

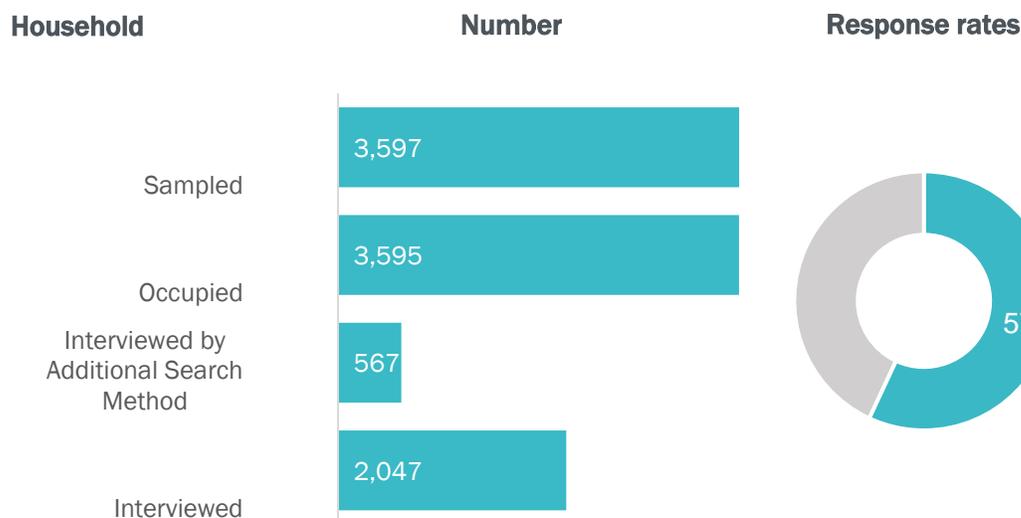
Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024



Sample & Survey Characteristics



Response Rates



Survey Implementation

Implementing agency:
The scientific basis of Ivane Javakhishvili Tbilisi State University

Research company responsible for fieldwork:
LLC BCG Research

Funding:
The Shota Rustaveli National Science Foundation

Sampling frame:
2014 General Population Census of Georgia

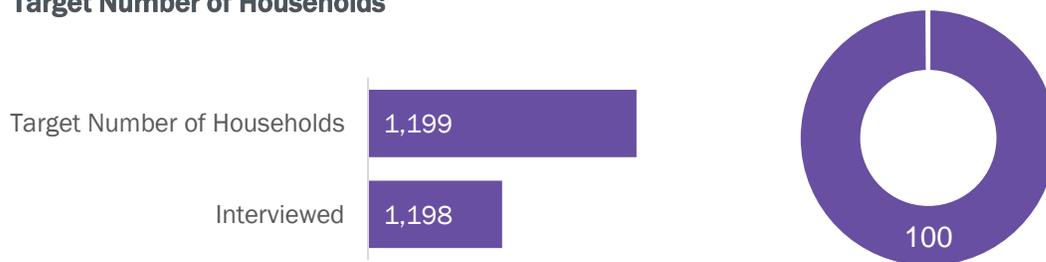
Listing :
January 22 to February 2, 2024

Interviewer training:
February 10-11, 2024

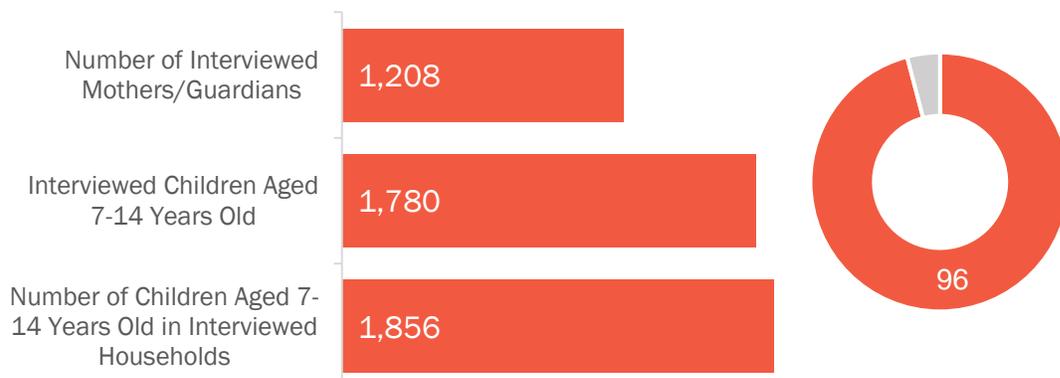
Fieldwork:
February 19 to April 19, 2024

Questionnaires:
Demographic
Household
Children aged 5-17

Target Number of Households

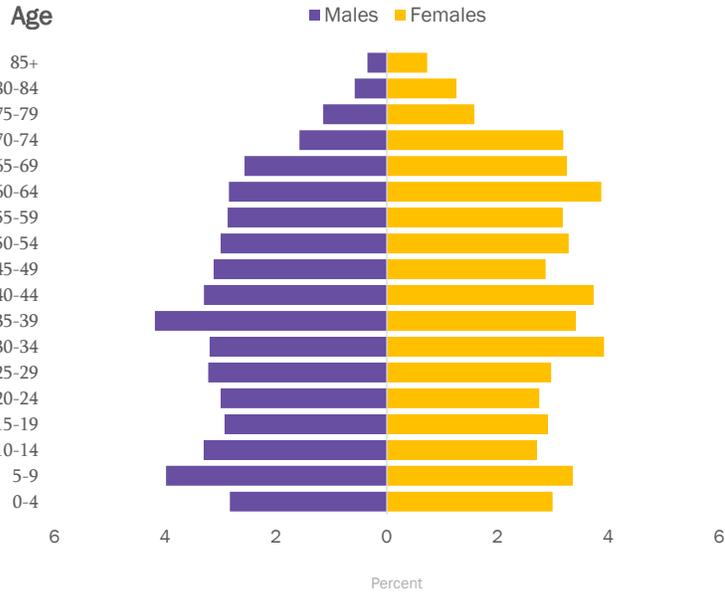


Children aged 7-14 years old



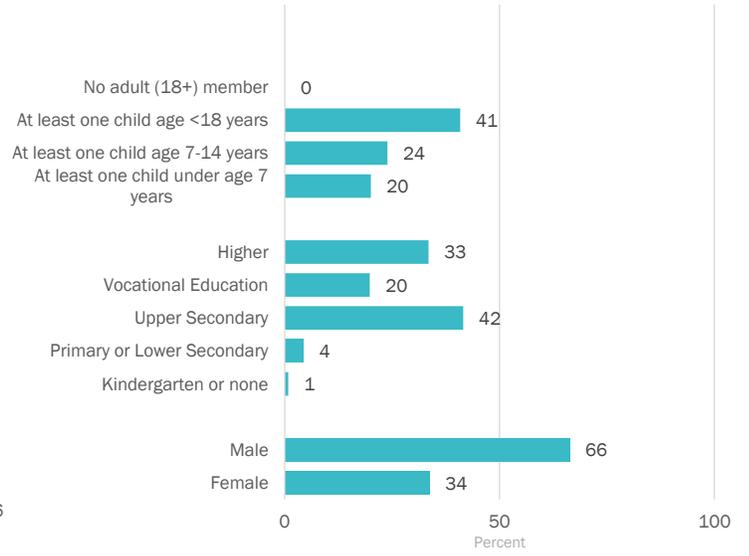
Population Characteristics

Household Population Age & Sex Distribution



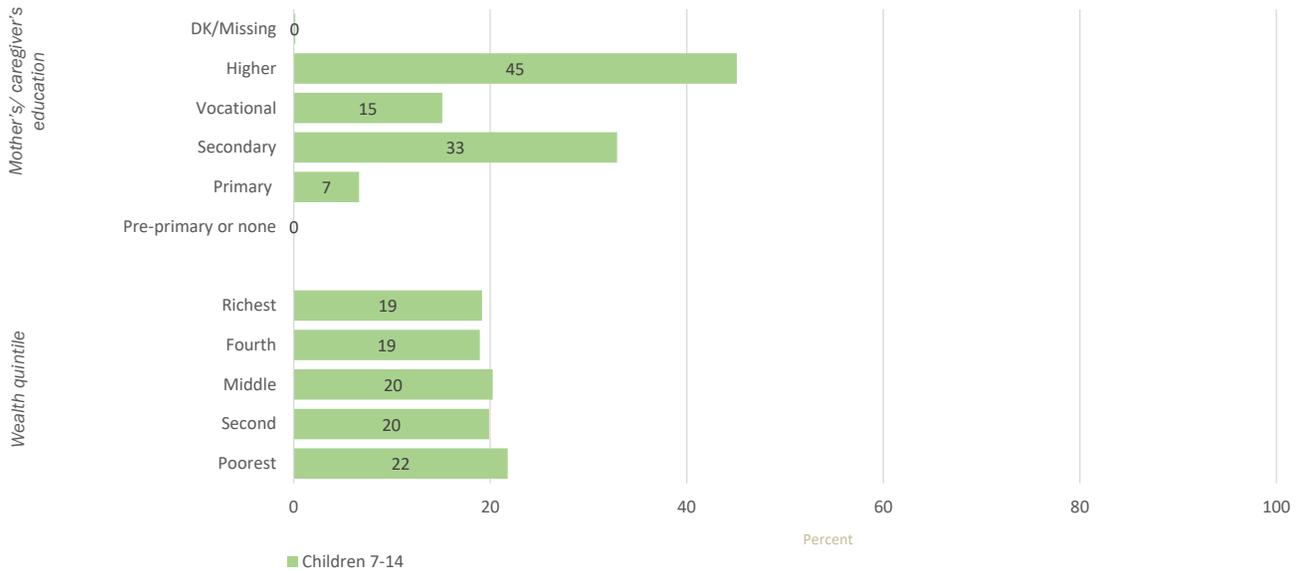
Percent distribution of household population by age group and sex

