Foundational Learning Action Tracker 2025
Eastern and Southern Africa

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This regional brief presents results from the Foundational Learning Action Tracker (FLAT), an initiative by UNICEF and the Hempel Foundation to monitor progress on government actions for foundational learning (FL) based on the RAPID Framework. Policy action ratings are derived from UNICEF's RAPID survey, with responses from 16 countries, and systems strengthening ratings from its internal monitoring exercise, covering 20 countries. Overall, FLAT 2025 includes policy action and/or systems strengthening data for 21 countries in the region.

Regional progress at a glance

Areas of strengthened/sustained progress

- Clearly defined benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum
- Use of assessment data to inform decision-making at the policy and planning level
- Use of assessment data to inform design of assessment instruments

Areas needing accelerated progress

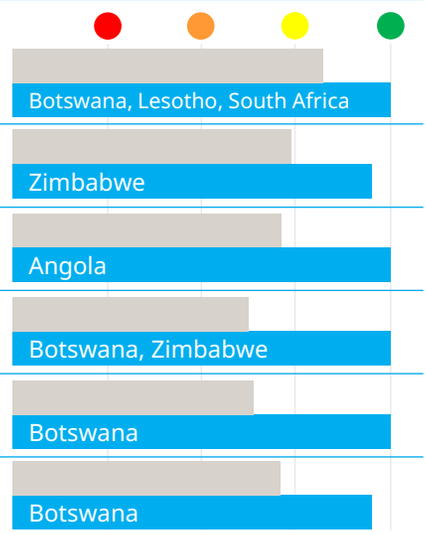
- 1:1 textbook-student ratio in the early grades
- Evaluated, evidence-based programme to improve FLN implemented at scale
- Use of assessment data to inform teaching practices at the classroom level

Average regional rating: Established

Rating scale Not yet initiating · Initiating · Established · Championing

Progress since 2024 ↑ Increase ↓ Decrease – No change

RAPID Dimension	Policy action		Systems strengthening		Overall	
Reach every child and keep them in school	3.4	–	3.1	–	3.3	–
Assess learning levels regularly	3.1	–	2.7	–	2.9	–
Prioritize teaching the fundamentals	3.0	–	2.7	–	2.8	–
Increase the efficiency of instruction	2.5	–	2.3	–	2.5	–
Develop psychosocial health and well-being	2.7	–	2.3	–	2.6	–
Overall					2.8	–



Source: Updated FLAT 2024 ratings used for countries with missing 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

RAPID 5

RAPID 5 is a subset of FLAT indicators identified as the five fundamental ingredients needed for FL. It is important to note that in some cases, the data were based on estimates by UNICEF Country Office/Ministry of Education staff.

RAPID 5 Indicator	Average regional rating, based on RAPID survey
Average textbook-student ratio in the early grades	1:1 ratio in 3 out of 16 countries with data
Clearly defined benchmarks for FLN in the Grade 1–3 curriculum/policy	Nationwide implementation in 13 out of 16 countries with data
Regular nationally representative large-scale assessment of reading and/or math in the early grades (Grades 2/3)	Administered every year in 6 out of 16 countries with data
Utilization of assessment data to inform classroom practices and education policy and planning	Nationwide use to inform both classroom practices and education policy and planning in 6 out of 16 countries with data
Evidence-based programmes to improve FLN at scale	Nationwide implementation of evaluated and evidence-based programmes in 3 out of 16 countries with data

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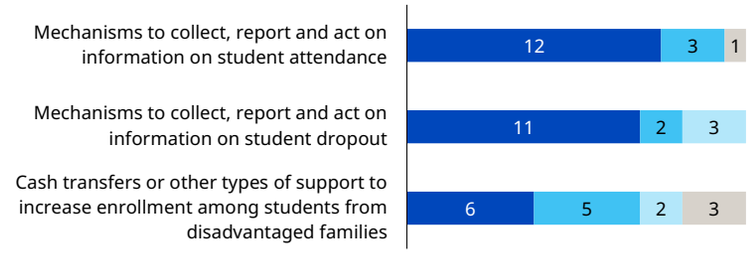
RAPID survey regional results

Note: A total of 16 countries in the region responded to the survey between June–September 2025: Angola, Botswana, Burundi, Comoros, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe.

