



Implementation Manual 2020

Leveraging Data
and Building Capacity

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List of Abbreviations

C4D	Communication for Development
CO	(UNICEF) Country Office
CSO	Civil Society Organization
CR	(Education Themed) Country Report
D&A	Data and Analytics Section
DHS	Demographic and Health Survey
DP	Development Partner
EAP	East Asia and the Pacific
ECA	Europe and Central Asia
ECDI	Early Childhood Development Index
EMIS	Education Management Information System
ESA	Eastern and Southern Africa
FL Module	Foundational Learning Skills Module
LAC	Latin America and Caribbean
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MICS	Multiple Indicator Cluster Surveys
MICS-EAGLE	MICS-Education Analysis for Global Learning and Equity
MOE	Ministry of Education
NSO	National Statistics Office
NYHQ	(UNICEF) New York Headquarters
OOSC	Out-of-School Children
PR Module	Parental Involvement Module
RO	(UNICEF) Regional Office
SA	South Asia
SDG	Sustainable Development Goal
SFR	(MICS) Survey Findings Report
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
WCA	Western and Central Africa

Definitions of Key Terms

Country Policy Questionnaire: a 35-question form that complements MICS-EAGLE Factsheets by identifying the policies and programs that guide a country's education system.

Conference Proceedings: a collection of materials used and developed in a National Workshop, such as the agenda, workshop presentations, minutes and conclusions, produced as a deliverable under Option 2.

Country Report: official publications that are the main deliverable for Option 3. Produced by Country Teams, CRs involve rigorous data analysis, and are subject to a high level of scrutiny.

Country Team: team comprised of representatives from the MOE, NSO, and UNICEF. Country Teams lead and coordinate the implementation of MICS-EAGLE, follow up and monitor resulting sectoral actions, and continue evidence-based policy discussions. A full list of Country Team members is provided on p.14.

MICS-EAGLE Data Tables: a series of tables that cover seven topics in education (e.g., completion, learning outcomes, and inclusive education), and present MICS6 data in an easy-to-interpret visual format.

Factsheet: a document that summarizes key statistics from the MICS-EAGLE data tables and presents information about the country's education sector in a graphic format that is easy to interpret, and suitable for advocacy work and discussions with non-statisticians. Factsheets are the most basic deliverable for the MICS-EAGLE Initiative, and every country that pursues implementation will have one.

Global Workshop: a 7-day, multi-country capacity building workshop held once annually. Attendees learn how to generate and analyze MICS-EAGLE data, and receive training so they can implement a MICS-EAGLE National Workshop when they return to their home country. Global Workshops only occur under Option 3.

Implementation Option: one of three options (see Option 1, Option 2, and Option 3 below) available to countries for implementation of the MICS-EAGLE Initiative.

Module: a set of MICS questions focused on a certain topic, e.g., child labour.

National MICS Steering Committee: a multi-member cross-sectoral committee tasked with implementing MICS household surveys.

National Workshop: a 3-day meeting for country-level education partners to discuss the findings presented in the country's Factsheet and data tables. National Workshops occur under Options 2 and 3.

Option 1: creation of a MICS-EAGLE Factsheet.

Option 2: creation of a MICS-EAGLE Factsheet and organization of a National Workshop, leading to the production of conference proceedings.

Option 3: creation of a MICS-EAGLE Factsheet, followed by participation in a Global Workshop, after which participants return to their home country where they host a National Workshop, which leads to the publication of a Country Report.

1 | Introduction and Overview



What is the Purpose of this Manual?

This manual is written to help individuals working in UNICEF Country and Regional Offices (COs and ROs) implement the **Multiple Indicator Cluster Surveys Education Analysis for Global Learning and Equity (MICS-EAGLE) Initiative**. Between 2020-2022, the Initiative will be expanded to the 58 countries that currently participate in MICS6.

Who Should Use This Manual?

This manual is written primarily for UNICEF CO and RO staff in countries that implement the MICS-EAGLE Initiative. However, it may be used as a reference tool by anyone involved in the Initiative.

How Should I Use This Manual?

Implementing the MICS-EAGLE Initiative will result in CO staff being tasked with some or all of the following:

- forming teams
- convening discussions
- conducting data analysis and Factsheet production
- convening and facilitating workshops
- supporting the publication of government reports

Use this manual as a guide to performing these tasks, which are described in greater detail below.

What Are the Key Objectives of This Manual?

After reading this manual, you should have a basic understanding of:

- the goals and purpose of the MICS-EAGLE Initiative
- how the Initiative will be implemented
- UNICEF's role and responsibilities in implementing the Initiative, including specific actions and tasks

2 | About MICS-EAGLE

What Is MICS?

UNICEF launched [MICS](#) in 1995 to monitor the status of children around the world, and it has become the largest source of statistically sound and internationally comparable data on women and children worldwide. MICS household surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics, focusing mainly on those issues that directly affect the lives of women and children.

Over the past 30+ years, [more than 300 MICS surveys](#) have been carried out in more than 100 countries.

MICS was a major source of data for the Millennium Development Goals indicators and will continue to be a major source of data used to measure Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved modules. The current round, MICS6, was deployed in 2017 and includes new modules that track SDG4 indicators like learning (SDG4.1.1), information and communication technology (ICT) skills (SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What Is MICS-EAGLE?

UNICEF Headquarters launched the [MICS-EAGLE Initiative](#) in 2018 with the objective of improving both learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders.

The Initiative is designed to:

- Build national capacity for education sector situation analysis and sector plan development, and leverage the vast wealth of disaggregated education data collected by MICS6 (or future iterations); and
- Build on the global data foundation provided by MICS6 to conduct analysis of disaggregated data at the national, regional, and global level that yields insights as to how barriers to education opportunities can be reduced so each child can reach his or her full potential.

How Is MICS-EAGLE Structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level (Table 1). National level activities – the most relevant component for the readers of this manual – seek to identify specific education issues using MICS data linking to policy discussions, and key education data gaps that require additional studies or data sources.

The following seven topics will be analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.) throughout the process:



Access and Completion



Skills



Inclusive Education



Early Learning



Out-of-School Children



Repetition and Dropouts



Child Protection

Global and regional level activities are geared toward general objectives such as increasing foundational knowledge and building the capacity of education sectors to analyze household data.

Table 1. MICS-EAGLE Deliverables & Objectives at the National, Regional & Global Level

Activity Level	Deliverable(s)	Objectives
National	<ul style="list-style-type: none"> Factsheet National Workshop Country Report / Workshop Proceedings 	<ul style="list-style-type: none"> SDG4 and sectoral monitoring Evidence-based policy formulation Increased awareness of cross-sectoral issues
Regional	<ul style="list-style-type: none"> Regional Report Regional Workshop 	<ul style="list-style-type: none"> Build a global and regional knowledge foundation for learning and equity issues in education
Global	<ul style="list-style-type: none"> Global Workshop Global Report Capacity development for household data analysis for SDG4 monitoring and education planning 	<ul style="list-style-type: none"> Build capacity for data-policy integration using household survey data

Countries have three options in terms of how they implement MICS-EAGLE (Table 2). It is anticipated that approximately two-thirds of the countries that have implemented MICS6 will pursue Option 1, and that approximately one-third will pursue Option 3. Only a few countries will pursue Option 2.

Table 2. Overview of the MICS-EAGLE Initiative

Objectives		Implementation	Deliverables	Organizer	Target Audiences				
					MoE	NSO	Line Ministries	CSOs	DP
Implementation Option 1: Factsheet-Only Model									
<ul style="list-style-type: none">• Fact finding• Advocacy		Analyze data and create Factsheet in-country or with assistance from NYHQ	Factsheet	CO and NYHQ, jointly	✓	✓	✓	✓	✓
Implementation Option 2: National Workshop Model									
<ul style="list-style-type: none">• Fact finding• Advocacy• Evidence-based policy discussion		<ul style="list-style-type: none">• Conduct data analysis• Implement a National Workshop / Conference• Issue conference proceedings	Factsheet + National Workshop conference proceedings	CO implements with support from RO / NYHQ	✓	✓	✓	✓	✓
Implementation Option 3: Global Workshop + National Workshop / Conference Model									
GLOBAL	<ul style="list-style-type: none">• Preparation for the National Workshop• Build capacity for data production, data analysis and interpretation	<ul style="list-style-type: none">• Attend a Global Workshop• Conduct further analysis	Factsheet + National Workshop Implementation Plan	NYHQ (D&A / MICS) will contact RO to initiate ~3 months before the annual Global Workshop	✓	✓	--	--	--
NATIONAL	<ul style="list-style-type: none">• Fact finding• Advocacy• Evidence-based policy discussion	<ul style="list-style-type: none">• Implement a National Workshop / Conference• Issue a Country Report	Country Report	CO	✓	✓	✓	✓	✓

Which countries will implement MICS-EAGLE?

Any country that has implemented MICS6, regardless of the modules used, is eligible to participate in the MICS-EAGLE Initiative. Countries can participate in MICS-EAGLE even if their surveys lack some of the new modules, such as Foundational Learning Skills (FL) or Parental Involvement (PR).

In 2018-2019, the MICS-EAGLE Initiative was successfully piloted in Lao PDR, Sierra Leone and Suriname. In November 2019, eleven delegations from nine countries and regions implementing Option 3 participated in the first MICS-EAGLE Global Workshop. These countries will go on to convene their own National Workshops in 2020.

How will MICS-EAGLE be implemented?

The decision to participate in the Initiative ultimately rests with a country's national government. As key stakeholders, the Ministry of Education (MOE) and the National Statistics Office (NSO) are encouraged to consult with the UNICEF CO and other education stakeholders about how participation can benefit the country. Once a decision to participate has been taken, the next step is to decide which implementation option is best. Section 4 provides an overview of the process, and Section 5 provides more detailed information about key steps.

What are the benefits of implementing MICS-EAGLE?

The overarching benefit of participating in the MICS-EAGLE Initiative is that doing so will improve education outcomes. The Initiative achieves this by:

- Monitoring selected SDG4 indicators with the most updated information;
- Improving data analysis, and turning data into actionable information;
- Shedding light on equity issues in education due to disability, gender, location, household wealth, ethnicity, etc.;
- Highlighting areas of weakness and opportunities for improvement in the education sector;
- Increasing awareness of cross-sectoral issues including youth, early childhood development and disability to design holistic interventions; and
- Building in-country capacity for data analysis, interpretation, dissemination and evidence-based policy dialogue.



3 | Three Options for MICS-EAGLE Implementation

Countries have three options for implementing MICS-EAGLE. Each is explained in brief here, and in greater detail in Section 5.

