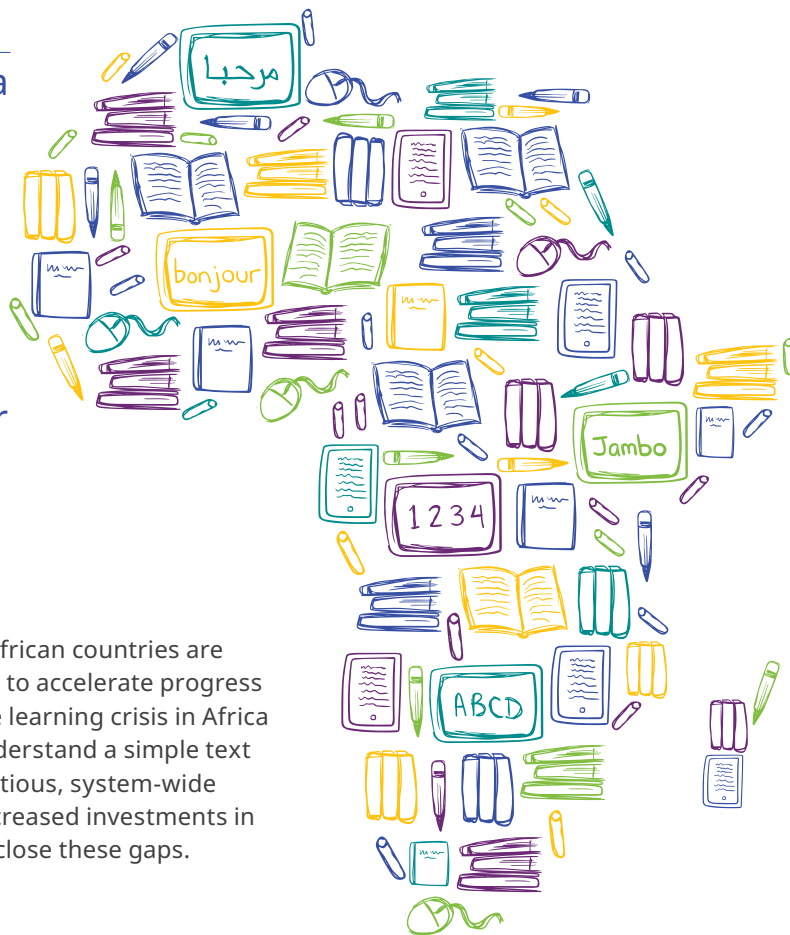


FOUNDATIONAL LEARNING ACTION TRACKER

RESULTS FOR AFRICA OCTOBER 2025

In 2025, the Foundational Learning Action Tracker (FLAT) collected data from 124 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 2025 FLAT findings for 52 African countries with data.



PROGRESS AT A GLANCE

With three years of data, the FLAT highlights where African countries are making strides and where greater efforts are needed to accelerate progress on foundational learning. Given the magnitude of the learning crisis in Africa – where about 8 in 10 children unable to read and understand a simple text by age 10 – patchwork solutions will not suffice. Ambitious, system-wide government action, backed by strong policies and increased investments in evidence-based interventions, is urgently needed to close these gaps.

LEADING INDICATORS – where progress is being achieved at scale

- » Integration of **social-emotional learning** in the curriculum nationwide, reported by 50 per cent of countries in 2025 (24 per cent in [2023](#)).
- » Nationwide **use of assessment data to inform intervention programmes** on foundational learning, reported by 56 per cent of countries in 2025 (16 per cent in 2023). Some countries may rely on school-based assessments, rather than large-scale assessments, to inform programming.
- » Nationwide **support to teachers on assessments** of foundational learning, reported by 44 per cent of countries in 2025 (16 per cent in 2023).
- » **Annual nationally representative large-scale assessment** of reading and/or math in the early grades, reported by 38 per cent in 2025 (19 per cent in [2024](#)).

LAGGING INDICATORS – where progress has stalled or remains below scale

- » **1:1 textbook-student ratio** in the early grades, reported by only 31 per cent of countries in 2025 (22 per cent in 2024).

