

## Annex B. Summary of the Early Grade Reading Materials Survey in Ethiopia



### Geography and Demographics

Size:	1,104,300 square kilometers (km <sup>2</sup> )
Population:	99 million (2015)
Capital:	Addis Ababa
Urban:	20% (2015)
Administrative Divisions:	9 ethnically based states and two city administrations
Religion:	44% Ethiopian Orthodox 34% Muslim 19% Protestant 3% Traditional 1% Catholic 1% Other

Source: Central Intelligence Agency (2015).  
Note: Population and percentages are rounded.

### Literacy

Projected 2015 Literacy Rates: <sup>a</sup>	Overall	Male	Female	2013 Primary School Age Population (aged 4–14 years): <sup>b</sup>	26 million
Adult (aged >15 years)	49%	57%	41%	2013 Primary School (Primary Grades 1–8) GER: <sup>b</sup>	95%, up from 94% in 2009
Youth (aged 15–24 years)	69%	71%	68%	2013 Pre-primary School GER: <sup>b</sup>	26%

Sample EGRA Results <sup>c</sup>	Language:	Amharic	Oral Reading Fluency:	Mean: 23 words per minute
	When:	2010		28% zero scores (P2) 17% zero scores (P3)
	Where:	Amhara		
	Who:	2,316 P2 and P3 students		Reading Comprehension: 49% zero scores (P2) 30% zero scores (P3)

Note: EGRA = Early Grade Reading Assessment; GER = Gross Enrollment Rate; P2 = Primary Grade 2; P3 = Primary Grade 3. Percentages are rounded.

<sup>a</sup> Source: UNESCO (2015).

<sup>b</sup> Source: Ethiopian Federal Ministry of Education (2013).

<sup>c</sup> Source: Piper (2010).

### Language

Number of Living Languages: <sup>a</sup> 86		
Major Languages <sup>b</sup>	Estimated Population <sup>c</sup>	Government Recognized Status
Amharic	21,600,000 (L1) 4,000,000 (L2)	“Official working language” at the national and 4 regional levels

Oromo <sup>d</sup>	25,500,000 speakers	“Official working language” at the regional level
Afar	1,280,000 (L1) 22,800 (L2)	“Official working language” at the regional level
Tigrigna	4,320,000 (L1) 147,000 (L2)	“Official working language” at the regional level
Somali	4,610,000 (L1) 95,600 (L2)	“Official working language” at the regional level
Sidamo	2,980,000 (L1) 101,000 (L2)	LWC
Wolaytta	1,710,000 (L1) 89,800 (L2)	LWC
Hadiyya	1,250,000 (L1) 151,000 (L2)	LWC

Note: L1 = first language; L2 = second language; LWC = language of wider communication

<sup>a</sup> Source: Lewis et al. (2015).

<sup>b</sup> Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at [www.ethnologue.com](http://www.ethnologue.com) (Lewis et al., 2015).

<sup>c</sup> Source: Lewis et al. (2015). Unless otherwise noted, all of the speaker population estimates are from 2007.

<sup>d</sup> Lewis et al. (2015) list Oromo as a macrolanguage with an estimated total of 25,500,000 speakers (2007), including (but not limited to) the following dialects with separate International Organization for Standardization (ISO) 639-3 codes: Oromo (Borana-Arsi-Guji/Southern): 3,630,000 speakers; Afan Oromo (West Central): 8,920,000 speakers (1994); and Oromo (Eastern): 4,530,000 speakers (1994).

### **Ethiopia Findings in Brief:**

The study surveyed 598 titles in Ethiopia. The country’s widely implemented education in language policy embraces instruction in Ethiopian languages, and this strong policy support is reflected in the diversity of languages in which materials were found. As the official language, Amharic was the most prevalent and was often the second language for bilingual and multilingual texts. During the survey, more non-textbook supplementary materials were encountered than textbooks, and narrative texts and student textbooks were the predominant subtypes of each. Most titles encountered contained content that was deemed appropriate for early grade learners in terms of level, themes, and familiarity. Most of the materials featured a relative balance of the genders; however, very few books featured images of individuals with disabilities. Of the titles surveyed, 407 (68 percent) were copyrighted, and only 12 (two percent) explicitly granted permissions for reuse under specific conditions. The Ethiopian inventory is relatively new, with 371 (62 percent) of the titles having been published in the past five

## **1. Language in Education Policy in Ethiopia**

According to Article 5, Section of the 1994 Constitution of the Federal Democratic Republic of Ethiopia, “all Ethiopian languages shall enjoy equal state of recognition.” In addition, Amharic is the “working language of the Federal Government,” and regional states, zones, and *weredas* determine their own respective official languages. Ethiopia’s language in education policy is one of the more progressive in Africa as the government has supported the use of Ethiopian languages (called “nationality languages”) in education for the past few decades. The education and training policy (Federal Democratic Government of Ethiopia, 1994) states that due to “the pedagogical advantage of the child in learning mother tongue and the rights of nationalities to promote the use of their language, primary education will be given in nationality languages.” Regional states choose their language of instruction (LOI) through Primary Grade 8 from among the languages spoken in their respective areas; English is to be taught as a subject beginning

from Primary Grade 1, and then serves as the LOI for upper secondary through the tertiary level (Federal Democratic Government of Ethiopia, 1994; Ethiopia Ministry of Education, 2002). Amharic is also to be taught as a subject starting from Primary Grade 3 in regions where it is the second language (Bogale, 2009), which means that in many primary schools, children are taught in three languages: the regional language, Amharic, and English. Based on this constitutional right and on supporting guidance from the 1994 education and training policy, the education sector strategy, and the Education Sector Development Programmes, regional governments of the respective languages have and will continue to develop orthographies and written educational materials in Ethiopian languages (UNESCO and the International Bureau on Education, 2010).

Consequently, children in many communities attend primary schools where instruction is given in their home language. Commissioned by the U.S. Agency for International Development (USAID), the 2010 Early Grade Reading Assessment (EGRA) study asked children whether they speak the same language at home as they are taught in at school. In each region, most children reported using their home language at school (Piper, 2010). The percentage of children for whom this was true ranged from 72 percent (Benishangul-Gumuz) to 98 percent (Sidama zone [within the Southern Nations, Nationalities, and Peoples' Region (SNNPR)]), with most regions surveyed having more than 85 percent overlap between the language of instruction and the home language (Piper, 2010). Regional differences also exist in the interpretation and implementation of the policy on the transition from Ethiopian languages to English as LOI. From one regional state to another the actual timing of the transition varies, beginning in Primary Grade 5, 7, or 9 (Heugh, 2010; Vujich, 2013).

## 2. Data Collection

The data collectors began their search for relevant materials through discussions with organizations such as National Archives, Ministry of Education, and the education bureaus in each region. Challenges of inaccessibility and lack of participation by some education officials led the data collectors to focus on contacting the publishers or sponsoring organizations directly, from whom they were able to log 455 titles (76 percent). Most of the materials were located in the capital, Addis Ababa. The data collectors eventually captured 598 materials in 30 different languages.

## 3. Findings

### *A. Availability of Materials for Early Grade Reading in Ethiopian Languages*

#### **Materials by Language**

The data collectors surveyed a total of 598 titles in a total of 30 known languages: 29 Ethiopian and one European (English), as shown in **Table B-1**.

The most common language found was Amharic, which is the official language nationwide as well as for four regional states, and was featured in 366 titles (61 percent), followed by Afan

Oromo, with 52 titles (nine percent). In addition, 12 other Ethiopian languages appeared in at least 10 or more titles each.

