

Annex H. Summary of the Early Grade Reading Materials Survey in Senegal



Geography and Demographics

Size:	196,722 square kilometers (km ²)
Population:	14 million (2015)
Capital:	Dakar
Urban:	44% (2015)
Administrative Divisions:	14 regions
Religion:	95% Muslim 4% Christian 1% Traditional

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 7–12 years): ^a	2.2 million
Adult (aged >15 years)	56%	68%	44%	2013 Primary School GER: ^a	84%, up from 65% in 1999
Youth (aged 15–24 years)	70%	76%	64%	2013 Pre-primary School GER: ^a	15%, up from 3% in 1999

Sample EGRA Results ^b	Language:	French	Oral Reading Fluency:	Mean: 18.4 correct words per minute
	When:	2009		Standard deviation: 20.6
	Where:	11 regions	18% zero scores	
	Who:	687 P3 students	11% reading with ≥60% comprehension	
			Reading Comprehension:	52% zero scores

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

^a Source: UNESCO (2015).

^b Source: Pouezevara et al. (2010).

Language

Number of Living Languages: ^a 210		
Major Languages ^b	Estimated Population ^c	Government Recognized Status ^d

French	47,000 (L1) (2015) 3.9 million (L2) (2013)	“Official” language
Wolof	5.2 million (L1) (2015)	“National” language de facto largest LWC
Pulaar	3.5 million (L1) (2015)	“National” language
Serer-Sine	1.4 million (L1) (2015)	“National” language
Maninkakan (i.e., Malinké)	1.3 million (L1) (2015)	“National” language
Soninke	281,000 (L1) (2015)	“National” language
Jola-Fonyi (i.e., Diola)	340,000 (L1)	“National” language
Balant, Bayot, Guñuun, Hassanya, Jalunga, Kanjaad, Laalaa, Mandinka, Manjaaku, Mankaañ, Mënik, Ndut, Noon, Oniyan, Paloor, and Saafi- Saafi	—	“National” languages

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 vary by language and are provided (when available) in parentheses.

^d Source: Article 1, Section 1 of the Republic of Senegal Constitution; RTI International (2015).

Senegal Findings in Brief:

The Government of Senegal has supported the use of national languages in education in experimental programs and may be moving toward a more explicit policy prescribing bilingual education at the early primary level. The study surveyed 460 titles in Senegal. The inventories for each language were not necessarily proportional to the language group size because some of the larger languages had few or no titles, whereas some of the smaller languages had many. Most of the surveyed titles (85 percent) were copyrighted, with only 14 (three percent) granting permissions for reuse under specific conditions. The Senegalese data were exceptional with the striking dominance of nongovernmental organization publishers (409 titles [89 percent]). However, similar to other countries in the survey, the Senegalese materials were characterized by a greater number of supplementary materials than textbook-related (at a slightly more than 2:1 ratio), with student textbooks and narrative texts the most numerous in each category. The results of the study also revealed a high percentage of supplementary texts with greater than 75 words per page, and a low incidence of potentially sensitive content or gender and ethnic/religious imbalance. In addition, people with disabilities were rarely featured. The Senegalese inventory was fairly recent, with 253 titles (55 percent) having been

1. Language in Education Policy in Senegal

Article 1, Section 1 of the 2001 Constitution of the Republic of Senegal assigns official language status to French and “national” language status to Diola (Jola-Fonyi), Malinke, Pulaar, Serer, Soninke, Wolof, “and any other national language [that] has been codified.” Codification is a lengthy and rigorous process whereby a language’s orthography is developed and standardized, its grammar is analyzed and documented, it obtains official status as a “national” language on equal footing with all other national languages, and it is sanctioned for use in the media, courts,

and schools. As of 2015, 22 languages in Senegal had been codified, including Balant, Bayot, Guñuun, Hassanya, Jalunga, Joola, Kanjaad, Laalaa, Mandinka, Manjaaku, Mankaan, Mënik, Ndut, Noon, Oniyan, Paloor, Pulaar, Sooninke, Saafi-Saafi, Seereer, and Wolof (RTI International, 2015; Bathily Toure and Badiane, personal communication, December 10, 2015).

An explicit policy does not exist in Senegal regarding the use of languages in education, though as of this writing, a government working group is in the process of finalizing a proposal for a new official policy (A. Niang, personal communication, December 16, 2015). Several official documents have been favorable to the use of national languages in education, including the following:

- Article 22, Section 1 of the Constitution of the Republic of Senegal, which compels all institutions to develop literacy in the national languages.
- The *Lettre de politique générale pour le secteur de l'éducation et la formation (General Policy Letter for the Education and Training Sector)*, which promotes the gradual development of the use of national languages in the education system (Government of Senegal, 2013).
- The Assises de l'Éducation du Sénégal (2014; the Annual Conference on Education of Senegal), which supports the use of national languages as integral to a successful school.

The government has supported several experimental projects in bilingual education that use French and one of six codified national languages. The largest project was implemented in 465 classrooms between 2002 and 2008 (RTI International, 2015). An evaluation of this program found that its effectiveness was hampered by poor execution and a lack of quality materials in the national languages (Couralet, 2009). Since then, the government has partnered with *Ecole et Langues Nationales en Afrique (ELAN, Education in African Languages)*, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the Organisation Internationale de la Francophonie (OIF, International Organisation of the Francophonie) in a program that uses national languages and French in 30 classrooms.

In addition, some nongovernmental organizations (NGOs) and faith-based organizations (FBOs) have developed bilingual education programs with the consent of the Ministry of Education (MOE). One example is a program by the NGO Associates in Research and Education for Development (ARED) currently operating in more than 200 classrooms in French and Wolof or Pulaar (M. Ly, personal communication, December 15, 2015). Another example is Education Multi-Langue (EMiLe), which uses French and Serer-Sine in 12 public or Catholic schools and is operated by the Office National des Examens et Concours du Supérieur (ONECS, National Office of the Catholic Teaching of Senegal) with support from SIL Senegal. Moreover, some NGOs, such as Tostan, which is focused on community empowerment, have performed extensive work in adult literacy in national languages. All of these NGOs have developed their own instructional materials (RTI International, 2015).

Outside of these relatively isolated efforts, French remains as the primary language of instruction (LOI) in the formal education sector, and the official curriculum provides only for French beginning from Primary Grade 1 (Leclerc, 2015; RTI International, 2015; DeStefano et al.,

2009). A 2009 study based on classroom observations in 50 schools in 11 regions found that teachers used French as the LOI more than 95 percent of the time (Varly, 2010).

