

German Institute for Adult Education –
Leibniz Centre for Lifelong Learning

SHORT ANNUAL REPORT 2022





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Ministry of Culture and Science of the German State of North Rhine-Westphalia



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Federal Ministry of Education and Research

Foreword



Prof. Dr. Josef Schrader, Scientific Director

Dear Readers,

current social and political changes and their significance for adult learning have taken up a lot of space in the forewords to annual reports of recent years: The covid pandemic, the Ukraine war and climate change, shortage of skilled workers and demographic change, digitalization of work and life and (educational) policy reform projects. Everything that needs to be said seems to have already been said. This year, let`s turn our attention to our own comparatively small “lifeworld” instead. What have we done and what can we do in the future with the means of research, knowledge transfer and infrastructure services to contribute to an adult and continuing education in which everyone can learn what they want, should or must learn in the face of profound changes?

One topic has accompanied the DIE for some time, and it will receive even more attention in the future: the opportunities and possibilities for securing the demand for skilled workers through continuing education; this concerns not least the skilled workers in adult and continuing education themselves. A shortage is already becoming apparent here, and it will become even more

acute in view of the impending generational change. Adult education will therefore have to continue to meet its personnel needs with lateral hires in the future. The TAEPS study (Teachers in Adult Education – A Panel Study) will provide us with information about the qualifications and competencies of the employees, the employment conditions they find, and their need for further training at a previously unknown level of detail. Data collection is underway and will be completed in 2023.

The findings of this study will help us build a “Virtual Academy of Continuing Education.” The digital transformation is leading to a high demand for qualification, at all levels of adult and continuing education, from teachers to those responsible for programmes and offerings to managers. The task of such an academy should be to develop, test, and evaluate continuing education and consulting offerings in a scientifically sound manner. And this in close coordination with professional and supporting associations, with further education institutions and companies. Among other things, the experiences with the wb-web portal and the instruments developed in the GRETA projects are to be incorporated into this academy. The DIE will now provide these services, which have been funded by the German Federal Ministry of Education and Research (BMBF) for several years, with institutional resources.

In line with this focus, we successfully participated last year in large consortia in several calls for proposals to establish “Centres of Excellence for Digital and Digitally Supported Teaching in Schools and Continuing Education”, In the coming year, we will now be able to form a working group that focuses on the qualification of multipliers for teacher training and on issues relating to the transfer of scientific findings into educational practice. We will watch with great interest how much of this funding, which amounts to hundreds of millions of euros, is used in educational practice and what lessons are learnt about the conditions that promote and inhibit continuing education.

The funding line for competence centres is just one obvious example of one question becoming increasingly urgent for science, politics and practice: How can we create better institutional structures for sustainable transfer of research knowledge into policy and practice? Funding policy is still strongly geared to individual projects, which are overburdened. We therefore use our participation in so-called BMBF meta-projects (on digitization and on language education in the immigration society), which are intended to promote exchange between science, practice, administration, and politics, to learn more about the conditions for successful knowledge transfer.

Participation in these projects helps us to find the “right measure” for problem-oriented research. If research is geared solely to the standards of the science system, it will not find an end. Every research report ends with the appeal: More research is needed! For this reason, we welcome the European Union`s initiative for a reform of the evaluation of research achievements, which places greater emphasis on the impact of research on society. However, a transfer to society presupposes that the impact is undisputed within the scientific community. More than 350 organisations are already participating in a voluntary Europe-wide coalition for such a reform. Higher impact of research also requires greater openness in dealing with research data and research findings. For this reason, the DIE is involved in the steering committee of the Open Science research network. We have also revised our Open Access policy and developed a new policy on Open Educational Resources.

In all of this, we should not overlook that science and research are not the only ones that contribute to innovations in policy and practice. Rather, practice, especially in adult education, is also constantly developing innovations that can help to manage the sweeping transformation of society, the world of work and the education system. That is why we designed the “Prize for Innovation in Adult Education” at the end of 2022, which we will award in 2023 on behalf of an

independent jury and prominent patron. Submissions that relate to learning and educational offerings as well as organisational and distribution forms of adult and continuing education are considered praiseworthy. They should give new impetus to this field of education (www.die-bonn.de/institut/innovationspreis).

So, dear readers, in this annual report you will find out what we have worked on and what we have set out to do. We assume that the financial scope will also become tighter for non-university research institutes in the future. In view of tariff increases and higher energy costs, we too will have to concentrate on those tasks that promise particular resonance. We must set priorities for strategic growth. The Leibniz Association`s evaluation report, which we expect to receive in the spring of 2023, will certainly contain many suggestions as to what those priorities might be. The Institute evaluation at the beginning of December 2022 went very well thanks to the commitment of all staff and we expect to be able to continue our work. At the same time, we look forward to focusing more on doing what practitioners, policymakers, and academics can expect of us. We can only achieve our goals together with our employees. We have attempted to do this over the past year, among other things, through participatory strategy workshops, by revising our mission statement, and by designing working conditions that promote work life balance. This is an area in which we see ourselves continuing to play a role in the future.

Dear Readers, we hope that this annual report, expanded for the first time to include a journalistic `outside perspective`, will appeal to you and perhaps inspire you to accompany us on our journey.

Prof. Dr. Josef Schrader

› THE DIE IN FACTS AND FIGURES

23 scientific events
with **2.000** participants



142 new editorial
contributions at **wb-web**



1.532
new users
of **EULE**-learning-paths



1.000 certified
ProfilPASS consultants



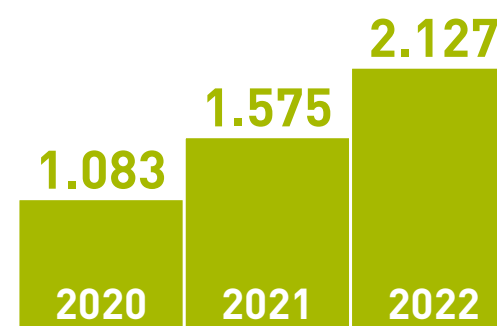
75 %

Open-Access-Share
in publications of
DIE-employees



132

lectures given by
DIE-scientists



downloads of the format **DIE-BRIEF**

390.319



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The Institute: our structure – our concept

THE DIE IS THE CENTRAL INSTITUTION for research, politics and practice of adult and continuing education in Germany. Supported by research evidence, our goal is to improve the overall quality of adult learning and education (ALE).

Funded by the governments at federal and regional level, the Institute is a member of the Leibniz Association, which connects 97 independent research institutes across various fields. Our remit covers research on adult teaching and learning, continuing education programmes and institutions, and the political and institutional framework of lifelong learning. The DIE contributes to transferring knowledge in Germany and Europe and provides an infrastructure for research and practice. In terms of its organisational structure, size and profile, the Institute is a unique establishment, both in the European education system and beyond.

OUR RESEARCH QUESTIONS

Our research and development work addresses socially significant issues in continuing education and lifelong learning. Questions that call for research include:

- How can we develop ALE systems that foster participation and skills` acquisition and reduce social and regional disparities?
- How can we design ALE programmes that are educationally effective and best meet participants` needs?
- What are the conditions for successful adult teaching, learning and counselling? What are the outcomes of ALE?

OUR CONCEPT

The DIE:

- conducts applied and basic research,
- enables knowledge transfer and provides infrastructures for research and practice,
- develops innovative concepts for practice,
- provides scientific policy advice to those involved in continuing education policy at regional, national and international levels.

The driving force behind all DIE research work and research-based services is a desire to support the development of research, practice and policy in the ALE sector. As such, research is based on the sector`s specific needs, with a strategy aim at ensuring comprehensive innovation from start to finish. This strategy entails identifying any current problems in science, policy or practice of continuing education and lifelong learning; analysing institutional, organisational or personal factors behind the problems and using that knowledge to develop pedagogic concepts or advisory services that bring about practical improvements.

The result is much more than a one-way transfer of knowledge – it is a mutual exchange of scientific information, an exchange that itself becomes a research topic when its success is analysed. The DIE has developed knowledge transfer further by translating research findings into instruments for specific target



groups. This research and development work is supplemented by permanent infrastructure services for practice and research.

WE SUPPORT NATIONAL, INTERNATIONAL AND INTERDISCIPLINARY COOPERATION

The Institute is committed to establishing links between ALE policy, practice and research at national, international and interdisciplinary levels. These links are of particular importance for the following reasons:

- Education policy in Germany is under the jurisdiction of the individual states (Länder).
- National and Länder ALE policies are increasingly superseded by decisions made at inter- and supranational levels.
- ALE`s institutional variation and heterogenous structure mean it is subject to a variety of governance practices.
- Research on ALE and lifelong learning is undertaken in many social disciplines.

The DIE is constantly extending its collaboration with European and non-European institutions and acts as the German ALE research hub. Our researchers are members of international panels, undertake international comparative research, organise workshops and guest visits, and write articles acclaimed beyond national borders.

OUR ORGANISATIONAL STRUCTURE

The DIE is a registered non-profit association with 19 institutional members from continuing education research and practice. It enjoys full autonomy from regional and federal governments in its research, practice and policy advice. The Executive Board consists of the Scientific Director, Professor Josef Schrader, and the Business Director, Bettina Pröger. In accordance with its articles of association, the DIE has a supervisory body (the Administrative Board) and a supporting body (the Advisory Board). Every seven years, an independent committee evaluates the Institute`s performance on behalf of the Leibniz Association; based on the outcome of the evaluation, government bodies decide on future funding.

