

# PROBLEMS AFFECTING THE PROMOTION OF LITERACY IN TANZANIA AND THE ROLE OF LIBRARY AND INFORMATION SCIENCE (LIS) PROFESSION IN ALLEVIATING THE SITUATION

A. W. Malekani

Sokoine National Agricultural Library (SNAL)  
Sokoine University of Agriculture (SUA), Morogoro, Tanzania

## Abstract

*Illiteracy is envisaged to be a major 'obstruction' on the road to Information Superhighway in Tanzania. Records indicate that over 90 percent literacy levels recorded in 1970s and 1980s for different reasons have dropped to only 78 percent. This paper highlights some of the factors causing high level of illiteracy rate and problems encountered by the information-starved people in their quest for knowledge and self-development as reviewed from different sources. It shows that Tanzanians are disadvantaged when it comes to accessing information and it also shows that commitment on the part of Governments, Non-Government organizations, libraries and other information professionals in this country can greatly help to eradicate illiteracy.*

## Introduction

According to a statement by the International Federation for Library Association (IFLA) and FAIFE (Freedom of Access to Information and Freedom of Expression) initiative:

The right to access information and ideas is vital for any society. If citizens are to participate and make informed choices, they must have access to political, social, scientific and economic information and cultural expressions. They need access to the widest range of ideas, information and images. Freedom, prosperity and the development of society depend on education, as well as on unrestricted access to knowledge, thought, culture and information. This right to intellectual freedom is essential to the creation and development of a democratic society. The state of intellectual freedom in libraries is an important indication of the progress of democracy in a nation (Nicholson, 2002).

This ideal is unfortunately unattainable for most developing countries in the Sub-Saharan region of Africa in their current circumstances. Throughout Sub-Saharan region, illiteracy and poverty are serious problems and as a result, millions of people are deprived of access to information and knowledge, and hence the key to a better life.

## **Tanzania's Constitution and Advocacy of Human Rights**

Tanzania boasts as the most peaceful country in the world. For a long time it has never been subjected to political tensions that have been frequent upsurges in her neighbours. Her constitution guarantees equal rights for every citizen. For example, part 3 of the constitution spells out that all human beings are born free, and are all equal, every person is entitled to recognition and respect for his dignity and that all persons are equal before the law and are entitled, without any discrimination, to protection and equality before the law. In addition, the constitution guarantees that every person has the right to freedom of opinion and expression, and to seek, receive and impart or disseminate information and ideas through any media regardless of national frontiers, and also has the right of freedom from interference with his communications (The Constitution of the United Republic of Tanzania, 1977).

However, all these guarantees and others in the constitution are, in practice, more accessible to literate Tanzanians than to illiterate ones. Several questions must therefore be asked:

“How can equality before the law be applied when some people cannot even write their own names; cannot read the laws of the country; cannot read street-signs or vital information on medicine bottles; cannot fill out any questionnaire, application form or survey forms; cannot read an advertisement for employment or prepare a resume; and cannot read an invoice or guarantee for any purchase made?” So in the next sections the paper discusses the features of illiteracy in Tanzania and the role that librarians and information professionals can play to promote literacy in this country.

## **Meaning and Kinds of Literacy**

There are two distinguishable kinds of literacy: general literacy and information literacy. Many authors define each one of them differently. For instance Schamber (2003) defines literacy in general as being “the ability to read, write, speak, and do some mathematical computation to a certain level. Functional literacy involves skills needed to cope at an adult level with everyday situations, such as reading a newspaper or completing a job application form”.

On the other hand, information literacy is defined as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ALA, 2005).

The two kinds of literacy are becoming increasingly important in the contemporary environment of rapid technological change and prolific information resources. Because of the escalating complexity of this environment, individuals are faced with diverse and abundant information choices in their academic studies both in the workplaces, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet. Increasingly now, information gets to individuals in unfiltered form, raising questions about its authenticity, validity, and reliability. In addition, information is also available through multiple media, including graphical, auditory, and textual media. These pose new challenges for individuals in evaluating and understanding it. The challenge here is how to create an informed citizenry with a cluster of abilities necessary to use information effectively (ALA, 2005). This is a challenge that librarians and other information professions should tackle at the moment.

