Annex I. Summary of the Early Grade Reading Materials Survey in Tanzania

Geography and Demographics

Size:	947,300 square kilometers (km^2)
Population:	51 million (2015)
Capital:	Dodoma (legislative); Dar es Salaam (executive and commercial)
Urban:	32% (2015)
Administrative Divisions:	30 regions: 25 on the mainland, 5 on Zanzibar
Religion:	Mainland: 61% Christian 35% Muslim 2% Traditional 1% Unaffiliated <1% Other Zanzibar: Mostly Muslim

Source: Central Intelligence Agency (2015).

Note: Population and percentages are rounded.

Literacy

Projected 2015 Literacy Rates:[a]	Overall	Male	Female	2013 Primary School Age Population (aged 7–13 years):[a]	9.2 million
Adult (aged >15 years)	80%	85%	76%	2013 Primary School GER:[a]	90%, up from 67% in 1999
Youth (aged 15–24 years)	87%	87%	87%	2013 Pre-primary School GER:[a]	33%

Sample EGRA Results[b]	Languages:	English, Kiswahili	Oral Reading Fluency:	Mean: 9.4 (English)/ 17.9 (Kiswahili) correct words per minute
	When:	2012		
	Where:	Nationally representative sample		38% zero scores (English); 28% zero scores (Kiswahili)
	Who:	2,266 P2 students	Reading Comprehension:	95% zero scores (English) 40% zero scores (Kiswahili)

Note: EGRA = Early Grade Reading Assessment; GER = Gross Enrollment Rate; P2 = Primary Grade 2. Percentages are rounded.
[a] Source: UNESCO (2015).
[b] Source: Brombacher et al. (2014).

Language

Number of Living Languages:[a] 125		
Major Languages[b]	Estimated Speaker Population[c]	Government Recognized Status
Kiswahili[d]	15 million (L1) (2012) 32 million (L2) (2015)	Official language
English	4 million (L2) (2003)	Official language
Sukuma	7.3 million (2013)	"Ethnic community language" with no official status
Gogo	1.9 million (2013)	"Ethnic community language" with no official status
Haya	1.7 million (2013)	"Ethnic community language" with no official status
Nyamwezi	1.3 million (2013)	"Ethnic community language" with no official status
Makonde	1.3 million (2013)	"Ethnic community language" with no official status
Hehe	1 million (2013)	"Ethnic community language" with no official status
Nyakyusa	1 million (2013)	"Ethnic community language" with no official status

Note: L1 = first language; L2 = second language.
[a] Source: Lewis et al. (2015).
[b] Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at www.ethnologue.com (Lewis et al., 2015).
[c] Source: Lewis et al. (2015). The dates for the speaker population estimates vary by language and are provided in parentheses.
[d] Listed as Swahili in Lewis et al. (2015).

Tanzania Findings in Brief:

The language in education policy in Tanzania calls for instruction in Kiswahili throughout the primary cycle. This policy has apparently had a strong impact on the titles available for young readers in the country—all but one of the 387 titles surveyed were in Kiswahili. The findings also suggest that the production of children's reading materials in Kiswahili is overwhelmingly dominated by commercial publishers. Tanzania had the highest percentage of copyrighted materials (94 percent) of all the countries in the study, with none granting permissions for reuse. Similar to the findings in the other countries, however, most of the books surveyed seemed to contain appropriate content and were balanced in terms of gender representation, though few portrayed individuals with disabilities. Most of the titles were also written at a relatively advanced level for young readers in terms of words per page.

1.   Language in Education Policy in Tanzania

After Tanzanian independence in 1961, Kiswahili became the national language and the official medium of instruction in public primary education. The official language policy requires all seven years of public primary education to be provided in Kiswahili. The major objectives of primary education are to lay the socio-cultural foundations of the Tanzanian citizens and nation

and to prepare children for secondary education or work. Currently, English is taught as a subject from Standard (Primary Grade) 1 in primary schools. When students complete primary school and advance to secondary school, the official language of instruction (LOI) changes from Kiswahili to English (Komba and Daimana, 2015). However, studies have shown that many students and teachers have difficulty with English, and so informally Kiswahili remains the de facto medium of instruction at the secondary level (Kinyaduka and Kiwara, 2013).

The 2014 Tanzania Education and Training Policy, released in early 2015 and not yet implemented, reinforces the importance of Kiswahili as the LOI in primary schools and potentially extends its use to the secondary and tertiary levels (United Republic of Tanzania, 2014), either alongside or instead of English, depending on how one interprets the text. As of this writing, there is not yet full consensus regarding the interpretation or implications of the new policy, and the issue remains controversial (Taylor, 2015). Nonetheless, going forward, Kiswahili could assume a larger formal role in education than it has in the past.

Tanzania's stance regarding instruction in any of the other local languages (more than 120) is very restrictive and may have an impact on literacy outcomes in Tanzania for those whose first language is not Kiswahili. The cultural policy document released by the government in 1997 recognized the importance of all vernacular languages of Tanzania (Rubagumya, 2010). However, these languages remain banned in mass media, politics, and schools, and they are not included in the 2014 Education and Training Policy. According to Legère (2002), ethnic languages are regarded as national treasures and a source for elaborating Kiswahili terminologies, but there is no effort to give them an official status. The languages are not used for official business, and any informal practices of using ethnic languages as a medium of instruction are not well documented.

2.   Data Collection

The data collectors surveyed 387 titles in two regions of Tanzania: Dar es Salaam and Bukoba. Dar es Salaam is where most publishing industries, booksellers, and nongovernmental organizations (NGOs) are found, and Bukoba is home to several publishing companies. The data collectors obtained a large majority of the titles (341 [88 percent]) directly from the publishers.

3.   Findings

A. Availability of Materials for Early Grade Reading in Tanzanian Languages

Materials by Language

The data collectors surveyed 387 titles, of which 382 (99 percent) were written in Kiswahili and one (less than one percent) in Nyamwezi (**Table I-1**). The one title found in the Nyamwezi language was a story book, published by Mathew Publishers Association, a private publishing company. Nine titles (two percent) contained languages that the data collectors were unable to identify, so these materials were counted under the "Unknown" category (Table I-1). The data collectors did not survey English materials because the focus of the study was on African

languages. The dominance of Kiswahili materials is not surprising, given its official status and the language in education policy previously described. However, Tanzania was an outlier among the 11 countries included in this study with regard to the low linguistic diversity of its inventory.

