



German Institute for Adult Education –
Leibniz Centre for Lifelong Learning

SHORT ANNUAL REPORT 2019



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Foreword

2019 Annual Report



Prof. Dr. Josef Schrader, Scientific Director

Dear Readers

As you read the 2019 annual report, the Corona pandemic will no doubt be uppermost in your mind. The virus dominates our lives. Events and business trips must be cancelled, and we consider what we can do to slow the spread of the virus. We are responsible for protecting the health of our staff and partners and simultaneously keeping our institutions up and running. Do we still have time to look back at the year gone by? It is to be hoped so, as doing so enables us to see how new challenges can quickly change the world of adult and further education.

Take the example of the National Skills Strategy (“Nationale Weiterbildungsstrategie, NWS”). The NWS has been playing an important role here at

the DIE. In our publication “weiter bilden”, for instance, we featured an interview with Federal Minister of Education and Research Anja Karliczek.

The aim of this large-scale education project is to go above and beyond educational policy by coordinating the innovative efforts of a large number of people and institutions. Of course, this takes time – and it may well be the case, that after Corona, this time is no longer available.

The 2017 coalition agreement launched a campaign for education, research and digitalisation. Unlike in the Digital Pact for Schools, however, the NWS focuses on digitalisation with regard to its role in professional qualifications, rather than as a tool to improve learning and education processes generally. This will have to change. Corona may not go down in history as sparking the digitalisation of education. But with schools forced to close, adult education centres cancelling courses and companies cutting back or shutting down operations, education is under threat to such an extent that educational institutions are seeing their source of income cut and their staff losing contracts, throwing into question their entire existence. The only way forward is to come up with new business models and educational formats with a stronger emphasis on digital media.

What can the DIE do to support this? Until now, we have focused on the extent to which digital media can support educational practice and scientific research, be it as a medium in the teaching and learning process, through the provision of teaching tools, as a means of supporting professional knowledge transfer or as a source of innovative infrastructures for research data and publications.

Furthermore, we believe that for digitalisation to succeed, it is not enough to tackle the challenges presented by teaching and learning. Personnel and organisational developments in institutions must go hand in hand. While we are already on the right track, our efforts must and will be extended, both on practical and policy levels.

Indeed, in order to reach each and every recipient, institution and region where structural limitations prevent digital media from being used to their full potential, there needs to be far greater support in terms of educational policy. This is emphasised in the 2020 National Education Report, compiled in conjunction with the DIE, with a focus on “Education in a digitalised world.”

But it would be wrong for an annual report to look at the past only from the perspective of the present. Let us consider the issues we faced before we were aware what the future would hold.

In 2019, the DIE continued to extend its international presence, of which its acquisition of the secretariat of the European Society for Research on the Education of Adults (ESREA, see page 11) is one example. The year also saw much effort put into the publication of an anthology entitled “100 Years of Adult Education” in cooperation with the German Adult Education Association (DVV, see page 15). Both institutions are now looking into how the impetus sparked by the anniversary can be coordinated and used in further historic research.

In May, German President Frank-Walter Steinmeier visited the DIE with his wife, Elke Büdenbender. They spoke of their commitment to education and adult education in particular, an interest sparked by their own personal experiences (see page 15).

In November, the scientific advisory board carried out their interim evaluation of the DIE. The feedback was predominantly positive, with particular praise for the institute’s progress in research, knowledge transfer and research infrastructures. The board advised the institute to consider ways in which cooperation could be improved between management levels, as well as a reorganisation in the research sector. DIE research associates also nominated two ombudsmen to adjudicate in cases of scientific misconduct.

These and other tasks all challenge the DIE in its intermediary role between practice, politics and research. The Corona epidemic is a salient example by which we can learn the importance of science for decision-making in politics, practice and everyday life. Looking back at 2020, it would be good to think that we had made the most of the situation – albeit one that no one would have wished upon themselves – and learned lessons from it, at the DIE, in the adult education sector, and beyond.

I wish us all the strength to make judgements, based not only on what we know for sure, but also taking into account what is appropriate and reasonable for us and for those those for whom we are responsible.

Stay healthy and take care of yourselves and those around you.

Prof. Dr. Josef Schrader

› FACTS AND FIGURES

113 employees  84 female
29 male

32 ongoing projects  8 EU projects

3,032 open access documents  

 52,915 downloads of "Zeitschrift für Weiterbildungsforschung - ZfW" (Journal for Research on Adult Education)

720,000 visits to wb-web 

2,803 followers on Twitter 

5 university cooperations 
 Bonn, Duisburg-Essen, Hagen, Cologne, Tübingen

The Institute

➤ The DIE at a glance

THE DIE IS THE CENTRAL INSTITUTION for research, politics and practice of adult and continuing education in Germany. Guided by key questions concerning adult teaching and learning, it is our goal to improve the overall quality of further education.

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 and is a member of the Leibniz Association. Our remit covers research on adult teaching and learning, further education programmes and the political and institutional framework conditions of lifelong learning. The DIE contributes to the transfer of knowledge in Germany and Europe and provides an infrastructure for research and practice. In terms of its structure, size and scientific profile, the institute is a unique establishment, both in Europe and beyond.

OUR RESEARCH METHODS

Our work focuses on socially-significant education research and development issues in the field of lifelong learning. Questions that are, and will remain relevant, include:

- How can continuing education systems be designed to increase participation and skills and reduce social disparity?
- How can continuing education systems be structured and managed in a way which ensures that the courses they offer are educationally effective?
- How can continuing education programmes be developed to meet the needs of those they serve?
- How should adult teaching, learning and counselling be managed to be effective?

WE SUPPORT NATIONAL, INTERNATIONAL AND INTERDISCIPLINARY PERSPECTIVES

The institute's overriding commitment is to link continuing education practice and research on national, international and interdisciplinary levels. This is of particular importance for the following reasons:

- Education policy in Germany is led by the federal states and their cultural sovereignty.
- National and regional policies concerning continuing education are increasingly transcended by decisions made at inter- and supranational levels.
- Research on continuing education and lifelong learning is undertaken in many disciplines.
- Due to its institutionally varied and heterogenous structure, adult- and continuing education is subject to varying governance codes of practice.

The DIE works constantly to strengthen its cooperation with European and non-European institutions, thus representing the German continuing education system on an international level. As members of various international bodies, DIE researchers are involved in numerous joint projects, as well as in the planning of international workshops and research stays. The publications they produce receive acclaim far and beyond national borders.

THE WAY WE WORK

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, Prof. 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 will focus on in the medium term are negotiated annually with the funding bodies according to the programme budgeting. 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.



