Implementing the Foundational Learning Skills module in MICS

MICS Technical Support System

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Expert Consultants:

Household Survey

Sampling

Data Processing

Water Quality Testing

UNICEF Country Office team
+ MICS coordinator
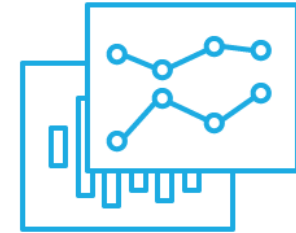
MICS Technical Support System: Workshops

Survey Design

Data Processing

Data Interpretation and Report Compilation

Further analysis (thematic)

Standard parameters of the FLS module

- Target population: children 7 to 14 years of age
- One eligible child per household (random selection)
- In-school / Out of school children
- Focus on early skills (Primary Grade 2 level):

Country ownership:
- MICS design based on data gap assessment and government stakeholders needs.
- Implementation by National Statistical Office.
- MoE curriculum and assessment specialists lead the customization with support from UNICEF / MICS team.

Customization Process

- Required to ensure context/cultural relevance and adequacy to local standards.
- Needs to be carefully managed and closely monitored.
- Limited to basic parameters:
  - Words appear in 2nd grade language textbooks / reading materials
  - Names and items in story are relevant to the local language and culture.
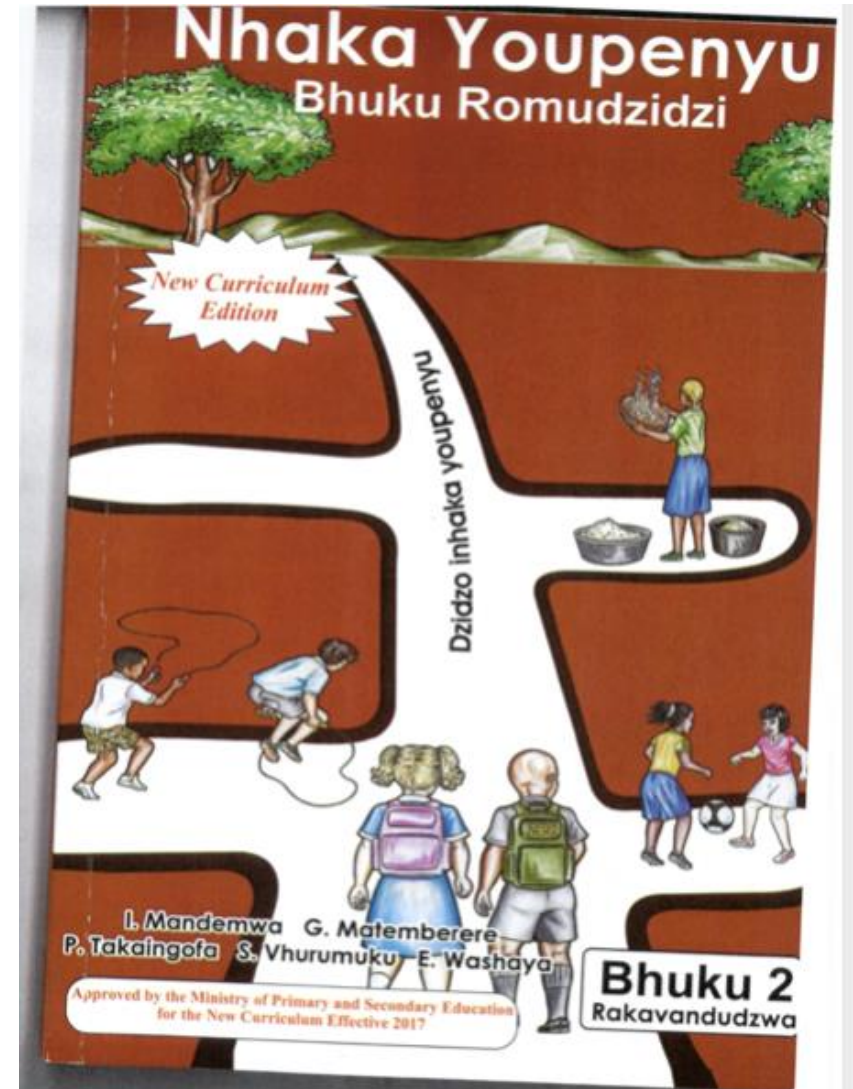
Quality assurance based on:

- Close collaboration with national survey team / MoE specialists
- Review of 2nd grade textbooks
- Comparison of standard and customized stories
- Translation and backtranslation checks

Ventinasa 2
Ny sekoly

ny filaharana

velona ny kiririoka. mijanona ny horakoraka. tony ny kotaba.

