



DVV International

Education for Everyone. Worldwide.
Lifelong.

ADULT EDUCATION SURVEY

GEORGIA

2020-2021



German Institute for
Adult Education
Leibniz Centre for
Lifelong Learning



CAUCASUS
RESEARCH
RESOURCE
CENTER

© 2021 DVV International
DVV International is the Institute for
International Cooperation of the Deutscher
Volkshochschul-Verband e.V. (DVV),
the German Adult Education Association.

Published by:
DVV International Georgia
20 Kipshidze str., Apt. 3
0179 Tbilisi
Georgia
www.dvv-international.ge
www.dvv-international.de

Editors: Maja Avramovska, Lali Sandeladze,
Elisabeth Reichart, Sarah Widany

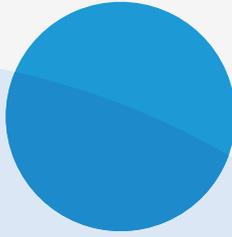
Working group:
Emir Avdagic, Ramadan Alija, Maja Avramovska,
Nana Chabukiani, Ester Hakobyan, Elisabeth Reichart,
Biljana Mojsovska Manojlova, Lali Santeladze, Sarah Widany

Project partner:
German Institute for Adult Education
Leibniz Centre for Lifelong Learning
Heinemannstraße 12-14
53175 Bonn
Germany
www.die-bonn.de

Survey conducted by: CRRG Georgia
1 Liziko Kavtaradze str.
(Former 5 Ilia Chavchavadze Ave.)
Entrance III-IV, First Floor
0179 Tbilisi, Georgia

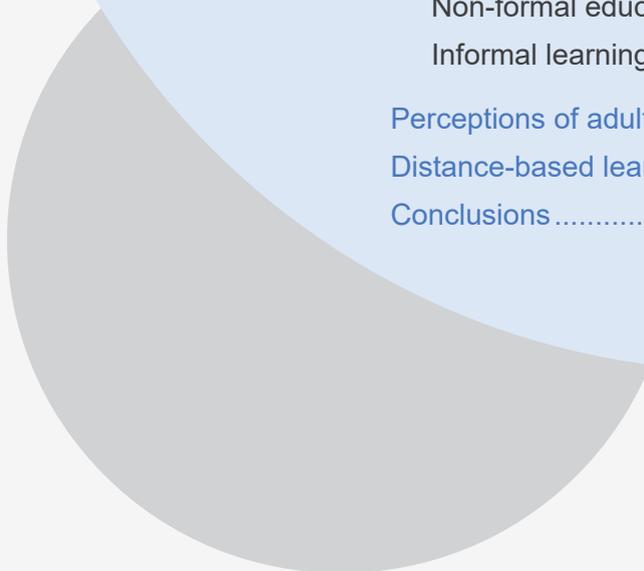
Cover photos: Getty Images/Ali Kahfi; Getty Images/gremlin
Design: Natia Mzekalashvili
Print: Siesta, Georgia
ISBN: 978-9941-8-3848-4

Supported by:  Federal Ministry
for Economic Cooperation
and Development



Contents

Preface	2
List of abbreviations.....	6
Executive summary	7
Access to information	7
Participation in education and training.....	7
Attitudes towards adult education.....	9
Distance-based education	9
Introduction.....	10
Methodology	11
Data collection	11
Data analysis.....	12
Findings.....	13
Respondent background characteristics	13
Access to information about learning opportunities and guidance	31
Participation in education and training.....	33
Formal education.....	33
Non-formal education	40
Informal learning.....	50
Perceptions of adult learning	53
Distance-based learning during COVID-19	65
Conclusions.....	74





Maja Avramovska

Regional Director
Caucasus and
Southeast Europe
DVV International



Dr. Elisabeth Reichart

Research Associate
DIE Bonn



Dr. Sarah Widany

Supported the project first as
Head of the System and Policies
Department at DIE, and then as a
substitute professor at the University
of Potsdam

Dear Readers,

DVV International and DIE Bonn started planning and implementing a complex regional project in 2019 which aimed to analyse the state-of-the-art of adult learning and education (ALE), and the participation of adults in education and training (formal, non-formal and informal learning). The qualitative study was conducted in Armenia, Bosnia and Herzegovina, Georgia, and Kosovo, and the adult education survey was implemented in Armenia, Georgia and Kosovo.

The purpose of the complex project was to conduct a comprehensive analysis of the ALE sector, and to provide data that would be used when creating policy and legislation in the ALE, vocational education and training, employment, lifelong learning sectors, and in other relevant areas.

The qualitative and the quantitative studies, as well as the seven country reports, were conducted and prepared from the second half of 2019 until June 2021. The quantitative study was commenced first, and the implementation of the qualitative studies started when the initial results began to arrive.

Monitoring progress on the basis of data-based surveys plays an important role in European strategy development on lifelong learning. The studies and AE surveys presented constitute a substantial stock-taking effort for the countries represented here (Armenia, Bosnia and Herzegovina, Georgia, and Kosovo), aiming to provide a comprehensive picture of adult learning, as well as of its prerequisites and challenges.

Closely following the Adult Education Survey (AES) – which is a well-established international survey on adult learning –, national specificities and information needs were identified in the coordination of the cooperation partners and through the involvement of national experts. The standard questionnaire was thus adapted to national circumstances and supplemented with additional questions on learning attitudes and motivation, as well as on educational and support needs in the face of massive changes on the labour market. Questions concerning access to education and (digital) learning during the

pandemic were added at short notice in response to the Covid pandemic. The survey results answer a number of questions, and provide information about the extent and quality of adult learning. How are learning and attitudes towards learning distributed in the adult population? Which groups are involved, and to what extent? Are particular forms of learning used by different groups? What role do socio-economic conditions play, e.g. the employment context or residence in rural or urban areas?

The qualitative country reports provide additional in-depth information on the specific national context of the education system, and on the location and promotion of ALE, gathered in qualitative studies by a team of international and national experts according to a standard outline. Together, the two reports form an excellent basis for the participating countries to assess the current situation against the background of education policy objectives and to develop political strategies for improving the ALE system.

Since the studies were carried out in four countries according to a uniform scheme, the comparison offers additional possibilities for classifying the respective national situation. As such comprehensive analyses and studies and surveys in the ALE sector were conducted for the first time in all the countries involved in this project, we are confident that a number of governmental and non-governmental institutions and organisations in these four countries and beyond will use the data and knowledge obtained.

We hope that these publications will provide a basis for discussions on further policy development, and thus contribute to the establishment of an evidence-based design of the ALE systems in Armenia, Bosnia and Herzegovina, Georgia, and Kosovo.

We would like to take this opportunity to sincerely thank the members of the project working group, the authors, and the research institutes, for their professional and fruitful cooperation, and for the excellent results and achievements, which were largely finalised in a difficult period during the coronavirus pandemic.

We hope that you enjoy reading the reports!



Lali Santeladze

Country Director
DVV International Georgia

In spite of multi-year reforms and many achievements in the education sector in Georgia, adult education remains one of the less developed sectors. It continues to be overlooked, or seen chiefly in the context of vocational education, which both limits its true potential and prevents its benefits from reaching all members of society. Concepts of lifelong learning and adult education have yet to cross generational boundaries and come to promote multi-component education and learning. One of the reasons for this is the lack of availability of reliable information on the current situation in adult education, including the participation rates, educational background and skills of the adult population, and perceptions of adult education and available opportunities. The gap in statistical data, in turn, hampers the evidence-based development of national policies as well as the group-orientated alignment of adult education offerings. Without this information, it is simply impossible to plan, design and implement adult education activities and develop comprehensive strategies to strengthen this segment of the education sector. At the same time, it is difficult to assess this segment properly and to acknowledge its importance as the “fourth pillar”, along with pre-school, secondary, vocational and higher education.

The present survey fills the knowledge gap to some extent, and provides data analysis through a detailed examination of adult education in the Georgian context. Even though doing so proved challenging at times due to the lack of a comprehensive, transparent national monitoring system, the results of this analysis can assist education authorities and decision-makers in the process of creating better framework conditions for adult education. Georgia is currently in the process of elaborating the National Education and Science

Strategy for 2022-2032. Taking advantage of the unique timing, this document aims to both reflect on new approaches, and to articulate specific ways of developing adult education. The present study provides government authorities and decision-makers with valuable information which can be used as a basis for creating new framework conditions for adult education. At the same time, the study is a valuable tool for analysts, andragogues and scholars aiming to influence developments in adult education.

According to the survey, less than 20% of the adult population (aged 18-64) attended some form of formal (7%) or non-formal (13%) education in 2020. This is considerably lower than the EU-27 average (almost 47%). Informal learning is also less widespread than in the average of the EU-27 countries. More than half of the population agree with the statement that people over 30 have too many other things to do in order to continue their education. This illustrates their limited understanding of the benefits and value of lifelong learning. Ethnic minorities and residents of rural areas have fewer opportunities to participate in adult education programmes, which means that equal access is not ensured across the country. Careful consideration of these alarming trends is warranted, as Georgia continues to strive to internalise European values.

The survey creates a valuable statistical framework for nationwide and regional discussions, inter-sectoral collaboration, policy considerations, and the joining of forces for developments in adult education in Georgia that are critically necessary. This in turn will facilitate positive changes in human capital management and serve as an important precondition for the country's sustainable socio-economic development.

List of abbreviations

AE	Adult education
CRRC Georgia	Caucasus Research Resource Centres Georgia
DIE	German Institute for Adult Education
DVV	Deutscher Volkshochschul-Verband

Executive summary

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. As a professional organisation in the field of adult education and development cooperation, DVV International has dedicated itself to supporting adult education and lifelong learning for more than 50 years. In the Caucasus and in South-Eastern Europe, DVV International works in Armenia, Georgia, Bosnia and Herzegovina and Kosovo. The German Institute for Adult Education (DIE) focuses on the development and advancement of adult education. DVV and DIE commissioned CRRC Georgia to conduct a survey on adult education in the country. This report presents the findings of that survey.

The survey data collection took place from 24 September to 3 November 2020. Stratified cluster sampling was used for data collection. The survey was stratified by settlement type and ethnic composition. Strata include the capital, other urban areas, rural areas, and predominantly minority settlements. The survey interviewed 4,294 respondents (aged 18-64), and it had an overall margin of 1.4%, and a response rate of 35%.

The data collected within the study leads to a wide range of conclusions about education in Georgia. Key findings are presented below by thematic area.

Access to information

Relatively few Georgians sought out information on educational opportunities in the year prior to the survey. Among those who did, most found

the information that they were looking for. Young people, residents of Tbilisi, women, ethnic Georgians, and those outside the labour force, were more likely to seek information. Social media and the Internet more generally were the main sources of information. These findings led in turn to the conclusion that promotional activities for adult education would be likely to be successful online, since this is where people tend to look for educational opportunities in the first place. It also suggests that access to information tends not to be an issue when it comes to educational activities. Rather, demand for information appears low, given that only 17% of people reported seeking information for educational activities. Given these findings, it is recommended that:

- efforts aimed at providing information about adult education activities should avail themselves of online resources;
- efforts should focus more on promoting demand for adult education, rather than on making it easier to gain access to information about it.

Participation in education and training

The study found that informal learning is the most common form of education in adult life among 18- to 64-year-olds in Georgia, followed by non-formal and formal education.

This is somewhat intuitive, as informal learning takes numerous forms, from learning to garden with family members, to watching YouTube videos on computer programming.

Relatively few people were engaged in formal education (7% of the 18- to 64-year-old public). When it comes to reasons for not taking part in formal education, the data indicates that people tended not to need a formal qualification for either personal or professional reasons. Family obligations were also cited as a key reason for not seeking formal education.

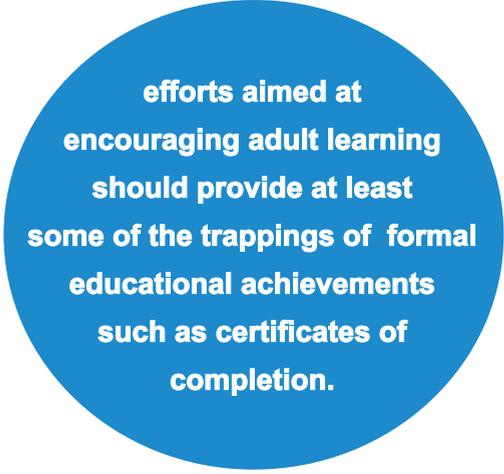
More people, though still a small minority (13%), were engaged in non-formal education. People engaged in non-formal education tended to be younger and to work in more highly-skilled white-collar professions. In light of this, it is perhaps unsurprising that about half of non-formal education was job-related, and respondents reported professional reasons for engaging in non-formal education. Similarly, respondents tend to report that the non-formal educational activity helped them with their work. Among those who were not in non-formal education, the reasons were quite similar to the reasons for not participating in formal education: Most people report having no need for educational activities personally or professionally, or had family obligations which prevented them from engaging in non-formal education.

In contrast to formal and non-formal education, nearly half the public were engaged in informal learning (46%). As with formal and informal ed-

ucation, though, it was most common among younger people. The main modalities of informal learning were using computers and learning via family members.

Given the relative popularity of informal learning, efforts aimed at increasing the share of adult education might focus on these means. As noted above, people tend to seek information about learning opportunities online. Providing more informal learning opportunities online may lead to a larger uptake, since this is where people are already seeking out learning opportunities. In this vein, it is recommended that:

efforts aimed at encouraging adult education should focus on providing digital education. Even though the public is most frequently engaged in informal learning, people tend to place greatest faith in formal education. In this regard, making non-formal learning efforts more formal in appearance (e.g. by issuing certificates of completion) could encourage greater participation in non-formal learning efforts. In this vein, it is recommended that:



efforts aimed at encouraging adult learning should provide at least some of the trappings of formal educational achievements such as certificates of completion.

Attitudes towards adult education

The above conclusions demonstrate that adult education is concentrated among younger populations. This pattern falls in line with perceptions of adult education. A majority agree that younger people have an easier time learning new skills, that people under the age of 30 are more interested in learning, and that people aged over 30 have too many other things to do to continue with education. Almost half also agree that learning is difficult over the age of 30.

The above data and pattern present two paths towards expanding adult education. Efforts could be focused on expanding adult education in the populations most likely to be interested in adult education – young people. This is likely to be the easiest way to expand the number of people engaged in adult education because this is the population that is already most likely to take up adult education, thus demonstrating demand for it. Besides, efforts could focus on those who are less likely to engage in adult education. This will probably necessitate promoting the value of adult education among older individuals to change the perceptions described in the previous paragraph. It should be noted that these two options are not mutually exclusive, and could be pursued jointly. The public also tends to equate adult education with vocational education, with most people thinking that it is useful for people working as plumbers or electricians. Given that adult education programmes can cover a wide range of topics, from computer programming to risk management, efforts to promote adult education could focus

on this broader spectrum of adult education opportunities. This could facilitate a change in perceptions among older populations in particular, who, as noted above, are less engaged and less inclined to think that adult learning opportunities are appropriate for individuals over the age of 30. The population tends not to think that adult education is exclusively reserved for the rich or for people with connections to NGOs. In this regard, promotion of adult education is unlikely to be inhibited by these factors.

When it comes to who is responsible for adult educational opportunities, the public believes that the state is responsible for almost all aspects of adult education, from identifying training needs to job placement. Relatively smaller shares also think that employers share some of the responsibility.

Distance-based education

In light of the pandemic, numerous education efforts around the world have moved from in-person to online. The data presented in this report shows a similar pattern, with 11% of the 18-to 64-year-old public reporting that they had taken part in some distance-based learning activity. Among those who took part in distance-based education, most reported that it was for a formal activity that was originally planned to be face-to-face. In terms of the advantages of distance-based education, people report that reduced time spent travelling, as well as the associated costs, are the key advantage. The key disadvantages were that interacting with the instructor was difficult, as were hands on activities.

Introduction

DVV International is a professional organisation in the field of adult education and development cooperation. DIE is a research organisation in the field of adult education and lifelong learning. DVV International and DIE supported an adult education survey to fill a gap in data on adult education in Armenia, Georgia and Kosovo. The survey aims to enable DVV International's advocacy efforts in adult education in Armenia, Georgia and Kosovo. DVV International and DIE commissioned CRRC Georgia to carry out fieldwork in Georgia. This report presents the results of the survey in Georgia.

In support of DVV's and DIE's goals, the data collection efforts focused on the following topics:

- Educational background and skills of the pre-retirement adult population;
- Perceptions of adult education and educational opportunities;
- Participation in different forms of education and learning;
- Distance-based learning during COVID-19.

To address these issues, the adult education survey used the European Adult Education Survey (AES) survey questionnaire, slightly modified for context. The survey was conducted between 24 September and 3 November 2020. It is nationally representative, as well as being representative of Tbilisi, other urban areas, rural areas, and predominantly minority settlements. There were a total of 4,294 respondents in the survey, resulting in an average margin of 1.4% and with a response rate of 35%.

This report proceeds as follows:

The study's methodology is presented in the next section. The findings are provided in the following section. The findings sections are broken down into five chapters. These cover respondents' background characteristics, access to information about educational opportunities, participation in education and training, perceptions of adult learning, and distance-based learning during COVID-19. The report ends with conclusions. The study's survey questionnaire is provided in CRRC Georgia's Online Data Analysis portal: caucasusbarometer.org

Methodology

The study made use of quantitative data collection and analysis. This section of the report provides an overview of the data collection, including questionnaire development, sampling and survey characteristics, as well as data analysis. All the results reported are based on weighted data.

Data collection

The survey questionnaire for the study was developed using questions from the European Adult Education Survey. Supplemental survey questions were developed in order to specifically address conditions on the ground in Georgia, and the COVID-19 crisis. The final survey questionnaire includes questions on the following subjects:

- Employment;
- Demographics;
- Migration history;
- Education and training, including formal education, non-formal and informal learning;

- Access to information about learning opportunities and guidance;
- Participation in education and training activities;
- Perceptions about adult education opportunities;
- Distance-based learning during COVID-19.

CRRG Georgia used stratified cluster sampling to collect representative data. Election constituencies were used as primary sample units. Households were used as secondary sampling units. Random walk was used to sample households within clusters. The respondent was selected using a Kish Table. The survey interviewed 18- to 64-year-old adults, and was stratified by settlement type and ethnic composition. Strata include the capital, other urban areas, rural areas, and predominantly minority settlements. The survey includes 4,294 respondents, had an overall margin of 1.4%, and a response rate of 35%. It was conducted between 24 September and 3 November 2020. Survey characteristics for each stratum are provided in the table below.

Figure 1:
Survey characteristics

Stratum	Sampled population	Achieved sample size	Response rate
Overall	14,460	4,294	35%
Capital	6,000	666	12%
Urban	3,000	1,315	48%
Rural	3,480	1,733	58%
Minorities	1,980	582	52%

Data analysis

The study primarily uses descriptive statistics, including frequencies and crosstabs. Frequencies describe the overall situation nationally, while

cross-tabulations break down the data for different groups. Cross-tabulations are presented for the following variables in the report below:

- Ethnicity (minority or not);
- Settlement type (capital, other urban, rural);
- Age group (18-24; 25-44; 45-64);
- Migration history (lived in another country or not);
- Income (above or below 300 Euros per month);
- Education level (secondary, vocational, tertiary);
- Sex (male or female)

The distributions of the above groups are provided in the table below:

Figure 2:

Sample size per group

Variable	Category	Sample size
Sex	Male	1,626
	Female	2,668
Age group	18-24	431
	25-44	1,773
	45-64	2,090
Income	Below 248 Euro	2,296
	Above 249 Euro	733
Ethnicity	Ethnic Georgian	3,642
	Ethnic minority	652
Migration history	Has never migrated	3,692
	Has migrated	601
Education level	Secondary	1,930
	Vocational	1,068
	Tertiary	1,284
Settlement type	Capital	664
	Other urban	1,422
	Rural	2,208
Employment status	Outside the labour force	259
	Unemployed	2,378
	Employed	1,649

This section of the report provides the findings of the study. It first describes respondents' background characteristics in terms of their migration and educational attainment. It then provides findings related to participation in education and training. The following sub-section presents data related to perceptions of adult learning. The final sub-section provides data on online learning in the context of COVID-19.

Findings

Respondent background characteristics

This chapter provides data on a number of characteristics of the respondents, including the weighted distributions of the following variables: sex, age, education level, ethnicity, migration status, income level, settlement type, languages known, and employment status.

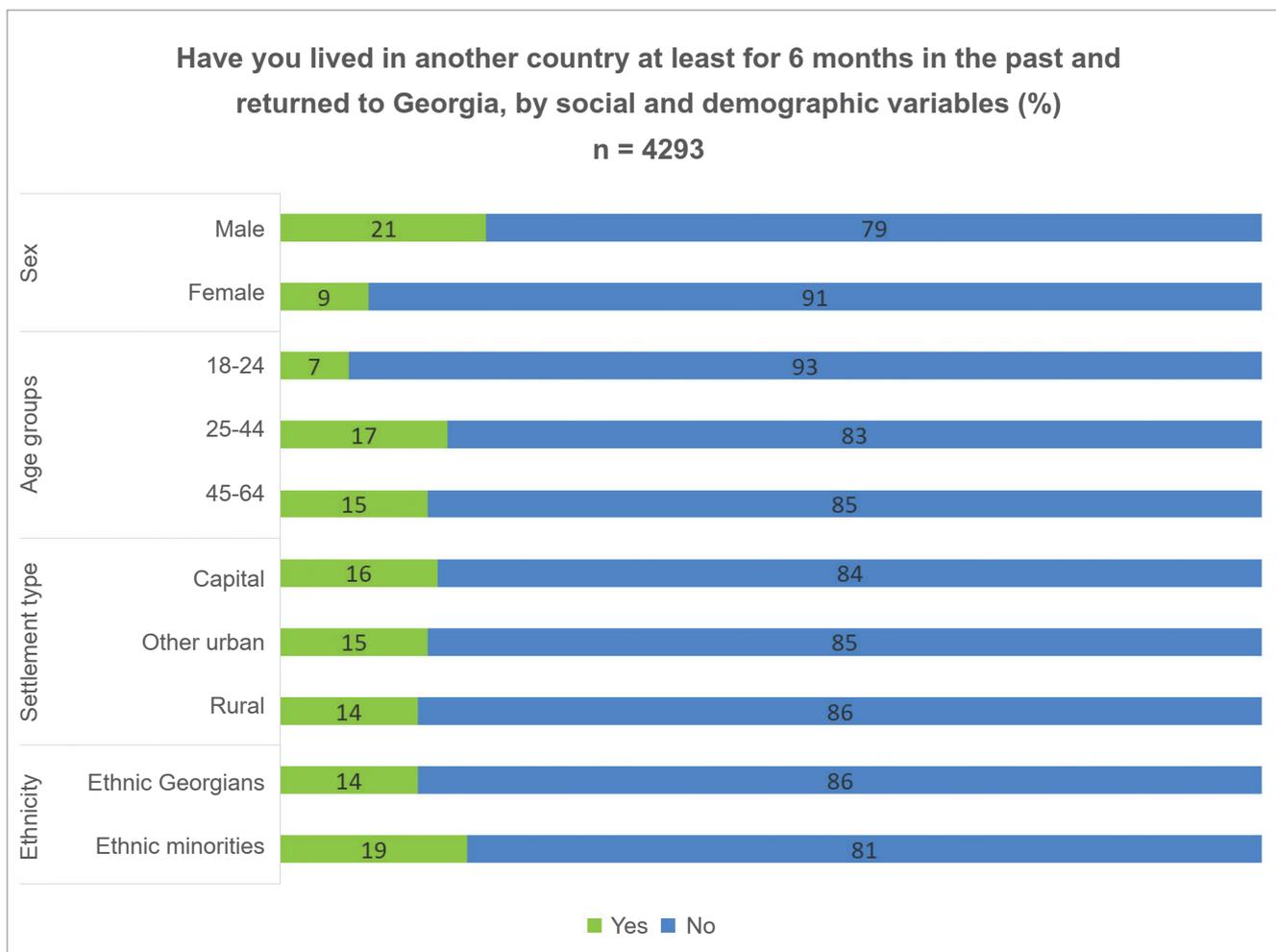
The share of women in the data is 53%, and that of men is 47%. The average age of the respondents was 43.7, and their median age was 44. The data on age was broken down into three groups (18-24, 25-44, 45-64). The share of 18-24 year olds was 15%. The same figure for 25-44 year olds was 45%, and for 45-64 year olds it was 40%. The share of respondents in Tbilisi was 26%, in other urban areas 29%, and in rural areas 44%. 88% of the total sample reported a Georgian ethnic background. The weighted share of ethnic-minority respondents was 12%, including 4% Armenians, 7%

Azerbaijanis, and 1% other minority ethnicities. Given their relatively small shares, data for ethnic minorities is reported as an aggregate throughout the remainder of the report.

The study also asked about citizenship. 99.6% of all respondents were Georgian citizens only, virtually 0% were dual nationals, and 0.3% were nationals of other countries. The vast majority of respondents were born in Georgia (99%), and only a small share were born in another country (1%). With regard to migration status¹, 15% of the respondents reported having lived somewhere for six months or more. Men (21%) were more likely than women (9%) to have lived elsewhere. Older people reported that they had lived abroad more often than young people (18-24: 7%, 25-44: 17%, 45-64: 15%). People in Tbilisi (16%), other urban areas (15%), and rural areas (14%) reported living abroad at similar rates. Ethnic minorities were more likely to report having lived abroad (19%) than were ethnic Georgians (14%).

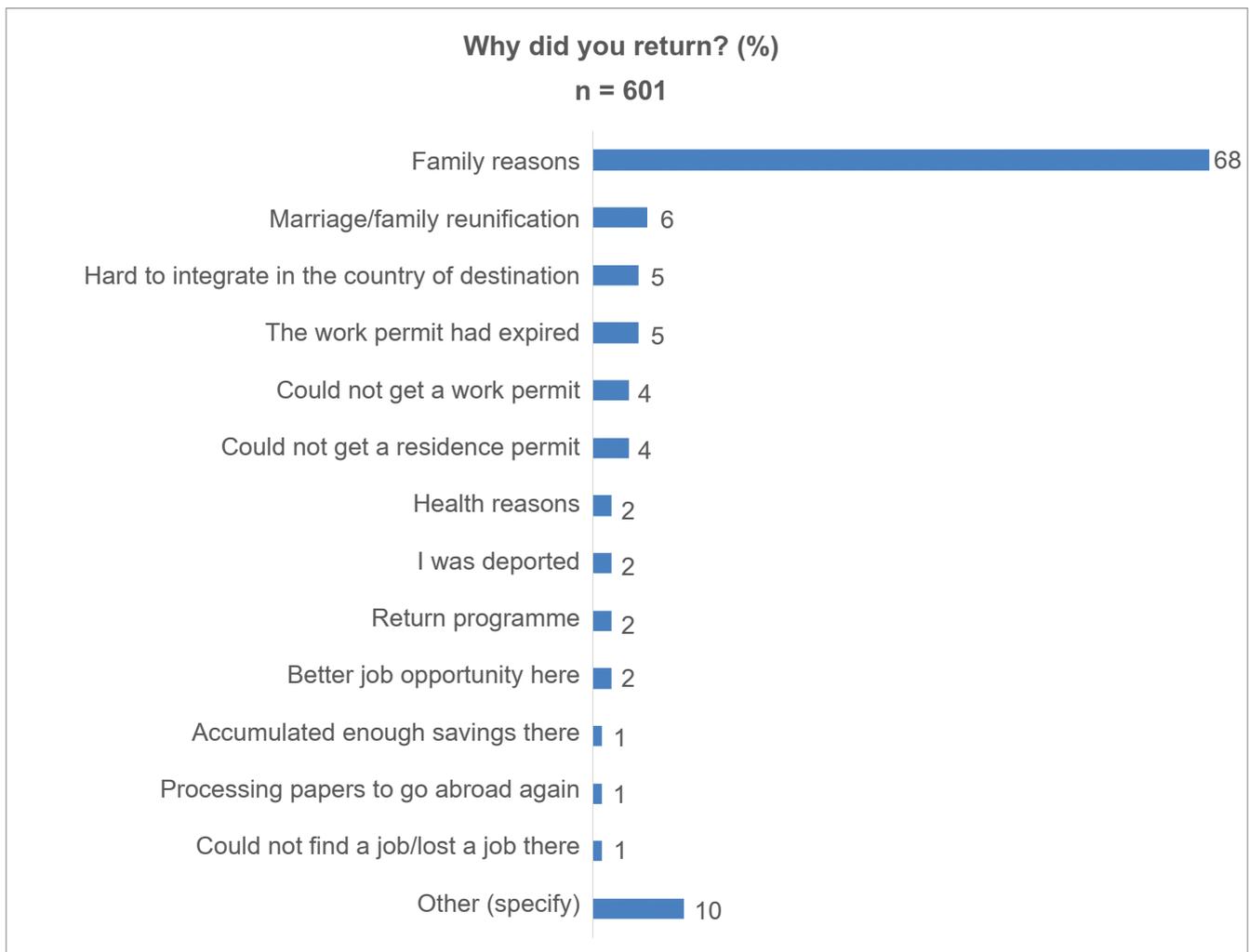
¹ As suggested in this sentence, migration status refers to someone who has lived somewhere outside the country for 6 months or more. In this regard, migration status refers to such individuals throughout this text.

Figure 3:
Migration status by social and demographic variables



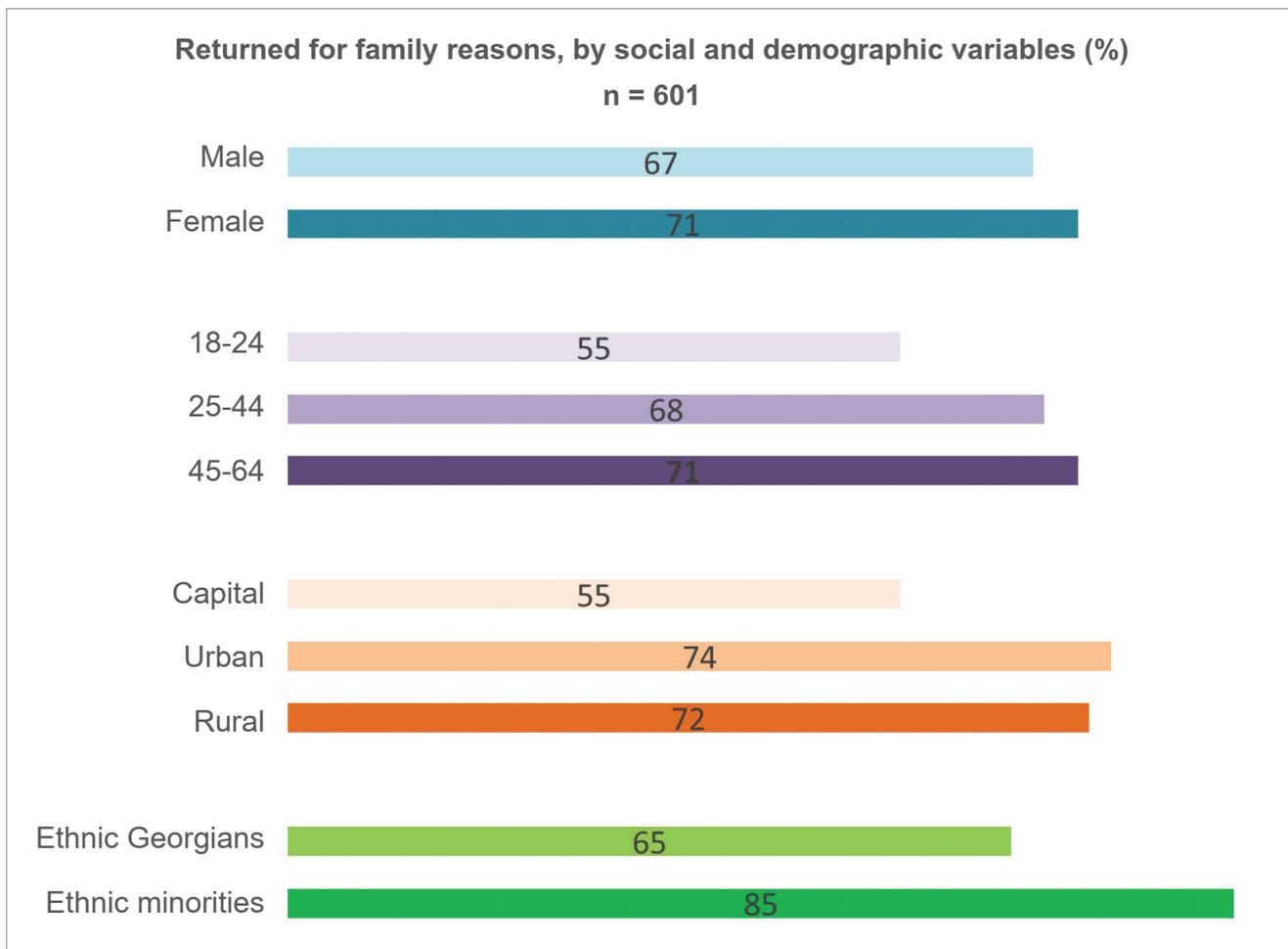
The study also asked about reasons for returning from migration. The results suggest that the main reasons for returning among those who stated a reason are family related (68%); marriage/family reunification (6%), hard to integrate in the country of destination (5%), and work permit has expired (5%). Other responses were named by fewer than 5% of the population.

