



FROM COMMITMENTS TO ACTION

Findings from the Foundational
Learning Action Tracker 2024



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Introduction

Ensuring foundational learning for all children is critical. Foundational learning refers to the basic literacy, numeracy and socio-emotional skills that are the building blocks for all other learning, knowledge and higher-order skills. Without acquiring foundational learning, children struggle to thrive in school and are more likely to repeat a grade or drop out. At a national level, a lack of foundational learning skills can lead to greater youth unemployment and deeper levels of poverty.

Despite the essential role of foundational learning, too many children are not acquiring these basic skills. Globally, about two thirds of children are estimated to be unable to read and understand a simple text by age 10 – a concept known as learning poverty. Learning poverty is particularly severe in Africa, where about 4 in 5 children are predicted to be in learning poverty.¹

Recognizing the urgent need to prioritize foundational learning, a global coalition on foundational learning has been established to support national efforts on improving foundational learning. As a first step, governments and education stakeholders around the world were urged to endorse the [Commitment to Action on Foundational Learning](#). The Commitment calls for the implementation of evidence-based policies encapsulated

by the five key actions under the [RAPID Framework](#), namely: (i) Reach every child and keep them in school; (ii) Assess learning levels regularly; (iii) Prioritize teaching the fundamentals; (iv) Increase the efficiency of instruction; and (v) Develop psychosocial health and well-being.

The Foundational Learning Action Tracker (FLAT) monitors progress on low- and middle-income countries' RAPID efforts on foundational learning.

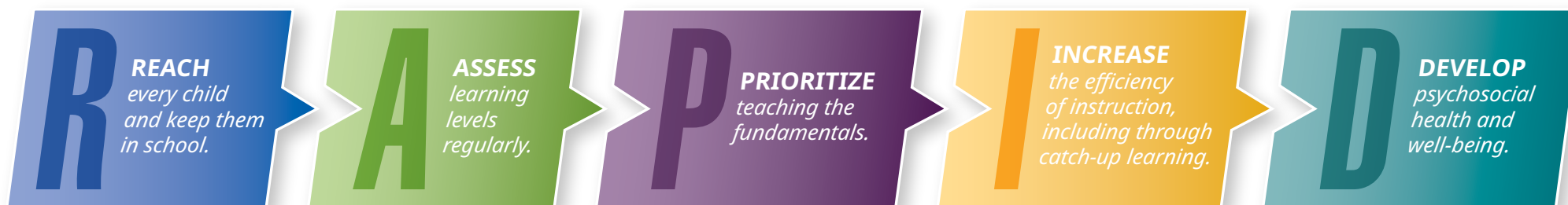
Launched by UNICEF and the Hempel Foundation in September 2023, the FLAT aims to provide a snapshot of the level of progress made on the foundational learning agenda, towards driving further national political commitment and concrete action on foundational learning. In [2023](#), the FLAT results indicated that low- and middle-income countries are initiating progress on foundational learning, but more efforts are needed to increase the efficiency of instruction and develop overall well-being. Moreover, systems to support and sustain RAPID implementation must be strengthened across all RAPID dimensions.²

The FLAT collects data on policy actions and systems strengthening efforts to support foundational learning, organized around the RAPID Framework.

First, data on the implementation of RAPID policy actions were collected through a survey on governments' current policy measures for foundational learning. In 2024, the survey was administered between June to August 2024 with 89 UNICEF country offices, of which 75 per cent responded in consultation with their Ministry of Education

counterparts. Second, data on systems strengthening were collected through UNICEF's annual internal monitoring and reporting exercise with its country offices. The number of countries with data varied across each of the five RAPID dimensions, ranging from 62 to 92 low- and middle-income countries. Combined, FLAT 2024 data are available for 123 low- and middle-income countries.³ To describe the level of progress made on foundational learning, the FLAT uses a 4-point rating scale: (1) Not yet initiating, (2) Initiating, (3) Established, and (4) Championing (see *Annex I for methodology*).

This report presents the FLAT 2024 results for low- and middle-income countries, organized around the RAPID Framework and with a focus on key education themes for the year. Throughout the report, the FLAT results are discussed in the context of education themes for 2024. These deep-dive analyses include results for Africa, given the Africa Union (AU) declaration of 2024 as the Year of Education, and results on innovative solutions to improve teaching and learning, in light of the United Nations' Summit of the Future 2024. A special focus will also be given to key indicators encompassing the 'RAPID 5', a set of actionable indicators identified by experts and stakeholders as fundamental ingredients to support foundational learning. To accompany this global report, the FLAT includes country scorecards and regional briefs with the aim of promoting accountability, fostering knowledge sharing and encouraging concrete actions to ensure all children acquire foundational learning.



REACH

EVERY CHILD AND KEEP THEM IN SCHOOL

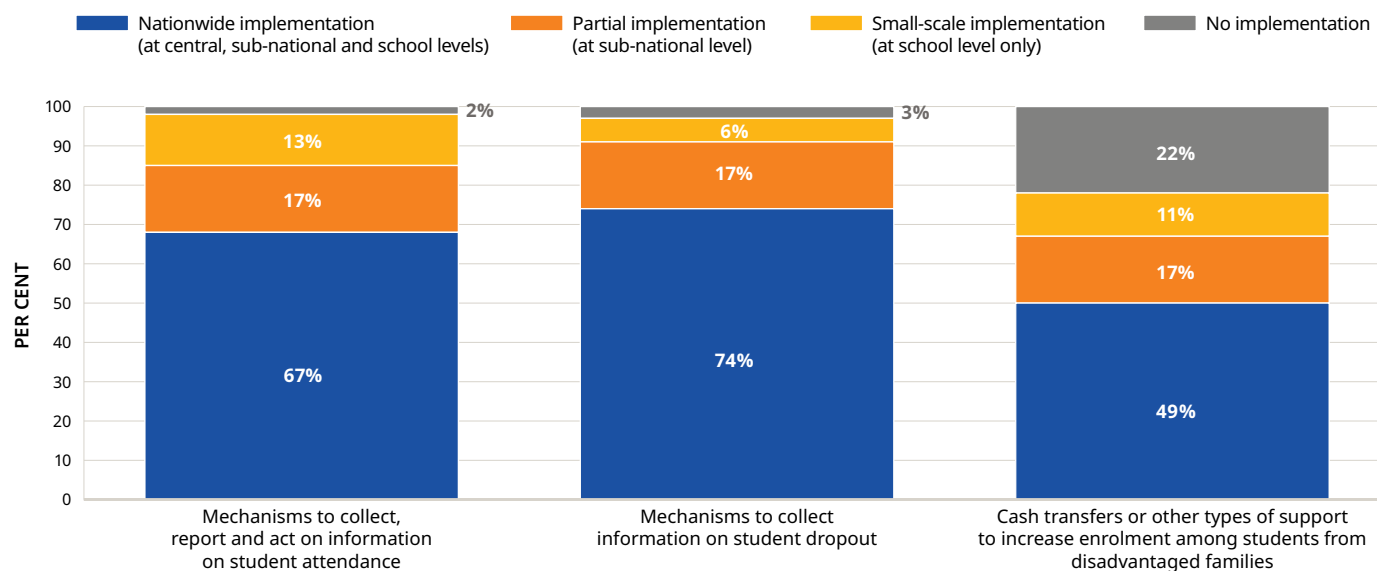
Most surveyed countries are taking nationwide measures to track student attendance and dropout.

Encouragingly, nearly all countries reported currently implementing mechanisms to collect information on student attendance and dropout at the primary level (see Figure 1). Over two thirds of countries reported doing so on a nationwide scale (at central, sub-national and school levels) – marking an improvement from 2023, when about 55 per cent of countries reported the same. Regular and comprehensive monitoring of student attendance is critical to identify barriers to schooling and prevent dropout.

Just under half of surveyed countries reported nationwide implementation of cash transfers or other types of support to increase enrolment among students from disadvantaged families.

The share of countries implementing these actions on a nationwide scale increased substantially from 30 per cent in 2023 to 49 per cent in 2024. Nevertheless, in 2024, about a fifth of countries are still not implementing such measures on any scale. Alleviating financial constraints through strategies such as cash transfers and waiving school fees can help to improve school enrolment and attendance.

FIGURE 1. Share of surveyed countries implementing Reach policy actions



Source: UNICEF's RAPID 2024 survey, with responses from 89 low- and middle-income countries.

Overall, countries have established progress to reach every child and keep them in school. Data suggest an overall rating for the Reach dimension at the Established level, which is the third level in FLAT's 4-point rating scale. At least two thirds of the surveyed countries reported implementing policy actions on either a nationwide or sub-national scale. Moreover, systems strengthening data derived from UNICEF's internal monitoring exercise indicate that to address inequities in access, participation and retention, most countries have established evidence-based education sector plans meeting four out of the following five criteria: (i) evidence-based, including identification of the most marginalized groups and causes of disadvantage; (ii) relevant; (iii) coherent; (iv) measurable; and (v) implementable.

Deep dive: How Africa is reaching every child

The Africa Union (AU) has declared 2024 as the [Year of Education](#), putting education back at the forefront of the policy agenda. Governments and partners are urged to strengthen efforts to turn high-level commitments on education into concrete actions, towards the achievement of Sustainable Development Goal 4 and the Continental Strategy for Education in Africa.

Much more needs to be done to bring all African children to school. Over the past two decades, the continent has made significant strides in boosting primary and lower secondary enrolment. Despite this progress, Africa is home to the largest out-of-school population in the world. In sub-Saharan Africa, where the out-of-school population grew by 12 million between 2015 and 2021, more than 1 in 4 school-aged children remain out of school.⁴ Moreover, about 4 in 5 children in Africa (9 in 10 in sub-Saharan Africa) are estimated to be in learning poverty – unable to read and understand a simple story by age 10.⁵



