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Jost Reischmann (Ed.)

**Essential Readings
in International
and Comparative
Adult Education**



Jost Reischmann (Ed.)

Essential Readings
in International and Comparative
Adult Education



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Jost Reischmann (Ed.)

**Essential Readings
in
International and Comparative
Adult Education**

The editor:

Jost Reischmann (www.jost.reischmannfam.de), Prof. Dr., born 1943, studied Pedagogy, Psychology, and Sociology at the University of Tübingen, Germany. He was chair of Andragogy at Bamberg University, Germany, until his retirement. He has a long history in international and comparative adult education: He was part of the legendary AAACE (American Association for Adult and Comparative Adult Education) - DVV (Deutscher Volkshochschulverband) exchange in the early 1980th. He served as “Country Coordinator” in Alan Knox’s collaborative study “World Perspective on Adult Education” in 1987. In 1988 he published the first English-language book about Adult Education in Germany. In 1992 he became the first president of the International Society for Comparative Adult Education (ISCAE). In 1999 he was inducted into the International Adult and Continuing Education Hall of Fame and received the “Outstanding Service Award” from AAACE in 2006. He presented papers at conferences around the world.

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Foreword

In June 1966, a milestone event in the history of international and comparative adult education was held at the Exeter Inn in New Hampshire, USA. This First International Conference on Comparative Adult Education - commonly known as the Exeter Conference - brought together 26 adult educators from eight countries to, among other things, "...review and refine a conceptual framework for examining adult education activities, programs, and institutions in various countries on a comparative basis, and to examine and describe similarities and differences in such activities in line with this conceptual framework" (Liveright & Haygood, 1966, p. 2). The report of this conference - see Chapter 2.5 in this volume - documents the launch of the important subfield of international and comparative adult education. The participants in this conference recognized that much could be learned about how adult education was developing globally through careful, conceptually consistent and detailed comparisons.

Jost Reischmann has done the field a much-needed service by assembling a collection of important contributions to our understanding of how adult learning and education (ALE) has developed around the world and how comparative studies, and the use of comparative methods, have broadened our perspective on both the global and the local.

It became clear over the years that students and researchers often had difficulty locating older basic texts because they were contained in out-of-print or difficult to access publications. The International Society for Comparative Adult Education (ISCAE - www.iscae.org), founded in 1992 with Jost as its first President, commends this book to readers who wish to gain a deeper understanding of the origins of this important area of scholarship. It supplements two previous collections of work presented at conferences organized by ISCAE (1999 and 2008 - <http://www.iscae.org/publications.htm>), the first of which was held in Bamberg in 1996.

The "essential readings" in this book document the long history of the international/comparative perspective in adult learning and education, illustrates its various forms and evolving methods, and helps us understand the forces that shape policy and practice around the world. On behalf of ISCAE, I want to thank Jost for his decades of dedication to the promotion of comparative research, to the significant work he has invested in assembling this important collection of readings and working with Ziel-Verlag Augsburg to make them accessible to new generations of students and researchers.

Thomas J. Sork
University of British Columbia, Vancouver, Canada
President International Society for
Comparative Adult Education (ISCAE)

Preface

In the emerging history of andragogy - the 'Wissenschaft' or science of the learning and education of adults - we find a continuous interest in adult education in other countries. Several names and ideas reached international currency in the century between Grundtvig (Denmark) and Freire (Brazil). The (English) university extension movement, the (Danish) 'Folkehøjskole', the (Swedish) study circle, and the (American) encounter groups have become models for adult education in many other countries; often the differences between the "borrowed" and the original have not been perceived. Research shows a lot of cross-cultural communication; an example is the British-Dutch-German relationships in adult education between 1880 and 1930 (Friedenthal-Haase, Hake & Marriott, 1991). International travel and exchange have, from the early years in the adult education movement, offered key educators of adults in various countries an important way to shape their international understanding; Lindeman (USA) traveled to Denmark, Mansbridge (Great Britain) to Australia, and Canada, and Borinski (Germany) to Scandinavia and Dziubinska (Poland).

Through decades, even today, the 'international guild of adult education' can be found in face-to-face meetings held in Frascati, Italy (Fourth Conference on Comparative Research in Adult Education 1988); Ibadan, Nigeria (International Conference on Comparative Adult Education 1991); Prague, Czechoslovakia (the World Congress of Comparative Education 1992); Ljubljana, Slovenia (the 'Rethinking Adult Education for Development' Conference 1993); Bamberg, Germany (first conference of the International Society for Adult Comparative Education ISCAE 1995), and Hamburg, Germany (the CONFINTEA V Conference of the United Nations Educational, Scientific, and Cultural Organization [UNESCO] 1997) - to name a few of the older ones.

The book title claims 'essential' readings in International and Comparative Adult Education. These were the basic ideas to accomplish this expectation:

- The texts should document the long path of international/comparative perspectives in adult education and give examples of the work done.
- 'Old', original, classic texts, scattered throughout many places, should be made available
- The selection should help (new) researchers by supplying standards of comparative work, methods, and experiences ('standing on the shoulder of giants'). To this end, we wanted to refer to reputable authors that have a name in the field and must not be forgotten.
- To keep it handy, the length of each text should be about 15 pages, but each text still has to be understandable by itself (a problem when cutting chapters out of a longer text). An introductory text was supplied where needed, referring to the context of the contribution and explaining what we saw as the specific values of the text.

Indeed, one might doubt that all texts can be labeled ‘essential’. But we hope that the selection will essentially contribute to the quality and historical foundation of international and comparative adult education. And we know: We had to leave out many essential texts that would have been worth including.

This book is not meant as ‘state of the art’, but as ‘the way of the art’, describing historical episodes, stations, and developments in international and comparative adult education. Most of the texts are published before the year 2000. Making available the ideas and experiences of previous scholars should help build a cumulative knowledge of our discipline. ‘State of the art’, representing the latest literature and developments, would mean a different book¹.

What we cannot finally decide - and the title of the book documents this: There exist different understandings of the term “comparative adult education”. In a narrow sense, it labels only research that includes at least two countries and the attempt to identify similarities and differences:

A study in comparative international adult education ... must include one or more aspects of adult education in two or more countries or regions ... one attempts to identify the similarities and differences between the aspects under study.²

However, there exists another wide-open understanding, including everything that deals with knowledge about international topics:

It is generally accepted that most of what is included under the rubric of comparative studies in adult education, at least in its published form, does not involve comparison in the strict sense.³

For our selection of readings, we decided to include a broad range of texts making available knowledge about other countries. Of course, a comparison can be made intra-national. However, because this publication should focus on the specifics that apply when comparing on the level of countries, we narrowed our approach to describing and comparing countries. Because that is the purpose of international comparative adult education: to provide us with knowledge about other countries. Even more: to let us understand better the learning and education in our own country. Even more: to open and widen our thinking about adult education, transcending it beyond the borders of our thinking what is ‘normal’ – to escape the ‘hermeneutic circle’, or at least soften the borders of our understanding of the rich wide world of adult learning and education. This better and broader understanding makes it especially important for the education of our students: to help them overcome some of the ‘natural’ borders in their perceptions and judgments.

Furthermore, not forgetting the ambivalently discussed ‘borrowing’ - alt-

¹ See for example *Internationales Jahrbuch der Erwachsenenbildung*, 40(1) (2017).

² Charters, Alexander N., & Hilton, Ronald J. (Eds.) (1989). *Landmarks in international adult education. A comparative analysis* (p. 3). London: Routledge.

³ Titmus, Collin J. (1999). Comparative adult education: Some reflections on the process. In Reischmann, Jost, Bron Jr, Michał, & Jelenc, Zoran (Eds.). *Comparative adult education 1998. The contribution of ISCAE to an emerging field of study* (pp. 33-50, here p. 36). Ljubljana Slovenia: Slovenian Institute for Adult Education.

though Bray (2008, p. 34) argues that “borrowing is perhaps a misnomer since it implies that the models will be given back after use, which is very rare”¹. Many examples of ‘transfer’ between countries can be found in the history of international adult education and will be found in the present and future. Borrowing is, of course, not understood as a one-to-one transfer but embodies various adaptations to the different cultures. Especially when it comes to funding, it is helpful to argue strategically with borrowing: Funding (political) organizations like the justification “to discover educational miracles abroad (‘best practice’) and to bring them home” (Käpplinger, 2017, p. 33)²!

This book is published in English, although the editor is German. English has become the ‘lingua franca’ for international exchange. This, of course, has advantages for professional exchange and marketing. But it also has disadvantages: Language is widely acknowledged as a possible pitfall. This can be proven in many of the following texts. In one of the early publications, Besnard & Liétard (1986, p. 4) noted in their editorial note: “the translation of the present text from French into English was made in ECLE [European Center for Leisure and Education, Prague]. Since there is uncertainty in adult education terminology world-wide, and important differences exist especially between French and English terminology, the translation was not easy”³.

But the problem goes beyond just translation: It makes no sense to refer to the knowledge and experience of the non-English research literature because the latter does not exist for the international readership. Pöggler⁴ already 1979 (p. 14) regretted that publications in not prevalent languages (‘ungeläufige Sprachen’) often are not adopted, and he especially named Dutch, Danish, and Swedish publications. “We should not forget that comparative research in adult education has also been undertaken since the sixties in South East Europe. It is a pity that the comparative studies ... are only available in the Serbo-Croatian language” (Pöggeler, 1994, p. 11)⁵. Today even German is no longer a language that can be shared internationally. By that, people from non-English countries, when working in the international context, lose most of their research background – theory, methodology, and content that is based on their native language. Quite drastically, Guo & Beckett (2007, p. 117) call this to attention:

the increasing dominance of English language worldwide is contributing to neocolonialism

¹ Bray, Mark (2008). The multifaceted field of comparative education. In Reischmann, Jost, & Bron Jr, Michał (Eds.), *Comparative adult education 2008* (pp. 33-44). Frankfurt: Peter Lang.

² Käpplinger, Bernd (2017). Standing on the shoulders of giants – building on existing knowledge. *Internat. Jahrbuch der Erwachsenenbildung* (pp. 29-42). Köln: Böhlau.

³ Besnard, Pierre, & Liétard, Bernard (1986). *Adult education in Europe. Methodological framework for comparative studies II*. European Centre for Leisure and Education. No 23. Prague.

⁴ Pöggeler, Franz (1979). Einleitung. In Leirman, Walter & Pöggeler, Franz (Eds.), *Erwachsenenbildung in fünf Kontinenten* (pp. 9-14). Stuttgart: Kohlhammer.

⁵ Pöggeler, Franz (1994). Introduction – trends of andragogical research in Europe. In Jarvis, Peter, & Pöggeler, Franz (Eds), *Development in the education of adults in Europe* (pp. 9-15). Frankfurt: Peter Lang.

by empowering the already powerful and leaving the disadvantages further behind ... putting them in danger to losing their first languages, cultures and identities, and contributing to the devaluation of local knowledge and culture.¹

The language problem was also experienced when compiling this book. But what is the alternative? Without English, there would be no 'worldwide' exchange possible. It seems we have to live with that handicap. Perhaps today, at least for written communication, translation software offers some hope.

Of course, what needs to be considered is that the objectivity and reliability of the information differ, depending on which specific type of research they are generated. Some might better be labeled as 'report' rather than as 'research'. The work in the international field has more traps and pitfalls than in one's own country: personal blindness, political correctness, unavailable data, misunderstanding of language are just a few to mention. Many of the following contributions will deal with those problems, hoping that knowing them will make the international and comparative work sounder and more enjoyable.

Selecting texts for a reader becomes stressful after a short while. More and more texts show up, and it is painful to leave out possible texts that are also important. Hopefully, our selection will lead our readers a bit further into international and comparative adult education, will make more and more profound work possible, and ease the path to the cumulative knowledge of our discipline.

Many colleagues supported me with their advice, comments, and critique. Thanks to Lore Arthur, Marcie Boucouvalas, Michał Bron Jr, Martha Friedenthal-Haase, Chris Duke, Barry Hake, John Henschke, Alan Knox, Stuart Marriott, Ekkehard Nuissl, Katarina Popovic, Michael Schemmann, Alan Tuckett, and especially Bernd Käpplinger, who motivated me to build this book, and suggested the book-title. Looking back over decades, I also want to commemorate dear friends - Alexander N. Charters, Peter Jarvis, Jindra Kulich, Walter Leirman, Dusan Savicevic, Colin Titmus.

This book was prepared in the Corona-years 2020/2021. We were used to a world without borders. We were used to travels and face-to-face encounters with dear and valued old and new colleagues. These travels, the friendships growing out of this work, are persistently praised in many papers as one of the enriching outcomes of the international work. We hope this publication will keep the appetite awake to enter and stay in the field. Moreover, we hope that the good old times come back with open borders and open hearts for us and adult education.

Tübingen, March 2021

Jost Reischmann

¹ Guo, Yan, & Beckett, Gulbahar H.(2007). The hegemony of English as a global language: Reclaiming local knowledge and culture in China. *Convergence*, XL(1-2), 117-131.

