

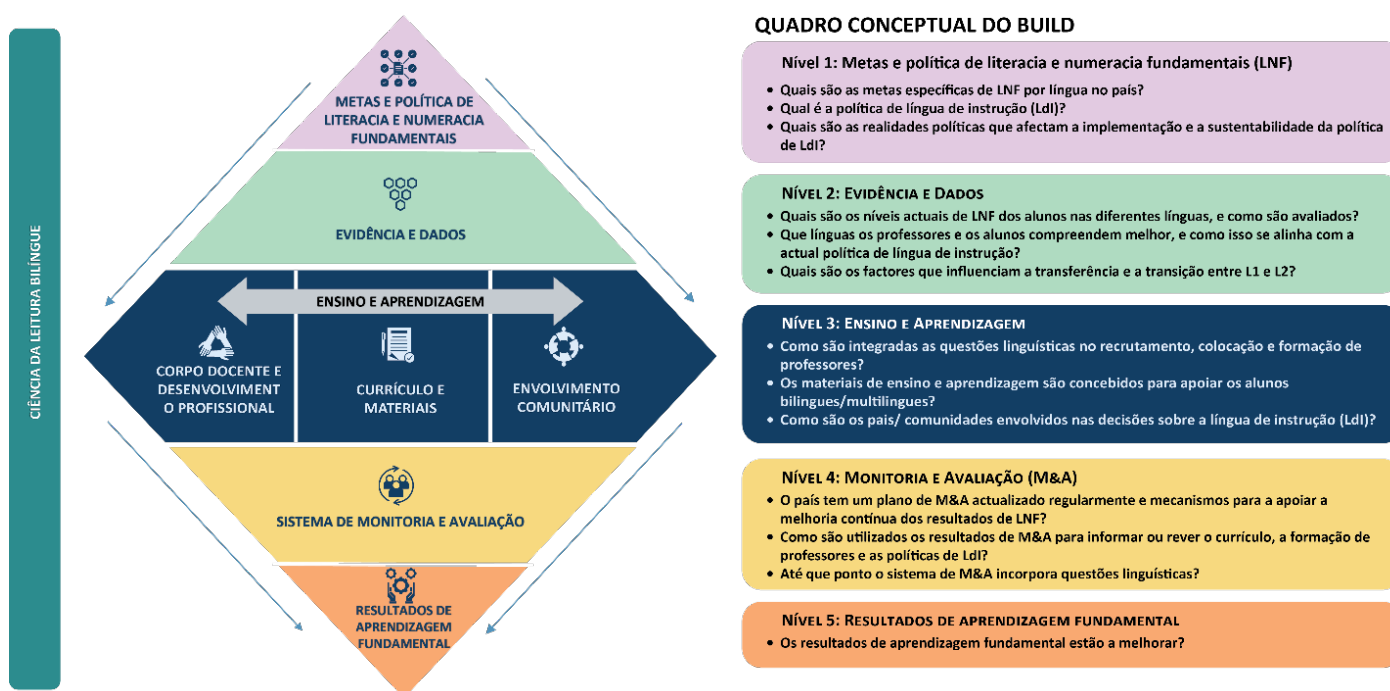
Blueprint for the Use of evidence In Language of Instruction (LoI) Decisions (BUILD) – Mozambique Evidence Brief

BUILD OBJECTIVES

The Blueprint for the Use of Evidence in Language of Instruction Decisions (BUILD) is a framework to support policy makers and stakeholders to design an evidence based, politically viable, and actionable plan to answer the following question: **How do we effectively integrate language decisions to significantly improve foundational learning in a specific country?**

BUILD is currently being used in Côte d'Ivoire, Mozambique, Rwanda, and Senegal. The framework is guided by the following questions for each tier of the education system to holistically assess and address systemwide factors in language of instruction (LoI) decision making for foundational learning.

BUILD FRAMEWORK



BUILD METHODS



Policy and Teaching
Materials Analysis



Stakeholder
Consultations



Quantitative Analysis
of FLN Datasets



KEY EVIDENCE AND ACTIONS

Tier 1: FLN Goals & Policy

EVIDENCE

- BE formally recognized since 2018, with gradual transition.
- 19 Mozambican languages recognized in education.
- Portuguese remains the official LoI in 20% of the schools, the remaining are BE.
- No language-specific FLN targets.

ACTION

- Operationalize BE policy.
- Design workshops and plans to evaluate and update BE implementation status (across various funding mechanism and government sustained programming).
- Specify measurable FLN targets by grade and language.

Tier 2: Evidence & Data

EVIDENCE

- Less than 5% of Grade 3 learners can read a paragraph in Portuguese.
- Most students are monolingual in local languages
- Mozambican languages have a script that helps with initial literacy acquisition given it's so-called "transparency."
- Teacher language proficiency not systematically collected.

ACTION

- Build a national bilingual data system that allows for systematic data collection and use of student data in line with bilingual science of reading.
- Analyze oral vocabulary and reading transfer thresholds for successful biliteracy learning.
- Teacher pedagogical proficiency and linguistic and literacy proficiency.

Tier 3: Teaching & Learning

EVIDENCE

- Shift toward explicit, systematic phonics-based instruction in both L1 and L2.
- Need to define "transition" in Mozambican context.
- Teachers often assigned without proficiency in local language or BE training.
- Pre-/in-service BE training limited; new 12+3 model introduces BE.

ACTION

- Focus on systematic phonics (as opposed to analytic synthetic) based instruction in both L1 and L2, drawing on transferrable skills from L1.
- Define "transition" in both L1 and L2 based on science of bilingual reading.
- Screen teachers for proficiency in local language used as LoI.
- Extend in-service training for BE teachers to minimum 10 days/year, with ongoing coaching.

Tier 4: M&E

EVIDENCE

- National assessments lack linguistic information.
- EMIS does not track teacher language proficiency or classroom LoI fidelity.
- Most language-specific monitoring done through donor projects.
- Robust M&E systems in design, but execution is limited.

ACTION

- Regularly track/report language-related indicators at ZIP/district level.
- Integrate LoI fidelity and teacher-language match indicators into EMIS.
- Revise national assessments to include language-disaggregated results.
- Publish quarterly dashboards with key indicators.