

A blue background with a white network pattern of dots and lines.

2018

Publisher:
Frank Siepmann

**eLearning
BENCHMARKING Studie**

SUBSTUDY

**Mobile Learning
in practical usage**

Project implementation:

eLearning
JOURNAL

Project partner:

time4you

Cooperation partner:

didacta
Verband der Bildungswirtschaft

siepmann|media + research

Imprint

Editorial office:
Siepmann Media
Redaktion eLearning Journal
Zum Dorfe 28
27628 Hagen im Bremischen
Phone: +49 (0) 47 46 / 72 68 85
Fax: +49 (0) 47 46 / 72 68 87
eMail: redaktion@elearning-journal.de
URL: www.elearning-journal.de

Publisher: Frank Siepmann

Editing: Mathias Fleig, Frank Siepmann
Final editing: Mathias Fleig, Nicole Fricke
Translation: Alexander Richter

Design and typesetting: Matthias Gerth

This work, including its parts, is protected by copyright. Any use not expressly permitted by copyright law requires the prior consent of the publisher. This applies in particular to duplications, editing, translations, microfilms and storage in electronic systems.

Copyright © 2018 Siepmann Media. All rights reserved.

Graphics used:

Background vector created by Freepik

Content

Imprint	2
Table of Contents	3
Preamble	4
Summary	5
Chapter 1 From hype to establishment	6
Chapter 2 Learning Content for Mobile Learning	12
Methodology	16
Recognitions	18

Preamble



Frank Siepmann
Publisher
eLearning Journal



Mathias Fleig
Chief editor
eLearning Journal

Mobile Learning has been one of the big trends in the eLearning industry for several years now. On paper, the general conditions are conceivably good; after all, the prevalence of mobile devices has never been higher, and the majority of employees in German-speaking countries are familiar with the use of smartphones and the like. The costs for smartphones and tablets have also fallen if the latest generation is not to be used.

At the same time, earlier eLearning BENCHMARKING studies have shown that Mobile Learning played a much smaller role in everyday business life than one might think. In 2015, for example, only 5.7% of study participants stated that Mobile Learning is often or very often used in their company. However, since the previous figures are already several years old, Mobile Learning should be addressed again in the context of the new eLearning BENCHMARKING study 2018. The following evaluation provides current figures, data and assessments that provide a more in-depth look at the status of Mobile Learning within in-company training in the German-speaking world.



Beate Bruns
Managing Director
time4you GmbH communication & learning

Mobile Learning has been one of the main trends in digital education for almost five years. The increasing mobility of employees and the flexibilization of work processes create (expectation) pressure on organizations to become more mobile in terms of learning and training. More and more employees, especially the younger generations, expect Mobile Learning opportunities as a matter of course. At the same time, the megatrend of digitalization is also creating a strategic pull towards more, short-term and flexibly available training.

The BENCHMARKING Mobile Learning 2018 study presented here, representative with over 700 participants, confirms the sustainability of the trend. For the first time, it also provides valuable data on actual use in training and further education. For example, 60% of the participants surveyed already use Mobile Learning or are planning to do so. At almost 90%, local and temporal flexibility are the strongest motives for the introduction. WBT, video and quizzes are by far the preferred learning formats. Learning opportunities based on new technologies such as Augmented and Virtual Reality, Beacons, QR codes and Artificial Intelligence are moving up. Smartphones and tablets are simply the „perfect“ devices for these applications!

time4you was very happy to provide technical support for the Mobile Learning BENCHMARKING study. We would be delighted if the results could provide impetus and support the further development of digital learning in the organizations!

Summary

Despite years of hypes, Mobile Learning is still far from being widespread in German-speaking countries. According to their own specifications, not even every third company currently uses mobile end devices in their own training and further education. Nevertheless, the topic still has great potential, as around 40% of the companies surveyed seem to plan to use Mobile Learning in the immediate future.

Local and temporal flexibility are the primary reasons for the use of Mobile Learning. In addition, however, the opening up of new application possibilities through smartphones and tablets, such as customer use, and the adaptation of learning offerings to user behavior also speak in favor of the use of Mobile Learning. The main obstacles cited are the lack of infrastructure and the cost of purchasing smartphones and/or tablets, for example. In addition, the lack of compatible learning content for mobile devices represents a hurdle for interested companies.

In addition to the provision of mobile end devices, the successful use of Mobile Learning also requires compatible learning content. According to the 2018 eLearning BENCHMARKING study, around two thirds of the companies surveyed offer learning content that can be used both mobile and on the PC. So, it's not surprising that WBTs and videos dominate as learning formats in tablets and smartphones as well. Nevertheless, quiz apps are now widespread among companies that already use Mobile Learning. Current trends such as Virtual Reality, Augmented Reality and Beacons are currently still rather rare in practical use, but could become significantly more relevant in the coming years.

4 Aspects of Mobile Learning

Employee request

In 39.3% of the companies with Mobile Learning, the desire of the employees played an important role in the introduction.

Infrastructure

With 20.6% of respondents, the existing LMS does not support the use of Mobile Learning in around every fifth company.

Didactics

With 40.6 % of the respondents mentioning it, not even every second company adapts the didactic concept for use on mobile devices.

Mobile Internet

73.1 % of the study participants stated that employees were only have access to their learning content on the move with an internet connection

From the hype to establishment

Learning always and everywhere - that is the promise with which Mobile Learning has been advertised for years. However, previous eLearning BENCHMARKING studies have shown that mobile end devices have a much more difficult status in in-company training than one might think based on the hype. In the following chapter, the current spread of Mobile Learning in German-speaking countries as well as the reasons and obstacles for the use of Mobile Learning will be discussed.



Great growth potential for mobile learning

The results of the current eLearning BENCHMARKING study 2018 show that the spread of Mobile Learning in German-speaking countries has increased significantly in recent years. Meanwhile, 29.3% of the companies surveyed use Mobile Learning in their training and continuing education programs, according to their own figures. The proportion of companies planning to use Mobile Learning is also surprisingly high at 30.1%. This figure points to a continued high growth potential for the spread of Mobile Learning in the German-speaking region in the coming years.

