

MICS-Education Analysis for Global Learning and Equity Initiative

Conceptual and Implementation Framework 2018

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June 2018

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Solanyi Vanesa Ortiz, 13 years old, is seen in her class at the El Diviso school in El Diviso, Narino, Colombia.

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LIST OF ABBREVIATIONS

ANAR	Adjusted Net Attendance Rate
CO	Country Office
CP	Child Protection
CR	(Education Thematic) Country Report
D&A	Data and Analytics Section
DHS	Demographic and Health Survey
DRP	Division of Data, Research and Policy
EAP	East Asia and the Pacific
EBPD (note)	Evidence-Based Policy Discussion note
ECA	Eastern and Central Europe
ECDI	Early Childhood Development Index
ECE	Early Childhood Education
ESA	Eastern and Southern Africa
FL module	Foundational Learning Skills Module
GAR	Gross Attendance Rate
GER	Gross Enrolment Rate/Ratio
HQ	Headquarters
LAC	Latin America and Caribbean
MENA	Middle East and North Africa
MICS	Multiple Indicator Cluster Survey
MICS-EAGLE	MICS-Education Analysis for Global Learning and Equity
MOE	Ministry of Education
NAR	Net Attendance Rate
NSO	National Statistics Office
PD	Programme Division
PR module	Parental Involvement module
RO	Regional Office
SA	South Asia
SDG	Sustainable Development Goal
SES	Socio-Economic Status
TOR	Terms of Reference
WCA	Western and Central Africa

PREAMBLE

This document provides the conceptual and implementation framework of the MICS-Education Analysis for the Global Learning and Equity (MICS-EAGLE) Initiative by highlighting the rationales, objectives and innovations that the MICS-EAGLE Initiative addresses regarding data availability and utilizations issues. The document also provides descriptions of programmatic processes and division of labour. The document mainly targets UNICEF staff in the fields of Education, MICS and Monitoring and Evaluation in Country and Regional Offices.



SECTION 1: INTRODUCTION

Data Availability and Utilization Issues

Globally, much progress has been made in the education sector in terms of reducing out-of-school children, adolescents and youth of primary and secondary school age from 377.5 million in 2000 to 263.0 million in 2016 (UNESCO Institute for Statistics, 2018), establishing better coordination mechanisms in both development and emergency contexts (e.g. The Global Partnership for Education, and Education Cannot Wait Fund), developing education sector plans and monitoring frameworks in more than 60 countries, and finalizing a comprehensive global framework to monitor education (SDG4 targets and indicators). However, there is a strong recognition among the global education community of persistent data challenges in the education sector, particularly in low- and lower-middle income countries in terms of data **availability** to plan, monitor and evaluate education policies and programmes, and of data **utilization for policymaking**, i.e. evidence-based policy discussions that fully utilize available education data. The SDG4 questionnaire in 2017 found that **data and monitoring for SDG4** was identified to be the top challenge for education

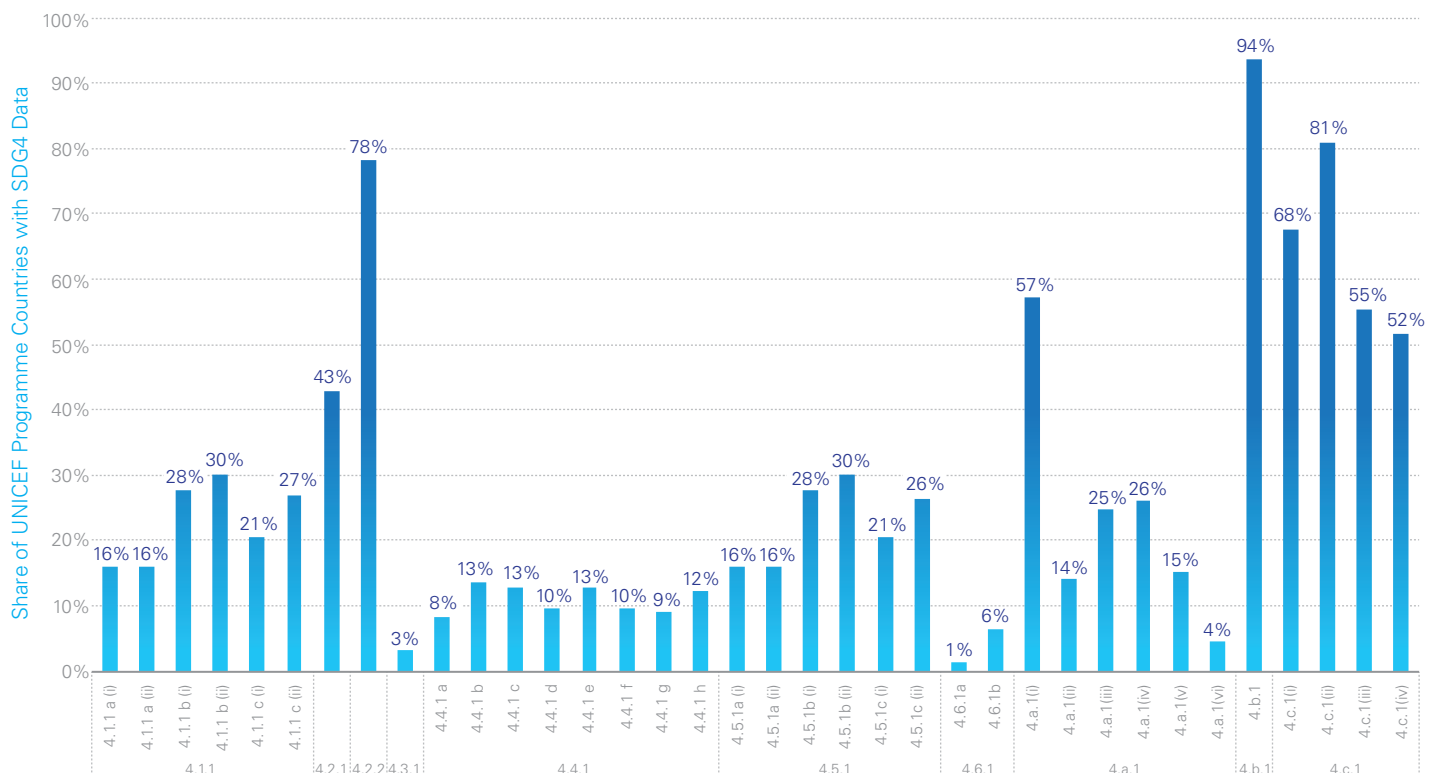
chiefs in UNICEF Country Offices (COs), with respect to capacity development for government and other education stakeholders.

Data Availability

At the global, regional and national levels, the education communities are facing serious data gap issues. The figure below shows the significant lack of data across SDG4 Global and Thematic Indicators, expressed as percentage among countries with UNICEF programmes. The data coverage for most indicators is below 50 per cent, suggesting that many of those countries are suffering from lack of data (Fig.1). Figure 2 shows that, based on the officially reported SDG4 indicators to United Nations Statistics Division, many countries not only lack adequate data, but also risk not achieving SDG4 targets by 2030 as follows:

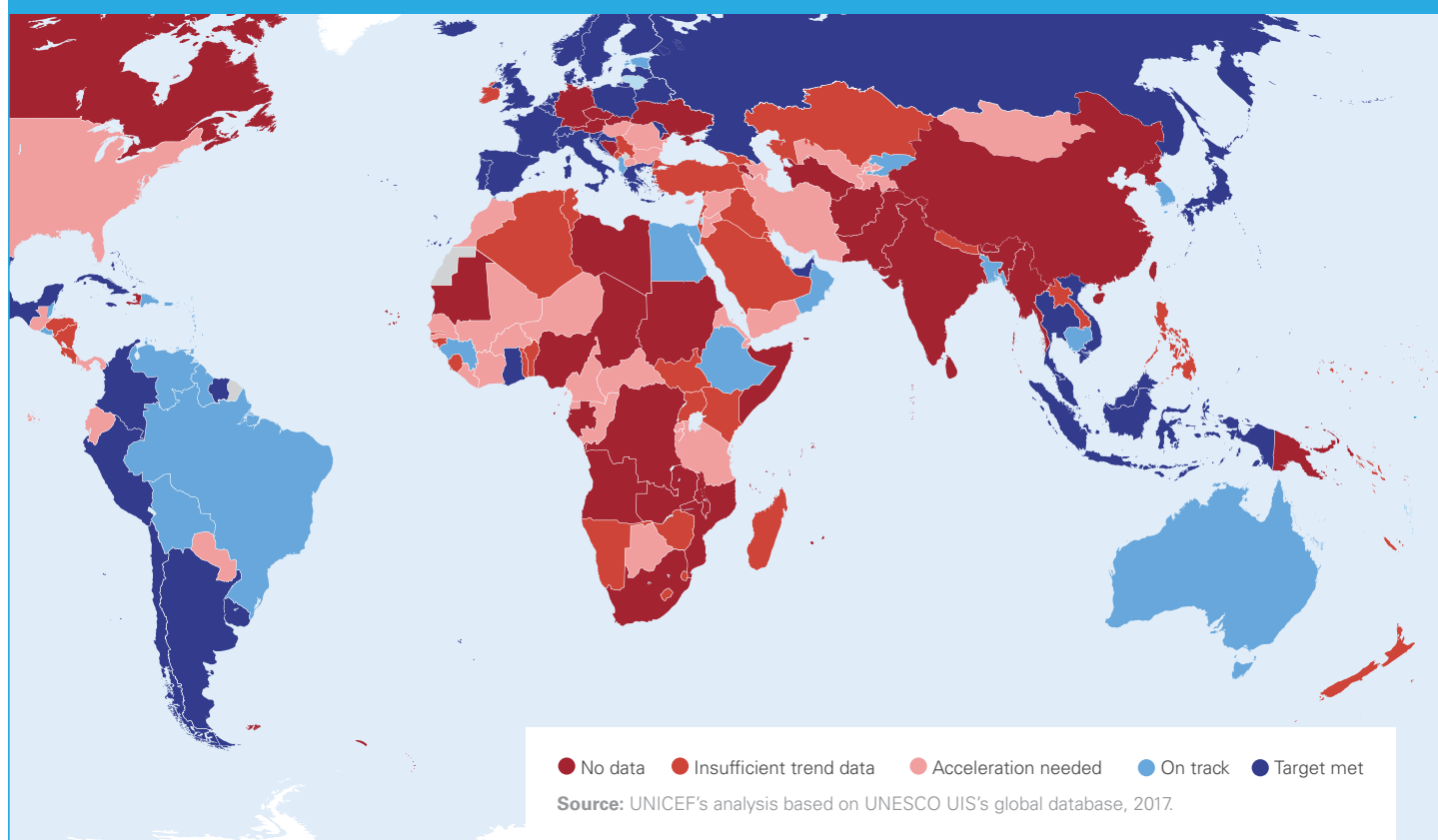
- Countries with no data;
- Countries with some data, but insufficient to analyze if a country is on track; and
- Countries which require accelerated efforts to meet 2030 targets.

