who are in a position to give it. The researcher was able to get comments on matters of interest to the study. Thus, to get in depth understanding from well informed people a total of 36 respondents including (16) educational publishers' managerial staff, (12) Tanzania Institute of Education (TIE) (head of sections) as well as eight (8) key staff of the Publishers' Association of Tanzania (PATA) were interviewed.

3.6.2 Stratified Sampling

Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics. A stratified random sample is, therefore, a useful blend of randomization and categorization, thereby enabling a quantitative piece of research to be undertaken. A quantitative piece of research was used in analytical and inferential statistics (Cohen, Manion, & Morrison, 2007).

Under this sampling design, every item of the universe has an equal chance of inclusion in the sample. Thus, individual units are picked up from the whole group not deliberately but by some mechanical process (Kothari, 2004). The stratified sample was thus be used in selecting (21) Tanzania Institute of Education (TIE) respondents (publishing section and Vetting and Evaluation Section), (10) Department of Planning and Policy under, Ministry of Education and Vocational Training, (5) publishing

section member staff of Baraza la Kiswahili Tanzania (BAKITA) making the total to be 36 respondents. The respondents were picked using simple random sampling to participate in the study.

3.7 Data Collection Instruments and Procedures

The use of both primary sources of data collection was applied in the study. Questionnaires and Interviews were used as instruments for primary data sources. These two instruments were used to collect information that answered the research questions and meeting research objectives.

3.7.1 Questionnaire

A questionnaire is an instrument used to collect information needed for a survey. It consists of a number of questions or items on paper that respondents read and give answers in written form (Akbarak, 2000). In this study, a questionnaire was given to Tanzania Institute of Education (TIE) (publishing section as well as Vetting and Evaluation Section), Department of Planning and Policy under, Ministry of Education and Vocational Training, publishing section member staff of Baraza la Kiswahili Tanzania (BAKITA). The combination of both open-ended and close-ended questions was administered to the respondents. The questionnaire was self-administered to ensure validity and reliability due to the fact that respondents were informed of the purpose of the study taking into consideration research ethics.

3.7.2 Interview

An interview is a controlled conversation used by an interviewer to obtain data required for the survey from the respondent by means of asking questions verbally. This conversation is usually initiated by the interviewer for the specific purpose of obtaining information/data for a study based on specified research objectives (Akbayrak, 2000). Among those interviewed were: educational publishers' managerial staff, Tanzania Institute of Education (TIE) head of sections, as well as key staff of Publishers Association of Tanzania (PATA). The sample sizes of these respondents were selected by considering key personnel who would provide in depth information on the study. The researchers used semi-structured face-to-face interviews as the respondents considered convenient.

Through the use of interviews, the researcher was able to obtain information, while at the same time give and received immediate feedback. Respondents were informed a month in advance. The researcher also reminded respondents about the interview, two days before it to make sure respondents were available when required. The researcher prepared an interview guide, which was also given to respondents one month before the interview to help control the flow and duration of the interviews and ensure that interviews adhered to the researcher's interests. A tape recorder was used to record the interview conversation and it was tested before starting the interview to ensure it worked properly. Recordings were well kept on the recorder and copies served on a computer and memory card to avoid loss of data.

3.8 Data Presentation, Analysis and Interpretation

In this study data analysis, presentation and interpretation was both qualitative and quantitative based on the research objectives of the study. To ensure accuracy, correctness, completeness, and consistency, data were edited and corrected. Also, the data were well arranged and coded for easy statistical analysis. Interview recordings were transcribed to obtain qualitative data. The use of descriptions and themes and statistical methods such as tables and charts were used to analyse and present data based on the research objectives.

3.9 Validity and Reliability

A pilot study was conducted in Dar es Salaam, Tanzania involving members of TIE (Material Development Section) and Editors of two publishing houses. Both questionnaires and interviews were tested to establish validity and reliability of the instruments. The researcher was able to test instruments for use during the study, reveal and correct misconceptions of the respondents thus, correct or rephrase some of the questions for clarity, relevance and reliability. The researcher also ensured validity by aligning research objectives with the questions under study. During the pilot study it was discovered that, some of the questions in the questionnaire were too long and respondents found it hard to fill in all the required information. The questionnaire had to be rewritten to provide for short answers, multiple choices with space to add other information provided down. Some of the interview questions were found to be leading to short answer so they could not prompt deep response to provide enough information. The researcher had to change them making sure that, respondents had a room to discuss

in details, about the information required. During the pilot study it was also discovered that early September was a busy time for most TIE staff as they were out of their offices for some official responsibilities thus the researcher had to wait until mid-September when most respondents were back to start field work.

3.10 Ethical Considerations

The research adhered to ethical requirements of research such as the confidentiality of the respondents and free will to participate in the research. The researcher also respected respondents' views and willingness to give information. The research used data generated during the research without altering, fabricating or falsifying them. The researcher also acknowledged all sources and references used in this study. The researcher also informed the respondents on the reason for collecting data. The researcher will also share the study findings, once completed with the MEoVT, National Library of Tanzania, University of Dar es Salaam, Mwalimu Nyerere Campus library so that it can be accessed by the community.

3.11 Chapter Summary

The chapter presented the research methodology that was used in this study. The study adopted a mixed method approach and the exploratory survey design. The population comprised of: educational publishers managerial staff, Department of Planning and Policy staff in the Ministry of Education and Vocational Training, Baraza la Kiswahili Tanzania (BAKITA) staff (publishing section), Tanzania Institute of Education (TIE) staff (publishing section as well as Vetting Evaluation Section and head of sections), and key staff of Publishers Association of Tanzania (PATA). The total population was 108 and the sample size was 58 respondents. The data collection instruments were

questionnaire and interview. Data presentation, analysis and interpretation were done both qualitatively and quantitatively. To ensure validity and reliability the pilot study was conducted in line with research questions derived from research objectives provided in the research instruments. Ethical considerations were observed through handling responses confidentially and seeking their consent before collecting data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The results of the study are presented in this chapter. The chapter presents, analyses, and interprets data collected in line with the aim of investigating the textbooks vetting and evaluation process in Tanzania. The chapter presents data generated from both qualitative and quantitative approaches such as data coding, thematic analysis and data tabulation thus, reflecting the mixed methodology applied in this study. The data was collected using interviews administered to the educational publishers' managerial staff, Tanzania Institute of Education (TIE) (head of sections) as well as key staff of the Publishers' Association of Tanzania (PATA). In addition, the questionnaire given to the Tanzania Institute of Education (TIE) (publishing section, Vetting and Evaluation Section), Department of Planning and Policy under the Ministry of Education and Vocational Training, and publishing section member staff of Baraza la Kiswahili Tanzania (BAKITA).

The data were categorized by considering the research objectives as well as questions starting with quantitative to qualitative data depending on the nature of the subtopic under discussion. Narrative presentation, analysis and interpretation were used for qualitative data analysis. Graphs, tables, and pie charts were mainly used to present the findings in line with quantitative aspect of the study. Data organisation reflects the mixed method approach used in this study. The chapter concludes with a summary of the findings.

This chapter is divided into the following subsections, which are in line with the research objectives and the research questions:

- a) Response rate
- b) Demographic analysis of the respondents
- c) The role of publishers and TIE in the textbooks vetting and evaluation process
- d) Criteria used in approving primary and secondary school textbooks
- e) The differences between the multi-textbook evaluation process and single-textbook evaluation process
- f) The challenges of vetting and evaluation process

4.2 Presentation, Analysis and Interpretation of Data from Research

Instruments

The presentation, analysis and interpretation of qualitative data involves the use of coded names that represents the respondent. These names are available for authentication if needed.

4.2.1 Response Rate

The study targeted a total of 72 respondents: 21 staff of TIE Publishing, Vetting and Evaluation Section; 10 Department of Planning and Policy staff under Ministry of Education and Vocational Training; five publishing section staff of BAKITA; 16 educational publishers' managerial staff; 12 Tanzania Institute of Education (TIE) (head of sections) as well as eight key staff of PATA. Out of this sample size, a total of 58 respondents (81%) participated in the study, including 18 (86%) staff of TIE publishing section and Vetting and Evaluation Section, and six (60%) Department of Planning and Policy staff under the Ministry of Education and Vocational Training; four (80%) publishing section staff of BAKITA; 16 (100%) educational publishers'

managerial staff; seven (58%) TIE head of sections as well as seven (88%) key staff of PATA. A total of 36 questionnaires were sent to selected participants and 28 was received, which is 78% of the target. In addition, the researcher was able to interview 30 respondents which is 83% of the total number expected (Table 4.1).

Table 4.1: Response Rate

| Respondents | Sample Size | Population Realised | Percentages (%) |
|---|--------------------|----------------------------|------------------------|
| Educational Publishers' Managerial Staff | 16 | 16 | 100 |
| Key Staff of Publisher's Association of Tanzania (PATA) | 8 | 7 | 88 |
| Department of Planning and Policy under, Ministry of Education and Vocational Training | 10 | 6 | 60 |
| Tanzania Institute of Education (TIE) head of sections) | 12 | 7 | 58 |
| Tanzania Institute of Education (TIE) (publishing section and Vetting and Evaluation) staff | 21 | 18 | 86 |
| Baraza la Kiswahili Tanzania (BAKITA), publishing section | 5 | 4 | 80 |
| Total | 72 | 58 | 81 |

Thus, the study was able to collect data from 81% of the respondents, which is a good percentage for the study. The good response rate enabled the researcher to address the research questions well and thus achieve the aim of the study.

4.2.2 Demographic Analysis of the Respondents

The researcher analysed the demographics of the respondents (age, gender, occupation, etc.) in order to define their characteristics. This helped the researcher to determine the validity of the respondents who participated in the study.

4.2.2.1 Age of the Respondents

The ages of the respondents of staff of the staff of the Department of Planning and Policy under Ministry of Education and Vocational Training, staff of Tanzania Institute of Education (TIE) (publishing section and Vetting and Evaluation); as well as staff of Baraza la Kiswahili Tanzania (BAKITA), publishing section were as follows: 0% in 18 – 24 age range; 0% in the 25 – 34 age range; 11 (39%) in the aged range 35 – 44 years; eight (29%) were in the age range 45 – 55; and nine (32%) in age range 55 years and above (Fig.4. 1).

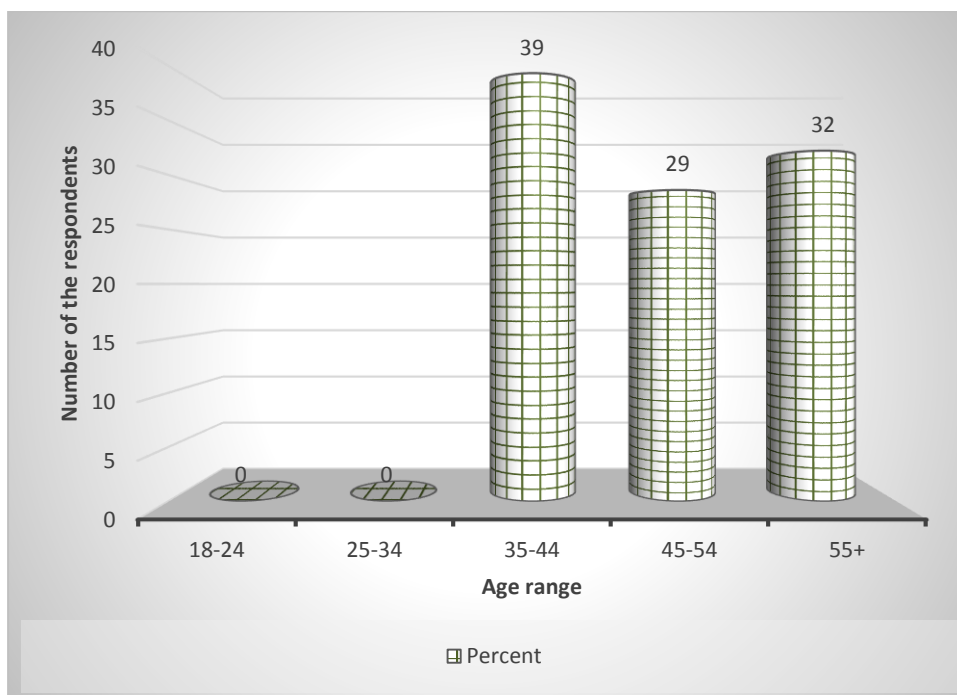


Figure 4.1: Age of the Respondents (n = 28)

The fact that, 100% of the respondent were aged 35 to 55 years and above revealed that they were well-matured people. It shows that the respondents were mature people and so they could provide needed information.

