

North Macedonia

2018-2019



Early Grade Learning & Parental Involvement

Multiple Indicator
Cluster Surveys

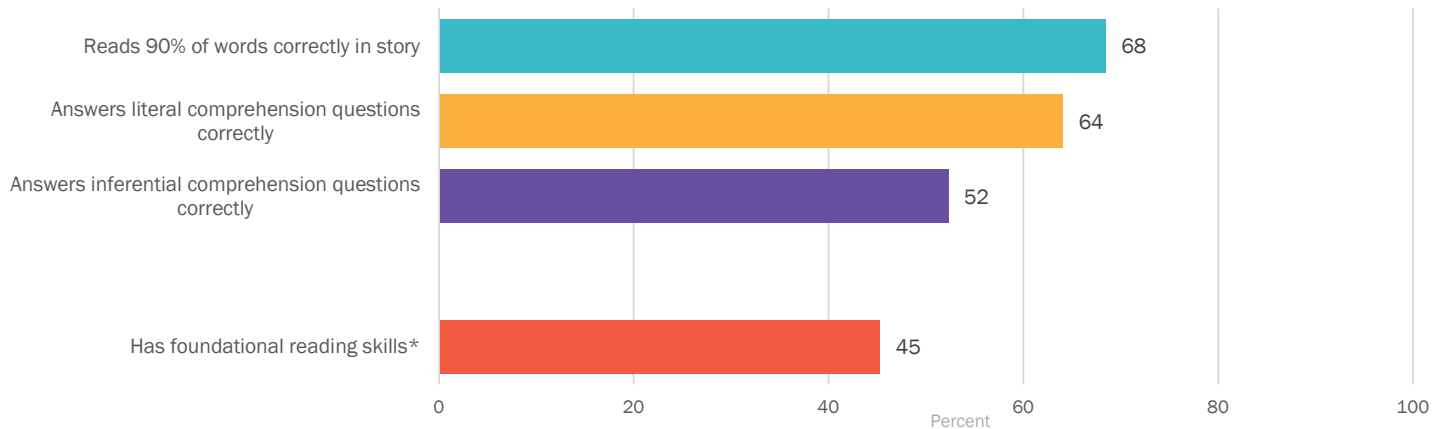
Early Grade Learning: SDG 4.1.1(a) (age for grade 2/3)



Republic of North Macedonia
State Statistical Office

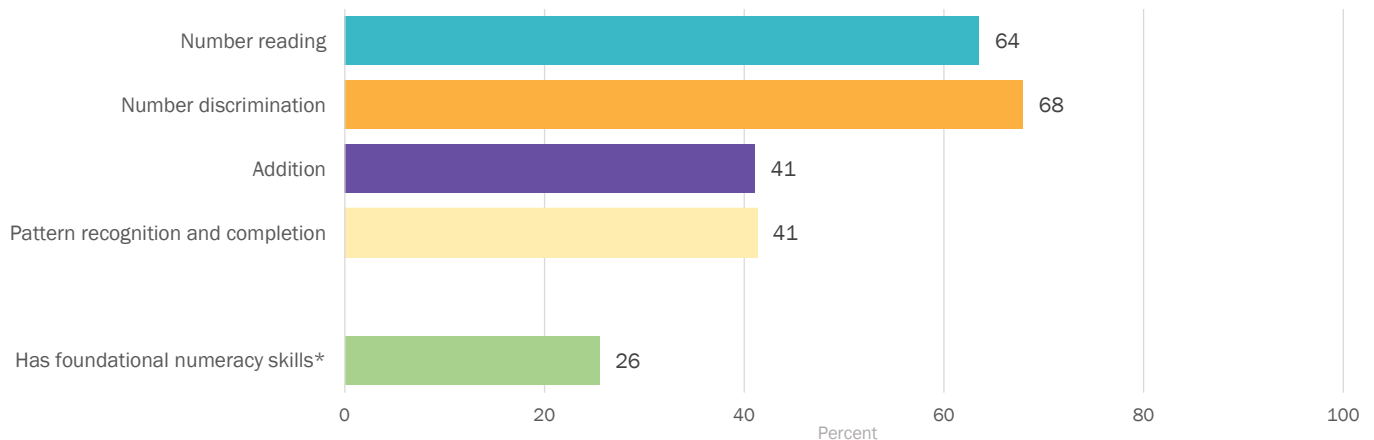


Foundational Reading Skills: SDG 4.1.1(a) (i: reading)



