

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 13 countries, and systems strengthening ratings from its internal monitoring exercise, covering 24 countries. Overall, FLAT 2025 includes policy action and/or systems strengthening data for 24 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 education policy and planning
- Mechanisms to collect, report and act on information on student dropout

Areas needing accelerated progress

- Evaluated, evidence-based programme to improve FLN implemented at scale
- Support to teachers on assessments of FL
- Use of assessment data to improve design of assessment instruments

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	2.9	—	3.0	—	2.9	—	<div><div>● West and Central Africa</div><div>● Leading country in the region</div><div><div></div><div></div><div></div><div></div></div><div>Chad</div></div>
Assess learning levels regularly	2.7	—	2.4	—	2.6	—	<div><div></div><div></div><div></div><div></div></div> <div>Gabon</div>
Prioritize teaching the fundamentals	2.8	—	2.0	—	2.4	—	<div><div></div><div></div><div></div><div></div></div> <div>Burkina Faso, Cabo Verde, Sao Tome and Principe</div>
Increase the efficiency of instruction	2.4	—	2.2	—	2.2	—	<div><div></div><div></div><div></div><div></div></div> <div>Burkina Faso, Ghana</div>
Develop psychosocial health and well-being	2.2	—	1.9	—	2.0	—	<div><div></div><div></div><div></div><div></div></div> <div>Ghana</div>
Overall					2.5	—	<div><div></div><div></div><div></div><div></div></div> <div>Ghana</div>

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).

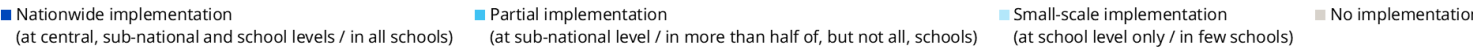
RAPID 5

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.

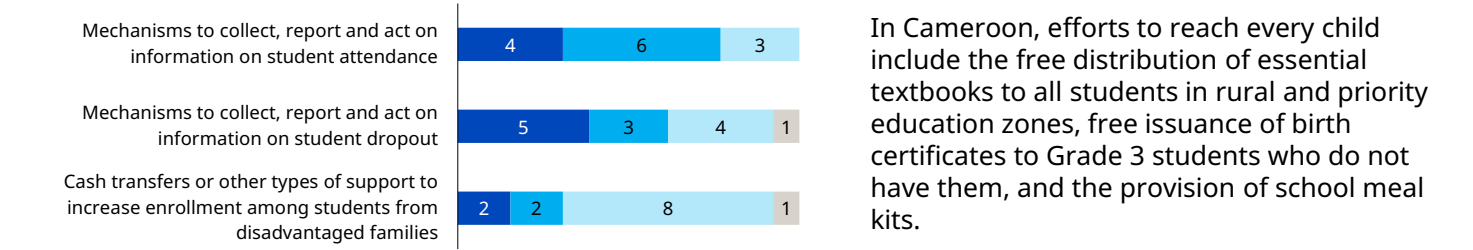
RAPID 5 Indicator	Average regional rating, based on RAPID survey
Average textbook-student ratio in the early grades	● 1:1 ratio in 4 out of 10 countries with data
Clearly defined benchmarks for FLN in the Grade 1–3 curriculum/policy	● Nationwide implementation in 8 out of 13 countries with data
Regular nationally representative large-scale assessment of reading and/or math in the early grades (Grades 2/3)	● Administered every year in 5 out of 13 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 4 out of 13 countries with data
Evidence-based programmes to improve FLN at scale	● Nationwide implementation of evaluated and evidence-based programmes in 2 out of 13 countries with data

