The relationship between attitudes, motives and participation of adults in continuing education: The case of Georgia

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ABSTRACT
This study examined the relationship between attitudes and motivations of adults to participate in continuing education. A convenience sample that included 300 persons was used. The findings obtained show that adults have positive attitudes towards continuing education, even though their own participation is limited. It was observed that the motives for joining adult education programs are mainly linked to extrinsic factors, such as professional orientation, vocational and economic benefits. However, barriers such as lack of finances and information, as well as enough time required for commitment to study, exclude adults from educational opportunities.

INTRODUCTION
Lifelong learning plays a significant role in modern societies as it can contribute to the employability of adults, economic growth, personal development and social inclusion. Also, public and private benefits include greater employability, increased productivity and better quality employment, reduced expenditure in areas such as unemployment benefits, welfare payments and early-retirement pensions. In addition, increased social returns of improved civic participation, better health, lower incidence of criminality and greater individual well-being and fulfilment.¹ Involvement in learning also has a positive impact on the well-being and mental health of adults. Dench and Regan (2000) reported that four-fifth of learners aged 51-70 reported a positive influence of education on their self-confidence, life satisfaction and capacity to cope. Educated, active and healthy populations contribute to community well-being through their experience, expertise, and services (Merriam and Kee, 2014).

Adult education has been a primary topic on the European agenda since 2001 when Lisbon Strategy identified education as an essential resource for European development (European Commission, 2001). Adult education refers to formal education in a structured system where competent authorities award degrees and diplomas, but it also includes non-formal education that focuses on organized education outside systems of formal training institutes (Malcolm et al. 2003; Colley et al., 2003). However, there are some discrepancies between political discourse and reality. The participation rate of 12.5% set in 2000 by the European Commission was not fully achieved by the target year of 2010. Recent European policy targets 15% of all adults between 25 and 64 to be included in at least one learning activity by 2020 (European Commission, 2009). Despite the inclusive policy agenda, most European adults do not continue

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¹Source: Adult Learning: it is never too late to learn (2006). Communication from the commission. Brussels. Pg.2
their education after they finished their initial education (Boeren, 2011).

**Attitudes and motives of adults**

The factors that impact participation of adults in education are many. For the purpose of this research, the primary focus were on attitudes and motives as well as barriers to involvement. Ajzen and Fishbein (2005) reported that a person’s behaviour is related to behavioural attitudes, or the tendency towards approval and disapproval (positive or negative evaluation) of a certain type of behaviour. The more positive the attitude of a person towards a particular behaviour is, the more willing that person will be take a certain course of action. However, discrepancies between attitudes and consistent behaviour can be due to specific barriers. According to the theory of “Planned Behaviour” (Ajzen, 2011), behavioural achievement depends jointly on motivation (intentions - indications of how hard people are willing to try, how much of an effort they plan to put out to perform the action), ability (behavioural control - confidence of an individual in his/her ability to perform the behaviour) and external variables.

The motives to get an education positively contribute to adults’ participation in education, but motivation is multifaceted. Deckers (2005) defines motivation as, “to be moved into action” or “to be moved into cognition, feeling, and action” (p. xiii). Many people state that they participate in training because they want to learn something new, though many attend because they have to (Illeris, 2006).

Carré’s model of motivation for adult education (Carré, 2000, 2001) is well-known. Ten motives for participation are classified into two groups: Intrinsic and extrinsic. Intrinsic motives include epistemic (learning as a source of satisfaction), socio-affective (to develop social contacts) and hedonic (pleasure taken from space and materials available in the educational setting). Extrinsic motives include economic benefits, prescribed (when the learning activity is provided for by someone else), derivative (participation to avoid unpleasant activities), professional-operational (to develop competencies, knowledge or skills for professional activities), personal-operational (to develop competencies, knowledge or skills required for activities outside the job and working life), vocational (demand for skills or symbolic recognition needed to get, preserve or evolve in a job) and identity-based (appreciation of one’s own identity).

