

Kazakhstan 2024



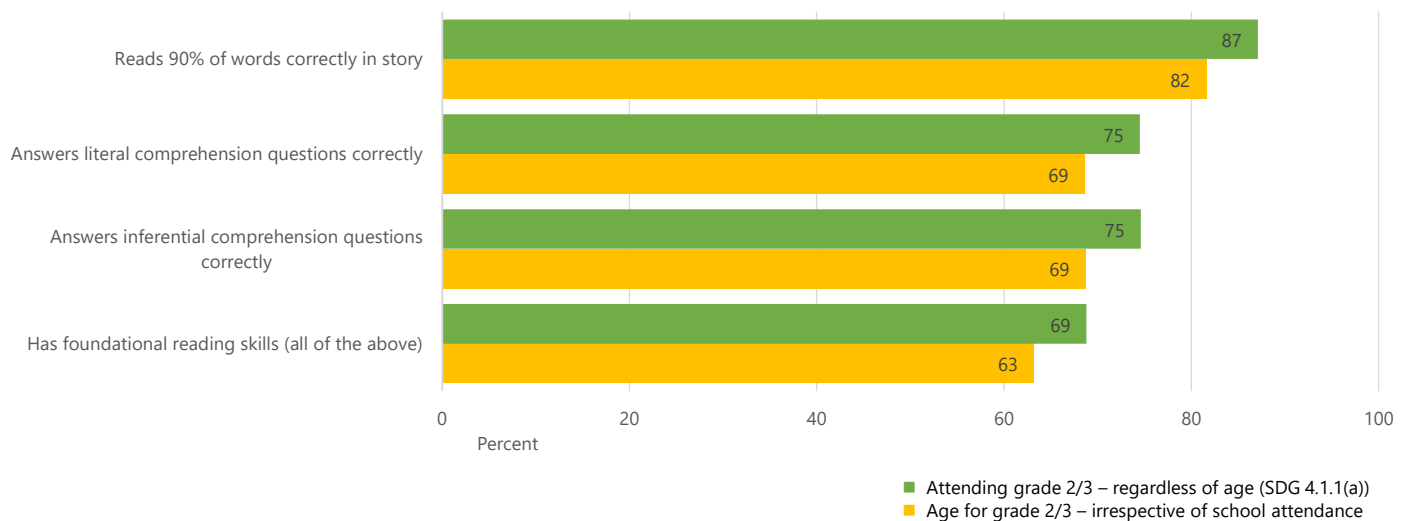
Early Grade Learning & Parental Involvement

Multiple Indicator
Cluster Surveys

Early Grade Learning: SDG 4.1.1(a)