4.2.2.2 Gender of the Respondents

Seven respondents (25%) were females, while 21 respondents (75%) were males (figure.4.2). The results are similar to those by Ibun and Lucy (2012) and Pacchiotti (2012). The findings shows that, there are more male than female employees in Tanzania. The reasons given were, the patriarch system used in many African countries, hardship and poverty, lack of a strong network of women in job search, as well as lack of confidence among many women.

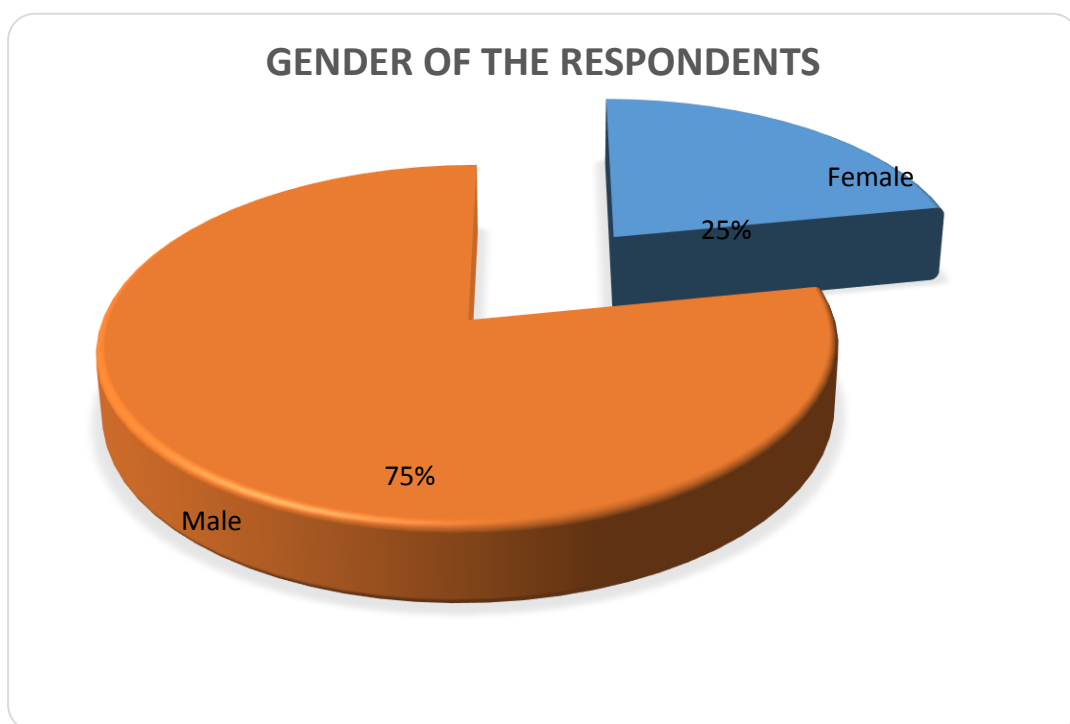


Figure 4.2: Gender of the Respondents (n = 28)

This findings shows that, there are more male respondents than female respondents. The findings concur with other sectors in Tanzania in which there are more male employees than females although the total population of females is higher than males in the country.

4.2.2.3 Work Experience of the Respondents

The work experience of the respondents were as follows: two (7%) respondents had an experience between 0-4 years, nine (32%) had an experience of 5-9 years, seven (25%) had between 10 - 14 years' experience, two (7%) had an experience of 15-19 years, eight (29%) had an experience of 20 or more years (Table. 4.2).

Table 4.2: Duration of Employment (n = 28)

| No. of Years | Frequency | Percent |
|--------------|-----------|---------|
| 0 – 4 | 2 | 7 |
| 5 – 9 | 9 | 32 |
| 10 – 14 | 7 | 25 |
| 15 – 19 | 2 | 7 |
| 20 + | 8 | 29 |

The respondents' work experience in various sections relating to vetting and evaluation process contributed to the appreciation of their responses. The vetting and evaluation process is a sensitive activity that requires experienced players to achieve the needed quality as supported by Bgoya *et al* (1997).

4.2.2.4 Employees by Section

The researcher asked staff member of TIE to indicate the section in which they are employed and the information was used to ensure that the questionnaires were given to the relevant respondents. This question was not asked to the rest of the respondents who were given questionnaires in other organisations because for them a single section was involved. The study found out that, a larger percent of the TIE respondents, 10 (56%) were employed under the Curriculum Development section, followed by the Editing

section that had three (17%) respondents, the Educational Material section had three (17%) respondents and lastly the Production section with two (11%) respondents (figure. 4.3).

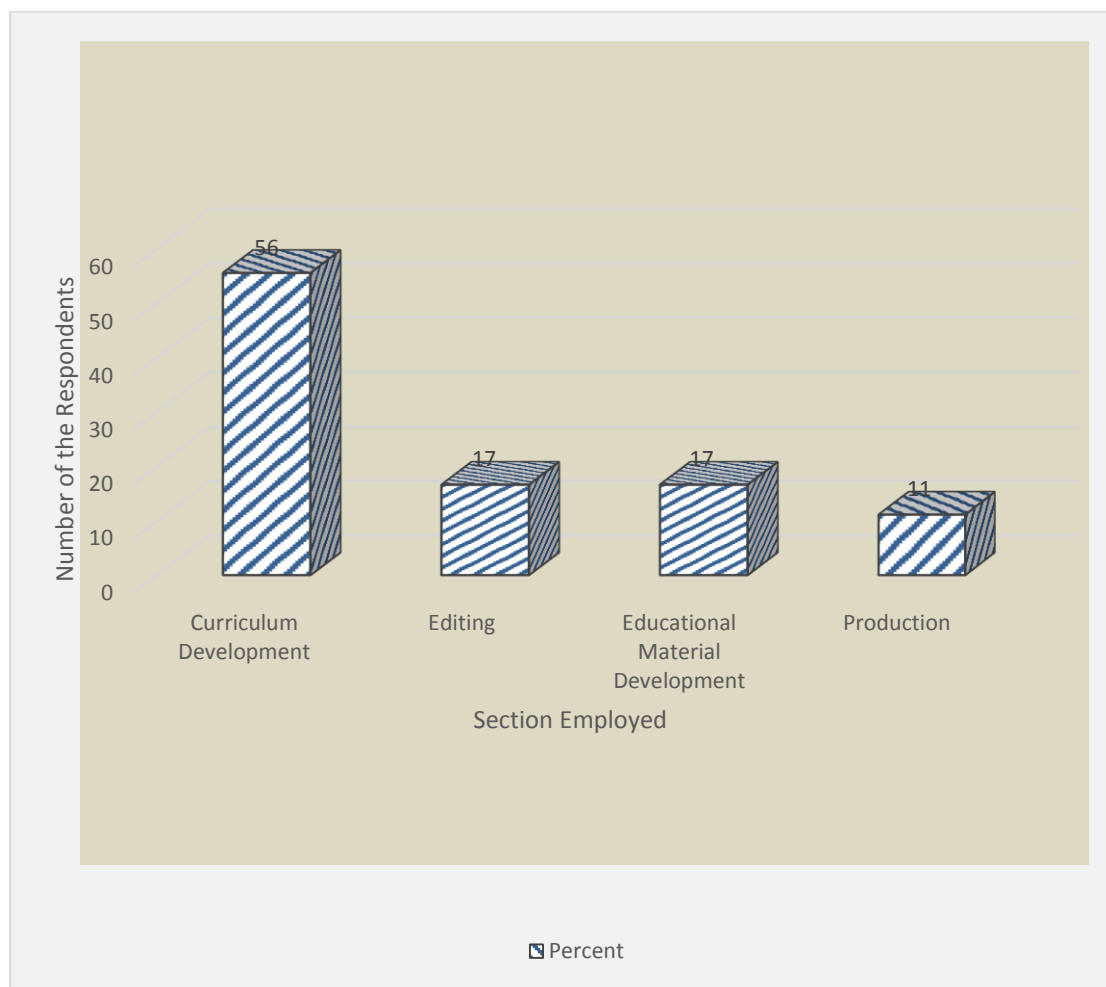


Figure 4.3: Respondents by Section (n = 18)

The results show that TIE had a few staff members in spite of many responsibilities that it handles, especially after the reintroduction of single textbook system. Some respondents suggested more expertise should be employed in TIE for effective running of its activities. Some sections like editing, production and educational material development had a comparatively few staff compared to Curriculum Development Section. The fact that TIE is now the only publisher of core textbooks implies that the

organization should have enough experts in those areas, having few staff could lead to inefficient service delivery.

4.3 The Role of Publishers and TIE in the Textbooks Vetting and Evaluation Process

The study sought to find out the roles played by TIE, publishers and PATA. This was important, as it defines the functions of the main players in the textbooks vetting and evaluation process in Tanzania. It also portrayed how other players in the industry view the fulfilment of these responsibilities in relation to textbooks vetting and evaluation process in the country.

4.3.1 The Role of Publishers' in Textbooks Vetting and Evaluation

The researcher sought to find out from the publishers about their position in textbooks publishing in Tanzania. In response, the publishers said that, they are among the main players in the textbooks publishing industry as they produce materials used in teaching/learning process in schools. Publishers performed several roles from commissioning authors, editing, designing, and submission of camera-ready copies to TIE for production as well as printing as supported by Bgoya *et al* (1997). Publishers stated that, most of them have not been performing the submission role effectively; this is due to uncertainties that influence the publishing industry in Tanzania, especially in recent years. The respondents from TIE and BAKITA rated various roles that publishers play in textbooks vetting and evaluation process (Table 4.3).

Table 4.3: Role of Publishers in Textbooks Publishing Industry in Tanzania (n=28)

| Publishers' roles | Rating | | | | | | | |
|--|--------|----|----------|----|-----|----|------|---|
| | High | | Moderate | | Low | | None | |
| | F | % | F | % | F | % | F | % |
| Commissioning of Manuscripts | 16 | 57 | 8 | 29 | 4 | 14 | 0 | 0 |
| Finding Reviewers | 18 | 64 | 5 | 18 | 5 | 18 | 0 | 0 |
| Finding editors | 14 | 50 | 11 | 39 | 3 | 11 | 0 | 0 |
| Commissioning of Illustrators | 10 | 36 | 10 | 36 | 8 | 29 | 0 | 0 |
| Typesetting, Designing and Proofreading Manuscripts | 4 | 14 | 9 | 32 | 15 | 54 | 0 | 0 |
| Submitting copies to TIE | 3 | 11 | 8 | 29 | 17 | 61 | 0 | 0 |

Key:

F = number of respondents

Most respondents; 16 (57%) highly rated the role of publishers in commissioning manuscripts; 18 (64%) highly supported the publishers role in finding reviewers, while 14 (50%) highly supported the role in finding editors (Table 4.3). Other roles were: commissioning illustrators in which more than half of the respondents; 20 (72%) rated it high and moderate; typesetting, designing and proofreading manuscripts was rated low by most respondents; 15 (54%). Lastly, the publishers' role in submitting copies to TIE, was rated low 17 (61%) by most of the respondents. One of the TIE head of a section remarked that,

“We have received twenty manuscripts only since when we have started receiving manuscripts, which is not a sufficient number in comparison to the number of publishers we have.” (TIE₁, Dar es Salaam, 28/9/2016)

These roles have been studied by various scholars such as World Intellectual Property Organisation (2007), Department of Arts, Simam (2012), Culture, Science and Technology (1998), Bgoya *et al* (1997), Joseph (2010) and Philips and Clark (2008) who

researched on roles of key players in publishing and how these roles add value to the company. The fact that the publishers perform various tasks in producing manuscripts but do not submit them to TIE for vetting contradict the Value Chain Theory by Porter (1985). This is one of the important activities to link the company to the competitive position as it adds the value to the material produced. It could be important to prepare good working condition that would assure publishers of their investment and thus enable them to submit more copies for vetting, evaluation and approval.

4.3.2 The Roles of Publishers Association of Tanzania (PATA)

The study wanted to find out the roles of PATA in the publishing industry in Tanzania in relation to vetting and evaluation process. The roles mentioned were; members of the evaluation secretariat (during EMAC evaluation process); communicating with all its members to know who had submitted a manuscript before evaluation process and making sure that all submissions are included in the evaluation process. In addition, PATA is responsible for ensuring the vetting and evaluation process is free and fair (for example; same evaluation criteria are used for all manuscripts, fair distribution of marks, etc.); making sure that marks given reach the publishers as well as organising workshops and trainings for publishers on various publishing skills.

