Annex J. Summary of the Early Grade Reading Materials Survey in Uganda

Geography and Demographics

Size:	241,038 square kilometers (km²)
Population:	37 million (2015)
Capital:	Kampala
Urban:	16% (2015)
Administrative Divisions	111 Districts + 1 Capital City
Religion	84% Christian 12% Muslim 3% Other 1% None

Source: Central Intelligence Agency (2015).

Note: Population and percentages are rounded.

Literacy

Projected 2015 Literacy Rates:[a]	Overall	Male	Female	2013 Primary School Age Population (aged 6–12 years):[a]	7.9 million
Adult (aged >15 years)	74%	81%	67%	2013 Primary School GER:[a]	107%, down from 128% in 1999
Youth (aged 15–24 years)	87%	87%	87%	2013 Pre-primary School GER:[a]	11%

Sample EGRA Results [b]	Language:	Ganda	Oral Reading Fluency:	Mean: 18.1 correct words per minute
	When:	2009		Standard deviation: 2.5
	Where:	Central		26% zero scores
	Who:	927 P3 students	Reading Comprehension:	6% reading with ≥80% comprehension
				38% zero scores

The study found that the availability of reading materials at home and access to textbooks in the classroom are important predictors of achievement in literacy.

Note: EGRA = Early Grade Reading Assessment; GER = Gross Enrollment Rate; P3 = Primary Grade 3. Percentages are rounded.
[a] Source: UNESCO (2015).
[b] Source: Piper (2010).

Language

Number of Living Languages [a]: 41		
Major Languages[b]	**Estimated Population[c]**	**Government Recognized Status**
English	2.5 million (L2) (2003)	"Official"[d] language
Kiswahili	313,000 (L1) (2015) 33.8 million (L2) (2015)	"Official"[f] language
Ganda (i.e., Luganda)	4.1 million (L1) (2002) 1 million (L2) (1999)	LWC
Acholi, Chiga, Lango, Masaaba, Nyankore, Soga, and Teso	1.1–2.3 million (L1) (2002)	
Adhola, Alur, Konzo, Kumam, Lugbara, Ng'akarimojong, Nyoro, Pokoot, and Talinga-Bwisi	69,000–797,000 (L1) (2002-2004)	

Note: L1 = first language; L2 = second language; LWC = language of wider communication.
[a] Source: Lewis et al. (2015).
[b] Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at www.ethnologue.com (Lewis et al., 2015).
[c] Source: Lewis et al. (2015). The dates for the speaker population estimates are provided in parentheses.
[d] Source: Article 6, Section 1 of the Uganda Constitution.
[f] Source: Article 6, Section 2 of the Uganda Constitution.

Uganda Findings in Brief:

In 2007, the Government of Uganda launched the Thematic Curriculum, which currently mandates instruction in one of 12 local languages in early primary, with transition into English in Primary Grade 4. The study surveyed 786 titles in 33 languages. Although nearly one-fourth of the materials were published in Ganda, 18 additional languages had 10 or more titles each. The Uganda inventory stood apart from other countries in the survey in that textbook-related materials outnumbered supplementary materials at approximately a 2:1 ratio, and the supplementary materials were concentrated at the lowest reading difficulty as measured by words per page. Nonetheless, textbooks designated for the pre-primary level were almost nonexistent. The available reading materials can also be described as generally appropriate for early grade readers in terms of content themes, familiarity, and representation of gender, ethnicity, and religion, though people with disabilities were largely unrepresented. A majority of the materials (86 percent) were copyrighted, but 38 percent were explicitly granted some permissions for reuse, more than any other country in the study, thanks primarily to 213 titles provided by the African Storybook Project in Ugandan languages. Excluding those titles, commercial publishers contributed the most to the inventory.

1.   Language in Education Policy in Uganda

While declaring English and Kiswahili as the official languages of Uganda, Article 6, Section 3 of the amended Constitution of the Republic of Uganda states that "… any other language may be used as a medium of instruction in schools or other educational institutions or for legislative, administrative or judicial purposes as Parliament may by law prescribe."

Early grade reading materials in Ugandan languages have been available since before Uganda's independence. The early work of missionaries led the production of these materials in the 1880s.

In the missionaries' quest to spread Christianity, they established literacy in languages in which the Bible was translated. The teaching of English was equally important because the colonial government needed clerks to facilitate the colonial administration (Tembe, 2006).

Later on, Luganda, Luo, Ng'akarimojong, Nyankore, Nyoro, and Teso and were taught from Primary Grades 1–6 as a subject until 1966.[1] These languages were selected partly because orthographies and materials had previously been produced by the missionaries. The need to develop a language policy for Uganda motivated the Education Policy Review of 1987–1989 to recommend that mother tongues be used as a medium of instruction in all educational programs up to Primary Grade 4. In 1992, the Government of Uganda adopted a mother tongue policy for public schools.

In 2007, the Government of Uganda introduced a thematic curriculum, consisting of 12 themes that are familiar to students, and directed that students be instructed in a Ugandan language from Primary Grades 1–3. During Primary Grade 4, the language of instruction (LOI) shifts from the Ugandan language to English (National Curriculum Development Centre, 2015).

According to a U.S. Agency for International Development (USAID) study in 2010, there is a high level of adherence to the LOI policy during these first three years of primary school (Piper, 2010). However, the study revealed that, in practice, teachers are not trained to teach in Ugandan languages and that the school environments are often multilingual, making it difficult to determine which language to use. Also, national examinations are conducted in English. Consequently, teachers do not stress education in the Ugandan languages (Piper, 2010). Also, several years after the adoption of the new curriculum, a survey was undertaken in 2013 by the Ministry of Education and Sports. The survey results indicated that there was still a lack of English and Ugandan language literacy materials in children's hands at the schools (Education Planning and Policy Analysis Department, 2013).

2. Data Collection

The data collectors surveyed a total of 786 titles, most of which were found in Kampala. Publishers provided most of the materials (456 titles [58 percent]), but 62 titles (eight percent) also came from libraries. The National Library of Uganda, another major stakeholder for reading materials, is mandated to keep a copy of each publication in the country, making the library a good source of material that is out of print. The data collectors obtained a total of 213 titles (27 percent) from the South African Institute for Distance Education's (SAIDE's) African Storybook Project.

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[1] This information came from Mr. Samuel Muwonge, the Inspector of Schools for the Buganda Region in 1961.

