

German Institute for Adult Education –
Leibniz Centre for Lifelong Learning

SHORT ANNUAL REPORT
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Foreword

2017 Annual Report



Prof. Dr. Josef Schrader, Scientific Director

Dear Readers

While opinions differ as to whether we live in uncertain times, today's society is undoubtedly in upheaval. Germany is known the world over for its economic and social stability and yet large sections of the population are concerned about the future nonetheless. The German federal election in 2017 – with entry of the right-wing AfD party into the German Bundestag – and particularly the historically unique difficulties in forming a government are symptomatic of the dwindling public approval for the once great popular parties. Indeed, in the aftermath of the election, several of the parties that vied to assume responsibility ultimately did not want to for fear of not being up to the task or even being destroyed by it.

After almost six months of arduous negotiations, a coalition agreement has now been drawn up that among others heralds an “offensive for education, research and digitalisation”. It undoubtedly comprises a number of positive elements: the pledge to invest more in education, the willingness to perhaps while not lift the ban on cooperation between the federal and state governments at least find a way around it, and the commitment to continue the National Decade for Literacy and Basic Education. However, closer reading confirms a number of the concerns that actually already arose during television appearances by coalition members when the negotiations were under way: while they unanimously pledged to review the entire chain of education and consistently mentioned early and of course school education, they mainly finished by discussing vocational training and higher education. Although continuing education is frequently mentioned in the coalition agreement, it tends to remain a marginal topic overall. It is mostly discussed within the context of digitalisation – but then a great many aspects are touched on in more general terms within this topic. There is a distinct lack of concrete projects that combine the development of digital infrastructure, media training for staff and didactics-based development of digital learning environments. We must concede – with some self-criticism – that this is also rarely achieved in science though. While digitalisation is discussed at great length in the coalition agreement, no mention is made of aspects such as reducing regional disparities in adult and continuing education, better pay, social protection, and the qualification of teachers or emphases in research funding.

If we shift our focus from the major political developments to a review of 2017 at the DIE, there is by all

means cause for celebration. For one, we celebrated the 60th anniversary of the German Institute for Adult Education / Institute for Didactics of Adult Education (PAS) in December. Numerous guests from the fields of politics and administration, educational practice and associations, university and non-university institutions as well as many former employees and committee members attended the event and expressed their solidarity with the institute and its mission. This celebration held in the thoroughly apt setting of the Catholic Social Institute (KSI) in Siegburg gave us a real boost.

Another cause for celebration was the awarding of “small, strategic special status”, which will allow us to create additional positions at the institute. We can now pursue our goal of expanding and intensifying the cooperation between the scientific community, educational practice and the political sphere for the benefit of adult learners under considerably more favourable conditions.

This development, which is unique in the history of the institute, will be accompanied by major personnel changes. A number of management changes were already instigated last year: on 1 April 2017, Prof Dr Esther Winther returned to the University of Duisburg-Essen, which means that we are now continuing our fruitful cooperation in a different format. We were moreover able to fill the newly created positions to head the “Research Infrastructures” and “System and Politics” departments with PD Dr Markus Huff and Dr Sarah Widany respectively. Finally, an “Internationalisation” unit was established (attached to the Executive Department), which Dr Alexandra Ioannidou has been appointed to lead.

Times of rapid change are often accompanied by uncertainty. This is the case for both companies and organisations. Looking at our society, public confidence in the achievements of science is no longer a given and is undermined even further by the irresponsible talk of “alternative facts”. The scientific community has responded with a worldwide March for Science in which the DIE was proud to participate. However, in order to maintain and restore trust, it will above all be crucial for the scientific community to reliably demonstrate that it is working to identify socially relevant issues, conducts research to the highest possible standards, develops reliable knowledge that links to practice and politics, and outlines solutions that the non-scientific world can reasonably be expected to implement.

We at the DIE are up to this challenge. And we are grateful to the Leibniz Association and to the federal and state governments that we will have more staff to help us do so from 2018. We believe we have a duty to live up to our expanded responsibilities and are eager to take on the challenge of also developing proven working methods further. On behalf of the Executive Board, I would like to sincerely thank all of our employees for accepting and supporting the changes whose implementation has now begun. You will learn about many of these, dear readers, in the present annual report. Further details will then be shared next year.

I do hope you enjoy reading this report.

Best wishes



Prof. Dr. Josef Schrader

The Institute

› DIE at a glance

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

TASKS AND MISSION

The maxim of all Leibniz institutes is “Science for the people”. At the DIE, this translates into a mission to enhance personal development, social participation and workers' skills through adult education and lifelong learning.

To pursue its mandate the German Institute for Adult Education

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

Selected questions of ongoing relevance include: How can continuing education systems enhance participation and competences and reduce social disparities? How can continuing education institutions be

organised and managed to be more effective? How can continuing education programmes be designed to meet needs and demands? How can teaching, learning and counselling in adult and continuing education settings lead to sustainable learning?

The DIE's work and research based services support the development of the science of adult and continuing education and acts as a hub for the dissemination of research findings to practice and policy in the field of adult education.

NATIONAL, INTERNATIONAL AND INTERDISCIPLINARY PERSPECTIVES

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



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

The institute represents German continuing education on the international level: DIE research associates are members of international boards and networks and coordinate and/or participate in transnational projects. Their publications garner interest both in Germany and abroad.

INSTITUTIONAL STRUCTURE

DIE is a registered non-profit association and enjoys full autonomy from government at local and federal level in research, practice, and policy advice, being accountable to its General Assembly alone. The Executive Board consists of the Scientific Director, Prof. Josef Schrader, and the Business Director, Bettina Proeger. In accordance with its articles of association, 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 based on the programme budgets. A peer committee evaluates its performance every seven years, based on the outcome of which it advises government bodies on future funding. The DIE has cooperative agreements with several universities and intends to intensify these cooperations in the future.