Household Composition & Characteristics of Head of household



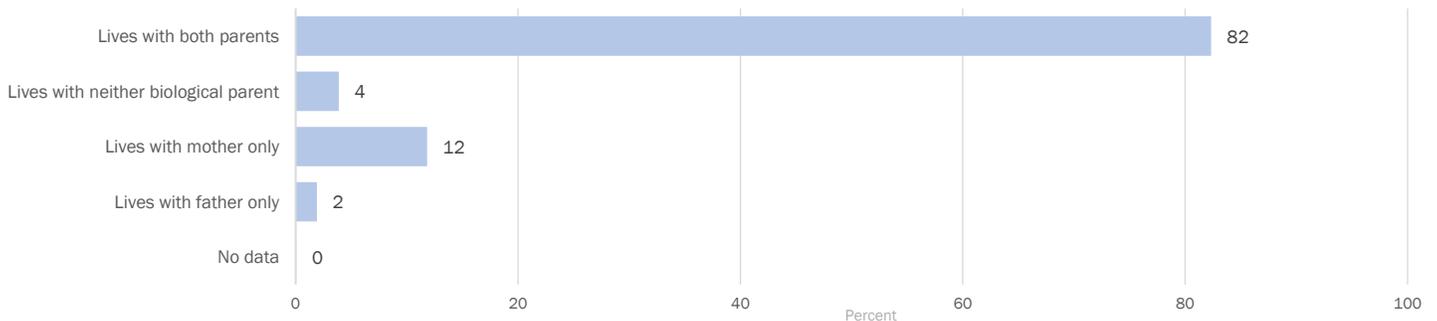
Percent of households by selected characteristics

7-14 Years Old Children's Profile



Percent distribution of children age 7-14 and under-five by background characteristics

Children's Living Arrangements*



Percent distribution of children age 0-17 years according to living arrangements
*Children age 0-17 years

Regional Distribution of Population (percent)

Region	Households	Children 7-14
National	100	100
Tbilisi	30.6	37.1
Adjara A.R.	7.6	9.4
Guria	3.1	2.5
Imereti	15.2	10.3
Racha-Lechkhumi and Kvemo Svaneti	1.2	0.4
Kakheti	8.9	6.9
Mtkheta-Mtianeti	2.7	2.5
Samegrelo-Zemo Svaneti	9.2	7.6
Samtskhe-Javakheti	4.0	3.3
Kvemo Kartli	10.3	13.8
Shida Kartli	7.2	6.2

Key Messages

- A total of 3,597 households were sampled, of which 3,595 were occupied.
- A total of 57% of sampled households responded to the survey.
- The target number of households was fully achieved, with 1,198 households interviewed out of 1,199 targeted (100 percent response rate).
- Among children aged 7–14 years, 1,780 children were interviewed out of 1,856 children living in interviewed households, corresponding to a 96 percent response rate.
- Interviews were conducted with 1,208 mothers or caretakers of children aged 7–14 years.
- Thirty-one percent of households are located in Tbilisi, while 37 percent of children aged 7–14 years live in Tbilisi, indicating higher child concentration in the capital.
- Kvemo Kartli accounts for 10.3 percent of households and 13.8 percent of children aged 7–14 years, representing one of the largest regional shares of children.
- Living arrangements data show that a small proportion of children aged 0–17 years live with neither biological parent, while the majority live with both parents.
- The household population shows a balanced age and sex distribution, with no extreme sex imbalances across age groups.

Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households was carried out in 2024 in the state at the scientific base of Ivane Javakishvili Tbilisi University, with the support of the Shota Rustaveli National Science Foundation (SRNSFG) project №FR-22-25281.

The objective of this snapshot is to disseminate selected findings from the Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024 related to Survey and Sample Characteristics.

Data from this snapshot can be found in tables SR.1.1, SR.3.1, SR.4.1, SR.5.3 and SR.11.1 in the Survey Findings Report.

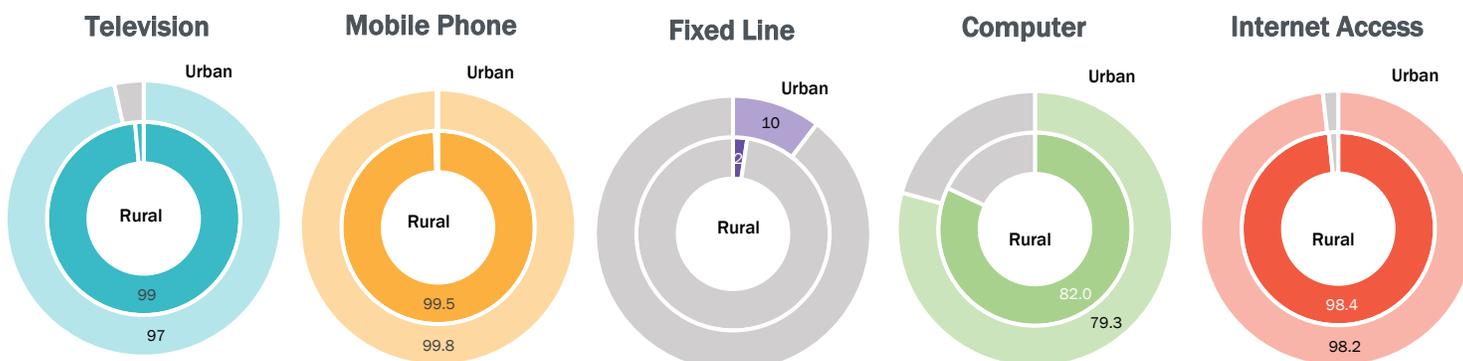
Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024



ICT equipment & Internet At Home



Ownership of Information & Communication Technology



Percentage of households which own a radio, television-fixed line, telephone- mobile, computer and that have access to the internet at home

Household Ownership of Information & Communication Technology (ICT) Equipment & Internet at Home

Region	Television	Telephone-Mobile	Telephone-Fixed line	Computer	Internet at Home
National	97.4	99.7	7.0	80.4	98.3
Tbilisi	94.8	100.0	10.4	77.8	97.8
Adjara A.R	99.2	100.0	6.6	60.7	98.2
Guria	100.0	100.0	0.0	97.2	100.0
Imereti	98.9	99.3	5.9	81.5	99.2
Racha-Lechkhumi and Kvemo Svaneti	(100.0)	(100.0)	(0.0)	(95.1)	(100.0)
Kakheti	94.7	99.0	4.6	81.4	98.8
Mtskheta-Mtianeti	98.7	100.0	7.6	89.5	98.3
Samegrelo-Zemo Svaneti	100.0	100.0	0.0	97.4	99.1
Samtskhe-Javakheti	97.2	100.0	9.4	57.1	100.0
Kvemo Kartli	98.5	100.0	9.3	83.7	95.8
Shida Kartli	100.0	98.2	6.8	82.6	98.0

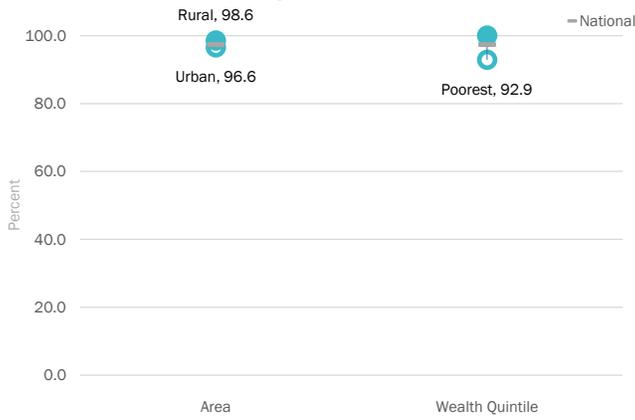
Percentage of households which own a television, fixed line telephone, telephone- mobile, computer and that have access to the internet at home

Key Messages

- Ninety-seven percent of households own a television, with ownership exceeding 96 percent in both urban and rural areas.
- Almost all households own a mobile telephone, with negligible differences between urban and rural areas.
- Only 7 percent of households have a fixed-line telephone, with higher coverage in urban areas (10 percent) than in rural areas (2 percent).
- Four out of five households (80.4 percent) own a computer, with ownership lower among the poorest households (53 percent).
- Internet access at home is nearly universal, with 98.3 percent of households having access nationwide.
- Internet access shows limited urban-rural disparity, but remains lower among the poorest households (93 percent) compared to the richest households (100 percent).
- Regional differences persist in computer ownership, ranging from 57 percent in Samtskhe-Javakheti to over 95 percent in several regions.

