

Part four  
Training and Research in the Field of  
Adult Education

## Training Adult Educationists

The preparation of staff for adult education is a very important and complex question in all countries, those that are developed and the developing ones alike. The complexity of this problem is even greater, because the theory of adult education, referred to as *Andragogy* in Yugoslavia, is a relatively new discipline in university programs. The approaches for solving the problem of preparing adult educationists are very different. For example, the organization of periodic courses and seminars, university studies, master's and doctor's examinations which are possible in North America, England and Finland are not identical with what is done in Poland, Czechoslovakia and Yugoslavia.

With the acceptance of the idea of continuous learning or *éducation permanente*, it is clear that without qualified full-time and part-time staff the complex problems of educating men and women cannot be solved successfully.

A new profession is appearing and its acceptance is essential to carry out the idea of continuous learning. Comparative studies of experience in the preparation of adult educationists in different countries will shorten a lot of unnecessary trial-and-error. If we remember that experiences of others develop in various social environments, we will see that before they can be applied, it is necessary to study carefully both environments. The knowledge of results in another culture acts as an impulse and assures us that we are not alone in solving important educational problems. Being aware of this fact we wish to discuss the experiences gained in Yugoslavia in the preparation of adult educationists.

In forming and building up the differentiated system of adult education in Yugoslavia, many difficulties were encountered in the preparation and specialized training of full-time and part-time personnel, training designed to enable them to promote and carry out adult education programs. This was further complicated by the fact that there was no tradition and experience in the history of adult education in Yugoslavia in the training of such cadres.

Hundreds of new institutions were in need of qualified personnel. Entirely new institutions appeared, for example, workers' universities, education centers in factories and other economic enterprises, and new kinds of schools which offered new posts to adult educators. New titles appeared in the classification of occupations, including "the head of the centre of adult education", the "head of education of workers for leadership functions", the "head of social and political education", "planner and program-organizer of education", "organizer of educa-

tion", "methodologist", "instructor for specific fields of education", "shop teacher", "leader of educational groups", "associate for branches of adult education", and instructors of various specialities. The difficulty was not in recruiting personnel who had completed higher education in a technical or other field, but rather in developing the ways and means of preparing them for their new, unfamiliar, educational function, and in engaging them in their own continuing professional education. Thousands of highly educated specialists, such as economists, engineers, technicians, jurists, agricultural engineers, sociologists, and teachers of different specialities, took part in the adult education institutions. Besides, other institutions including federal and republic centers for education, secretariats for education and culture in the local, republic and federal administration, publishing houses, mass media institutions, regular schools at all levels, and social organizations were in need of personnel able to work in the field of adult education.

The more the system of adult education grew into a professional activity, the greater was the need for personnel trained in the discipline. As the theory and practice of adult education in Yugoslavia developed, it became imperative that a system of education and training of cadres be organized for this specific educational purpose. The formation of such a system was supported by resolutions and recommendations on the reform of education which emphasized that some university faculties, particularly the faculties of economics, technology, agriculture, medicine, and arts, as well as other institutions of higher education, should prepare specialized personnel for work with adults. This was to be accomplished through courses on the foundations of andragogy and psychology of adults.<sup>1</sup> The actual realization of this aim had to be postponed because the universities were short of staff and money.

Adult educators working in advanced and less advanced institutions for adult education can be divided into two categories: (a) those in a full-time position and (b) those in part-time positions who, in addition to some other employment, work in adult education as lecturers, instructors, advisors, educational group leaders, etc. Training in andragogy and educational psychology is a prerequisite for employment in advanced people's and workers' universities. Advanced people's and workers' universities of certain republics agreed to organize basic training of adult educators. These institutions organize courses and seminars in andragogy, methodology and psychology for their full-time and part-time associates. More advanced people's and workers' universities set up special departments for further training of their associates. Lecturers in these courses are university professors and prominent associates of people's and workers' universities. The Workers' University in Zagreb, in 1961, established a department for industrial andragogy for the education and specialization of instructors and associates.

This department assists in the education of adult educators employed by other workers' universities, especially in the Socialist Republic of Croatia.

Associations of people's and workers' universities at the republic level organize courses and seminars for instructors and associates. The Association of People's Universities of Croatia is successful in this field. This association has organized a Summer School for the education of adult educators which has been in existence for ten years. The school has acquired nation-wide recognition and, from 1958 to 1966 inclusive, more than 2000 adult educators from all republics were educated through it.<sup>2</sup>

The Association of People's Universities of Croatia also has organized a Correspondence School with a two-year program for instructors and associates who work in institutions of adult education. This is the first correspondence school of its kind in Yugoslavia and, as far as I know, there are no similar correspondence schools in other countries. Studies in this school are based on the principles of higher education and continue for four semesters. The curriculum includes the subjects and activities as shown in Table 1.

Table 1: Course of Studies of the Correspondence School for Adult Education

	Course	Semesters with the Number of Lessons				Total Number of Lessons
		I	II	III	IV	
1.	Foundation of Andragogy	30	-	-	-	30
2.	General Methodology of Adult Education	-	20	25	20	65
3.	System and Organization of Adult Education	15	15	-	-	30
4.	Research Methodology in Andragogy	-	-	15	25	40
5.	Statistics in Andragogy	-	15	10	-	25
6.	History of Adult Education	-	-	-	10	10
7.	Comparative Andragogy	-	-	-	10	10
8.	Psychology	10	15	10	-	35
9.	Sociology of Adult Education	10	-	-	-	10
10.	Practical Work and Tutorials	15	15	-	-	30
	Total	80	80	60	65	285

Students enrolled in the Correspondence School take examinations in each subject and write a required number of seminar papers. At the end of their studies they take a final examination.<sup>3</sup> In addition, students are obliged to attend seminars and tutorials in each semester, organized for them in residential summer or winter schools which continue for 10 to 15 days.

The correspondence students are employees of people's and workers' universities, as well as other institutions for adult education, who hold such positions as directors of people's and workers' universities, heads of centers, professional associates and instructors. Their previous educational background may be at the secondary, or the higher or the advanced level. Upon graduation from the Correspondence School, the students qualify for permanent employment. University professors and other outstanding specialists in the field of adult education are actively engaged in the work of the Correspondence School.

The system of education and training of adult educators, which was started and carried out by people's and workers' universities and their associations in Yugoslavia, did not solve completely the problem of adequate preparation of adult educators. It has been necessary to include education and training in the institutions of higher education as well. Remarkable results were obtained in this field when the institutions of higher education became involved. The theory of adult education, referred to here as andragogy, is taught for four lessons a week during a regular two-semester year in the following institutions: The Advanced Institute for Social and Political Science in Belgrade and Novi Sad, the Institute for Political Science in Ljubljana, the Advanced Institute for Training of Cadres in Belgrade and Kranj, the Advanced School for Nursing in Belgrade. Moreover, colleges of education and pedagogical academies incorporate, in the study of pedagogy, lectures in andragogy, with an emphasis on the theory and methods of parent and family education.

In the years after 1961, faculties of arts in the Yugoslav universities made preparations for studies in andragogy at the highest level. One-year adult education programs were introduced in the faculties of arts in Sarajevo, Skopje, Ljubljana, Pristina, Zagreb, as well as in the Institute of Industrial Pedagogy in Rijeka. A two-year adult education program was introduced in the Faculty of Arts in Belgrade. Thus, for the first time in the history of Yugoslav universities, the theory of adult education became an academic discipline. This is of great significance for professionalization and further development of the system of adult education. The most elaborate program of studies in adult education is offered in the Faculty of Arts in Belgrade University. In this faculty, within the department of pedagogy, andragogy may be studied as a second and third level of teaching.

In the Yugoslav universities, pedagogy is studied for four years and then the university diploma is granted. This is also the case with psychology and sociology. In the Department of Pedagogy, after the first two years of studies, students are given opportunity to decide between two disciplines of studies; they choose either work with children or work with adults. The students who specialize in the field of adult education, study, after their second year, general andragogy and special andragogies, with an increased number of lectures and considerable practical work. The advantage of offering the andragogical studies in the third and fourth year is that the students begin to study andragogy after having acquired some background in pedagogy, sociology, philosophy and psychology.

The Faculty of Arts in Belgrade also offers graduate studies in andragogy. These studies lead to an M.A. degree. The M.A. degree acquired in Yugoslavian universities is considered the first graduate or scientific degree. Students who have completed their undergraduate studies in the Faculty of Arts are eligible for graduate studies in andragogy. Students who have not studied the pedagogical sciences have to pass an entrance examination in pedagogy, didactics and general psychology in order to qualify for the graduate program. In order to enter the third level of studies, students are also required to pass an entrance examination in a foreign language, except for those who studied foreign languages as their main subject at the University.