Jost Reischmann¹ (2000)

1. The Meaning of ‘International Comparative’, Problems, and Perspectives²

Knowledge about the education of adults in other countries can be gained from various sources:

A first source, mostly evaluated as ‘pre-scientific’, comprises ‘traveler’s tales’, the reports we get from international travelers. Such reports are mainly delivered by traveling writers or vacation-makers, but also by scholars who attend a conference abroad and have to report to their funding agency - and publish this report at the same time in a journal. If these descriptions are more systematic, they are labeled ‘traveler’s reports’, or - if they are less systematic, ‘traveler’s tales’.

These types of international documents are mostly characterized as ‘subjective-impressionistic’. Their value is evaluated ambivalent: Critically it is argued that, because of the random observation and the subjective description, it is not clear how reliable and how representative the descriptions are. On the other hand, the plea is made that especially in this subjective focus of eye-witnesses there might be strength from this type of reports. In the framework of a new appreciation of qualitative research, these reports may find a new interest.

At the scientific level, six different types of international-comparative research are identified:

1. During the 1970s and 1980s mainly country-reports were presented. ‘Adult Education in the Republic of ...’ is a typical title of this type of report. These papers tried to describe the system of adult and continuing education in one particular country. They could be written by an author of this country or by a person from outside. Some of these reports were, and are, rather impressionistic. Others followed a well-developed outline and structure.
2. During and after the 1980s we find an increasing number of program-reports. These describe foreign adult education programs, institutions, and organizations. Examples of this type can be found in the publications of Charters/Hilton (1989) or the case studies collected by Knox (1989). Included in this type (sometimes presented in a separate category) are the topic-oriented studies or the problem approach: a certain topic or problem is discussed in the context of a nation.

Country reports as well as topic-oriented studies and the problem approach

¹ Jost Reischmann (<http://www.reischmannfam.de/>) is retired Professor of Andragogy at Bamberg University in Germany. He was President of the International Society for Comparative Adult Education (ISCAE - <http://www.iscae.org>) 1993-2010. In 1999 he was nominated and inducted in the International Adult and Continuing Education Hall of Fame (<https://halloffame.outreach.ou.edu/inductions/hof-1999/reischmann>).

² This paper is with slight changes based on Reischmann, Jost (2000). *ISCAE - International Society for Comparative Adult Education*. <http://www.ISCAE.org>.

focus more on 'international', less on 'comparative'. Because when only one country or program is presented, nothing to compare is available. When a number of country-reports or program-reports are collected in a textbook, the readers must draw the comparative conclusions themselves. Especially when an author presents his own country or program it is difficult to refer to another national system. If, for example, a German author describes a German program for a publication in English: should parallels be drawn to the English, Scottish, US-American, Canadian, or Australian systems?

3. A third type is juxtaposition. Data from two or more countries are presented. These reports show: In country A we can observe a, in country B we find b. A series of statistical reports represent this type. But no explicit comparison - where are the similarities, what are the differences? - is given. An example of this type in Germany is the international volume of the *Handbuch der Erwachsenenbildung* (Handbook of Adult Education, 1978), edited by Franz Pöggeler, or Peter Jarvis' 'Perspectives on Adult Education and Training in Europe' (1992).

This juxtaposition can also be topic- or problem-oriented when a topic is presented in a series of contributions from various countries: In Pöggeler's 'The State and Adult Education' (1990) a series of articles deal with the role of the state in individual countries.

4. The comparison goes one step further: It reports from two or more countries, and an explicit comparison is offered which attempts to make the similarities and differences understandable. ISCAE (International Society for Comparative Adult Education) uses here mostly the definition of its founding father:

A study in comparative international adult education ... must include one or more aspects of adult education in two or more countries or regions. Comparative study is not the mere placing side by side of data ... such juxtaposition is only the prerequisite for comparison. At the next stage, one attempts to identify the similarities and differences between the aspects under study ... The real value of comparative study emerges only from ... the attempt to understand why the differences and similarities occur and what their significance is for adult education in the countries under examination ..." (Charters/ Hilton 1989, p. 3).

An example can be found in the final chapter of Charters/Hilton (1989).

5. Finally, field- and method-reflections are seen as part of international comparative adult education: reflections about the methods, strategies, and concepts of international comparison, and summarizing reports about developments in the international comparative field on a material or meta-level.
6. A bit outside of this system, but still counted as part of the international tradition, are reports from the adult educational work of international and transnational organizations such as UNESCO, the Organization for Economic Cooperation and Development (OECD), and the World Bank. [...]

A difficult chapter: International research and volunteering in an international society

It certainly is challenging to get a wider view of our world through an international orientation. But many handicaps make this work difficult. Just to name three of them:

The first handicap is *language*: international communication takes place in English. For the majority of the world this is a foreign language. Communicating, even more, publishing in this foreign language takes many times more effort than researching in the native context: In discussions, the native English speakers are always faster; in publishing the secretaries are often not trained to write English. For publication always a native speaker must be found for proofreading. Institutions, laws, political or cultural backgrounds are often so different that it is difficult to find an appropriate translation. The English literature often is not available, and it makes no sense to refer to the knowledge and experience of non-English research literature because it does not exist for the international readership. That means that people from non-English countries lose their whole theory, methodology, and content research background when working in the international context.

Another handicap is the *reliable attendance at central international meetings*. Person-to-person-contacts are absolutely necessary for this field. To enter this field and to stay in its network is nearly impossible without traveling and being visible. This means a high investment of time, energy, and money. And this investment has to be made also in times when no comparative project is carried out and no extra project money is available. This makes it difficult especially for young scholars to come into the field of international comparative adult education or to stay in it when a comparative project is finished.

Of course, international comparative projects have much *higher costs and a lot more problems* than research done in one country (see the vivid description in the contribution of Blais and Henschke in this book p. 285ff). A foreign partner must be found and has to be convinced to join a project. Many details have to be clarified before and during the research process and at the end for the publication, needing continuing exchange. In most cases, one partner has an extra load of translation, when the other partner does not speak his language. It is difficult to find foundations that are willing to support international projects. National foundations are often not interested in paying the costs of the foreign partner. Even when one researcher is able to travel to two or more countries and thus avoids the handicap of co-authorship, comparative research means a high money-, time-, and effort-investment. Regarding the outcome of these investments for the career of a scholar, it is often more beneficial to work at the national level. Funding and supporting agencies should do more not only to assist international comparative research projects but also to encourage the possibility of bringing young scholars

into this field. Also, ways should be found to support volunteering in international societies.

Perspectives

International-comparative adult education is basically justified on the grounds of two central arguments (for a more differentiated portrayal see Kidd (1975 – in this book p. 71) or Knoll (in Reischmann, Bron & Jelenc, 1999): On a practical level ‘borrowing’ is expected - that we learn from foreign experiences to adapt successful experiences for our own practical work and to avoid mistakes. On a theoretical level, it is expected that the international-comparative perspective helps to overcome ethnocentric blindness - that we learn, irritated by observations in a foreign context, to better perceive and understand our own field and system.

Certainly, cultural differences limit the transfer from one country to another. Comparative research - by helping to understand the differences/similarities and their significance for adult education - clarifies the possibilities and limits of understanding and borrowing. Both are indispensable in a world where in many countries experiences in the various fields of adult education are gained and needed.

The technical development in very few years has definitely made international communication much easier: Fax (meanwhile outdated), today E-mail has speeded up this exchange significantly. While for the 1995 conference of the International Society for Comparative Adult Education (ISCAE) E-mail could be used in perhaps 10 percent of the exchanges this increased to more than 80 percent at the 1998 conference. The ISCAE-report of these two conferences (Reischman, Bron & Jelenc, 1999) with editors in three countries and more than twenty authors could only be prepared in the given time with the help of E-mail. But technology is only one part of international exchange. International professional organizations as ISCAE (International Society for Comparative Adult Education, www.ISCAE.org), EAEA (European Association for the education of Adults), NIACE (National Institute for Adult Continuing education), ICAE (International Council for Adult Education) – just to name some - offer a person at the other end of the telephone- or E-mail-line. And they offer a chance not only to maintain virtual contact but also to have face-to-face-contact, serving the international comparison and cooperation

- by supplying a network of contacts to other comparatists,
 - by fostering exchange through conferences, and
 - by documenting and sharing the developments and standards in publications.
- These international professional institutions invite researchers to participate; they offer manifold chances for becoming active in the field by opening access to contents, persons, and institutions.

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2. History, Development

2.1 Significant Events in Comparative Adult Education¹

The selection covers some of the major meetings of scholars, publication of important works, and starting points of sustained efforts pertinent to the comparative adult education movement until 2000.

- 1949 International Conference of Adult Education (UNESCO) held at Elsinore, Denmark
- 1958 Publication of *Adult education: A comparative study* by Robert Peers
- 1960 World Conference on Adult Education (UNESCO) held at Montreal, Canada
- 1960 Founding of the International Congress of University Adult Education (ICUAE)
- 1964 Publication of *History of Islamic origins of Western education* by M. Nakosteen
- 1966 First International Conference on The Comparative Study of Adult Education at Exeter, (NH), USA
- 1967 First graduate course in comparative adult education offered by the Ontario Institute for the Study of Education
- 1968 Founding of World Council of Comparative Education Societies (WCCES)
- 1970 Start of publication of series of annotated bibliographies by Kulich on adult education in Europe
- 1972 International Experts' Meeting "An Agenda for Comparative Studies in Adult Education", Nordborg, Denmark
- 1972 Third International Conference on Adult Education (UNESCO), in Tokyo, Japan
- 1972 World Congress of Comparative International Education Societies, Ottawa, Canada
- 1973 International Council of Adult Education (ICAE) founded
- 1975 Publication *Comparative studies in adult education: An anthology*. Bennett, C. et al.
- 1981 Publication *Comparing adult education: Worldwide* by Alexander Charters & Associates
- 1983 Publication of *Adult education in Europe*, by P. Maydl et al.
- 1985 Fourth International Conference on Adult Education (UNESCO) in Paris, France
- 1987 Comparative Adult Education Conference (Open University), held at Oxford, U.K.
- 1987 Founding of the Committee for Study and Research in Comparative Adult Education (CSRCAE)
- 1988 International Seminar on Comparative Research in Adult Education organized by Centro Europeo Dell' Educazione (CEDE), held at Frascati (Roma), Italy
- 1991 World Conference on Comparative Adult Education, held at Ibadan, Nigeria
- 1991 Founding of the European Society for Research on the Education of Adults (ESREA)
- 1992 Colin Titmus chaired a working group for comparative adult education at the VIII World Council of Comparative Education Societies in Prague, Czechoslovakia.
- 1992 Renaming of CSRCAE in "International Society for Comparative Adult Education (ISCAE)" at Anaheim, USA
- 1995 First conference of ISCAE, Bamberg, Germany
- 1997 UNESCO International Conference on Adult Education CONFITEA V in Hamburg, Germany
- 1998 Second conference of ISCAE, Radovljica, Slovenia

¹ Based on: Charters, A., & Siddiqui, D.A. (1989). *Comparative Adult Education: State of the Art* (pp. 20-22). Vancouver: Centre for Continuing Education. University of British Columbia,

Early example of comparative education: Michael Sadler

Michael Sadler's much-quoted lecture on comparative education at the Guildford Educational Conference in 1900 addressed the issue of educational transfer. Although his perspective were the school-systems, some of his general reflections might well be examined for comparative adult education. He warns with an amusing picture of simple "borrowing": "We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home" (1900, p. 310, here p. 21). For Sadler, the most important benefit that could be obtained from studying foreign systems of education was a better understanding of one's own educational system, and by that, to make it better. And he suggested something very practical: to send personnel of the English Schools on study trips to foreign countries to learn what is done to improve schools and education. Also, his critique can easily be transferred to comparative adult education: "It is a great mistake to think, or imply, that one kind of education suits every nation alike" (1900, p. 312, here p. 24).

Sir Michael Ernest Sadler (1861-1943) was internationally renowned as an expert on secondary education, the English public school, and comparative education. By 1885 he established extension lectures at Oxford. 1895 he became director in the government's Education Department, 1911 vice-chancellor at University of Leeds. Starting in 1917, he served for two years as president of the Calcutta University Commission. Returning 1923 to the University College, Oxford; Sadler retired in 1934. In the years from 1898, he published a series of reports about the educational systems of England, Wales, Ireland, France, Germany, Denmark, Belgium, Canada, Newfoundland, and the West Indies etc... These reports contain informed papers by him and illustrate his talent for finding colleagues with particular knowledge of other educational systems. (JR)

Michael E. Sadler (1900)

2.2 How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education?¹

Notes of an address given at the Guildford Educational Conference, on Saturday, October 20, 1900, Christ Church, Oxford

In studying foreign systems of Education we should not forget that the things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside. We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant. A national system of Education is a living thing, the outcome of forgotten struggles and difficulties, and “of battles long ago.” It has in it some of the secret workings of national life. It reflects, while it seeks to remedy, the failings of the national character. By instinct, it often lays special emphasis on those parts of training which the national character particularly needs. Not less by instinct, it often shrinks from laying stress on points concerning which bitter dissensions have arisen in former periods of national history. But is it not likely that if we have endeavoured, in a sympathetic spirit, to understand the real working of a foreign system of education, we shall in turn find ourselves better able to enter into the spirit and tradition of our own national education, more sensitive to its unwritten ideals, quicker to catch the signs which mark its growing or fading influence, readier to mark the dangers which threaten it and the subtle workings of hurtful change? The practical value of studying, in a right spirit and with scholarly accuracy, the working of foreign systems of education is that it will result in our being better fitted to study and to understand our own.

