

TANZANIA INSTITUTE OF EDUCATION



GUIDELINES FOR WRITING TEXTBOOKS

TANZANIA INSTITUTE OF EDUCATION



**GUIDELINES FOR WRITING
TEXTBOOKS**

Endorsed by:

The Board Chairperson: Prof. Maulid Mwatawala



Signature:

Date: 06/10/2024
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Table of Contents

Table of Contents	iv
Acknowledgments	vi
Preface	vii
Abbreviations & Acronyms	viii
1.0 Introduction	1
1.1 Purpose of the Guidelines	1
1.2 Scope and Applicability	1
1.3 Importance of High-Quality Textbooks	2
1.4 Overview of the Textbook Approval Process	2
2.0 Standards and Objectives	3
2.1 Alignment with National Education Curriculum.....	3
2.2 Educational Objectives for Each Level.....	3
2.3 Inclusion of Cross-Cutting Issues	5
3.0 Content Development	6
3.1 Alignment with Educational Objectives	6
3.2 Accuracy of Information.....	6
3.3 Relevance to Learners' Lives.....	7
3.4 Consistency Across Sections.....	7
3.5 Typeface and Font Size Considerations	7
3.6 Textbook Size and Design	8
3.7 Age-Appropriate Language and Concepts.....	8
3.8 Cultural Sensitivity and Relevance.....	8
4.0 Instructional Design	9
4.1 Pedagogical Approaches and Teaching Methodologies.....	9
4.2 Alignment with Bloom's Taxonomy and Competence-Based Curriculum	10
4.3 Design of Activities and Exercises	10
4.4 Incorporation of Formative and Summative Assessments.....	11
5.0 Language and Style	12
5.1 Clarity and Simplicity in Writing.....	12

5.2	Consistency in Terminology and Language Usage.....	13
5.3	Avoidance of Ambiguities and Complexities.....	13
5.4	Adaptation to Linguistic Proficiency of Target Audience.....	13
6.0	Illustrations and Visuals	14
6.1	Selection Criteria for Illustrations (Gender-Responsive, Contextual, Culturally Relevant).....	14
6.2	Guidelines for Image Quality and Placement.....	14
6.3	Use of Visuals to Enhance Understanding.....	14
7.0	Cultural and Social Considerations.....	15
7.1	Inclusion of Culturally Relevant Content	15
7.2	Adherence to Socially Acceptable Norms and Values.....	15
8.0	Ethical Considerations	16
8.1	Intellectual Property and Copyright Compliance	16
8.2	Plagiarism and Proper Attribution	16
8.3	Ethical Standards in Content Presentation.....	16
9.0	Review and Evaluation Process.....	17
9.1	Internal Review Mechanisms for Authors	17
9.2	Guidelines for Peer Review and Feedback.....	17
9.3	Criteria for Evaluating Manuscripts (Content Quality, Educational Value, Cultural Sensitivity).....	18
10.0	Submission and Approval Process	18
11.0	Typesetting, Language Editing, and Final Approval	18
12.0	Roles and Responsibilities.....	19
12.1	Responsibilities of Authors.....	19
12.2	Roles of Editors and Reviewers.....	19
13.0	Compliance and Monitoring.....	20
13.1	Mechanisms for Monitoring Compliance with Guidelines.....	20
13.2	Regular Updates and Revisions of Guidelines.....	20

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Dr. Aneth A. Komba

Director General

Tanzania Institute of Education

Preface

The development of these guidelines is grounded in the legal framework established by Section 4(d) of the Tanzania Institute of Education Act (CAP 142 R.E. 2002), in conjunction with the directives of Education Circular No. 4 of 2014. These provisions empower the Tanzania Institute of Education (TIE) with the authority to design, develop, and distribute textbooks, as well as to initiate and oversee the evaluation process of educational materials. Accordingly, these guidelines are designed to set clear, efficient, and legally binding standards and procedures for fulfilling this mandate.

The responsibility for writing and evaluating textbooks, supplementary books, reference materials, electronic content, and non-textual educational resources is entrusted exclusively to the Institute, as stipulated in the Circular. Upon the completion of these processes, the materials are subject to approval by the Commissioner for Education.

These guidelines have been meticulously reviewed to address all critical aspects of textbook writing, and approval processes. However, we acknowledge that unforeseen circumstances may arise, potentially rendering portions of these guidelines inadequate. In such instances, stakeholders are encouraged to notify the Director General in writing regarding the need for revisions or enhancements. Upon receiving such notifications, the Director General will initiate the amendment process as outlined in these guidelines. It is important to note that any amendments will only become authoritative once they have been approved by the Council of the Tanzania Institute of Education.

These guidelines represent a collective effort to ensure that educational materials produced in Tanzania meet the highest standards of quality, relevance, and accessibility, supporting the overarching goal of providing an equitable and effective education for all learners.