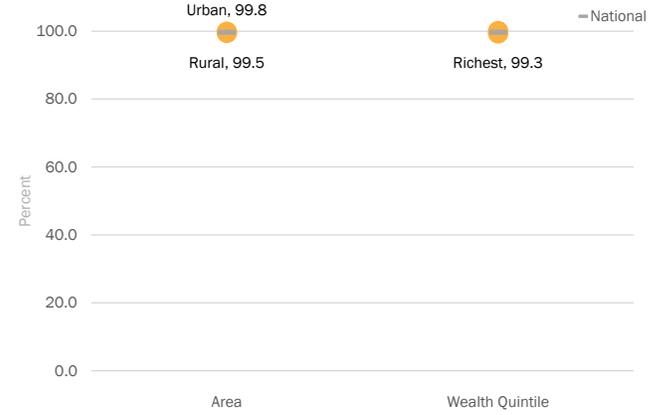
Inequalities in Household Ownership of ICT Equipment & Internet at Home

Household Ownership of a Television



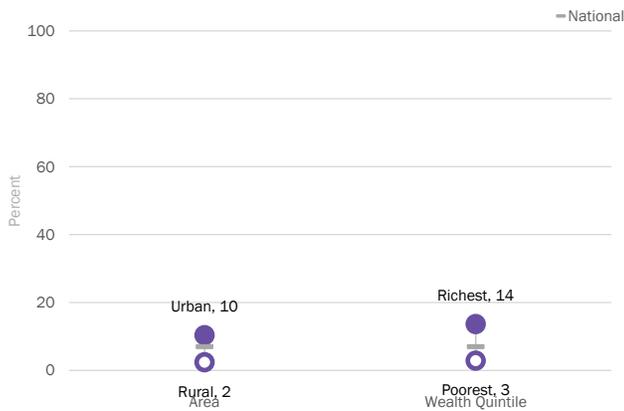
Percentage of households with a Television

Household Ownership of a Mobile Telephone



Percentage of households with mobile telephone

Household Ownership of a Fixed Line



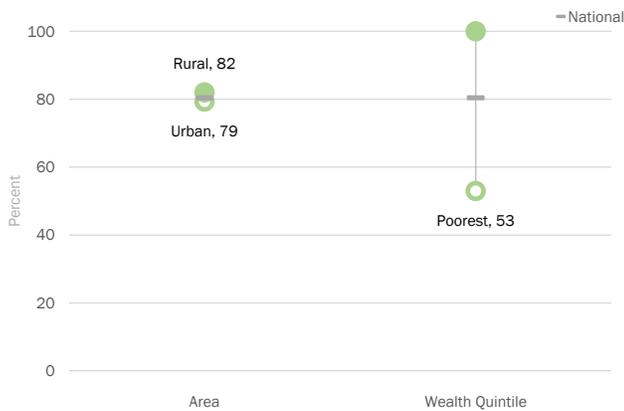
Percentage of households with fixed line telephone

Households with Telephone



Percentage of households with any type of telephone

Household Ownership of Computer



Percentage of households with computer

Household with Internet at Home



Percentage of households with internet access at Home

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The objective of this snapshot is to disseminate selected findings from the Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024 related to ICT equipment & Internet.

Data from this snapshot can be found in tables SR.9.2 in the Survey Findings Report.

Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024

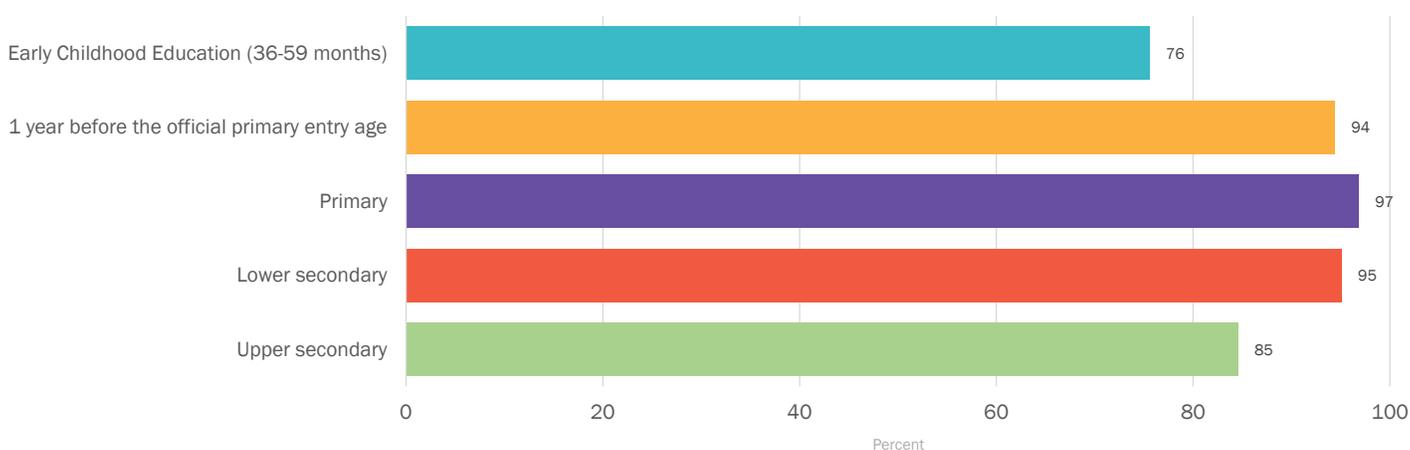


Education



Attendance Rates & Inequalities

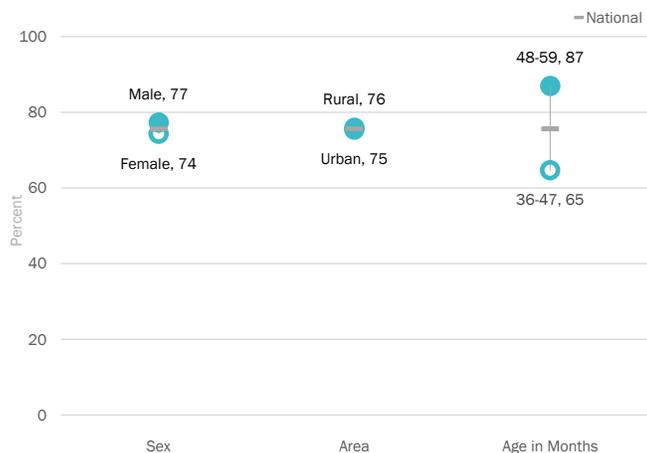
School Net Attendance Rates (adjusted)



Percentage of children of intended age for level of education attending level of education for age or higher, by level of education

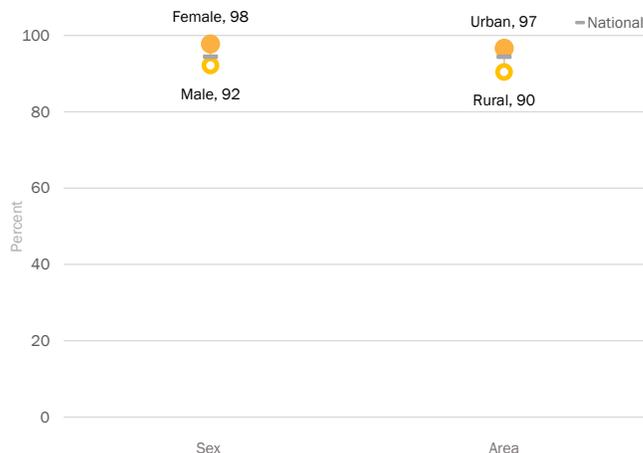
Inequalities in Attendance in Early Childhood Education & Participation in Organized Learning

Early Childhood Education Attendance Rate (age 3-4)



Percentage of children age 36-59 months who are attending early childhood education

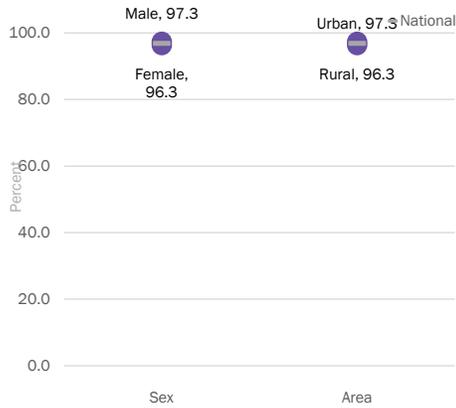
Participation Rate in Organised Learning (1 Year Before the Official Primary Entry Age): SDG 4.2.2



Percentage of children age one year younger than the official primary school entry age at the beginning of the school year who are attending an early childhood education programme or primary school (adjusted net attendance rate)

