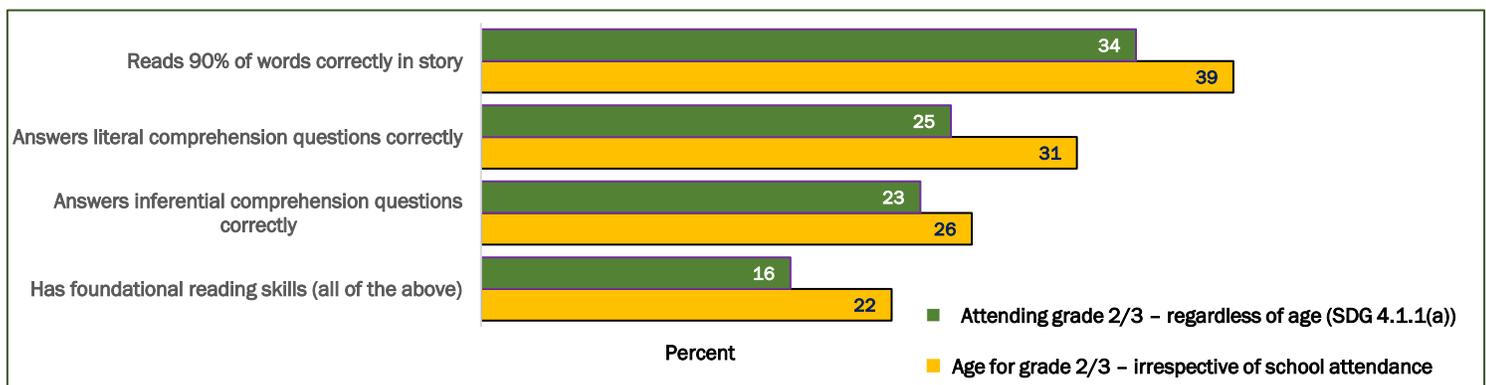


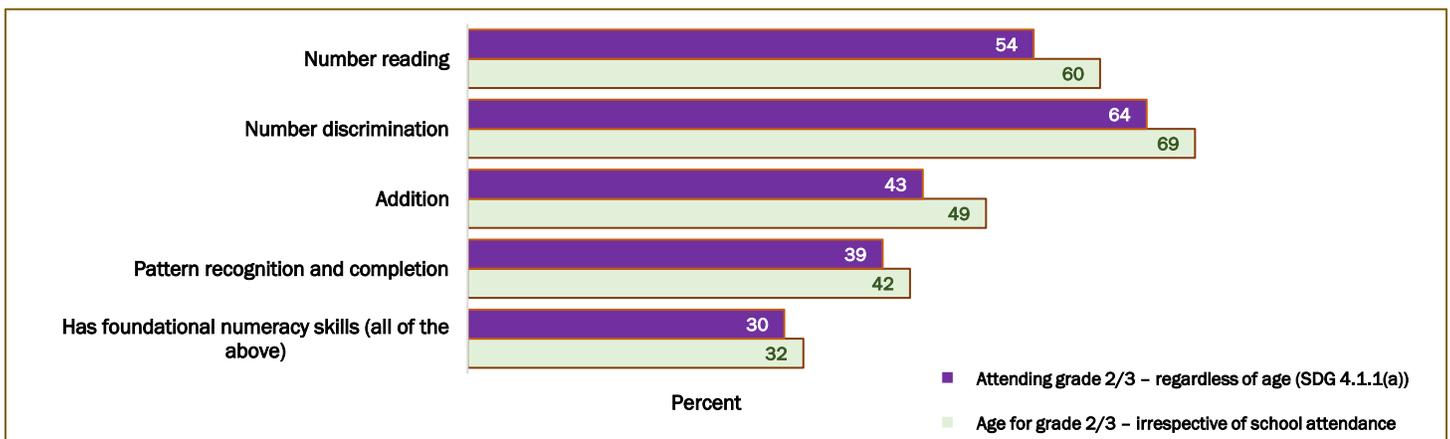


Foundational Reading Skills: SDG 4.1.1(a) (i: reading)