Most of the materials surveyed were monolingual in Kiswahili (378 titles [98 percent]), and nine (two percent) were bilingual with at least one unknown language.

Table I-1.   Languages in Which Materials Were Found in Tanzania

	Language	Language ISO 639-3 Code[a]	Estimated Population of Speakers in Tanzania[b]	Titles per Language	Percentage of Titles Surveyed[c]
1	Kiswahili	swh	15,000,000 (L1) (2012) 32,000,000 (L2) (2015)	382	98.7%
2	Nyamwezi	nym	1,300,000 (L1) (2013)	1	0.3%
3	Unknown	Not applicable	Not applicable	4	1.3%

Note: ISO = International Organization for Standardization; L1 = first language; L2 = second language.
[a] ISO 639-3 is a code that aims to define three-letter identifiers for all known human languages (SIL International, 2015).
[b] Source: Lewis et al. (2015).
[c] Due to bilingual titles, the total will surpass 100%.

According to the *Ethnologue* (Lewis et al., 2015), there are many other languages in Tanzania with native speaker populations greater than one million individuals. These languages include Sukuma, Gogo, Haya, Makonde, Hehe, and Nyakusa. The data collectors did not encounter any children's reading materials in these languages during the course of this study. Although the Government of Tanzania does not prohibit the publication of reading materials in other languages, the market for them has apparently been suppressed because of the language policy favoring Kiswahili.

Types of Materials

Table I-2 details the types of materials found by language. Key observations include the following:

- Out of the 387 titles surveyed, 82 (21 percent) were literacy textbooks or related materials; the remaining 305 titles (79 percent) were non-textbooks or supplementary materials.

- Out of the 82 textbooks or related titles, 80 (98 percent) were student literacy textbooks or primers; only two (two percent) were student workbooks. The data collectors did not encounter any teacher's guides during the survey.

- Out of the 305 non-textbooks, 268 titles (88 percent) were narrative texts. All of the other types of supplementary materials were rare.

Table I-2.   Number of Different Types of Materials Identified, by Language

| | Textbook-Related | | | | | Supplementary / Non-textbook | | | | | | | |
	Student Textbook	Student Workbook	Teacher's Manual	Subtotal	Percentage of Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal	Percentage of Total Titles	Total	Percentage of Total Titles
Nyamezi	—	—	—	0	0.0%	1	—	—	—	1	0.3%	1	0.3%
Kiswahili	80	2	—	82	21.2%	258	18	3	14	295[a]	76.2%	377	97.4%
Kiswahili/ Unknown	—	—	—	0	0.0%	5	—	—	—	5	1.3%	5	1.3%
Unknown	—	—	—	0	0.0%	4	—	—	—	4	1.0%	4	1.3%
Total	**80**	**2**	**0**	**82**	**21.2%**	**268**	**18**	**3**	**14**	**305**	**78.8%**	**387**	**100.0%**

[a] Two monolingual Kiswahili titles were marked as supplementary material of an "Unknown" subtype.

B. Usefulness of Available Materials for Early Grade Children

Pedagogical Components of Textbooks

The data collectors reviewed the 82 textbook-related titles in the survey for their pedagogical components (**Figure I-1**). Overall, the textbook-related materials included various components with approximately equal frequency, including reading passages (31 titles, [38 percent]), vocabulary development and/or exercises (29 titles, [35 percent]), comprehension questions (28 titles [34 percent]), and writing instruction and/or practice (27 titles, [33 percent]). The data collectors judged only 16 titles (20 percent) as using a phonics approach[1] to reading instruction, far below the average of 42 percent for the 11 countries in the study.

Figure I-1.   Pedagogical components in textbook-related materials
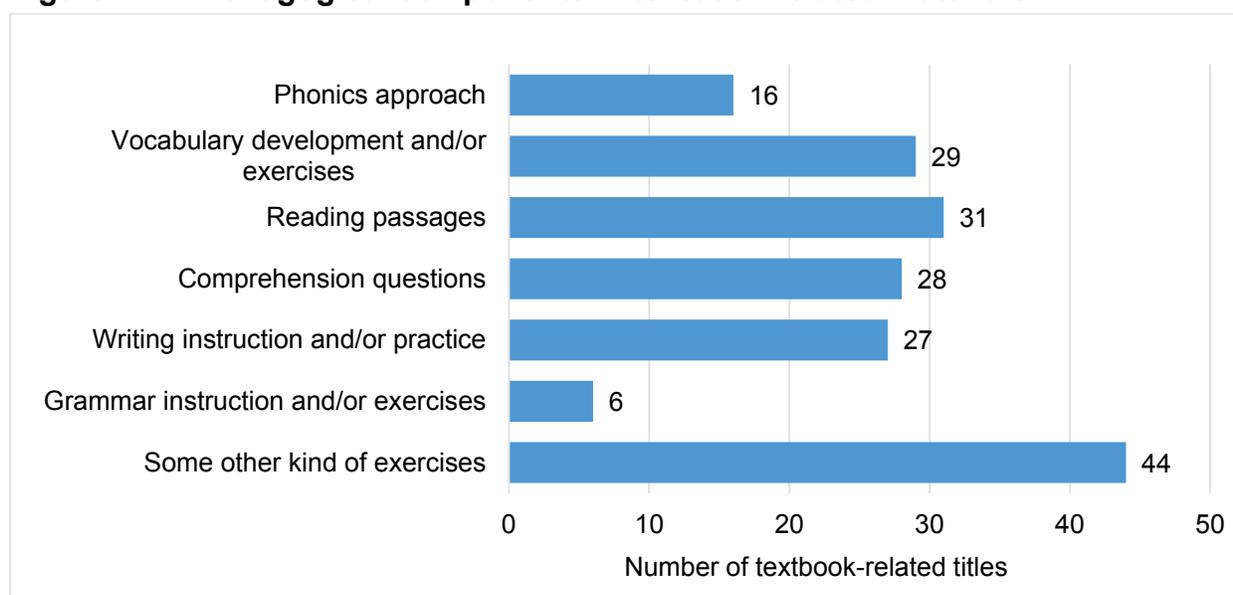
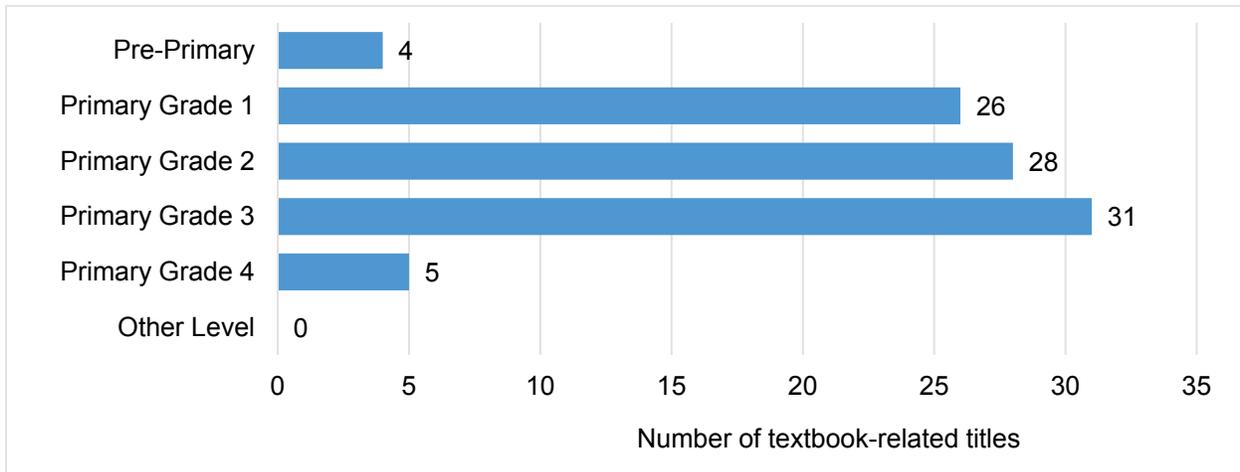Note: Multiple responses were possible per title.

