

Annex F. Summary of the Early Grade Reading Materials Survey in Mozambique



Geography and Demographics

Size:	799,380 square kilometers (km ²)
Population:	25.3 million (2015)
Capital:	Maputo
Urban:	32% (2015)
Administrative Divisions:	10 provinces + 1 city
Religion:	56% Christian 18% Muslim 7% Other 19% None

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 6–12 years): ^a	5.3 million
Adult (aged >15 years)	59%	73%	45%	2013 Primary School GER: ^a	105%, up from 69% in 1999
Youth (aged 15–24 years)	77%	84%	70%	2013 Pre-primary School GER: ^a	Data unavailable
Sample EGRA Results ^b	Language:	Portuguese		Oral Reading Fluency:	Mean: 2.7 (Nampula)/1.7 (Zambezia) correct words per minute Standard deviation: 14.5 (Nampula)/7.2 (Zambezia) Zero scores: 93% (Nampula)/56% (Zambezia)
	When:	2013			
	Where:	Nampula and Zambezia			
	Who:	1,800 P3 students			

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

^a Source: UNESCO (2015).

^b Source: Raupp et al. (2013).

Language

Number of Living Languages: ^a 43		
Major Languages ^b	Estimated Population ^c	Government Recognized Status
Portuguese	1,580,000 (L1) (2014) 6,300,000 (L2)	“Official”
Makhuwa	3,220,000 (L1) (2014)	Regional LWC
Tsonga	2,780,000 (L1) (2014)	Regional LWC
Ndau	500,000 (L1) (2014)	Regional LWC
Lomwe	1,660,000 (L1) (2014)	Regional LWC
Sena	1,390,000 (L1) (2014)	Regional LWC
Tswa	695,000 (L1) (2014)	Regional LWC
Chuwabu, Chopi, Makonde, Mwani, Nyanja, Nyungwe, Ronga, Tonga, Yao	Range from 100,000–947,000 (L1)	Additional languages used in schools

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).

Mozambique Findings in Brief:

The Mozambican government is moving toward a full implementation of bilingual education in Portuguese and 16 indigenous languages by 2017. Materials were found in all of these languages, and no one language comprised more than 18% of the inventory. Supplementary materials were approximately twice as numerous as textbook-related materials. Relatively few textbook-related titles were found for the earliest grade levels, kindergarten through Primary Grade 2. In addition, a relatively low number of the titles used a phonics approach to reading instruction. However, most of the content appeared to be culturally familiar and appropriate for the target population. A majority of the illustrations portrayed the genders with equal frequency, but people with disabilities were largely absent. Four publishing entities (i.e., one governmental, one commercial, and two nonprofit organizations) were responsible for the bulk of the materials surveyed. Copyrights and International Standard Book Numbers were rarely found in materials.

1. Language in Education Policy in Mozambique

Article 9, Section 1 of the Constitution of the Republic of Mozambique states, “The State shall esteem national languages as cultural and educational heritage, and shall promote their development and increasing use as languages that convey our identity.” Also, Article 10, Section 1 of the Constitution identifies Portuguese as the official language.

Experiments with bilingual models using a Mozambiquan language and Portuguese at the primary level began in rural areas in the 1990s. In 2003, Mozambique’s government first introduced some bilingual education for primary schools into the official education system. The 2002 Curriculum Reform policy allowed three options: “(1) Portuguese-medium education ... ; (2) Portuguese-medium education with ‘recourse’ to the local language as needed ... ; and (3) mother tongue–based bilingual education” (Chimbutane and Benson, 2012). According to

Henriksen (2010), in the mother tongue–based bilingual model, the Mozambican languages are used as the main language of instruction (LOI) for the first three years of primary school, and Portuguese is taught as a subject. The transition to using Portuguese as LOI begins in Primary Grade 4, and its usage gradually increases through Primary Grade 6. Then the Mozambican language is subsequently phased out in Primary Grade 7 Henriksen (2010). However, the timing of the transition to Portuguese as LOI may be under discussion, with some advocating postponing it until Primary Grade 5 (Observatory of Portuguese Speaking Countries, 2015).

In urban schools, Portuguese is used as the sole LOI throughout all grades (Henriksen, 2010). According to Chimbutane (2011), rural schools in linguistically homogenous areas in each Mozambican province use the bilingual education model. The number of schools implementing bilingual education has gradually increased, from 88 schools in 2007 (Sendela and Bisqué, 2007) to nearly 500 by 2015 (ASSECOM, 2015).

An evaluation report by the Ministry of Education and Human Development in Mozambique pointed to the use of Portuguese as LOI as challenge for many students because they frequently do not know Portuguese before arriving at school (National Institute for Education Development, 2014). This study and many others have led the government to pay more attention to the use of Mozambican languages to teach children how to read and write. Recently, the Ministry of Education and Human Development in Mozambique announced that starting in 2017, primary school students will receive their education in one of 16 local languages alongside Portuguese (Lusa, 2015). The 16 local languages are Chopi, Chuwabo, Lomwe, Makhuwa, Makonde, Mwani, Ndau, Nyanja, Nyungwe, Ronga, Sena, Tewe, Tonga, Tsonga, Tswa, and Yao.

2. Data Collection

The data collectors focused their data collection efforts in Maputo, which is the main publishing center in Mozambique, but they also spent five days in the cities of Nampula and Gaza to fully capture the available material. In all, the data collectors surveyed 324 titles, the large majority of which (277 [85 percent]) came directly from publishers and 26 (eight percent) from Web sites.

3. Findings

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

Materials by Language

The data collectors surveyed 324 titles in 20 languages, of which 17 were Mozambican and three European, as shown in **Table F-1**. The data collectors found materials in each of the 16 languages used in Mozambique’s education system. In contrast to many other countries in the study, the languages in Mozambique were more evenly represented. Although the highest number of titles was found in Makhuwa, it only constituted 17 percent of the data set, and four other languages also had more than a 10 percent share.

Although the focus was on Mozambican materials, 43 titles containing Portuguese were recorded by the data collectors; all of these were bilingual or multilingual titles with a Mozambican language, and most of them were reference materials.

