

# FOUNDATIONAL LEARNING ACTION TRACKER

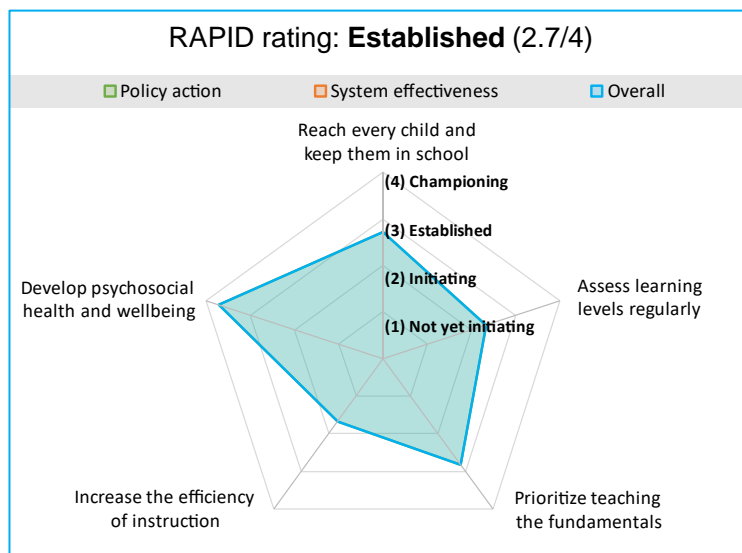
September 2023

## BOTSWANA

Region: Eastern and Southern Africa (ESA)

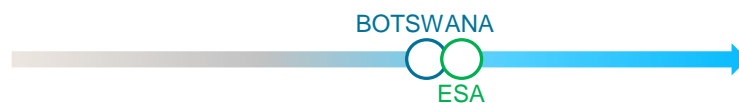
Country income level: Upper middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Established (3.4)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Established (3.4)**



### Assess learning levels regularly

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



### Prioritize teaching the fundamentals

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



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

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



### Develop psychosocial health and wellbeing

Policy action rating: **Established (2.6)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Established (2.6)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## BOTSWANA

Region: Eastern and Southern Africa (ESA)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To reach every child**, the Government has some satellite schools to reach children in rural areas. Furthermore, UNICEF supported the development of teaching and learning materials in 13 local languages. This will ensure the use of mother tongue as a medium of instruction in lower grades of primary school, thereby promoting inclusivity by removing a significant barrier to education for children whose mother tongue is not Setswana. Additionally, in view of enhancing the implementation of the inclusive education policy, UNICEF supported the capacity building of 10 special education officers in foundations of disability-inclusive education sector planning.

**To assess learning levels regularly**, the Government did a mini study to assess the hindrances to learning, in preparation for the development of the national remediation and enrichment programme.

**To increase the efficiency of instruction**, UNICEF supported the Ministry of Education and Skills Development (MESD) to pre-test the Remediation and Enrichment Programme in 50 schools across Botswana to address low learning outcomes in primary and secondary schools. Once scaled up, the programme will benefit at least 600,000 learners enrolled in public schools and capacitate over 10,000 teachers with the necessary skills to support learning. Furthermore, building on the recommendations from the 2019 Education Public Expenditure Review, UNICEF is supporting the MESD in data, research and knowledge management, including through Botswana's participation in the *Africa Research on Teachers for All: Improved teacher allocation in Africa*, which will inform governments' efforts in effective allocation of teachers across the country and its link to learning outcomes.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Botswana Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	51%
Primary education completion rate	97%
Share of public education expenditure for primary	-

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023). Public education expenditure data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*



Source: [UIS database](#) (latest available since 2013, as of September 2023).

# FOUNDATIONAL LEARNING ACTION TRACKER

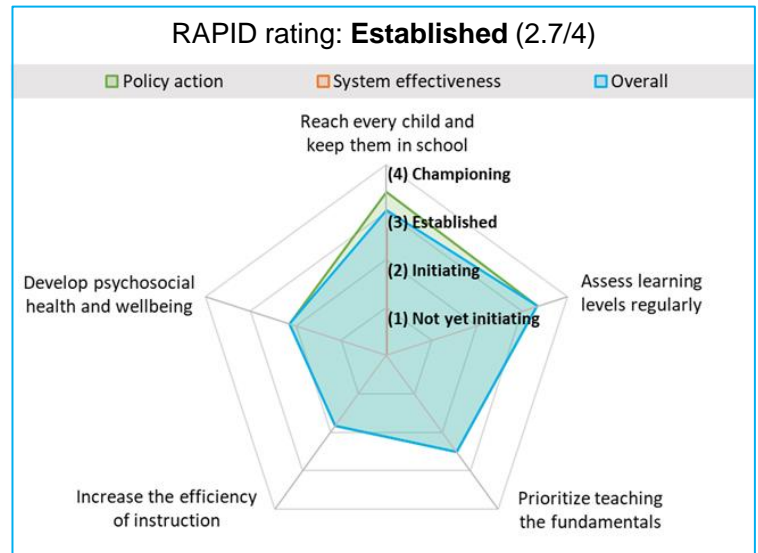
September 2023

## BRAZIL

Region: Latin America and the Caribbean (LAC)

Country income level: Upper middle income

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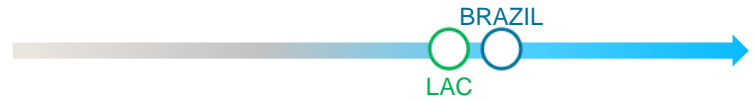


### Reach every child and keep them in school

Policy action rating: Established (3.4)

System effectiveness rating: Established (2.7)

**Overall rating: Established (3.0)**



### Assess learning levels regularly

Policy action rating: Established (3.3)

System effectiveness rating: *Data not available*

**Overall rating: Established (3.3)**



### Prioritize teaching the fundamentals

Policy action rating: Established (2.5)

System effectiveness rating: *Data not available*

**Overall rating: Established (2.5)**



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

Policy action rating: Initiating (1.8)

System effectiveness rating: *Data not available*

**Overall rating: Initiating (1.8)**



### Develop psychosocial health and wellbeing

Policy action rating: Established (2.9)

System effectiveness rating: Not yet initiating (1.2)

**Overall rating: Initiating (2.0)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## BRAZIL

Region: Latin America and the Caribbean (LAC)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To reach every child**, the [School Census](#) is carried out annually to collect information on all modalities of basic education. It is coordinated by the [National Institute of Educational Studies and Research Anísio Teixeira](#) (INEP) and carried out in collaboration between the state and municipal departments of education, with the participation of all public and private schools in the country. Additionally, at the start of the 2022 academic year, efforts to re-enroll children and adolescents in school were carried out via the [School Active Search](#) (SAS) strategy. As a result, more than 311,000 out-of-school children were identified, and 37,000 children and adolescents were re-enrolled in school across all states. A total of 12,800 local public managers were trained on SAS in diverse contexts, focusing on implementing integrated strategies to sustainably address the specific reasons for dropout.

**To assess learning levels regularly**, the [Basic Education Assessment System](#) (SAEB) is a set of large-scale assessments carried out to provide information on learning outcomes, accompanied by contextual information that allow insight into the factors affecting student performance.

**To prioritize teaching the fundamentals**, in 2022, the Successful School Pathways strategy trained and supported some 26,000 teachers and managers to develop innovative curricula, create quality early learning content and develop protective learning environments, inclusive education and hybrid education practices.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Brazil Country Office Annual Report 2022](#).

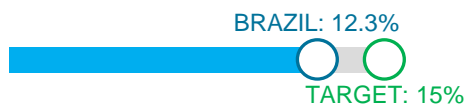
### Contextual indicators

Learning poverty	47%
Primary education completion rate	97%
Share of public education expenditure for primary	26%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



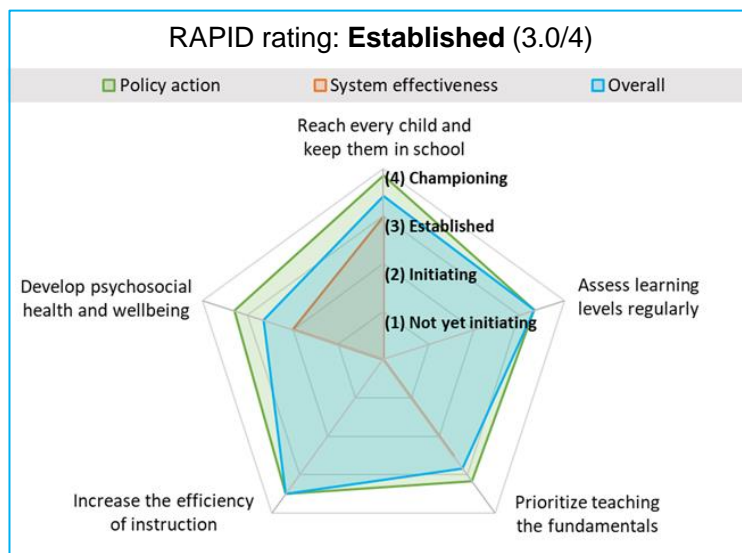
Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

## BULGARIA

Region: Europe and Central Asia (ECA)

Country income level: Upper middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Championing (3.9)**

System effectiveness rating: **Established (3.0)**

**Overall rating: Established (3.4)**



### Assess learning levels regularly

Policy action rating: **Established (3.3)**

System effectiveness rating: *Data not available*

**Overall rating: Established (3.3)**



### Prioritize teaching the fundamentals

Policy action rating: **Established (3.2)**

System effectiveness rating: **Established (2.5)**

**Overall rating: Established (2.8)**



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

Policy action rating: **Championing (3.5)**

System effectiveness rating: *Data not available*

**Overall rating: Championing (3.5)**

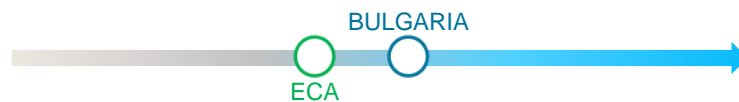


### Develop psychosocial health and wellbeing

Policy action rating: **Established (3.3)**

System effectiveness rating: **Initiating (2.0)**

**Overall rating: Established (2.6)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## BULGARIA

Region: Europe and Central Asia (ECA)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To reach every child**, an inter-institutional mechanism for enrollment and inclusion was established in 2018, with over 1,100 participants from social, education, health and protection sectors forming local teams to identify children out of school and support their inclusion in school. There is also increased investment for data management systems and developing a digital ID for every child, allowing tracking of achievements and movements across the country. Additionally, the Ministry of Education and Science has fully integrated the [UNICEF-supported](#) digital platform 'Help Me Thrive' into the digital learning infrastructure. The platform was a trigger for legislative changes in the inclusive education state standard, allowing online provision of additional support to children with disabilities and special needs.

**To prioritize teaching the fundamentals**, UNICEF initiated a mapping of good national practices on social-emotional learning and recommendations for introduction of social-emotional skills in education.

