



REVIEW OF ADULT EDUCATION (AE) IN GEORGIA



THEA SIPRASHVILI, NATIONAL EXPERT
TBILISI, 2024

CONCEPT AND UNDERSTANDING

No clear definition, narrow concept and understanding

Adult Education associated with CVET training/retraining programs

Though not officially defined, Life long learning is understood as containing formal and non-formal learning.

“Formal education _ part of LLL, implying acquisition of “Knowledge”, “Skills” and “Responsibility/Autonomy” beyond formal education and certification therein by State recognized certificate, Diploma of HE or VET, GE Completion Document”

“Non-formal education _ part of LLL, implying acquisition of “Knowledge”, “Skills” and “Responsibility/Autonomy” beyond formal education” Law on VET, 2018



CONCEPT AND UNDERSTANDING

Incomparable and incomplete statistics

Adult Education is often associated with training/retraining programs in VET

LFS covers any educational activity within the previous month (private lessons, instruction, training and professional development, and language courses)



REGULATORY FRAMEWORK AND GOVERNANCE

- Law on General Education of 2005
- Law on Vocational Education of 2018
- Law on Higher Education of 2004
- Law on Education Quality of 2010
- Law on Employment Support of 2019
 - AE Unit with VET Department MoESY
 - Skills Agency
 - NCEQE
 - SESA



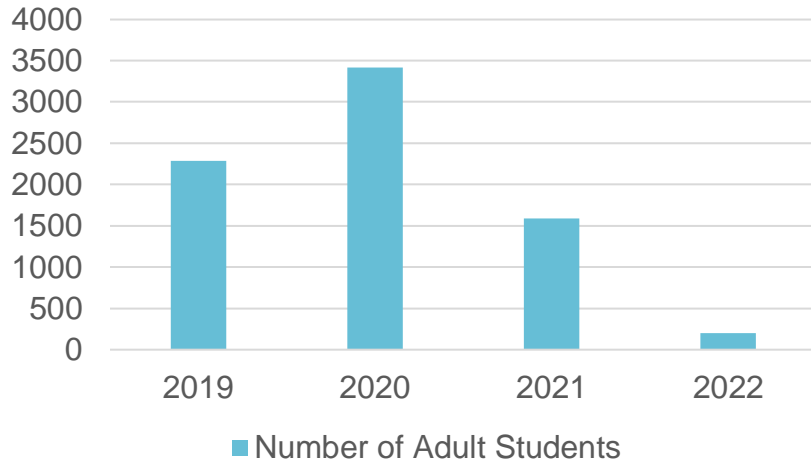
RECENT REFORMS

- Introduction of Training and Retraining programs (2018)
- RPL and VNFIL systems (revisions of 2020 and 2019 respectively)
- Geo NQF (revision of 2018)
- Employment support services by SESA (2018)
- Establishment of Skills Agency
- Establishment of AE Unit within VET Development Department, MoESY