HOW WE TRANSFER RESEARCH

DIE departments work on the assumption that adult and continuing education is a multilevel system, ranging from teaching and learning processes to the political and institutional framework. While ensuring continuity in terms of its overall perspective on the adult and continuing education sector, this enables the institute to adapt to continual change.

The DIE's activities are split into Research and Infrastructure sectors. The Research sector consists of four departments – “System and Politics”, “Organisation and Management”, “Programmes and Participation” and “Teaching, Learning, Counselling” – while the Infrastructure sector is divided into the “Knowledge Transfer” and “Research Infrastructures” departments. The research work combines practical relevance with a sound scientific base. The Infrastructure sector disseminates research data. Here, publications and internet portals are used to transfer knowledge, thus supporting interdisciplinary research on lifelong learning and helping to promote further networking within 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.

The DIE's aim is to improve cooperation between the scientific community, educational practice and adult and continuing education policy. In this vein, the institute has committed itself to the establishment of a network of partner institutions, as well as to digitally

based knowledge transfer. This enables practical needs to be accessed more rapidly and in a more differentiated and communicative manner, as well as improving the scope of information available to policy and practice.

Four groups of junior 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.

WE MAKE FAMILY AND WORK COMPATIBLE

The DIE is committed to implementing personnel policies that take account of different family and life situations and help employees achieve a positive work-life balance. The establishment of a family-friendly culture within the organisation is one of the Executive Board's explicit goals, and a variety of personnel development schemes, flexible, part-time and remote working options, as well as corporate health care and family support schemes are on offer to employees.

The DIE also advocates employee equality, with disabled rights and equal opportunities representatives on hand to support job applicants and employees. Furthermore, a company agreement on integration management is in place to maintain and promote employee health.

OUR SUCCESS THROUGH TEAMWORK – THE DIE'S ROLE IN THE LEIBNIZ ASSOCIATION

The DIE is a member of the Leibniz Association, whose members pursue the common mission of *theoria cum praxis* – science for the benefit and good of humanity.

In recent years, the DIE has intensified its cooperation with other Leibniz Association institutes, in particular through its commitment to the Leibniz Education Research Network (LERN), the Leibniz Research Alliance

on Healthy Ageing and the interdisciplinary research alliance, Open Science, which opens up new research and development fields through its focus on the effects of innovative, network technologies on science and society.

As a member of LERN, the DIE works with 25 renowned university and non-university institutes for educational research, to pursue interdisciplinary projects concerned with the creation of an efficient education system that encourages lifelong learning. This research network has since become a recognised partner in educational policy.

INTERNATIONALISATION

The Internationalisation unit, affiliated within the Executive Board, is charged with DIE's strategic international development. Its remit, under DIE employee Alexandra Ioannidou, includes:

- supporting the Executive Board in the establishment of internationalisation as a cross-sectional goal for all departments
- consolidation and coordination of interdisciplinary international initiatives
- identification, initiation and further development of strategic international partnerships
- representation of the DIE in international bodies and organisations
- advising departmental heads on the implementation of internationalisation targets and researchers on international comparative projects
- supporting the expansion of international comparative research

Together with departmental heads, the internationalisation unit has drafted goals for future international alignment, based on the institute's four overarching internationalisation targets. These are:

- improve visibility
- enhance the institute's reputation
- raise responsiveness
- expand the institute's research and infrastructure services

Through its key role in European research networks, the institute has already attained a high profile and reputation, not least thanks to its successful bid to assume charge of the Secretariat of the European Society for Research on the Education of Adults (ESREA) from Alexandra Ioannidou in January 2019. The institute supports the many functions entailed in holding office, through the provision of personnel and material resources.

Furthermore, the institute is also involved in the European Association for Research on Learning and Instruction (EARLI). Its “Instructional Design” Special Interest Group 06 (SIG) is coordinated by junior research group leader in the “Research Infrastructure” department, Martin Merkt, and the network of junior researchers (JURE) under Moritz Sahlender, research associate in the “Teaching, Learning, Counselling” department.

Alongside existing cooperation with strategic partners outside Europe (University of British Columbia, Department of Educational Studies (Canada) and the Institute for Adult Learning (Singapore)), the DIE is pursuing cooperation with the National Research University, Higher School of Economics, Institute of Education, in Moscow (Russia), whose commitment to integrating research and continuing education fits ideally within the DIE's remit.



DIE employees joined the Bonn Marathon in two relays in April 2019.



In November 2019, professors and doctoral candidates from the University of Lagos, Obafemi Awolowo University (Ife-Ife) and Bayero University (Kano) in Nigeria visited the DIE. Topics of interest were digital teaching and learning strategies as well as methods of visualising competences.

It is through strategic partnerships like these that the institute is extending cooperative research schemes well beyond European borders, thus creating the foundations for international research placements, joint publications and project proposals, as well as the further expansion of research and service provisions.

The Internationalisation unit is also actively involved in internationally comparative research projects. As a

member of the European scientific advisory board of the HORIZON 2020 YOUNG_ADULLLT project (Policies supporting young adults in their life-course), Alexandra Ioannidou has been supporting and advising the international and interdisciplinary project consortium, made up of members from nine countries, since 2017. In February 2019, she took part in the panel discussion at the group’s closing conference in Lisbon and, in cooperation with Katrin Kaufmann-Kuchta, junior research group leader in the “Systems and Politics” department, she also organised a workshop with partners from the University of British Columbia (Canada), financed by the German Research Association (DFG) (see page 16).

The unit, together with eight European partners, has also been involved in a HORIZON 2020 tender for an innovative training network „Adult Education, Common Good and Public Perspectives“ (ADUCOMMON), as part of the European funding line “Excellent Science – MARIE SKŁODOWSKA-CURIE ACTIONS”.

Other activities have also contributed towards raising the institute’s international profile. These include the publication of the annual report in English (Short Annual Report) in cooperation with the public relations team, as well as the organisation of visits by overseas researchers and practitioners from countries including Nigeria, Armenia and Russia. DIE research associates have represented the institute at international conferences and produced a significant number of English language publications.

The DIE’s internationalisation agenda is constantly updated and is open to new developments and perspectives.