Yet, apart from this, though on a lower plane of importance, there are some points in foreign systems of Education (administrative contrivances, methods of inspection, devices in teaching, etc.), which, even if they cannot be actually reproduced here, will at any rate suggest improvements in our own practice, just as foreign visitors find in English schools many suggestions for the improvement of their own schools at home. I do not lay stress on this, though I do not wish to underrate its importance. But it is not the most important side of the benefit which we shall derive from the careful, intelligent, and broadminded study of foreign systems.

¹ Sadler, Michael (1900). How Far Can We Learn Anything of Practical Value From the Study of Foreign Systems of Education? Guildford: Surrey Advertiser Office. Reprinted by George Z.F. Bereday (1964) as “Sir Michael Sadler’s “Study of foreign systems of education”, *Comparative Education Review* vol.7 No 3, pp. 307-314 (selection here pp. 310-312). <https://www.jstor.org/stable/1187111>.

Perhaps many of those present are aware that an increasing number of Training College students, in their third year of training, are being sent to France and Germany in order to study the language of the country and also its methods of teaching and system of Education. We have reason to know that the results of this experiment have been beneficial to the students concerned. I should like to see this privilege of the selected third-year students extended to a number of older and more experienced teachers who, after several years of strenuous and successful work in their own schools, would thus enjoy a Sabbatical year of leisure for study, observation, and reflection under the stimulating conditions of residence in a foreign country. Considerable numbers of American teachers enjoy such a privilege, and I feel confident that a similar arrangement would serve an excellent purpose in our own country also. An experienced teacher learns a good deal from visiting another school and watching another teacher at work. It would be an excellent thing if considerable numbers of our experienced teachers, both in secondary and in elementary schools, could be sent abroad and to America, in order to see and to judge, and then to tell us when they returned home whether some of the things which they had seen abroad were not an improvement on what is ordinarily done at home.

Another plan - it is rather a pious hope than a plan - which sometimes floats through my mind is that little groups of people should go abroad together (say, a couple of inspectors, a couple of chairmen of School Boards, some clerks of School Boards, some managers of Voluntary schools, a headmaster and mistress, and an assistant master and mistress, from a good town school, and a master and a mistress with experience in good country schools) and really try in a systematic way to see something of the actual working and inner life of some foreign system of Education, studying it with exactitude and without hurry, according to a plan carefully made beforehand. The party would form a peripatetic commission, and I feel sure that, if permission from the foreign government were sought in the proper manner, the commissioners would meet with a cordial welcome. I should not venture to suggest that they should all agree to a single report, but that they should all write their reports separately. The minority reports and notes of dissent are always the most interesting things in Blue Books and are best read first. There is no reason why the report of the travelling commission of inquiry should not entirely consist of minority reports. I daresay that we should find some common measure of agreement running through them all. If we were to have a set of reports, say on Swiss Education of all grades and types (town and country; primary, higher primary, and secondary; technical and professional) from such a group of Imperial scouts, the public interest in the welfare of our own schools and colleges might be greatly stimulated.

But I cannot say that I foresee any likelihood of such a well-equipped and practical body of commissioners being sent out on such a mission at any time in the immediate future. But supposing that such a commission had been des-

patched, I am inclined to think that on their return to England they would tell you that our teaching of the mother-tongue is quite a long way behind the point of excellence which it should have reached. All over Germanspeaking Europe close attention has been given to this subject for many years, and much more has been done there than here to train children to a sense of the beauties of good literature. We in England have a literature which cannot be rivalled all the world over, and it is a burning shame and a national scandal that more of our people are not taught from early childhood to love and revere and use it. Perhaps it is because we in England have been favoured with so constant a succession of great men of letters, and because a natural love of literature is without artificial stimulus so widely diffused among the very numerous private students in our midst, that we have neglected, to our discredit among other nations, the duty of spreading yet more widely and systematically, throughout all classes of the community, a trained appreciation of the prose and poetry which are among the greatest glories and the most precious treasures of our land. Though I am far from meaning that Germany is as fertile as England in fine literature, I should be inclined to believe that a respect for their great national classics is much more widely diffused amongst Germans than is the case amongst Englishmen for their own. And if this is so (and I believe it to be the case), it is the outcome of years and years of patient work done by thousands of faithful teachers in the schools.

In the next place I would urge that more of us should go to America and learn what is being done to encourage Nature-study in the schools. We English people, especially those of us who live in large towns, are in danger of becoming a purblind people. Our real love is for the country and for country pursuits. But instead of trying to make the best amends we can for having to live in towns, we are in danger of leaving our natural country tastes wholly undeveloped, without setting up any substitute in our education to take their place. I doubt whether at heart we are, in the mass, an industrial or commercial people. That is a paradox, but I should be prepared to defend it. But any way, very many of us have at present to live in towns and to live by town pursuits. Let us do what we can to keep alive among town children the love of nature. Country children, too, need training in order that they may have eyes and understanding for what lies round them. But this question of Nature-study has roots which strike deep. You cannot study Nature unless you have, implicitly or explicitly, a basis of belief in relation to Nature. And what Dr. Martineau used to call the "suppressed promises" of our text books on Nature-study need to be in harmony with the principles by which we live, or the thoughtful and systematised study of Nature may bring discord and disturbance into many a mind.

To take a further point; we are far, far behind some foreign nations - Germany, Belgium, and Holland especially - in our methods of teaching modern languages. One of the things which most needs to be done from a national point of view, is to train at least five hundred first-rate teachers of modern languages (they must

be highly-educated men and women to start with) as a sort of staff corps to lead the movement for modern secondary education.

Lastly ... you cannot go to Berlin and see the famous Technical School at Charlottenburg, or to Boston and see the Massachusetts Institute of Technology, without realising that we in England ought to have a great deal more of the best kind of the highest technical education.

If therefore I were to answer the question submitted for discussion, I should venture to do so in the following terms. It is a great mistake to think that all other nations have better systems of Education than we have. It is a great mistake to think, or imply, that one kind of education suits every nation alike. If we study foreign systems of Education thoroughly and sympathetically - and sympathy and thoroughness are both necessary for the task - I believe that the result on our minds will be to make us prize, as we never prized before, the good things which we have at home, and also to make us realise how very many things there are in our English Education which need prompt and searching change. When you think of the task which lies before the British Empire; when you think of the weight of moral responsibility which rests on this nation; when you think of the fact that, so far from our being all of one mind in this country, our nation has, all through its history, been made up of men of very different temperaments, and that our unity has always been attained, when attained at all, through a frank and sympathetic recognition of diversity - when we realise that to make our system of Education a really good one, we have got to raise to a higher point of efficiency all manner of institutions in every grade of education; then we realise also that the task before us, so far from being less difficult than that which has already been attacked by other nations, is even greater and more complex, and that it will involve a larger outlay, not of money only, but, what matters so much more, of love, sympathy, and fellowship on the part of all concerned.

... an English perspective

The following paper is not comparative, but documents how vivid (and full of hope and tensions) international exchange came about already 100 years ago. It illuminates the manifold international exchanges between England and Germany. Marriott described in detail the institutions and the persons involved, but also the (mis-)understandings based on different cultural perceptions. His thorough research is an essential example that makes visible the institutional and personal dynamics of international exchange. For those of our readers who want to compare: What similarities, what differences can be found in our today ventures in international contacts?

What this paper points out clearly: Traveling and meeting persons is necessary for international researchers. Thinking of the travel possibilities in these post-war times traveling was difficult and expensive. No wonder the report names the funding-problem vital to the whole idea of exchange.

Stuart Marriott joined the Leeds University Department in 1965. He pursued his interest in training adult educators at Edinburgh University (1969-72) and then at Leeds again. In 1985 he became Professor of Adult Education at the University of Leeds, where he served as Head of Department, Dean of Faculty, and later Dean for Staff Development. He has been chair of SCUTREA (Standing Conference on University Teaching and Research in the Education of Adults) and editor of journals and monograph series. He has done extensive historical research, especially in the intercultural exchange between England and Continental Europe. (JR)

Joachim H. Knoll (2000)

2.7 Development and Fundamental Principles of International and Comparative Adult Education Research¹

1. Common Goals

In the following we are aiming at a description of the relatively short history of *comparative studies in adult education*, which is closely linked with *comparative studies in education*. Whilst the latter can trace its history for more than 100 years down to the 1840s, comparative studies in adult education were born in the 1960s and have omitted some of the phases characteristic of comparative research in education. Right at the beginning of comparative studies in adult education Roby Kidd argued about the benefits of comparative studies, and it is more than historical respect to quote his early reflections, because he already depicts some of the timeless issues of comparative studies. His respected article is entitled “Comparative Adult Education the First Decade”, and he indicates that the “common goals of comparative studies” are:

- *“to become better informed about the educational system of other countries*
- *to become better informed about the ways in which people in other cultures have carried out certain social functions by means of education*
- *to become better informed about the historical roots of certain activities and thus to develop criteria for assessing contemporary developments and testing possible outcomes*
- *to better understand the educational forms and systems operating in one’s own country*
- *to satisfy an interest in how human beings live and learn*
- *to better understand oneself*
- *to reveal how one’s own cultural biases and personal attributes affect one’s judgment about possible ways of carrying on learning transactions”*

Roby Kidd argues predominantly under the umbrella of enlightenment, of information and understanding, while nowadays comparative studies are called on to carry the international debate into the decision-making forums of educational policy in individual countries and international organisations (e.g. EU), especially when structures and topics are under reform. We will later return to this aspect of policy-oriented comparative studies when we are talking about present issues such as literacy campaigns in developing and industrialised countries.

Our short contribution will first refer to knowledge of the historical as well as the present dimension and competence of international and comparative adult

¹ Knoll, Joachim H. (2000). Development and Fundamental Principles of International and Comparative Adult Education Research. *AED Adult Education and Development*. Vol. 54. <https://www.dvy-international.de/en/adult-education-and-development/editions/aed-542000/internationality-and-cooperation/development-and-fundamental-principles-of-international-and-comparative-adult-education-research>

education. I use both terms – “international” and “comparative” in order to prevent a confusion which results in the tendency to call every international study on adult education immediately “comparative”. In fact, very few pieces of research work that are - according to their self-definition - “comparative” really deserve this attribution. They normally approach a phenomenon in a problem-orientated or in a country-specific way without making comparisons with a third subject. Thus, I would like to advise careful usage of the term “comparative”, whilst I do not think the term “international” of lesser dignity concerning quality and method.

2. International and Comparative Adult Education Research - Early Stages

In Germany - as in many other countries - comparative studies in adult education started after World War II. The main focus was on the comparison between East and West-Germany. In an international perspective it began to develop during the 1960s

- first in an emphatic and programmatic way
- then in the form of country reports
- finally by improving the methodical tools in order to facilitate quantifying and problem-orientated cross-national studies

As far as I understand adult education, it is closely linked both scientifically and historically to the study of education in general – as is international and comparative adult education research to comparative education.

Going beyond a mere German context I would first like to briefly mention some events and dates which are commonly regarded as the early stages of comparative research within adult education.

According to popular descriptions, comparative adult education research began at the Exeter Conference which A. Liveright organized in 1966. Even today Alexander Charters’ reflections still show the lasting impression the conference made on him.

Another milestone in development is marked by the conference in Nordborg/Denmark, which was held in 1972 and which was financially supported by UNESCO and the Danish Ministry of Science. Because of its methodological awareness, this could be seen as the beginning of comparative adult education research in a narrow sense. The conference gained importance not least due to a lecture given by George Z. F. Bereday, who tried to orientate comparative adult education research towards comparative education research. His contribution closed with the recommendation that comparative adult education research should spontaneously follow the methodical standards that comparative education research had already reached. A proof of this methodical competence of comparative educational science was given at a UNESCO Conference in Hamburg in 1971. The “International Congress of University Adult Education” followed this stimulus on the occasion of the Quinquennial Conference in Ghana in

1975. However, there were already warnings about mere adoption of the methods used in comparative education research. Looking at International Education Achievement (IEA) studies, Colin Titmus thought that quantitative empirical adult education research was limited both due to poor data gathering and because of the open structure of adult education, in contrast to school education. The guidelines for quantitative comparative educational research worked out by Noah and Eckstein could not be adopted for comparative adult education research. This opinion dates back 25 years. Today, I could not imagine any comparative research without reliable data. With the increasing establishment of databases and the improvement of cross-national studies, some of the deficiencies of comparative adult education research – especially as far as its empirical orientation is concerned – have been reduced.

Although a lot of work has been done on the development of a methodological repertoire since the early 1970s, studies of that time do not hide the fact that descriptive national studies are most likely to be regarded as *comparative* adult education research; more accurately they should be classified as *international* adult education research. This view could be proved and supported by country descriptions and materials of the European Centre for Leisure and Education (ECLE) Project “Organization and Structure of Adult Education in Europe”. The country reports to be found there are descriptive without any harmonizing scheme of categories, or previous hypothesis, and they regard themselves as a juxtaposition, which does not - for the time being – constitute a comparison. A comparative “manual” - the comparative sum of the long-term project work in the manner of the “problem approach” as it were - has been kept under lock and key by UNESCO in Paris ever since it was written.

