



USAID
FROM THE AMERICAN PEOPLE

“Tongue” in Mozambique

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2015 Global Education Summit
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Reading is a Major Challenge in Mozambique

1. **SAQMEC III (2007)** – Grade 6 pupils not acquiring basic reading competencies
2. **EQUIP II (2010)** – 59.1% could not read one single word
3. **USAID Baseline (2013)** - 64% third graders could not recognize one single letter
4. **INDE, 2014** – Only 6% of all 3rd graders could read with fluency and comprehension
5. **World Bank (2015)** – Only a quarter of 4th grade students could identify words; 17% could read a sentence and less than 10% could read a paragraph

What Did USAID Do?

Reading Reinforcement Program (Texts, Test, Teaching)

- Teacher training and coaching
- Learning materials for students
- Classroom Observation
- Continuous Assessment (spelling & fluency)

Training school directors (Time)

- Evidence-based school management (Use data)
- Monitor punctuality and attendance of all at school
- Effective use of available instructional time



What Did USAID Do?

Still, one “T” missing in this design:
“TONGUE”

Significant but Insufficient Impact

- **Letter recognition in intervention schools more than two-fold:** from 16 to 29 correct letters read per minute
- **Familiar word reading doubled:** from 3.7 cwpm to 7.3 cwpm in treatment schools compared to an increase from 2.9 to 3.2 cwpm, in control schools
- **Oral Reading Fluency** rose from 4.9 to 13.4 cwpm compared to an increase from 4.4 to 5.2 cwpm in control schools
- **Significant differences observed between treatment and control** schools as well as between full and medium treatment groups. Only a few (7.4%) could read 45+ CWPM (Full treatment, grade 3)

The ‘Watershed Moment’ for Tongue

Momentous Policy Decision at Ministry:

- May 2015 - bilingual strategy presented that will scale nationwide in 2017; decision to use local languages in grades one-four.
- Reinforces Law 6/92 of the NES which states GRM “recognizes and values all Mozambican languages, their promotion and progressive phasing-in in education.”

The 'Watershed Moment' for Tongue (Cont)

Why did the MINEDH do this?

- The evidence base for this shift is solid and incontrovertible.
- Growing evidence that learning levels not satisfactory in core subjects (reading/math) in the early grades.
- Teachers' and pupils' level of spoken Portuguese is very low.

USAID Immediate Response to Bilingual strategy

- Modify APAL on future designs
- Adjust the grade levels of intervention
- Change the language of reading instruction
- Find/create materials in that language
- Train teachers in reading transcriptions of that language when necessary
- No results yet, but monitoring implementation
- **Goal:** All children reading with fluency and comprehension



Long-term Engagement Implementing the MINEDH's New Policy

- Consolidate our effective partnership with MINEDH to help improve reading skills to tackle the current learning crisis in early grades.
- Intensify efforts in data collection relevant to use of local languages in reading instruction (language mapping, EGRA, KAP) and engage in policy dialogue on 5Ts, scope-sequence, teacher assignments.

Long-term Engagement (Cont'd)

- Examine possibilities for increasing access to texts in mother tongue for the early grades (inventories of what's available, development of new titles, engagement with mechanisms like the Global Book Fund).
- Increase coordination with other important actors in the sector to ensure that all children have the opportunity to learn to read in a language that they speak and understand.

Concluding Remarks

- We learned the lesson: Missing T (Tongue) is critical for greater impact.
- Mozambique, MINEDH and USAID, ‘making the road by walking on it.’
- Mozambique is not currently asking IF this should happen. It is asking HOW it should happen and we are working together on the HOW.
- We are hard at work to have a program that can be taken to scale.
- We look forward to reporting back to you in 2 years on an early grade reading programming in local languages.
- We are committed to follow and contribute to the international best practice and what the evidence base shows to be true.
- We are certain that results will be very positive for the most important beneficiaries: CHILDREN.

THANK YOU





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