COMMUNICATING ADULT EDUCATION

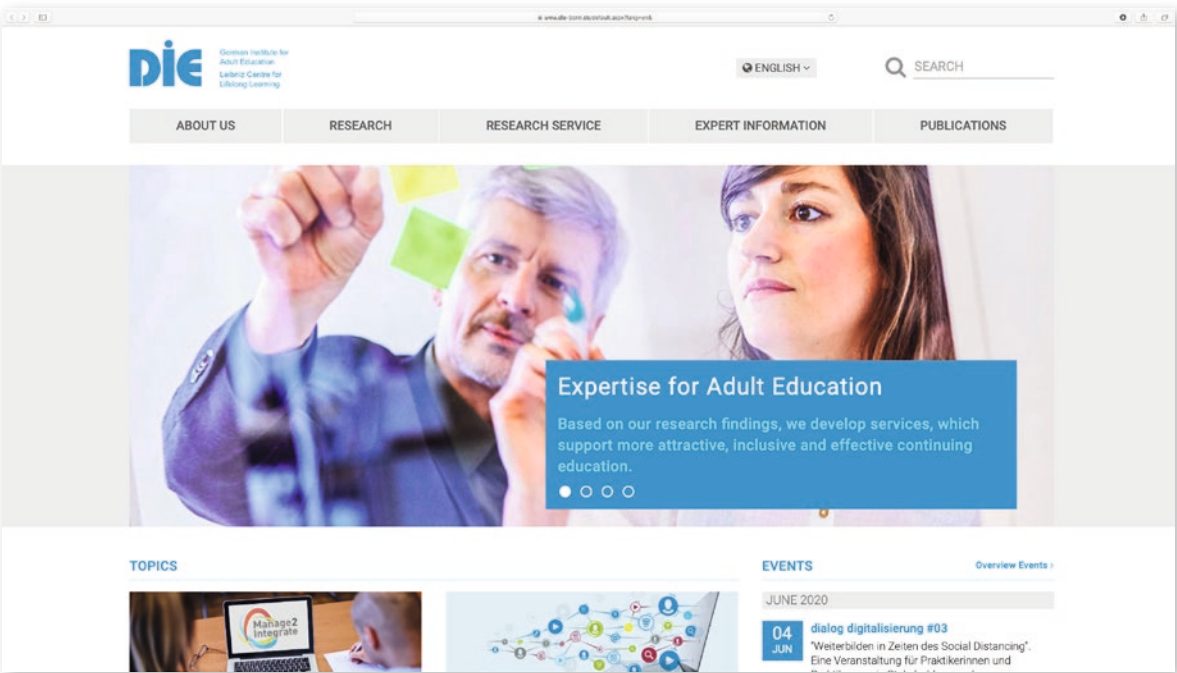
One of the Leibniz Association’s strategic goals is the transfer of knowledge to target groups beyond academia contributing to social reflection and innovation. DIE’s press and public relations team plays a key role in this respect. Its job is to inform the media, specialist communities, researchers and education policy makers about the institute’s latest research results and projects, as well as increasing the visibility of DIE’s work in the adult education sector.

This is achieved through various means – internal and external newsletters, image films and leaflets, information material, annual reports and social media channels and events. At the heart of the communication network is the DIE homepage, which is also maintained and developed by the public relations team. The institute’s social media accounts on Facebook (@diebonn.de) and Twitter (@die-bonn.de) are also well received.

The job of ensuring DIE’s unified identity and boosting its recognition is also the work of the public relations department, through their maintenance and optimisa-

tion of the institute’s corporate identity (CI). Other key elements of external publicity work include the organisation of events and trade fair appearances. The DIE Continuing Education Forum regularly brings together representatives from science, educational practice and politics to reflect on any issues encountered and discuss research results. In 2019, a team began planning the content and structure of the DIE Forum 2020, which will take place on November 30 and December 1, 2020 and will focus on the issue of digitalisation in adult education, in terms of quality and professionalism.

Equally well established in the adult education world is the Innovation Prize for Continuing Education, which the DIE has awarded 12 times since 1997 to publicly highlight innovative approaches to adult education. This year’s accolade is entitled “Ready for the digital revolution – learning opportunities for adult educators” and is aimed at celebrating developments to help make teaching staff fit for the digital age.



➤ Highlights: the DIE in 2019

THE DIE'S WORK IN 2019 WAS MARKED BY DIVERSE RESEARCH FINDINGS, PUBLICATIONS AND EVENTS.

A particular highlight for all employees was a visit by German President Frank-Walter Steinmeier and his wife Elke Bündenbender. This section looks at further milestones from a year in the life of the institute, as well as at notable research and knowledge transfer projects.

➤ DIGI-EBF LAUNCHES ITS DOSSIER AND DIGITALISATION DIALOGUES #01 AND #02

The demand for digitalisation is currently being felt throughout the world of adult- and continuing education – on levels ranging from individual, to institutional, right through to the political management echelon. The German Ministry for Education and Research (BMBF) is subsidising numerous research projects on the digitalisation of education. To prevent this research being carried out in isolation from practice and politics, the BMBF launched a meta-research project “Digitalisation in Education”, (DIGI-EBF) in which the DIE is involved. The project's initial findings were published in 2019.

What role do teaching staff play in the digitalisation of adult- and continuing education? What challenges does it present in terms of their training needs? In order to answer these questions, a dossier is being compiled from German and English research literature. The critical reviews will benefit not only the research community, but also educational practice, with centralised results being clearly presented in multimedia form in the wb-web portal.

A further initiative is a series of events, referred to as “Digitalisation Dialogues“. Dialogues #01



and #02 took place in 2019. Featuring topics such as the role of staff, public funding for digital continuing education, learning analytics and augmented reality, the events opened up discussion on digital topics and clearly demonstrated the need for such a format. For the DIE, the initiative offers a further opportunity to shape the exchange of knowledge and perspectives between research, practice and politics.

DIGI-EBF will also put this transfer process under the microscope. As part of a dissertation, researchers will analyse the strategies used to put research findings into practice as well as looking at the preferred forms of research-practice-cooperation.

➤ 100 YEARS OF ADULT EDUCATION CENTRES IN 100 STORIES – AN EXTRAORDINARY HISTORY OF ADULT EDUCATION CENTRES IN GERMANY

In 1919, Germany established a public adult education system. To mark the 100th anniversary of the event, the DIE, in cooperation with the German Adult Education Association (DVV), produced a large format book, with 100 pictures and stories, recounting tales from an eventful 100 years of adult education centres. The publication features past and present first-hand accounts of the system, as well as memories and thoughts from researchers, practitioners and politicians. Together, their anecdotes, analyses, and archive documents and photographs paint an entertaining and informative picture of German education history. As well as providing cause for reflection, the book offers a glimpse into the successes and shortcomings of research and is, without doubt, a unique work.esses require all staff to cast a critical, constructive and appreciative eye on the evolving disciplinary and cultural diversity.



Schrader, J. & Rossmann, E. D. (Eds.). (2019). 100 Jahre Volkshochschulen. Geschichten ihres Alltags. Bad Heilbrunn: Julius Klinkhardt.

