

German Institute for Adult Education
Leibniz Center for Lifelong Learning

ANNUAL REPORT 2023

compact





You can jump directly to the table of contents here.



Contents

Foreword	4
2023 in Figures	6
The DIE: Expertise for Adult Education	8
DEPARTMENTS	
System and Policies	10
Organisation and Programme Planning	12
Teaching, Learning, Counselling	14
Knowledge Transfer	16
Research Infrastructures	18
Internationalisation	20
Offers for Education Practice	22
Projects at the DIE	24
Doctorates and Habilitations	30
Finances and Human Resources	34
Publications	36
Imprint	47

Cover photo: DIE PhD students in 2023, from left to right: Julian Hemmerich, Philipp Appel, Julia Plechatsch, Isabel Althen, Renan Sari Winkler, Moritz Butscheidt, Laura Gerkens



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



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of Education
and Research

Foreword



Prof. Dr. Josef Schrader, Scientific Director

Dear readers,

we present the 2023 Annual Report in a new, compact format.

In the media reviews of the year's events, 2023 – like previous years – was not rated well: another year of war in the middle of Europe and a new war in the Middle East; the warmest year since climate records began; a difficult year from an economic point of view. But it was also the beginning of a “decade of continuing education”,

which the Federal Ministry of Education and the Federal Ministry of Labour wanted to realise together with numerous partners through the “National Continuing Education Strategy”, even if participation in continuing education had not yet returned to pre-Corona levels.

2023 was a good year for the DIE. We successfully completed the Evaluation Procedure. The Leibniz Association attested to the Institute's excellent development and convincing plans for the future: The work of the DIE is highly relevant for educational research, educational practice and educational policy in the field of adult and continuing education.

In view of ongoing, sometimes fundamental, transformation processes, we considered it important to dedicate the “DIE Forum for Continuing Education” and the “Prize for Innovation in Adult Education” to the theme of “transformation”. In doing so, we wanted to express that we are not only about changes but we also want to offer solutions for the area for which we can share responsibility: an area of education in which as many adults as possible can learn what they want, should or must learn.

In compact form, the annual report expresses even more clearly than the long version how diverse and ambitious the DIE is in realising the typical Leibniz triad of research, knowledge transfer and research infrastructures, and how it radiates both the ability to act and confidence, internally and externally.

Our overarching goal is to investigate and shape the conditions for a successful transfer of scientific knowledge. The related question is at the centre of several current projects and activities. These include the newly acquired meta-project “Language Teaching in an Immigration Society”, participation in several competence centres for digitally supported teaching in schools and further education (see p. 15), and research of three junior research groups on issues such as the effects of educational policy interventions, the recruitment of participants and the use of audio-visual media.

The Institute has also been strengthened by the appointment of Professor Sylvia Rahn as head of the “Organisation and Programme Planning” department, which will enhance the Institute's expertise in vocational education and training (see p. 13).

In addition, DIE's international networking has reached a new level: with the establishment of an “International Research Network” in the field of basic and language education (see p. 21), with an international comparative project focusing on disadvantaged young people and examining factors that influence the quality of learning outcomes and with a project on migration policy in Canada and Germany.

Be inspired and get in touch if you have any suggestions on what we could or should be doing differently or additionally.

Yours

Josef Schrader

2023 in Figures

5,493 **wb-web** 
registered users of
the wb-web community

120
cooperations with
institutions from
science, practice and
politics at home and abroad



 **8,542**

electronic journal subscriptions in
the library catalogue

81% 
of all DIE publications
available as
open access **DIE** **open**
access

2,197 
followers on LinkedIn





The DIE: Competence for Adult Education

THE DIE IS A CENTRAL INSTITUTION for research, practice and policy in adult and continuing education in Germany and a research institute of the Leibniz Association. Through its own research, knowledge transfer and infrastructure, the Institute aims to improve adult education in the long term.

To achieve this aim, its work focuses on issues of lifelong learning for adults: research is directed at teaching and learning processes, continuing education organisations and their programme planning and the continuing education system with its financial, political and legal framework.

On the basis of its research findings, the DIE develops services to make continuing education and training in Germany more attractive, inclusive and effective, thus contributing to the development of learning and educational opportunities for all adults.

One focus is on encouraging continuing education staff; the DIE supports them with innovative approaches for their work, promotes professional qualifications and makes competencies more visible.

Based on the results of analyses and research projects, DIE researchers provide recommendations for action for those involved in continuing education and thus also provide impetus for political decisions.

The research, transfer and infrastructure services are developed by DIE staff in five closely cooperating departments; interdisciplinary teams and working methods make it possible to cover a broad methodological and specialist spectrum. Through cooperation agreements and joint appointments, the DIE cooperates closely with various universities and is also networked nationally and internationally in a variety of other ways. In addition to universities, this networking applies, in particular, to non-university research institutions and organisations involved in further education.

THE INSTITUTE AS PART OF THE LEIBNIZ COMMUNITY

As a Leibniz institute, the DIE is closely linked to numerous institutions of the Leibniz community and is particularly involved in the “[Research Network Educational Potential](#)” (LERN) and the “[Research Alliance Open Science](#)”. As a matter of course, it ensures good scientific practice by following that community's standards and codes and the codes of the German Research Foundation (DFG). The quality of scientific work is further guaranteed by a local ethics committee and elected ombudspersons.



EQUAL OPPORTUNITIES

We are committed to a diverse workforce and to equality, tolerance and equal opportunities for our employees. We are also committed to a family and life-affirming human resource policy and promote the compatibility of work and family. Since 2010, we have been certified by the “berufundfamilie” audit, which anchors family awareness in corporate culture with binding target agreements.



DEPARTMENT

> System and Policies

THE DEPARTMENT OBSERVES AND ANALYSES the continuing education system in Germany and in international comparison. The aim is to describe, understand and explain developments and modes of operation of the continuing education system and to identify potential for educational policy control.

Specific research questions can be derived from this overarching objective, for example, How is the training system structured? Which actors are active in it; how do they cooperate and what structures are created as a result? How do the well-known inequalities in participation in continuing training arise? And what is the impact of training on participants and society as a whole?

The aim is to contribute to current international empirical research on continuing education and training and to provide knowledge relevant to education policy.

The researchers also increasingly conduct international comparative research on (continuing) education systems in selected countries. Topics of the external projects include continuing education in the context of migration, the regulation of labour-market-related continuing education and the factors influencing the quality of learning outcomes in European regions.

EDUCATION REPORTING

One focus of the department's work is education reporting. The department observes and describes the continuing education system in the context of political and social conditions and current challenges and develops new data on continuing education providers and staff. The findings are incorporated into education reporting publications – such as the national education report “Education in Germany”. With their work, the researchers aim to make a highly visible contribution to empirical research on continuing education and training and to highlight potential for education policy management. The TAEPS project (see p. 29), the first round of which was completed in 2023, is also making an important contribution to improving the database for education reporting and research.

Fabian Rüter's junior research group is also investigating the potential for steering education policy by analysing the effects of education policy interventions in the area of continuing education. The focus is on framework conditions that can be traced back to education policy decisions and interventions, e.g., continuing education legislation.

> IN FOCUS

HORIZON EUROPE PROJECT: YOUNG ADULTS' LEARNING OUTCOMES IN EUROPEAN REGIONS

CLEAR stands for “Constructing Learning Outcomes in Europe – A Multi-level Analysis of (Under-)Achievement in the Life Course” and is funded by the EU's research and innovation funding programme Horizon Europe. In this project, we are investigating how socio-economic, demographic and biographical factors influence the learning outcomes of young adults in Europe and how these influences are moderated by economic, cultural and political contexts and regulations at national and regional levels. The research is interdisciplinary and internationally comparative and is being conducted in collaboration with researchers from eight European countries.



clear-horizon.eu [Funding Statement](#)



DEPARTMENT

> Organisation and Programme Planning

THE DEPARTMENT FOCUSES ON the thematic diversity of continuing education and researches continuing education institutions and their programmes. The focus is on the organisational conditions of continuing education courses and their quality.