The graduate program in adult education leading to an M.A. degree in andragogy consists of courses shown in Table 2. Graduate studies in andragogy are homogeneous. Students in the graduate program must take the required examinations, present seminar papers, pass the final examination and defend a master's thesis.

Table 2: Graduate Programs in Adult Education Faculty of Arts, Belgrade University

	<i>Semesters with Number of Lessons per Week</i>			
	I	II	III	IV
1. Theory of Adult Education	4	4	4	4
2. Research Methodology	6	6	-	-
3. History of Adult Education with Comparative Adult Education	2	2	2	2
4. Practical Work and Tutorials; Field Work in Institutions of Adult Education	6	6	8	8
5. Foreign Language	2	2	2	2
Total	20	20	16	16

Yugoslav universities offer also a Ph.D. degree in the field of adult education. Research and studies that lead to the doctorate of philosophy in adult education are individualized. The doctoral candidate may present his dissertation in order to obtain a Ph.D. degree, provided he has previously completed graduate studies and holds a Master's degree. The doctorate in philosophy crowns the system of training for the field of adult education.

Continuing professional education and specialization of adult educators, from the basic courses up to a doctorate in this field, was and still is essential for further development of the Yugoslav system of adult education. Considerable progress has been made during the last few years with regard to the training of qualified adult educators both for teaching and administrative positions.

One of the forms of educating adult educationists in Yugoslavia has been planned study trips and observations in other countries. During the last ten years a great number of adult educationists have travelled for longer or shorter periods to Austria, Federal Republic of Germany, Democratic Republic of Germany, Czechoslovakia, Poland, U.S.S.R., Switzerland, Denmark, Sweden, England, France, U.S.A., and Canada, studying the experiences of those countries and comparing these programs with their own education.

Many articles about adult education in those other countries are published in Yugoslavia which helps those at home learn something about the experience of others as well as spreading professional culture.

### *Conclusions*

The need for systematic and continuous education of adult educationists are great. Those needs have been shown clearly in the development of adult education in Yugoslavia.

The preparation of adult educationists must be broadened both in institutions and by improved professional training.

We have in mind increasing the number of higher school institutions in the work of preparing staff who will work in the field of adult education.

We also think that it is necessary to assist in the education of more kinds or varieties of adult educationists in such fields as education in industry, social and health institutions, social-cultural and physical training organizations.

The notion of a special faculty (school) which will provide formal training for these kinds of staff is no longer strange or novel in the field of adult education in Yugoslavia.

It is now quite obvious that teachers need not only pedagogical and psychological education for work with children, but also education which will enable them to work with adults.

Complex tasks of training of adult educationists cannot be successfully carried out without research work and improvement of the theory of adult education.

Significant research and developmental projects have been started in Yugoslavia. One major example is the research work in the field of education of employees which will continue for at least five years and which is carried out by the Yugoslav Institute for Educational Research. The knowledge gained in these research projects will then be applied. It is clear that all adult educationists will themselves need to continue to learn.

### *References*

- 1 Education of Adults in the New Education and Instruction System, Belgrade, 1957 (in Serbo-Croat).
- 2 "Ten Years of the Summer School of Association of People's Universities of Croatia", Adult Education (YU), No. 7-8, Zagreb, 1967 (in Serbo-Croat).
- 3 "Correspondence School of People's and Workers' Universities Staff", Adult Education (YU), No. 7-8, Zagreb, 1965 (in Serbo-Croat).

## Andragogical Personnel in Yugoslavia: Profiles, Training, and Continuing Education

### *Historical Roots of Adult Education and Andragogical Training*

The development of adult education as a profession has been following a logical course, rooted in the socio-economic and educational activities of the early twentieth century. In the lands which subsequently became part of Yugoslavia, the beginnings of adult education were strongly influenced by the *labour movement* and the birth of *social-democratic parties*, which saw it as a way of influencing the masses and seizing power. With the appearance of political schools, the need arose for trained individuals who could disseminate socialist ideas among the working class. At that time a considerable number of cultural/educational societies, libraries, and reading rooms were founded. The struggle against adult illiteracy was also gathering momentum. Notable at that time was the activity of the labour leader Dimitrije Tucović, who organized courses and trained workers for further work in education and agitation.<sup>1</sup> Other social democrats with Marxist learnings, active in the first decade of this century, followed in his footsteps. Their experiences in adult education are at the root of modern Yugoslav adult education history and theory.

In the period *between the two world wars* the social democratic heritage was enriched and continued through the legal and illegal work of the Yugoslav Communist Party. The educational activity influenced by the Communist Party originated from the awareness of the importance of adult education, and its specific nature, and endeavoured to find new, more appropriate methods of learning. These efforts are also part of Yugoslav andragogical history.

During the same period the institutional basis of adult education was strengthened. New People's Universities, libraries, reading rooms, and schools were founded, and new forms of adult education were also introduced. For example, the Kolarac People's University in Belgrade started *courses* in adult education for the leaders of People's Universities from the entire country.<sup>2</sup>

In the 1930's, the Faculty of Philosophy of Belgrade University offered *lectures* in adult education theory. These lectures were organized by Vićentije Rakić, a strong supporter of lifelong education. Comparing the education of youths with the education of adults, V. Rakić realized that each age group required specially trained instructional personnel. In the academic years 1934/35 and 1935/36, he offered special courses for students of education at the Faculty

of Philosophy in Belgrade ("The Principles of Education for the People – Social Changes", "The Principles and Theory of Education for the People and the Psychology of Social Changes" and "Theory of Education for the People with Seminar Work"<sup>3</sup>). At that time only a few European universities were doing anything similar (e.g., Nottingham, Leipzig, and Warsaw). Columbia University, New York, also had an adult education programme. (Rakić received his doctorate from Leipzig University in 1911 and later resumed contacts with his Alma Mater. In the 1930's the People's Education Institute of Leipzig University organized a systematic course of studies in adult education). In his two-year courses Rakić passed on his knowledge to his students, thus initiating the systematic teaching of andragogy at Yugoslav universities.

### *Adult Education During the People's Liberation Struggle*

In the Second World War the peoples of Yugoslavia suffered a terrible loss of human life and widespread destruction of property; the destruction of the great number of cultural and educational institutions prevented normal social development.

Fortunately, the People's War of Liberation and the socialist revolution in Yugoslavia also had cultural and educational dimensions. On liberated territory and in the military units, various forms of adult education were organized: primary and secondary schools, people's universities, cultural/educational societies, theatre groups, political schools, public lectures, and others. Precious experience was gathered, particularly in military and political schools.

### *Education of Andragogical personnel after World War II*

After the war a new socio-political structure came into being, essentially oriented towards the building of a socialist society. Adult education became a function in building these new social relations. After self-management was introduced in the 1950's, Yugoslav society underwent further great social changes. These changes were of historical significance for the development of adult education. New institutions were founded and a diversified and flexible adult education system was constituted. In the 1960's, the adult education system was given a new theoretical basis. The philosophy of *lifelong education* was officially sanctioned, as well as *the concept of andragogy as a relatively independent scholarly discipline*. A growing need was felt to eliminate amateurism in adult education and to establish the discipline on a professional basis.

The institutional and organizational growth of adult education created a need for trained cadres: organizers of adult education, managers, and trained andragogues. The *systematic training of andragogical personnel* began in the 1950's, particularly of personnel for People's and Workers' Universities. The *forms of training* were various, such as meetings and professional conferences, seminars, public lectures, and round tables. The Association of People's Universities in Croatia organized a Summer Adult Education School in Poreč in 1958, and a Winter School in Samobor in 1959. Since then, these schools have become places where andragogues from the entire country learn and develop their specialized skills. Since then, however, they have greatly changed the *content* of their teaching. In the beginning there was a stress on the organization of adult educational institutions, the problems of teaching adults, the position of the participants in the educational process, and the use of psychology in adult education. Later more attention was given to the systematic study of andragogy and its various fields.

During the 1960's, the Association of the People's Universities of Croatia organized a *Correspondence Course of Studies for Andragogical Personnel*. (Later the title was changed into "Course of Higher Studies for Andragogical Personnel"). The five-semester correspondence course was combined with the existing summer and winter schools; the students were offered individual and group consultations and individual work. The students were recruited among the employees of adult education institutions. This specialization raised the level of adult education, but did not lead to any formal qualifications and therefore stagnated and declined.

