



Are we achieving equitable learning?
Results from the Foundational Learning module in MICS

Multiple Indicators Cluster Survey 6 in 58 countries, 2017-20

WCA (10)

Sierra Leone ✓

Togo

DRC

Ghana

Chad

Gambia

Guinea-Bissau

CAR

Sao Tome and
Principe

Benin

MENA (7)

Iraq

Tunisia ✓

Algeria

Lebanon

State of Palestine

Sudan

Yemen

ESA (5)

Lesotho

Madagascar

Eswatini

Malawi

Zimbabwe

ECA (12)

Kyrgyzstan ✓

Georgia

Montenegro

North Macedonia

Belarus

Kosovo

Servia

Turkmenistan

Uzbekistan

Azerbaijan

Kazakhstan

Bosnia and
Herzegovina

EAP (10)

DPRK

Lao PDR

Mongolia

Kiribati

Nauru

Samoa

Thailand

Tonga

Tuvalu

Fiji

SA (3)

Pakistan ✓

Bangladesh

Nepal

LAC (12)

Costa Rica

Suriname ✓

Argentina

Cuba

Dominican Republic

Guyana

Honduras

Trinidad and Tobago

Turks and Caicos
Islands

Jamaica

Saint Lucia

El Salvador

✓ = datasets publicly
available with FLS
surveys in 2017-2019

Foundational Learning Skills data by late 2019

(planned)

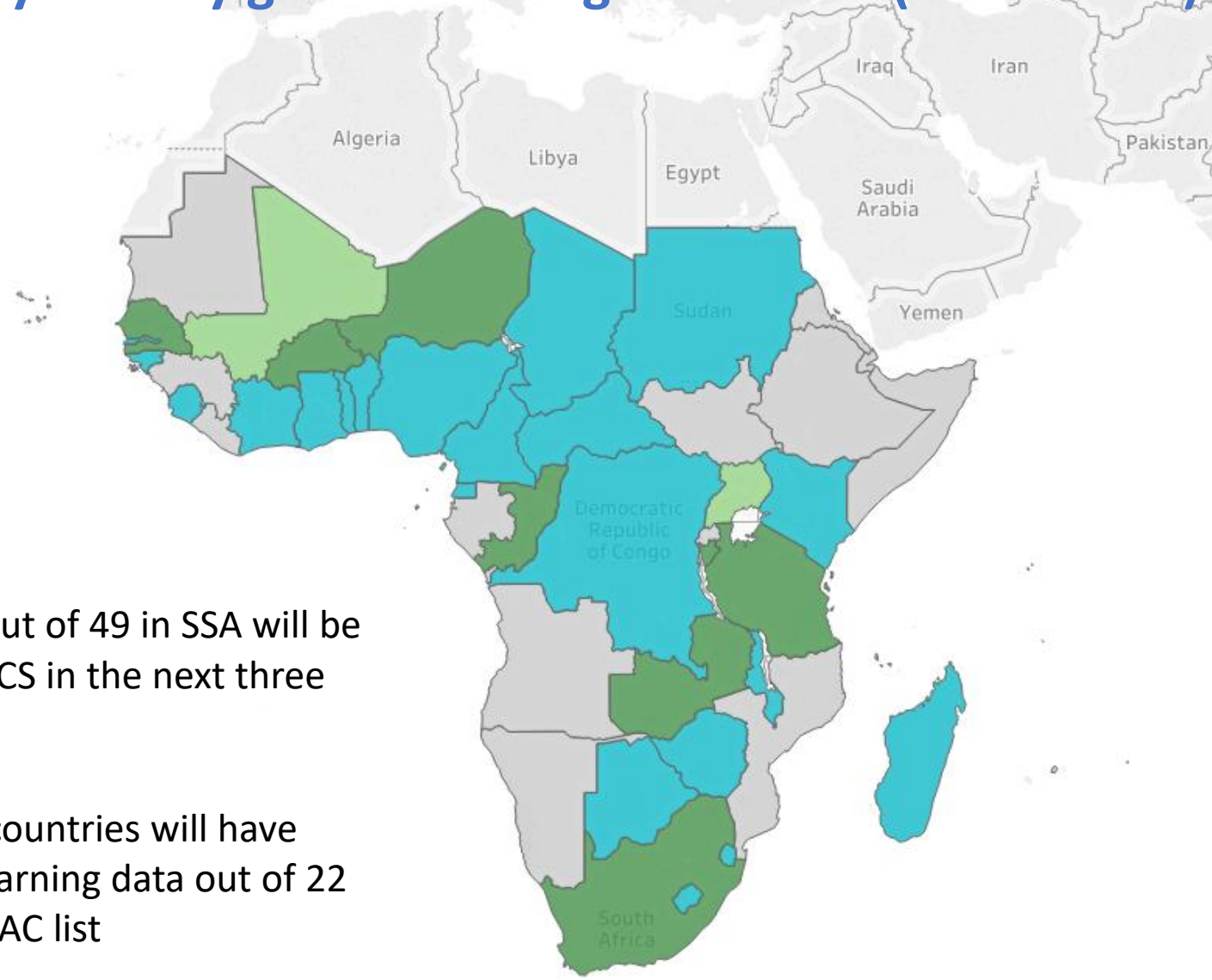
- 17 countries and 2 Pakistani provinces will have *Foundational Learning skills* data (4.1.1.a)