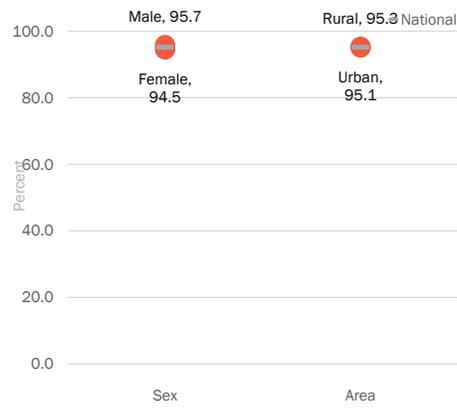
Inequalities in Attendance Rates

Primary School Net Attendance Rate (adjusted)



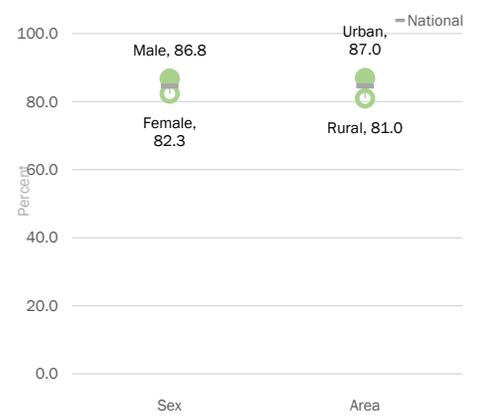
Percentage of children of primary school age (as of the beginning of school year) who are attending primary, lower or upper secondary school

Lower Secondary School Net Attendance Rate (adjusted)



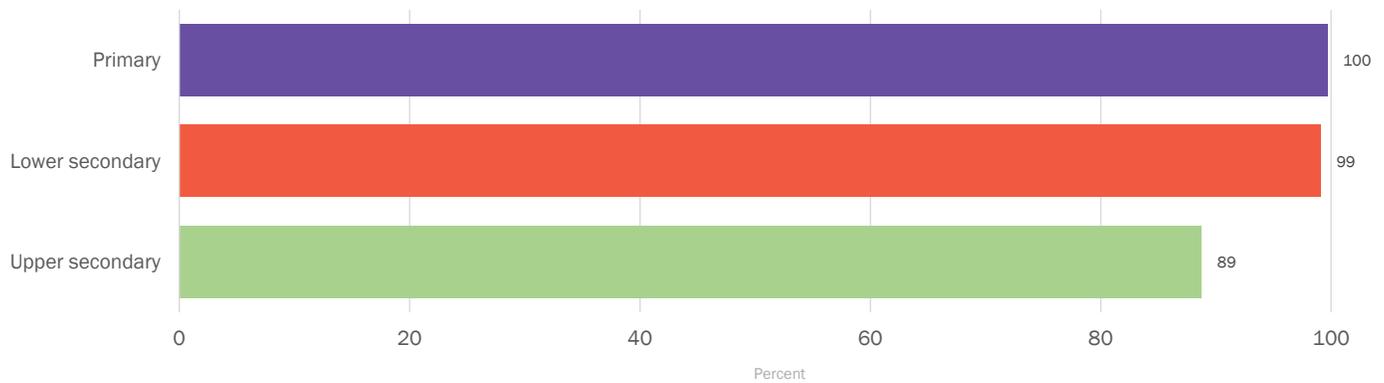
Percentage of children of lower secondary school age (as of the beginning of school year) who are attending lower secondary school or higher

Upper Secondary School Net Attendance Rate (adjusted)



Percentage of children of upper secondary school age (as of the beginning of school year) who are attending upper secondary school or higher

Completion Rates: SDG 4.1.2



Percentage of children age 3 to 5 years above the intended age for the last grade who have completed that grade, by level of education

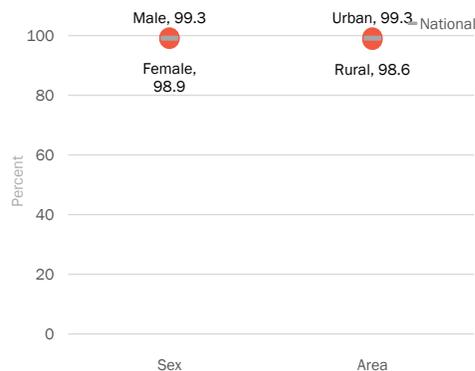
Inequalities in Completion Rates

Primary School Completion Rate



Percentage of children age 3 to 5 years above the intended age for the last grade of primary school who have completed primary education

Lower Secondary School Completion Rate



Percentage of children age 3 to 5 years above the intended age for the last grade of lower secondary school who have completed lower secondary education

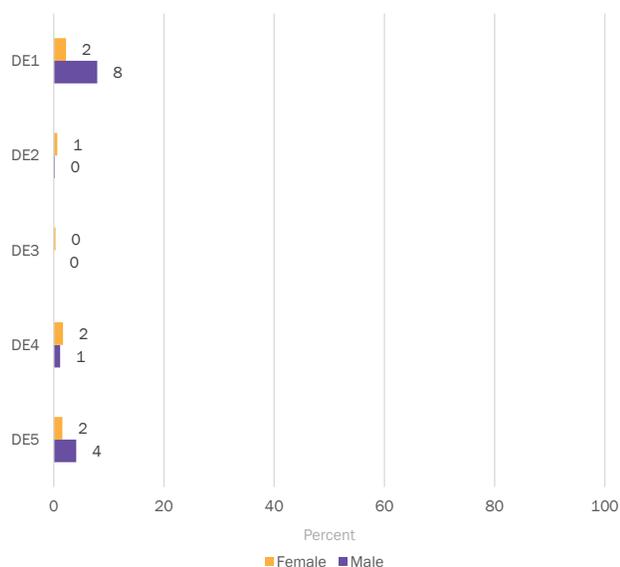
Upper Secondary School Completion Rate



Percentage of children or youth age 3 to 5 years above the intended age for the last grade of upper secondary school who have completed upper secondary education

Out of School Rates

Out of School Dimensions for Levels of Education



Dimension 1: Children age one year younger than primary entry age not attending an early childhood education programme or primary school

Dimension 2: Children of primary school age who are not attending any level of education

Dimension 3: Children of lower secondary school age who are not attending any level of education

Dimension 4: Children who are in primary school but at risk of dropping out (over-age for grade by 2 or more years)

Dimension 5: Children who are in lower secondary school but at risk of dropping out (over-age for grade by 2 or more years)

SDG Summary for Education

SDG	FFLS Indicator	Definition & Notes	Value		
			Primary	Lower Secondary	Upper Secondary
4.1.2	LN.8a,b,c	Completion rate	99.7%	99.1%	88.7%
4.5.1	LN.5a	Gender Parity Indices (attendance, girls/boys)	0.99	0.99	0.95
4.5.1	LN.5c	Area Parity Indices (attendance, rural/urban)	0.99	1.00	0.93
			Total	Boys	Girls
4.2.2	LN.2	Participation rate in organized learning (one year before the official primary entry age)	94.4%	97.8%	92.1%

Key Messages

- 76% of children aged 36–59 months attend early childhood education.
- 94% of children one year before the official primary school entry age participate in organized learning.
- Primary school attendance is nearly universal (97%).
- Lower secondary school attendance remains high at 95%.
- Attendance declines at upper secondary level, where 85% of children attend school.
- Primary school completion is almost universal (99.7%).
- 99.1% of children complete lower secondary education, while 88.7% complete upper secondary education.
- Less than 1% of children of primary and lower secondary school age are out of school.
- School attendance is similar for boys and girls, with gender parity indices close to 1.
- Attendance rates are high in both urban and rural areas, with minimal area-based differences.
- Participation in organized learning one year before primary school entry is higher among girls (98%) than boys (92%).

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The objective of this snapshot is to disseminate selected findings from the Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024 related to Education. Data from this snapshot can be found in table LN.1.1, LN.1.2, LN.2.3, LN.2.4, LN.2.5, LN.2.6, and LN.2.7 in the Survey Findings Report.

Further statistical snapshots and the Survey Findings Report for this and other surveys are available on mics.unicef.org/surveys.

Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024

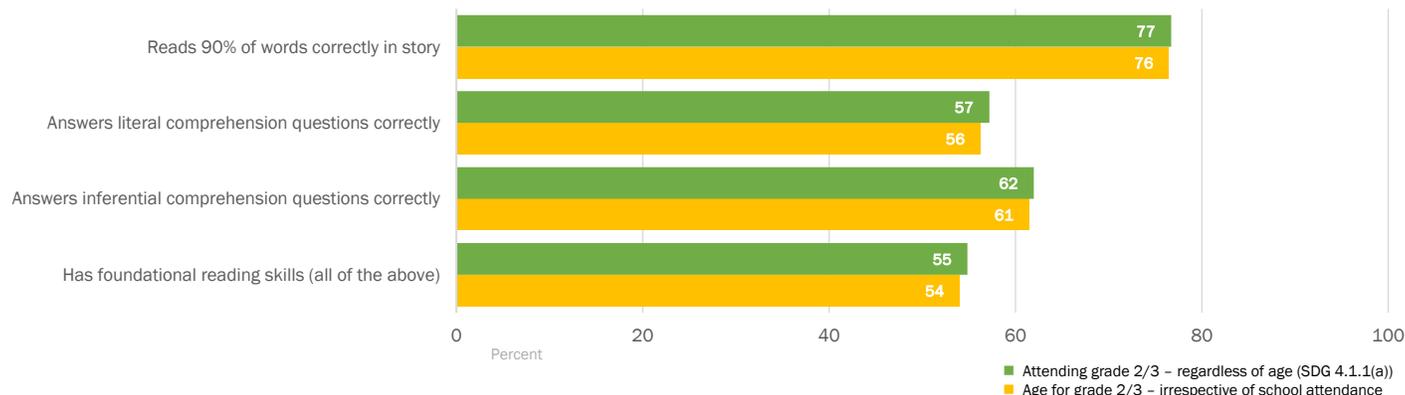


Early Grade Learning & Parental Involvement



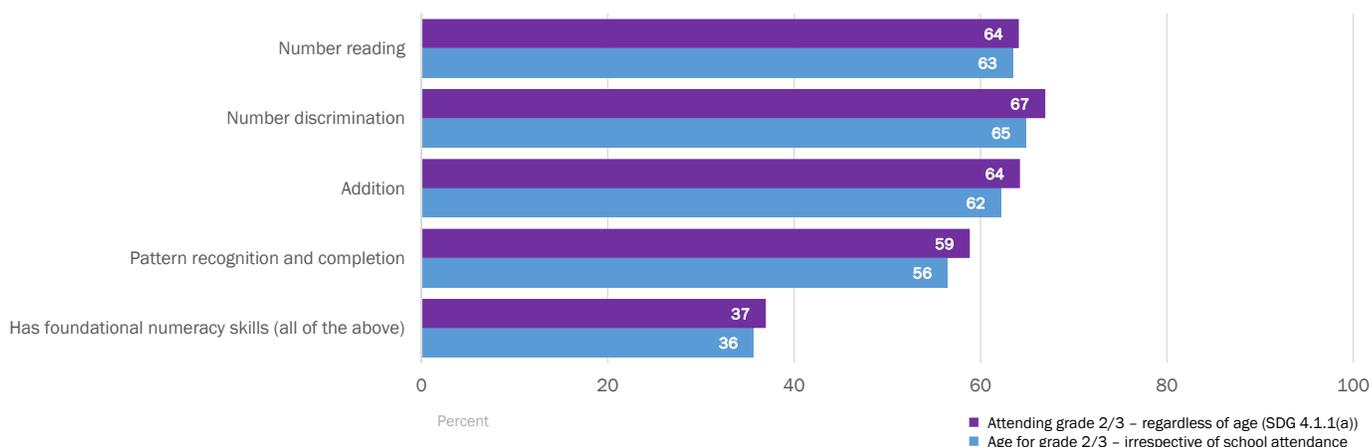
Early Grade Learning: SDG 4.1.1(a)

Foundational Reading Skills: SDG 4.1.1(a) (i: reading)



Percentage of children attending grade 2/3 and at age for grade 2/3 who can 1) read at least 90% of words in a story correctly, 2) answer three literal comprehension questions, 3) answer two inferential comprehension questions

Foundational Numeracy Skills: SDG 4.1.1(a) (ii: numeracy)



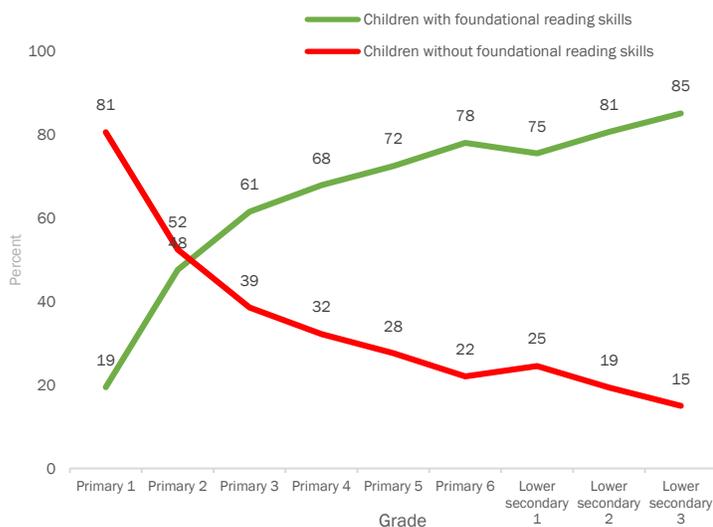
Percentage of children attending grade 2/3 and at age for grade 2/3 who can successfully perform 1) a number reading task, 2) a number discrimination task, 3) an addition task and 4) a pattern recognition and completion task

Key Messages

- 55% of children attending grade 2/3 have foundational reading skills.
- 54% of children at age for grade 2/3, irrespective of school attendance, have foundational reading skills.
- 77% of children attending grade 2/3 can read at least 90% of words correctly in a story.
- 62% of children attending grade 2/3 can answer inferential comprehension questions correctly.
- 37% of children attending grade 2/3 have foundational numeracy skills.
- 36% of children at age for grade 2/3 have foundational numeracy skills, irrespective of school attendance.
- 67% of children aged 7–14 years demonstrate foundational reading skills nationally.
- 60% of children aged 7–14 years demonstrate foundational numeracy skills nationally.
- 90% of girls and 85% of boys aged 7–14 years have three or more books to read at home.
- 60% of children aged 7–14 years receive help with homework from an adult household member.

Early Grade Learning: Disaggregates (age 7-14 years)

Foundational Reading Skills, by grade of attendance

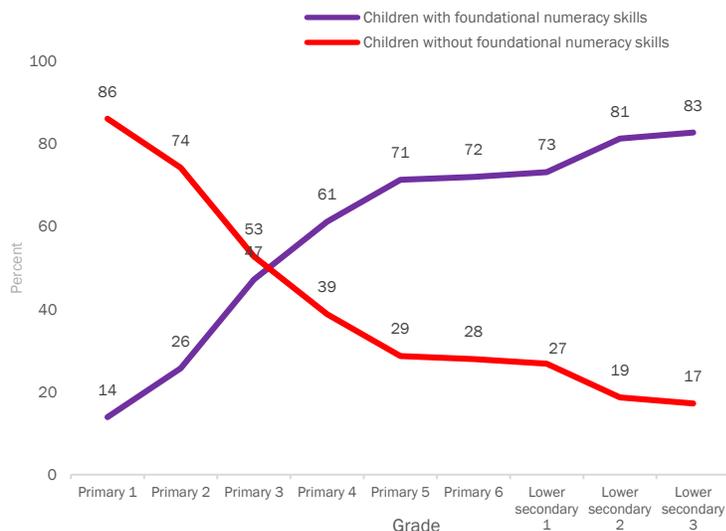


Percentage of children age 7-14 years attending primary or lower secondary school by foundational reading skills, by grade of attendance.

Note that the chart excludes children out of school or attending lower or higher levels of education.

The percentage of children without foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

Foundational Numeracy Skills, by grade of attendance

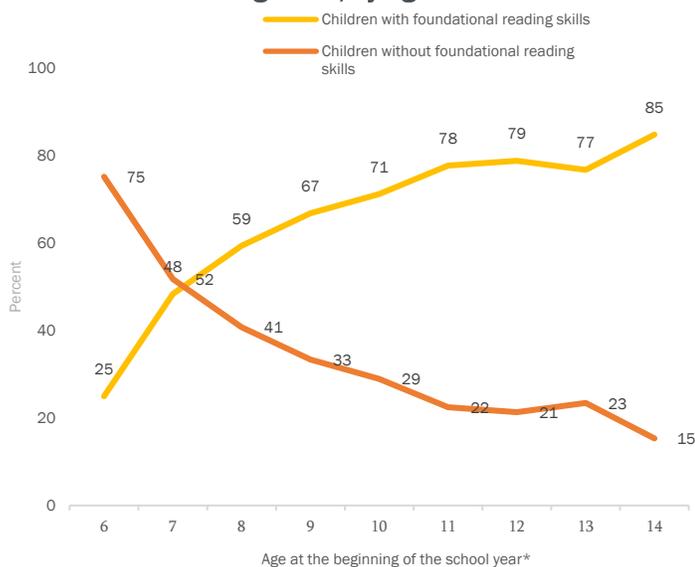


Percentage of children age 7-14 years attending primary or lower secondary school by foundational numeracy skills, by grade of attendance

Note that the chart excludes children out of school or attending lower or higher level of education.

The percentage of children without foundational numeracy skills is calculated by subtracting the children with foundational reading skills from the total number of children.