Percentage of children attending grade 2/3 and at age for grade 2/3 who can 1) read at least 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)



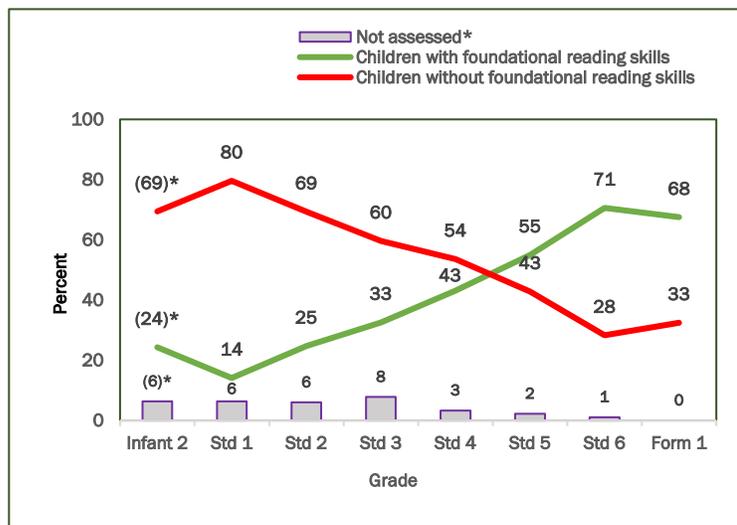
Percentage of children attending grade 2/3 and at age for grade 2/3 who can successfully perform 1) a number reading task, 2) a number discrimination task, 3) an addition task and 4) a pattern recognition and completion task

Key Messages

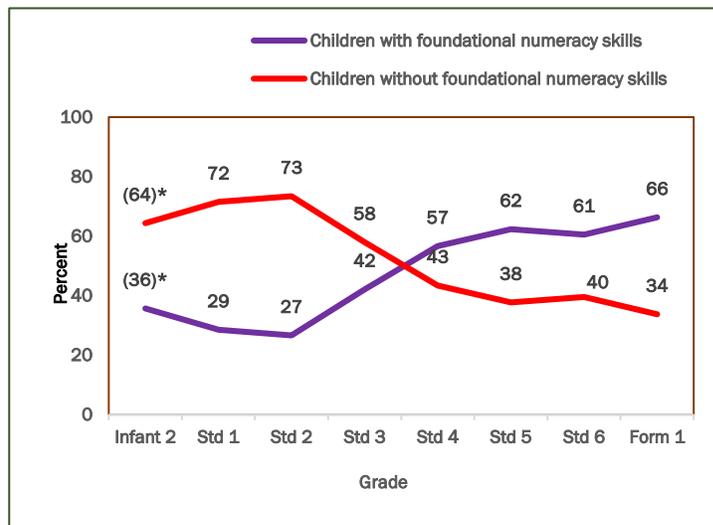
- Children's foundational reading skills improve as they progress from Infant 2 (24%) to Form 1 (68%).
- Similarly, foundational numeracy skills increase from 35% in Infant 2 to 66% in Form 1.
- Nationally, boys (43%) and girls (42.2%) have almost equal reading skills, but children in wealthier households have higher skills (51%) compared to those in poorer households (19%).
- Boys score slightly higher in numeracy (51.7%) compared to girls (49%), and children from wealthier households again outperform those from poorer households (60% vs 32%).

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

Foundational Reading Skills, by grade of attendance



Foundational Numeracy Skills, by grade of attendance



Percentage of children age 7-14 years attending primary or lower secondary school by foundational reading skills, by grade of attendance.

Note that the chart excludes children out of school or attending lower or higher levels of education

The percentage of children without foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

The reading tasks were available in English. Children were assessed in the main language used by teachers. If the reading tasks were not available in that language, children were offered the reading tasks in any of the other available languages. Children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home are recorded here.

