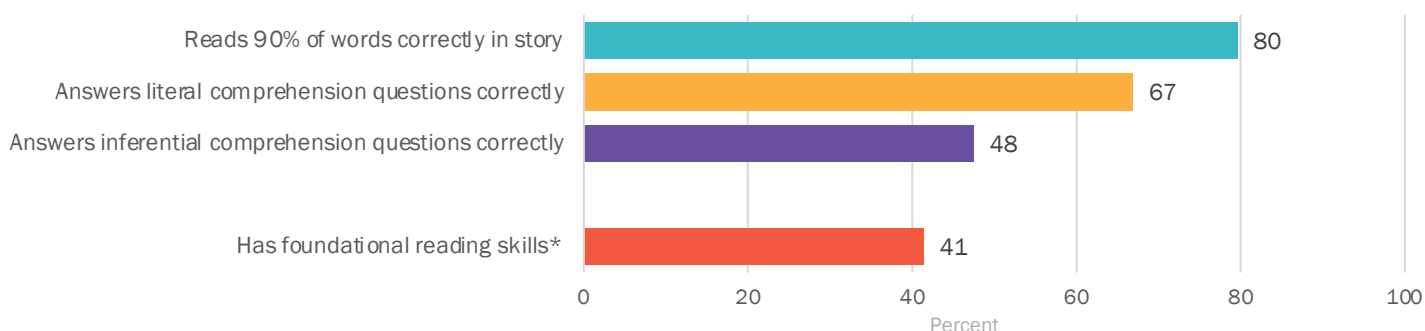


Early Grade Learning (children age 7–14 years)

Foundational Reading Skills: (i: reading)

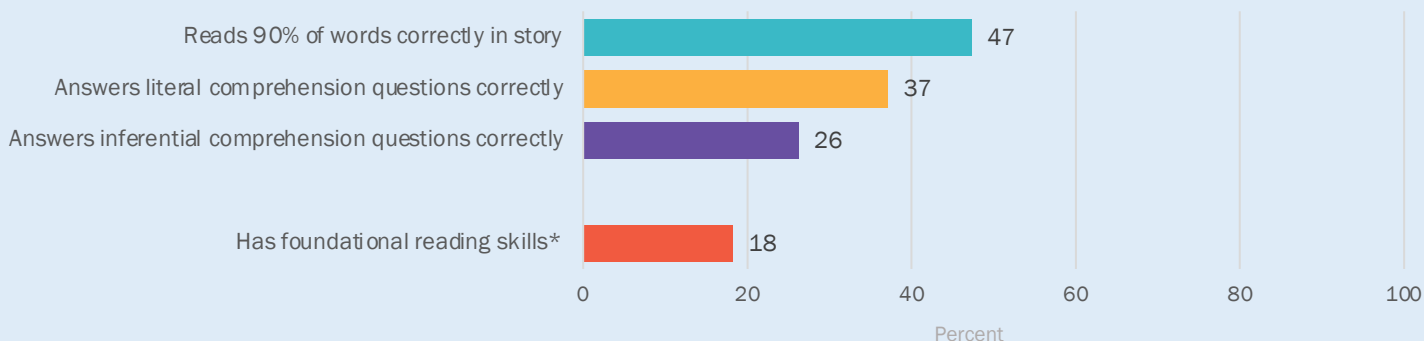
Kosovo



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

Note: The reading assessment was administered in Albanian or Serbian. Reading assignments were also available in Turkish and Bosnian, however there were no cases found.

Roma, Ashkali and Egyptian Communities in Kosovo



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

Note: The reading assessment was administered in Albanian or Serbian. Reading assignments were available in Turkish and Bosnian, however there were no cases found.