FIGURE 1: SDG4 Data Availability



Source: UNICEF's analysis based on UNSD's global SDG indicators database, 2017.

FIGURE 2: Tracking Status of SDG 4.2.2 (participation rate in organized learning among children one year before primary school entry age)



The vast majority of countries fall into one of these three categories. This calls for concerted efforts by UNICEF country, regional and headquarter offices to identify the data gaps and invest in data collection and analysis. Box 1 describes the education data innovation adopted by MICS6 and expected to play a critical role in filling major data gaps and improving the education status of children, especially as regards SDG indicator 4.1.1 (learning), 4.2.2 (access to pre-primary education), and 4.5 (equity indicators, such as completion rates disaggregated by sex, location, socioeconomic status, and disability status). A summary table of SDG4 Global and Thematic Indicators specifying whether MICS6 data can be used to calculate them¹ is presented in Annex 1.



1. 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.



Box 1:

MICS6 Changes and Innovations in Reporting Systems and New Education Data for SDG4

MICS6 was launched in 2017 with several data innovations to better reflect measurement of the SDGs and to address data availability issues. One of the key innovations involves collecting data that will greatly enhance global understanding of educational outcomes in reading and numeracy (Foundation Learning Skills (FL) module), as well as in parental involvement with learning (Parental Involvement (PR) module). Those innovations are also linked to UNICEF's Data Must Speak Initiative, aiming to strengthen accountability and community participation for improved school performance.

The FL module assesses learning outcomes in reading and numeracy skills for grade 2/3 levels, covering both in-school and out-of-school children among children aged between 7 and 14 years old. The PR module assesses the learning environment at home and the extent to which parents are involved in education at both the household and school levels. 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 labour, child protection and other critical information which help identify education issues for the most marginalized children. These changes make MICS6 a leading household survey in the field of education globally, and MICS6 surveys produce valuable evidence to improve education for children, especially among the most vulnerable.

In addition to the changes in the MICS questionnaires and modules mentioned above, the reporting mechanism has changed to facilitate faster dissemination of findings. Traditional MICS reports contain both data and analysis, and the typical length tends to be some hundred pages. It has been the case that the release of MICS reports and micro-datasets has been delayed due to the extensive work required to finalize MICS reports. To address this, the MICS6 reports, known as the Survey Finding Report (SFR), have reduced narratives compared to MICS5 reports.

There is, however, a need to complement the SFRs to maximize the use of existing data and evidence generated by MICS. For this purpose, the new MICS dissemination strategy adopted two complementary documents in addition to SFRs. One document is called 'Snapshots' of each sector or theme and provides graphic representation of key indicators with boxes that contain key messages. Snapshots will be produced for various sectors (e.g. health, nutrition, education, learning) and will normally be 2-4 pages (see Annex 2 for an example). As the SFR and Snapshot do not provide in-depth sectoral analysis, thematic analysis is needed. The MICS-EAGLE Country Report is the Education Thematic to fill this gap.

Data Utilization

Perhaps one of the fundamental reasons for low data utilization is that a "culture of evidence" is lacking in government. Ministries consequently experience a vicious circle, as low priority and awareness around data production and utilization lead to sub-optimal resource allocation for data collection and quality control; this in turn leads to poor data quality and lack of confidence in its utility and results that reinforces the lack of a culture of evidence. The MICS-EAGLE Initiative alone cannot sufficiently address the issue of an evidence culture, but can provide a "technical fix" to improve data utilization for education sectors.

There seem to be at least four major reasons why the MICS and household survey data have not been fully used for policy purposes thus far. The first reason is that the objectives and the structure of MICS and survey reports is not responsive to policy issues that emerge from the data. Second, the standard analysis strategy of survey data is not designed to directly answer relevant policy questions. Third, the survey reports do not provide an advocacy and messaging strategy to identify the right audiences and right messages from the survey findings. Last, lack of understanding and awareness of MICS data in education sector monitoring inevitably leads to low utilization.

Objectives, Structure, and Ownership of Household Survey Reports

The common structure of survey reports focuses on presenting the main figures necessary for system strengthening, monitoring and planning. While the generated data can be used for policy discussions, the design and outline of the report are rather mechanical and are not intended to make direct linkages with policy questions, unless the country specifically aims to do so. Bridging this gap requires a process to digest the information presented in the report, and to identify the pertinent information needed to answer policy questions. To address this challenge, the outline and structure of a data analysis report could be designed in collaboration with policy makers and stakeholders to ensure that each chapter in the report tries to respond to specific policy questions. This collaborative effort also ensures that policy makers and stakeholders are accountable for taking actions once data is generated.

Analysis Design of Survey Data

Survey reports are not designed to answer “targeted” policy questions. In general, survey reports provide some disaggregation in a systematic manner using descriptive statistics, which should provide useful information for monitoring and policy planning. However, they do not necessarily enable maximum use of data, because they (a) lack cross-tabulation to identify a specific target group for specific policy discussion; (b) lack cross-tabulation between indicators (e.g. education outcomes and child protection outcomes); (c) do not carry out regression analysis to weigh the relative impact of various factors such as parental involvement at school and home levels, wealth, location, disability and so on; and (d) do not provide information on headcounts.

On the last point, it should be noted that survey reports tend to report only ratios and shares. These are important indicators but actual headcounts (e.g. the dropout numbers from primary schools) are also important for three reasons. First, headcounts are necessary to plan services for specific populations. In order to develop a programme or address an issue, resources need to be mobilized, and headcount data are indispensable for the planning and management of resources. The second reason is that headcount data help to prioritize target groups, and decide necessary actions – for example, headcount data help in analyzing priorities as regards the resources required for an area with a high rate

of out-of-school children against a populated area with a moderate rate of out-of-school children. The last reason is that headcount data are easier to understand and thus often more suitable, convincing and influential for communicating with policymakers as well as the public. It should be noted however that there is an over-reliance on headcount data in the area of administrative data, such as annual education statistical yearbooks, which tend not to have ratios and contain limited information on out-of-school children and the socioeconomic background of children.

Advocacy and Messaging Strategy

Existing statistical reports normally provide main messages without customizing them according to the target audience. However, the key messages of a data analysis report should be differentiated to effectively deliver messages depending on the intended audience. For example, officials in the Ministry of Finance might be receptive to policies for longer-term investment (e.g. investment in basic education infrastructure to lift the human capital floor of the future labour force), while political leaders might be more open to policy options that are backed up with short-term evidence (e.g. decreasing repetition rates in primary schools by improving school readiness).

Lack of Awareness on MICS Data for Education Sector Analysis, Planning and Monitoring

Relatively speaking, ministries and UNICEF education staff may not play a large role in MICS implementation and therefore may not have the awareness and the capacity to utilize the rich data source to enhance their education sector analysis, planning, programming, and monitoring. Greater and effective utilization of data requires important dialogue within UNICEF and the education mechanisms of stakeholders to think about what data is available through household surveys, how it is relevant to the education sector programming and decision-making, and how findings will be addressed.

Special Features and Objectives of the MICS-EAGLE Initiative

The issues emerging from the lack of data availability and the lack of data utilization highlighted above clearly point to a need for an approach to data analysis that can cater to the maximization of types of data, as well as to the optimization of data use. The MICS-Education Analysis for Global Learning and Equity (MICS-EAGLE) Initiative aims to address this two-pronged challenge and provides for the thematic analysis of MICS data. The Initiative focuses on education-related data and aims to complement existing MICS data analysis by generating specific evidence that is not available through regular MICS reports.

As mentioned, existing household data are not fully exploited, and under-utilization of data is a common and serious issue not only in the field of education but also in other sectors. MICS-EAGLE is designed to address these issues. The unique contribution of the MICS-EAGLE Initiative is that the Education Thematic Country Report (CR) aims to address the data availability and utilization issues in the education sector through:

- Joint development of the analysis plan with the stakeholders led by the Ministry of Education, including the National Statistics Office, UNICEF and other development partners to generate key data for education policy and programme discussion;
- Tailor-made design of the report outline that corresponds to locally-relevant policy and data questions;
- Customization of a cross-tabulation plan and use of regression analysis to identify the factors associated with better education outcomes including learning; and
- Estimation of headcount for all the tables by extrapolating census data.