Option 1: Factsheets

Every country that participates in MICS-EAGLE will produce a MICS-EAGLE Factsheet, which uses MICS6 data and summarizes the country's education situation (see Annex 4 for an example). Countries that pursue Option 1 will only produce Factsheets, either on their own or with assistance from UNICEF NYHQ, whereas countries that pursue Option 2 or Option 3 will engage in greater analysis and capacity building activities.

Factsheets can be used for advocacy or report writing purposes. The MICS-EAGLE data tables, which comprise the standard Factsheet template, cover topics such as Completion, Skills, Out-of-School Children, Early Learning, Repetition and Dropout, Disability, Child Marriage and Child Labour. UNICEF NYHQ provides STATA/SPSS codes, shell tables, a statistical guidebook, draft TOR for consultants and other templates. Any country that has a MICS6 dataset can conduct MICS-EAGLE data analysis independently and develop their Factsheet in-country. Alternatively, countries have the option to request assistance from NYHQ in analyzing their data and developing their Factsheet.

Option 2: National Workshop

Like Option 1, Option 2 begins with the creation of a Factsheet, but then builds on this by convening a 3-day National Workshop for country-level education partners to discuss the findings. At the end of the National Workshop, conference proceedings are published to document the valuable discussion and any

actions planned for after the workshop. The conference proceedings document can then be used as a basis for sector planning and country programmes.

Option 3: Global Workshop + National Workshop

The third and highest-level option is a multi-country approach with a stronger focus on capacity building. One Global Workshop will be held each year, and will convene participants from 8-10 countries, including key MICS-EAGLE Country Team members such as representatives from the MOE and NSO. Attendees will learn how to generate and analyze MICS-EAGLE data, and will receive training so they can implement a MICS-EAGLE National Workshop when they return to their home country.

Global Workshops are designed to help both technical and non-technical participants understand the education indicators that can be calculated from MICS6 datasets, interpret data, produce findings and prioritize key issues, connect analysis results with education policy and planning, and learn from other countries' experiences.

In the first part of the week-long Global Workshop, participants produce draft Factsheets, which are then validated by the UNICEF NYHQ team. After learning data analysis methodologies and techniques to implement MICS-EAGLE activities at the country level, participants return to their countries where they organize a National Workshop and develop a Country Report.



The difference between conference proceedings (Option 2) and Country Reports (Option 3) is that whereas conference proceedings are a collection of materials used and developed in a National Workshop, Country Reports are official publications that involve more rigorous data analysis and are subject to a higher level of scrutiny. Country Reports also include a compilation of the consultations and policy discussions conducted before and after the Global and National Workshops. Both documents seek to tie the policy discussions held during the National Workshop to sectoral programme documents such as Education Sector Plans.

4 | An Overview of MICS-EAGLE Implementation

MICS-EAGLE Implementation: The Process

The MICS-EAGLE Initiative will be implemented on a rolling basis due to variances in countries' MICS6 completion status. All countries that have participated in MICS6 will be invited to join the Initiative and it is anticipated that 15-20 of the 58 MICS6 countries will implement MICS-EAGLE each year, beginning with the eleven delegations from nine countries that participated in the first MICS-EAGLE Global Workshop in November 2019.

Countries interested in pursuing Option 1 with support from NYHQ will have two opportunities annually to begin the process, which will be coordinated through the ROs. Letters inviting countries to participate in the Factsheet development process will be sent to the COs in January and June. Countries that wish to pursue Option 1 on their own may begin the process at any time.

Due to resource constraints, only a limited number of countries (2-3) will be selected each year for Implementation Option 2. These countries will be advised of this opportunity by their RO.

MOEs interested in pursuing Option 3 should consult with their CO and RO regarding the timing and location of the annual Global Workshops. Countries that have participated in a Global Workshop can proceed to organize their National Workshop at their own pace, in coordination with their CO and RO.

Countries are encouraged to pursue Option 3, because it provides the greatest gains in terms of capacity building by enhancing data culture, strengthening systems, and delivering long-term policy impacts. However, if Option 3 is unworkable or impractical, countries may pursue Option 1 or Option 2.

For countries that pursue Options 2 or 3, it is strongly recommended that a consultant be hired to provide technical support with data analysis and report writing. Draft Terms of Reference for consultants are provided in Annex 6.

MICS-EAGLE Implementation: Resources

All the resources needed to implement MICS-EAGLE are available at <https://data.unicef.org/resources/mics-education-analysis-for-global-learning-and-equity>. These items include:

- The MICS-EAGLE Implementation Manual
- MICS-EAGLE Factsheets
- MICS-EAGLE data tables
- Guidebook for Statistical Data Analysis
- SPSS/STATA statistical analysis codes
- Country Policy Questionnaire
- Examples of Country Reports

MICS-EAGLE Implementation: Key Questions

Once a country has decided to participate in the MICS-EAGLE Initiative, the next step is to determine which implementation option it will pursue. The three MICS-EAGLE implementation options offer different benefits and entry points. Countries should pursue the best option based on:

- **Schedule:** How soon do you need to analyze the MICS6 education data? Can you wait for the Global Workshop?
- **Available resources:** Some options require more resources. What human resources, technical capacity, and financial resources are available?
- **Objectives:** Factsheets are limited to facts. Do you need to link data and policy discussions, or there is a strong appetite for capacity development?
- **Need for capacity development:** Do MOE and NSO staff want to improve their ability to calculate and analyze education indicators?

Preparing for Implementation of Option 2 or 3

Once a country decides to participate in the MICS-EAGLE Initiative under Option 2 or Option 3, several activities need to be undertaken. This section describes the main discussions and actions that should occur before the MICS-EAGLE process is initiated. Under both Option 2 and Option 3, implementation of the Initiative will be monitored by UNICEF NYHQ.

Implementation Timing

The MICS-EAGLE Country Team should discuss when best to implement the MICS-EAGLE Initiative. Points to consider include:

- Taking advantage of the momentum from the launch of MICS6 and engaging those involved in further analysis;
- The potential to contribute to the country's education sector at critical or strategic moments such as when education sector planning or reviews are conducted;
- The potential to contribute to specific policies that the MOE is reviewing or launching, such as free secondary education or early childhood education, or to a Global Partnership for Education application;
- The potential to contribute updated data and evidence to planning or reviews that are conducted by the government or UNICEF; and
- The timing of the Global Workshops (one Global Workshop will be held each year, and its timing may be uncertain; as such, countries may prefer the certainty of schedule offered by Option 1).

Country Teams and general / standard preparations are explained further in Section 5.

MICS-EAGLE Country Teams

Strong government leadership is key to successful planning and execution of Implementation Options 2 and 3. Each country is to form a Country Team that is led by the MOE in collaboration with the NSO, and comprised as follows:

- MOE Director of Planning and other directors as appropriate
- NSO MICS focal point or data processing specialist
- UNICEF CO MICS focal point
- UNICEF CO Education Section staff
- A MICS-EAGLE consultant
- Others, e.g. an EMIS focal point
- Key donors/partners should also be involved in consultations and as workshop participants

Responsibility for discussing the objectives, prerequisites, timing and responsibilities related to implementing MICS-EAGLE will be shared jointly among the MOE, NSO and UNICEF CO. After the Country Team unites around the main objectives and appropriate implementation timeline, it informs relevant actors such as the members of local education groups or development partner groups, and the National MICS Steering Committee.

Before implementing the Initiative, the Country Team should discuss the following:

- What is our goal in implementing the MICS-EAGLE Initiative?
- How will the MICS-EAGLE Initiative contribute to an ongoing sector policy discussion or decision process?
- When do we want the MICS-EAGLE findings to be ready?
- What unique advantage does participating in a MICS-EAGLE Global Workshop offer our country, compared to other education or capacity development workshops?
- What will we invest in terms of time and resources to implement this?
- What will be the immediate, medium and long-term positive impacts to education sector?

Examples of ways MICS-EAGLE was applied to the education sector and country strategy in the three pilot countries (Lao PDR, Sierra Leone and Suriname) include: mid-term review of the education sector plan, education sector analysis and planning, situation analysis, gender analysis, planning for implementation of new policies for free basic education, and planning for expanding pre-primary education services.

Impacts of the MICS-EAGLE Initiative include but are not limited to strengthened data analysis capacity of government officials, improved NSO-MOE, cross-ministerial and cross-sectoral collaboration, and development of a strong data culture among government officials at various levels.

UNICEF CO Internal Working Group

When a country chooses to participate in the MICS-EAGLE Initiative, the UNICEF CO needs to establish an internal working group. Led by the MOE and a MICS focal point, the working group will include other section heads and the Deputy Representative. It is recommended that focal points for child protection, gender, disability, adolescents, communications, and other cross-cutting issues also participate, because MICS-EAGLE provides opportunities to discuss cross-sectoral data and findings.

Coordination of Activities

Implementing this Initiative entails consecutive activities. It is important to ensure coordination within the MICS-EAGLE Country Team, as well as with other actors. The following list summarizes some key interactions (see Table 2 for an overview):

- The planning process is led by the Country Team with support from the UNICEF RO, including both the MICS and Education teams.
- Communication within the CO involves colleagues in Education, MICS, Deputy Representative(s), and other sector focal points. The CO Education and MICS teams maintain regular communication with the country's MOE and NSO.
- Upon request, the RO and NYHQ can provide technical support to validate MICS-EAGLE data tables, perform additional analysis, and assist with workshop preparations, workshop presentations and facilitation.
- In terms of National Workshops:
 - ★ Participants will include a wide range of education sector partners, including government counterparts, civil society, academics, local education groups, development partners, and other sectors including protection, gender, academic and research institutions, etc.
 - ★ The Country Team and consultant will assist with workshop preparations, presentations and facilitation.
- In terms of the annual Global Workshops, the CO coordinates with MICS and Education focal points in the regional offices.

MICS-EAGLE Implementation: FAQs

Q: My country does not have MICS6, and instead relies on DHS and other household surveys. Can we participate in the MICS-EAGLE Initiative?

A: Unfortunately, no. However, tools such as SPSS programs, guidelines for household data analysis, and the MICS-EAGLE Factsheet templates can be used as resources for data analysis of other non-MICS household surveys.

Q: Will UNICEF NYHQ conduct the analysis required to produce Factsheets?

A: Countries that use Implementation Option 1 can choose between producing their own Factsheets in-country on their own schedule, or requesting assistance from NYHQ (two opportunities annually). In most cases, countries that use Implementation Option 2 will receive a completed Factsheet from NYHQ, the results of which will be discussed at a supported National Workshop. Countries that use Implementation Option 3 will produce Factsheets in-country after receiving training at a Global Workshop.

