

The Profile of the Adult Learner and the Factors That Promote Participation in Civil Academy in Greece

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Abstract. Nowadays, lifelong education is considered a key to employability, economic growth, personal development, social stability, even democracy. Though many countries worldwide support this trend, in Greece lifelong learning is still not widely appealing. However, a Civil Society Organization, Civil Academy, providing General Adult Education courses is increasing its popularity throughout Greece. In order to explore this raising participation trend a quantitative research was carried out in one of the Civil Academies investigating the profiles of the learners and the factors that motivate their participation in lifelong learning; the ways in which these profiles and motives fit into renowned theories of participation in Adult Education was also explored. As a result, it appears that the profile of the Civil Academy participant resembles the general profile of the adult learner in Greece in most of its constituents. The findings of the survey are conclusive that participants are mostly motivated by inner higher-level needs, socialization factors and their great appreciation of the value of further education.

1. Introduction

The object of study lies in the realm of Lifelong Learning; nowadays, lifelong learning seems to have gained great popularity and assume a central place in adult life. Many countries around the world support the view that lifelong education is the key to employability, economic growth, personal development, social stability, even democracy. International Institutions, governments and private investors all tend to support initiatives that promote lifelong learning and build on its necessity [1].

In Greece, lifelong learning dates back to 1929, when by Law 4239 [2] it was first mentioned that all adults should at least be able to have access to and obtain basic skills in reading and writing in Greek. Since then, a lot of progress has been made towards establishing and institutionalizing adult education; however, mainly formal education, without excluding some steps on non-formal and informal ones. Thus, it is not surprising that according to Eurostat [3] only a little over 10% of the entire adult population in Greece is interested in or participates in non formal adult education programs; placing the country, along with Hungary, at the bottom among the 27 European (EU) countries.

In this context, Civil Academy (CA), a Civil Society Organization (CSO), was found in Greece in 2010; according to its proclamation [4] its purpose is to fill in the void currently existing in further adult non formal educational training, practically and directly address issues of social policy and welfare, and bring together people from Greece, Cyprus and Germany who voluntarily socially participate in a cultural and communicative collective. In this light, CA has managed to attract wide participation across the country, as seen from the various CAs that have been founded all over

Greece; 64 CAs offered General Adult education (GAE) courses in the academic year 2013-2014 and about 10.000 people were enrolled and actively participating.

As previously mentioned, Greece has a negative record of participation in general adult learning courses. Still, evidence shows that CA has managed to infiltrate the Greek society quite rapidly, not only offering popular GAE courses but also bringing together a vast number of people of diverse contexts and backgrounds, narrowing the suspiciousness towards CSOs, emphasizing on social inclusion and social work and bringing about solidarity. In this context and given the fact that the increasing interest for participation in CA is what supports its sustainability, the research's aim was to investigate adult participation in CA. Towards this aim, many theoretical models of participation, which have given accounts of the participants' profiles and interests as well as the incentives or deterrents they have towards participating in GAE, had to be taken into account. After consideration of all factors, the research questions that were finally set were as follows:

1) Who participates (in terms of age, gender, marital status, educational level, occupational status and net annual income) in non-formal GAE courses, provided by CA?

2) Which factors motivate those people to participate in non-formal GAE courses, provided by CA?

3) In what ways, if any, can the participants' profiles and motives be explored in relation to the theoretical models of participation presented in this paper?

Of course, it would be an insurmountable challenge to investigate all those adult people engaging in non-formal lifelong learning courses offered in all 64 CAs around Greece. Similarly, it would be a dubious attempt to explore more aspects, such as deterrents to participation, learning content, transformational learning etc. in such a short time. Therefore, only one of the CAs was randomly chosen for this research, the CA in Drama, a medium size town in Northern Greece. Due to external validity constraints, the results can possibly extent to all CAs around Greece. However, the results remain significant as they shed light into a vivid part of the Greek society and depict a level of the Greek reality. Furthermore, they provide useful insights on the adult participants' profiles, motives and preferences, which can be employed in future needs' analysis and strategic planning of new courses not only by CA but also by other GAE providers in Greece. Lastly, the findings are of valuable contribution to every adult education trainer who is called to work closely with adult learners.