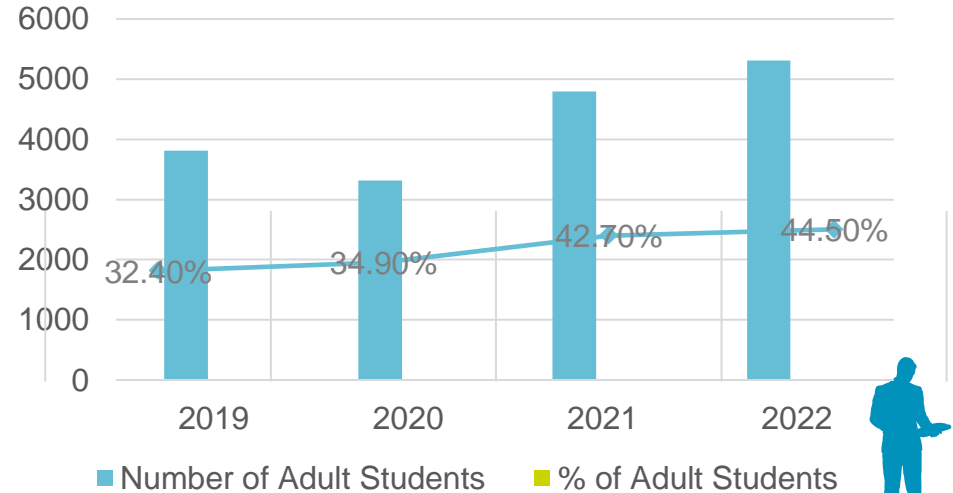


SCALE OF ADULT EDUCATION IN GEORGIA

Number of Students in Training and Retraining Programs



N of Adult Students in VET Programs



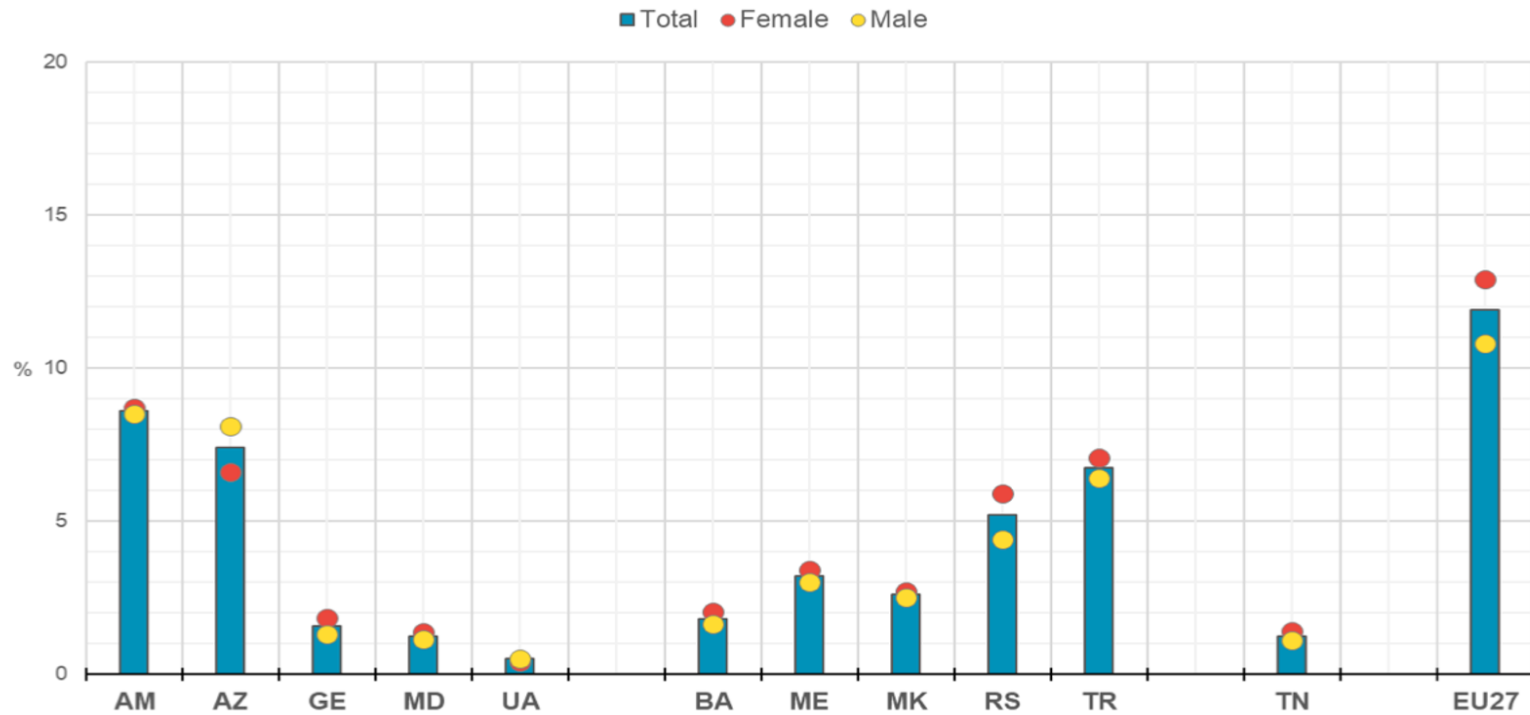
SCALE OF ADULT EDUCATION IN GEORGIA

Participation in training/lifelong learning (% aged 25-64)

