MICS secondary analyses sample research topics[[1]](#footnote-1)

**Annex 1**

**Early Childhood Development and Education**

Extensive MICS data enables us to further analyze data and look into the patterns that can inform policy decision in the field of preschool and general education. This process will entail secondary data analysis at initial stage and subsequently preparation of report on ECD and Education combining all important findings of MICS in this area.

Suggested areas of secondary analysis include:

* Further analysis for Early Childhood Development Index (+ each development area separately) with different independent variables:
  + Exposure to violence (any kind, physical, psychological), inadequate supervision
  + Preschool attendance
  + Lead exposure
  + Support for learning
  + learning materials (access to children’s books
  + stunting; breastfeeding, skin to skin contact, etc.
  + use of media
  + family composition and other family characteristics
* Conduct multivariate analysis to identify factors (i) negatively correlating with child development outcomes/preschool and school attendance; (ii) that are likely to support resilience of a child against other adversities (protective factors);
* Analysis of preschool and school attendance by ethnicity while controlling for wealth, urban/rural, other family level indicators.
* Support for learning
* Analysis (and possibly mapping) of most disadvantaged children (two or more variables combined: no access to preschool and schools, no access to learning materials, no support for learning, exposure to violent discipline) - by ethnicity, wealth, regions, urban/rural, gender, functional difficulties, family characteristics, etc.
* Gender analysis: fathers’ vs. mothers’ engagement with children (girls and boys) – types of activities; mothers and fathers not engaged in activities with children – children’s profiles;
* Engagement with children correlated with literacy-numeracy development, learning skills, social-emotional development.

**Annex 2**

**General Education:**

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| **MICS 6 Key Findings in General Education** | **Required in-depth analyses** |
| 1. According to MICS 6, while school attendance rate in primary and lower secondary school is almost universal (98 per cent and 96 per cent), 15 per cent of upper secondary school age children do not attend school. There are regional disparities as well where while 27 per cent of children from Kvemo Kartli region do not attend, 5 per cent in Imereti, Racha-Lechkhumi and Kvemo Svaneti region do not attend schools. | Analysis is required to understand causes that   1. prevent children from access and completion of upper secondary education, and 2. enforce more children in Kvemo Kartli, Imereti, Racha-Lechkhumi and Kvemo Svaneti regions to drop out from upper secondary schools. |
| 1. Social and regional disparities are also present with regards to completion of lower secondary school. Completion rates of children from rural areas are 4 percentage points lower compared to urban areas and 7 percentage points lower for children from the poorest quintile vs. the richest. | Analysis of reasons is required to understand what influences   1. 4 percent more children in rural areas vs. urban to drop out from lower secondary education, and 2. 7 percent more children from the poorest quintile vs. the richest to drop out from lower secondary education. |
| 1. With regards to completion of the upper secondary school only 60 per cent in Kakheti region complete this level, which is the lowest completion rate nationwide. Also, completion rate of boys is 4 percentage points lower than that of girls. | Analysis of causes is required to understand   1. Why the completion rate of upper secondary school by children in Kakheti region is the lowest (60 per cent) nationwide 2. Why less boys (by 4 percent) than girls complete upper secondary schools. |
| 1. Children from national minorities attend Primary, Lower Secondary and Upper Secondary school less often than children from ethnic Georgian households. | Analysis of causes is required to understand why children from national minorities attend Primary, Lower Secondary and Upper Secondary school less often than children from ethnic Georgian households. |

**Annex 3**

**Child discipine:**

1. Identification of profile of children being exposed to various forms of disciplining: (including any type of physical punishment of psychological aggression; moderate physical punishment, severe physical punishment, psychological aggression and positive methods of parenting); interesting to see relation with other variables or indicators, such as:

• Family characteristics: being raised in family with multiple children, at least one parent being abroad; multi-generational families (if possible); both parents dead; living with both parents; living with single parent; family receiving socio-economic support (EQ3,4,15); socio-economic status of the family

• Parent’s characteristics: early childbearing (TM2); mismatch between desired number of children (TM3CS) and actual number of children in household; skin to skin care at birth (TM15); parents that were married before age 15 or age 18 (PR4); parents who experienced physical violence or robbery (PR12 and 14); felt discriminated (EQ 7); life satisfaction and happiness (EQ9,10); have a positive attitude towards violent disciplining; functional difficulties (at least one; specifically communication); parent’s education, age, sex