Based on the research with adults in short training courses Carré identified two different groups of adults: One group of older, employed and more qualified adults, mainly men, who mainly had the professional-operational motive; the other group composed of younger, less qualified (unemployed) and mainly female participants, who had higher scores than the first group in all other motives, but especially in the *vocational motive*.

**Participation in education**

Research reveals that the opportunity to participate in adult education may differ between various groups because of the variations in their motivations. The level of participation in education is higher among young, employed and highly educated individuals who have both intrinsic and extrinsic reasons for participation (Berker and Horn, 2003). Less qualified and unemployed adults have a lower level of participation - they usually have more professional reasons for participating, like getting a better job (Daehlen and Ure, 2009). Some studies show that less qualified individuals also note that participation improves their self-esteem (Valentine, 1990) and allows them to meet new people (Daehlen and Ure, 2009; Kim and Merriam, 2004). Women are less likely to participate in adult education than men, according to Payne (2006). Age is an important factor in adult participation in education. Older adults perceive less advantage from education to their professional progression as well as they get less support from their employers (Kyndt et al., 2011). Other studies show that men are more extrinsically oriented than women (Tolbert and Moen, 1998).

Once positive attitudes towards learning are formed, however, there are barriers that can hinder the transformation of these attitudes into action. Thus, to understand adult relationships towards education, it is important to identify the main barriers to participation. A well-known approach is Cross’s model (1981, 1992) that identifies three types of barriers: Situational, dispositional and institutional. Situational barriers refer to a lack of money and time, having too many persons home, or work responsibilities, childcare, lack of transportation, etc. Dispositional barriers include negative attitudes and perceptions about further education, its usefulness and the appropriateness of engaging in learning; low self-esteem and evidence of prior poor academic performance are also dispositional barriers. Institutional barriers are usually caused by institutions of learning such as inconvenient scheduling; location; lack of interesting, practical or relevant courses; administrative or procedural issues; the lack of information about programs and procedures, etc. (Cross, 1992). While dispositional barriers are directly related to the learners themselves and issues over which they have control, institutional and situational barriers are out of the learner’s personal control.

Other research shows that the main reasons for non-participation of adults in education are lack of time, lack of money and family responsibilities (Valentine, 1997, in Merriam and Caffarella, 1999). Currently, a critical
challenge for adult learning is to overcome multi-dimensional barriers to participation and provide flexible services and relevant responses for the demands of the labour market and society. Providing high-quality guidance and assessments and implementing effective validation and recognition mechanisms of non-formal and informal adult learning are also top priorities.

Research problem

In Georgia, there is a lack of research on adult learning and the attitudes, motives and barriers to participation. Understanding these issues will make a significant contribution to both research and implementation for policy strategies to increase adult participation in education.

There is no integral legal framework for adult education in Georgia. However various regulations refer to adult education such as the Law on Vocational Education and Training (VET) \(^5\): A VET Reform Strategy 2013-2020 \(^3\) and an Adult Education Strategy in the Context of Lifelong Learning. \(^2\) The primary objective of these regulations is to establish a flexible system accessible to all - regardless of age, sex, nationality, or economic and social status. Higher and vocational educational institutions do offer some courses for retraining adults, though the system is still more focused on traditional students than on adults.

According to a study by DVV International (2005), 74.0% of those surveyed aged 25-64 had not been involved in any educational activities during the year of the research. Other findings revealed that younger learners are more interested and engaged in education and training than the older population. \(^6\)

In this report, the attitudes and motivations of Georgian adults towards continuing education and the barriers they experienced are discussed. The aims of the research were therefore to determine:

- What attitudes and motivation adults have to participate in continuing education;
- How actively they participate in education and training;
- What the main barriers to their participation are; and
- Whether attitudes, motivation and participation differ according to age, gender and employment status.

METHODS

Participants

The survey study included 300 adults \(^6\) living in Tbilisi, the capital of Georgia, in 2015. Due to time and cost constraints, convenience sampling was used. The limitation of this type of non-probability method is that the degree to which the sample differs from the general population is not known.

