

TANZANIA INSTITUTE OF EDUCATION



**REVISED GUIDELINES FOR WRITING
AND EVALUATING SUPPLEMENTARY AND
REFERENCE BOOKS**

2024

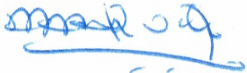
TANZANIA INSTITUTE OF EDUCATION



REVISED GUIDELINES FOR WRITING AND EVALUATING SUPPLEMENTARY AND REFERENCE BOOKS

Endorsed by:

The Board Chairperson: Prof. Maulid Mwatawala

Signature: 

Date: 06/10/2024



© Tanzania Institute of Education 2024

First Edition 2019

Second Edition 2024

ISBN: 978-9912-759-90-9

Tanzania Institute of Education
Mikocheni Area
132 Ali Hassani Mwinyi Road
P. O. Box 35094
14112 Dar es Salaam

Mobile numbers: +255 735 041 168 / +255 735 041 170
E-mail: director.general@tie.go.tz
Website: www.tie.go.tz

Table of Contents

Acknowledgements.....	vii
Preface.....	viii
Abbreviations & Acronyms.....	ix
Preamble.....	x
Rationale for the Review of the Guidelines for Writing and Evaluating Supplementary Books (2019).....	xi
1.0 Introduction.....	1
1.1 Purpose of the Guidelines.....	1
1.2 Scope and Application.....	1
1.3 Definition of Supplementary/Reference Books.....	2
2.0 Legal and Policy Framework.....	2
2.1 Relevant National Education Policies.....	2
2.2 Regulatory Requirements.....	3
2.3 Ethical Considerations.....	4
3.0 Standards for Writing Supplementary and Reference Books.....	4
3.1 Alignment with Curriculum.....	4
3.2 Content Accuracy and Relevance.....	5
3.3 Language Use and Clarity.....	6
3.4 Inclusivity and Cultural Sensitivity.....	6
3.5 Instructional Design and Pedagogical Approaches.....	7
3.6 Age Appropriateness.....	7
3.7 Visual and Illustrative Elements.....	8
4.0 Evaluation Criteria for Supplementary and Reference Books....	8
4.1 Relevance to Curriculum Objectives.....	8
4.2 Content Quality and Accuracy.....	9
4.3 Language and Readability.....	9
4.4 Suitability for Target Audience.....	10

4.5	Educational Value and Engagement.....	10
4.6	Illustrative and Visual Quality.....	11
4.7	Gender and Cultural Sensitivity.....	11
4.8	Alignment with Ethical Standards.....	12
5.0	Approval Process for Supplementary and Reference Books.....	14
5.1	Submission Requirements.....	14
5.2	Evaluation and Review Process.....	15
5.3	Decision-Making Criteria.....	16
5.4	Resubmission of Corrected Manuscripts.....	17
5.5	Validation by the Council.....	17
5.6	Certification of Approval.....	18
5.7	Room for Appeal.....	18
5.8	Transparency and Confidentiality.....	19
6.0	Institutional Roles in the Writing and Approval Process for Supplementary and Reference Books.....	20
6.1	Director General of Tanzania Institute of Education (TIE).....	20
6.2	Manuscript Evaluation Secretariat (MES).....	21
6.3	Subject Manuscript Evaluation Panels (SMEP).....	21
6.4	Evaluators.....	22
7.0	Review and Revision of Guidelines.....	23
7.1	Periodic Review Process.....	23
7.2	Feedback Mechanisms.....	24
7.3	Updating the Guidelines.....	24
8.0	Ethical and Legal Compliance.....	25
8.1	Copyright and Intellectual Property.....	25
8.2	Plagiarism and Originality.....	25
8.3	Adherence to National and International Standards.....	26

9.0	References.....	26
9.1	Cited Regulations and Policies.....	26
9.2	Additional Resources and Bibliography.....	27
10.0	Endorsement and Review of the Guidelines.....	27
10.1	Endorsement of the Guidelines.....	27
10.2	Review of the Guidelines.....	28
10.3	Effective Date.....	28
	Appendices.....	29
	Appendix 1.1: Checklist for Authors.....	29
	Appendix 1.2: Checklist for MES (QAU).....	31
	Appendix 1.3 MANUSCRIPT SUBMISSION FORM (MSF).....	35
	Appendix 1.4 MANUSCRIPT EVALUATION FORM (MEF).....	38

Acknowledgements

The Tanzania Institute of Education (TIE) wishes to express its deep appreciation to all educational stakeholders who contributed to the development of this guide. TIE extends its sincere gratitude to the Ministry of Education, Science and Technology (MoEST) and the President's Office - Regional Administration and Local Governments (PO-RALG) for their invaluable contributions to the creation of this guide. Additionally, the Institute offers special thanks to other stakeholders, including members of the Publishers Association of Tanzania (PATA), for their constructive comments and recommendations during the validation workshops. Their input significantly enriched the quality of this guide. Finally, the Institute acknowledges the consultants and the review team for their dedication and hard work in developing this guide.



Dr. Aneth A. Komba

Director General

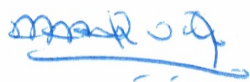
Tanzania Institute of Education

Preface

This guide for Writing and Evaluating Supplementary and Reference Books is issued under the legal authority of the Government, in accordance with Sections 4 (d) and 21 (1) of the Tanzania Institute of Education Act (CAP 142 R.E. 2002). It establishes the procedures and standards that must be followed during the development, evaluation, and approval of supplementary and reference books intended for use in schools and teachers' colleges on the Tanzanian mainland. This guide will become effective upon approval by the Chairperson of the TIE Council.

Quality teaching and learning materials, with books at their core, are fundamental to delivering quality education. Therefore, this guide is intended to serve as a definitive standard for the development and quality control of supplementary and reference books approved for use in schools and teachers' colleges. The ultimate goal is to ensure the provision of quality education in a fair and equitable manner.

Although this guide addresses key components related to procedures, standards, and quality assurance for supplementary and reference books, it is acknowledged that it may not cover every possible situation or circumstance. Should any unforeseen circumstances arise where this guide is deemed inadequate or inappropriate, a written proposal may be submitted to the Director General of the Tanzania Institute of Education, outlining the necessary improvements. Following careful consideration, the Director General may initiate the amendment process in accordance with the provisions of this guide. However, any such amendment will only become authoritative after being approved by the Institute's Council and endorsed by the Chairperson of the Council.



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
SMEP	Subject 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

Preamble

Citation

This guide shall be cited as the Tanzania Institute of Education (2024). *Revised Guidelines for Writing and Evaluating Supplementary and Reference Books*. Ministry of Education Science and Technology.

Application

This guide applies to all individuals and institutions involved in the writing, evaluation, and approval of supplementary and reference books for use in schools and teachers' colleges on the Tanzanian mainland. It specifically addresses the needs of various educational levels, including pre-primary, primary, secondary, and teacher education.

Interpretation

In this guide, unless the context indicates otherwise, the following terms and words are defined as follows:

Term	Definition
Academic Affairs	Refers to the Academic Affairs Committee of the Council of the Tanzania Institute of Education.
The Act	The Tanzania Institute of Education Act (CAP 142 R.E. 2002), as amended from time to time.
The Council	The Council of the Tanzania Institute of Education, established under Section 5(1) of the Act, including any bodies or individuals to whom powers are delegated.
Director General	The Director General of the Tanzania Institute of Education, or any person or group of persons delegated with the Director General's powers and responsibilities.
Evaluator	A subject panel member or any other competent and vetted subject expert assigned to evaluate a supplementary or reference book.
The Institute	Refers to the Tanzania Institute of Education.

