

Kazakhstan MICS 2024



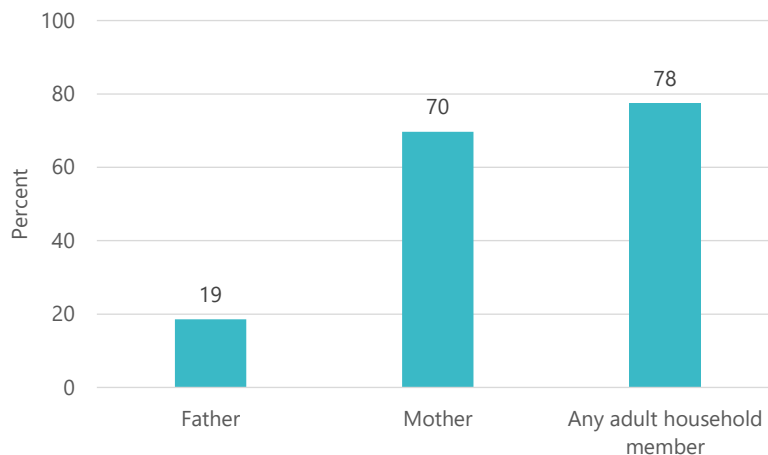
Early Childhood Development (ECD)

Multiple Indicator
Cluster Surveys

Support for Learning



Early Stimulation & Responsive Care



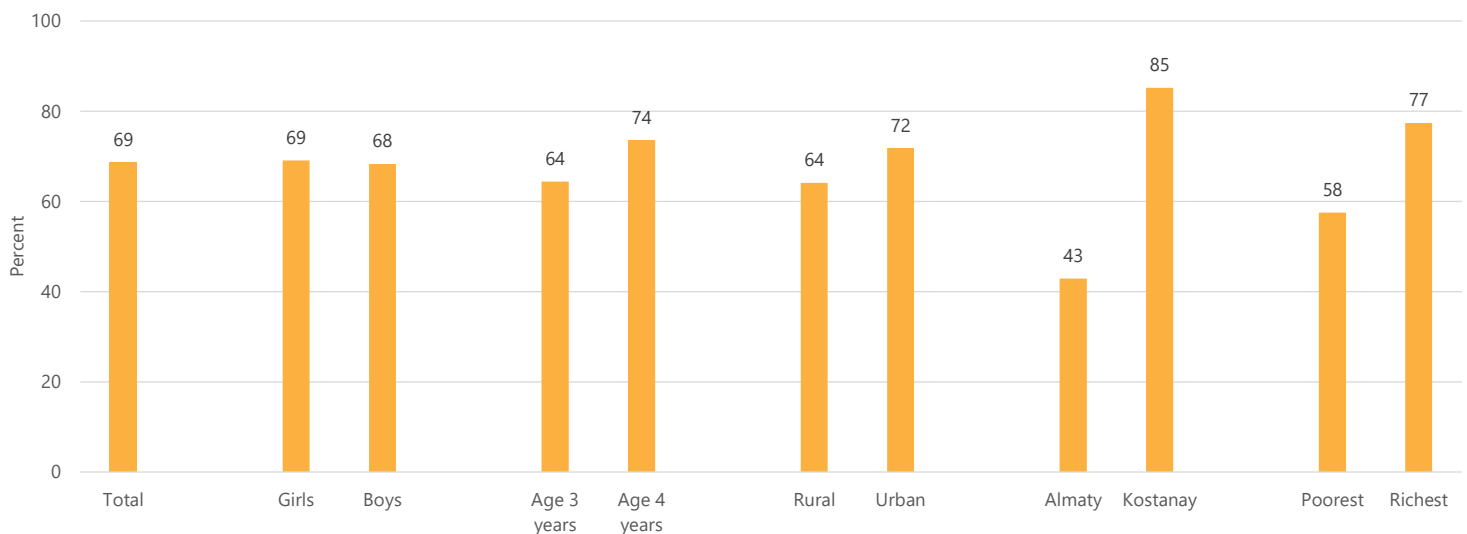
Percentage of children age 2-4 years with whom the father, mother or adult household members engaged in activities that promote learning and school readiness during the last three days

Note: 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.

