**Utilization of the Amharic Alphabet in the Transcription of Ethiopian Languages and Literacy**

By

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February 1985

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Ethiopia is among many African countries where many languages are spoken. Estimates as to the number of languages spoken in Ethiopia vary from eighty to more than a hundred. The most reliable estimate is that of Bender, which was done in 1975, and puts the estimate at ninety.[[1]](#footnote-2)These languages are not only many in number but also belong to four major distinct linguistic groups of Semitic, Cushitic, Omotic and Nilotic. The number of native speakers for each of the languages is also indicated in the study cited above. The highest number goes to Amharic, close to eight million, and the lowest is that of Kwegu, two hundred fifty speakers.[[2]](#footnote-3)

However, Ethiopia has four or five languages which are so important in the life of the nation either by the number of the native speakers or the range of their use as second languages that may be called ‘the major languages’ of the country. There are Amharic, Tigrinya, Oromigna, Somaligna and Wolaitigna. The first and the second belong to the Ethio-Semitic group while the third and the fourth belong to the Cushtic. The fifth is the major Omotic language that is spoken by around one million mother tongue speakers. These five languages are used as languages of wider communication in the county.[[3]](#footnote-4) And among these Amharic plays a leading role. Apart from being spoken by a substantial number as a mother tongue it is also studied as a subject in Ethiopian schools beginning from Grade One of the elementary to the Twelfth Grade. It is also used as a medium of instruction in the elementary school programme. Moreover, it is the language of the government and all proclamations and laws are written in this language. In fact, prior to the suspension of the Ethiopian Constitution of 1955 in 1974, Amharic was made the official language of the country.[[4]](#footnote-5)

The second important language of wider communication in Ethiopia is Oromigna. It started to be written almost at the same time as Amharic. The first written material in the language was the Gospel of John using the Amharic script. However, due to the policy of “one language for one nation” of the defunct regime, this and other languages of Ethiopia did not have chance of being developed in their written form. It is after the 1974 revolution that Oromigna, together with many other languages of the nation, has been used officially in the literacy programmes. Government proclamations and important announcements are broadcast in Oromigna translations as well as in other languages of wider communication. A daily radio programme in this language is also introduced. These attempts will definitely help in standardizing the language as it has many diversified dialects.

The third important language in Tigrinya. Tigrinya is spoken in Eritrea, Tigray and in parts of Wollo and Gonder provinces. Just as the Amharic and Oromigna languages, Tigrinya was written in the early 19th century. The first Tigrinya written material was produced in 1866, with the publication of the Four Gospels.[[5]](#footnote-6) Unlike Oromigna, however, several books have been published and radio programmes broadcast in Tigrinya since a very long time. The script used for writing Tigrinya is also that of Amharic.

Wolaitigna and Somaligna are also important languages in Ethiopia. They have many speakers and serve as languages of wider communication. These two languages were used in writing only after the 1974 popular revolution. The scripts employed are that of Amharic.[[6]](#footnote-7) Radio programmes are also conducted in Somaligna.

Few words should be said about the Arabic language in Ethiopia. Arabic like the English language has the status of a foreign language. It is spoken in some lowland parts of Eritrea and in few towns in the province of Eritrea, and also in Dire Dawa and Jimma. There are Quranic schools in some town of Ethiopia wehre the media of instruction is Arabic. A daily radio programme is also broadcast.

As far as foreign languages are concerned English is the most prominent. It is taught as a school subject being at Grade Three of the elementary school up to First Year University. It serves as the medium of instruction from Grade Seven, the Junior Secondary Stage, through the University. Laws and legal proclamations are published both in Amharic and in English. Audio and all programmes are produced and news papers and magazines are published in English.

In an outline form, then, this is the language situation in Ethiopia today. Is the status and official attitude regarding the Ethiopian languages, the policy is to respect the equality of all the nationality languages.[[7]](#footnote-8)

In the writing of some of these languages only three scripts are utilized: Amharic, Arabic and Latin scripts. Arabic and Latin scripts are used solely in the writing of Arabic and English respectively. The Amharic script, however, is used in the writing of the languages of Ethiopia

The Amharic script is the writing system of the classical Ge’ez language of Ethiopia. Ge’ez was used in a written language since the fourth century A.C. until the end of the nineteenth century. Ge’ez borrowed this script from the ancient xxx Arabic script namely from Arabic – script that was used in south Arabia until it was substituted by Arabic due to the Islamic conquest of the territory in the seventh century ?? there was strong ???links between Ethiopia and ???Arabia ??at the time, traders from Arabia might have brought the Arabic script to Ethiopia. The first epigraphic monument that has been found with these characters, according to the notable scholar Enno Littman, dates between the first and fifth century S.C.

Geez took some twenty four out of the twenty nine of the Sabean script and made some changes in the shape of some of the letters and in the whole direction of writing. The Sabean used to write from right to left and left to right, but Ge’ez writing was fixed to from left to right. This is still the practice in writing the Amharic script. The new symbols were added thus making the Ge’ez syllebary to consist of twenty-six symbols.

Ge’ez was used as ? the only written language for a very long time. In fact the earliest writing we have in Amharic dates back only to the fourteenth century. As Amharic gradually replaced Ge’ez as the languages of wider communication, it also began to be written more and more. The script used for writing Amharic was that of Ge’ez. Amharic took all the twenty six letters of Ge’ez and then added seven of its own. The additional seven letters were slight modifications of the existing ones and were necessitated by the Cushitic influence on Amharic. And with increased missionary activities and introduction of the printing press Amharic came to be used more and more as a written language. However, missionary activities in the country were not carried out only in Amharic but also in other Ethiopian languages such as Oromigna, Tigrinya, Tigre etc. If we examine the chronological facts as to which Ethiopian language was written first, we find that nearly all of them started to be written more or less at about the same time. It was only Amharic in which the Gospel of St. John was published as early as 1647. 1 All others belong to the 19th century. This was followed by the translation of the whole bible into Amharic in 1818. In 1835 the first Tigrigna New Testament 2 appeared in a printed form. A translation of Oromigna Gospel of St. Luke followed in 180. 3 However, as Amharic was the most important language for wider communication, religious works that appeared in the language were by far greater in quantity.

In writing Tigrinya and Oromigna, the Amharic alphabet rather than the Ge’ez alphabet seems to have been taken as a base. This can be observed from the fact that these two languages used all the letters that are found in the Amharic Alphabet and added only one or two of their own. The same can be said of the script used by the other Ethiopian languages. The Amharic Alphabet, therefore, is serving and can serve as a base of writing the Ethiopian languages.