Term	Definition
Manuscript	The manuscript of a supplementary or reference book.
The Minister	The Minister responsible for education in the United Republic of Tanzania, or the relevant part of the United Republic where the Act applies.
Reference Book	A book, in print, electronic, or both forms, intended as a source of information that may not be specific to a particular subject or educational level.
Supplementary Book	A book, in print, electronic, or both forms, intended for use by all learners in the class to supplement the textbook, which may or may not cover the entire syllabus for the year.
Supplementary Reader	A storybook, either fiction or non-fiction, in print, electronic, or both forms, intended to promote reading skills.
Textbook	A comprehensive learning resource, in print, electronic, or both forms, designed to fully support the syllabus of a given educational level and subject.
Teacher's Guide	A book or electronic material that provides teachers with guidance on how to implement a specific syllabus.

Rationale for the Review of the Guidelines for Writing and Evaluating Supplementary Books (2019)

The Guidelines for Writing and Evaluating Supplementary Books (2019) were revised to address the evolving needs of the education sector in Tanzania and to ensure that the evaluation process remains efficient, relevant, and fair. Education Circular No. 4 of 2014 mandates the Tanzania Institute of Education (TIE) to evaluate supplementary and reference books, making it essential to have clear, official guidelines that regulate the writing and evaluation processes. The revised guidelines aim to strengthen the quality assurance mechanisms for curriculum support materials, providing a robust framework that reflects modern educational demands.

One of the significant improvements in the revised guidelines is the expansion of their scope to cover both supplementary and reference books. This is reflected in

the updated title, Revised Guidelines for Writing and Evaluating Supplementary and Reference Books. The inclusion of reference books acknowledges the need for a broader framework that not only evaluates supplementary materials but also critical reference materials used for advanced learning. This revision enhances the comprehensiveness of the guidelines, ensuring that they address the growing diversity of educational resources used across pre-primary, primary, secondary, and teacher education levels.

The revision also introduces a more targeted approach in the composition of the Subject Manuscript Evaluation Panel (SMEP). The updated guidelines specify that the Director General must appoint specialists with exceptional expertise and experience in the relevant subject area, ensuring that the panel evaluating each manuscript is composed of subject matter experts. This change eliminates the provision for “Co-opted Members,” thereby streamlining the evaluation process and ensuring that only the most qualified professionals participate. This improvement enhances the accuracy, fairness, and overall quality of the evaluation, as the panel is better equipped to assess the educational value of each manuscript. Further, the revised guidelines have added a new role for the Manuscript Evaluation Secretariat (MES), which now conducts an initial review (pre-evaluation) of manuscripts. This preliminary review checks whether submitted manuscripts meet the required specifications for classification as supplementary or reference books. Manuscripts that fail to meet the basic standards can be rejected at this stage, reducing inefficiencies and ensuring that only compliant materials proceed to the full evaluation process. This additional layer of quality control helps streamline the evaluation process, saving time and resources for both the evaluators and the authors.

Lastly, the categories of manuscript approval recommendations have been refined to introduce more flexibility. The range for “Approval with minor corrections” has been expanded from 95%–99% to 85%–99%, allowing evaluators to provide more nuanced feedback and better differentiate between minor and significant issues. This revision ensures that manuscripts with minor issues can still be approved with corrective actions, improving the overall feedback process for authors and enhancing the quality of educational materials approved for use in schools and colleges across Tanzania.

Introduction

1.1 Purpose of the Guidelines

- These guidelines are established to provide a standardized framework for the writing, evaluation, and approval of supplementary and reference books intended for use in schools and teachers' colleges across Tanzania mainland.
- The purpose of these guidelines is to ensure that all supplementary and reference books meet the required educational standards, align with the national curriculum, and support the educational objectives set forth by the Ministry of Education.
- The guidelines aim to promote consistency in the quality and relevance of educational materials, thereby enhancing the learning experience for students at all educational levels.
- These guidelines serve to guide authors, publishers, evaluators, and approval authorities in the creation, review, and approval process of supplementary and reference books.

1.2 Scope and Application

- These guidelines apply to all persons and institutions involved in the development, submission, evaluation, and approval of supplementary and reference books intended for use in pre-primary, primary, secondary, and teacher education in Tanzania mainland.
- The guidelines cover both print and digital formats of supplementary and reference books, ensuring that all materials, regardless of medium, adhere to the same high standards of educational quality.
- The application of these guidelines is mandatory for any supplementary or reference book that is intended to be used as a teaching or learning resource in schools and teachers' colleges.
- These guidelines apply to books developed both locally and internationally, ensuring that any material used within Tanzania's educational system is appropriate, relevant, and culturally sensitive.

- The guidelines will also be applicable in the review and update of previously approved supplementary and reference books to ensure they remain aligned with current educational policies and curriculum changes.

1.3 Definition of Supplementary/Reference Books

- **Supplementary Books:** Supplementary books are defined as educational resources that provide additional content, practice, or information beyond what is found in the core textbooks. These books are designed to reinforce, expand, or enrich students' understanding of specific subjects or topics. They may include workbooks, activity books, or subject-specific guides.
- **Reference Books:** Reference books are defined as authoritative resources that provide comprehensive information on specific subjects, topics, or themes. These books are used to support learning by offering in-depth explanations, definitions, or data that students and teachers can refer to. Examples include dictionaries, encyclopedias, atlases, and subject-specific handbooks.
- Both supplementary and reference books must align with the national curriculum and be appropriate for the educational level they are intended to serve.
- For the purpose of these guidelines, supplementary and reference books exclude general reading books, fiction, and other materials not directly tied to the curriculum.

Legal and Policy Framework

2.1 Relevant National Education Policies

- All supplementary and reference books must adhere to the national education policies outlined by the Ministry of Education, Science and Technology (MoEST) of Tanzania.
- Authors, publishers, and evaluators must ensure that the content and pedagogical approaches in these books are consistent with the National Curriculum Framework (NCF) and any other relevant policy documents, such as the Tanzania Education and Training Policy (ETP).

- Supplementary and reference books should contribute to the achievement of the educational goals set forth in the National Strategy for Inclusive Education (NSIE) and the National ICT Policy for Basic Education.
- The content of these books must reflect the national priorities in education, including but not limited to gender equity, inclusivity, environmental sustainability, and the promotion of national unity and identity.
- Authors and publishers are required to consult the latest educational policy updates and ensure that their books align with any new directives or changes to the curriculum.

2.2 Regulatory Requirements

- All supplementary and reference books intended for use in schools and teachers' colleges must undergo a rigorous approval process by the Tanzania Institute of Education (TIE) or any other designated regulatory authority.
- Publishers and authors must submit their books for evaluation and approval according to the procedures established by TIE, which may include content review, language assessment, and alignment with curriculum standards.
- Books must comply with the legal requirements for educational materials, including but not limited to copyright laws, intellectual property rights, and the legal stipulations set forth by the Tanzania Copyright Act.
- Publishers are required to register their books with the National ISBN Agency of Tanzania and must ensure that each book has a valid ISBN before submission for approval.
- In case of digital supplementary or reference books, authors and publishers must ensure compliance with data protection regulations, especially concerning the collection and use of any personal data from students or teachers.
- Any supplementary or reference book that fails to meet the regulatory requirements shall not be approved for use in educational institutions in Tanzania.