The majority of the titles surveyed were monolingual, but 12.8 percent of titles were bilingual, and 0.9 percent were trilingual. In all but two of the multilingual titles, Portuguese was the second language used. The exceptions were a French-Ronga dictionary and a book of stories and poems written in Makhuwa, Makonde, and Mwani.

All of the titles surveyed were written in a Latin-based script. Eighteen Mozambican languages have a standardized orthography, of which only Barwe and Manyika are not yet a part of the official education system in the country. The Núcleo de Estudo de Línguas Moçambicanas (NELIMO, Language Study Core Mozambican) proposed the orthographies, which have been adopted and used by the Ministry of Education and Human Development and other stakeholders working in bilingual education (Language Research Centre Mozambican, 1989; Ngunga and Faquir, 2011; Siteo and Ngunga, 2000). In these orthographies, authors do not mark linguistic tone, except in some academic writing such as monographs and dissertations. However, the data collectors were unable to evaluate whether the books surveyed conformed to the standardized orthography.

Table F-1. Languages in Which Materials Were Found in Mozambique

	Language	Language ISO 639-3 Code ^b	Estimated Speaker Population in Mozambique ^c	Titles per Language	Percentage of Titles Surveyed ^d
1	Makhuwa	vmw	3,220,000	56	17.3%
2	Portuguese	por	1,580,000 (L2)	43	13.3%
3	Makonde	kde	360,000	41	12.7%
4	Nyanja	nya	599,000	41	12.7%
5	Mwani	wmw	100,000	36	11.1%
6	Yao	yao	195,000	32	9.9%
7	Tsonga	tso	2,780,000	24	7.4%
8	Ndau	ndc	500,000	14	4.3%
9	Nyungwe	nyu	262,000	14	4.3%
10	Tonga	toh	224,000	11	3.4%
11	Lomwe (Mozambique)	ngl	1,660,000	9	2.8%
12	Tswa	tsc	695,000	9	2.8%
13	Chuwabu	chw	664,000	8	2.5%
14	Chopi	cce	760,000	7	2.2%
15	Ronga	rng	423,000	7	2.2%
16	Sena (Mozambique)	seh	1,390,000	7	2.2%

17	Tewe	twx	250,000	6	1.9%
18	Manyika	mxc	100,000	4	1.2%
19	English	eng	Not applicable	3	0.9%
20	French	fra	Not applicable	1	0.3%

Note: L2 = second language

^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). Language/dialect distinctions that have been assigned separate International Organization for Standardization (ISO) codes are provided in parentheses.

^b 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). Unless otherwise noted, all speaker population estimates are from 2014.

^d Because of bilingual titles, the total will surpass 100%.

Types of Materials

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

- 109 (34 percent) were textbooks or related materials, and 215 (66 percent) were supplementary, nontextbook titles.
- Student textbooks were the most common sub-type of textbook-related material, but student workbooks and teacher’s guides were also relatively well represented.
- Narrative texts were by far the most common supplementary material, but informational and reference titles were not uncommon.
- No textbook-related materials were found for Manyika.

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

Languages ^a	Textbook-Related					Nontextbook/Supplementary						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		
Chichewa	7	3	—	10	3.1%	18	8	1	1	28	8.6%	38	11.7%
Chichewa/Portuguese	—	—	—	0	0.0%	1	—	1	—	2	0.6%	2	0.6%
Chopi	—	2	2	4	1.2%	1	—	—	—	1	0.3%	5	1.5%
Chopi/Portuguese	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Chuwabu	—	3	3	6	1.9%	—	—	—	—	0	0.0%	6	1.9%
Chuwabu/Portuguese	—	—	—	0	0.0%	—	—	2	—	2	0.6%	2	0.6%
Lomwe	—	2	3	5	1.5%	1	2	—	—	3	0.9%	8	2.5%
Lomwe/Portuguese	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Makhuwa	6	6	—	12	3.7%	24	13	—	—	37	11.4%	49	15.1%
Makhuwa/Portuguese	—	—	—	0	0.0%	2	1	2	—	5	1.5%	5	1.5%
Makhuwa/Makonde/Mwani	—	—	—	0	0.0%	—	—	—	1	1	0.3%	1	0.3%
Makonde	3	8	—	11	3.4%	17	5	—	—	22	6.8%	33	10.2%
Makonde/Makhuwa/Portuguese	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Makonde/Portuguese	—	—	—	0	0.0%	1	2	3	—	6	1.9%	6	1.9%
Manyika	—	—	—	0	0.0%	4	—	—	—	4	1.2%	4	1.2%
Mwani	5	3	—	8	2.5%	19	3	—	—	22	6.8%	30	9.3%
Mwani/Portuguese	—	—	—	0	0.0%	1	1	3	—	5	1.5%	5	1.5%
Ndau	3	—	4	7	2.2%	2	3	—	—	5	1.5%	12	3.7%
Ndau/Portuguese	—	—	—	0	0.0%	—	—	2	—	2	0.6%	2	0.6%
Nyungwe	6	—	1	7	2.2%	—	5	—	—	5	1.5%	12	3.7%
Nyungwe/Portuguese	—	—	—	0	0.0%	—	—	2	—	2	0.6%	2	0.6%
Ronga	—	2	2	4	1.2%	1	—	—	—	1	0.3%	5	1.5%
Ronga/Portuguese	—	—	—	0	0.0%	—	—	2	—	2	0.6%	2	0.6%
Sena	—	1	1	2	0.6%	—	3	—	—	3	0.9%	5	1.5%
Sena/Portuguese	—	—	—	0	0.0%	—	—	2	—	2	0.6%	2	0.6%
Tewe	3	—	2	5	1.5%	—	—	—	—	0	0.0%	5	1.5%
Tewe/Portuguese	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%

Languages ^a	Textbook-Related					Nontextbook/Supplementary						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		
Tonga	1	2	3	6	1.9%	—	3	—	—	3	0.9%	9	2.8%
Tonga/Portuguese	—	—	—	0	0.0%	—	—	2	—	2	0.6%	2	0.6%
Tsonga	6	—	—	6	1.9%	8	1	1	2	12	3.7%	18	5.6%
Tsonga/Chopi/Portuguese	—	—	—	0	0.0%	1	—	—	—	1	0.3%	1	0.3%
Tsonga–Portuguese	—	—	—	0	0.0%	1	1	3	—	5	1.5%	5	1.5%
Tswa	3	—	4	7	2.2%	1	—	—	—	1	0.3%	8	2.5%
Tswa/Portuguese	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Yao	4	5	—	9	2.8%	16	4	—	—	20	6.2%	29	9.0%
Yao/French	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Yao/Portuguese	—	—	—	0	0.0%	—	—	2	—	2	0.6%	2	0.6%
English	—	—	—	0	0.0%	3	—	—	—	3	0.9%	3	0.9%
Total	47	37	25	109	33.6%	122	55	34	4	215	66.4%	324	100.0%

Note: Percentages may not sum exactly due to rounding.