### **Literacy Situation and Associated Factors in Tanzania**

Tanzania, as most Sub-Saharan Africa, has two different dimensions - urban and rural settings. In the urban dimension, there is wealth and a sophisticated infrastructure with digital and other advanced technologies, which are comparable with those in the developed countries around the world. For example, until December 2004, Tanzania had an estimated 500,000 Internet users. Most of these were concentrated in the urban areas mainly Dar es Salaam, Morogoro, Arusha and Mwanza (Daily newspaper, January 28 2005). However, in large sections of the country (i.e. in rural areas and informal settlements around urban areas) the situation is one of dire poverty, high illiteracy and unemployment, and poor economic prospects. Most rural people do not have access to the printed media, let alone digital technology. Inability to access information is a major problem which is widening the gap between the 'haves' and the 'have-nots.'

In Tanzania, most rural communities are illiterate and disadvantaged and experience various problems in their quest for information, literacy and personal development. The major reasons for this situation are discussed below.

Most illiterate people (i.e. those who cannot read or write) or functionally illiterate people (i.e. those that learning and writing skills are underdeveloped) have grown up in the rural communities far from urban areas and are most likely involved in subsistence farming not always by choice though. Because of the economic hardships that Tanzanians have been experiencing since independence to the present day, few or no road infrastructure have been constructed and therefore access to these areas can be extremely difficult. As a result of poor education and other factors, deforestation, overgrazing and improper farming are threatening the soils

and other natural resources which are critical to the people's livelihood and for the general prosperity of the country as a whole.

Except in those areas where 'ujamaa' campaigns helped to build improved houses using burnt bricks and corrugated iron sheets, most of these illiterate people live in tiny shacks, mud huts or outbuildings. Few have running water services but there are virtually no electricity, refuse removal services or telephone lines. Traditionally and for obvious reasons, oral communication is the main form of communication. Information is shared and spread from one person to another in Kiswahili, the Tanzania's official language. For those employed, their means of transport to work is generally by foot or by bicycle, if they are privileged to own any.

Their children walk many kilometres to and from school each day. Most schools are makeshift buildings, which are mainly structures of brick and tin, with few or no windows and doors. Some schools have classes out in the open or in homes, as there are no classrooms. Such characteristics are mainly prevalent in the southern corridor of the country.

Natural lighting is often the only source of light in the schools and on cloudy days their 'make-do' classrooms are dark and cold, making learning a difficult and unpleasant experience for the children. School desks are made from wooden boxes, broken chairs and tables or piles of bricks. Stationery is usually inadequate, and books, magazines and other educational materials for teaching and study purposes are extremely limited. Most pupils come from seriously poverty-stricken homes where even food is a luxury and money for basic amenities is not available. Being able to purchase textbooks or other educational material is rare. Access to information is extremely difficult and people in these areas are entirely dependent on assistance from donors, community leaders, social workers, facilitators, teachers and librarians, where library services exist. Due to inadequate healthcare and prenatal care, many are also physically or mentally disabled. This exacerbates the problem of accessing information, as even their basic needs can rarely be addressed. Very often these communities do not have any library services and depend on information spread verbally. The lack of access to printed material, as well as multimedia and digital technology, is severely hampering the illiterate in their educational pursuits.

Where libraries do service rural areas, they are generally far from schools and homes and have poor buildings, extremely limited budgets, resulting in totally inadequate book and journal collections. Donations from more affluent libraries or Aid organizations provide the bulk of their collections and very often photocopies, whether legally made or not, form their core collections.