AFRICA'S POLICY ACTIONS TO REACH EVERY CHILD

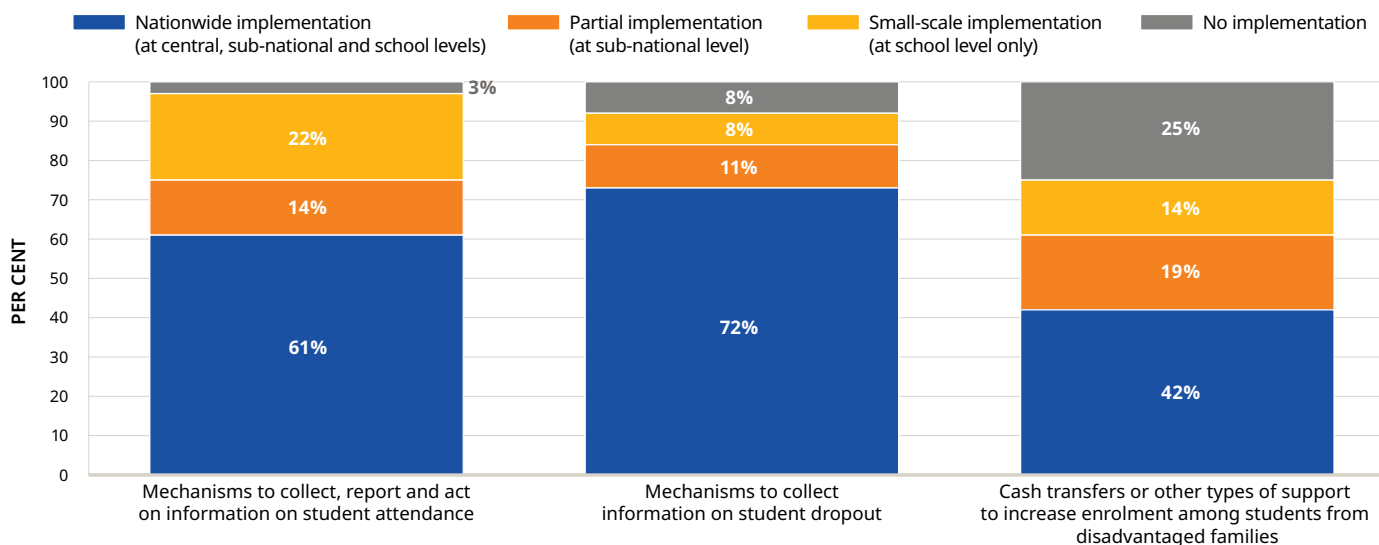
The FLAT provides a snapshot of ongoing efforts by African governments to ensure no child is left behind. In 2024, a total of 36 out of 54 African countries responded to the survey on RAPID policy actions, which included information on measures to reach every child and keep them in school. In addition, a total of 42 African countries had available systems strengthening data on this RAPID dimension.

Encouragingly, most African countries reported implementing measures at scale to collect information on student attendance and dropout in 2024. About 8 in 10 African countries reported that mechanisms to collect information on student attendance and dropout are currently being implemented at either a national or sub-national scale (see Figure 2). This share of countries

has increased since 2023, when fewer than 70 per cent of African countries reported the same.

However, fewer than half of African countries reported providing cash transfers or other types of support to disadvantaged children. Fifteen of the 36 countries reported doing so nationwide, which marks a substantial increase from 2023, when only 7 of 38 countries reported the same. Nevertheless, in 2024, nine countries reported that such mechanisms are not being implemented at all. The provision of resources by education and social protection ministries, including scholarships, school meals and cash transfers, can help tackle financial barriers to schooling. Such efforts are especially critical in Africa, where the most disadvantaged often tend to benefit disproportionately less from public education funding than their wealthier peers: African governments spend nearly four times as much on the richest 20 per cent of children compared to the poorest 20 per cent, perpetuating inequity in the continent.⁶

FIGURE 2. Share of surveyed African countries implementing Reach policy actions



Source: UNICEF's RAPID 2024 survey, with responses from 36 African countries.

AFRICA'S SYSTEMS STRENGTHENING EFFORTS TO REACH EVERY CHILD

Almost half of African countries are championing evidence-based national education sector plans or strategies. In 19 of 42 African countries with data, national education sector plans or strategies contain priorities that are informed by an education sector analysis that has been conducted within the past 5 years. The strategies are backed by sufficient evidence and fully incorporate lessons learned from past policies and implementation experience.

However, fewer than a third of African countries with data have national education sector plans that fully address inequities in education access, participation, retention and resource allocation. Among 42 African countries with data, only 13 countries have a national education sector plan that identifies the most marginalized and disadvantaged groups and is relevant, coherent, measurable and implemented. Additionally, in only 8 countries are inequities in resource allocation – including teachers, teaching and learning materials, and financial allocations – identified and addressed.

AFRICA'S OVERALL PROGRESS ON REACHING EVERY CHILD

Overall, Africa has established progress to reach every child and keep them in school. Data for Africa suggest a rating for the Reach dimension at the Established level, which is the third level in FLAT's 4-point rating scale. FLAT data show that most African countries are implementing policy actions at scale to monitor student attendance and dropout and almost half have national evidence-based education sector strategies in place. However, more efforts are needed to address inequities, through both robust national education sector plans and concrete measures that support the most disadvantaged.

African governments have undertaken a variety of actions to bring every child into school – a vital first step to ensuring they acquire foundational learning. School feeding programmes have helped improve school retention in Angola, the Congo, and several other countries throughout the continent. In Burundi, the Government provides subsidies to school to replace family contributions. In Gabon, the Government decreed free registration fees for public and religious schools, towards equal opportunities for the socio-economically disadvantaged. In Zimbabwe, cash transfers for orphans and vulnerable children are being implemented. Countries are also implementing efforts to remove barriers to girls' education through social protection programmes for girls, such as through Zambia's Keeping Girls in School initiative.

Many countries are providing children and youth with a second chance to complete their education. In Eritrea, the Ministry of Education is rolling out the Complementary Elementary Education programme for out-of-school children and youth who have dropped out of school early in the primary level of education and for overaged children and youth who have missed out on schooling. An accelerated learning programme is provided in Comoros, while an accelerated learning curriculum has been developed and will be piloted in Guinea-Bissau. The Gambia Classes of Open Learning programme provides second chance opportunities for adolescents who have dropped out to come back to school.

Finally, African governments are taking steps to meet the learning needs of different groups, including children with disabilities. In Burundi, Kenya, [Madagascar](#) and [Uganda](#), LEGO Braille Bricks (LBB) are utilized to enhance literacy for children with visual disabilities as well as peer learning and support with sighted children. In Mozambique, the Government has disseminated and implemented the Inclusive Education Strategy to promote



education for all children, including those with disabilities. In Namibia, learners with disabilities in resource schools receive five times the amount than the allocation per learner in mainstream schools, while in Rwanda, the capitation grant for children with disabilities is three times higher than for those without disabilities.

ASSESS

LEARNING LEVELS REGULARLY

Encouragingly, most countries reported nationwide implementation of measures to use assessment data to inform education policy and planning. At the system level, large-scale assessments can inform the design of appropriate policies and programmes to target foundational learning. Almost two thirds of countries reported that assessment data are used to inform education policies and programmes (e.g., curriculum review and/or reform) nationwide. Additionally, just over half of countries reported using assessment data

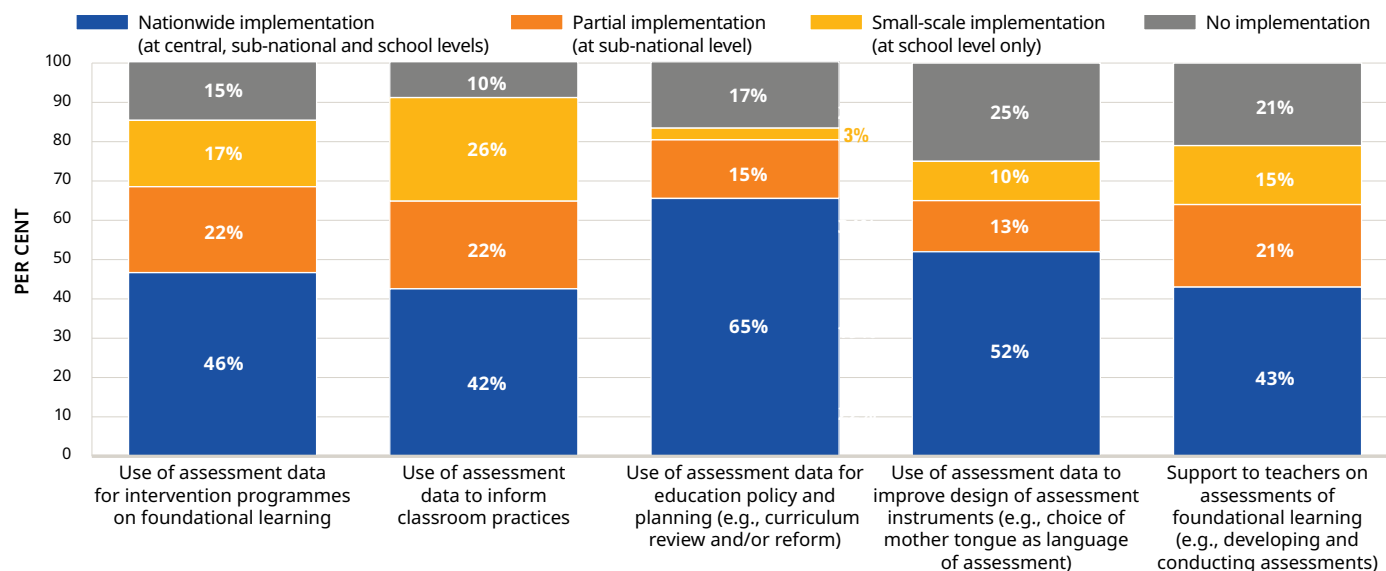
to improve the design of assessment instruments (e.g., choice of mother tongue as language of assessment) nationwide. However, there is still much room for improvement: about a quarter of countries do not implement this measure on any scale.

Only 42 per cent of surveyed countries reported using assessment data to inform classroom practices across schools nationwide. At the classroom level, regular assessments enable teachers to understand

students' learning levels and adjust instruction to meet their individual needs. Despite the importance of classroom assessments, over a quarter of countries reported that the use of assessment data to inform classroom practices occurs on a small scale (e.g., in selected schools only). Worryingly, 10 per cent of countries reported that this measure is not being implemented on any scale.

The share of countries providing teachers with support on assessments of foundational learning has increased substantially since 2023. In 2023, 21 per cent of countries reported implementing nationwide measures to support teachers through the assessment process. This share of teachers increased considerably in 2024, with 43 per cent of countries reporting the same. However, many countries have yet to take action, as about a fifth of countries are still not implementing this measure on any scale. To ensure every student is met where they are, it is essential that countries continue expanding support to teachers on assessments, including developing assessments and utilizing assessment data.

FIGURE 3. Share of surveyed countries implementing Assess policy actions



Source: UNICEF's RAPID 2024 survey, with responses from 89 low- and middle-income countries.

Overall, countries have established progress to assess learning levels. Data suggest an overall rating for the Assess dimension at the Established level, which is the third level in FLAT's 4-point rating scale. Most of the surveyed countries reported implementing policy actions on either a nationwide or sub-national scale. However, data from UNICEF's internal monitoring exercise suggest a need to further strengthen the effectiveness of the learning assessment system in most countries. Nearly a third of countries with data are evaluated to have weak system-wide institutional capacity to support and ensure the quality of school-based assessment practices. Additionally, in about a third of countries, a partially stable country-wide examination is conducted for all students, but there is limited institutional capacity to run the examination.

PRIORITIZE

TEACHING THE FUNDAMENTALS

Encouragingly, almost 8 in 10 countries reported that learning outcomes and/or benchmarks for foundational literacy and numeracy (FLN) are clearly defined in the Grade 1–3 curriculum/policy nationwide. To ensure all children build foundational skills, standards for what they should be learning in school should be clearly defined. Benchmarks for FLN also help teachers better assess students' progress and adapt instruction to meet their needs. In 2024, nearly all countries reported having clear benchmarks for FLN in the early grades on at least the school level, with only about 1 in 10 countries reporting no implementation of this measure.