**To increase the efficiency of instruction**, there has been intense investments over the past years from both national and European Union budgets for the provision of catch-up classes and additional provision of Bulgarian language for children whose mother tongue is different, with focus on Roma and refugee and migrant children.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Bulgaria Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	15%
Primary education completion rate	100%
Share of public education expenditure for primary	20%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

# FOUNDATIONAL LEARNING ACTION TRACKER

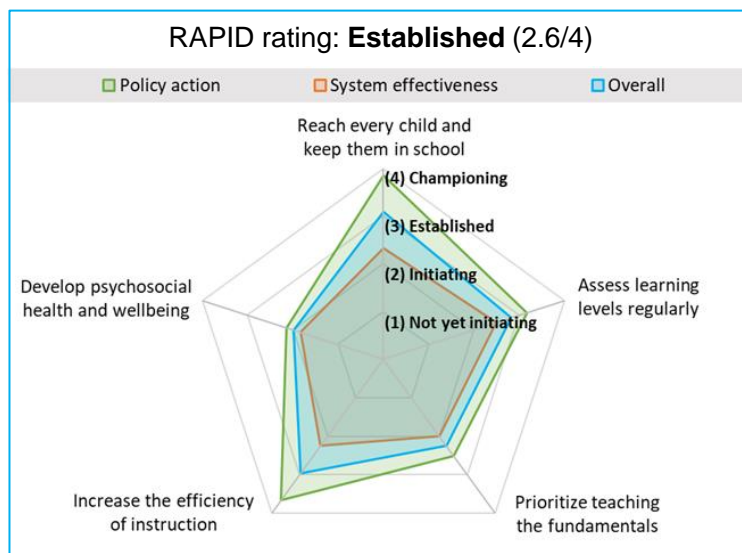
September 2023

## CAMBODIA

Region: East Asia and the Pacific (EAP)

Country income level: Lower middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Championing (3.9)**

System effectiveness rating: **Initiating (2.3)**

**Overall rating: Established (3.1)**



### Assess learning levels regularly

Policy action rating: **Established (3.2)**

System effectiveness rating: **Established (2.5)**

**Overall rating: Established (2.8)**



### Prioritize teaching the fundamentals

Policy action rating: **Established (2.5)**

System effectiveness rating: **Initiating (2.0)**

**Overall rating: Initiating (2.3)**



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

Policy action rating: **Championing (3.7)**

System effectiveness rating: **Initiating (2.3)**

**Overall rating: Established (3.0)**



### Develop psychosocial health and wellbeing

Policy action rating: **Initiating (2.1)**

System effectiveness rating: **Initiating (1.8)**

**Overall rating: Initiating (2.0)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## CAMBODIA

Region: East Asia and the Pacific (EAP)

Country income level: Lower middle income

### How is the RAPID Framework being implemented?

**To reach every child**, the Government provides scholarship to poor students, including those from ethnic indigenous minority groups, for primary to secondary levels.

**To assess learning levels regularly**, national learning assessments have been conducted for Grades 3, 6, 8 and 11, and learning loss analysis has been conducted with support from UNICEF. A challenge is that data from the assessments are used for policy and strategy formulation, but not necessarily used for teaching improvement and curriculum reform.

**To prioritize teaching the fundamentals**, remedial learning packages were developed with support from UNICEF for teachers and students to use during school closures caused by the COVID-19 pandemic.

**To develop psychosocial health and wellbeing**, mental health and counseling systems have been introduced in schools as one of the components under the Local Life Skill Education Programme.

Source: UNICEF Pulse Survey on RAPID Framework, 2023.

### Contextual indicators

Learning poverty	90%
Primary education completion rate	82%
Share of public education expenditure for primary	48%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

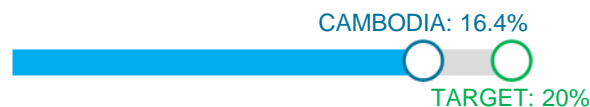
### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

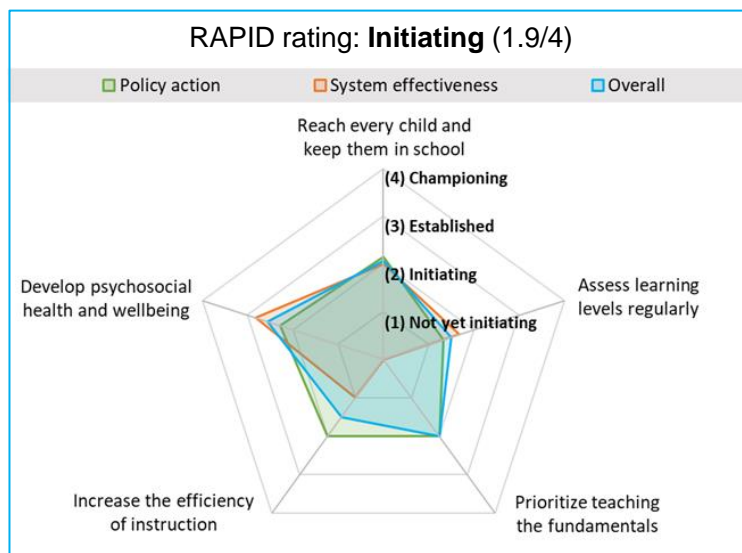


## CENTRAL AFRICAN REPUBLIC

Region: West and Central Africa (WCA)

Country income level: Low income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Initiating (2.1)  
 System effectiveness rating: Initiating (2.0)  
**Overall rating: Initiating (2.1)**



### Assess learning levels regularly

Policy action rating: Not yet initiating (1.3)  
 System effectiveness rating: Initiating (1.7)  
**Overall rating: Initiating (1.5)**



### Prioritize teaching the fundamentals

Policy action rating: Initiating (2.0)  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



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

Policy action rating: Initiating (2.0)  
 System effectiveness rating: Not yet initiating (1.0)  
**Overall rating: Initiating (1.5)**



### Develop psychosocial health and wellbeing

Policy action rating: Initiating (2.3)  
 System effectiveness rating: Established (2.8)  
**Overall rating: Established (2.6)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## CENTRAL AFRICAN REPUBLIC

Region: West and Central Africa (WCA)

Country income level: Low income

### How is the RAPID Framework being implemented?

**To reach every child**, the Cash+Education project aims to support the education of 700 children with disabilities, orphans and out-of-school girls in the zones Bambari and Grimari. Additionally, to reintegrate children to school and address barriers to education, a more sustainable method is being implemented through a ‘package’ approach – a set of interventions integrating protection and water, sanitation and hygiene (WASH) activities, teacher training and materials distribution, supported by a community engagement strategy.

**To assess learning levels regularly**, with UNICEF support, 11,173 children (5,251 girls) successfully received birth certificates which will enable them to take their end-of-year examinations.

**To prioritize teaching the fundamentals**, UNICEF supported the Ministry of Education in the design of the [pre-school curriculum](#), the first of its kind in the country. The pre-school curriculum will serve as the basis for teacher training throughout the country.

Source: [UNICEF Central African Republic Humanitarian SitRep, January–December 2022](#), [UNICEF Central African Republic Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	-
Primary education completion rate	31%
Share of public education expenditure for primary	-

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty data and public education expenditure data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

# FOUNDATIONAL LEARNING ACTION TRACKER

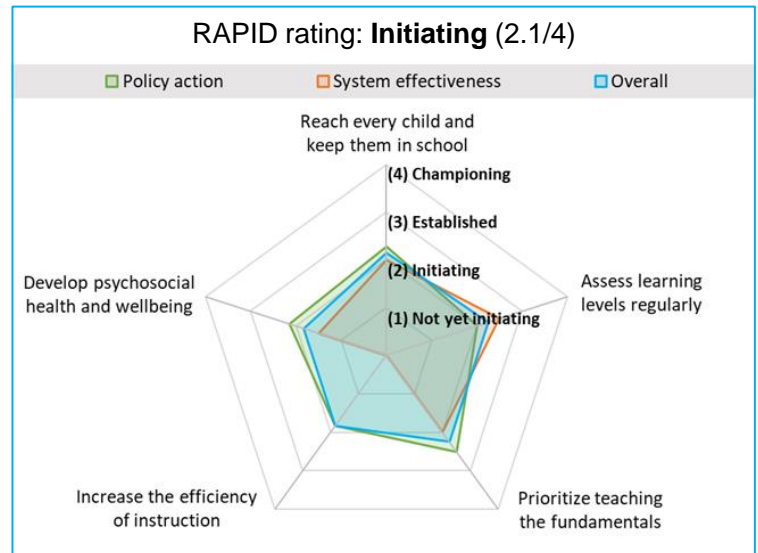
September 2023

## COLOMBIA

Region: Latin America and the Caribbean (LAC)

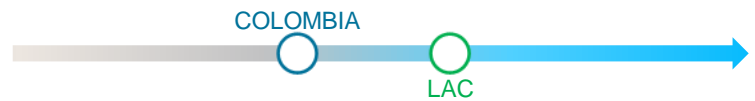
Country income level: Upper middle income

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### Reach every child and keep them in school

Policy action rating: Initiating (2.3)  
 System effectiveness rating: Initiating (2.0)  
**Overall rating: Initiating (2.1)**



### Assess learning levels regularly

Policy action rating: Initiating (2.0)  
 System effectiveness rating: Established (2.5)  
**Overall rating: Initiating (2.3)**



### Prioritize teaching the fundamentals

Policy action rating: Established (2.5)  
 System effectiveness rating: Initiating (2.0)  
**Overall rating: Initiating (2.3)**



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

Policy action rating: Initiating (1.8)  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (1.8)**



### Develop psychosocial health and wellbeing

Policy action rating: Initiating (2.1)  
 System effectiveness rating: Initiating (1.5)  
**Overall rating: Initiating (1.8)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## COLOMBIA

Region: Latin America and the Caribbean (LAC)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To reach every child**, efforts were implemented to strengthen national active search and enrollment management in 2022. UNICEF has provided technical assistance to 18 education secretariats in 9 departments for enhancing the active search for out-of-school children, leading to the enrollment of over 6,000 children in schools. UNICEF has also led research on sociocultural barriers that affect children’s learning pathways.

**To increase the efficiency of instruction**, 98,000 children (of whom approximately 14,000 are migrant children) and 781 teachers were provided with learning-based interventions in 2022, resulting in an improvement in language learning by 5.6 percentage points. These teachers and students have detailed catch-up plans and recommendations for implementing accelerated learning plans. Additionally, accelerated learning strategies were implemented in 115 schools and informal settlements (including the training of 49 community leaders), reaching over 26,000 children through the Ministry of Education’s strategy to enhance reading comprehension.

**To develop psychosocial health and wellbeing**, UNICEF has piloted the Minimum Service Package (MSP) in [Mental Health and Psychosocial Support in Emergency Contexts](#), with an aim to share free access with the Ministry of Education and local education secretariats for further implementation.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Colombia Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	51%
Primary education completion rate	94%
Share of public education expenditure for primary	36%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of August 2023).

