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From Data to Action, MICS EAGLE, MICS Link and MICS Plus

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UNICEF EAPRO
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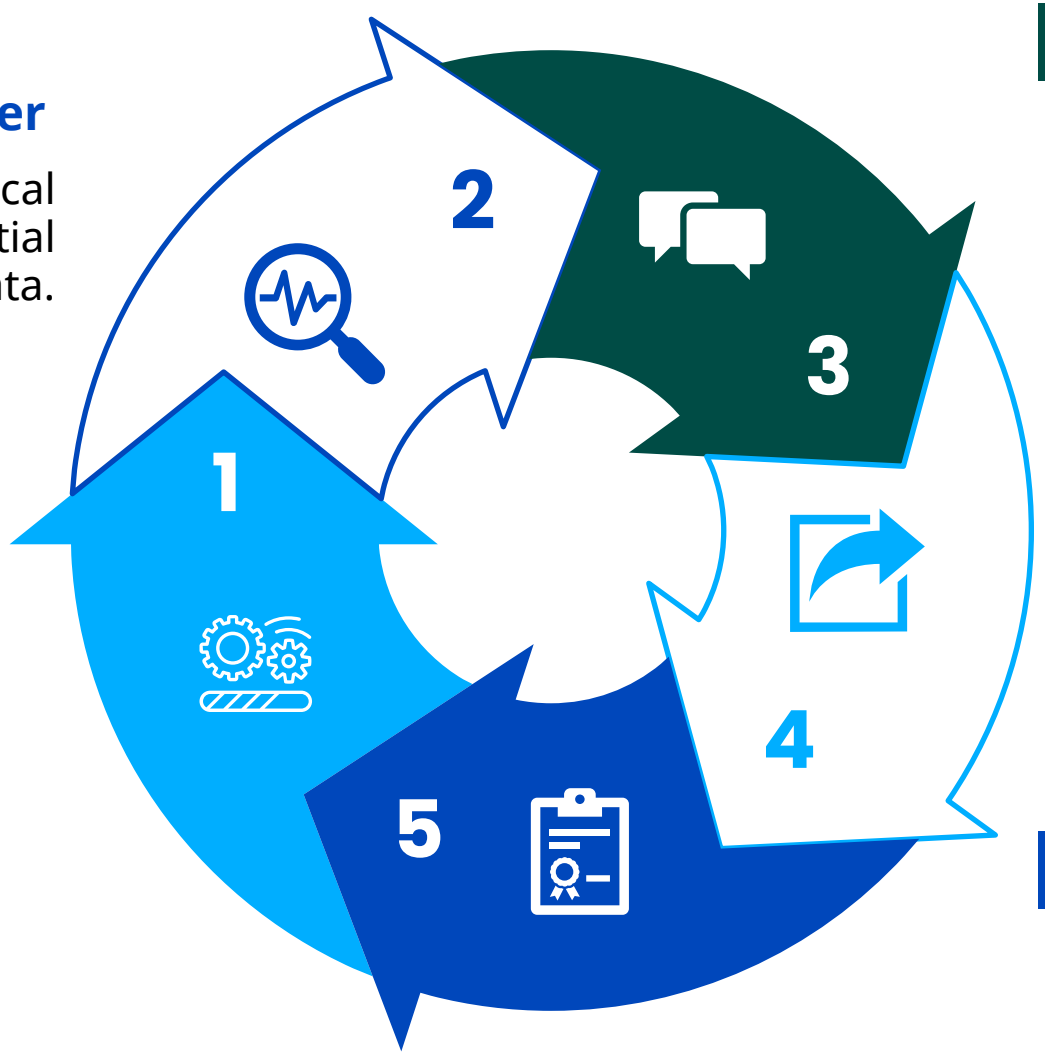
MICS LINK

Approaches and methods to integrate MICS data with data from other sources

2. Analytical Power

Increase the analytical power and potential applications of MICS data.