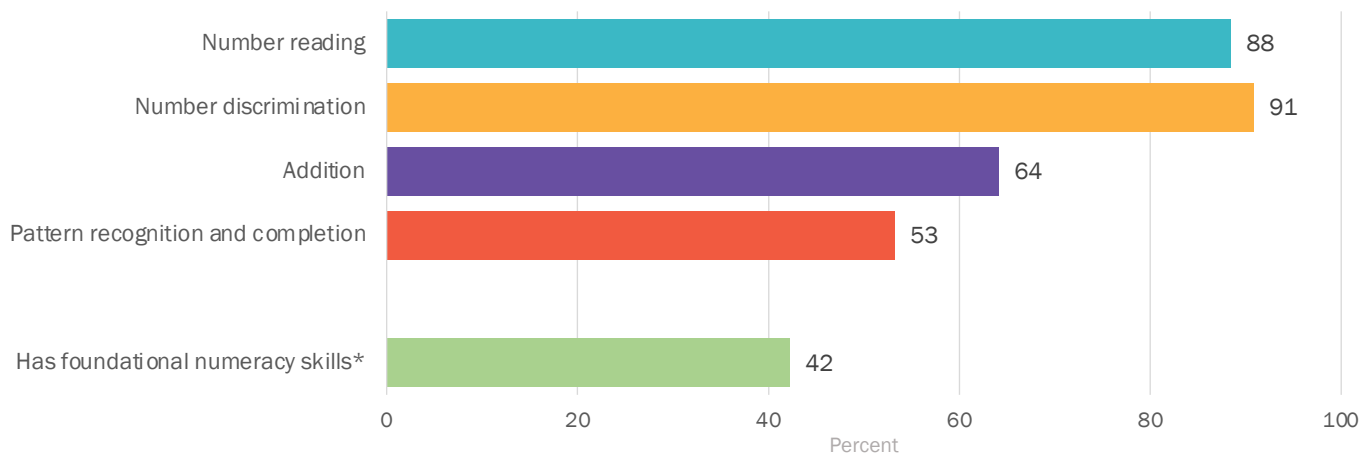
Key Messages

- 41 percent of children age 7–14 years in the general population demonstrated foundational reading skills and 42 percent demonstrated foundational numeracy skills.
- Among children age 7–14 years in the general population, the main drivers behind the low foundational numeracy skills were **pattern recognition and completion** and **addition**.
- The proportion of children age 7–14 years living in Roma, Ashkali and Egyptian communities who have foundational reading skills and foundational numeracy skills is lower, with 18 percent demonstrating foundational reading skills and 13 percent, foundational numeracy skills.
- 80 percent of children age 7–14 years in the general population read 90 percent of the words in the reading assignment correctly, however, only 48 percent could answer the inferential comprehension questions correctly.
- Household wealth is positively associated with both foundational reading and numeracy skills in Kosovo, with children living in richer households demonstrating higher scores.
- While 9 out of 10 children age 7–14 years living in richest households in Roma, Ashkali and Egyptian communities are read to or read at home, the proportion drops to 7 out of 10 for children living in the poorest households.

Early Grade Learning (children age 7–14 years)

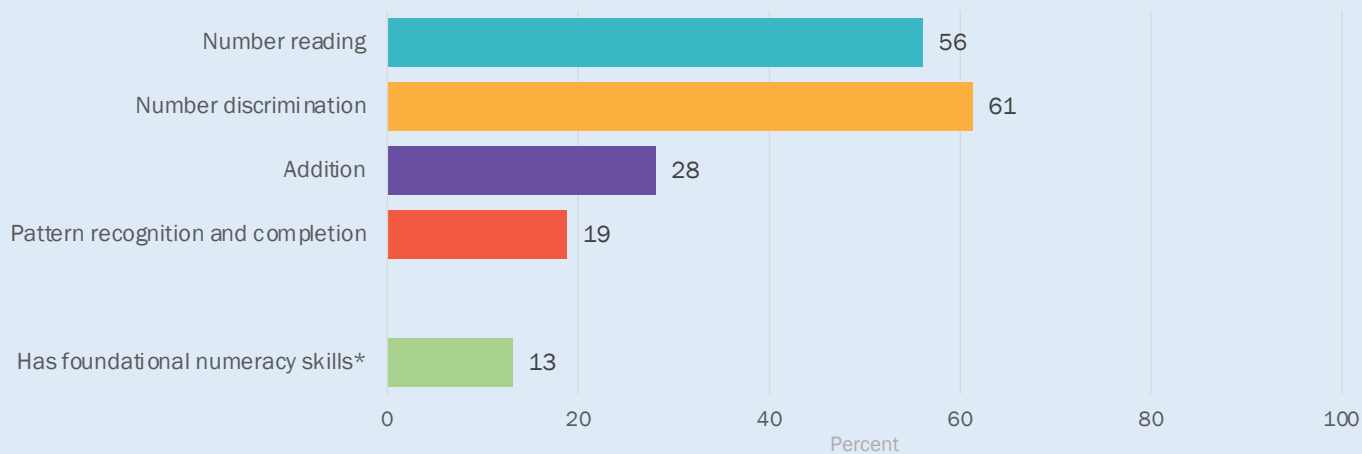
Foundational Numeracy Skills: (II: numeracy)