Although a variety of languages are spoken in each region, individual schools typically have only one predominant language used by children in and out of school. This language is usually Wolof in multilingual or urban environments and a smaller regional language is used in rural settings. However, literacy campaigns in Wolof among nonnative speakers have met with some resistance because the dominance of Wolof is perceived as a threat to the other languages that have, in principle, the same legal status and rights (Fall, 2014).

2. Data Collection

During the planning stage, it was confirmed that any materials carried by publishers' subsidiaries located outside the capital could also be accessed within the capital, thereby making visits to these subsidiaries unnecessary, with rare exceptions. A total of 460 titles were surveyed, mostly in Dakar. The data collectors obtained an overwhelming majority of books (437 [95 percent]) from the publishers, most often at the offices of FBOs with well-maintained libraries.

3. Findings

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

Materials by Language

In Senegal, 460 titles were surveyed in 18 known Senegalese languages and two European languages (French and English). **Table H-1** shows the number of titles surveyed by language.

The data collectors found the greatest number of titles (122 [27 percent]) in Serer-Sine, with an estimated 1.4 million first language speakers and the third largest language group after Wolof and Pulaar. Most of the titles in Serer-Sine were produced by a single publisher for the EMiLe bilingual program.

French had the second highest number of titles (101 [22 percent]). As previously mentioned, French enjoys official status in Senegal, and numerous materials exist in French that were not surveyed because the focus of the study was on Senegalese language materials. Materials in French were considered only if they were bilingual with a Senegalese language or, in rare cases (N = 3), teacher's guides for a mother tongue literacy program.

Wolof and Pulaar, the two largest language groups in Senegal, had the second and fourth most titles (not counting French), respectively. Together, the Serer-Sine, Wolof, and Pulaar materials accounted for 216 (47 percent) of the titles surveyed. However, the data collectors did not find any titles in Maninkakan (also called Malinké), the fourth largest national language, whereas some very small languages had numerous titles, such as Kuwaataay (37 [eight percent]), Bandial (31 [seven percent]), and Karon (21 [five percent]). The disproportion between inventory size and language speaker population is in part because SIL Senegal, a particularly prolific NGO producer of materials, is mostly active in smaller languages. According to the SIL Senegal Literacy Coordinator from 1997–2010, SIL Senegal has intentionally avoided involvement in

both Wolof and Pulaar so as to not create a counterproductively competitive environment with other publishers.

Out of the 460 titles surveyed, 360 (78 percent) were monolingual, 91 (20 percent) were bilingual (most often with French), and nine (two percent) were multilingual (three or more languages). All of the titles surveyed were written in Latin script modified for the particular linguistic characteristics of each language. Some materials are written in Arabic-derived scripts (e.g., Ajami, Wolofal). These materials were not included in this survey because they targeted adult readers.

No titles were flagged as having out-of-date orthographies, most likely because of the rigorous codification process. Of the monolingual books, 280 (61 percent), including those in Wolof and the Jola languages, used diacritics (e.g., é, ó, ë) to mark vowel quality. None of the Senegalese languages use diacritics to mark tone; in fact, only the Tenda language group (i.e., Oniyan, Badyara, Wamey, and Menik) in the Southeast is tonal, but tone is not indicated in the standardized orthographies.

Table H-1. Languages in Which Materials Were Found in Senegal

	Language ^a	Language ISO 639-3 Code ^b	Estimated Speaker Population in Senegal ^c	Titles per Language	Percentage of Titles Surveyed ^d
1	Serer-Sine	srr	1,130,000	122	26.5%
2	French ^e	fra	1,150,000 ^f	101	22.0%
3	Wolof	wol	5,210,000	57	12.4%
4	Kuwaataay	cwt	7,200	37	8.0%
5	Pulaar	fuc	2,740,000	35	7.6%
6	Saafi-Saafi	sav	200,000	34	7.4%
7	Bandial	bqj	11,200	32	7.0%
8	Jola-Fonyi	dyo	340,000	31	6.7%
9	Karon	krx	9,000	21	4.6%
10	Mandjak	mfv	105,000	20	4.3%
11	Mankanya	knf	29,200	12	2.6%
12	Ndut	ndv	38,600	12	2.6%
13	Mandinka	mnk	669,000	10	2.2%
14	Noon	snf	32,900	10	2.2%
15	Oniyan	bsc	13,300	8	1.7%
16	Jola-Kasa	csk	45,100	7	1.5%
17	Wamey	cou	18,400	6	1.3%
18	English ^e	eng	Not applicable	5	1.1%
19	Gusilay	gsl	15,400	4	0.9%

Language ^a	Language ISO 639-3 Code ^b	Estimated Speaker Population in Senegal ^c	Titles per Language	Percentage of Titles Surveyed ^d
20 Soninke	snk	378,000	3	0.7%
21 Unknown	—	—	3	0.7%

^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 International Organization for Standardization (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 for the speaker population estimates vary by language and are provided (when available) in parentheses.

^d Due to bilingual titles, the total will surpass 100%.

^e French and English titles were either bilingual with a Senegalese language or a monolingual teacher's guides to accompany materials in a Senegalese language.

Types of Materials

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

- Out of the 460 titles surveyed, 145 titles (32 percent) were textbook-related materials, and 315 (68 percent) were supplementary, non-textbook titles; however, individual languages have different proportions.
- Of the textbook-related titles, 88 (61 percent) were student textbooks and 37 (26 percent) were teacher's guides, more than a 2:1 ratio. Only 20 titles (14 percent) were student workbooks.
- Of the supplementary titles, narratives were by the far the predominant type with 265 titles (84 percent). Informational texts, reference materials, and poetry, songs, riddles, proverbs, or similar were all much rarer.
- The data collectors recorded 23 titles as “big books” and 64 as “leveled readers.” All of the big books and 58 of the leveled readers were from one series (i.e., the EMiLE bilingual program in Serer-Sine and French). It is important to note that the corresponding French versions of these materials are mentioned here, but the data collectors did not log them because they fell outside of the scope of this study.

