

# Methodological Framework and Booklet Study of the Statistical Survey on Foundational Learning Skills in Georgia

Ana Varamashvili

*Ivane Javakhishvili Tbilisi State University, Georgia*

## Abstract

In 2024, the Statistical Survey on Functioning and Foundational Learning Skills of Children Living in Georgian Households was initiated at the research base of Ivane Javakhishvili Tbilisi State University with financial support from the Shota Rustaveli National Science Foundation of Georgia. The survey applies internationally recognized approaches, incorporating UNICEF's Foundational Learning Skills (FLS) module, Eurostat's indicator frameworks, and the Washington Group on Disability Statistics questionnaire on functional difficulties to ensure comparability and inclusiveness. A key objective is the calculation of Sustainable Development Goal indicators 4.1.1 (minimum proficiency in reading and mathematics for grades 2/3) and 4.5.1 (parity indices). The methodological design included the development of a four-section tabulation plan with 30 statistical tables and the adaptation of instruments to measure children's literacy, numeracy, and functioning. Mathematics tasks on number recognition, discrimination, arithmetic, and sequencing were retained unchanged as universal items, while reading required contextual adjustment. To address this, a booklet study was conducted in line with UNICEF guidelines: texts were translated, adapted, and piloted, followed by expert consultations with the Ministry of Education of Georgia. The functional difficulties module, based on the Washington Group on Disability Statistics questionnaire, was integrated to capture information on vision, hearing, mobility, and learning challenges. This combined design ensures reliable and internationally comparable measurement of foundational learning outcomes and child functioning in Georgia.

**Keywords:** Booklet study; Foundational learning skills and Functional difficulties; Indicator system; Literacy and numeracy assessment; UNICEF; Washington Group on Disability Statistics

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