*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, and 3) Answer two inferential comprehension questions

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



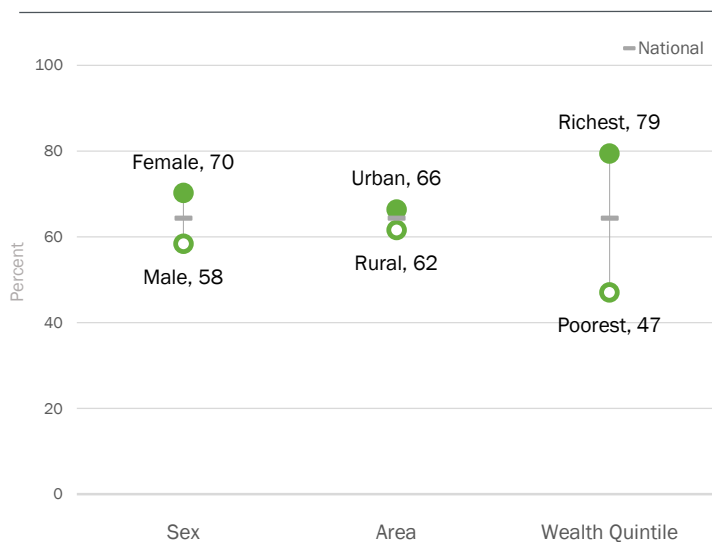
*Percentage of children of age for grade 2/3 who can successfully perform 1) a number reading task, 2) a number discrimination task, 3) an addition task and 4) a pattern recognition and completion task

Key Messages

- 45 percent of children in 2nd and 3rd grade have foundational reading skills – i.e., are able to read 90 per cent of words in a story correctly, answer three literal comprehension questions and answer two inferential comprehension questions. While 68 percent managed to read words correctly, only half answered inferential comprehension questions correctly.
- 26 percent of children in 2nd and 3rd grade have foundational numeracy skills - number reading, number discrimination, addition and pattern recognition and completion. 68 percent successfully performed number discrimination, but only 41 percent succeeded in addition and pattern recognition and completion tasks.
- Of the cohort of children age 7-14, girls outperform boys in foundational reading skills, 70 percent have foundational learning skills compared to 58 percent of the boys. Boys, however, demonstrate better foundational numeracy skills than girls – 47 percent compared to 35 percent, respectively.
- Overall, children from the richest quintile have far better results in both reading and numeracy skills compared to children from the poorest quintiles.
- About 60 percent of the children age 7-14 years have three or more books to read at home, with significant differences between children from the richest and the poorest quintiles – 96 percent and 18 percent respectively.

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

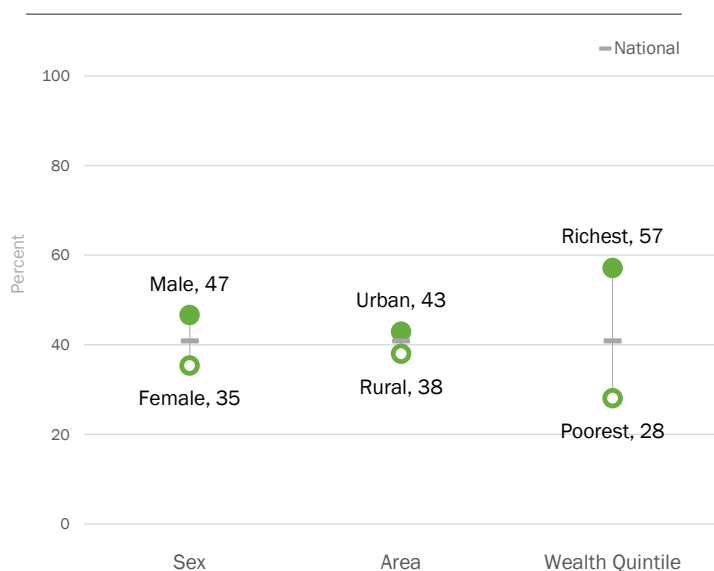
Disaggregates in Foundational Reading Skills