On the other hand, 40.4% of the companies surveyed do not currently rely on Mobile Learning, nor are they currently planning to include mobile end devices in in-company training. This means that the number of companies for which Mobile Learning does not play a role is still very high, but the trend is clearly downwards. In the 2015 eLearning BENCHMARKING study, the comparison value was even higher at 61%.

Is Mobile Learning primarily only relevant for DAX companies?

The spread of Mobile Learning has therefore developed positively over the last few years and will probably continue to do so. If one compares these figures with the size of the company, however, then a clear split between large companies and the

rest becomes apparent at the moment. With 46.9%, companies with more than 25,000 employees rely more than average on mobile devices in their training and further education.

How large the difference is becomes clear when one considers that the average value of all other company sizes is just 26%.

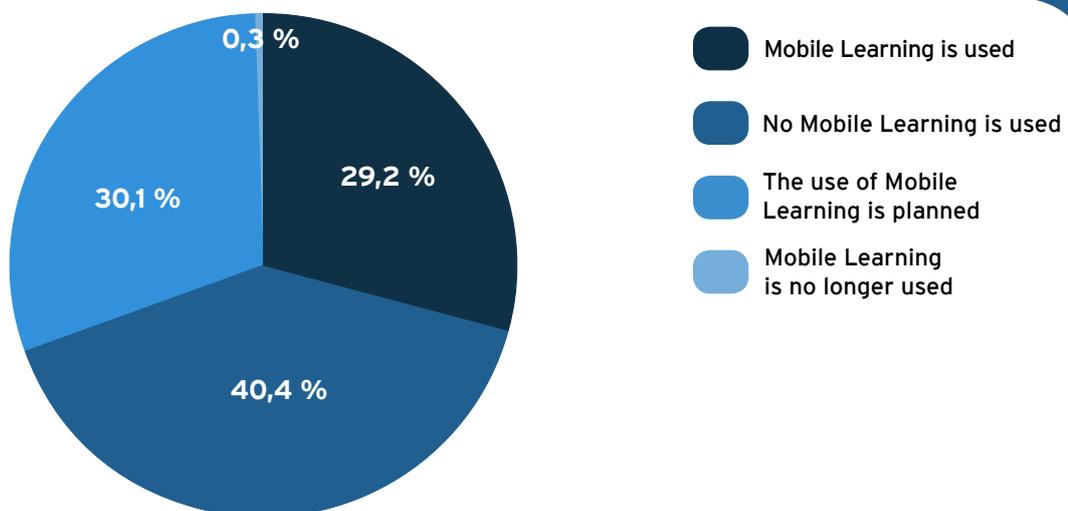
Company size also seems to play an important role in the planned use of Mobile Learning. The lowest growth potential of 25.8 % is therefore to be found in companies with less than 1,000 employees. In contrast, companies with between 10,000 and 25,000 employees have the greatest growth potential at 38.6 %.

One possible explanation for this discrepancy could be the issue of costs. In order for Mobile Learning to really be used in a company, both the appropriate technical infrastructure and a corresponding optimised range of learning materials must be available, which can mean prohibitive acquisition costs, especially for small and medium-sized companies.

The manufacturing industry is a difficult patch for Mobile Learning

But it is not only the size of the company that is subject to major discrepancies in the use of Mobile Learning, because a similar picture emerges when looking at the distribution by industry.

Use of Mobile Learning



Accordingly, mobile terminals have the most difficult status in the in-company education of the manufacturing sector. Because only 17.4 % of the study participants in this industry stated that Mobile Learning is used in their homes. However, the industry itself seems to be aware that there is a lot of catching up to do in the area of Mobile Learning, as the „planned“ figure of 33% is the second highest. Mobile terminal devices are currently the most intensively used in the retail, transport and logistics sectors, with 43.1% of the population citing them.

The unusually low prevalence in the processing industry is surprising, as Mobile Learning can be advantageous for several learning target groups and needs, especially in this industry. Production, for example, is a target group that has traditionally been difficult to train with eLearning due to limited access to PC workstations. However, with the help of tablets, production staff can also use digital learning materials relatively easily. For service employees, the tablet or smartphone can serve as an uncomplicated source of reference when used for repairs at the customer's site and thus support the employee directly in the work process in terms of performance support. On the other hand, there seems to be a current rethink, as manufacturing is one of the sectors with the highest growth potential.

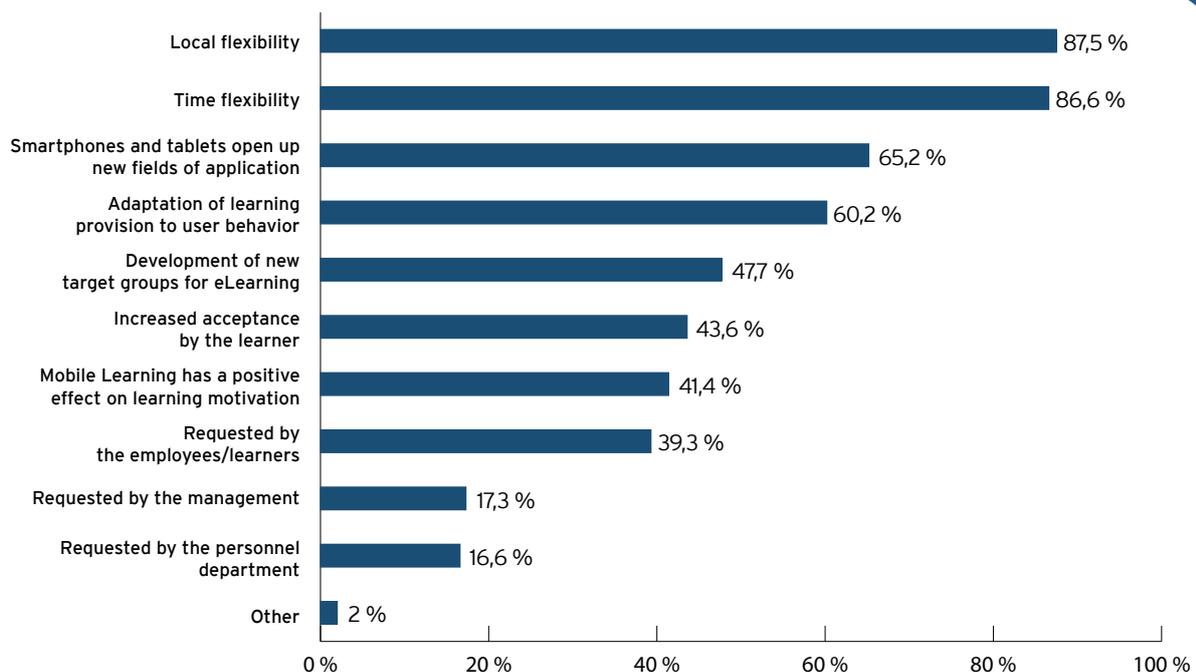
Flexibility is the most important argument for Mobile Learning