On the same note, the researcher asked publishers how effective PATA had been: it was reported that PATA has been good in representing its members on government matters. However, in recent years PATA has not been organising workshops and trainings for its members and probably because members have not been contributing while other members have quit the publishing sector. This implies that, PATA is actively

supporting publishers in their affairs, although it is not independent; it depends on contribution from publishers to run its activities. It could have been good for such an organisation to have its own investments so that it can be able to run its daily activities even when members are not contributing sufficient amount.

4.3.3 The Roles of TIE

Respondents including members of TIE, BAKITA and MoEVT were asked to rate the importance of each of the roles played by TIE (figure. 4.4):

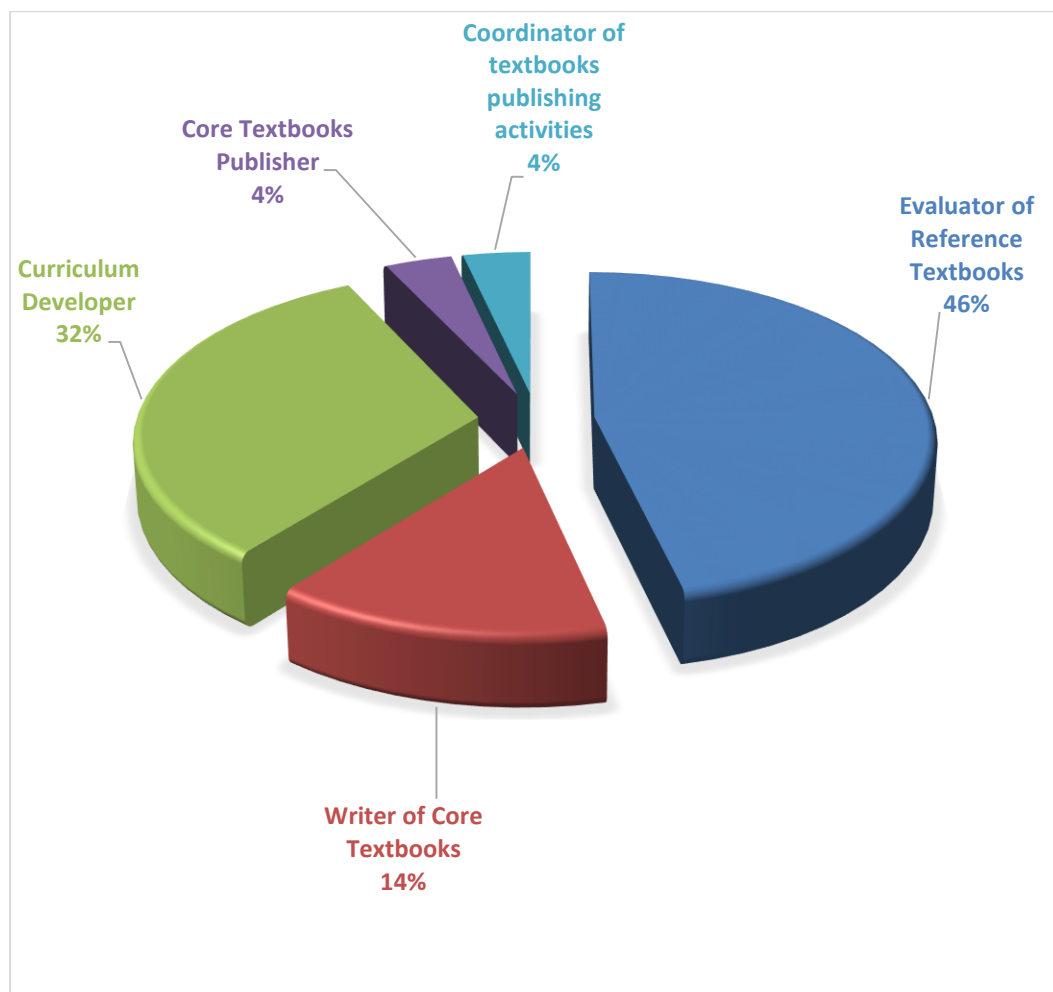


Figure 4.4: Roles of TIE in Textbooks Vetting and Evaluation (n = 28)

Most respondents, 13 (46%) appreciated the role of TIE as an evaluator of reference books. However, only four (14%) respondents supported its role as a writer of core textbooks. 9 (32%) respondents supported its role as a curriculum developer, while only one 1 (4%) respondent appreciated the TIE role as a core textbooks publishers as well as a coordinator of textbooks publishing activities (Figure. 4.4). In their opinion, writing and publishing of textbooks should be done by private publishers. Respondents were also of the opinion that coordination of textbooks publishing activities should be handled by an independent organisation given full mandate by the government. During interview, the study wanted to find out from the TIE head of sections and PATA as well as publishers on the opinion about the roles played by TIE. Most respondents, stated that the core functions of TIE should be curriculum development, research and teachers' trainings.

The reintroduction of single textbook system in 2014 which made TIE the only writer and publisher of core textbooks as well as an evaluator of reference/supplementary textbooks for pre-school, primary schools and secondary schools as well as teachers' trainings gave TIE new roles. In the view of PATA and publishers as well as TIE heads of sections, these are not new roles because before the introduction of multiple textbook system in Tanzania TIE was doing all these roles before the introduction of multiple textbook system. Most respondents were of the view that the textbook writing and publishing roles should not be handled by TIE. Instead, TIE should oversee textbook vetting, evaluation and approval process, not textbook production. Respondents recommended an independent organisation, which would be accountable to the government to oversee textbook evaluation process as supported by Reed (2010).

4.3.4 Relationship between TIE and Publishers

The study wanted to find out the relationship between publishers, MoEVT and TIE. According to the publishers, they are seen as outsiders and not among the important stakeholders in education. Publishers claimed that although they are the producers of teaching/learning materials, which are very important in knowledge acquisition, the government does not involve them in various matters concerning textbook development in the country.

“When the government is changing things we are not involved we just hear, see or read on media. We are not involved although we requested so many times. As a producer, you might be having views on what you think should be changed, removed, and added to make the vetting and evaluation process better or improve the syllabus.” (MDMN, Dar es Salaam, 02/10/2016)

Another publisher was of the view that publishers should be involved in discussion about textbooks because they are key players in the textbook industry. Some publishers said, they have more than 40 years in the industry, with knowledge and experience, so the government could use them to better textbooks publishing in particular and education in general. Publishers said, prior to 2013 when EMAC, which was an organisation under MoEVT, was disbanded, the relationship was: TIE would develop a syllabus in different subjects, print and sell them to whoever is interested. Publishers would receive the syllabus, look for manuscripts/authors to develop a pupil’s book and a teacher’s guide and prepare it for vetting and evaluation. If it was a Kiswahili manuscript, the publisher would then take it to BAKITA and once approved it would be sent to EMAC for vetting, evaluation and approval. After 2014, there have been changes due to accusation that EMAC had not been performing its functions properly as evidenced by sub-standard textbooks which had been approved.

Thus, EMAC was disbanded due to political pressure and lack of professional ethics. Currently, TIE is writing, editing, publishing and printing core textbooks as well as vetting, evaluating and approving supplementary/reference books produced by private publishers. The publishers claim that their relationship with the government through TIE since then has not been good. One of the publishers said;

“We have submitted our supplementary books to TIE for approval since 2014 but there have not been any approvals.” (MDMEP, Dar es Salaam, 07/10/2016)

Thus, according to the publishers, their relationship with MoEVT and TIE is undefined because TIE is their competitor (publisher) on one hand, and a vetter and evaluator on the other.

The study also wanted to find out from TIE on its relationship with publishers, and how it relates with publishers through their organisation, PATA. On their part, PATA officials said, they had been meeting TIE officials occasionally but the organisation has not responded to their suggestion, nor has there been a forum for discussion. This implies there is a need to develop a consultative forum and process which will involve all the important stakeholders. It is important for these players work together as suggested by Askerud (1997) in order to ensure sustainable book provision. Although publishers have their organisation, it is important for TIE to meet with publishers and discuss various issues concerning textbook publishing in order to ensure that the views of stakeholders benefit education in the country.

4.3.5 Frequency of Meetings between TIE/MoEVT and Publishers

The study wanted to know the frequency of meetings between TIE/MoEVT and Publishers in order to understand the relationship between these key players. Publishers said there used to be meetings between TIE/EMAC and publishers, but since 2014 there has been none. Responses of publishing interviewees are summarised in figure 4.5.

The respondents said they have gone to MoEVT wanting to know why they are not involved and they have been promised to be called but this has not been. The responses in questionnaire were as presented in fig. 4.5:

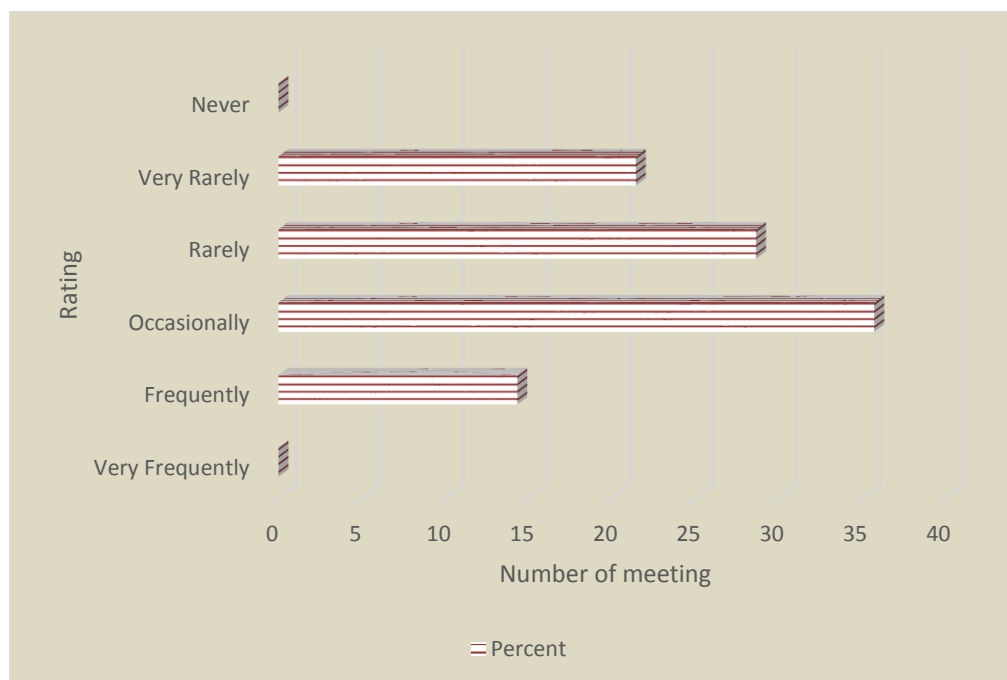


Figure 4.5: Meeting Frequency between TIE and Publishers (n = 28)

Most respondents; 24 (86%) said that there are no frequent meetings between publishers and TIE/MoEVT. This implies that, there is no close contact between these key players although they are all operating in the same industry.

4.4 Criteria Used to Vet/Evaluate and Approve Primary and Secondary School Textbooks

The study sought to establish the criteria that are used in vetting/evaluating textbooks in Tanzania as well as variables that are used to approve textbooks in relation to the desired criteria.

4.4.1 Criteria Used by TIE in Vetting, Evaluating and Approving Textbooks

TIE respondents were asked about the criteria used in vetting and evaluating textbooks. The criteria included pedagogical quality, suitability of the language, quality of presentation and physical quality. From the findings, 13 (46%) respondents were very satisfied with the criteria on the pedagogical quality. On the criteria of suitability of the language, 22 (78%) respondents were very satisfied/satisfied, while 23 (82%) were very satisfied/satisfied/neutral on quality of presentation, but minority, eight (29%) respondents were very dissatisfied about the criteria on physical quality (table 4.4).

