

# DPR Korea 2017



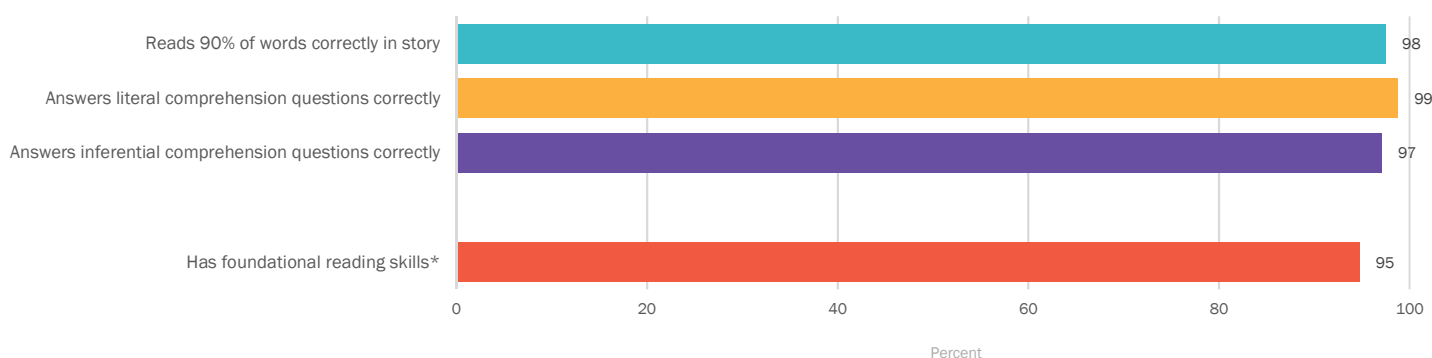
## Early Grade Learning & Parental Involvement

Multiple Indicator  
Cluster Surveys

### Early Grade Learning

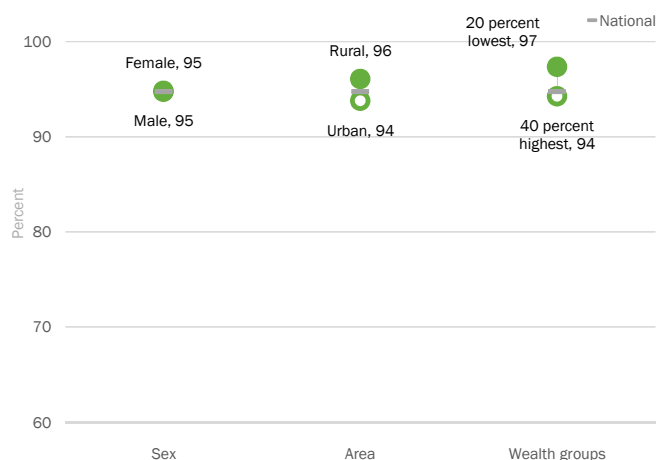


#### Foundational Reading Skills: SDG 4.1.1.(a) (i: reading)



\*Percentage of children age 7-14 who can 1) read 90% of words in a story correctly, 2) Answer three literal comprehension questions, 3) Answer two inferential comprehension questions