**Characteristics of the Amharic Alphabet**

The Amharic Alphabet is a syllabic alphabet somewhat similar to the alphabets of the other semetic languages such as Arabic, Hebrew, Syriaic etc. By syllabic we mean that a consonant is not accompanied by a vowel or in other words, consonants and vowels are not shown separately as in the case of Greek and Latin alphabets. Of course it is true that Hebrew and Arabic use different signs for the different vowels that are placed above or under relevant consonants to attain a certain vocalization. In the case of Amharic, the case is different. Each individual letter represents both a vowel and a consonant. For instance, if we take the letter b (Table 1, line 10) it can be transcribed as ba thus having a consonant band a vowel a. This integration of a consonant and a vowel has the advantage that once the letters are mastered there will not be problems of spelling as in the writing system of the Latin script.

It has been mentioned earlier that Amharic took all the twenty-six letters of Ge’ez and added seven new ones thus bringing the totally number of letters to thirty-three. The new letters added are those which appear on the lines 8, 12, 15, 18, 22, 25, and 28 of Table 1. As can be clearly observed each of these letters was not created anew but was based on the one preceding it. Thus, the letter in line B was based on that of line 7, the letter of line 12 on the line 11 and so on.

It should be noted here, however, that when Amharic took all the twenty-six letter of Ge’ez, it didn’t require all of them for the phonemes of the language. As a result, we find different letters representing the same sound in the Amharic Alphabet. The letters in line 1, 3, 13 and 18 represent the same sound ha, the letters in line 16 and 20 the sound a’, the letter in line 5 and 7 represent the sound sa, and the letters in line 30 and 31 represent the sound \_\_.

Various attempts at abandoning these duplicates letters have been met by fierce resistance from many quarters, and especially the clearly. Their major argument lay in the drive to keep the traditional legacy. Academically, they insist that since Amharic has borrowed a great number of words from Ge’ez, those Ge’ez loan words should strictly be written in the forms of the letters they were written in Ge’ez. However, even though these duplicate letters still appear in the Alphabet Chart of Amharic, in practice there is no more strict observance in the use of one letter in place of the other. The general tendency is to use those letters in lines 1, 7, 16, and 31 and discard their duplicates. This tendency has also been supported by the Ethiopian Languages Academy, the sole legal institution empowered to decide on such matters. If this tendency is formalized, there is no doubt that it will help in standardizing the selections of the letters.

**TABLE 1**

**The Amharic alphabet in Traditional Arrangement**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** | **7th** |  |
| 1. | ሀ | ሁ | ሂ | ሃ | ሄ | ህ | ሆ | h |
| 2. | ለ | ሉ | ሊ | ላ | ሌ | ል | ሎ | l |
| 3. | ሐ | ሑ | ሒ | ሓ | ሔ | ሕ | ሖ | h |
| 4. | መ | ሙ | ሚ | ማ | ሜ | ም | ሞ | m |
| 5. | ሠ | ሡ | ሢ | ሣ | ሤ | ሥ | ሦ | s |
| 6. | ረ | ሩ | ሪ | ራ | ሬ | ር | ሮ | r |
| 7. | ሰ | ሱ | ሲ | ሳ | ሴ | ስ | ሶ | s |
| 8. | ሸ | ሹ | ሺ | ሻ | ሼ | ሽ | ሾ | s |
| 9. | ቀ | ቁ | ቂ | ቃ | ቄ | ቅ | ቆ | q |
| 10. | በ | ቡ | ቢ | ባ | ቤ | ብ | ቦ | b |
| 11. | ተ | ቱ | ቲ | ታ | ቴ | ት | ቶ | t |
| 12. | ቸ | ቹ | ቺ | ቻ | ቼ | ች | ቾ | e |
| 13. | ኀ | ኁ | ኂ | ኃ | ኄ | ኅ | ኆ | h |
| 14. | ነ | ኑ | ኒ | ና | ኔ | ን | ኖ | n |
| 15. | ኘ | ኙ | ኚ | ኛ | ኜ | ኝ | ኞ | n |
| 16. | አ | ኡ | ኢ | ኣ | ኤ | እ | ኦ | a |
| 17. | ከ | ኩ | ኪ | ካ | ኬ | ክ | ኮ | k |
| 18. | ኸ | ኹ | ኺ | ኻ | ኼ | ኽ | ኾ | h |
| 19. | ወ | ዉ | ዊ | ዋ | ዌ | ው | ዎ | w |
| 20. | ዐ | ዑ | ዒ | ዓ | ዔ | ዕ | ዖ | a |
| 21. | ዘ | ዙ | ዚ | ዛ | ዜ | ዝ | ዞ | z |
| 22. | ዠ | ዡ | ዢ | ዣ | ዤ | ዥ | ዦ | z |
| 23. | የ | ዩ | ዪ | ያ | ዬ | ይ | ዮ | y |
| 24. | ደ | ዱ | ዲ | ዳ | ዴ | ድ | ዶ | d |
| 25. | ጀ | ጁ | ጂ | ጃ | ጄ | ጅ | ጆ | g |
| 26. | ገ | ጉ | ጊ | ጋ | ጌ | ግ | ጎ | g |
| 27. | ጠ | ጡ | ጢ | ጣ | ጤ | ጥ | ጦ | t |
| 28. | ጨ | ጩ | ጪ | ጫ | ጬ | ጭ | ጮ | c |
| 29. | ጰ | ጱ | ጲ | ጳ | ጴ | ጵ | ጶ | p |
| 30. | ጸ | ጹ | ጺ | ጻ | ጼ | ጽ | ጾ | s |
| 31. | ፀ | ፁ | ፂ | ፃ | ፄ | ፅ | ፆ | s |
| 32. | ፈ | ፉ | ፊ | ፋ | ፌ | ፍ | ፎ | f |
| 33. | ፐ | ፑ | ፒ | ፓ | ፔ | ፕ | ፖ | p |

The other attempt that is radically tagging root is the re-arrangement of the orders of the letters to not seem to follow any pattern of shape or sound. Pedagogically, therefore, this was felt to cause some problems of faster identification. Consequently, the whole alphabet was re-arranged according to the shapes of the letters. Table 2 shows the current chart of the Amharic Alphabet.