Table 4.4: Levels of Satisfaction on Criteria used in Vetting, Evaluation and Approval of Textbooks (n=28)

| Vetting and Evaluation Criteria | LEVELS OF SATISFACTION | | | | | | | | | |
|------------------------------------|------------------------|----|-----------|----|---------|----|--------------|----|-------------------|----|
| | Very Satisfied | | Satisfied | | Neutral | | Dissatisfied | | Very Dissatisfied | |
| | F | % | F | % | F | % | F | % | F | % |
| Pedagogical Quality | 13 | 46 | 11 | 39 | 1 | 4 | 2 | 7 | 1 | 4 |
| Suitability of the Language | 11 | 39 | 11 | 39 | 3 | 11 | 3 | 11 | 0 | 0 |
| Quality of Presentation | 6 | 21 | 9 | 32 | 8 | 29 | 1 | 4 | 4 | 14 |
| Physical Quality | 6 | 21 | 7 | 25 | 2 | 7 | 5 | 18 | 8 | 29 |

In Tanzania, these criteria have been used in vetting and evaluating the manuscripts. The criteria used by TIE are closely similar to the ones used by EMAC. Respondents were of the opinion that the physical quality criteria requires that the publishers state the printing specifications but there is no post evaluation process to be sure they adhere to them. Publisher had to submit specifications for printed books but there were no quality control measures to check if they abide. Most respondents supported the criteria used but had some reservation on what to improve. One of the respondent commented that:

“... you can write on the type of paper 80 gram cm² but after printing they will not come to see if you really abided. It is good to check the textbooks and be sure it is true” (GMEBP, Dar es Salaam, 04/10/2016)

The findings show that some of the criteria used for approving the textbook do not help in improving the quality of the textbook because they are not measurable.

4.4.2 Textbooks Vetting and Evaluation Process

Vetting and evaluation has been used worldwide to improve the quality of the materials produced. The publishers were asked if the process has an impact on their textbooks. According to the respondents, publishers are supposed to take their camera-ready-copy to BAKITA for Kiswahili manuscripts, or an English recognised editor for English ones. The manuscripts would be checked for language accuracy and where needed corrections will be suggested. Once corrections have been made, BAKITA would then provide a publisher with a certificate indicating that the language used is correct, appropriate and of the required standards.

Submitted manuscript would be vetted by evaluators and later approved by the secretariat based on the comments of evaluators who are experts in the field. Comments would be given to publishers in case the manuscript is given a conditional approval or even if the textbook is rejected so that he/she address the identified challenges. Currently, the secretariat uses experts from different professions: MOEVT, Institute of Adults Education, as well as education experts from various universities/colleges. During EMAC, TIE, PATA, Printers Association would also be included in the secretariat to help better the textbooks. One of the publishers stated that;

“The content, language, organisation, presentation, illustrations of the approved books are good in comparison to those that do not pass through the process.” (GMED, Dar es Salaam, 05/10/2016)

Thus, the findings reveal that the vetting and evaluation process was done in a good way with inputs from various experts. It is important to achieve this aim by making sure that the criteria are measurable and can really help in quality assurance. Thus, the vetting and evaluation process help in improving the quality of the textbooks produced.

4.4.3 Impact of Vetting and Evaluation on Quality of Textbooks Produced

Most respondents agreed that vetting and evaluation had a positive impact on the quality of textbooks produced as it contributed to improving quality of manuscripts, especially on pedagogical quality, quality of presentation and language use. The TIE official said that, not only does vetting and evaluation process help in improving quality but also helps the government to censor what goes to the public and restrict some bad content not to reach learners. According to TIE, the organisation is planning to better the process by making sure it is done more professional in order to get more quality textbooks. The vetting and evaluation process has some advantages including

improving quality of the content, improving content presentation, getting different ideas from different experts which can better the book. For example: when Kiswahili textbooks were taken to BAKITA quality of language would be checked and comments/corrections would be given for publishers to work on, thus improvement on the language use.

Though vetting and evaluation has a positive impact, it has not fully achieved its objectives in Tanzania. Publishers mentioned cases in which they were given some comments to work on during the time of EMAC and after they were resubmitted, they were required to re-instate what they had been told to remove at first. The researcher also found out that, EMAC had two tier operation system; evaluation by subject experts and by secretariat. Thus, the evaluators would evaluate and write a report to EMAC, which would then request the evaluation committee to evaluate. The evaluation committee comprised officials from PATA, TIE, MoEVT, Printers Association and BAKITA. TIE vetting and evaluation committee as well as its and mode of operation has not been clearly defined up to the time this study was finalized. Thus, there is no known timeframe for evaluation committee meetings and publishers were told to submit their manuscripts and wait. This study found out that, there are no textbooks that had been approved although the organization had called for submissions since October 2014. The publishers who submitted their manuscripts claimed that TIE has been silent with no communication on when the manuscript will be evaluated.

The institute has some requirements on the language criteria, in which the Kiswahili manuscripts would need to submit their work to BAKITA for language approval. An English manuscript would need to be approved and certified by an English editor but it

has not been clearly stated who are these certified English editors. This is because, there is no board/organisation that certifies the editors in Tanzania. This uncertainty has made publishers to hesitate investing on textbook publishing while some young publishing firms close down. The findings revealed that there was miscommunication within the secretariat or between the secretariat and vetting and evaluation experts which made publishers to be going back and forth with corrections. Publishers were asked to suggest ways of addressing this challenge and they recommended that a new independent body of experts should be formed to evaluate textbooks. They also suggested adoption of the Kenyan approval system in which a limited number of textbooks are approved and reviewed after sometime.

According to TIE officials, textbooks vetting and evaluation contributes to improved quality of textbooks. Publishers also stated that evaluation helps to enhance the quality of their publications through inputs they get from evaluators. Publishers want all actors in the textbook publishing industry to come together to achieve a common goal: produce good quality textbooks. Publishers have professionals who have publishing knowledge, skills and experience. Publishers also employ authors and curriculum developers most of whom have knowledge and skills on writing textbooks for submission to TIE for evaluation. Although TIE, being the evaluator and a publisher at the same time has not clearly shown how the role of vetting will be achieved.

The study findings are based on the view of TIE, BAKITA and MoEVT members who filled the questionnaire. From the results, eight (29%) respondents consider vetting and evaluation to be very important, 11 (39%) respondents agreed that the process was important, 8 (29%) respondents said it is less important, while one respondent (4%)

viewed the process to be poor. It is clear that about two third of the respondents agreed on the importance of the process in educational publishing in Tanzania. The summary of the study findings are presented in fig 4.6:

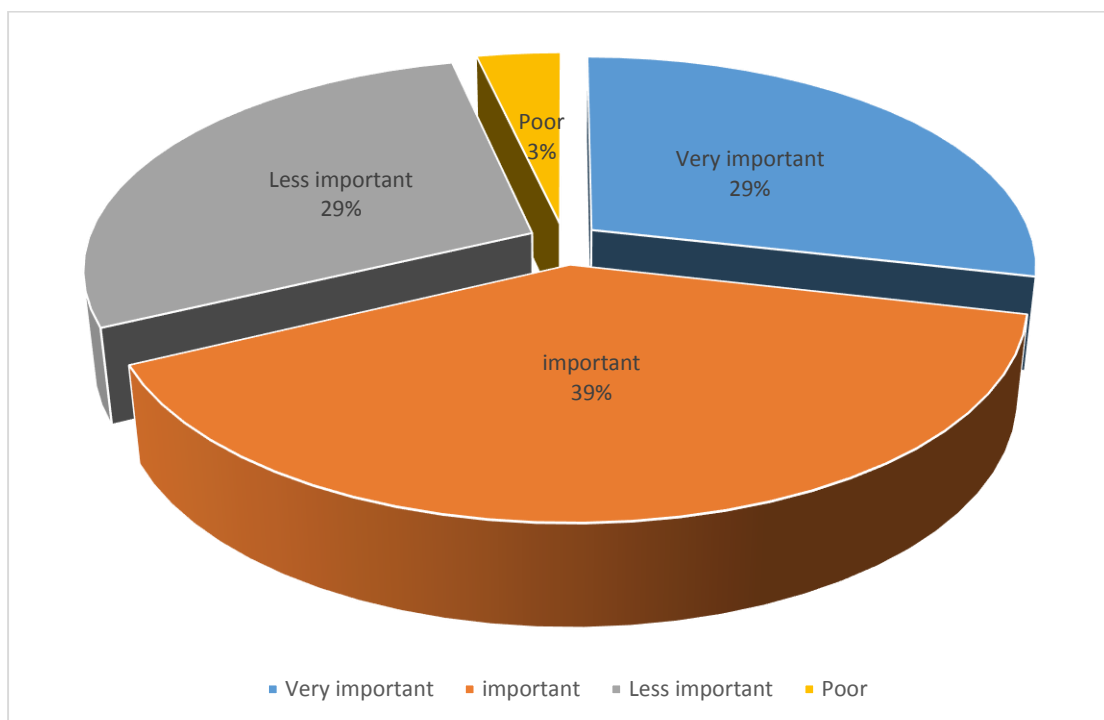


Figure 4.6: Views on the Importance of Textbook Vetting and Evaluation

(n = 28)

Most stakeholders consider the vetting and evaluation process to be important but are concerned that the way it is conducted has not reached its full potential. They suggest that the government should learn from other countries like Kenya that has an evaluation system as well, and adopt some of its features.

4.5 Multi-Textbook Evaluation versus Single-Textbook Vetting System

The third study object sought to find out the respondents' views on the textbook vetting and evaluation systems that have been used in Tanzania: single textbook system and multiple textbooks system. The aim was to get views on which system best suits the country and reasons for its preference. This would help the study have information on textbook publishing system and establish its link to vetting and evaluation process in the country.

4.5.1 Perception of Stakeholders on the Single and the Multiple Textbook Systems

The study found out that in late 1960s, single textbook was used in Tanzania. Textbooks were written by TIE, edited by Tanzania Publishing House (TPH), printed by Printpack or Kiwanda cha Uchapishaji Tanzania (KIUTA) and distributed by Tanzania Elimu Suppliers. In 1999 the system was changed to multiple textbook system due to what was perceived as the failure of a single textbook system. However, the Minister of Education recommended the reintroduction of single textbook system in 2006, and the use of a single textbook per class came into effect in 2007. Prior to the reintroduction of the single textbook system, only private publishers were producing textbooks and the Ministry of Education and Vocational Training through EMAC was responsible for their evaluation while TIE was responsible for developing curriculum. When the single textbook system was reintroduced in 2014, TIE became the only core textbook publisher, while private publishers could only produce reference/supplementary textbooks which would be vetted by TIE.

The study wanted to find out from publishers their views concerning the two systems; the single textbook versus the multiple textbook system. The respondents said, under a multiple textbook system, many players are involved hence a high chance of having quality teaching and learning materials. This is because it is very unlikely that all books produced will not to be good and also one book complements another. One of the respondents stated that,

“.....for instance; there can be two writers of geography for from 3, but one is good in physical geography another in human geography, so if a student will read both texts he/she will be in a good position to understand the concepts unlike when he/she reads only one which would only train him well on one side.” (GMRP, Dar es Salaam, 010/10/2016)

In a single textbook system, if it happens that a textbook has factual errors all students in the country will learn wrong things. One of the respondents remarked that;

“The reason for abandoning single textbook system in the past was because it was encouraging rote-learning and books were having many errors because they were written under pressure and without involving a large number of experts from various fields in publishing. The single textbooks will not promote reading culture and curiosity especially in developing countries because if a learner knows he/she needs to read only a single book to pass exams he/she will not bother herself/himself to read the rest, he will read only the one that will help him pass exams” (GMPP, Dar es Salaam, 15/10/2016)

The respondents said multiple textbooks give students a room to learn more e.g.; five mathematics books with ten questions each will give a total of 50 questions for a student but if you have one it will be detrimental to learners because students who are first learners will finish the book in a very short time. A single textbook system is against research and knowledge acquisition because a student will rely on a single book to acquire knowledge. This will encourage rote learning, make students lazy in reading other books in order to find out how the same concept has been expressed. The system

also denies students a chance to make comparison for wider understanding of the content. One of the respondents stated that;

“TIE use of panels in writing textbooks is often expensive because they will have to rent a hotel in which experts will stay in during the writing session. In addition, everybody can write but not everybody can be a book author, thus writing in panel has a high chance of having books of poor quality because writing is an inborn talent. The panel system also, takes long because there might be first and slow learners within and also makes books to be expensive to cover high cost spent in producing these textbooks.” (MDABP, Dar es Salaam, 02/10/2016)

Thus, publishers are convinced that TIE cannot handle the textbook publishing properly because it has inadequate publishing professionals with experience. Furthermore, TIE has been given so many responsibilities but it has few employees. Publishers stated that they have enough experts in various areas, including writing, editing, designing, illustrating and printing, while for TIE most of its employees are curriculum developers. Apart from having experts, publishers' textbooks are evaluated for quality while TIE textbooks are not subjected to this process.