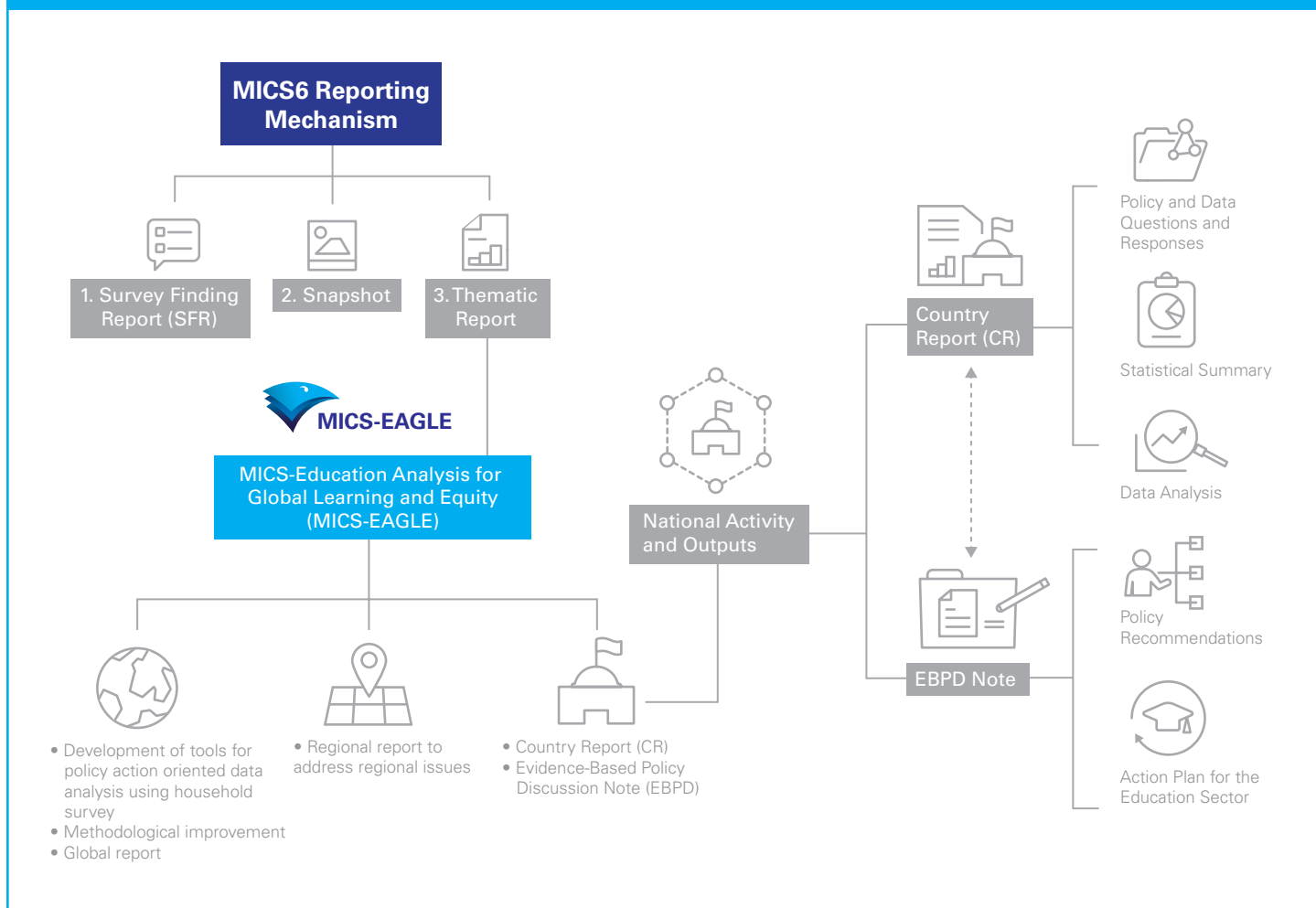
The MICS-EAGLE CR outline will be designed to answer relevant policy and data questions that are identified through national consultations with partners rather than providing data through a traditional, comprehensive list of indicators. The CRs provide not only proportions but also estimated target populations (e.g. X thousand of primary school-age boys are out of school in region Y). These features of the report will ensure relevance of the data generated for national policy discussion and shed light on unanswered

policy questions as well as informing programme designs. The MICS-EAGLE Initiative is a global Initiative which produces various deliverables at the global, regional and country levels. Figure 3 provides an overview of the MICS-EAGLE Initiative.

The CR report is one of the deliverables at the CO level. In addition to the CR report, national activities produce an Evidence-Based Policy Discussion (EBPD) note which summarizes policy recommendations as well as sectoral actions needed for evidence-based policy planning, monitoring and advocacy. The length of the CR would be around 70-100 pages with a range of graphs and statistical tables, while the length of the EBPD would be less than 30 pages, focusing on the policy recommendations and actions to move forward specific issues. The analysis plan of the CR will be discussed and led by COs to ensure that the evidence produced has direct and significant implications for ongoing policy discussions at the country level, while the work of data analysis will be carried out by HQ and/or Regional Offices (ROs).

At the CO level, the MICS-EAGLE Initiative aims to (a) provide systematic in-depth data analysis support to COs and governments for evidence-based policy education planning, monitoring and advocacy using the most recent household survey datasets; and (b) address data, knowledge and policy gaps especially in foundational learning skills and equity in education (e.g. disability, language, ethnicity, Socio-Economic Status (SES), gender, geographical factors).

FIGURE 3: Structure of the MICS-EAGLE Initiative



SECTION 2: DELIVERABLES OF THE MICS-EAGLE INITIATIVE

The MICS-EAGLE Initiative carries out multiple activities to address both national, regional and global education sector data issues. Hence, the Initiative plans to produce multiple deliverables at each level. Deliverables at the country level are based on further analysis using newly available MICS6 data, and analysis to link findings to policy discussions.

Country-level Deliverables

Education Thematic Report (CR)

The education thematic CR aims to answer policy and data questions as well as contribute to the following activities:

- Identifying key policy and data questions and generating evidence;
- Monitoring progress in the education sector related to monitoring frameworks, SDG4 indicators, and national goals;
- Updating the situation of out-of-school children;
- Comparing education outcomes across country-specific vulnerable groups; and
- Analyzing the interaction of key indicators (e.g. learning outcome and parental involvement in school management) to unpack relations between indicators at impact or outcome level and contributing factors.

Evidence-Based Policy Discussion Note (EBPD)

The basic components of the Evidence-Based Policy Discussion note include (a) highlights of CR findings; (b) necessary steps to analyze and unpack the causes for current situations; (c) prioritized and concrete policy options; and (d) an action plan for various stakeholders in the education sector with clear target audience. The EBPD note is designed as an independent document from the CR, but it could be incorporated as Part II of the CR, depending on the choice made by the National Task Force.²

Although it is not essential, it might be advisable to hire a consultant to produce the EBPD note as it involves not only policy discussions and analyses, but also communication related activities such as stakeholder analysis. A generic template and draft terms of reference for a consultant are provided in Annex 4.

The EBPD should be used to inform education sector analysis, situation analysis or country programme development. For instance, the CR may find that many girls do not transit from primary to lower secondary education, but the household survey data alone may not necessarily reveal the reasons for this issue fully, nor offer ways to address it through various policy and advocacy approaches, such as developing a new policy on girls' education, providing girls' scholarships, building more schools in certain areas, or improving WASH facilities for girls in lower secondary schools. The EBPD note sheds light on research and other actions needed to unpack causality, identifies policy recommendations based on findings from the CR, as well as actions needed to realize the policy priorities identified. A draft outline for a sample EBPD note is provided in Annex 5 and a checklist for the development of an EBPD note in Annex 6.

HQ and Regional-level Deliverables

Activities at the HQ level focus on the technical and methodological aspects of the data availability and utilization issues so that the Initiative can contribute to improvement of data quality in learning and education and to filling major data gaps at the global level. HQ activities also aim to establish processes and develop tools to maximize the use of existing household survey data not only for education but also for other sectors. A psychometric paper to assess the quality of the FL module will be published as a quality validation process of the newly developed FL module. In addition, a guideline for non-MICS household surveys to adopt FL and PR modules will also be published.

Furthermore, once country-level data is accumulated, regional and global reports will be published to address both regional and global issues related to foundational learning and to equity in education, among others. For further use of data and results, datasets for MICS education results and visualization tools will be developed and made available for the participating countries, RO and HQ staff, as well as wider audiences (e.g. visualized education data for key education indicators, including maps) for global and regional policy discussion and advocacy.

2. The National Task Force team will consist of the Ministry of Education (MOE), UNICEF, other relevant government and development partners and members of civil society.

SECTION 3: DIVISION OF LABOUR

Throughout the Initiative, offices in UNICEF at different levels will coordinate and cooperate with one another. The table below represents a simple summary of the division of labour for different products across offices. Regional Offices

and HQ (Education PD and D&A) provide systematic support to strengthen the quality and impacts of the deliverables for COs.



