Georgia Education Fact Sheets |2020

Analyses for learning and equity using MICS data

MICS-EAGLE

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Acknowledgements

The 2019 Georgia Education Fact Sheets were jointly developed by: Tina Baum and Nino Davitashvili with technical inputs from Maya Kuparadze, Ana Janelidze and Nani Zeinklishvili of the UNICEF Georgia Country Office, under the leadership of Ghassan Khalil; and Suguru Mizunoya, Diogo Amaro and Sakshi Mishra of the Education team in the Data and Analytics section, Division of Data, Analytics, Planning and Monitoring, UNICEF New York Headquarters, as well as support from many other helping hands.

We would like to express our deepest gratitude to government ministers and their representatives from Georgia who participated in the MICS-EAGLE projects in 2018 - 2019, with special mention of Gogita Todradze, Executive Director of the National Statistics Office of Georgia, Giorgi Mikeladze, Head of Living Conditions Statistics Division, Social Statistics Department of the National Statistics Office of Georgia, and David Saghinadze, Head of Statistics Department of the Education Management Information System, without whose support this initiative could not have advanced.

This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange, a joint endeavor with the International Development Research Centre, Canada.

Last but not least, the team would also like to thank Mikheil Nadareishvili for editing and visualizing the Fact Sheets.

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of this fact sheet is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category. Profiling answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent.

For example, a profile of children not completing upper secondary education will show what the main characteristics of children in the key population group for this indicator are. As upper secondary completion rates look into children aged 3–5 years older than the entry age for children for the last grade of upper secondary school, which is 17 years-old, the target population will be children aged 20–22 years who have not completed primary education. In Georgia, 55 percent of children of the key population group not completing upper secondary education are male, therefore 45 per cent have to be female. In turn, 51 per cent of children of the target population not completing upper secondary education live in rural areas, therefore 49 per cent live in urban areas.

How is this fact sheet structured?

The MICS-EAGLE initiative offers activities at the national, regional, and global level. The seven topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):

Access and Completion

Skills
(learning outcomes, ICT skills and literacy rate)

Inclusive Education
(with a focus on disability)

Early Learning

Out-of-School Children

Repetition and Dropouts
(Internal Efficiency)

Child Protection
(child labour and child marriage)

Topic 1 Completion

Guiding questions

1. In which level of education is the completion rate the lowest?
2. What are the characteristics of children who do not complete each level of education?
3. Which regions have the lowest completion rates at each level?
4. What is the profile of children who don't complete each level of education?

Overview

FIGURE 1 Overview of completion rates

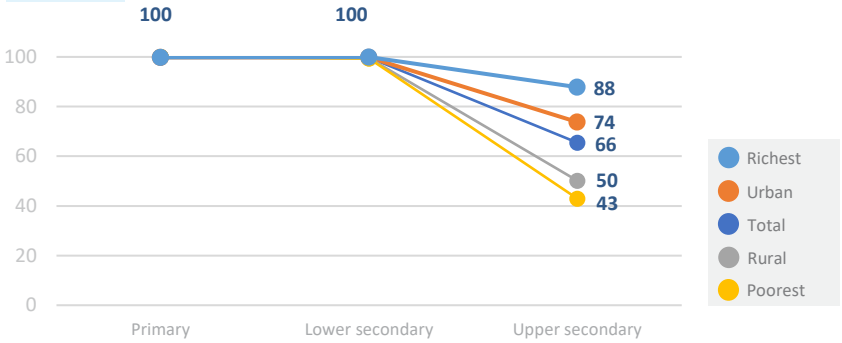


FIGURE 2 Completion rates, primary

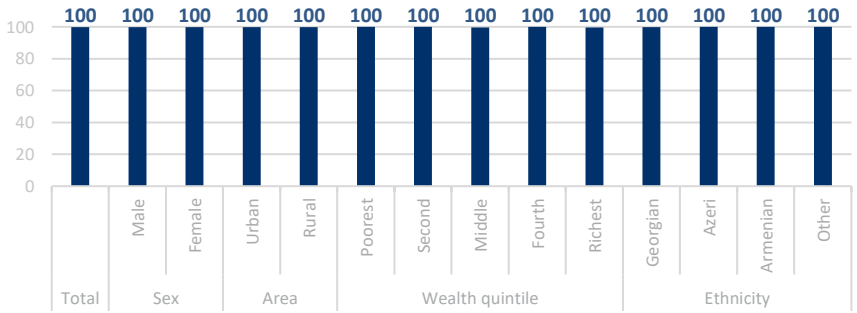


FIGURE 3 Completion rates, lower secondary

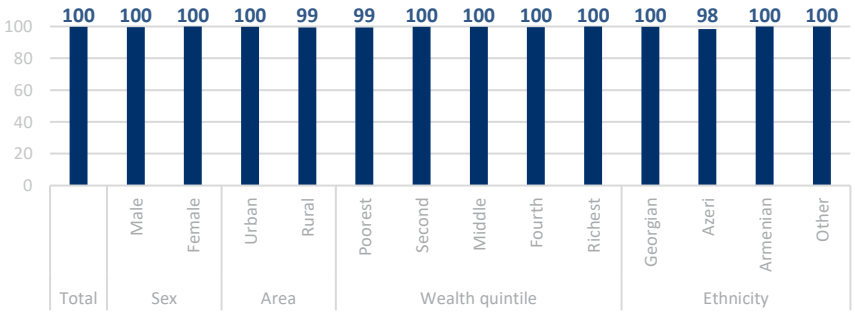
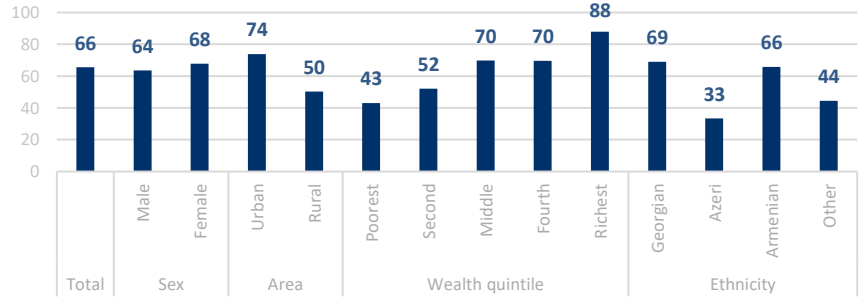


FIGURE 4 Completion rates, upper secondary



Findings

- The primary completion rate is 100 percent in Georgia, a remarkable feat. Moreover, there are no differences in primary completion rate by socio-economic groups.
- At the lower secondary level as well, the completion rate is universal. However, 98 percent of Azeri children complete lower secondary compared to Georgian children (100 percent).
- The critical bottleneck is the upper secondary level. 66 percent of children complete upper secondary in Georgia.
- At the upper secondary level, completion rates are higher in urban areas and among the richest children.
- The largest differences are by wealth and ethnicities. The completion rate among the richest is twice that of the poorest children. Among the ethnic minority groups as well, the completion rate among Azeris is particularly low at 33 percent, while the completion rate among children of Georgian ethnicity is 69 percent.

Regional Disaggregation

FIGURE 5 Completion rate, primary

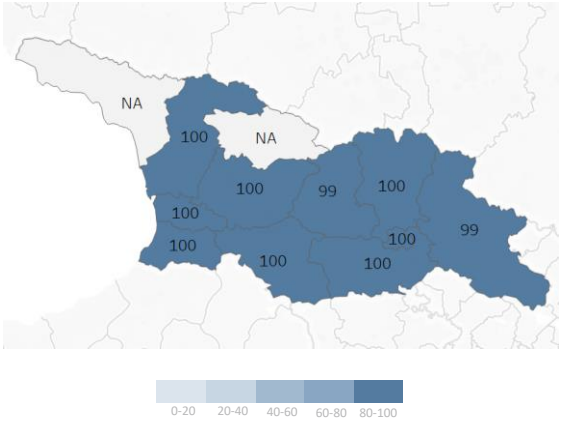


FIGURE 6 Completion rate, lower secondary

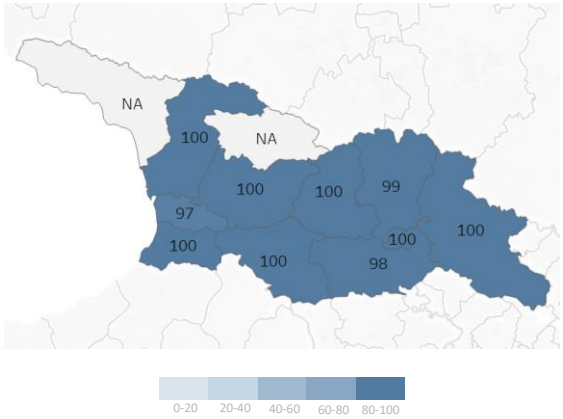
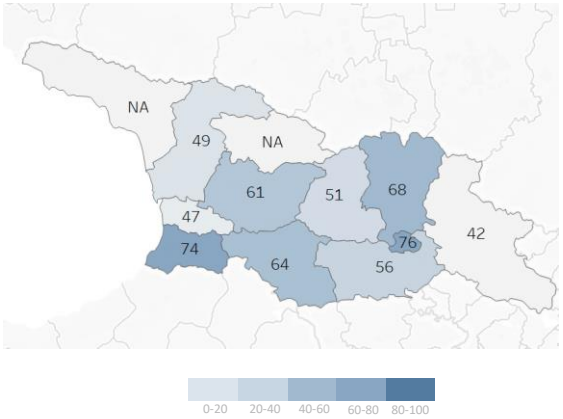


FIGURE 7 Completion rate, upper secondary



Findings

- At primary level, all regions have extremely high completion rates.
- At the lower secondary level, completions rates are high as well. Though compared to other regions, Guria's completion rate is the lowest and stands at 97 percent.
- At the upper secondary level, regional disparities are large. Completion rate in Tbilisi is 76 percent whereas in Kakheti region it is only 42 percent. The decline in completion rates from lower secondary to upper secondary is drastic across regions.

