**COUNTRY/SURVEY, YEAR**

**MULTIPLE INDICATOR CLUSTER SURVEY PLAN**

*Month, year*

The draft version of this document is expected to be prepared and presented in summary during the MICS Survey Design Workshop. It is expected that after the completion of the workshop the survey teams work on the plan together with other survey team members and partners and prepare a comprehensive document before the start of any fieldwork activity (including listing, pre-test of questionnaires, test of the CAPI application, or data collection). The survey plan is a live document that should be updated during survey implementation to reflect key changes.

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# Background and Objective

Monitoring progress towards the 2030 Agenda for Sustainable Development through MICS

In 2016, the final list of Sustainable Development Goals (SDGs) indicators was endorsed by the UN Statistical Commission, following the global adoption of the 17 SDGs and 169 targets of the 2030 Agenda for Sustainable Development. The final SDG indicator framework includes 231 global indicators, around one-third of which are household survey-based. The MICS questionnaires have undergone rigorous methodological and validation work to broaden the scope of the tools and include new topics that reflect SDG indicators and emerging issues in the 2030 Agenda for Sustainable Development context.

The new topics that have been developed include: rapid water quality testing, social transfers, foundational learning skills (children age 7-14), child and adult functioning, migration status, and use of clean fuels and technology.

The Multiple Indicator Cluster Survey (MICS) is an international household survey programme developed and supported by UNICEF. MICS is designed to collect estimates of key indicators that are used to assess the situation of children and women. Over the past three decades MICS has evolved to respond to changing data needs, expanding from 28 indicators in the first round to more than 200 indicators in the current seventh round, and has become a key source of data on child protection, early childhood education, and a major source of data on child health and nutrition. In addition to being a data collection tool to generate data for monitoring the progress towards national goals and global commitments aimed at promoting the welfare of children, MICS has provided valuable data to monitor global targets and goals including the UN Convention on the Rights of the Child, the Millennium Development Goals (MDG) and the Sustainable Development Goals (SDG).

Since the inception of MICS in the 1990s, more than 350 surveys have been carried out in more than 120 countries. As part of the global effort to further develop national capacities to generate and analyse high quality and disaggregated data, UNICEF launched the seventh round of MICS surveys in 2023, with first results expected to become available by the end of 2023. Today, MICS is well positioned to play a central role in the 2030 Agenda for Sustainable Development data landscape alongside other key demographic, health, and socio-economic surveys and to complement data from administrative sources and censuses. MICS was already covering some of the SDG indicators that are household survey based. After undergoing rigorous methodological and validation work to broaden the scope of the tools and include numerous topics that reflect SDG indicators and emerging issues in the 2030 Agenda for Sustainable Development context, MICS7 questionnaires in the new round will cover half of (40 of 80) household survey-based SDG indicators.

As governments continue to develop national frameworks to monitor progress towards the SDGs and establish baselines, strategic planning and investments are required to collect robust, more frequent, and timely data. The new round of MICS continues to present an opportunity to support this process.

[Add country specific background and objectives]

# Governance Structure

In this section, under separate sub-headings as appropriate

* Give the name of the national statistical office (NSO) implementing the survey (or other implementing agency).
* Provide an overview of the Memorandum of Understanding (MoU) (parties, critical components affecting survey planning, ethical review process, etc.).
* Give the names and affiliations of those who will be responsible for the management, technical work, ethical considerations and referrals, and coordination activities. Include the survey coordinator, the sampling expert, and data processing expert assigned from the NSO/implementing agency, and others, as applicable. If already identified, the National MICS Consultant and other key regional experts/consultants together with their respective responsibilities should also be included.
* Describe the roles and contributions of national and international stakeholders and funding agencies.
* Describe the status, composition and roles and responsibilities of the Steering and Technical committees (including focal points for ethical review submission and process).
* Provide other details on the governance structure and human resources as needed.