The data collectors collected titles from every Ethiopian language with more than a million speakers according to the 2007 census data cited in the *Ethnologue* (Lewis et al., 2015). In some cases, a relatively large number of titles were found in languages with relatively small speaker populations, including 36 titles in Bench (347,000 speakers), 36 in Suri (26,900 speakers), 31 in Sheko (38,400 speakers), 29 in Me'en (151,000 speakers), and 24 in Dizin (33,900 speakers) (Lewis et al., 2015). This large number of titles in all of these languages largely reflects the work that SIL International has led in these languages.

Of the 598 titles, 463 (77 percent) were monolingual, 127 (21 percent) were bilingual, and eight (one percent) were multilingual. Amharic was prevalent as a second language in bilingual and multilingual books (i.e., 18 textbook titles [three percent] and 93 non-textbook materials [16 percent]). English appeared in addition to Ethiopian languages in 29 bilingual or multilingual books. Because the focus of the survey was on African language materials, the data collectors did not consider monolingual English books.

Overall, 271 titles (45 percent) used a Latin-based script, 296 (49 percent) used the Amharic Fiedel script, and 31 (five percent) used the Sabeen, Ethiopic script.

**Table B-1. Languages in Which Materials Were Found in Ethiopia**

	Language <sup>a</sup>	Language ISO 639-3 Code <sup>b</sup>	Estimated Speaker Population in Ethiopia <sup>c</sup>	Titles per Language	Percentage of Titles Surveyed <sup>d</sup>
1	Amharic	amh	21,600,000	366	61.2%
2	Afan Oromo (West Central)	gaz	8,920,000 (1994)	52	8.7%
3	Bench	bcq	348,000	36	6.0%
4	Suri	suq	26,900	36	6.0%
5	Sheko	she	38,400	31	5.2%
6	English	eng	170,000 (L2)	29	4.9%
7	Me'en	mym	151,000	29	4.9%
8	Dizin	mdx	33,900	24	4.0%
9	Somali	som	4,610,000	20	3.3%
10	Tigrigna	tir	4,320,000	18	3.0%
11	Sidamo	sid	2,980,000	15	2.5%
12	Hadiyya	hdy	1,250,000	15	2.5%
13	Wolaytta	wal	1,710,000	11	1.8%
14	Silt'e	stv	935,000	10	1.7%
15	Berta	wti	187,000	10	1.7%
16	Kambaata	ktb	615,000	6	1.0%
17	Afar	aar	1,280,000	5	0.8%
18	Dawro	dwr	543,000	5	0.8%
19	Konso	kxc	242,000	3	0.5%
20	Borna	bwo	37,500	3	0.5%

	Language <sup>a</sup>	Language ISO 639-3 Code <sup>b</sup>	Estimated Speaker Population in Ethiopia <sup>c</sup>	Titles per Language	Percentage of Titles Surveyed <sup>d</sup>
21	Majang	mpe	32,800	3	0.5%
22	Anuak	anu	34,300	3	0.5%
23	Gedeo	drs	975,000	2	0.3%
24	Gamo	gmv	1,110,000	1	0.2%
25	Gofa	gof	363,000	1	0.2%
26	Gumuz	guk	179,000	1	0.2%
27	Kafa	kbr	834,000	1	0.2%
28	Komo	xom	8,530	1	0.2%
29	Koorete	kqy	157,000	1	0.2%
30	Nuer	nus	151,000	1	0.2%
31	Unknown	Not applicable	Not applicable	1	0.2%

Note: ISO = International Organization for Standardization; L2 = second language.

<sup>a</sup> Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at [www.ethnologue.com](http://www.ethnologue.com) (Lewis et al., 2015). Language/dialect distinctions that have been assigned separate ISO 639-3 codes are provided in parentheses.

<sup>b</sup> ISO 639-3 is a code that aims to define three-letter identifiers for all known human languages (SIL International, 2015).

<sup>c</sup> Source: Lewis et al. (2015). Unless otherwise noted, the estimated speaker populations are from the 2007 census.

<sup>d</sup> Due to bilingual titles, the total will surpass 100%.

## Types of Materials

The data collectors experienced difficulties in attaining textbook-related materials from education officials or schools. The results are potentially heavily influenced by this detail, leaving open the possibility that many textbook-related titles were not captured.

**Table B-2** provides details regarding the types of materials found by language. Some of the key observations include the following:

- Most titles recorded (435 [73 percent]) were non-textbooks, versus 163 (27 percent) textbook-related titles. The most common subtypes in each category were narratives (378 [87 percent]) and student textbooks (132 [81 percent]).
- Student textbook titles (not copies) outnumbered teacher's guides by a ratio of almost 5:1.
- Student literacy workbooks, informational supplementary titles, reference materials, and poetry or similar were all relatively rare.

**Table B-2. Number of Different Types of Materials Found, by Language**

Language	Literacy Textbook-Related					Non-textbook/Supplementary					Total	Percentage of Total Titles	
	Student Literacy Textbook	Student Literacy Workbook	Teacher's Guide	Subtotal	Percentage of Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal			Percentage of Total Titles
Afan Oromo	6	—	4	10	1.7%	38	—	—	3	41	6.9%	51	8.5%
Oromo/English	1	—	—	1	0.2%	—	—	—	—	0	0.0%	1	0.2%
Afar	5	—	—	5	0.8%	—	—	—	—	0	0.0%	5	0.8%
Amharic	29	1	4	34	5.7%	186	15	1	3	205	34.3%	239	40.0%
Amharic/English	1	—	—	1	0.2%	5	2	5	—	12	2.0%	13	2.2%
Anuak	2	—	—	2	0.3%	1	—	—	—	1	0.2%	3	0.5%
Bench	6	—	—	6	1.0%	3	—	1	—	4	0.7%	10	1.7%
Bench/Amharic	—	—	—	0	0.0%	26	—	—	—	26	4.3%	26	4.3%
Berta	2	—	—	2	0.3%	3	—	—	—	3	0.5%	5	0.8%
Berta/Amharic	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Berta/English	—	—	—	0	0.0%	—	—	1	—	1	0.2%	1	0.2%
Berta/Amharic/English	—	—	—	0	0.0%	3	—	—	—	3	0.5%	3	0.5%
Boreno	—	—	—	0	0.0%	2	—	—	—	2	0.3%	2	0.3%
Boreno/Amharic/English	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Dawro	—	—	—	0	0.0%	5	—	—	—	5	0.8%	5	0.8%
Dizin	6	—	—	6	1.0%	—	—	—	—	0	0.0%	6	1.0%
Dizin/Amharic	—	—	—	0	0.0%	18	—	—	—	18	3.0%	18	3.0%
Gamo	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Gedeo	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Gedeo/Amharic	—	—	—	0	0.0%	—	—	—	1	1	0.2%	1	0.2%
Gofa	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Gumuz/Amharic/English	1	—	—	1	0.2%	—	—	—	—	0	0.0%	1	0.2%
Hadiyya	6	—	4	10	1.7%	5	—	—	—	5	0.8%	15	2.5%
Kafa	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Kambaata	4	—	—	4	0.7%	2	—	—	—	2	0.3%	6	1.0%
Komo	1	—	—	1	0.2%	-	—	—	—	0	0.0%	1	0.2%
Konso	—	—	—	0	0.0%	2	1	—	—	3	0.5%	3	0.5%
Koorete	—	—	—	0	0.0%	-	1	—	—	1	0.2%	1	0.2%
Majang	3	—	—	3	0.5%	-	—	—	—	0	0.0%	3	0.5%
Me'en	6	—	—	6	1.0%	3	8	—	—	11	1.8%	17	2.8%
Me'en/Amharic	11	—	—	11	1.8%	—	—	—	—	0	0.0%	11	1.8%
Me'en/Amharic/English	—	—	—	0	0.0%	—	—	1	—	1	0.2%	1	0.2%
Nuer	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Sheko	6	—	—	6	1.0%	3	—	—	—	3	0.5%	9	1.5%
Sheko/Amharic	1	—	—	1	0.2%	20	1	—	—	21	3.5%	22	3.7%
Sidamo	7	—	4	11	1.8%	3	—	—	—	3	0.5%	14	2.3%
Sidamo/Amharic/English	—	—	—	0	0.0%	—	—	1	—	1	0.2%	1	0.2%
Silt'e	5	—	—	5	0.8%	5	—	—	—	5	0.8%	10	1.7%
Somali	4	—	4	8	1.3%	8	3	—	—	11	1.8%	19	3.2%
Somali/English	1	—	—	1	0.2%	—	—	—	—	0	0.0%	1	0.2%
Suri	8	—	—	8	1.3%	—	—	—	—	0	0.0%	8	1.3%
Suri/Amharic	—	—	—	0	0.0%	20	6	—	—	26	4.3%	26	4.3%
Suri/English	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Suri/Amharic/English	—	—	—	0	0.0%	—	—	1	—	1	0.2%	1	0.2%
Tigrigna	5	—	4	9	1.5%	5	—	—	—	5	0.8%	14	2.3%