RESEARCH AND INFRASTRUCTURE

Besides the management and administration division, the DIE's organisational structure currently consists of two parts, the Research Sector and the Infrastructure Sector. The Research Sector comprises four departments, which reflect the spectre of the institute's research interests from the micro to the macro level: "Teaching, Learning, Counselling", "Programmes and Participation", "Organisation and Management" and "System and Politics". Differentiating between relevant levels of activity allows the departments to focus their research and transfer work, and encourages reflection on the interactions between these. The institute's research combines practical relevance with scientific soundness. The Infrastructure Sector is divided into two departments, "Knowledge Transfer" and "Research Infrastructures", which enable and support interdisciplinary research on lifelong learning by supplying research data, disseminating research findings, and providing information and guidance for the practical field and the general public. Since the DIE was restructured in 2017, the institute's tasks have been assigned to either the Research or the Infrastructure Sector. Both of the DIE's sectors strive for unity of research, development and infrastructure services and cooperate closely to achieve this.

Following a competitive call by the Leibniz Association, DIE won special funding to establish four Junior Research Groups from January 2018 focusing on implementation and intervention studies. With the successful acquisition of "small, strategic special status" (see p. 17), the DIE will not only further sharpen its profile in the area of application-oriented basic research but it will significantly improve the conditions for close cooperation between the scientific community, educational practice, and adult and continuing education policy. The additional positions created are dedicated to building up a network of partner institutions so as to enable practical needs to be accessed even more rapidly and in a more differentiated and communicative manner.

Additional capacities for a (digitally-supported) knowledge transfer enhance the supply and reach of information for educational policy and practice. Finally, four groups of young researchers will explore

the conditions for the research-based advancement of adult and continuing education policy and practice by analysing the impact of educational policy reforms and institutional frameworks on services and participation or reviewing the practicality of scientifically proven innovations in intervention and implementation studies.

The DIE will moreover continue to develop its international orientation. With this in mind, an Internationalisation Unit was established in November 2017 using DIE funds. This unit will support the international networking activities of the institute and its departments within the European research landscape, strategically prepare the acquisition of third-party funding from (competitive) European tenders, and contribute to the development of international comparative research.

MEMBER OF THE LEIBNIZ ASSOCIATION

The DIE is a member of the Leibniz Association whose members pursue the common mission of *theoria cum praxi*, science for the benefit and good of humanity. Since 2003, all members of the Leibniz Association – a current total of 93 institutions – have been evaluated at regular intervals and assessed according to the excellence criteria for non-university research funding.

In recent years, the DIE has intensified its cooperation with other institutes of the Leibniz Association. These include the Leibniz Education Research Network (LERN) and the Leibniz Research Alliance on Healthy Ageing. As a member of LERN, the DIE works with 22 renowned university and non-university institutes for educational research to pursue interdisciplinary projects on how to design an efficient education system that encourages lifelong learning.





WORK-LIFE BALANCE

The DIE promotes gender equality, corporate health and enhances the reconciliation of family and working life.

It is committed to personnel policies that recognise different family and life phases and help employees to achieve a favourable work-life balance. The institute explicitly affirmed its commitment to a family-friendly personnel policy with its certification in 2010 as part of the berufundfamilie audit and subsequent re-audits in 2013 and 2017. The berufundfamilie initiative is a scheme by the non-profit Hertie Foundation. In 2014, the DIE also joined the Erfolgsfaktor Familie corporate network, an initiative set up by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

(BMFSFJ) in cooperation with leading German industry associations and the German Trade Union Confederation (DGB) to make family-friendly work environments into a trademark of the German economy.

The institute offers its employees comprehensive services in the fields of personnel development, working hour organisation, occupational health care, and family support. The initiative develops and consolidates these offers in coordination with the Executive Board, Works Council and Equal Opportunities Officer. Maintaining a family-conscious culture is a particular concern of the Executive Board.

➤ Highlights: the DIE in 2017

THE FOLLOWING SECTION DETAILS SOME OF THE MAJOR MILESTONES of particular social or scientific relevance achieved by the DIE in 2017.

➤ PERSONNEL CHANGES: NEW HIRES AND DEPARTURES

There were a number of management changes at the DIE in 2017: Prof. Dr. Esther Winther, who had been Scientific Director and a member of the DIE's Executive Board since October 2014, returned to the University of Duisburg-Essen in April. She will now devote herself to her research specialisations of modelling, measuring and facilitating work-related skills as well as empirical educational research.

Upon her departure, Winther emphasised that she had greatly appreciated the versatility of the research and development at a Leibniz institute and was keen to also implement the evidence-based and transfer-promoting concept of application-oriented basic research in a university context. Winther will maintain ties with the DIE as project leader of the CurVe II project (see p. 66) as well as through future joint research and development projects as part of the

cooperation with the University of Duisburg-Essen.

Two new heads of department were appointed in 2017. In August, Dr. Sarah Widany took over as head of the "System and Policy" department. Widany studied and completed her doctorate at the FU Berlin. She moved to the FernUniversität Hagen after the postdoctoral phase to assume the role of Chair for Empirical Education Research. In her award-winning research, Widany uses secondary analyses to examine aspects of participation in adult education. PD Dr. Markus Huff has been head of the "Research Infrastructures" department newly established in 2017 since October. Huff studied psychology, mathematics and computer science at the University of Tuebingen. After completing his diploma in psychology, he obtained his doctorate at the Leibniz-Institut für Wissensmedien (IWM) in Tuebingen, graduating



Esther Winther



Sarah Widany



Markus Huff

summa cum laude in 2007. He was awarded the Leibniz Association's prize for young talent for his doctorate. Huff spent his postdoctoral phase at the University of Tuebingen and Washington Univer-

sity in St. Louis, USA. From 2010 to 2017, he was a junior professor for general psychology at the University of Tuebingen where he completed his *Habilitation* (post-doc degree) in psychology in 2014.