Foundational Reading Skills, by age

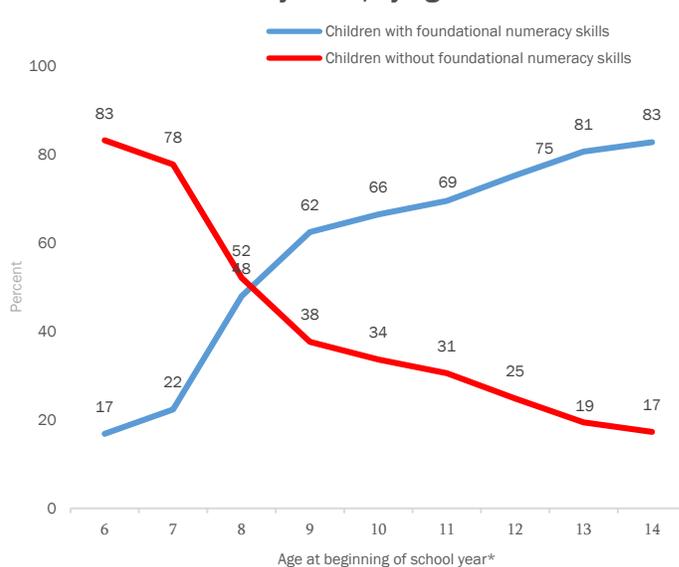


Percentage of children age 7-14 years by foundational reading skills, by age at beginning of school year**

The percentage of children without the foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

* As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

Foundational Numeracy Skills, by age



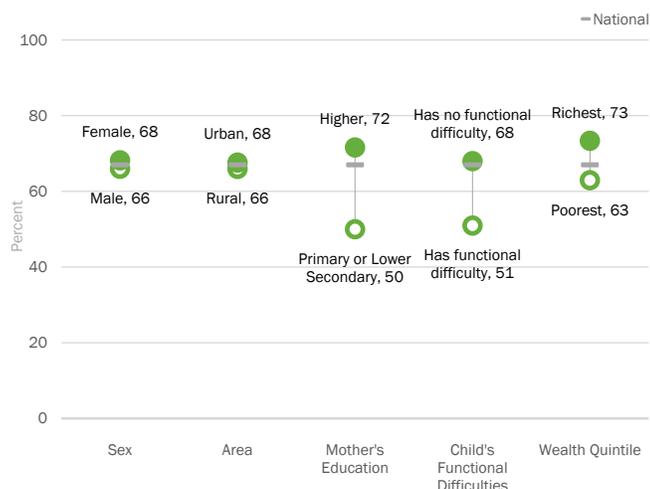
Percentage of children age 7-14 years by foundational numeracy skills, by age at beginning of school year*

The percentage of children without foundational numeracy skills is calculated by subtracting children with foundational reading skills from the total number of children.

* As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

Early Grade Learning: Disaggregates (age 7-14 years)

Disaggregates in Foundational Reading Skills

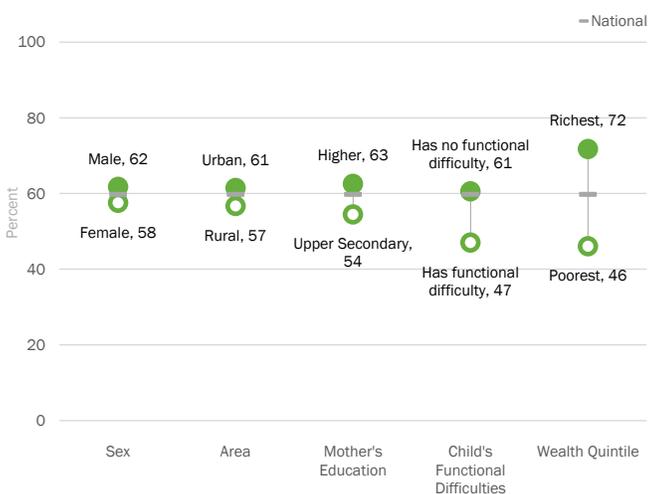


Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by background characteristics

Regional Data on Foundational Reading Skills

Region	Boys	Girls	Total
National	66.0	68.2	67.0
Tbilisi	68.1	63.2	65.8
Adjara A.R	67.6	77.3	71.8
Guria	76.4	76.3	76.4
Imereti	72.7	77.3	75.0
Racha-Lechkhumi and Kvemo Svaneti	(67.4)	(67.1)	67.3
Kakheti	78.1	81.7	79.9
Mtskheta-Mtianeti	(87.4)	(95.7)	89.9
Samegrelo-Zemo Svaneti	80.1	77.4	78.8
Samtskhe-Javakheti	43.0	62.2	50.6
Kvemo Kartli	54.7	56.4	55.5
Shida Kartli	36.3	54.7	46.0

Disaggregates in Foundational Numeracy Skills



Percentage of children age 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by background characteristics

Regional Data on Foundational Numeracy Skills

Region	Boys	Girls	Total
National	61.7	57.5	59.8
Tbilisi	64.7	55.2	60.3
Adjara A.R	72.4	71.4	71.9
Guria	51.4	52.2	51.8
Imereti	57.1	54.9	56.0
Racha-Lechkhumi and Kvemo Svaneti	(33.9)	(33.2)	33.5
Kakheti	53.8	57.3	55.6
Mtskheta-Mtianeti	(73.2)	(89.7)	81.0
Samegrelo-Zemo Svaneti	71.2	63.1	67.3
Samtskhe-Javakheti	50.4	45.0	48.3
Kvemo Kartli	60.0	58.2	59.2
Shida Kartli	39.7	45.8	42.9

Measuring Reading & Numeracy Skills in FFLS

- The Foundational Learning Skills (FL) module is a direct assessment of children's reading and numeracy competencies. It is designed to assess foundational learning skills expected upon completion of 2nd grade of primary education, thus contributing to SDG indicator 4.1.1(a).
- The FL module is part of the Questionnaire for Children Age 7-14 administered to all children of respective age group. Children age 7-14 years are eligible for module.
- The reading assessment in the FL module

consists of a reading passage and a set of comprehension questions related to the story. The assessment is customised in each country to ensure vocabulary and cultural references are relevant and appropriate. The numeracy assessment consists of four number tasks based on universal math skills expected at 2nd grade level.

- The reading assessment of Statistical Survey on Functioning and Foundational Learning Skills of Children Living in

Georgian Households was conducted in Georgian, Azerbaijani and Armenian.

- As FFLS also collects data on school attendance and numerous individual and household characteristics, such as location, household socio-economic status, and ethnicity, the most marginalized sub-populations of children can be identified for support to improve learning outcomes.

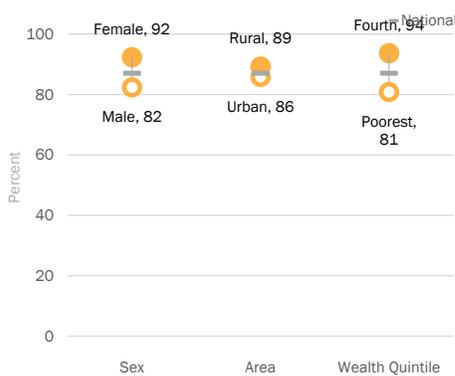
Parental Involvement: Learning Environment at Home

Children with 3 or more books to read at home



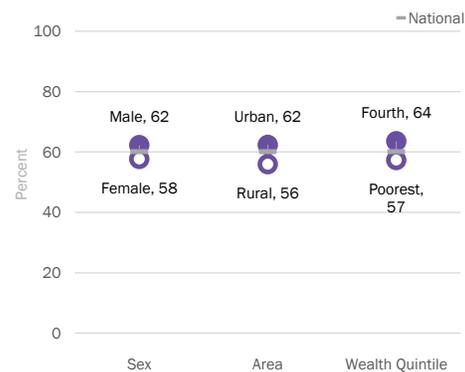
Percentage of children age 7-14 years with 3 or more books at home, by background characteristics