Even though the general trend seems to be upwards, the question still arises as to why there can be large differences in the use of Mobile Learning between companies from different sectors and of different sizes. Which concrete added values do mobile end devices of in-company initial and continuing vocational training really offer in practice?

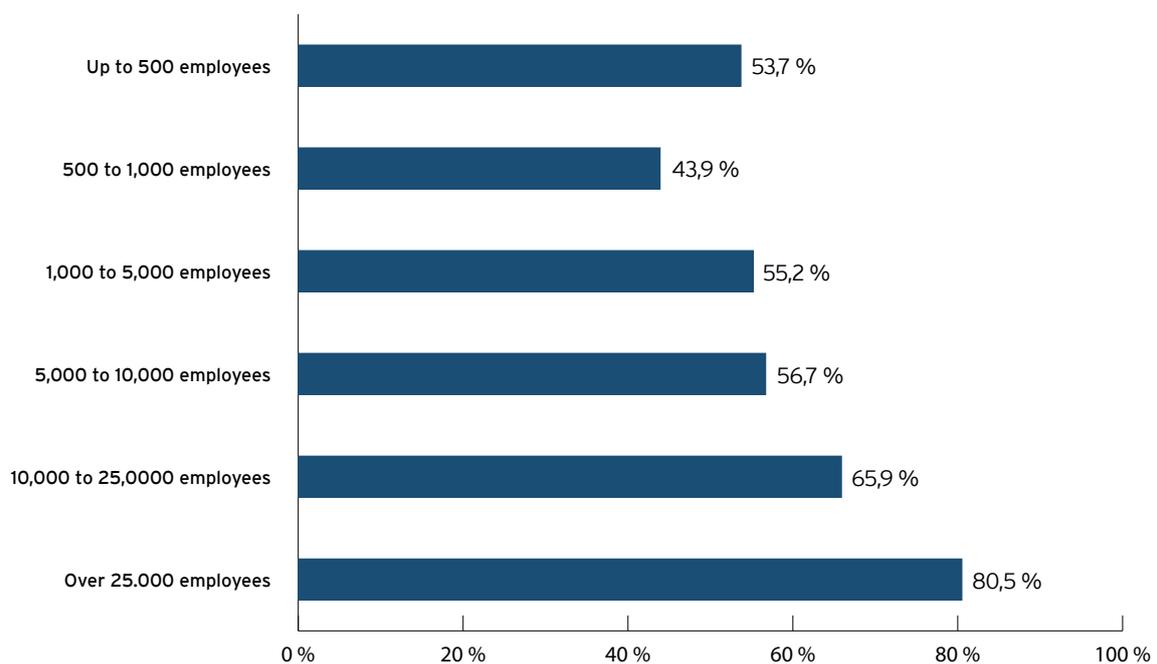
If one believes the results of the eLearning BENCHMARKING study 2018, then the image of the employee, who is still training on his smartphone on the way to work, does not seem to be a pure marketing vision. With 86.6 % and 87.5 % respectively, both local and temporal flexibility are by far the most important arguments in favor of the use of Mobile Learning. Apart from this, smartphones and tablets open up new applications, which, with 65.2% of respondents citing them, is an important argument for Mobile Learning for almost two thirds of the study participants. But also, the adaptation of the learning offer to the user behavior represents a reason for the use of Mobile Learning with 60.2 % for the majority of the study participants.

In contrast, the management (17.3%) and the personnel department (16.6%) are largely insignificant as initiators for the introduction to the topic of Mobile Learning.

Reasons for using Mobile Learning



Current and planned dissemination of Mobile Learning by company size



eLearning
JOURNAL
BENCHMARKING

n=741

Question: Is Mobile Learning used in your company for training and further education?

powered by:

time4you

Lack of infrastructure hinders the expansion of Mobile Learning

The feedback from the study participants thus largely confirms the arguments that are generally put forward for the use of mobile terminals in in-company training. The compatibility of the learning offer with smartphones and tablets corresponds to today's user behavior and the flexibility in terms of location and time has advantages both for the employees and the companies themselves, for example in the form of opening up new learning target groups. Nevertheless, not even a third of the companies in question actually use Mobile Learning in practice. But what makes it more difficult to get started with Mobile Learning?

From the point of view of the companies surveyed, the biggest obstacle, 49.5% of the respondents, was the lack of infrastructure, because without available tablets and smartphones there would be no Mobile Learning. However, if mobile devices are to be provided by the company itself, considerable costs can quickly arise as a result.

Therefore, it seems to be only a logical consequence that costs and in particular the acquisition costs for tablets and smartphones for 36.2% of respondents are another important argument against the introduction of Mobile Learning. The Learning

