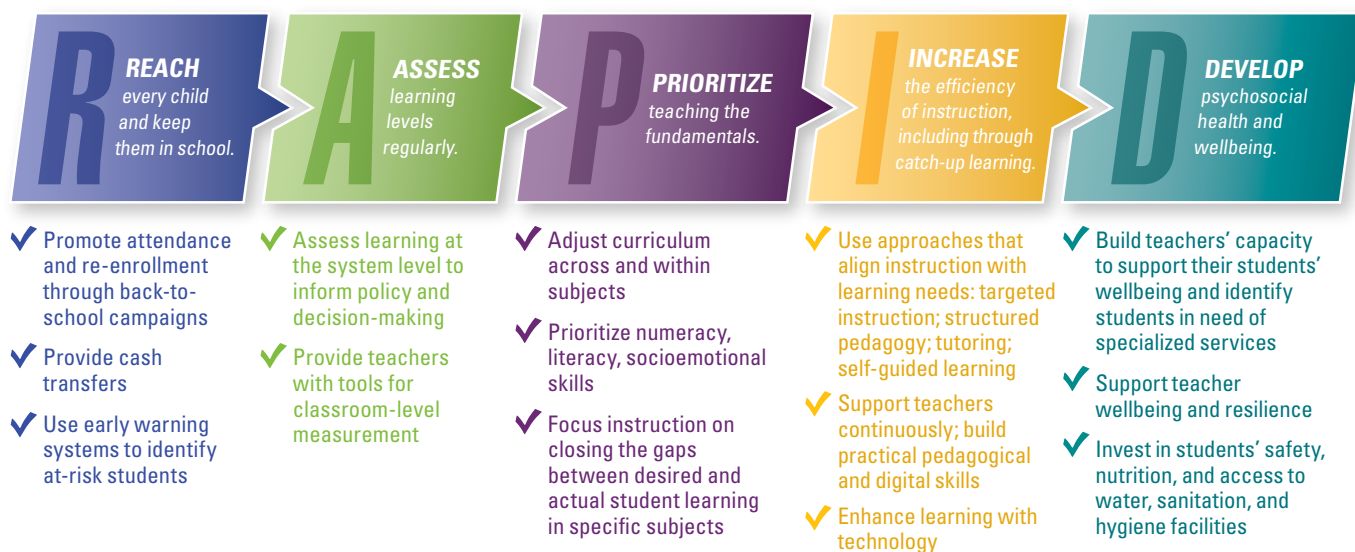


FOUNDATIONAL LEARNING ACTION TRACKER

RESULTS FOR AFRICA
FEBRUARY 2024

RAPID: A framework to accelerate foundational learning



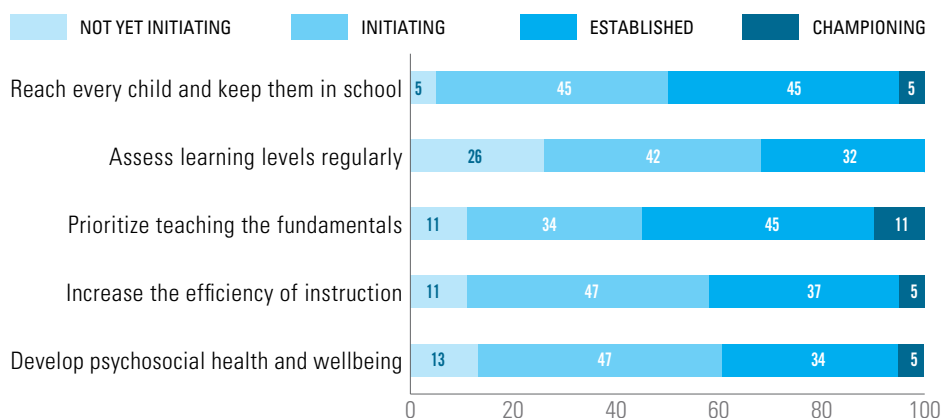
FLAT: Monitoring progress on foundational learning



In 2023, the Foundational Learning Action Tracker (FLAT) collected data from 120 low- and middle-income countries to monitor progress on **policy action** and **system effectiveness** for foundational learning against the five dimensions of the RAPID Framework. This snapshot presents the 2023 FLAT findings for the 52 African countries with data.

POLICY ACTION FOR FOUNDATIONAL LEARNING

Percentage of African countries by policy action rating



To support foundational learning, most African countries are taking action to reach every child and keep them in school, but **policy measures to assess learning levels need to be scaled up.**

CAMEROON

To **increase the efficiency of instruction**, Cameroon reports nationwide measures such as targeted instruction, catch-up programmes and structured pedagogy.

EGYPT

To **prioritize teaching the fundamentals**, Egypt is undertaking national curriculum reform, integrating the learning of core life skills into the national curriculum for general education.

RWANDA

To **reach every child and keep them in school**, Rwanda reports nationwide mechanisms to collect information on student attendance and dropout, as well as support such as cash transfers to increase enrolment among disadvantaged students.

