

FOUNDATIONAL LEARNING ACTION TRACKER

RESULTS FOR AFRICA NOVEMBER 2024

ABOUT THIS SNAPSHOT

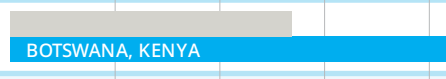
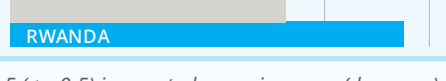
In 2024, the [Foundational Learning Action Tracker \(FLAT\)](#) collected data from 123 low- and middle-income countries to monitor progress on government actions for foundational learning across the five dimensions of the [RAPID Framework](#). This snapshot presents the 2024 FLAT findings for 52 African countries with data. Of these countries, 36 countries participated in the RAPID survey.

AVERAGE RATING: *Established*

In 2024, the average overall rating across the 52 African countries with data was 'Established', which is the third level in the 4-point FLAT rating scale and is similar to the global average rating. Ratings have remained stable since 2023, except for policy actions on prioritizing teaching the

fundamentals, which saw a substantial increase in 2024. Actions appeared strongest in terms of reaching every child and keeping them in school, but more efforts are needed, particularly in the dimensions of increasing the efficiency of instruction and developing psychosocial health and well-being.

RATING SCALE					PROGRESS SINCE LAST UPDATE (2023)		
							
Not yet initiating	Initiating	Established	Championing	No data	Increase	Decrease	No change

RAPID DIMENSION	POLICY ACTION		SYSTEMS STRENGTHENING		OVERALL		
	CURRENT	PROGRESS	CURRENT	PROGRESS	CURRENT	PROGRESS	
Reach every child and keep them in school		—		—		—	
Assess learning levels regularly		—		—		—	
Prioritize teaching the fundamentals				—		—	
Increase the efficiency of instruction		—		—		—	
Develop psychosocial health and well-being		—		—		—	
Overall						—	

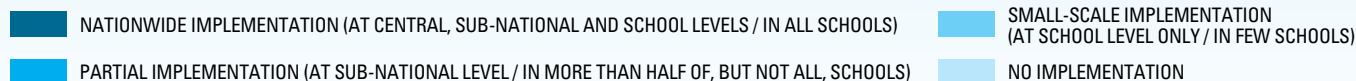
Source: Updated FLAT 2023 ratings used for countries with missing 2024 data. A rating change of ≥ 0.5 (≤ -0.5) is counted as an increase (decrease).

In 2024, six African countries – Kenya, Namibia, Rwanda, South Africa, Zambia and Zimbabwe – had overall ratings that were higher than on average across the continent. While overall ratings for most African countries had not

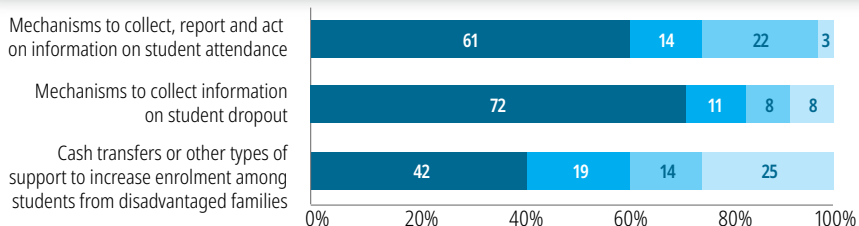
significantly changed since 2023, 10 African countries showed a substantial increase in efforts for foundational learning, while one country showed a decrease.

RAPID 2024 SURVEY FINDINGS

Survey responses were collected from 36 African countries through UNICEF country offices, of which 30 countries responded in consultation with their Ministry of Education counterparts on some or all survey questions.