Materials and procedure

The survey used a targeted questionnaire with mostly closed-ended questions. The research covered a broad range of topics that included social and educational background, attitudes and motives for participating in education, experience of participation in education, etc. In-depth interviews with 18 adults (not included in the survey) were initially conducted to test the research instrument.

To measure attitudes towards participation in education the research used a 7-point attitude scale with 1 indicating "very negative" and 7 as "very positive". The theoretical framework of the research included Carré’s model of two broad types of motivations and Cross’s three types of barriers for adults wishing to engage in learning. Six motives were identified based on the preliminary interviews and using Carré’s model, such as 4 extrinsic and 2 intrinsic motives. Respondents could add additional motives to the list, within a semi-structured question. Similarly, a list of eight barriers was identified based on the interviews and using the Cross model such as three situational, two dispositional and three institutional barriers. Respondents could add additional barriers to the list using the semi-structured question.

A face-to-face interview was conducted for all participants individually.

Statistical analyses

The quantitative data was analysed by means of using SPSS Version 2.1 and qualitative data through content analysis.

RESULTS

Sample characteristics

Of those surveyed (N=300), 49.0% were female and 51.0% male. Ages included were 18-65 (\(M=34.8; SD=11.185\)). The percentage of those with a higher education was 78.0%; 10.0% had VET education; and the rest had a general basic education. 82.0% were employed at the time of the survey and 18.0% unemployed.

What attitudes and motives do adults have to participate in education?

The research included the following three sets of
Table 1. Positive attitudes of adults towards continuing education.

<table>
<thead>
<tr>
<th>Positive attitudes towards continuing education</th>
<th>Percentage (%)</th>
<th>Chi-square</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>89.0</td>
<td>9.047</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>97.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-29</td>
<td>96.0</td>
<td>12.246</td>
<td>0.05</td>
</tr>
<tr>
<td>30-65</td>
<td>90.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>94.0</td>
<td>1.039</td>
<td>N.S</td>
</tr>
<tr>
<td>Unemployed</td>
<td>92.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive attitudes towards improving professional knowledge/skills</th>
<th>Percentage (%)</th>
<th>Chi-square</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>81.0</td>
<td>11.208</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Female</td>
<td>67.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-29</td>
<td>82.0</td>
<td>14.469</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>30-65</td>
<td>66.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>79.0</td>
<td>2.455</td>
<td>N.S</td>
</tr>
<tr>
<td>Unemployed</td>
<td>69.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

attitudes:

i. Attitudes towards getting continuing formal or non-formal education after initial education;

ii. Attitudes towards getting an education in the professional sector;

iii. Attitudes towards improving general skills and knowledge.

Data was analysed by age (under and above 29 years), gender (male/female) and employment status (unemployment/employment).

A vast majority of respondents (93.0%) had positive attitude towards continuing education and thought that continuing education was important. There was no statistically significant difference according to respondents' employment status but females and younger participants had more positive attitudes towards continuing education than male and older participants (Table 1).

On a 7-point attitude scale (1="no importance" of continuing education and 7="crucial", the average score was 6.7 (SD=0.06). Females had more positive attitudes than males (M=6.8 and 6.6; F=4.289; P<0.05); the younger participants had more positive attitudes than older participants (M=6.8 and 6.7; F=4.685; P<0.05); there were no significant employment-related differences.

Regarding attitudes towards further improving professional knowledge and skills, 74.0% said they would like to deepen their professional knowledge and increase their expertise. Table 1 shows that more females and younger persons have positive attitudes than males and older persons.

The research studied whether the participants needed to improve their general/basic knowledge and skills, including communication, IT, numeracy, social skills, etc., as these have a notable impact on education and employment. As Table 2 demonstrates, the three most desirable areas for improvement were: Foreign language, IT and social skills. The least chosen were mother tongue and numeracy.

