# Resource Sharing & Delivery Services

***at IUPUI University Library***

**Thank you for using IUPUI University Library's Interlibrary Loan service.**

- This article will be **accessible for 30 days** from the date of posting. If you anticipate needing an article for longer than 30, please **save a copy** to your personal computer.

- This article is for your **personal use**. Due to copyright law, you may not distribute this article through online posting or other means. (Please see full copyright notice at bottom of page.)

- If this article is incomplete, please let us know as soon as possible. We will request a re-send from the lending library. PLEASE do not re-request this article if there is a quality control problem.
  **To contact us, please email ulill@iupui.edu or phone 317-274-0500. Please include the transaction number and indicate the problem (e.g. missing page 25, text cut off on page 234). If leaving a phone message, please leave your name and spell it.**

- You may see a dollar amount or payment due amount on the cover sheet accompanying this article. This copy is provided at no cost to you. Any fees are paid by IUPUI University Library.

**WARNING CONCERNING COPYRIGHT RESTRICTION:**
The copyright law of the United States (Title 17, U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction.

One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

FURTHER DUPLICATION OR DISSEMINATION OF THIS MATERIAL MAY BE IN VIOLATION OF COPYRIGHT LAW. For more information about copyright, please consult the Columbia Copyright Advisory Office website at http://copyright.columbia.edu/.

IUPUI | UNIVERSITY LIBRARY
INDIANA UNIVERSITY–PURDUE UNIVERSITY
Indianapolis

Pub Res Q
https://doi.org/10.1007/s12109-017-9559-7

# An Investigation of Textbook Vetting and Evaluation Process in Tanzania

**Daniel C. Rotich**[1,2] · **Emily J. Kogos**[1] · **Zamda R. Geuza**[3]

© Springer Science+Business Media, LLC, part of Springer Nature 2017

**Abstract** Textbook vetting and evaluation process intends to ensure that the materials provided are relevant, of the required quality, suitable ad would enhance learning efficiency and effectiveness. The paper investigates the role of publishers and Tanzania Institute of Education (TIE) in the textbooks vetting and evaluation process; examines factors used to vet, evaluate and approve primary and secondary school textbooks in Tanzania and proposes Strategies that would enhance the textbook vetting, evaluation and process. The study used a mixed method research design. Respondents were selected educational publishers; MoEVT, Baraza la Kiswahili Tanzania, TIE, and Publishers Association of Tanzania. Questionnaire and semi- structured interview were used to collect data which were analysed qualitatively and quantitatively. Major findings of the study were; textbooks vetting and evaluation process is not professionally conducted although standard criteria have been established; there is not well established roles among key players involved in the vetting and evaluation process leading to conflict of interest between TIE and the publishers. The study recommends establishing an independent professional evaluation board and a well-defined timetable and effective

✉ Daniel C. Rotich
dcrotich@gmail.com

Emily J. Kogos
emilykogos@gmail.com

Zamda R. Geuza
zgeuza@gmail.com

[1] Department of Publishing and Media Studies, School of Information Sciences, Moi University, PO Box 3900-30100, Eldoret, Kenya

[2] Department of Information Science, University of South Africa, Pretoria, South Africa

[3] Centre for Communication Studies, University of Dar es Salaam, PO Box 35091, Dar es Salaam, Tanzania

Published online: 22 November 2017

communication among various players; enacting a book policy and adopting a limited multiple-textbook publishing system.

**Keywords** Educational publishing · Tanzania · Textbook evaluation · Textbook vetting · Textbooks

## Introduction

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. It is considered as one of the means for regulating and standardising the textbooks to maintain their quality across the nation and/or region.[1] Thus ensuring inclusive and equitable quality education and promote life-long learning opportunities for all has been listed as a one of the Sustainable Development Goals (SDGs) (International Council for Sciences and International Social Science Council [7]). Provision of quality textbooks and curriculum reforms has been suggested as one of the strategy in ensuring the attainment of quality education.[2] The Tanzanian government has undertaken various efforts to vet evaluate and approve textbooks. The process was first introduced in 1999 under Educational Materials Approval Committee (EMAC). The vetting and evaluation process has been done by EMAC for a number of years till 2014 when Tanzania Institute of Education (TIE) took over.

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.[3] Publishers are key actors in the provision of textbooks; they provide the teaching/learning materials basing on the guidelines provided by the government.[4]

On the other hand, Kenya is one of the East African countries that have 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 5000/= (equivalent to 49.40 USD) for a set of evaluation and an additional Kshs 7500/= (equivalent to 74.10 USD) per subject and class. Submissions accepted are only those from publishers who are legally incorporated and registered in Kenya. During evaluation each panel member marks submitted textbook or teacher's guide separately without communicating with other evaluators.[5]

[1] Mahmood ([9], p. 2).