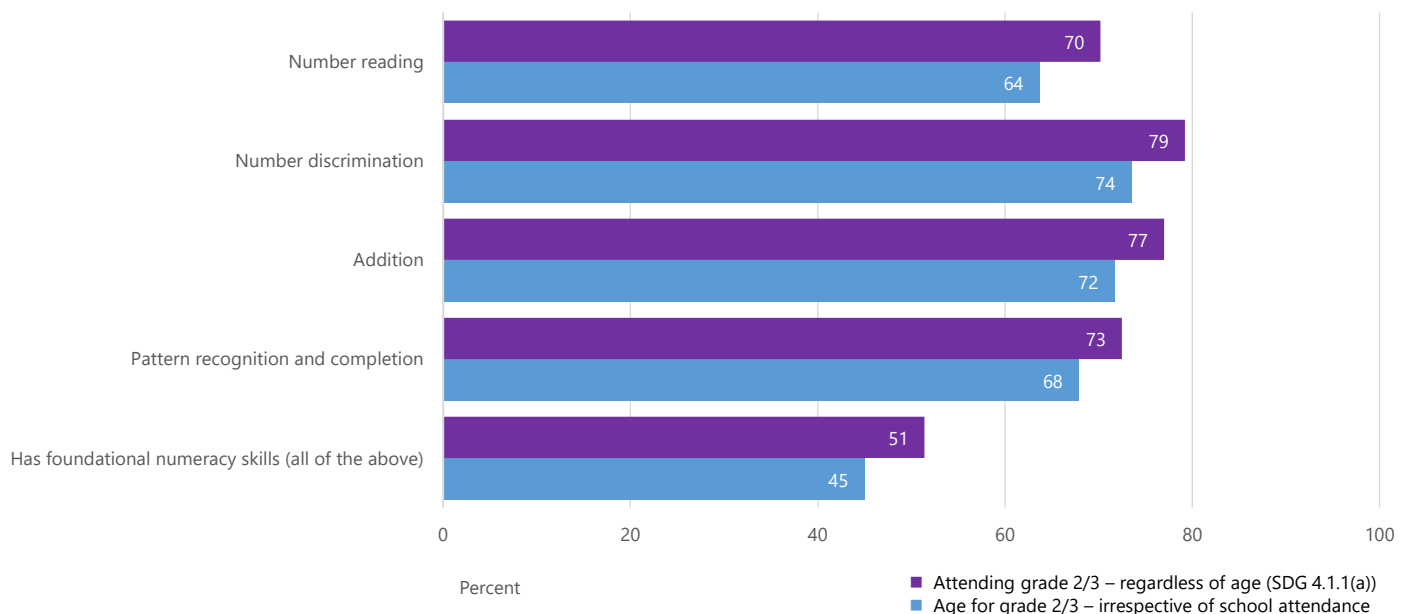


Foundational Reading Skills: SDG 4.1.1(a) (i: reading)



Percentage of children attending grade 2/3 and at age for grade 2/3 who can 1) read at least 90% of words in a story correctly, 2) answer three literal comprehension questions, 3) answer two inferential comprehension questions

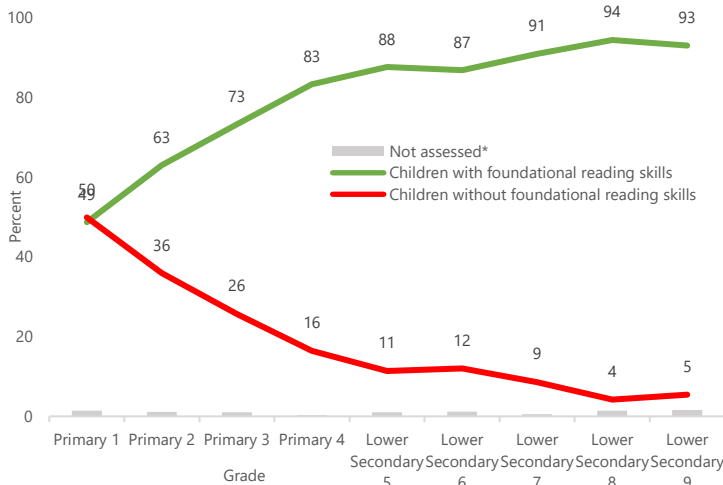
Foundational Numeracy Skills: SDG 4.1.1(a) (ii: numeracy)



Percentage of children attending grade 2/3 and at age for grade 2/3 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

Early Grade Learning: Disaggregates (age 7-14 years)

Foundational Reading Skills, by grade of attendance



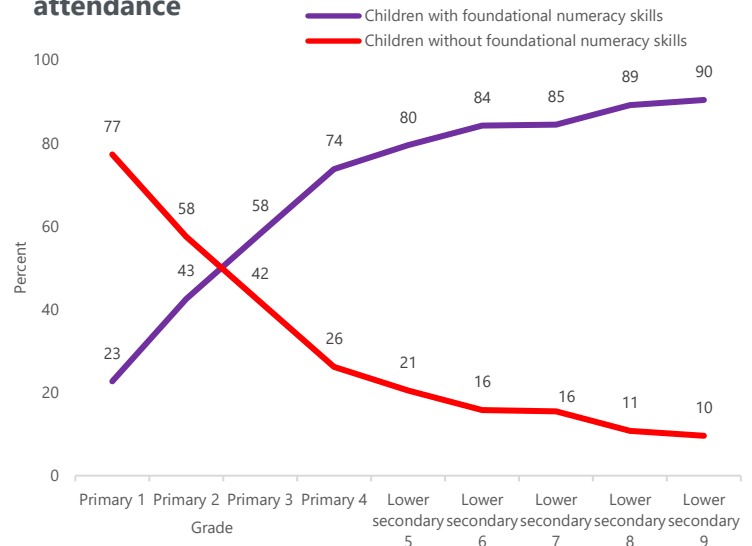
Percentage of children age 7-14 years attending primary or lower secondary school by foundational reading skills, by grade of attendance.

