

# Belarus 2019



## Learning & Parental Involvement

Multiple Indicator  
Cluster Surveys

### Learning



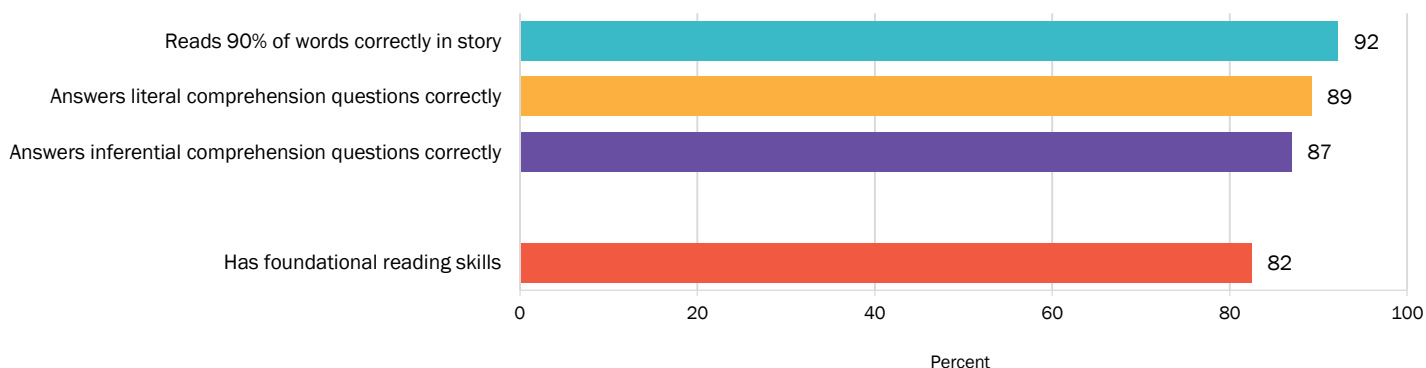
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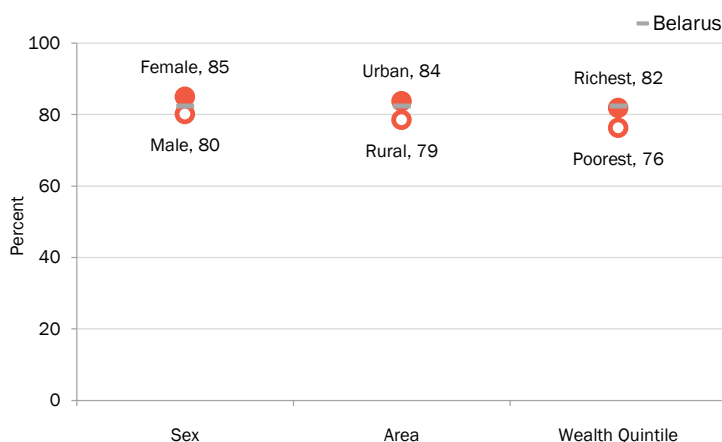
### Foundational Reading Skills

Percentage of children aged 7-14 years who can: 1) read 90 percent of words in a story correctly, 2) Answer three literal comprehension questions, 3) Answer two inferential comprehension questions



### Foundational Reading Skills: Inequality

Percentage of children aged 7-14 years who demonstrated foundational reading skills, by main disaggregates



### Foundational Reading Skills: Regional Data

Percentage of children aged 7-14 years who demonstrated foundational reading skills, by regions

Region	Boys	Girls	Total
<b>Belarus</b>	80	85	82
Brest	79	72	76
Vitebsk	87	93	89
Gomel	72	85	78
Grodno	62	80	71
Minsk city	94	95	95
Minsk	86	86	86
Mogilev	71	87	79

## Reading & Numeracy Skills Data in MICS

- The ability to read and understand a simple text is one of the most fundamental skills that a child can acquire, and the development of basic mathematical literacy skills in primary school is crucial for success in mathematics in subsequent years.
- The Foundational Learning module adopts a direct assessment method for children's early learning in reading and mathematics at the level of Grade 2 in primary education. This contributes to SDG4.1.1.a

Global Indicator (see MICS snapshot on SDGs).