Language	Literacy Textbook-Related					Non-textbook/Supplementary					Total	Percentage of Total Titles	
	Student Literacy Textbook	Student Literacy Workbook	Teacher's Guide	Subtotal	Percentage of Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal			Percentage of Total Titles
Tigrigna/English	1	2	—	3	0.5%	—	—	1	—	1	0.2%	4	0.7%
Wolaytta	4	—	4	8	1.3%	3	—	—	—	3	0.5%	11	1.8%
Unknown/Amharic	—	—	—	0	0.0%	1	—	—	—	1	0.2%	1	0.2%
Unknown	—	—	—	0	0.0%	—	—	—	—	1 <sup>a</sup>	0.2%	1	0.2%
<b>Total</b>	<b>132</b>	<b>3</b>	<b>28</b>	<b>163</b>	<b>27.3%</b>	<b>378</b>	<b>37</b>	<b>12</b>	<b>7</b>	<b>435</b>	<b>72.7%</b>	<b>598</b>	<b>100.0%</b>

Note: Percentages may not sum exactly because of rounding.

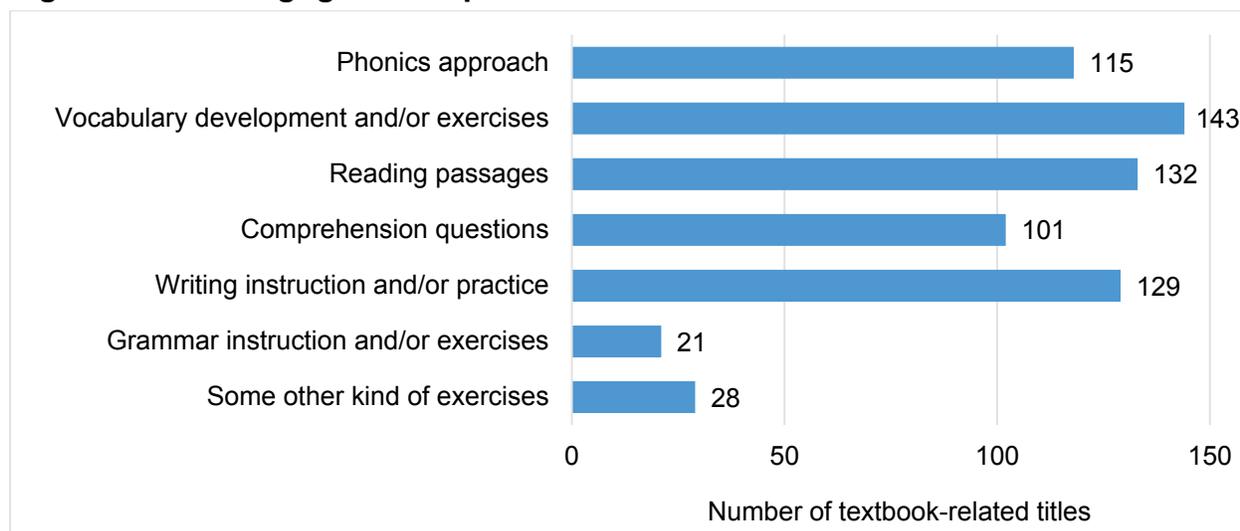
<sup>a</sup> The data collectors were not able to determine the subtype of one non-textbook title surveyed in an unknown language.

## B. Usefulness of Available Materials for Early Grade Children

### Pedagogical Components of Textbooks

The textbook-related materials surveyed contained a wide variety of pedagogical components. As shown in **Figure B-1**, the following components were all common and found in similar numbers: vocabulary development and/or exercises, reading passages, comprehension questions, and writing instruction and/or practice. Similarly, most of the textbook-related materials appeared to employ a phonics approach<sup>1</sup> to reading instruction at least in part. However, grammar instruction and/or exercises only appeared in 21 titles.

**Figure B-1. Pedagogical components of textbooks.**



Note: Multiple responses were possible per title.

Sample pages from a Primary Grade 3 student textbook developed under the USAID-funded Reading for Ethiopia's Achievement Developed (READ) Technical Assistance project (**Figure B-2**) show a variety of these components combined in one lesson, including a phonics approach, a reading passage, and comprehension questions.

<sup>1</sup> A "phonics approach" focuses 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 segmenting syllables and words into individual sounds.

**Figure B-2. An excerpt from a student literacy textbook with a variety of pedagogical lesson components.**

**4<sup>ki</sup>** LAMALA H A N A F O

**Macciishshinanni Niwaawe**

La'miitu"uu Ollaa



**Qara Qaalla**

**Biddissa:** Woroonni noo qaalla fiche gaamote hasaabbe.  
 1. teetaanoose - cilino siwiilinni daanno dhibba  
 2. shooma 3. worime 4.hadho

**Biddissa:** Aante no xa'mo niwaawete garinni qaalunni dawari.  
 1. La'miitu angase siwiilunni mudhitinohu massitanniiti?  
 2. La'miitu fayyimmate agarooshshi minira massisehu ayeti?  
 3. Cilino siwiili murannonkekki gede hiitto qoropho assa hasiissannonke?  
 4. Ollinkera jaallanke xissanturo ma assa hasiissannonke?

**Qoonqo Xaadisanna Babbada**

**Biddissa:** Qoonquwa xaadisise .

Law: xa gi saan cho → xagisaancho

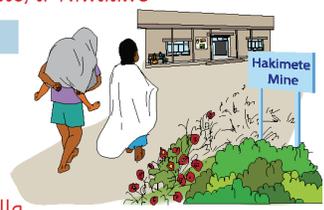
1. a ma ddi no →	3. ho roon si dhu →
2. see jji ta nni →	4. a ssi ta nni →

Sidaamu Afoo 3<sup>ki</sup>Kifile

4<sup>ki</sup> Lamala Umi Barra

**Nabbawatto/a Niwaawe**

Lamiitu"uu Ollaa



**Qara Qaalla**

1. ayidde 2.ama 3. ilantino 4. ollii 5. ooso

La'miitu sase kifile rosaanchooti. Mitto barra rossinonte gede rosu minira hadhara kabbaanantanna amase "Gatinni hoga murte abbie" yituse. La'miituno hoga murtanna ciltino worime anga murtuse.