Prof. Maulid Mwatawala

Chairperson

Council of Tanzania Institute of Education

Abbreviations & Acronyms

Abbreviation	Full Form
BAKITA	Baraza la Kiswahili la Taifa
CSO	Civil Society Organisation
ICT	Information and Communication Technology
ISBN	International Standard Book Number
MEP	Manuscript Evaluation Panel
MES	Manuscript Evaluation Secretariat
NACTVET	National Council for Technical and Vocational Education and Training
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organisation
PATA	Publishers Association of Tanzania
TAMONGSCO	Tanzania Association of Managers and Owners of Non-Government Schools and Colleges
TEHAMA	Teknolojia ya Habari na Mawasiliano
TIE	Tanzania Institute of Education
TIN	Taxpayer Identification Number
MoEST	Ministry of Education, Science and Technology
PO-RALG	President's Office-Regional Administration and Local Government
TCRA	Tanzania Communications Regulatory Authority

1.1 Purpose of the Guidelines

- a) **Establish Standards:** These guidelines are designed to establish clear and consistent standards for the development, evaluation, and approval of textbooks used in pre-primary, primary, secondary, and teacher education in Tanzania.
- b) **Ensure Quality:** The primary purpose is to ensure that all textbooks meet the highest educational and instructional quality standards, aligning with national curriculum requirements and educational goals.
- c) **Promote Consistency:** The guidelines aim to promote uniformity in textbook content, structure, and quality across different educational levels, ensuring that learners receive a cohesive educational experience.
- d) **Support Authors and Institutions:** These guidelines serve as a resource for authors, publishers, and institutions involved in textbook development, providing a clear framework for creating content that is pedagogically sound, culturally relevant, and age appropriate.
- e) **Facilitate Approval:** The guidelines provide criteria and processes for the approval of textbooks by the Tanzania Institute of Education (TIE)'s Board and other relevant bodies.

1.2 Scope and Applicability

- a) **Target Audience:** These guidelines are applicable to all individuals and institutions engaged in the writing and approval of textbooks for pre-primary, primary, secondary, and teacher education levels in Tanzania.
- b) **Curriculum Alignment:** The guidelines apply to textbooks that align with the national curriculum, addressing the specific learning objectives and competencies outlined for each educational level.
- c) **Comprehensive Coverage:** The guidelines encompass all aspects of textbook development, including content creation, instructional design, language use, illustrations, cultural considerations, and ethical standards.
- d) **Institutional Responsibilities:** The guidelines outline the roles and responsibilities of various stakeholders, including curriculum coordinators, and reviewers in the textbook development and approval process.
- e) **Review and Update:** The scope of these guidelines extends to the periodic review and updating of textbook content to ensure continued relevance and alignment with evolving educational needs and societal changes.

1.3 Importance of High-Quality Textbooks

- a) **Educational Foundation:** High-quality textbooks are essential for providing a solid foundation for learners, offering accurate, relevant, and well-structured content that supports their cognitive and academic development.
- b) **Curriculum Implementation:** Quality textbooks play a crucial role in the effective implementation of the national curriculum, ensuring that learners achieve the desired learning outcomes and competencies at each educational level.
- c) **Equity in Education:** High-quality textbooks contribute to equity in education by providing all learners, regardless of their background, with access to well-prepared and inclusive educational resources.
- d) **Cultural Relevance:** Textbooks that reflect the cultural, social, and linguistic contexts of learners help to make education more relatable and meaningful, fostering greater engagement and understanding.
- e) **Support for Teachers:** Well-designed textbooks serve as valuable tools for teachers, offering structured content, activities, and assessments that align with educational objectives and facilitate effective teaching and learning processes.
- f) **Long-Term Impact:** The use of high-quality textbooks has a long-term impact on the overall quality of education, contributing to the development of knowledgeable, skilled, and socially responsible citizens.

1.4 Overview of the Textbook Approval Process

The approval process shall include:

- a) **Review Process:** The review process involves multiple stages, including an initial assessment by subject matter experts, peer review, and feedback from educational stakeholders. Authors may be required to make revisions based on the feedback received.
- b) **Approval Decision:** Following the review, the Commissioner for Education will make an approval decision. Textbooks that meet the required standards will be approved for use in schools, while those that do not will be returned to the Director General for further revision.
- c) **Publication and Distribution:** Once approved, textbooks may be published and distributed to schools across Tanzania. The Tanzania Institute of Education will monitor the distribution and use of approved textbooks to ensure they are accessible to all learners.

- d) **Ongoing Monitoring and Evaluation:** The textbook approval process includes ongoing monitoring and evaluation to ensure that textbooks remain relevant and effective over time. This may involve periodic reviews and updates to address new educational needs and challenges.