3. International Adult Education Research – more than Country Reports?

Whenever comparative research in the field of education or adult education is brought into focus, the IEA studies are referred to as an example which could accurately and definitely be called “comparison”. For financial reasons this project is unique; it could not be transferred into other areas of education. Today, this undertaking is ongoing at the initiative of T.N. Postlethwaite, as can be verified by looking at the second edition of the *International Encyclopedia of National Systems of Education*. Based on the material provided there, research could be undertaken on the “efficiency” of the educational system due to “social indicators”. However, I doubt that this could be transferred to facts and problems of adult education that easily.

It should be added here that a definition of “efficiency” within the context of a certain system of education cannot simply be transferred to other countries. I am thinking about attempts by John Lowe to classify European systems of adult education with terms such as “traditional and non-traditional forms in adult education” or “traditional and innovative”. This attempt, which ignores both the his-

torical origins within a given situation and a certain cultural context, has failed as far as I can see.

In spite of this comment John Lowe may certainly take the credit for promoting country research within the framework of the OECD and UNESCO and for introducing both a method of describing phenomena and the “problem approach” to comparative research. I especially recall the general account *Retrospective International Survey of Adult Education*, which was written for the UNESCO World Conference on Adult Education in Tokyo and which was based on broad material contributed by the member countries of UNESCO. It could be remarked, of course, that the material collected for this work was often not statistically compatible so that the conclusions are mere summaries. Yet, this was partly corrected in the volume *The Education of Adults in a World Perspective*. Here, the main phenomena of adult education (structures, financing, legislation) are compared. Methodically these publications follow the “global approach” as propagated by Bereday (the limited validity and reliability of which has been proved adequately by now).

In a volume which was to start the *American Handbook of Adult Education*, A. Charters further developed “Comparative Adult Education” or - according to Roby Kidd - “Comparative Studies in Adult Education” in so far as he based his comparison also on historical conditions and the socio-political environment; yet, the volume lacks the background of scientific theory needed for comparative adult education research in a historical dimension.

C. Titmus took further steps in the development of methodology. I do not want to advocate empirical comparative educational research in the distinctive style of Postlethwaite, who does not have a very high opinion of the latest developments in comparative adult education research. We should not ignore methods which have been tested elsewhere. Thus, during the early 1980s a research design created by the World Bank and based on the scheme “financial input - educational output” was adopted for adult education and it was checked whether by using “social indicators” the comparison could test questions of efficiency. Attempts to follow this line - for example with the project “Organization and Structure of Adult Education in Europe” (ECLC) have not been very convincing and have thus been given up later. Today, works by Peter S. Cookson show a revival of these approaches, however, in a more precise and changed form, which are exposed to examination in his comparison of two systems (namely Nicaragua and Costa Rica).

On the whole, comparative adult education research is on the right path as far as increasing methodological seriousness and its scientific and institutional integration into adult education research are concerned.

The value of country reports for the development of comparative adult education research should not be underestimated; undoubtedly they are juxtapositional steps towards comparison.

In general, it can be taken for granted that there is a strong link between the “problem approach” and comparative country monographs, which includes empirical elements.

4. Tasks of International and Comparative Adult Education Research

If one supports the “problem approach” within comparative adult education research as a main characteristic of comparative research, a number of problems and tasks of adult education research could be named which are, so to speak, of a lasting interest. In European countries the following topics, among others, could be listed as objects of research:

- multiculturalism and intercultural education
- programmes to combat illiteracy
- the balancing of vocational and general adult education
- care for target groups such as migrants or unemployed people
- the “Europeanization” of adult education
- strategies of international and comparative research

International and supranational organizations also put their main emphasis on different tasks. I admit that the following characteristics only reflect some subjectively chosen segments:

- UNESCO puts its main emphasis on programmes to combat illiteracy and on post-literacy work;
- the OECD concentrates on educational structures and the economic role of education;
- the EU - through institutions such as CEDEFOP – mainly stresses professional and vocational education, education and training of unemployed people, politico-educational and pedagogical measures of integration for migrants, and education policy founded on cultural and geographical subsidiarity;
- years ago the Council of Europe already turned towards the broad field of telecommunication and the popularization of education; today, special emphasis is laid on “small countries and small languages”.

5. Concluding Remarks

Looking at the present status, dimension and scientific quality of comparative studies in adult education, one can observe that in general progress and improvement have taken place. Three aspects may be picked out:

1. A new branch within comparative studies in adult education has been developed dealing with subjects belonging to the historical dimension of adult education by means of comparative procedures.
2. The number of people engaged in comparative studies has been enlarged and grew constantly over the last decade, especially in Europe.
3. The resources necessary for comparative studies, have been increased, both the financial basis and data collection.

As far as the newly detected branch is concerned, I refer to publications presented by Martha Friedenthal-Haase, Stuart Marriott and Barry Hake, which have enriched the knowledge of the historical roots of adult education, of interdependencies and of the material and resources available in different countries. One has to bear in mind that in former descriptions of the adult education system in various countries the historical dimension (ECLC Project, EURO-DELPHI) was included, but the approach of the authors mentioned is more comprehensive and is strongly directed towards comparative methods.

The number of people working in the field has increased because most of the empirical research is nowadays performed not only within the traditional research institutes such as universities, but also in the agencies, institutes and working groups of the international and supranational organisations. Especially within the OECD, the research capacity is significant. Publications such as "Literacy, Economy and Society" give a notion of the possible standards in comparative studies, which no longer can be restricted to the private undertakings of single individuals. One should also include the various researchers integrated into the network of ESREA.

The resources of comparative studies have improved over the last decade. This thesis could be confirmed by the sponsoring of international projects such as the DELPHI project subsidised by the European Community, or the comparative studies in the field of vocational education which are under discussion. UNESCO has promoted several comparative studies dealing with "Education for All throughout Life", parallel to the OECD's study on Lifelong Learning, which provides examples and data of selected member states. At the same time, methodology has been refined by data collection and books of reference. Especially, new recognition has been given to Social Indicators, a method which was primarily used by the Ribe catalogue, a list of indicators developed for the ECLC project. As a follow-up of CONFINTEA V, the UNESCO World Conference of Adult Education in Hamburg 1997, an outcome of "the network of networks committee" was just published and opens the worldwide archives for comparative research. The material and the listings reach far beyond a directory of members and aim at a research strategy which allows a more comprehensive approach and data interpretation within comparative studies.

But there are still obstacles to overcome, such as the lack of language expertise and handbooks of adult education terminology, which are needed for valid and reliable comparison. This is a subject which will require a further consideration.

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3. Travelers and their reports

Travel reports offer lively access to knowledge about foreign countries¹. Such knowledge may be labeled “subjective, impressionistic”, but it often is a first step to go beyond the own borders – literally and intellectually. Different perspectives can be followed: What was the effect of the travel – if any? How changed this travel experience the traveler as an individual? But also: Did he/she “export” something to the visited country? And did he/she bring back home something (“borrowing”)?

The hesitation, why this type of information-gaining could be labeled “pre-scientific”, can be explained because the database is mostly not explicitly documented, and the traditional quality-criteria objectivity, reliability, and validity seem to be not applicable. However, to evaluate the quality of travel reports, it seems worthwhile to refer to criteria developed for case study research (for example, Merriam 1988, p. 163ff)². And it might be asked: Is the traveler a reliable and reflecting person? How consistent are his/her observations? Could the observations be repeated or triangulated with other material? Does the report reflect on its own bias and prejudices? And finally: Do the reported details make sense in context?

The following five short travel reports, or reports about “travelers”, may illustrate that this type of “traveler’s reports” contributed in many ways to our knowledge about adult education and often influenced practice. So, for travel reports is true what is true for all comparatist’s work - as Käßlinger states (2017, p. 35)³: “The vast majority of great thinkers were also great travelers”. (JR)

Eduard Lindeman

Eduard Lindeman (1885-1953) is often named the (grand-)father of adult education in the USA. His book “The meaning of adult education” (1926) is still remembered as one of the early publications in the field. “Both the book and the man have stimulated conversations of adult educators for more than sixty years,” reviewed Huey B. Long 1989 (p. xiii) in the preface of the book. The following short excerpt illustrates how a travel to Denmark influenced him. (JR)

¹ A thorough reflection offers Zellhuber-Vogel, Petra (1991). Reiseberichte als Quelle historisch-interkultureller Fachdiskussion in der Erwachsenenbildung. In Friedenthal-Haase, Martha u. a. (Eds.), *Erwachsenenbildung im Kontext* (pp. 226-240). Bad Heilbrunn: Klinkhardt.

² Merriam, Sharan B. (1988). *Case Study Research in Education*. San Francisco: Jossey-Bass.

³ Käßlinger, Bernd (2017). Standing on the Shoulders of Giants – Building on Existing Knowledge. *Internationales Jahrbuch der Erwachsenenbildung* (pp. 29-42). Köln: Böhlau.

Eduard C. Lindeman (1926)

3.1 The meaning of adult education. Foreword.¹

In 1920 I visited Denmark, not primarily to study education but to pick up lost ancestral threads - a quest which arose from my dislocated youth. Here I came into contact with a civilization which, by sheer contrast with hate-ridden Europe, seemed like a cultural oasis in the desert of nationalism. Whereas the victorious nations were grasping for territory, Danish statesmen were conducting a scientific study to determine how much of Schleswig-Holstein might be regarded as being integral to Denmark. All of it was within their reach, for Germany was incapable of making effective protest even through the doubtful means of plebiscites; they, the Danes, wanted not what overheated nationalism might have demanded but merely what scientific research could validate. And then I saw farmers studying in people's colleges (Volkshochschulen), studying for the purposes of making life more interesting; these same farmers were members of comprehensive cooperative enterprises - dairies, creameries, cheese-factories, egg-shipping associations, slaughtering-plants, banks, stores, insurance societies, et cetera - enterprises which performed so many economic functions that the farmers were freed for other activities; and there could be found neither wealth nor poverty in the land. Here, it seemed to me, was a culture which included many of the attributes which have been desired since the time of the early Greeks; besides, it was founded upon rigorous science and a degree of economic freedom - both of which were absent in Greek culture.

Beneath the easily-recognizable distinctions in Danish Life - collective economic organization, interest in literature, art and recreation, absence of imperialism, et cetera - one finds an educational ferment such as motivates no other people in the modern world. Since the days of Grundtvig, which were also the days of Denmark's material and spiritual impotence, Danish adults have striven to close "the yawning abyss between life and enlightenment." "What the enemy has taken from us by force from without, we must regain by education from within," they said and forthwith laid the foundations for a system of education which continues so long as life lasts. Adult education, one begins to learn after prolonged observation, has not merely changed citizens from illiteracy to literacy; it has rebuilt the total structure of life's values.

Can adult education do as much for us? Our situation is, obviously, out of range of comparison: we are a large nation in area and in population; we possess no homogeneous culture; and we have already become wealthy. In addition, we have become habituated to a method of achievement which is in essence anti-thetical to intelligence. We measure results quantitatively. We could have an adult education movement in America almost overnight; advertising psycholo-

¹ Lindeman, Eduard C. (1926). *The Meaning of Adult Education*. New York: New Republic Inc. Here cited from Fourth Harvest House Printing (1989), Norman, Oklahoma (xl- xlii).

gists and super-salesmen could “put it over” for us for a cash consideration. But, what gets “put over” never stays “put”. The chief danger which confronts adult education lies in the possibility that we may “Americanize” it before we understand its meaning.

Albert Mansbridge: Pioneer and Traveler

Albert Mansbridge, (1876-1952), a largely self-educated educator, was one of the pioneers of adult education in Britain. He is best known as a co-founder of the Workers' Educational Association (WEA) in England in 1903, the World Association of Adult Education (1918), and the National Central Library, a tutorial system and an academic library for working people.

Mansbridge was a restless traveler and a gifted speaker. On his travels, he delivered hundreds of lectures worldwide and established international branches of the WEA in Australia in 1913, and later in Canada and New Zealand. As a traveler, he was rather in the role of a “giver” than a “borrower”. Therefore, when debating the transfer of knowledge from country to country by travelers, there should also be awarded attention to this type of “givers” in international comparative adult education. (JR)

Albert Mansbridge (1940)

3.2 Journeys Abroad¹

After the [First World] War I visited Prague with a group of Labour statesmen, and lectured both in the University and the Technical College. I also took part in the foundation of the British Society of Czechoslovakia. In the light of subsequent events I find it difficult, indeed, painful, to think of those heroic days lived in high hope, much more to write of them. T. G. Masaryk, patriot and statesman, stood, and will ever stand, in the gallery of the great men of all time. Himself the product of what we know as Adult Education, son of a coachman, whilom blacksmith, he pursued learning, and in the power of his spirit delivered his people. Courageous, intrepid, and wise in his time, it is certain that the work he did will never die, and his people will once more be free. He cared greatly for education, and helped the World Association as its President for the first ten years of its life.

I visited Holland both in 1920 and in 1922, being invited to do so by the Volks Universiteit at Rotterdam. My lectures were necessarily delivered in English. The crowded audiences needed no interpreter even as far north as Groningen, as they listened attentively to my expositions on Adult Education in England. It interested me to discover that the universities did no extra-mural work, but confined themselves to recognized courses, mainly of a professional character. The brevity of my visits to other European countries, during which I was

¹ Mansbridge, Albert (1940). *The trodden road* (pp. 106-111). London: Dent and Sons.

informed and inspired by welcoming people, makes it unnecessary for me to tell of experiences which fall to every recommended person.