2.3 Ethical Considerations

- All supplementary and reference books must be developed with the highest ethical standards, ensuring that the content is accurate, unbiased, and free from any form of discrimination or prejudice.
- The content should promote ethical values such as honesty, integrity, respect for diversity, and responsible citizenship in line with the national ethos and values.
- Authors and publishers must avoid any content that could be considered culturally insensitive, offensive, or inappropriate for the intended age group or educational level.
- The development of these books must respect intellectual property rights; plagiarism or unauthorized use of third-party content is strictly prohibited.
- The language used in the books should be appropriate for the target audience, avoiding any language that could be seen as derogatory, inflammatory, or inappropriate.
- Books must not promote any particular political or religious ideology unless explicitly permitted by the educational curriculum and relevant authorities.
- Ethical considerations must also extend to the visual and illustrative content of the books, ensuring that images and graphics are culturally sensitive, age-appropriate, and do not perpetuate stereotypes.
- Authors and publishers must disclose any conflicts of interest, particularly if the book's content could be perceived as being influenced by external commercial interests.
- Books should encourage critical thinking and respect for differing opinions, fostering an open and inclusive learning environment.

Standards for Writing Supplementary/Reference Books

3.1 Alignment with Curriculum

- Supplementary and reference books must align closely with the national curriculum for the specific education level they are intended to support, whether pre-primary, primary, secondary, or teacher education.

- Authors must ensure that the content directly supports the learning objectives, competencies, and outcomes outlined in the relevant curriculum documents.
- Each chapter, section, or module within the book should clearly indicate which part of the curriculum it addresses, ensuring that students and educators can easily see the connection between the book's content and the curriculum requirements.
- Books should not introduce concepts or content that contradicts the curriculum but should instead reinforce and expand upon what is taught in the core textbooks.
- Where applicable, supplementary materials should include exercises, examples, and activities that are directly tied to curriculum standards, providing students with opportunities to practice and apply their knowledge in line with educational goals.
- For reference books, authors must ensure that the information presented is relevant to the curriculum and can be effectively used by both students and educators to enhance understanding of the subjects taught.

3.2 Content Accuracy and Relevance

- All information presented in supplementary and reference books must be accurate, up-to-date, and verified by subject matter experts to ensure its reliability.
- Authors are responsible for conducting thorough research and fact-checking to avoid the inclusion of outdated or incorrect information.
- Content should be relevant to the educational level and subject area, providing students with information that is both necessary and beneficial for their academic growth.
- Where applicable, content should be contextualized to the Tanzanian environment, using examples, case studies, and scenarios that are familiar and relatable to Tanzanian students.
- Books should avoid overloading students with excessive information that is not directly relevant to the curriculum or the learning objectives, focusing instead on clarity and conciseness.
- References and sources used in the development of the book should be credible, and any external data or quotations should be properly cited.

3.3 Language Use and Clarity

- The language used in supplementary and reference books must be clear, concise, and appropriate for the target age group and educational level.
- Authors should use simple and direct language, avoiding overly complex sentences or technical jargon that could confuse or overwhelm students.
- Where specialized terms or concepts are necessary, they should be clearly defined and explained within the text, ensuring that students can understand and apply them.
- The tone of the writing should be engaging and supportive, encouraging students to actively engage with the material and fostering a positive learning experience.
- Books should be free from grammatical errors, spelling mistakes, and inconsistencies in terminology, which could detract from the quality and credibility of the content.
- Authors should consider the language preferences of the students and educators, particularly in regions where multiple languages are spoken, and provide translations or explanations as needed.

3.4 Inclusivity and Cultural Sensitivity

- Supplementary and reference books must be inclusive, ensuring that content, language, and illustrations are free from bias, stereotypes, or any form of discrimination based on gender, ethnicity, religion, or disability.
- Authors should incorporate diverse perspectives and examples, reflecting the multicultural nature of Tanzanian society and promoting a sense of belonging for all students.
- Content should be sensitive to the cultural, social, and religious contexts of the students, avoiding any material that could be seen as offensive or inappropriate.
- Books should include representations of different groups in a positive and respectful manner, ensuring that all students see themselves reflected in the material.

- Authors should avoid using language or images that reinforce harmful stereotypes, and should instead promote values such as equality, respect, and inclusivity.
- When discussing historical, social, or cultural topics, authors should strive to present a balanced view, acknowledging different perspectives and experiences.

3.5 Instructional Design and Pedagogical Approaches

- Supplementary and reference books should be designed with sound pedagogical principles in mind, supporting the effective teaching and learning of the curriculum content.
- Authors should structure the content logically, with clear learning objectives, summaries, and review questions to help students consolidate their understanding.
- Books should include a variety of instructional strategies, such as examples, case studies, exercises, and problem-solving activities, to cater to different learning styles and preferences.
- Where appropriate, books should encourage critical thinking, creativity, and independent learning, providing opportunities for students to explore topics in greater depth.
- The instructional design should facilitate active learning, with content that engages students and encourages participation, rather than passive reading.
- Authors should consider the needs of students with different abilities, providing differentiated activities or suggestions for how teachers can adapt the material for diverse learners.

3.6 Age Appropriateness

- Content, language, and illustrations in supplementary and reference books must be age-appropriate, considering the developmental stages of the target audience.
- Authors should ensure that the complexity of the material matches the cognitive and emotional maturity of the students, avoiding content that could be too advanced or too simplistic.

- The tone and style of the writing should be engaging and suitable for the intended age group, with examples and scenarios that are relatable to the students' everyday experiences.
- Sensitive topics, if included, should be handled with care and presented in a way that is understandable and appropriate for the age group.
- Visual elements, including images, charts, and diagrams, should be designed to be accessible and appealing to the target age group, avoiding content that could be frightening or confusing.

3.7 Visual and Illustrative Elements

- Visual and illustrative elements should be of high quality, accurately representing the content and enhancing students' understanding of the material.
- Authors should use images, charts, diagrams, and other visual aids to complement the text, ensuring that they are clear, relevant, and correctly labeled.
- Illustrations should be culturally appropriate and sensitive, avoiding depictions that could be offensive or misinterpreted.
- Visual elements should be inclusive, representing diverse groups of people and avoiding the reinforcement of stereotypes.
- The design and layout of the book should be visually appealing, with a balance between text and images that makes the content engaging and easy to read.
- Authors should ensure that all visual elements are accessible to students with visual impairments, providing descriptions or alternative formats as needed.

Evaluation Criteria for Supplementary/Reference Books

4.1 Relevance to Curriculum Objectives

- Evaluators must assess whether the supplementary or reference book is closely aligned with the curriculum objectives for the specific educational level it targets (pre-primary, primary, secondary, or teacher education).
- The content of the book should directly support and reinforce the learning outcomes specified in the national curriculum, providing students with relevant information and practice opportunities.

- Evaluators should ensure that the book covers all the key topics and concepts outlined in the curriculum, without introducing unrelated or unnecessary content.
- The book should provide clear links between the material presented and the curriculum objectives, helping students and educators understand how the content fits into the broader educational framework.
- Books that do not align with the curriculum objectives or that stray from the prescribed topics should be revised or rejected.

4.2 Content Quality and Accuracy

- Evaluators must rigorously assess the accuracy of the content, ensuring that all information presented is factually correct, up-to-date, and supported by credible sources.
- The book should demonstrate a high level of subject matter expertise, with content that is both thorough and precise.
- Evaluators should verify that the book does not contain any factual errors, outdated information, or misleading statements that could negatively impact students' learning.
- The content should be logically organized, with a clear progression of ideas that facilitates understanding and retention of information.
- Books with significant content errors or that fail to meet the required standards of accuracy should be revised or rejected.

4.3 Language and Readability

- The language used in the book must be appropriate for the target educational level, ensuring that it is neither too complex nor too simplistic for the intended audience.
- Evaluators should assess the readability of the text, considering factors such as sentence structure, vocabulary, and the overall flow of the writing.
- The book should use clear and concise language, avoiding jargon, technical terms, or complex sentences that could confuse or overwhelm students.

- Evaluators should also consider the tone and style of the writing, ensuring that it is engaging and supportive, encouraging students to actively engage with the material.
- Books that fail to meet the standards of readability and language appropriateness should be revised to enhance their clarity and accessibility.