- hoy ramose : samia maka ny filaharany ! eto ny taona voalohany. ato ny taona faharoa.
- hoy i mira mitomany : mora a! mora a! hanaraka anao aho. hody aho.
- hoy i mora : aza miala amin'ny filaharana ianao! aza mitomany!

nitony ihany i mira. niroso aloha ny taona faharoa. nanaraka avy eo ny garabola.

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Ny fahavalon'ny zavaboary

Sendra tafaresaka, hono, indray andro, ity gidro dia sy ity gidro nompian'olona.

- Sambatra ialahy fa afaka mandehandeha eran'ny ala, hoy ity gidro nompiana.
- Izaho ve ho sambatra noho ialahy ! Zahao kely ange ! Toloran-kanina fotsiny ialahy fa tsy mba sahirana mitady sakafo, hoy ilay gidro dia.

Nisento ity namany ary nanohy ny teniny :

- Mafy anie lehitsy izany migadra ao anaty fefy !
- Aza maika handao fonenana ialahy. Tsy tahaka ny taloha intsony ny any an'ala. Kapain'ny olona ny hazo. Dorany ny ala. Hazainy izahay, hataony sakafo, hoy ilay gidro dia.
- Hay ny olona no tena fahavalontsika ! hoy izy ireo niara-niteny.

99
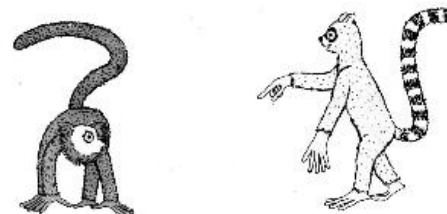
LOCALIZED STORY (Malagasy): 5 words not appear in the learner's book

Jao	dia	ao	amin'	ny	kilasy	Faharoa.
Indray	andro	Jao	avy	any	an-	tsekoly
hody	any	an-	trano	dia	nahita	paiso
mena	teny	an-	dalana.	Ny	paiso	dia
akaiky	fambolena	tsaramaso.	Jao	dia	tia	haka
paiso	kely	mba	omena	ny	reniny.	Nihazakaza ka
mafy	Jao	tao	anaty	fambolena	tsaramaso	mba
haka	paiso.	Nianjera	tamin'	ny	tany	teo
akaiky	akondro	maniry	anefa	izy.	Nitomany	Jao
Hitan'	ilay	mpamboly	tsaramaso	nefa	izany	ka
nanatona	azy.	Nomeny	paiso	Marobe	i	Jao
Tena	faly	be	i	Jao	tamin'	izany

Word count | 84

Replacement words	Frequency Count	Found in the book ?	
Jao	7	No	this replaces "Madani"
Paiso	5	yes	this replaces "Voninkazo"
Tsaramaso	3	Yes	this replaces "Voatabia"

Word	Frequency Count	Found in the book ?
akaiky	2	No
akondro	1	yes
amin'	1	yes
an-	3	yes
anaty	1	yes
andro	1	yes
anefa	1	yes
any	2	yes
ao	1	yes
avy	1	yes
azy.	1	yes
be	1	yes
dalana	1	No

Selecting language(s) of reading test

- Standard reading tests available in English, Spanish and French.
- Countries use available language(s) and/or translate into local language(s) as needed, with limited localization.
- What if several languages are used as medium of instruction in early grades?
- Goal is to measure overall reading skills of target population, regardless of language in which children are able to read.
- Limiting reading assessment to one single language may result in underestimation of reading skills.
- Possible to conduct test in all instructional languages if these are few:
  - Lesotho (Sotho/English)
  - Madagascar (Malagasy/French)
  - Eswatini (Swati/English).

Selecting language(s) of reading test

- Less straightforward issue in contexts with fragmented/reversed language-in-education policies, inconsistency between policy and practice (due to lack of materials, language skills of teachers and students), political sensitivities.

- Trade off between coverage and feasibility:
  - Complex discussion involving relevant experts.
  - Teaching materials / textbooks must be available in languages that will be used.
  - If not all instructional languages can be used, selected languages must cover majority of target population (Malawi, Zimbabwe).

Zimbabwe example

- 14 official languages, 7 used as medium of instruction in early grades.
- More than one language often used in the classroom.
- After much deliberation, experts selected 3: Shona, Ndebele and English.

- Children report home language and main language used by teachers.
- Administration protocol:
  a. Children assessed in teaching language (if available) → Those who fail reading test in language of instruction are offered test in their home language (if available).
  b. If teaching language not available (or child has never been to school), children are assessed in home language (if available).
  c. If neither teaching nor home language are available, child is offered any of the other available languages.