La'miitu, Aadde Hasamo Fayyimmate agarooshshi minira amase ledo massise. Xagisaancho mundeete lao assite bisoho hadho ikkanno dhibbi/Teetaanoose/ amaddinoseta kultuse.

La'miitu, olliiise ooso, siwiila horoonsidhinanni woyite qorophe, yitanni seejjitunsa.

La'miituno lame lamala gedensaanni mada hurteennase olliiise ooso ledo rosose ha'runsa hanaffu.

La'miitu ollii ooso mimmito seejjitanninna horoonsidhanno uduunni aana qoropho assitanni heedhu.

**Biddissa:** Aante noo xa'muwa niwaawete garinni qoli.  
 1. Fayyimmate ogeette La'miitu anga la'e maricho assituse?  
 2. Olliiise manni La'miitu may garinni xa'mise?  
 3. Dhiwamino manna xa'mitine egentinoonni? Hiittoonni?  
 4. Ki'ne mereero La'miitura iilli gedee qarri iillinohu/noti no?

Sidaamu Afoo 3<sup>ki</sup>Kifile

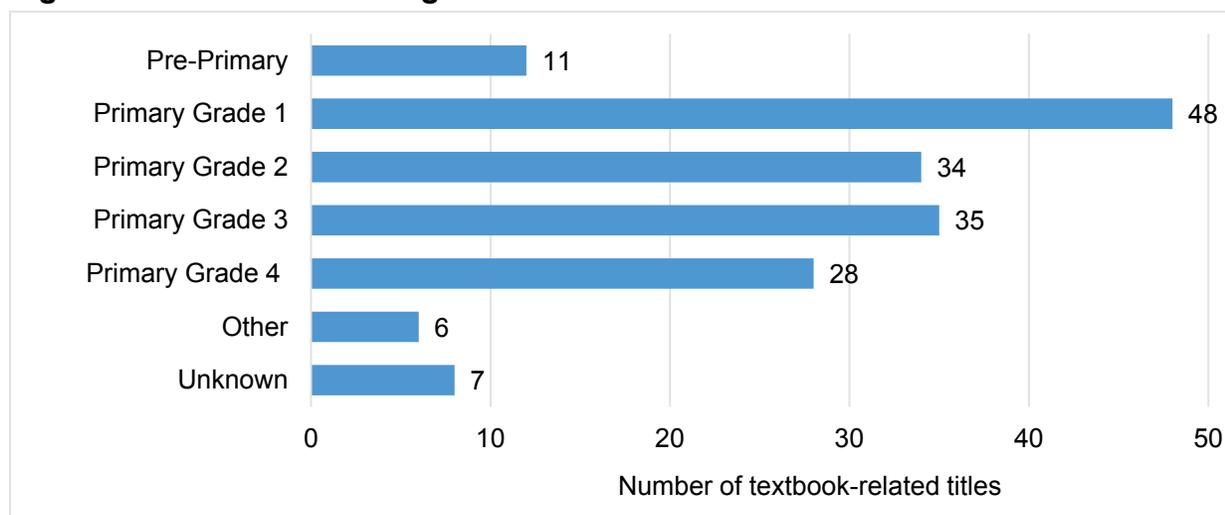
Note: Excerpted from *Sidaamu Afoo: Rosaanote Maxaafa, Sayikki Kifile*, the Primary Grade 3 literacy textbook in Sidamo produced by USAID's READ Technical Assistance project.

## Level

### Designated Textbook Levels

Out of the 163 textbook-related materials, 150 (92 percent) were explicitly labeled by the publisher for a specific grade level or levels in the formal education system, with the highest number (48 [29 percent]) for Primary Grade 1. **Figure B-3** shows the level of textbooks as they were labeled. Books could be designated and recorded for more than one level. The data collectors encountered a few books designated for the pre-primary level (11 [seven percent]), which suggests that some materials are available, but fewer than for the higher grades.

**Figure B-3. Publisher-designated levels for textbook-related materials.**



Note: Multiple responses were possible per title.

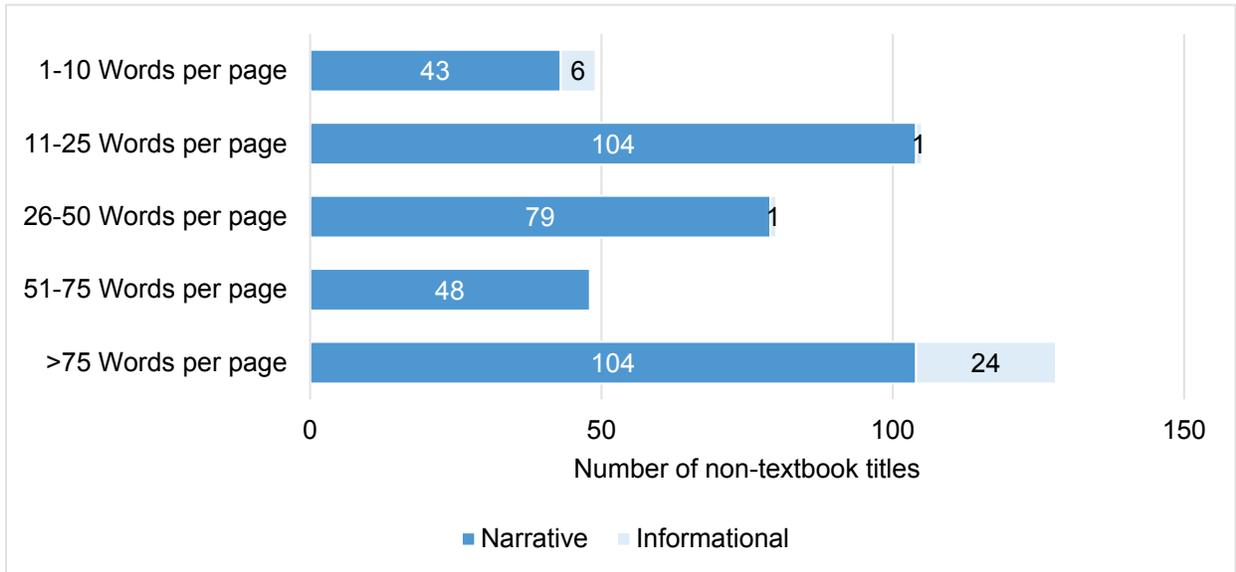
### *Non-textbook Levels*

Because supplementary materials were not expected to be labeled for a particular grade level in most cases, the data collectors used a count of the maximum words per page (wpp) to serve as an approximate proxy for relative reading difficulty levels. The data collectors performed this count for the 415 narrative and informational titles.

**Figure B-4** shows that the titles were not evenly spread across words per page ranges. The narrative texts tended to have either 11–25 wpp or greater than 75 wpp (104 titles in each range), with fewer than half as many titles in either the 1–10 or 51–75 wpp ranges. As for the informational texts, there were very few encountered at all, and they were concentrated in the greater than 75-wpp range.