Table 1: Division of Labour and Main Activities

Products	MOE, supported by national stakeholders	COs	ROs	HQ
Education Thematic Country Reports (CR) and EBPB note	<ul style="list-style-type: none"> Lead the development processes of CR and EBPB Organize the customization workshop and the national workshop for development of CR and EBPB Publish CR and EBPB Incorporate recommended actions and policies into existing or future sector plan 	<ul style="list-style-type: none"> Coordinate national activities Provide technical support for MOE Organize a working group in UNICEF Support development of the National Task Force team Organize the customization workshop and the national workshop for development of CR and EBPB Hire a consultant for EBPB 	<ul style="list-style-type: none"> Coordinate with COs as the focal point, including hosting a regional webinar Coordinate among concerned functions within RO Support analysis for CRs, as requested 	<ul style="list-style-type: none"> Lead the Initiative from technical aspects Coordinate among concerned functions in HQ As the focal point, coordinate with ROs. Analyze data for CRs as per agreed plan among CO-level stakeholders
Regional Reports (2019 or after)	<ul style="list-style-type: none"> Provide inputs and quality assurance 	<ul style="list-style-type: none"> Provide inputs and quality assurance 	<ul style="list-style-type: none"> Lead for development of regional reports Publish and disseminate regional reports 	<ul style="list-style-type: none"> Provide technical supports Disseminate reports and findings at the global level
Global Report (2020 or after)	<ul style="list-style-type: none"> Provide inputs if requested 	<ul style="list-style-type: none"> Provide inputs and quality assurance 	<ul style="list-style-type: none"> Provide inputs and quality assurance Support dissemination 	<ul style="list-style-type: none"> Lead the development processes Publish and disseminate regional reports
Methodology papers ³	<ul style="list-style-type: none"> Provide inputs if requested 	<ul style="list-style-type: none"> Provide inputs and quality assurance if requested 	<ul style="list-style-type: none"> Provide inputs and quality assurance 	<ul style="list-style-type: none"> Lead the development processes
Strengthened UNICEF education database with visualization tools	<ul style="list-style-type: none"> Provide inputs if requested Utilize the data for national policy discussions 	<ul style="list-style-type: none"> Provide inputs if requested Utilize the data for national policy discussions 	<ul style="list-style-type: none"> Provide inputs if requested 	<ul style="list-style-type: none"> Lead the development processes
	<ul style="list-style-type: none"> Utilize the data for national policy discussions 	<ul style="list-style-type: none"> Utilize the data for national policy discussions 		

³ A psychometric paper to evaluate the quality of MICS6 learning data and a guideline to use the FL module in other household surveys.

SECTION 4: PROCESSES AND ESTIMATED TIMELINE FOR DEVELOPMENT OF COUNTRY REPORT AND EVIDENCE-BASED POLICY DISCUSSION NOTE

There are eight basic steps to develop the CR and EBPD note. In general, steps are mutually exclusive but some may overlap (e.g. Step 1 and Step 2 can be carried out simultaneously).

Step 1: Preparation (1-2 months)

- HQ and ROs brief COs on the MICS-EAGLE Initiative.
- CO establishes an internal working group within UNICEF CO (e.g. Education, Social Policy and Monitoring, Gender and Disability focal points, Child Protection, Communication, and the office of the Deputy Representative).
- CO organizes a **National Task Force team** with partners (e.g. Ministry of Education, National Statistics Office and development partners), or the MICS-EAGLE Initiative activities are integrated with an existing mechanism (e.g. the National MICS Steering Committee).
- CO introduces the MICS-EAGLE Initiative to members of a Local Education Group (LEG) or development partner group.
- HQ hires a data analysis consultant and a designer to support Country Report (CR) development.

Step 2: Customization of the analysis strategy and report outline (2 weeks to 1 month)

- Education stakeholders, including Ministry of Education, National Statistics Office, UNICEF and development partners, customize the CR analysis plan and tables based on discussions in the **customization workshop** led by the National Task Force team.
- Either RO or HQ staff attend the workshop to provide technical support for the design and processes of the customization workshop.

Step 3: Data analysis for CR (1 month)

- HQ (Data and Analytics Unit) analyzes the MICS and other necessary data as per the agreed template and analysis plan.
- National Task Force team members and RO review the draft result.

Step 4: National workshop for development of CR and EBPD note (1 week, including presentation and consultations)

- The National Task Force team, supported by the CO, organizes a national workshop to share initial findings among stakeholders.
- MOE with support from UNICEF CO, RO and HQ presents the draft report at a national workshop.
- CO hires a national/international consultant to draft the EBPD in order to contextualize findings and develops a policy advocacy strategy.
- Members of the National Task Force team and workshop participants will:
 - review major findings of the draft CR, and provide comments and suggestions for technical finalization; and
 - identify policy options, identify actions needed to actualize policy options including research, and prioritize policy recommendations as a basis for an EBPD note.

Step 5: Technical finalization of draft CR (1-2 months)

- Comments from the national workshop are incorporated by the data analysis consultant hired by HQ.
- Design of the draft report is finalized by the designer hired by HQ.
- Draft report is reviewed by the National Task Force, CO, RO and HQ.
- The final draft is translated by CO if necessary.

Step 6: Development of draft EBPD note (1 month)

- The Government with support from UNICEF drafts the EBPD note based on the draft CR and consultations with UNICEF and other stakeholders.

Step 7: Finalization of the CR and EBPD note (1 month)

- Sectoral, and UNICEF dissemination strategies (channels, audience, timing etc.) are discussed with communication colleagues in the MOE, CO, and with education development partners.

- Necessary final touches are made to finalize the CR and EBPD (e.g. foreword, signatures, government approvals).

Step 8: Dissemination of the CR and EBPD note (varies by country)

- The government disseminates the CR and EBPD note through channels identified by the dissemination strategy.
- Actions identified by the EBPD note are followed up by various stakeholders to facilitate policy discussions, carry out studies, and implement programmes.



SECTION 5: BENEFITS AND COSTS OF THE MICS-EAGLE INITIATIVE FOR COUNTRY OFFICES

The MICS-EAGLE Initiative aims to produce evidence that is the most relevant for ongoing policy discussion. The major benefits of the MICS-EAGLE Initiative include:

- A high-quality education CR using MICS 6 which supports SDG4 and national education sector monitoring, and evidence-based policy planning and advocacy;
- EBPD note for COs;
- Systematic technical support from Regional Office (RO) and HQ colleagues;
- Visualization tools available for the participating countries (visualized education data for key education indicators, including maps) for policy planning and advocacy;
- Subsidized costs for the development of the CR; and
- Saved opportunity costs for (a) recruitment process for a data analysis consultant (drafting TORs, advertisement of the post, written examinations and interviews, administrative and financial transaction time etc.); and (b) quality control for the data-related deliverables.

Throughout the MICS-EAGLE Initiative, COs will receive systematic technical support from RO and HQ colleagues such as quality assurance for the CR and guidance for the EBPD note. In addition, the production costs for the CR will

be directly subsidized. Currently, the Executive Director's Office has provided seed funding for the MICS-EAGLE Initiative which will be used to subsidize the production of CRs (about USD 65,000 in total).

It is expected that COs will need to share the cost of CR production. Current after-subsidy budget estimates for a CO to participate in the MICS-EAGLE Initiative are about USD 25,000, which covers CR production (USD 15,000), about USD 6,000 for development of the EBPD note, and expenditures for a national workshop to review the draft CR among education stakeholders including UNICEF, MOE and other development partners, and dissemination of the results (about USD 2,000 each). The shared costs for CR production will be used to hire an international consultant for data analysis and designer with expected duration of respectively 1.5 months and 1 month,. ROs and HQ will pay all mission-related costs themselves.



Table 2: Cost Sharing Structure

	CO	RO	HQ
Costs for data analysis and design	USD 15,000 after subsidy from HQ ⁴	<ul style="list-style-type: none"> • Pays for the travel of regional staff if a mission is required • Could contribute to COs to reduce the direct cost 	<ul style="list-style-type: none"> • Direct financial subsidies for COs • Substantial staff time allocated to the MICS-EAGLE Initiative
Cost for national activities			
Hiring a local consultant for Evidence-Based Policy Discussion note	CO bears the cost for consultant (approx. USD 6,000)	—	—
Cost of national workshop	CO bears the workshop cost (approx. USD 2,000)	Mission costs	Mission costs
Printing (if necessary – CO to decide)	CO bears any printing cost (approx. USD 2,000)	—	—
Estimated Cost	USD 25,000		

⁴ The estimated amount of subsidy per CO is between USD 8,000 and USD 12,000, depending on the number of countries participating in the MICS-EAGLE Initiative in 2018.



SECTION 6: MICS-EAGLE INITIATIVE ELIGIBILITY

All countries that have implemented, are implementing or will implement MICS6 are eligible for the MICS-EAGLE Initiative. There is no restriction to eligibility related to the types of modules used in MICS6 - i.e. COs are eligible to participate even if implementation of their MICS6 lacks the FL or PR modules.

As of May 2018, 50 countries and territories have signed a Memorandum of Understanding with UNICEF to implement MICS6, as shown below. Countries that participate in MICS6 can also join the MICS-EAGLE Initiative, subject to discussions with HQ/RO regarding the issues of capacity, funding, timing, and content of analysis.



Table 3: List of MICS6 Countries and Territories, as of May 2018

Region	Country	Year	Region	Country	Year
ECA	Azerbaijan	2020	LAC	Cuba	2018
ECA	Kazakhstan	2020	WCA	Gambia	2018
ECA	Bosnia and Herzegovina	2019	ECA	Georgia	2018
ECA	Bosnia and Herzegovina (Roma Settlements)	2019	WCA	Guinea-Bissau	2018
LAC	Dominican Republic	2019	LAC	Honduras	2018
LAC	El Salvador	2019	MENA	Iraq	2018
WCA	Equatorial Guinea	2019	ECA	Kyrgyzstan	2018
ESA	Malawi	2019	ESA	Lesotho	2018
SA	Nepal	2019	ECA	Macedonia, The Former Yugoslav Republic of	2018
WCA	Sao Tome and Principe	2019	ECA	Macedonia, The Former Yugoslav Republic of (Roma Settlements)	2018
ECA	Serbia	2019	ESA	Madagascar	2018
ECA	Serbia (Roma Settlements)	2019	WCA	Mauritania	2018
MENA	State of Palestine	2019	EAP	Mongolia	2018
MENA	Sudan	2019	ECA	Montenegro	2018
ESA	Swaziland	2019	ECA	Montenegro (Roma Settlements)	2018
ECA	Turkmenistan	2019	SA	Pakistan (Sindh)	2018
ECA	Ukraine	2019	LAC	Suriname	2018
ESA	Zimbabwe	2018-2019	MENA	Tunisia	2018
MENA	Algeria	2018	WCA	Congo, Democratic Republic of the	2017-2018
LAC	Argentina	2018	WCA	Ghana	2017-2018
SA	Bangladesh	2018	SA	Pakistan (Punjab)	2019
ECA	Belarus	2018	EAP	Korea, Democratic People's Republic of	2017
WCA	Central African Republic	2018	EAP	Lao People's Democratic Republic	2017
WCA	Chad	2018	WCA	Sierra Leone	2017
LAC	Costa Rica	2018	WCA	Togo	2017

SECTION 7: CONCLUDING REMARKS AND NEXT STEPS

The MICS-EAGLE Initiative aims to develop demand-driven data analysis reports to support education sectors by linking data and policy discussions more closely; to increase capacity of education stakeholders at the national level; and to contribute to filling the global data and evidence gap. The MICS-EAGLE Initiative addresses data gap issues for global SDG4 reporting (e.g. disaggregation by disability for various education indicators) and for national planning and monitoring through customization processes with the national stakeholders. The Initiative also aims to address data utilization issues. The MICS-EAGLE Initiative aims to address the four major reasons identified in this document for low utilization of data in developing policy action, through processes embedded within the Initiative.