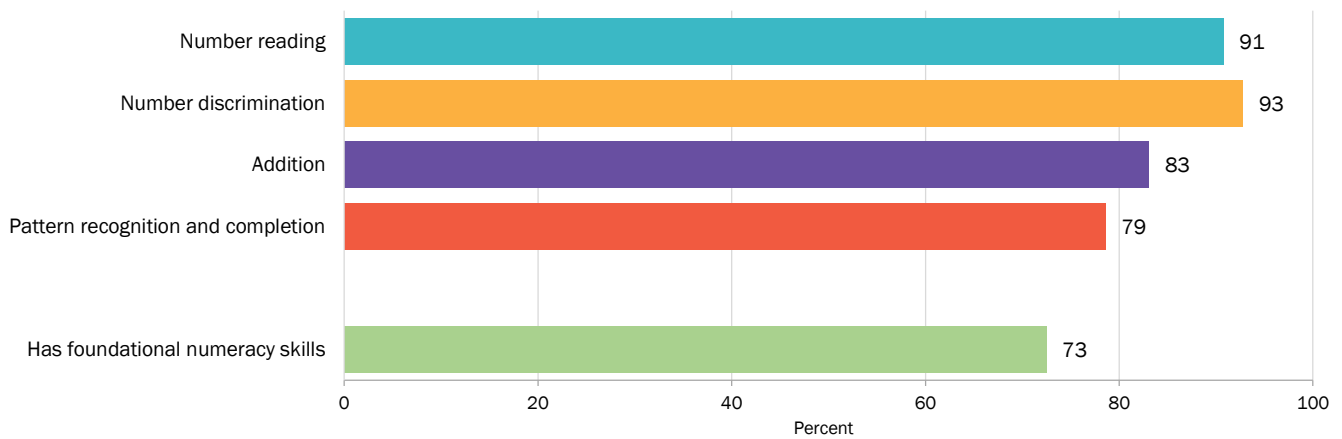
- For the Foundational Learning module, one child age 7 to 14 (inclusively) is randomly selected in each household.
- The content of reading assessment is customized in each country, ensuring that the vocabulary used are part of the Grade 2 reading textbook. This ensures national question relevance in terms of vocabulary and cultural appropriateness). The

questions on mathematics are based on universal skills needed for that grade level.

- As MICS also collects data on school attendance and numerous individual and household characteristics, such as location and household socio-economic status, the most marginalized sub-populations of children can be identified for support to improve learning outcomes.

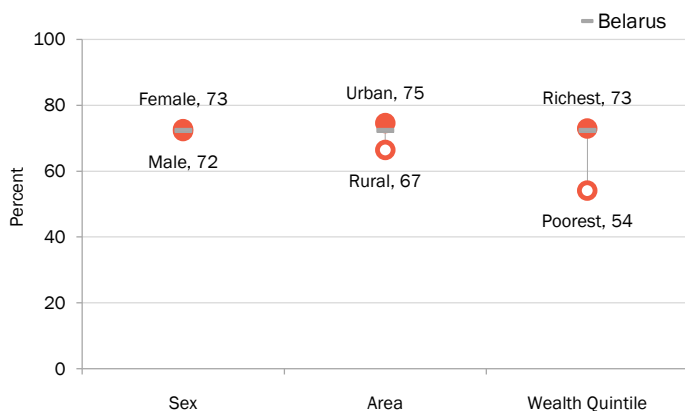
## Foundational Numeracy Skills

Percentage of children aged 7-14 years who can successfully perform:  
 1) a number reading task, 2) a number discrimination task, 3) an addition task and 4) a pattern recognition and completion task



### Foundational Numeracy Skills: Inequality

Percentage of children aged 7-14 years who demonstrated foundational numeracy skills, by main disaggregates



### Foundational Numeracy Skills: Regional Data

Percentage of children aged 7-14 years who demonstrated foundational numeracy skills, by regions

Region	Boys	Girls	Total
<b>Belarus</b>	72	73	73
Brest	67	70	68
Vitebsk	75	72	74
Gomel	74	61	68
Grodno	67	70	68
Minsk city	83	82	82
Minsk	72	79	75
Mogilev	62	69	66

