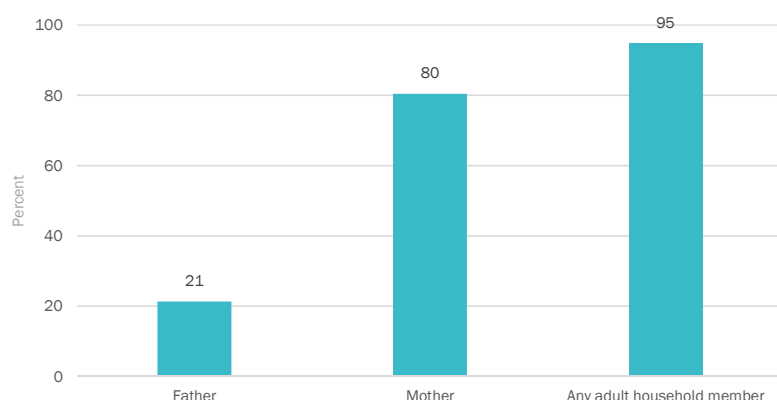


### Early Stimulation & Responsive Care



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

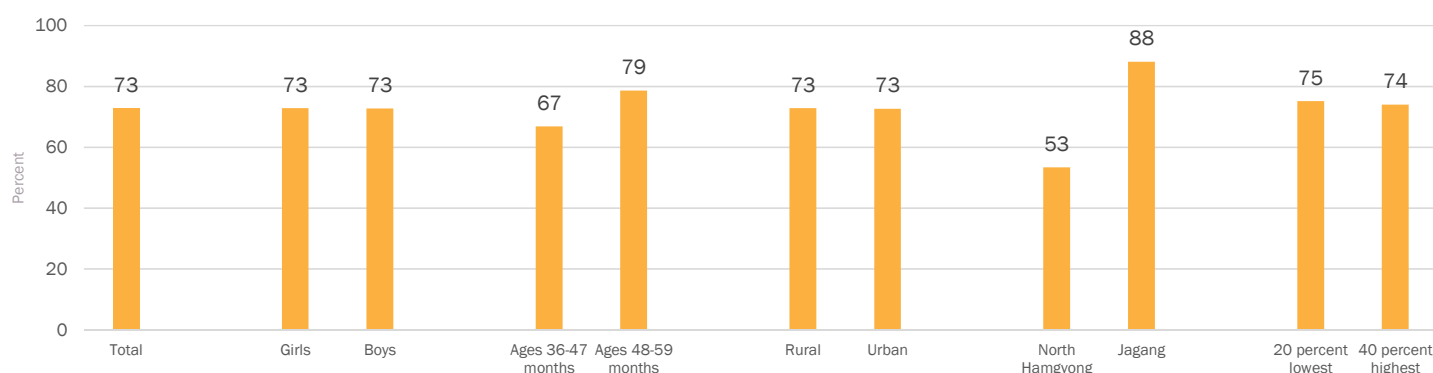
Note: Activities include: reading books to the child; telling stories to the child; singing songs to the child; taking the child outside the home; playing with the child; and naming, counting or drawing things with the child.

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



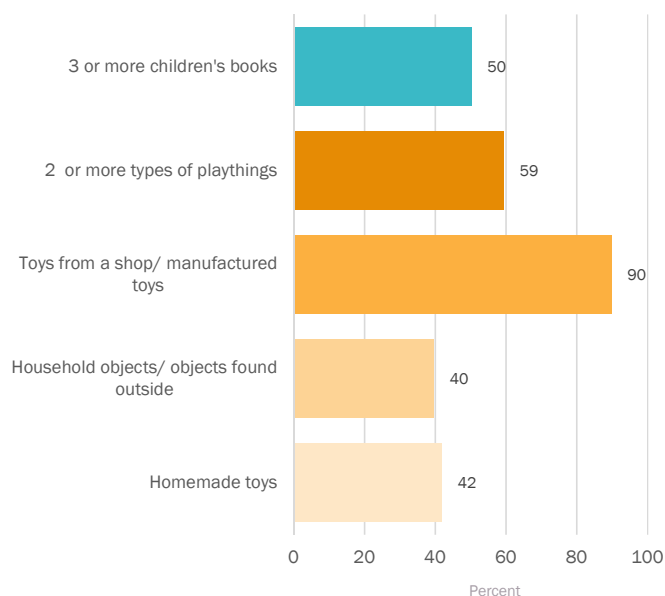
Percentage of children aged 36-59 months attending an early childhood education programme, by background characteristics