Note that the chart excludes children out of school or attending lower or higher levels of education.

The percentage of children without foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

* The reading tasks were available in Kazakh and Russian languages. Children were assessed in the main language used by teachers. If the reading tasks were not available in that language, children were offered the reading tasks in any of the other available languages. Children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home are recorded here.

Foundational Numeracy Skills, by grade of attendance

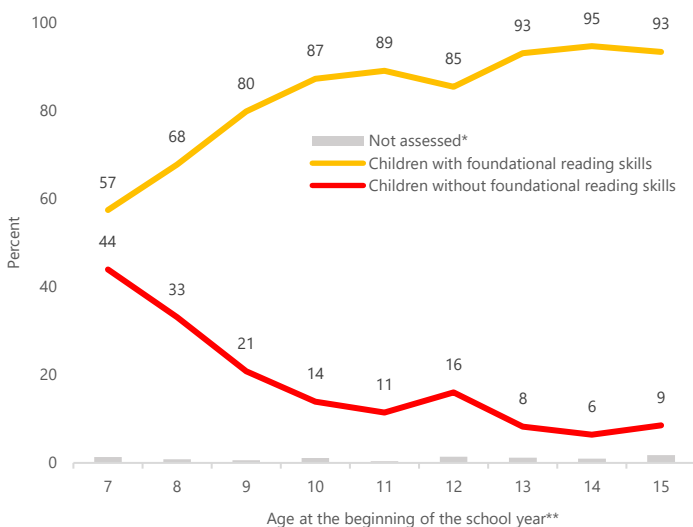


Percentage of children age 7-14 years attending primary or lower secondary school by foundational numeracy skills, by grade of attendance

Note that the chart excludes children out of school or attending lower or higher level of education.

The percentage of children without foundational numeracy skills is calculated by subtracting the children with foundational reading skills from the total number of children.

Foundational Reading Skills, by age



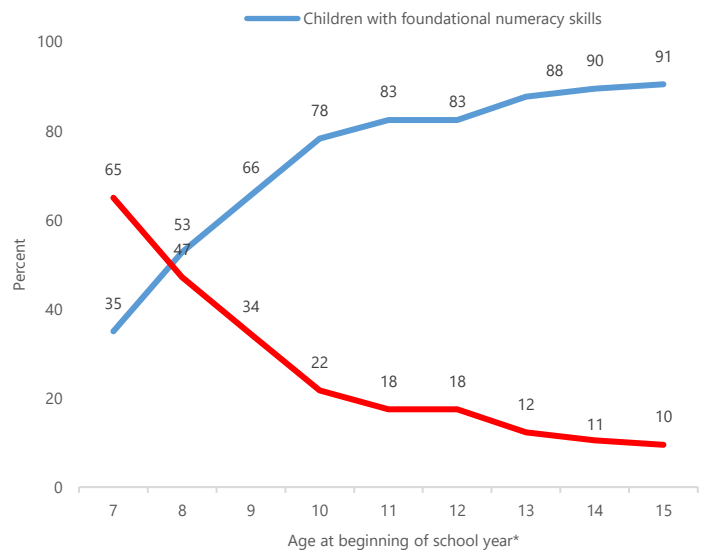
Percentage of children age 7-14 years by foundational reading skills, by age at beginning of school year**

The percentage of children without the foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

* The reading tasks were available in Kazakh and Russian languages. Children were assessed in the main language used by teachers or, for those who never attended school, in the main language used at home. If the reading tasks were not available in those languages, children were offered the reading tasks in any of the other available languages. Children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home are recorded here.

