

THE MICS-EMIS ANALYSIS INITIATIVE

Connecting household and school data for better education insights

What is MICS-EMIS Analysis?

The MICS-EMIS Analysis Initiative links household survey data from MICS (Multiple Indicator Cluster Surveys) with administrative school data from EMIS (Education Management Information Systems), enabling a more complete understanding of children's educational experiences.

It builds on MICS-Link, UNICEF's broader initiative to connect MICS with other data sources, such as administrative systems, to generate richer, more policy-relevant insights. With support from the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX), MICS-EMIS Analysis focuses on education by linking children in household surveys to the schools they attend.

This integration allows countries to connect children's home environments, including socio-economic background, parental engagement, and learning support, with their school environments, such as infrastructure, teachers, and resources.



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What is MICS?

UNICEF launched the Multiple Indicator Cluster Survey (MICS) in 1995 to monitor the status of children around the world. It has since become one of the largest sources of statistically sound and internationally comparable data on women and children. Over the past 30+ years, more than 300 surveys have been carried out in over 100 countries.

MICS surveys are conducted through face-to-face household interviews and cover topics that directly affect the lives of children and women. MICS has been a major source of data for global development monitoring and continues to inform many United Nations Sustainable Development Goal indicators, including several related to education.

What is EMIS?

Education Management Information Systems (EMIS) are administrative data systems used by ministries of education to collect, manage and analyse information on schools. These systems typically include data on enrolment, teachers, infrastructure, facilities and school resources.

EMIS provide a system-wide view of the education sector to support planning, monitoring, and resource allocation. However, EMIS data generally do not capture detailed information on children's household backgrounds, living conditions, or home learning environments.



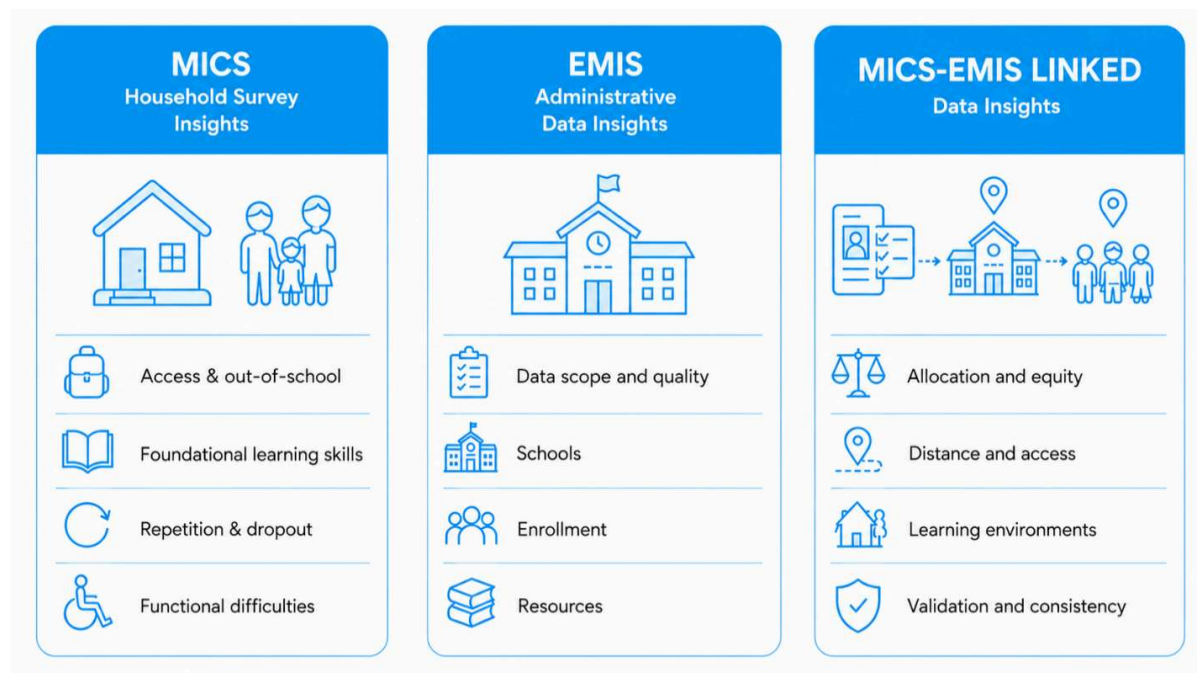
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What are the goals?

- Strengthen evidence for decision-making by combining household and school data
- Show which children are facing gaps in access and learning
- Identify how home and school environments interact to shape outcomes
- Support ministries of education and education stakeholders in using data for targeted policies and planning and equip them with relevant knowledge to maintain such integrated data analysis

How is MICS-EMIS Analysis structured?

MICS-EMIS Analysis proceeds in steps: it starts with what each dataset shows on its own, then moves to what the two show together. The analytical work is shaped by each country's Technical Working Group (TWG), adapted based on their priorities across a wide range of themes, including:



Key deliverables

MICS-EMIS Analysis aims to generate integrated, policy-relevant evidence by linking household survey and administrative school data, while strengthening national capacity to use this data effectively. As such, key deliverables are:

- Clean and harmonized EMIS data and related documentation and workflow
- Linked MICS-EMIS dataset for integrated analysis
- Analytical report or policy brief addressing key education questions
- Interactive dashboards for exploration and communication
- Technical documentation on methods and data linkage
- Capacity strengthening through collaboration and training

UNICEF NYHQ works closely with the TWG in each country to guide and support implementation of the initiative, ensuring that these deliverables are met and providing technical assistance as needed.



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Where is MICS-EMIS Analysis being implemented?

MICS-EMIS Analysis is being rolled out across a growing number of countries. Pilot implementations have been completed in Eswatini and Fiji, demonstrating the feasibility and value of linking household and school data.

In addition, linkage questions have been integrated into ongoing or recently finalized MICS surveys in Nepal, Ukraine, Madagascar, Belize, Guatemala and Samoa. Analysis in these countries will begin once MICS data are released.

How is MICS-EMIS Analysis implemented?

The analysis begins once each child in the MICS survey can be matched to the school they attend, using the linkage established through MICS-Link. The process typically includes:

1. Establishing a Technical Working Group (TWG) for co-design and joint analysis
2. Preparing a clean, analysis-ready school-level EMIS dataset
3. Linking MICS and EMIS datasets
4. Analysing linked MICS-EMIS data and answer research questions set out by TWG
5. Conducting geo-coded analysis (where GPS data are available)
6. Applying advanced analytics to estimate patterns for specific areas and groups (e.g., regression models, small area estimation)
7. Producing reports, dashboards, and other dissemination outputs

For more detailed information on the MICS-EMIS Analysis Initiative, please refer to the MICS-EMIS Analysis Implementation Manual, or contact

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