Q: Do all countries need to establish a MICS-EAGLE Country Team?

A: A short and general answer is "Yes." While the structure and composition of the MICS-EAGLE Country Team can vary from one country to another, its creation should be recognized as a formal education sector activity led by the government, preferably the MOE Director of Planning. For Option 1, a Country Team is not strictly necessary; however, consultation and coordination among the MOE, NSO, line ministries, CSOs and DPs is strongly recommended for joint validation and ownership of the data and findings.

Q: The Global Workshop is scheduled for a time or venue that is not convenient for us. What options exist if we want the capacity building benefits of the MICS-EAGLE Initiative?

A: Resources for capacity development, such as guidelines for household data analysis and MICS-EAGLE Factsheets, as well as statistical programs, are available on the MICS-EAGLE page. If you cannot attend a Global Workshop, a consultant hired by your CO can hold a capacity development workshop.

5 | MICS-EAGLE Implementation Options: Detailed Descriptions

This section takes a closer look at the three different MICS-EAGLE implementation options and provides detailed descriptions of the activities involved in each.

OPTION 1 – Factsheets

The basic deliverables for every country across all three MICS-EAGLE Implementation Options are the data tables and Factsheet (see Annex 4). Factsheets provide visualization of the MICS-EAGLE data tables (Excel sheets) that can be developed using the MICS-EAGLE Statistical Guidebook, statistical programs (SPSS/STATA) and the sample data table tabulation plan provided. Factsheets are a great tool for advocacy, whether presenting new findings to donors or discussing their implications for prioritization, target setting and policy relevance with partners. One can quote new figures from the Factsheet for monitoring, reporting, presentations or strategic and programmatic documents.

The MICS-EAGLE data tables are populated with MICS6 micro-data and correspond to the following themes:

1. **Completion** – Completion rate by education level, regional disaggregation, profiles of children not completing school by sex, area, wealth, ethnicity, district, and headcounts of children who did not complete school by socio-economic status.
2. **Out-of-school children (OOSC)** – OOSC rate by education level, regional disaggregation, profiles of OOSC by sex, area, wealth, ethnicity, and district, and headcounts of OOSC by socio-economic status.
3. **Skills** – Foundational reading & numeracy skills by grade and other disaggregation, youth literacy and youth ICT skills by various disaggregation, profiles of children not learning by various disaggregation, and headcounts of children not learning by socio-economic status.
4. **Repetition & Dropouts** – Repetition rate and dropout rate by grade, profiles of repeaters and dropouts by various disaggregation, and headcounts of repeaters and dropouts by socio-economic status.
5. **Early Learning** – Early Childhood Development Index (ECDI) and Early Childhood Education (ECE) attendance by various disaggregation, level of education attended by age disaggregation, age distribution of students attending Grade 1, profiles of children not developmentally on track or not attending ECE by various disaggregation, and headcounts of

children not on track by ECDI and not attending ECE by socio-economic status.

6. **Child Labour and Child Marriage** – Prevalence of child labour and child marriage. The disaggregation of learning outcomes, skills and education participation by child labour and child marriage status, literacy rate and ICT skills of youth by marriage status, as well as profiles of children not learning and out of school by child labour status.
7. **Inclusive Education** – Prevalence of disabilities, school attendance by age and functional difficulties, foundational skills by functional difficulties, profile of children not learning and out of school by disability and child labour.

The Country Team can access the MICS-EAGLE web page for studies and to download the necessary statistical materials. Linking the country's MICS6 dataset with the MICS-EAGLE statistical programs (SPSS/STATA) and populating the MICS-EAGLE tables in Excel will produce charts arranged in a standard format for the Factsheet. Some modifications may be necessary, such as changing the shape file for tableau maps, checking the population table and possibly replacing it with a population table that is more appropriate to local conditions, or assuring that the sample size is large enough for some detailed analyses that are included in the standard format but may not be appropriate for countries with small populations.

Once the complete set of data tables is finalized, the MICS-EAGLE Factsheet will be developed using the data and charts. Each country can then translate it into multiple languages and contextualize the findings with local education policies, key summary findings and prioritization, and so on.

If there are barriers that prevent the country's data analyst(s) from producing a MICS-EAGLE Factsheet, UNICEF NYHQ Data and Analytics (Education) may be able to conduct the analysis remotely based on negotiations with the CO.

Table 3. Option 1 Activities

Main Activity Category	Activity	Responsibility	Estimated Time
Development of data tables and Factsheets	Request support from NYHQ	Country Team	6 weeks
	Populate the data tables	NYHQ	
	Review the data tables	Country Team	
	Factsheet development	NYHQ	
	Factsheet review	Country Team	
Monitoring	Finalization of data tables and Factsheets	NYHQ	2 weeks

OPTION 2 – National Workshop

Option 2 provides the opportunity for national education stakeholders to gather and discuss the MICS-EAGLE data analysis and findings in a workshop led by the Country Team.

Prior to the workshop, the UNICEF CO consults with government actors, particularly the MOE, to discuss how best to present and discuss the findings from the data tables. The objective of such pre-workshop consultations is to understand the government's priorities. It is also important to begin discussions with decision makers about the logistics, objectives and expected results of the National Workshop.

In parallel to these consultations, the CO also reviews key education policy and programme documents to develop a preliminary understanding of the education system in preparation for data-policy discussion sessions during the National Workshop.

The Country Team and CO lead the preparations for the National Workshop, which starts with the Country Team presenting the MICS-EAGLE data analysis and findings.

Participants then discuss data needs, policy implications and monitoring of proposed analyses or data/research-related actions. This may take the form of either group discussion or a panel discussion depending on the availability of key participants and the country's cultural context.

Aside from the data tables, the major deliverables of Option 2 are conference proceedings that document the discussion and action points in terms of needs for further analysis and research in-country, as well as policy recommendations.

Table 4 provides a generic flow of activities, responsibilities and approximate time frame. As shown, preparations include various activities such as revising and finalizing the agenda and invitation documents, confirming the participants, booking the venue and procuring workshop materials.

Country Teams can find National Workshop tools such as a sample invitation letter, and generic and detailed agendas, on the MICS-EAGLE website. National Workshops are intended to be 2-3 days in length, but the Country Team can modify this and other aspects of the workshop as needed.

Table 4. Option 2 Activities

Main Activity Category	Activity	Responsibility	Estimated Time
Pre-workshop Data Analysis	Skype meeting	Country Team/RO/NYHQ	6 weeks
	Data table preparation	Data Analyst	
	(Optional: data validation)	(RO/NYHQ)	
	Data table production	Data Analyst	
Preparation for the National Workshop	Prepare presentation for pre-workshop consultation	Data Analyst	6 weeks
	Pre-workshop consultation	Data Analyst & Country Team	
	Develop workshop agenda	Country Team	
	Identify participants	Country Team	
	Send official invitation	Country Team	
	Prepare workshop presentations & materials	Data Analyst & Country Team	
	Arrange workshop logistics	Country Team	
National Workshop	Overall implementation	Country Team	3 days
	Presentations & facilitation	Data Analyst & Country Team	
	Discuss findings & policy implications	Country Team & Participants	
Documentation	Conference proceedings	Data Analyst or assigned staff	3 days
Factsheet	Factsheet development	CO or NYHQ	4 weeks
	Factsheet review	Country Team	
	Factsheet finalization	CO or NYHQ	
Monitoring	Evaluation of data utilization and implementation of proposed actions, every 6 months after the National Workshop	Country Team/RO/NYHQ	1-2 years



As shown, the National Workshop is documented through the development of Factsheets (which is fairly straightforward, since the data is already compiled in the data tables), and conference proceedings, which summarize the discussions that occurred during the National Workshop.

National Workshop Objectives

The objectives of MICS-EAGLE National Workshops are not limited to simply presenting, reviewing and discussing the results of the MICS-EAGLE analysis. Depending on the level of preparation, creativity, and facilitation skills, the Country Team can use the National Workshop to support the MOE and education sector by initiating evidence-based policy discussions that:

- identify specific needs for further analysis, and key data gaps that require additional studies or data collection; and
- improve the capacity of education stakeholders to use data and evidence to monitor the sector and progress on SDG4 indicators, education planning, programming and policy discussions.

Participants

National Workshops accommodate a wider audience including:

- Government officials
 - o MOE (directorates/departments, e.g., education programmes, planning, finance, primary, secondary, evaluation)
 - o NSO
 - o Line-ministries (e.g., gender, water and sanitation, and child protection)
 - o Government research institutions and academics
- Development partners
- Civil society
- UNICEF CO (Education, MICS, M&E, WASH, CP, C4D, etc.)
- UNICEF RO (Education, MICS)

Table 5. Generic National Workshop Agenda

DAY 1	Registration Opening remarks Group photo Introduction of workshop objectives Presentation of MICS-EAGLE and MICS6 education data
	Learning & Skills Presentation 1 1) Are children developmentally on track and learning at early grades? 2) Which children are not learning in early grades? 3) How many children are not learning at Grade 2/3 level?
	Break
	Discussion 1 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed Completion Presentation 2 1) Which level of education has the lowest completion rate and which grade is the bottleneck? 2) What are the profiles of children who are not completing each level of education? 3) How many children of each profile do not complete relevant level of education?
	Lunch
	Discussion 2 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed
	Feedback

DAY 2	Out-of-School Children Presentation 3 1) Which level of education has the highest OOSC rate? 2) Which profiles of children are the most affected? 3) How many children are OOS in each profile? Discussion 3 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed
	Break
	Early Learning Presentation 4 1) Are children ready to learn? 2) Which children do not access early childhood education? 3) What groups of children should policy & programme target to improve the access to early childhood education? Discussion 4 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed
	Repetition & Dropouts Presentation 5 1) At which level & grade do children repeat the most? 2) At which level & grade do children drop out the most? 3) Which profiles of children repeat more often?
	Lunch
	Discussion 5 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed
	Feedback
DAY 3	Disabilities Presentation 6 1) How prevalent are children with functional difficulties? 2) Do children with functional difficulties learn less? Discussion 6 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed
	Break
	Child Marriage Presentation 7 1) Which children get married early? 2) How does early marriage affect education outcomes? Discussion 7 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed
	Child Labour Presentation 8 1) Which children are working? 2) How does child labour affect their education? Discussion 8 <ul style="list-style-type: none"> • Policy Implications / Legal Framework & Sector Plan • Additional Analysis Needed
	Lunch
	Personal Reflection & Summary Discussion Closing Remarks
	Feedback

OPTION 3 – Global + National Workshop

Global Workshop

Option 3 is a multi-country approach with a strong focus on interactive discussion and capacity building through an annual Global Workshop organized by UNICEF NYHQ and ROs. Table 6 summarizes the milestones and deliverables under Option 3.