It can be seen from Table 2 that letters having similar shapes are grouped to other and this can help to some extent in identifying the letters more easily. The learning of the alphabet is usually conducted as follows. The alphabet chart is hung on the wall facing the students. The teacher, using a long stick, points to a letter on the chart and calls out the name of the letter. The students repeat the name of the letter after him in unison. Then he goes, horizontally, to the next letter and does the same till he reaches the last letter in the horizontal line. After that he begins with the letter next line and does the same. In similar manner, he completes naming the letters in the chart and the students repeating after him. He does this over and over again till the students answer the whole list.

**Table 2**

**The Amharic Alphabet Arranged according to shapes**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ብ | ቦ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ስ | ሶ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሽ | ሾ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ክ | ኮ |
| 5. | ኸ | ኹ | ኺ | ኻ | ኼ | ኽ | ኾ |
| 6. | ለ | ሉ | ሊ | ላ | ሌ | ል | ሎ |
| 7. | አ | ኡ | ኢ | ኣ | ኤ | እ | ኦ |
| 8. | ዘ | ዙ | ዚ | ዛ | ዜ | ዝ | ዞ |
| 9. | ዠ | ዡ | ዢ | ዣ | ዤ | ዥ | ዦ |
| 10. | ደ | ድ | ዲ | ዳ | ዴ | ድ | ዶ |
| 11. | ጀ | ጅ | ጂ | ጃ | ጄ | ጅ | ጆ |
| 12. | ጠ | ጡ | ጢ | ጣ | ጤ | ጥ | ጦ |
| 13 | ጨ | ጩ | ጪ | ጫ | ጬ | ጭ | ጮ |
| 14 | ሐ | ሑ | ሒ | ሓ | ሔ | ሕ | ሖ |
| 15. | ተ | ቱ | ቲ | ታ | ቴ | ት | ቶ |
| 16. | ቸ | ቹ | ቺ | ቻ | ቼ | ች | ቾ |
| 17. | ፐ | ፑ | ፒ | ፓ | ፔ | ፕ | ፖ |
| 18 | ቀ | ቁ | ቂ | ቃ | ቄ | ቅ | ቆ |
| 19. | ገ | ጉ | ጊ | ጋ | ጌ | ግ | ጎ |
| 20. | ነ | ኑ | ኒ | ና | ኔ | ን | ኖ |
| 21 | ኘ | ኙ | ኚ | ኛ | ኜ | ኝ | ኞ |
| 22. | የ | ዩ | ዪ | ያ | ዬ | ይ | ዮ |
| 23 | ኅ | ኁ | ኂ | ኅ | ኄ | ኅ | ኆ |
| 24. | ወ | ዉ | ዊ | ዋ | ዌ | ው | ዎ |
| 25. | ዐ | ዑ | ዒ | ዓ | ዔ | ዕ | ዖ |
| 26. | ፀ | ፁ | ፂ | ፃ | ፄ | ፅ | ፆ |
| 27 | መ | ሙ | ሚ | ማ | ሜ | ም | ሞ |
| 28. | ሀ | ሁ | ሂ | ሃ | ሄ | ህ | ሆ |
| 29. | ሠ | ሡ | ሢ | ሣ | ሤ | ሥ | ሦ |
| 30. | ረ | ሩ | ሪ | ራ | ሬ | ር | ሮ |
| 31. | ፈ | ፉ | ፊ | ፋ | ፌ | ፍ | ፎ |
| 32. | ጸ | ጹ | ጺ | ጻ | ጼ | ጽ | ጾ |
| 33 | ጰ | ጱ | ጲ | ጳ | ጴ | ጵ | ጶ |

This method of teaching the Amharic alphabet is the rule. The exception is to follow the same procedure but to teach only a group of letters of similar shapes at a time. In either case, an average learner can master the study of the Amharic alphabet in about a month. He can then practice reading various materials in Amharic, a task which for the beginner is only trying to pronounce in sequence the formerly learnt letters.

It has been indicated earlier that Tigrinya and Oromigna have been using, with one or two additional letters, the Amharic Alphabet since a long time. Mainly on the basis of this earlier practice, the National literacy Campaign Committee of Ethiopia tried to use the Amharic Alphabet as a base in writing, for the first time, some twelve Ethiopian languages: Wolayitigna, Somaligna, Hadiya, Gedeo, Tigre, Kombata, Kunama, Sidama, Silti, Afar, efa-mocha and Gaho. In the writing of these different languages the total number of new letters required is minimal. (See appendices 1-15). Such adaptability of the Amharic Alphabet to different languages can be linguistically justified because in one study it was found that the phonological similarity of Ethiopian language is very substantial. [[8]](#footnote-9)

This does not mean, however that the Amharic Alphabet is perfect for writing any language. Even for writing Amharic, it has certain recognizable defects some of which will be pointed out in the last section of this paper. At this point, we would only like to point out that by using the Amharic alphabet as a base and with minimum additions it has been made possible to write a number of languages which had not been written before.

**Analysis of the Ethiopian Experience in Literacy and Post Literacy**

As has been indirectly hinted in the preceding section of this paper, literacy has been one of the recurrent themes in the social activities of Ethiopians. This was so because of the two major religious of the country, namely Christianity and Islam. The propagators of these religions, and to some extent, the followers, are required at least to read the necessary religious books. This condition thus forced the spread of literacy since early times.

Literacy practices associated with these religions, however, did not seem to have required from many of the participants skills such as writing and arithmetic. Therefore what one can confidently identify to be a literary practice is the ability to real religious manuscripts. Even here, due to the rarity and costliness of the manuscripts it was not possible for many to possess more than a book or two.

It can be assured therefore that till the advent of the introduction of the printed reading materials in the 1820’s, the literacy activities of the population had been faced with a serious obstacle. By 1853, it is said that more than 14,000 books were printed in Europe and a large number of copies distributed in Ethiopia itself.[[9]](#footnote-10) What is more interesting is that during this period not only religious books but also books on subjects such as geography, history and language learning were printed. This trend was further developed by the establishment of “the first Amharic printing press” in the mid-nineteenth century in Ethiopia.[[10]](#footnote-11)

The opening of schools by missionaries had been instrumental in the spread of literacy in Amharic, Tigrinya and Oromigna. The script used in all cases was the Amharic script. The number of works published in Amharic were more than threefold compared to the number of works published in Ge’ez, Tigrinya, ???and Oromigna. It might be as a cumulative result of all these that Menelik II was quoted to have remarked as early as 1873: “Everywhere my soldiers are sitting on the ground, spelling or reading.[[11]](#footnote-12)

Even though no systematic record on literacy is to be expected both from the Orthodox Church and from the early missionary activities, it can be safely assumed that the endeavors of the Orthodox Church and those of different missionary groups had produced quite a sizable number of liberates in Amharic. And what radically differentiates the missionary activities from the Ethiopian Orthodox Church in education is the fact that the former included in their teaching non-religious subjects while the latter emphasized mainly religion.