› DIE CELEBRATES ANNIVERSARY: 60 YEARS OF EXPERTISE IN ADULT EDUCATION

On 11 December 2017, the German Institute for Adult Education celebrated its 60th anniversary. Together with guests from the fields of continuing education, politics and science invited to the Michaelsberg in Siegburg, employees both past and present looked back on six decades of research into adult teaching and learning, and discussed future issues within this field. In his welcome address, Josef Schrader recalled the history of the Institute for Didactics of Adult Education (PAS) and subsequent German Institute for Adult Education (DIE). He emphasised how continuity exists in the institute's mission and self-image: it strives to make a scientific contribution to provide all adults with educational support in their quest to understand themselves, society and the world, and to act accordingly. Change

is evident in the broadening of the topics covered and close linking of the knowledge transfer with research. The Director-General for Vocational Training and Lifelong Learning at the Federal Ministry of Education and Research (BMBF), Kornelia Haugg, praised the relevance of the DIE's expertise to political opinion-forming processes: the institute affords "outstanding supraregional significance", its commitment to practice is indispensable, and it provides policy advice based on excellent research. Parliamentary State Secretary, Klaus Kaiser, offered his congratulations on behalf of the Ministry of Culture and Science of the German State of North Rhine-Westphalia (MKW). Kaiser, who is himself the long-standing head of an adult education centre, praised the DIE as an essential partner in the educational landscape



No anniversary without a cake. 60 years DIE.

both in North Rhine-Westphalia and beyond the state boundaries. Prof. Dr. Marcus Hasselhorn from the German Institute for International Educational Research (DIPF) congratulated on behalf of the Leibniz Association and emphasised as its spokesperson the DIE's contribution to the Leibniz Education Research Network (LERN). In his speech, the president of the German Adult Education Association (DVV), Dr. Ernst-Dieter Rossmann (member of the Bundestag), stressed the shared history and continued close bond between the two associations in his speech,

highlighting the positive perception of an institute established by the DVV in particular. The keynote speaker Rudolf Tippelt, who is chairman of the DIE's Advisory Board, congratulated the association on its achievements and expressed his mutual delight in the prospects of future development and expansion of the research tasks. He described the successful acquisition of so-called "small, strategic special status" as "fantastic" – indeed, it is the most comprehensive programme for the advancement of young talent in the recent history of adult and continuing education.

› WB-WEB WINS 2017 OER AWARD

The DIE portal for teachers of adult and continuing education known as wb-web successfully positioned itself on the market in 2017. The editorial team's outstanding achievements in the field of continuing/adult education were acknowledged with the 2017 OER Award - making wb-web one of the best open educational resources (OER) in the German-speaking world. The winners were announced on 27 November 2017 during the 2017 OER Festival in Berlin.

A jury of experts for OER theory and practice selected the winners in nine categories from a total of 89 applications. wb-web took first place in the continuing/adult education category. The portal has been online for two years now. wb-web aims to provide educational practitioners with ideas and information for their daily work and their own further development. A new forum developed in 2017 now also gives the ever-growing community the opportunity to exchange ideas. In 2017, the sections on literacy and basic education and facilitating language support aimed at



wb-web award.

volunteers assisting refugees in their language learning formed the thematic priorities and garnered extremely positive responses (see p. 43).

www.wb-web.de

<https://open-educational-resources.de/veranstaltungen/17/award/>

› THE DIE EXPANDS ITS SUPPORT FOR YOUNG RESEARCHERS AND THE RESEARCH-BASED KNOWLEDGE TRANSFER – STRATEGIC EXPANSION APPROVED BY THE LEIBNIZ ASSOCIATION

In 2017, the DIE succeeded in raising funds for additional positions to advance its research profile and services through a competitive procedure offered by the Leibniz Association. The newly acquired “small, strategic special status” will add a further 16.5 positions to the DIE’s current research staff positions. This will greatly enhance the DIE’s potential to provide scientific support and guidance for educational policy and practice. The focus is on establishing four junior research groups (for early stage and experienced researchers), each with two doctoral and one postdoc positions concentrating on proving scientific findings in practice and analysing the impact of policy decisions and institutional framework conditions on the structures, processes and outcomes of adult education.

A position tasked with advising on the methodology will support the design, implementation and

analysis of such challenging and often time-consuming studies. In addition to the four junior research groups led by postdoctoral researchers, new positions will be created to transfer knowledge, among others using open educational resources in the new wb-web portal and the development of further training offers. Other positions serve to establish and maintain close contact with the continuing education institutions that partner with the DIE to test scientific concepts as well as to manage the research data generated. Establishing these newly acquired positions will allow the DIE to consistently advance the research strategy developed in recent years. The recruitment process for all of the planned positions began in 2017 and has now been concluded. A DIE bolstered by additional staff will thus initiate additional research and transfer activities in 2018.

› INTERNATIONAL ACADEMIC CONFERENCE ON “RESEARCH ON INTERVENTION AND IMPLEMENTATION IN EDUCATION – CURRENT STATE, CHALLENGES AND PERSPECTIVES FOR EMPIRICAL EDUCATIONAL RESEARCH”

How can education research be implemented in practice? And how can research help to support educational practice and policy in future activities and decisions? With these topical issues in mind, the international academic conference on “Research on Intervention and Implementation in Education – Current State, Challenges and Perspectives for Empirical Educational Research” took place on 22–23 May 2017 at the Leibniz Association’s headquarters in Berlin. Petra Hetfleisch and Josef Schrader (DIE), Marcus Hasselhorn (German Institute for International Educational Research, DIPF), Olaf Köller (Leibniz Institute for Science and Mathematics Education, IPN) and Ulrich Trautwein (Hector Research Institute of

Education Sciences and Psychology at the University of Tuebingen, HIB) were jointly responsible for the content and organisation of the Leibniz Education Research Network’s event funded by third parties.

On the first day, Eckhard Klieme (DIPF, DE), Robert Slavin (Johns Hopkins University, USA), Dean Fixsen (University of North Carolina at Chapel Hill, USA), Mirjam Moerbeek (University of Utrecht, NL) and Chris Brown (University College of London, UK) discussed access, challenges and perspectives for intervention and implementation studies. On the second day, an exchange took place in smaller groups on the current state, challenges and potential

for a joint research project funded by the German Research Foundation (DFG) on intervention and implementation in educational settings. Based on the outcomes of this specialist conference, the DIE is working with the other involved institutes to prepare a joint proposal. Examples of empirical studies attempting to test innovative, empirically proven educational instruments and procedures in everyday conditions will be published in a special issue of the Zeitschrift für Erziehungswissenschaft journal for educational research in 2019.



Josef Schrader during his welcoming address.

› 20TH DIE FORUM ON CONTINUING EDUCATION
IN 2017 – “GET INVOLVED, POSITION, INFORM.
ADULT EDUCATION AND THE PUBLIC.”



Constructive conflict is a necessary basis for democratic coexistence but at the same time a constant challenge to the public debate culture. Organised adult education is part of this culture of debate as it creates spaces for discussion and argumentative conflict, or voices opinions on topical issues in public. The lively discussions at last year’s DIE Forum prompted the DIE to examine the contribution of adult education to public and democratic opinion and knowledge formation.

