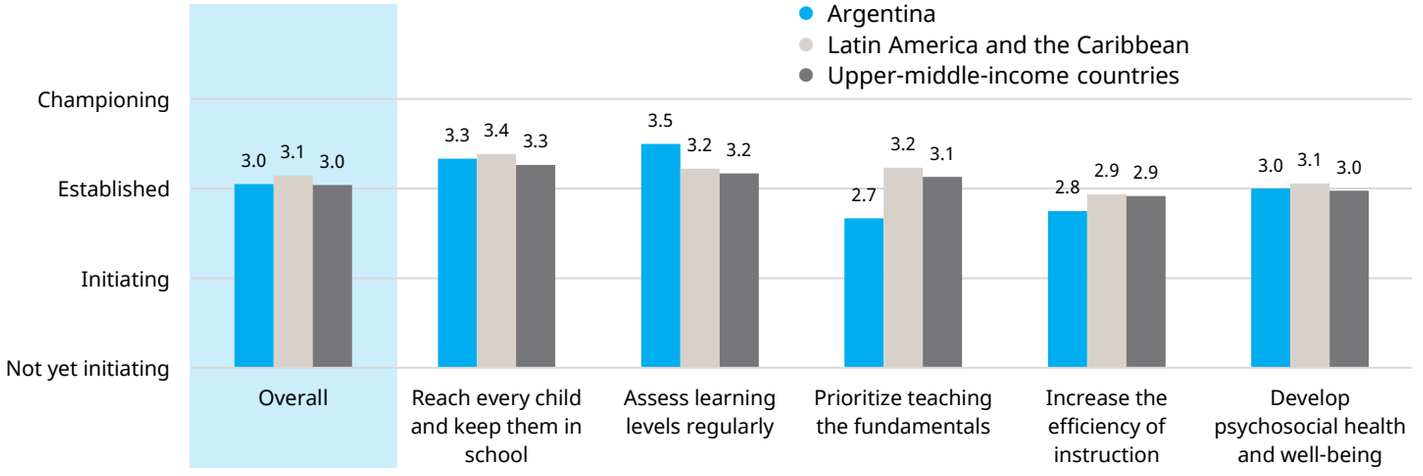
Foundational Learning Action Tracker 2026
Argentina Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.0 –	3.3 ↓	3.5 –	2.7 –	2.8 –	3.0 –
Policy action		3.3 ↓	3.5 –	3.3 ↓	3.0 –	3.0 –
Systems strengthening				2.0 –	2.5 –	

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide use of assessment data for intervention programmes and education policy and planning.

Areas for **further strengthening** include scaling up and evaluating evidence-based approaches (e.g., targeted instruction) to improve foundational learning.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	59.2%
Primary education completion rate	–	–	–
Primary education repetition rate	2.0%	1.9%	2.0%
Government expenditure on pre-primary and primary education, as a percentage of GDP			2.1%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Argentina Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 – 1:1 or less. Argentina has a long-standing policy of textbook distribution and library support.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟡 ↓ Clearly defined at sub-national level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟡 – Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 – Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟡 ↑ FLN programme implemented nationwide, but no evaluation undertaken yet.

Country efforts

To reach every child, the La Asignación Universal por Hijo provides conditional income transfers linked to school attendance, while the Progresar programme offers education grants paid directly to recipients, contingent upon regular attendance in secondary school and the achievement of educational objectives. Additionally, sub-national governments are developing policies to re-engage students in school, strengthen educational pathways, and establish early warning systems.

To assess learning levels, the Aprender assessment – in place since 2016 – was expanded in 2024 to reintroduce Grade 3 testing. Furthermore, beginning in 2024, the digital platform Acompañar was expanded to enable the assessment and evaluation of reading skills in the first cycle of elementary school, allowing teachers to collect data on learning outcomes based on various indicators.

To prioritize teaching the fundamentals, the 1 Hora Más programme, in place since 2023, extends the school day by one hour per day in elementary schools, with the goal of strengthening foundational learning. Additionally, the National Literacy Plan was launched in 2024 and the National Mathematics Plan in 2025, with the Federal Commitment to Literacy and Federal Commitment to Mathematics signed by all jurisdictions and the national government. The national Ministry of Education is also promoting the National Programme for Social-Emotional Skills.

Source: UNICEF RAPID 2026 survey.

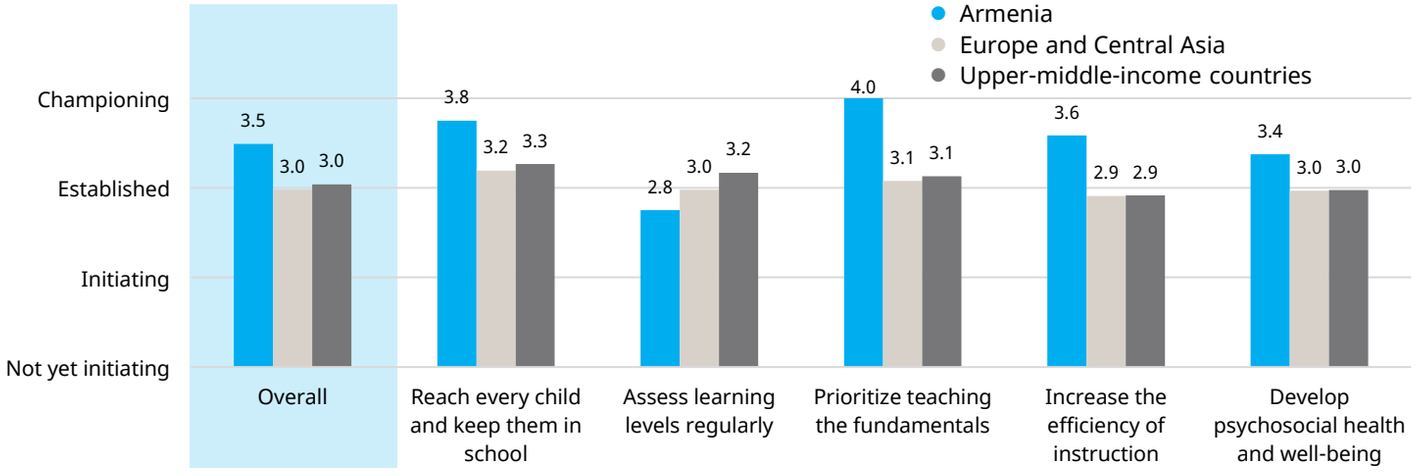
Way forward

- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.
- ✓ Develop psychosocial health and well-being by expanding school-based mental health and psychosocial support (MHPSS) services for students.

Foundational Learning Action Tracker 2026
Armenia Country Scorecard

unicef
for every child

2026 rating: Championing



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.5 –	3.8 ↑	2.8 –	4.0 –	3.6 –	3.4 –
Policy action		4.0 ↑	2.5 –	4.0 –	3.7 –	3.8 –
Systems strengthening		3.5 –	3.0 –		3.5 –	3.0 –

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to track information on student attendance and provide teacher support on assessments of foundational learning.

Areas for **further strengthening** include regular administration of nationally representative large-scale assessment of reading and/or math in the early grades and utilization of assessment data.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	29.1%	25.2%	27.2%
Primary education completion rate	100.0%	100.0%	100.0%
Primary education repetition rate	0.4%	0.3%	0.4%
Government expenditure on pre-primary and primary education, as a percentage of GDP			1.1%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Armenia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

Not yet initiating · Initiating · Established · Championing · No data

↑ Increase since 2025 · ↓ Decrease since 2025 · – No change · — No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	1:1 or less. Textbooks for students of Grades 1–4 are provided free of charge.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	Administered every 4 or more years.
Utilization of assessment data to inform classroom practices and education policy and planning.	Used to inform education policy and planning on a sub-national scale, and classroom practices on a small scale (e.g., selected schools).
Evidence-based programmes to improve FLN at scale.	Evaluated FLN programmes implemented nationwide.

Country efforts

To reach every child, inclusive education reforms ensure that children with special educational needs and disabilities can access education in mainstream schools, free textbooks and targeted support help reduce financial burden, and school transportation support improves access for children in remote or underserved areas.

To assess learning levels, the National Center for Education Development and Innovation supports the development and implementation of the national student assessment framework, prepares assessment instruments, analyses learning outcomes and provides evidence to inform curriculum implementation, teacher professional development and education policy.

To prioritize teaching the fundamentals, the competency-based curriculum reform emphasizes foundational literacy, numeracy and key transferable competencies. Learning outcomes have been defined across grade levels, accompanied by revised textbooks, teacher guides and learning materials.

To increase the efficiency of instruction, the Mentor Schools initiative uses decentralized learning mechanisms to fill vacant teacher positions in rural schools, strengthening collaboration among schools, facilitating peer learning and providing methodological support to teachers, particularly in remote communities. The programme has contributed to improving the quality and consistency of curriculum implementation and received international recognition as an innovative education initiative.

To develop psychosocial health and well-being, the Republic Pedagogical-Psychological Centre and partner organizations have implemented training programmes for teachers and school psychologists across all regions of the country. Schools are supported by psychologists and multidisciplinary teams, contributing to students' mental health, well-being and inclusive learning environments.

Source: UNICEF RAPID 2026 survey.

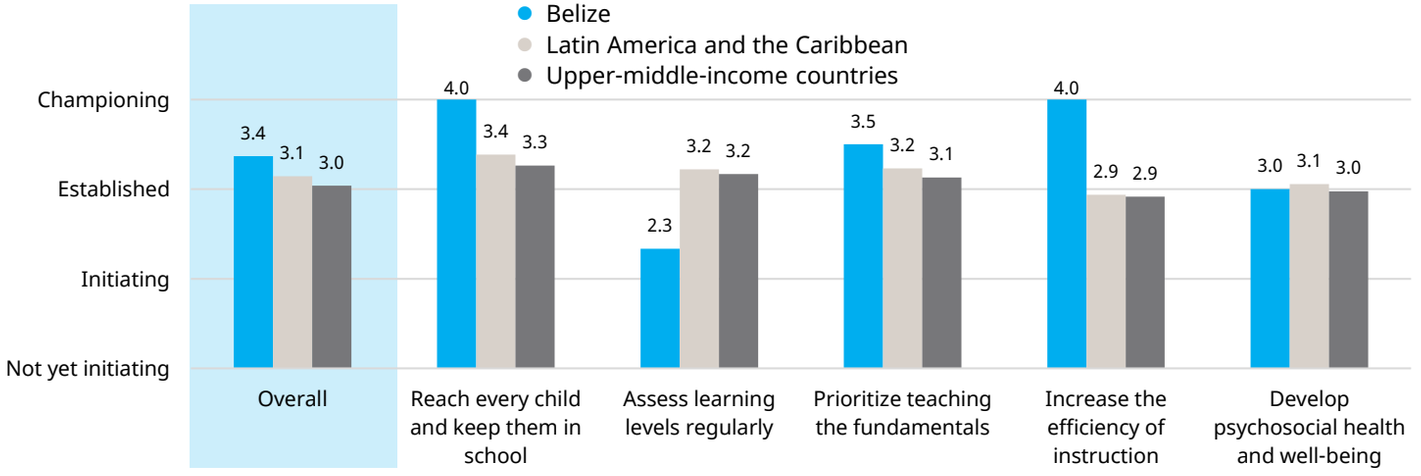
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Strengthen assessment systems by reinforcing institutional capacity and quality-assurance mechanisms for classroom assessments, national examinations and large-scale assessments.
- ✓ Develop psychosocial health and well-being by adopting policies that address the mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Belize Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.4	–*	4.0	–	2.3	–	3.5	–	4.0	–	3.0	–*
Policy action			4.0	–	2.3	–	4.0	–	4.0	–	2.5	↓
Systems strengthening							3.0	–			3.5	–*

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease). *Indicates a rating imputed from 2025 data, due to missing data in 2026.

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to track information on student attendance and use of evidence-based approaches (e.g., structured pedagogy) at scale.

Areas for **further strengthening** include utilization of assessment data to inform classroom practices and education policy and planning.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	–	–	–
Primary education repetition rate	6.2%	4.4%	5.3%
Government expenditure on pre-primary and primary education, as a percentage of GDP			2.3%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Belize Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 ↑ 1:1 or less, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 – Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🔴 – Used to inform both classroom practices and education policy and planning on a small scale (e.g., selected schools).
Evidence-based programmes to improve FLN at scale.	🟢 – Evaluated FLN programmes implemented nationwide.

Country efforts

To reach every child, the National Healthy Start School Feeding Programme serves 56 primary schools, the school transportation programme delivers 280 daily bus runs for primary and secondary schools, and financial assistance has been provided to at least 1,000 primary school students. Additionally, the Education Upliftment Programme provides free schooling to 23 secondary schools across the country, benefiting 51.3 per cent of all government and government-aided secondary school students.

To assess learning levels, this year, the Ministry of Education, Culture, Science and Technology (MoECST) piloted a National Standardized Assessment for Language/Reading and Math in all primary schools; next year, it will pilot assessments of 21st century skills, including socio-emotional skills, as part of the new National Student Assessment System (NSAS). These assessments will be administered annually starting in 2027. NSAS data will be used to inform curriculum improvements, guide teacher training, support targeted interventions and strengthen education planning across Belize.

To increase the efficiency of instruction, the Teacher Learning Institute conducts a bi-annual needs assessment; delivers continuous professional development in foundational literacy, numeracy, inclusive education, assessment and instructional leadership; provides classroom coaching and mentoring; and increases access to blended and online professional learning opportunities through the Teacher Learning Institute Moodle Platform. The Reading Intervention for Belizean Students reached 94 per cent of Standard 1 students in 2025–2026, resulting in substantial gains in students' reading development. The Doodle Learning Education Program, targeting 6,000 Standard 4 students over three years, supports learning recovery by delivering adaptive, curriculum-aligned digital practice in mathematics and English. Across these initiatives, the clearest lesson has been that sustained coaching and mentoring – not one-time workshops – drive lasting change in classroom practice.

Source: UNICEF RAPID 2026 survey.

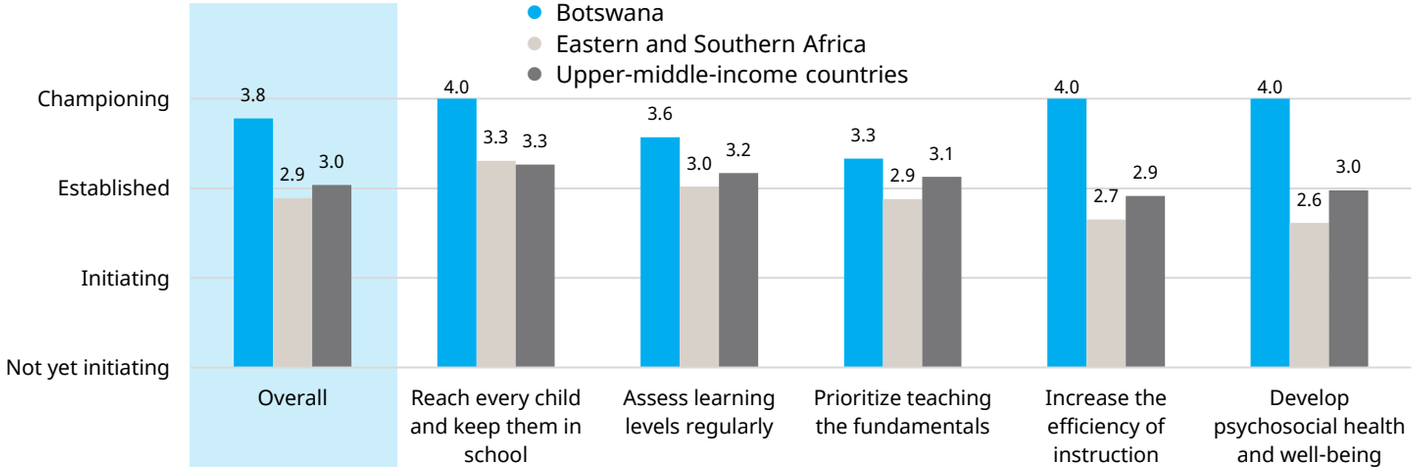
Way forward

- ✓ Assess learning levels effectively by supporting teachers throughout the assessment process and ensuring data is used to inform both classroom practices and education policy.
- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Develop psychosocial health and well-being by expanding school-based mental health and psychosocial support (MHPSS) services and recruiting dedicated personnel.

Foundational Learning Action Tracker 2026
Botswana Country Scorecard

unicef
for every child

2026 rating: Championing



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.8	–*	4.0	–*	3.6	–*	3.3	–*	4.0	–*	4.0	–*
Policy action			4.0	–*	3.6	–*	3.3	–*	4.0	–*	4.0	–*
Systems strengthening				–		–		–		–		–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease). *Indicates a rating imputed from 2025 data, due to missing data in 2026.

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include regular administration of a nationally representative large-scale assessment of reading and/or math in the early grades.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	95.4%	97.8%	96.6%
Primary education repetition rate	–	–	–
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Botswana Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

RAPID 5 indicator	2025 data (no 2026 data available)
Average textbook-student ratio in the early grades.	🟠 1:3–1:5, based on estimate by UNICEF/Ministry of Education staff.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🔴 No nationally representative large-scale assessment.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟡 Implemented nationwide. Not yet evaluated, but other research and/or data collection efforts underway.

Country efforts

To increase the efficiency of instruction, in 2025, the Giga Initiative expanded school connectivity to 110 schools in remote regions, enabling thousands of learners to access online resources and interactive platforms that are critical for reducing disparities. Building on this, the Learning Passport was rolled out to provide curriculum-aligned content online to sustain learning during disruptions and strengthen digital literacy among students and teachers.

To develop psychosocial health and well-being, the Ministry of Child Welfare and Basic Education, in collaboration with UNICEF, developed training manuals for responding to school-based violence. Thirty teachers piloted the toolkit, with national scale-up planned for 2026. Work has also progressed on an alternative discipline manual to end corporal punishment and promote positive practices.

Source: UNICEF Botswana Annual Report 2025.