Figure 4:
Reasons for returning from migration



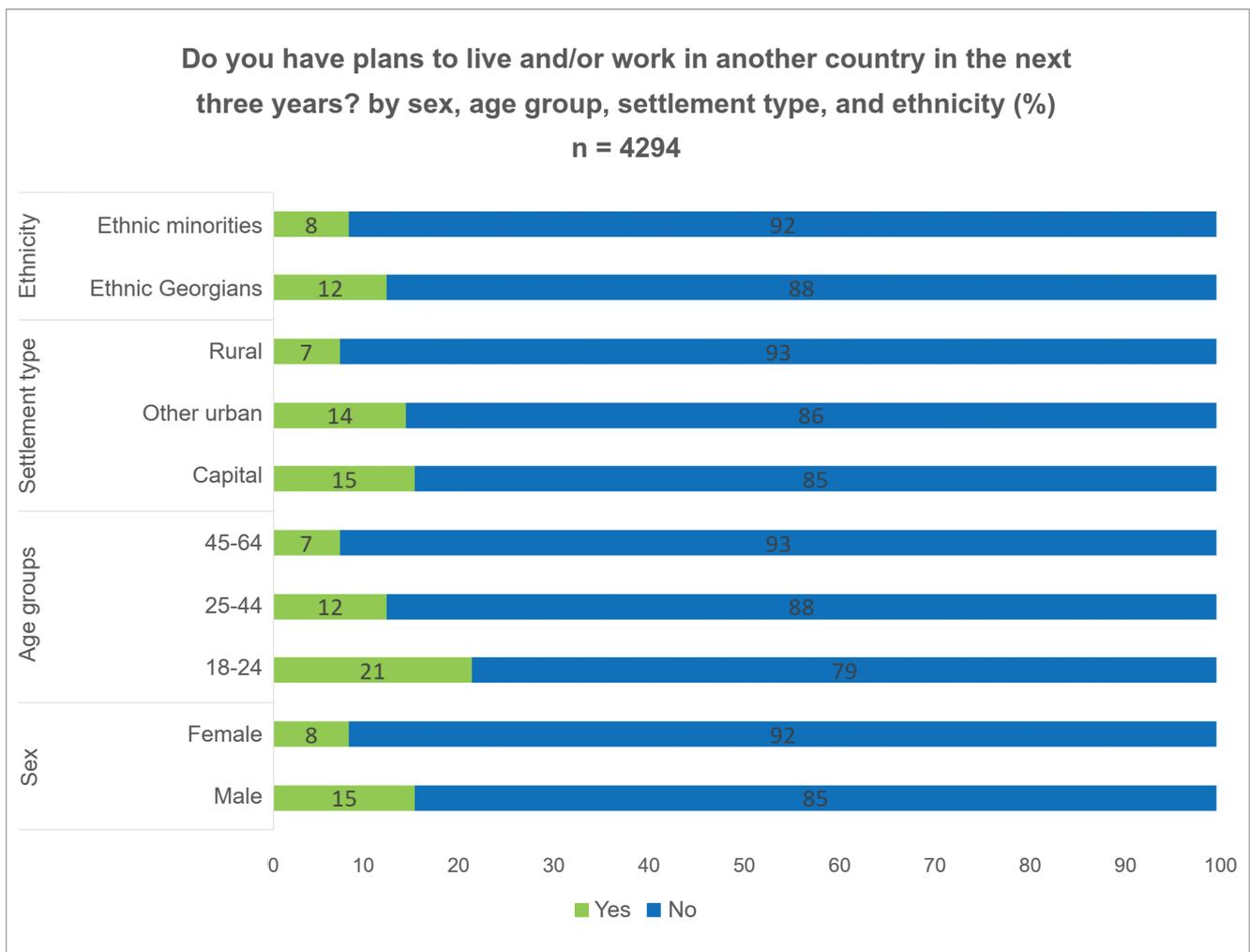
Those respondents who named family reasons as the main reason for their return were slightly more likely to be female (71%) than male (67%). Family reasons were named more often among older respondents (18-24: 55%, 24-44: 68%, and 45-64: 71%). Ethnic minorities were significantly more likely to name family reasons (85%) than ethnic Georgians (65%). People in the capital (55%) named family reasons significantly less frequently than people in rural areas (72%), and other urban residents (74%).

Figure 5:
Reasons for migration by social and demographic variables



The study also asked respondents about their migration intentions. The data indicates that 11% of individuals intend to go abroad to live and/or work within the next few years. The population aged 18-24 (21%), the male population (15%), and those living in the capital (15%) and in other urban areas (14%) were more likely to report an intention to go abroad than other groups.

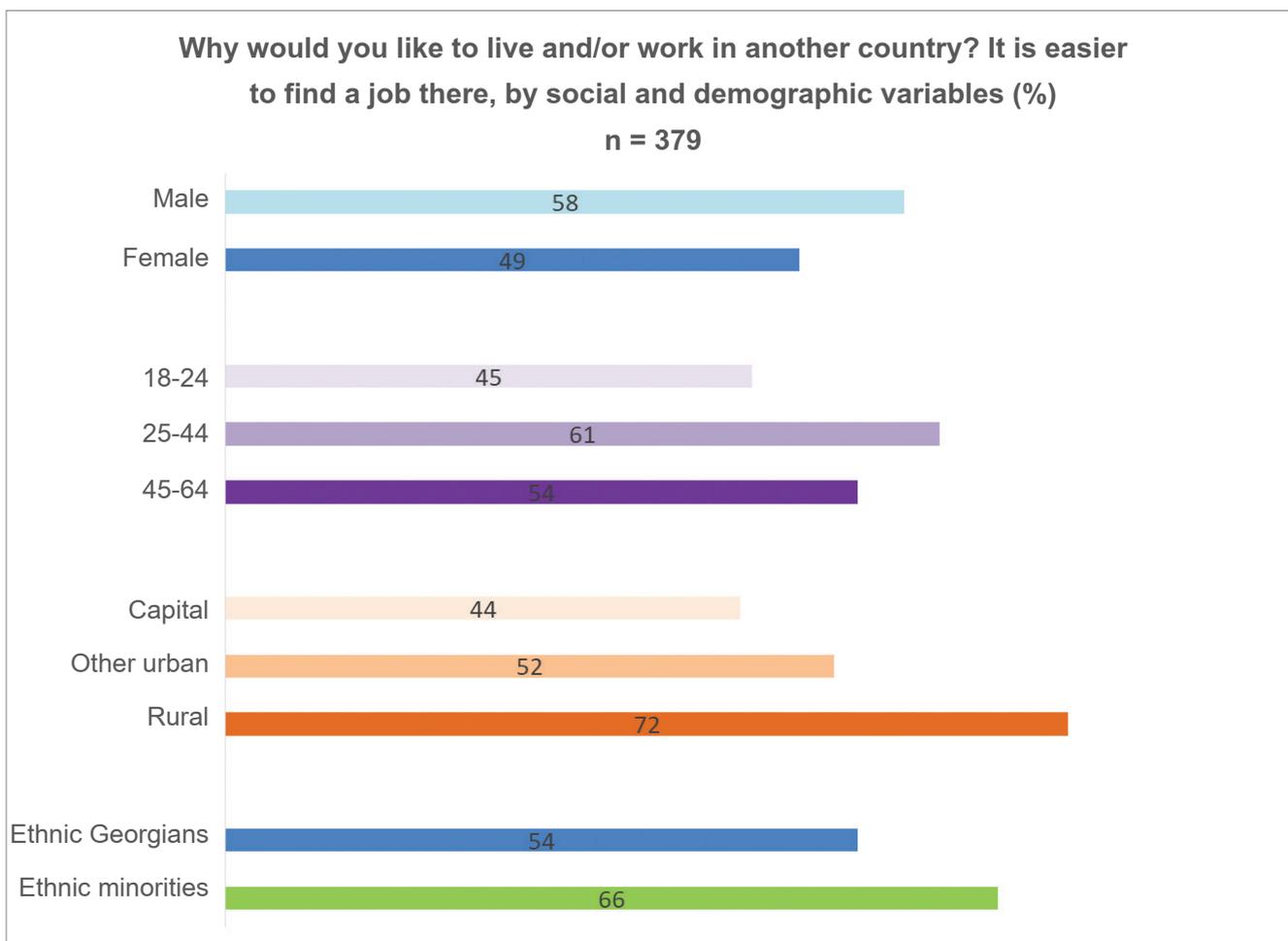
Figure 6:
Intention to migrate by social and demographic variables



When it comes to the reason why people intend to migrate, the study suggests that the main reason is 'It is easier to find a job there' (51%), followed by 'The wages are higher there' (50%), and 'The working conditions are better there' (36%). Reporting that 'It is easier to find a job there' was more common among men (58%) than among women (49%). Ethnic minorities (66%), and people aged 25-44 (61%) mentioned this reason more frequently as well, compared to ethnic Georgians (54%) and to people aged 18-24 (45%) and 45-64 (54%).

Figure 7:

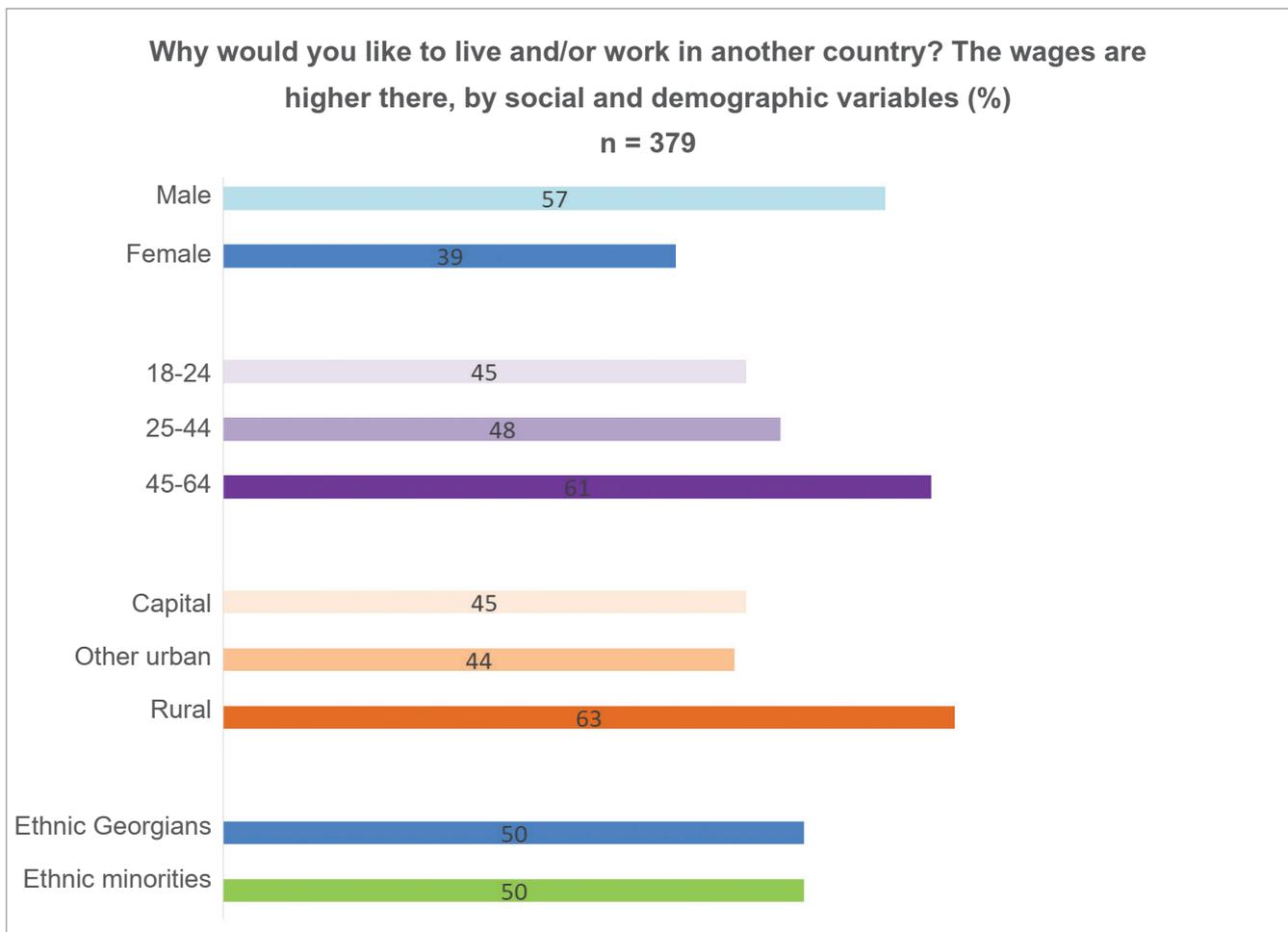
Reasons for migration 'It is easier to find a job there' by social and demographic variables



The second response, 'The wages are higher there', was also more common among men (57%) than among women (39%). Ethnic Georgians (50%) and minorities (50%) named this reason at equal rates. Older people (45-64) named this reason more often (61%) than younger age groups. People in rural areas also named this reason significantly more often (63%) than people in Tbilisi (45%) and other urban areas (44%).

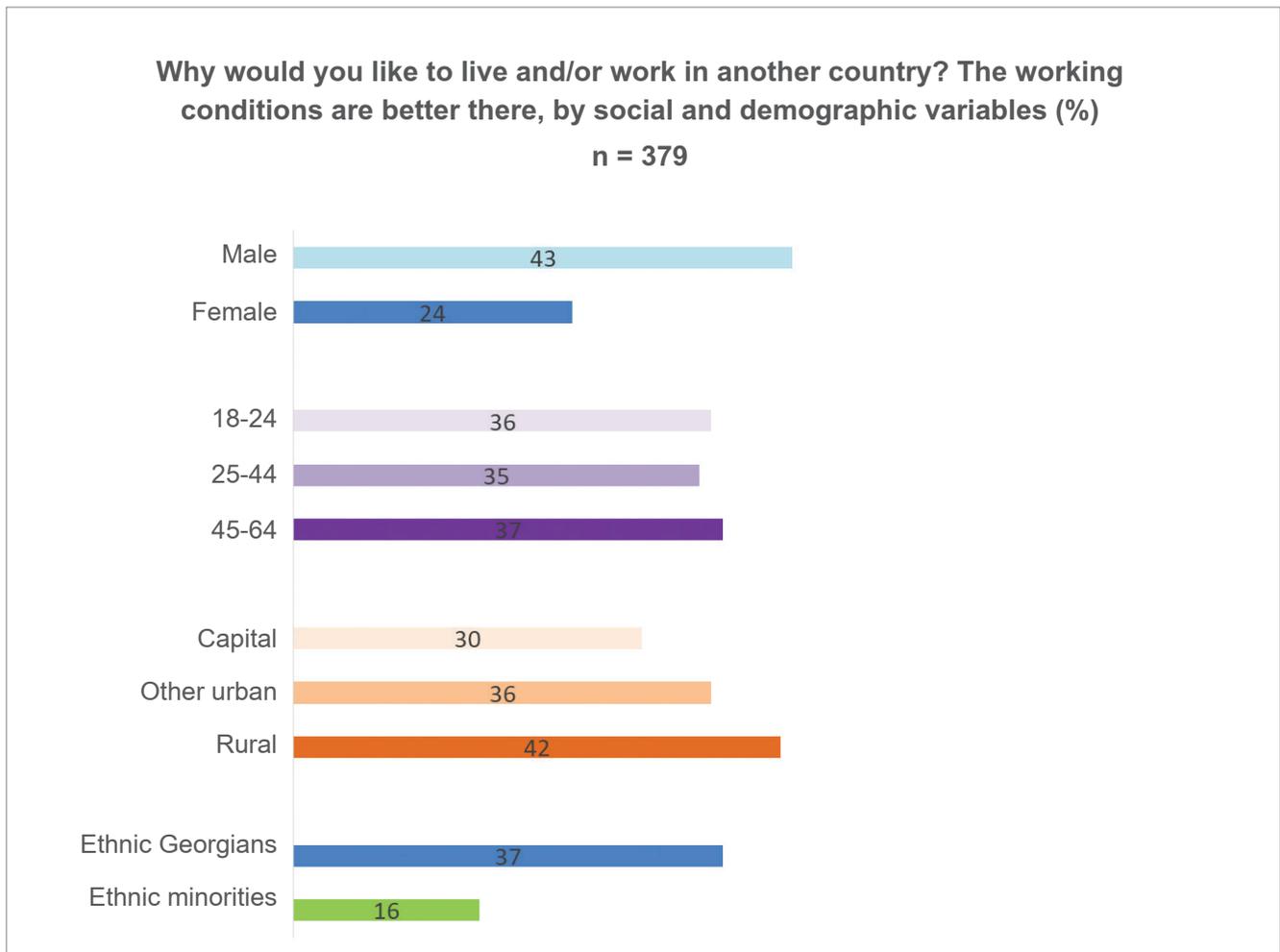
figure 8:

**Reasons for migration 'The wages are higher there'
by social and demographic variables**



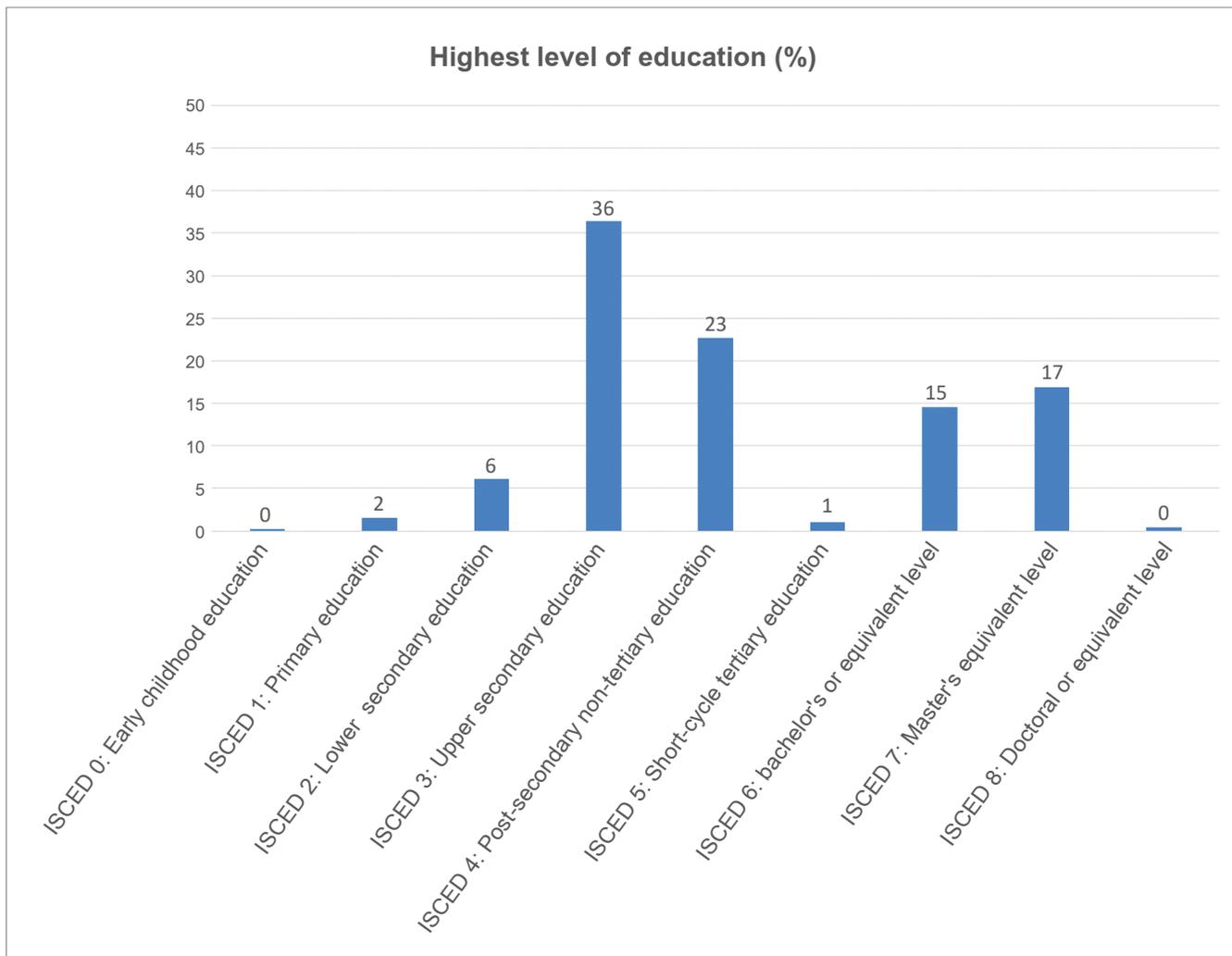
The third issue 'The working conditions are better there' was also more common among men (43%) than among women (24%). Ethnic Georgians (37%) mentioned this more often than ethnic minorities. Older and younger people named this reason at similar rates. People in the capital were less likely to name this reason (30%) than people in other urban settlements (36%) and rural areas (42%).

figure 9:
Reasons for migration 'The working conditions are better there' by social and demographic variables



The study also asked about education level. The overall distribution of educational achievement is presented in the chart below. Given the small sample size in some education levels, the data in the remainder of the report is presented for people who have secondary education or less (44%), secondary technical (24%), and higher than secondary education (32%).²

figure 10:
Educational achievement

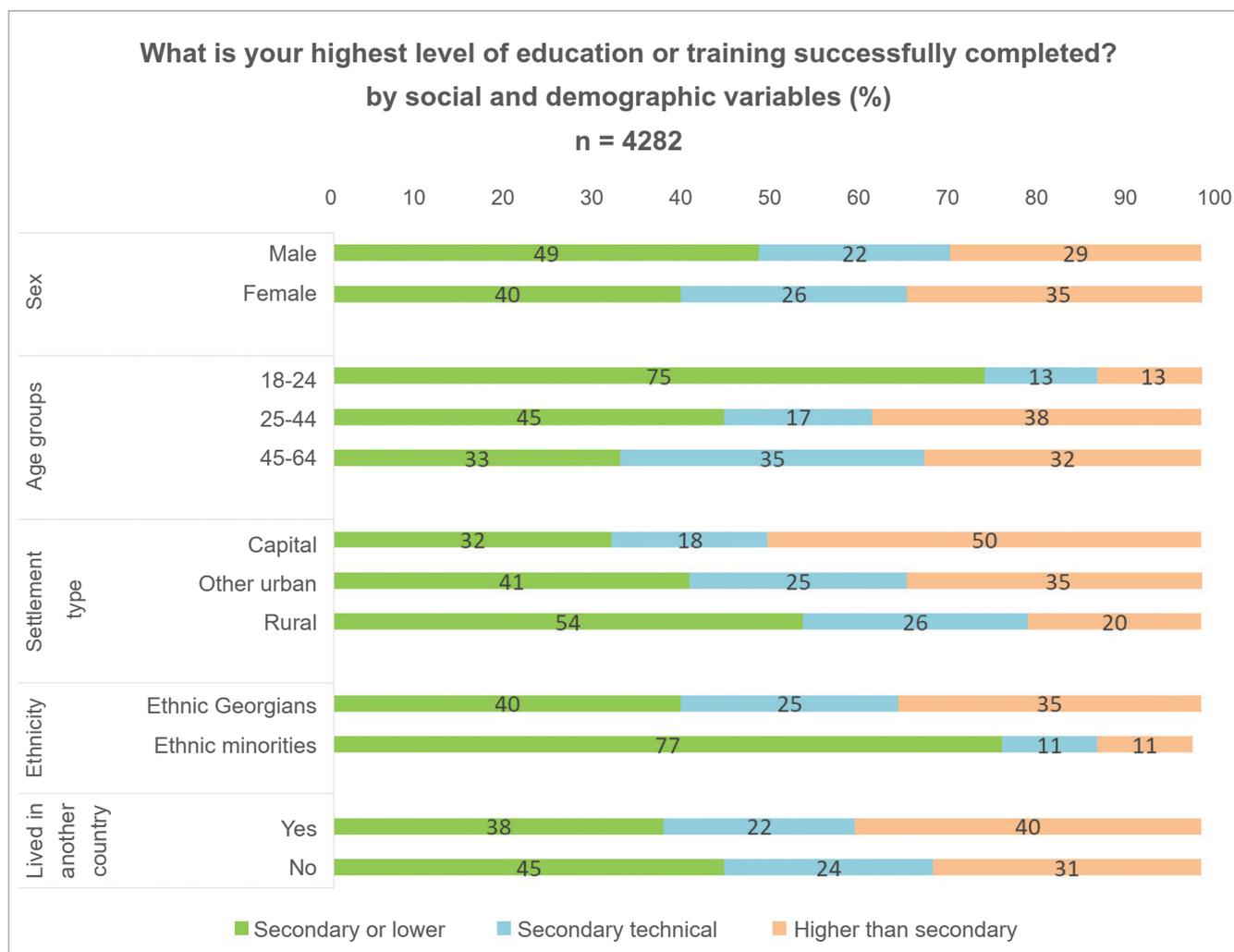


² Short-cycle tertiary education generally refers to 2-year programmes, often of a vocational nature such as a 2-year nurse's assistant certificate or a 2-year forestry programme.

When data on educational achievement is broken down by social and demographic characteristics, it shows a number of differences. Women (35%) are more likely to have higher education than men (29%). People aged 25-44 (38%) are also more likely to have reached a higher level of educational achievement than older people (32%), or younger people aged 18-24 (13%). People in Tbilisi (50%) and other urban areas (35%) are also more likely to have tertiary education than people in rural areas (22%). Ethnic minorities (11%) were less likely to have higher education than ethnic Georgians (35%). People who have migrated are more likely to have higher levels of education (40%) than people who have not migrated (31%).

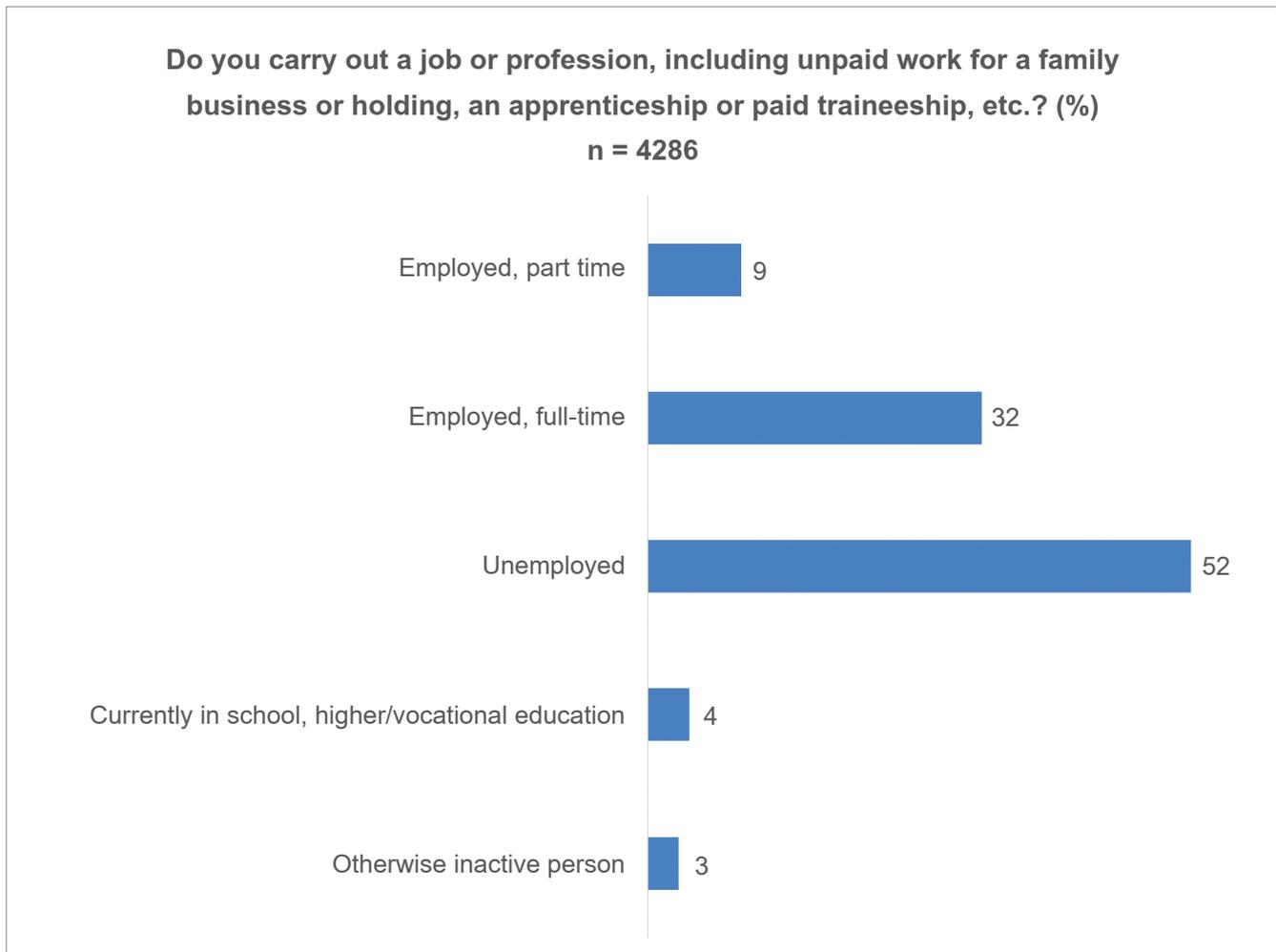
figure 11:

Educational achievement by social and demographic variables



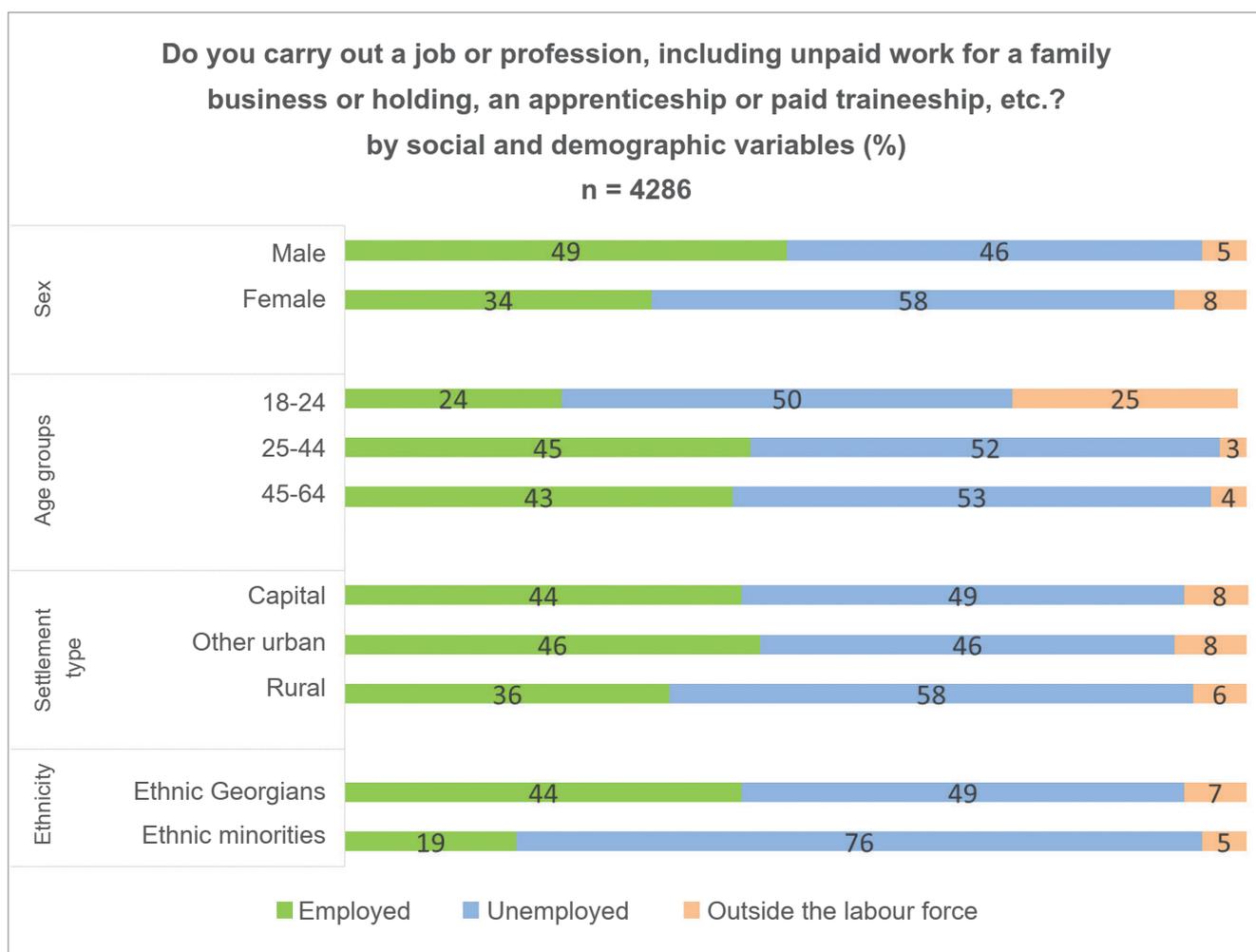
With regard to employment, the study found that 32% of people were employed full-time, 9% part-time, 4% in education, 52% unemployed, and 3% inactive. Given the relatively small shares in each group, individuals in part-time and full-time employment are considered as a single group. Inactive individuals and students are also considered as a single group (outside the labour force). Unemployed individuals are also considered independently.