2. Literature review

Though adult education in Greece showed up as early as 1929, it remained "fetal" and kept into the fields of literacy and Greek language and culture until the 1980s [5]. Kokkos [6] justifies this by reminding us the fact that within the 20th century Greece has experienced long periods of war, such as World Wars I & II and a Civil War (1946-1949) and political dominance by conservative powers leading to a dictatorship (1964-1974), which all caused prolonged socio-economic and political instability. Since the 1980s Greece has made significant progress in the field of adult education but, generally, has failed to meet the goals and strategic planning of the Lisbon Treaty. Currently, the National Lifelong Learning Program, the new strategic framework in education and training, aiming at 2020, (General Secretariat of Lifelong Learning, 2012) has laid the foundation for four ambitious pillars; lifelong learning and mobility implementation, qualitative and efficient education and training, social inclusion and active citizenship, and innovation, creativity and entrepreneurship promotion through lifelong learning processes. In this light, the Greek State is beginning to support the idea that in this time of recession Lifelong Learning can lead to personal development, social cohesion and active citizenship but an official framework still remains incomplete and unimplemented.

CA's Booklet [7] declares that CA aims to bring about a change by offering free or symbolic-fee courses to citizens in a time of need, by turning back to ancient Greek civilization and its wise teachings, by embracing people from every background and including them in a big social circle, by

offering updated, qualitative, certified courses, by offering professional psychological support to everyone in need in this time of the Greek Crisis. However, people enrolled in CA do not restrict their activities to participating in courses and attending lectures only. Under the umbrella and support of CA, they have taken up social welfare activities; promote voluntary social work and philanthropy. Finally, the participants have been given a social and political voice via the CA newspaper for participants, entitled *a-typos*, which stand for *non-formal* in Greek and a space for publishing scientific and cultural articles entitled *skepsys*, which stands for *thinking* in Greek.

As CA is a recently founded civil society organization there are no research papers on the profile of its participants. However, The European Commission's Education and Training Monitor [8], Eurostat [9] and researches on the participants' profiles in other Adult Education course providers in Greece do share common points. Most variables explored include age, gender, education, occupational status. Not all of them examine nationality and place of residence or marital status, number of children and income, as issues on ethics arise. Additionally, some researches highly relate the profile to the choice of subjects in which people enroll. It is common ground in all researches that women outnumber men in participation in non-formal lifelong learning courses. In regards to age, the average moves around 25-45, with variations depending on the research. Most participants are married, educated above post-secondary education and either they occupy a good job post, according to them, or are satisfied with their income.

Similarly, there are no research papers exploring the motives to participation in CA. However there is a wide variety of researches on the issue, such as Eurostat's *Adult Education Survey* [9], the survey conducted on behalf of the Education Policy Development Center of the Greek General Confederation of Labor [10] and private research such as Antonopoulou's [11], Tsiountou [12] and Stefanou [13]. As it appears, depending on the Institution conducting the survey or the Institutions' legal statuses offering the general adult education courses, findings varied and were more partial or biased, as perhaps in the case of the Greek General Confederation of Labor survey. In addition, it seems that the findings in research conducted after 2010 indicate a shift from personal and intrapersonal motives towards more work-related or financial motives, perhaps due to the Great Recession in Greece since 2010. Of course, there are many more researches on the issue and still more to come. Based on a researcher's research questions, theoretical framework, method of research etc. findings could vary greatly.

3. Theoretical framework

Adult education has been a broad field of research and theory construction; also, many theorists have suggested lots of models of participation in adult education by combining elements from previously existing theories and seen from various perspectives, such as humanistic, socio-cultural, etc. The questions that have driven this particular research along with the methodological tool, the survey, which has been employed, also, had to be based on a concrete theoretical framework.

Maslow's [14] *Hierarchy of Needs* has laid the ground on participation theories by indirectly suggesting that adult learners perhaps participate in non-formal general education courses so as to meet essential or higher level needs; Houle [15] suggested that adult learners could be distinguished in goal-oriented, activity-oriented, learning-oriented based on the motives that drive their decision to enroll in a lifelong learning course; Miller [16] in his *Force-Field Theory* claimed that their participation is influenced by positive and/or negative social forces that impact their decisions; Boshier [17] in his *Congruence Model* supported the idea that adults are less likely to drop out or not participate in a course if they have inner-congruence and are in harmony with their social and educational environment; Rubenson [18] *Expectancy-Valence Paradigm* emphasizes on their positive prior learning experiences, self-esteem and their aim at further benefits and profits, as outcome of the learning process in the courses, without sacrificing much in other parts of their lives is critical in their decision to attend a lifelong learning activity; Cross [19] in the *Chain-of-Response Model* suggested that they participate because they have access to update information on learning

opportunities and the learning opportunities they come across are greater/more significant to them than the barriers (situational, dispositional, institutional) prohibiting their participation.