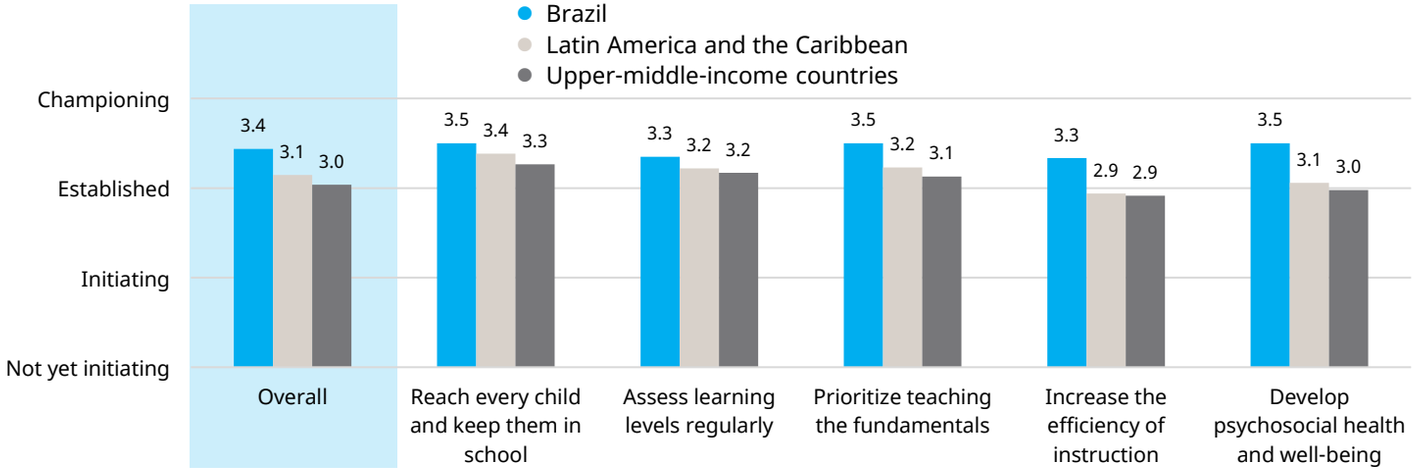
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades.
- ✓ Prioritize teaching the fundamentals by ensuring every child is provided with a textbook in the early grades.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning,

Foundational Learning Action Tracker 2026
Brazil Country Scorecard

unicef for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.4	–	3.5	–	3.3	–	3.5	–	3.3	↓	3.5	–
Policy action			4.0	–	4.0	↑	4.0	–	3.3	↓	3.5	–
Systems strengthening			3.0	–	2.7	–	3.0	–				

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide use of assessment data for intervention programmes and education policy and planning.

Areas for **further strengthening** include implementing evidence-based approaches (e.g., structured pedagogy; consolidation of the implementation) and ensuring these programmes are evaluated.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	46.9%
Primary education completion rate	97.2%	98.1%	97.6%
Primary education repetition rate	1.8%	1.2%	1.5%
Government expenditure on primary education, as a percentage of GDP			1.4%*

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release); School Census/INEP 2025; and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Brazil Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 – 1:1 or less. However, ratio reflects national average and does not account for regional or grade-level differences.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 – Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 – Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟡 ↓ Implemented nationwide. Not yet evaluated, but other research and/or data collection efforts underway.

Country efforts

To reach every child, the MEC Gestão Presente platform, a strategic tool for modernizing educational management, enables administrators to access reliable and up-to-date information that is essential for planning, implementing and monitoring evidence-based public policies aimed at improving student retention and learning. These policies include the Pé-de-Meia programme, a savings-linked financial incentive supporting secondary students' continued enrolment and completion.

To assess learning levels, the Ministry of Education provides a digital platform to support teachers in Grades 1 to 9 in monitoring student learning through assessments in reading, Portuguese language, and mathematics for municipal and state school systems. The assessments are conducted as part of the National Basic Education Assessment System every two years and, within the context of the National Commitment to Literate Children, are also conducted annually with Grade 2 students through state assessment systems.

To prioritize teaching the fundamentals, the National Common Core Curriculum clearly outlines the learning objectives for each grade level, including socio-emotional skills. Additionally, the National Pact for Learning Recovery has been endorsed by all states, the Federal District, and more than 5,000 municipalities.

To develop psychosocial health and well-being, Brazil is implementing national laws promoting mental health, care and psychosocial attention in schools, including providing psychological and social work services by public education systems and the establishment of a national policy on psychosocial care in school communities.

Source: UNICEF RAPID 2026 survey.

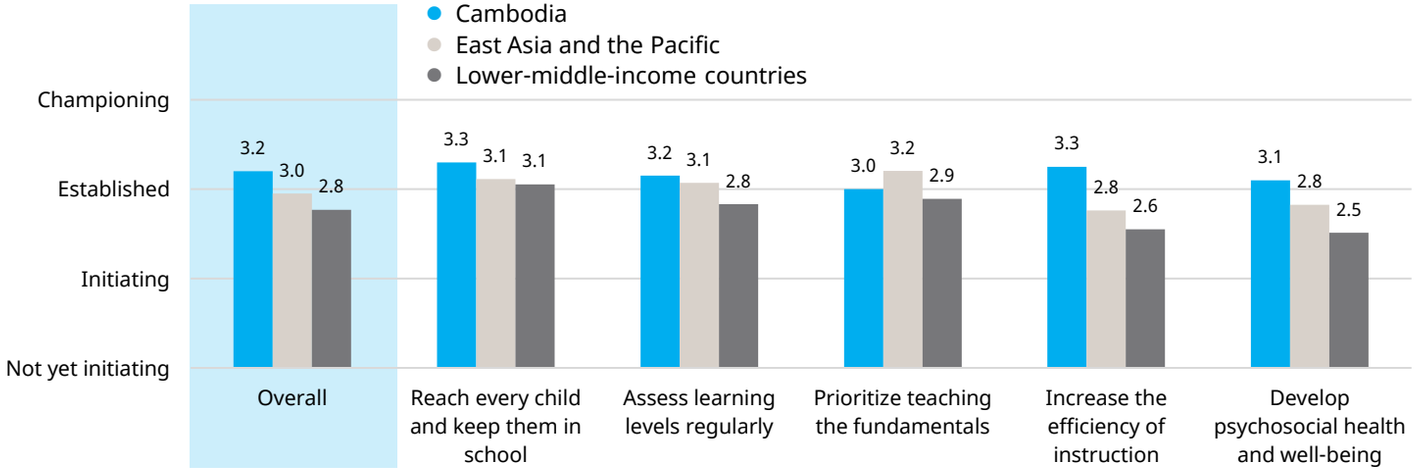
Way forward

- ✓ Assess learning levels effectively by supporting teachers throughout the assessment process and ensuring data is used to inform both classroom practices and education policy.
- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by restoring nationwide implementation of evidence-based approaches (e.g., structured pedagogy) and ensuring these programmes are evaluated.

Foundational Learning Action Tracker 2026
Cambodia Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · = No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.2	–	3.3	–	3.2	–	3.0	–	3.3	–	3.1	–
Policy action			3.7	–	4.0	–	4.0	–	4.0	–	3.5	–
Systems strengthening			2.8	–	2.3	–	2.0	–	2.5	–	2.7	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include the use of evidence-based approaches (e.g., targeted instruction) at scale, and clearly defined benchmarks for foundational literacy and numeracy.

Areas for **further strengthening** include regular administration of a nationally representative large-scale assessment of reading and/or math in the early grades.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	92.6%	87.5%	90.0%
Primary education completion rate	77.6%	87.3%	82.3%
Primary education repetition rate	7.1%	4.1%	5.7%
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Cambodia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 – 1:1 or less. However, availability and distribution can vary across schools and locations.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 ↑ Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 – Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟢 – Evaluated FLN programmes implemented nationwide.

Country efforts

To reach every child, scholarships and school feeding programs have demonstrably contributed to increased enrolment, improved attendance and reduced dropout rates. Other programmes supporting retention and engagement include bilingual/multilingual education for ethnic minorities, inclusive and special education programmes, and accelerated and alternative learning pathways. Improved data systems – the Educational Management Information System (EMIS), School Information System (SIS) and Student Tracking System (STS) – provide disaggregated data on enrolment, enable real-time tracking of individual students and improve early identification of children at risk of dropping out.

To assess learning levels, recent reforms focus on the expansion of formative classroom assessment aligned with Early Grade Learning (EGL) reforms, the introduction of digital platforms to support automated assessment and feedback, the piloting of new tools such as the Assessment of Minimum Proficiency Levels (AMPL-a), and participation in regional (SEA-PLM) and international assessments (PISA). These efforts represent a transition from periodic national assessments to a more continuous, data-driven assessment system to inform teaching and learning.

To prioritize teaching the fundamentals, the EGL is the primary national intervention for foundational literacy and numeracy. Key achievements include the nationwide rollout of Early Grade Reading (EGR) materials and expansion of Early Grade Mathematics (EGM), the integration of EGL into pre- and in-service teacher training, and strengthened mentoring systems at school and cluster levels.

To increase the efficiency of instruction, several evidence-based approaches have been scaled up, including structured pedagogy through EGL packages and Teaching at the Right Level approaches. Teacher participation in continuous professional development has expanded significantly, with mentoring support contributing to improved classroom practices and better learning outcomes.

Source: UNICEF RAPID 2026 survey.

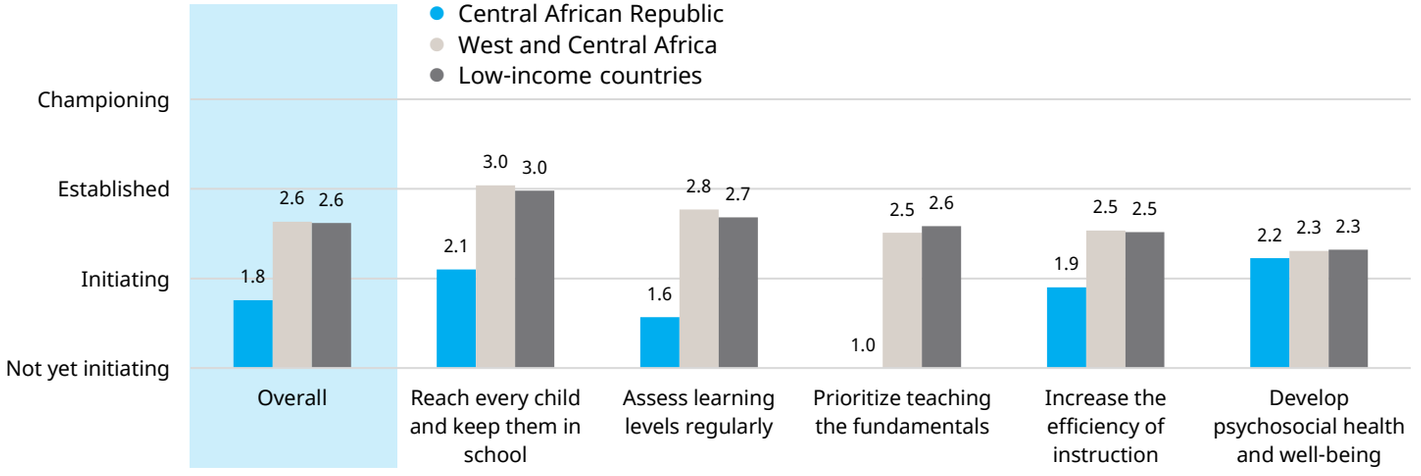
Way forward

- ✓ Further enhance learning assessment systems by strengthening institutional capacity and systematic mechanisms to monitor the quality of assessments.
- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Develop psychosocial health and well-being by adopting policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Central African Republic Country Scorecard

unicef for every child

2026 rating: Initiating



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	1.8	↓	2.1	–	1.6	↓	1.0	↓	1.9	–	2.2	↓
Policy action			2.0	–	1.3	↓	1.0	↓	2.0	↓	1.8	↓
Systems strengthening			2.2	–	1.8	–			1.8	–	2.7	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include clearly defining benchmarks for foundational literacy and numeracy and using assessment data to inform education policy and classroom practices.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	–	–	–
Primary education repetition rate	–	–	–
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Central African Republic Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🔴 – More than 5 students to a textbook, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🔴 ↓ No implementation.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟠 – Administered every 4 or more years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🔴 ↓ No implementation.
Evidence-based programmes to improve FLN at scale.	🔴 – FLN programmes implemented for only a few schools.

Country efforts

To reach every child, the Government is expanding school access, improving learning conditions and reintegrating out of-school children through non-formal and accelerated education, supported by Education Cannot Wait, the World Bank and the European Union. Lessons learned emphasize that the most effective measures combine safe learning spaces, school meals, psychosocial support, remediation, teacher training and community engagement into an integrated package.

To assess learning levels, a Teaching at the Right Level (TaRL) pilot project has been introduced in targeted schools to better identify students' actual learning levels and tailor instructional responses. At the same time, UNICEF is supporting the Ministry of Education in the institutional strengthening of the DNE to support more structured, evidence-based decision-making.

To prioritize teaching the fundamentals, curriculum guidance has been revised with a stronger focus on basic reading, writing and mathematics skills, complemented by improved assessment tools, remedial programmes and teacher capacity-building.

To increase the efficiency of instruction, large-scale training is provided to teachers and school principals. Remedial and accelerated education are provided for children who are behind in school or have dropped out, alongside radio-based lessons in areas with irregular teacher presence. A key lesson learned is that instructional efficiency improves most when teacher training, structured pedagogy, materials, remediation and flexible delivery modes are combined within a single state-led framework.

To develop psychosocial health and well-being, the Government, with partner support, is developing a national mental health and psychosocial support (MHPSS) toolkit for children and youth in schools and reintegration programmes.

Source: UNICEF RAPID 2026 survey.

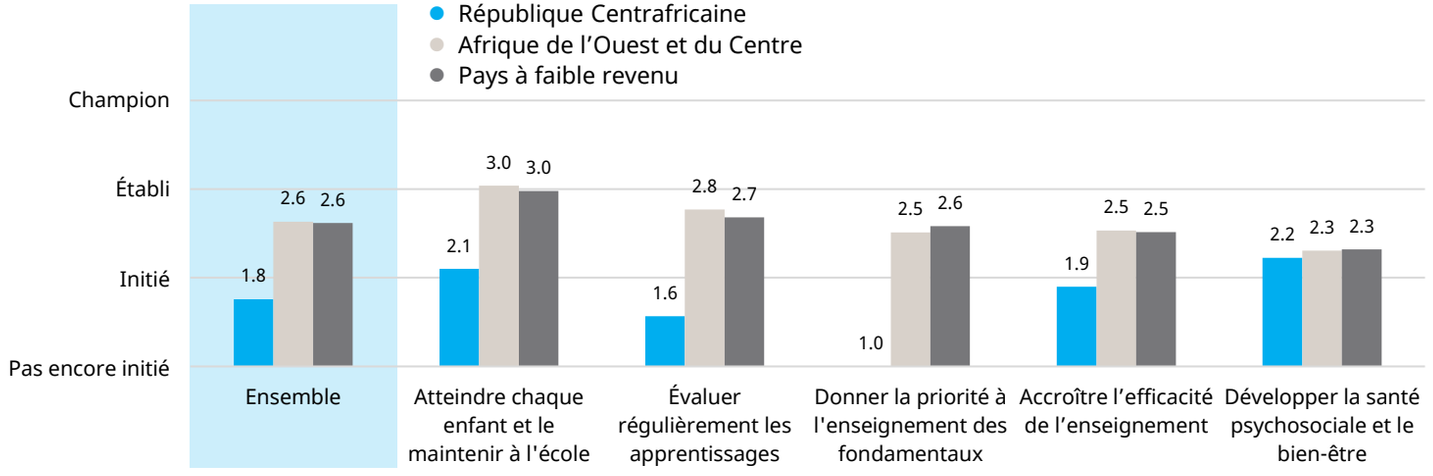
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Prioritize teaching the fundamentals by clearly defining benchmarks for foundational literacy and numeracy in the early-grade curriculum/policy.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., structured pedagogy) to improve foundational learning.

Instrument de suivi des actions pour l'apprentissage fondamental 2026
Tableau de bord - République centrafricaine

unicef
pour chaque enfant

Note 2026 : Initié



Progrès selon le cadre RAPID

Echelle de notation Pas encore initié · Initié · Établi · Champion · Pas de données

Progrès depuis 2025 ↑ Hausse · ↓ Baisse · – Pas de changement · Pas de données 2024

	Ensemble	Atteindre chaque enfant et le maintenir à l'école	Évaluer régulièrement les apprentissages	Donner la priorité à l'enseignement des fondamentaux	Accroître l'efficacité de l'enseignement	Développer la santé psychosociale et le bien-être
Ensemble	1.8 ↓	2.1 –	1.6 ↓	1.0 ↓	1.9 –	2.2 ↓
Mesures politiques		2.0 –	1.3 ↓	1.0 ↓	2.0 ↓	1.8 ↓
Renforcement des systèmes		2.2 –	1.8 –		1.8 –	2.7 –

Source : Données FLAT de l'UNICEF, 2026 et 2025. Une variation de note ≥ 0,5 (≤ –0,5) est comptabilisée comme une hausse (baisse).

Bilan d'ensemble des progrès

Domaines de **progrès forts/soutenues** : mécanismes pour collecter, communiquer et agir en fonction des informations sur la fréquentation des élèves et les abandons scolaires.

Domaines **nécessitant un renforcement supplémentaire** : définir clairement les repères pour la FLN (lecture, écriture et calcul fondamentaux) et utiliser les données d'évaluation pour éclairer les politiques éducatives et les pratiques en classe.

Indicateurs contextuels et de financement

	Garçons	Filles	Ensemble
Pauvreté des apprentissages	–	–	–
Taux d'achèvement du primaire	–	–	–
Taux de redoublement au primaire	–	–	–
Dépenses publiques consacrées à l'éducation préprimaire et primaire, en pourcentage du PIB			–

Source : Dernières données disponibles depuis 2019 de la Base de données sur la pauvreté des apprentissages de la Banque mondiale (version d'avril 2024) et depuis 2021 de la Base de données de l'ISU (version de février 2026), consultées en août 2026. Lorsqu'aucune donnée n'est disponible dans ces périodes, l'indicateur est indiqué par un tiret (–).