Reading assessment in multi-lingual context
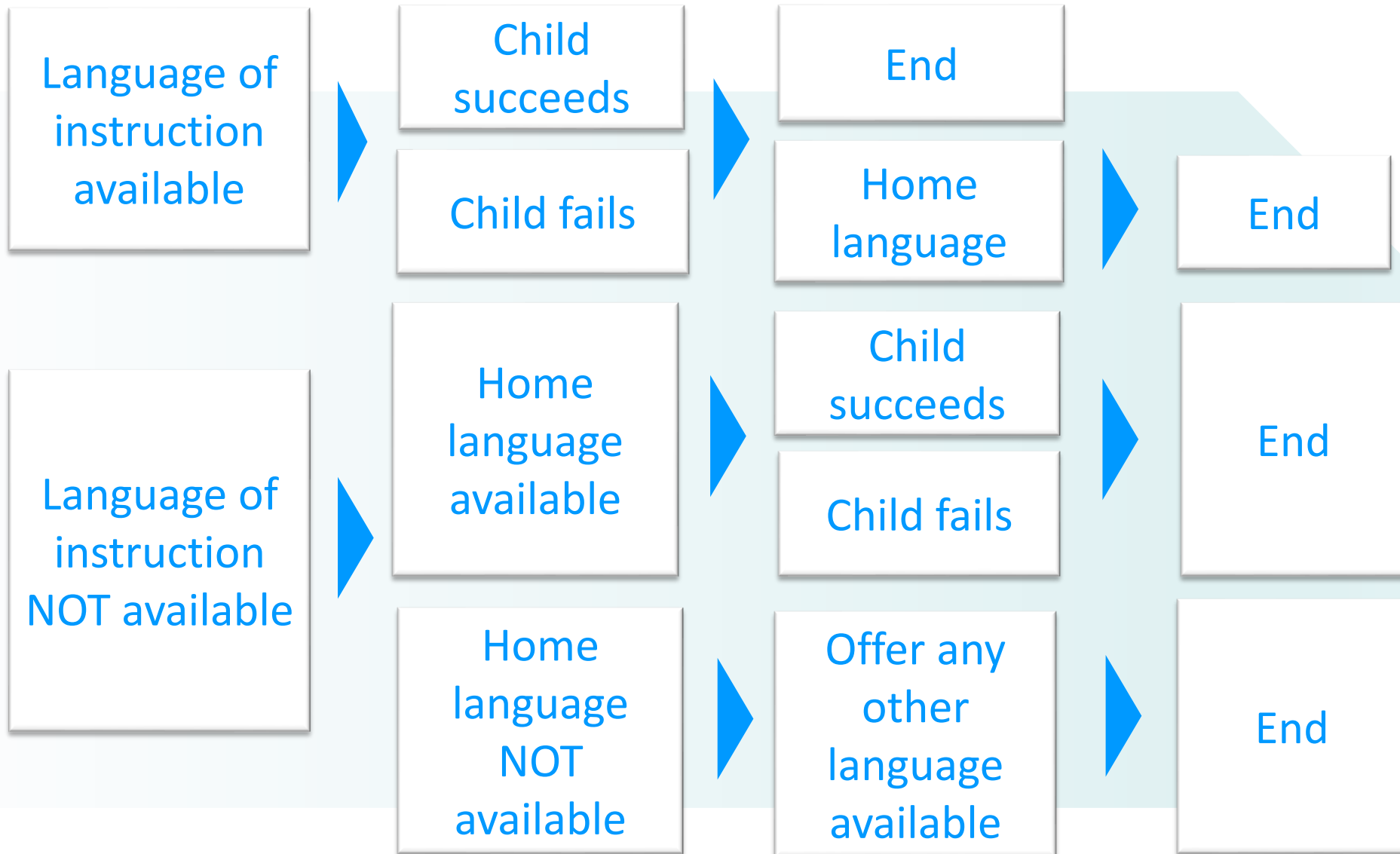
Percentage of children in grades 2/3 and grade 7 who have foundational reading skills* (Zimbabwe 2018 MICS)
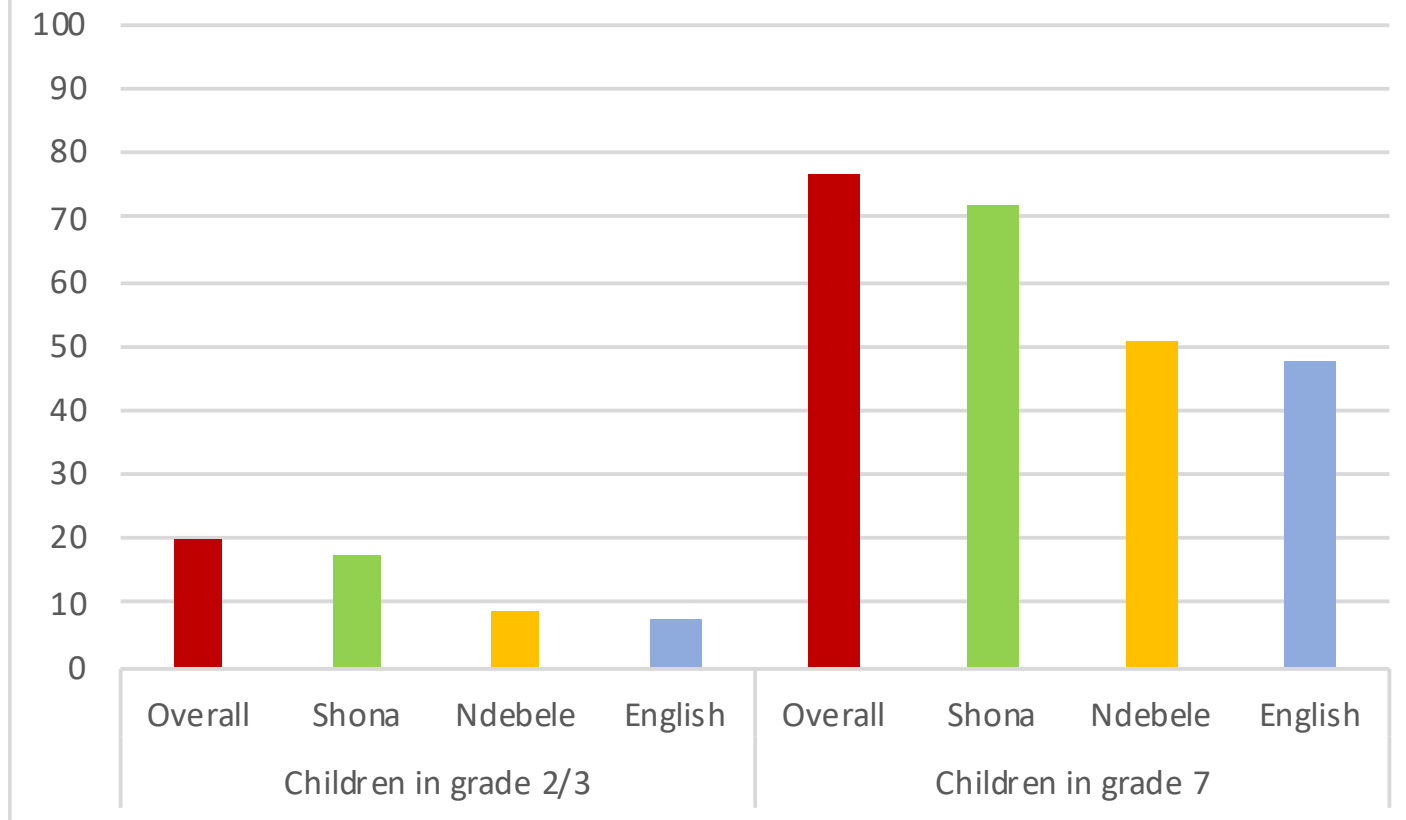
* Percentage of children in grades 2/3 and grade 7 who can: 1) read 90% of words in a story correctly, 2) Answer three literal comprehension questions, 3) Answer two inferential comprehension questions