### Key Messages

- Korean adults engage frequently in activities with children promoting learning and school readiness such as reading books or telling stories to the child. In the three days prior to the survey adult household members engaged in those activities with 95 percent of children age 2-4.
- Mothers are four times more likely to engage in early stimulation and responsive care activities than fathers.
- In the home, 90 percent of children under 5 have access to manufactured toys, and three out of five children have access to two or more types of playthings. Half of the children have 3 or more children's books.
- Almost three out of four children age 3-4 years attend an early childhood education programme. There are no differences between attendance rates by sex, area of residence and wealth groups. However, disparities exist between provinces, ranging from 53 percent attendance in North Hamgyong to 88 percent in Jagang.
- Almost 90 percent of children age 3-4 are developmentally on track, measured in domains of literacy-numeracy, physical, social-emotional and learning. Slightly less than one third of children are on track in the literacy-numeracy domain.
- 16 percent of children under 5 are left in inadequate supervision – alone or supervised by another child below 10 years old more than one hour – in the week prior to the survey. There are notable differences between provinces, from 8 percent in Pyongyang to 38 percent in Jagang.

## Learning Materials & Child Supervision

### Access to Play & Learning Materials



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

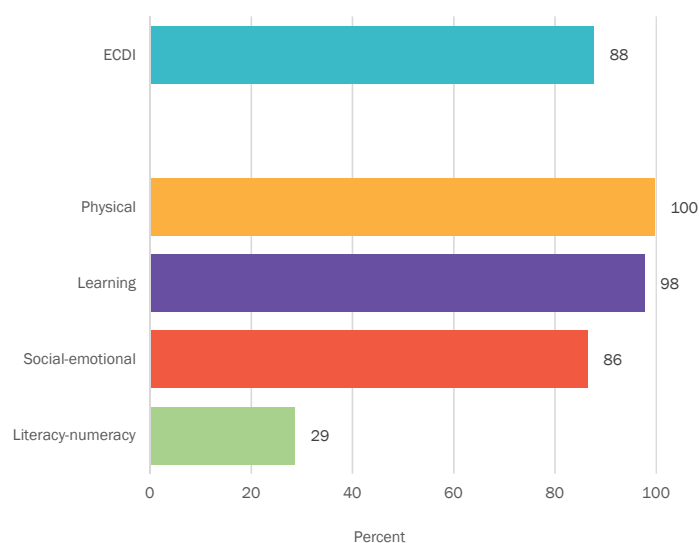
### Inadequate supervision of children

Province	Left in Inadequate supervision
<b>National</b>	<b>16</b>
Ryganggang	11
North Hamgyong	10
South Hamgyong	21
Kangwon	15
Jagang	38
North Pyongan	24
South Pyongan	12
North Hwanghae	17
South Hwanghae	15
Pyongyang	8

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 province

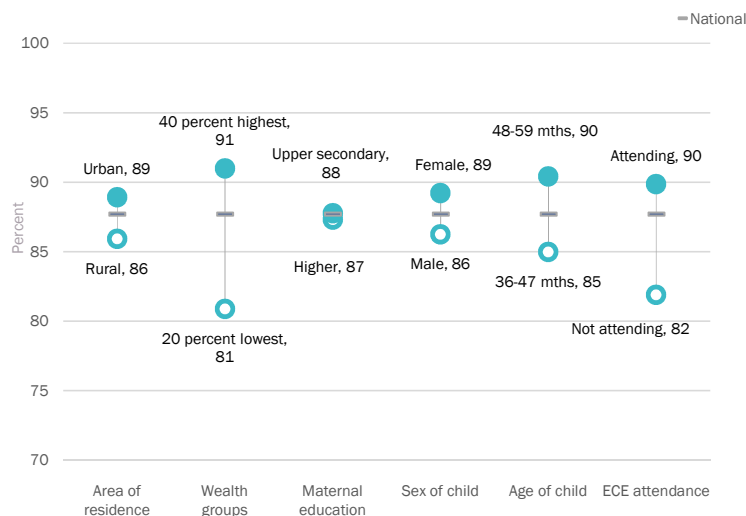
## Early Childhood Development Index (ECDI)

### ECDI: Total Score & Domains, SDG 4.2.1



ECDI: Early Childhood Development Index; the percentage of children age 3-4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains

### ECDI: Disaggregates



ECE = early childhood education

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 and financial support was provided by the United Nations Children's Fund (UNICEF).

The objective of this snapshot is to disseminate selected findings from the DPR Korea MICS 2017 related to early childhood development. Data from this snapshot can be found in tables TC.10.1-TC.10.3 , TC.11.1 & LN.1.1.

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).