A propos de ce tableau de bord

Ce tableau de bord présente les résultats de l'instrument de suivi des actions pour l'apprentissage fondamental (FLAT), une initiative de l'UNICEF et de la Fondation Hempel visant à suivre les progrès des actions gouvernementales en faveur des apprentissages fondamentaux, structurée autour du cadre RAPID. Les évaluations des mesures de politique publique s'appuient sur une enquête menée entre juillet de août 2026, et les évaluations du renforcement des systèmes proviennent de l'exercice de suivi interne de l'UNICEF avec ses bureaux de pays.

Instrument de suivi des actions pour l'apprentissage fondamental 2026
Tableau de bord - République centrafricaine

unicef
pour chaque enfant

Les 5 indicateurs RAPID

RAPID 5 est un ensemble d'indicateurs tirés du FLAT, identifiés comme les cinq ingrédients les plus essentiels pour accélérer les apprentissages fondamentaux, sur la base d'une série de consultations avec des experts et des parties prenantes.

🔴 Pas encore initié 🟠 Initié 🟡 Établi 🟢 Champion ⚪ Pas de données

↑ Hausse depuis 2025 ↓ Baisse depuis 2025 – Pas de changement = Pas de données 2025

5 Indicateurs RAPID	Note 2026 et progrès depuis 2025
Ratio moyen manuels/élèves dans les premières années du primaire.	🔴 – Plus de 5 élèves par manuel, d'après les données administratives nationales.
Résultats d'apprentissage et/ou repères clairement définis pour la FLN (lecture, écriture et calcul fondamentaux) dans le curriculum du début du primaire.	🔴 ↓ Pas de mise en œuvre.
Évaluation à grande échelle, représentative au niveau national, régulièrement administrée de la lecture et/ou des mathématiques au début du primaire.	🟠 – Administrée tous les 4 ans ou plus.
Utilisation des données d'évaluation pour éclairer les pratiques de classe et les politiques/planification éducatives.	🔴 ↓ Pas de mise en œuvre.
Programmes fondés sur des données probantes pour améliorer la FLN à grande échelle.	🔴 – Programmes FLN mis en œuvre dans seulement quelques écoles.

Efforts du pays

Pour atteindre chaque enfant, le Gouvernement élargit l'accès à l'école, améliore les conditions d'apprentissage et réintègre les enfants non scolarisés grâce à l'éducation non formelle et accélérée, avec l'appui d'Education Cannot Wait, de la Banque mondiale et de l'Union européenne. Les enseignements tirés soulignent que les mesures les plus efficaces combinent, au sein d'un dispositif intégré, des espaces d'apprentissage sûrs, des repas scolaires, un soutien psychosocial, des activités de remédiation, la formation des enseignants et l'engagement communautaire.

Pour évaluer les niveaux d'apprentissage, un projet pilote Teaching at the Right Level (TaRL) a été introduit dans des écoles ciblées afin de mieux identifier les niveaux réels d'apprentissage des élèves et d'adapter les réponses pédagogiques. Parallèlement, l'UNICEF appuie le ministère de l'Éducation dans le renforcement institutionnel de la DNE afin de favoriser une prise de décision plus structurée et fondée sur des données probantes.

Pour donner la priorité à l'enseignement des fondamentaux, les orientations curriculaires ont été révisées en mettant davantage l'accent sur les compétences de base en lecture, écriture et mathématiques, complétées par des outils d'évaluation améliorés, des programmes de remédiation et le renforcement des capacités des enseignants.

Pour accroître l'efficacité de l'enseignement, une formation à grande échelle est dispensée aux enseignants et aux chefs d'établissement. Des programmes de remédiation et d'éducation accélérée sont proposés aux enfants en retard scolaire ou ayant abandonné l'école, complétés par des cours radiophoniques dans les zones où la présence des enseignants est irrégulière. Un enseignement clé est que l'efficacité de l'enseignement s'améliore le plus lorsque la formation des enseignants, la pédagogie structurée, les matériels, la remédiation et des modalités de mise en œuvre flexibles sont combinés au sein d'un cadre unique piloté par l'État.

Pour développer la santé et le bien-être psychosociaux, le Gouvernement, avec l'appui de partenaires, élabore une boîte à outils nationale sur la santé mentale et le soutien psychosocial (SMSPS/MHPSS) destinée aux enfants et aux jeunes dans les écoles et les programmes de réintégration.

Source : Enquête UNICEF RAPID 2026.

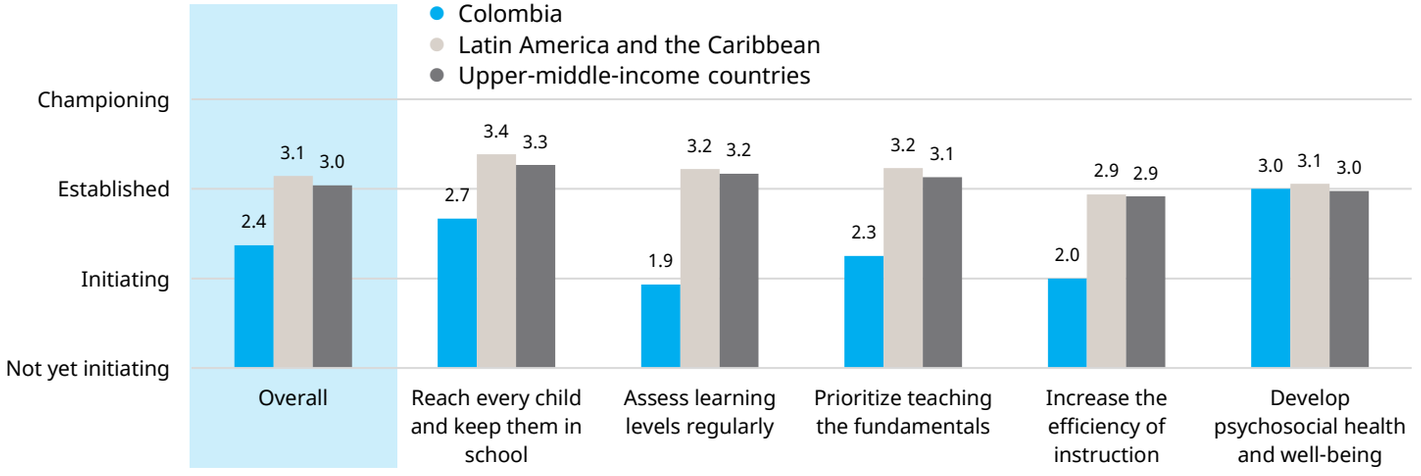
Pistes pour la suite

- ✓ Évaluer les niveaux d'apprentissage en administrant régulièrement une évaluation nationale représentative à grande échelle de la lecture et/ou des mathématiques au début du primaire et en utilisant les données pour éclairer à la fois l'enseignement et les politiques éducatives.
- ✓ Prioriser l'enseignement des fondamentaux en s'assurant que les repères pour la lecture et le calcul fondamentaux (FLN) sont clairement définis dans le curriculum.
- ✓ Accroître l'efficacité de l'enseignement en passant à l'échelle et en évaluant des programmes fondés sur des données probantes (p. ex., pédagogie structurée) pour améliorer les apprentissages fondamentaux.

Foundational Learning Action Tracker 2026
Colombia Country Scorecard

unicef
for every child

2026 rating: Initiating



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	2.4 –	2.7 ↑	1.9 –	2.3 –	2.0	3.0
Policy action		3.3	2.2	2.0	2.0	3.0
Systems strengthening		2.0 –	1.7 –	2.5 ↑		

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include scaling up evidence-based approaches (e.g., targeted instruction) and regularly administering a nationally representative large-scale assessment in the early grades.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	51.4%
Primary education completion rate	96.1%	98.5%	97.2%
Primary education repetition rate	6.3%	5.0%	5.7%
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Colombia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

Not yet initiating · Initiating · Established · Championing · No data

↑ Increase since 2025 · ↓ Decrease since 2025 · – No change · No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	No publicly available, up-to-date national data. No national textbook policy.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	↑ Clearly defined at sub-national level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	– No nationally representative large-scale assessment administered.
Utilization of assessment data to inform classroom practices and education policy and planning.	↑ Used to inform education policy on a sub-national scale, and classroom practices on a small scale (e.g., selected schools).
Evidence-based programmes to improve FLN at scale.	– FLN programmes implemented for only a few schools.

Country efforts

To reach every child, Colombia has implemented strategies such as active search and re-enrollment campaigns, school feeding programmes, transportation support, and targeted actions by local education authorities to identify and re-engage out-of-school children. A key lesson is that active search strategies are most effective when combined with tailored educational pathways, academic support and intersectoral services that address the multiple barriers that keep children out of school.

To assess learning levels, several sub-national governments have advanced promising initiatives in the absence of a regular, nationally representative assessment system for the early grades. Efforts include Antioquia's early-grade reading assessments under its ALFA strategy and Bogotá's introduction of formative assessments in language and mathematics. A key lesson is that assessment data are only useful when paired with clear feedback loops, teacher support and sustained policy use.

To increase the efficiency of instruction, lessons from Manizales – where school improvement and assessment initiatives have been implemented since 2017 – suggest that sustainable impact requires cost-effective approaches that can be integrated into regular system functions rather than relying on intensive external support. More recently, Bogotá and Antioquia have begun investing in pre-service teacher preparation and structured pedagogical approaches to improve instructional quality at scale.

To develop psychosocial health and well-being, Colombia has strengthened national policies, intersectoral initiatives and school-based programmes on student well-being over the past four years. A notable example is the transformation of the former Programa Todos a Aprender (PTA) into Programa Todos a Aprender Formación Integral (PTAFI), which shifted focus from literacy and numeracy to socio-emotional well-being and broader educational outcomes.

Source: UNICEF RAPID 2026 survey.

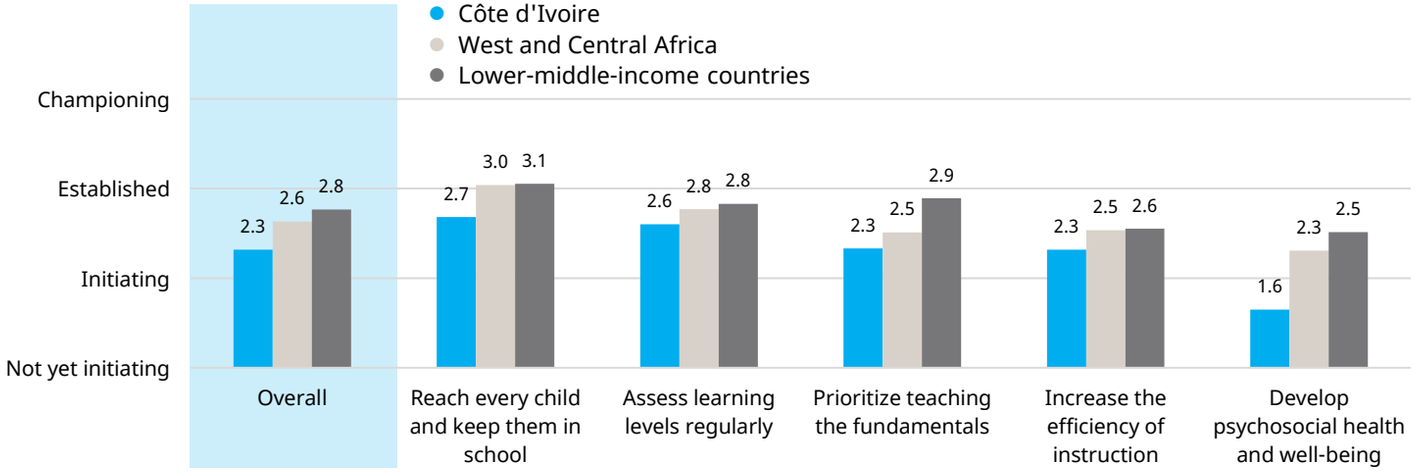
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Prioritize teaching the fundamentals by ensuring benchmarks for foundational literacy and numeracy are clearly defined in the early-grade curriculum/policy.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.

Foundational Learning Action Tracker 2026
Côte d'Ivoire Country Scorecard

unicef
for every child

2026 rating: Initiating



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	2.3	↑	2.7	–	2.6	–	2.3	↑	2.3	–	1.6	–
Policy action			2.7		3.0		2.7		2.3		2.0	
Systems strengthening			2.7	–	2.2	–	2.0	↑	2.3	–	1.3	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include scaling up evidence-based approaches (e.g., targeted instruction) to improve foundational learning.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	80.7%	78.9%	79.9%
Primary education completion rate	66.3%	66.4%	65.2%
Primary education repetition rate	15.1%	13.8%	14.4%
Government expenditure on pre-primary and primary education, as a percentage of GDP			1.6%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Côte d'Ivoire Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

Not yet initiating · Initiating · Established · Championing · No data

↑ Increase since 2025 · ↓ Decrease since 2025 · – No change · No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	1:3–1:5, based on national administrative data. However, availability varies substantially across schools, regions and grades.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	Clearly defined at sub-national level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	Used to inform both classroom practices and education policy on a sub-national scale.
Evidence-based programmes to improve FLN at scale.	FLN programme implemented in more than half of, but not all, schools.

Country efforts

To reach every child, interventions include school feeding, community reintegration mechanisms, girls' education initiatives and inclusive education reforms, building on attendance tracking, dropout monitoring and cash transfers. Key lessons highlight that legal obligations alone do not guarantee attendance, and that addressing social norms and community stigma are crucial.

To assess learning levels, Côte d'Ivoire has moved beyond examinations alone to combine classroom assessments, national learning assessments (EGRA/EGMA), regional PASEC benchmarking and learning recovery diagnostics. The clearest recent trend is a shift toward using this data to guide interventions, though implementation remains uneven and individualized use of learner-level data is still expanding.

To prioritize teaching the fundamentals, Côte d'Ivoire is implementing a multi-pronged strategy combining curriculum reform, textbook expansion and remediation programmes, strongly supported by international partners and increasingly aligned with evidence-based practices. However, implementation remains uneven across regions, and sustained system-wide support remains critical.

To increase the efficiency of instruction, Côte d'Ivoire's strategy is built around a multi-layered reform system: Structured pedagogy (National Early Learning Support Program, PNAPAS) as the backbone of the reform, combined with teacher coaching as the implementation driver, assessment systems as the feedback mechanism, textbooks and materials as instructional support, remediation approaches to drive equity and efficiency, and digital teacher training as an emerging accelerator.

To develop psychosocial health and well-being, a multi-sectoral system, anchored in education, combines school health, child protection, nutrition, inclusive education, early childhood development and teacher training. However, implementation remains uneven and often pilot-based.

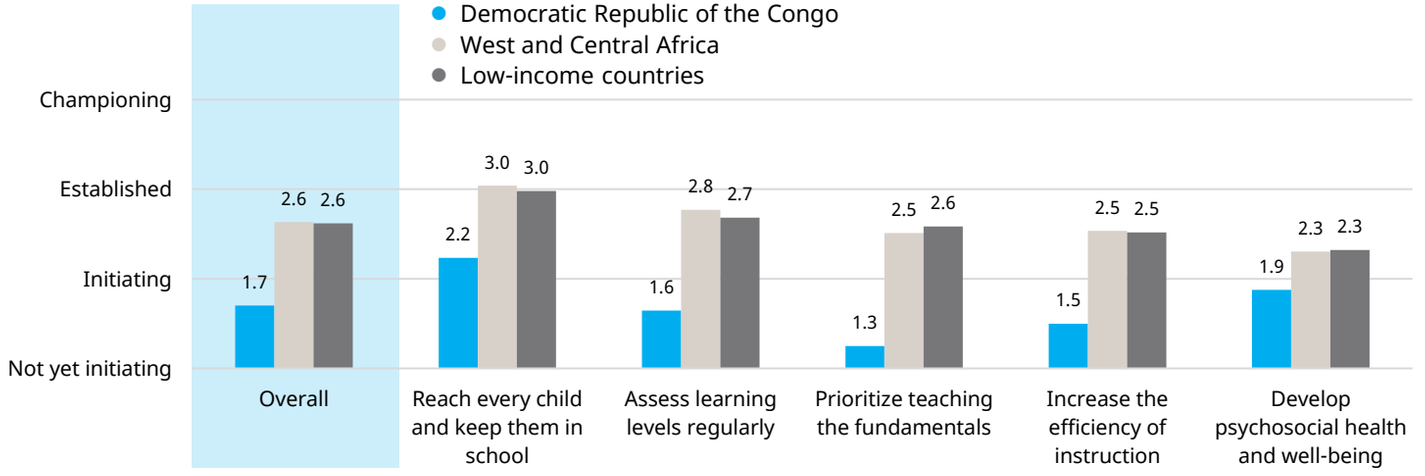
Source: UNICEF RAPID 2026 survey.

Way forward

- ✓ Prioritize teaching the fundamentals by clearly defining benchmarks for foundational literacy and numeracy, and by embedding socio-emotional skills into curricula, assessment and teacher training.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.
- ✓ Develop psychosocial health and well-being by adopting strategies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Democratic Republic of the Congo Country Scorecard

2026 rating: Initiating



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · = No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	1.7	–*	2.2	–*	1.6	–*	1.3	–*	1.5	–*	1.9	–*
Policy action			1.7	–*	1.3	–*	1.5	–*	2.0	–*	1.8	–*
Systems strengthening			2.8	–	2.0	–	1.0	–	1.0	–	2.0	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease). *Indicates a rating imputed from 2025 data, due to missing data in 2026.

Progress at a glance

Areas with **strong progress** include mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include clearly defining benchmarks for foundational literacy and numeracy and regularly administering a nationally representative large-scale assessment in the early grades.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	96.3%	96.9%	96.6%
Primary education completion rate	69.8%	70.2%	70.0%
Primary education repetition rate	–	–	–
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Democratic Republic of the Congo Country Scorecard

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2025 data (no 2026 data available)
Average textbook-student ratio in the early grades.	⚪ No data available.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🔴 No implementation.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🔴 No nationally representative large-scale assessment.
Utilization of assessment data to inform classroom practices and education policy and planning.	🔴 No implementation.
Evidence-based programmes to improve FLN at scale.	🔴 FLN programmes implemented for only a few schools.

Country efforts

To reach every child, the Ministry of Primary, Secondary and Technical Education, the Ministry of Social Affairs, and the Ministry of National Education and New Citizenship, supported by UNICEF, implement a radio education programme that enables thousands of out-of-school children to continue learning during conflict-related disruptions. Under this programme, lessons are broadcasted through a radio playing pre-recorded classes that follows the national curriculum.

