

German Institute for Adult Education –
Leibniz Centre for Lifelong Learning

SHORT ANNUAL REPORT 2018




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Foreword 2018 Annual Report



Prof. Dr. Josef Schrader, Scientific Director

Dear Readers

DIE is proud to share with you the results of its various activities in the field of adult and continuing education in 2018.

The foreword to the 2017 annual report reflected the lengthy negotiations of a coalition agreement following the German federal election. This agreement heralded an “offensive for education, research and digitalisation” that gave hope to many education stakeholders. Following arduous discussions on a constitutional amendment, at least the digital pact for schools (“Digitalpakt Schule”) has now been passed by the Bundesrat. By contrast, continuing education policy remains unclear: the restructuring of the Federal Ministry of Education and Research (BMBF) is not yet complete, the national

strategy on continuing education appears limited to vocational education, and the Modular Interactive Lifelong Learning for All (MILLA) digital platform proposed by the CDU parliamentary group in the Bundestag is the subject of controversial discussion both publicly and within the DIE. The cornerstones for a higher education pact as well as for the “Quality Pact for Teaching” and the “Pact for Research and Innovation” crucial for Leibniz Institutes still have yet to be finalised.

Thus, 2018 was marked by anticipation between announcements and pending decisions on educational policy. For the DIE, this was more of an incentive than cause for concern. Among other activities, the “DIE Forum on Continuing Education” and our “Innovation Prize for Continuing Education” addressed regional disparities, projects supporting educational staff and questions of literacy and basic education. Additionally, digital media was assigned even greater significance in learning and educational processes.

With regards to digital media, we tend not to fixate on the technical aspects of how their use in continuing education can be expanded. Instead, we pose relevant questions on which learning and educational processes can provide support, and on the institutional, organisational and personnel requirements. We are investigating, for example, digital tools that support teachers in the planning and implementation of teaching and learning processes. We are moreover exploring the use of digital media in areas such as language learning and cultural training. One of our newly established junior research groups is looking at how to optimise audiovisual knowledge and information media in the design of learning videos. Complementary projects focus on the strategies of continuing education institutions, which are important prerequisites for the meaningful

integration of digital media into teaching and learning processes. Finally, we are participating in a meta-project on digitalisation in education, which supports projects from early education through to continuing education in the dialogue between research and practice, and looks at how digital transformation can best be achieved.

Digital media not only change the teaching and learning processes and work practices in continuing education institutions, but also the forms of knowledge communication – both within science, and also between science, politics and practice. With the wb-web platform, the DIE has developed a digital service that provides information and networking services and, in future, also learning opportunities primarily for adult and continuing education teachers. Selected outcomes from our work are being included in the Electronic Platform for Adult Education in Europe (EPALE), which supplies information and facilitates exchange through blog posts. Digital media also offer excellent opportunities to expand our research infrastructure. It was important for the DIE (represented by the head of the “Research Infrastructures” department) to be admitted to the Leibniz Association’s Open Science research network for this. We have similarly gradually extended the DIE’s management of digital research data.

In 2018, the DIE also remained true to its commitment to strong publishing infrastructures. With the support of an editorial committee comprising renowned researchers and in close cooperation with the publisher wbv Media, we launched a new textbook series on adult and continuing education. The series is to be expanded to a total of twelve volumes over the coming years. The ‘DIE Journal on Adult Education’ was relaunched and has appeared under the name of ‘weiter bilden’ with a revamped layout, new structure and extended target

group. In addition, the members of the publication team were involved in the development of a Leibniz Open Access strategy. One outcome is that future open access book publications can now look forward to receiving financial support. The DIE is committed to integrating open educational resources into continuing education and is working in association with other institutions conducting educational research. Last but not least, the internal knowledge transfer has been improved through redesign of the library.

2018 was also a year in which the DIE expanded its national and international networks for educational practice, university research, and research within the Leibniz Association. The GRETA project is being continued together with a broad consortium of professional associations and organisations active in adult education. Cooperation agreements were drawn up and signed with the universities in Bonn, Duisburg-Essen, Hagen, Cologne and Tübingen. By taking charge of the secretariat of the European Society for Research on the Education of Adults (ESREA), the DIE now assumes responsibility for European research on continuing education, knowledge transfer and support for young researchers. Lastly, we were delighted to be invited to join the team of authors for the National Report on Education. We consider this to be recognition of our expertise in reporting on continuing education.

There is lots to learn from this year’s annual report. We hope it makes for an enjoyable read!

A handwritten signature in black ink, reading 'J. Schrader'.

Prof. Dr. Josef Schrader

The Institute

➤ The DIE at a glance

THE GERMAN INSTITUTE FOR ADULT EDUCATION – Leibniz Centre for Lifelong Learning (DIE) is the key institution for research, politics and practice of adult and continuing education in Germany. Funded by the German federal and state governments, it is a member of the Leibniz Association. The institute conducts research on adult education and teaching, continuing education programmes and institutions as well as on the political and institutional framework conditions of lifelong learning. It moreover contributes to the transfer of knowledge and provides infrastructure for educational research and practice.

TASKS AND MISSION

The maxim of all Leibniz Institutes is “Science for the people”. At the DIE, this translates into a mission to enhance personal development, social participation and workers’ skills through adult education and lifelong learning. The DIE’s work and research services support the development of the science of continuing education, adult education policy and practice.

To fulfil its mandate, the German Institute for Adult Education

- carries out user-inspired and basic research;
- facilitates the transfer of knowledge and provides infrastructure for research;
- develops innovative concepts for practitioners; and
- advises regional, national and international stakeholders on continuing education policy.

NATIONAL, INTERNATIONAL AND INTERDISCIPLINARY PERSPECTIVES

The DIE strives to support national, international and interdisciplinary networking in continuing education and research. This task is particularly important because:

- German educational policy is characterised by federalism and the cultural autonomy of the federal states;
- national and regional continuing education policies increasingly need to be aligned to international and supranational stakeholders;
- research on continuing education and lifelong learning is conducted within various social science disciplines;
- a multitude of different providers offer adult and continuing education programmes exhibiting a heterogeneous structure and are therefore subject to different governance processes.

The institute represents German continuing education on an international level: DIE research associates are members of international boards and networks, and coordinate and/or participate in transnational projects. Their publications garner interest both in Germany and abroad. This strong international orientation is particularly evident in the relocation of the secretariat of the European Society for Research on the Education of Adults (ESREA) to Bonn in early 2019. DIE employee Alexandra Ioannidou has been appointed as the managing director (Secretary) of ESREA.

INSTITUTIONAL STRUCTURE

The DIE is a registered non-profit association and enjoys full autonomy from the government in research, practice, and policy advice at the local and federal levels, being accountable alone to its General Assembly. The Executive Board consists of the Scientific Director, Josef Schrader, and the Business Director, Bettina Pröger. In accordance with its articles of

association, the DIE has a supervising (Administrative Board) and a supporting body (Advisory Board).