The opening of the first government school in Addis Ababa in 1908, the Menelik II School, paved the way for further educational activities. Among the required school subjects to be taught in this school Amharic and Ge’ez languages were included. And these two languages employed, and still employ, basically the same script. Following the Menelik II School, other schools were also gradually opened and these latter schools also included Amharic in their list of subjects.

The Formal involvement of the government in education in general and literacy activities in particular was not limited to the opening of regular schools. In fact two proclamations were issued in 1900 and 1928, requiring the teaching and learning of basic skills and the alphabet. The proclamation declared “All those who have children… and who did not teach them reading and writing shall be fined a sum of fifty birr; and the money shall be deposited in churches from where it shall be used for food and clothing for the needy…”[[12]](#footnote-13)

As the references in these proclamations indicated the instructions are directed mainly to the followers of Orthodox Christians, and therefore the media of the literacy are likely to be Ge’ez and Amharic languages. And these two languages, as stated earlier, employed and still employ the same script. Therefore, whatever the extent of the effectiveness of these proclamations and the results thereof might be, literacy had been undertaken through the use of the Amharic alphabet.

With the continued efforts of opening schools, publishing of books and newspapers and related activities, it was remarked by many that in the 1920’s and 30’s the number of people able to read and write in Amharic script was increasing.[[13]](#footnote-14)

During the fascist invasion of 1935-1941, rudimentary education was provided with emphasis on the knowledge of Italian. Ethiopians were expected to learn through the medium of so called “regional languages” – languages supposed to have been spoken by a larger majority of the population residing in the regions created by the Italian fascist on the basis of language.[[14]](#footnote-15) Here again, we see that except for the followers of the Islamic religion studying Arabic, all speakers of other languages used the Amharic script in the study of their respective languages. Fascist propaganda materials, especially leaflets, pamphlets and newspapers were published in Amharic and these were made available to a wider audience.

The literacy rate of the patriotic people of Ethiopia must have also been significant even during the time of the Italian invasion. This can be summarized from the fact that anti-fascist literatures were circulated among the patriots, and also leaflets were distributed to the patriots at the height of the liberation struggle.

Immediately after independence, the urge for literacy was reactivated. Mission and church schools as well as welfare organizations were involved in literacy activities. To crown all these efforts, the National Literacy Campaign Association was formed in 1962 to undertake tasks such as (1) the teaching of reading and writing of Amharic; (2) the enabling of non-speakers of Amharic to learning the language easily; (3) helping of all those who had gone through the literacy programme obtain reading and learning materials so that they may not revert to illiteracy.[[15]](#footnote-16) The full realization of these and related lofty objectives of the National Literacy Committee cannot be guaranteed due to the voluntary nature of the Organization. However, its contribution towards the increase in the number of literates in Amharic cannot be underestimated.[[16]](#footnote-17)

International and bilateral organizations had also taken part in Ethiopia’s literacy efforts. UNESCO, for example, through its branch UNDP had been involved in work Oriented Literacy Programme. This programme has the aim of incorporating in its literacy efforts the inculcation of attitudes and skills directly relevant to the experiences of the peasantry. Its major emphasis was on the selected rural areas. The UNDP Project had contributed much towards to dissemination of literacy together with new ideas and skills that were useful to the community.

The Swedish International Development Agency (SIDA) had also a similar project with major emphasis on the development aspect rather than literacy. But even here an appreciable attempt had been made to spread literacy in Amharic.

Even though the attempts made so far had contributed a great deal in raising the number of literates in country, it had not been able to reduce the number of illiterates substantially. A number of reasons can be cited regarding this issue. In the first place, literacy endeavours were mainly left to non-governmental agencies and voluntary organizations. As a result no continuous and planned programme could be undertaken. Non-governmental agencies and voluntary organizations undertook literacy responsibilities, both in time and volume, on their own initiative.

Secondly, adequate reading materials were not produced to help the newly literates improve their literacy level. Small number of pamphlets of a rudimentary nature were produced and these were mainly useful for understanding the Amharic Script. Beyond that, no graded reading materials were produced and made available to the newly literates. Under such circumstances it is easily possible for the individuals to lapse into illiteracy again.

Thirdly the provision of educational opportunities Page 21 something is cut with the number of school age children. Since the increase in the number of schools did not meet the needs of the children, there were always a large number of young illiterates that were added to the number already existent. This factor coupled with the adult illiterates always indicated a swollen figure for the illiteracy rate of the population as a whole.

Fourthly, the participation of the population as a whole does not seem to have been adequate. No campaign, in the true sense of the word, was launched against illiteracy. Token official pronouncements were made from time to time. And these did not have a lasting effect of mobilizing the masses for the cause of eradicating illiteracy from the country.

Perhaps a fifth reason that could be noted as a possible obstacle for the advancement of literacy was the language issue. The regime of the time had a language policy that recognized only one language as an official language and a language of instruction. In fact, with the exception of Tigrinya, it was only Amharic that was used for publishing materials of any nature. All the other languages did not appear in writing. Even the National Literacy Campaign Association had “the basic aim of enabling every Ethiopian, irrespective of his religion, tribe, age or his vocation, to receive basic knowledge in the Ethiopian national language – Amharic.[[17]](#footnote-18)

This language policy, therefore, had the negative time effect of attaining literacy in that a person who does not now Amharic had to spend a great deal of time before he can master the rudiments of literacy. The problem gets aggravated even further by the fact that there were not adequately trained language teachers nor adequately prepared language learning materials for second language learners. As a result, it is possible that many had been discouraged from participating in the literacy programmes.

In general, then, these and other related factors had weighted heavily against the success in the campaign for literacy. As a result, the illiteracy rate of the country was noted to be as high as ninety – three (93%) percent at the time of the outbreak of the popular revolution, February 1974.

