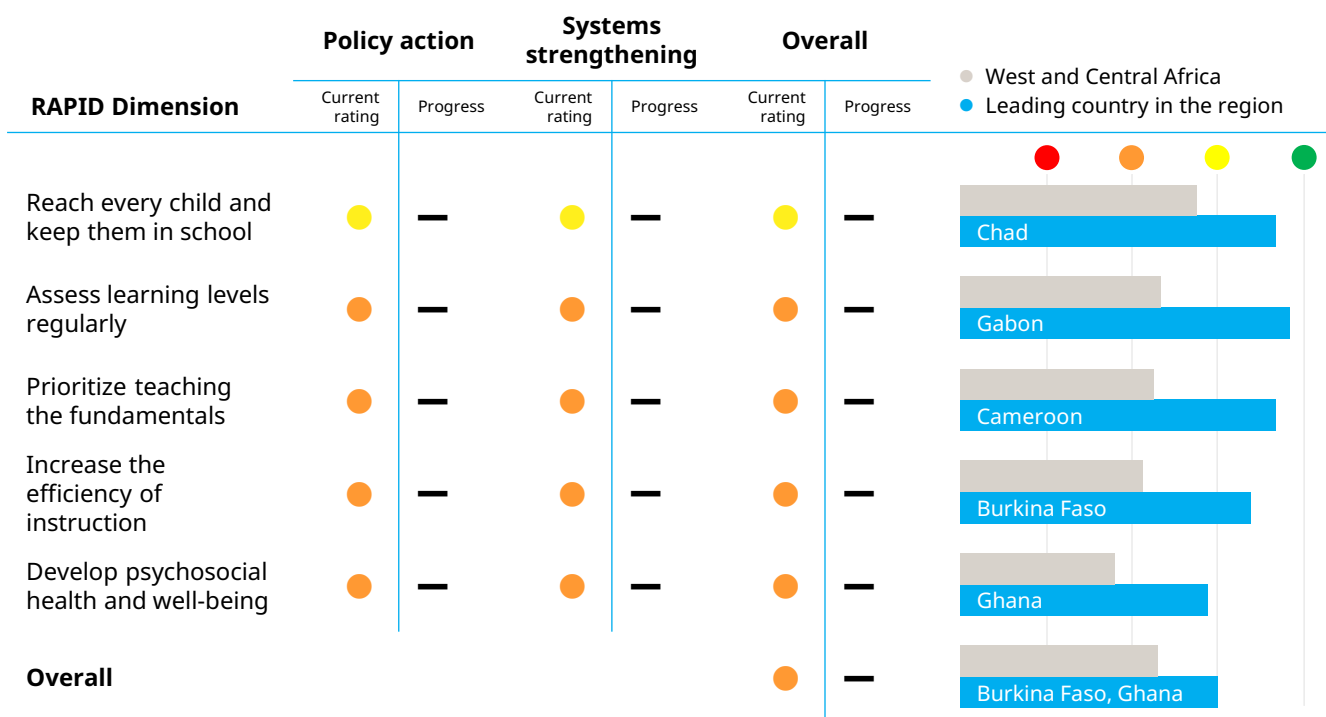


This regional brief presents results from the Foundational Learning Action Tracker (FLAT), an initiative by UNICEF and the Hempel Foundation to monitor progress on government actions for foundational learning across the five dimensions of the [RAPID Framework](#). Policy action ratings are derived from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

In 2024, a total of 12 countries in West and Central 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 22 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: Initiating

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.

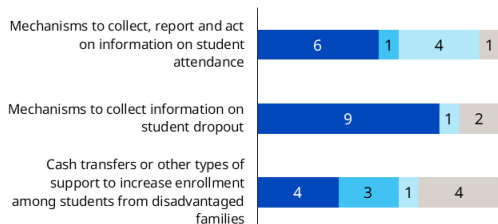
RAPID 5 Indicator	Average regional rating, based on RAPID survey
Average textbook-student ratio in the early grades.	● 1:1 ratio in 2 out of 12 countries with data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the Grade 1–3 curriculum/policy.	● Nationwide implementation in 8 out of 12 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 2 out of 12 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 2 out of 12 countries with data.
Evidence-based programmes to improve FLN at scale.	● Nationwide implementation of at least one evaluated and evidence-based programme in 1 out of 12 countries with data.