3.   Findings

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

Materials by Language

The data collectors encountered titles in 32 African languages and one European language (English). **Table J-1** presents the number of titles and publishers found for each language and the size of each language group.

The largest number of titles (182) were found in Ganda (also called Luganda), which constituted nearly one-fourth of the inventory and had more than twice as many titles as the next highest language, Lugbara, with 82 titles, followed by Lango (72 titles) and Nyole (67 titles).

English is an official language and is spoken as a second language by an estimated 2.5 million Ugandans (Lewis et al., 2015). Although many materials exist in English, the focus of the study was on African language materials. Materials in English were considered only if they were bilingual with an African language or in a shell book (i.e., a book intended and authorized for adaptation and/or translation into other languages).

Materials were encountered in three languages listed in the *Ethnologue* (Lewis et al., 2015) as being indigenous to neighboring Kenya: Dholuo, Lubukusu, and Oluluyia. However, Oluluyia is commonly used as a second language by many Teso speakers.

Most of the titles surveyed (94 percent) were monolingual; only six percent were bilingual, and less than one percent were written in three or more languages. All titles were written in Latin-based scripts.

Table J-1.   Languages in Which Reading Materials Were Found in Uganda

	Language[a]	Language ISO 639-3 Code[b]	Estimated Population of Speakers in Uganda[c]	Titles per Language	Percentage of Titles Surveyed[d]
1	Ganda	lug	4,130,000	182	23.1%
2	Lugbara	lgg	797,000	82	10.4%
3	Lango	laj	1,490,000	72	9.1%
4	Nyole	nuj	341,000	67	8.5%
5	English	eng	2,500,000 (L2)	47	6.0%
6	Teso	teo	1,570,000	46	5.8%
7	Masaaba	myx	1,120,000	45	5.7%
8	Konzo	koo	609,000	36	4.6%
9	Nyoro	nyo	667,000	32	4.1%
10	Nyankore	nyn	2,330,000	30	3.8%
11	Soga	xog	2,060,000	27	3.4%
12	Acholi	ach	1,170,000	25	3.2%

	Languageᵃ	Language ISO 639-3 Codeᵇ	Estimated Population of Speakers in Ugandaᶜ	Titles per Language	Percentage of Titles Surveyedᵈ
13	Aringa	luc	300,000	23	2.9%
14	Gwere	gwr	409,000	23	2.9%
15	Chiga	cgg	1,580,000	21	2.7%
16	Gungu	rub	49,000	15	1.9%
17	Kumam	kdi	174,000	12	1.5%
18	Ng'akarimojong	kdj	736,000	12	1.5%
19	Dholuo	luo	4,044,000 in native Kenya	10	1.3%
20	Talinga-Bwisi	tlj	68,500	10	1.3%
21	Ma'di	mhi	356,000	4	0.5%
22	Alur	alz	617,000	3	0.4%
23	Adhola	adh	360,000	2	0.3%
24	Kupsapiiny	kpz	181,000	2	0.3%
25	Leb Thurᵇ	Not applicable	Unknown	2	0.3%
26	Kinyarwanda (i.e., Fumbira)	kin	449,000	1	0.1%
27	Ik	ikx	7,500	1	0.1%
28	Kukuᵉ	Not applicable	60,000	1	0.1%
29	Lubukusu	bxk	1,433,000 in native Kenya	1	0.1%
30	Oluluyia	luy	5,084,800 in native Kenya	1	0.1%
31	Runyakitaraᶠ	Not applicable	Not applicable	1	0.1%
32	Kiswahili	swh	2,330	1	0.1%
33	Tooro	ttj	488,000	1	0.1%

Note: ISO = International Organization for Standardization; L2 = second language.
ᵃ Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at www.ethnologue.com (Lewis et al., 2015).
ᵇ ISO 639-3 is a code that aims to define three-letter identifiers for all known human languages (SIL International, 2015).
ᶜ Source: Lewis et al., 2015. The dates of the speaker population estimates vary by language, but most of them date from 2002.
ᵈ Leb Thur, a small Ugandan language, does not have an ISO 639-3 code.
ᵉ Kuku is a language used in northern Uganda and southern Sudan. Kuku is a member of the Bari (bfa) language family, but does not have an International Organization for Standardization (ISO) 639-3 code of its own.
ᶠ Runyakitara is a hybrid of Chiga and Tooro (Lewis et al., 2015).

Types of Materials

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

- 515 titles (66 percent) were literacy textbooks or related materials compared to 271 (34 percent) supplementary, non-textbook titles.

- The majority of literacy textbook-related titles (469 [91 percent]) were student textbooks or primers.
- Student textbooks (469) outnumbered teacher's guides (45) by ratio of more than 10:1.
- The data collectors found only one student literacy workbook.
- The majority of supplementary, non-textbook titles (228 [84 percent]) were narrative. All other types (e.g., informational, reference, poetry) were rare, with fewer than 20 titles each.
- Four languages (i.e., Ganda, Lugbara, Masaaba, and Nyole) together accounted for the majority of all narrative titles (89 percent).
- English was used as a second language in 44 titles (six percent) with 17 different languages.