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

Language(s) ^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		
Bandial	4	1	1	6	1.3%	22	1	—	3	26	5.7%	32	7.0%
Gusilay	—	—	—	0	0.0%	1	—	—	3	4	0.9%	4	0.9%
Jola-Fonyo	8	1	—	9	2.0%	15	4	—	2	21	4.6%	30	6.5%
Jola-Fonyo/French	—	—	1	1	0.2%	—	—	—	—	0	0.0%	1	0.2%
Jola-Kasa	1	—	—	1	0.2%	6	—	—	—	6	1.3%	7	1.5%
Karon	2	1	1	4	0.9%	9	3	—	—	12	2.6%	16	3.5%
Karon/French/English	—	—	—	0	0.0%	5	—	—	—	5	1.1%	5	1.1%
Kuwaataay	1	—	—	1	0.2%	28	7	—	—	35	7.6%	36	7.8%
Kuwaataay/French	—	—	—	0	0.0%	—	—	1	—	1	0.2%	1	0.2%
Mandinka	2	1	—	3	0.7%	4	—	—	—	4	0.9%	7	1.5%
Mandinka/French	—	—	2	2	0.4%	—	—	—	—	0	0.0%	2	0.4%
Mandjak	2	—	—	2	0.4%	15	1	—	—	16	3.5%	18	3.9%
Mandjak/French	—	—	—	0	0.0%	1	1	—	—	2	0.4%	2	0.4%
Mankanya	2	—	2	4	0.9%	3	4	—	—	7	1.5%	11	2.4%
Mankanya/French	—	—	—	0	0.0%	—	—	1	—	1	0.2%	1	0.2%
Ndut	2	—	—	2	0.4%	7	3	—	—	10	2.2%	12	2.6%
Noon	2	—	—	2	0.4%	4	4	—	—	8	1.7%	10	2.2%
Oniyan	—	—	—	0	0.0%	6	1	—	—	7	1.5%	7	1.5%
Oniyan/French	—	—	—	0	0.0%	—	1	—	—	1	0.2%	1	0.2%
Pulaar	14	—	—	14	3.0%	16	—	—	1	17	3.7%	31	6.7%
Pulaar/French	—	—	1	1	0.2%	—	—	—	—	0	0.0%	1	0.2%
Saafi-Saafi	6	1	7	14	3.0%	7	—	—	—	7	1.5%	21	4.6%
Saafi-Saafi/French	1	1	9	11	2.4%	—	—	1	—	1	0.2%	12	2.6%
Serer-Sine	15	10	1	26	5.7%	29	1	—	—	30	6.5%	56	12.2%
Sere-Sine/French	1	—	3	4	0.9%	59	—	1	—	60	13.0%	64	13.9%

Language(s) ^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		
Serer-Sine/Wolof/Pulaar	1	1	—	2	0.4%	—	—	—	—	0	0.0%	2	0.4%
Soninke	1	—	—	1	0.2%	1	—	—	—	1	0.2%	2	0.4%
Wamey	—	—	—	0	0.0%	4	2	—	—	6	1.3%	6	1.3%
Wolof	20	3	2	25	5.4%	20	3	—	—	23	5.0%	48	10.4%
Wolof/French	1	—	2	3	0.7%	2	—	1	—	3	0.7%	6	1.3%
Unknown	2	—	—	2	0.4%	1	—	—	—	1	0.2%	3	0.7%
French	—	—	3	3	0.7%	—	—	—	—	0	0.0%	3	0.7%
French/Soninke/Mandinka	—	—	1	1	0.2%	—	—	—	—	0	0.0%	1	0.2%
French/Wolof/Pulaar	—	—	1	1	0.2%	—	—	—	—	0	0.0%	1	0.2%
Total	88	20	37	145	31.5%	265	36	5	9	315	68.5%	460	100.0%

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

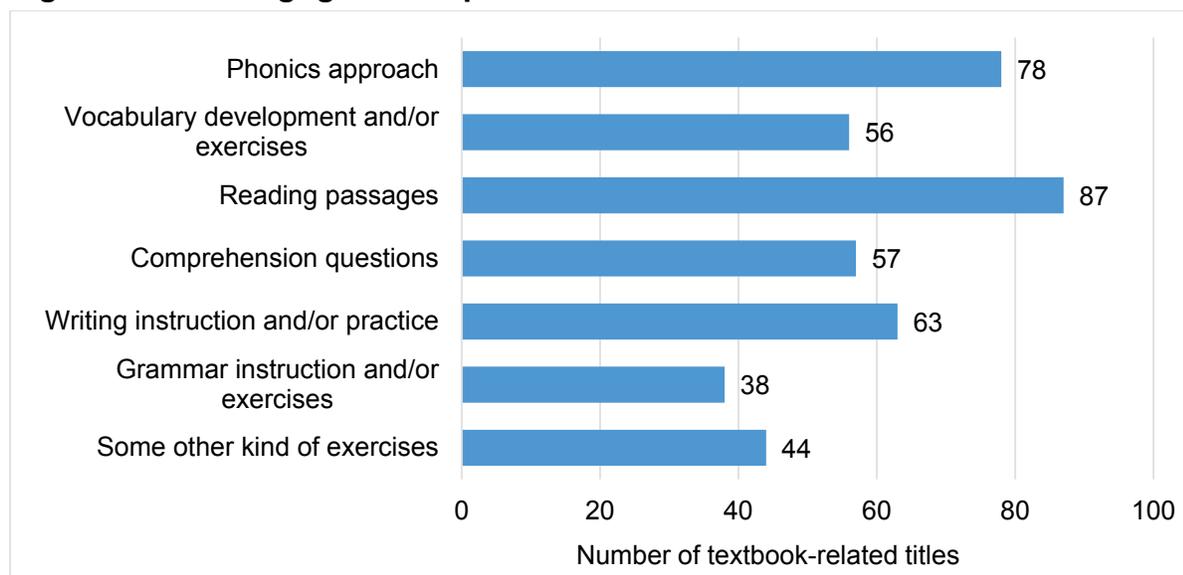
^a Languages are presented in alphabetical order. Most languages go by several different names; several languages have the same name. In case of confusion, refer to the language International Organization for Standardization (ISO) code and the *Ethnologue* at www.ethnologue.com.

B. Usefulness of Available Materials for Early Grade Children

Pedagogical Components of Textbooks

The 145 textbook-related materials were analyzed with regard to their pedagogical components. As shown in **Figure H-1**, the most common component was reading passages (87 [60 percent]), though only 57 (39 percent) were accompanied by comprehension questions. The least common component was grammar instruction and/or exercises (38 [26 percent]). Slightly more than half of the materials (78 [54 percent]) used what could be construed as a phonics approach to reading instruction.¹

Figure H-1. Pedagogical components in textbook-related materials.



Note: Multiple responses were possible per title.