3. Respondent burden

Reduce respondent burden, potential social desirability and recall bias

4. Use

Promote use of household survey data to inform sector planning and monitoring

1. Contextualization

Enrich MICS data with auxiliary information for better contextualization

5. Quality and efficiency

Contribute to improved quality and efficiency of investments in national data ecosystems

MICS LINK

Integration of MICS and EMIS data since 2021



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Stages in the design and implementation of MICS integration with any data source

1



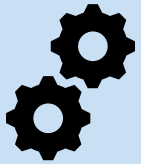
Stakeholder Consultations

2



Feasibility assessment

3



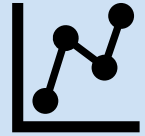
Customization of MICS tools

4



Data collection

5



Data processing for integration and analysis

Collaboration with key stakeholders

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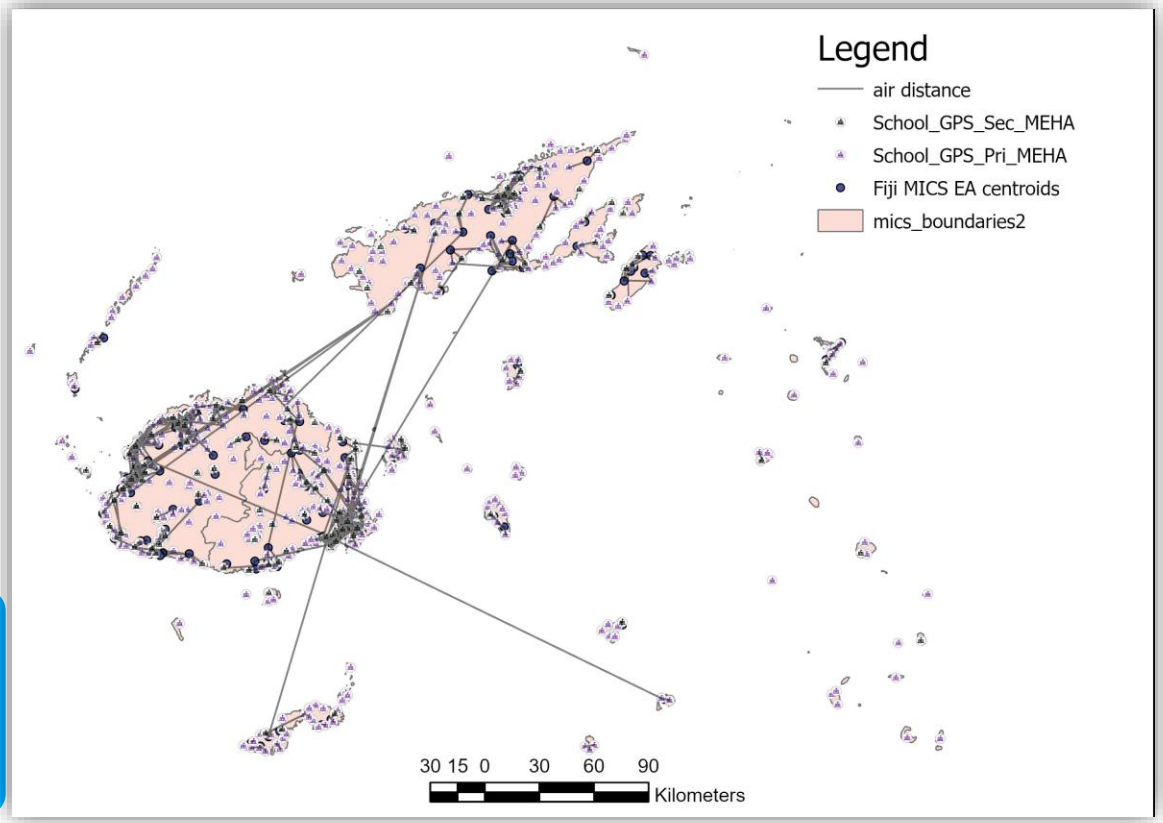
MICS-EMIS integration analysis – Distance to school, Fiji