Researchers in the department are concerned with lifelong learning and its impact on everyone and want to research and develop it in its entire breadth. They focus on the needs and requirements of learners and participants to ensure that no-one is forgotten in the design of lifelong learning opportunities.

In their work, they look not only at state educational institutions but also at municipal, commercial and (value-based) community-based institutions, higher education and enterprise-based institutions, distance-learning and online providers. They address questions such as

- How can continuing education institutions be organised and managed in a way that promotes the quality of their courses?
- How do leadership and management in continuing education succeed and what makes them effective?
- How can courses and programmes be professionally planned and designed?

A central challenge in the practice of continuing education is recruiting participants for educational programmes. Dr. Ewelina Mania's junior research group, which is based in the department, analyses this issue as a coordination task of different stakeholders.

The department's studies are located in basic and applied research. It continues to work with established research strategies and, in cooperation with the other DIE departments and external partners, develops them using innovative research methodological approaches.

Current focus areas include literacy and basic education, financial literacy, vocational and academic continuing education, the digitalisation of continuing education and continuing education for older people.

> IN FOCUS

NEW HEAD OF DEPARTMENT

Professor Sylvia Rahn is the new head of the research department "Organisation and Programme Planning". She has come to the DIE from the University of Wuppertal. With this appointment, the Institute has reached its goal of filling all research managerial positions with professors. Sylvia Rahn received her PhD in Educational Science from the Ruhr University Bochum (RUB) in 1999. In 2006 and 2013, she was appointed as a W2 and W3 professor in Vocational Education at the universities of Münster and Paderborn. In 2014, she was appointed as a W3 professor for vocational and educational training research at the University of Wuppertal, where she worked until she moved to the DIE.



die-bonn.de/institut/mitarbeitende/7243



DEPARTMENT

> Teaching, Learning, Counselling

THE PROFESSIONAL COMPETENCIES of teachers and the individual learning requirements and needs of adults are the focus of this department's research. Its researchers also bring to teacher education their expertise in supporting the professional development of teachers.

The researchers conduct research in four main areas: “professionalisation of teachers”, “learners' learning conditions and needs”, “basic language training” and “digitalisation and teaching/learning processes”.

The **TAEPS** panel study is part of the focus on professional competencies and professionalisation of teachers in adult and continuing education

and, while considering the social and vocational position of the teaching staff and their competencies, aims to contribute to promoting vocational skills through targeted interventions.

With a focus on informal learning contexts, the junior research group “Audiovisual Knowledge and Information Media” investigated how the use of dynamic media (e.g., videos) can be optimised with regard to cognitive and motivational aspects. The **TemPe** project is investigating how visitors' experiences of a sustainability exhibition affect their behavioural intentions in the short and medium term.

The third area of work is (basic) language training for adults who speak German as a first or second language. The department has developed this area in recent years and has been involved in several joint projects as a leading partner (e.g., **COLD**) or cooperation partner (e.g., **EIBE**, **AlphaFunk**). In the department's largest project, the meta-project “**Sprachliche Bildung in der Einwanderungsgesellschaft**”, researchers are currently responsible for analysing the transfer strategies and success conditions of the meta-projects.

A fourth thematic focus is digitisation in adult education. In particular, digital tools have been developed to support teachers and plan and design differentiated lessons. An example here is **KANSAS**, a search engine for authentic language learning texts in literacy and basic education.

> IN FOCUS

DIGITAL TRANSFORMATION OF TEACHING AND SCHOOLS

The learning:digital competence network aims to network knowledge, shape transfer and support teachers – and it shapes the dialogue between science and practice in the digital transformation of schools and teacher training. Using the potential of digitally supported learning and teaching in

practice requires good initial and in-service training. The DIE is part of the network, which comprises more than 200 research projects, and contributes its expertise to promoting the professional development of teachers: in the networks for teachers of art/music/sport and in the STEM subjects but also in the transfer office, which facilitates systematic dialogue between science and practice.

[lernen.digital](https://www.lernen.digital)





DEPARTMENT

> Knowledge Transfer

BY TRANSFERING KNOWLEDGE and exchanging it at eye level with practice and politics in adult and continuing education, the DIE contributes to developing the field of practice. The focus is on the learning and skills development of people working in or researching continuing education.

For many years, the DIE has been using dissemination formats, e.g., events and publications, collaborations and dialogue, to link research findings with perspectives from adult education practice and policy. In the spirit of the Leibniz motto “theoria cum praxi”, the transfer of knowledge to society is one of the Institute's integral and ongoing tasks; it is established as a natural part of the DIE's research work and is, in turn, accompanied by research.

Transfer requires functional formats and channels that the department provides. Access to scientific knowledge is now mainly provided in the form of open access, open educational resources or technical open source solutions.

- One pillar of transfer is the DIALOG practice network; in 2023 it focused on companies and their employees as customers for continuing education; it dealt with changing corporate realities as starting points and playing fields for continuing education. Integral parts of the DIALOG room format are the cases in which practical experience is given space: What open questions do training providers expect research and policy to answer? How and where could scientific knowledge change practice?
- The procedure for recognising the competencies of teachers in adult and continuing education offered under the claim “GRETA – competent action in training, courses and seminars” was put into permanent operation after the end of the project in 2023. The website has been completely redesigned and a Web shop has been set up, through which a skills assessment can be booked using the PortfolioPlus online tool.
- In 2023, the ProfilPASS portfolio was enriched by two variants: the “ProfilPASS to prepare for retirement” for people in transition to the “third age” and the “ProfilPASS for women – We can do it!”, which is aimed at women who want to reorient and change their professional situation.

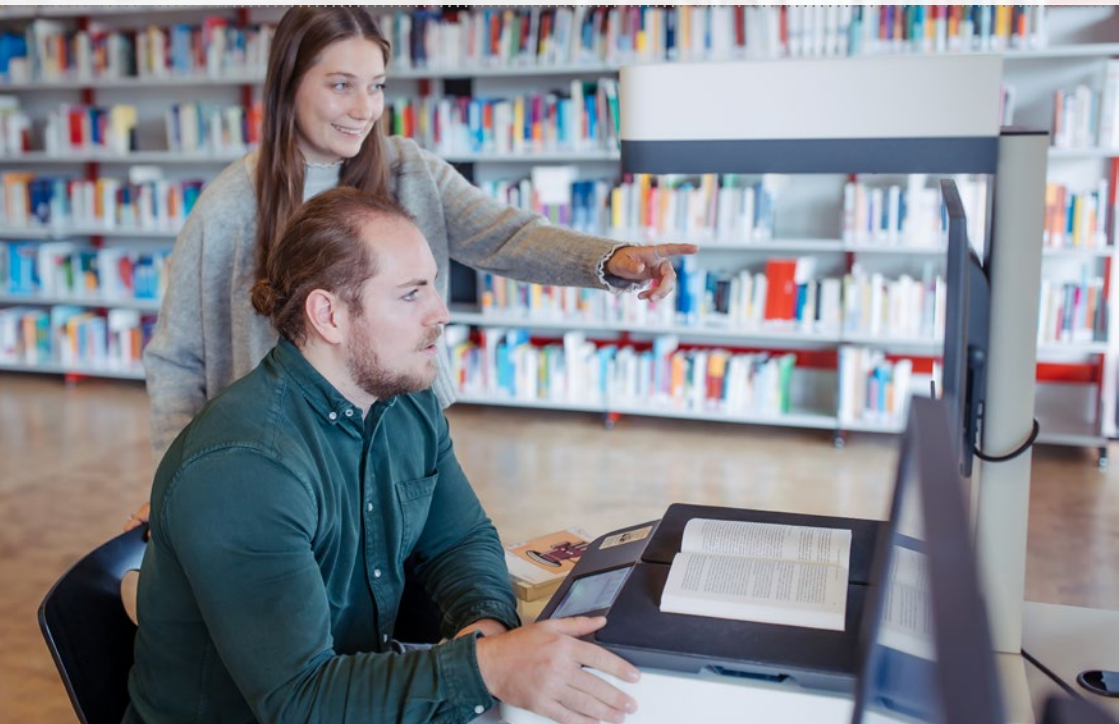
> IN FOCUS

DIGITAL REFERENCE BOOK

The “Wörterbuch Erwachsenen- und Weiterbildung” appeared in its third edition in 2023. The specialist lexicon brings together the current knowledge of adult and continuing education and its science. 187 experts have written more than 300 keywords based on the latest scientific discussion. Each keyword defines the term, reflects theoretical or historical references, and presents the current state of discussion and the relationship to educational practice. The printed copy can be obtained from the publisher utb. The DIE has funded the digital version of the dictionary as part of its open access strategy.

wb-erwachsenenbildung.net





DEPARTMENT

> Research Infrastructures

THE DEPARTMENT PROVIDES INFRASTRUCTURE for adult and continuing education and related disciplines: for researchers, associations and institutions as well as for planners and teachers in educational institutions. The guiding principle is the orientation towards open and transparent science in the sense of Open Science.