Special considerations when interviewing children

- Verbal consent from mother/caretaker to talk to the child.
- Verbal assent from child to participate in interview.
- Children must be told (in terms they can understand) that they can refuse to answer and withdraw at any time.
- If signs of distress: Interview is paused or ends.

Privacy and Protection:
Parent or adult known to the child should be visible to the child but not be able to overhear.

Child may choose location for interview but it should meet requirements: lack of background noise, no interference/interruptions by others

Interviewing children requires specialized skills and training

- Child may feel shy / intimidated or unable to express feelings about interview.
- Emphasis on building rapport, putting the child at ease.
- Typical interviewer lacks experience and skills to interview children.
- Fieldwork logistics might not allow for dedicated child interviewers.
- Specialized training, close fieldwork supervision and coaching of enumerators are critical.
- Invest in technical support system.

Training methodology

DAY 1: Preparation and recording of interviews with children for demonstration purposes (children identified and logistics arranged prior to training).

DAY 2: Full day training session with interviewers (introduction to module, ethical considerations, obtaining consent, interviewing techniques, questionnaire structure and practice, administration protocol, how to record answers, neutrality, what is an error/what is not an error, demonstration by expert facilitator, discussion of recorded interviews)

DAY 3: Field practice.

DAY 4: Debriefing, clarification of key issues, review of protocols.

