

Use of MICS data for education situation analysis and monitoring Short Course | May-June 2022

Introduction to the Course & Call for applications

Deadline: 08 May 2022



Overview of the UNICEF & IIEP-UNESCO Dakar Short Course on Use of MICS data for education situation analysis and monitoring

Dates:

30 May to 26 June 2022 (4 weeks) following a preparatory phase (23-29 May 2022).

Modalities: Online

Objective: To strengthen capacity of beneficiary countries to understand and interpret education-related indicators, specifically those relevant for monitoring SDG 4, using household survey data, with a focus on MICS data, and analyze them.

Time commitment: On average 6 hours per week, totaling approximately 30 hours.

Participants: Public officials, at central and decentralized levels of Ministries of Education (MoE) and Ministries of TVET, and National Statistics Offices (NSO), with a priority to those based in Sub-Saharan Africa¹. The training will also be opened to certain staff from local and international NGOs and Development partners, including staff from UNESCO and UNICEF country offices.

Language: English

Price: Free of charge

Application deadline: May 08, 2022

¹ The training is also open to North Africa, and possibly Syria.

INTRODUCTION TO UNICEF & IIEP-UNESCO DAKAR

UNICEF works in over 190 countries and territories to reach the most disadvantaged children and adolescents – and to protect the rights of every child and to help them fulfil their potential, from early childhood through adolescence. UNICEF’s Data & Analytics (D&A) team, based in New York, is the global go-to for data on children. It leads the collection, validation, analysis, use and communication of the most statistically sound, internationally comparable data about children and women around the world. D&A upholds the quality, integrity, and organization of these data, including MICS², and makes them accessible as a global public good on the data.unicef.org website. The team generates data-driven thought products, ranging from short brochures to in-depth analyses, resulting in major reports that inform UNICEF’s evidence-based programme strategy and advocacy and help identify emerging areas where children are in need.

Located in Dakar, Senegal, IIEP-UNESCO Dakar³ is the office for Africa of UNESCO’s International Institute for Educational Planning (IIEP). IIEP is a specialized UNESCO institute with a mandate to strengthen Member States’ capacity to plan and manage their education systems. IIEP-UNESCO Dakar supports the analysis, planning, and implementation of education and training policies in African countries. IIEP-UNESCO Dakar is particularly renowned for its support to African countries to develop comprehensive education sector analyses (ESA) and credible and realistic education sector plans (ESP). IIEP-UNESCO Dakar bases its interventions on technical expertise, using a capacity development approach through the creation of partnerships, training, and the production of methodological tools and knowledge. IIEP-UNESCO Dakar collaborates with many development partners in Africa such as UNICEF.

UNICEF & IIEP-UNESCO DAKAR COURSE ON THE USE OF MICS DATA FOR EDUCATION SITUATION ANALYSIS AND MONITORING

Several countries, a number of them located in Africa, conduct education situation analysis using administrative data. While these data are extremely useful in understanding the functioning of education systems, they are limited if one wishes to expand the analysis by disaggregating the results. Moreover, countries also need to assess whether there is progress toward the SDG 4 indicators. Household data, and especially MICS data, are useful for these purposes. It is therefore essential that education analysts at the national level strengthen their capacities in data processing, analysis, and interpretation using household data, and especially MICS data, to inform policy discussions and policy making.

² MICS, which stands for Multiple Indicator Cluster Survey, is a survey that provides important data, which enable to analyze multiple dimensions of education sector in the context of monitoring the SDGs. Since its inception in 1995, MICS has become the largest source of statistically sound and internationally comparable data on women and children worldwide. The latest round of MICS surveys is MICS6.

³ <https://dakar.iiep.unesco.org/en>

In this context, UNICEF and IIEP-UNESCO Dakar decided to join forces to design, develop and deliver a MICS-EAGLE⁴ (MICS-Education Analysis for Global Learning and Equity) training specifically targeted to African countries. The course curriculum will follow part of the “Manual on MICS data analysis for education indicators”⁵ and build on each institution’s experience in working in African countries.

INTENDED LEARNING OUTCOMES

At the end of the training, participants will be able to:

1. Explain the SGD 4 indicators.
2. Discuss the advantages and limitations of various types of education data (EMIS data, school-based data, household data, etc.) in the calculation of education indicators, in particular those relevant to SDG 4 monitoring.
3. Interpret education indicators, specifically those relevant for monitoring SDG 4.
4. Explain what the MICS Data are and are used for.
5. Explain how some key education indicators, in particular those relevant to SDG 4 monitoring, are calculated using MICS data.
6. Analyze these education indicators.
7. Explain how these indicators are useful in informing education policy decisions and policy formulation.