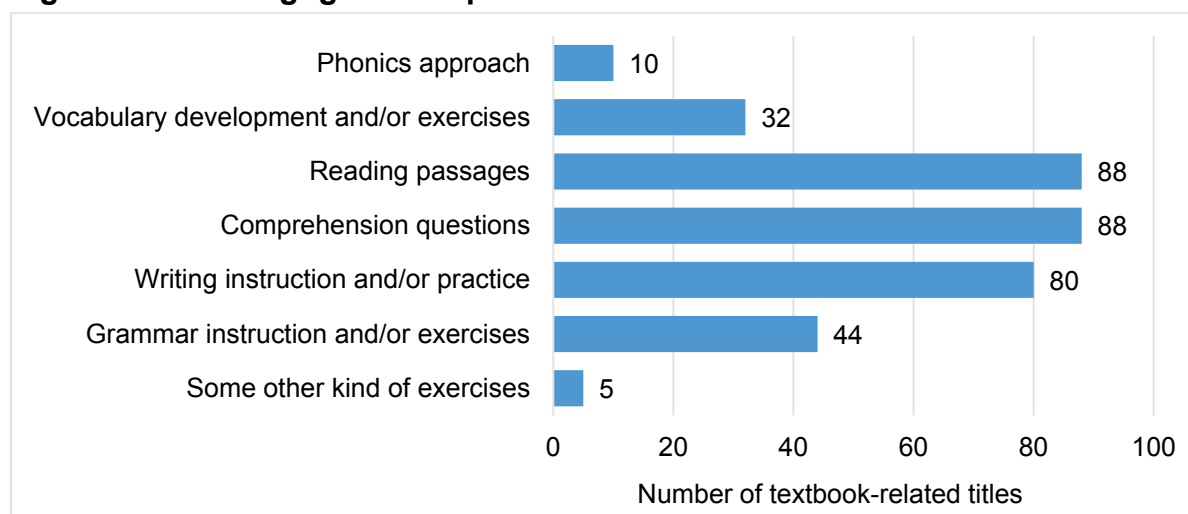
^a Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at www.ethnologue.com (Lewis, et al., 2015).

B. Usefulness of Available Materials for Early Grade Children

Pedagogical Components of Textbooks

The data collectors analyzed 109 textbook-related materials with regard to their pedagogical components. As shown in **Figure F-1**, the most common components were reading passages (88 [81 percent]), writing instruction and/or practice (80 [73 percent]), and comprehension questions (88 [81 percent]). Only 10 titles (nine percent) were found to employ what could be construed as a phonics approach to reading instruction.¹

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



Note: Multiple responses were possible per title.

Level

Designated Textbook Levels

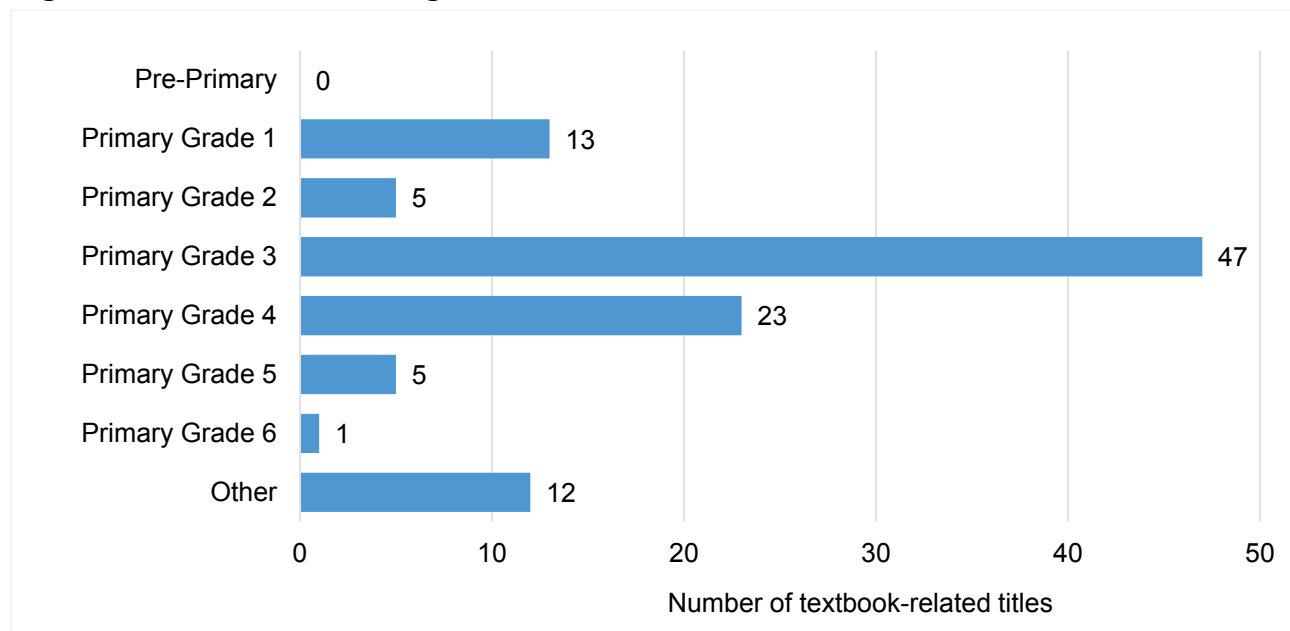
Out of the 109 textbook-related titles, only three did not have a publisher-designated grade level (**Figure F-2**). These 106 titles all came from two publishers: Associação Progresso and the Instituto Nacional do Desenvolvimento da Educação (INDE, National Institute for Education Development). Associação Progresso is a nongovernmental organization (NGO) working in bilingual education in five languages (i.e., Kimwani, Makhuwa, Nyanja, Shimakonde, and Yaawo) in northern Mozambique. INDE is the branch of the Ministry of Education and Human Development that handles education development. The production of materials for bilingual education is strictly limited to the Ministry of Education via INDE and Associação Progresso. Although both organizations produce materials for all grade levels, in the materials encountered during the survey, Associação Progresso published all of the materials for Primary Grades 1, 5, and 6 and all adult literacy materials. Although Associação Progresso also published some

