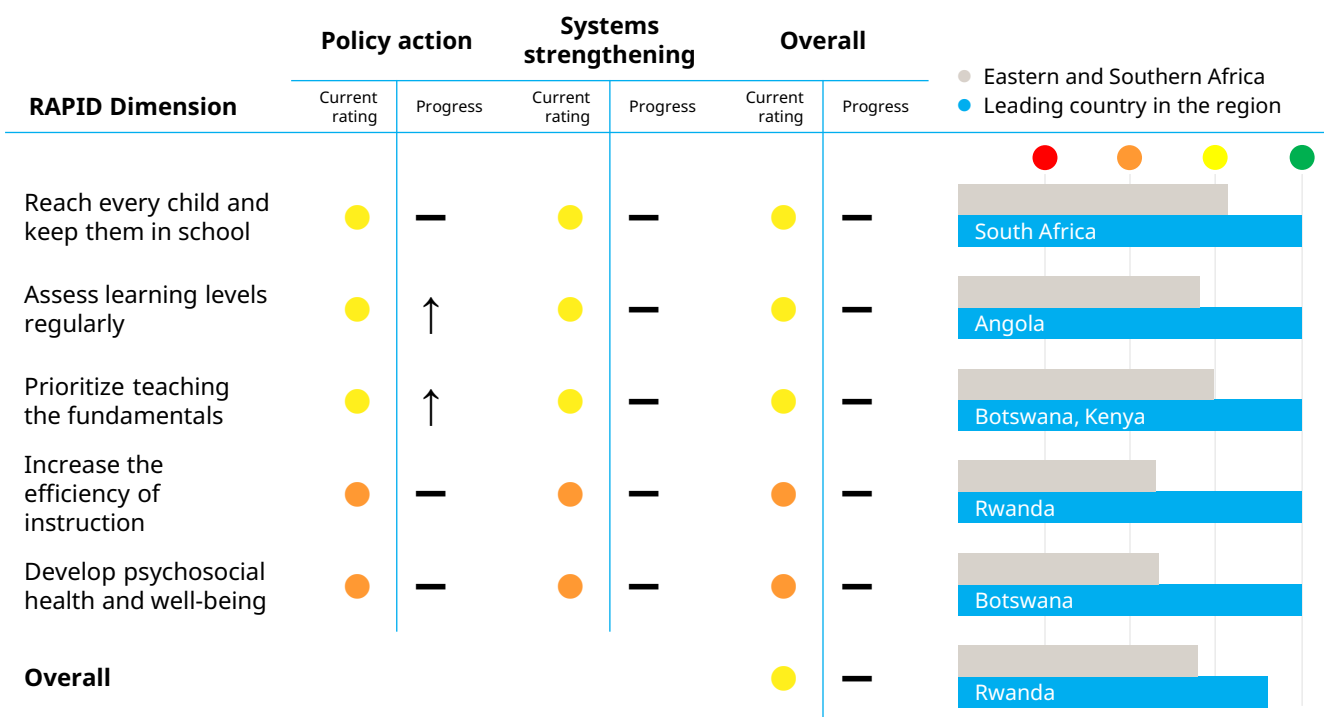


This regional brief presents results from the Foundational Learning Action Tracker (FLAT), an initiative by UNICEF and the Hempel Foundation to monitor progress on government actions for foundational learning across the five dimensions of the [RAPID Framework](#). Policy action ratings are derived from UNICEF's RAPID survey and systems strengthening ratings from UNICEF's internal monitoring exercise with its country offices.

In 2024, a total of 17 countries in Eastern and Southern Africa participated in the RAPID survey. Updated 2023 FLAT ratings were used in place of missing data in 2024. Overall, FLAT 2024 data are available for 21 countries in the region. A global report and country scorecards for low- and middle-income that have signed the [Commitment to Action on Foundational Learning](#) are available on the [FLAT 2024 webpage](#).

Average regional rating: Established

Rating scale ● Not yet initiating ● Initiating ● Established ● Championing
Progress since last update (2023) ↑ Increase ↓ Decrease — No change



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

RAPID 5

RAPID 5 is a set of indicators from the FLAT identified as the five most fundamental ingredients needed to accelerate foundational learning, based on a series of consultations with experts and stakeholders. It is important to note that in some cases, the data provided were based on estimates by UNICEF Country Office/Ministry of Education staff.

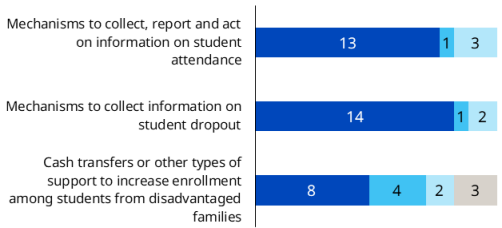
RAPID 5 Indicator	Average regional rating, based on RAPID survey
Average textbook-student ratio in the early grades.	● 1:2 ratio in 10 out of 17 countries with data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the Grade 1–3 curriculum/policy.	● Nationwide implementation in 16 out of 17 countries with data.
Regular nationally representative large-scale assessment of reading and/or math in the early grades (Grades 2/3).	● Administered every year in 4 out of 17 countries with data.
Utilization of assessment data to inform classroom practices and education policy and planning.	● Nationwide use to inform both classroom practices and education policy and planning in 10 out of 17 countries with data.
Evidence-based programmes to improve FLN at scale.	● Nationwide implementation of at least one evaluated and evidence-based programme in 4 out of 17 countries with data.