The department consists of three teams: Statistics, Library and Web Development. The teams cooperate closely with each other and with the other DIE departments in developing services and infrastructures, with an emphasis on a close link between research and infrastructure development.

Three infrastructures are of particular interest to national and international research in adult and continuing education and related disciplines:

- The specialised academic library for adult education: in addition to providing literature, it offers important research-related and research-supporting services, particularly in data management research and open access transformation.
- Adult Education Statistics from the vhs (state- and municipality-funded further education centres): the comprehensive survey conducted since the 1960s is included in the National Education Report. The data are available as Scientific Use Files (SUF) for research purposes.
- The vhs Adult Education Programme Archive, which contains programme brochures from the German vhs adult education centres since 2004. The retro-digitised brochures were integrated into the National Research Data Infrastructure (NFDI) in 2023 (see special focus).

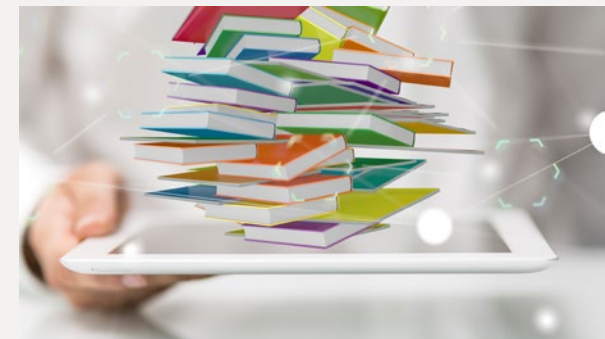
In addition to services for researchers, the department maintains and develops important infrastructural services for associations and institutions (provider statistics) as well as for students and teachers (e.g., the product database for literacy and basic education, alpha-material.de) and takes on infrastructural tasks for the DIE in the areas of Web development, institute bibliography and research data management.

> IN FOCUS

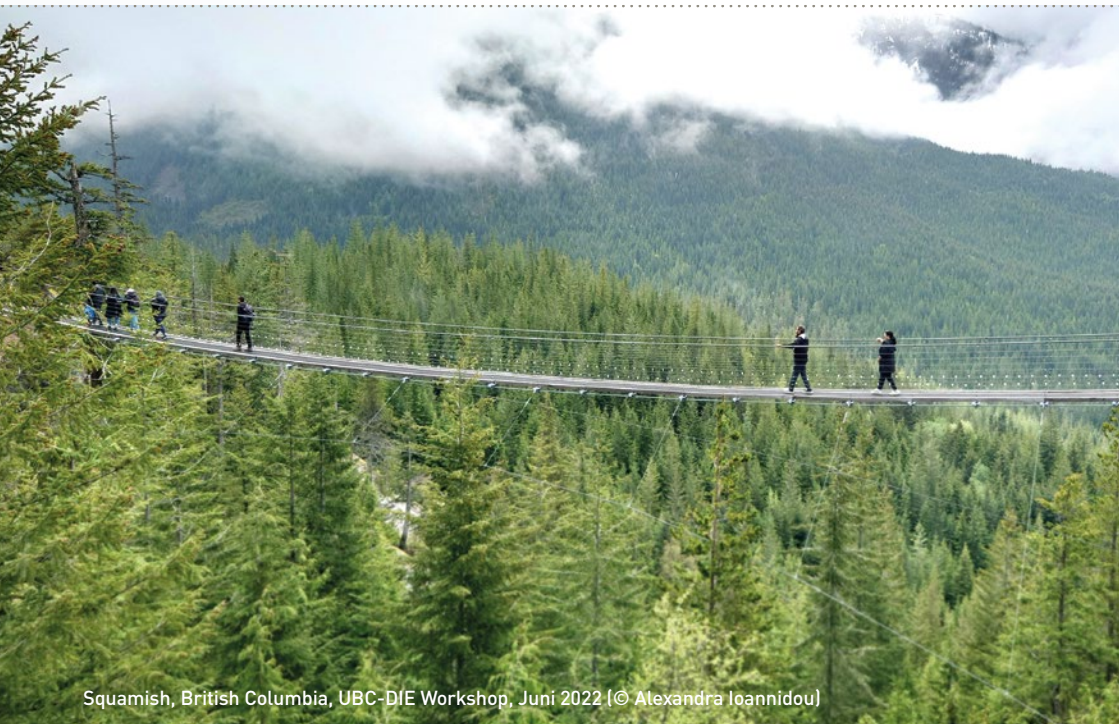
NETWORKED RESEARCH DATA ON ADULT EDUCATION

The Digital Programme Archive (DiPA) collects programmes from German vhs adult education centres and has been part of Text+ since 2023. The NFDI consortium Text+ collects textual and linguistic data and makes them available to the wider scientific community on a long-term basis. In the DiPA+ project, DiPA programmes will be integrated into the Text+

infrastructure. This will make the archive more visible outside adult education. The DiPA material can also be searched in full text together with 317 other resources via the federated search, for example.



dipa.die-bonn.de



Squamish, British Columbia, UBC-DIE Workshop, Juni 2022 (© Alexandra Ioannidou)

UNIT

> Internationalisation

SCIENTIFIC EXCELLENCE thrives on exchange, cooperation and global competition. The DIE has set itself the goal of expanding the internationalisation of research, knowledge transfer and research infrastructures.

The unit Internationalisation supports the Executive Board and the Board of Directors in strategically developing and implementing this goal; it provides advice, initiates international cooperation with actors from science, practice and policy advice and supports the expansion of international comparative research at the Institute.

Members of staff have been appointed as managing director of the European Society for Research on the Education of Adults (ESREA) (S. Lattke) and as coordinator of Research Network 3 “Professionalisation of Adult Teachers and Educators in ASEM countries” in the ASEM Lifelong Learning Hub (H. Schröter). The Institute cooperates with the Unesco Institute for Lifelong Learning (UIL), the European Association for the Education of Adults (EAEA), the University of British Columbia, the Linköping University and DVV International.



Bilateral cooperation agreements with European and non-European partners provide a framework for guest visits, joint publications and collaborative research networks. Current projects and plans include the Horizon Europe project **CLEAR** (Constructing Learning Outcomes and (Under-)Achievement in Europe) with twelve European partners from eight countries. A comparative research project with the University of British Columbia on the role of continuing education in the integration of migrants is in preparation and has been submitted to the Social Sciences and Humanities Research Council (SSHRC) in Canada. Further collaborations are being sought in the framework of Horizon Europe (Twinning funding line); if that funding proposal is positively evaluated, the University of Glasgow (Scotland) and the University of Tomas Bata (Zlin/Czech Republic) will be cooperation partners.

> IN FOCUS

INTERNATIONAL RESEARCH NETWORK ON “BASIC EDUCATION AND LANGUAGE TRAINING FOR ADULTS WITH LOW LITERACY SKILLS”


Promoting international scientific exchange in the field of literacy and language education for adults with low literacy skills is the aim of a new “International Research Network” (IRN) of the World Education Research Association (WERA). The network was initiated by the DIE and is led by Irit Bar Kochva (DIE) and Daphne Greenberg (Georgia State University).