#### Disaggregates in Foundational Reading Skills



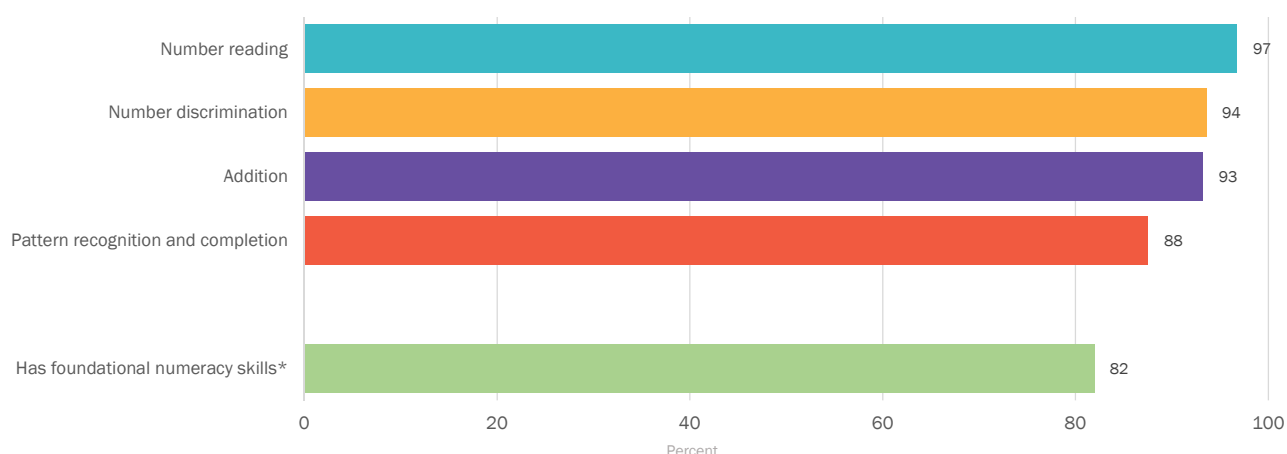
#### Province Data on Foundational Reading Skills

Province	Boys	Girls	Total
<b>National</b>	<b>95</b>	<b>95</b>	<b>95</b>
Rygang	99	99	99
North Hamgyong	90	91	90
South Hamgyong	100	100	100
Kangwon	94	93	94
Jagang	92	92	92
North Pyongan	86	92	89
South Pyongan	99	98	98
North Hwanghae	99	93	96
South Hwanghae	98	95	96
Pyonggyang	90	95	92

## Key Messages

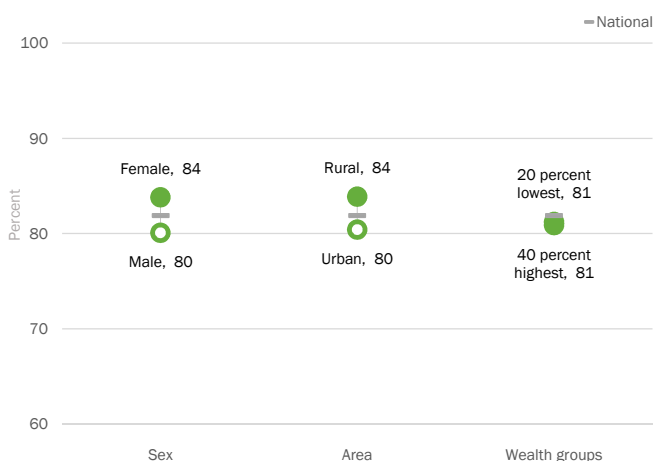
- More than nine out of ten children aged 7-14 have foundational reading skills, which means that they could correctly perform all three listed reading tasks.
- No notable differences in foundational reading skills are observed between girls and boys, area of residence and wealth groups. There are some differences between provinces. In North Pyongan 89 percent and in South Hamgyong almost 100 percent of children performed correctly all reading tasks.
- For numeracy skills, 82 percent of children were able to perform correctly all the four numeracy tasks. Pattern recognition and completion was lowest, with 88 percent of children performing the task correctly.
- Again, only differences between provinces are notable with regards to numeracy. 66 percent of children in Jagang had foundational numeracy skills, as compared with South Pyongan with 91 percent.

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



\*Percentage of children age 7-14 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