Kosovo



* Percentage of children age 7–14 years 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

Roma, Ashkali and Egyptian Communities in Kosovo



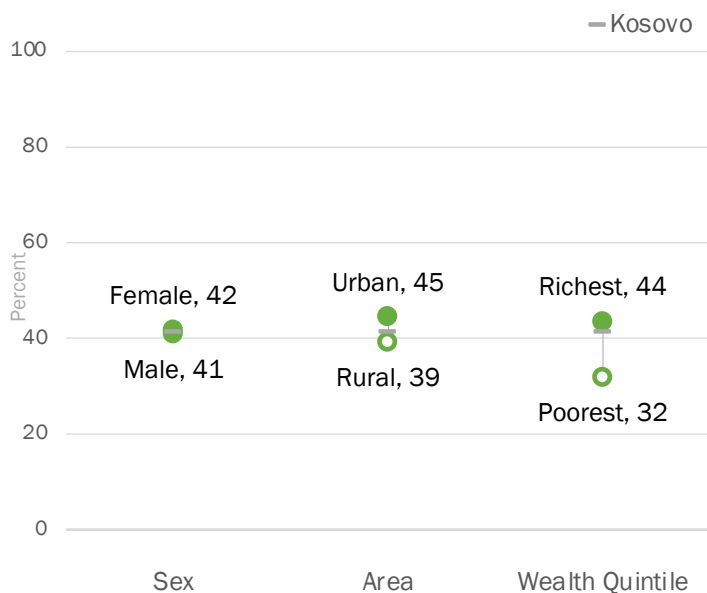
* Percentage of children age 7–14 years who can successfully perform 1) a number reading task, 2) a number discrimination task, 3) an addition task and 4) a pattern recognition and completion task

Reading & Numeracy Skills Data in MICS

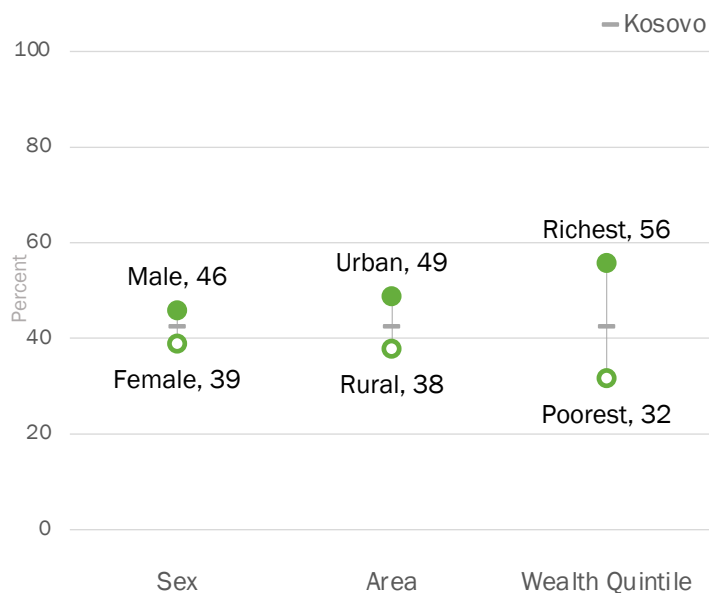
- The Foundational Learning module adopts a direct assessment method for children's early learning in reading and mathematics at the level of Grade 2 in primary education. This contributes to SDG4.1.1.(a) Global Indicator.
- For the Foundational Learning module, one child age 7 to 14 (inclusively) is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