# Questionnaires

Year of Fieldwork Country/Survey MICS will include the following questionnaires:

* Household Questionnaire
  + Water Quality Testing Form in number households within each cluster
* Questionnaire for Women Age 15-49 Years
  + Violence Against Women Module for one randomly selected woman in each household
* Questionnaire for Men Age 15-49 Years in every second household
* Questionnaire for Children and Adolescents Age 5-17 Years for one randomly selected child in each household[[1]](#footnote-1)
  + Anthropometric Measurements Form for Children Age 5-9 Years
* Questionnaire for Children Under Five[[2]](#footnote-2)
  + Anthropometric Measurements Form
  + Facility Based Records of Vaccinations Form (fieldwork teams will be visiting the health facility where children’s immunisation records are kept)

The following modules and topics will be included in the Year of fieldwork Country/Survey MICS:

|  |  |
| --- | --- |
| **Household Questionnaire:** |  |
| **BASE**   * Household information panel * List of household members * Education: Attainment [age 3+] * Education: Attendance [age 3-24] * Household characteristics * Water * Sanitation * Hygiene * **Water Quality Testing Form** | **COMPLEMENTARY**   * Household energy use * Malaria: ITNs[[3]](#footnote-3) * Social transfers * Post-emergency * Food insecurity experience |

|  |  |
| --- | --- |
| **Questionnaire for Women Age 15-49 Years:** |  |
| **BASE**   * Woman’s information panel * Woman’s background * ICT[[4]](#footnote-4) use * Fertility / Birth history * Antenatal care * Delivery care * Marriage / Union | **COMPLEMENTARY**   * Migration * Health insurance * Employment or training [age 15-24] * RC[[5]](#footnote-5): Desire for last birth * Malaria: IPTp[[6]](#footnote-6) * PN&NC[[7]](#footnote-7): Thermal care * PN&NC: Cord care * PN&NC: Birthweight * RC: Period return * IYCF[[8]](#footnote-8): Initial breastfeeding * PN&NC: PNC[[9]](#footnote-9) for babies and mothers * PN&NC: Signal care functions * RC: Contraception * RC: Unmet need * Menstrual health and hygiene * FGM[[10]](#footnote-10) * HPV[[11]](#footnote-11) * Time-use [age 15-17] * Attitudes toward domestic violence * SDG16[[12]](#footnote-12): Safety * SDG16: Discrimination * Adult functioning [age 18-49] * RC: Sexual activity * RC: Decision-making on reproductive health * Maternal mortality * Tobacco use * Mental health [age 15-24] * Violence Against Women [One randomly selected woman per household] |

|  |  |
| --- | --- |
| **Questionnaire for Men Age 15-49 Years:** |  |
| **BASE**   * Man’s information panel * Man’s background * ICT[[13]](#footnote-13) use * Marriage / Union | **COMPLEMENTARY**   * Migration * Health insurance * Employment or training [age 15-24] * Time-use [age 15-17] * Attitudes toward domestic violence * SDG16: Safety * SDG: Discrimination * Adult functioning [age 18-49] * Tobacco use * Mental health [age 15-24] |

|  |  |
| --- | --- |
| **Questionnaire for Children and Adolescents Age 5-17 Years:** | |
| **BASE**   * 5-17 child information panel * 5-17 child’s background * Child labour * Child discipline [age 5-14] * Household involvement in education [age 7-14] * Foundational Learning skills [direct, age 7-14] | **COMPLEMENTARY**   * Health insurance [age 5-14] * Child functioning * Children’s time-use [age 10-14] * **Anthropometric Measurements Form [age 5-9]** |

|  |  |
| --- | --- |
| **Questionnaire for Children Under Five:** |  |
| * **BASE** * Under-five child information panel * Under-five’s background * Early childhood development * Child discipline [age 1-4] * Immunisation [age 0-2] * **Anthropometric Measurements Form** * **Facility Based Records of Vaccinations Form** | * **COMPLEMENTARY** * Health insurance * Birth registration * Child functioning [age 2-4] * IYCF: Breastfeeding and dietary intake [age 0-1] * Care-seeking and treatment of diarrhoea * Care-seeking and treatment of symptoms of ARI[[14]](#footnote-14) * Malaria: Care-seeking and treatment |

Include any *non-MICS* modules, topics or measurements that are planned, mark them with an asterisk and a footnote indicating that the(se) module(s) are survey specific additions, and provide a separate justification for each addition (including the information about the stakeholder requesting the collection of data).

The following base questionnaires and modules/topics from the global Base MICS questionnaires will be excluded from the Year of fieldwork Country/Survey MICS:

List the excluded base questionnaires and modules/topics and provide reasons for the exclusion of each base questionnaire and module/topic separately. If the module/topic or questions are not applicable to the country/survey you are not expected to provide a detailed explanation other than indicating that they are not applicable. However, for all other exclusions including recent data availability from other sources, please include specific details about the reasons the modules/topics and/or the questionnaires are not planned to be included and provide references to the data needs assessment.