** As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

Foundational Numeracy Skills, by age



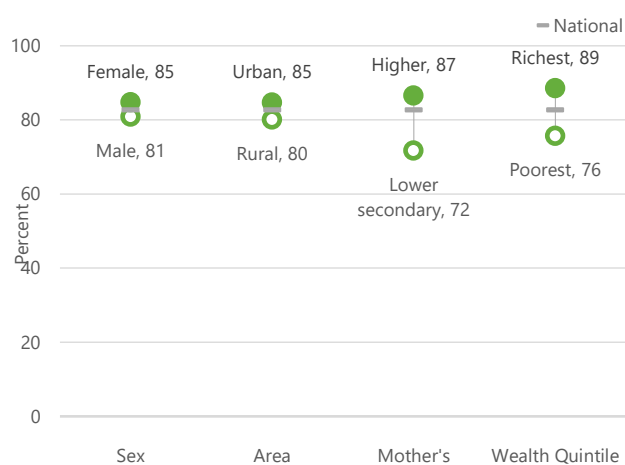
Percentage of children age 7-14 years by foundational numeracy skills, by age at beginning of school year*

The percentage of children without foundational numeracy skills is calculated by subtracting children with foundational reading skills from the total number of children.

* As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

Early Grade Learning: Disaggregates (age 7-14 years)

Disaggregates in Foundational Reading Skills

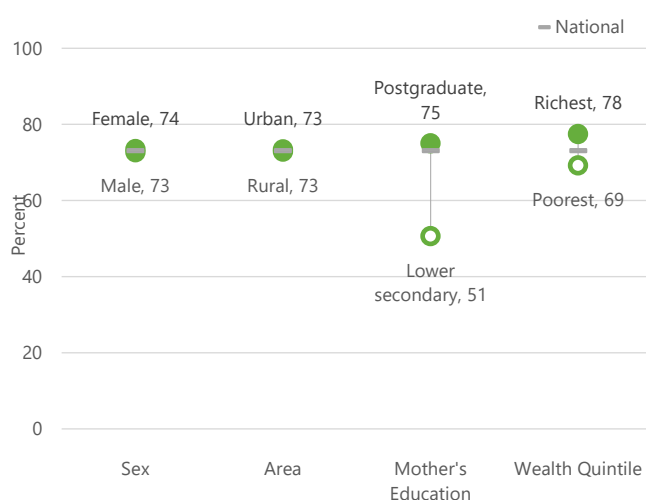


Regional Data on Foundational Reading Skills

Region	Boys	Girls	Total	Region	Boys	Girls	Total
National	80.8	84.7	82.7	National	80.8	84.7	82.7
Abay	90.8	89.0	90.0	Kyzylorda	86.9	78.9	83.2
Akmola	83.5	76.8	79.9	Mangystau	78.4	87.3	82.8
Aktobe	97.6	97.1	97.4	Pavlodar	73.1	89.0	80.7
Almaty	73.6	64.9	69.2	North Kazakhstan	75.8	74.9	75.4
Atyrau	80.0	87.5	83.1	Turkistan	60.3	77.4	68.1
West Kazakhstan	93.9	92.7	93.2	Ulytau	74.4	73.7	74.0
Zhambyl	85.9	92.3	88.7	East Kazakhstan	73.1	88.4	81.0
Zhetysu	69.6	77.3	73.8	Astana city	88.2	93.7	90.8
Karaganda	89.9	94.0	91.8	Almaty city	89.4	93.3	91.4
Kostanay	81.9	95.4	88.2	Shymkent city	76.9	81.5	79.2

Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by background characteristics

Disaggregates in Foundational Numeracy Skills



Regional Data on Foundational Numeracy Skills

Region	Boys	Girls	Total	Region	Boys	Girls	Total
National	72.7	73.5	73.1	National	72.7	73.5	73.1
Abay	84.9	87.6	86.1	Kyzylorda	81.3	70.0	75.9
Akmola	74.0	65.8	69.6	Mangystau	53.7	62.1	57.9
Aktobe	87.6	79.6	83.6	Pavlodar	63.1	72.6	67.6
Almaty	59.6	60.9	60.3	North Kazakhstan	56.7	58.3	57.5
Atyrau	80.9	81.1	81.0	Turkistan	67.9	81.4	74.0
West Kazakhstan	77.7	71.7	74.4	Ulytau	63.8	62.9	63.4
Zhambyl	79.4	77.4	78.5	East Kazakhstan	75.1	70.2	72.6
Zhetysu	67.2	75.4	71.7	Astana city	83.8	79.2	81.6
Karaganda	83.6	89.0	86.1	Almaty city	61.3	67.8	64.6
Kostanay	68.6	78.6	73.2	Shymkent city	81.0	81.3	81.1