PARTICIPANT PROFILE

This training is primarily intended for public officials, working at central and decentralized levels of Ministries of Education (MoE) and Ministries of TVET, and National Statistics Offices (NSO), with a priority to those based in Sub-Saharan Africa⁶. The training will also target certain staff from local and international NGOs and Development partners, including staff from UNESCO and UNICEF country offices.

The course seeks to address the capacity development needs of both education and training statistics *producers* and education and training statistics *users*. Users and producers are both expected to leave the training with strengthened capacity to produce, analyze and use household-based education indicators to inform education policy decisions.

The program mainly targets **technical and operational staff from strategic directorates, involved in educational planning and management, Monitoring and Evaluation (M&E), SDG 4 monitoring, policy discussions and formulation, etc.**, in priority in anglophone African countries⁷.

⁴ <https://data.unicef.org/resources/mics-education-analysis-for-global-learning-and-equity/>

⁵ The Manual is available in [English](#), [French](#), and [Russian](#).

⁶ The training is also open to North Africa, and possibly Syria.

⁷ A second edition of this training will be provided in French and dedicated to francophone African countries.

These are, for example:

- Staff from the MoE and Ministries of TVET in charge of educational planning and/or M&E tasks, at the central and subnational levels.
- Staff from the delegated agencies under the MoE and Ministries of TVET that undertake educational planning and M&E tasks.
- Staff from NSOs in charge of collecting, processing, and analyzing education data.
- M&E focal points of the civil society and local NGOs involved in monitoring education indicators.
- Staff from Development partners involved in education policy formulation and monitoring of SDG 4 progress.
- Etc.

The training will be offered **in English**.

Attention will be given during the selection of candidates to ensure a good balance in terms of gender, type of organization (MoE and Ministries of TVET, at central and decentralized levels, National Statistics Offices (NSO), local and international NGOs and Development partners), etc. with a focus on candidates who:

- have a **minimum of three years of professional experience** in areas directly linked to education policy formulation, planning and implementation.
- have **at least a Bachelor's degree** (three years of higher education), or equivalent, preferably in a field related to education or social and economic sciences.
- are **fluent in English** (reading, writing, and speaking). Candidates whose mother tongue or working language is not English must provide a certificate of competence in English.
- **have good skills in the use of the Microsoft Office suite**, in particular Microsoft Word, PowerPoint, and Excel.

Women are strongly encouraged to apply.

In addition to having demonstrated, by their position or function, a proven familiarity with the production and/or use of household survey data, participants will be required to show a minimum proficiency level in calculation and interpretation of education indicators using Excel. **Candidates who are pre-selected for admission to the training program will be required to take a test to demonstrate whether they meet this criterion.**

To ensure fully interactive sessions, **the number of participants is limited to about 40 participants** and **priority will be given to candidates from Sub-Saharan Africa and from the countries that have released MICS 6 data.**

COURSE STRUCTURE

The course will consist of two modules, following a preparatory phase:

- Preparatory phase (23-29 May 2022)
- Module 1 - Introduction to basic concepts and definitions (30 May – 05 June 2022)
- Module 2 - Calculating, analyzing, and utilizing key education indicators using MICS data (06 - 26 June 2022)

LEARNING MODALITIES

The UNICEF & IIEP-UNESCO Short Course on Use of MICS data for education situation analysis and monitoring will benefit from an interactive and practice-oriented learning approach :

- The preparatory phase (23-29 May 2022) aims to familiarize participants with the IIEP platform and to facilitate introductions with the trainers and with other participants.
- Throughout the two e-learning modules (30 May to 26 June), participants will use the following learning modes:
 - Individual study of the training materials and personal reflection through questions and exercises;
 - Contribution to the exchange and sharing of experiences through interaction with UNICEF and IIEP trainers and participants from other institutions and countries, in live sessions as well as asynchronously;
 - Completing comprehension check exercises;
 - Carrying out practical exercises, individual and group works involving the processing, interpretation, and analysis of MICS data for education situation analysis and monitoring.
- The course will be a mix of synchronous and asynchronous activities. Participants will have to be available at specific times for the synchronous sessions.