However, fewer than half of countries reported nationwide integration of social-emotional learning in the curriculum. Moreover, over a third of countries reported that this measure is only being implemented on a small scale (e.g., in selected schools only) or not at all. It is critical that countries take action on social-emotional learning: in addition to literacy and numeracy, socio-emotional skills are fundamental to learning and are associated with a host of positive life outcomes, including academic achievement and educational attainment.

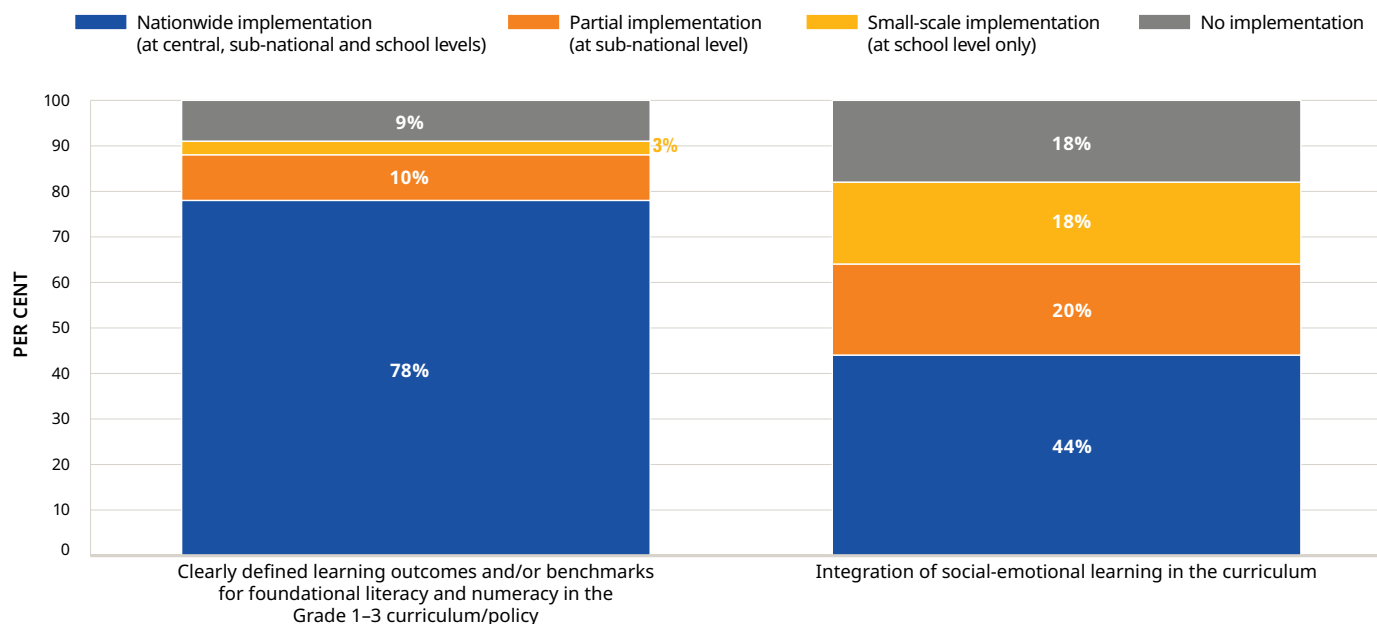
Overall, countries have established progress to prioritize teaching the fundamentals. Data suggest an overall rating for the Prioritize dimension at the Established level, which is the third level in FLAT's 4-point rating scale. Although most surveyed countries are taking action to prioritize FLN skills in the curriculum,

fewer reported doing the same for socio-emotional skills. Moreover, data from UNICEF's internal monitoring exercise reveal that in almost half of countries, transferable skills (also known as life skills or socio-emotional skills) are only partially integrated in formal and non-formal education systems through curricula, assessment and teacher training, and budgeting and human resource gaps remain.



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FIGURE 4. Share of surveyed countries implementing Prioritize policy actions



Source: UNICEF's RAPID 2024 survey, with responses from 89 low- and middle-income countries.

INCREASE

THE EFFICIENCY OF INSTRUCTION, INCLUDING THROUGH CATCH-UP LEARNING

Fewer than half of countries reported implementing structured pedagogy, targeted instruction or catch-up programmes in all schools nationwide.

About 48 per cent of countries reported implementing structured pedagogy nationwide – a large increase from the 24 per cent of countries reporting the same in 2023 (see Figure 5). Targeted instruction and catch-up programmes also saw an increased uptake in 2024. About 22 per cent of countries in 2024, compared to 11 per cent in 2023, reported nationwide implementation of targeted instruction. About 29 per cent of countries in 2024, compared to 18 per cent in 2023, reported nationwide implementation of catch-up programmes. While these improvements are encouraging, there is still a need to reinforce efforts: about 1 in 10 countries are not implementing structured pedagogy or catch-up programmes, while about 2 in 10 are not implementing targeted instruction on any scale.

A large share of countries report that these measures are being implemented across only a few schools.

About 1 in 5 countries reported small-scale implementation (i.e., in a few schools) for structured pedagogy, and over 1 in 3 countries reported the same for targeted instruction and catch-up programmes. For countries indicating small-scale implementation, the number of schools covered by these programmes can vary across contexts. It is important to scale up effective, evidence-based approaches to ensure all children are reached.

Overall, countries are initiating progress to increase the efficiency of instruction.

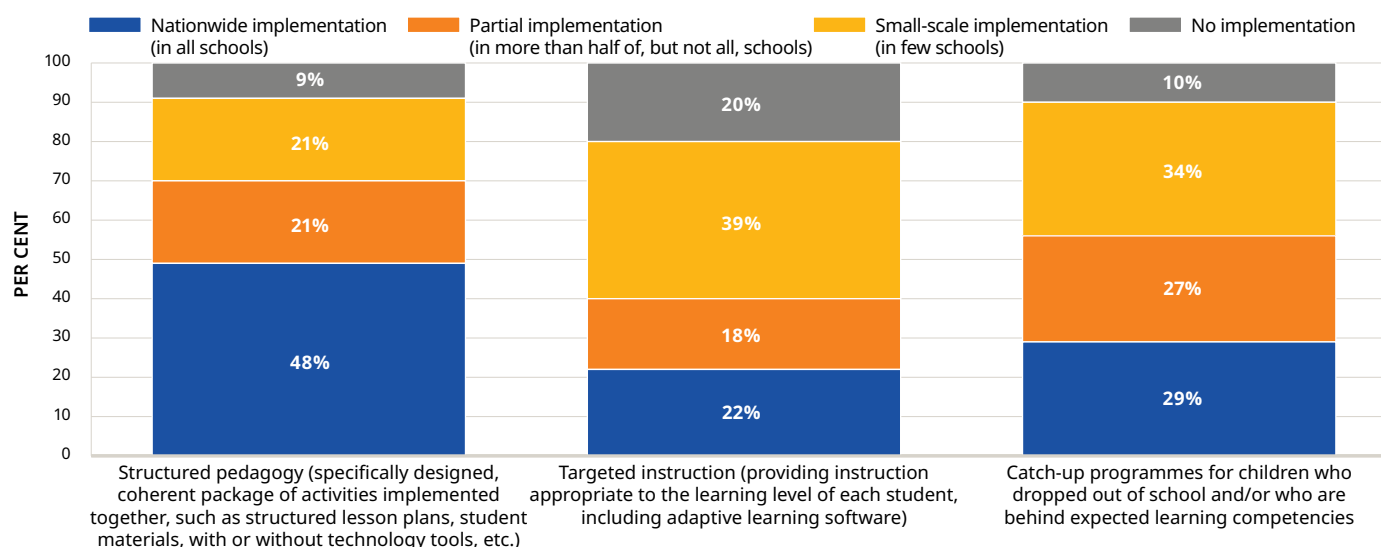
Data suggest an overall rating for the Increase dimension at the Initiating level, which is the second level in FLAT's 4-point rating scale. Although most countries are implementing evidence-based measures to support students with effective teaching, there is still a need to scale up these efforts. Additionally, while teachers are critical to the success of learning interventions, UNICEF's internal monitor exercise

indicates that teacher development must be further supported: about 2 in 5 countries with data were assessed as lacking official standards for teachers' competence and clear scoping of teachers' roles and responsibilities. Moreover, in almost half of countries with data, guidance is not systematically provided to teachers to improve their performance, and teachers' in-class performance is not systematically or regularly evaluated.

Deep dive: Innovative solutions to support teaching and learning

The United Nations' Summit of the Future brings together world leaders to discuss and commit solidarity to address the challenges of today and ensure a better future. In September 2024, world leaders will convene at the [Summit of the Future](#) to enhance

FIGURE 5. Share of surveyed countries implementing Increase policy actions



Source: UNICEF's RAPID 2024 survey, with responses from 89 low- and middle-income countries.

international cooperation on emerging challenges and accelerate efforts to meet existing commitments, including the Sustainable Development Goals (SDGs). During the Summit, world leaders will adopt the [Pact for the Future](#), representing a collective commitment by countries to implement the Summit outcomes.

Ensuring all children acquire foundational learning is critical to creating a sustainable future. To address the learning crisis, countries cannot rely on ‘business-as-usual’ approaches. Rather, a transformation of education is needed to build inclusive, accessible and resilient education systems. Innovative solutions to support teaching and learning, including but not limited to digital technologies, can help reduce inequalities and accelerate progress on securing foundational learning for all children. Data from the FLAT provide insights on some of the innovations countries are implementing to increase the efficiency of instruction.

DIGITAL TECHNOLOGY TO IMPROVE RETENTION AND ACCESS TO EDUCATION

Some countries are investing in the availability, reporting and use of data. Education management information systems (EMIS) provide crucial information needed to guide education policy and planning. In 2024, many countries reported efforts to strengthen their EMIS, including using innovations to improve data management. Country examples include Papua New Guinea, where data required for the EMIS is entered from schools using the My School App. In Jamaica, the Family Connect app is being developed to track student attendance, and a digital EMIS pilot was conducted to guide the scale-up of a national rollout of the platform, focusing on core school administrative and student behavioral data to support informed decision-making.

Improving the availability of data is key to efforts such as early warning systems, which help identify students at risk of dropping out. In Argentina, the [Integral System](#)

[of Digital Education Information \(SInIDE\)](#) provides digital management tools for schools to systematize information about students (e.g., daily class attendance, reasons for absences, grades) in real time. In Montenegro, an early warning system app is an integral part of the EMIS, and the Ministry of Education will be developing the capacities of schools to use this EMIS-based app to monitor children at risk and implement support measures. In Romania, the [MATE](#) is an early warning mechanism that relies on real-time data collection of early signals (e.g., low academic performance) registered in the Integrated Education Information System.