<http://mics.unicef.org/surveys>

Region	Country/Survey
ECARO	Belarus
ECARO	Kyrgyzstan
EAPRO	Kiribati
EAPRO	Korea, DPR
EAPRO	Mongolia
ESARO	Lesotho
ESARO	Madagascar
LACRO	Suriname
LACRO	Guyana
MENARO	Tunisia
ROSA	Bangladesh
ROSA	Pakistan (Punjab)
ROSA	Pakistan (Sindh)
WCARO	Congo, Democratic Republic of the
WCARO	Gambia
WCARO	Ghana
WCARO	Guinea-Bissau
WCARO	Sierra Leone
WCARO	Togo

Data availability in early grades reading with MICS (SDG4.1.1.a)

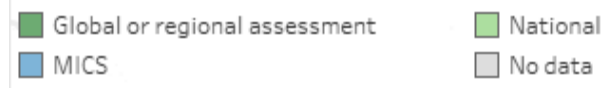
MICS Countries SSA



- **22** countries out of 49 in SSA will be covered by MICS in the next three years
- **9** emergency countries will have comparable learning data out of 22 countries by HAC list

- Central African Republic*
- Chad*
- Democratic Republic of the Congo*
- Gambia
- Ghana
- Guinea-Bissau
- Lesotho
- Madagascar*
- Malawi*
- Sao Tome and Principe
- Sierra Leone
- Togo
- Zimbabwe*

- Benin
 - Botswana
 - Cameroon*
 - Cote d'Ivoire
 - Equatorial Guinea
 - Eswatini
 - Kenya*
 - Nigeria*
 - Sudan
- Countries that have not yet included FLS module



Foundational Learning Module

- **SDG Indicator:** SDG4.1.1.(a) i (reading) and ii (mathematics)
- **Data collected:** children aged 7-14 years old, in and out of school
- **Reading:** story to read, followed by 5 questions (3 literal questions and 2 inferential questions), vocabulary found in grade 2 textbook
- **Numeracy:** 4 sets of questions
 - Number recognition (reading numbers)
 - Number discrimination (which one is bigger?)
 - Addition
 - Pattern recognition (missing number e.g., 2 – 4 - ? – 8)
- Those who correctly answer all questions have foundational reading and numeracy skills

