

Annex M. Data for Education Research and Programming (DERP) in Africa Reading Materials Survey Instrument

How to use or adapt this survey instrument

This instrument was originally developed for the *Survey of Children's Reading Materials in African Languages in 11 Countries* (henceforth referred to as the Reading Materials Survey) under Data for Education Research and Programming (DERP) in Africa, Task Order 19 of the Education Data for Decision Making (EdData II). The DERP Reading Materials Survey collected and analyzed information about multiple aspects of the existing supply of early grade reading materials in African languages in 11 countries in sub-Saharan Africa. The instrument was used to collect information about each individual title in the sample. The instrument is available in English and French. A digital version of the instrument was built in Tangerine[®],¹ a software application for collecting survey data that has an open-source code. Data collection was conducted on tablets.

Organizations and individuals who are interested in studying the availability of early reading materials in a particular market, country, or region are free to use, translate, abbreviate, or otherwise modify this instrument for data collection. The organizations and individuals may decide how to store and analyze data, but they have the option of collecting data digitally by using Tangerine or another software package of their choice.

To have access to the instrument on Tangerine, interested parties should fill out the contact form.² Users who would like to host Tangerine on their own server will be provided the instrument file for integration. Tangerine is free of charge for a low level of usage (2,000 results per year.) Beyond that level, users will be charged a subscription fee to cover the costs of Web hosting and maintenance.

Interested parties may also use the Tangerine code for this survey instrument at no cost, host it on their own Web server, and pay for their own Web host directly.

Finally, interested parties may use this Word document to build a version on another data collection software package.

¹ More information about Tangerine is available at <http://www.rti.org/page.cfm?obj=4AC4ED57-5056-B100-31BB4AE8FC3AAD07>

² The contact form is available at <http://www.tangerinecentral.org/contact>

DERP Reading Materials Survey with Guidelines for Data Collectors (English Version)

For all data entries, Tangerine will automatically record your user name when you log in. It is important to use your own user name each time you log in.

Note: Tangerine cannot combine fill-in-the-blank answer options with check-the-box answer options in the same question item. In these cases, instructions will be given to enter “888” (numbers only, no quotation marks) for “Unknown” as a shortcut to writing out the word.

Preliminary Information

1. Unique Book Identification

Tangerine will automatically generate a unique six-letter identification (ID) code for each book title. You do not have to do anything except tap “Generate,” make note of the code generated, and then tap “Next.”

Copy the code generated to a small piece of paper. When you finish the survey, you will take photographs of the books with the Unique Book ID code visible next to it. Currently, it is not possible to attach the photo file directly to the entry in Tangerine, so the photo files must be submitted separately. All of the photo files will eventually need to be renamed and saved with the Unique Book ID code. (Note: If the photographs are taken with the tablet camera, then this may not be possible until the photo files are transferred to a computer, but the code in the photo will help you match the file to the correct book entry.) For soft copies, you will submit the entire file (with permission) or will take screen shots of the relevant pages (see the end of the survey), renaming them with the corresponding Unique Book ID code.

2. Country

Choose your country location from the list. This is the country that you have been assigned to inventory, regardless of the origin of the book itself.

- Democratic Republic of the Congo (DRC),** **Ethiopia,** **Kenya,** **Malawi,**
- Mali,** **Mozambique,** **Nigeria,** **Senegal,** **Tanzania,** **Uganda,** **Zambia,**
- Other (Please specify: _____)**

3. Book Location: Where did you find this book? (Choose all that apply.)

For the book “was provided to me by...” options, you should include digital and hard-copy transmissions, regardless of the physical location of either the provider or the recipient.

- The book was provided to me by the publisher (or funder or sponsoring organization).**
- The book was provided to me by a government official or public school personnel.**
- The book was provided to me by private school personnel.**
- The book was found in the market (i.e., at a bookstore, shop, open air stand, or other distributor not directly affiliated with the publisher or government).**

- The book was provided to me by a secular non-governmental organization (NGO) or community organization not directly affiliated with the publisher or government.
- The book was provided to me by a faith-based NGO or religious organization (e.g., church) not directly affiliated with the publisher or government.
- The book was found in a library.
- The book was found in an individual’s private collection.
- The book was found on a Web site.
- Other (Please specify: _____)

General Information

4. Book Title: [title] or Unknown (“888”)

You should record the title as it appears on the outside cover of the book.

If the title is in Latin script (also called Roman script), but uses special characters or diacritics that are not available in the tablet keyboard, then you should enter the closest Latin-character equivalent, or the character without diacritics. It is important to note that the tablet keyboards are equipped with the most common diacritics; you should tap and hold the character button to view the options.

For non-Latin-based scripts, the title is sometimes written in Latin script on the inside cover or in the front matter of the book (e.g., the inside cover, title page, copyright page, acknowledgements, dedication, and preface, if any). Alternatively, if you know how the title is pronounced, then you can transliterate it (approximately) from its native script into Latin-based script. If neither is possible, then you should enter “888” (numbers only, no quotation marks) for “Unknown,” but you should make note of the Unique Book ID code that you generated on the previous screen (use the “Back” button if necessary) so that you can easily match it to the photographs of the book that you will take at the end of the survey.