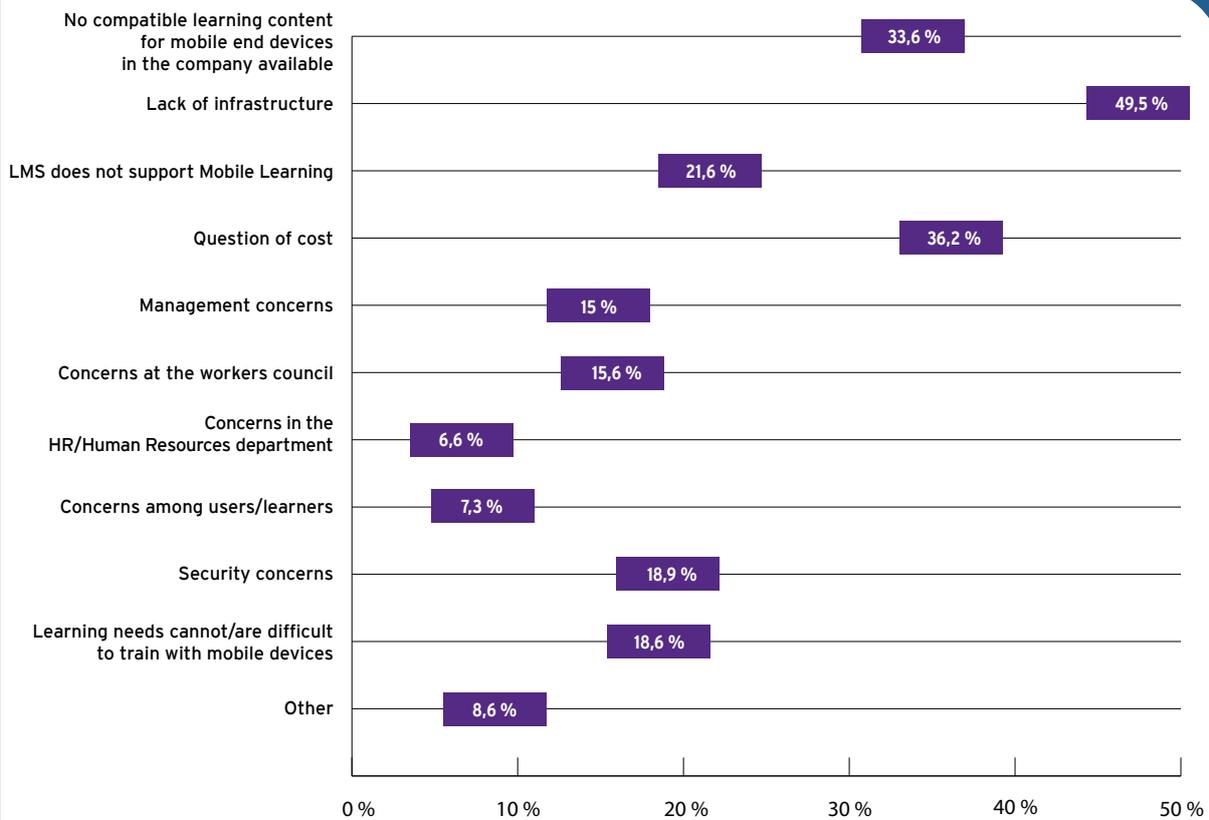
Management System also falls into the area of infrastructure, because even if every employee has a mobile terminal available, Mobile Learning is doomed to failure if the in-house LMS does not support the topic. And even though LMS providers have been advertising for several years that their LMSs are compatible with tablets and smartphones, the inadequate support of Mobile Learning by the existing LMS is a hurdle for 21.6% of the study participants to introduce it.

But in order for Mobile Learning to be successful in a company in the long term, a corresponding learning offering is needed in addition to the technical infrastructure. The fact that an incompatible learning offer can be a relevant hurdle for Mobile Learning is also shown in the study results. According to their own information, 33.6% of the companies surveyed do not have learning content suitable for use on mobile devices. In addition, considerations of important stakeholders such as management (15%), the works council (15.6%), the personnel department (6.6%) or the learners (7.3%) represent comparatively small stumbling blocks.

BYOD vs. provision - Where do the mobile devices come from?

As is so often the case with the establishment of new technologies or methods in in-company training,

Decisive arguments against the use of Mobile Learning



ning, it is not only the actual added value that is usually at the center of consideration, but above all the costs. The costs of setting up the necessary infrastructure for companies in German-speaking countries are also a challenge when it comes to eLearning. However, tablets and smartphones do not necessarily have to be purchased by the company itself and made available to employees. With the „bring-your-own-device“ approach, employees can use their own mobile end devices and it may only be necessary for the company itself to purchase a small inventory for employees without their own end device. But how widespread are the different delivery strategies actually?

Looking at the results of the eLearning BENCHMARKING Study 2018, the picture is largely twofold. At 49.5%, almost half of the study participants rely on „BYOD“, i.e. employees can use the company's learning offerings with their own mobile devices. Conversely, however, this also means that the other half of the companies surveyed provide their employees with mobile end devices. According to this, in 20% of cases employees are provided with a smartphone by their own company, in 18.5% of cases employees

are provided with a tablet and in 12% of cases employees are even provided with a tablet and smartphone.

Looking at these results, there seems to be no consensus in German-speaking countries as to whether BYOD or proprietary devices are the preferred approach. BYOD naturally has the great advantage that the acquisition costs for the company are significantly reduced, because today, for private reasons, employees should have access to either a smartphone or a tablet across the board to a large extent. If necessary, it may be sufficient in such a scenario to procure only a small stock of one's own terminal devices. On the other hand, BYOD can create additional security risks for a company, which must be taken into account in the valuation.

These reservations are not obvious, as 18.9% of the study participants consider safety concerns to be a reason against the use of Mobile Learning, especially in the case of BYOD. On the other hand, the security risks of company-owned end devices can be minimized, but the acquisition costs can quickly skyrocket, which can represent a substantial hurdle.

le for the introduction of Mobile Learning in many companies.

Apple devices dominate

Regardless of whether a company relies on BYOD or on its own smartphones and/or tablets, the operating system for which the learning content is to be produced also plays a role in optimizing the learning offering for mobile devices. While the assumption suggests itself that in practice at least iOS and Android must be taken into account, this nevertheless means additional production costs for companies. Especially if companies provide the mobile devices for their employees themselves, wouldn't it be a good idea to rely only on one operating system?

As part of the eLearning BENCHMARKING Study 2018, participants were asked to estimate the proportion of different operating systems or platforms in both the mobile devices provided by the company and their own.