The Institute`s priorities are planned medium-term based on programme budgets and are agreed upon annually with the funding authorities. Further information about the committees and bodies can be found here: https://www.die-bonn.de/institut/wir-ueber-uns/gremien_organe

The DIE`s Board of Directors and Executive Board are accompanied and advised by the Institute Conference (IKO). The academic staff can voice their opinion on Institute policy issues and have a say in the Institute`s strategy. In 2022, the IKO team held a workshop on participatory strategy development, the results of which will be incorporated into the Institute`s further strategic planning.

The DIE has cooperation agreements with several universities and will extend these in the future.

HOW WE TRANSFER KNOWLEDGE

The DIE departments work on the basis that ALE is a system of different operational levels, ranging from teaching-learning processes to educational policy frameworks, each with specific forms of action. This organisational principle ensures the Institute maintains a continuity of perspectives on ALE while remaining open toward continuous change.

The DIE`s activities are divided between research and infrastructure sectors. The research sector consists of three departments (“System and Policies”, “Organisation and Programme Planning” and “Teaching, Learning, Counselling”); the infrastructure sector is divided into two departments (“Knowledge Transfer” and “Research Infrastructures”).

The Institute`s research combines problem orientation and practical relevance with scientific soundness. The infrastructure sector provides research data, thus supporting interdisciplinary research on lifelong learning. It provides knowledge transfer through publications and internet portals that contribute to the networking between science and practice in ALE. Both DIE sectors strive to consolidate research, development and infrastructure services and cooperate closely to achieve this.

In recent years, the DIE has taken great steps to further develop application-oriented basic research and, at the same time, to improve the cooperation between science, practice and politics in adult education. This development was favoured by the successful acquisition of a “small strategic special budget” (2017). It enabled the establishment of four junior research groups and additional positions for methods consulting, knowledge transfer, and research data management. Thus, the Institute has expanded its competence in intervention and implementation research, which is conducted in close cooperation with adult education practice. An important institutional prerequisite for this is the “DIALOG Practice Network for Knowledge Transfer and Innovation”, which is coordinated by the “Knowledge Transfer” department (see p. 64). In this way, the needs of practitioners can be addressed even more quickly, in a more differentiated and communicative manner. The range and scope of information for policy-makers and practitioners will also be improved. The junior research groups deal with different topics of adult education in intervention and implementation studies. Some of the leaders of these groups have been positively evaluated by the Institute`s Scientific Advisory Board; others have received and accepted calls to professorships.

WE RECONCILE FAMILY AND WORK

The DIE is committed to a family- and life-phase-conscious personnel policy that supports employees in their efforts to achieve a work life balance. With the certification within the scope of the audit “berufundfamilie” (workandfamily), an initiative of the non-profit Hertie



The DIE`s running club at Bonn`s Company run event.



Foundation, in 2010, the Institute explicitly commits itself to the compatibility of work and family life. The audit records the status quo of the measures offered and anchors family awareness in the corporate culture with binding target agreements. Practical implementation is reviewed every three years. The “berufundfamilie” project management team develops these offerings in consultation with the Executive Board, the Works Council and the Equal Opportunities Officer. Maintaining a family-conscious organisational culture is an important concern of the Institute`s management.

The DIE is also a member of the corporate network “Success Factor Family”, in which the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, together with the leading associations of German business and the German Federation of Trade Unions, works to develop family-friendliness into a trademark of the German economy.

A company agreement on occupational integration management is intended to help maintain and promote the health of employees. In addition, the Institute has a lot to offer its employees in the areas of personnel development, working time arrangements, part-time

variants, company healthcare and family support, and opens up opportunities for mobile working. Webinars were also offered in 2021, addressing issues such as childcare and parenthood or caring for dependents. Offers such as mobile massages at the workplace could not be maintained last year due to covid; however, the yoga class during the lunch break was possible by going virtual. The pandemic, which has been going on for two years now, poses many challenges in terms of improving work life balance, not only for the employees but also for the Institute, which could have hardly been addressed without the corporate culture that is practiced.

EQUAL OPPORTUNITIES AT THE DIE

The DIE is committed to gender equality and equal opportunities. As a Leibniz Institute, it has pledged to implement the research-oriented 2008 Gender Equality Standards of the German Research Foundation (DFG) and the Leibniz 2016 Gender Equality Standards.

A Gender Equality Plan for 2021 to 2025 sets the framework for the DIE`s equal opportunities strategy. In addition to promoting work life balance, we will provide measures to ensure that equality is anchored

as a model across the Institute, especially by appointing women to leadership positions, for example within the framework of Leibniz Mentoring. The Equal Opportunities Officer`s functions are bound to rights and duties. Together with the Works Council, the Officer ensures the interests of job applicants and employees are represented and supports management in planning and implementing equality-related measures.

SUCCESS THROUGH NETWORKING – THE DIE`S ROLE IN THE LEIBNIZ ASSOCIATION

The common mission of all Leibniz Association Institutes is “theoria cum praxi” – science for the benefit and good of humanity. The 96 member institutes are measured and regularly evaluated in terms of the excellence claims of their non-university research funding. Closely accompanied by the scientific advisory committee, the DIE considers itself to be progressing well. It has already extended its cooperation with other Leibniz Institutes, particularly in the “Educational Potential” network and the interdisciplinary research network “Open Science”, The latter looks into the effects of innovative network technology on science and society, agreeing new research and development fields to expand the

› GOOD SCIENTIFIC PRACTICE AT THE DIE

OMBUDSMANSHIP

The ombudsperson is the central point of contact for scientific employees in case of disagreements and disputes around topics of good scientific practice and integrity. The ombudsperson was elected by the scientific staff of the DIE in 2021. Irit Bar-Kochva and Thomas Jung have familiarized themselves with the current documents and expectations of the trust function and networked with other ombudspersons through workshops and a face-to-face meeting of the Ombudsperson Panel for Scientific Integrity in Germany; this panel is convened by the German Research Foundation (DFG). They have identified initial work packages for implementing the DFG`s “Guideline for Good Scientific Practice” at the Institute.

use of new, participative technology. The DIE`s active role in this research alliance enables digital technology to be used to benefit the adult education field.

In the “Educational Potential” network, the DIE works with 25 renowned university and non-university educational research institutes to examine how an efficient education system can be designed that promotes lifelong education. The alliance, which has become a recognised contact for educational policy makers, is currently concerned not only with research projects, but also in policy consultation concerning the use of digital learning tools in both official and informal formats.

LERN also includes the Leibniz Competence Centre “Education in Museums”, of which the DIE has been a member since 2021. In the Competence Centre, the eight research museums of the Leibniz Association have joined forces with four educational research institutions and the Technical University of Munich with the aim of jointly advancing empirical educational research on museums. The scientists` work on questions of impact, prerequisites and conditions for successful educational formats in museums.

After the General Assembly of the Leibniz Association adopted the “Leibniz Code of Good Scientific Practice” in November 2021, which is binding for all institutions of the Leibniz Association, the DIE will adapt this guideline – taking into account the “Guideline of Good Scientific Practice in the Leibniz Association” in the 2019 version – to the specific requirements of the Institute and its disciplines, anchor it in a binding manner under labour law, and transfer it into everyday practice. For this purpose, a company agreement is being prepared, which is to be implemented from 2023. In a first step, the scientific employees have been informed about the basic guidelines of scientific integrity and good scientific practice. The measures of the information and advisory activities are documented in an internal monitoring.



The local ethics committee of the DIE (f. l.): Franziska Loreit, Andreas Martin (Vorsitzender), Annabel Jenner und Christian Bernhard-Skala (Stellv.). Missing Irit Bar-Kochva, Carmen Biel und Anne Strauch

LOCAL ETHICS COMMITTEE

The local ethics committee of the DIE advises scientists on questions of research ethics. To be able to assess the interdisciplinary work at the DIE in an appropriate and competent manner, all departments are represented in the local ethics committee.

› INTERNATIONALISATION

The Institute has successfully contributed its expertise and international relations to a new prestigious research collaboration. Under the highly competitive funding line “Horizon Europe”, the EU Framework Program for Research and Innovation, the project “Constructing Learning Outcomes in Europe – A Multi-Level Analysis of (Under-)Achievement in the Life Course” (CLEAR, <https://clear-horizon.eu/>) is supported with more than three million euros. The project examines the conditions that influence the quality of learning outcomes in different European regions and the impact of policy measures to address underachievement.

The focus is on the processes of constructing learning outcomes as a result of multiple and intersecting factors: policies, institutional arrangements, spatial and socioeconomic determinants, discursive and socio-cultural influences, and individual experiences, dispositions, and cognitive and psycho-emotional abilities. CLEAR started in October with a duration of

The committee works according to the guidelines of the German Society for Educational Science (DGfE), the German Society for Psychology (DGPs) as well as the German Research Foundation (DFG) and thus also considers the interdisciplinary work at the DIE. This offers a wide spectrum with regard to the processing of personal research data, both in terms of the methods of data collection (e.g., questionnaires, achievement tests, interviews) and the evaluation of the data (qualitative and quantitative analyses).

The work of the local ethics committee serves scientific quality assurance. By closely linking ethical and data protection aspects, it plays an important role in shaping a sustainable and transparent research process and is thus an important building block for the research work at the DIE. The DIE is only one of four non-university institutions of the Leibniz Association with its own Local Ethics Committee. Since the start of its activities in 2018, the Ethics Committee has issued 43 ethics votes.

three years. Under the coordination of the University of Münster (Chair of International and Comparative Education, Prof. Marcelo Parreira do Amaral), another eleven partners from eight European countries have joined forces: the Universities of Vienna (Austria), Urbino, Genova (both Italy), Turku (Finland), Barcelona (Spain), Porto, Lisbon (both Portugal), Thessaloniki (Greece) and Plovdiv (Bulgaria), as well as European Research Services (Germany) and Codici Cooperativa Sociale Onlus (Italy).