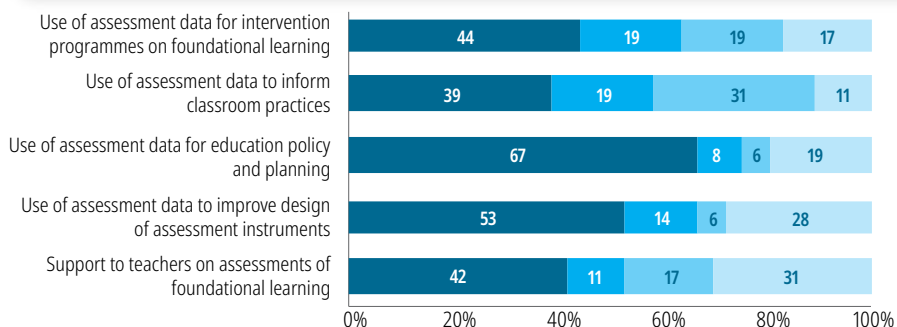


Reach every child and keep them in school



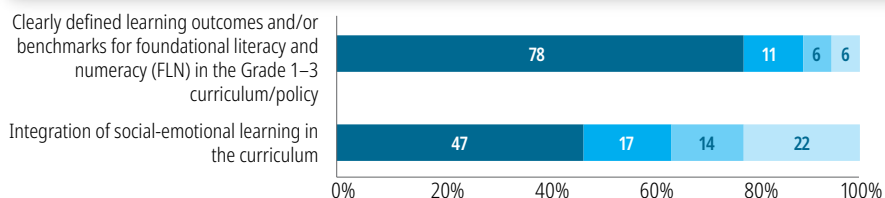
Almost 75 per cent of countries have nationwide mechanisms to collect information on student dropout – an increase from 2023, when fewer than 60 per cent reported the same. However, only about 2 in 5 countries provide cash transfers or other types of support nationwide for disadvantaged students.

Assess learning levels regularly



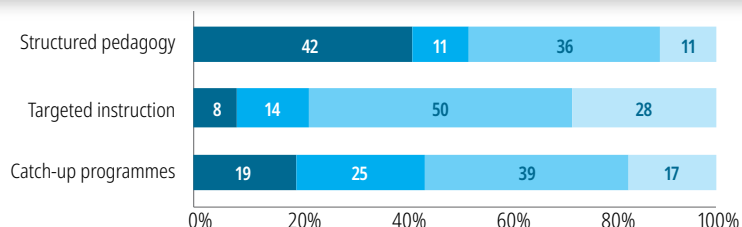
About 2 in 3 countries use assessment data to inform education policy and planning nationwide. Over 40 per cent of countries provide nationwide support to teachers on assessments of foundational learning. This share of countries has more than doubled since 2023.

Prioritize teaching the fundamentals



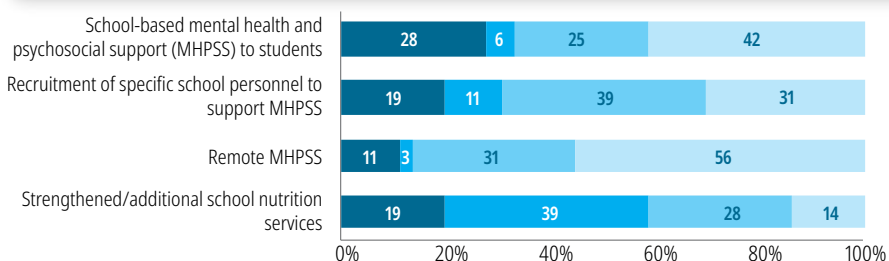
Almost 80 per cent of countries have learning outcomes for foundational literacy and numeracy (FLN) clearly defined in the Grade 1–3 curriculum nationwide. However, about a fifth of countries have yet to take action on integrating social-emotional learning in the curriculum.

Increase the efficiency of instruction, including through catch-up learning



Over 40 per cent of countries in 2024, compared to only 26 per cent in 2023, reported implementing nationwide structured pedagogy. However, over 1 in 10 countries are still not implementing proven measures such as structured pedagogy on any scale.