- » **Use of assessment data to inform classroom practices** in schools nationwide, reported by 38 per cent of countries (39 per cent in 2024).
- » **Evaluated, evidence-based programme** to improve foundational learning implemented at scale, reported by 25 per cent of countries in 2025 (22 per cent in 2024).

NEXT STEPS – key actions needed to accelerate progress

- » **Scale evidence-based programmes** (e.g., structured pedagogy, targeted instruction) and conduct evaluations to support continuous improvement and guide resource allocation.
- » **Increase the efficiency of instruction** through the provision of adequate teaching and learning materials and stronger use of assessment data to inform classroom practices.
- » **Strengthen education systems** by enhancing coordination, capacity and accountability needed to sustain foundational learning policies at scale.

AVERAGE RATING: ESTABLISHED

The FLAT combines data on policy action from the RAPID survey (with 32 responses from African countries) and data on systems strengthening from UNICEF's internal monitoring and reporting exercise covering 51 African countries. In total, 52 African countries have available data on policy action and/or systems strengthening. Across these 52 countries, average progress on foundational learning efforts is at the Established level – the third level in FLAT's 4-point rating scale. Overall, efforts on foundational learning have remained largely unchanged, with only about 1 in 10 African countries showing substantial increases in their FLAT ratings since 2024 – signaling an urgent need for decisive, large-scale action to accelerate foundational learning.

RATING SCALE					PROGRESS SINCE 2024		
● Not yet initiating	● Initiating	● Established	● Championing	● No data	▲ Increase	▼ Decrease	— No change

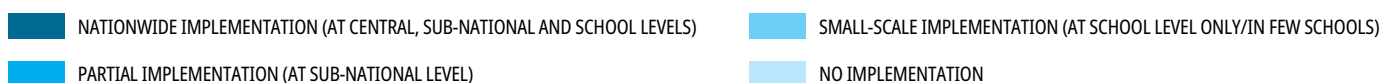
RAPID DIMENSION	POLICY ACTION		SYSTEMS STRENGTHENING		OVERALL		<div> <div style="width: 100%; background-color: #d3d3d3; margin-bottom: 2px;"></div> <div style="width: 100%; background-color: #007bff; margin-bottom: 2px;"></div> <div style="font-size: 0.8em; margin-bottom: 2px;">AFRICAN AVERAGE</div> <div style="font-size: 0.8em; margin-bottom: 2px;">LEADING AFRICAN COUNTRY</div> <div style="display: flex; justify-content: space-between; width: 100%;"> ● ● ● ● </div> </div>
	CURRENT	PROGRESS	CURRENT	PROGRESS	CURRENT	PROGRESS	
Reach every child and keep them in school	3.1	—	3.0	—	3.1	—	BOTSWANA, LESOTHO, SOUTH AFRICA
Assess learning levels regularly	2.9	—	2.6	—	2.8	—	EGYPT, GABON
Prioritize teaching the fundamentals	3.0	—	2.3	—	2.6	—	ANGOLA
Increase the efficiency of instruction	2.5	—	2.2	—	2.4	—	BOTSWANA, EGYPT, ZIMBABWE
Develop psychosocial health and well-being	2.5	—	2.0	—	2.3	—	BOTSWANA
Overall					2.7	—	BOTSWANA, EGYPT

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).

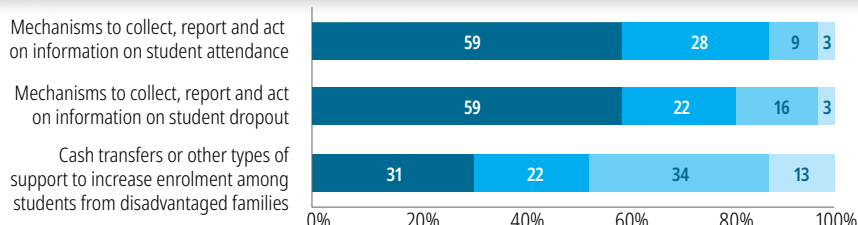


RAPID 2025 SURVEY FINDINGS

Responses were collected from 32 African countries through UNICEF country offices, with 27 countries reporting in consultation with their Ministry of Education counterparts. This section presents the survey findings, highlighting best practices from countries that are leading or have shown substantial progress across each RAPID dimension.