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

Languages[a]	Textbook-Related					Supplementary/Non-textbook						Total	Percentage of Total Titles
	Student Literacy Textbook	Student Literacy Workbook	Literacy Teacher's Guide	Subtotal	Percentage of Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal	Percentage of Total Titles		
Acholi	23	—	—	23	2.9%	—	—	—	—	0	0.0%	23	2.9%
Acholi/English	—	—	2	2	0.3%	—	—	—	—	0	0.0%	2	0.3%
Adhola	1	—	—	1	0.1%	—	—	1	—	1	0.1%	2	0.3%
Alur	2	—	1	3	0.4%	—	—	—	—	0	0.0%	3	0.4%
Aringa	17	1	4	22	2.8%	1	—	—	—	1	0.1%	23	2.9%
Chiga	13	—	1	14	1.8%	2	—	1	3	6	0.8%	20	2.5%
Chiga/English	1	—	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Chiga/English/ Kiswahili	1	—	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
English	—	—	—	0	0.0%	3	—	—	—	3	0.4%	3	0.4%
Fumbira	1	—	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Ganda (Luganda)	90	—	—	90	11.5%	68	13	1	5	87	11.1%	177	22.5%
Ganda/English	—	—	3	3	0.4%	1	—	—	—	1	0.1%	4	0.5%
Gungu	13	—	—	13	1.7%	2	—	—	—	2	0.3%	15	1.9%
Gwere	19	—	2	21	2.8%	1	—	—	—	1	0.1%	22	2.8%
Gwere/English	—	—	1	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Konzo	28	—	—	28	3.6%	1	—	—	3	4	0.5%	32	4.1%
Konzo/English	—	—	1	1	0.1%	—	—	3	—	3	0.4%	4	0.5%
Kuku	1	—	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Kumam	11	—	1	12	1.5%	—	—	—	—	0	0.0%	12	1.5%
Kupsapiiny English	2	—	—	2	0.3%	—	—	—	—	0	0.0%	2	0.3%
Lango	60	—	2	62	7.9%	5	—	1	—	6	0.8%	68	8.7%
Lango/English	—	—	4	4	0.5%	—	—	—	—	0	0.0%	4	0.5%
Lebthur	1	—	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Lugbara	27	—	—	27	3.4%	45	2	—	—	47	6.0%	74	9.4%
Lugbara/English	4	—	2	6	0.8%	—	—	1	—	1	0.1%	7	0.9%
Lugbara/Ganda	—	—	—	0	0.0%	1	—	—	—	1	0.1%	1	0.1%
Luo	2	—	—	2	0.3%	—	—	—	—	0	0.0%	2	0.3%
Luo/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Lwo	7	—	—	7	0.9%	—	—	—	—	0	0.0%	7	0.9%
Ma'di	3	—	1	4	0.5%	—	—	—	—	0	0.0%	4	0.5%
Masaaba	3	—	—	3	0.4%	39	—	—	—	39	5.0%	42	5.3%
Masaaba/English	—	—	2	2	0.3%	1	—	—	—	1	0.1%	3	0.4%
Ng'akarimojong	10	—	1	11	1.4%	—	—	—	—	0	0.0%	11	1.4%
Ng'akarimojong/ English	—	—	1	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Nyankore	21	—	1	22	2.8%	3	—	1	—	4	0.5%	26	3.3%
Nyankore/English	—	—	3	3	0.4%	—	—	—	—	0	0.0%	3	0.4%
Nyole	12	—	1	13	1.7%	47	3	—	—	50	6.4%	63	8.0%
Nyole/English	—	—	1	1	0.1%	1	—	—	—	1	0.1%	2	0.3%
Nyole/Oluluyia	—	—	—	0	0.0%	1	—	—	—	1	0.1%	1	0.1%
Nyoro	29	—	1	30	3.8%	—	—	—	—	0	0.0%	30	3.8%
Nyoro/English	—	—	1	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Nyoro/Tooro	—	—	1	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Runyakitara	1	—	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Soga	18	—	—	18	2.3%	4	—	1	1	6	0.8%	24	3.1%
Soga/English	1	—	1	2	0.3%	—	—	1	—	1	0.1%	3	0.4%

	Textbook-Related					Supplementary/Non-textbook							
Languages[a]	Student Literacy Textbook	Student Literacy Workbook	Literacy Teacher's Guide	Subtotal	Percentage of Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal	Percentage of Total Titles	Total	Percentage of Total Titles
Talinga-Bwisi	8	—	—	8	1.0%	1	—	—	—	1	0.1%	9	1.1%
Talinga-Bwisi/ Lubukusu	—	—	—	0	0.0%	—	—	—	1	1	0.1%	1	0.1%
Teso	39	—	3	42	5.3%	1	—	—	—	1	0.1%	43	5.5%
Teso/English	—	—	3	3	0.4%	—	—	—	—	0	0.0%	3	0.4%
Total	469	1	45	515	65.5%	228	18	12	13	271	34.5%	786	100.0%

Note: Percentages may not sum exactly to 100% because of rounding.

[a] Languages are presented in alphabetical order. Most languages go by several different names; several languages have the same name. In case of confusion, refer to the language International Organization for Standardization (ISO) code and the *Ethnologue* at www.ethnologue.com.

B. Usefulness of Available Materials for Early Grade Children

Pedagogical Components of Textbooks

The 515 textbook-related materials were analyzed with regard to their pedagogical components. The most common components of the materials were vocabulary development and/or exercises (392 [76 percent]) and reading passages (330 [64 percent]), though fewer than half as many titles (149 [29 percent]) contained accompanying comprehension questions (**Figure J-1**). The least common component was grammar instruction and/or exercises, appearing in only 29 (six percent) of the titles. Less than one-third of the titles (141 [27 percent]) used what could be construed as a phonics approach to reading instruction.[2]

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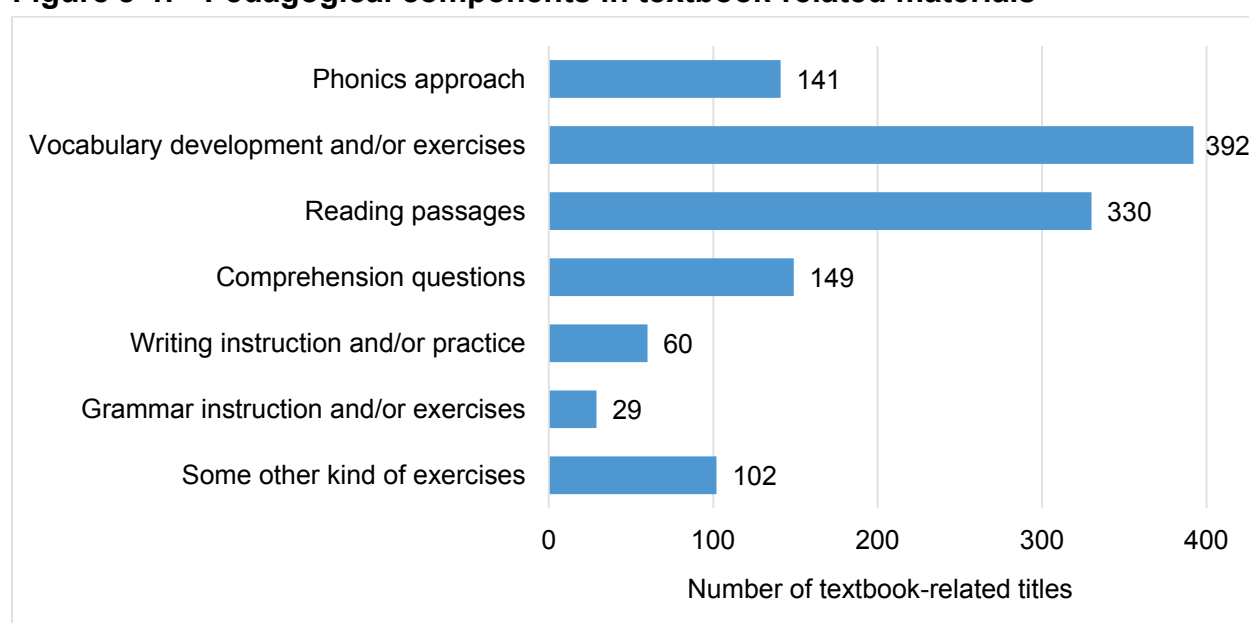
Note: Multiple responses were possible per title.