Level

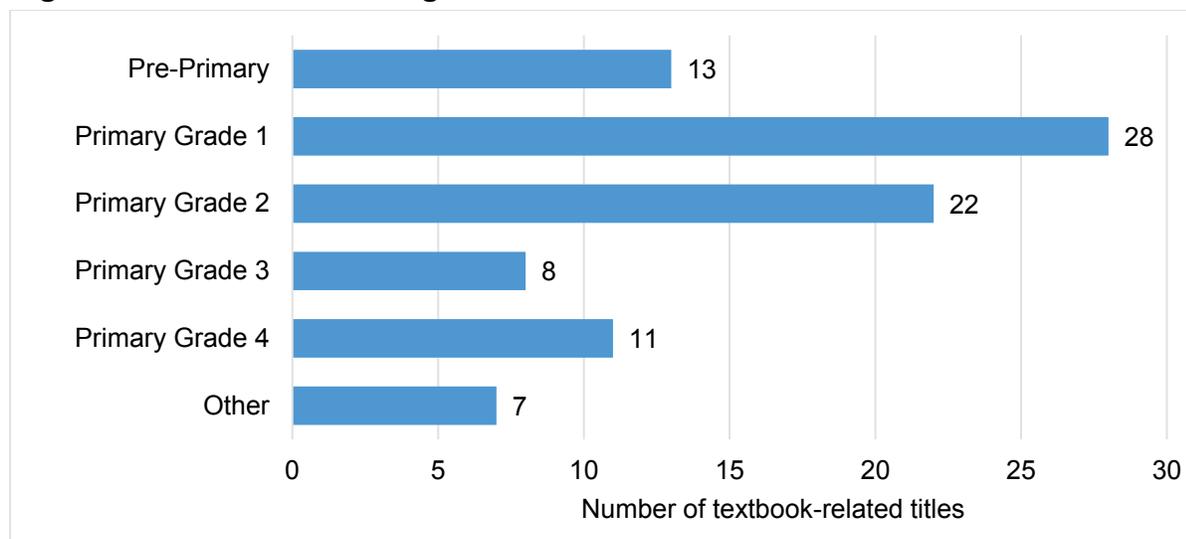
Designated Textbook Levels

Because “grade levels” refer to the formal education sector, it should be noted that African languages are not yet being used in formal schools in Senegal except in pilot programs; therefore, the quantity of materials designated for a formal grade level would be expected to be low. The materials surveyed included those intended for both the formal and informal education sectors. Although the informal materials are usually intended for adults, some of them could be adapted for children. Such materials would need to be further examined for correlation to the new curriculum grade level and to be approved by the MOE before use in formal schools.

¹ 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.

Of the textbook-related materials, 84 (58 percent) were explicitly labeled for a specific grade level in the formal education system, with the highest numbers concentrated in Primary Grades 1 and 2. Only eight titles (six percent) were reported for Primary Grade 3 (**Figure H-2**).

Figure H-2. Publisher-designated levels for textbook-related materials.



Note: Multiple responses per title were possible.

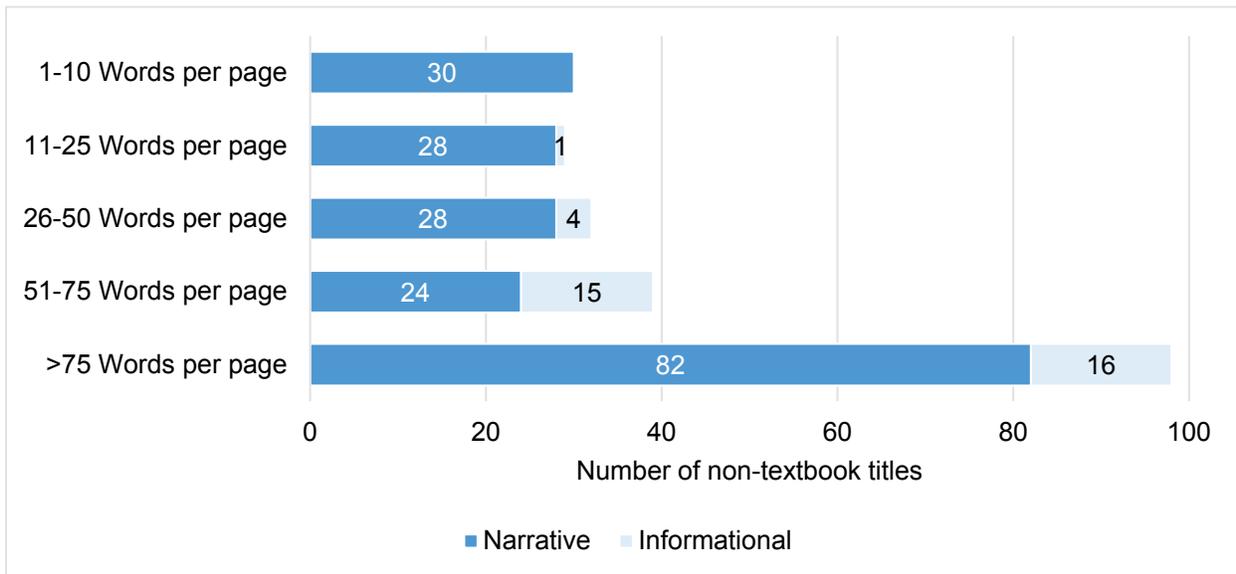
Non-textbook Levels

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 calculated the word counts for 228 narrative and informational titles.

The largest category was for narrative and informational texts with maximum words per page counts of more than 75 wpp (98 titles total [43 percent]; **Figure H-3**), corresponding to a relatively advanced level for beginning readers. The remaining titles were split almost evenly among the lower levels for the narrative texts, whereas the informational texts were heavily concentrated toward the higher ends of 51–75 wpp and more than 75 wpp.

These high word counts may reflect that many materials in Senegalese languages are designed for adult readers in the informal sector as opposed to children.

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

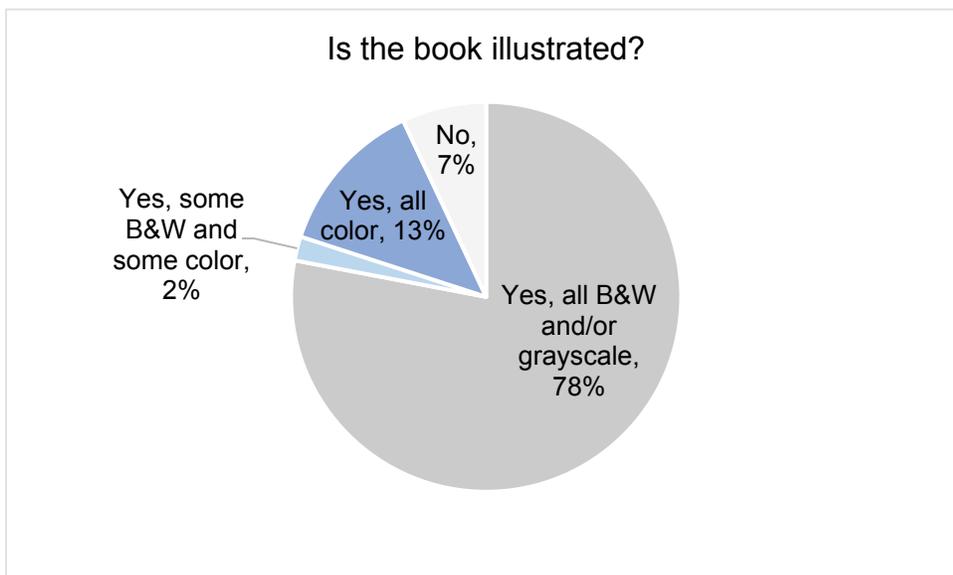


Note: This calculation was not performed for poetry or reference titles.