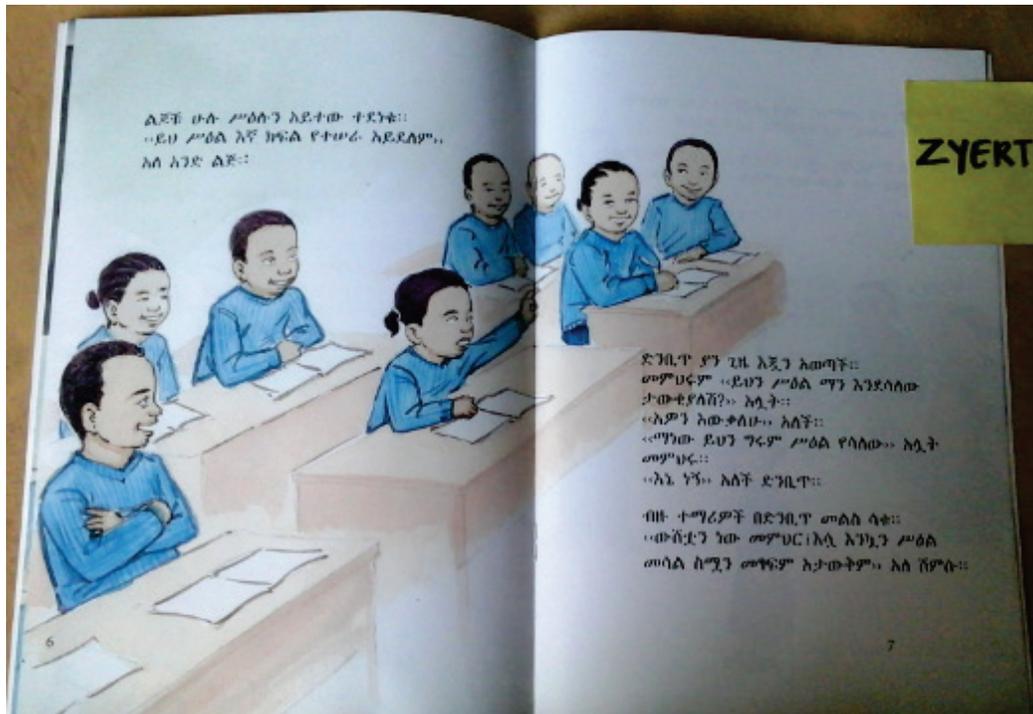
An example of a narrative text in the 26–50 wpp range is presented in **Figure B-5**.

**Figure B-4. Number of narrative and informational non-textbook titles by maximum words per page**



Note: The data are missing for five informational titles. This calculation was not performed for poetry or reference titles.

**Figure B-5. Sample pages from an Amharic language narrative in the 26–50 maximum words per page range, written in Amharic Fiedel script**

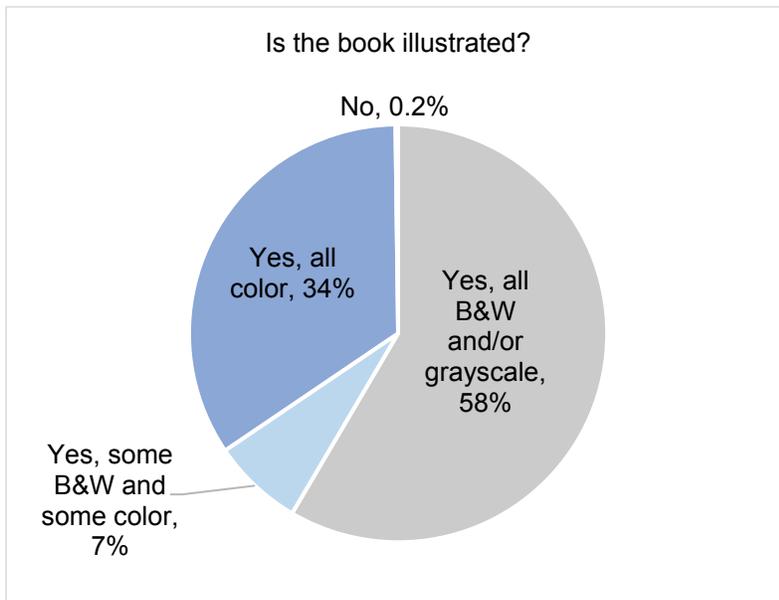


Note: This book is used as part of USAID’s Transforming Education for Adults and Children in the Hinterland (TEACH) program.

## Illustrations

All but one book (less than one percent) included in the survey had illustrations (**Figure B-6**). Black and white and/or grayscale only images appeared in 347 titles (58 percent), and all-color illustrations appeared in 206 (34 percent).

**Figure B-6. Presence of illustrations**

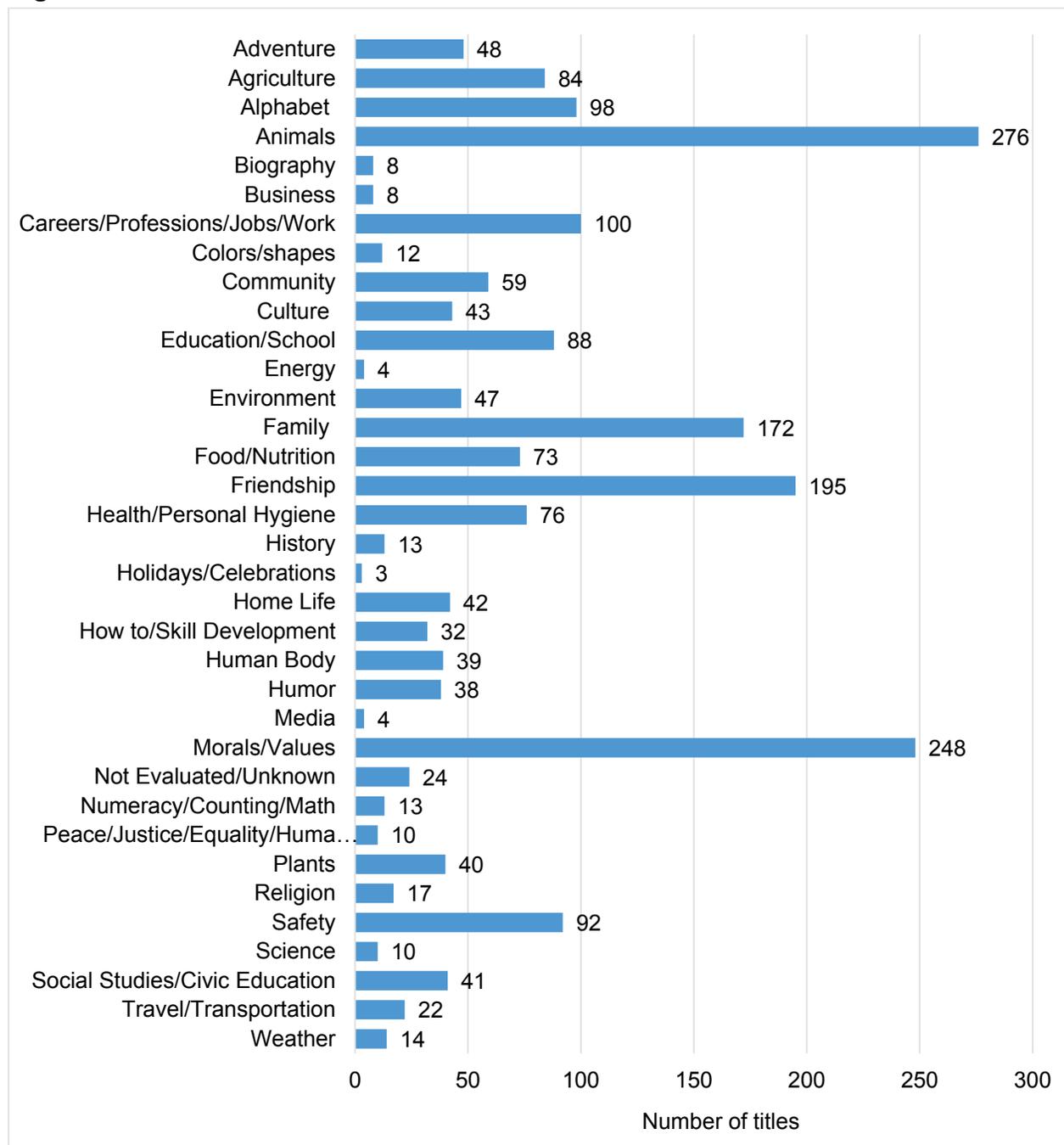


## Content Themes

The data collectors examined 558 of the titles for content themes, excluding teacher's guides and reference materials. The data collectors skimmed the texts and illustrations and checked off the most prominent themes featured from a set list. The data collectors could select any number of themes because no limits were set for the minimum and maximum numbers. The number of titles tagged for each theme is presented in **Figure B-7**.