Technological innovations are also being utilized to widen access to and enhance learning. These innovations include the [Learning Passport](#), an online, mobile and offline platform that enables continuous access to quality education in over 35 countries. Other efforts include Malawi’s [BEFIT](#) programme, a child-directed, adaptive learning solution to improve FLN skills, and the Bolivarian Republic of Venezuela’s digital learning platform *Educate en Venezuela*. Additionally, countries are implementing low-tech interventions to reach children without internet access: in the State of Palestine, aside from e-learning platforms, educational satellite television channels provide accessible learning opportunities.

OTHER INNOVATIVE APPROACHES TO ENHANCE TEACHING AND LEARNING

In contexts where the scaling of digital technologies is not yet feasible, other innovative solutions can help reduce the gaps in access to education. Countries such as Algeria, Djibouti, Jamaica, Romania and South Africa have reported initiatives on school transportation (e.g., reimbursement on school transportation) to support student attendance. To alleviate overcrowding, several countries reported taking action on school construction in the most vulnerable communities; for instance, in

Burundi, the Ministry of Education has launched a project aimed at establishing at least one school on every hill. Additionally, some countries use a collaborative approach to prevent student dropout: in Maldives, the Ministry of Education liaises with other government stakeholders to detect students at risk, including Family and Children Service Centres established in the islands to help identify vulnerable children.

Countries have introduced interventions to improve the quality of education, including programmes specific to foundational learning. Programmes targeting foundational learning include the [CON BASE](#) in the Dominican Republic, Differentiated Learning Plus (DL+) in Ghana, [Okuu Keremet! \(Learning Is Awesome!\)](#) in Kyrgyzstan, [Jolly Phonics](#) in Namibia, Catch-Up programme in Zambia, and Teaching Handwriting, Reading and Spelling Skills (THRASS) in Zimbabwe. Other countries are taking approaches to improve education quality more generally. For instance, in Croatia, the [Whole-Day School](#) programme aims to reduce inequities by lengthening the mandatory school day and enriching the educational provision and support to students through compulsory and optional curricula.

Many countries are also investing in adequate training and support for teachers to implement foundational learning interventions. In Cambodia, training on the Early Grade Learning programme has been rolled out to reach all Grades 1–3 teachers and strengthen the mentoring system nationwide. Guatemala’s Learning Leveling Strategy, which aims to improve reading outcomes for students in Grades 2–6, includes a training process and materials for teachers to identify students at different reading fluency levels, apply diagnostic and formative evaluations, and implement reading interventions in the classroom. In Suriname, the [‘Reading Power’](#) programme aims to demonstrate the effectiveness of a professionalization programme for emergent literacy instruction, which combines training of teachers in Grades 2–3 and participation in a learning network.

DEVELOP PSYCHOSOCIAL HEALTH AND WELL-BEING

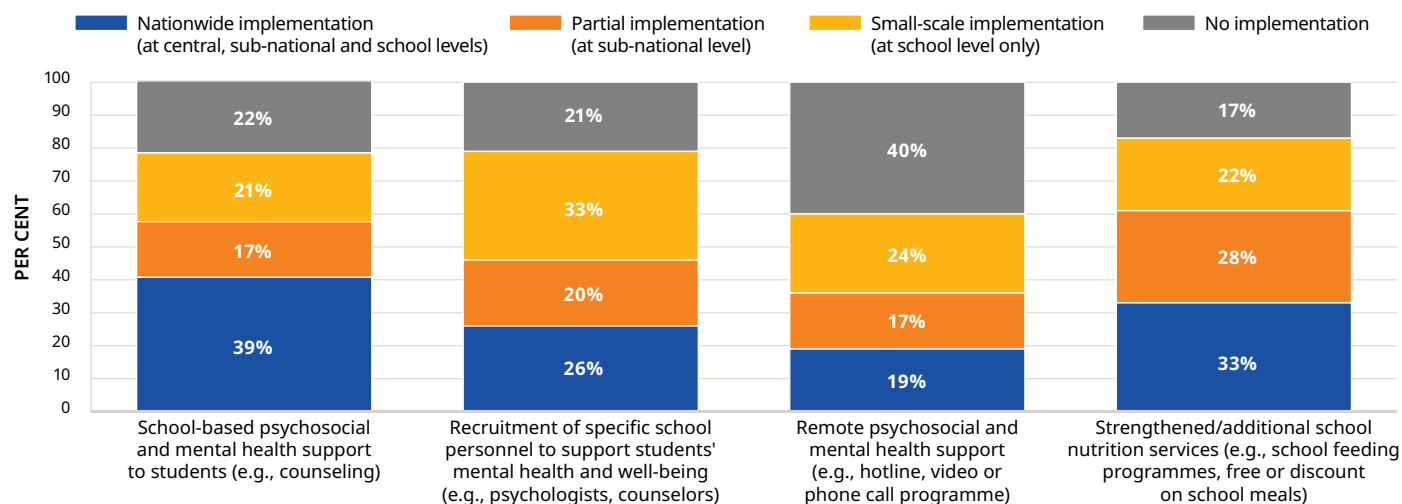
At least a third of countries reported taking action at scale for school-based mental health and psychosocial support (MHPSS) and school nutrition. Addressing children's health and overall well-being is not only important in and of itself, but it is also critical to ensuring they are ready to learn. Similar to findings in 2023, about a third of countries reported taking additional measures to strengthen school nutrition services (e.g., school feeding programmes) in 2024. Data suggest more countries are now also scaling up actions to support children's psychosocial health: about 39 per cent of surveyed countries in 2024, compared to 23 per cent in 2023, reported nationwide implementation of school-based MHPSS such as counseling. School-based MHPSS has been shown to be effective and cost-effective, and research suggests that it can have significant individual and social economic benefits.^{7,8}

However, relatively few countries are investing in qualified professionals to provide MHPSS or utilizing remote MHPSS interventions. About a quarter of countries reported nationwide recruitment of specific school personnel such as psychologists to support students' psychosocial well-being, while about a fifth of countries are not implementing this measure at all. For many countries, initiatives to bring in specific personnel for MHPSS may be too costly. One low-cost alternative is to provide remote MHPSS such as through hotlines, video or phone call programmes, and referrals using SMS or chatbots. However, such measures are still not widely utilized: only about 1 in 5 countries reported providing remote MHPSS on a nationwide scale, while 2 in 5 countries reported no implementation.

Overall, countries are initiating progress to develop psychosocial health and well-being. Data suggest an overall rating for the Develop dimension at the Initiating level, which is the second level in FLAT's 4-point rating scale. Across most of the surveyed countries, there is still a need to scale up efforts to support children's overall well-being. Moreover, UNICEF's internal monitoring exercise reveals that in about a third of countries with data, strategies and plans to address MHPSS needs are informed by analysis but only partially implemented. In about half of countries with data, fewer than 20 per cent of schools are implementing a training curriculum around MHPSS; moreover, communities are informed and consulted but have yet to be involved in initiating, planning and implementing decisions around MHPSS programmes.



FIGURE 6. Share of surveyed countries implementing Develop policy actions



Source: UNICEF's RAPID 2024 survey, with responses from 89 low- and middle-income countries.

RAPID 5 indicators of foundational learning

To further promote accountability and concrete action, the RAPID 5 aims to track the five most fundamental ingredients needed to accelerate foundational learning. The RAPID 5 includes the five most actionable, effective and critical indicators on foundational learning, based on a series of consultations with experts and stakeholders. The following five indicators were piloted as the RAPID 5 in 2024, with data collected through the RAPID survey:

- » Average textbook-student ratio in the early grades (Grades 1–3);
- » Clearly defined learning outcomes and/or benchmarks for FLN in the Grade 1–3 curriculum/policy;
- » Regular nationally representative large-scale assessment of reading and/or math in the early grades (Grades 2/3);
- » Utilization of assessment data to inform classroom practices and education policy and planning; and
- » Evidence-based programmes to improve FLN at scale.

Although most responses were submitted by UNICEF country office staff in consultation with their Ministry of Education (MoE) counterparts, data on the RAPID 5 should be interpreted with caution due to several caveats. About 75 per cent of countries reported that the MoE was consulted in answering the survey on some or all survey items. Still, in some cases, information for the RAPID 5 indicators was based on

UNICEF or MoE estimates due to limited data availability from national/sub-national administrative databases (e.g., EMIS) or reports. UNICEF or MoE estimates were used as the basis for information on the average textbook-student ratio and teacher training for almost a third of countries. Moreover, six countries were unable to provide an estimate on textbook-student ratios, citing that no such data is available. Other data caveats include the following:

- » For some countries, the information is based on existing policies (e.g., regulations stipulating one textbook must be provided per student), but this might not accurately reflect the realities on the ground. For instance, despite these regulations, delays in the delivery of textbooks might limit students' access to these resources during the school year.
- » In the absence of data specific to the early grades, some countries used the next best available data. For data on textbook-student ratio, one country used data for Grade 4, while another country used the average across Grades 1–6.
- » Several countries noted that data provided on averages could be masking wide variations across school locations (e.g., urban-rural gaps), subjects (e.g., availability of textbooks for reading, in comparison to other subjects) and grades (e.g., widespread textbook shortage in later grades, in comparison to the early grades).



- » While the data provide insight into actions being taken, they might not necessarily reflect the quality or effectiveness of these actions. For instance, while textbooks might be provided to each student, challenges in the clarity of content details, curricular alignment and more can affect the quality and effectiveness of the textbooks.
- » Some countries also noted that the information taken from administrative databases or public reports might not accurately reflect the current situation due to irregularities in data collection.



AVERAGE TEXTBOOK-STUDENT RATIO IN THE EARLY GRADES (GRADES 1-3)

About half of countries do not provide early-grade students with reading textbooks on a 1:1 basis. Making textbooks available to every student is critical to support their learning. Textbooks are especially important in low-income countries with large class sizes, a high proportion of unqualified teachers and a shortage of instructional time.¹⁴ In 2024, 51 per cent of countries reported providing one textbook per child. About 1 in 10 countries reported that more than 5 students share a textbook. Nearly all such countries are in Africa.

Access to textbooks remains particularly limited in Africa. Among 36 African countries with data, only about a fifth of countries reported providing one reading textbook per child. Five African countries reported that more than 7 students share a textbook. Survey respondents estimate that there is only one reading textbook for over 10 students in Liberia and for about 20 students in Guinea-Bissau. It is important to note that for many countries, data on textbook availability is not systematically collected. Accurate data collection and reporting can help ensure the adequacy and equity in delivering these resources to schools.

CLEARLY DEFINED LEARNING OUTCOMES AND/OR BENCHMARKS FOR FLN IN THE GRADE 1-3 CURRICULUM/POLICY

In the Middle East and North Africa, about a third of countries with data report that learning outcomes and/or benchmarks for FLN are not clearly defined in the Grade 1-3 curriculum/policy. As earlier presented, across all surveyed countries, almost 8 in 10 countries reported that benchmarks for FLN are clearly defined in the Grade 1-3 curriculum/policy nationwide. Only 8 countries reported that this measure is not being implemented on

any scale, of which 4 such countries belong to the Middle East and North Africa region. Identifying clear learning goals for students can help promote consistency in the quality of education provided and accountability in ensuring all children acquire foundational learning.