Data on Foundational Reading Skills by Wealth Quintiles

Wealth Quintile	Boys	Girls	Total
National	58	70	64
Poorest	53	40	47
Second	45	71	56
Middle	66	81	75
Fourth	67	82	76
Richest	73	86	79

Disaggregates in Foundational Numeracy Skills



Data on Foundational Numeracy Skills by Wealth Quintiles

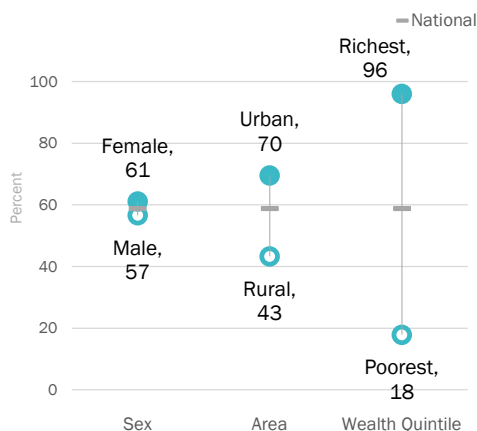
Wealth Quintile	Boys	Girls	Total
National	47	35	41
Poorest	35	20	28
Second	42	30	37
Middle	50	49	50
Fourth	54	35	42
Richest	64	49	57

Reading & Numeracy Skills Data in MICS

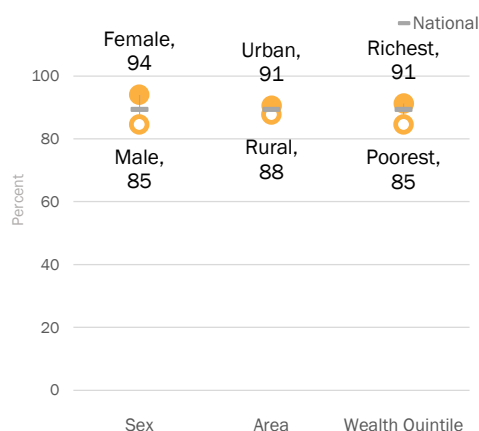
- The Foundational Learning Skills (FL) module is a direct assessment of children's reading and numeracy competencies. It is designed to assess foundational learning skills expected upon completion of 2nd grade of primary education, thus contributing to SDG indicator 4.1.1(a).
- The FL module is part 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 2018-2019 North Macedonia MICS was conducted in Macedonian and Albanian.
- 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

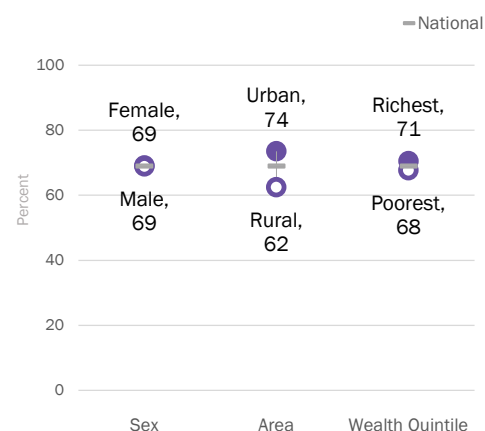
Children with 3 or more books to read at home