The most common theme was animals, appearing in 276 titles (50 percent), followed closely by morals/values (248 [44 percent]). Additional popular topics included friendship (35 percent); family (31 percent); careers, professions, jobs, and work (18 percent); and the alphabet (18 percent). The least common topics included holidays and celebrations (three titles), energy (four titles), and the media (four titles).

**Figure B-7. Content themes**



Note: Multiple responses were possible per title.

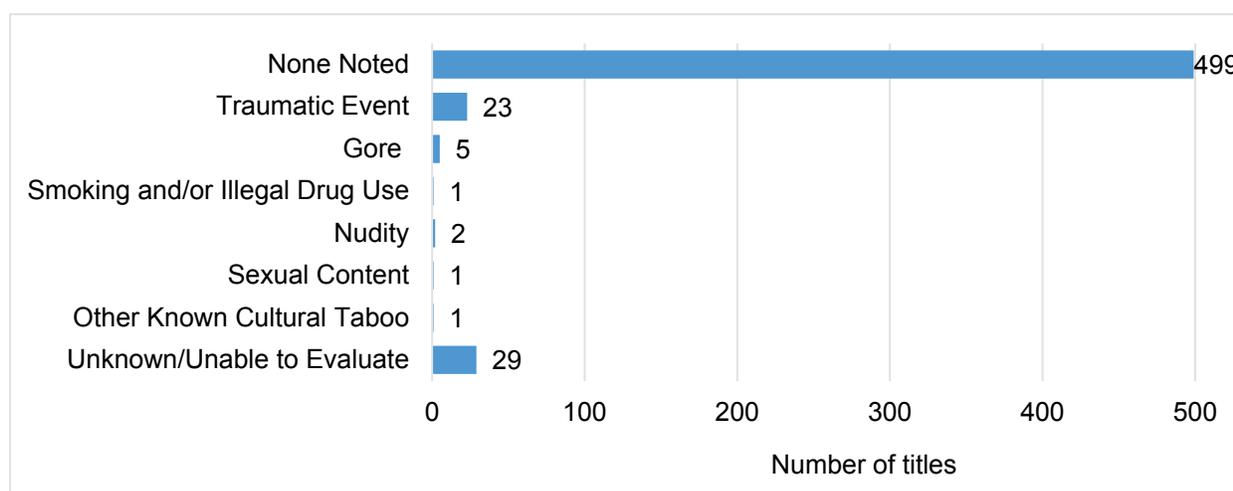
### Content Familiarity and Appropriateness

The data collectors analyzed 558 titles for the familiarity of the content for the target audience (i.e., a typical child who is a native speaker of the language of publication). Teacher’s guides and reference materials were excluded from this item. Out of the titles examined, the data collectors judged 451 (81 percent) as containing “very familiar” content, 77 (14 percent) with “semi-

familiar” content, and only one title (less than one percent) as containing “mostly unfamiliar” content for the target audience.

The data collectors also reviewed the illustrations of these 558 titles for any potentially sensitive content such as traumatic events, gore, smoking and/or illegal drug use, nudity, and other known cultural taboos. Most of the titles examined (499 [89 percent]) did not appear to include any potentially sensitive content (**Figure B-8**). Of the titles that did, the most commonly reported type of sensitive content was a traumatic event, which was found in 23 titles (four percent), with just a handful of titles for all the other categories. Overall, the incidence of potentially sensitive content was low.

**Figure B-8. Potentially sensitive content in the illustrations**



Note: Multiple responses were possible per title.

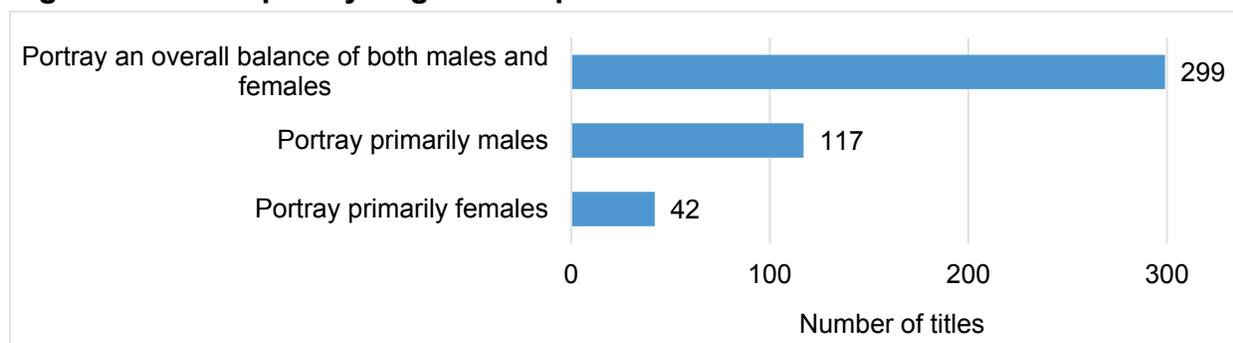
### Frequency and Equality of Representation

The data collectors examined a subset of 522 titles regarding the frequency and equality of representation of people in the illustrations according to gender, ethnic or religious group identity, and disability. Excluded from this item were teacher’s guides, reference materials, and titles that were not illustrated with humans or anthropomorphic animals.

#### Gender

The data collectors determined that gender was not apparent in the illustrations in 64 (12 percent) of the 522 titles, thus furthering limiting the subset used to examine gender balance and roles. Of the remaining titles, the data collectors judged 299 titles (57 percent) to portray an overall balance of both genders (**Figure B-9**). However, slightly more than half as many titles portrayed primarily one gender or another, 117 titles (22 percent) with primarily male characters and 42 titles (eight percent) with primarily female characters. These findings suggest that there is room for improvement regarding the gender balance of illustrations in early grade titles in Ethiopia.