Develop psychosocial health and well-being



Over 1 in 4 countries reported nationwide school-based mental health and psychosocial support (MHPSS) services (e.g., counseling) for students. However, over 2 in 5 countries have yet to take action on such measures.

THE RAPID FRAMEWORK IN ACTION

Several African countries are leading the way in taking action on the RAPID Framework to drive the foundational learning agenda. More country examples are provided in the [FLAT scorecards](#), which have been developed for the 16 African countries that have signed the [Commitment to Action on Foundational Learning](#).

MOROCCO

To **increase the efficiency of instruction**, a national initiative has been launched to increase the effective use of technologies in literacy instruction and learning. The project will integrate additional learning modalities, such as online self-learning courses in the national languages, to reach a larger number of teachers.

GHANA

To **assess learning levels regularly**, the National Standardized Test has been institutionalized for administering annual assessments for Primary 2 (P2), Primary 4 (P4) and Primary 6 (P6). Currently, P2 and P4 assessments have been conducted, and the P6 assessment is planned for the end of 2024.

BURUNDI

To **reach every child and keep them in school**, the Ministry of Education has launched a project to establish at least one school on every hill. This initiative has helped alleviate overcrowding in classrooms and improve education access overall.

RWANDA

To **prioritize teaching the fundamentals**, the school timetable has been revised to increase instructional time for Kinyarwanda, English and Mathematics from 5 periods per week to 8 periods per week. It also includes remedial learning activities for these subjects to support children who are academically behind.

ZIMBABWE

To **develop psychosocial health and well-being**, a national mental health policy, school-based counseling services and public awareness campaigns are helping promote mental health and reduce stigma. Collaboration between education, health and social services sectors is ensuring a comprehensive approach.

Sources: UNICEF's RAPID 2024 survey; [UNESCO 2024](#).

WAY FORWARD

About 4 in 5 children in Africa (9 in 10 in Sub-Saharan Africa) are unable to read and understand a simple story, based on 2022 simulation results. While many countries are taking action, stronger efforts are needed to move the needle on foundational learning in Africa. FLAT 2024 findings for African countries highlight several key steps:

- ✓ Scale up policy actions and strengthen systems in alignment with the **RAPID Framework**, especially in terms of increasing the efficiency of instruction.
- ✓ Improve **tracking of efforts** on foundational learning through increased and regular data collection on policy action UNICEF RAPID survey and systems strengthening UNICEF internal monitoring exercise.
- ✓ Provide **holistic support** through measures to develop psychosocial health and well-being, such as MHPSS services for students and teachers, improved water, sanitation and hygiene facilities, and safe and inclusive learning environments in and around schools.