figure 12:
Employment



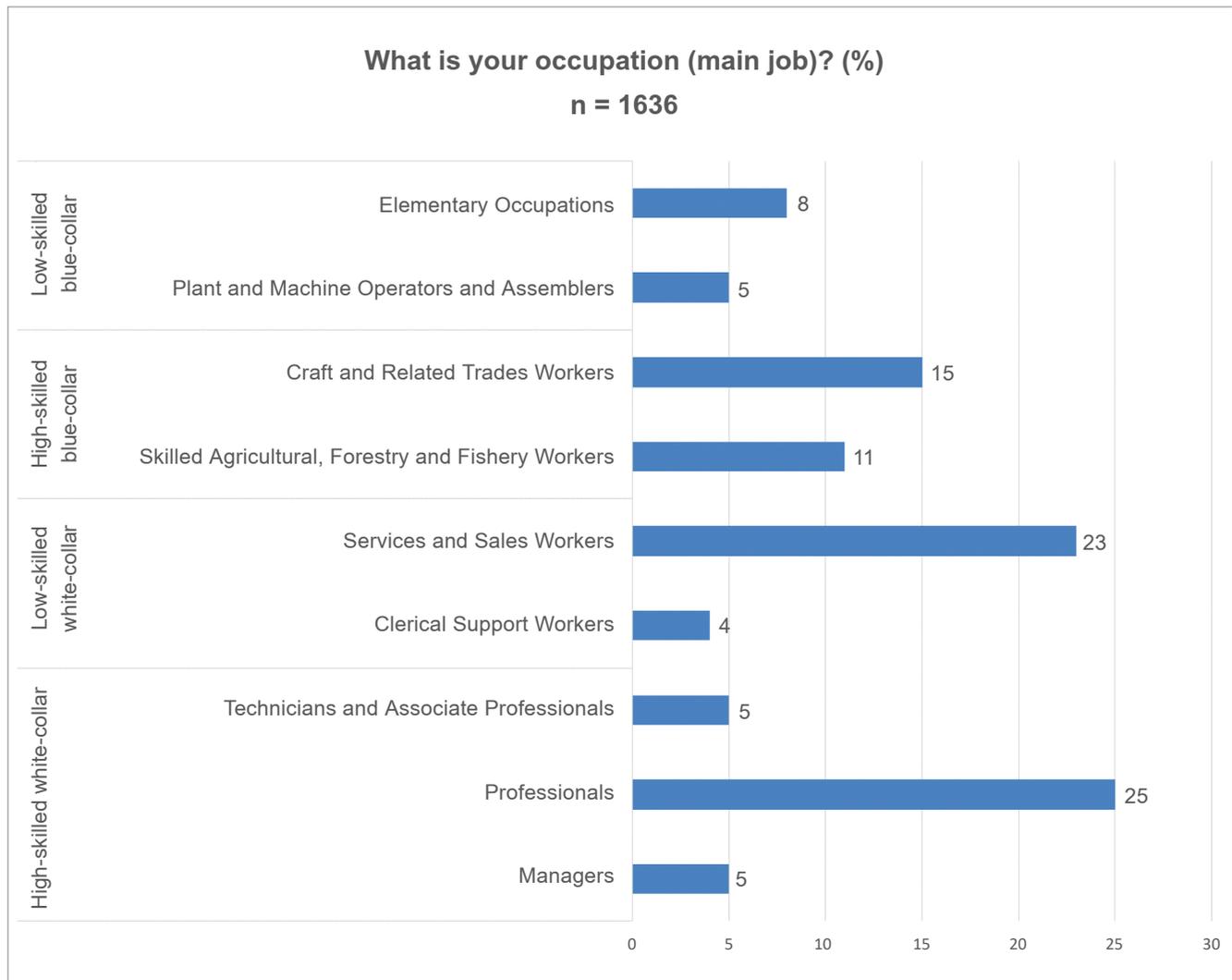
When the data on the categories described above is broken down into social and demographic groups, there are a number of groups that are more and less likely to fall into different categories, respectively. Women (8%) are slightly more likely than men (5%) to be inactive. Women (58%) are more likely than men (46%) to report that they are unemployed. Employment is more common among men than among women. Younger people aged 18-24 (24%) are less likely to be employed than people aged 25-44 (45%) and 45-64 (43%). Minorities are significantly more likely to be unemployed (76%) than ethnic Georgians (49%). People in rural areas (58%) are more likely to be unemployed than people in Tbilisi (49%) or other urban areas (46%).

figure 13:
Employment status by social and demographic variables



The study also asked about the ISCO 08 occupational categories at two-digit level. The distribution at two-digit level is provided in the chart below, together with the share per major group (single-digit level). Given the small sample size at one- and two-digit levels, the data is aggregated into four main occupational skill levels (ISCO codes 1,2,3: high-skilled white collar; ISCO codes 4,5: low-skilled white-collar; ISCO codes 6,7: high-skilled blue-collar; ISCO codes 8,9: low-skilled blue-collar)³.

figure 14:
Occupational categories

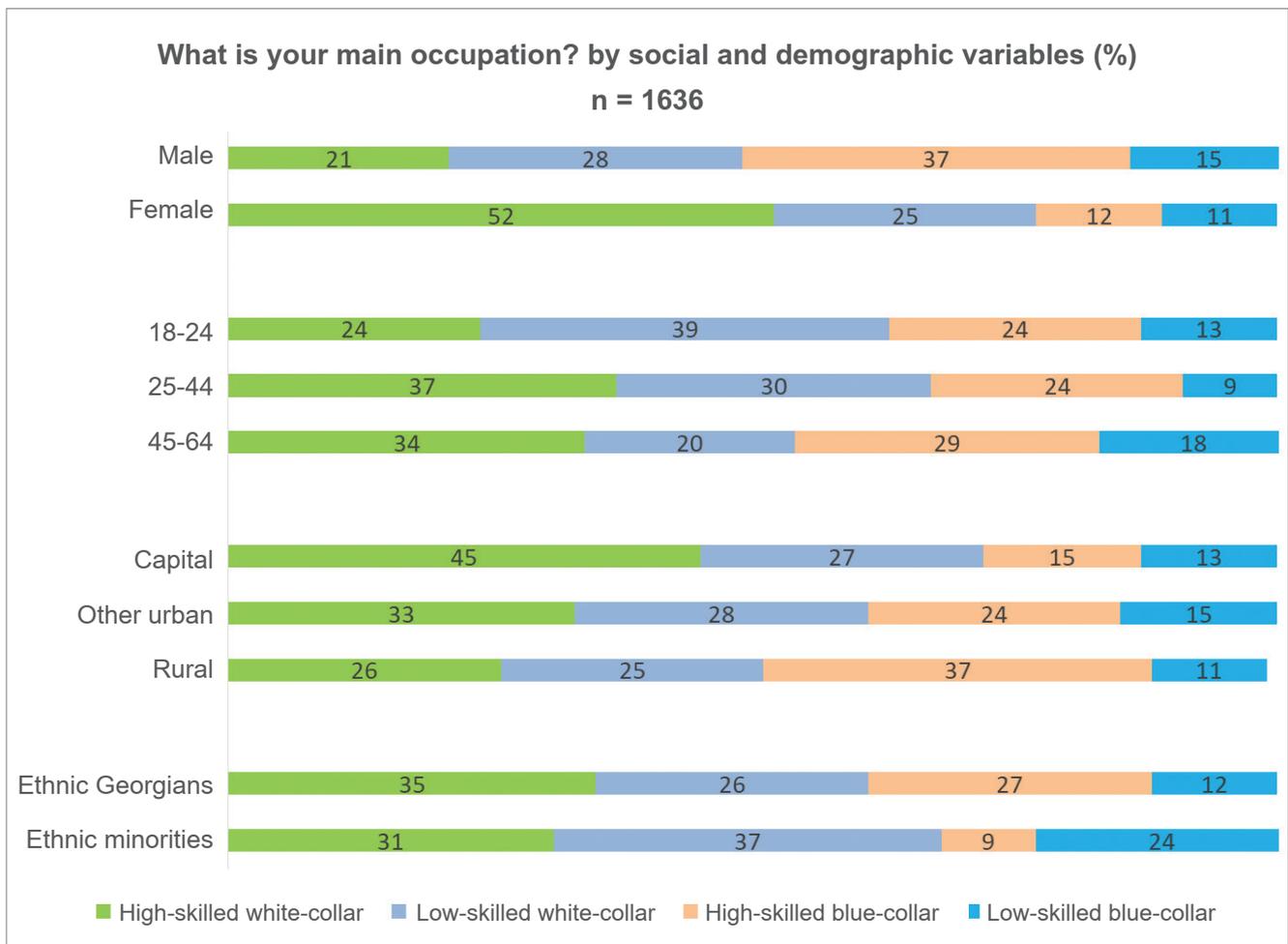


³ European Foundation for the Improvement of Living and Working Conditions, 2010.
Available at: https://www.eurofound.europa.eu/surveys/ew_cs/2005/classification

Breaking down the occupational data suggests a number of differences between social and demographic groups in terms of occupational status. Among the employed, women and people in urban areas are more likely to be in a higher occupational status group compared to men and to people living in rural settlements.

figure 15:

Occupational categories by social and demographic variables



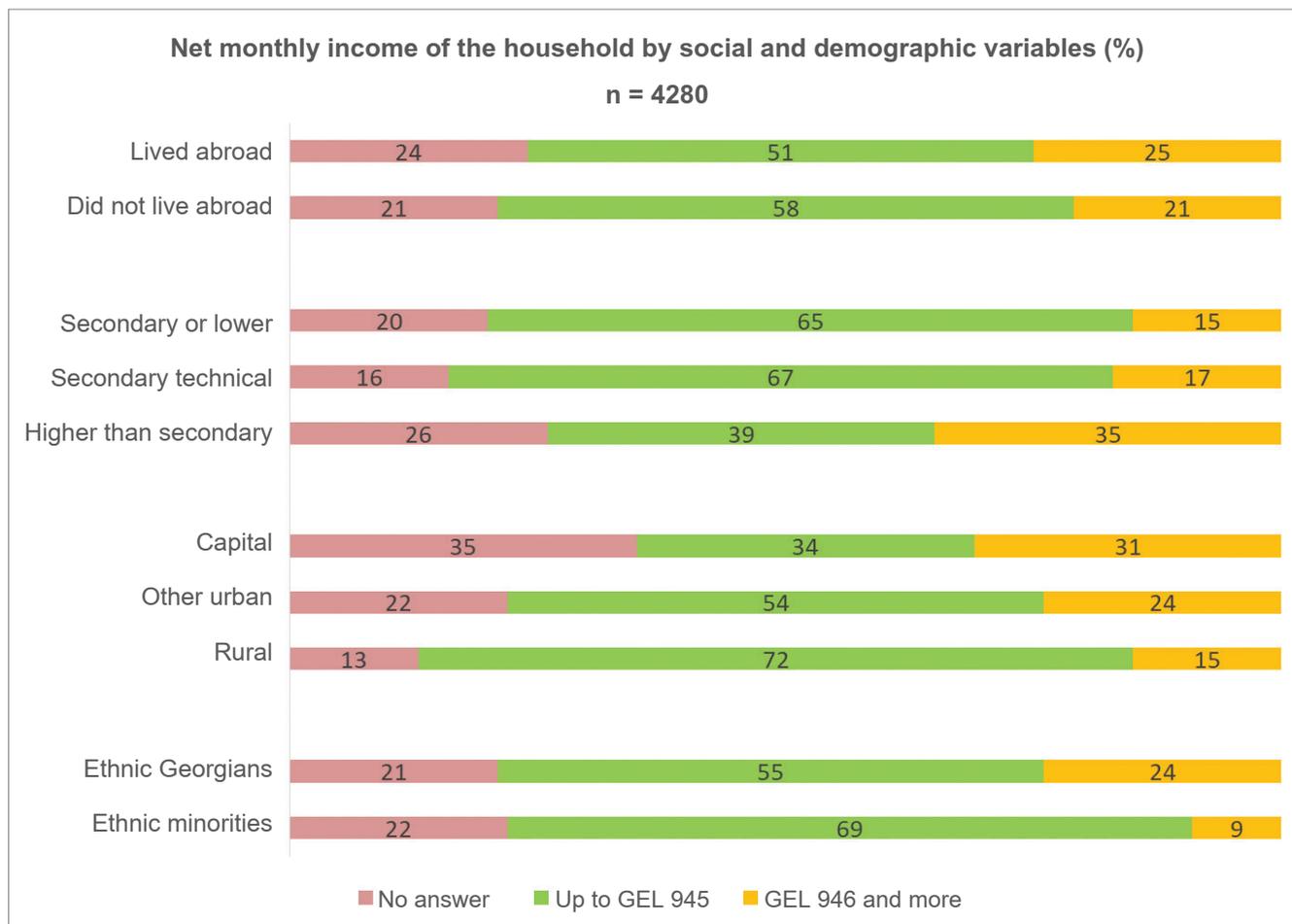
The data on income suggests that most households have between GEL 380 and GEL 620 per month (21%)⁴. The next most common household income level is less than GEL 380 (20%), followed by GEL 621 to GEL 945 (16%), and GEL 946 to GEL 1479 (13%). Relatively few households (9%) earn GEL 1,480 per month or more. Given the relatively small shares of respondents in the higher income groups, the data in the remainder of the report is presented for households with incomes over GEL 946 and less than GEL 946.

When the data on income is broken down by different socio-demographic variables, there are a

number of characteristics by which household level incomes vary. It is however important to interpret these with caution because the variables which are being cross-tabulated are individual rather than household-level variables. Overall, there is no difference in gender. More ethnic minorities and people in rural areas report living in poorer households than do ethnic Georgians and people living in the capital and in other urban settlements. Those with higher levels of education report higher levels of household income. There is little difference between people of different migration backgrounds.

figure 16:

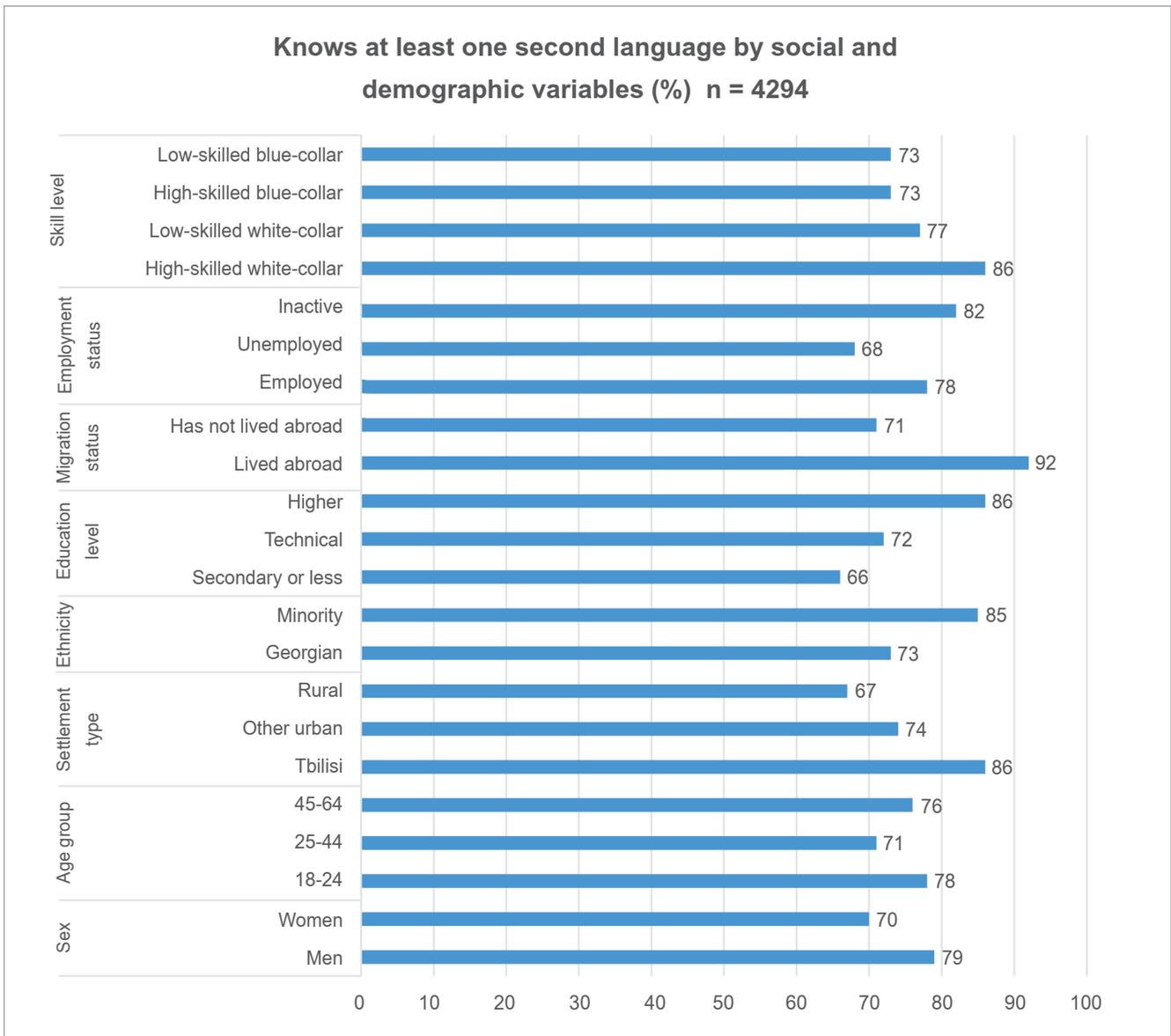
Household income by social and demographic variables



⁴ The average official daily exchange rate during the fieldwork period was GEL 3.7986. These categories therefore correspond to 100 to 163 Euro (GEL 380-GEL 620), 163 to 248 Euro (GEL 621-GEL 945), 249 to 389 Euro (GEL 945-GEL 1479), and 390+ Euro (GEL 1480+). Daily exchange rates were calculated using National Bank of Georgia data. The data is available at: <https://www.nbg.gov.ge/index.php?m=582>.

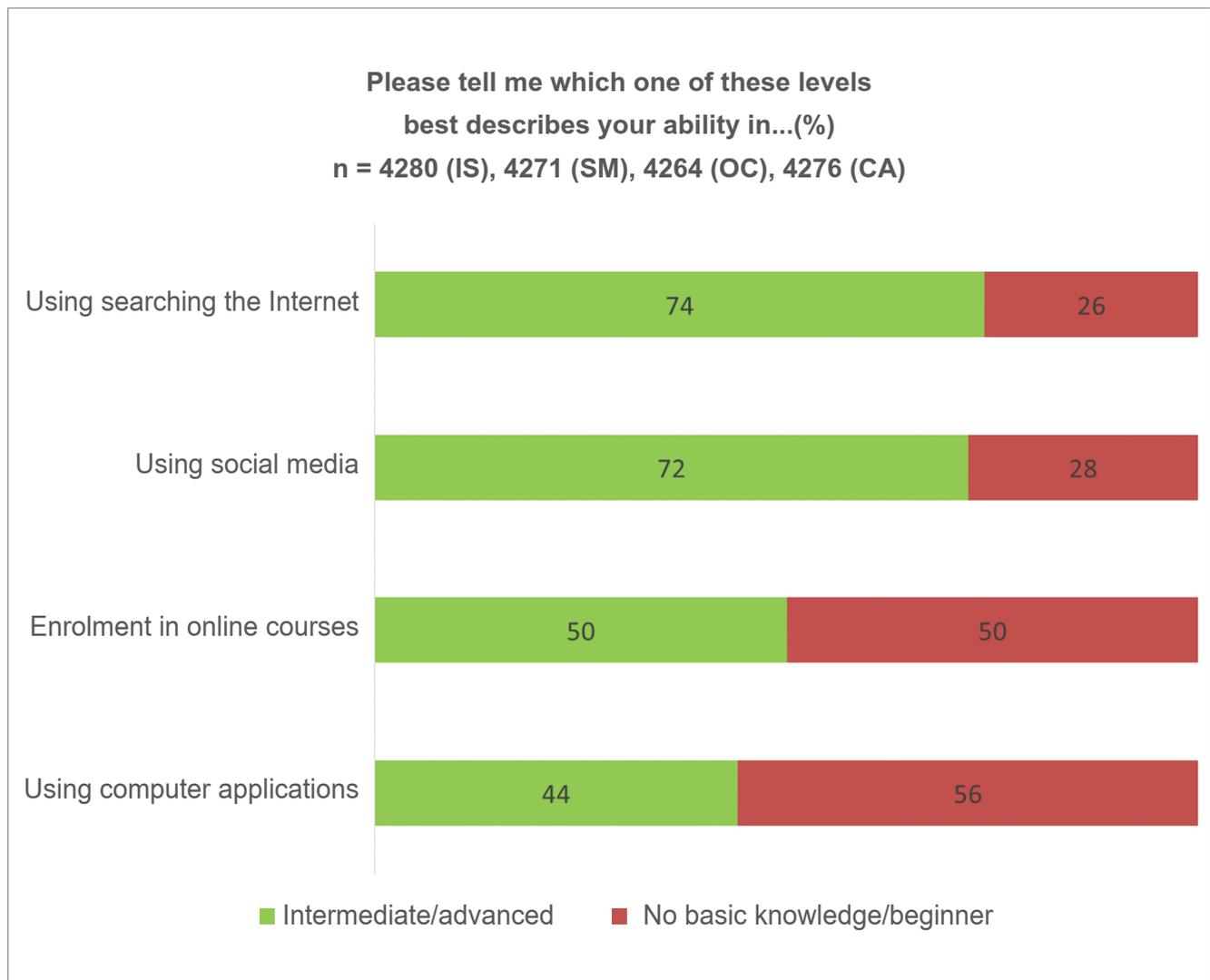
The survey also explored respondents' knowledge of different languages. The most commonly reported second language was Russian (50%), followed by English (14%), Turkish (3%) and Georgian (3%). Knowledge of at least one second language was reported by 74% of the population. It was more commonly reported by men, younger people, ethnic minorities, people with higher levels of education, those with a migration background, people in urban areas (including Tbilisi), and those in employment. People in white-collar professions are also more likely to have a knowledge of foreign languages.

figure 17:
Knowledge of foreign languages by social and demographic variables



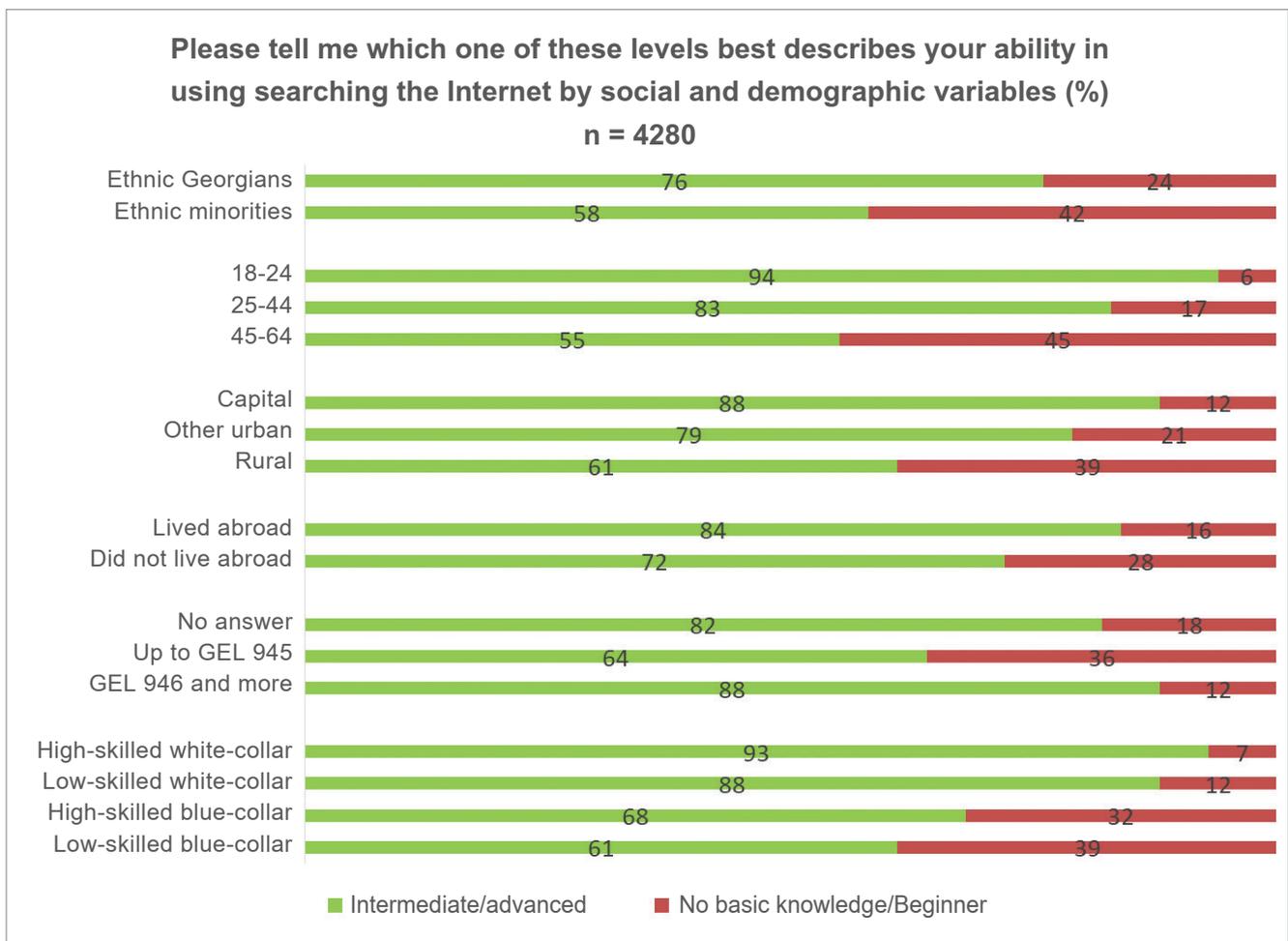
The study also explored respondents' digital skills, including ability to use social media, search the Internet, use computer applications, and enrol in online courses. The data indicates that respondents were most comfortable searching the Internet and using social media. They were less confident in their ability to enrol in online courses and use computer applications.

figure 18:
Knowledge of digital tools



Knowledge of digital skills varied significantly by a number of characteristics. Younger people were significantly more likely to report higher levels of knowledge than older people were. Similarly, ethnic Georgians tended to report better knowledge, as did people in Tbilisi and other urban areas, compared with rural areas. The employed, those with migration backgrounds, and individuals in wealthier households, were also more likely to report better skills. People in higher occupational groups are also more likely to report intermediate or advanced digital skills. The chart below provides these patterns specifically for searching the Internet, but the patterns are similar for other digital skills.

figure 19:
Knowledge of digital tools (searching the Internet) by demographic characteristics



The above data provides an overview of the personal characteristics of individuals contained within the data, including their demographic characteristics, educational attainment, migration background, as well as employment status and digital skills.

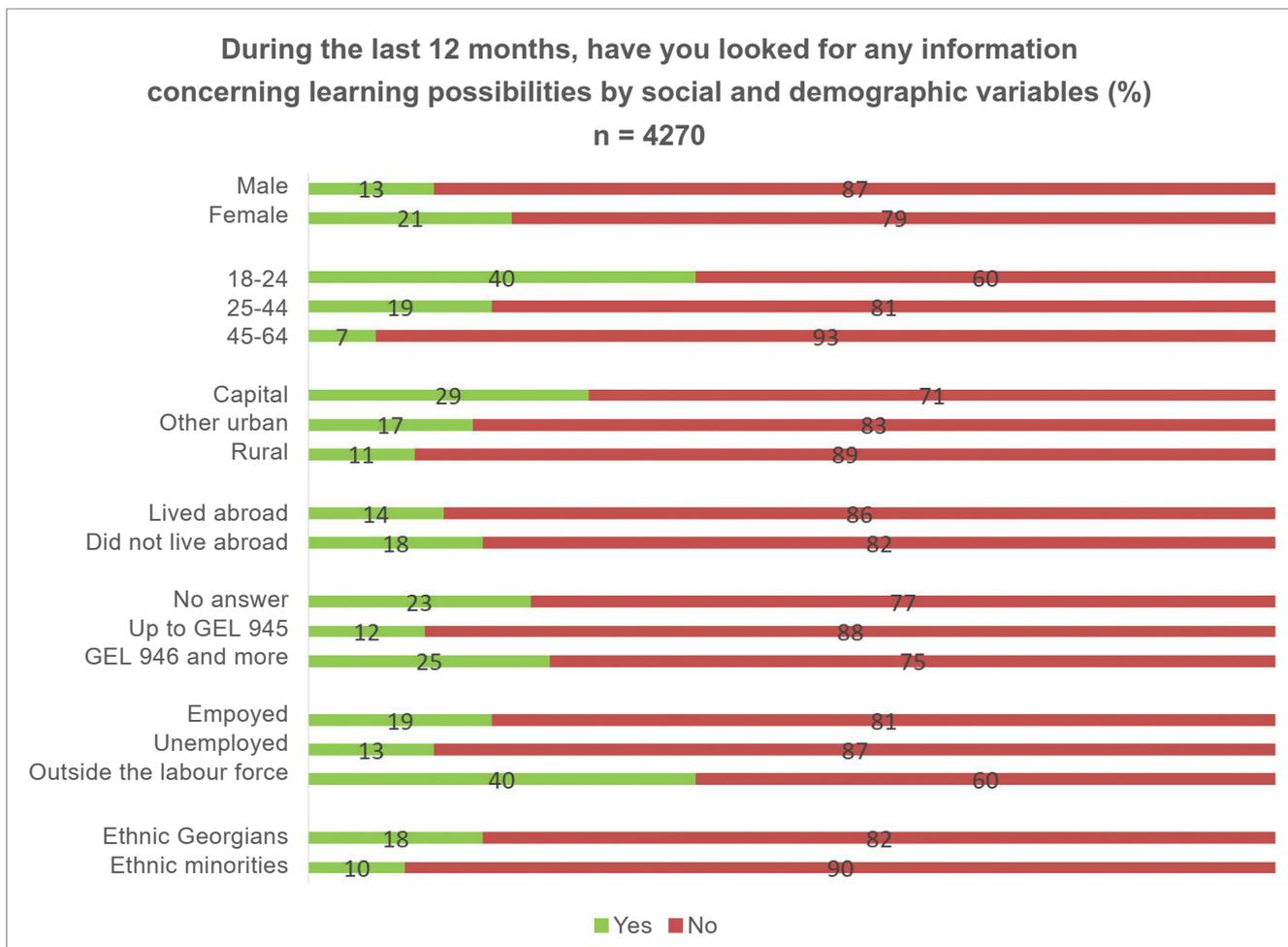
Access to information about learning opportunities and guidance

The study also asked about access to information on learning opportunities and guidance. The data shows that 17% of Georgians have looked for information about learning opportunities during the last 12 months. Among those who searched for information, 81% found the information that they were looking for.

Overall, searching for information was more common in the capital (29%) than in other urban areas (17%) or rural settlements (11%). Women (21%) are more actively searching for new learning opportunities than men (13%). Younger people aged

18-24 (40%) and those aged 25-44 (19%) are more active in this regard than older people (7%). Ethnic Georgians search for learning opportunities (18%) more frequently than other ethnicities do (10%). Employed people looked more often (19%) than people who were not in work (13%). Those outside the workforce were the most active (40%). People who had lived abroad at some point (18%) also looked more frequently than those who had not (14%). People in higher-income households were more likely to report searching (25%) than people in lower-income households (12%).

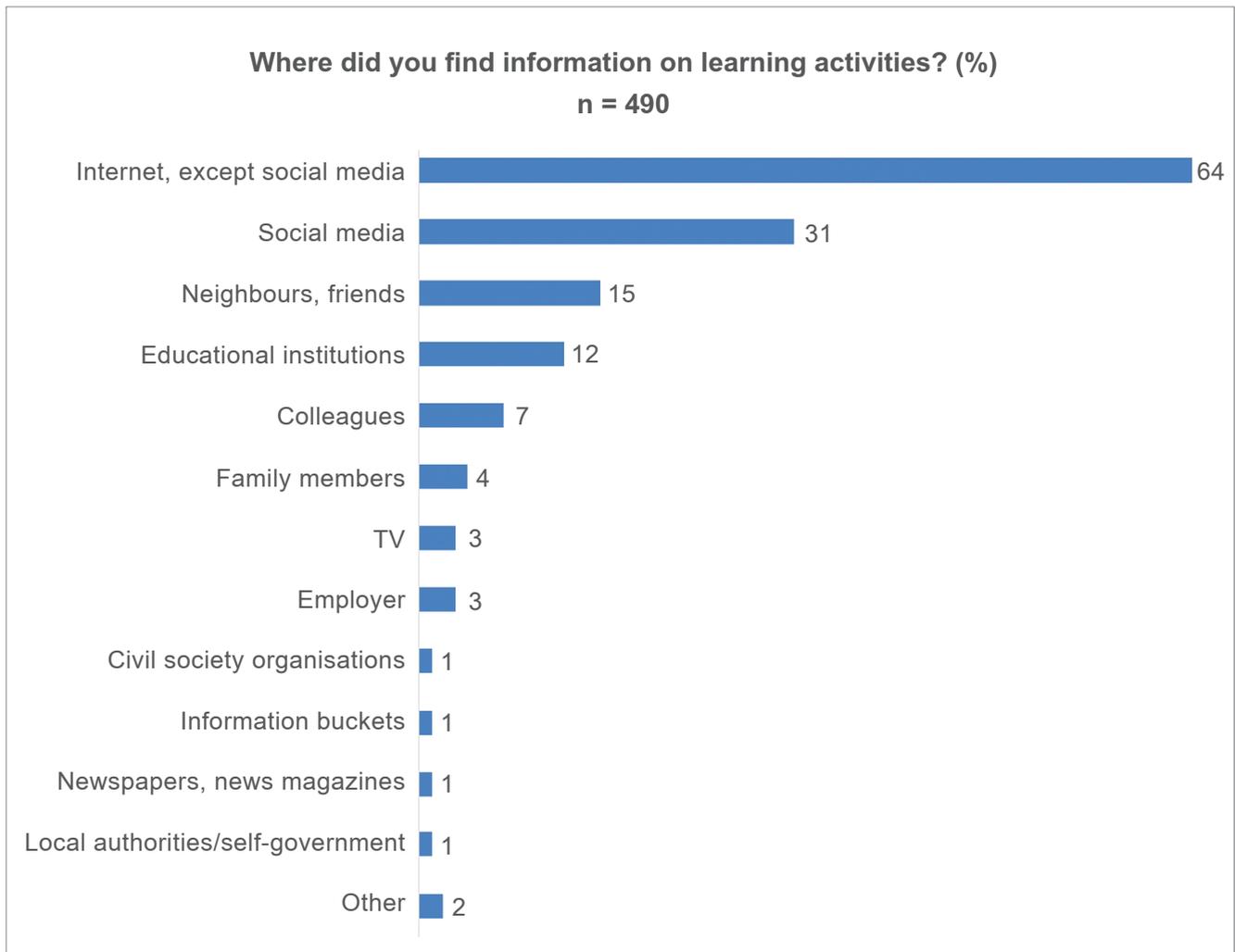
figure 20:
Searched for learning opportunities



Among those who searched for information, 81% found the information that they were looking for. The top three sources of information were the Internet (not social media) (64%), social media (31%), and neighbours and friends (15%).

figure 21:

Main sources of information



Overall, less than a fifth of Georgians have looked for information about learning opportunities during the last 12 months. Most who looked did find the information they were looking for. Searching for information was more common in the capital than in other urban areas or rural areas. Women

and younger people are more active in this regard than older people are. Ethnic Georgians search for learning possibilities more than other ethnicities do. Employed people and those who have never lived abroad searched more often than those who are unemployed and have lived abroad.

Participation in education and training

The study asked a wide range of questions about engagement in formal, non-formal and informal education and training. Overall, 7% reported that they had been involved in a formal education activity, 13% in non-formal education, and 46% in informal education. This section of the report presents findings on participation in these activities.

Formal education

As noted above, 7% of the population under study was engaged in formal education in the last 12 months and working towards a qualification. Among those who were engaged in formal education, most report that they were engaged in one formal learning activity (5%). Most formal learning activities were at the post-secondary level (34%), short-cycle tertiary education level (26%), and Bachelor's level or equivalent (24%). Among those who reported that they were engaged in an activity, 41% reported that they were still engaged in the activity, 58% that they had completed it, and 2% that they had dropped out. Importantly, the data should be considered with caution given the relatively small sample size for all the cross-tabulations in this section.