In the first quarter of 2018, a series of initial consultations was carried out by colleagues in ROs and COs to develop the conceptual and implementational framework as well as a detailed draft analysis plan.

The planned activities of the MICS-EAGLE Initiative in the rest of 2018 include:

- Piloting the Initiative in several countries (Round 1 countries) using the conceptual and implementational framework and draft tools by the middle of 2018;
- Finalization of various tools including development of Core Education Statistics Tables, development of a visualization platform, dissemination of findings at national, regional and global levels, and further resource mobilization by the end of 2018;
- Rolling out the MICS-EAGLE Initiative to other countries (Round 2 countries) with finalized tools;
- Development of a multi-year project proposal to institutionalize the Initiative in the D&A section; and
- Development of a multiple pathway strategy to implement the MICS-EAGLE Initiative (i.e. direct country support, and support through the Data Analysis MICS Workshop).



Table 4: Summary of Low Data Utilization and How the MICS-EAGLE Initiative Addresses Them

Major reasons why survey data is under-utilized for education sector policy planning and monitoring	How the MICS-EAGLE Initiative addresses them
Issues with survey report objective, structure, and "ownership" of the report among broader key stakeholders	The main objective of the MICS-EAGLE Initiative is to link data to policy action; various activities are synthesized under this theme. The chapters of the MICS-EAGLE Country Report are designed to answer specific policy and data questions that are identified through the customization workshop. The customization workshop is organized by the National Task Force team which consists of officials from MOE and other ministries, UNICEF, development partners and members of civil society. This arrangement contributes to increase relevance and ownership of the analysis findings.
Insufficient demand-driven data analysis approach for evidence-based policy discussions	The MICS-EAGLE Country Report provides tailor-made data analysis including both descriptive and statistical analysis. In addition, by linking MICS data to population datasets, headcount figures, which are essential for planning, will be estimated to foster policy discussions and programme development.
Lack of an advocacy strategy for the survey findings	The Evidence-Based Policy Discussion note identifies policy priorities, key audiences, and actions required for the education sector to follow up analysis findings.
Lack of understanding of the potential of household survey data for education sector planning, monitoring, and advocacy	The customization workshop offers (a) a MICS data session which provides a comprehensive introduction of MICS data that can be used for education analysis; and (b) a session on analysis ideas to answer policy and data questions. UNICEF staff from HQ/RO participate in the customization workshop to provide technical support.



Children engage to develop reading skill activity at Samudayik Bodhshala Center, Indok Radi, Umren Teshil, District Alwar, Rajasthan, India.

ANNEX 1: SDG4 INDICATORS AND MICS EDUCATION DATA

SDG indicators	Global/ Thematic indicator	Indicator definition	Can be calculated using MICS data
4.1.1	Global	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Partially yes for 4.1.1 (a)
4.1.2	Thematic	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	Partially yes for 4.1.1 (a)
4.1.3	Thematic	Gross intake ratio to the last grade (primary education, lower secondary education)	No
4.1.4	Thematic	Completion rate (primary education, lower secondary education, upper secondary education)	Yes
4.1.5	Thematic	Out-of-school rate (primary education, lower secondary education, upper secondary education)	Yes
4.1.6	Thematic	Percentage of children over-age for grade (primary education, lower secondary education)	Yes
4.1.7	Thematic	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	No
4.2.1	Global	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	Yes
4.2.2	Global	Participation rate in organized learning (one year before the official primary entry age), by sex	Yes
4.2.3	Thematic	Percentage of children under 5 years of age experiencing positive and stimulating home learning environments	Yes
4.2.4	Thematic	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	Yes
4.2.5	Thematic	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	No
4.3.1	Global	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Partially yes ⁵ .
4.3.2	Thematic	Gross enrolment ratio for tertiary education, by sex	Yes
4.3.3	Thematic	Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex	Partially yes ⁶ .
4.4.1	Global	Proportion of youth/adults with information and communications technology (ICT) skills, by type of skill	Yes
4.4.2	Thematic	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	No
4.4.3	Thematic	Youth/adult educational attainment rates by age group, economic activity status, level of education and programme orientation	Yes
4.5.1	Global	Parity indices (female/male, rural/urban, bottom/top wealth quintiles 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

⁵ For formal education and training only. MICS normally does not cover non-formal education and training.

⁶ Data varies based on survey questionnaire customization of education levels.

SDG indicators	Global/ Thematic indicator	Indicator definition	Can be calculated using MICS data
4.5.2	Thematic	Percentage of students in primary education whose first or home language is the language of instruction	Yes
4.5.3	Thematic	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	No
4.5.4	Thematic	Education expenditure per student by level of education and source of funding	No
4.5.5	Thematic	Percentage of total aid to education allocated to least developed countries	No
4.6.1	Global	Proportion of the 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 ⁷ .
4.6.2	Thematic	Youth/adult literacy rate	Partially yes ⁸ .
4.6.3	Thematic	Participation rate of illiterate youth/adults in literacy programmes	No
4.7.1	Global	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 assessments	No
4.7.2	Thematic	Percentage of schools that provide life skills-based HIV and sexuality education	No
4.7.3	Thematic	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	No
4.7.4	Thematic	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	No
4.7.5	Thematic	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	No
4.a.1	Global	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	No
4.a.2	Thematic	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	Partially yes ⁹ .
4.a.3	Thematic	Number of attacks on students, personnel and institutions	No
4.b.1	Global	Volume of official development assistance flows for scholarships by sector and type of study	No
4.b.2	Thematic	Number of higher education scholarships awarded by beneficiary country	No
4.c.1	Global	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 organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex	No
4.c.2	Thematic	Pupil/trained teacher ratio by education level	No
4.c.3	Thematic	Percentage of teachers qualified according to national standards by level and type of institution	No
4.c.4	Thematic	Pupil-qualified teacher ratio by education level	No
4.c.5	Thematic	Average teacher salary relative to other professions requiring a comparable level of qualification	No
4.c.6	Thematic	Teacher attrition rate by education level	No
4.c.7	Thematic	Percentage of teachers who received in-service training in the last 12 months by type of training	No

⁷ MICS covers literacy but not numeracy skills.

⁸ MICS captures reading skills only, not writing skills.

⁹ Violent discipline among children aged 1-14

ANNEX 2: MICS6 SNAPSHOT EDUCATION EXAMPLE

Country X 2015



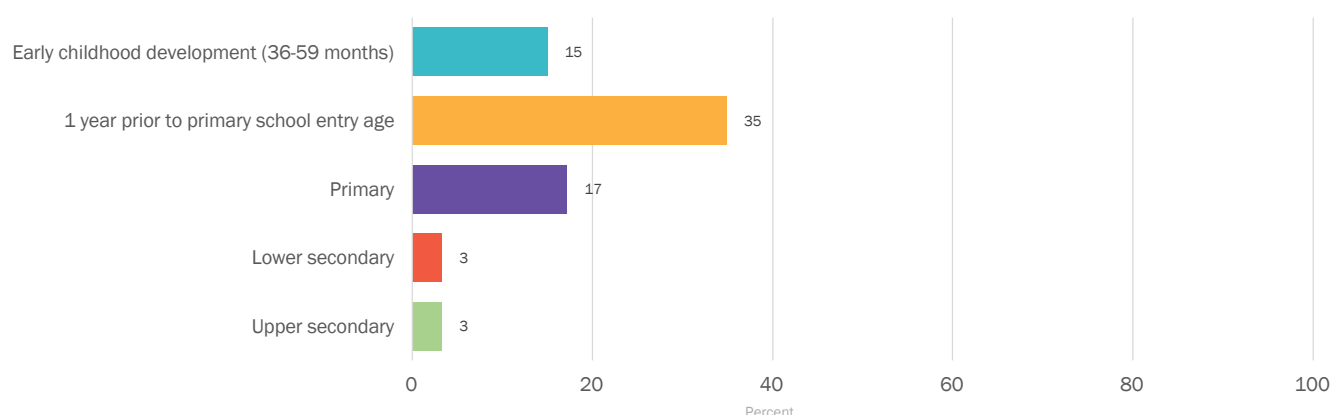
Education

Multiple Indicator
Cluster Surveys

Attendance Rates & Inequalities



School Net Attendance Rates (adjusted)