Profile of children not completing education

FIGURE 8 Profile of children who do not complete school, upper secondary, by sex

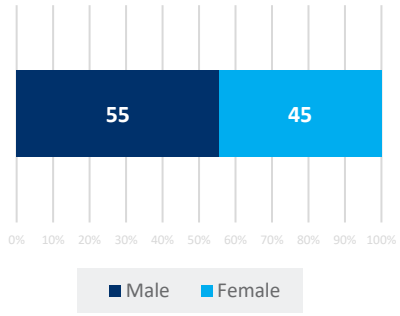


FIGURE 9 Profile of children who do not complete school, upper secondary, by area

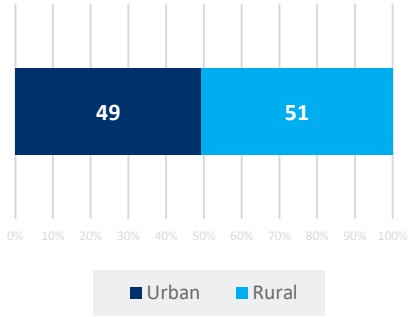


FIGURE 10 Profile of children who do not complete school, upper secondary, by wealth quintile

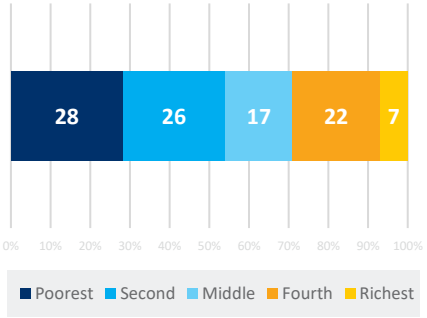


FIGURE 11 Profile of children who do not complete school, upper secondary, by ethnicity

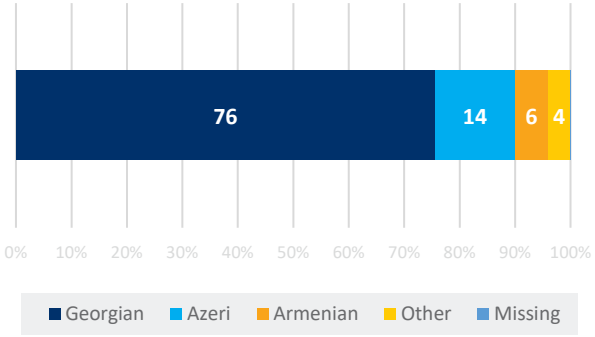
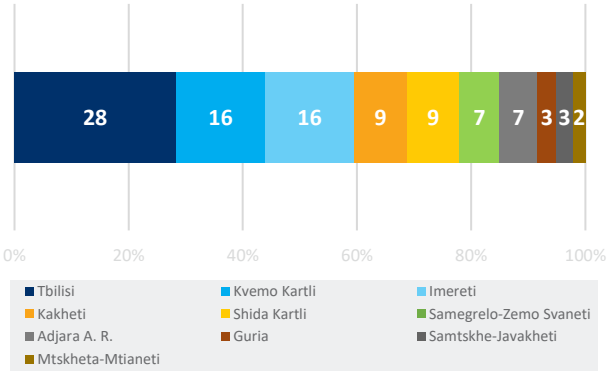


FIGURE 12 Profile of children who do not complete school, upper secondary, by district



Findings

- Since the primary and lower secondary completion rates are high, the profiling is only created for upper secondary level where there were enough children who were not completing the level. The profiling is based on the 34 percent of children not completing upper secondary level.
- Males are overrepresented among those not completing upper secondary.
- There is almost an even split between urban and rural areas in the distribution of children not completing upper secondary.
- More than 50 percent of children not completing upper secondary belong to the poorest two quintiles.
- Most children not completing school are of Georgian ethnicity. One explanation for this is that Georgian ethnicity is the most populous and hence the proportion of ethnically Georgian children is larger compared to others.
- Most children not completing upper secondary are from Tbilisi.

TABLE 1. Completion – Shares & headcounts by various socioeconomic characteristics

		Completion rates (%)			Headcount of children who did NOT complete Upper secondary
		Primary	Lower Secondary	Upper Secondary	
Total		**100**	**100**	**66**	**48,500**
Sex	Male	100	100	64	26,600
	Female	100	100	68	21,900
Area	Urban	100	100	74	23,700
	Rural	100	99	50	24,700
Wealth quintile	Poorest	100	99	43	13,800
	Second	100	100	52	12,600
	Middle	100	100	70	8,200
	Fourth	100	100	70	10,600
	Richest	100	100	88	3,400
Ethnicity	Georgian	100	100	69	36,700
	Azeri	100	98	33	6,900
	Armenian	100	100	66	2,900
	Other	100	100	44	2,000
	Missing	M	M	92	10
District	Tbilisi	100	100	76	13,600
	Adjara A. R.	100	100	74	3,300
	Guria	100	97	47	1,600
	Imereti	100	100	61	7,500
	Kakheti	99	100	42	4,500
	Mtskheta-Mtianeti	100	99	68	1,100
	Samegrelo-Zemo Svaneti	100	100	49	3,500
	Samtskhe-Javakheti	100	100	64	1,400
	Kvemo Kartli	100	98	56	7,600
	Shida Kartli	99	100	51	4,400

* Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 2 Out-of-School Children

Guiding questions

1. In which level of education has the highest out-of-school rate for children?
2. How many children are out of school?
3. Which regions have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

Overview

FIGURE 13

Estimated number of out-of-school children

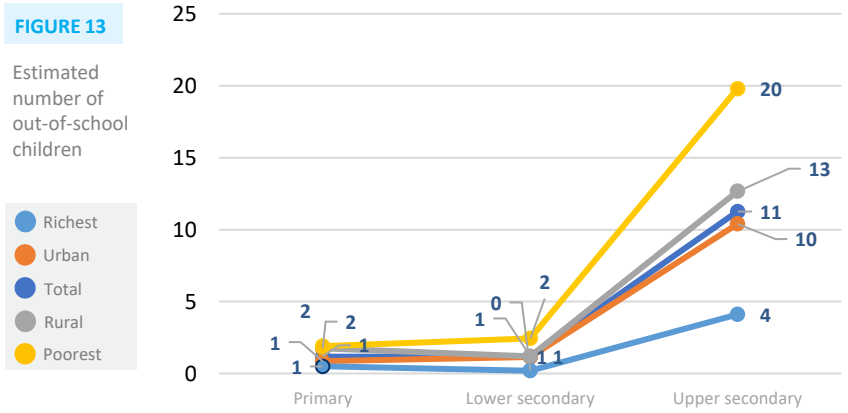
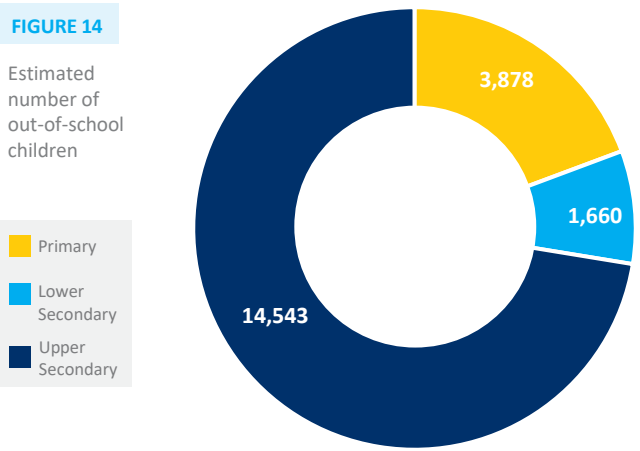


FIGURE 14

Estimated number of out-of-school children



Findings

- Out-of-school rate is low at primary and lower secondary levels.
- Despite the low levels, poorest and rural kids have higher shares of out of school rates than urban and richest kids.
- The out of school children rate increases dramatically at the upper secondary level.
- Inequity in education is evident when looking at out of school children rate at upper secondary level.
- In particular, out-of-school rate of children from the poorest quintile is 5 times that of children from the richest quintile.
- An estimated 14,543 children are out of school at the upper secondary level in Georgia.