The data indicates that men are involved in upper/post-secondary non-tertiary education more frequently than women, while women are more likely to be involved in Master's, Doctoral, or an equivalent level (15%). Also, the youngest age group (18-24) is more likely to be involved in earning a Bachelor's or an equivalent-level degree, while 24-44 (24%) are more likely to be studying for a Master's degree or equivalent level. The 45- to 64-year-old population is more likely to study upper/post-secondary non-tertiary education and short-cycle tertiary education (42%). Residents of the capital (24%) are more likely to be involved in Master's/Doctoral or equivalent-level studies

than are residents of other settlement types. Only ethnic Georgians (13%) report studying at Master's/Doctoral or equivalent level. Ethnic minorities (50%) are more likely to be involved in upper/post-secondary non tertiary education than ethnic Georgians (38%).

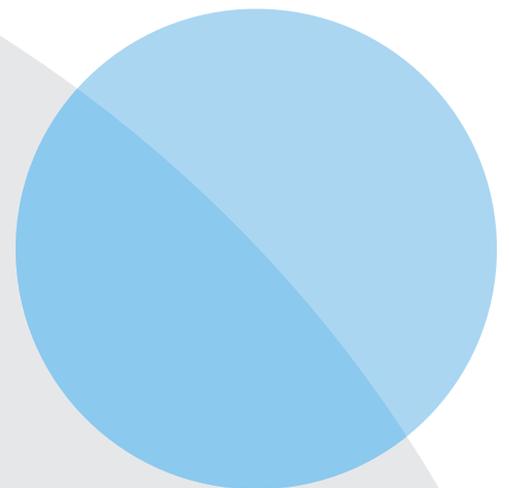
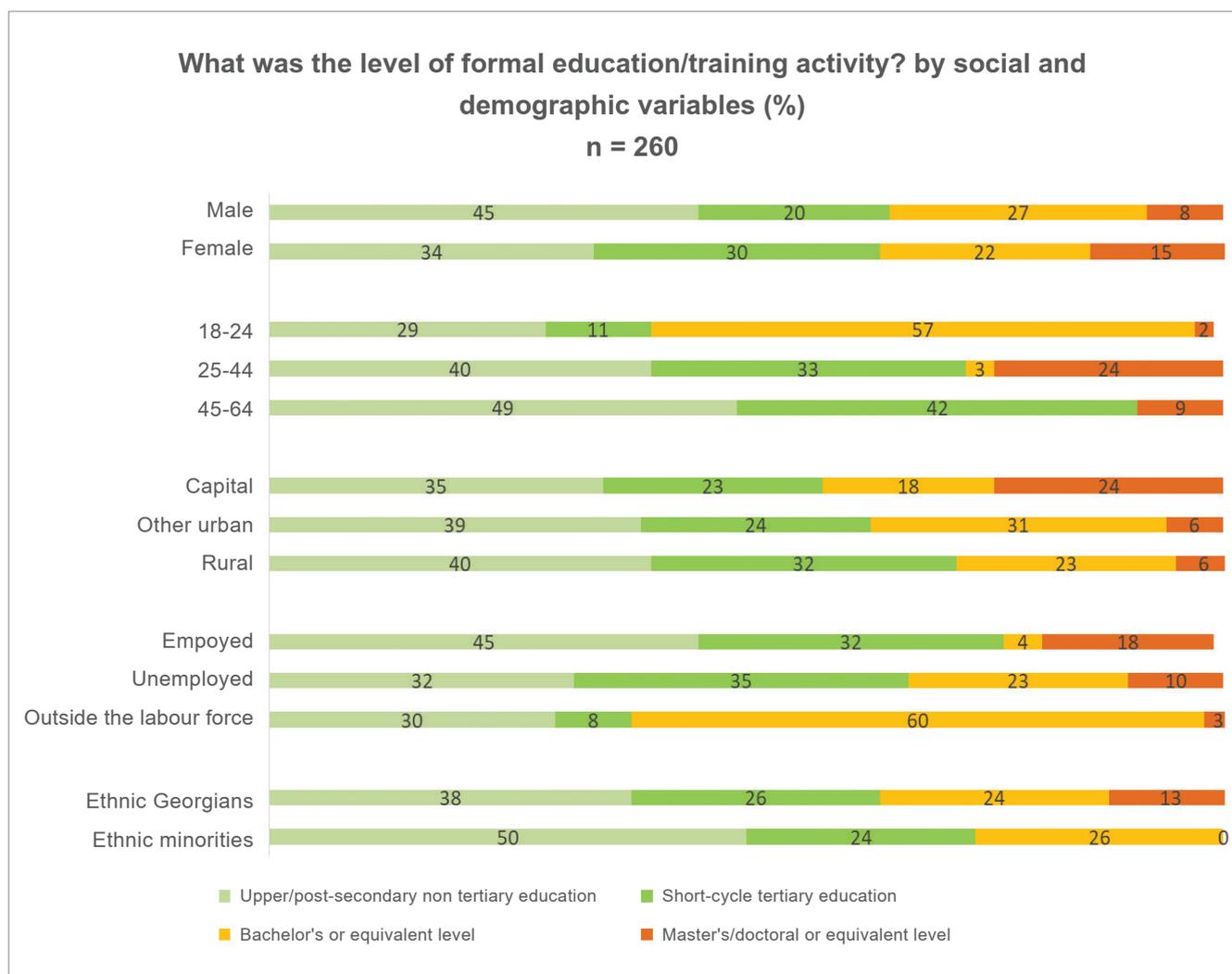


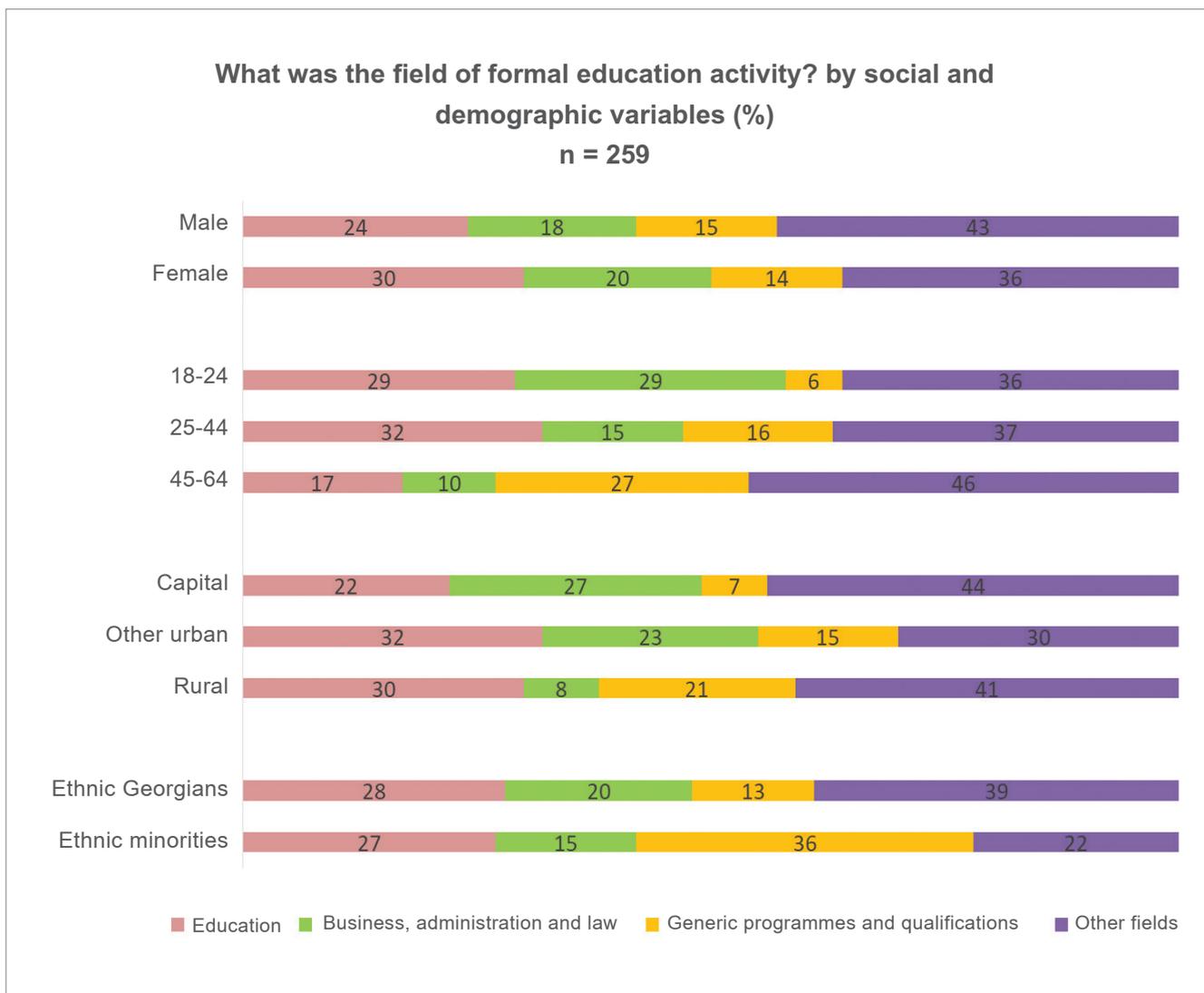
figure 22:

Involvement in formal education by social and demographic variables



The study also asked about the fields of study for formal education. The data indicates that education (28%), business, administration and law (20%), and generic programmes and qualifications (14%), are most common. People aged 45-64 (27%) and ethnic minorities (36%) were more likely to report that they were studying for a generic programme and qualification than younger people (25-44: 16%, 18-24: 6%) and ethnic Georgians (13%).

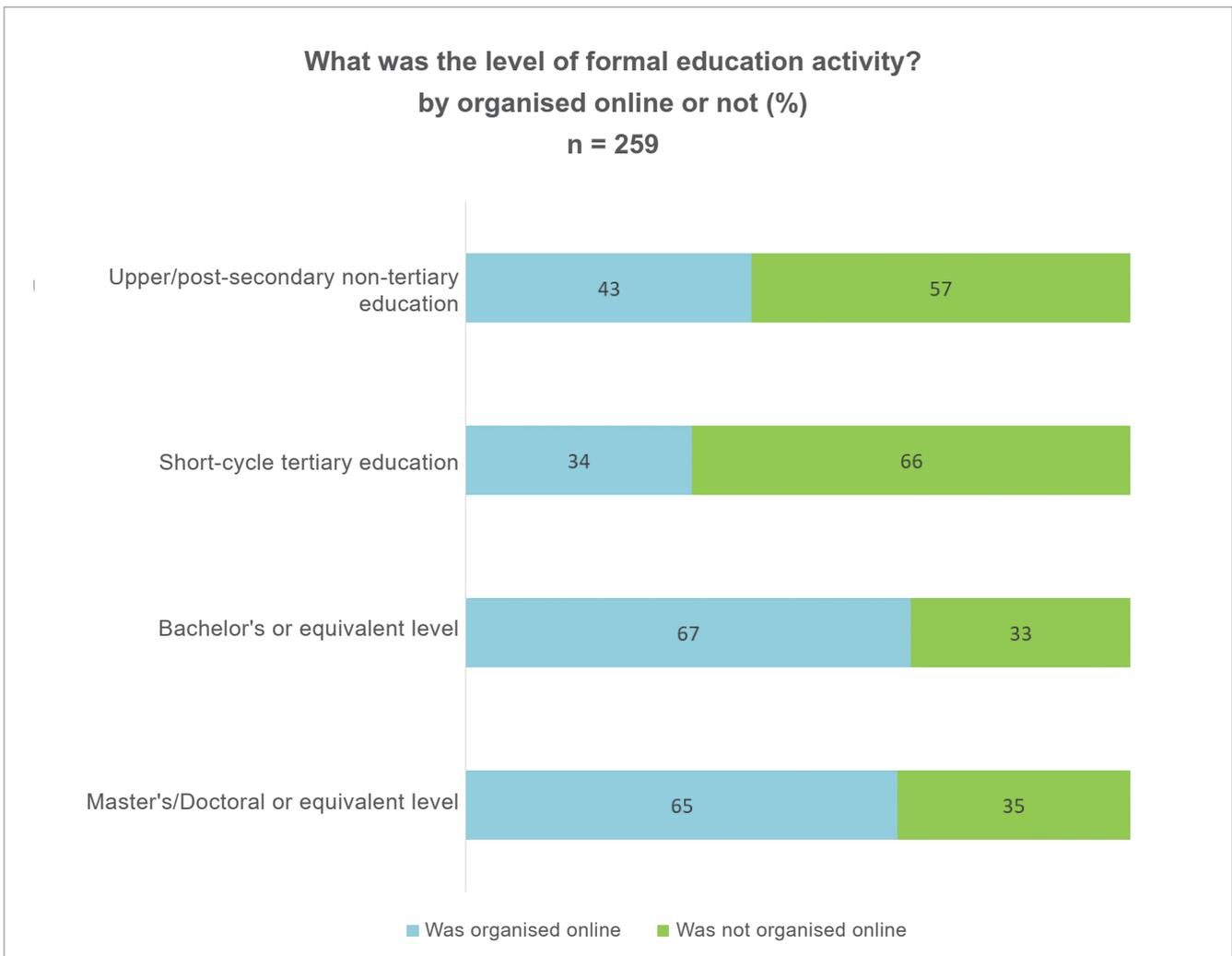
figure 23:
Field of study by social and demographic variables



Among those who were engaged in formal education, 48% reported that it was organised mainly as distance learning. The data showed that the Bachelor's or equivalent level (67%) and Master's/Doctoral or equivalent level (65%) were more likely to be organised online than was the case with upper/post-secondary non-tertiary education (43%) and short-cycle tertiary education levels (34%).

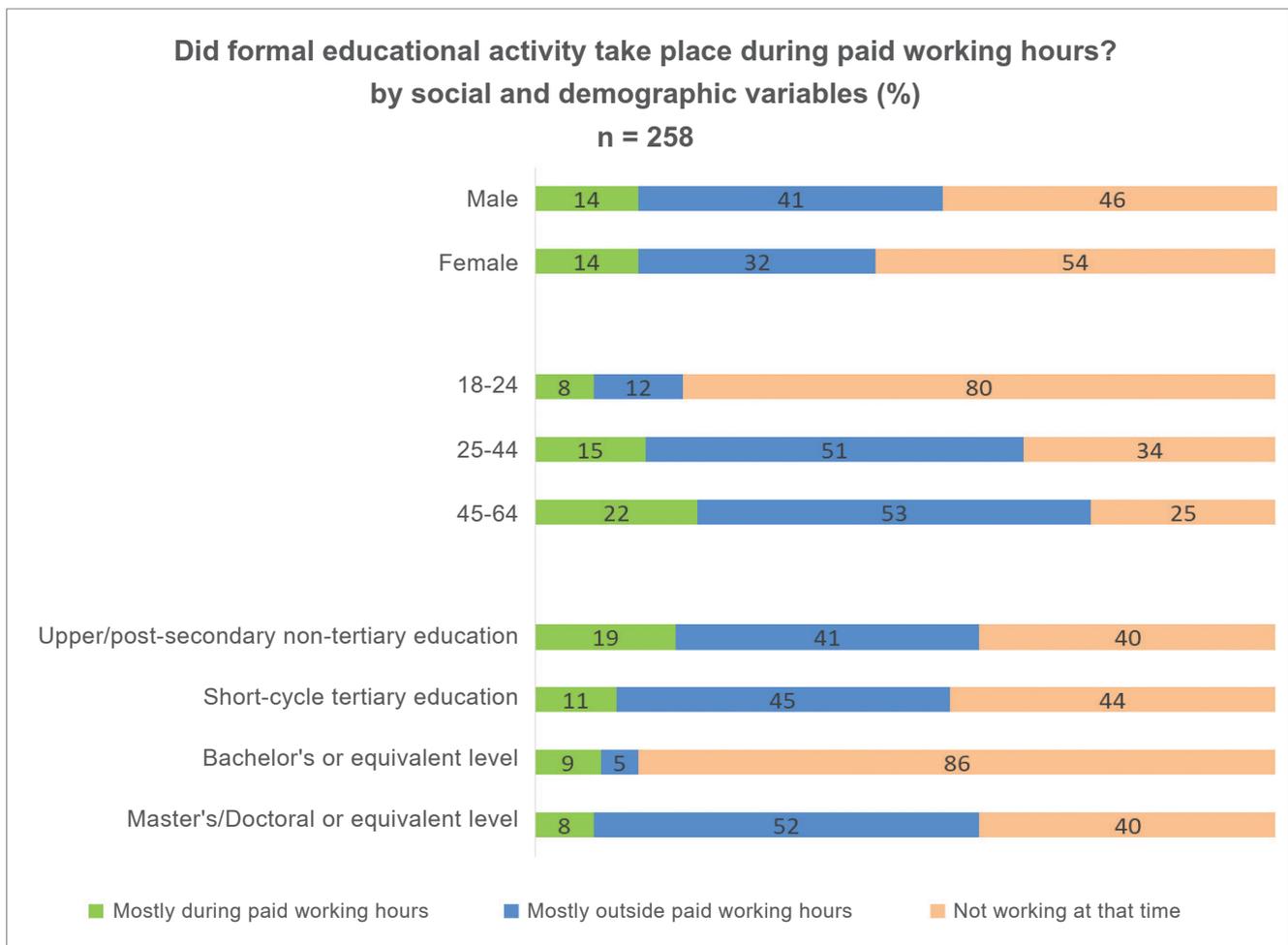
figure 24:

Field of study by social and demographic variables



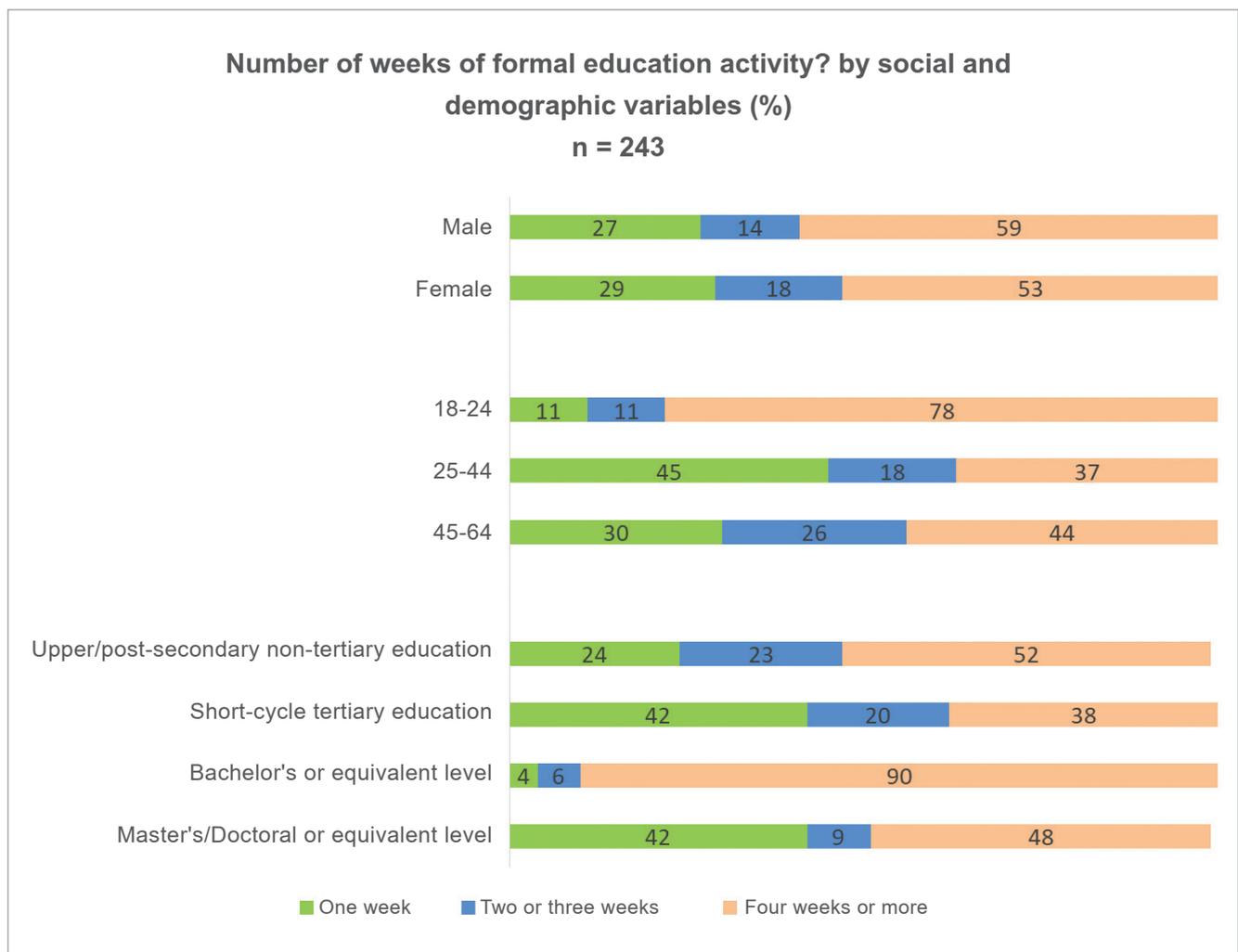
People who were involved in formal education were not working in most cases (51%). Also, 35% of the learning activities took place outside paid working hours. This was more common for older age groups (45-64: 53% and 25-44: 51%) compared to the youngest age group (18-24: 12%). Also, Master's and/or Doctoral or equivalent level (52%), short-cycle tertiary education (45%), and upper/post-secondary non-tertiary education (41%), was more likely to take place outside working hours compared with education at Bachelor's level (5%). There were no significant differences between other groups on this issue.

figure 25:
Formal education during paid working hours



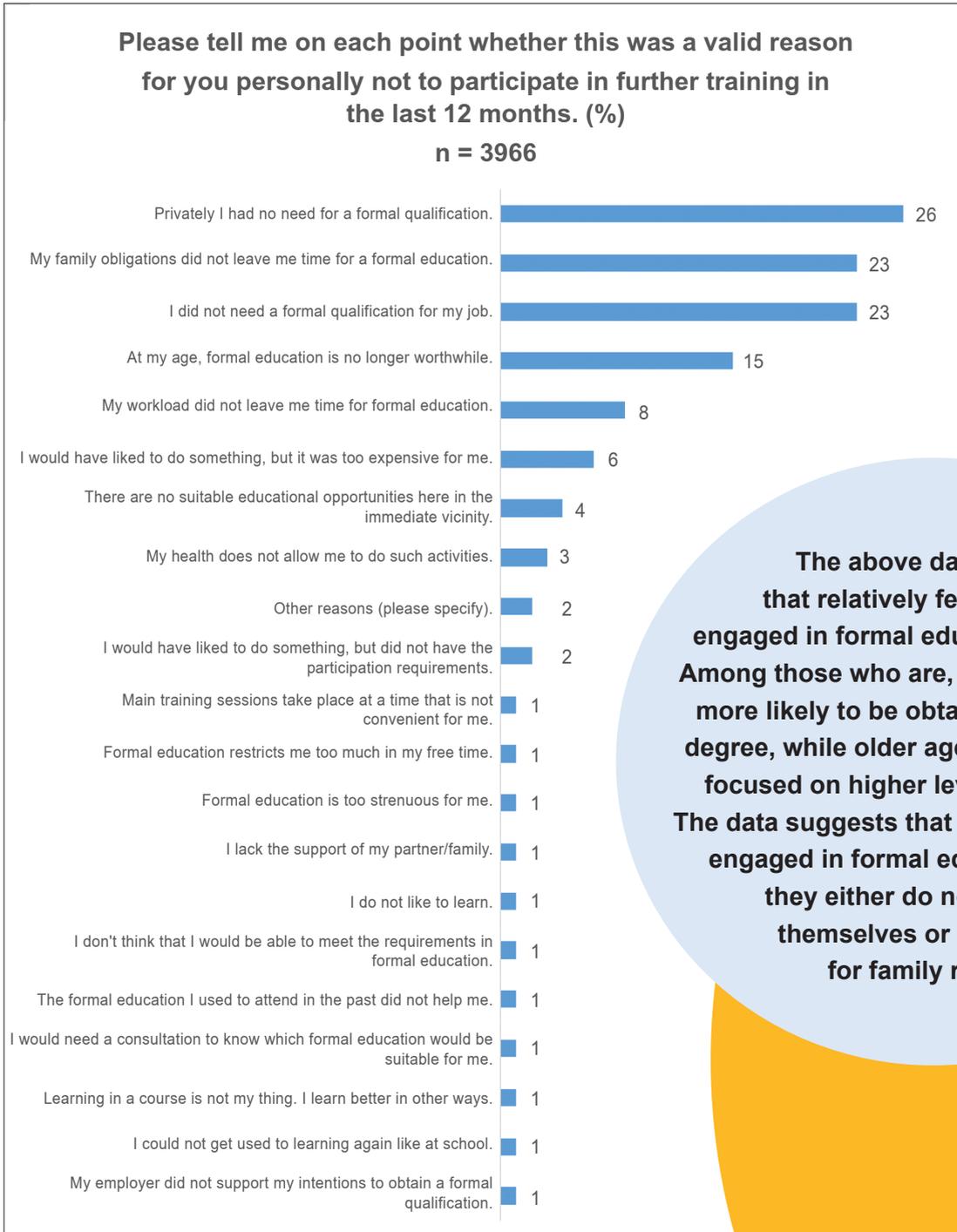
In terms of time spent on formal education, the average amount of time spent was 10.5 weeks in the last year. A duration of four weeks or more was most common for the youngest age group (18-24: 78%, 25-44: 37%, 45-64: 44%). Also, people at Bachelor's level spend more time (90%) than others on formal education activity.

figure 26:
Time spent in formal education



The main reasons for not participating in formal education activities were not having a need for a formal qualification (26%), family obligations (23%), and not needing a formal qualification for the respondent's current job (33%).

figure 27:
Reasons for not engaging in formal learning activities



The above data indicates that relatively few people are engaged in formal education in Georgia. Among those who are, younger people are more likely to be obtaining a Bachelor's degree, while older age groups tend to be focused on higher levels of education. The data suggests that most people are not engaged in formal education because they either do not need it for themselves or their job, or for family reasons.

Non-formal education

A total of 13% of the population has been involved in a non-formal educational activity during the past 12 months. Non-formal education includes courses, workshops and seminars, guided on-the-job training, and private lessons. In contrast to formal education, no officially-recognised qualifications/certificates are acquired.

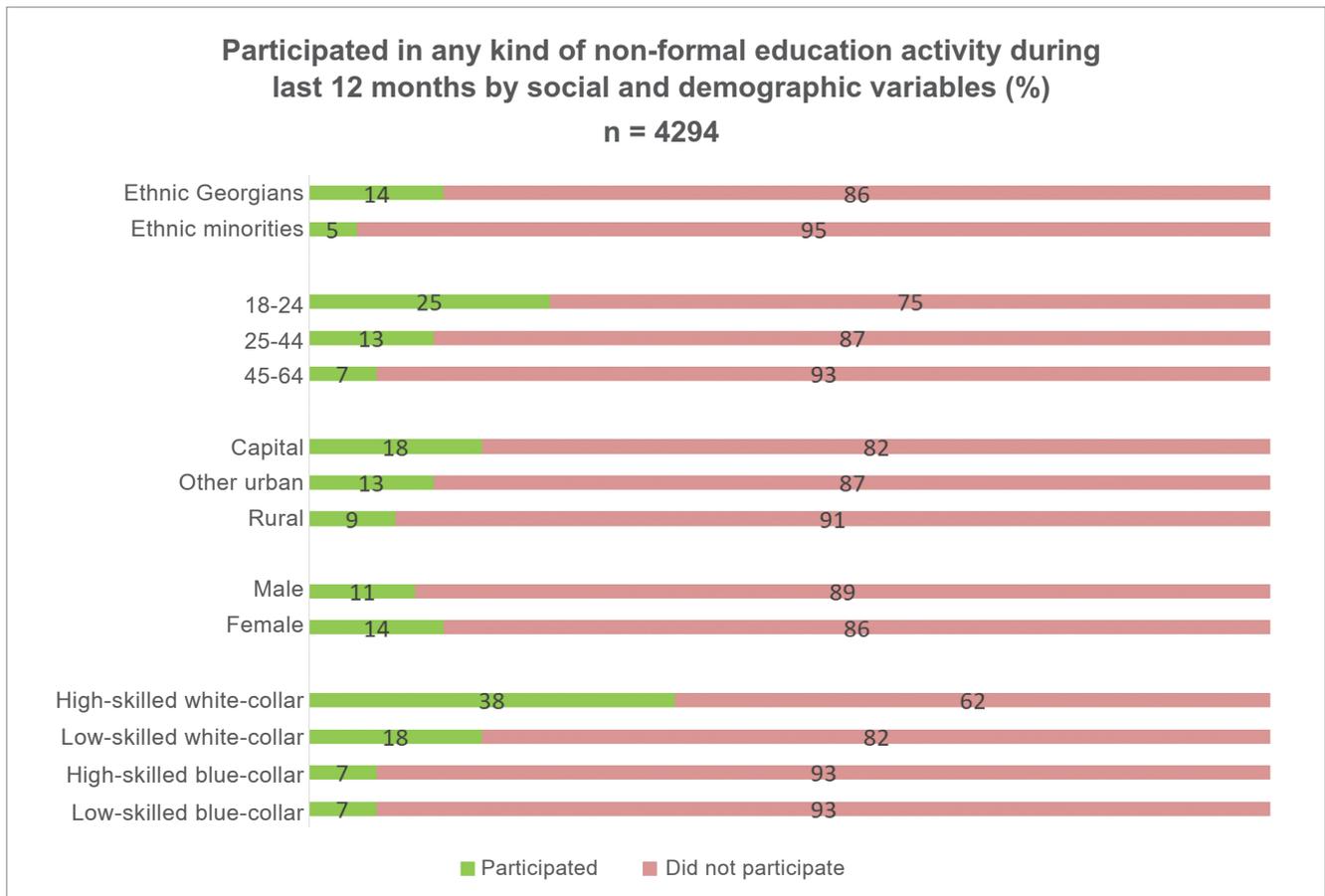
For those who were involved in non-formal education in the past 12 months, the most frequent type of non-formal learning activities was guided on-the-job training (6%), followed by courses (5%), and workshops and seminars (5%), and finally private lessons (3%). The average number of courses was 1.98, workshops and seminars 2.6, guided on-the-job training 1.89, and private

lessons 1.95. Among those who took part, the average number of non-formal educational activities in which people participated was 2.2.

Young people were more likely to have been involved in non-formal educational activities during the past 12 months. People from the capital (18%) were more likely to engage in non-formal education than people from other urban areas (13%) and rural areas (9%). Women (14%) are more active in non-formal education than men (11%). Ethnic Georgians were more frequently involved (14%) than other ethnicities (5%). People working in high-skilled professions (38%) were also more likely to report that they had been engaged in non-formal educational activities during the past 12 months.

figure 28:

Non-formal educational participation by social and demographic groups



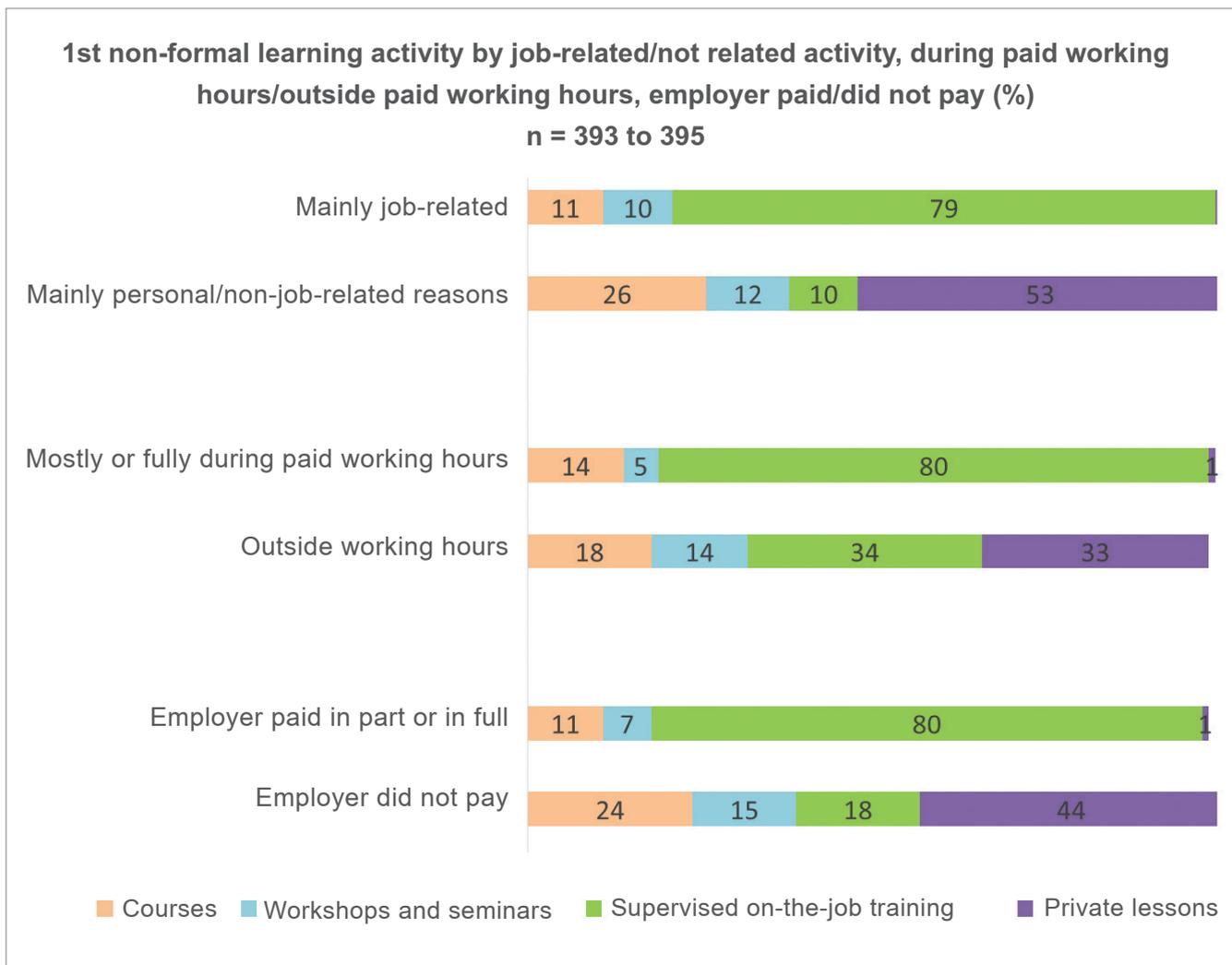
Respondents were asked for more details about up to four recent non-formal educational activities within the past 12 months. This section of the report provides information about the first non-formal educational activity which respondents reported.

