



ENHANCING UNHCR SOCIOECONOMIC ASSESSMENTS

DEVELOPING A STANDARDIZED EDUCATION MODULE



SEA RESOURCE PACKAGE

This guide is part of a resource pack for planning and implementing SEAs.

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- Guide to starting a SEA
- Template to create terms of reference for hiring a survey firm
- Note on resolving the "case vs household" issue common to surveys for forcibly displaced people
- Developing a standardized employment module

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This socioeconomic assessment planning resource is produced by the Division of Resilience and Solutions – Education Section and Analytics, Research and Knowledge Management Unit, UNHCR. Questions about planning a socioeconomic assessment or regarding the use of this document and related resources should be written to hqeduc@unhcr.org.

Developing a standardized education module

Purpose

This note is written for UNHCR staff and survey firms, consultants and/or partner organizations working on behalf of UNHCR to lead the design and implementation of multidimensional household surveys, as well as those charged with analyzing, interpreting and reporting on the results. An accompanying summary document is available for non-technical audiences.

The goal of this initiative is to **provide UNHCR operations with a series of questionnaires based on international good practices to efficiently meet their education data needs**, with an emphasis on compatibility with national education systems. The note is accompanied by a **Kobo version of the questionnaires** which can be easily integrated into a tablet-based household survey and is programmed to **automatically calculate and display key education indicators**, such as highest level of education, attendance rate and reasons for non-attendance. The questionnaires themselves are designed to meet a range of situations and needs and may be complemented by optional topic areas detailed in the annex, such as education expenditure or media and information technology. This module is not meant to be a stand-alone survey, but rather it functions as one section of a multi-dimensional survey.

Introduction

Household surveys are an important source of information for national and international policymakers. For UNHCR and our partners, the surveys also serve a critical function in planning and monitoring programmes. Analytically, survey data is especially valuable when specific topics, like education, can be cross-referenced with other household and individual characteristics, such as demographics, employment, income and access to services. This opens up opportunities for detailed analysis that is otherwise not possible. These insights are yet more powerful when matched with information from other sources, such as registration or facility records on the delivery of education, health and other basic services, or are repeated across time (panel data).

Currently, UNHCR conducts a range of household survey and monitoring activities that touch on education, directly or indirectly. These include a multidimensional quantitative series termed socioeconomic assessments, which were originally introduced in 2015 within the framework of the Operational Guidelines on the Minimum Criteria for Livelihoods Programming and are currently produced by Operations at a rate of 10-15 per year. Common topics in UNHCR's socioeconomic

assessments include demographic characteristics of household members, dwelling characteristics, asset ownership, access to services and the like. Education is nearly always featured in these surveys, at least at the level of the household or household head. Further, education-specific surveys have also been completed in some locations, while several other technical sectors – Public Health, Livelihoods, Water and Sanitation – collect household and individual characteristics, which may include education levels, for monitoring purposes. Finally, administrative systems, including UNHCR’s registration database, *proGres*, which covers some 9-10 million individuals, and national education management information systems (EMIS) also provide important insights on education levels, attendance and skills.

A recent review of UNHCR’s socioeconomic assessments¹ demonstrated the need and opportunity to improve the scope and quality of data collected on education and to bring these efforts in line with international good practices, which are well established in this sector. Doing so will improve the comparability of refugee and displaced populations to nationals across settings and time in core areas like school enrollment and educational attainment. Such comparisons are currently not possible on a significant scale. Access to comparable data on both of these indicators are needed to achieve the objectives of the Global Compact on Refugees, which emphasizes the inclusion of displaced populations in national systems. Being able to monitor these indicators also enable measurement of progress towards the education-related indicators of the Sustainable Development Goals and UNHCR’s own Results-Based Management Framework.²

The two most widely cited household survey series, UNICEF’s Multiple Indicator Cluster Survey (MICS) and Demographic and Health Survey (DHS), use an efficient set of 6 to 9 education questions to cover the most fundamental education indicators, while other national surveys ask up to 40 questions on education. The International Household Survey Network (IHSN), a network of international organizations headed by the World Bank Development Data Group, together with the Education Policy and Data Center (EPDC), has led efforts to systematically evaluate the questions, indicators and modules used in a cross-section of household surveys, identify best practices, and organize questions into a coordinated suite of education questionnaire modules. This note draws heavily on their work, as well as that of the MICS and DHS, to design a pair of standardized education modules that can be used by UNHCR operations as part of their socioeconomic assessments, or other multidimensional surveys.³

¹ For more details, see “Observations from SEA review – FINAL”

² UNHCR’s revised Results-Based Management framework consists of 12 mandatory indicators for Impact Areas, of which one is directly relevant to education: “3.2a/b. Proportion of PoC enrolled in primary/secondary education (Gross Enrolment Ratios)”. Within the framework’s Outcome Areas, additional indicators relating to education include “11.1 Proportion of PoC enrolled in tertiary and higher education”; and “11.2 Proportion of PoC enrolled in the national education system”.

³ In the last 30 years, more than 300 [UNICEF Multiple Indicator Cluster Surveys \(MICS\)](#) and 400 [Demographic and Health Surveys \(DHS\)](#) have been carried out in nearly 100 countries. Together, these surveys are a key source of data on the wellbeing of children and women. They advance global understanding of health and population trends in developing countries and help to shape policies for the improvement of the lives of women and children. The [International Household Survey Network \(IHSN\)](#) is an informal network of international agencies working together to improve the availability, accessibility, and quality of survey data within developing countries. The network provides methodological guidelines on household surveys, a central survey catalogue, and a set of tool and standards that

Importance of refugee education data

The nature of refugee education data has changed in recent years, shifting towards the inclusion of refugees into national systems. The evolution from parallel schools run by international NGOs, which collected data on their own specific programmes, towards data collection on refugees within national administrative data collection systems (such as Education Management Information Systems, EMIS) has changed the nature of educational information available to UNHCR. This creates both opportunities and challenges. For example, data collected on refugee children in national EMIS is often not disaggregated by refugee status. Where it is disaggregated, it can potentially raise protection concerns for individual students and their families.⁴ Yet, without disaggregation, it is difficult to establish the number of refugee students actually in school and learning, making advocacy on their behalf difficult.

Similarly, refugees may not be captured in other common sources of data. Most common national household surveys that include education-related questions – such as the UNICEF Multiple Indicator Cluster Survey (MICS), the Demographic and Health Survey (DHS), and Living Standards and Measurement Survey (LSMS) or Household Budget Surveys (HBS) – do not include specific information on refugee status, nor the sample size of displaced persons needed to ensure statistical significance. As a result, refugee children are often absent or not fully represented in the statistical picture when looking at common national data sources on education.

The 2030 Agenda for Sustainable Development called for *data revolution*, and with its focus on equity and learning, the global community needs to rely on additional sources – such as household surveys – to produce the full set of indicators required to report on education at the international level.⁵ In line

Box 1: Administrative data and survey data

Education Management Information Systems (EMIS) are the primary sources of administrative data for the education sector. EMIS data cover diverse topics, such as total number of children enrolled by level or grade, teacher salaries, government expenditures by educational activity, structure of the education system and the split of funds between public and private facilities. Administrative data is gathered at the point of service (generally, the educational facility), usually at the start of the academic year.

Survey data is collected by administering a survey to a sample of respondents that is representative of the given population. It offers advantages in terms of cost, can be used to validate administrative data and speak to a range of policy issues that administrative data cannot, such as access and equity.

Some indicators can be calculated using both administrative and survey data.

facilitate the generation of quality data. The network is led by the World Bank Development Data Group and the PARIS21 Consortium Secretariat and includes both UNICEF and DHS. (*continued*)

This note draws heavily from the work done by the IHSN and MICS to systemize and optimize the collection of education data through household surveys. In particular, it makes use of the following documents:

Education Policy and Data Center. How (well) is Education Measured in Household Surveys? (2009). IHSN Working Paper Number 002. <https://ihsn.org/sites/default/files/resources/IHSN-WP002.pdf>

Education Policy and Data Center. Household Survey Guidelines on Education. (2009). EPDC Working Paper No. EPDC-09-04.2009.

MICS Manual on Statistical Data Analysis. <https://mics.unicef.org/publications/reports-and-methodological-papers>

⁴ For example, the identification of refugee students necessary for disaggregation also inherently singles them out among nationals, potentially increasing the likelihood of discrimination and other protection risks.