Respondents were of the opinion that, the use of a single textbook system does not motivate learning, creativity or innovation in learners because they get tired of reading the same textbook every day or they may not understand it, thus unable to acquire knowledge. Multiple textbook system helps inquisitive and creative minds because different authors present concepts from different perspectives. However, multiple textbook system has its challenges, especially when teachers are not well trained on how to use it them. It would be advisable therefore to train teachers well on how to use various textbooks. In addition, the government should choose well skilled and objective evaluators. Most publishers suggested that a multiple textbook system with a limited number of books should be used. According to TIE officials, the private publishers were

not producing high quality textbooks and for some subject like home science, or those for high school textbooks were not published at all. Writing for primary schools has a large market and requires less investment. So, the reintroduction of the single textbook which will be produced by them will fill all the gap because they will produced all textbooks as they are not doing it for benefit.

The management of the single textbook system, including ensuring quality was of concern to one TIE head of a section who remarked that:

“We will make sure we produce quality textbooks in all subjects and for all grades. Our books are written by panel of experts and we make sure that we evaluate our publications before printing them. Although, we do not have enough internal human resources we have enough freelance experts. We are using guidelines for writing our books and have experts to vet our books during manuscript development. We have three sessions of evaluation.”(TIE₄, Dar es Salaam, 02/11/2016)

Giving their view on which system works best in Tanzania between single and multiple textbooks, most TIE official supported the multiple textbooks system. One of the respondents said:

“Frankly, having a single textbook is somehow killing the idea of capacity building, creativity, and search for knowledge or bringing competition because always competition brings development. I believe that multiple textbooks are of benefit to the learners, teachers and authors. It is also good for trainers because they get different viewpoints about the subject matters that having a wider chance to train their students.” (TIE₆, Dar es Salaam, 03/11/2016)

Supporting the idea on the use of multiple textbook system, another respondent commented that,

“.... when a multiple textbook system is used students are obliged to read many sources. This is not the case in a single textbook system because the student already knows there is this one book I need to read and pass my exams.” (DGME, Dar es Salaam, 02/11/2016)

From the findings, it was clear that multiple textbook system is preferred as supported by World Bank (2011). Although, single textbook can be seen to easy students' life it

does not help in developing students' capacity and knowledge. Most respondents believed the single textbook system kills creativity and innovation.

4.6 Challenges Faced By Publishers in Textbooks Vetting and Evaluation

The fourth study objective aimed to examine the challenges faced by educational publishers in complying with the government vetting and evaluation guidelines.

4.6.1 Inadequate Professionals

Publishers said on inadequate number of professionals is one of the most challenging issues in the Tanzanian publishing industry in general and vetting and evaluation process in particular. Among the factors that were mentioned to have contributed to the problem is the fact that there are no training centre for various publishing skills in Tanzania. Publishers said most of the time they hire professionals from Kenya (especially designers) and conduct in house training for editors. As for the authors, there are few professional authors in Tanzania and you will find that one author can be working with more than one publisher in Tanzania writing various books for different levels. Publishers make use of young writers as well as teachers most of whom are not professional writers, thus most of the time they have to train them, or find ways of assisting them so that they can get the kind of manuscripts that they are looking for.

4.6.2 Unskilled Evaluators

Publishers claimed that some of the evaluators do not have enough skills to evaluate manuscripts, thus some of the suggestions given have not been relevant. This leads to back and forth movement of the manuscript; a publisher can be told to remove something from the manuscript on the first submission but told to return the same after re-submission of a corrected copy for approval. One of the respondents said,

“TIE has been given the role of a writer of core textbooks and an evaluator of reference/supplementary textbooks. But, it does not have enough human resources who are skilled to do the job” (SP, Dar es Salaam, 04/11/2016)

This was supported by one of the TIE head of a section who remarked:

“... I am not convinced that EMAC’s evaluators were skilled. They were coming here for doing evaluation and I think they were not up to the standards. As for us, we have decided to adopt a new set of evaluators who will be more skilled.” (TIE₇, Dar es Salaam, 03/11/2016)

According to TIE officials, the approved textbooks under EMAC were not of good quality, some were written to serve very low levels than what they were intended to serve. Some of the subjects do not attract a large market, for example, agriculture. EMAC did not have a good control mechanism for good quality publishing products. This problem was also observed by Rotich and Musakali (2005) when they did a study on Kenyan vetting and evaluation process. Thus, publishers advised on the need to train assessors on how to evaluate textbooks to enable them work professionally.

4.6.3 Unethical Evaluation Practices

According to the publishers, some approved textbooks do not meet the required standards. A respondent gave an example of an approved Kiswahili textbook. He said:

“.. an approved Kiswahili textbooks had awful Kiswahili, for example, it has a sentence like "Wewe iko na mswaki?" So, I suspected something must have happened under the table.” (GMMP, Dar es Salaam, 17/11/2016)

Respondents were of the opinion that the vetting and evaluation process has not been fair as some evaluators delay the process, while approving competitor’s titles so that they can print and control the market. This implies that the moment your book will be out, the competitor’s title would be already famous. Publishers also commented on delayed evaluation in which, the secretariat will not meet to consider manuscripts until those from certain publishers are submitted. It was reported that, although some publishers were given conditional approval, they were later given approval certificates for unexplained reasons. It was also reported by some publishers that during EMAC’s evaluation period, some publishers often informally got evaluators’ view on their manuscripts. Those who got the information would go and work on the comments and then give it back for approval. A publishers claimed that, some publishers would influence the secretariat to delay meetings of the committee to consider evaluation reports until when those of certain publishers are ready. This delayed evaluation and also approval of textbooks because some publishers were favours for unexplained reasons while others were put in a disadvantage situation.

4.6.4 Curriculum or Syllabus Challenges

The publishers claimed that the syllabus or curriculum had some weaknesses, which are a serious challenge to authors of textbooks. For instance, the content organisation in the syllabus has some topics in the middle but should at the beginning, while those in the middle are at the front or the end. According to publishers, this made them to write books with wrong organisation of content, sometimes because they have to follow

what is written on the syllabus because if they go against it then their books will not be approved. For example, one publishers said:

“A standard five syllabus is talking about the states of matter and the water cycle, it is directed that, the water cycle should come before the state of matter which is a mistake because students have to be introduced to general items before specific ones. We tried to organize it properly when writing our manuscript but EMAC did not approve and we had to rework on it according to the syllabus.” (GMIM, Dar es Salaam, 20/11/2016)

Thus, there is a need to review the syllabus by involving various stakeholders involved in education and textbooks publishing to make it better. A good syllabus will guide authors in writing good textbooks.

4.6.5 State Commitment on Educational Books Publishing

The study sought to know from the publishers their views on state commitment to the textbooks publishing. Publishers said, although textbooks are important, they doubt government’s commitment to the book sector. One publisher said during the period of 2010-2013 no books were bought by the government for schools, although they had warehouses fully loaded with books. It was not until 2014 that the government decided to buy the books. Commenting on their commitment to sustainable book provision, a TIE head official stated that,

“We shall make sure that books for all grades will be available in all school. We shall work to have best books in schools. The first batch of the primary school textbooks for standard one will be out by December 2015 and Standard two in February 2016. For standard three the new syllabus starts to be used in January 2016 and I think they will have new books by then as well as working with printers now. (TIE₆, Dar es Salaam, 01/11/2016)

This study discovered that the new syllabus for standards one and two came into effect in 2015 academic year. However, on 28th February, 2016, the Ministry of Education

announced that the government had discovered 14 errors in two textbooks for standards one and two titled; “*Najifunza Kusoma Kitabu cha Kwanza*” and “*Najifunza Kusoma Kitabu cha Pili*”, respectively. The Ministry said that, these errors were discovered in 2,807,600 standard one books that had already been printed and taken to the Ministry’s warehouse. Due to the discovered errors, the Ministry announced that students will not use the new books for 2016 academic year and will continue with the old textbooks that were bought by the government from the private publishers. Three TIE officials were dismissed from their position following their involvement.

The errors included mixing of colours, shortage of pages, having one picture with different colours in textbooks, inappropriate cutting of papers, poor binding (some books were bound by a single pin, some did not have pin, while others were stitched on the sides). In addition, the standard two textbook was of poor physical quality before being used, poor organisation of pages, poor readability due to wrong choice of font size and some pages had faint, and some pictures and pages were rubbed. Some textbooks were discovered to be photocopies, some had more than one cover pages, and some were turned upside down (Butahe, 2016). Thus, students are still using old book, which were produced by the private publishers under the old syllabus. Commenting on the availability of textbooks, TIE officials said:

“.. Textbooks for standard one and two are only for supporting the teaching/learning process but it is not mandatory. Teachers have reading textbooks, arithmetic and writing so even without our books they can just use their board and chalks to teach.” (TIE₉, Dar es Salaam, 07/11/2016)

This implies that the plan for education does not go hand in hand with the availability of teaching/learning resources.

4.6.6 Lack of a Book Policy

There is no book policy on education in Tanzania. The government has been working on a draft but it has not been completed yet. According to Askerud (1997), a book policy should assist the publishing industry on a number of issues such as: stating the responsibility of each player in the book sector, showing after which period or under which circumstances the syllabus should change. The policy would also indicate procedure of changing the syllabus/curriculum to make sure that publishers do not invest on an old syllabus a short time before the new one is out to avoid loss. It will also remove the gap between new books and old ones that will be on the market to avoid having students learning without books.

4.6.7 Delay in the Evaluation

Publishers said vetting and evaluation process is slow, books take too long to be approved, which make them fail to meet publishing schedules. Considering that textbooks' marketing should be timely, delay in producing them can lead to considerable loss. For instance, publishers said they have not received feedback to date on submissions made to TIE on supplementary textbooks since the end of 2014. The study wanted to find out from TIE how they schedule the evaluation meetings and one head of section said:

“We have more than 20 titles but we cannot call evaluators yet, they have to be many to call evaluators so that we do not incur a lot of loss. We do not have funds from outside to support evaluation, we rely on evaluation fees so we have to have enough to call evaluators.” (TIE₂, Dar es Salaam, 04/11/2016)

This implies that TIE does not consider the need to have scheduled evaluation meetings; they only operate by having a large number of submissions in order to call evaluation

meetings. This denies publishers who have invested their manuscripts to publish their books on time and thus can lead to loss. It would have been good if TIE would have a schedule and work in accordance to it.

4.6.8 Financial Challenges

The respondents stated various financial challenge that they face in relation to vetting and evaluation process. These challenges were grouped into two categories; those faced by: publishers and those relating to schools.

4.6.8.1 Publishers Financial Challenges

Publishers claimed that they did not have adequate financial resources for developing manuscripts, paying approval fees, printing and production costs as well marketing and distribution. One respondent said:

“Publishing business has been difficult nowadays due to financial constraints. The uncertainties of our educational system make us not to have enough profit that is why most of us do not have enough resources and even the banks cannot give us loans because we cannot meet requirements of a bank security.” (GMAP, Dar es Salaam, 30/11/2016)

Publishers also said TIE’s submission fees being very high without considering that publishers are only producing supplementary textbooks, which do not attract a large market. According to the publisher, one can print 50,000 copies of core textbooks because it would be possible to sell about 1 million copies per level, which means the production price will be low and profit will be high. This is not the case with reference textbooks, for which one can only print up to 2000 or 3000 copies and still would not be sure of selling at least 40% of them because few customers will buy reference/supplementary books. The TIE officials explained why they impose high evaluation fees, for which one respondent said:

“We made evaluation fees high to make authors to be more serious about their submitted camera-ready copies. If you are a serious author the fees is not so much, the manuscript development fund is ten times more. Again, the exercise is expensive, we want to bring experts, prominent people like university professors so we have to pay them well.” (TIE₁, Dar es Salaam, 02/11/2016)

The findings reveal that evaluation cost was high compared to other neighbouring countries like Kenya and Uganda. It could have been good for TIE to balance the fees by considering the business trend.

4.6.8.2 Financial Challenges to Schools

According to Tanzania system, the capitation grants which is given in four instalment annually is insufficient to buy even one textbook although the targeted student: textbook ratio is 1:1. Since schools are unable to buy textbooks, publishers would not be able to build sufficient capital to enable them afford to develop other manuscripts and pay for vetting and evaluation fees at TIE. This is supported by Sumra & Rajan (2007) who discovered that the 1:1 textbook pupil ration has not been achieved in Tanzania possibly because the capitation grant has not reached schools on time. Publishers said that they have inadequate financial resources, thus they cannot afford to develop other manuscripts and pay for the vetting and evaluation fees at TIE. The respondents suggested that, schools should be given textbooks funds by the time they are closing in December in order to enable them to buy textbooks for the coming year.

