Charekishvili Lia,
Ivane Javakhishvili Tbilisi State University
Invited Associated Professor,
Geostat. Head of Sub Division

LIFELONG EDUCATION AND ICT IN GEORGIA

Abstract. *Lifelong learning is defined as all the activities carried out to develop personal, social and professional skills, proficiencies and knowledge of an individual throughout his or her life. Is comprises of educational activities including learning via formal education, learning via common-public education and learning via experience. Lifelong learning can instill creativity, initiative and responsiveness in people, thereby enabling them to be adapt in post-industrial society through enhancing skills, better management, and negotiation of conflicts, communication across and within cultures, sub-cultures, families and communities.*

More than ever, the advent of the knowledge economy and global economic competition compel governments to prioritize quality of education, lifelong learning and provision of educational opportunities for society. Policymakers widely accept that access to information and communication technology (ICT) in education can help individuals to compete in the global economy by creating skilled workforce and facilitating social mobility.

Distribution of population of Georgia aged 15 and older who has carried out software related activities in June 2016 (3 or 4 activities) is 28.7%, whereas part of population that carried out none is 21.1%. Share of households with computer access is 64.7%.

Internet use is one of the necessary activities for Lifelong learning of elderly. Internet usage in the population of Georgia aged 6 and older in age group 30-59 years, within last 3 months is 61.6%, usage more than 3 months ago is1.9%, as for proportion of no usage at all – is comprises 36.5%.

ICT knowledge is important for Lifelong Education.

Keywords*: ICT, statistics, Lifelong learning, UNESCO.*

Introduction. Lifelong learning is defined as all the activities carried out to develop the personal, social and professional skills, proficiencies and knowledge of an individual throughout his or her life. Is it educational activities including learning via formal education, learning via common-public education and learning via an experience. Lifelong learning can instill creativity, initiative and responsiveness in people thereby enabling them to show adaptability

in post-industrial society through enhancing skills, better manage, communicate across and within cultures, sub-cultures, families and communities, negotiate conflicts.

More than ever, the advent of the knowledge economy and global economic competition compel governments to prioritize educational quality, lifelong learning and the provision of educational opportunities for all. Policymakers widely accept that access to information and communication technology (ICT) in education can help individuals to compete in a global economy by creating a skilled work force and facilitating social mobility.

When the related literature is examined, it is seen that the lifelong learner should have the skills and knowledge necessary in the behavior and process. It is important to gain these characteristics of a lifelong learner at early ages [Odabasi, Ferhan, Abdullah Kusu, and Selim Gunuc. "Characteristics of lifelong learner."]

Very interesting offer is the definition of Delors' (1996) four 'pillars' of education for the future: *Learning to know* — mastering learning tools rather than acquisition of structured knowledge; *Learning to do* – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments. *Learning to live together* and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion. *Learning to be* – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality [http://www.llcq.org.au/01_cms/details.asp?ID=12].

Purpose

More than ever, the advent of the knowledge economy and global economic competition compel governments to prioritize educational quality, lifelong learning and the provision of educational opportunities for all. Policymakers widely accept that access to information and communication technology (ICT) in education can help individuals to compete in a global economy by creating a skilled work force and facilitating social mobility. They emphasize that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of teachers; and by minimizing costs associated with the delivery of traditional instruction.

However, beyond the rhetoric and of equal importance to society are basic questions related to the measurement of ICT in education, its usage and potential outcomes, including retention and learning achievement. There are those who contend that computers and other ICTs have properties or affordances that directly change the nature of teaching and learning (Kozma, 1991; 1994; Dede, 1996). For instance, it is believed that ICT can help to bring abstract concepts to life using images, sounds, movement, animations and simulations. Others meanwhile argue that ICTs are merely a delivery mechanism for teaching and learning, while it is the foundational pedagogy that matters (Clark, 1983; 1994). Regardless, a better understanding of ICT in education and how it is integrated across national education systems must be a priority for all countries.

The UNESCO Institute for Statistics (UIS), which is the United Nation's repository for statistics on education, science and technology, and culture and communication, is mandated to administer international data collections on the availability, use and impact of ICT in education. Through the establishment of internationally-comparable and policy-relevant indicators, the UIS contributes significantly towards international benchmarking and monitoring of the integration of and access to ICT in education, which are fundamental for policymakers to select priorities and adopt and develop policies. For instance, policymakers may use UIS data to inform decisions related to: i) national capacity and/or infrastructure levels (e.g. electricity, Internet, broadband) for integrating new ICT tools in schools; ii) the types of ICT currently being neglected and/or emphasized in relation to concerns of usability and affordability (e.g. radio- versus computer-assisted instruction); iii) whether ICT-assisted strategies are evenly distributed nationwide; iv) whether girls and boys have equal access; v) the types of support mechanisms currently in place or the lack thereof; and vi) the relative level of teacher training provided in relation to the demands placed on them to teach and/or use ICT in the classroom [INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION IN ASIA. A comparative analysis of ICT integration and e-readiness in schools across Asia, UNESCO, 2014, p. 6]

Education policymakers have been formalizing ICT policies as part of educational renewal and reform for almost four decades. At the international level, policy for integrating ICT for development was first formulated in the Millennium Development Goals (MDGs) Target 8.F, which states that "in cooperation with the private sector, make available the benefits of new technologies, especially

information and communications" (United Nations, 2000; 2012). Moreover, while not mentioned explicitly in the Education for All goals, it is arguable that ICT plays a pivotal role in achieving these goals, including broadening access, eliminating exclusion, and improving quality (UNESCO, 2000).

