



USAID | MOZAMBIQUE

FROM THE AMERICAN PEOPLE

VAMOS LER! / LET'S READ!

BACKGROUND

Since the end of the civil war in 1992, the Government of the Republic of Mozambique (GRM) has been rebuilding its education system with the goal of providing universal access. Under the policy of free and compulsory primary education, the primary education net enrollment ratio has expanded from 52% in 1999 to 94% in 2016. This expansion has placed pressure on school management, teaching personnel, and the overall quality of classroom instruction, resulting in overcrowded multi-shift schools, high student/teacher ratios, and plummeting reading and math test scores. As a result, less than 5% of students demonstrate reading proficiency. To address these challenges, USAID is working closely with the Ministry of Education and Human Development (MINEDH) to implement data-driven reforms designed to improve reading outcomes in the early grades.

PROGRAM DESCRIPTION

Vamos Ler! focuses on improving early grade reading outcomes in 2,800 schools in Nampula and Zambezia through teaching young children to read in local languages, while acquiring emergent skills in Portuguese as a second language. The activity engages families, communities and local civil society organizations (CSOs) to promote early grade reading through training to school councils, parents and caregivers. *Vamos Ler!* supports the MINEDH with expansion of its Bilingual Education Strategy and works directly within local government structures to build capacity in early grade reading and school management by giving them responsibility for supervision, coaching, and training of early grade teachers.

EXPECTED RESULTS/IMPACTS

This activity will improve literacy skills of 800,000 children across 2,800 schools, supporting 11,000 teachers. More specifically:

- Early grade reading classroom instruction improved;
- Early grade literacy materials in Emakhuwa, Elomwe, and Echuwabo languages developed;
- School management and governance in support of early grade reading strengthened;
- National evidence-based bilingual education policy framework and delivery systems improved;
- Early grade reading curriculum and fluency benchmarks developed;
- Early grade reading assessment systems strengthened;
- Parental, family and community engagement in early grade reading increased; and
- CSOs ability to mobilize communities in support of improved early grade reading enhanced.



GOALS

- Improved literacy instruction in early primary grades;
- Fluent reading by a student's second year in school;
- Improved bilingual education policy frameworks and delivery systems;
- Increased parental and community engagement in early grade reading.

LIFE OF ACTIVITY

August 2016 to July 2021

TOTAL USAID FUNDING

\$73,500,000

GEOGRAPHIC FOCUS

Nampula and Zambezia

IMPLEMENTING PARTNER

Creative Associates International, Inc. with sub-partners World Education Inc., American Institutes for Research, Overseas Strategic Consulting and blueTree Group Kenya.

CONTACT

Antonio Mizé
afrancisco@usaid.gov