Sometimes, a module may be kept, but specific questions from the module may be excluded. Also include such modules and questions and elaborate the reason for exclusion. Similar explanations and justifications are also expected to appear in the survey report to clarify the justification for exclusion to the readers.

* Questionnaire and module name, reason/justification for exclusion
* Questionnaire and module name, reason/justification for exclusion
* Questionnaire and module name, reason/justification for exclusion
* Questionnaire and module name, reason/justification for exclusion

Provide information on the plans for drafting the customised questionnaires, the translation and back-translation of the questionnaires into major local languages and plans for pre-testing the questionnaires (details expected to include are sample size, language versions to be tested, pre-test locations, number of pre-test staff, duration of training and pre-test, etc.,). Indicate that the results from the pre-test will be compiled in a report, and will be used to further modify, customise, and finalise the questionnaires, as needed. Also mention the need to use bilingual interviewers and how to address the translation requirement for local or less common languages when there is no translation readily available.

Appendix C includes a checklist of documents that are expected to be available to the survey methodologists for customisation of questionnaires. These documents should also be shared with UNICEF RO and UNICEF HQ when submitting questionnaires for review. To aid discussions about questionnaire customisation, it is recommended the documents listed in the checklist are brought to the Survey Design Workshop.

# Sample Design

In this section, under separate sub-headings, as appropriate, describe:

* The sample design
* Sample size, including the expected numbers of households, women, men, children age 5-17 years and under-5s. Include information on sub-sampling of men or any specific modules/topics, and oversampling of children age 5-17 years or under-5s if applicable
* How the sample size was calculated, including the indicators used for the calculation of the sample size
* The sample size for water quality testing (total number of household water samples and source water samples, numbers per cluster)
* The level of disaggregation sought for reporting
* What sample frame will be used and how the frame will be updated if the sample frame needs to be updated. Also mention if there is a need to have or update a frame about special population groups such as nomadic population or forcibly displaced people
* The availability of each sampled cluster geocodes (cluster centre points, multi-points, or boundaries), and boundary shapefiles representing the sampling frame, including the boundaries of one lower level than the sample stratification. If cluster coordinates are already available (typically from Census digital cartography) no action is required, but if geocodes are unavailable, such data should be collected during the mapping and household listing operation.
* Plans for the listing and mapping operation (number of clusters, duration of listing, whether listing will be conducted using paper forms or CAPI)
* Plans for the listing and mapping training and fieldworker training pilot listing (number of clusters for the pilot, locations), plans for monitoring listing
* Plans for recruitment of staff involved in listing, including details of the type of personnel and numbers (personnel in the field: supervisors, listers, mappers, drivers; office personnel: listing editors, mapping editors/administrators)

[Insert description and photo credit].

*[Insert photo from previous MICS, if available, or another survey fieldwork.]*

* Plans for household selection for the fieldworker training pilot study and main fieldwork (including selection of clusters and households for the pre-test of questionnaires and the test of the CAPI application)

The reader should be clear on what level of disaggregation is being promised, for the key indicators of concern. This is important to avoid creating false expectations on what the survey will deliver.

# Survey Instruments

It is estimated that boards, scales, salt test kits, water quality test kits, tablets with accessories and GPS units will be needed in the indicated amounts:

* Measuring boards:
* Scales:
* Salt test kits:
* Water quality testing equipment:
* GPS units (needed if the survey's sampling frame is not geocoded or if the geocodes cannot be made available):
* Tablet and accessories per tablet unless otherwise indicated (spare battery, case, screen protector, spare stylus, SD Card; vehicle chargers (1 per team)):

Delete those that do not apply to your survey.

Provide information on types and brands of equipment, and from where they will be procured. Any other survey instruments that will be used in the survey should also be added here, including explanations for why they are needed.