Initially influenced by Miller's and other theories of participation and after years of continuous research, Boshier [20] designed and enhanced the Education Participation Scale (EPS). In brief, he distinguished seven categories of factors influencing participation, also included in the most recently updated EPS, which are: a) Communication improvement, b) Social contact, c) Educational preparation, d) Professional advancement, e) Family togetherness, f) Social stimulation and g) Cognitive interest. As EPS still remains a significant psychometric tool, it has guided the design of the questionnaire employed in the survey of this research and has greatly contributed in the identification and distinction of the various types of motives applying in the case of CA, too.

4. Method

The paper produced as an outcome of this research has been descriptive and exploratory simultaneously; it attempted to describe what happens in CA and, in particular, it explored the profile of the CA adult learner; it further looked into the sources of information on available learning opportunities, briefly mentioned the GAE subjects adults seem to prefer engaging in and the types of institutions they mostly choose to enroll to; Still, in a manner, this research has also been explanatory as it attempts to answer why people enroll and attend CA courses, by exploring their motives of participation, mainly drawing from widely acknowledged theories and typologies. Since the object of the paper was to study an aspect of reality in a particular context, it employed an empirical research method. Social reality was described and explained via a quantitative research strategy; specifically, a self-completion questionnaire was chosen as a research tool.

As previously mentioned, there were 64 CA in Greece last academic year. As only 1 was to be examined, the research site was randomly selected via a *True random number generator*. The research site chosen was in Drama, a medium size town in Northern Greece. Similarly, among the 300 people enrolled in CA courses in Drama, the sample size had to be selected out of the entire population. Among the 300 people, only 130 in fact fulfilled all the prerequisites set by the researcher; they had been attending courses uninterruptedly since the beginning of the semester, actively participating, conducting all the tasks and activities assigned and were most likely to graduate from the course and receive a certificate. Via a *True random number generator* 65 out of 130 participants were randomly selected to constitute the survey sample, which amounted to 50% of the participants. As it turned out after the questionnaire completion the sample's response rate was quite high, rising to 98%, and missing data were null, as participants proved eager to cooperate and very interested in being informed of the results of the survey.

Evidently, the method employed was a self-completion paper-based questionnaire, provided to the respondents on the spot, while they were at the location where the CA course was taking place. The introductory part of the questionnaire included the purpose of the research and the survey's duration and procedures. Then, the respondents were informed of their right to decline participation and of issues of confidentiality and anonymity. The questionnaire was divided in three distinct parts; exploring 1) attributes, 2) behavior and 3) opinions, beliefs, preferences and attitudes. The 1st part explored the profile of the people participating in CA; gender, age, marital status, level of education, occupational status and individual annual net income. It included close questions, where only one possible answer was available. The 2nd part began by including questions on the sources of information on CA learning opportunities. Respondents were informed that multiple responses were allowed for this close question. Following, there were open and close questions exploring which course the respondents were attending and which courses, if any, had attended in the past. Next, there were close and open questions exploring when the survey respondents had participated in other non-formal GAE courses, which institutions provided these courses, what were the topics etc. Finally, the 3rd part of the questionnaire included a 40-item Likert Scale, inspired by various

theories of participation and the EPS, and a final open-ended question exploring further factors motivating participation, which might have been omitted in the Likert Scale.

The questionnaire had been piloted with 7 people, participants in CA courses in another city, the researcher's hometown, who volunteered after the researcher's suggestion to assist the survey. Those people belonged in a diverse group, varying in age, educational level and prior experience in other CA courses. Some of their comments on the questionnaire's easy usability, privacy and ethics issues, as well as language transfer and use – since the questionnaire was designed in English but filled-in in Greek – had a strong impact on the finalized version of the questionnaire, which in fact explored the participants' profile in a rather general manner, seeking for general tendencies and descriptions, without offending the respondent's comfort zone and privacy.