Adopting the Foundational Learning Skills module in other national household surveys

Contents of the Guideline

The guideline takes readers through the adaptation processes including:

- General requirement (e.g., sample size)
- Identification of respondent (e.g., age group)
- Ethical considerations (e.g., consent and assent)
- Module incorporation and adaptation (e.g. customization of the reading story)
- Special consideration for field work (e.g., training)
- Data processing and tabulation (e.g., SPSS codes)
- Analysis (e.g., generic tabulation plans)

It also provide links to **Toolkit** needed for design, data collection, sampling, data processing, data analysis and dissemination.

Guidelines for Adapting the Foundational Learning Module to Non-Multiple Indicator Cluster Household Surveys
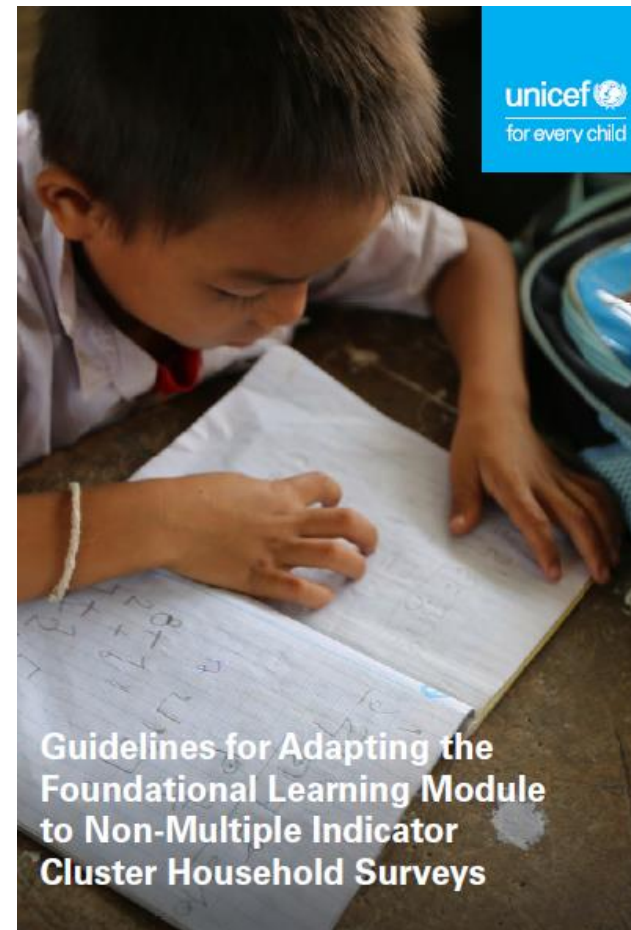
Pilot Project in Indonesia to Integrate FL module to SUSENAS

- In 2019 the Indonesian Central Bureau of Statistics (BPS) with support from UNICEF initiated pilot testing of the Foundational Learning Survey (FLS) for primary school-age group children (7-12).

- The FLS would be included in the annual national socio-economic household survey (SUSENAS) which is carried out regularly in March (district level) and September (province level) every year.

- The pilot aims to give recommendations on appropriate survey methodologies in measuring learning outcomes (reading and mathematics).

Outline of the Pilot Implementation

- In 2019 the Indonesian Central Bureau of Statistics (BPS) with support from UNICEF initiated pilot testing of the Foundational Learning Survey (FLS) for primary school age children (7-12) by adopting the Multiple Indicator Cluster Surveys 6 (MICS6) module.

- The pilot was conducted to explore the possibility of incorporating FLS into the annual national socio-economic household survey (SUSENAS) to address the data needs of SDG4 monitoring for target 4.1.1.a: proportion of children in grades 2/3 achieving at least a minimum proficiency level in reading and mathematics.

- The pilot used two samples: 1) the enumeration was integrated into Susenas implementation in September 2019 covering 1,580 HH (in NTB province); 2) the enumeration was implemented independently covering 2,166 HH (Brebes, Pontianak, and Jayapura districts).

- Only 1 eligible respondent in the sample households who are aged 7-12 years old is randomly selected. And Children not only in school but also out-of-school children are interviewed.

Timeline

April to May	June	July to Aug	Sept	Oct to Nov	Dec

Preparation

- Instrument & guideline development (adjusting the MICS6 module with Indonesia conditions).
- Technical support from experts from UNICEF HQ and MICS Coordinator in EAPRO to consult specific issues.

Pre-pilot test

- Testing the instrument to children aged 7-12.
- Conducted in 4 sub-districts of Sukabumi District with 60 respondents.

Training

- Training of trainers
- Training for the enumerators.

Enumeration

- The Implementation of FLS pilot in the field.
- Supervision in the field.
- Preparation for data processing.

Data processing

- Data processing training.
- Receiving & batching documents.
- Data entry and validation process.

Finalization

- Cleaning data.
- Developing final report, syntax, and tabulation plan.