Illustrations

Nearly all of the materials surveyed (426 [93 percent]) were illustrated (**Figure H-4**). Most of the materials (359 [78 percent]) were illustrated with black and white or grayscale images as opposed to only 59 (13 percent) in all color. Senegal had the largest number and percentage of titles illustrated in black and white or grayscale of all 11 countries in the study.

Figure H-4. Presence and type of illustrations.



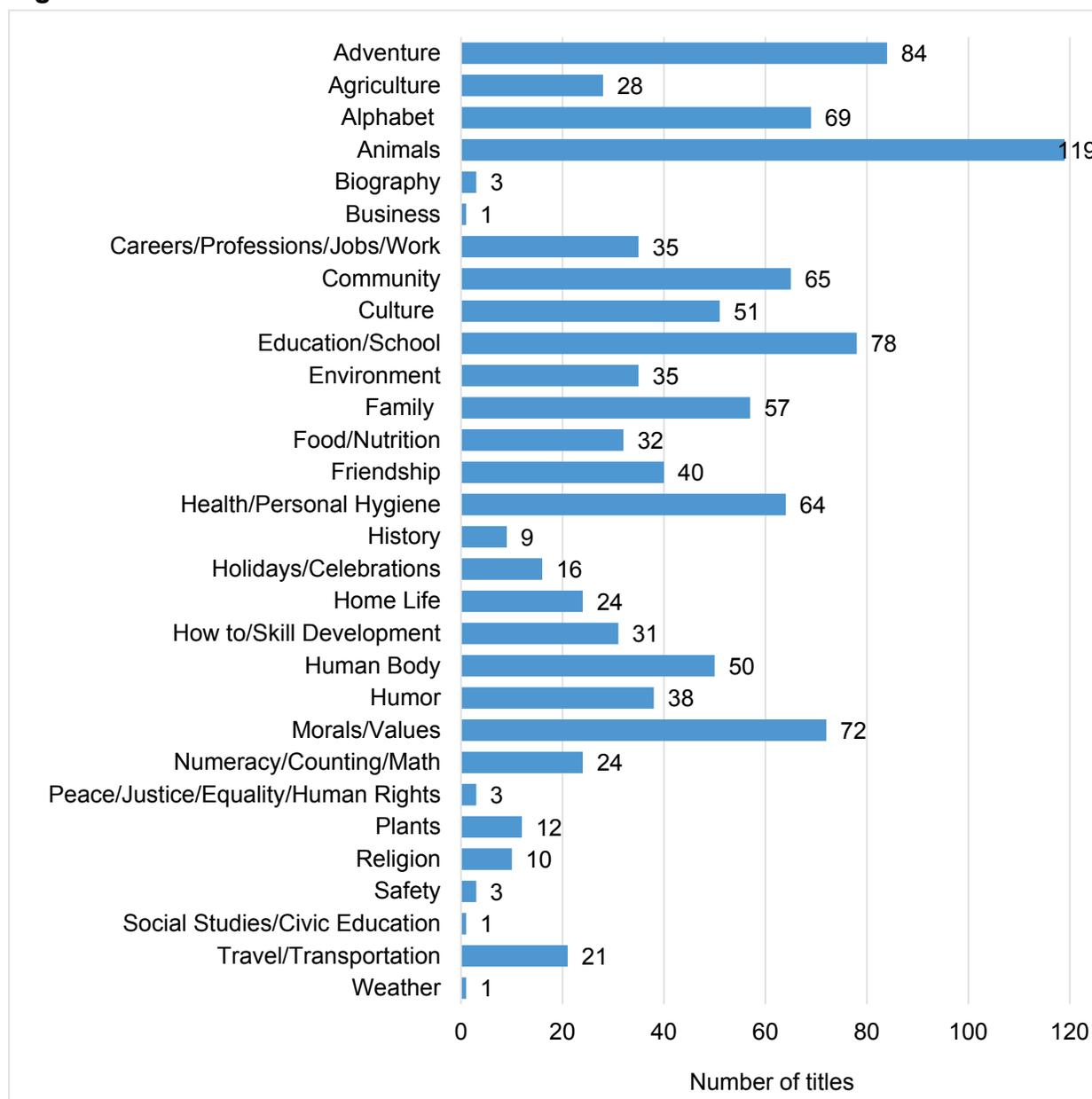
Content Themes

The data collectors examined 418 titles for content themes, excluding teacher’s guides and reference materials. The data collectors skimmed the texts and illustrations and identified 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 H-5**.

Out of the 350 titles examined, by far, the most common theme was animals, appearing in 119 (34 percent), followed by adventure (84 [24 percent]), education/school (78 [22 percent]), and morals/values (72 [21 percent]).

Out of the 350 titles reviewed for content themes, the data collectors found only 10 (three percent) as containing explicit religious content. Seven of these (70 percent) simultaneously featured all three of the following religions: Christianity, Islam, and Judaism.

Figure H-5. Content themes.



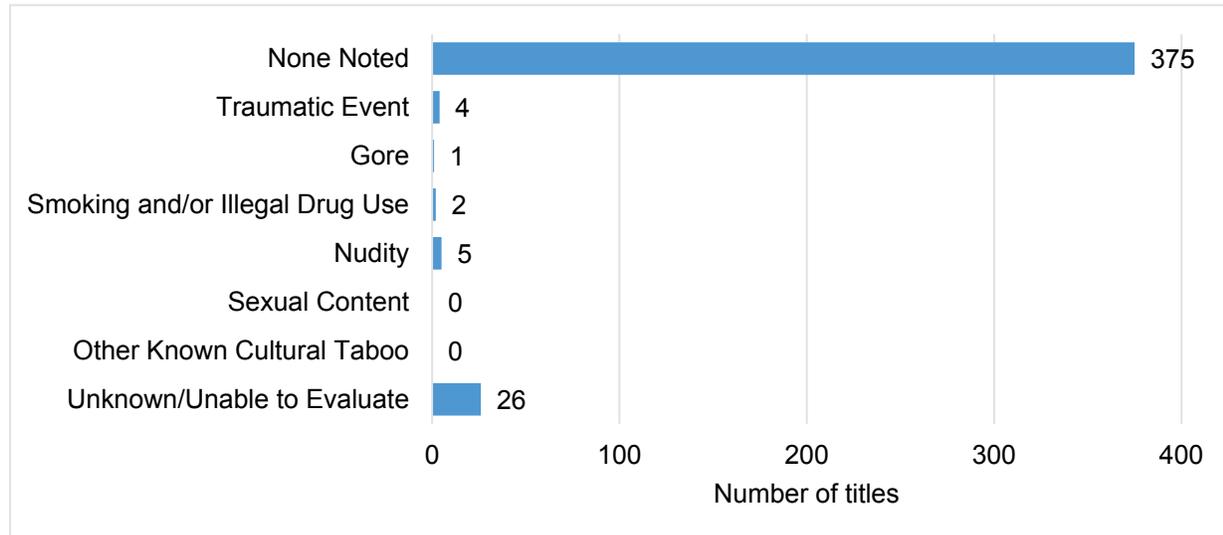
Note: Multiple responses were possible per title.