Level

Designated Textbook Levels

Out of the 82 textbook titles, 80 (98 percent) were explicitly labeled by the publisher for a specific grade level (**Figure I-2**). (Note: Titles could be labeled for more than one level.) The data collectors found similar numbers for Primary Grades 1 through 3. Although the survey targeted materials for kindergarten through Primary Grade 3, the data collectors included titles that were designated for higher primary grades if they judged them to be potentially useful in lower grades. In this case, the data collectors included five titles designated for Primary Grade 4.

---

[1] "Phonics approaches" focus on the connection between the written letters and the sounds they represent in speech. Phonics approaches may include exercises involving sound recognition and manipulation, blending sounds into syllables or words, and segmenting syllables and words into individual sounds.

However, there were very few materials encountered for preschool, nursery, and kindergarten, even though they were specifically targeted as part of the study.

Figure I-2. Publisher-designated levels for textbook-related materials


Note: Multiple responses per title were possible.

Non-textbook Levels

Because supplementary materials were not expected to be labeled for a particular grade level in most cases, the data collectors used a count of the maximum words per page (wpp) to serve as an approximate proxy for relative reading difficulty levels. The data collectors performed this count for 286 narrative and informational texts.

Of these titles, 108 (38 percent) had more than 75 wpp, which is relatively advanced for early readers (**Figure I-3**). Only 20 titles (seven percent) of books fell in the beginning range of between 1 and 10 wpp.

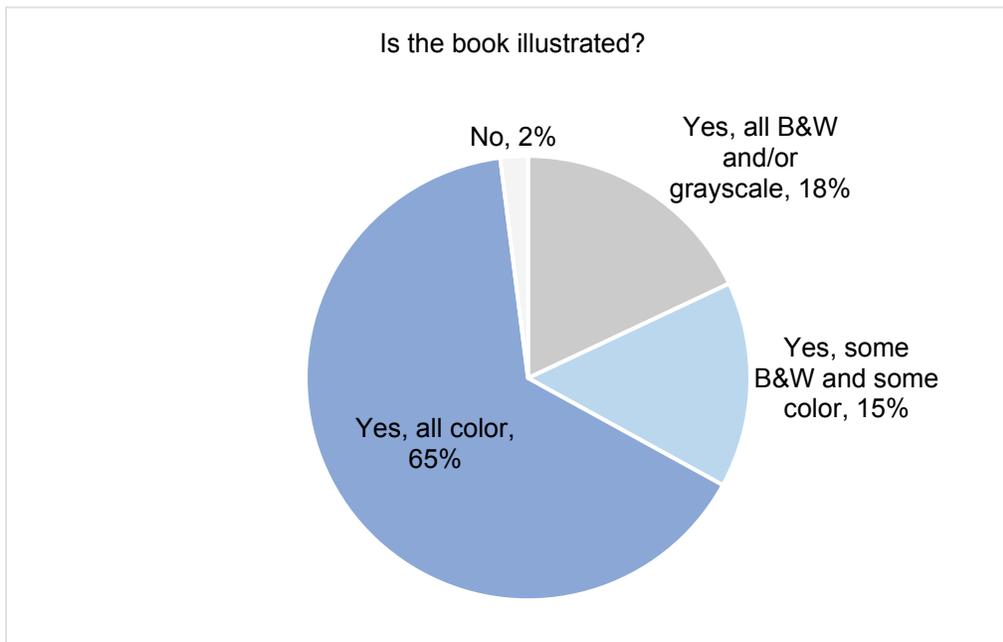**Figure I-3.   Number of narrative and informational non-textbook titles by maximum words per page**
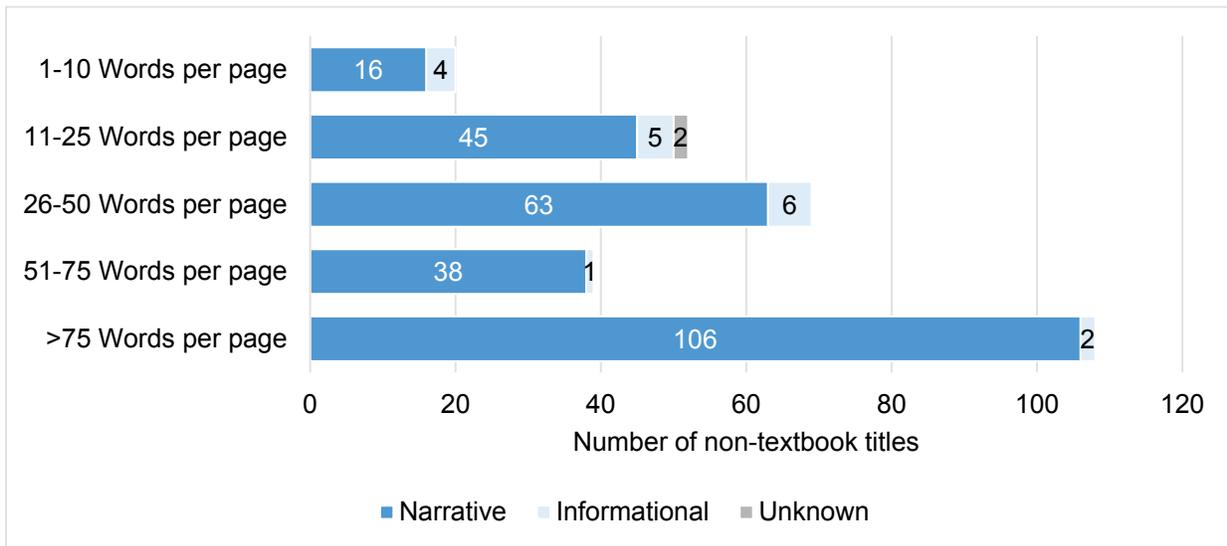
Note: This calculation was not performed for poetry or reference titles.