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.

materials for Primary Grades 2 through 4, INDE published 80 percent of the materials labeled for those grades.

The data collectors did not find any titles for the pre-primary level. Although there are experimental pre-primary programs in some provinces, the national education system begins with Primary Grade 1.

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



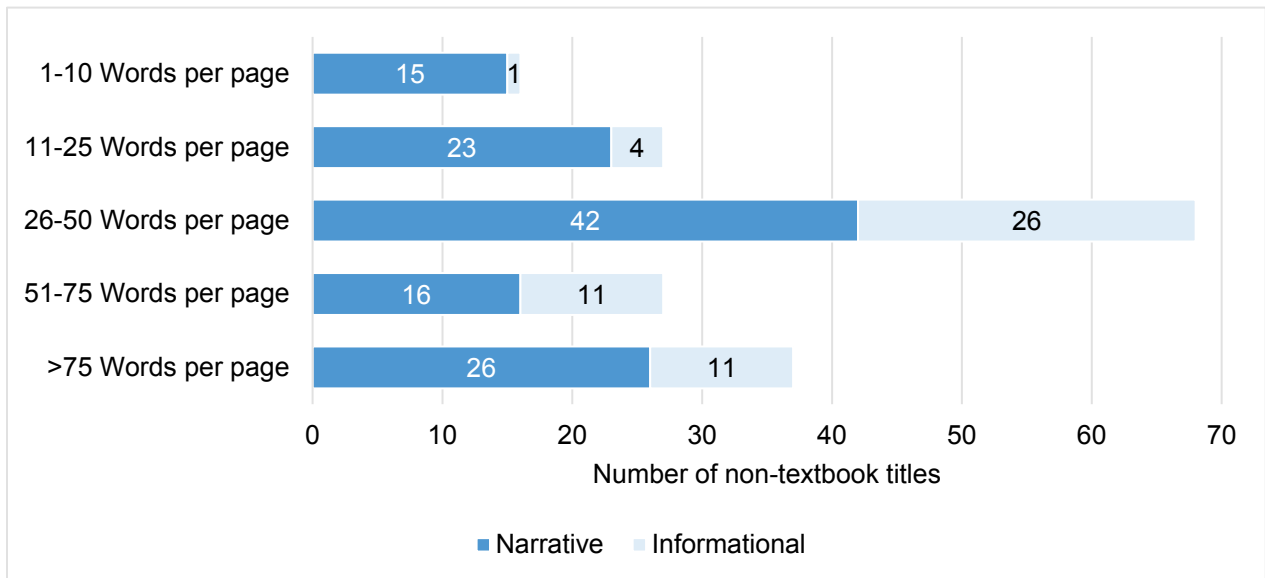
Note: Multiple responses were possible per title. Kindergarten through Primary Grade 3 were targeted, but because of differences in publishers' leveling systems, materials labeled for other levels were included if the titles were potentially adaptable to the early grades.

Nontextbook 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 performed this count for 175 narrative and informational texts.

The highest number (68 [32 percent]) of nontextbook materials was found in the intermediate range of 26–50 wpp (**Figure F-3**).

Figure F-3. Number of narrative and informational nontextbook titles by maximum words per page

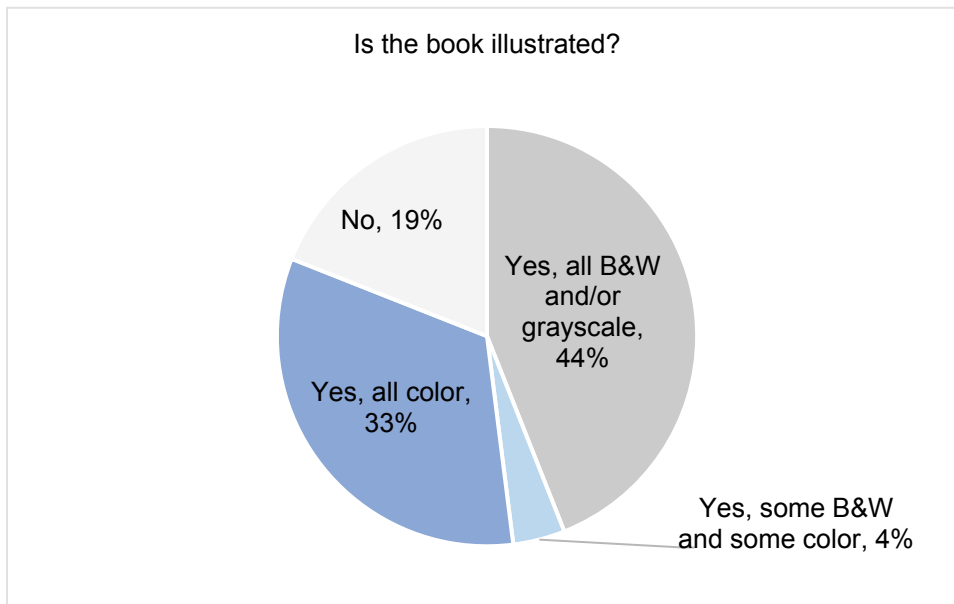


Note: This calculation was not performed for poetry or reference titles.