At that time, the *specialization of andragogical personnel* was organized by People's and Workers' Universities and their associations, vocational training centres in factories, pedagogical institutes, socio-political organizations, and particularly by the Association of Trade Unions. At the beginning of the 1960's professional andragogical associations were founded in the republics, and became the principal organizers of the further training of adult educators. Such a wide range of specializing possibilities reflected the growing demand for trained personnel in institutions of adult education. It was also a reaction against the fact that the universities did not open their doors to this type of social and educational work.

The 1960's also saw the beginnings of *systematic theoretical and empirical research* in the field of adult education. The knowledge and experience created through research laid the foundation for *introducing andragogy into the plans and programmes of universities*. This process did not proceed without difficulties. The first systematic course of studies in andragogy was introduced at the Faculty of Philosophy of Belgrade University in 1963/1964. These studies were

supported by the documents related to the reforming of the educational system. These documents required faculties and higher schools to undertake the education of andragogues and offer courses in andragogy and adult psychology. The universities lacked teachers in these fields. Only after a number of specialists completed M.A. and Ph.D. programmes in adult education, did it become possible to introduce andragogical studies on the university level. Belgrade was followed by Sarajevo, Ljubljana, Zagreb, Rijeka, Skopje, Novi Sad, Priština, and Zadar.

In Yugoslav universities, andragogy has developed out of pedagogy, and has on the whole remained a part of these studies. This is natural, because andragogy belongs to the family of educational studies. This is also the reason why the study of andragogy was first introduced in those universities where education was studied at the time. In Yugoslavia pedagogy (education) can be studied on the undergraduate level as a full course of studies, for which a diploma corresponding to a B.A. degree is awarded.

#### *Profession – Andragogue (Adult Educator)*

It should be stressed that in the 1950's and the 1960's the "professionalization" of adult education, and the emergence of the profession "andragogue", grew from a favourable social climate and great social demand. This would not have been possible however, without an existing fund of knowledge. This is why the forming of the profession of adult educator went hand in hand with the effort to constitute andragogy as a scholarly discipline. The Yugoslav experience points to the *mutual interdependence of andragogy as a science and the andragogue as a professional*.

This process, however, has not been entirely without problems. It is a fact that the entrance into this profession is not controlled by defined criteria as posed by other professions. Some people in Yugoslavia are therefore asking: does the profession "andragogue" exist? The majority agree that it is a profession in the making, and many believe that it already exists. In Yugoslavia, as elsewhere, people dealing with this problem are not following the same criteria in determining this profession. The basic criteria which every profession has to satisfy are usually agreed upon as including: a defined social function, systematic knowledge, professional training, ethical code, professional and public control, and independent performance in the workplace. Insufficiently defined criteria lead to difficulties in defining the profession of an andragogue. In practice all the teachers and professional collaborators (in academic and non-academic positions) of an institution of adult education *call themselves andragogues*. And yet, in many

institutions of adult education andragogical training is not a prerequisite for work in this field. Before the 1960's it wasn't even possible to receive such training at the university. However, in the last two decades, the opportunities have become much greater, particularly for young high school graduates who wish to be educated in the field. This will probably lead to the formulation of concrete obligations to be fulfilled before being admitted to the field, or by then, to the profession. This certainly does not mean that it will not be possible for people with another professional background to become professional andragogues, but they will have to fulfill certain conditions before they do so – just as in other professions. I am not suggesting that there is no room for other professions among the andragogues. On the contrary, adult education does have several other dimensions apart from the andragogical aspect, e.g. sociological, economic, legal, and psychological. It offers a wide field to interdisciplinary study and co-operation. Nevertheless, those professionals who wish to be andragogues must also acquire a certain amount of andragogical knowledge, just as andragogues must have some knowledge about philosophy, sociology, and psychology in order to be competent in their profession.

#### *Profile – Andragogue (Adult Educator)*

Several professional conferences were held in the 1960's in which the representatives of universities, adult educational institutions, and professional socio-political organizations discussed the various andragogical profiles needed, as well as the study programmes to be followed. A book, which appeared at that time, entitled *Foundations of Andragogy* (1966), offered a theoretical approach to andragogy, an attempt at profile classification, and a sketch of the system of studying and specializing in andragogy.<sup>4</sup> These problems were also discussed at the First Congress (1968)<sup>5</sup> and Third Congress (1980)<sup>6</sup> of Yugoslav adult educators. The approaches were still quite various, however, and this has led to new difficulties in constituting a profession.

In respect of the educational and cultural work with adults seen in its totality, voices have been raised against the fragmentation and atomization of andragogical education.<sup>7</sup> Fragmentary approaches to the training of andragogical personnel in Yugoslavia are – in the opinion of this author – the reflection of outside influences coming from experiences gathered in other social milieus (e.g., the concept of cultural animation); this has in turn been reflected in the concept of industrial pedagogy and in the eclecticism of some new professions. All these tendencies have slowed down the process of constituting the profession of andragogue.

Efforts are now being made to train one uniform type (profile) of adult educator who will be qualified to work in the field of education and culture in institutions of adult education, in the economy, and in the socio-political sphere. Such a "universal" type could organize and prepare the educational process, draw up plans and programmes, counsel, direct, and evaluate the educational process, and hold administrative and managerial positions in institutions of adult education. This broader type of adult educator would also more easily promote the desired creative integration of the educational and cultural elements of adult education.

#### *The Training of Andragogical Personnel in Yugoslavia*

Adult education in Yugoslavia is marked by great diversity. This diversity has had an influence on the training of adult educators, which has never been uniform. The following patterns can, however, be considered as dominant: 1. a four-year course of studies leading to a university diploma (B.A. ), 2. compensatory andragogical studies, 3. graduate studies (specialization and studies towards an M.A. ), and 4. continuing education (training) or refresher courses. Each of these levels has its own characteristics.

*Four-year studies in andragogy.* The four-year programme begins after high-school graduation and leads to a university degree. (This form exists only at the Faculty of Philosophy of Belgrade University.) The degree confers the title of *graduated andragogue*. These studies are a combination of education ("pedagogy") and adult education ("andragogy") along with some basic courses in philosophy, sociology, and psychology. Andragogical subjects dealing with the nature and characteristics of adult learning and teaching are nevertheless dominant. The studies are rather broad, set on an interdisciplinary basis making it easier for individuals to shift from one sector of adult education to another.

These studies tend to form a *universal profile of adult educator* capable of answering the needs of a varied field including education, training, reeducation, and culture. It should be stressed that the student is not trained to teach one or several specific subjects, but rather to organize and prepare the educational process, draw up plans and programmes, and counsel and evaluate educational and cultural work with adults. The students are also prepared for individual empirical research. Experience has shown that the best results are achieved when teaching and practice in empirical research are combined. This is why special attention is given to research methodology, and to seminars in this field, which also prepare the student for his/her work on the final diploma paper. Senior students are also included in empirical research projects undertaken in the communes, individual



and group empirical research in institutions of adult learning, work on sources and documents, obligatory one-month practice in various fields of adult education, and many other various situations.

In other universities – Sarajevo, Ljubljana, Zagreb, Rijeka, Novi Sad, Skopje, Priština, and Zadar – adult education is a part of educational (pedagogical) studies leading to a degree in education. In some universities it is possible to become an andragogy major in the last year (Zagreb, Rijeka, Skopje) or in the last two years (Ljubljana). In Sarajevo, Novi Sad, Priština, and Zadar adult education is taught as one subject.

Naturally, these differences are also reflected in the *study plans* which vary in respect to the study fields included, and the number of different courses and hours allotted to them. In recent years educational departments from various universities have discussed the possibility of harmonizing the study plans of this discipline. This would be beneficial to the development of andragogy as a scholarly discipline, and would also facilitate the employment of personnel from one university (region) in other parts of Yugoslavia. It is, however, difficult to envisage the complete harmonization of the discipline, owing to different teaching and research potentials at individual universities, and to other factors. It is the belief of this author that the type of four-year course of adult education, which exists at Belgrade University, offers the best opportunities for a complete andragogical education.

In the last two decades andragogy has thus consolidated itself in the Yugoslav universities, both as a *subject of teaching* and as a *field of research*. Its consolidation as a university *discipline* is not complete, however. It is expected that new andragogy chairs will be set up, as well as new centres and research units in all the universities.