Illustrations

Out of the 387 titles included in the survey, almost all of them had some type of illustration; only eight (two percent) were not illustrated. As shown in **Figure I-4**, of the 387 titles surveyed, the most common illustrations were in full color (253 titles [65 percent]). There were 58 titles (15 percent) with a mix of black and white and color illustrations, and 68 titles (18 percent) that used all black and white or grayscale images.

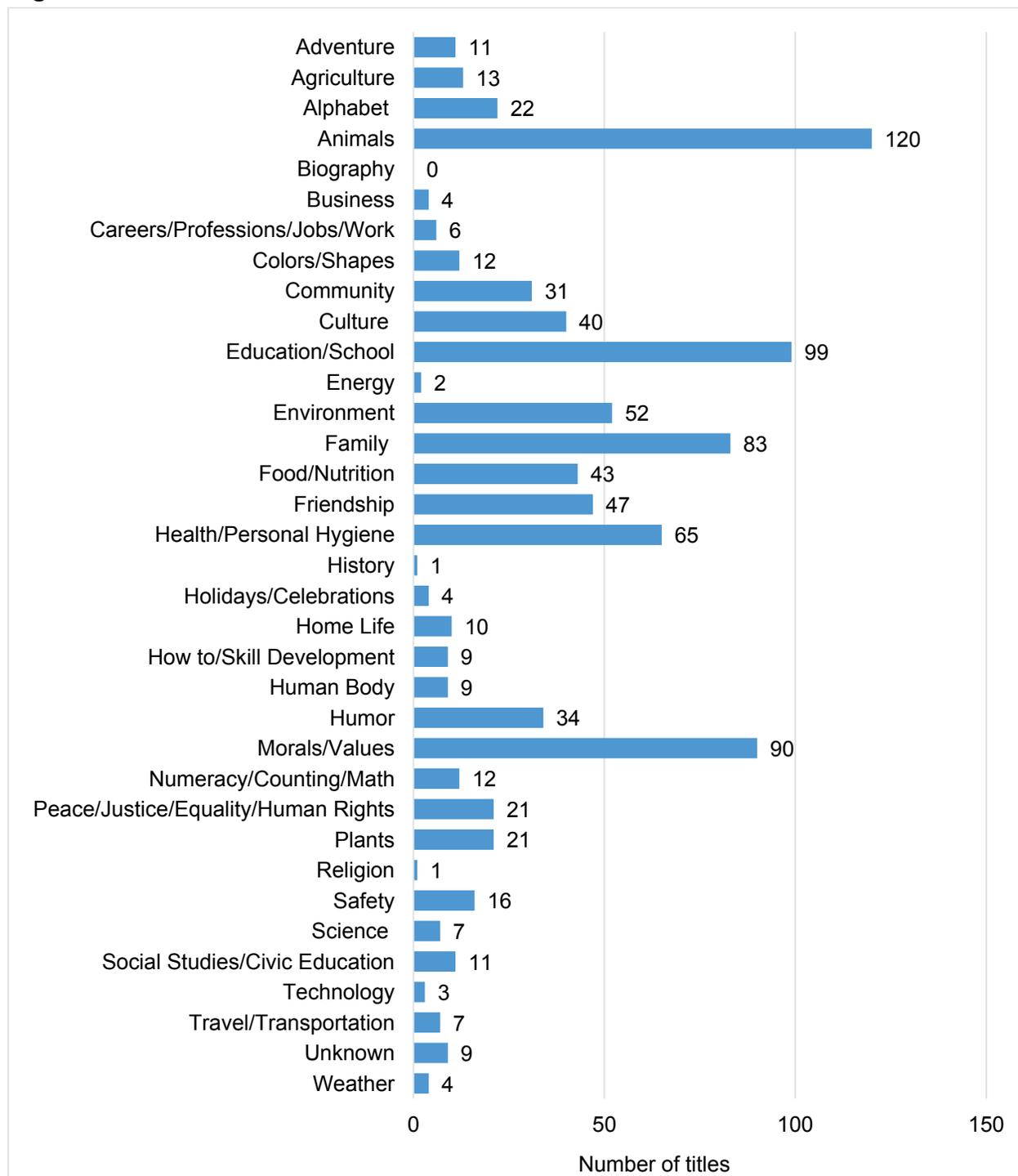**Figure I-4.   Presence and type of illustrations.**

Is the book illustrated?

No, 2%

Yes, all B&W and/or grayscale, 18%

Yes, some B&W and some color, 15%

Yes, all color, 65%

Content Themes

The data collectors examined 375 of the titles for content themes, excluding reference materials. The data collectors skimmed the texts and illustrations and identified the most prominent themes featured from a set list. The data collectors could select any number of themes because no limits were set for the minimum and maximum numbers. The number of titles tagged for each theme is presented in **Figure I-5**.