Exasperated with their rural existence, many individuals or groups move to urban areas in the hope of finding education, employment, and a better life. Some also cross borders to neighbouring countries in search for a new life. Many of them, according to Nicholson (2002), settle in illegal informal settlements known as “squatter camps” or “shanty towns” on the outskirts of urban areas. In towns, thousands of tin roofed shacks are erected very close, on open pieces of land. Each shack becomes a home to one or more families. Over crowding results in poor health conditions. Municipal services, such as water, electricity and refuse removal are normally not available to these settlements.

Children of these settlements are however more fortunate than their rural counterparts in that they are able to attend the local government schools in the area. The quality of facilities and teaching programs, however, differ from one area to another. Unfortunately, due to the very cramped circumstances in which these people live, it is difficult for children to study at home. Books and other educational material are unaffordable.

In this area public libraries and school media centers could serve as the main sources of information for homework and school projects. In doing that they could help improve literacy as evidence shows that the high achievement recorded in literacy in 1970s and 1980s was attributed to adult-education campaigns and programmes, the availability of effective library services, especially the public libraries that reached rural populations, and the use of Kiswahili as the national language. (<http://www.infoplease.com/ipa/A0108028.html>).

The spread of HIV and AIDS in Sub-Saharan Africa has far exceeded the worst projections and has retarded the transformation from illiteracy to literacy. Sub-Saharan Africa is by far the worst affected region in the world with millions of Africans dying every year. For instance, an estimated 25 million adults and children were living with HIV in sub-Saharan Africa at the end of 2003, and an estimated twelve million children have been orphaned by AIDS. In the same period, 2.2 million people died from AIDS in sub-Saharan Africa (UNAIDS, 2004).

The first AIDS cases in Tanzania were reported in the Kagera region in 1983. By 1987, all regions of the country had reported AIDS cases. HIV sentinel surveillance (HSS) from 2002 found an overall prevalence of 9.6 percent. UNAIDS estimated that 1.6 million Tanzanians were living with HIV/AIDS at the end of 2003; of them, 1.5 million were adults, and adult HIV prevalence was 8.8 percent. Women comprised 56 percent of Tanzanian adults with HIV/AIDS (Garbus, 2004; UNAIDS, 2004).

HIV/AIDS affects both the demand for and supply of education. Gould and Huber of the University of Liverpool found that when high and low population reduction estimates of the effects of HIV/AIDS are integrated into projections of school-age populations and of school enrolments scenarios, the impacts for educational planning in Tanzania are substantial. The net effect of HIV/AIDS will be to reduce the school-age population by over 15 percent, compared with a "no-HIV/AIDS scenario." (Garbus, 2004).

Lack of access to information and education has been one of the major factors in the spread of this pandemic. The pandemic in turn has affected education in a very serious way. Many teachers and literacy facilitators have contracted the disease or have already died from it, leaving vacant posts in the education sector. For instance, the World Bank indicates that 14,460 teachers in Tanzania could die because of AIDS by 2010 (Garbus, 2004).

According to observations by Nicholson (2002), where parents have died, older children have to leave their schooling to look after younger siblings, thus exacerbating the problem of illiteracy. Grandparents, mostly illiterate, are forced to bring up their grandchildren and are unable to get them to school or assist them in the learning process. Each year the number of orphans increases drastically and many find themselves at home or as street-children in urban areas, with no prospect of becoming literate. Thousands of babies are born each year with HIV and their life expectancy is less than five years. For adults in this sub-Saharan region life expectancy has decreased from 64 to 47 years, and between the years 2005 and 2010 it is expected to drop even further. In Tanzania HIV/AIDS is projected to reduce life expectancy by up to 17 percent and population size by up to 15 percent (Garbus, 2004).

Thousands of young adults in the working sector are HIV positive and will die within the next few years, leaving a serious shortage of skills in the workplace. As circumstances deteriorate, so people will abandon educational goals to care for the dying and cope with their difficulties at home.