Note: You should employ these same strategies for all other fields (e.g., author’s name, publisher’s name, illustrator’s name) when the same issues apply.

5. Author(s): [name] or Unknown (“888”)

You should record up to three names who are listed as author(s) or writer(s) on the cover or inside cover. You should record the names as they appear, in the order in which they appear, separated by commas. If more than three names are listed as author on the cover, you should record the first three, and then add “and Others” at the end. If a particular person is not named, then you should record the responsible and/or sponsoring organization, if known. For anthologies (collections of pieces written by many different authors), if the names of editors are listed on the cover, then you should record those names; otherwise, you should record the authors listed on the first three pieces in the anthology and add “and Others.” If the author is listed as “Anonymous,” then you should record “Anonymous.” If the book does not list the names of an author or writer, the responsible and/or sponsoring organization, or an editor, then you should enter “888” for “Unknown.”

6a. Year of Publication: [four-digit number] or Unknown (“888”)

You should record the four-digit year of publication (e.g., 1997). If there have been multiple editions of the book, then you should only record the most recent date. If a publication date is not noted, then you should enter “888” for “Unknown.”

6b. For Ethiopia Only: This year of publication is according to the

- Ethiopian calendar
- Gregorian calendar
- Unknown

Publisher

7. Publisher/Sponsoring Organization(s): [name] or Unknown (“888”) (If “Unknown,” skip Question 8.)

You should record the name of the publisher as listed on the cover or in the front matter of the book. If a publisher’s name is not listed, but a responsible and/or sponsoring organization is identified (either by name or by logo), then you should record the organization’s name, up to three, in the order in which they appear, following the similar instructions for multiple authors. If a publisher’s name is not listed, but more than three responsible and/or sponsoring organizations are identified, then you should list the first three names in the order in which they appear and add “and Others,” following the similar instructions for multiple authors. (It is important to note that the publisher and the responsible and/or sponsoring organization may be one and the same.) If the name of a publisher or responsible or sponsoring organization is not identified, then you should enter “888” for “Unknown.”

8a. Publisher/Sponsoring Organization Category: (Choose all that apply.)

You may select more than one option for the publisher/sponsoring organization category, if this information is known. For example, for a joint initiative of the Ministry of Education and the U.S. Agency for International Development (USAID), you would check the first two options. For SIL International, you would check both “Private—Not for Profit/NGO” and “Faith-Based Organization.” A private university may also be both “Academic” and “Private—Not for Profit/NGO.” When in doubt, you should not guess; instead, you should attempt to find out this information for sure (e.g., ask the publisher, research the information online).

Domestic Government Entity

(Examples of this type of entity include the local federal government, the Ministry of Education, the Basic Education Board or equivalent, or any other recognized branch of the country’s government at any level [e.g., federal, state, local]).

Bi- or Multi-lateral Cooperation Agreement

(These types of agreements are joint initiatives between government-sponsored organizations of two or more nations. If the book was published under one of these agreements, then there will probably be a logo or acknowledgement of such.)

8b. If “Bi- or Multi-lateral Cooperation Agreement,” please specify with whom. (Choose all that apply.)

- Agence Francaise de Développement (AFD)**
- Belgian Technical Cooperation (BTC)**

- Canadian Department of Foreign Affairs, Trade, and Development (formerly known as the Canadian International Development Agency [CIDA])**
- Department of Foreign Affairs and Trade (DFAT, formerly the Australian Agency for International Development [AusAID])**
- Department of International Development (DFID, formerly UKaid)**
- Japan International Cooperation Agency (JICA)**
- Swiss Agency for Development and Cooperation (SDC)**
- United Nations Educational, Scientific, and Cultural Organization (UNESCO)**
- United Nations Children’s Fund (UNICEF)**
- USAID**
- World Bank/Global Partnership for Education (GPE)**
- World Health Organization (WHO)**
- Other (Please specify: _____)**

Academic

(This category is usually a university or university-sponsored entity; possibly a secondary school.)

Private–Commercial

(Examples of this category include any for-profit publishing house or organization [e.g., Pearson, Scholastic].)

Private–Non-Commercial/Not-for-Profit /NGO

(Examples of this category include SIL International, Save the Children, Room to Read, and the African Storybook Project)].

Faith-Based Organization

(Examples of this category include any religiously affiliated organization [e.g., SIL International, World Relief, Watch Tower Society].)

Private–Self-published

(This category is used when a publisher or sponsoring organization was not involved [e.g., published by the author(s) with personal funds].)

Unknown

(This category is used when a no information is known and no reasonable guess can be made about the publisher, even after conducting research.)

You will make a separate inventory of the contact information of the publishers encountered, including as much of the following information as is known about each publisher: address and contact information, contact person, and Web site. When you finish entering all of the data for this item, you should remember to enter any known contact information for this publisher in the

separate “**Publisher/Provider Contact Information**” survey, if you have not already done so. You will only need to enter contact information for each publisher once.

9. International Standard Book Number (ISBN): [10–13 digit number] or None noted/Unknown (“888”)

You should record the ISBN if it is noted in the book. The ISBN can often be found on the back cover and/or on the copyright page (in the front matter). In addition, if a bar code was generated using the ISBN, then it will be found on the back cover of the book. The ISBN will be the number found above the bar code (see red arrow in the example below) and will clearly be labeled as such. The ISBN will not be the number underneath the bar code.