2.0 Standards and Objectives

2.1 Alignment with National Education Curriculum

- a) **Curriculum Consistency:** Textbooks must align closely with the national education curriculum, reflecting the goals, objectives, and content standards specified for each educational level. Authors should ensure that the textbook content supports the achievement of curriculum-prescribed learning outcomes.
- b) **Structured Content Delivery:** Textbooks should be organized in a manner that mirrors the curriculum structure, including the sequencing of topics, themes, and units as outlined in the national syllabus. This ensures that learners progress through the material in a logical and coherent manner.
- c) **Comprehensive Coverage:** The content within the textbooks should comprehensively cover all areas required by the curriculum, leaving no essential topic or competency unaddressed. Authors must cross-reference the curriculum to confirm that every required element is included.
- d) **Updates and Revisions:** Textbooks should be revised and updated regularly to remain in alignment with any changes or updates to the national curriculum. This ensures that the materials continue to meet current educational standards and expectations.
- e) **Support for Assessment Standards:** Textbooks should include content that prepares learners for national assessments and examinations. This involves integrating practice questions, review sections, and assessment strategies that align with national testing formats and standards.

2.2 Educational Objectives for Each Level

- a) **Pre-primary Education**
 - (i) **Foundational Skills:** Textbooks for pre-primary education should focus on developing foundational skills in literacy, numeracy, and basic motor skills. Content should be designed to nurture curiosity, creativity, and social interaction among young learners.

- (ii) **Engagement and Interaction:** Materials should be interactive and engaging, using illustrations, activities, and games to foster a love for learning. The language used should be simple, clear, and age-appropriate.
- (iii) **Holistic Development:** Textbooks should support the holistic development of pre-primary learners, including cognitive, emotional, physical, and social growth.

b) Primary Education

- (i) **Basic Literacy and Numeracy:** Textbooks should reinforce and expand learners' literacy and numeracy skills, building on the foundation established at the pre-primary level. Content should be progressively challenging to match the developmental stages of learners.
- (ii) **Core Subject Knowledge:** Textbooks must provide comprehensive coverage of core subjects such as Mathematics, Science, Language, and Social Studies. Each subject should be taught in a way that fosters understanding and retention.
- (iii) **Critical Thinking and Problem-Solving:** Educational objectives at the primary level should include the development of critical thinking and problem-solving skills. Textbooks should incorporate exercises that encourage learners to think analytically and apply knowledge to real-world situations.

c) Secondary Education

- (i) **Advanced Subject Knowledge:** Textbooks for secondary education should offer in-depth coverage of subject matter, preparing students for higher-level learning. Content should be rigorous and align with the expectations of secondary-level curricula.
- (ii) **Application of Knowledge:** Textbooks should encourage the application of theoretical knowledge to practical situations. This includes the integration of case studies, experiments, and projects that allow learners to demonstrate their understanding.
- (iii) **Preparation for Further Education and Careers:** Secondary-level textbooks should support learners in making informed decisions about further education and career paths. Content should be designed to bridge the gap between secondary education and tertiary education or vocational training.

d) **Teacher Education**

- (i) **Pedagogical Knowledge and Skills:** Textbooks for teacher education should focus on equipping future educators with the necessary pedagogical knowledge and skills. This includes strategies for effective teaching, classroom management, and assessment.
- (ii) **Subject-Specific Instruction:** Teacher education textbooks should provide deep knowledge of the subjects that educators will teach, along with methods for delivering content in a way that is accessible and engaging for learners at various levels.
- (iii) **Reflective Practice:** Textbooks should encourage reflective practice among teacher trainees, promoting continuous professional development and the ability to adapt teaching strategies to diverse classroom environments.

2.3 Inclusion of Cross-Cutting Issues

a) **Gender Sensitivity**

- (i) **Balanced Representation:** Textbooks should portray both genders in a balanced and equitable manner, avoiding stereotypes and ensuring that all learners see themselves represented in the content.
- (ii) **Inclusive Language:** Authors should use gender-inclusive language throughout the textbook to ensure that both male and female learners feel equally addressed and valued.
- (iii) **Role Models and Case Studies:** Textbooks should include examples, case studies, and role models of all genders in diverse roles and professions, encouraging learners to aspire to a wide range of opportunities.

b) **Inclusivity**

- (i) **Accessibility:** Textbooks should be designed to be accessible to all learners, including those with special needs. This may involve providing alternative formats (e.g., Braille, large print) and ensuring that content is clear and understandable for learners with varying levels of ability.
- (ii) **Cultural and Ethnic Diversity:** Content should reflect the diversity of Tanzanian society, including different cultural, ethnic, and linguistic backgrounds. This ensures that all learners feel included and respected within the educational material.

- (iii) **Equitable Learning Opportunities:** Textbooks should promote equitable learning opportunities, ensuring that all learners, regardless of their background or circumstances, have access to high-quality educational resources.
- c) **Environmental Education:**
 - (i) **Environmental Awareness:** Textbooks should include content that raises awareness about environmental issues, such as climate change, conservation, and sustainability. This helps to foster a sense of responsibility among learners towards their environment.
 - (ii) **Integration with Subjects:** Environmental education should be integrated across subjects, with examples, case studies, and activities that highlight the importance of protecting and preserving natural resources.
 - (iii) **Action-Oriented Learning:** Textbooks should encourage learners to engage in action-oriented activities, such as community clean-up projects, recycling initiatives, and conservation efforts, to apply their knowledge in real-world contexts.