Highlighted Localization Steps

- Age range was adjusted to follow the official primary education age in Indonesia (7-12 years)

- Translation and adaptation of the reading text

- The training was conducted for 2 days. *Role-play* activities was conducted by *inviting children* to the training.

  - Concerns were raised especially on how to conduct interviews with children.

  - Sometimes parents didn't provide permission and tried to intervene or judge children's answers.

- The enumerators were divided into the following 2 categories based on their background (*Primary teacher background, and* Associated staff of BPS)

Lessons Learned: Quality Training

1. Extend the duration of the training i.e., 2 days were not enough.

2. Content of the training: strong emphasis on the techniques on how to interview children including some icebreaker practice and hands-on practice with children.

3. Mastery of the steps of interview in both updating the list of HH samples and interviewing children.

4. Deeper understanding of the FL module for interviewers

5. Joint training with **data entry officers**

Pilot Results (n=825,000)
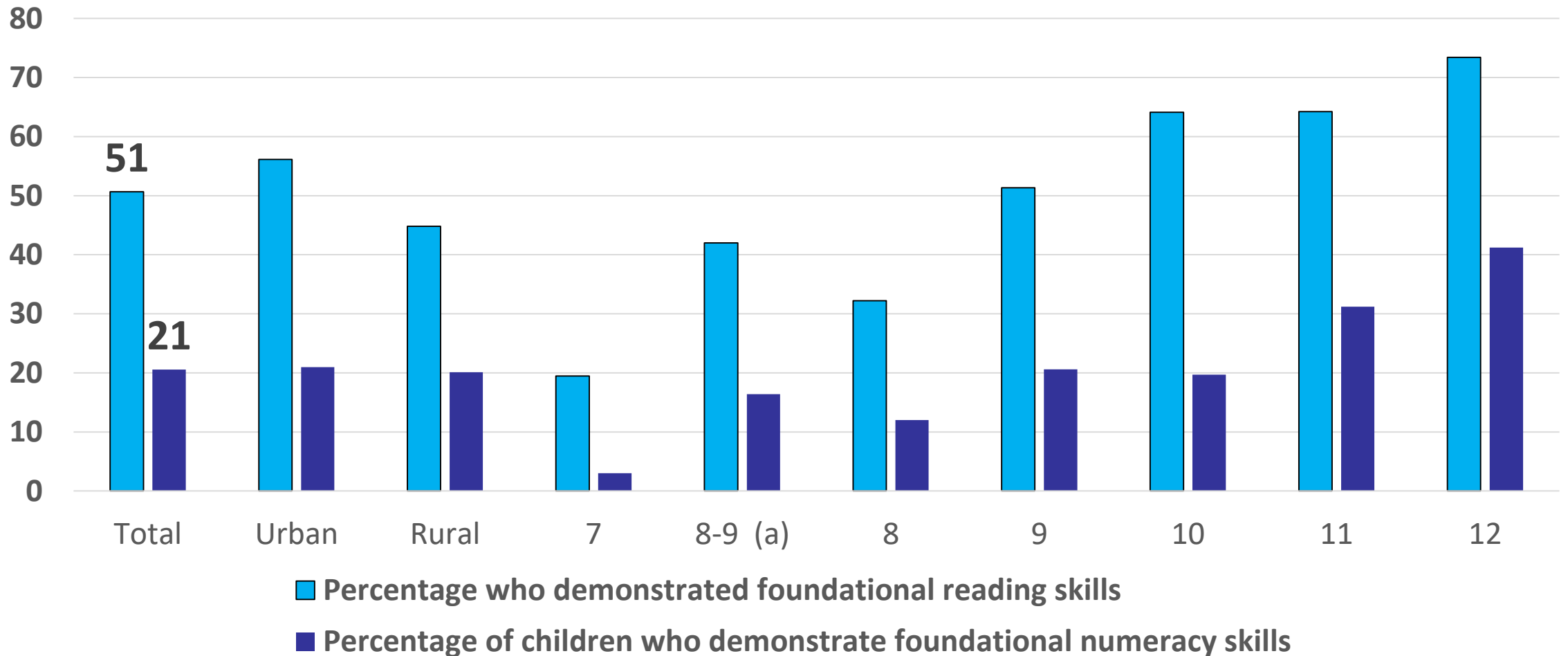
MICS Workshops: Technical Assistance for MICS Surveys

Survey Design

Data Processing

Data Interpretation and Report Compilation
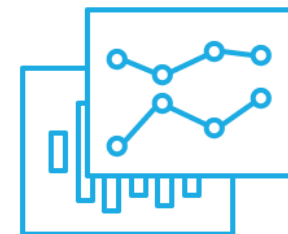
Further Analysis (thematic)