Illustrations

Out of the 324 titles surveyed, 263 (81 percent) were illustrated. Non-illustrated materials included 31 reference titles, 24 teacher’s guides, and three student textbooks. The largest number of illustrated titles (142 [44 percent]) were in black and white and/or grayscale, as shown in **Figure F-4**. The titles illustrated in full color were not limited to any one type of publisher. However, nonprofit sources were more likely to produce titles illustrated in black and white and/or grayscale. Although nonprofit sources produced 168 (52 percent) of all materials examined, they produced 78 percent of black and white and/or grayscale materials.

Figure F-4. Presence and type of illustrations



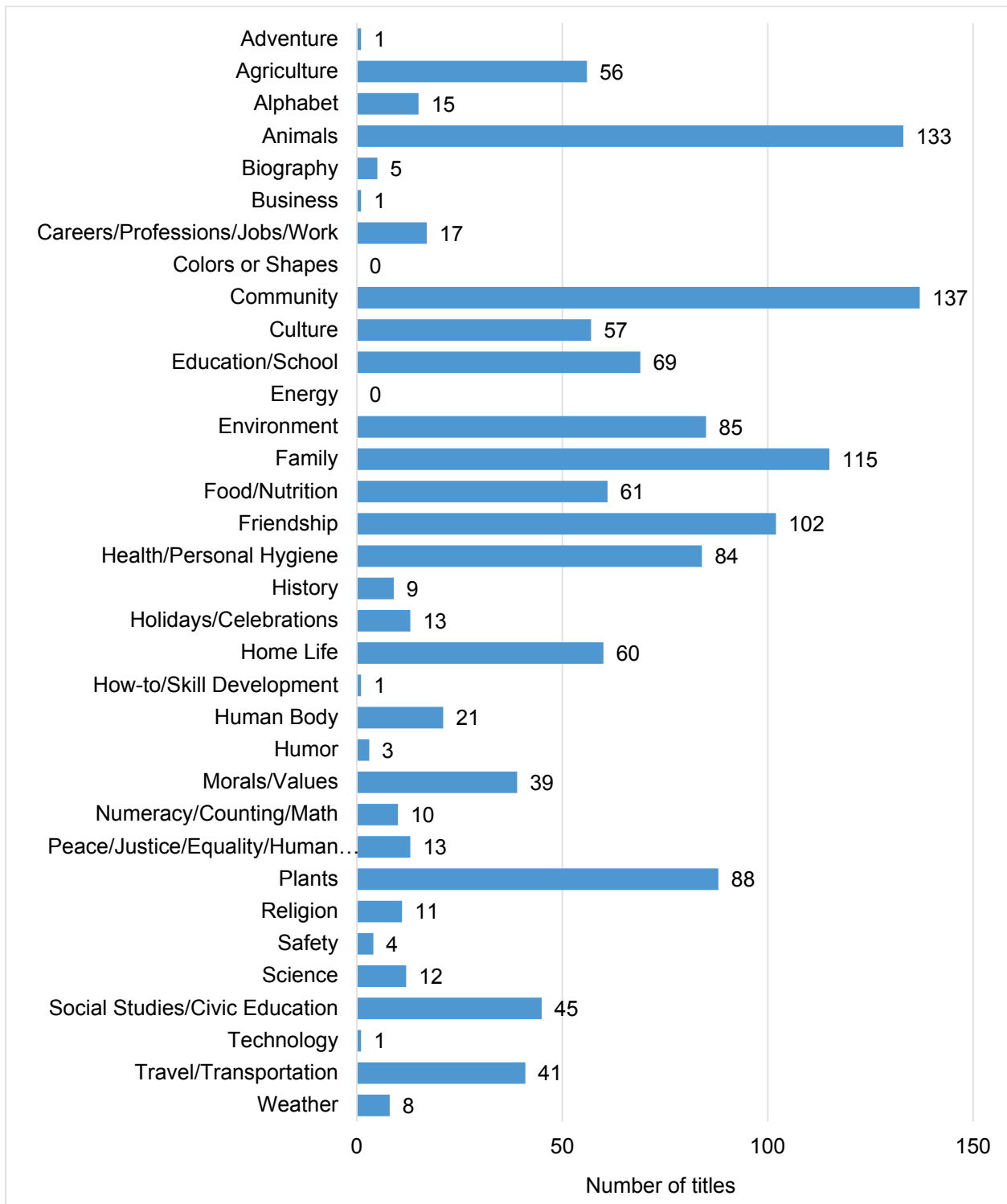
Content Themes

The data collectors examined 266 of the titles for content themes, excluding teacher’s guides and reference materials. The data collectors skimmed the texts and/or illustrations and checked off 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 F-5**.

The most common theme was community, appearing in 137 titles (52 percent), followed closely by animals (133 [50 percent]), family (115 [43 percent]), and friendship (102 [38 percent]). Colors or shapes and energy were two of the topics that did not appear in any of the surveyed titles (Figure F-5).

Of the 266 titles examined for content themes, only 11 (four percent) contained religious content. Ten titles featured Catholicism, four Protestantism, and five Islam. These titles come from only two publishers: Associação Progresso and Wycliffe SA.