4.6.9 Marketing, Sales and Distribution Challenges

Publishers were asked if they face any challenge in distributing their books to schools. They commented that there are not enough distributors, especially in rural areas. One factor contributing to this is that the vetting and evaluation process is slow, booksellers

stock just a few approved textbooks as they are not sure if they will be bought. Thus, booksellers will usually wait for the time that they have most of the textbooks to start buying and selling otherwise, they engage themselves in other businesses that earn them a living. Respondents suggested that the Tanzanian government should adopt Zimbabwean textbook purchase system in which there is a season for purchasing textbooks, so during that time everybody buys and sells textbooks.

4.6.10 Plagiarism

According to the publishers some of them are dishonest, instead of developing manuscripts for a given subject, they will wait for others to develop and then they take the material and change a little so that it might appear as their own. In addition, some unprofessional authors plagiarise materials from the internet instead of developing their own as required by the publishers.

4.6.11 Unstructured Changes of the Syllabus and Curriculum

Publishers blamed the government for lacking a systematic way of changing the syllabus/curriculum. One respondents said:

“The syllabus is supposed to change after seven years but you might find that within the given time the government might change it twice without prior notice to the publishers. For example, we are uncertain about this new system of ten years of basic level of education because if the seven years system would be used then the syllabus will be changing while students are in schools.” (MDED, Dar es Salaam, 01/12/2016)

In the view of the above, publishers are uncertain about market trend of textbooks, which make them afraid to invest in new textbooks. Publishers said that the abrupt change of the syllabus has been affecting their business adversely. For example, in 2005 the syllabus changed abruptly and no one had prior information not even TIE, and the

change was announced during the parliamentary session. Many publishers were left with books in the warehouses and some of them had to close their businesses, as they could not operate again after such a great loss. Another change was a movement from social science to history, geography and civics, which means all the science textbooks produced by publishers had to be thrown away, and publishers had to adapt to new subjects. The publishers were of the view that the government needs to cooperate with the publishers to find a better way of transmitting to new textbook system instead of abrupt changes. The syllabus should be changing gradually not abruptly so as to allow publishers to prepare.

4.6.12 Lack of the Reading and the Buying Culture

The publishers were of the view that Tanzanian book industry is dormant, due to the lack of reading and buying culture at all educational levels as well as at individual level. The government does not consider availability of textbooks as the most important criteria for quality education. This is aggravated by the fact that, the capitation grant provided by the government is not enough and timely for book purchase. In addition, if schools or parents have money to purchase textbooks then they would use it to buy core textbooks (currently produced by TIE) because during national examinations questions will originate from what has been covered on core textbooks. This implies a small market for supplementary/reference textbooks, thus most publishers said they will not invest on supplementary books publishing. A publisher said there is need to abolish single textbooks system because it is like turning back to monopoly system, which failed in the past. It was also advised that the education system should be reviewed to have a system that will promote readership.

4.6.13 State Intervention in the Book Business

Publishers are of opinion that state intervention lead to misinformation or no information to publishers. Tanzanian government made a decision last year to strengthen reading, writing and arithmetic for early primary school education; standard one and two. This was also accompanied by the change in curriculum and syllabus as well as stopping private publishers from producing core textbooks. Thus, the publishers only remain as producers of supplementary readers.

4.6.14 Conflict of Interest between TIE and Private Publishers

The fact that TIE is an author, a publisher, an editor, and a supplier of textbooks results in a conflict of roles in the textbooks system. In the free market economy, the government allows competition which could lead to production of quality textbooks, while the state becomes the overseer of the whole process. One TIE official said:

“TIE employees are developing guidelines and organising workshops for writing then we use experts to write. We do not write ourselves. We are not meeting anywhere because we want schools to have different books, core books from TIE and reference textbooks from private publishers. We have killed their business but we are not looking at that, our concern is best books for students and teachers.” (TIE₂, Dar es Salaam, 30/11/2016)

The study wanted to find out publishers’ views on the role of TIE as an author, an editor, a publisher, a printer and an evaluator and how it affects textbook publishing in Tanzania. One publisher said:

“This is a conflicting role because, first of all, how can one evaluate his own work? And how do we trust that our materials will be safe considering that our supplementary books will be extending from the same topics that TIE is writing?” (PS, Dar es Salaam, 04/12/2016)

Another conflict will be of publishers marketing textbooks, yet there is no market for supplementary books if produced. This is because:

- a) there is no reading culture in Tanzania thus few people will buy such materials;
- b) the government does not buy supplementary/reference books, as it only buys core textbooks; likewise parents hardly buy books due to the fact that most of them are poor;
- c) possibly the per capital grant will no longer be given to schools for buying textbooks, instead money will be given to TIE for supplying books to school thus no money will be available in schools to buy reference books.

Thus, publishers were of the opinion that the government through TIE should remain a vetting, evaluation and approval body while the work of producing textbooks should be handled over to private publishers. This is supported by Mahmood, Zafar and Saeed (2009) who stated that, in most countries textbooks are written by experts, produced by private publishers and evaluated by the government agency.

4.7 Chapter Summary

This chapter presented, analysed and interpreted the findings from the data collection in accordance with research objectives and questions. The major findings were: the textbooks vetting and evaluation process had not been professionally conducted although there were standard criteria used; there was no well-defined textbook publishing and provision system as well as vetting and evaluation process which incorporate views of all the major stakeholders; there had not been a good relationship, clear communication and well established roles among key players involved in the vetting and evaluation process leading to conflict of interest between TIE and the publishers; the multiple- textbook publishing system was perceived to be more appropriate for the Tanzania education system than a single system; a number of challenges were facing the various publishers in relation to vetting, evaluation and

approval process and a various of strategies were suggested to deal with challenges discovered in this study. The next chapter dealt with the summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the study findings in line with the study objectives by considering various issues raised during data collection and analysis. The findings of the study and their implication with regard to the textbook vetting and evaluation process with special reference to Tanzanian situation inform recommendations made.

5.2 Summary of the Findings

The major findings of the study are presented below in relation to the study objectives and research questions.

5.2.1 The Role of Publishers and Tanzania Institute of Education (TIE) Textbooks Vetting and Evaluation

The findings shows that publishers play various roles in textbook publishing in Tanzania from manuscript commissioning, development, editing, production, as well as sales, marketing and selling. In order to add value to their publications, publishers submit their manuscripts to be vetted, evaluated and approved by TIE. However, the rate of submission has decreased due to uncertainties in the Tanzanian publishing industry. Most respondents were of the opinion that publishers play their roles well. The study established that PATA represents publishers. From the publishers' perspective, PATA still plays the same role as the publishers' organisation although it

is somehow inactive. PATA was of the view that the new textbooks vetting and evaluation system under TIE does not state clearly the role of PATA.

The study established the primary functions of TIE are to develop curriculum and train teachers on how to use the curriculum. In addition, TIE played the role of a state publisher during the single textbook system up to 1999 when the multiple textbook system was introduced in Tanzania. During the introduction of multiple textbooks system, TIE remained as a curriculum developer while another department, Educational Material Approval Committee (EMAC) became the vetting, evaluation and approval committee of the primary, secondary and teachers colleges textbooks. EMAC was disbanded in 2014 due to number of reasons including corruption and approval of poor quality textbooks. The disbandment of EMAC went hand in hand with the decision to abolish multiple textbook system and re-introduction of a single textbook system in the country.

To implement the process, TIE was named to be the only core textbook writer and publisher, while private publishers were assigned the role of publishing supplementary/reference textbooks. Most respondents including those from TIE, BAKITA, MoEVT, PATA and publishers were of the opinion that the role of TIE roles as a curriculum developer and trainer are good but its roles as a core textbook publisher, writer and as well as vetting and evaluation organisation were questionable. It has been suggested that an independent board should be established to vet, evaluate and approve textbooks, while private publishers should be producing textbooks under a limited multiple textbook system.

The researcher also investigated the relationship between publishers and TIE, in which it was observed that publishers are not involved in any way in deciding on various matters concerning textbook publishing. The publishers said they are among the important stakeholders in the publishing industry in Tanzania, so their involvement could help to improve quality of textbooks. The study also discovered that there have been few meetings to vet, evaluate and approve textbooks. Despite the fact that vetting, evaluation and approval of textbooks is supposed to be done at least twice a year, this has not been the case. The reasons given by TIE included the fact that few manuscripts received which make it economically impossible to convene meetings.

Publishers claimed that delayed and irregular meetings lead to worries in the business as it takes very long to produce a textbook, even though they invest substantial funds without expectation of a return after a given time. In addition, respondents agreed that the vetting and evaluation process helps to improve the textbooks produced although, publishers were worried that TIE would not manage the process efficiently and effectively due to number of responsibilities that TIE had which made the process very slow. It was recommended an independent board should be established to vet, evaluate and approve textbooks.

5.2.2 Criteria Used to Approve Primary and Secondary School Textbooks

Most respondents were of the view that criteria used to vet, evaluate and approve textbooks are good with exception of physical quality criteria in which respondents said that there are no mechanism to ensure publishers abide by the agreed standards. They

recommended a post evaluation system to ensure that printed textbooks meet the established standards.

5.2.3 The Multi-Textbook Evaluation Process and Single-Textbook Evaluation System

The reintroduction of single textbook system has not been accepted by most respondents. Drawing from the past experience in which single textbook system failed, the publishers felt that the system will not work in Tanzania. TIE, BAKITA, PATA, MoEVT and publishers were of the opinion that, single textbook system encourages rote learning, does not promote creativity, innovation and a reading culture. According to TIE, multiple textbook system had been abolished because books produced were of poor quality and some subjects did not have textbooks because they had a small market so publishers did not produce them. According to the publishers, single textbook system in which TIE is a core textbook writer and publisher while private publishers are assigned to produce supplementary and reference textbooks would lead to a conflict of interests because they will be in competition under the same market (TIE selling core textbooks while publishers selling supplementary or reference textbooks).

5.2.4 Challenges Faced by Publishers in Complying with Government's Vetting and Evaluation Guidelines

A number of challenges facing publishers in the textbooks vetting and evaluation process include unskilled evaluators, inadequate professionals, plagiarism, unethical procedures within the vetting and evaluation board, unstructured change of the syllabus, state commitment to textbook publishing and book provision, lack of a book policy, slow evaluation process. Other challenges mentioned were financial challenges to

publishers and schools, marketing, sales and distribution challenges, unstructured change of the syllabus, poor of reading and buying culture, state intervention in book business as well as conflict of interest between TIE and private publishers

5.2.5 Proposed Strategies for Enhancing the Role of Publishers in Textbook Vetting, Evaluation and Approval System

A number of strategies were proposed by respondents to enhance the textbook vetting, evaluation and approval process including; TIE should consider the reduction of the evaluation fee in consultation with other stakeholders in the industry. In addition the vetting and evaluation process should be conducted by an independent board comprising professional experts who would be guided by ethical considerations and regulations set by TIE. The syllabus and curriculum review should be timely and should involve professionals from different sectors in the country.

Moreover, there should be a multiple number textbooks system which will have limited number of textbooks approved and the system should be revised periodically. The purchasing of textbook should be seasonal and schools should be provided with capitation grant annually to buy enough books depending on their needs. Not only that but also, the education system should also be revised to promote the reading and buying culture. As well as having a post evaluation strategy should be used ensure that textbooks are of the required standard.

5.3 Conclusion

It was established that the vetting, evaluation and approval system is not related to textbooks publishing activities, school timetable and syllabus review plans. This leads to students going to school without books or publishers producing at a time customers are not ready to purchase, such as end of the year or beginning of a new academic year. This is contrary to the value chain theory proposed by Porter (1985) who asserted that a firm's activities should enable it to gain a competitive advantage which implies timely delivery of quality textbooks to customers.

Tanzania has passed through two different textbook publishing system; single and multiple textbook system. The single system had failed due to poor quality textbooks, corruption, unstructured education system and poor coordination of the educational publishing process, among others. To a large extent the problems were due to a missing link between various players in the publishing industry. The new single textbook publishing system as reintroduced in 2014 has started to show some weaknesses due to lack of state commitment to the book publishing and book provision. Multiple textbook system is recommended with limited number of approved textbooks for production of high quality textbooks. In his model Joseph (2010) asserted the need to have a commercial advantage in a book publishing company when books are produced and made available to customers timely. Thus, there is a need to have a well-defined syllabus and textbook publishing system that ensures quality provision of textbooks to learners and trainers. The government is expected to cooperate with the various stakeholders including publishers in various matters relating to textbooks publishing and book provision.