The topics that the institute focuses on in the medium term are negotiated annually with the funding bodies according to the programme budgets. A peer committee evaluates its performance every seven years, based on the outcome of which it advises government bodies on future funding. The DIE has signed cooperation agreements with several universities and intends to intensify these collaborations further in the future.

RESEARCH AND INFRASTRUCTURE

The DIE’s departments are guided by the principle of adult and continuing education as a system comprising different levels of activity – from teaching and learning processes to establishing educational policy frameworks. This ensures the continuity of perspectives on adult and continuing education while at the same time opening the institute up to ongoing changes.



Differentiating between relevant levels of activity allows the departments to focus their research and transfer work. It also encourages reflection on the interactions between these disciplines while at the same time relating them to the perception of adult education in practice as well as in the political and public spheres.

The DIE's tasks are assigned to either the Research or the Infrastructure sector. The Research Sector comprises four departments ("System and Politics", "Organisation and Management", "Programmes and Participation", and "Teaching, Learning, Counselling"). The Infrastructure Sector is divided into two departments ("Knowledge Transfer" and "Research Infrastructures"). The institute's research combines practical relevance with scientific soundness. The Infrastructure sector supports interdisciplinary research on lifelong learning by supplying research data. It transfers knowledge via publications and internet portals, which helps to promote further networking with adult education research and teaching. Both of the DIE's sectors strive to consolidate research, development and infrastructure services and cooperate closely to achieve this.

In 2017, the DIE created the conditions to significantly improve cooperation between the scientific community, educational practice, and adult and continuing education policy. It has been granted the biggest training programme for early career researchers and knowledge transfer in adult and continuing education in Germany. 16.5 additional positions are dedicated to building up a network of partner institutions. It will allow practical needs to be accessed even more rapidly and in a more differentiated and communicative manner, along with a digitally-supported knowledge transfer. In turn, the supply and reach of information for educational policy and practice will be enhanced. Four groups of young researchers are now exploring the conditions for the research-based advancement of adult and continuing education policy and practice. They are analysing the impact of educational policy reforms and institutional frameworks on services and participation and reviewing the practicality of scientifically proven innovation during intervention and implementation studies.



MEMBER OF THE LEIBNIZ ASSOCIATION

The DIE is a member of the Leibniz Association whose members pursue the common mission of *theoria cum praxi* – science for the benefit and good of humanity. The 95 member institutions of the Leibniz Association are evaluated at regular intervals and assessed against the excellence criteria for non-university research funding. In light of the successful evaluation in 2016 which saw the DIE rated as "Very Good", the institute considers itself to be on a strategically sound path and continues to pursue this. In turn, strengthening the institute's profile against the backdrop of socially relevant research and development work for which the conditions for lifelong learning form the core.

In recent years, the DIE has intensified its cooperation with other institutes of the Leibniz Association. These include the Leibniz Education Research Network (LERN) and the Leibniz Research Alliance on Healthy Ageing. It is now also a member of the "Open Science" interdisciplinary research association, which looks at the effects of new network technologies on science and society, and taps into new fields of research and development opening up to researchers through the use of novel, participative technologies. The DIE will actively participate in this research network so as to exploit the opportunities digital technologies offer in adult education.

As a member of LERN, the DIE works with 23 renowned university and non-university institutes for educational research, to pursue interdisciplinary projects on designing an efficient education system that encourages lifelong learning. This research network has since also become a recognised partner in educational policy.



WORK-LIFE BALANCE

The DIE is committed to personnel policies that recognise different family and life phases, and help employees achieve a favourable work-life balance. The institute explicitly affirmed its commitment to a family-friendly personnel policy with its certification in 2010 as part of the *berufundfamilie* audit and regular re-audits. The *berufundfamilie* initiative is a scheme by the non-profit Hertie Foundation.

The DIE is also a member of the *Erfolgskfaktor Familie* corporate network. This initiative was set up by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) in cooperation with leading German industry associations and the German Trade Union

Confederation (DGB). It aims to make family-friendly work environments a hallmark of the German economy.

The institute offers its employees comprehensive services in the fields of personnel development, working hour organisation, occupational health care, and family support. In 2018, for example, webinars were held on the subjects of dementia, child benefit and parental leave, smartphone usage among children, and living wills. The initiative develops and consolidates these offers in coordination with the Executive Board, works council and Equal Opportunities Officer. Maintaining a family-conscious culture is a particular concern of the Executive Board.

› INTERNATIONALISATION

With its "Internationalisation" unit, the DIE pursues its goal of strengthening the institute's international orientation. Since November 2017, Alexandra Ioannidou has been responsible for strategic development of the institute's internationalisation strategy. The DIE's work is aligned to the relevant goals of the Leibniz Associ-

ation and to current developments in science, politics and practice in adult and continuing education in Germany and other European countries. The institute's international activities are brought together within and coordinated by this unit affiliated with the Executive Board. The aim is to improve our strategic position and

provide effective support for DIE management and staff. The institute is pursuing four goals by furthering its internationalisation strategy, specifically to:

- improve visibility;
- enhance the institute's reputation;
- boost responsiveness to current developments; and
- expand the research and infrastructure services.

The DIE was successful in its bid to assume charge of the secretariat of the European Society for Research on the Education of Adults (ESREA). Bilateral cooperation agreements have now been reached with strategic partners outside of Europe, namely the University of British Columbia (UBC) in Canada and the Institute for Adult Learning Singapore (IAL). A joint DIE and UBC proposal was successfully approved by the German Research Foundation (DFG). The proposal aims to initiate international cooperation on a comparative project dealing with the interrelations of institutional structures and participation in continuing education in Canada and Germany. The DIE is also cooperating with the IAL as a member of the international reviewer panel for research funding in Singapore (WDARF Grant Call Singapore).

What is more, the unit has prepared an English-language version of the DIE annual report (Short Annual Report, www.die-bonn.de/id/36839) and assisted in international tenders to recruit staff from abroad. There are four newly established junior research groups, which also support the internationalisation strategy. One of these research groups is conducting an international comparison of providers and participation (see p. 29 f.). The head of another junior research group coordinates one of the Special Interest Groups (SIG) of the European Association for Research on Learning and Instruction (EARLI). In addition, international conferences were held on Instructional Design and Technology for 21st Century Learning (EARLI SIG 6 & 7, see p. 15), and the annual conference of the European Basic Skills Network (EBSN) was also prepared and organised by the DIE, together with the coordination office for the National Decade for Literacy and Basic Education.

A series of project-related research collaborations have been initiated between the DIE and universities abroad – on governance research (France and Switzerland) and programme planning research (USA and South Korea), for example. The DIE is additionally offering research-based services to the non-German-speaking audience, which has been very well received in Germany. These include the ProfilPASS tool, competence profiles and digital instruments for teachers.