Level

Designated Textbook Levels

Out of the 515 titles that were textbooks and related materials, 350 were explicitly labeled for a grade level. The highest number of titles (i.e., 174) were labeled for Primary Grade 1, followed by Primary Grade 2 (i.e., 119), followed by a drop in number of titles at the Primary Grade 3 level (i.e., 39) and beyond (**Figure J-2**). Although the survey targeted kindergarten through Primary Grade 3 materials, the data collectors included materials that were designated for higher primary grades if they judged them to be potentially useful in lower grades. In this case, the data collectors included 26 titles designated for Primary Grade 4. However, they found only two titles

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

for preschool, nursery, and kindergarten, even though these levels were specifically targeted as part of the study.

**Figure J-2. Publisher-designated levels for textbook-related materials**
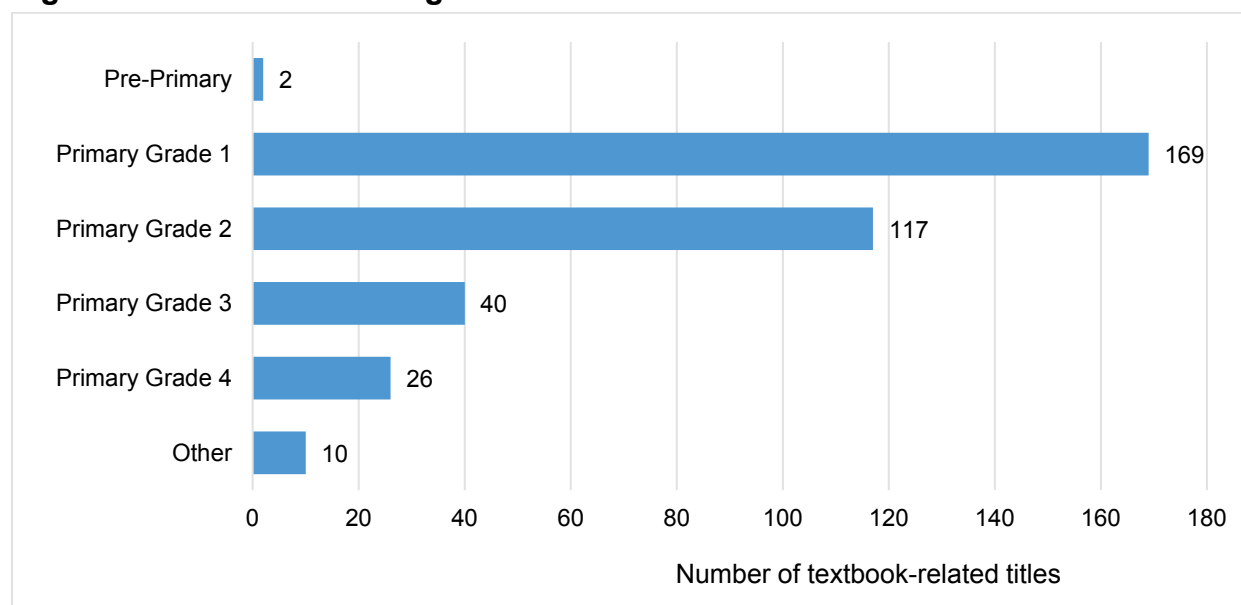
Note: Multiple responses were possible per title.

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 238 narrative and informational texts.

In contrast to the results in most other countries in this study, a slightly greater number of the non-textbook titles (**Figure J-3**) were written at the lowest reading levels (e.g., 1–10 wpp) than at the higher levels.

Figure J-3. Number of narrative and informational non-textbook titles by maximum words per page
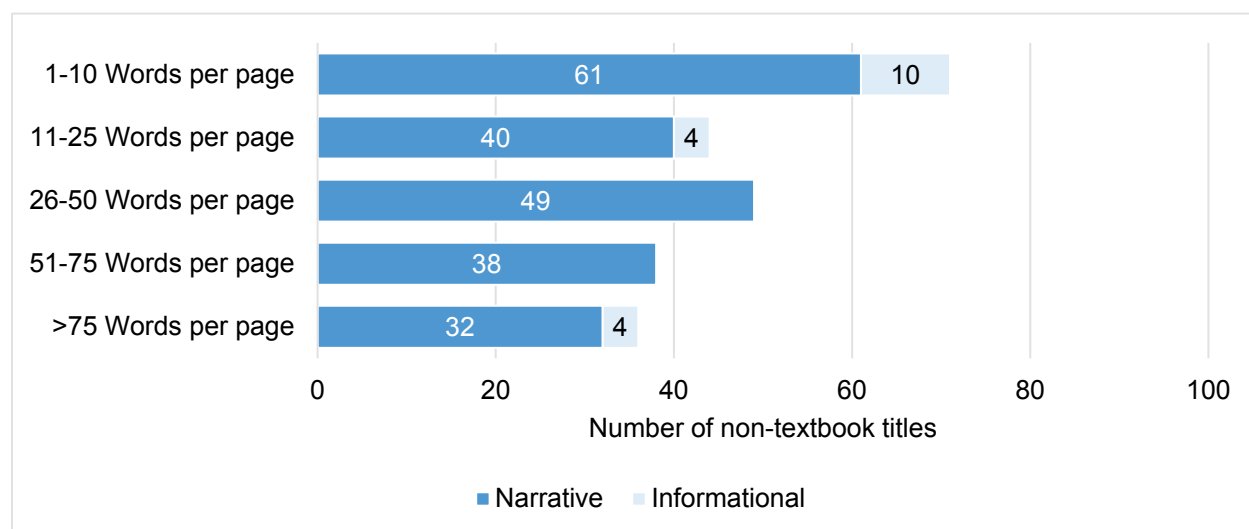

Note: This calculation was not performed for poetry or reference titles.