**Figure B-9. Frequency of gender representation in the illustrations**

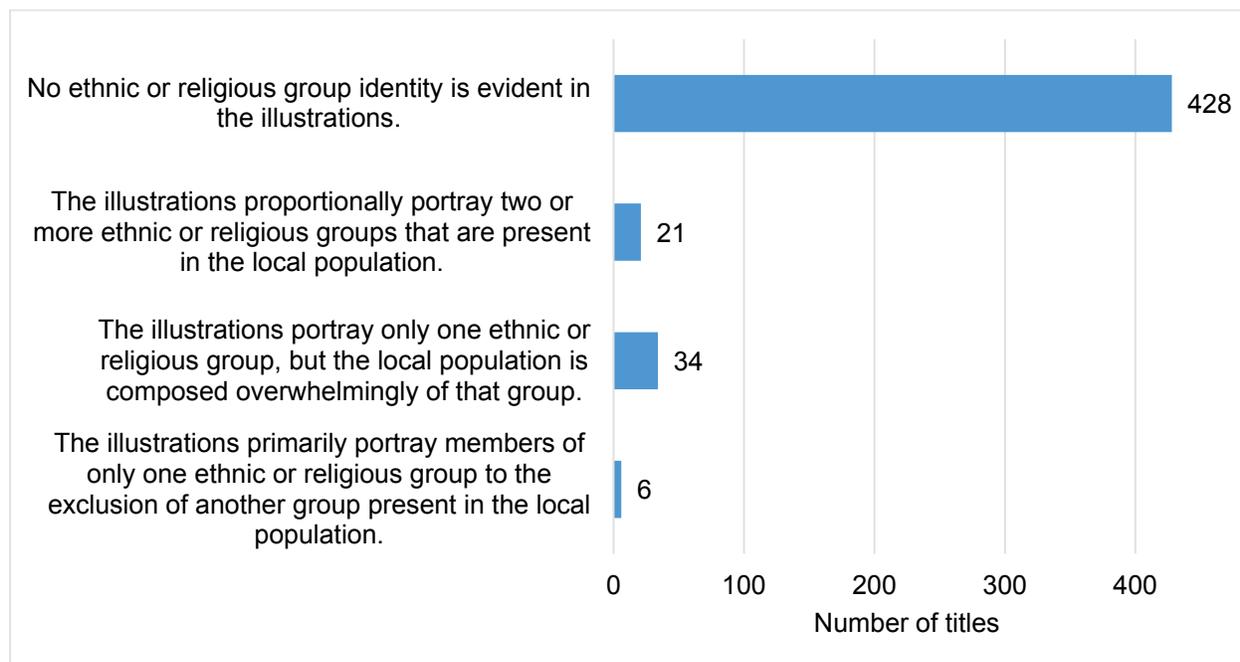


In cases where gender was apparent, the data collectors also judged whether male and female characters were portrayed “with equal skills, knowledge, accomplishments, or roles.” Of the 449 titles examined for this item, data collectors judged 285 (63 percent) as portraying the genders equally compared to only 13 (three percent) of them as portraying the genders unequally. For the remaining 151 titles (34 percent), the data collectors considered that there was an insufficient basis for comparison.

### **Ethnic and Religious Group Identity**

The data collectors examined the illustrations of the 522 titles for the frequency of ethnic and/or religious group representation. The data collectors judged that 428 titles (82 percent) did not portray characters with obvious ethnic or religious group identity markers. As shown in **Figure B-10**, only six titles (one percent) portrayed members of one ethnic or religious group to the exclusion of another group present in the local population. The data collectors categorized 33 titles (six percent) as unknown or unable to evaluate.

**Figure B-10. Frequency of ethnic/religious group representation in the illustrations**

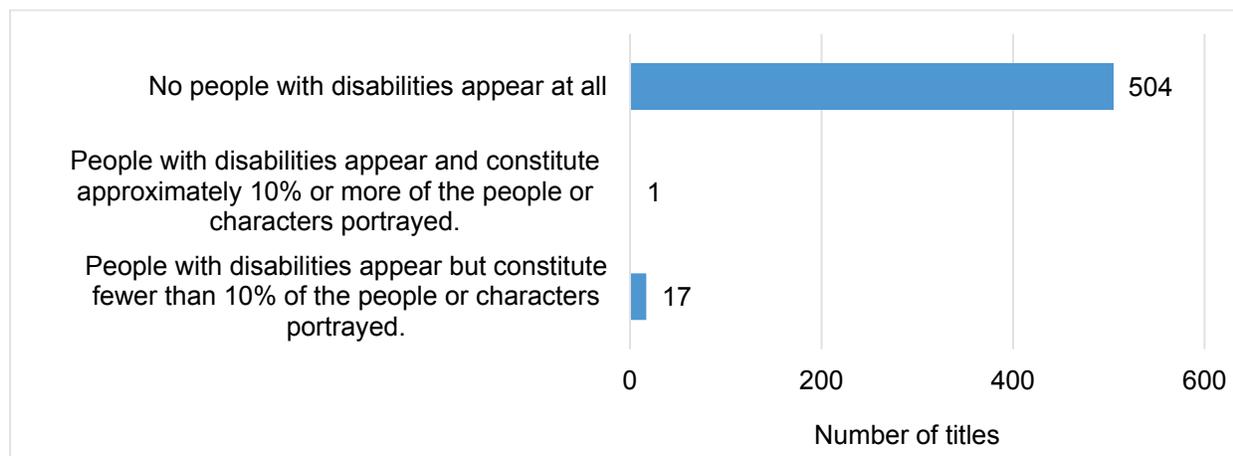


For the overwhelming majority of titles, the data collectors judged that there was insufficient basis to compare the nature of the portrayal of ethnic or religious groups in the illustrations. The data collectors evaluated only 30 titles (six percent) to determine whether different ethnic or religious groups were depicted “with equal skills, knowledge, accomplishments, or roles.” Of those titles, 29 were judged to portray the different groups comparably and only one to portray the groups unequally.

### **Disability**

The data collectors also examined the illustrations in the 522 titles for the frequency of representation of people with disabilities. As shown in **Figure B-11**, 504 titles (97 percent) did not contain any illustrations of people with disabilities, but 18 titles (three percent) did. These findings suggest that the materials in Ethiopia could be enriched by incorporating illustrations that are more representative of the general population.

**Figure B-11. Frequency of the representation of people with disabilities in the illustrations**



For the overwhelming majority of titles, the data collectors determined that there was insufficient basis to evaluate the nature of portrayal of individuals with. For 14 titles (three percent), the data collectors judged that individuals with disabilities were portrayed “with skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities,” but in five other titles (less than one percent), individuals with disabilities were not portrayed in this manner.

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

#### **Copyright, Restrictions, and Permissions**

Out of the 598 titles surveyed, 405 (68 percent) contained a copyright symbol. Most of the titles (274 [46 percent]) contained an explicit statement equivalent to “All Rights Reserved,” and only 11 materials (two percent) granted some permissions for reuse. Another 237 titles (40 percent) did not contain any explicit statement regarding permissions or restrictions. The data collectors were unable to evaluate an additional 76 titles (13 percent) for explicit statements due to unfamiliarity with the language of publication. None of the titles identified in the survey in Ethiopia contained Creative Commons licenses.

#### **Medium**

Of the titles surveyed, 451 (75 percent) were in hard copy and 207 titles (35 percent) were in soft copy; 60 titles (10 percent) were available in both.

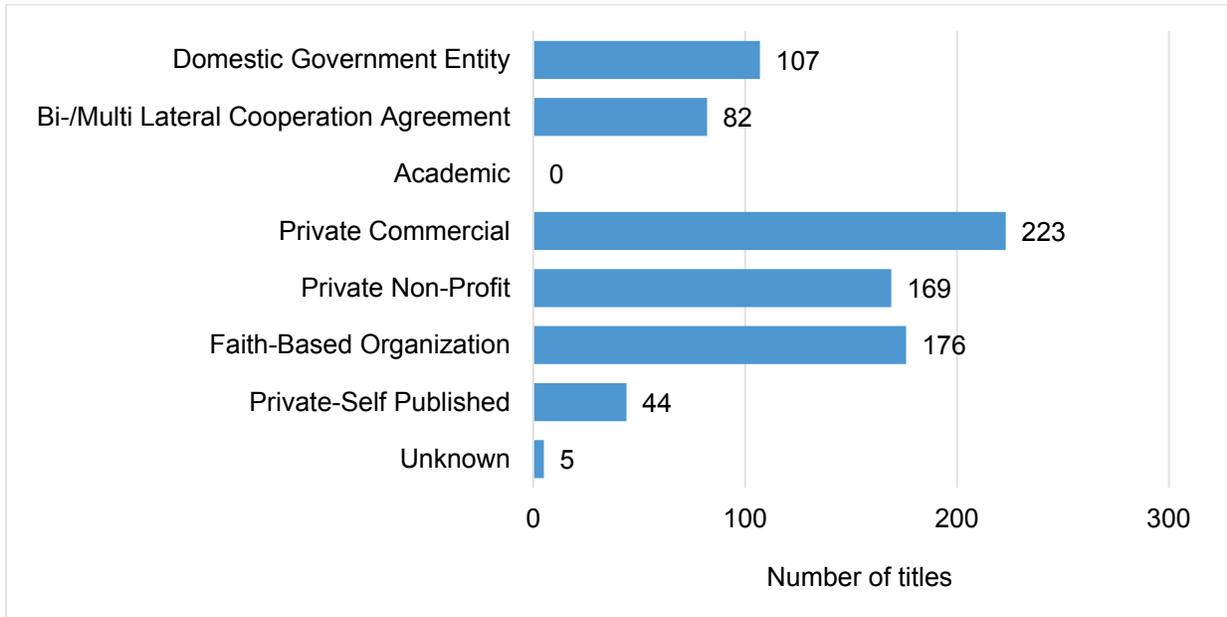
### ***D. Landscape of the Production of Children’s Reading Materials in African Languages in Ethiopia***