Most respondents report that non-formal education was job-related, and fewer than half report that it took place during working hours. Employers paid for non-formal educational activities in a majority of cases.

When analysing the non-formal educational activity that respondents named first, 53% of non-job-related, non-formal learning activities were private lessons, while guided on-the-job training was the most common type of mainly job-related training.

On-the-job training tends to take place during working hours, while private lessons tend to take place outside working hours. On-the-job training tends to be paid for by employers, while private lessons tend not to be.

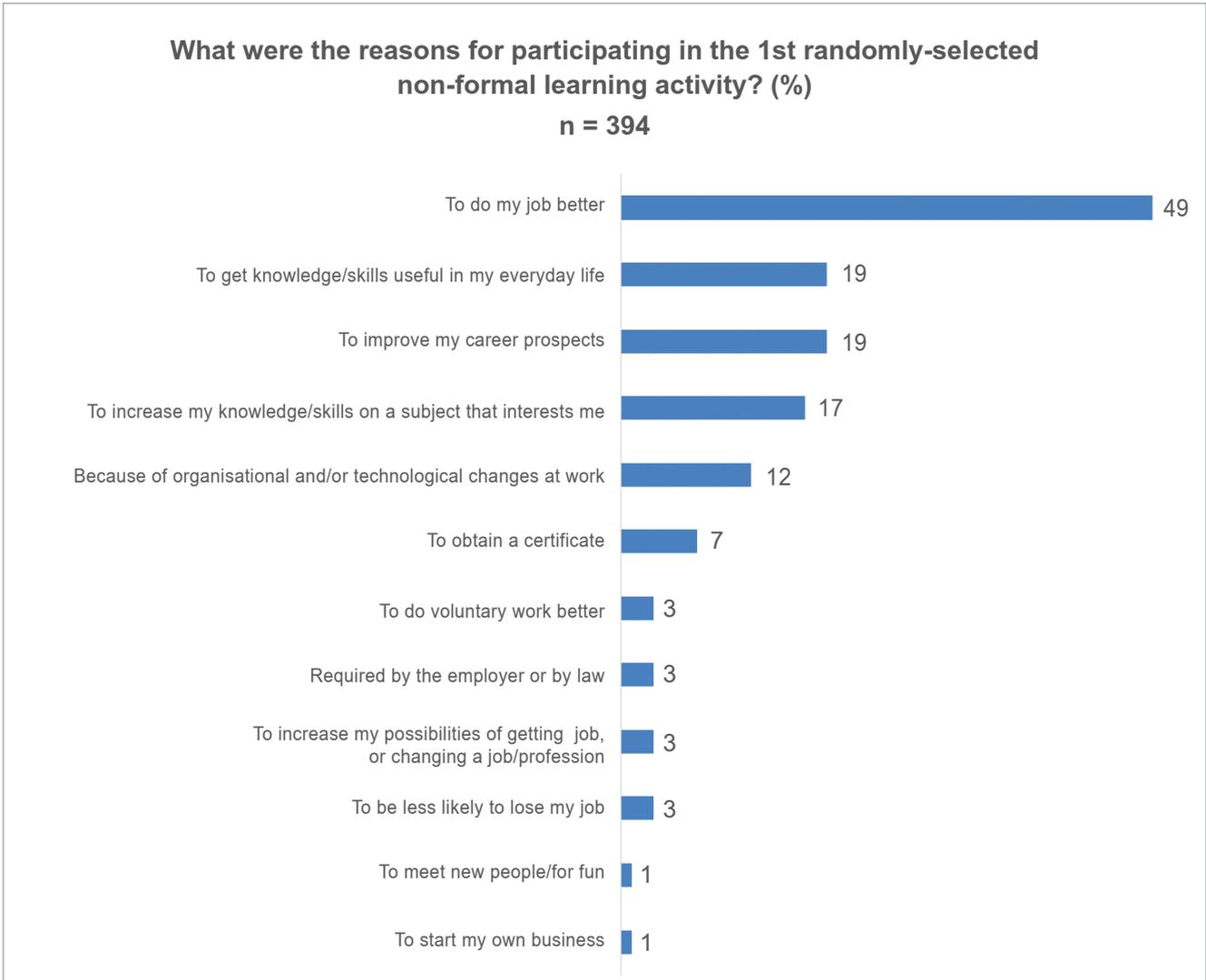
figure 29:
Non-formal learning activity type by purpose and time of activity



A set of follow-up questions asked respondents for more detailed information about up to two randomly-selected activities among the four previously asked about. The remaining questions in this section of the report refer to the first randomly-selected activity, which does not necessarily correspond to the activities described above. According to this data, the main reasons for participating in the first non-formal educational activity include: 'To do my job better' (49%), 'To obtain knowledge/skills useful in my everyday life' (19%), and 'To improve my career prospects' (19%).

figure 30:

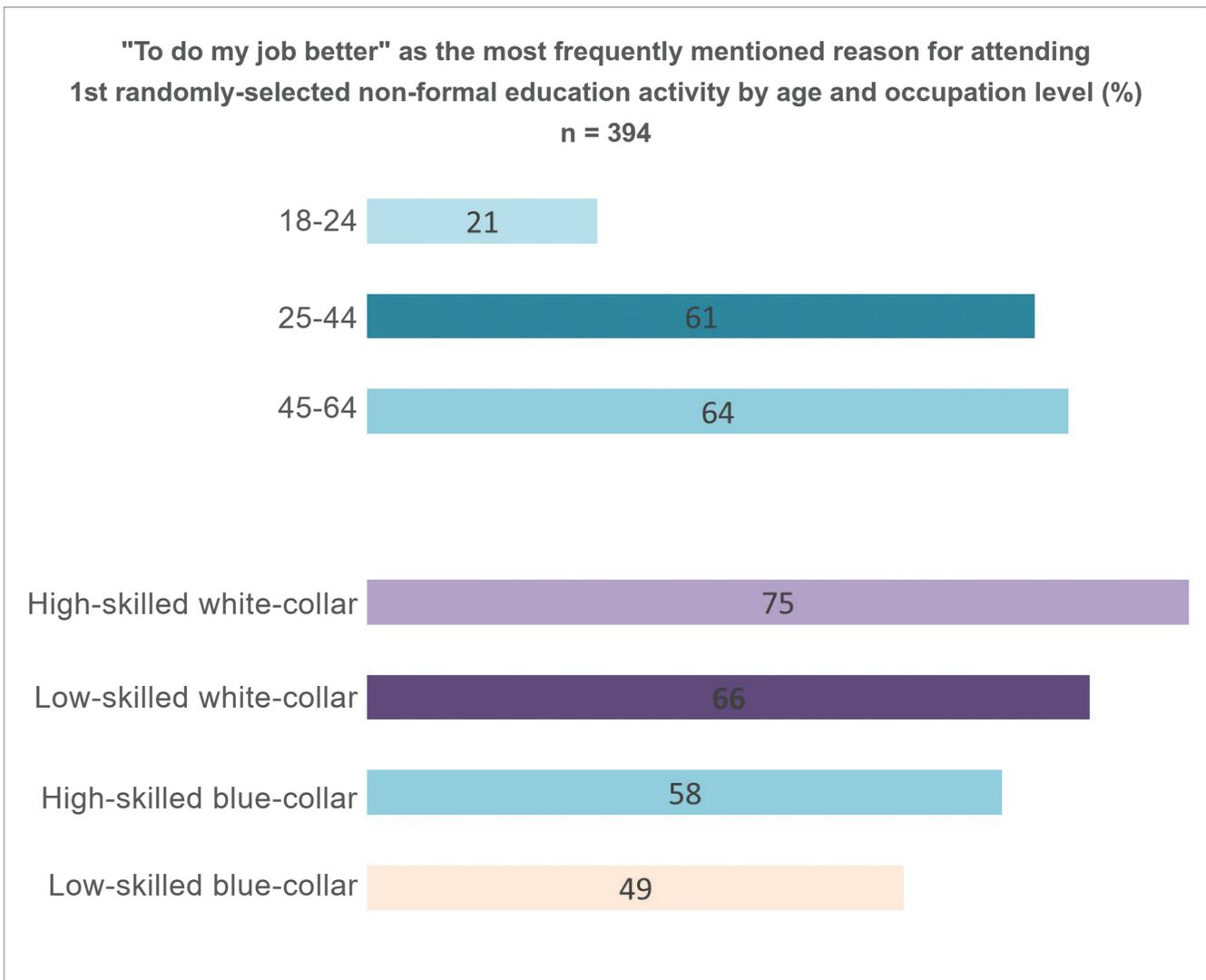
Reasons for participating in non-formal education



People in the age groups 25-44 (61%) and 45-64 (64%) are more likely to mention the reason 'To do my job better' than younger people (21%). High-skilled white-collar workers tend to name the same reason more (75%) than low-skilled white-collar workers (66%), high-skilled blue-collar workers (58%), or low-skilled blue-collar workers (49%).

figure 31:

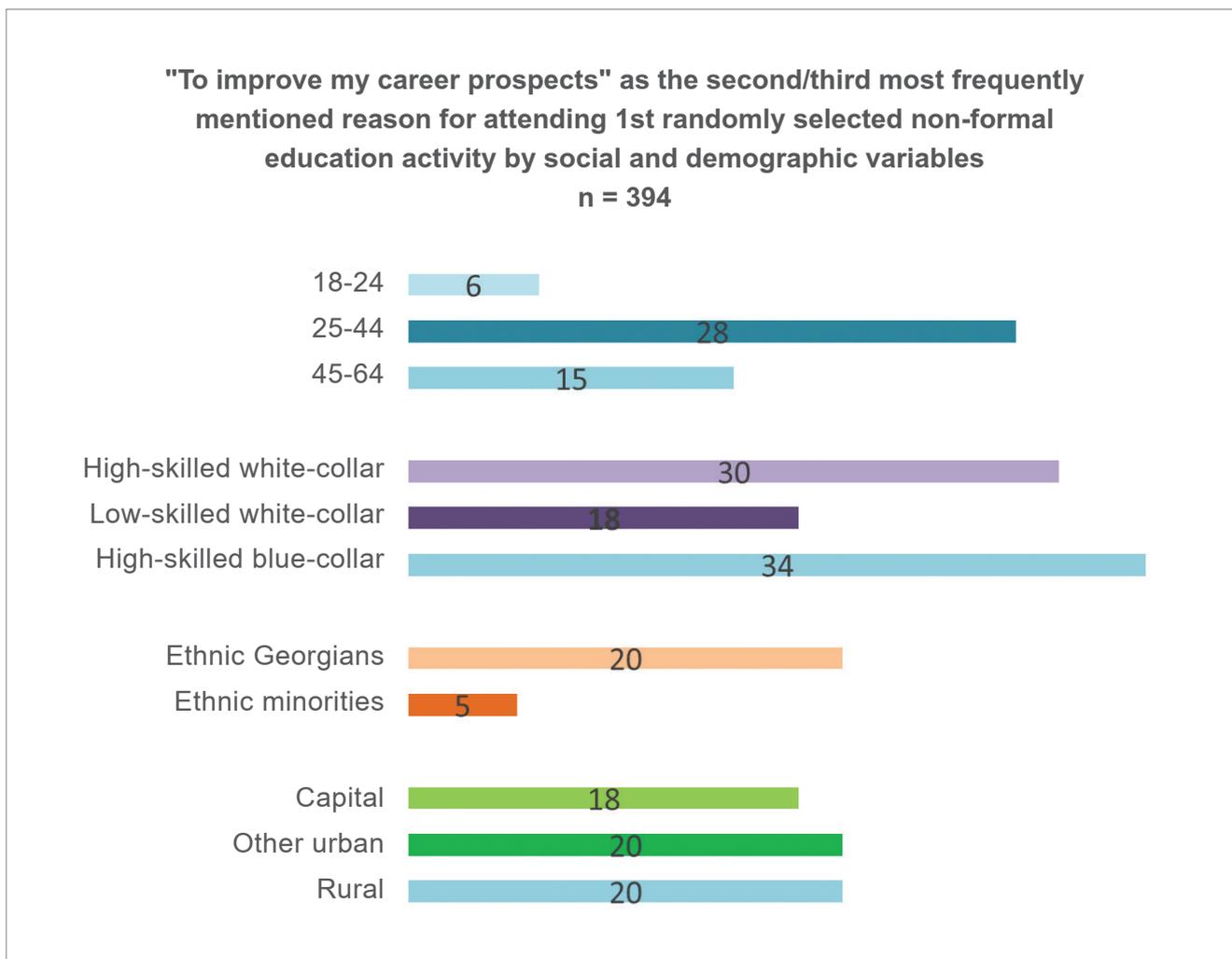
Reason 'To do my job better' for attending non-formal education by age group and main occupational skill level



The middle age group (25-44) tends to mention improving their career prospects (28%) more frequently than older age groups (15%) and younger ones (6%). High-skilled white-collar (30%) and high-skilled blue-collar (34%) professionals tend to name career-related reasons more frequently than low-skilled white-collar workers do (18%). Ethnic Georgians mentioned improving career prospects four times more frequently than ethnic minorities.

figure 32:

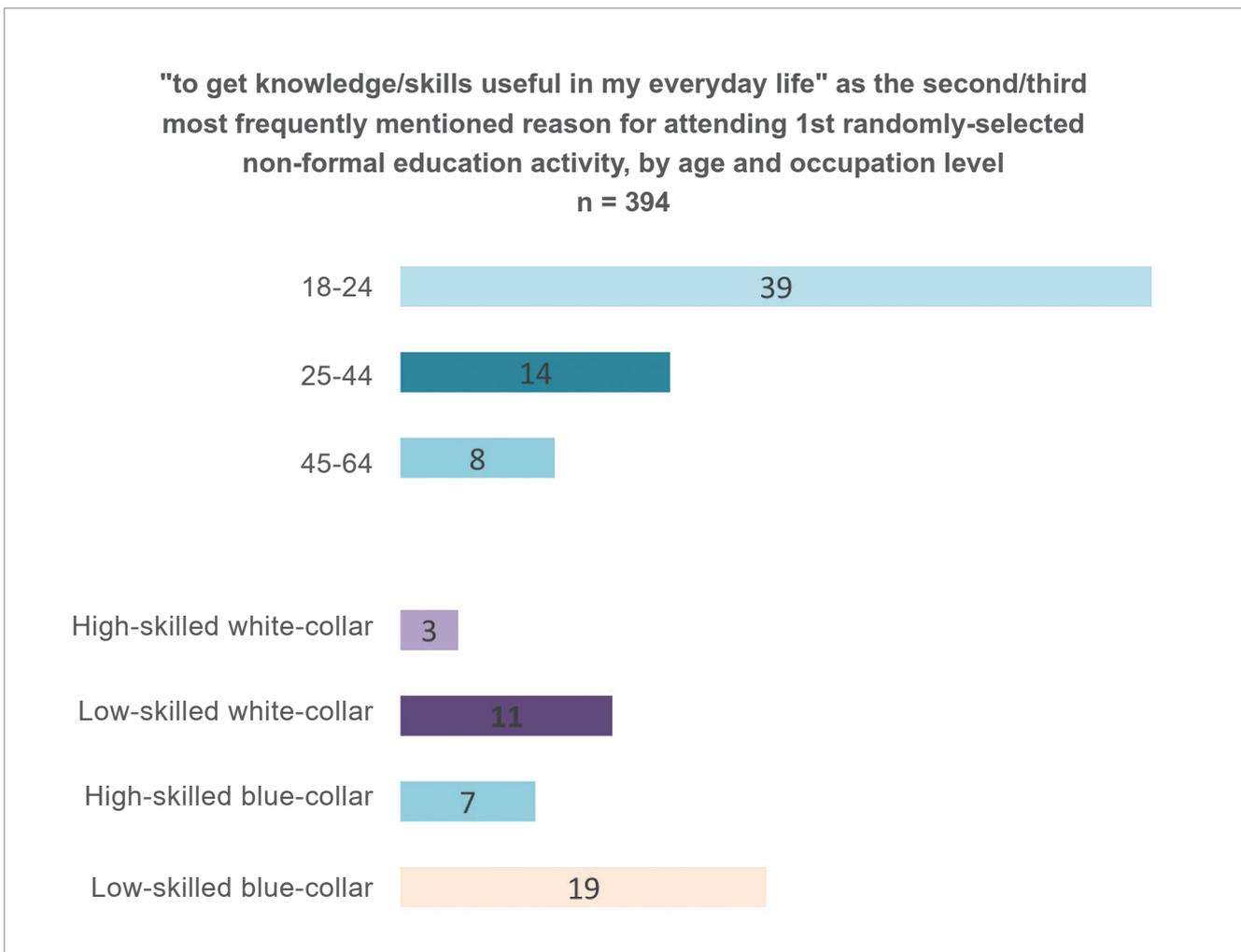
Reason 'To improve my career prospects' for attending non-formal education by age group and main occupational skill level



The youngest group mentioned obtaining knowledge/skills useful for everyday life (39%) more frequently than older age groups (25-44: 14%, 45-64: 8%). Low-skilled blue-collar workers also mentioned this reason (19%) more frequently than high-skilled blue-collar workers (7%), low-skilled white-collar workers (11%), and high-skilled while-collar workers (3%).

figure 33:

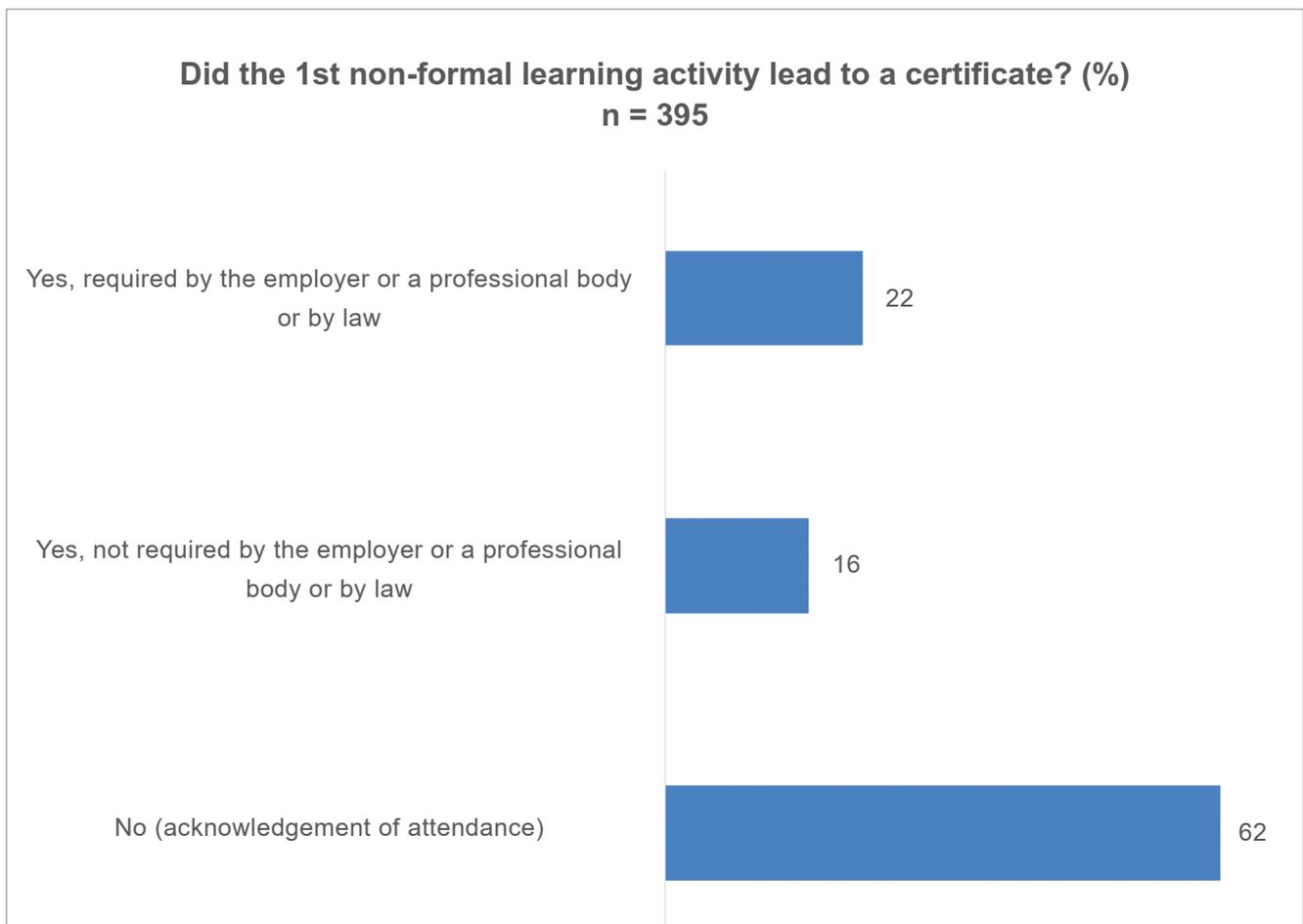
Reason 'To get knowledge/skills useful in my everyday life' for attending non-formal education by age group and main occupational skill level



The randomly-selected, first non-formal learning activity did not lead to a certificate in most cases (62%).

figure 34:

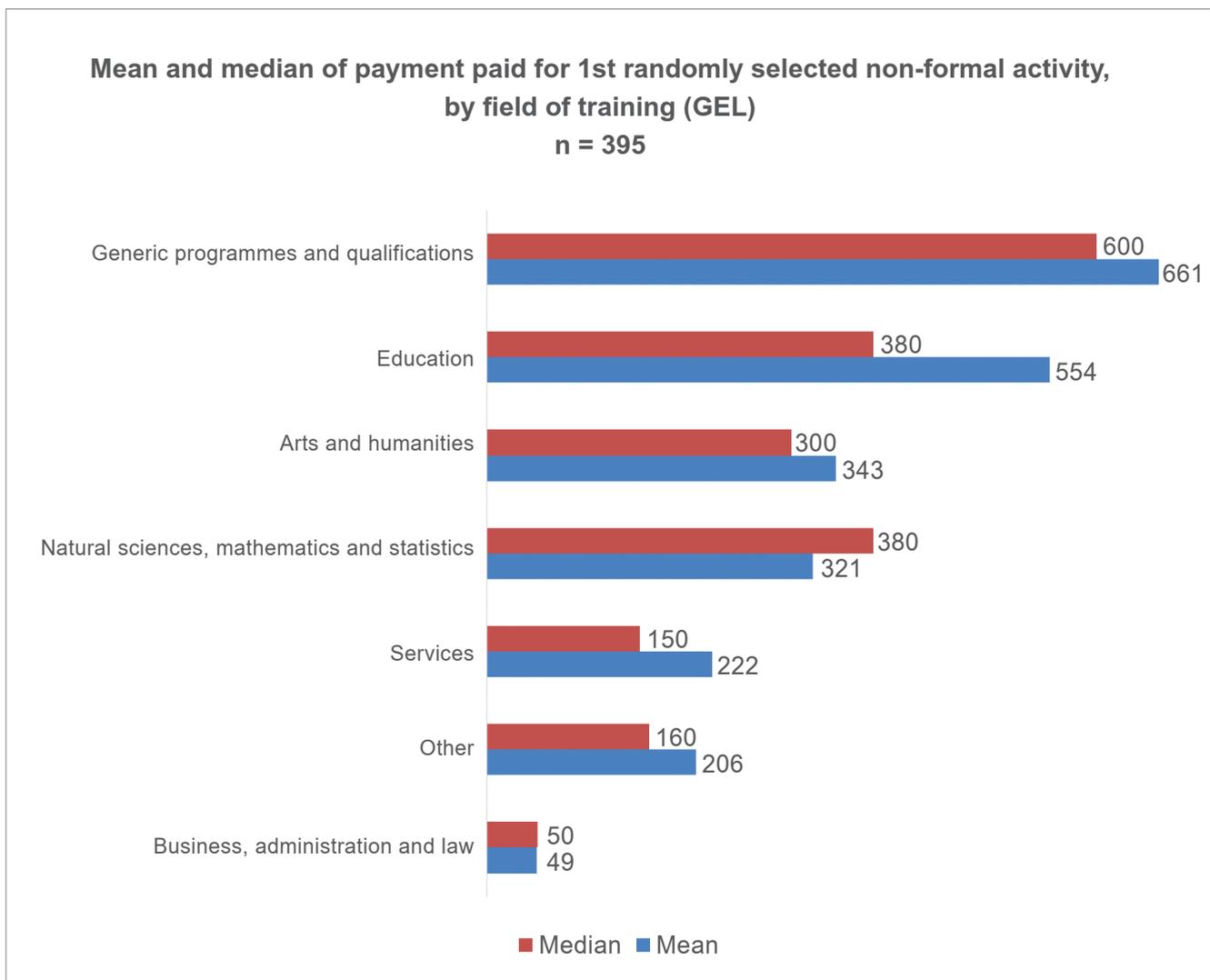
Receiving a certificate for non-formal education



Regarding payment for courses, almost half of the respondents (46%) said that the activity was free. For those who said that the activity was not free of charge, 28% of respondents or their household paid the full fee themselves, and someone else paid for 25% of respondents. The course was covered by the employer in fewer cases (19%). The average cost was GEL 460, and the median was GEL 300. The average cost was higher in generic programmes and qualifications compared to other fields.

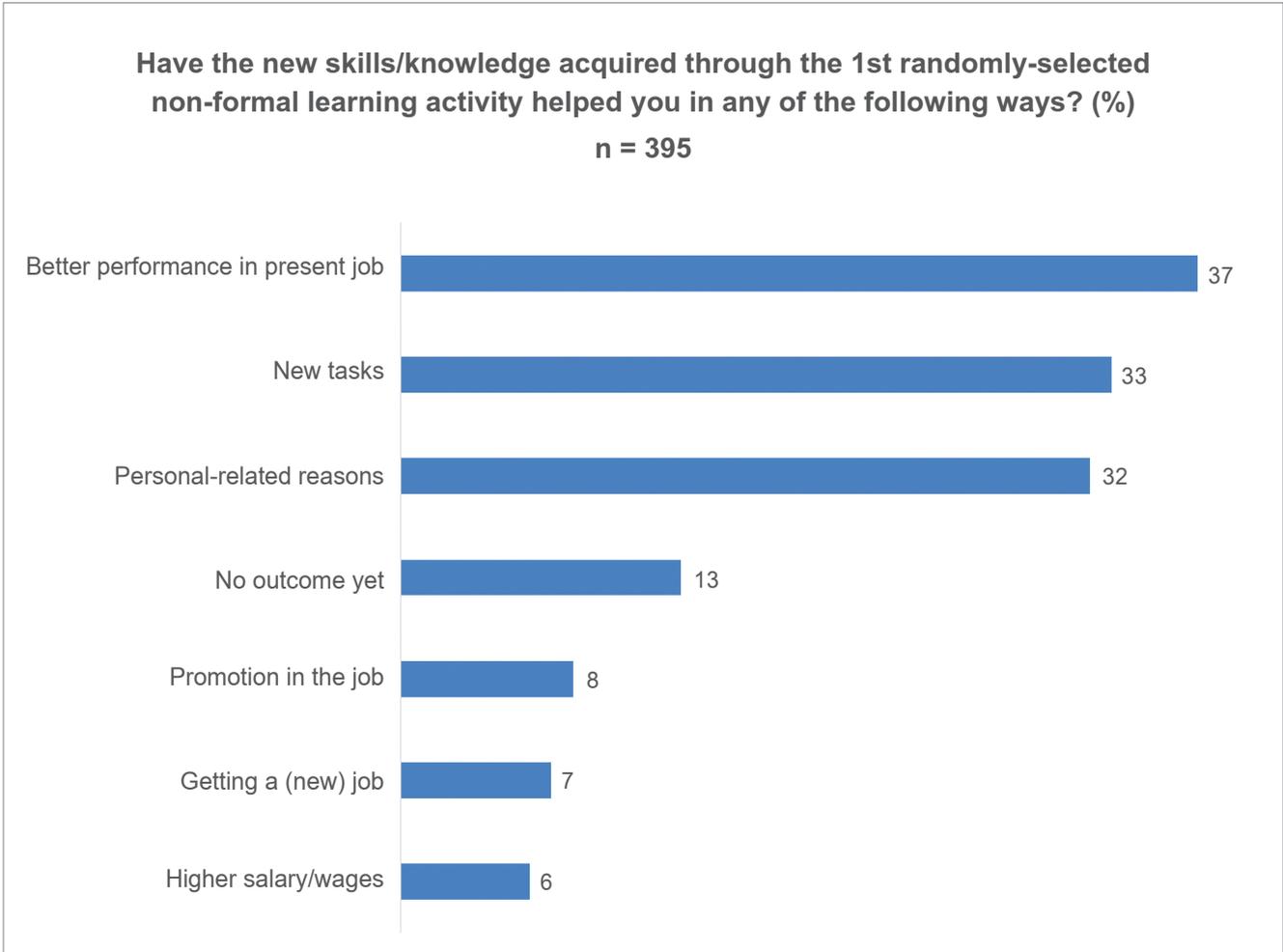
figure 35:

Average and median costs by field of study



The participants felt that non-formal educational activity helped them in a number of ways. Participation in the randomly-selected first non-formal education activity helped participants to achieve better performance in their present job (37%); in new tasks (33%); for personal reasons (e.g. social contacts or general skill development) (32%); promotion at work (8%); and obtaining a new job (7%). 13% of all participants reported no outcome yet. Older age groups reported that the activities helped them to perform better in their present job (60%) more frequently than the youngest group (13%). No other significant differences were present between groups.

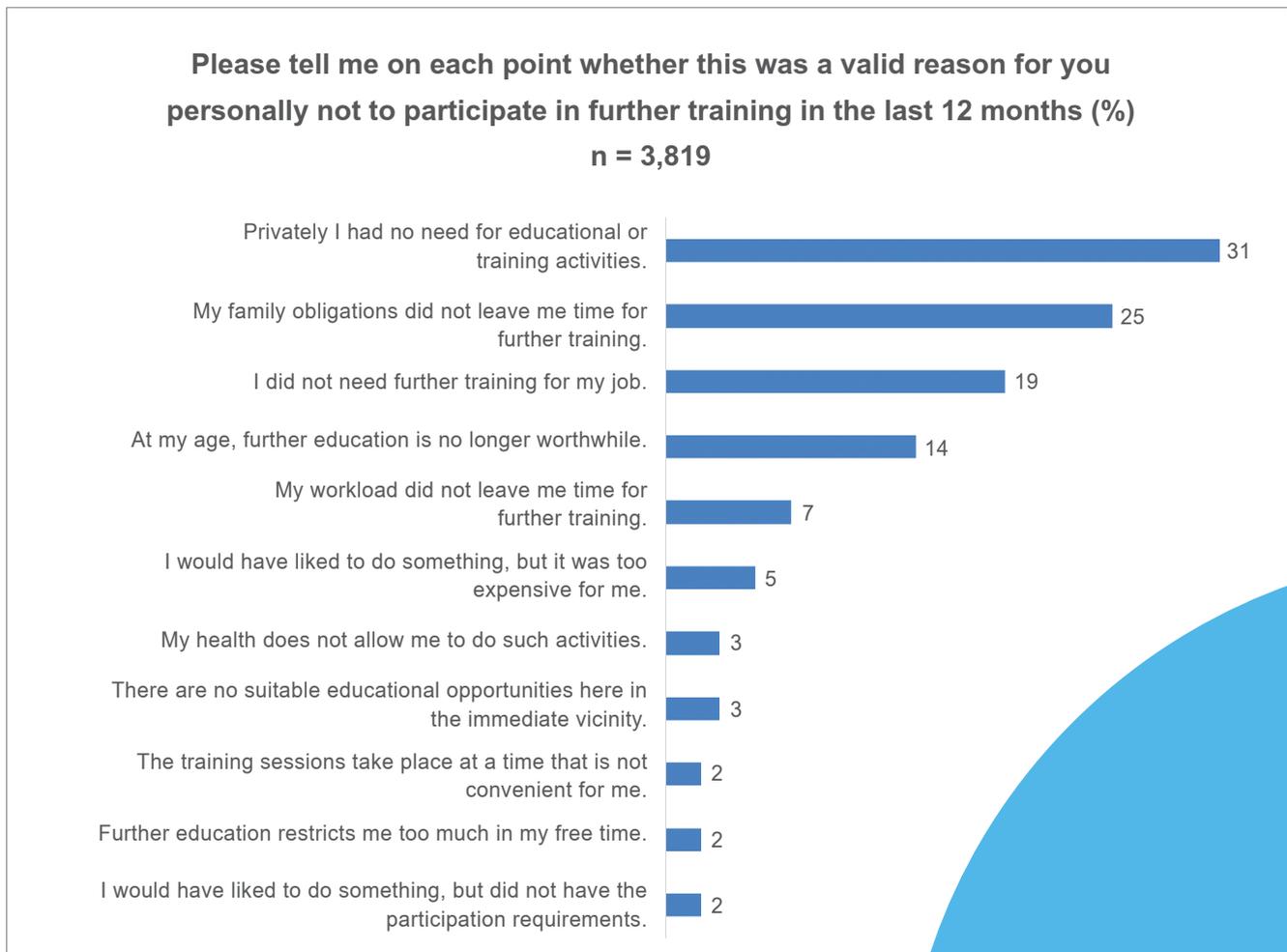
figure 36:
How randomly-selected first non-formal education activity helped respondents



Respondents who were not engaged in non-formal learning were asked why they did not participate. The main reasons for not participating in a non-formal educational activity included 'Privately I had no need for educational or training activities' (31%), 'My family obligations did not leave me time for further training' (25%), and 'I did not need further training for my job' (19%).

figure 37:

Reasons for not attending non-formal education



The above data on non-formal learning suggests that few people in Georgia were engaged in non-formal education, though more people were engaged in non-formal than in formal education over the past year. The main reasons why people were engaged in non-formal education were career-related, while the main reasons for not engaging were related to a lack of necessity and to family obligations.