As an associated project partner in transnational consortiums, the DIE not only helps to train young researchers in Germany, but also in other European countries. Two initiatives the institute is involved with are the Erasmus Mundus International Master in Adult Education for Social Change (IMAESC) and the Horizon 2020 Marie Skłodowska-Curie Innovative Training Network on Adult Education, Common Good and Public Perspectives (ADUCOMMON).

Last year, DIE scientists expanded their international presence as members of scientific advisory boards in European excellence projects (Horizon 2020 YOUNG ADULLLT) and international committees (International Organisation for Standardisation, ISO), European Basic Skills Network, EBSN), or were active as evaluators. They have conducted presentations at numerous international conferences, including the two largest educational research conferences, the American Educational Research Association (AERA) and the European Educational Research Association (EERA). We also welcomed several international visitors. Three delegations visited the DIE in the summer to learn more about the institute's work: 20 teachers and adult educators from Africa (Rwanda, Cameroon, Kenya, People's Republic of Congo, Tanzania) and South East Asia (Philippines, Indonesia, Sri Lanka), the managers of DVV International's offices in Cambodia and Laos as well as a group of high-ranking officials from the Turkish educational authorities visited the institute in Bonn. Representatives from the Singaporean Ministry of Education and the SkillsFuture national movement also expressed an interest in the DIE's research and knowledge transfer during their visit in October.

➤ Highlights: the DIE in 2018

THE FOLLOWING SECTION DETAILS SOME OF THE MAJOR MILESTONES of particular social or scientific relevance achieved by the DIE in 2018.

➤ REBRANDING OF THE DIE JOURNAL

The new year brought a new beginning: as part of an extensive relaunch, the DIE journal was accorded a new name. It is now known as 'weiter bilden'. Although the former name will be retained as the subheading after this year's twenty-fifth anniversary, the journal's content and look has been entirely revamped.

The relaunch is the result of an evolving, increasingly digital media landscape and the associated changes in reading habits. 'weiter bilden' strives to use high-quality optics, haptics and a new content concept to consciously counterbalance brief digital reads. While some sections bring the field and its stakeholders to life (e.g. "Lernort"), other sections provide sophisticated visual presentations (e.g. "Tafelbild").

The journal's fundamental strategic approach has been retained however: the DIE uses this medium specifically to fulfil its mission by facilitating the mutual transfer of topic-related knowledge between adult and continuing education science, practice,

and policy. Greater openness to vocational training was required to encourage broader, cross-institutional discourses and thus foster better understanding between the different areas. This is reflected both in authorships and in inclusion of the corresponding perspectives in the editorial board. The new name essentially seeks to encourage all those who (wish to) work within the field to educate others further. Josef Schrader and Peter Brandt have been the co-editors of 'weiter bilden' since 2018.

www.die-bonn.de/li/369



➤ STRATEGIC FURTHER DEVELOPMENT OF THE DIE – NEW RESEARCH AND TRANSFER ACTIVITIES

In recent years, the DIE has increasingly been called upon to quickly and effectively transfer the new knowledge gained in its research to policymakers and practitioners alike. In order to streamline this

process, the DIE submitted a proposal to the Leibniz Association in 2017 to create additional positions for the further development of its research profile, services and the promotion of young scientists. Over the

course of 2018, all scientific staff in the newly created positions within the “Knowledge Transfer” department began their work alongside four new junior research groups (each with two doctoral positions).

These new junior research groups are exploring the following topics:

- Fostering professional beliefs of teaching staff in adult education in professional learning communities (led by Dörthe Herbrechter);
- Interrelations of institutional frameworks and the provision of adult education in international comparison (led by Katrin Kaufmann-Kuchta; maternity cover: Sarah Widany);
- Effects and revenues of education-political interventions in the field of continuing education (led by Andreas Martin); and
- Audiovisual instruction and information (led by Martin Merkt).

consulting and qualification offers to this end. They consequently strive to establish partnerships with educational institutions in a bid to test and strengthen the cooperation between research, practice and transfer in continuing education. Furthermore, the wb-web portal for teachers working in adult education is to be expanded to include research-based online learning provision, among others.

The “Method Consultancy” unit was set up to provide methodological advice and support in the planning and implementation of research projects, particularly the newly established junior research groups. It has been headed by Christian Spoden since May 2018. He advises young researchers and advances the DIE’s structured doctoral training programme.

The management of research data has also been institutionalised and expanded; all research staff are now offered professional support in their research projects. Research data is structured, organised and documented professionally according to established standards. This is based on a research data policy that has been adopted by the DIE (die-bonn.de/li/600).

A two-day kick-off event for the new teams and employees not only allowed everyone to get to know each other, but also to agree on a continuous exchange. In the medium term, the aim is now to integrate the new colleagues and projects into the existing organisational structures and working relationships at the DIE as quickly as possible. A viable concept must be agreed for intervention and implementation research that allows the institute to advance its research and development work without replacing or consequently ousting existing focal topics and strategies. The Executive Board is coordinating this necessary discussion process. The organisational development processes require all staff to cast a critical, constructive and appreciative eye on the evolving disciplinary and cultural diversity.



New teams and employees responsible for further development of the research and service profile and Josef Schrader (left)

The new teams within the “Knowledge Transfer” department focus on transferring scientific findings into practice and develop science-based training,

➤ PSYCHOLOGICAL FINDINGS FROM TEACHING AND LEARNING
RESEARCH: EARLI SIG 6-7 MEETING

During 22–24 August, the DIE hosted a conference for the “Instructional Design” and “Technology-Enhanced Learning and Instruction” Special Interest Groups (EARLI SIG 6 & 7) in partnership with the European Association for Research on Learning and Instruction (EARLI). Some 90 researchers from 14 countries attended the event, held at the Gustav Stresemann Institute in Bonn. Martin Merkt was the lead organiser. Martin heads one of the junior research groups and also coordinates the EARLI’s “Instructional Design” Special Interest Group. Topics relating to the conference theme of “Instructional Design and Technology for Twenty-First Century Learning: Challenges, Solutions, and Future Directions” were discussed with a total of three keynote speeches, 59 lectures, 22 poster presentations and one symposium. The keynote speeches looked at effective designs for teaching and learning videos (Vincent Hoogerheide, Utrecht



Vincent Hoogerheide, one of the keynote speakers

University), the integration of conflicting information from multiple information sources (Sarit Barzilai, University of Haifa), and individual and collaborative learning processes in social settings (Daniel Bodemer, University of Duisburg-Essen). The conference offered a successful research-based overview of a variety of topics also of high relevance to adult education that can support teaching and learning processes.

➤ DIE INVOLVEMENT IN THE 2020 NATIONAL REPORT ON EDUCATION

In his capacity as the DIE’s Scientific Director, Josef Schrader was invited to join the team of authors for the 2020 National Report on Education. He will also represent the DIE in the author teams for the education reports from 2022 to 2026. Published every

two years, the National Report on Education is an indicator-based report that reviews the entire German education system – from early childhood education and school education to vocational training, higher education and continuing education in adulthood.