5.4 Recommendations

The aim of the study was to investigate the textbooks vetting and evaluation process in order to propose strategies that would enhance textbook vetting, evaluation and approval process as well as book provision in Tanzania. Based on the study findings, the following recommendations have been made:

5.4.1 The Role of Publishers and Tanzania Institute of Education (TIE) in the Textbooks Vetting and Evaluation

The roles of the various players the textbook publishing and book provision as well as the vetting and evaluation process in particular were found to be interdependent. Publishers depend on the official national policy and regulations in developing, publishing and selling books. The government and its organisations such as MoEVT, TIE and BAKITA depend on the effort and cooperation of the publishers to ensure effective textbook publishing and provision to schools. Thus, it is recommended that:

- The publishers fulfil their roles effectively by making sure that they ethically produce books of high quality that would enable learners and trainers to add knowledge to their understanding of various subjects. Publishers should also consider the need to publish in special subjects with a small market so as to fill the gap in education. The use of digital publishing such as Print on Demand (PoD) can be applied to achieve this.
- The government should have a well-defined textbook publishing system with an annual timetable that shows when certain events are undertaken, including vetting and evaluation of textbooks as well as textbooks procurement). There is

also need for the government to cooperate with all stakeholders, including publishers in relation to textbook publishing and book provision.

- There should be a clear publishing policy to guide implementation of various publishing activities in the country.
- The Ministry of Education and Vocational Training should have an effective communication strategy with stakeholders in the book publishing industry, including publishers and printers. The Ministry should have a piloting strategy before implementing various educational programmes. Where applicable, examples of good programmes in the neighbouring countries that we share history, culture and level of development can be taken into account.

5.4.2 Criteria Used to Approve Primary and Secondary School Textbooks

- The criteria used were found to be acceptable to most respondents although there is a need to modify some of them to suit the Tanzania situation. On the suitability of the language, there is a need to establish a system to ensure that the language used is appropriate. Although this is easy for the Kiswahili manuscripts because it is done by BAKITA, it is not the same thing for English manuscripts in which publishers have been directed to take their manuscripts to a certified English editor while there is no board which certifies editors in Tanzania. There should be a mechanism under TIE to form a board or organisation that will be responsible to certify English manuscripts.
- TIE should develop an evaluation system similar to that used by EMAC in which there was a team of evaluators who were subject experts and that for approving textbooks comprising various stakeholders involved in education and

book publishing business. TIE should ensure that these two organs are independent, and its members should be those who are ethical, professional, and experts in their field of specialisation.

- TIE should ensure prevention of corruption and production of high quality textbooks. A post evaluation process should also be conducted by an independent team of evaluators and textbooks that would be found to have violate the agreed standards should be taken out of the system.
- The vetting and evaluation should also be timely, taking into consideration the school timetable giving ample time to enable publishers print books and deliver to the market when most needed.
- School should be given money for textbook purchasing before the beginning of a new academic year to ensure that they have the required textbook for a new academic year.

5.4.3 The Multi-Textbook Evaluation Process versus Single-Textbook Evaluation Systems

- A textbook publishing system used in the country has power to influence learners' creativity, innovation, reading habit and knowledge generation capacity, among others.
- A single textbook system might be good for some reasons such as easy to monitor knowledge, but it has not been perceived to be good in Tanzania scenario. Consequently, the government should consider the need to reintroduce a multiple textbook system but with some modifications such as having a limited number of approved textbooks that learners/trainers can select from like the Kenyan system.

- The government should limit its role in textbook publishing activities to that of overseer of the educational activities, publishing being one of them.
- The education system should also be reviewed to add programmes that would promote books reading culture.
- Digital publishing should be, especially in early primary education in order to have more books in schools that are interactive. This will enable learner to cultivate the book reading and buying culture because they will get to like and enjoy reading from early stage.

5.4.4 Government commitment to the educational publishing

- The government should enhancing investment on educational publishing by developing a good mechanism to promote textbook publishing and book provision in Tanzania.
- The book policy should be formulated to clearly define all the publishing activities in the country. The government should also invest in buying enough books to students so that it can help making learning and teaching easy.
- The government should find ways easing communication with other stakeholders in education, especially those involved in the provision of quality educational materials.
- The government should invest more on training to equip its employees with the required knowledge and skills on skills on vetting, evaluation and approval.
- Curriculum review should ensure that views of all stakeholders, should be considered, especially those of teachers, publishers, academicians and specialists in curriculum development. The changes in education should be in line with school timetable so as to ensure effective book provision in schools.

5.5 Suggestion for Further Research

The aim of study was to investigate the textbooks vetting and evaluation process in order to propose strategies that would enhance the quality and provision of textbooks in Tanzania. It was observed that, the vetting and evaluation system, although important has not been well conducted in Tanzania. Although, the study was able to deliver its objectives, there are a number of areas that have not been covered in the Tanzanian publishing industry. Considering the research findings, the researcher identified with the following areas as topic which have potential to contribute to new knowledge on educational publishing in Tanzania.

- Since publishers and TIE official raised the problem of professionalism as one of the major weakness in the Tanzanian publishing industry it is important to conduct a study that would assess the state and the impact of professionalism in the Tanzanian publishing sector so as to develop or recommend strategies that would enhance the publishing industry in the country.
- The publishing industry is one of the sectors that ensures provision of quality education through provision of teaching/learning materials. A study should be conducted to the state of textbook publishing and provision in Tanzania.
- Among the challenges raised by various African scholars such as Rotich and Musakali, 2006, Bgoya *at al*, 1997 and Odongo, 2010 is lack of reading and buying culture in African countries. It is suggested that a study should be conducted to investigate the role of textbooks in promoting the reading culture in Tanzania.
- One factor considered by the study was on the use of the single or the multiple textbook systems in Tanzania. A comparative study should be done to assess

the single textbook system Vs multiple textbook system in the three Anglophone East African countries (Tanzania, Kenya and Uganda). Due to the fact that, the education systems in these three countries are similar and to a large extent their publishing sectors have gone through the same phases, the study can be used to establish some important facts about the two systems.

- Among the key stakeholders in the Tanzania publish industry are non-governmental organisations and or civil society organisations that deal with provision of supplementary/reference textbooks such as Children's Books Project and 21st Century Tanzania. These organisation conduct vetting and evaluation process on manuscripts submitted to them. A study could be conducted to assess the practise of non-governmental organisation textbooks vetting and evaluation process in Tanzania and its impact in textbook provision.
- Textbooks provision, funding and distribution are important areas to be considered in order to assess efficiency and effectiveness in education provision. A study could be conducted to assess the impact of state, international organisations and non-governmental organisations on the textbook provision, funding and distribution in the country.
- Publishers said a major challenge is in the marketing of textbooks in Tanzania. In their view many parents do not buy textbooks and the government does not purchase in regularly. A study could be conducted to investigate the consumers-producers perception on textbook purchase in Tanzania.

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APPENDIX A

Questionnaire for Tanzania Institute of Education (Vetting and Evaluation Section)

Dear respondents,

I am a postgraduate student at Moi University (Main Campus), Eldoret Kenya, undertaking Masters of Science in Publishing Studies. I am currently carrying out a research on “*an Investigation of Textbooks Vetting and Evaluation Process in Tanzania*”. The purpose of the study is to investigate the vetting and evaluation process in Tanzania in order to propose strategies that would enhance textbook provision as well as vetting and evaluation process in Tanzania.

Please bear in mind that, all the **RESPONSES PROVIDED IN THIS QUESTIONNAIRE WILL BE CONFIDENTIAL** and that they will be used only for the purpose of the study.

Thank you for your cooperation

Instructions

- Please tick in the appropriate box or fill in the spaces provided.
- Please respond to all the questions.

SECTION A

Background of the respondents

1. Age

| | | |
|--------------------------------|--------------------------------|--------------------------------|
| 18-24 <input type="checkbox"/> | 25-34 <input type="checkbox"/> | 35-44 <input type="checkbox"/> |
| 45-54 <input type="checkbox"/> | 55+ <input type="checkbox"/> | |

2. Gender

| | |
|-------------------------------|---------------------------------|
| Male <input type="checkbox"/> | Female <input type="checkbox"/> |
|-------------------------------|---------------------------------|

3. For how long have you been a TIE employee (please tick appropriate number of years)?

| | | |
|--------------------------------|------------------------------|--------------------------------|
| 0-4 <input type="checkbox"/> | 5-9 <input type="checkbox"/> | 10-14 <input type="checkbox"/> |
| 15-19 <input type="checkbox"/> | 20+ <input type="checkbox"/> | |

4. In which section are you working?

| | | | |
|------------------------|--------------------------|------------------------|--------------------------|
| Editing | <input type="checkbox"/> | Production | <input type="checkbox"/> |
| Vetting and Evaluation | <input type="checkbox"/> | Curriculum Development | <input type="checkbox"/> |

SECTION B

5. What is the role of TIE in textbook vetting and evaluation process? (Tick the box/boxes below)

| | |
|--|--------------------------|
| Evaluator of Supplementary/Reference textbooks | <input type="checkbox"/> |
| Writer of core textbooks | <input type="checkbox"/> |
| Curriculum developer | <input type="checkbox"/> |
| Publisher of core textbooks | <input type="checkbox"/> |
| Coordinator of textbooks publishing activities | <input type="checkbox"/> |

6. Apart from the above roles, are any other roles that TIE should play in textbooks vetting and evaluation process?

Yes No

If **YES** please specify

7. How do you value each of the following roles of the publishers in provision of educational textbooks? (please tick where appropriate)

| The roles of the publishers in provision of educational textbooks | 1. High | 2. Moderate | 3. Low | 4. None |
|---|---------|-------------|--------|---------|
| They commission of receive manuscripts | | | | |
| They find reviews or readers | | | | |
| they find editors | | | | |
| They commission illustrators | | | | |
| They typeset, design and proofread manuscripts | | | | |
| They submit copies to TIE | | | | |

Please justify your answer:

8. How do you consider the following criteria used by TIE to assess educational textbooks? (please tick where appropriate)

| | 1. Very satisfied | 2. Satisfied | 3. Neutral | 4. Dissatisfied | 5. Very dissatisfied |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Pedagogical quality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Degree of suitability of language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The approval of learning material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please justify your choice:

9. Question # 4 (please tick where appropriate)

| | 1. Very frequently | 2. Frequently | 3. Occasionally | 4. Rarely | 5. Very rarely | 6. Never |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| How often meetings for evaluation and vetting meetings are held? (please tick in one case) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please justify your answer:

10. Question #

| | 1. Very good | 2. Good | 3. acceptable | 4. Poor | 5. Very poor |
|--|--------------|---------|---------------|---------|--------------|
| How do you consider the textbook vetting and evaluation process? | | | | | |

11. Please justify your answer:**12. What challenges does TIE face in evaluating, vetting, and approving textbooks?****13. Suggest any possible solutions to the challenges you have mentioned****14. How do you ensure requirements for approval of textbooks are understood and implemented by publishers?**

15. How does TIE ensure that core textbooks produced meet the vetting and evaluation requirements?

16. Have there been incidents in which approved textbooks were found to have errors?

Yes

No

17. If YES please tick the boxes on the errors found

Correspondence with the syllabus and curriculum

Content presentation, language use and accuracy

Technical errors

Any other (please specify).....

18. Does TIE incorporate publishers' views during textbooks' vetting, evaluation and approval processes?

Yes

No

19. If YES please mention activities that TIE involves publishers

20. Do you have anything else you would like to talk about in relation to textbooks vetting, evaluation and approval processes?

Should you have any queries or would like further information about this research, please contact me on the following,

Zamda Ramadhani Geuza

Moi University

P.O. 3900

Eldoret

Kenya

Email: gzamda@yahoo.com

Or zgeuza@gmail.com

Tel: [+255712843447](tel:+255712843447)

[+254713360887](tel:+254713360887)

APPENDIX B

QUESTIONNAIRE FOR DEPARTMENT OF PLANNING AND POLICY (MINISTRY OF EDUCATION AND VOCATIONAL TRAINING)

Dear respondents,

I am a postgraduate student at Moi University (Main Campus), Eldoret Kenya, undertaking Masters of Science in Publishing Studies. I am currently carrying out a research on “an Investigation of Textbooks Vetting and Evaluation Process in Tanzania”. The purpose of the study is to investigate the vetting and evaluation process in Tanzania in order to propose strategies that would enhance textbook provision as well as vetting and evaluation process in Tanzania.