Countries are using a variety of methods to achieve FLN standards set in the curriculum. In Jamaica, national literacy and numeracy coordinators supervise teams of specialists and coaches who support the teaching of FLN across all grades. Curriculum Implementation Teams – composed of parents, students and community members – are in place in schools, and they are monitored at regional and national levels. In Costa Rica, the [Aventura de Leer y Escribir](#) project aims to strengthen literacy learning in the first cycle of Basic General Education. The project serves as a support tool for implementing the Spanish curriculum by operationalizing the first unit of literacy learning, and it includes written materials, educational videos and illustrative songs. In Rwanda, the Ministry of Education has revised the school timetable to increase instructional time for Kinyarwanda, English and mathematics, as well as include remedial learning activities for these three subjects. In Zambia, to support the Ministry of Education's Primary Literacy Program curriculum, the Let's Read project ensures children in Grades 1-3 can read with comprehension and fluency in one of the country's seven official languages of instruction.

REGULAR NATIONALLY REPRESENTATIVE LARGE-SCALE ASSESSMENT OF READING AND/OR MATH IN THE EARLY GRADES (GRADES 2/3)

Only about a quarter of countries are implementing an annual nationally representative large-scale assessment of reading and/or math in the early grades. To ensure all children acquire foundational learning, policymakers and educators need to know what students are learning and what needs to be improved. About a

quarter of countries reported that large-scale learning assessments (i.e., national census-based/sample-based, regional or international assessments) are carried out only once every 4 or more years.¹⁵ Moreover, about a fifth of countries reported that no such assessments are in place.

Across regions, a need for regular assessment administration is especially prevalent in the Middle East and North Africa and in Sub-Saharan Africa. Among 12 countries with data in the Middle East and North Africa region, 7 countries reported that there are no large-scale assessments in place for reading and/or math in the early grades. While five countries reported a nationally representative large-scale assessment is implemented, only one such country reported that it is administered on a

yearly basis. Additionally, over a third of countries with data in Sub-Saharan Africa have highly irregular assessment administration: among 30 Sub-Saharan African countries with data, 7 countries reported conducting large-scale assessments for reading and/or math in the early grades only once every 4 or more years, while 3 countries reported no such assessments are in place.

UTILIZATION OF ASSESSMENT DATA TO INFORM CLASSROOM PRACTICES AND EDUCATION POLICY AND PLANNING

In addition to regularly administering learning assessments, it is critical that assessment data are used in meaningful ways to help improve learning

outcomes. Collecting information through learning assessments is an essential first step to understanding students' learning levels. However, utilizing this data is crucial for implementing interventions and adjusting instructional strategies to address students' needs. At the system level, large-scale learning assessments can guide countries in making informed decisions on education policy and planning. At the classroom level, diagnostic and formative assessments can help teachers adapt teaching plans and pedagogical approaches.

About 2 in 5 countries report that assessment data are used to inform both classroom practices and education policy and planning for primary education nationwide. About a quarter of countries reported the nationwide

TABLE 1. RAPID 5 criteria

RAPID 5	NOT YET INITIATING (1)	INITIATING (2)	ESTABLISHED (3)	CHAMPIONING (4)
Average textbook-student ratio in the early grades (Grades 1–3)	There are more than 5 students per reading textbook.	There are 3–5 students per reading textbook.	There are 2 students per reading textbook.	Reading textbooks are provided on a 1:1 basis.
Clearly defined learning outcomes and/or benchmarks for FLN in the Grade 1–3 curriculum /policy	Learning outcomes and/or benchmarks for FLN have not been defined in the Grade 1–3 curriculum/policy.	Learning outcomes and/or benchmarks for FLN are clearly defined in the Grade 1–3 curriculum/policy for some schools.	Learning outcomes and/or benchmarks for FLN are clearly defined in the Grade 1–3 curriculum/policy at sub-national level.	Learning outcomes and/or benchmarks for FLN are clearly defined in the Grade 1–3 curriculum/policy at national level.
Regular nationally representative large-scale assessment of reading and/or math in the early grades (Grades 2/3)	There is no nationally representative large-scale learning assessment of reading and/or math in the early grades.	There is a nationally representative large-scale learning assessment of reading and/or math in the early grades administered every 4 or more years, including only one such assessment within the past 10 years.	There is a nationally representative large-scale learning assessment of reading and/or math in the early grades administered every 2 or 3 years.	There is a nationally representative large-scale learning 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	Assessment data are used to inform classroom practices and/or education policy and planning for primary education on only a small scale (e.g., selected schools) or not at all.	Assessment data are used to inform classroom practices and/or education policy and planning for primary education on a regional/sub-national scale.	Assessment data are used to inform either classroom practices or education policy and planning for primary education on a nationwide scale.	Assessment data are used to inform both classroom practices and education policy and planning for primary education on a nationwide scale.
Evidence-based programmes to improve FLN at scale	At least one evidence-based programme for FLN at the primary education level is implemented for only few schools.	At least one evidence-based programme for FLN at the primary education level is implemented in more than half of, but not all, schools.	At least one evidence-based programme for FLN at the primary education level is implemented nationwide in all schools.	At least one evaluated and evidence-based programme for FLN at the primary education level is implemented nationwide in all schools.

use of assessment data for *either* classroom practices or education policy and planning, but not both. Additionally, almost a fifth of countries reported that the utilization of assessment data occurs on only a small scale (e.g., selected schools) or not at all. Ensuring that assessment data are not just collected but also utilized effectively is critical to supporting foundational learning.

EVIDENCE-BASED PROGRAMMES TO IMPROVE FLN AT SCALE

About 4 in 5 countries reported that structured pedagogy, targeted instruction or catch-up programmes are implemented in more than half of schools. Education systems can employ various evidence-based approaches to support all students with effective teaching. Proven measures include structured pedagogy (a specifically designed, coherent package of activities implemented together, such as structured lesson plans and student materials), targeted instruction (providing instruction appropriate to the learning level of each student), and catch-up programmes for children who have dropped out or fallen behind.¹⁶ At least one such programme is implemented across all schools in 56 per cent of countries, and in more than half of (but not all) schools in 24 per cent of countries. In the remaining 20 per cent of countries, these programmes are being implemented in only a few schools or not at all.

Only about a quarter of countries report that an evaluation has been undertaken for a nationwide FLN programme. Not all countries that reported nationwide implementation of a programme for FLN have undertaken an evaluation of the programme. Among all countries in the survey, only 26 per cent of countries reported that an FLN programme has been implemented nationwide *and* has been evaluated. Undertaking evaluation is important, as it facilitates

the continuous improvement of interventions that have been introduced. It can also help inform the allocation of often limited education resources towards the most impactful programmes.

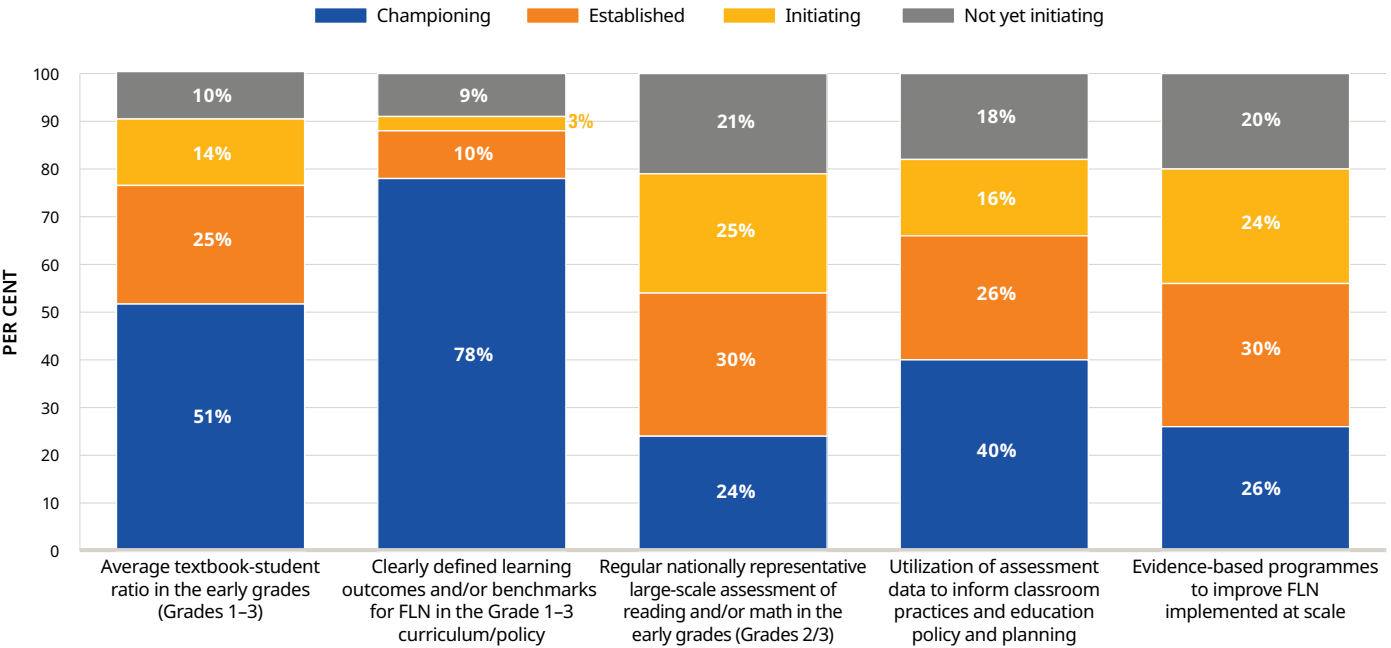
RAPID 5 RATINGS

Together, the RAPID 5 indicators provide a snapshot of progress on key factors needed to accelerate foundational learning. Data on these five indicators have been transformed into a 4-scale rating based on criteria as indicated in Table 1. The ratings correspond to four

levels of progress: (1) Not yet initiating, (2) Initiating, (3) Established, and (4) Championing.

More progress is needed on most of the RAPID 5 indicators. Encouragingly, over half of countries are championing efforts to reduce textbook-student ratios and clearly define learning outcomes for FLN in the curriculum. However, about a fifth of countries have yet to initiate progress on regularly administering large-scale assessments and utilizing assessment data, as well as implementing evidence-based programmes to improve FLN outcomes at scale (see Figure 7).

FIGURE 7. Share of countries, by RAPID 5 rating



Source: UNICEF’s RAPID 2024 survey. Data for average textbook-student ratio represent 83 valid responses from low- and middle-income countries, and data for the remaining indicators represent 89 valid responses.