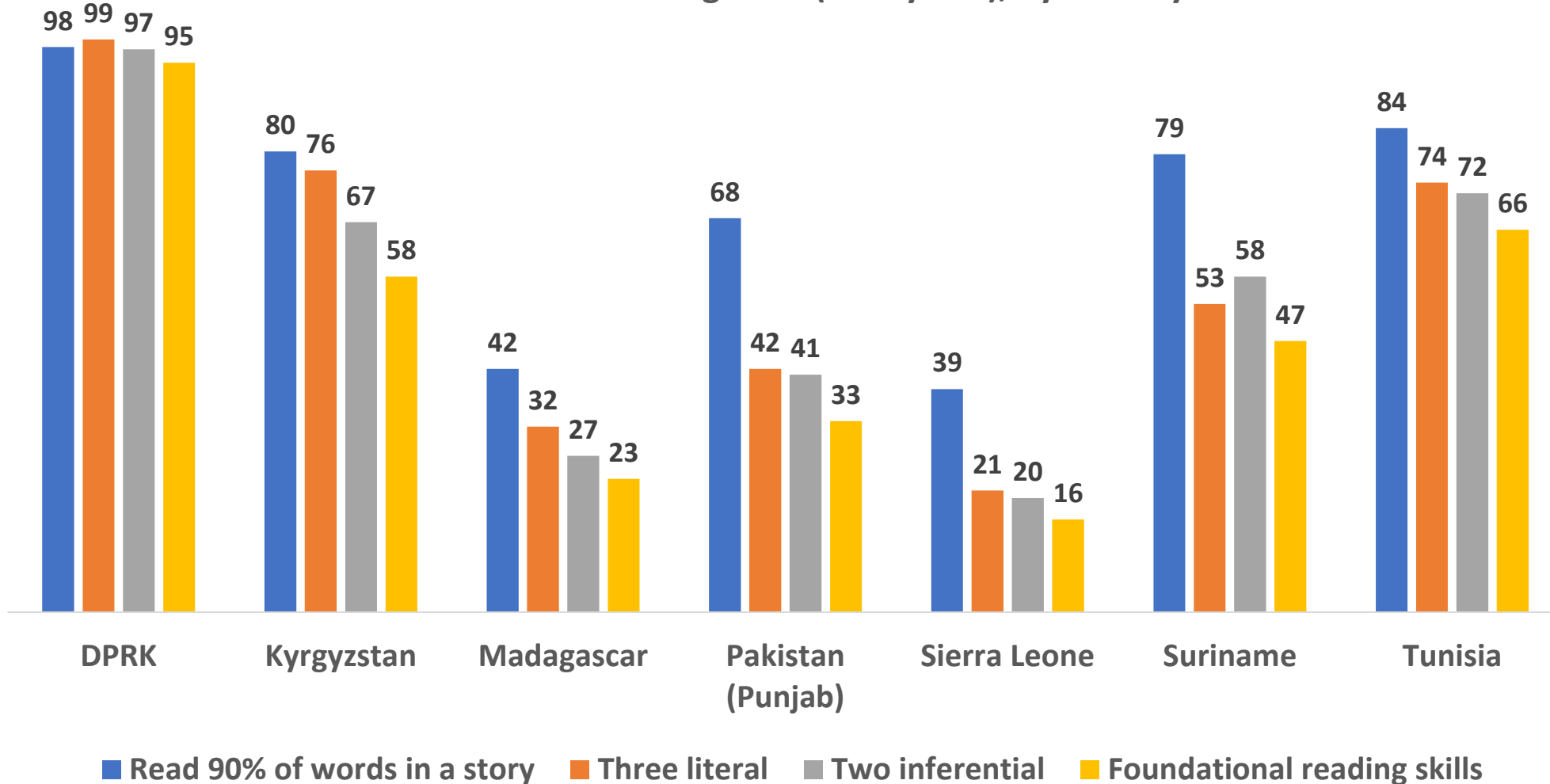
Features of the Foundational Learning module

- **Comparable** (across countries and languages)
- **Contextualized** (by referring to the grade 2 textbook)
- **Universal/Inclusion** (in more countries; data collected in the household, not at school)
- **Linkages** (can be linked to other modules in MICS)
- **Equity** (various analyses of household inequities)