4.4 Suitability for Target Audience

- Evaluators must assess whether the content, language, and illustrations in the book are appropriate for the specific age group and educational level it targets.
- The book should be developmentally appropriate, considering the cognitive, emotional, and social maturity of the students.
- Evaluators should ensure that the book is relevant and relatable to the students' experiences, using examples, scenarios, and language that resonate with the target audience.
- The content should be engaging and interesting to the students, motivating them to read and learn from the book.
- Books that are deemed unsuitable for the target audience, whether due to inappropriate content, language, or complexity, should be revised or rejected.

4.5 Educational Value and Engagement

- Evaluators should assess the educational value of the book, ensuring that it effectively supports students' learning and contributes to their overall academic development.
- The book should include activities, exercises, and examples that encourage critical thinking, problem-solving, and active learning.
- Evaluators should consider whether the book engages students in a way that fosters a deeper understanding of the subject matter, rather than simply presenting information.
- The book should offer opportunities for students to apply their knowledge, practice skills, and explore topics in greater depth.

- Books that lack sufficient educational value or fail to engage students in meaningful ways should be revised to enhance their effectiveness.

4.6 Illustrative and Visual Quality

- Evaluators must assess the quality of the visual elements in the book, ensuring that they are clear, accurate, and effectively support the text.
- The illustrations, charts, diagrams, and other visual aids should be relevant to the content and enhance students' understanding of the material.
- Evaluators should ensure that all visual elements are well-designed, with appropriate use of color, scale, and detail, and that they are correctly labeled and easy to interpret.
- The visual quality of the book should be consistent throughout, with no poorly executed or unclear images that could confuse students.
- Books with low-quality visual elements or illustrations that do not contribute to the learning experience should be revised or rejected.

4.7 Gender and Cultural Sensitivity

- Evaluators must assess the book for gender and cultural sensitivity, ensuring that it promotes equality and inclusivity.
- The content and illustrations should represent diverse genders, ethnicities, cultures, and abilities in a positive and respectful manner.
- Evaluators should ensure that the book does not contain any biased or stereotypical portrayals of individuals or groups, and that it reflects the multicultural nature of Tanzanian society.
- The book should avoid any content that could be considered offensive or inappropriate, particularly in relation to gender, religion, ethnicity, or disability.
- Books that fail to meet the standards of gender and cultural sensitivity should be revised to remove or address any biased or insensitive material.

4.8 Alignment with Ethical Standards

- Evaluators must ensure that the book adheres to the highest ethical standards, including accuracy, fairness, and respect for intellectual property.
- The book should not include any plagiarized content or unauthorized use of third-party materials, and all sources and references should be properly cited.
- Evaluators should ensure that the book promotes ethical values such as honesty, integrity, respect for others, and social responsibility.
- The content should be free from any material that could be seen as promoting unethical behavior, such as dishonesty, violence, or discrimination.
- Books that do not align with ethical standards should be revised or rejected, ensuring that they meet the moral and educational expectations of the Tanzanian education system.

1. Typefaces

- For Pre-Primary to Lower Primary (Standard I-II), all typefaces must use open and simplified letters and numbers to enhance readability. For example, the simplified “a” (e.g., Comic Sans MS) should be used instead of the more complex “a” (e.g., Times New Roman), and ‘g’ instead of “g”.
- Numbers such as one, four, and nine, which may appear complicated in certain typefaces, must be presented in simplified forms. The appropriate typefaces for these numbers are provided in Table 3.1.

Table 3.1: *Appropriate Typefaces for Pre-Primary to Lower Primary Education*

Number	Appropriate		Inappropriate	
	Digit	Typeface	Digit	Typeface
One	1	Bauhaus	1	Calibri Light
Four	4	Algerian	4	Aharoni
Nine	9	Segoe Print	9	Tahoma

- For Standard III and above, the choice of typefaces is left to the discretion of the author or publisher, provided that the selected typeface and line spacing ensure maximum readability.

2. Font Sizes

- The minimum font size for each educational level must be adhered to, as specified below:
 - 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 to VII: Not less than 12 points.
 - Secondary and above: Not less than 12 points.
- For large print books designed for learners with low vision, the recommended minimum font size is 18 points.

3. Text Paper

- The text paper must meet the following specifications:
 - Paper Weight: 80 gsm bond paper, wood-free offset.
 - Whiteness: A minimum of 75% whiteness is required, with a tolerance of 5% allowed.
 - Opacity: The paper must have a minimum opacity of 75% to prevent text visibility from the reverse side.

4. Cover Card

- The cover card must meet the following minimum specifications:
 - Weight: 250 gsm one-sided coated white art board.
 - Grain Direction: The grain direction should run parallel to the spine.
 - Finish: The cover must be finished with 12-micron lamination or high gloss UV finish to ensure durability and visual appeal.

5. Binding Styles for Books

- The binding method must correspond to the number of pages:
 - Saddle Stitching is required for books containing 1 to 100 pages.

- Perfect Binding with Stitching is mandatory for books exceeding 100 pages to ensure durability and ease of use.

Approval Process for Supplementary/Reference Books

5.1 Submission Requirements

General Conditions:

- Each manuscript submitted for approval will be evaluated based on its relevance and suitability to the specific curriculum area and categorization, as outlined in the evaluation criteria.
- Authors are required to provide a brief explanation of the added advantages or additional competencies, knowledge, skills, attitudes, and pedagogical approaches that their supplementary or reference book addresses.
- Every submission must comply with all submission requirements, including the payment of evaluation fees.

Specific Conditions:

- Authors must submit six (6) **Coloured Spiral Bind (CSB)** Copies of the manuscript for evaluation, with five (5) anonymized copies (without the publisher's or writer's identity) and one copy retained for office use.
- The submission letter must clearly indicate the subject and the targeted educational level of the supplementary or reference book.
- Manuscripts are evaluated quarterly, and therefore must be submitted before the start of a given quarter.
- Submissions must include:
 - Evidence of payment of evaluation fees, as manuscripts will not be evaluated unless all prescribed fees are paid.
 - A letter of submission containing the full physical and postal address, mobile telephone number, e-mail address, and fax number of the author or publisher.
 - Evidence of registration or incorporation, including the publisher's TIN (Taxpayer Identification Number).

- Proof of language editing by a professional editor, along with proof of content or substantive editing of the manuscript.
- All accompanying documents must be securely packaged and properly addressed to ensure safe delivery.

Evaluation Fee:

- Manuscripts are received and evaluated at a shared cost between the Tanzania Institute of Education (TIE) and the authors or publishers. The TIE contributes **95.53%** while the publisher/author its only **4.47%**.
- The evaluation fee is non-refundable and may be reviewed periodically as necessary.
- The rates of evaluation fees depend on the educational level the manuscript is intended for, and whether it is a Science or Arts manuscripts.
- The Council must approve the rates of evaluation fees before they are applied, and these approved rates will be disseminated to the general public through various media channels, including the TIE Website, newsletters, newspapers, radio, and television.

5.2 Evaluation and Review Process

- Once a manuscript is submitted, it undergoes a preliminary review by the TIE to ensure all submission requirements are met, including payment of fees, and that the manuscript is eligible for evaluation.
- The manuscript is then assigned to a panel of qualified evaluators with expertise in the subject area, educational level, and curriculum alignment.
- Evaluators conduct a thorough assessment of the manuscript, applying the established evaluation criteria such as relevance to curriculum objectives, content quality, language and readability, and cultural sensitivity.
- The review process is structured in multiple stages, each focusing on different aspects of the manuscript, including content accuracy, instructional design, and visual quality.
- Evaluators provide detailed feedback, highlighting the manuscript's strengths and identifying areas for revision or improvement.