Link children in Fiji 2021 MICS sample to their school in MEHA FEMIS database

Calculate distance from MICS cluster centroid to MEHA data on school location

Disaggregation of MICS education-related indicators by distance to school



Air distance from MICS cluster centroid to school in collaboration with Nazim Gashi (MICS GIS)

To know more, visit
https://mics.unicef.org/mics-link

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MICS EAGLE objective

Improving learning outcomes and equity issues in education

- **Build national capacity for education** sector situation analysis and sector plan development, and leverage the vast wealth of disaggregated education data collected by MICS

- Build on the **global data foundation** provided by MICS to conduct analysis of disaggregated data at the national, regional, and global level that yields insights as to how barriers to education opportunities can be reduced so each child can reach his or her full potential.

To know more, visit
https://data.unicef.org/resources/mics-education-analysis-for-global-learning-and-equity/





MICS EAGLE: collaboration and use cases

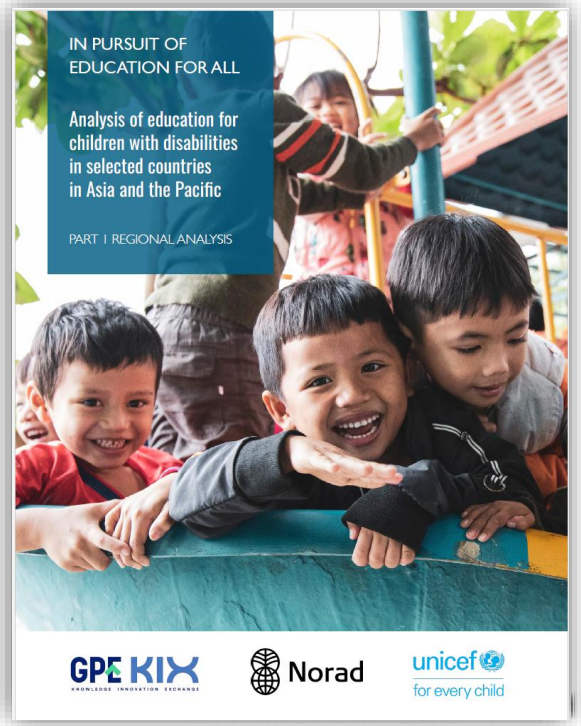
- **Regional workshop** in Korea in 2023 which brought together **Ministry of Education and NSO** (Fiji, Kiribati, Samoa, Tonga, Tuvalu, Kyrgyzstan, Lao PDR, Viet Nam and Pakistan) to go over MICS indicators in education.

- **In country and subnational** workshops to go through the findings and establish **action plans**.

- In 2022, **Kiribati** relied on MICS-EAGLE data to revise its **remote learning policy** to ensure that no child would be left behind and lose out on learning due to school closures.

- In **Lao PDR**, following the convening of the national workshop, several key policy documents, including the country's 9th Education and Sports Sector Development Plan (**ESSDP**) were **amended**





IMAGINE A SURVEY THAT CAN COMBINE…

HOUSEHOLD SURVEY

- **Representativeness**

  Representative sample, allowing disaggregate by socio demographic background characteristics.

- **Statistically robust**

  Rigorous methodology and ethical protocols.