➤ NEW TEXTBOOK SERIES ON ADULT AND CONTINUING EDUCATION

The first two volumes in a new series of university textbooks on adult and continuing education were published in 2018. The twelve-volume series, which is due to be published in full by 2022, responds to the modularisation of degree programmes on the one hand and to the expectations of increasingly practical training on the other. It thus caters to

a need and at the same time builds on the experience of the research community. Following several years of conception and development with advice from an independent editorial board comprising recognised university lecturers, the first two volumes have now been published.

The first volume on teaching and learning in adult and continuing education was authored by Josef Schrader. The second volume on the development of programmes and services was written in collaboration with Marion Fleige, Wiltrud Gieseke, Aiga von Hippel, Bernd Käßlinger and Steffi Robak. Both were presented to an expert audience at the annual conference of the Adult Education division of the German Educational Research Association (Deutsche Gesellschaft für Erziehungswissenschaft, DGfE) at

the end of September 2018. In addition to wbv Media publishing house, the German-language scientific publisher utb is also publishing the series. The latter uses bright red covers to draw attention to its publications in bookshops. The textbooks are being made available both in print format and as e-books.

www.utb.de

www.die-bonn.de/li/1529

➤ NEW ETHICS COMMITTEE ADVISES RESEARCHERS

A local DIE ethics committee began its work in the summer of 2018. It has set itself the task of advising researchers on questions of ethical research and reviewing empirical studies on ethical research. In order to assess the interdisciplinary work at the DIE competently and appropriately, the committee comprises DIE staff from all its departments, with one member representing the growing pool of doctoral candidates.

The local ethics committee strives to assure scientific quality. This requirement is increasingly reflected in the stipulations of scientific publications and

research funding organisations. The proportion of scientific journals requiring the submission of an ethics vote when a scientific article is submitted is forever growing, for example. Funding organisations such as the German Research Foundation (DFG) are also increasingly making a positive ethics committee vote a condition for funding approval. Hence the local ethics committee is an important component of a research-led future outlook at the DIE. The ethics committee is chaired by Markus Huff.

die-bonn.de/li/1569



The members of the DIE Ethics Committee (from left): Markus Huff, Dennis Berse, Ewelina Mania, Christian Bernhard-Skala, Carmen Biel, Andreas Martin. Petra Hetfleisch is not pictured.

➤ DIE LIBRARY ON ITS WAY TO BECOMING A MODERN RESEARCH LIBRARY

Since September 2018, the DIE library has sported a modern and colourful new look. The library stock has been consolidated and the interior redesigned. Besides the usual learning and work areas, variable meeting islands and open-plan conference rooms have now been created. These co-working spaces bring the library one step closer to the vision of a flexible future work model. The modern infrastructure includes formal, functional workspaces along with informal, comfortable lounge areas and a multimedia zone. A mobile touchscreen shows interactive presentations.

The new spatial concept encourages work within communities to exchange ideas and experiences, and thus promotes creative thinking. The basic principles of “space”, “team” and “process” were rethought during the redesign to enable cooperative work – in line with the design thinking approach.

The DIE library has extended its offer in its bid to become a modern research library. To enhance its local visibility, it participates in Bonn’s library cooperation ‘BonnerBibliotheken!’. Significant progress has also been made towards union cataloguing and migration to a web-based library system. The archive now determines users’ needs with the help of user research tools. Video tutorials will in future be offered as an innovative training format to boost users’ information literacy. These will be uploaded to the library homepage and their effect systematically researched. The department cooperates with the “Knowledge Transfer” department on this format.

The research data management team advises researchers and develops data management plans for research projects. The data editors ensure high-data quality and support the development of a research information system. The DIE library is therefore now offering visitors a new triad of information infrastructure and improved spatial and social infrastructure.

➤ HOW ADULT EDUCATION CAN STRENGTHEN STRUCTURALLY WEAK REGIONS

“Shaping Regional Continuing Education. Overcoming Disparities” – the topic of this year’s “DIE Forum on Continuing Education” was at the same time also the subject of the DIE’s 2018 “Innovation Prize for Continuing Education”. The Forum’s focus was thus drawn towards the challenges and opportunities of continuing education in structurally weak regions. During this two-day Forum held in Bonn on 3–4 December, participants from educational practice, politics and science discussed the key aspects of regional monitoring and control, the demographic shift, and regional labour markets within three working groups. The significance of regional development dynamics to participation and supply structures along with the potential of continuing education to support the development of structurally

weak regions were key areas of consideration. Gabriela Christmann’s keynote speech (on behalf of the Leibniz Institute for Research on Society and Space, IRS) drew moments for reflection and motivation. It focused on the potential for innovation in rural areas. A panel discussion ensued where participants summarised the developments from the two German regional programmes on learning regions and local learning with a view to future design options.

The DIE Award for Innovation, supported financially by wbv Media, recognised good practices, showcasing two inspirational projects conferred for award. From Germany and Austria, each project developed imaginative solutions for specific needs in their regions with their continuing education offers.

The winners were decided by a jury of renowned experts comprising representatives from educational practice, continuing education research, and regional knowledge. The Forum and DIE Innovation Prize were conceived and implemented by the “Organisation and Management” and “System and Politics” departments.

The DIE has been awarding the “Innovation Prize for Continuing Education” since 1997 – this ‘Oscar’ for creativity in adult education has been conferred

every two years since. The award raises awareness for new and promising approaches to continuing education and encourages a discussion with the general public. To conclude, the 2018 DIE Forum addressed current issues in continuing education for which solutions should be sought together with science and practice for the twenty-first time.

www.die-forum.de

www.die-bonn.de/institut/innovationspreis

ESREA: FAREWELL SWEDEN, HELLO GERMANY

In January 2019, the European Society for Research on the Education of Adults (ESREA) moved its headquarters from Linköping University in Sweden to Bonn. Alexandra Ioannidou succeeded in her application to ESREA’s Steering Committee to assume management of the society for the next three to six years. The Society agreed at its annual general assembly in November 2018 that a new association headquartered in Bonn would be registered in Germany with Alexandra Ioannidou appointed as the new managing director (Secretary). ESREA was founded by the academic community in 1991 as an

interdisciplinary forum. Laura Formenti from the University of Milano-Bicocca is the association’s chair. ESREA has pursued the goal of promoting and disseminating empirical and historical research on adult learning and continuing education ever since. ESREA will now be based at an extra-mural institution for the first time. The DIE is delighted with this new arrangement, which will boost the institute’s international visibility and reputation, and help it to expand its research and services within Europe.

www.esrea.org

UNIVERSITIES: COOPERATE AND NETWORK

Both the 2016 Evaluation Commission and the bodies and committees of the DIE (General Assembly, Administrative Board and Scientific Advisory Board) support the institute’s strategy of intensified networking with universities in North Rhine-Westphalia and beyond. From the DIE’s perspective, this strategy serves to link university and non-university research on the subjects of adult education and lifelong learning while at the same time improve opportunities for the institute’s junior researchers to gain further academic qualification. The institute made