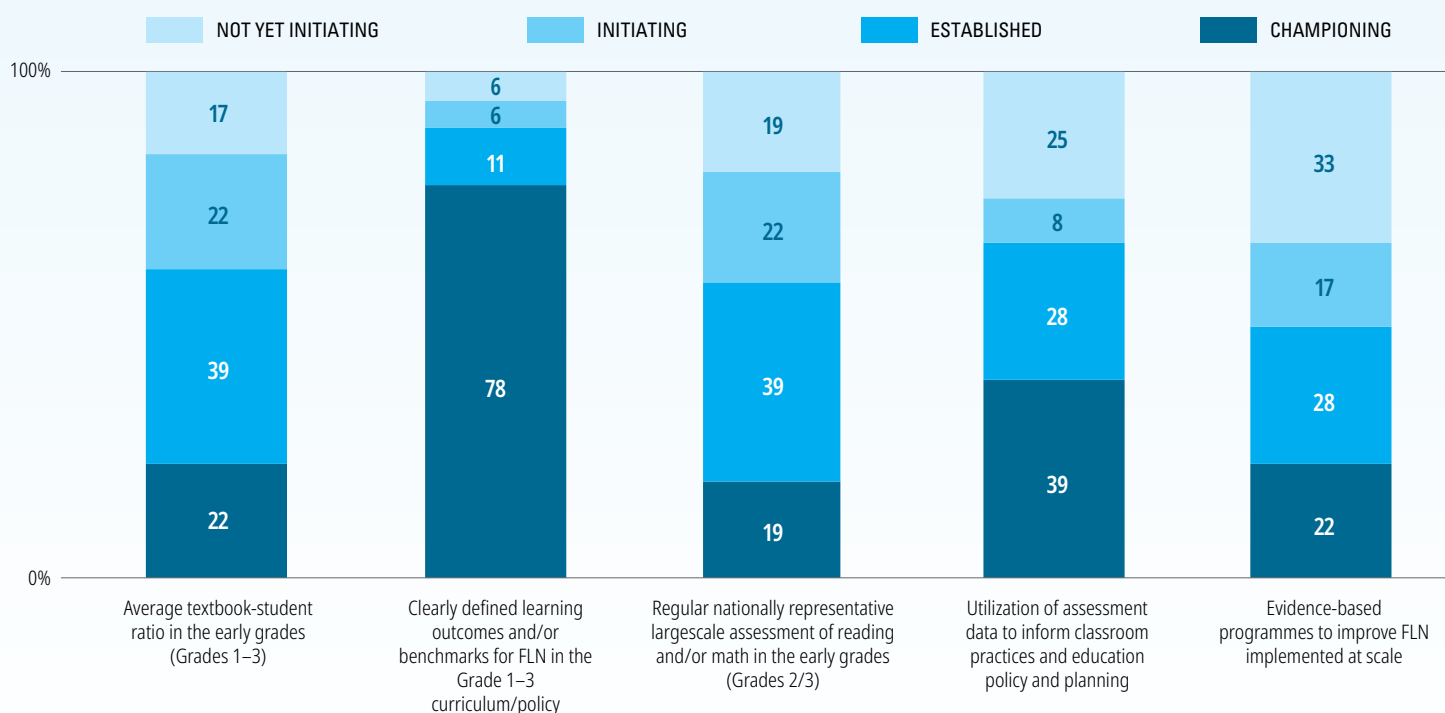
RAPID 5 INDICATORS OF FOUNDATIONAL LEARNING

RAPID 5 is a set of indicators identified as the five most fundamental ingredients needed to accelerate foundational learning, based on a series of consultations with experts and stakeholders. In 2024, the following RAPID 5 indicators were piloted:

RAPID 5	NOT YET INITIATING (1)	INITIATING (2)	ESTABLISHED (3)	CHAMPIONING (4)
Average textbook-student ratio in the early grades (Grades 1–3)	>1:5	1:3–1:5	1:2	1:1
Clearly defined learning outcomes and/or benchmarks for FLN in the Grade 1–3 curriculum/policy	None	In some schools	Sub-national	Nationwide
Regular nationally representative large-scale assessment of reading and/or math in the early grades (Grades 2/3)	None	Every 4 or more years, including only one assessment in the past 10 years	Every 2 or 3 years	Every year
Utilization of assessment data to inform classroom practices and education policy and planning	Small scale (e.g., selected schools) or not at all	Regional/sub-national scale	Nationwide, either classroom practices or education policy and planning	Nationwide, both classroom practices and education policy and planning
Evidence-based programmes to improve FLN at scale	In only few schools	In over half of, but not all, schools	Nationwide in all schools	Nationwide in all schools, and evaluated

In 2024, almost 80 per cent of African countries reported that learning outcomes for FLN are clearly defined in the Grade 1–3 curriculum/policy nationwide. However, only about a fifth of countries provide a textbook for each student, and only a fifth administer an annual nationally representative large-scale assessment of reading and/or math in the

early grades. Moreover, a quarter of countries have yet to take action on using assessment data to inform classroom practices and education policy, and a third of countries have yet to implement evidence-based programmes (e.g., targeted instruction) at scale.



Source: UNICEF's RAPID 2024 survey.