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

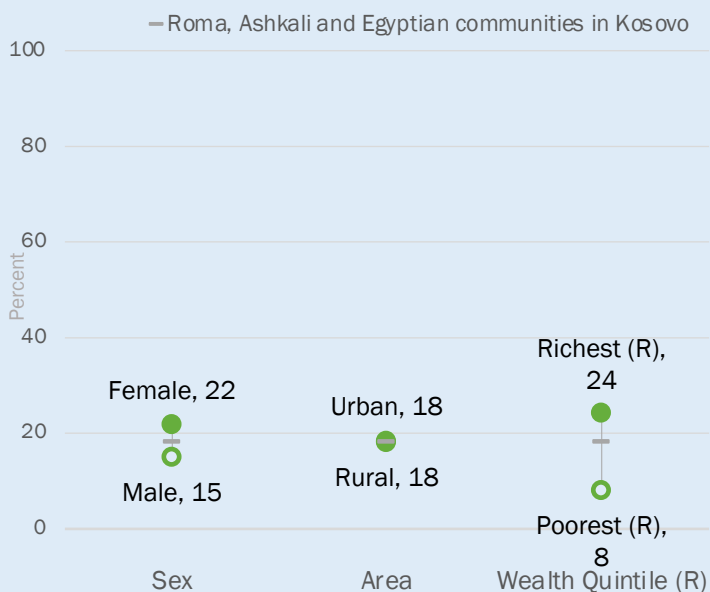
Disaggregates in Foundational Reading Skills



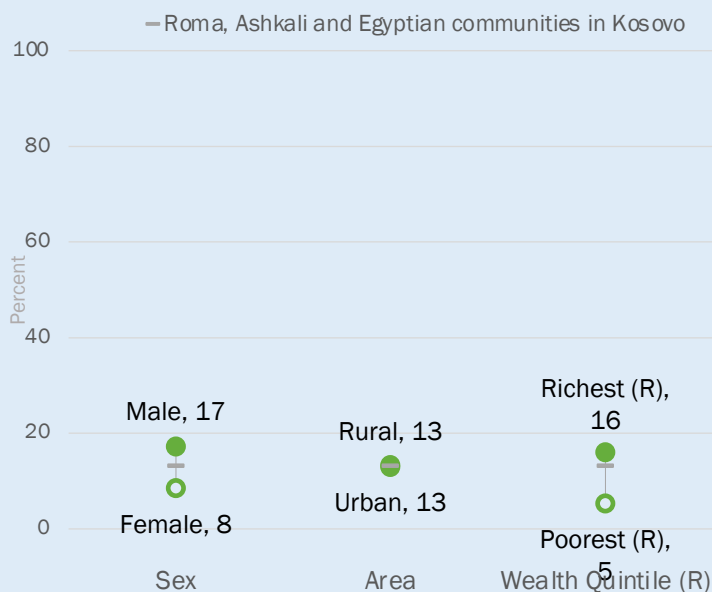
Disaggregates in Foundational Numeracy Skills