➤ GERMAN PRESIDENTIAL COUPLE VISITS THE DIE

“Our visit to this institute has shown the high priority of adult- and lifelong education. The responsibilities of the DIE will continue to grow.” These motivational words were chosen by German President Frank-Walter Steinmeier to sum up his visit to the DIE with his wife Elke Bündenbender, on May 15, 2019. The pair are known for their commitment to educational issues and have launched their own educational initiatives in the past. “My wife and I are well aware, from our own educational paths, of the importance of education and learning, even in adulthood,” said Steinmeier, whose visit was at the invitation of the Leibniz Association. In an open discussion, in which DIE doctoral students shared aspects of their current research work, the President and his wife showed particular interest in issues concerning access to adult education and its role in social integration.



For the DIE and its employees, it was a memorable day, in which adult education and the significance of lifelong learning were the focus of an uncharacteristically high level of attention and recognition – a clear motivation boost for further research and its use in practice.

➤ GERMAN-CANADIAN RESEARCH COOPERATION

The DIE is driving forward internationalisation through strategic cooperation. One such project is with the University of British Columbia (UBC) in Vancouver (Canada) – one of the world's leading research universities. In 2018, the two institutions signed a cooperation agreement with the goal of pursuing joint research projects. In 2019, the DIE moved a step closer to this goal, with Alexandra Ioannidou, from the internationalisation unit and Katrin Kaufmann-Kuchta, head of the junior research group "Interrelations of institutional frameworks and the provision of adult education in international comparison" organising their first workshop with the UBC's Department of Educational Studies. The DFG-funded workshop set out the foundations and perspectives for a joint, international comparative research project analysing the provision and participation structure

of continuing education in Canada and Germany. In September, DIE and UBC colleagues met in Bonn to consider the design and governance of the German continuing education system and discuss a theoretical model to analyse learning opportunities and participation structures. The second workshop, which was due to take place at the UBC in June 2020, will focus on the corresponding questions with regards to the Canadian system. Subsequently, researchers will compile questions for cooperative research, which will form the basis of project funding applications in Germany and Canada.



➤ RESEARCH AND ITS TAKE ON THE GERMAN EDUCATION SYSTEM

DIE Director Josef Schrader is co-publisher of a new reference work, published in 2019, about the German education system and its future potential – "Das Bildungswesen in Deutschland: Bestand und Potenziale". The work features some 1,000 pages, with thoughts by renowned contributors on the current state of scientific research, as well as an overview of the German education system since its conception. It also highlights the biggest challenges facing education and looks at strategies for dealing with them. In chapter six, "Adult and continuing education – learning in older age", Josef Schrader includes contributions from renowned professors, including Yvonne Anders, Harm Kuper, Dirk Richter, Bernhardt Schmidt-Hertha and Rudolf Tippelt. The book is published by the Leibniz Education Research Network (LERN).

O. Köller, M. Hasselhorn, F. W. Hesse, K. Maaz, J. Schrader, H. Solga, C.K. Spieß, K. Zimmer (Eds.) (2019). *Das Bildungswesen in Deutschland. Bestand und Potenziale*. Bad Heilbrunn: Julius Klinkhardt.



www.leibniz-bildungspotenziale.de
www.bildungswesen-deutschland.de

➤ HOW TO TEACH BASIC FINANCIAL LITERACY

The DIE's financial education curriculum was released at the beginning of December 2019. It is aimed at anyone in the adult education sector who is planning or conducting a literacy or basic education learning programme. The curriculum features a didactic concept, with a whole host of teaching and learning materials that can be used for various target groups and learning methods. These include social work specialists and those in the field of social education in their planning of (preventative) advice and education.

The financial education curriculum is a key outcome of the "Curriculum and professionalisation of financial education" project (CurVe II). Based on a competency model and problem-oriented learning approaches, the curriculum was developed in close cooperation with common practice and has been scientifically tested. The resulting everyday teaching and learning methods are practical, modular and can be applied across target groups, to both existing and new learning schemes. The curriculum and relevant material are available under creative commons licence at www.die-curve.de/curriculum.



➤ BRINGING TEACHING SKILLS TO THE FORE

The initial "Basis for the Development of a Cross-Provider Recognition Procedure for the Competences of Adult and Continuing Educators" project (GRETA I, 2014 - 2018) focused on the development of tools and foundations to recognise adult education teacher competencies. These tools and concepts are now being put to the test in the follow-on project, GRETA II. Using a structural model to convey necessary skills to teaching staff, the project has already been well received in the further education sector, both on national and international levels,



with the project featuring in UNESCO’s fourth Global Report on Adult Learning and Education (GRALE – <http://uil.unesco.org/adult-education/global-report>). The report, which monitors global developments in continuing education, highlights the model as a way of improving the quality of adult learning. Indeed, the goal of GRETA II, which runs until the end of 2021, is to raise the quality and professionalism of teaching personnel. During this period,

feedback from partners across the continuing education sector, both on the competence model and on other instruments of reflection and recognition, will be collected. Integrated in GRETA II are two dissertation projects, which have set out to research PortfolioPlus’s potential for teaching staff and how the GRETA competence assessment can be used to aid recruitment in continuing education institutions.

SCOUT: EU-PROJECT OF DISTINCTION

In December 2019, just a few months after its completion, the "Assessing Competences for Future" project (SCOUT) was given a “very good” rating and stamp of Good Practice by the German Federal Institute for Vocational Education and Training (BIBB). It is not every day that assessors of Erasmus+ projects hand out such glowing valuations. But the “Knowledge Transfer” department’s SCOUT project obviously convinced them in more ways than one. The project features a toolkit of practical methods of assessing competencies and aiding the integration of immigrants into society and the labour market. At its core is a profile pass, formulated in simple, easy-to-understand language, with which immigrants can document their competencies, interests and resources that may otherwise go unnoticed. According to the assessors, SCOUT has come up with “an entire range of high-quality working material, which is of significant relevance in assessment work with the target immigrant group”. SCOUT products, they state, are “varied, up-to-date, easy-to-use, high quality and explicitly relevant for new immigrants and their advisers.” Assessors go on to remark that the way in which the project is set up also enables it to be used in vocational training and youth work, and conclude



Goran Jordanoski has reason to be happy. The first EU-project he has coordinated received 96 out of 100 points in its final assessment.

that SCOUT has made a significant contribution “not only to the internationalisation of the assessment tools and the way in which they have been designed specifically for new target groups, but also to the internationalisation of cooperation between relevant project partners. The project’s findings also include a contribution to the EU’s Europe 2020 strategy.”