Illustrations

Most of the books surveyed (729 [93 percent]) were illustrated (**Figure J-4**). The most common type of illustration (i.e., black and white and/or grayscale) was used in 354 of the titles (45 percent), but nearly the same number of titles (335 [43 percent]) appeared in full color. Both commercial and nonprofit publishers used both types of illustrations.

Figure J-4. Presence and type of illustrations
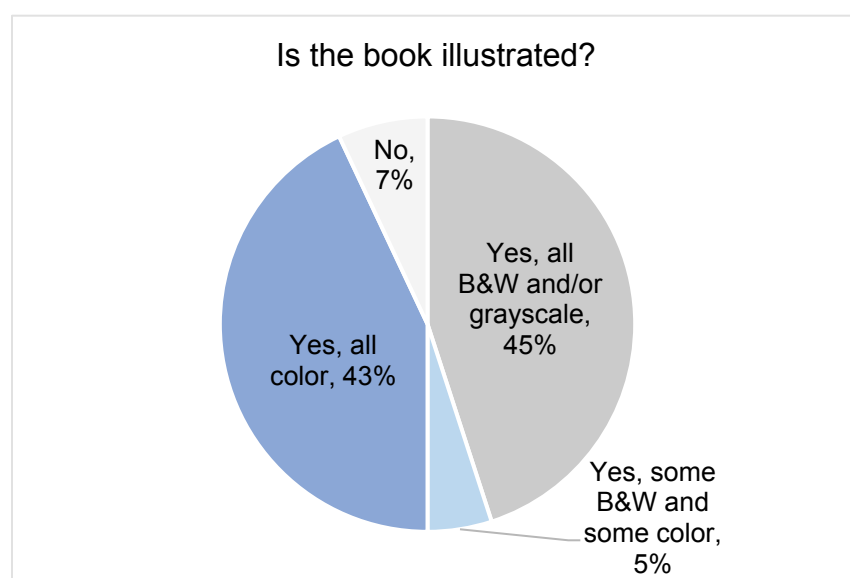
Content Themes

The data collectors examined 729 of the titles for content themes, excluding teacher's guides and reference materials. The data collectors skimmed the texts and/or 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 J-5.

The most common theme was morals/values, appearing in 352 titles (46 percent), followed closely by home life (343 [45 percent]), family (300 [39 percent]), and education/school (283 [37 percent]). The least common themes found in the surveyed titles were media (with one [less than one percent]), energy (with two [less than one percent]), and biography (with three [one percent]).

Out of the 729 titles reviewed for content themes, the data collectors found 101 (13 percent) with religious content, 96 titles with references to Christianity, and 32 with references to Islam (30 of referenced both religions).

Figure J-5. Content themes

Theme	Number of titles
Adventure	44
Agriculture	127
Alphabet	63
Animals	269
Biography	3
Business	77
Careers/Professions/Jobs/Work	45
Colors or Shapes	4
Community	184
Culture	164
Education/School	283
Energy	2
Environment	91
Family	300
Food/Nutrition	140
Friendship	93
Health/Personal Hygiene	167
History	7
Holidays/Celebrations	25
Home Life	343
How-to/Skill Development	102
Human Body	48
Humor	101
Media	1
Morals/Values	352
Numeracy/Counting/Math	41
Peace/Justice/Equality/Human Rights	29
Plants	62
Religion	101
Safety	81
Science	11
Social Studies/Civic Education	64
Technology	17
Travel/Transportation	147
Weather	61

Number of titles

Note: Multiple responses were possible per title.

Content Familiarity and Appropriateness

The data collectors analyzed 729 titles for the familiarity of the content for the target audience (i.e., a typical child who was a native speaker of the language of publication). Teacher's guides and reference materials were excluded from this item. The data collectors judged 567 titles (78 percent) as containing "very familiar" content, 125 titles (17 percent) as containing "semi-familiar" content, and 21 titles (three percent) as containing "mostly unfamiliar" content for the target audience.

The data collectors reviewed the illustrations of 729 titles for any potentially sensitive content such as traumatic events, gore, smoking and/or illegal drug use, nudity, sexual content, and other known cultural taboos (**Figure J-6**). The data collectors did not find any potentially sensitive content for the majority of the titles (655 [90 percent]) evaluated for this item. As shown in Figure J-6, the most common types of content flagged for its potentially sensitive nature was a traumatic event, which appeared in 30 titles (four percent), and gore, which appeared in 13 titles (two percent). The other categories were relatively rare, occurring in fewer than 10 titles each.

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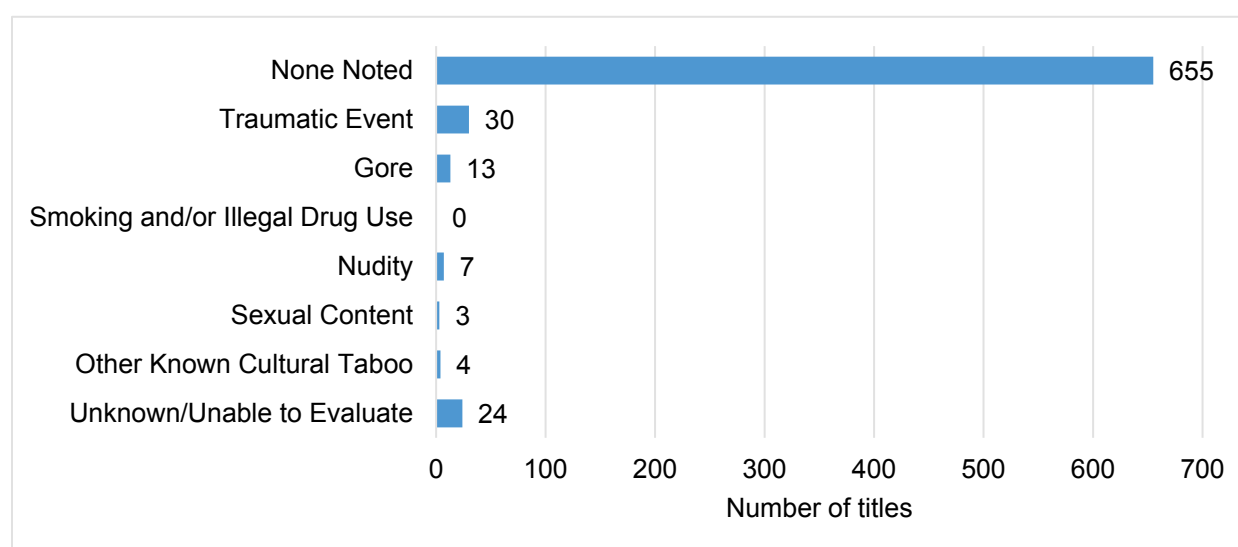
Note: Multiple responses were possible per title.