⁵ <http://uis.unesco.org/sites/default/files/documents/the-data-revolution-in-education-2017-en.pdf>

with its [Data Transformation Strategy 2020-25](#), UNHCR is continuously strengthening its efforts to generate and use refugee education data. Developing an education module and questionnaire for UNHCR's socioeconomic assessments will allow the collection of standardized data on refugee education at the household level and their analysis.

Socioeconomic data from household surveys complement and supplement data from administrative sources and fill data gaps, such as the lack of refugee status disaggregation in a national EMIS. Also, it allows UNHCR to triangulate the data it has on refugee education, thereby increasing the validity of this information. Furthermore, data obtained from socioeconomic assessments and other household surveys can often facilitate more in-depth examination of issues related to equity in education, such as children who are out of school, who are not picked up in EMIS or other enrolment systems.

UNHCR collects information on education from different sources, which include the formal registration process, administrative data (EMIS/REMIS) and household surveys. **The focus of this note is on household surveys, which are used to provide insights into access to schooling, participation, literacy levels and education attainment.** They may also include information on early childhood development, disabilities, foundational learning skills, and information communication technology.

Key indicators

There is broad consensus around the key indicators used to measure, inform and monitor progress towards global education objectives, as exemplified by the Sustainable Development Goals and related efforts of the MICS, DHS, IHSN, together with national governments. UNHCR's objectives are largely aligned with these frameworks. The questionnaire modules provided in this note are designed to efficiently deliver on these as well as the range of core global education indicators outlined in the table below.

While the approach to the indicators themselves is standardized, the questionnaires are designed to be flexible to meet the diverse needs of UNHCR operations, with their complexities and resource limitations. Where possible, a dedicated education section – the “standard” questionnaire below – is recommended to capture core indicator areas, including attainment, participation, efficiency, school characteristics, decisions on education and literacy/numeracy for individual household members. The standard questionnaire contains up to 17 questions (depending on skips and filters) and takes approximately 10-15 minutes, depending on the size and educational experience of the family members and their ages. It can be complemented by optional question groups detailed in the annex; for example, on expenditure, media and ICT and disabilities, among others.

Where a separate education section is not possible, the “basic” questionnaire module is designed to be embedded in the section of the survey collecting information on household head or member characteristics. The “basic” set of questions allows key observations from other sections of the survey to be tabulated by educational status, which opens the door to a range of programmatic and policy uses. It consists of up to 7 questions, taking only a few minutes for an average-size household.

The table below lists the primary indicators by group (with a non-exhaustive list of key indicators in parentheses), the number of questions needed to calculate the indicators and how these correspond to the different questionnaire modules: standard, basic, and optional. An expanded table in the Annex provides the [full list of indicators](#) and groups, along with the corresponding questions in the questionnaire.

Table 1: Key indicators, by questionnaire module

Indicator group (key indicators)	# of questions	Questionnaire module		
		Basic	Standard	Optional
Attainment (attainment, ever attended school, diploma)	4	x (3)	x (4)	-
Participation (attendance, type of school)	3	x (3)	x (3)	-
Efficiency (completion, dropout)	3	-	x (3)	-
School characteristics (type of school)	1	x (1)	x (1)	-
Decisions on education (reason for non-attendance, length of non-attendance)	3	-	x (3)	-
Literacy / numeracy	2	-	x (2)	-
Apprenticeships, literacy training & out of school education (attendance)	6	-	-	x (6)
Media and digital inclusion	9	-	-	x (9)
Household expenditure on education	15	-	-	x (15)
Early childhood development (under 5)	-	-	-	x
Foundational learning skills (ages 5-17)	-	-	-	x
Child functioning (ages 5-17)	-	-	-	x
Total # of questions		up to 7	up to 16	-
Approximate time (family of 5)		5 min	15 min	-

Questionnaires

UNHCR's socioeconomic assessments and other household surveys take place in different settings and contexts, require different levels of detail and priority, and are often administered with limited resources. Two questionnaire versions are provided here: a "basic" version consisting of up to 7 questions and a "standard" version of up to 17 questions. To ensure alignment with international standards and good practices, these questionnaires are adapted primarily from the IHSN/EPDC and MICS indicator and questionnaire frameworks. For each, the flow of the modules and questions is deliberate in order to prioritize the most important questions, limit returning to household members and capture only information necessary for the calculation of the indicators. Removing questions is

discouraged, as it may inhibit calculation of certain indicators. Fields which require review and customization based on local norms and standards are indicated below in blue and again in the Kobo form. For example, “grades” and “diplomas” commonly vary across countries; it is recommended to consult the format used by the national statistics office when adapting response values. Detailed descriptions of the indicators and their syntax are also provided in the Annex.

Note:

Age filters are indicated in red, e.g. [IF AGE 3+]

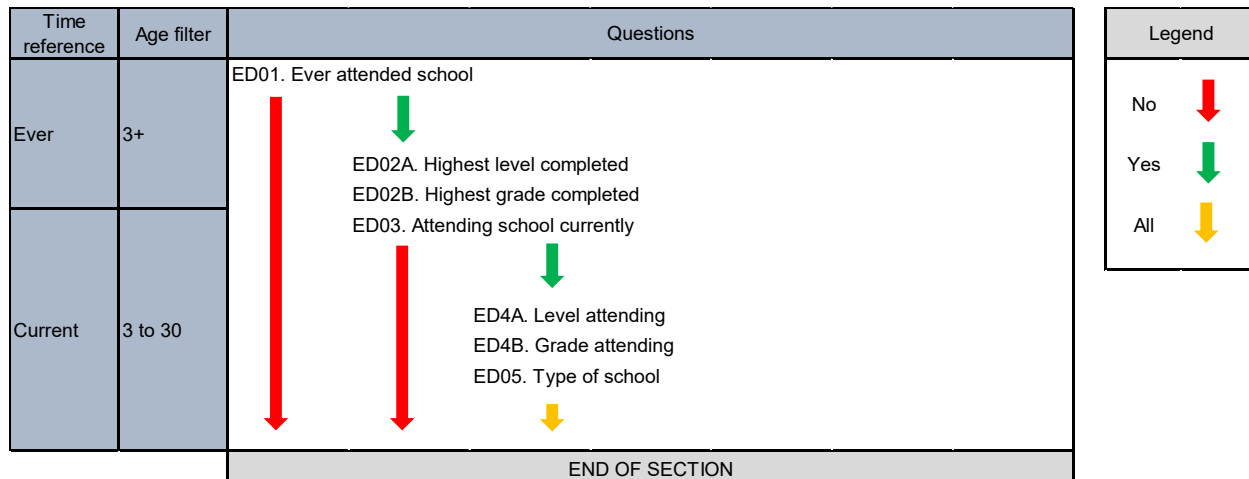
Thematic sections are indicated in green, e.g. {PARTICIPTION}

Question/response values that may require modification based on the local and national custom are indicated in blue.

Basic

The ‘basic’ questionnaire consists of two sets of questions on attainment and participation that can be easily embedded into the cover page, household head or household member characteristics sections of the survey. This approach – similar to what is used in the DHS – adds very little time to the survey but allows cross-tabulations of education level with other socio-demographic characteristics, such as income, employment, location or health status (see example in Figure 1 below). When information is collected on individual household members, it can also be used to estimate current attendance, including attendance in national schools. Even this most basic information can help to identify inequities in the population, opportunities for improved programming and the costs and benefits to increased schooling.

Figure 1: Flow of questions, basic questionnaire



[IF AGE 3+]

{PARTICIPATION - EVER}

ED01. Now, I would like to ask you some questions about NAME and his or her schooling. When we talk about schooling, it includes preschool, primary school, secondary school, and higher levels of schooling.

Has NAME ever attended school?

- 01. Yes
- 02. No → skip to NEXT HOUSEHOLD MEMBER

ED02A. What is the highest level of school that NAME has attended?

NB: The response options should be modified based on the local and national custom.

- 01. Early Childhood Education or Pre-primary
- 02. Primary
- 03. Secondary
- 04. Secondary - Technical and Vocational Education and Training (TVET)
- 05. Post-secondary - Technical and Vocational Education and Training (TVET)
- 06. Tertiary

ED02B. What is the highest class/grade that NAME completed at that level?

NB: The response options should be modified based on the local and national custom.