Objectives of the Global Workshop are to:

- Build familiarity with and understanding of MICS education data;
- Learn how to calculate and interpret education indicators;
- Jointly analyze the country data collected through MICS6;
- Review MICS6 education data in the context of equity and discuss their implications for further analysis, policy and programmes;
- Gain experience using/interpreting international and regional data and programmes on various education topics;
- Prepare for the National Workshop to disseminate the results and prioritize policy recommendations; and
- Increase knowledge sharing among countries in best practices regarding the effective use of data for policy, planning and programme development.

Country Teams that participate in the Global Workshop will learn skills needed for data generation, data analysis, data interpretation and data-policy discussion prior to implementation of their National Workshop. Identification of further data analysis needs is also facilitated in this Option. It is strongly recommended that a consultant be hired beforehand in order to ensure that s/he joins the Country Team from the preparation phase, completes the workshop preparations including populating the data tables, and can assist with implementation of the National Workshop.

During the Global Workshop, participants will check their data tables to ensure they are correctly populated, present their preliminary findings, and discuss data-policy implications related to challenges their country's education system faces. Participants will learn how to calculate indicators and data that are not available in Survey Finding Reports (SFRs), and how to carry out new forms of data analysis. The data tables will be the primary resource used to train workshop participants in data analysis. Participants will also have a chance to interact with the RO and NYHQ for troubleshooting and for further discussion on indicator calculation. Consultants and Country Team members will take note of the workshop discussion results and compile the necessary inputs for their draft Country Report (CR). The consultant will also compile a list of additional analysis to be carried out after the Global Workshop.

Table 6. Option 3: Objectives and Deliverables

	Global Workshop	National Workshop	Country Report
Objectives	Capacity development of MOE & NSO on education data & policy analysis	Evidence-based policy discussion & development of an action plan	Dissemination of data analysis results & agreed sectoral actions
Key Deliverables	<ul style="list-style-type: none"> • MICS-EAGLE data tables • Consolidated policy information for participating countries, based on Country Policy Questionnaires • MICS-EAGLE National Implementation Plan 	<ul style="list-style-type: none"> • Validated data analysis • Policy recommendations • Monitoring plan • Draft Country Report 	Final / published MICS-EAGLE Country Report

Conditions & Prerequisites for Participation

In order to maximize the benefits of the Global Workshop, Country Teams need to meet these prerequisite conditions:

- MICS6 micro-data must be finalized and publicly released on the official MICS webpage;
- The Country Team must have a complete set of populated MICS-EAGLE data tables; and
- The country must have the financial and human resources to hold a National Workshop, publish a Country Report, and complete related activities.

The Country Team should assign at least one micro-data processing specialist to conduct data analysis and consultations, facilitate the National Workshop and draft and finalize the Country Report. This individual can be from the NSO or MOE, or a consultant hired by the Country Team.

Participants

Global Workshops are to be attended by the following Country Team members:

From the government:

- MOE: Director of Planning (1) and a statistician (1)
- NSO: Micro-data processing specialist (1) who is familiar with MICS6 education data, and has the capacity to address issues in SPSS or STATA syntax
- One consultant may join the workshop. It is highly recommended that the consultant be added to the team in time to permit their participation in the Global Workshop.

From UNICEF:

- CO focal points from Education (1) and MICS (1) are the most suitable candidates to attend. It is expected that these staff members will support the MICS-EAGLE country implementation according to the agreed timeline and roles/responsibilities.

The CO MICS focal point and a micro-data processing specialist from the NSO must attend the technical preparation day of the workshop to assist with data verification.

Workshop Preparations

Preparation for the Global Workshop includes several tasks that are prerequisites to attending. Country Teams are to review the statistics guidebook on the MICS-EAGLE web page and apply the relevant criteria. In addition, using the guidebook, the Country Team's technical member (NSO or consultant) is expected to conduct the data analysis necessary to complete the MICS-EAGLE data tables and charts.

Prior to the workshop Country Teams are to submit their country's annual education statistics reports and current Education Sector Plans, as well as other relevant education policy and programme documents. Lastly, the main document to be filled out by the Country Team is the MICS-EAGLE Country Policy Questionnaire. The workshop organizer will send the questionnaire to the participating countries together with the data tables to be completed.

The Country Team should bring at least one computer with STATA or SPSS installed to the workshop. Other preparations will largely be carried out by the workshop organizers and facilitators from the RO and NYHQ as shown in Table 7.

Global Workshop Agenda

As shown in Table 8, Global Workshops span a seven-day period comprised of a pre-workshop technical preparation day, five working days, and a one-day break mid-workshop for participants to complete group worksheets and slides. The NSO's data analyst and the UNICEF CO MICS focal point must attend the technical preparation day to check and validate data with facilitators. Workshop participants will be required to prepare a complete set of populated data tables prior to the workshop. This means that the anonymized MICS6 data sets should be available to the public.

Day 1 to Day 3 of the workshop will be devoted to group work, for the interpretation of data tables and action items based on results. After a one-day break, the final two days will be devoted to group presentations and discussions, identification of needs for further analysis, and planning for country-level implementation of the MICS-EAGLE Initiative.

Table 7. Global Workshop Activities

Main Activity Category	Activity	Responsibility	Estimated Time
Preparation for Global Workshop	Identify eligible countries, timing, discuss with COs	NYHQ/RO	3 months
	Develop concept note & summary agenda	NYHQ/RO	
	Send official invitation to ROs, then to COs & government	NYHQ/RO	
	Develop detailed workshop agenda	NYHQ/RO	
	Prepare presentations & workshop materials	NYHQ/RO/CO	
	Confirm participating countries	NYHQ/RO	
	Send out preparation materials	NYHQ/RO	
	Populate data tables for each country	Country Team	
	Arrange workshop logistics	CO/RO/NYHQ	
Global Workshop	Overall implementation	NYHQ/RO	7 days
	Prepare presentations	Country Team	
	Presentations & facilitation	NYHQ/RO/ Country Team	
	Workshop report & communication materials	NYHQ/RO	
	Country Teams finalize data tables & start drafting MICS-EAGLE implementation plan	Country Team	

Table 8. Generic Global Workshop Agenda

Technical Preparation	Workshop Day 1	Workshop Day 2
	Data Interpretation 2 topics	Data Interpretation 3 topics
Welcome / Introduction	Official Opening Remarks Group Photo	Recap
Homework check Presentation of solutions, Q&A, data clinic to correct: <ul style="list-style-type: none"> Codes Indicators Data tables Population table Charts Maps 	Participant introductions Workshop objectives & agenda MICS-EAGLE & SDG4 education data < Completion > Short lecture on completion rates Data & Findings <ul style="list-style-type: none"> Which level of education has the lowest completion rate and which grade is the bottleneck? What are the profiles of children who are not completing each level of education? How many children of each profile do not complete the relevant level of education? 	< Out-of-School Children > Short lecture on OOSC Data & Findings <ul style="list-style-type: none"> Which level of education has the highest OOSC rate? Which profiles of children are the most affected? How many children are OOS in each profile? Policy discussion & further analysis
Break	Break	Break
Data clinic continued	Policy discussion & further analysis <ul style="list-style-type: none"> Policy implications / legal framework & sector plan Additional analysis needed 	< Early Learning > Short lecture on ECE-Primary Nexus Data & Findings <ul style="list-style-type: none"> Are children ready to learn? Which children do not access early childhood education? What groups of children should policies & programmes target to improve the access to early childhood education? Policy discussion & further analysis
Lunch	Lunch	Lunch
Data clinic continued	< Skills > Short lecture on learning outcomes (Foundational Learning, Literacy, ICT) Data & Findings <ul style="list-style-type: none"> Are children developmentally on track and learning in early grades? Which children are not learning in early grades? How many children are not learning at the Grade 2/3 level? 	< Repetition & Dropouts > Short lecture on education inefficiency Data & Findings <ul style="list-style-type: none"> At which level & grade do children repeat the most? At which level & grade do children drop out the most? Which profiles of children repeat more often? Policy discussion & further analysis
Break	Break	Break
Feedback Q&A	Policy discussion & further analysis	Policy discussion & further analysis
	Feedback	Feedback
Facilitators Meeting	Facilitators Meeting	Facilitators Meeting

Workshop Day 3	Day Off / Preparation	Workshop Day 4	Workshop Day 5
Data Interpretation 3 topics		Country Presentations	Country Presentations
Recap	No session. Country Teams decide when to meet to discuss and prepare their presentations.	Recap	Recap
< Disabilities > Short Lecture on disability and education Data & Findings <ul style="list-style-type: none"> How prevalent are children with functional difficulties? Do children with functional difficulties learn less? Policy discussion & further analysis		<ul style="list-style-type: none"> Needs for further analysis Final preparation for presentations 	Country 5 Country 6
Break		Break	Break
< Child Marriage > Short Lecture on indicators Data & Findings <ul style="list-style-type: none"> Which children get married early? How does early marriage affect education outcomes? Policy discussion & further analysis		Presentation Q&A and discussion (1 hour per country) Country 1 Country 2	Country 7 Country 8
Lunch		Lunch	Lunch
< Child Labour > Short lecture on the definition of child labour Data & Findings <ul style="list-style-type: none"> Which children are working? How does child labour affect their education? Policy discussion & further analysis		Country 3	Personal Reflection & Summary Discussion
Break		Break	Break
<ul style="list-style-type: none"> MICS-EAGLE Country Implementation Plan Instructions for country presentations 		Country 4	Closing Remarks
Feedback		Feedback	Feedback
Facilitators Meeting		Facilitators Meeting	Facilitators Meeting

Expected Outcomes

By the end of the Global Workshop, participants will have:

- Produced country-specific education data tables, including profiles, headcounts and visualizations;
- Enhanced their skills and knowledge regarding how to interpret key education indicators using MICS6 data;
- Discussed key findings and policy implications based on MICS6 education data;
- Identified needs for additional analysis and prepared a list of further analyses to be conducted before their National Workshop;
- Broadened their awareness and knowledge of the MICS-EAGLE Initiative and tools; and
- Compiled a MICS-EAGLE National Implementation Plan and clarified roles and responsibilities.

MICS-EAGLE National Implementation Plan

While data tables and Factsheets are common to all three implementation options, CRs and National Implementation Plans are unique to Option 3. Country Teams are asked to draft an Implementation Plan with a timeline for their National Workshop. The timing of MICS-EAGLE Initiative implementation in each country depends on other events in the education sector, and it is advised that the Country Team (MOE, NSO, UNICEF) be strategic in their planning. The National Implementation Plan will be the first portion of each country presentation at the Global Workshop. This will help ROs/NYHQ in planning any technical support that may be required by the participating countries.