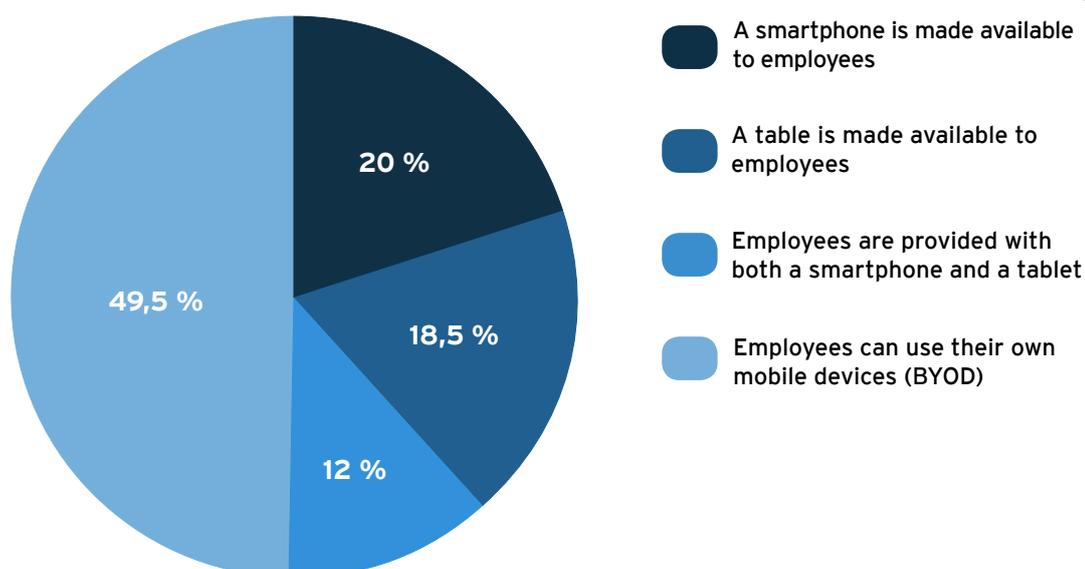
Among the company-owned end devices, Apple and iOS clearly seem to be preferred by the companies

with 53.5 %. Android, on the other hand, appears to be well behind in second place with only 26.1 %, while the penetration of Microsoft with Windows is 19.2 %. In contrast, Blackberry and the Blackberry OS have virtually no relevance with 2%.

The difference between iOS and Android is the most pronounced in the mobile devices used by employees. Compared to the company's own devices, the distribution of iOS devices does not seem to be quite as dominant with 45.4% of employees. Android devices, on the other hand, seem to perform significantly better among employees with a comparative value of 37.2%. However, the better performance of Android is not only at the expense of iOS, but Windows and Blackberry OS also perform worse with 16.6% and 0.8%, respectively, than was the case with the company's own devices.

On the whole, however, the assumption seems to be confirmed that companies generally cannot avoid optimizing both iOS and Android if tablets or smartphones are to be supported in in-company training and further education.

Availability of mobile end devices for in-company training



Substudy Mobile Learning

Learning content for Mobile Learning

As already mentioned in the previous chapter, learning content plays a decisive role for the successful use of Mobile Learning, in addition to the technical infrastructure. After all, the added value of increased flexibility through smartphones and tablets is significantly limited if the existing learning offering is not optimized for use on mobile devices and if it causes frustration rather than motivation among learners. The next chapter will discuss the extent to which learning content has already been optimized for Mobile Learning and which learning formats are suitable for use on smartphones and tablets.



Majority of companies offer optimized learning content

There is very little that can be more frustrating for the learner than using a learning unit on the smartphone that is actually designed for the display size of a desktop PC. If one is confronted with a lack of clarity on the smartphone due to an inappropriate font size, long loading times due to images and videos in the wrong resolution and constant scrolling due to unfavorable proportions, then the smartphone is quickly put aside as a learning medium.

The results of the eLearning BENCHMARKING Study 2018 show that the majority of the companies surveyed are aware of the importance of optimized learning content, as almost two out of three study participants (65.4%) stated that learning content can be used both mobile and on the PC. However, there are also companies that only optimize their learning offerings for certain end devices or screen sizes. At 21.7%, about one-fifth of the companies surveyed adapted their learning content specifically to the needs of tablets. WBTs & Co. with 8.8 % nominations are clearly rarer and are only designed for use on smartphones.

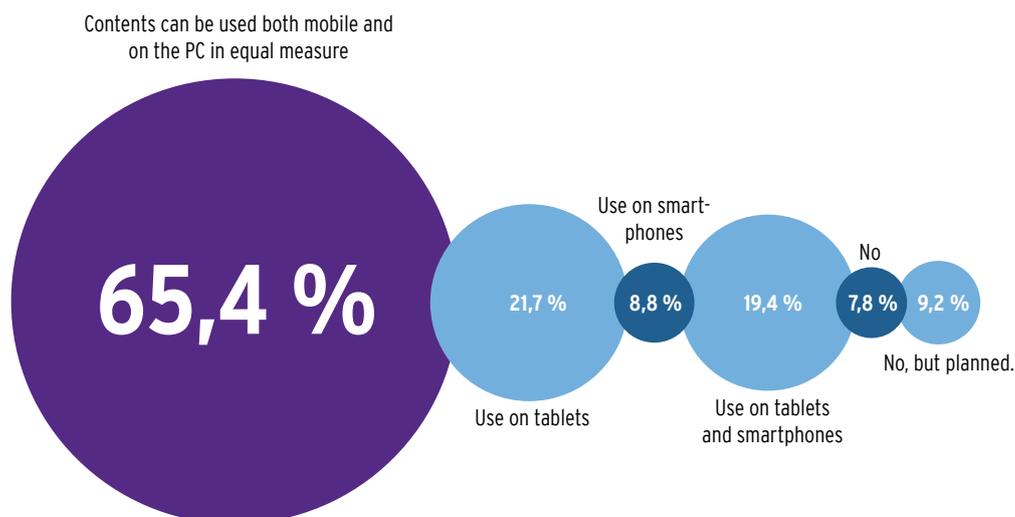
The question of what proportion of learning content in the company is already compatible with Mobile Learning shows a mixed picture.

While at one end of the spectrum less than 10 % of the offer is compatible with tablets & co. with 15.1 % nominations, at the other end of the spectrum there are also study participants for whom all learning contents have already been optimized (8.5 % nominations). On average, however, the figure is 42.6%, i.e. all in all, the majority of learning content in the companies in the DACH region is not yet compatible with mobile terminals.