The most common topics included animals (120 [32 percent]), education/school (99 [26 percent]), morals/values (90 [24 percent]), family (83 [22 percent]), and health/personal hygiene (65 [17 percent]). The least common topics included peace, justice, equality, and human rights (21 titles [six percent]); history (one [less than one percent]); religion (Christianity, with one [less than one percent]); and biography (zero [zero percent]).

Figure I-5.   Content themes.

Theme	Number of titles
Adventure	11
Agriculture	13
Alphabet	22
Animals	120
Biography	0
Business	4
Careers/Professions/Jobs/Work	6
Colors/Shapes	12
Community	31
Culture	40
Education/School	99
Energy	2
Environment	52
Family	83
Food/Nutrition	43
Friendship	47
Health/Personal Hygiene	65
History	1
Holidays/Celebrations	4
Home Life	10
How to/Skill Development	9
Human Body	9
Humor	34
Morals/Values	90
Numeracy/Counting/Math	12
Peace/Justice/Equality/Human Rights	21
Plants	21
Religion	1
Safety	16
Science	7
Social Studies/Civic Education	11
Technology	3
Travel/Transportation	7
Unknown	9
Weather	4

Number of titles

Note: Multiple responses were possible per title.

Content Familiarity and Appropriateness

The data collectors analyzed 384 titles for the familiarity of the content for the target audience (i.e., a typical child who is a native speaker of the language of publication). Reference materials

were excluded from this item. The data collectors judged 370 titles (96 percent) as containing "very familiar" content, 10 titles (three percent) as containing "semi-familiar," and two titles (one percent) as containing "mostly unfamiliar" content for the target audience. The data collectors were unable to evaluate the familiarity of the content for two titles (one percent).

The data collectors reviewed the illustrations of 384 titles for any potentially sensitive content such as traumatic events, gore, smoking and/or illegal drug use, nudity, or other known cultural taboos (**Figure I-6**). The data collectors did not identify any potentially sensitive content 356 titles (93 percent). The most common type of content flagged for its potentially sensitive nature was sexual content (16 titles [four percent]). The other categories were relatively rare, occurring in fewer than 10 titles each.

Figure I-6.   Potentially sensitive content in the illustrations.
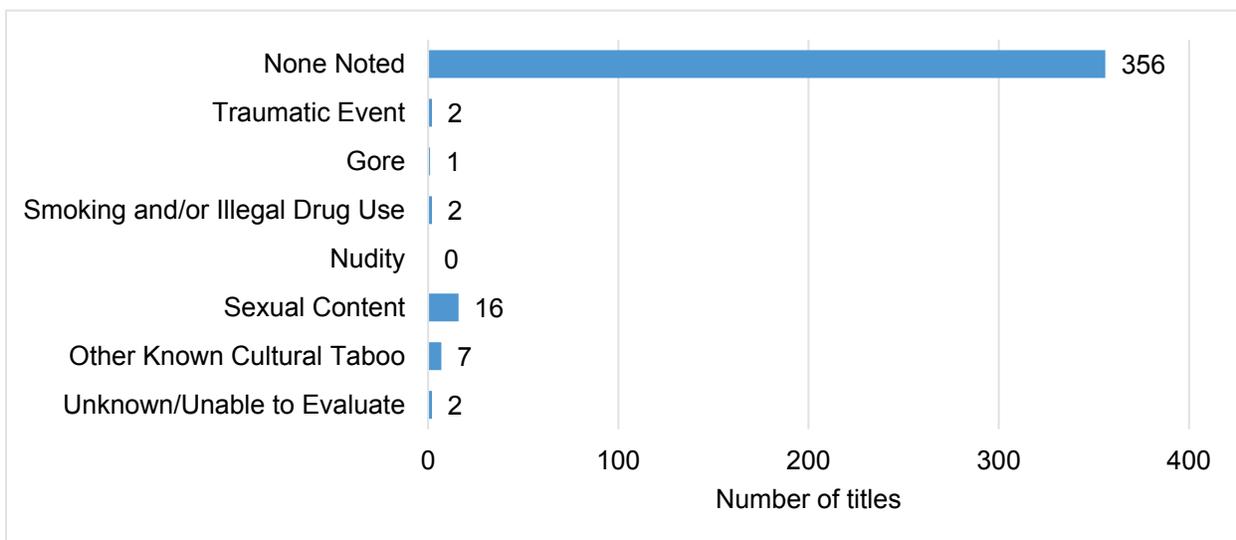
Note. Multiple responses were possible per title.

Frequency and Equality of Representation

The data collectors examined a subset of the materials for the frequency and equality of representation of people in the illustrations according to gender, ethnic or religious group identity, and disability. The data collectors did not evaluate all titles for these questions; exclusions included reference materials and titles that were not illustrated with humans or anthropomorphic animals.

Gender

The data collectors analyzed 209 titles for frequency of gender representation. Gender was not apparent in 59 titles (28 percent), further limiting the subset used to evaluate this item to 150 titles. The data collectors judged that 120 of them (80 percent) portrayed an overall balance of both genders (**Figure I-7**). Those that portrayed primarily one gender were fairly evenly split between those that portrayed primarily female characters (14 titles [nine percent]) and those with primarily male characters (16 titles [11 percent]).

