

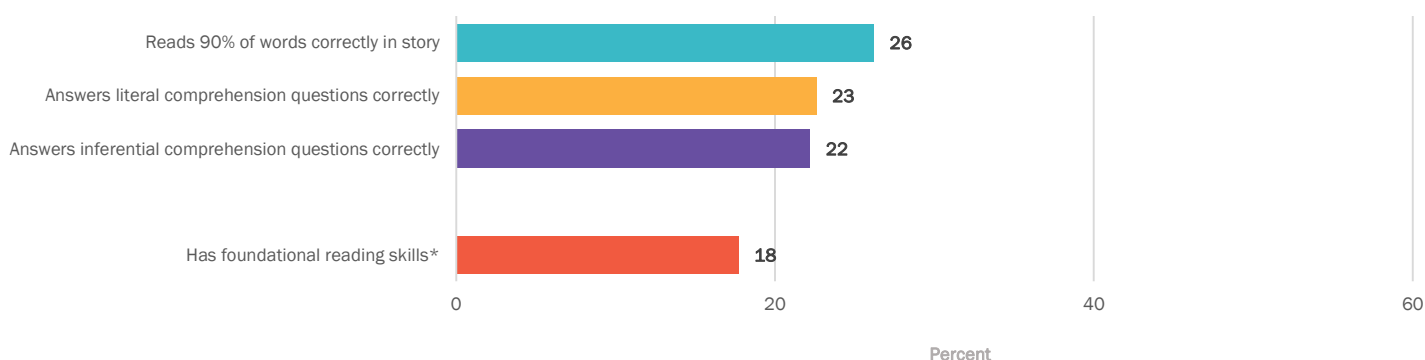
Early Grade Learning: SDG 4.1.1(a) (age for grade 2/3)



Bureau of Statistics
Planning & Development Department
Government of Sindh

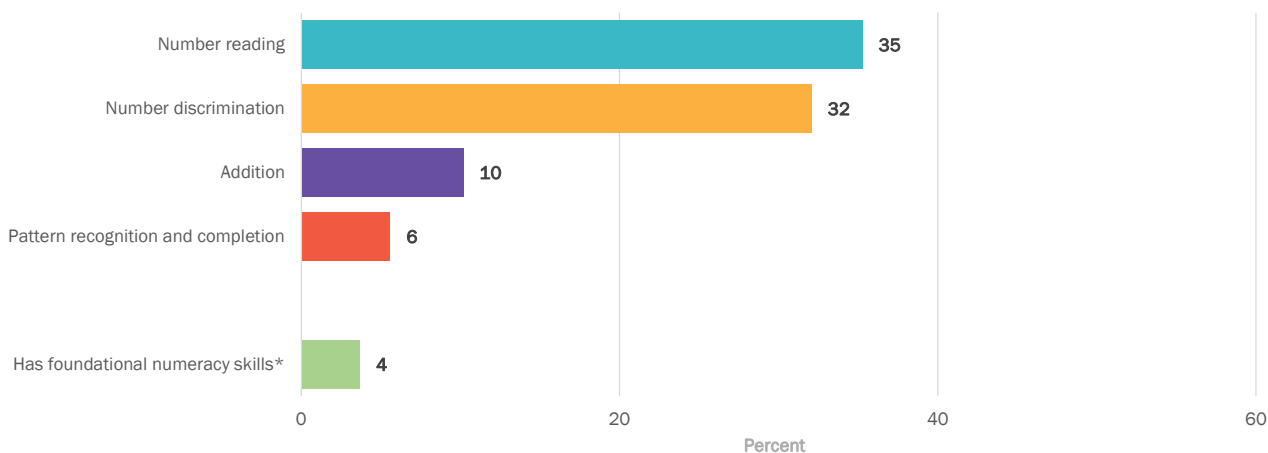


Foundational Reading Skills: SDG 4.1.1.(a) (I: reading)



*Percentage of children of age for grade 2/3 who can 1) read 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)



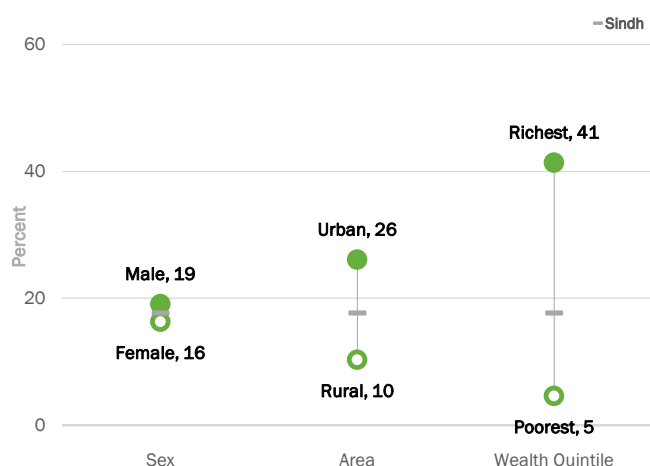
*Percentage of children of age for grade 2/3 who can successfully perform 1) a number reading task, 2) a number discrimination task, 3) an addition task and 4) a pattern recognition and completion task