*Compensatory adult education studies.* Andragogy can be part of a *compensatory programme* for persons who already have *another profession* (e.g., teachers, army officers, health and social services personnel, engineers, economists, and the legal profession). These courses qualify persons from other professions to perform temporary or permanent tasks in the field of adult education. Such studies (courses) have been organized at the High and Higher School for Labour Organization, the Higher Medical School, the Faculties of Political Science and Organizational Science, the Faculty for Protection at Work, the Faculty of Philology, the 2-year Colleges of Education, and other various faculties and schools.

This programme, however, does not qualify the student for the andragogical profession in the proper sense of the term. Nevertheless, such programmes help to create a demand for more knowledge in the field of adult education; they improve the overall quality of teaching, and should therefore be encouraged.

*Graduate studies in adult education.* Some Yugoslav universities, Belgrade and Zagreb for example, offer two types of graduate studies: *specialization* (three semesters in Belgrade, four semesters in Zagreb) and *M.A. Programmes* (four semesters). In Belgrade the specialization programmes concentrate on practical professional problems. They enroll a greater number of students; criteria for acceptance are lower than in the M.A. programme. Both in content and duration, they are comparable to the Diploma Programme in Adult Education in Great Britain. In Zagreb, specialization is scientifically oriented, and enrollment criteria are as high as in the case of M.A. programmes. An M.A. programme was first established in Belgrade at the end of the 1960's. Later they were also organized in Ljubljana, Zagreb, Rijeka, Sarajevo, and Skopje. These programmes enroll fewer students than specialist programmes as a rule, and the teaching is more individualized (e.g., in tutorials). The title of *magister* requires a number of examinations and an M.A. thesis. In Yugoslav universities an M.A. is the prerequisite for further work on a Ph.D. degree. In the last 25 years a number of doctoral degrees in the field of adult education have been conferred in Yugoslav universities.

The quality of adult education studies in Yugoslav universities has shown a steady rise. Today about twenty university teachers are offering courses in adult education at various Yugoslav universities.

*Continuous training of adult education personnel.* Continuous training of adult education personnel was traditionally not organized by universities, but by institutions of adult as well as republican and provincial andragogical societies, in the form of shorter seminars and winter and summer schools. Summer schools have been held in Poreč, Ohrid, and Budva. The best results were achieved by the Poreč (later Crikvenica) Summer School which has been attended by several thousand adult educators from all over Yugoslavia. Several *Andragogical Centres* were founded by adult education institutions and their associations. The best training results have been achieved by the Zagreb Andragogical Centre and the Industrial Andragogical Centre of the "Moša Pijade" Workers' University, also in Zagreb.

Owing to the fact that this is a very important activity, I believe that in the future the universities will have to participate in andragogical studies. Young people who wish to work in the field of adult education must be offered this form of further training which will improve the quality of their achievements.<sup>8</sup>

- 1 See Dimitrije Tucović, *Socijaldemokratski agitator* (Social Democratic Agitator). Belgrade, 1911.
- 2 Ranko Bulatović, *Univerzitet za sve* (University for All). Belgrade: Privredno finansijski vodič, 1980, pp. 132-133.
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People have always felt the need for knowledge and learning. The extent and quality of satisfying the need for education have always depended upon the character of society, the level of its economic, political and cultural development.

The drastic and constant advancement of science and technology, particularly in the 20<sup>th</sup> century has made learning and acquisition of knowledge a very significant social requirement of the modern individual. Adult education at present is thought of as a socio-educative activity intended to satisfy the need for education. Within this movement (in its different patterns) there are engaged personnel whose constant and only professional activity is the education of adults. However, one of the most tangible characteristic of education of adults in contemporary world is the increasing of its professionalisation. Prerequisites for professional preparation of specific types of personnel for education of adult as well as increases in knowledge have led to the establishment of programmes of andragogic studies at various level.

The demand for adequate preparation of personnel for the education of adults, however, has always been emphasized. It is only recently that andragogic studies at the university level in the whole world have been introduced. In England in 1921 Robert Peers at the University of Nottingham conducted a one year course leading to a certificate in the field of adult education. According to Ross Waller, this was the first systematic attempt to set up professional preparation of personnel for the education of adults in the English universities.<sup>1</sup> In 1923, however, Robert Peers became first professor for the theory of adult education in England, and headed the department for adult education at the University of Nottingham.<sup>2</sup>

Prior to the coming into power of the Nazis in Germany, there existed systematic studies in the field of adult education at the Institute of Free Popular Education, University of Leipzig.<sup>3</sup> At the same time span, in the study plans of some Polish universities the theory of adult education was included.<sup>4</sup> It is interesting to note that in this period Dr. Vićentije Rakić delivered lectures (special courses) for students of education at the University of Belgrade, through which (lectures) he acquainted them with the problems and theory of adult education.<sup>5</sup>

From that time onwards the theory of adult education studies have been increasingly included in the study programmes of higher education establishments

(particularly universities) not only in America, but also in Europe, Asia and Africa. The growing interest in such studies has become strongly manifest as time went on. A variety of factors determined the shape of such an interest. The following are just some of these factors:

1. The development in the practice of adult education which has been accelerated particularly in the post World War II period. Such practice, development of theory, extension of research, and multiplicity of research results had their repercussions on the "enlightening" concept of adult education which characterised the 19th and early decade of the twentieth centuries.

2. Accepting the challenge of and striving to realise the idea of lifelong learning. Modern concepts of education attach equal attention to education of people in all periods of life. Adult education, thus, occupies a special place in the educational system in any country.

3. The inclusion of universities in the preparation of adult educators and conducting research pertaining to this field has paved the way and provided favourable conditions for the consolidation and affirmation of theory of adult education. Research efforts have contributed a considerable amount of knowledge which forms a part of the contents of programmes of adult education studies.

4. The development of education and its related disciplines (philosophy, psychology, sociology), trends of differentiation and specialisation in social science brought about a favourable climate for consolidating and strengthening a theory of adult education in the study plans and programme of institutions of higher education.

5. With the increasing professionalisation of adult education as a socio-educative movement, scientific and purely professional access to education of and cultural work with adult have increased exceeding concepts of being (adult education) beneficial, charitable or voluntary endeavour; attributes which characterised the development of adult education in its early stages.

These and other factors have affected the patterns, structure and physiognomy (shape) of adult education studies.

In the world the literature on adult education deals with the appearance of a new profession, i.e. the profession of adult educator or andragogue. It will soon be necessary to define concrete conditions for admittance into this new profession. The phenomenon of this profession or, in other terms, the problem of the personnel engaged in the domain of adult education, has not been treated scientifically. The reasons can be found in the fact that for a long time the universities have not been included into the teaching and scientific work on adult education.

Indefiniteness concerning sketching of the profile of adult education personnel as well as the whole system of their schooling and training have their origin in the fact that theory of adult education (andragogy) is a very recent discipline

which is only beginning to claim its place among other academic disciplines. In the world literature treating the problems of adult education, there is a diversity of attitudes concerning andragogy (theory of adult education), its name, its scientific background and its position within a global system of scientific disciplines.

The data gathered for the Second World Conference, organized in Montreal in 1960 by the International Congress for the University adult education and for the 3<sup>rd</sup> World Conference on adult education organized in Tokyo by Unesco 1972, show that training in adult education are organized differently throughout the world. Andragogic studies do not differ only according to the levels of their organizing scheme but also according to their location. The preparing of the personnel for work in the field of adult education is performed within departments for pedagogy, in School for Education, in Faculties of Humanities and in Faculties of Political Sciences. It is a general opinion that andragogic personnel should be prepared within department for education or in special departments within the Faculties of Arts or School of Education. It is important to point out that adult education theory, as one of the academic disciplines, should not be isolated from other domains of education.

In both socialist and capitalist countries, one is bound to notice different approaches to andragogical studies. Differences are most conspicuous in the levels of study (studies at the level of higher institutions, University courses which lead to university degrees, post graduate and doctoral studies as well as studies which are geared towards elaboration of the experience of practitioners originally belonging to other professions), the duration of study, fields and contents of study courses, and the number of related disciplines complementing andragogic studies.

In some European countries with different social system they stress the importance of andragogic studies conducting to university diplomas: Poland, Czechoslovakia, former GDR, Hungary, Germany, Holland, Belgium, and Yugoslavia. Such studies usually begin after the secondary school. In many cases they represent:

- a) the combination of study of pedagogy and andragogy and, on the other hand, philosophy, sociology and psychology as the basic disciplines;
- b) the combination of andragogy and some other secondary subject, as for instance a foreign language (Russian, English, German);
- c) the combination of andragogy and some other social science.

Common characteristic of the adult education studies leading to a university diploma is to reflect the efforts intended to offer a solid philosophic and socio-psychologic education to future adult educators.