The ISBN will contain either 10 or 13 digits. If both the 10 and the 13 digit codes are listed, then you should record only the longer number (13 digits). You should only record the digits (no dashes). Not every book has an ISBN. If an ISBN is not noted in the book, then you should enter “888” for “Unknown.”

Medium

10. In which medium is the book available? (*Choose all that apply.*)

- Hard copy**
- Soft copy (digital)**

You should record the medium of the copy that they are reviewing. In addition, to the best of your knowledge (e.g., based on information from the Internet or provided directly to you from the publisher), if the title is also available in the other medium, then you should check it as well.

If the book is not available in hard copy, then skip Questions 11 and 15.

If the book is not available in soft copy, then skip Questions 12, 13, and 16.

11. If the book is available in hard copy, what are the dimensions?

- A5 (approximately 21 × 15 centimeters [cm])**
- A4 (approximately 30 × 21 cm)**
- A3 (approximately 42 × 30 cm)**
- Other—Length in centimeters: [length]
Width in centimeters: [width]**
- Unknown**

With the book closed, you should measure the sides to the closest centimeter. The length is the longer side. You may choose one of the options listed if the both dimensions (i.e.,

length and width) are within a centimeter of the dimensions given. Otherwise, you should choose “Other” and enter the dimensions, in whole numbers, rounding up or down to the closest centimeter. You should choose “Unknown” if you do not have a hard copy available for measuring.

12. If the book is available in soft copy, in which format is it provided? (*Choose all that apply.*)

- .pdf**
- .pub**
- .epub**
- .ppt(x)**
- .rtf/doc(x)**
- .htm/.html**
- .azw (Kindle)**
- .mobi or .prc (Mobi)**
- SIL Bloom**
- Other (Please specify: _____)**
- Unknown**

If the file is available in soft copy, the file extension reveals the type of format in which it is provided. (The previously mentioned options are all examples of file extension codes, except for “SIL Bloom.”). The file extension is often included as part of the file name (i.e., the last three or four letters after a period or full stop), and/or may be deduced by the software program used to open it (see examples below). If the file is part of an online collection, the Web site will often explicitly state the type of format(s) in which the files are available. You should be familiar with the most common file formats.

Some of the software programs used to open each file type are presented as follows (Note: Other programs may also work, but these are the most common):

- .pdf: Adobe Reader/Acrobat
- .pub: Microsoft Publisher
- .epub: Most eBook readers/apps (except Kindle)
- .ppt(x): Microsoft PowerPoint
- .rtf/.doc(x): Microsoft Word
- .htm/html: Web browsers (e.g., Internet Explorer, Firefox, Google Chrome, Safari)
- .azw: Kindle eBook reader/app
- .mobi or .prc: Mobipocket, Kindle, or many mobile phone ebook reader/apps

13a. If the book is available in soft copy, is a copy publically available for free online?

- Yes**
- No**
- Unknown**

13b. If yes, where?

Publisher's or Funder's Web site

EdData II Web site

USAID's Development Experience Clearinghouse

Other (Please specify: _____)

If it is available on the Publisher's Web site, be sure to include the Web site address in the Publisher Contact Details.

14. Draft vs. Final: Some materials may come to you in "draft" (non-finalized) form. To your knowledge, is this book in draft form?

Yes, it is still a draft.

No, it is finalized.

The copy may have the words "Draft" marked on it, or the publisher or person providing the copy to you may indicate that it is still in draft form. Some drafts may be very close to finalized, but they are just awaiting approval. If there is no indication either on the book itself or from the provider that it is a non-final draft version, then you may assume that it is a final version.

Price

Prices may vary according to location, quantity purchased, and the status of the buyer (e.g., discounts applied to specific groups), among others. You should enter the best estimation of the price of the copy you are reviewing if you were to purchase it new as a private individual.

The currency codes for Questions 15b and 16b are presented as follows:

CDF: Congolese Franc

CFA: West African CFA (for Mali and Senegal)

ETB: Ethiopian Birr

EUR: Euro

KES: Kenyan Shilling

MWK: Malawian Kwacha

MZN: Mozambican Metical

NGN: Nigerian Naira

TZS: Tanzanian Shilling

UGX: Ugandan Shilling

USD: United States Dollar

ZMK: Zambian Kwacha

15a. If the book is available in hard copy, how much does the hard copy cost? [price] or Unknown ("888")

If the book is free to the public, you should enter zero; otherwise, you should enter the price to the closest whole number. If the price is not known, then you should enter "888" for "Unknown."

15b. If the book is not free or "Unknown," in which currency is the price quoted in 15a?

- CDF, CFA, ETB, EUR, KES, MWK, MZN, NGN, TZS,
 UGX, USD, ZMK

16a. If the book is available in soft copy, how much does the soft copy cost? [price] or Unknown (“888”)

If the book is free to the public, you should enter zero; otherwise, you should enter the price to the closest whole number. If the price is not known, then you should enter “888” for “Unknown.”

16b. If the book is not free or “Unknown,” in which currency is the price quoted in 16a?