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of August 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



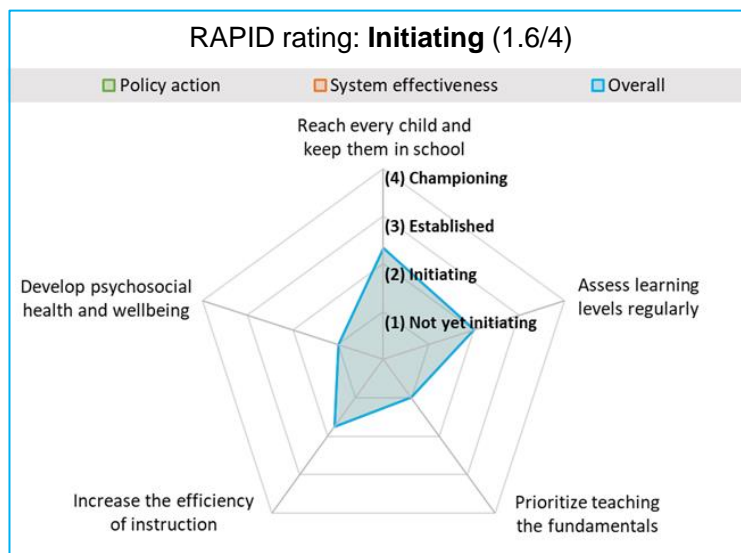
Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

## CÔTE D'IVOIRE

Region: West and Central Africa (WCA)

Country income level: Lower middle income

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### Reach every child and keep them in school

Policy action rating: *Data not available*

System effectiveness rating: Initiating (2.3)

**Overall rating: Initiating (2.3)**



### Assess learning levels regularly

Policy action rating: *Data not available*

System effectiveness rating: Initiating (2.0)

**Overall rating: Initiating (2.0)**



### Prioritize teaching the fundamentals

Policy action rating: *Data not available*

System effectiveness rating: Not yet initiating (1.0)

**Overall rating: Not yet initiating (1.0)**



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

Policy action rating: *Data not available*

System effectiveness rating: Initiating (1.8)

**Overall rating: Initiating (1.8)**



### Develop psychosocial health and wellbeing

Policy action rating: *Data not available*

System effectiveness rating: Not yet initiating (1.0)

**Overall rating: Not yet initiating (1.0)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## CÔTE D'IVOIRE

Region: West and Central Africa (WCA)

Country income level: Lower middle income

### How is the RAPID Framework being implemented?

**To reach every child**, more than 13,000 out-of-school children were reintegrated into formal education in 2022 with UNICEF support. As part of scaling up the [recycled plastic bricks project](#), 159 new classrooms were built with plastic bricks, benefitting more than 7,900 children. This project contributed to increased school enrollment through the construction of classrooms with a full package of water, sanitation and hygiene (WASH) facilities, school equipment and furniture, as well as the provision of teaching and learning materials and teacher training to improve learning outcomes.

**To increase the efficiency of instruction**, UNICEF supported the Ministry of Education to improve the quality of learning in the early primary grades. Through the national programme to improve basic learning, 987 teachers, school principals and advisors were trained on new pedagogical approaches. The digital platform '[My School at Home](#)', launched during the pandemic, was enhanced through the production of additional quizzes and videos which included a window for sign language translation, encouraging inclusive education. Additionally, to facilitate learning continuity for children with limited internet access, an SMS-based tool was introduced, reaching 3,000 teachers and 150,000 children in public, private, community and Islamic schools.

Source: [UNICEF Côte d'Ivoire Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	83%
Primary education completion rate	58%
Share of public education expenditure for primary	42%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

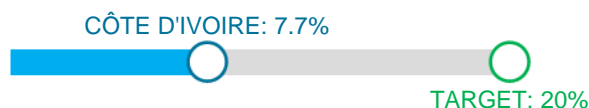
### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



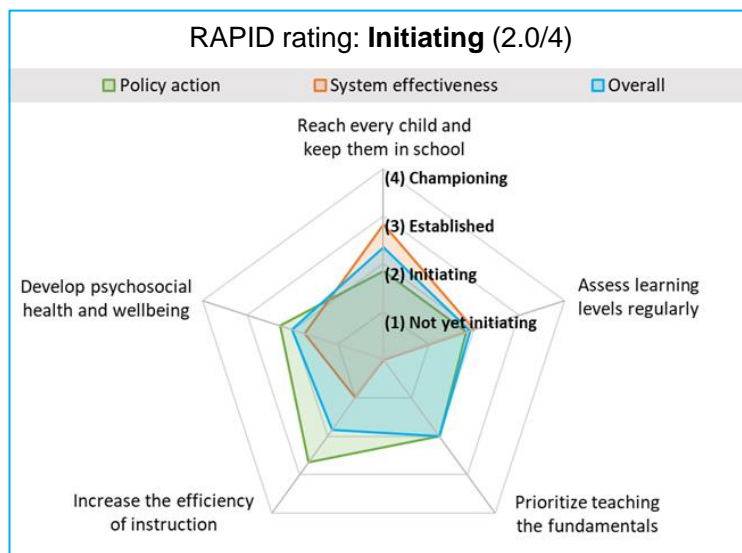
Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

## DEMOCRATIC REPUBLIC OF THE CONGO

Region: West and Central Africa (WCA)

Country income level: Low income

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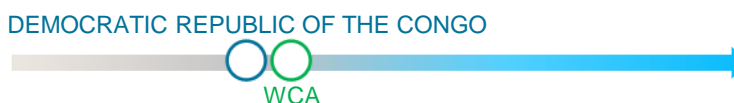
### Reach every child and keep them in school

Policy action rating: **Initiating (1.9)**  
 System effectiveness rating: **Established (2.8)**  
**Overall rating: **Initiating (2.3)****



### Assess learning levels regularly

Policy action rating: **Initiating (1.8)**  
 System effectiveness rating: **Initiating (2.0)**  
**Overall rating: **Initiating (1.9)****



### Prioritize teaching the fundamentals

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: **Initiating (2.0)****



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

Policy action rating: **Established (2.7)**  
 System effectiveness rating: **Not yet initiating (1.0)**  
**Overall rating: **Initiating (2.0)****



### Develop psychosocial health and wellbeing

Policy action rating: **Initiating (2.3)**  
 System effectiveness rating: **Initiating (1.8)**  
**Overall rating: **Initiating (2.0)****



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## DEMOCRATIC REPUBLIC OF THE CONGO

Region: West and Central Africa (WCA)

Country income level: Low income

### How is the RAPID Framework being implemented?

**To reach every child**, informal and alternative learning opportunities have been put in place for out-of-school children. Learning and teaching conditions, including water, sanitation and hygiene (WASH), nutrition and protection, are being improved to keep children in school.

**To increase the efficiency of instruction**, political engagement has been taken to operationalize the 4-year Partnership Compact developed with the Government and key education stakeholders. This requires major reforms on i) teachers' workforce (career development, payroll, and pedagogical training); ii) improving learning and teaching conditions, including in crisis-affected areas (classrooms, access to WASH and protection services, remedial classes, and psychosocial support); and iii) systems strengthening (data, sector reviews, and coordination mechanisms).

**To develop psychosocial health and wellbeing**, in 2022, intersectoral interventions between education and protection strengthened the prevention of gender-based violence, in and out of schools. More than 11,000 teachers benefitted from increased knowledge around Gender-Based Violence in Schools and Gender-Responsive Pedagogy to better respond to students' needs and improve the overall learning environment in schools.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Democratic Republic of the Congo Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	97%
Primary education completion rate	58%
Share of public education expenditure for primary	62%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.



# FOUNDATIONAL LEARNING ACTION TRACKER

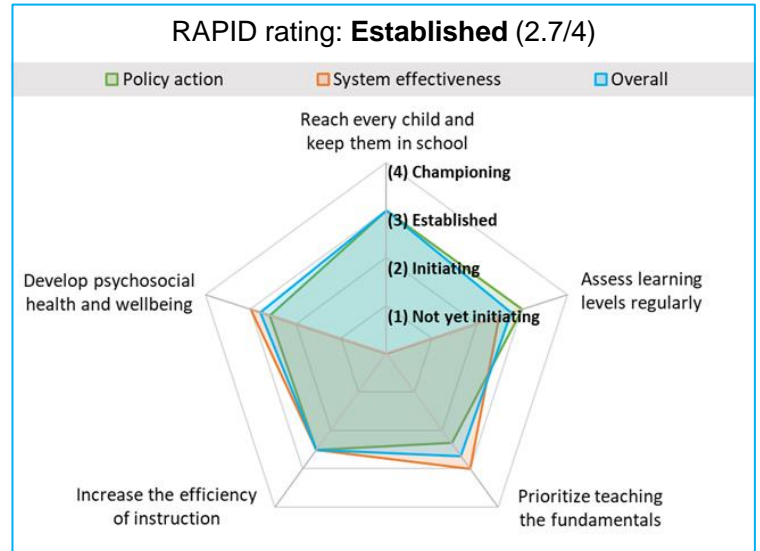
September 2023

## DOMINICAN REPUBLIC

Region: Latin America and the Caribbean (LAC)

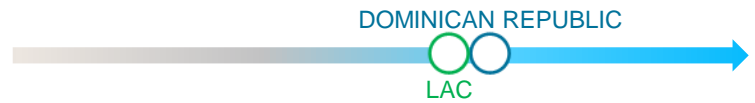
Country income level: Upper middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Established (3.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Established (3.0)**



### Assess learning levels regularly

Policy action rating: **Established (3.0)**  
 System effectiveness rating: **Established (2.5)**  
**Overall rating: Established (2.8)**



### Prioritize teaching the fundamentals

Policy action rating: **Initiating (2.3)**  
 System effectiveness rating: **Established (3.0)**  
**Overall rating: Established (2.7)**



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

Policy action rating: **Established (2.5)**  
 System effectiveness rating: **Established (2.5)**  
**Overall rating: Established (2.5)**



### Develop psychosocial health and wellbeing

Policy action rating: **Established (2.6)**  
 System effectiveness rating: **Established (3.0)**  
**Overall rating: Established (2.8)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## DOMINICAN REPUBLIC

Region: Latin America and the Caribbean (LAC)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To assess learning levels regularly**, the diagnostic assessment for language and mathematics was carried out for Grade 3 in 2022. A learning monitoring system has been designed under the [CON BASE programme](#) supported by UNICEF, and its national application will be progressively applied in August 2023.

**To increase the efficiency of instruction**, the [CON BASE programme](#) was launched in November 2022 as a national Ministry of Education approach to improve the quality of teaching processes and children's foundational learning skills and outcomes in the first three grades of primary school.