Necessarily, it has to be enlarged by certain notion on the nature and characteristic of learning and education of adults, on systems, organisation and managing in such an educational sphere.

In these kind of studies particularly important is the relation, the proportion of andragogic contents versus the contents of other disciplines of social sciences. According to the actual situation, andragogic contents are inferior in relation to other contents. The reasons can be found in:

a) insufficient theoretic development of some domains of adult education which could form a particular study-subject in university teaching programs;

b) insufficient number of qualified teaching staff that would be able to satisfy the university personnel standards.

### I

Studies leading to a university diploma prepare personnel that will organize and set up the process of adult education, that will planify, program, follow, consult and direct the units (parts) or whole education including the cultural work with adults.

The nature of the educational and cultural work with adults requires a frequent change of plans and programs, the reconstruction of contents, new forms and methods, the linking of education and cultural work with the social and economic situation of the society. In order to accomplish such tasks it is necessary to have a specially trained and skilled personnel.

Other sciences important for the preparation of andragogic personnel (philosophy, sociology, psychology) should not be considered as "secondary" ones but as the disciplines representing a basic for successful study of andragogy. In our opinion, a greater importance should be given, on one hand, to a functional choice of contents of other disciplines and, on the other hand, their linking with andragogic studies. The number of such disciplines included in a study-program is of less importance. The future adult educators (this term is meant in a narrower professional sense) need such contents in the domain of philosophy which will inform them about some basic philosophical problems, currents and doctrines, with modern philosophic and with elementary logical, ethical and aesthetical categories.

Andragogic studies should be founded in solid studies in sociology including particularly those contents that deal with problems of education and society, sociology of education and cultur, group sociology.

Psychologic disciplines occupy a particular position in almost all andragogic plans and programs conducting to a university diploma. Besides general psy-

chologic problems, a special attention should be paid to the study of contents dealing with the domain of adult and social psychology, accentuating the problems of educational groups and their dynamics.

Andragogical studies leading to a university diploma have their origin in pedagogic studies. It is natural that pedagogic studies occupy an important place in the training of adult educators.

The choice of contents of andragogic studies represents a problem no matter how such four years' studies are conceived. We think that, in such studies, a dominant role should be given to elaboration of theoretical andragogical problems, introducing thus students into the general problems of adult education. Andragogical studies leading to a university diploma as a principle task have to prepare a general profile of an andragogue, to give to an individual a general andragogic culture and knowledge which will enable them to work successfully in various types of institutions for adult education.

In our opinion didactics for adults should constitute a special subject in four years andragogic studies. Students should be better informed about the possession of an individual within a process of education and teaching, about the specialities of learning and cognition, modern approaches to the organization of teaching and of other educational forms, about the essence and the possibilities of self-education, about the problems related to the research of educational needs and possibilities, planning, programming and evaluation of educational activities, and about the position of an instructor in adult education,

Comparative andragogy as a particular subject-matter should be represented in four years andragogic studies, too. Being informed about the achievements of others as well as its comparison with proper result may lead to new impulses and to a better quality of the educational process as a whole.

The study of history of adult education until now has been neglected. We can rarely find plans for four years andragogic studies in which the history of adult education exists as an independent subject-matter. The contents of history of adult education should contribute to a further identification of adult educators within their domain and profession.

Practical training should be considered as an integral and compulsory part of andragogic studies leading to a university diploma, being aware that such studies are generally taken by young people that have finished their secondary school. Practice is intended to enable the students to observe the activity in the domain of adult education, to perceive the relation existing between theory and practice, to inform themselves about planning and the programmatic orientation of various institutions as well as about its managing. As to the organizing of such a practice various solutions are possible.

## II

Adult education studies representing a complement to other professions (teachers, military officers, sanitary staff, social workers, economists, engineers) have a particular position and importance in the diffusion of andragogic culture. They should help them to accomplish with more success all the functions dealing with adult education no matter if such functions and tasks are continuous or sporadic. These studies help them to communicate and make accessible to others the professional knowledge and the disciplines they had studied.

In relation to the latter kind of studies this one quantitatively narrower and of less extension. It differs in its organization, to. It is usually a two semesters' study with a final examination.

Departments of adult education at the university (independent or forming a part of Department of education) according to our opinion, should pay a particular attention to the development and promoting of such disciplines. Such studies should be one of the conditions to admit into this educational domain the experts in other disciplines that wish to work in the sphere of adult education. Such a practice should contribute to improve the quality of adult education as a whole.

## III

Graduate adult education studies are organised on quite different basis. The differences are obvious if we consider their quality, level and duration. In many European countries the master's degree is considered as a first scientific degree, therefore such studies are intended to prepare the candidate for scientific research work in adult education. The criteria for admittance are pretty tough, the knowledge of two foreign languages is expected, they require a submitting to strict examinations and elaboration of a Master of Arts' thesis satisfying certain scientific research level.

Contrary to such orientation, in some countries master's degree studies are rather intended to introduce the candidate into the problems of adult education. They have more massive character and, according to contents studied, they prepare a general profile of adult education personnel that will work and resolve various problems in adult education. The level of the problematics studied and its practical orientation make such studies rather similar to the European Study leading to univeristy diploma.

Different approaches to the concept of graduate studies originate the differences in the choice of subject-matters. The structure of teaching plan and the discipline studied enable the candidate to choose among various disciplines. If

the graduate studies are oriented to researches the candidates should be qualified to assume such researches in all domains within adult education.

Choosing a theme for his master's degree thesis the candidate is demonstrating a certain orientation towards definite domain. Besides graduate Master of Arts' studies appears a need for a shorter graduate specialization study in adult education. Certain forms of such studies can be found in some countries and they usually last for a year (diploma program in adult education).

In the Faculty of Arts of Belgrade University, the concept of such studies is being elaborated. The criteria of admittance will not be to severe and the requests during the studies in order to resolve more successfully the problems encountered in the practice of adult education.

## IV

The nature and the characteristic of graduate studies have influenced the nature and the character of doctor's studies in the sphere of adult education. Such doctoral studies in adult education were differently conceived. In some countries, to obtain a doctor's degree in adult education it is necessary to undergo the systematic studies (lasting at least for two years), to pass the examinations and to defend a proper doctoral disertation. A Master of Arts' degree is not a condition for doctoral studies. On the other hand, in those countries where the graduate studies are orientated toward the research work, doctor's degree in adult education does not require any particular examinations, but only research work elaboration of desertation and its oral defence in the presence of a jury. No matter the differences between various universities, there is a certain common point that the doctor's degree in adult education is a scientific degree and that the candidates should fulfill and satisfy certain standards.

Doctoral dissertations create an amount of knowledge that enters a theoretical base of adult education. So the theory of adult education will not depend on knowledge borrowed from other disciplines, which was a frequent case in the past, but on the contrary, it will be able to base itself on the result of the researches done within its proper domain.

## V

The last form (yet not less important that the proceeding ones) is a lifelong learning of adult educators. Concerning its contents, such an education includes not only the notions of elementary problems of education, learning and teaching of

adults, but also more complex problems of sociology, psychology and androgogy for those who have already had a possibility to study such problems during their regular schooling.

More developed institutions for adult education create services for information about researches and inovations in this sphere and thus they make the diffusion of andragogic knowledge easier.

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## Contemporary Trends in Adult Education Research

#### *Origins of Research*

The study of the phenomenon of adult education in Yugoslavia is a result of the development of andragogical practice. This development has been particularly dynamic since the mid-1950s. Social changes due to the introduction of self-management have stimulated the development of institutions for adult education (particularly at workers' universities and educational centres in factories). These institutions have been faced with the task of providing answers to numerous questions of andragogical practice: the study of educational needs, planning, programming, linkage of education and labour, application of new methods and styles of learning and education. Pedagogy could not be expected to provide relevant answers as it was oriented, on the whole, towards problems of elementary schools. Practice was ahead of andragogical theory in that period of development of the Yugoslav society, and during this period the universities, as academic institutions, did not pay due attention to the study of the phenomenon of adult education. In order to make up for this omission, workers' universities formed, within their framework, research and development centres where they proceeded with micro-research in andragogical practices concerned, on the whole, with the identification of educational needs, planning and organization of education. Educational centres in factories, associations of people's and workers' universities, winter and summer schools of andragogists adopted a similar orientation.