* Values in parentheses indicate findings based on 25-49 unweighted cases

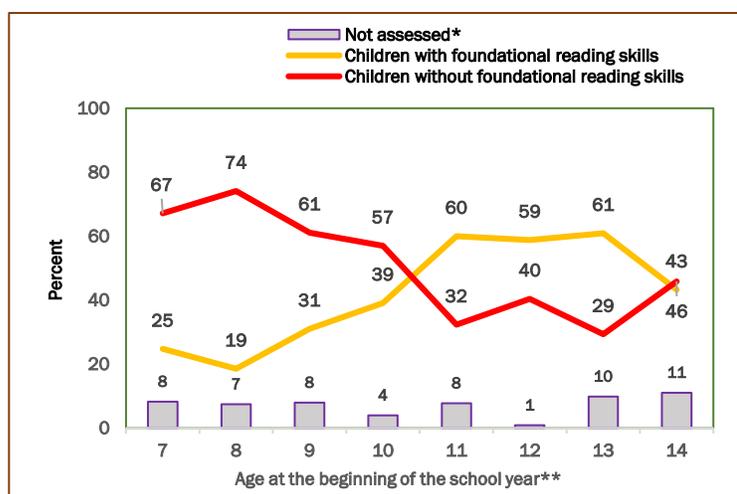
Percentage of children age 7-14 years attending primary or lower secondary school by foundational numeracy skills, by grade of attendance

Note that the chart excludes children out of school or attending lower or higher level of education.

The percentage of children without foundational numeracy skills is calculated by subtracting the children with foundational reading skills from the total number of children.

* Values in parentheses indicate findings based on 25-49 unweighted cases

Foundational Reading Skills, by age



Percentage of children age 7-14 years by foundational reading skills, by age at beginning of school year**

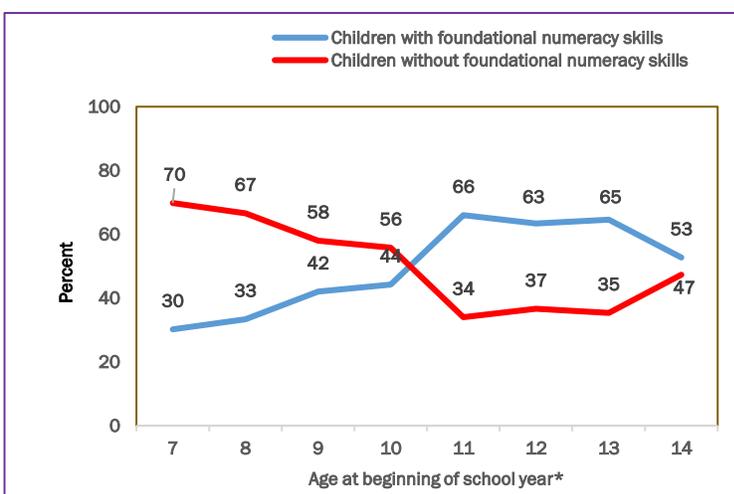
The percentage of children without the foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

* The reading tasks were available in English. Children were assessed in the main language used by teachers or, for those who never attended school, in the main language used at home. If the reading tasks were not available in those languages, children were offered the reading tasks in any of the other available languages. Children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home are recorded here.

** As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

*** Age 6 was not included based on less than 25 of unweighted cases

Foundational Numeracy Skills, by age



Percentage of children age 7-14 years by foundational numeracy skills, by age at beginning of school year*

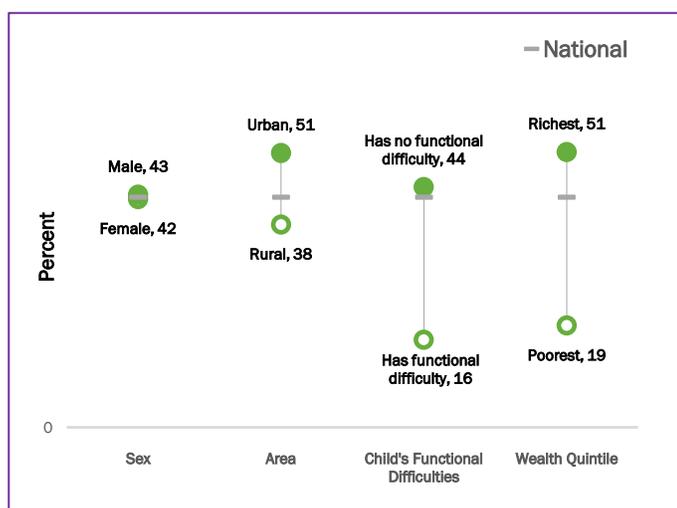
The percentage of children without foundational numeracy skills is calculated by subtracting children with foundational reading skills from the total number of children.