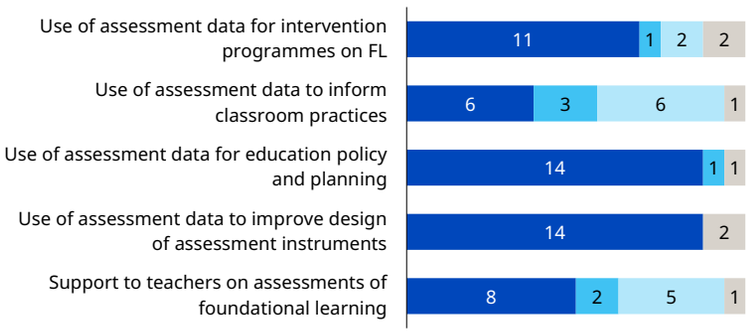
■ Nationwide implementation (at central, sub-national and school levels / in all schools)
■ Partial implementation (at sub-national level / in more than half of, but not all, schools)
■ Small-scale implementation (at school level only / in few schools)
■ No implementation

REACH every child and keep them in school



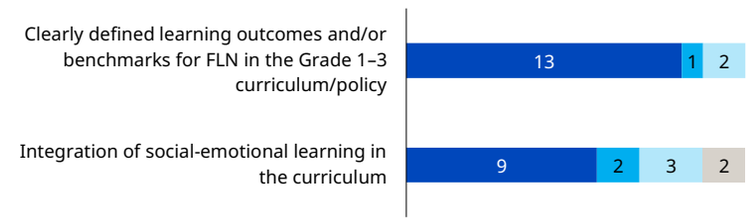
In Lesotho, the Government is implementing a school feeding programme in primary schools to boost school attendance and retention, alongside providing free primary education to alleviate barriers to schooling.

ASSESS learning levels regularly



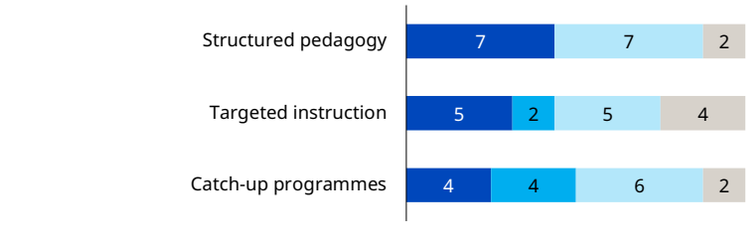
In Zimbabwe, the annual Zimbabwe Early Learning Assessment (ZELA) for Grade 2 students measures FLN competencies and provides data to inform instructional interventions, while using inclusive formats such as enlarged print, embossed print and Braille to improve accessibility for children with disabilities.

PRIORITIZE teaching the fundamentals



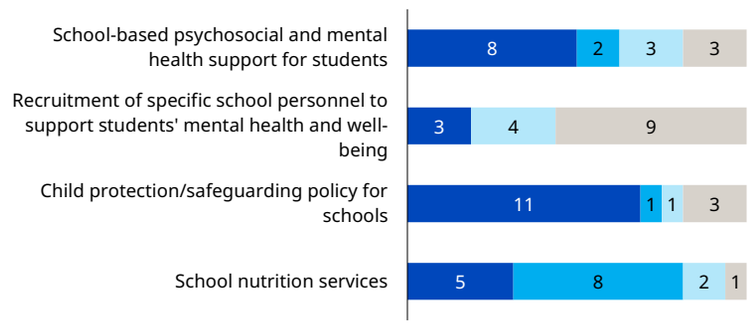
In Angola, the National Plan for the Improvement of Learning Outcomes 2024–2027 integrates the *Aprendizagem na Idade Certa* (AIC) remedial education programme, based on the Teaching at the Right Level approach, which benefited over 36,000 students during its rollout in the 2024–2025 academic year.

INCREASE the efficiency of instruction



In Namibia, the Jolly Phonics and Jolly Grammar – supported by the Jolly Monitor App for real-time tracking – have been developed, with training provided on their use alongside regional and national access to the data via a dashboard to support teaching.

DEVELOP psychosocial health and well-being



In Botswana, resident Guidance and Counselling Teachers provide ongoing support for learners in primary schools, care for learners with disabilities is guided by the Inclusive Education Policy, and Parent-Teacher Associations address protection issues with support from social workers.