The cooperation with the University of British Columbia/Canada, was resumed after the covid-related break in 2022. In June, the DIE hosted a workshop at UBC in Vancouver, funded by the German Research Foundation (DFG). Alexandra Ioannidou and Andreas Martin joined Professor Tom Sork, Prof. emeritus Kjell Rubenson, Associate Professor Hongxia Shan, Associate Professor Jude Walker, Lena Ignatovic (all UBC), and Associate Professor Susanne Smythe (Simon Fraser University) to develop research options for the coming



Workshop break in Vancouver with Jude Walker, Susanne Smythe, Andreas Martin, Lena Ignatovic, Tom Sork, Kjell Rubenson, Alexandra Ioannidou, Hongxia Shan (f. l.)

years. A new collaborative project will provide a comparative analysis of the role of continuing education in the integration of migrants in the two countries.

Furthermore, the Institute participates as an associated partner in the European University Alliance for Well-Being (EUniWell), which unites ten universities and numerous associated partners from nine European regions. The alliance is led by the University of Cologne and pursues a holistic, action-oriented approach to well-being. The university alliance addresses the well-being of the individual, the community and the environment and aims at sustainable changes at the level of individuals and institutions involved as well as at societal level.

The Institute continued to expand its networking activities in 2022. The management of ESREA,

the European Research Society on Adult Learning, provides a unique opportunity for networking and research initiation and contributes to the Institute's visibility and reputation in Europe. This was again evident in the numerous conferences and network meetings of ESREA in which DIE staff participated. Hannes Schröter's assumption of the coordination of the research network "Professionalisation of Adult Teachers and Educators" in the ASEM Lifelong Learning Research Hub will expand the DIE's field of action beyond Europe and further increase the Institute's visibility. While the DIE's internationalisation agenda is developed annually in an iterative process, our strategic goals remain constant: increasing visibility and reputation in our fields of activity, improving our responsiveness to international developments, and expanding research-based services beyond Germany's borders.

► COMMUNICATING ADULT EDUCATION

The DIE's Press and Public Relations team provides public relations for the DIE as a scientific institution. It pursues the overarching goals of raising the profile of the Institute, generating resonance among the relevant

target groups, and enhancing the reputation for its research and transfer services. It conducts institutional communications for all stakeholders and provides conceptual and operational support to staff members in

their communications. The staff unit is also responsible for the DIE's uniform image in terms of corporate design and wording, as well as for internal communications.

The Public Relations department carries out its activities in accordance with the Institute's self-image and strategic goals and is guided by the DIE's mission statement, in which it played a key role in updating: "Based on research results, knowledge transfer and research infrastructures, our work is aimed at increasing the quality of continuing education and improving the education of adults." She sees herself in a mediating role between researchers on the one hand and the public on the other. The term "public" is interpreted broadly here. The addressees of the DIE are actors in science, practice and politics of adult and continuing education, citizens, journalists and funding agencies.

The DIE's Public Relations work communicates research activities and results, knowledge transfer activities and offers of the research infrastructures as well as the entire range of activities of the Institute. At the same time, it advises and supports all staff members in their communicative tasks and in the development of appropriate media communication for DIE activities and projects. The Public Relations team uses a broad portfolio of analogue and digital formats as well as events held in presence and digitally. In general, internal and external communication is targeted towards the appropriate group. The communication tasks include conceptual work and strategic communication planning as well as numerous individual measures, such as the maintenance of external communication through press work and contacts with journalists, the editing and conception of the annual report including its English edition, the "Short Annual Report," or the newsletter, which is published six times a year and reaches a steadily growing number of subscribers.

This also includes the organisation and conception of the Institute's own and external events, trade fairs, and formats for political consulting. In 2022, for example, DIE researchers were represented on podiums at the didacta education fair in Cologne and provided direct advice to members of parliament from various political parties at "Leibniz im Bundestag," a format of the Leibniz Association's policy advice.

At the heart of the communications media mix is the website. In the DIE's digital strategy, it is the central hub for access to the Institute's information and services, serving the information needs of stakeholders as well as the Institute's broadcast interests. It provides orientation and context for the DIE's diverse information offerings, which are available either on the central website, on one of the project microsites, or through one of the specialized offerings. To better meet the usage habits of stakeholders and the Institute's expanded information activities, the DIE's central website www.die-bonn.de has successively included many of the other offerings. The website is currently undergoing a comprehensive overhaul.

The Public Relations department is responsible for the content of the social media channels Twitter, Facebook, LinkedIn and Mastodon across the Institute. All content can be clearly assigned to the DIE and its projects thanks to a uniform design concept. Animated graphics (e.g., when publishing statistics) and short videos to present project content provide even more attention.

The Institute's image and official wording are shaped and updated by the Public Relations team. The basis for the corporate design is the binding design framework (style guide).

In the long term, the Public Relations team wants to increase the general interest and understanding for the field of adult education and continuing education by means of comprehensible and target group-oriented communication. In this context, communication work – as a fundamental component of the Institute's strategy – is to be anchored as a fixed element in all projects from the very beginning.



Anne Strauch (deputy head of LLB department) presented the GRETA project at the didacta education fair.

› Highlights: the DIE in 2022

IN THE “HIGHLIGHTS” SECTION, we present the highlights of the Institute`s year, outstanding scientific projects and knowledge transfer activities.

These include educational reporting, which has been one of the DIE`s defining achievements for several years, as well as its long-standing commitment to literacy and basic education, for whose professionals a new, Internet-based service was launched. The ProfilPASS for skills assessment is also a DIE classic, which attracted attention in 2022 with new, contemporary publications. And in retrospect, the DIE paid tribute to Hans Tietgens on his 100th birthday, a scientist who has had a significant impact on German adult education science. Another central topic, the professionalisation of teaching

staff, has been greatly expanded with the large-scale TAEPS study. In addition, a new meta-project, in which the DIE is involved, and which deals with questions of linguistic education in the immigrant society from the elementary level to adult education, takes up a socially important topic. In the forward-looking project CoCo on the use of AI in the world of work, the DIE is cooperating for the first time with several institutes of the Fraunhofer-Gesellschaft. And: The head of the department “System and Policies” was filled professorially in 2022.

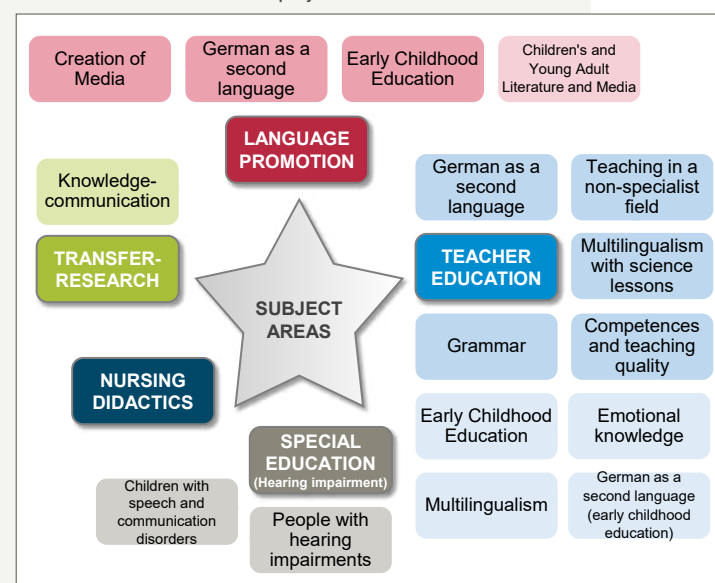
› IMPROVING LANGUAGE EDUCATION

The new meta-project “Language Education in the Immigrant Society” accompanies 21 sub-projects of the Federal Ministry of Education and Research (BMBF), which deals with research questions on language education from the elementary level to adult education. It is intended to link the projects with one another and place them in an overarching scientific and social context. In addition to providing support in communicating individual research findings by preparing them for specific target groups, various formats will also be developed and made available to promote transfer and dialogue between science, practice and educational administration. One of the goals is to generate knowledge about the conditions under which the transfer of scientific findings into practice can succeed. The meta-project is intended to make constructive suggestions for this purpose, incorporating practical experience. The participating researchers are also conducting their own studies on the handling of multilingualism as well as on transfer and its control in the field of language education.

The overarching perspective on the individual sub-projects allows for a systematic analysis of which language education concepts are effective.

www.die-bonn.de/id/41545

Overview of the Subject areas that are addressed within the framework of the funded sub-projects (own research).



› THE CONTINUING EDUCATION CADASTRE AND SURVEY LAUNCH OF THE TAEPS STUDY

What is the situation of teachers in adult and continuing education and how can their working conditions be specifically improved? Currently, we still know little about this group of employees, although they play a central role in the participation and success of learners. This starts with the question of how many teachers there are, what their employment conditions are, and what knowledge and skills they possess. This is where the study “Teachers in Adult Education – a Panel Study”, or TAEPS, comes in.