As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

** Age 6 was not included based on less than 25 of unweighted cases

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

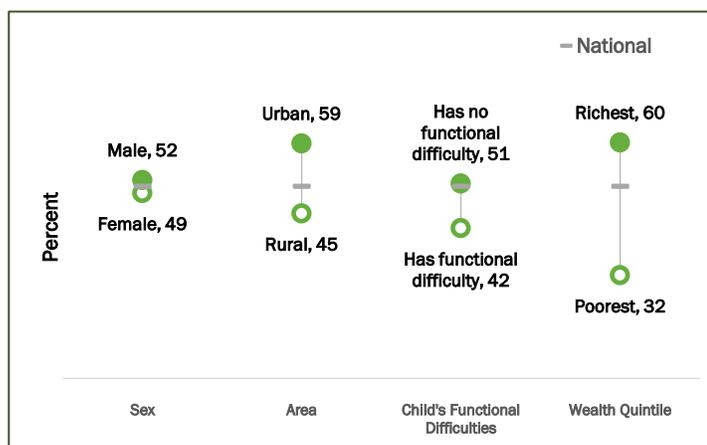
Disaggregates in Foundational Reading Skills



Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by background characteristics

* Values in parentheses indicate findings based on 25-49 unweighted cases

Disaggregates in Foundational Numeracy Skills



Percentage of children age 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by background characteristics

* Values in parentheses indicate findings based on 25-49 unweighted cases

Regional Data on Foundational Reading Skills

Region	Boys	Girls	Total
National	43.0	42.2	42.6
Corozal	27.6	23.5	25.8
Orange Walk	43.6	41.1	42.4
Belize North	55.7	52.5	54.3
Belize South	(65.1)*	(51.3)*	57.4
Cayo	43.3	46.0	44.6
Stann Creek	(40.6)*	46.3	43.8
Toledo	21.3	27.7	24.7

Regional Data on Foundational Numeracy Skills

Region	Boys	Girls	Total
National	51.7	49.0	50.4
Corozal	33.9	36.5	35.0
Orange Walk	43.7	54.2	48.9
Belize North	65.3	58.4	62.2
Belize South	(70.2)*	(64.1)*	66.8
Cayo	63.2	53.6	58.5
Stann Creek	(57.9)*	45.7	50.9
Toledo	12.7	16.1	14.5

Measuring Reading & Numeracy Skills 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 Belize MICS7, 2024 was conducted in English. 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.

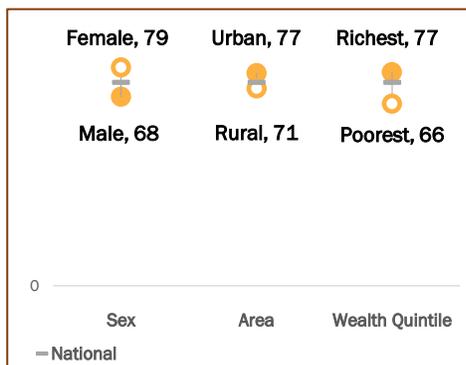
Parental Involvement: Learning Environment at Home

Children with 3 or more books to read at home



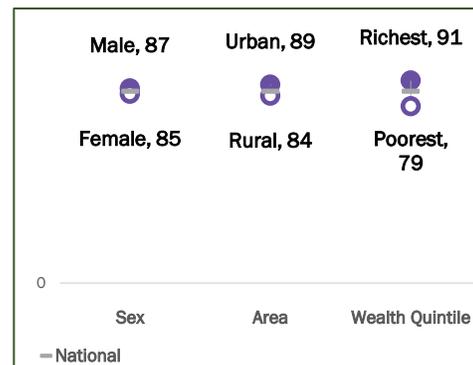
Percentage of children age 7-14 years with 3 or more books at home, by background characteristics

