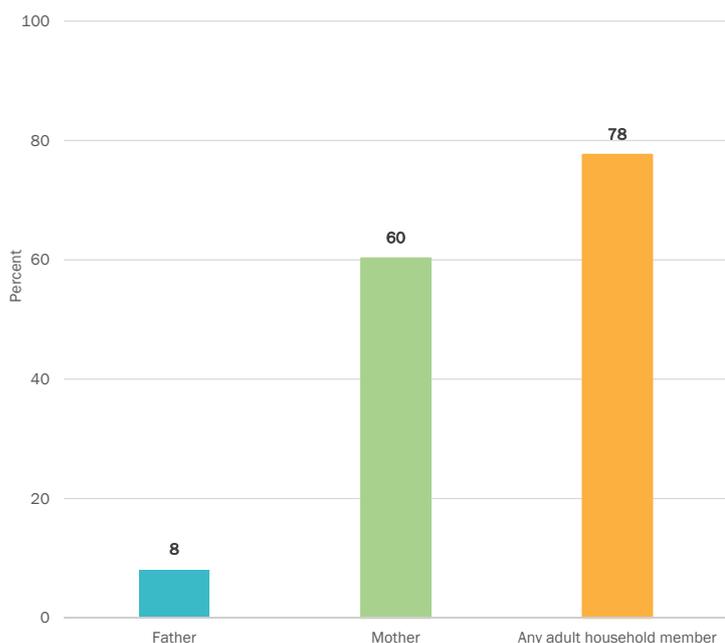


Early Stimulation & Responsive Care



Percentage of children age 2-4 years with whom the father, mother or adult household members engaged in activities that promote learning and school readiness during the last three days

Note: Activities include: reading books to the child; telling stories to the child; singing songs to the child; taking the child outside the home; playing with the child; and naming, counting or drawing things with the child

Early childhood, which spans the period up to 8 years of age, is critical for cognitive, social, emotional and physical development. During these years, a child's newly developing brain is highly plastic and responsive to change. Optimal early childhood development requires a stimulating and nurturing environment, access to books and learning materials, interactions with responsive and attentive caregivers, adequate nutrients, access to good quality early childhood education, and safety and protection. All these aspects of the environment contribute to developmental outcomes for children.

Engaging in activities like reading books to the child; telling stories to the child; singing songs to the child; taking the child outside the home; playing with the child; and naming, counting or drawing things with the child is one of the fundamental factors in child development.

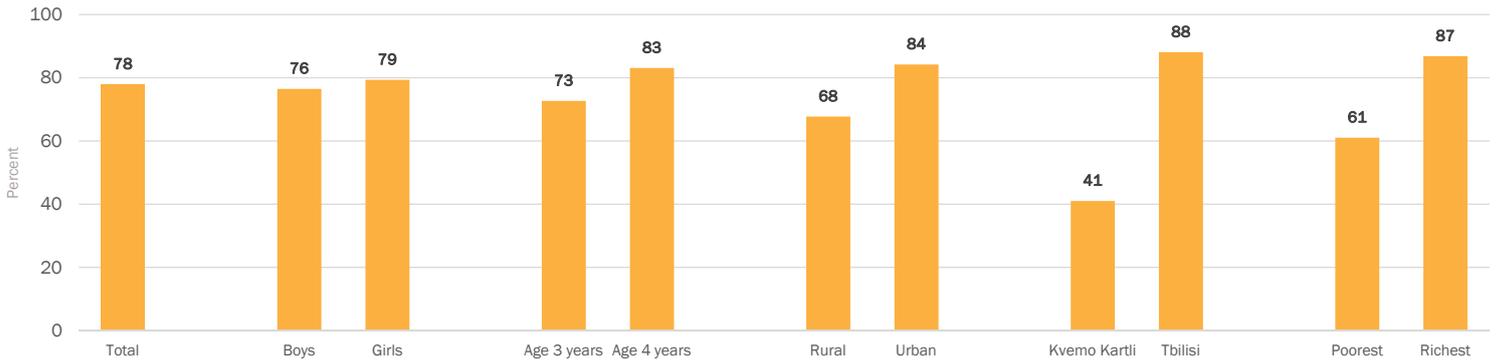
Children facing a broad range of risk factors including poverty; poor health; high levels of family and environmental stress and exposure to violence, abuse, neglect and exploitation; and inadequate care and learning opportunities face inequalities and may fail to reach their developmental potential. Investing in the early years is one of the most critical and cost-effective ways countries can reduce gaps that often place children with low social and economic status at a disadvantage.