To increase the efficiency of instruction, the Ministry of Primary, Secondary and Technical Education, with support form UNICEF and Street Child, has rolled out the Teaching at the Right Level (TaRL) approach in several provinces, with more than 170,000 students expected to improve their reading, writing and mathematics skills by the end of 2027. The implementation of TaRL is coupled with implementation and scalability research and aims to strengthen the national education system in key areas of formative learning assessments, differentiated pedagogy and active pedagogy.

To develop psychosocial health and well-being, the Ministry of Child Welfare and Basic Education, in collaboration with UNICEF, developed training manuals for responding to school-based violence. Thirty teachers piloted the toolkit, with national scale-up planned for 2026. Work has also progressed on an alternative discipline manual to end corporal punishment and promote positive practices.

Source: UNICEF Democratic Republic of the Congo Annual Report 2025.

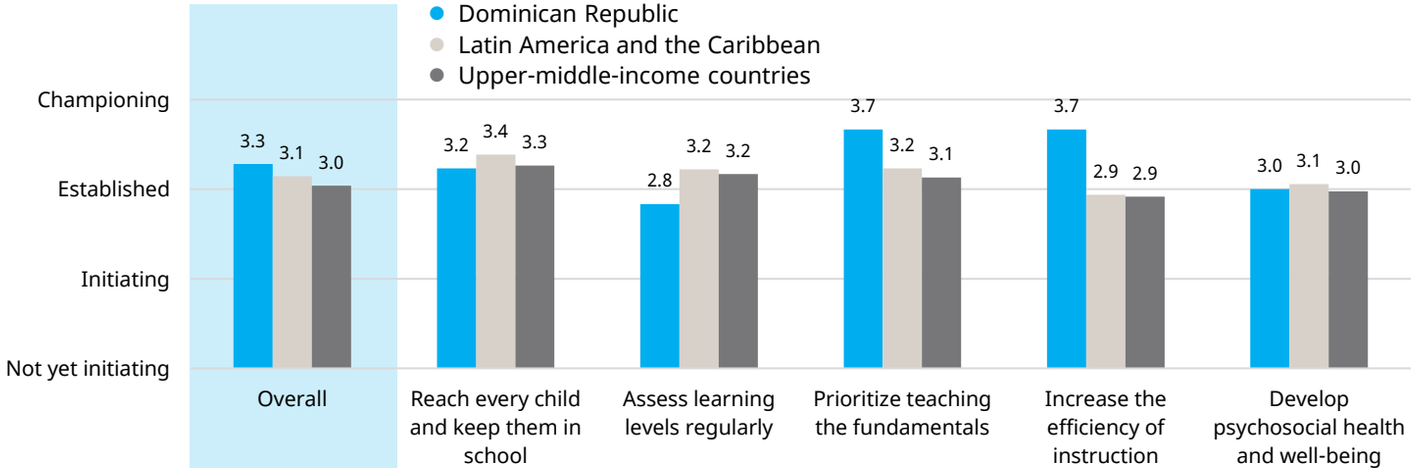
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Prioritize teaching the fundamentals by clearly defining benchmarks for foundational literacy and numeracy, and by embedding socio-emotional skills into curricula, assessment and teacher training.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.

Foundational Learning Action Tracker 2026
Dominican Republic Country Scorecard

unicef for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.3 –	3.2 –	2.8 –	3.7 –	3.7 –	3.0 –
Policy action		3.7 –	3.2 ↓	3.7 –	3.7 –	3.5 –
Systems strengthening		2.8 –	2.5 –	–	–	2.5 –

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include include the use of evidence-based approaches (e.g., targeted instruction) at scale.

Areas for **further strengthening** include providing support to teachers on assessments of foundational learning (e.g., assessment development, assessment data utilization).

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	77.7%
Primary education completion rate	88.6%	91.5%	90.1%
Primary education repetition rate	5.2%	2.6%	3.9%
Government expenditure on pre-primary and primary education, as a percentage of GDP			2.3%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Dominican Republic Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 ↑ 1:1 or less, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟡 – Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 – Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟡 ↓ Implemented nationwide. Not yet evaluated, but other research and/or data collection efforts underway.

Country efforts

To reach every child, the Ministry of Education is rolling out an inclusive Education Model under Ordinance 05-2024, setting out guidelines across the education system. Roughly 11,000 households with family members with disabilities receive a monthly disability support bonus, alongside additional grants for families conditional on school attendance.

To prioritize teaching the fundamentals, the Constructing the Base of Learning (CON BASE) programme is a national early literacy initiative focused on foundational Spanish language and mathematics learning in the first three elementary grades, paired with accessible digital textbooks and fascicles developed through a universal learning design approach; 1,300 teachers are being trained in this approach, with training projected to continue until full national coverage.

To increase the efficiency of instruction, the Building Educational Outcomes for Quality and Equity (CRECE) programme strengthens pedagogical processes in the second cycle through didactic guidelines and teacher training aimed at improving learning outcomes. Similarly, the Advanced Secondary initiative offers didactic guidelines, teacher training and psycho-pedagogical support for the most vulnerable students.

To develop psychosocial health and well-being, the Psych-Emotional Care Center (CAPEM) initiative provides a comprehensive, holistic approach to mental health in schools, offering guidance, counselling and personalized care, including a first-aid psychology hotline (*747) available to the entire school community.

Source: UNICEF RAPID 2026 survey.

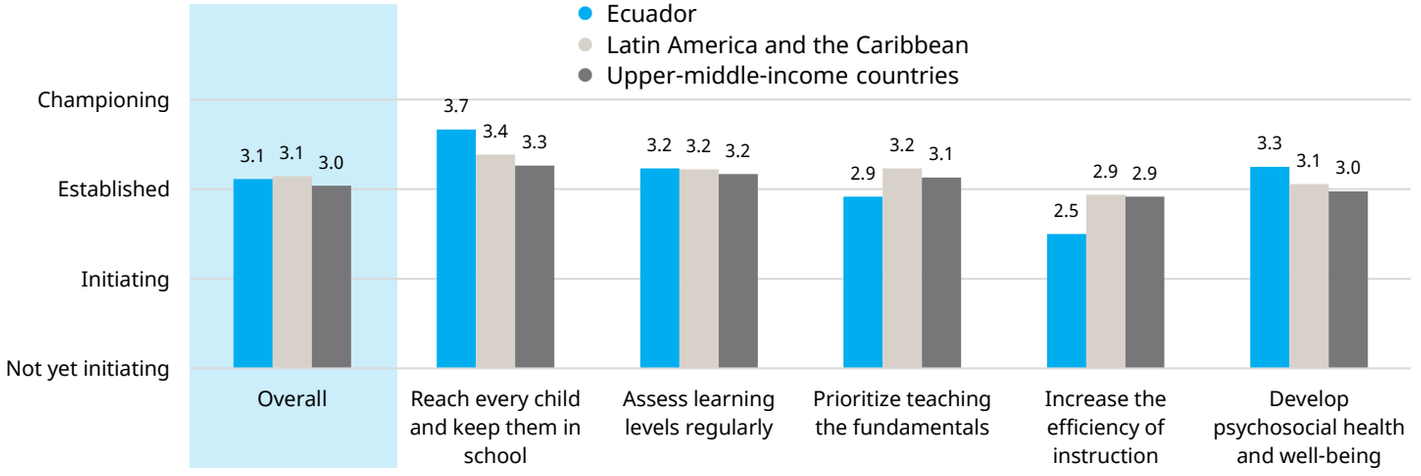
Way forward

- ✓ Reach every child by ensuring education sector plans/strategies address inequities in access, participation, retention and resource allocation.
- ✓ Assess learning levels by regularly administering large-scale assessments of reading and/or math in the early grades, and by strengthening institutional capacity and quality assurance of assessments.
- ✓ Develop psychosocial health and well-being by adopting strategies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Ecuador Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.1	↑	3.7	↑	3.2	↑	2.9	–	2.5	–	3.3	↑
Policy action			3.7	↑	3.7	↑	3.3	↑	3.0	–	4.0	↑
Systems strengthening				–	2.8	–	2.5	–	2.0	–	2.5	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include scaling up and evaluating evidence-based approaches (e.g., targeted instruction).

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	65.9%
Primary education completion rate	98.1%	98.2%	98.1%
Primary education repetition rate	0.3%	0.3%	0.3%
Government expenditure on pre-primary and primary education, as a percentage of GDP			2.0%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Ecuador Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 ↑ 1:1 or less, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 ↑ Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 ↑ Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 ↑ Used to inform education policy and planning on a nationwide scale, and classroom practices on a sub-national scale.
Evidence-based programmes to improve FLN at scale.	🟡 ↑ Implemented nationwide. Not yet evaluated, but other research and/or data collection efforts underway.

Country efforts

To reach every child, the Ministry of Education (MoE) has active outreach programmes such as Todos al Aula (Everyone Back to the Classroom), as well as remedial education and accelerated learning programmes for students with educational delays.

To assess learning levels, the National Institute for Educational Evaluation (INEVAL) conducts the annual Ser Estudiante (Being a Student) assessment, measuring language and literature, natural sciences, and social sciences alongside an associated-factors component on school safety and student well-being. The data from these assessments are then analyzed and used in collaboration with the MoE to inform educational improvement efforts. Currently, Ecuador is updating its educational standards and curriculum to adapt these assessments accordingly.

To increase the efficiency of instruction, the MoE implements a specialized programme called Aprender a Tiempo (Learning on Time), through which educational mentors are deployed to strengthen learning outcomes in schools with low academic performance indicators. Through a partnership between UNICEF and the MoE, 300 pedagogical facilitators have been trained in strengthening foundational learning through the principles and practices of formative assessment.

To develop psychosocial health and well-being, the Student Counselling Department Model (DECE) establishes a specialized multidisciplinary team in every school responsible for psychosocial risk prevention, mental health promotion and response to child rights violations. The MoE has developed referral pathways and response protocols to guide interventions in these areas. Additionally, UNICEF is supporting a Psychosocial Support Model for Education Professionals and has integrated its Helping Adolescents Thrive (HAT) framework into the system, including online training for teachers and direct engagement with the wider school community.

Source: UNICEF RAPID 2026 survey.

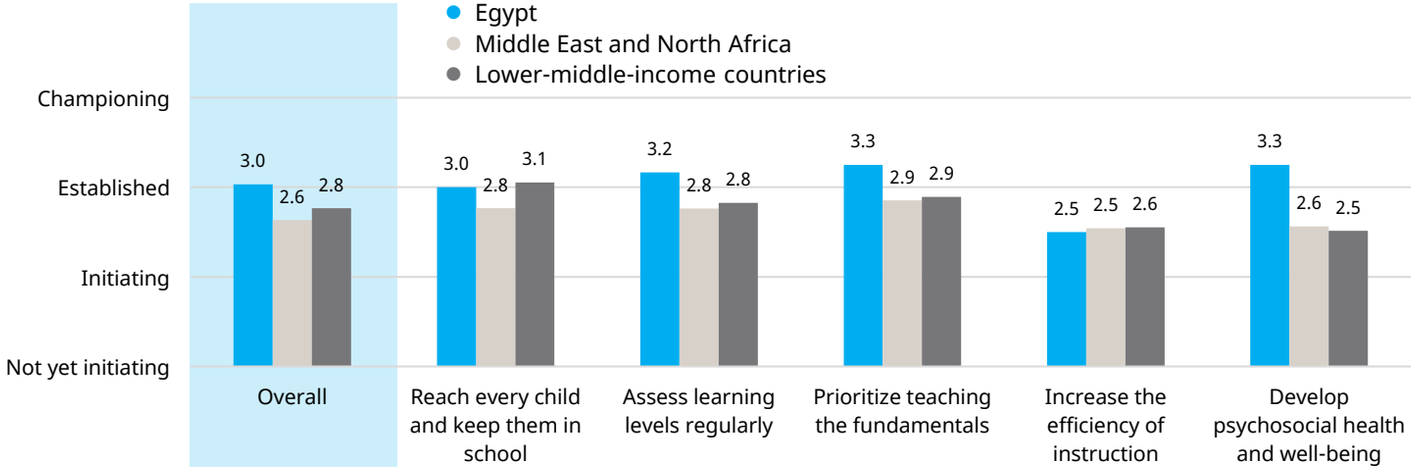
Way forward

- ✓ Strengthen assessment systems by reinforcing institutional capacity and quality-assurance mechanisms for classroom assessments, national examinations and large-scale assessments.
- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.

Foundational Learning Action Tracker 2026
Egypt Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.0 –	3.0 –	3.2 –	3.3 –	2.5 –	3.3 –
Policy action		3.0 –	3.2 –	4.0 –	3.0 –	3.3 –
Systems strengthening		3.0 –		2.5 –	2.0	

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

A stronger national focus on foundational learning, including strengthened assessment and system-level outcomes.

Major reforms and scale-up, including attendance initiatives, curriculum reform, and the scale-up of the National Arabic Literacy Programme.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	56.1%
Primary education completion rate	96.0%	96.2%	96.1%
Primary education repetition rate	0.8%	0.5%	0.6%
Government expenditure on pre-primary and primary education, as a percentage of GDP			0.9%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Egypt Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

Not yet initiating · Initiating · Established · Championing · No data

↑ Increase since 2025 · ↓ Decrease since 2025 · – No change · = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	1:1 or less, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	Used to inform education policy and planning on a nationwide scale, and classroom practices on a sub-national scale.
Evidence-based programmes to improve FLN at scale.	FLN programme implemented in more than half of, but not all, schools.

Country efforts

To reach every child, Egypt strengthened attendance monitoring – especially for the 2025/26 school year – through daily centralized tracking and increased enforcement accountability for schools and district administrations, alongside operational measures such as expanded classroom space, contract-based teacher hiring and incentives to reverse a post-COVID decline.

To assess learning levels, Egypt has ended automatic grade transition starting from Grade 1 in 2025, introducing a pass/fail exam with mandatory summer school and retesting for students who do not pass. The National Assessment of Arabic Language and Mathematics for Grades 4 and 7 have been conducted periodically since 2021, and the National Arabic Literacy Programme (NALP) has incorporated children with disabilities into its assessment approach in its second and third phases.

To prioritize teaching the fundamentals, all Arabic textbooks from kindergarten through Grade 6 were reformed in 2025 to focus on foundational skills – phonetic understanding, decoding and structured listening and reading exercises. Other efforts include the alignment of curriculum scope with actual instructional time while allocating dedicated time for guided practice and structured exercises, and the introduction of a preparatory unit in Grade 1 for children without prior early childhood education experience.

To increase the efficiency of instruction, the NALP provides targeted remedial literacy instruction to students in Grades 3–6 performing below national literacy benchmarks, alongside professional development and instructional support. The NALP has expanded in three phases to all 27 governorates. Evaluations of each phase found that participating students improved their literacy scores, with the largest gains among those furthest behind. Implementation research built into all three phases is now informing how targeted instruction can be sustained and scaled within the regular education system.

Source: UNICEF RAPID 2026 survey.

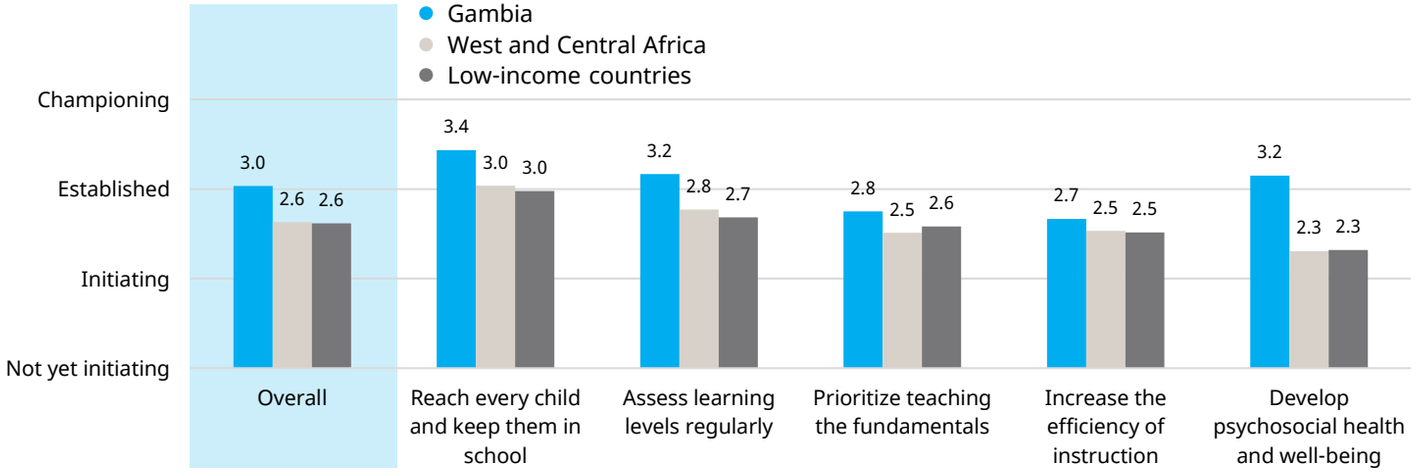
Way forward

- ✓ Reach every child by ensuring education sector plans/strategies address inequities in access, participation, retention and resource allocation.
- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades.
- ✓ Institutionalize proven approaches, building on lessons learned from successful interventions such as the National Arabic Literacy Programme.

Foundational Learning Action Tracker 2026
Gambia Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.0	↑	3.4	↑	3.2	↑	2.8	↑	2.7	↑	3.2	↑
Policy action			3.7	↑	3.8	↑	4.0	↑	2.7	↑	4.0	↑
Systems strengthening			3.2	–	2.5	–	1.5	–			2.3	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include scaling up and evaluating evidence-based approaches (e.g., targeted instruction).

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	54.6%	69.4%	62.3%
Primary education repetition rate	4.1%	3.5%	3.8%
Government expenditure on pre-primary and primary education, as a percentage of GDP			1.9%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Gambia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 ↑ 1:1 or less, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 ↑ Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟡 ↓ Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 ↑ Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟢 ↑ Evaluated FLN programme implemented nationwide.

Country efforts

To reach every child, efforts include the provision of school meals to improve enrolment and attendance. Inclusive approaches are implemented such as materials in Braille and the inclusion of sign languages as a national language of instruction.