RAPID survey regional results

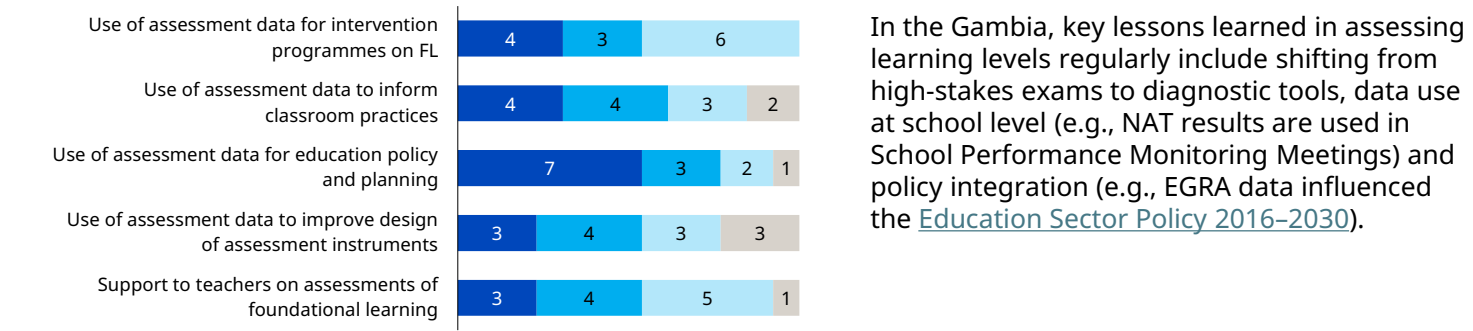
Note: A total of 13 countries in the region responded to the survey between June–September 2025: Benin, Cabo Verde, Cameroon, the Central African Republic, the Democratic Republic of the Congo, the Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mauritania, Nigeria and Sierra Leone.



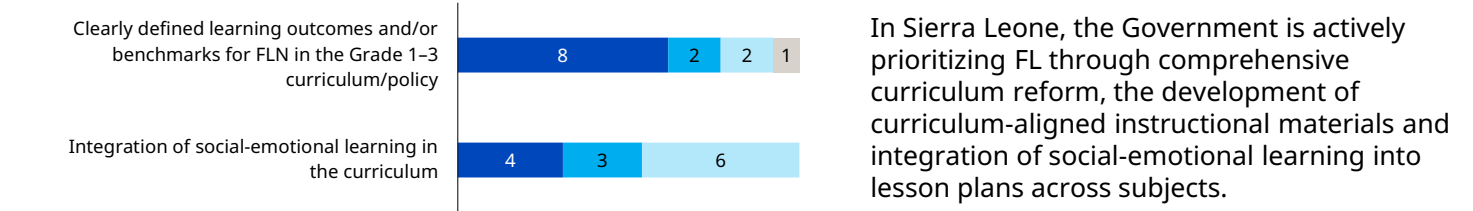
REACH every child and keep them in school



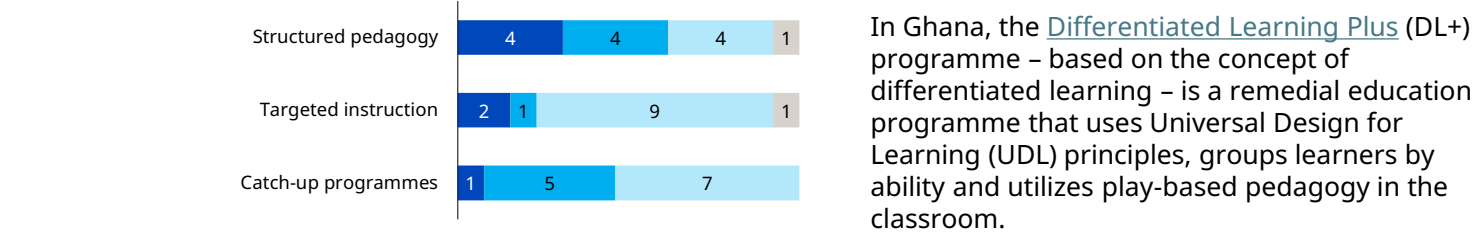
ASSESS learning levels regularly



PRIORITIZE teaching the fundamentals



INCREASE the efficiency of instruction



DEVELOP psychosocial health and well-being