Key Messages

- Early stimulation and responsive care for children aged 2-4 years is mainly carried out by mothers (60%), while fathers' participation is much less (8%).
- Attendance at kindergarten is related to area of residence, age and level of wellbeing. Percentage of children attending kindergarten is 16 percentage point higher for urban area than in rural area. Attendance at kindergarten is 10 percentage point higher among the children aged 4 than aged 3. There is a correlation of the attendance at kindergarten and poverty, attendance of children living in the richest families is 26 percentage point higher than in poorest.
- Among the children attending kindergarten, 94% of children attend public and 6% - private kindergarten, while only <1% of children are attending other type of kindergarten.
- Media usage among children is becoming widespread. 35% of children under 5 are using electronic devices for more than 1 hour a day. There is a significant disparity between urban and rural population. Severity of using electronic devices among children under 5 is higher in urban than in rural areas. 40% and 27% respectively.
- 64% of children under 5 play with toys from the store, 94% - household items, including objects found outside, and lower percentage of children with homemade toys (12%).
- 44% of the children do not have at least 3 children's books.
- 4% of children under 5 were left under inadequate supervision - alone or supervised by another child below 10 years old for more than one hour in the week prior to the survey. There are notable regional differences from 2% in Guria to 8% in Samegrelo-Zemo Svaneti.

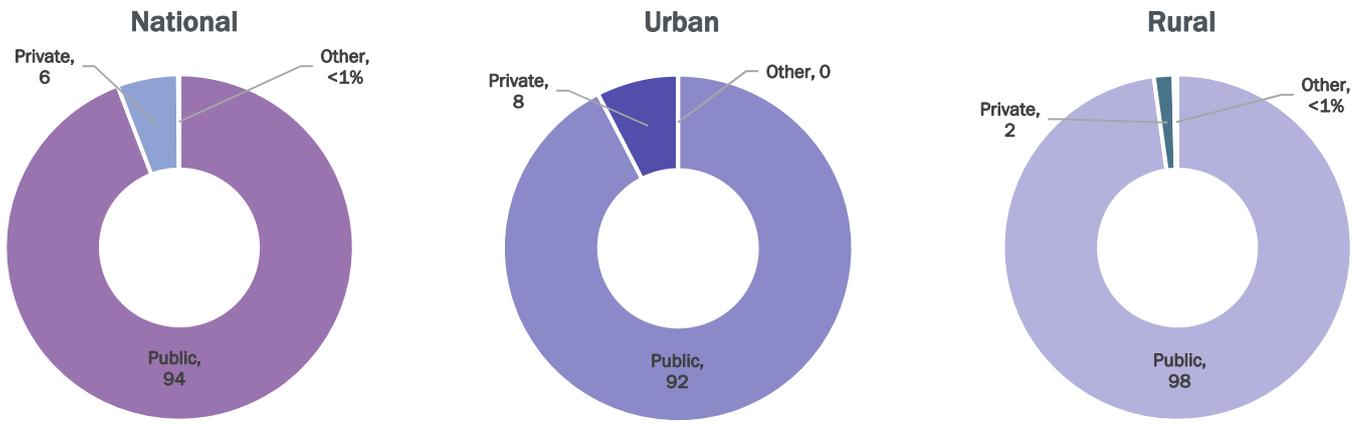
Support for Learning

Attendance at Kindergarten



Percentage of children aged 36-59 months attending a kindergarten, by background characteristics