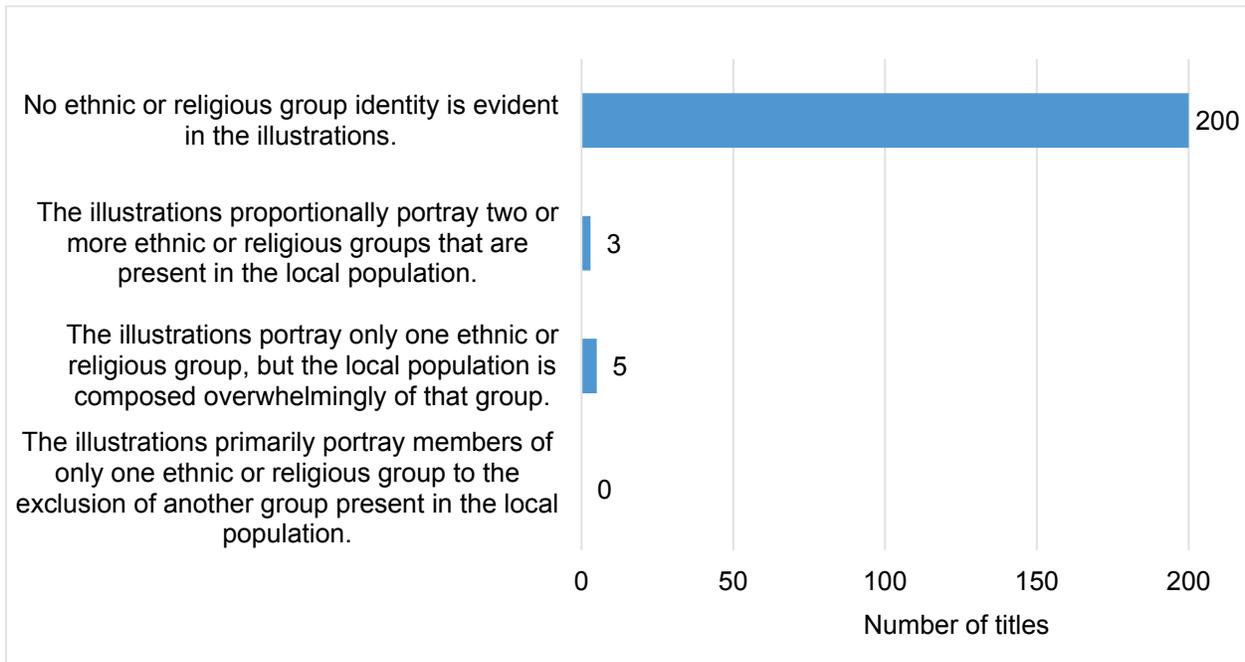**Figure I-7. Frequency of gender representation in the illustrations.**
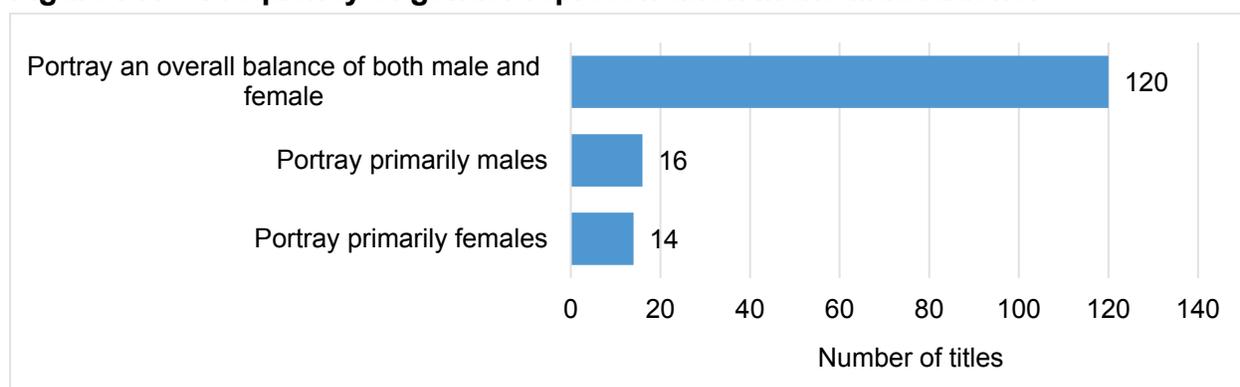
In addition, for 133 titles, the data collectors evaluated whether the illustrations portrayed male and female characters with "equal skills, knowledge, accomplishments, or roles." The data collectors judged that the male and female characters were portrayed comparably in 95 of these titles (71 percent) and unequally in 14 (11 percent). For the remaining 24 titles (18 percent), the data collectors considered that there was an insufficient basis for comparison.

Ethnic and Religious Group Identity

Similarly to gender, the data collectors examined the illustrations of 208 titles for the frequency of representation of different ethnic and religious group members, when apparent. Out of those titles, 200 (96 percent) were deemed to not portray characters with obvious ethnic or religious group identity markers (**Figure I-8**). The data collectors judged three titles (one percent) to portray different groups proportionally to their presence in the population, and five titles (two percent) to portray exclusively one ethnic or religious group in cases where the target population was composed overwhelmingly of that group. The data collectors did not identify any titles as portraying one group to the exclusion of another group present in the target population.

For the overwhelming majority of titles, the data collectors judged that there was insufficient basis for comparison of the nature of the portrayal, if any, of ethnic or religious groups in the illustrations. The data collectors evaluated only 11 titles for the question of whether different ethnic or religious groups were depicted "with equal skills, knowledge, accomplishments, or roles," and of those, they determined that only one (nine percent) portrayed the different groups comparably, versus 10 (91 percent) that portrayed them unequally.
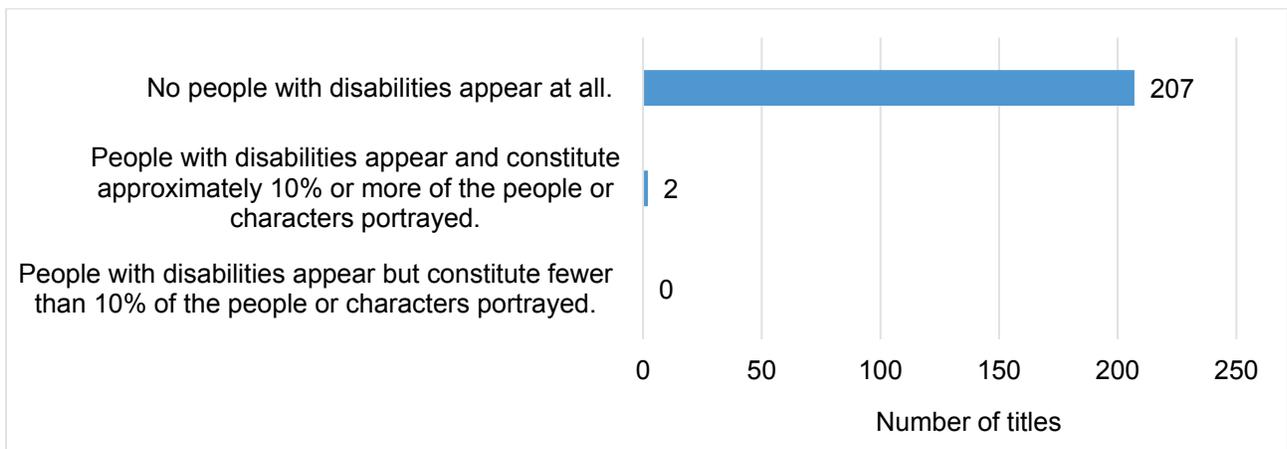
Figure I-8.   Frequency of ethnic and religious group representation in the illustrations.