- CDF, CFA, ETB, EUR, KES, MWK, MZN, NGN, TZS,
 UGX, USD, ZMK

Pages and Illustrations

17. Number of Pages: [number]

You should record the page number from the last page. If the book is not numbered, then you should count the number of pages. Normally front matter (e.g., the inside cover, title page, copyright page, acknowledgements, dedication, and preface, if any) is excluded from the page count.

18. Illustrations: Is this book illustrated?

- Yes, all black and white or greyscale
 Yes, some black and white and some color
 Yes, all color
 No (*In this case, skip Questions 19 and 36 through 43.*)

For a book to be considered as illustrated, it must contain at least one illustration within the body of the book. If the only illustration is on the outside cover, inside cover, or front matter (e.g., title page), then you should check the box for “No.” Illustrations may be in the form of drawings, clip art, and/or photographs—basically any non-text image. You should not consider decorative borders to be illustrations.

19. If the book is illustrated, what is the name of the illustrator(s)?: [name] or Unknown (“888”)

You should follow the same guidelines for recording illustrators’ names as for authors (i.e., record up to three names who are listed as illustrators). You should record the names as they appear, in the order in which they appear, separated by commas. If more than three names are listed as illustrator, then you should record the first three and add “and Others” at the end. If an illustrator is not noted in any identifiable way, then you should enter “888” for “Unknown.”

Copyright

20. Is the book marked with a copyright symbol (©)? Yes or No/Not apparent

The copyright symbol, if any, is usually noted on the copyright page in the front matter of a book. (*If the copyright page is not marked with a copyright symbol, then skip Question 21.*)

21. If the book is marked with a copyright symbol, then who is the copyright owner (i.e., whose name is stated next to the symbol [©])? (Choose all that apply.)

- The publisher or sponsoring organization (i.e., at least one of the same organizations noted under Question 7)**
- The author (i.e., at least one of the same names noted under Question 5)**
- The illustrator (i.e., at least one of the same names noted under Question 19)**
- Other (i.e., either the name next to the copyright symbol does not match the publisher, the author, or the illustrator, or there is another name in addition to any of the above)**

22a. Is the book licensed under Creative Commons?

- Yes (If yes, then skip Question 23.)**
- No Creative Commons license is apparent/Unknown**

22b. If yes, which type?

- CC-BY**
- CC-BY-NC**
- CC-BY-SA**
- CC-BY-NC-SA**
- CC-BY-ND**
- CC-BY-NC-ND**

Creative Commons is a fairly recently developed license that gives copyright owners a structured way to retain copyright while still granting specific permissions for re-use of their work. If a book has been licensed under Creative Commons, it will be explicitly stated somewhere in the publication (usually on the copyright page and/or back cover), with or without the CC logo, such as shown in the following example, or simply with the letters: “CC-BY-NC-SA” (or any of the other options previously listed):



Examples of all six logos are presented on the Creative Commons Web page at <https://creativecommons.org/licenses>.

The statement and/or logo will contain one of the previously listed six options, sometimes followed by a number (e.g., 2.0, 3.0). If you see a Creative Commons logo or statement in a book, carefully match it to the correct option, ignoring any numbers at the end.

23. Other than Creative Commons, is there any explicit statement concerning permissions for re-use of this work?

- Yes, granting permission for non-commercial or non-profit purposes only**

- Yes, granting permission for commercial purposes (as well as non-commercial/non-profit), including, but not limited to, anything that explicitly refers to the work being in the “public domain”**
- Yes, granting other permission (Please specify: _____)**
- There is a statement “All rights reserved” (or equivalent wording)**
- No explicit statements concerning permissions are apparent**
- Unknown/unable to evaluate**

Sometimes copyright owners grant permission for others to use their books in various ways. In these cases, there should be an explicit statement such as “Permission is granted to use this work for non-commercial purposes” or something along those lines. (Any item that is permissible for commercial use will also be permissible for non-commercial use, but not vice versa.)

Some works are in the “public domain,” meaning that the copyright has either expired or the copyright owner has relinquished all of his or her rights. The laws for what is and what is not in the public domain vary by country. Often, such works will not explicitly be marked as “public domain”; however, if there is an explicit statement referring to the work as being in the “public domain,” then you should choose “Yes, for both commercial purposes (as well as non-commercial/non-profit).”

24. Optional comments on copyright issues, permissions, or restrictions: comments

This item is optional. You should use this space to note any relevant information or clarification about Questions 20 through 23; otherwise, you can leave it blank and tap “Next.”

Book Type

25. Is this title part of a series or a set of related works?

- Yes**
- No**
- Unknown**

Books with similar characteristics or subject matter may be formally identified as being part of a set or a series. A set or series can include a pupil textbook and workbook or teacher’s guide that go together, a collection of textbooks by the same publisher for different grade levels (e.g., “Let’s Learn! Grade 1,” “Let’s Learn! Grade 2), or a collection of decodable or leveled readers.

26. What type of book is this?

- Primer or reading “textbook” or related material** (*If so, then skip Questions 28, 29, and 32.*)
- Non-textbook/supplementary** (*If so, then skip Question 27.*)

If the book appears intended, at least in part, to support the teaching of reading skills (e.g., letters/phonics, decoding, fluency, vocabulary, comprehension), then you should choose the first option. You should include materials that have not necessarily been developed and/or sanctioned for a formal classroom setting, but that could potentially (or already do) serve as such. You should also include “language arts” textbooks that may have a slightly wider scope than just

reading, as long as reading-related activities are also a significant component. In addition, you should include related supporting materials such as workbooks and teacher’s manuals.