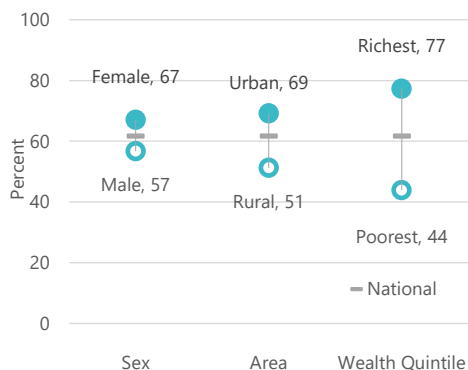
Percentage of children age 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by background characteristics

Measuring Reading & Numeracy Skills in MICS

- The Foundational Learning Skills (FL) module is a direct assessment of children's reading and numeracy competencies. It is designed to assess foundational learning skills expected upon completion of 2nd grade of primary education, thus contributing to SDG indicator 4.1.1(a).
- The FL module is part of the Questionnaire for Children Age 5-17 administered to one randomly selected child in each household. Children age 7-14 years are eligible for module.
- The reading assessment in the FL module consists of a reading passage and a set of comprehension questions related to the story. The assessment is customised in each country to ensure vocabulary and cultural references are relevant and appropriate. The numeracy assessment consists of four number tasks based on universal math skills expected at 2nd grade level.
- The reading assessment of Kazakhstan MICS 2024 was conducted in Kazakh and Russian. The reading skills of XX% of the interviewed children could not be evaluated in their home or school language.
- As MICS also collects data on school attendance and numerous individual and household characteristics, such as location, household socio-economic status, and ethnicity, the most marginalized sub-populations of children can be identified for support to improve learning outcomes.

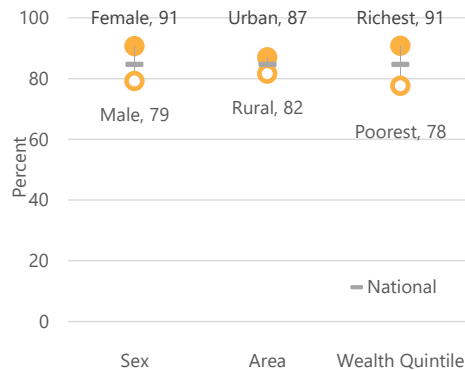
Parental Involvement: Learning Environment at Home

Children with 3 or more books to read at home



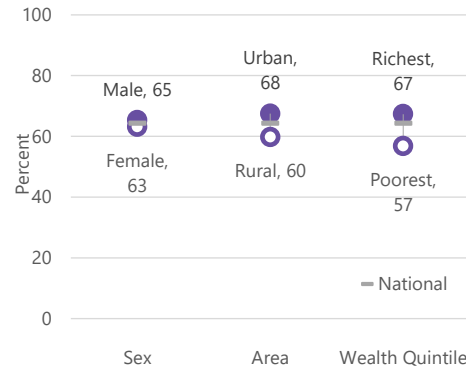
Percentage of children age 7-14 years with 3 or more books at home, by background characteristics

