

# Developing the MICS survey of early skills

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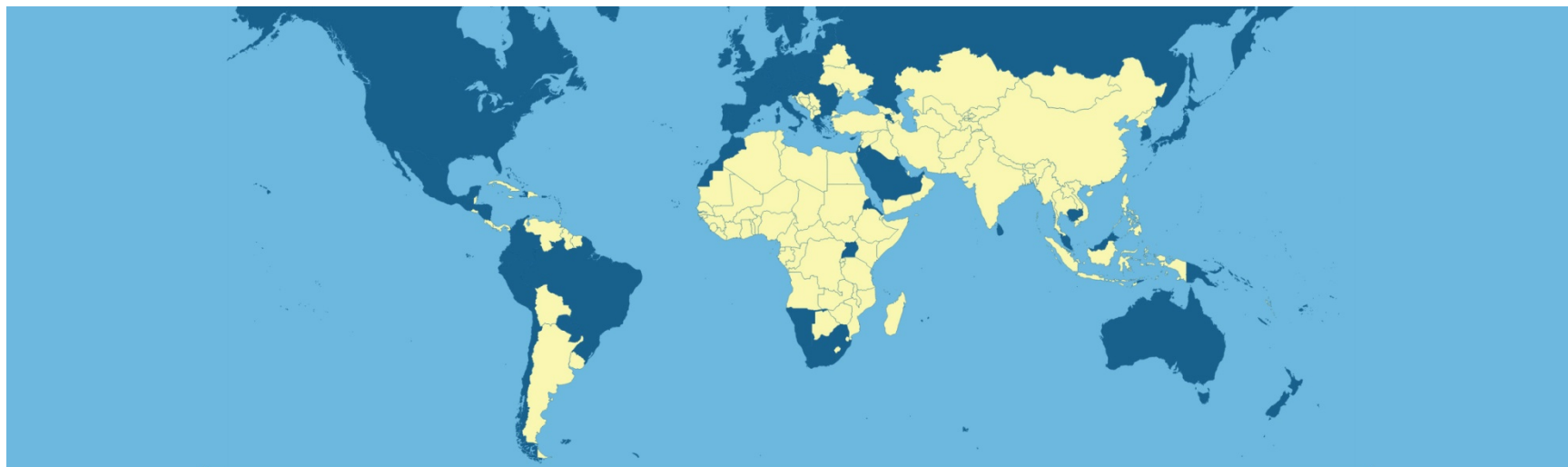


# Plan

1. MICS (Multiple Indicators Cluster Survey)
2. Survey of early skills: Rationale
3. Survey of early skills: A collaborative effort
4. The context of Learning
5. The Reading tasks
6. The Numbers tasks
7. Next steps



# Multiple Indicators Cluster Survey



- Household-based
- 20 years, 5 rounds, 108 countries, 282 surveys
- Children: Development, Nutrition, Protection, Health, Mortality
- Adults: Reproductive Health, HIV/AIDS and Sexual Behaviour, Access to Mass Media and Use of ICT, Subjective Well-Being, Tobacco and Alcohol Use
- Both children and adults: Education, Water and Sanitation

# Rationale



- Inclusion of out-of-school children
- Equity issues explored with wealth of MICS household data
- A similar instrument administered across MICS countries

# A collaborative effort

Meetings in late 2014 and mid-2015:

- ASER: household-based assessment
- GMR
- GPE
- RTI: EGMA
- Save the Children: Literacy Boost
- UNESCO Institute for Statistics
- Individual experts

# The context of learning

- Parental participation (Respondent: parent)
  - Reading materials at home
  - Parental involvement in school
- Learning environment (Respondent: child)
  - Learning: reading *by* and *to* the child; oral storytelling; help with studies and homework
  - Languages: home language; means of instruction; preferred language for reading and math tasks

# Reading

Short story ( $\approx$  60-70 English words)

1. Oral reading accuracy ( $\geq$  90% words correct)

Reading comprehension

2. Literal comprehension (2 questions)

3. Inferential comprehension (1 question)

4. Overall indicator

Not measured: oral language skills; precursor skills; fluency; other forms of comprehension (evaluative, summary)

# Numbers

1. Number reading (6 items)
2. Number discrimination (5 items)
3. Addition (5 items)
4. Pattern recognition & completion (5 items)
5. Overall indicator

Not measured: oral quantitative skills; shape and space; probability and data



# Next steps

- Pre-test in Ghana (Nov 2015) based on EGRA/EGMA tools
- Field test in Belize (Nov-Dec 2015)
- Concurrent validity study (early 2016, country TBD)
- Article co-written with Amy Jo Dowd (Save the Children) for volume on oral assessments of reading (UIS/GPE/Hewlett)

Thank you! [mcardoso@unicef.org](mailto:mcardoso@unicef.org)