Since teaching staff in adult and continuing education can best be reached through the employing organisations, the DIE first used data-driven methods (datamining, machine learning, webscraping and webcrawling) to collect and verify a population of continuing education institutions in Germany. In total, the DIE`s continuing education cadastre now comprises almost 60,000 continuing education providers (institutions, self-employed individuals, companies and administrations) and currently offers the most comprehensive and up-to-date coverage of the continuing education landscape in Germany (cf. Schrader & Martin 2021,

<https://doi.org/10.1007/s40955-021-00198-z>

The first wave of the survey of teachers, which started in the autumn of 2022, will continue until spring 2023. The telephone survey (CATI) includes questions on sociodemographics, professional experience, personal continuing education activities, and employment relationships, among others. To learn more about what beliefs teachers have about teaching and learning and what professional competencies they bring to continuing education, an online survey (CAWI) will also capture pedagogical-psychological knowledge and digital competencies. How can the competencies and professionalism of teachers be specifically promoted so that they are and remain able to successfully shape changing teaching-learning processes?

The combination of different survey types, a standardized panel survey with teachers and its linkage with intervention studies is a special feature of the TAEPS study. Answering the question about the possibilities and conditions for success in promoting professional competencies is of particular importance. It provides a robust basis for recruitment and qualification decisions in education policy and in continuing education practice. In this way, effective continuing education can be promoted in the long term with better framework conditions for employees.



› THE DIE IN EDUCATION REPORTING

Education reporting provides policy makers, administrators and educational practitioners with scientific knowledge to generate transparency about structures and processes in the education system and to assess its performance. At DIE, in addition to the Executive Board, the departments “System and Policies” and “Research Infrastructures” are particularly committed to the associated tasks. Their staff compile educational reports, develop and collect (new) data, advise actors in politics, administration and practice, and support research on continuing education.

The national education report, in which the DIE has been involved since 2018, attracts particular political and public attention. The current edition was published in June 2022 and focuses on developments in the education system in the context of the covid pandemic. Special attention was also paid to the situation of staff in the field of education in the various (education) sectors, as well as employment conditions, staffing needs and training activities.

The DIE Trend Analysis and the German Continuing Education Atlas are designed and maintained by the DIE. The DIE Trend Analysis systematizes data from education reporting and research on all sub-areas and fields of action of the continuing education system at regular intervals.

The Continuing Education Atlas provides deeply regionalized key figures on continuing education offerings and participation at the level of districts and independent cities as well as regional planning regions. Both formats were published in a new edition at the end of 2021. With the wbmonitor, for which the BIBB is responsible, and the vhs statistics, the DIE also presents provider statistics that are published annually. In the coming years, the DIE will also provide recurring basic knowledge on continuing education personnel based on the TAEPS study, in particular on the qualifications, competencies and working conditions of teaching staff in the entire field of adult and continuing education.



Bildung in Deutschland: www.bildungsbericht.de
 DIE-Trendanalyse: www.die-bonn.de/id/41438
 wbmonitor: www.bibb.de/wbmonitor
 TAEPS: www.taeps.de
 Deutscher Weiterbildungsatlas: www.die-bonn.de/id/41462

› PROFILPASS: THE ESTABLISHED TOOL FOR MAKING COMPETENCIES VISIBLE HAS CONTINUED TO GROW – AND IS NOW AVAILABLE IN TWELVE LANGUAGES.

The ProfilPASS has been an established tool for assessing competencies for 16 years. It enables people to systematically identify their own competencies and make them visible. Family, leisure time and voluntary work are just as important as a professional career. The classics “ProfilPASS for adults” and “ProfilPASS for young people”, which were developed in 2006, have been expanded to include variants that address specific target groups. The team of the ProfilPASS service centre reacted to social change and developed the “ProfilPASS in simple language” for new immigrants, which was also translated into Ukrainian in May 2022. Also new is the ProfilPASS for people in transition to retirement, which emerged from an Erasmus+ project. This new variant encour-

ProfilPASS

ages people to look at their own competencies and thus supports post-professional (further) development and (re)orientation. All ProfilPASSes are available as Open Educational Resources (OER).

The ProfilPASS portfolio is now very diverse and offers custom-fit tools for educational guidance and shaping individual biographies. To be able to clearly present the core of the ProfilPASS idea to the outside world – despite numerous passport variants – a comprehensive style guide was developed this year as a graphic framework for all ProfilPASS products.

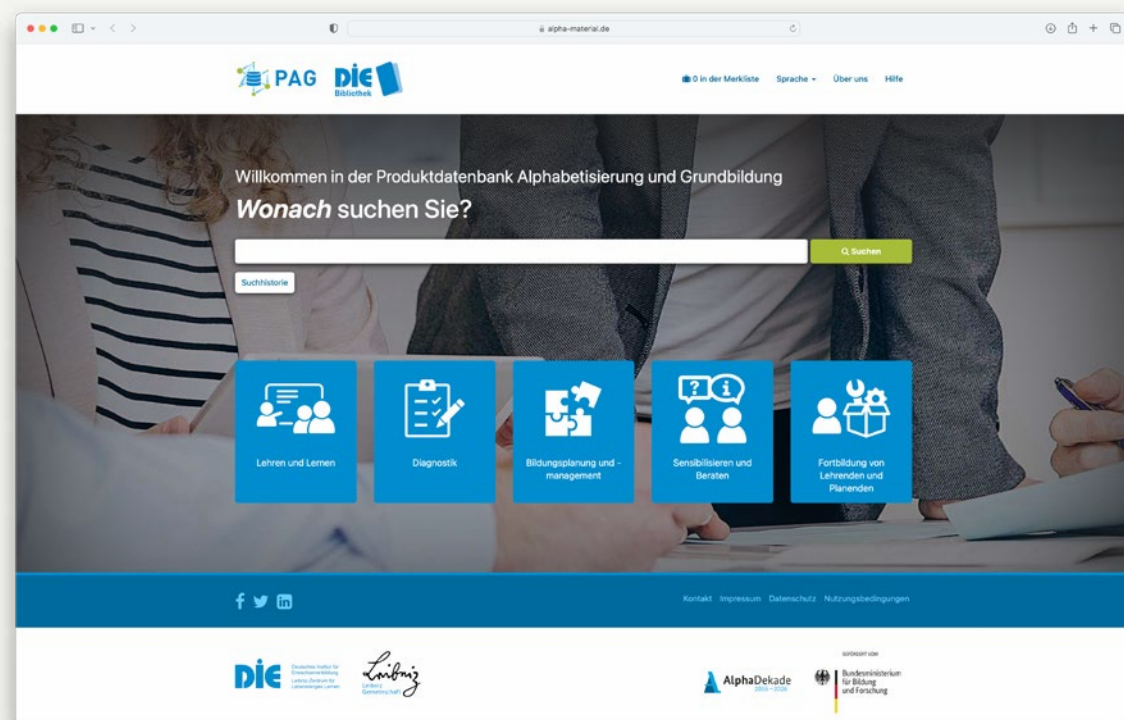
› COCO – CONNECT & COLLECT – KI-SUPPORTED CLOUD FOR INTERDISCIPLINARY NETWORKED RESEARCH AND INNOVATION FOR FUTURE WORK

CoCo accompanies innovation networks of business, science, social partners and transfer actors that jointly develop Artificial Intelligence for and implement it in the world of work. As a meta-project, CoCo raises the question of how to use AI to effectively support research and innovation in science, business, social and transfer partner networking.

Continuing education plays a dual role in the project: On the one hand, the implementation of technological innovations makes the topic of in-company continuing education and its coordination in innovation networks relevant. The project thus deals with the question of how continuing education organisations interact with their organisational environments – a question that is central to the DIE department “Organisation and Program Planning”. On the other hand, the interdisciplinary networking of the actors is accompanied by questions of the pedagogical design of processes

of knowledge transfer and knowledge acquisition. In the meta-project, the DIE first examines the coordination of continuing education in innovation networks. The central product of the overall project is an AI-based cloud for labour research that bundles the results of the regional competence centres and transfers knowledge to the nationwide expert community from practice, politics and science. The cloud is being developed jointly by five institutions of the Leibniz and Fraunhofer Associations: the Fraunhofer Institute for Industrial Engineering IAO (Stuttgart), the Fraunhofer Institute for Factory Operation and Automation IFF (Magdeburg), the Fraunhofer Centre for International Management and Knowledge Economy IMW (Leipzig), the Leibniz Information Centre for Economics ZBW (Kiel) and the DIE. CoCo provides the scientific accompanying research for the funding line “Future of Work. Regional Competence Centres of Labour Research” of the Federal Ministry of Education and Research (BMBF).

› WWW.ALPHA-MATERIAL.DE IS ONLINE



On World Literacy Day in September 2022, the Literacy and Basic Education Product Database (PAG) was officially launched. It thus succeeds the AlphaDekade predecessor, which was shut down in 2017.

The project was initiated to make publicly funded literacy and basic education materials available on the Internet in a user-friendly way. The goal is to make as many educational resources as possible available as full versions for free re-use. The word “educational resources” in this context is deliberately defined in an open-ended way to include not only materials for use in the classroom, but also materials for designing events, for strategic educational planning, for advising stakeholders, and for reaching out to stakeholders. Accordingly, five main categories were defined: “Teaching and Learning,” “Diagnostics,” “Educational Planning and Management,” “Raising Awareness and Advising,” and “In-service Training for Teachers and Planners.”

In total, more than 800 materials have been listed and indexed. Among them are about 300 materials (documents, multimedia, apps) that are freely accessible. They can be found in a discovery system. In addition, the search results can be refined using filter criteria. Interfaces to the KANSAS search engine provide teachers in literacy and basic education courses with additional research options.

The PAG project will be expanded in 2023 to include modules for advising and supporting AlphaDekade projects. Since not all educational materials documented in the PAG are licensed as Open Educational Resources, clarification of usage rights is required. In the first half of the year, stakeholders should be enabled to clear up existing uncertainties about legal issues regarding the publication of educational resources – in this way, the PAG’s pool of openly available educational materials can be expanded.