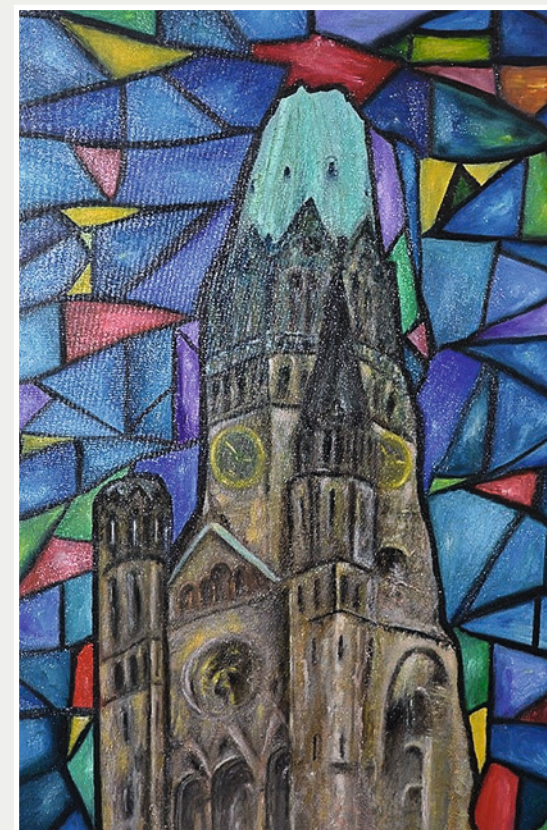
considerable progress in this respect in 2018. Cooperation agreements were signed (or at least prepared for signature) with the universities in Hagen, Bonn, Cologne, Tübingen and Duisburg-Essen. The DIE has established specific focuses in research and teaching with these universities, such as basic language training for adults, training in the adaptive use of digital media, and the professionalisation of educational staff. These focal aspects will be complemented with others over the coming years and developed further.

Art at the DIE

IN 2018, THE DIE WAS ONCE AGAIN A MEETING PLACE for aspiring and experienced artists, art connoisseurs and interested amateurs.

Viewing artwork together provides a unique opportunity to foster interaction between colleagues away from everyday work. During conversations with artists and guests, the workrooms are rapidly transformed into a museum or place of cultural exchange. Art is a medium that delivers impetus across generations and interests, that stimulates and inspires. The DIE also hosted several smaller art exhibitions and three exhibition openings in 2018.

At the start of the year, two promising amateur artists shared their views of the world. Astrid Höfer and Emilia Strach-Wegert presented colourful paintings in acrylic and oil on canvas in an exhibition entitled “Farbenspiele” (“Colour Play”). Their dashes of colour brought a cheerful aura to the DIE’s rooms.



Emilia Strach-Wegert, painting “Kaiser Wilhelm Gedächtniskirche” (Kaiser Wilhelm Memorial Church)



Above: Astrid Höfer, painting “Häuser im Nebel” (Houses in the mist) Below: The artists Astrid Höfer and Emilia Strach-Wegert with Josef Schrader (left to right)

The institute awarded the “DIE Prize for Talented Young Artists” for the fourth time during the “Hier und Jetzt” (“Here and Now”) exhibition. The jury acknowledged three outstanding dissertations by students from the bachelor’s degree in Art/Education/Therapy at the Alanus University of Arts and Social Sciences in Alfter. Jo Lisa Reckinger, Malina Kolb and Thomas Oelhaf then presented their award-winning work in the exhibition at the DIE alongside artefacts by Nora Friedrich, Alba Leah Frohn, Milena Lenze and Romy Rieck.



Nora Friedrich, sculpture “Imagination”; Thomas Oelhaf, photography “Die karmischen Schritte zur Erleuchtung” (Carmic steps to enlightenment); Jo-Lisa Reckinger, photography “Pilz” (Mushroom)

The works by artist Ulrich Buckmann brought a kaleidoscope of colour to the DIE. The trained artist showcased his joy of experimentation in perspective paintings and stone sculptures.



Painting “Kölner Brückengrün V” (Green bridge in Cologne)



Sculpture “Meilenstein” (Milestone)



Mixed technique painting “Komposition XXIX” (Composition XXIX)

Focus on adult education – the departments

THE DIE IS AN INSTITUTION of the Leibniz Association that conducts research and also provides infrastructure services. Wherever possible, the DIE always links both types of scientific service. Close cross-departmental cooperation is required during which research, development and transfer work take place either in parallel or in staggered phases.

The DIE’s decision to orientate its research and infrastructure work to individual and collective stakeholders at various levels of activity within adult and continuing education is decisive to the institute’s departmental structure. The departments’ activities and decisions form the focus of research, and the individual and collective stakeholders are at the same time the recipients of the institute’s knowledge transfer and infrastructure services. In particular, national and international stakeholders from the fields of politics and administration, representatives of professional and supporting associations, management and planning personnel at continuing education institutions, course leaders, trainers and consultants and ultimately also the participants in adult education are addressed.

The DIE’s research focuses on adult education and its requirements, formats and outcomes. All areas of continuing education are analysed from this nucleus. Hence the social, cognitive and motivational requirements of continuing education target groups are among the aspects considered by the DIE. Particular attention is paid to pedagogical and institutional support that adult learners receive from teachers, programme planners and managers of continuing education institutions. 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 main work areas is research on continuing education systems and the organisations active in this field. The heterogeneous institutional structure, plural organisational composition, disparate legal framework and unclear financing regulations in continuing education mean that there is still a marked lack of transparency.

At the same time, the evolving conditions in the demand for continuing education, financing, and political and legal control mean the structures and organisations within continuing education are in a constant state of change. This is not solely restricted to the effects of external control measures. The internal conditions, intentions and scope of activities of employees and users are also driving the change processes.

Professional programme and offer development represent a key prerequisite for designing teaching and learning situations that meet the expectations of participants in continuing education, foster personal development and improve the conditions for social integration. However, changing training requirements along with learners’ training needs mean

employees of continuing education institutions are increasingly being challenged to design appropriate strategies for training programmes and offers.

This is where the research into teaching and learning processes comes in: it analyses use of the respective offers in terms of observable effects both internal and external to the pedagogical process. The DIE's research and development work is based on the assumption that the quality of teaching and learning processes can be enhanced through the further professional development of educational staff in particular.

The "Knowledge Transfer" department encourages a lively expert discourse by means of magazines and book series, which are increasingly being made available on digital media. The department has developed an open access policy and now presents a growing number

of information materials as open educational resources.

The "Research Infrastructures" department has transformed the DIE library into a research library. The data generated as part of the indispensable contributions to educational reporting should in future be made more accessible for internal and external reuse in research. A research data management system has also been established to systematically document and store the data generated during DIE research projects.

In order to remain up to date in the dynamic field of adult and continuing education – in terms of both research and infrastructure – the DIE regularly invites internal and external scientists to hold lectures during "DIE seminars". Their expert presentations are then used in subsequent expert discussions to sound out possibilities for cooperation.