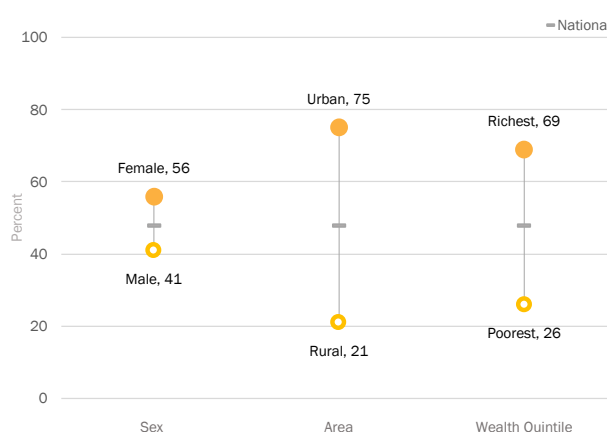
Inequalities in Attendance in Early Childhood Education & Participation in Organized Learning

Net Attendance Rate for Early Childhood Education



Percentage of children age 36-59 months who are attending early childhood education

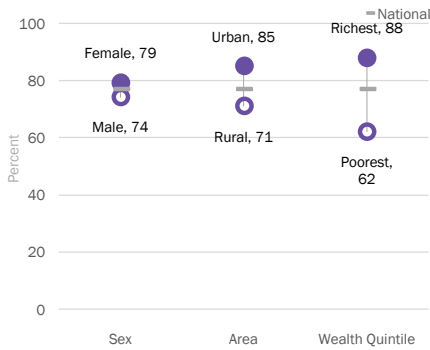
Participation Rate in Organized Learning: SDG 4.2.2



Percentage of children attending an early childhood education programme, or primary education (adjusted net attendance ratio), who are one year younger than the official primary school entry age at the beginning of the school year

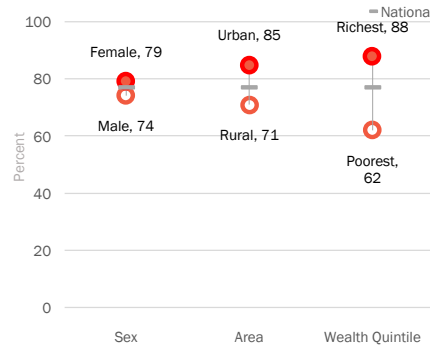
Inequalities in Attendance Rates

Adjusted primary school net attendance rate



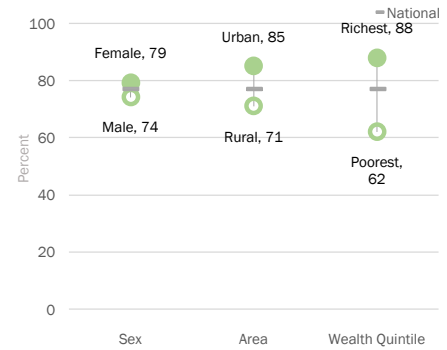
Percentage of children of primary school age (as of the beginning of school year) who are attending primary or secondary school

Adjusted lower secondary school net attendance rate



Percentage of children of lower secondary school age (as of the beginning of the current or most recent school year) who are attending lower secondary school or higher

Adjusted upper secondary school net attendance rate



Percentage of children of upper secondary school age (as of the beginning of the current or most recent school year) who are attending upper secondary school or higher

Regional Data for Net Attendance Rates (adjusted)

Region	Early Childhood Education	Participation rate in organized learning	Primary	Lower Secondary	Upper Secondary
National	87	87	87	87	87
Akmola	88	88	88	88	88
Aktobe	90	90	90	90	90
Almaty oblast	85	85	85	85	85
Atyrau	90	90	90	90	90
West Kazakhstan	87	87	87	87	87
Zhambyl	89	89	89	89	89
Karaganda	90	90	90	90	90
Kostanai	90	90	90	90	90
Kyzylorda	87	87	87	87	87
Mangistau	89	89	89	89	89
South Kazakhstan	90	90	90	90	90
Pavlodar	88	88	88	88	88
North Kazakhstan	75	75	75	75	75
East Kazakhstan	80	80	80	80	80
Astana City	75	75	75	75	75
Almaty City	69	69	69	69	69

Key Messages

- Lorem ipsum dolor sit amet, consectetur adipiscing elit,
- Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.
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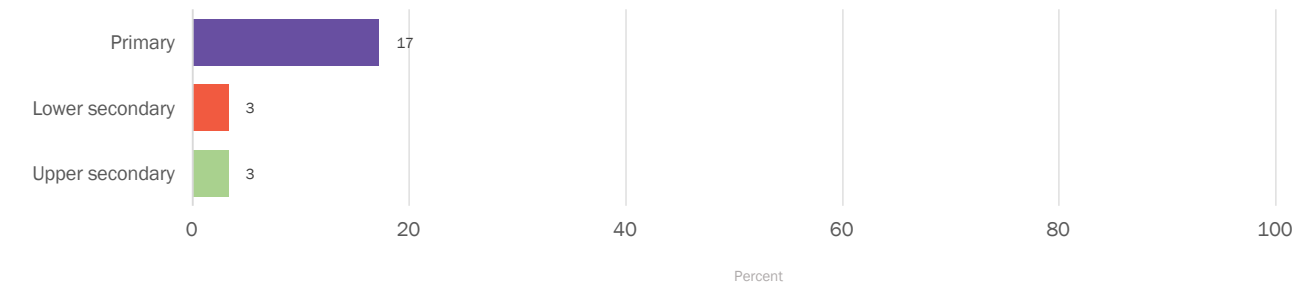
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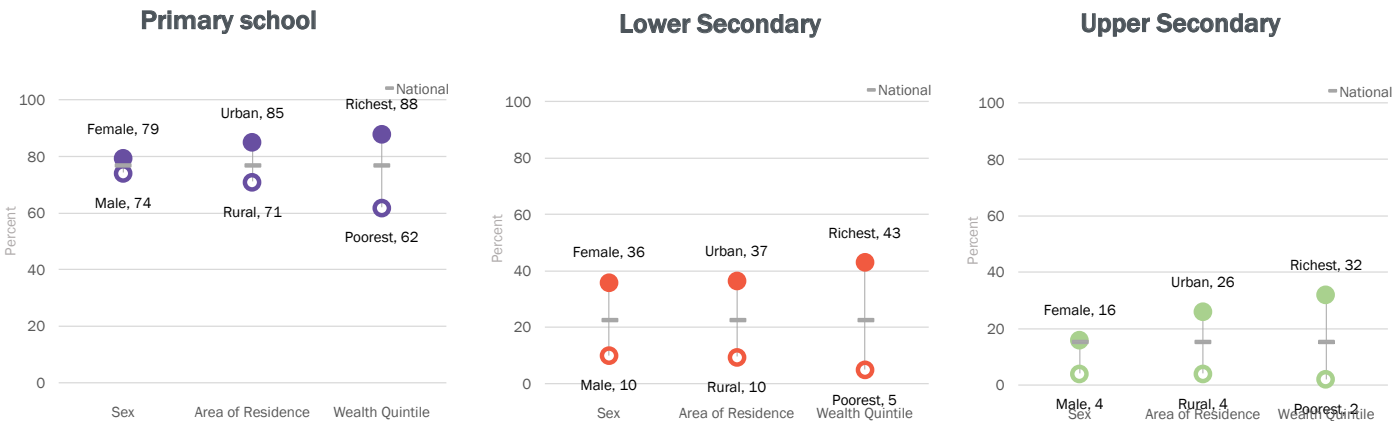
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Completion Rates



Inequalities in Completion Rates



Percentage of children who age 3 to 5 years above the intended age for the last grade of primary school who have completed primary education

Percentage of children who age 3 to 5 years above the intended age for the last grade of lower secondary school who have completed lower secondary education

Percentage of children or youth who age 3 to 5 years above the intended age for the last grade of upper secondary school who have completed upper secondary education

Regional Data in Completion Rates

Region	Primary	Lower Secondary	Upper Secondary
National	87	87	87
Akmola	88	88	88
Aktobe	90	90	90
Almaty oblast	85	85	85
Atyrau	90	90	90
West Kazakhstan	87	87	87
Zhambyl	89	89	89
Karaganda	90	90	90
Kostanai	90	90	90
Kyzylorda	87	87	87
Mangistau	89	89	89
South Kazakhstan	90	90	90
Pavlodar	88	88	88
North Kazakhstan	75	75	75
East Kazakhstan	80	80	80
Astana City	75	75	75
Almaty City	69	69	69

ANNEX 3: AN EXAMPLE OF COUNTRY REPORT OUTLINE (ACTUAL OUTLINE AND ANALYSIS STRATEGY WILL BE AGREED IN THE CUSTOMIZATION NATIONAL WORKSHOP)

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ANNEX 4: DRAFT TERMS OF REFERENCE FOR CONSULTANT FOR DEVELOPMENT OF EVIDENCE-BASED POLICY DISCUSSION NOTE

Background and Rationale

Thematic analysis on education using MICS6 aims to complement existing MICS data analysis by generating evidence which is not available through regular MICS reports, such as (a) further disaggregation based on national priorities (e.g. double disaggregation among children with disability); (b) cross-tabulation among indicators (e.g. cross-tabulation of learning outcomes and education environment at home, or child labour status); and (c) regression analysis (e.g. estimating relative impacts of gender, location, SES, ethnic group on school attendance). The analysis plan for the education thematic report (hereafter Country Report (CR)) is customized through discussion among Country Offices (COs), Regional Offices (ROs) and Headquarter (HQ) Offices to ensure the evidence produced has direct and significant implications for ongoing policy discussion at the country level.

The CR does not, however, provide specific linkages between the analysis findings and ongoing policy discussion. In order to fully utilize the evidence generated by the CR for evidence-based policy planning and advocacy, a series of further analyses is required.