**To develop psychosocial health and wellbeing**, the Return to Joy programme was adapted to provide psycho-emotional support to the COVID-19 response during school reopening, with nationwide implementation. Training of counselors and teachers was also supported, although these services are provided on a small scale.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Dominican Republic Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	78%
Primary education completion rate	58%
Share of public education expenditure for primary	-

Source: Learning poverty data from [World Bank Development Data Hub](#). Primary education completion rate from [Dominican Republic Ministry of Education](#), based on data from 2021–2022, reflecting net rate (i.e., children who finish primary school at the age that corresponds to the official school age). For additional reference, country data for 2021 for SDG Indicator 4.1.2 on primary education completion rate is 93%, based on the [UIS database](#) as of September 2023. Public education expenditure data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

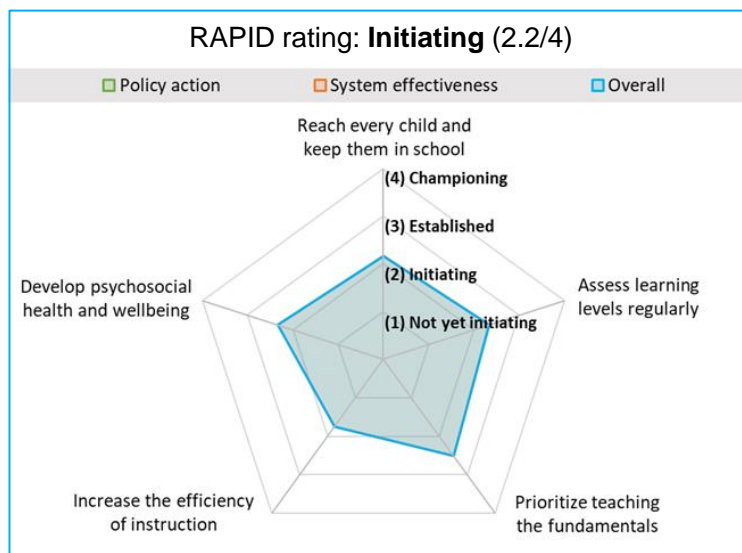
# FOUNDATIONAL LEARNING ACTION TRACKER

September 2023

## ECUADOR

Region: Latin America and the Caribbean (LAC)  
Country income level: Upper middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: *Data not available*  
System effectiveness rating: Initiating (2.2)  
**Overall rating: Initiating (2.2)**



### Assess learning levels regularly

Policy action rating: *Data not available*  
System effectiveness rating: Initiating (2.3)  
**Overall rating: Initiating (2.3)**



### Prioritize teaching the fundamentals

Policy action rating: *Data not available*  
System effectiveness rating: Established (2.5)  
**Overall rating: Established (2.5)**



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

Policy action rating: *Data not available*  
System effectiveness rating: Initiating (1.8)  
**Overall rating: Initiating (1.8)**



### Develop psychosocial health and wellbeing

Policy action rating: *Data not available*  
System effectiveness rating: Initiating (2.3)  
**Overall rating: Initiating (2.3)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## ECUADOR

Region: Latin America and the Caribbean (LAC)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To reach every child**, a study on the implementation of the intercultural bilingual education model in Ecuador was carried out in 2022. Results from the study will help identify gaps and support the design of strategies to improve access to and quality of education for children belonging to 18 indigenous peoples. Additionally, since 2021, the Multi-Year Resilience Programme results framework has been implemented, covering 70 schools in the seven provinces with the largest Venezuelan populations in Ecuador, benefitting more than 98,000 Venezuelan children, including those outside the education system.

**To assess learning levels regularly**, UNICEF and the National Institute for Educational Evaluation are supporting the Ministry of Education to develop an evaluation of holistic learning in 70 schools in the four most vulnerable educational districts. The aim is to help the Ministry design an education policy to recover lost learning for all students.

**To increase the efficiency of instruction**, an educational catch-up and acceleration programme is being implemented. This programme is aimed mainly at students, including migrant students, in higher general basic education and upper high school who require an accelerated path to re-enroll in the education system and complete their studies. It operates in 20 provinces and has benefited approximately 4,365 students.

Source: [UNICEF Ecuador Country Office Annual Report 2022](#).

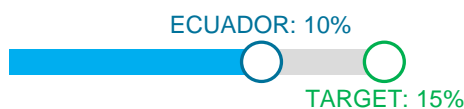
### Contextual indicators

Learning poverty	66%
Primary education completion rate	99%
Share of public education expenditure for primary	29%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

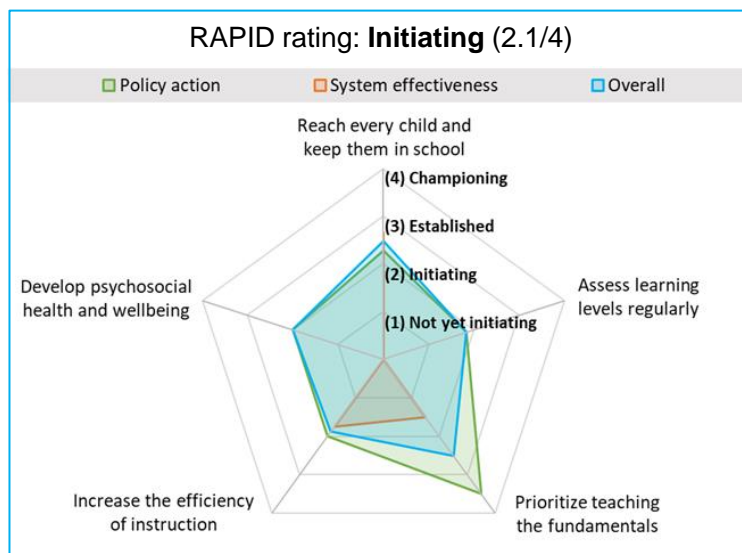
# FOUNDATIONAL LEARNING ACTION TRACKER

September 2023

## EGYPT

Region: Middle East and North Africa (MENA)  
Country income level: Lower middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Initiating (2.3)  
System effectiveness rating: Established (2.7)  
**Overall rating: Established (2.5)**



### Assess learning levels regularly

Policy action rating: Initiating (1.8)  
System effectiveness rating: *Data not available*  
**Overall rating: Initiating (1.8)**



### Prioritize teaching the fundamentals

Policy action rating: Championing (3.5)  
System effectiveness rating: Initiating (1.5)  
**Overall rating: Established (2.5)**



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

Policy action rating: Initiating (2.0)  
System effectiveness rating: Initiating (1.8)  
**Overall rating: Initiating (1.9)**



### Develop psychosocial health and wellbeing

Policy action rating: Initiating (2.0)  
System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## EGYPT

Region: Middle East and North Africa (MENA)

Country income level: Lower middle income

### How is the RAPID Framework being implemented?

**To reach every child**, 90,000 children aged 3–17 years (43,000 girls and 47,000 boys) registered as refugees with the United Nations High Commissioner for Refugees (UNHCR) benefitted from improved quality education opportunities through sector coordination; upskilling of 1,270 refugee teachers was supported to improve their teaching practices, which included learning recovery (foundational literacy and numeracy) and hybrid pedagogies; access to safe formal and non-formal safe learning spaces; and provision of educational supplies. In close collaboration with UNHCR as co-Chairs and with the support of European Civil Protection and Humanitarian Aid Operations (ECHO), UNICEF supported the conduct of a needs assessment and education strategy for mainstreaming refugee children into public schools.

**To increase the efficiency of instruction**, the European Union, UNICEF and partners developed and implemented a [Learning Recovery Programme](#), designed to equip teachers with strategies and techniques to identify learning gaps and remedy them inside the classroom. Through the programme, teachers are trained to accelerate learning to make up for the years lost to the pandemic in addition to the lessons students need to keep up with in the current grade. The Learning Recovery Programme aims to train 200 teachers in order to reach 4,000 students.

Source: [UNICEF Egypt Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	70%
Primary education completion rate	94%
Share of public education expenditure for primary	-

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023). Public education expenditure data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*



Source: [UIS database](#) (latest available since 2013, as of September 2023).

# FOUNDATIONAL LEARNING ACTION TRACKER

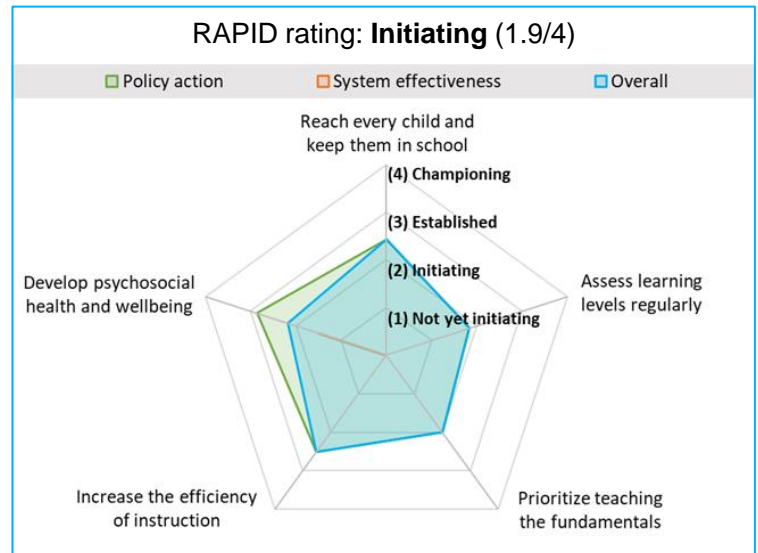
September 2023

## GAMBIA

Region: West and Central Africa (WCA)

Country income level: Low income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Initiating (2.4)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.4)**



### Assess learning levels regularly

Policy action rating: **Initiating (1.8)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (1.8)**



### Prioritize teaching the fundamentals

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



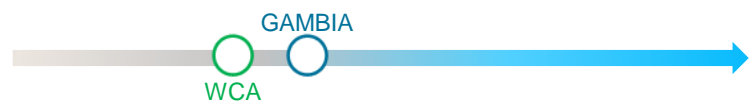
### Increase the efficiency of instruction, including through catch-up learning

Policy action rating: **Established (2.5)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Established (2.5)**



### Develop psychosocial health and wellbeing

Policy action rating: **Established (2.9)**  
 System effectiveness rating: **Initiating (1.5)**  
**Overall rating: Initiating (2.2)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## GAMBIA

Region: West and Central Africa (WCA)

Country income level: Low income

### How is the RAPID Framework being implemented?

**To reach every child**, the Ministry of Education implements the ‘second chance’ education which enables adolescent dropouts to come back to school. Majalis (Koranic) education also provides literacy and numeracy classes to help them enter school at a later period.

**To assess learning levels regularly**, UNICEF has supported the second Early Learning Assessment to evaluate the effectiveness of the early childhood education sub-sector and helped develop the national assessment system at the pre-primary level.

**To prioritize teaching the fundamentals**, two national policy consultations took place as part of the engagement with the Transforming Education Summit, helping to reaffirm foundational learning and sector financing as core priority areas.

**To develop psychosocial health and wellbeing**, a national Safe School Programme has been established, focusing on social workers, police and education officials to address child protection and rights issues in schools, with 140 education officers trained on child protection.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Gambia Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	-
Primary education completion rate	64%
Share of public education expenditure for primary	56%

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty data not available.

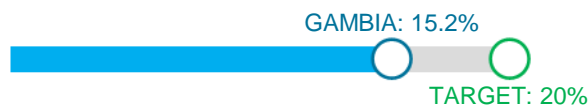
### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.