### Disaggregates in Foundational Numeracy Skills



### Province Data on Foundational Numeracy Skills

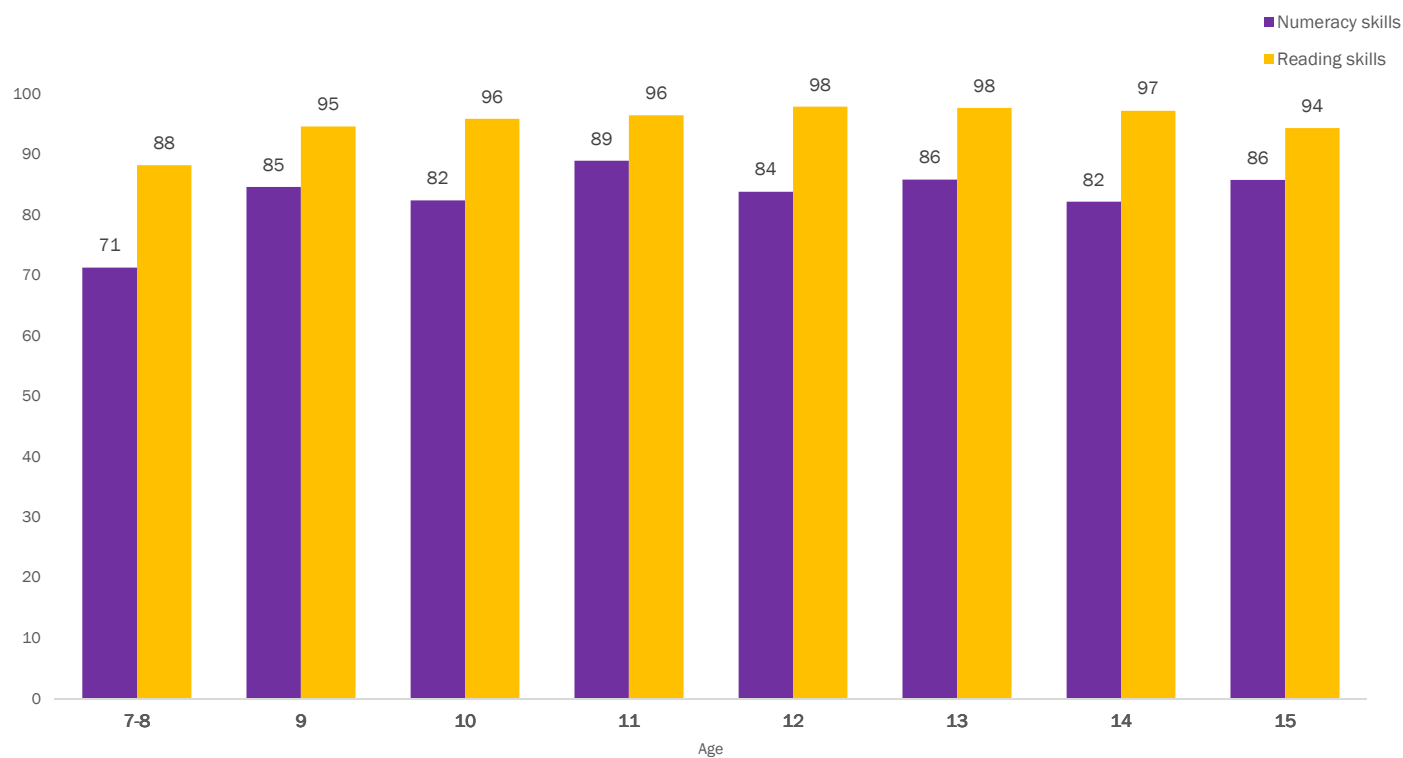
Province	Boys	Girls	Total
<b>National</b>	<b>80</b>	<b>84</b>	<b>82</b>
Ryganggang	87	88	88
North Hamgyong	59	74	66
South Hamgyong	82	89	85
Kangwon	90	85	88
Jagang	64	67	66
North Pyongan	63	73	68
South Pyongan	91	91	91
North Hwanghae	88	84	86
South Hwanghae	85	87	86
Pyonggyang	85	89	87

## 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 is 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.
- Children have an environment supportive of learning at home. Four out of five children have three or more books to read at home. There is a difference between wealth groups, the indicator is 69 percent in the lowest group and 91 in the highest. Three out of four children receive help with homework at home.
- Parents are actively involved in supporting learning in school. For 93 percent of children an adult received a report card during the last year. For 96 percent of children an adult attended a school event during the last year and for 87 percent an adult met with teachers to discuss learning progress.