Children who read books or are read to at home



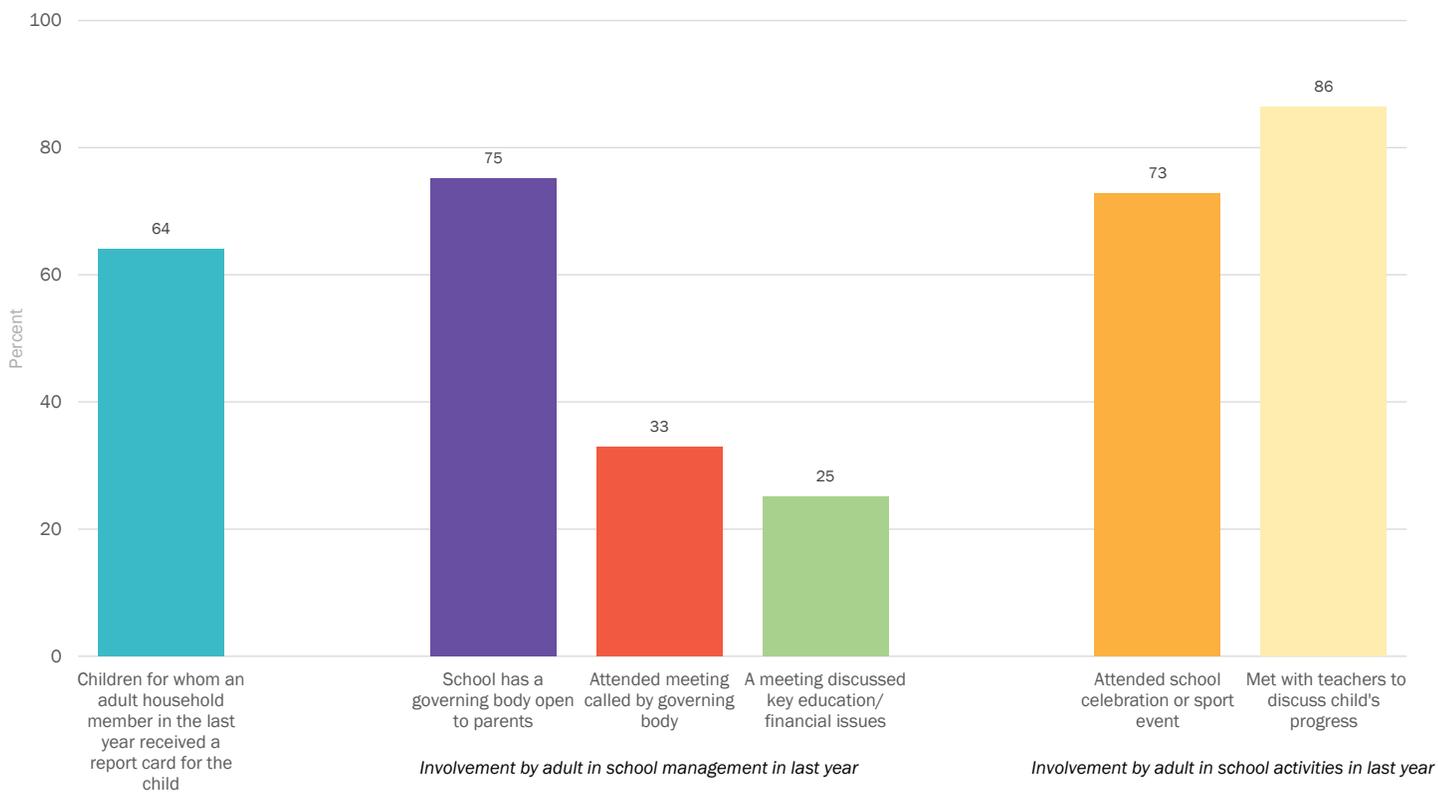
Percentage of children age 7-14 years who read books or are read to at home, by background characteristics

Children who receive help with homework



Percentage of children age 7-14 years attending school and having homework who receive help with homework, by background characteristics

Parental Involvement in school



Percentage of children age 7-14 years attending school, by indicators of parental support

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The objective of this snapshot is to disseminate selected findings from the Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024 related to Early Grade Learning & Parental Involvement.

Data from this snapshot can be found in table LN.3.1, LN.3.3, LN.4.1 and LN.4.2 in the Survey Findings Report.

Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024

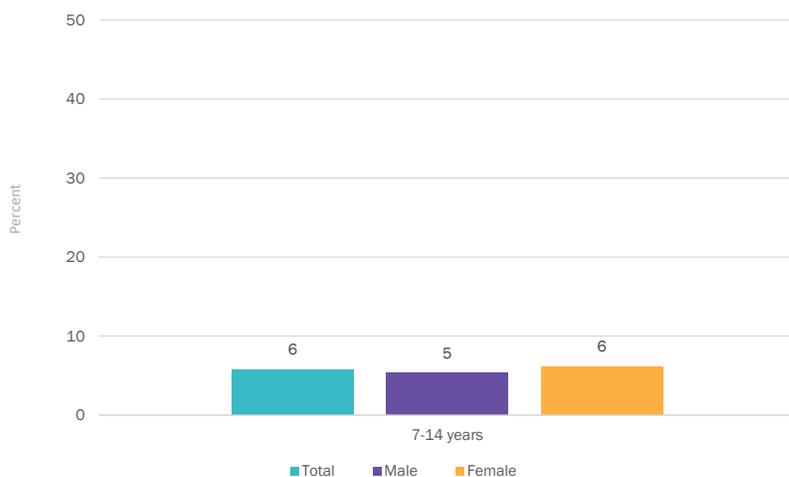


Child Functioning



Child Functioning: Levels & Domains

Child Functioning Levels by Sex



Percentage of children age 7–14 years with functional difficulty, by age-group

Children with disabilities are among the most marginalized groups in society. Facing daily discrimination in the form of negative attitudes, and lack of adequate policies and legislation, they are often likely to be among the poorest members of the population and are less likely to attend school, access medical services, or have their voices heard in society. Discrimination against and exclusion of children with disabilities also puts them at a higher risk of physical and emotional abuse or other forms of neglect, violence and exploitation.

The Convention on the Rights of the Child (UNICEF, 1989) and the Convention on the Rights of Persons with Disabilities (UN, 2006) explicitly state the rights of children with disabilities on an equal basis with other children and call for improvements in their access to services, and in their participation in all aspects of life.

In order to achieve these goals, there is a need for cross-nationally comparable, reliable data. The Child Functioning module is designed in line with the WHO's International Classification of Functioning, Disability and Health and the UN Convention on the Rights of Persons with Disabilities, to collect information on functional difficulties that children experience in different domains including hearing, vision, communication/comprehension, learning, mobility and emotions. Children with functional difficulties may be at risk of experiencing limited participation in an unaccommodating environment and limit the fulfilment of their rights.

Child Functioning Domains

	Seeing	Hearing	Walking	Fine Motor	Communication	Learning	Playing	Controlling Behaviour	Self care	Remembering	Concentrating	Accepting Change	Making Friends	Anxiety	Depression
7-9 years	<1	<1	<1	<1	<1	1.6	<1	<1	<1	<1	<1	<1	<1	3.1	1.5
10-14 years	<1	<1	<1	<1	<1	1.2	<1	<1	<1	<1	<1	<1	<1	3.2	1.5

Percentage of children age 7–9 and 10-14 years with functional difficulty in at least one domain, by domain of difficulty

Key Messages

- About 6 percent of children aged 7–14 years have a functional difficulty in at least one domain.
- Functional difficulties are reported for 5 percent of boys and 6 percent of girls aged 7–14 years.
- Six percent of children living in urban areas and 4 percent of children living in rural areas have a functional difficulty.
- Seven percent of children from the poorest households have a functional difficulty, compared to 5 percent among children from wealthier households.
- Nine percent of children whose mothers have primary or lower secondary education have a functional difficulty, compared to 5 percent of children whose mothers have higher education.
- Anxiety (about 3 percent) and depression (about 1.5 percent) are the most commonly reported domains of difficulty among children aged 7–14 years, while difficulties in other domains are reported for less than 1.5 percent of children.
- Regional variation exists, with the share of children aged 7–14 years with functional difficulties ranging from about 1 percent in Mtskheta–Mtianeti to 10.4 percent in Shida Kartli.

Child Functioning: Inequalities



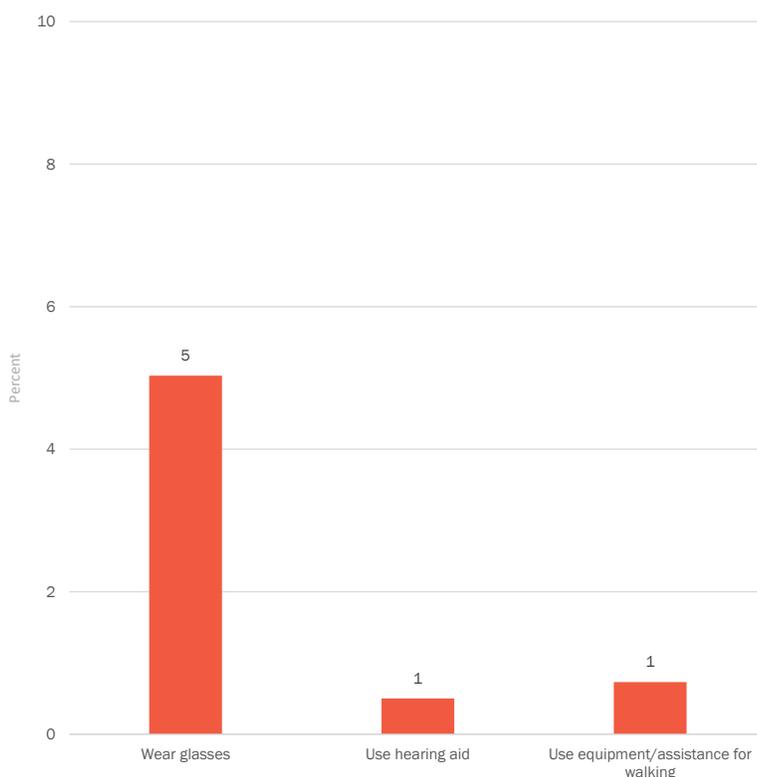
Percentage of children age 7-14 years with functional difficulty, by background characteristics

Regional Data on Child Functioning

Region	7-14 years
National	5.7
Tbilisi	5.9
Adjara A.R	7.4
Guria	1.6
Imereti	4.1
Racha-Lechkhumi and Kvemo Svaneti	6.3
Kakheti	3.5
Mtskheta-Mtianeti	1.2
Samegrelo-Zemo Svaneti	4.6
Samtskhe-Javakheti	4.9
Kvemo Kartli	6.6
Shida Kartli	10.4

Percentage of children age 7-14 years with functional difficulty in at least one domain, by region

Children who use Assistive Devices & have Functional Difficulties



Percentage of children age 7-14 years with difficulties seeing when wearing glasses among those who wear glasses, percentage of children age 7-14 years with difficulties hearing when using a hearing aid among those who use a hearing aid, and percentage of children age 7-14 years with difficulties walking when using equipment or receiving assistance among those who use equipment or receive assistance walking

Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households was carried out in 2024 in the state at the scientific base of Ivane Javakishvili Tbilisi University, with the support of the Shota Rustaveli National Science Foundation (SRNSFG) project №FR-22-25281.