[2] Vladimirova and Le Blanc [19].

[3] EMAC [6].

[4] Bgoya et al. [3].

[5] Rotich and Musakali [13], Simam et al. [14].

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. 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.[6] Although the single textbook system is now operational, the missing link between publishers and TIE in the vetting and evaluation process continues.

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.

The objectives of this study are to:

- Investigate the role of publishers and Tanzania Institute of Education (TIE) in the textbooks vetting and evaluation process.
- Examine factors used to vet, evaluate and approve primary and secondary school textbooks in Tanzania and Kenya.
- Propose Strategies that would enhance the textbook vetting, evaluation and process.

To achieve its objectives, the study was guided by the following research questions:

- Which roles do publishers and TIE play in vetting and evaluation process?
- How effective and relevant are the factors used to vet, evaluate and approve school textbooks?
- What strategies would enhance the textbook vetting, evaluation and approval process?

The study was guided by the Value theory Chain Theory which was first developed by Michael Porter in [11] and the Publishing Value Chain Model developed by the World Intellectual Property Organisation [WIPO] [18]. The theory is used to understand the link between various stakeholders in the book sector and how they cooperate together to achieve a product. According to Porter [11], value chain includes activities performed by an organisation that link it to competitive position. 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, writing the manuscript, editing, designing, printing, marketing and selling as well as

[6] Ministry of Education and Vocational Training [10].

TIE which is involved with vetting, evaluating and approving textbooks. All these activities are expected to add value to the textbooks produced in order to win a competitive advantage. 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.

## Methodology

The study adopted a mixed method approach and the exploratory 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, the sample size was 72 and actual population of 58 respondents. Research questions were achieved through the use of two data collection instruments; questionnaires and interviews sessions. Data presentation, analysis and interpretation were done both qualitatively and quantitatively.

### The Role of the Government in Textbook Vetting, Evaluation and Approval Process

The government set standards to make sure textbooks produced meet the minimum requirements recommended by respective ministry; this enable buyers and seller to get quality goods. In the Tanzanian textbook publishing industry the government play the vetting and evaluation role through its organisation, TIE. According to World Educational Forum [17][7] the government formulate educational policies to achieve a certain level of education in a given country. Askerud states that,

> The publishing initiative rests with the state and is guided by government policies for educational achievement, not by normal economic market forces. In other words, through its educational policies, the government decides how many and what books are needed in schools and how these books are paid for.[8]

Vetting and evaluation process enables the government to choose good books to go to the market, decide the quality of those books; targeting at achieving a certain level of achievement in education. It also ensure that teachers and principals who have been empowered to select books can make well-informed choices; this is through conducting trainings/workshops and supplying them with information on approved titles. The government also employs and commission evaluators and other education and language experts and provide them with necessary resources to

[7] http://unesdoc.unesco.org/images/0012/001234/123487e.pdf.

[8] Askerud [2].

accomplish vetting and evaluation process.[9] The government set standards to ensure textbooks produced meet the minimum requirements recommended by respective ministry; this will enable both buyers and seller to get quality books.[10] Not only that but also, the government formulate educational policies to achieve a certain level of education in a given country.

## The Role of the Publishers in Textbook Vetting, Evaluation and Approval Process

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.[11] 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.[12]

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.[13]

## The Textbooks Vetting, Evaluation and Approval process in Tanzania and Kenya

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 for core and supplementary textbooks produced by private publishers and the new reintroduced single textbook system in which TIE is

[9] Rotich and Musakali [13].

[10] The World Educational Forum [17].

[11] Askerud [2], Altbach [1].

[12] Smith [15], Clark and Philips [5].

[13] Smith [15], Jolly [8], Buigutt [4], Clark and Phillips [5].

responsible for vetting, evaluating and approving supplementary and reference textbooks of the private publisher.

## Textbook Evaluation Criteria Used in Tanzania

The criteria used in vetting, evaluation and approval process were given under the TIE Book Evaluation Guidelines [16]. According to TIE[14] 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 primary school level, secondary school level, advanced secondary school level as well as teachers' training college subjects (certificate, diploma courses). 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 (to be decided by the publisher or author. 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 18 pt., 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.

[14] TIE ([16], p. 14).

(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.

These criteria used by TIE can be said to be standard as they matches those used in other countries like Kenya, Korea and Slovakia. Although, some of them can be hard to be achieved e.g.; the language criteria that requires publishers to get certificate of approval from a recognised English editor for the English textbooks/manuscripts. The physical criteria are not efficient because publishers only submit specification during the evaluation process but there is no mechanism to check if they are achieved when books have been published.

