

## PRINCIPAL INVESTIGATORS OF THE FUNDED PROJECTS (SECOND PHASE OF THE SPP 1646)

Dr. Christian Aßmann (Bamberg), Prof. Dr. Claus Carstensen (Bamberg), & Prof. Dr. Steffi Pohl (Berlin): Analyzing relations between latent competencies and context information in the NEPS

Prof. Dr. rer. pol. Dr. h. c. Hans-Peter Blossfeld (Florence): Determinants of the emergence of gender-specific patterns of competencies and decision making over the educational career in Germany

Prof. Dr. Hartmut Ditton (Munich): Inequality in educational transitions during secondary school: Family, regional and institutional conditions

Dr. Jörg Drechsler & Dr. Joseph Sakshaug (Nuremberg): Imputation and record linkage strategies for educational data collected from surveys and administrative sources

Prof. Ph.D. Bernd Fitzenberger (Berlin) in cooperation with Prof. Ph.D. Christian Dustmann (London) & Prof. Dr. Aderonke Osikominu (Hohenheim): Education and vocational training, transitions and labor market outcomes

Prof. Dr. Katja Görlitz & Dr. Marcus Tamm (Berlin): Schooling and regional factors as determinants of employees' participation in further education

Prof. Dr. Steffen Hillmert (Tübingen): Social inequality in (post-)secondary educational careers: The relevance of spatial contexts

Dr. David Kiss (Hannover): Which role do classmates play for own achievement growth? An empirical analysis of the transmission channels through which ability peer effects operate

Prof. Dr. Corinna Kleinert (Bamberg) & Prof. Dr. Kathrin Leuze (Hannover): Wage inequalities between women and men in Germany – How relevant are occupational sex segregation, gender-typical job tasks and occupational closure for understanding the gender pay gap?

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Prof. Dr. Cornelia Kristen (Bamberg) & Prof. Dr. Petra Stanat (Berlin): The role of immigrants' first and second language proficiency for social integration, particularly in education: Analyses of NEPS data

Prof. Dr. Nadine Spörer & Prof. Dr. Guido Nottbusch (Potsdam): Heterogeneity and reading competence: The role of institutional and home learning environment

Prof. Dr. Matthias Richter (Halle): The impact of compositional, contextual and institutional school characteristics on health and well-being throughout the educational career

Dr. Tobias Roth (Mannheim): Social networks and the transition from education to work

Prof. Dr. Hans-Günther Roßbach & Prof. Dr. Sabine Weinert (Bamberg): Video-based validity analyses and interrelations between measures of early childhood competencies and learning environments (ViVA II)

Prof. Dr. Heike Solga (Berlin): New opportunities or reinforced disadvantages? Variation in returns to low-achieving school leavers' participation in pre-vocational training measures (N.O.R.D.)

Prof. Dr. Ludger Wößmann (Munich): Teacher effectiveness and its determinants in Germany: A deepened analysis

## COORDINATION OF THE PRIORITY PROGRAMME

Prof. Dr. Sabine Weinert, University of Bamberg

Prof. Dr. rer. pol. Dr. h. c. Hans-Peter Blossfeld, European University Institute, Florence

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## “Analyzing Data of the National Educational Panel Study (NEPS)”

## Programme Portrait of the 2<sup>nd</sup> Funding Phase

Funded by



The Priority Programme "Education as a Lifelong Process. Analyzing Data of the National Educational Panel Study (NEPS)" has been set up by the German Research Foundation (DFG) to promote disciplinary and interdisciplinary research devoted to one or more of the following topics: (1) studying competence development over the life course, (2) utilizing the NEPS database for other relevant substantive analyses, and (3) dealing with methodological issues relevant to the NEPS. The Priority Programme started in 2012, its main programme being approved for six years. It aims to foster widespread scientific use of the data and the research opportunities of the NEPS.

The National Educational Panel Study (NEPS) in Germany provides unique, nationally representative longitudinal data on individuals' educational careers and competencies and how they unfold over the life course in relation to family, educational institutions, workplaces, and private life. The six representative starting cohorts are composed of infants, 4- to 5-year-olds attending Kindergarten (preschool), 10- to 11-year-olds in 5<sup>th</sup> grade, 14- to 15-year-olds in 9<sup>th</sup> grade, first-year higher education students, and 23- to 64-year-old adults. These cohorts are reassessed on a yearly basis. Until summer 2015 the NEPS has released 15 scientific use files for the six cohorts which are supplemented on regular bases. Additional features like linkage of regional data to the NEPS scientific use files are provided by the data center.

The NEPS was funded by the Federal Ministry of Education and Research within its Framework Programme for the Promotion of Empirical Educational Research. NEPS has been set up as an open research infrastructure providing a unique database for research within the scientific community. Since 2014, NEPS is carried out by the Leibniz Institute for Educational Trajectories (LifBi) at the University of Bamberg in cooperation with a nationwide network.

During the first funding phase of the Priority Programme (2012-2014) a total of seventeen projects from five different disciplines have successfully conducted their research and have published their results. In 2015 the second funding phase (2015-2017) of the Priority Programme was launched. Eleven research groups continued their research projects focusing on the same or new topics compared to the first funding period. In addition, five new projects have been included into the programme. Overall, sixteen projects distributed throughout eleven German universities, five research institutes, and two international universities are embedded in the second phase of the Priority Programme.

An important goal of the Priority Programme is to provide an efficient interdisciplinary network of experts studying education as a lifelong process. The NEPS consortium functions as the core of this network; and the LifBi at the University of Bamberg will serve as an institutional platform coordinating such kinds of activities. In particular, a theoretical and methodological training program is offered for doctoral students and postdocs enabling them to conduct cutting-edge research and publish in the best peer-reviewed journals in the field.

A further objective of the Priority Programme is to stimulate national and international cooperation with key colleagues in the field. On an international level, cross-national comparisons of the NEPS data with comparable data structures on educational processes from other countries can help to forge closer ties to educational researchers from different countries.

For the 2<sup>nd</sup> Funding Phase of the Priority Programme 1646 the following events will be organized:

DATE	EVENT	CONTENT
Autumn 2015	Opening Meeting and NEPS Data Workshop	Introduction to new developments in the NEPS, presentation of projects, networking, coordination of further tasks; Introductory courses to scientific use files of the NEPS
Summer 2016	Summer School and NEPS Data Workshop	Courses on educational research, methodological courses on longitudinal and multilevel data analysis; presentation and interdisciplinary discussion of preliminary project results; NEPS-Data Workshop
Autumn 2016	1 <sup>st</sup> Colloquium	Project presentation, progress report, networking and coordination of further tasks
Autumn 2017	2 <sup>nd</sup> Colloquium	Project presentation, progress report, networking and coordination of further tasks
Spring 2018	Final Conference	Presentation and discussion of final results, retrospective view on six years of the SPP 1646
on request	Additional NEPS Data Workshop	Introductory courses to scientific use files of the NEPS