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 Osikomiu (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?

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

- 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-Günter 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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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 5th grade, 14- to 15-year-olds in 9th 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 2nd Funding Phase of the Priority Programme 1646 the following events will be organized:

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