RAPID Survey (June–August 2024) regional results

Note: A total of 12 countries in the region responded to the survey in 2024: Benin, Cameroon, Chad, the Congo, Equatorial Guinea, Gabon, the Gambia, Ghana, Guinea-Bissau, Liberia, Senegal and Sierra Leone.

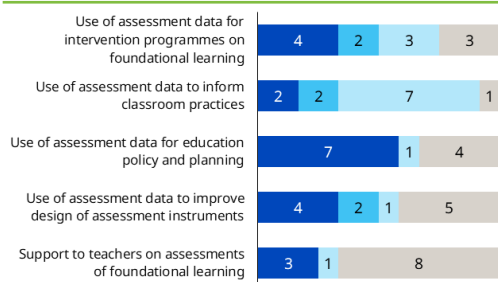
■ Nationwide implementation (at central, sub-national and school levels / in all schools) ■ Partial implementation (at sub-national level / in more than half of, but not all, schools) ■ Small-scale implementation (at school level only / in few schools) ■ No implementation

REACH every child and keep them in school



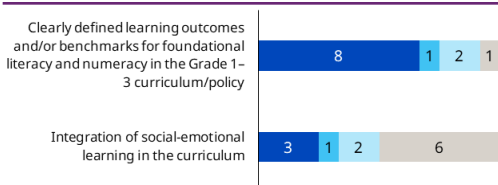
In Gabon, the government decreed free registration fees for public and religious schools, towards equal opportunities for the socio-economically disadvantaged. The [Zero Out-of-School Children \(OOSC\) in the Gambia](#) project is being implemented to ensure all 7- to 12-year-olds are in school and learning. In Guinea-Bissau, the Government has developed an accelerated learning curriculum and a new National Strategy for OOSC. In Liberia, the Ministry of Education is rolling out a 3-year strategic plan to raise awareness on the staggering rate of OOSC and to advocate for parents' and community engagement in efforts to reduce the number of OOSC.

ASSESS learning levels regularly



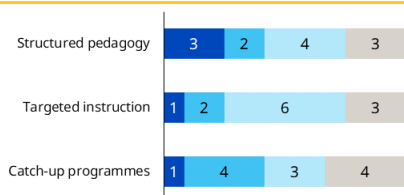
In Ghana, the National Standardized Test has been institutionalized to administer annual assessments for Primary 2, Primary 4 and Primary 6. Currently, assessments for Primary 2 and Primary 4 have been conducted, and the assessment for Primary 6 is planned for end of 2024. In Sierra Leone, the National Assessment Unit has implemented an assessment to evaluate skills and competencies in the Primary 4 English and mathematics curriculum, particularly those critical to success by the end of Primary 6. The Assessment Unit is in the process of developing a nationwide formative assessment to complement the national examination system.

PRIORITIZE teaching the fundamentals



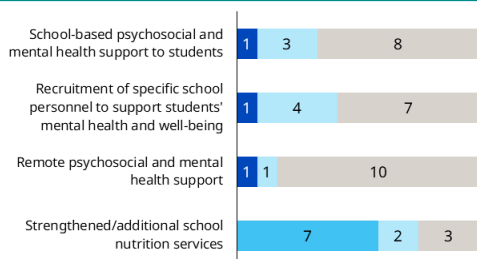
In Liberia, one of the key pillars and indicators in the Education Sector Plan 2022–2027 is proficiency in literacy and numeracy. A Technical Working Group on Foundational Learning is being set up to develop a comprehensive framework. In Sierra Leone, the Government set out its priority reform, [Foundations of Learning for All](#), to ensure that all students have learned to read fluently with comprehension, acquired fundamental mathematics competencies, and are developing resilient socio-emotional skills by Primary 4.

INCREASE the efficiency of instruction



In Ghana, the Differentiated Learning (DL) target instruction model has been mainstreamed across 10,000 of Ghana's most underserved primary schools. In Guinea-Bissau, the National Teacher Policy, which includes measures to increase teacher allocation to underserved regions, was technically validated and approved in 2024. In Senegal, efforts have been undertaken to upgrade teachers' skills, implement remediation strategies and academic support assessments (Teaching at the Right Level approach), and incorporate local languages into teaching.

DEVELOP psychosocial health and well-being



In Benin, psychosocial support is implemented in the northern regions experiencing armed conflict and the Sahel crisis spillover. In Chad, training on mental health is provided to teachers. In Ghana, the Safe Schools Programme has embedded the psychosocial content to address students' mental health needs and support. A Safe School Tools Package is available and in use by all primary schools.