The aim of the IRN is to promote the international exchange of knowledge, experience and expertise in research and practice in the field of adult literacy. The IRN takes a broad view of literacy, including reading, writing, speaking, numeracy, digital literacy, financial literacy and health literacy. The work of the IRN focuses on two questions: What are the needs of adults with low literacy skills and how can their skills be improved?

weraonline.org/international-research-networks-irns

Offers for Education Practice


WE SUPPORT ADULT AND CONTINUING EDUCATION with websites, portals and digital tools. We develop these online resources on the basis of our research and make them available free of charge on our website – most of them in German: for in-service training, for visualising individual teaching skills, for teaching support – for example in literacy and basic education or for people working in educational guidance.



PAG

The database is a repository of knowledge and tools from a wide range of literacy and basic education projects.

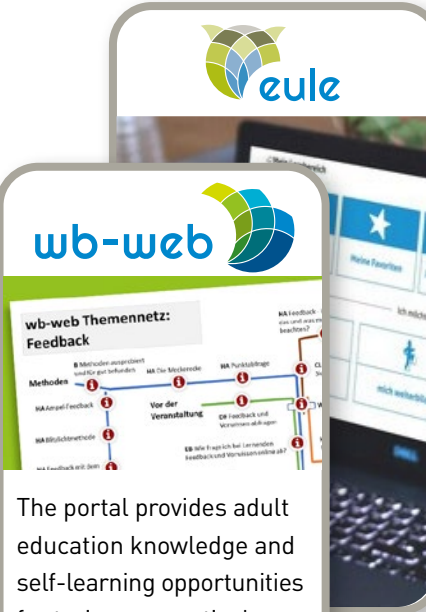
alpha-material.de



kansas

The search engine helps teachers find the right language learning text for their literacy lessons – algorithmically supported and literacy level sensitive.


kansas-suche.de



wb-web

The portal provides adult education knowledge and self-learning opportunities for trainers: practical, research-based, up-to-date. And all as Open Educational Resources (OER).


wb-web.de wb-web.de/lernen.html



GRETA

Trainers can have their adult education competencies assessed and receive an individual competence map.


greta-die.de



ProfilPASS

The ProfilPASS is a tool that helps people to identify their strengths and competencies. It is available in eight different editions according to the specific needs of the target groups.

profilpass-international.eu



Dictionary

The collected knowledge of adult and continuing education in one up-to-date dictionary – more than 300 keywords at the cutting edge of academic discussion.

wb-erwachsenenbildung.net

Projects at the DIE

THIRD-PARTY-FUNDED PROJECTS are indispensable to the DIE in its endeavours to investigate current and ongoing issues in lifelong learning; they provide an opportunity to respond to developments and to introduce innovative themes.

#ABCforJobs

#ABCforJobs targets low-literacy workers and the unemployed, using gamification and virtual reality to teach literacy and digital skills. The DIE is responsible for scientific monitoring and evaluation.
LLB 09.2023 – 01.2025 gffb.de/abcforjobs



AI2Teach

The debate in Germany on the Digital Pact for Schools has so far focused mainly on school infrastructure. The project, on the other hand, asks how the basic possibilities of digital learning contexts can be realised in the actual school context.
LLB 06.2020 – 05.2026 die-bonn.de/id/39516



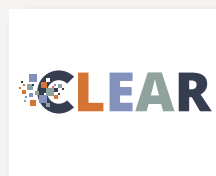
AlphaFunk

In the North-Rhine Westphalia Research Network for Basic Education and Literacy, seven qualification projects are being funded by the NRW Ministry for Culture and Science. The research works towards contributing to the professionalisation of literacy and basic education.
LLB 09.2020 – 03.2024 nrw-forschungsnetzwerk.uni-koeln.de



CLEAR

The project focuses on disadvantaged young people and examines the factors that influence the quality of learning outcomes in different European regions: A Horizon Europe project with 13 partners in eight European countries.
SuP 10.2022 – 09.2025 clear-horizon.eu [Funding Statement](#)



SuP = System and Policies
WIS = Knowledge Transfer

LLB = Teaching, Learning, Counselling
FIN = Research Infrastructures

OuP = Organisation and Programme Planning

CoCo – Connect & Collect

CoCo promotes innovation in the world of work by supporting research alliances between academia, businesses and transfer and social partners to develop and implement AI solutions in the working environment.
OuP 04.2021 – 02.2025 coco-projekt.de



CONDE

The CONDE project is examining the social processes and consequences of deindustrialisation since the 1970s; in a sub-project, the DIE is investigating the role of adult education in this process.
SuP 04.2022 – 03.2025 c2dh.uni.lu/projects/confronting-decline-challenges-deindustrialisation-western-societies-1970s

CONVULUT

CONVULUT aims to motivate people at the beginning of their retirement to engage in fulfilling and socially relevant voluntary work: the “ProfilPASS zur Vorbereitung auf den Ruhestand” has been developed and published in six languages.
WIS 01.2022 – 03.2024 convolut.profilpass-international.eu



German Continuing Education Atlas III (Deutscher Weiterbildungsatlas III)

Is participation in training and training provision evenly distributed across regions? Does access to continuing education vary from region to region? The Continuing Education Atlas III is systematically examining structural differences in continuing education provision and participation at the municipal level.
SuP 07.2017 – 01.2026 die-bonn.de/id/32306

Digi-EBF

The meta-project “Digitalization in the education sector” focuses on the conditions for successful digitalisation and communicating its knowledge. The DIE project team has realised dialogue forums, organised workshops, developed handouts and research syntheses, designed transfer and conducted its own research.
WIS 12.2018 – 12.2023 digi-ebf.de



DiPA+

The vhs Adult Education Programme Archive contains programme booklets of German vhs adult education centres from the 1950s to the present and is an important primary source for researchers. A selection (up to 2004) has been retro-digitised and made available in the Digital Programme Archive ([DiPA](#); [dipa.die-bonn.de](#)). As part of the DiPA+ project, the archive has been integrated into the infrastructure of the NFDI consortium Text+.
FIN 01.2023 – 12.2023 [die-bonn.de/id/42004](#)

EIBE

The EIBE project is developing an integrated advisory and training approach to help professionalise literacy and basic education. It is aimed at managers, programme planners and teachers.
OuP 03.2021 – 10.2024 [die-bonn.de/eibe](#)



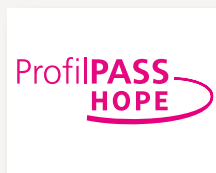
FORWARD

What is the impact of digitalisation in continuing education on the participation of low-skilled people? A study from the perspective of further education providers, which also looks at the social consequences of the coronavirus pandemic.
OuP 11.2021 – 10.2023 [die-bonn.de/id/41452](#)



HOPE

HOPE aims to support women at risk of poverty to (re)integrate into the labour market by registering their skills. The “ProfilPASS for Women – We can do it!” was developed as part of that EU project.
WIS 01.2022 – 03.2024 [hope.profilpass-international.eu](#)



IWWB-PLUS

The InfoWeb continuing education platform is a central access point for those interested in continuing education. The IWWB-PLUS project aims to make the platform fit for the future, including through new information technologies, a consistent focus on users and integration into the European continuing education system.
WIS 09.2021 – 08.2024 [die-bonn.de/id/39797](#)

SuP = System and Policies
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OuP = Organisation and
Programme Planning

KANSAS

The competence-adaptive, user-oriented search engine for authentic language learning texts (KANSAS) supports teachers in the areas of literacy and teachers of German as a Second Language in their search for and selection of language learning texts.
LLB 09.2017 – 09.2023 [die-bonn.de/kansas](#)



Municipal Education Monitoring: Education Municipalities (Kommunales Bildungsmonitoring – Bildungskommunen)

In cooperation with the Federal Statistical Office and the State Statistical Office of Baden-Württemberg, the DIE offers consulting and support services for transfer agencies and municipalities in the field of municipal education monitoring.
SuP 02.2023 – 01.2027 [kommunales-bildungsmonitoring.de](#)



ko.ve.di

ko.ve.di provides trainees with an understanding of the networking of digital processes in inter-company training. Among other things, the DIE supported the creation of a competence grid and a competence standard for training staff.
LLB 02.2021 – 04.2023 [kovedi.de](#)



KUPPEL

The KUPPEL project, which is part of the INVITE innovation competition to promote the digitalisation of continuing vocational training, is developing an AI-supported, individualised learning tool to help adult and continuing education teachers improve their digital skills.
WIS 05.2021 – 06.2024 [die-bonn.de/id/39564](#)

lernen:digital – KuMuS-ProNeD

The aim of the joint project is to develop an integrative overall concept for teacher training in art, music and sport. The intended outcomes are a competency model for those teachers, a further training concept and its implementation for the three subjects and all school types.
LLB 07.2023 – 02.2026 [lernen.digital/verbuende/kumus-proned](#)



lernen:digital – MINT-ProNeD

The central question of the project network is: How can teachers be qualified and well trained to implement digitally supported, adaptive STEM lessons? The aim is to develop an integrated approach to STEM teacher training.