BOTSWANA

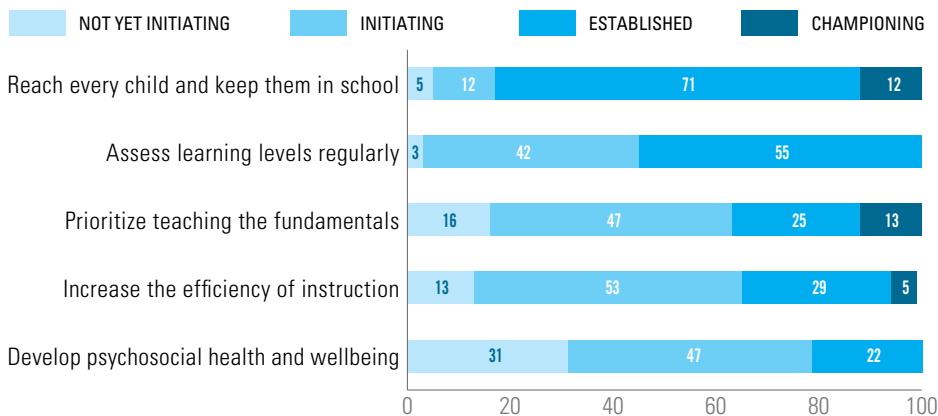
To **develop psychosocial health and wellbeing**, Botswana reports nationwide measures on psychosocial and mental health support to students and strengthened services for water, sanitation and hygiene and school nutrition.

ERITREA

To **assess learning levels regularly**, Eritrea reports nationwide measures on assessment data utilization for curriculum review and intervention programmes, as well as teacher support on assessment practices.

SYSTEM EFFECTIVENESS FOR FOUNDATIONAL LEARNING

Percentage of African countries by system effectiveness rating



While most African countries have established systems to reach every child and keep them in school, **systems to develop children’s psychosocial health and wellbeing must be strengthened.**

SENEGAL

To **assess learning levels regularly**, Senegal has system-wide institutional capacity to support the quality of classroom assessment practices and a stable country-wide standardized examination system.

BURUNDI

To **prioritize teaching the fundamentals**, Burundi has integrated transferable skills that support learning, employability and active citizenship in formal and non-formal education systems across education levels.

BURKINA FASO

To **increase the efficiency of instruction**, Burkina Faso has clear official standards for teachers’ competence that are regularly reviewed, and teachers’ roles in and out of class are clearly scoped.

NAMIBIA

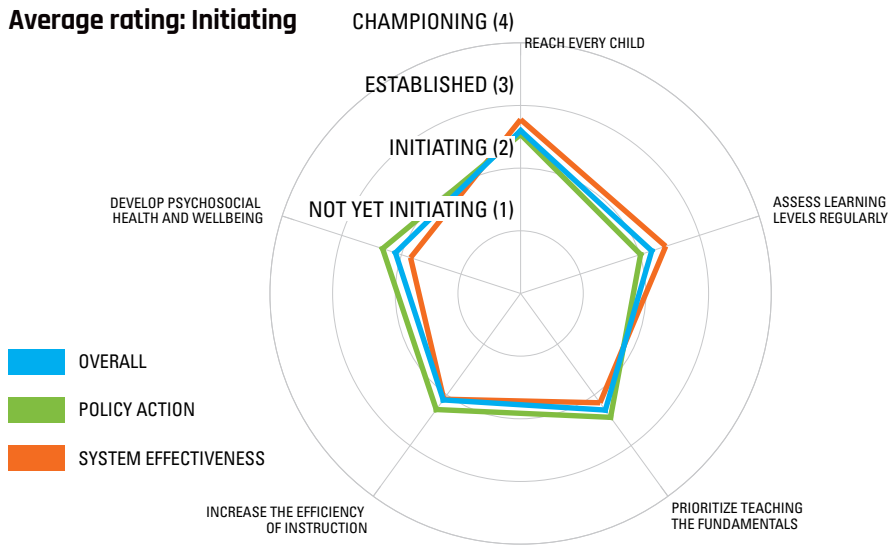
To **develop psychosocial health and wellbeing**, Namibia has strategies and plans in place to address the mental health and psychosocial support needs of children, adolescents and teachers.

ZIMBABWE

To **reach every child and keep them in school**, Zimbabwe has an evidence-based national education sector plan to address inequities in access, participation, retention, and resource allocation.

OVERALL PROGRESS ON FOUNDATIONAL LEARNING IN AFRICA

Average rating: **Initiating**



4 in 5 children in Africa (9 in 10 in Sub-Saharan) are unable to read and understand a simple story. Good news is, **> 90% African governments are initiating progress on foundational learning.** More efforts are needed to increase the efficiency of instruction and develop overall wellbeing.

Reach every child and keep them in school

Policy action rating: Established (2.5)
 System effectiveness rating: Established (2.8)
 Overall rating: Established (2.6)



Assess learning levels regularly

Policy action rating: Initiating (2.0)
 System effectiveness rating: Initiating (2.4)
 Overall rating: Initiating (2.2)



Prioritize teaching the fundamentals

Policy action rating: Initiating (2.4)
 System effectiveness rating: Initiating (2.2)
 Overall rating: Initiating (2.3)



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

Policy action rating: Initiating (2.3)
 System effectiveness rating: Initiating (2.1)
 Overall rating: Initiating (2.1)



Develop psychosocial health and wellbeing

Policy action rating: Initiating (2.3)
 System effectiveness rating: Initiating (1.8)
 Overall rating: Initiating (2.1)