MICS-Education Analysis Global Learning and Equity (MICS-EAGLE)

- Launched in 2018
- Support MICS6 countries for (a) development of factsheets, (b) promotion of data-policy integration, (c) capacity development for statistical data analysis, (d) evidence and knowledge generation.
- Tools
  - Factsheet tabulation plan, SPSS/STATA codes, Statistical analysis guide, global workshop, national conference, generic ToRs for consultant, etc
- Joint efforts: HQ (Education, MICS, and Data and Analytics), Regional Office (Education and MICS), and Country Offices (Education and M&E/MICS)

MICS-EAGLE

MICS

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Tools: Factsheet ([Suriname](#) Example)

- **Factsheets** provides 72 charts and maps
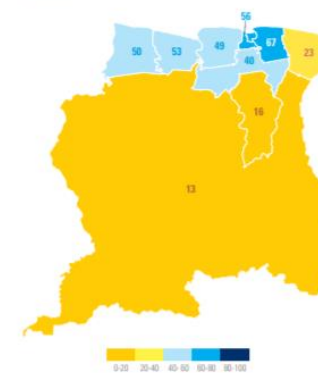
Presentations used in Suriname - profiling

Profile of children not learning

By sex

Numeracy	53	47
Reading	53	47

0% 20% 40% 60% 80% 100%

- MALE
- FEMALE

By area

Numeracy	67	20	13
Reading	64	20	16

0% 50% 100%

- URBAN
- RURAL COASTAL
- RURAL INTERIOR

By wealth quintile

Numeracy	29	24	22	13	12
Reading	33	26	19	11	10

0% 20% 40% 60% 80% 100%

- Poorest
- Second
- Middle
- Fourth
- Richest
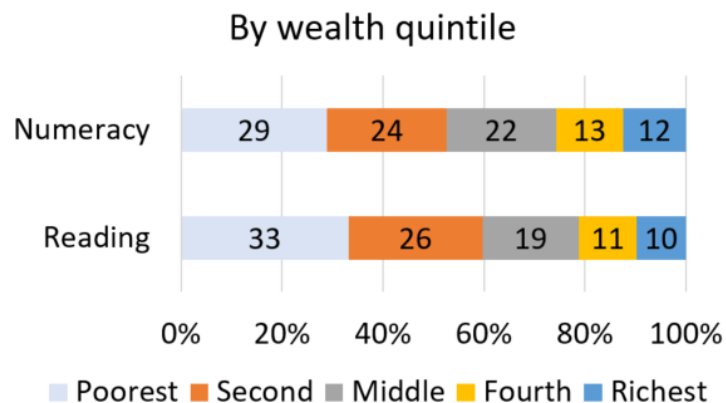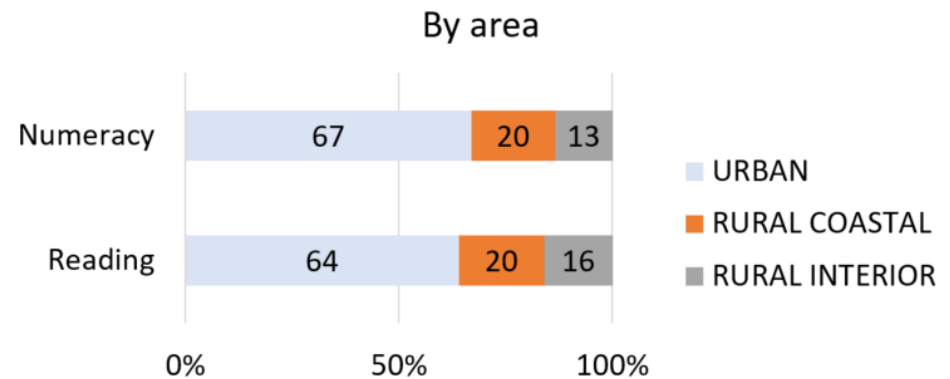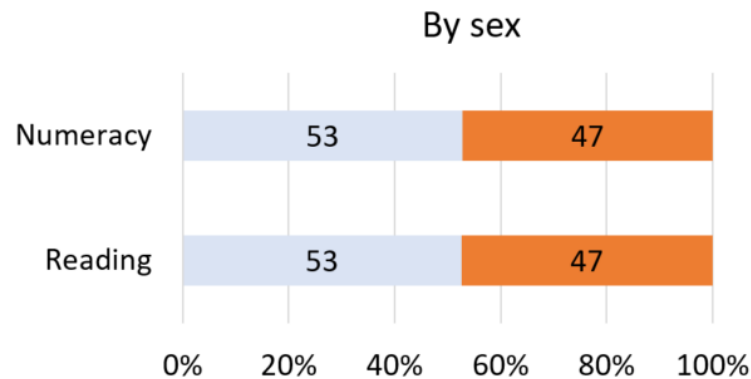
- Boys are slightly more represented than girls among those who do not have foundational skills