LLB 04.2023 – 09.2025 lernen.digital/verbuende/mint-proned



lernen:digital Transferstelle – Transfer Office

The transfer office makes the results of the learning:digital competence network visible to teachers, promotes co-constructive further development with practitioners and supports the nationwide transfer of those results to teacher training.

LLB 02.2023 – 06.2026 lernen.digital/transferstelle



Meta-Projekt: Language Training in an Immigration Society

The meta-project with 21 sub-projects funded by the BMBF (Federal Ministry for Education and Research) deals with research questions on language teaching from primary school to adult education.

LLB 07.2022 – 09.2028 die-bonn.de/id/41545



National Report on Education (Bildung in Deutschland)

"Education in Germany" is an indicator-based report that covers the German education system as a whole, ranging from early childhood education to continuing education in adulthood.

The DIE is responsible for the chapter on continuing education.

SuP 10.2018 – 09.2024 bildungsbericht.de



National Education Panel (Nationales Bildungspanel)

The DIE is a consortium partner of the NEPS; its Scientific Director acts as one of the leaders of the "Educational Processes in Lifelong Learning Environments" pillar and it supports the design of the survey: "Continuing Education and Lifelong Learning in Adulthood".

SuP 01.2023 – 12.2027 neps-data.de/Projekt%C3%BCbersicht/Struktur/Bildungsprozesse-in-lebenslaufspezifischen-Lernumwelten



NOVA:ea

The NOVA:ea project aims to promote education in all phases of working life through innovatively designed e-assessments that account for heterogeneous learning groups. The diversity of learners is at the centre of the didactic and technical design of tasks and flexible on-demand e-assessments.

LLB 08.2021 – 07.2024 die-bonn.de/id/41454

PAG 2

The "Literacy and Basic Education Product Database" provides free materials for literacy and basic education work. The database will be expanded and developed and its visibility and usability optimised.

FIN 11.2019 – 09.2026 alpha-material.de



TAEPS: Teacher in Adult Education – a Panel Study

The TAEPS study aims to provide as comprehensive a picture as possible of continuing education and training staff. To this end, a survey is being conducted among people from all areas of continuing education. TAEPS is a longitudinal study with randomised field experiments.

LLB 08.2020 – 07.2025 die-bonn.de/taeps



TemPe – Temporary Permanence (Temporäre Permanenz)

The aim of research museums is to stimulate public interest in science and to communicate the latest research findings. The TemPe project investigates how a permanent exhibition space should be designed in order to be able to flexibly integrate new scientific developments.

LLB 09.2021 – 12.2024 die-bonn.de/id/39807

TrainSpot2

The DIE is developing a training infrastructure for teachers in continuing education, the "train-the-trainer hotspot". Existing train-the-trainer offers will be bundled and linked to MeinBildungsraum.de (formerly the National Education Platform).

WIS 10.2022 – 09.2024 wb-web.de/trainspot.html





Doctorates and Habilitations

THE DIE'S YOUNG RESEARCHERS' SUPPORT aims to promote young scientists, to support their scientific work and to prepare them for a career in science or in the practice of adult education/further education.

> HABILITATIONS

Dr. Martin Merkt

Prerequisites for the effective use of videos in teaching-learning processes (Mentor: Prof. Dr. Stephan Schwan)

Dr. Ewelina Mania

Recruiting participants in adult and continuing education as a coordination task of different players in a multi-level system (working title)

Dr. Fabian Rüter

The importance of implementation contexts for the effectiveness of educational policy interventions in the multi-level system of continuing education (working title) (Mentor: Prof. Dr. Andreas Martin)

> EXTERNAL HABILITATIONS

Prof. Dr. Anita Pachner

Reflective competencies - Analysis and fostering in the context of staff professionalism in schools and adult education (working title) (Mentor: Prof. Dr. Josef Schrader)

Prof. Dr. Tim Stanik

Target-group-orientated action in adult education (working title) (Mentor: Prof. Dr. Josef Schrader)

Dr. Johannes Bonnes (née Wahl)

Professional and organisational conditions of the digital transformation in adult and continuing education (working title) (Mentor: Prof. Dr. Josef Schrader)

> DOCTORATES

Isabel Althen

How can we support teachers in noticing and managing different types of disruptions in adult education courses?

Philipp Appel

Can AI help teachers? A series of experimental studies on the effects of LLM-use for teaching preparation

Moritz Butscheidt

Basic skills of low-literalised adults' learning opportunities and learning progress

Daniela Decker

Orientation in virtual reality learning environments (VR learning environments)

Jonas Fey

Deindustrialisation and adult education: Structure and functions in sectoral change

Laura Gerkens

Diagnostics of written language skills for people with low literacy

Hadjar Ghadiri-Mohajerzad

Transferring scientific knowledge on the use of digital learning and educational media to educational practice and policy - Contributions to transferring knowledge in educational research

Julian Hemmerich

Decoupling processes in continuing education organisations in the course of digitalisation

Franziska Loreit

Impartation and appropriation processes in museum tours with adults

Julia Plechatsch

Recruiting participants in adult and continuing education – inter- and intra-organisational coordination processes in literacy and basic education

Moritz Sahlender

Teaching/learning processes in linguistically heterogeneous learning groups of “German as a second language” courses in adult education and schools

Christina Sondermann

Distracted by a talking head? Effects of talking heads in educational videos on learning outcomes, eye movements and learners’ ratings

Karoline Werner

The influence of contextual factors at the micro-, meso- and macro-levels on the professional development of teachers in adult and continuing education

Renan Winkler

The steering potential of regional authorities to reduce unequal opportunities for continuing education – the importance of the regional context

> EXTERNAL DOCTORATES

Vanessa Alberti

Recruitment of teachers in adult and continuing education: The importance of pedagogical competencies and proof of competence in recruiting teachers (working title)
(Prof. Dr. Josef Schrader)

Christina Baust

Analysing and promoting career-related convictions of teachers in dealing with heterogeneity
(Prof. Dr. Josef Schrader)

Selina Ebert

Evaluation of in-company training programmes in companies
(Dr. Caroline Bonnes)

Sascha Hanel

“To go or to stay?” An empirical analysis of the tendency to terminate contracts in gender-atypical training relationships
(Prof. Dr. Sylvia Rahn)

Madlain Hoffmann

Participation in continuing education and life satisfaction in the second half of life. Empirical findings and potential for developing the data basis in continuing education research
(Dr. Katrin Kaufmann-Kuchta)

Xenia Kuhn-Woop

Acquiring valid and reliable information on job-related beliefs about the teaching and learning of (language) teachers in adult and continuing education
(Prof. Dr. Josef Schrader)

Eva Wilfert (née Hahnraht)

Professional learning communities as a training concept for the professionalisation of course teachers – adaptability and implementation conditions in organisations from the perspective of managers and course teachers
(Prof. Dr. Josef Schrader)