#### *Changed Role of Universities*

Under the impact of the social reality, as the beginning of the 1960s, the universities changed their attitude towards adult education, possibilities were created for the introduction of *andragogy* into the curricula and programme in institutions of higher education were commended. Basic four-year and post-graduate studies of andragogy began at the Faculty of Philosophy of Belgrade University at the beginning of the 1960s. This trend was followed, later, by the universities of Zagreb, Rijeka, Ljubljana, Sarajevo and Skopje. The result of this was the creation of professional andragogical personnel who approached the problems of

research in the field of adult education with greater knowledge and competence. Associations of andragogists, which continued to study of problems of adult education, were also formed in the republics and provinces. The Association of Yugoslav Andragogists holds, every four years, a congress where andragogists present the result of their research. A certain number of young and capable researchers, who have made the study of adult education their lifelong occupation, have graduated from Yugoslav Universities in the last twenty-five years. In the course of studies (basic and post-graduate), students are not only trained and versed in the methodology of research, but attempts are also made to link educational and scientific work so as to get the students motivated and interested in the search for the unknown in the field of adult education. At the Faculty of Philosophy in Belgrade, students are organized in associations of young researchers. Every year, they spend three weeks in fieldwork studying various problems of adult education and gathering materials for their diploma works. In all of this activity, teachers play an advisory role.

Research in the field of adult education has been intensified as a result of the changed role of universities and systematic training of andragogical personnel. More than one hundred monographs of research character were published in Yugoslavia from the 1960s to the mid-1980s (Babić 1985). Most of these works are master's and doctoral dissertations defended at Yugoslav universities. Thus, Yugoslav universities, especially the University of Belgrade, have greatly contributed to the intensification of research and, on that basis, to the creation of a sum of knowledge enabling a more complete affirmation of andragogy as a science. The situation prevailing in Yugoslavia in this field at present allows us to conclude, without reservation, that andragogical theory is actually ahead of andragogical practice. The activity of institutions for adult education as well as andragogical practice as a whole have also been affected by the crisis in Yugoslav society. A way out of the crisis is seen in intensification of research in the field of adult education.

#### *Contemporary Tendencies in the Study of Andragogical Phenomena*

The study of various problems of adult education has been intensified in the last few years – particularly in connection with the medium-term development plan 1986-1990 – in almost all the republics and provinces. Current efforts are characterized by long-term planning of research and incorporation of such research into the plans of republican and provincial communities of science which fund the research. As regards the intensity of research, particular mention should be

made of the universities of Belgrade, Zagreb, Ljubljana, Rijeka and Sarajevo, and concrete data with respect to this is provided below.

An Institute for Pedagogy and Andragogy is active at the Faculty of Philosophy in Belgrade. The Institute is engaged in the elaboration of a five-year project on the theme 'Adult Education as a Social and Andragogical Problem'. The project is funded by the Republican Community of Science of Serbia. There are good prospects that funding will be continued in the next medium-term period (1990-1995).

The general project is divided into sub-projects (themes) and each of them will represent a separate study-monograph. Work on the following themes began in 1986:

1. Working environment as factor of educational cultural behaviour of adults.
2. Planning of education as factor of development policy of the work organization.
3. Possibilities of, and need for the education of elderly people.
4. Andragogical function of vocational orientation.
5. Contemporary andragogical trends and systems.
6. Nature and characteristic of the interest in andragogy.
7. Personality and motivation of adults for education.
8. Education as factor of socialization of adults.
9. Evaluation of adult education in vocational training.
10. Functional literacy important to self-education of adults.

Ten researchers from Belgrade, Novi Sad, Sarajevo and Skopje are engaged in the elaboration of these themes. It is expected to expand their number by engaging researchers from other university centres in Yugoslavia as well, provided financial resources allow it.

In 1989, four monographs were being completed: 'Working environment as factor educational-cultural behaviour of adults'; 'Planning of education as factor of development policy of the work organization'; Education as factor of socialization of adults'; 'Nature and characteristics of interest in andragogy'. Each monograph will have between 300 and 400 pages. Other themes will be completed by the end of 1990. The Research Institute for Andragogy needs to find out how to disseminate research finding among practitioners in the field of adult education and will be facing the financial problem of publishing the monographs as separate books.

New themes are in preparation. They are:

1. Conception and programme orientation of education for parenthood.
2. Adult education in Yugoslavia between the two world wars.
3. Education – cultural activity as factor of transformation of the rural environment.

4. Improvement of knowledge as a factor of efficient economic activity.
5. Evaluation of the concept and organization of vocational training of adults at secondary-school level.
6. Factors of adults' achievement level in an examination situation.
7. Participation of women in adult education programmes.
8. Interdependence of value orientations and educational needs of adults.

The majority of chosen themes will take the form of master's theses. Thus, not only new data and knowledge are obtained through research, but future researchers are prepared and trained at the same time. According to Yugoslav law, the master's degree is the first scientific degree.

Intensive research is carried out in the field of adult education in the Republic of Slovenia, particularly at the University of Ljubljana. The Chamber of Economy, Trade Unions, faculties and scientific research institutes participate in this research. The subjects that are the object of research are extremely varied, as shown by the following list:

1. Conception of adult education in the SR of Slovenia.
2. Development of education in organizations of associated labour.
3. Education, labour, technology.
4. Development of adult education and restructuring of the economy.
5. Long-term development of higher education in the Republic of Slovenia.
6. Impact of the process of automation on the upbringing of individuals.
7. Study of new approaches and methods of work in the process of continuing education.
8. Workers' universities as andragogical centres in their respective environments.
9. Analysis of cadres and personnel activities in 55 successful foreign trade enterprises.
10. Education and technological progress.
11. Advancement and advanced training of personnel in work organizations.
12. Education as a factor of quality of the workforce and analysis of the rentability of investments in education in Yugoslavia.

The research carried out by the Institute for Pedagogical Research of the University of Ljubljana, covering the period 1988-1992, is very interesting in the light of its thematic orientation. The thematic framework of this research is 'The Conception of Adult Education in Slovenia', which encompasses the following themes:

1. Theoretical definition of andragogy as a separate discipline within the framework of the overall field of education.
2. The need for adult education, from the point of view of demographic trends and educational structure of the population.

3. Needs and abilities of participants in adult education.
4. Terminology in the field of adult education.
5. Sociological foundations of social and technological development and education of adults.
6. Needs and conditions of adult education in working organizations.
7. Adult education in relation to other fields of education and upbringing in the process of implementation of the strategy and concept of continuing education.
8. Adult education by fields of activity.
9. Adult education by forms and methods of activity.
10. Andragogical knowledge and theoretical results in conceiving a 'society of learning' and model of lifelong education.
11. Self-learning projects of adult education.
12. System of informatics in the field of adult education.
13. Methodology of andragogical research.
14. Conception of adult educational-theoretical and applicative syntheses.

The study of problems of adult education has been intensified at the universities of Zagreb and Rijeka in the Republic of Croatia. Research is funded by the Republican Community of Science of Croatia. It is coordinated within the context of the general project 'Promotion of the Educational Function of Associated Labour'. The project embodies the following research themes:

1. Promotion of educational activity of associated labour.
2. Personnel and educational needs of associated labour in the Republic of Croatia.
3. Contribution of subjective factors to the success of education.
4. Optimal deployment and utilization of educational personnel.
5. Quality of preparedness of students completing vocationally-orientated education.
6. Educational service in the work organization and andragogical personnel.

The aforementioned projects are being undertaken by the Faculty of Philosophy in Zagreb, while the Faculty of Pedagogy in Rijeka is engaged in the following research:

1. Values, value orientations and associated labour.
2. Formal and informal education.
3. Complementarity of culturological-creative and scientific-productive components in the process of efficient and high quality work in production.
4. Education of persons employed in tourism.
5. Media of information as factor of promotion of ecological consciousness.
6. Education of personnel profiles as the basic condition for the promotion and development of personnel-oriented activities in associated labour.



7. Educational function of the work of students.

There is intensive research activity at the University of Sarajevo, primarily within the framework of master's and doctoral dissertations as well as independent projects commissioned by various work organizations. The following research tasks are currently being undertaken:

1. Andragogical foundation of educational personnel activities in economy.
2. Innovation of the system of continuing education in composite organizations of associated labour.
3. Basing andragogical work on scientific research.
4. Rationalization of andragogical work.
5. Rationalization of the education of personnel in the construction industry.
6. Rationalization of the education of personnel in tourism and catering.
7. Rationalization of education for self-management.
8. Rationalization of the education of personnel in mining.
9. Rationalization of education for inventive-innovative work.
10. Rationalization of education for the electric power industry.
11. Education and training of workers for the rationalization and humanization of labour.
12. Rationalization of the education of personnel in agriculture.
13. Rationalization of the basic education of adults.
14. Problem of reaffirmation of the identity and integrity of andragogy as a science.