The objective of this snapshot is to disseminate selected findings from the Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024 related to Child Functioning. Data from this snapshot can be found in tables EQ.1.1 and EQ.1.2 in the Survey Findings Report.

Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024



Child Discipline



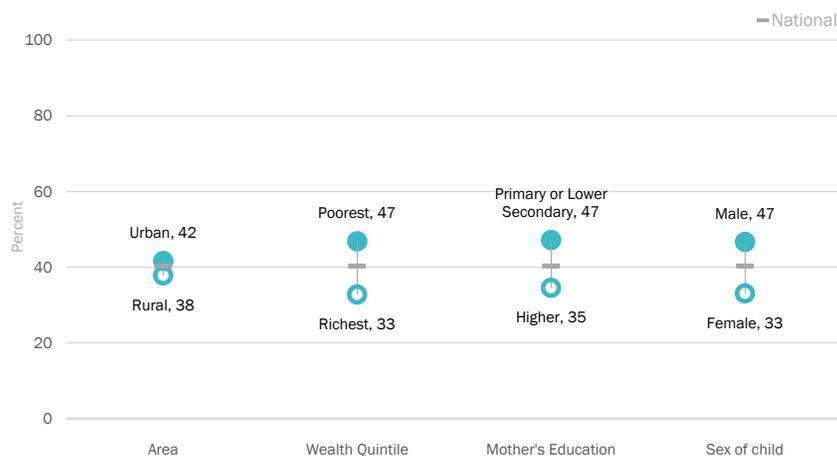
Child Discipline

Types of Child Discipline



Percentage of children age 7 to 14 years who experienced any discipline in the past month, by type

Violent Discipline: Inequalities



Percentage of children aged 7 to 14 years who experienced any violent discipline in the past month, by background characteristics

Physical punishment: Shaking, hitting or slapping a child on the hand/arm/leg, hitting on the bottom or elsewhere on the body with a hard object, spanking or hitting on the bottom with a bare hand, hitting or slapping on the face, head or ears, and hitting or beating hard and repeatedly.

Severe physical punishment: Hitting or slapping a child on the face, head or ears, and hitting or beating a child hard and repeatedly.

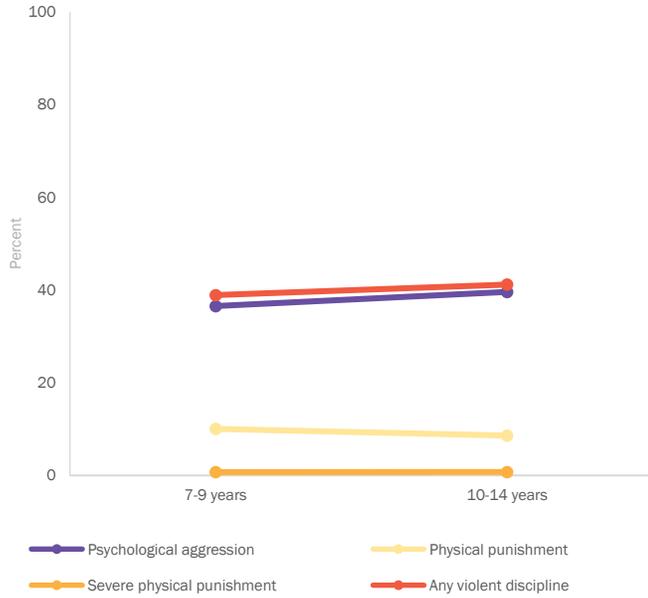
Psychological aggression: Shouting, yelling or screaming at a child, as well as calling a child offensive names such as 'dumb' or 'lazy'.

Violent discipline: Any physical punishment and/or psychological aggression.

Key Messages

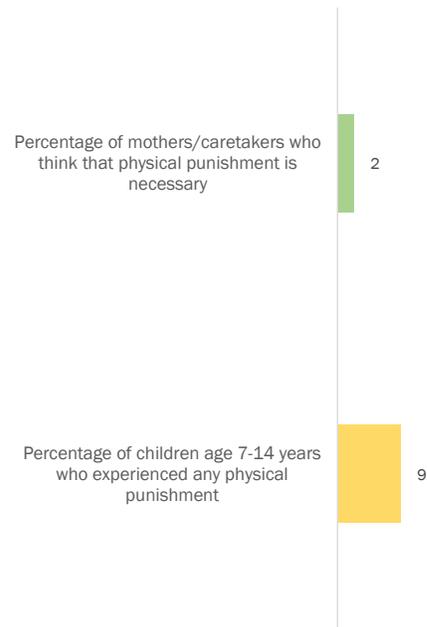
- Forty percent of children aged 7–14 years experienced violent discipline in the past month.
- Thirty-eight percent of children aged 7–14 years experienced psychological aggression.
- Nine percent of children aged 7–14 years experienced physical punishment, including 1 percent who experienced severe physical punishment.
- More than half of children aged 7–14 years (55%) experienced only non-violent discipline in the past month.
- About four in ten children aged 7–14 years experienced violent discipline in urban (42%) and rural (38%) areas.
- Nearly half of children from the poorest households (47%) experienced violent discipline, compared to one third of children from the richest households (33%).
- Violent discipline affected 47 percent of boys and 33 percent of girls aged 7–14 years.

Violent Discipline: Age Patterns

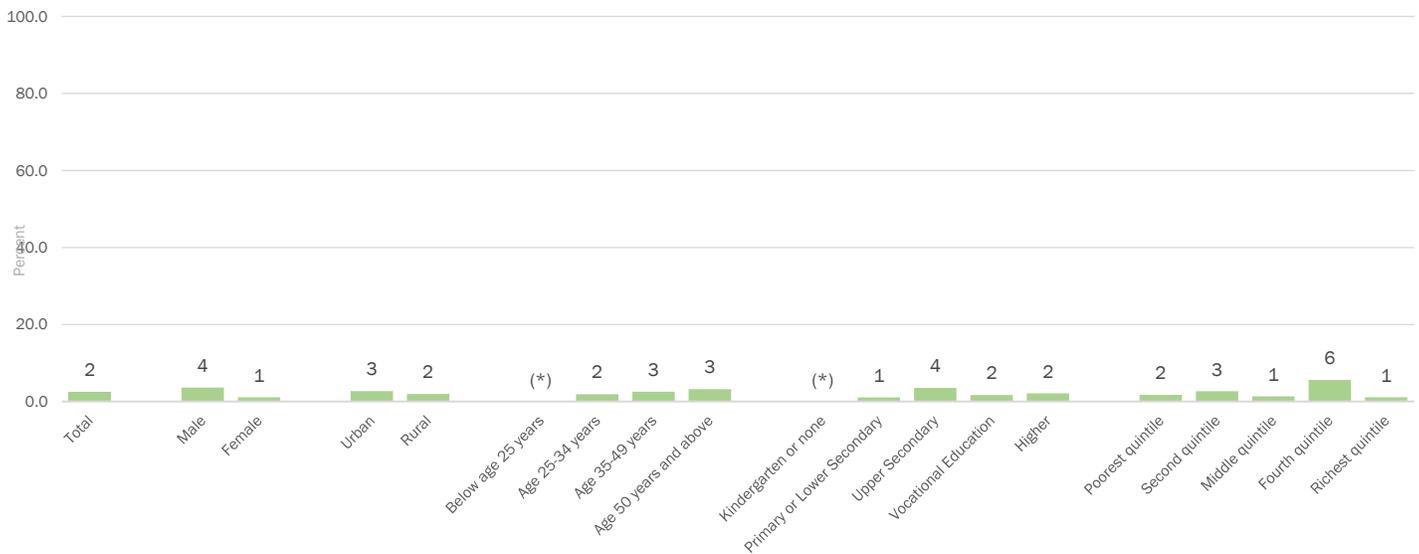


Percentage of children age 7 to 14 years who experienced any violent discipline in the past month, by type and by age

Physical Punishment: Attitudes & Experiences



Attitudes to Physical Punishment



Percentage of mothers/caretakers who think that physical punishment is necessary to raise or educate children, by their background characteristics

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The objective of this snapshot is to disseminate selected findings from the Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households 2024 related to Child Discipline.

Data from this snapshot can be found in tables PR.2.1 and PR.2.2 in the Survey Findings Report.