Country	2010	2015	2020	2021	2022
Georgia					
Female		0.6	1.2	1.3	1.8
Male		0.7	0.9	1.1	1.3
Total		0.6	1.1	1.2	1.6

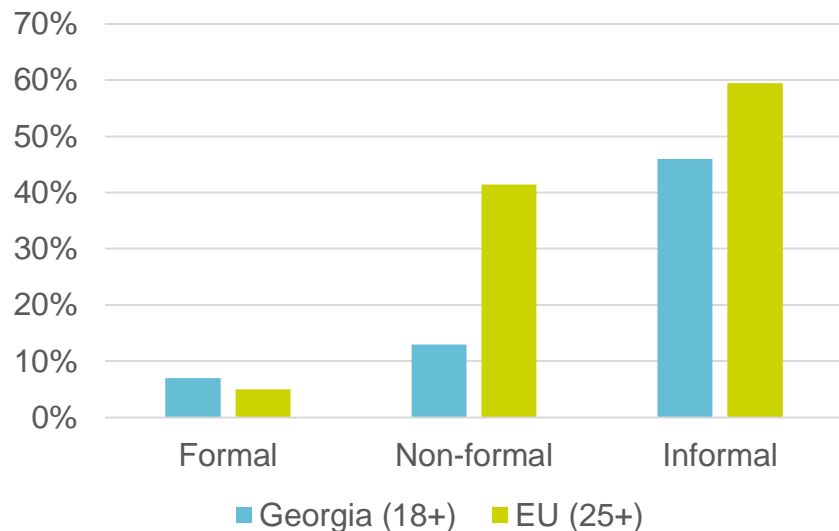


SCALE OF ADULT EDUCATION IN GEORGIA



SCALE OF ADULT EDUCATION

Participation of Adults, 2020



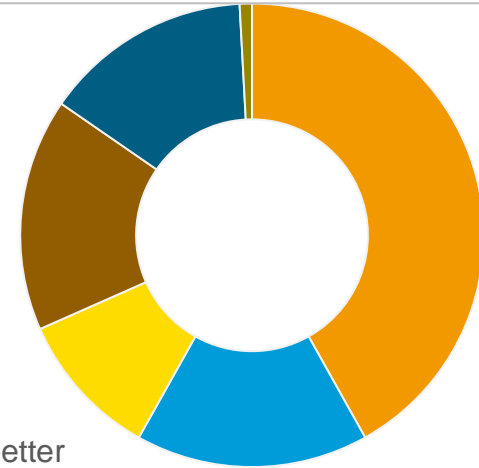
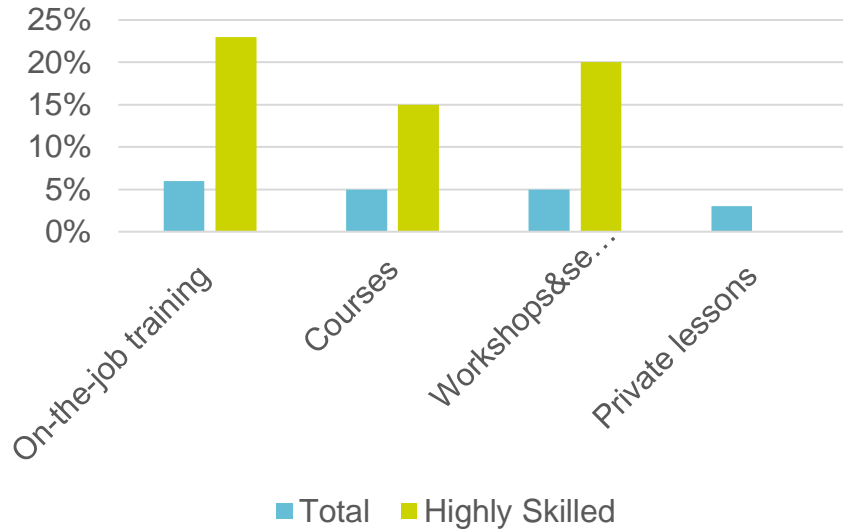
Based on Eurostat AES methodology