EVALUATION AND CERTIFICATION

Participants will be assessed in the following ways:

- Participation: to fulfil the requirements of participation, participants will be expected to read all mandatory course materials, view course presentations and videos, participate in discussions and complete comprehension checks via the IIEP platform.
- Performance: participants will be assessed on the quality of their interventions and evaluative exercises.
- Participants who complete the mandatory activities will receive a certificate of participation. Participants who also meet the performance requirements will receive a certificate of achievement.

SELECTION PROCEDURE

Candidates should fill in the application form as fully and accurately as possible **via this link only, by May 8, at midnight (GMT):** <https://forms.gle/83pnYQeRafSWd2VN9>. Only fully completed applications will be accepted and reviewed by the UNICEF-IIEP UNESCO Dakar selection committee.

Only about 60 applications will be pre-selected. Pre-selected candidates **will be required to take a test to demonstrate a minimum proficiency level in calculation and interpretation of education indicators using Excel.**

From these, only 40 candidates will be selected. Selected candidates will be informed in writing, with a copy to their supervisors. We will request the formal agreement of each participant's supervisor for participation in the course, and an assurance that participants will be afforded the necessary flexibility to carry out all course activities in the correct timeframe. Only selected candidates whose participation is endorsed by their supervisors will be accepted in the course.

FINANCIAL AND PRACTICAL INFORMATION

The UNICEF & IIEP-UNESCO Short Course on Use of MICS data for education situation analysis and monitoring **is free of charge**. Any administrative, connectivity and stationery expenses must be met by participants.

CALENDAR

- ▶ [Open call for applications](#): April 11, 2022.
- ▶ [Submission of applications](#): April 11 to May 8, 2022, online.

Applications should be made using the following link only:

<https://forms.gle/83pnYQeRafSWd2VN9>.

Applications sent by email will not be accepted.

- ▶ [Application window closes](#): **May 8, 2022, at midnight (GMT).**
- ▶ [Pre-selection of \(60\) candidates](#): May 10, 2022.
- ▶ [Test of proficiency in calculation and interpretation of education indicators using Excel](#): **May 12, 2022**
- ▶ [Confirmation of participation \(40 selected candidates only\)](#): **May 13, 2022.**
- ▶ [Deadline for submission of supervisor's endorsement letter](#): **May 20, 2022**
- ▶ [Online course](#): **May 23 – June 26, 2022**

CONTACTS

For any questions, please contact:

- Therrezinha FERNANDES KINKIN, Training Lead at IIEP-UNESCO Dakar (td.kinkin@iiep.unesco.org);
- Margaret KELLY, Statistics and Monitoring Specialist at UNICEF (makelly@unicef.org).

TECHNOLOGY REQUIREMENTS

The IIEP Global Campus platform is based on the Moodle learning management system. To apply to this course, participants must make sure they meet the following technical requirements:

<p>Accessibility</p>	<p>For information on how IIEP strives to continuously improve the accessibility of its online training, and its accessibility policies, please click on https://campus.iiep.unesco.org/?&lang=en, and then scroll-down to read the statement on Accessibility.</p>
<p>Browser</p>	<p>The IIEP platform (Moodle) is compatible with the majority of browsers:</p> <ul style="list-style-type: none"> • Chrome • Firefox • Safari • Edge <p>NOTE: All versions of Internet Explorer should be avoided, as should older versions of Safari (7 and older).</p> <p>To ensure optimal security and user experience, it is recommended to use the most recent version of your browser.</p>
<p>Sound card, headset, speakers</p>	<p>In order to listen to videos, etc., you must have a sound card in your computer and will need a headset, earphones, or speakers.</p>
<p>Microsoft Word and Excel</p>	<p>Several courses require to download Word or Excel documents. If you do not have MS Office, you can download Open Office, a free suite of software which allows to open and edit MS Office files.</p>
<p>Adobe Reader</p>	<p>Participants will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free at https://get.adobe.com/reader/</p>
<p>Internet connection</p>	<p>Having a high-speed Internet connection will allow participants to benefit from all available resources.</p> <p>Minimum recommended connection speed: 500 Kbps.</p>
<p>Mobile devices</p>	<p>Although IIEP courses are primarily designed to be followed on a personal computer, the design of site and course pages is responsive, meaning that participants can also use their smartphone or other mobile device to access courses, view videos, read and reply to forum messages, and so on.</p>