3.0

Content Development

The content developed must have the following features:

3.1 Alignment with Educational Objectives

- **Align with Curriculum Objectives:** All content in the textbook must be directly aligned with the educational objectives specified in the national curriculum. Authors should ensure that each topic, example, and exercise meaningfully contributes to the learners' understanding and achievement of these objectives.

3.2 Accuracy of Information

- **Ensure Factual Accuracy:** The information presented in textbooks must be factually accurate, well-researched, and up-to-date. Authors are responsible for verifying the accuracy of all data, historical events, scientific facts, and other content included in the textbook.
- **Avoid Outdated Information:** Textbooks should avoid including outdated information or concepts that have been discredited or revised. Continuous updates and revisions are necessary to maintain the relevance and accuracy of the content.

3.3 Relevance to Learners' Lives

- **Make Content Relevant:** Content should be relevant to the learners' lives and experiences. This involves using examples, case studies, and scenarios that reflect the realities of the learners' environment, helping them relate to and apply what they learn.

3.4 Consistency Across Sections

- **Maintain Consistency:** Authors must ensure that content is consistent throughout the textbook, with no contradictions or discrepancies between different sections or chapters. This includes consistent use of terminology, data, and explanations.

3.5 Typeface and Font Size Considerations

- Select Appropriate Typefaces:** From Pre-Primary to Lower Primary (Standard I-II), use open and simplified letters and numbers to enhance readability. For example, use the simplified “a” (as in Comic Sans Ms) instead of the more complex “a” (as in Times New Roman). Similar considerations apply to other characters like ‘g’ and certain numbers.
 - **Recommended Typefaces for Numbers:** For example:
 - One: “1” in Bauhaus 93 is appropriate, while “1” in Calibri is not.
 - Four: “4” in Algerian is appropriate, while “4” in Aharoni is not.
 - Nine: “9” in Segoe Print is appropriate, while “9” in Tahoma is not.
- Adjust Font Sizes:** Font sizes should vary according to the educational level, with minimum sizes as specified:
 - **Pre-Primary:** Not less than 18 points.
 - **Standard I and II:** Not less than 16 points.
 - **Standard III and IV:** Not less than 14 points.
 - **Standard V, VI, and VII:** Not less than 12 points.
 - **Secondary and Above:** Not less than 12 points.

Note: Larger font sizes are recommended for learners with low vision, regardless of their education level.

3.6 Textbook Size and Design

- **Standardized Textbook Sizes:** The size of a textbook should be appropriate for the educational level and the needs of the learners:
 - **Pre-primary and Primary:** Minimum size should be A4.
 - **Secondary and Above:** Minimum size should be B5.
 - *Note: Larger sizes, such as A4, are also recommended for learners with low vision.*

3.7 Age-Appropriate Language and Concepts

- Language Simplicity and Clarity:** The language used in textbooks should be simple, clear, and appropriate for the age group it targets. Complex language or jargon should be avoided unless it is explicitly introduced and explained within the context.
- Developmental Appropriateness:** Concepts and content must be appropriate for the developmental level of the learners. This includes presenting ideas in a way that matches the cognitive abilities and understanding of the specific age group.
- Progressive Complexity:** Content should be structured to increase in complexity as learners progress through the educational levels. This allows learners to build on their prior knowledge and develop deeper understanding over time.
- Engagement and Interest:** The language and concepts should be engaging and interesting to learners. This involves using storytelling, examples, and activities that capture the attention of the specific age group and make learning enjoyable.
- Avoidance of Overload:** Textbooks should avoid overloading learners with excessive information or overly complex ideas. Content should be broken down into manageable sections with clear explanations and supporting examples.

3.8 Cultural Sensitivity and Relevance

- Respect for Cultural Diversity:** Textbooks must respect and reflect the cultural diversity of Tanzania, incorporating content that is relevant and meaningful to learners from different cultural backgrounds. This includes using culturally appropriate examples, narratives, and illustrations.

- b) **Avoidance of Cultural Bias:** Content must be free from cultural bias and stereotypes. Authors should ensure that the material does not favor or marginalize any particular cultural group, and should present diverse cultural practices and perspectives fairly and respectfully.
- c) **Inclusion of Local Contexts:** Textbooks should incorporate local contexts and examples that are familiar to learners. This helps to make the content more relatable and applicable to the learners' daily lives and surroundings.
- d) **Promotion of Cultural Values:** Textbooks should promote positive cultural values and traditions that are relevant to Tanzanian society. This includes fostering respect for elders, community cooperation, and the importance of family and social cohesion.
- e) **Sensitivity to Social Issues:** Content should be sensitive to social issues within different cultural contexts, such as gender roles, religious beliefs, and traditional practices. Authors should approach these topics with care and consideration, ensuring that the material is inclusive and respectful.