To assess learning levels, the National Assessment Test (NAT) is conducted annually for Grades 3, 5, and 8, alongside the Early Grade Reading and Mathematics Assessments (EGRA/EGMA).

To increase the efficiency of instruction, the Mainstreaming Effective Intervention Strategies in Schools (MEISS) programme provides Grades 1–3 teachers with support through a structured pedagogy approach, including scripted lesson plans, continuous supervision, intensive teacher training, and a robust assessment system to monitor learning outcomes.

Source: UNICEF RAPID 2026 survey.

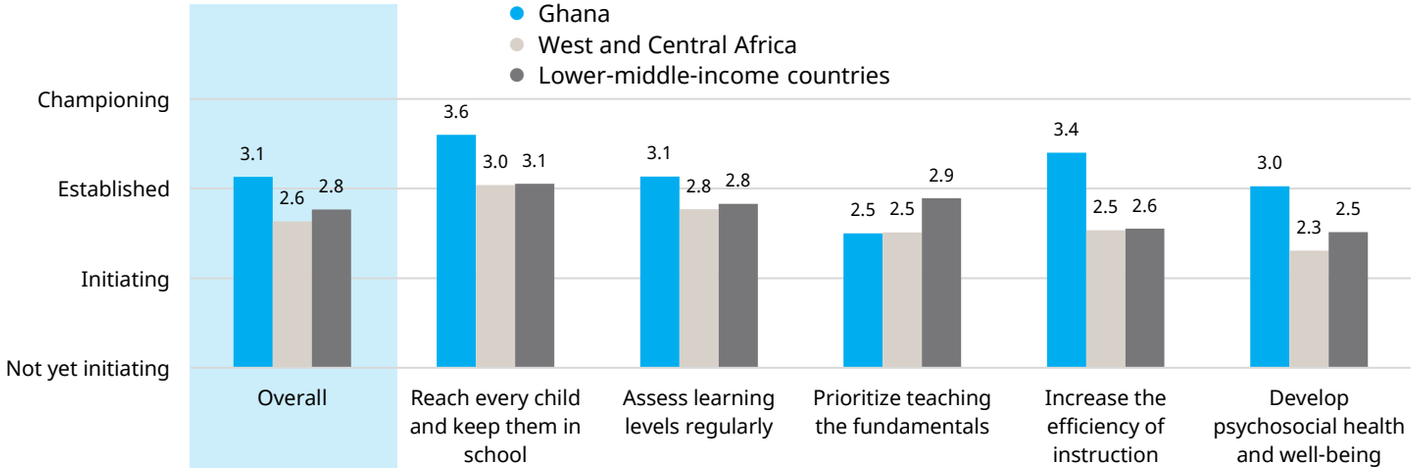
Way forward

- ✓ Strengthen assessment systems by reinforcing institutional capacity and quality-assurance mechanisms for classroom assessments, national examinations and large-scale assessments.
- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.

Foundational Learning Action Tracker 2026
Ghana Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.1	–*	3.6	–*	3.1	–*	2.5	↓*	3.4	–*	3.0	–*
Policy action			4.0	–*	3.6	–*	3.5	–*	4.0	–*	3.8	–*
Systems strengthening			3.2	–	2.7	–	1.5		2.8	–	2.3	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease). *Indicates a rating imputed from 2025 data, due to missing data in 2026.

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include using assessment data to inform classroom practices and embedding socio-emotional skills in curricula, assessment and teacher training.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	–	–	102.03%
Primary education repetition rate	0.6%	0.6%	0.6%
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Ghana Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2025 data (no 2026 data available)
Average textbook-student ratio in the early grades.	⚪ Data not available.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟡 Used to inform education policy and planning on a nationwide scale, and classroom practices on sub-national scale.
Evidence-based programmes to improve FLN at scale.	🟢 Evaluated FLN programme implemented nationwide.

Country efforts

To reach every child, the Community-Driven Education through the Communities of Excellence initiative has driven measurable gains in enrolment, community ownership and participation in education delivery, informing national scale-up of locally-led access solutions. Complementary Basic Education programmes deliver phonics-based instruction in local languages to expand learning opportunities for out-of-school children and support their transition into formal education. Ghana's Re-entry Policy Guidelines have enhanced schools' ability to identify, track and reintegrate adolescent mothers while addressing stigma and discrimination, complemented by investments in disability screening, assistive technologies, and free tertiary education for persons with disabilities.

To prioritize teaching the fundamentals, Ghana has scaled its Differentiated Learning programme across basic schools, enabling teachers to target instruction to learners' varying ability levels. The harmonized Kindergarten play-based learning initiative has also been rolled out nationally, equipping teachers, parents and education functionaries with the knowledge, skills, and resources to strengthen age-appropriate, child-centered learning. These efforts are anchored in the development of a national foundational learning framework guiding the design of a contextually relevant strategy for Ghana.

To increase the efficiency of instruction, Ghana is strengthening evidence and data use data, including through the Data Must Speak initiative, which has identified key characteristics of high-performing schools to drive system-wide improvements, and a teacher deployment study that is informing reforms to strengthen teacher allocation and classroom-level efficiency. This is supported by a strong education sector coordination architecture, including the Education Development Partner Group and the National Education Sector Working Group, which sustains policy dialogue, strategic alignment, knowledge sharing and coordinated action.

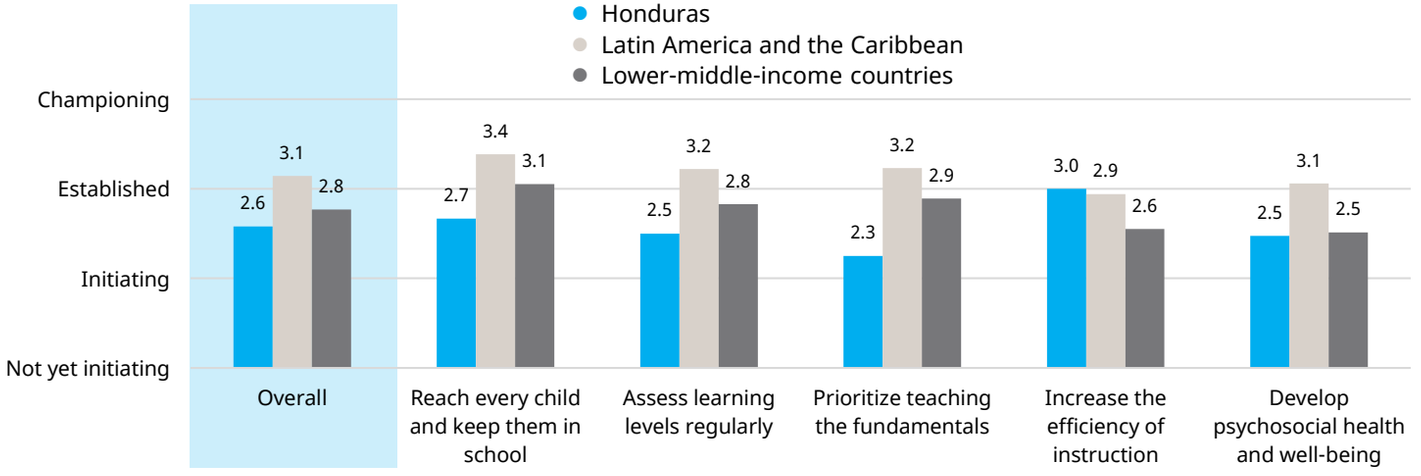
Way forward

- ✓ Assess learning levels effectively by supporting teachers throughout the assessment process and ensuring data is used to inform both classroom practices and education policy.
- ✓ Strengthen teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training.
- ✓ Enhance alignment between basic education policy commitments and budget allocations to fully reflect the Government's basic education commitment to foundational learning, improve student retention/transition to high school, and enhance efficiency and equity of the education system.

Foundational Learning Action Tracker 2026
Honduras Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	2.6	–	2.7	↓	2.5	–	2.3	–	3.0	↑	2.5	–
Policy action			2.7	↓	2.5	–	3.0	–	3.0	↑	2.3	–
Systems strengthening				–		–	1.5			–	2.7	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include the use of evidence-based approaches (e.g., targeted instruction) to improve foundational learning.

Areas for **further strengthening** include regularly administering a nationally representative large-scale assessment in the early grades and using assessment data to inform policy and practice.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	79.3%
Primary education completion rate	86.3%	89.9%	88.1%
Primary education repetition rate	4.3%	3.0%	3.7%
Government expenditure on pre-primary and primary education, as a percentage of GDP			2.4%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Honduras Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 ↑ 1:1 or less.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟠 ↑ Clearly defined at sub-national level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟡 ↑ Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟠 – Used to inform both classroom practices and education policy and planning on a sub-national scale.
Evidence-based programmes to improve FLN at scale.	🟠 – FLN programme implemented in more than half of, but not all, schools.

Country efforts

To reach every child, the National School Feeding Programme covers 95 per cent of the school population in the country, with food rations provided by the Government and complemented at community level through school and household gardens. The Ministry of Education (MoE), in coordination with international organizations and education NGOs, is implementing initiatives to improve basic education, such as the Safe and Inclusive Schools Programme for the most vulnerable populations in Honduras, in coordination with the Association of Honduran Municipalities (AMHON), Save the Children, and UNICEF. Similarly, an initiative is underway to provide a comprehensive response to rural education in coffee-producing communities, with a focus on reducing child labor.

To prioritize teaching the fundamentals, the National Basic Curriculum is being updated to incorporate more inclusive teaching and learning activities. Additionally, textbooks are currently being printed and delivered to cover 100 per cent of learners in the curricular areas of social studies, natural sciences, Spanish language and mathematics.

To increase the efficiency of instruction, in-service teacher training is led by the Directorate-General for Professional Development (DGDP) fof the MoE, complemented by training on Universal Design for Learning and additional professional development delivered through education networks. Peer tutoring is being implemented to train teachers to innovate in rural education and promote the holistic development of students in these communities, with research showing its impact on families, students' self-assessment of their academic abilities, and teachers' professional development.

Source: UNICEF RAPID 2026 survey.

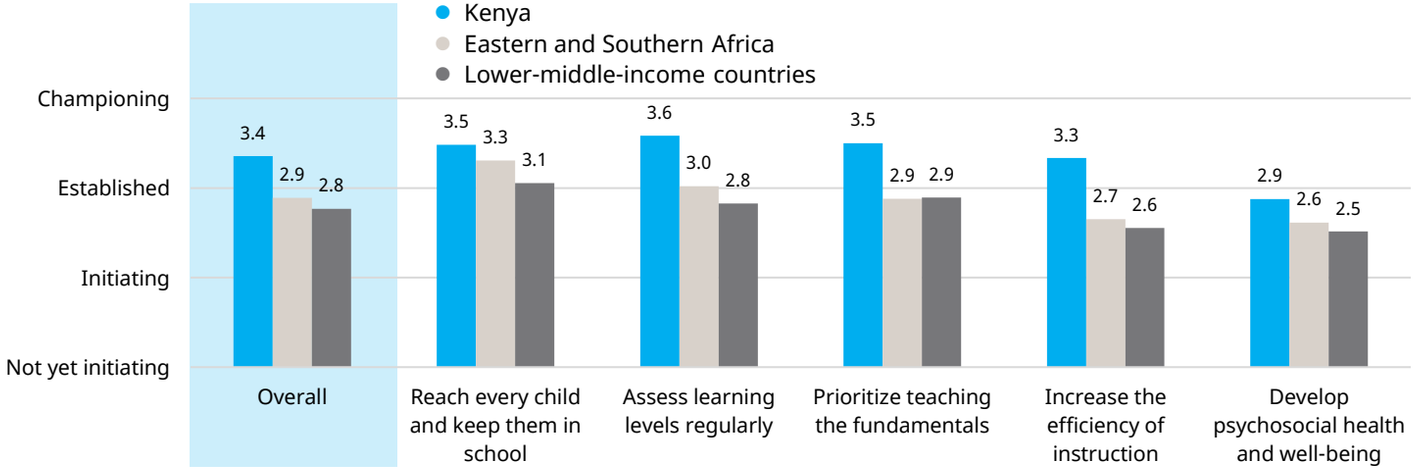
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Prioritize teaching the fundamentals by clearly defining benchmarks for foundational literacy and numeracy, and by embedding socio-emotional skills into curricula, assessment and teacher training.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Kenya Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.4 –	3.5 –	3.6 –	3.5 –	3.3 ↑	2.9 –
Policy action		3.7 –	3.7 –	4.0 –	3.3 ↑	3.3 ↓
Systems strengthening		3.3 –	3.5 –	3.0 ↑		2.5 –

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include regular administration of a nationally representative large-scale assessment in the early grades and use of assessment data to inform education policy.

Areas for **further strengthening** include scaling and evaluating evidence-based approaches (e.g., targeted instruction).

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	81.0%	77.4%	79.3%
Primary education completion rate	88.6%	92.9%	90.8%
Primary education repetition rate	–	–	–
Share of education (county and national) in total budget			17.2%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Pre-primary education budget data from *Children First: Smarter Budgets, Fairer Futures*: Kenya County Budget Briefs (FY2019–2023), UNICEF Kenya and KIPPRA, September 2025. Where no data are available, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Kenya Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 ↑ 1:1 or less, based on National Education Management System. However, ratios are often reported as averages and may mask inequities across schools, grades and subjects.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 ↑ Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟠 ↓ Used to inform education policy and planning on a nationwide scale, and classroom practices on a sub-national scale.
Evidence-based programmes to improve FLN at scale.	🟢 ↑ Evaluated FLN programme implemented nationwide.

Country efforts

To assess learning levels, regular monitoring include the National Assessment System for Monitoring Learner Achievement, SACMEQ regional assessments, and Early Grade Reading and Mathematics Assessments under the Tusome programme. A key lesson is that sample-based studies provide timely, cost-effective policy evidence; coaching-linked assessments drive real fluency gains; and institutionalizing County Education Quality Dialogues has helped translate data into local response.

To prioritize teaching the fundamentals, the Competency-Based Curriculum (CBC) embeds FLN as the core focus of lower primary, with social-emotional competencies integrated across learning areas. The Ministry of Education is also developing Foundational Learning Guidelines in collaboration with the Council of Governors and Partners. Pre-primary education is managed by the County governments, while primary education is managed by the national government. The guidelines will provide a core framework to ensure pre-primary and lower primary children master literacy, numeracy and socio-emotional skills.

To increase the efficiency of instruction, the CBC rationalization in 2024 capped lower primary subjects, streamlined strands, and adjusted lesson-time allocations to reduce content overload and protect instructional depth – complemented by large-scale teacher recruitment and deployment. This experience highlights the importance of aligning subject load, lesson time and teacher supply together, rather than reforming content in isolation from staffing capacity.

To develop psychosocial health and well-being, the Health-Promoting Schools initiative is being piloted to institutionalize mental health, nutrition, water, sanitation and hygiene, and staff well-being support. A key lesson is that peer- and teacher-delivered psychosocial support models are feasible and scalable at low cost, but they require structured supervision and work best paired with life-skills clubs.

Source: UNICEF RAPID 2026 survey.

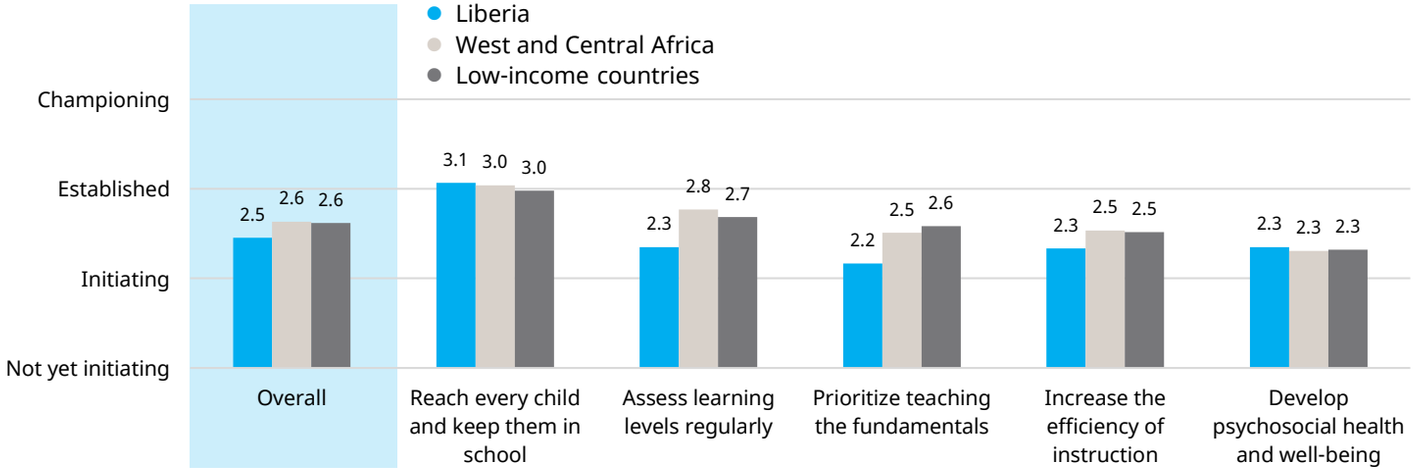
Way forward

- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.
- ✓ Develop psychosocial health and well-being by adopting strategies that address mental health and psychosocial support (MHPSS) needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Liberia Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · = No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	2.5 –	3.1 ↑	2.3 ↓	2.2 –	2.3 –	2.3 –
Policy action		3.3 ↑	2.5 ↓	2.3 –	2.7 –	3.0 ↑
Systems strengthening		2.8 –	2.2 –	2.0 –	2.0 –	1.7 –

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include ensuring every child is provided with a textbook and scaling up evidence-based approaches (e.g., targeted instruction) to improve foundational learning.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	28.6%	32.7%	30.5%
Primary education repetition rate	2.7%	2.5%	2.6%
Government expenditure on pre-primary and primary education, as a percentage of GDP			1.0%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Liberia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🔴 – More than 5 students to a textbook, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 – Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟠 ↓ Used to inform education policy and planning on a sub-national scale, and classroom practices on a small scale (e.g., selected schools).
Evidence-based programmes to improve FLN at scale.	🟠 – FLN programmes implemented in more than half of, but not all, schools.