- 01. Early Childhood Education or Pre-primary
- 11. Primary, Grade 1
- 12. Primary, Grade 2
- 13. Primary, Grade 3
- 14. Primary, Grade 4
- 15. Primary, Grade 5
- 16. Primary, Grade 6
- 17. Primary, Grade 7
- 18. Primary, Grade 8
- 19. Primary, Grade 9
- 21. Lower Secondary, Grade 1
- 22. Lower Secondary, Grade 2
- 23. Lower Secondary, Grade 3
- 31. Upper Secondary, General Grade 1
- 32. Upper Secondary, General Grade 2
- 33. Upper Secondary, General Grade 3
- 34. Upper Secondary, TVET Grade 1
- 35. Upper Secondary, TVET Grade 2
- 41. Post-Secondary – Teacher Training
- 42. Post-Secondary – TVET
- 50. Tertiary

{PARTICIPATION – CURRENT/RECENT}

ED03. Did NAME attend school or pre-school at any time during the YYYY [CURRENT OR MOST RECENT] school year?

- 01. Yes
- 02. No → skip to NEXT HOUSEHOLD MEMBER

[IF AGE 3-30 & IS CURRENTLY ATTENDING SCHOOL]

ED04A. During this/that school year [YYYY], what level [is/was] NAME attending?

NB: The response options should be modified based on the local and national custom.

- 01. Early Childhood Education or Pre-primary
- 02. Primary
- 03. Secondary
- 04. Secondary - Technical and Vocational Education and Training (TVET)
- 05. Post-secondary - Technical and Vocational Education and Training (TVET)
- 06. Tertiary

ED04B. What class/grade?

NB: The response options should be modified based on the local and national custom.

- 01. Early Childhood Education or Pre-primary
- 11. Primary, Grade 1
- 12. Primary, Grade 2
- 13. Primary, Grade 3
- 14. Primary, Grade 4
- 15. Primary, Grade 5
- 16. Primary, Grade 6
- 17. Primary, Grade 7
- 18. Primary, Grade 8
- 19. Primary, Grade 9
- 21. Lower Secondary, Grade 1
- 22. Lower Secondary, Grade 2
- 23. Lower Secondary, Grade 3
- 31. Upper Secondary, General Grade 1
- 32. Upper Secondary, General Grade 2
- 33. Upper Secondary, General Grade 3
- 34. Upper Secondary, TVET Grade 1
- 35. Upper Secondary, TVET Grade 2
- 41. Post-Secondary – Teacher Training
- 42. Post-Secondary – TVET
- 50. Tertiary

ED05. What type of school?

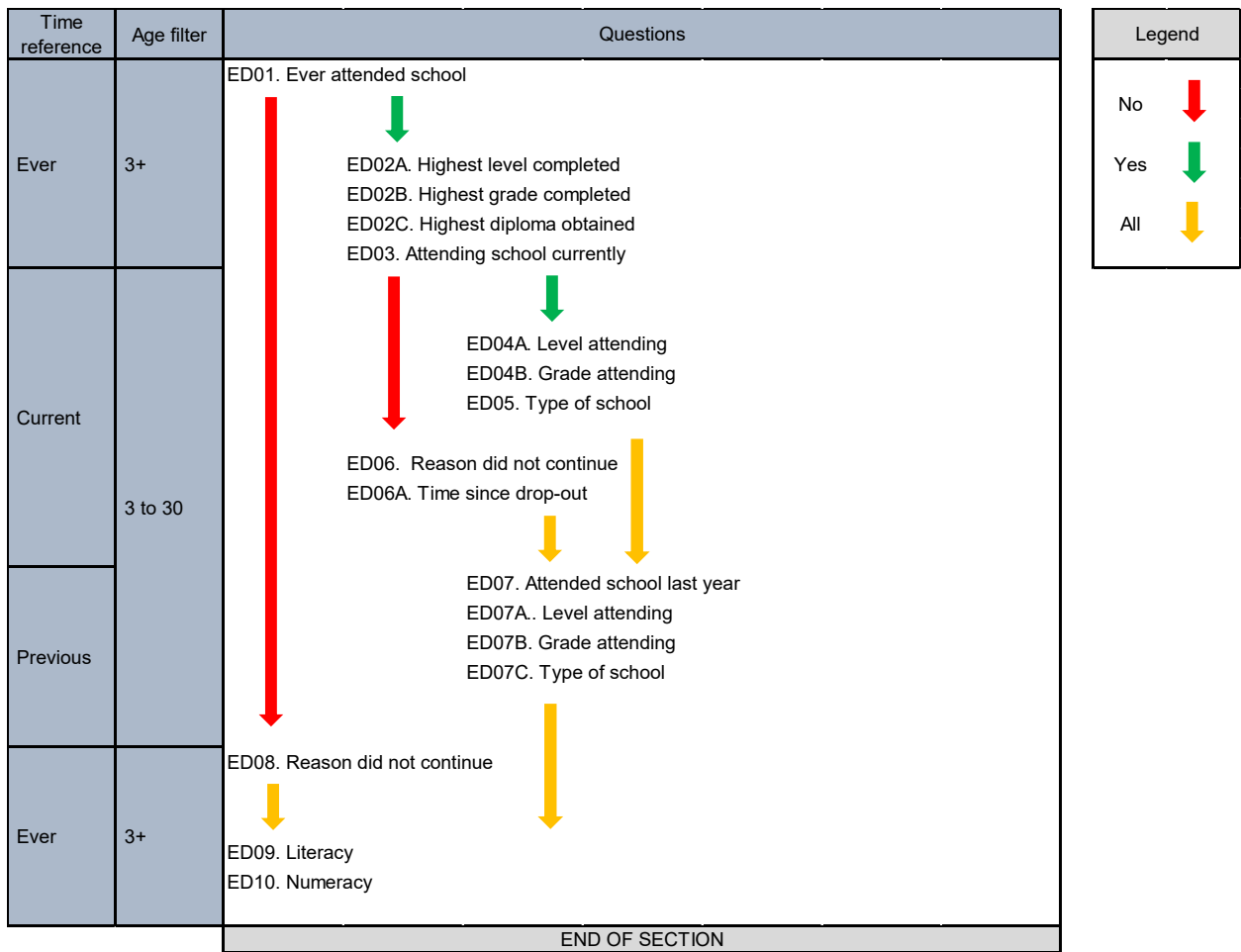
NB: The response options should be modified based on the local and national custom.

- 01. Government or public
- 02. UN or NGO (non-governmental organization)
- 03. Religious or faith-based organization
- 04. Community
- 05. Private
- 96. Other
- 98. Don't know

Standard

The ‘standard’ questionnaire is designed to serve as an independent education section in a multidimensional survey. It provides a range of core education indicators, based on international standards and norms, and can be cross-referenced against other household information for detailed analysis. The [table](#) in the Annex provides a detailed list of these indicators. Generally, the education section applies to all household members older than age 3. It is discouraged to include only the household head, as household heads are not representative of the population at large and may be older or out of the work force entirely, limiting the utility of this information, especially among often youthful refugee populations. If time is a limitation, one option is to randomly select a limited number of household members for this section. For example, in a family of 7, of which 4 are working age (15-64), 2 could be randomly administered this section (the sample would need to be carefully calculated to generate the exact method for selecting individual household members). The diagram below shows the flow of questions, time references (e.g. “ever”, “currently”) and age filter.

Figure 2: Flow of questions, standard questionnaire



[IF AGE 3+]

{PARTICIPATION - EVER}

ED01. Now, I would like to ask you some questions about NAME and his or her schooling. When we talk about schooling, it includes preschool, primary school, secondary school, and higher levels of schooling.

Has NAME ever attended school?

- 01. Yes
- 02. No → skip to ED08

ED02A. What is the highest level of school that NAME has attended?

NB: The response options should be modified based on the local and national custom.

- 01. Early Childhood Education or Pre-primary
- 02. Primary
- 03. Secondary
- 04. Secondary - Technical and Vocational Education and Training (TVET)
- 05. Post-secondary - Technical and Vocational Education and Training (TVET)
- 06. Tertiary

ED02B. What is the highest class/grade that NAME completed at that level?

NB: The response options should be modified based on the local and national custom.

- 01. Early Childhood Education or Pre-primary
- 11. Primary, Grade 1
- 12. Primary, Grade 2
- 13. Primary, Grade 3
- 14. Primary, Grade 4
- 15. Primary, Grade 5
- 16. Primary, Grade 6
- 17. Primary, Grade 7
- 18. Primary, Grade 8
- 19. Primary, Grade 9
- 21. Lower Secondary, Grade 1
- 22. Lower Secondary, Grade 2
- 23. Lower Secondary, Grade 3
- 31. Upper Secondary, General Grade 1
- 32. Upper Secondary, General Grade 2
- 33. Upper Secondary, General Grade 3
- 34. Upper Secondary, TVET Grade 1
- 35. Upper Secondary, TVET Grade 2

- 41. Post-Secondary – Teacher Training
- 42. Post-Secondary – TVET
- 50. Tertiary

ED02C. What is the highest diploma that NAME has obtained?