THE OWL IS FULLY-FLEDGED – NEW LEARNING PLATFORM FOR ADULT EDUCATION

After almost four years in development, the free OWL (Open Web-Based Learning Space for Continuing Professional Development of Adult Educators) online platform for adult- and continuing education teaching personnel is up and running. Integrated into the wb-web portal, the platform offers a variety of learning paths tackling everyday educational challenges. As Open Educational Resources (OER), the paths and their individual components can be used by providers from the Train-the-Trainer Segment, also on a commercial basis, with the

potential for many diverse links to blended learning settings. Furthermore, with users asked to consent to scientific monitoring upon registration, the platform functions as a database, which can be used to answer research questions on skills acquisition in digital environments. Thus, not only is the platform valuable in its further development of adult education and professionalism of continuing education teaching personnel, it also plays a role in research into digitalisation in further education.



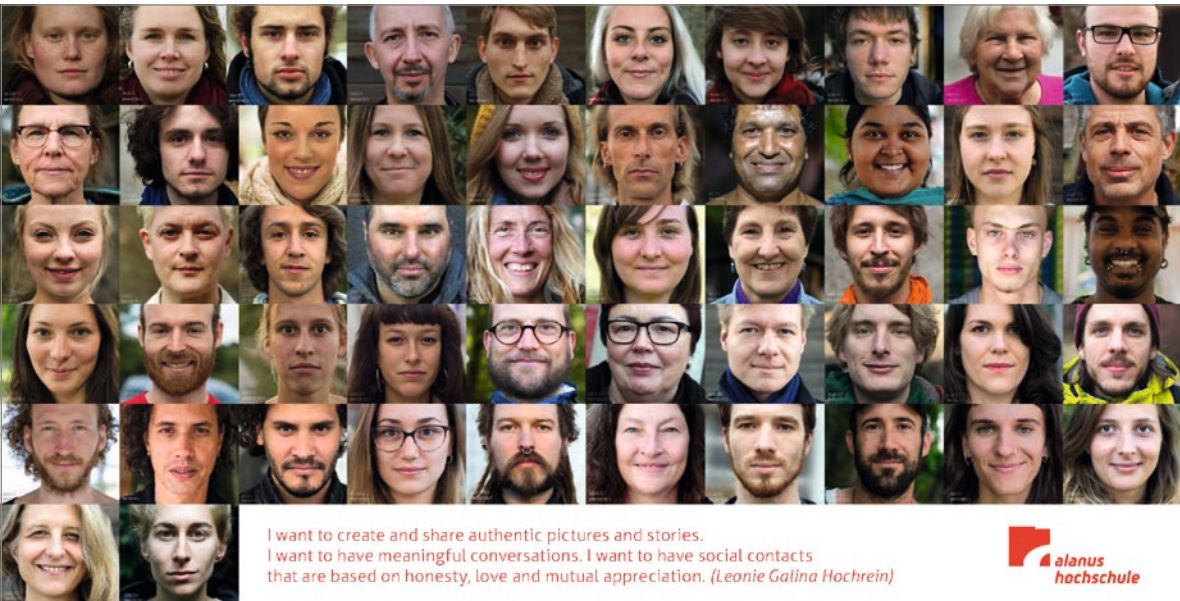
» Art at the DIE

“CHANGING PERSPECTIVES”, “IN • NE • HAL • TEN” AND “ROADSTORIES” were the names of the DIE’s art exhibitions in 2019.

Art in the office, in conference rooms, corridors and at meeting points enhances the working day, creating stimulating and inspiring accents. DIE’s ethos of alternating exhibitions means colleagues always have a new talking point. In 2019, the institute hosted three exhibitions.

One of the three, entitled „in • ne • hal • ten“ (pause), featured inspiring works by students on the “art-education-therapy” bachelor course at the Alanus University for Arts and Social Sciences in Alfter. Three exhibitors were awarded the DIE prize for upcoming artists.

The exhibition “Changing Perspectives” featured mainly small format works by the artist Esther Naused. In its third exhibition, “Roadstories”, also in association with the Alanus University, the DIE featured work by young artist Leonie Hochrein, an Alanus graduate who won a DIE prize for upcoming artists in 2016 before being killed in an alpine mountaineering accident a year later. “Roadstories” was a year-long photographic project, in which Hochrein asked one person a week to share their personal understanding of three things – home, happiness and life.



Leonie Galina Hochrein, The roadstories project

Educational research and innovative concepts for practice

THE DIE IS ONE OF THE INSTITUTES in the Leibniz Association that both conducts research and provides infrastructure services. Wherever possible, the DIE attempts to link the two, which calls for close cross-departmental cooperation, with research, development and transfer work taking place either in parallel, or in staggered phases.

Adult education and its requirements, formats and effects are at the core of the DIE’s research work and it is from this nucleus, 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. Heterogeneous institutional structures, multiple organisational set-ups and disparate legal frameworks and financial regulations mean there is still a lack of transparency in the sector.

Furthermore, the evolving levels of demand for continuing education, as well as changing financial, political and legal conditions mean continuing educational structures and organisations are in a constant state of fluctuation. External measures are not all that is to blame. Internally, conditions, objectives and leeway of employers and users are also driving change processes.

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

This is where research into teaching and learning processes comes in, and the analysis of their effects

both within and outside the educational environment. 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 increased reliance on digital media. The department has developed an open access policy and offers a growing number of information materials as open educational resources (OER).

The "Research Infrastructures" department has further 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 data obtained in DIE research projects. To ensure it has its finger on the pulse in the dynamic field of adult and continuing education, both in terms of research and infrastructure, the DIE regularly invites internal and external experts to give lectures in its DIE seminars. Their presentations form the base of discussions to consider future cooperation opportunities.



› System and Politics

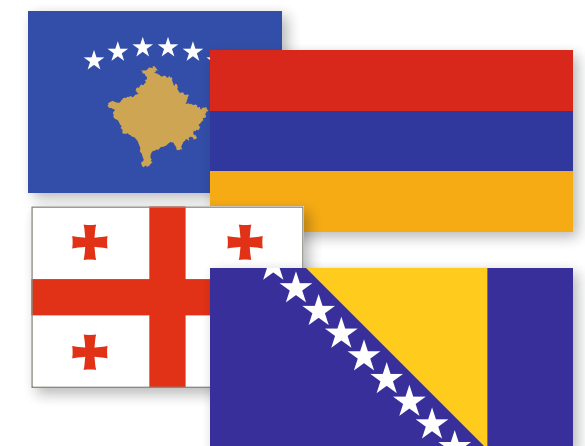
THE "SYSTEM AND POLITICS" DEPARTMENT is responsible for observing and analysing Germany's continuing education system. Researchers focus on the social and institutional frameworks of continuing education, as well as on political and civic stakeholders and the impact of their actions on continuing education structures, offerings, and participation. They also examine the individual and wider social effect of participation in continuing education.