My frequent visits to the United States and to Canada stand in another category, for in both I have lectured and spoken abundantly, from New York to San Francisco, and from Halifax, Nova Scotia, to Courtenay in Vancouver Island.

In 1921 I was invited by the famous Lowell Foundation to give a course of lectures in Boston. My lectures upon 'The Older Universities of England' formed the basis of a book published in 1923. Delivering these lectures was a great experience. Although the Foundation had existed for nearly ninety years, there had been no remembered instance of questions after the lectures, but the Curator allowed me the use of the hall on each of the eight occasions upon which I lectured. The greater part of the audience remained, and it was by question and answer that I did, I think, my best work. I was honoured in a unique way by being asked to give a second course in 1934, and assenting, chose as my subject 'An English Gallery.' It was a portrayal of the English community as I myself had seen it. Representative English men and women whom I had known personally in all walks of life were used as illustrations. In Boston I made many friends, and, of course, visited nearby universities in the intervals between my lectures. In one college I was greatly amused because on the official notice I was described as 'Master of Balliol College, Oxford.' I did not tell them that I was not, because the English lecturer in America is termed so many things, always to his advantage, that it needs a sense of humour to appreciate the eulogies at their tight value. On first going to a place I found titles were given to me, but gradually, as friendship developed, these gave place to no titles at all.

In 1924 Chautauqua, the pioneer of all Summer Schools, founded on the shores of the lake of the same name by Bishop Vincent for Sunday School teachers, was celebrating its jubilee. At it I delivered a course of lectures on 'Spiritual Aspects of Adult Education.'

Imagine a summer town with housing accommodation for some five thousand people, to which fine types of American families resort in order to continue study and to enjoy recreation, into which no influence alien to religion is knowingly allowed to enter. My week was spent, therefore, among good people. I confess that I sympathized a little with Henry James, who found it somewhat trying, and was relieved to pass out into the normal world again. Perhaps it was a surfeit of good which I could not completely absorb,

I remember on one occasion feeling quite wicked as I smoked a cigar on the shores of the lake. It had been given to me by a fellow-lecturer, Dean Shailer Mathews of Chicago, for it was not possible to buy anything to smoke in the department store of the town.

My audience numbered some two thousand on each morning of the week. I never wish for a better. It listened well, asked questions, and expressed appreciation in diverse ways. They treated me as though I 'belonged.'

After Chautauqua, passing on to New York University, I lectured for a week to a group of Directors of Education and officials. Among them was Dr Davidson, Director of Education for Pittsburgh. He made me promise to go to Pittsburgh on a subsequent visit, which I did in 1926, partly because Dr Bowman, Chancellor of the University, had invited me some years before. Staying from Tuesday to Saturday in Pittsburgh, I addressed many educational gatherings, both in university and schools. A year later I was asked to give the Commencement Oration of Pittsburgh University, and to accept the degree of Doctor of Laws. The audience, numbering some six thousand people, looked forward to the address as an infliction. They were anxious to see their sons and daughters take their degrees. This challenged me, and it is quite possible that the address I gave on 'The Waters of Learning' was the most successful of my career. On the following Monday the Department of Education closed all its schools, and gathered four thousand teachers to hear an address somewhat on the same lines.

The work at Pittsburgh was most interesting. Dr Bowman had gone there, after a distinguished career, to a small and comparatively unimportant university. He had great visions. In a few years he erected a 'Cathedral of Learning.' It is a noble edifice, and in talking to the late Andrew Mellon, when Ambassador to England, I affirmed what I believe, that it is the noblest conception in collegiate buildings since Wolsey conceived Cardinal College at Oxford. The personnel of the university developed likewise, and from a Faculty, as the whole teaching body is called in the United States, of two hundred, it grew to well over nine hundred. In all my experience I have never met any one in connection with university work who impressed me so much as Dr Bowman. Once when he was on a visit to England I asked a Fellow of All Souls to invite him with me to lunch. He was strangely quiet, and not being striking in appearance it seemed that he would make no impression at all, but fortunately someone asked him a question. He at once had the whole Common Room magnetized. After he had gone Professor Spencer Wilkinson said: 'That is the sort of man who ought to be President of the United States.'

In 1926 the Pacific School of Religion, in co-operation with the University of California, invited me to deliver the Earle Lectures. I was able to be away from England for some time, and my records show that I gave over one hundred lectures in America, and fifty-five in Canada. Never trying to organize as well as to lecture when in the United States, I was not so overstrained as on my visit to Australia, where I had to organize work in each State of the Commonwealth.

In all this work my wife proved a most valuable ally. She herself gave many addresses, always being ready when called upon.

Lecturers in America and Canada often make mistakes by using English words which have entirely different values there. Going late on one occasion to an afternoon gathering at which my wife was the chief guest, I remarked to the ladies assembled, with appreciation in my mind, that they were a nice 'homely'

looking lot of people. The horror on their faces struck me all of a heap, until I realized that ‘homely’ in their vernacular meant not merely ugly, but superlatively ugly!

Hermien van der Heide

A remarkable example of cross-cultural communication, of ‘cultural borrowing’, can be found in the life and work of Hermien van der Heide (1898-1944). She was one of the few Dutch adult educators who visited Scandinavia, especially Denmark. These visits influenced her profoundly in her work in The Netherlands, as director of the residential center De Vonk (The Spark) at Noordwijkerhout, but also resulted in many influential publications.

She wrote her publications in Dutch language, so she did not get the international attention she deserved – a well-known problem in international adult education. Thanks to Barry J. Hake, a respected historian and specialist in international adult education, this gap was closed in a thorough research article. Here follows a short extract. (JR)

Barry J. Hake

3.3 Van der Heide's Reports of her Visits to Scandinavia¹

The major sources of information about Hermien van der Heide's visits to Scandinavia are provided by her own articles in *Volksontwikkeling*, which was the most important contemporary monthly in the field of popular adult education in The Netherlands. In a later article she clearly indicated that her decision to visit Denmark in 1922-1923 was influenced by an article by Bredsdorff, who later became headmaster of the Roskilde Folk High School, which had been published in *Volksontwikkeling* in 1920². Significant here is the fact that Roskilde was taken over in 1930 by the Workers' Educational Association which was itself founded in 1924. During her stay she visited a number of folk high schools in Jutland. It is perhaps not surprising that van der Heide's first article comprised an account of her visit to the Workers' Folk High School at Esbjerg³. Among her reasons for starting with this account, rather than a more general account of Danish folk high

¹ Hake, Barry J. (1996). Hermien van der Heide and the reception of the Scandinavian folkehøjskolen in The Netherlands during the 1920s and 1930s. *Scandinavian Journal of Educational Research*, 40(4), 269-289. DOI: 10.1080/0031383960400401. Here pp. 273-275. Copyright ©Scandinavian Journal of Educational Research, reprinted by permission of Informa UK Limited, trading as Taylor & Francis Group, www.tandfonline.com on behalf of Scandinavian Journal of Educational Research.

² Bredsdorff, T. (1920). Een dag aan eene Deensche Volkshoogeschool, *Volksontwikkeling*, 2, pp. 60-67. This was a translation into Dutch from an English-language publication *The Danish People's High-School*, which was itself a translation by S. Desmond from the original Danish that was published in 1918 by Det Schonbergsje Forlag in Copenhagen.

³ Heide, H. van der (1923) Indrukken van de arbeidershoogeschool te Esbjerg (Dene marken), *Volksontwikkeling*, 5, pp. 24-28.

schools, was her own article¹ in *Volksonwikkeling* about the first SDAP residential course which had taken place in September 1922 just prior to her departure to Denmark for the winter.

She was obviously enthusiastic about her ten-day stay at what she referred to as 'the Red Castle'. The visit to Esbjerg made a profound impression given her own preference for residential education organized on a partisan basis. She remarked that 'It is a pleasure to think that this is a school organized by the workers for the workers'². This central concern with forms of residential adult education suitable for the organized working class led her to devote the core of her article to a comparison of Esbjerg and Ruskin College. Her conclusion was that Ruskin College was involved in intellectual development for the working class more akin to university extension, while she found Esbjerg to have more in common with the dominant emphasis in Danish folk high schools on the development of character. This relation between folk high schools and the working class returns in later articles as a central thread in her reflections about Scandinavian folk high schools.

Her second article³ was the first in a four-part series with the generic title 'Schools for Life'. This article presented her readers with the historical background to the development of folk high schools in Denmark which focused upon Grundtvig's ideas on 'schools for life' intended for young adults. She also discussed the establishment of the first high school at Rødding, North Slesvig, in 1844, which she associated with the need of the Danes to promote a sense of national consciousness against German influences in Schleswig-Holstein. Van der Heide also discussed the work of Christen Kold, by whom she was greatly impressed, at some length together with what she thought to be the major differences between the ideas of Grundtvig and Kold. Kold had obviously made a lasting impression upon her.

The second article in this series⁴ described the background to her choice of the folk high school which she would attend for the winter. This presented her readers with a review of the different kinds of folk high schools which existed in Denmark. She referred to the possibility of attending the international folk high school - the Christian Socialist inspired the International People's College - in Helsingør, the workers' folk high school at Esbjerg and the fishermen's folk high school at Snoghøj. In explaining her choice of a farmer's folk high school as most typical for the Danish situation, van der Heide expanded upon the differences between the Grundtvigian folk high schools, which she characterized as evangelical in their Christian orientation, and those run by the Inner Mission,

¹ Heide, H. van der (1922), op. cit.

² Heide, H. van der (1923), op. cit., pp. 24-28.

³ Heide, H. van der (1923) Scholen voor het leven - deel 1, *Volksonwikkeling*, 5, pp. 120-124.

⁴ Heide, H. van der (1923) Scholen voor het leven - deel 2, *Volksonwikkeling*, 5, pp. 153-159.

which she regarded as more pietistic¹. Having argued her choice for the Grundtvigian orientation as most representative of the Scandinavian tradition, she contrasted the smaller folk high schools at Lundsmark and Vivild, where she stayed for a month, with the larger folk high schools such as that at Askov². Of interest here for our insight into the reception process was her remark that most foreign visitors went to the well-known larger folk high schools rather than the smaller ones. Van der Heide quite correctly viewed Askov, which was established in 1864 as the successor to Rødning, as the great bastion of the Grundtvigian tradition. She referred to Askov, with its many hundreds of students each year, as adhering to the basic Grundtvigian principles and the fact that many folk-high-school teachers received their training there³.

The third article⁴ in her series on Denmark was a description of her long stay at the winter course at a large Grundtvigian folk high school. In this article she focused in particular upon the importance of studies of Danish history and language in the curriculum of the Grundtvig-inspired folk high school. She obviously viewed these as significant features in the curriculum which were intended to contribute to the formation of national character and to help young Danish adults to become 'real' Danes. Van der Heide also devoted attention to the community life of the folk high schools. She discussed at some length the significance of the early-morning meetings, communal singing, meal times, and the get-togethers in the evenings for concerts, music and discussions.

In the fourth article in her series on 'Schools for Life'⁵ van der Heide presented her readers with an assessment of the Danish folk high schools. This critical exercise presented a very clear statement of her own understanding and questions which guided the development of her ideas about the relevance of the Danish model to the Dutch situation. [...]

The fifth article⁶ in her series on Denmark was a discussion of the influence of the folk high schools in Denmark and abroad. Within Denmark, she focused upon their contribution to the quality of cultural life and the folk high school as a binding influence in family life. As far as their influence in other countries was concerned, she referred to the growth of folk high schools in Sweden, Norway, Iceland, Finland, Danish immigrant communities in America, Fircroft College in the UK, Japan, Switzerland and Germany. She concluded with a section entitled 'What can we learn?'

¹ Ibid., p. 156.

² Ibid., pp. 156-158.

³ Ibid., pp. 157-158.

⁴ Heide, H. van der (1923) Scholen voor het leven - deel 3, *Volksontwikkeling*, 5, pp. 179-185.

⁵ Heide, H. van der (1924) Scholen voor het leven - deel 4, *Volksontwikkeling*, 5, pp. 266-274.

⁶ Heide, H. van der (1924) Scholen voor het leven - deel 5, *Volksontwikkeling*, 5, 312-320.

Dušan Savićević

Dušan Savićević (1926-2015) from Yugoslavia/Serbia was respected internationally and one of the founding members of andragogy as the academic discipline of lifelong and lifewide adult learning and education. His international presence covers nearly a half-century. As Alan Knox, University of Wisconsin at Madison, USA, remembers: "Our friendship and correspondence began in 1967, continued for almost 50 years" (Andragoške studije, ISSN 0354-5415, Jun 2015, pp. 207-216). He shared his growing knowledge and networks with his colleagues and students, at home, but also abroad, as Malcolm Knowles, the leading American scholar, described:

A Yugoslavian adult educator, Dusan Savicevic, participated in a summer session I was conducting at Boston University. At the end of it he came up to me with his eyes sparkling and said, "Malcolm, you are preaching and practicing andragogy." I replied, "Whatagogy?" because I had never heard the term before.¹

Malcolm Knowles then adopted the term 'andragogy' and made it popular in the USA. In 2006 Dušan Savićević was inducted into the International Adult and Continuing Education Hall of Fame (<https://halloffame.oureach.ou.edu/inductions/hof-2006/savicevic>). The following autobiographical note illustrates the beginnings of his exchange of knowledge in international and comparative adult education. (JR)

Dušan Savićević (1966/2006)

3.4 From Yugoslavia to the United States²

During my stay in Scandinavia in 1958/59, I consulted certain andragogical literature created in the United States. ... Then I met a group of American professors when they visited Belgrade in 1965 and became interested in the Yugoslav andragogical experience. I had the opportunity to talk to Drs. A. Liveright, A. Charters, and A. Thomas at the Rectorate of the University of Belgrade ...