Results.

[http://geostat.ge/index.php?action=page&p_id=2237&lang=eng]

Geostat has recently carried out a survey on ICT usage in households. What do the survey results in Georgia show? Distribution of population of Georgia aged 15 and older who has carried out software related activities in June 2016 (3 or 4 activities) is 28.7%, whereas part of population that carried out none is 21.1%. Share of households with computer access is 64.7%.

Figure 1.**Distribution of population aged 6 and older by last internet use (%), June 2016**

	Total	Male	Female	Urban	Rural
Within last 3 months	59.3	60.8	57.9	70.4	43.4
More than 3 months ago	1.5	1.5	1.5	1.5	1.5
Never used	39.3	37.8	40.6	28.2	55.1

Source: GeoStat.

Internet usage is one of the necessary activities for Lifelong learning of elderly. Internet usage in the population of Georgia in age group 30-59 years, within the last 3 months is 61.6%, usage more than 3 months ago is1.9%, as for proportion of no usage at all – it comprises 36.5%.

Figure 2.**Distribution of population aged 6 and older by age groups (%), June 2016**

	6-14 years	15-29 years	30-59 years	60+
Within last 3 months	74.6	89.5	61.6	15.1
More than 3 months ago	1.4	1.0	1.9	1.1
Never used	24.0	9.5	36.5	83.8

Source: GeoStat.

Very interesting picture is shown by the purposes of internet usage* among population aged 15 and older. Let us take June 2016 for instance: participating in social networks amounted to 91.4% among men and 94.2% among women; reading online news sites/newspapers/news magazines was 63.3% among men and 66.2% among women. Sending/receiving e-mails is equal for both sexes and stands at58.5%. Seeking health-related information measures at 44.3% among men and at66.6%among women, looking for a job or sending a job application equaled 23.6% among men and 28.2% among women.

Number of pupils studying ICT as compulsory subject at schools is 100%. The subject is taught at grades I, V and VI.

GeoStat also carried out a survey on ICT usage in enterprises, which shows that enterprise engagement in innovation activities during 2013-2015 years was high for following purposes: acquisition of machinery, equipment and software (27.2%), training for innovative activities (15.1%) and design (13.5%).

In marketing innovations the share of new methods of pricing goods or services (i.e. first time use of variable pricing depending on demand, discount systems, etc) was 29.4%during 2013-2015 years. Significant changes to aesthetic design or packaging of goods or services (excluding changes that alter the product's functionality or user characteristics, as these are product innovations) was 26.5%,new media or techniques for product promotion (i.e. first time use of new advertising media, new brand image, introduction of loyalty cards, etc) was24.6%.

Statistical figures show that ICT knowledge and usage is not of high quality, and it needs to progress in the future. These surveys are first attempt in Georgia and it is not possible to compare how the situation has been developing in the Country. Enhanced methodology will give us more opportunities for deeper analysis in the future.

Conclusion. One of the main goals of Sustainable Development Goals is number 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; global Indicator: 4.4.1 is also very important: proportion of youth and adults with information and communications technology (ICT) skills, by type of skill [http://www.un.org/sustainabledevelopment/sustainable-development-goals].

Governments of most countries started working to fulfill all goals of this very important document. ICT knowledge is crucial for Lifelong Education. Online training courses are wide spread throughout the world, which is very useful for lifelong education. It

reduces expenditures and potentially involves more people in education of the elderly.

Lifelong learning system has only recently been implemented in Georgia and it needs improvement and development in methods of learning. Each country has specific population and these characteristics must be taken into account than determining methodology. Georgia is wealthy with higher educated population. Society is best served if higher education system enjoys academic freedom and requisites institutional autonomy. The state should guarantee that via strong educational system, which provides genuine opportunities for everyone to reach their full potential and continue to improvement of their knowledge and capacities throughout their lives [Lia Charekishvili. "Higher Education System in Georgia: Reforms and Modern Challenges." Proceedings of Teaching and Education Conferences. No. 2403787. International Institute of Social and Economic Sciences, 2015].

References:

1. Odabasi, Ferhan, Abdullah Kusu, and Selim Gunuc. "Characteristics of lifelong learner." Proceedings of Society for Information Technology & Teacher Education International Conference. 2012.

2. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION IN ASIA. A comparative analysis of ICT integration and e-readiness in schools across Asia, UNESCO, 2014 [Accessed: 5th October 2017].

3. http://www.llcq.org.au/01_cms/details.asp?ID=12   [Accessed: 4th February 2018].

4. http://geostat.ge/index.php?action=page&p_id=2237&lang=eng [Accessed: 1th February 2018].

5. http://www.un.org/sustainabledevelopment/sustainable-development-goals/ [Accessed: 6th December 2017].

6. Charekishvili, Lia. "Higher Education System in Georgia: Reforms and Modern Challenges." *Proceedings of Teaching and Education Conferences*. No. 2403787. International Institute of Social and Economic Sciences, 2015 [Accessed: 10th December 2017].