Conclusion

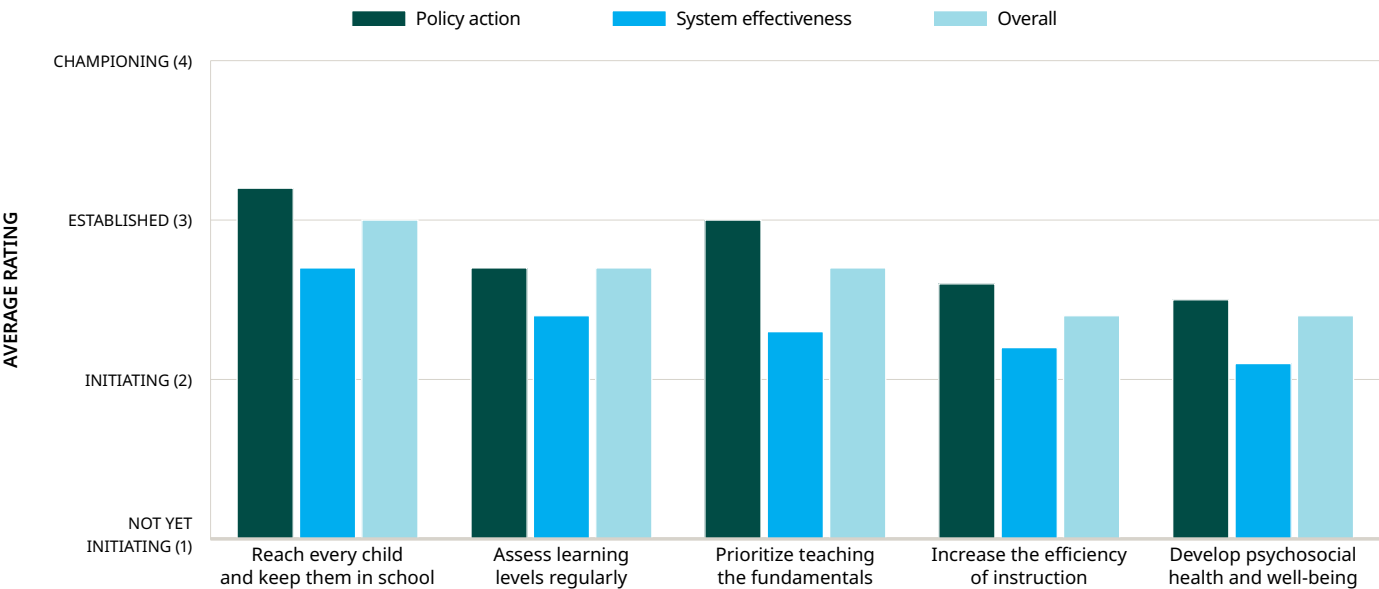
Countries have established efforts on foundational learning, with particularly strong action and systems to reach every child and keep them in school. Overall, data suggest that countries are progressing at the Established level, which is the third level in FLAT’s 4-point rating scale. The dimension of reaching every child and keeping them in school appears to have the strongest country efforts, with this dimension having the highest average overall rating across the five RAPID dimensions (see Figure 8). Average ratings for both policy action and systems strengthening are at or nearing the Established level for the Reach dimension. In contrast, efforts appear weakest in the dimensions of increasing the efficiency of instruction and developing psychosocial health and well-being. Across the RAPID dimensions, the Increase and Develop dimensions have the lowest average ratings for both policy action and systems strengthening. Providing adequate support to teachers and addressing children’s overall well-being, including through building socio-emotional skills, is essential to improving foundational learning.

Education systems must be aligned towards supporting RAPID policy actions for foundational learning. As observed in 2023, systems strengthening ratings appeared to be weaker than policy action ratings across all five RAPID dimensions. It is critical that systems are in place to reinforce, coordinate and sustain the measures that have been introduced to ensure that foundational learning is supported in the long term. For instance, in addition to implementing interventions to increase the efficiency of instruction, countries can also establish systems to inform instructional practices (e.g., through the dissemination of student assessment results), conduct regular teacher evaluation, and provide clear guidance to teachers and schools based on teacher performance.

About a quarter of countries have made progress on implementing the RAPID Framework since 2023. Some important caveats must be noted when making comparisons between FLAT data for 2023 and 2024. First, following a technical review of the RAPID survey to improve its robustness, some survey items were revised, dropped or added in 2024, keeping only the most essential items to monitor efforts on foundational learning. To be comparable with 2024 ratings, 2023 ratings were modified to reflect only the survey items that were retained or reworded in 2024. Second, not all countries that responded in 2023 provided a response in 2024 and vice versa. For countries with missing data in 2024, the modified 2023 ratings were used, under the assumption of no significant changes. With these



FIGURE 8. FLAT ratings, by RAPID dimension



Source: UNICEF’s RAPID 2024 survey (data on policy action) and internal monitoring and reporting exercise (data on systems strengthening). Updated 2023 ratings were used for countries without data in 2024. See Annex I for methodology.

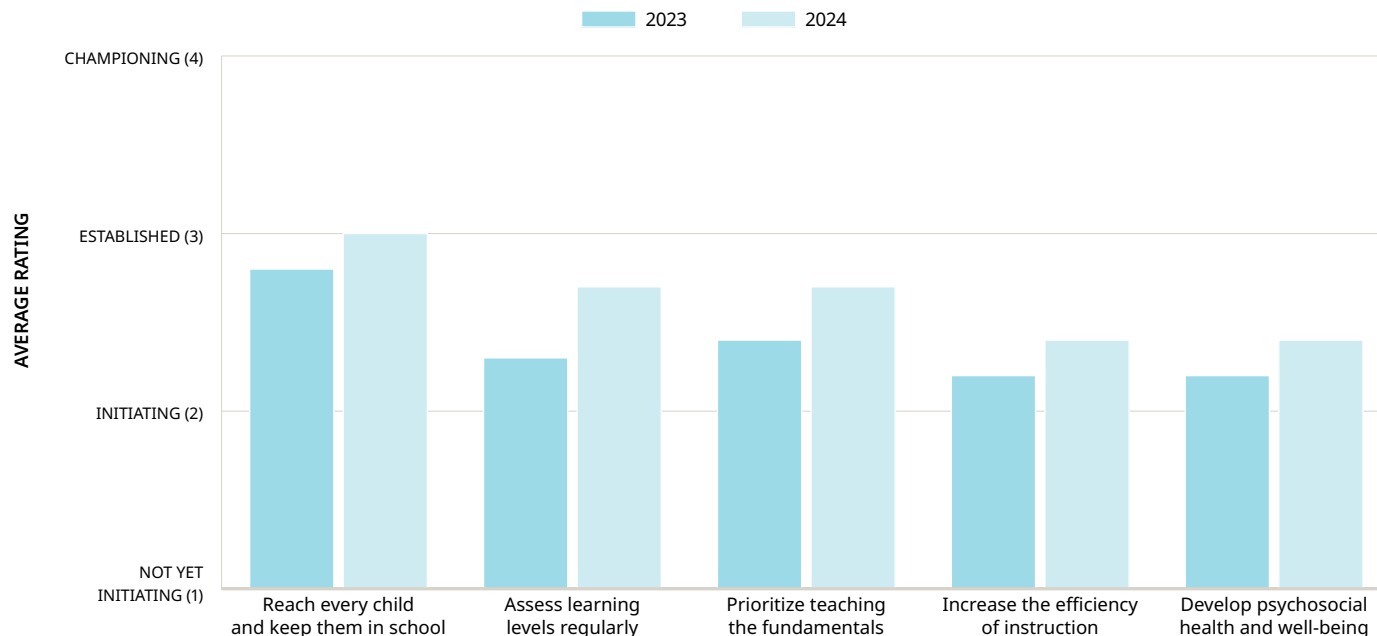


caveats in mind, data suggest that actions to address foundational learning have remained stable between 2023 and 2024 across the RAPID dimensions (see Figure 9). An increase in overall ratings is observed for about a quarter of countries and no substantial change for almost all other countries.⁹ A similar pattern is observed when comparing only the countries that provided a response to both 2023 and 2024 survey years. It is critical that countries continue to build on efforts to accelerate progress on foundational learning.

Evidence-based policy measures, strengthened systems, and accountability mechanisms are necessary to achieve the commitment to action on

foundational learning. Given the magnitude of the global learning crisis, foundational learning must remain a political priority. Critically, commitments to support foundational learning must be backed by concrete actions at scale. Systems should be strengthened to promote accountability on foundational learning, and a key ingredient in doing so is to improve the availability and accuracy of data on country efforts through mechanisms such as the FLAT. By understanding how countries are progressing, policies and strategies can be better informed by evidence, gaps in support to children, teachers and schools can be better addressed, and resources can be better directed towards the goal of ensuring foundational learning for all.

FIGURE 9. Change in FLAT ratings between 2023 and 2024, by RAPID dimension

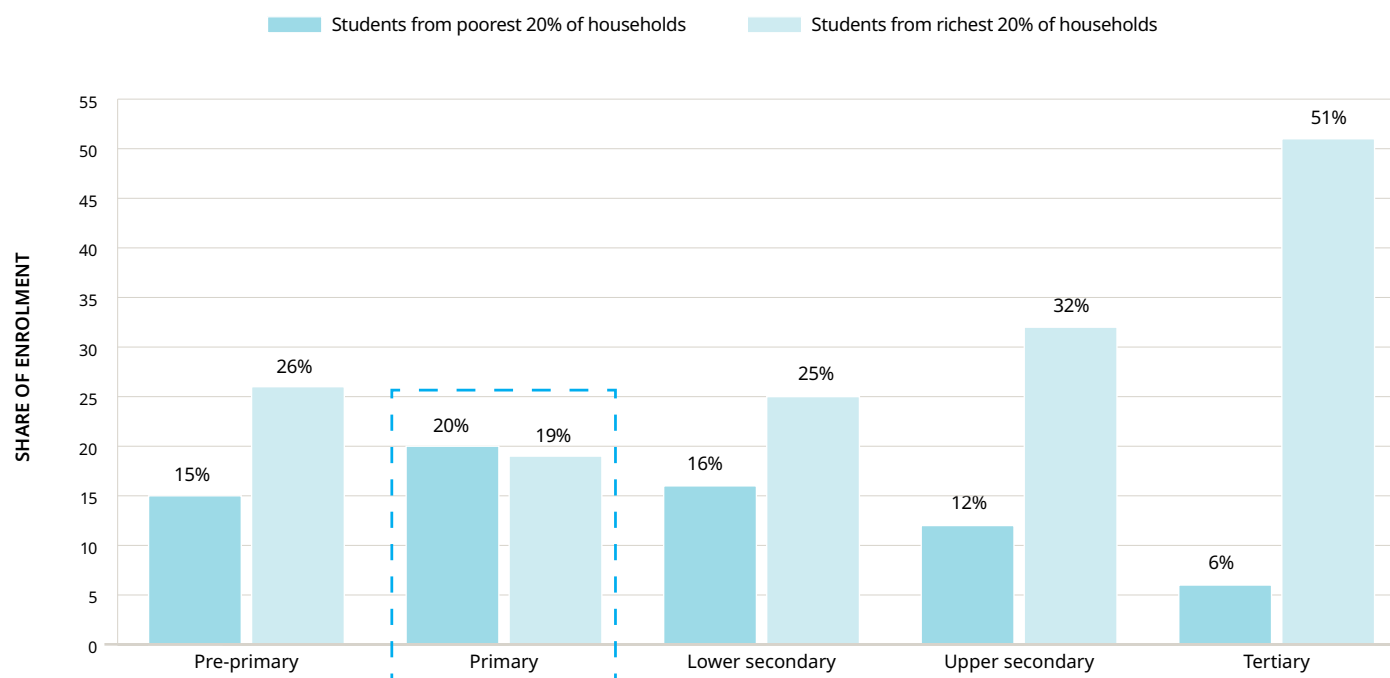


Source: UNICEF's FLAT 2023 and FLAT 2024 data. Updated 2023 ratings were used for countries without data in 2024. See Annex I for methodology.