NB: The response options should be modified based on the local and national custom.

- 01. None
- 02. MSLC/BECE
- 03. Voc/Comm
- 04. `O` Level
- 05. SSS
- 06. `A` Level
- 07. I / I Cert. B
- 08. I / I Cert. A
- 09. Nursing
- 10. Tech/Prof Cert.
- 11. Tech/Prof Cert.
- 12. Bachelor
- 13. Masters
- 14. Doctorate
- 96. Other (specify)
- 98. Don't know

{PARTICIPATION – CURRENT/RECENT}

ED03. Did NAME attend school or pre-school at any time during the YYYY [CURRENT OR MOST RECENT] school year?

- 01. Yes
- 02. No → skip to ED06a

[IF AGE 3-30 & IS CURRENTLY ATTENDING SCHOOL]

ED04A. During this/that school year [YYYY], what level [is/was] NAME attending?

NB: The response options should be modified based on the local and national custom.

- 01. Early Childhood Education or Pre-primary
- 02. Primary
- 03. Secondary
- 04. Secondary - Technical and Vocational Education and Training (TVET)
- 05. Post-secondary - Technical and Vocational Education and Training (TVET)
- 06. Tertiary

ED04B. What class/grade?

NB: The response options should be modified based on the local and national custom.

01. Early Childhood Education or Pre-primary

- 11. Primary, Grade 1
- 12. Primary, Grade 2
- 13. Primary, Grade 3
- 14. Primary, Grade 4
- 15. Primary, Grade 5
- 16. Primary, Grade 6
- 17. Primary, Grade 7
- 18. Primary, Grade 8
- 19. Primary, Grade 9
- 21. Lower Secondary, Grade 1
- 22. Lower Secondary, Grade 2
- 23. Lower Secondary, Grade 3
- 31. Upper Secondary, General Grade 1
- 32. Upper Secondary, General Grade 2
- 33. Upper Secondary, General Grade 3
- 34. Upper Secondary, TVET Grade 1
- 35. Upper Secondary, TVET Grade 2
- 41. Post-Secondary – Teacher Training
- 42. Post-Secondary – TVET
- 50. Tertiary

ED05. What type of school?

NB: The response options should be modified based on the local and national custom.

- 01. Government or public
- 02. UN or NGO (non-governmental organization)
- 03. Religious or faith-based organization
- 04. Community
- 05. Private
- 96. Other
- 98. Don't know

→ skip to ED07

[IF AGE 3-30 & NOT CURRENTLY ATTENDING SCHOOL]**ED06. Why is NAME not currently in school?**

NB: The response options should be modified based on the local and national custom. The examples provided here are organized in descending order along the following principle areas: financial reasons;

school quality and safety; disability or illness (of child or family member); age; community or family reasons

(Select at most three main reasons)

01. School fees
02. Other costs associated to school (for ex. uniforms, textbooks, other supplies)
03. Had to work at home or elsewhere
04. Poor quality of school
05. Not interested
06. Did not like school
07. School too far from home
08. Lack of sanitary towels and menstrual hygiene management facilities
09. School conflicts with beliefs
10. School is not safe
11. No female/male teachers
12. School did not admit me
13. Child admitted to a grade with students much younger than him/her
14. Previous educational experience not recognized
15. Dismissed/Expelled
16. Experienced bullying/discrimination/xenophobia from classmates
17. Corporal punishment from teachers
18. Sexual abuse from teachers
19. Teacher absenteeism
20. Own illness
21. Own disability
22. Family illness
23. Family member(s) with disability
24. Still too young to attend school
25. Too old to continue
26. Parents told me to stop
27. Insecurity and displacement
28. Marriage
29. Pregnancy
30. Social or religious pressure
31. Orphaned
96. Other
98. Don't know
99. Refused to respond

ED06a. For how long has NAME been out of school?

1. Less than 1 year
2. 1-2 years
3. 3-5 years
4. Greater than 5 years

[IF AGE 3-30 AND EVER ATTENDED SCHOOL]

{EFFICIENCY}

ED07. Up until now, we have been talking about NAME and his/her education during the YYYY [CURRENT OR MOST RECENT SCHOOL YEAR]. Now, I would like to ask about NAME' s schooling one year ago. In other words, I would like to ask about NAME's schooling during the YYYY-1 [PREVIOUS SCHOOL YEAR.] school year

Did NAME attend school or preschool at any time during the YYYY-1 [PREVIOUS SCHOOL YEAR] school year?

1. Yes
2. No → skip to ED09

ED07A. During that school year [YYYY], what level was NAME attending?

NB: The response options should be modified based on the local and national custom.

01. Early Childhood Education or Pre-primary
02. Primary
03. Secondary
04. Secondary - Technical and Vocational Education and Training (TVET)
05. Post-secondary - Technical and Vocational Education and Training (TVET)
06. Tertiary

ED07B. What class/grade ?

NB: The response options should be modified based on the local and national custom.

01. Early Childhood Education or Pre-primary
11. Primary, Grade 1
12. Primary, Grade 2
13. Primary, Grade 3
14. Primary, Grade 4
15. Primary, Grade 5
16. Primary, Grade 6
17. Primary, Grade 7
18. Primary, Grade 8
19. Primary, Grade 9
21. Lower Secondary, Grade 1
22. Lower Secondary, Grade 2
23. Lower Secondary, Grade 3
31. Upper Secondary, General Grade 1

- 32. Upper Secondary, General Grade 2
- 33. Upper Secondary, General Grade 3
- 34. Upper Secondary, TVET Grade 1
- 35. Upper Secondary, TVET Grade 2
- 41. Post-Secondary – Teacher Training
- 42. Post-Secondary – TVET
- 50. Tertiary

ED7C. Did NAME attend this class/course in [PREVIOUS SCHOOL YEAR] and [CURRENT SCHOOL YEAR]?

- 1. Yes
- 2. No

ED07D. What type of school?

NB: The response options should be modified based on the local and national custom.

- 01. Government or public
- 02. UN or NGO (non-governmental organization)
- 03. Religious or faith-based organization
- 04. Community
- 05. Private
- 96. Other
- 98. Don't know

→ skip to ED09

{PARTICIPATION/EFFICIENCY – DECISIONS ON EDUCATION}

[IF NEVER ATTENDED SCHOOL]

ED08. Why did NAME never attend school?

NB: The response options should be modified based on the local and national custom.

(Select at most three main reasons)

- 01. Still too young to attend school
- 02. School cost
- 03. Poor quality of school
- 04. Own illness
- 05. Own disability
- 06. Family illness
- 07. Family member(s) with disability
- 08. Not interested
- 09. Parents did not let me

10. Had to work at home or elsewhere
11. School too far from home
12. Lack of sanitary towels and menstrual hygiene management facilities
13. School conflicts with beliefs
14. Insecurity and displacement
15. School is not safe
16. Marriage
17. No female/male teachers
18. Pregnancy
19. School did not admit me
20. Social or religious pressure
21. Orphaned
96. Other
98. Don't know
99. Refused to respond

{LEARNING}

OPTION A: DIRECT ASSESSMENT

ED09A. I would like you to read out loud as much of this sentence as you can.

Show sentence (see [Annex](#))

1. Cannot read at all
2. Able to read only parts of the sentence
3. Able to read the whole sentence
4. No card in [\[add language\(s\)\]](#)
5. Blind/Visually impaired

ED10A. In total, how many bottles are in the two whole cases?

Show visual (see [Annex](#))

1. Cannot perform the calculation
3. Able to perform the calculation

ED10B. If you go to the market and a product costs \$local currency\$ 3 and you want to buy 6 of them, how much will you have to pay?

1. Cannot perform the calculation
3. Able to perform the calculation

OPTION B: SELF-ASSESSMENT

ED09B. Can NAME read and write a simple phrase in any language?

NB: The question and response options can be adapted to treat languages separately (e.g. national or official languages). For example, “ED09B. Can NAME read and write a simple phrase in SWAHILI?” “ED09C. Can NAME read and write a simple phrase in ENGLISH?”