- Most children not learning are also in urban areas and come from the poorest families

- 59% of the children not learning come from the poorest two-fifths of the country
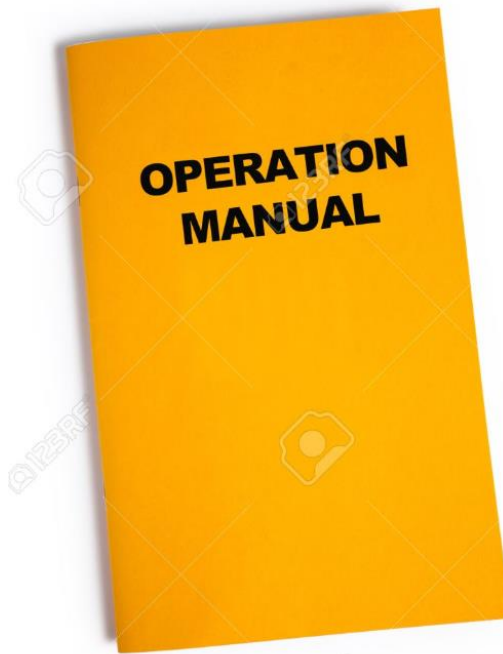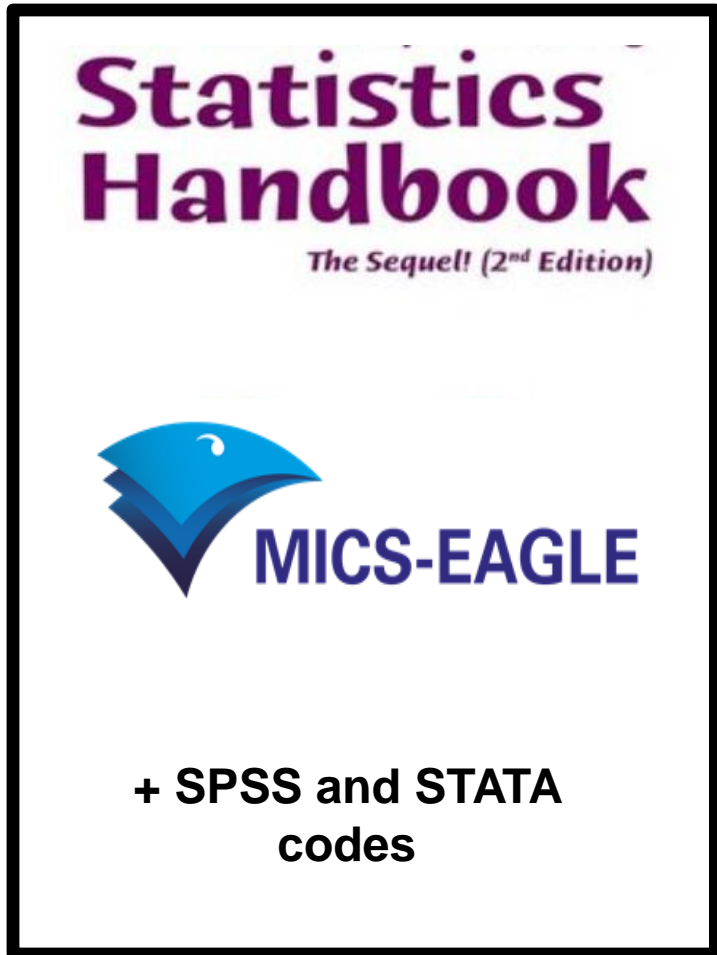
Suriname Pilot (Oct 2019)

Tools: Global Workshop and National Conference

- Global workshop →
  - – Support MoEs, NSOs, UNICEF COs to develop factsheets, provide capacity development exercises for data processing (mainly NSO) and data interpretation (Mainly MoE).

- National Workshop →
  - – discuss education policy issues using the factsheets, linking to the sector review, planning and monitoring.
  - – Participatory and various stakeholders are invited

Global Workshop Agenda

- Day 0: Data check (mainly NSO)

- Day 1-3: Data analysis and policy discussion (NSO and MoE)

- Day 4-5: Preparation for final presentation (an action plan for the national workshop and data-policy highlights)

Other MICS-EAGLE Tools

Statistics Handbook
The Sequel! (2nd Edition)

MICS-EAGLE

+ SPSS and STATA codes

OPERATION MANUAL

- To be finalized in Feb/March 2020
- Potential reference for <u>capacity development</u> as well as <u>data-policy integration</u> using other household based assessments

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for every child

Thank You

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