## The Textbooks Evaluation Process

Textbook vetting and evaluation is coordinated by the book evaluation secretariat which comprises of three to five members who are appointed by the Director General of the TIE among its academic staff. The Director of Educational Materials Design and Development is the Registrar. 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 1000,000/= (equivalence to 456.69 USD), form one (1) to form four (4) is Tshs 1200,000/= (equivalence to 548.03 USD) for arts subjects and Tshs 1400,000/= (equivalence to 636.36 USD) for science subjects while form five (5) and form six (6) it is Tshs 1300,000/= (equivalence to 593.69 USD) for arts subjects and Tshs 1600,000/= (equivalence to 730.70 USD) for science subjects.

After receiving the evaluators' reports the TIE Book Evaluation Panel meet and decide on the approval or rejection of textbooks. The panels are formed subject-wise and comprise of the following members: A curriculum development specialist of the subject, who have knowledge of the curriculum for which the book is intended, A subject specialist teacher/educator nominated by TIE from among the teacher

education colleges or universities; A subject specialist from the National Examination Council of Tanzania (NECTA); At least two (2) experienced actively practising subject specialist teachers; 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. The decision of the panel can be: 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 confidentially the assessor's name will be confidential and publishers' details are removed, instead code reference number will be used when giving manuscripts to assessors.

## Findings

### Role of Publishers in Textbook Publishing

The study sought to find out from the publishers about their position in textbooks publishing in Tanzania. The various roles were mentioned to be performed by publishers including: commissioning of manuscripts, finding Reviewers, finding editors, commissioning of illustrators, typesetting, designing and proofreading manuscripts and submitting copies to TIE as supported by Bgoya et al.[15] 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 1).

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 1). 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($TIE_1$, Dar es Salaam, 28/9/2016).

These roles have been studied by various scholars such as World Intellectual Property Organisation [18], Bgoya et al. [3], and Clark and Philips [5] 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 [11]. This is one of the important activities to link the company to

[15] Bgoya et al. [3].

**Table 1** 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 |

F = number

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.

## Role of TIE in Textbooks Publishing

Respondents were asked to rate the importance of each of the roles played by TIE (Fig. 1).

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 (Fig. 1). 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

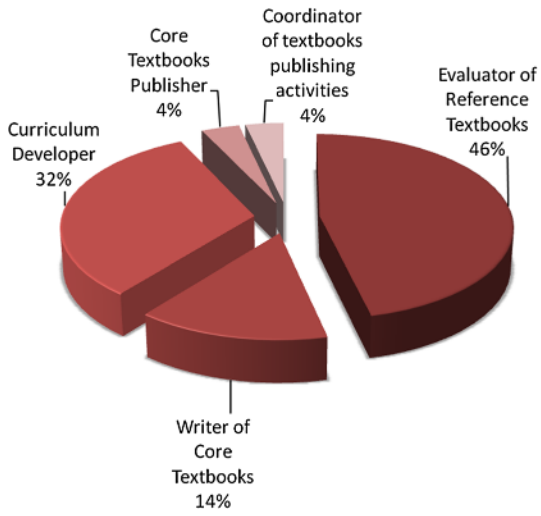



**Fig. 1** Roles of TIE in Textbooks Vetting and Evaluation (n = 28)

textbook production. Respondents recommended an independent organisation, which would be accountable to the government to oversee textbook evaluation process as supported by Reed [12].[16] Thus, it is important to have independent writers and publishers while letting the government to remain as coordinator of all the textbook publishing activities.

## 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

[16] Reed [12].

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 that the government as the key coordinator of the publishing process needs to develop a consultative forum and process with stakeholders. It is important for these players work together as suggested by Askerud [2][17] 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 benefits education in the country.

## 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 2).

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 require

[17] Askerud [2].

**Table 2** 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 |

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 respondents commented that:

> "… you can write on the type of paper 80 g $cm^2$ 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.

## Propose Strategies that Would Enhance the Textbook Vetting, Evaluation and Process

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. In addition, 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.

On the criteria used in vetting, evaluating and approving textbooks, 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. In addition, 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. 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.

## Conclusion

Textbook evaluation and vetting process is a way of controlling what goes to the public, if the process provide well-articulated technical and content support objectively, it can add more value to title produced. To ensure attainment of quality education is one of the SDGs and thus quality textbooks approved by the government after been vetted and evaluated will ensure attainment of this goal. Publishers are business people who wish to earn from their products and the government is the controller of the whole education process, if these two sides would cooperate together high quality and relevant textbooks will be published and thus, the level of education will go up. There should be a clear cut between the roles played by the government and those of publishers. The government should not interfere publishing process instead it should remain as the coordinator of the publishing activities, vetter as well as evaluator of the textbooks that will be approved to be used in schools. There is a need to develop the national textbook policy which will guide all the textbooks activities including textbook vetting, evaluation and publication. The governments should also employ more skilled staff who will provide professional advice to the publishers so as to improve their works. In addition, the review on the selection criteria should be done to see how to balance between content, technical specification and pricing with consideration on how to support well written submissions with poor technical specifications so as those good manuscripts can have a chance of entering the market subject to certain modification instead of being rejected completely.