In 1965, I decided to apply for a Ford Foundation Scholarship. It was a prestigious scholarship and was used by well-known professors of Yugoslav universities. In the description of the subject of specialization ... I had listed several universities and professors where I would most successfully complete my specialization: New York, Boston, Chicago, the University of California (UC) at Los Angeles, and UC at Berkeley. I also mentioned the names of the then most famous professors for the theory of adult education in the United States: A. A. Liveright, P. J. Walker, M. S. Knowles, C. Werner, C. O. Hall.

¹ Knowles, Malcolm S. (1989): *The Making of an Adult Educator* (p. 79). San Francisco: Jossey-Bass.

² Translation by Katarina Popovic, Belgrade. Original text: (2006): *Andragoške ideje u međunarodnim okvirima*. Beograd: Publish. Excerpts from pp. 47-59. First published: Savićević, Dušan M. (1966). Prva međunarodna konferencija o komparativnom obrazovanju odraslih (First International Conference on Comparative Adult Education). *Obrazovanje odraslih* (74-78). broj 11-12.

The Yugoslav selection committee proposed me to the American side as one of the candidates. I passed the English test. An interview with a Ford Foundation commission was also required. The commission was composed of S. Gordon, a representative of the Ford Foundation, then Professor E. Headly of the University of Iowa, and Professor R. Byrnes of Indiana University. The interview was conducted on February 21, 1966, in Belgrade. Then I had to wait for the Ford Foundation's decision. And the decision came in early April 1966...

My trip to the United States was accelerated by the fact that in June 1966, the First International Conference on Comparative Adult Education was being prepared there. A key role in organizing this conference was played by Dr. A. A. Liveright. He learned that the Ford Foundation had awarded me a scholarship and sought to organize my participation in that conference. That is why he wrote a letter to Mr. S. Gordon:

We are in the process of setting the program for the first international conference on comparative adult education, which will be held June 19-26 in Exeter ...with the hope of bringing together a number of foreign adult educators with some key people in the United States and Canada to work together on the development of a conceptual framework in order to view adult education on a comparative basis. We especially want to have someone from Yugoslavia at the conference who has an understanding of adult education in his country and some other socialist countries.

The date of my trip to The United States was set for June 13, 1966. I arrived in New York and went to the next day meeting with Mr. S. Gordon at the Ford Foundation. With him, I was talking about my plans. ... I planned to participate in the First International Conference on Comparative active adult education in June 1966; then to participate in a three-week seminar at the University of Chicago that will address adult education during July, and during August to be on a postgraduate course led by M. S. Knowles at Boston University. I had scheduled to attend Syracuse University in September with Vice-Rector for Adult Education A. Charters. From October 1 to the end of December, I was scheduled to attend the University of Chicago and Wisconsin; in January 1967 the University of Los Angeles; in February in Berkeley; in March at the University of Vancouver; in April at the University of Toronto; in May at Columbia University in New York; and in June 1967 in Great Britain. At all the listed universities, one professor was appointed to take care of the realization of my program.

In the meeting with Mr. S. Gordon, I discussed the program and the possibility of its realization. I expressed to Mr. Gordon my desire to stay in a university center for as long as possible, to spend as much time as possible studying literature and other sources in the field of adult education. Mr. Gordon replied that that was not why I should have come to the United States, "because we could have sent you books, so you could sit in Belgrade and read there." He emphasized that they wanted me to travel in America, to visit as many universities as possible, to meet professors and other people, to see America with 'my eyes'.

4. International Adult Education

Jost Reischmann

4.1 Summary: Country reports, program reports, juxtaposition

This chapter gives some examples of studies that illustrate different types of and approaches to international and comparative work. Again, we refer to older sources to show how the field developed.

Around 1970 several projects started in Europe, presenting primarily country reports.

Council of Europe: “Permanent Education”

The Council of Europe, Council for Cultural Cooperation, Committee for Out-of-School Education, published, starting in 1968, a series of brochures in “Studies on Permanent Education”. This project can be labeled “topic-oriented”: Not countries are compared, but a specific selected phenomenon in each country: permanent education.

22 brochures with 17 to 98 pages were published until 1974, partly concerning countries (France, Denmark, Federal Republic of Germany, Sweden, Italy, and Spain), partly with general references to the idea of permanent education (i.e., “Permanent Education. An agent of change in the present educational system” (6/1969), or “Permanent Education. Future shape” (15/1970)). 32 experts¹ from 12 West-European countries participated in the preliminary work leading to the study “*Fundamentals for an integrated educational policy*” (21/1971, p. 55 ff.). In this brochure – similar to the other “general” brochures - no reference is made to any of the previous country-reports in this project. The country reports were not used as a data basis for further deliberation and had no visible influence on the general reflections. Many of the country-studies include a good proportion of school education. It seems it was easier to describe school systems, as they are highly structured, bureaucratically organized, thus could be easily documented.

These papers contain many “would”, “should”, “could”: Not presenting facts, but hopes for the future. One example from the Denmark-study (2/1968, 6f): “It

¹ Luciano Benadusi, Rome, Italy. Tessa Blackstone, London, UK. Franco Bonacina, Rome, Italy. Jean Capelle, Bergerac, France. Werner Clement, Innsbruck, Austria. Louis Cros, Paris, France. Bernhard Dieckmann, Heidelberg, West-Germany. M. Dubois, Boulogne-Billancourt, France. F. Edding, Berlin, West-Germany. Kjell Eide, Oslo, Norway. H.H. Frese, Leiden, Netherlands. Robert Hari, Geneve, Suisse. Mark Hodges, London, UK. Erik Holst, København, Denmark. Henri Janne, Bruxelles, Belgium. Georges Lanteri-Laura, Strasbourg, France. Ulf Larsson, Stockholm, Sweden. J. R. Lauwerys, London, UK. Francois Leboutoux, Paris, France. Martinez Lopez, Madrid, Spain. A. Moles, Paris, France. Hans-Erik Östlundh, Stockholm, Sweden. Werner Rasmussen, Copenhagen, Denmark. Hedi Rudolph, Berlin, West-Germany. J.A. Simpson, Exeter, UK. Bertrand Schwartz, Nancy, France. Michel Tardy, Strasbourg, France. Hans Tietgens, Frankfurt, West-Germany. Ingelise Udjus, Oslo, Norway. H. Veldkamp, s’Gravenhage, Netherlands. Aldo Visalberghi, Roma, Italy. Ernst von Weizsäcker, Heidelberg, West-Germany.

should be possible to define a number of key problems, which then could be treated simultaneously and separately ... One could envisage several important results ... which might be the basis for introductory discussions ...". And then follow 25 statements of wishes, what could be done in the future.

To stay fair, the context of this project has to be taken into account. Tietgens, in the introduction to his country study of West Germany (4/1968, 1), describes: "The Council of Europe has requested a plan that might serve as a guide for the long-term development of the educational system. This survey is designedly *Utopian*, i.e., forward-looking; ... is more in the statement of aims". Written to hopefully influence future political decisions, it is not addressed to a critical scholarly audience. However, in at least one respect it contributed to international adult education: A network of specialists was coming into existence, covering West Europe, making it possible to contact others in the field for further cooperation, and personal appreciation. Considering the travel possibilities of those days, expensive telephone calls and communication in different languages must have been challenging. We, being used to e-mail and Internet and instant connections, should respect the input this generation had to invest.

The "ECLE-project"

From 1975 on, the UNESCO-sponsored project "Organization and Structure of Adult Education in Europe" was managed by the European Centre for Leisure and Education (ECLE) in Prague. It started with country-reports in 1977 (the Czechoslovak Socialist Republic and France), in 1978 followed Hungarian People's Republic, Yugoslavia, and the German Democratic Republic. Eleven country reports were published, before 1982 an Annotated Bibliography (No 13), and in 1983 a "*Methodological Framework for Comparative Studies*" (No 14 and 15) was supplied. Five more country studies followed (Portugal, Soviet Trade Unions, and Trade Unions in France, USSR, and Ireland). 1986 a reworked "*Methodological Framework for Comparative Studies II*" (No 23) by Pierre Besnard and Bernard Liétard was published.

That may surprise: It would have seemed more appropriate first to supply a methodology the country reports could build on. And disappointed was, who expected in this publication an "Analysis of Adult Education Systems in Europe" (as the subtitle promised). Instead, a sophisticated "frame of reference" (p. 7) is offered with a wide selection of possible variables, often presented in empty charts or tables, where someone (?) could fill data in. This publication remains on (over)complex theoretical deliberations, is by no means a comparative analysis of the "Adult Education System in Europe". Perhaps an explanation might be that here - as well as in other "International Comparative" research groups - a split between two groups might exist: the "Do-ers", who in the unglorious field of practice write reports about their country, and those who, sitting in their warm offices, develop ideas how everything could be made better.

Knoll (1999, p. 22f), who was the author of the country report on West Germany (No. 8) in this project, states: “The country reports to be found there [the ECLE-project] are descriptive without any harmonizing scheme of categories, without any previous hypothesis and they regard themselves as a juxtaposition, which does not ... undertake a comparison. A comparative ‘manual’ ... has been kept under lock and key by UNESCO in Paris ever since it was written.”¹

Titmus (1999, p. 39) argues why the ECLE project may have avoided comparisons: “In order to encourage friendship they [Inter-governmental agencies] have avoided offending member states. Comparison may risk giving offence, because it brings out differences as well as similarities and may thus be suspected of implying criticism of certain states ... Juxtaposition does not have this disadvantage”².

Two warnings can result from this project:

- Just to add papers as they come in without guiding and focusing ideas does not lead to a convincing contribution to international or comparative adult education. And:
- That an institution that pays for a project must respect the interest of the member states can become dangerous.

For sure: The reader of this project experiences manifold international topics. But as the authors or the working group could not find a summary themselves, also the reader sees himself confronted with bits and pieces without a clear outcome.

Another observation seems worthwhile to mention: The Council of Europe, as well as the ECLE project, published their work in a very low-level format. Both are typoscripts, written by typewriter and multiplied by typography/hectography. Was a normal book-printing too expensive? And - as this technology limited the number of possible copies - was it desired that these publications were not too widely spread?

Pöggelers “Erwachsenenbildung in fünf Kontinenten”

In 1979 Franz Pöggeler and Walter Leirman edited “*Erwachsenenbildung in fünf Kontinenten*” (Adult education in five continents) as Volume 5 in the series “*Handbuch der Erwachsenenbildung*” (eight volumes between 1975 and 1981). A private editor could do what international agencies could not do: A “real” book with a real publisher (Kohlhammer, Stuttgart) and public availability, with 420 pages and 32 experts from 32 countries.

¹ Knoll, Joachim H. (1999). Development and fundamental principles of international and comparative adult education research. In: Reischmann, Jost, Bron Jr, Michal & Jelenc, Zoran (Eds.) (1999). *Comparative Adult Education 1998* (pp. 19-31). Ljubljana, Slovenian Institute for Adult Education.

² Titmus, Collin J. (1999). Comparative Adult Education: Some reflections on the process. In: Reischmann, Jost, Bron Jr, Michal & Jelenc, Zoran (Eds.) (1999). *Comparative Adult Education 1998* (pp. 33-50). Ljubljana: Slovenian Institute for Adult Education..

7. Reflections on Pitfalls and Methods

Pitfalls

All research must reflect on the method used, its strengths and weaknesses. It is even more essential for well-founded international and comparative research to be aware of the specific difficulties, obstacles, and pitfalls that can be expected in that type of work. On the one hand, all research - content, method, and results - can be criticized in one or another way. The previous contributions already pointed out problems and difficulties in comparative adult education, and the following contributions will do similar. On the other hand, the danger is that claiming unrealistic standards can spoil the readiness to work in this field. But this danger can be reduced - as Bron claims - by raising "awareness of the risks of falling into various traps awaiting researchers in comparative adult education."

Bron exhibits in the following paper a number of characteristic traps and pitfalls especially related to international comparative work. Having a professional background as a historian and social scientist, he can ground and illustrate his arguments on rich publication material. Being a long-standing member of the International Society for Comparative Adult Education (ISCAE), he followed the discussions in this field over many years. His goal is "to create awareness of the pitfalls, and by this, to emphasize their avoidance."

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Michał Bron Jr (2008)

7.1 Pitfalls in Comparative Studies. Inherent and Self-styled Dangers¹

Problems of comparative inquiry

Every academic endeavor faces a number of problems that have to be dealt with. The goal of this chapter is to raise an awareness of the risks of falling into various traps awaiting researchers in comparative adult education.