Out-of-school children by level of education

FIGURE 15 Share of out-of-school children, primary

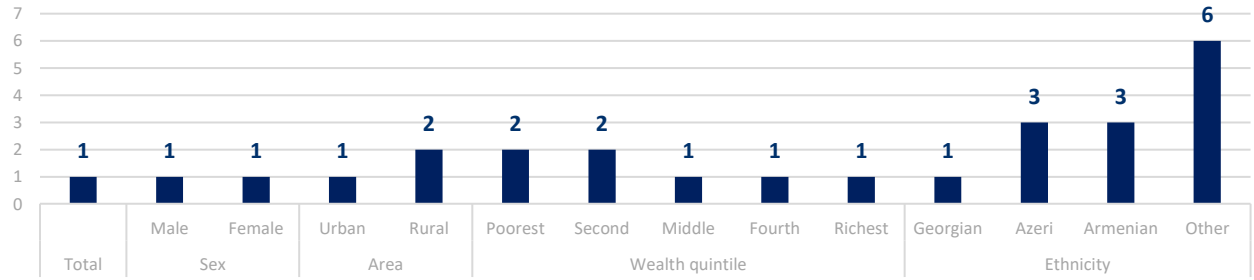


FIGURE 16 Share of out-of-school children, lower secondary

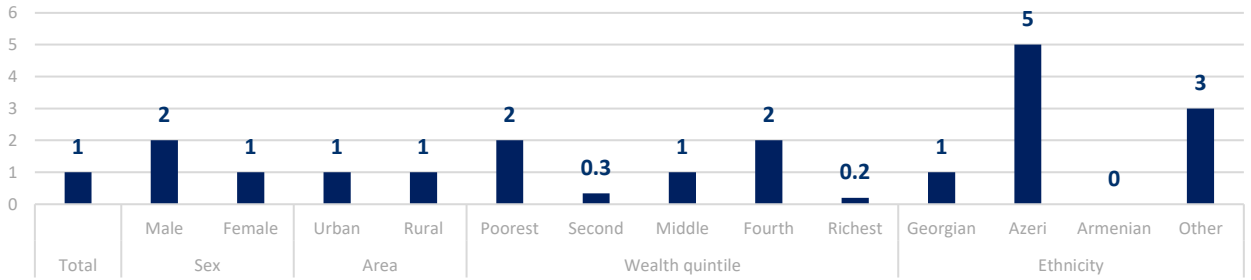
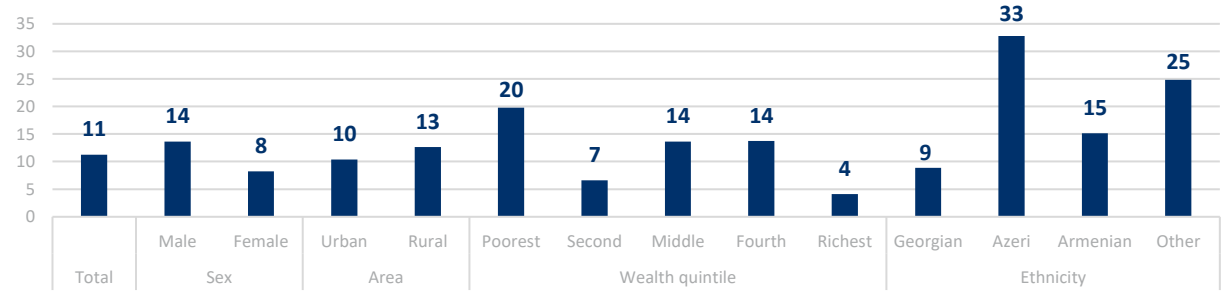


FIGURE 17 Share of out-of-school children, upper secondary



Findings

- At the primary level, poorer children and children belonging to ethnicities other than Georgian have higher levels of out of school rates. Similar shares of children are out of school based on gender and location.
- At the lower secondary level, Azeri children have the highest out of school rates compared to other socio-economic groups. Unlike primary level, slightly more males are out of school than females.
- At the upper secondary level, 11 percent of children are out of school. The out of school rate is higher among males and rural children. Disparities exist by wealth quintiles and ethnicities as well. Azeri children have the highest out of school rates at 33 percent.
- In terms of ratio, 3 times more Azeri children are out of school than the national average. In fact the rates of increase of out-of-school is drastic for Azeri children from primary to upper secondary.

Regional Disaggregation

FIGURE 18 Share of out-of-school children, primary

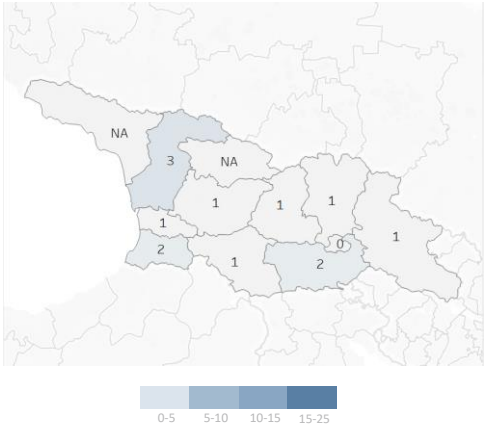


FIGURE 19 Share of out-of-school children, lower secondary

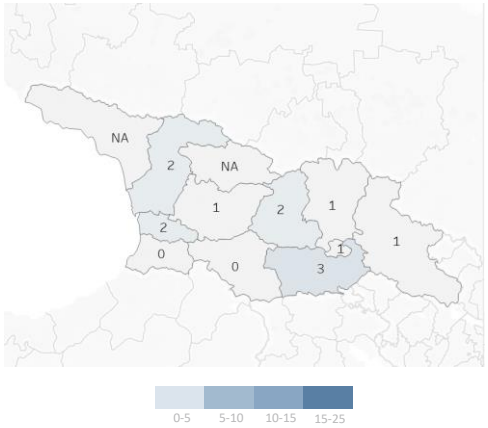
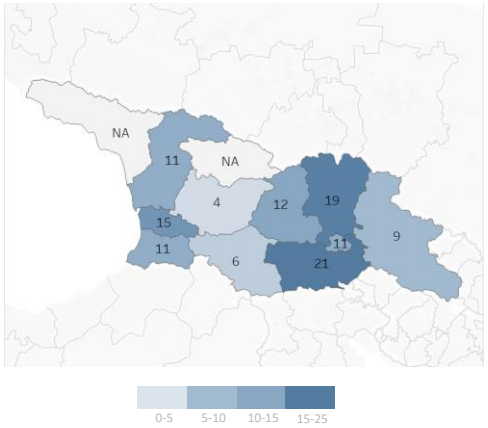


FIGURE 20 Share of out-of-school children, upper secondary



Findings

- Although low, regional disparities still exist in Georgia in out-of-school children rates.
- At primary level, Tbilisi has no child out of school, whereas 3 percent of children are out of school in Samegrelo- Zemo Svaneti region.
- At the lower secondary level, Kvemo Kartli has 3 percent of children out of school, whereas there are no children out of school in Adjara A.R. and Samtskhe-Javakheti.
- At upper secondary level, regional differences are stark with some regions performing much better than the others. For example, out-of-school children rates are lower in Samtskhe Javakheti - at 4 percent, whereas 21 percent of children are out-of-school in Kvemo Kartli.

Profile of out-of-school children

FIGURE 19 Profile of children out of school, upper secondary, by sex

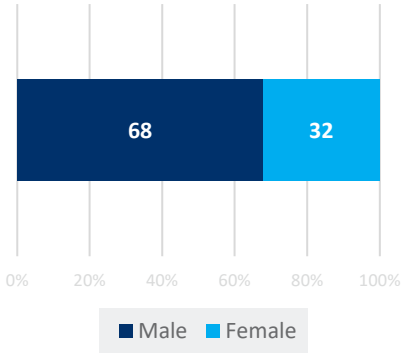


FIGURE 20 Profile of children out of school, upper secondary, by area

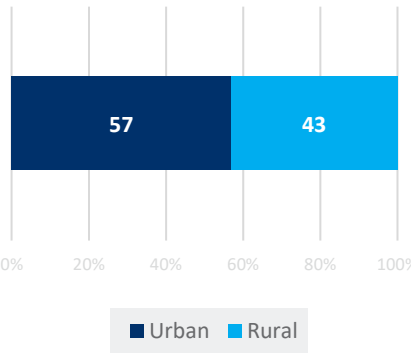


FIGURE 21 Profile of children out of school, upper secondary, by wealth quintile

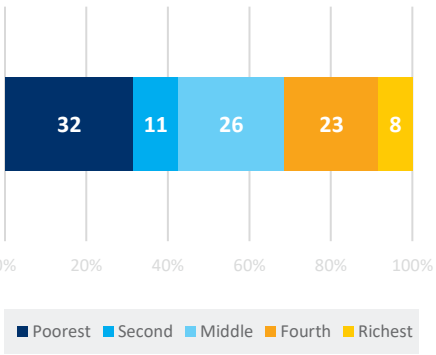


FIGURE 22 Profile of children out of school, upper secondary, by ethnicity

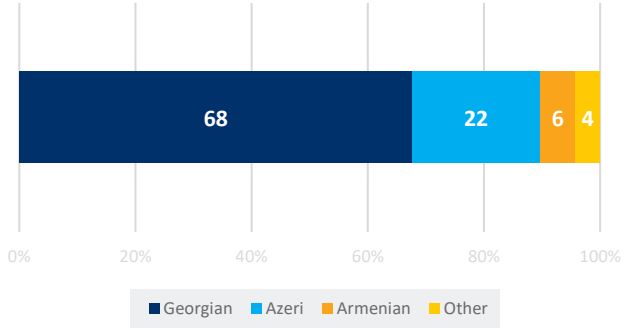
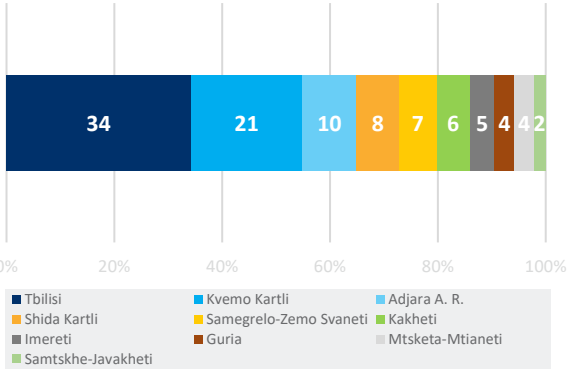