Comparability/contextualization

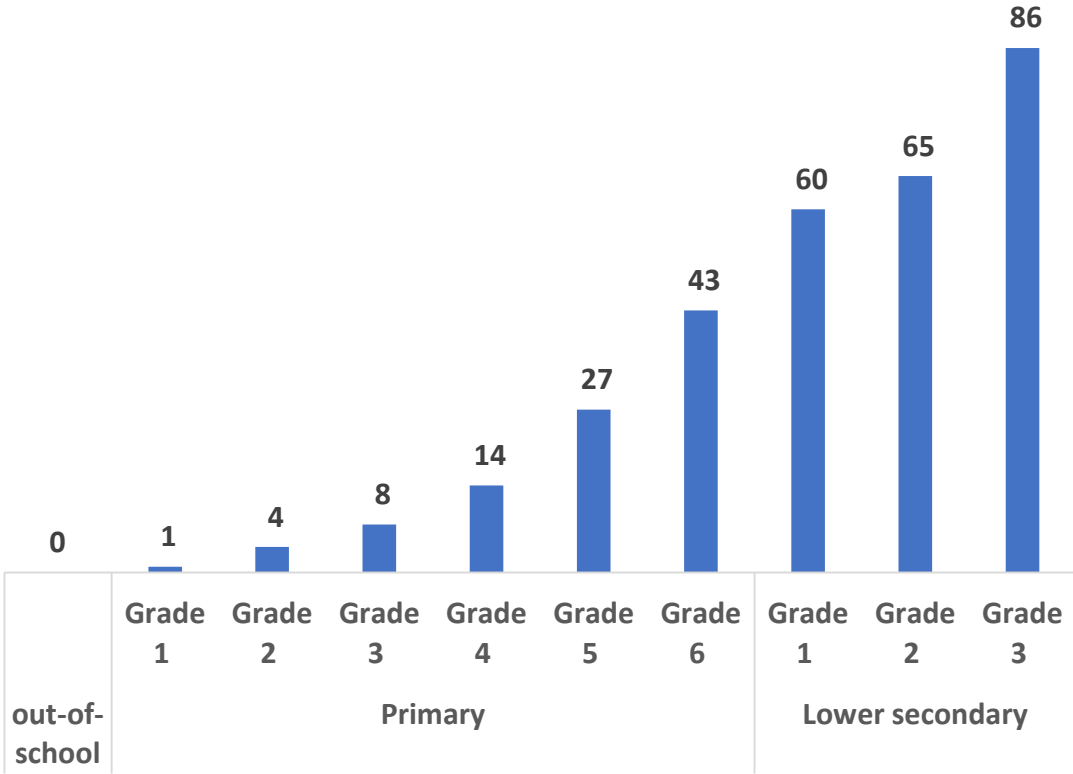
Foundational reading skills (7-14 years), by country



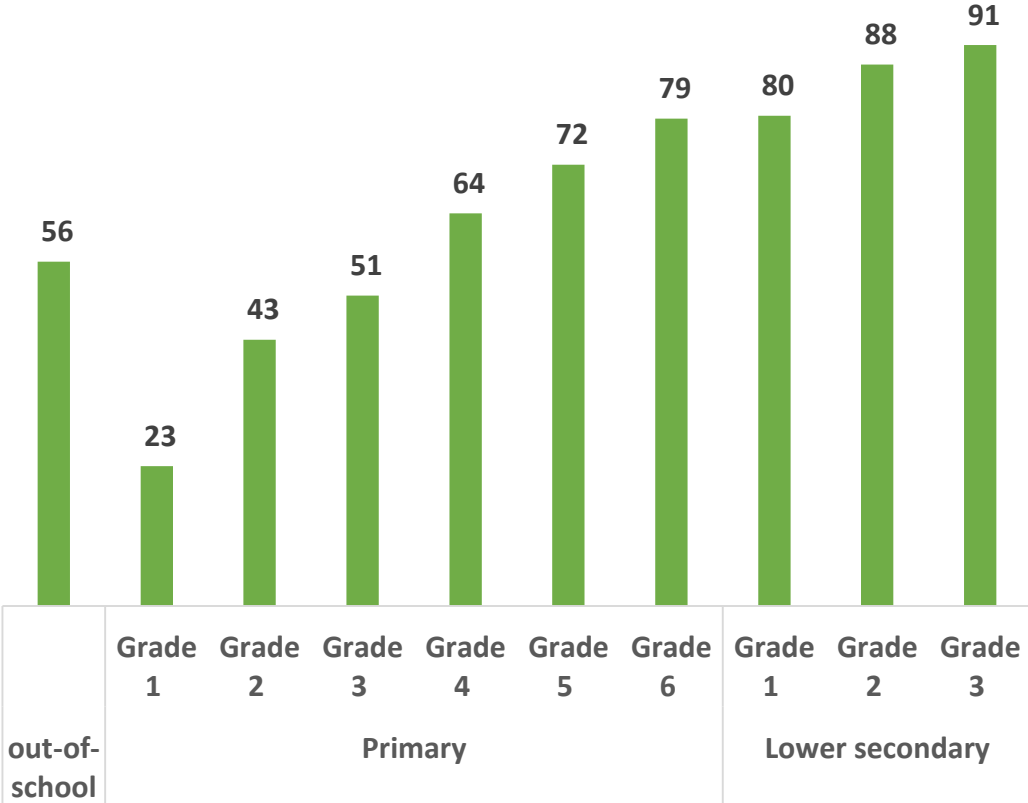
Universality: reaching more countries...