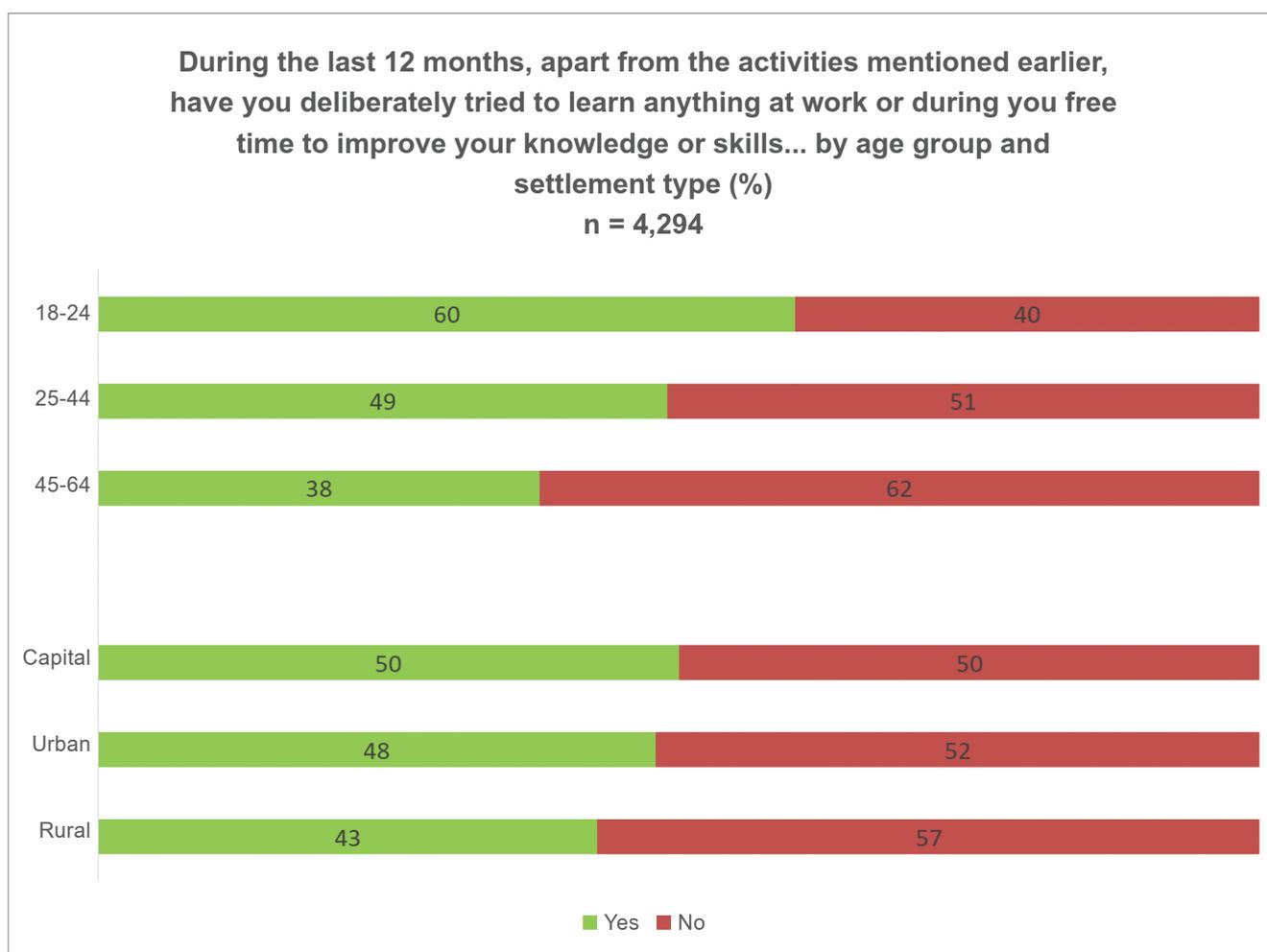
Informal learning

According to the data, 46% of the population has been involved in informal learning during the past 12 months. Informal learning includes less organised and less structured learning from various sources at work or during leisure time that improves knowledge or skills.

Young people were more likely to be involved in informal learning activities during the past 12 months. More people in the capital engaged in informal learning (50%) than people in rural areas (43%).

figure 38:

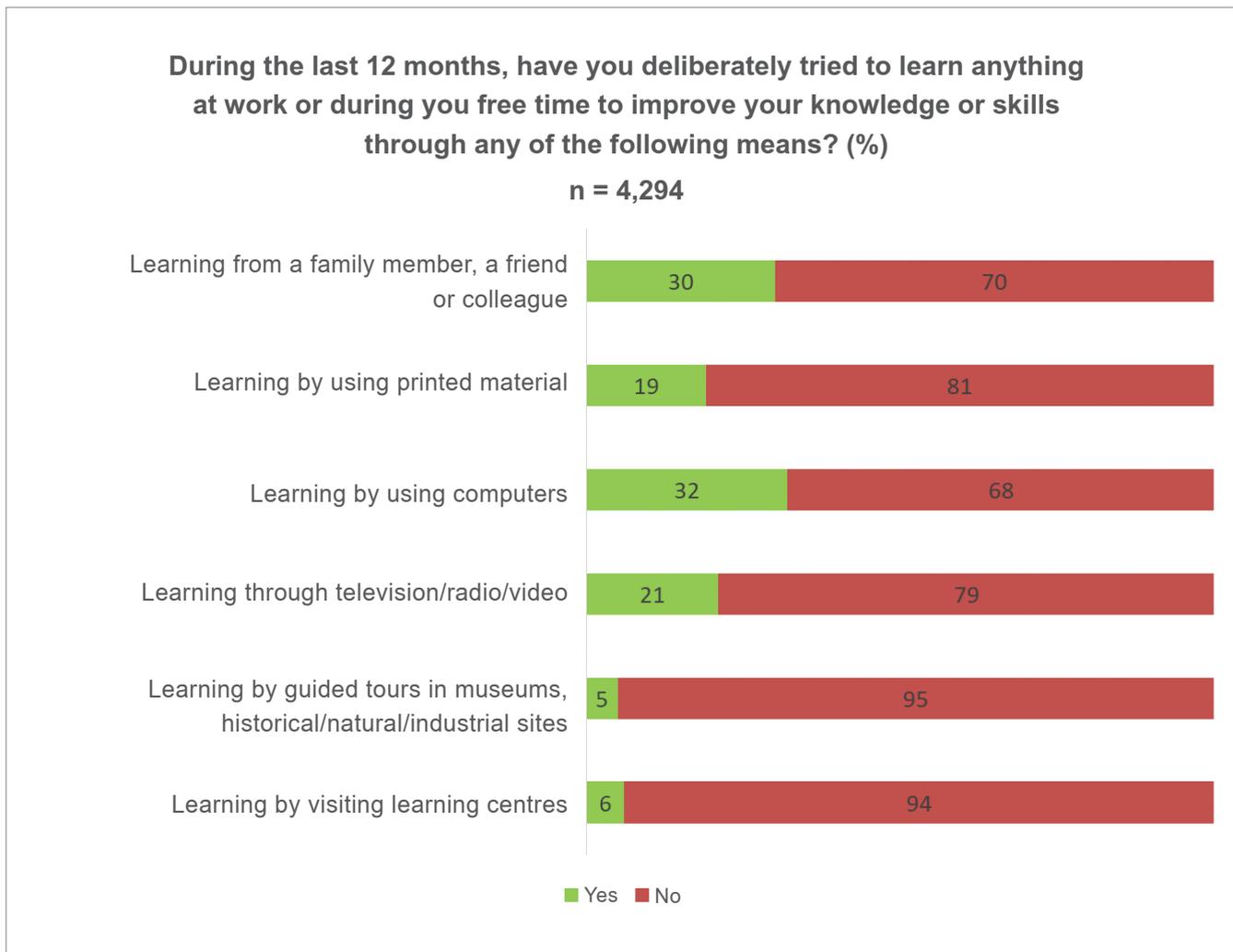
Engagement in informal learning



The main source of informal learning which people named included learning by using a computer (32%), and family members/friends (30%). Printed materials were named by 19%, television/radio/video by 21%, guided tours in museums, historical, natural or industrial sights by 5%, and visiting learning centres, including libraries, by 6%.

figure 39:

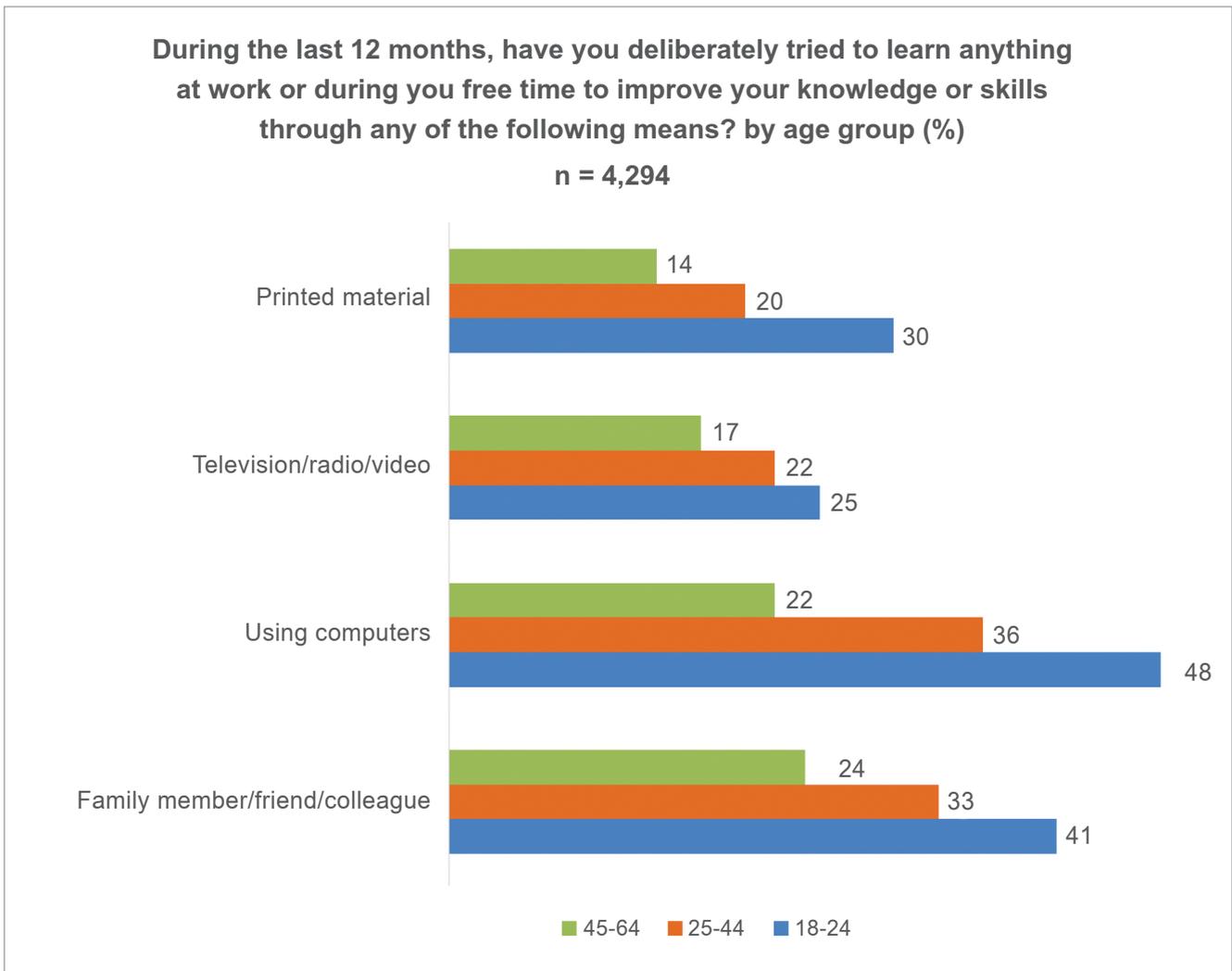
Type of informal learning



Younger people (48%) mainly named computers as the principal source of informal learning, while this figure is lower with older people (22%). Residents of the capital also mainly named computers 38%, compared to people in rural settlements (27%).

figure 40:

Type of informal learning by age groups



Informal learning was significantly more common than either formal or non-formal learning. Informal learning is most common among younger

people and in urban areas. Computers and family members were the most common means of informal learning.

Perceptions of adult learning

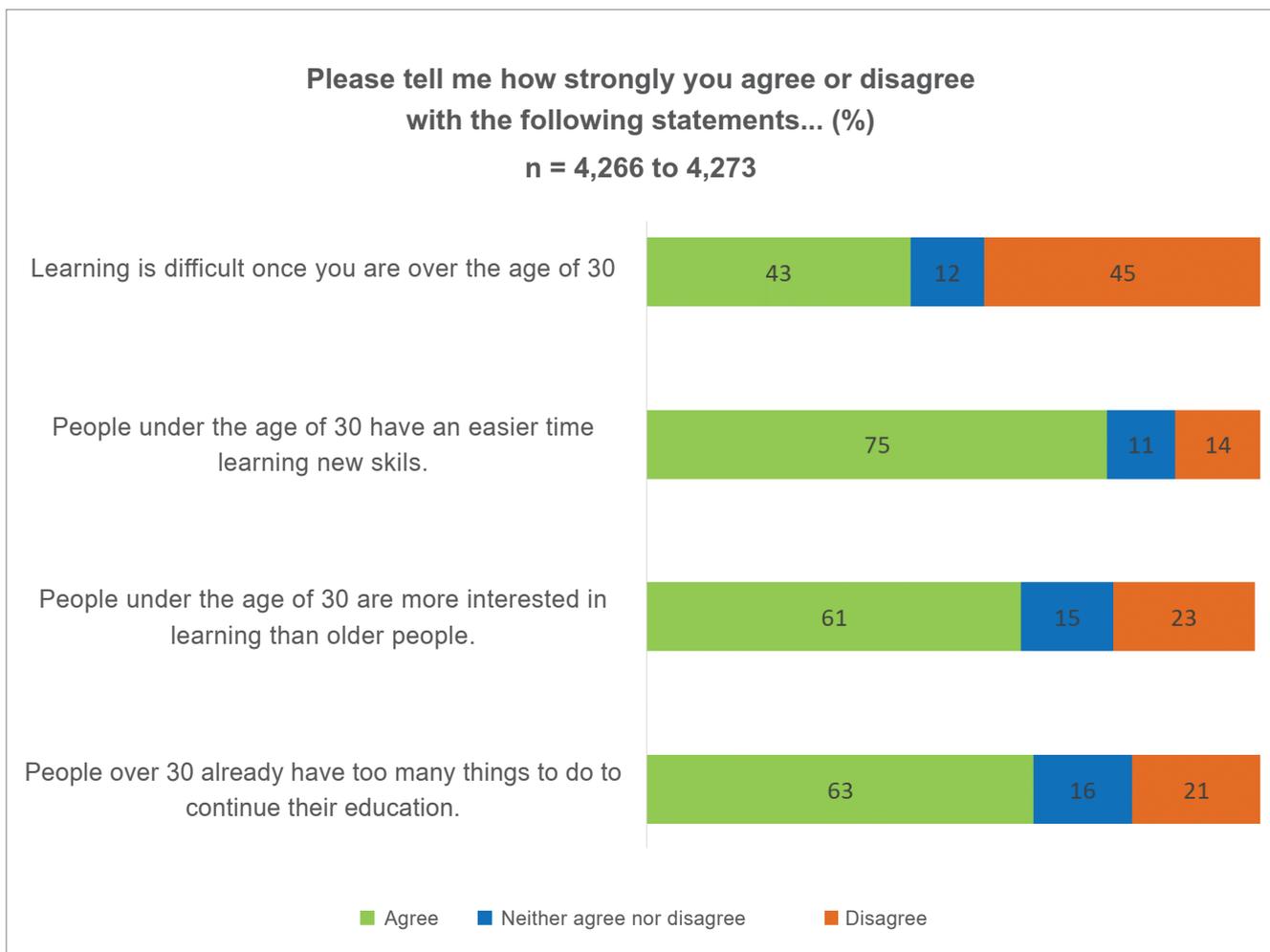
The study also extensively explored perceptions of adult learning, including the difficulty of learning after the age of 30, the purpose of adult education, responsibilities for different components of adult education, preferred modes/activities for learning, and views of which factors are important for finding a good job.

The survey asked how people perceive the difficulty of learning after age 30. Overall, 44% agree

that learning is difficult over the age of 30. Moreover, 75% agree with the perception that people under the age of 30 have an easier time learning new skills. Most respondents (61%) agree with the perception that people under the age of 30 are more interested in learning than older people. Furthermore, 63% agree with the statement that people aged over 30 have too many other things to do in order to continue their education.

figure 41:

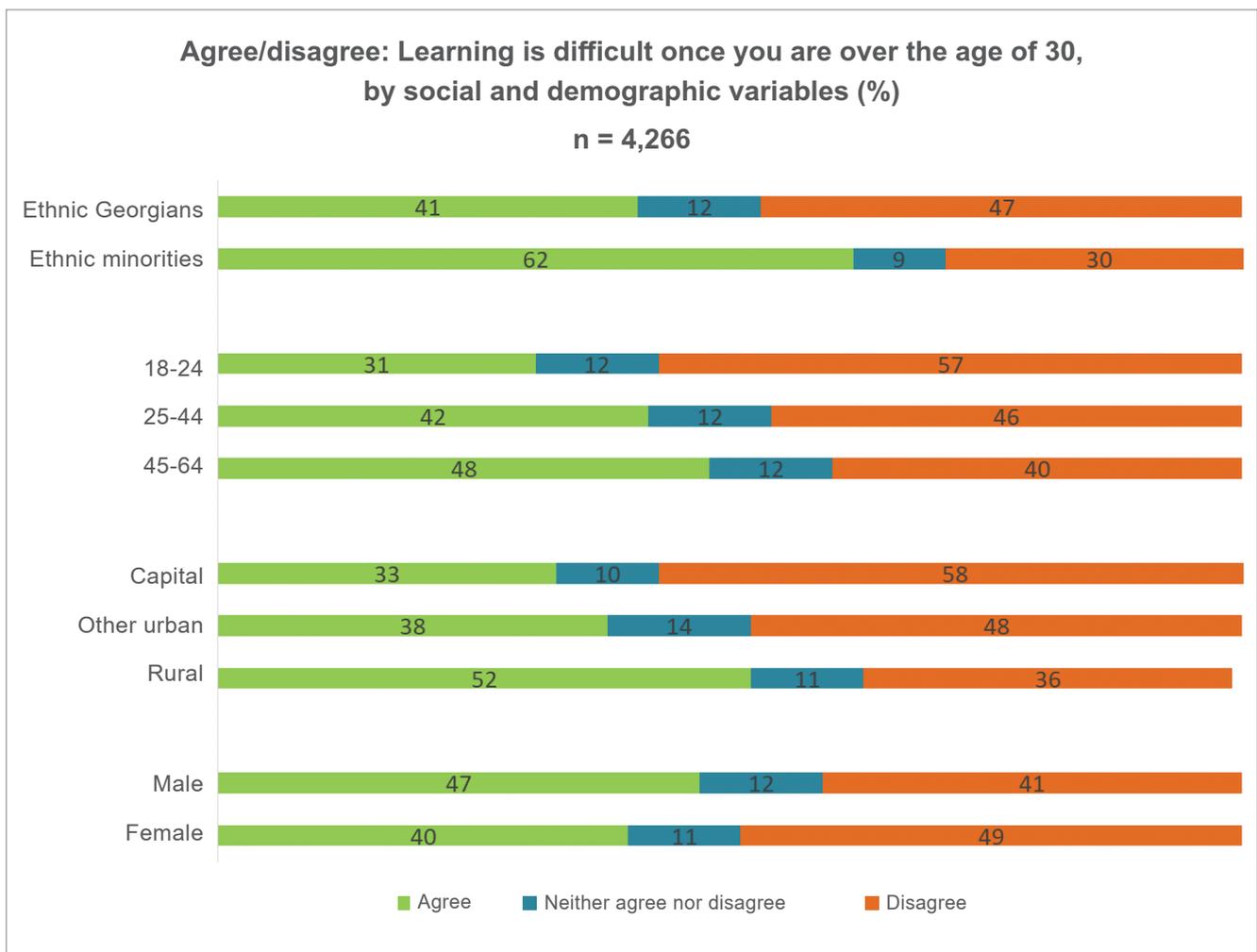
Attitudes to learning over the age of 30



When broken down by different social and demographic variables, the data shows a number of differences with regard to the above questions. Older people tend to agree with the statement 'Learning is difficult once you are over age 30' more frequently than younger age groups. Ethnic minorities (62%) also agree with this statement more frequently than ethnic Georgians (41%). People in rural settlements (52%) agree with this statement more frequently than people living in other urban settlements (38%), and in the capital (33%).

figure 42:

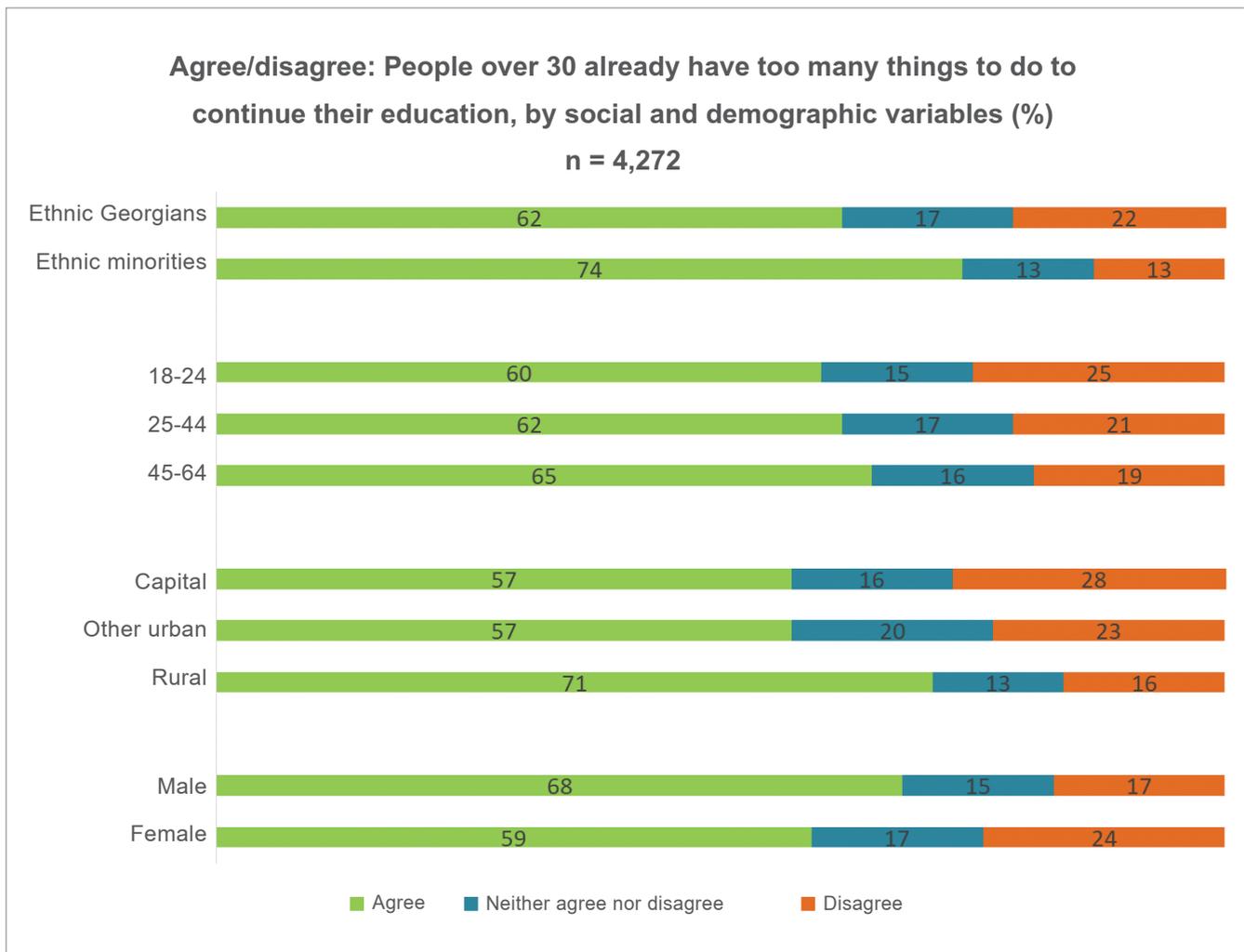
Attitudes towards 'Learning is difficult over the age of 30' by social and demographic groups



A majority of the respondents believe that 'People over 30 already have too many things to do to continue their education'. The percentage is relatively high among ethnic minorities (74%) compared to ethnic Georgians (62%), and among people living in rural settlements (71%) compared to people living in urban areas (57%).

figure 43:

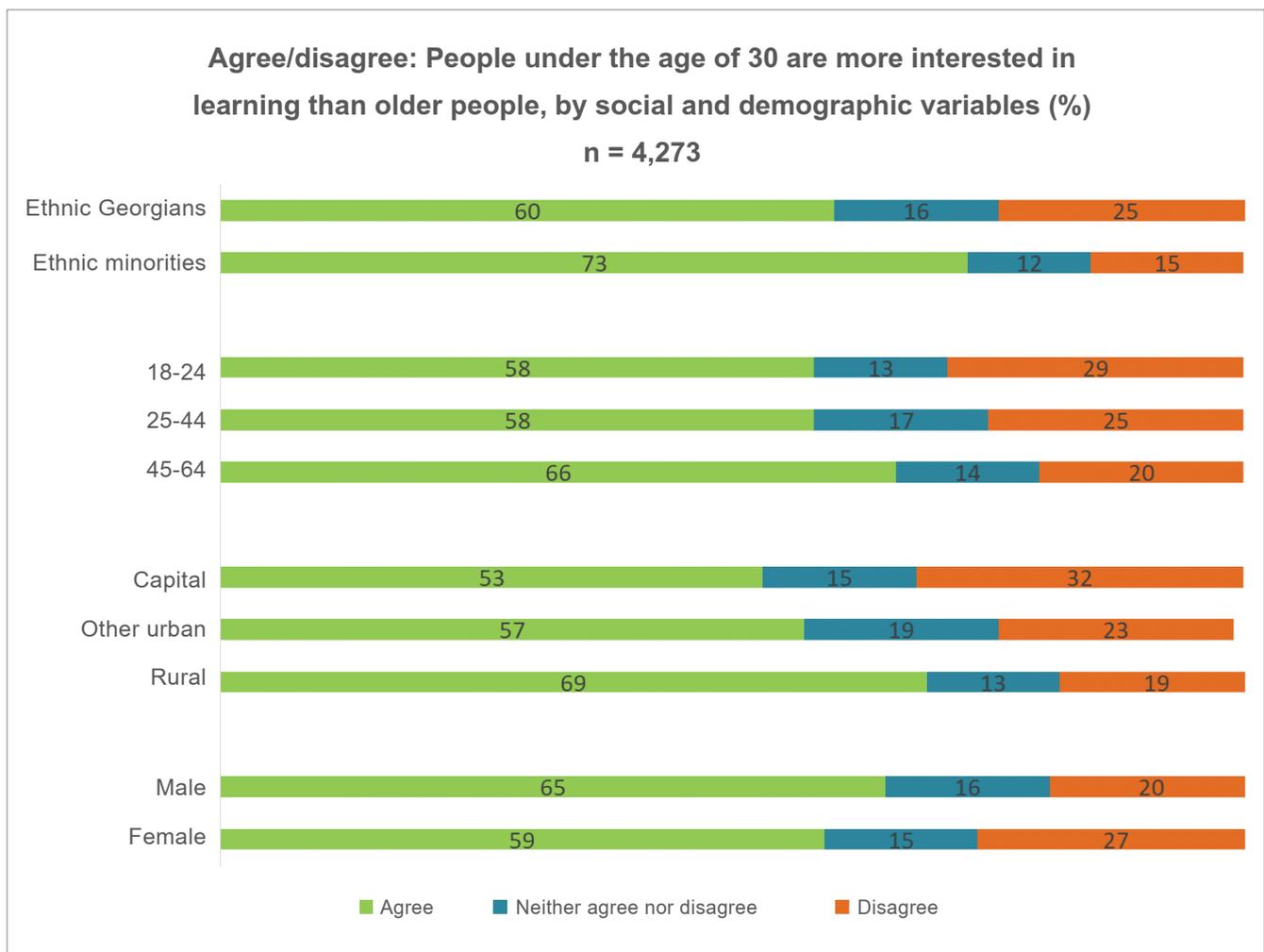
Attitudes towards 'People over 30 have too many things to do to continue their education' by social and demographic groups



The data shows that ethnic minorities (73%) agree with the statement 'People under the age of 30 are more interested in learning than older people' more frequently than ethnic Georgians (60%). People living in rural settlements (69%) also agree with the same statement more frequently than people living in the capital (53%) and in other urban settlements (57%). Men (65%) also believe this more frequently than women (59%). Older people also tend to agree with this statement more frequently.

figure 44:

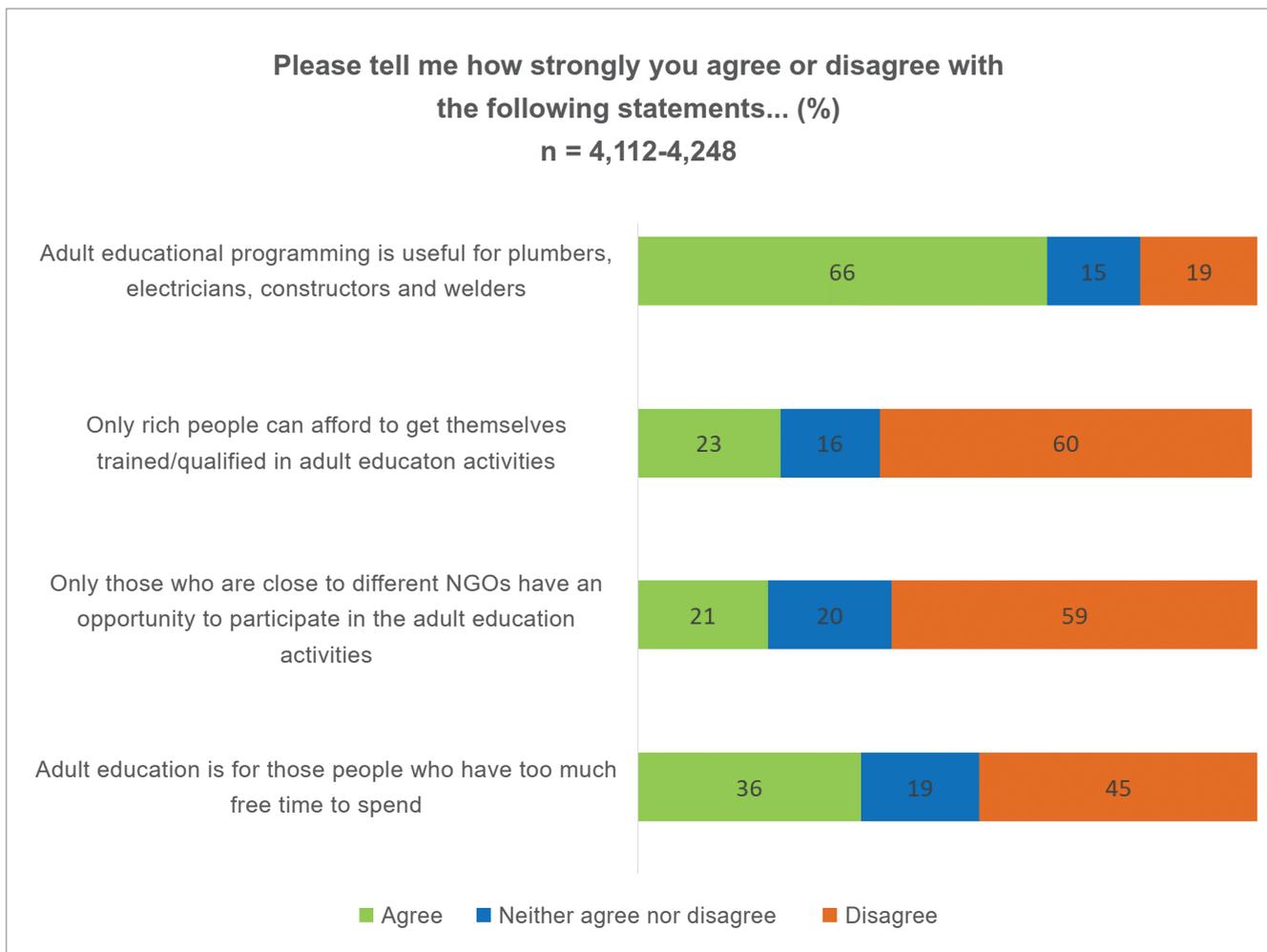
Attitudes towards 'People under the age of 30 are more interested in learning than older people' by social and demographic groups



The data also contains views on a number of different aspects of adult education. For example, 66% believe that adult education programmes are particularly useful for those working in skilled trades such as plumbing, electricians, construction and welding. Overall, 23% think that only rich people can afford to obtain training or to become qualified in adult education activities, either formal or non-formal. Furthermore, 21% agree that only those who are close to different NGOs have an opportunity to take part in adult education activities. Moreover, 36% believe that adult education is for those people who have too much free time.

figure 45:

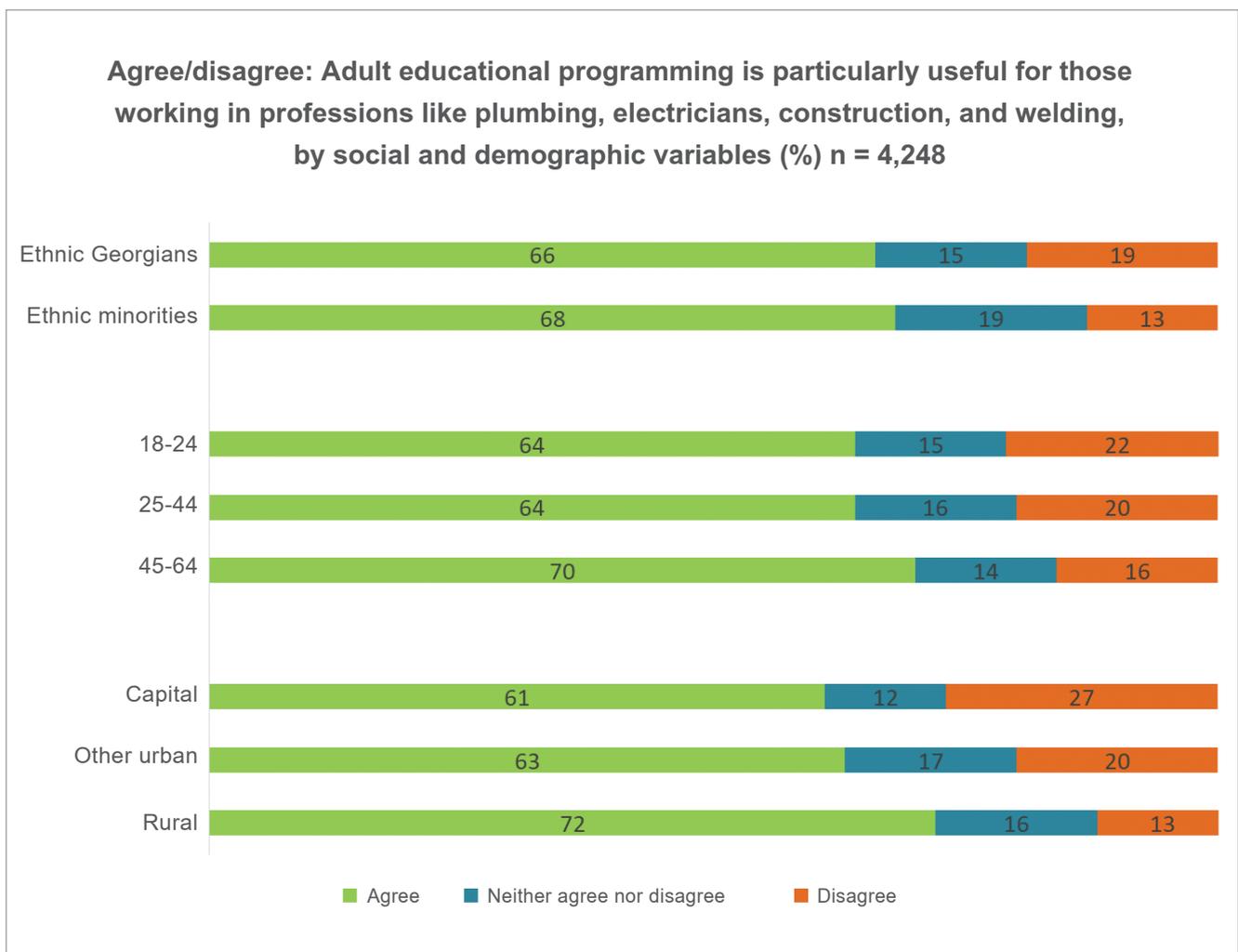
Attitudes towards adult education



When the data is broken down, there are a number of patterns in terms of attitudes. Rural residents are more likely to think that adult education programmes are particularly useful for working class professions.

figure 46:

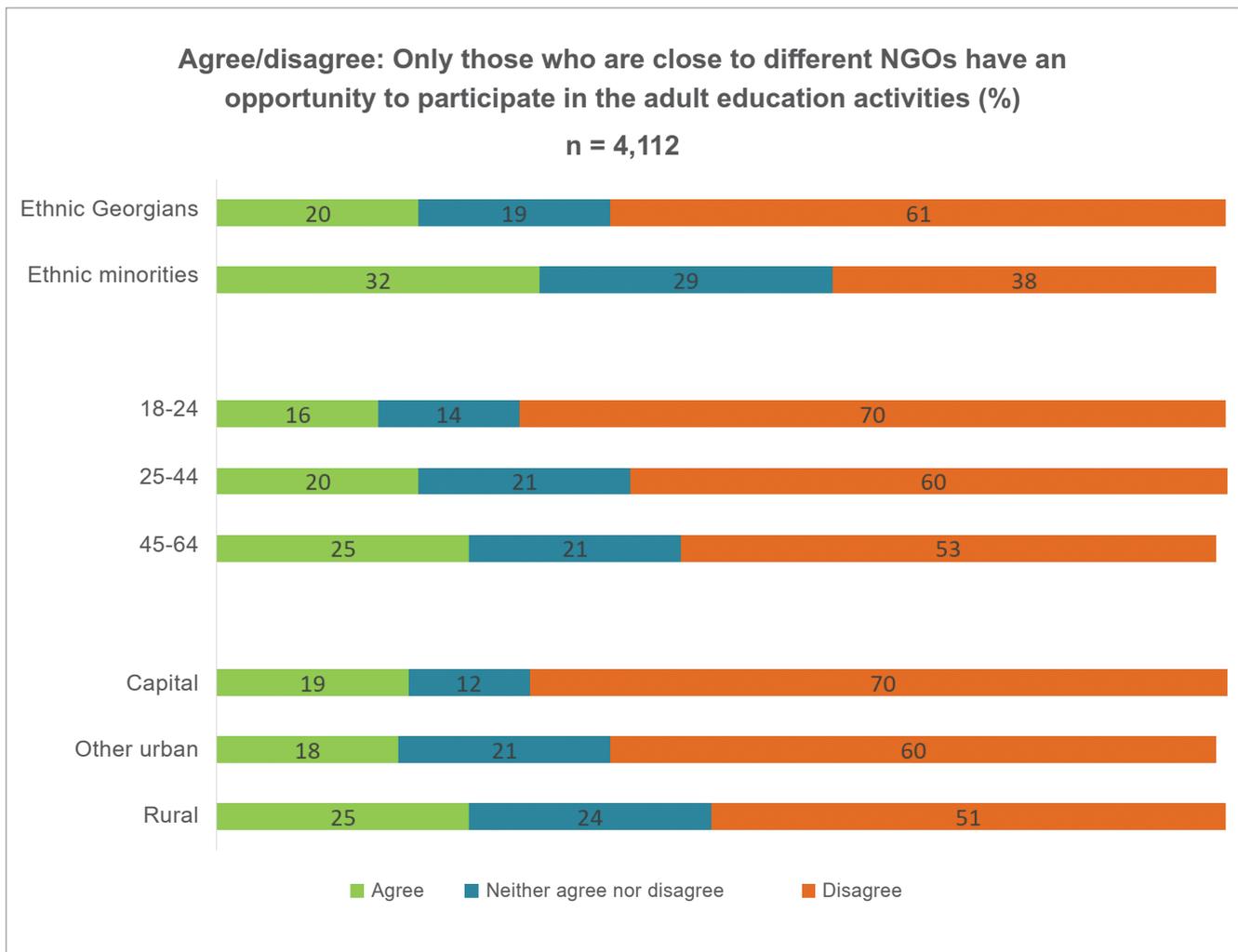
‘Adult education programming is particularly useful for working class professions’ by social and demographic characteristics



A majority of residents of the capital disagree that only those who are close to various NGOs have the opportunity to take part in adult education (70%). People in rural areas (51%) and in other urban areas (60%) were less likely to disagree. Older respondents tended to agree with this idea more frequently. Ethnic Georgians (61%) also disagree with this statement more frequently than ethnic minorities (38%).

figure 47:

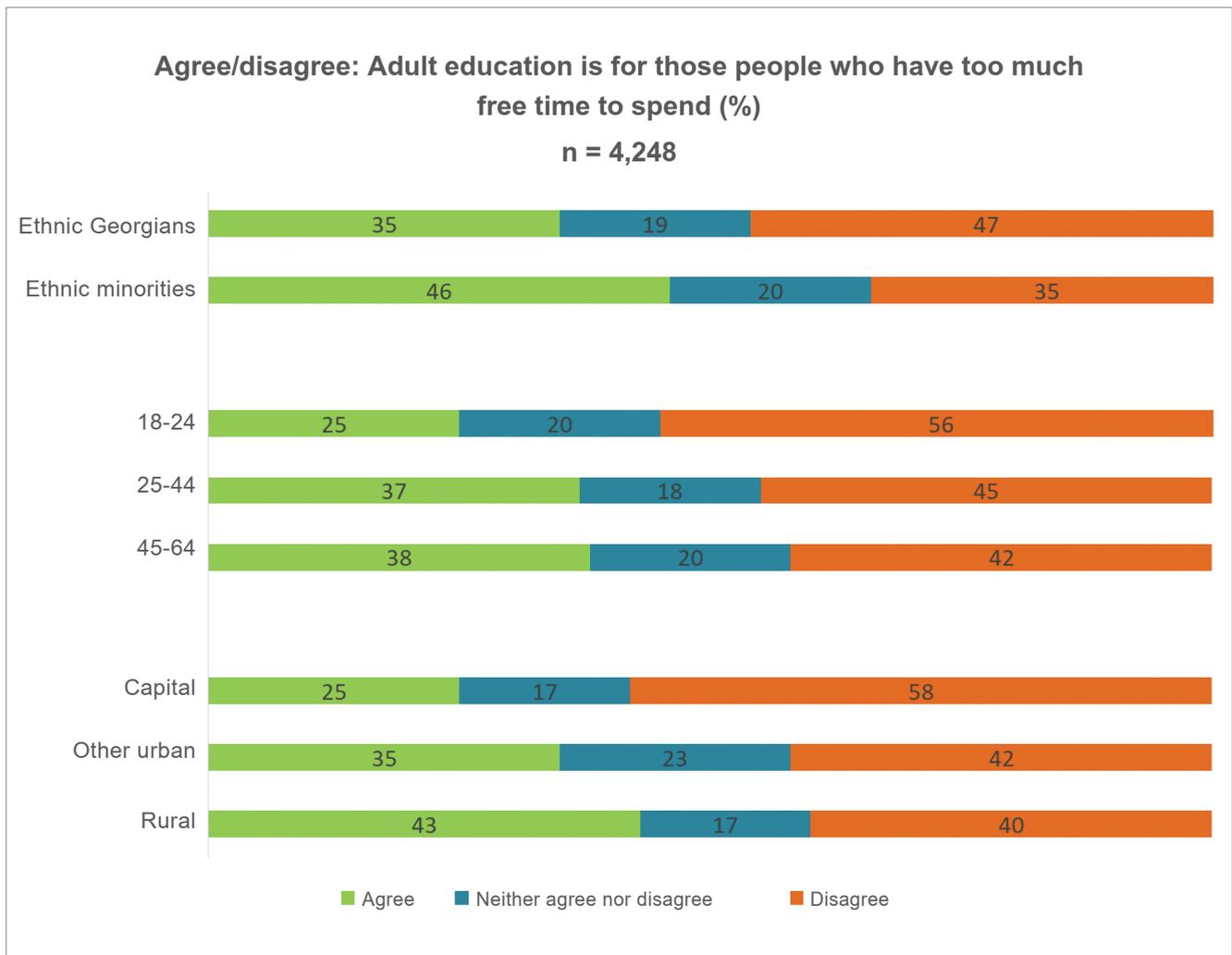
Attitudes towards ‘Only those who are close to different NGOs have an opportunity to participate in adult population activities by social and demographic characteristics



Ethnic minorities (46%) agree with the statement 'Adult education is for people who have too much free time to spend' more frequently than ethnic Georgians (35%). Younger age groups also agree with this statement less frequently than older age groups. Moreover, residents of rural settlements (43%) agree with this statement more frequently than urban dwellers (35%) and residents of the capital (25%).

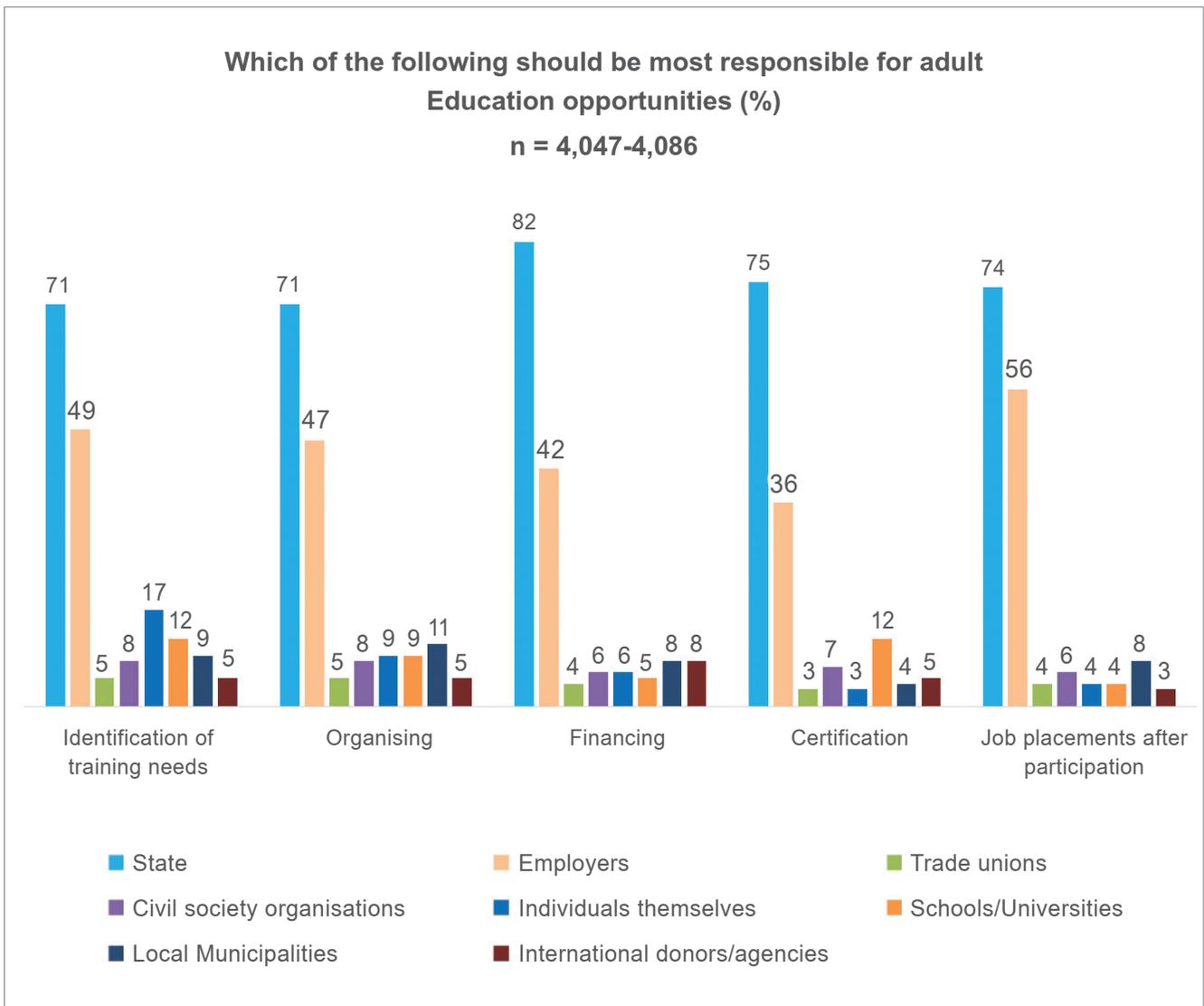
figure 48:

Attitudes towards 'Adult education is for people who have too much free time to spend' by social and demographic characteristics



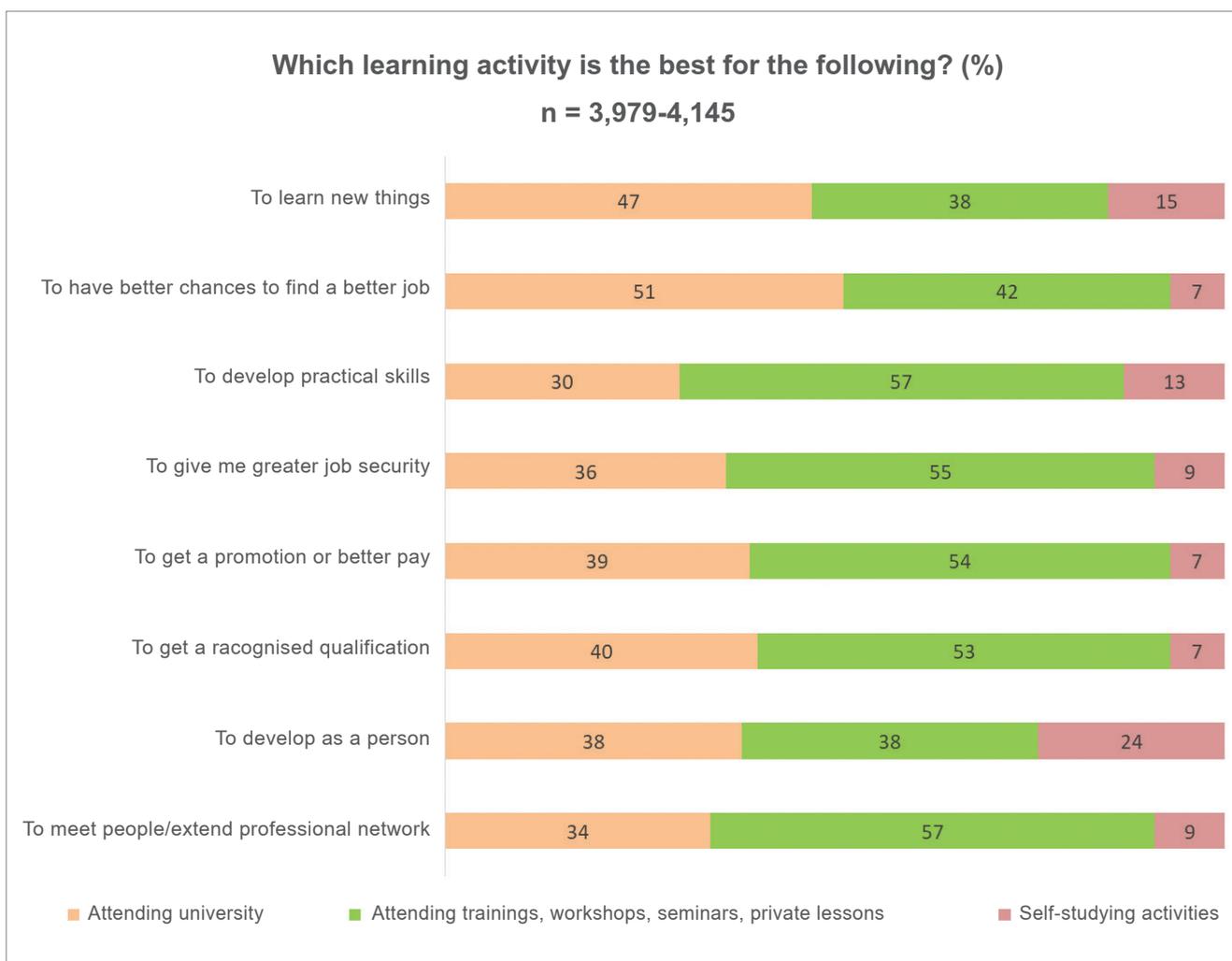
When it comes to responsibilities for adult education opportunities, people tend to believe that the state is responsible for adult education. Most people name the state for identification of training needs (71%), organising (71%), financing (82%), certification (75%) and job placement after participation (74%). People name employers next most frequently as responsible for adult education opportunities.

figure 49:
Who is responsible for adult education?



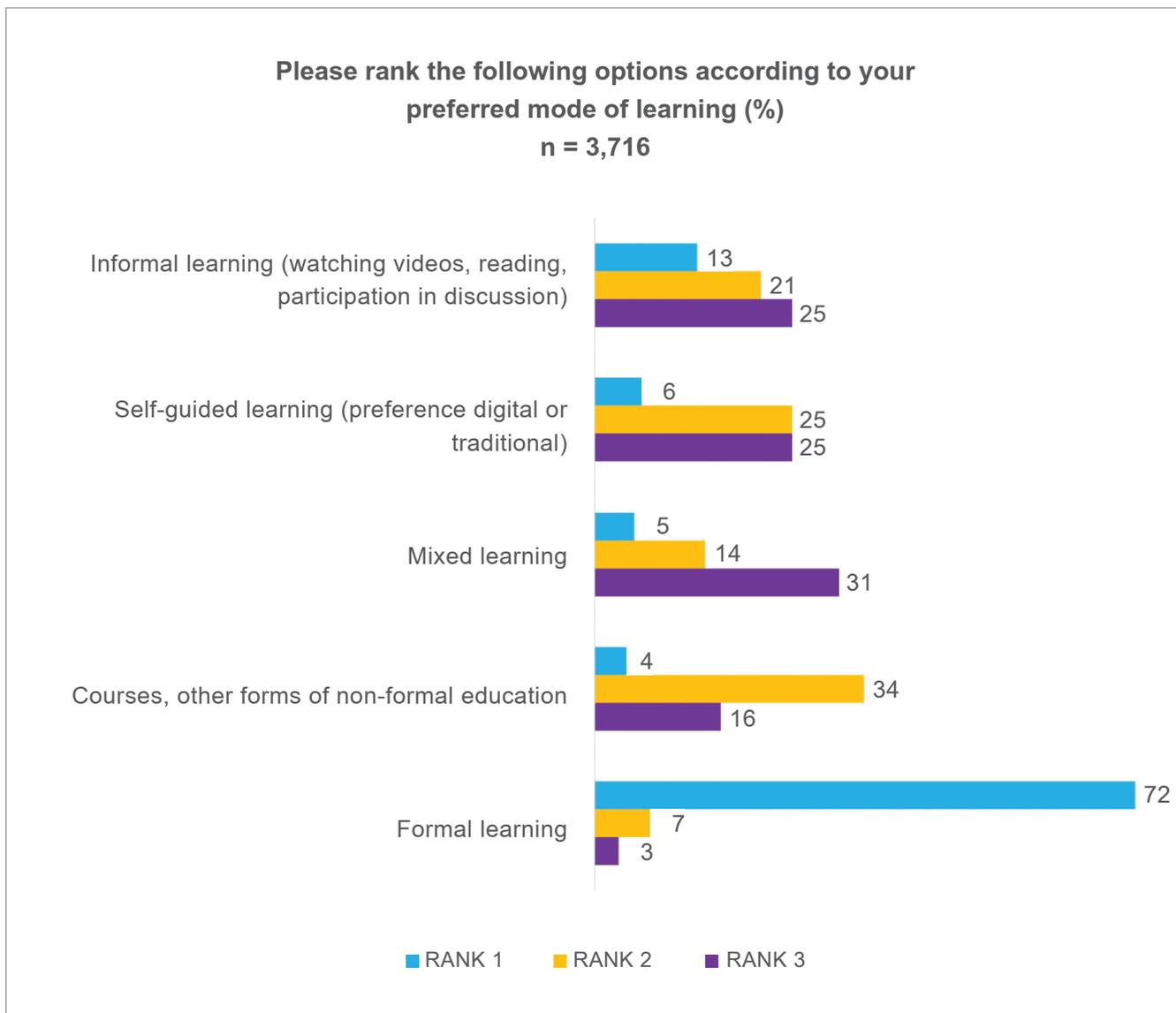
Respondents were also asked whether they preferred formal, non-formal or informal means of education to learn different things. The survey also asked about which learning activity is best for the following goals: to learn new things, to have better chances to find a better job, develop practical skills, to improve their job security, to get promoted or better pay, to obtain a recognised qualification, to develop as a person, and to extend one's professional network. People believe that formal education is best for getting a better job and learning new things. Attending training is the best way to develop practical skills, gain better job security, and get promoted or better pay, according to the public.

figure 50:
Preferred learning activity



The study also asked about preferred modes of education. The results suggest that formal learning is most often the preferred mode of learning (72%). Courses (34%) were ranked as the second most preferred mode of learning, and mixed learning (31%) came in third.

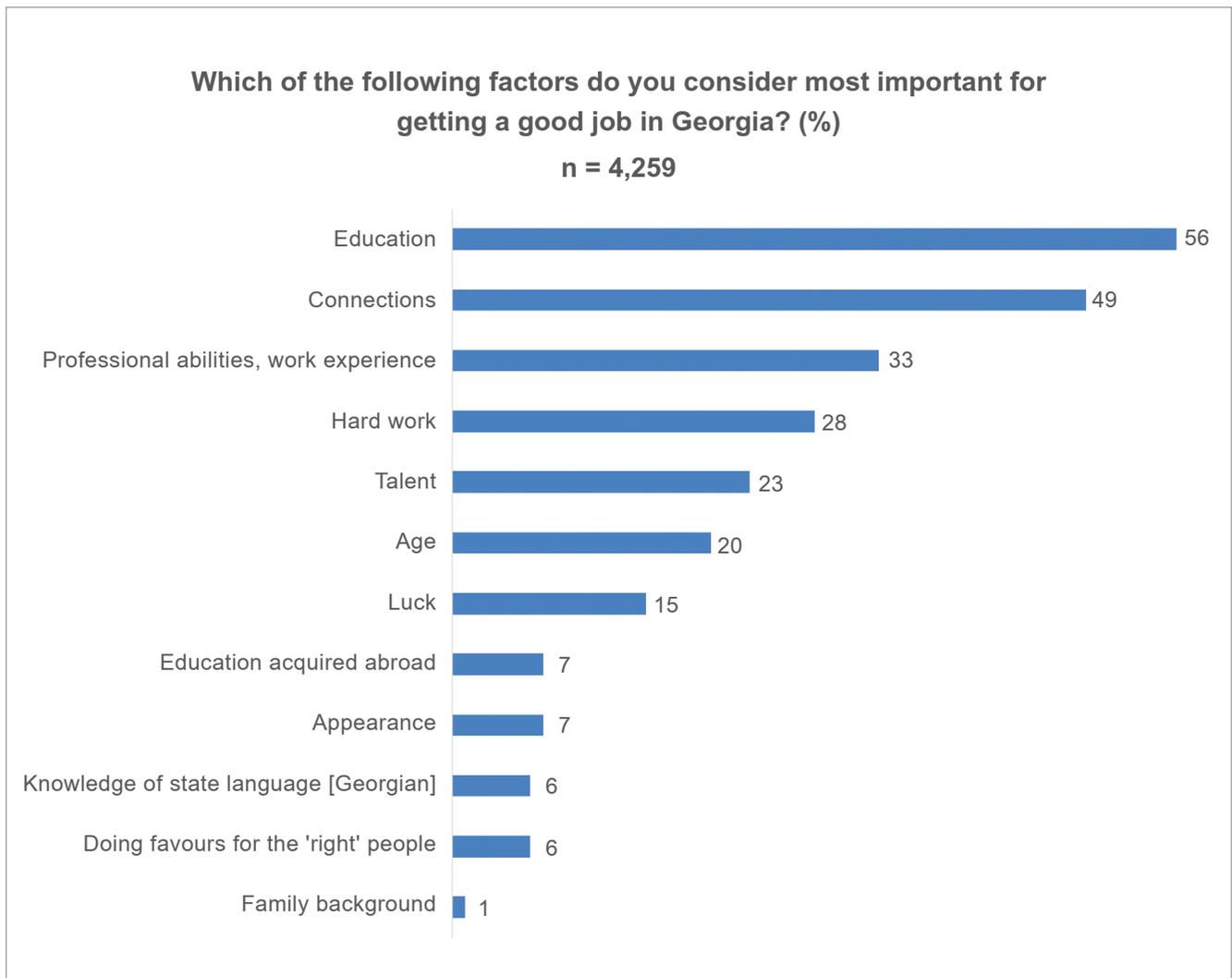
figure 51:
Ranking of mode of learning



People have different opinions regarding the importance attaching to various factors for getting a job in Georgia. The three most commonly named factors include education (56%), connections (49%) and professional abilities, as well as work experience (33%).

figure 52:

Important factor for getting a job



The above data tends to indicate that people consider it easier to learn before the age of 30. The data indicates more negative attitudes towards adult education among ethnic minorities and peo-

ple outside Tbilisi. People most commonly think that adult education opportunities should be covered by the state. With regard to modes of education, people tend to prefer formal education.

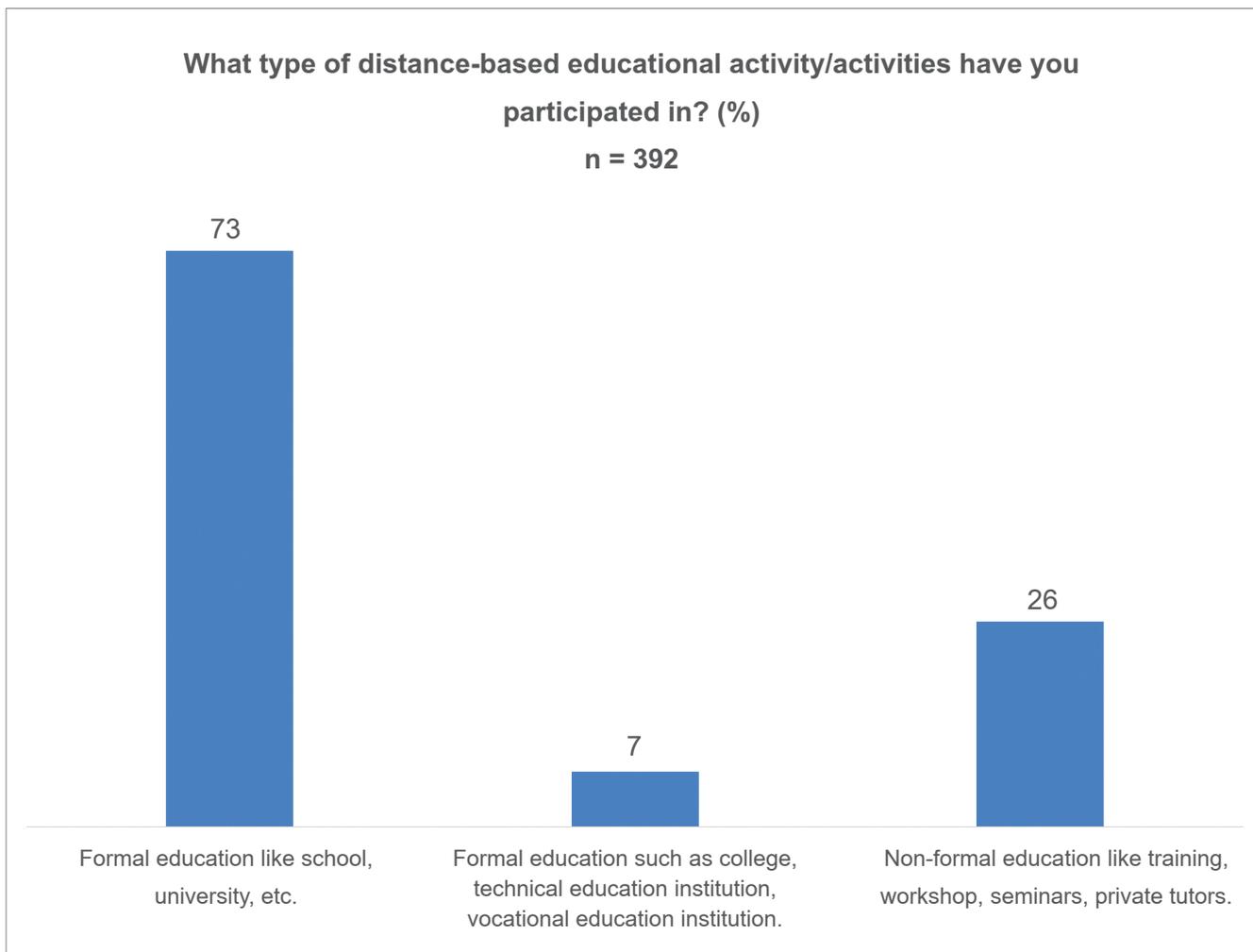
Distance-based learning during COVID-19

As the survey was conducted during the COVID-19 pandemic, it included questions about distance learning and attitudes towards it. Specifically, it asked about experience with, type and views on distance-based learning.