Content Familiarity and Appropriateness

The data collectors analyzed 418 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. The data collectors judged 405 titles (97 percent) as containing “very familiar” content, 12 (three percent) as containing “semi-familiar,” and only one (less than one percent) as containing “mostly unfamiliar” content for the target audience.

The data collectors reviewed the illustrations of 413 titles for any potentially sensitive content such as traumatic events, gore, smoking and/or illegal drug use, nudity, or other known cultural taboos (**Figure H-6**). The data collectors did not identify any potentially sensitive content for most (375 [91 percent]) of the titles evaluated.

Figure H-6. Potentially sensitive content in the illustrations



Note: Multiple responses were possible per title.

Frequency and Equality of Representation

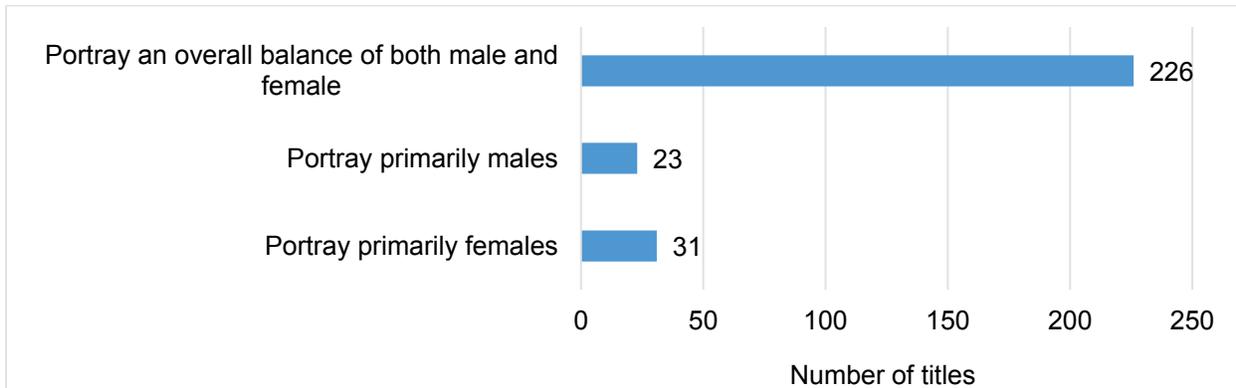
The data collectors examined a subset of the materials to identify the frequency and equality of representation of people in the illustrations according to gender, ethnic and religious group identity, and disability. The data collectors did not evaluate all titles for these questions; exclusions included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

Gender

The data collectors examined the illustrations in 331 titles for the frequency of representation of each gender, when apparent. For 51 titles (15 percent), gender was deemed not apparent, as when the characters were animals without obvious gender markers. Of the remaining 280 titles, the data collectors perceived 226 (81 percent) as portraying an overall balance of both genders (**Figure H-7**), and much fewer portrayed primarily male (23 [eight percent]) or female (31 [11 percent]) characters.

In addition, for 279 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 231 titles (83 percent), and unequally in only 15 materials (five percent). For the remaining 33 titles, data collectors considered that there was an insufficient basis for comparison.

Figure H-7. Frequency of gender representation in the illustrations

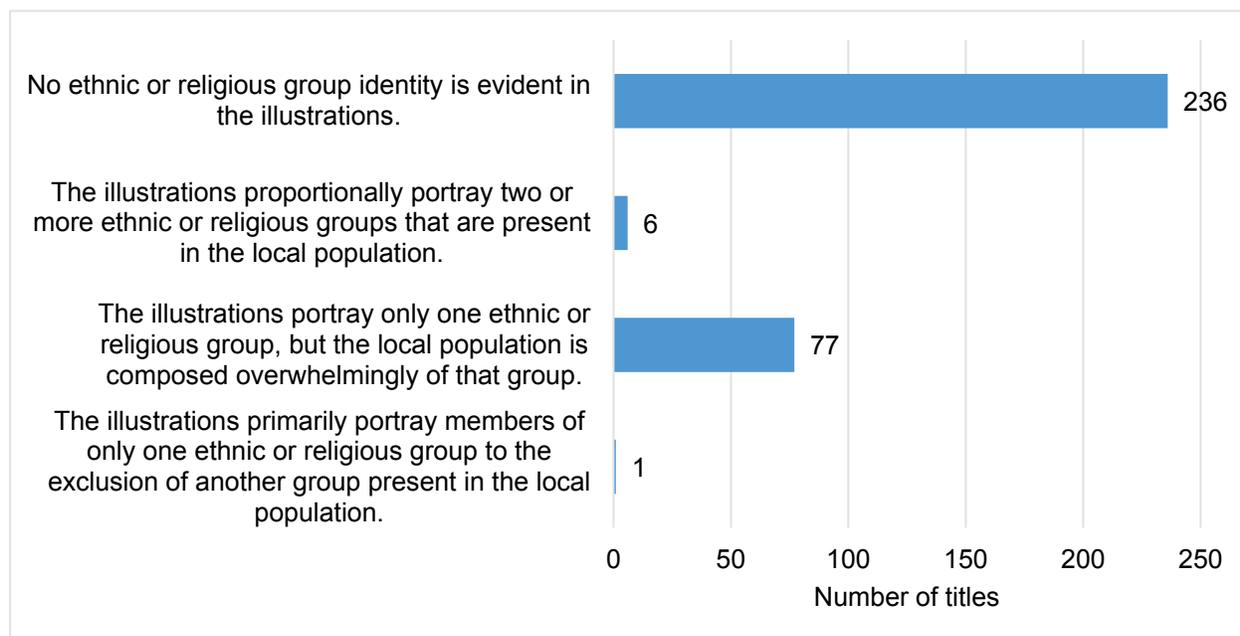


Ethnic and Religious Group Identity

Similarly to gender, the data collectors examined the illustrations of 320 titles for the frequency of representation of different ethnic and religious group members, when apparent. Of those titles, 236 (74 percent) were deemed as not portraying characters with obvious ethnic or religious group identity markers (**Figure H-8**). Of the 84 titles that did, 77 titles (92 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 six titles (seven percent) to portray different groups proportionally to their presence in the target population, and only one title (one percent) to portray one group to the exclusion of another group.