FIGURE 23 Profile of children out of school, upper secondary, by district



Findings

- The profiling data is based on the share of children who are out of school, i.e. the 11 percent in upper secondary school level.
- Boys form the majority of out of school children.
- At the upper secondary level, urban children form the majority of out of school children.
- Children from the poorest two quintiles represent 43% of all children who are out of school.
- Among those who are out of school, most children are of Georgian ethnicity, followed by Azeris. One explanation for this is that Georgian ethnicity is the most prevalent and therefore their representation is larger.
- Children living in Tbilisi and Kvemo Kartli regions are over-represented among the out of school children.

TABLE 2. Out-of-School – Shares & headcounts by various socioeconomic characteristics

		Out of school rates (%)			Headcount of children out of school		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		**1**	**1**	**11**	**3,900**	**1,600**	**14,500**
Sex	Male	1	2	14	2,500	1,100	9,800
	Female	1	1	8	1,400	500	4,600
Area	Urban	1	1	10	1,700	1,000	8,200
	Rural	2	1	13	2,100	700	6,300
Wealth quintile	Poorest	2	2	20	1,000	700	4,600
	Second	2	0	7	1,300	100	1,600
	Middle	1	1	14	300	400	3,800
	Fourth	1	2	14	900	400	3,300
	Richest	1	0	4	400	60	1,200
Ethnicity	Georgian	1	1	9	2,300	900	9,800
	Azeri	3	5	33	800	700	3,200
	Armenian	3	0	15	400	M	900
	Other	6	3	25	400	70	600
	Missing	0	M	M	M	M	M
District	Tbilisi	0	1	11	600	300	4,900
	Adjara A. R.	2	0	11	500	M	1,500
	Guria	1	2	15	90	60	500
	Imereti	1	1	4	600	200	700
	Kakheti	1	1	9	200	100	900
	Mtskheta-Mtianeti	1	1	19	70	40	500
	Samegrelo-Zemo Svaneti	3	2	11	600	200	1,000
	Samtskhe-Javakheti	1	0	6	80	M	300
	Kvemo Kartli	2	3	21	900	500	3,000

* Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 3 Early Learning

Guiding questions

1. Which children are developmentally on track (measured by ECDI)
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children not developmentally on track (measured by ECDI)?

Overview

FIGURE 21 Early Childhood Development Index (ECDI) for children aged 3-4 years

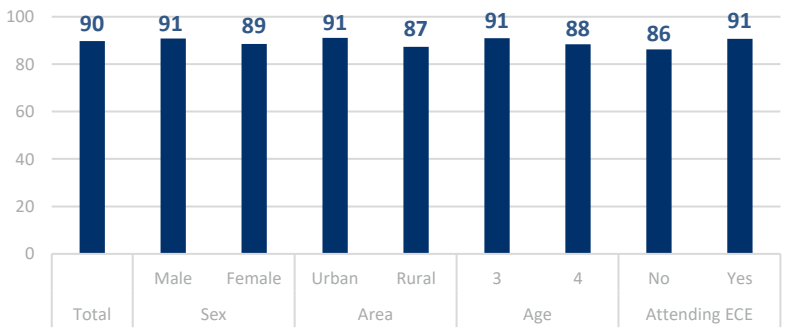


FIGURE 22 Early Childhood Development Index (ECDI) for children aged 3-4 years

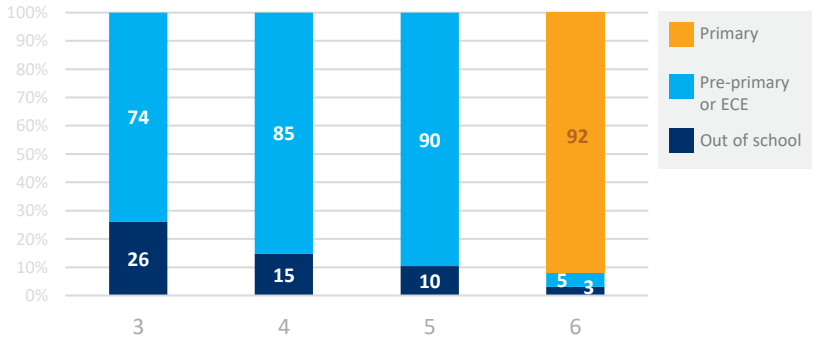


FIGURE 23 Percentage of children age 36-59 months attending early childhood education

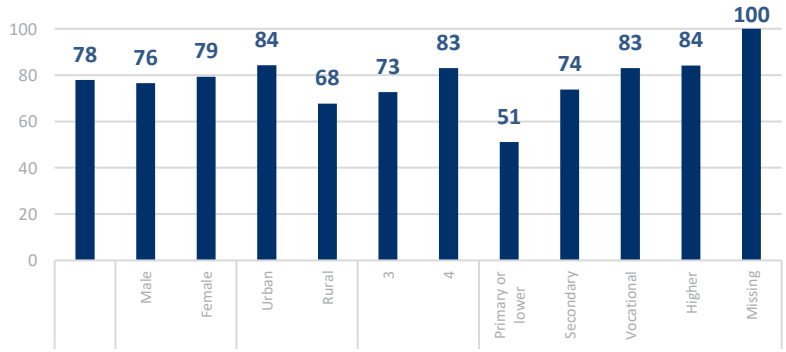
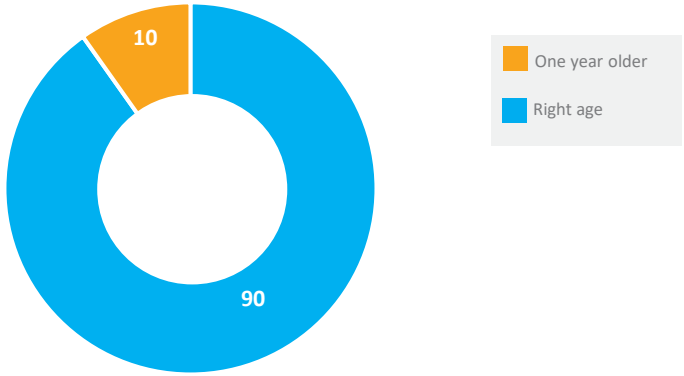


FIGURE 24 Age distribution at Grade 1 of primary education (%)



Findings

- 90 percent of children aged 3 to 4 are developmentally on track in Georgia.
- Shares of children who are developmentally on track vary by gender, location and age. Higher shares of urban and male children are developmentally on track.
- Higher share of younger children are developmentally on track.
- However, the largest difference is by ECE attendance, 91 percent of children who attend ECE are developmentally on track compared to 86 percent of 3 to 4 year olds who do not attend ECE and are developmentally on track.
- The above finding is important, as nationally only 78 percent of 3 to 4 year olds attend ECE.
- ECE attendance is higher in urban locations, older children and among children whose mother has higher levels of education.
- A quarter of 3 year olds do not attend ECE, however this share declines as children grow older with 90 percent of 5 year olds attending pre-primary or ECE.
- Children begin primary education at age 6, and 92 percent of 6 year olds are in Primary. However, the remaining 8 percent are either out of school or are attending pre-primary.
- The majority of children in grade 1 are of the right age. However, 10 percent of children are one year older. This could be due to late entry or repetition.