When pursuing an inquiry, a researcher in comparative studies can encounter three types of problems:

a) **Difficulties** typical for all research undertakings within the social sciences, such as objectivity, reliability, validity, selection, sustainability, reactivity, interpretation or consistency. They were/are widely discussed in the methodological research literature (cf. Campbell & Stanley 1967; Lincoln & Guba 1985). Since these methodological difficulties are common to all research in the social sciences, this chapter will not pursue further discussion on the topic.

In addition to these general difficulties, international comparative studies cause specific problems (cf. Reischmann, Bron Jr & Jelenc 1999, Titmus 1999; Hake 1999; Reischmann 1999; Blaise 1999). The two types of problems are:

b) **“Obstacles”** – often painfully experienced, visible difficulties which researchers have to overcome when working with international comparisons. The most frequent are the lack of comparable information, variation in the quality and reliability of statistics, lack of uniform definitions, non-availability of English publications, lack of coherent translations or competent proof-reading, incurrence of travel expenses, communication problems, and the dependency on foreign contributors/information. Another crucial issue which has preoccupied researchers of comparative studies for years is the issue of whether questions and answers can be meaningfully translated from one language, and one social reality, into another. Probably most of the comparatists would subscribe to Wittgenstein's observation, that *Die Grenzen meiner Sprache sind die Grenzen meiner Welt* (the limits of my language are the limits of my world). Obstacles are considered as ‘normal’ because they must be tackled in almost every comparative research undertaking. They make this type of research more laborious, time-consuming, and – not the least – expensive. They cannot be avoided and occur frequently enough to be considered as inherent to this type of study. Obstacles are often ‘objective’ or ‘external’ to a researcher.

c) **Pitfalls**, however, are a more intricate phenomenon. They are often unconscious mistakes, ignorant assumptions, or self-inflicted misinterpretations. A

¹ First printed in: Reischmann, Jost, Bron Jr, Michał (Eds.) (2008). *Comparative adult education 2008. Experiences and Examples* (pp. 65-80). Frankfurt: Peter Lang Publisher.

pitfall is usually a ‘self-styled danger,’ because the problem stems from the limited understanding of a researcher. Thus, a researcher, a team leader, or an editor is ultimately accountable for the pitfall. For example, when a researcher is not aware of or ignores the fact that an American *high school* does not whatsoever equate to a German *Hochschule*, or a Swedish *högskola*, or a Polish *szkola wyższa*, despite the striking similarity in names (a phenomenon called in linguistics “false friends”), then the researcher becomes trapped in a pitfall, producing results that are corrupted and misleading. Unlike obstacles, pitfalls can, in many cases, be avoided.

The objective of this chapter is to increase an understanding of pitfalls in comparative research, in order to prevent falling into such traps.

Pitfalls – list I

In this chapter I discuss pitfalls which threaten comparative studies. Some decades ago, the Belgian sociologist André Köbben (1979) described five pitfalls that burdened the social sciences and the humanities. He named them no less sarcastically than I will name mine when building on his list.

His first pitfall is named ‘*spurious similarities*.’ This occurs when data from completely different societies are extracted from already published studies and analyzed within a new frame of reference. During this process, as Köbben rightly warned, various “phenomena are frequently brought under one label whose meaning in the context of their respective societies is widely dissimilar” (Köbben 1979, p. 2). Comparatists face this problem quite often. The most common example is in employing the same name to denote different educational institutions or phenomena. That there are almost always differences regarding terminology and definitions of concepts used in educational statistics is quite understandable (cf Bron Jr & Bron 1983, pp. 48-51). Thus, what is required from a researcher is to be aware of those differences. A platitude, which too often ought to be considered as a warning, is that “similar things need not to be identical things” (Köbben 1979, p. 3).

The next pitfall – *the ‘(mis)-use of surveys techniques’* – deals with the very popular technique of gathering empirical - mostly quantitative - material (especially in sociology); namely surveying. The fact that surveys are relatively easy to employ leads to a situation where too many researchers omit the fact that in many cases these techniques should be exchanged for other ones “if only for the obvious reason that there may be a gap between what people say (when being interviewed) and what they do, especially when sensitive topics are involved” (Köbben 1979, p. 4). The problem lies not in the use of this technique but rather in its misuse and in the exaggeration of its values.

The third pitfall identified by Köbben is that of ‘*inductivism*,’ which became prevalent again in the late 1960’s and in the 1970’s. The use of computers contributed to circumstances whereby researchers became tempted to correlate data

from completely different cultural settings. Too often it has been done “without much sense of theory or problem” (Köbben 1979, p. 5). In taking a closer look, we find that repeatedly, relationships between studied phenomena turn out to be just coincidental. Researchers enchanted with computing data forget to verify if established correlations are a sheer coincidence or actual relationships.

Köbben’s pitfall ‘*scientific involution*’ is derived from the organisation and conduct of a research project. One has to deal with it when a research enterprise turns out to be “so complicated, and people/states have invested so much energy and skill into it that *for that very reason* it is hard to drastically change it” (Köbben 1979, p. 6). The resulting consequence might be twofold. Most comparative studies which involve international research teams are usually costly and lengthy. Many years can elapse between their commencement and conclusion. Nevertheless, and precisely because of the time and work invested, they will still be carried out. The risk involved is that “the theoretical premises of such studies (if any) may very well have become obsolete once they are halfway” (Köbben 1979, p. 7). The second possible effect of a ‘scientific involution’ pitfall is of more serious threat to the quality of a given research project: The risk is that to save time and money the same old data will be used over and over again.

The last of Köbben’s pitfalls – ‘*Galton’s problem*’ – is intellectually much more challenging and the most difficult to avoid. Its name is inspired by the British scientist Sir Francis Galton (1822–1911). He questioned to which degree the phenomena, compared to each other, are independent of each other. For, as he argued, it may well be that both are copies of the same original. Assume that several countries are characterised by the existence of similar educational institutions, say folk high schools, and that it is convincing to state that this type of adult educational institution originated from a ‘common source.’ Thus, while calculating statistically, should they be treated as only one case or as several cases? There is no question that local varieties exist and that different cultural and social factors contribute to the development of folk high schools in each of their respective countries. However, as Köbben concluded for ‘Galton’s problem,’ “the element of diffusion (imitation) should not be neglected” (Köbben 1979, p. 7).

In addition to Köbben’s list, an analysis of a number of comparative studies of the last two decades (listed at the end of this chapter) revealed several more pitfalls that endanger international and comparative studies of adult education.

Pitfalls – list II

In the following I discuss some more conceptual and methodological shortcomings that threaten comparative research. As I build on Köbben’s list of pitfalls, my intention is not to criticize the analysed literature in general. If I disagree with, or qualify some contentions, this should not be taken as questioning the quality of the whole book. Several of the analysed books, even if criticised, often

identify important educational issues, provide a number of useful information about problems, and attempt to provide solutions in various societies. Criticism focuses on the level of success or failure of a study's fulfilment of comparative inquiry requirements. The goal is to create awareness of the pitfalls, and by this, to emphasize their avoidance.

“Descriptiveness” pitfall

Building on Köbben's list, my first pitfall deals with the most common weakness in comparative studies, namely non-analytical descriptions. Authors of books in comparative studies describe instead of interpreting. The tables of content of such books often give the impression of being comprehensive and ‘all-covering.’ On the contrary, they usually consist of statistical figures and general information on school systems, they list types of adult educational institutions and ‘enrich’ them with a number of historical data, laws and regulations.

An early example of the “descriptiveness” pitfall can be found in Polturzycki's (1981) book on adult education in socialist countries. Describing ten countries, the author enumerates elements of educational systems of countries under investigation, e.g. policy, legislation, financing, curricula, students, teachers' training etc. The result is a 340-pages volume describing the existence of educational provisions for adults in Bulgaria, Czechoslovakia, Cuba, East Germany, Hungary, Mongolia, Romania, Poland, the Soviet Union (one-fourth of the whole book), and Yugoslavia. The main part of country chapters is devoted to lengthy descriptions of the historical development of a given form of educational activity. The only actual attempt towards comparability is Polturzycki's way of structuring the descriptions.

What we expect from a comparative study is that its author(s) look(s) explicitly for similarities and differences. Even more, it should not be enough to simply state that something is or is not similar/different. A comparison ought to include explanations and reflections on why the similarities or differences occur. Shallow and rhetorical statements do not replace an analysis. Some authors seem to be unaware that although interpretation is indeed related to description, it also differs from it by its emphasis on relationships.

Naturally not all studies intended to be comparative achieve this goal. It is sometimes argued that although comparative analysis ought to lead to generalizations and not to a report of descriptions of separate systems,

[e]ven this latter accomplishment is worthwhile when another researcher can use these descriptions as data (assuming both method and data are well described) in order to build generalizations and models (Lutz, 1977, p. 41).

Without any doubt, a precondition for comparative analysis is a well-prepared factographical base. However, there are books that fail to advance in any substantial way the development of the field. The overload of data seems to overwhelm authors, so instead of analysing, they fall into the “descriptiveness” pitfall.

To avoid this pitfall, authors could be reminded that “making understandable” is the aim and value of comparison rather than “naming everything,” and thus encouraged to be more selective.

“Comparing incomparables” pitfall

The second example deals with the problem of comparability; and the pitfall in this instance is called “comparing incomparables.” It is my assumption that in comparative studies we must deal with entities of a similar kind. Two or more phenomena chosen to be investigated should exhibit comparable features for the purpose of the study. There would be, namely, little point in comparing, say, a participation in fine-arts courses with methods of in-service training. The choice of a second problem or country should be suitable for the problem in question.

Two examples illustrate how studies can succumb to the pitfall “comparing incomparables.” In a well-known book entitled, *Values and the Active Community - A cross-national study of the influences of local leadership*, published by the International Studies of Values in Politics (1971), local leadership in four countries was studied. The research question was whether values represented by local leaders had an impact on social change and development in their communities (p. xxi). Oddly, the research team had chosen leaders according to criterion that “they had the power to make essentially the same type of decision in all four countries” (International Studies of Values in Politics, 1971, p. 366). However, the terminology used by the American research team leaders drew from and reflected their own conceptual realm and the political specificities of their own country. Therefore, some conclusions aiming at generalizing social and political phenomena in four countries became misleading. The research team discovered for instance, that there existed a number of important decision-makers in local communities. Their political activity and status was then described as ‘local government.’ Such a conclusion in relation to a centralized communist system does not make much sense. Studying considerably dissimilar political systems requires much attention and critical consideration.

The second example of the “comparing incomparables” pitfall can be found in the book entitled, *Vocational Education in Transition*, edited by Gert Loose (1988). The book is based on an international project carried out in seven European countries by the UNESCO Institute of Education in Hamburg. Authors of the case study chapters were obliged to follow a rigid organisational format. Thus, the same structure was used to describe highly centralised and uniform(ist) educational systems, as well as systems run by federal states with decentralised and diversified provisions (within educational systems in general and vocational education in particular). Various educational phenomena from several disparate countries were subsequently simply juxtaposed in this book.

The two above-discussed studies show that when similar (English) terms are used to describe and interpret different educational realities the result can lead to

seeking and examining non-existing phenomena or a situation where one is working “with one term and two concepts” (Mokrzycki, 1982, p. 47). Thus, to avoid this pitfall, sensible exchanges between the editor(s) and individual contributor(s) are needed before and during the research process. Time spent on discussing and defining ideas and terminology “may also prevent undue concept-stretching” (Lovenduski & Woodall, 1987, p. 13). Discovering and explaining incomparabilities in such a sensible, mutual process would add more to our knowledge and understanding of educational realities rather than insisting on a rigid structure of categories encompassing incomparable concepts.

Comparing seemingly incomparable phenomena is possible and this has been proven by a study undertaken and impressively accomplished by Adam Przeworski (1991). He was concerned with establishing the comparability of a broad and an apparently disparate set of cases. Przeworski stressed the similarities between the socialist state regimes of Eastern Europe and the bureaucratic authoritarian regimes of Latin America. The strength of the book lies in the effort it took to find and apply an analytical model to study seemingly incomparable phenomena and processes.

“Compartmentalization” pitfall

The third pitfall is called “compartmentalization.” It directly criticizes books which laboriously describe some parts in detail and at the same time fail to see the whole. They illustrate how often there is hardly a common ground for individual contributions. Individual authors commissioned for the book write about a number of problems without a common platform for analysis and an editor(s) withdraw(s) from comparing phenomena described by contributors. The final products are books consisting of articles which originally aimed at giving a congruent picture of a given educational phenomenon, but instead, fail to do so. Such a way to organize and plan for a book can lead to an unexpected result that “almost every contribution seems to have been locked into a sterilized compartment, with no possibilities of mutual contamination or of catalytic interaction” (Kozol, 1982, p. 55). The result is a study containing many factual details but few pertinent comments on the essential social and educational issues at hand.

“Compartmentalization” can be found in the book, *Adult Education in Yugoslav Society*, edited by Soljan, Krajnc & Golubovic (1985). It is a collection of 32 papers covering an extensive number of topics; though they do not sum up to a coherent whole. For example, despite three chapters on adult education personnel, none of them discusses the problem of abandoning the profession or the ‘snatching’ of the most energetic and competent adult educators by various state or party authorities. The book does not give a reader a deeper understanding of adult education in Yugoslavia. It contains many factual details but few pertinent comments on the essential social and educational issues of the country.

