

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

Prof. Dr. Silke Anger (Nuremberg), & Prof. Dr. Reinhard Pollak (Berlin): Employment-related further training in a dynamic labor market: The role of business cycles and technological change

Dr. Christian Aßmann, Prof. Dr. Claus Carstensen (Bamberg), & Prof. Dr. Steffi Pohl (Berlin): A Bayesian model framework for analyzing data from longitudinal large-scale assessments

Prof. Dr. Philipp Doebler, & Prof. Dr. Markus Gebhardt (Dortmund): Educational progress of children at risk of low academic achievement: A psychometrically informed investigation of educational outcomes and resilience factors with longitudinal data of the National Educational Panel Study

Dr. Jörg Drechsler (Nuremberg), & Dr. Joseph Sakshaug (Manchester): Enhancing the quality and utility of longitudinal data for education research

Prof. Dr. Andrea Hildebrandt (Greifswald), & Prof. Dr. Ulrich Schroeders (Bamberg): Extension and application of local Structural Equation Modeling to longitudinal data

Prof. Dr. Cornelia Kristen, Dr. Christoph Spörlein, & Dr. Gisela Will (Bamberg): When immigrants are aiming high: Educational achievement and attainment in light of greater aspirations

Dr. Clemens Lechner (Mannheim): Stability and change in adult competencies: Patterns and predictors of literacy and numeracy development

Nanine Lilla (Bamberg): Acculturation as an effective mechanism on immigrant students academic achievement and well-being: An analysis of data of the National Educational Panel Study (NEPS)

Dr. Katharina Rathmann (Dortmund), & Prof. Dr. Matthias Richter (Halle): Trajectories and transitions throughout the educational career: Implications for young people's health and health inequalities

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Prof. Dr. Hans-Günther Roßbach, & Prof. Dr. Sabine Weinert (Bamberg): Impact of early childcare arrangements and the home-learning environment on child development (ViVAplus)

Prof. Dr. Steffen Schindler (Bamberg): Alternative routes to higher education eligibility: Disentangling diversion processes from higher education

Dr. Judith Offerhaus (Cologne): The relationship of attitudes towards education, social origin and educational success

Prof. Dr. Heike Solga (Berlin): New opportunities or reinforced disadvantages? Variation in returns to low-achieving school leavers' participation in pre-vocational training measures - Extension: Dropping out of VET programs (Short: N.O.R.D. 2)

Dr. Marcus Tamm (Berlin): Causal estimates of education on fertility, marriage and cohabitation

Prof. Dr. Ludger Wößmann (Munich): How does reducing the intensity of tracking affect student achievement and equity? Evidence from German state reforms

Dr. Florian Wohlkinger (Munich): Development and determinants of student's aspirations in elementary school

COORDINATION OF THE PRIORITY PROGRAMME

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

Programme Portrait of the 3rd Funding Phase

Funded by



DFG PRIORITY PROGRAMME 1646

Education as a Lifelong Process

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 eight 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 (2012-2014) and second (2015-2017) funding phases of the Priority Programme more than twenty projects from five different disciplines have successfully conducted their research and have published their results. In 2018, the third funding phase (2018-2019) of the Priority Programme was launched. Three research groups continued their research projects focusing on the same or new topics compared to the second funding period. In addition, thirteen new projects have been included into the programme. Overall, sixteen projects distributed throughout seven German universities, five research institutes, and one international university are embedded in the third 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 3rd Funding Phase of the Priority Programme 1646 the following events will be organized:

DATE	EVENT	CONTENT
Spring 2018	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
Fall 2018	Summer School	Courses on educational research, methodological courses on longitudinal and multilevel data analysis; presentation and interdisciplinary discussion of preliminary project results; NEPS-Data Workshop
Spring 2019	Colloquium	Project presentation, progress report, networking and coordination of further tasks
Winter 2019	Final Conference	Presentation and discussion of final results, retrospective view on six years of the SPP 1646