Frequency and Equality of Representation

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

Gender

The data collectors examined the illustrations in 570 titles for the frequency of representation of each gender and determined that gender was not apparent in 58 titles (10 percent), further

limiting the subset of materials evaluated for this item. Of the remaining 512 titles, the data collectors perceived 417 (81 percent) of them to portray an overall balance of both genders, and 59 (12 percent) to portray primarily male characters versus 36 (seven percent) that portrayed primarily female characters (**Figure J-7**).

**Figure J-7.   Frequency of gender representation in the illustrations**
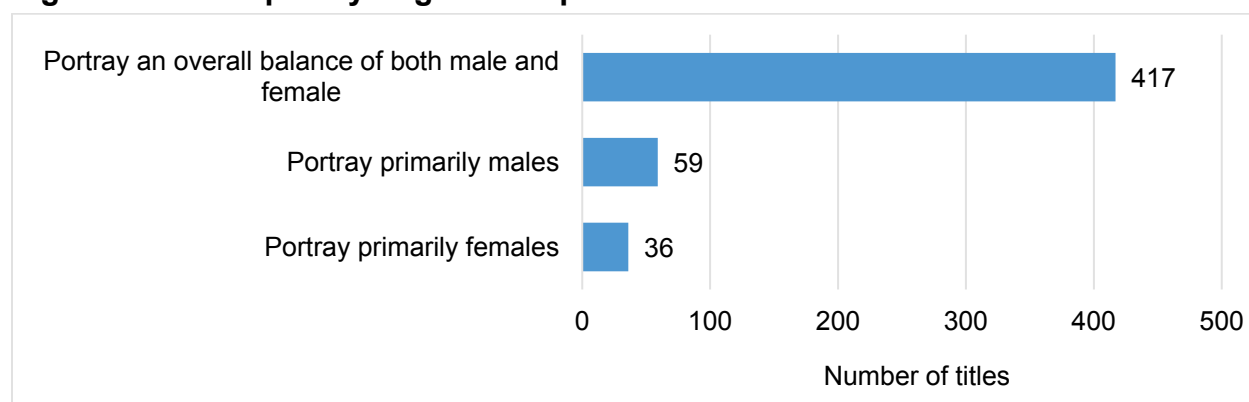
In addition, for 511 titles, the data collectors evaluated whether the illustrations portrayed male and female characters with "equal skills, knowledge, accomplishments, or roles." The data collectors judged that the male and female characters were portrayed comparably in 402 (79 percent) of these titles and were unequally represented in 16 titles (three percent). For the remaining 93 titles (18 percent), the data collectors considered that there was an insufficient basis for comparison.

Ethnic and Religious Group Identity

Similarly to gender, the data collectors examined the illustrations of 570 titles for the frequency of representation of different ethnic and/or religious group members, when apparent. Out of those titles, 370 (65 percent) were deemed to not portray characters with obvious ethnic or religious group identity markers (**Figure J-8**). Of the 200 titles that did, 64 titles (32 percent) were judged to portray exclusively one ethnic or religious group but in cases where the data collectors judged that the target population was composed overwhelmingly of that group. The data collectors judged 73 titles (37 percent) as portraying different groups proportionally to their presence in the population. Lastly, the data collectors judged 53 titles (27 percent) as portraying one group to the exclusion of another group present in the target population.

For the overwhelming majority of titles, the data collectors judged that there was an insufficient basis for comparison of the nature of the portrayal, if any, of ethnic or religious groups in the illustrations. The data collectors were able to evaluate only 90 titles for the question of whether different ethnic or religious groups were depicted "with equal skills, knowledge, accomplishments, or roles." Of those titles, the data collectors judged that 80 (89 percent) portrayed the different groups comparably, versus 10 (11 percent) that portrayed them unequally.

Figure J-8. Frequency of ethnic/religious group representation in the illustrations
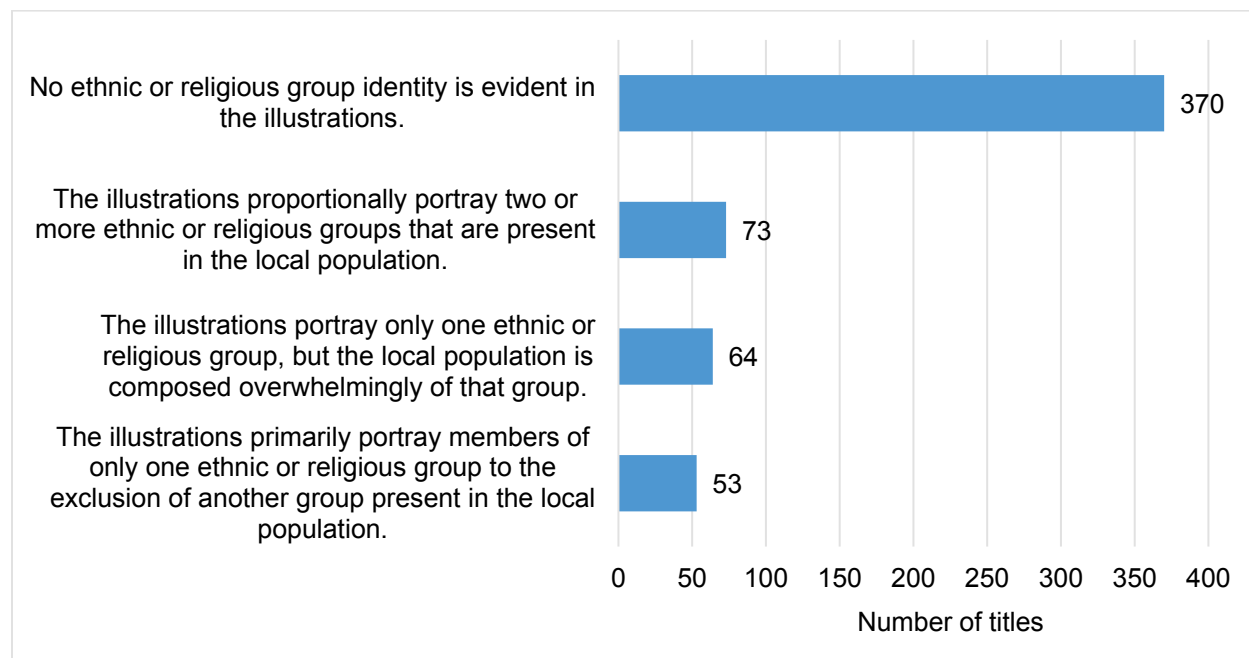

Disability

The data collectors also examined the illustrations of 570 titles for the frequency of representation of people with disabilities. The majority of the materials examined (514 [90 percent]) lacked any illustrations of people with any type of disability (**Figure J-9**). Of the 56 titles that illustrated people with disabilities, 21 (38 percent) came from USAID–sponsored or nonprofit–published materials. The remaining 35 (63 percent) came from commercial, for-profit publishers.