The second example of this pitfall is illustrated in the book, *Emerging Issues*

in *Education*, edited by Arno, Altbach & Kelly (1992). The book intended to describe and comparatively analyse inter-relationships between a number of issues in education which emerged in the late 1980's. Despite this aim, collected essays present a variety of themes with no clear central subject.

This collection of essays present rather traditional issues such as educational reforms, teaching as a profession, school tests, school administration, and financing, leaving significant 'emerging issues' overlooked or ignored. Most of the contributions are written in the realm of the traditional functionalist approach. The authors use mostly a policy perspective; focusing on state initiated/run school reforms, allocation policy, centralisation versus decentralisation, public versus private, and the like. As such, this variety of articles fails to give a congruent picture. The authors commissioned for this volume write about widely spread-out topics without a common platform of analysis. Even the concluding part of the book presents some topics without an attempt to relate them to other texts published in the book.

In both the above-mentioned examples, contributions seem to have been written without the knowledge of or a correlation to the parts they are supposed to accompany. To show that it is possible to avoid the "compartmentalisation" pitfall I would like to present two studies. The first one is entitled, *Continuing Education in Higher Education* (Titmus, Knoll & Wittpoth 1993). It is a study of when, how and why higher education systems opened to new kinds of students and new forms of training. The book is a wealth of facts, analyses and conclusions drawn from the comparison of higher education in three countries: France, Germany and Great Britain. One of the reasons for achieving a good result is the way the whole project had been conceptualised and carried out. The three authors wrote the book together rather than by having divvied up the country chapters between themselves that would later be 'compared' to one another.

"Sophisticated superficiality" pitfall

The fourth pitfall in comparative (adult education) studies is labelled "sophisticated superficiality." The books succumbing to this pitfall are guilty of two 'sins.' Firstly, they are dominated by an enchantment with numbers, numerals and formulae. Secondly, they neglect the cultural settings of studied problems. Researchers who have been trapped by this enchantment neglected or ignored certain essential phenomena, as for example: Kandel's (1933) forces which determine the character of an educational system; Hans' (1933) factors often common to many nations; Mallinson's (1957) determinants; and King's (1967) contextualisation of an educational system.

As Michael Sadler (1907) said many years ago: What goes on outside a school is far more important than what goes on inside because it influences and affects what goes on inside. Since then, all leading personalities in comparative education advocated for the necessity to take into consideration a country's

Jost Reischmann¹ (1999)

7.2 World Perspective and Landmarks in Adult Education – a Critical Re-Analysis

Introduction

Publications in international comparative adult education in the last decade offered a new level of comparative work. This new level consists of material as well as methodology. On the material side, case studies and program descriptions became available from more and more countries, and - here we enter the methodological field - which more often followed a structure or outline that makes them suitable for comparative purposes. Authors started making comparisons, well knowing that this is a highly subjective, „soft“, interpretative, hermeneutic work, open to all sorts of criticisms.

The following research is based on two sources: On Alexander Charters'/ Ronald Hilton's book "Landmarks in International Adult Education" (1989), presenting eight "landmark" programs - "judged - often by both contemporaries and later observers - to have been successful" (p. 5) - from eight countries including an elaborate comparative analysis, and 200 case studies from 32 countries collected by Alan Knox 1986-1988 in his „World Perspective on Adult Education“ (1989). Both sources represent the type of "outreach research", bringing authors from different countries together. A precondition for this type of research is a network of co-operating experts in the countries involved. Both sources document the existence of such a network and by this, indicate a level of scholarly exchange available today in international comparative adult education.

Charters / Hilton's Landmark Book

Charters' and Hilton's „Landmarks in International Adult Education. A Comparative Analysis“ (1989) consists of two equally important parts:

First, they offer a description of eight adult education programs in eight countries, written by national experts for these programs:

Country	Author	Program
Sweden	Rubenson	Study Circles
Denmark	Himmelstrup	Folk High School
Yugoslavia	Krajnc	Workers Universities
Great Britain	Fieldhouse	Workers Educational Association
Canada	Morrison	Frontier College
France	Lengrand	People and Culture
USA	Long	Co-operative Extension
West Germany	Dohmen	Volkshochschule

¹ Biographical note see page 13. First published in Reischmann, Jost, Bron Jr, Michal, & Jelenc, Zoran (Eds.) (1999). *Comparative Adult Education 1998: the Contribution of ISCAE to an Emerging Field of Study* (pp. 195-212). Ljubljana, Slovenia: Slovenian Institute for Adult Education. <http://www.iscae.org/ISCAE-Book1999.pdf>

This part of the book is a valuable source of information in order to look beyond the local hills which often obscure our view. These program descriptions are helpful for use as textbooks in seminars, even when considering that since the writing of the program descriptions some of the countries went through major changes (i.e. Yugoslavia, West Germany).

Second Charters/Hilton present a “similarities and dissimilarities assessment”, starting with a comparative description of the key elements and issues of the landmark programs. The method they employed was a rich and detailed use of quotations out of the program descriptions. This does not only illustrate their findings but also enables the reader to control the conclusions by going back to the database presented in the program descriptions. Here we see an important methodological gain, as this procedure increases the “objectivity” of this type of research. And as a result of their comparisons, they offer a summary with “six themes which seemed to the book authors nearly overpowering in their emphasis and reiteration” (p. 194). These six reiterated themes they found emphasized throughout their program descriptions were:

1. Passionate statements, extolling high moral standards; purposes, high minded, and rightly intended: goals are global, needs assessment impressionistic.
2. A nearly inspirational faith in individuals to transform themselves and their society.
3. The faith in the adult education enterprise to successfully transform individuals and societies.
4. The commitment to openness and the lack of concern for system.
5. National trends and national goals were everywhere observed.
6. The centrality of the learners.

Evaluation, Critique, and Questions

This comparative analysis can be seen as a model for future research: it shows - and that seems to be new in comparative adult education - an analysis profoundly grounded on a database also available to the reader. And the six “reiterated themes emphasized throughout the program descriptions” claim to point out typical characteristics of adult education.

But there were also limitations in the database Charters/Hilton used for their observations and interpretations. Their database is limited to nationwide and successful “landmark-programs” and western industrialized countries. To examine whether their findings can be generalized the question occurs: Can these six reiterated and emphasized observations also be found in programs that are neither “landmark” nor “western industrialized countries?” To explore this question a different database - not “landmark”, not “western industrialized countries” - was needed.

Alan Knox's Case Studies

Between 1986 and 1988 Alan Knox collected about 200 "case studies" (available through ERIC clearinghouse). They were not expected to be "landmark", and they came from 32 countries:

Country, Number of Cases	Country, Number of Cases	Country, Number of Cases
Argentina 2	Hungary 2	Saudi Arabia 1
Australia 24	India 4	St. Lucia 1
Cameroon 2	Ireland 15	Sweden 6
Canada 11	Israel 2	Switzerland 1
Chile 2	Italy 9	Tanzania 1
China 5	Japan 3	United Kingdom 1
Czechoslovakia 2	Korea, DPR 1	USA 13
Finland 8	Netherlands 20	USSR 2
Germany, West 14	Nigeria 7	Yugoslavia 8
Ghana 2	Norway 1	
Greece 1	Portugal 1	

Alan Knox also asked the authors to follow a certain outline. Both outlines can help further comparative authors to structure their research.

Alexander Charters/Ronald Hilton (1989) Landmarks in Adult Education Protocol for Program Description:	Alan Knox (1986-1988) A World Perspective on Adult Education Sections of Case Descriptions
A. Program needs and identification of needs	A. Setting
B. Mission and objectives	B. Outcomes 1. Goals of program 2. Benefits to learners
C. Historical precedents/antecedents	C. Process 1. Program planning. 2. Methods of teaching/learning 3. Improvement, evaluation, staff-training 4. Participation, marketing
D. Cultural/societal considerations	D. Inputs for operation of program 1. Participants, 2. Needs, 3. Staff, 4. Content, 5. Finances, 6. Facilities, 7. Other
E. Principal players/facilitators	E. Evolution, history
F. Operational considerations	F. Influences that affect(ed) the program
G. Evaluation standards	G. Other
H. Influences and Impact	
I. Program chapter author's perspectives	

As there were many parallels with Charters' protocol the Knox studies could be used to prove whether the Charters' analysis could be replicated with the Knox database.

Selected Case Studies

To use a different cultural background for additional analysis, six case studies from non-western, non industrialized countries were selected (the studies will be cited in the following text with the first two letters of the country-name and the page-number given by Knox):

- Tanzania (Aida Isinika): Training for rural development - governmental program.
- Nigeria (Clement N. Anyanwu): Community education in Nigeria - Guinea Worm Eradication Program - Ministry of Health.
- India (E. P. Burns): Hayden Hall: A Comprehensive Community Development Approach with programs in food, health care, basic adult education.
- Cameroon (J. A. Nyemba): Agricultural Extension Programs in Cameroon - governmental program.
- Ghana (Joe K. Ansere): Ghana Modular Programme: Distance study program for teachers.
- Saudi Arabia (Al Rasheed/Al Sunbul): Illiteracy eradication and adult education by a royal nationwide program 1970-1985.

There is not enough space here to report details of these studies: directly Charters/Hilton's six „reiterated themes“ are checked at this database a) for confirming and b) contradicting statements. To understand contradictions, what will be looked for are c) possible methodological pitfalls and d) interpretations regarding the extended database.

Comparison of „Reiterated Themes“

Theme 1: High moral standards with low defined objectives

Also, the additionally researched and aforementioned studies offered passionate statements of lofty intentions: The Saudi-Arabia-study cites Mohammed “Seek knowledge from cradle to grave” (SA 9), the Nigeria-study wants “citizen enlightenment” (NI 5) and claims the “transition from tradition to modernity” (NI 18), and the India-study has “human development as overall goal” (IN 2). This confirms Charters/Hilton's conclusions of high moral standards with low defined objectives.

But there was a second type of statements which was difficult to classify and evaluate with regard to “theme” 1: “helping villagers improve their quality of life” (TA 3), “to promote better living for the whole community” (NI 3), “empowering and helping the villagers ... become more self-confident and self-reliant” (IN 2) - do these statements proclaim “high moral standards” or do they describe concrete objectives? This view is a subjective interpretation and has to do with the connotation of phrases. Certainly, native English speakers will do this interpretation more easily. But the native language of most of the authors (in Charters book six of eight) is not English. So what sounds like a clear statement

to a native English speaker possibly has different connotations for the author and possibly for the reader, too. This pitfall of comparative research always has to be taken into consideration when written documents constitute the research database.

A third type of statements clearly was in contradiction to Charters/Hilton's conclusion. In all additionally analyzed studies many clear objectives and utilitarian goals could be found: "the usual materialistic gain should be considered" (SA 4), "focused on increased agricultural production and a higher income level" (TA 4), "improve coffee or cotton production" (CA 4), "improve the primary health" (NI 8), and the Distance Study Teachers Program in Ghana is justified: "teacher continue to contribute to the economy by working and paying taxes while at the same time they are studying" (GH 3).

How can these differences be explained? One explanation is, that rich western countries can afford lofty and humanistic programs, while in situations where people struggle for life, programs have to give basic and concrete help. But that interpretation does not ring true: "Landmark programs" like Co-operative Extension or the German Volkshochschule also give basic and concrete help and are by no means limited to non-utilitarian humanistic topics. So another explanation for this discrepancy has to be offered: It could be, that Charters/Hilton's selection of their sample has produced an artifact: The majority of their landmark programs are multifunctional, offering a variety of courses. But the program descriptions from non-western/non-industrialized countries are mostly monofunctional: either health, or farming, or reading. It is not unlikely that describing a multifunctional program seduces authors to focus more on general aims. Compared to these "passionate statements" counting up the many well-disposed concrete objectives seems trivial to the authors - and are therefore left out. Classical test theory has dealt with the pitfalls and biases produced by the sampling process (Campbell/Stanley 1967); this example shows that criteria developed in the quantitative research tradition can also be useful in qualitative comparative research.

Based on both databases and the methodological reflections an interpretation combining the utilitarian and the high moral arguments shall be offered: The authors of the program descriptions see the concrete measures in their programs overwhelmingly related to an educational philosophy with high moral standards.

Theme 2+3: Inspirational faith in learner and adult education enterprise with low evaluation methodology

Charters/Hilton (1989) willingly selected "landmark"-programs. A criterion for their selection was: "Each (program) was judged - often by both contemporaries and later observers - to have been successful ..." (p. 5). They wanted successful programs - and their eight authors offered them program descriptions with statements of successful accomplishments. No wonder they can summarize:

GRUNDLAGEN DER WEITER BILDUNG

Jost Reischmann (Ed.)

Essential Readings in International and Comparative Adult Education

Often in international comparative studies, it is difficult to refer to older basic texts because they are hidden in old publications, difficult to locate. This book makes a selection of such old but 'essential' texts available and wants to document the long history of the international/comparative perspective. 'Standing on the shoulder of giants' allows not only a grounded look back but hopefully also a reliable and experience-based look in the future.

The editor of this book, Jost Reischmann, Prof. em., Bamberg University, Germany, has a long history in international and comparative adult education. He presented papers on conferences around the world, from San Diego (USA) to Soul (Korea). When the International Society for Comparative Adult Education (ISCAE) was founded in 1992, he became the first president and developed this society over many years.

We hope this new book will help old-timers and new-comers to contribute to the enriching world of international comparative adult education.

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