Country efforts

To reach every child, the Back-to-My-Classroom Enrollment Campaign, launched in 2024, aims to return 250,000 out-of-school children to the education system. Additionally, the Equitable Funding Policy for Early Childhood and Primary Education, finalized and approved in June 2026, establishes a per-student funding model that links resource allocation directly to learner needs and school contexts – ensuring that schools serving disadvantaged communities receive targeted support to address barriers to access, participation and learning.

To assess learning levels, Liberia currently has no formal system for regularly assessing student learning and relies primarily on the West African Examinations Council (WAEC) examinations, which measure academic performance but do not provide a comprehensive evaluation of learners' broader competencies. To address this gap, the Excellence in Learning in Liberia (EXCEL) project, which aims to improve foundational learning, includes efforts on establishing a national learning assessment system that will enable regular and systematic measurement of student learning outcomes.

To increase the efficiency of instruction, the three regional Teacher Training Institutes are upgrading their curricula and training teacher trainers, alongside a revision of instructional time within the academic calendar.

To develop psychosocial health and well-being, the Improving Results in Secondary Education (IRISE) project has trained 156 female guidance counsellors across public senior high schools. With support from UNICEF, 200 guidance counselors are expected to be recruit and trained, alongside a revision of the guidance counselling policy to reflect current needs.

Source: UNICEF RAPID 2026 survey.

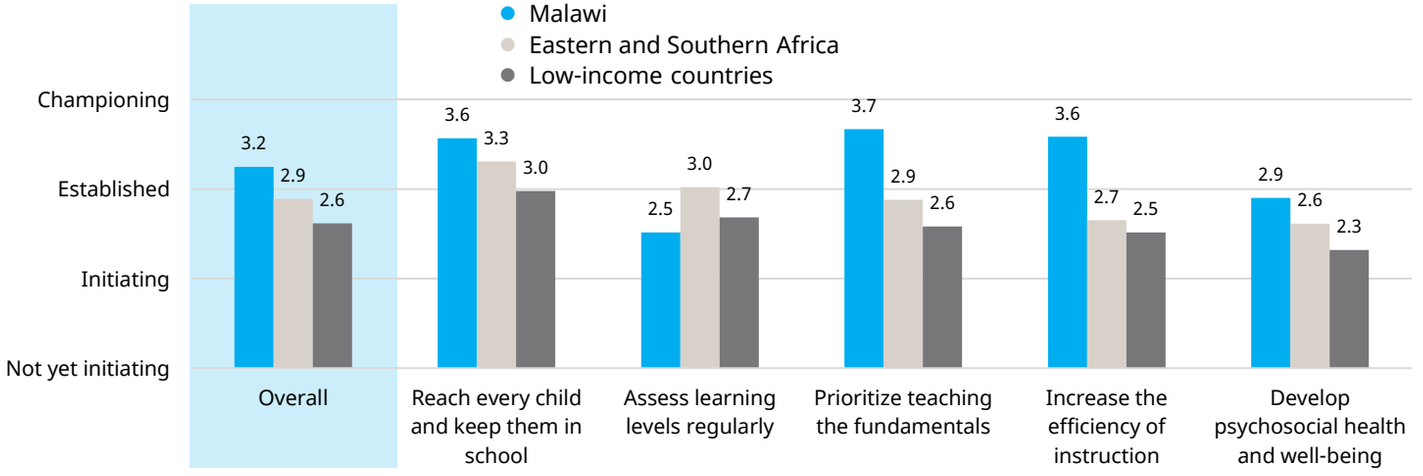
Way forward

- ✓ Assess learning levels effectively by supporting teachers throughout the assessment process and ensuring data is used to inform both classroom practices and education policy.
- ✓ Prioritize teaching the fundamentals by ensuring every child is provided with a textbook, and by integrating social-emotional learning in the curriculum.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.

Foundational Learning Action Tracker 2026
Malawi Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.2 ↑	3.6 –	2.5 –	3.7 ↑	3.6 ↑	2.9 ↑
Policy action		3.3 ↑	2.3 ↑	3.7 ↑	3.7 ↑	3.0 ↑
Systems strengthening		3.8 –	2.7 ↓		3.5 –	2.8 –

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide use of evidence-based approaches (e.g., structured pedagogy) to improve foundational learning.

Areas for **further strengthening** include regularly administering a nationally representative large-scale assessment in the early grades and using assessment data to inform classroom practice.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	–	–	–
Primary education repetition rate	27.6%	26.4%	27.0%
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Malawi Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟡 ↑ 1:2, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 ↑ Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🔴 ↓ No nationally representative large-scale assessment.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟡 ↓ Used to inform education policy and planning on a nationwide scale, and classroom practices on a small scale (e.g., selected schools).
Evidence-based programmes to improve FLN at scale.	🟢 ↑ Evaluated FLN programme implemented nationwide.

Country efforts

To reach every child, grants are provided to vulnerable families through the Ministry of Gender, Community Development and Social Welfare, while schools are provided with in-kind grants – such as notebooks and uniforms – to support learners directly.

To prioritize teaching the fundamentals, the National Mathematics Curriculum Reforms aim to improve student learning outcomes in mathematics through the revision of the national mathematics curriculum for lower primary curriculum (Standards 1–4), teacher training on new strategies, and the printing and distribution of newly developed teaching and learning materials (TLMs) aligned with the revised curriculum. Similarly, the National Reading Programme aims to improve basic reading skills of Standard 1–4 learners, with the goal of ensuring that at least 50 per cent of learners who complete Standard 4 can read at that level. Key activities under the programme include teacher training and support systems, development, printing and distribution of TLMs, mobilization of community support, and the establishment of continuous assessment and remediation systems.

To increase the efficiency of instruction, continuous professional development (CPD) activities are conducted to upgrade teaching skills, manage professional licensing, and improve student learning outcomes. CPD is guided by a national framework overseen by the Ministry of Education through the Directorate of Teacher Education and Development (DTED) and the Teachers Council of Malawi.

Source: UNICEF RAPID 2026 survey.

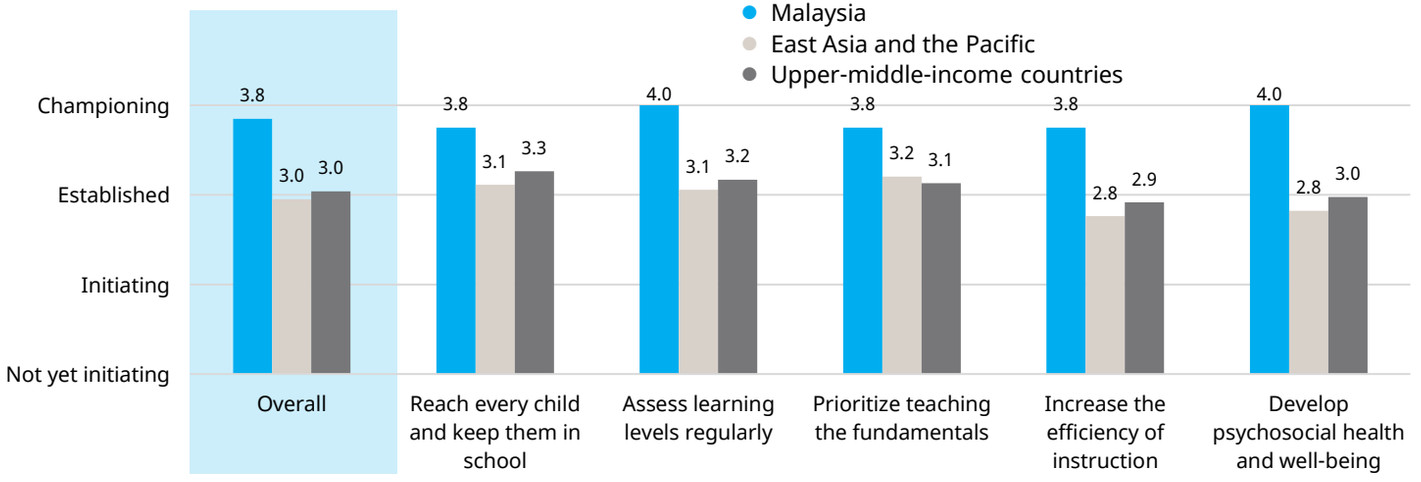
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Strengthen assessment systems by reinforcing institutional capacity and quality-assurance mechanisms for classroom assessments, national examinations and large-scale assessments.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Malaysia Country Scorecard

unicef
for every child

2026 rating: Championing



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.8 –	3.8 –	4.0 –	3.8 –	3.8 –	4.0 –
Policy action		4.0 –	4.0 –	4.0 –	4.0 –	4.0 –
Systems strengthening		3.5 –	– –	3.5 –	3.5 –	– –

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include regular administration of a nationally representative large-scale assessment in the early grades and use of assessment data to inform policy and practice.

Areas for **further strengthening** include embedding socio-emotional skills into curricula, assessment and teacher training.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	49.8%	34.5%	42.0%
Primary education completion rate	–	–	–
Primary education repetition rate	0.0%	0.0%	0.0%
Government expenditure on pre-primary and primary education, as a percentage of GDP			1.7%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Malaysia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 — 1:1 or less, based on Ministry of Education Textbook Loan Scheme administrative records.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 — Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 ↑ Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 — Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟢 — Evaluated FLN programmes implemented nationwide.

Country efforts

To reach every child, the Sistem Pengesanan Murid (SiPKPM) facilitates the systematic monitoring of students who have dropped out or at risk of dropping out across all levels of the education system, identifying key drivers of student attrition and enabling early identification of students who require support and informing timely, targeted interventions. The Ministry of Education (MoE), in collaboration with UNICEF, has further strengthened SiPKPM through the integration of artificial intelligence (AI)-enabled predictive analytic to identify disengagement earlier and target interventions more precisely.

To assess learning levels, classroom-based assessments are conducted continuously following each learning topic. Additionally, an End-of-Academic-Session Assessment is administered to evaluate students' overall achievement against expected learning outcomes, with results used to design targeted intervention plans for students needing additional support.

To prioritize teaching the fundamentals, Malaysia formally endorsed the Global Commitment to Action on Foundational Learning – the third country in the Asia-Pacific region to do so – anchoring this priority in the Malaysia Education Blueprint 2026–2035. The Blueprint emphasizes equitable learning opportunities, targeted support and strengthened interventions to improve foundational learning outcomes for all children.

To increase the efficiency of instruction, the MoE is implementing the Reading Support Programme using the BaNgKIT Literacy Module to strengthen literacy instruction, with the aim of training 70 per cent of language teacher trainees from Institutes of Teacher Education as specialized literacy trainers.

To develop psychosocial health and well-being, student well-being and mental health and psychosocial support (MHPSS) are prioritized within the Malaysia Education Blueprint 2026–2035.

Source: UNICEF RAPID 2026 survey.

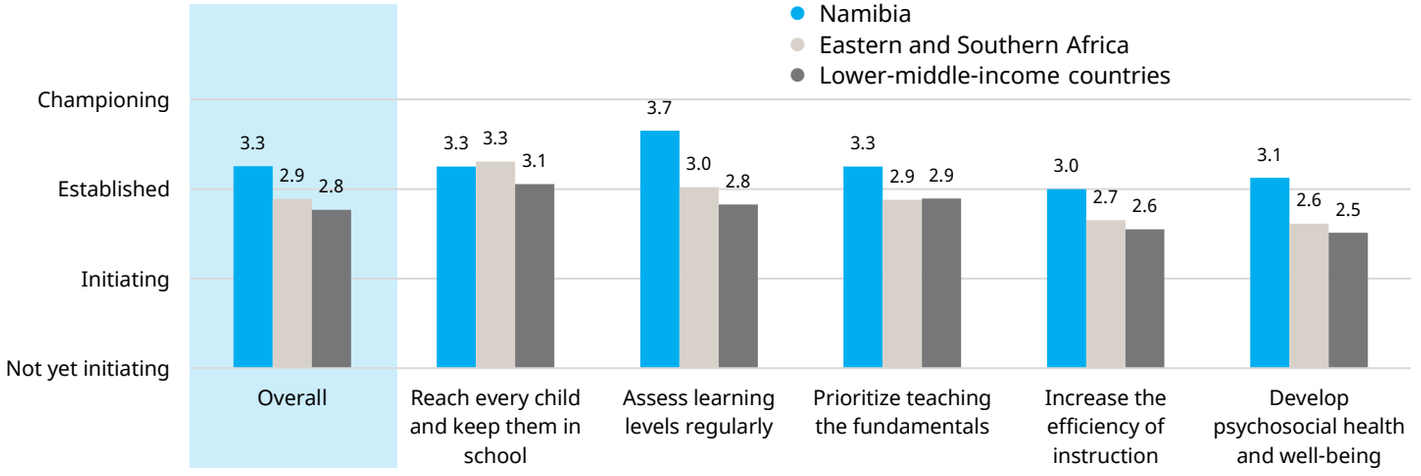
Way forward

- ✓ Reach every child by ensuring education sector plans/strategies address inequities in access, participation, retention and resource allocation.
- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by strengthening systems to promote teacher accountability and the use of evidence to improve instructional practices.

Foundational Learning Action Tracker 2026
Namibia Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.3	–	3.3	–	3.7	–	3.3	–	3.0	–	3.1	–
Policy action			3.0	↓	4.0	↑	3.0	–	3.0	–	2.8	↓
Systems strengthening			3.5	–	3.3	–	3.5	–			3.5	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include regular administration of a nationally representative large-scale assessment in the early grades and use of assessment data to inform policy and practice.

Areas for **further strengthening** include scaling up catch-up programmes for children who dropped out of school and/or are behind expected learning competencies.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	–	–	–
Primary education repetition rate	18.8%	12.9%	15.9%
Government expenditure on pre-primary and primary education, as a percentage of GDP			4.9%*

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–). *Data are available for primary education only.

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Namibia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🔴 ↓ More than 5 students to a textbook, based on national administrative data. Availability varies significantly across regions and subjects.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 – Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 ↑ Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟢 ↑ Evaluated FLN programmes implemented nationwide.

Country efforts

To reach every child, the Ministry of Education, Innovation, Youth, Sports, Arts and Culture (MEIYSAC) conducts advocacy through Regional Education Forums and School Boards to enroll children regardless of disability or special need. Trainings are conducted at national, regional and community levels for parents to understand the importance of education and to enroll and keep their children in school.

To assess learning levels, MEIYSAC has developed the Early Grade Literacy and Numeracy Assessments (EGLA/EGMA) in all 12 Namibian languages. EGLA, which assesses reading and writing together to guide comprehensive, targeted literacy instruction, and EGMA are linked to a learning support programme that helps teachers identify which literacy or numeracy components require strengthening and how to address them using structured pedagogy.

To prioritize teaching the fundamentals, MEIYSAC is strengthening teacher support to unpack the syllabus competencies through the Learning Support Programme, which includes detailed developmental trackers that show the sequence in which literacy and numeracy skills develop and where each learner sits relative to expected progress, enabling targeted interventions. Additionally, digital content is being developed to support curriculum delivery across all languages and contexts.

To increase the efficiency of instruction, Junior Primary teachers have been trained in structured pedagogy through the Jolly Phonics Programme, guided by newly developed decodable readers. MEIYSAC has recorded improvements in English literacy outcomes in some regions between 2024 and 2025, though results vary across schools and regions.

To develop psychosocial health and well-being, MEIYSAC has developed psychosocial support materials, including counselling manuals, the National Safe Schools Framework, and educator manuals on responding to sexual violence, though implementation remains fragmented.

Source: UNICEF RAPID 2026 survey.

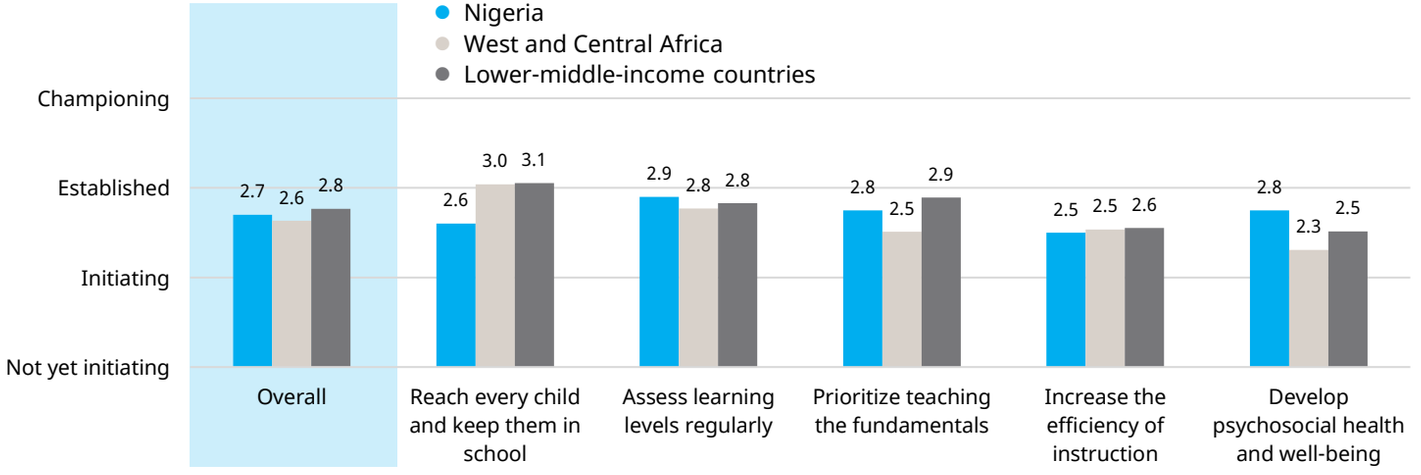
Way forward

- ✓ Prioritize teaching the fundamentals by ensuring every child is provided with a textbook and integrating socio-emotional skills in the curriculum.
- ✓ Increase the efficiency of instruction by scaling catch-up programmes for children who dropped out of school and/or are behind expected learning competencies.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Nigeria Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · = No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	2.7 –	2.6 –	2.9 –	2.8 –	2.5 –	2.8 –
Policy action		2.0 –	3.0 –	3.5 ↑	3.0 ↑	3.0 –
Systems strengthening		3.2 –	2.8 –	2.0 –	2.0 –	2.5 –

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include clearly defined learning outcomes for foundational literacy and numeracy in the early-grade curriculum.