Data Tables & Visualizations

The MICS-EAGLE data tables (Excel files) are to be populated with MICS6 micro-data by a data-processing specialist such as an NSO staff member or a consultant hired for the Initiative. The consultant and the Country Team complete the data tables and consolidate the findings and interpretations before the Global Workshop, and the data visualizations are automated in the data tables. UNICEF ROs and NYHQ can be reached for technical support before and during the Global Workshop to deepen understanding of data generation and data interpretation and provide data validation support.

Country Policy Questionnaires

Country Policy Questionnaires complement MICS-EAGLE Factsheets by identifying the policies that guide a country's education system. Countries participating in a Global Workshop are to complete their questionnaires beforehand, as this will inform the policy analysis conducted during the workshop. At the end of each

Global Workshop, consolidated results from participating countries' questionnaires will be shared, providing participants with detailed information and insights on specific policy issues.

National Workshop

After the Global Workshop, one National Workshop is held per participating country, led by the Country Team. During the workshop, education stakeholders review what the Country Team presents based on the MICS-EAGLE data analysis and findings. Workshop participants then discuss data needs, policy implications and monitoring of proposed analyses or data-related actions. The discussion results will then be incorporated in the Country Report. For more details about National Workshops, please refer to the section on Option 2 above.

Further Analysis

At the conclusion of both the Global Workshop as well as the National Workshop, the Country Team can take advantage of all the inputs received and start the development of additional data analysis to complement the tables and charts already presented. This process ensures context-relevant data analysis through customization of the standard tables and charts.

As it expands its statistical analysis, the Country Team should refer to the Guidebook on Education Statistics, which provides valuable knowledge on how to use MICS as well as other household data surveys to calculate education indicators.



Table 9. Option 3 Activities

Main Activity Category	Activity	Responsibility	Estimated Time
Global Workshop	Workshop facilitation	NYHQ/RO	7 days
	Presentations	NYHQ/RO/ Country Team	
	Workshop report & communication materials	NYHQ/RO	
	Country Teams finalize data tables & start drafting MICS-EAGLE implementation plan	Country Team	
Draft Country Reports	Draft CRs based on data tables, interpretations & workshop results	Country Team	2 months
	Conduct data analysis if additional needs are raised at the Global Workshop	Country Team/ RO/NYHQ	
Preparation for National Workshop	Conduct pre-workshop consultation	Country Team	1 month
	Develop workshop agenda	Country Team	
	Identify participants	Country Team	
	Send official invitation	Country Team	
	Prepare presentations & workshop materials	Data Analyst & Country Team	
	Arrange workshop logistics	Country Team	
National Workshop	Overall implementation	Country Team	3 days
	Presentations & facilitation	Data Analyst & Country Team	
	Discuss findings & policy implications	Country Team & Participants	
Monitoring	Monitor implementation of the National Workshop and the impacts of the MICS-EAGLE Initiative	Country Team/ RO/NYHQ	1-2 years

Country Reports

Produced by the Country Team, the Country Report is the most important deliverable of the MICS-EAGLE Initiative. The CR presents evidence-based recommendations that summarize the actions needed for sectoral planning, monitoring and advocacy.

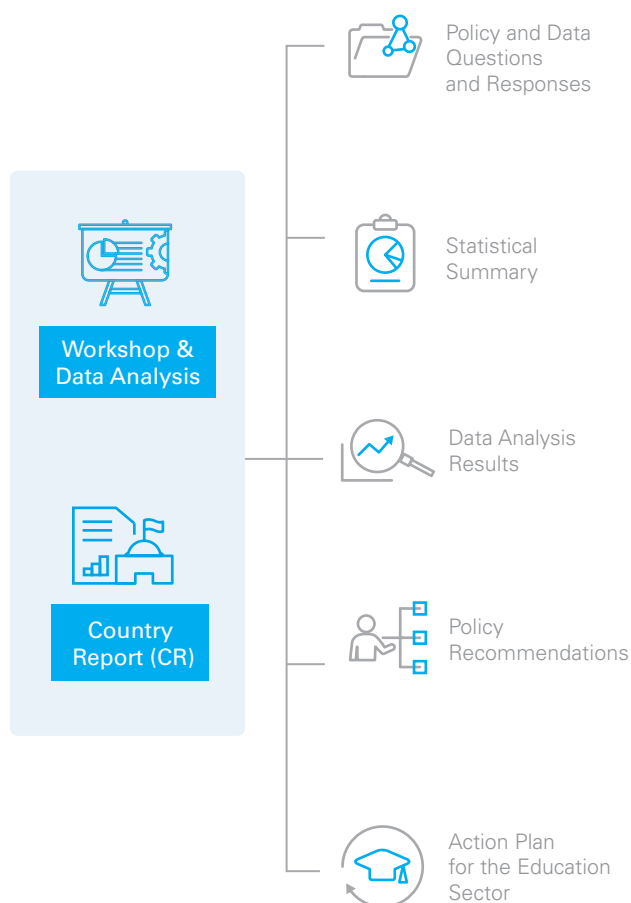
CRs draw primarily on the analysis of MICS data, combined with populated MICS-EAGLE data tables, as well as information acquired during pre- and post-workshop consultations with policymakers. The figures and charts in the CR are easy to interpret, which makes them a helpful tool for advocacy.

CRs are typically 70-100 pages in length and include many graphs and statistical tables. The process of drafting and reviewing the CR should take around two months, although the duration can be adjusted based on countries' priorities. Sample CRs can be found on the MICS-EAGLE web page.

CR contents support national SDG4 and education sector monitoring, evidence-based policy planning and advocacy. Typical CR features and contents include:

- In-depth thematic and cross-sectoral analysis to inform policy and programme discussions through compelling graphic presentation of results;
- Updated SDG4 indicators;
- Cross-tabulation plans and use of regression analysis to identify the factors associated with better education outcomes such as learning;
- Detailed profiles and headcounts of the most marginalized children in the education sector;
- Interaction of key indicators and the relative effect of individual and household characteristics on education outcomes; and
- A list of further analysis, and recommended actions and policy options discussed in the National Workshop.

Figure 1. MICS-EAGLE Country Report Contents



Writing Country Reports

Individuals tasked with writing CRs should refer to the sample outline and published reports posted on the MICS-EAGLE web page for guidance. Sample CRs for Lao PDR and Sierra Leone are currently available, and other CRs will be added as they are published.

The first step in drafting the CR is to create an outline, which should include the additional analyses suggested during the workshops. Ideally, the report should maintain the standard template and encompass all the further analyses recommended by the Country Team and National Workshop participants.

However, based on the country's data availability, it may be necessary to adapt the original topics and questions into an outline that better reflects the country's research and policy discussion. Questions that cannot be answered with available data should be noted at the end of the report in a chapter dedicated to data gaps.

After the Country Team agrees on an outline, it should proceed to fill out each chapter of the outline with tables and charts produced from the preliminary results, together with the tables and charts developed during the additional data analysis. After all the main chapters are prepared, the draft should be reviewed by relevant stakeholders. While the Country Team waits for the first round of comments, it can proceed to drafting the

conclusion, the executive summary and the preface. Initial feedback may require additional statistical analysis or further consultation with policymakers. As the discussions held during the National Workshop provide useful insights, there should be post-workshop consultations and discussions to review the draft report among the Country Team.

Finalizing the CR for publication requires substantial involvement by the CO in terms of editing, design and translation, if applicable. All these activities can take more than a month and therefore should be initiated as soon as the final draft is agreed on by the Country Team.

Once the report is complete, a launch event should be organized to increase the reach and visibility of the publication. Besides the report itself, other materials should be prepared for the launch. The consultant is in charge of helping the government prepare presentations for the launch event that explain the most important findings and policy discussion results.

After the launch, the report should be made available to the public on the MICS-EAGLE web page. In parallel, to give more visibility to the findings, it is recommended that the lead analyst/consultant in the Country Team prepare blog posts, which convey interesting results from the report that may be of interest to the general public.

Monitoring MICS-EAGLE Implementation

In order to incorporate lessons learned over the course of the Initiative, participating countries, ROs and NYHQ will track short-, mid-, and long-term deliverables. Short-term deliverables to be monitored against each country's MICS-EAGLE Implementation Plan are the Factsheet, workshops, workshop outcomes and conference proceedings. Feedback from Country Teams and workshop participants are also valuable in understanding and improving the impact of MICS-EAGLE workshops. Mid-term deliverables are the Country Reports, while long-term deliverables are the regional and global reports.

MICS-EAGLE monitoring items will accrue at the country, regional and global level as MICS-EAGLE is implemented over the course of several years. Reviewing these products and conducting monitoring and evaluation exercises can clarify which activities, items and processes were or were not relevant, effective, efficient, impactful and/or sustainable.



With newly developed tools and processes such as the MICS-EAGLE data tables, the MICS-EAGLE Initiative will reveal the unique challenges each country's education sector faces. On a rolling basis, country and regional reports will be added to the MICS-EAGLE web page, creating a platform for mutual learning across continents. In coming years, global reports on MICS-EAGLE will be produced, focusing on early learning, parental involvement in education, disability, ICT skills, and equity from pre-primary to upper secondary education.

More technical training and capacity development activities are planned for a wider audience. Various training programmes are being developed to address long-term capacity issues. Ideas include online self-learning courses developed in partnership with academic institutions, an inter-university network for applied household education data analysis for SDG4 monitoring and evidence-based education planning, and education planning courses to train education stakeholders to conduct statistical analysis of the education sector.

The tools developed for the MICS-EAGLE Initiative are applicable to other household surveys and data sources and contribute to promoting a culture of evidence-based policy, programming and planning. The benefits of full utilization of household surveys—filling data gaps, promoting a culture of data in decision making, strengthening the data analysis capacities of education actors, and bridging data to sectoral and cross-sectoral actions—will have a profound impact that improves the equity, efficiency and quality of education for children worldwide.