Purpose

The consultant will (1) carry out an audience analysis which identifies key audience and strategic approaches to disseminate findings by closely working with UNICEF staff in the Education Programme Section, Communications for Development (C4D), Data and Analytics Section, and other relevant sections; and (2) develop an Evidence-Based Policy Discussion (EBPD) note to link main findings of the CR with national policy strategy and discussions for both UNICEF and education stakeholders, such as members of the Local Education Group.

Expected Results

1. Audience Analysis: This analysis will be carried out in consultation with the Education Section, Social Policy and Monitoring Section, and Communication

Section in UNICEF xxx Country Office to identify the main audience, expected messages, outreach approaches (media channel analysis), the timing of the dissemination, and other relevant data dissemination issues for the findings of the CR.

2. Evidence-Based Policy Discussion Note: The main role of the EBPD note is to link the findings of the CR with national policy dialogues. For example, MICS data may tell us that many girls do not transit from primary to lower secondary education, but the data does not explain how this problem can be addressed through, for example, developing a new policy, providing scholarships, building more schools, or improving WASH facilities. The Evidence-Based Policy Discussion note explicitly provides policy advocacy highlights using CR findings. The EBPD note should provide specific policy recommendations with clear audience/stakeholders, required actions, timeline, actions to be taken by UNICEF or education stakeholders, including donors and civil society.

3. PowerPoint Presentation which summarizes the EBPD note.

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 output must reflect all comments provided during the review process. Failure to finalize the paper within the deadline indicated above will result in cancellation of the present agreement. The consultant is not entitled to payment of overtime. All remuneration must be within the specified agreement.

Timeframe

Start date: xxxx 201x

End date: xxxx 201x



Timeframe

Deliverables	Duration (Estimated # Of Days)	Deadline
Summary report of the national workshop for development of the Country Report and Evidence-Based Policy Discussion note	2 days	XXX
Audience analysis	2 days	XXX
Draft EBPD note	7 days	XXX
Presentation of EBPD note (e.g. local education group)	1 day	XXX
Final EBPD note	5 days	XXX
TOTAL	17 days	

Key Competencies, Technical Background, And Experience Required

- Advanced University Degree in Education, Social Sciences or other relevant field.
- A minimum of 8 years relevant professional work experience in policy, advocacy, and strategy development in the education sector.
- Experience in drafting and publishing quantitative reports or reports with substantial data analysis.
- Knowledge and familiarity of national and international education goals.
- Excellent command of English (or any other relevant language).
- Ability to work under tight deadline.
- (Any other relevant competencies and experience required).



ANNEX 5: DRAFT OUTLINE FOR EVIDENCE-BASED POLICY DISCUSSION NOTE

- Executive Summary
- Introduction
 - Background
 - Objectives
 - Target audience
- Policy Recommendation 1
 - Description of issue with evidence (e.g. low attendance rate at the pre-primary level)
 - Linkages to international and national commitment, and Education Sector Plan
 - Attributional/causal analysis linking the issue and contributing factors
 - Policy/Action recommendation 1
 - Target audience/stakeholder 1: Action 1⁹
 - Target audience/stakeholder 2: Action 2
 -
 - Target audience/stakeholder x: Action x
- Policy Recommendation 2
 - Description of issue with evidence (e.g. low attendance rate at the pre-primary level)
 - Linkages to international and national commitment, and Education Sector Plan
 - Attributional/causal analysis linking the issue and contributing factors
 - Policy/Action recommendation
 - Target audience/stakeholder 1: Action 1
 - Target audience/stakeholder 2: Action 2
 -
 - Target audience/stakeholder x: Action x
 -
- Policy Recommendation X
 - Description of issue with evidence (e.g. low attendance rate at the pre-primary level)
 - Linkages to international and national commitment, and Education Sector Plan
 - Attributional/causal analysis linking the issue and contributing factors
 - Policy/Action recommendation
 - Target audience/stakeholder 1: Action 1
 - Target audience/stakeholder 2: Action 2
 -
 - Target audience/stakeholder x: Action x
- Action Plan for the country Education Sector
 - Matrix, bullet points or table for action plans, summarizing policy recommendations and activities needed in the EBPD note.



9. Policy recommendations are listed with a concrete action plan trying to answer questions such as: Who is the audience? How we should design messages? What is the best communication channel? What actual actions are required by whom (e.g. by MOE to develop a law)? What is the expected change we want to see?

ANNEX 6: CHECKLIST FOR EVIDENCE-BASED POLICY DISCUSSION NOTE

- ☐ All the key findings in Executive Summary of the CR are covered in the EBPD note.
- ☐ Linkages between policy recommendations and national and international commitments are clearly stated.
- ☐ Policy recommendations are designed for specific audiences and stakeholders.
- ☐ Action points recommended are concrete and concise (e.g. Policy Recommendation #3 will be discussed to review existing approaches for gender issues among secondary education in the next Education Sector Joint Review with the MOE) with specific timeline and/or deadline.
- ☐ Below are suggested themes for policy discussion. Use the items below to check if these domains are covered.
 - ☐ ECD
 - ☐ Out-of-school children
 - ☐ Child labour, child marriage, other child protection issues that affect education
 - ☐ Learning
 - ☐ Education system efficiency
 - ☐ Repetition, dropout, transition among different education cycles (e.g. primary to secondary)
 - ☐ Cross-cutting: equity issue of all the above due to poverty, gender, disability, sub-national geographical area, ethnicity, language spoken at home.
 - ☐ (to be tested and expanded)



Girls attend class in a village in Nowshera District, Khyber-Pakhtunkhwa Province, Pakistan. The school was damaged by the floods, but has been rehabilitated with UNICEF support.

ANNEX 7: FREQUENTLY ASKED QUESTIONS ON THE MICS-EAGLE INITIATIVE FOR COUNTRY OFFICES

General Questions

Q: What is the objective of the project? Why do COs need a CR in addition to the main MICS report?

A: The reporting mechanism of MICS has changed for MICS6. Traditional MICS reports contain both data and analysis, and the typical length tends to be some hundred pages. It has been the case that the release of MICS reports and micro-datasets are delayed due to the massive amount of work required to finalize MICS reports. Thus, the MICS reports under the MICS6 project are simplified, called Survey Finding Reports (SFRs). The amount of narrative and analysis of a SFR is drastically reduced from MICS5 reports. Thematic analysis on education issues using MICS6 (called Country Report under the MICS-EAGLE Initiative) aims to complement existing MICS data analysis by generating evidence which is not available through regular MICS reports. For example, SFRs may inform about girls' attendance rate in secondary education, but it would not necessarily provide insights about the stage of the education cycle, or why girls are dropping out from the system. The MICS-EAGLE Initiative is especially timely as MICS6 includes new education and other modules such as the Foundational Learning (FL) module, and Parental Involvement (PR) module. The thematic analysis would generate data needed for policy discussion beyond SFRs, such as (a) further disaggregation based on national priorities (e.g. double disaggregation among children with disability); (b) cross-tabulation among indicators (e.g. cross-tabulation of learning outcomes and education environment at home, or child labour status); and (c) regression analysis (e.g. estimating relative impacts on school attendance of gender, location, SES, ethnic group). The analysis plan of the CR will be led by the government with support from UNICEF Country Offices (COs) to ensure the evidence produced has direct and significant implications for ongoing policy discussions at the country level.

The two main objectives of the MICS-EAGLE Initiative are (a) to provide systematic data analysis support to COs for

evidence-based policy planning, monitoring and advocacy using the most recent MICS datasets; and (b) to fill global data, knowledge and policy gaps especially in foundational learning skills and equity in education (e.g. disability, language, ethnicity, SES, gender, geographical factors).

Q: Can you tell us when the data will be available for analysis in 2018?

A: The data of the following countries are planned to be available in 2018. The timing of data dissemination is tentative and subject to change due to various reasons related to data collection, cleaning and other issues. It is planned to showcase initial reports which will be available in summer 2018.

Expected Data Release Date	Country
June 2018	Sierra Leone, Democratic People's Republic of Korea, Lao People's Democratic Republic, Togo
August 2018	Ghana
September 2018	Congo, Democratic Republic of the, Pakistan (Punjab)
October 2018	Gambia
November 2018	Iraq, Suriname, Tunisia
December 2018	Guinea-Bissau, CAR, Costa Rica, Lesotho, Chad

Q: Should we wait until the public data release for the development of the education thematic analysis?

A: No, we do not necessarily need to wait for the public data release. Ideally, the education thematic data analysis should be a part of the larger MICS data analysis project, and the education report should be published together with the main MICS report (Survey Findings Report). Thus, it is recommended to initiate discussions on the thematic

analysis with the existing national MICS Working Group/ Committee when a CO decides to participate in the MICS-EAGLE Initiative.

Q: Our country does not participate in MICS6, but we have a recent DHS (or other survey). Can we participate in the MICS-EAGLE Initiative?

A: In theory, countries that do not participate in MICS6 can also join the MICS-EAGLE Initiative, as one key objective of the MICS-EAGLE Initiative is to support COs in analyzing the latest household survey data for policy planning and advocacy. However, this is subject to discussions on issues of capacity, funding, timing, and content of analysis.

Q: What are the benefits for national actors to develop the Country Report and Evidence-Based Policy Discussion note?

A: Benefits for COs include a high-quality education Country Report and Evidence-Based Policy Discussion note using MICS6, which addresses key policy and data questions identified through a national stakeholder workshop. The report also supports SDG4 and national education sector monitoring, and evidence-based policy planning and advocacy. The content of the report and EBPd note includes:

- Detailed and tailor-made education statistics focusing on education equity and learning;
- Detailed profiles of the most marginalized children in the education sector, expressed as both ratios and headcount data;
- Better understanding on interaction of key indicators and relative effect of individual and household characteristics on education outcomes; and
- Identified recommended actions and policy options, supported by data analysis using most recent data.