› HEAD OF DEPARTMENT AND COOPERATING PROFESSOR: ANDREAS MARTIN HEADS “SYSTEM AND POLICIES”

On June 1, 2022, Prof. Dr. Andreas Martin took over as head of the department “System and Policies”, which he had already headed on an acting basis. The DIE’s Board of Directors had unanimously welcomed the appointment. Martin already accepted the call of the FernUniversität Hagen for the professorship “Educational Science with special consideration of the system of continuing education and its addressees” as of March 1, 2022. The professorship is located at the Institute for Educational Science and Media Research (IfBM) at the Faculty of Cultural and Social Sciences and was advertised by the FernUniversität as a cooperative professorship. Cooperative research projects focus on the structures of continuing education (national and international) and on the political control of continuing education.

Andreas Martin, born in 1975, studied sociology at Chemnitz University of Technology and was a research assistant at the Chair of Economic and Industrial Sociology at Brandenburg University of Technology Cottbus-Senftenberg from 2008 to 2012. He joined the DIE in 2012 as a research associate in the department “System and Policies” and received his PhD in 2018 from Jacobs University Bremen on the topic of “Educational Policy Control Potentials in the Field of Continuing Education.” In the same year, he took over the leadership of the DIE junior research group “Effects and Returns of Educational Policy Interventions in the Field of Continuing Education”.

His empirical research in the field of continuing education focuses on regional disparities (German



Continuing Education Atlas), the effects of the working, living and employment conditions of continuing education staff on their professionalism (panel study TAEPS, wb-personalmonitor) as well as provider structures and their influence on continuing education behavior (wbmonitor).

Particularly in view of the cooperation with the FernUniversität in Hagen, research focuses are also being established in the area of academic continuing education and on the effects of continuing education on the acculturation strategies of migrants.

> THE ONE HUNDRETH BIRTHDAY OF HANS TIETGENS

Hans Tietgens would have turned one hundred years old in 2022. He is considered one of the most influential voices in the history of adult education. As a scientist as well as the director of the “Pedagogical Office of the German Adult Education Association”, which he headed for more than 30 years, he had a decisive influence on the history of German adult education science. He designed the PAS as a “bridge between practice and science”.



On the occasion of Hans Tietgens` milestone birthday, two book publications appeared. The anthology “Wissenschaft für die Praxis” (Science for Practice), edited by Josef Schrader, is dedicated to the genesis and reception of Hans Tietgens` scientific work from a history of science perspective and also sheds light on his commitment as director of the PAS for adult education practice. The emphasis lies on determining the adult education research domains in which his works have maintained relevance till date. Bibliometric data, which were analysed especially for this anthology and available as scientific use files, contribute to this. The results of the bibliometric analyses confirm Tietgens` outstanding position with regard to the number and thematic breadth of

his publications as well as their continuing perception in the scientific discipline and in educational practice.

The DIE contributed financially to the anthology “Objectifying - Interpreting - Counteracting”, edited by Paul Ciupke and Norbert Reichling, which is dedicated to Hans Tietgens` work in and for political adult education. In it, renowned authors pay tribute to Tietgens as a pioneer of political adult education in Germany. Parallels to various neighboring disciplines become clear: school pedagogy, cultural policy, and the development of political culture.

LOOKING AHEAD: Learning to teach better

GUEST CONTRIBUTION

TO FURTHER PROFESSIONALIZE TEACHERS IN CONTINUING EDUCATION, the DIE has developed and implemented numerous research projects and offerings. Freelance [journalist Christiane Bertelsmann](#) has taken a close look and provides an overview of GRETA, TAEPS, wb-web and Co.



If only as much were known about teachers in adult education as about teachers in general education schools – then it would be so much easier to develop tailored training programmes. Because there is a need. And there are a lot of people working in this sector, probably even more than in the general education sector. Quite a lot is known about the teachers there: in the 2021/22 school year, 799,314 people taught at general education schools in Germany, according to Statista. “We can say even more about them – what subjects they teach, whether full-time or part-time, how old they are, what degrees they have,” says Josef Schrader, scientific director of the DIE, “but as far as teachers in adult

education are concerned, we don` t have comparably reliable figures.” The research assumes 500,000 to 600,000 people – probably even a million, estimates educationalist Schrader. In other words, about a million people earn their money as lecturers, trainers, coaches or course leaders in adult education – or work on a voluntary basis. Even that is unknown. What is known, however, is that a large proportion of those who teach in adult education have no or only rudimentary pedagogical training. The DIE wants to change that. “Our central question is: How can we permanently create and retain a well-qualified proportion of teachers in continuing education?” says Schrader.

NEED FOR FURTHER TRAINING ESPECIALLY IN DIGITAL TEACHING

This is made clear in the DIE`s contribution to the National Education Report 2022 (“Education in Germany 2022,” www.bildungsbericht.de). The publication, which is designed as a monitoring report, appears every two years on behalf of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany and the Federal Ministry of Education and Research, and provides information on developments in all areas of education – from early childhood education to continuing education for adults – and is one of the most important elements of education reporting in Germany. The first national education report in 2006 was prompted by the sobering findings in the international comparative school performance studies and the resulting desire of policy-makers to be regularly informed about the structures and processes of education in Germany. To this end, researchers from the DIE contribute data from educational reporting as well as research findings on adult education, including providers, offerings and participation, but also on the further training of pedagogical staff. “As a result of the pandemic years, we have been able to identify two key challenges for teaching staff: First, teachers had to adapt to digital formats because of cancelled face-to-face sessions during the Covid lockdowns, for which many were initially not qualified for all. On the other hand, freelance or part-time teachers in particular, as well as volunteer teachers, lost their jobs during the lockdown,” Schrader summarizes. Above all, the question of how to use digital media makes it clear that there is an urgent need for further training.

The Handelsblatt study “A Qualification Strategy for the Digital World of Work”, (https://research.handelsblatt.com/assets/uploads/hri_eBook_Qualifizierung_Arbeitswelt.pdf), conducted in cooperation with the DIE, goes one step further: “For continuing education to become the established fourth pillar of the education sector, it must be given a similar importance as initial education,” the study states. Continuing education does not play as big a role in the public consciousness or in the political focus as early childhood, school, vocational or academic education does, it continues. “This must change and be accompanied by an upgrading of the profession,” Josef Schrader also demands.

ASKED



Lars Kilian,
Editorial Director of wb-web

Mr. Kilian, what is wb-web and who uses it?

wb-web is an information and networking portal launched by the DIE. It is a free service developed for teachers in adult education. You will find blog posts, infographics, news, checklists, book presentations, podcasts and much more on adult education topics.

And then there is the learning offer

EULE – what is it all about?

EULE and wb-web come from the same cradle. From the very beginning, EULE was conceived as a self-learning tool. The EULE learning area, which has since been integrated into the wb-web portal, offers more than 30 learning paths on pedagogical topics to deepen the corresponding competencies.

What is clicked on most often?

A real perennial favourite is the topic of “Formulating learning objectives,” a very concrete didactic topic. And in the covid pandemic, digital topics have really exploded. For example, an article on “Teaching with Skype” – that was already a few years old, but still relevant. But we expanded our range of topics in connection with the pandemic and the increased demand for topics related to the digitization of teaching and learning – and continue to do so today.

What do you see as the added value of wb-web?

The big advantage is that as an online portal, we can react very quickly to current developments. We did this during the pandemic, for example, and tested and presented many new tools for designing net-based teaching. Even niche topics that are otherwise little communicated in the media can also find a place on wb-web.

WHAT DOES THE TARGET GROUP NEED IN TERMS OF TRAINING OPPORTUNITIES?

Logically, in order to be able to change something, you first need to know who you are dealing with. This is where, for example, the DIE research project COLD (Competencies of school teachers and adult educators in teaching German as a second language in linguistically diverse classrooms), which runs until June 2023, comes in, investigating the professional competencies that teachers of German as a second language possess – particularly important for an immigrant country like Germany.

“What we know for sure is that the continuing education sector is very heterogeneous,” says Hadjar Ghadiri-Mohajerzad, “this is already evident in the job description of people who are in adult education. Lecturers, coaches, teachers, trainers – there`s no single term.” Hadjar Ghadiri-Mohajerzad is a sociologist and, as a doctoral candidate at the DIE, is jointly responsible for the TAEPS research project. The acronym (TAEPS – Teachers in Adult Education – a Panel Study) stands for a panel study, i.e., a longitudinal study in which the situation of teaching staff in adult education is recorded in terms of sociodemographic characteristics such as age, education, pay, but also in terms of their pedagogical knowledge and competence of digital media. The first phase of data collection started in summer 2022 in cooperation with the Leibniz Institute for Educational Progress (LifBi) in Bamberg; the social research

institute infas is conducting the survey. “We want to reach a few thousand teachers and survey them in three waves,” Ghadiri-Mohajerzad explains. The goal of the study, she says, is to learn more about working conditions, strengths and competencies of teaching staff, and to find out what support is needed for qualified continuing education. Or, to put it briefly: What does the language instructor, the IT trainer, the yoga teacher, the nutritionist or the coach need in order to be able to teach better? What role do didactic competencies play in the use of digital media? What knowledge and skills are already available, and what can and must be improved?