The ignorance of intellectual property and other rights leave rural people at the mercy of large international corporations and individuals who recognize the potential in their traditional remedies, music, folklore, craftwork and other cultural traditions. These people are not aware of the legal requirements of having to put their oral expressions or traditional methods into a tangible format, before they can claim copyright ownership. Without access to information, they are unaware that their intellectual property is often misappropriated and used for commercial exploitation abroad. As a

result, the rural community or individuals do not receive any compensation. In some instances, however, the communities are becoming aware of their rights and are involving themselves in projects to exploit their intellectual property. They are receiving some monetary benefits as compensation, mainly through development trusts (Nicholson, 2004).

Digital technology has created an explosion of information worldwide. For the urban dimension of many sub-Saharan Africa the Internet has literally opened an online library, accessible from anywhere in the world, on a 24-hour/7 days a week basis. It has no language barriers and has provided opportunities to users to create work and trade online, to use and manipulate information and in general, to advance knowledge and understanding of information. Hi-tech business and education have been taken to new heights. *All that one really needs is access to a computer and the world is one's stage.* This, unfortunately, does not apply to the millions of illiterate people living in rural areas, who are shut off from information. For example, out of a population of nearly 36 million people in Tanzania (Tanzania population projections: 1989 – 2025), only about 500,000 million have access to the Internet (Daily News Friday, January 28, 2005). Considering the above-mentioned circumstances, the following questions must be asked:

‘Do the illiterate or information-starved fit into the digital world? Will they ever reach the Information super highway or will they just become victims of the ever-widening Digital or Information Divide?’

Without electricity, any electrical or electronic equipment has no significance in the lives of rural communities at all. Sophisticated technology serves no purpose whatsoever if one cannot even switch it on? Despite many technology transfer projects, sponsored by international organizations and commercial entities, this country is becoming more and more dependent on developed countries. Technology is advancing at such a rate that the digital divide between the “haves” and the “have-nots” continues to widen.

Although telephone lines are being extended to rural areas, as a priority projects by major telephone companies (TTCL, Vodacom, Mobitel and Celtel, the major telecommunications providers in Tanzania), it is a very slow process often targeting urban centers. This form of communication and access to information is not yet available to most rural people. For instance, the Sub-Saharan region has fewer telephones than does Manhattan in New York City (Nicholson, 2002). This highlights the very serious shortage of telephones and telecommunication services in this region.

Although mobile telephones have made communication possible for some rural people, the equipment and call costs are still out of reach of most of them. Also, the lack of electricity makes it difficult to recharge batteries and only where electricity is available, can they be used effectively. The positive side of mobile telephones is that they are portable and information can be transferred from person to person anywhere in the world. They are easy to use and illiterate people can be taught to use them without having to depend on the written word to operate them. Those who are functionally illiterate can benefit from more advanced services offered by mobile telephone providers, such as SMS and e-mail messages.

### **The Role of Library and Information Professionals in Promoting Information Literacy in Tanzania**

Despite the problems highlighted above, there are various ways in which the ‘information-starved’ are being assisted, or can be assisted, along the road to attain Information literacy.

#### **1. Promoting literacy to children**

The first role should be to promote literacy to the children as this has been shown to affect the learning process of an individual throughout his/her life.

Research has shown that home and family factors such as interactions with parents, access to books as well as community factors such as adult, child, and family education and library services directly influence young children's development of early literacy (McConnell et al., 1999). According to Lyman (1977), libraries have always seen literacy for all people as a major objective. Libraries throughout the world have worked over the decades to “direct educational resources, human and material, in the libraries of the country toward helping every child, young person, and adult to learn to speak, read, write and compute—in brief, to learn how to learn... to develop a community-wide literacy system.”

Weibel, looking at the role of the library in promoting literacy, found that libraries provide access to information about culture, society, economy, and history. The librarian serves as a “reader advisor” by suggesting and interpreting resources in the library (Weibel cited in Schaember, 2003).