- The evaluation process is conducted within a specified timeframe to ensure efficiency and timely decision-making.
- Upon completion, the evaluators compile a comprehensive review report, which is submitted to the TIE for the final approval decision.

5.3 Decision-Making Criteria

- The final approval decision is based on the comprehensive review report from the evaluators, considering the manuscript's alignment with curriculum objectives, content quality, educational value, and adherence to ethical standards.
- The TIE will assess whether the manuscript meets all established standards and guidelines, including language appropriateness, cultural sensitivity, and ethical compliance.
- Manuscripts that receive positive evaluations and meet all criteria will be approved for use in schools and teachers' colleges, with official approval granted by the TIE.
- Manuscripts requiring minor revisions will be granted conditional approval, with specific recommendations for changes that must be made before final approval.
- Manuscripts that fail to meet the necessary standards, or that have significant content, quality, or ethical issues, will be rejected, with a detailed explanation provided to the author or publisher.
- The decision-making process will be transparent, with clear documentation of the reasons for approval, conditional approval, or rejection.

Categories of Recommendations:

- **Approval without conditions:** Average Score: 100%
- **Approval with minor corrections:** Average Score: 85% - 99%
- **Approval with major corrections:** Average Score: 71% - 84%
- **Rejection:** Average Score: 70% and below

Note: Manuscripts in categories 2, 3, and 4 will be returned to the author with appropriate explanations.

5.4 Resubmission of Corrected Manuscripts

Conditions for Resubmission of Manuscripts Approved with Minor or Major Corrections or Without Conditions:

- The author must make corrections to identified weaknesses and resubmit the manuscript to the Director General via the Quality Assurance Unit (QAU).
- The Director General will send the corrected manuscript to TIE's Academic Affairs Committee.
- Resubmission must occur within two weeks for minor corrections and within one month for major corrections from the date of dispatching the manuscript to the author or publisher.
- Failure to resubmit within ninety (90) days will result in the manuscript being treated as a new case, requiring the normal submission procedures.
- TIE should re-evaluate the resubmitted manuscript within ninety (90) days.
- If the manuscript is not approved after the first resubmission, the author or publisher must pay an evaluation fee for subsequent re-evaluation.

Conditions for Resubmission of Rejected Manuscripts:

- The author may revise a rejected manuscript and resubmit it to the Director General for onward transmission to the Secretariat and the appropriate Subject Manuscript Evaluation Panel for further action.
- The manuscript will be treated as a new case and must follow the normal submission requirements.

5.5 Validation by the Council

- The recommendations of the Subject Manuscript Evaluation Panel will be tabled before the Academic Affairs Committee of the Council for consideration.
- The Academic Affairs Committee may fully accept the recommendation or propose improvements. Alternatively, the Committee may reject the manuscript. The Academic Affairs Committee shall submit a report on the approved manuscript to the Council.

- The Council will consider and approve the recommendations of the Academic Affairs Committee and forward them to the Commissioner for Education Panel, Ministry of Education, Science and Technology, with or without improvements, for approval.

5.6 Certification of Approval

- The Commissioner for Education will consider recommendations by the Council of TIE and, if satisfied, may approve the manuscripts with or without variations as deemed fit.
- All approved manuscripts will bear a certificate of approval. The Certificate will:
 - Be scanned and inserted on the first page of the preliminary part of the book.
 - Be in black and white or in full color, as the author may wish.
 - Indicate the certificate number, title, author, Publisher/copyright holder, International Standard Book Number, date of approval, type of book, and level.
 - Bear the official signature of the Commissioner for Education.

5.7 Room for Appeal

Appeals to the Director General:

- If an author or publisher is aggrieved by the decision of a Subject Evaluation Panel, they may appeal to The Director General. Upon receipt of the appeal, the Director General will appoint an independent panel to re-evaluate the manuscript.
- The independent panel will re-evaluate the manuscript, write a report with recommendations, and submit it to the Director General within thirty (30) days.
- Conditions for appeal:
 - The appellant must clearly state the grounds for the appeal.
 - The appeal must be submitted within fourteen (14) days from the date of notification.

- The Director General will decide on the appeal within thirty (30) days.
- The decision of the Director General will be final and binding.

Appeals to the Commissioner for Education:

- If a manuscript is rejected at the Council or Ministerial level, the author or publisher may appeal to the Commissioner for Education. Upon receipt of the appeal, the Commissioner will appoint an independent body of not more than three (3) experts in the book industry to form an Appeals Board.
- The Appeals Board will evaluate the manuscript in question, write a report with recommendations, and submit it to the Commissioner for a decision on the appeal.
- Conditions for appeal:
 - The appellant must clearly state the grounds for the appeal.
 - The appeal must be submitted within thirty (30) days from the date of notification.
 - The Commissioner will decide on the appeal within sixty (60) days.
 - The decision of the Commissioner will be final and binding.

Submission of Copies of the Final Approved Manuscript:

- The author or publisher must submit to TIE two (2) copies of each approved manuscript bearing a printed Certificate issued by the Commissioner for Education for record-keeping.

5.8 Transparency and Confidentiality

- To build trust and cooperation among stakeholders in the book development industry, the roles and responsibilities of authorities involved in book manuscript evaluation shall be conducted in a transparent manner.
- However, certain information, such as names of authors, minutes of

organs involved in the manuscript evaluation process, and code of manuscripts used during evaluation, shall be treated as confidential for ethical reasons.

Institutional Roles in the Writing and Approval Process for Supplementary and Reference Books

The following outlines the roles and responsibilities of various institutions and stakeholders in ensuring an effective and efficient approval process for these educational materials:

6.1 Director General of Tanzania Institute of Education (TIE)

The Director General of TIE plays a critical role in overseeing the entire process of manuscript submission, evaluation, and approval. The specific roles include:

- **Appointment of Secretariat:** Appointing the Manuscript Evaluation Secretariat (MES) responsible for managing the submission and evaluation processes.
- **Appointment of Subject Manuscript Evaluation Panels (SMEP):** Appointing a panel of experts with exceptional expertise in the subject area relevant to the manuscript. The panel is specific to a particular book or set of books, and no standing panel will be appointed for a fixed tenure to ensure flexibility and subject relevance.
- **Orientation of Panel Members:** Ensuring that SMEP members are oriented on their roles and responsibilities to maintain consistency and efficiency in the evaluation process.
- **Submission to Academic Affairs Committee:** Submitting evaluated manuscripts from the Subject Manuscript Evaluation Panels to the Academic Affairs Committee of the TIE Council for further action and validation.
- **Handling Appeals:** Receiving and addressing appeals from authors or publishers, and forming ad hoc committees to deliberate on these appeals if necessary.

6.2 Manuscript Evaluation Secretariat (MES)

The Manuscript Evaluation Secretariat (MES) is responsible for managing the operational aspects of the manuscript evaluation process. Comprising five to ten members appointed from among the academic staff at TIE, MES ensures the smooth flow of the evaluation process. The head of the Quality Assurance Unit (HQAU) serves as the chairperson. The roles of MES include:

- **Receiving and Recording Manuscripts:** Receiving camera-ready manuscripts from authors or publishers, ensuring proper documentation and tracking.
- **Initial Review:** Conducting a preliminary review to ensure that manuscripts meet the criteria for classification as supplementary or reference books and adhere to the required specifications. Manuscripts that fail to meet these standards may be rejected at this stage.
- **Acknowledgement and Feedback:** Acknowledging receipt of manuscripts and providing written feedback to the authors or publishers.
- **Anonymity and Coding:** Coding manuscripts to anonymize them before forwarding them to the SMEP, ensuring unbiased evaluation.
- **Dispatching and Receiving Manuscripts:** Dispatching manuscripts to the relevant SMEP for evaluation and receiving evaluated manuscripts with their accompanying reports.
- **Compiling Reports:** Compiling the evaluation reports from SMEP and submitting them to the Director General for further action.
- **Scheduling Meetings:** Organizing and scheduling meetings for the Subject Manuscript Evaluation Panels.