• Children’s characteristics: children ever breastfed (TM30); Minimum acceptable diet (TC.39a/TC.39b) and other indicators related to nutrition and feeding; early stimulation and responsive care and EC module related all indicators (including separately sub-indicators of early childhood development index (literacy-numeracy, physical, social-emotional, and learning); this relates to children under 5. Children learning achievements (module on learning, including performance and attendance (modules UB, ED, PR); children getting social support (EQ4,5); children who have high led level in blood; children’s functional difficulties, especially communication, learning, playing, controlling behaviour (age 2-4) and Communication, learning, remembering concentration, accepting change, controlling behaviour, making friends, anxiety and depression (age 5-17)

• It is also interesting to see an effect (association) of ethnicity and IDP status to the child disciplining practices, while controlling other variables (e.g. socio-economic conditions, or parent’s education)

• % of children who experience both violent methods – physical punishment as well as psychological aggression, by age, sex, and other general categories.

2. Identification of parent’s profile who believe that a child needs to be physically punished, analyzing by the same characteristics of families, parents, children as above.

**Annex 4**

**Child Health**

• Define correlation between postnatal care and child health seeking behavior

• Define correlation between health seeking behavior and diarrhea, acute respiratory infections and fever treatment modalities

• Decompose early childhood development index by its component and analyze social – emotional component by ethnicity, wealth, regions, urban/rural, gender, mothers’ education and age

• Define correlation between children’s social-emotions indicators and mothers’ employment status/mothers working abroad

• Define correlation between between social-emotions status of Georgia’s children and lead level in blood

**Maternal Health**

• Place of delivery to be analyzed by ethnicity, wealth, regions, urban/rural, gender, mothers’ education

• C-section to be analyzed by ethnicity, wealth, regions, urban/rural, gender, mothers’ education

• Post-natal health checks for newborn and mothers to be analyzed by ethnicity, wealth, regions, urban/rural, gender, mothers’ education

• Still-birth and miscarriages to be analyzed by ethnicity, wealth, regions, urban/rural, mothers’ education and age

**WASH**

• To analyze segregated data on unimproved water sources, basic water services, safely managed drinking water, basic hygiene services, availability of handwashing facilities with water and soap, unimproved sanitation, basic and safely managed drinking water, unsafe water (water quality) by households with young children. Data needs to be analyzed by ethnicity, wealth index, regions, urban/rural, gender, mothers’ education.

• Define correlation between WASH related data and diarrhea cases (basic and safely managed drinking water and sanitation, access to hygiene services and cases of diarrhea). Access to sufficient (22 % of population do not have sufficient) drinking water and diarrhea among children. It also will be also analyzed by ethnicity, wealth, regions, urban/rural, gender, mothers’ education.

• Define correlation between water quality (e-coli in drinking water) and diarrhea among young children.

• Define correlation between WASH data (basic and safely managed drinking water, access to hygiene services) and children’s anthropometric data. (Given the fact that hygiene practice is associated with worm diseases, that in turn causes nutrition deficiencies, would be useful to analyze this data)

• Correlation between malnutrition and water, sanitation and hygiene services for young children.

We expact the above analyses to give the recommendation on follow – up studies needed and inform UNICEF programming.

**Nutrition**

• Statistical correlation of anthropometric data with nutrition practices (including breastfeeding), to be analyzed by ethnicity, wealth, geographic location, gender, mothers’ education

• Correlation between feeding practices (e.g. introduction of solid food, and family wealth

• Anthropometric data correlation with anemia prevalence (given the fact, that anthropometric data was obtained in U-5 children and anemia prevalence only among 2-7-year-old children, this will require additional work for grouping children) to be analyzed by ethnicity, wealth, geographic location, gender, mothers’ education

• Anemia data to be analyses by ethnicity, wealth, geographic location, gender, mothers’ education

• Breastfeeding data correlation with c-section and thermal care for newborns

• Anthropometric data correlation with lead level in blood

• Statistical correlation of anthropometric data with exclusive breastfeeding practices to by analyses by ethnicity, wealth, geographic location, gender, mothers’ education

• Correlation of postnatal care with baby feeding practices, especially with breast-feeding

• Nutrition data components of MICS compare with national nutrition survey of 2010 to explore the dynamics within the period of 2010-2019

**Annex 5 Usage of smartphones and computers**

as well as access to the Internet from home by **households with young children**. Data needs to be analyzed by ethnicity, wealth index, regions, urban/rural, gender, mothers’ education.

Correlation between the above-mentioned data with:

* + Use of media
  + Access to learning materials and toys
  + Exposure to violence (any kind, physical, psychological), inadequate supervision
  + ECD index

**Further topics for the analysis will be identified with the selected organization/consultant(s).**

1. but not limited to. [↑](#footnote-ref-1)