Children who read books or are read to at home



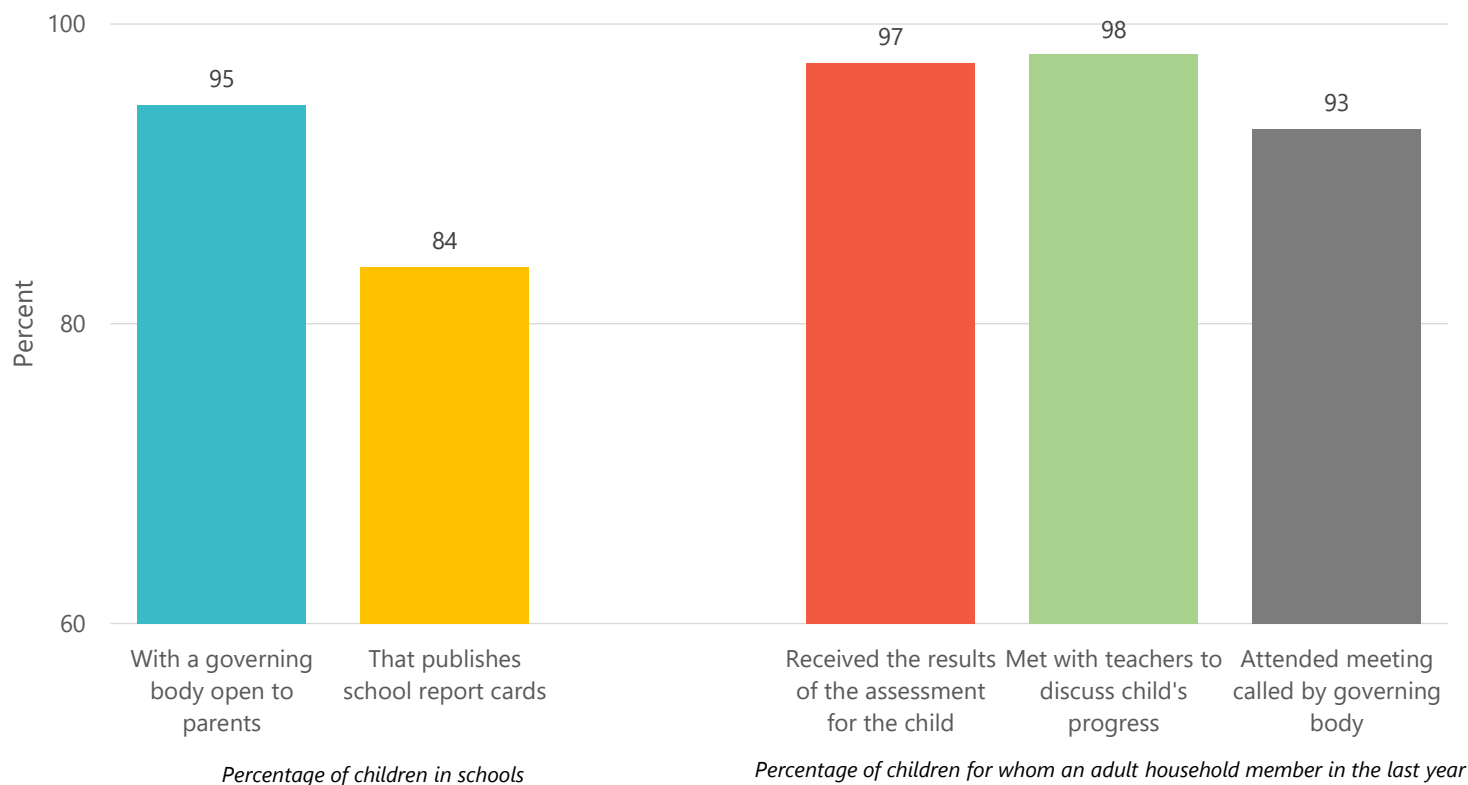
Percentage of children age 7-14 years who read books or are read to at home, by background characteristics

Children who receive help with homework



Percentage of children age 7-14 years attending school and having homework who receive help with homework, by background characteristics

Parental Involvement in school



Percentage of children age 7-14 years attending school, by indicators of parental support

The MICS Multiple Indicator Cluster Survey (MICS) was carried out in 2024 by the Bureau of National Statistics (BNS) as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). UNICEF, BNS, United Nations Population Fund and the Asian Development Bank provided financial support.

The objective of this snapshot is to disseminate selected findings from the Kazakhstan MICS 2024 related to Early Grade Learning & Parental Involvement. Data from this snapshot can be found in Tables LN.3.1, LN.3.2, LN.4.1A, LN.4.1B, LN.4.2A and LN.4.2B in the Survey Findings Report.

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