Questionnaire distribution and data collection was performed by the researcher herself, with the help of the CA administrator. Thorough instruction provision and an encouraging environment ensure a high response rate though, in the end, questionnaires that included many mistakes, had too many missing data or did not make sense in most of the open-ended questions were omitted from the upcoming data analysis process. Then, data analysis of the survey was performed via S.P.P.S. statistical software. Most data were pre-coded, except for data originating from open-ended questions. Variables were distinguished in categories, values were entered for each variable and methods of analysis were chosen, such as bivariate analysis etc. Frequency tables and figures, mainly including bar charts and pie charts, were some of the manners of result presentation.

5. Results

The research on the profile of the Civil Academy participants revealed that most of them were female, in a quite high percent (84,62%). About half of the entire sample was between 31-45 years old whereas participants aged between 18-30 years old and 46-60 years old shared an equal percent of the sample (23,8%). Married people were a majority of 44, 6%; single people were 33, 8% whilst other marital statuses (divorced, widowed, and other) were scarce. In terms of educational level, 53, 8% of the survey participants had a 4-year Bachelor Degree and 21, 5% had graduated from Secondary Education, thus leaving little space, of only a 4, 6%, to those who hadn't finished even High school. Results also revealed that 47, 7% were occupied in some form employment (full-time, part-time, freelance, contracted etc.) whereas 41, 5% were unemployed and 10, 8% were pensioners. In close relation to occupational status, income investigation showed that an equal amount of 21 respondents (32, 3%) respectively ranged from 1 to 10.000 Euros and from 10.001-20.000 Euros, which are not considered high incomes in Greece. However, 7 people (10, 8%) declared an unusually high income of more than 20.000 Euros. A more thorough investigation of *other* marital statuses declared, parenthood, work sector, job profile or sources of income of the unemployed was not further attempted since, as the pilot survey revealed, people were reluctant to respond to more private questions, offering explanations and justifications, especially in this troubled and heavy ear Greece and its citizens are going through.

The second part of the research explored sources of information and previous GAE experiences. Evidently, the people in Drama preferred being informed by their own friends, family and colleagues, in a sum of 53, 9% of the respondents, though the internet occupied 2nd place with a percent of 28, 1%. Most of the participants were newcomers in CA and hadn't participated in another GAE course offered by other institutions in the past. Still, they reported that their favorite topics of attendance included Health Education, Career Counseling and Foreign Languages.

In the 3rd part of the questionnaire the forty items in the Likert Scale had been grouped – though randomly placed – in six clusters representing aspects of human personality and activity; the inner motives of an adult are explored, motives related to major aspects of human life such as interpersonal relationships, perspectives on education, professional development and other life circumstances, along with learning opportunities adults come across and the degree of facilitation offered by CA. Evidently, there were 5 items that gathered null negative or neutral responses, only

degrees of agreement; “education creates responsible and active citizens”, “I enjoy acquiring knowledge in any subject”, “I have faith in my learning abilities”, “The course topic was interesting” and “Enrollment was fast and easy”. Three more items also ranked high; “Education can help bring about social change”, “It is worth spending money of education”, “It is worth spending time on education”. On the other side of the scale respondents affirmed that their employer did not encourage their participation in GAE, their participation did not relate to hopes of finding a job, changing their career or getting a promotion, and they decision to actively participate was made though they had really pressuring professional or family responsibilities. Therefore, it could be argued that CA participants were mainly motivated to engage in lifelong learning due to intrapersonal factors, their positive attitude and perspective towards learning and education and the learning opportunities provided to them in combination with the lack of dispositional and institutional barriers. It appears that situational barriers, such as heavy responsibilities, interpersonal motives such as socializing or finding a spouse, and professional development were not obstructively high in the participants’ agenda.