“Improving English skills is vital; I am afraid that without English I cannot do anything or improve my career. I know English but the demand is increasing, and I also need to improve it.” (37-year-old male).

“When I say that need to improve my numeracy skills it does not mean I don’t know basic mathematics; but I need to know how to use mathematical concepts correctly and practically at my work. My parent’s generation knew it better.” (27-year-old female).

“I need to have good communication skills with my colleagues, employer and people in general, and to
present myself at a job interview and defend my rights. A person might have good knowledge, but without having proper communication skills he/she cannot be successful. After all, we are members of a team and of society and need to have good skills* (23-year-old female).

Developing social skills and communication skills in one’s own language were more important for females; communication skills in English were most important for older participants; and numeracy and social skills for younger persons.

Adults expressed a readiness to co-invest in their education, with 35.0% saying they would invest about 20% of their salary, and 15.0% ready to spend about 25.0% of the costs. This confirms their positive attitudes towards education.

This research shows that adult educational motives for continuing their educations were mainly extrinsic: to improve work-related tasks, to find a better job, to earn a better wage and improve their position at work. Four motives out of the six reasons offered were extrinsic. Only about 1/10 of the respondents were motivated to self-improve or to gain new contacts (Table 3).

Several statistically significant differences appeared between females’ extrinsic motives related to finding a better job that can be linked to their lower rates of employment. However, females generally showed more intrinsic and social motivation than males (“education is important for self-improvement”, “will have an opportunity to meet new people”, “to have new contacts”).

Younger respondents’ extrinsic motives were often related to improving their position at work. In general they exhibited more intrinsic motives than older adults. Those with the highest rates of employment expressed extrinsic motivation often related to a better work position and better wages.

### Employment-related issues

Employment was an important issue for the participants. Approximately 18% of the respondents were unemployed at the time of research and they believed that the reason for their lack of employment was, first of all, the general economic situation and a lack of jobs in the country. They also referred to education-related factors such as a lack of skills and knowledge. Long-term unemployment was usual - two years on average. The minimum length of unemployment was one month, and maximum 15 years, while 37.0% of respondents had never been employed within their profession.

Most unemployed adults (60.0%) thought that their profession was in demand on the labour market, but as they pointed out, they did not have access to reliable information about the labour market and relied instead on their own opinion or those of their close friends and relatives.

More males (88.0%) were employed than females (76.0%) [

### Table 2. The need to improve general skills (%).

<table>
<thead>
<tr>
<th>Need</th>
<th>Gender</th>
<th>Age</th>
<th>Employment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>&lt;29</td>
</tr>
<tr>
<td>Communication in native language</td>
<td>23</td>
<td>18</td>
<td>28*</td>
</tr>
<tr>
<td>Communication in foreign language</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>33</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>36</td>
<td>31</td>
<td>41</td>
</tr>
<tr>
<td>Information technologies</td>
<td>54</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>Social skills</td>
<td>40</td>
<td>37</td>
<td>43*</td>
</tr>
</tbody>
</table>

*Differences are statistically significant (P<0.05).

The attitudes and motives of adults to seek continuing education is related to their involvement in education. Participants in adult education were those who had
participated in at least one formal or non-formal course during the 12 months preceding the survey. The study also covered the participation of adults in continuing education for the preceding five years. Over half, or 56.0%, had never had the opportunity to participate in any formal or informal courses during the five preceding years and 87.0% had not had an opportunity during the last year.

The survey revealed about 80.0% of respondents had unmet continuing educational needs during the preceding year. Over the last five years more females attended continuing education courses than males did [57.0% to 31.0%; Chi-square=4.926 (1); p<0.05] and more younger participants than older ones [50.0 and 37.0%; Chi-square (1)=2.882; p<0.05].

Respondents who had attended education programs during the preceding five years had learned social skills (teamwork, cooperation; 33.0%), IT expertise (33.0%), entrepreneurial skills (27.0%), communications (17.0%) and problem solving skills (14.0%). No professionally oriented training was mentioned and most activities evoked were non-formal.