When people with disabilities were represented in the illustrations, the data collectors judged all but six titles (11 percent) as portraying people with disabilities "with skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities."

Figure J-9. Frequency of the representation of people with disabilities in the illustrations
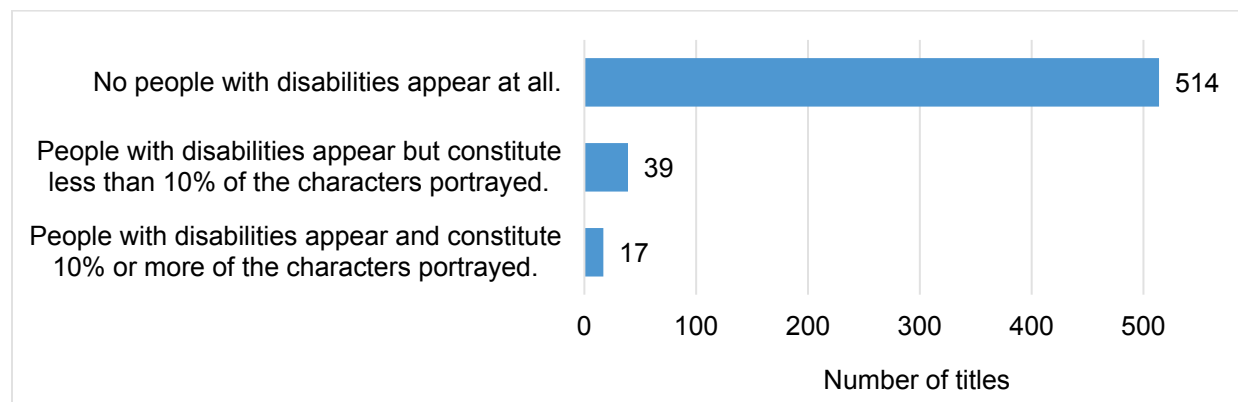
C. Feasibility of Reusing, Adapting, and Reproducing Available Titles

Copyright, Restrictions, and Permissions

The majority of titles surveyed (i.e., 678 [86 percent]) contained the copyright symbol. Regarding explicit statements about restrictions or permissions for reuse, 333 titles (42 percent) contained an explicit statement along the lines of "All Rights Reserved," 279 titles (36 percent) granted some permissions for reuse (most with a Creative Commons license), and the remaining 168 titles (21 percent) did not contain any explicit statements either way. However, the Creative Commons license was not used by Ugandan publishers. The 213 titles (27 percent) that contained these licenses all came from SAIDE's African Storybook Project.

Medium

The data collectors inventoried 525 hard-copy titles and 261 soft-copy titles. The soft-copy materials all came from SAIDE's African Storybook Project or from USAID.

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

Publisher Types

Uganda has a well-established publishing sector. The survey captured materials from 71 different publishers. As shown in **Figure J-10**, an approximately even number of titles came from either private commercial publishers (i.e., 325 [41 percent]) or private nonprofit organizations (i.e., 362 [46 percent]); however, 213 (27 percent) of the nonprofit titles were from SAIDE's African Storybook Project, located outside of Uganda, leaving only 149 titles (19 percent) from nonprofits based inside Uganda. SIL International, both a nonprofit and a faith-based organization, accounted for 81 titles (10 percent). The largest number of titles from a commercial publisher came from Fountain Publishers (58 titles [seven percent]), followed by Baroque Publishers (56 titles [seven percent]), Macmillan Publishers Limited (48 titles [six percent]), MK Publishers Limited (24 titles [three percent]), and Pearson Education Limited (22 titles [three percent]). Bilateral donors supported the publication of 49 (six percent) of the surveyed titles, all of which came from USAID programming.

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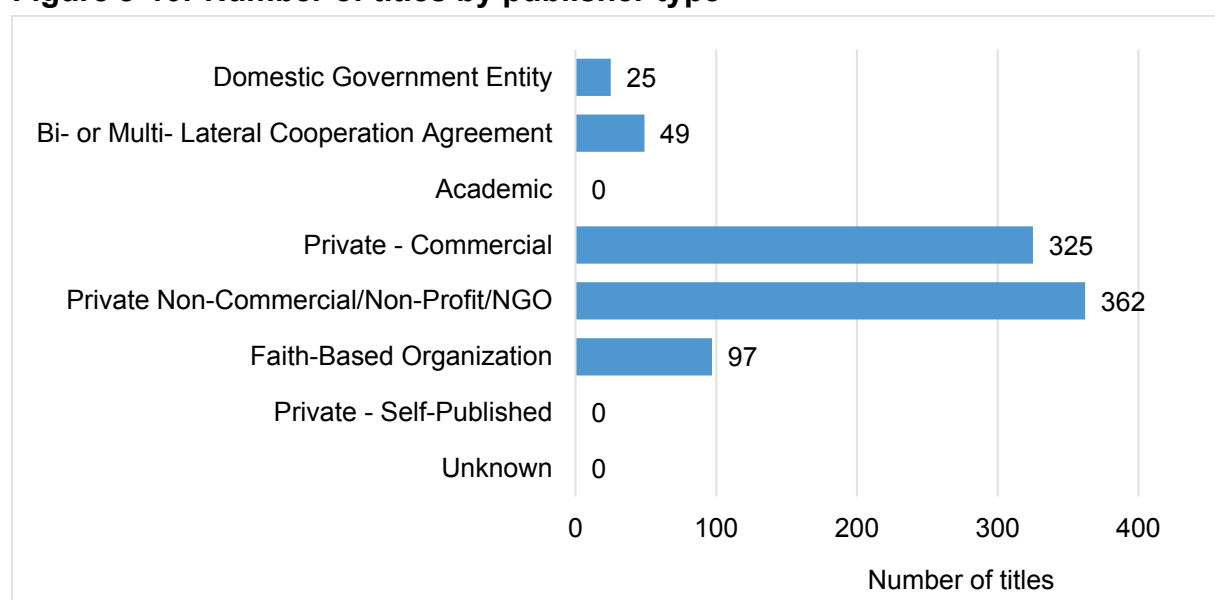
Note: Many titles were produced jointly by two or more organizations; therefore, the number of organizations represented here exceeds the number of titles surveyed. Publishers can also be included under multiple categories.