6. Discussion

As it turned out in the results, the majority of participants were females; which, in fact, is in terms with previous research in Greece and in the EU. As it appears females prefer engaging in General Adult Education activities highly related to their hobbies and the *private/inner sphere*, such as counselling, which was the course the respondents of this survey had been attending. On the contrary, research shows that males prefer attending job-related or skills development courses; of course, without this being a stereotypical rule of the thumb. In terms of age, the vast majority of participants ranged from 18-45 years old, which agrees with Rubenson’s [21] conclusion that as people age they are less likely to participate in adult education and training, mainly due to already achieved professional success, heavy family engagements, fatigue or even boredom of discovering *the new*. Still, the participants, which belonged in active career and family years, were mostly married, which in a way affirms that nowadays married adults have a blended life plan, in which they simultaneously, instead of linearly, combine family, education, and perhaps career without experiencing family life and its deriving responsibilities as a situational barrier, as Cross suggested [19]. Meantime, single participants claimed that they had joined lifelong learning so as to expand their social circle, fight boredom or loneliness, make new friends and find a potential spouse; evidently, these responses agree with Boshier’s [17] and Houle’s [15] theoretical suggestions and affirm boredom, loneliness, friendships and marriage as strong incentives. Evidently, Brookfield’s [22] claim that the *typical* adult learner is probably well educated highly relates to the findings of this research, as most respondents have continued to Tertiary Education. Similarly, in most researches it appears that a very insignificant number of people having being educated on a post-graduate level and upwards are really interested in lifelong learning; perhaps due to the fact that people engaged in postgraduate or doctorate studies are mainly involved in and accustomed to long-term research projects. Finally, in terms of occupation status, the numbers of employed (47, 7%) and unemployed (41,5%) respondents are not far away. This fact agrees with Eurostat’s [23] findings that on March 2013 the unemployment rate in Greece was the highest in the EU, reaching 27, 2%. Similarly, the results on individual annual net income revealed that 55 out of 65 respondents in fact live under the average of OECD member-countries, according to the OECD’s Better Life Index [24]. However, it is worth noted that even amidst the Greece financial crisis the respondents were not educated in order to obtain a job or to satisfy their basic needs and improve their living conditions; rather Instead, they appear as learning-oriented adults or growth-motivated, as described by Houle [15] and Boshier [17] respectively.

As mentioned in the results, friends are the most popular source of information, whereas family and colleagues attracted fewer responses. Perhaps the fact that people are informed by their friends and social circle can be explained if the social context in which the respondents belong is explored.

Greece is a country of approximately 10 million people and most of its citizens are located in a few major urban areas; Drama is a mid-sized town located away from the capital. Most of its citizens have known each other all their lives; many might have long-time relations and extended kinships. The members of the community are close and cooperate on multiple levels, whilst dissemination of news, events and, of course, learning opportunities can be fast and penetrating. Therefore, in this light, the popularity of *friendship* as source of information does not appear uncommon. Similarly, as we live in a technologically advanced context, the prevalence of the Internet, as a primary source of information (28, 1%), is more or less anticipated. However, it is worth noted that though the Internet was second in preference among the respondents, it attracted only 25 out of 65 responses. This low percentage could be accounted for if we consider that the majority of CA participants are over 31 years old, and a significant number out of them is even over forty years old; therefore, many of the CA participants might not own a computer and internet access or might not be confident and highly skilled in using the Internet.

The results of the survey, conducted for the needs of the research, revealed clusters of factors that were highly significant motives or unlikely barriers. The CA participants identified acquiring knowledge on interesting subjects and enjoying acquiring any new knowledge as key motives to their participation. Those people have a positive image of them; have self-esteem, feel confident about their learning abilities and, therefore, are eager to further develop their personalities. Though they have neutral or negative prior experiences in education, which according to Cross [19] is a dispositional barrier, they enjoy studying, they are not tired of education, are conscious of what they are learning and where it leads. It could be argued that they are mostly learning-oriented adults driven by an inner need of self-actualization that constantly seeks to be met. Of course, this inner need is further reinforced by the respondents' positive perspective on education. As philosophy, science, arts and crafts have a long history in Greece and have been embedded in the Greek education system, most people seem to have been nurtured on appreciating the value of education; thus, could be explained the high popularity of Aristotle's sayings on the value of education included in the survey. In addition to the Greeks' positive stance, the respondents, to a vast majority, also supported the idea that education creates responsible, concerned and active citizens, which can eventually subsume power to bring about changes. This entails that there might be a positive social force, motivating for participation in further education, as Miller [16] also argues; especially during the current difficult era Greece is in, social forces seems to persist on further education as a lever for change and pressure for mobilization. At this point it is worth mentioning that though the respondents are interested in a massive mobilization towards social change and, additionally claim that they participated in CA so as to meet new people and expand their social circle, they are not so eager in bringing the new people close to them or engaging in further education with their friends, colleagues and family, as an activity mutually shared by their closer social circle; thus, one could argue that the respondents view participation in CA as an activity of the *public sphere* whilst they consider their encounters with friends and family as acts belonging in the *private sphere* which they wish to maintain intact. Of course, participation in learning groups can not only be motivated by inner needs, social circles or greater aspirations for social change. The results showed that more than half of the respondents were enrolled in CA so as to escape from stressful situations in their lives. Boshier [21] argued that some people, going through a crisis or transitional period in their lives, might feel lonely, unhappy or even bored; thus, social stimulation could be an incentive for them. Also, Cross [19] argued that life transitions have a significant impact on participation, both motivating and deterring it. Though most respondents face unemployment and grave financial problems, others have urgent professional and family engagements and a lot, especially single and widowed, claim that they feel bad about not having a family, they do not appear deterred from participating in lifelong learning. A possible explanation could be that fact they the course they had chosen to attend, among others offered, was "counseling", which could have been viewed by them as a means of escaping their tough reality or working around it. In relation to their everyday reality, most participants stated that they felt