4.0 Instructional Design

4.1 Pedagogical Approaches and Teaching Methodologies

- a) **Learner-Centered Approach:** Textbooks should adopt a learner-centered approach, focusing on the needs, abilities, and interests of the learners. This involves designing content that encourages active participation, critical thinking, and self-directed learning.
- b) **Variety of Teaching Methodologies:** Textbooks should incorporate a variety of teaching methodologies to cater to different learning styles. This includes a mix of direct instruction, inquiry-based learning, collaborative learning, and experiential learning activities.
- c) **Scaffolding of Learning:** Instructional design should include scaffolding strategies that support learners as they develop new skills and knowledge. This involves breaking down complex concepts into manageable steps and gradually reducing support as learners gain confidence.
- d) **Encouragement of Critical Thinking:** Textbooks should include activities and questions that encourage learners to think critically, analyze information, and draw their own conclusions. This helps to develop higher-order thinking skills and promotes deeper understanding.

- e) **Interactive Learning:** The design should promote interactive learning through the use of discussions, group work, hands-on activities, and digital tools. Interactive elements help to engage learners and make the learning experience more dynamic and effective.
- f) **Contextualized Learning:** Content should be contextualized to reflect real-life situations that are relevant to the learners' experiences. This helps learners to see the practical application of what they are learning and to connect new knowledge with their existing understanding.

4.2 Alignment with Bloom's Taxonomy and Competence-Based Curriculum

- a) **Cognitive Levels:** Textbooks should be designed with Bloom's Taxonomy in mind, ensuring that content addresses various cognitive levels from basic knowledge recall to higher-order skills such as analysis, synthesis, and evaluation.
- b) **Progressive Skill Development:** Content should be structured to promote the progressive development of competencies, moving from foundational skills at lower levels to more complex competencies at higher levels. This aligns with the competence-based curriculum approach.
- c) **Clear Learning Outcomes:** Each chapter in the textbook should begin with clearly defined learning outcomes that align with Bloom's Taxonomy and the competence-based curriculum. These outcomes should guide the content and activities within the section.
- d) **Application of Knowledge:** Textbooks should include opportunities for learners to apply their knowledge in practical situations, reflecting the competence-based curriculum's emphasis on real-world skills and problem-solving abilities.
- e) **Assessment of Competencies:** The textbook should provide guidance on how to assess learners' competencies across different cognitive levels, including strategies for evaluating both knowledge and skills.

4.3 Design of Activities and Exercises

- a) **Purposeful Activities:** All activities and exercises included in the textbook should have a clear educational purpose that aligns with the learning objectives. Activities should reinforce key concepts, provide practice opportunities, and promote skill development.

- b) **Variety of Activity Types:** Textbooks should include a variety of activity types to engage different learning styles. This might include written exercises, group discussions, hands-on experiments, problem-solving tasks, and creative projects.
- c) **Differentiation for Diverse Learners:** Activities should be designed to accommodate diverse learners, including those with different abilities and learning needs. This might involve providing options for varying levels of difficulty, offering additional support for struggling learners, or including extension activities for advanced learners.
- d) **Integration of Technology:** Where appropriate, textbooks should integrate technology-based activities that utilize digital tools and resources. This might include online research tasks, interactive simulations, or the use of educational software to reinforce learning.
- e) **Real-World Applications:** Activities should be designed to apply learning to real-world contexts, helping learners see the relevance of their studies. This could involve case studies, community projects, or problem-solving scenarios that reflect real-life challenges.
- f) **Encouragement of Collaboration:** Textbooks should include activities that promote collaboration and teamwork, encouraging learners to work together, share ideas, and learn from each other. Group projects and peer assessments are examples of collaborative activities that can be included.

4.4 Incorporation of Formative and Summative Assessments

- a) **Balanced Assessment Approach:** Textbooks should include both formative and summative assessments to provide a comprehensive evaluation of learners' progress. Formative assessments help to monitor ongoing learning, while summative assessments evaluate learners' understanding at the end of a unit or course.
- b) **Continuous Formative Assessment:** Formative assessments should be integrated throughout the textbook, providing regular opportunities for learners to assess their own understanding and for teachers to gauge progress. This might include quizzes, reflective questions, and short practice exercises.
- c) **Summative Assessment Design:** Summative assessments should be designed to comprehensively evaluate learners' mastery of the content and skills covered in the textbook. These might include end-of-chapter tests, final projects, or comprehensive exams that assess both knowledge and competencies.