All in all, these results suggest that the majority of the companies questioned are aware of how important optimized learning content is for the success or failure of Mobile Learning. On the other hand, adapting the learning offer to the needs of smartphones and tablets is a time-consuming and correspondingly longer process, which is why only a small proportion of the study participants have so far optimized the entire learning offer.

At best, learning content is automatically adapted to the end device used, so that a positive user experience is always given regardless of the screen size. Thanks to Responsive Design, the same learning content can be produced that cuts a fine figure both on the PC and on the smartphone and can be used without major restrictions.

Possibility of using Mobile Learning in the company



Thanks to Responsive Design, there is no need to create multiple versions of a learning unit for different end devices, which can reduce production costs. However, responsive eLearning design places higher demands on the concept, as the layout must offer enough space to adapt flexibly and fluidly to the respective end device. If, however, a company only wants to support a certain mobile device, for example, because company-owned tablets are available for employees, it may also be worthwhile to create an adaptation for the supported mobile device only in addition to the PC version and to use the resulting greater design freedom in comparison to the Responsive Design.

Short and responsive - The recipe for a mobile-optimized learning unit?

Simply adapting the dimensions of a learning unit to the display sizes of tablets and smartphones is not necessarily an optimization for Mobile Learning. Often other factors have to be considered to ensure that the learning content is really suitable for mobile use. Because which learner watches a 45-minute course on his smartphone on the way to work?

The feedback from the study participants shows that companies are well aware that a large number of aspects have to be considered when optimizing for mobile devices. As already mentioned, a central aspect is the responsive development of mobile-capable learning content so that it automatically adapts to the display size of the terminal device used. With 79.7 % nominations, this aspect already seems to be widespread in German-speaking countries. The micro-learning approach is also widespread, as 70% of the companies surveyed use shorter learning units according to their own specifications, even if these are intended for mobile use on smartphones and tablets. Especially if the learning offer is accessed from on the way and there without a WLAN connection, the internet connection can be limited and slow. In order to guarantee a smooth usability in such a situation, sources of large amounts of data, such as high-resolution images, animations or videos, can be taken into account during the conception phase. It is therefore no surprise that, with 65.9% of respondents, almost two out of three companies are looking for a „mobile-friendly“ use of media.

In contrast, not even half of the companies surveyed (40.6%) changed the didactic concept for Mobile Learning. On the one hand, smartphones and tablets offer additional functions such as a camera or location recognition, which are actively used in a learning unit and can represent an added value compared to the PC. On the other hand, a deviat-

on of the didactic concept extra for mobile devices usually means an additional effort in production.

Are there other learning formats for mobile devices besides quizzes?

A central aspect in the optimization of the learning offer for smartphones and tablets is the selection of the appropriate learning format. After all, a learning unit based on a WBT has significantly different strengths and weaknesses than, for example, an augmented reality application. In the meantime, there is an extensive range of formats for mobile end devices, some of which are identical to the standard formats for desktop PCs, but some of which also differ because they use functions from mobile end devices that the classic PC does not have. But just because there is an extensive selection of learning formats for mobile devices, it does not mean that all formats have the same relevance in everyday practice.

The results of the eLearning BENCHMARKING Study 2018 show that companies have clear preferences for format selection. Not surprisingly, WBTs and video are also the two most important learning formats for mobile devices. At 88.7%, almost all companies that already use Mobile Learning rely on WBTs, while a further 6.5% plan to use them. A similar picture can be seen in the video format, on which 95% of the companies surveyed either already rely (86.7%) or intend to use in the future (8.3%).

In addition to these two „classics“ of the eLearning industry, however, the quiz format is now also enjoying broad approval. With a distribution rate of 78%, quizzes are only slightly behind the established mainstays of WBTs and video training. In addition, another 17.7% are currently planning to use quizzes, which could bring the format into line with WBTs and videos in the coming years.

Apart from these top 3, other learning formats seem to have a much more restrictive appeal for companies.

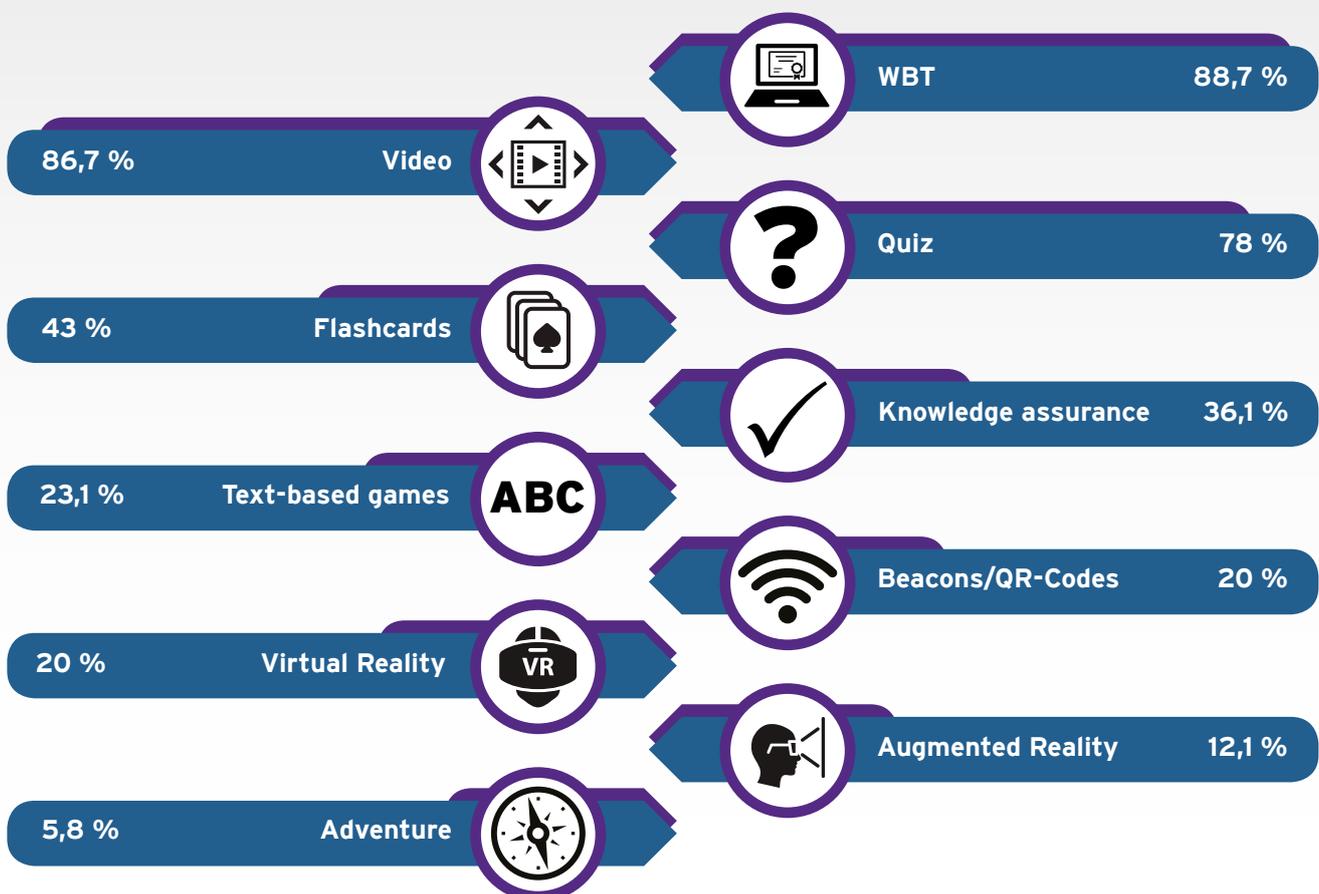
Learning cards, for example, are also very well suited for use on mobile end devices, but are currently used in less than half of the companies surveyed, with 43% citing them. The practical relevance appears to be even lower for current trends such as Virtual Reality (20% used), Beacons (20% used) and Augmented Reality (12.1% used). However, Augmented Reality and Virtual Reality have the highest values with 27.1% and 25.3% respectively when it comes to the planned use of these formats for Mobile Learning.