Key Messages

- In Sindh province, only 18% of children of age for grade 2/3 have foundational reading skills. Even fewer (4%) have foundational numeracy skills.
- About one-quarter of children of age for grade 2/3 in Sindh province (26%) can read 90% of words correctly in a story.
- While 35% of children of age for grade 2/3 can read numbers correctly, only 10% can perform simple number addition.
- These data indicate that many children in Sindh province lack foundational reading and numeracy skills that are necessary for future school success.
- Children from wealthy households are eight times more likely to have foundational reading skills than are children from poor households (5% versus 41%). Wealth disparities are even more pronounced for numeracy skills (1% versus 12%).
- Wealth disparities are also evident for children's learning environment at home. Only 4% of children from poor households had access to three or more books to read at home compared to 18% of children from wealthy households. Similarly, only 29% of children from poor households read books or are read to at home and 25% receive help with homework, compared to 71% and 69% respectively for children from wealthy households.
- Adult involvement in school management across Sindh province is low. Only 23% of caregivers reported that the school has a governing body open to parents, 17% attended a meeting called by the governing body and 11% reported that a meeting discussed key educational or financial issues.

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

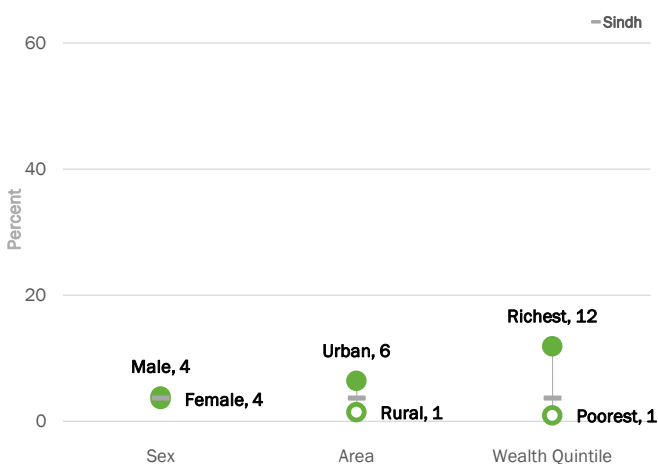
Disaggregates in Foundational Reading Skills



Divisional Data on Foundational Reading Skills

Division	Boys	Girls	Total
Sindh	19.1	16.3	17.7
Hyderabad	12.4	10.1	11.3
Karachi	27.1	30.4	28.7
Larkana	18.4	14.4	16.5
Mirpur Khas	16.1	8.0	12.0
Shaheed Benazir Abad	19.4	14.9	17.3
Sukkur	17.7	10.0	13.8

Disaggregates in Foundational Numeracy Skills



Divisional Data on Foundational Numeracy Skills

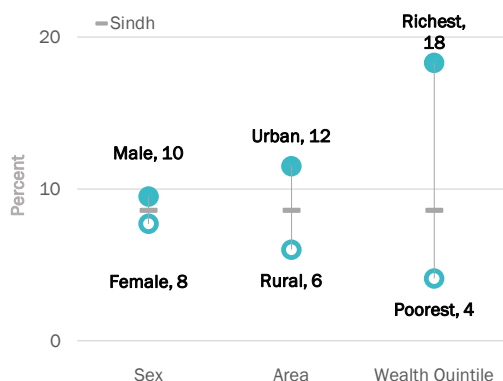
Division	Boys	Girls	Total
Sindh	3.9	3.5	3.7
Hyderabad	0.8	0.3	0.5
Karachi	10.6	10.5	10.6
Larkana	4.6	2.1	3.4
Mirpur Khas	1.3	2.3	1.8
Shaheed Benazir Abad	0.9	2.2	1.5
Sukkur	0.0	0.0	0.0

Reading & Numeracy Skills Data in MICS

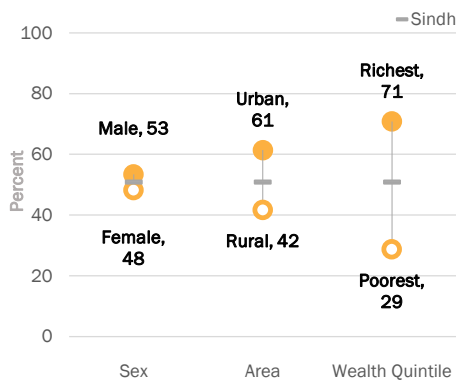
- The Foundational Learning module adopts a direct assessment method for children's early learning in reading and mathematics at the level of Grade 2 in primary education. This contributes to SDG4.1.1.(a) Global Indicator.
- For the Foundational Learning module, one child age 7 to 14 (inclusively) is 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, 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