In addition, the Initiative will contribute to capacity development of MOE officials and education stakeholders through sessions provided during the customization workshop (e.g. sessions on SDG4 indicators, education and other data available through MICS6).

Q: What are the benefits for COs to be part of the MICS-EAGLE Initiative?

A: Benefits for COs include the following:

- A high-quality education report using MICS6, which supports SDG4 and national education sector monitoring, and evidence-based policy planning and advocacy;
- Visualization tools available for the participating countries (visualized education data for key education indicators, including maps) for policy planning and advocacy;
- Evidence-Based Policy Discussion note for COs and the education sector;
- Systematic technical support from Regional Office and HQ colleagues;
- Subsidized costs for the in-depth analysis of MICS6 data; and
- Saved opportunity costs for (a) recruitment process for a consultant (drafting TOR, advertisement of the post, written examinations and interviews, administrative and financial transaction time etc.); and (b) quality control of the deliverables.

Q: What are the key deliverables of the MICS-EAGLE Initiative?

A: The MICS-EAGLE Initiative produces MICS-EAGLE Country Reports (CRs) and online visualization tools which summarize the report findings to stimulate national policy discussion. COs will also develop an Evidence-Based Policy Discussion note for policy planning and advocacy using the report results. Eventually (in two to four years), regional and global reports will be developed as regional and global data are collected.

Questions on Collaboration, Arrangements, and Cooperation among COs, ROs and HQ

Q: Who will carry out the analysis? Can HQ carry out the analysis for country offices in order to save resources (time, funding)?

A: Yes, the analysis will be carried out by HQ (and RO when agreed). One of the lessons learned from the Out of School Children Initiative (OOSCI) is that the analysis strategy and quality of OOSC country reports varied significantly. It resulted in re-analyzing data of various countries, which had implications for resources and also delayed the process of synthesizing the results at regional and global levels. The MICS-EAGLE Initiative aims to save resources and deliver evidence efficiently and quickly by centralizing the analysis at the HQ level.

Q: Do all the COs need to establish a formal mechanism with the government?

A: A short and general answer is yes, in order to ensure ownership of the results. However, the definition of “formal mechanism” can vary from one country to another, depending on the country specific context, with the understanding that this activity should be recognized as a formal sector activity. The type of formal mechanism can be formulated through either (a) amending the existing joint workplan of UNICEF and the MOE by sending a letter requesting the nomination of a senior official as counterpart; (b) extending this letter to the National Statistics Office and any other relevant government agency involved in the MICS programme; or (c) integrating this activity into existing mechanisms and/or workplans of partners, such as the Global Partnership for Education and a local education development partner group.

Q: Does the Data and Analytics Section in HQ also provide similar support/services to other sectors (e.g. health report)? It would probably make more sense if COs have similar ‘thematic reports’ for other key sectors so that, for example, COs can engage with and advocate for equity-focused budget allocation at sub-national (provincial, in this case) level.

A: The processes and tools for in-depth thematic analysis using household surveys have not been established among various sectors in UNICEF. The MICS-EAGLE Initiative is the first to carry out in-depth analysis addressing data availability and under-utilization issues. The MICS-EAGLE approach, processes and tools could be adopted by other sectors in the future.

Q: Our County Office would like to share the analysis results as soon as possible because we are conducting a mid-term review. How long does the analysis take?

A: It varies by country, but initial results can be shared with national counterparts within six weeks of the finalization of the analysis plan and the report outline.

Q: Can you explain the processes for developing the CR and EBPD note?

A: Please see the table below which summarizes steps to develop CRs and EBPD notes.



	Activity	Purpose	HQ		RO	CO
			Education PD	Data and Analytics		
1	Regional skype meeting with MICS6 countries	To inform COs about the Initiative and discuss next steps	Jointly organize the webinars			Attend and discuss
2	Development of the national task force team	1. To create the National Task Force with the government. 2. To form a working group within UNICEF CO. 3. To discuss dissemination plan with UNICEF (internal) and MOE (sector)	—	—	—	Education and Social Policy sections of a CO organize with MOE and NSO
3	Customization of the CR template and outline through workshop	To customize and finalize the education MICS report analysis and tabulation plan through the customization workshop with stakeholders	(Attend and) provide technical inputs	(Attend the workshop and) provide technical inputs	(Attend and) provide technical inputs	Lead the process
						Organize the customization workshop
4	Funding transfer	COs co-share funding for the national report	—	Receive funding	—	Send the budget code to HQ
5	HQ Data and Analytics hires data analysis consultant and designer	To analyze the MICS6 data per the customized report template	Review TOR	Draft TOR, advertise and recruit consultant	Review TOR	Review TOR
6	Drafting the national MICS-EAGLE report	To develop an initial draft that will be shared with the National Task Force	Review and provide technical inputs to the draft report. Data and Analytics or RO analyze data.			
7	National workshop for Development of CR and EBPB note	1. To discuss findings from the analysis. 2. To identify policy options, actions needed to follow up findings. 3. Prioritize policy recommendation	Attend, if needed	Attend, if needed	Attend, if needed	Organize the workshop with the National Task Force and other education stakeholders
8	Development of EBPB note	To draft EBPB note based on the workshop, interviews, and audience analysis to link findings of CR to policy discussions	Provide draft TOR for a consultant and review draft			Hires a consultant and drafts EBPB note
9	Finalization of the final drafts (CR and EBPB note)	To finalize the reports by reflecting comments from the workshop for development of CR and EBPB note	Review	Update the report and carry out additional analysis	Review, or update the report and carry out additional analysis	Review with the national taskforce team
						Education and CO colleagues provide final input
10	Release of CR and EBPB note	To share findings with national and international stakeholders and policymakers to raise awareness and stimulate policy discussions	—	—	—	UNICEF supports MOE to officially publish documents.
11	Hard copy of CR is printed and shared (optional)		—	—	—	MOE/UNICEF distribute hard copies
12	Hard copy of CR is printed and shared (optional)		Disseminate results through various channels. Upload the digital version to various UNICEF websites			MOE/UNICEF disseminate results through various channels, including UNICEF RO and CO homepages

Technical Questions

Q: Why is Adjusted Net Attendance Rate (ANAR) used instead of Net Attendance Rate (NAR), Gross Attendance Rate (GAR) or Gross Enrolment Rate (GER)?

A: Enrolment data is collected from education administrative systems (EMIS), and both enrolment and attendance data can be collected from household surveys. MICS surveys only collect attendance information. As gross attendance or gross enrolment rates mask education issues, such as over-age students, net enrolment or attendance is a preferable option. Finally, adjusted net attendance rate enables accounting for children who are attending a higher school level and hence reflect more precisely the attendance situation of a given group of school-age children. A more detailed description is found [here](#).

Q: Can we use Gross Enrolment Rate (GER) instead of Adjusted Net Attendance Rate (ANAR)?

A: As MICS does not collect enrolment data, we cannot report GER but we can report GAR. However, if GER is used for the national education sector monitoring, we can report GER figures using the UNESCO Institute for Statistics database.



Q: How are “at-risk” students in Dimension 4 (primary education) and Dimension 5 (lower secondary education) defined?

A: This indicator estimates the proportion of students who are at risk at primary and lower secondary education level. The definition and calculations of at-risk students have been developed and documented in the [Out of School Children Initiative Operation Manual](#) (page 45). There are three main methods. Method 1 uses direct estimates for the dropout rate of children in a given education level, identifying children who dropped out from school using MICS data on attendance in the last and current academic years. Method 2, on the other hand, uses risk factors such as proxy indicators of at-risk students, such as the percentage of children who are two years older than the official schooling age, or percentage of children in Grade 1 who have not attended pre-primary education. Method 3 uses the survival rate to the last grade of primary (or lower secondary) education, which can be estimated by survey data sets. To be more specific, “100% - Survival rate to the last grade of the given education level” represents the share of children at risk. This indicator is translated as x% of children in Grade 1 in primary (or the first grade in lower secondary) is at risk of dropping out before reaching the last grade of the level. Please note that the reference population of Method 3 is not the entire school population but the Grade 1 cohort. This indicator indicates the likelihood that a child in Grade 1 would drop out before the last grade. Therefore, one can argue that it is not a complete measure of “share of children in primary education who are at risk of dropping out” – because it only presents the picture for a Grade 1 student.

The CR can present a set of indicators to represent at-risk students using various methods. The data on the proportion of students who are two or more years older than the official age (a risk factor used under Method 2) will be presented by a “MICS Snapshot”.

Q: Can we trust single-age statistics (e.g. attendance rate for an age cohort of 6 years old) given the small sample size of single age statistics?

A: Before we publish data, we check the sample size which represents a single age cohort. The MICS guideline indicates that figures can be published with a “*” mark for data between 25 and 50, and would not be published if the sample size is less than 25. In addition, we look at

the general tendency of the data, compared with past data sources. The Core Tables of the CR report plans to publish 95 per cent Confidence Interval to show the degree of uncertainty of estimates.

**Q: What is the Early Child Development Index (ECDI)?
How is ECDI measured?**

A: ECDI aims to measure the developmental status of children within four domains: literacy-numeracy, physical, social-emotional development, and learning. The methodology and household survey module have been developed and widely used, especially through MICS. ECDI is being used as the SDG 4.2.1 indicator. For more information please visit: https://www.unicef.org/earlychildhood/index_69846.html

Q: What is Pathway analysis?

A: It summarizes data on attendance, transition, dropout, and completion to inform areas of intervention across education levels. Please see the example in the link below for data and interactive data visuals.

<https://public.tableau.com/profile/publish/Pathwayanalysis0501/Story1#!/publish-confirm>



Girls play a game that involves jumping over a progressively higher pair of strings, catching one with their feet and twisting it over the other as they land, at St Michael All Angels Anglican Kindergarten in Komenda in the Central Region of Ghana.