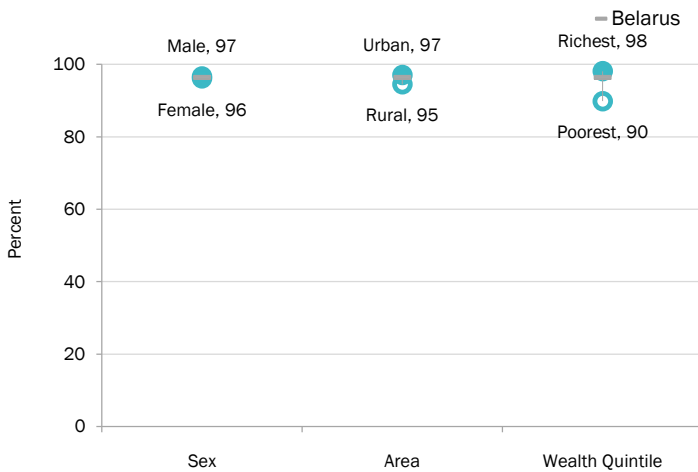
## Key Messages

- 82 percent of children aged 7-14 years achieved at least the minimum proficiency level in reading (see also SDG indicator 4.1.1.a on reading skills in the SDG Snapshot)
- There were differences in the minimum proficiency level in reading – differences by sex, place of residence and wealth quintile.
- There were differences between the regions of the country: all reading tasks were performed correctly by 71 percent of children aged 7-14 years in Grodno region, and by 95 percent – in Minsk city.
- 73% of children aged 7-14 years demonstrated foundational numeracy skills (see also SDG indicator 4.1.1.a on numeracy skills in the SDG Snapshot).
- There were differences in the proficiency level in mathematics between wealth quintiles and the regions of the country.
- There were differences between the regions of the country: all numeracy tasks were performed correctly by 66 percent of children aged 7-14 years in Mogilev region, and by 82 percent – in Minsk city.
- The proportion of children who received support in doing their home task reduced with the age of the child: from 93 percent at the age of 6 years to 23 percent at the age of 14 years.
- Parents are actively involved in the educational process of their children aged 7-14 years: 98 percent of children's parents are familiar with their school performance; 9 out of 10 children's parents discuss children's performance with teachers; 96 percent of children's parents attend a meeting in the school; 93 percent of children's parents take part in discussions at a school meeting on educational and financial issues; 80 percent of children's parents attend school holidays or sport events.

## Parental Involvement: Learning Environment at Home

### Children with 3 or more books to read at home: Inequality

Percentage of children aged 7-14 years with 3 or more books to read at home, by main disaggregates

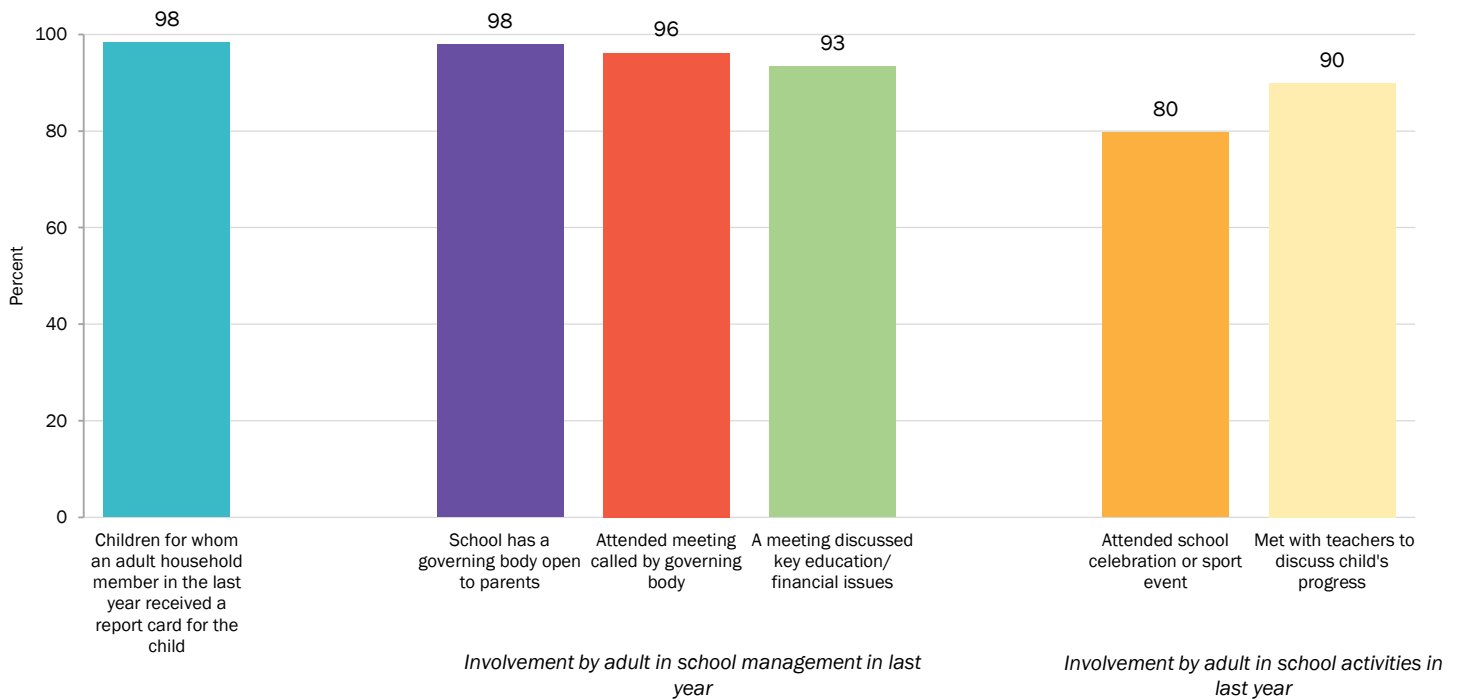


### Children who receive help with homework: Inequality

Percentage of children aged 7-14 years who receive help with homework, by main disaggregates



## Parental Involvement: Support for learning at School (During the Last Year)



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The objective of this snapshot is to disseminate selected findings from the Belarus MICS 2019 related to Early Grade Learning & Parental Involvement. Data from this snapshot can be found in table LN.3.1, LN.3.3, LN.4.1 and LN.4.2.

Further statistical snapshots and the Survey Findings Report for this and other surveys are available on [belstat.gov.by](http://belstat.gov.by) and [mics.unicef.org/surveys](http://mics.unicef.org/surveys).