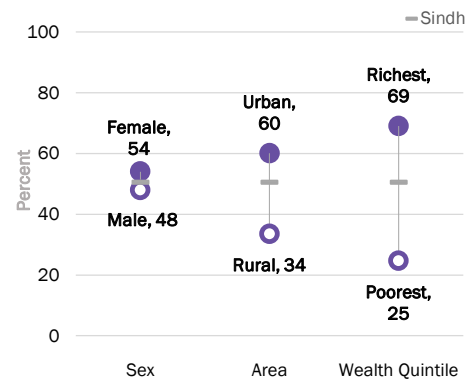
Children with 3 or more books to read at home



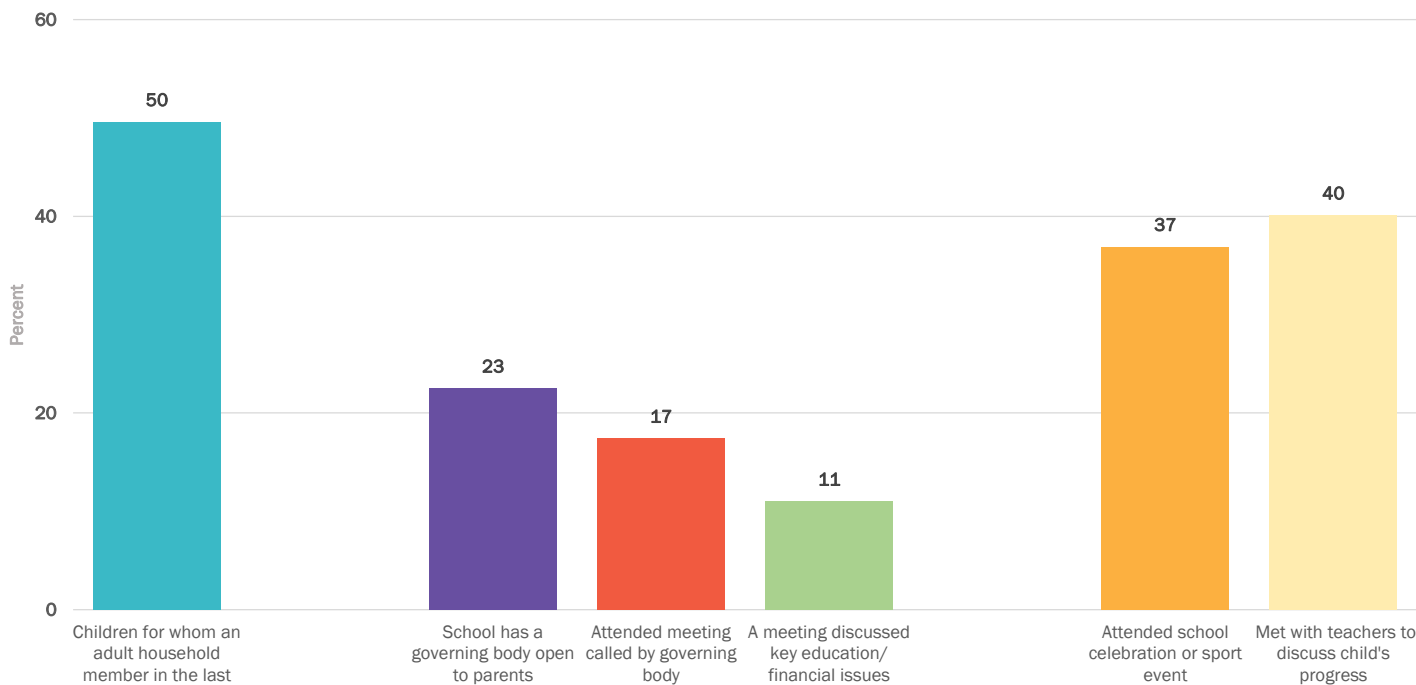
Children who read books or are read to at home



Children who receive help with homework



Parental Involvement: Support for learning at School



Involvement by adult in school management in last year

Involvement by adult in school activities in last year

The Sindh Multiple Indicator Cluster Survey (MICS) was carried out in 2018-19 by the Sindh Bureau of Statistics, Planning and Development Department as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). UNICEF and Government of Sindh provided financial support.

The objective of this snapshot is to disseminate selected findings from the Sindh MICS 2018-19 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 in the Survey Findings Report.

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