Profile of children not developmentally on track or not attending ECE

FIGURE 25 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by sex

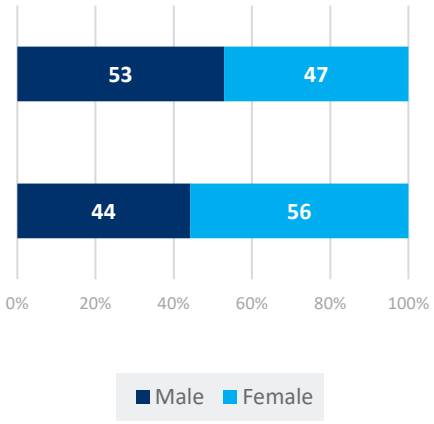


FIGURE 26 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by area

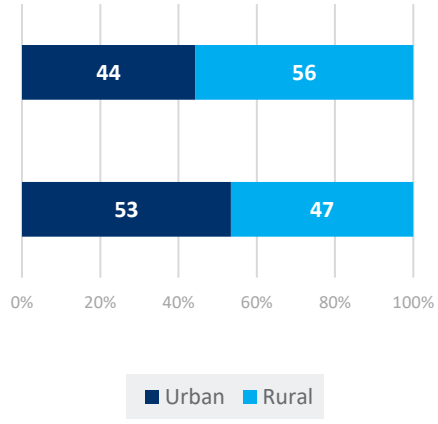


FIGURE 27 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by wealth quintile

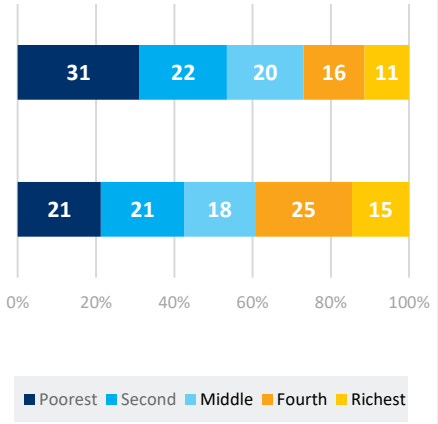


FIGURE 28 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by ethnicity

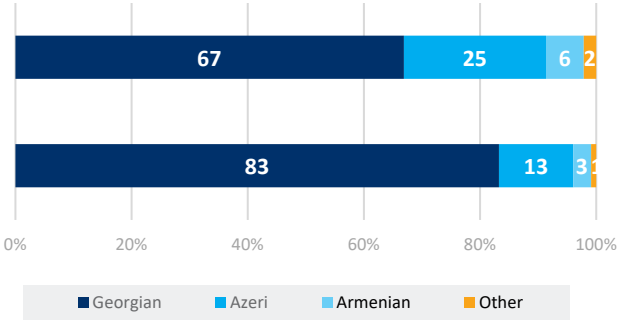
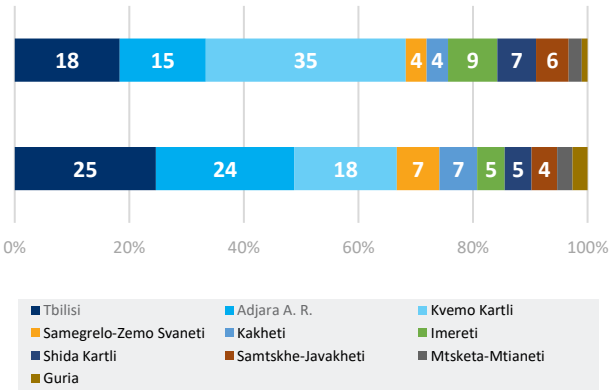


FIGURE 29 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by district



Findings

- The above findings are based on the children who are not attending ECE and/or are not developmentally on track, i.e. of the 22 percent not attending ECE and 10 percent not developmentally on track.
- Males form the majority of those not attending ECE. This trend is reversed among children who are not developmentally on track with more females not being on track than males.
- The majority of children not attending ECE are in rural areas whereas those not on track are in urban areas.
- Although making up 20 percent of the population, children from the poorest decile comprise 31 percent of those not attending ECE. Poor children are over-represented among children not attending ECE.
- As Georgian ethnicity is the most populous, it forms the majority of children who are not attending ECE or are not on track on ECDI.
- Most children who are not on track or are not attending ECE are from Tbilisi, Kvemo Kartli and Adjara A.R.

TABLE 3. Early Learning – Shares & headcounts by various socioeconomic characteristics

		Share (%) of children (age 3-4)		Headcount of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
Total		**10**	**22**	**11,900**	**25,400**
Sex	Male	9	24	5,300	13,400
	Female	11	21	6,600	12,000
Area	Urban	9	16	6,300	11,300
	Rural	13	32	5,500	14,100
Wealth quintile	Poorest	12	39	2,500	7,900
	Second	11	26	2,500	5,700
	Middle	8	19	2,200	5,000
	Fourth	12	16	2,900	4,000
	Richest	8	13	1,700	2,900
Ethnicity	Georgian	10	17	9,900	17,000
	Azeri	17	71	1,500	6,200
	Armenian	9	40	400	1,600
	Other	5	28	100	500
District	Tbilisi	8	12	2,900	4,700
	Adjara A. R.	19	25	2,900	3,800
	Guria	15	12	300	300
	Imereti	4	17	600	2,200
	Kakheti	10	13	800	900
	Mtskheta-Mtianeti	11	20	300	600
	Samegrelo-Zemo Svaneti	12	12	900	900
	Samtskhe-Javakheti	15	41	500	1,500
	Kvemo Kartli	14	59	2,100	8,900
	Shida Kartli	6	20	600	1,700

* Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 4 Inclusive Education

Guiding questions

1. Which groups of children have higher disability rates?
2. What are the most common disabilities among children?
3. How is disability linked to school attendance and learning?
4. How is disability linked to repetition and dropout?
5. How do disabilities explain the profile of out-of-school children or not learning in school?

Children with functional difficulties

FUNCTIONAL DIFFICULTIES Examples include a child who has gradually lost vision and cannot see well things that are too far, as well as a child who is blind.

+

UNACCOMMODATING ENVIRONMENT Glasses are not available to the child who has difficulty seeing distant objects. Learning materials are not made available in braille to the child who is blind

→

DISABILITY These children are likely to experience limited participation and their right to education may be compromised as a result of unaccommodating environments.

FIGURE 30 Prevalence of functional difficulties (children aged 5–17 years)

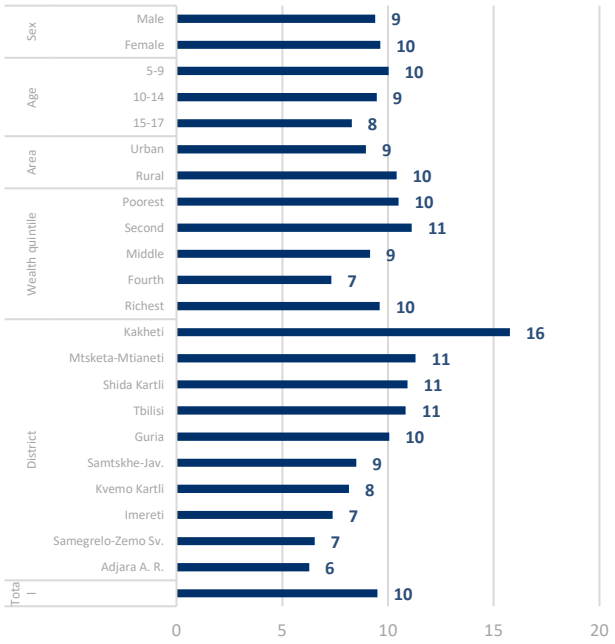
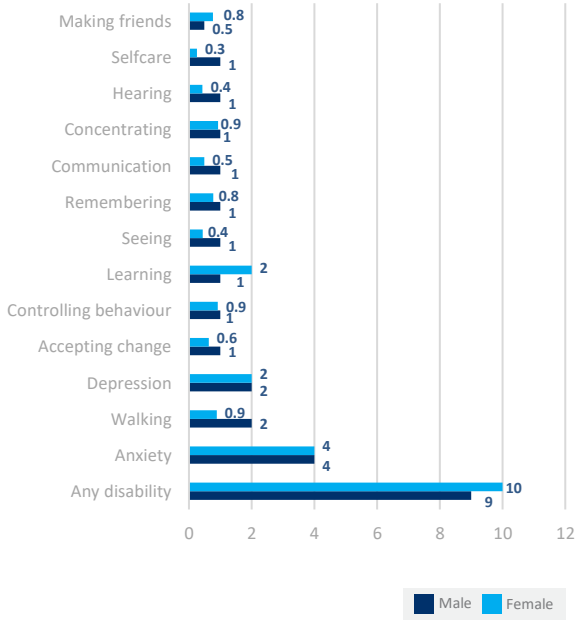


FIGURE 31 Prevalence of types of disabilities (children age 5 to 17)



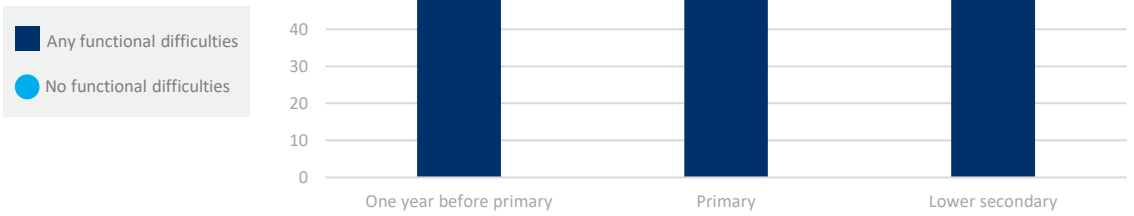
Findings

- Across the country, 10 percent of children aged 5-17 have at least one functional difficulty. The prevalence of any functional difficulty is similar by gender, age group and area. There are wide disparities in prevalence by region with Kakheti having higher prevalence than others.
- Among 5-to-17-year olds, the most common functional difficulties are associated with behavioral and cognitive challenges including: controlling behavior, accepting change, depression, walking and anxiety (walking is the most prevalent physical functional difficulty).