› IN FOCUS – CONTINUING EDUCATION REPORTS IN BOSNIA AND HERZEGOWINA, ARMENIA AND GEORGIA

The DIE is cooperating with the International Institute of the German Adult Education Association (DVV International) to compile the first ever reports into continuing education systems and participatory structures in the Caucasus and Balkan regions. The resulting data and analyses will be used to support DVV offices in the countries in their lobbying and advocacy efforts.

In the initial project phase (2019 to 2021), the "Systems and Politics" department will be advising DVV International in its implementation of an adult education survey (AES) in Kosovo, Armenia and Georgia, undertaken in cooperation with national polling agencies. In the second phase, the project will expand to include Bosnia and Herzegovina, where AES data was compiled in 2017. The results of the quantitative surveys will be supplemented with qualitative studies, to shed light on the countries' continuing education frameworks and the challenges

they face. Consultation is due to be complete towards the end of 2020. For the countries in question, it is the first time they have had access to representative data on participation in their continuing education systems. The data will also be used by DIE's "Systems and Politics" department for internationally comparative analyses.



» Organisation and Management

THE “ORGANISATION AND MANAGEMENT” DEPARTMENT focuses its research on the organisational level of continuing educational institutions, partnerships and networks. Starting with a fundamental perception of continuing education as a multi-level system, researchers analyse processes that contribute to successful learning of adults. As such, the department adds a new level of understanding about the workings and frameworks of continuing education institutions and thus plays a key role in interpreting and shaping the organisational requirements of educational service provisions.

» IN FOCUS – 100 YEARS OF ADULT EDUCATION CENTRES – PUBLIC INSTITUTIONALISATION OF ORGANISED ADULT EDUCATION CENTRES

The 100th anniversary of adult education centres in Germany cast a spotlight on the organisation of continuing education institutions in 2019, highlighting the historic milestone, 100 years earlier, when many establishments were formed and adult education first received public sector recognition in the Weimar constitution. Such events, which put the public institutionalisation of continuing education under the spotlight, are of key importance to organisational researchers.

The issue was the focus of an internationally comparative analysis of developments in public adult education

in 1919, undertaken by a member of the "Organisation and Management" department together with a colleague in Great Britain. The results were published in a paper presented at the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA) in Nottingham (Great Britain).

A further article, concerning questions of methodical ascertainability in the organisational history of adult education institutions, was published in a peer-reviewed journal.



» Programmes and Participation

THE KEY RESEARCH QUESTIONS TACKLED BY THIS DEPARTMENT concern the planning of continuing education programme ranges, their functions, and their participants. Researchers analyse the portfolio on offer at various institutions, and question how continuing education programmes are being adapted to needs, who they are targeting and which use do they convey? On which knowledge are planners basing their decisions? Which strategies do they follow? The research programme's main focuses are in the fields of literacy and basic education, (inter)cultural education, political education, and professional and scientific education.

» IN FOCUS – VOCATIONAL TRAINING AT ADULT EDUCATION ESTABLISHMENTS

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 focuses its work on the conditions required 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.

➤ IN FOCUS – PROFESSIONAL SKILLS OF GSL-TEACHERS

Language is a key factor in migrant integration. It is one of the main prerequisites for social participation, educational success and good employment prospects. German as a second language (GSL) is, as a rule, on offer in German schools and adult education institutes. However, the increasing linguistic and cultural diversity of students places additional demands on the professional skills of teaching staff in all educational fields.

Under DIE’s lead, the COLD project (Competencies of school teachers and adult educators in teaching German as a second language in linguistically diverse classrooms) examines the general, specialist and didactical competencies of GSL teachers in integration courses and preparatory classes. Using video

recordings, among other things, the project analyses teachers’ professional knowledge and vocational attitude, as well as considering how competently they assess authentic classroom situations and tackle real life situations. Of particular interest is the question as to what extent teachers adapt their own spoken language to the linguistic level of the students. The interdisciplinary project is a collaboration between DIE and seven further institutes and, with five funded doctorates integrated within it, places particular value on the qualification and support of junior researchers. COLD has applied for Leibniz Association funding, as part of its “Cooperative Excellence” scheme.

www.die-bonn.de/COLD



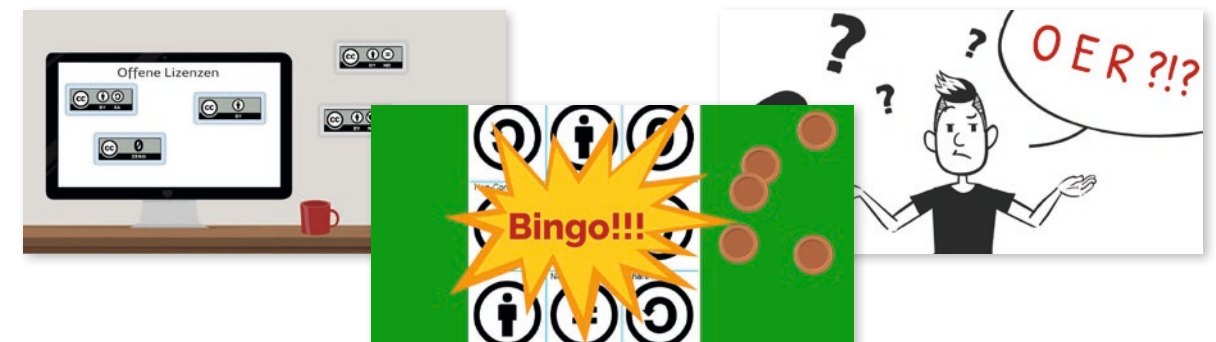
➤ Knowledge Transfer

THERE IS MORE TO THE DIE THAN researching socially relevant aspects of adult education. Its unique profile is based equally on its role in putting its findings into practice. This process is not a one-way street, however. Transferring knowledge from research into politics and practice goes hand in hand with communication in the other direction – with knowledge gained in practice and needs for further scientific work being conveyed back to the research sector. This is made possible thanks to DIE’s various transfer channels – publications, portals and practice networks.

➤ IN FOCUS – OPEN EDUCATIONAL RESOURCES: TALK ABOUT YOUR ACHIEVEMENTS!

Being awarded the OER Award in 2017 for its wb-web portal, marked DIE’s entrance into a community of users who freely share adult educational material. The OWL learning environment (www.wb-web.de), with its free and commercially reusable learning paths is the next step. Parallel to working on its own OER developments, the DIE is also involved in a series

of projects supported by the German ministry for education and research (BMBF), OERinfo, aimed at gaining a deeper insight into the practical uses of OER. As part of this, Magdalena Spaude is running various workshops and webinars to explain licences, pass on useful material and talk about the opportunities and limits of free-for-all educational material.