Disaggregates in Foundational Reading Skills



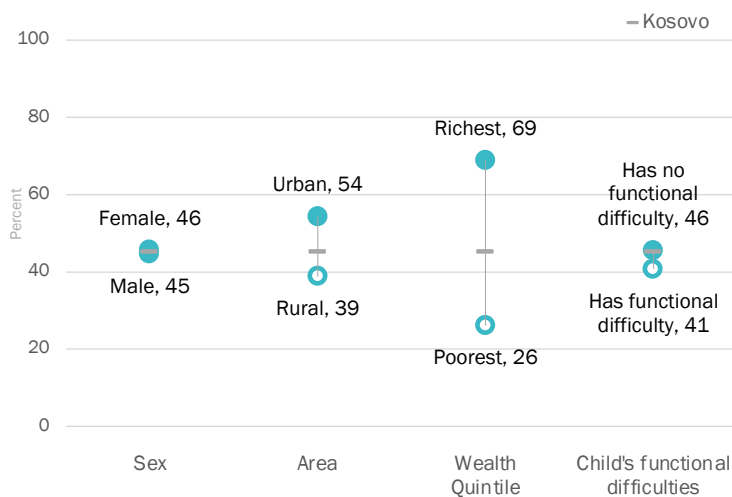
Disaggregates in Foundational Numeracy Skills



(R) The wealth index has been constructed using information on household assets and is assumed to capture underlying long-term wealth, ranking households by wealth, from poorest to richest. The calculations have been conducted separately on the sample for the Kosovo MICS and the sample for the Roma, Ashkali and Egyptian Communities in Kosovo MICS, using characteristics for each respective sample. The wealth scores calculated are therefore applicable for only the particular dataset they are based on and differ for the two surveys. Findings by wealth scores calculated for the Roma, Ashkali and Egyptian Communities in Kosovo MICS are indicated with an '(R)' in the charts.

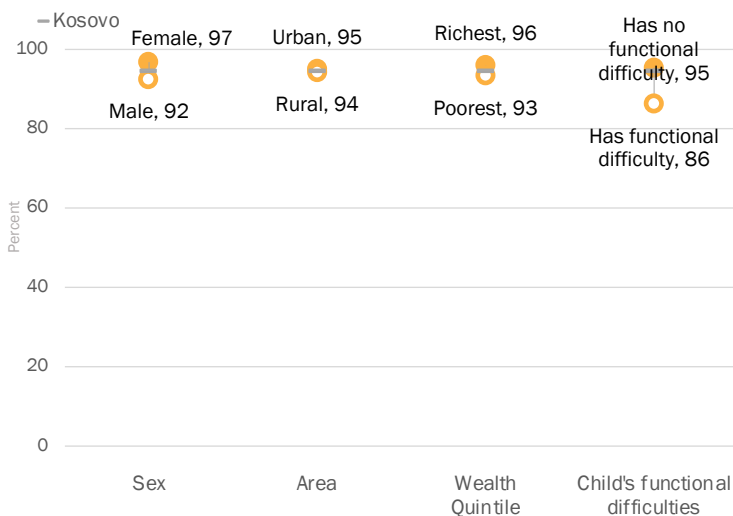
Parental Involvement: Learning Environment at Home

Children with 3 or more books to read at home



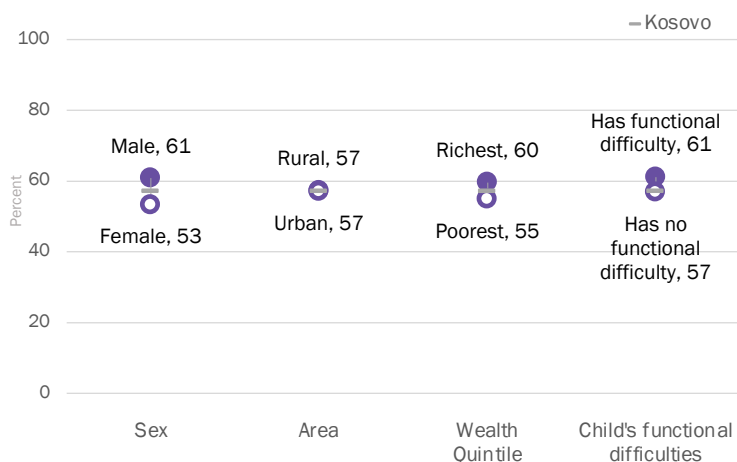
Percentage of children age 7–14 years with 3 or more books to read, by background characteristics