1. Yes
2. No
5. Blind/Visually impaired
8. Don't know

ED10C. Is NAME able to solve everyday problems that involve adding or multiplying either on paper or in his/her head?

1. Yes
2. No
5. Blind/Visually impaired
8. Don't know

Optional

The questionnaires outlined above cover the indicators and corresponding questions most likely to be relevant to UNHCR operations. MICS and others provide a range of additional topics which may be relevant in specific cases and easily added to the survey. This document provides examples of questions that could serve as a basis for an expanded module. However, survey designers are recommended to conduct their own additional research using the links provided to further optimize this part of the questionnaire.

The following optional modules are expanded upon in the [Annex](#):

1. Non-formal education: Apprenticeships, literacy training & extra-curricular activities (age 3 plus)
2. Media and digital inclusion (age 15-49)
3. Household expenditure on education
4. Early childhood development (under 5 years)
5. Foundational learning skills (age 7-14)
6. Child functioning (ages 7-14)

Key concepts & instructions

Globally, much work has been done to identify and address conceptual issues on the collection of education data. Some of the key concepts and issues to be aware of are detailed here.

Eligibility

Generally, the education module is required for household members age 3 and above; where the age range is narrower for individual sections, it is noted in the questionnaire and flow chart. If early childhood education is unavailable, the minimum age may be raised to 5 years. Similarly, the age range for current enrollment is set at a default of 3-30 years, though sometimes 3-24 years is used.

Birth age and school age

Education indicators are strongly impacted by how a child's age is calculated. Two types of age are primarily used in analysis of education data: i) birth age, which is the children's chronological age at the time of the survey, and ii) school age, which is defined as the child's age at the beginning of the school year. School age is calculated using child's birth year and month, as well as country-specific start dates for the academic year. Differences can have a pronounced effect on outcomes, especially during transition periods, such as ages 3-4 and 16-17. Collecting the birth year and month of school age individuals during the data collection allows the analyst to calculate and compare both measures. (Source: [MICS Manual for statistical analysis](#))

School life expectancy (primary to secondary)

The school life expectancy is the number of years (e.g. primary to secondary) a person of school age can expect to spend within the specified level of education. The purpose of this indicator is to show the overall development of an education system in terms of the average number of years of schooling that the education system offers to the eligible population, including those who never enter school. (Source: UNESCO: [Methodology-Glossary-school life expectancy](#))

Non-formal education

Non-formal education is education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all and caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity,

Box 2: What is the difference between attendance and enrollment?

Attendance indicates that a child did in fact attend school at a particular point in time, whereas enrolment refers to children listed in school registries. In practice, attendance is typically gathered through household surveys when parents or primary caretakers are asked whether their children attended school in the current week/month/year. In contrast, enrolment is calculated based on school censuses or other administrative sources, which are provided by schools based on the number of children registered in each class.

The two measurement rates may not necessarily be the same, especially when survey data are collected outside the school year. Moreover, as administrative data sets are normally collected at the beginning of the school year, they do not take into consideration attrition during the school year, hence could overestimate enrolment rates. This manual focuses on household (UNICEF MICS Statistical Manual) surveys and hence gives more emphasis to attendance than enrolment.

and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development. The basic and standard questionnaires here focus only on formal education, though the optional question pathway in the optional module provides a basic approach to non-formal education. (Source: [UNESCO-Methodological-Glossary-non formal education](#))

Attainment and completion rate

Educational attainment is defined as the highest level of education completed within the most advanced level attended in the educational system of the country where the education was received, while completion rate is defined as the percentage of a cohort that finish the last grade of a particular level of education they begin. (Source: [UNESCO-Methodological-Glossary-educational attainment](#); [UNESCO-Methodological-Glossary-completion](#))

Efficiency

In terms of education, “efficiency” is defined as the measure of pupils’ flow through the formal school system. The most common measures of education efficiency are school drop-out and repetition rates – the higher these indicators, the lower the internal efficiency and vice-versa. Over-aged participation can also be used to determine the degree of inefficiency in the education system as repetition often leads to a higher share of over-aged students in a given grade or level. Education efficiency can be used a proxy measure for the quality of education provided to students. (Source: [MICS Manual for statistical analysis](#))

School level and grade

School level is the subdivision of formal education, typically covering early childhood education or pre-primary, primary education, secondary education and tertiary education while the school grade measures the specific grade the pupil attends/attended in that particular school level.

School year

Measurements of school attainment and dropout require a distinction between completed and ongoing education. Some questions use the term ‘current’ school year. Current refers to the school year that is currently in progress and the definition is that a school year ends on the day before the first day of the new school year. For example, if a school year starts on September 1 and ends on June 30, we still consider all of July and August as part of that school year when we refer to ‘current’.

Nevertheless, it may improve the question to refer specifically to the ongoing school year if all fieldwork takes place while school is in session, i.e. February to April in the mentioned example. In such a case, one could change ‘current’ to ‘2016/17’.

Literacy and language

There are two primary approaches to measuring literacy in a time-limited setting: self-assessed and direct measurement. Direct-measurement includes short tests in which a respondent is asked to demonstrate proficiency in that skills, in this case through reading a short sentence and completing a numeric calculation. While requiring more time and energy (and suffering from its own limitation – literacy is technically the ability to read and write), direct-measurement had been shown to return results 10-15 percent lower than self-assessment. While censuses and government surveys have shifted towards direct-measurement, this approach does require more time and training. Thus, the questionnaires provided here include both variations. The test sentence used for direct-measurement will need to be adjusted for the local context. More detail is provided in the Annex. (Source: [Household Survey Guidelines on Education](#))

In order to measure literacy, enumerators should be prepared to gather information in any language. It is also recommended to add a question about ability to communicate in local or national languages (the ability to speak, read and write), to understand refugees' ability to interact and integrate in their country of asylum. It is recommended to ask "in any language" as well.

Can NAME read and write a simple phrase in any language? If yes, a follow up question in recommended:

In what languages? [select more than one if applicable – listing appropriate languages)

Vocational education, apprenticeships and other training

Vocational education that is designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation or trade or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships). Successful completion of such programmes leads to labour-market relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market. (Source: [UNESCO-Methodological-Glossary-vocational education](#))

Apprenticeship and other trainings are important potential sources of human capital that are not covered in the formal education/education attainment. Information on apprenticeship and other training such as internship and other non-traditional education programs are covered in the non-formal education module. At the international level, there is no compelling reason to force specific definition on these education programs, so it is recommended to word questions broadly to get information on non-formal education based on the functional output of the education rather than any label that might be applied to the education type. One can, therefore, ask something along the lines of:

“Has NAME ever participated in any type of training or class outside of the regular school system with the intention of learning how to read or write?”

or

“Has NAME ever participated in any time of training or apprenticeship outside of the regular school

system with the intention of learning a skilled trade?”
and not “Has NAME ever been an apprentice”

or

“Has NAME ever received any informal training”

Nevertheless, one could include a specifically worded question about a particular training program if the aim is to identify household members who have participated in this specific training program. (Source: [Household Survey Guidelines on Education](#))

Case conventions

Instructions for enumerators are provided in BOLD letters in the survey and should be read silently before reading also questions in standard sentence text to respondents. Within questions, placeholders for NAME and YEAR may require updating. For example, “YYYY” should be replaced with current school year, where indicated, while “NAME” refers to the name of the household member from the household roster.

Consistency checks

The accompanying Kobo form used for data collection includes a system of filters and constraints programmed into the code to avoid inconsistencies in the data collection. A class example is a child who is 5 years old who is listed as holding a university degree. If an enumerator tries to enter a value that is inconsistent with a previous response, the phone or table will display an error warning and ask the enumerator to validate the two responses. Other examples include:

- The highest grade completed at a particular level must be less than or equal to the maximum grade at that level.
- The household member’s current level of education cannot exceed his/her highest level of education.
- If a household member’s current and highest level are the same, his/her current grade of education should not be more than one grade higher than his/her highest grade attended.

Context and customization

While efforts have been made to synthesize questions across settings, some customization may be required based on the local and national custom. Most often, this involves a review of the available response options. For example, response categories to the question, “what grade and level of school did NAME attended during the most recent school year”, must be modified because some countries have four grades of primary and other countries have eight grades of primary. This is also true of the questions about “type of school” and “reasons for drop out”. Wherever there is a response option menu that needs to be modified by the questionnaire developer, it is noted in this report and in the metadata for the module that contains the question.