The staggering nature of this rate of illiteracy is easy to perceive. And it was because of this fact that the issue of literacy was made one of the major items of concern of the Provisional Military Government of Ethiopia right at the time of its inception. To this effect, the new Government declared:

“The people of Ethiopia should be free not merely from poverty but also from ignorance /illiteracy/. The war waged on ignorance /illiteracy/. The war waged on ignorance /illiteracy/ is not only a responsibility of the government but also that of the educated people as whole… by means of special programmes those who have passed school age will be given an opportunity to free themselves from illiteracy.”[[18]](#footnote-19)

In light with this the campaign against illiteracy was made one of the objectives of one of the first institutions created by the Revolutionary Government to raise the consciousness of the broad masses – The National Work Campaign for Development through co-operation, popularly known as the Zemecha (Campaign).

The National Work Campaign for Development Through Co-operation opened a literacy unit in the head office to co-ordinate and direct literacy activities of the 60,000 secondary and university level students and teachers. The literacy unit was also given the task of preparing instructional materials not only in Amharic but also, for the first time in the history of Ethiopian literacy promgramme, in Tigirinya, Oromigna, Wolayitigna and Somaligna. The Ethiopic script was successfully used in all the languages. The first Oromigna newspaper, Serisa (Dawn), also began at this time. This and other related materials have continued to make significant contributions to the growth of the number of literates in the country.

Encouraged by the experiences gained during the two years of the Campaign period, a unified and literacy specific programme was launched in July 1979 under the direction of the National Literacy co-coordinating committee. As can be seen from the organizational chart (fig. 1), this committee has branch offices down to the base – the school where instruction is given. The campaign is also planned to be undertaken in a series of eleven ‘Rounds’, as shown in Table 3.

TABLE 3

Timing of the National Literacy Campaign

(1974 – 1984)

|  |  |
| --- | --- |
| **Round No** | **Period** |
| 1 | July – Sept 79 |
| 2 | Oct 79 – March 80 |
| 3 | May – Sept 80 |
| 4 | Nov 80 – March 81 |
| 5 | May – Sept 81 |
| 6 | Nov. 84 – March 82 |
| 7 | May – Sept 82 |
| 8 | Oct. 82 – Jan 83 |
| 9 | April – July 83 |
| 10 | Oct 83 – Jan 84 |
| 11 | April – July 1984 |

National Literacy Campaign Organization Chart

Graph here??

Round one begun in July 1979 and Round Eleven ended in July 1984. Also the number of the languages of instruction was raised from five in 1979 to fifteen in 1982. And “it is estimated that the use of /15/ fifteen languages /would/ cover… about 94/ of the population.”[[19]](#footnote-20) Teaching materials in all these language, written in Amharic script, have been produced and teachers have also been prepared to give instructions in these same languages. The teachers are mainly student volunteers who are mother – tongue speakers of the various languages. The student – teachers are aided by the regular and experienced teachers in methodology and effective use of instructional materials.

The financial and material assistance was obtained mainly from three different sources; the Government of Socialist Ethiopia, Local and international donations.

In terms of achieving the objective of raising the literacy rate of the population, the Literacy campaign of Post-Revolutionary Ethiopia can be said to have carefully studied the major obstacles of pre-1974 Ethiopia in literacy campaign. First and foremost, the steps taken to mobilize the population was extremely effective. A pledge was made by representatives of various regions and organizations to the effect of eradicating illiteracy through learning and teaching. All the rural and urban mass organizations were strongly agitated against illiteracy. Illiteracy was likened to a dark curtain, and the slogan was “to tear apart this dark curtain with concerted efforts.”

The agitation was not limited to verbal explanations. Posters, slogans, gongs, plays, etc. were also employed in encouraging people to follow literacy programmes. Household heads were made to sign commitment papers to the effect that “they would send to the literacy programme any person eligible for the same.” Every household member was registered and his educational level recorded. In very rare cases, resistance to the national prgramme of eradicating illiteracy was countered by detention in literacy centre. Individuals were kept in the centres and given lessons in literacy for a short period and made the consent to continue their lessons. Household heads who were found to deter participants from literacy programmes were also fined some amount of money. All these combined efforts resulted in an extraordinary mass participation, and reports from all over the country confirmed that the turnout of the participants for exceeded the number of expected participants.

In the second place, the government took the direct responsibility of organizing and supervising the literacy programme at all key decision making levels – from the national to the local sectors. The various ministries, especially those of education, culture and information were involved in one form or another. Not only substantial amount of Government budget was allotted for the purpose but also schools and other Government buildings were made available. Careful and proper collections of donations of cash and educational materials were made at the level of the National Committee for Literacy. These donations together with the assistance made by the Government were divided to the various regions on the basis of their needs.

Government officials and institutions were also directly involved in the planning and supervising the various “sounds” of the literacy programme. In the launching of the “rounds”, meetings were held at the National level where previous experiences are critically evaluated and the following plants are carefully reviewed. A number of such national meetings had been chaired by Comrade Mengistu Haile Mariam, First Secretary of the ???, Chairman of the PHaC and Commander-in-Chief of the Revolutionary Army of Socialist Ethiopia.

The third factor that had contributed to the success of the Ethiopian literacy Campaign can be said to be the provision of adequate educational materials. Starting with the Amharic Alphabet Chart, various graded materials were prepared. Even with the Alphabet, the traditional order of the letters was revised to bring together letters which have the same or related shape. (See Table 2) the contents of the graded reading materials were selected on the basis of the direct relevance to the life and experiences of the literacy programme participants. In addition to the classroom instructional materials, newspapers, pamphlets and books were produced and kept in local reading centers. These educational materials were produced not only in Amharic but also in the other fourteen of the Ethiopian languages.

The change in the policy of the language of instruction may also be cited as one of the factors for the success of the Ethiopian literacy programme. The use of the other nationality languages in the literacy campaign has helped in overcoming the unnecessary length of time to be spent in the process of learning Amharic in order to achieve literacy. Now the participants can study basic reading, writing and computational skill in their own language in reasonably short period of time. Of course, due to the “one-language policy” of the former feudal regime, these languages had no literary traditions. In fact, most of them were written for the first time and as such some problems were encountered in adding to the diacritical marks to the Amharic Alphabet already in use. Also because of the fact that the campaign teachers were totally those who had been literate through Amharic, they had some problems of transferring the pronunciation of Amharic to the letters in which the nationality languages were written. Through some practice, however, this difficulty was overcome and the learners became ??? to keep distinctly the pronunciation of each of the languages.

The problem of expanding educational opportunities both of the upcoming school age children and the ??? literate individuals was ??? one of the reasons for the failure of the pre-revolution literacy campaign. Even today this problem cannot be said to have been completely solved. However, due to the consistent and persistent campaign against illiteracy the newly literates are strongly urged to enroll into evening schools for further education. As for the school age children, with the efforts of the Government and those of the various mass organizations it has been possible to open a number of additional schools. This should not imply, however, that the problem of accommodating all school age children has been solved.