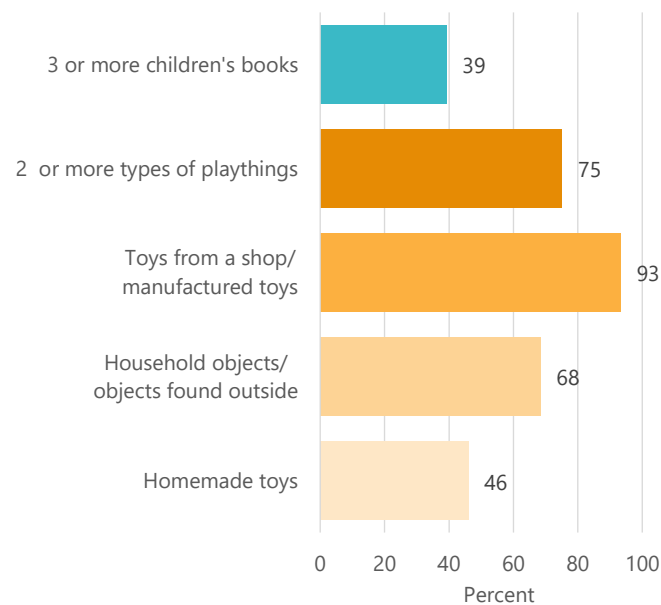
Attendance at Early Childhood Education Programmes



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

Learning Materials & Child Supervision

Access to Play & Learning Materials



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

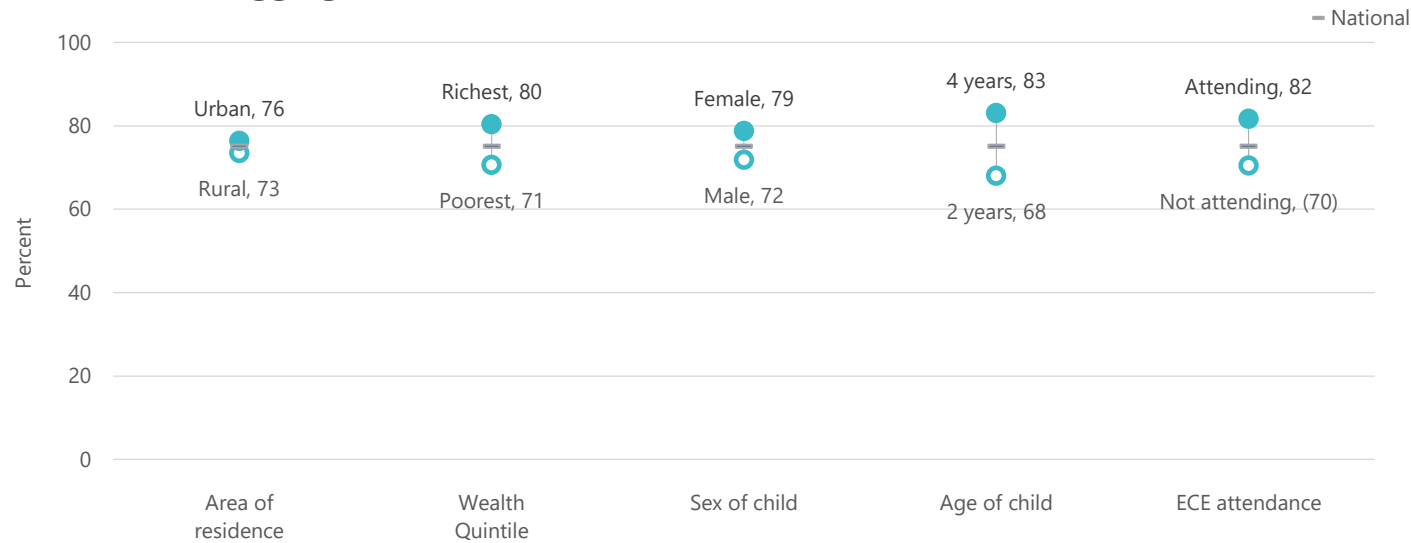
Inadequate supervision of children

Region	Left in inadequate supervision	Region	Left in inadequate supervision
National	6.5	National	6.5
Abay	2.8	Kyzylorda	13.8
Akmola	1.3	Mangystau	13.4
Aktobe	2.8	Pavlodar	5.9
Almaty	10.0	North Kazakhstan	4.8
Atyrau	7.2	Turkistan	9.5
West Kazakhstan	0.0	Ulytau	16.3
Zhambyl	4.9	East Kazakhstan	4.7
Zhetysu	8.1	Astana city	2.6
Karaganda	2.3	Almaty city	1.7
Kostanay	5.2	Shymkent city	4.4

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

Early Childhood Development Index (ECDI)

ECDI 2030: Disaggregates, SDG 4.2.1



ECDI 2030 by various characteristics
ECE = early childhood education
Note: Data for children who are not attending early childhood education and whose mother has no education are based on 25-49 unweighted cases.
(): A figure in parentheses is based on 25 to 49 unweighted cases.

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 Childhood Development (ECD). Data from this snapshot can be found in Tables TC.9.1, TC.9.2, TC.9.3, TC.10.1 and LN.1.1 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.