Computer Assisted Telephone Interviewing (CATI) Survey

- **Real time**

  Ability of reporting on a real-time basis

- **Longitudinal**

  Ability of reporting over an extended period on some topcis

MICS PLUS

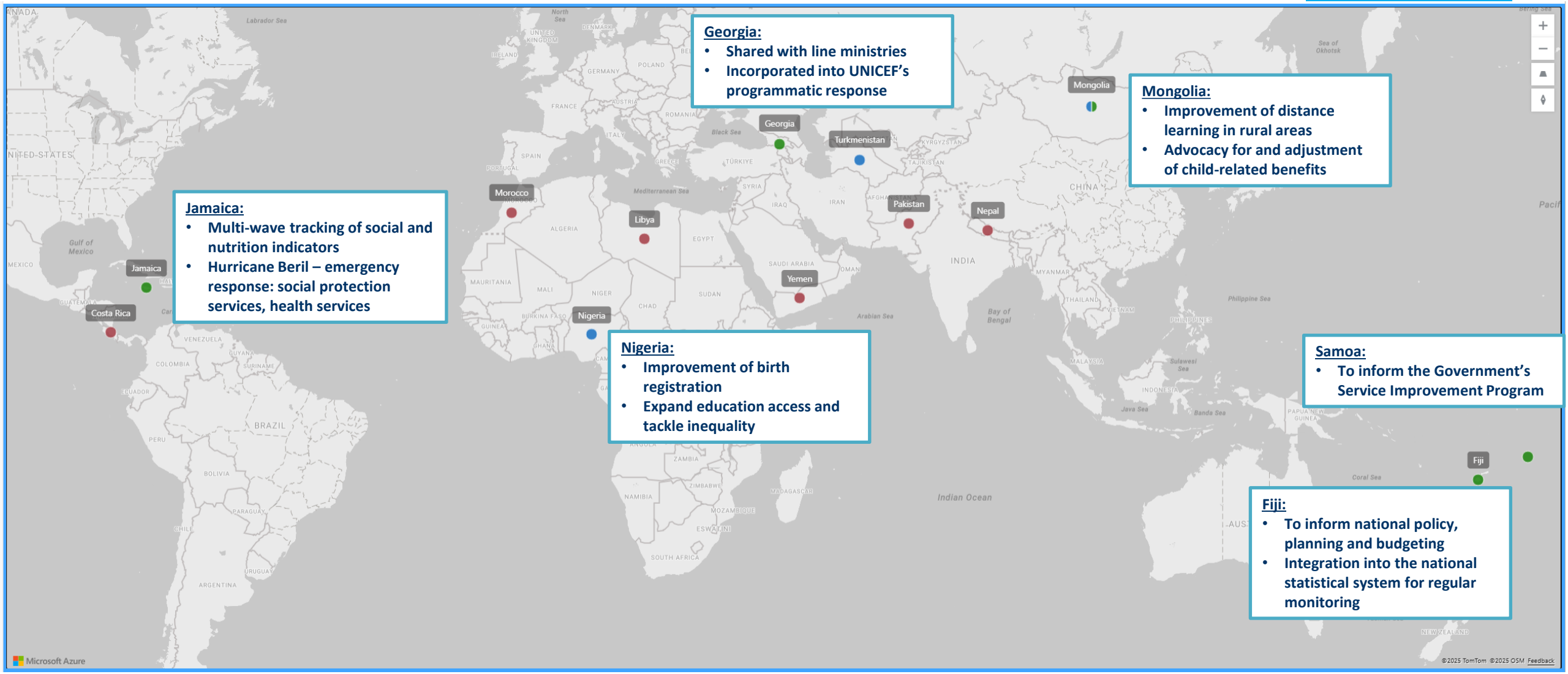


MICS Plus

- MICS Plus has been completed in 5 countries (6 national surveys), is ongoing in 3, and is in the planning/ design stage in 6 more countries.
- In general, the MICS interviewed households are the sample frame to select a subset of households for MICS Plus
- Different sampling frames can be used:
  - In Mongolia, the national household register (2 surveys)
  - In Samoa, it was the recent census
- Results are published in snapshot formats and Excel tables, or dashboards
- Questionnaires, findings and all relevant materials including datasets (with “How to use datasets” instructions) publicly available, free of charge

To know more, visit https://mics.unicef.org/mics-plus

MICS Plus – objectives and use



Disclaimer: This map is stylized and not to scale. It does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers.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Thank you!

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