This research shows a positive relationship between attitudes and behaviours among the participants who had mixed motives (social motives), while the attitude-behaviour correspondence was lower among participants with extrinsic (job-related) motives. The research did not show a positive relationship between the participation in education and employment. As noted above more female and younger adults participated in education but their employment rate was lower.

### Table 3. The motives to pursue further education (%).

<table>
<thead>
<tr>
<th>Motives</th>
<th>Gender</th>
<th>Age</th>
<th>Employment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>&lt;29</td>
</tr>
<tr>
<td>To better deal with tasks at work</td>
<td>38.0</td>
<td>40.0</td>
<td>36.0</td>
</tr>
<tr>
<td>To find a better job</td>
<td>31.0</td>
<td>22.0</td>
<td>40.0*</td>
</tr>
<tr>
<td>To earn a better wage</td>
<td>29.0</td>
<td>26.0</td>
<td>32.0</td>
</tr>
<tr>
<td>To improve position at work</td>
<td>16.0</td>
<td>19.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Self-improvement</td>
<td>13.0</td>
<td>9.0</td>
<td>17.0*</td>
</tr>
<tr>
<td>Social skills (new contacts)</td>
<td>10.0</td>
<td>6.0</td>
<td>14.0*</td>
</tr>
</tbody>
</table>

*Differences are statistically significant (P<0.05).

What are the main barriers to participation?

To understand why some adults failed to participate in education, we tried to identify obstacles, and eight barriers were grouped into three categories based on the Cross model: three situational barriers (financial problems, lack of time work schedule, family reason), two dispositional barriers (no need for education; no desire for education) and three institutional barriers (lacking information, distance and duration/length of learning) (Table 4).

Insufficient finances was the dominant situational barrier for 65.0% and overall the greatest obstacle. Around 50.0% did not have information on where educational courses were available - an institutional barrier. One-fifth or 22.0% had no desire to continue their education. Thus situational barriers dominated over dispositional barriers.

Some statistically significant differences included the fact that more males thought they did not need to continue their education (36.0 and 8.0%) and the length of time for courses was more inconvenient for them than for females (10.0 and 2.0%). Compared to males and employed adults, more women (12.0 to 2.0%) and unemployed persons (9.0 and 5.0%) named family reasons as barriers.

**DISCUSSION**

Attitudes and motives of adults towards continuing education and the extent to which respondents have opportunities for further learning adult participation in continuing education in Georgia were identified, along with the barriers and obstacles that they encounter while trying to further their education.

Lifelong learning and adult participation in continuing education are complex issues, but they are important ones for addressing the need for more skilled and educated adults in the labour market. Education is considered a means for personal growth and the development of a good society as well (Gustavsson, 2002); it supports social inclusion and active democratic citizenship. Adult access to education is becoming important everywhere, especially in transition countries, although it receives limited or no support, mainly due to social and economic circumstances (Jelenc, 2001), and governments often fail to see its benefits. The Government of Georgia has expressed its readiness to introduce policies and
strategies to create adult education in the near future, and support by evidence-based research is urgently needed.

As pointed out by Rubenson et al. (2007), there are major differences in participation in education between countries, which are at different levels of modernization. These rates vary from 20% or less (such as Italy, Brazil) to 60% or more (such as Denmark, Finland, Sweden, Norway, Netherlands) (Desjardins, 2015). The level of adult educational programs seems to correlate with a country’s level of per capita GDP (Desjardins, 2015). The wide differences between countries are related to the role of the State, the structure of adult education and the availability of work-based learning opportunities.

A positive attitude of adults towards continuing education is a motivating factor for effective performance. This research shows that adults have positive attitudes towards continuing their studies and appreciate the benefits of their possible participation in education. However the study shows a high rate of unmet demands.

The theory of planned behaviour gives an insight on attitude-behaviour inconsistency (Ajzen, 2011). According to Ajzen’s theory, attitudes are predispositions to behaviour, but as mentioned above behavioural achievement depends jointly on motivation (intentions) and abilities, which is behavioural control or a person’s confidence that he or she can perform the behaviour effectively.