I have selected you as a key person who can help me collect data that is helpful in achieving the study objectives. Your input is vital in this study. The research will be of significance in textbook vetting and evaluation system and hopefully assist in suggesting strategies that if applied will make sustainable textbook provision system. Please bear in mind that, all the responses provided in this questionnaire will be **CONFIDENTIAL** and that they will be used only for the purpose of the study.

Thank you for your cooperation

Instructions

- Please tick in the appropriate box or fill in the spaces/boxes provided.
- Please respond to all the questions.

SECTION A

Background of the respondents

1. Gender

Male

Female

2. How long have you been a MoEVT employee?

5-9

10-14

15-19

20+

3. In which section are you working?

4. Do you play any role(s) in textbooks vetting, evaluation and approving process?

Yes

Non

If **YES**, please specify

5. How do you ensure that textbooks produced meet curriculum requirements?

7. What challenges do you face in ensuring that textbooks meet the requirements of the Ministry of Education and Vocational Training?

.....
.....
.....
.....
.....
.....

8. Please suggest possible solutions for the challenges mentioned

.....
.....
.....
.....
.....

9. Are there policies that ensure effective primary and secondary schools' textbook vetting, evaluation and approval processes?

Yes

Non

10. If YES, please state them

.....

11. Please, rate the effectiveness of the above mentioned policies and legislation in ensuring textbooks provision (please tick the appropriate box)?

| Effectiveness of policies | Very good | Good | Satisfactory | bad |
|----------------------------------|------------------|-------------|---------------------|------------|
| Policy 1 | | | | |
| Policy 2 | | | | |
| Policy 3 | | | | |
| Policy 4 | | | | |
| Policy 5 | | | | |
| Policy 6 | | | | |

12. Is there anything else you would like to state concerning the provision of textbooks to schools in Tanzania?

.....

Thank you time and cooperation!!!!!!!

Should you have any queries or would like further information about this research, please contact me on the following:

Zamda Ramadhani Geuza
 Moi University
 P.O. 3900
 Kenya

Email: gzamda@yahoo.com or zgeuza@gmail.com

Tel:+255712843447 or +254713360887

APPENDIX C

INTERVIEW SCHEDULE FOR DIRECTORS AND HEAD OF SECTIONS OF THE TANZANIA INSTITUTE OF EDUCATION

Dear respondents,

I am a postgraduate student at Moi University (Main Campus), Eldoret Kenya, undertaking Masters of Science in Publishing Studies. I am currently carrying out a research on “*an Investigation of Textbooks Vetting and Evaluation Process in Tanzania*”. The purpose of the study is to investigate the vetting and evaluation process in Tanzania in order to propose strategies that would enhance textbook provision as well as vetting and evaluation process in Tanzania.

| SN | ITEM | RESPONSE |
|----|--|----------|
| 1 | What is the purpose of textbooks vetting and evaluation? | |
| 2 | What is your view on the impact of vetting and evaluation on the quality of textbooks produced? | |
| 3 | To what extent do publishers abide to vetting and evaluation guidelines when preparing textbooks? | |
| 4 | To what extent is effective communication ensured by TIE when carrying out the vetting and evaluation of primary and secondary school textbooks? | |
| 5 | What challenges are faced by TIE when carrying out the vetting and evaluation of primary and secondary schools textbooks? | |
| 6 | What criteria are used to guide balancing of technical specification requirement and content requirement of primary and secondary school textbooks produced? | |
| 7 | What measures are used to control quality of approved primary and secondary school textbooks? | |

APPENDIX D

INTERVIEW GUIDE FOR EDUCATIONAL PUBLISHERS' MANAGERIAL STAFF

Dear respondents,

I am a postgraduate student at Moi University (Main Campus), Eldoret Kenya, undertaking Masters of Science in Publishing Studies. I am currently carrying out a research on *“an Investigation of Textbooks Vetting and Evaluation Process in Tanzania”*. The purpose of the study is to investigate the vetting and evaluation process in Tanzania in order to propose strategies that would enhance textbook provision as well as vetting and evaluation process in Tanzania.

I have selected you as a key person who can help me collect data that is helpful in achieving the study objectives. Your input is vital in this study. The research will be of significance in textbook vetting and evaluation system and hopefully assist in suggesting strategies that if applied will make sustainable textbook provision system. Please bear in mind that, all the responses provided in this questionnaire will be **CONFIDENTIAL** and that they will be used only for the purpose of the study.

Thank you for your cooperation

| SN | ITEM | RESPONSE |
|----|---|----------|
| 1 | What the relationship does your publishing house have with the Tanzania Institute of Education and the Ministry of Education and Vocational Training? | |
| 2 | What quality control measures does the Tanzania Institute of Education/EMAC use to ensure that textbooks approved meet the required standards? | |
| 3 | How does your publishing house ensure that primary and secondary schools textbooks produced meet the vetting and evaluation requirements? | |
| 4 | In your opinion, does textbooks vetting and evaluation had an impact on the quality of textbooks produced? | |
| 5 | In your opinion which system works best between; single textbook system and the multiple textbook system? | |
| 6 | What challenges does your publishing house face while producing primary and secondary schools textbooks? | |
| 7 | How do you suggest the above mentioned challenges to be solved? | |

APPENDIX E

INTERVIEW SCHEDULE FOR KEY STAFF OF PUBLISHERS ASSOCIATION OF TANZANIA

Dear respondents,

I am a postgraduate student at Moi University (Main Campus), Eldoret Kenya, undertaking Masters of Science in Publishing Studies. I am currently carrying out a research on “*an Investigation of Textbooks Vetting and Evaluation Process in Tanzania*”. The purpose of the study is to investigate the vetting and evaluation process in Tanzania in order to propose strategies that would enhance textbook provision as well as vetting and evaluation process in Tanzania.

- i. Does TIE/EMAC ensure production of quality primary and secondary textbooks?
 Yes No
- ii. If yes, how does it ensure?
- iii. What challenges are faced by publishers in complying with the vetting and evaluation guidelines?
- iv. Does the Tanzania Institute of Education/EMAC and the Ministry of Education and Vocational Trainings help in solving the challenges?
 Yes No
- v. If yes, how have they done it?
- vi. In your opinion, how does the multi-textbook evaluation process differs from single-textbook evaluation process?
- vii. What role does PATA play in textbooks vetting/evaluation process?
- viii. How do you consider the submission costs for vetting, evaluation process and approval process?

APPENDIX F

RESEARCH CLEARANCE LETTER FOR BAKITA

UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF THE VICE CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

General: +255 22 2410500-8 ext. 2001
 Direct: +255 22 2410700
 Telefax: +255 22 2410078



Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
 E-mail: vc@admin.udsm.ac.tz
 Website address: www.udsm.ac.tz

Ref. No: AB3/12(B)

Date: 25th September 2015

Chairperson
 BAKITA
 Dar es Salaam

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms. Zamda Ramadhani Geuza** who is a bonafide staff of the University of Dar es Salaam and who is at the moment required to conduct research. Our staff members undertake research activities as part of their core functions.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Geuza**.

I therefore, kindly request you to grant her any help that may enable her achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your organization in connection with her research.

The title of her research is "**An Investigation of the Textbooks Vetting and Evaluation Process in Tanzania**".

The period of her research is from **October to December 2015** and the research will cover **Baraza la Kiswahili (BAKITA)**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727 and E-mail: research@udsm.ac.tz.

Yours sincerely,

VICE CHANCELLOR
 UNIVERSITY OF DAR-ES-SALAAM
 P.O. Box 35091
 DAR-ES-SALAAM


 Prof. Rwekaza S. Mukandala
 VICE-CHANCELLOR

QUOTATION OF REF. NO. IS ESSENTIAL

APPENDIX G

RESEARCH CLEARANCE LETTER FOR TIE

UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF THE VICE CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

General: +255 22 2410500-8 ext. 2001
 Direct: +255 22 2410700
 Telefax: +255 22 2410078



Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
 E-mail: vc@admin.udsm.ac.tz
 Website address: www.udsm.ac.tz

Ref. No: AB3/12(B)

Date: 25th September 2015

Director
 Tanzania Institute of Education
Dar es Salaam Region

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms. Zamda Ramadhani Geuza** who is a bonafide staff of the University of Dar es Salaam and who is at the moment required to conduct research. Our staff members undertake research activities as part of their core functions.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Geuza**.

I therefore, kindly request you to grant her any help that may enable her achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your institute in connection with her research.

The title of her research is **"An Investigation of the Textbooks Vetting and Evaluation Process in Tanzania"**.

The period of her research is from **October to December 2015** and the research will cover **Tanzania Institute of Education**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727 and E-mail: research@udsm.ac.tz.

Yours sincerely,

Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
 UNIVERSITY OF DAR-ES-SALAAM
 P.O. Box 35091
 DAR-ES-SALAAM

QUOTATION OF REF. NO. IS ESSENTIAL

APPENDIX H

RESEARCH CLEARANCE LETTER FOR EDUCATIONAL BOOK

PUBLISHERS

UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF THE VICE CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

General: +255 22 2410500-8 ext. 2001
 Direct: +255 22 2410700
 Telefax: +255 22 2410078



Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
 E-mail: vc@admin.udsm.ac.tz
 Website address: www.udsm.ac.tz

Ref. No: AB3/12(B)

Date: 25th September 2015

Director
 Educational Books Publishers
Dar es Salaam Region

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms. Zamda Ramadhani Geuza** who is a bonafide staff of the University of Dar es Salaam and who is at the moment required to conduct research. Our staff members undertake research activities as part of their core functions.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Geuza**.

I therefore, kindly request you to grant her any help that may enable her achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your organization in connection with her research.

The title of her research is **"An Investigation of the Textbooks Vetting and Evaluation Process in Tanzania"**.

The period of her research is from **October to December 2015** and the research will cover **Educational Books Publishers in Dar es Salaam**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727 and E-mail: research@udsm.ac.tz.

Yours sincerely,


 Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
 P.O. Box 35091
 DAR-ES-SALAAM

QUOTATION OF REF. NO. IS ESSENTIAL

APPENDIX I

RESEARCH CLEARANCE LETTER FOR M06VT

UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF THE VICE CHANCELLOR
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 E-mail: vc@admin.udsm.ac.tz
 Website address: www.udsm.ac.tz

Ref. No: AB3/12(B)

Date: 25th September 2015

Permanent Secretary
 Ministry of Education and Vocational Training
 Dar es Salaam.

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms. Zamda Ramadhani Geuza** who is a bonafide staff of the University of Dar es Salaam and who is at the moment required to conduct research. Our staff members undertake research activities as part of their core functions.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Geuza**.

I therefore, kindly request you to grant her any help that may enable her achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your ministry in connection with her research.

The title of her research is **"An Investigation of the Textbooks Vetting and Evaluation Process in Tanzania"**.

The period of her research is from **October to December 2015** and the research will cover **Ministry of Education and Vocational Training**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727 and E-mail: research@udsm.ac.tz.

Yours sincerely,

VICE CHANCELLOR
 UNIVERSITY OF DAR-ES-SALAAM
 P.O. Box 35091
 DAR-ES-SALAAM


 Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

QUOTATION OF REF. NO. IS ESSENTIAL

APPENDIX J

RESEARCH CLEARANCE LETTER FROM MOI UNIVERSITY



MOI UNIVERSITY

Tel No.: +254 053 43720, 43597, 43620
 Fax: +254 053 43047, 43360
 Telex No.: MOIVERSITY 35047
 Email –hodpublishing@mu.ac.ke

Direct Line (053) 43041

P.O. BOX 3900
 ELDORET
 KENYA

**SCHOOL OF INFORMATION SCIENCES
 DEPARTMENT OF PUBLISHING AND MEDIA STUDIES**

Ref. No.: IS/MSc/23/11

28th August, 2015

TO WHOM IT MAY CONCERN

**RE: PERMISSION TO COLLECT DATA – ZAMDA RAMADHANI GEUZA:
 IS/MSc/PUB/59/14**

The above named is our Master of Science (MSc) student in the Department of Publishing and Media Studies, School of Information Sciences Moi University.

Ms Geuza wishes to carry out her research entitled "*An investigation of Textbooks Vetting and Evaluation Process in Tanzania*" which is a requirement to her MSc Programme in Publishing Studies.

Any assistance given to her to facilitate the successful conduct of her research will be highly appreciated.

for 
 Dr. DUNCAN OMANGA
 HEAD: PUBLISHING AND MEDIA STUDIES

/mkm