27. If the book is a primer or reading “textbook” or related material, which type is it?

- Student textbook or primer
- Student workbook
- Teacher’s manual or guide

28. If the book is non-textbook/supplementary, which type is it? (If more than one type applies to the book, then choose the one that represents the majority of the content.)

- Narrative (i.e., a story)
- Informational
- Reference (e.g., dictionary, reference grammar) (If so, then skip Questions 29 through 43.)
- Poetry, songs, riddles, proverbs, or similar
- Unknown/unable to evaluate

You should consider the following basic definitions:

- **Narrative** text is prose writing that tells a story. The story may be completely fiction (imagined) or based on fact. Elements that are basic to narrative text include the setting, characters, plot, conflict, and a resolution/ending. All narrative fiction (e.g., stories, folk tales, fairy tales, fables, myths, legends) will fit under this category. Texts that tell the story of someone’s life (biography), or retell an event from history or the Bible by using storytelling devices (e.g., characters, plot) will also fit under this category.
- **Informational** text is prose writing that informs readers about a topic in the natural or social world that is based on facts, but without using storytelling devices. Examples of informational text are textbook chapters that describe real-world phenomena or brochures about a place or an organization. For example, texts that describe malaria transmission, or volcanoes, or dinosaurs (assuming the absence of a story structure) will fit under this category.
- **Reference** text can include a dictionary, glossary, or a reference grammar (i.e., a technical, linguistic analysis of a language).
- **Poetry and songs** are written in “verse” rather than in prose. Verses may be repeated, as a chorus, and they may rhyme with one other or at least have a meter and rhythm that is musical and that distinguishes it from the natural speech stream. Poetry and songs will be most evident from the arrangement of words on the page.
- **Riddles and proverbs** are short sayings (usually one or two sentences) that present either a puzzle to solve (riddles) or folk wisdom (proverbs).

29. In addition, if the book is non-textbook/supplementary materials, is it any of the following? (Choose all that apply. If none applies, leave them all blank.)

- “Big book”
- Decodable book
- Leveled reader

Collection of texts by several authors (e.g., anthology)

Magazine

You should consider the following basic definitions:

- A “**big book**” is an oversized children’s book that is intended to be read aloud by a teacher to the whole class. (Note: Almost any size book can be read aloud to a class; big books are intentionally made extra large for this purpose (e.g., large enough that students can view the pages from their seats in the classroom). A “big book” may or may not be explicitly marked as such, so, in general, you should choose this option if the book seems to be oversized or exceptionally large in dimensions, font size, and illustrations.³
- **Decodable books** (sometimes called decodable stories, texts, or readers) are aligned to a particular early literacy curriculum and contain only or mostly words that learners should be able to sound out (“decode”) at a particular point in that curriculum. Decodable books often focus on one or more particular letter sounds or patterns, either explicitly or implicitly, by including many words with those spellings. Often, decodable books will be explicitly labeled as such, but not always.
- **Leveled readers** are part of a larger collection of titles that are classified and labeled according to their level of difficulty as determined by the publisher. The levels may or may not correspond to grade levels; each publisher or series will have its own system of indicating the level. Leveled readers are distinguishable from textbooks, which are often labeled for a particular grade level, in that they are comprised only of texts (narrative or informational) intended for reading practice, but not lessons, exercises, or other elements often included in textbooks. You should only choose this option if the book is both explicitly labeled for a specific level and is not a textbook.

30a. Content Topic Tags (*Choose all that accurately describe the main subject[s] and intention of the book.*)

Adventure

Agriculture

Alphabet

Animals

Biography

Business

Careers/professions/
jobs/work

Colors or shapes

Community

Culture

Education/school

Energy

Environment

Family

Food/nutrition

Friendship

Health/personal hygiene

History

Holidays/celebrations

Home life

How-to/skill
development

The human body

Humor

Media

Morals/values

Numeracy/counting/
math

³ Examples of “big books” in use are available at the following links:

- <http://web.stanford.edu/~jbaugh/saw/studentphoto/Lizet/DSC00125.JPG>
- <http://www.kellydelaneydesign.com/images/1024/Ollie.jpg>
- <http://i.ytimg.com/vi/SSZ6OTtC2k0/0.jpg>

- Peace/justice/equality/
human rights
- Plants
- Religion
- Safety

- Science
- Social studies/civic
education
- Sports
- Technology

- Travel/transportation
- Weather
- Unknown/unable to
evaluate

You should skim through the content and make note of any of the main themes or topics that are addressed. Most stories will likely touch upon many of these topics, some in major ways and others in minor ways. You should select the most important topics addressed and leave out any topics that are just touched upon in minor ways and are not a focal point of the content. Many textbooks will be arranged thematically, with different chapters devoted to different topics. In this case, if a given topic is the primary focus of an individual chapter, then you should include it, even if this results in many different topics being selected.

