**Foundational Reading Skills: SDG 4.1.1(a) (I: reading)**

- Reads 90% of words correctly in story: 32%
- Answers literal comprehension questions correctly: 30%
- Answers inferential comprehension questions correctly: 25%
- Has foundational reading skills*: 20%

*Percentage of children aged for grade 2/3 who can 1) read 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)**

- Number reading: 44%
- Number discrimination: 47%
- Addition: 36%
- Pattern recognition and completion: 28%
- Has foundational numeracy skills*: 20%

*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**

- Foundational reading and numeracy skills for children age appropriate for grades 2-3 are very low in Nepal. Data from NMICS 2019 indicate that only 20% of children of ages for grades 2-3 have foundational reading skills and numeracy skills.

- Children from rural household were less likely to demonstrate foundational reading (36%) or foundational numeracy skills (29%) than were children from urban households (41% for both reading and numeracy). Disparities are even greater for children from the poorest households. Only 33% of children from the poorest households demonstrated foundational reading skills compared to 56% of children from the richest households. Moreover, children from richest households are more than twice as likely to demonstrate foundational numeracy skills (58%) compared to just 22% of children from the poorest households.

- In Nepal, very few children have three or more books to read at home. Even amongst the richest households, only 22% of children had three or more books to read at home. However, most children in Nepal read books at home. Even in the poorest and rural households, over 90% of children read at home.

- Parental support for learning in Nepal is good. Nearly three-quarters of parents/caregivers reported receiving a report card for the child in the past year (73%) while 76% reported that the school has a governing body that is open to parents. More than half of parents/caregivers reported attending a meeting called by a school governing body (56%), attending a school celebration or sports event (53%) or meeting with teachers to discuss a child’s progress (63%).
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.
The Nepal Multiple Indicator Cluster Survey (MICS) was carried out in 2019 by the Central Bureau of Statistics (CBS) as part of the global MICS programme. Technical support was provided by the United Nations Children’s Fund (UNICEF). UNICEF and Government of Nepal provided financial support.

The objective of this snapshot is to disseminate selected findings from the Nepal MICS 2019 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 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.