- d) **Alignment with Learning Outcomes:** All assessments should be aligned with the learning outcomes specified in the textbook. This ensures that assessments accurately measure whether learners have achieved the intended educational goals.
- e) **Feedback Mechanisms:** Textbooks should provide guidance on how to offer constructive feedback to learners based on their performance in assessments. Feedback should be timely, specific, and aimed at helping learners understand their strengths and areas for improvement.
- f) **Self-Assessment Opportunities:** Textbooks should include self-assessment tools that encourage learners to reflect on their own learning and take responsibility for their progress. This might involve checklists, reflection prompts, or rubrics that learners can use to evaluate their own work.
- g) **Differentiated Assessment Options:** To accommodate diverse learning needs, textbooks should offer differentiated assessment options, allowing learners to demonstrate their understanding in various ways. This might include written reports, oral presentations, practical demonstrations, or creative projects.

5.0

Language and Style

5.1 Clarity and Simplicity in Writing

- a) **Use Plain Language:** Write textbooks in plain language that is easily understood by the target audience. Avoid technical jargon unless it is clearly explained within the text.
- b) **Ensure Direct and Concise Communication:** Communicate content directly and concisely, eliminating unnecessary words and phrases to present ideas clearly and efficiently.
- c) **Align Sentence Length and Complexity:** Adjust the length and complexity of sentences according to the educational level:
 - (i) **Pre-primary:** Use short sentences, averaging not exceeding 7 words, with simple and familiar language.
 - (ii) **Standard I and II:** Use sentences not more than 10 words, maintaining clarity and simplicity.
 - (iii) **Standard III and IV:** Increase sentence length to not more than 15 words, introducing varied structures while remaining age-appropriate.
 - (iv) **Standard V and VI :** Use sentences not exceeding 20 words, incorporating more complex structures.

- (v) **Secondary Level and Above:** Use sentences not exceeding 25 words, depending on topic complexity.
- d) **Ensure Logical Flow:** Organize textbooks in a logical sequence, ensuring ideas flow naturally from one section to the next, helping learners follow the progression of thoughts without confusion.

5.2 Consistency in Terminology and Language Usage

- a) **Maintain Uniform Terminology:** Use consistent terminology throughout the textbook to avoid confusion. Establish key terms early and apply them uniformly across all sections.
- b) **Standardize Language Style:** Maintain a consistent language style and tone throughout the textbook, including uniform spelling, grammar, and punctuation, in line with preferred language standards for educational materials in Tanzania.
- c) **Provide a Glossary of Terms:** For specialized or technical terms, include a glossary with clear definitions to aid learners' understanding and ensure consistent interpretation.

5.3 Avoidance of Ambiguities and Complexities

- a) **Define and Explain Concepts Clearly:** Clearly define and explain all concepts, terms, and instructions to avoid ambiguity. Anticipate potential misunderstandings and address them proactively within the text.
- b) **Simplify Complex Ideas:** Break down complex ideas into simpler parts, using analogies, examples, or diagrams where appropriate, to make them more accessible to learners.
- c) **Focus on Key Concepts:** Emphasize key concepts without overwhelming learners with unnecessary details, streamlining content to highlight the most important points.

5.4 Adaptation to Linguistic Proficiency of Target Audience

- a) **Consider Language Proficiency:** Ensure that the language used in textbooks is appropriate for the linguistic proficiency of the target audience, considering their age, education level, and language background.
- b) **Use Familiar Language:** Where possible, use language and expressions that are familiar to learners, making the content more relatable and easier to understand.

- c) **Support Language Development:** Include supportive elements such as vocabulary lists, language exercises, and bilingual glossaries to assist learners who are still acquiring proficiency in the language of instruction.

6.0 Illustrations and Visuals

6.1 Selection Criteria for Illustrations (Gender-Responsive, Contextual, Culturally Relevant)

- a) **Gender Responsiveness:** Illustrations should depict both genders in diverse and empowering roles, avoiding stereotypes. This promotes gender equality and ensures that all learners can see themselves represented in the content.
- b) **Contextual Relevance:** Visuals should be contextually relevant to the learners' environment and experiences. This includes using images that reflect the cultural, geographical, and social contexts familiar to the audience.
- c) **Cultural Sensitivity:** Illustrations must be culturally sensitive, respecting the traditions, values, and norms of the communities they represent. Authors should avoid visuals that might be considered offensive or inappropriate in the local context.

6.2 Guidelines for Image Quality and Placement

- a) **High-Quality Images:** All illustrations and visuals should be of high quality, with clear resolution and appropriate contrast. Poor-quality images can distract learners and detract from the educational value of the content.
- b) **Strategic Placement:** Images should be strategically placed near the related text to enhance understanding and provide visual support for the concepts being discussed. Captions should be included to explain the relevance of each visual.
- c) **Consistency in Style:** The style of illustrations should be consistent throughout the textbook, creating a cohesive visual experience. Whether using photographs, drawings, or diagrams, the visual style should complement the overall design of the textbook.

6.3 Use of Visuals to Enhance Understanding

- a) **Visual Reinforcement of Key Concepts:** Visuals should be used to reinforce key concepts, making abstract ideas more concrete and easier to grasp. This might include diagrams, charts, and infographics that summarize or explain complex information.