If you do not know the language of publication, see what clues you can deduce about the content from the illustrations, if any. If it is impossible to provide a reasonable judgment, then you should choose “Unknown/unable to evaluate.”

30b. If you checked the box for “Religion” above, which religion(s)? *(Choose all that apply.)*

- Buddhism**
- Christianity: Catholic**
- Christianity: Protestant**
- Christianity: Unspecified or unknown tradition**
- Hinduism**
- Islam**
- Jehovah’s Witness/Watch Tower Society**
- Mormonism/Church of Latter Day Saints**
- Other (Please specify: _____)**
- Unknown**

Level

31a. Is the book labeled for a particular level?

- Yes**
- No**
- Unknown**

31b. If “Yes,” which level or equivalent?

- Preschool/nursery/kindergarten**
- Primary Grade 1**
- Primary Grade 2**
- Primary Grade 3**

- Primary Grade 4**
 Other (Please specify: _____)

You should choose “Yes” if the publisher has explicitly indicated an intended or suggested level for this material (e.g., on the cover, in the front matter, introduction). If the suggested level is not for a specific grade (e.g., Beginner, Intermediate, Advanced), then you should choose “Other” and specify.

Level Proxy for Non-Textbook/Supplementary Materials: Maximum Words per Page

32. If the book is a non-textbook/supplementary material (except reference), what is the maximum number of words per page?

32a. What is the total number of words on the first sample page? _____

32b. What is the total number of words on the second sample page? _____

32c. What is the total number of words on the third sample page? _____

You should choose the three pages from the main content with the longest/most amount of text. Count and record the number of words on each page. In most scripts, words will be separated from one another by spaces. If the book is bilingual or multilingual, count the longest text in an African language (e.g., non-European or Arabic).

Note: In the resulting output file (e.g., in Microsoft Excel), a column will need to be created to calculate the mean of the numbers given in Questions 32a through 32c. The calculated mean should then be sorted into one of the five following categories: 0–10 maximum words per page (wpp); 11–25 maximum wpp; 26–50 maximum wpp; 51–75 maximum wpp; and more than 75 maximum wpp. You do not need to perform this calculation themselves at the time of data entry.

Pedagogical Components

33. Does the book-apparently contain the following: *(Choose all that apply.)*

A presentation of individual letters, letter sounds, and/or syllables or word parts that could be considered as part of a “phonics approach”

(Note: “Phonics approaches” focus on the connection between the written letters and the sounds they represent in speech. Phonics approaches may include exercises on sound recognition and manipulation, blending sounds into syllables or words, and/or segmenting syllables and words into individual sounds.)

Vocabulary development and/or exercises

Reading passages

Comprehension questions

Handwriting or writing instruction and/or practice

Grammar instruction and/or exercises

Some other type of exercises

Content Familiarity

34a. For the target audience (child speakers of the language of publication), the overall content is probably

Very familiar

- Semi-familiar**
- Mostly unfamiliar**
- Unknown/unable to evaluate**

You should consider the following basic definitions:

- **Very familiar:** The content relates directly to the learner’s immediate environment (e.g., home, school, village), including familiar daily routines and activities around the home and at school; family relationships; friendships; common objects and animals; well-known folktales; and common occupations of adults in the immediate community (e.g., farming, fishing) to which that the children are likely to have been exposed.
- **Semi-familiar:** The content includes experiences that children may not have personally witnessed or experienced yet, but that are relatively common in the larger context of the region or country (i.e., experiences of which local adults would be aware and/or that which someone would be likely to encounter while travelling within the region or country as a whole)
- **Mostly unfamiliar:** The content includes significant elements of non-African culture and lifestyles that are relatively uncommon in the local context or is set in an exotic fictional world, among others.

You should attempt to generalize to the “typical” child in the language group. For example, many aspects of Western culture may be familiar to children in the upper socioeconomic classes in urban areas, but still unfamiliar to the majority of children in that language group across the country. For any monolingual books in non-indigenous African languages (i.e., shell books) that would potentially be translated into local languages, you should generalize your judgment to a typical child in the country as a whole.

If you do not know the language of publication, see what clues you can deduce about the content from the illustrations, if any. If it is impossible to provide a reasonable judgment, then you should choose “Unknown/unable to evaluate.”

34b. Optional comments about content familiarity: [comments]

This item is optional. You should use this space to note any relevant information or clarification about Question 34a; otherwise, you can leave the space blank.

Content Appropriateness

Potentially sensitive content:

Potentially sensitive content includes information that local parents may object to or consider to be inappropriate for their children to read about or see. Many of the following topics can be presented in a culturally and age-appropriate manner without provoking objection or controversy. Because judgments of “content appropriateness” vary according to a child’s age, as well as from culture to culture (and even among sub-groups within the same language community), it is left to the end users of these data to ultimately judge the appropriateness of the content for their own context and intentions. The following tags only serve to flag potentially sensitive content for further review by the end user.

35a. The content includes the following: (Choose all that apply.)