> COMPLETED DOCTORATES

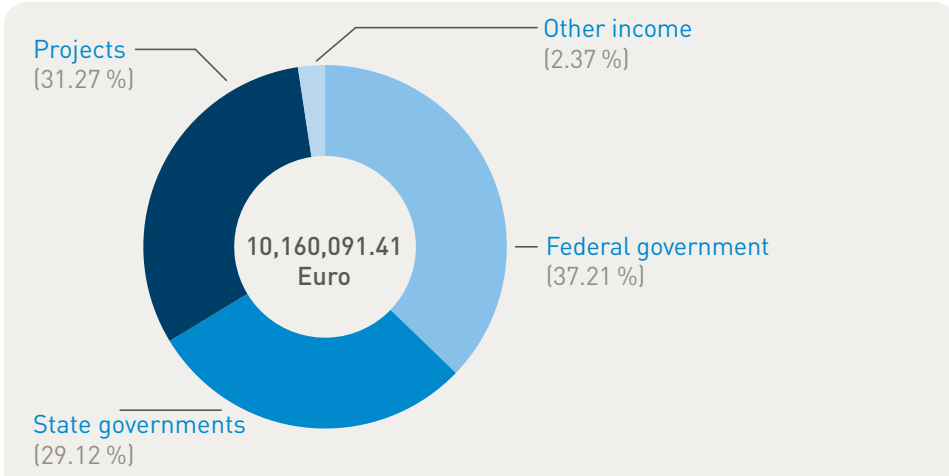
Irina Bohn

How school and extracurricular actors shape media education at schools: An actor analysis using as examples the federal states of Thuringia and Baden-Württemberg
(Prof. Dr. Josef Schrader)

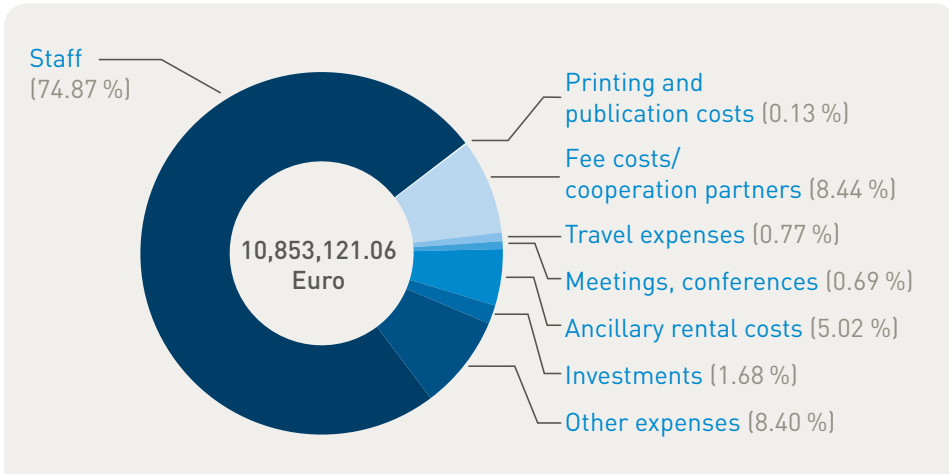


Finance and Human Resources

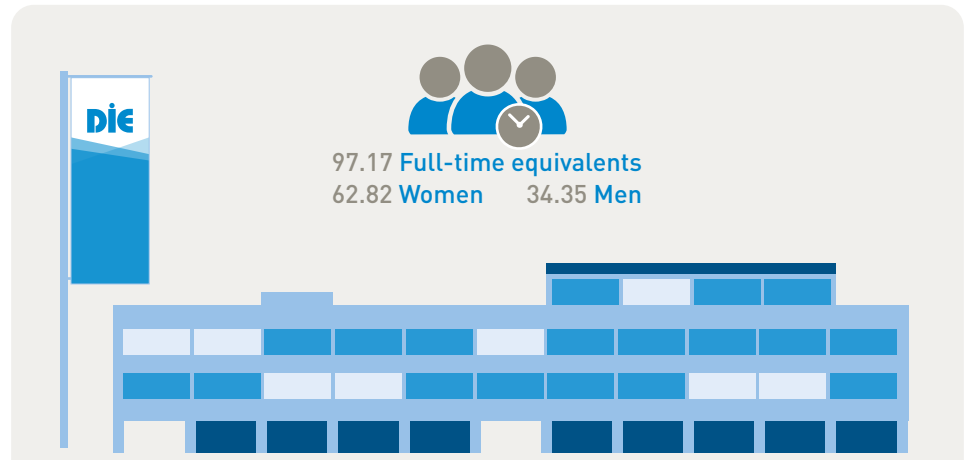
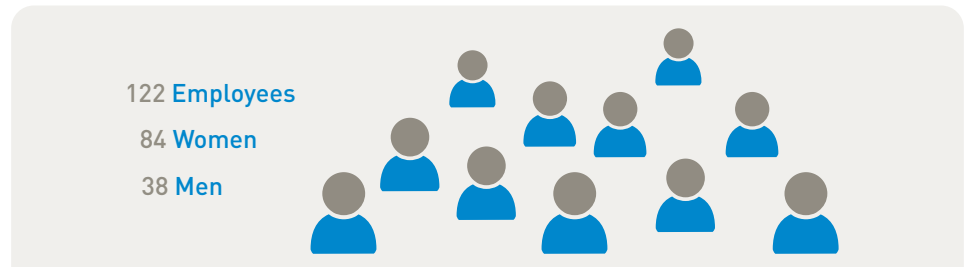
> REVENUE



> OUTPUTS



> KEY PERSONNEL FIGURES





Publications

THE FOLLOWING LISTS THE PUBLICATIONS of (co-)DIE staff.

Not listed are short scholarly articles in portals and journals that serve, in particular, the transfer of knowledge into adult and continuing education.

> SYSTEM AND POLICIES

Monographs

- Echarti, N., Koscheck, S., Martin, A. & Ohly, H. (2023). *Weiterbildungsmarkt im Wandel: Ergebnisse der wbmonitor-Umfrage 2022*. Bundesinstitut für Berufsbildung. <https://nbn-resolving.org/urn:nbn:de:0035-1077-0>
- Münchhausen, G., Reichart, E., Müller, N., Gerhards, P. & Echarti, N. (2023). *Integrierte Weiterbildungsberichterstattung – Aufbau einer systematischen Berichterstattung zur beruflichen Weiterbildung (iWBBel): Projektendbericht*. Verlag Barbara Budrich. <https://nbn-resolving.org/urn:nbn:de:0035-1047-0>

Individual contributions in anthologies

- Echarti, N. & Koscheck, S. (2023). Themenschwerpunkt "Weiterbildungsmarkt im Wandel". In Bundesinstitut für Berufsbildung (Hrsg.), *Datenreport zum Berufsbildungsbericht 2023: Informationen und Analysen zur Entwicklung der beruflichen Bildung* (S. 332–339). <https://nbn-resolving.org/urn:nbn:de:0035-1081-2>
- Echarti, N. & Reichart, E. (2023). Berufliche Weiterbildung an Volkshochschulen. In Bundesinstitut für Berufsbildung (Hrsg.), *Datenreport zum Berufsbildungsbericht 2023: Informationen und Analysen zur Entwicklung der beruflichen Bildung* (S. 340–343). <https://nbn-resolving.org/urn:nbn:de:0035-1081-2>
- Ioannidou, A. (2023). Internationale Forschung zur Erwachsenen- und Weiterbildung. In R. Arnold, E. Nuisl & J. Schrader (Hrsg.), *Wörterbuch Erwachsenen- und Weiterbildung* (3. Aufl., S. 229–232). Verlag Julius Klinkhardt. <https://doi.org/10.35468/wbeb2022-152>
- Koscheck, S. & Echarti, N. (2023). Weiterbildungsanbieter: Ergebnisse der wbmonitor-Umfrage 2022. In Bundesinstitut für Berufsbildung (Hrsg.), *Datenreport zum Berufsbildungsbericht 2023: Informationen und Analysen zur Entwicklung der beruflichen Bildung* (S. 321–332). <https://nbn-resolving.org/urn:nbn:de:0035-1081-2>
- Reichart, E. (2023). Weiterbildungsstatistik im Verbund. In Bundesinstitut für Berufsbildung (Hrsg.), *Datenreport zum Berufsbildungsbericht 2023: Informationen und Analysen zur Entwicklung der beruflichen Bildung* (S. 343–346). <https://nbn-resolving.org/urn:nbn:de:0035-1081-2>
- Schrader, J. (2023). Forschungsmethoden. In R. Arnold, E. Nuisl & J. Schrader (Hrsg.), *Wörterbuch Erwachsenen- und Weiterbildung* (3. Aufl., S. 166–169). Verlag Julius Klinkhardt. <https://doi.org/10.35468/wbeb2022-108>