SELF-LEARNING OFFERS ARE PARTICULARLY IN DEMAND

Several years ago, the DIE already developed corresponding information and training offers, but also the continuing education portal wb-web. “Before developing wb-web, we launched a survey of more than 1,000 teachers in adult education and asked them: How can we support you? What is needed?” explains wb-web editorial director Lars Kilian. “The results of the survey showed: the teachers wanted a net-based, free self-learning offer.” Meanwhile, wb-web has been combined with the EULE learning area. EULE (the acronym stands for: Development of a web-based learning environment for continuing education, competence acquisition and professionalisation of teachers in adult education) is a self-learning offer. Currently, EULE offers more than 30 learning paths on specific topics, such as “Teaching and



Learning with Digital Media” or “Dealing with Disruptions and Conflicts”, “In my opinion, self-learning offerings are the ideal path, especially for people working in adult continuing education – because such offerings can be better integrated into individual work phases,” says Lars Kilian. “Learning is and remains a time-consuming process. And if you can manage your time freely – all the better.”

DIE DEVELOPS CONTINUING EDUCATION COURSES WITH KI TECHNOLOGY

Even more tailored to teachers is the DIE project KUPPEL, whose goal is the AI-supported cross-platform professionalisation of adult education teachers. “KUPPEL is intended to create an interface between the vhs.cloud of the German Adult Education Association and EULE of the DIE and to enable the promotion and certification of digital competencies among teaching staff. In the future, other platforms should be able to connect,” says Carmen Biel, KUPPEL project manager at the DIE. The AI technologies used here generate the next meaningful learning sequences, which in turn can consist of learning steps on the vhs.cloud or the EULE learning area.

Further training opportunities are of course an important instrument for professionalising teachers. But how can teachers in adult education develop an awareness of where their competencies lie and where there might still be a need for further training? And more importantly, especially for self-employed people who need to acquire and promote themselves: transparent evidence that helps outsiders recognise that their trainer or coach is not only familiar with the teaching content, but also with communicating it.

This is where the recognition procedure GRETA – kompetent handeln in Training, Kurs und Seminar (Acting Competently in Training, Courses and Seminars) – developed by the DIE and seven other umbrella organisations for adult and continuing education helps. The name GRETA stands for “Basic principles for the development of a cross-organisational recognition procedure for competencies of teachers in adult and continuing education”, The GRETA recognition procedure is intended to help teachers have their competencies

› ASKED



Anne Strauch, project manager for the GRETA recognition procedure

Mrs. Strauch, what characterizes teachers in adult education?

We are dealing with a very heterogeneous group in terms of their pedagogical training. One third has a relevant pedagogical degree, another third has a degree in a non-educational subject, and one third is not academically qualified. They have acquired their pedagogical skills through informal means, with varying degrees of intensity.

How can these teachers benefit from GRETA?

We see GRETA as an important opportunity for reflection. The GRETA-PortfolioPlus highlights one`s own competencies and shows possibilities for development.

After all, the funding expires at the beginning of 2023. How can it continue?

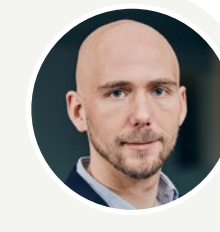
We will develop a web store in which we will have three different comprehensive packages ready for competence recognition with the PortfolioPlus. This will cost something, but the prices are comparatively affordable. The cheapest model is under 200 euros.

recognized and be able to develop them in a targeted manner. For example, with PortfolioPlus, there is an online tool that helps teachers learn more about and document the pedagogical competencies they have often acquired through self-study, continuing education, or learning by doing. Specially trained evaluators issue a GRETA assessment at the end of the process. After an eight-year funding phase, the project will come to an end at the end of 2022 and is to be transferred to continuous operation – subject to payment. Up to now, the procedure has been free of charge for the participants.

GRETA RECOGNITION PROCESS ENABLES SELF-REFLECTION AND SERVES AS A BALANCE SHEET

About 600 teachers have now completed the GRETA recognition process. One of them is Wiebke Wetzel. Wetzel, who holds a doctorate in biology, had started her own business as a trainer for customer service in the B2B sector and as a trainer in continuing education after several years as a university lecturer. “I acquired pedagogical knowledge autodidactically. But what I was missing was something like a balancing opportunity,” she says. By chance, she came across the GRETA recognition process. Fantastic, that fills exactly the gap for me, was her reaction. Working through the questions in the online GRETA questionnaire, took Wiebke Wetzel, however, quite a bit of time: “It was rather time-consuming. I had to invest at least ten hours to be able to answer more than 70 questions satisfactorily at the time.” Ten hours, but in retrospect they were worth it. “I got a lot out of it, I learned a lot and reflected a lot,” is Wetzel`s conclusion. She did very well – and proudly presents her GRETA certificate on her website. Wiebke Wetzel has since become a GRETA evaluator herself. As such, she recommends further training in the feedback meetings – often that of the DIE, such as certain EULE learning paths. “The pedagogical professionalisation of people in adult education is a matter close to my heart,” says Wetzel, “from my own experience I know how much security this can give.”

› ASKED



Moritz Sahlender, research associate in the COLD research project

Mr. Sahlender, what exactly is the COLD research project about?

We are investigating the professional competencies of teachers in preparatory classes and integration courses teaching German as a second language. A central question here is the extent to which teachers adapt their oral language use to the individual learner`s German skills. In addition, we observe non-verbal communication, for example, and evaluate it accordingly.

Why did you choose teachers of German as a second language for this purpose?

Germany is a country of immigration. A common language serves as the key to participation. Language support should challenge, but not overtax. We want to investigate how this can be achieved, especially in heterogeneous learning groups. If language teaching and language acquisition succeed, that helps us all.

You have filmed numerous lessons – what will happen with the video material once you have finished?

The video material helps us to better understand what works well in language teaching and what doesn`t. Once we have processed the results, the data will be made available to other interested researchers – in compliance with data protection regulations, of course.

› CHRISTIANE BERTELSMANN

is a freelance journalist, editor and PR specialist:

www.christiane-bertelsmann.de

Educational research and innovative concepts for practice

THE DIE IS ONE OF THE INSTITUTES in the Leibniz Association that conducts both research and provides infrastructure services. Linking the two – and developing innovative concepts with those involved on the practical side – requires close cross departmental cooperation to coordinate research and development and to transfer research results.

The DIE`s decision to orientate its research and infrastructure work to individual and collective stakeholders on three levels of the adult- and continuing education sector is decisive for the Institute`s departmental structure. These levels are:

- The macro level: the focus is on continuing education systems and their structure, development and management by national and international players from political and civil sectors and increasingly from an international perspective.
- The meso level: adult- and continuing education organisations, the management of educational services and the development of needs-oriented programmes are taken into account.
- The micro level: it looks at learning and consultation processes, as well as the actions of those involved, particularly in terms of the skills, diagnosis, promotion and recognition of teaching staff.

As such, the actions and decisions of those involved in continuing education are not only the focus of research, but they are also the recipients of the Institute`s knowledge transfer process and infrastructure services. These include, in particular, national and international representatives from the fields of

politics, administration, professional and sponsoring associations, management and planning personnel in continuing education institutions, course leaders, trainers and consultants and, not least, the students themselves.

Adult education and its requirements, formats and consequences are at the core of the DIE`s research and it is from this perspective that the Institute analyses all aspects of continuing education, from social and cognitive to motivational requirements. Particular attention is paid to the pedagogical and institutional support that adult learners receive from teaching staff, programme planners and managers of continuing education institutes. The ways in which adults learn are considered in terms of their impact on education and skills development, social integration, or professional career development.

One of the DIE`s key fields of work is research into continuing education systems and the organisations involved with its heterogenous institutional structures.

Furthermore, the evolving levels of demand for continuing education, as well as changing financial, political



and legal conditions, lead providers and organisations of adult and continuing education into a constant state of fluctuation.

For example, one of the key challenges faced by adult education institutions is the design of professional programmes and course portfolios that meet participants` expectations, foster personal development and improve conditions for social integration. As these needs change, institutions find themselves faced with the challenge of having to adapt the strategies behind their training programmes.

This is where research on teaching and learning processes as well as the analysis of their effects within and outside the educational environment come in. The DIE`s research and development work is based on the assumption that the professional development of teaching staff is a key means of enhancing the quality of teaching and learning processes.

Thanks to its series of books and magazines, the “Knowledge Transfer” department encourages lively expert discourse, with an increasing reliance on digital media. The department has developed an open access policy and offers a growing amount of information as open educational resources (OER).

The “Research Infrastructures” department has developed the DIE`s library into a research library, aiming to make data from educational reports better accessible for internal and external use in future research. Furthermore, the department has established a

research data management system to document and protect data from the DIE research projects.

In order to keep its finger on the pulse in the dynamic field of adult and continuing education, the DIE regularly invites internal and external scholars to give lectures in “DIE Seminars” in which current topics and research results are presented. The specialized lectures have a thematic, methodological or even international-comparative focus and also serve to further develop the Institute`s research questions and strategies and to initiate cooperation opportunities.

In 2022, however, the DIE seminars were also used for internal preparation for the evaluation, so that not as many external scientists were invited as usual. Inspiring papers were presented by Tim Stanik, Professor at the University of the Federal Employment Agency (“Guidance in Education, Career, and Employment – Current Practice Challenges and Opportunities for Their Design-Oriented Research”), Daphne Greenbert, Director of the Adult Literacy Research Centre, Georgia State University (“Adult learners of foundational academic skills: What do we need to consider?”), Stephan Thomsen, Professor of Economic Policy at Leibniz Universität Hannover (“Analyzing the Importance of Adult Education: Evaluating the Economic Effects of Adult Education Provision in East Germany after Reunification – Report from a DFG Project”), and Olaf Kramer, Professor of Rhetoric and Knowledge Communication at Eberhard Karls Universität Tübingen (“From Information Transfer to Participation. Science Communication Today.”)



