

Support for Learning

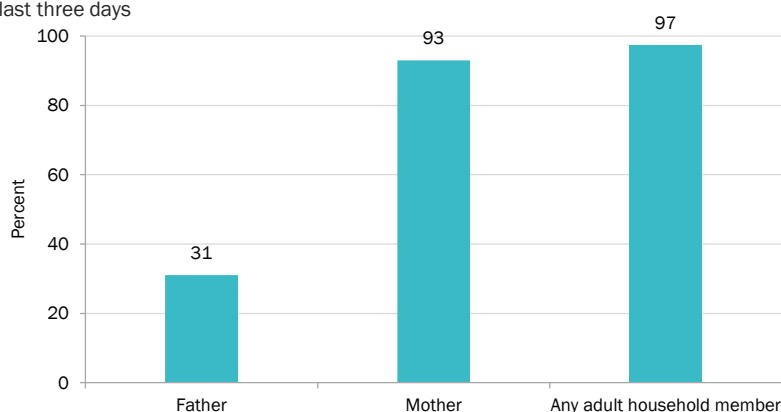


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Early Stimulation & Responsive Care

Percentage of children age 2-4 years with whom the father, mother or adult household members engaged in activities* that promote learning and school readiness during the last three days



* Activities include: reading books to the child; telling stories to the child; singing songs to the child; taking the child outside the home; playing with the child; and naming, counting or drawing things with the child

Early childhood, which spans the period up to 8 years of age, is critical for cognitive, social, emotional and physical development. During these years, a child's newly developing brain is highly plastic and responsive to change.

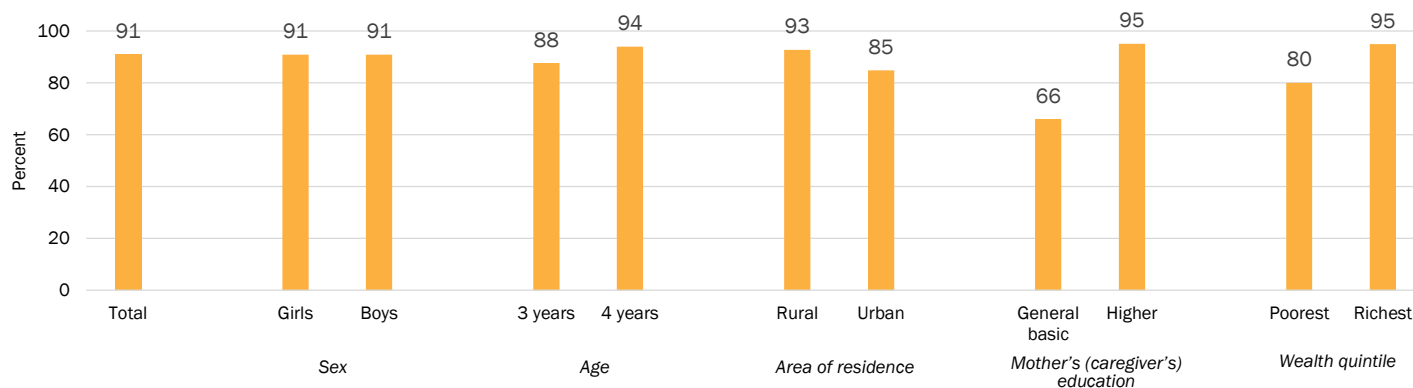
Optimal early childhood development requires a stimulating and nurturing environment, access to books and learning materials, interactions with responsive and attentive caregivers, adequate nutrients, access to good quality early childhood education, and safety and protection. All these aspects of the environment contribute to developmental outcomes for children.

Children facing a broad range of risk factors including poverty; poor health; high levels of family and environmental stress and exposure to violence, abuse, neglect and exploitation; and inadequate care and learning opportunities face inequalities and may fail to reach their developmental potential.

Investing in the early years is one of the most critical and cost-effective ways countries can reduce gaps that often place children with low social and economic status at a disadvantage.

Attendance at Early Childhood Education Programmes

Percentage of children age 3-4 years attending an early childhood education programme, by background characteristics