Inclusion: ...and all children

Foundation reading skills (7-14 years), Sierra Leone

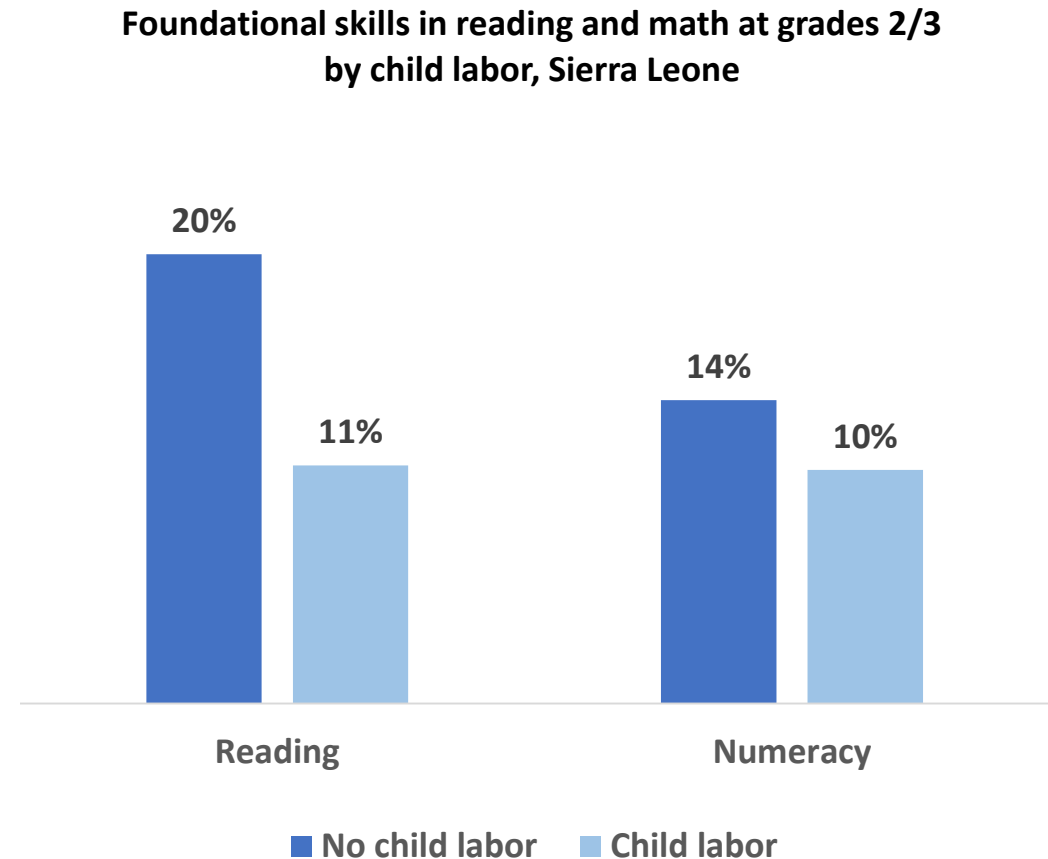


Foundational reading skills (7-14 years), Tunisia



Linkages: multiple disadvantages... and potentially, synergies between sectors

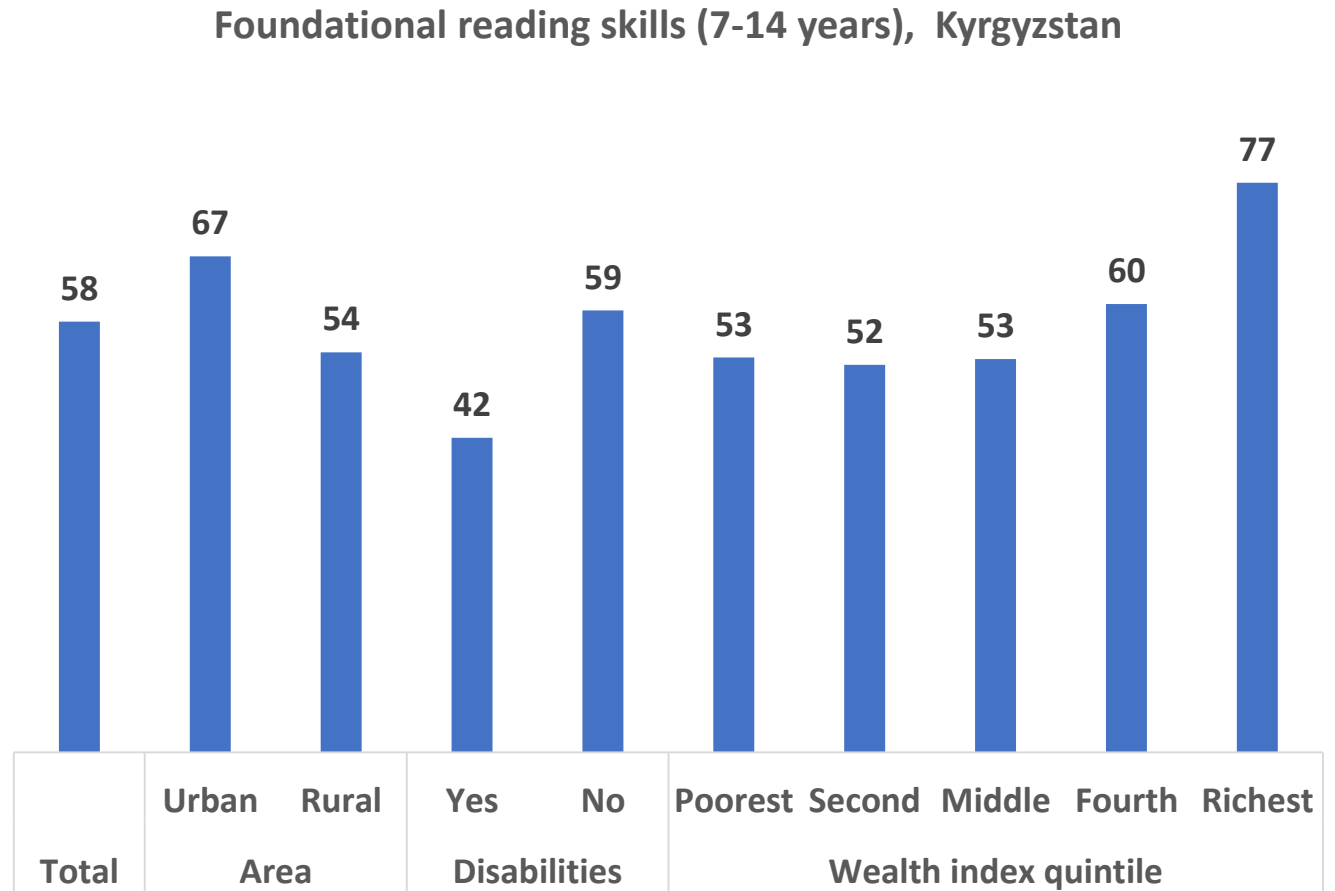
- Children involved in child labor have lower foundational skills than their peers
- Other cross-sectoral analysis are possible:
 - Child marriage
 - Child discipline
 - Parental involvement
 - Child functioning



Equity:

More, better data on social inequities

- Strong inequalities affected by socioeconomic status, location, disabilities etc
- Inequities in learning are partly due to a) access, b) quality of education



Thank you!