# FOUNDATIONAL LEARNING ACTION TRACKER

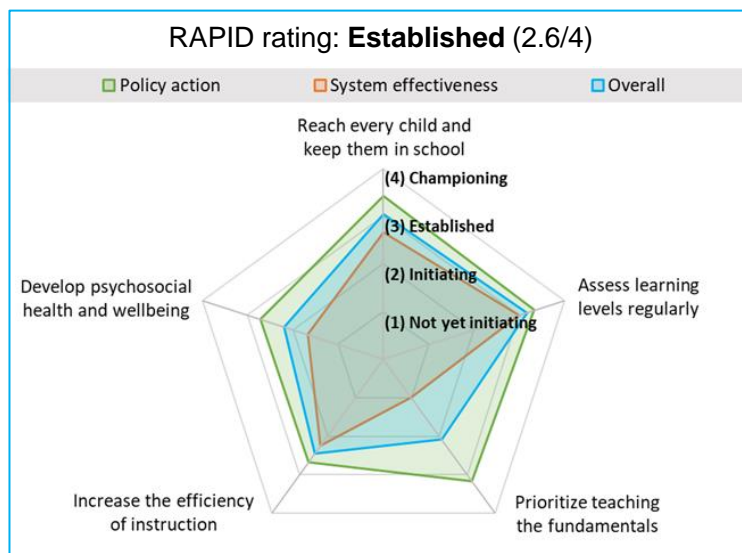
September 2023

## GHANA

Region: West and Central Africa (WCA)

Country income level: Lower middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Established (3.4)  
 System effectiveness rating: Established (2.7)  
**Overall rating: Established (3.0)**



### Assess learning levels regularly

Policy action rating: Established (3.3)  
 System effectiveness rating: Established (3.0)  
**Overall rating: Established (3.2)**



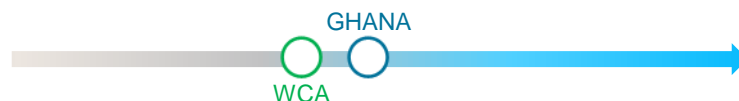
### Prioritize teaching the fundamentals

Policy action rating: Established (3.2)  
 System effectiveness rating: Not yet initiating (1.0)  
**Overall rating: Initiating (2.1)**



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

Policy action rating: Established (2.7)  
 System effectiveness rating: Initiating (2.3)  
**Overall rating: Established (2.5)**



### Develop psychosocial health and wellbeing

Policy action rating: Established (2.7)  
 System effectiveness rating: Initiating (1.7)  
**Overall rating: Initiating (2.2)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## GHANA

Region: West and Central Africa (WCA)

Country income level: Lower middle income

### How is the RAPID Framework being implemented?

**To reach every child**, UNICEF support ensured the review of the Inclusive Education Policy. Additionally, UNICEF coordinated with the National Council on Persons with Disabilities and Ghana Federation of Disability Organizations to mobilize 200 people for the Global Disability Summit. A total of 57,000 children were screened for early disability detection and support, and teachers were equipped to harmonize the Ghanaian Sign Language Dictionary.

**To increase the efficiency of instruction**, the Government has approved the Differentiated Learning approach for Ghana, benefitting 36,518 learners (18,432 girls) with improved foundational skills in English and mathematics. Teacher capacity was built, and they will continue to deliver this pedagogy across 235 schools from 47 districts across the six new regions. Additionally, the [Learning Passport](#) is being deployed as a digital learning management system for access to learning via online and offline modalities, and the acceleration of internet provision in schools is being supported through the [Giga](#) initiative.

Source: [UNICEF Ghana Country Office Annual Report 2022](#).

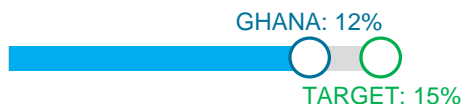
### Contextual indicators

Learning poverty	-
Primary education completion rate	77%
Share of public education expenditure for primary	22%

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty data not available.

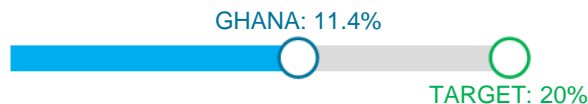
### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

# FOUNDATIONAL LEARNING ACTION TRACKER

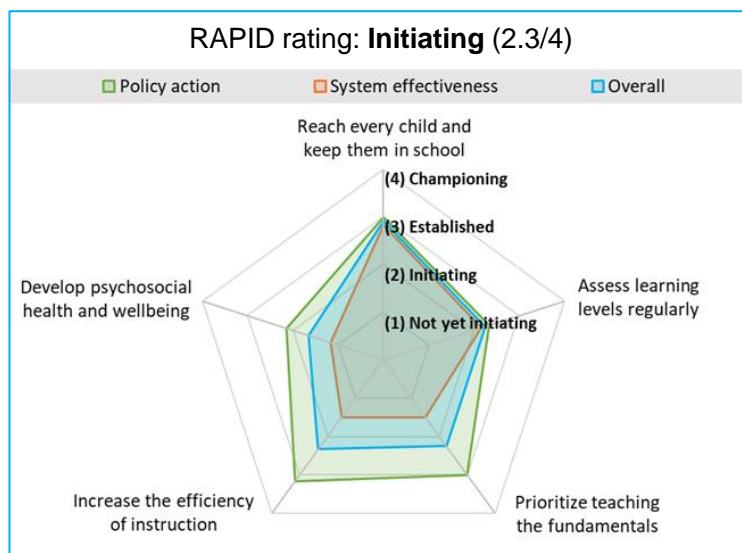
September 2023

## LIBERIA

Region: West and Central Africa (WCA)

Country income level: Low income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Established (3.0)  
 System effectiveness rating: Established (2.8)  
**Overall rating: Established (2.9)**



### Assess learning levels regularly

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



### Prioritize teaching the fundamentals

Policy action rating: Established (3.0)  
 System effectiveness rating: Initiating (1.5)  
**Overall rating: Initiating (2.3)**



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

Policy action rating: Established (3.2)  
 System effectiveness rating: Initiating (1.5)  
**Overall rating: Initiating (2.3)**



### Develop psychosocial health and wellbeing

Policy action rating: Initiating (2.1)  
 System effectiveness rating: Not yet initiating (1.2)  
**Overall rating: Initiating (1.7)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## LIBERIA

Region: West and Central Africa (WCA)

Country income level: Low income

### How is the RAPID Framework being implemented?

**To reach every child**, the Government has adapted a blended approach with remote/home-based learning for hard-to-reach children, utilizing digital learning via a dedicated education radio platform installed in 2022, along with ongoing integration of the [Learning Passport](#). Additionally, in 2022, 10,000 out-of-school adolescents accessed 17 newly established non-formal Alternative Learning centres.

**To assess learning levels regularly**, a national learning assessment policy focusing on Grades 3 and 6 has been developed, with a pilot assessment implemented. There are also numerous project/donor-driven assessments at sub-national levels (e.g., Early Grade Reading Assessment). Liberia is also part of the West African School Assessment for student assessment.

**To increase the efficiency of instruction**, basic teacher training and teacher practice covers foundational learning. Additionally, the Continuous Professional Development (CPD) framework was implemented. A teacher needs assessment was conducted for CPD needs evaluation, and 1,000 teachers were trained.

**To develop psychosocial health and wellbeing**, basic teacher training and practice in psychosocial support are provided. There are also numerous public-private partnership initiatives for some schools.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Liberia Country Office Annual Report 2022](#).

### Contextual indicators

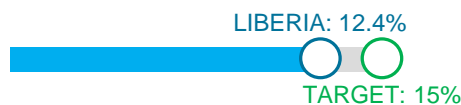
Learning poverty	-
Primary education completion rate	29%
Share of public education expenditure for primary	29%

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*



Source: [UIS database](#) (latest available since 2013, as of September 2023).

# FOUNDATIONAL LEARNING ACTION TRACKER

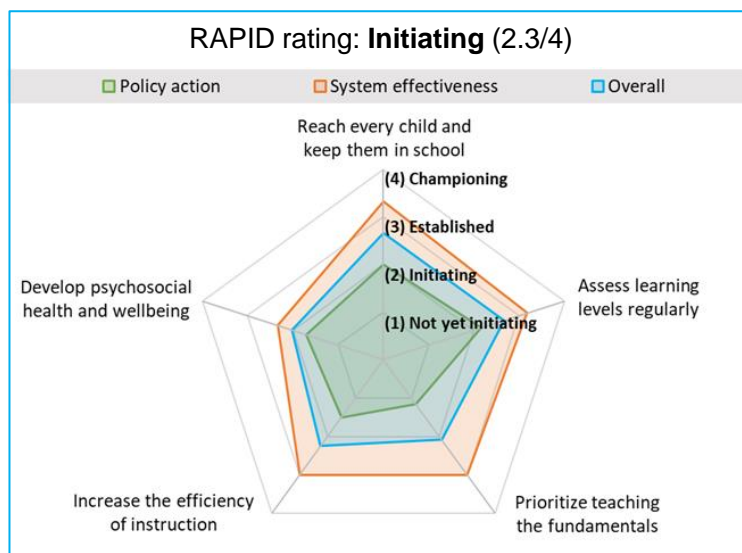
September 2023

## MALAWI

Region: Eastern and Southern Africa (ESA)

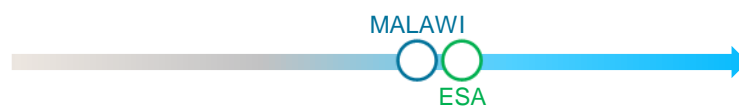
Country income level: Low income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Initiating (2.0)  
 System effectiveness rating: Established (3.3)  
**Overall rating: Established (2.7)**



### Assess learning levels regularly

Policy action rating: Initiating (2.2)  
 System effectiveness rating: Established (3.2)  
**Overall rating: Established (2.7)**



### Prioritize teaching the fundamentals

Policy action rating: Not yet initiating (1.2)  
 System effectiveness rating: Established (3.0)  
**Overall rating: Initiating (2.1)**



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

Policy action rating: Initiating (1.5)  
 System effectiveness rating: Established (3.0)  
**Overall rating: Initiating (2.3)**



### Develop psychosocial health and wellbeing

Policy action rating: Initiating (1.7)  
 System effectiveness rating: Initiating (2.3)  
**Overall rating: Initiating (2.0)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## MALAWI

Region: Eastern and Southern Africa (ESA)

Country income level: Low income

### How is the RAPID Framework being implemented?

**To reach every child**, 947,117 children (56,617 girls) accessed disability screening for the first time in 2022, through a collaboration of the Ministries of Education and Health. Some 275 children were referred for appropriate services and the provision of assistive devices. Early screening for functional difficulties helps identify children at risk for potential health, developmental or social-emotional problems and get them the assistance they would need to prevent them from falling behind in school.