Inclusive education

FIGURE 32

Adjusted net attendance rate by functional difficulties (children age 5 to 17)



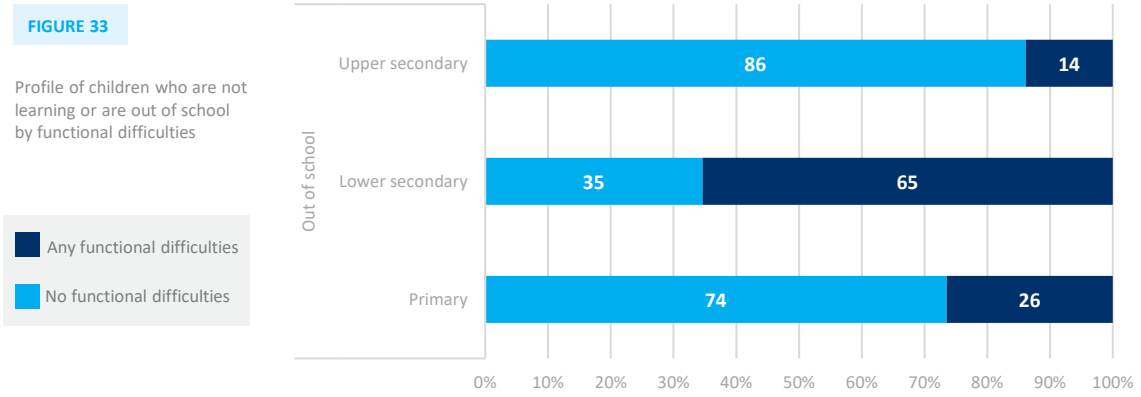
Findings

- Children with functional difficulties have lower levels of attendance rate in primary and lower secondary level. In particular, there is a 9 percentage point difference in attendance between children who do not have functional difficulties and children who do.

Profile of children not learning or out of school, by disability

FIGURE 33

Profile of children who are not learning or are out of school by functional difficulties



Findings

- Although only 10 percent of children have functional difficulties, this group is over-represented at all levels among out of school children.
- On primary level, of the children who are out of school, 26 percent have functional difficulty. In lower secondary, this share increases to 65 percent. This shows that functional difficulties may be impacting children's progression in the Georgian education system.

TABLE 4. Inclusive Education – Shares & headcounts by various socioeconomic characteristics

	Headcount of children with disabilities					
	Out of school			In school		
	5-9	10-14	15-17	5-9	10-14	15-17
Any disability	1,800	1,000	2,100	31,900	22,400	9,100
Accepting change	300	1,000	400	5,900	800	1,200
Anxiety	1,200	900	1,000	14,000	9,200	5,100
Communication	1,100	700	300	2,100	600	100
Concentrating	300	900	300	400	3,600	200
Controlling behavior	300	400	200	2,700	2,700	200
Depression	500	300	300	3,900	5,400	1,200
Hearing	M	300	100	1,400	1,400	300
Learning	300	1,000	400	3,900	3,100	100
Making friends	1,100	800	300	1,000	1,500	300
Remembering	70	900	400	1,500	2,000	300
Seeing	M	30	1,000	1,100	700	1,400
Selfcare	300	1,000	300	800	300	100
Walking	700	1,000	200	3,900	2,300	500

* Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 5 Remote Learning

Guiding questions

1. What share of students live in households with access to remote learning tool?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have remote learning tools?

Access to remote learning tools aged 3 to 24

FIGURE 34 Share of students with access to remote learning tools

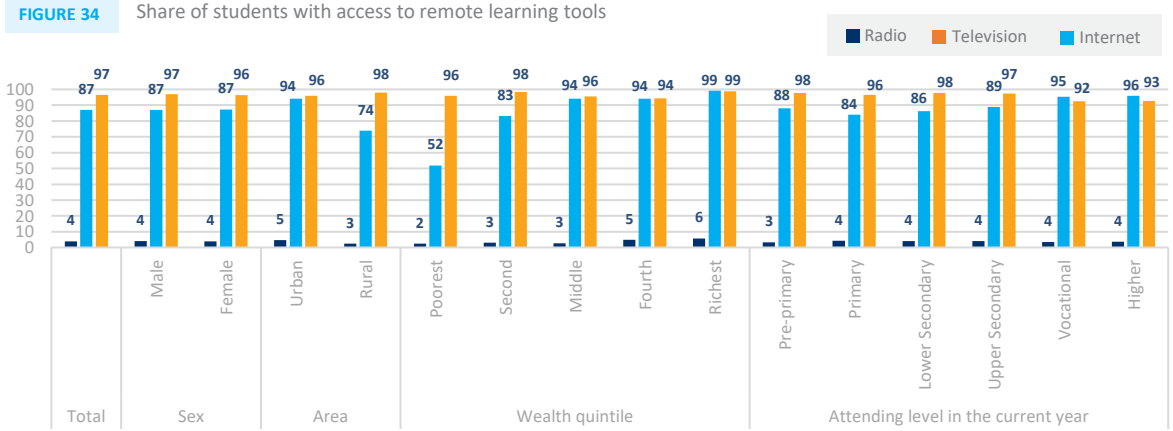
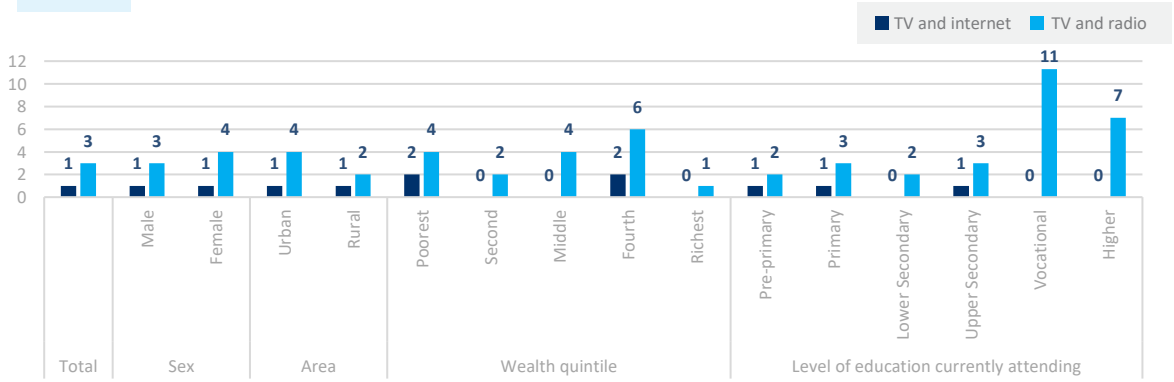


FIGURE 35 Share of students with



Findings

- Nationally, 96 percent of students between the ages of 3 to 24 have access to television in their household. Internet prevalence is high as well at 87 percent.
- A very small share of students, 4 percent, have access to radio. This shows that radio may not be the best tool for remote learning.
- While TV access is similar along different groups, there are disparities in internet access along socio-economic lines.
- There is approximately a 20 percentage point difference between access to internet for students of urban and rural locations: 94 percent of students in urban areas have access to internet whereas only 75 percent do so in rural areas.
- Differences are even larger by wealth quintiles: only 52 percent of poorest children have access to internet. By implication, if internet was the main remote learning tool, many poor children would not have access to learning during school closures.
- 1 percent of students do not have neither TV nor internet and 3 percent do not have access to neither TV nor radio. Depending on Georgia's remote policy, some children may not be reached due to lack of access to remote learning tools.