Year of Publication

The inventory surveyed was relatively recent. Most of the titles (632 [80 percent]) were published in the past 15 years, but even more (i.e., 323 [41 percent]) in the past five years than in the decade before that (i.e., 309 [39 percent]) (**Figure J-11**). The year of publication was unknown for 107 titles (14 percent). The implementation of the Thematic Curriculum in 2007 and the shift to Ugandan language instruction in the lower primary grades has increased the need for instructional materials in these languages.

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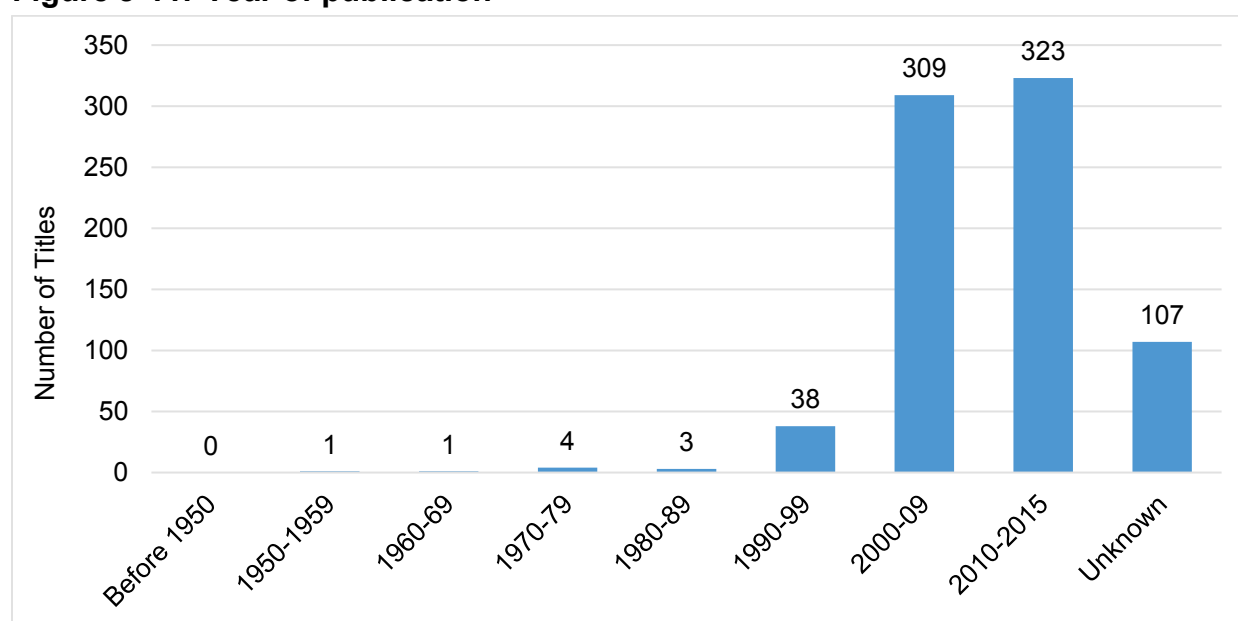
International Standard Book Number

Almost two-thirds of recorded materials (503 [64 percent]) did not have an International Standard Book Number (ISBN), but this percentage is heavily influenced by the soft-copy materials, all of which came from non-Ugandan publishers, and none of which had an ISBN. When considering only the 525 hard-copy titles, 283 (54 percent) of titles had an ISBN. The data collectors noted some irregularities concerning the ISBNs, including that that some were hand written, some titles shared the same ISBN, and some had a nine-digit ISBN instead of the required 10- to 13-digit number.

Price

Slightly less than half of the 525 hard-copy titles (i.e., 228 [43 percent]) had a known price; these titles came almost exclusively from commercial publishers. Of these titles, 18 (eight percent) were marked as free (**Table J-3**); the others ranged from $0.18 (U.S. dollars [USD]) to $7.35, with an overall average price of $1.84. Reference materials were the most expensive type of item surveyed, with an average price of $3.53.

All 213 of the soft-copy titles from SAIDE's African Storybook Project are available for free online.

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

Book Type	Number Recorded as Free	Number Recorded with Price >$0.00	Average Price in USD[a] for Nonfree Materials	Range
Textbook-Related:				
Student textbook	18	180	$1.91	$0.18–$4.90
Student workbook	0	0	0	Not applicable
Teacher's manuals	0	2	$1.75	$1.05–$2.45
Decodable book	0	1	$1.33	Not applicable
Supplementary:				
Narrative	0	10	$1.21	$0.70–$1.89
Informational	0	4	$1.48	$1.05–$1.75
Reference	0	6	$3.53	$0.70–$7.35
Poetry, etc.	0	8	$1.69	$0.70–$2.31
All titles	**18**	**210**	**$1.84**	**$0.18–$7.35**

[a] To compute the price in U.S. dollars (USD), a conversion rate of 1 Ugandan shilling (UGX) = 0.00035 USD was used.

4.   Remarks

Language Use

There are several language-based indirect factors that affect the availability of and access to early grade reading materials in local languages. Some of the factors indicated in a personal communication from the National Curriculum Development Centre include negative attitudes toward mother-tongue instruction from parents and a belief that English promotes unity, whereas local languages intensify tribalism. Specific to commercial publishing, the low profitability of producing material for less common languages provides a disincentive for publishers to produce material for these language communities.

Piracy and Copyright Infringement

Although Uganda passed its Copyright and Neighbouring Rights Act in 2006, piracy is still widespread in the country. In addition, titles are copied and illegally sold at cheaper prices, creating an environment in which it is more difficult for publishers to make a profit. Many stakeholders hope that the Global Book Fund will support advocacy campaigns against piracy and will simultaneously support the enforcement of the Copyright and Neighbouring Rights Act of Uganda.

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