**To increase the efficiency of instruction**, in 2022, over 10,000 teachers received capacity building in improved inclusive learning and gender-responsive pedagogy to benefit approximately 590,000 learners (51 per cent girls). Additionally, a five-year project partnership has been finalized between UNICEF and Airtel Africa to champion digital education across Africa and elevate children's educational needs by making digital learning sustainable, effective and more accessible. Nine schools in Malawi have been identified to benefit from this partnership.

**To develop psychosocial health and wellbeing**, with UNICEF support, 132,199 learners (64,605 girls) accessed gender- and disability-friendly WASH facilities in 2022. Some 27,862 learners (14,273 girls) now have access to new, reticulated water supply schemes, and 49,132 learners have access to latrines with changing rooms and sanitary pads.

Source: [UNICEF Malawi Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	-
Primary education completion rate	49%
Share of public education expenditure for primary	44%

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

# FOUNDATIONAL LEARNING ACTION TRACKER

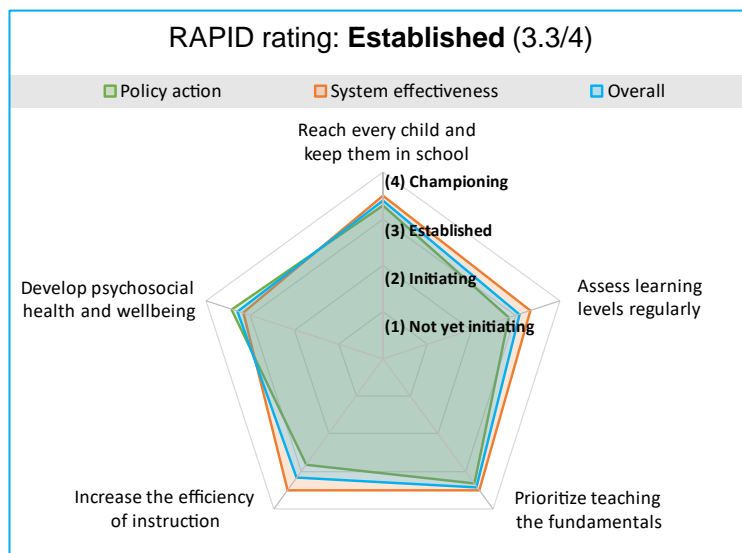
September 2023

## NAMIBIA

Region: Eastern and Southern Africa (ESA)

Country income level: Upper middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Established (3.4)**

System effectiveness rating: *Data not available*

**Overall rating: Established (3.4)**



### Assess learning levels regularly

Policy action rating: **Initiating (2.0)**

System effectiveness rating: *Data not available*

**Overall rating: Initiating (2.0)**



### Prioritize teaching the fundamentals

Policy action rating: **Initiating (2.0)**

System effectiveness rating: *Data not available*

**Overall rating: Initiating (2.0)**



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

Policy action rating: **Initiating (2.0)**

System effectiveness rating: *Data not available*

**Overall rating: Initiating (2.0)**



### Develop psychosocial health and wellbeing

Policy action rating: **Established (2.6)**

System effectiveness rating: *Data not available*

**Overall rating: Established (2.6)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## NAMIBIA

Region: Eastern and Southern Africa (ESA)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To reach every child**, although education is free in Namibia, individual schools conduct resource mobilization interventions to support learners, especially those from marginalized and vulnerable communities, to stay in school. These efforts include strengthening school feeding and procuring sanitary products/kits. The Social Accountability and School Governance Programme also advocates for meaningful parental involvement in education by contributing to school development funds and to support their children to attend school under the motto of *'quality education is a shared responsibility.'* Additionally, a nationwide consultative process on priority actions to transform education was conducted between May and July 2022, covering all 14 regions, reaching over 3,000 people including children and youth. UNICEF supported the Ministry of Education, Arts and Culture (MoEAC) to ensure disability-inclusion in national consultations and the 2022 National Conference on Education which focused on transforming education. To ensure inclusion of more children and persons with disabilities, sign language interpretation services were provided throughout the process and children with hearing impairments particularly expressed their appreciation to have been included in the consultations to share their views on the education they would like to receive.

**To increase the efficiency of instruction**, the MoEAC has been implementing the Jolly Phonics programme to strengthen foundational literacy skills. Through this programme, phonics skills are taught alongside culturally appropriate stories, songs and actions that make learning to read and write multi-sensory, child-centred and lots of fun. To date, the programme has benefitted 157 Senior Education Officials, 1,023 primary schools, 2,665 Grade 1 teachers, and 92,000+ Grade 1 pupils. In addition, the Teaching at the Right level (TaRL) approach in Namibia is fully integrated into the national learning support policy and strategy to improve literacy and numeracy. TaRL has reached over 1,500 learners with high-quality TaRL learning support lessons, sensitized 7 out of 14 regions on TaRL through learning support policy trainings, trained over 500 teachers and launched model schools in 3 regions. Learning support is provided extensively, especially for children with special needs, and structures are in place within the MoEAC.

**To develop psychosocial health and wellbeing**, the MoEAC rolled out training on the Integrated School Health and Safety Programme, including on mental health and psychosocial support, which benefitted 44,730 learners and 1,659 teachers from 3 of 14 regions, 27 Regional Education Officials, life skills teachers, inspectors of education and 124 hostel management staff.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Namibia Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	-
Primary education completion rate	82%
Share of public education expenditure for primary	-

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty and public education expenditure data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*



Source: [UIS database](#) (latest available since 2013, as of September 2023).



# FOUNDATIONAL LEARNING ACTION TRACKER

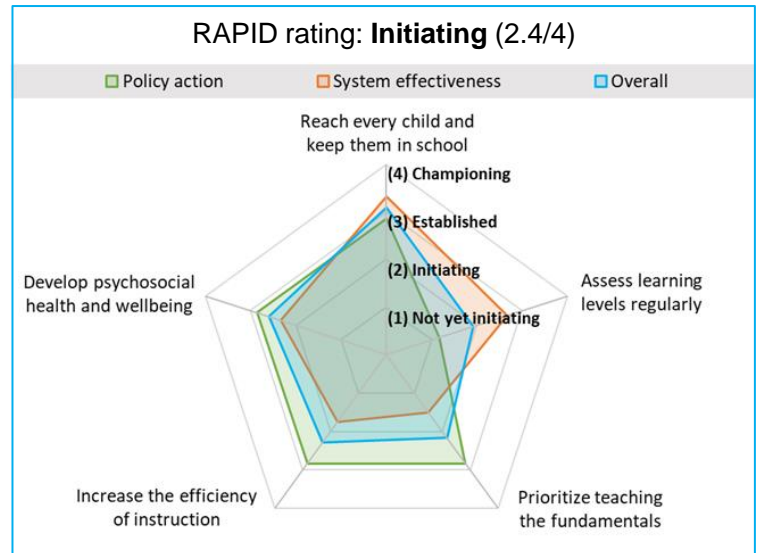
September 2023

## NIGERIA

Region: West and Central Africa (WCA)

Country income level: Lower middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Established (2.9)

System effectiveness rating: Established (3.3)

Overall rating: **Established (3.1)**



### Assess learning levels regularly

Policy action rating: Not yet initiating (1.2)

System effectiveness rating: Established (2.7)

Overall rating: **Initiating (1.9)**



### Prioritize teaching the fundamentals

Policy action rating: Established (2.8)

System effectiveness rating: Initiating (1.5)

Overall rating: **Initiating (2.2)**



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

Policy action rating: Established (2.8)

System effectiveness rating: Initiating (1.8)

Overall rating: **Initiating (2.3)**



### Develop psychosocial health and wellbeing

Policy action rating: Established (2.9)

System effectiveness rating: Initiating (2.3)

Overall rating: **Established (2.6)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## NIGERIA

Region: West and Central Africa (WCA)

Country income level: Lower middle income

### How is the RAPID Framework being implemented?

**To reach every child**, the national Government adopted an enrollment drive framework and is implementing ongoing enrollment campaigns. Additionally, UNICEF has developed an evidence-based, scalable model on primary enrollment and retention, including community enrollment drives, unconditional cash transfers, improving infrastructure with school grants, foundational learning and peer education. A rigorous evaluation showed this approach as instrumental in bringing 1.5 million girls into school.

**To assess learning levels regularly**, a national assessment has been conducted, with a report to be released. It is expected that the results will be used to support the review of the education sector as well as reforms to the curriculum, teacher training and more. Additionally, the country has announced its participation in the Programme for the Analysis of Education Systems (PASEC) in 2024.

**To prioritize teaching the fundamentals**, a national teacher professional development conference has recently been concluded and a pilot is underway for school-based teacher professional development.

**To increase the efficiency of instruction**, the [Teaching at the Right Level \(TaRL\)](#) approach has been operational across various parts of the country, along with the implementation of other early learning interventions such as the [Reading and Numeracy Activity \(RANA\)](#).

**To develop psychosocial health and wellbeing**, many teachers were trained on psychosocial support following the COVID-19 pandemic, in addition to teachers that work in conflict and humanitarian contexts across the country.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Nigeria Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	-
Primary education completion rate	73%
Share of public education expenditure for primary	-

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty and public education expenditure data not available.

### Education financing

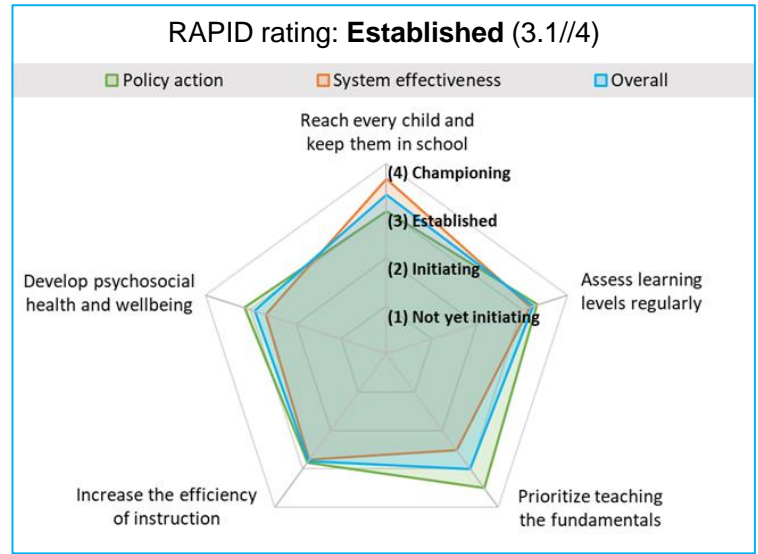
Government spending on education as % of total expenditure (Target: 15–20%): *Data not available*

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*

## PHILIPPINES

Region: East Asia and the Pacific (EAP)  
Country income level: Lower middle income

This scorecard presents country-level results from the Foundational Learning Action Tracker, an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Established (3.0)  
System effectiveness rating: Championing (3.7)  
**Overall rating: Established (3.3)**



### Assess learning levels regularly

Policy action rating: Established (3.3)  
System effectiveness rating: Established (3.2)  
**Overall rating: Established (3.3)**



### Prioritize teaching the fundamentals

Policy action rating: Championing (3.5)  
System effectiveness rating: Established (2.5)  
**Overall rating: Established (3.0)**



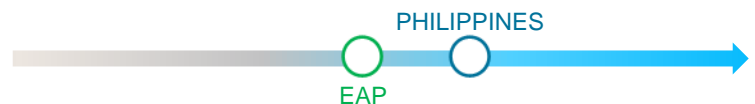
### Increase the efficiency of instruction, including through catch-up learning

Policy action rating: Established (2.8)  
System effectiveness rating: Established (2.8)  
**Overall rating: Established (2.8)**



### Develop psychosocial health and wellbeing

Policy action rating: Established (3.1)  
System effectiveness rating: Established (2.7)  
**Overall rating: Established (2.9)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## PHILIPPINES

Region: East Asia and the Pacific (EAP)  
Country income level: Lower middle income

### How is the RAPID Framework being implemented?

**To reach every child**, the country is implementing community mapping for formal and non-formal education. Additionally, efforts to address the needs of vulnerable learners include improved [assessment and referral for developmental delays](#), increased access to localized and appropriately designed learning resources for over 200,000 learners, including 21,175 with disabilities and those from indigenous groups, multigrade schools, and alternative learning systems.