In addition, the library offers learning facilities and materials and promotes public discussion through the resources in their collections. Moreover, exposing children to language and early literacy learning has been found to be critical to change the trajectory of academic failure that begins in early childhood and continues to spiral downward throughout later childhood and adulthood (Neuman cited in Schaember, 2003). Public as well as other kinds of libraries are well positioned to expose children to great quantities



of print and meaningful language opportunities during the crucial preschool and elementary school years. Research shows that children need exposure to a wide variety of high-quality books of various topics, genres, and perspectives in order to acquire literacy skills. They also need books that reflect the diverse and multicultural nature of our societies—books in which they can see themselves and others like them (Neuman cited in Schaember, 2003).

A growing body of research examines the widening gap between children who have access to reading materials and those who do not. “Access” has been given as a potential reason for differences among children’s interactions, behaviours, and ultimately, achievement in school and life. Much research into parental involvement in children’s reading achievement, for example, has focused on the individual parents’ attributes (i.e., children of low-income households, single parents, and poorly educated mothers essentially add up to large risks for reading, and ultimately, school failure). Studies suggest that, despite similar goals for their children, parents in low- and middle-class communities differ widely in the skills and resources they have at their disposal for upgrading their children’s school performance (Celano and Neuman, 2001). Furthermore, they have suggested that children’s achievement differences may be due in part to seasonal variations in educational opportunity. Children in needy areas, for example, do not have the resources they need to continue developing their literacy skills outside of school, especially during school vacations.

So with regard to this, libraries and information centers of all sorts in Tanzania should help to close the “book gap” by providing children of all backgrounds access to high-quality reading materials and rich language experiences during holidays. Preschool children can use the library as preparation for going back to schools after holidays. Libraries should also provide access to a variety of reading materials and other activities that correlate to books, such as arts and crafts, songs, drama, story telling, and puppet shows. Library activities should expose children to a wide range of topics and provide opportunities for children to choose their own books and reading materials. Once a child starts school, the library books, audiocassettes, videos, computers, music, and other programs can continue to support learning that has been initiated by librarians.

## **2. Promoting Adult Literacy**

Tanzania is already involved in many local and regional projects to improve the infrastructure and facilities required to improve access to information for all. Most of information literacy campaigns were initiated immediately after independence, out of President Nyerere’s expectations of

the role that education was to play in Tanzania's development during the 1960s and 1970s. Thus a number of government policy papers, articles and public speeches aimed at promoting that campaign (Blunt, 1999). Policies enacted can be consulted at <http://www.oise.utoronto.ca/CASAE/cnf99/blount.htm>). For example, the National Literacy Centre (NLC) was established in Mwanza and mass literacy campaigns were implemented with the goal of eradicating illiteracy by 1975 (Republic of Tanzania, 1969). The core functional-literacy resource materials were primers, developed by the NLC, on subjects such as growing cotton and maize, cattle rearing, fishing and civic politics. International agencies including the UNDP and UNESCO contributed funds, technical expertise and the concept of functional literacy.

It is estimated that between the 1970s and early 1980s, over 90 per cent of the Tanzanian population was literate. This achievement was attributed to adult-education campaigns and programmes, the availability of effective library services, especially the public libraries that reached rural populations, and the use of Kiswahili as the national language. About 2,800 rural libraries were run by the Adult Education Department of the Ministry of Education and Culture, and 300 libraries operated by the Tanzania Library Services Board (TLSB). However, today it is estimated that the literate population of Tanzania has gone down to about 78 per cent. Tanzania, being one of the world's poorest countries does not have adequate resources for the betterment of its people. It is in the light of this that the information professions and librarians should struggle to secure grants from donors and launch literacy campaigns utilizing existing documents in the libraries to promote adult learning in rural communities.