Overall, it seems logical at first that WBTs and video are also relevant for mobile devices almost everywhere. These two formats are the cornerstones of eLearning on the desktop PC and the vast majority of eLearning units rely on at least one of these two formats. If existing learning content is also optimized for mobile devices or new learning units are designed for desktop, tablet and smartphone, then it makes sense to use a format that is suitable for all devices.

In the last two to three years, however, the quiz apps have also been able to assert themselves against

this. They are used with a playful approach, in particular to secure knowledge, and now enjoy widespread use. On the other hand, learning formats such as Augmented Reality or Beacons, which primarily only make sense for use on tablets or smartphones, appear to be in a very difficult position, presumably because the cost-benefit analysis is made more difficult without the inclusion of the PC. However, the high planning values, especially for Augmented and Virtual Reality, show that many of the companies surveyed are very interested in these forms.

Dissemination of mobile learning formats



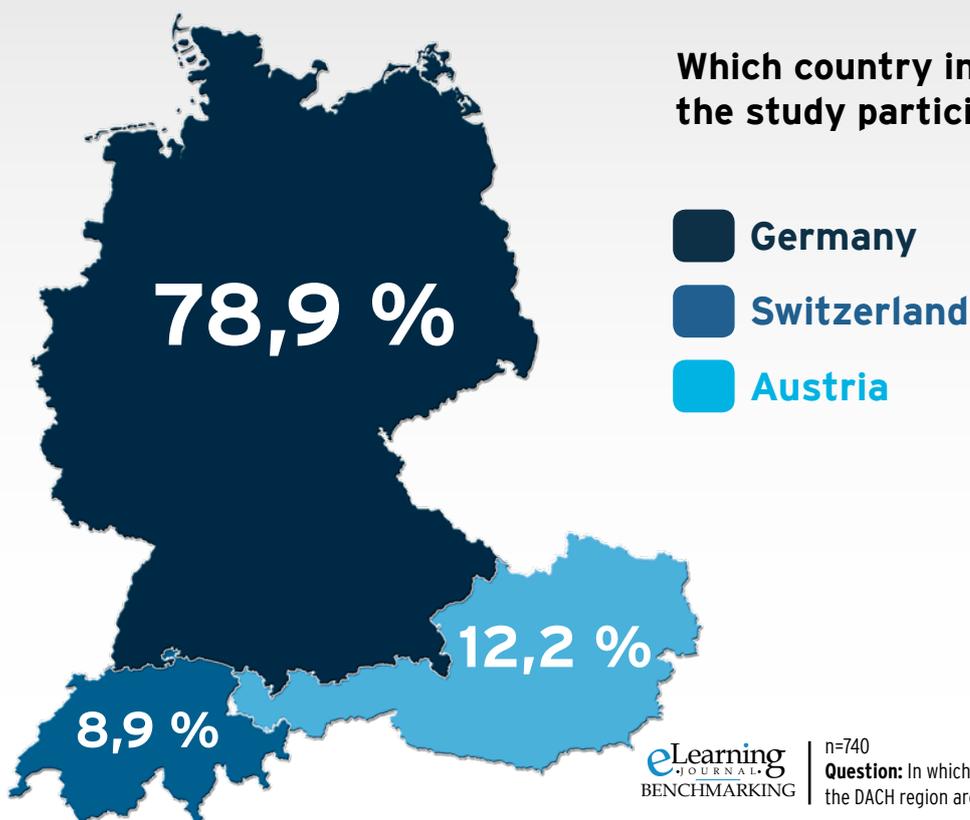
Methodology

The editorial staff of the eLearning Journal has been conducting the eLearning BENCHMARKING study annually since 2014 in order to gain current insights into the eLearning and continuing education practice of the German-speaking economy, including the current use of eLearning measures as well as expected trends and future developments in this area for the coming years. The eLearning BENCHMARKING study thus offers a comprehensive orientation aid for companies and organizations from Germany, Austria and Switzerland.

More than 900 companies participated in the current eLearning BENCHMARKING Study 2018 entitled „eLearning & Continuing Education“. The study comprises a total of 6 sub-studies focusing on Talent Management, Digital Transformation, Competence Management, Language Training, Mobile Learning and the Provider Study.