› System and Politics

THE "SYSTEM AND POLITICS" DEPARTMENT observes and analyses the continuing education system in Germany. Researchers focus on the social and institutional framework conditions of continuing education as well as on the political and civil society stakeholders and the impact of their actions. The structures of continuing education providers, continuing education offers and participation are investigated, also from an international comparative perspective. The effects of participation in continuing education on individuals and societies are examined.

› SPECIAL FOCUS – NON-MONETARY RETURNS OF CONTINUING EDUCATION: PARTICIPATION OF CIVIL SOCIETY (NEWZ)

The NEWz project was launched at the start of 2016 together with seven other projects as part of the German Federal Ministry of Education and Research (BMBF) funding priority on the non-monetary returns of education. By the end of 2018 it was nearing completion. Within the interdisciplinary NEWz project consortium led by the DIE, important progress was made in research on the benefits of continuing education with high relevance for educational policy and practice. DIE analyses based on data from the National Education Panel Study (www.neps-data.de) revealed significant positive correlation between non-formal (and not formal and informal) learning and adults' participation in civil society.

This correlation was confirmed using a British panel study (www.understandingsociety.ac.uk) with full control of all stable personal characteristics for voluntary participation. The correlation is independent of

the content, duration or certification of the learning activity. Analyses of the German Socio-Economic Panel (www.diw.de/soep) by project partners from the field of education economics at the Leibniz University Hannover showed that positive correlation exists between participation in continuing vocational training and in political and cultural life (see graphs).

Preliminary findings of the project partners from the Sociological Research Institute Göttingen (SOFI) and the University of Göttingen also indicate that the effect of continuing education on political participation can be linked to prior individual participation in education. In the coming year, an edition of the educational journal 'Zeitschrift für Erziehungswissenschaften' on the subject of the benefits of continuing education will be published as part of this project.

› Organisation and Management

THE “ORGANISATION AND MANAGEMENT” DEPARTMENT investigates organisations of continuing education – supporting institutions, partnerships and networks providing educational services. The focus is on analysing challenges that need to be overcome in the design, development and organisation of educational offers and in the development of leadership skills within continuing education organisations.

› SPECIAL FOCUS – MANAGING DIGITAL TRANSFORMATION IN EDUCATION: A NEW CHALLENGE FOR CONTINUING EDUCATION ORGANISATIONS

The general shift in attention to “digitalisation” as a major future trend has now also arrived in continuing education. However, ongoing discussions on the topic indicate that the response to the increases in efficiency and effectiveness along with the possibilities to attract participants from educationally disadvantaged groups often associated with the use of digital media in teaching and learning processes is, in practice, often not particularly enthusiastic. Many questions relating to the “digital transformation” do not appear to have been clarified yet.

These include (re-) financing of technical equipment, necessary personnel and organisational development, new cooperation requirements, and the extent to which digital continuing education formats cater to the corresponding market, and where the limitations of the digital transformation lie. With the new focus on the digitalisation strategies of continuing education organisations, the department draws attention to the existing research needs and at the same time helps to address these.



› Programmes and Participation

THE “PROGRAMMES AND PARTICIPATION” DEPARTMENT explores the structures and planning of continuing education offers. The aim is to support professional practice by developing programmes, offers and concepts for adult education. The department considers the following questions: how should continuing education courses be designed so that they appeal to a broad audience and also reach people from educationally disadvantaged backgrounds? What are the benefits and effects of participating in continuing education? Which educational institutions offer what and which skills do programme planners need? And finally, what forms of participation do participants develop?

› SPECIAL FOCUS – OPENING DOORS TO BASIC FINANCIAL LITERACY

The questions of how continuing education programmes and learning opportunities are conceived to meet needs and requirements, how different target groups are addressed specifically, and how participants are won over are of central importance to programme planning and offer development. In the fields of basic education and literacy, there are major challenges for both programme planners and adult education teachers alike. Advertising with programmes or online databases often is not enough, for example. Instead, new, attractive and motivating forms of addressing participants are needed that can “open doors” to continuing education. People from potential participants’ social and professional environments can act as multipliers, mediators and confidants, assuming a “liaison function” which promotes access to educational opportunities. Against this background,

an awareness-raising concept for multipliers has been developed, tested and evaluated within the project on the curriculum and professionalisation of basic financial literacy. A total of eight awareness-raising workshops were held throughout Germany with 166 specialists from the fields of continuing/basic education, debt counselling, job centres/employment, and social counselling.

The evaluation of the two-stage survey revealed that raising awareness of basic financial literacy among multipliers from the addressees’ social and professional environments facilitates access to new educational offers. The interdisciplinary workshops also led to the development of reference structures. Staff from different areas established new contacts and this in turn resulted in the formation of networks and partnerships.



➤ Teaching, Learning, Counselling

THE “TEACHING, LEARNING, COUNSELLING” DEPARTMENT considers the conditions for successful teaching, learning and counselling processes, and examines their planning, design and evaluation. Particular emphasis is placed on the description, recording, promotion and recognition of teachers’ skills.

➤ SPECIAL FOCUS – MUSEUM TOURS FOR ADULTS: HOW ARE THEY CONCEIVED AND DESIGNED?

One new focus of the department’s work is the educational skills of staff at informal places of learning. The LEMEB research project funded by the German Research Foundation (DFG) on knowledge mediation and acquisition in museums and the types of pedagogical communication during guided tours in different museums investigates how museum tours for adults are conceived and designed. The aim is to determine what types of mediation can be observed, which knowledge acquisition techniques are intended with these, and what acquisition strategies visitors actually use. In a preliminary study, guided interviews will be used to compile different concepts for guided museum tours

by mediators with different qualifications in various types of museums. Building on this, a second study will analyse the knowledge mediation techniques and outcomes of two (contrasting) tour concepts based on visitor observations and surveys. The concept of “pedagogical communication”, a concept based on system theory, will provide the framework for the project. The research aims to clarify whether and to what extent characteristic features of pedagogical communication exist in guided tours for adults and what (possible) consequences these might have for the tour format.

www.die-bonn.de/id/36920



➤ Knowledge Transfer

THE TRANSFER OF KNOWLEDGE to the field of adult education is achieved by the DIE’s researchers by reaching out to the stakeholders working in the field through publications, lectures, counselling and events. In order to permanently establish this transfer, achieve a contemporary approach and conduct further research, the DIE develops and publishes specialist media such as internet portals and publications and builds up targeted practice-oriented networks. These tasks are the responsibility of the “Knowledge Transfer” department.