Unfortunately, there are no simple solutions towards such programs. To succeed, adequate funding, commitment and international assistance are required. The Ministry of Education and the private sector, as well as NGOs and international donors, have initiated various national literacy and adult basic skills training programmes and projects to assist illiterate citizens. Some projects have been more successful than others but there is earnest commitment to ensure that the goal of "literacy for all" is achieved as soon as possible. However, more funding, better training for trainers, as well as facilities and adequate administrative infrastructure are essential to ensure that these projects succeed. With regard to the access to information, education and freedom of expression, librarians should intensify their roles. They should form consortia and join membership in international organizations such as IFLA and involve themselves in library and information projects locally, regionally and internationally. Literacy projects should be high on their lists of priorities.

With the current trend in information revolution there is a need for a new type of library in Africa and Tanzania in particular, which can offer a radically different approach to library and information provision for the rural populations. There is also a need to have librarians and other information professionals who are endowed with a range of skills and competencies far beyond those normally associated with the library and information workforce of the past. Information professionals and librarians of the 21st century in Sub-Saharan African libraries and documentation centers should abandon imported library models, which are not entirely relevant to the rural situation if they are to serve the rural communities effectively. Thus Nicholson (2002) emphasizes that:

Librarians need to recognize their very important and special role in the social and educational upliftment of illiterate people in this Sub-Saharan Africa. They have to adopt a whole new approach to their profession. Revised training methods and tailor-made services are necessary to make information accessible to all. Rural librarianship needs to be given more emphasis in formal library training courses to equip librarians with the necessary skills to meet the needs of the information-starved.

Librarians can also get involved in less conventional but philanthropic initiatives to assist rural communities. They could offer basic literacy and information literacy training, introduction of other useful activities, for example, storytelling, reading and writing, as well as role-playing, arts and crafts and project work to encourage and assist illiterate and functionally illiterate people. They could also provide collection points for used books, educational materials, and other useful items, for distribution to rural libraries, resource centers and schools. Examples of such initiatives have been practiced in South Africa and found to be useful in eradicating illiteracy (Nicholson, 2002). In Uganda, the Kitengesa Community Library project that was started in 2001 provides a good example of such initiatives (<http://www.kitengesalibrary.org/psccuny35projectdescription.pdf>).

Translating library holdings from English into Kiswahili and conducting surveys to identify user needs and or information seeking behavior can help promote literacy and do away with many critics that view African libraries as being anachronistic and inappropriate colonial models (Mostert, 2001: cited at:

<http://www.kitengesalibrary.org/psccuny35projectdescription.pdf>).

Libraries are also the “doors” to information in the digital world. Where digital technology is available, information literacy training, electronic courses and access to electronic resources are now part of library services. Some educational institutions notably Sokoine University of Agriculture

and University of Dar es Salaam do provide information literacy skills services through their institutes of Continuing Education and other educational programs to rural communities, but these services need to be extended countrywide. Electronic or e-learning is an effective method of teaching and a new approach of learning for illiterate and functionally illiterate people. E-learning allows education to be offered in a totally different, more flexible, and less conventional method of teaching, and accommodates all levels and has various graded models to allow for progress and advancement once learners have reached a certain level. It is adapted to the learners' needs, not the learner to the technology's needs. Most e-courses have printed manual, also graded for various levels and facilities for revision.

Radio can be another media that can be utilized by information and library professions to promote literacy campaigns. Although radio has its shortcomings for literacy training as there is no 'face-to-face' verbal contact, it can still be a very effective means of communication, in that it not only reaches the communities involved in literacy and basic education programmes, but it can be broadcast widely so that everyone can benefit from the information. Radios are reasonably cheap and can be operated by battery in non-electrified areas, enabling rural people to access information via this medium. Apart from the long-established radio services provided by Radio Tanzania Dar es Salaam (RTD), many new radio stations have been established in recent years that can be used to reach the illiterate. Literacy training via this medium should be expanded and librarians could participate in preparing literacy programs to target the rural illiterate.