The Institute of Pedagogy of the University of Novi Sad is engaged in the following research projects, covering the period 1986-1990:

1. Free time and its andragogical meaning.
2. Marxist view of educational needs.
3. Didactic-methodical and andragogical approach to education for total national defence outside the armed forces.

It appears from this survey – although, unfortunately, the data are not yet complete – that a large number of problems (76) are studied within the framework of several Yugoslav universities. The basic methodological orientation is theoretical-empirical, comparative and historical. Another essential characteristic of the present trend in research is its focus on the economy, which has come to expression in Slovenia, Croatia and Bosnia, and Herzegovina in particular. The third essential feature of research is its interdisciplinary character. Efforts are made to identify individual phenomena from the point of view of several disciplines. The fourth essential characteristic is the growing interest of young researchers in the study of the phenomenon of adult education.

The weaknesses in research orientation in this field are a result of the absence of coordination of the plans between individual federal units. This is due to the

fact that education and science are within the competence of federal units. It is necessary to take new measures in order to avoid duplication of research and to ensure closer coordination among researchers and institutions. Such coordination is also needed between Yugoslavia and other countries, particularly European countries.

We are convinced that research efforts in the field of adult education will lead to new perceptions, to a new sum of knowledge which will contribute to the affirmation of andragogy as a science as well as to the advancement of andragogical practices.

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## Research in the Field of Adult Education: Comparative Studies

Historically, research in the adult education field is of a more recent date. The more serious research work with scientific and practical implications has begun between the two world wars. The number of research works in the field, however, has sharply increased, particularly during the last two decades. At this moment I am not able to go into classification and analysis of research results. I would like to point to some factors which contribute to adult education becoming a more attractive field for research. I'll mention some of these factors below.

(1) The development of a dynamic practice of adult education which has accelerated in the last decade, both in the developed and in the developing countries. Such a practice, and later on, even the theoretical thought, has overcome the "*enlightening*" concept of adult education, characteristic for the nineteenth, and first decades of the twentieth century. The development of scientific thought has been closely connected to the development of the adult education practice. Despite some exceptions, we can still find that a more developed theoretical thought exists in those countries where practice is very developed.

(2) The increasing professionalization in the adult education area. The creation of a new profession – a profession of an andragogist is in sight. That fact has created a need for education and training of personnel, and with it, for including *andragogy* into study programs of higher education institutions. Thanks to research efforts a sum of knowledge has been created which is part of the content of study programs of andragogy.

(3) The acceptance of the idea of lifelong learning. Contemporary education concepts attach equal importance to education in all periods of life. The realization of ideas about lifelong learning implies the provision of knowledge to future teacher candidates and other professionals about the total educational process in all its dimensions, which increases the necessity for research and study of andragogy in higher education institutions.

(4) The involvement of universities in scientific work in this field. The number of masters' and doctors' dissertations is increasing, and it comes as an encouraging factor for new research. The multiplication of the sum of knowledge acquired through research work appears as a factor of making andragogy independent in a scientific sense.

(5) The degree of scientific development of pedagogy and the related disciplines (philosophy, psychology, sociology), and trends of differentiation and

specialization in other social sciences favor the creation of a climate for accepting and including andragogy as an academic discipline in universities. The development of andragogy cannot, in a scientific sense, be looked upon independently from development of its closest disciplines. Though andragogy does not break ties with other sciences, it still accentuates the relative independence and specificity of its research area.

If we consider the research orientations in the field of adult education, and consequently the studies in andragogy in the contemporary world, we will see a very great heterogeneity. The differences could be divided into the following groups, according to the closest social science theory used:

(1) A *psychological orientation*, whose essence means that the research work and andragogic studies are directed to research of psychological problems of adult education (psychological profiles of adult learners, group dynamics, application of certain theories of studying, psychological and psychiatric techniques, etc.). Such an orientation can be found in some research and study programs of certain Western countries.

(2) A *sociological orientation* in research and study programs attaches dominant role to sociological study of adult education. These trends can be found on both East and West.

(3) A *philosophical orientation* plays a dominant role, particularly in the study programs, on philosophical disciplines. This is particularly characteristic for some programs in Eastern Europe.

(4) An *historical orientation* is used to direct a significant part of research work to studies and research of earlier practices in adult education. This trend is noticeable in research being carried out in Great Britain.

These trends in research and even in study orientations have partially been conditioned by the fact that a great number of teachers engaged in education and research work in this area comes from similar fields: psychology, sociology, philosophy, history. They, generally, approach the adult education from their earlier professional standpoints and interests. That is because professional preparation to work in the field of adult education and in adult education research has, until recently, been a rare case. It is clear that both in the research and in study programs in this field there must be interdisciplinary approaches. With the expansion of research in the adult education area, the sum of scientific knowledge, on which basis the programs will be created, will permanently be broadened. This will lead to differentiation within fields of andragogy, and the creation of microsystems of andragogy. This is appearing already in some countries. Taking Yugoslavia as an example, a whole system of andragogic disciplines have been constituted in scientific and theoretical sense. On the basis of research results and theoretical generalization, *general andragogy*, *comparative andragogy*, *in-*

*dustrial andragogy, military andragogy, history of adult education and general methods of adult education* have by now become mostly affirmed. Noticeable are the efforts made in evaluation of other areas of adult education. We are particularly interested in research results in sociological aspects of adult education and in psychological problems of adult education.

It is only through research work that we can create a necessary body of knowledge that will enable us to improve the practice of adult education without returning to texts which based upon the experience of childhood education.

In many countries, andragogy is still in the beginning stages. Even in those countries where both theoretical and empirical research are more numerous, there has been little research on the theoretical developments in certain areas of adult education, such as: education for family life, educational and economy, army, social welfare, public health institutions, etc. This situation reflects in the study programs of adult education. They remain on a general level, without going deeper into studies of specific fields of adult education. Changes can come only through research orientation directed to specific fields and problems of adult education.

There are numerous problems which should be studied. Let us begin only with the terminology in this area of education. You have noticed that I use the term "*andragogy*", in a sense of *theory of adult education*. However, if we throw only a hasty look at literature dedicated to the problems of adult education, we will find different names for this research and study field: *pedagogy of grown-ups, adult pedagogy, practical pedagogy, andragogy, andragology, theory of adult education*, or simply, *adult education*, depending on the scientific standpoint, tradition, and so forth.

Every science, including andragogy, tends to create its scientific terminology which, among other things, gives it an identity as a relatively independent science. In professional publications of several countries (Czechoslovakia, United States of America, Yugoslavia, Soviet Union), a debate there has begun and it is sure that professional and scientific circles will come to closer agreements.

In the methodological sense, research in the area of adult education is heterogeneous as well: from exclusively theoretical to exclusively empirical research. Recently there has been an increase in empirical research. It would be unnatural to separate theoretical from empirical research. We must take care that our field does not contract a contemporary illness present in certain social sciences which some authors call "quantafrenia".

Coming to the practical question about who should be the bearer and organizer of research work in the area of adult education. We believe that it is natural that it should be the universities, e.g. departments of pedagogy or departments of andragogy there where they exist. Research, however, must also be initiated

outside of universities. In Yugoslavia, for example, advanced peoples' and workers' universities have research centers in their structure which are engaged in micro research. Research institutions based in universities (pedagogical, psychological, sociological, economical), should in their research projects also include the problems of adult education. To us it seems unnatural that more researchers in this field come from the lines of people who deal with sociology, political sciences, etc. than from lines of professors who lecture on the theory of adult education.

In research efforts, the universities must connect themselves with institutions for adult education in communities, as well as with those existing in the economy. That connection is particularly necessary for professional preparation of personnel at universities. Encouraging is the practice that experimental schools for adults in Leningrad, Moscow and Voronezh operate under the leadership of the Scientific-Research Institute of the Academy for Pedagogical Sciences in the Soviet Union.

A key question for making *andragogy* independent in a scientific sense is the diffusion of research results. The educators of adults have become increasingly interested in scientific results and experiences acquired in other countries. Successful scientific work on adult education practice presupposes the acquaintance and critical evaluation of accomplishments in the adult education field of other countries. It is necessary to cooperate on means intended to overcome scientific isolation in this field. The obstacles are numerous. It seems that the biggest ones among them are those of the linguistic nature. Precious experiences and scientific results remain unknown mainly due to the language barriers, among other things. That particularly is the case with positive experiences and scientific results achieved by countries belonging to small language families. Many researchers have come to the conclusion that "major" world languages are not sufficient for acquiring results and accomplishments in the field of adult education in contemporary world.