› System and Policies

HOW IS THE EDUCATION SYSTEM STRUCTURED? Which actors are active there, how do they work together, and what structures are created as a result? How do the well-known inequalities in participation in continuing education come about? What effect does continuing education have on participants and on society as a whole? These and other questions are investigated by the department "System and Policies" (SuP).

› IN FOCUS – INTEGRATED REPORTING ON CONTINUING EDUCATION – BUILDING A SYSTEMATIC REPORTING SYSTEM FOR CONTINUING VOCATIONAL TRAINING

In summer 2020, the DIE began cooperating with the Federal Institute for Vocational Education and Training (BIBB) on a project to create a new reporting system for vocational training. The project, entitled: "Integrated continuing education reporting – development of a systematic approach to vocational training reporting" is funded by the Federal Ministry of Education and Research (BMBF).

Although there are regular reports on the (vocational) continuing education infrastructure in Germany, there is rarely consistency in the conceptual basis or data sources. This, and the varying emphases of the reports, makes it difficult to draw comparisons or collaborate results. The project takes an integrative approach to developing the

reporting system, using an integrated vocational training framework to combine relevant data and results from existing but unrelated reports and thus identify information gaps, interfaces and development needs.

New topics, such as the Corona pandemic, digitalisation and structural changes in the job market will also be included in the project, which will draw on the help from experts to target reporting to the specific information needs of the political, practical and research sectors. The department's long established expertise in reporting and data collection, through its involvement in the "Adult Education Survey", the National Education Report and "wbmonitor", will come to the fore in the project.

› Organisation and Programme Planning

THE DEPARTMENT "ORGANISATION AND PROGRAMME PLANNING" (OuP) investigates the level of continuing education institutions and their programmes. It examines the professional actions of the directors of the institutions, the full-time planning staff, their cooperation with teachers, and the coordination and agreement processes in and between continuing education institutions and their environments.

› IN FOCUS – JUNIOR GROUP ON "ATTRACTING PARTICIPANTS IN ADULT AND CONTINUING EDUCATION"

In adult and continuing education, the recruitment of participants for educational offers is one of the central challenges of continuing education practice and represents a classic task of the staff. In January 2023, a new junior research group will start on the topic of "Participant recruitment in adult and continuing education as a coordination task of different actors in a multi-level system", The habilitation project of Ewelina Mania with the associated dissertations thus connects to the main work areas of the department "Organisation and Programme Planning", Using qualitative and quantitative methods, the project investigates the coordination of actors within continuing education organisations as well as between continuing education organisations and their organisational environment. One focus is on the analysis of the

conditions for success and the effects of socio-spatial strategies in literacy and basic education.



Ewelina Mania will lead the new junior research in the department "Organisation and Programme Planning".



› Teaching, Learning, Counselling

THE DEPARTMENT “TEACHING, LEARNING, COUNSELING” (LLB) investigates the conditions for successful teaching, learning and counselling processes. The professionalisation of continuing education has played a central role in the department’s work for many years. Special attention is paid to the recording, analysis, promotion and recognition of the professional competencies of teachers, the learning requirements and needs of learners, and the evidence-based design of teaching-learning processes. Current thematic emphases are the linguistic (basic) education of adults as well as digital media for the effective support of teachers and learners.

› IN FOCUS – TALKING HEADS IN LEARNING VIDEOS – WHAT INFLUENCE DOES A VISIBLE TEACHER HAVE?

Learning videos have been growing in popularity, and not just since the covid pandemic. Especially in informal learning contexts, it is crucial to understand which learning videos adults prefer and with which videos they learn successfully. In the context of her doctoral project, Christina Sondermann uses online and laboratory experiments to investigate whether it makes sense to insert the speaking teacher as a so-called “talking head” next to the actual learning content of the video.

In one of the studies, the talking head had a negative effect on learning, while the learners subjectively rated their learning success and satisfaction higher when a talking head was shown. Thus, the decision to include talking heads in learning videos may involve a trade-off between potential distraction and the popularity of the video. Preliminary results were published in *Computers & Education*.

› Knowledge Transfer

THE EXCHANGE OF KNOWLEDGE AND EXPERIENCE in the triangle of practice, politics and research has always been an important part of the Institute’s work. In its infrastructures for knowledge transfer, the DIE takes on the tasks of facilitating access to research results, preparing them in a way that is appropriate for the target group, and supporting the professionalisation of the field of action. From practical experience, but also from empirical research, it is known how difficult successful transfer is and that the more research and practice work together in a co-constructive way, the more it succeeds. For this reason, the DIE approaches its transfer in a multidirectional way and operates exchange forums in which perspectives from practice and politics play a central role.

› IN FOCUS – TRAINSPOT – DIGITAL INFRASTRUCTURE FOR TEACHER TRAINING

As a digital infrastructure, TrainSpot is part of the Digital Education Space (National Education Platform) initiated by the Ministry of Education and focuses on the target group of teachers. The project aims to contribute to the professional development of teaching staff at the federal level. To this end, training opportunities for teachers are to be bundled and thus made more easily accessible. TrainSpot will form the core of a network that brings together providers of train-the-trainer courses under the umbrella of the National Education Platform.

The GRETA competence model, which has been integrated into the TrainSpot infrastructure, will serve as the basis both for the learning offerings of the various providers and for the validation and documentation of teaching competencies. This makes it possible to create individual competency assessments that make visible which pedagogical competencies could be further

developed. For this purpose, adaptive learning opportunities are suggested and the competence balance, which can be stored in the personal data wallet, is updated based on suitable tests.



In October 2022, the collaborative partners met at the DIE for the start of the implementation phase.



Fostering young talent

WHETHER APPRENTICES, PHD RESEARCHERS OR POST-DOCS – the DIE not only conducts research for further education but also offers training and further education itself, with a vision towards present and future challenges.

› STUDENTS

The DIE currently offers young people career prospects through two possible apprenticeship training paths: training as an office management assistant or training

as a specialist in media and information services. The DIE apprenticeship training aims at developing and promoting the trainees' professional competences.

› EARLY CAREER RESEARCHERS

In addition to extensive supervision services by department and junior research group heads, the structured doctoral training (SDA) includes a course offering with advanced training in qualitative and quantitative research methods. The training program also deliberately addresses research methodological trends, e.g., in the areas of data science, mixed methods, or causal inference. In addition, other skills relevant to the workplace are taught, such as recommendations for scientific writing and tips and tricks for dealing with peer review procedures or the acquisition of third-party funding. The offer is also supplemented by cooperations with relevant partner institutions of the DIE. This will also strengthen the offer of methodological advice, as external experts can be involved for selected questions.

In addition to the course offerings, there is a regular internal colloquium where PhD students present their work at least twice and receive feedback from other PhD students. PostDocs and other more experienced staff are also invited to participate in the colloquia. The SDA is evaluated on a regular basis in order to adapt the training courses, the supervision cycles and the institutional support to the concrete needs on this basis.

Junior research groups are another core element of junior researcher support at DIE. Doctoral students assume responsibility as junior research group leaders and expand their research profile. This year, two additional junior research groups were filled, which will begin their work in 2023; thus, there are currently four active junior research groups at the DIE.

› METHOD CONSULTING INTERFACE

The institutionalized responsibility and organisational integration of doctoral training at the DIE lies with the staff unit Method Consulting. It coordinates the training program and also offers a research methodological consulting service. An open consultation hour is available

for this purpose where all methodological questions can be clarified. The questions dealt with range from very basic aspects of research design and method selection to concrete questions that arise, for example, in the context of publishing an essay in peer-reviewed journals.

› Research Infrastructures

THE DEPARTMENT OF RESEARCH INFRASTRUCTURES (FIN) provides a wide range of services and infrastructures for adult education and related disciplines. The guiding question here is: "How do we improve information and data services for research and practice in adult education?" In doing so, the staff is guided by the criteria of service-oriented and science-led infrastructure development that works openly and transparently in the spirit of the open science movement.

› IN FOCUS – RESEARCH DATA FOR EDUCATION RESEARCH

An essential component of good scientific practice is data management. At the same time, its adequate implementation is a major challenge, despite a variety of templates for conventional data management plans. To remedy this situation, the DIE library, together with twelve institutions involved in empirical educational research, has developed a Standardized Data Management Plan for Educational Research (Stamp). The primary goal of the Stamp is to standardise and facilitate the generation of research data in educational research according to FAIR Data principles.

It provides centralised, curated, and intuitive access to all topics related to research data management. This results in benefits for the target group researchers, research community, research funders as well as trusted data archives and repositories.

From 2023, the Stamp will be used as an offline or online tool as part of institutional research data management at DIE, with a research data manager advising and supporting researchers throughout the project lifecycle.



Projects at the DIE

THIRD PARTY FUNDED PROJECTS are essential for the DIE in dealing with current and lasting issues in the field of lifelong learning. They enhance internally-funded research and development work, enabling current developments in politics and practice to be taken into account and paving the way for innovation.

The DIE's third-party funding comes from the BMBF, the European Union, the OECD, the DFG and from competitive research calls from the Leibniz Association. Third party funded projects are strategically planned and involve all departments, often in cross-departmental collaboration. The DIE also cooperates with numerous external partners: CET providers, professional and umbrella associations, partner universities, educational research institutes within the Leibniz Association and international partners.

Depending on the question and topic, the DIE carries out descriptive and hypothesis-generating work; tests hypotheses and performs correlation and causal analyses based on (quasi) experiments or longitudinal surveys. It also conducts intervention and evaluation studies. Qualitative and quantitative evaluation and survey procedures

are used, and, where appropriate, linked to mixed-methods approaches.