- Traumatic event**
- Gore**
- Smoking and/or illegal drug use**
- Nudity**
- Sexual content**
- Other known cultural taboo for the target audience** (*Please specify in Question 35b.*)
- None noted**
- Unknown/unable to evaluate**

You should consider the following basic definitions:

- **Traumatic event** includes depictions of excessive violence or cruelty, the death of a protagonist or loved one, suicide, murder, war, terrorist attack, abduction, enslavement, or natural disaster.
- **Gore** is a graphic depiction of life-threatening physical injury (e.g., losing a limb, decapitation, spilling excessive blood).
- **Smoking and/or illegal drug use** includes any depiction of characters smoking or getting high.
- **Nudity** is a complicated issue because cultural standards of acceptability vary widely; therefore, you should flag for further review any depictions of exposed genitalia, buttocks, or adult female breasts.
- **Sexual content** includes any implied or explicit depiction of sex, prostitution, sexual abuse, rape, or exploitation.
- Regarding **other known cultural taboo for target audience**, the audience is the speakers of the language in which the book is written. In the case of shell books to be translated later, the target audience is the general population of the country as a whole, which may include different cultural sub-groups with different taboos. You should flag and specify any known cultural taboos for any sub-group, including culturally taboo contact between the sexes, culturally inappropriate attire, and the consumption of alcohol or pork. You do not need to check this option for any of the preceding options already checked.

If you do not know the language of publication, see what clues you can deduce about the content from the illustrations, if any. If it is impossible to provide a reasonable judgment, then you should choose “Unknown/unable to evaluate.”

35b. Optional comments about potentially sensitive content: [comments]

This item is optional. You should use this space to note any relevant information or clarification about Question 35a; otherwise, you can leave the space blank.

(If the book is not illustrated, then skip Questions 36 through 43.)

36. Do the illustrations portray any humans or anthropomorphized animals or objects (e.g., animal characters given human traits)?

- Yes**
- No**

(If “No,” then skip Questions 37 through 43. Otherwise, for Questions 37 through 43, consider any anthropomorphized animals or objects to be the same as people if they are depicted with human attributes of gender, racial/ethnic or religious identity, or disability.)

Equal Frequency of Representation: Gender

37. Gender Balance in Illustrations

- The illustrations portray primarily female characters.**
- The illustrations portray primarily male characters.**
- The illustrations portray an overall balance of both male and female characters (i.e., both genders appear with approximately equal frequency).**
- Gender is not apparent in the illustrations. (If gender is not apparent, then skip Question 38.)**

“An overall balance” means that there is an *approximately* equal representation of male and female characters. “Primarily female characters” means that there are noticeably more female than male characters (e.g., 70% to 30%) or vice versa in the book.

Equitable and Transformational (Bias-Free) Roles: Gender

38. Gender: Do the illustrations portray both male and female characters with comparable skills, knowledge, accomplishments, and roles?

- Yes**
- No, male characters on the whole are portrayed with superior skills, knowledge, accomplishments, or roles**
- No, female characters on the whole are portrayed with superior skills, knowledge, accomplishments, or roles**
- Unknown/unable to evaluate**

To be “portrayed with comparable skills, knowledge, accomplishments, and roles” means that the genders on the whole are presented as social, intellectual, and moral equals. The female and male characters participate in similar activities and exercise traditional, non-traditional, leadership, and supporting roles in similar proportions to one another. Neither gender is exclusively portrayed in positions that are considered to be inferior, subservient, or demeaning. Although stories may contain antagonists who do “bad things” and are ultimately “defeated” by the protagonists, these characters are not portrayed as representing their gender.

Equal Frequency of Representation: Ethnic or Religious Group

39. Ethnic and Religious Group Balance in Illustrations

- The illustrations proportionally portray two or more ethnic or religious groups that are present in the local population.**
- The illustrations portray only one ethnic or religious group, but the local population is composed overwhelmingly of that group.**
- The illustrations portray primarily members of only one ethnic or religious group to the exclusion of another group present in the local population (i.e., under-represent one or more ethnic or religious groups that constitute 10% or more of the local population).**

- No ethnic or religious group identity is apparent in the illustrations.** *(If no identity is apparent, then skip Question 40.)*
- Unknown/unable to evaluate** *(If so, then skip Question 40.)*

You should consider the “local population” to be all speakers of the language of publication. In the case of shell books to be translated later, the local population should be considered as the general population of the country as a whole. Any ethnic or religious group that constitutes approximately 10% or more of the local population should be taken into consideration when answering this question. If a population consists overwhelmingly (greater than 90%) of only one ethnic or religious group, and the illustrations portray only that group, you should choose the second option (“portray only one ethnic or religious group, but the local population is composed overwhelmingly of that group.”).

Equitable and Transformational (Bias-Free) Roles: Ethnic or Religious Group

40. Ethnic or Religious Groups: Do the illustrations portray the members of different ethnic or religious groups with comparable skills, knowledge, accomplishments, and roles?

- Yes**
- No, one ethnic or religious group is portrayed with “superior” skills, knowledge, accomplishments, or roles**
- Unknown/unable to evaluate**

To be “portrayed with comparable skills, knowledge, accomplishments, and roles” means that the groups on the whole are presented as social, intellectual, and moral equals. The groups participate in similar activities and exercise traditional, non-traditional, leadership, and supporting roles in similar proportions to one another. No groups are exclusively portrayed in positions that are considered to be inferior, subservient, or demeaning for that group. Although stories may contain antagonists who do “bad things” and are ultimately “defeated” by the protagonists, these characters are not portrayed as representative of a whole group.