Research work and the transfer of research results is the sine qua non of development of this field in the theoretical sense. It presupposes the publication of research results, exchange of publications, organizing of specialistic studies, as well as individual contacts among specialists engaged in the area. The launching of joint research projects and joint specialist studies, which would include several countries, would lead to increased knowledge and to its faster diffusion within the area.

The countries belonging to big language families should translate valuable works which emerged in smaller language unions, and thus enable a wider circle of educators to get acquainted with others' experience.

In addition, the exchange of information, translation of works and exchange of university lecturers and other specialists would substantially help to learn foreign experiences and development of theory of adult education. UNESCO and its organizations should enable and support such cooperation. In that respect, developing countries deserve a special help.

The number of periodicals discussing problems of adult education is on permanent increase. The periodicals should leave a space for publicizing research results and experience acquired in other countries. That is one of very efficient ways to diffuse knowledge and learn others' experience. The "Convergence" magazine has a special role in this respect.

International Congress of University Adult Education should consider a possibility to publish a yearbook – collection of works which would be dedicated to results of research work and exchange of experience concerning certain problems in adult education. And that would be one channel for getting acquainted with results and experiences of others. In that lies the sense of existence of this international organization.

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## The Patterns of Research in Comparative Andragogy

### *Basic Features of Research*

1. The first question which we need to ask is what is the territory of comparative andragogy, because comparative andragogy is a subdiscipline of andragogy.

2. We need to discuss more about the methodology of comparative research in the field of adult education than about methods. In an earlier phase of development, methodology was equated with the notion of methods of research. Such an understanding does not have a solid scientific basis. Methodology is an constitutive part of every science.

3. The general approach of science determines the broad characteristics of methodology. What is the relationship between various scientific methods and specific scientific disciplines? Among such relationships is the dialectic relationship. They are very closely connected. The methods that are characteristic of each discipline are very closely connected with its theoretical understandings. The subject of methodology is not only the study of methods, techniques and procedures. Methodology of a study includes both logical and epistemological dimensions of a particular discipline. Methodology is never restricted to the techniques of research. It has its basis in philosophical disciplines: axiology and epistemology. Methodology helps to make concrete the epistemological assumptions of a specific discipline.

4. Methodology comprises two main aspects of study: philosophy of science, logical analysis, and synthesis. Methodology comprises a general orientation toward a science.

5. Emphasizing methodology is important for a discipline which has not developed its theoretical system and concepts. The relationship between methods and procedures and techniques are not always clear. Methodology includes the generalization of techniques and concretization of philosophy in relation to some problems of research. The methodological literature should help a researcher to chose the approach which fits the research question.

6. We need to consider relations between methodology, logic, and scientific theory. Methodology is broader than the logic of the research framework. The methodology besides contributing to a logical framework has a heuristic function. It should guide the directions and strategy of the research.

7. Then we need to consider relations between theory and methodology. The relationship in the literature is not always clear. We cannot equate scientific theory and methodology. The researcher considers a broader scientific framework in order to successfully frame the research question.

8. The methodology of a discipline cannot depend on one theory, because theory is very easily transcended, redefined or rejected. The task of methodology is to criticise theory and all theoretical conditions. Methodology, in respect to theory, has interpretative functions.

### *Comparative Research*

1. Comparative education research is based on a specific methodology and philosophy of education. Comparative research in andragogy has a broader philosophical-cognitive framework. In comparative research, we are starting from aims, but our aims depend on the prevailing philosophy of our own society and the view of the world which the researcher has.

2. Why do we compare? Because we are living in an interdependent world. Comparison is one of the aspects of human thinking. It is the framework for much research.

3. There are different approaches to comparative adult education research. The methodological approaches to comparative research are changing: from description of educational systems, based on conceptions borrowed from foreign experience, toward increased theoretical grounding of comparative research in adult education. The function of comparison has been changing: from comparisons of similarities and differences in the system of adult education toward testing theory and hypotheses based on data.

4. In comparative research we have a methodological pluralism. As I emphasized early, the methodology in comparative research cannot only be considered from the standpoint of method. In comparative adult education research we can use almost every method applicable in the social sciences. The specificity of using these methods is the subject of research. It is wiser to speak about comparative framework of research in education and learning of adults, than about comparative method.

5. What can we study on a comparative basis in the field of education of adults? Almost every phenomena: educational systems for adults, educational structures, plans and programs, teaching and learning methods, theory of education, etc. We can also study comparisons between institutions, towns, regions, nations, and regional groups of countries, as they pertain to adult education.

### *Epistemology (Ways of Knowing)*

We need to consider the role of epistemology in comparative research in the field of adult education. As we know there are different epistemological approaches in adult education research. Is it possible to compare these different research traditions? Is it possible to speak about epistemological unity in comparative research? All these questions deserve to be discussed when we speak about methods in comparative andragogy. Let me mention some of these approaches:

#### *1. Positivism and its Limitations in Comparative Study of Adult Education*

a) Positivism is a philosophical school of thought. We know that positivism was applied in the history of social science. We also know that there is more than one variant of positivism: neopositivism, logical positivism, scientism.

b) Positivism seeks to discover laws in the field of education. The researcher is at a distance. He is trained to have "objectivity". For him, knowledge is neutral, impartial, and ahistorical. This epistemological orientation is based on analysis and differences. In the basis of that approach we can find elements of Taylorism which is characteristic for working process in industry. This way of thinking lacks synthesis.

c) In the field of education there are strong critiques of the positivistic orientation. There is a tendency to emphasize the social context in comparative research. Critiques are also directed toward neutrality and a values orientation. We need to pay attention to ethical questions of comparative research in the field of adult education.

#### *2. Hermeneutics and its Role in Comparative Research of Adult Education*

a) Why has hermeneutics not played a major role in comparative research of adult education? We know that hermeneutics developed in German cultural and intellectual surroundings. It has its roots in German philosophy from the 19<sup>th</sup> century, from the time of W. Dilthey .

b) The essence of hermeneutics is understanding the importance of life experiences and the life situations. The life situation is a main category in andragogy. Hermeneutics can help us better understand the culture of others. Hermeneutics uses qualitative analysis.

### 3. *Critical Theory and its Role in Comparative Research of Adult Education*

a) As we know, critical theory comes from philosophy and sociology and is connected to the Frankfurt school of thought and especially with the work of J. Habermas. This school of thought has influenced andragogical thinking and research. J. Mezirow, P. Freire and the followers of participatory research in adult education.

b) The concept of interest is a cornerstone of critical theory. From the view of critical theory, science and research are not neutral. Critical theory is directed toward the critique of ideology.

### 4. *The Role of Phenomenology in Comparative Research of Adult Education*

The phenomenological approach to research is rather neglected in the field of adult education. This approach can be very helpful in comparative research, too. It offers explanations of what we experience: space, time, relationship between people etc. Phenomenology includes: thinking, believing, understanding, and other things which are connected.

### 5. *The Meaning of Paradigms in Comparative Adult Education*

a) In the literature of education as a whole and especially in adult education there are various contributions concerning the role of paradigms in research. There are different meanings of paradigm from the time when Kuhn analyzed paradigm shifts.

b) Sometimes a paradigm is understood as a model. In comparative adult education research we have had cases when authors tried to build models. Remember how Liveright (1966) tried to build models of the system of education of adults.

c) A paradigm is an idealized type of model. A paradigm compares to explain. It intends a kind of juxtaposition.

d) In scientific research there are descriptive models. We can design descriptive models of "ideal humans" as we imagine how people should function in future. It can create a "negative model" of people we hope will not appear in the future. The models are created on the basis of philosophical thinking.

e) Models are very general and emphasize symbols and can lead to simplification.

### 6. *The Dialectical Approach in Comparative Adult Education*

a) A dialectical approach considers that empirical facts need to be analyzed only in light of a certain theory. It intends to bring about goals based on a partial and incomplete earlier approach.

b) A dialectic approach considers education of adults as a dialectic phenomena to change contemporary conditions in close relationship with the social, historical and economic contexts.

c) The dialectic approach included the philosophical dimension of adult education.

### 7. *Epistemological Holism in Comparative Study of Adult Education*

a) It is desirable that different approaches be connected with each other. It is possible to consider them together. We should not overlook differences among them.

b) These different epistemological approaches can be in harmony, without dichotomy.

c) For rational integration of different approaches it is necessary to have fundamental methodological training of researchers in undergraduate and postgraduate studies. The researchers cannot orient themselves toward conceptions they do not know about.

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