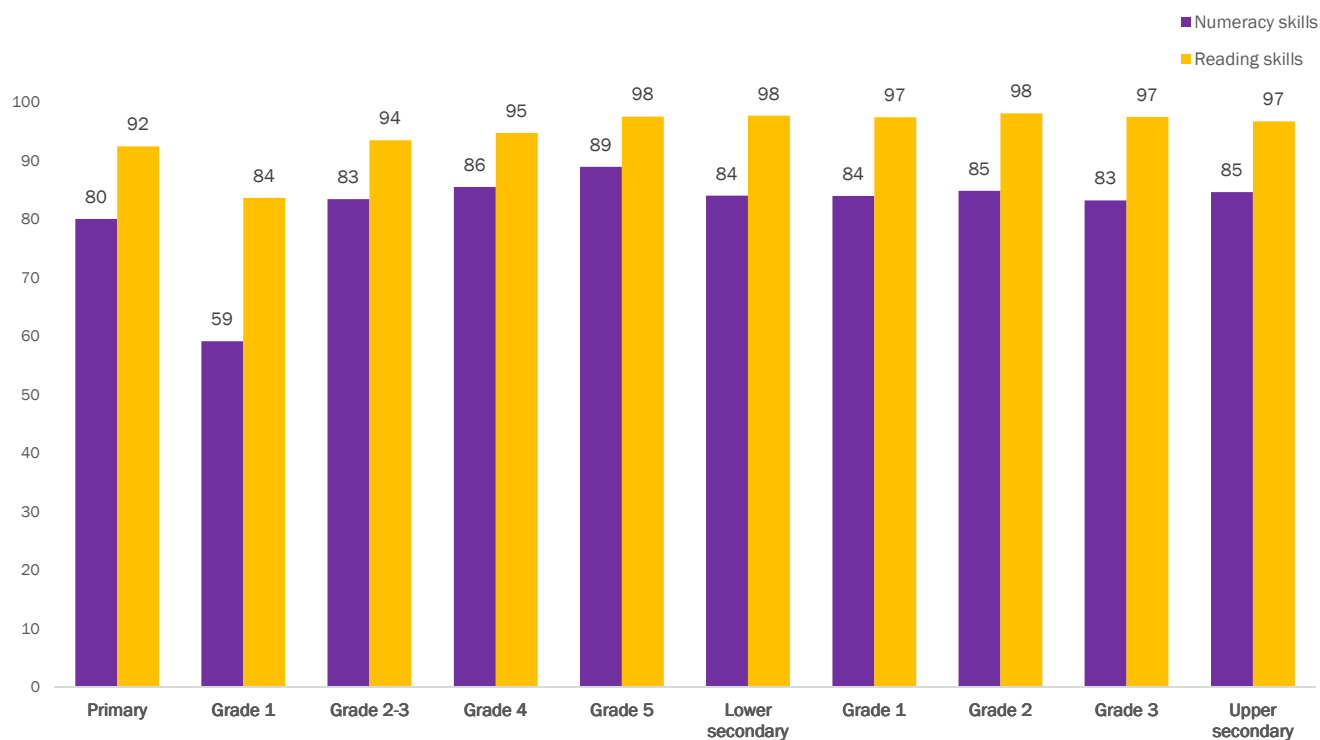
## Foundational Learning skills: Disparities by Age and Grade

### Foundational learning skills by age



Percentage of children who demonstrate foundational reading and numeracy skills by age

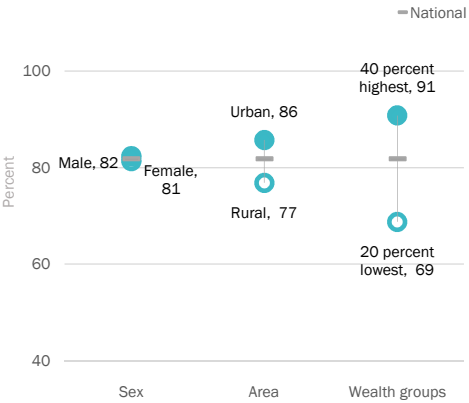
### Foundational learning skills by grades