Equal Frequency of Representation: Disability

41. Disability: Do people with disabilities appear proportionally in the illustrations?

- Yes, people with disabilities appear and constitute approximately 15% or more of the people or characters portrayed.**
- No, people with disabilities appear, but constitute fewer than 15% of the people or characters portrayed.**
- No, people with disabilities do not appear at all.** *(If people with disabilities do not appear at all, then skip Question 42.)*

It is important to note that people with disabilities represent approximately 15% of the world population, so to “appear proportionally,” they would need to constitute approximately 15% of the people or characters portrayed.

Equitable and Transformational (Bias-Free) Roles: Disability

42. Disability: Do the illustrations portray the people with disabilities with skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities?

- Yes
- No
- Unknown / Unable to evaluate

43. Optional comments on equal frequency of representation or on equitable and transformational roles (Questions 37 through 42): [comments]

This item is optional. You should use this space to note any relevant information or clarification about Questions 37 through 42; otherwise, you can leave this space blank and tap “Next.”

Language

44a. This book is

- The original version
- A translation
- Both (i.e., if bilingual)
- Unknown/unable to evaluate

44b. If the book is a translation, then what is the name of the translator(s): [name] or Unknown (“888”)

Follow the same guidelines for recording the translators’ names as for authors (i.e., record up to three names who are listed as translators). You should record the names as they appear, in the order in which they appear, separated by commas. If more than three names are listed as translators, then you should record the first three names and add “and Others” at the end. If no translators are noted in any identifiable way, then you should enter “888” for “Unknown.”

45. The text is

- Monolingual (one language and script)
- Bilingual (two languages and/or scripts)
- Multilingual (three or more languages and/or scripts)

You should consider only the main text of the book (i.e., some front matter may be bi- or multi-lingual, but if the content of the book itself appears in only one language, then you should choose “Monolingual”).

In probably rare cases, a book may be written in two scripts, even if the scripts depict the same language. In these cases, you should treat a dual-script book also as “bilingual,” regardless of whether the languages depicted by each script are the same or different.

Note: Tangerine will repeat Questions 46 through 51 for up to three languages and/or scripts, depending on whether “monolingual, bilingual, or multilingual” is checked in Question 45.

46. Language Common Name: [language name]

47. ISO 639 Language Code: [three-letter code]

48. Dialect (if applicable): [dialect]

Before beginning data collection, Country Coordinators will provide a list of all the languages that you will most likely encounter in their respective countries. These languages will be available in the form of drop-down menus in Tangerine. You should choose the language common name, International Organization for Standardization (ISO) code, and dialect (if applicable) from the drop-down menu. You should choose the most specific option possible (e.g., the one for a specific dialect of that language, if known).

Note: Tangerine will automatically insert known information about the tonal status and orthography status of each language based on the options chosen earlier from the menu.

If this language is not on the drop-down menu, then you should select “Other” under the appropriate country. Tangerine will then prompt you to manually enter the data for Questions 46 and 47. (Note: Question 48: Dialect distinctions will not be considered in the case of lesser known languages.) Consultants should refer to the language names and ISO codes from the *Ethnologue* at the following Web site: <http://www.ethnologue.com/browse>.

49. The script in which the text is written is

- Latin-based
- Arabic-based (e.g., Ajami, Wolofel)
- Sabeian (Ethiopic)
- Amharic Fiedel
- Other, unknown
- Other, known (Please specify: _____)

50. If the text is written in a Latin-based script, are diacritics used?

- Yes
- No

Examples of diacritics appear at the following Web site: <http://en.wikipedia.org/wiki/Diacritic>

51. If a standardized orthography exists for this language, either by official sanction and/or by general consensus, does this text appear to generally conform to that standard?

- Yes, overall
- No, the text is written in an older or non-standard orthography that would need to be updated
- Unknown/unable to evaluate

You should skim through the text and note the general orthography used. You should ignore minor typographical errors unless they are widespread and systematic. *Only answer this question if you have adequate expertise in this language to recognize whether it is written in the standardized orthography; otherwise check “Unknown/unable to evaluate.”*

52. Optional Final Comments

You should use this space to record any other relevant comments or notes that you want to accompany this entry, including any clarifications of your entries for any items. If you do not have any comments, then you may leave this section blank and just tap “Next.”

Final Submission Confirmation

Have you finished recording all the data for this entry, have you verified that it is correct, and are you ready to save and submit this entry once and for all?

If you are completely finished with this entry, tap “Yes,” “Next,” and then “Save Result.” It is important to note that you will not be able to make any further changes to this entry after that. If you need to review or make changes now or later, then tap “No.” Then, you can either tap the “Back” button to navigate back to the screen(s) that you want to review or change, or you can tap the Tangerine icon at the top of the screen to exit this entry for now and resume it at a later time.

Photographs

Before continuing to the next entry, take the following photographs of this book with the Unique Book ID code (that you copied down from Question 1) visible in the photo (Note: If you are taking the photograph with the tablet camera, you will need to exit the Tangerine application temporarily to do so.)

- Front and back covers
- Copyright page (if applicable)
- Table of Contents (if applicable)
- Three page spreads from the main content.

Be sure that the text is clearly visible in each photograph.