- b) **Interactive Visuals:** Where applicable, visuals should be designed to engage learners actively. This could involve interactive elements such as puzzles, maps, or diagrams that require learners to label or complete them as part of an exercise.
- c) **Accessibility Considerations:** Authors should ensure that visuals are accessible to all learners, including those with visual impairments. This might involve providing alternative text descriptions, ensuring sufficient contrast, or using tactile graphics.

7.0

Cultural and Social Considerations

7.1 Inclusion of Culturally Relevant Content

- a) **Reflecting Local Culture:** Textbooks should include content that reflects the local culture, traditions, and values of the learners. This ensures that the material is relatable and resonates with the learners' own experiences.
- b) **Incorporating Local Examples:** Wherever possible, examples and case studies should be drawn from the local context, using familiar references that learners can easily connect with. This makes the content more meaningful and applicable to their lives.
- c) **Promotion of National Heritage:** Textbooks should promote Tanzania's national heritage, including its history, languages, arts, and achievements. This fosters a sense of pride and identity among learners.

7.2 Adherence to Socially Acceptable Norms and Values

- a) **Respect for Social Norms:** Content should adhere to socially acceptable norms and values, avoiding topics or language that may be considered offensive or controversial within the local community.
- b) **Promotion of Positive Values:** Textbooks should promote positive social values, such as respect, honesty, cooperation, and responsibility. These values should be integrated into the content and reinforced through examples, stories, and activities.
- c) **Consideration of Sensitive Topics:** Authors should handle sensitive topics with care, ensuring that they are presented in a way that is respectful and appropriate for the learners' age and cultural background. This includes topics related to gender, religion, and social issues.

8.1 Intellectual Property and Copyright Compliance

- a) **Respect for Intellectual Property:** Authors must ensure that all content used in the textbook, including text, images, and graphics, complies with intellectual property laws. Proper permissions must be obtained for any third-party materials used.
- b) **Adherence to Copyright Laws:** Textbooks must adhere to copyright laws, with all sources properly cited and credited. Authors should avoid using copyrighted material without permission, and should provide full attribution where required.
- c) **Originality of Content:** Content created for the textbook should be original or properly licensed. Authors should take care to avoid infringing on the intellectual property rights of others.

8.2 Plagiarism and Proper Attribution

- a) **Zero Tolerance for Plagiarism:** Plagiarism, or the uncredited use of another's work, is strictly prohibited. Authors must ensure that all borrowed ideas, text, and data are properly attributed to the original source.
- b) **Use of Citations:** Authors should use citations (where applicable) to give credit to original sources. This includes following a consistent citation style throughout the textbook and providing a comprehensive bibliography or reference list at the end.
- c) **Ethical Use of Sources:** Authors should use sources ethically, ensuring that all references are credible and relevant. This includes being honest about the origin of information and not misrepresenting the work of others.

8.3 Ethical Standards in Content Presentation

- a) **Accuracy and Truthfulness:** All content presented in the textbook must be accurate and truthful. Authors should avoid exaggeration, misinformation, or the deliberate omission of facts.
- b) **Respect for Privacy and Confidentiality:** When using case studies or real-life examples, authors should respect the privacy and confidentiality of individuals involved. Personal information should not be disclosed without consent.

- c) **Neutral Presentation of Controversial Topics:** When addressing controversial topics, authors should present the material in a neutral and balanced manner, allowing learners to form their own informed opinions.

9.0 Review and Evaluation Process

9.1 Internal Review Mechanisms for Authors

- a) **Self-Review by Authors:** Authors should conduct a thorough self-review of their work before submission, checking for accuracy, clarity, and consistency. This review should include proofreading for errors in grammar, spelling, and punctuation.
- b) **Use of Checklists:** Authors should use checklists to ensure that all guidelines have been followed and that the content meets the required standards. This includes reviewing content relevance, alignment with the curriculum, and adherence to ethical standards.
- c) **Peer Collaboration:** Authors are encouraged to collaborate with peers for internal reviews, seeking feedback on the content, structure, and presentation of the material. Peer reviews can provide valuable insights and help identify areas for improvement.

9.2 Guidelines for Peer Review and Feedback

- a) **Objective Peer Review:** Textbooks should undergo an objective peer review process, where independent experts evaluate the content for accuracy, relevance, and educational value. This helps to ensure the quality and credibility of the material.
- b) **Constructive Feedback:** Peer reviewers should provide constructive feedback, focusing on areas where the textbook can be improved. Feedback should be specific, actionable, and supportive, helping authors to refine and enhance their work.
- c) **Incorporation of Feedback:** Authors should carefully consider and incorporate feedback from peer reviews into the final version of the textbook. This may involve revising content, reorganizing sections, or clarifying explanations based on the reviewers' suggestions.