#### **Publisher Types**

**Figure B-12** shows the number of titles published by each type of organization. Private commercial companies were the largest producer of the materials surveyed, with 223 titles (37 percent). However, the government, nonprofit organizations, and faith-based organizations

were all also heavy contributors. As previously mentioned, the government contributions are likely to be even higher than shown, as the data collectors reported having some trouble accessing them. These findings suggest that various types of organizations actively engage in developing and publishing early grade reading materials in local languages, with no one type overwhelmingly dominating the industry.

**Figure B-12. Number of titles by publisher type**



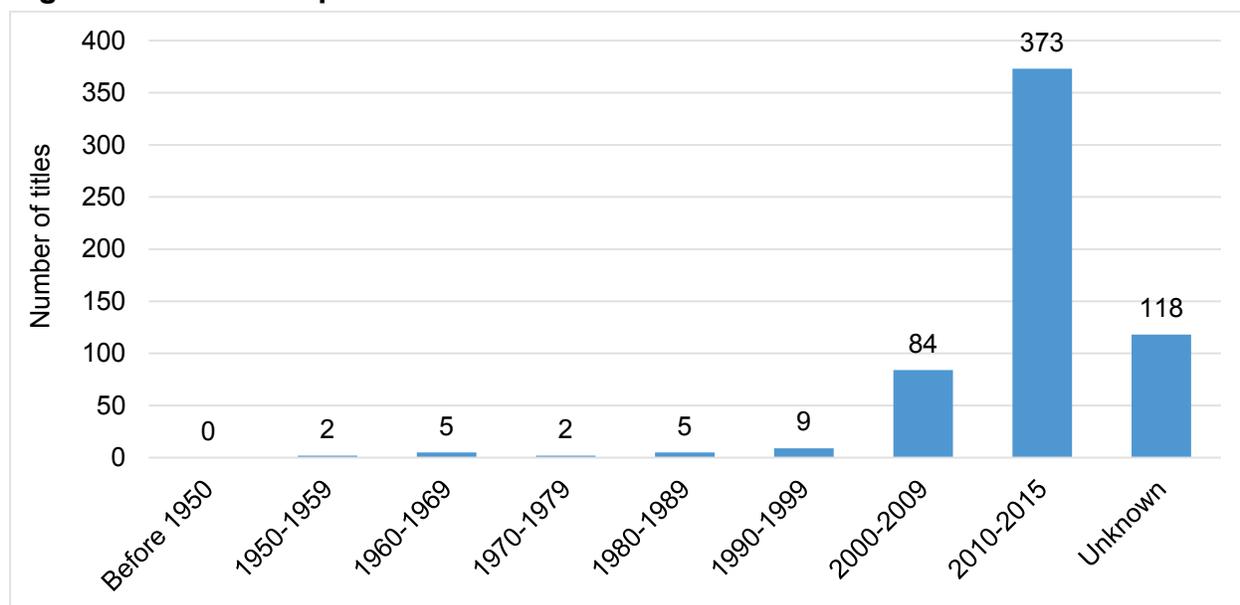
Note: Many titles were produced jointly by two or more organizations; therefore, the number of organizations represented here exceeds the number of titles surveyed. Publishers can also be included under multiple categories.

### Year of Publication

The data collectors recorded the year of publication data for the titles surveyed. As shown in **Figure B-13**, 373 titles (62 percent) were published since 2010.<sup>2</sup> This finding indicates that the current inventory is relatively recent.

<sup>2</sup> Titles surveyed that used the Ethiopian calendar were converted to the Gregorian calendar by assuming that the date of publication was January 1 in the year specified, and adding seven years to the Ethiopian calendar year.

**Figure B-13. Year of publication**



### **International Standard Book Number**

Out of the 598 titles surveyed, the data collectors found that most of the titles (397 [66 percent]) did not contain an International Standard Book Number (ISBN). During a discussion of this finding with National Library and Archives experts, it was suggested that smaller publishers may lack information about the benefits of incorporating ISBNs into publishing practices.

### **Price**

Out of the 598 titles surveyed, the data collectors recorded that 32 (five percent) were marked as free, and 537 (90 percent) were not. The data collectors were unable to evaluate whether the remaining 29 (five percent) of the titles were available for free.

The data collectors recorded price information for 64 textbooks and 157 non-textbooks, all in hard copy (see **Table B-3**). Not all subtypes had titles for which cost was recorded. Most of the titles were priced at a relatively low cost, with the most expensive being reference materials at an average cost of \$2.10 (U.S. dollars [USD]). With the exception of reference materials, all other non-textbooks averaged at less than \$1.00 per title, and textbooks were just slightly higher at \$1.27.

**Table B-3. Price of hard-copy materials available by book type**

Book Type	Number Recorded as Free	Number Recorded with Price >\$0.00	Average Price in USD <sup>a</sup> for Nonfree Materials	Range
<b><i>Textbook-Related:</i></b>				
Student textbook	3	41	\$1.27	\$0.09–\$5.39
Student workbook	0	2	\$0.54	\$0.49–\$0.59
Teacher’s guide	16	16	\$1.47	\$1.47–\$1.47
<b><i>Non-textbook:</i></b>				
Narrative	2	137	\$0.89	\$0.05–\$2.70
Informational	0	5	\$0.80	\$0.29–\$2.06
Reference	0	7	\$2.10	\$0.59–\$7.25
Poetry, etc.	0	2	\$0.81	\$0.39–\$1.23
<b>All titles</b>	<b>21</b>	<b>212</b>	<b>\$1.05</b>	<b>\$0.05–\$7.25</b>

<sup>a</sup> Exchange rate: 1 Ethiopian Birr = 0.049 U.S. dollar (USD).

## 4. Remarks

The survey findings suggest that there is a market for a number of early reading materials in Ethiopian languages and that some private publishers are meeting this need. The government policies regarding language of instruction have helped spur local language communities to develop orthographies of their respective languages and to ensure that children are being taught in their home language at primary school, which in turn fuels the demand for more materials.

The data collectors stressed the strong possibility that more materials exist than were captured by the survey. Although the data collectors obtained some materials produced through partnerships between the Ministry of Education (MOE) and other organizations, collecting MOE–sponsored materials directly from the ministry proved to be difficult because of legal requirements. To ensure that data collection could be completed on time, the data collectors relied on materials provided by individuals, publishers, and nongovernmental organizations. With additional time and access to fully engage with the MOE, additional titles could be surveyed to supplement the findings outlined in this particular country report.

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