A total of four working groups focused on different aspects of public and adult education: the role of adult education for the public from a historical perspective, the current challenges faced by the digital public, continuing education as part of the public discourse, and public spaces. The contributions were a good mix from educational practice and research, and offered scope for an intensive and lively exchange between experts and participants.



Debate in the “Philosophical Cafe” about the role of adult education in the social discourse.

➤ Art at the DIE

THE DIE HAS OPENED ITS ROOMS to art and exhibitions and showcased a selection of paintings, graphic prints, photographs and sculptures last year.

Art does not just belong in museums – it can also have a positive, motivating effect in work environments. Which is why the DIE has opened its rooms to exhibitions and showcases paintings, graphic prints, photos and sculptures. Employees are invited to take the occasional creative “art break”.

Image credits (from top left to bottom right): Ingrid Krause - o. T., Christian Petric/Anette Speidel - „Glücksrad“, Christian Petric/Anette Speidel - „Toleranz“, Ingrid Krause - o. T., Christian Petric/Anette Speidel - „Infarkt“, Ingrid Krause - o. T.



Focus on adult education – the departments

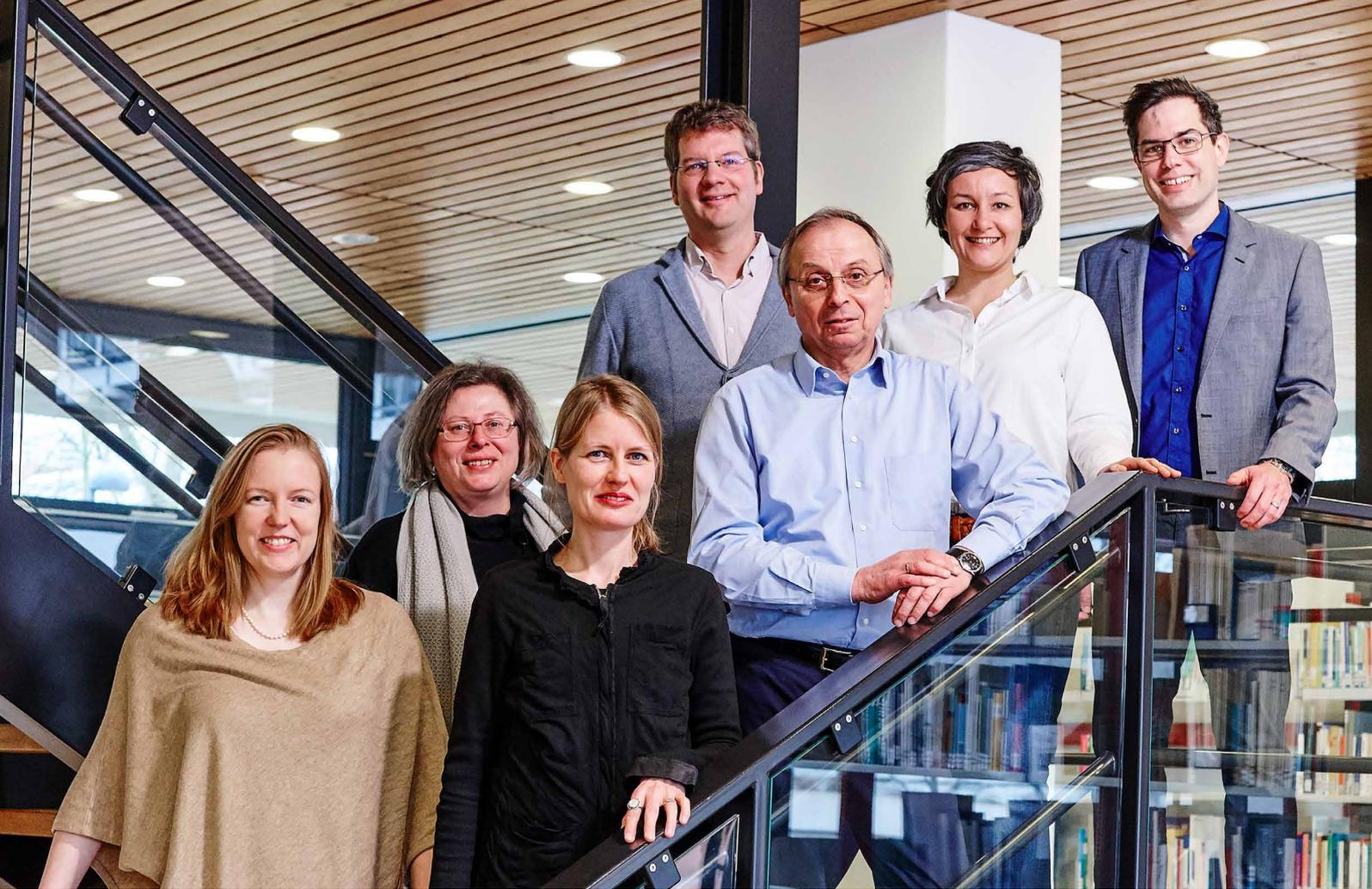
THE DIE IS AN INSTITUTION of the Leibniz Association that conducts research and also provides infrastructure services. Wherever possible, the DIE always links both types of scientific service. Close, cross-departmental cooperation is required during which research, development and transfer work takes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

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

The DIE's research focuses on adult education with all its requirements, formats and outcomes. All areas of continuing education are analysed from this nucleus. Hence the social, cognitive and motivational requirements of continuing education target groups are among the aspects considered by the DIE. Particular attention is paid to the pedagogical and institutional

support that adult learners receive from teachers, programme planners and managers of continuing education institutions. Wherever possible, the ways in which adults learn are considered in terms of their impact on education and skills development, social integration or professional career development.

One of the DIE's main work areas is research on continuing education systems and the organisations active in this field. For the heterogeneous institutional structure, plural organisational composition, disparate legal framework and unclear financing regulations mean that there is still a marked lack of transparency in continuing education. The changing conditions of demand for continuing education, financing and political and legal control are causing continuing education structures and organisations to change. The control is not merely external though. The internal conditions, intentions and scope of activities of employees and users are also driving the change processes. Changing training requirements along with learners' further training needs challenge the employees of continuing education institutions to design requirements-oriented



and need-creating strategies for programme and offer development. Professional programme and offer development is a key prerequisite for designing teaching/learning situations that meet the expectations of participants and clients, foster personal development and improve the conditions for social integration. The aim of examining the teaching and learning processes is to analyse use of the respective offers in terms of observable effects both inside and outside the pedagogical process. The quality of these teaching/learning processes should be enhanced through the professional development of educational staff in particular. In 2017, the DIE divided the Infrastructure Sector into two departments (“Knowledge Transfer” and “Research Infrastructures”) and created an additional position for a department head. The institute thus reacted to the significant increase in personnel at the former data and information centre thanks to third-party funding.