Annex

UNHCR recommended education indicators

Table 2: UNHCR recommended education indicators

Indicator group	# of questions	question #	questions	Indicator	UNHCR Questionnaire Module			MICS
					Basic	Standard	Optional	
Attainment	4	ED01	ED01. Has NAME ever attended school?	Education attainment	x	x		
		ED02A		% Ever attended school	x	x		
		ED02B	ED02A. What is the highest level of school that NAME has completed?	Diploma		x		
		ED02C						
		ED02B. What is the highest class/grade that NAME completed at that level?						
		ED02C. What is the highest diploma that NAME has obtained?						
Participation	3	ED03	ED03. Did NAME attend school or pre-school at any time during the YYYY [CURRENT OR MOST RECENT] school year?	Net attendance rate	x	x		
		ED04A		Gross attendance rate	x	x	x	
		ED04B		Parity measures for attendance		x	x	
				ED04A. During this/that school year [YYYY], what level [is/was] NAME attending?	% Pupils underage		x	
					% Pupils overage		x	x
					% Pupils on-time		x	
				ED04B. What class/grade?	% Children out of school		x	x
					Secondary TVET as a % of secondary enrolment and Post-secondary TVET as a % of tertiary enrolment		x	
					School life expectancy (primary to secondary)		x	
					Primary completion rate (GIR to last grade of Primary)		x	x
Efficiency	3	ED07	ED07. Did NAME attend school or preschool at any time during the YYYY-1; PREVIOUS school year?	Net intake rate to first grade of primary		x		
		ED07A		Gross intake rate to first grade of primary		x	x	
		ED07B	ED07A. During that school year [YYYY], what level was NAME attending?	Survival rate (Grade 1 - Grade 5)		x		

Indicator group	# of questions	question #	questions	Indicator	UNHCR Questionnaire Module			MICS
					Basic	Standard	Optional	
			ED07B. What class/grade?	% Repeaters		x		
				Repetition rate		x	x	
				Dropout rate		x	x	
				Promotion rate		x		
				Transition rate		x	x	
				Graduation rate		x		
				New entrants to grade 1 with pre-primary experience in the previous year		x		
School characteristics	1	ED05 ED07D	ED05. What type of school? ED07D. What type of school?	% pupils attending private school	x	x		
Decisions on education	3	ED06 ED06A ED08	ED06. Why is NAME not currently in school? ED06a. For how long as NAME been out of school? ED08. Why did NAME never attend school?	Reason for not attending school Reason for leaving school Length of time out of school		x x x		
Literacy / numeracy	2	ED09A/B ED10A/B/C	<i>(if Direct Assessment)</i> ED09A. I would like you to read out loud as much of this sentence as you can: Show sentence (see Annex) OR ED10A. In total, how many bottles are in the two whole cases? Show visual (see Annex) OR	Literacy rate		x	x	

Indicator group	# of questions	question #	questions	Indicator	UNHCR Questionnaire Module			MICS
					Basic	Standard	Optional	
			ED10B. If you go to the market and a product costs \$local currency\$ 3 and you want to buy 6 of them, how much will you have to pay? OR {if Self-Assessment} ED09B. Can NAME read and write a simple phrase in any language? ED10C. Is NAME able to solve everyday problems that involve adding or multiplying either on paper or in his/her head?	Numeracy rate		x		
Non-formal education: Apprenticeships, literacy training & out of school education	6	-	EDXX. Has NAME ever participated in a literacy program that involves learning how to read or write?	Educational Attainment by category of non-formal education			x	
			EDXX. Has NAME ever participated in an apprenticeship or a similar program that involved learning a specialized skill or trade while working for someone who performs the same skill or trade?	Attendance rate by category of non-formal education/literacy programs			x	
			EDXX. Has NAME ever participated in any other program or training that involved learning about how to do job or skill or how to improve at a particular job or skill? (not including primary or secondary school)?	Percentage of over-age, out-of-school children and youth in catchment area who enroll in AEP*			x	
				Percentage of AE learners who complete the last level of AEP*			x	
			EDXX. Has NAME ever participated in any other program or training that involved learning about how to do job or skill or how to improve at a particular job or skill? (not including primary or secondary school)?	% of AE completers who transition to formal education, other education, or livelihoods*				
Media and digital inclusion	9	-	EDXX. Do you read a newspaper or magazine at least once a week, less than once a week or not at all?	% routinely read magazine or newspaper			x	x
			EDXX. Does your household have a [radio / fixed telephone line / television / computer or tablet / access to internet at home / mobile phone?]	% own communications assets				
Household expenditure on education	15	-	EDXX. In the last 12 months, how much was spent BY THE HOUSEHOLD on education for each of the following expenses: [list of expense categories]	% of pupils whose households spent money on their education			x	
				Average non-zero per-pupil household expenditure on education			x	

Indicator group	# of questions	question #	questions	Indicator	UNHCR Questionnaire Module			MICS
					Basic	Standard	Optional	
Early childhood development (3-4)	-	-	-	-			x	x
Foundational learning skills (ages 5-17)	-	-	-	-			x	x
Child functioning (age 7-14)	-	-	-	-			x	x

Other relevant indicator frameworks

There is broad consensus around the key indicators used to measure, inform and monitor progress towards global education goals. [Sustainable Development Goal 4](#), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030, consists of 10 indicators or targets, around half of which are generated through household surveys. Aligned with these, the MICS uses a set of household and individual questionnaires⁶ to collect 22 indicators across four categories: i) completion and access to education (9 indicators), ii) internal efficiency (4 indicators), iii) development and skills (4 indicators), iv) cross-sectoral indicators impacting education (5 indicators). Of these indicators, completion and access to education as well as internal efficiency are generated from a set of 16 questions in the education section of the household questionnaire, while others come from 4 age and gender-specific individual questionnaires (children under 5 years, children 5-17 years, men and women). The International Household Survey Network (IHSN), together with the Education Policy and Data Center (EPDC), has led work to further standardize education questions for household surveys while identifying best practices in questionnaire design, based on a comprehensive review of indicator frameworks together with education modules of some 30 national surveys. Based on this, key indicators have been categorized by priority (core, recommended, optional) and compiled into a questionnaire module.

⁶ Four separate individual questionnaires are administered for the following population groups: Children Under 5 Years, Children Aged 5-17 Years, Women Aged 18+ Years, Men Aged 18+ Years.

Sustainable Development Goal 4

Table 3: Sustainable Development Goal 4 Indicators

#	Indicator	Sourced from HH survey
4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	X
4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	X
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	X
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	X
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill ⁷	X
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	X
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	X
4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	
4.a.1	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study	
4.c.1	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex	

⁷ This is based on self-reported information where the respondents provide information on the types of activity they have undertaken concerning computer-related activities.

UNICEF MICS education indicators and modules

Table 4: UNICEF MICS education indicators, by questionnaire

Indicator category	Indicators	MICS questionnaire	MICS module ¹⁷	SDG aligned with
Completion and access to education	Gross attendance ratio (GAR)	Household	ED	4.2.4
	Net attendance rate (NAR)	Household	ED	-
	Adjusted net attendance rate (ANAR)	Household	ED	-
	Completion rate	Household	ED	4.1.4
	Participation in organized learning	Household	ED	4.2.2
	Out-of-school children rate	Household	ED	4.1.5
	Effective transition rate	Household	ED	-
	Gross intake ratio to the last grade	Household	ED	4.1.3
Parity indices	Household	ED	4.5.1	
Internal efficiency	School readiness	Household	ED	-
	Repetition rate	Household	ED	-
	Dropout rates	Household	ED	-
	Percentage of children over-age for grade	Household	ED	4.1.6
Development and skills	Early Child Development Index (ECDI)	Children Under 5 Years	EC	4.2.1
	Foundational learning skills	Children Aged 5–17 Years	FL	4.1.1 ¹⁸
	ICT skills	Women and Men	MT for women and MMT for men	4.4.1
	Literacy rate	Women and Men	WB for women and MBM for men	4.6.2 (Youth literacy)
Cross-sectoral indicators impacting education	Positive and stimulating home environment	Children Under 5 Years	UB	4.2.3
	Parental involvement	Children Aged 5–17 Years	PR	-
	Child labour	Children Aged 5–17 Years	CL	8.7.1
	Early marriage	Women and men	MA for women and MMA for men	5.3.1
	Child functioning	Children Aged 5–17 Years	FS	4.5.1 (if parity is calculated)