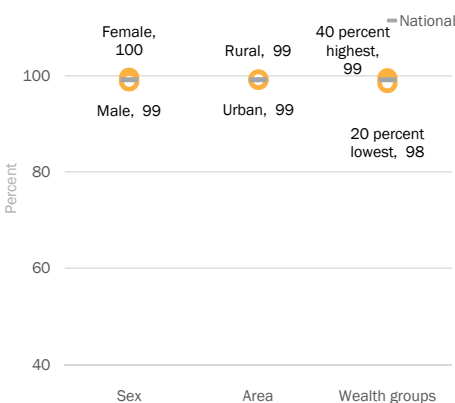
Percentage of children who demonstrate foundational reading and numeracy skills by grade

## Parental Involvement: Learning Environment at Home

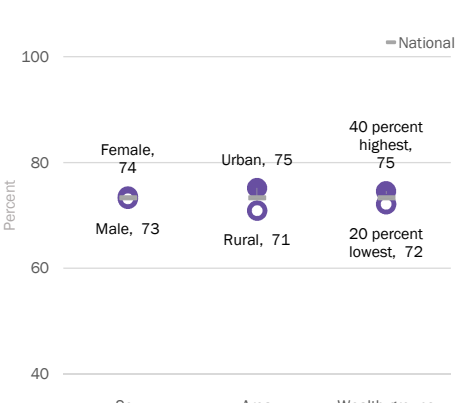
### Children with 3 or more books to read at home



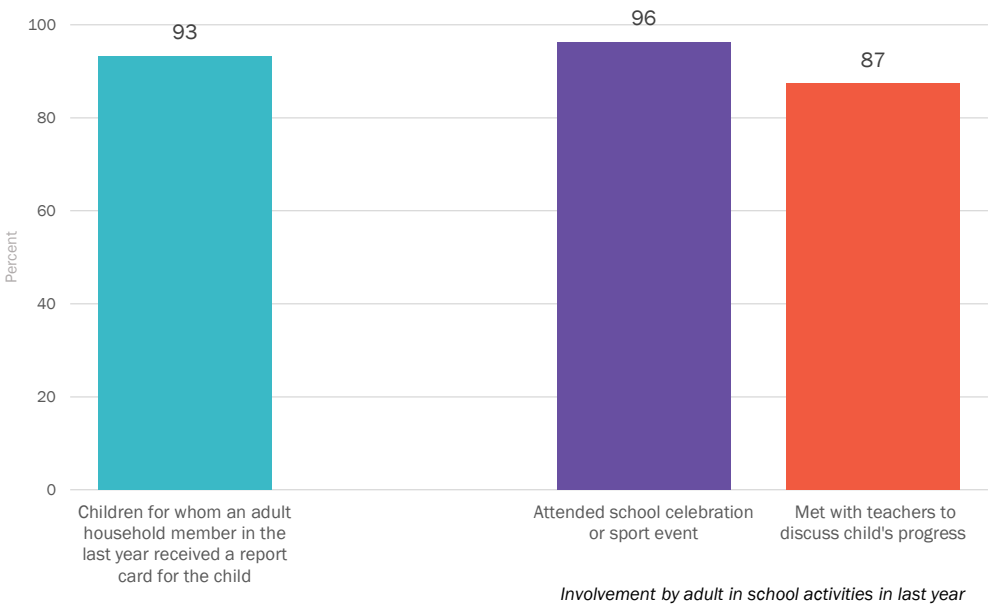
### Children who read books or are read to at home



### Children who receive help with homework



## Parental Involvement: Support for Learning at School



The **DPR Korea** Multiple Indicator Cluster Survey (MICS) was carried out in 2017 by the Central Bureau of Statistics as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). UNICEF provided financial support.

The objective of this snapshot is to disseminate selected findings from the DPR Korea MICS 2017 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 MICS are available on [mics.unicef.org/surveys](https://mics.unicef.org/surveys).