grateful that they had a learning opportunity like the one offered by CA; in a small remote town, such as Drama, most participants agreed that they were highly satisfied that they have the opportunity to attend a course they are interested in and also elaborate and go deep into it. Amounting to that, they enjoyed that fact that CA facilitated the entire learning process, from enrolment to participation and completion, it offered discount on the already reasonable fees and reached out to them, in terms of timetables, course location etc. Therefore, the respondents in unity felt that CA paid them attention and contributed valuably to improving their lives.

7. Conclusion

As it has been mentioned, though the demand for lifelong learning is increasingly rising worldwide, Greece holds a negative percent of participation among EU member states. The lack of a strategic, long-term, resonant public project of lifelong learning appears to have been filled by CA, a CSO which offers GEA courses and has been advancing in popularity for 3 consecutive years. In the light of these facts and events, the research presented in this paper explored the profile of the adults enrolled and actively engaged in CA courses; it also investigated their preferences in subjects and types of institutions and what motivates their participation; furthermore, it examined the profiles and factors in relation to similar researches conducted in other non-formal education providers formerly enterprising in Greece as well as to well-known theories of participation.

The results revealed that the respondents' profile did not differ much from the typical adult learner; it is mainly female, well-educated, with family and professional engagements and a medium income. These respondents have strong social ties with the other members of their community, so knowledge and information is quickly disseminated verbally among them all. They prefer attending subjects on health, psychology and languages but have almost no prior experience to attending lifelong learning activities in the past. Motivation and barrier investigation reveal great tendencies among the respondents; the people comprising the sample were self-confident individuals, who love learning and are strongly driven by their inner needs of self-actualization. They considered education a valuable investment for life and hoped for active citizenship and social change. They were group learners but making friends, meeting potential spouses or attending courses as a family and friend bonding activity are not high on their list of motives; still, they sought social interaction so as to escape from the stressful situations in their lives and share their troubles, thus finding comfort. Especially during this critical era Greece is in counseling and comfort is highly sought for by the population. In terms of barriers, the majority did not face dispositional or institutional barriers; they claim that CA had significantly facilitated their participation by providing interesting, up-to-date, quality courses at reasonable fees in reachable locations and convenient schedule. The only barriers that remained high related to professional and family responsibilities which left little free time to the respondents. Evidently, regardless of these deterrents and other critical and stressful life situations the participants stated they were in, the motives outweighed in number and significance thus eagerly supporting participation in the CA course.

These results apply to a particular research context, the CA in Drama, but manage to represent a part of Greek society and depict aspects of everyday reality in Greece. Since the Greek recession started, a few years ago, there have been no other researches on General Adult Education provided by public Institutions, mainly because all public lifelong learning projects have been suspended or faulty operating. Similarly, as CA is a relatively recent CSO there has been no other investigation on it. Therefore, this research provided useful insights on the participants' profiles, motives and preferences, which can be employed in future needs' analysis and strategic planning of new courses offered not only by CA but by any Institution enterprising in GEA. Such findings can also be of use to every adult education trainer who is called to work closely with adult learners and aims at high quality adult education services. Furthermore, as the recession in Greece is deepening and social problems tend to multiply, it might also be interesting to explore the same variables in the same CA

in Drama year after year, so as to note down the changes in the participants' profiles and the shifts in the factors that motivate them in participating in lifelong learning.

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