Figure F-5. Content themes



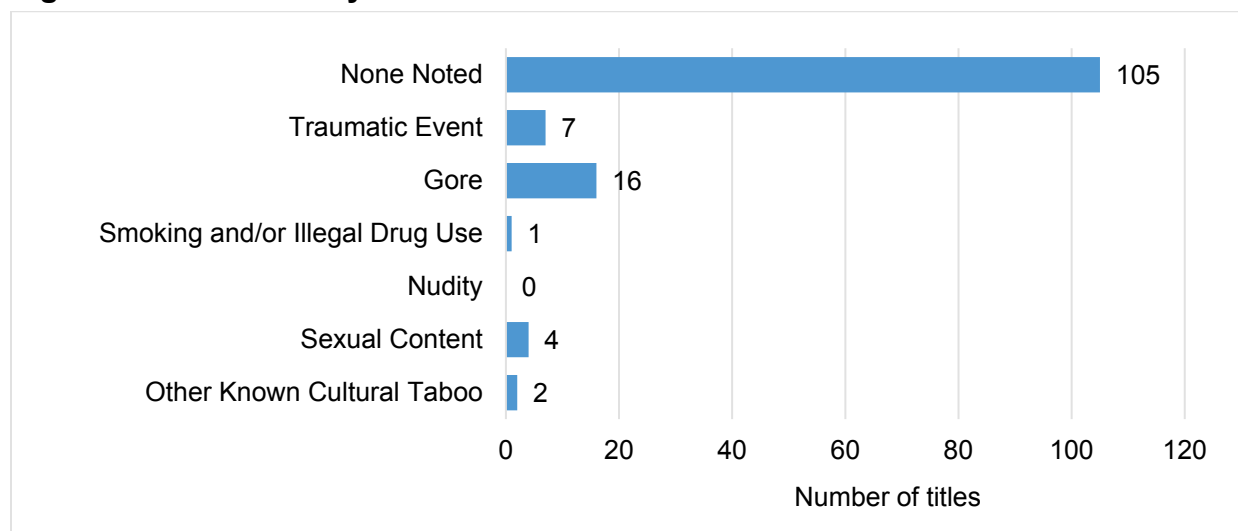
Note: Multiple responses were possible per title.

Content Familiarity and Appropriateness

The data collectors analyzed 266 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 251 titles (94 percent) as containing “very familiar” content and 14 (five percent) as containing “semi-familiar” content for the target audience. The data collectors were unable to evaluate the familiarity of the final title. The data collectors did not judge any titles as containing “most unfamiliar” content for the target audience.

The data collectors reviewed the illustrations of 135 titles for any potentially sensitive content such as traumatic events, gore, smoking and/or illegal drug use, nudity, and other known cultural taboos (Figure F-6). The data collectors did not find any potentially sensitive content for 105 titles (78 percent) evaluated for this item. The most common type of content flagged for its potentially sensitive nature was gore, which appeared in 16 titles (12 percent), and traumatic event, which was found in seven titles (five percent). The other categories were relatively rare, occurring in fewer than five titles each.

Figure F-6. Potentially sensitive content in the illustrations



Frequency and Equality of Representation

The data collectors examined a subset of 204 titles regarding the frequency and equality of representation of people in the illustrations according to gender, ethnic or religious group identity, and disability. Teacher’s guides, reference materials, and titles not illustrated with humans or anthropomorphic animals were excluded from this item.

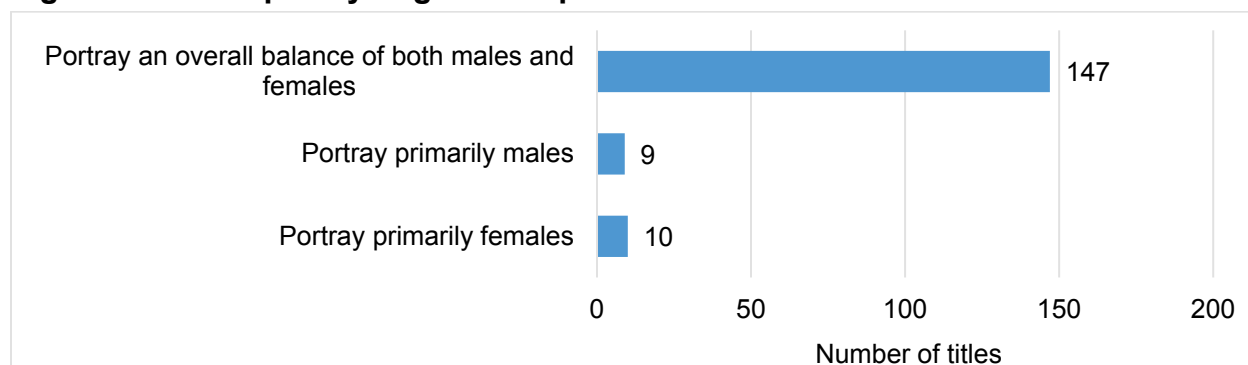
Gender

Of the 204 titles, the data collectors determined that gender was not apparent in the illustrations in 38 of the titles, thus furthering limiting the subset used to examine gender balance and roles to 166 titles. Of the remaining titles, the data collectors judged 147 (89 percent) to portray an

overall balance of both genders, and much fewer to portray primarily male (9 [five percent]) or female (10 [six percent]) characters in titles (**Figure F-7**).

In addition, for the 166 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 unequally in only two (one percent) of these titles.