# Recruitment and Training of Fieldwork Staff

In this section, under separate sub-headings as appropriate, describe:

* Plans for recruitment of fieldwork staff, including details of the type of personnel (interviewers, supervisors, and measurers),[[15]](#footnote-15) their education/background, sex, numbers, etc.
* Timing of training
* Length of training
* Methodology and content of training
  + Please describe training plans for modules that require special training methodologies, e.g., standardization tests for anthropometry, water quality measurements and results interpretation, implementation of referral protocols for violence and mental health modules, recordings of demo interviews with children to train on special interviewing techniques and scoring of learning assessment items
* Profiles of trainers
* How training will be organised – central location, in separate districts, including how standardisation will be ensured if not central location
* Plans for the fieldwork training pilot (sample size, locations)

# Fieldwork

In this section, under separate sub-headings as appropriate, describe:

* Timing of fieldwork, constraints on timing of fieldwork
* Team composition, including numbers
* Expected duration of fieldwork and how the duration was calculated
* Plans for monitoring data collection and fieldwork supervision, including the use of field-check tables to provide feedback to the field
* The dynamic of submitting data to the central office for CAPI surveys[[16]](#footnote-16)
* Fieldwork logistics
* Overview of the process for addressing ethical concerns during fieldwork including focal point(s) and overview of procedures for managing and monitoring the implementation of high-risk referrals in case of inclusion of violence against women and/or mental health modules (Please note that ethical procedures and referral protocols for these modules should be described in detail in Annex B. Protection Protocol).

# Data Processing

In this section, under separate sub-headings as appropriate, describe:

* Plans for participating at the MICS Data Processing Workshop
* Plans for customising CAPI applications for MICS (listing and main fieldwork, or only the latter)
* Plans for testing the CAPI application (sample size, test locations, number of CAPI application testing staff, duration of training, and fieldwork for the test). Indicate that the results from the test of the CAPI application will be compiled in a report and will be used to finalise the application.
* Plans for participation of data processing staff in trainings (listing training if CAPI listing, pre-test of questionnaires, test of the CAPI application and main fieldwork training)
* Characteristics of data processing staff (programmer(s), central menu supervisor and secondary editor(s))
* Plans for providing data processing support to teams in the field for CAPI surveys
* Plans for monitoring the quality of data
* Plans to start customisation of analysis (standard SPSS syntax files and tabulation plan) soon after the questionnaires and CAPI application are final
* Plans to start secondary editing (as soon as the first clusters arrive from the field)
* Plans to allow time for RO and HQ reviews (two weeks minimum for each)
* Foreseen duration of data processing

Census and Survey Processing System (CSPro) software package will be used for data entry. The CSPro software will be provided to the NSO/implementing agency by UNICEF MICS Team at or before the MICS Data Processing Workshop.

The Statistical Package for Social Sciences (SPSS) will be used for analysis. A licensed copy of the software will be provided to the NSO/implementing agency by UNICEF HQ.

# Data Analysis and Report Writing

[Insert description and photo credit].

*[Insert photo of previous MICS reports (key findings reports, final reports, child friendly reports) if available.]*

Provide information on the plans for the production of final tables and on report writing, including timing of production of the Survey Findings Report. Include plans for conducting the Data Interpretation and Report Compilation Workshop.

# Archiving and Dissemination

Provide information on the plans for the printing, launch and dissemination of the Survey Findings Report, as well as for public sharing of SPSS data. Consider the need for allocating sufficient human and financial resources to disseminate findings of the survey and describe where the findings will be placed in the public domain. Elaborate on how findings will be communicated to policy makers, non-governmental organisations, and other stakeholders.

# GIS

Provide information on the plans for GIS data sharing (boundary shapefiles, anonymisation process of cluster geocodes, and geospatial covariates).

* NSO and UNICEF MICS Team will review and accept the boundary shapefiles representing the sampling frame, including the boundaries of one level lower than the sample stratification. The UNICEF MICS Team supports development of attribute tables of boundary shapefiles.
* The UNICEF MICS Team will together with NSO review, confirm, and anonymise cluster geocodes. The anonymised cluster geocodes must be approved by NSO.
* The UNICEF MICS Team will calculate geospatial covariates. If NSO has requests for specific geospatial covariate calculations, the necessary data must be provided.
* The anonymised cluster geocodes, boundary shapefiles, and geospatial covariates will be made publicly available on the MICS website.

# Budget

In this section, under separate sub-headings as appropriate, describe:

* Expected total cost of the survey
* Breakdown of total cost by main budget line items
* Amount of funding secured and funding source(s), including the expected share of each funding source in the budget
* Amount of extra funding needed, including plans, if any, on how the funding shortfall will be secured
* Any restrictions in terms of the timing and use of government funds or funds from other sources

For guidelines on how to describe these, refer to the MICS Survey Design workshop materials.