6.3 Subject Manuscript Evaluation Panels (SMEP)

The Subject Manuscript Evaluation Panels (SMEP) are composed of experts selected to evaluate specific manuscripts. The members of each SMEP are appointed by the Director General of TIE and include:

- **Chairperson:** A subject expert from a recognized university with deep expertise in the subject area relevant to the manuscript.
- **Subject Specialist Teachers:** Experienced, actively practicing teachers, with at least one specialist in Special Needs Education if applicable.

- **Subject Specialist Tutors:** Nominated by TIE, these specialists are drawn from Teacher Education Colleges or Universities.
- **National Examinations Council of Tanzania (NECTA):** A subject specialist from NECTA who ensures the alignment of the manuscript with competence based national assessment standards.
- **Curriculum Development Specialist:** A curriculum developer knowledgeable about the curriculum for which the manuscript is intended.
- **Additional Members:** If necessary, teachers, tutors, or other key stakeholders with expertise in the relevant subject or discipline may be co-opted into the panel.

The responsibilities of SMEP include:

- **Manuscript Evaluation:** Evaluating the manuscript based on the criteria outlined in the guidelines, using the Manuscript Evaluation Form. Each panel member must sign a Personal Covenant Form to affirm their commitment to impartiality and thoroughness.
- **Writing Evaluation Reports:** Preparing a comprehensive evaluation report for each manuscript with specific recommendations. The recommendations fall under the categories of approval without conditions, approval with minor corrections, approval with major corrections, or rejection.
- **Submission of Reports:** Submitting the completed evaluation reports to the MES for further processing.

6.4 Evaluators

Evaluators play a crucial role in ensuring that each manuscript meets the high standards expected for supplementary or reference books. Their responsibilities include:

- **Fair and Objective Evaluation:** Conducting an impartial, objective, and thorough review of each manuscript submitted for evaluation.
- **Adherence to Evaluation Criteria:** Ensuring that their evaluations align with the criteria and guidelines established by TIE, maintaining consistency and accuracy in their assessments.

- **Confidentiality and Conflict of Interest:** Maintaining confidentiality throughout the review process and avoiding conflicts of interest to ensure unbiased evaluations.
- **Constructive Feedback:** Providing detailed and constructive feedback to authors, with specific recommendations for improvement where necessary.
- **Timely Completion:** Completing their assessments within the designated timeframe to ensure that the manuscript approval process proceeds on schedule.

Review and Revision of Guidelines

7.1 Periodic Review Process

- The guidelines for writing and evaluating supplementary and reference books shall undergo a formal review process periodically, typically every three to five years, or as necessitated by changes in educational policy, curriculum updates, or emerging educational trends.
- The periodic review process will be initiated by the Tanzania Institute of Education (TIE) or the designated regulatory authority, who will form a review committee comprising subject matter experts, curriculum developers, educators, and other relevant stakeholders.
- The review process should assess the effectiveness of the existing guidelines, considering their application in previous evaluations and the outcomes achieved.
- Any identified gaps, challenges, or areas for improvement in the guidelines should be documented and addressed during the review process.
- The review committee will produce a report detailing their findings and recommendations for any revisions or updates to the guidelines.

7.2 Feedback Mechanisms

- Continuous feedback mechanisms shall be established to gather input from stakeholders, including authors, publishers, evaluators, educators, and students, regarding the effectiveness and clarity of the guidelines.

- Feedback may be collected through surveys, focus group discussions, interviews, or other appropriate methods, ensuring that a diverse range of perspectives is considered.
- The feedback mechanisms should be accessible and open year-round, allowing stakeholders to provide input at any time rather than only during formal review periods.
- The collected feedback should be systematically analyzed and used to inform the periodic review process, ensuring that the guidelines remain relevant and responsive to the needs of the educational community.
- TIE or the designated regulatory authority should provide regular updates on how stakeholder feedback has been incorporated into guideline revisions, maintaining transparency and accountability.

7.3 Updating the Guidelines

- Based on the outcomes of the periodic review process and the analysis of stakeholder feedback, the guidelines shall be updated to reflect any necessary changes.
- Updates to the guidelines may include modifications to evaluation criteria, submission requirements, roles and responsibilities, or any other relevant sections to align with current educational standards and practices.
- Once revisions are made, the updated guidelines must be reviewed and approved by the appropriate educational authorities before being disseminated.
- The updated guidelines should be widely disseminated to all relevant stakeholders, including authors, publishers, evaluators, educators, and educational institutions, ensuring that they are aware of and understand the changes.
- TIE or the designated regulatory authority should provide training or informational sessions to support stakeholders in adapting to the updated guidelines, particularly if significant changes have been made.

Ethical and Legal Compliance

8.1 Copyright and Intellectual Property

- Authors and publishers must ensure that all content in supplementary and reference books adheres to copyright laws and respects intellectual property rights.
- Any third-party materials, including text, images, graphs, or data, must be used with appropriate permissions or licenses, and proper attribution must be given to the original sources.
- Publishers are responsible for verifying that all content included in the book has been lawfully acquired and that no copyright violations have occurred.
- The guidelines require that all published materials, both print and digital, display appropriate copyright notices, including the year of publication and the name of the copyright holder.
- Any infringement of copyright or intellectual property rights may result in the rejection of the manuscript and potential legal action.

8.2 Plagiarism and Originality

- All manuscripts submitted for evaluation must be original works of the author(s), free from plagiarism or any unauthorized use of other authors' works.
- Authors must ensure that all ideas, data, and text taken from other sources are properly cited, and that paraphrasing or summarization of another's work does not misrepresent the original meaning.
- Publishers must conduct thorough checks for plagiarism before submission, using reliable plagiarism detection tools to ensure the integrity of the manuscript.
- Plagiarism in any form, whether intentional or accidental, will result in the manuscript's rejection, and the author or publisher may be barred from future submissions.
- The guidelines mandate a commitment to originality, requiring that authors contribute new ideas, perspectives, or insights in their supplementary or reference books.

8.3 Adherence to National and International Standards

- Supplementary and reference books must comply with both national and international educational standards, ensuring that the content is relevant, accurate, and appropriate for the intended audience.
- The guidelines require that all books align with the National Curriculum Framework, Education and Training Policy, and other relevant national educational standards.
- Authors and publishers must also consider international standards, such as those set by UNESCO or other global educational bodies, particularly when addressing global issues or cross-border educational content.
- The guidelines emphasize the importance of cultural sensitivity, inclusivity, and ethical practices, in line with both national values and international norms.
- Non-compliance with these standards may result in the rejection of the manuscript and the requirement for substantial revisions before resubmission.

References

9.1 Cited Regulations and Policies

- The guidelines must include a comprehensive list of all relevant regulations, policies, and official documents that inform the standards and evaluation criteria.
- This section should reference key documents such as the National Curriculum Framework, the Education and Training Policy, and the Copyright Act of Tanzania.
- Any updates or changes to these regulations or policies should be promptly reflected in the guidelines, ensuring that all references are current and accurate.
- Authors, publishers, and evaluators should refer to these cited regulations and policies as authoritative sources when developing, submitting, or reviewing supplementary and reference books.

9.2 Additional Resources and Bibliography

- The guidelines should provide a bibliography of additional resources, including academic articles, books, and other materials that support the development and evaluation of high-quality educational content.
- This section may include references to best practices in instructional design, educational psychology, cultural sensitivity, and other relevant fields.
- Authors and publishers are encouraged to consult these additional resources to enhance the quality and effectiveness of their manuscripts.
- The bibliography should be regularly updated to include the latest research and developments in education, ensuring that stakeholders have access to the most current and relevant information.
- Where applicable, links to online resources, toolkits, and templates that support the implementation of the guidelines should be provided, enhancing their practical utility for users.