Areas for **further strengthening** include scaling up evidence-based approaches (e.g., targeted instruction) to improve foundational learning.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	78.1%	76.5%	77.4%
Primary education repetition rate	–	–	–
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Nigeria Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change ▭ No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	⚪ ▭ Data not available.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟡 ↓ Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟠 ↓ Used to inform both classroom practices and education policy and planning on a sub-national scale.
Evidence-based programmes to improve FLN at scale.	🟠 ↓ FLN programmes implemented in more than half of, but not all, schools.

Country efforts

To assess learning levels, the Government, with UNICEF support, has been conducting standardized large-scale learning assessments every 3–4 years, with an emphasis on the use of the results for improving policy, programme, and teaching and learning practices. A range of capacity-building efforts has been included in the learning assessment initiative.

To prioritize teaching the fundamentals, the national curriculum has been recently updated, alongside the revision of teacher training and teaching and learning materials to align with the new curriculum.

To increase the efficiency of instruction, standardized teacher professional development (STPD) opportunities are provided, including an innovative school-based STPD model known as the Learning Lab that has been rolled out in 12 schools across three states (Borno, Kaduna and Lagos). The model proposes a shift away from the cascade approach, offering a more contextualized and needs-based teacher development programme, ongoing in-school support through instructional leadership teams and mentoring and collaborative learning opportunities. The STPD-Learning Lab model has demonstrated improvements in both teacher efficacy and student learning outcomes.

Source: UNICEF RAPID 2026 survey.

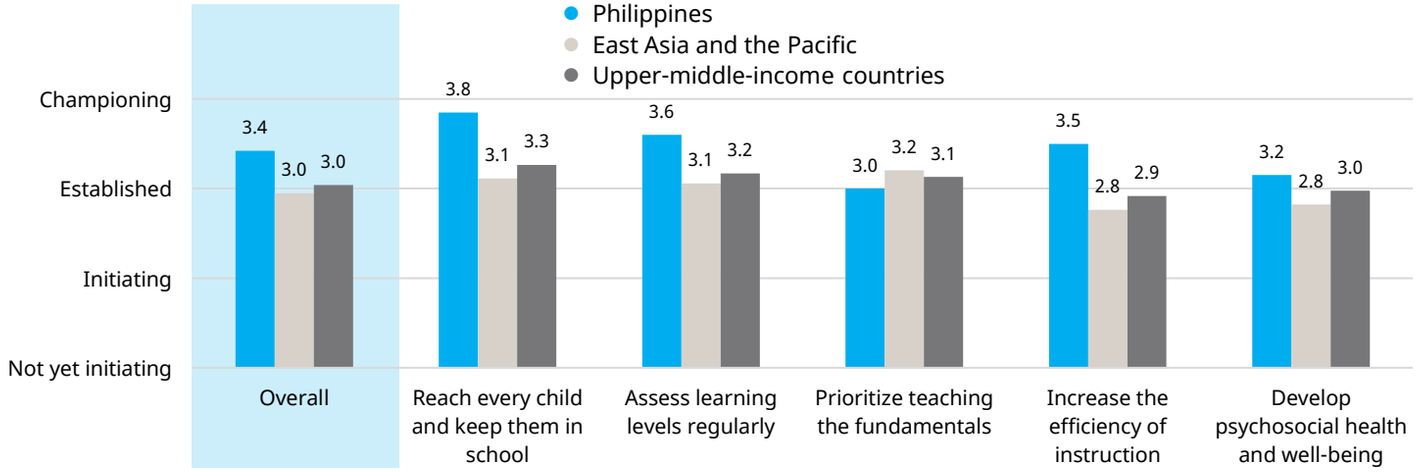
Way forward

- ✓ Reach every child by scaling up mechanisms to collect, report and act on information on student attendance and dropout.
- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.

Foundational Learning Action Tracker 2026
Philippines Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · = No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.4	–	3.8	–	3.6	–	3.0	–	3.5	–	3.2	–
Policy action			4.0	–	4.0	–	4.0	–	4.0	–	3.5	↓
Systems strengthening			3.7	–	3.2	–	2.0	–	3.0	–	2.8	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student attendance and dropout.

Areas for **further strengthening** include embedding socio-emotional skills into curricula, assessment and teacher training.

Contextual and financing indicators

	Boys	Girls	Overall
Proportion of children meeting minimum proficiency in reading for end of primary (SEA-PLM Band 5 and above)	–	–	27%
Primary education completion rate	–	–	–
Primary education repetition rate	2.0%	1.0%	1.6%
Government expenditure on pre-primary and primary education, as a percentage of GDP			1.6%

Source: Southeast Asia Primary Learning Metrics (SEA-PLM) 2024; latest available data since 2021 from the UIS Database (February 2026 release), accessed August 2026.

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Philippines Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

Not yet initiating · Initiating · Established · Championing · No data

↑ Increase since 2025 · ↓ Decrease since 2025 · – No change · = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	1:1 or less, based on national administrative data. However, data may not reflect real-time classroom availability.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	Evaluated FLN programme implemented nationwide.

Country efforts

To reach every child, child mapping is conducted before each school year to identify out-of-school children and support timely enrolment. The Alternative Learning System offers flexible pathways, while the Indigenous Peoples Education and Madrasah Education programmes provide culturally responsive and context-appropriate learning opportunities for indigenous and Muslim learners, respectively.

To assess learning levels, the Department of Education (DepEd) monitors learning through classroom-based, national and system-level assessments, complemented by teacher professional development initiatives on improving the quality and use of assessment data. A key lesson learned is the importance of combining regular assessment with targeted remediation, strengthening teacher assessment competencies, and coordinating with families and communities to monitor learner progress.

To prioritize teaching the fundamentals, the Revised K to 10 and Strengthened Senior High School Curriculum streamlines learning competencies to emphasize mastery of foundational literacy, numeracy, scientific literacy and socio-emotional competencies.

To increase the efficiency of instruction, the Three-Term School Calendar and Learning Continuity in Emergencies policies protect instructional time from disruption. Additionally, the new policy on Lesson Planning seeks to make lesson preparation more efficient, flexible and context-responsive.

To develop psychosocial health and well-being, the Basic Education Mental Health and Well-being Promotion Act and the Mental Health Act mandates schools to establish school-based mental health services and referral mechanisms. A key lesson learned is that psychosocial support works best when integrated within schools rather than treated as a stand-alone service, requiring early identification, strong referral systems and teacher capacity to recognize concerns.

Source: UNICEF RAPID 2026 survey.

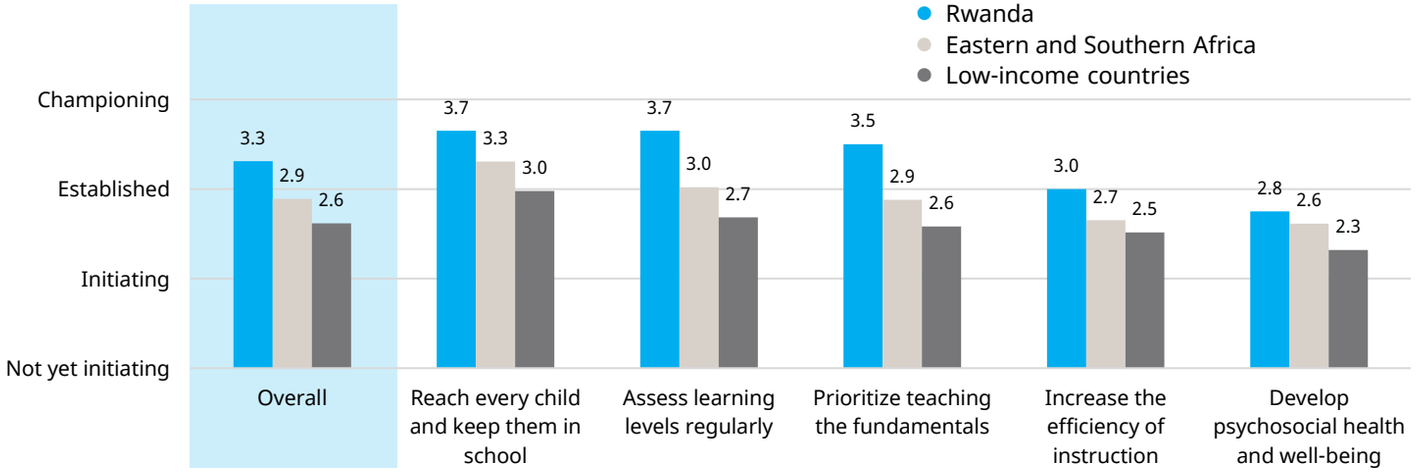
Way forward

- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by strengthening systems to promote teacher accountability and the use of evidence to improve instructional practices.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Rwanda Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.3	–	3.7	–	3.7	–	3.5	↑	3.0	–	2.8	↓
Policy action			4.0	–	4.0	–	4.0	–	3.0	↑	3.5	–
Systems strengthening			3.3	–	3.3	–	3.0	↑	3.0	–	2.0	

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include regular administration of a nationally representative large-scale assessment in the early grades and use of assessment data to inform policy and practice.

Areas for **further strengthening** include scaling up evidence-based approaches (e.g., targeted instruction) to improve foundational learning.

Contextual and financing indicators

	Boys	Girls	Overall
Primary education completion rate (2024/25)	42.2%	54.4%	48.0%
Primary education repetition rate (2023/24)	22.1%	18.5%	20.4%
Government expenditure on pre-primary and primary education, as a percentage of GDP (2024)			2.2%

Source: Primary education completion and repetition rates from the 2024/2025 Education Statistical Yearbook, Ministry of Education, Republic of Rwanda. Primary completion rate reflects the proportion of Primary 1 students successfully reaching Primary 6 within the expected 6-year cycle. Government expenditure data from the UIS Database (February 2026 release), accessed August 2026.

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Rwanda Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟢 ↑ 1:1 or less, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 — Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 — Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 — Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟡 ↑ Implemented nationwide. Not yet evaluated, but other research and/or data collection efforts underway.

Country efforts

To reach every child, daily student attendance is tracked through two data systems (Karame and Berulo) with notifications sent to parents, head teachers and district personnel. Initiatives like the Nkuza Neza project incentivizes partners to enroll children with disabilities, while the proposed Zero Out-of-School Children initiative features a digital attendance-tracking system.

To assess learning levels, results from the Early Grade Reading Assessment (EGRA) and the Learning Assessment in Rwandan Schools (LARS) are shared publicly with schools and education partners to inform policy and action planning. Rwanda's first-ever participation in the Programme for International Student Assessment (PISA) and the Assessments for Minimum Proficiency Levels (AMPL) in 2025 will support reporting on Sustainable Development Goal 4 and inform future policy and planning.

To prioritize teaching the fundamentals, the lower-primary curriculum has been revised to focus on foundational skills, particularly literacy, with the school timetable adjusted to allocate dedicated time for teaching reading through systematic phonics instruction.

To increase the efficiency of instruction, structured pedagogy is implemented in 7 districts, providing lower-primary teachers with guides, phonics training and regular coaching. A targeted instruction and holiday remedial learning programme, implemented across all 30 districts, has significantly reduced repetition rates in lower primary, alongside the strategic deployment of skilled and qualified teachers supports the goal of ensuring all children can read with comprehension by the end of Primary 3.

To develop psychosocial health and well-being, the Rwanda Basic Education Board regularly trains school leaders in guidance and counselling, guided by a School Guidance and Counselling Framework developed with the Regional Teacher Initiative for Africa. School safety guidelines, developed with UNICEF and Save the Children, are being introduced to prevent and respond to violence in schools.

Source: UNICEF RAPID 2026 survey.

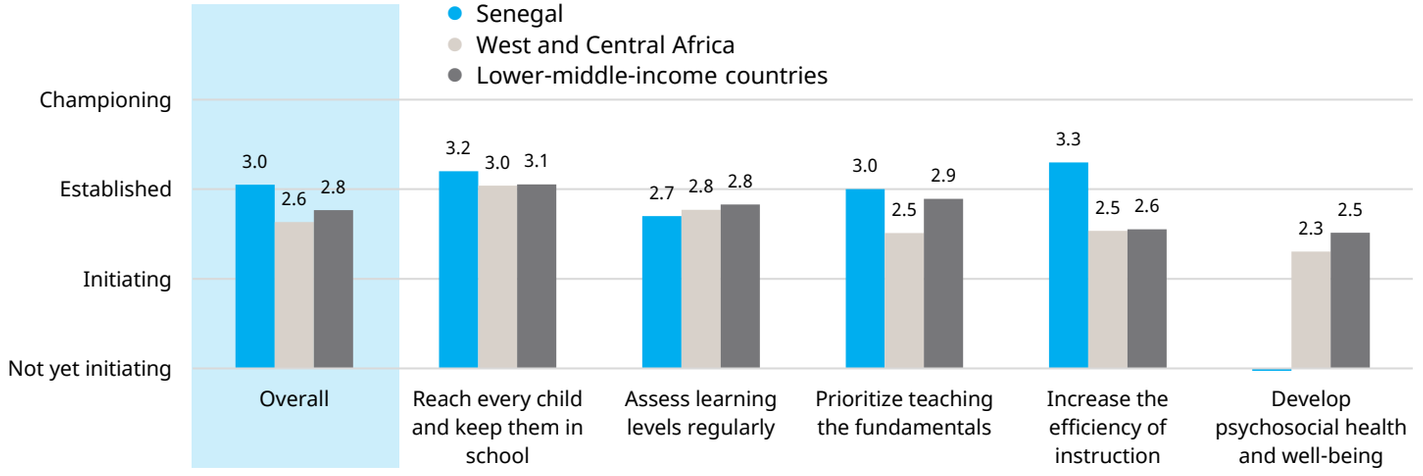
Way forward

- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., structured pedagogy) to improve foundational learning.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Senegal Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.0	–	3.2	–	2.7	–	3.0	–	3.3	–		–
Policy action				–		–		–		–		–
Systems strengthening			3.2	–	2.7	–	3.0	–	3.3	–		–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include addressing inequities in access, participation, retention and resource allocation in education sector strategies/plans.

Areas for **further strengthening** include regularly administering a nationally representative large-scale assessment in the early grades and using assessment data to inform policy and practice.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	74.6%	69.2%	72.0%
Primary education completion rate	48.2%	69.5%	58.3%
Primary education repetition rate	2.9%	2.6%	2.8%
Government expenditure on primary education, as a percentage of GDP			1.05%

Source: RESEN Senegal 2025 (UNESCO); RNSE 2025; Données ANSD et Ministère des Finances.

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Senegal Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2024 data (no 2026 or 2025 data available)
Average textbook-student ratio in the early grades.	🟢 1:1 or less (1ère étape – Français : 1.1; Source: RNES 2025).
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟠 Small-scale implementation (e.g., in selected schools).
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟠 Administered every 4 or more years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🔴 Used to inform both classroom practices and education policy and planning on a small scale (e.g., in selected schools).
Evidence-based programmes to improve FLN at scale.	🟠 FLN programmes implemented in more than half of, but not all, schools.

Country efforts

To reach every child, the Government has signed a landmark decree allowing the free enrolment of all children without birth certificates into the Ministry of Education civil registration platform, removing a significant barrier to schooling and national examinations. Additionally, inclusive education is supported through the ATscale that enables access to assistive technology and support people with disabilities, including a national baseline survey on assistive technologies and the introduction of teacher training modules to improve the detection of visual impairments.

To assess learning levels regularly, Senegal published the eighth edition of its national learning assessment system (Système national d'évaluation des rendements scolaires, SNERS), based on nationally representative data collected since 2017.

To prioritize teaching the fundamentals, the national bilingual education programme Modèle Harmonisé d'Enseignement Bilingue au Sénégal (MOHEBS) is entering a phase of widespread implementation, with gradual funding from the Senegalese government, supplemented by support from partners. The Government has also launched a curriculum reform aimed at better aligning school programmes with national realities and twenty-first-century competencies.

To increase the efficiency of instruction, Senegal is implementing its National Digital Strategy for Education (2025–2029), which has recorded significant progress in school infrastructure, the production and use of pedagogical tools, and the development of digital competency frameworks for teachers and students.

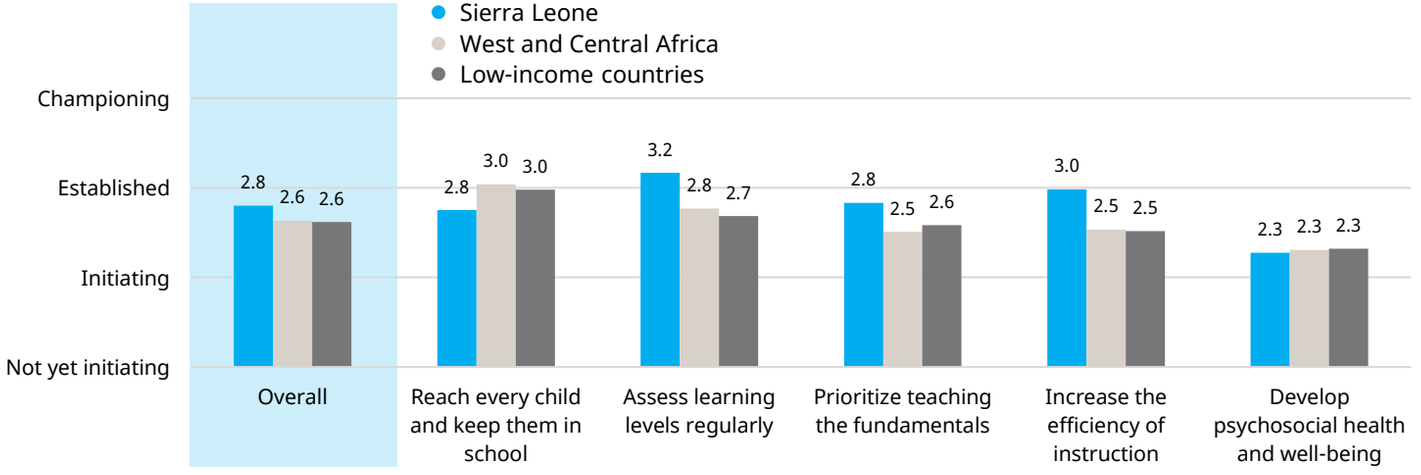
Way forward

- ✓ Assess learning levels by regularly administering a nationally representative large-scale assessment of reading and/or math in the early grades and using data to inform both teaching and policy.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Sierra Leone Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · = No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	2.8	–*	2.8	–	3.2	–	2.8	–	3.0	–	2.3	–*
Policy action			2.0	–	3.8	–	3.7	–	2.7	–	2.3	–
Systems strengthening			3.5	–	2.5	–	2.0	–	3.3	–	2.3	–*

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease). *Indicates a rating imputed from 2025 data, due to missing data in 2026.