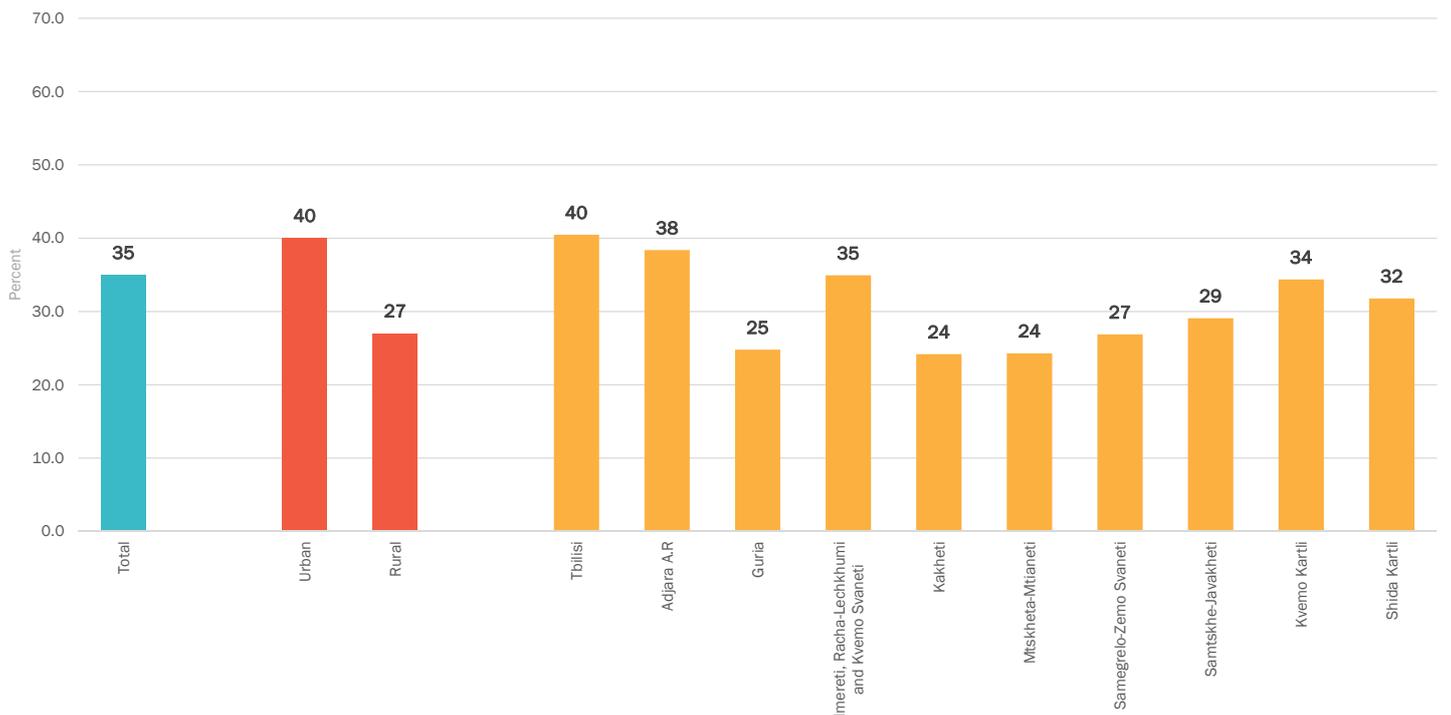
Kindergarten Management



Percentage distribution of children age 36-59 months who are attending kindergarten, by type of kindergarten management

Children's Media Use

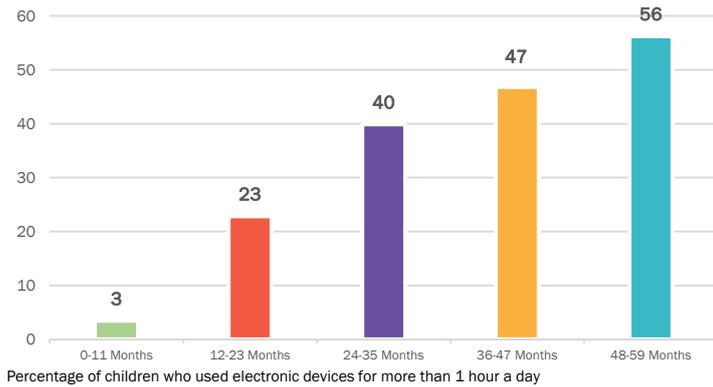
Children using electronic devices for more than 1 hour a day



Percentage distribution of children age 0-59 months who are using electronic devices more than 1 hour a day, by area and region