Endorsement and Review of the Guidelines

10.1 Endorsement of the Guidelines

These Revised Guidelines for Writing and Evaluating Supplementary and Reference Books have been officially endorsed by the Chairperson of the Board of the Tanzania Institute of Education (TIE) and approved by TIE Council. This endorsement makes the guidelines legally binding and authoritative, providing a clear framework for the writing, evaluation, and approval of supplementary and reference books for use in pre-primary, primary, secondary, and teacher education in Tanzania.

Compliance with these guidelines is mandatory for all authors, publishers, and relevant stakeholders. Any violation of the provisions within the guidelines will be treated as a breach of a legally sanctioned document and will result in legal penalties as per the laws of the education system in Tanzania.

10.2 Review of the Guidelines

The Revised Guidelines for Supplementary and Reference Books shall be reviewed every regularly to ensure they remain aligned with evolving educational needs, curriculum changes, and advances in educational technology. This regular review ensures the guidelines are up-to-date and effective in guiding the writing and evaluation process.

Procedures for Development and Amendment of the Guidelines

1. The Director General of TIE shall prepare the initial draft of any new guidelines or proposed amendments.
2. The draft will then be submitted to the Academic Affairs Committee of the Council for scrutiny, improvement, and further transmission to the Council for review.
3. The Chairperson of the Academic Affairs Committee will present the draft to the Council, which may either accept the draft as is or make necessary improvements before forwarding it to the Commissioner for Education for final approval.
4. Upon receiving the draft, the Commissioner for Education will review it and approve the guidelines or amendments, with or without alterations.

10.3 Effective Date

The guidelines, including any amendments, shall become effective upon approval by the Chairperson of the Council. The implementation date will be set once the guide is officially endorsed, ensuring that all stakeholders are informed of the changes in a timely manner.

Appendices

Appendix 1.1: Checklist for Authors

Sn	Checklist Item	Details/Guidelines	Completed
1	Content Development		
1.1	Does the manuscript align with the national curriculum objectives?	Ensure that the content supports the learning outcomes and competencies outlined in the curriculum.	[]
1.2	Is the content accurate, up-to-date, and relevant to the target audience?	Verify that all information is factual, current, and appropriate for the educational level.	[]
1.3	Has the manuscript been professionally edited for language and content?	Ensure that the manuscript has undergone thorough editing by a qualified professional to correct any language or content issues.	[]
2	Submission Requirements		
2.1	Have six (6) Coloured Spiral Bind (CBS) Copies been prepared, with five (5) anonymized copies?	Ensure that all copies are correctly prepared and anonymized according to the submission guidelines.	[]
2.2	Is the submission letter complete with the subject, target level, and contact details?	Include all required information in the submission letter, ensuring clarity and accuracy.	[]
2.3	Is proof of payment for evaluation fees included?	Verify that the payment has been made and attach proof of payment with the submission.	[]

Sn	Checklist Item	Details/Guidelines	Completed
2.4	Have you provided a letter of submission with full physical and postal address, mobile telephone number, e-mail address, and fax?	Ensure that the submission letter includes all necessary contact information for effective communication.	[]
2.5	Is evidence of registration or incorporation, including the publisher's TIN, provided?	Attach the necessary legal documents to prove the registration or incorporation of the publisher, including the TIN.	[]
2.6	Have you included proof of language editing by a professional editor?	Provide documentation that the manuscript has been reviewed and edited by a qualified language editor.	[]
2.7	Have you included proof of content/substantive editing by a professional editor?	Ensure that the manuscript has been substantively edited to align with content standards and educational goals.	[]
2.8	Are all accompanying documents securely packaged and properly addressed?	Verify that all documents are securely packaged to avoid damage and are addressed correctly to the relevant authorities.	[]
3	Ethical and Legal Compliance		
3.1	Is the manuscript free from plagiarism, with all sources properly cited?	Ensure that the content is original, and any external sources are cited according to proper academic standards.	[]

Sn	Checklist Item	Details/Guidelines	Completed
3.2	Have all third-party materials been used with appropriate permissions?	Verify that any third-party content included in the manuscript is used legally and with proper attribution.	[]
4	Cultural and Gender Sensitivity		
4.1	Does the content promote inclusivity and avoid stereotypes?	Ensure that the manuscript reflects diverse perspectives and does not reinforce negative stereotypes.	[]
4.2	Are all visual elements culturally appropriate?	Verify that images, illustrations, and other visual aids are sensitive to cultural norms and inclusive of all groups.	[]

Appendix 1.2: Checklist for MES (QAU)

Sn	Checklist Item	Details/Guidelines	Completed
1	Initial Review (Pre-evaluation)		
1.1	Does the manuscript meet the basic submission requirements?	Check that all submission requirements, including the number of copies, anonymization, and supporting documents, have been met. For example, a submission letter, receipt of the payment fees, license of the publishing firm, TIN, certificate of language editor, etc.	[]

Sn	Checklist Item	Details/Guidelines	Completed
1.2	Does the manuscript cover page correlate with the title page?	<p>Check the title of the manuscript on the cover page and compare it with that on the title page.</p> <p>Check the existence of the author's name and the publisher's logo or name.</p> <p>Check whether the class level of the manuscript is specified for the supplementary book.</p>	[]
1.3	Does the copyright page meet the specific requirement?	<p>Check whether the copyright page indicates the publisher's name, and address (postal, email, and phone numbers).</p> <p>Is ISBN indicated on the copyright page, and can it be compared with that in the barcode on the back cover?</p> <p>Is the year of publication indicated, and illustrators where possible?</p> <p>Is the copyright specified?</p>	[]
1.4	Is the manuscript numbering and table of contents relevant	<p>Check the accuracy of the table contents</p> <p>Check the numbering of the page</p>	[]
1.5	Is the manuscript appropriate for the intended educational level?	Evaluate whether the content, language, and illustrations are suitable for the target age group and educational level	[]

Sn	Checklist Item	Details/Guidelines	Completed
2	Content Evaluation		
2.1	Does the content align with curriculum objectives?	Assess whether the book's content supports the curriculum's learning objectives and covers the required topics comprehensively.	[]
2.2	Is the information accurate and supported by credible sources?	Verify the accuracy of the content and check that all information is based on reliable and up-to-date sources.	[]
3	Language and Readability		
3.1	Is the language clear, concise, and appropriate for the target audience?	Ensure that the text is easy to read and understand, with language that is suitable for the intended readers.	[]
3.2	Are there any grammatical or typographical errors?	Check for and note any language errors that could detract from the quality and clarity of the manuscript.	[]
4	Visual and Illustrative Quality		
4.1	Are the illustrations and visual aids clear and relevant?	Assess whether the visual elements complement the text and help to enhance students' understanding of the material.	[]
4.2	Do the visuals enhance the educational value of the content?	Consider whether the visuals are not only clear and relevant but also contribute positively to the educational goals of the book.	[]

Sn	Checklist Item	Details/Guidelines	Completed
5	Final Assessment		
5.1	Has all feedback been documented and communicated clearly?	Ensure that the feedback is thorough, constructive, and clearly communicated to the authors or publishers.	[]
5.2	Is the final recommendation justified based on the evaluation criteria?	Verify that the final decision (Approve, Conditionally Approve, or Reject) is well-supported by the evaluation findings and documented evidence.	[]

Appendix 1.3 *MANUSCRIPT SUBMISSION FORM (MSF)*

(To be completed by the Author/Publisher)

Tanzania Institute of Education (TIE)



Name of Author:

Name of Publisher:

Place of Publication:

Manuscript Title:

ISBN:

Number of Pages:

Proof of Payment of Evaluation Fee:

Control Number:

Receipt Number:

Amount Paid:

FOR PRE-PRIMARY AND PRIMARY (STANDARD I & II)

INTENDED USE OF THE BOOK	Level	Competence	Class

FOR STANDARD III-VII, SECONDARY AND TEACHERS' COLLEGES

INTENDED USE OF THE BOOK	Level	Subject	Class

CHECKLIST FOR SUBMISSION REQUIREMENTS

Put a tick if available or (X) if not available or (NA) where inapplicable

S/N	Requirement	Available	Not Available
(i)	Submission letter		
(ii)	Evidence of Payment of Evaluation Fee		
(iii)	Publisher's Certificate of Registration		
(iv)	Publisher's TIN Number		
(v)	Language Certification		
(vi)	06 Colored Spiral Bind (CSB) Copies. Five (05) anonymized copies (without publisher/writer's identity) except one copy retained for office use.		