For the overwhelming majority of titles, the data collectors judged that there was insufficient basis for comparison of the portrayal, if any, of ethnic or religious groups in the illustrations. The data collectors evaluated only six titles for the question of whether different ethnic or religious groups were depicted “with equal skills, knowledge, accomplishments, or roles,” and all of them portrayed the different groups comparably.

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

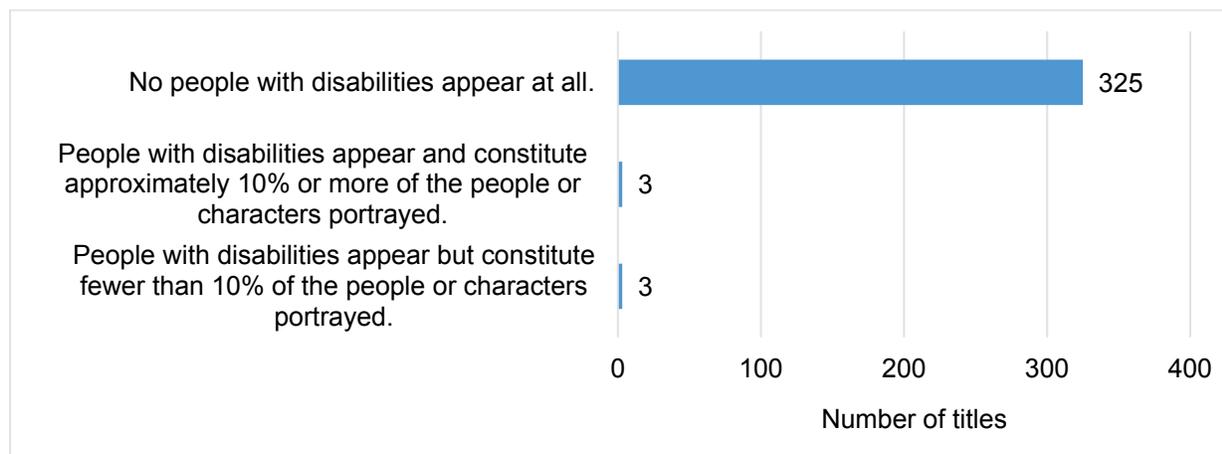


Disability

The data collectors also examined the illustrations of 331 titles for the frequency of representation of people with disabilities. Overwhelmingly, the materials surveyed lacked any illustrations of people with any type of disability; they appeared in just six titles (two percent; **Figure H-9**).

Of the six titles in which people with disabilities were portrayed, the data collectors judged four as portraying people with disabilities “with skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities.” Two of the titles produced by SIL Senegal specifically address disability, encouraging the inclusion of disabled persons. The other instances did not call attention to the presence of people with disabilities.

Figure H-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

Out of the 460 titles surveyed, 389 (85 percent) contained a copyright symbol. Some permissions for reuse were explicitly granted in the front matter of 12 titles (three percent). The majority of materials surveyed either did not have explicit statement concerning permissions (402 titles [87 percent]) or had an explicit statement similar in meaning to “All Rights Reserved” (46 titles [10 percent]).

None of the materials surveyed contained a Creative Commons license.

Medium

The data collectors encountered an overwhelming majority of the titles (446 [97 percent]) in hard copy, and 96 (21 percent) in soft copy, of which 82 titles (85 percent) were available in both media.

D. Landscape of the Production of Children’s Reading Materials in Languages in Senegal

Publisher Types

Figure H-10 shows the number of titles published by each type of organization. For the purposes of this study, “publisher” referred broadly to any organization responsible for developing or funding the materials. Two or more organizations, at times belonging to different categories, jointly produced many titles. Also, in many, but not all, cases, FBOs overlapped with nonprofit publishers.

Among the titles surveyed, the difference in number between titles produced by commercial publishers versus nonprofit organizations is striking. Nonprofit and faith-based publishers far outweigh the commercial publishers in producing children’s reading materials in Senegalese languages. The commercial children’s book market is geared toward textbooks for use in schools. Because Senegalese languages are not widely used in primary education, commercial publishers focus solely on children’s materials in French.

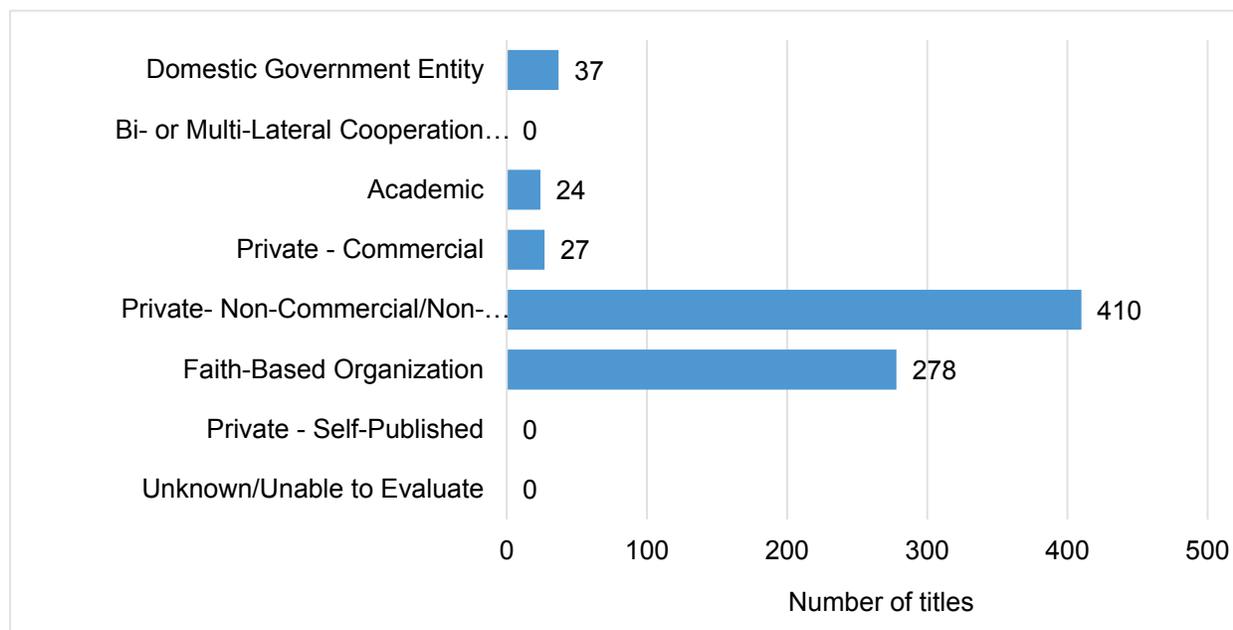
Although government education offices and institutions had a large inventory of books in Senegalese languages, many were found to be outside the early grade target of this study. The remaining titles were limited to the largest language groups.