## References


1. Altbach P. Book publishing. United States: Bellagio Publishing Network. 1997. http://www.unesco.org/webworld/wirerpt/wirenglish/chap23.pdf. Accessed 27 April 2016.
2. Askerud P. A guide to sustainable book provision; 1997. http://unesdoc.unesco.org/images/0011/001106/110638eo.pdf. Accessed 26 Sept 2015.
3. Bgoya W, Billany N, Lujanen M, Noonan R, Paajanen T, Syrjänen E. The economics of publishing educational materials in Africa. Oxford: ADEA Working Group on Books and Learning Materials. Perspectives on African Book Development, 2.
4. Buigutt S. Editor-author partnership in publishing. In: Buigutt S, Rotich D, editors. Contemporary publishing and book trade in Kenya. Eldoret: Moi University; 2009. p. 11–7.
5. Clark G, Phillips A. Inside book publishing. 4th ed. New York, Abingdon, Oxon: Routledge; 2008.
6. Educational Materials Approval Committee. EMAC manual of procedures. Dar es Salaam: Ministry of Education and Vocational Training; 1999.
7. International Council for Sciences and International Social Science Council. Sustainable development goals and targets. http://www.icsu.org/publications/reports-and-reviews/review-of-targets-for-the-sustainable-development-goals-the-science-perspective-2015/sdgs-report-supplement-goals-and-targets. Accessed 2 Jan 2015.
8. Jolly G. Book publishing management. New Delhi. India: Ashok Gosain and Ashish Gosain; 2009.
9. Mahmood K. Conformity to quality characteristics of textbooks: the illusion of textbook evaluation in Pakistan. J Res Refl Edu. 2011;5:170–190. Retrieved from http://www.UE.edu.pk/jrre.
10. Ministry Of Education And Vocational Training. WarakawaElimu Na.4 waMwaka 2014 KuhusuUtayarishajiwaVifaavyaKujufunzianaKufundishia. Dar es Salaam: The United Republic of Tanzania; 2014.
11. Porter M. From competitive advantage to corporate strategy. http://dl.lux.booksee.org/genesis/438000/58f354ba56448a94990d50d32b5d70b1/_as/%5BMichael_E._Porter%5D_From_Competitive_Advantage_to_(BookSee.org).pdf. Accessed 2 Jan 2015.
12. Reed T. Textbook provision in Tanzania: a review of issues; 2010. Retrieved from http://www.tzdpg.or.tz/fileadmin/documents/dpg_internal/dpg_working_groups_clusters/cluster_2/education/3-Core_Documents/TZ-_State_versus_Commercial_Textbooks_Tony_Reed_2010.pptx.
13. Rotich DC, Musakali J. Evaluation and selection of school textbooks in Kenya: the role of the ministerial textbook vetting committee. In: E. Bruillard et al. editors. Paper presented at eighth international conference on learning and educational media Caen; 2005. https://iartemblog.files.wordpress.com/2012/03/8th_iartem_2005conference.pdf.
14. Simam R, Rotich DC, Kemoni H. Educational publishing and provision of quality primary textbooks in Kenya. J Human Soc Sci. 2012;4(2):2012:117–127. file:///C:/Users/user/Downloads/86874-214501-1-PB.pdf.
15. Datus S. A guide to book publishing. Revised ed. Michigan: University of Washington Press; 1989.
16. Tanzania Institute of Education (TIE). Guidelines for evaluation of books. Dar es Salaam: Tanzania Institute of Education; 2015.
17. The World Education Forum. Textbooks and learning materials 1990-99: thematic studies. Education for all 2000 assessment; 2000. http://unesdoc.unesco.org/images/0012/001234/123487e.pdf. Accessed 2 Jan 2015.
18. The World Intellectual Property Organisation. Intellectual property issues in the publishing industry: the book publishing value chain in WIPO-FIP copyright workshop; 2007. http://www.wipo.int/edocs/mdocs/mdocs/en/wipo_ip_wk_del_07/wipo_ip_wk_del_07_www_215582.pdf. Accessed 2 Jan 2015.
19. Vladimirova K, Le Blanc D. How well are the links between education and other sustainable development goals covered in UN flagship reports? A contribution to the study of the science-policy interface on education in the UN system. 2015 http://www.un.org/esa/desa/papers/2015/wp146_2015.pdf. Accessed 3 Jan 2015.