Children who read books or are read to at home



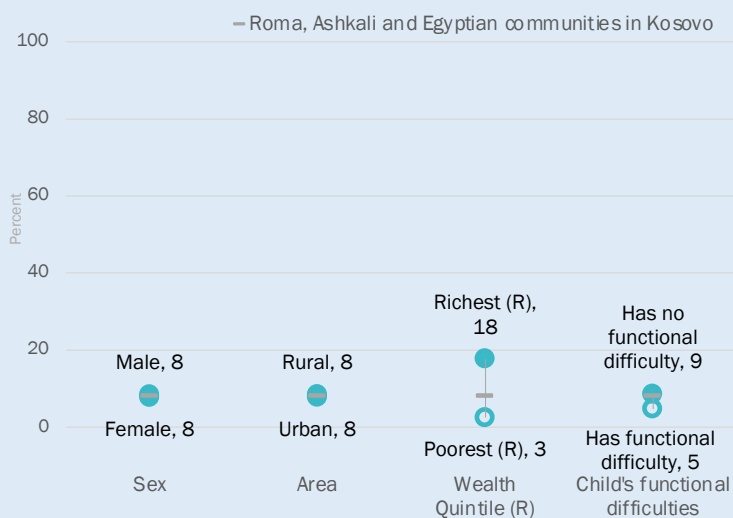
Percentage of children age 7–14 years who are read to or read at home, by background characteristics

Children who receive help with homework



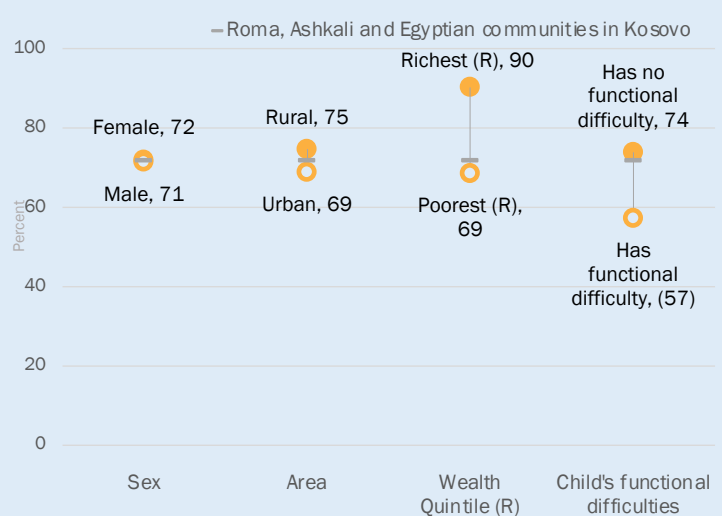
Percentage of children age 7–14 years who receive help with homework, by background characteristics

Children with 3 or more books to read at home



Percentage of children age 7–14 years with 3 or more books to read, by background characteristics

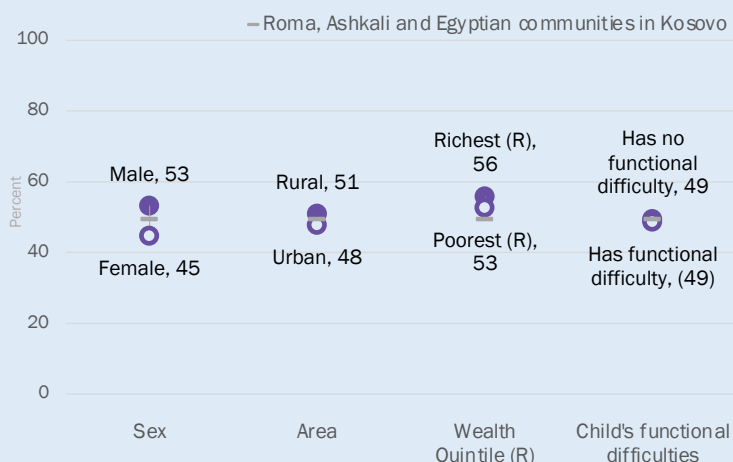
Children who read books or are read to at home



Percentage of children age 7–14 years who are read to or read at home, by background characteristics