Children who read books or are read to at home



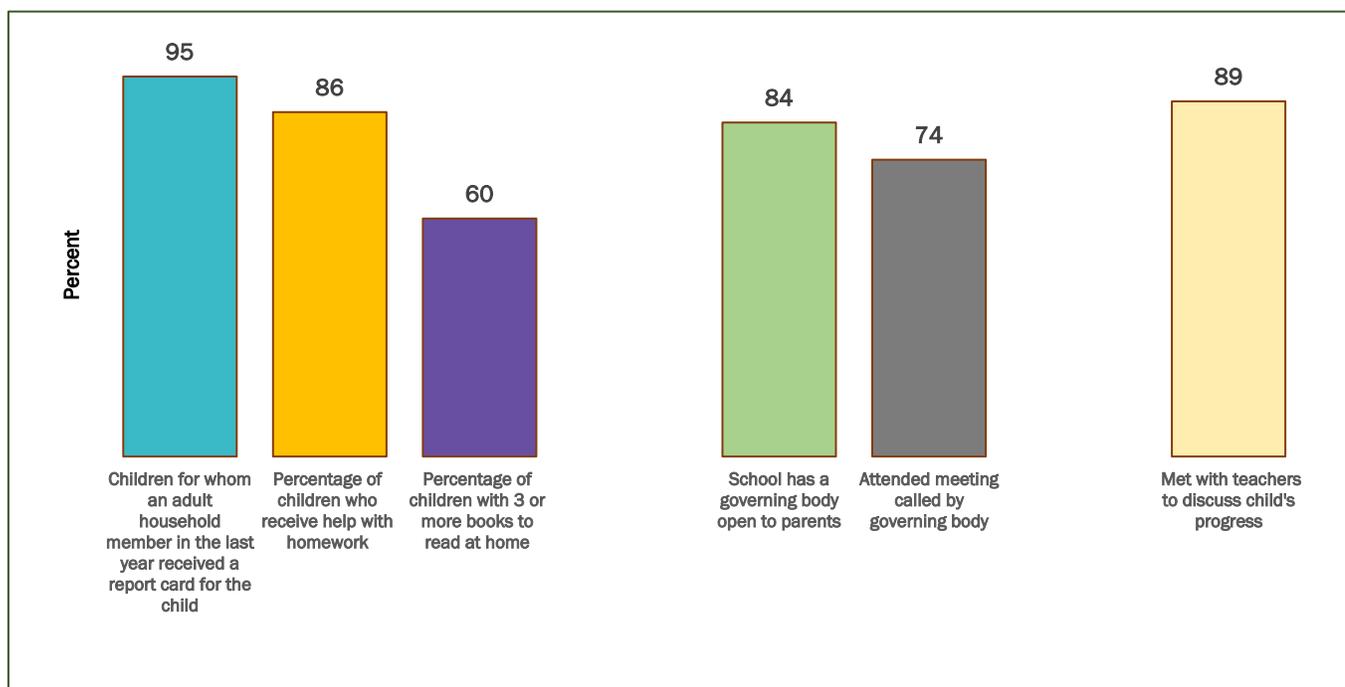
Percentage of children age 7-14 years who read books or are read to at home, by background characteristics

Children who receive help with homework



Percentage of children age 7-14 years attending school and having homework who receive help with homework, by background characteristics

Parental Involvement in school



Percentage of children age 7-14 years attending school, by indicators of parental support

Involvement by adult in school management in last year

Involvement by adult in school activities in last year

The Belize Multiple Indicator Cluster Survey (MICS) was carried out in 2023-2024 by Statistical Institute of Belize (SIB) as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). UNICEF and the Government of Belize provided financial support.

The objective of this snapshot is to disseminate selected findings from the Belize MICS 2024 related to Early Grade Learning & Parental Involvement. Data from this snapshot can be found in table LN.3.1, LN.3.2, 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 mics.unicef.org/surveys.