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

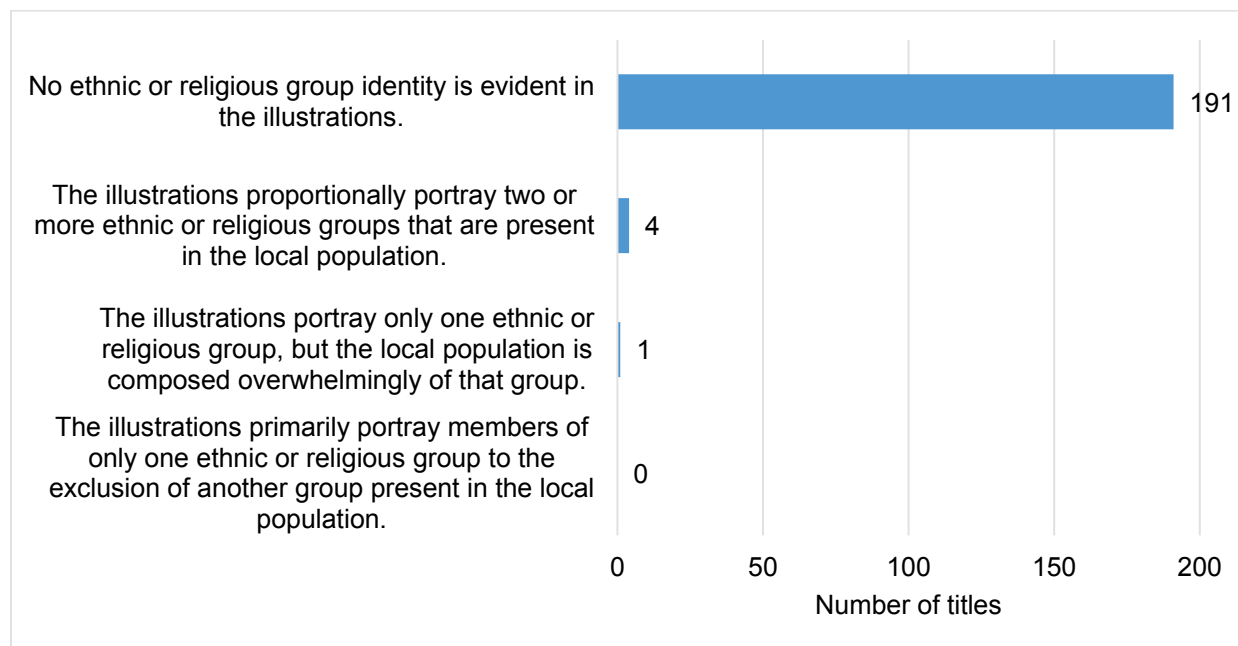


Ethnic and Religious Group Identity

Similarly to gender, the data collectors examined the illustrations of 204 titles for the frequency of representation of different ethnic and/or religious group members. The data collectors determined that of those titles collected, 191 (94 percent) did not portray characters with obvious ethnic or religious group identity markers, and none of the materials portrayed one ethnicity or religious group to the exclusion of another group present in the target population (**Figure F-8**).

Of the 204 titles evaluated, the data collectors found only one title (less than one percent) in which ethnic or religious groups were judged to be portrayed with unequal “skills, knowledge, accomplishments, or roles.”

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

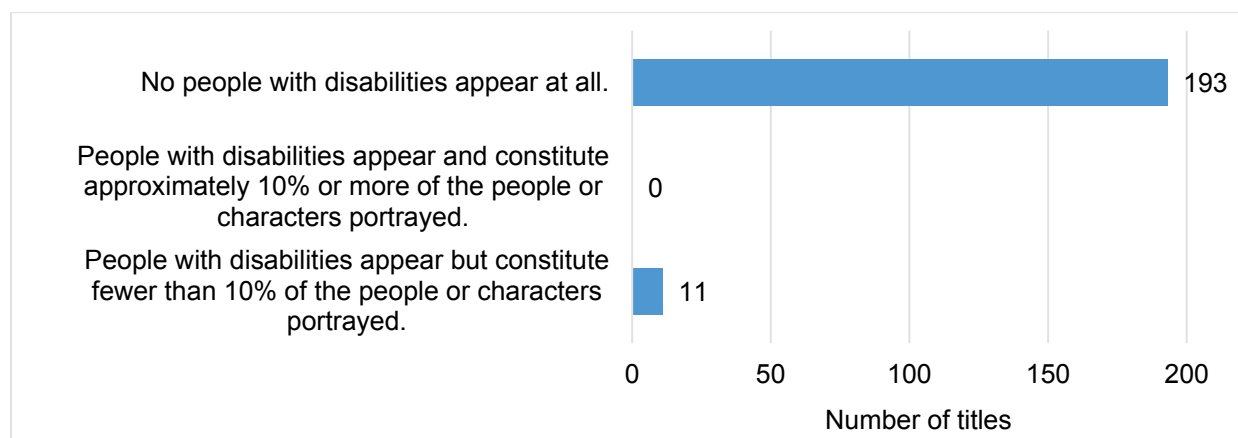


Disability

Similar to the gender and ethnicity and religion questions, the data collectors examined the illustrations of 204 titles for the frequency of representation of people with disabilities. Of those titles, the data collectors found that only 11 titles (five percent) portrayed any characters with obvious disabilities (**Figure F-9**), and 193 (95 percent) did not.

When people with disabilities did appear in the surveyed materials, six (55 percent) out of the 11 titles were judged to portray them “with skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities.”

Figure F-9. Frequency of the representation of people with disabilities in the illustrations



C. Feasibility of Reusing, Adapting, and Reproducing Available Titles

Copyright, Restriction, and Permissions

Out of the 324 titles surveyed, only 47 (15 percent) contained a copyright symbol. Moreover, most of the materials surveyed did not contain any explicit statements concerning the rights of others to reproduce the materials. On one hand, four items (one percent) did have a statement equivalent to “All Rights Reserved,” and these materials came from two commercial publishers. On the other hand, 41 books (13 percent) granted some permissions for reuse, 25 (eight percent) of which are available for free online.

The survey findings suggest that Creative Commons licenses are not in use in Mozambique. The three titles that used the CC-BY² license came from the South African Institute for Distance Education’s (SAIDE’s) African Storybook Project, which is located outside of Mozambique.

Medium

Data collectors found 276 titles (85 percent) in hard copy and 48 (15 percent) in soft copy. Most of the soft copies were provided by SIL International, Plural Editores, or individual, self-published authors.

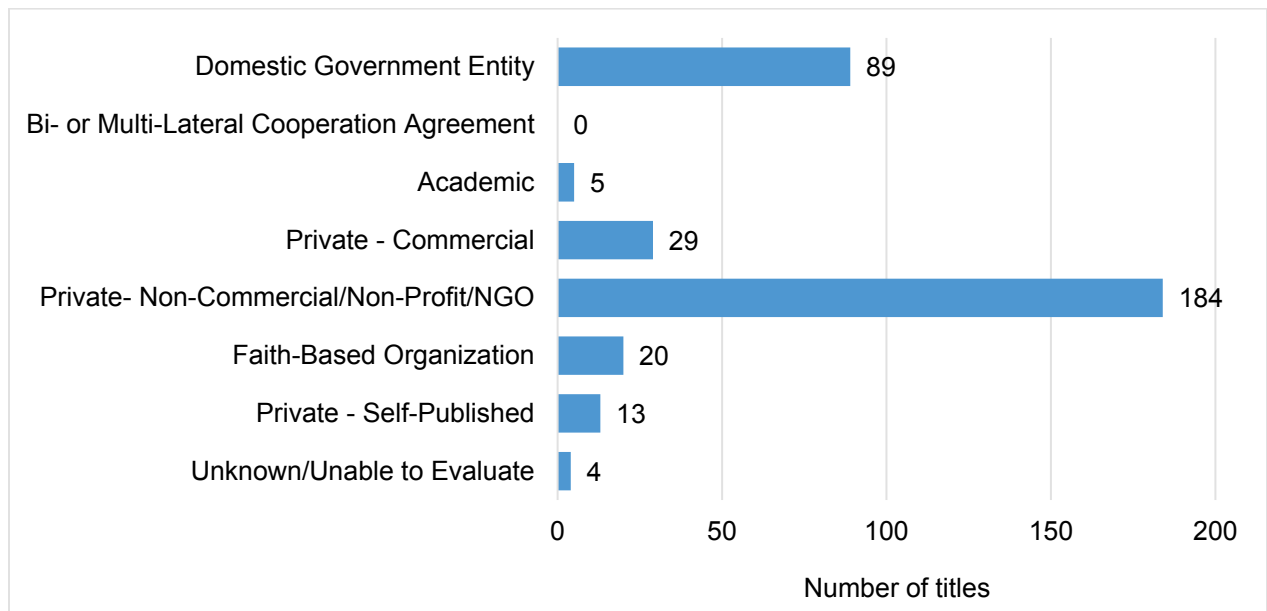
D. Landscape of the Production of Children’s Reading Materials in Mozambican Languages