Number of titles

- No ethnic or religious group identity is evident in the illustrations. — 200
- The illustrations proportionally portray two or more ethnic or religious groups that are present in the local population. — 3
- The illustrations portray only one ethnic or religious group, but the local population is composed overwhelmingly of that group. — 5
- The illustrations primarily portray members of only one ethnic or religious group to the exclusion of another group present in the local population. — 0

Disability

The data collectors also examined the illustrations of 209 titles for the frequency of representation of people with disabilities. Overwhelmingly, the materials lacked any illustrations of people with any type of disability; they appeared in just two titles (less than one percent; **Figure I-9**). Of those two titles, one was judged to portray people with disabilities "with skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities."

Figure I-9.   Frequency of the representation of people with disabilities in the illustrations

Number of titles

- No people with disabilities appear at all. — 207
- People with disabilities appear and constitute approximately 10% or more of the people or characters portrayed. — 2
- People with disabilities appear but constitute fewer than 10% of the people or characters portrayed. — 0

C. Feasibility of Reusing, Adapting, and Reproducing Available Titles

Copyright, Restrictions, and Permissions

Out of the 387 titles surveyed, 363 (94 percent) contained a copyright symbol. In addition, 360 (93 percent) contained an explicit statement with the equivalent meaning of "All Rights Reserved." The data collectors did not identify any titles that contained an explicit statement granting permissions for reuse or a Creative Commons license.

Medium

The survey included 29 titles (seven percent) that were available in both hard and soft copies. These titles were from the U.S. Agency for International Development (USAID) Tanzania 21st Century Basic Education Project, as well as Room to Read materials. The remaining 358 titles (93 percent) were only available in hard copy.

D. Landscape of the Production of Children's Reading Materials in Tanzanian Languages

Publisher Types

The largest number of titles identified during the survey were produced by private commercial publishers, with 354 titles (91 percent) (**Figure I-10**). This was the highest percentage of involvement from the commercial publishing sector of the 11 countries in the study. Private noncommercial, nonprofit, and NGO publishers trailed far behind with only 30 titles (eight percent), and bilateral and multilateral organizations produced 16 of the titles (four percent) in the survey. The Tanzanian government, academic organizations, or faith-based organizations produced a few titles. According to the data collectors' observations, faith-based organizations tend to focus on the Bible or religious texts aimed at adults. This study suggests that the commercial publishing industry in Tanzania is more involved in developing children's secular reading materials in the country than are other types of organizations.

**Figure I-10. Number of titles by publisher type.**
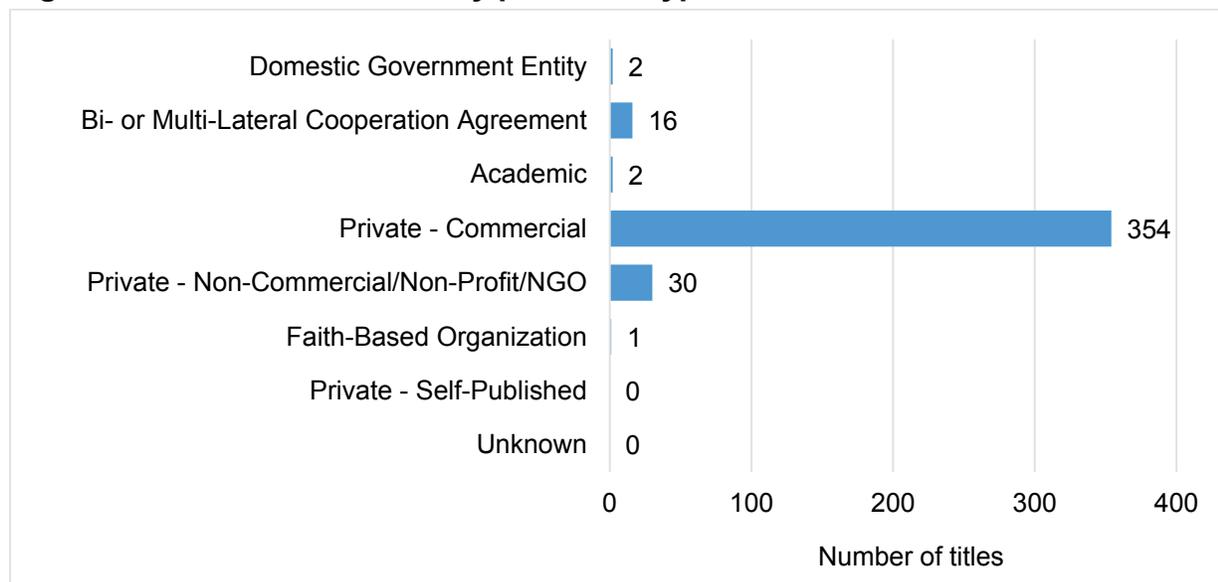
Note: Many titles were produced jointly by two or more organizations; therefore, the number of organizations represented here exceeds the number of titles surveyed. Publishers can also be included under multiple categories.

Year of Publication

The data collectors recorded information regarding the year of publication for each of the titles (**Figure I-11**). Interestingly, none of the materials included in the survey was produced before 1991. Most of the materials (237 titles, [61 percent]) were published between 2000 and 2009. Because there were 94 titles (24 percent) published and included in the survey for the period between 2010 and March 2015, if this pace should continue through 2019, then a similar number of titles will be produced during the current decade.