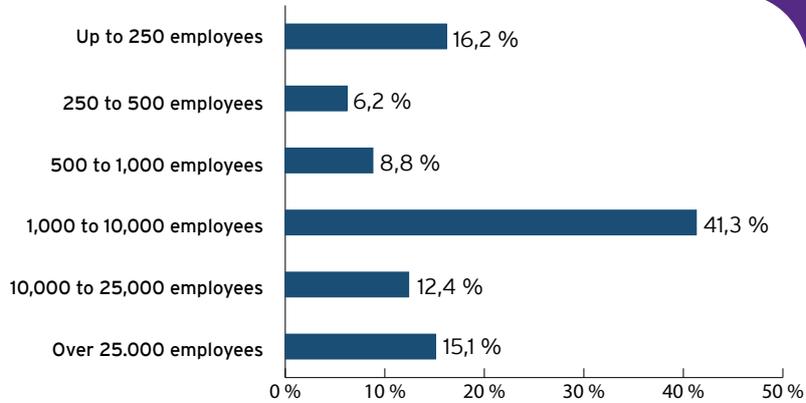
The eLearning BENCHMARKING Study 2017 primarily surveys eLearning companies and organizations. As part of the study, eLearning Journal staff invited participants from previous years and participants from companies and organizations applying the SUMMIT Tour 2016, which comprised a total of 24 events and around 2,700 participants, to the study by telephone. The actual data was collected anonymously using special online survey software. In addition, the 20,000 editorial contacts of the eLearning Journal were invited to participate in the eLearning BENCHMARKING study.

Which country in the DACH region do the study participants come from?



A cross-section of our study participants

Company size



eLearning
JOURNAL
BENCHMARKING

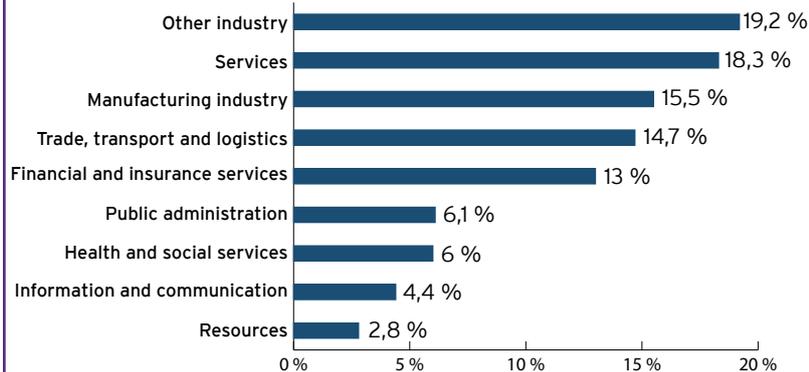
n=747

Question: How many employees does your company have?

powered by:

time4you

Branch



eLearning
JOURNAL
BENCHMARKING

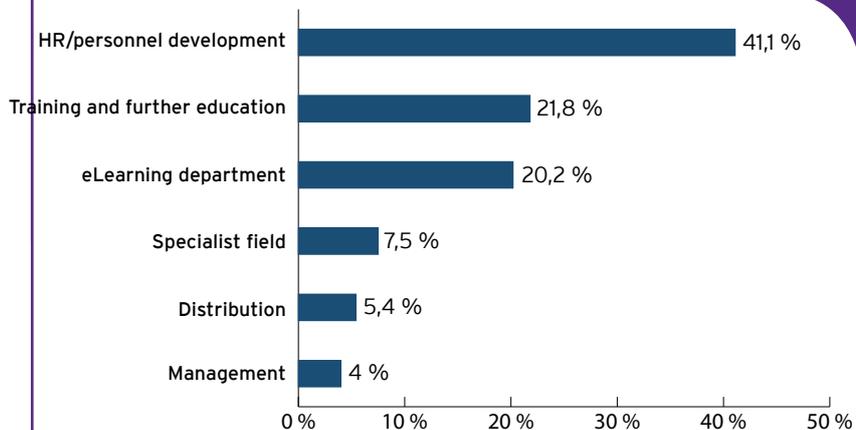
n=749

Question: Which branch does your company belong to?

powered by:

time4you

Position of the study participants



eLearning
JOURNAL
BENCHMARKING

n=744

Question: In which area do you work in your company?

powered by:

time4you

Recognitions

Project implementation:



The eLearning Journal is a trade journal of the Siepmann Media business publishing house and publishes five print publications annually on various topics in the fields of eLearning and in-company education. In addition, since 2014 the eLearning Journal has conducted the largest annual study on the operational use of eLearning in German-speaking countries, the eLearning BENCHMARKING Study. In addition to the journalistic activities, the eLearning Journal organizes the decentralized conference series „eLearning SUMMIT Tour“ with approx. 25 events and 2,500 to 3,000 participants from companies and organizations in Germany, Austria and Switzerland.

Project partner:



time4you GmbH communication & learning is a pioneer in the e-learning industry and is one of the leading providers of software-supported solutions for digital learning, personnel development and further education in the German-speaking region (DtI/A/CH). The innovative Karlsruhe-based company offers its national and international medium-sized and corporate customers as well as public institutions and education providers tailor-made turnkey high-end solutions based on IBT SERVER software. The interdisciplinary team of time4you GmbH stands for extensive expertise in information technology, personnel and business processes, methodology/ didactics, media design and e-learning. The company is headquartered in Karlsruhe with further regional offices. time4you is a member of BITKOM e.V., Leonardo Corporate Network and Zukunftsinitiative Personal (ZiP).

Cooperation partner:



The Didacta Verband e. V. is the ideal sponsor of the world's largest trade fair for education, the didata - the education fair, at which over 100,000 trade visitors can inform themselves annually about news on the subject of education. The Didacta Verband e. V. represents the interests of more than 260 companies and organizations at home and abroad and works together with them to improve market opportunities in national and international competition. On behalf of its members, the Didacta Verband e. V. advocates the use of high-quality teaching and learning materials and the needs-oriented furnishing and equipment of all learning locations. In addition, the association is actively involved in debates on the further development of education systems and informs the public about important developments in education.