Images from the learning path in the OWL section on wb-web: “Find open educational resources (OER) for continuing education”.





Fostering young talent

THE DIE IS COMMITTED TO PROMOTING NEW TALENT – providing trainees, doctoral and postdoctoral students with the skills they need for their careers and opening up new professional opportunities.

› TRAINEES

The DIE currently offers two vocational training paths, leading to qualifications in either media and information services or office management. Both aim to support

and develop professional skills and provide trainees with practical insights into their chosen career.

› JUNIOR RESEARCHERS

How can young researchers best be supported in gaining scientific and job-related skills? This question is at the centre of the DIE's structured doctoral course (SDA), which is based around a four-pillar programme:

- 3 | Interdisciplinary cooperation with educational institutes as DIE partners, providing young researchers with the opportunity to experience other establishments and thus extend their skills.
- 4 | Institutionalised responsibility and organisational link to the method counselling interface.

- 1 | A course structure, which sees programmes in relevant research methods structured in terms of content and time.
- 2 | Varied and compulsory support services provided by departmental and junior research group leaders, with qualification work to support continual progress.

Outstanding graduates are also offered the opportunity to establish an individual research profile and take on an initial management role as a junior research group leader.



Federal President Frank-Walter Steinmeier in discussion with doctoral candidates: how does adult education contribute to civic commitment and social integration.

› Research Infrastructures

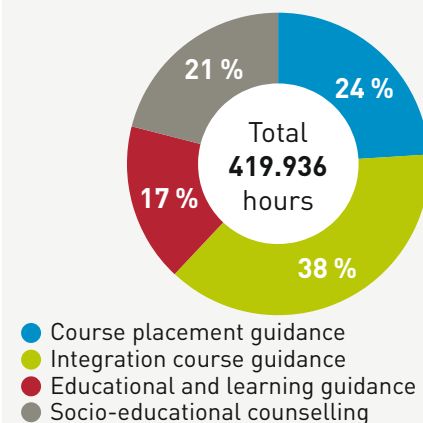
THE “RESEARCH INFRASTRUCTURES” DEPARTMENT has been successfully building on the base founded with its establishment in 2017. The “Statistics” and “Library” research infrastructure teams offer services relevant to adult education and are guided by the principle of open and transparent research.

› IN FOCUS – ADULT EDUCATION STATISTICS: FIRST PUBLICATION AFTER REVIEW

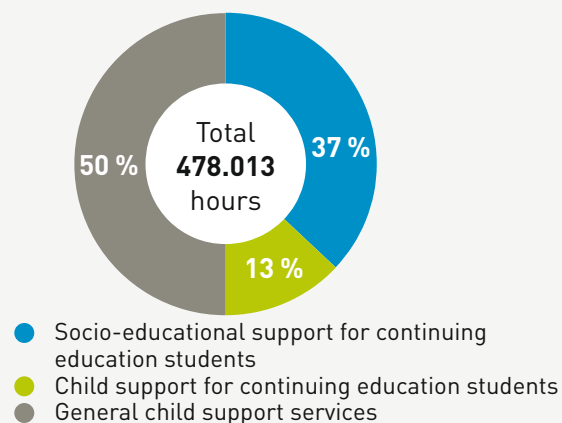
Publication of adult education statistics took on a new form in 2019, after a four-year revision process. As a result of the project “Wide-scale revision of the DIE provider / programme statistics – StaRe”, undertaken in cooperation with the “System and Policy” department, all underlying data can now be downloaded via

direct link as an Excel file, in addition to the tabulation volume in pdf form. As well as a wider range of data, this also allows a greater depth of information to be accessed. In the future, statistics will cover areas not necessarily within the course portfolio – for example counselling or care responsibilities.

Teaching hours for **counselling services** at adult education establishments in 2018



Teaching hours for **counselling services** at adult education establishments in 2018





Projects at the DIE

THIRD-PARTY PROJECTS are an important opportunity for the DIE to examine current and ongoing issues in lifelong learning.

As well as enhancing institutionally-funded research and development work and providing opportunity to react to current developments in policy and practice, they also introduce further innovative topics.

The DIE has established a portfolio of projects funded by third parties that include the German Ministry of Education and Research (BMBF) and the European Union. In addition, projects receive competitive funding from the German Research Foundation (DFG) and the Leibniz Association. All departments are involved in strategically planning and applying for third-party projects, with many involving cross-departmental collaboration. The DIE also cooperates in project research with numerous external partners, including continuing education providers, professional and supporting associations, partner universities, Leibniz Association educational research institutes and international partners.

Research methods vary, depending on the question and its subject. They may include descriptive, as well as hypothesis-generating or hypothesis-testing context and causal analyses based on (quasi) experimental or longitudinal studies. Both qualitative and quantitative evaluation and survey methods are used and linked in mixed-method approaches.

Indeed, the number and variety of ways in which research questions can be addressed can be seen by looking at current ongoing projects concerning the digitalisation of learning- and education processes merely. The increased number of projects in the infrastructure department is also of note. Thanks to its web-portal, DIE has established an infrastructure that enables fast and far-reaching knowledge transfer in the form of 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