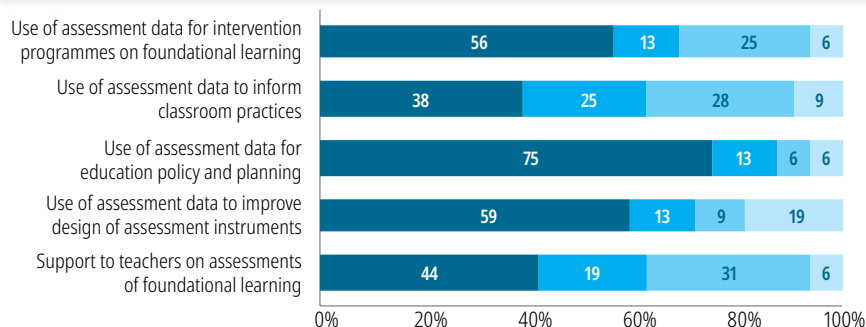


Reach every child and keep them in school



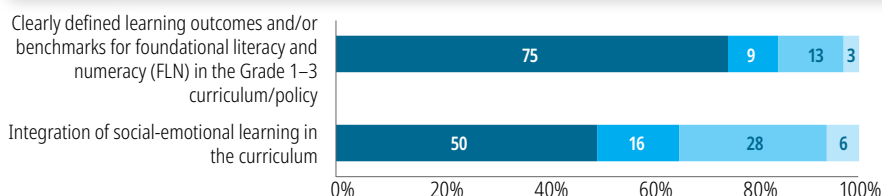
Liberia has shown particularly strong progress in reaching every child. Key actions include the construction of schools, establishment of the National Infrastructure Policy, and development of foundational literacy and numeracy (FLN) materials.

Assess learning levels regularly



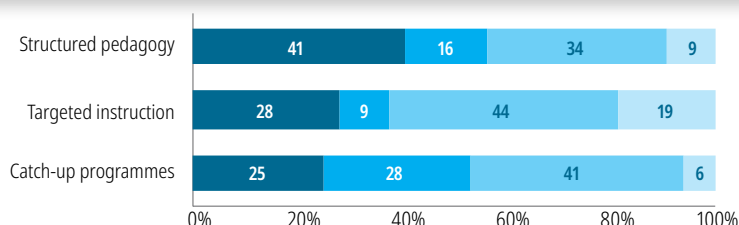
Cameroon has made strides in assessing learning levels. The country is establishing an institutional unit dedicated to measuring learning outcomes, and the Ministry of Basic Education has adopted a support programme to improve the quality of education, in line with pedagogy and learning assessment.

Prioritize teaching the fundamentals



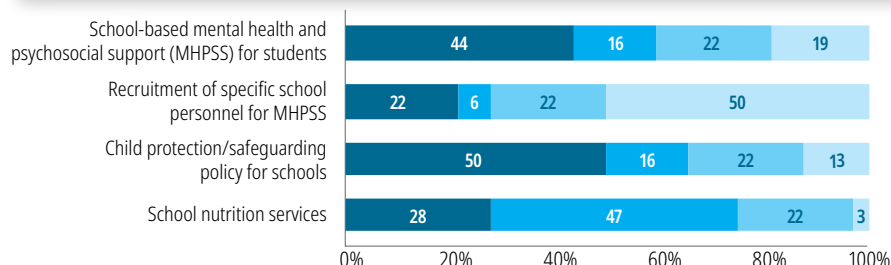
Angola is championing progress in prioritizing teaching the fundamentals. Among its key initiatives on foundational learning is the [Aprendizagem na Idade Certa](#), a remedial education programme based on the Teaching at the Right Level approach. The programme benefited over 36,000 students during its rollout in the 2024–2025 academic year.

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



Egypt has made substantial progress in increasing the efficiency of instruction. Over a 12-week period, the [National Programme for Developing Arabic Language Skills](#) reached over 190,000 students with five hours of structured literacy instruction per week, structured lesson plans and dedicated teaching and learning materials, resulting in gains in literacy outcomes.