Progress at a glance

Areas with **strong progress** include clearly defined benchmarks for foundational literacy and numeracy and use of assessment data to inform education policy and classroom practices.

Areas for **further strengthening** include scaling up mechanisms to collect, report and act on information on student attendance and dropout.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	–	–	–
Primary education repetition rate	3.6%	3.6%	3.6%
Government expenditure on pre-primary and primary education, as a percentage of GDP			2.4%

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Sierra Leone Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🟡 — 1:2, based on the 2025 Annual School Census. Efforts are underway to improve textbook-student ratio.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 — Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟡 — Administered every 2 or 3 years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 — Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟡 — Implemented nationwide. Not yet evaluated, but other research and/or data collection efforts underway.

Country efforts

To reach every child, the Free Quality School Education programme, launched in 2018, eliminated school fees and drove a 40 per cent increase in enrolment across all education levels. Additionally, the Foundations of Learning for All reform prioritizes foundational literacy and numeracy, with the aim of reducing disengagement and dropout linked to low learning levels.

To assess learning levels, UNICEF and the World Bank supported the establishment of the National Assessment Services Unit (NASU), building institutional and technical capacity to lead national sample-based assessments. NASU successfully implemented the first-ever Primary 4 national learning assessment in 2024, and pre-primary and Primary 2 national assessments in 2025. Additionally, the Continuous Assessment Handbook is undergoing revision to enhance the use of classroom-based assessment to inform instruction.

To prioritize teaching the fundamentals, curriculum-aligned instructional materials are being developed to integrate social-emotional learning across subjects rather than as a standalone discipline, making implementation more sustainable and responsive to learners' everyday experiences.

To increase the efficiency of instruction, structured pedagogy is being rolled out, providing lesson plans, teacher guides and pupil materials to all government and government-supported primary schools for Primary 1 and 2, with Primary 3 and 4 to follow by 2027. Implementation research shows teachers demonstrating significant knowledge gains from national training.

To develop psychosocial health and well-being, the Comprehensive School Safety Policy emphasizes protection from violence, abuse and neglect, while the School Health Policy integrates support for mental health and emotional well-being.

Source: UNICEF RAPID 2026 survey.

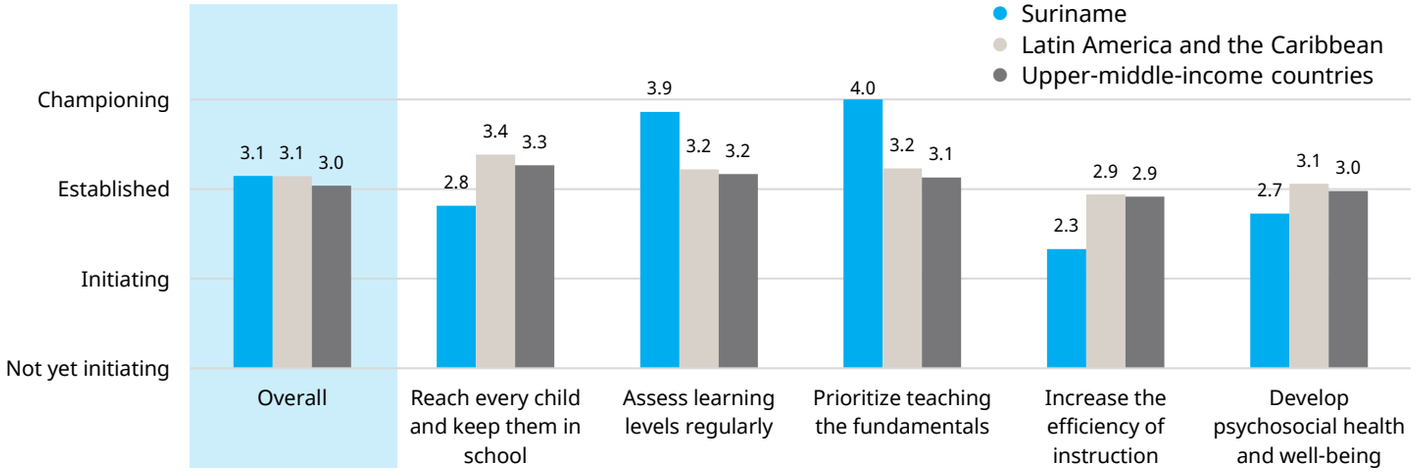
Way forward

- ✓ Reach every child by scaling up mechanisms to collect, report and act on information on student attendance and dropout.
- ✓ Prioritize teaching the fundamentals by embedding socio-emotional skills into curricula, assessment and teacher training, and mainstreaming them across formal and non-formal education systems.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Suriname Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	3.1	–*	2.8	–*	3.9	–*	4.0	–*	2.3	–*	2.7	–*
Policy action			2.3	–*	3.9	–*	4.0	–*	2.3	–*	2.3	–*
Systems strengthening			3.3	–							3.2	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease). *Indicates a rating imputed from 2025 data, due to missing data in 2026.

Progress at a glance

Areas with **strong progress** include clearly defined benchmarks for foundational literacy and numeracy and integration of social-emotional learning in the curriculum.

Areas for **further strengthening** include scaling up and evaluating evidence-based approaches (e.g., targeted instruction).

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	90.4%	95.1%	92.5%
Primary education repetition rate	16.4%	11.1%	13.9%
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Suriname Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2025 data (no 2026 data available)
Average textbook-student ratio in the early grades.	🟢 1:1 or less, based on sub-national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟠 FLN programmes implemented in more than half of, but not all, schools.

Country efforts

To prioritize teaching the fundamentals, the Government launched the National Early Childhood Development Policy, setting a strategic framework to enhance early learning, caregiver support and access to quality early childhood services. Additionally, the 'Play, Discover and Learn' early learning programme has been expanded to 29 daycare centers across Suriname. The programme not only equips young learners with foundational skills, but also strengthens the capacity of daycare workers, ensuring they can better support parents in fostering a stimulating home environment. These efforts are bridging the early learning gap and ensuring that children have the best start in life.

To develop psychosocial health and well-being, the Healthy Lifestyle Programme, developed and implemented by the Regional Health Service (RGD) with support from UNICEF, offers a targeted approach within schools and communities to address concerning health trends in Suriname. The programme focuses on three pillars: healthy eating, physical activity and mental resilience. It includes training for RGD nurses, physical education teachers, and media library staff, and conducts interactive sessions for children, parents, and caregivers.

Source: UNICEF Guyana & Suriname.

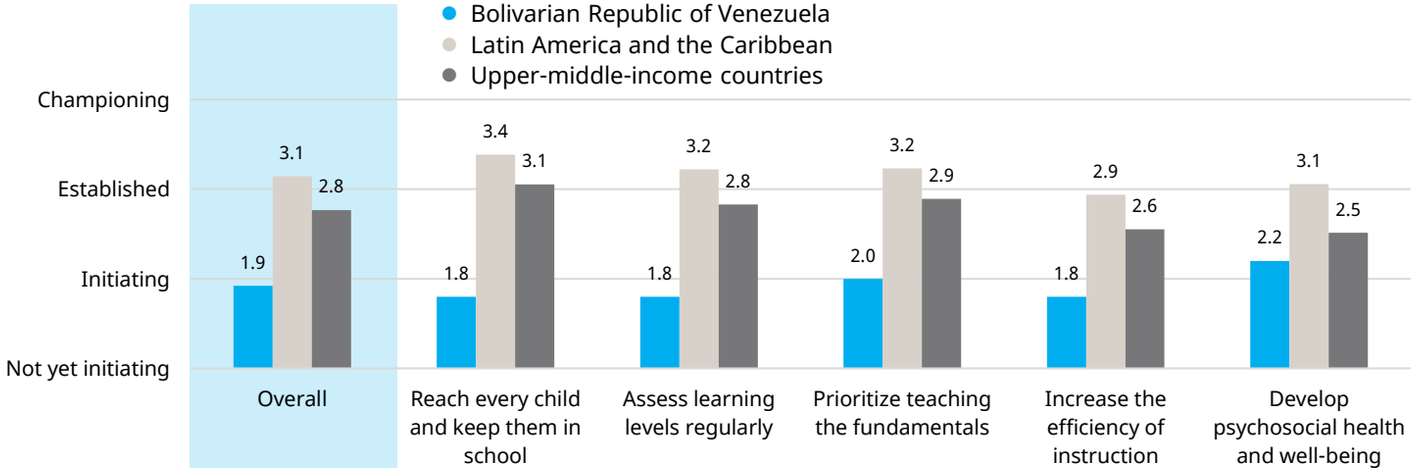
Way forward

- ✓ Reach every child by ensuring education sector plans/strategies address inequities in access, participation, retention and resource allocation.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.

Foundational Learning Action Tracker 2026
Bolivarian Republic of Venezuela Country Scorecard

unicef for every child

2026 rating: Initiating



RAPID progress

Rating scale Not yet initiating | Initiating | Established | Championing | No data

Progress since 2025 ↑ Increase | ↓ Decrease | – No change | No 2025 data

	Overall		Reach every child and keep them in school		Assess learning levels regularly		Prioritize teaching the fundamentals		Increase the efficiency of instruction		Develop psychosocial health and well-being	
Overall	1.9	–	1.8	–	1.8	–	2.0	↑	1.8	↑	2.2	–
Policy action				–		–		–		–		–
Systems strengthening			1.8	–	1.8	–	2.0	↑	1.8	↑	2.2	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress include** regular administration of a nationally representative large-scale assessment in the early grades and use of assessment data to inform policy and practice.

Areas for **further strengthening** include strengthening systems to promote teacher accountability and addressing inequities in evidence-based education strategies/plans.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	–
Primary education completion rate	–	–	–
Primary education repetition rate	0.6%	0.3%	0.4%
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Bolivarian Republic of Venezuela Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 — No change ▭ No 2025 data

RAPID 5 indicator	2024 data (no 2026 or 2025 data available)
Average textbook-student ratio in the early grades.	🟠 1:3–1:5, including the Colección Bicentenario and Revista Tricolor.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 Clearly defined at central, subnational and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟢 Administered every year.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟢 Evaluated FLN programmes implemented nationwide.

Country efforts

To assess learning levels, the Bolivarian Republic of Venezuela has participated in the most recent cycle of the Regional Comparative and Explanatory Study (ERCE 2025), a regional educational assessment coordinated by the Latin American Laboratory for the Evaluation of the Quality of Education (LLECE). This marks the country's return to this assessment since it last participated in the first study in 1997.

To increase the efficiency of instruction, the National Teacher Training Plan is in place to provide ongoing professional development, reaching over 260,000 teachers in the 2025–2026 academic year.

To develop psychosocial health and well-being, efforts include the School Feeding Programme (PAE), which provides free daily meals to millions of students across the country.

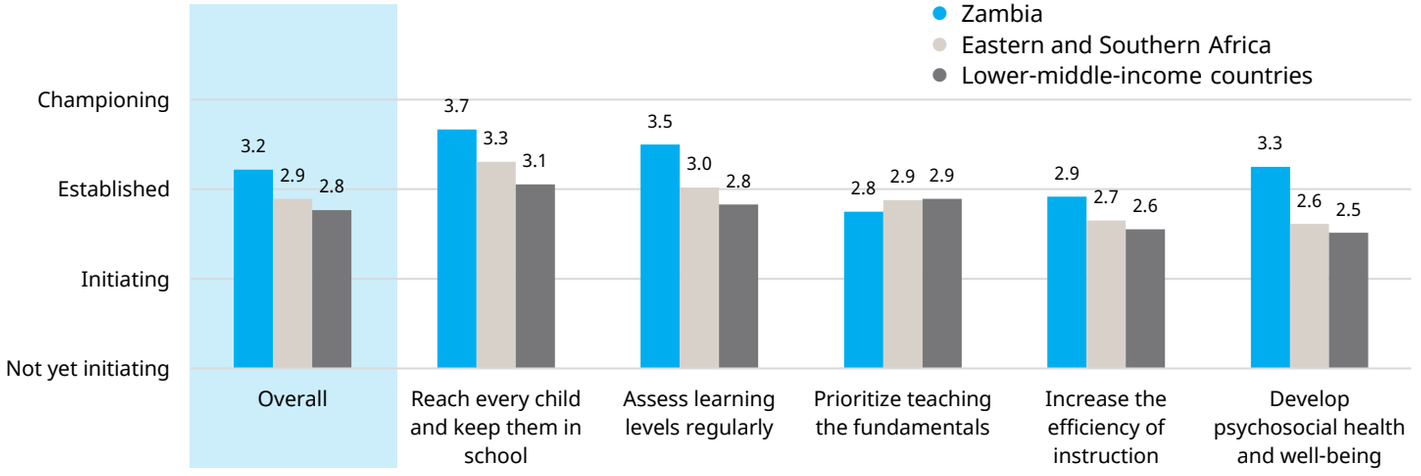
Way forward

- ✓ Reach every child by ensuring education sector plans/strategies address inequities in access, participation, retention and resource allocation.
- ✓ Strengthen assessment systems by reinforcing institutional capacity and quality-assurance mechanisms for classroom assessments, national examinations and large-scale assessments.
- ✓ Increase the efficiency of instruction by strengthening systems to promote teacher accountability and the use of evidence to improve instructional practices.

Foundational Learning Action Tracker 2026
Zambia Country Scorecard

unicef
for every child

2026 rating: Established



RAPID progress

Rating scale Not yet initiating · Initiating · Established · Championing · No data

Progress since 2025 ↑ Increase · ↓ Decrease · – No change · No 2025 data

	Overall	Reach every child and keep them in school	Assess learning levels regularly	Prioritize teaching the fundamentals	Increase the efficiency of instruction	Develop psychosocial health and well-being
Overall	3.2 –	3.7 –	3.5 –	2.8 –	2.9 –	3.3 –
Policy action		3.7 –	3.5 –	3.0 –	3.3 –	3.3 –
Systems strengthening		–	–	2.5 –	2.5 –	–

Source: UNICEF's FLAT 2026 and 2025 data. A rating change of >=0.5 (<=-0.5) is counted as an increase (decrease).

Progress at a glance

Areas with **strong progress** include nationwide mechanisms to collect, report and act on information on student dropout.

Areas for **further strengthening** include ensuring every child is provided with a textbook and regularly administering a nationally representative large-scale assessment in the early grades.

Contextual and financing indicators

	Boys	Girls	Overall
Learning poverty rate	–	–	98.5%
Primary education completion rate	72.7%	76.3%	74.3%
Primary education repetition rate	–	–	–
Government expenditure on pre-primary and primary education, as a percentage of GDP			–

Source: Latest available data since 2019 from the World Bank Learning Poverty Database (April 2024 release) and since 2021 from the UIS Database (February 2026 release), accessed August 2026. Where no data are available within these windows, the indicator is shown as a dash (–).

About this scorecard

This scorecard 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, structured around the RAPID Framework. Policy action ratings are based on a survey conducted from July to August 2026, and systems strengthening ratings are derived from UNICEF's internal monitoring exercise with its country offices.

Foundational Learning Action Tracker 2026
Zambia Country Scorecard

unicef
for every child

RAPID 5 indicators of foundational learning

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.

🔴 Not yet initiating 🟠 Initiating 🟡 Established 🟢 Championing ⚪ No data

↑ Increase since 2025 ↓ Decrease since 2025 – No change = No 2025 data

RAPID 5 indicator	2026 rating and progress since 2025
Average textbook-student ratio in the early grades.	🔴 – More than 5 students to a textbook, based on national administrative data.
Clearly defined learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) in the early-grade curriculum.	🟢 – Clearly defined at central, sub-national and school level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades.	🟠 – Administered every 4 or more years.
Utilization of assessment data to inform classroom practices and education policy and planning.	🟢 – Used to inform both classroom practices and education policy and planning on a nationwide scale.
Evidence-based programmes to improve FLN at scale.	🟡 ↓ FLN programme implemented nationwide, but no evaluation undertaken yet.

Country efforts

To reach every child, ongoing actions include the Keeping Girls in School initiative, the Constituency Development Fund, Free Education policy, school feeding programme, and water, sanitation and hygiene (WASH) initiatives. The Social Cash Transfer Programme includes disability as an explicit eligibility category nationwide, and Child Find, Early Grade Screening and Early Grade School-Based Assessment operate as a nationally implemented policy supporting inclusive identification of learners.

To prioritize teaching the fundamentals, the 2023 National Curriculum Framework defines foundational literacy and numeracy outcomes for Grades 1–3, supported by a dedicated Foundational Learning Technical Committee, focal-point staff and a Catch-Up Coordination Committee with parliamentary champions. Curriculum adaptations for learners with disabilities and social-emotional learning integration are established in policy, though implementation of disability-responsive support remains uneven.

To increase the efficiency of instruction, Zambia implements structured pedagogy and targeted instruction nationally, complemented by several reading-specific programmes – ZREAD, Jolly Phonics, ATLAS and THRASS – alongside the Closing the Learning Gap initiative, Numeracy Research Development, and Mwabu digital learning. Catch-up programmes have seen substantial implementation, though inadequate teacher training in the lower grades remains a constraint.

To develop psychosocial health and well-being, the Life Skills and Health Education programme and Mental Health Package for Guidance and Counselling support students through informal guidance structures, complemented by nationwide child protection and safeguarding policies and large-scale school feeding. Recruitment of specialized mental health personnel remains limited, constraining the depth of support available beyond generalist guidance and counselling.

Source: UNICEF RAPID 2026 survey.

Way forward

- ✓ Prioritize teaching the fundamentals by ensuring every child is provided with a textbook, and by embedding socio-emotional skills into curricula, assessment and teacher training.
- ✓ Increase the efficiency of instruction by scaling up and evaluating evidence-based programmes (e.g., targeted instruction) to improve foundational learning.
- ✓ Develop psychosocial health and well-being by adopting strategies and policies that address mental health and psychosocial needs of children and engaging communities to promote support.