The detailed budget calculations are presented in the Appendix A.

# Technical Guidance and Support

The main guidance for MICS is available at <http://mics.unicef.org>. The survey team, with relevant experts in each case, will attend the global or regional MICS workshops focused on survey design and data processing that will be organised by the UNICEF Regional Office and UNICEF New York MICS Team and the in-country data interpretation and report compilation workshop. In addition to the templates, standards and guideline documents provided at <http://mics.unicef.org>, many completed MICS surveys will also serve as examples.

Technical support, which includes online support and in-country visits, will be provided by the UNICEF Regional Office (through the regional MICS Coordinator and the experts to be mobilised by the Regional Office) and by UNICEF New York MICS Team as described in the MICS Technical Assistance Framework presentation delivered at the Survey Design Workshop.

Add information on UNICEF CO support that will be provided to the NSO/implementing agency, including the role of the National MICS Consultant and the UNICEF MICS Focal Point in the CO.

# Major Challenges and Support from UNICEF

Indicate the major challenges envisaged in each of the above-mentioned areas and activities. Include any extra support/area of collaboration with UNICEF Regional Office or UNICEF Headquarters that may be needed.

# Timetable

*For guidelines on how to complete the timetable, refer to the MICS Survey Design workshop materials*

Sample Timetable for a National Survey Covering 8,000 Households

|  | **Months** | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Tasks** |  | **1** | **2** | **3** | **4** | **5** | **6** | | **7** | **8** | **9** | | **10** | **11** | | **12** | **13** | **14** | **15** | | **16** | **17** | **18** |
| **PLANNING AND LOGISTICS** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Data-gap assessment[[17]](#footnote-17) |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare and sign the MoU\*,[[18]](#footnote-18) |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| *Survey Design Workshop[[19]](#footnote-19)* |  | TBD |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare Survey Plan, Budget, and Protection Protocol\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare boundary shapefiles representing the survey. Prepare the cluster GPS data (if they already exist) |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Identify survey team and national MICS consultant |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Establish steering and technical committees |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Select personnel for listing operation, pre-test of questionnaires and test of CAPI application, main fieldwork, and data processing |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Order supplies: tablets and accessories, scales, boards, salt test kits, water quality testing equipment and GPS units |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Carry out logistical arrangements |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| **QUESTIONNAIRE DESIGN** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Customise questionnaires, instructions for interviewers and supervisors, and manual for anthropometry, water quality testing (including translation and back translation, if needed)\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Training and pre-test of questionnaires |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare report from pre-test of questionnaires; finalise questionnaires, instructions for interviewers and supervisors, and manual for anthropometry, water quality testing\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| **SAMPLING AND LISTING** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare sample design and design weights\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare listing materials and customise CAPI listing application for training and listing operation\* |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Conduct listing training and listing pilot |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Conduct listing operation (including listing clusters for the pilot study); prepare listing report\* |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| Carry out sample selection\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Enter sample data (if listing was done using paper forms) |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare the sample for the fieldwork CAPI application\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| **DATA PROCESSING PROGRAMMES** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| *Data Processing Workshop* |  |  |  |  | TBD |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Customisation of CAPI application\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Training and fieldwork test of CAPI application |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare report from test of CAPI application; finalise CAPI application\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| **FIELD STAFF TRAINING AND FIELDWORK** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Train fieldwork personnel and conduct a fieldwork pilot study |  |  |  |  |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  |  |
| Collect data in the field |  |  |  |  |  |  |  | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **DATA ENTRY & PROCESSING** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Data entry, secondary editing, and data cleaning |  |  |  |  |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  |  |
| Prepare survey weights\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Finalise datasets\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Anonymise cluster geocodes and calculate geospatial covariates |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| **DATA ANALYSIS AND TABULATION** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Customise Tabulation Plan\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  |  |  |  |  |
| Customise SPSS syntaxes\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Populate Tabulation Plan\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  |  |  |  |  |
| *In-Country Data Interpretation and Report Compilation Workshop* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| **REPORT WRITING AND DISSEMINATION** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare Survey Findings Report \* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Select and prepare Statistical Snapshots \* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Plan and prepare dissemination materials\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Disseminate Survey Findings Report |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| **ARCHIVING** |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Collate documents/materials for survey archive\* |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
| Prepare survey archive |  |  |  |  |  |  |  | |  |  |  | |  |  | |  |  |  |  | |  |  |  |
|  |  | **1** | **2** | **3** | **4** | **5** | **6** | | **7** | **8** | **9** | | **10** | **11** | | **12** | **13** | **14** | **15** | | **16** | **17** | **18** |
|  | **Months** | | | | | | | | | | | | | | | | | | | | | | |