RAPID Survey (June–August 2024) regional results

Note: A total of 17 countries in the region responded to the survey in 2024: Angola, Burundi, Comoros, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, South Africa, South Sudan, Uganda, Zambia and Zimbabwe.

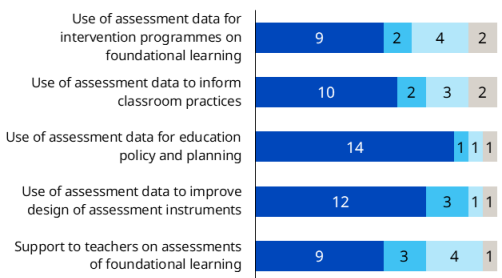
■ Nationwide implementation (at central, sub-national and school levels / in all schools)
 ■ Partial implementation (at sub-national level / in more than half of, but not all, schools)
 ■ Small-scale implementation (at school level only / in few schools)
 ■ No implementation

REACH every child and keep them in school



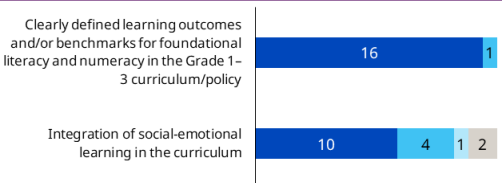
In Burundi, Kenya, [Madagascar](#) and [Uganda](#), LEGO Braille Bricks are utilized to enhance literacy for children with visual disabilities as well as peer learning and support with sighted children. In Namibia, learners with disabilities in resource schools receive five times the amount than the allocation per learner in mainstream schools, while in Rwanda, the capitation grant for children with disabilities is three times higher than for those without disabilities. Girls' education is supported through social protection programmes in various countries including Eritrea, South Sudan, Zambia and Uganda.

ASSESS learning levels regularly



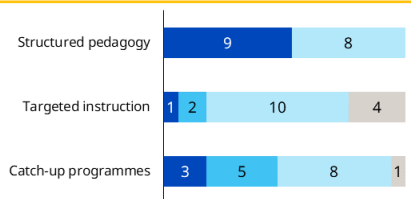
In Eritrea, the sample-based large-scale learning assessment Measuring Learning Achievements provides data on the quality of education and informs policy actions on in-service teacher training, the introduction of tested pedagogic approaches and more. In Somalia, the Government is developing a national learning assessment system to measure the progress of learners' acquisition of necessary skills and knowledge and to inform policy, planning and practice. The system is planned to be piloted in October 2024, focusing on Grades 2, 4 and 6. In South Sudan, a diagnostic study on FLN is being planned.

PRIORITIZE teaching the fundamentals



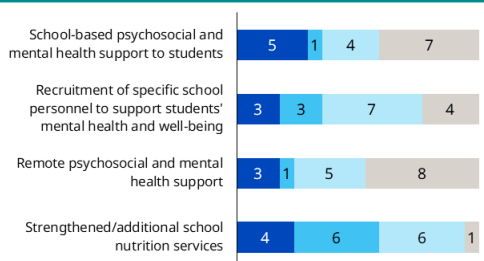
In Mozambique, the National Reading and Writing Plan has been disseminated. In Rwanda, the school timetable has been revised to increase instructional time for Kinyarwanda, English and Mathematics and to provide remedial learning activities. In South Africa, new reading benchmarks have been published by the Department of Basic Education. Uganda has begun reforms to make the primary level curriculum competence-based, including rolling out capacity building for teachers and teacher educators on competence-based assessment.

INCREASE the efficiency of instruction



In Malawi, a [mentorship programme](#) has been piloted to motivate and retain teachers. The mentorship programme aims to create opportunities for teachers to do peer-to-peer learning and learn from master trainers who have been trained as mentors to address challenges in the education sector, such as professional isolation. In Zambia, to support the Ministry of Education's Primary Literacy Program curriculum, the [Let's Read](#) project ensures children in Grades 1–3 can read with comprehension and fluency in one of the country's seven official languages of instruction.

DEVELOP psychosocial health and well-being



In Ethiopia, mental health and psychosocial support (MHPSS) is included in the Teacher Education Curriculum Framework. In Burundi, each school has individuals known as school aunts/fathers, selected among teachers, who are responsible for listening to students' concerns and offering solutions where feasible. In Uganda, the Ministry of Education is developing guidelines for Guidance and Counseling through a school family initiative to enhance MHPSS, career guidance and counseling.