The institute is also tapping into the increased interest in recent years in the development and maintenance of research infrastructures in both science and education policy. The “Knowledge Transfer” department encour-

ages a lively specialist discourse with magazines and book series, which are increasingly being made available on digital media. The department has developed an open access policy and presents a growing number of information materials as open educational resources.

In 2017, the “Research Infrastructures” department resolved to transform the DIE library into a research library. In addition, the data generated as part of the indispensable contributions to educational reporting will in future be made more accessible for internal and external reuse in research. A research data management system has also been established to systematically document and store the data generated during DIE research projects. In order to remain up to date in the dynamic field of adult and continuing education – in terms of both research and infrastructure – the DIE regularly invites external and internal scientists to hold lectures during “DIE seminars”. Their presentations are then used in subsequent expert discussions to sound out possible cooperations (see the DIE annual report for details of topics covered during the DIE seminars: www.die-bonn.de/Jahresberichte).



➤ System and Politics

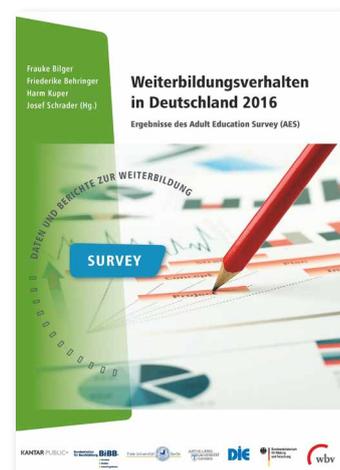
THE “SYSTEM AND POLITICS” DEPARTMENT observes and analyses the continuing education system in Germany and abroad from a comparative perspective. It focuses on the framework conditions relevant to adult and continuing education, on the political and civil society stakeholders and the impact of their actions, on the structures at continuing education providers, and on continuing education offers and participation. The department moreover investigates the impact of participation in continuing education on individuals, organisations and societies.

➤ SPECIAL FOCUS – ADULT EDUCATION SURVEY (AES) 2016

Similar to the previous two waves of the European survey on the population’s learning activities conducted in 2007 and 2011/12, the “System and Politics” department also participated in the conception and reporting for the AES in 2016. The consortium was led by Kantar Public and also involved the Federal Institute for Vocational Education and Training (BIBB), Freie Universitaet Berlin, and University of Giessen. The survey compiled information on the learning activities (formal education, non-formal education, informal learning) of the German residential population aged between 18 and 69 years, along with sociodemographic information. It enabled differentiated, data-supported insights and continuous monitoring of participation in continuing education in Germany.

The data was evaluated for the education report and analysed using scientific questions in order to be able to publish the findings in a trend report along with a detailed final report. As with the previous surveys, the microdata

will be made available to researchers via the data archive of GESIS – Leibniz Institute for the Social Sciences. The concept for the current survey takes into account many of the recommendations from the expertise developed in 2016 with the involvement of the “System and Politics” department in the study on the development of indicators and a data acquisition strategy for continuing education statistics in Germany. This includes the inclusion of advanced scientific education and expansion of the population surveyed to include people over the age of 65. In-depth analyses based on the AES data are planned in the coming year, which will also draw on the European data.





> Organisation and Management

THE “ORGANISATION AND MANAGEMENT” DEPARTMENT investigates how continuing education is organised – so the supporting organisations, educational institutions, cooperations and networks providing educational services. The focus is on the analysis of organisational forms and developments as well as management strategies in the determination of goals, structures and processes driving the implementation of qualified, effective educational services for adults.

> SPECIAL FOCUS – DFG RESEARCH PROJECT: GLOW – GOVERNANCE STRUCTURES AND EDUCATIONAL PERFORMANCE PROFILES AT CONTINUING EDUCATION ORGANISATIONS

How do ‘new’ governance structures become relevant to activities at continuing education organisations? What consequences does this have for management decisions and the development of programme and educational performance profiles? These questions are considered within the GLOW research project financed by the German Research Foundation (DFG) that has been implemented in cooperation with the University of Cologne since December 2016. Stakeholder constellations along with modes of coordination and management are analysed based on case studies conducted at nine adult education centres. Institutionally-recognised rationale and conventions are moreover reconstructed that activate and (re-)combine managers to justify activities under changed performance expectations and coordination requirements. The cases were selected by means of an indicator-based cluster analysis of the data from adult education statistics. The sample was then drawn from

GLOW Governance-Strukturen und pädagogische Leistungsprofile in Organisationen der Weiterbildung

the clusters determined in accordance with data protection regulations. The interviews conducted during the case studies were complemented with a card reading technique in order to visualise stakeholder constellations and enable more precise recording of the respondents’ explanations of these. Preliminary evaluations of the data have revealed that continuing education organisations can increase their opportunities to influence the regional educational landscape through a strategic awareness of stakeholder relations. The conditions for implementing offers that are not particularly popular in education policy and/or among the general public but are relevant from an organisational perspective can improve conventionally “covered” multiple justifications (see p. 71).



› Programmes and Participation

THE “PROGRAMMES AND PARTICIPATION” DEPARTMENT considers programmes, programme planning and supply development in terms of how they can be designed to meet needs and demands.

› SPECIAL FOCUS – SCIENCEKIT: SCIENTIFIC LITERACY FOR ALL!

The European Union today faces the challenge of achieving sustainable science. Hence involving citizens in research and fostering scientific education are two of the aims of the Horizon 2020 EU framework programme. This is where the transnational ScienceLit project comes in. It aims to facilitate access to scientific knowledge for low-skilled and disadvantaged adults and to provide them with the tools needed for scientific literacy.