Annexes

Annex 1

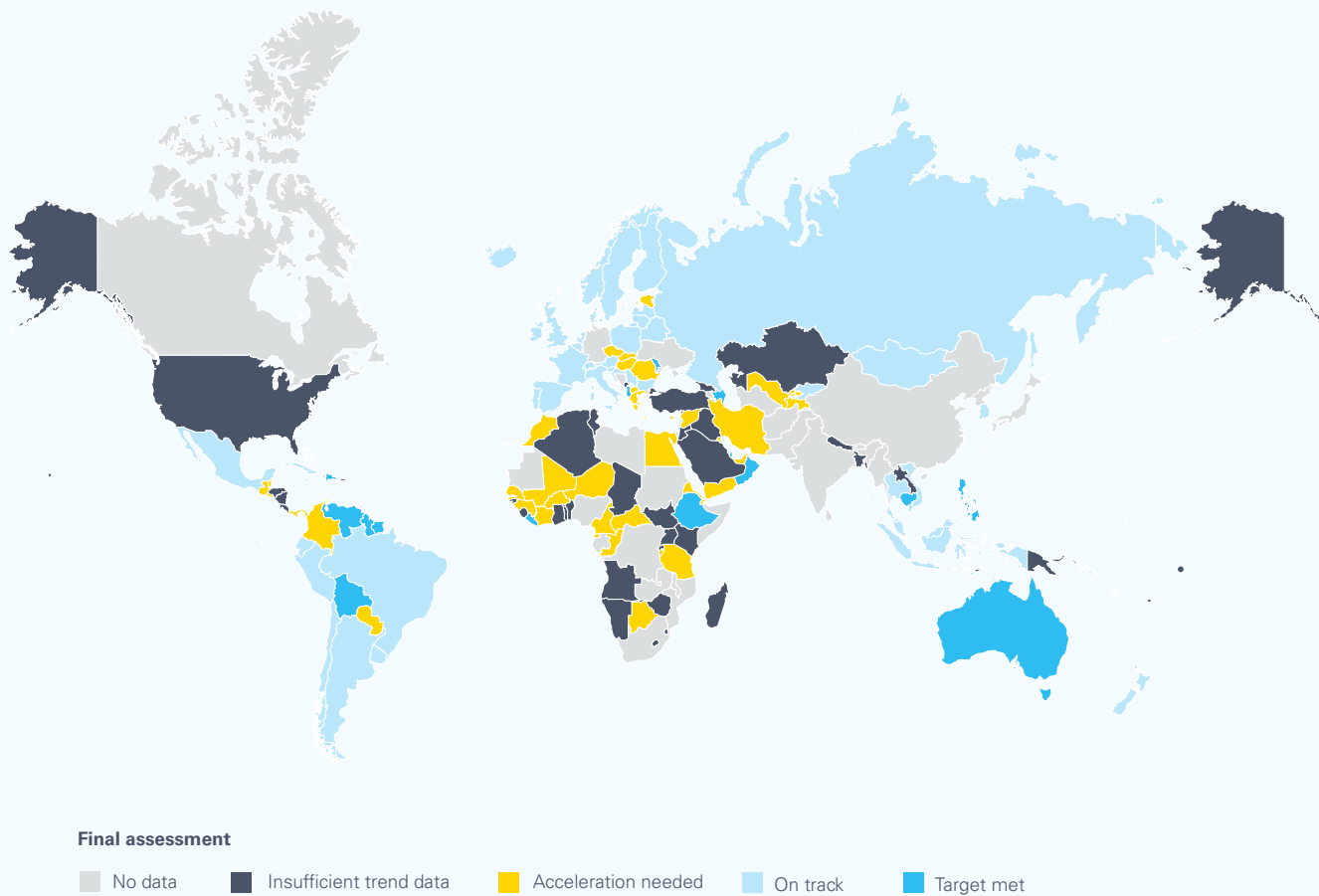
The MICS-EAGLE Conceptual Framework

At the global, regional and national levels, education stakeholders are facing serious data gaps in monitoring progress towards SDG4 goals, and many countries risk not achieving SDG4 targets by 2030. For example, Figure 2 shows that a large number of countries fall short in terms of SDG4.2.2, “Participation rate in organized learning (one year before the official primary entry age), by sex.” 19 percent of countries have no data, 22 percent of countries have insufficient data, and

24 percent of countries will require accelerated efforts to meet the SDG4.2.2 targets by 2030.

This alarming situation calls for joint efforts among governments and partners including UNICEF to identify data gaps and invest in data collection and analysis, as well as to increase efforts to address the issues identified by available data.

Figure 2. Progress in Achieving SDG4.2.2 Targets



Source: UNESCO Institute for Statistics (UIS), 2019

Table 10. Summary of MICS6 Countries and Surveys (as of September 2019)¹

Region	No. of MICS6 Countries	No. of MICS6 Surveys	Survey Year							
			2017	2017-18	2018	2018-19	2019	2019-20	2020	2021
East Asia and the Pacific	10	10	2		1	1	5		1	
Eastern and Southern Africa	5	5			2		3			
Europe and Central Asia	12	17			4	2	6		3	2
Latin America and Caribbean	12	12			2		5	3	2	
Middle East and North Africa	7	7			2	1	1	3		
South Asia	3	7		1		1	5			
West and Central Africa	10	10	2	2	1	2	2		1	
Total	59	68	4	3	12	7	27	6	7	2

¹ The most recent list of MICS6 countries can be found at the MICS website: <http://mics.unicef.org/surveys>.

*Note: 'Survey year' is the year of data collection, not of completion or data release. Some countries produce more than one survey to cover, for example, a certain ethnic group (e.g. Roma settlements) or area of the country (e.g. Pakistani provinces).

MICS6 Fills Data Gaps

MICS6 was launched in 2017 with data innovations to better reflect measurement of the SDGs and to address data availability issues. Three of the key education innovations involve assessment of early grades learning that will greatly enhance global understanding of educational outcomes and the factors contributing to learning outcomes, collection of data on parental involvement, and collection of data on ICT skills among youth and adults.

The Foundational Learning Skills (FL) module assesses learning outcomes in reading and numeracy skills expected for Grade 2 or 3 levels, covering both in-school and out-of-school children aged between 7-14 years old, which provides data for SDG4.1.1.a. The Parental Involvement (PR) module collects data about the learning environment at home and the extent to which parents are involved in the child's education at school. The Mass Media and ICT module collects data on ICT skills covering nine ICT activities among youth and adults who are older than 15 years of age. These new modules help shed light on foundational learning and parental

participation in education through a global household survey programme for the first time.

Furthermore, MICS6 offers modules on child disability (Child Functioning) and other critical information which helps assess children's skills and identify education issues around learning and equity for the most marginalized and vulnerable individuals. These changes reinforce the value of MICS6 as a leading household survey in the field of education globally.

These and other education data collected by MICS6 play a critical role in calculating SDG indicators, including 4.1.1.a (learning), 4.2.1 (early childhood development), 4.2.2 (access to pre-primary education), 4.4.1 (ICT skills) and 4.5.1 (equity with a focus on disability). A summary of SDG4 Global and Thematic Indicators and the corresponding MICS6 modules is shown in Table 11.²

² In some cases, localization of SDG4 indicators is needed as definitions of some indicators have not been finalized and countries may not have all the information needed to report an indicator.

Table 11. SDG4 Indicators and Corresponding MICS6 Modules

SDG4 Indicator	% of Countries with Data	Indicator Description	Corresponding MICS Module
SDG 4.1.1.a	62%	Proportion of children and young people in Grade 2 or 3 in (i) reading and (ii) mathematics, by sex	Foundational Learning Skills (FL) – <i>new module in MICS6</i>
SDG 4.2.1	42%	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	Children Under Five (EC)
SDG 4.2.2	87%	Participation rate in organized learning (one year before the official primary entry age), by sex	Education (ED)
SDG 4.4.4	58%	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Mass Media and ICT (MMT) – <i>new module in MICS6</i>
SDG 4.5.1	28%	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	Child Functioning (FCF) – <i>new module in MICS6</i>
Various	--	Disaggregation and regression analysis of the above mentioned SDG4 indicators with parent's participation in education. Data available in the PR module	Parental Involvement Module (PR) – <i>new module in MICS6</i>

In addition to the changes in the MICS questionnaires and modules mentioned above, MICS6 introduces an improved reporting mechanism to facilitate faster dissemination of findings. MICS6 Survey Finding Reports (SFR) are more concise, and a companion document called a Snapshot provides graphic presentation of key indicators by sector and theme.

MICS-EAGLE introduces a third set of documents—Factsheets and Country Reports—that go beyond the SFRs and Snapshots to provide in-depth sectoral analysis.

Data Utilization Issues

In addition to data availability, low data utilization is also an issue, and there is a need to foster a more evidence-based culture in MOEs and UNICEF offices. Many governments experience a negative feedback loop in terms of data issues in which low awareness and prioritization of data production and utilization lead to sub-optimal resource allocation for data collection and quality control. This in turn results in poor data quality and lack of confidence in its utility and results, reinforcing a weak culture of evidence.

Four other factors contribute to the usage of household survey data for policy purposes. The first is **ownership**, which is deeply rooted in the structure and design of data analysis reports. Sectoral decision makers and statistics offices—the agencies that generate and use data—should jointly discuss and agree on the outline and structure of the report to maximize its utility.

This second issue could be expressed as a lack of **demand-driven analysis**. SFRs often do not provide the specific information needed to answer targeted policy questions. In general, they provide some disaggregation in a systematic manner using descriptive statistics. However, they do not necessarily enable maximum use of data, because they (a) lack cross-tabulation to identify target groups for specific policy discussions; (b) lack cross-tabulation between indicators (e.g. education outcomes and child protection outcomes); (c) do not include regression analysis to weigh the relative impact of various factors (e.g., parental involvement at school and home, wealth, location, disability and so on); and (d) do not provide information about the total number of children targeted.

Third, there is a lack of **data-policy integration**. Household survey reports alone do not automatically come with key messages, relevant policy analysis or recommended actions. Existing statistical reports normally provide tables and some selected charts. Instead, important findings should be presented in a more user-friendly way, particularly to enable government and sector decision makers to take away key messages more easily.

Lastly, lack of **understanding and awareness of survey data** in education sectoral monitoring inevitably leads to low utilization. Tracking availability of education data in various surveys is not an easy task for many MOE and data users. There is a need to bridge this knowledge gap between NSOs and MOEs as well as education stakeholders so that these rich data sources can be utilized to enhance education sector analysis, planning, programming and monitoring.

Greater and more effective utilization of data requires important dialogue within UNICEF and with education decision makers to understand what data are available through household surveys, how relevant they are to the education sectoral programme and decision-making, and how the findings will be used in practice.

MICS-EAGLE Improves Data Utilization

The MICS-EAGLE Initiative and deliverables are designed to address the four data utilization issues described above.

1. Ownership

The MICS-EAGLE Initiative involves MOE decision makers and data end-users in data analysis, interpretation and discussion on findings through MICS-EAGLE workshops as well as consultations. The process of developing MICS-EAGLE Country Reports increases the data's relevance and ensures ownership of the analysis findings. National Workshops and related activities that lead toward CR publication are led by Country Teams, which consist of the MOE Director of Planning, MOE data focal point, NSO statistician and UNICEF focal points for Education and MICS.