Finally, ensuring adequate and equitable education financing is key to supporting efforts for foundational learning, and vice versa. Globally, only 4 out of every 10 countries meet the benchmark of allocating at least 15 per cent of total public expenditure to education. Moreover, the poorest 20 per cent of students, on average, receive merely 16 per cent of public education resources. One way to address the education financing challenge is by prioritizing public education funding to lower levels of education, where the poorest are most represented and foundational learning skills are built. As presented in

Figure 10, for every US\$100 spent on primary education, US\$20 goes to the poorest students; primary education is also the only school level enrolling more students from the poorest 20 per cent than the richest 20 per cent of households. Pro-poor budgeting can help transform education systems: a one percentage point increase in the allocation of public education resources to the poorest 20 per cent could pull 35 million primary school-aged children out of learning poverty, as long as spent on proven RAPID interventions such as teaching at the right level and structured pedagogy.¹⁰

FIGURE 10. Share of students from the poorest 20 per cent and from the richest 20 per cent of households, by education level



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



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Technical Reference Group Members

Anne Laesecke (U.S. Agency for International Development (USAID))

Ben Sylla (USAID)

Brahm Fleisch (UNICEF FLN Consultant to SADC)

Devyani Pershad (Pratham International)

Dhir Jhingran (Language and Learning Foundation)

Divya Arora (Pratham International)

Ghalia Ibrahim (UNICEF Innocenti – Global Office of Research and Foresight)

Hetal Thukral (USAID)

Linda Zuze (Gates Foundation)

Manushi Yadav (Pratham USA)

Matt Brossard (UNICEF South Asia)

Nic Spaul (Gates Foundation)

Rona Bronwin (Foreign, Commonwealth and Development Office (FCDO))

Santos Akhilele (Human Capital Africa)

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Graphic design: Big Yellow Taxi, Inc.



Annex I: Methodology

This report presents findings from two main data sources: (i) a RAPID survey administered with UNICEF country offices and Ministries of Education, and (ii) UNICEF's annual monitoring and reporting exercise with its programme offices. Each data source is described below, along with the method of calculation for their respective ratings presented in this report.

RAPID survey

The survey builds on previous RAPID surveys by UNICEF and partners from the Global Coalition for Foundational Learning, dating back to March 2022.^{11,12,13} While the first few rounds of the survey focused on COVID-19 recovery efforts, the survey focus was adjusted in 2023 to collect information on country efforts on foundational learning during the pilot year of the FLAT. In 2024, the survey underwent a series of technical reviews to improve the robustness of the tool. Item analysis was conducted to identify indicators that had high variation and strong correlation with the respective RAPID policy ratings. Based on the analysis, survey items were then reduced to keep only those deemed as essential country actions to improve foundational learning. In addition to reducing existing survey items, new survey items were added in 2024, including the RAPID 5 indicators that were identified based on a series of consultations with experts and stakeholders.

The RAPID survey was conducted between June to August 2024, with a total of 98 country responses collected from UNICEF country offices and/or Ministries of Education. As the FLAT focuses on low- and middle-income countries, this report presents data from the 89 low- and middle-income countries that responded to the survey. About 75 per cent of these countries reported that the Ministry

of Education was consulted in responding to some or all survey items. The survey asked countries to report on the scope at which policy measures were currently being undertaken for each RAPID dimension. Table 2 presents how each scope of implementation was defined by the response options in the survey.

UNICEF internal monitoring and reporting exercise

UNICEF conducts a yearly comprehensive country monitoring and reporting exercise with all programme country offices for its performance management and reporting. The annual reporting includes indicators (with multiple sub-dimensions) related to equitable and inclusive

access to learning opportunities and improved learning, effectiveness of assessment systems, digital learning, skills, and adolescent participation and engagement. For the purposes of this report, relevant indicators have been mapped against each component in the RAPID Framework to be used for analysis. The total number of countries with data varied across each of the five RAPID components, ranging from 64 to 96 countries.

Method of calculation

CALCULATING 2024 RATINGS

For each RAPID dimension, policy action, systems strengthening and overall ratings were computed for each country:

1. To compute a **policy action rating for a RAPID dimension**, responses to the respective RAPID survey items were transformed to a 1 to 4 rating based on

TABLE 2. Definition of scope of implementation in RAPID survey

RAPID DIMENSION	RESPONSE OPTIONS FOR SCOPE OF IMPLEMENTATION			
Reach every child and keep them in school	Nationwide implementation (at central, sub-national and school levels)	Partial implementation (at sub-national – including regions/sub-regions – and schools in those selected regions/sub-regions)	Small-scale implementation (at school level only, including in selected schools only)	No implementation
Assess learning levels regularly				
Prioritize teaching the fundamentals				
Increase the efficiency of instruction	Nationwide implementation (in all schools)	Partial implementation (in more than half of, but not all, schools)	Small-scale implementation (in few schools)	No implementation
Develop psychosocial health and well-being	Nationwide implementation (at central, sub-national and school levels)	Partial implementation (at sub-national – including regions/sub-regions – and schools in those selected regions/sub-regions)	Small-scale implementation (at school level only, including in selected schools only)	No implementation



the scope of implementation reported for each policy measure, ranging from 1 ('No implementation') to 4 ('Nationwide implementation'). For items that do not ask about the scope of implementation (e.g., average student-textbook ratio), the responses were transformed to the 4-scale rating using cut-points based on widely accepted goals (i.e., a score of 4 for a student-textbook ratio of 1:1) and the variation in the data. The average of the resulting ratings was then calculated for the RAPID dimension, serving as the country's policy action rating.

2. To compute a **systems strengthening rating for a RAPID dimension**, data are derived from the respective RAPID indicator mapped in UNICEF's internal monitoring exercise. The data are already given on a 1 to 4 rating based on established criteria and existing methodology per indicator.
3. To **compute an overall rating for a RAPID dimension**, the average of the policy action rating and the systems strengthening rating was calculated to produce an overall rating. In cases where a country had only either a policy action or a systems strengthening rating, the available data point was used as the overall rating.

This process results in policy action, systems strengthening and overall ratings for each of the five RAPID dimensions. The 4-scale rating corresponds to the following increasing levels of progress: (1) Not yet initiating, (2) Initiating, (3) Established, and (4) Championing.

The average of the five overall ratings is computed to produce a single overall RAPID rating. This method marks a slight change from 2023, where the overall RAPID rating was taken from the average of the overall policy action rating (derived from the average of the

five policy action ratings) and the overall systems strengthening rating (derived from the average of five systems strengthening ratings).

For countries with missing data in 2024, updated 2023 policy action and systems strengthening ratings (described in the next section) were used, under the assumption of no significant changes for countries in 2024. Combining actual and imputed data, FLAT 2024 ratings were calculated for a total of 123 low- and middle-income countries.

UPDATING 2023 RATINGS

To make 2023 ratings comparable with 2024, several modifications were made to 2023 data calculations. First, policy action ratings for each RAPID dimension were adjusted to include only survey items that were retained or reworded in 2024. Second, overall RAPID ratings were adjusted to match the 2024 methodology as described above. The modified 2023 ratings were then used for comparisons against 2024 ratings. In this analysis, a change of greater than or equal to 0.5 is considered an increase, and a change of less than or equal to -0.5 is considered a decrease.

Two sets of comparisons were made for comparing the data between 2023 and 2024. First, comparisons were made between the 2024 ratings (including imputed values) and the updated 2023 ratings for low- and middle-income countries. Second, comparisons were narrowed to only the 69 low- and middle-income countries that provided responses to both survey years. The two sets of comparisons yielded similar patterns: using the first comparison, 24 per cent of countries saw an increase while 74 per cent remained stable across two years; using the second comparison, 33 per cent saw an increase while 62 per cent remained stable.

Annex II: Country results

Table 3 below presents the FLAT 2024 ratings by country, including high-income countries, along with the changes in ratings since 2023.

TABLE 3. FLAT 2024 results, by RAPID dimension

RATING SCALE	Not yet initiating	Initiating	Established	Championing	No data
COLOR KEY	●	●	●	●	●

▲	Increase since last update (2023)
▼	Decrease since last update (2023)
—	No change since last update (2023)

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Afghanistan	● —	● —	● ▼	● ▲	● —	● —
Albania	● —	● —	● —	● —	● —	● —
Algeria*	● ▲	● ▲	● —	● ▲	● ▲	● ▲
Angola*	● ▲	● ▼	● ▲	● ▲	● —	● —
Antigua and Barbuda*	● —	● —	● —	● —	● —	● —
Argentina	● —	● —	● —	● —	● —	● —
Armenia	● ▲	● —	● —	● ▲	● ▲	● —
Azerbaijan*	● —	● —	● ▲	● —	● ▲	● —
Bahrain	●	●	●	●	●	●
Bangladesh	● —	● —	● —	● ▲	● ▼	● ▼
Barbados	● ▲	● ▲	● —	● ▲	● ▲	● ▼
Belarus	● ▲	●	●	● ▲	● ▲	● ▲
Belize	● —	● —	● ▼	● —	● ▲	● —
Benin	● —	● ▲	● —	●	● ▲	● —

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Bhutan*	● ▲	● ▲	● ▲	● ▲	● —	● ▲
Bolivia (Plurinational State of)*	● ▼	● —	● —	● ▼	● —	● ▼
Bosnia and Herzegovina	● ▲	● ▲	● ▲	● ▲	● —	● —
Botswana*	● —	● —	● —	● —	● —	● —
Brazil	● —	● —	● ▼	● ▲	● ▲	● ▲
British Virgin Islands	●	●	●	●	●	●
Bulgaria	● —	● —	● ▼	● —	● —	● —
Burkina Faso*	● —	● —	● —	● —	● —	● —
Burundi	● —	● —	● —	● ▼	● —	● —
Cabo Verde*	● —	● —	●	● —	● —	● —
Cambodia	● —	● —	● —	● —	● —	● ▲
Cameroon	● ▼	● —	● —	● —	● ▼	● —
Central African Republic*	● —	● —	● —	● —	● —	● —
Chad	● ▲	●	●	●	●	● —