9.3 Criteria for Evaluating Manuscripts (Content Quality, Educational Value, Cultural Sensitivity)

- a) **Content Quality:** Manuscripts should be evaluated based on the quality of the content, including its accuracy, relevance, and alignment with the curriculum. High-quality content should be well-researched, clearly written, and logically organized.
- b) **Educational Value:** The educational value of the textbook should be assessed by its ability to support learning objectives, engage learners, and promote critical thinking. Textbooks should be designed to facilitate effective teaching and learning.
- c) **Cultural Sensitivity:** Manuscripts should be reviewed for cultural sensitivity, ensuring that the content is respectful, inclusive, and relevant to the learners' cultural context. This includes avoiding stereotypes and promoting positive cultural values.

10.0 Submission and Approval Process

- a) **Submission to the Academic Affairs Committee for Validation:** After the manuscript is accomplished it should be submitted to the Academic Affairs Committee of the Council. The Committee will review the manuscript, accept recommendations, suggest further improvements, or return it for additional revisions.
- b) **Presentation to the Council for Final Validation:** The Academic Affairs Committee will prepare a report on the manuscript evaluation process and present it to the Council for endorsement of their recommendations.
- c) **Presentation to the Commissioner for Education for Certification:** Following Council endorsement, the manuscript will be submitted to the Commissioner for Education for final approval and certification on behalf of the Ministry of Education, Science, and Technology.

11.0 Typesetting, Language Editing, and Final Approval

- a) **Ensure Proper Typesetting:** After approval, the manuscript must be typeset, ensuring correct content flow, placement of illustrations, and appropriate use of typefaces and font sizes.

- b) **Perform Language Editing:** Edit the language to ensure it is suitable for the intended audience, considering the learners' age, educational level, cultural background, and the complexity of the sentences.
- c) **Proceed with Printing and Publishing:** Once fully approved, the textbook should be printed and published. TIE will monitor and evaluate the textbook post-publication to gather feedback on its effectiveness in supporting teaching and learning processes.
- d) **Follow Reprinting Procedures:** For reprinting, make necessary minor revisions to update or enhance the content. The revised manuscript will undergo content and language editing, followed by final approval from the Commissioner for Education before reprinting.
- e) **Follow procedures for Reviewing a textbook;** During writing processes, when a book requires a minor review, the process will be conducted by curriculum coordinators. The book will undergo content and language editing and will then be subject to final approval by the Commissioner for Education.

12.0 Roles and Responsibilities

12.1 Responsibilities of Authors

- a) **Content Creation:** Authors are responsible for creating content that is accurate, relevant, and aligned with the curriculum. This includes writing clear and engaging text, selecting appropriate visuals, and ensuring the educational value of the material.
- b) **Adherence to Guidelines:** Authors must adhere to all guidelines provided by the Tanzania Institute of Education, including those related to language use, cultural sensitivity, ethical considerations, and the submission process.
- c) **Collaboration with Reviewers:** Authors should collaborate with reviewers throughout the review process, being open to feedback and willing to make necessary revisions. This ensures that the final product meets the required standards.

12.2 Roles of Editors and Reviewers

- a) **Content Editing:** Editors are responsible for reviewing the content for clarity, consistency, and coherence. This includes checking for grammatical errors, ensuring uniform terminology, and verifying the accuracy of information.

- b) **Peer Review:** Reviewers, typically subject matter experts, are responsible for evaluating the educational value, accuracy, and relevance of the content. They provide feedback to authors to help improve the textbook’s quality.
- c) **Ethical Review:** Reviewers must also assess the textbook for ethical considerations, including plagiarism, intellectual property compliance, and cultural sensitivity. They should ensure that the content is respectful and appropriate for the target audience.

13.0 Compliance and Monitoring

13.1 Mechanisms for Monitoring Compliance with Guidelines

- a) **Compliance Checklists:** Authors and reviewers should use compliance checklists throughout the textbook development process to ensure that all guidelines are being followed. These checklists can serve as a self-assessment tool before submission.
- b) **Feedback Mechanisms:** Institutions should establish feedback mechanisms that allow teachers, students, and other stakeholders to report any issues or concerns related to textbook compliance. This feedback can inform future revisions and updates.
- c) **Monitor textbook Distribution:** Once textbooks have been approved, printed and distributed, the institute will monitor to ensure that approved textbooks are accessible to schools and teachers across the country.

13.2 Regular Updates and Revisions of Guidelines

- a) **Periodic Review of Guidelines:** The guidelines should be reviewed and updated regularly to reflect changes in the curriculum, educational standards, and societal values. This ensures that they remain relevant and effective in guiding textbook development.
- b) **Incorporation of Feedback:** Feedback from authors, reviewers, educators, and other stakeholders should be considered when updating the guidelines. This helps to address any challenges or gaps in the existing guidelines and improves their overall effectiveness.
- c) **Communication of Updates:** Any updates or revisions to the guidelines should be communicated clearly to all relevant parties, including authors, reviewers, and educational institutions. This ensures that everyone involved in the textbook development process is aware of the latest standards and expectations.