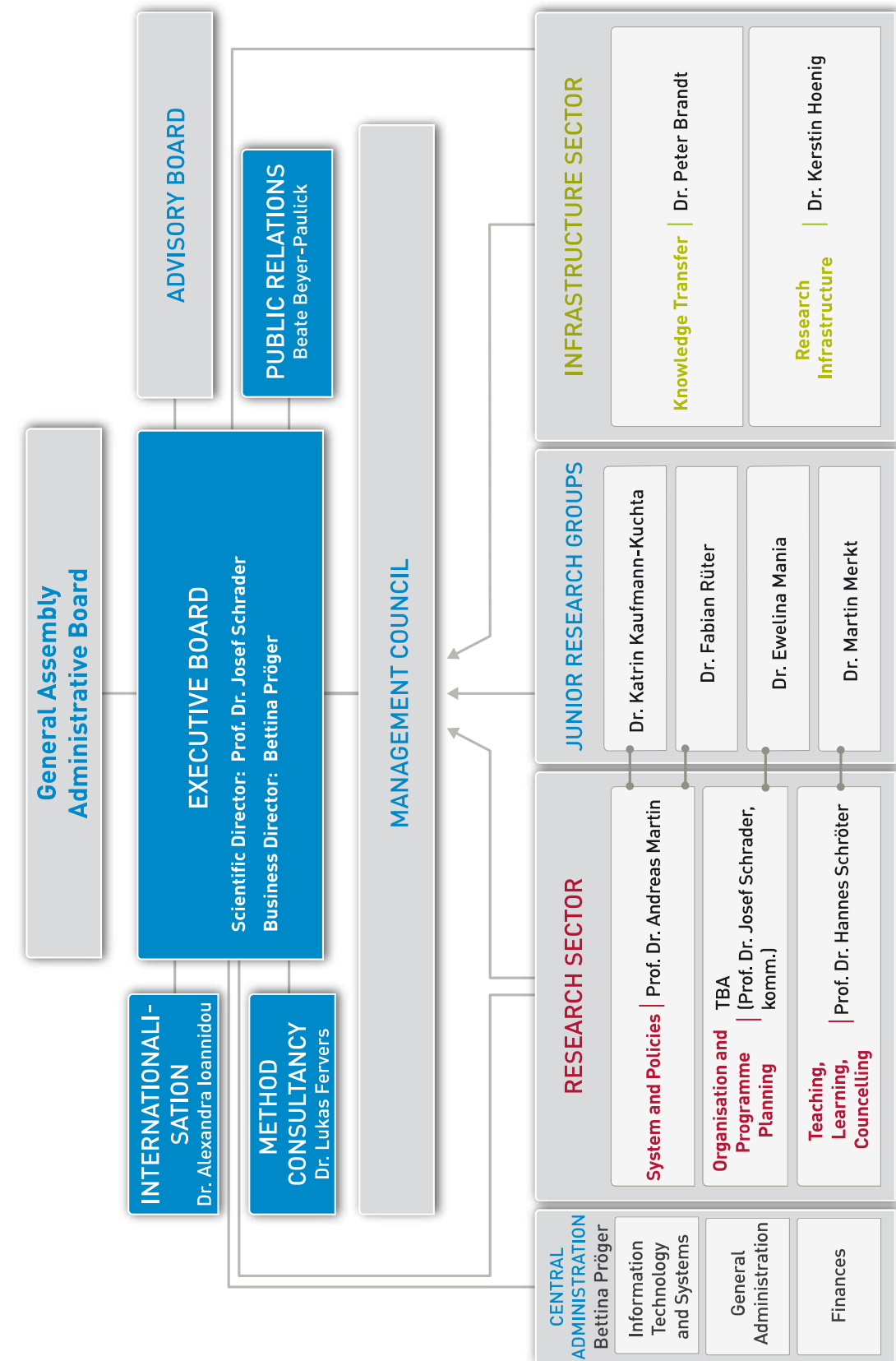
An overview of ongoing third party funded projects clearly shows the numerous and varied ways in which questions concerning the digitalisation of learning and education processes are currently being dealt with. Of further note is a significant increase in the number of projects in the Research Infrastructures department. With the wb-web portal, the DIE has also built an infrastructure that allows knowledge to be transferred quickly as an Open Educational Resources (OER).

For more information on all DIE projects, please see the DIE website:

www.die-bonn.de/weiterbildung/forschungslandkarte/recherche.aspx?org_id=1

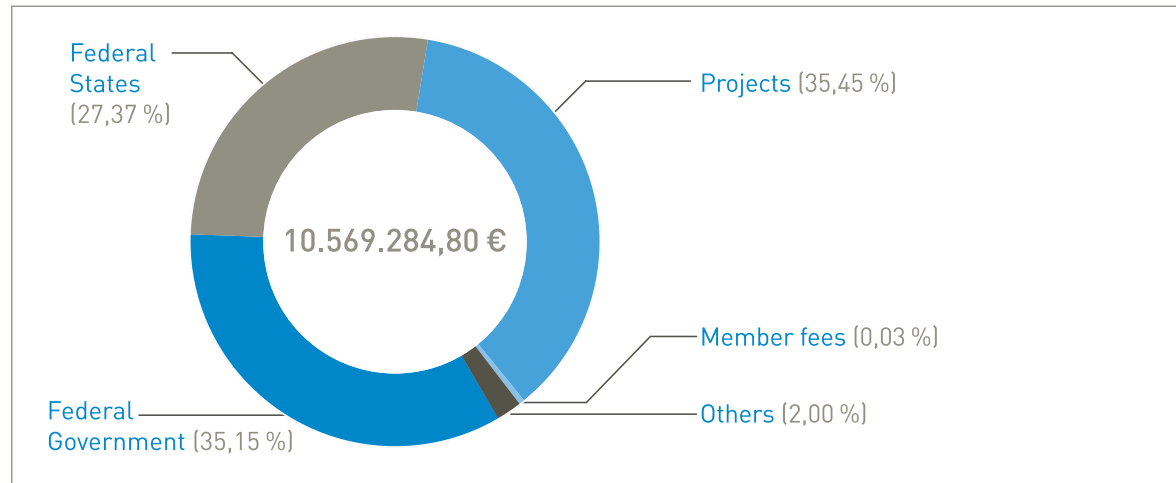
Appendix

› ORGANISATIONAL CHART

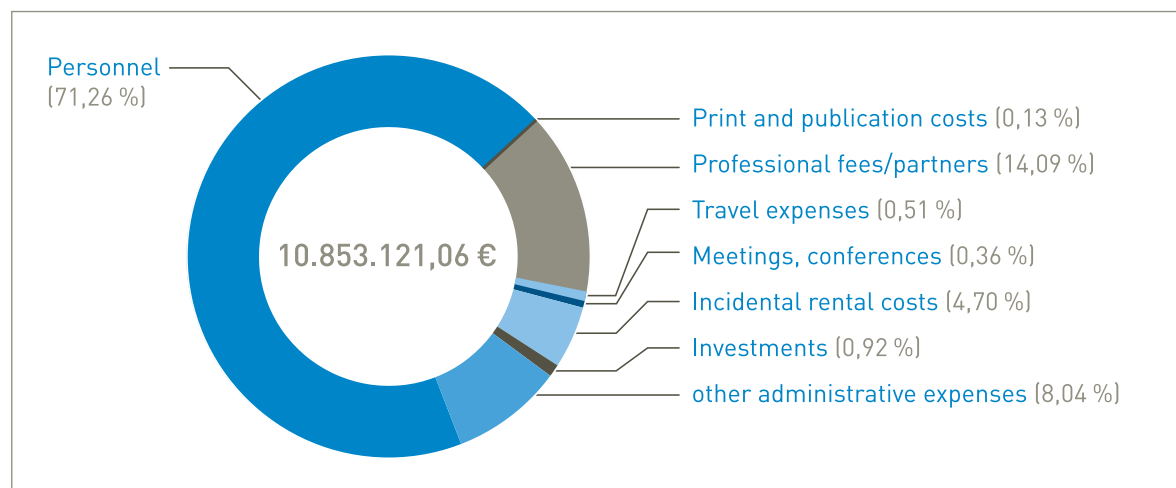


FINANCES

DIE REVENUES



DIE EXPENSES



STAFF

EMPLOYEES OF THE DIE (December 31, 2022)

	Full-time equivalent	Persons	Women	Men
System and Policies				
Researchers	8.95	11	6	5
Non-researchers	0.65	1	1	0
Total	9.60	12	7	5
Organisation and Programme Planning				
Researchers	8.85	11	10	1
Non-researchers	1.25	2	2	0
Total	10.10	13	12	1
Teaching, Learning, Counselling				
Researchers	15.53	21	14	7
Non-researchers	2.00	3	3	0
Total	17.53	24	17	7
Knowledge Transfer				
Researchers	12.45	15	8	7
Non-researchers	6.20	11	10	1
Total	18.65	26	18	8
Research Infrastructures				
Researchers	5.80	6	4	2
Non-researchers	11.54	14	9	5
Total	17.34	20	13	7
Executive Board				
Researchers	4.25	5	2	3
Non-researchers	6.55	10	9	1
Total	10.80	15	11	4
Central Administration				
Researchers	0	0	0	0
Non-researchers	11.50	13	9	4
Total	11.50	13	9	4
Personnel 2022				
Researchers	55.83	69	44	25
Non-researchers	39.69	54	43	11
Total	95.52	123	87	36

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