➤ SPECIAL FOCUS – EDUCATIONAL QUALIFICATION THROUGH WEB-BASED LEARNING

Closely linked to the wb-web project, the OWL project is developing a self-learning offer for the wb-web target group. Users should be able to pursue learning paths based on either challenges for action or skill development goals. In cooperation with the OERinfo project, three prototype learning paths to Open Educational Resources (OER) were developed and have already been implemented in a blended learning course as part of the adult education qualification offered at Cologne’s adult education centre (VHS Köln). In addition to developing learning content, the project

focused on integrating H5P into the IT infrastructure. This open source software can be used to create interactive online content, such as videos or presentations with embedded quiz tasks, timelines or a memory game. OWL was also a topic at both the Online Educa Berlin international conference and the 20th International Transformative Learning Conference (ITLC) held at Teachers College at Columbia University in New York.





Fostering young talent

FURTHER DEVELOPMENT OFFERS FOR ALL: The DIE’s career development measures target three main groups, namely trainees, doctoral students and postdoctoral candidates. Specific development opportunities help them to acquire career-relevant skills and open up new career prospects.

➤ Research Infrastructures

THE “RESEARCH INFRASTRUCTURES” DEPARTMENT was established in 2017 and is currently in the development phase. The “Statistics” and “Library” research infrastructure teams offer services relevant to adult education, developing these further through their own research activities. They are guided by the principle of open and transparent research.

➤ SPECIAL FOCUS – STATISTICAL REVIEW: PRESENTING CURRENT DEVELOPMENTS AND THEMATIC TRENDS

In 2018, the “Statistics” team was instrumental in the introduction of revised statistical content in the project “Wide-scale revision of the DIE provider/programme statistics – StaRe”. New survey formats were added to the standard survey for the research consortium and the evaluations were revised and tested. In close cooperation with the “System and Policy” department,

the questionnaire for the adult education centre (VHS) statistics and all data evaluations were also revised. This revision will enable improved statistical information on new content and learning formats. The statistics now also take counselling, learner support and digital learning into account, for example.

➤ TRAINEES

The DIE currently offers young people two vocational training routes: they can gain a qualification in either office management or media and information services (specialising in library services).

In September 2018, a new training cycle began for the office management qualification. This vocational programme aims to further students’ business skills. The European Erasmus+ education programme allows

trainees to also spend time abroad. In 2018, one trainee was involved in the mobility project at the Austrian National Library in Vienna. Trainees are moreover able to gain additional practical experience during company internships offered as part of collaborative training arrangements. The current training in media and information services was complemented with an internship at Cologne’s City Library. Maria Heldt is responsible for planning and supervising the vocational training.

➤ YOUNG RESEARCHERS

The DIE supports young researchers in the acquisition of scientific and job-related skills through structured doctoral training, preparing them for a career in academia, educational practice, politics or administration. A structured three-year course constitutes a central component of this training. This is coupled with comprehensive support and the opportunity to take advantage of cross-institutional courses offered at cooperating universities and research institutions. In 2018, the doctoral candidates acquired skills during internal events. This included exchanges with experts from the University of Bamberg and the University of Tübingen. The programme was comprised of learning content on empirical educational research, statistical methods of causal analysis, academic writing and publishing, and the design of questionnaires.

A total of five junior research groups offer early career researchers completing their Habilitation (postdoctoral qualification) the opportunity to expand their individual research profiles and take on their first management tasks. The young scientists are systematically qualified for their future careers and assisted in their career preparations. While one of the junior research groups has existed since 2013, page 8 of this report introduces four new groups launched in the first quarter of 2018. Each group is allocated a lead. One group is led by Annika Goeze, who was offered two professorships in adult education in 2018, and is researching the professional competences of adult educators. This group saw the successful completion of two doctorates in 2018.

The junior research group led by Dörthe Herbrechter looks at the professional beliefs of adult education



teachers and the fostering of these beliefs in professional learning communities. Katrin Kaufmann-Kuchta is lead for the group which investigates models that draw international comparisons between continuing education systems and in particular the relationships between institutional framework conditions and continuing education provision. Andreas Martin leads the group that analyses the extent to which national and international educational policy stakeholders are able to influence continuing education behaviour, and thus achieve socio-political goals. Lastly, the junior research group led

by Martin Merkt examines the preparation and design of video content to support adults' knowledge acquisition and the critical analysis of audiovisual information.

The counselling for young researchers at the DIE is supplemented with method consulting: doctoral and postdoctoral candidates are able to discuss the research design, implementation conditions and evaluation strategies for their studies with the staff member at the institute responsible for method consulting.



The junior research group led by Dörthe Herbrechter: Xenia Kuhn and Eva Hahnraht (from left)



The junior research group led by Katrin Kaufmann-Kuchta with doctoral students Anna Caroline Bernhardt (left) and Diana Treviño-Eberhard (right)



Julia Granderath and Fabian Rüter are involved in the junior research group led by Andreas Martin (centre)



Christina Sondermann and Dennis Berse are completing a doctorate within the junior research group led by Martin Merkt (centre)

Projects at the DIE

THIRD-PARTY PROJECTS are an important opportunity for the DIE to examine current and ongoing issues in lifelong learning. Third-party funding complements the research and development work carried out using institutional funding and provides the opportunity to react to current developments in policy and practice and introduce further innovative topics.

The DIE aims for a portfolio of third-party funded projects that are financed by the Federal Ministry of Education and Research (BMBF) and the European Union as well as through competitive funding from the German Research Foundation (DFG) and Leibniz Association. The departments of both DIE sectors ("Research" and "Infrastructure") cooperate closely to further diversify the research portfolio and furthermore develop and test innovative concepts and processes in practical settings.

This requires cooperation with several external agents. From continuing education providers to professional and supporting associations, participating universities, educational research institutes of the Leibniz Association, and international partners. DIE research activities encompass a variety of topics and methods. The methods

applied range from qualitative research, evaluation studies and small-sample comparative studies, to quantitative multi-level approaches, (quasi) experimental studies, longitudinal studies and intervention, and implementation research.

Depending on the research question and aim, qualitative and quantitative evaluation and survey methods are used and linked in mixed-method approaches.