() Figures that are based on 25–49 unweighted cases

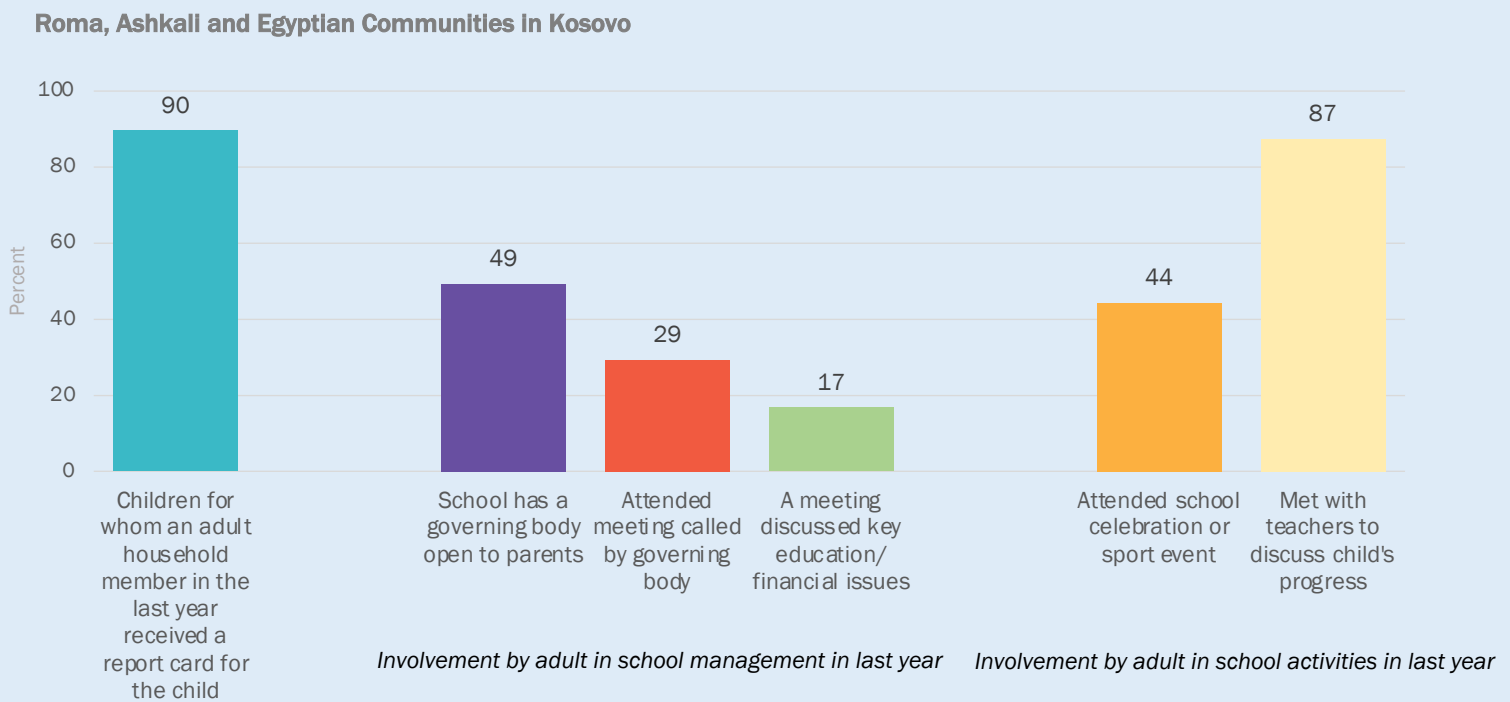
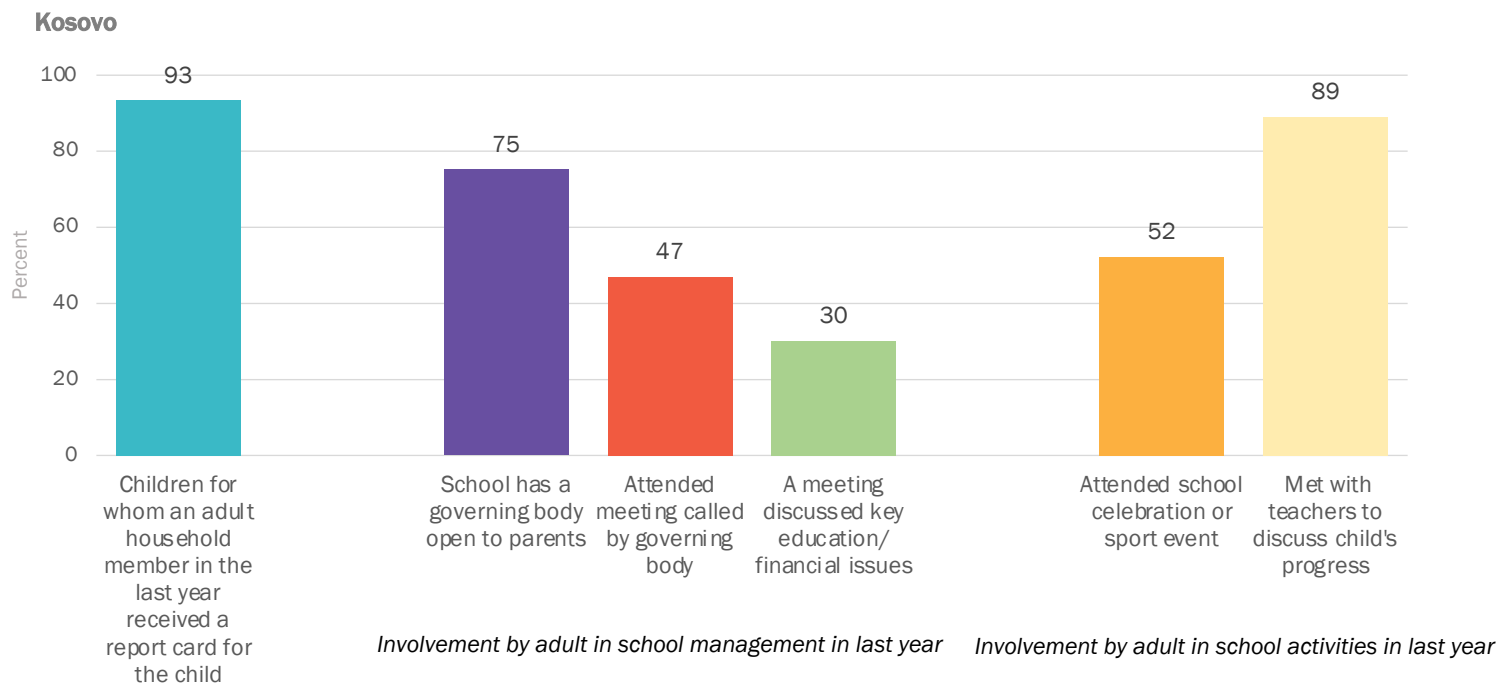
Children who receive help with homework



Percentage of children age 7–14 years who receive help with homework, by background characteristics

() Figures that are based on 25–49 unweighted cases

Parental Involvement: Support for learning at School (age 7–14 years)



The Kosovo Multiple Indicator Cluster Survey (MICS) and the Roma, Ashkali and Egyptian Communities in Kosovo MICS were carried out in 2019–2020 by the Kosovo Agency of Statistics (KAS) as part of the global MICS programme. Technical support was provided by the United Nations Children’s Fund (UNICEF), with funding provided by the Ministry of Finance (MoF), the Government of Luxembourg, the Millennium Foundation Kosovo (MFK), UNICEF, the United Nations Kosovo Team (UNKT), United Nations Population Fund (UNFPA) and UN Women.

The objective of this snapshot is to disseminate selected findings from the 2019–2020 Kosovo MICS and the 2019–2020 Roma, Ashkali and Egyptian Communities in Kosovo 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 (indicated with the letter ‘R’ for the Roma, Ashkali and Egyptian Communities in Kosovo MICS) 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.