The first project outcome is the ScienceLit methodology, which explains how so-called “scientific dialogic gatherings” on scientific topics can be organised. “Scientific gatherings” are educational activities during which participants exchange on and discuss a scientific topic according to the seven principles of “dialogic learning” (e.g. egalitarian dialogue, cultural intelligence). It has been proven empirically many times that the methodol-

ogy does more than just expand people’s knowledge. It also complements skills that are becoming increasingly important in today’s society: the ability to communicate, self-confidence and reading comprehension, among others. Another project outcome facilitates the implementation of this dialogic approach in adult education institutions throughout Europe: an interactive (open access) guide developed at the DIE and made available online comprising audiovisual materials on both the methodology and organisation of “scientific dialogic gatherings”.

The project progress was validated during the project meeting held in Bonn in July 2017.





› Teaching, Learning, Counselling

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

› SPECIAL FOCUS – FOSTERING ADULTS’ LANGUAGE SKILLS

In educational policy, the interest in fostering adults’ language skills is currently very high. This holds true for both literacy training and basic education as well as for German as a second language. From a pedagogical perspective, specific challenges arise in this field due to the high heterogeneity of learners’ (educational) biographies. Most of the teachers tasked with overcoming these challenges are contract workers and often offer a variety of courses for different target groups and skills levels, so have a limited amount of time to prepare for and follow up on their lessons.

Within the interdisciplinary cooperation with the Mercator Institute for Literacy and Language Education at the University of Cologne and the departments of computer linguistics and adult/continuing education at the University of Tuebingen, the DIE department investigates how language trainers can effectively be supported through the use of digital media during lesson planning and design. The University of Cologne is currently adapting a lesson planning app

developed by the DIE in cooperation with the University of Tuebingen to help teachers select appropriate methods for language-sensitive teaching. As part of the AlphaDekade project KANSAS for the development of a competence-adaptive, user-oriented search engine for authentic language learning texts financed by the Federal Ministry of Education and Research (BMBF), a search engine is being conceived to help teachers identify and select suitable language learning resources online and in electronic corpora. These research projects were among those presented during the Leibniz Education Research Network’s forum on educational policy in Berlin and the third workshop in the “Lifelong language acquisition and promotion” series at the DIE in Bonn. In future, the DIE would like to expand its research and development work in the field of adult language learning, strengthen the interdisciplinary cooperation with partners, and conduct interdisciplinary research projects (e.g. on the skills of teachers working with linguistically heterogeneous learning groups in schools and adult education).



➤ Knowledge Transfer

THE TRANSFER OF KNOWLEDGE between the science, practice and politics of adult education is one of the institute's central tasks. The specialist media introduced for this purpose raise the DIE's profile among the expert audience. Since 2017, the DIE has been consolidating these tasks even more clearly within its "Knowledge Transfer" department. The aim is to disseminate research-based knowledge to all stakeholders in the field of adult and continuing education and to render it relevant to real-life applications and activities.

➤ SPECIAL FOCUS - DIE-BRIEF PUBLICATION REVIEWS: EMPIRICAL FACTS IN A SEEMINGLY POST-FACTUAL AGE

Diversität ist noch nicht Alltag
ERGEBNISSE EINER BEFRAGUNG VON 280 WEITERBILDUNGSEINRICHTUNGEN IN NRW

Migration und eine daraus erwachsende ethische, sprachliche, kulturelle und religiöse Vielfalt sind seit Jahrzehnten in allen gesellschaftlichen Bereichen wahrnehmbar. Die Ergebnisse der Studie von **Hella Zentler** und **Sara Boller** rufen nach einer gewachsenen Öffnung der Weiterbildungsrichtungen für migrationsbedingte Diversität sichtbar. Konzepte der interkulturellen Öffnung und des Diversity Management werden den meisten Einrichtungen als wichtig erachtet. Sie verfolgen damit das Ziel, eine Kultur der Wertschätzung zu etablieren und Chancengleichheit zu fördern. Doch noch hapert es bei der Umsetzung: Die Angebote für Menschen mit Migrationsgrund sind in den vergangenen Jahren zwar stetig angewendet worden, noch wie vor werden aber hauptsächlich die Bereiche Sprachen und Integration betont. Und während Mitarbeitende durch Fortbildungen für das Thema sensibilisiert werden, verändern sich Organisations- und Personalstrukturen nur sehr langsam.

Ergebnisse

- Die Mehrheit der Einrichtungen hat bereits spezielle Angebote für Teilnehmer:innen mit Migrationshintergrund im Programm, möchte diese aber weiter ausbauen.
- Mitarbeitende mit Migrationshintergrund arbeiten meist nur auf Honorarbasis, in Leitungspositionen sind sie überaus selten anzutreffen.
- Konzepte zur Förderung migrationsbedingter Diversität sind weitgehend bekannt und mit 100% festgeschrieben, werden aber kaum umgesetzt.

Empfehlungen

- Um diese Angebote weiterzuentwickeln, sind bessere Kooperationen mit der kommunalen Verwaltung, aber auch mit Migrationstrainingseinrichtungen wichtig.
- Es müssen konkrete Strategien für die Einstellung von Personen mit Migrationshintergrund entwickelt werden, die auf deren Potenziale fokussieren.
- Der Umsetzung dieser Konzepte stehen häufig mangelnde Ressourcen im Weg: Wie gibt es nachhaltige Finanzierungsmodelle zu entwickeln.

Botschaft

Die Weiterbildungsrichtungen in NRW stellen sich auf eine Gesellschaft ein, die durch Vielfalt gekennzeichnet ist. Im Hinblick auf bisher kaum berücksichtigte Handlungsfelder sind folgende organisationsbezogenen Maßnahmen in den Weiterbildungsrichtungen stärker umzusetzen: Neben einem Angebot, das auf unterschiedliche Bedürfnisse und Lebenslagen von Erwachsenen mit Migrationshintergrund eingeht, sollte die Beschäftigung von Fachkräften mit Migrationshintergrund in der Weiterbildung gestärkt werden. Eine wichtige Voraussetzung ist die politische Unterstützung, die mit einer langfristigen finanziellen Förderung einhergeht, insbesondere für öffentlich bzw. gemeinnützige orientierte Einrichtungen der Weiterbildung.