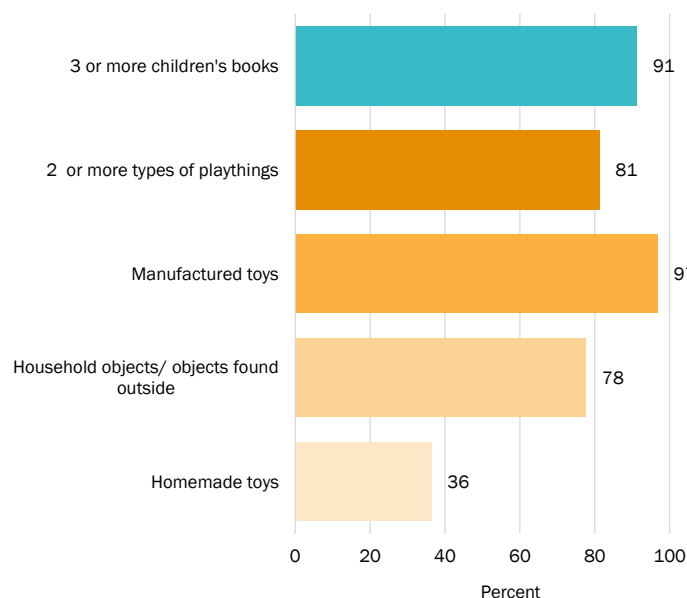
Key Messages

- Adult household members are engaged in four or more activities that promote learning and school readiness with 97 percent of children aged 2-4 years.
- Mothers were three times more often involved in four or more activities with children that promote learning and school readiness.
- 91 percent of children age 3-4 years attend early childhood education programmes; the value of this indicator increases with the increase of mother's education and with the increase of household wealth.
- Most children under 5 years of age (97 percent) plays with manufactured toys, 4 out of 5 children plays with at least two types of playthings.
- 2 percent of children under 5 years of age were left with inadequate supervision in the past week (alone or under the supervision of another child younger than 10 years of age).
- 87 out of 100 children aged 3-4 years were developmentally on track at least in three out of four domains: physical, learning, socio-emotional development and literacy-numeracy.

Learning Materials & Child Supervision

Access to Play & Learning Materials

Percentage of children under age five according to their access to play and learning materials



Inadequate supervision of children

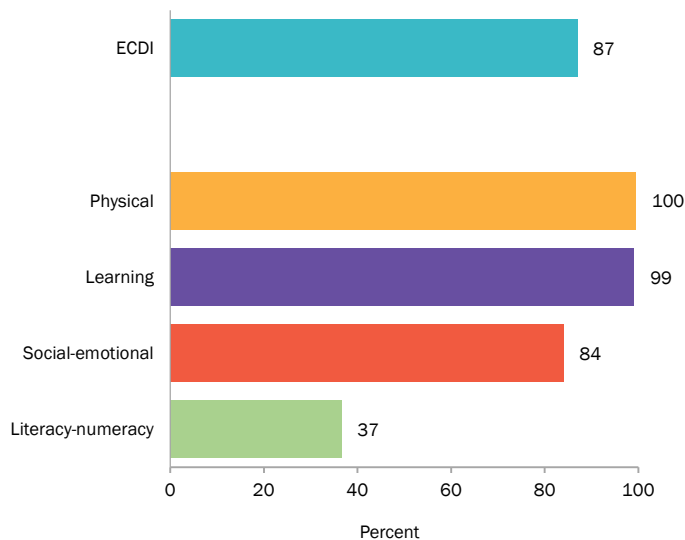
Percentage of children under age five left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once in the last week, by region

Region	Left In Inadequate supervision
Belarus	2
Brest	3
Vitebsk	2
Gomel	<1
Grodno	6
Minsk city	3
Minsk	<1
Mogilev	1

Early Childhood Development Index (ECDI)

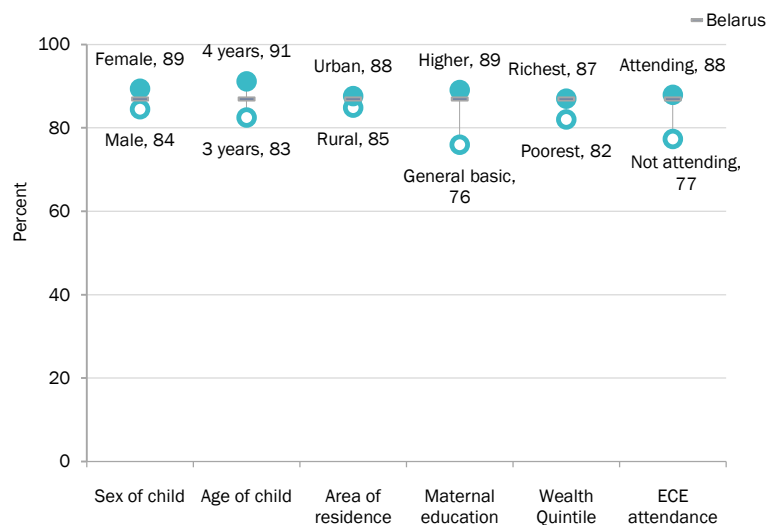
ECDI: Total Score & Domains (SDG 4.2.1)

ECDI: Early Childhood Development Index; percentage of children age 3-4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains



ECDI: Equality

ECDI by various characteristics
ECE = early childhood education



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The Belarus Multiple Indicator Cluster Survey (MICS) was carried out in 2019 by the National Statistical Committee of the Republic of Belarus as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF) while financial support was provided by UNICEF, European Union, the World Bank, Russian Federation and the United Nations Office on Drugs and Crime.

The objective of this snapshot is to disseminate selected findings from the Belarus MICS 2019 related to Early Childhood Development. Data from this snapshot can be found in tables TC10.1, LN1.1, TC10.2, TC10.3, and TC11.1.

Further statistical snapshots and the Survey Findings Report for this and other surveys are available on belstat.gov.by and mics.unicef.org/surveys.