Table 5: UNICEF MICS questionnaires and modules

HOUSEHOLD QUESTIONNAIRE		QUESTIONNAIRE FOR INDIVIDUAL WOMEN AGED 15–49 YEARS		QUESTIONNAIRE FOR INDIVIDUAL MEN AGED 15–49 YEARS		QUESTIONNAIRE FOR CHILDREN AGED 5–17 YEARS FOR ONE RANDOMLY SELECTED CHILD AGED 5–17 YEARS IN EACH HOUSEHOLD		QUESTIONNAIRE FOR CHILDREN UNDER FIVE			
HH	Household Information Panel	WM	Woman's Information Panel	MWM	Man's Information Panel	FS	5–17 Child Information Panel	UF	Under-Five Child Information Panel		
HL	List of Household Members	WB	Woman's Background	MWB	Man's Background	CB	Child's Background	UB	Under-Five's Background		
ED	Education [3+]	MT	Mass Media and ICT	MMT	Mass Media and ICT	CL	Child Labour	BR	Birth Registration		
HC	Household Characteristics	CM/ BH	Fertility/Birth History	MCM	Fertility	FCD	Child Discipline [5–14]	EC	Early Childhood Development		
ST	Social Transfers	DB	Desire for Last Birth	MDV	Attitudes Toward Domestic Violence	FCF	Child Functioning	UCD	Child Discipline [1–4]		
EU	Household Energy Use	MN	Maternal and Newborn Health	MVT	Victimization	PR	Parental Involvement [7–14]	UCF	Child Functioning [2–4]		
TN	Insecticide-Treated Nets	PN	Postnatal Health Checks	MMA	Marriage/Union	FL	Foundational Learning Skills [7–14]	BD	Breastfeeding and Dietary Intake [0–2]		
WS	Water and Sanitation	CP	Contraception	MAF	Adult Functioning [18–49]			IM	Immunization [0–2]		
HW	Handwashing	UN	Unmet Need	MSB	Sexual Behaviour			CA	Care of Illness		
SA	Salt Iodization	FG	Female Genital Mutilation	MHA	HIV/AIDS			AN	Anthropometry		
		DV	Attitudes Toward Domestic Violence	MMC	Circumcision						
		VT	Victimization	MTA	Tobacco and Alcohol Use						
		MA	Marriage/Union	MLS	Life Satisfaction						
		AF	Adult Functioning [18–49]								
		SB	Sexual Behaviour								
		HA	HIV/AIDS								
		MM	Maternal Mortality								
		TA	Tobacco and Alcohol Use								
		LS	Life Satisfaction								
WQ	WATER QUALITY QUESTIONNAIRE For a subset of households within each cluster									HF	QUESTIONNAIRE FOR VACCINATION RECORDS AT HEALTH FACILITY For countries where all the immunizations records are kept in health facilities
GP	GPS DATA COLLECTION QUESTIONNAIRE For countries without existing cluster location data										

International Household Survey Network (IHSN) education indicators and definitions

See: <http://qbank.ihsn.org/indicators#indicator-group/84>

Adult education and training

- [Educational attainment of the population aged 25 years and above](#)
- [Literacy rate among population ages 15-24 year \(%\)](#)
- [Number of adult illiterates](#)
- [Percentage of vocational enrolment \(%\)](#)

Education indicators

- [Children aged 3-5 years attending early childhood education programme \(%\)](#)
- [Adjusted net enrollment rate \(NERA\)](#)
- [Adjusted net intake rate \(NIRA\)](#)
- [Age specific enrolment rate \(ASER\) \(%\)](#)
- [Coefficient of efficiency](#)
- [Distribution of graduates in tertiary education by field of education](#)
- [Distribution of students in tertiary education by ISCED level](#)
- [Distribution of students in tertiary education by field of education](#)
- [Dropout rate by grade \(DR\)](#)
- [Expected gross intake ratio to the last grade of primary education \(EGIRLG\)](#)
- [Gross enrolment ratio \(GER\)](#)
- [Gross enrolment ratio in early childhood care and education programmes \(GER/ECCE\)](#)
- [Gross intake ratio \(GIR\) to Grade 1 of primary education](#)
- [Gross intake ratio to the last grade of primary \(GIRLG\)](#)
- [Literacy rate \(%\)](#)
- [Literacy rate among adults aged \$\geq 15\$ years \(%\)](#)
- [Net enrolment rate \(NER\) \(%\)](#)
- [Net intake rate \(NIR\) to Grade 1 of primary education](#)
- [Out-of-school children](#)
- [Percentage distribution of enrolment in secondary education by orientation of education programme](#)
- [Percentage of new entrants to Grade 1 of primary education with early childhood education experience \(%\)](#)
- [Percentage of private enrolment \(%\)](#)
- [Percentage of repeaters \(%\)](#)
- [Primary completion rate](#)
- [Promotion rate by grade \(PR\)](#)
- [Proportion of pupils starting grade 1 who reach grade 5 of primary \(%\)](#)
- [Rate of out-of-school children](#)
- [Ratio of girls to boys in primary, secondary, and tertiary education](#)
- [Ratio of literate women to men, 15–24 years old](#)
- [Ratio of school attendance of orphans to school attendance of non-orphans aged 10-14 years](#)
- [Repetition rate by grade \(RR\)](#)

- [School-life expectancy \(SLE\)](#)
- [Survival rate by grade \(SR\)](#)
- [Transition rate \(TR\)](#)
- [Transition rate to secondary education](#)
- [Years-input per graduate](#)

Educational attainment

- [Educational attainment of the population aged 25 years and above](#)
- [Expected gross primary graduation ratio \(EGPGR\)](#)
- [Gross primary graduation ratio \(GPGR\)](#)
- [Primary completion rate](#)

Fields of study

- [Distribution of students in tertiary education by field of education](#)

Literacy

- [Literacy rate \(%\)](#)
- [Literacy rate among adults aged ≥ 15 years \(%\)](#)
- [Literacy rate among population ages 15-24 year \(%\)](#)
- [Ratio of literate women to men, 15–24 years old](#)

Students

- [Gross outbound enrolment ratio \(outbound GER\)](#)
- [Inbound mobility rate](#)
- [Net flow of mobile students](#)
- [Net flow ratio of mobile students](#)
- [Number of students in tertiary education per 100,000 inhabitants](#)
- [Outbound mobility ratio](#)
- [Percentage of female students \(%\)](#)
- [Percentage of female students in each ISCED level of tertiary education \(%\)](#)

Teachers and educators

- [Full-time equivalent number of teachers](#)
- [Percentage of female teachers \(%\)](#)
- [Percentage of trained teachers \(%\)](#)
- [Pupil-teacher ratio \(PTR\)](#)

Measuring literacy

The United Nations define literacy as the ability to read and write a short, simple statement on one's everyday life (Source: <http://uis.unesco.org/en/glossary-term/adult-literacy-rate>). This excludes individuals who can read and write only figures and his or her own name, read but not write including reading and writing only ritual phrase that has been memorized.

This can be measured in two ways:

- i. Self-Reporting – This is where the survey respondent is asked whether he or she is literate. This is often argued to be inaccurate and a poor measure of a person's ability to read and write as there is a great propensity to exaggerate their literacy ability. However, self-reporting can be used to measure the literacy in any language by asking if the household member is able to read and write in any language. It is recommended that self-reporting literacy is administered to members who are 3 years and above.
- ii. Direct Assessment – This is where the household members are tested in order to determine whether (and the degree to which) they are literate. It could be done simply by asking each member to read a simple sentence out loud, even though this could miss the higher-level reading skills such as comprehension and interpretation which could otherwise be captured through complex assessment. The stand age filter for ministering this questionnaire is 10 years and above. It should not be filtered by attendance or attainment.

It is crucial that sentences and figures for direct assessment be adapted based on local conditions, customs and languages. Sample sentences may be found in the national census or surveys, such as the Demographic and Health Survey.

One example is provided below:

ED09A. I would like you to read out loud as much of this sentence as you can.

Show visual (examples below – from [DHS-7](#))

GOOD HEALTH FOR ALL
PARENTS LOVE THEIR CHILDREN
FARMING IS HARD WORK
BIRDS FLY HIGH IN THE SKY
GOEIE GESONDHEID VIR ALMAL
OUERS IS LIED VIR HUL KINDERS
BOERDERY IS HARDE WERK
VOELS Vlieg HOOG IN DIE LUG
IMPILO ENGCONO KITHI SONKE
ABAZALI BATHANDE IZINGANE ZABO
UKULIMA UMSEBENZI ONZIMA
IZINYONI ZINDIZELA PHEZULU ESIBHAKABHAKENI

1. Cannot read at all
2. Able to read only parts of the sentence
3. Able to read the whole Sentence
4. No Card in the Required language
5. Blind/Visually impaired

ED15A. In total, how many bottles are in the two whole cases?