## Appendix A: Survey Budget

Add Excel file with survey budget details

## Appendix B: Protection Protocol

Add Protection Protocol as an appendix to the Survey Plan document.

## Appendix C: Documents for Customisation and Review of MICS Questionnaires

Customise below list according to the content of the finalised questionnaires. The list does not include materials needed for review of customisation of Complementary Topics.

|  |  |  |
| --- | --- | --- |
|  | Full list of MICS7 indicators (name and definitions), as well as any survey-specific indicators, that are expected to be calculated based on the customised questionnaires |  |
|  | Information on the education system in the country: education laws/regulations that describe levels and grades/years of the national education system, as well as information on any changes to the system that may affect data collection and analysis. Include the cycle of the academic year, i.e., from which month to which month. |  |
|  | Table/map showing correspondence between the ISCED 2011 classification of education and the national education system classification (levels and grades/years) |  |
|  | Documentation on the providers of antenatal, delivery and postnatal care (where applicable) in the country: *This can be an assessment or a large document but should enable the team to identify response categories for questions that include providers of such services.* |  |
|  | Vaccination schedule that is used in the country (or schedules if there has been a change during the last three years) |  |
|  | Information on any national immunisation day campaigns that took place in the last three years |  |
|  | Scanned copies of vaccination cards that have been filled in, preferably from different regions/districts of the country (the date of birth of the child should be visible, if possible, and all other personal details should be blacked out) |  |
|  | Electronic copy of a 2nd grade government-approved language textbook for each of the languages selected for the reading skills assessment. For more details, see section on the Foundational Learning Skills Module in the Guidelines for the Customisation of MICS Questionnaires |  |
|  | Excel template where vocabulary check against language textbook has been documented. See details and guidance in the Foundational Learning Skills Module section of the Guidelines for the Customisation of MICS Questionnaires. |  |

1. This questionnaire is administered to the mother or caregiver, apart from the Foundational Learning Skills module, which is administered to the child. In rare cases when a child 15-17 years of age has no mother or caregiver identified in the household, the respondent will be the child him/herself. [↑](#footnote-ref-1)
2. Administered to their mothers or caregivers. [↑](#footnote-ref-2)
3. Insecticide Treated Nets [↑](#footnote-ref-3)
4. Information and Communication Technology [↑](#footnote-ref-4)
5. Reproductive Care [↑](#footnote-ref-5)
6. Intermittent Preventive Care in Pregnancy [↑](#footnote-ref-6)
7. Postnatal and Neonatal Care [↑](#footnote-ref-7)
8. Infant and Young Child Feeding [↑](#footnote-ref-8)
9. Postnatal Care [↑](#footnote-ref-9)
10. Female Genital Mutilation [↑](#footnote-ref-10)
11. Human Papillomavirus [↑](#footnote-ref-11)
12. Topics that relate to Sustainable Development Goal 16 [↑](#footnote-ref-12)
13. Information and Communication Technology [↑](#footnote-ref-13)
14. Acute respiratory illness [↑](#footnote-ref-14)
15. Paper and Pencil Interviewing (PAPI) surveys should also include editors. [↑](#footnote-ref-15)
16. For PAPI surveys the document should describe plans for data entry and data processing, characteristics of data entry clerks, office editor and supervisor(s) (by number, sex, education, experience) and training of data entry staff [↑](#footnote-ref-16)
17. In country discussions and a data-gap analysis should be conducted prior to taking the decision on whether to conduct a MICS. [↑](#footnote-ref-17)
18. An asterisk \* indicates items that include reviews by UNICEF RO and HQ. [↑](#footnote-ref-18)
19. Timelines for MICS workshops can specified following confirmation by UNICEF RO and HQ. [↑](#footnote-ref-19)