The most significant motives for continuing their education were related to professional orientation, vocational and economic factors (extrinsic), while self-improvement/identity-based motives (intrinsic) were less valued. Other research showed that adults are motivated by external factors even though internal motivators are also powerful motivators, since they help adults to acquire life-skills, improve job satisfaction, self-esteem, quality of life, and self-actualization opportunities (Knowles et al., 2005). Learning can improve the quality of life financially, but non-financial benefit is also very important. This can include social contacts, prevent isolation and increase happiness and social cohesion (Boeren, 2009). In general, continuing education is essential for the development of human resources.

Taking into account the high rate of unemployment as well as the low job satisfaction by respondents of our research who worked, participation in education made them feel that they would be able to find better jobs, increase their salaries or develop career opportunities. Women and younger participants had mixed motives, while the employed population only extrinsic.

This research showed a positive attitude/behaviour relationship among the participants who had mixed (social) motives, such as women and younger participants. The attitude-behaviour relationship was lower for older participants with only extrinsic motives. It seems that social motives are more associated with self-confidence and a feeling of control than with extrinsic motives related to employment. Females and younger adults mainly fulfil social motives through education.

The study implied that continuing education is not positively correlated with the employment status of adults. Females and younger participants had higher rates of participation in education but a lower employment status. It is important to question whether continuing education opportunities sufficiently benefit these groups of learners professionally. Moreover, the gap between participation in education and employment needs further investigation, including the relevance of education to the labour market needs.

Adults face a number of barriers to accessing education, the majority of which were institutional and situational factors, while some were dispositional. Situational and institutional barriers to adult learning can be challenging because they are dependent on many other factors than the adult students. As Desjardins et al. (2006) point out, learning opportunities should be

<table>
<thead>
<tr>
<th>Table 4. Barriers to continuing education.</th>
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<tbody>
<tr>
<td><strong>Barriers</strong></td>
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<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Situational</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
</tr>
<tr>
<td><strong>Dispositional</strong></td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td><strong>Institutional</strong></td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
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<td>8</td>
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</table>
available to all citizens. A knowledge-driven labour market could support everybody to participate in continuing education, using co-financing schemes that share the costs between learners, the government and enterprises. Our research showed that adults have positive attitudes towards co-investing, which could be matched effectively with other resources. The institutional barriers need to be addressed from an institutional standpoint, and not only from educational institutions, but also from regulating governments. Policymakers should cooperate with stakeholders and the business community in defining an economic policy to encourage adult education.

In addition, it is important to provide adults with relevant information on educational opportunities, like courses available and the labour market demands and offers, especially for older participants, since this information is essential for making informed decisions. Developing a strong mediation system is crucial for linking interested persons with educational institutions through information and consultations. To face logistical challenges they need effective guidance and support.

This survey identified groups of adult learners with different attitudes and motives for continuing their education. It made clear that a targeted approach is needed, with flexible programs and activities. Creative combinations of formal, non-formal, and informal learning should be created where learners themselves are involved in the preparation and execution of programs (Van der Kamp and Toren, 2003). Developing an effective validation system for non-formal education or experience-equivalency is also crucial. Adult learners want to minimise the amount of time spent on continuing education and maximize their results, thus it is strongly recommended that flexibility built in to the programs, giving them a choice of duration and implementation. Experience shows it is important to shorten the duration of programs by offering curricula modules and offering credits that will advance their careers. A flexible approach could include weekend classes, online courses, as well as training and educational opportunities at different times during the day and week. It is also more convenient for adults when institutions offer multiple entries, exit, and re-entry points for learners.

More applied research is needed in Georgia. As this survey was conducted only in Tbilisi, it is recommended that more comprehensive and systematic studies be carried out. These will contribute to evidence-based adult education policy and allow Georgians to have greater access to practical solutions for adult continuing education.

REFERENCES