Figure I-11. Year of publication.
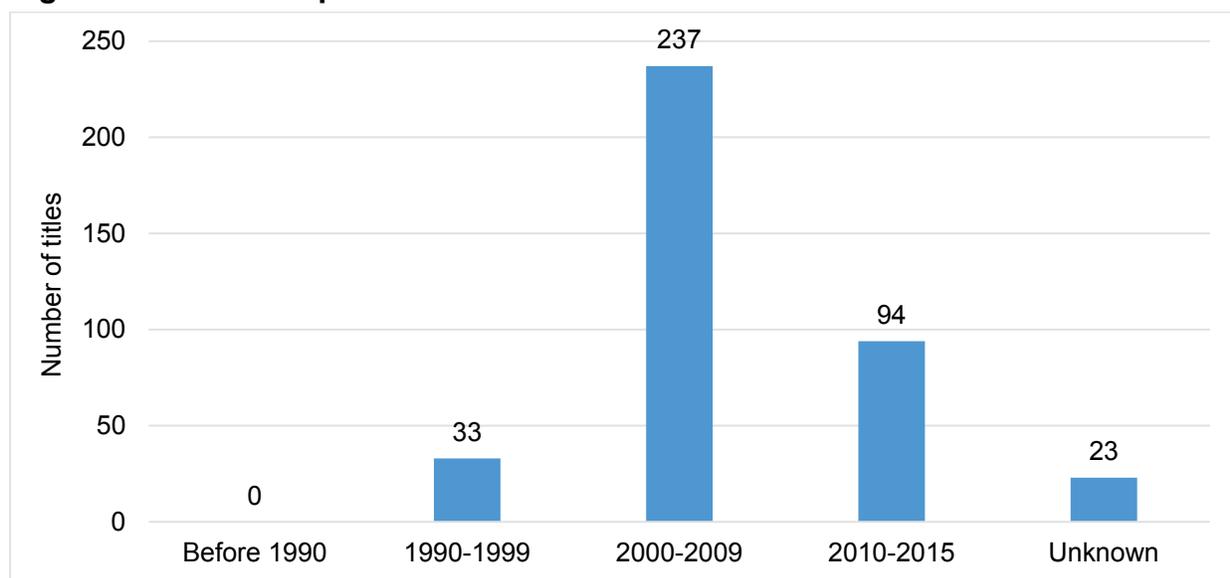
International Standard Book Number

Of the 387 titles surveyed, most (354 [91 percent]) had an International Standard Book Number (ISBN), and 33 titles (nine percent) did not. These findings may be related to the prevalence of titles produced by the commercial publishing industry.

Price

Out of the 387 titles surveyed, only 29 titles (seven percent) were free. These 29 titles are available online and are from the following sources: Tanzania 21st Century Basic Education Project, available on USAID's Development Experience Clearinghouse Web site (16 titles), and Room to Read (13 titles).

As described in **Table I-3**, the average price of a nonfree title included in the survey was $2.62 (U.S. dollars [USD]). The data collectors identified 52 titles (13 percent) for which the prices were unknown. The textbooks were slightly more expensive than the non-textbooks.

Table I-3.   Price of Hard-Copy Materials Available by Book Type

Book Type	Number Recorded as Free	Number Recorded with Price >$0.00	Average Price in USD[a] for Nonfree Materials	Range
Textbook-Related				
Student book	0	72	$3.25	$1.65–$4.95
Student workbook	0	2	$2.75	$2.48–$3.03
Teacher's guide	0	0	Not applicable	Not applicable
Non-textbook				
Narrative	0	201	$2.43	$0.83–$3.85
Informational	0	14	$2.67	$1.65–$3.85
Reference	0	3	$2.10	$1.10–$2.75
Poetry, etc.	0	12	$1.68	$1.54–$3.85
Unknown	0	2	$1.79	$1.38–$2.20
All Titles	**0**	**303**	**$2.62**	**$0.83-$4.95**

[a] The exchange rate was 1 Tanzanian Shilling = 0.00055 U.S. dollar (USD).

4.   Remarks

The findings from the survey in Tanzania show that the commercial publishing industry dominates the production of early grade reading materials in Kiswahili, and to the exclusion of all other Tanzanian languages. The prevalence of Kiswahili reflects the Government of Tanzania's policy regarding the LOI at the primary level; the policy has been in place for many years.

The lack of teacher's guides constitutes a striking gap in the inventory. Other types of books that were relatively rare include textbooks or workbooks for the pre-primary level and supplementary

reading materials for the earliest stages of literacy development. Although the existing textbooks contain a variety of pedagogical components, they rarely employ a phonics approach to reading instruction. The data collectors deemed that overall, the content of the existing materials was appropriate for the target audience and portrayed a good gender balance. However, more could be done to incorporate individuals with disabilities into educational materials.

References

Brombacher, A., Nordstrum, L., Davidson, M., Batchelder, K., Cummiskey, C., & King. S. (2014). *National baseline assessment for the 3Rs (Reading, writing, and arithmetic) using EGRA, EGMA, and SSME in Tanzania: Study report*. Retrieved from https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=682

Central Intelligence Agency. (2015). *World Factbook*. Retrieved from https://www.cia.gov/library/publications/the-world-factbook/geos/tz.html

Kinyaduka, B.D. & Kiwara, J.F. (2013). Language of instruction and its impact on quality of education in secondary schools: Experiences from Morogoro Region, Tanzania. *Journal of Education and Practice, 4*(9), 90-95.

Komba, S.C., & Daimana, J. (2015). Investigation of pupils' English language abilities in Tanzania: The case of English medium primary schools. *World Journal of English Language, 5*(1), 56–64.

Legère, K. (2002). The languages of Tanzania Project: Background, resources, and perspectives. *Africa and Asia, 2,* 163–186.

Lewis, M. P., Simons, G. F., & Fennig, C. D. (Eds.). (2015). *Ethnologue: Languages of the world.* (18th edition). Dallas, TX: SIL International. Retrieved from http://www.ethnologue.com/country/TZ

Rubagumya, C. (2010). *Language of instruction and quality of learning in Tanzania and Ghana*. Retrieved from http://www.edqual.org/publications/policy-briefs/pb2.pdf/

SIL International. (2015). *ISO 639-3*. Retrieved from http://www-01.sil.org/iso639-3/

Taylor, B. (2015). Swahili as the medium of instruction in schools. *Tanzania Affairs*. Retrieved from http://www.tzaffairs.org/2015/05/swahili-as-the-medium-of-instruction-in-schools/

UNESCO (United Nations Educational, Scientific, and Cultural Organization). (2015). *Education for All Global Monitoring Report—Statistical tables*. Retrieved from https://en.unesco.org/gem-report/sites/gem-report/files/Statistical%20tables-School%20year%20ending%20in%202013_Longer%20version_Website.xls

United Republic of Tanzania. (2014). *Tanzania Education and Training Policy*. Retrieved from http://www.pmoralg.go.tz/noticeboard/tangazo-1027-21050223-Sera-ya-Elimu-na-Mafunzo-2014/Sera-ya-Elimu-na-Mafunzo-2014.pdf