Articles in peer-reviewed journals and anthologies

- Fervers, L., Tobler, L., Knize, V., Christoph, B. & Jacob, M. (2023). Kids back to school – parents back to work? School and daycare opening and parents' employment in the early phase of the COVID-19 pandemic. *Journal of European Social Policy*, 33(3), 373–387. <https://doi.org/10.1177/09589287231176775>
- Kohl, J. & Martin, A. (2023). The effect of adult education on health-related behaviours. *Zeitschrift für Erziehungswissenschaft*, 26(2), 525–549. <https://doi.org/10.1007/s11618-023-01145-z>

Schrader, J., Büchler, T. & Kohl, J. (2023). Rekrutierung von Lehrkräften durch Organisationen der Weiterbildung. *Zeitschrift für Weiterbildungsforschung*. Vorab-Onlinepublikation. <https://doi.org/10.1007/s40955-023-00267-5>

Werner, K. & Martin, A. (2023). Between precarity and professionalism: The effect of uncertainty on adult educators' participation in continuing education. *Zeitschrift für Weiterbildungsforschung*. Vorab-Onlinepublikation. <https://doi.org/10.1007/s40955-023-00255-9>

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Büchler, T., Schmitz, L. & Weiß, T. (2023). Die Rekrutierung spezieller Populationen: Ein nicht zu unterschätzender Aufwand. *Lagemass*, (13), 33–35. https://www.infas.de/wp-content/uploads/2023/10/infas_Lagemass_13_investieren.pdf

Echarti, N. & Martin, A. (2023). Wirkungsorientierung in Weiterbildungsforschung und Bildungsberichterstattung. *Erwachsenenbildung*, 69(1), 4–7. <https://doi.org/10.13109/erbi.2023.69.1.4>

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Ioannidou, A. (2023, 6. Dezember). Low skills and poor learning outcomes: Ask what your country (and your parents) can do for that. *EPALE*. <https://epale.ec.europa.eu/en/blog/low-skills-and-poor-learning-outcomes-ask-what-your-country-and-your-parents-can-do>

Müller, N., Münchhausen, G., Reichart, E., Echarti, N. & Gerhards, P. (2023). *Reformvorschläge für das Monitoring zur beruflichen Weiterbildung*. Bundesinstitut für Berufsbildung. https://res.bibb.de/vet-repository_781838

> ORGANISATION AND PROGRAMME PLANING

Monographs

Rohs, M., Bernhard-Skala, C., Bonnes, J. & Koller, J. (2023). *Digitalisierung in der Erwachsenen- und Weiterbildung*. wbv.

Individual contributions in anthologies

Dollhausen, K. (2023). "Erwachsenenpädagogische Organisationstheorie" – ein Schlüsseltext für die erwachsenenpädagogische Organisationsforschung. In M. Ebner von Eschenbach, M. Schulze, C. Alexander & F. Schaller (Hrsg.), *Erwachsenenpädagogische Theoriebildung im Horizont gesellschaftlicher Transformationsprozesse: Relektüren zum Œvre Ortfried Schaffters* (S. 155–161). Schneider Verlag Hohengehren.

Dollhausen, K. & Schuldt, H.-J. (2023). Organisation, Haushalt und Controlling in der Weiterbildung. In P. Krug & E. Nuisl (Hrsg.), *Praxishandbuch Weiterbildungsrecht* (S. 1–78). Wolters Kluwer.

Fleige, M. (2023). Perspektive: Programmplanende. In S. Robak, W. Gieseke, L. Heidemann, M. Fleige, C. Kühn, J. Preuß, S. Freide & A. Krueger (Hrsg.), *Wissenschaftliche berufliche Weiterbildung für Kunst und Kultur: Bildungssphäre für das künstlerisch-kulturelle Selbst: Entfalten. Platzieren. Gestalten* (S. 327–411). wbv. <https://doi.org/10.3278/9783763973316>

Fleige, M., Heidemann, L., Freide, S., Kühn, C. & Helmig, M. (2023). Methodischer Zugang: Bildungsmanagement, Programmplanende, Kursleitende und Teilnehmende. In S. Robak, W. Gieseke, L. Heidemann, M. Fleige, C. Kühn, J. Preuß, S. Freide & A. Krueger (Hrsg.), *Wissenschaftliche berufliche Weiterbildung für Kunst und Kultur: Bildungssphäre für das künstlerisch-kulturelle Selbst: Entfalten. Platzieren. Gestalten* (S. 161–185). wbv. <https://doi.org/10.3278/9783763973316>

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Käpplinger, B., Robak, S. & Fleige, M. (2023). Programmforschung. In R. Arnold, E. Nuisl & J. Schrader (Hrsg.), *Wörterbuch Erwachsenen- und Weiterbildung* (3. Aufl., S. 346–348). Verlag Julius Klinkhardt. <https://doi.org/10.35468/wbeb2022-234>

Robak, S., Gieseke, W., Fleige, M., Heidemann, L., Kühn, C., Krueger, A., Freide, S. & Preuß, J. (2023). Fallanalyse in Perspektivverschränkung. In S. Robak, W. Gieseke, L. Heidemann, M. Fleige, C. Kühn, J. Preuß, S. Freide & A. Krueger (Hrsg.), *Wissenschaftliche berufliche Weiterbildung für Kunst und Kultur: Bildungssphäre für das künstlerisch-kulturelle Selbst: Entfalten. Platzieren. Gestalten* (S. 141–160). wbv. <https://doi.org/10.3278/9783763973316>

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Bernhard-Skala, C., Sonnenmoser, A. & Tombeil, A.-S. (2023). Digitale Plattformen als Enabler für hybriden Wissenstransfer. Das Entwicklungsprojekt Connect & Collect als Beispiel aus der Arbeitsforschung. In J. Schuster, J. Hugo, N. Bremm, N. Kolleck & E. Zala-Mezö (Hrsg.), *Wissensproduktion, Wissensmobilisierung und Wissenstransfer: Chancen und Grenzen der Entwicklung von Wissenschaft und Praxis* (S. 143–158). Verlag Barbara Budrich. <https://doi.org/10.3224/84742717>

Buddeberg, K., Mania, E., Schrader, J. & Tröster, M. (2023). Finanzielle Grundbildung gering literalisierter Erwachsener – exemplarische Analyse der Nutzung von Online-Banking. In A. Grotlüschen, K. Buddeberg & H. Solga (Hrsg.), *Interdisziplinäre Analysen zur LEO – Studie 2018 – Leben mit geringer Literalität: Vertiefende Erkenntnisse zur Rolle des Lesens und Schreibens im Erwachsenenalter* (S. 65–92). Springer VS. https://doi.org/10.1007/978-3-658-38873-7_4