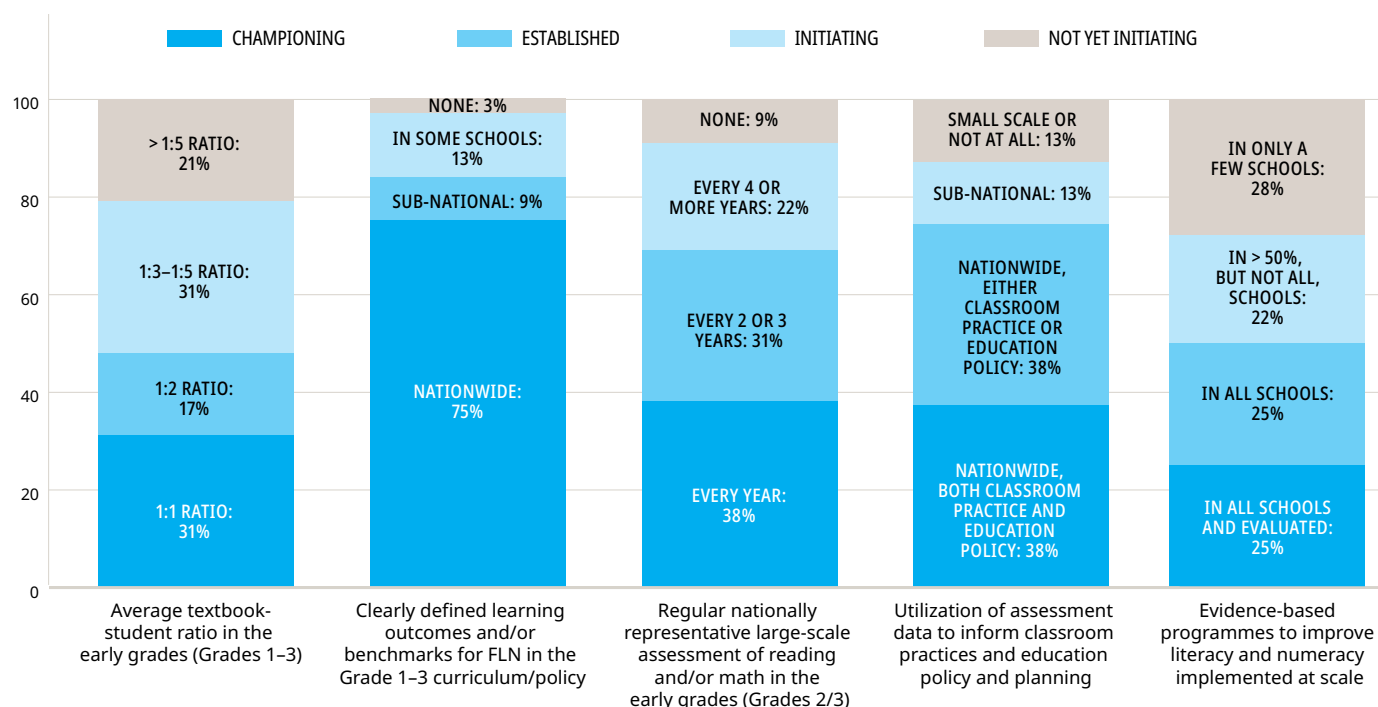
Develop psychosocial health and well-being