The literacy campaign of post revolution Ethiopia has also been characterized by its very careful checking and counter-checking of participants in the programme. Towards the end of the “Tenth Round” labels indicating whether the household was literate or not were posted on the doors accordingly. The red label was posted for those who have become literate and the dark label for those who were still illiterate. This practice had a very strong drive for agitating the non-literates to enroll into the literacy programme. The cumulative effect of all these endeavors, therefore, resulted in the substantial reduction of the illiteracy rate for 03% in 1974 to 37% in 1984.[[20]](#footnote-21)

**Estimate of Population Literate Using Amharic Alphabet**

As has been indicated earlier, the two major institutions which were engaged in literacy activities before the advent of the secular school system were the Ethiopian Orthodox Church and the Moslem Mosques. These two institutions, naturally sticking to their primary objective, taught their respective religions to the young who came under their care. The Orthodox Church used the Ge’ez script, from which the Amharic alphabet was derived, and the Moslem Mosques used the Arabic script. Only these two scripts were known to a large extent till the coming of the missionaries in the 19th century. Then the Missions opened schools and started instruction in European languages the Latin script was also introduced. However, neither the Arabic nor the Latin script was employed in the writing of the Ethiopian languages. The attempt of the missionaries to use the Latin script for writing Amharic did not seem to have one out of the circle of the European missionaries. So far we have not come across any reference to the contrary.[[21]](#footnote-22)

The history of missionary activities in Ethiopia and the history of Ethiopian education both indicate that in almost all causes indigenous languages, especially Amharic, Oromigna and Tigriaya, were taught in schools together with one or the other European languages. And prior literacy in an Ethiopian language was sometimes a requirement for admission to schools. It is therefore possible to assure that literacy had always been achieved first in one Ethiopian language rather than in an European language. This fact thus confirms that all literacy of whatever degree was done in Amharic Alphabet in schools.

The same tradition was to be followed when the first secular government school, the Minilik II school, was opened in 1908. The list of subjects to be taught included Ge’ez and Amharic, languages which actually used the same script. In fact the entrance requirement to the school was the ability of reading and writing in Amharic. If not the entrance requirement, the teaching of Amharic as a subject is still a policy of the government. With the increase in the number of government, private and Mission schools through the years, the teaching of Amharic was highly encouraged. And this was especially reinforced by the case of Amharic is a medium of instruction in the elementary schools. [[22]](#footnote-23)

The use of the Tigrignya language as a literary Medium had also been attempted since a long time. Various books and news-papers were, and still are, published in Tigrinya by using the Ethiopic script. Lessons in Tigrinya were also given to some extent. However, due to the uniform curriculum design and nation-wide final examinations early shift to the use of Amharic is the normal practice.

Expect for one or two, many of the other Ethiopian Language did not have any script before the 1974 popular revolution. Oromigna and the other languages had also used, even for the limited purpose of religious writings, the Amharic script.

Pursuant with the principles laid down in the National Democratic Revolution Programme regarding the equality of all Ethiopian languages, the nationality languages were, as far as possible, to be used for literary purposes. Consequently, when this was translated into action the Amharic script was taken as a base for creating scripts for some fourteen of the nationality languages. From what has been found so far, not a single serious issue has been raised to the contrary.

Appendices 1-15 show the Amharic alphabet used, with some additions and modifications, in the writing of different Ethiopian languages. This should not imply, however, that linguistic studies to further improve on the applicability of the Amharic Alphabet to the other Ethiopian languages is not required. In fact, systematic studies should be made on the basis of the feedbacks to be obtained from practice.

With regard to the number of literates in various Ethiopian languages there is no data available. The National Literacy Coordinating Committee Office keeps and released official figures in totality rather than on the basis of languages.

Whatever the medium, however, the practice so far has been that after completion of the literacy programme, the participants enroll in evening programmes of regular schools for further education. As a result, they make use of their knowledge of their vernacular script in writing and reading Amharic. Of course, the psychological and pedagogical problems involved in such transitions are to be seriously studied. However, o negative positions have been expressed so far with regard to current practices.

In conclusion, then, the official literacy rate is reported in the Central Committee report of the sounding LOOKS LIKE SOMETHING IS MISSING HERE

Congress of the workers’ Party of Ethiopia is 63%. And this figure can be taken as an indicator of the estimate of the population “literate using the Amharic alphabet.”

**Trends and Constraints of Using the Amharic Alphabet**

As has been mentioned earlier, the Amharic Alphabet is being successfully and effectively used in writing more than a dozen Ethiopian languages belonging at least to four different language groups. In line with the determined effort of the Government of Ethiopia in developing the various nationality languages, the trend is to continue asking the Amharic Alphabet as a base in writing the other Ethiopian languages. One can cite one or two reasons for the greater actualization of this trend. Another one thing there has not been any other locally created or initiated alphabet for writing the other Ethiopian languages. The attempt to use the Latin Alphabet in the nineteenth and also in the twentieth centuries for writing Amharic, Tigrnya and Oromigna did not gain any formidable ground. Secondly, the practice so far has convincingly proved that if the Amharic alphabet is taken as a base, the new letters that need to be added to the list of those that need to be dropped are very small. (See Appendices 1-15) Thirdly, the use of fundamentally similar alphabet has the economic and practical advantage in the use of printing and typewriter machines.

All said, however, there are certain problems that have been identified by many scholars regardless the Amharic Alphabet, even for writing the Amharic language. Some of these problems include:

1. **Number of Letters**

A rough count of the number of letters that make up the Amharic Alphabet gives an exaggerated figure of 231 (33.7). And at the face of it this seems to pose a serious problem of learning. In actuality however, the difficulty for the learner lies only in identifying the thirty three distinct letters (See Table 1.) Beyond that the system for differentiating the members of these thirty three letters is more or less uniform.

Even with the thirty three letters, the duplicate letters are gradually being ignored. And for this reason the number of the effective letters of Amharic can be said to be twenty seven. (With the elimination of those in lines 3, 5, 13, 18, 20 and 30 of Table 1.) As far as the other Ethiopian languages are concerned, they take whatever letters they need from the Amharic alphabet and add whatever they miss.