DECLARED TECHNICAL SPECIFICATIONS

S/N	Description	Specification
(i)	Type size	
(iii)	Type face	
(iv)	Illustrations (one colour/two colours/full colour	

Signature:

Date:

FOR OFFICIAL USE ONLY

Received by:

Assigned Evaluation Code No.:

Signature:

Date:

Appendix 1.4 *MANUSCRIPT EVALUATION FORM (MEF)*

[To be completed by Manuscript Evaluator(s)]

TANZANIA INSTITUTE OF EDUCATION (TIE)

For a manuscript to be accepted as a supplementary/reference book, its score must be 71% and above. This means that the manuscript must pass all mandatory sections of the various aspects of content namely: accuracy, pedagogical quality, language, illustrations, assessment, presentation, gender sensitivity and promotion of positive socio-cultural values of Tanzania.

A: GENERAL INFORMATION

(To be filled in by Manuscript Evaluator)

Book Title:

ISBN:

Manuscript Code No.:

Education Level:

Subject/Competence:

Class:

Year of Writing the Manuscript:

Number of Pages:

Date of Evaluation:

B: MANUSCRIPT EVALUATION

Each supplementary/reference book will be evaluated against the criteria listed below. The maximum points are indicated next to each item. The points awarded should be written in the appropriate column. Panel members must discuss all criteria and the points awarded shall be filled in with the chairperson.

Content Quality Standards (35%)

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
1.	Adequate content in terms of selected main and specific competencies in the syllabus	05		
2.	Relevant to the learners' experiences (prior knowledge)	03		
3.	Responsive to learner's interests	03		
4.	Well organised and coherently presented in terms of facts and concepts (For instance, from simple to complex, known to unknown, concrete to abstract)	03		
5.	Sufficiently deep and broad in relation to the level of the learners (For instance, adherence to action verbs in the specific) competencies	03		
6.	Correct in terms of facts and concepts	04		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
7.	Responsive inclusive learning	03		
8.	In conformity with the socio-cultural values of Tanzania	04		
9.	Embedded with any 21st century skills	02		
10.	Current and reliable	02		
11.	Reflective on the three learning domains (Cognitive, Psychomotor and Affective)	03		
	Total	35		

(2) Pedagogical Quality Standards (20%)

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
1.	In conformity with the selected competencies in the syllabus	03		
2.	Suitable to learners' use	02		
3.	Relevant to the learner's age, learning needs and interests	03		
4.	Linked to learner's prior knowledge	01		
6.	Learner-centred and participatory	03		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
7.	Adequate and relevant in terms of examples used	03		
8.	In conformity with socio-cultural values of Tanzania	03		
9.	Gender inclusive	02		
	Total	20		

(3) Language (15%)

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
1.	Appropriate to the age and level of the learner	02		
2.	Standard and grammatically correct	02		
3.	Clear in terms of sentences, phrases and paragraphs	01		
4.	In conformity with the socio-cultural values of Tanzania	02		
5.	Appropriate in terms of length and complexity of sentences	01		
6.	Properly used in introducing new concepts and ideas.	01		
7.	Gender inclusive	01		
8.	Correct in terms of vocabulary, typography, and spelling	01		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
9.	Cohesion and coherence of sentences and paragraphs	01		
10.	Appropriate use of punctuation	01		
11.	Religious sensitivity in both text and illustrations	01		
12.	Word choice considers learners with disability	01		
	Total	15		

(4) Illustrations (10%)

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
1.	Clear and accurate	01		
2.	Relevant to the text (correctly positioned in relation to the corresponding text)	02		
3.	Varied and adequate in terms of requirements indicated in the text	01		
4.	Appropriate for learners in terms of enjoyment and guidance towards the intended goal	01		
5.	Effective and proper in the use of colours	01		
6.	Appropriately captioned, numbered and labelled	01		
7.	In conformity with the socio-cultural values of Tanzania	01		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
8.	Gender inclusive	02		
	Total	10		

(5) Assessment (15%)

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
1.	Relevant to the specific competencies covered	03		
2.	Adequate learning tasks	03		
3.	Appropriate to the age and level of the learner	02		
4.	Sufficiently focused on addressing the three learning domains	02		
5.	Logically organised in terms of flow of items	01		
6.	Based on varieties of assessment items	02		
7.	Clear in terms of instructions, question items and correctness of answers	02		
	Total	15		

(6) Presentation and Design (5%)

Presentation and design consist of:

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
1.	Page layout appropriate	02		
2.	Appropriate use of print size, boldness and typefaces across the text	02		
3.	Appropriate use of margins	01		
	Total	05		

C: SUMMARY OF SCORES

(To be filled in by the chairperson on behalf of the panel members)

ITEMS	(1)	(2)	(3)	(4)	(5)	(6)	TOTAL MARKS
MAXIMUM MARKS	35%	20%	15%	10%	15%	5%	100%
AWARDED MARKS							

Name of Chairperson of the Evaluation Panel:

.....

Signature:

Date:

Summary of Major Weaknesses:

.....

.....

.....

Coded Name (Three initial letters of Evaluator's Name)	Signature
01	
02	
03	
04	
05	
06	
07	

Date

D. OVERALL ASSESSMENT

(To be filled in by the chairperson on behalf of the panel members)

Having carefully examined this manuscript according to the evaluation indicated under Part C above, the Evaluation Panel recommends to the TIE Academic Affairs Committee the following (pick only one option and endorse accordingly).

OPTION A (100%) Approval without conditions	OPTION B (85 to 99%) Approved with minor corrections	OPTION C (71 to 84%) Approved with major corrections	OPTION D (70% and below) Rejected
<p>This supplementary/reference book is recommended for approval without conditions in..... subject/ competence for pre-primary/ primary class/secondary form...../ teachers' college; as a supplementary/reference book</p> <p>A Chairperson's name in full</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>This supplementary/reference book is recommended for approval with minor corrections in subject/ competence for pre-primary/ primary class/secondary form...../ teachers' college; as a supplementary/reference book</p> <p>A Chairperson's name in full:</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>This supplementary/reference book is recommended for approval with major corrections for in..... subject/ competence for pre-primary/ primary class/secondary form...../ teachers' college; as a supplementary/reference book</p> <p>A Chairperson's name in full -</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>This supplementary/reference book is not recommended for approval</p> <p>A Chairperson's name in full:</p> <p>.....</p> <p>.....</p> <p>.....</p>

OPTION A (100%) Approval without conditions	OPTION B (85 to 99%) Approved with minor corrections	OPTION C (71 to 84%) Approved with major corrections	OPTION D (70% and below) Rejected
Signature: 	Signature: 	Signature: 	Signature:
Date: 	Date: 	Date: 	Date:
	Other observations, if any.	Other observations, if any.	Other observations, if any.