The data collectors logged titles from a total of 39 distinct organizations, though again, many titles were jointly produced by two or more organizations. Of the 39 organizations, nine were domestic government entities; one was academic; seven were commercial publishers; 22 were nonprofit organizations, six of which were also faith-based; and two were just FBOs.

The most prolific producer of materials relevant to this study was SIL Senegal, contributing to 224 titles (49 percent), followed by World Vision and ONECS (84 [18 percent]), which both published in partnership with SIL Senegal. All three organizations are nonprofit and FBOs. Their high numbers stem from their joint production of the 83 titles (18 percent) that constituted two sets of leveled readers and one set of big books for the EMiLe project in the Serer-Sine language. (These numbers do not count the accompanying French titles that are part of the same project.) The next highest count belongs to Tostan, a nonprofit organization, with 29 titles (six percent).

The data collectors did not identify any titles produced under bilateral or multilateral cooperation agreements.

Figure H-10. Number of titles by publisher type

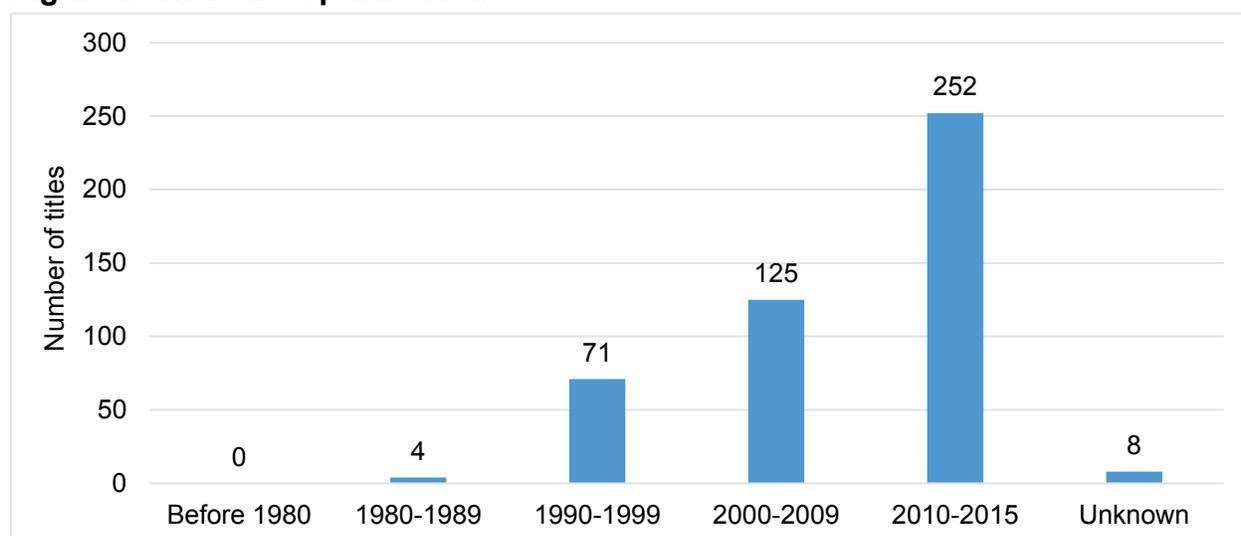


Note: Many titles were produced jointly by two or more organizations; therefore, the number of organizations represented here exceeds the number of titles surveyed. Publishers can also be included under multiple categories.

Year of Publication

Most of the materials found by the data collectors were fairly recent, with 252 (55 percent) having been published within the past five years and 377 (82 percent) published since 2000 (Figure H-11).

Figure H-11. Year of publication



International Standard Book Number

Out of the 460 titles collected, only 40 (nine percent) had an International Standard Book Number (ISBN) number. The process of obtaining an ISBN involves communicating with the ISBN office in France that controls the administration of ISBNs for Senegal.

Price

Out of the 460 materials surveyed, the data collectors recorded only two titles (less than one percent) as available for free to the public; however, some NGOs provide their materials free of charge to participants in their literacy programs.

The data collectors recorded the prices for 80 (18 percent) of the 446 hard-copy books. Overall, the average price of this subset was \$1.99 (U.S. dollars [USD]; **Table H-3**). The prices of the soft-copy materials were unknown.

Because the price was known for so few titles, these prices cannot be guaranteed to be representative of the entire sample.

Table H-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 literacy textbook	0	22	\$2.02	\$0.85–\$3.40
Student literacy workbook	1	5	\$1.53	\$0.85–\$3.40
Literacy Teacher's Guide	0	11	\$3.30	\$0.13–\$6.80
Non-textbook				

Book Type	Number Recorded as Free	Number Recorded with Price >\$0.00	Average Price in USD ^a for Nonfree Materials	Range
Narrative	0	38	\$1.58	\$0.68–\$5.95
Informational	1	1	\$2.04	\$2.04
Reference	0	1	\$5.10	\$5.10
Poetry, etc.	0	0	—	—
All titles	2	78	\$1.99	\$0.13–\$6.80

^a Exchange rate: 1 Central African Franc = 0.0017 U.S. dollar (USD).

4. Remarks

The survey of early grade reading materials in Senegalese languages revealed several trends, constraints, and opportunities regarding the development, production, and dissemination of materials.

In many cases, the number of titles found was disproportional to the size of the speaker population. One might expect that the availability of language-specific materials would be a function of language size and prestige. Many organizations work in the Wolof language, whereas Serer-Sine, Jola, and other languages receive less widespread attention. This does not, however, determine the actual quantity or quality of materials available in these languages. A few particularly productive organizations working in smaller languages (i.e., languages spoken by fewer people) have produced a large amount of materials. However, some of these materials have been designed for the informal education sector and would need to be adapted for use in the formal sector.

Commercial publishers are not highly engaged in materials production. For-profit, commercial publishers are not very active in the development or production of reading materials for children in Senegalese languages. The low average family income creates a weak market for children’s books other than the textbooks required for school, and with bilingual education policies not widely implemented, all the demand, if any, is for materials in French.

NGOs responsible for majority of materials in national languages. Among the most active NGOs are SIL Senegal and its language-specific local partners, which have longstanding, effective experience in national language literacy efforts in many languages, mostly in the informal sector with smaller language groups. Titles published by SIL Senegal account for 67% of all titles surveyed in Senegal, including those that were published in partnership with other non-profit FBOs.

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