1. Cursive writing

In the Amharic writing system each letter is written separately either in print or in hand-written. In other words it is not written in cursive writing like the Latin and other scripts. This factor might hinder the normal speed of handwriting. Possible solutions for this problem and been suggested by a certain ??? but without success. [[23]](#footnote-24)

1. Stress Marker

Another problem of the Amharic Alphabet is the non-existence of any stress marker, even though stress is very significant in Ethiopian languages. In Amharic, for example, stress distinguishes between meanings as አለ (ala፟) without stressing “e” means “he said” and አለ (alla) stressing “e” means “there is”. Many similar examples could be given. The practice so far has been to guess the nature of the word from the context. However, it is true that the non-native speaker of the language would be in a serious problem especially at the initial stages of learning reading.

1. Short and Long vowel markers

The Amharic does not have markers for short and long vowels because vowel length is not meaningful in Amharic. Many other Ethiopian languages, however, differentiate meanings through the use of short and long vowels. In Oromigna for example, if we write the word “soru” and “Sooru” we have only one possibly in transcribing the two words, and this is ሶሩ. The word with short vowel means “threshing” while that with the long one means “feed”[[24]](#footnote-25). Many such examples could be cited both from Oromigna and the other Cushitic languages.

1. Problem of the Fourth and Sixth Orders

One of the problems that makes the Amharic alphabet difficult to study is the irregularity of the signs attached to the fourth and sixth orders. The case of the fourth order is not as bad as that of the sixth singe its irregularities are minimal. The sixth order is the most difficult to study because the signs that are attached to individual letters show less similarities than that of the remaining Orders. (Comoure the direction of the elements attached to the sixth order and the others in Table 1.) In the newly issued literacy Campaign alphabet Charts, the place of the sixth order is altered to appear as the seventh Order in the hope of helping learners recognize and distinctiveness of the shapes of the letters that come under this order. (See appendices 1-15). The Ethiopian Languages Academy has proposed that the Fourth and the Sixth Orders should be reshaped in order to keep standardized features like most of the remaining characters. If implemented, this will definitely simplify the study of the alphabet.

Detailed analysis of the Amharic Alphabet can reveal more constraints even if of minor nature. And this phenomenon is not peculiar to the Amharic Alphabet. All writing systems, even that of the Latin script, have not observable constraints. However, conscious involvement of linguists, especially in adopting a writing system of one language to the others, should minimize the intensity of possible constraints. Such involvement in the new challenge to all linguists engaged in the study of Ethiopian languages.

Appendix 1

Afar Alphabet

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. | ባ | ቡ | ቢ | ቤ | ቦ | ብ |
| 2. | ሳ | ሱ | ሲ | ሴ | ሶ | ስ |
| 3. | ካ | ኩ | ኪ | ኬ | ኮ | ክ |
| 4. | ላ | ሉ | ሊ | ሌ | ሎ | ል |
| 5. | ኣ | ኡ | ኢ | ኤ | ኦ | እ |
| 6. | ዳ | ዱ | ዲ | ዴ | ዶ | ድ |
| 7. | ጻ | ጹ | ጺ | ጼ | ጾ | ጽ |
| 8. | ሓ | ሑ | ሒ | ሔ | ሖ | ሕ |
| 9. | ታ | ቱ | ቲ | ቴ | ቶ | ት |
| 10. | ጋ | ጉ | ጊ | ጌ | ግ | ግ |
| 11. | ና | ኑ | ኒ | ኔ | ኖ | ን |
| 12. | ያ | ዩ | ዪ | ዬ | ዮ | ይ |
| 13. | ማ | ሙ | ሚ | ሜ | ሞ | ም |
| 14. | ዋ | ው | ዊ | ዌ | ዎ | ው |
| 15. | ዓ | ዑ | ዒ | ዔ | ዖ | ዕ |
| 16. | ራ | ሩ | ሪ | ሬ | ሮ | ር |
| 17. | ፋ | ፉ | ፊ | ፌ | ፎ | ፍ |
| 18. | ሃ | ሁ | ሂ | ሄ | ሆ | ህ |

Appendix 2

Amharic Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ?? | ? | ? | ? | ? | ? | ? |
| 6. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 7. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 8. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 9. | ዠ | ዡ | ዢ | ዣ | ዤ | ዦ | ዥ |
| 10. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 11. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 12. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 13. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 14. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 15. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 16. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 17. | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 18. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 19. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 20. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 21. | ኘ | ኙ | ኚ | ኛ | ኜ | ኞ | ኝ |
| 22. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 23. | ኀ | ኁ | ኂ | ኃ | ኄ | ኆ | ኅ |
| 24. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 25. | ዐ | ዑ | ዒ | ዓ | ዔ | ዖ | ዕ |
| 26. | ፀ | ፁ | ፂ | ፃ | ፄ | ፆ | ፅ |
| 27. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 28. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 29. | ሠ | ሡ | ሢ | ሣ | ሤ | ሦ | ሥ |
| 30. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 31. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 32. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 33. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |

Appendix 3

Gedeo Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 6. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 7. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 8. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 9. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 10. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |
| 11. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 12. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 13 | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 14 | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 15 | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 16 | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 17 | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 18 | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 19 | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 20 | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 21. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 22. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 23. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 24. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |

Appendix 4

Hadiyya Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 6. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 7. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 8. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 9. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 10. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |
| 11. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 12. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 13. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 14. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 15. | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 16. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 17. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 18. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 19. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 20. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 21. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 22. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 23. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 24. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |

Appendix 5

Eaffa Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ?? | ? | ? | ? | ? | ? | ? |
| 6. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 7. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 8. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 9. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 10. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 11. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 12. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 13. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 14. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 15. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 16. | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 17. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 18. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 19. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 20. | ኀ | ኁ | ኂ | ኃ | ኄ | ኆ | ኅ |
| 21. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 22. | ዐ | ዑ | ዒ | ዓ | ዔ | ዖ | ዕ |
| 23. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 24. | ሠ | ሡ | ሢ | ሣ | ሤ | ሦ | ሥ |
| 25. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 26. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 27. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |

Appendix 6

Kembata Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 6. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 7. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 8. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 9. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 10. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |
| 11. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 12. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 13. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 14. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 15. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 16. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 17. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 18. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 19. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 20. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 21. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 22. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |

Appendix 7

Kunama Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ቨ | ቩ | ቪ | ቫ | ቬ | ቮ | ቭ |
| 6. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 7. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 8. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 9. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 10. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 11. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 12. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 13. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 14. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 15. | ኘ | ኙ | ኚ | ኛ | ኜ | ኞ | ኝ |
| 16. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 17. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 18. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 19. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 20. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 21. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |

Appendix 8

Oromo Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 6. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 7. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 8. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 9. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 10. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |
| 11. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 12. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 13. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 14. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 15. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 16. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 17. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 18. | ኘ | ኙ | ኚ | ኛ | ኜ | ኞ | ኝ |
| 19. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 20. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 21. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 22. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 23. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 24. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |

Appendix 9

Saho Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 4. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 5. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 6. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 7. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 8. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 9. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 10. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 11. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 12. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 13. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 14. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 15. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 16. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 17. | ዐ | ዑ | ዒ | ዓ | ዔ | ዖ | ዕ |
| 18. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 19. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 20. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 21. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 22. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 23. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |

Appendix 10

Sidamo Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 6. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 7. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 8. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 9. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 10. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 11. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 12. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 13. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 14. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 15. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 16. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 17. | ኘ | ኙ | ኚ | ኛ | ኜ | ኞ | ኝ |
| 18. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 19. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 20. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 21. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 22. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 23. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 24. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 25. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |

Appendix 11

Silti Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 6. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 7. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 8. | ዠ | ዡ | ዢ | ዣ | ዤ | ዦ | ዥ |
| 9. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 10. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 11. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 12. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 13. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 14. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 15. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 16. | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 17. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 18. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 19. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 20. | ኘ | ኙ | ኚ | ኛ | ኜ | ኞ | ኝ |
| 21. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 22. | ኀ | ኁ | ኂ | ኃ | ኄ | ኆ | ኅ |
| 23. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 24. | ፀ | ፁ | ፂ | ፃ | ፄ | ፆ | ፅ |
| 25. | ዐ | ዑ | ዒ | ዓ | ዔ | ዖ | ዕ |
| 26. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 27. | ሠ | ሡ | ሢ | ሣ | ሤ | ሦ | ሥ |
| 28. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 29. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 30. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |

Appendix 12

Somali Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 6. | ኸ | ኹ | ኺ | ኻ | ኼ | ኾ | ኽ |
| 7. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 8. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 9. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 10. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 11. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 12. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 13. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 14. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 15. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 16. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 17. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 18. | ዐ | ዑ | ዒ | ዓ | ዔ | ዖ | ዕ |
| 19. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 20. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 21. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 22. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |

Appendix 13

Tigre Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 6 | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 7. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 8. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 9. | ዐ | ዑ | ዒ | ዓ | ዔ | ዖ | ዕ |
| 10. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 11. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 12. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 13. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 14. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 15. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 16. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 17. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 18. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 19. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 20. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 21. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 22. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 23 | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 24. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 25. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 26. | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 27. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |

Appendix 14

Tigrinya Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ?? | ? | ? | ? | ? | ? | ? |
| 6. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 7. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 8. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 9. | ዠ | ዡ | ዢ | ዣ | ዤ | ዦ | ዥ |
| 10. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 11. | ጀ | ጁ | ጂ | ጃ | ጄ | ጆ | ጅ |
| 12. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 13. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 14. | ሐ | ሑ | ሒ | ሓ | ሔ | ሖ | ሕ |
| 15. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 16. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 17. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 18. | ቐ | ቑ | ቒ | ቓ | ቔ | ቖ | ቕ |
| 19. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 20. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 21. | ኘ | ኙ | ኚ | ኛ | ኜ | ኞ | ኝ |
| 22. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 23. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 24. | ዐ | ዑ | ዒ | ዓ | ዔ | ዖ | ዕ |
| 25. | ፀ | ፁ | ፂ | ፃ | ፄ | ፆ | ፅ |
| 26. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 27. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 28. | ኀ | ኁ | ኂ | ኃ | ኄ | ኆ | ኅ |
| 29. | ሠ | ሡ | ሢ | ሣ | ሤ | ሦ | ሥ |
| 30. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 31. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |
| 32. | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 33. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 34. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |

Appendix 15

Wolaita Alphabet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | በ | ቡ | ቢ | ባ | ቤ | ቦ | ብ |
| 2. | ሰ | ሱ | ሲ | ሳ | ሴ | ሶ | ስ |
| 3. | ሸ | ሹ | ሺ | ሻ | ሼ | ሾ | ሽ |
| 4. | ከ | ኩ | ኪ | ካ | ኬ | ኮ | ክ |
| 5. | ለ | ሉ | ሊ | ላ | ሌ | ሎ | ል |
| 6. | አ | ኡ | ኢ | ኣ | ኤ | ኦ | እ |
| 7. | ጸ | ጹ | ጺ | ጻ | ጼ | ጾ | ጽ |
| 8. | ደ | ዱ | ዲ | ዳ | ዴ | ዶ | ድ |
| 9. | ጰ | ጱ | ጲ | ጳ | ጴ | ጶ | ጵ |
| 10. | ዘ | ዙ | ዚ | ዛ | ዜ | ዞ | ዝ |
| 11. | ዠ | ዡ | ዢ | ዣ | ዤ | ዦ | ዥ |
| 12. | ፀ | ፁ | ፂ | ፃ | ፄ | ፆ | ፅ |
| 13. | ጠ | ጡ | ጢ | ጣ | ጤ | ጦ | ጥ |
| 14. | ጨ | ጩ | ጪ | ጫ | ጬ | ጮ | ጭ |
| 15. | ተ | ቱ | ቲ | ታ | ቴ | ቶ | ት |
| 16. | ቀ | ቁ | ቂ | ቃ | ቄ | ቆ | ቅ |
| 17. | ቸ | ቹ | ቺ | ቻ | ቼ | ቾ | ች |
| 18. | ፐ | ፑ | ፒ | ፓ | ፔ | ፖ | ፕ |
| 19. | ነ | ኑ | ኒ | ና | ኔ | ኖ | ን |
| 20. | ኘ | ኙ | ኚ | ኛ | ኜ | ኞ | ኝ |
| 21. | ገ | ጉ | ጊ | ጋ | ጌ | ጎ | ግ |
| 22. | የ | ዩ | ዪ | ያ | ዬ | ዮ | ይ |
| 23. | ሀ | ሁ | ሂ | ሃ | ሄ | ሆ | ህ |
| 24. | መ | ሙ | ሚ | ማ | ሜ | ሞ | ም |
| 25. | ወ | ዉ | ዊ | ዋ | ዌ | ዎ | ው |
| 26. | ረ | ሩ | ሪ | ራ | ሬ | ሮ | ር |
| 27. | ፈ | ፉ | ፊ | ፋ | ፌ | ፎ | ፍ |

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