11% of all respondents reported having taken part in distance-based learning since COVID-19 started. Out of those who participated, most said that education was formal (73%) as opposed to (26%) non-formal. For most individuals, learning was originally planned to be face-to-face, but became online due to COVID-19.

figure 53:

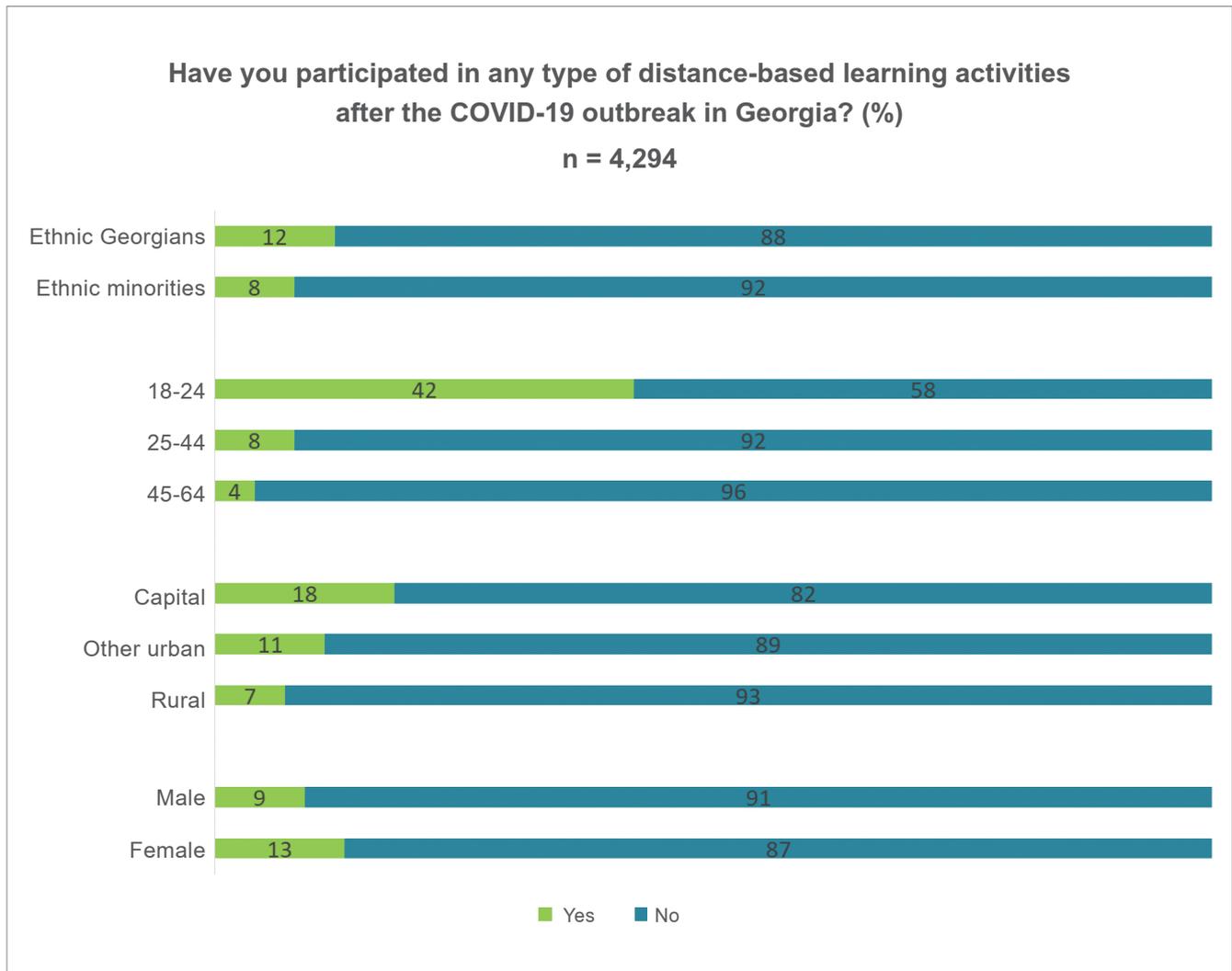
Participation in distance-based learning



The data indicates that 18-24 year-old age groups and residents of the capital were more likely to be involved in distance-based learning compared to older age groups and people living in other urban areas and rural settlements.

figure 54:

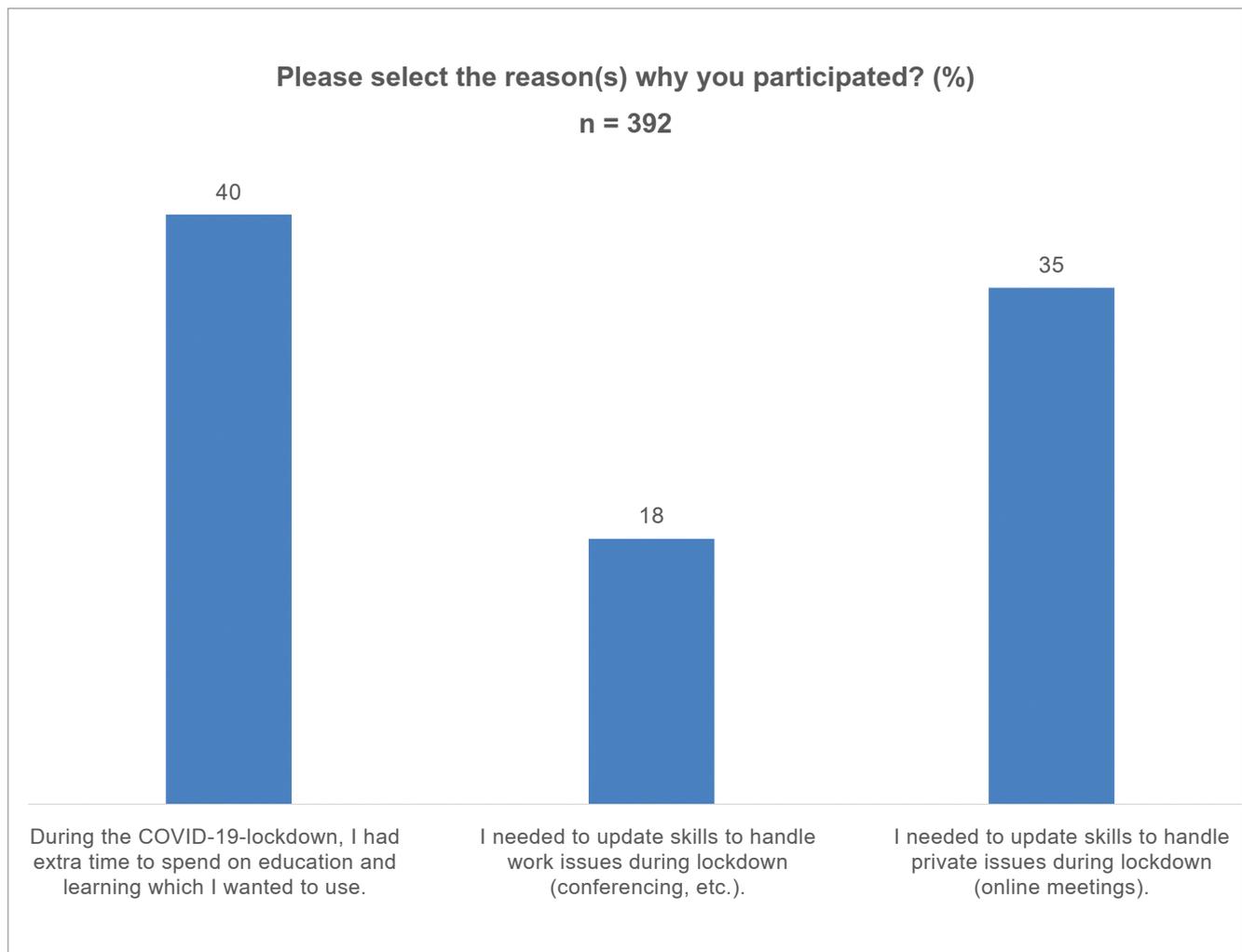
Participation in distance-based learning since COVID-19 by social and demographic groups



When asked why they decided to enrol in online learning during the pandemic, the main reason cited (40%) was that they had extra free time during lockdown and they used it for education. One-third (35%) needed to update skills for handling private issues during lockdown, and 18% had to update skills to handle work issues. In most cases (44%), the training was planned as in-person beforehand but shifted to online because of Covid-19, whilst in others the training (28%) was planned in this format from the beginning. Some (27%) chose the training during COVID-19.

figure 55:

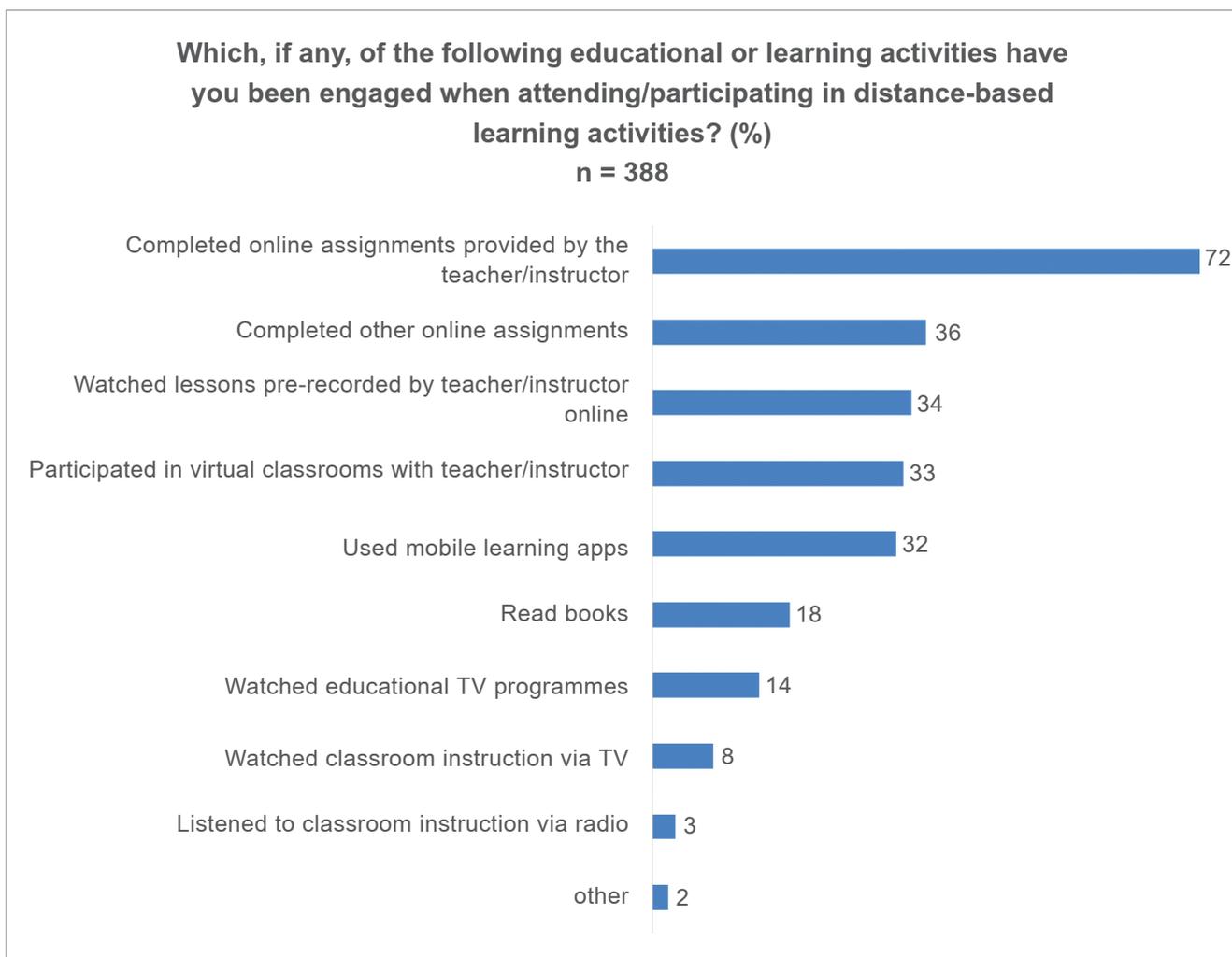
Reasons for participating in distance-based learning



The top three activities in which students on distance-based courses were engaged during studies included 'completed online assignments provided by the teacher/instructor' (72%), 'completed other online assignments' (36%), and 'watched lessons pre-recorded by teacher/instructor online' (34%).

figure 56:

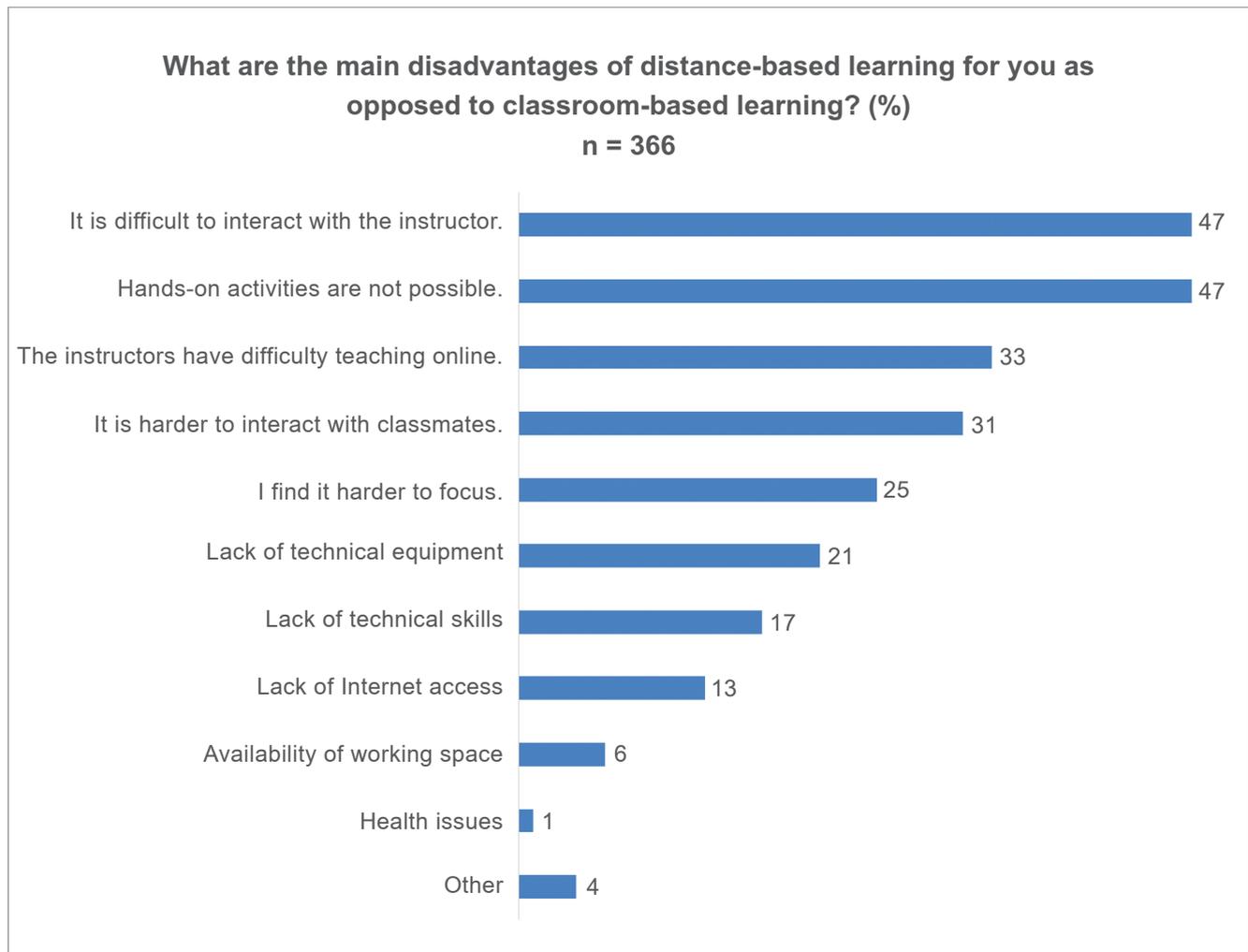
Activities engaged in during distance-based learning



The top three disadvantages of distance-based learning mentioned by respondents were: 'It is difficult to interact with the instructor' (47%); 'Hands-on activities are not possible' (47%); and 'The instructors have difficulty teaching online' (33%).

figure 57:

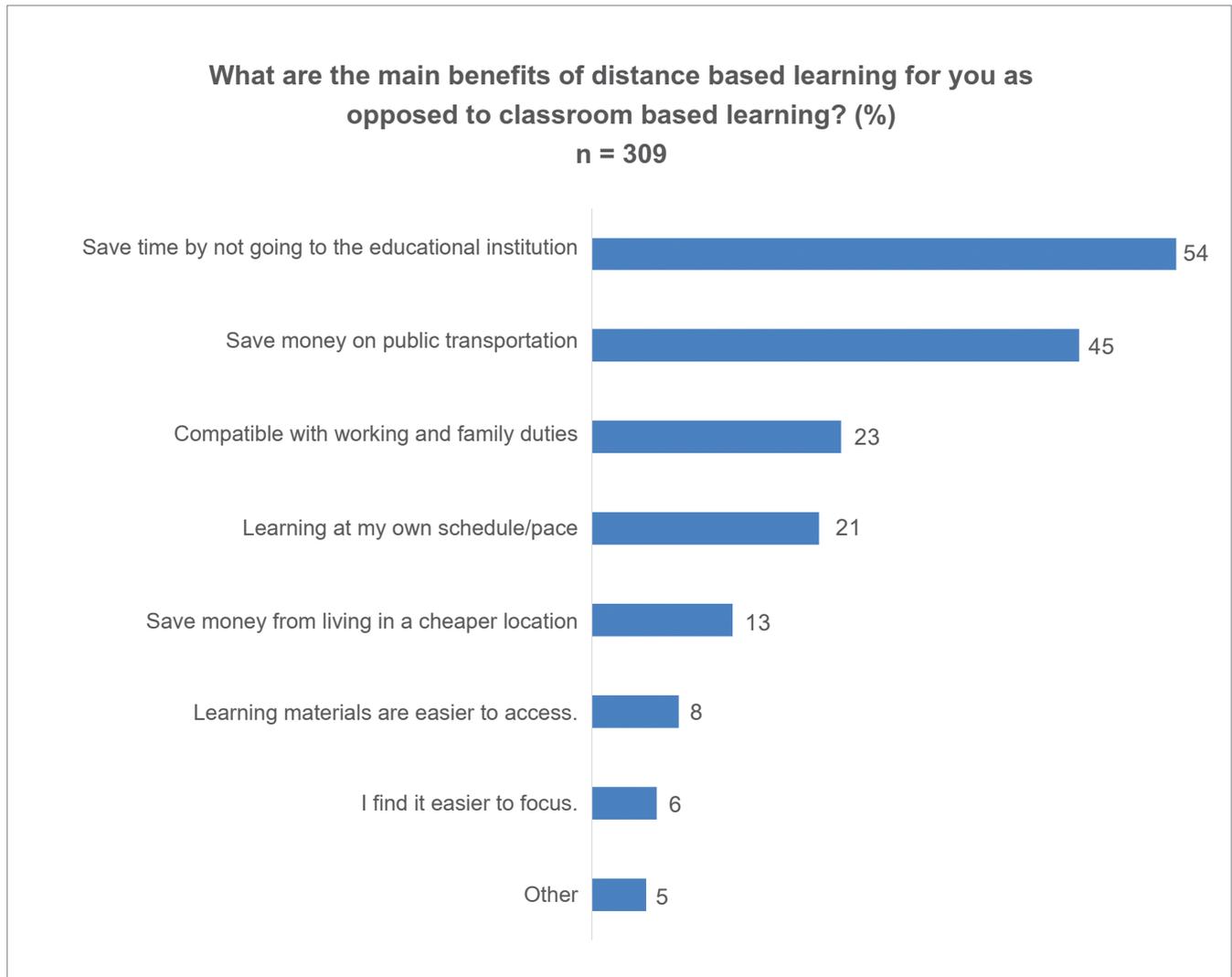
Disadvantages of distance-based learning



While talking about advantages of distance-based learning, students most often named 'Saving time by not going to the educational institution' (54%), 'Saving money on public transportation' (45%), and 'Compatible with working and family duties' (23%) as advantages.

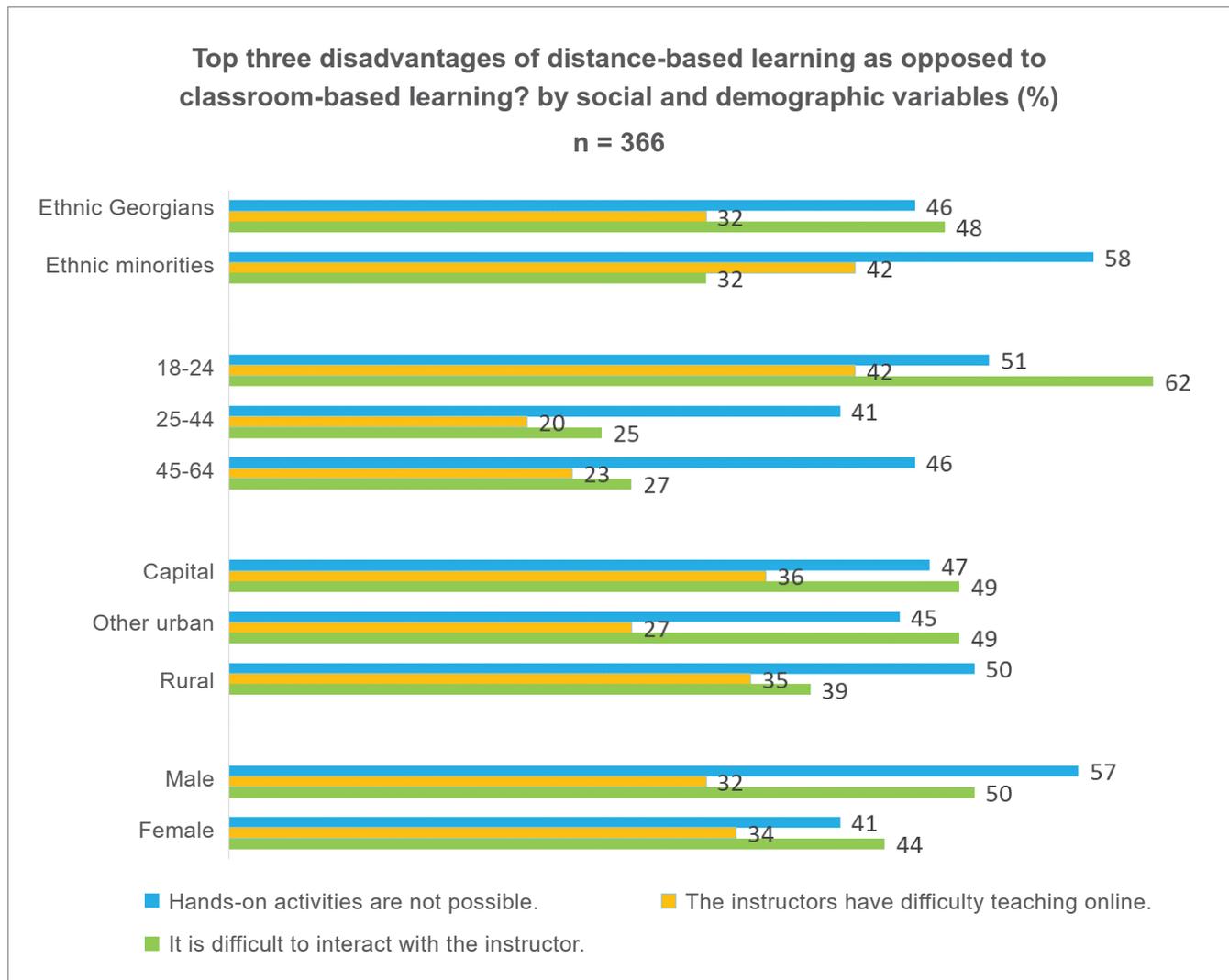
figure 58:

Benefits of distance-based learning



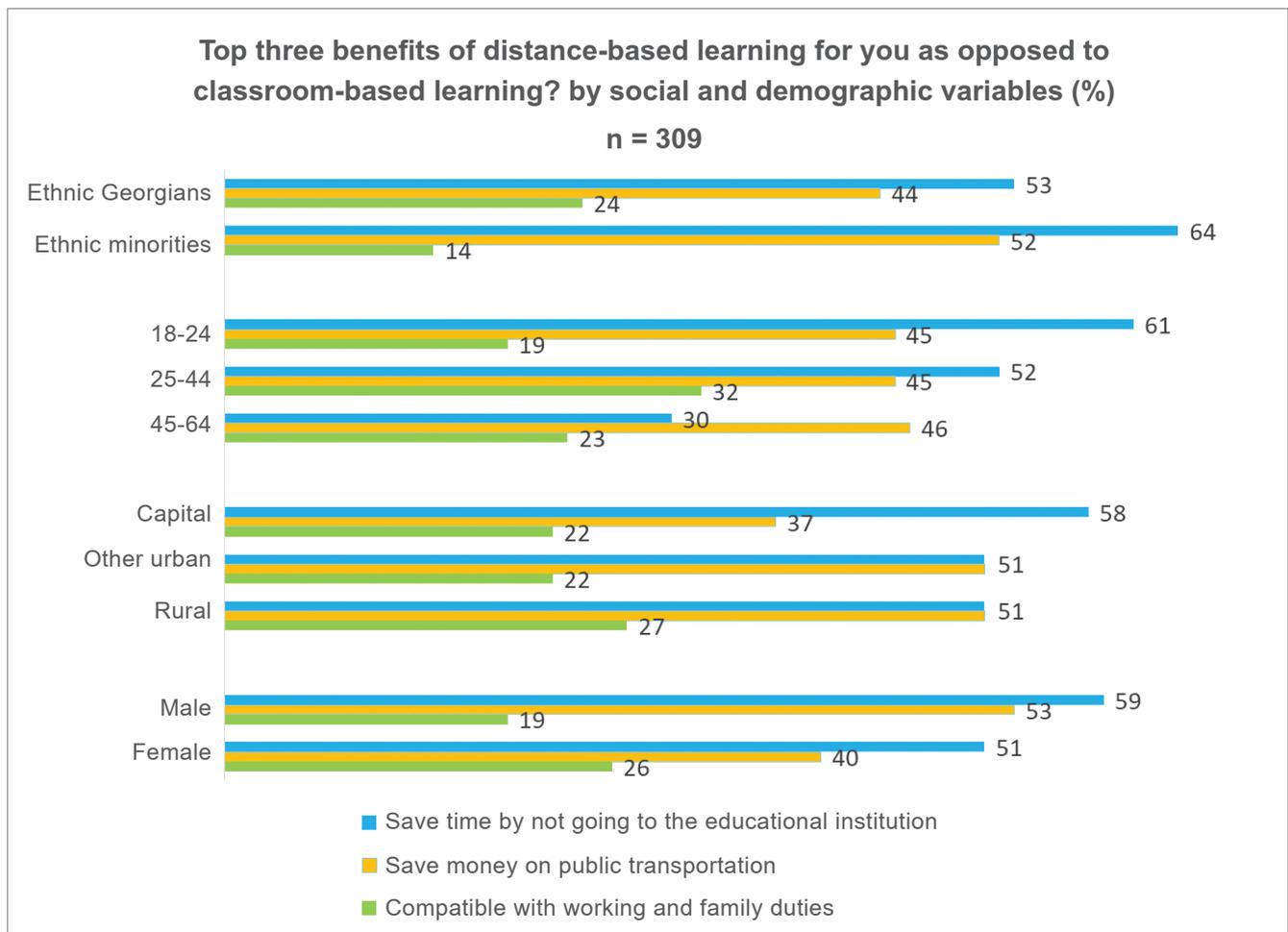
Younger people aged 18-24 (62%), ethnic Georgians (48%), people living in other urban areas and in the capital (49%), as well as male respondents (50%), reported that 'It is difficult to interact with the instructor' more often than older age groups, rural residents, ethnic minorities, and female respondents. Ethnic minorities (58%) and male respondents (57%) were also more likely to report that 'Hands-on activities are not possible' than ethnic Georgians and women.

figure 59:
Disadvantages of distance-based learning by social and demographic variables



In terms of the benefits of distance-based learning, 'saving time by not going to the educational institution' was named more frequently by ethnic minorities (64%), the younger age group (61%), male respondents (59%), and residents of the capital (58%) compared to ethnic Georgians (53%), older age groups (25-44: 52% and 45-64: 30%), female respondents (51%) and people living in other settlements. Moreover, 'Saving money on public transportation' was named more frequently by male respondents (53%) and ethnic minorities (52%) compared to women (40%) and ethnic Georgians (44%). Money was more or less equally important for all age groups. Residents of the capital (37%) named money less frequently.

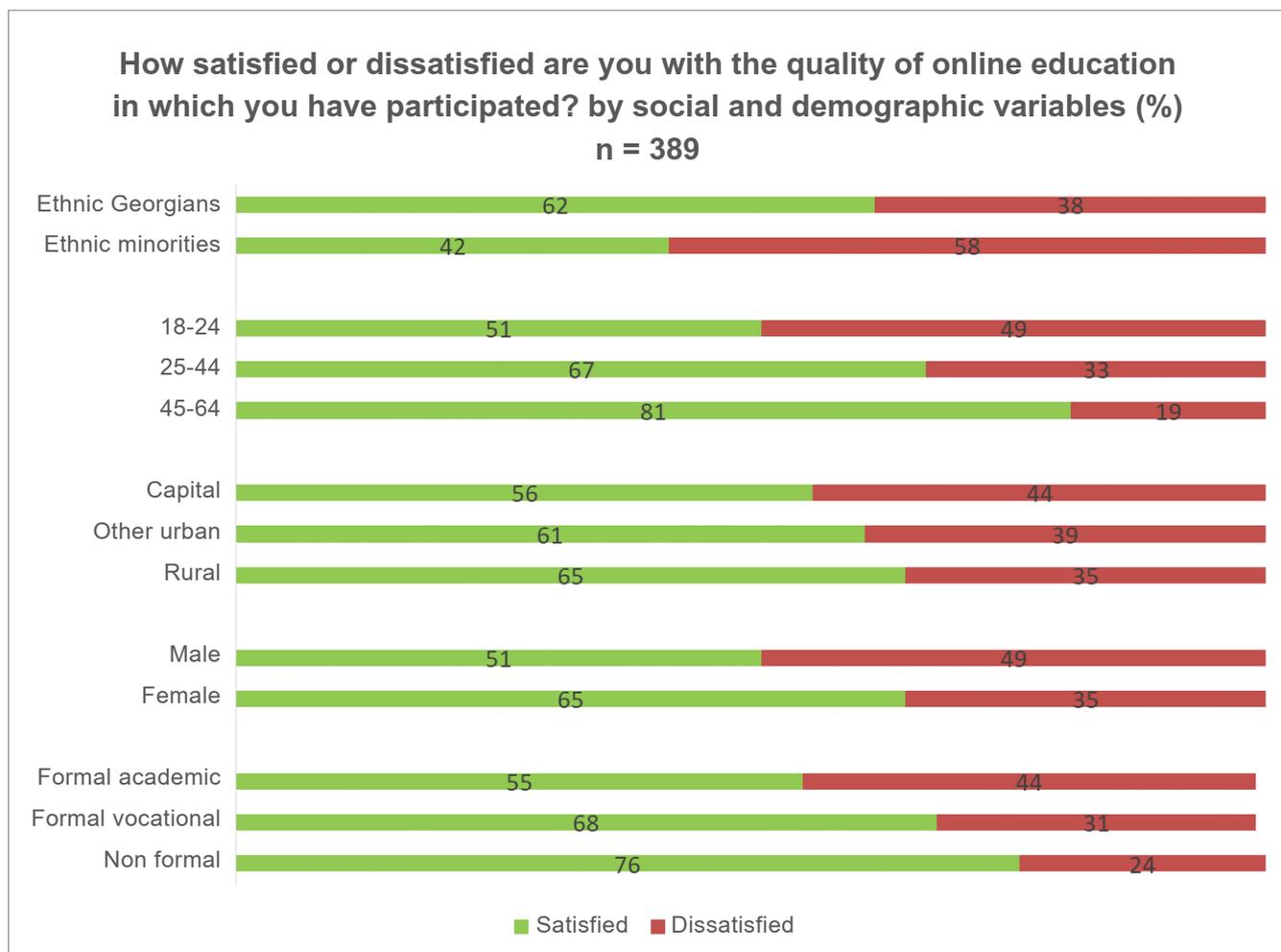
figure 60:
Benefits of distance-based learning by social and demographic variables



60% of the overall population is happy with the quality of their online studies among those who took part. Older age groups were more satisfied. So were rural residents, women and ethnic Georgians. People in non-formal education tended to express a higher level of satisfaction with distance-based learning than did people in formal education.

figure 61:

Satisfaction with distance-based learning



The above data indicates that about one in nine people in Georgia took part in some form of distance-based learning during the pandemic. This type of learning was more common among those engaged in formal education compared with those who were involved in non-formal education. The

main disadvantages of distance-based learning among those who took part are that it is difficult to do hands-on activities and to interact with the instructor. The main advantages were that it saved participants time and money. On the whole, those engaged in online learning tended to be satisfied with it.

Conclusions

The above data analysis leads to a number of conclusions.

The data shown above suggests that among those who wanted to find out about educational opportunities, most were able to do so. People tend to look online when searching for information. Among those who did, most found the opportunities and the information that they were looking for. People outside the capital, older people, men, ethnic minorities, and people who are working or unemployed, but not outside the labour force, were less likely to seek information.

These conclusions suggest that promoting adult education is likely to be successful online, as this is where people are already looking for information. The data further suggests that access to information is less of an issue than demand for it, with only one in six seeking information about educational opportunities. Given these findings, it is recommended that:

- efforts aimed at providing information about adult education activities should use online resources;
- efforts should focus more on increasing the demand for adult education, rather than making it easier to access information about adult education.

The most common type of educational activity among the adult population in Georgia is informal (46%), followed by non-formal (13%), and formal (7%). This is not surprising given that informal education takes numerous forms such as listening to infotainment or taking a walking tour.

The small share of people engaged in formal education tended to be younger. People not engaging in formal education report that this is because they do not need it for private or professional reasons generally. Another key challenge was family obligations precluding educational involvement.

A larger but still small share of people were engaged in non-formal education such as on-the-job training. This group was more likely to be engaged in higher-skilled white-collar employment. Given this fact, it is intuitive that most of the non-formal educational activities were job-related and engaged in for professional reasons. The key reasons why individuals did not engage in non-formal education was a lack of professional or personal necessity. As with formal education, family obligations were a key barrier to engagement in non-formal education.

While almost half of the public reported engaging in some form of informal learning during the past year, this was still concentrated among younger people and in Tbilisi. Informal learning tended to take the form of consuming content on a computer or through family members.

The relative popularity of informal learning could provide an opportunity to widen the scope of adult education in Georgia. People tend to seek information about learning opportunities online. These two facts suggest that providing more informal education opportunities online may be a

relatively straightforward path towards increased involvement in adult education. It is therefore recommended that:

- efforts aimed at encouraging adult education should focus on providing digital education.

Even though informal learning is the most common form of activity in Georgia, people generally place more faith in formal education. Informal and non-formal types of activity may therefore encourage greater interest in adult education generally. Based on these findings, it is recommended that:

- efforts aimed at encouraging adult learning should provide at least some of the trappings of formal educational achievements such as certificates of completion.

The data presented above shows that adult education is most common among younger people. At the same time, people's attitudes towards adult education are less than conducive to promoting adult education among older populations. Most people think that it is easier for younger people to learn new skills, that people over the age of 30 are less interested in learning, and that people aged under 30 have more time available to them to learn. Around half the public report that learning is challenging over the age of 30.

This leads to a question of strategy for adult education promotion in Georgia: Should efforts related to adult education work towards expanding adult education to those most likely to take up opportunities, or should they focus on expanding the pool of those willing to engage? If it is seen

as a more important strategic priority to expand adult education as quickly as possible, then targeting young people is likely to be the most fruitful avenue. If, however, the goal should be focused more on expanding the population which is interested in adult education, working with people in more middle age ranges is likely to be appropriate.

The data provide some suggestion that people associate adult education with vocational education. Most people think that adult education is primarily beneficial for people working in the trades. However, people do not think that adult education is only accessible to the rich or well connected. This is somewhat intuitive, given the previously noted finding that associates adult education with working class, skilled professions.

With regard to responsibility for the development of adult education, the public quite uniformly believes that the state should take the leading role. A smaller share also reports that employers should take some responsibility.

The pandemic led to the expansion of distance-based educational efforts in Georgia as well as globally. In this regard, one in nine 18- to 64-year-olds took part in some form of distance-based learning during the year prior to the survey. Most of these activities were formal and had previously been planned to take place face-to-face. The key advantages of distance-based education for those who had engaged in it was cost and time savings, while the key disadvantages were difficulty in interacting with the instructor and with engaging in hands-on activities.