2. Demand-driven analysis

The MICS-EAGLE Initiative incorporates layers of consultation before and after data analysis is conducted. National Workshops are another venue for collecting feedback and additional needs for analysis. This process ensures that the CR provides statistical analyses in response to the needs and data demands identified by country participants.

3. Data-policy integration

Country Teams set the timing of the MICS-EAGLE Initiative so it links to sectoral activities such as education sector analysis, situation analysis or joint country programme development. MICS-EAGLE Factsheets and CRs provide various visualizations of the data analysis results on key education topics. Decision makers and stakeholders can use these visualizations to advocate for sectoral actions.

4. Improved knowledge in data availabilities and usage

MICS-EAGLE workshops provide a comprehensive introduction to MICS data that can be used for education policy discussions and filling data gaps. The Global Workshop offers more intensive capacity development sessions on the MICS-EAGLE data tables and data interpretations.

Annex 2

List of MICS6 Countries & Surveys (as of September 2019)

Region	Country/Survey	Survey Year
EAP	Korea, Democratic People's Republic of	2017
	Lao People's Democratic Republic	2017
	Mongolia	2018
	Kiribati	2018-2019
	Nauru	2019
	Samoa	2019
	Thailand	2019
	Tonga	2019
	Tuvalu	2019
	Fiji	2020
ESA	Lesotho	2018
	Madagascar	2018
	Eswatini	2019
	Malawi	2019
	Zimbabwe	2019
ECA	Georgia	2018
	Kyrgyzstan	2018
	Montenegro (Roma settlements)	2018
	Montenegro	2018
	North Macedonia, Republic of (Roma settlements)	2018-2019
	North Macedonia, Republic of	2018-2019
	Belarus	2019
	Kosovo under UNSC res. 1244 (Roma settlements)	2019
	Kosovo under UNSC res. 1244	2019
	Serbia (Roma settlements)	2019
	Serbia	2019
	Turkmenistan	2019
	Bosnia and Herzegovina (Roma settlements)	2020
	Bosnia and Herzegovina	2020
	Uzbekistan	2020
	Azerbaijan	2021
	Kazakhstan	2021

Region	Country/Survey	Survey Year
LAC	Costa Rica	2018
	Suriname	2018
	Argentina	2019
	Cuba	2019
	Dominican Republic	2019
	Guyana	2019
	Honduras	2019
	Saint Lucia	2019-2020
	Trinidad and Tobago	2019-2020
	Turks and Caicos Islands	2019-2020
	El Salvador	2020
	Jamaica	2020
MENA	Iraq	2018
	Tunisia	2018
	Algeria	2018-2019
	Sudan	2019
	Lebanon	2019-2020
	State of Palestine	2019-2020
	Yemen	2019-2020
SA	Pakistan (Punjab)	2017-2018
	Pakistan (Sindh)	2018-2019
	Bangladesh	2019
	Nepal	2019
	Pakistan (Azad Jammu and Kashmir)	2019
	Pakistan (Balochistan)	2019
	Pakistan (Khyber Pakhtunkhwa)	2019
WCA	Sierra Leone	2017
	Togo	2017
	Congo, Democratic Republic of the	2017-2018
	Ghana	2017-2018
	Gambia	2018
	Central African Republic	2018-2019
	Guinea-Bissau	2018-2019
	Chad	2019
	Sao Tome and Principe	2019
	Benin	2020

Annex 3

New Indicators, Analysis & Visualizations for MICS-EAGLE Country Reports

1. New MICS6 Indicators Complement MICS Survey Finding Reports (SFRs)

This section presents the new indicators introduced in MICS6, which complement the indicators already available in the SFR tables. The full list of indicators will be included in each country's data tables, and further disaggregated to enable enhanced analysis, as described in the following section. The new MICS6 indicators are:

- Repetition rate
 - o By grade
 - o By disability
- Dropout rate
 - o By grade
 - o By disability
- Youth literacy (from the men/women questionnaire)
 - o By several socio-economic variables
 - o By education attainment
 - o By child marriage status
- Youth ICT skills (from the men/women questionnaire)
 - o By several socio-economic variables
 - o By education attainment
 - o By child marriage status
- Foundational skills (numeracy and reading from the questionnaire for children aged 5-17 years)
 - o By child labour status
 - o By disability

2. Further Analysis Complements MICS SFRs

This section presents topics for which data are already presented in the SFR, but that can be further analyzed after either the Global or National Workshop, following capacity development training. This means enhancing existing indicators to a more granular level of disaggregation, or generating crosstabulations that link two indicators together. For example, although numeracy skills are already available in the SFR for various levels of disaggregation, it's important to know the impacts of parental engagement or child discipline on numeracy skills. This analysis aims to answer questions like: "How much more likely are children to achieve numeracy skills if their parents participate more

actively in school?" or "Does violent discipline have a link with acquisition of reading skills?"

Examples of further analysis that may prove helpful include:

- Determinants of Early Childhood Development Index (ECDI)
 - o By school attendance
 - o By parental support
 - o By home environment
- Determinants of attendance
 - o By child labour
 - o By socio-economic status
 - o By disability
- Determinants of numeracy and reading skills
 - o By school attendance
 - o By child labour
 - o By early marriage
 - o By parental engagement
 - o By home environment
 - o By disability
- Determinants of child labour
 - o By socio-economic status
 - o By school attendance
- Youth ICT skills
 - o By education attainment
 - o By early marriage and socio-economic status
- Youth literacy
 - o By education attainment
 - o By early marriage and socio-economic status
- Inclusive education
 - o School attendance by level and disability
 - o Dropout and repetition rates by disability
 - o Out-of-school children by disability

3. New Data Visualizations Complement MICS SFRs

Country Teams are encouraged to produce Country Reports that use innovative ways of presenting data beyond what is available in the SFR. By showing information in a more clear and interesting way, data visualizations can be powerful tools for advocacy.

They should also present data in ways that are more informative, for example by including indicators that are usually presented as simple charts in a more elaborate fashion. Examples of information that can be presented using data visualizations include:

- Geographical discrepancies shown on regional maps.
- Profiles of the characteristics of vulnerable and disadvantaged children:
 - o Profile of children not learning
 - o Profile of children not completing school
 - o Profile of children out-of-school
 - o Profile of young children not developmentally on track or not attending school
 - o Profile of repeaters and dropouts
- Pathway analysis to understand the critical transition points within an education system to achieve universal secondary education.
- Age distribution by grade to assess the efficiency of the education system.
- Students in a given school level by wealth quintile to analyze the impact of education policies for students (e.g., free secondary education) from an equity perspective.
- Parental engagement by subsets of activities to understand parental engagement, which is closely associated with better education outcomes.

Annex 4

Sample MICS-EAGLE Factsheet

Profile of children not completing education



Findings

- Across all three levels, boys and men are less likely to complete an education level compared to girls and women.
- Men make up 66 per cent of those who do not complete primary education.
- Urban areas in Suriname are more populous and, for this reason, despite having higher completion rates, most children not completing education do live in urban areas.
- The poorest quintile is very overrepresented among those who did not complete each level of education and the difference is particularly striking for primary school, where they are 56 per cent of all non-completers.
- Maroons are also overrepresented among those who did not complete each level of education and the difference is particularly striking for primary school, where they are 56 per cent of all non-completers.



Annex 5

List of SDG4 & MICS Indicators

Indicator Framework	Target	Target Name	Sub-target	Can Be Calculated with MICS?	Module	MICS Indicator
SDG4	4.1.1 (a)	Primary Education	Proportion of children and young people in Grade 2 or 3 in (i) reading and (ii) mathematics, by sex	YES	FL	LN22
SDG4	4.1.1 (b)	Primary Education	Proportion of children and young people at the end of primary in (i) reading and (ii) mathematics, by sex	NO		
SDG4	4.1.1 (c)	Secondary Education	Proportion of children and young people at the end of lower secondary in (i) reading and (ii) mathematics, by sex	NO		
SDG4	4.1.2	Primary and Secondary Education	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	NO		
SDG4	4.1.3	Primary and Secondary Education	Gross intake ratio to the last grade (primary education, lower secondary education)	YES	ED	LN7
SDG4	4.1.4	Primary and Secondary Education	Completion rate (primary education, lower secondary education, upper secondary education)	YES	ED	LN8
SDG4	4.1.5	Primary and Secondary Education	Out-of-school rate (primary education, lower secondary education, upper secondary education)	YES	ED	LN6
SDG4	4.1.6	Primary and Secondary Education	Percentage of children over-age for grade (primary education, lower secondary education)	YES	ED	LN10
SDG4	4.1.7	Primary and Secondary Education	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	NO		
SDG4	4.2.1	Early Childhood	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	YES	EC	
SDG4	4.2.2	Early Childhood	Participation rate in organized learning (one year before the official primary entry age), by sex	YES	UB	LN2
SDG4	4.2.3	Early Childhood	Percentage of children under 5 years experiencing positive and stimulating home learning environments	YES	UB	
SDG4	4.2.4	Early Childhood	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	YES	UB	
SDG4	4.2.5	Early Childhood	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	NO		
SDG4	4.3.1	TVET and Higher Education	Participation rate of youth and adults in formal and in-formal education and training in the previous 12 months, by sex	NO		
SDG4	4.3.2	TVET and Higher Education	Gross enrolment ratio for tertiary education, by sex	YES	ED	

Indicator Framework	Target	Target Name	Sub-target	Can Be Calculated with MICS?	Module	MICS Indicator
SDG4	4.3.3	TVET and Higher Education	Participation rate in technical-vocational programmes (15- to 24-year-olds), by sex	NO		
SDG4	4.4.1	Skills for work	Proportion of youth and adults with ICT skills, by type of skill	YES		
SDG4	4.4.2	Skills for work	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	YES		
SDG4	4.4.3	Skills for work	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	YES	ED	
SDG4	4.5.1	Equity	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	YES	ED	LN11
SDG4	4.5.2	Equity	Percentage of students in primary education whose first or home language is the language of instruction	YES	FL	LN20
SDG4	4.5.3	Equity	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	NO		
SDG4	4.5.4	Equity	Education expenditure per student, by level of education and source of funding	NO		
SDG4	4.5.5	Equity	Percentage of total aid to education allocated to least developed countries	NO		
SDG4	4.6.1	Literacy and Numeracy	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	PARTIALLY YES	FL	
SDG4	4.6.2	Literacy and Numeracy	Youth/adult literacy rate	YES	MWB/ WB	
SDG4	4.6.3	Literacy and Numeracy	Participation rate of illiterate youth/adults in literacy programmes	NO		
SDG4	4.7.1	Global Citizenship	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment	NO		
SDG4	4.7.2	Global Citizenship	Percentage of schools that provide life skills-based HIV and sexuality education	NO		
SDG4	4.7.3	Global Citizenship	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (per UNGA Resolution 59/113)	NO		