Learning environment at home children aged 7 to 14

FIGURE 36 No child-oriented book in the household

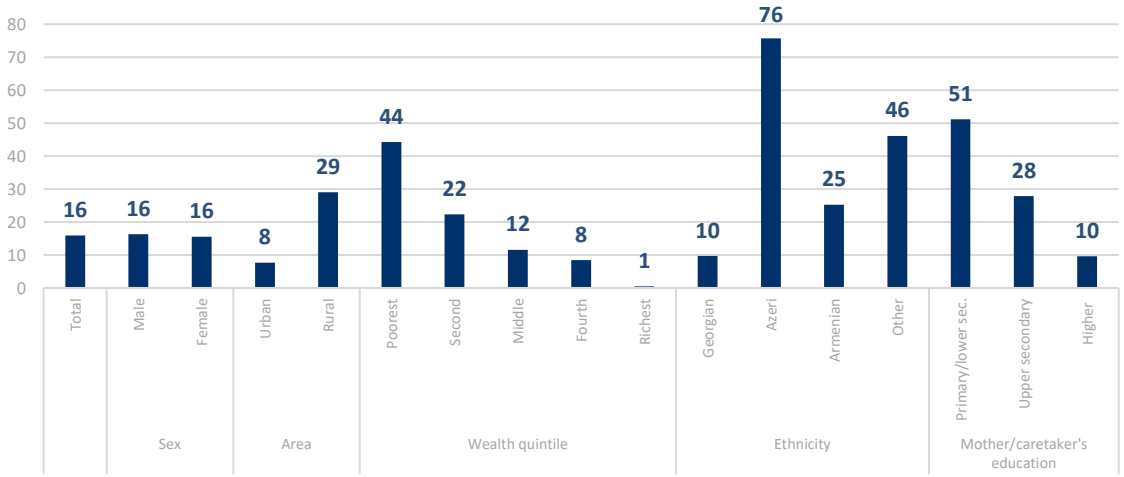
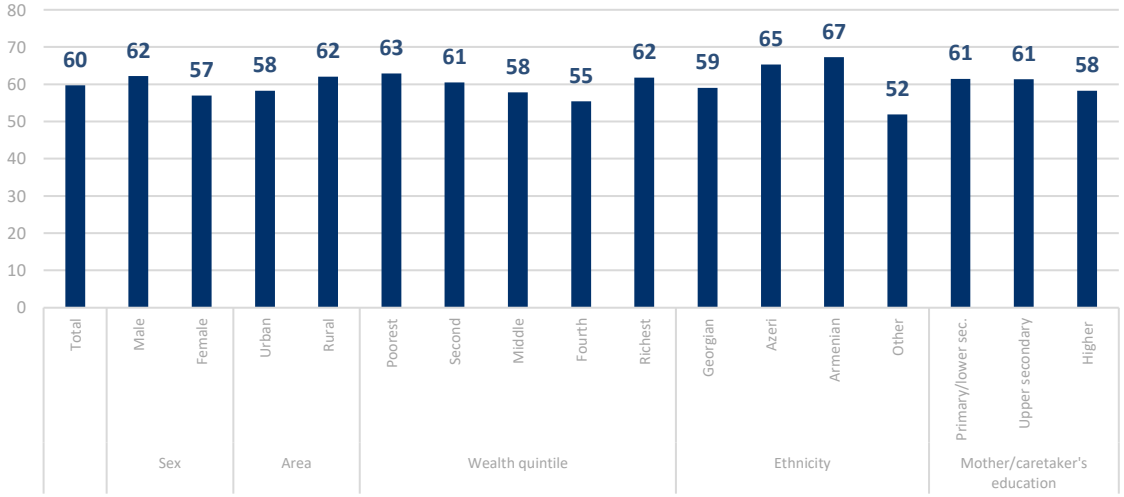


FIGURE 37 Anyone helps with homework



Findings

- 16 percent of children live in households where there are no child-oriented books. I.e., there are no age-relevant books (besides school textbooks) for these children in the household.
- Among the poorest children, 44 percent do not have access to such books, while only 1 percent of the richest do not.
- A higher share of Azeri and Armenian children have no child-oriented books in the household compared to children belonging to Georgian ethnicity.
- Around 60 percent of children receive parents' help with homework, and this figure is stable across socioeconomic groups and ethnicities.

Profiling of students who do not have internet

FIGURE 38 Profiling of students with no access to internet, by sex

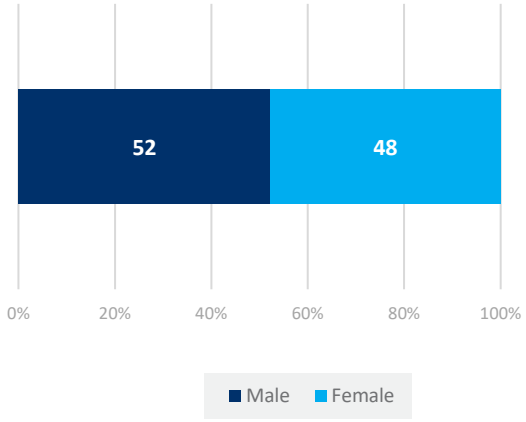


FIGURE 39 Profiling of students with no access to internet, by area

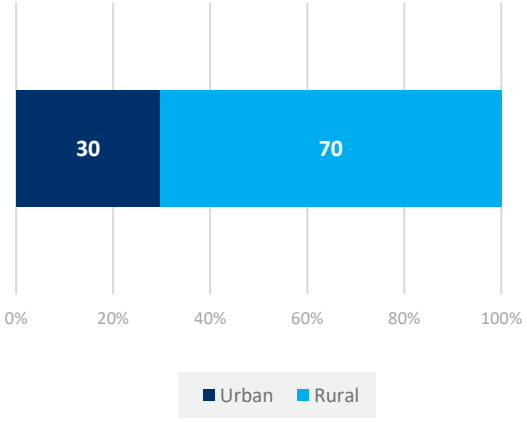


FIGURE 40 Profiling of students with no access to internet, by wealth quintile

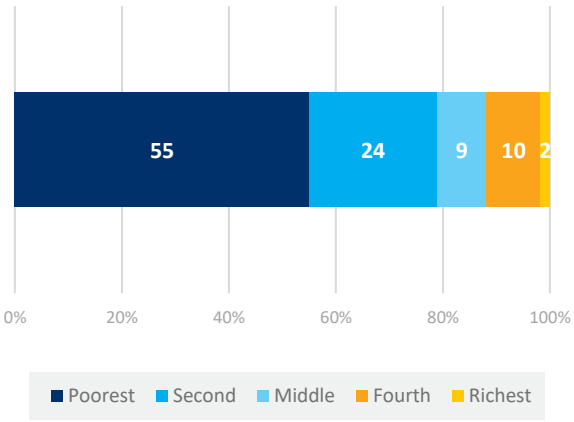


FIGURE 41 Profiling of students with no access to internet, by ethnicity

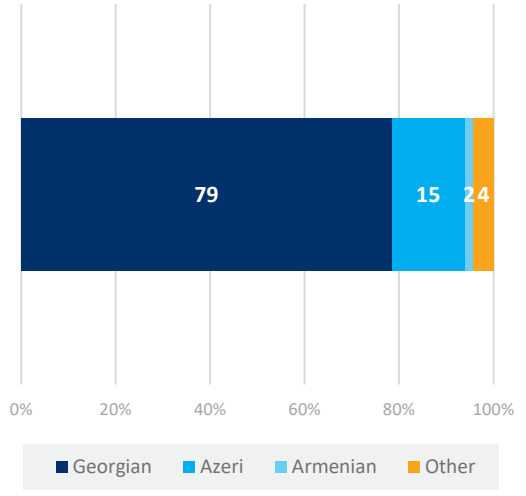


FIGURE 42 Profiling of students with no access to internet, by region

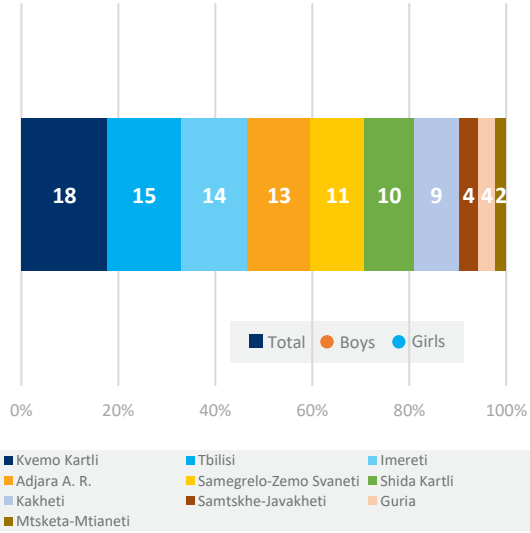
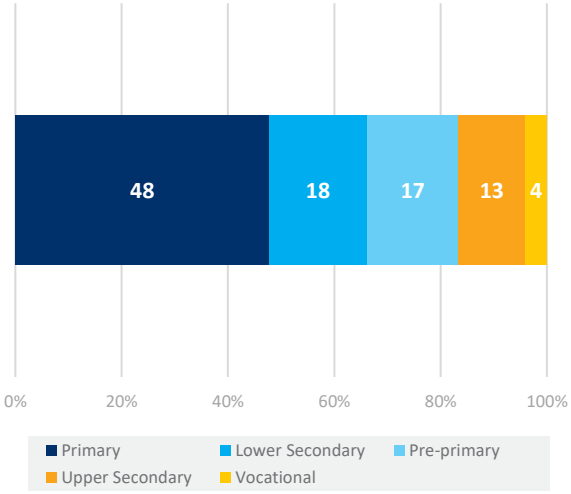


FIGURE 43 Profiling of students with no access to internet, by level of education



Findings

- More boys than girls do not have access to internet.
- Rural students are over-represented among those who do not have internet.
- The majority of students with lack of access to internet are from the poorest wealth quintile.
- Students from Georgian ethnicity form the largest share of those who do not have internet. However, this is because Georgian ethnicity represents the majority of the country.
- Among regions, Kvemo Kartli has the highest proportion of students who do not have internet at home.
- Among students with no access to internet, most are in primary school. This is mostly because attendance in primary is high and there are more students there compared to other levels.