Wissenschaftszentrum für Sozialforschung
Lehrstuhl für Migration, Ethik und Diversität
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The new DIE-BRIEF format complements the DIE's existing publications, stimulating debates on continuing education theory, practice and politics. Brochures, theses, open letters, posters – concise written formats have long played an important role in public communications to inform and transfer knowledge. Even – and perhaps especially – in times of digital information overload, other Leibniz institutes rely on succinct, concisely formulated written publications in their scientific communications that are made available online but can also be downloaded and printed out – precisely because they combine rapid digital briefing with an age-old written format that people will keep. The DIE-BRIEF publication reviews developed in cooperation with the DIE's public relations department has been published in parallel to the latest new publications on research in adult and continuing education since 2017.

The first issue of the "DIE-BRIEF" focuses on the question whether and to what extent diversity strategies are a daily routine in educational institutions in North Rhine-Westphalia.



› Research Infrastructures

THE NEW “RESEARCH INFRASTRUCTURES” DEPARTMENT was established in 2017 to enable and support research on adult education inside and outside the DIE with publications, data collections and archives via its “Library” and “Statistics” teams. The DIE library is a scientific special library for adult and continuing education accessible to the public. The research library not only provides the scientific community with literature, but also helps researchers to manage their research data. In educational reporting, the data compiled by the department is prepared and analysed for science and practice.

› SPECIAL FOCUS

The DIE library has at present a stock of nearly 91.200 volumes. We currently subscribe to more than 170 periodicals. Nearly 15 per cent of our books and 20 periodicals are published in languages other than German. Our database contains 119.000 documents. Since 2015, our library has been lending eBooks to internal and external users.

In 2017, the transformation of the DIE library into a research library for the field of adult/continuing education was initiated. The focus is on the supra-regional supply of literature, orientation to specific user groups and the specific requirements of the scientific system. The development process of the library will continue over the next few years in order to establish the DIE library as an integral component of research on adult and continuing education. One important aspect within this process is the professionalisation of the DIE data management.



This particularly includes all data generated by the diverse research activities at DIE. In this context, the DIE Research Data Policy and Data Management Handbook were published and became mandatory for all research activities at the DIE. The first step involves developing an individual research data management plan during the project application phase. Dedicated data managers provide assistance with regard to data handling and storing throughout the entire project. Thus, the DIE library supports researchers in the professional handling of research data. A first third-party funded project that started in 2017 has been receiving support in this context.

Fostering young talent

Development opportunities for talented early stage researchers: the DIE offers career development measures for trainees as well as for doctoral and postdoctoral students. Specific measures aid in the acquisition of career-relevant skills, encourage individual development, and help talented young scientists to further their professional career.

The aim of the vocational training offered at the DIE is to develop trainees' professional expertise. The European education programme Erasmus+ enables trainees to spend time abroad. Trainees are moreover able to gain additional practical experience during company

internships offered as part of training cooperations.

The DIE supports talented young scientists during their doctoral phase with its structured postgraduate training programme (SDA). This programme aims to systematically facilitate early stage researchers' acquisition of relevant scientific and professional skills, and to prepare them for a career in science, science management, politics, administration or educational practice.

The DIE supports outstanding doctoral candidates during their *Habilitation* and helps them to develop their autonomous research profile.





Projects at the DIE

THE EXPLOITATION OF THIRD-PARTY PROJECTS are an essential opportunity for the DIE to examine current and ongoing issues in lifelong learning. Third-party funding complements the work carried out using institutional funds and provide the opportunity to react to current developments in policy and practice as well as to introduce further innovative topics.

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

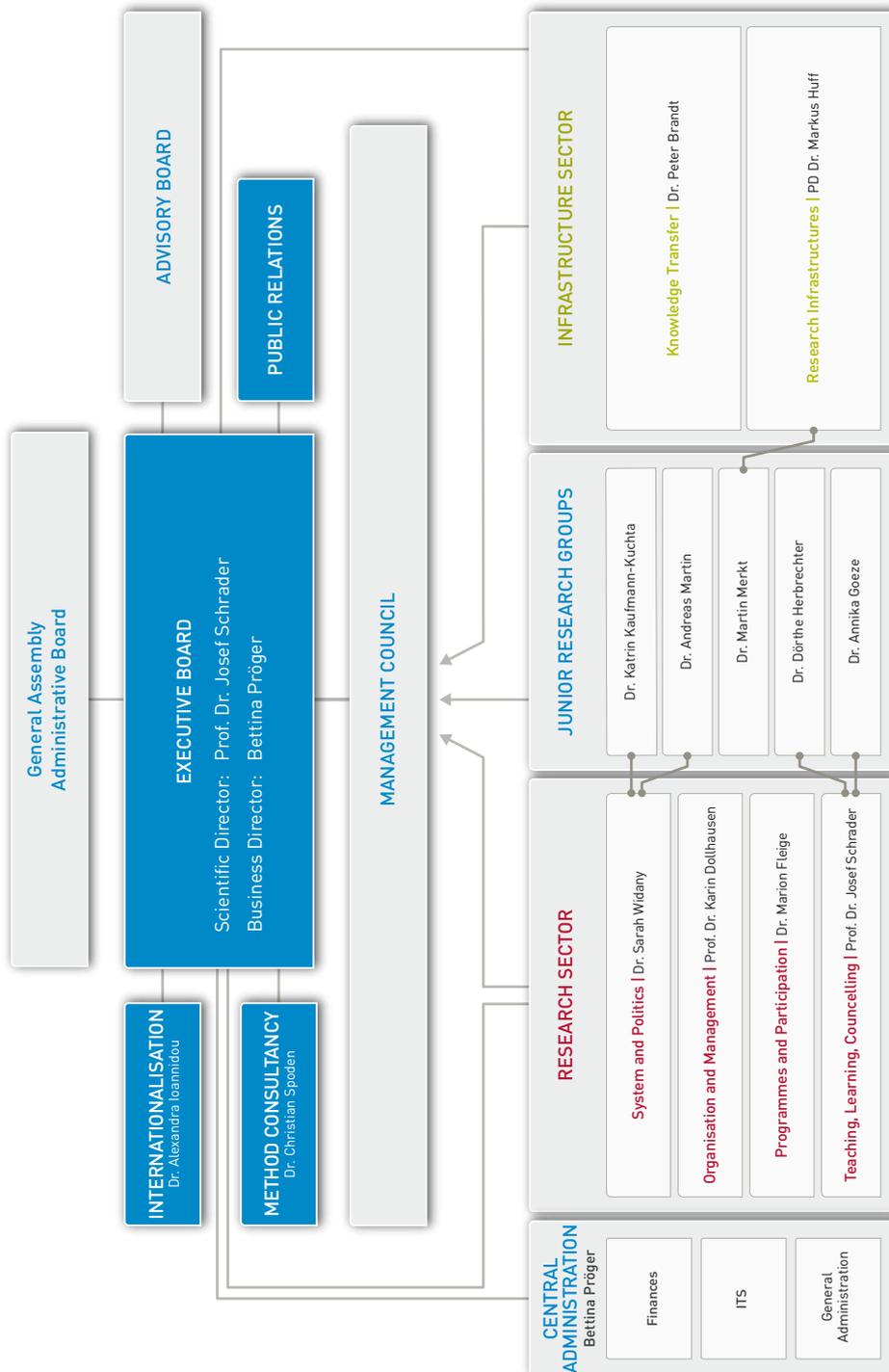
External cooperations involve continuing education providers, professional and supporting associations, cooperating universities, and educational research institutes of the Leibniz Association as well as international partners. DIE research activities encompass a variety of topics and methods. The methods applied range from qualitative research, evaluation studies and small-sample comparative studies, to quantitative multi-level approaches, (quasi)experimental studies, longitudinal sections and intervention and implementation research.