- Dollhausen, K. (2023). Die Rolle der Hochschulweiterbildung in regionalen Transformationsprozessen: Anmerkungen zu einem Forschungsdesiderat. *Zeitschrift Hochschule und Weiterbildung*, (1), 10–17. <https://doi.org/10.11576/zhwb-6558>
- Fliegener, L. & Ghadiri-Mohajerzad, H. (2023). Krisenfeste (digitale) Teilhabemöglichkeiten für Geringqualifizierte? Rekonstruktion von Anbieter- und Angebotsstrukturen in der beschleunigten Digitalisierung aus Sicht der Weiterbildungsverbände. In M. Ebner von Eschenbach, B. Käßpinger, M. Kondratjuk, K. Kraus, M. Rohs, B. Niemeyer & F. Bellinger (Hrsg.), *Re-Konstruktionen – Krisenthematisierungen in der Erwachsenenbildung* (S. 115–126). Verlag Barbara Budrich. <https://doi.org/10.3224/84742746>
- Jenner, A. (2023). Ein Mapping Review zu Qualität in Organisationen der Weiterbildung. Perspektiven für die Erforschung organisationsinterner Koordinationsprozesse bei der Entwicklung von Qualität. *Zeitschrift für Weiterbildungsforschung*. Vorab-Onlinepublikation. <https://doi.org/10.1007/s40955-023-00258-6>
- Mazarakis, A., Bernhard-Skala, C., Braun, M. & Peters, I. (2023). What is critical for human-centered AI at work? – Toward an interdisciplinary theory. *Frontiers in Artificial Intelligence*, 6. <https://doi.org/10.3389/frai.2023.1257057>
- Robak, S., Gieseke, W., Fleige, M., Heidemann, L., Kühn, C., Freide, S. & Preuß, J. (2022). Programm- und Angebotsentwicklung für die Weiterbildung von Tätigen in den Handlungsfeldern der Kunst und Kultur. *Der pädagogische Blick*, 30(2), 96–109.

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- Dollhausen, K., Schrader, J. & Schmidt-Hertha, B. (2023). Editorial. *Zeitschrift für Weiterbildungsforschung*, 46(1), 1–7. <https://doi.org/10.1007/s40955-023-00248-8>
- Fleige, M. (2023). Musikalische Erwachsenenbildung: Reflexion aus erwachsenenbildungswissenschaftlicher Sicht. *Erwachsenenbildung*, 69(2), 52–57. <https://doi.org/10.13109/erbi.2023.69.2.52>
- Fliegener, L., Ghadiri-Mohajerzad, H. & Bernhard-Skala, C. (2023). Ungewohnte Wege und neue Lernsettings: Digitale Angebotsperspektiven für gering qualifizierte Menschen. *Forum Erwachsenenbildung*, 56(4), 29–32. <https://www.waxmann.com/artikelART105519>
- Mania, E. (2022). Lebensweltorientierung in Sozialraumansätzen: Ein ganzheitlicher Blick auf Adressatinnen und Adressaten von Bildungsangeboten. *weiter bilden*, 29(4), 22–25. <https://doi.org/10.3278/WBDIE2204W006>
- Mania, E., Wagner, F., Schmitz, M. & Schröter, H. (2023). Das Projekt EIBE: ein Beratungs- und Qualifizierungskonzept für die Alphabetisierungsarbeit. *Erwachsenenbildung*, 69(4), 160–163. <https://doi.org/10.13109/erbi.2023.69.4.160>
- Thöne-Geyer, B. (2023). Bildungsangebote im Kontext von “Sterben und Tod” an Volkshochschulen: Eine explorative Untersuchung mit dem digitalen VHS-Programmarchiv. *Volkshochschulen in Berlin*, (1), 39–47. <https://www.vhs-foerderungsgesellschaft-berlin.de/wp-content/uploads/2023/07/Journal-2023.pdf>
- Wahl, J., Thöne-Geyer, B. & Rummler, K. (2022). Schlaglichter auf Ent|gren|zungen professioneller sozialer und pädagogischer Arbeit [Editorial]. *Der pädagogische Blick*, 30(4), 207–209.

Editorship of collected works

- Arnold, R., Nuissl, E. & Schrader, J. (Hrsg.). (2023). *Wörterbuch Erwachsenen- und Weiterbildung* (3., vollständig überarbeitete Aufl.). Verlag Julius Klinkhardt. <https://doi.org/10.36198/9783838587431>
- Robak, S., Gieseke, W., Heidemann, L., Fleige, M., Kühn, C., Preuß, J., Freide, S. & Krueger, A. (Hrsg.). (2023). *Wissenschaftliche berufliche Weiterbildung für Kunst und Kultur: Bildungssphäre für das künstlerisch-kulturelle Selbst: Entfalten. Platzieren. Gestalten*. wbv. <https://doi.org/10.3278/9783763973316>

Editorship journals

- Dollhausen, K., Schrader, J. & Schmidt-Hertha, B. (Hrsg.). (2023). Educational Governance und Leadership in Weiterbildungsorganisationen [Themenheft]. *Zeitschrift für Weiterbildungsforschung*, 46(1). <https://link.springer.com/journal/40955/volumes-and-issues/46-1>
- [Thöne-Geyer, B., Aschenberger, K. F. & Kil, M. (Hrsg.). (2023). Bildung für Ältere und Bildung für das Altern [Themenheft]. *Der pädagogische Blick*, 31(1).
- [Wahl, J., Thöne-Geyer, B. & Rummler, K. (Hrsg.). (2022). ENT|GREN|ZUNGEN: Aktuelle Trends und Herausforderungen professioneller sozialer und pädagogischer Arbeit [Themenheft]. *Der pädagogische Blick*, 30(4).

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- Winkens, M. (2023). Akteure, Akteurkonstellationen und deren Bedeutung in Konzepten der Alphabetisierung und Grundbildung Erwachsener: Eine Dokumentenanalyse. DIE. <https://doi.org/10.58000/SZ56-9E22>

> TEACHING, LEARNING, COUNSELLING

Individual contributions in anthologies

- Bar-Kochva, I., Schröter, H. & Schrader, J. (2023). Sprachliche Bildung im Erwachsenenalter. In M. Becker-Mrotzek, I. Gogolin, H.-J. Roth & P. Stanat (Hrsg.), *Grundlagen der sprachlichen Bildung* (S. 233–244). Waxmann. <https://doi.org/10.31244/9783830997757>
- Bosche, B. & Strauch, A. (2023). Qualitative Verfahren der Kompetenzanerkennung zu Validierungszwecken – theoretische Einordnung und Praxisbeispiele. In M. Schmid (Hrsg.), *Handbuch Validierung non-formal und informell erworbener Kompetenzen: Disziplinäre, theoretische und konzeptionelle Zugänge* (S. 287–306). wbv. <https://doi.org/10.3278/9783763971657>
- Damm, A. (2023). Berufliches Selbstverständnis von Seiteneinsteigenden in den Lehrer:innenberuf. In D. Behrens, M. Forell, T.-S. Idel & S. Pauling (Hrsg.), *Lehrkräftebildung in der Bedarfskrise: Programme – Positionierungen – Empirie* (S. 315–330). Verlag Julius Klinkhardt. <https://doi.org/10.35468/6034>

- Hinzke, J.-H., Bauer, T., Damm, A., Kowalski, M. & Matthes, D. (2023). Dokumentarische Schulforschung. Einleitende Rahmung einer Forschungsrichtung. In J.-H. Hinzke, T. Bauer, A. Damm, M. Kowalski & D. Matthes (Hrsg.), *Dokumentarische Schulforschung: Schwerpunkte: Schulentwicklung – Schulkultur – Schule als Organisation* (S. 13–39). Verlag Julius Klinkhardt. <https://doi.org/10.35468/6022-02>
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PUBLISHER

Prof. Dr. Josef Schrader

EDITORIAL

Beate Beyer-Paulick

LAYOUT AND TYPESETTING

Medienarchitekten Bonn,

Eva Josat

PRINT

Printzipia

CREDITS

Cover, p. 4, p. 8, p. 9, p. 10, p. 12, p. 13, p. 14, p. 16, p. 18, p. 30, p. 33, p. 35, p. 36: all Sandra Seifen/DIE; p. 11: Marcelo Parreira do Amaral; p. 15: Eva Revolve/Kompetenzverbund lernen:digital; p. 19: AdobeStock; p. 20: Alexandra Iannidou/DIE

Funding Statement for project CLEAR p. 11/p. 24



This project has received funding from the European Union's Horizon Europe research and innovation funding programme under Grant Agreement No. 101061155.



Die

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