Show visual (example below – from EPDC)

“In total, how many bottles are in the two full cases?”

1. Cannot perform the calculation
2. Able to perform the calculation



Syntax for key indicators

Key Indicator	Measurement	Definition	Syntax in Kobo (variable name / question #)	
Attainment	Education attainment	The highest level of education an individual has successfully completed. (Source: UNESCO-glossary)	education_attainment	ED02A
	Ever attended school	The proportion of the population under study that have ever been to school at some point in their life.	ever_attended_school	ED01
	Highest Diploma	The highest certificate awarded to the individual showing that the individual has successfully completed that level of education. (Source: UNESCO-ISCED-2011)	highest_diplom	ED02C
Participation	Net Attendance Rate (NAR)	The total number of students in the official age group for a given level of education attending that level at any time during the reference academic year, expressed as a percentage of the total population in that age group. (Source: MICS Manual for statistical analysis)	Primary school NAR = (nar_primary_nom / nar_primary_denom)	
			nar_primary_nom	Nominator: 1 If ED04A = 01 & age within the official primary school age
			nar_primary_denom	Denominator: 1 if within the official primary school age, no data if not within the official primary school age
			Secondary school NAR = (nar_secondary_nom / nar_secondary_denom)	
			nar_secondary_nom	Nominator: 1 If ED04A = 02 & age within the official secondary school age
			nar_secondary_denom	Denominator: 1 if within the official secondary school age, no data if not within the official secondary school age
	Gross Attendance Rate (GAR)	The number of students attending a given level of education, regardless of age, expressed as a percentage of the official school-age	Primary school GAR = (gar_primary_nom / gar_primary_denom)	
gar_primary_nom			Nominator: 1 If ED04A = 01	
gar_primary_denom			Denominator: 1 if within the official primary school age, no	

		population corresponding to the same level of education. (Source: MICS Manual for statistical analysis)		data if not within the official primary school age
			Secondary school GAR = (gar_secondary_nom / gar_secondary_denom)	
			gar_secondary_nom	Nominator: 1 If ED04A = 02
			gar_secondary_denom	Denominator: 1 if within the official secondary school age, no data if not within the official secondary school age
Efficiency	Dropout Rate	The proportion of pupils from a cohort attending a given level (grade) at a given school year who are no longer attending in the following year. (Source: MICS Manual for statistical analysis)	Primary school dropout rate = (dropout_primary_nom / dropout_primary_denom)	
			dropout_primary_nom	Nominator: 1 If ED07A = 02 & ED03=02
			dropout_primary_denom	Denominator: 1 if ED07A = 02
			Secondary school dropout rate = (dropout_secondary_nom / dropout_secondary_denom)	
			dropout_secondary_nom	Nominator: 1 If ED07A = 03 & ED03=02
			dropout_secondary_denom	Denominator: 1 if ED07A = 03
School Characteristics	Private (Public) School Attendance Rates	The total number of students in a given level of education that are attending private (public) institutions expressed as a percentage of the total number of students attending that given level of education. (Source: UNESCO-glossary)	Primary Private School Attendance Rates = (private_primary_nom / private_primary_denom)	
			private_primary_nom (public_primary_nom)	Nominator: 1 If ED04A = 02 & ED05=06 (1 If ED04A = 02 & ED05=01)
			private_primary_denom (public_primary_denom)	Denominator: 1 If ED04A = 02
			Secondary Private School Attendance Rates = (private_secondary_nom / private_secondary_denom)	
			private_secondary_nom (public_secondary_nom)	Nominator: 1 If ED04A = 03 & ED05=06 (1 If ED04A = 03 & ED05=01)
			private_secondary_denom (public_secondary_denom)	Denominator: 1 If ED04A = 03
Decision on education	Reason for not attending school	Reason for not attending school	reason_not_attending	ED08
	Reason for not currently attending school	Reason for not currently attending school	reason_current_not_attending	EDO6
Literacy/ Numeracy	Literacy Rate	The proportion of the population that can	literacy_rate_assessed	ED09A

		<p>read and write a short, simple statement on their everyday life</p> <p>(Source: Household Survey Guidelines on Education)</p>	literacy_rate_self_reported	ED09B
	Numeracy Rate	<p>The proportion of the population that have the ability to perform the calculations of addition, subtraction, multiplication and division.</p> <p>(Source: Household Survey Guidelines on Education)</p>	numeracy_rate_assessed	1 if ED10A = 1 + 1 if ED10B = 1 + 1 if ED10C = 1
			numeracy_rate_self_reported	ED10D

Optional modules for education surveys

The questionnaires outlined in this note cover the indicators and corresponding questions most likely to be relevant to UNHCR operations. MICS and others provide a range of additional topics which may be relevant in specific cases and are outlined below. Where possible, examples of questions are provided here. However, survey designers are recommended to conduct their own additional research using the links provided to further optimize this part of the questionnaire.

The following optional modules are outlined below:

1. Non-formal education: Apprenticeships, literacy training & extra-curricular activities (age 3 plus)
2. Media and digital inclusion (age 15-49)
3. Household expenditure on education
4. Early childhood development (age 3-4)
5. Foundational learning skills (age 7-14)
6. Child functioning (ages 7-14)

{1. Non-formal education: Apprenticeships, literacy training & extra-curricular activities}

Now I want to ask you about different kinds of learning or training experiences that NAME may have had outside of the regular school system

EDXX. Has NAME ever participated in a literacy program that involves learning how to read or write? (not including primary or secondary school)

1. Yes
2. No skip next question

EDXXb. If YES, "Is NAME currently participating in this program?"

1. Yes
2. No

EDXX. Has NAME ever participated in an apprenticeship or a similar program that involved learning a specialized skill or trade while working for someone who performs the same skill or trade? (not including primary or secondary school)

1. Yes
2. No skip next question

EDXXb. If YES, "Is NAME currently participating in this program?"

1. Yes
2. No

EDXX. Has NAME ever participated in any other program or training that involved learning about how to do job or skill or how to improve at a particular job or skill? (not including primary or secondary school)

1. Yes
2. No → skip next question

EDXXb. If YES, “Is NAME currently participating in this program?”

1. Yes
2. No

{2. Media and digital inclusion}

EDXX. Do you read a newspaper or magazine at least once a week, less than once a week or not at all?

01. At least once a week
02. Less than once a week
03. Not at all

EDXX. Excluding school text books and holy books, how many books do you have to read at home?

- Integer

EDXX. Does your household have a radio?

01. Yes
02. No

EDXX. Does your household have a fixed telephone line?

01. Yes
02. No

EDXX. Does your household have a television?

01. Yes
02. No

EDXX. Does any member of your household have a computer or a tablet?

01. Yes
02. No

EDXX. Does your household have access to internet at home?

01. Yes
02. No

EDXX. Does any member of your household have a mobile telephone?

01. Yes
02. No skip to EDXXb

EDXXa. How many?

Integer

EDXXb. Do you have access to a mobile phone?

01. Yes

02. No

{3. Household expenditure on education}

EDXX. In the last 12 months, how much was spent BY THE HOUSEHOLD on education for each of the following expenses:

NB: The response options should be modified based on the local and national custom.

(NB: List one-by-one)

- Tuition fees
- Textbooks
- Exercise books
- Uniform
- Boarding fees
- Transport
- Extra remedial tuition
- Parent teacher association, Bureau of management, and other related fees
- Pocket money
- Medical fee
- Activity fees
- Exam fees
- Feeding programme
- Mobile phone credit
- Any other charges

{4. Early childhood development (age 3-4)}

See:

<https://mics.unicef.org/files?job=W1siZiIsIjIwMTcvMDkvMTUvMjEvMTUvNDMvMzc4L01JQ1NfTWV0aG9kb2xvZ2IjYWxfUGFwZXJfNi5wZGYiXV0&sha=85c096f0b2c5b0c8>

{5. Foundational learning skills (age 7-14)}

See: <https://data.unicef.org/resources/guidelines-adapting-foundational-module-non-mics/>

{6. Child functioning (age 7-14)}

See: <https://data.unicef.org/resources/module-child-functioning/>

Questions on Disability based on Washington Group on Disability Statistics

See: [The Washington Group Questions on Disability](#)