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Chile*	● —	● —	● ▼	● —	● —	● —
China	● —	● —	● ▲	● —	● —	● —
Colombia*	● —	● —	● —	● ▼	● ▲	● ▲
Comoros	● ▲	● ▼	● ▲	● ▲	● ▲	● —
Congo	● —	● —	● —	● —	● ▼	● ▼
Costa Rica*	● —	● —	● ▲	● —	● —	● —
Croatia*	● ▲	● —	●	● ▲	●	● ▲
Cuba	● ▲	● ▲	● —	● ▼	● ▲	● ▲
Côte d'Ivoire	● —	● —	● —	● —	● —	● —
Democratic People's Republic of Korea	●	●	●	●	●	●
Democratic Republic of the Congo*	● —	● —	● —	● ▼	● —	● —
Djibouti*	● —	● —	● ▲	● ▲	● —	● —
Dominica	●	●	●	●	●	●
Dominican Republic*	● —	● ▼	● —	● —	● —	● —
Ecuador	● ▲	● —	● —	● —	● ▲	● —
Egypt*	● —	● —	● ▲	● —	● —	● —
El Salvador	● ▲	● ▲	● ▲	● ▲	● —	● ▲
Equatorial Guinea	● —	● —	● —	● ▲	● —	● —
Eritrea	● —	● —	● —	● ▲	● —	● ▼
Eswatini*	● —	● —	● —	● —	● —	● —
Ethiopia	● —	● —	● —	● ▲	● ▼	● ▼
Fiji	● —	● —	●	●	●	●

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Gabon*	● ▲	● ▲	● ▲	● ▲	● —	● —
Gambia*	● —	● —	● ▲	● ▲	● ▼	● —
Georgia	● —	● —	● —	● —	● ▲	● —
Ghana	● —	● —	● —	● ▲	● —	● ▲
Grenada	●	●	●	●	●	●
Guatemala	● —	● —	●	●	●	● —
Guinea*	● —	● —	● —	● —	● —	● —
Guinea-Bissau	● —	● —	● —	● —	● —	● —
Guyana*	● —	● —	● —	● ▼	● —	● —
Haiti*	● —	● ▲	● —	● ▲	● ▼	● ▼
Honduras*	● —	● —	● —	● —	● —	● —
India*	● —	● —	● —	● —	● —	● —
Indonesia	● —	● —	● ▼	● —	● ▲	● —
Iran (Islamic Republic of)	● ▲	●	●	● ▲	● —	● ▲
Iraq	● —	● ▲	● ▲	● —	● ▲	● —
Jamaica	● —	● —	● —	● —	● ▲	● —
Jordan*	● —	● —	● —	● —	● —	● —
Kazakhstan	● —	● ▲	● ▲	● —	● —	● —
Kenya	● ▲	●	● ▲	●	●	● ▲
Kiribati	●	●	●	●	●	●
Kosovo	● ▲	● —	● ▲	● ▲	● ▲	● ▲
Kuwait	● —	● —	● —	● —	● ▼	● ▲

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Kyrgyzstan*	● —	● ▲	● ▲	● —	● ▲	● —
Lao People's Democratic Republic*	● —	● —	● —	● —	● —	● —
Lebanon	● —	● ▲	●	● ▼	●	● ▲
Lesotho*	● —	● —	● —	● —	● —	● —
Liberia	● —	● ▼	● —	● ▼	● ▼	● ▼
Libya*	● ▲	●	●	● ▲	● —	● ▲
Madagascar	● —	● ▲	●	●	● —	● —
Malawi*	● —	● ▲	● ▲	● ▲	● —	● —
Malaysia*	● —	● —	● —	● —	● —	● —
Maldives	● —	● ▲	● —	● ▲	● —	● ▲
Mali*	● —	● —	● —	● —	● —	● —
Marshall Islands	●	●	●	●	●	●
Mauritania*	● —	● —	● —	● ▼	● ▼	● —
Mexico*	● ▲	● ▲	● ▲	● ▲	● ▲	● ▲
Micronesia (Federated States of)	●	●	●	●	●	●
Mongolia*	● —	● —	● —	● —	● ▲	● —
Montenegro	● ▲	● ▲	● ▲	● ▲	● —	● —
Morocco	● —	●	●	● ▼	●	●
Mozambique	● ▲	● ▲	● ▲	● ▲	● —	● —
Myanmar*	● —	● —	● —	● —	● —	● —
Namibia*	● —	● —	● —	● —	● —	● —
Nauru	●	●	●	●	●	●

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Nepal*	● —	● —	● —	● —	● —	● —
Nicaragua	● —	● —	● ▲	● ▲	● ▲	● —
Niger*	● —	● —	● —	● —	● —	● —
Nigeria*	● —	● —	● —	● —	● —	● —
North Macedonia	● ▲	● —	● ▼	● —	● ▲	● ▲
Oman*	● ▲	●	●	●	● —	●
Pakistan*	● —	● ▼	● —	● ▼	● ▼	● —
Palau	●	●	●	●	●	●
Panama	● —	● ▼	● ▲	● ▲	● —	● ▼
Papua New Guinea	● ▲	● ▲	● ▲	● —	● —	● —
Paraguay	● ▲	● —	● ▲	● —	● ▲	● —
Peru*	● —	● —	● —	● —	● —	● —
Philippines	● —	● —	● ▲	● —	● —	● —
Qatar	●	●	●	●	●	●
Republic of Moldova	● —	● —	● —	● ▲	● —	● ▲
Romania	● ▼	● —	● —	● ▼	● ▼	● ▼
Russian Federation	●	●	●	●	●	●
Rwanda	● —	● —	● ▲	● ▼	● ▲	● ▼
Saint Kitts and Nevis	●	●	●	●	●	●
Saint Lucia	●	●	●	●	●	●
Saint Vincent and the Grenadines	●	●	●	●	●	●
Samoa	●	●	●	●	●	●

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Sao Tome and Principe*	● —	● —	● —	● —	● —	● —
Saudi Arabia	●	●	●	●	●	●
Senegal*	● —	● —	● ▼	● —	● —	●
Serbia	● —	● —	● —	● ▼	● —	● —
Sierra Leone	● —	● —	● —	● ▲	● —	● —
Solomon Islands*	● —	● —	●	●	●	●
Somalia	● —	● —	● —	● ▼	● —	● —
South Africa	● —	● —	● —	● —	● —	● ▲
South Sudan	● ▲	● ▲	● ▲	● ▲	● —	● —
Sri Lanka*	● —	● —	● —	● ▲	● —	● —
State of Palestine*	● ▲	●	●	● ▲	●	● ▲
Sudan*	● —	● ▲	● —	● —	● —	●
Suriname*	● —	● ▼	● ▲	● ▲	● ▲	● —
Syrian Arab Republic*	● —	● —	● —	● —	● —	● —
Tajikistan	● —	● —	● —	● ▲	● ▲	● —
Thailand	● ▲	● ▼	● ▲	● —	● ▲	● —
Timor-Leste	● ▲	● ▲	● ▲	● ▲	● ▲	● —
Togo*	● —	● —	● —	● —	● —	● ▼
Tonga	●	●	●	●	●	●

COUNTRY	OVERALL	REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Trinidad and Tobago	●	●	●	●	●	●
Tunisia	● —	● ▲	● —	● ▲	●	●
Turkmenistan*	● —	● —	● —	● ▲	● —	● —
Turks and Caicos Islands	●	●	●	●	●	●
Tuvalu	●	●	●	●	●	●
Türkiye*	● —	●	●	● ▲	● —	● —
Uganda*	● —	● —	● ▲	● —	● ▼	● —
Ukraine*	● —	● —	● —	● —	● —	● —
United Arab Emirates	● —	● —	●	●	●	● ▲
United Republic of Tanzania*	● —	● —	● —	● —	● —	● —
Uruguay*	● —	● —	● ▼	● ▲	● —	● —
Uzbekistan*	● ▲	● ▲	● ▼	● —	● —	● ▲
Vanuatu	●	●	●	●	●	●
Venezuela (Bolivarian Republic of)	● ▼	● ▼	● ▼	● ▼	● —	● —
Viet Nam	● —	● —	●	● ▲	●	● ▲
Yemen	● —	● ▼	● —	● ▲	● —	● —
Zambia	● ▲	● —	● ▲	● —	● ▲	● ▲
Zimbabwe*	● —	● —	● —	● —	● —	● —

Source: UNICEF's FLAT 2024 and FLAT 2023 data. Updated 2023 ratings were used for countries without data in 2024, marked with *. A rating change of ≥ 0.5 (≤ -0.5) is counted as an increase (decrease). All references to Kosovo in this report should be understood to be in the context of United Nations Security Council resolution 1244 (1999).

Endnotes

- 1 UNICEF and Hempel Foundation, [*Foundational Learning Action Tracker: Results for Africa*](#), UNICEF, New York, 2024.
- 2 UNICEF and Hempel Foundation, [*Tracking Progress on Foundational Learning: Findings from the RAPID 2023 analysis*](#), UNICEF, New York, 2023.
- 3 Modified 2023 ratings were used for 62 countries with at least one missing data point on policy action and/or systems strengthening, resulting in a total of 123 low- and middle-income countries in 2024. See Annex I for details.
- 4 UNESCO, [*Global Education Monitoring Report 2023: Technology in education – A tool on whose terms?*](#), UNESCO, Paris, 2023.
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- 8 UNICEF, [*The Benefits of Investing in School-Based Mental Health Support: Global cost-benefit analysis on mental health and psychosocial support \(MHPSS\) interventions in education settings across the humanitarian development nexus*](#), UNICEF, New York, 2023.
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- 10 UNICEF, [*Transforming Education with Equitable Financing*](#), UNICEF, New York, 2023.
- 11 UNICEF, UNESCO, and World Bank, [*Where Are We on Education Recovery?*](#), UNICEF, New York, 2022.
- 12 UNESCO-UIS, et al., [*From Learning Recovery to Education Transformation: Insights and reflections from the 4th survey of national education responses to COVID-19 school closures*](#), UNESCO-UIS, UNICEF, World Bank, and OECD, Montreal, New York, and Washington, D.C., 2022.
- 13 UNICEF, [*Education in Post-COVID World: Towards a RAPID transformation*](#), UNICEF, New York, 2023.
- 14 Global Education Monitoring Report, '[*Every Child Should Have a Textbook*](#)', Policy Paper 23, UNESCO, Paris, January 2016.
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- 16 World Bank, et al., [*Guide for Learning Recovery and Acceleration: Using the RAPID framework to address COVID-19 learning losses and build forward better*](#), World Bank, Washington, D.C., 2022.



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Email: education@unicef.org
Website: www.unicef.org

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