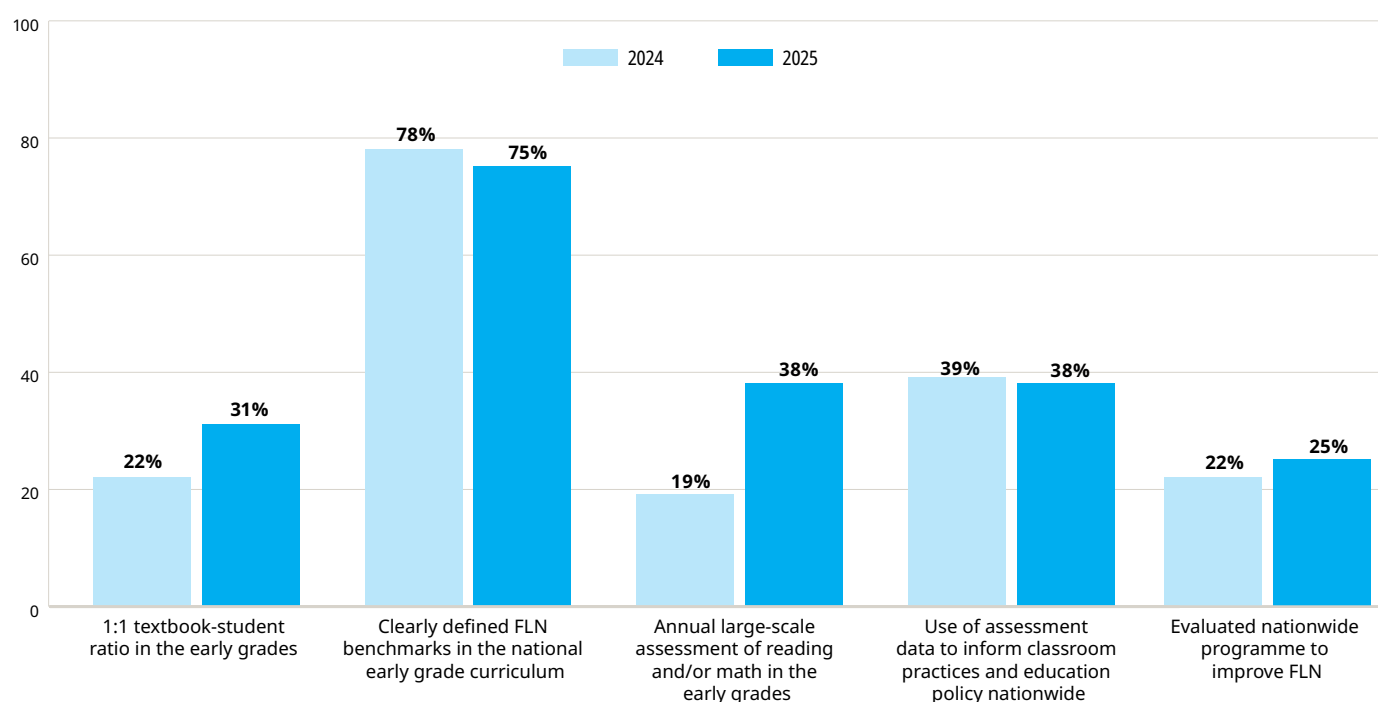
Ethiopia has made significant gains in developing psychosocial health and well-being. National mental health and psychosocial support (MHPSS) training modules have been developed and translated into select local languages. Additionally, teachers in conflict-affected regions have been trained to provide psychological first aid to learners.

RAPID 5 INDICATORS OF FOUNDATIONAL LEARNING

Introduced in FLAT 2024, the RAPID 5 is a set of indicators identified through consultations with experts as the five most fundamental ingredients for accelerating foundational learning. The data are self-reported by UNICEF Country Offices (27 of 32 in consultation with government counterparts).



Between 2024 and 2025, only modest improvements were observed for most RAPID 5 indicators. African countries have continued their strong efforts to clearly define learning outcomes for FLN in the Grade 1–3 curriculum/policy nationwide. Moreover, the share of countries reporting an annual nationally representative large-scale assessment of reading and/or math in the early grades nearly doubled in 2025. However, while improvements were observed for the provision of textbooks, the pace of progress remains slow: Fewer than a third of countries report a 1:1 textbook-student ratio in 2025. Additionally, progress has stagnated on the use of assessment data for policy and practice and the evaluation and implementation of evidence-based programmes for FLN (e.g., targeted instruction) at scale. Addressing these bottlenecks is critical to achieving foundational learning for all children.



Source: UNICEF RAPID 2025 survey. Due to limited data availability, five countries reported using UNICEF or Ministry of Education estimates for textbook-student ratios. The findings should be considered with an understanding of current data limitations. See FLAT 2025 global report for full methodology.