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

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

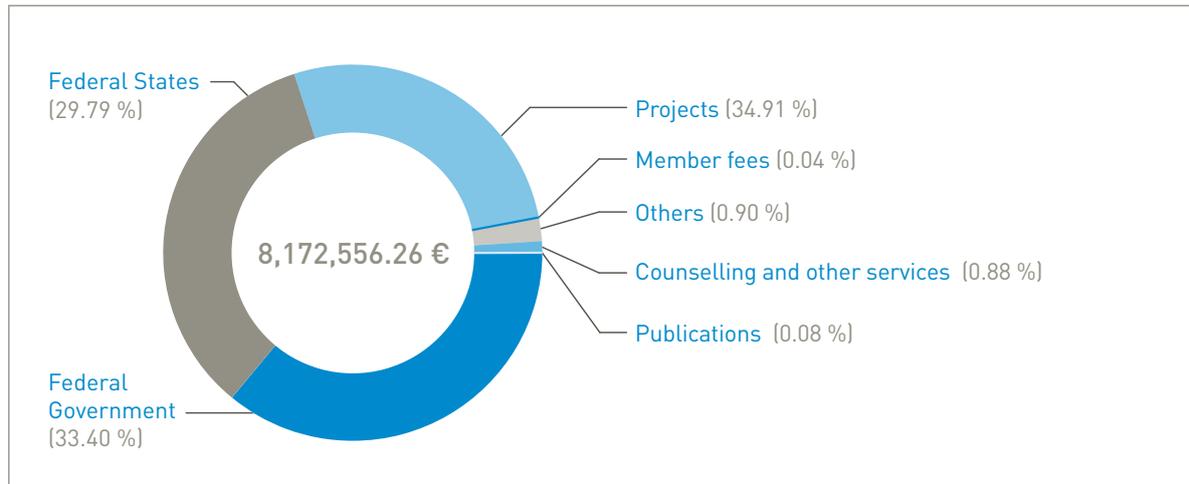
Appendix

› ORGANISATIONAL CHART

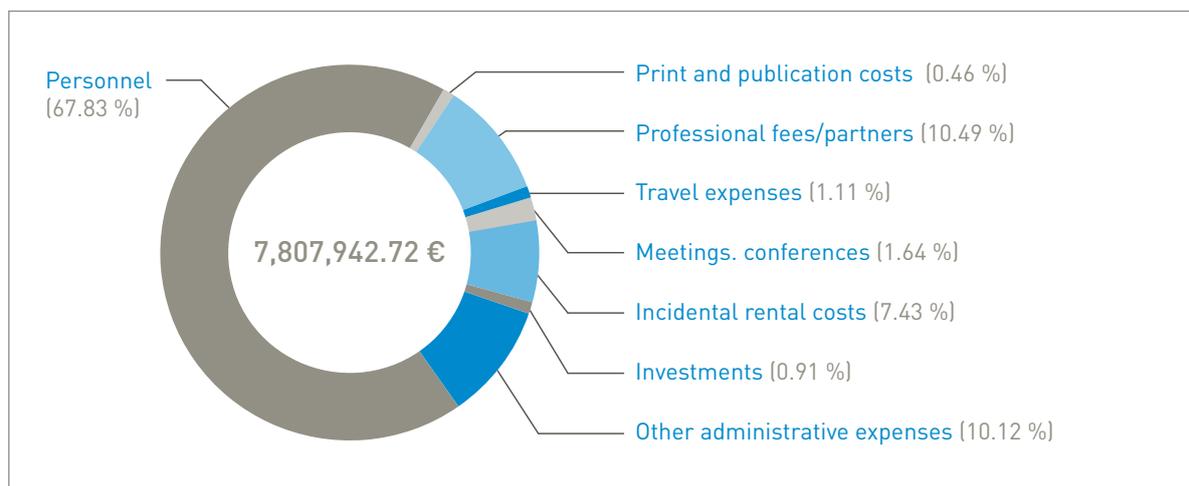


› FINANCES

DIE REVENUES



DIE EXPENSES



STAFF

EMPLOYEES IN SIX DEPARTMENTS FOR RESEARCH AND INFRASTRUCTURE (December 31, 2017)

	Full-time equivalent	Persons	Women	Men
System and Politics				
Researchers	4.75	6	5	1
Non-researchers	0.65	1	1	0
Total	5.40	7	6	1
Organisation and Management				
Researchers	3.35	4	3	1
Non-researchers	0.75	2	2	0
Total	4.10	6	5	1
Programmes and Participation				
Researchers	5.95	8	7	1
Non-researchers	2.75	3	3	0
Total	8.70	11	10	1
Teaching. Learning. Counselling				
Researchers	9.65	13	10	3
Non-researchers	1.25	2	2	0
Total	10.90	15	12	3
Knowledge Transfer				
Researchers	9.55	11	4	7
Non-researchers	7.25	12	10	2
Total	16.80	23	14	9
Research Infrastructures				
Researchers	1.60	2	0	2
Non-researchers	11.68	15	12	3
Total	13.28	17	12	5

IMPRINT

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