Country representative sample of 4294

- Capital 26%
- Urban 29%,
- Rural 44%
- Ethnic minorities 12% (weighted)

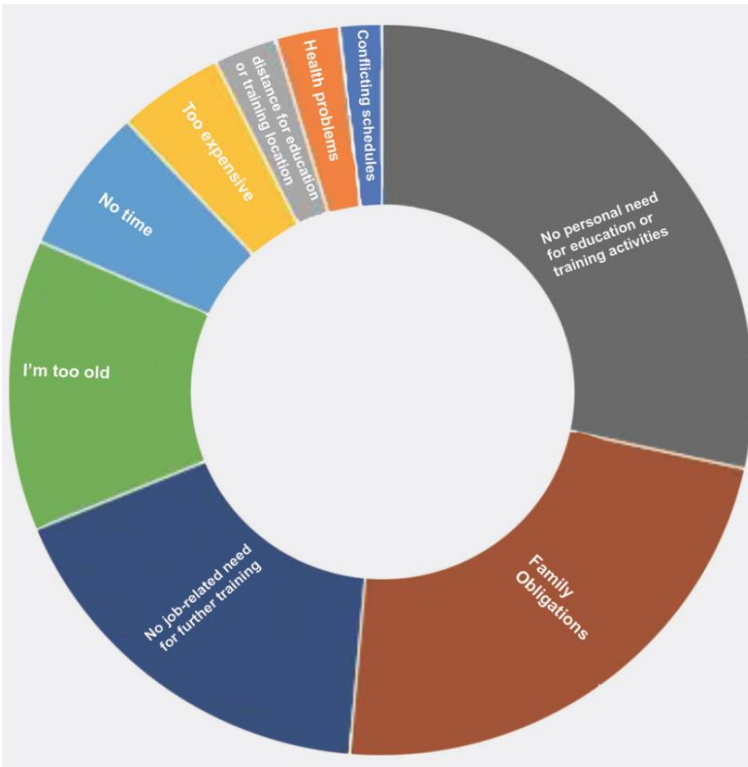
PARTICIPATION IN AE

Type of NFE



- Do their job better
- Improving career prospects
- organisational and/or technological changes at work
- Improve their everyday life skills
- Increase their knowledge of a topic of interest
- To meet new people and fun

REASONS FOR NON-PARTICIPATION



- Conflicting schedules
- Health problems
- distance for education or training location
- Too expensive
- No time
- I'm too old
- No job-related need for further training
- Family Obligations
- No personal need for education or training activities

WHERE TO IMPROVE – STUDENT VIEW POINT

- Limited Awareness
- Insufficient Appeal and Attractiveness
- Scheduling and Adaptability
- Financial and Social Disadvantages
- Language Barriers

Method: Focus Group
Discussions

Sample: youth and adult
students of long-term and short
term programs from selected
VET institutes

WHERE TO IMPROVE – PROVIDERS VIEW POINT

- Low motivation on the part of providers
- Limited or limiting finances
- Insufficient expertise and capacity
- Low awareness of beneficiaries
- Insufficient career guidance
- Vague or controversial sublegal acts

Method: Focus Group
Discussion

Sample: Policy makers and
administrators, VET Institute
Management, independent VET
Experts

ACHIEVEMENTS

- Access to AE financing to registered jobseekers
- Access to AE financing to enterprises and other providers
- Possibilities for vertical and horizontal permeability (NQF, VNFIL, RPL, Credit system)
- Entrepreneurship and financial literacy (through GITA and RDA)
- Green skills through EIESC

CHALLENGES

- Lack of common understanding and definition
- Incomplete information and statistics
- Lack of holistic vision and coordination
- Small scale, especially in the regions.
- Insufficient resources/competencies/motivation
- Potential of non-state actors not fully utilized
- Unflexible, incapable of catering the needs of adults
- Lack of information and career guidance
- Too much focus on professional vs social and personal development

Thank you!