TABLE 5. Shares & headcounts by various socioeconomic characteristics

		Share (%) of students age 3 to 24		Headcount of students (ages 3 to 24)	
		No internet	No internet and TV	No internet	No internet and TV
Total		**13**	**1**	**106,300**	**6,800**
Sex	Male	13	1	55,800	3,300
	Female	13	1	50,400	3,500
Area	Urban	6	1	31,700	4,300
	Rural	26	1	74,500	2,400
Wealth quintile	Poorest	48	2	58,300	2,700
	Second	17	0	25,500	700
	Middle	6	0	9,800	500
	Fourth	6	2	10,800	2,900
	Richest	1	0	1,900	M
Ethnicity	Georgian	11	0	83,400	2,500
	Azeri	35	5	16,300	2,100
	Armenian	6	0	2,000	50
	Other	30	14	4,600	2,100
District	Tbilisi	5	1	16,100	4,000
	Adjara A. R.	16	0	13,900	60
	Guria	20	0	3,700	200
	Imereti	14	0	14,700	M
	Kakheti	19	1	9,800	600
	Mtskheta-Mtianeti	13	0	2,400	40
	Samegrelo-Zemo Svaneti	21	1	11,700	500
	Samtskhe-Javakheti	15	0	4,200	50
	Kvemo Kartli	21	1	19,000	800
	Shida Kartli	19	1	10,700	600

* Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 6 PISA Results

Guiding questions

1. How well do Georgian students perform in Reading, Mathematics and Sciences?
2. How many students have unsatisfactory performance?
3. How do socioeconomic and gender inequality compare to the OECD countries?
4. How do students and principals report teachers' attitudes in the country?

Reading, mathematics and science performance

FIGURE 44 Student performance in Georgia and OECD average

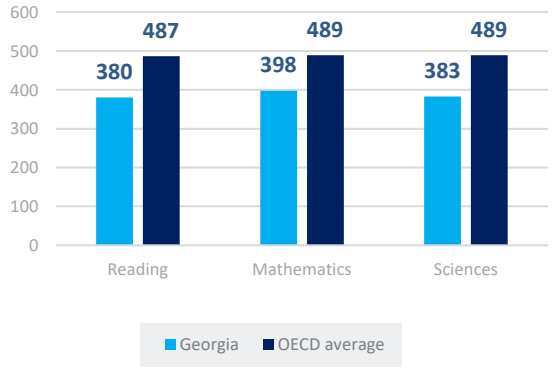


FIGURE 45 Distribution of 15-year-olds by level of proficiency

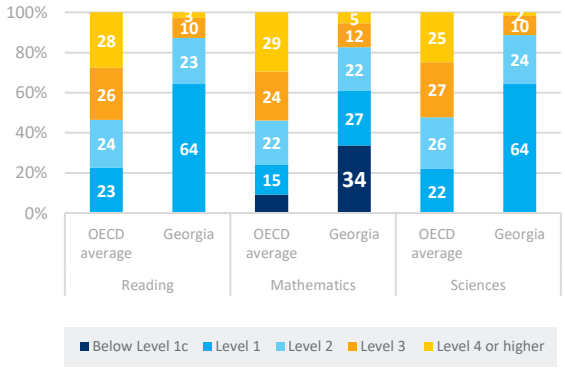


FIGURE 46 Share of top and bottom performers

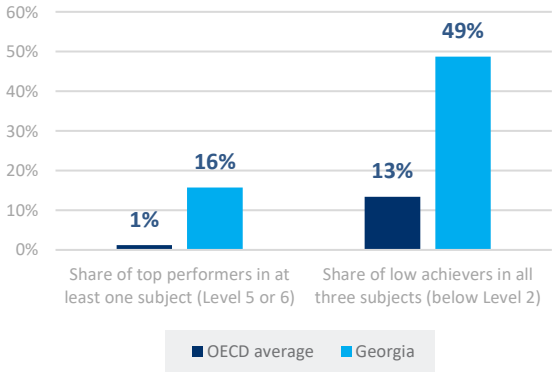


FIGURE 47 Student performance in Georgia over time

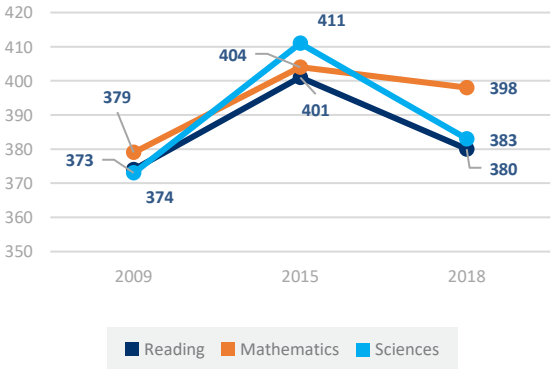


FIGURE 48 Student performance by gender

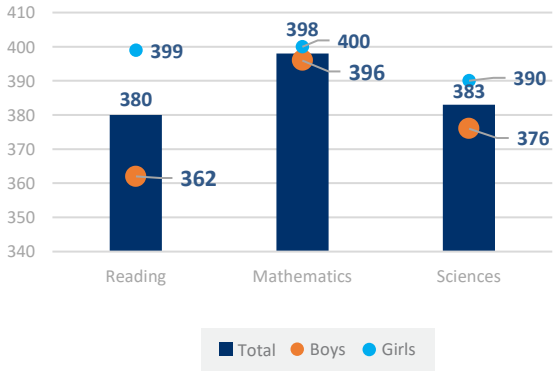
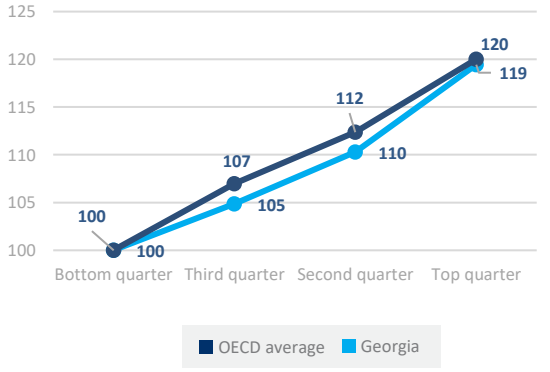


FIGURE 49 Reading performance by socioeconomic background (bottom = 100)

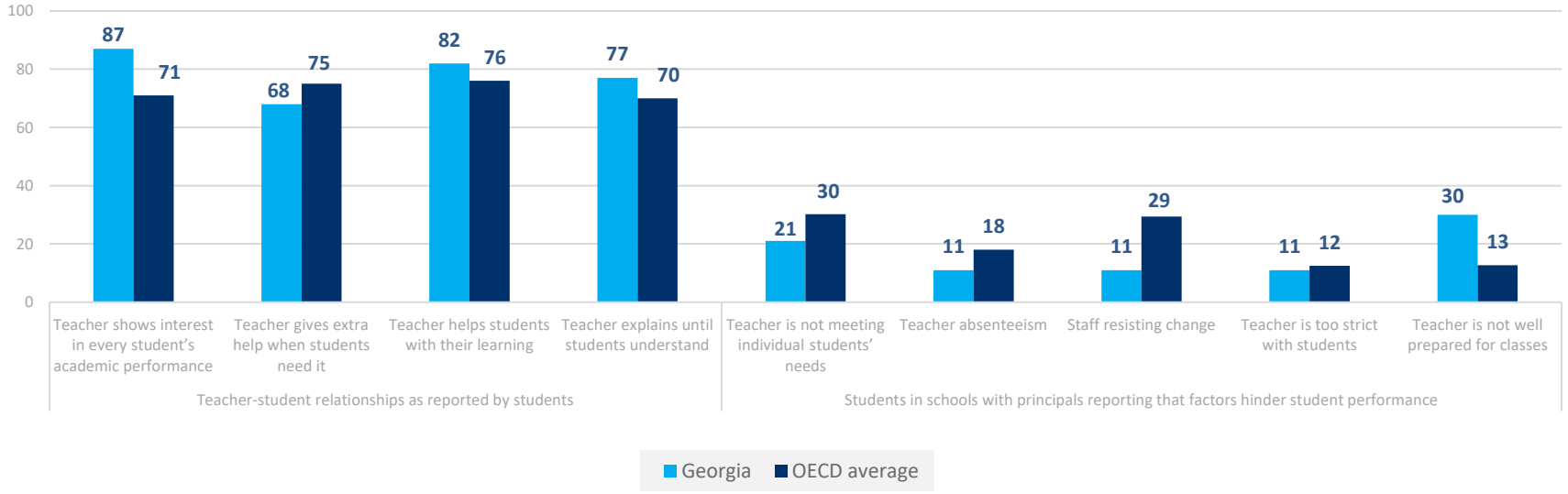


Findings

- On average, 15 year olds in Georgia scored 380 in reading, 398 in mathematics and 383 in sciences. Across all domains, Georgian students perform below their OECD peers. In reading, the mean score is among the lowest of all PISA participating countries.
- The majority of 15 year old (64 percent) Georgian students are at the lowest proficiency level in reading and sciences. This is almost twice the OECD average.
- Combined with MICS data on completion and OOSC, it is clear that while Georgia has almost universal access to education at primary and lower secondary levels, more needs to be done to improve students' learning effectiveness.
- Compared to past years, the performance of Georgian students has declined over a 3 year period.
- Across all domains, girls outperform boys. In reading and sciences this difference is statistically significant.
- Student performance is strongly associated with wealth, with children in the top quarter scoring 20 percent more in reading than the students in the bottom quarter.

Teacher's attitude in class

FIGURE 50 Reported attitudes from teachers in Georgia and the OECD



Findings

- Compared to the OECD average, more Georgian students reported teachers to show an interest in student's learning and continuing to teach until students understand.
- Compared to OECD average, fewer Georgian principals reported teachers not meeting students' individual needs, absenteeism, and staff resisting change.
- However, a larger share of Georgian principals, perceived the unpreparedness of teacher to be a factor hindering student performance as compared to OECD average.

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