### **Conclusion**

All governments, private and public sectors, as well as librarians and individuals in the sub-Saharan region need to commit themselves to eradicating illiteracy in every possible way, so that everyone is given the opportunity to advance along the Information Super Highway. Given the many problems discussed in this paper as being obstacles towards improving literacy of the rural community, librarians and other information professions in Tanzania can reshape their image to the community by involving themselves fully in the literacy campaigns.

Tanzania possesses a variety of organized library systems and services. By and large, library systems and services in Tanzania cater for almost all formal sectors and some informal sectors. As mentioned above, the library and information structure was partly responsible for the success of the literacy campaign between the 1970s and early 1980s. So why should that not happen now?

Thus all the existing kinds of libraries (i.e. public, academic, school, special, research and government libraries) should be utilized and possibly extend the services rendered such as readership, lending, consultancy, referral, selective dissemination of information, and current-awareness services through abstracting bulletins to the rural community all over the country. The TLSB and two university libraries (UDSM and Sokoine University of Agriculture) are legal-deposit libraries. These should serve as vital resources because it means that they acquire every kind of publication some of which could serve fairly well in promoting literacy campaigns in various fields such as HIV awareness.

## References

- American Library Association. (2000) "Kids and reading." Retrieved February 16, 2005 from the World Wide Web: <http://www.ala.org/pio/factsheets/kidsucceed.html>.
- American Library Association (2005). Information Literacy Competency Standards for Higher Education. Retrieved January 10, 2005 from the WWW: <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>
- Celano, D and Neuman, S.B. (2001). The Role of Public Libraries in Children's Literacy Development: an Evaluation Report (2001). Retrieved February 16, 2005 from the World Wide Web: <http://www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf>
- Garbus, L. (2004). HIV/AIDS in Tanzania: country AIDS policy analysis project. Retrieved February 16, 2005 from the World Wide Web: <http://ari.ucsf.edu/policy/profiles/Tanzania.pdf#search='Status%20of%20AIDS%20and%20Tanzania%202004>.
- McConnell, S. R., and Rabe, H. L. S. (1999). Home and community factors that promote early literacy development for preschool-aged children. In Smith, A. *et al.* (Eds.), *and Just in time research: Children, youth and families*. Minneapolis: University of Minnesota, Hubert H. Humphrey Institute of Public Affairs and CYFC. Retrieved February 15, 2005 from the World Wide Web:
- Mcharazo, A.A.S. (n.d). The Book Chain in Tanzania. Retrieved February 15, 2005 from the World Wide Web: <http://www.inasp.info/pubs/bookchain/profiles/Tanzania.html#About>.
- A rural community library in Africa: a study of its use and users. Retrieved June 10, 2005 from the WWW: <http://www.kitengesalibrary.org/psccuny35projectdescription.pdf>

- Schamber, L. (2003). The Role of Libraries in Literacy Education. ERIC Digests. Retrieved on February 15, 2005 from the World Wide Web: <http://www.libraryinstruction.com/literacy-education.html>
- Skov, A. (2004). Information literacy and the role of public libraries. Scandinavian public Library Quarterly; Vo. 37 N; 3. Retrieved February 15, 2005 from the World Wide Web: [http://www.splq.info/issues/vol37\\_3/02.htm](http://www.splq.info/issues/vol37_3/02.htm)
- Tanzania Population projections (1989 – 2025). Retrieved February 16, 2005 from the World Wide Web: <http://www.tanzania.go.tz/populationf.html>.
- The Constitution of the United Republic of Tanzania. (1977). Retrieved February 15, 2005: <http://www.parliament.go.tz/bunge/katiba/constitution.pdf>.  
<http://www.parliament.go.tz/bunge/katiba/constitution.pdf>
- UNAIDS (2004). Report on the global AIDS epidemic. Retrieved February 15, 2004 from the World Wide Web: <http://www.unaids.org/bangkok2004/report.html>.