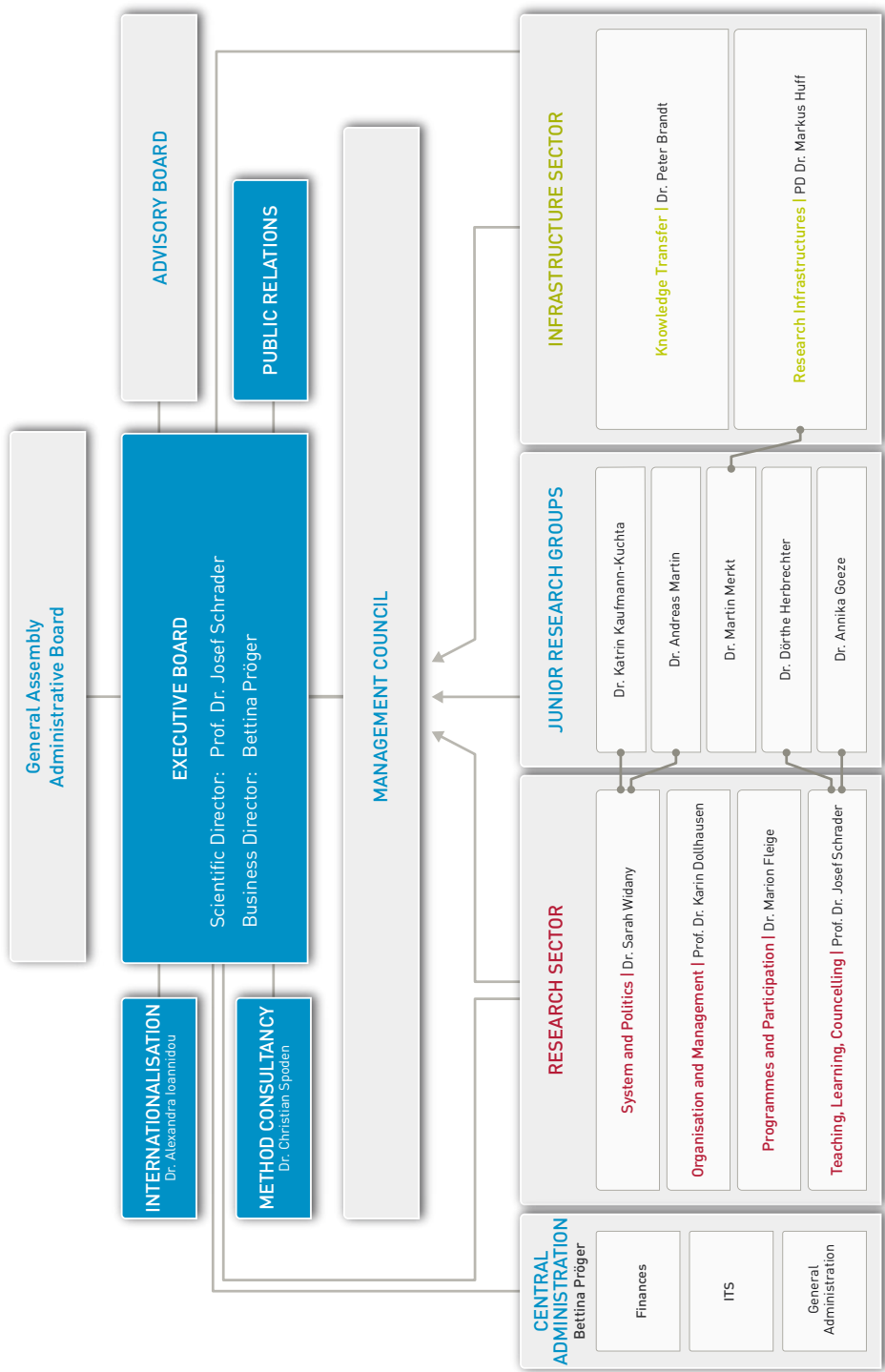
For more information on all DIE projects, please see the DIE website:

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



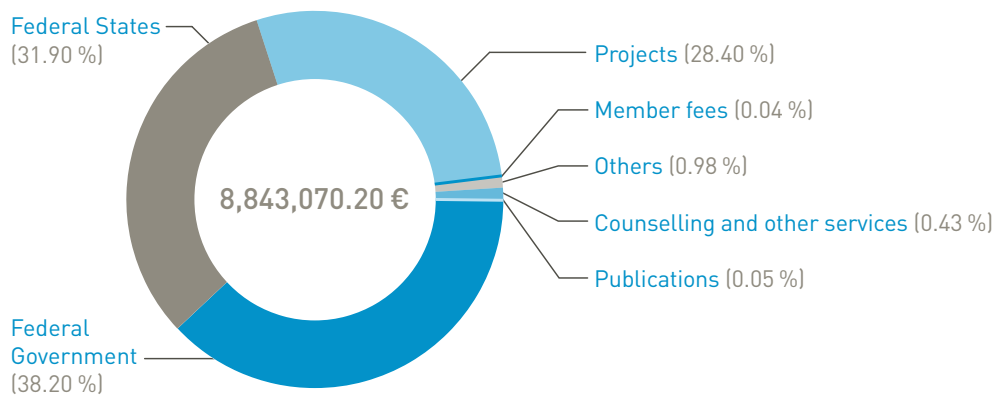
Appendix

ORGANISATIONAL CHART

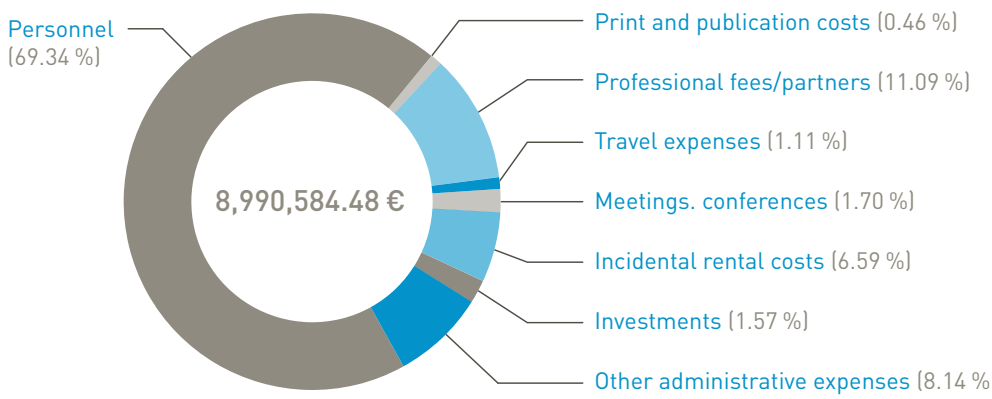


FINANCES

DIE REVENUES



DIE EXPENSES



» STAFF

EMPLOYEES OF THE DIE [December 31, 2018]				
	Full-time equivalent	Persons	Women	Men
System and Politics				
Researchers	7.10	9	6	3
Non-researchers	0.65	1	1	0
Total	7.75	10	7	3
Organisation and Management				
Researchers	4.35	6	5	1
Non-researchers	0.50	1	1	0
Total	4.85	7	6	1
Programmes and Participation				
Researchers	5.15	7	7	0
Non-researchers	2.75	3	3	0
Total	7.90	10	10	0
Teaching. Learning. Counselling				
Researchers	12.65	18	16	2
Non-researchers	1.80	2	2	0
Total	14.45	20	18	2
Knowledge Transfer				
Researchers	11.78	14	8	6
Non-researchers	6.91	11	10	1
Total	18.69	25	18	7
Research Infrastructures				
Researchers	5.15	6	2	4
Non-researchers	13.59	17	13	4
Total	18.74	23	15	8
Executive Board				
Researchers	5.0	6	4	2
Non-researchers	3.8	4	4	0
Total	8.8	10	8	2
Central Administration				
Researchers	0	0	0	0
Non-researchers	10.75	12	8	4
Total	10.75	12	8	4

IMPRINT

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