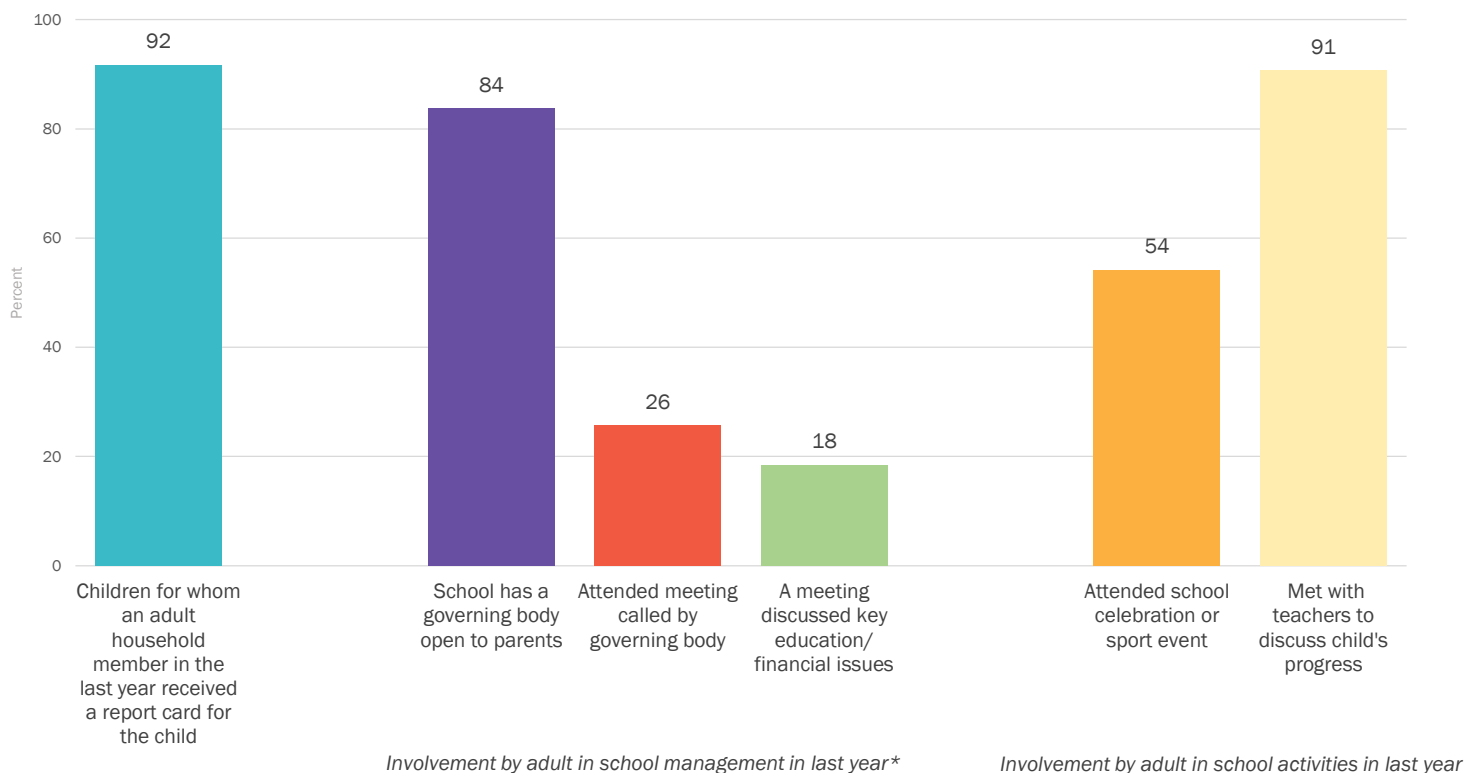
Children who read books or are read to at home



Children who receive help with homework



Parental Involvement in school activities



*In North Macedonia, the school board is a governing body comprising seven members: three representatives from the teachers, professional associates and educators of the school, three representatives from the parents, i.e. guardians, of students and one representative of the founder. Only school board members can attend meetings called by governing body. Hence, the results should be interpreted with this fact in mind. Please see the Survey Findings Report for more information.

The North Macedonia Multiple Indicator Cluster Survey (MICS) was carried out in 2018-2019 by the State Statistical Office as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF), UNICEF, UNFPA and the British Embassy provided financial support.

The objective of this snapshot is to disseminate selected findings from the 2018-2019 North Macedonia MICS 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 surveys are available on mics.unicef.org/surveys.