Indicator Framework	Target	Target Name	Sub-target	Can Be Calculated with MICS?	Module	MICS Indicator
SDG4	4.7.4	Global Citizenship	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	NO		
SDG4	4.7.5	Global Citizenship	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	NO		
SDG4	4.a.1	School Environment	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; and (c) computers for pedagogical purposes	NO		
SDG4	4.a.2	School Environment	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities	NO		
SDG4	4.a.2	School Environment	Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (per the WASH indicator definitions)	NO		
SDG4	4.a.2	School Environment	Percentage of students experiencing bullying in the last 12 months	NO		
SDG4	4.a.3	School Environment	Number of attacks on students, personnel and institutions	NO		
SDG4	4.b.1	Scholarships	Volume of official development assistance flows for scholarships by sector and type of study	NO		
SDG4	4.b.2	Scholarships	Number of higher education scholarships awarded by beneficiary country	NO		
SDG4	4.c.1	Teachers	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum teacher (e.g., pedagogical), pre-service or in-service training required for teaching at the relevant level in a given country, by sex	NO		
SDG4	4.c.2	Teachers	Pupil-trained teacher ratio by education level	NO		
SDG4	4.c.3	Teachers	Percentage of qualified teachers according to national standards by education level and type of institution	NO		
SDG4	4.c.4	Teachers	Pupil-qualified teacher ratio by education level	NO		
SDG4	4.c.5	Teachers	Average teacher salary relative to other professions requiring a comparable level of qualification	NO		
SDG4	4.c.6	Teachers	Teacher attrition rate by education level	NO		
SDG4	4.c.7	Teachers	Percentage of teachers who received in-service training in the last 12 months by type of training	NO		
MICS	LN.1	Attendance to early childhood education	Percentage of children age 36-59 months who are attending an early childhood education programme	YES	UB	LN.1
MICS	LN.3	School Readiness	Percentage of children attending the first grade of primary school who attended an early childhood education programme during the previous school year	YES	ED	LN.3

Indicator Framework	Target	Target Name	Sub-target	Can Be Calculated with MICS?	Module	MICS Indicator
MICS	LN.4	Net intake rate in primary education	Percentage of children of school-entry age who enter the first grade of primary school	YES	ED	LN.4
MICS	LN.5a	Net attendance ratio (adjusted)	Percentage of children of primary school age currently attending primary or secondary school	YES	ED	LN.5a
MICS	LN.5b	Net attendance ratio (adjusted)	Percentage of children of lower secondary school age currently attending lower secondary school or higher	YES	ED	LN.5b
MICS	LN.5c	Net attendance ratio (adjusted)	Percentage of children of upper secondary school age currently attending upper secondary school or higher	YES	ED	LN.5c
MICS	LN.9	Effective transition rate to lower secondary school	Percentage of children attending the last grade of primary school during the previous school year who are not repeating the last grade of primary school and in the first grade of lower secondary school during the current school year	YES	ED	LN.9
MICS	LN.12	Availability of information on children's school performance	Percentage of children age 7-14 years attending schools that provide student report cards to parents	YES	PR	LN.12
MICS	LN.13	Opportunity to participate in school management	Percentage of children age 7-14 years attending schools whose school governing body is open to parental participation, as reported by respondents	YES	PR	LN.13
MICS	LN.14	Participation in school management	Percentage of children age 7-14 years attending school for whom an adult household member participated in school governing body meetings	YES	PR	LN.14
MICS	LN.15	Effective participation in school management	Percentage of children age 7-14 years attending school for whom an adult household member attended a school governing body meeting in which key education/financial issues were discussed	YES	PR	LN.15
MICS	LN.16	Discussion with teachers regarding children's progress	Percentage of children age 7-14 years attending school for whom an adult household member discussed the child's progress with teachers	YES	PR	LN.16
MICS	LN.17	Contact with school concerning teacher strikes or absences	Percentage of children age 7-14 years attending school who could not attend class due to a teacher strike or absence and for whom an adult household member contacted school representatives when child could not attend class	YES	PR	LN.17
MICS	LN.18	Availability of books at home	Percentage of children age 7-14 years who have three or more books to read at home	YES	PR	LN.18
MICS	LN.19	Reading habits at home	Percentage of children age 7-14 years who read books or are read to at home	YES	FL	LN.19
MICS	LN.21	Support with homework	Percentage of children age 7-14 years attending school who have homework and received help with homework	YES	PR	LN.21

Annex 6

Draft Terms of Reference for MICS-EAGLE Consultants

Background and Rationale

The MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative seeks to leverage the rich data generated by MICS6 to positively influence education policy and practices, and thereby achieve better education outcomes for children through evidence-based situation and policy analyses. Analysis of MICS6 data contributes to critical education sector development processes and can focus on different aspects depending on country's needs.

Thematic analysis of education using MICS6 aims to complement existing MICS data analysis by conducting in-depth analysis to generate evidence which is not available through regular MICS reports. Additional in-depth analyses include (a) further disaggregation based on national priorities (e.g. children with disabilities and attendance); (b) cross-tabulation among indicators (e.g. cross-tabulation of learning outcomes and education environments at home, or child labour status); and (c) regression analysis (e.g. estimating relative impacts of gender, location, socio-economic status, and ethnic group on school attendance).

To ensure the evidence produced has direct and significant implications for ongoing policy discussion at the country level, the MICS-EAGLE analysis plan for the education thematic report (hereafter, Country Report or CR) is adapted to local contexts. This customization relies on consultations with the Ministry of Education (MOE), National Statistics Office (NSO), education actors and UNICEF Country Office (CO) Education and MICS focal points with technical support by the Regional Office (RO) and New York Headquarters (NYHQ) Data and Analytics Section.

Key findings, priority issues and sectoral actions discussed locally and compiled in the CR will provide specific linkages between the analysis results and ongoing policy discussion along with the local education sector plan. In order to fully utilize existing evidence from other sources and further promote evidence-based policy planning and advocacy, National Workshop participants will identify needs for further analysis which can be incorporated in the CR.

Tasks and Activities

The consultant will:

1. Analyze the country's MICS6 data using the MICS-EAGLE templates (Excel) and UNICEF statistical guidebook (STATA and SPSS);
2. Carry out a desk/literature review of the country's existing policies and education sector plan;
3. Participate and assist in the organization of a MICS-EAGLE Global or National workshop, if available, as a member of the Country Team;
4. Facilitate consultations with MOE decisionmakers, such as the Director of Planning, and NSO officials before and after the National Workshop;
5. Prepare, facilitate and implement a MICS-EAGLE National Workshop;
6. Conduct a post-workshop consultation with the relevant departments in the MOE and other stakeholders;
7. Draft and finalize a CR;
8. Develop a monitoring plan for policy recommendations; and
9. Perform other activities as requested.

Specific activities include:

Consultations

Conduct consultations with the MOE and NSO throughout the MICS-EAGLE process to finalize analysis and to draft policy recommendations and action plans for presentation at the National Workshop.

Data Analyses

- Fill out the MICS-EAGLE data tables, and guide NSO and MOE data focal points through the tables and interpretation of the data visualizations
- Present the preliminary findings to CO and MOE decision makers and incorporate their comments in customizing the CR
- Conduct additional data analysis based on results from consultations and the workshop

National Workshop

- Prepare National Workshop materials (e.g. presentations, handouts, group work)
- Facilitate discussions with participants to understand the findings and their implications to education policies and sector activities
- Report on and compile the workshop results

Country Report

- Incorporate the discussion and results from the National Workshop into the CR
- Share the draft CR, gather and reflect input from various partners, and finalize the CR for publication

Other

- Draft communication materials (e.g. for local news, the CO website, and/or the MICS website), including two blog posts on key findings from the CR
- Promote understanding of the MICS-EAGLE Initiative among education stakeholders in the country
- Consult the RO regarding technical issues (e.g. customizing data tables, additional analysis, CR) and make suggestions for improving the MICS-EAGLE Initiative

Expected Outputs

- Populated MICS-EAGLE data tables with visualizations
- Draft presentations for the National Workshop based on pre-workshop local consultations
- Successful implementation of the National Workshop and workshop products (e.g. agreed sectoral actions, monitoring framework, list of needs for further analysis)
- Final draft CR that incorporates policy recommendations, sectoral action plans and comments from partners, reflecting discussions of the National Workshop and additional data analysis based on the workshop results and post-workshop consultations
- Two blog posts
- A monitoring framework for the MICS-EAGLE Country Implementation Plan developed by the Country Team

Key competencies, technical background, and experience required:

- Advanced university degree in education, social sciences or another relevant field
- A minimum 8 years of relevant professional work experience in policy discussion, consultation with government, advocacy, and strategy development in the education sector. Experience in sector planning and sector review is an advantage.
- Excellent drafting skills and experience publishing reports with substantial data analysis
- Strong quantitative skills and the capacity to analyze education indicators from household survey micro-data. The ability to use advanced Excel and either SPSS or STATA is required.
- Knowledge of and familiarity with national and international education goals
- Excellent command of relevant UN and local languages
- Ability to work under tight deadlines
- Excellent communication skills, flexibility and willingness to understand fluctuating country contexts and to accommodate various local demands

Remuneration

Payment will be made upon the satisfactory and timely submission and approval of the deliverables and not based on the actual number of days worked. The final outputs must reflect all comments provided during the review process. Failure to finalize the outputs within the deadlines indicated below will result in cancellation of the present agreement. The consultant is not entitled to payment of overtime. All remuneration must be within the scope of the specified agreement.

Timeframe

Start date: xxxx 20xx End date: xxxx 20xx

Deliverables	Duration (Estimated # of Days)	Deadline
Populate MICS-EAGLE data tables with visualizations and validate the estimates	12 days	xxx
Draft presentations in the National Workshop based on pre-workshop local consultations	3 days	xxx
Successful implementation of the National Workshop and workshop products (e.g. agreed sectoral actions, monitoring framework, list of needs for further analysis)	10 days	xxx
Final draft CR that incorporates policy recommendations, sectoral action plans and comments from partners, reflecting discussions of the National Workshop and additional data analysis based on the workshop results and post-workshop consultations	21 days	xxx
Two blog posts	3 days	xxx
Monitoring Framework for the MICS-EAGLE Country Implementation Plan	1 day	xxx
Total	50 days	



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