Children's Media Use

Children using electronic devices for more than 1 hour a day by Age



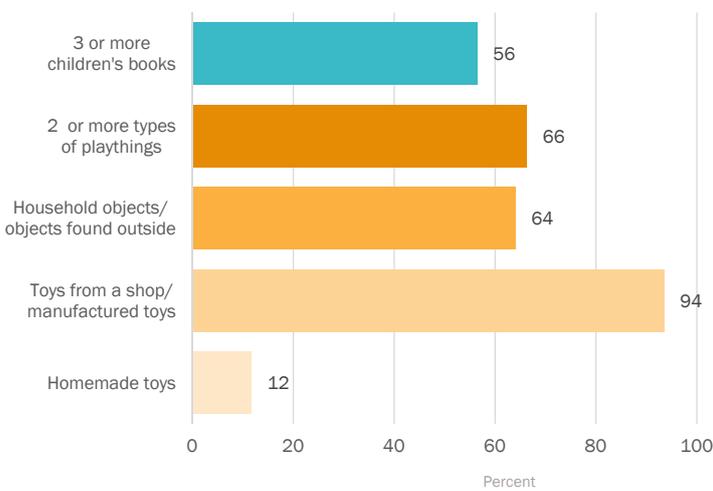
Today's children grow up immersed in digital media, which has both positive and negative effects on healthy development. Problems begin when media use displaces physical activity, hands-on exploration and face-to-face social interaction in the real world, which is critical to learning. Too much screen time can also harm the amount and quality of sleep.

- For children younger than 18 months, avoid use of screen media other than video-chatting.
- Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing.
- For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them¹.

¹AAP. Garam, S., & Heinz, P. (2017). Media use in children: American Academy of Pediatrics recommendations 2016. Archives of Disease in Childhood - Education & Practice Edition, 103(2), 99–101. doi:10.1136/archdischild-2017-312969 <https://ep.bmj.com/content/103/2/99>

Learning Materials & Child Supervision

Access to Play & Learning Materials



Percentage of children under age five according to their access to play and learning materials

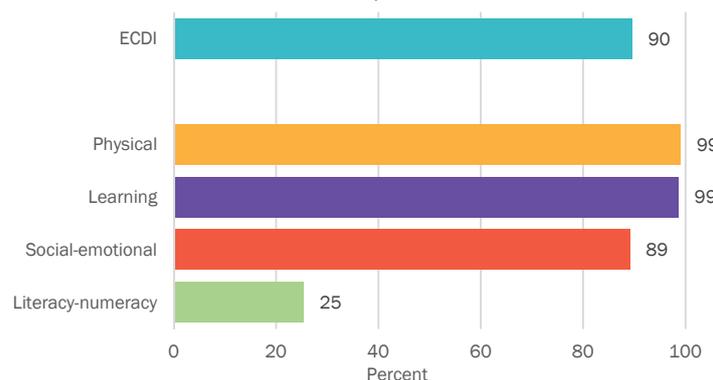
Inadequate supervision of children

Region	Left in Inadequate supervision
National	4
Tbilisi	4
Adjara A.R	3
Guria	2
Imereti, Racha-Lechkhumi and Kvemo Svaneti	3
Kakheti	5
Mtskheta-Mtianeti	3
Samegrelo-Zemo Svaneti	8
Samtskhe-Javakheti	3
Kvemo Kartli	3
Shida Kartli	3

Percentage of children under age five left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once in the last week, by region

Early Childhood Development Index (ECDI)

ECDI: Total Score & Domains, SDG 4.2.1



ECDI: Early Childhood Development Index; percentage of children age 3-4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, or learning domains. ECDI is calculated as the percentage of children who are developmentally on track in at least three of the four component domains.

ECDI: Disaggregates



ECDI by various characteristics

The Georgia Multiple Indicator Cluster Survey (MICS) was carried out in 2018 by the National Statistics Office of Georgia as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). UNICEF, NCDC, USAID, WB, UNFPA, SIDA, AFD, SCD, ISS, UNDP and WHO provided financial support.

The objective of this snapshot is to disseminate selected findings from the Georgia MICS 2018 related to Early Childhood Development. Data from this snapshot can be found in tables TC10.1, LN1.1, TC10.2, TC10.3, TC11.1, TC12.1.CS and LN5.1CS.

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