› METHOD CONSULTING UNIT

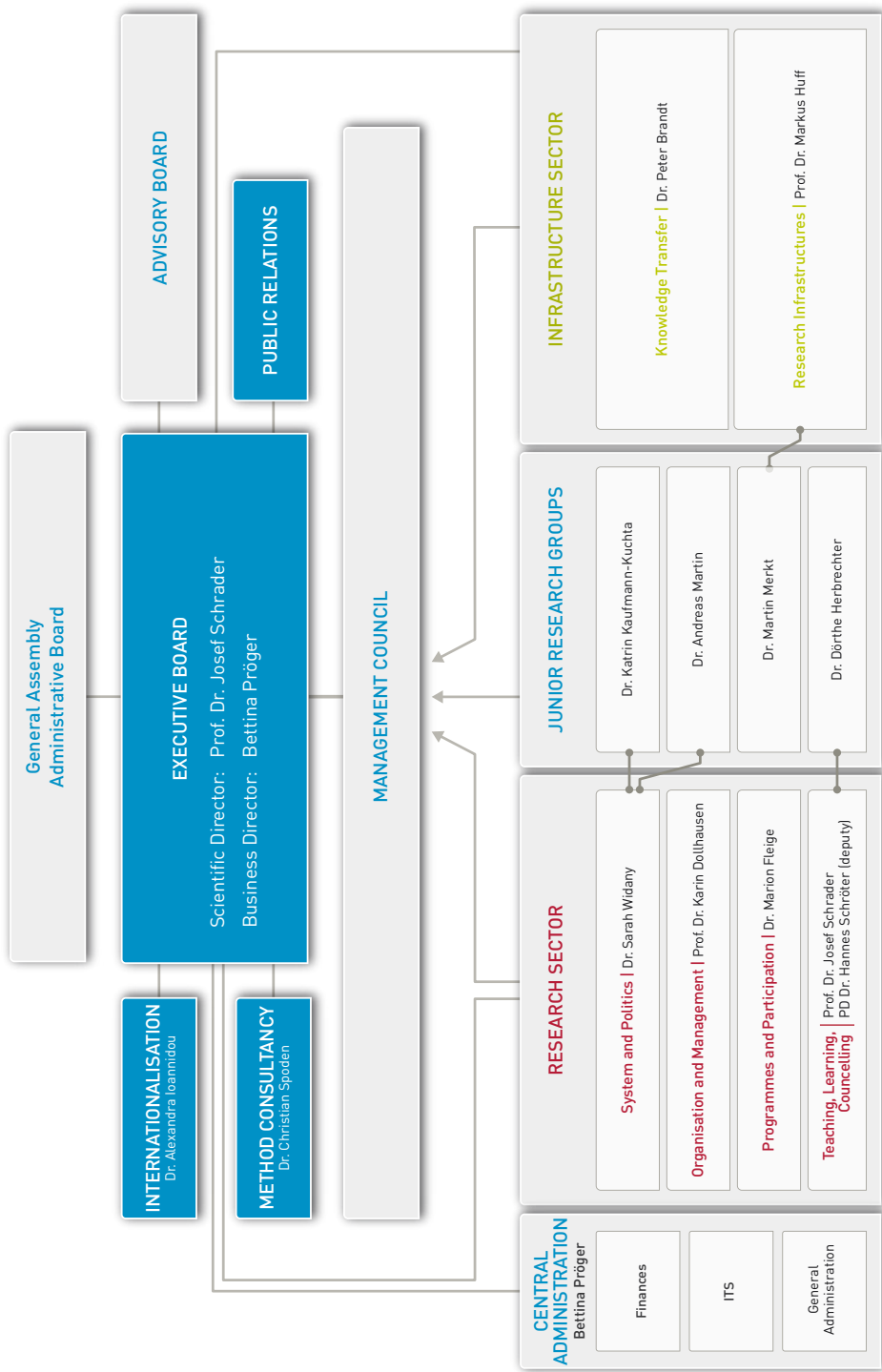
The method consulting unit offers advice and support to junior researchers at the DIE. It enables doctoral and post-doctoral students to discuss the design, implementation and evaluation strategies of their research with the institute's method consultant, Christian Spoden, and thus develop a plan optimal to their specific research question. The unit is able to offer such a service,

due to its commitment to continual training, ongoing exchanges with methodologists in other institutes, as well as its own research into educational science central analysis processes with latent variables (item response and structural equation models) and computer-based data collection methods. As a result, it can ensure that research is undertaken on a highly methodical level.



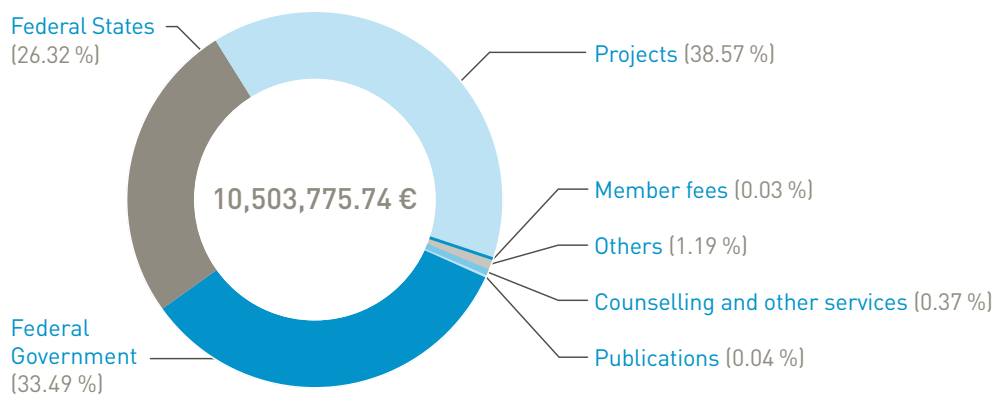
Appendix

ORGANISATIONAL CHART

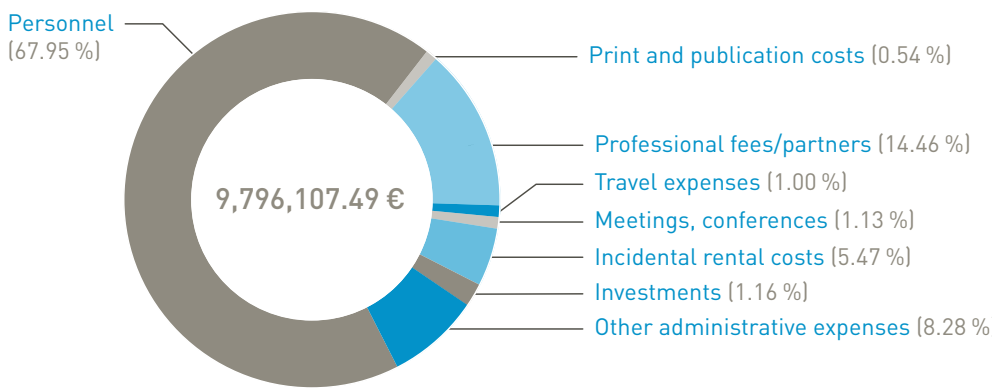


FINANCES

DIE REVENUES



DIE EXPENSES



» STAFF

EMPLOYEES OF THE DIE (December 31, 2019)				
	Full-time equivalent	Persons	Women	Men
System and Politics				
Researchers	7.85	11	8	3
Non-researchers	0.65	1	1	0
Total	8.50	12	9	3
Organisation and Management				
Researchers	3.30	4	3	1
Non-researchers	0.75	2	2	0
Total	4.05	6	5	1
Programmes and Participation				
Researchers	4.15	5	5	0
Non-researchers	2.75	3	3	0
Total	6.90	8	8	0
Teaching. Learning. Counselling				
Researchers	9.90	14	12	2
Non-researchers	2.05	3	2	1
Total	11.95	17	14	3
Knowledge Transfer				
Researchers	13.73	17	10	7
Non-researchers	7.30	10	9	1
Total	21.03	27	19	8
Research Infrastructures				
Researchers	5.80	7	4	3
Non-researchers	12.74	15	10	5
Total	18.54	22	14	8
Executive Board				
Researchers	5.00	6	4	2
Non-researchers	3.80	4	4	0
Total	8.80	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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