Publisher Types

Associação Progresso, a nonprofit organization, published slightly more than half of all titles surveyed (163 [50 percent]). SIL Moçambique was the other large nonprofit (and a faith-based) producer, with 17 titles (five percent). Plural Editores accounted for all but one of the titles produced by a private commercial publisher, and INDE for all but one of the government-published titles. Together, these four entities produced 86 percent of the titles surveyed (**Figure F-10**).

² More information about Creative Commons and the different types of licenses can be found at <http://creativecommons.org/licenses>.

Figure F-10. Number of titles by publisher type

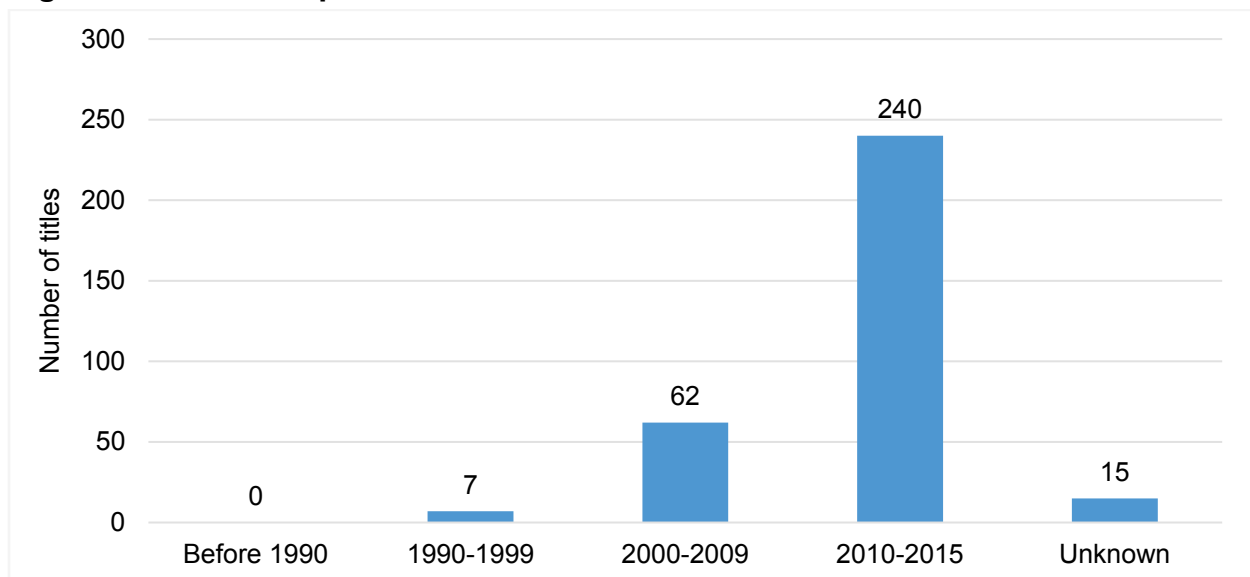


Note: Some titles were produced jointly by two or more organizations; therefore, the number of organizations represented here exceeds the number of titles surveyed. Publishers can also be included under multiple categories.

Year of Publication

As shown in **Figure F-11**, most of the materials (285 [88 percent]) were published within the past 10 years. This expansion in the number of titles is not surprising, given the creation of a bilingual education system in 2003 and its expected expansion to full implementation by 2017. Although 15 titles (five percent) did not have a publication date, 13 of these items (four percent) were drafts that were yet to be finalized.

Figure F-11. Year of publication



International Standard Book Number

Only 12 (four percent) of the 324 total titles used an International Standard Book Number (ISBN), and nine (three percent) of those came from one (commercial) publisher: Plural Editores. These findings suggest that the use of the ISBN is not widespread in the publication of children's reading materials in Mozambican languages.

Price

The data collectors recorded the price for only 38 titles (12 percent), 12 (four percent) in hard copy and 26 (eight percent) in soft copy, thereby limiting the ability to draw any generalizations from such a small subset. Seven of the hard copies (two percent) and all 26 of the soft copies (eight percent) for which the price was known were available for free.

4. Remarks

The survey findings suggest that the bilingual education policy in Mozambique has encouraged nonprofit organizations to support the development of materials in a number of Mozambican languages. In addition, the Government of Mozambique has supported this effort, producing a number of titles themselves. Most of the titles surveyed appeared to include familiar and appropriate content for young learners. However, if the findings are representative, then there appears to be currently fewer Mozambican language materials available for Primary Grades 1 and 2 than for Primary Grade 3. Given the upcoming policy to transition to local language instruction by 2017, this may constitute a gap in current inventory for early grade reading.

The prevalence of materials from noncommercial entities could be an opportunity to facilitate making materials available at a low cost or for free online, as nonprofit entities often do not have the same commercial interests as for-profit entities. Further research to explore the feasibility of this opportunity in the context of Mozambique would be useful.

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