**To assess learning levels regularly**, the country will participate in the Programme for International Student Assessment (PISA) 2022 and the Southeast Asia Primary Learning Metrics (SEA-PLM) 2024, along with holding regular conduct of the national achievement test.

**To prioritize teaching the fundamentals**, a new curriculum for kindergarten to Grade 10 is being developed with a strong emphasis on foundational skills, in addition to an ongoing focus on foundational learning in teacher training programmes.

**To increase the efficiency of instruction**, national reading and mathematics plans will be launched, along with a new policy being developed to reduce the administrative workload of teachers.

**To develop psychosocial health and wellbeing**, the expansion of the school feeding programme into a more holistic nutrition intervention is being developed.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, [UNICEF Philippines Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	91%
Primary education completion rate	91%
Share of public education expenditure for primary	-

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023). Public education expenditure data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*

PHILIPPINES: 15.7%



TARGET: 15%

Source: [UIS database](#) (latest available since 2013, as of September 2023).

# FOUNDATIONAL LEARNING ACTION TRACKER

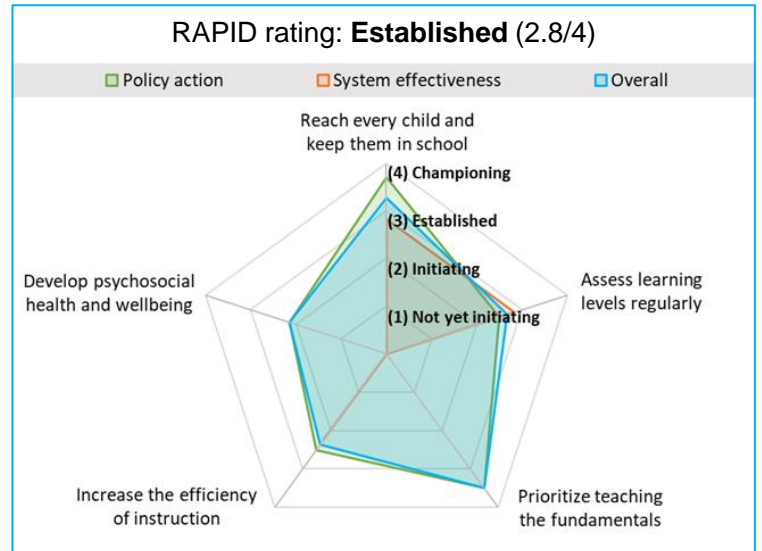
September 2023

## RWANDA

Region: Eastern and Southern Africa (ESA)

Country income level: Low income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Championing (3.7)**  
 System effectiveness rating: **Established (2.8)**  
**Overall rating: Established (3.3)**



### Assess learning levels regularly

Policy action rating: **Established (2.5)**  
 System effectiveness rating: **Established (2.8)**  
**Overall rating: Established (2.7)**



### Prioritize teaching the fundamentals

Policy action rating: **Championing (3.5)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Championing (3.5)**



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

Policy action rating: **Established (2.5)**  
 System effectiveness rating: **Initiating (2.3)**  
**Overall rating: Initiating (2.4)**



### Develop psychosocial health and wellbeing

Policy action rating: **Initiating (2.1)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.1)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## RWANDA

Region: Eastern and Southern Africa (ESA)

Country income level: Low income

### How is the RAPID Framework being implemented?

**To reach every child**, the national school feeding programme aims to improve attendance and retention by providing nutritious meals, particularly in vulnerable communities. Additionally, the Government has been strengthening efforts to address barriers to education, such as reducing distances between homes and schools by constructing new schools.

**To assess learning levels regularly**, national standardized assessments are being implemented, such as the National Examinations, Learning Assessment in Rwandan Schools (LARS) and Early Grade Reading Assessment (EGRA). The Government has been promoting teacher training programmes focused on assessment techniques and data-driven instruction to ensure effective monitoring of learning progress at the classroom level.

**To prioritize teaching the fundamentals**, the Government has implemented the competency-based curriculum which emphasizes foundational literacy and numeracy and has invested in teacher professional development programmes to enhance pedagogical practices and instructional strategies. Lessons learned include the importance of providing continuous teacher support, aligning teaching materials with curriculum objectives, and ensuring regular monitoring and evaluation.

**To increase the efficiency of instruction**, UNICEF complements the Government's efforts to integrate technology in education through the [Giga Initiative](#). Lessons learned include the importance of infrastructure development, teacher capacity-building in technology integration, and robust monitoring and evaluation systems to measure the impact of technology-enabled instruction.

**To develop psychosocial health and wellbeing**, psychosocial support services are integrated in schools through career guidance to provide counseling, guidance, and mental health support to children. Lessons learned include the need for multi-sectoral collaboration, teacher training on psychosocial support, and community engagement on promoting mental health.

Source: UNICEF 2023 Pulse Survey on RAPID Framework.

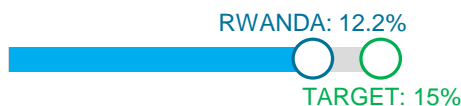
### Contextual indicators

Learning poverty	-
Primary education completion rate	63%
Share of public education expenditure for primary	47%

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.

# FOUNDATIONAL LEARNING ACTION TRACKER

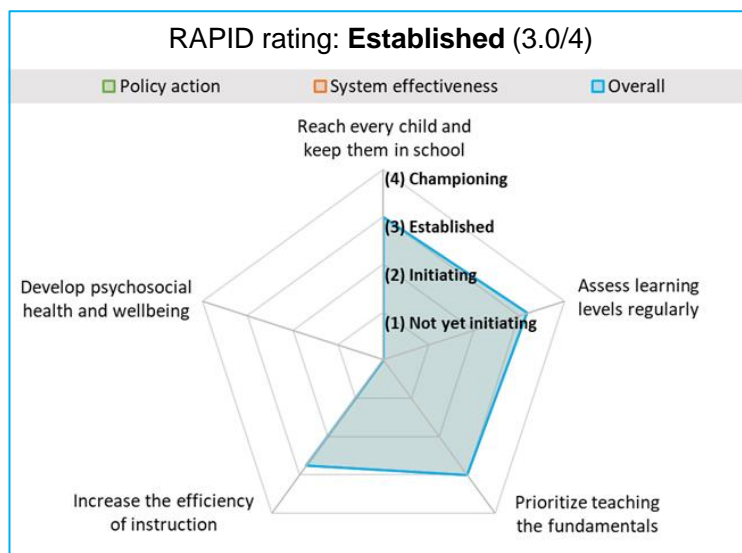
September 2023

## SENEGAL

Region: West and Central Africa (WCA)

Country income level: Lower middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: *Data not available*

System effectiveness rating: Established (3.0)

**Overall rating: Established (3.0)**



### Assess learning levels regularly

Policy action rating: *Data not available*

System effectiveness rating: Established (3.2)

**Overall rating: Established (3.2)**



### Prioritize teaching the fundamentals

Policy action rating: *Data not available*

System effectiveness rating: Established (3.0)

**Overall rating: Established (3.0)**



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

Policy action rating: *Data not available*

System effectiveness rating: Established (2.8)

**Overall rating: Established (2.8)**



### Develop psychosocial health and wellbeing

Policy action rating: *Data not available*

System effectiveness rating: *Data not available*

**Overall rating: *Data not available***



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## SENEGAL

Region: West and Central Africa (WCA)

Country income level: Lower middle income

### How is the RAPID Framework being implemented?

**To reach every child**, UNICEF supported the inclusion of children with disabilities by re-engaging the Ministry of Education on a draft national policy on inclusive and special needs education. In addition, UNICEF was active in bilingual education reform – primarily in the region of Kolda, where UNICEF supported a study on languages used in primary schools. Additionally, following a study on the obstacles to education, UNICEF and partners advocated for stronger contribution by local authorities, a reduction in school fees for vulnerable households, and the allocation of teachers in sufficient numbers in vulnerable areas.

**To prioritize teaching the fundamentals**, the Government’s policy and efforts to modernize *daaras* (Quranic schools) was supported through improvements to the learning environment and the introduction of literacy and numeracy in the schools, benefitting 6,721 learners.

**To increase the efficiency of instruction**, alternative and catch-up learning opportunities benefited 30,784 out-of-school children and youths, representing one third of all out-of-school children supported by the Government. Additionally, a total of 7,977 teachers were trained on differentiated pedagogy, foundational literacy and numeracy teaching skills, remedial and catch-up strategies, and innovative approaches to formative assessment and remedial education.

Source: [UNICEF Senegal Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	69%
Primary education completion rate	51%
Share of public education expenditure for primary	32%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

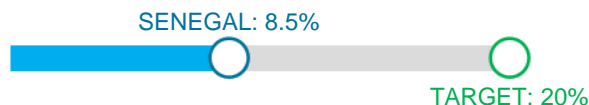
### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)



Source: [UIS database](#) (latest available since 2013, as of September 2023).

Share of government education spending on poorest 20% of learners (Target: 20%)



Source: UNICEF, [Transforming Education with Equitable Financing](#), 2023.



# FOUNDATIONAL LEARNING ACTION TRACKER

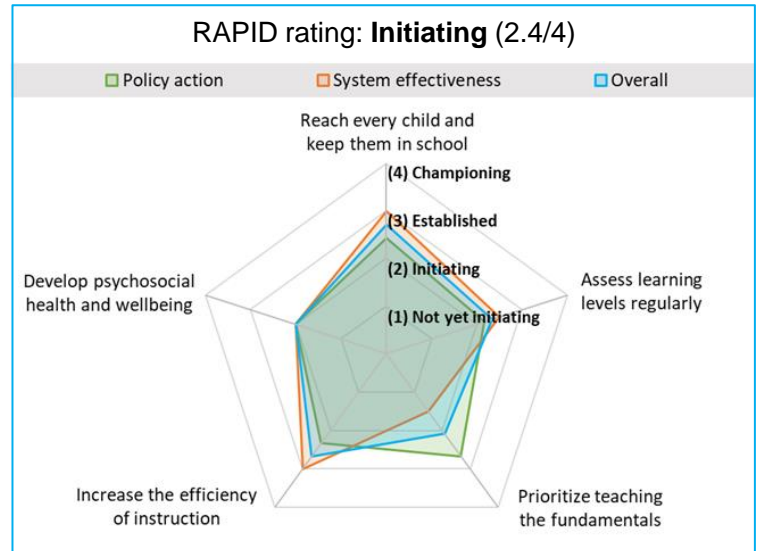
September 2023

## SIERRA LEONE

Region: West and Central Africa (WCA)

Country income level: Low income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: Initiating (2.4)  
 System effectiveness rating: Established (3.0)  
**Overall rating: Established (2.7)**



### Assess learning levels regularly

Policy action rating: Initiating (2.2)  
 System effectiveness rating: Established (2.5)  
**Overall rating: Initiating (2.3)**



### Prioritize teaching the fundamentals

Policy action rating: Established (2.7)  
 System effectiveness rating: Initiating (1.5)  
**Overall rating: Initiating (2.1)**



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

Policy action rating: Initiating (2.3)  
 System effectiveness rating: Established (3.0)  
**Overall rating: Established (2.7)**



### Develop psychosocial health and wellbeing

Policy action rating: Initiating (2.0)  
 System effectiveness rating: Initiating (2.0)  
**Overall rating: Initiating (2.0)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## SIERRA LEONE

Region: West and Central Africa (WCA)

Country income level: Low income

### How is the RAPID Framework being implemented?

**To reach every child**, a [national strategy for out-of-school children](#) has been developed and an implementation plan is being constructed.

**To assess learning levels regularly**, as part of the [Accelerator Program](#), learning targets for reading and numeracy have been identified and a national steering committee has been created to lead planning and conduct of the national assessment for Grades 2 and 4 in 2024.

**To prioritize teaching the fundamentals**, teaching and learning materials were provided to students in select districts to promote active learning, critical and creative thinking for reading and numeracy.

**To increase the efficiency of instruction**, the instructional core on foundational learning for Grades 1 to 3 is being strengthened in 10 target districts through teacher training and the Community of Practice (CoP) under the Global Partnership for Education (GPE) programme. The CoPs provide mentoring and coaching to teachers to apply skills and learning.

**To develop psychosocial health and wellbeing**, a cost-benefit analysis of mental health and psychosocial support in education is ongoing, with technical support from RTI International.

Source: UNICEF 2023 Pulse Survey on RAPID Framework.

### Contextual indicators

Learning poverty	-
Primary education completion rate	66%
Share of public education expenditure for primary	47%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of August 2023). Learning poverty data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*



Source: [UIS database](#) (latest available since 2013, as of August 2023).

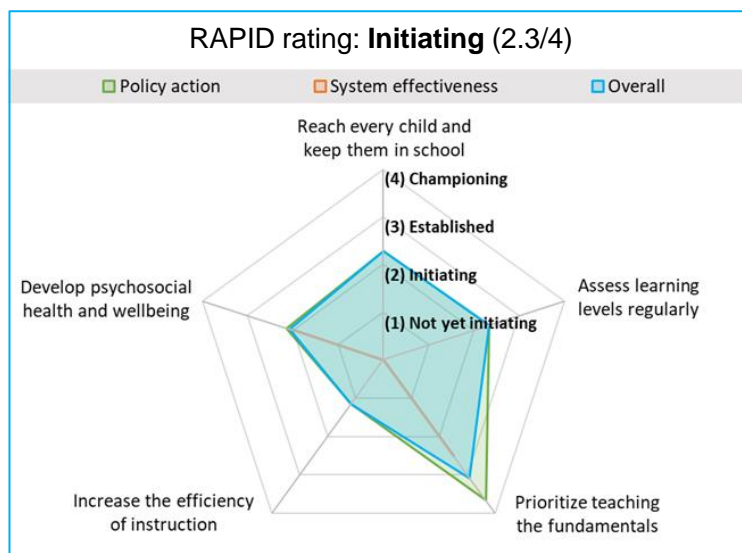
# FOUNDATIONAL LEARNING ACTION TRACKER

September 2023

## SURINAME

Region: Latin America and the Caribbean (LAC)  
Country income level: Upper middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Initiating (2.3)**  
System effectiveness rating: *Data not available*  
**Overall rating: **Initiating (2.3)****



### Assess learning levels regularly

Policy action rating: **Initiating (2.3)**  
System effectiveness rating: *Data not available*  
**Overall rating: **Initiating (2.3)****



### Prioritize teaching the fundamentals

Policy action rating: **Championing (3.7)**  
System effectiveness rating: **Established (2.5)**  
**Overall rating: **Established (3.1)****



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

Policy action rating: **Not yet initiating (1.2)**  
System effectiveness rating: *Data not available*  
**Overall rating: **Not yet initiating (1.2)****



### Develop psychosocial health and wellbeing

Policy action rating: **Initiating (2.1)**  
System effectiveness rating: **Initiating (2.0)**  
**Overall rating: **Initiating (2.1)****



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

## SURINAME

Region: Latin America and the Caribbean (LAC)

Country income level: Upper middle income

### How is the RAPID Framework being implemented?

**To reach every child**, Suriname strengthened education data generation and analysis for evidence-informed planning for student-centred learning and effective governance at national and sub-national levels. This included upgrading the education management information system (EMIS) web portal to improve the timeliness and accuracy of education data collection and processing, and the release of the statistical yearbook.

**To prioritize teaching the fundamentals**, UNICEF supported improved access to quality early stimulation and learning for children aged 0–6 years, contributing to school readiness, given that only 24 per cent of children in this age group have access to early learning opportunities. A total of 25 day-care workers from nine institutions were successfully trained on this new curriculum.

**To increase the efficiency of instruction**, competencies in digital learning and teaching improved with 912 teachers trained to deliver distance learning content using online platforms, offering a hybrid approach to learning on a larger scale.

**To develop psychosocial health and wellbeing**, safe and protective learning environments were supported through raising awareness on mental health and sensitizing teachers and students against bullying.

Source: [UNICEF Guyana and Suriname Multi-Country Programme Annual Report 2022](#).

### Contextual indicators

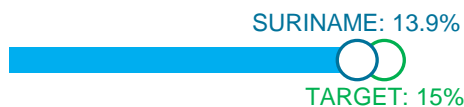
Learning poverty	-
Primary education completion rate	86%
Share of public education expenditure for primary	-

Source: [UIS database](#) (latest available since 2013, as of September 2023). Learning poverty and public education expenditure data not available.

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*



Source: [UIS database](#) (latest available since 2013, as of September 2023).

# FOUNDATIONAL LEARNING ACTION TRACKER

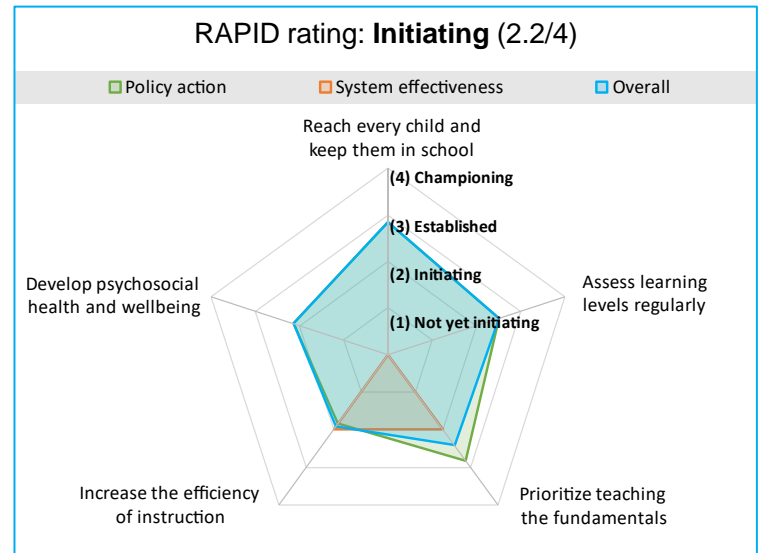
September 2023

## ZAMBIA

Region: Eastern and Southern Africa (ESA)

Country income level: Lower middle income

This scorecard presents country-level results from the [Foundational Learning Action Tracker](#), an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving [foundational learning](#) for all children. The results reflect policy action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The global report is available [here](#).



### Reach every child and keep them in school

Policy action rating: **Established (3.4)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Established (3.4)**



### Assess learning levels regularly

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



### Prioritize teaching the fundamentals

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



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

Policy action rating: **Initiating (2.0)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Initiating (2.0)**



### Develop psychosocial health and wellbeing

Policy action rating: **Established (2.6)**  
 System effectiveness rating: *Data not available*  
**Overall rating: Established (2.6)**



Source: Ratings based on country responses to UNICEF's 2023 Pulse Survey on RAPID Framework (policy action rating) and internal monitoring and reporting exercise (system effectiveness rating). See the [global report](#) for details on methodology.

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### How is the RAPID Framework being implemented?

**To reach every child**, universalization of free education up to secondary level and Zambia's renewed commitment to transforming education through curriculum review, the recruitment of 30,496 teachers and strengthening alternate modes of learning have been key to enhancing access to equitable and inclusive quality education. A significant increase in enrolment at all levels, especially at secondary and early childhood education (ECE) have been reported.

**To increase the efficiency of instruction**, through the Global Partnership for Education (GPE) COVID-19 support, the Ministry of Education and UNICEF developed over 2,300 radio/audio materials for ECE and Grade 7 learners, including over 500 interactive e-learning contents for children with disabilities. These materials will help accelerate blended learning in the classroom setting, provide remedial learning materials for learners, and support young people and adults to gain necessary skills for career development. To improve remedial learning, UNICEF supported the Catch-Up programme in Luapula, one of Zambia's most underserved provinces. Since its launch in October 2021, a total of 42,861 learners were reached in 260 schools. At midline, 44 per cent of learners could read at least a simple paragraph (compared to 31 per cent at baseline), while 62 per cent of the learners were able to perform addition at midline (compared to 39 per cent at baseline). A total of 1,322 Ministry of Education staff had their capacities built in the Catch-Up methodology. This included teachers, administrators, zonal and district officials. The Catch-Up programme is being implemented in eight provinces through the support of multiple partners.

Source: [UNICEF Zambia Country Office Annual Report 2022](#).

### Contextual indicators

Learning poverty	99%
Primary education completion rate	69%
Share of public education expenditure for primary	67%

Source: [World Bank Development Data Hub](#); [UIS database](#) (latest available since 2013, as of September 2023).

### Education financing

Government spending on education as % of total expenditure (Target: 15–20%)

Share of government education spending on poorest 20% of learners (Target: 20%): *Data not available*

ZAMBIA: 13.9%



TARGET: 15%

Source: [UIS database](#) (latest available since 2013, as of September 2023).